

public agenda

Regular Meeting of the Board of Trustees

June 18, 2019
12:00 p.m.

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

R-1: Mission |

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.

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.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions			
	4 Results Focus			
15 mins	4.1 Guy Weadick School Presentation	D. Yee		
20 mins	4.2 Results 5: Character – Annual Monitoring	Board	R-5	(June 11/19) Page 4-1
	5 Operational Expectations			
	6 Public Comment [PDF]		GC-3.2	
Max 20 mins	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Action	Board	GC-3	
	7.1 Proposed Amendment to Governance Policies Results 2: Academic Success	Board	R-2	Page 7-1
60 mins	7.2 Students Come First: Budget Report for 2019-22	B. Grundy	OE-5, 6, 7	Page 7-3



Time	Topic	Who	Policy Ref	Attachment
	8 Consent Agenda	Board	GC-2.6	
	8.1 Approval of Minutes			
	<ul style="list-style-type: none"> ▪ Special Meeting held October 30, 2018 (<i>THAT the Board approves the minutes of the Special Meeting held October 30, 2018</i>) 			Page 8-1
	8.2 Items Provided for Board Information		OE-8	
	8.2.1 Chief Superintendent's Update	C. Usih	B/CSR-5	Page 8-8
	8.2.2 Three-Year System Student Accommodation Plan 2019-2022	D. Breton	OE-2, 7, 9	Page 8-14
	9 In-Camera Session			
3:00 p.m.	10 Adjournment			
	Debrief	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.

results monitoring report

Monitoring report for the
school year 2017-18

Report date:
June 11, 2019

Results 5: Character

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Results 5: Character, the Chief Superintendent certifies that the following information is accurate and complete, and that the organization is:

- Making reasonable progress toward achieving the desired results.
- Making reasonable progress with exception.
- Not making reasonable progress.



Signed: _____

Date: May 28, 2019

Christopher Usih, Chief Superintendent

BOARD OF TRUSTEES ACTION

With respect to Results 5: Character, the Board of Trustees:

- Finds the organization to be making reasonable progress.
- Finds the organization to be making reasonable progress with exception.
- Finds the organization not to be making reasonable progress.

Summary statement/motion of the Board of Trustees:

Signed: _____

Date: _____

Trina Hurdman, Chair, Board of Trustees



Results 5: Each student will demonstrate good character.

Introduction |

Results 5: Character establishes the Board of Trustees' values and expectations for the Calgary Board of Education's work in helping students develop the attributes and standards of behavior that contribute to positive and healthy relationships, personal fulfillment and the common good.

The Chief Superintendent's *Reasonable Interpretation Results 5: Character* was approved on April 9, 2019. The Board of Trustees last monitored Results 5: Character on May 15, 2018.

The report presented today represents organizational data, available since the last monitoring report, for the 2017-18 school year. This report provides the Board of Trustees with several types of information.

- Report Card data

Two indicators use K-9 Character report card results. Student report cards illustrate that over 96.9% of students enrolled in the CBE experience success as measured by student report cards.

Report card data specific to Character from K-9 report cards (Percentage of students in kindergarten to grade 9 reported to make responsible decisions, and treat others with respect and compassion) remain at very high levels of achievement. Chi-squared comparisons of the data for these measures are not possible due to the varying percentage of students for whom identified special needs influence the overall results.

- The CBE Student Survey data

The data for these indicators are gathered from students and reflect their own assessment of their skills and success. 2017-18 was the first year the new CBE Student Survey was administered to students in grades 5, 6, 8, 9, 11 and 12.

The CBE Student Survey asks questions related to Results 3: Citizenship, Results 4: Personal Development and Results 5: Character in full once every three years and to a minor extent during the other two years of the cycle. In 2017-18 Results 5: Character was given a minor focus with all survey questions connected to Policy 5.1: Possess the strength of character to do what is right.

As 2017-18 was the first year the CBE Student Survey was administered, no statistical analysis has been done, however a new baseline has been set for future reports.

- Student Stories

In addition to the monitoring data included in this report, student stories have been added to provide examples of the ways in which individual students have experienced Character. These examples are in the students' own words and can be found in Attachment I.

The Chief Superintendent submits that the organization is making reasonable progress within the context of the overall policy and the nine board-approved indicators for Results 5: Character.

Monitoring Information |

Evidence of Reasonable Progress |

Students will:

5.1 Possess the strength of character to do what is right.

Board-Approved Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students conduct themselves in ways that are consistent with their understanding of the ethical action required of them.

The Chief Superintendent interprets *to do what is right* to mean that students act beyond their self-interest on behalf of what is good for the learning community and that their actions reflect both their values and community standards.

Board-approved Indicators and 2017-18 results |

1. Percentage of students who report they do what they believe is right even when it is difficult or unpopular to do so; as indicated by the Overall Agreement of the **Doing What is Right Summary Measure** from the CBE Student Survey.

Doing What is Right Summary Measure	
	2017-18
Overall Sample Size	69 358
Overall Agreement (%)	91.4

Doing What is Right Summary Measure by Grade	
	2017-18
Overall Agreement (%)	
Grade 5	93.2
Grade 6	92.6
Grade 8	90.0
Grade 9	90.1
Grade 11	91.0
Grade 12	91.3

Question Theme	Overall Agreement (%)
Doing what is Right	90.6
Fairness	92.2

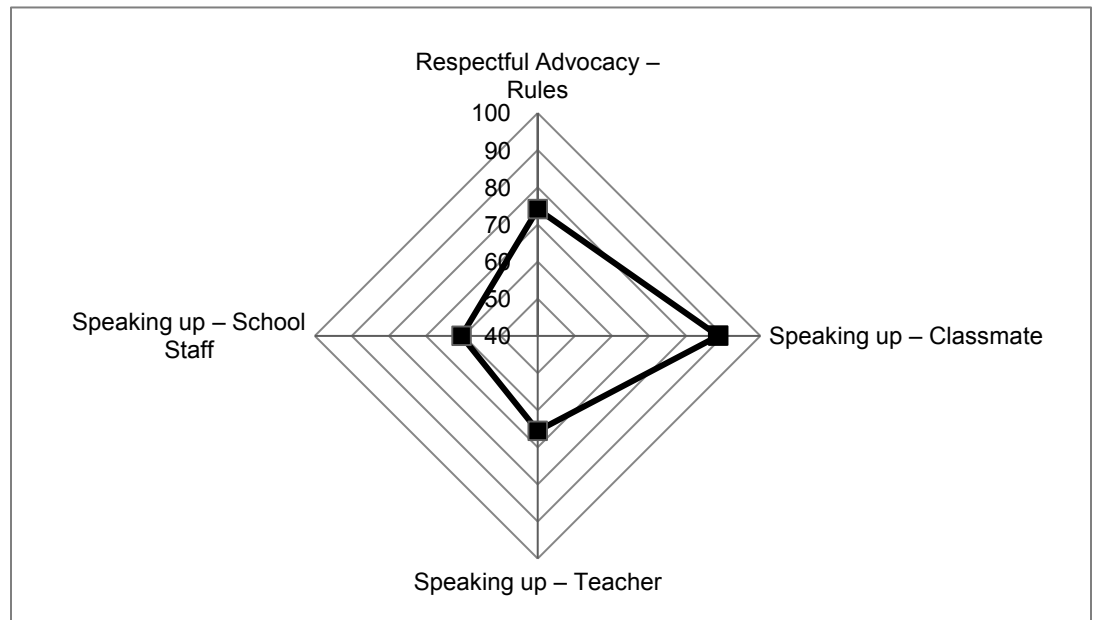
- Target 2017-18: A new student survey will be administered in 2017-18 and with this comes new baselines.

2. Percentage of students who report they respectfully challenge policies or decisions with which they may not agree; as indicated by the Overall Agreement of the **Respectfully Challenging Policies or Decisions Summary Measure** from the CBE Student Survey.

Respectfully Challenging Policies or Decision Summary Measure	
	2017-18
Overall Sample Size	72 800
Overall Agreement (%)	72.2

Respectfully Challenging Policies or Decision Summary Measure	
Overall Agreement (%)	2017-18
Grade 5	73.9
Grade 6	73.2
Grade 8	71.3
Grade 9	72.3
Grade 11	71.3
Grade 12	71.5

Question Theme	Overall Agreement (%)
Respectful Advocacy – Rules	74.1
Speaking up – Classmate	88.7
Speaking up – Teacher	65.6
Speaking up – School Staff	60.5



- Target for 2017-18: A new student survey will be administered in 2017-18 and with this comes new baselines. In the absence of a baseline, the target on the Respectfully Challenging Policies or Decisions Summary Measure is set at 88%.

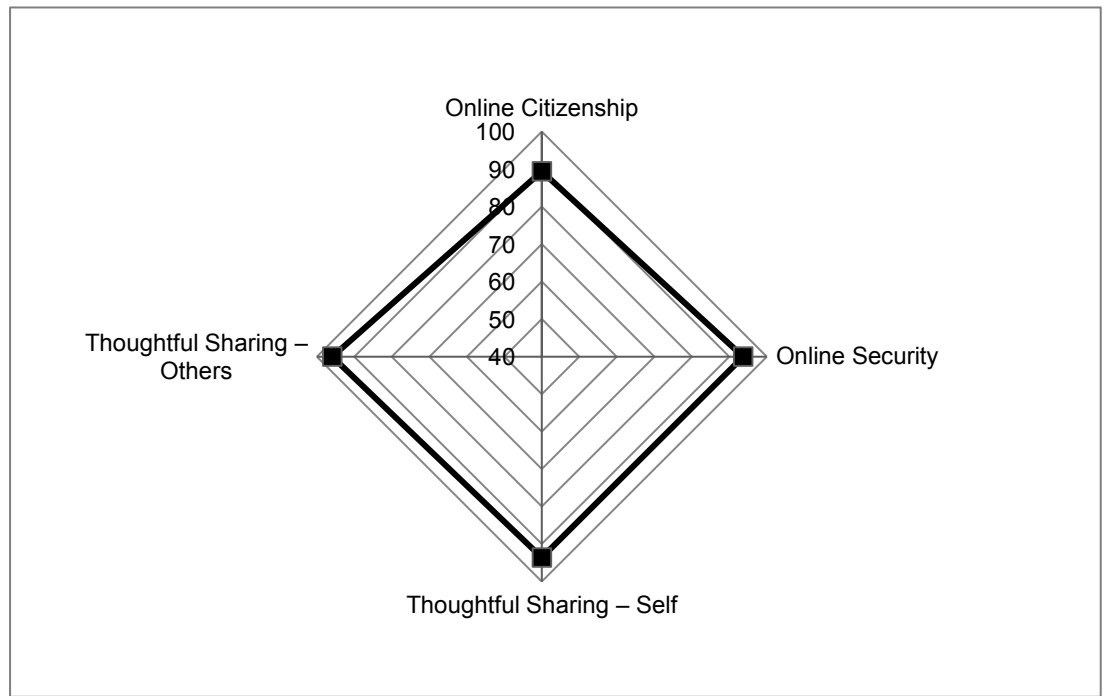
This target has not been met.

3. Percentage of students who report they use technology responsibly and with integrity; as indicated by the Overall Agreement of the **Technological Responsibility Summary Measure** from the CBE Student Survey.

Technological Responsibility Summary Measure	
	2017-18
Overall Sample Size	71 316
Overall Agreement (%)	93.1

Technological Responsibility Summary Measure	
Overall Agreement (%)	2017-18
Grade 5	94.9
Grade 6	95.4
Grade 8	92.7
Grade 9	91.8
Grade 11	92.0
Grade 12	92.0

Question Theme	Overall Agreement (%)
Online Citizenship	89.4
Online Security	93.7
Thoughtful Sharing – Self	93.6
Thoughtful Sharing – Others	95.9



- Target 2017-18: A new student survey will be administered in 2017-18 and with this comes new baselines.

5.2 Act morally with wisdom.

Board-approved Interpretation |

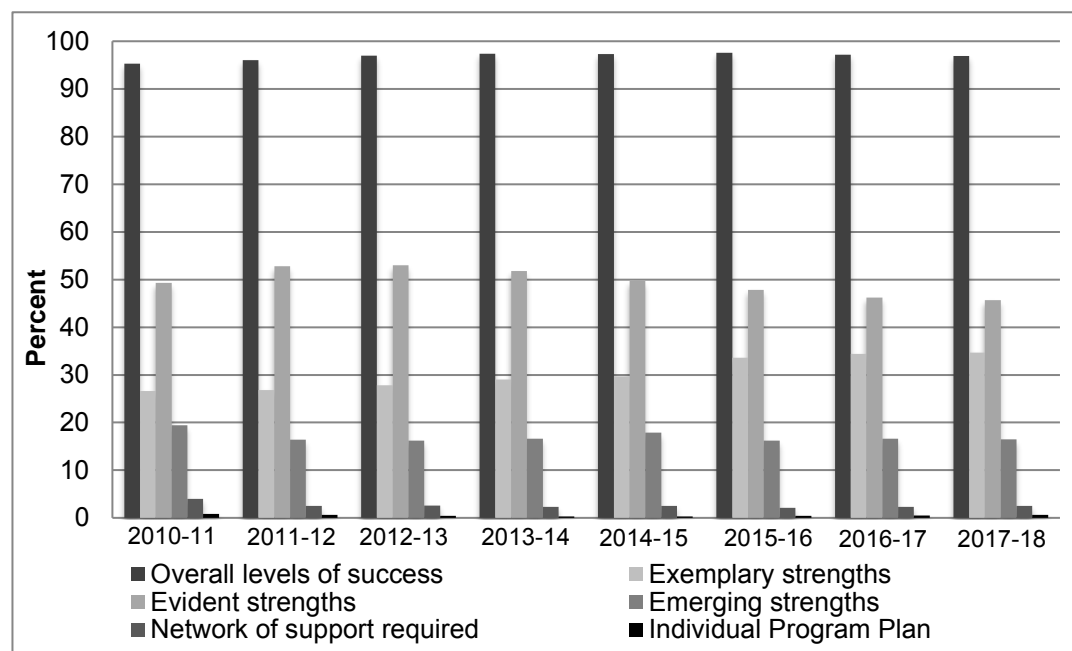
The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that student actions will reflect a foundation of good judgment and ethical decision-making.

The Chief Superintendent interprets *act morally with wisdom* to mean that in and through their learning programs, students judge what is required within different situations and act responsibly for the good of themselves, others and the community.

Board-Approved Indicators and 2017-18 results |

1. Percentage of students in kindergarten to grade 9 reported to make responsible decisions; as measured by student report cards¹.

Makes responsible decisions (%)								
	2010 -11	2011 -12	2012 -13	2013 -14	2014 -15	2015 -16	2016 -17	2017 -18
Exemplary Strengths	26.6	26.8	27.8	29.0	29.7	33.6	34.4	34.7
Evident Strengths	49.3	52.8	53.0	51.8	49.7	47.8	46.2	45.7
Emerging Strengths	19.4	16.4	16.2	16.6	17.9	16.2	16.6	16.5
Network of Support Required	4.0	3.1	2.6	2.3	2.5	2.1	2.3	2.5
Individual Program Plan	0.8	0.8	0.4	0.3	0.3	0.4	0.5	0.6
Overall levels of success	95.3	96.0	97.0	97.4	97.3	97.6	97.2	96.9



- Target 2017-18: No target set as there was no concern

¹ Indicators for this report card measure are:

- identifies possible choices in decision making process and evaluates them in light of the needs of self and others;
- makes decisions that reflect high regard for self and others;
- reflects on and takes responsibility for the impact of actions and decisions; and
- shows courage and conviction in raising issues and making difficult decisions.

2. Percentage of high school students who report they think about the impact of their decisions and actions before they proceed; as measured by Overall Agreement of the **Critical Reflection Summary Measure** from the CBE student survey.

Results 5: Character was a minor focus on the 2017-18 CBE Student Survey. The questions that inform this summary measure were not asked.

3. Percentage of high school students who report they follow community expectations and their own convictions as they participate in and represent their learning; as measured by Overall Agreement on the **Expectations and Convictions Summary Measure** from the CBE Student Survey.

Results 5: Character was a minor focus on the 2017-18 CBE Student Survey. The questions that inform this summary measure were not asked.

5.3 Balance the individual concerns with the rights and needs of others.

Board-Approved Interpretation |

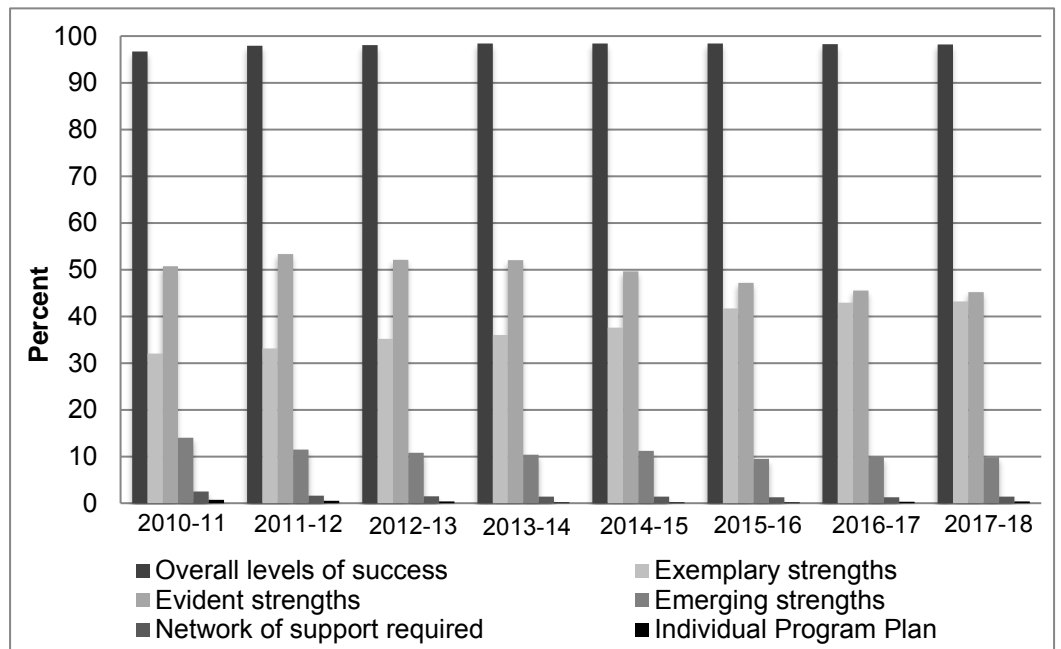
The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will demonstrate a sense of responsibility for the well-being of other people and the larger community.

The Chief Superintendent interprets *balance individual concerns with the rights and needs of others* to mean that students build relationships and contribute to a positive learning environment through respect, awareness and compassion.

Board-Approved Indicators and 2017-18 results |

1. Percentage of students in kindergarten to grade 9 reported to treat others with respect and compassion; as measured by student report cards.²

Treats others with respect and compassion. (%)								
	2010 -11	2011 -12	2012 -13	2013 -14	2014 -15	2015 -16	2016 -17	2017 -18
Exemplary Strengths	32.0	33.1	35.2	36.0	37.6	41.7	42.9	43.2
Evident Strengths	50.7	53.3	52.1	52.0	49.6	47.2	45.5	45.2
Emerging Strengths	14.0	11.5	10.8	10.4	11.2	9.5	9.9	9.8
Network of Support Required	2.5	1.6	1.5	1.4	1.4	1.3	1.3	1.4
Individual Program Plan	0.7	0.5	0.4	0.2	0.2	0.2	0.3	0.4
Overall levels of success	96.7	97.9	98.1	98.4	98.4	98.4	98.3	98.2



- Target 2017-18: No target set as there was no concern

² Indicators for this report card measure are:

- shows respect for the contributions and achievements of others; and
- responds and is sensitive to the needs and welfare of others.

2. Percentage of high school students who report they think about their own needs and the needs of others when making decisions; as measured by Overall Agreement on the **Thoughtful Decision Making Summary Measure** on the CBE Student Surveys.

Results 5: Character was a minor focus on the 2017-18 CBE Student Survey. The questions that inform this summary measure were not asked.

3. Percentage of high school students who report they listen to and respond to the needs of others; as measured by Overall Agreement on the **Compassion and Empathy Summary Measure** from the CBE Student Survey.

Results 5: Character was a minor focus on the 2017-18 CBE Student Survey. The questions that inform this summary measure were not asked.

Targets |

Targets are identified where the Chief Superintendent sees an opportunity for growth or where the Board of Trustees identifies an area of concern or exception.

Chief Superintendent Targets

Policy 5.1

- Indicator 1 – Target for 2018-19: improvement on baseline summary measure.
- Indicator 2 – Target for 2018-19: improvement on baseline summary measure.
- Indicator 3 – Target for 2018-19: improvement on baseline summary measure.

Policy 5.2

- Indicator 1 – Target for 2018-19: results at or above 97.2%
- Indicator 2 – No target set for 2018-19 as the first administration of the new student survey questions related to this indicator will be on the 2019-20 survey.
- Indicator 3 – No target set for 2018-19 as first administration of the new student survey questions related to this indicator will be on the 2019-20 survey.

Policy 5.3

- Indicator 1 – Target for 2018-19: results at or above 98.4%
- Indicator 2 – No target set for 2018-19 as first administration of the new student survey questions related to this indicator will be on the 2019-20 survey.
- Indicator 3 – No target set for 2018-19 as first administration of the new student survey questions related to this indicator will be on the 2019-20 survey.

Board of Trustees Targets

None

ATTACHMENTS

Attachment I: Student-Contributed Examples of Character in Action

APPENDIX

Appendix I: Results 5 | CBE Student Survey Questions and 2017-18 Results

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

Student-Contributed Examples of Character in Action

- Via leadership opportunities offered within the CBE, students learn invaluable lessons relating to balancing their individual concerns with the needs of the people around them. This year, for example, I was challenged by my work with the Chief Superintendent's Student Advisory Council (CSSAC) to create initiatives through which I can better my school community. Upon brainstorming for this endeavour, I recognized that the ideas I was generating were fundamentally biased, as they had been based solely on my own experiences. I began to understand that in order to develop a project, which would benefit the whole population of my school, I would have to look beyond some of my own thoughts and cooperate with a wider range of stakeholders.

This revelation led me to begin working with our school's previous CSSAC representative to cultivate real change that would benefit the entire school. Together, we embraced the concept of championing a cause greater than ourselves. We worked closely with students, teachers, as well as school administrators to come up with ideas to improve the community as a whole and lay out plans to enact them. Along the way, we embraced the fact that a significant portion of the work we were doing was analogous to planting the seeds of a tree. It was going to take consistent, passionate work spread out over a lengthy period of time to nurture the ideas we would initially plant in the ground. Someday, they would be growing to their full potential; even if, by that time, we would be long graduated from high school.

- Character is developed over time. However, it all starts with action. Last year the GSA at our school was releasing a piece of art that they had worked on. At lunch during the release, a student decided to make negative and homophobic comments in attempt of being humorous. Most students were laughing and taking videos. It was in that moment that I took a risk. I knew that my risk wouldn't make me popular and most students would dislike me for it. I stood up for myself and my fellow LGBTQ+ students by taking action.

I went up to the student and asked why he was making the comments. In response, he said it was because he thought it was funny. He was not educated on what his comments meant and I made an attempt to explain why these comments had a negative impact and also why this was such a special day to the GSA. He was very understanding and admitted that he had made a mistake, but was willing to learn from it. I wasn't upset at the student for making a challenging decision. I just wanted to understand where the student was coming from. Educating others is sometimes the most powerful thing you can do. I took a risk that had consequences, but at the end of the day, I would take that risk any day of the week if that meant advocating for myself and others and making our school community a safe space to explore and learn.



- I had a friend in junior high who loved making jokes. He joked around about everything all day, everyday. There were times that people got annoyed with him, but they always laughed it off, and just accepted it as part of his personality. His jokes became more and more personal in nature, and one day after gym class, he was making inappropriate jokes about fellow classmates that have learning difficulties. Lots of the kids laughed, and I thought he was being insensitive.

I told him to stop, and that he was being offensive. No one has ever stood up against him, and the whole change room went quiet. He asked me what I was going to do about it, and I said I will report it to the principal. He got right into my face, pushed me onto the ground, and threatened that if I do that, no one will be friends with me anymore. I somehow felt that I may be perceived as someone who tattles, but I pushed through and went to see the principal. She stood by me, and looking back, I am proud that I stood up for what is right, and that I made it better for the students that were made fun of. I may have lost a few friends in the process, but friends who make detrimental jokes about everyone else, are not friends to be kept.

- This year in my class, I was exposed to an uncomfortable situation with my peers during a test. I felt like I was prepared for the test unfortunately I could not say the same for the people who were around me. While I was writing the test I had notice the people around me were giving numbers to each other about the test while others, had their phones out looking up answers.

At the end of the class I went up to the teacher to talk about what I had viewed, being able to go up to the teacher to expose my peers was hard. I did not want people to think that I was “goodie two shoes” but I knew that I had to do what was morally right even if it was going to be a conflict between me and my peers. I knew going up to the teacher was something I had to do because I have always been taught to be truthful and honest, and to always do the right thing even if it means getting a friend in trouble, because most likely it will help the person out in the long run. Through my years of being in the CBE, I believe that I have always had the support and guidance from teachers and peers to be able to make the right decision to tell the teacher. Because of this, I felt like I did not have to be scared to tell the truth about what I had saw.

- Although society has gotten much better at raising awareness for bullying, it is unfortunately still an ongoing issue with no universal solution. When I was in middle school, there was someone in my class that struggled both socially and academically. He and I were not friends, but we always said hi to each other in the hall and greeted each other kindly in classroom/group settings. In gym class one time, I remember a couple of students were making fun of him for not having a partner, but he was not exactly aware of what was happening. I decided to leave my group and form a partnership with him to send the message that making fun of him was not fair or kind whatsoever. My gym teacher noticed and praised me after; although I was doing this out of the good of my own heart, it felt nice to know that my actions had a positive effect on him and in turn exemplified sportsmanship to my teacher.

- I once was faced with the difficult decision of choosing between my classmates and doing what was right. There was a big exam that was coming up, so the teacher had granted us a study period to ask questions and practice if we needed to. While I was studying with my friends, I overheard a group of kids talking about ways they were going to cheat on the test. I wasn't sure if they were serious or not, but my friends told me not to confront them. A week later during the test I noticed that the kids who had been talking about cheating were passing a note around when the teacher's back was turned. I finished my test and wasn't sure what to do. I was scared to confront the kids, however if I did nothing my conscience would nag at me for not doing the honourable thing. While I was conflicted with what choice to make, I watched the teacher as she was collecting other students' tests, and decided that their cheating was unfair for all the other students who had studied and earned their grade honestly. After school, I told my friends that the right thing to do would be to tell the teacher; they agreed and said they had felt bad when they saw them cheating during the test as well. My conscience was clear for doing the right thing. At the end, I am glad I chose to confront the problem instead of ignoring it.
- In ninth grade, as the head of student leadership at my school, my teacher approached me saying that one student had requested a GSA. At the time, I did not know what that acronym meant. After learning that it meant gay-straight alliance, I immediately took interest. Having grown up surrounded by many diverse people, I always had a supportive mindset of the LGBTQ+ community, but had minimal knowledge on the topic. I took it upon myself to research and talk to some members of the group to learn about terminology and their definitions of it. The student whom had requested the GSA and I worked hard to arrange this GSA, create a logo, name, and announcements for it, and find a teacher sponsor. In no time, we had a fully functioning GSA. Everything within this group was fantastic; however, I felt within myself that it was important to reach out to the local LGBTQ+ community outside of our small gatherings.

I contacted a local organization for transgender and gender diverse youth to ask about volunteer opportunities, and to ask if they may be willing to donate any of their pronoun buttons and business cards to us. One of the founders quickly replied to me, and was more than happy to support our GSA. I took this information back to the group, and everyone was thrilled to hear about this resource and what they could offer to us. Many members showed interest in volunteering with the charity, so over the summer, we often met and ran their booth at events around Calgary. This school year, our GSA is still running strong, and some members still actively volunteer with this organization.

I recently started an initiative where I created an Instagram account with posts about gender-neutral washrooms all over the city, which my peers follow and contribute to. The community contribution factor is key, as sometimes I get busy and do not necessarily have time to go around the city in search of these spaces. Knowing that this page is making a positive contribution to society and reassuring my friends and family members makes it all the more meaningful to me. Over the course of barely one year, I went from getting into something I barely knew anything about to advocating for a minority that had so quickly woven a place into my heart.

- The day before a Philosophy quiz, two of my friends, who did not put much effort in learning or understanding the unit, were debating as to whether they should skip the quiz and not go to class. The benefits of skipping were that they would have the weekend to study for the quiz but the consequence is that they would be lying to the teacher and making it unfair for all the other students in the class who were to take it that day. When they asked me if I would skip with them, I initially felt attracted to the idea. However, it seemed morally wrong to be skipping class. It felt like there were so many feelings of self-contrast as one side of me desperately wanted more time to study and the other felt that I couldn't go against my moral values of honesty. After a lot of contemplation, I decided against skipping the Philosophy quiz because it just felt like an awful action to commit. Instead, I went home and studied extremely hard for the quiz. I respected myself for being myself.



appendix

Results 5 | CBE Student Survey Questions and 2017-18 Results

Questions are for students in grades 5, 6, 8, 9, 11, and 12 unless otherwise indicated

Note | n/a indicates this question was not asked on the 2017-18 survey.

Policy 5.1

Indicator 1 – Doing What is Right Summary Measure

Question	Overall Achievement (%)
1. I do what I believe is right even when it is difficult or unpopular to do so.	90.6
2. I base my decisions on what I think is fair and unfair.	92.2

Indicator 2 – Respectfully Challenging Policies or Decisions Summary Measure

Question	Overall Achievement (%)
1. I respectfully speak up when I don't agree with school rules.	74.1
2. I respectfully speak up when I don't agree with a decision made by a classmate.	88.7
3. I respectfully speak up when I don't agree with a decision made by a teacher.	65.6
4. I respectfully speak up when I don't agree with a decision made by school staff.	60.5

Indicator 3 – Technological Responsibility Summary Measure

Question	Overall Achievement (%)
1. I treat people with the same respect online as I would face-to-face.	89.4
2. I keep my online passwords secure.	93.7
3. I am thoughtful about when I share my personal information (e.g., age, where I live).	93.6
4. I am careful about how much of my friends' personal information I share (e.g., age, where they live).	95.9

Policy 5.2

Indicator 2 – Critical Reflection Summary Measure

Question	Overall Achievement (%)
1. [11,12] I think about how my decisions will affect other people.	n/a
2. [11,12] When working with others, I encourage everyone to have their say.	n/a
3. [11,12] When working with others, I consider their thoughts and opinions even if they are different than my own.	n/a
4. [11,12] I consider my values before making a decision.	n/a

Indicator 3 – Expectations and Convictions Summary Measure

Question	Overall Achievement (%)
1. [11,12] I make an effort to build respectful relationships in my classes and school.	n/a
2. [11,12] I am responsible for myself and my actions.	n/a
3. [11,12] I speak up appropriately for my beliefs.	n/a
4. [11,12] I know what is expected of me in different social situations.	n/a

Policy 5.3

Indicator 2 – Thoughtful Decision Making Summary Measure

Question	Overall Achievement (%)
1. [11,12] I can provide evidence in support of my thinking when I give an answer to a question.	n/a
2. [11,12] I cooperate with people around me.	n/a
3. [11,12] I try to look at all sides of an issue before I make a decision.	n/a
4. [11,12] I think about the impact of my actions on others.	n/a

Indicator 3 – Compassion and Empathy Summary Measure

Question	Overall Achievement (%)
1. [11,12] When a classmate needs help, I help them.	n/a
2. [11,12] When I'm upset with someone I try to understand their point of view.	n/a
3. [11,12] I think it is important to help other students when they need it.	n/a

report to Board of Trustees

Proposed Amendment to Governance Policies: Results 2: Academic Success

Date	June 18, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trina Hurdman, Board Chair
Purpose	Decision
Governance Policy Reference	Governance Culture GC-2: Governing Commitments

1 | Recommendation

It is recommended:

That the Board of Trustees gives second reading, and thereby final approval, to the amendment of Results Policy 2: Academic Success, as provided in Attachment I to this report.

2 | Background

Trustees reviewed the Results 2 policy on May 14, 2019 and gave first reading to the proposed amendments. The proposed changes are not expected to have major organizational impacts. This was confirmed by the Chief Superintendent in the June 11, 2019 report “Implications of Proposed Changes to Results Policy 2: Academic Success”. It is anticipated the changes will add clarity to the policy.

GC-2: Governing Commitments provides that “the Board, by majority vote, may revise or amend its policies at any time. However, as a customary practice, a proposed policy revision will be discussed at one session of the Board prior to being acted upon at a subsequent Board meeting.”

Attachment I: R-2: Academic Success (proposed revisions shown in track changes)



Board of Trustees' Governance Policy

RESULTS R-2: Academic Success

Monitoring Method: Internal
Monitoring Frequency: Annually

Each student will be literate and numerate, able to integrate and apply the knowledge, skills, attitudes and competencies acquired across all academic disciplines.

Students will:

2.1 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:

- Career & Technology Foundations/Studies
- English Language Arts
- Fine and Performing Arts
- ~~Mathematics~~
- French Language Arts
- Languages
- Mathematics
- Physical Education
- Science
- Social Studies
- ~~Physical Education~~
- ~~Arts~~
- ~~Languages~~

Adopted: ~~June 16, 2015~~

report to Board of Trustees

Students Come First | Budget Report for 2019-22

Date	June 18, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih, Chief Superintendent of Schools
Purpose	Decision and Information
Originator	Brad Grundy , Superintendent, Chief Financial Officer, Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-5: Financial Planning OE-6: Asset Protection OE-7: Communication With and Support for the Board
Resource Persons	Superintendents' Team Ed Sutlic, Director, Corporate Finance Tanya Scanga, Manager, Corporate Planning & Reporting Finance / Technology Services Staff

1 | Recommendation

It is recommended:

THAT the Board of Trustees approves the 2019-20 budget as reflected in Attachment I and authorizes its submission to Alberta Education.

2 | Issue

Section 147(2) of the *School Act* requires that the Calgary Board of Education submit to Alberta Education, by May 31 of each year, a budget approved by the Board of Trustees for the fiscal year beginning on the following September 1. Alberta Education has extended the deadline from May 31 to June 30, 2019.

In accordance with the Board of Trustees' Operational Expectation OE-5: Financial Planning, the Chief Superintendent shall develop a budget in a summary format understandable to the Board. It is to be 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 as set out in the Annual Summative Evaluation and that avoids fiscal jeopardy.

This budget document has been prepared to satisfy the requirements of the above expectation.

3 | Background

In accordance with the *School Act* and the intent of Operational Expectation OE 5: Financial Planning, the Chief Superintendent is required to prepare and submit to the Board of Trustees, for review and approval, a budget which is balanced, so that the proposed expenses do not exceed the projected revenues to be received by the Calgary Board of Education or from other identified funding sources such as reserves or unrestricted net assets.

In order to develop the 2019-20 Budget, superintendents were tasked to formulate and lead all budget work including:

- providing full executive oversight of the budget process;
- considering the delivery of learning supports and services;
- obtaining stakeholder input; and
- making final recommendations to the Board of Trustees concerning all aspects of the 2019-20 Budget.

The 2019-20 Budget is based upon assumptions provided to the Board of Trustees for information on May 14, 2019. The budget development is guided by the CBE's values:

- Students come first
- Learning is our central purpose
- Public education serves the common good

The budget is also developed with direction from Alberta Education, the CBE's Three Year Education Plan and system priorities.

4 | Analysis

The key highlights of the 2019-20 Budget, detailed in Attachment I are:

- In keeping services consistent with prior year and incorporating an enrolment increase, salary movement and contractual obligations, the planned deficit is \$40 million.
- To achieve a balanced budget the following balancing strategies were used:
 - An increase of 1 student per average class size (\$22 million)
 - Service unit expense reductions (\$3 million)
 - \$15 million deficit prior to the use of reserves
 - Draws for both capital and operating reserves (\$10 million in total)
 - Deficit of \$5 million that would be decreased during the year as operational savings are noted.
- As required by law, the budget for 2019-20 is balanced.

Further details are provided in Attachment I to this report.

5 | Financial Impact

Overall Balanced Position

The CBE will achieve a balanced position for this operating budget for 2019-20 after taking into account:

- projected revenues of \$1,394.4 million and operating expenditures of \$1,409.4 million for an operating deficit of \$15.0 million;
- planned capital spending of \$24.3 million;
- Draws for both capital and operating reserves (\$10 million in total)

6 | Implementation Consequences

The attached budget report fulfills the requirement to provide a budget in summary format that is understandable to the Board and allows the Board to understand the relationship between the budget and the Results priorities and any Operational Expectations goals for the year as well as the other requirements under OE-5.

7 | Conclusion

This report is being presented to the Board of Trustees for approval and satisfies the requirements of OE-5.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Students Come First Budget Report for 2019-22

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.

