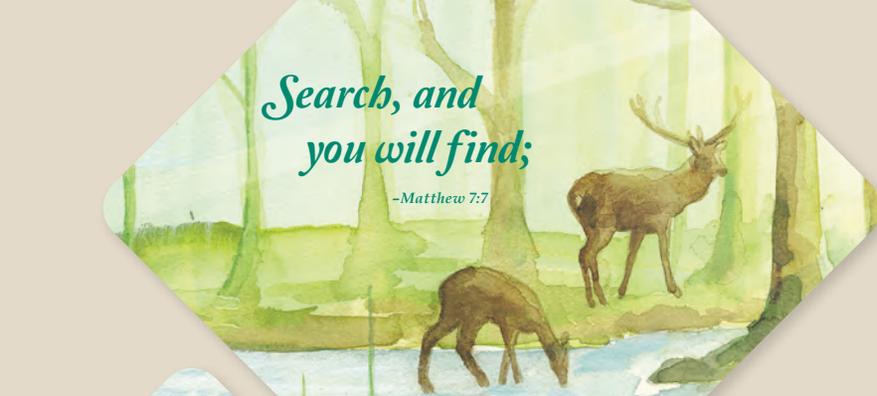


*Search, and  
you will find;*

*-Matthew 7:7*

# Calgary Catholic School District

**ANNUAL REPORT  
2018-2019**



**CALGARY CATHOLIC  
SCHOOL DISTRICT**

# Chair's Message



Our board priorities of Faith Formation, Student Success, First Nations, Métis and Inuit Success and Student Wellness are the lenses through which we focus our efforts. This demands the best efforts of our trustees, who together, have over 70 years of trusteeship experience serving CCSD. Our Board includes: Myra D'Souza - Wards 1, 2 and Cochrane and Vice Chair, Linda Wellman - Wards 3, 5 and Airdrie, Pamela Rath - Wards 4 and 7, Lory Iovinelli - Wards 6 and 8, Cheryl Low - Wards 9, 10 and Chestermere, Cathie Williams - Wards 11 and 12 and Mary Martin - Wards 13 and 14 and Board Chair. We are proud to work together on behalf of CCSD, which is one of the most successful school districts in Alberta, providing the highest-quality programs that educate and empower our students. Highlights of our work this past year include:

## Faith

The Board of Trustees has worked diligently to ensure a strong relationship is cultivated on the part of the Board, our families, our parishes and the Diocese of Calgary. We have met with Bishop McGrattan and have welcomed the integral role of our parish priests, as well as members of religious orders, within our schools. Our faith as Catholics is central to our work. As a district, we participated in Catholic Education Sunday on November 4th, 2018 in which many members of our CCSD community shared messaging regarding the importance of our Catholic schools during all masses within Calgary and surrounding areas. As we have done every year, we center our staff in faith through a full-day event, 'Faith Day' in which we come together to live and learn in our faith. This year, Father Rob Galea served as our keynote speaker. Also, this year marked the first time that CCSD held a Student Faith Day, also led by Father Galea.



## Relationships

### Staff

Our Board knows that the success of our students is directly aligned with the efforts of over 5,400 district teaching, support, caretaking, exempt and administrative staff. We greatly value the work undertaken by these incredible people and are honoured to recognize their contributions at CCSD's annual Long Service Awards, as well as our district Retirement Dinner. Additionally, we celebrate the many significant contributions made by our staff and students at our annual District Celebration, held in March. We are very proud of the continued recognition of the Calgary Catholic School District as one of Alberta's Top 75 Employers.

### School Councils

We govern through engagement and collaboration. As advocates for our communities, we integrate feedback from our Parent Trustee Forums, school councils and annual surveys to ensure that funding, infrastructure and legislation provide support for our students and

## *Search, and you will find (Matthew 7:7)*

The Board of Trustees of the Calgary Catholic School District (CCSD) has been privileged to work on behalf of those we serve during the 2018–2019 school year. As governors of the largest publicly-funded Catholic school district in Alberta, creating optimal learning environments for the 57,000 students who attend our 115 schools in Calgary, Cochrane, Airdrie and Rocky View County is central to everything that we do.

their families. In consultation with our families, we responded to feedback asking for information on how parents can best support their children. We ensured that our parents had access to presentations by noted speakers such as Dr. Lynn Miller, who spoke on anxiety and children and Becky Kallal, who spoke on effective meeting management skills, to help develop expertise with navigating school councils. In addition, our Parent Trustee Forums offered an opportunity to learn how to be effective at the provincial level as a member of school council. To prepare our families with respect to the K–4 Curriculum Review process, we held an informational evening with our staff in Instructional Services. On April 26–28th, trustees supported eight school council chairs at the Alberta School Councils’ Association Convention and Annual General Meeting in Edmonton. We were very pleased to observe the enthusiasm demonstrated by our school council chairs, who were influential with respect to shaping resolutions to best support students. The Board was pleased to note that CCSD received three awards during this conference: School Council Award of Merit, John Costello School, School Council Parent of Distinction Award, Cheryl Schneider (Blessed Cardinal Newman) and District School Council Engagement Award, Calgary Catholic School District.

### **Municipal Governments**

Your Board values the collaborative working relationships with our municipal partners within Calgary, Cochrane, Airdrie and Rocky View County. Trustees have worked with various City of Calgary elected officials to ensure that the new City Charters legislation serves all parties well. We have worked productively with Airdrie in a collaborative effort involving educational stakeholders to secure mutually satisfactory land sites that will support student success.

**Board of Trustees**

**Mary Martin, Chair**  
Wards 13 & 14

**Myra D'Souza, Vice-Chair**  
Wards 1, 2 & Cochrane

**Cheryl Low**  
Wards 9, 10 & Chestermere

**Lory Iovinelli**  
Wards 6 & 8

**Pamela Rath**  
Wards 4 & 7

**Linda Wellman**  
Wards 3, 5 & Airdrie

**Cathie Williams**  
Wards 11 & 12



Our advocacy, on behalf of the district and students whom we serve, has created positive results and ensures support for Catholic schools in the neighbourhoods where our families live.