Students Come First Budget | 2019-20



learning | **as unique** | as every student

1221 - 8 Street S.W.
Calgary, AB T2R 0L4



**Calgary Board
of Education**



Budget Report 2019-20

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Introduction

Documents to Read in Conjunction

This budget report should be read in conjunction with the following documents:

- Budget Report (*submission to Alberta Education*) ([Appendix I](#))
- Budget Assumptions Report (BAR) ([Appendix II](#))
- Three-Year Education Plan ([Appendix III](#))
- Three-Year School Capital Plan (Appendix IV)

There have been no material changes in the assumptions stated in the BAR. Risks associated with student residency changes and age of access may have been mitigated with the implementation of the *Education Act* in September.

Implications of the Provincial Budget

Metro school jurisdictions in Alberta typically receive more than 94 per cent of their total funding from Alberta Education. Accordingly, changes to how education funding is determined and allocated can have significant impacts on the delivery of public education services.

Public education within Alberta also exists within a democratic context in which the decision makers (the members of the Legislative Assembly) stand for election every four years. That means that how, when and how much funding is allocated in support of public education can, and does, change materially every four years as new governments implement their policies. This is the case for the 2019-20 school year.

To allow the new government time to implement its plans, Alberta Education, prior to the election, extended the budget submission deadline for school jurisdictions as set out in the *School Act* from May 31 to June 30, 2019.

School jurisdictions must plan for the coming school year based on the information currently available to them. For the Calgary Board of Education (CBE), this budget report summarizes the planned allocation of funds until more information is known. This budget report incorporates assumptions outlined in the Budget Assumptions Report (BAR). The CBE's budget is subject to updates when the provincial budget is announced or when additional information is made available.

The provincial budget will be announced in the fall of 2019. With uncertainty surrounding the funding to be received and the implications of the *Education Act* and related regulations, the CBE has assumed funding from Alberta Education will remain constant at the 2018-19 levels. This increases the size of the planning gap the CBE needs to address.

Goals and Objectives

Mission

The Board of Trustees' Mission is: **“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.”** The CBE considers each individual student and their learning requirements while balancing all student needs against available financial and other resources.

Values

Administration's approach to the budget is guided by CBE values:

- Students come first
- Learning is our central purpose
- Public education serves the common good

The CBE will continue to prioritize student learning while recognizing the reality of fiscal constraints and the integrated nature of services and supports across the system.

Priorities

For the 2019-20 school year the CBE will focus on achieving the goals set out in the Three-Year Education Plan and the following system priorities:

- Improving student achievement, equity and well-being
- Strategically allocating resources to support student success
- Increasing organizational effectiveness through service transformation
- Developing our employees

Process & Timeline

Process

The annual budget process at the CBE begins with planning the revenue and expenses needed to maintain program and service levels at a comparable level to the prior year. Given the many variables at play, it is reasonable and expected to assume that there will be a “gap” between revenues and expenditures.

Where projected revenues exceed projected expenses, the gap is called a surplus. The CBE can use a surplus to add, modify or expand programming while developing the budget. Where planned expenses exceed projected revenues, as currently assumed for 2019-20, this gap is called a planning deficit. In developing the final budget, a gap is typically addressed by modifying, scaling or changing services and supports to bring expenditures into alignment with projected revenues. This is a normal part of the budget development process.

Timeline

The overall budget development follows a similar process to prior years. The process is led by the superintendents who make decisions to ensure the budget is aligned with the Three-Year Education Plan, system priorities and the Chief Superintendent’s summative evaluation. The Board of Trustees may also provide direction (via Board motion) to the Chief Superintendent of Schools. Approval of the final budget rests with the Board of Trustees who must submit a budget to the Minister of Education.

In most years, the CBE budget is developed with a known provincial budget. However, given the change in timing, the 2019-20 BAR was developed and presented with revenue and expense assumptions based on CBE’s administration’s major planning assumptions.

The BAR presented to the Board for informational purposes on May 14, 2019 guides the spring budget development. Once the budget is finalized, it is presented to the Board for final approval and submission to the Minister of Education. The following table outlines the next steps of the budget process.



Total funding is assumed to remain constant at Fall Update 2018-19 levels. Please note the CBE has not presumed any provincial budget decisions. Any incremental funding, if made available, will flow to support the CBE’s mission, values and priorities.

Budget Feedback

The budget development process recognizes that public education is a shared responsibility. With students, families, employees, communities and the Government of Alberta in mind, the CBE makes decisions in the best interest of students and their learning. The [Budget feedback form](#) provides perspectives that help the CBE make the best decisions on behalf of students. The feedback informs the CBE's budget decisions.

Impact on Student Learning

The CBE strives to provide the best public education system in the world. Every dollar of funding is used to support student learning across CBE's nearly 250 schools ([Appendix V](#)).

In order to achieve this, the CBE will be:

- Maintaining a focus on math: math strategists will provide job-embedded professional learning and support to Areas and school based mathematic leads in every school.
- Enhancing focus on the Indigenous Education Strategy by targeting supports to elementary and middle school students, increasing the number of Indigenous Education Learning Leaders, and adding Family School Liaison positions to support students and families.
- Maintaining a focus on literacy: literacy strategists will provide job-embedded professional learning and support to Areas and school based literacy leads in every school.
- Increasing the number of specialized classes to allow the most complex, vulnerable learners to access programming to better meet their needs
- Continuing to fund full day kindergarten at 16 locations across the district to support groups of student who would most benefit from extended learning experiences.
- Continuing to provide seven years of English Language Learner support (rather than the five years that are funded) across the system beginning in Grade 1. This decision is supported by research that confirms the increased results achieved by students with this level of support.
- Addressing equity throughout the system in consultation with Principals and Area directors to ensure a more equitable allocation of funding to schools, Areas and central supports.
- Improving accessibility and instructional support to principals, school staff, students and families through a new school support model. This new model strives to be more responsive to students and their learning. Final organization changes will be reflected in the Fall Update Budget. This will cause realignment of operational staff and resources to ensure the success of the project.

Financials

Summary

Under the assumption that CBE will provide programs and services similar to prior year with funding constant at 2018-19 levels and incorporating salary movement and contractual obligations, the planning deficit is \$40 million (Status Quo Budget).

Fall Budget Update 2018-19			
(\$6.0M)			
Status Quo Changes			
Enrolment (\$10.0M)	Rate (\$4.9M)	Contractual (\$4.9M)	
Projected Budget including Status Quo changes			
(\$25.8M)			
Funding for 1.5% enrolment increase		System Operations	
(\$11.7M)		(\$2.5M)	
Projected Status Quo without funding enrolment			
(\$40.0M)			
Balancing Strategies			
Schools and Areas \$22.0M	Service units reduction \$3.0M	Operating Reserves \$5.0M	Board funded capital \$5.0M
Projected Budget Deficit 2019-20			
(\$5.0M)			

The initial planning begins with projecting the student enrolment for the next school year. Status quo changes such as enrolment increase, rate changes as well as contractual obligations are added to the Fall Budget Update to arrive at the projected budget deficit.

For the 2019-20 school year, the CBE has assumed additional pressures as a result of maintaining prior year services. The overall projected budget deficit (Status Quo Budget) is then offset with reduction strategies to bring expenditures into alignment with expected revenues.

Strategies to Reduce the 2019-20 Gap

The CBE benefits from the Province's support and commitment to public education. With 94 per cent of funding coming from the Province, even a small change in funding rates or funding methodologies impacts students, staff and families.

The level of base funding the CBE will receive in 2019-20 will be announced in the fall of 2019. It is assumed to be held constant at 2018-19 levels, which is insufficient to maintain services and supports at a level consistent with the prior year. In keeping with CBE values and priorities, the balancing strategy strives to maintain direct services and supports to students, to the extent possible.

The plan forward, in advance of receiving the fall budget for the 2019-20 year is as follows:

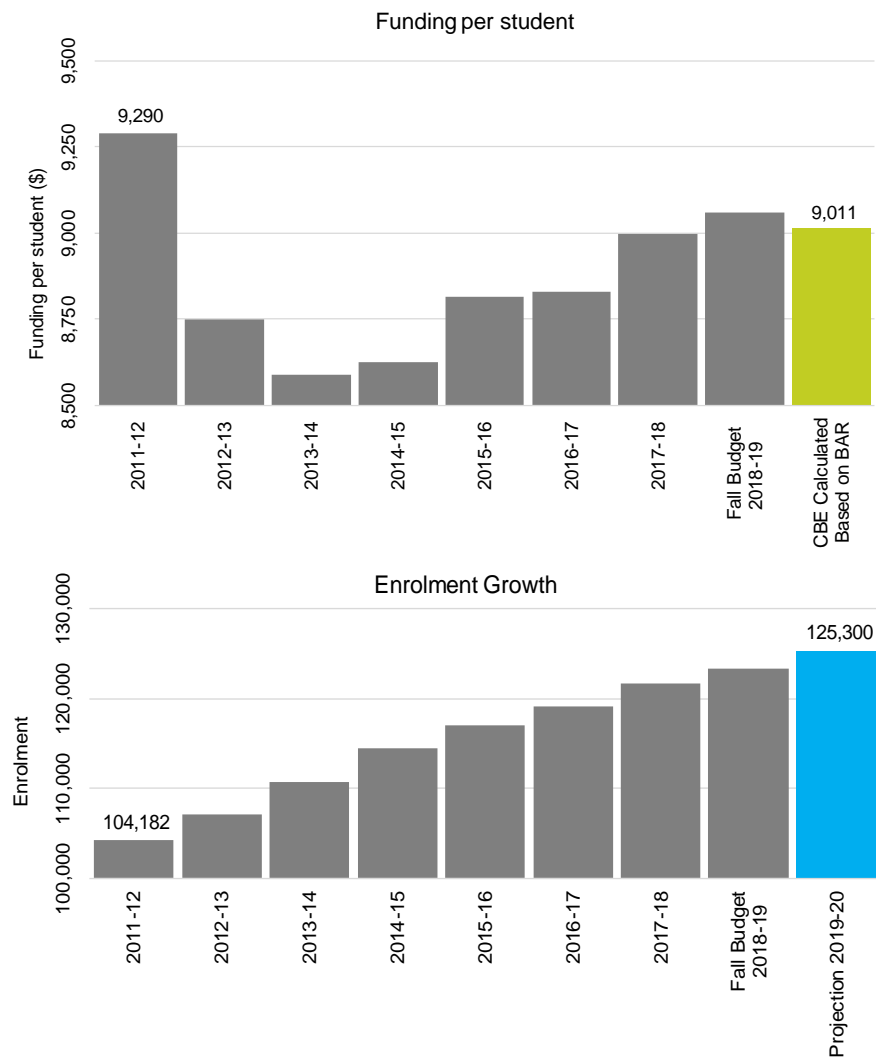
- A 1.0 student increase in average class size across all grade levels
- Service unit expense reductions
 - As the reduction in expenses will be absorbed collectively by service units, additional analysis and decisions will be reviewed before there is a conclusive amount allocated to each service unit.
 - This may include the following strategies:
 - Reducing the scope and/or extent of services provided
 - Enhancing the efficiency in delivery of the same services through restructuring
 - Evaluating the extent and need for contracted services
 - Critically evaluating roles (including vacancies)
 - Re-evaluating historical spending on discretionary expenses
- Draws from reserves (subject to board approval)
- Of note, the modest balances of operating and capital reserves strictly limit the CBE's ability to respond to any significant changes from the previously noted budget assumptions. After deploying reserves as a part of the balancing strategy, operating reserve balances will be sufficient to fund the equivalent of 5.6 instructional days.



Funding

Funding is received based on numerous factors, with the main factor being the number of students enrolled at the CBE. While enrolment has steadily increased, funding per student has decreased since 2011-12. Funding is assumed to be constant at 2018-19 levels, meaning that the total dollars will remain the same. Holding the funding level constant results in a decrease in the calculated per student funding rate due to enrolment growth.

Funding (in the chart below) does not include Infrastructure Maintenance & Renewal (IMR), the Alberta Teachers' Retirement Fund (ATRF), transportation grants or expended deferred capital revenues as these grants are targeted and do not fund regular operations. The funding per student represents the dollars available to the CBE to fund all costs associated with providing a high quality public education to students.



Expenses by Unit (Note 1)

in \$000s

	Schools & Areas	Learning	Service Unit System Budgets	Facilities & Environmental Services	Legal	Communi cations	Finance/ Technology Services	Human Resources	Chief Supt's Office	System Operations	Board of Trustees	Total
2019-20 FTEs	9,711	190	17	207	11	22	195	110	5		-	10,467
2018-19 FTEs	9,521	190	18	208	11	22	195	110	5		-	10,279
Increase/ (decrease)	190	-	(1)	(1)	-	-	-	-	-	-	-	188
Expenses by: (\$000s)												
Salaries and benefits	1,009,429	24,956	7,474	22,048	1,522	2,471	23,878	12,303	934	1,931	424	1,107,369
Supplies and services	88,720	5,397	138,685	9,546	124	58	1,283	1,662	242	434	1,074	247,227
Other (interest, amortization and uncollectible accounts)	50	279	73,131	2,874	36	-	3,278	45	-	135	-	79,828
Before Reductions	1,098,199	30,633	219,289	34,469	1,682	2,529	28,439	14,010	1,176	2,500	1,498	1,434,424
2% service unit reduction (Note 2)	(711)	(613)		(689)	(34)	(51)	(569)	(280)	(24)		(30)	(3,000)
School class size increase	(22,000)											(22,000)
Proposed 2019-20	1,075,488	30,020	219,289	33,779	1,648	2,479	27,871	13,730	1,152		1,468	1,409,424
Fall Budget 2018-19	1,072,289	30,292	212,341	35,271	1,700	2,525	28,553	14,327	1,131		1,498	1,399,928
Increase/ (decrease)	3,199	(272)	6,948	(1,492)	(52)	(46)	(683)	(597)	21	-	(30)	9,496

Note 1:

This chart is reflective of Status Quo budget prior to any reductions. The amounts will change when additional budget information and decisions are available.

As the new school support model is implemented in the 2019-20 school year, this chart is subject to change as service units, staff and resources are aligned to the new model.

Note 2: Schools and Areas includes facility operators are managed by Facilities and Environmental Services.

This portion of the \$3M reduction allocated to "School and Areas" relate to the facilities and environmental services that directly support schools.

Resource Allocation Method Summary by Major Allocation

	Spring Projection 2019-20 in \$000s	# of students (Note 1)	Fall Budget 2018-19 in \$000s
Kindergarten - Grade 3	188,082	37,438	191,366
Grades 4 - 6	106,953	28,931	112,892
Grades 7 - 9	104,100	26,943	104,205
Grades 10 - 12	117,117	31,988	115,867
Basic school staff allocation	74,965		74,080
Contract absences, short term	11,437		11,876
Alberta Teachers Retirement Fund	72,518		76,671
Other allocations including CIF	261,300		252,855
Total allocations for schools	936,472	125,300	939,810

Note 1: Unique setting students are distributed across the divisions.

Resources are allocated to schools via a mechanism called the Resource Allocation Method or RAM. The RAM allocation is the yearly school budget. Schools are provided resources through the RAM to meet student learning outcomes. The RAM is designed to allocate resources equitably, not equally, while providing choice in the assignment and deployment of those resources to meet the unique needs of students within each school. RAM allocations are not specific to any one student in the school. Rather, the RAM allocation is used to support the needs of all students within a particular school.

The entire organization supports student learning. The majority of funds are allocated directly to schools; however, some specific school and instruction supports are administered on behalf of schools, rather than directly, as it is more efficient and effective to provide these at a system level rather than to duplicate these at individual schools. Having some resources at the Area and central level allow for a better matching of resources to needs.

Revenue



Alberta Education*	1,308,551	93.8%	1,306,807
Fees	45,553	3.3%	41,159
Other Sales and Services	20,093	1.4%	20,410
Other Revenue	20,202	1.4%	25,553
Revenues	1,394,399	100.0%	1,393,928

	Budget 2019-20		Fall Budget 2018-19
	(in \$000s)	%	(in \$000s)
Alberta Education*	1,308,551	93.8%	1,306,807
Fees	45,553	3.3%	41,159
Other Sales and Services	20,093	1.4%	20,410
Other Revenue	20,202	1.4%	25,553
Revenues	1,394,399	100.0%	1,393,928

- Over 90% of funding received comes from Alberta Education. This current budget report shows the total dollars assumed from Alberta Education.
- Additional information regarding definitions for revenue categories can be found in the [\(Appendix VI\)](#).
- The nominal increase in Alberta Education funding is due to an increase in revenue recognized which matches the related amortization costs. Consequently, there is no incremental funding associated with the above noted increase.

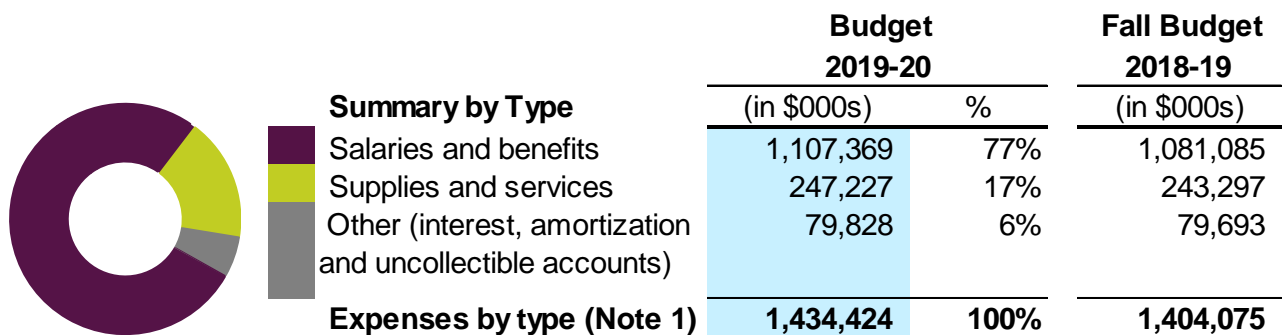
Fees

Fees assumptions are based on information provided in the *School Act*. This may change once additional information on the *Education Act* is made available [\(Appendix VII\)](#). Fees are subject to change and will be reflected in the CBE's Fall Budget Update.

Expense by Type

Summary by type

- Summary by type – nature of costs incurred (not by program or nature of operations)



- Note 1: A \$22 million reduction in schools and Areas as well as a \$3 million reduction in service unit expenses are planned but not included in the above. The distribution of the reductions are currently under review.
 - \$22 million in Schools and Areas represent approximately 2 per cent of total Schools and Areas expense in Status Quo
 - \$3 million in service units represent approximately 2 per cent of total service unit expenses in Status Quo
 - For reporting purposes, the full amount will be allocated to supplies and services in Alberta Education reporting. The allocation may change once a more detailed “working” budget has been developed
- Additional information regarding definitions for expense categories can be found in [\(Appendix VI\)](#).
- Salaries and benefits will continue to experience planned grid movement, except for the Chief Superintendent and Superintendents’ salaries which are frozen with no grid movement. Trustee remuneration is also effectively frozen.
- Total expenditures in service units have decreased by more than 9% compared to the prior school year 2017-18.
- Contractual obligations such as collective agreement wage increases, licensing and service charges will change based on inflation calculated by Statistics Canada or previously agreed rates.
- Amortization, as required by accounting guidelines, will continue based on historical capital spending patterns.

Expense by Block

	Instruction	Plant operations and maintenance	Transportation	Board and system administration	Subtotal	External services	Grand Total
(in \$000s)							
Summary by Block							
Salaries and benefits	1,000,136	60,470	2,833	20,778	1,084,217	23,152	1,107,369
Supplies and services (Note 1)	114,373	59,996	44,753	24,337	243,459	3,768	247,227
Other	19,216	51,986	1,025	4,341	76,567	3,261	79,828
Total before reductions	1,133,725	172,452	48,610	49,456	1,404,243	30,181	1,434,424
Decrease in service units	(2,362)	(364)	(103)	(101)	(2,929)	(71)	(3,000)
Decrease in schools and Areas	(17,320)	(2,667)	(752)	(741)	(21,480)	(520)	(22,000)
Total after reductions	1,114,043	169,421	47,756	48,615	1,379,834	29,590	1,409,425
% of Total	79%	12%	3%	3%	98%	2%	100%
Fall 2018-19	1,102,142	169,731	47,845	47,121	1,366,839	33,089	1,399,928
Change	11,901	310	89	1,493	12,995	3,498	9,497

Note 1: Decrease in schools, Areas and service unit expenses have been prorated based on Fall Budget costs across all blocks for reporting purposes. Distribution, once a Provincial budget is known, may vary.

- For reporting purposes, the \$22 million reduction in schools and areas as well as a \$3 million reduction in service unit expenses have been prorated by Fall Update allocation. Reporting to Alberta Education will incorporate the reduction in supplies and services.
- Additional information regarding definitions for block categories can be found in the [\(Appendix VI\)](#).
- The CBE's classification and use of accounts is regulated by the reporting requirements of Alberta Education. Revenues are grouped by source and expenditures are categorized by both object and program (sometimes referred to as 'block').

Staffing

It is anticipated that 86% of staff will be in school based positions, and 14% in non-school based and facility operations staff. This is keeping in line with previous years. Staffing decisions will be refined in the fall when additional budget information is known.

	Projection 2019-20	Actual 2018-19	% of total
School-based staff	9,051	8,861	86%
Non school-based staff	1,416	1,418	14%
Total	10,467	10,279	100%

- Additional information regarding definitions for staffing categories can be found in the [\(Appendix VIII\)](#).

Capital

Board-Funded Capital

The CBE's board-funded capital budget supports both projects that are one-time (e.g. the replacement of the student information system) or capital acquisitions that need to be made on an annual basis to maintain a stable and reliable inventory of assets such as technology devices, vehicles and musical instruments. The current school capital plan includes projections of costs for two years in addition to the 2019-20 budget year; however, approvals are made on an annual basis to correspond with the Government budget approval cycle.

Facility (Provincially Supported) Capital Projects

Each year the CBE prepares a Three-Year School Capital Plan for submission to the Provincial Government. This plan includes an analysis of the CBE's need for new, replacement and modernized schools. Also submitted to the Provincial Government is an annual Modular Classroom Plan, which is an analysis of the CBE's forecasted modular classroom needs. The implementation of any of these plans is dependent upon Provincial approval and funding.

The spending for these provincially funded projects is not included in the CBE's annual budget, as the amortization expense and corresponding recognized revenues is recorded over the useful life of the asset. The annual amortization expense provision and corresponding Alberta Education revenues are incorporated in the budget for all assets in productive use by Aug. 31, 2019.

Reserves

The modest balances of operating and capital reserves levels limit the CBE's ability to respond to any significant changes for the 2019-20 budget year. The CBE will closely monitor next year's activities to identify opportunities that may alleviate the need to access reserve funds to minimize the impact to the overall system. Generally, Alberta Education suggests that reserve balances are between three and per cent of total annual expenditures.

	Anticipated reserve balance Aug 31, 2019	Planned Use	Anticipated reserve balance Aug 31, 2020*	% of spring budgeted expenses
(in \$ thousands)				
Operating reserves	27,027	(5,000)	22,027	1.6%
Capital reserves	11,210	(5,000)	6,210	0.4%
			-	
Total reserves	38,237	(10,000)	28,237	2.0%

*CBE will continue to re-evaluate spending levels in 2019-20 to offset the remaining deficit. If achieved, additional draws from reserves would be mitigated in the 2019-20 school year

- Operating reserves are surpluses from prior years that may be used as a one-time funding source for any purpose (subject to Trustees' approval).
- Capital reserves are surpluses from prior years that have been designated as one-time funding source for capital purposes (subject to Trustees' approval).
- Capital reserves reflect approved draws from reserves subsequent to the "Third Quarter Budget Variance Report for the 2019-19 Budget".
- Any anticipated sale of CBE owned property will contribute to capital reserves funds.

Appendices

Appendix I – Budget Report (Submission to Alberta Education)

**BUDGET
REPORT
FOR THE YEAR ENDING AUGUST 31, 2020**

[School Act, Sections 147(2)(b) and 276]

3030 Calgary School District No. 19

Legal Name of School Jurisdiction

1221 8 Street SW Calgary AB AB T2R 0L4; 403-817-7410; brgrundy@cbe.ab.ca

Contact Address, Telephone & Email Address

BOARD CHAIR

Name

Signature

SUPERINTENDENT

Mr. Christopher Usih

Name

Signature

SECRETARY TREASURER or TREASURER

Mr. Bradley Grundy

Name

Signature

**Certified as an accurate summary of the year's budget as approved by the Board
of Trustees at its meeting held on** _____

Date

Version: 170615

c.c. Alberta Education
c/o Jianan Wang, Financial Reporting & Accountability Branch
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5
Phone: (780) 427-3855
E-MAIL: EDC.FRA@gov.ab.ca

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14	Color coded cells:									
15		blue cells: require the input of data/descriptors wherever applicable.					grey cells: data not applicable - protected			
16		salmon cells: contain referenced juris. information - protected					white cells: within text boxes REQUIRE the input of points and data.			
17		green cells: populated based on information previously submitted					yellow cells: to be completed when yellow only.			
18										
19										
20	HIGHLIGHTS, PLANS, ASSUMPTIONS AND RISKS SUMMARY- 2019/2020 BUDGET REPORT									
21	The following were presented to the Board and approved as underlying the budget. These key points and assumptions used in development of the budget take into									
22	consideration the economic environment of the jurisdiction, focus on anticipated changes from current year, and are realistic and consistent with the three year									
23	Education Plan. At a minimum, they disclose key budget assumptions, financial & business risks, and specific strategies explaining how this budget will									
24	support the jurisdiction's plans.									
25	<u>Budget Highlights, Plans & Assumptions:</u>									
26										
27	The CBE has assumed that overall funding for 2019-20 will be equal to the funding received for 2018-19 as reflected in the Fall Update to the 2018-19 Budget.									
28										
29	The CBE has assumed that overall enrolment will increase by 1,800, totalling 125,300 students for 2019-20.									
30										
31	The CBE has not made any assumptions specific to any grant or funding line within the Alberta Education Funding Manual.									
32										
33	The CBE has assume that the cost associated with any TEBA negotiated cost increases will be funded by the Government of Alberta as previously agreed.									
34										
35	The CBE has assume there will be no incremental increase in student enrolment related to the implementation of the <i>Education Act</i> .									
36										
37	The CBE has assume maximum flexibility will be provided regarding the allocation of Alberta Education funding for 2019 -20 in support of students and their learning.									
38										
39										
40										
41										
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47										
48										
49										
50										
51										
52	<u>Significant Business and Financial Risks:</u>									
53										
54	There is a risk to CBE operations related to the late implementation of <i>Education Act</i> regulations. As the regulations are not currently available to school jurisdictions there is									
55	little ability to plan prior to the beginning of the 2019-20 school year.									
56										
57	There is a risk to CBE operations associated with a provincial budget being released in the fall. School operations begin in mid-August and ramp up quickly as of the beginning									
58	of September. Any material changes to the CBE's budget at that time are very difficult to implement and may impose significant disruption on students and classrooms.									
59										
60	There is a risk that Federal Government actions associated with refugees will result in increased CBE enrolment related to re fugee students. As these students often come									
61	with significant complexity there is likely to be increased operational pressures across the CBE to accommodate these student s within flat funding.									
62										
63										
64										
65										
66										
67										

BUDGETED STATEMENT OF OPERATIONS
for the Year Ending August 31

	Approved Budget 2019/2020	Fall Budget Update 2018/2019	Actual Audited 2017/2018
REVENUES			
Alberta Education	\$1,308,551,000	\$1,306,807,000	\$1,265,557,000
Alberta Infrastructure		\$0	\$0
Other - Government of Alberta	\$124,000	\$432,000	\$265,000
Federal Government and First Nations	\$3,141,000	\$2,822,000	\$3,287,000
Other Alberta school authorities	\$309,000	\$309,000	\$350,000
Out of province authorities		\$0	\$0
Alberta Municipalities-special tax levies		\$0	\$0
Property taxes		\$0	\$0
Fees	\$45,553,000	\$41,159,000	\$38,974,000
Other sales and services	\$20,093,000	\$20,410,000	\$30,340,000
Investment income	\$1,682,000	\$1,649,000	\$7,180,000
Gifts and donations	\$7,256,000	\$8,073,000	\$7,957,000
Rental of facilities	\$4,444,000	\$4,323,000	\$4,878,000
Fundraising	\$2,700,000	\$7,400,000	\$2,640,000
Gains on disposal of capital assets		\$0	(\$18,000)
Other revenue	\$546,000	\$545,000	\$1,737,000
TOTAL REVENUES	\$1,394,399,000	\$1,393,929,000	\$1,363,147,000
EXPENSES			
Instruction - Early Childhood Services	\$42,806,000	\$48,480,000	\$52,780,000
Instruction - Grades 1-12	\$1,071,236,000	\$1,053,663,000	\$1,024,638,000
Plant operations & maintenance	\$169,421,000	\$169,731,000	\$157,312,000
Transportation	\$47,756,000	\$47,845,000	\$49,605,000
Administration	\$48,615,000	\$47,121,000	\$47,247,000
External Services	\$29,590,000	\$33,089,000	\$33,617,000
TOTAL EXPENSES	\$1,409,424,000	\$1,399,929,000	\$1,365,199,000
ANNUAL SURPLUS (DEFICIT)	(\$15,025,000)	(\$6,000,000)	(\$2,052,000)

BUDGETED ALLOCATION OF EXPENSES (BY OBJECT)
for the Year Ending August 31

	Approved Budget 2019/2020	Fall Budget Update 2018/2019	Actual Audited 2017/2018
EXPENSES			
Certificated salaries	\$685,611,000	\$668,039,000	\$662,049,000
Certificated benefits	\$153,737,000	\$148,870,000	\$145,702,000
Non-certificated salaries and wages	\$214,653,000	\$209,847,000	\$211,480,000
Non-certificated benefits	\$53,368,000	\$54,330,000	\$51,402,000
Services, contracts, and supplies	\$222,227,000	\$243,297,000	\$223,226,000
Capital and debt services			
Amortization of capital assets			
Supported	\$45,094,000	\$43,230,000	\$38,999,000
Unsupported	\$29,312,000	\$27,136,000	\$27,420,000
Interest on capital debt			
Supported	\$24,000	\$31,000	\$128,000
Unsupported	\$409,000	\$409,000	\$360,000
Other interest and finance charges	\$1,059,000	\$944,000	\$868,000
Losses on disposal of capital assets		\$0	\$0
Other expenses	\$3,930,000	\$3,796,000	\$3,565,000
TOTAL EXPENSES	\$1,409,424,000	\$1,399,929,000	\$1,365,199,000

BUDGETED SCHEDULE OF FEE REVENUE
for the Year Ending August 31

	Approved Budget 2019/2020	Fall Budget Update 2018/2019	Actual 2017/2018
FEEES			
TRANSPORTATION	\$4,892,000	\$4,819,000	\$4,585,000
BASIC INSTRUCTION SUPPLIES (Instructional supplies, & materials)	\$0	\$0	\$273,000
LUNCHROOM SUPERVISION & NOON HOUR ACTIVITY FEES (Optional & Mandatory)	\$14,062,000	\$14,140,000	\$14,718,000
FEES TO ENHANCE BASIC INSTRUCTION			
Technology user fees	\$0	\$0	\$9,000
Alternative program fees	\$887,000	\$740,000	\$460,000
Fees for optional courses	\$3,364,000	\$2,808,000	\$2,128,000
ECS enhanced program fees	\$0	\$0	\$0
ACTIVITY FEES	\$13,481,000	\$11,251,000	\$12,949,000
Other fees to enhance education (Describe here)	\$0	\$0	\$0
NON-CURRICULAR FEES			
Extra-curricular fees	\$3,594,000	\$3,000,000	\$3,375,000
Non-curricular goods and services	\$5,273,000	\$4,401,000	\$477,000
NON-CURRICULAR TRAVEL	\$0	\$0	\$0
OTHER FEES (Describe here)	\$0	\$0	\$0
TOTAL FEES	\$45,553,000	\$41,159,000	\$38,974,000

**PLEASE DO NOT USE "SCHOOL GENERATED FUNDS" AS A CATEGORY*

Please disclose amounts paid by parents of students that are recorded as "Other sales and services" (rather than fee revenue). Note that this schedule should include only amounts collected from parents and so it may not agree with the Statement of Operations.	Approved Budget 2019/2020	Fall Budget Update 2018/2019	Actual 2017/2018
Cafeteria sales, hot lunch, milk programs	\$0	\$0	\$1,496,000
Special events	\$0	\$0	\$1,349,000
Sales or rentals of other supplies/services	\$200,000	\$200,000	\$2,511,000
Out of district unfunded student revenue	\$0	\$0	\$0
International and out of province student revenue	\$10,889,000	\$11,400,000	\$0
Adult education revenue	\$1,602,000	\$1,602,000	\$0
Preschool	\$0	\$0	\$0
Child care & before and after school care	\$0	\$0	\$0
Lost item replacement fees	\$0	\$0	\$0
Bulk supply sales	\$0	\$0	\$0
Other (describe) Foreign Tuition	\$0	\$0	\$11,679,000
Other (describe) Music Instruments, library fees, commissions	\$0	\$0	\$307,000
Other (describe) Other (Describe)	\$0	\$0	\$0
Other (describe) Other sales (describe here)	\$0	\$0	
Other (describe) Other sales (describe here)	\$0	\$0	
TOTAL	\$12,691,000	\$13,202,000	\$17,342,000

BUDGETED SCHEDULE OF SUPPLEMENTARY DETAILS OF FEE REVENUE
for the Year Ending August 31

(A)	(B)	(C)	(D)	(E)	(F)	(G)
	Explanation of Other Costs (Column "(C)")	Other Costs (Explain under (B))* 2019/2020	Entry Fees and Admissions 2019/2020	Transportation Component 2019/2020	Supplies & Materials** 2019/2020	Total 2019/2020
FEES						
	TRANSPORTATION	\$0	\$0	\$4,892,000	\$0	\$4,892,000
	BASIC INSTRUCTION SUPPLIES (Instructional supplies, & materials)	\$0	\$0	\$0	\$0	\$0
	LUNCHROOM SUPERVISION & NOON HOUR ACTIVITY FEES salaries and benefits	\$10,779,000	\$0	\$0	\$3,283,000	\$14,062,000
FEES TO ENHANCE BASIC INSTRUCTION						
	Technology user fees	\$0	\$0	\$0	\$0	\$0
	Alternative program fees	\$0	\$0	\$0	\$887,000	\$887,000
	Fees for optional courses	\$0	\$0	\$0	\$3,364,000	\$3,364,000
	ECS enhanced program fees	\$0	\$0	\$0	\$0	\$0
	ACTIVITY FEES	\$0	\$0	\$0	\$13,481,000	\$13,481,000
	Other fees to enhance education	\$0	\$0	\$0	\$0	\$0
NON-CURRICULAR FEES						
	Extra-curricular fees	\$0	\$0	\$0	\$3,594,000	\$3,594,000
	Non-curricular goods and services	\$0	\$0	\$0	\$5,273,000	\$5,273,000
	NON-CURRICULAR TRAVEL	\$0	\$0	\$0	\$0	\$0
OTHER FEES***						
		\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0
	TOTAL FEES	\$10,779,000	\$0	\$4,892,000	\$29,882,000	\$45,553,000

**Supplies and Materials represent consumables (one-time use such as paper), reuseable supplies, equipment rental, workbooks).

***Describe purpose of other fees. DO NOT use blanket names such as "Kindergarten", "Instructional Fees", "School Division Fees", "Registration Fees", etc.

***Use Other Fees only for fees which do not meet predefined categories as described on Pages 14 & 15 of the Budget Guidelines 2019/2020

PROJECTED SCHEDULE OF CHANGES IN ACCUMULATED OPERATING SURPLUS (SUMMARY)
for the Year Ending August 31

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	ACCUMULATED OPERATING SURPLUS (2+3+4+7)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	ACCUMULATED SURPLUS FROM OPERATIONS (5+6)	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
						OPERATING RESERVES	CAPITAL RESERVES
Actual balances per AFS at August 31, 2018	\$213,063,000	\$158,721,000	\$4,165,000	\$25,977,000	\$0	\$25,977,000	\$24,200,000
2018/2019 Estimated impact to AOS for:							
Prior period adjustment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated surplus(deficit)	(\$5,418,000)			(\$5,418,000)	(\$5,418,000)		
Estimated board funded capital asset additions		\$28,195,000		(\$25,653,000)	(\$25,653,000)	\$0	(\$2,542,000)
Estimated disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Estimated amortization of capital assets (expense)		(\$74,406,000)		\$74,406,000	\$74,406,000		
Estimated capital revenue recognized - Alberta Education		\$1,814,000		(\$1,814,000)	(\$1,814,000)		
Estimated capital revenue recognized - Alberta Infrastructure		\$41,414,000		(\$41,414,000)	(\$41,414,000)		
Estimated capital revenue recognized - Other GOA		\$0		\$0	\$0		
Estimated capital revenue recognized - Other sources		\$0		\$0	\$0		
Estimated changes in Endowments	\$0		\$0	\$0	\$0		
Estimated unsupported debt principal repayment		\$1,483,000		(\$1,483,000)	(\$1,483,000)		
Estimated reserve transfers (net)				\$21,692,000	\$34,037,000	(\$12,345,000)	(\$21,692,000)
Estimated assumptions/transfers of operations (explain)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated Balances for August 31, 2019	\$207,645,000	\$157,221,000	\$4,165,000	\$46,293,000	\$32,661,000	\$13,632,000	(\$34,000)
2019/2020 Budget projections for:							
Budgeted surplus(deficit)	(\$15,025,000)			(\$15,025,000)	(\$15,025,000)		
Projected board funded capital asset additions		\$22,041,000		(\$22,041,000)	(\$22,041,000)		\$0
Budgeted disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Budgeted amortization of capital assets (expense)		(\$74,406,000)		\$74,406,000	\$74,406,000		
Budgeted capital revenue recognized - Alberta Education		\$42,570,000		(\$42,570,000)	(\$42,570,000)		
Budgeted capital revenue recognized - Alberta Infrastructure		\$2,524,000		(\$2,524,000)	(\$2,524,000)		
Budgeted capital revenue recognized - Other GOA		\$0		\$0	\$0		
Budgeted capital revenue recognized - Other sources		\$0		\$0	\$0		
Budgeted changes in Endowments	\$0		\$0	\$0	\$0		
Budgeted unsupported debt principal repayment		\$2,270,000		(\$2,270,000)	(\$2,270,000)		
Projected reserve transfers (net)				\$5,000,000	\$10,000,000	(\$5,000,000)	(\$5,000,000)
Projected assumptions/transfers of operations (explain)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Projected Balances for August 31, 2020	\$192,620,000	\$152,220,000	\$4,165,000	\$41,269,000	\$32,637,000	\$8,632,000	(\$5,034,000)

**SCHEDULE OF USES FOR ACCUMULATED SURPLUSES AND RESERVES
for the Year Ending August 31**

	Unrestricted Surplus Usage			Operating Reserves Usage			Capital Reserves Usage		
	Year Ended			Year Ended			Year Ended		
	31-Aug-2020	31-Aug-2021	31-Aug-2022	31-Aug-2020	31-Aug-2021	31-Aug-2022	31-Aug-2020	31-Aug-2021	31-Aug-2022
Projected opening balance	\$32,661,000	\$32,662,000	\$39,933,000	\$13,632,000	\$8,632,000	\$8,632,000	(\$34,000)	(\$5,034,000)	(\$5,034,000)
Projected excess of revenues over expenses (surplus only)	Explanation - add'l space on AOS3 / AOS4 \$0	\$0	\$0						
Budgeted disposal of unsupported tangible capital assets	Explanation - add'l space on AOS3 / AOS4 \$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0
Budgeted amortization of capital assets (expense)	Explanation - add'l space on AOS3 / AOS4 \$74,406,000	\$74,406,000	\$74,406,000		\$0	\$0			
Budgeted capital revenue recognized	Explanation - add'l space on AOS3 / AOS4 (\$45,094,000)	(\$45,094,000)	(\$45,094,000)		\$0	\$0			
Budgeted changes in Endowments	Explanation - add'l space on AOS3 / AOS4 \$0	\$0	\$0		\$0	\$0			
Budgeted unsupported debt principal repayment	Explanation - add'l space on AOS3 / AOS4 (\$2,270,000)	(\$2,270,000)	(\$2,270,000)		\$0	\$0			
Projected reserves transfers (net)	Explanation - add'l space on AOS3 / AOS4 \$10,000,000	\$0	\$0	(\$5,000,000)	\$0	\$0	(\$5,000,000)	\$0	\$0
Projected assumptions/transfers of operations	Explanation - add'l space on AOS3 / AOS4 \$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Increase in (use of) school generated funds	Explanation - add'l space on AOS3 / AOS4 \$0	\$0	\$0		\$0	\$0		\$0	\$0
New school start-up costs	Explanation - add'l space on AOS3 / AOS4 \$0	\$0	\$0		\$0	\$0		\$0	\$0
Decentralized school reserves	Explanation - add'l space on AOS3 / AOS4 \$0	\$0	\$0		\$0	\$0		\$0	\$0
Non-recurring certificated remuneration	Explanation - add'l space on AOS3 / AOS4 \$0	\$0	\$0		\$0	\$0			
Non-recurring non-certificated remuneration	Explanation - add'l space on AOS3 / AOS4 \$0	\$0	\$0		\$0	\$0			
Non-recurring contracts, supplies & services	Explanation - add'l space on AOS3 / AOS4 \$0	\$0	\$0		\$0	\$0			
Professional development, training & support	Explanation - add'l space on AOS3 / AOS4 \$0	\$0	\$0		\$0	\$0			
Transportation Expenses	Explanation - add'l space on AOS3 / AOS4 \$0	\$0	\$0		\$0	\$0			
Full-day kindergarten	Explanation - add'l space on AOS3 / AOS4 \$0	\$0	\$0		\$0	\$0			
English language learners	Explanation - add'l space on AOS3 / AOS4 \$0	\$0	\$0		\$0	\$0			
First nations, Metis, Inuit	Explanation - add'l space on AOS3 / AOS4 \$0	\$0	\$0		\$0	\$0			
OH&S / wellness programs	Explanation - add'l space on AOS3 / AOS4 \$0	\$0	\$0		\$0	\$0			
B & S administration organization / reorganization	Explanation - add'l space on AOS3 / AOS4 \$0	\$0	\$0		\$0	\$0			
Debt repayment	Explanation - add'l space on AOS3 / AOS4 \$0	\$0	\$0		\$0	\$0			
POM expenses	Explanation - add'l space on AOS3 / AOS4 \$0	\$0	\$0		\$0	\$0		\$0	\$0
Non-salary related programming costs (explain)	Explanation - add'l space on AOS3 / AOS4 \$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - School building & land	Explanation - add'l space on AOS3 / AOS4 \$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Technology	Explanation - add'l space on AOS3 / AOS4 \$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Vehicle & transportation	Explanation - add'l space on AOS3 / AOS4 \$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Administration building	Explanation - add'l space on AOS3 / AOS4 \$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - POM building & equipment	Explanation - add'l space on AOS3 / AOS4 \$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Other (explain)	Explanation - add'l space on AOS3 / AOS4 \$0	\$0	\$0		\$0	\$0			
Capital costs - School land & building	Explanation - add'l space on AOS3 / AOS4 \$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School modernization	Explanation - add'l space on AOS3 / AOS4 \$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School modular & additions	Explanation - add'l space on AOS3 / AOS4 \$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School building partnership projects	Explanation - add'l space on AOS3 / AOS4 \$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Technology	Explanation - add'l space on AOS3 / AOS4 \$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Vehicle & transportation	Explanation - add'l space on AOS3 / AOS4 \$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Administration building	Explanation - add'l space on AOS3 / AOS4 \$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - POM building & equipment	Explanation - add'l space on AOS3 / AOS4 \$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital Costs - Furniture & Equipment	Explanation - add'l space on AOS3 / AOS4 \$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Other	Reallocate to Row 41-48 or Describe Asset (\$22,041,000)	(\$19,771,000)	(\$17,501,000)	\$0	\$0	\$0	\$0	\$0	\$0
Building leases	Explanation - add'l space on AOS3 / AOS4 operating deficit \$0	\$0	\$0		\$0	\$0		\$0	\$0
	(\$15,000,000)	\$0	\$0		\$0	\$0		\$0	\$0
Other 2 - please use this row only if no other row is appropriate	Explanation - add'l space on AOS3 / AOS4 \$0	\$0	\$0		\$0	\$0		\$0	\$0
Other 3 - please use this row only if no other row is appropriate	Explanation - add'l space on AOS3 / AOS4 \$0	\$0	\$0		\$0	\$0		\$0	\$0
Other 4 - please use this row only if no other row is appropriate	Explanation - add'l space on AOS3 / AOS4 \$0	\$0	\$0		\$0	\$0		\$0	\$0
Estimated closing balance for operating contingency	\$32,662,000	\$39,933,000	\$49,474,000	\$8,632,000	\$8,632,000	\$8,632,000	(\$5,034,000)	(\$5,034,000)	(\$5,034,000)

Out of Balance			
Total surplus as a percentage of 2020 Expenses	2.57%	3.09%	3.77%
ASO as a percentage of 2020 Expenses	2.93%	3.45%	4.12%

**ANTICIPATED CHANGES IN ACCUMULATED OPERATING SURPLUS (SUPPLEMENTARY DETAIL)
for the Year Ending August 31**

The following provides further explanation of the anticipated changes to each component of AOS for the 2018/2019, 2019/2020, 2020/2021 and 2021/2022 years as outlined on pages 6 and 7. Please provide information on the acquisition of significant unsupported capital, non-recurring project expenditures, and intended use of funds to August 31, 2021. Note that unrestricted surplus, operating reserves, and/or capital reserves should include the jurisdiction's contingency for unexpected or emergent issues.

Additional detail on uses of Accumulated Operating Surplus:

2018/2019

Provide an explanation of material changes from the fall budget update originally submitted in November, 2018 for annual operating surplus (deficit), capital acquisitions, endowments, and/or other changes affecting unrestricted surplus, operating reserves, and capital reserves.

18-19

Changes from the Fall Budget Update, include the following:

Unrestricted surplus – deficit for the year changed to \$5.4M (from \$6.0M)

Capital additions – decreased to \$29.7M (from \$32.3M)

Operating reserves – modest replenishment to reserves of \$1.0M due to lower than project capital acquisitions and lower operating deficit

Capital reserves – increase in draws from reserves to \$9.0M (from \$8.7M) due to additional school based projects

See the “Third Quarter Budget Variance Report for the 2018-19 Budget” on the CBE website for more information.

2019/2020

Please provide additional detail regarding uses of unrestricted surplus, operating reserves, and capital reserves not described on pages 6 and 7.

The current year operating deficit is \$15.0 million. Key assumptions include:

Provincial funding assumed to remain constant with Fall 18-19 levels overall

Projected enrolment growth

Non discretionary and contractual obligations (incl. inflation and foreign exchange pressures)

Grid movement for all employees

Please see the full discussion and analysis in our written Budget Report.

**ANTICIPATED CHANGES IN ACCUMULATED OPERATING SURPLUS (SUPPLEMENTARY DETAIL)
for the Year Ending August 31**

The following provides further explanation of the anticipated changes to each component of AOS for the 2018/2019, 2019/2020, 2020/2021 and 2021/2022 years as outlined on pages 6 and 7. Please provide information on the acquisition of significant unsupported capital, non-recurring project expenditures, and intended use of funds to August 31, 2021. Note that unrestricted surplus, operating reserves, and/or capital reserves should include the jurisdiction's contingency for unexpected or emergent issues.

Additional detail on uses of Accumulated Operating Surplus:**2020/2021**

Please provide additional detail regarding uses of unrestricted surplus, operating reserves, and capital reserves not described on pages 6 and 7.

The CBE is projecting deficits in future years. In order to maintain operations at current service levels. We will use a combination of cost reduction strategies and reserves to balance, however the amounts have yet to be determined.

2021/2022

Please provide additional detail regarding uses of unrestricted surplus, operating reserves, and capital reserves not described on pages 6 and 7.

The CBE is projecting deficits in future years. In order to maintain operations at current service levels. We will use a combination of cost reduction strategies and reserves to balance, however the amounts have yet to be determined.

August 31, 2022

Describe the jurisdiction's intended use of unrestricted surplus, operating reserves, and capital reserves balances expected as at August 31, 2022.

**PROJECTED STUDENT STATISTICS
FULL TIME EQUIVALENT (FTE) ENROLLED STUDENTS**

	Budgeted 2019/2020 (Note 2)	Actual 2018/2019	Actual 2017/2018	Notes
GRADES 1 TO 12				
Eligible Funded Students:				
Grades 1 to 9	83,801	83,033	81,100	Head count
Grades 10 to 12	31,054	30,053	29,471	Note 3
Total	114,855	113,086	110,571	Grades 1-12 students eligible for base instruction funding from Alberta Education.
Percentage Change	1.6%	2.3%		
Other Students:				
Total	1,293	1,042	1,580	Note 4
Total Net Enrolled Students	116,148	114,128	112,151	
Home Ed and Blended Program Students	267	262	168	Note 5
Total Enrolled Students, Grades 1-12	116,415	114,390	112,319	
Percentage Change	1.8%	1.8%		
Of the Eligible Funded Students:				
Students with Severe Disabilities	6,454	6,111	5,443	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	15,703	15,109	14,274	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.

EARLY CHILDHOOD SERVICES (ECS)				
Eligible Funded Children	8,885	9,029	9,371	ECS children eligible for ECS base instruction funding from Alberta Education.
Other Children			-	ECS children not eligible for ECS base instruction funding from Alberta Education.
Total Enrolled Children - ECS	8,885	9,029	9,371	
Program Hours	475	475	475	Minimum: 475 Hours
FTE Ratio	0.500	0.500	0.500	Actual hours divided by 950
FTE's Enrolled, ECS	4,443	4,515	4,686	
Percentage Change	-1.6%	-3.6%		
Of the Eligible Funded Children:				
Students with Severe Disabilities	334	334	337	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	452	456	535	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.

- NOTES:**
- Enrolment is to be completed WHEREVER APPLICABLE and are 'as at September 30th' for each year.
 - Budgeted enrolment is to be based on best information available at time of the 2019/2020 budget report preparation.
 - The # of FTE grade 10-12 students is determined by taking the total # of students' credits / 35; where 35 CEU's = 1 FTE.
 - Other Grade 1-12 students that are not eligible for base instruction funding from Alberta Education include First Nations students living on reserves for which tuition fee payments are made from Band or AANDC (Code 330), students younger than 5 1/2 or older than 20, and out-of-province and foreign students.
 - Because they are funded separately, Home Education students are not included with total net enrolled students. In the blended program, funding per student is pro-rated on the percentage of the student's program which is taken at school and at home; home education students are assigned a weighting of 0.25 FTE for base funding.

**PROJECTED STAFFING STATISTICS
FULL TIME EQUIVALENT (FTE) PERSONNEL**

	Budgeted 2019/2020	Actual 2018/2019	Fall Budget 2018/2019	Actual 2017/2018	Notes
CERTIFICATED STAFF					
School Based	6,854.6	6,704.6	6,704.6	6,539.7	Teacher certification required for performing functions at the school level.
Non-School Based	131.5	133.5	133.5	146.6	Teacher certification required for performing functions at the system/central office level.
Total Certificated Staff FTE	6,986.1	6,838.1	6,838.1	6,686.3	FTE for personnel possessing a valid Alberta teaching certificate or equivalency.
Percentage change from prior period	2.2%	2.3%	2.2%	2.3%	
If an average standard cost is used, please disclose rate:	\$ 101,000	\$ 100,453		\$ 100,771	
Student F.T.E. per certificated Staff	17.3	17.4		17.5	
Certificated Staffing Change due to:					
Enrolment Change	148.0	-	151.8		If negative change impact, the small class size initiative is to include any/all teachers retained.
Small Class Size Initiative	-	-	n/a		If enrolment change impact on teacher FTEs is negative, include any/all teachers retained.
Other Factors	-	-	n/a		Descriptor (required):
Total Change	148.0	-	n/a		Year-over-year change in Certificated FTE
Breakdown, where total change is Negative:					
Continuous contracts terminated	-	-	n/a		FTEs
Non-permanent contracts not being renewed	-	-	n/a		FTEs
Other (retirement, attrition, etc.)	-	-	n/a		Descriptor (required):
Total Negative Change in Certificated FTEs	-	-	n/a		Breakdown required where year-over-year total change in Certificated FTE is 'negative' only.
NON-CERTIFICATED STAFF					
Instructional	2,215.4	2,166.2	2,166.2	2,203.2	Personnel providing instruction support for schools under 'Instruction' program areas.
Plant Operations & Maintenance	805.7	806.7	806.7	827.3	Personnel providing support to maintain school facilities
Transportation	43.3	43.3	43.3	43.5	Personnel providing direct support to the transportation of students to and from school
Other	416.5	424.5	424.5	428.7	Personnel in Board & System Admin. and External service areas.
Total Non-Certificated Staff FTE	3,480.9	3,440.7	3,440.7	3,502.7	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	1.2%	-1.8%	1.2%	-1.8%	
Explanation of Changes:					
All non-certificated staff changes due to enrolment/ school deployment decisions					
Additional Information					
Are non-certificated staff subject to a collective agreement? <input type="checkbox"/> Some are					
Please provide terms of contract for 2019/20 and future years for non-certificated staff subject to a collective agreement along with the number of qualifying staff FTE's.					
The Staff Association and Canadian Union of Public Employees collective agreements expired Aug. 31 2017 and Trades will expire on Aug.31, 2018. At the time this report was written, the Staff Association and Canadian Union of Public Employees collective agreements are being negotiated					

**BOARD AND SYSTEM ADMINISTRATION
2019/2020 EXPENSES UNDER (OVER) MAXIMUM LIMIT**

3030

TOTAL EXPENSES (From "Total" column of Line 28 of Schedule of Program Operations) **\$1,409,424,000**

Enter Number of Net Enrolled Students: **116,148**

Enter Number of Funded (ECS) Children: **8,885**

Enter "C" if Charter School

STEP 1

Calculation of maximum expense limit percentage for Board and System Administration expenses

If "Total Net Enrolled Students" are 6,000 and over = 3.6% **3.60%** 3.45%

If "Total Net Enrolled Students" are 2,000 and less = 5.4%

The Maximum Expense Limit for Board and System Administration is based on an arithmetical proration for the TOTAL FTE count for grades 1 -12, net of Home Education AND Adult students, between 2,000 to 6,000 at .00045 per FTE (Example: 4,500 FTE count grades 1-12 = 6,000 - 4,500 = 1,500 X .00045 = 0.675% plus 3.6% = maximum expense limit of 4.28%).

STEP 2

A. Calculate maximum expense limit amounts for Board and System Administration expenses

Maximum Expense Limit percentage (Step 1) x TOTAL EXPENSES **\$50,739,264**

B. Considerations for Charter Schools and Small School Boards:

If charter schools and small school boards,
The amount of Small Board Administration funding (*Funding Manual* Section 1.13) **\$0**

2019/2020 MAXIMUM EXPENSE LIMIT (the greater of A or B above) **\$50,739,264**

Actual Board & System Administration from G31 of "Budgeted Statement of Operations" **\$48,615,000**

Amount Overspent **\$0**

Appendix II – Budget Assumptions Report

Budget Assumptions Report 2019-20



learning | as unique | as every student

1221 - 8 Street S.W.
Calgary, AB T2R 0L4



**Calgary Board
of Education**

Introduction

Context

Metro school jurisdictions in Alberta typically receive more than 94 per cent of their total funding from Alberta Education. Accordingly, changes to how education funding is determined and allocated can have significant impacts on the delivery of public education services.

Public education within Alberta also exists within a democratic context in which the decision makers (the members of the legislative assembly) stand for election every four years. That means that how, when and how much funding is allocated in support of public education can, and does, change every four years. This is the case for the 2019-20 school year.

In recognition of that reality and to provide time for the new government to implement its plans, Alberta Education, prior to the election, extended the budget submission deadline for school jurisdictions as set out in the *School Act* from May 31 to June 30 of 2019.

School jurisdictions must plan for the coming school year based on the information currently available to them. For the CBE, this budget assumptions report sets out the key planning assumptions that will be incorporated into the final CBE 2019-20 budget.

Please note, the assumptions included in this report are based on less than perfect information. Accordingly, the assumptions may vary from those that are included in the budget ultimately presented to the Board of Trustees for approval and submission to Alberta Education. The CBE's budget report will clearly identify any material changes in assumptions from what is contained in this report.

Mission

The Board of Trustees' Mission is: **“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.”** The CBE considers each individual student and their learning requirements while balancing all student needs against available financial and other resources.

Values

Administration's approach to the budget is guided by CBE values:

- Students come first
- Learning is our central purpose

- Public education serves the common good

The CBE will continue to prioritize student learning while recognizing the reality of fiscal constraints and the integrated nature of services and supports across the system.

Priorities

For the 2019-20 school year the CBE will focus on achieving the goals set out in the Three-Year Education Plan ([Appendix I](#)) and the following system priorities:

- Improving student achievement, equity and well-being
- Strategically allocating resources to support student success
- Increasing organizational effectiveness through service transformation
- Developing our employees

Assumptions

CBE Administration's major planning assumptions for inclusion in the 2019-20 school year budget include the following.

General Assumptions

- The *School Act* remains the operative legislative and regulatory framework.
- Strive to provide the same programs and services as the 2018-19 school year. For example, this includes maintaining the scope of programming for all day kindergarten at a similar number of locations and English Language Learners (ELL) can access supports beyond five years.
- Enrolment will increase by 1.5 per cent (1,800 students, total 125,300) ([Appendix II](#)).
- Continue to operate over 240 schools and buildings.
- Programs such as the International Student Program and adult language training, considered to be external to Kindergarten to Grade 12, will continue to operate on a full-cost recovery basis.
- Given the focus on student achievement and equity the CBE will continue to provide all-day kindergarten at levels similar to 2018-19 and years six and seven English Language Learner support will continue.
- Any proceeds from the sale of property will flow to capital reserves to support maintenance and enhancement of existing school infrastructure.

Revenue Assumptions

- Alberta Education funding will remain at the same absolute levels as identified in the Fall Update Budget 2018-19. This means no incremental funding for enrolment growth.
- Fees and other sales and services will continue under comparable policy, legislation and guidelines with increases for enrolment and rates set on a cost recovery basis.
- Fundraising, gifts and donations will be comparable to prior year.
- Rentals will continue at comparable rates as prior year.

- Investment returns, if any, will be directed to enhancing student outcomes.

Expense Assumptions

- Salaries and benefits will continue to experience planned grid movement, except for the Chief Superintendent and Superintendents' salaries which are frozen with no grid movement.
- Trustee salaries that will remain the same as the prior year and have been frozen since 2014.
- Costs associated with centrally bargained contracts (specifically the Alberta Teachers Association) will be funded by the Province.
- Contractual obligations such as collective agreement wage increases, licensing and service charges will change based on inflation calculated by Statistics Canada or previously agreed rates.
- Amortization, as required by accounting guidelines, will continue based on historical capital spending patterns.

Closing the Gap

The annual budget process at the CBE begins with planning the revenue and expenses needed to maintain program and service levels at a comparable level to the prior year. Given the many variables at play, it is reasonable and expected to assume that there will be a “gap” between revenues and expenditures.

Where projected revenues exceed projected expenses, the gap is called a surplus. In developing the budget the CBE can use a surplus to add, modify or expand programming. Where planned expenses exceed projected revenues, as currently assumed for 2019-20, this gap is called a planning deficit. In developing the final budget, a gap is typically addressed by modifying, scaling or changing services and supports to bring expenditures into alignment with projected revenues. This is a normal part of the budget development process.

For more information on the standard budget process, see the [2018-19 Budget Report](#) for the ‘Budget process and timeline’ on page 6.

As more information becomes available and the planning gap is confirmed, the CBE will take a system wide approach to closing the gap. A system wide approach means that all organizational units, programs, and services will be required to assist in closing the planning gap.

The planning gap assumed at the time of this report is an excess of expenditures over planned revenue of \$40 million ([Appendix III](#)). Focus will be placed on achieving the priorities noted in this report, as well as the Three Year Education Plan, although that may not include an increase in funding. CBE funded capital plans, service units, centrally provided services as well as schools and areas will all be impacted by the planned balancing strategies.

Every effort will be made to minimize the impact on students and schools ([Appendix IV](#)). That said, it is not possible to fully absorb the planning gap against

other organizational units, programs or services. Accordingly, closing the gap will place upward pressure on the average class size across all divisions.

Risks

CBE Administration has made best efforts to identify the critical planning assumptions that will impact the 2019-20 school year budget. Those assumptions, as noted previously, are based on less than complete information. Accordingly there are a number of risks which may come to pass that can materially impact on the assumptions set out above. We have provided the most material risks to the budget plan below for information.

- The CBE has not, as of the date of this report, received its funding allocation from the Provincial Education budget and it is not clear when it will be received. Whether the funding allocation increases or decreases from the assumption in this report, the closer it is received to the start of the 2019-20 school year the higher the risk of disruption to school operations and the supports provided. These disruptions may include modifications to school staff complements, classroom disruption, implementation challenges and extra administrative effort to support the system in implementing any required changes.
- If total government funding is held at the current levels, there will be an impact on class size of up to two students per class across all Kindergarten to Grade 12. The impact can vary depending on schools' needs and programming decisions made by principals.
- Most current collective agreements or those anticipated to be in place for 2019-20 contain wage reopening clauses. The impact of the wage reopening clauses is unknown and has not been incorporated in the assumptions. Any increases will put further pressure on the gap.
- If the *Education Act* is proclaimed, student residency changes and age of access (change from 19 to 21 years old) have the potential to significantly increase the number of students eligible for supports and services. In the absence of funding support, class size and school utilization rates may increase, and supporting programs will be challenged to provide appropriate levels of support.
- The modest balances of operating and capital reserves strictly limit the CBE's ability to respond to any significant changes from the previously noted budget assumptions ([Appendix V](#)).
- The majority of the CBE's facilities are over 50 years old, any unforeseen issue would require financial support from reserves which as mentioned previously, are at modest levels ([Appendix VI](#)).
- The CBE will continue to be below the provincial mandated board and system administration cap of 3.6 per cent. However, long term contractual commitments with cost escalation clauses will put increased operational pressure on the CBE in the absence of increasing funding.

Conclusion

Keeping in line with the CBE's mission, values and priorities, the CBE is one of the best public education systems in the world. Bridging an assumed \$40 million gap will be a challenging task for the CBE. Changes to the economical and political environment further the need for budget discussions and decisions to maintain service levels where possible.

Appendices

Appendix I: Three-Year Education Plan 2018-2021

Calgary Board of Education Three-Year Education Plan 2018-21

Our Mission: 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.

Our Values: Students come first. Learning is our central purpose. Public education serves the common good.

Our Outcome: Student Success

Personalize Learning

Success for each student, every day, no exceptions

Instructional design and leadership focus on:

- student agency and intellectual engagement
- active and effortful tasks designed for student interests and learning needs
- assessment that informs teaching and learning
- students knowing what they know, how they know it, how they show it and what they need next

Build Professional Capital

Capacity building with a focus on results

Collaborative learning networks focus on:

- professional and intellectual engagement
- shared standards of practice
- evidence-informed, research-informed and job-embedded professional learning
- staff knowing the decisions they have made, why they made them, what impact those decisions had, and what is required next

Engage our Stakeholders

Everyone contributes to the success of public education

Internal and external community members:

- actively recognize public education as foundational to a democratic society
- acknowledge and accept different roles, responsibilities and contributions based on shared outcomes and engagement
- support, practice and benefit from open and responsive communication
- accept responsibility for the success of the organization

Steward our Resources

Resource management on behalf of student learning

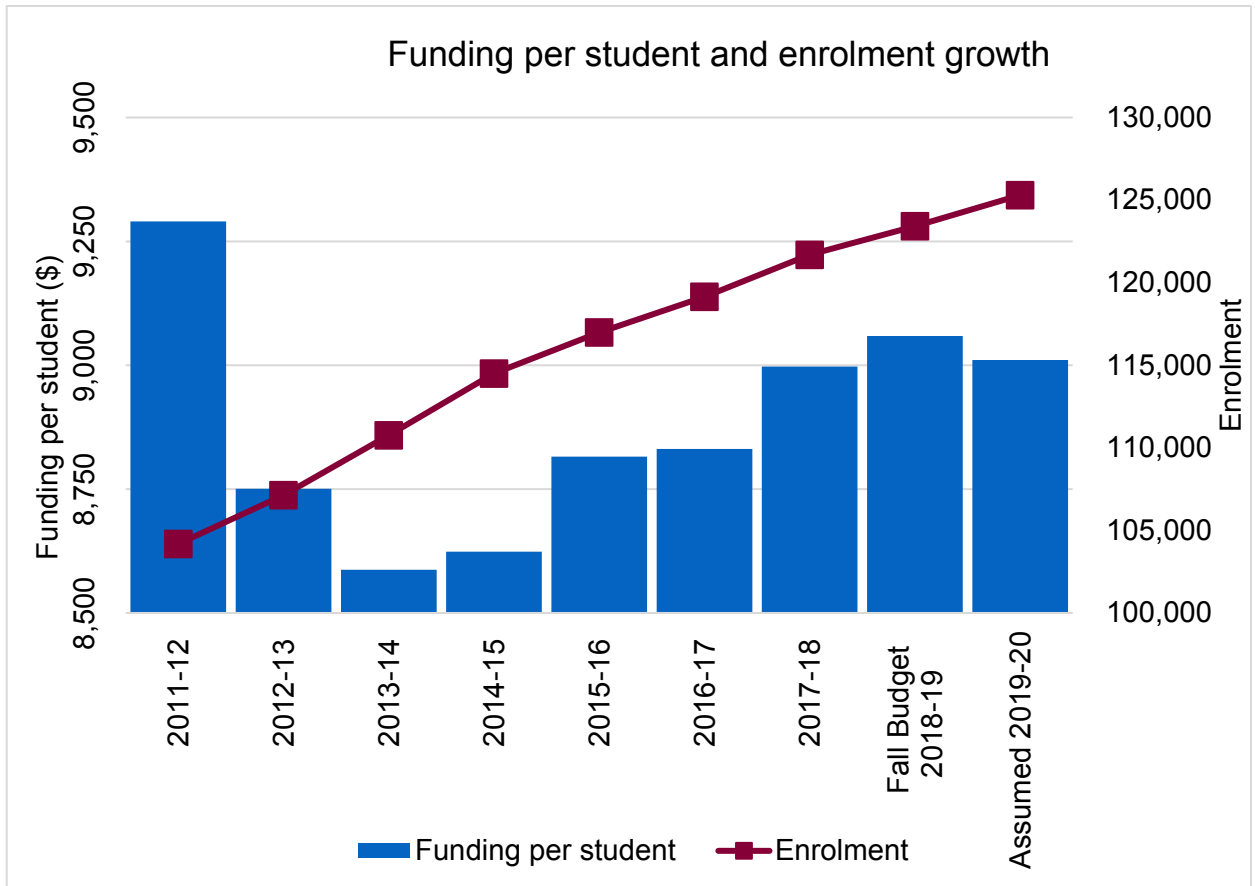
Decisions and actions at all levels of the organization are:

- based on values and priorities
- consistent with the learning agenda
- evidence-informed
- made within a coherent framework
- strategic and responsive
- sustainable

Alberta Education Outcomes

- Alberta's students are successful
- Alberta's education system supports First Nations, Métis, and Inuit students' success
- Alberta's education system respects diversity and promotes inclusion
- Alberta has excellent teachers, and school and school authority leaders
- Alberta's education system is well governed and managed

Appendix II: Funding per student vs enrolment growth



- The chart above shows the funding the CBE receives on a per-student basis compared to student growth.
- There has been enrolment growth since 2011.
- The funding per student has decreased by more than \$250 per student since 2011-12.

Appendix III: Preliminary Planning Gap

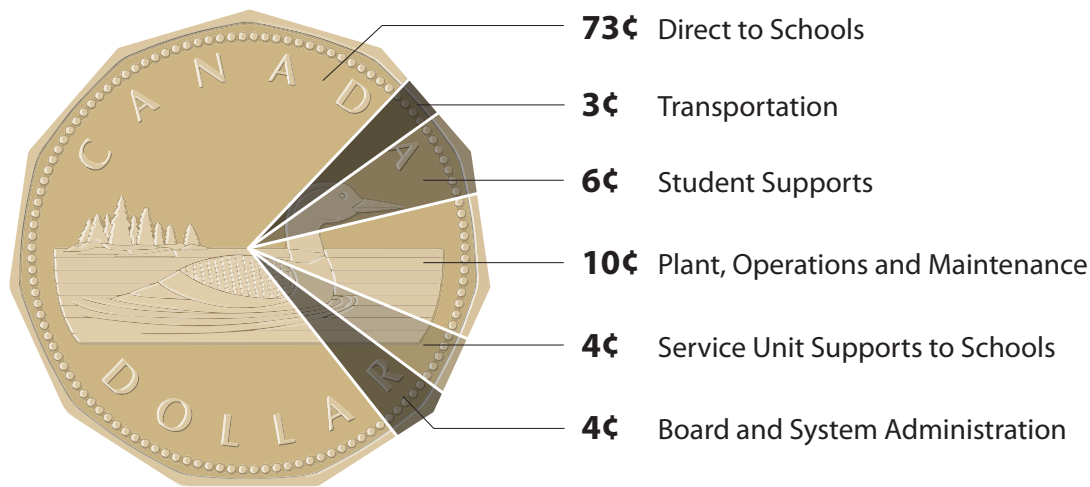
Fall Budget Update 2018-19			
(\$6.0M)			
Status Quo Changes			
Enrolment (\$10.0M)	Rate (\$4.9M)	Contractual (\$4.9M)	
Projected Budget including Status Quo changes			
(\$25.8M)			
Funding for 1.5% enrolment increase		System Operations	
(\$11.7M)		(\$2.5M)	
Projected Status Quo without funding enrolment			
(\$40.0M)			
Deficit Reduction Options			
Schools and Areas \$22.0M	Service units reduction \$3.0M	Operating Reserves \$5.0M	Capital Reserves \$5.0M
Projected Budget Deficit 2019-20			
(\$5.0M)			

- Starting with the Fall Update Budget 2018-19, incorporating the projected deficit for the year, and assumptions mentioned above, the CBE is facing a potential \$40 million funding gap for the 2019-20 school year.
- In order to close the gap, changes to schools and Areas, centrally provided services and reserves will need to be considered in the budget.

Appendix IV: Dividing the dollar



Dividing the Dollar: How Every Cent of Alberta Education Funding Supports CBE Schools



73¢ | Direct to Schools

Money is provided to schools via a process the CBE calls RAM (Resource Allocation Method).

- The RAM is used to allocate resources equitably
- Principals make decisions on how to use money from the RAM to meet learning outcomes and the unique needs of students within their schools
- Includes teacher and staff salaries and benefits as well as the contractual obligation of teachers' pensions
- Instructional supplies and materials
- Custodial services for healthy learning environments

6¢ | Student Supports

Such as:

- Psychologists
- Occupational and physical therapists
- Cultural diversity advisors
- Speech language pathologists
- Braille assistants

4¢ | Service Unit Supports to Schools

Centrally provided services that increase efficiencies, effectiveness and economical savings:

- Instructional and programming support provided to teachers and schools
- Indigenous education
- School health
- Off-campus learning programs
- High school success initiatives
- School nutrition

3¢ | Transportation

Transportation for 34,500 students, including those with exceptional and special needs. Includes supports such as:

- Busing aides
- Charter service
- Attendants
- Licensed Practical Nurses
- Calgary Transit passes
- Taxi/ Handi-Bus service

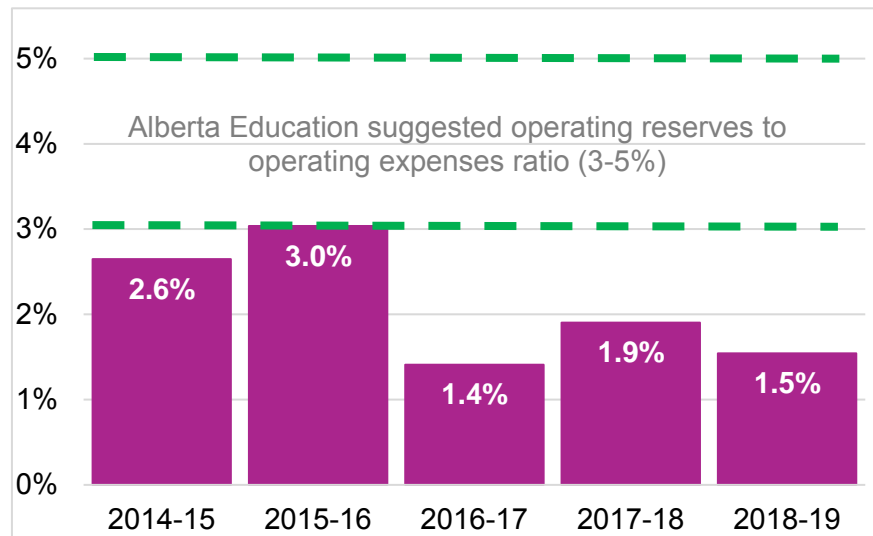
10¢ | Plant, Operations and Maintenance

- Facility maintenance
- Repairs
- Utilities
- Insurance
- Amortization for provincially funded new schools, modulars, and modernization

4¢ | Board and System Administration

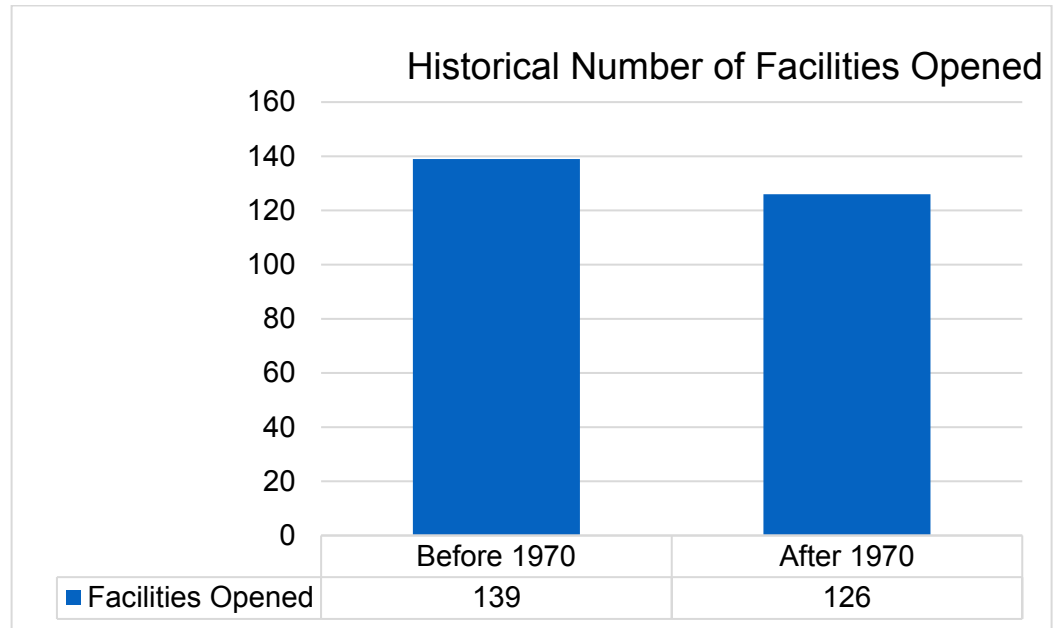
- Technology services and support, including safeguarding student data and CBE networks
- Communications and community engagement, including website administration and school/ school council communication assistance
- Financial supply chain management
- Legal services
- Payroll and benefits administration
- Board of Trustees and superintendents who provide the overall direction to the system

Appendix V: Operating Reserves



- The chart outlines the historical operating reserve balance to operating expense ratio compared to the Alberta Education suggested ratio.
- Having sufficient funds in the reserves helps the CBE navigate through any unforeseen events, projects or initiatives that come up during the year which are not included in the budget. Without a healthy balance in reserves, opportunities could be foregone and risks may not be mitigated.
- The use of reserves to balance the budget has been a short term strategy deployed in previous budget years to minimize the impact on students and the overall learning experience.
- The CBE spends approximately \$7.7M per instructional day. Current anticipated reserve levels represent approximately three days of operations.