### **Provincial Governments**

Our Board is proud of the effective, respectful relationship that we have developed with our provincial partners. We worked with our provincial partners to ensure that legislation and provincial initiatives support success for our students. Bill 32, The City Charters Fiscal Framework Act, is one such example of collaboration that is supportive of school boards and our relationship with both our provincial and municipal partners. We have consulted on Bill 32, as well as the development of the subsequent regulation: The City of Calgary Charter. Both initiatives build upon previous engagement on behalf of the Board of Trustees relative to the development of the Municipal Government Act and the Modernized Municipal Government Act. Further, as a Board, we have been engaged on the K–4 Curriculum Review and have responded to media and public requests on topics such as the removal of seclusion rooms, the need for infrastructure and the value of locally-elected boards and publicly-funded Catholic education.

### **Provincial Education Stakeholder Associations**

Your Board of Trustees has served on several key provincial educational associations during the 2018–2019 school year. Trustee Williams has served as the Calgary Catholic Director with the Alberta School Boards Association (ASBA). Trustee Iovinelli has served as our representative on the Board of Directors of the Alberta Catholic School Trustees' Association (ACSTA) and Trustee Low has served since November as the Vice-President of ACSTA. Trustee Wellman was selected to serve as our Director with the Teachers' Employer Bargaining Association (TEBA), as well as to serve as a member of their Board of Directors. The work accomplished in representing the interests of Calgary Catholic has been substantial. CCSD has been supportive of the creation of GrACE – Grateful

Advocates of Catholic Education since its inception in fall 2018. GrACE is a province-wide organization of stakeholders who support and advocate for publicly funded Catholic education. Currently, Trustees Rath, Iovinelli and D'Souza represent the Board with respect to GrACE.

### **Fiscal Leadership and Management**

The Board of Trustees approved a budget of \$606.2 million in revenues and \$616.3 million in expenditures, balanced through capital transactions and transfers from savings. As in past years, Calgary Catholic has received an unqualified audit of its financial statements, which were submitted as required as part of the Annual Education Results Report – Audited Financial Statements. We were able to avoid staff and classroom cuts and increases to district fees. Further, we have added more than 60 new staff to reduce class sizes and to provide more student support.

### **Infrastructure**

The Board of Trustees was very pleased to see the opening of three new schools in Calgary: Blessed Marie-Rose, All Saints High School and Divine Mercy, as well as the rededication of two schools: St. Anthony School and St. Cecilia School, following extensive modernizations. Our advocacy, on behalf of the district and students whom we serve, has created positive results and ensures support for Catholic schools in the neighbourhoods where our families live. On March 13th, 2019, the Board of Trustees approved our Three-Year Capital Plan 2020–2023. In total, the plan captures 24 projects, each reflecting critical district needs and priorities for construction and modernization, crucial to the success of our students. A major focus of our advocacy work will be focused on ensuring that our students continue to have optimal learning spaces within their communities.

## Advocacy

The Board of Trustees recognizes that ensuring the interests of publicly-funded Catholic education is of prime importance. To that end, our trustees created a suite of materials that speak to our priorities and that have been shared with our 115 school councils. At our Parent Trustee Forum, held on March 19th, we spoke to the importance of ensuring that our government understands the importance of publicly-funded Catholic education. As trustees, we engaged personally with candidates of all parties in advance of the April provincial election to share our perspective and to advocate for CCSD and publicly-funded Catholic education. Further, we participated as one of six boards in Calgary, along with several boards in Edmonton, in a media event designed to draw attention to the importance of education.

**Our work will be, as it always has been, focused on providing a rich, faith-based educational experience for our children, and ensuring that they are well-prepared to be successful, lifelong learners.**



## Looking Ahead

Our work will be, as it always has been, focused on providing a rich, faith-based educational experience for our children, and ensuring that they are well-prepared to be successful, lifelong learners. We will continue to advocate for the supports needed to ensure success for a student population that is increasingly diverse. This will include working to ensure that there are well-supported staff engaged in this important work, high-quality infrastructure optimally located for our families, as well as opportunities for enriching our faith as a community. Further, as a Board, we will work to ensure that your vision of excellence in publicly-funded Catholic education is preserved through the voices of locally elected trustees.

On behalf of the Board of Trustees, I would like to extend our most sincere appreciation for the combined efforts of our school community—our students, families, staff and faith community, whom together have made the Calgary Catholic School District the provincial leader that it is. More importantly, we have created the opportunity for each of our students to live and learn in our Catholic faith.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Mary Martin', located below the 'Sincerely,' text.

**Mary Martin**  
Chair, Board of Trustees



# Chief Superintendent's Message



We are thankful for another year of living and learning in our Catholic faith together. During the 2018–2019 school year, we served over 57,000 students in 115 schools across Calgary, Cochrane, Airdrie and Rocky View County.

Our district is unique as we are the largest Catholic school district in Alberta and the only jurisdiction in the province that has metro, urban and rural populations. It is our goal to serve each and every one of our students with the highest-quality programming, caring and welcoming school communities and authentic Catholic education.

## Commitment to Catholic Education

One of the areas we focused on this year was our commitment to Catholic education. As a district, we have become known locally, provincially and nationally for providing excellence in Catholic education and that's something we are proud of. It's why our families choose us; it's what makes us unique and sets us apart. Our district has formed its own GrACE Group – Grateful Advocates for Catholic Education. The goal of this advocacy group is to educate, inspire and unite the spirit of Catholic education in Alberta. On April 25th, the district GrACE group held its first large-scale engagement evening and we will continue to work with our school communities to support and inspire Catholic education. We are also guided by our district's annual faith theme and are currently in year two of exploring Matthew 7:7, *Search, and you will find*. Faith formation remains a priority of our Board of Trustees and administration and our annual theme helps us reflect on our faith, focus on prayer and remember that God has a plan for all of us. Our schools participated in over 800 service-learning projects this past year, supporting organizations such as the Canadian Red Cross, the Mustard Seed and the St. Vincent de Paul Society. Through our commitment to Catholic education, students witness first-hand the power and beauty of acts of giving.

## Academic Success

Within our faith-filled school communities, we focus on our core business of education. Students at the Calgary Catholic School District continue to perform higher than provincial levels in many areas. Provincial Achievement Tests are 2.6 per cent higher than the province at the Acceptable Standard and 1.7 per cent higher than the province at the Standard of Excellence. Similarly, CCSD students perform 2.7 per cent higher than the province on Diploma Examinations at the Acceptable Standard and 1.1 per cent higher at the Standard of Excellence. Calgary Catholic rates are also higher than the province by 11.7 per cent for the Transition to Post-Secondary, 8.3 per cent for High School Completion and 3.7 per cent for Rutherford Scholarship Eligibility. Seventy per cent of our Indigenous students graduated from high school within three years, which is 17.1 per cent higher than the provincial average. Our results show that we are one of the most successful schools districts provincially and nationally and it's because we truly believe that every student can succeed.

It is our goal to serve each and every one of our students with the highest-quality programming, caring and welcoming school communities and authentic Catholic education.



## Academic Success

# 2.7

Students scored 2.7 per cent higher than the provincial average on their Diploma Examinations at the Acceptable Standard and 1.1 per cent higher than the Standard of Excellence.

# 1.3

The dropout rate for all students is 1.3 per cent lower than the province and Indigenous students dropout 3.8 per cent less than the province.

# 70

More than 70 per cent of our students transition to post-secondary education, 11.7 per cent higher than the provincial average.

# 2.6

Students scored 2.6 per cent higher than the provincial average on their Provincial Achievement Tests at the Acceptable Standard and 1.7 per cent higher than the Standard of Excellence.

# 70

Over 70 per cent of our Indigenous students complete high school in three years—17.1 per cent more than the provincial average.

# 67

More than 67 per cent of our students are eligible for an Alexander Rutherford Scholarship.

## Student Support



of parents felt that their child's school is **welcoming, caring, respectful and safe** because it fosters diversity and belonging.



of elementary students state that they have a **meaningful relationship with an adult** that they can turn to for guidance and support.



of secondary students state that they have a **meaningful relationship with an adult** that they can turn to for guidance and support.



### **Student Support**

We continue to focus on supporting our diverse learning population. Forty per cent of our students have diverse learning needs, including Special Education and English Language Learning. CCSD provides more than 120 specialized classes and a suite of specialists for one-on-one support. Student wellness is another one of our focus areas. Last year, more than 91 per cent of parents felt that their child's school is welcoming, caring, respectful and safe because it fosters diversity and belonging. As part of our growing Champions program, 89.6 per cent of elementary students and 80.3 per cent of secondary students state that they have a meaningful relationship with an adult that they can turn to for guidance and support. As our classrooms become more diverse and complex, we are committed to supporting students with every resource possible.

### **Calgary Catholic Culture**

Calgary Catholic stands out due to its committed and caring staff members and strong workplace culture. We are proud to once again be recognized as one of Alberta's Top 75 Employers, for the ninth time in the last decade. One of our principals was nationally recognized by Canada's Outstanding Principal program and nine first-year students were nominated for an Edwin Parr Teacher Award to recognize their outstanding performance. Every single one of our 5,400+ staff members are an essential part of our Catholic family and contribute to the overall success of our district. Our senior administration and trustees are also committed to staff wellness and ensuring our district family has the resources they need to do the work they do.

### **Building Schools in our Communities**

In order to keep serving our communities with our unique faith-filled environments, we need to continue to build schools in the communities they are needed most. The district currently has 14 major capital projects in varying stages of design and construction. Each project will help us accommodate growth, update our existing facilities and ensure we have safe and modern learning spaces for all students. We celebrated the opening of three new schools this year: Blessed Marie-Rose, a K-9 school in the community of Sherwood on November 29, 2018, All Saints High School in the community of Legacy on December 6, 2018 and Divine Mercy, a K-6 school in the community of Mahogany on December 7, 2018. We were also very pleased to see the rededication, following extensive modernizations of two schools: St. Anthony School on February 28, 2019 and St. Cecilia

**We look forward to continuing to grow as a district with new Calgary Catholic schools that can serve our families and students.**



School on March 19, 2019. We are very proud of our new Catholic learning environments and the way the community has come together in these new or modernized schools. We look forward to continuing to grow as a district with new Calgary Catholic schools that can serve our families and students.

### Partnerships

We couldn't do any of this without our partners. We want to recognize our trustees, staff, parents and community partners; we are grateful for your continued commitment to our students and to Catholic education. We also acknowledge the Alberta Teachers' Association (ATA), UNIFOR, Canadian Union of Public Employees (CUPE) and exempt employees for their commitment and leadership. Our faith is central to all that we do, and we are thankful to have the spiritual guidance and support of Bishop McGrattan, as well as the clergy at our parishes.

As we close out the 2018–2019 school year, we want to give our students a special thanks for sharing their learning journeys with us. We again thank our families, teachers, staff, trustees, partners and communities for working with us to continue to deliver the very best Catholic education for our students.

Sincerely,

**Gary Strother**  
Chief Superintendent

**Senior Administration**

**Gary Strother**  
Chief Superintendent

**Luba Diduch**  
Superintendent, Area B Schools

**Andrea Holowka**  
Superintendent,  
Specialized Program Schools/  
Instruction/Religious Education

**Narin Kishinchandani**  
Superintendent, Finance & Business,  
Information Technology/Secretary-Treasurer

**Judy MacKay**  
Superintendent, Area C Schools

**Mark Rawlek**  
Superintendent, Support Services

**Michael Ross**  
Superintendent, Area A Schools

**Richard Svoboda**  
Superintendent, Human Resources

# Instructional Services



## Faith Theme

In year two of exploring Matthew 7:7, *Search, and you will find*, the district continued to focus on prayer and scripture as central to Christian life. Students and staff deepened their relationship with God through personal devotions and through numerous opportunities to pray together:

- The Liturgy of the Hours
- Eucharistic celebrations
- Retreats
- Works of mercy.

## Faith Formation

As one of the four board priorities, developing the faith of staff and students involved several strategies including the following:

- Leadership Academy modules that focus on the school's Catholic identity
- New-teacher orientation sessions to build a common understanding of an excellent Catholic teacher
- Faith development sessions for district leadership and staff
- Retreats for student, staff and leadership
- #ScriptureMonday, #WhyWednesday and #FamilyFaithFriday social media initiatives
- School activities and permeation throughout the curriculum
- Faith leadership representatives for each school within the Catholic Community of Caring
- Social Justice Summit for high school students to build solidarity, capacity and a deeper relationship with Jesus.