Appendix VI: Age of Facilities



- The CBE has more than 130 schools that over 50 years old. Funding is required in order to ensure safe and modernized facilities are available for students.
- The province estimates the CBE's deferred maintenance is \$162 million for immediate needs (e.g., aging roofs and boilers).
- The CBE continues to grow by more than 2,000 students per year. The province would need to build three new schools and complete three modernization projects every year to keep up with the pace of growth.

Appendix III – Three-Year Education Plan

Calgary Board of Education Three-Year Education Plan 2018-21

Our Mission: 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.

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- assessment that informs teaching and learning
- students knowing what they know, how they know it, how they show it and what they need next

Build Professional Capital

Capacity building with a focus on results

Collaborative learning networks focus on:

- professional and intellectual engagement
- shared standards of practice
- evidence-informed, research-informed and job-embedded professional learning
- staff knowing the decisions they have made, why they made them, what impact those decisions had, and what is required next

Engage our Stakeholders

Everyone contributes to the success of public education

Internal and external community members:

- actively recognize public education as foundational to a democratic society
- acknowledge and accept different roles, responsibilities and contributions based on shared outcomes and engagement
- support, practice and benefit from open and responsive communication
- accept responsibility for the success of the organization

Steward our Resources

Resource management on behalf of student learning

Decisions and actions at all levels of the organization are:

- based on values and priorities
- consistent with the learning agenda
- evidence-informed
- made within a coherent framework
- strategic and responsive
- sustainable

Alberta Education Outcomes

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- Alberta's education system respects diversity and promotes inclusion
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- Alberta's education system is well governed and managed

Calgary Board of Education Three-Year Education Plan 2018-21

Strategies and Actions

Personalize Learning

Evolve, extend and integrate practices consistent with the elements of CBE's vision for high quality teaching and learning.

- Extend the use of learning plans and profiles that help each student be known and develop as a learner.
- Extend the design of responsive, inclusive, rigorous and engaging learning tasks that ensure students participate, progress and achieve.
- Implementation of new curriculum.

Clarify and extend inclusive practices through responsive, enabling learning environments and instruction.

- Identify and create the conditions for success for students as unique learners and as members of their school and home communities.
- Further support student well-being as it relates to learning.

Advance multiple literacies, numeracy and learning competencies for each student across the subject and discipline areas.

- Improve clarity and coherence in teaching and learning practices through high-impact instructional strategies.

Through a focus on: **Literacy** ▪ **Mathematics** ▪ **Indigenous Education** ▪ **High School Success**

Build Professional Capital

Further support the well-being of staff.

Build coherence and continuous improvement in program provision, service delivery, and professional learning through a collaborative and evidence-informed culture:

- Build skill in generating and interpreting data across CBE leadership teams.
- Further develop task design and assessment practices.

Impact student learning through collaborative and distributed leadership practices and professional learning that address shared priorities:

- Inclusive learning.
- Indigenous cultures, languages and histories.
- Literacy, numeracy and student learning competencies.
- Leadership through strategic resourcing.

Refine the teacher induction program.

Engage our Stakeholders

Increase public confidence by sharing, listening, learning and communicating to build mutual understanding and respect.

- Use the *Dialogue Framework* to guide community engagement activities to ensure decisions are made which support students in learning.

Promote a workplace culture built on the values of voice, accountability, clarity of role and responsibility in which all employees find meaning and fulfillment.

- Continue to act on input received from employee engagement survey.

Engage local, provincial and global partners in collaborative ventures to support student learning.

- Expand opportunities for community members to contribute to student learning.
- Expand transition opportunities for young adult students.

Steward our Resources

Enhance operational performance through increasingly effective, efficient and streamlined processes and practices.

- Optimize, commission, modernize and maintain school facilities to foster enriching learning environments.
- Promote system-wide approaches to sustainability.
- Create new school resource allocation methodology in relation to overall system goals.

- Enhance support to make decisions based upon a review and interpretation of evidence, data and guiding documents.
- Implement the new student information system.
- Leverage technology to increase workflow efficiency and promote learning.

Advance instructional leadership through strategic resource management.

High School Success Strategy 2018-21

Outcome:

Each CBE high school student will participate, progress and achieve in their learning programs.

Participate

Each high school student will access high quality teaching and flexible learning opportunities.

- Visible learning intentions
- Outcomes-based assessment
- Considerations for flexible schedules, spaces and resources

Indicators

- Implementation mapping* of high-quality teaching and flexible learning opportunities
- CBE Student Survey

Each high school student will feel known, connected and supported in their learning.

- Access to a range of opportunities “to be known”
- Student voice/choice/leadership
- Planned processes for transitions and interventions

Indicators

- Implementation mapping* of strategies that help students be known, connected and supported in their learning
- CBE Student Survey

Progress

Each high school student’s progress toward their goals for life, work and continued learning will be evident to them, their teachers and their families.

Indicators

- Student learning plans/goals with established processes for adjustments
- Opportunities for lifelong learning, career exploration and citizenship
- Course completion tracking
- CBE student Survey
- Student progress on key learning outcomes and competencies will be documented and shared at least two times per course.

Examples include but are not limited to:

- Emails/phone calls/conversations
- Gradebooks
- Learning conferences
- Student learning plans

Achieve

Each high school student will successfully achieve the learning outcomes of their programs of study to advance their goals for life, work, and continued learning.

Indicators

- Report card data
- Accountability Pillar results
 - High School Completion Rates
 - Work Preparation
 - Transition Rate
 - Diploma Examination results

* Through this process, School Development Plan actions are documented and tracked over time.

High School Success Strategy 2018-21

Conditions for Success

Alberta Education's Moving Forward with High School Redesign (MFWHSR) highlights conditions for student success. Through the MFWHSR principles the Calgary Board of Education attends to these conditions:

Pedagogy

- Designing personalized learning for students through professional learning/networks in task design and assessment.
- Implementing intervention and transition practices.

School Leadership

- Building school leadership teams that collaboratively strengthen their response to the principles of high school redesign including personalization, flexibility and relationships.
- Designing collective research-based and evidence-informed practices that accelerate student learning.

School Culture

- Establishing a welcoming, caring, respectful and safe learning environment.
- Creating ongoing opportunities for student agency/voice/leadership.
- Engaging with partners around shared goals for student learning and career development.

School Structures

- Connecting and making visible the school practices that reflect the principles of high school redesign.



Key Actions

Key Actions 2018-19

- Extend instructional design practices that include outcomes-based assessment through:
 - professional learning networks.
 - responsive and distributed leadership.
- Communicate a continuum of flexible practices that allow students to be known and their learning/life goals to be supported and enriched.
- Expand and communicate opportunities for student voice/choice/leadership.
- Extend and share trauma-informed practices through the high school success learning collaboratives.
- Develop transition processes for students to enter, transition through and finish school their way:
 - strengthening career development opportunities.
 - increasing access to unique pathways including dual credit.

Key Actions 2019-20

- Evolve data sets that inform future action.
- Continue revision and extension of previous implementation strategies.

Key Actions 2020-21

- Continue revision and extension of previous implementation strategies.

Indigenous Education Strategy 2018-21

Outcome 1: Each Indigenous student will participate, progress and achieve in their learning programs.

Outcome 2: Each CBE student's learning experiences are advanced by the strength and diversity of Indigenous knowledge systems (ways of knowing) through their learning programs.

Participate

Each student will learn in an environment that reflects high impact practices.

- Culturally responsive instructional design & assessment and support
- Early intervention
- Transition supports
- School connectedness
- Engaging with families and community to support student learning

Indicators

- Implementation mapping* of high-impact practices across CBE schools

Each Indigenous student will feel known, connected and supported in their learning environment.

Indicators

- CBE Student Survey

Each student will benefit from Indigenous knowledge systems (ways of knowing) in their learning program.

Indicators

- CBE Student Survey

Each Indigenous student will be supported to set and work towards learning goals.

Indicators

- Results 4 report card data (K-9)
- Students have a learning plan and are documenting progress toward achieving their goals

Progress

Each Indigenous student's progress in learning will be evident to them, their teachers and families.

Indicators

- K-9 students' progress on key learning outcomes will be documented and shared at least four times per year
- High school students' progress on key learning outcomes will be documented and shared at least two times per course
- High school students' progress will be documented and shared each semester through course completion tracking
- School-based attendance

Examples include but are not limited to:

- Emails/phone calls/conversations
- Student work samples
- Gradebooks
- Learning conferences
- Student learning plans

Achieve

Each Indigenous student will successfully achieve the learning outcomes of their programs of study.

Indicators

- Report card data
- Provincial Achievement Test results
- Diploma Examination results
- High School Completion Rates

* Through this process, School Development Plan actions are documented and tracked over time.

Indigenous Education Strategy 2018-21

Priorities

Cultivating a Balanced and Respectful Relationship

Cultivating a balanced and respectful relationship between Indigenous knowledge systems and existing CBE knowledge systems in how we think about and do everything.

Advancing Culturally Responsive Instructional Design & Assessment

Honouring Indigenous knowledge systems, languages and histories through responsive learning environments and instructional design & assessment for the benefit of all students.

Advancing System-Wide Learning

Ensuring staff are knowledgeable, understanding and respectful of the strength and diversity of First Nations, Métis and Inuit; the implications of treaties and agreements with First Nations and Métis; the history and legacy of residential schools.

Building Respectful Working Relationships with Community

Working with community from the very beginning as part of how we think about and do everything.

Key Actions

Key Actions 2018-19

Teaching and Learning/Community Engagement

- Design/offer professional learning to address: pattern of requests from schools; the Teaching/Leadership Quality Standards; high-impact practices; and, the Three-Year Education Plan
- Describe/highlight high-impact practices
- Provide easy access to resources/professional learning within CBE and the province
- Provide guidance re: cultural protocols
- Advance collective and respectful approaches to working with students, families, staff and community
- Advance professional learning from elementary/middle/junior and high school cohorts
- Advance Niitsitapi li tass ksii nii mat tsoo kop (Niitsitapi Learning Centre) as a place for early/professional learning
- Build understanding of Indigenous languages as key dimension of Indigenous knowledge systems (ways of knowing)
- Build understanding about data and measures that reflect Indigenous ways of knowing
- Advance Indigenous knowledge systems and holistic approaches as an integral part of the Three-Year Education Plan

Business Supports

- Allocation of human and financial resources to enable implementation of high impact practices
- Succession and recruitment planning for Indigenous education

Key Actions 2019-20

Teaching and Learning/Community Engagement

- Include measures of student success that reflect Indigenous ways of knowing in the Indigenous education strategy
- Continue revision and extension of previous implementation strategies

Key Actions 2020-21

Teaching and Learning/Community Engagement

- Continue revision and extension of previous implementation strategies

Literacy Strategy 2018-21

Outcome: Each CBE student will participate in intentional, joyful literacy learning to progress and achieve in their learning programs.

Participate

Each student will learn in a joyful, literacy-rich environment characterized by:

- developing relationships and understanding identities through shared literacy experiences
- language play and exploration
- choice in instructional texts
- multimodal tools and texts
- responsive, explicit instruction
- classroom discussion

Indicators

- Student reports of literacy learning experiences as recorded on the CBE Student Survey.

Each student will learn in an environment that reflects high-impact instructional strategies for literacy learning, including:

- formative assessment and feedback
- student self and peer assessment
- small group or one-on-one instruction targeted to students' specific learning needs
- gradual release of responsibility
- spaced practice

Indicators

- Implementation mapping* of high-impact instructional strategies across CBE schools.

Each student's learning program will include instruction in disciplinary literacy.

Indicators

- Implementation mapping* of disciplinary literacy instruction across CBE schools.

Progress

Each student's progress in literacy learning will be evident to them, their teachers and families.

Indicators

- K-9 students' progress on key learning outcomes will be documented and shared at least four times per year.
- High school students' progress on key learning outcomes will be documented and shared at least two times per course.

Examples include but are not limited to:

- Reading
 - Running records
 - Student annotations of texts read
 - Oral reading recordings
 - Student writing about texts read
 - Structured observations of students reading
 - Informal reading inventories for students not achieving grade level expectations
- Writing
 - Artifacts of student writing with teacher analysis
 - Structured observations of students writing
- Oral Language
 - Recordings of students speaking
 - Structured observations of students' language

Achieve

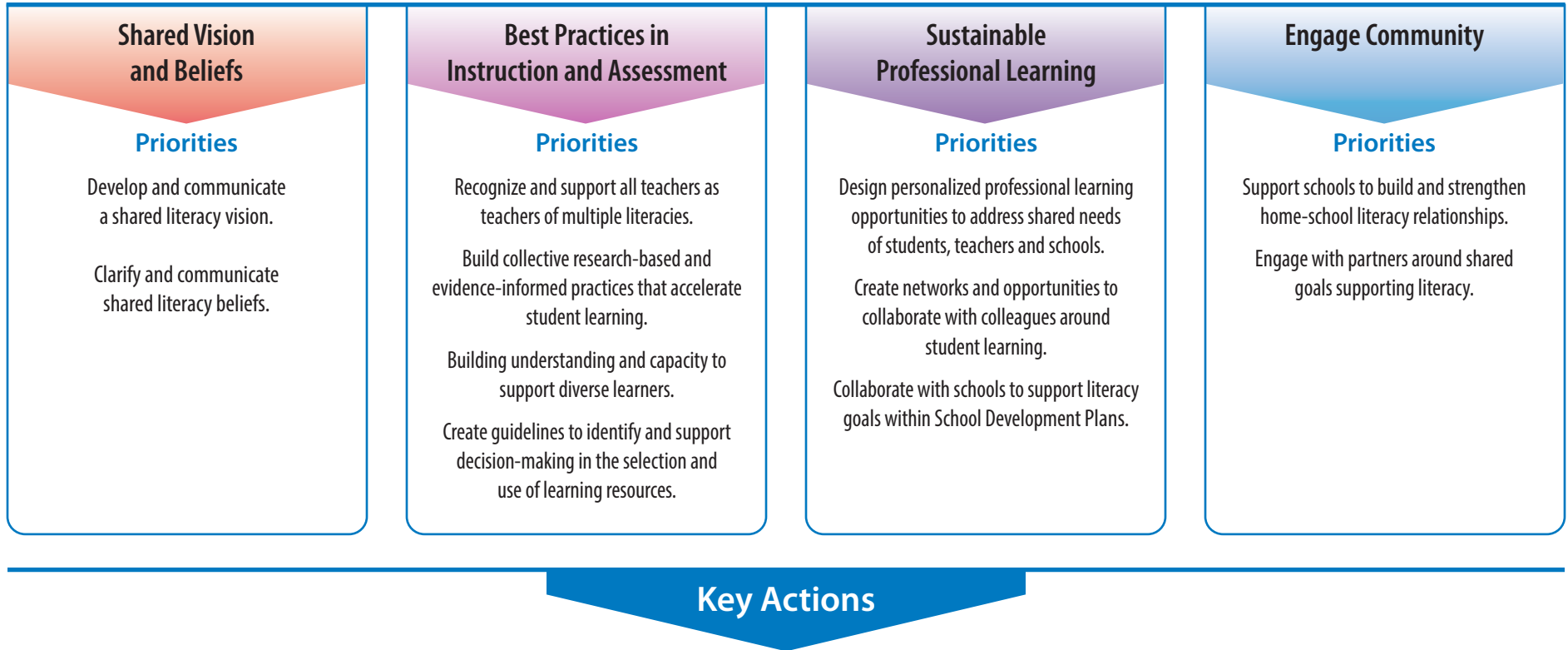
Each student will successfully achieve the learning outcomes of their programs of study.

Indicators

- Language Arts report card data
- Provincial Achievement Test results
- Diploma Examination results

* Through this process, School Development Plan actions are documented and tracked over time.

Literacy Strategy 2018-21



Key Actions 2018-19

- Build a shared understanding of middle-junior years literacy.
- Continue to build shared understandings of literacy, disciplinary literacy, literacy-rich learning environments and high-impact literacy instructional and leadership practices.
- Identify and build additional assessment resources for key reading and writing learning outcomes for Language Arts
- Identify and build assessment resources for key disciplinary literacy outcomes for Mathematics, Science and Social Studies.
- Support additional literacy professional learning through school organized cohorts, school-based residencies and individual teacher opportunities.
- Continue to build data sets to inform future years' actions.

Key Actions 2019-20

- Continue revision and extension of previous implementation strategies.
- Continue to build and respond to data sets to inform future years' actions.

Key Actions 2020-21

- Continue revision and extension of previous implementation strategies.

Mathematics Strategy 2018-21

Outcome: Each CBE student will participate in active, rigorous mathematics learning to progress and achieve in their learning programs.

Participate

Each student will learn in an environment that fosters mathematical engagement and proficiency through:

- meaningful mathematical discussion
- productive struggle and challenge
- active participation in reasoning and sense-making
- intentional learning progressions and connections
- procedural fluency developed from conceptual understanding
- a focus on mental math and automaticity

Indicators

- Student reports of mathematics learning experiences as recorded on the CBE Student Survey.

Each student will learn in an environment that reflects high-impact instructional strategies for mathematics learning, including:

- formative assessment and feedback
- student self and peer assessment
- small group or one-on-one instruction targeted to students' specific learning needs
- spaced practice

Indicators

- Implementation mapping* of high-impact instructional strategies across CBE schools.

Each student's learning program will include instruction in numeracy across all subject areas.

Indicators

- Implementation mapping* of numeracy instruction across CBE schools.

Progress

Each student's progress in mathematics learning will be evident to them, their teachers and families.

Indicators

- K-9 students' progress on key learning outcomes will be documented and shared at least four times per year.
- High school students' progress on key learning outcomes will be documented and shared at least two times per course.

Examples include but are not limited to:

- Computational Fluency
 - Running records for basic facts
 - Student computation work samples
 - Student explanations of accuracy, efficiency and flexibility in procedures and strategies
 - Structured observations of students applying procedures and strategies
- Modeling and Representing Mathematical Ideas
 - Artifacts of models and representations
 - Student explanations about connections between mathematical representations
 - Structured observations of students representing mathematical ideas
- Problem Solving and Reasoning
 - Benchmarked problems with assessment criteria
 - Structured observations of students solving problems

Achieve

Each student will successfully achieve the learning outcomes of their Programs of Study.

Indicators

- Mathematics report card data
- Provincial Achievement Test results
- Diploma Examination results

* Through this process, School Development Plan actions are documented and tracked over time.

Mathematics Strategy 2018-21

Framework and Priorities

Positive Mathematics School Culture

- Know that every student can be successful and confident at learning mathematics.
- Teachers and parents help build mathematical thinking by connecting mathematics to other subjects and everyday life.
- Recognize and support all teachers as teachers of numeracy.

Active, Rigorous Mathematics Learning

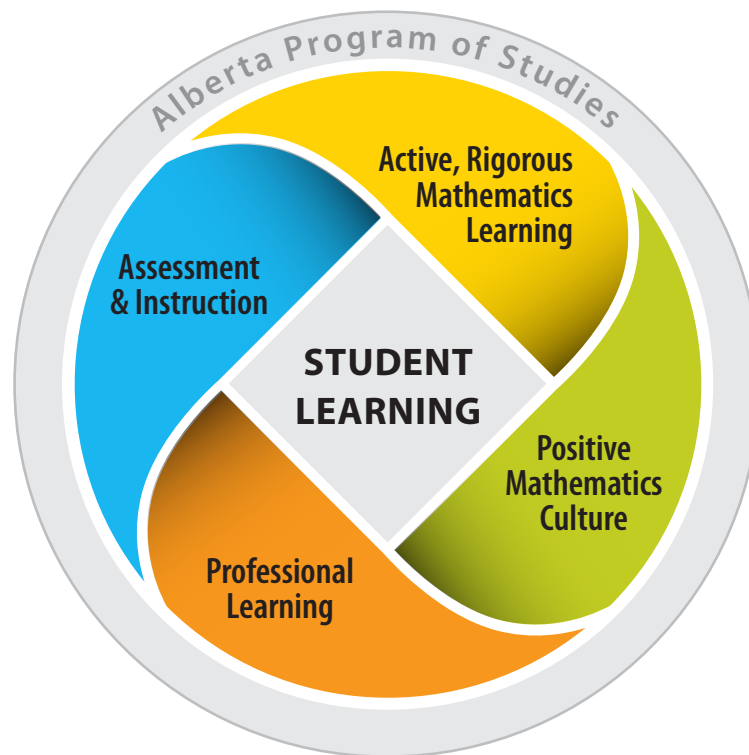
- Build strong mathematical foundations so students can understand complex mathematical ideas.
- Ensure students participate in learning activities that develop their mathematical reasoning and communication skills.
- Create more opportunities for students to be active problem solvers and make connections between concepts.

Assessment and Instruction

- Build opportunities for students to practice mathematics skills over time.
- Focus on the connections between conceptual understanding, problem solving and mental math.
- Use mathematical discussion with and among students to build and solidify concepts.
- Communicate clearly with families about student learning in mathematics.
- Strengthen the use of specific feedback and guidance to students during learning.

Professional Learning

- Build teacher confidence and skill with mathematics content and teaching through:
 - Whole-school learning
 - Teacher collaboration within schools
 - Individual teacher learnings



Key Actions

Key Actions 2018-19

- Deploy Math learning coaches in classrooms.
- Exceed Alberta Education's recommended instructional time in Mathematics 1-9 by 25%.
- Build shared understandings of high-impact mathematics instructional and assessment practices with a focus on learning progressions and procedural fluency.
- Support additional mathematics professional learning through Math Leads, school-based support and individual teacher opportunities.
- Continue to build assessment resources for procedural fluency and problem solving.
- Continue to build coherence in communicating with families about mathematics learning.
- Continue to build data sets to inform future years' actions.

Key Actions 2019-20

- Continue revision and extension of previous implementation strategies.
- Continue to build and respond to data sets to inform future years' actions.

Key Actions 2020-21

- Continue revision and extension of previous implementation strategies.

Fostering a Positive Workplace Environment Strategy 2018-21

Outcome: CBE has a workplace culture built on the values of voice, accountability, clarity of role and responsibility in which all employees find meaning and fulfillment.

Key Actions

Key Actions 2018-19

- Take action based on results of 2017 survey and communicate progress to all employees
- Establish representative advisory group and working groups to plan and guide engagement actions
- Support people leaders in facilitating and encouraging ongoing conversations with employees
- Encourage active participation in the spring 2019 survey
- Analyze and share high-level results by June, 2019

Indicators

- Maintain level of participation and overall results in identified system areas of focus on 2019 employee engagement survey compared to 2017 survey

Key Actions 2019-20

- Discuss 2019 survey results within all service units, Areas and schools
- Adjust key actions and strategies from 2018-19 to respond to 2019 survey results
- Implement strategies as identified by work groups
- Continue to communicate progress to employees

Indicators

- Every employee was provided with an opportunity to participate in a discussion about survey results and areas for improvement

Key Actions 2020-21

- Continue to implement actions identified from 2019 survey results where feasible
- Re-survey all employees in spring 2021 and share high-level results by June 2021
- Continue to communicate progress to employees

Indicators

- Improvement in areas of focus as a result of actions taken to respond to employee engagement survey results

Appendix IV – Three-Year School Capital Plan



Three-Year School Capital Plan



2020 – 2023



**Calgary Board
of Education**

**Presented March 5, 2019
Approved March 12, 2019**

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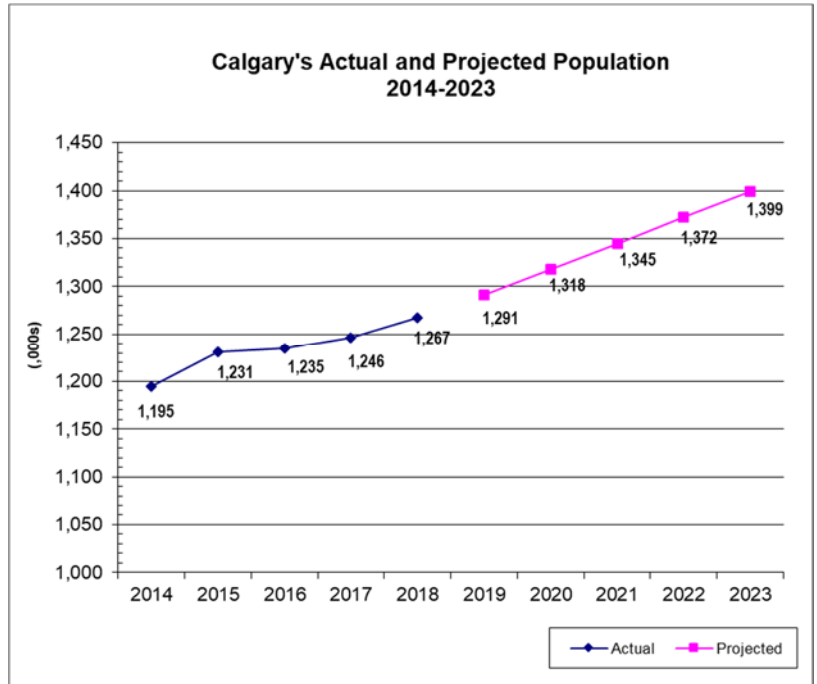
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EXECUTIVE SUMMARY

This Three-Year School Capital Plan 2020-2023 is an analysis of the Calgary Board of Education (CBE's) forecasted school capital needs, as assessed at the present time.

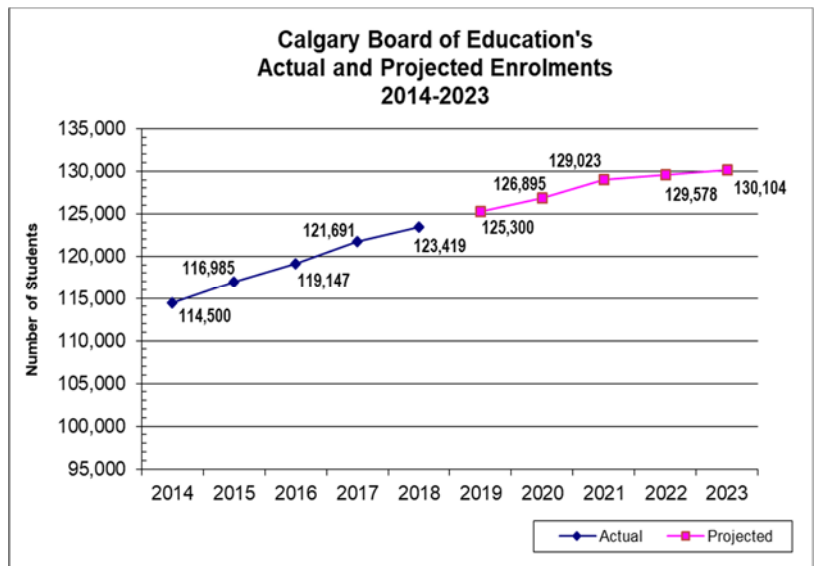
1. Calgary Population

Since 2014 Calgary's population growth has averaged 18,000 people per year. In the *Calgary & Region Economic Outlook 2018-2023 (Fall 2018)*, the City of Calgary (the City) is forecasting that the population of Calgary will reach 1,399,000 by 2023, an increase of 131,400 persons over the next five years. This average yearly increase of approximately 26,000 people per year will be driven primarily by net migration.



2. Student Enrolment

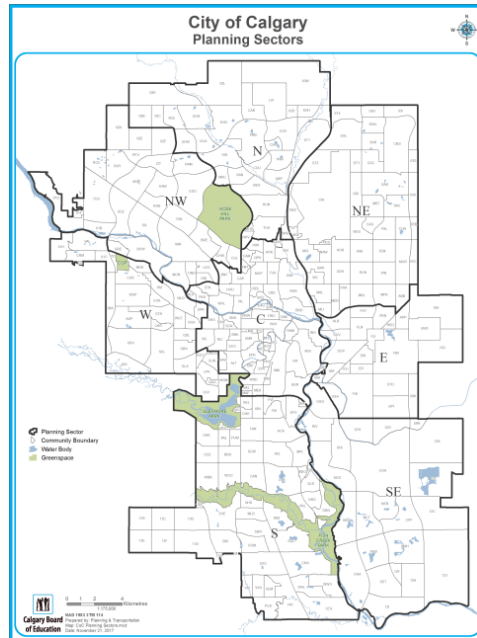
The CBE's current student enrolment of 123,419 is an increase of 1,728 students compared to the previous year. Taking into consideration the past five-year average enrolment increase of just under 1,800 students per year CBE is projecting a conservative level of growth over the next five years. Total enrolment is forecast to increase to 130,104 students by 2023.



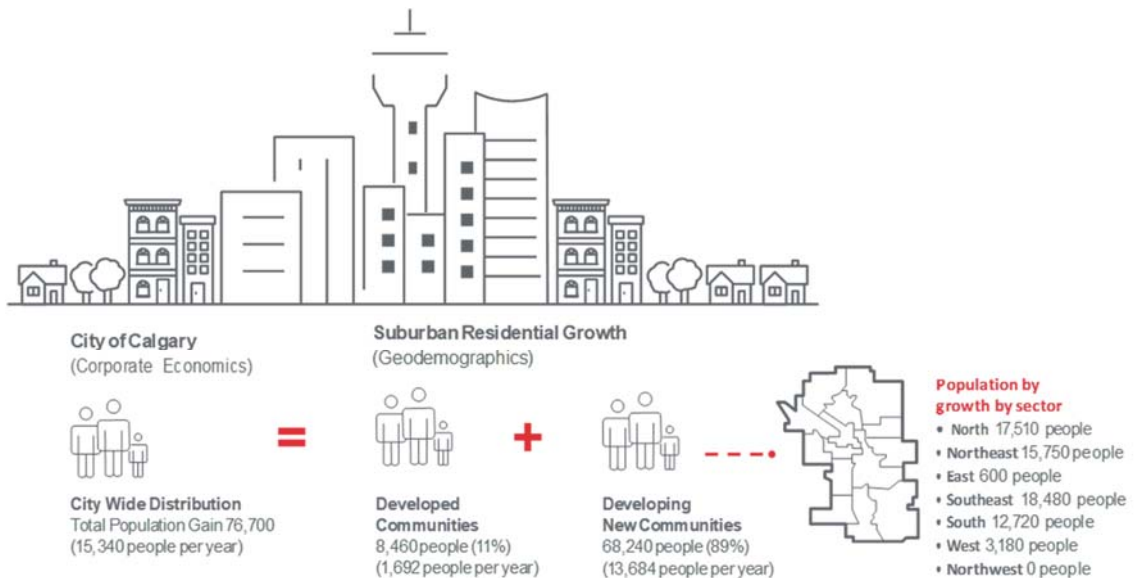
Note: Enrolment includes Home Education, Outreach/Unique Settings, Chinook Learning and CBeLearn.

3. Calgary Suburban Growth and Development

A geographical reporting and analysis of data is required to understand where population and student enrolment growth will occur in the future. Starting with the *School Capital Plan 2019-2022* the CBE began aligning with the City planning sectors for capital planning purposes. The map below shows the planning sectors.



The following infographic regarding anticipated distribution of population growth from 2018-2022 is from the City's *Suburban Residential Growth 2018-2022*.



Source: City of Calgary: Corporate Economics - Calgary & Region Economic Outlook 2017-2026, Planning & Development. Population shares are reviewed jointly between City staff in Geodemographics and members of the development industry. The outcome of this collaboration is reflected in this graphic. Forecasts are from April 2017 to April 2022. Yearly estimates are five year averages.

4. Three-Year Education Plan

Alberta Education requires school boards to maintain and update three-year plans annually. School boards are responsible for carrying out their education plans; for reporting annually to parents, communities, and government on results and use of their resources; and, for using results information to improve education for students. The Board of Trustees approved the combined Annual Education Results Report 2017-2018 and the Three-Year Education Plan 2018-2021 in November 2018.

5. Schools Under Construction and Approvals

Five new school construction projects and one high school major modernization project are currently under development. Two new school construction projects have been approved by the provincial government for the design phase only.

The table below summarizes the projects under development, their approval dates and their projected opening/completion date.

Schools Under Construction and Approvals					
Projected School Year Opening	School/Community	Project Type	Grade	Approved Capacity	Approval Date
2019-2020	Forest Lawn High	Modernization	Grades 10-12	n/a	Mar. 21, 2017
2020-2021	Coventry Hills/Country Hills Village Elementary ⁽²⁾	New Construction	Grades K-4	600	Mar. 21, 2017
	Cranston Elementary ⁽²⁾	New Construction	Grades K-4	600	Mar. 21, 2017
	Evergreen Elementary ⁽²⁾	New Construction	Grades K-4	600	Mar. 21, 2017
TBD	Mahogany Elementary	New Construction	Grades K-4	600	Mar. 22, 2018
	Skyview Ranch Elementary/Middle	New Construction	Grades K-9	900	Mar. 22, 2018
TBD	Auburn Bay Middle	Design Only	Grades 5-9	900	Mar. 22, 2018
	North Calgary High School	Design Only	Grades 10-12	1,800	Mar. 22, 2018
Total School Space Capacity				6,000	

6. Capital Priorities – New School Construction

There are 8 new school construction projects identified in the Three-Year School Capital Plan 2020-2023.

Table 1: New School Construction						
Three-Year School Capital Plan 2020-2023 Priorities						
Priority Ranking – Project Description						
YEAR 1						
Community/School	Grade	Project Status	Request Type	2019 Cost (\$)	Number of Years Previously Listed in Capital Plan	
C-1 Auburn Bay Middle (Design Funded)	5-9	New Request	Full buildout to 900	27,859,000		5
C-2 North Calgary High (Design Funded) ¹	10-12	New Request	Full buildout to 1800	62,000,000		6
C-3 Auburn Bay Elementary ⁽²⁾	K-4	New Request	Full buildout to 600	19,675,000		1
C-4 Evanston Middle	5-9	New Request	Full buildout to 900	31,144,000		6
YEAR 1 TOTAL				140,678,000		
YEAR 2						
Community/School	Grade	Project Status	Request Type	2019 Cost (\$)	Number of Years Previously Listed in Capital Plan	
C-5 Evanston Elementary ⁽²⁾	K-4	New Request	Full buildout to 600	19,675,000		1
C-6 Sage Hill Elementary	K-4	New Request	Full buildout to 600	19,675,000		5
C-7 Sherwood/Nolan Hill Middle	5-9	New Request	Full buildout to 900	31,144,000		3
YEAR 2 TOTAL				70,494,000		
YEAR 3						
Community/School	Grade	Project Status	Request Type	2019 Cost (\$)	Number of Years Previously Listed in Capital Plan	
C-8 Nolan Hill Elementary	K-4	New Request	Full buildout to 600	19,675,000		2
YEAR 3 TOTAL				19,675,000		
GRAND TOTAL				230,847,000		

Note: ¹ Senior high schools are not ranked using point criteria.