These strategies strengthened faith leadership and spirituality and provided a greater understanding of the Church's teachings.

## 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. This year, the Grade 5 curriculum was implemented, along with a pilot of the new Grade 5 district assessment to reflect learner outcomes.

## Inclusive Communities

The district continued to support inclusive communities by providing welcoming, caring, respectful and safe environments for all students. In doing so, the district valued and engaged student leadership. Staff and students continued to have access to resources to build inclusive communities, and the district provided additional support to schools on a case-by-case basis.

The district continued to support inclusive communities by providing welcoming, caring, respectful and safe environments for all students.



## French and International Languages Programs

The centralized Language Course Challenge process continues to do well. Nearly 250 high school students successfully challenged the following courses: Filipino 35 Language and Culture, French 30, Italian 30, Japanese 30 and Spanish 30. Partnerships have also been formed to facilitate Mandarin 30 and German 30 challenge exams for CCSD students.

French Immersion enrolment remained steady at a total of 4,150 students from kindergarten to Grade 12 and included the subsequent initiatives:

- Continuous collaboration between French language arts and études sociales teachers with an emphasis on creating resources for FLA 10-2, 20-2, 30-2
- Ongoing professional development with junior high teachers on differentiation strategies for second language learners
- District-wide junior high French Improvisation Tournament
- Français Alive, a French cultural day for almost 250 Grade 9 students. Sainte-Famille parishioners were included in the day to ensure a connection with the broader Catholic community.

Spanish Bilingual enrolment also remained steady, with approximately 1,300 students from kindergarten to Grade 12. An additional 31 students will join the program in Grade 10 next year after levelling assessments are complete. Approximately 76 students will join the Filipino Language and Culture program at Father Lacombe High School after successful assessments. A primary focus of the Spanish program was community-based learning and included the following activities:

- High schools created informational videos for new immigrants in collaboration with Mary, Mother of the Redeemer parish
- Elementary and junior high students used their language learning to give back to the greater community through acts of service such as creating e-books for populations with limited access to physical books, creating Wikipedia pages in Spanish and volunteering at a seniors' Spanish class as 1:1 tutors.

## Campus Calgary and Open Minds

The Campus Calgary/Open Minds (CC/OM) experience truly opens the minds and hearts of students, giving them a clearer idea of the role they play in the world around them. It is an innovative program that brings the classroom to vibrant community settings. During a week-long interdisciplinary experience, teachers, students and community experts come together to design a program that also meets the needs of each individual learner. A year-long study is customized around a “big question” to be explored at the school. While teachers benefitted from hands-on professional development, students became informed and engaged citizens. During this school year, the CC/OM coordinator team emphasized Indigenous Ways of Knowing.

The CC/OM program was also featured at the 2018 Bishops' Dinner where CCSD proceeds will support experiential learning opportunities offered through CC/OM. The Calgary Catholic Education Foundation has supported schools participating in CC/OM for the past two years.



**4150**

students enrolled in French Immersion

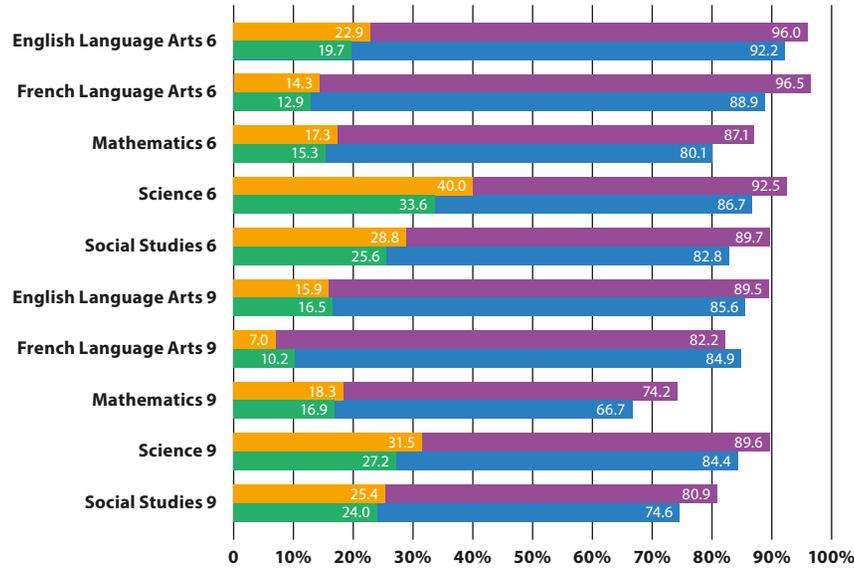


**1300**

students enrolled in Spanish Bilingual

## Achievement Test Results 2017–2018

Course by Course Results by Number Writing



## Diploma Examination Results 2017–2018

Course by Course Results by Students Writing

% Standard of Excellence

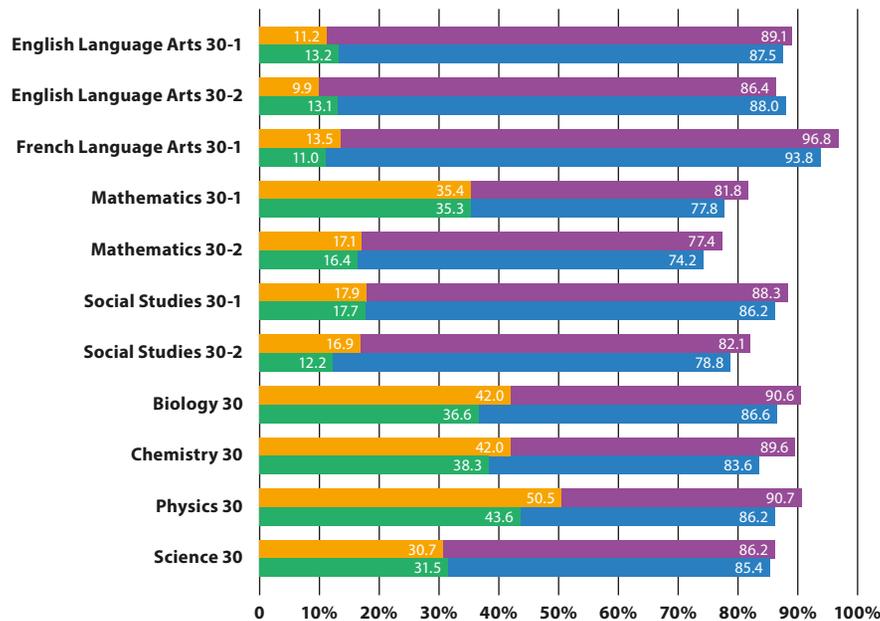
CCSD

Province

% Acceptable Standard

CCSD

Province



## Data-Informed Collaborative Learning Project

To improve Provincial Achievement Test and Diploma Exam results in English Language Arts, Mathematics, Social Studies and Science, Instructional Services implemented several initiatives:

- Opportunities for subject teachers to share assessment resources and create instructional and assessment tools
- Continued development of subject area ePD sites to provide access to best practice in assessment and instructional strategies
- Growth mindset and neuroscience research and strategies incorporated into all professional development
- Coordination with the English Language Learning team in all subjects to support culturally-responsive teaching
- Use of Google Forms as a survey tool to collect and analyze student data to inform teacher planning
- Outcomes-based assessment professional development to multiple schools and to district leaders
- Collaborative analysis of Provincial Achievement Test data with administrators to create school-based goals
- Consultants visited high schools to review diploma goals with school administration and coordinating teachers as well as ongoing follow up.

## Career and Technology Foundations (CTF)

CTF programming is now fully implemented in elementary and junior high schools with the choice of three models: integrated within the prescribed curriculum, scheduled CTF option courses or a *Genius Hour* format. An ePD site was created to provide teachers with support in creating design-thinking challenges and to receive relevant career information or updates on pedagogical practices.

A particular focus this year was to provide technology support and education. Teachers were encouraged to raise the profile of coding within their schools by participating in challenges through Code Canada and the Hackergal's Hack-a-thon. This included teacher-facilitated introductory coding lessons, lesson plans and tech support. Schools were also encouraged to apply for a free in-class workshop for grades 3–7 which included the acquisition of free open-source hardware. A *New to Robotics* professional development day was provided to teachers wanting to start a coding program in their school.

Eleven schools participated in the Calgary Catholic Robotics Competition. Teachers created robotics challenges for the competition during two professional development days. New to the event this year was keynote speaker, Wade Glavine from Virtual Reality Check (VRC) Calgary, presenting on how coding can be used to keep people safe.

This past winter, Skills Canada expanded their Skills Exploration Days program to include the southern region in Alberta. This event, held at WinSport, provided teachers and students in grades 7–9 CTF with an opportunity to participate in an authentic and meaningful skilled

trades and technology career exploration experience. The goal was to employ experiential learning to learn different skills and then design and build a prototype that addressed a real-world challenge, which students had the opportunity to present to industry experts.

## Career and Technology Studies (CTS)

The CTS theme for 2019 centered around “Building Skills for the Future.” In October, CTS teachers heard from two prominent, Calgary-based technology innovators, Amit Varma and Greg Hart. Both presenters focused on predicted trends across all tech sectors for the next 20 years, the high-tech work that is currently being integrated across Alberta, how corporate hiring practices have changed and understanding the need for competency-based education. CTS goals for 2018–19 are to continue to educate students and parents about CTS courses and career connections through career fairs and promotional materials. As well, CTS focused on increased student attendance at career exploration events, including the Calgary Construction Expo and the RAP and Skilled Trades Fair. At this year's Construction Expo, over 900 CCSD junior high and high school students attended, representing 18 schools and accounting for 45 per cent of the total attendance at the one-day event. The 2019 RAP and Skilled Trades Fair, presented by *Careers: the Next Generation* in collaboration with CBE and CCSD, was well attended and included a *Next Steps* booth with information regarding high school programming and pathways to journey person-certificated careers.



CTF programming is now fully implemented in elementary and junior high schools.

A particular focus this year was to provide technology support and education.



Kindergarten children received consistent supports through the district-employed therapy team which has been an incredibly positive and rewarding resource for the children in the district's kindergarten programs.



### **Dual-Credit and Exploratory Opportunities**

The Alberta Dual-Credit Framework, introduced in November 2017, provides high-level direction for authorized dual-credit programs and support for high school students pursuing post-secondary education. Bow Valley College, Mount Royal University, Olds College, SAIT and the United Way (All in for Youth) currently partner with CCSD to provide coursework and certification in the following potential career pathways:

- Energy & Environment Engineering Technologies
- Engineering Design & Geospatial Technologies
- English Critical Reading and Writing
- Exploring Carpentry
- Exploring Insulator Trades
- Exploring Ironworker Trades
- Exploring Metal Trades
- Exploring Pipe Trades
- Exploring Wood Trades
- Health Care Aide
- Hospitality & Tourism
- Nutrition for Healthy Lifestyles
- Pharmacy Assistant
- Pre-Apprenticeship Cooking
- Pre-Employment Carpentry
- Pre-Employment Electrician
- Pre-Employment Plumbing
- Pre-Employment Welding
- Software Development
- Veterinary Technical Assistant

Future partners will include the University of Calgary and the Alberta University for the Arts (formerly ACAD).

### **Diverse Learners Support**

The district established a kindergarten therapy team for all 94 schools with kindergarten programming. This team consists of speech-language pathologists, occupational therapists and physical therapists, as well as specific therapy assistants to help in schools. Therapists and consultants streamlined reporting processes and fine-tuned the information needed for Alberta Education, schools and families. Kindergarten children received consistent supports through the district-employed therapy team which has been an incredibly positive and rewarding resource for the children in the district's kindergarten programs.