⁽²⁾ = second elementary school for the community

7. Capital Priorities – Major Modernization Projects

There are 10 major modernization projects identified in the Three-Year School Capital Plan 2020-2023.

Table 2: School Major Modernizations					Number of Years Previously Listed in Capital Plan
Three-Year School Capital Plan 2020-2023 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2019 Cost (\$)	
M-1 John G. Diefenbaker High School	10-12	Modernization Request	Major Modernization	27,621,000	10
M-2 Nickle School	5-9	Modernization Request	Major Modernization	14,322,000	11
M-3 Ernest Morrow School	6-9	Modernization Request	Major Modernization	16,368,000	5
			YEAR 1 TOTAL	58,311,000	
YEAR 2					
Community/School	Grade	Project Status	Request Type	2019 Cost (\$)	
M-4 A.E. Cross School	7-9	Modernization Request	Major Modernization	18,414,000	2
M-5 Janet Johnstone School	K-4	Modernization Request	Major Modernization	8,900,000	4
M-6 Annie Foote School	K-6	Modernization Request	Major Modernization	10,639,000	4
			YEAR 2 TOTAL	37,953,000	
YEAR 3					
Community/School	Grade	Project Status	Request Type	2019 Cost (\$)	
M-7 Cedarbrae School	K-6	Modernization Request	Major Modernization	7,980,000	4
M-8 Altadore School	K-6	Modernization Request	Major Modernization	7,980,000	11
M-9 Ranchlands School	K-6	Modernization Request	Major Modernization	11,969,000	4
M-10 Queen Elizabeth School	K-6	Modernization Request	Major Modernization	8,900,000	4
			YEAR 3 TOTAL	36,829,000	
			GRAND TOTAL	133,093,000	

8. Capital Priorities – New Construction & Major Modernizations

There are 18 new construction and major modernization projects identified in the Three-Year School Capital Plan 2020-2023.

Table 3: New School Construction and Major Modernizations					
Three-Year School Capital Plan 2020-2023 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2019 Cost (\$)	Number of Years Previously Listed in Capital Plan
1 Auburn Bay Middle (Design Funded)	5-9	New Request	Full buildout to 900	27,859,000	5
2 North Calgary High (Design Funded) ¹	10-12	New Request	Full buildout to 1800	62,000,000	6
3 Auburn Bay Elementary ⁽²⁾	K-4	New Request	Full buildout to 600	19,675,000	1
4 Evanston Middle	5-9	New Request	Full buildout to 900	31,144,000	6
5 John G. Diefenbaker High School	10-12	Modernization Request	Major Modernization	27,621,000	10
6 Nickle School	5-9	Modernization Request	Major Modernization	14,322,000	11
7 Ernest Morrow School	6-9	Modernization Request	Major Modernization	16,368,000	5
				YEAR 1 TOTAL	198,989,000
YEAR 2					
Community/School	Grade	Project Status	Request Type	2019 Cost (\$)	Number of Years Previously Listed in Capital Plan
8 Evanston Elementary ⁽²⁾	K-4	New Request	Full buildout to 600	19,675,000	1
9 Sage Hill Elementary	K-4	New Request	Full buildout to 600	19,675,000	5
10 A.E. Cross School	7-9	Modernization Request	Major Modernization	18,414,000	2
11 Sherwood/Nolan Hill Middle	5-9	New Request	Full buildout to 900	31,144,000	3
12 Janet Johnstone School	K-4	Modernization Request	Major Modernization	8,900,000	4
13 Annie Foote School	K-6	Modernization Request	Major Modernization	10,639,000	4
				YEAR 2 TOTAL	108,447,000
YEAR 3					
Community/School	Grade	Project Status	Request Type	2019 Cost (\$)	Number of Years Previously Listed in Capital Plan
14 Nolan Hill Elementary	K-4	New Request	Full buildout to 600	19,675,000	2
15 Cedarbrae School	K-6	Modernization Request	Major Modernization	7,980,000	4
16 Altadore School	K-6	Modernization Request	Major Modernization	7,980,000	11
17 Ranchlands School	K-6	Modernization Request	Major Modernization	11,969,000	4
18 Queen Elizabeth School	K-6	Modernization Request	Major Modernization	8,900,000	4
				YEAR 3 TOTAL	56,504,000
				GRAND TOTAL	363,940,000

Note: ¹ Senior high schools are not ranked using point criteria. See page 24.

⁽²⁾ = second elementary school for the community

1.0 INTRODUCTION

The CBE is a global leader in public education. Recognized as the largest school district in Western Canada, the CBE provides a full range of educational services for all instructional programs from kindergarten through to Grade 12. The CBE addresses the complexity and diversity of our 123,419 students in over 245 schools with more than 14,000 staff and an operating budget of \$1.4 billion.

Over the past decade, Calgary has experienced varying levels of population growth. Calgary’s population has increased by 72,000 people since 2014, an average of 18,000 people per year.

The population grew from 1,246,337 in April 2017 to 1,267,344 in April 2018 (2018 Civic Census), an increase of 21,007 (1.67%). The population growth consisted of a natural increase of 9,419 people with a net migration of 11,588 people (2018 Civic Census).

The City’s report, *Calgary and Region Economic Outlook 2018-2023 (Fall 2018)*, identifies continued growth for Calgary. The City forecast contained in the report projects the population of Calgary will reach 1,399,000 by 2023, an increase of 131,400 people from the 2018 total of 1,267,000. This population forecast averages 26,300 people per year during this period and is an increase from the previous five-year forecast. This population increase is expected to be driven primarily by net migration.

Calgary Total Population (,000s)									
Actual					Projected				
2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
1,195	1,231	1,235	1,246	1,267	1,291	1,318	1,345	1,372	1,399

Calgary & Region Economic Outlook 2018-2023 (Fall 2018)

1.1 CBE Student Enrolment

Total enrolment of 123,419 students was reported on September 30, 2018, and consists of 119,161 pre-kindergarten to Grade 12 students plus 4,258 students enrolled in Home Education, Outreach Programs, Unique Settings, Chinook Learning and CBe-learn.

Enrolment increased by 1,729 students from September 30, 2017, to September 30, 2018, with notable increases in Grades 4-6 (1,083 students) and Grades 7-9 (1,054 students). This enrolment growth was lower than the previous enrolment growth of 2,543 students between 2016 and 2017.

Students continue to access program choices offered by the CBE. Enrolment in alternative programs is 25,482 which is an increase of 594 over the previous year. The alternative programs with the highest enrolment are French Immersion (8,811), Traditional Learning Centre (TLC) (6,699) and Spanish Bilingual (3,690).

The following table provides a summary of enrolments including Unique Settings, Outreach Programs, Chinook Learning, and CBe-learn from September 30, 2014, to September 30, 2018.

Five-Year History of CBE Enrolments by Division 2014-2018					
	2014	2015	2016	2017	2018
Pre-Kindergarten	176	180	197	228	195
Kindergarten	9,213	9,209	9,106	9,053	8,740
Grades 1-3	27,649	28,888	29,410	29,080	29,073
Grades 4-6	23,604	24,441	25,715	27,183	28,265
Grades 7-9	22,237	22,624	23,292	24,267	25,321
Grades 10-12	26,420	26,375	26,443	27,035	27,567
Sub-Total (pre-k to grade 12)	109,299	111,717	114,163	116,846	119,161
Home Education	248	270	249	267	262
Outreach and Unique Settings	1,971	2,060	2,066	2,141	2,304
CBe-learn	589	611	458	463	576
Chinook Learning Services	2393	2,327	2,211	1,974	1,116
Sub-Total	5,201	5,268	4,984	4,845	4,258
Total	114,500	116,985	119,147	121,691	123,419

Chinook Learning and CBe-learn register students continually throughout the year. The enrolment reported for both Chinook Learning and CBe-learn represent students who are only enrolled in either of those two programs and not accessing programming at another CBE school. Students enrolled in other CBE schools, that are accessing one or more courses at either Chinook Learning or CBe-learn, are reported in the pre-kindergarten to Grade 12 enrolment. The enrolment reported for Chinook Learning includes students enrolled in academic success programs (high school classes) only and does not include students in Adult English Language Learning (ELL) or Continuing Education (personal and professional development).

In September 2018, CBE implemented a new delivery model for Chinook Learning. Chinook Learning academic success programs (high school classes) were transitioned into James Fowler High School and Lord Beaverbrook High School. In this new model student age is limited to those who are 19 years of age by September 1 in the year they enrol in classes. This year there was a reduction in enrolment at Chinook Learning of 858 students from September 30, 2017 to September 30, 2018.

Five-Year Enrolment Projections

The CBE uses the Cohort-Survival methodology in preparing enrolment projections. The cohort survival projection methodology uses historic birth data and historic student enrolment data to “age” a known population (cohort) through their school grades. The cohort survival ratio is calculated to see how a group of potential students first enter the system at kindergarten and Grade 1 (market share) and how this group of students grows or shrinks over time (retention rates). Enrolment patterns emerge that are used for projections.

Pre-school census information, which is collected annually for all communities, combined with historic intake rates at kindergarten and Grade 1 is used to project how many students will enter our system each year. The annual September 30 enrolment data is used as a base for establishing retention rates that are used to project how existing student populations move through the system from one year to the next.

The City's population projections are not a direct factor in CBE's enrolment projections but they do provide context for comparison. Trends reported by the City with respect to net migration and natural increase (births minus deaths) are considered when evaluating future student growth.

CBE's current enrolment of 123,419 students is forecast to increase to 130,104 students by 2023. A total increase of 6,685 students is projected averaging approximately 1,337 additional students annually. These enrolment projections assume a conservative level of enrolment growth in the future. Enrolment in kindergarten to Grade 6 is projected to decrease over the next five years while enrolment increases are projected for Grades 7-9 and Grades 10-12.

The number of students eligible to start kindergarten each year has declined over the past few years and enrolment in kindergarten has declined accordingly. Data collected during the 2018 census indicate the number of children eligible for kindergarten will continue to decline over the next four years. The peak number of students eligible to start kindergarten was 16,910 in 2017. The number of children eligible to start kindergarten in September 2019 is 15,967 and 14,996 for September 2022.

The government recently announced Bill 28: School Amendment Act and identified that "*establishing a common age of entry*" of five years of age on December 31 will come into effect for the 2020/21 school year. This common age is a change to the end of February date currently established for the CBE and will impact kindergarten enrolment projections in 2020.

Over the past three years, approximately 90% of students enrolled in kindergarten had a birthdate before January 1 of the year they were eligible to start kindergarten. Based on this trend, a one-year reduction of approximately 800 kindergarten students, over and above the decline expected as a result of the reduced pre-school census data, is anticipated in 2020 as students born in January and February will not be eligible for kindergarten until the next year.

A summary of the September 2018 actual student enrolments and September 2019-2023 projected enrolments are below:

CBE Five-Year Enrolment Projections 2018-2023						
	Actual 2018	Projected				
		2019	2020	2021	2022	2023
Pre-Kindergarten	195	245	245	245	245	245
Kindergarten	8,740	8,548	8,081	8,611	8,028	8,028
Grades 1-3	29,073	28,309	28,092	27,865	27,805	27,231
Grades 4-6	28,265	28,616	28,292	27,995	27,266	27,050
Grades 7-9	25,321	26,566	27,920	28,944	29,308	28,976
Grades 10-12	27,567	28,622	29,832	30,895	32,411	34,047
Sub-Total (pre-k to grade 12)	119,161	120,906	122,462	124,555	125,063	125,577
Home Education	262	267	271	275	279	280
Outreach and Unique Settings	2,304	2,350	2,384	2,415	2,456	2,466
CBe-learn	576	577	578	579	580	580
Chinook Learning	1,116	1,200	1,200	1,200	1,200	1,200
Sub-Total	4,258	4,394	4,433	4,468	4,515	4,527
Total Student Count	123,419	125,300	126,895	129,023	129,578	130,104

totals may not add due to rounding

- CBe-learn and Chinook Learning accept registrations on an on-going basis.
- All projections are subject to annual review and update.
- Projections use September 30, 2018 enrolments as a base.

1.2 Calgary Suburban Growth and Development

The City of Calgary supports an actively competitive land market in all areas of the city and there over 29 new and developing municipal communities in various stages of development. The large number of concurrently developing communities puts increased pressure on the CBE to meet the expectations of parents for school construction in their community. Although the number of communities has declined slightly over the last decade, the size of the communities being planned and built today are much larger than they have been historically.

Forecasted Suburban Growth

The City prepares a suburban residential growth forecast each year and publishes the final version of this report after the timeline for CBE's annual capital plan each year. As such, the suburban growth information used in the *Three-Year School Capital Plan 2020-2023* is based on the City's *Suburban Residential Growth 2018-2022* document published in August 2018. This document allocates future population growth to the eight city planning sectors. This information provides CBE with a context for where student population growth will be expected in the future.

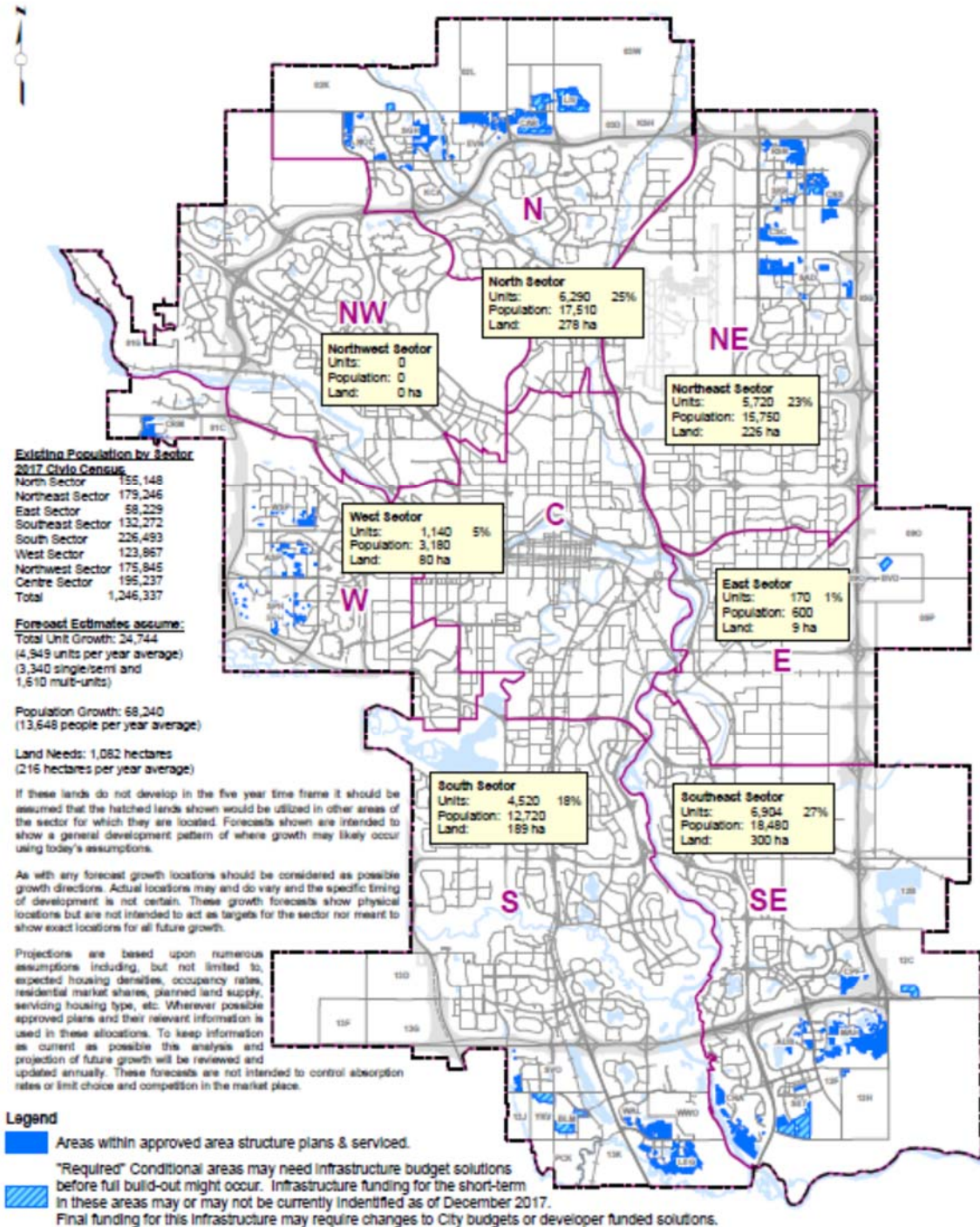
The top ten developing communities to receive residential building permit applications in Calgary for 2017 were:

- Mahogany (SE)
- Legacy (S)
- Livingston (N)
- Sage Hill (N)
- Redstone (NE)
- Kincora (N)
- Nolan Hill (N)
- Cornerstone (NE)
- Seton (SE)
- Walden (S)

(Source: Suburban Residential Growth 2018-2022, p. A2-6, A2-7)

The largest population growth projected over the next five years is in the north, northeast and southeast. A summary of the five-year period forecast from the City's *Suburban Residential Growth 2018-2022* document for suburban locations is as follows:

City of Calgary Planning Sectors New Suburban Growth Forecasts 2018-2022



1.3 Framework for Growth and Change

The Municipal Development Plan (MDP), *Plan It Calgary*, was implemented April 1, 2010, and is the overarching policy that documents municipal development and transportation. *Plan It Calgary* identifies a goal of reducing the amount of growth allocated to the developing communities, which was essentially 100% in the late 1990's and to intensify growth within the inner-city and established areas. The 30-year target of the MDP for growth into established areas is 33% and the 60-year target is 50% growth to established areas. In August 2018 the City indicated although growth is moving in line with the idealized balanced growth in old and new communities, new communities continue to absorb around 80% of population growth each year and it will be challenging to meet the MDP goals in the next 20 years or so.

The City supports an actively competitive land market in all areas of the city and there are over 29 new and developing municipal communities in various stages of development. In August 2018, Calgary City Council voted in favour of developing 14 new Greenfield communities, some of which are part of approved Area Structure Plans (ASP's) within the currently active developments. The large number of developing communities puts increased pressure on the CBE to meet the expectations of parents for new school construction in their community.

Four largest growing communities between 2017 and 2018:

- Beltline (C) - 1,688 people
- Saddle Ridge (NE) - 1,656 people
- Cornerstone (NE) - 1,575 people
- Redstone (NE) - 1,454 people

Additional communities that grew by more than 1,000 residents between 2017 and 2018:

- Mahogany (SE)
- Legacy (S)
- Evanston (N)
- Nolan Hill (N)
- Sage Hill (N)
- Skyview Ranch (NE)

(Source: 2018 Civic Census)

1.4 City of Calgary Annexation

Previously Annexed Lands

The majority of the 36,000 acres annexed to the City, from the MD of Foothills in 2005 and MD of Rocky View in 2007, remain outside of the CBE's jurisdictional boundary.

The Minister of Education has identified it is in the best interest of the students to retain the existing school boundaries until urban development warrants change.

The Minister has indicated that annexed lands would be brought into the CBE inventory as area structure plans are finalized and urban development proceeds.

The Calgary City Council has approved regional context studies to guide development in the newly annexed lands:

- **East Regional Context Study** (April 2009) with an eventual population of 160,000 persons and approximately 22,000 jobs upon full build-out.
- **West Regional Context Study** (April 2010) with an eventual population of 22,000 people and 7,000 jobs upon full build-out.
- **North Regional Context Study** (June 2010) with an eventual population of 216,000 persons and approximately 69,000 jobs on full build-out.

Map 1 on page 8 identifies these locations.

Detailed Area Structure Plans (ASP) have been, or are being, undertaken to guide future planning in the annexed lands. The CBE participated in meetings, discussions and plan preparation, to enable long-term school planning in the following areas:

- The **West View Area Structure Plan** is currently under development and is anticipated to accommodate a population of approximately 10,500 to 10,800 persons.
- The **Ricardo Ranch Area Structure Plan** is currently under development and is anticipated to accommodate a population of approximately 18,300 persons. This area is currently in the CBE's boundary.
- The **Keystone Hills Area Structure Plan** was approved July 16, 2012 and will accommodate a population of approximately 60,000 persons.
- The **Belvedere Area Structure Plan** on the east was approved April 8, 2013 and will accommodate a future population of approximately 61,000 persons.
- The **South Shepard Area Structure Plan** was approved May 6, 2013 and will accommodate a population of approximately 28,000 persons.
- The **West Macleod Area Structure Plan** was approved June 10, 2014 and will accommodate a population of approximately 34,000 persons.
- The **Haskayne Area Structure Plan** was approved July 22, 2015 and will accommodate a population of approximately 13,000 persons.
- The **Glacier Ridge Area Structure Plan** was approved December 7, 2015 and will accommodate a population of approximately 58,000 persons.

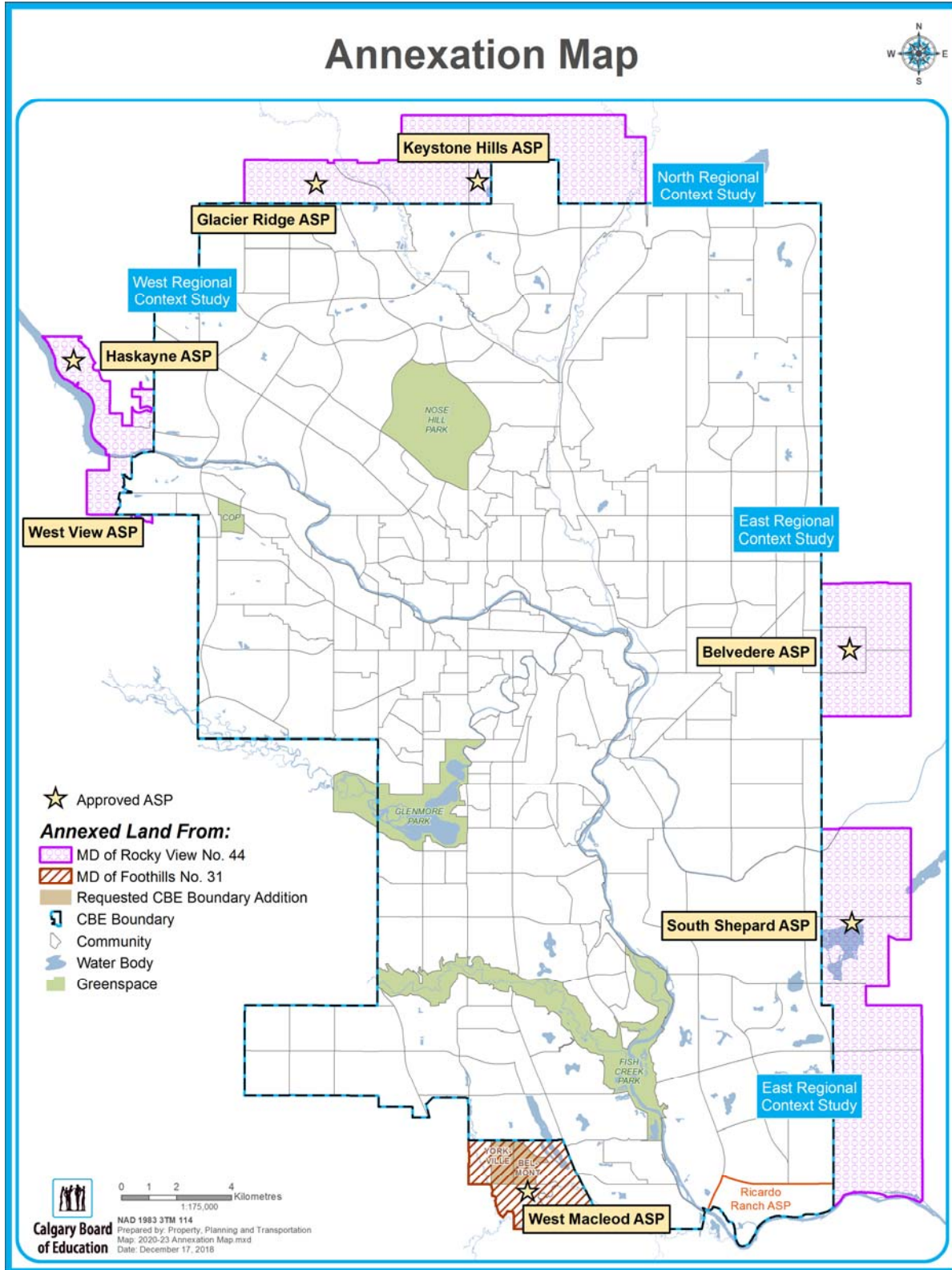
Once house construction begins, CBE will request, on an as required basis, that the Minister include these lands as part of CBE school boundaries.

In alignment with the request by the Ministry of Education that urban development be occurring, in June 2018 the Minister of Education approved that the west section of the Crestmont community and the northern portion of the Livingston community (north of 144 Avenue NE) be incorporated into the CBE boundary.

In addition, the CBE anticipates the addition of the communities of Belmont and Yorkville (in the West Macleod ASP) for the 2019-2020 school year as developers have indicated home possessions began in fall 2018.

The CBE continually monitors growth in the City and anticipates adding the communities of Pine Creek and Pine Bluff (West Macleod ASP), and West Belvedere (Belvedere ASP) for the 2020-21 school year, subject to the rate of residential development. Information on new communities can be found on the City's website.

Map 1



2.0 CAPITAL STRATEGIES

2.1 Calgary Board of Education

CBE has identified the following drivers for capital planning:

- Program Delivery – Projects that are required to enable the delivery of school programs e.g. Career and Technology Studies (CTS) and Career and Technology Framework (CTF).
- Community Schools – New schools required in rapidly growing communities in order to minimize student travel times and meet needs for a local school in their community.
- Aging Facilities – Older schools that require modernization, rehabilitation or replacement to provide appropriate learning environments for students. The Province estimates the value of required major maintenance and repairs in CBE schools to be in excess of \$170 million.
- Optimizing School Utilization Rates – Ensuring appropriate school utilization rates can optimize the programming opportunities available to students within the limited public resources entrusted to the CBE.

A balanced approach for the plan is developed to ensure the CBE is pursuing capital funding opportunities that recognize the changing needs of students and are focused on building strong ties with parents, partners, and the community. More specifically, the CBE recognizes:

- Provincial funding is required for new school construction in new and developing communities;
- Parents desire schools to be closer to home, especially for younger students;
- Increasing public demand for program alternatives;
- Transitions for students with minimal disruption are valued as they provide continuity of learning with consistent peer cohorts.

This approach to planning anticipates a system of core elementary feeder schools for local school communities (attendance areas), complemented with middle/junior high, and senior high schools serving larger geographic areas.

Projects are also required to ensure programming requirements are met through school modernizations. High priority program delivery projects are listed below.

- Career and Technology Studies – CBE received funding approval March 21, 2017, for Forest Lawn (northeast sector). Once complete, this modernization will support delivery of CTS curriculum and provide access to state of the art spaces for students living within the northeast sector of the city.

2.2 Three-Year Education Plan

Alberta Education requires school boards to maintain three-year plans, updated annually. School boards are responsible for carrying out their education plans; for reporting annually to parents, communities, and government on results and use of their resources; and, for using results information to update plans and improve education for students. The Board of Trustees approved the combined Annual Education Results Report 2017-2018 and the Three-Year Education Plan 2018-2021 on November 27, 2018. A summary of Facilities and Capital Plans identifying new school construction projects and major modernization projects is included in the Annual Education Results Report.

Long-range education plans will continue to be developed and these plans will inform the three-year School Capital Plan and the Ten-Year Student Accommodation and Facilities Strategy to ensure that programs and services for students are provided in suitable facilities that are well situated and fiscally sustainable. Education planning information will be based on: the Three-Year Education Plan and other program development undertaken through the Chief Superintendent's office, Learning, and the respective Area Offices. This information, in conjunction with the Three-Year School Capital Plan, Three-Year System Student Accommodation Plan and facility information, will be used to inform school program and facility upgrade strategies for schools.

Facility and capital project plans will be developed through the Facilities and Environmental Services Unit based upon approvals obtained for new school construction, replacement schools, modernizations, facility maintenance, facility upgrades and other projects, as identified in this and other plans approved by the Board of Trustees.

2.3 Administrative Areas and Space Utilization

In spring 2017, CBE added two new administrative areas and changed the methodology for grouping schools into areas. The CBE is now divided into seven administrative areas. This new area structure is based on relationships between schools rather than geography.

A geographical reporting and analysis of data is required to understand where population and student enrolment growth will occur in the future. Starting with the *School Capital Plan 2019-2022* the CBE began using the City's planning sectors for capital planning purposes (**Map 2**).

Within each of these planning sectors, the CBE annually reviews new and developing communities for new school construction eligibility. The Province has indicated that utilization is reviewed when evaluating a jurisdiction's capital priorities; however, the utilization rate in a sector is not a firm requirement but rather a guideline.

The CBE strives to maintain a utilization rate in a mid-80% range. Ensuring healthy school utilization rates contributes to ensuring that facilities are optimized for educational purposes, maintaining flexibility within the system to meet demand for emergent considerations while balancing the financial obligations and sustainability of the system. Currently, the CBE's overall utilization rate by enrolment is 85%. The utilization rate is 83% for K-GR9 students and 88% for Grades 10-12 students.

A summary of utilization by enrolment and by residence follows and is included in detail in Appendix I.

Utilization by enrolment identifies the number of students attending schools expressed as a percentage of the total capacity. Utilization by enrolment represents the actual utilization currently experienced at schools within the planning sector.

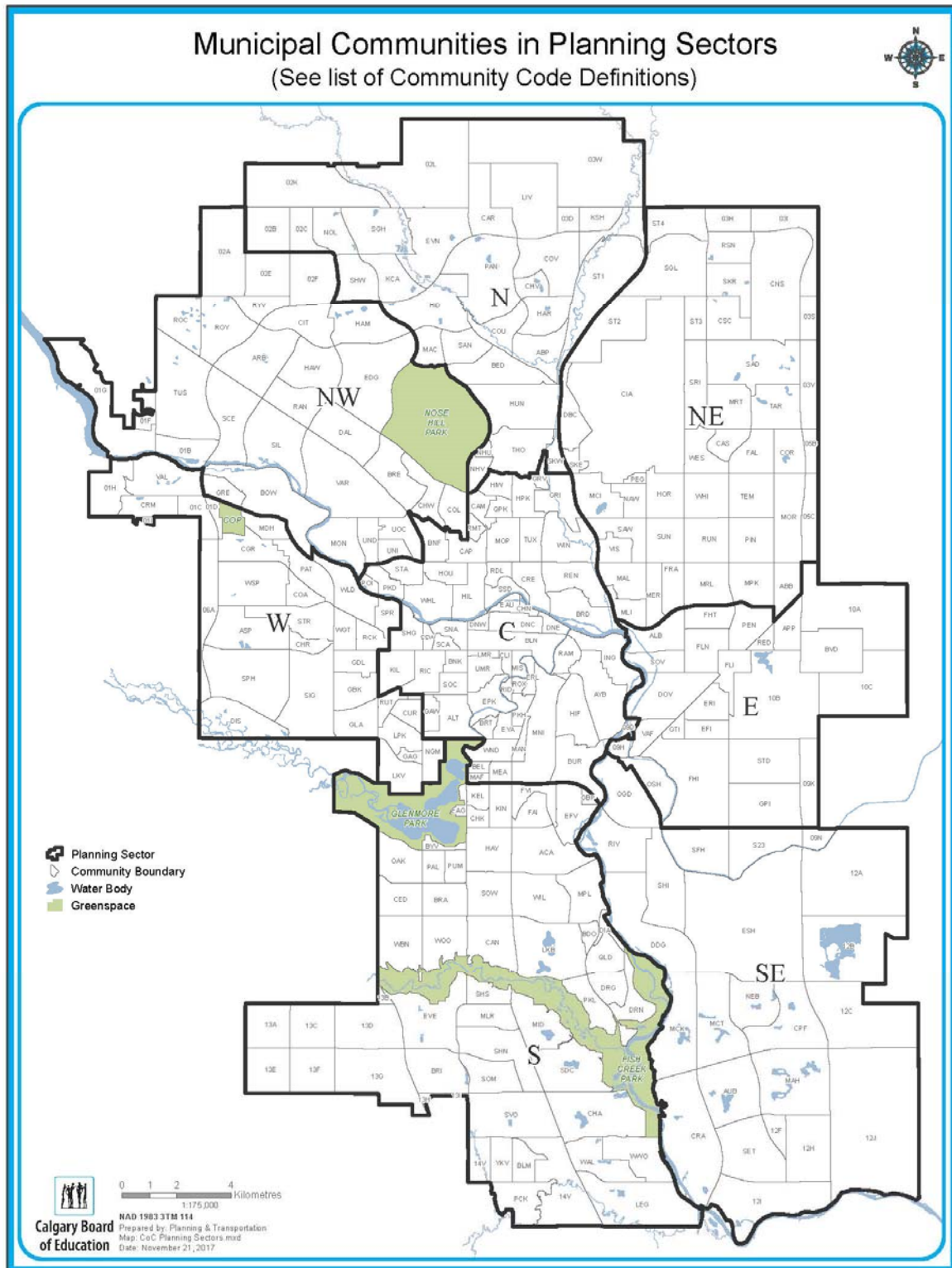
Utilization by residence identifies the number of students residing in the planning sector expressed as a percentage of the total school capacity within that planning sector. Utilization by residence represents the utilization rate that would exist if the CBE were not able to accommodate students in facilities in other planning sectors but rather accommodated the students in the facilities that exist within the planning sector where they live.

Projections for 2023-2024, in the charts below, account for additional school capacity that has been approved and is currently under construction but does not include additional capacity for schools approved for design only or requested in this capital plan:

Planning Sector Utilization by Student Enrolment (Actual & Projected)		
Sector	2018-2019 Actual K-12 Utilization	2023-2024 Projections K-12 Utilization
Centre	85%	88%
East	73%	74%
North	92%	102%
NorthEast	90%	94%
NorthWest	88%	88%
South	79%	82%
SouthEast	86%	94%
West	83%	85%
Total	85%	88%

Planning Sector Utilization by Student Residence (Actual & Projected)		
Sector	2018-2019 Actual K-12 Utilization	2023-2024 Projections K-12 Utilization
Centre	51%	54%
East	66%	66%
North	150%	155%
NorthEast	101%	103%
NorthWest	79%	79%
South	67%	69%
SouthEast	126%	126%
West	81%	82%
Total	84%	87%

Map 2



Municipal Community Code Definitions

ABB	Abbeydale	FLN	Forest Lawn	RED	Red Carpet
ACA	Acadia	GAG	Garrison Green	RSN	Redstone
ALB	Albert Park/Radisson Heights	GAW	Garrison Woods	REN	Renfrew
ALT	Alladore	GLA	Glamorgan	RIC	Richmond
APP	Applewood Park	GBK	Glenbrook	RID	Rideau Park
ARB	Arbour Lake	GDL	Glendale	RIV	Riverbend
ASP	Aspen Woods	GRV	Greenview	ROC	Rocky Ridge
AUB	Auburn Bay	GRI	Greenview Industrial Park	RDL	Rosedale
BNF	Banff Trail	GRE	Greenwood/Greenbriar	RMT	Rosemont
BNK	Bankview	HAM	Hamptons	RCK	Rosscarrock
BYV	Bayview	HAR	Harvest Hills	ROX	Roxboro
BED	Beddington Heights	HAW	Hawkwood	ROY	Royal Oak
BEL	Bel-Aire	HAY	Haysboro	RUN	Rundle
BLM	Belmont	HID	Hidden Valley	RUT	Rutland Park
BLN	Bellline	HPK	Highland Park	SAD	Saddle Ridge
BVD	Belvedere	HIW	Highwood	SGH	Sage Hill
BDO	Bonavista Downs	HIL	Hillhurst	SAN	Sandstone Valley
BOW	Bowness	HOU	Hounsfield Heights/Briar Hill	SCA	Scarboro
BRA	Braeside	HUN	Huntington Hills	SSW	Scarboro/Sunalta West
BRE	Brentwood	ING	Inglewood	SCE	Scenic Acres
BRD	Bridgeland/Riverside	KEL	Kelvin Grove	SET	Seton
BRI	Bridlewood	KSH	Keystone Hills	SHG	Shaganappi
BRT	Britannia	KIL	Killarney/Glengarry	SHS	Shawnee Slopes
CAM	Cambrian Heights	KCA	Kincora	SHN	Shawnessy
CAN	Canyon Meadows	KIN	Kingsland	SHW	Sherwood
CAP	Capitol Hill	LKB	Lake Bonavista	SIG	Signal Hill
CAR	Carrington	LKV	Lakeview	SIL	Silver Springs
CAS	Castleridge	LEG	Legacy	SVO	Silverado
CED	Cedarbrae	LPK	Lincoln Park	SKR	Skyview Ranch
CHA	Chaparral	LIV	Livingston	SOM	Somerset
CHW	Charleswood	LMR	Lower Mount Royal	SOC	South Calgary
CHN	Chinatown	MAC	MacEwan Glen	SOV	Southview
CHK	Chinook Park	MAH	Mahogany	SOW	Southwood
CHR	Christie Park	MAN	Manchester	SPH	Springbank Hill
CIT	Citadel	MPL	Maple Ridge	SPR	Spruce Cliff
CSC	Cityscape	MRL	Marlborough	STA	St. Andrews Heights
CLI	Cliff Bungalow	MPK	Marlborough Park	STR	Strathcona Park
COA	Coach Hill	MRT	Martindale	SNA	Sunalta
COL	Collingwood	MAF	Mayfair	SDC	Sundance
CPF	Copperfield	MAL	Mayland Heights	SSD	Sunnyside
COR	Coral Springs	MCK	McKenzie Lake	TAR	Taradale
CNS	Cornerstone	MCT	McKenzie Towne	TEM	Temple
CGR	Cougar Ridge	MEA	Meadowlark Park	THO	Thornccliffe
CHV	Country Hills Village	MDH	Medicine Hill	TUS	Tuscany
COU	Country Hills	MID	Midnapore	TUX	Tuxedo Park
COV	Coventry Hills	MLR	Millrise	UND	University District
CRA	Cranston	MIS	Mission	UNI	University Heights
CRE	Crescent Heights	MOR	Monterey Park	UOC	University of Calgary
CRM	Crestmont	MON	Montgomery	UMR	Upper Mount Royal
CUR	Currie Barricks	MOP	Mount Pleasant	VAL	Valley Ridge
DAL	Dalhousie	NEB	New Brighton	VAR	Varsity
DRG	Deer Ridge	NOL	Nolan Hill	VIS	Vista Heights
DRN	Deer Run	NGM	North Glenmore Park	WAL	Walden
DIA	Diamond Cove	NHV	North Haven	WHL	West Hillhurst
DIS	Discovery Ridge	NHU	North Haven Upper	WSP	West Springs
DDG	Douglasdale/Glen	OAK	Oakridge	WGT	Westgate
DOV	Dover	OGD	Ogden	WHI	Whitehorn
DNC	Downtown Commercial Core	PAL	Palliser	WLD	Wildwood
DNE	Downtown East Village	PAN	Panorama Hills	WIL	Willow Park
DNW	Downtown West End	PKD	Parkdale	WND	Windsor Park
EAG	Eagle Ridge	PKH	Parkhill	WIN	Winston Heights/Mountview
EAU	Eau Claire	PKL	Parkland	WBN	Woodbine
EDG	Edgemont	PAT	Patterson	WOO	Woodlands
EPK	Elbow Park	PEN	Penbrooke Meadows	YKV	Yorkville
EYA	Elboya	PCK	Pine Creek		
ERI	Erin Woods	PIN	Pineridge		
ERL	Erlton	POI	Point McKay		
EVN	Evanston	PUM	Pump Hill		
EVE	Evergreen	QPK	Queen's Park Village		
FAI	Fairview	QLD	Queensland		
FAL	Falconridge	RAM	Ramsay		
FHT	Forest Heights	RAN	Ranchlands		

2.4 Planning for Students

Sites for New Schools

The identification and establishment of school sites within any new community in Calgary is a complex process. The CBE works with The City, the CCSD and community developers to select school sites based on catchment areas within future developments. There is a balance between population, number and type of residential units, location and land dedication.

Land for high school sites, which serve a larger geographic region, is purchased through the Joint Use Coordinating Committee (JUCC). The requirement to purchase land for a high school is identified during the regional context study phase when developments that are planned for a minimum of 50,000 to 60,000 residents are considered for approval by the City.

In the case of land for elementary and middle schools, school boards calculate the amount of land developers must allocate for K-9 school sites. The number and type of school sites required is based on the Joint Use Site Calculation Methodology. This methodology uses the estimated number of single and multi-family units in an Area Structure Plan (ASP) multiplied by the average number of children aged 5-14 per housing unit by type.

As a more general guideline to determine an approximate number of schools, one can use a target of one elementary school for every 10,000 residents, one middle school for every 15,000 to 20,000 residents and a high school for every 50,000 to 60,000 residents. Many of the new communities in Calgary are large enough that once full build out has been achieved, the community will require a minimum of one elementary and one middle school to accommodate the students living in the community. Larger communities, once they are fully built-out, will require two elementary schools and one middle school to accommodate students.

Working with Stakeholders

CBE is committed to working with stakeholders and has developed a Dialogue Framework to guide this work. This framework guides public engagement when CBE considers the future use of existing learning space in schools.

The CBE's dialogue framework is available at <http://www.cbe.ab.ca/get-involved/public-engagement/Pages/default.aspx>

System Student Accommodation Plan

The CBE prepares a Three-Year System Student Accommodation Plan annually to inform appropriate decision-making and timely engagement for community members and parents in CBE accommodation planning. The process applies to and informs recommendations regarding all school and program accommodation issues. The Three-Year System Student Accommodation Plan is developed to

support and reflect the Three-Year Education Plan, Three-Year School Capital Plan, and the Ten-Year Student Accommodation and Facilities Strategy.

Student accommodation needs are identified by the Property, Planning & Transportation department in consultation with Area Directors. Administration is responsible for using CBE's Dialogue framework to engage internal and external stakeholders regarding student accommodation challenges. The Three Year System Student Accommodation Plan 2018-2021 was presented for information at the June 19, 2018, Board of Trustees meeting and is available on the CBE website at: <https://www.cbe.ab.ca/FormsManuals/Three-Year-System-Student-Accommodation-Plan.pdf>

Program Opportunities for Students

The CBE is committed to a balance among equity, access, excellence, and choice within the school system and consequently offers a wide variety of programs for students of all ages. Programs are designed to enrich the lives of students and to promote quality learning. We recognize the many diverse ways of learning and the many interests and abilities of students. Through the Three-Year System Student Accommodation Plan, these programs are initiated where space is available and as close as possible to where demand for the programs exists. Information about programming opportunities for students can be found at:

<http://www.cbe.ab.ca/programs/Pages/default.aspx>

2.5 New School Construction and School Approvals

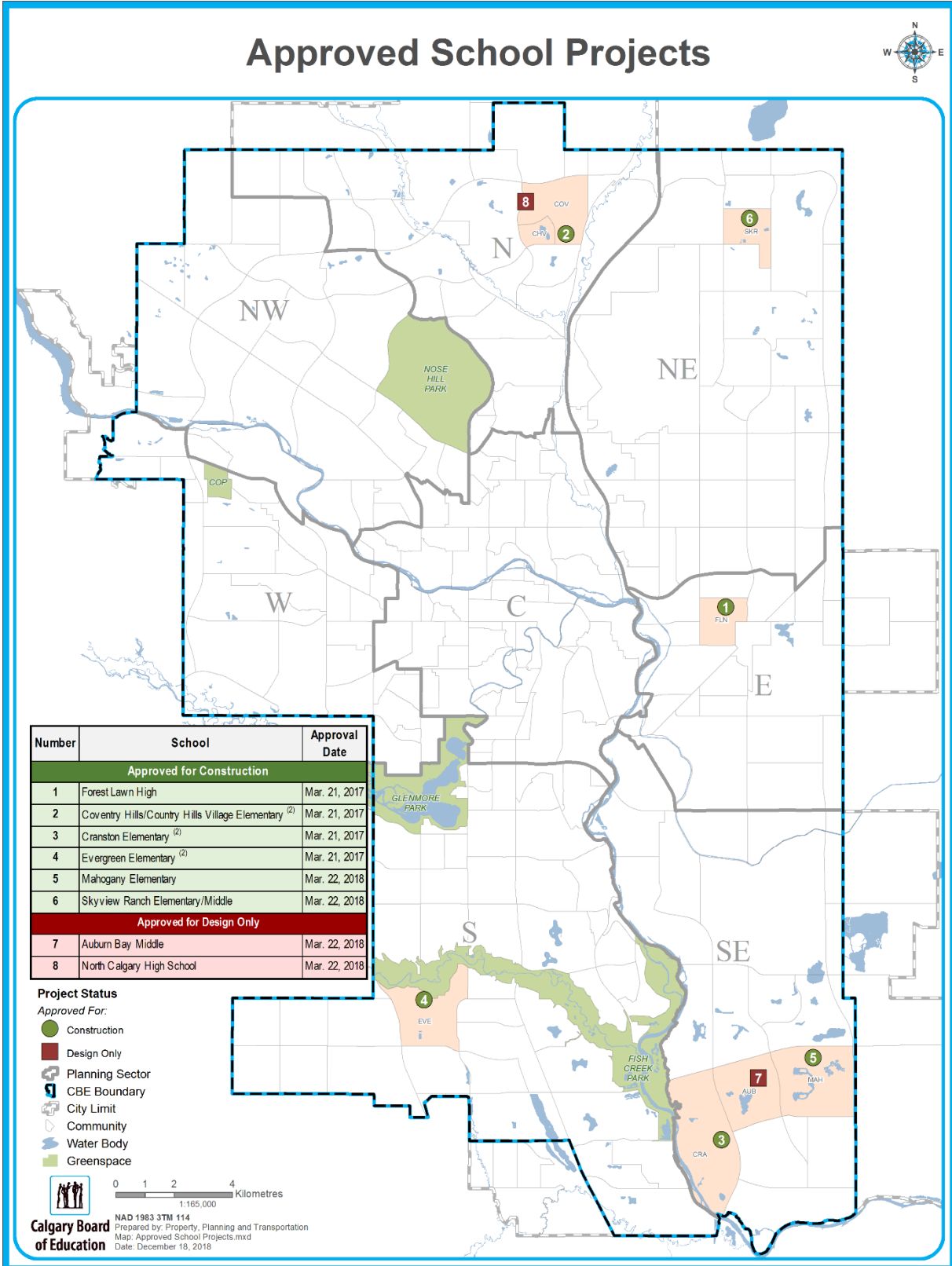
Five new school construction projects and one high school major modernization project are currently under development. Two new school construction projects have design funding only.

The table below summarizes the projects under development, their approval dates and their projected opening/completion date.

Schools Under Construction and Approvals					
Projected School Year Opening	School/Community	Project Type	Grade	Approved Capacity	Approval Date
2019-2020	Forest Lawn High	Modernization	Grades 10-12	n/a	Mar. 21, 2017
2020-2021	Coventry Hills/Country Hills Village Elementary ⁽²⁾	New Construction	Grades K-4	600	Mar. 21, 2017
	Cranston Elementary ⁽²⁾	New Construction	Grades K-4	600	Mar. 21, 2017
	Evergreen Elementary ⁽²⁾	New Construction	Grades K-4	600	Mar. 21, 2017
TBD	Mahogany Elementary	New Construction	Grades K-4	600	Mar. 22, 2018
	Skyview Ranch Elementary/Middle	New Construction	Grades K-9	900	Mar. 22, 2018
TBD	Auburn Bay Middle	Design Only	Grades 5-9	900	Mar. 22, 2018
	North Calgary High School	Design Only	Grades 10-12	1,800	Mar. 22, 2018
Total School Space Capacity				6,000	

Map 3 identifies the location of future school projects approved since March 21, 2017.

Map 3



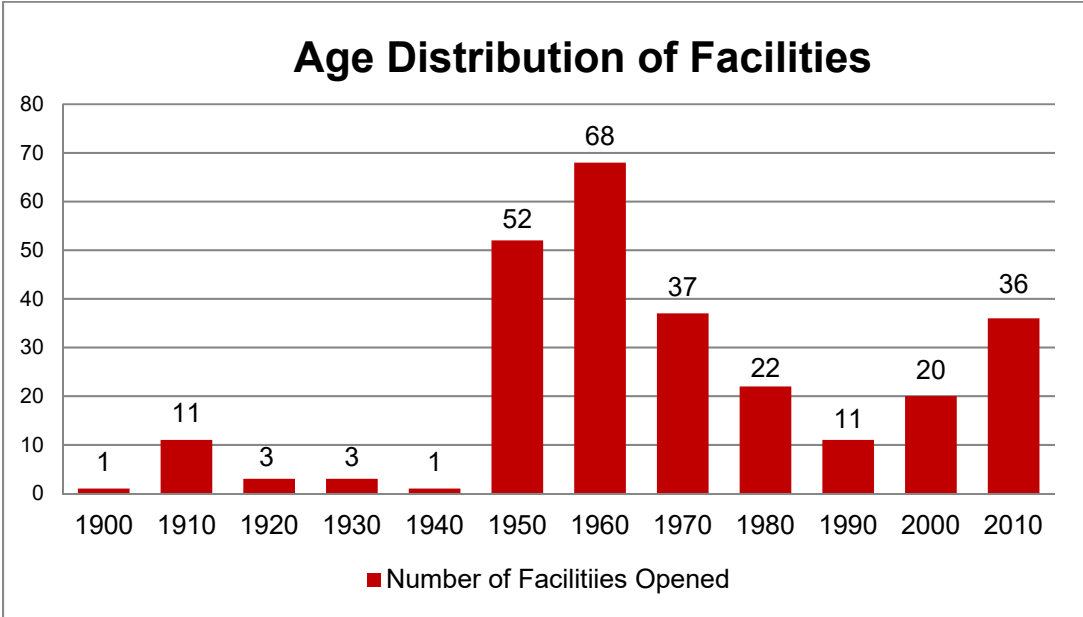
2.6 School Major Modernization

School major modernization projects provide for the renovation of whole or part of a school building for both present and future educational programs. These modernizations address physical obsolescence and/or improve functional adequacy and suitability. School major modernization projects should not exceed 75% of the replacement value of the school building as per provincial guidelines.

To support the delivery of new CTS curriculum, a modernization of Forest Lawn High school has been approved to include the following improvements:

- Focus on upgrading CTS spaces
- Partial mechanical and electrical systems upgrades
- Minor building envelope and interior upgrades
- Building code and barrier free access upgrades

The CBE has a current count of over 265 owned facilities of which 176 were built before 1980. This represents approximately 66% of CBE’s school building inventory. The current inventory by decade of CBE school buildings is shown in the following graph:



In 2004, the Province undertook a rolling condition assessment of schools in the Renewal Capital Asset Planning Process (RECAPP) and planned to audit CBE facilities every five years. In the spring of 2009, Alberta Infrastructure recommenced evaluations starting with the former 2004 assessments, thus continuing the five-year assessment cycle. Approximately 40 to 50 facilities are audited every year. Findings of the re-evaluation are incorporated into maintenance, modernization, and facility planning for CBE projects. This Provincial audit information, now called VFA, factors into CBE’s assessment in determining modernization priorities.

The CBE continues to rank facilities for major modernizations. The criteria used for establishing major modernization priorities are reviewed periodically. The most recent criteria review began in May 2014 and revisions recommended as a result of the review were presented to the Board of Trustees and approved on October 7, 2014. Details of major modernization ranking can be found in Appendix II.

2.7 Collaborative Initiatives with The City of Calgary

For many years, the CBE and the City have enjoyed a strong working relationship. This relationship involves both city-wide initiatives and specific initiatives focused on property, leasing, and infrastructure. The following initiatives are examples of the CBE working together with the City:

- The CBE is party to the Joint Use Agreement and participates on the JUCC with the City and the CCSD dealing with the determination of municipal and school reserve sites.
- The CBE is a member of the Site Planning Team (SPT) with the City and the CCSD that meets every two weeks to review and discuss development applications and issues related to public access of City and school facilities.
- CBE representatives have been involved in many city-wide initiatives such as the new Pedestrian Strategy, School Sites Review project, Green Line Thorncliffe Station Area redevelopment, and Traffic Safety Community meetings.
- The CBE has also worked collaboratively with the City and CCSD on a tripartite City Charters Memorandum of Understanding. More recently, this work has grown to include the Government of Alberta's Urban School Planning Collaboration Sub-Table with the objective of maximizing the benefits derived from school sites for students and the public.

3.0 NEW SCHOOL CONSTRUCTION CAPITAL PLAN CRITERIA

The CBE does not rank alternative programs for new school construction. As schools are opened in new suburbs, vacancies are created in the bus receiver schools where those students attended prior to the opening of the new school. Administration works to identify opportunities to expand or relocate alternative programs into these existing spaces as they become available.

In the new and developing municipal communities, elementary school communities generally reflect municipal community boundaries. The junior high and middle school communities can serve one large municipal community or two or more small-to-medium-sized municipal communities. In the inner-city and established areas, school communities tend to cover larger geographic areas for elementary, junior high, and middle schools, and do not always align with municipal community boundaries as there is a large range of municipal community sizes and demographics.

3.1 Construction Planning Criteria

The ranking of new school construction priorities is an important issue for all community stakeholders. The CBE first established ranking criteria for new construction priorities in January 2002. The model was designed to be transparent, objective and impart equity and fairness to all Calgary communities. Over the years, these criteria have been reviewed and adjusted periodically as necessary. The most recent criteria review began in May 2014 and revisions recommended as a result of the review were presented to the Board of Trustees and approved on October 7, 2014.

There are two types of criteria in the evaluation process used to rank school communities for capital building priorities in the Three-Year School Capital Plan. These are as follows:

1. **Eligibility Criteria** acts as a screening filter for new capital projects and must be met before a school project proceeds to the ranking phase.
2. **Ranking Criteria** that will be used to further evaluate and prioritize new capital projects.

Eligibility Criteria

Eligible School Communities

All new and developing municipal communities are evaluated and ranked for new school construction. Inner-city and established communities are not ranked.

Most municipal communities have an elementary site and are ranked individually as a school community. When determining whether to group communities, the CBE uses the projected population based on the full build-out of the community, not the existing population in any given year. If two communities were combined for a new school ranking based on current population, even though the projected population at build-out indicates that each community will require their own school in the longer term, one of the communities would need to be moved to a different school in the future. Past experience has shown that stakeholders are resistant to designation changes once a school exceeds capacity.

In certain cases, the CBE will continue to combine communities for new school ranking when the build-out populations of the combined communities are such that the school is anticipated to accommodate the students from both communities in the long term. Two small municipal communities will be combined for elementary school ranking where they do not exceed a combined projected community population threshold of approximately 10,000 people.

In the case of middle/junior high schools, adjacent municipal communities may be combined if they do not exceed a combined projected population threshold of approximately 24,000 people. Community build-out projections may vary from year to year due to ongoing adjustments to densities and other factors as determined by the City. Large municipal communities that can sustain a middle/junior high school are ranked individually as a school community.

Accommodation Options

This criterion is used to evaluate student accommodation options for eligible school communities. In some cases, an accommodation option may exist in a nearby community and a school community may not need to be ranked for new school construction.

One example would be the accommodation of Bridlewood GR7-9 students in Samuel W. Shaw School which is located in the adjacent community of Shawnessy. As a result of this accommodation option, the CBE does not currently rank Bridlewood as a priority for a middle/junior high school.

Site Availability and Readiness

High school sites require larger land parcels that will service multiple communities. As such the land required for these sites is acquired under the Joint Use Agreement, a tripartite agreement between the City, CBE and CCSD. The requirement to purchase land for a high school is identified during the regional context study phase when developments that are planned for a minimum of 50,000 to 60,000 residents are considered for approval by the City of Calgary. Accordingly, new high school construction is only considered where a site is available - see **Map 4** on page 29 for locations of CBE high school sites.

Moreover, for any site irrespective of the grade configuration of the school, if a site has not been developed/serviced to the level at which construction of a school would be possible within a 12-month timeframe, the school will not be ranked as a construction priority for that year's Three-Year School Capital Plan. Site readiness is reviewed and assessed on an annual basis.

Developers are required to obtain both Final Acceptance Certificate (FAC) and Construction Completion Certificate (CCC) from the City. These certificates ensure that developers have met all obligations and sites are ready for 'turn-over' to the future landowners which means sites are ready for building construction. Site readiness includes, but is not limited to:

- receiving land title for the site, complete with legal description and appropriate zoning
- services (water, sewer, electricity, etc.) are in place and ready for hook up
- site has suitable topography and no geotechnical or foundational concerns (for construction)
- environmental site assessments are complete; normally already completed by the developer through FAC and CCC obligations to the City
- confirmation the site exists outside of the 1:500 year floodplain
- site has adequate access for both construction and usage

Typically, the CBE would like to receive sites with both FAC and CCC finalized, but, in emergent cases, where the site is required for immediate construction needs, a developer can be released from their obligations over the building envelope area, with those obligations being transferred to the CBE to complete. Examples of these obligations would be site grading, landscaping, site drainage, connections to City services.

Ranking Criteria:

For school communities that meet the eligibility criteria, an analysis is undertaken using criteria in three categories: Community Growth Profile, Busing and Travel Time, and Accommodation. Points for each of the profiles are totalled and used to rank priorities for new school construction.

Design Only

When there has been government approval for the design of a school in a community in advance of full funding approval to construct the school, an exception to the standard ranking methodology will be made so that resources committed for the design of the school are maximized and construction occurs in a timely manner. For this reason, a community with design phase approval will not be assessed through the points ranking criteria and will be retained at the top of the next year's list.

Preschool Census

Total preschool census numbers are used for each community not just public school supporters. This provides a true reflection of the total number of potential students in a community.

Enrolment in CBE Schools (K-GR4 and GR5-9)

Actual September 30 enrolment numbers are used and include all students from the community who are accessing any CBE school. If a community already has a school, the capacity of the school will be subtracted from the number of students enrolled in the CBE. For example, in a community with 1,200 K-GR4 students and a 600 capacity K-GR4 school, the number of students counted in assessing enrolment for a second elementary school would be 600.

Population Growth

A matrix is used that takes into account the five year projected population growth by sector (based on the City's projections) and the ratio of the number of CBE students per housing unit in a given community. The City does not prepare population projections for individual communities but does annually prepare a population forecast by city sector in their *Suburban Residential Growth* document. Utilizing these sector population projections takes future growth into consideration. The use of these two measures together in a matrix results in the greatest number of points, in this category, being assigned to communities with the highest number of students per household that are located in areas of the city that are projected to have the highest population growth.

Travel Time

A matrix is used that takes into account median travel time as well as distance from the community to the designated school. Utilizing Bus Planner software, distance is calculated from the centre of a community to the regular program designated school. The use of these two measures together in a matrix results in the greatest number of points being assigned, in this category, to communities with the longest travel time and the greatest distance to travel.

Bus Receivers

Points are assigned to a community where there is a need for more than one bus receiver to accommodate the established grade configuration for the regular program (examples include but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9).

Existing or Approved School(s) in Community

The provision of a K-9 learning continuum for students within a community is desired. For middle school ranking, points are assigned to a community that has an existing K-GR4 school.

In some cases, this criterion could be included in the K-GR4 ranking process to address completion of a full school build out, in the event that provincial approvals are awarded in phases. This category does not apply for ranking a second elementary school within a community.

Transition Points

A transition point occurs when a cohort group of students move from one school to another. Typically a cohort group of students will have one transition point and move once between kindergarten and GR9 (e.g. K-GR4 in one school and GR5-9 in another or K-GR6 in one school and GR7-9 in another). In some situations, space may be limited at either elementary or junior/middle schools and it may be necessary to accommodate a cohort of students from a new and developing community in more than two schools for K-GR9 (e.g. K-GR4 in one school, GR5-6 in a second school and GR7-9 in a third school).

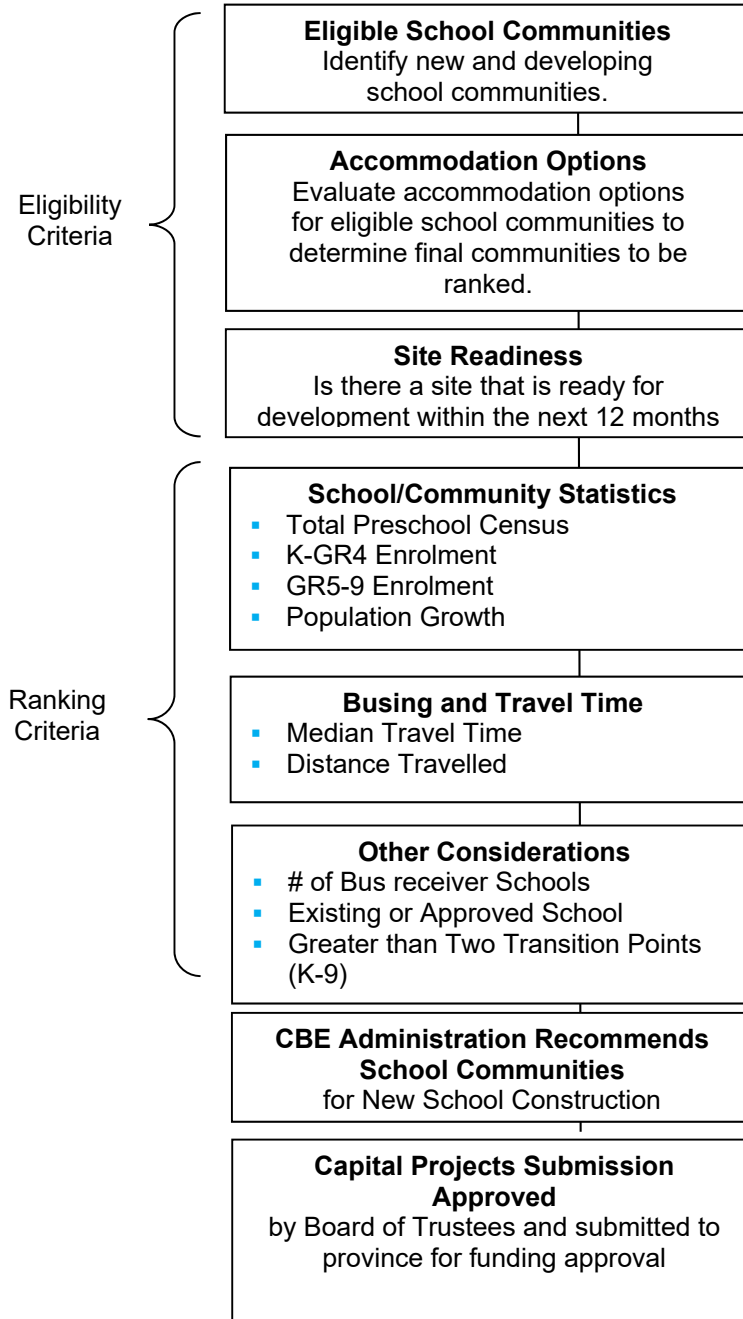
In some cases a K-GR9 grade configuration will be recommended. Examples of when this may occur include, but are not limited to, when community demographics demonstrate that a 900 student K-GR9 school is sufficient to accommodate students or when there is only one school site in a community and the site is sufficient in size to accommodate the building. Communities under consideration for a K-GR9 school are assessed through both the K-GR4 and GR5-9 point assessment process. The priority order is determined by the highest number of points in either of these two categories not by the combined number of points.

CBE's point assessment process is used for K-9 and does not apply in certain unique circumstances therefore the option exists for the placement of priorities for new school construction.

- Senior high schools are not ranked using point criteria, but are recommended on the priority list based on analysis of multiple factors such as:
 - availability of a site to construct a high school
 - high school utilization rates
 - student enrolment
 - community demographics
- Schools with unique settings or enrolments that do not lend themselves to the aforementioned ranking criteria may also be placed on a priority basis. Previous examples include Christine Meikle and Niitsitapi Learning Centre.

A flow chart summarizing the evaluation process for recommended new school construction follows:

Three-Year School Capital Plan New School Construction Evaluation Process



3.2 Construction Ranking: Kindergarten to Grade 9

Below is a summary of the points assigned for communities, for kindergarten to Grade 9, that are included in this year’s Capital Plan:

School Communities				
Rank	Community	Points	Planning Sector	Grade
1	Auburn Bay Elementary ⁽²⁾	1757	SE	K-4
2	Evanston Elementary ⁽²⁾	1716	N	K-4
3	Evanston Middle	1548	N	5-9
4	Sage Hill Elementary	1239	N	K-4
5	Sherwood/Nolan Hill Middle	1089	N	5-9
6	Nolan Hill Elementary	1066	N	K-4

Notes: ⁽²⁾ Indicates second K-4 school
 Only communities where their school site is ready for building construction have been included in the ranking analysis.

Based on the point assignment, some communities have a higher point total for a second elementary school in the community than for a middle school. Constructing a middle school prior to second elementary schools is desired for several reasons. Construction of a middle school completes the K-9 continuum of learning and adds 900 additional learning spaces in comparison to 600 for a second elementary school. These 300 additional learning spaces provide space for more students to attend school closer to home. When a second elementary school receives more points than a middle school within the same community, the middle school will be prioritized over the second elementary school.

CBE school communities ranked for new school construction must have a site available and have a student population large enough to sustain an elementary or middle/junior high school.

Section 4.0 contains further detail on the projects prioritized in this capital plan.

Details of the points assignment for all eligible communities are included in Appendix III.

The ranking criterion that was revised and approved in October 2014 uses actual numbers of students and potential students rather than assigning a value for a range of students as occurred with the previous criteria. This change has resulted in fewer ties for placement. In the case of a tie in ranking the following will be used to determine priority between the tied projects:

- Ties will be broken on total points of the first two community ranking categories.
- In the case where it is still tied, only the first community ranking category points will be used.

3.3 Construction Planning Criteria: Senior High Schools

A sector based approach is used to evaluate projects for new senior high school capital priorities. Utilization rates by planning sector are listed below:

Senior High Planning Sector Utilization		
Planning Sector	2018-2019	2018-2019
	Residence Utilization	Enrolment Utilization
Centre	31%	78%
East	57%	77%
North	283%	102%
NorthEast	153%	112%
NorthWest	98%	98%
South	72%	80%
SouthEast	182%	78%
West	86%	102%

Notes:

- Student numbers are based on ArcView data as at September 30, 2018
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)

The greatest demand for new senior high school space based on where students are living (by residence) continues to be in the north sector. A new high school in north Calgary, located in the community of Coventry Hills, was approved in March 2018 for design funding and is ranked as the number two priority in this School Capital Plan for construction.

3.4 Construction Priorities: Senior High Schools

Senior high school sites are identified through the City of Calgary Regional Context study process and procured through the Joint Use Agreement (see **Map 4**); these are not ranked using point criteria but are recommended on the new school construction priority list based on an analysis of factors such as:

- demographic information, including current and future student populations;
- availability of space in existing high schools;
- proximity of that space to student populations;
- City of Calgary's projected growth for the sector.

North High School

Construction of a new high school will allow CBE to accommodate high school students who live in the far northern communities at a school that is closer to where they live. The north sector is projected to be one of the fastest growing areas in the city, with an expected increase of approximately 17,500 people by 2022. This represents approximately 25% of the forecasted suburban residential growth in terms of total population.

The north sector includes many new and developing communities and has a large student population by residence. Overall, there are a total of 3,844 senior

high students living in the north sector enrolled at CBE schools this year. John G. Diefenbaker is the only high school in this sector and it has a provincial capacity of 1,503 student spaces. If all high school students living in this sector attended the only high school in the sector, the utilization rate would be 283%.

The primary catchment population for a north high school would be the Northern Hills communities, consisting of Harvest Hills, Coventry Hills (including Country Hills Village), Country Hills (north/south) and Panorama Hills, as well as the Hidden Valley community to the west. Combined, these five communities have a population of approximately 70,000 people. There are currently 1,415 students from these communities attending CBE high schools for Grades 10 - 12.

Students living in the northern hills communities currently attend four different CBE schools. Three of the schools are located in the centre sector and one is in the north sector.

- Crescent Heights (Coventry Hills, including Country Hills Village, Hidden Valley);
- Queen Elizabeth (Country Hills - south);
- James Fowler (Country Hills – north); and
- John G. Diefenbaker (Panorama Hills, Harvest Hills).

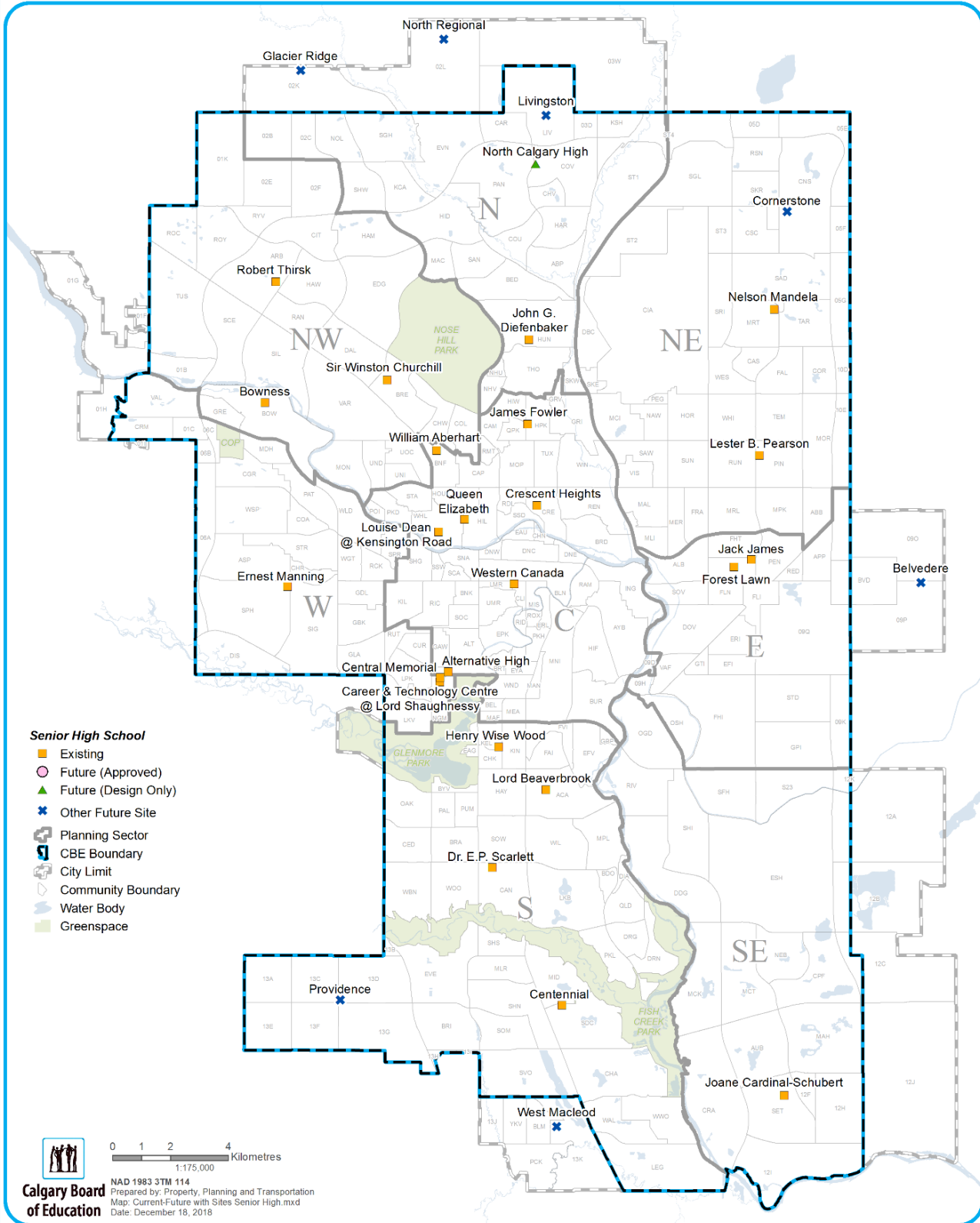
John G. Diefenbaker is the closest school and is located in the Huntington Hills community. Students attending Crescent Heights and Queen Elizabeth have long travel times to the inner city communities of Crescent Heights and West Hillhurst.

In addition to the Northern Hills communities there are several communities further north in the sector that are travelling long distances to attend high school. These communities are Carrington, Evanston, Kincora, Livingston, Nolan Hill, Sage Hill and Sherwood. All of these communities are still developing and the total population build-out is approximately 118,000 people over the next 15 to 20 years. Currently there are 860 GR10-12 students enrolled in CBE schools from these seven communities. This number will increase over the next five to ten years. One or more of these communities could be considered for designation to a new north high school if it is not at capacity with students from the Northern Hills communities.

A 23.6 acre senior high school site is located in the Coventry Hills community on Coventry Hills Way NE. Once constructed and open, a new high school in north Calgary is anticipated to operate at capacity for many years.

Map 4

Existing and Future Senior High Schools/Sites By Planning Sector

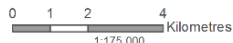


- Senior High School**
- Existing
 - Future (Approved)
 - Future (Design Only)
 - Other Future Site
- Planning Sector**
- CBE Boundary
 - City Limit
 - Community Boundary
 - Water Body
 - Greenspace



Calgary Board of Education

NAD 1983 3TM 114
 Prepared by: Property, Planning and Transportation
 Map: Current-Future with Sites Senior High.mxd
 Date: December 18, 2018



4.0 THREE-YEAR SCHOOL CAPITAL PLAN 2020-2023 – SUMMARY

Capital projects are reviewed and prioritized by the Ministry of Education prior to being submitted to the government's Capital Planning Initiative process led by the Treasury Board. The Capital Planning approval process has the following phases:

Phase 1: Capital Plan Submission

School boards submit School Capital Plans annually by April 1 each year

Phase 2: Project Evaluation & Prioritization

Projects are first assessed for accuracy and clarity and prioritized based on the Project Drivers and Level of Need criteria.