### **Student Wellness: Mental Health and Resiliency Strategy**

Student wellness continues to be one of the district's priorities. District-wide programs, resources and supports together enhanced student wellbeing and included the following strategies, activities and initiatives:

- The Champions initiative which emphasized establishing a trusted adult to act as an advocate for every student
- Ongoing training in the 4th R with strategies for healthy relationships at the junior high level
- PATHS programs that focuses on social-emotional learning and healthy relationships
- The Championing Student Wellness conference to share school-based wellness strategies and create a plan for each high school
- Congregated programs in regular school settings with additional supports to meet students' diverse learning needs
- Congregated school settings (St. Anthony and Our Lady of Lourdes) that provide therapeutic and clinical supports for students with complex



The district aims to implement the recommendations of the Truth and Reconciliation Commission and work towards understanding Indigenous history, culture and experience.



diverse learning needs

- Targeted therapeutic support, district psychologists and family support workers for students who struggle with severe mental health issues
- Go-To-Educator training to help staff recognize students' mental health needs
- Mental Health Go-To-Curriculum Resource for junior high schools
- Neuroscience and childhood brain development training to help staff understand how brain development influences learning and to inform best practices
- School Council sessions and Parent and Trustee Forums to help build awareness of resilient and accountable children
- Participation in the University of Calgary's Werklund School of Education workshop, *Educational and Mental Health Resilience for Students with Mild Cognitive Disabilities: Translating Research into Practice*.

## Indigenous Education

Indigenous-focused professional development for staff and education for students is the primary focus for the district which includes increased involvement in networking with the greater Indigenous community in Calgary and area. The district aims to implement the recommendations of the Truth and Reconciliation Commission and work towards understanding Indigenous history, culture and experience. To help teachers feel confident in meeting the new expectations as outlined by Alberta Education's Teacher Quality Standards and Leadership Quality Standards, the following strategies have been employed to support Indigenous students' academic, social, and emotional needs:

- Native Ambassador Post-Secondary Initiative in all high schools
- Comprehensive ePD site to help teachers learn and incorporate Indigenous knowledge and ways of being
- Designated teacher to bring Indigenous content and lessons to classrooms and help teachers address curricular outcomes specific to Indigenous knowledge
- Co-hosted professional development with the Calgary Regional Consortium on Starting the Journey Towards TQS 5
- Hosted Foundational Knowledge sessions
- Engaged Indigenous families and community through dinners with trustees and a parent event with community agencies
- Proactively supported specific schools' attendance needs
- Organized Indigenous community speakers for professional development days
- Attended the Inspire Soaring conference with students
- Offered cultural field trips and exposure to post-secondary institutions for Indigenous students
- Facilitation of a variety of activities such as treaty seminars, Métis history and modern realities seminars, Syncretism between Indigenous Spirituality and Catholicity seminars, blanket exercises, in addition to sweat and smudge ceremonies
- In-servicing, networking, professional development and work time for Aboriginal Studies 30 teachers. This year Aboriginal Studies 30 was taught in eight high schools, with two more scheduled to offer the course next year.

Almost  
**17,000**  
ELL students  
comprise



of total  
student population



### English Language Learning (ELL)

There are close to 17,000 ELL students in the district, 30 per cent of our total student population. This year, the ELL department supported the following activities:

- Targeted professional development workshops for new teachers, DLCTs and content-area teachers
- Direct support for DLTs assigned to the English Language Development Program currently in six schools
- Assisted teachers in adapting units to scaffold instruction
- Online resource, *Imagine Language and Literacy*, successfully used to support literacy
- Professional development on data-informed practices, critical thinking skills, academic language, oral-language development and literacy for junior and senior high school teachers
- District-wide use of Alberta Education's benchmarks as a tool for instructional planning and assessment
- Locally-developed ESL Expository English 15 course for high school ELL students offered during July.

Immigrant and refugee family support was expanded to include the following workshops and collaborative partnerships:

- Reunification Workshops for Filipino Families; six workshops were held on Saturdays throughout the year
- Four-week summer non-credit ELL course for students new to Canada to help them adjust to life in high school
- Mental health support from the Intercultural Wellness Team and Multicultural Teams for students and families with emotional, settlement and trauma-related issues

- Twenty-hour face-to-face interpreter training course, led by district ELL consultants, to increase the number of languages supported with interpretation services.

### District Diverse Learning Teacher (DDLT)

The team of four District Diverse Learning Teachers (DDLTs) continued to be requested into classrooms across the district. This team of teachers championed students by supporting one class and one teacher at a time, offering skills development and resources to continue successful connections with students. DDLTs supported classes for up to three weeks for an intensive in-class professional development opportunity. They mentored and coached the teacher while fostering a positive setting for students. Positive feedback from schools identified the following core benefits: support for the whole school staff, identification of specific resources, differentiation strategies geared toward diverse learners and on-site modelling of classroom management strategies.

DDLTs supported classes for up to three weeks for an intensive in-class professional development opportunity.



## Family Support Workers – Alberta Education’s Classroom Improvement Fund

The Classroom Improvement Fund provided 27 district elementary schools with weekly access to one of 12 Family Support Workers. The Family Support Workers are part of a multi-disciplinary team that provides resources and strategies for students, families and school personnel to enhance the social/emotional wellbeing of students in home and school environments.

Google Classroom, now integrated with Power School, helps teachers create, distribute and grade assignments, serving as a communication tool between home and school.



## Technology: Supporting Teaching and Learning

The Educational Technology team continued to develop an interactive and engaging framework for online and blended-learning courses with two district high schools. Schools were also supported through the following technology-based initiatives:

- Google Classroom, now integrated with Power School, helps teachers create, distribute and grade assignments, serving as a communication tool between home and school
- Coding Quest, in collaboration with The Learning Partnership, continues to help students in grades 4 to 6 learn fundamental coding skills to create video arcade games around curricular areas. Coding Trek has been added this year as a K–3 initiative
- Google Leadership Series, Enriching Curriculum through Digital Tools, Brightspace Leadership Series and Digital Tools for Formative Assessment Leadership Series were held in the spring and fall for participants to become trainers for their school and share expertise during Alberta Teacher’s Association and district professional development days
- A mini-Educational Technology Summit was held during the District/ATA PD Day
- The Education Technology team worked with all IS consultants to build new engaging and interactive ePD sites for their various disciplines, so as to better support teachers and administrators in our district.