Provincial staff may meet with school jurisdictions to obtain further information as required

Phase 2: Project Drivers

- Health and Safety
- Building Condition
- Enrolment Pressures
- Functionality & Programming
- Legal

Phase 2: Level of need

- High (examples include health and safety, enrolment pressures such as utilization over 100%.
- Medium/high (1-3 year time frame)
- Medium (3-5 year timeframe)
- Low (7-10 year timeframe)

Phase 3: Project Definition

Preliminary site assessment and value scoping sessions if required

Phase 4: Budget and Scope

Functional plan, scope and budget development. Refinement of scope from project definition stage.

Phase 5: Provincial Capital Planning process

Recommendation to Treasury Board and Finance. Approval and implementation phase.

Following is a summary of recommended new school construction and major modernization projects. Table 1 (New School Construction) and Table 2 (School Modernizations) provides a summary of the recommended projects and project costs based on information from Alberta Infrastructure and taking into account the 2018 inflation rate. Sections 5.0 and 6.0 provide details of the recommended projects.

Projects are listed in order of priority. There is still a need for schools located where students live and are projected to live in the future. Details of modernization rankings are in Appendix II and details of new school construction priority rankings are identified in Appendix III.

The sections that follow this summary (Sections 5.0 and 6.0) describe the community and school profiles in order of priority. The maps in the top right corner of each page depict the location of the community described for new construction projects.

The following tables provide a summary of the new school construction and major modernization projects recommended for funding and these are identified on **Maps 5 and 6**.

Table 1: New School Construction					Number of Years Previously Listed in Capital Plan
Three-Year School Capital Plan 2020-2023 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2019 Cost (\$)	
C-1 Auburn Bay Middle (Design Funded)	5-9	New Request	Full buildout to 900	27,859,000	5
C-2 North Calgary High (Design Funded) ¹	10-12	New Request	Full buildout to 1800	62,000,000	6
C-3 Auburn Bay Elementary ⁽²⁾	K-4	New Request	Full buildout to 600	19,675,000	1
C-4 Evanston Middle	5-9	New Request	Full buildout to 900	31,144,000	6
YEAR 1 TOTAL				140,678,000	
YEAR 2					
Community/School	Grade	Project Status	Request Type	2019 Cost (\$)	
C-5 Evanston Elementary ⁽²⁾	K-4	New Request	Full buildout to 600	19,675,000	1
C-6 Sage Hill Elementary	K-4	New Request	Full buildout to 600	19,675,000	5
C-7 Sherwood/Nolan Hill Middle	5-9	New Request	Full buildout to 900	31,144,000	3
YEAR 2 TOTAL				70,494,000	
YEAR 3					
Community/School	Grade	Project Status	Request Type	2019 Cost (\$)	
C-8 Nolan Hill Elementary	K-4	New Request	Full buildout to 600	19,675,000	2
YEAR 3 TOTAL				19,675,000	
GRAND TOTAL				230,847,000	

Note: ¹ Senior high schools are not ranked using point criteria.

⁽²⁾ = second elementary school for the community

Table 2: School Major Modernizations					Number of Years Previously Listed in Capital Plan
Three-Year School Capital Plan 2020-2023 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2019 Cost (\$)	
M-1 John G. Diefenbaker High School	10-12	Modernization Request	Major Modernization	27,621,000	10
M-2 Nickle School	5-9	Modernization Request	Major Modernization	14,322,000	11
M-3 Ernest Morrow School	6-9	Modernization Request	Major Modernization	16,368,000	5
YEAR 1 TOTAL				58,311,000	
YEAR 2					
Community/School	Grade	Project Status	Request Type	2019 Cost (\$)	
M-4 A.E. Cross School	7-9	Modernization Request	Major Modernization	18,414,000	2
M-5 Janet Johnstone School	K-4	Modernization Request	Major Modernization	8,900,000	4
M-6 Annie Foote School	K-6	Modernization Request	Major Modernization	10,639,000	4
YEAR 2 TOTAL				37,953,000	
YEAR 3					
Community/School	Grade	Project Status	Request Type	2019 Cost (\$)	
M-7 Cedarbrae School	K-6	Modernization Request	Major Modernization	7,980,000	4
M-8 Altadore School	K-6	Modernization Request	Major Modernization	7,980,000	11
M-9 Ranchlands School	K-6	Modernization Request	Major Modernization	11,969,000	4
M-10 Queen Elizabeth School	K-6	Modernization Request	Major Modernization	8,900,000	4
YEAR 3 TOTAL				36,829,000	
GRAND TOTAL				133,093,000	

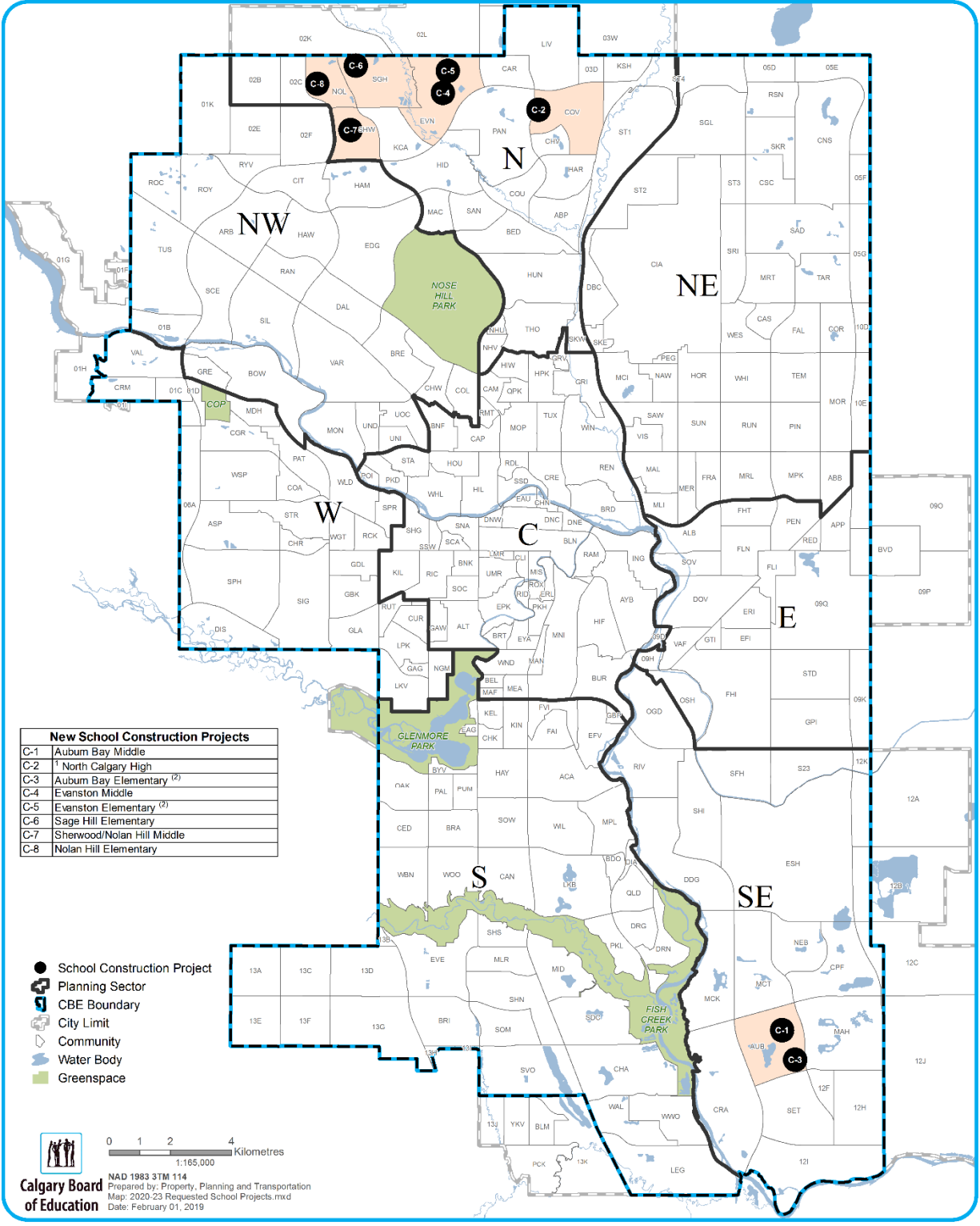
Table 3: New School Construction and Major Modernizations					
Three-Year School Capital Plan 2020-2023 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2019 Cost (\$)	Number of Years Previously Listed in Capital Plan
1 Auburn Bay Middle (Design Funded)	5-9	New Request	Full buildout to 900	27,859,000	5
2 North Calgary High (Design Funded) ¹	10-12	New Request	Full buildout to 1800	62,000,000	6
3 Auburn Bay Elementary ⁽²⁾	K-4	New Request	Full buildout to 600	19,675,000	1
4 Evanston Middle	5-9	New Request	Full buildout to 900	31,144,000	6
5 John G. Diefenbaker High School	10-12	Modernization Request	Major Modernization	27,621,000	10
6 Nickle School	5-9	Modernization Request	Major Modernization	14,322,000	11
7 Ernest Morrow School	6-9	Modernization Request	Major Modernization	16,368,000	5
				YEAR 1 TOTAL	198,989,000
YEAR 2					
Community/School	Grade	Project Status	Request Type	2019 Cost (\$)	Number of Years Previously Listed in Capital Plan
8 Evanston Elementary ⁽²⁾	K-4	New Request	Full buildout to 600	19,675,000	1
9 Sage Hill Elementary	K-4	New Request	Full buildout to 600	19,675,000	5
10 A.E. Cross School	7-9	Modernization Request	Major Modernization	18,414,000	2
11 Sherwood/Nolan Hill Middle	5-9	New Request	Full buildout to 900	31,144,000	3
12 Janet Johnstone School	K-4	Modernization Request	Major Modernization	8,900,000	4
13 Annie Foote School	K-6	Modernization Request	Major Modernization	10,639,000	4
				YEAR 2 TOTAL	108,447,000
YEAR 3					
Community/School	Grade	Project Status	Request Type	2019 Cost (\$)	Number of Years Previously Listed in Capital Plan
14 Nolan Hill Elementary	K-4	New Request	Full buildout to 600	19,675,000	2
15 Cedarbrae School	K-6	Modernization Request	Major Modernization	7,980,000	4
16 Altadore School	K-6	Modernization Request	Major Modernization	7,980,000	11
17 Ranchlands School	K-6	Modernization Request	Major Modernization	11,969,000	4
18 Queen Elizabeth School	K-6	Modernization Request	Major Modernization	8,900,000	4
				YEAR 3 TOTAL	56,504,000
				GRAND TOTAL	363,940,000

Note: ¹ Senior high schools are not ranked using point criteria. See page 24.

⁽²⁾ = second elementary school for the community

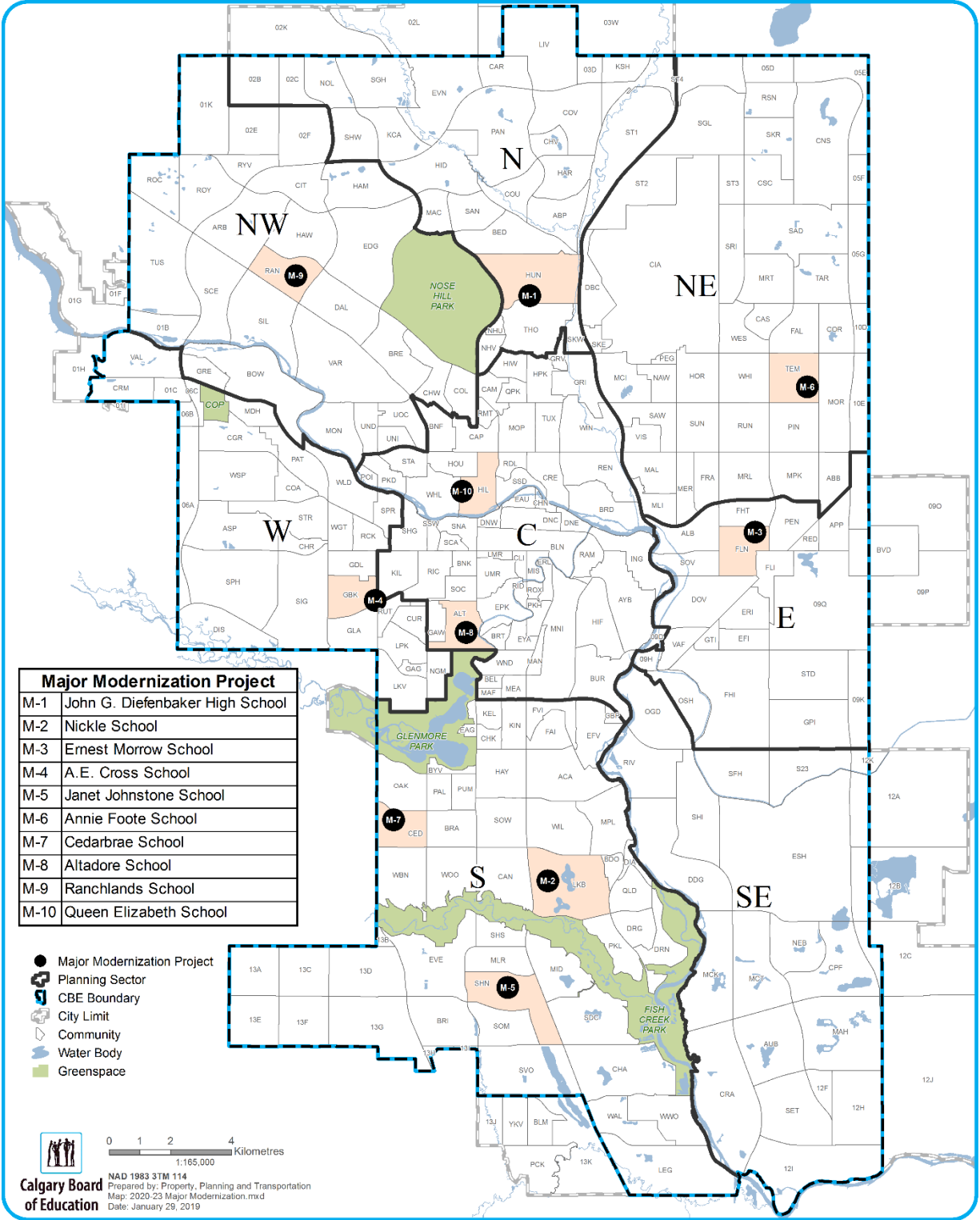
Map 5


New School Construction Projects 2020-2023





Map 6

Major Modernization Projects 2020-2023

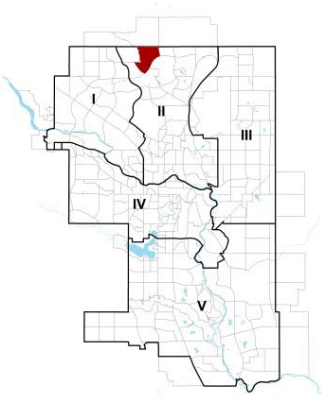



5.0	2020-2023 SCHOOL CAPITAL PLAN
New Construction	
Priority C-1 Auburn Bay Middle	
School Community Profile	
<p>Auburn Bay Community began development in 2005 and is located in the southeast sector of the City.</p> <ul style="list-style-type: none"> ▪ As of the April 2018 Census, the total number of occupied dwelling units was 5,807 with a population of 17,251. ▪ The community is planned for an estimated 6,557 housing units with a population capacity of 16,100 to 16,700. ▪ The community had an average annual population growth of 1,353 persons during the past three-year period. 	
	
Enrolment Profile	
<ul style="list-style-type: none"> ▪ As of the September 30, 2018, there were 925 kindergarten to Grade 4 and 541 Grades 5-9 students residing in the Auburn Bay community who attended CBE schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> ▪ Auburn Bay School (K-GR4) opened September 2016. The school is full and starting September 2018, K-4 students who cannot be accommodated at the school are overflowed to Andrew Sibbald School in Lake Bonavista. There is one more elementary site and one middle school site in Auburn Bay. ▪ Auburn Bay students in GR 5-9 are currently bused to Nickle School, which is located in the Lake Bonavista community in Area 5. 	
Recommendation	
<ul style="list-style-type: none"> ▪ Construct a middle school for 900 GR 5-9 students. ▪ The total project cost is budgeted at \$27,859,000. This does not include the design only costs which are currently funded at \$1,125,000. 	

5.0	2020-2023 SCHOOL CAPITAL PLAN
New Construction	
Priority C-2 North Calgary High	
School Community Profile	
<p>The North Calgary High School will serve the residents of the Northern Hills communities.</p> <ul style="list-style-type: none"> Currently, the north area is served by four high schools consisting of: Crescent Heights (Coventry Hills, Country Hills Village, Hidden Valley), Queen Elizabeth (Country Hills - south) James Fowler (Country Hills - north) and John G. Diefenbaker (Panorama Hills, Harvest Hills). 	
	
Enrolment Profile	
<ul style="list-style-type: none"> There are over 3,800 high school students living in the north sector of Calgary and only one high school located in that sector. John G. Diefenbaker High School has a provincial capacity of 1,503 student spaces and a utilization of 102%. If all high school students living in the north sector were accommodated at John G. Diefenbaker High School, the utilization rate by residence would be 283%. Combined, the Northern Hills communities (Harvest Hills, Country Hills, Country Hills Village, Coventry Hills (north/south), Panorama Hills and Hidden Valley currently have 1,415 students attending four different CBE high schools for Grades 10 - 12. There are seven additional new and developing communities in the north sector (Carrington, Evanston, Kincora, Livingston, Nolan Hill, Sage Hill and Sherwood) with many less than 50% built-out. When fully built-out over the next 15 to 20 years, there will be approximately 118,000 people living in these communities. Currently there are 860 GR10-12 students from these communities enrolled in CBE high schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> A 23.6 acre site in the west portion of Coventry Hills is available for a new senior high school. The bus ride is long for the more than 600 high school students living in Coventry Hills, Country Hills (south), Country Hills Village and Hidden Valley students who are currently designated to Crescent Heights and Queen Elizabeth High schools in the centre sector. Several communities in the north are bused significant distances. 	
Recommendation	
<ul style="list-style-type: none"> Construct a senior high school for 1,800 students. The total project cost is budgeted at \$62,000,000. This does not include the design only costs which are currently funded at \$2,250,000. 	

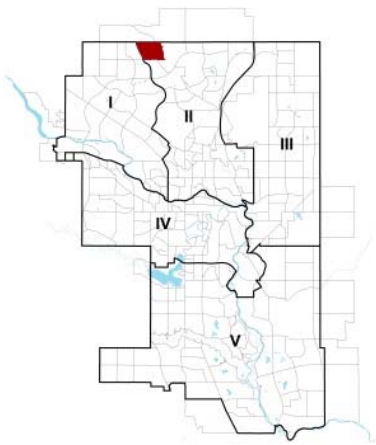
5.0	2020-2023 SCHOOL CAPITAL PLAN
New Construction	
Priority C-3 Auburn Bay Elementary⁽²⁾	
School Community Profile	
<p>Auburn Bay Community began housing construction in 2005 and is located in the southeast sector of the City.</p> <ul style="list-style-type: none"> ▪ As of the April 2018 Census, the total number of occupied dwelling units was 5,807 with a population of 17,251. ▪ The community is planned for an estimated 6,557 housing units with a population capacity of 16,100 to 16,700. ▪ The community had an average annual population growth of 1,353 persons during the past three-year period. 	
	
Enrolment Profile	
<ul style="list-style-type: none"> ▪ As of the April 2018 Census, there were a total of 2,065 preschool-aged children. ▪ As of September 30, 2018, there were 925 kindergarten to Grade 4 students residing in the Auburn Bay community who attended CBE schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> ▪ Auburn Bay Elementary (K-4) opened September 2016. The school is full and starting September 2018, K-4 students who cannot be accommodated at the school are overflowed to Andrew Sibbald School in Lake Bonavista. ▪ There is one more elementary site, which will be used for the second elementary school. 	
Recommendation	
<ul style="list-style-type: none"> ▪ Construct an elementary K-GR4 school for 600 students. ▪ The total project cost is budgeted at \$19,675,000. 	

Note: (2) = second elementary school for the community

5.0	2020-2023 SCHOOL CAPITAL PLAN
New Construction	
Priority C-4 Evanston Middle	
School Community Profile	
<p>Evanston Community began development in 2002 and is situated in the north sector of the city, north of Stoney Trail and east of Symons Valley Road.</p> <ul style="list-style-type: none"> As of the April 2018 Census, the total number of occupied dwelling units was 5,222 with a population of 17,251. The community is planned for an estimated 6,195 housing units with a population capacity of 18,300 to 18,800. The community had an average annual population growth of 1,456 persons during the past three-year period. 	
Enrolment Profile	
<ul style="list-style-type: none"> As of September 30, 2018, there were 875 kindergarten to Grade 4 and 533 Grades 5-9 students residing in the Evanston community who attended CBE schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> Kenneth D. Taylor School (K-GR4) opened September 2016. The school is full and starting September 2018, K-4 students who cannot be accommodated at the school are overflowed to Cambrian Heights School in Cambrian Heights. There is one more elementary site and one middle school site in Evanston. Evanston GR7-9 students are currently bused to Simon Fraser, which is located in the Brentwood community. 	
Recommendation	
<ul style="list-style-type: none"> Construct a middle school for 900 GR 5-9 students. The total project cost is budgeted at \$31,144,000. 	

5.0	2020-2023 SCHOOL CAPITAL PLAN
New Construction	
Priority C-5 Evanston Elementary⁽²⁾	
School Community Profile	
<p>Evanston Community began housing construction in 2002 and is located in the southeast sector of the City.</p> <ul style="list-style-type: none"> ▪ As of the April 2018 Census, the total number of occupied dwelling units was 5,222 with a population of 17,251. ▪ The community is planned for an estimated 6,195 housing units with a population capacity of 18,300 to 18,800. ▪ The community had an average annual population growth of 1,456 persons during the past three-year period. ▪ 	
	
Enrolment Profile	
<ul style="list-style-type: none"> ▪ As of the April 2018 Census, there were a total of 1,899 preschool-aged children. ▪ As of September 30, 2018, there were 875 kindergarten to Grade 4 students residing in the Evanston community who attended CBE schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> ▪ Kenneth D. Taylor (K-4) opened September 2016. The school is full and starting September 2018, K-4 students who cannot be accommodated at the school are overflowed to Cambrian Heights School in Cambrian Heights. ▪ There is one more elementary site, which will be used for the second elementary school. 	
Recommendation	
<ul style="list-style-type: none"> ▪ Construct an elementary K-GR4 school for 600 students. ▪ The total project cost is budgeted at \$19,675,000. 	

Note: (2) = second elementary school for the community

5.0	2020-2023 SCHOOL CAPITAL PLAN
New Construction	
Priority C-6 Sage Hill Elementary	
School Community Profile	
<p>Sage Hill Community began development in 2006 and is located in the north sector of the City.</p> <ul style="list-style-type: none"> ▪ As of the April 2018 Census, the total number of occupied dwelling units was 2,568 with a population of 7,219. ▪ The community is planned for an estimated 8,832 housing units with a population capacity of 20,100 to 20,900. ▪ The community had an average annual population growth of 880 persons during the past three-year period. 	
	
Enrolment Profile	
<ul style="list-style-type: none"> ▪ As of the April 2018 Census, there were a total of 822 preschool-aged children in Sage Hill. ▪ As of September 30, 2018, there were 287 kindergarten to Grade 4 students residing in the Sage Hill community who attended CBE schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> ▪ Sage Hill students are currently bused to Hawkwood School, which is located in the Hawkwood community. 	
Recommendation	
<ul style="list-style-type: none"> ▪ Construct an elementary K-GR4 school for 600 students. ▪ The total project cost is budgeted at \$19,675,000. 	

5.0 2020-2023 SCHOOL CAPITAL PLAN

New School Construction

Priority C-7 Sherwood/Nolan Hill Middle

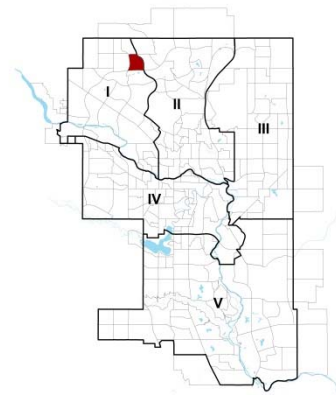
School Community Profile

Sherwood Community began development in 2006 and is located in the north sector of the City.

- As of the April 2018 Census, the total number of occupied dwelling units was 1,835 with a population of 5,864.
- The community is planned for an estimated 2,130 housing units with an estimated population capacity of 6,400 to 6,500.
- The community had an average annual population growth of 555 persons during the past three-year period.

Nolan Hill Community began development in 2009 and is located in the north sector of the City.


- As of the April 2018 Census, the total number of occupied dwelling units was 2,096 with a population of 6,454.
- The community is planned for an estimated 3,368 housing units with an estimated population capacity of 8,500 to 9,300.
- The community had an average annual population growth of 1,577 persons during the past three-year period.



Enrolment Profile

- As of September 30, 2018, there were 191 kindergarten to Grade 4 students and there were 246 Grades 5-9 students residing in the Sherwood community who attended CBE schools.
- As of September 30, 2018, there were 269 kindergarten to Grade 4 students and there were 253 Grades 5-9 students residing in the Nolan Hill community who attended CBE schools.
- As of September 30, 2018, the combined enrolment from the two communities was 455 kindergarten to Grade 4 students and 499 Grades 5-9 students attended CBE schools.

5.0	2020-2023 SCHOOL CAPITAL PLAN
New School Construction	
Priority C-7 Sherwood/Nolan Hill Middle	
Site Planning and Transportation	
<ul style="list-style-type: none"> ▪ There is a middle school site in Sherwood which is also intended to serve the community of Nolan Hill. ▪ Sherwood and Nolan Hill GR 7-9 students take City Transit to H.D. Cartwright School in the community of Ranchlands. 	
Recommendation	
<ul style="list-style-type: none"> ▪ Construct a middle school for 900 GR 5-9 students. ▪ The total project cost is budgeted at \$31,144,000. 	

5.0	2020-2023 SCHOOL CAPITAL PLAN
New Construction	
Priority C-8 Nolan Hill Elementary	
School Community Profile	
<p>Nolan Hill Community began development in 2009 and is located in the north sector of the City.</p> <ul style="list-style-type: none"> ▪ As of the April 2018 Census, the total number of occupied dwelling units was 2,096 with a population of 6,454. ▪ The community is planned for an estimated 3,368 housing units with an estimated population capacity of 8,500 to 9,300. ▪ The community had an average annual population growth of 1,577 persons during the past three-year period. 	
	
Enrolment Profile	
<ul style="list-style-type: none"> ▪ As of the April 2018 Census, there were a total of 667 preschool-aged children. ▪ As of September 30, 2018, there were 269 kindergarten to Grade 4 students residing in the Nolan Hill community who attended CBE schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> ▪ Nolan Hill students are currently bused to Ranchlands School, which is located in the Ranchlands community. Ranchlands School is full and starting in the 2019/2020 school year students will be bused to Belvedere Parkway School, which is located in the community of Bowness. 	
Recommendation	
<ul style="list-style-type: none"> ▪ Construct an elementary K-GR4 school for 600 students. ▪ The total project cost is budgeted at \$19,675,000. 	

6.0	2020-2023 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-1 John G. Diefenbaker High School	
<p>The school's current CTS programs require upgrading to meet current industry and CBE standards.</p> <p>CTS courses are designed to engage students in learning in authentic, relevant and personalized learning environments. Through this approach to learning, students transition from their high school experience more successfully into the world of work or into post-secondary education. Creating these personalized pathways through CTS courses and programs allow students the opportunity to examine their career goals and expand their interests in future success.</p>	
Facility Description	
<p>The original two storey building, complete with gymnasium, partial lower level (walkout) basement, performance space, and mechanical penthouse was constructed in 1971. In 1990, a single storey addition with lower level was added. Additionally, there are four dated modular units located on site. There have been several interior renovations over the years to improve existing spaces.</p> <p>Overall construction comprises a foundation of grade beams and strip footings complete with reinforced concrete slabs on grade. The superstructure consists of both exterior and interior masonry load bearing block, or poured in place walls and columns. Roof structure is steel deck on steel joists on bearing walls. The majority of the roof assembly is a bituminous built-up (BUR) system (last replaced in 1988).</p> <p>The exterior is a combination of red brick, ribbed block, and stucco. Windows are typically double glazed units and aluminum framed. Exterior doors are steel and painted.</p> <p>The total area of the main building is 13876 m² consisting of 54 classrooms. The classrooms range in size and have access to natural light.</p> <p>In 2007, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> ▪ Mechanical: requires upgrades (some space temperature controls require repair or replacement; life-cycle issues are soon to be an issue) ▪ Electrical: systems require upgrading (review and replace as required all life-cycle components) 	

6.0	2020-2023 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-1 John G. Diefenbaker High School	
Modernization	
<p>Due to the age and condition of the building components, a modernization will improve functionality, security, safety and will upgrade building infrastructure. There is a need to modernize instructional spaces in order to enhance the learning environment. This modernization will focus on upgrading CTS space throughout the school, and will include partial upgrading of the building envelope, mechanical and electrical systems, and replacement of worn architectural finishes and fixtures.</p> <p>This project will include a library to Learning Commons conversion, bringing the school into alignment with 21st century learning. Additional project items include building and code upgrades (sprinkler system), hazardous material abatement and addressing all gender washrooms and barrier-free accessibility.</p> <p>The total project cost is estimated to be \$27,621,000.</p>	

6.0	2020-2023 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-2 Nickle School	
Current and Future Student Accommodation Plan	
<p>Nickle School is located in southeast Calgary in the community of Lake Bonavista, which is an established community in the south planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program Nickle School currently accommodates the Regular program for Grades 7-9 students living in Bonavista Downs and Lake Bonavista and students in Grades 5-9 from the community of Auburn Bay. ▪ System Classes Nickle School currently accommodates Bridges and Learning and Literacy classes. <p>The long-term student accommodation plan for Nickle School is to accommodate students from their home area and students residing in new and developing communities in either the south or southeast planning sector. This school has been identified as one that is required by the CBE to accommodate students into the future.</p>	
Facility Description	
<p>The original school building was completed in 1970 with masonry and steel construction. The two additions were built in 1976 and 1985.</p> <p>The total area of the building is 6,951 m² consisting of 26 classrooms plus three portables for instruction. The classrooms range in size and have minimum access to natural light. The mechanical and electrical systems have exceeded their lifecycle expectancy and need upgrading or replacement.</p> <p>In 2007, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> ▪ Replace parts of roof that have not already been replaced ▪ Replace damaged caulking around perimeter ▪ Incorporate barrier-free items where applicable (i.e., automatic door openers) ▪ Mechanical features need upgrading (i.e., hot water tanks, exhaust fans, sprinklers) ▪ Upgrade various electrical various components, i.e., lights, exit signs, etc. 	
Modernization	
<p>A scope for modernization improvements is required due to the age and condition of the building components. The modernization would replace some of mechanical systems and damaged lockers, upgrade electrical system, finishes and millwork, reconfigure internal spaces, and renovate washrooms. The addition of mechanical control system and start/stop automation is recommended. Barrier-free accessibility, all gender washrooms, exiting and code upgrades (sprinkler system) would be addressed as well. The scope of this modernization strategy also includes upgrading of all the interior program spaces, and a library to Learning Commons conversion. The total project cost is estimated to be \$14,322,000.</p>	

6.0	2020-2023 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-3 Ernest Morrow School	
Current and Future Student Accommodation Plan	
<p>Ernest Morrow School is located in southeast Calgary in the community of Forest Heights which is an established community in the east planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program Ernest Morrow School currently accommodates the regular program for Grades 6-9 students living in Applewood, Forest Heights, Forest Lawn, Penbrooke Meadows and the area north of 17 Ave. S.E. and east of 52 St. S.E. ▪ System Classes Ernest Morrow School currently accommodates students in LEAD and Paced Learning Program classes. <p>The long-term student accommodation plan for Ernest Morrow is to accommodate students from the home area in the regular program. This school has been identified as one that is required by the CBE to accommodate students into the future.</p>	
Facility Description	
<p>The single-storey building was originally constructed in two parts, linked via a corridor. The first part was constructed in 1964, the second in 1966, and the corridor in 1976. The foundation consists of slab-on-grade floors on strip footings. The superstructure comprises concrete block walls and suspended concrete floors over the gymnasium. The roof structure consists of glulam beams complete with a bituminous membrane (SBS) system. The building is clad in brick and pre-finished metal siding. Many classrooms have access to natural light. The total area of the building is 8,120m² consisting of 67 classrooms for instruction.</p> <p>In 2011, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> ▪ Exterior: requires upgrades (painting, roof maintenance, etc.) ▪ Interior: requires upgrading (concrete floors in boiler room, barrier free features) ▪ Mechanical: systems require upgrading (chimney, roof drains, dampers, exhaust fans, etc.) ▪ Electrical: systems require upgrading (light fixtures, emergency lighting system) 	

6.0	2019-2022 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-3 Ernest Morrow School	
Modernization	
<p>The modernization will improve functionality, security and safety and will upgrade building infrastructure. The modernization includes upgrades of major mechanical and minor electrical systems upgrade and envelope upgrades (roof, windows and foundation repair). All worn finishes (flooring, ceilings, and paint) and worn fixtures will be replaced. Washroom upgrades and millwork replacement are part of the work.</p> <p>Instructional space upgrades are part of the modernization including a library to Learning Commons conversion and CTS upgrades. This modernization will address acoustic, barrier-free accessibility issues and security concerns. Site circulation/parking issues need to be addressed to ensure safety of staff and students accessing the site.</p> <p>The total project cost is estimated to be \$16,368,000.</p>	

6.0	2020-2023 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-4 A.E. Cross School	
Current and Future Student Accommodation Plan	
<p>A.E. Cross School is located in southwest Calgary in the community of Glenbrook, which is an established community in the west planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program A.E. Cross School currently accommodates the Regular program for Grades 7-9 students living in Glenbrook, Glamorgan, Killarney, Glengarry, Lincoln Park, Richmond, CFB Lincoln Park/Garrison Green, and Rutland Park. Students residing in Signal Hill are also currently designated to A.E. Cross School for Grades 7-9. ▪ Spanish Bilingual Starting in 2017, A.E. Cross began accommodating Grade 7 students and the program continues to expand by a grade each year until it reaches Grade 9 in September 2019. ▪ System Classes A.E. Cross School accommodates Paced Learning classes for Area 6 students. ▪ CBE Administration (Area 7) A.E. Cross School also currently accommodates the Area 7 office. <p>The long-term student accommodation plan for A.E. Cross School is to accommodate students from their home area and Grades 7-9 Spanish Bilingual students. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that enrolment will be at or near capacity.</p>	
Facility Description	
<p>The original building was built in 1961 with a major two-storey addition added in 1966. The building has a masonry and steel construction, wood-roof deck with masonry and curtain wall exterior. A modernization took place in 1983. The gross building area is 9,064 m² consisting of 36 classrooms, with the majority of the classrooms being slightly smaller than current standards. The provincial capacity of A.E. Cross School has been set at 878 student spaces. The gym, library, and administration space are typical size for a school of this capacity. The ancillary spaces are quite large compared to a classroom.</p> <p>The structure is considered to be in acceptable condition. Many of the classrooms have good natural lighting. Most of the building exterior is finished with low maintenance materials; however, the wood portions of the exterior are in need of maintenance. Floors are generally in acceptable condition with some needing repair/replacement.</p>	

6.0	2020-2023 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-4 A.E. Cross School	
Facility Description (cont'd)	
<p>In 2015, Alberta Infrastructure evaluated school facilities through VFA (formerly RECAPP) and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> ▪ Exterior: minor upgrades/repairs required (caulking, etc.) ▪ Interior: requires upgrading (worn and aging finishes) ▪ Mechanical: aging systems (50+years old) require replacement (HVAC system: steam boilers, ventilation, etc.) ▪ Electrical: systems require upgrading (expand current circuit system) 	
Modernization	
<p>The modernization will address replacement of major mechanical systems and electrical upgrades to improve thermal comfort and energy efficiency, and provide additional power and data outlets to address technology needs. The scope will include replacement of old and worn finishes and fixtures (e.g., vinyl-asbestos-tile flooring, wood flooring, and lockers), door and hardware replacement, and washroom upgrades. The modernization will include select program space renovations, library to Learning Commons conversion, hazardous material abatement, and building code and accessibility upgrades. The proposed project will modernize the whole facility and enhance the teaching environment.</p> <p>The total project cost is estimated to be \$18,414,000.</p>	