# Facilities



**Fourteen major capital projects** were in varying stages of design, construction and warranty from 2016–2019. 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:

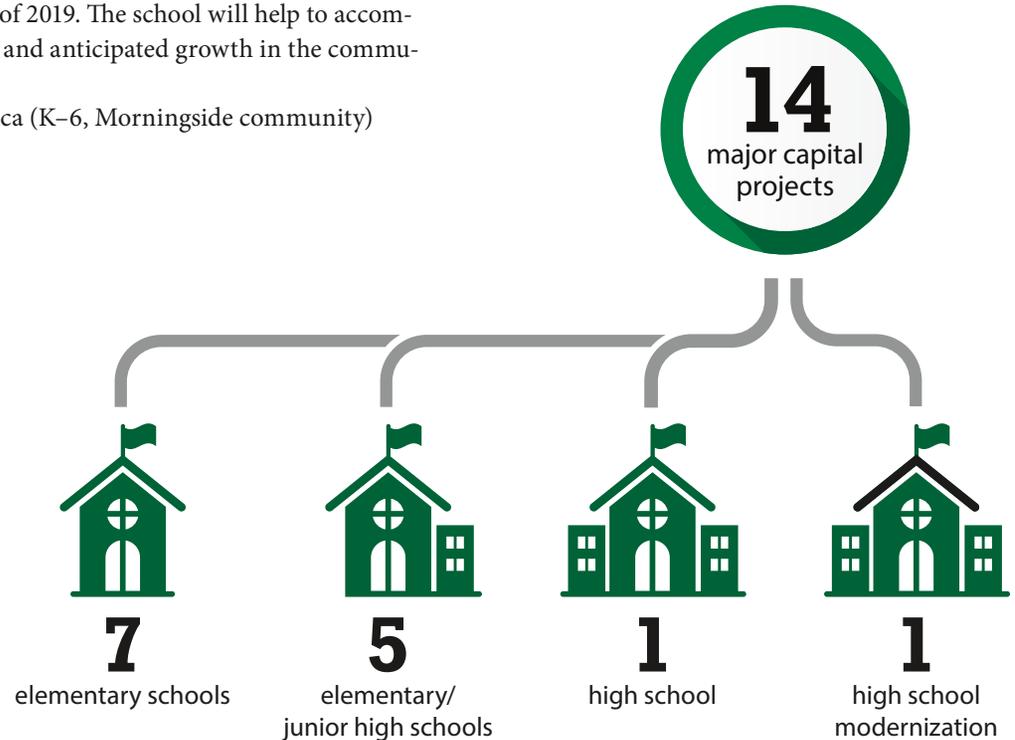
- All Saints (10–12, Legacy community)
- Blessed Marie-Rose (K–9, Sherwood community)
- Divine Mercy (K–6, Mahogany community)

One newest Calgary Catholic school is scheduled to open in the fall of 2019. The school will help to accommodate current and anticipated growth in the community of Airdrie:

- St. Veronica (K–6, Morningside community)

Construction of one additional K–6 school in Auburn Bay also began this year with a scheduled opening of September 2020. The district has begun design and permitting work on a K–6 school in Evanston, announced in the provincial government’s 2018 budget.

St. Francis High School will remain under construction for the remainder of the 2019 school year. The project’s completion is currently expected over the summer of 2019. 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 reducing the administrative burden on all stakeholders, continuous learning, effective collaboration and excellent service and support.

Several new projects this year support these priorities, including:

- Completed the initial phase of a new enterprise-wide service delivery platform which will positively impact efficiency and capacity
- Completed development and testing of the new “ASK” service portal which provides stakeholders with a single point of contact to request any type of service
- Developed a new “digitally-born student records” strategy to ensure we are aligned with provincial regulations
- Addition of cloud-ready technologies that improve reliability, lower costs and focus on core capabilities
- Deployed the new Applicant Tracking System in cooperation with Human Resources, which significantly accelerates recruiting and hiring timelines
- Continued to invest in data and cyber security including successfully becoming PCI (Payment Card Industry) compliant
- Made significant investments in improving our ability to manage and support the ever-increasing number of student focused devices.



# Transportation



**The Calgary Catholic School District (CCSD)** provides charter bus transportation serving students who attend more than 70 elementary schools located within the City of Calgary. The bus routes accommodate close to 6,000 students from kindergarten to Grade 6.

CCSD's Transportation Department staff develop, modify and monitor more than 120 regular daily bus routes for regular program schools. In addition, over 100 daily special needs bus routes service more than 800 special needs students who attend specialized programs located throughout the city.

Department staff analyze and report on student eligibility for transportation and any related transportation fees. Junior and Senior High CCSD students use Calgary Transit to get to and from school. They are eligible

for a Calgary Transit Pass rebate if they attend their designated regular education program school and they live more than 2.4 km from their designated school. Specialized GIS software helps determine eligibility for ridership based on both the district's and the Government of Alberta's policies and legislation.

The department also arranges shuttle buses to pick up students from one junior high school and transport them to and from various career and technology courses that are hosted in other school buildings that are outfitted with the required equipment.

CCSD also contracts transportation services to school bus companies, which includes the hiring and training of drivers, the supply and maintenance of buses and the provision of all safety-related certifications and management according to provincial and federal laws governing school bus transportation. Transportation for students attending CCSD's seven schools located in Airdrie, Cochrane and Chestermere, is provided by the Rocky View School Division.

During the 2018–19 year, CCSD conducted a thorough and complex process inviting proposals from school bus companies interested in providing student transportation services and transportation for special needs students. In the end, the proposal process resulted in the successful companies being awarded a five-year contract with the district to provide transportation commencing September 2019 until the end of June 2024, with the possibility for the district to add an additional four years to the contract. Proposals are carefully evaluated by a team according to defined criteria and a grading system, with selections made to award work to the highest-ranking submissions.

## Daily Bus Service

**6,000** students to



**70** elementary schools on **120** routes

Over **800** special needs students



on over **100** bus routes

# Human Resources

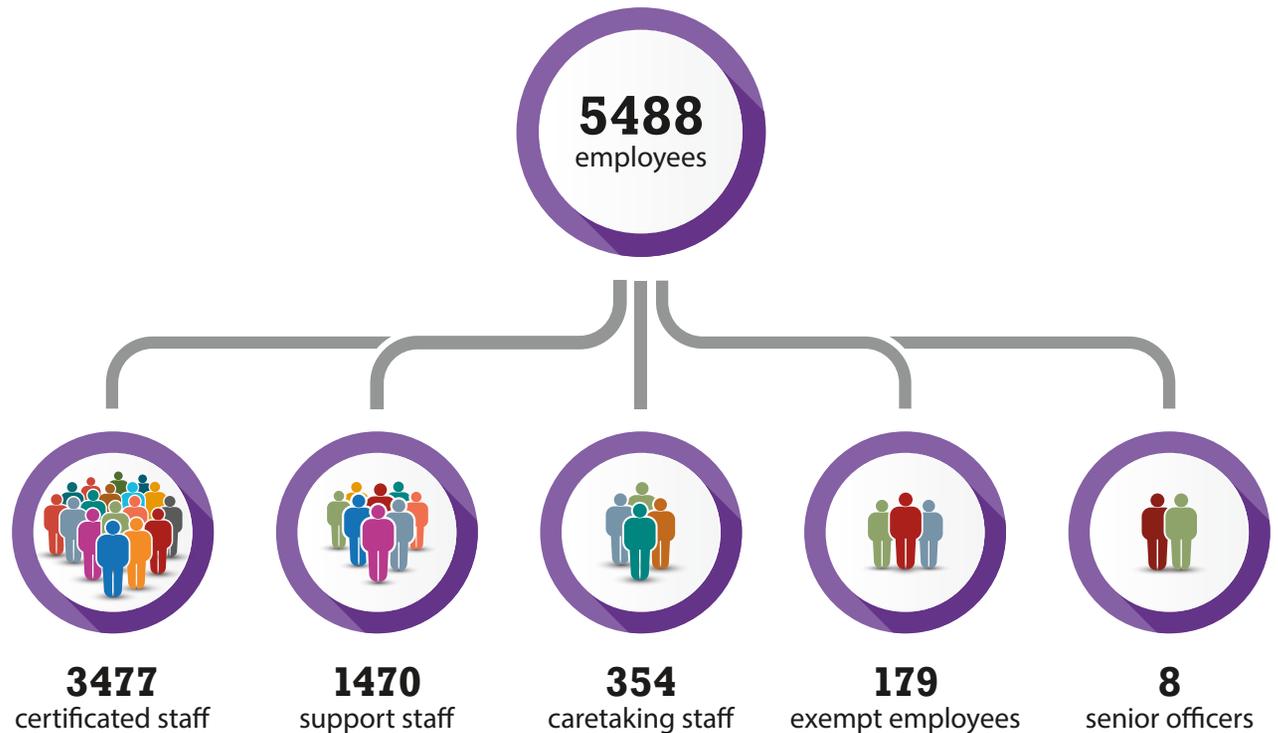


**Calgary Catholic employs** 5,488 people, including: 3477 certificated staff, 1470 support staff, 354 caretaking staff, 179 exempt employees and eight senior officers. Human Resources is in the process of introducing significant technology that will completely change the employee experience. Staff will see:

Occupational health and safety remains a priority with the implementation and growth of the PublicSchoolWORKS safety training platform, maintaining our Certificate of Recognition (COR) through safety audits and through our continued success with in-house First Aid training.

- Introduction of E-Recruit, an applicant tracking system for all employee groups
- Introduction of Service Now, an Enterprise software solution to support the employee and manager service experience
- PublicSchoolWORKS, a digitized system to support OH&S training

Occupational health and safety remains a priority.



# Finance and Business



**The district continues to be** one of the leading jurisdictions in Alberta for the efficient use of public funds in providing high-quality academic and other supports required to best meet all students' needs.

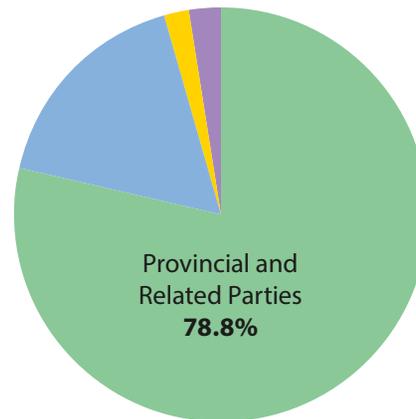
The Board of Trustees approved the 2018–2019 operating budget on May 30th, 2018. The budget detailed \$606.2 million in revenues and \$616.3 million in expenditures, reflecting a deficit of \$10.1 million. Operational expenses continue to increase due to inflationary pressures which are not offset by additional revenue as grant rates are unchanged from the prior year. Further, the incremental costs associated with the opening of three new schools, coupled with the costs of expanded program offerings, exerted further pressure.

The budget is balanced after capital transactions and transfers from savings are considered. The district's savings balance is budgeted to be 2.5 per cent of revenues—which is in line with the Auditor General of Alberta's recommended range of 2.5 per cent to 4 per cent.

The Board of Trustees approved the 2017–2018 Audited Financial Statements on November 28, 2018. Calgary Catholic posted an operating surplus of \$1.8 million, which represents 0.3 per cent of the \$607.9 million in revenues.

## Revenues

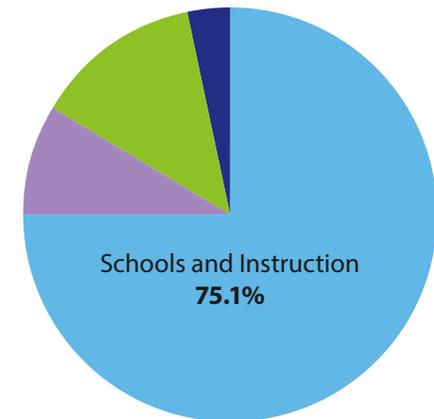
Year Ended August 31, 2018



- Local Property Taxes - **16.8%**
- Student Fees - **1.9%**
- Other Revenue - **2.5%**

## Expenditures

Year Ended August 31, 2018



- Board, Administration and Instructional Support - **8.7%**
- Plant Operations and Maintenance - **13.1%**
- Transportation - **3.1%**

The district continues to be one of the leading jurisdictions in Alberta for the efficient use of public funds.



*Living and Learning in our  
Catholic Faith*



**CALGARY CATHOLIC  
SCHOOL DISTRICT**

**2018–2019 ANNUAL REPORT**

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