6.0	2020-2023 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-5 Janet Johnstone School	
Current and Future Student Accommodation Plan	
<p>Janet Johnstone School is located in southwest Calgary in the community of Shawnessy, which is in the south planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program Janet Johnstone School currently accommodates kindergarten to Grade 4 students living in Shawnessy, Millrise and Shawnee Slopes. ▪ French Immersion Janet Johnstone School accommodates kindergarten to Grade 4 French Immersion students from the communities of Evergreen, Millrise, Shawnee Slopes, Bridlewood, Shawnessy, Somerset and Silverado. <p>The long-term student accommodation plan for Janet Johnstone School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that the school will operate at or near capacity.</p>	
Facility Description	
<p>The one-storey building with a mezzanine was constructed in 1982 with a steel frame on a concrete foundation. The total area of the building is 3203.5 m² consisting of 12 core classrooms and 8 portable classrooms for instruction. The classrooms are slightly under current standards and have good natural light.</p> <p>In 2012, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made this recommendation:</p> <ul style="list-style-type: none"> ▪ Exterior: requires upgrades and replacement (metal siding, joint sealers, doors, windows, roof, skylights etc.) ▪ Interior: requires upgrading (paint, flooring, ceiling tiles, barrier free features, , replace room divider panels, lockers, toilet partitions, white boards and tack boards, millwork) ▪ Mechanical: systems require upgrading (controls system, fixtures, valves, replace hot water heater, boilers, HVAC upgrade, exhaust fans, etc.) ▪ Electrical: systems require upgrading (main electrical switchboard, circuit panels and motors, light fixtures, fire alarm panel, emergency lighting and life safety devices) 	
Modernization	
<p>The modernization would upgrade the entire mechanical and electrical systems as noted above in the facility description. The project would also upgrade building code deficiencies to add barrier-free accessibility, all gender washrooms and a library to Learning Commons conversion. The modernization includes replacement of worn architectural finishes, fixtures and millwork.</p> <p>The total project cost is estimated to be \$8,900,000.</p>	

6.0	2020-2023 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-6 Annie Foote School	
Current and Future Student Accommodation Plan	
<p>Annie Foote School is located in northeast Calgary in the community of Temple, which is an established community in the northeast planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program <ul style="list-style-type: none"> Annie Foote School currently accommodates kindergarten to Grade 6 students living in Temple. The school also accommodates kindergarten to Grade 6 students from the new and developing community of Skyview Ranch. <p>The long-term student accommodation plan for Annie Foote School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that the school will operate at or near capacity.</p>	
Facility Description	
<p>The single storey brick building was constructed in 1980 with a total gross floor area of 3904 m². The Provincial capacity is 473 students from pre-school through Grade 6. There are 9 relocatable classrooms with a total area of 841.5 m², located on the northwest side of the original building. Eight of those classrooms were installed in 1980, with the 2 blocks of 4 separated by an outdoor courtyard. The final relocatable classroom was attached to the north of the east wing later.</p> <p>In 2012, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> ▪ Exterior: requires upgrades (replace wood soffit and windows, etc.) ▪ Interior: requires upgrading (painting, barrier free features, seal all fire separation penetrations, replace gym divider and damaged doors, white boards) ▪ Mechanical: systems require upgrading (controls system, replace water heater, condensing unit, air handling unit, etc.) ▪ Electrical: systems require upgrading (light fixtures, fire alarm panel, emergency lighting and life safety devices) 	

6.0	2020-2023 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-6 Annie Foote School	
Modernization	
<p>The modernization will improve functionality, security, safety and will upgrade building infrastructure. The modernization includes upgrades of major mechanical and minor electrical systems upgrade and envelope upgrades (roof, windows and foundation repair). All worn finishes (flooring, ceilings, and paint) and worn fixtures will be replaced. Washroom upgrades and millwork replacement are part of the work. Code upgrades will be included in the modernization.</p> <p>Instructional space upgrades are part of the modernization including a library to Learning Commons conversion. This modernization will address acoustic, barrier-free accessibility issues, all gender washrooms and security concerns. Site circulation/parking issues need to be addressed to ensure safety of staff and students accessing the site.</p> <p>The total project cost is estimated to be \$10,639,000.</p>	

6.0	2020-2023 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-7 Cedarbrae School	
Current and Future Student Accommodation Plan	
<p>Cedarbrae School is located in southwest Calgary in the community of Cedarbrae, which is an established community in the south planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program - Cedarbrae School currently accommodates kindergarten to Grade 6 students living in Cedarbrae. <p>The long-term student accommodation plan for Cedarbrae School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that the school will operate at or near capacity.</p>	
Facility Description	
<p>The single-storey building was constructed in 1976 complete with concrete footings and foundational walls. The structure comprises slab-on-grade floors, steel frame with masonry columns, open web steel joist and metal roof deck.</p> <p>The original built-up-roof (BUR) roof was replaced with SBS roofing in 2011. The building is clad brick and stucco, pre-finished metal flashing, with cladding below windows. Many classrooms have access to natural light. The total area of the building is 2,852 m² consisting of 11 classrooms for instruction.</p> <p>In 2012, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition with the exception of the electrical systems which were marginal. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> ▪ Exterior: requires upgrades (replace windows, skylights, doors, roof access door, stucco/wood soffits and metal siding; seals around openings and control joints, fix water leaks in basement). ▪ Interior: requires upgrading (finishes, millwork, window coverings refinish wood floor, replace folding/accordion partition doors, white/tack boards, toilet partitions, acoustic wall panels) ▪ Mechanical: requires upgrading (replace control valves, DHW tank+pumps, fixtures, boilers, chimney, condensing unit, AHU, HW distribution system, fans, humidifiers, fin tube radiation system, and controls system). ▪ Electrical: systems require upgrading (light fixtures, Main MDP & breaker panel boards, motor controls, speaker system, security system including panel). 	
Modernization	
<p>The modernization will improve functionality, security, safety and will upgrade building infrastructure. The modernization includes upgrades of mechanical and electrical systems upgrade and envelope upgrades (windows, doors and walls). All worn finishes (flooring, ceilings, and paint) and worn fixtures will be replaced. Washroom upgrades and millwork replacement are part of the work. Code upgrades will be included in the modernization.</p> <p>Instructional space upgrades are part of the modernization including a library to Learning Commons conversion. This modernization will address acoustic, barrier-free accessibility issues, all gender washrooms and security concerns.</p> <p>The total project cost is estimated to be \$7,980,000.</p>	

6.0	2020-2023 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-8 Altadore School	
Current and Future Student Accommodation Plan	
<p>Altadore School is located in southwest Calgary in the community of Altadore which is in the inner city in the Centre planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program - Altadore School currently accommodates the Regular program for kindergarten to Grade 6 students living in Altadore and Garrison Woods. <p>The long-term student accommodation plan for Altadore School is to accommodate students from Altadore and Garrison Woods. Garrison Woods was part of the Canada Lands redevelopment of the old Canadian Forces Base (CFB). This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that enrolment will be at or near capacity.</p>	
Facility Description	
<p>The one-storey building was constructed in 1952 with a wood frame on a concrete foundation. The school was renovated in 2002 with new exterior cladding, windows, doors, skylights and roof. A barrier-free washroom was provided in 2002; however, the remainder of the school requires barrier-free renovations. The total area of the building is 2,737 m² consisting of 15 classrooms for instruction. Most of the classrooms are similar to current standards and have good natural light.</p> <p>In 2010, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made this recommendation:</p> <p>Mechanical: systems require upgrading (hot water tanks, boiler, ventilators, etc.)</p>	
Modernization	
<p>The modernization would upgrade the entire mechanical systems: replace hot water tanks, steam boilers, breeching, steam piping, controls, exhaust fans, radiation system, and unit ventilators. Electrical upgrades would consist of cabling and electrical wiring upgrades. The project would also upgrade building code deficiencies (including sprinkler systems) with full barrier-free accessibility, and a library to Learning Commons conversion and all gender washrooms.</p> <p>The total project cost is estimated to be \$7,980,000.</p>	

6.0	2020-2023 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-9 Ranchlands School	
Current and Future Student Accommodation Plan	
<p>Ranchlands School is located in northwest Calgary in the community of Ranchlands, which is an established community in the northwest planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program Ranchlands School currently accommodates kindergarten to Grade 6 students living in Ranchlands. The school is also a bus receiver school for students living in the new and developing communities of Sherwood. ▪ Complex Learning Classes Ranchlands School accommodates PLP (Paced Learning Program) classes. PLP classes are classes for students in Grades 4-12 who have been identified with mild or moderate cognitive (intellectual) development disabilities. <p>The long-term student accommodation plan for Ranchlands School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that the school will operate at or near capacity.</p>	
Facility Description	
<p>The permanent 2-storey building was constructed in 1980. Eight relocatables (4 two-storey blocks) were included as part of the original construction.</p> <p>The core building construction includes concrete footings and grade beams, load-bearing masonry perimeter and interior walls and open webbed steel joists and metal Q-deck. Boiler room is below-grade. The total area of the building is 4,285 m² consisting of 11 classrooms and 8 relocatable classrooms for instruction. Core floor area is 3,476 m² with a relocatable area of 809 m².</p> <p>In 2013, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations that would need to be addressed as the building passes its 35 year:</p> <ul style="list-style-type: none"> ▪ Exterior: requires upgrades (envelope restoration, repoint mortar joints, replace metal siding, joint sealer, windows, doors, gutters & downspouts, skylights.) ▪ Interior: requires upgrading (replace folding partitions, flooring, acoustic panels, ceiling tiles, elevator and lift, white/tack boards, toilet partitions, paint walls, fire stop penetrations through walls, millwork , window coverings) ▪ Mechanical: requires upgrades (replace fixtures, valves, DHW Heater, boilers, chimney, condensing and air distribution units, HW distribution unit, exhaust fans, finned tube radiation units, upgrade BAS controls) ▪ Electrical: systems require upgrading (replace light fixtures, emergency/fire and security systems, switch and panel boards, motor controls, speaker system). 	

6.0	2019-2022 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-9 Ranchlands School	
Modernization	
<p>The modernization will improve functionality, security, safety and will upgrade building infrastructure. The modernization includes upgrades of mechanical and electrical systems and envelope upgrades (windows, doors and walls). All worn finishes (flooring, ceilings, and paint) and worn fixtures will be replaced. Washroom upgrades and millwork replacement are part of the work.</p> <p>Instructional space upgrades are part of the modernization including a library to Learning Commons conversion. This modernization will address acoustic, barrier-free accessibility issues, code issues, all gender washrooms and security concerns.</p> <p>The total project cost is estimated to be \$11,969,000.</p>	

6.0	2019-2022 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-10 Queen Elizabeth School	
Current and Future Student Accommodation Plan	
<p>Queen Elizabeth School is located in north central Calgary in the community of West Hillhurst, which is an established community in the Centre planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program Queen Elizabeth School currently accommodates kindergarten to Grade 6 students living in West Hillhurst and a portion of Hillhurst. <p>The long-term student accommodation plan for Queen Elizabeth School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that the school will operate at or near capacity.</p>	
Facility Description	
<p>The two-storey brick veneer building with partial basement was constructed in 1957. Structurally the building consists of poured concrete foundation walls, footings and slabs-on-grade, the crawl space & basement walls consist of masonry block or concrete assembly. The second floor has a poured concrete floor supported by masonry block walls, concrete columns and steel columns. Structural reinforced concrete block walls support the roof assembly. Open web steel joists support wood decking over second floor classrooms and gymnasium. The total area of the building is 3,197 m² consisting of 15 classrooms for instruction.</p> <p>In 2009, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition, except the electrical systems that are in marginal condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> ▪ Exterior: requires upgrades (replace metal siding, reseal all joints, seal exposed concrete, replace wood windows and shading devices, skylights, partial roof replacement, pave parking lot,) ▪ Interior: requires upgrading (refinish wood doors, replace toilet partitions, worn stair surfaces, handrails, wall panelling and tile, flooring, acoustic panelling, and ceiling tiles, millwork, window coverings, elevator) ▪ Mechanical: requires upgrades (replace fixtures, valves, steam boilers and entire steam distribution system, chimney, exhaust fans, gym HVAC unit, controls system) ▪ Electrical: systems require upgrading (light fixtures and switches, panel boards, motor controls, branch wiring, emergency lighting, fire alarm and security system, speaker system). 	

6.0	2019-2022 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-10 Queen Elizabeth School	
Modernization	
<p>The modernization will improve functionality, security, safety and will upgrade building infrastructure. The modernization includes upgrades of mechanical and electrical systems upgrade and envelope upgrades (windows, doors and walls). All worn finishes (flooring, ceilings, and paint) and worn fixtures will be replaced. Washroom upgrades and millwork replacement are part of the work.</p> <p>Instructional space upgrades are part of the modernization including a library to Learning Commons conversion. This modernization will address acoustic, barrier-free accessibility issues including an elevator, all gender washroom and security concerns and code upgrades (including a sprinkler system).</p> <p>The total project cost is estimated to be \$8,900,000.</p>	

Capacity and Utilization

Table 1: Capacity by Residence for K-GR9 (%)

K-GR9 Students by Residence 2018-2019			
Planning Sector	Elementary/Junior High Students	Elementary/Junior High Capacity	% Utilization
Centre	9,199	14,604	63.0%
East	4,219	6,047	69.8%
North	13,836	10,522	131.5%
NorthEast	16,929	18,635	90.8%
NorthWest	13,918	18,772	74.1%
South	16,018	24,391	65.7%
SouthEast	10,574	9,144	115.6%
West	9,007	11,462	78.6%
Total	93,700	113,577	82.5%

Notes:

- Student numbers are based on ArcView data as at September 30, 2018 (K@FTE to Grade 9)
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)
- Under-utilized and over-utilized are shown on **Map 7**

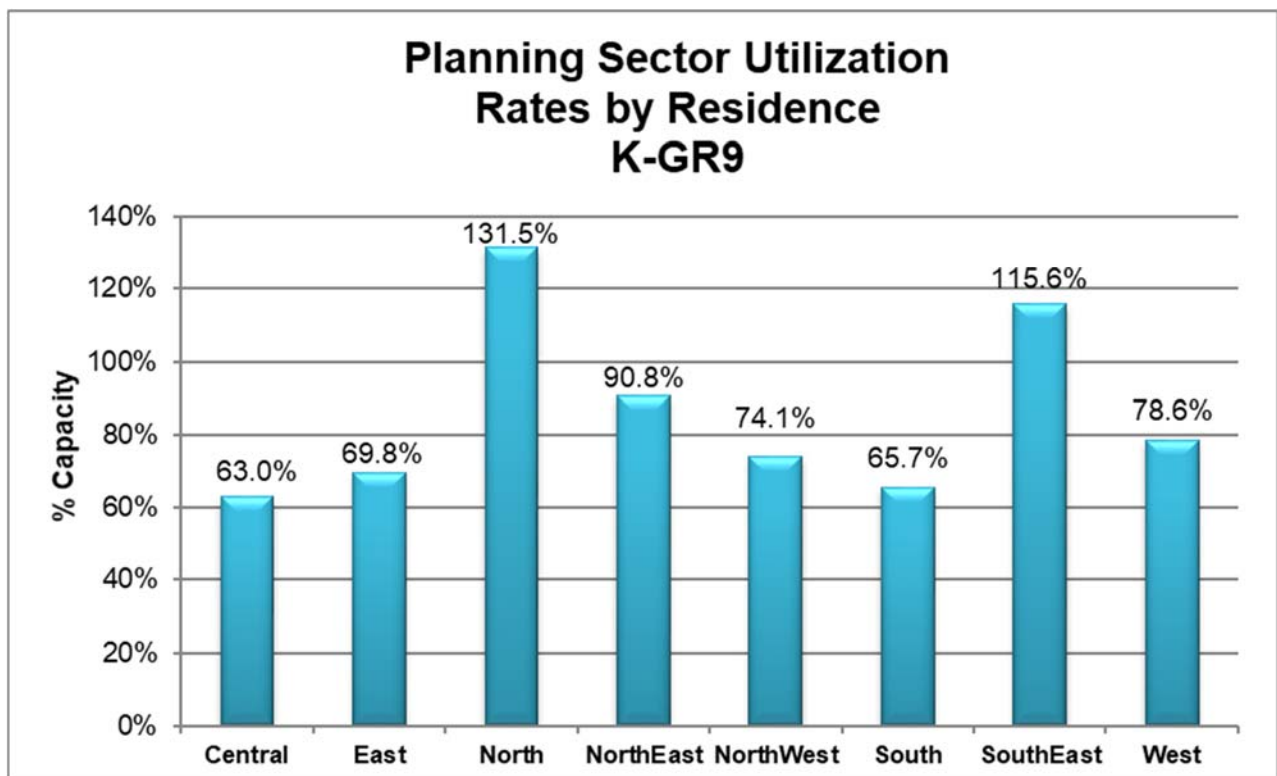


Table 2: Capacity by Residence for Senior High (%)

Senior High (GR10-12) Students by Residence 2018-2019			
Planning Sector	Senior High Students	Senior High Capacity	% Utilization
Centre	2,927	9,323	31.4%
East	1,484	2,609	56.9%
North	4,248	1,503	282.6%
NorthEast	5,381	3,527	152.6%
NorthWest	5,181	5,272	98.3%
South	5,790	8,014	72.2%
SouthEast	3,064	1,680	182.4%
West	3,218	3,727	86.3%
Total	31,293	35,655	87.8%

Notes:

- Student numbers are based on ArcView data as at September 30, 2018
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)
- Under-utilized and over-utilized are shown on **Map 8**

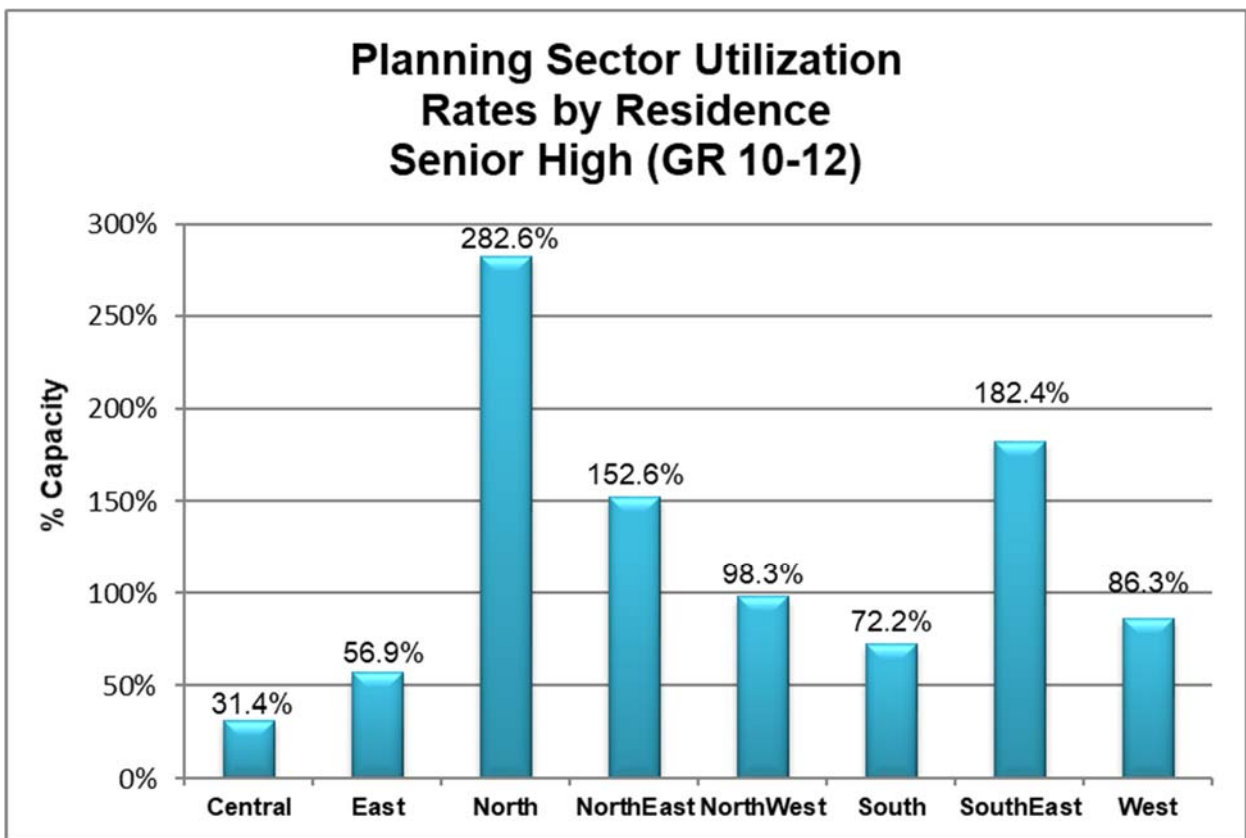


Table 3: Capacity by Enrolment for K-GR9 (%)

K-GR9 Students by Enrolment 2018-2019			
Planning Sector	Elementary/Junior High Students	Elementary/Junior High Capacity	% Utilization
Centre	12,424	14,604	85.1%
East	4,336	6,047	71.7%
North	9,466	10,522	90.0%
NorthEast	16,066	18,635	86.2%
NorthWest	16,067	18,772	85.6%
South	18,735	24,391	76.8%
SouthEast	7,993	9,144	87.4%
West	8,856	11,462	77.3%
Total	93,943	113,577	82.7%

Notes:

- Student numbers are based on ArcView data as at September 30, 2018 (K@FTE to Grade 9)
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)

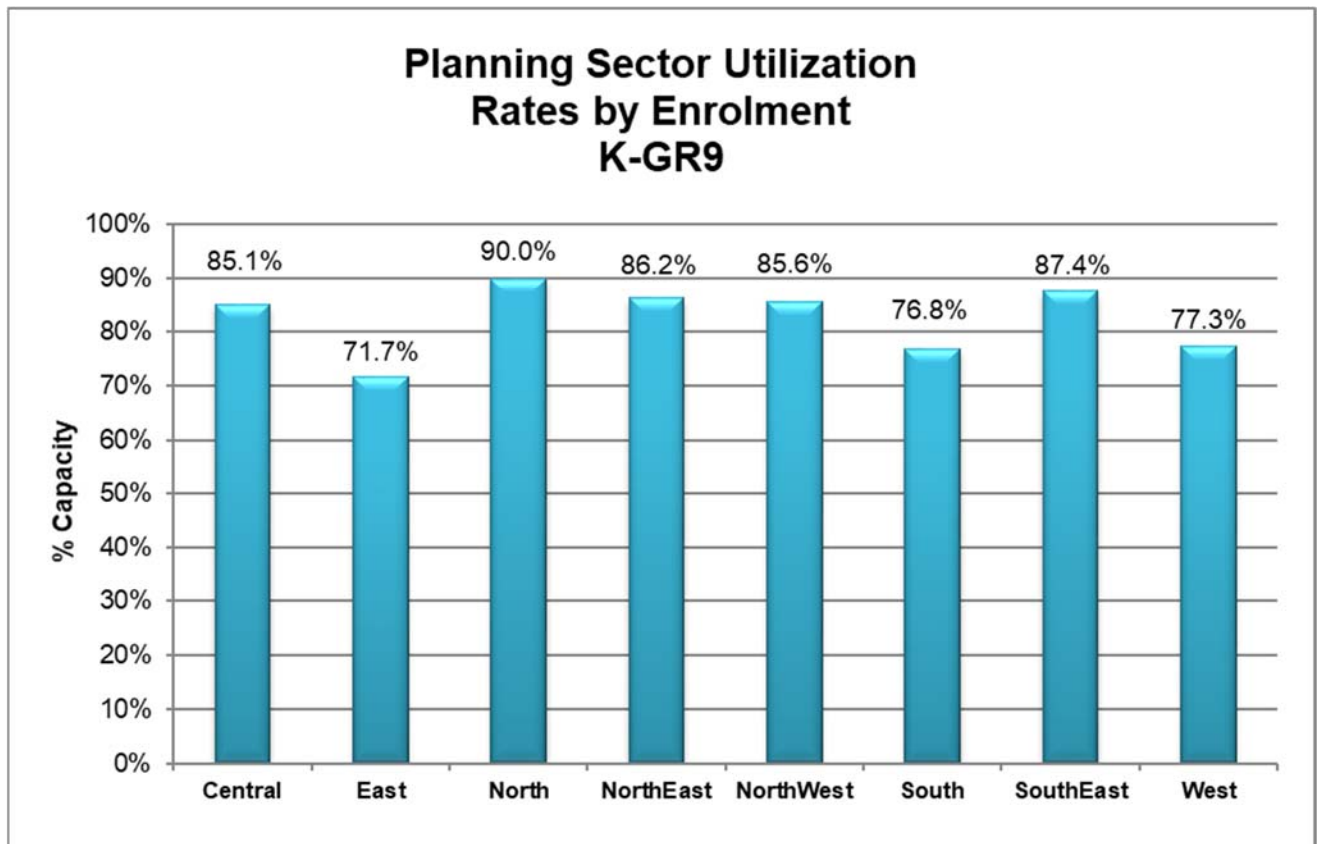
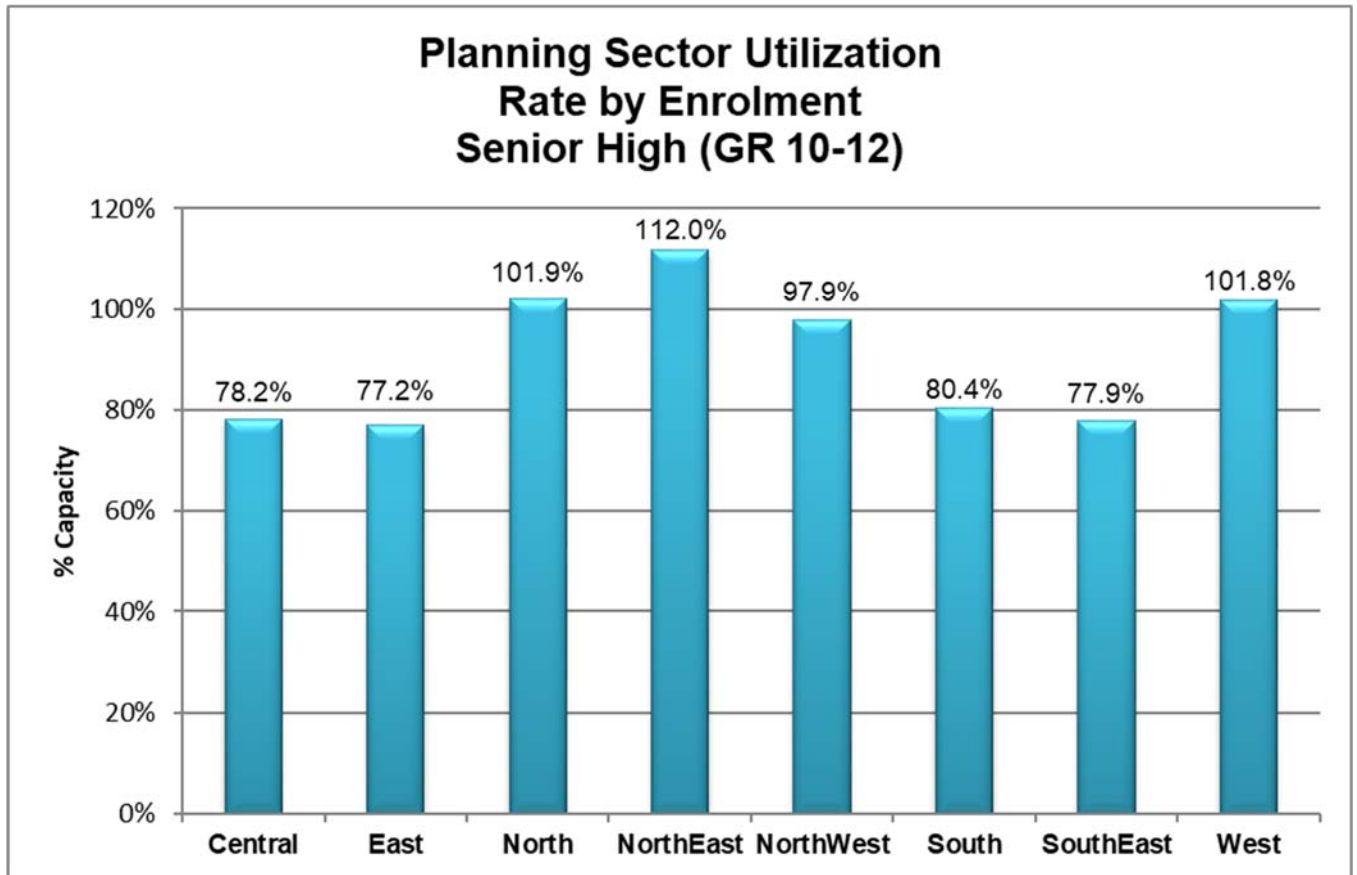


Table 4: Capacity by Enrolment for Senior High (%)

Senior High (GR10-12) Students by Enrolment 2018-2019			
Planning Sector	Senior High Students	Senior High Capacity	% Utilization
Centre	7,288	9,323	78.2%
East	2,013	2,609	77.2%
North	1,532	1,503	101.9%
NorthEast	3,949	3,527	112.0%
NorthWest	5,159	5,272	97.9%
South	6,441	8,014	80.4%
SouthEast	1,308	1,680	77.9%
West	3,795	3,727	101.8%
Total	31,485	35,655	88.3%

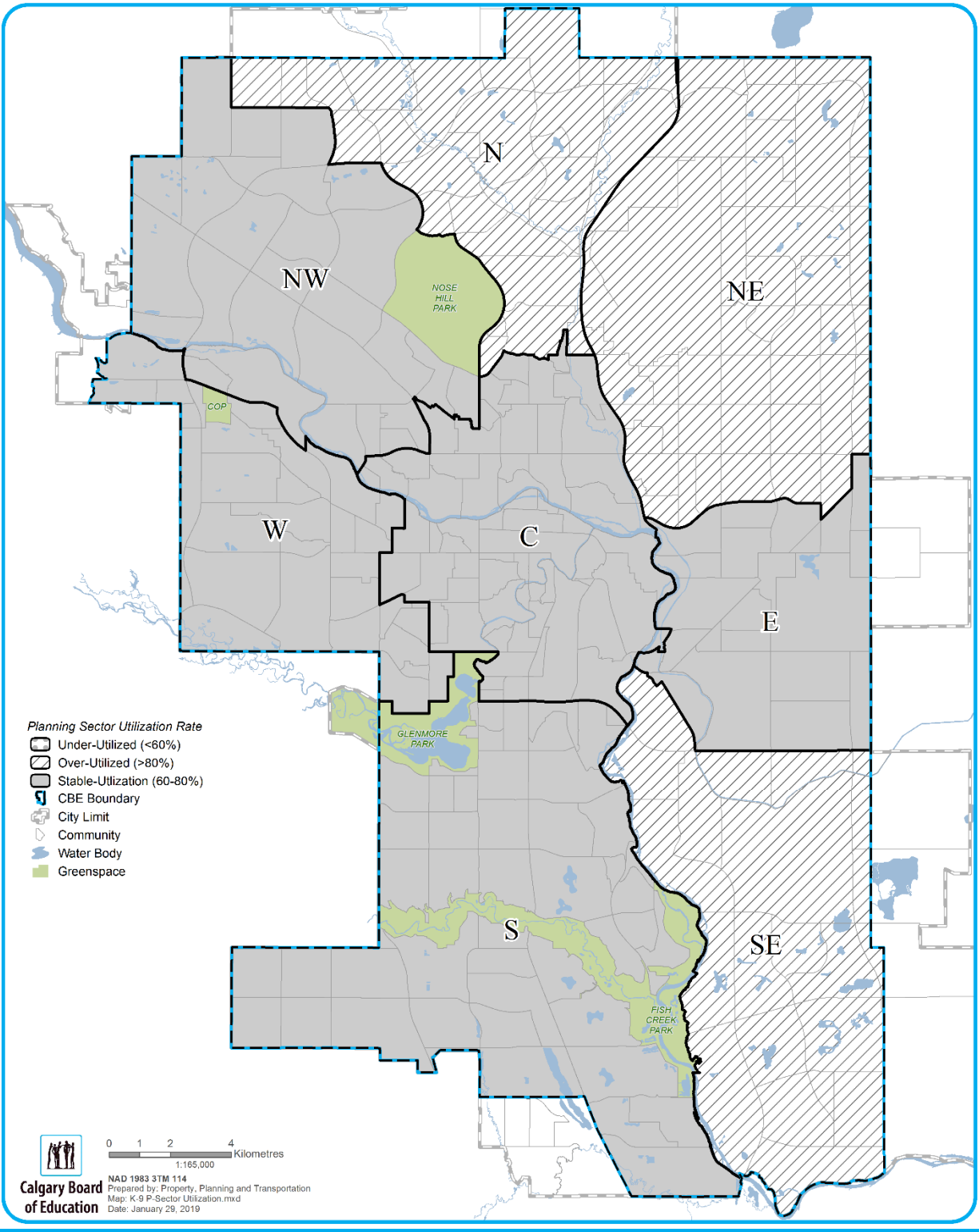
Notes:

- Student numbers are based on ArcView data as at September 30, 2018
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)



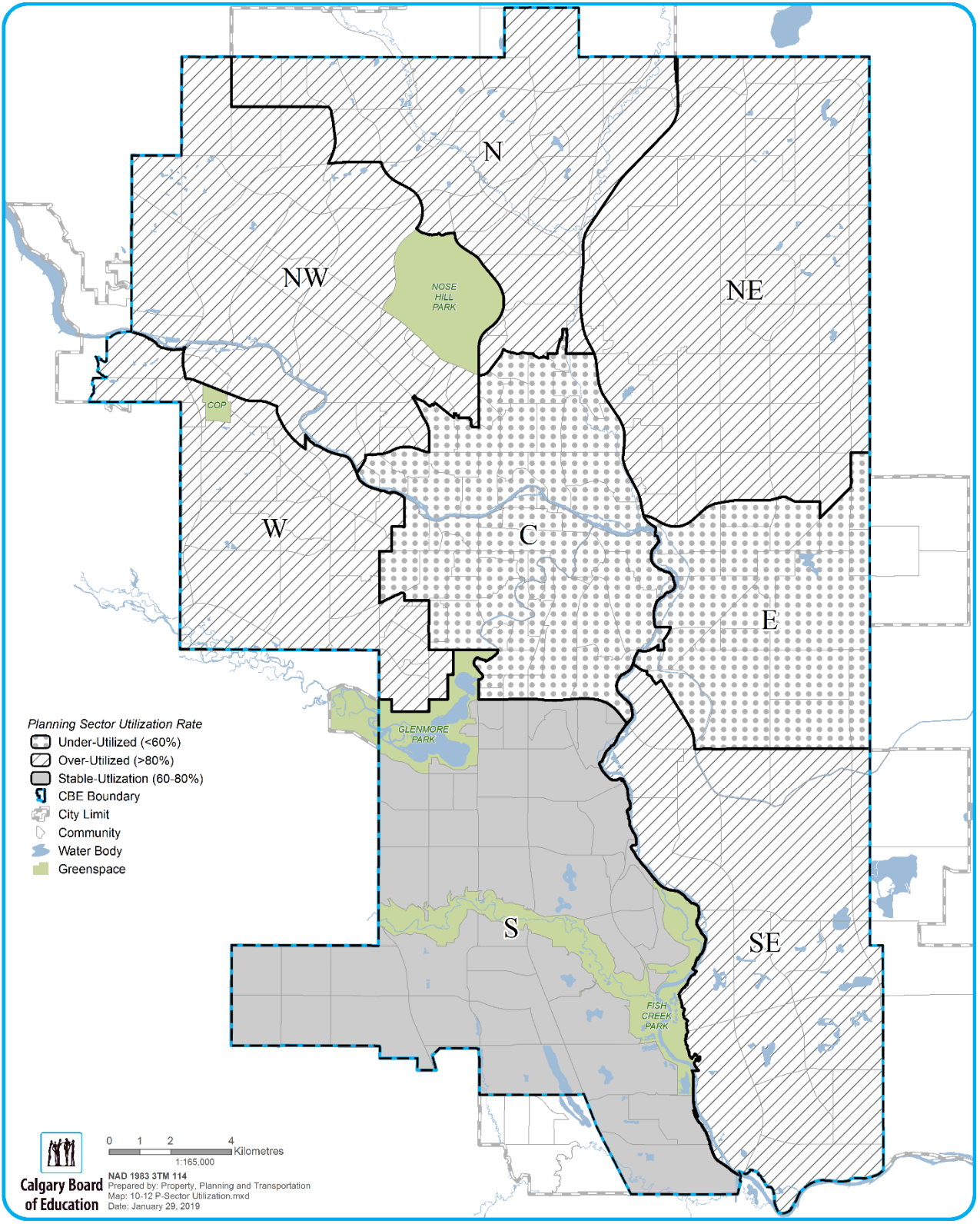
Map 7

Planning Sector Utilization by Residence Kindergarten to Grade 9



Map 8

Planning Sector Utilization by Residence Grades 10 to 12



APPENDIX II

Modernization Information

Rank	Modernization	Points	Planning Sector	Grade
1	John G. Diefenbaker High School	78	North	10-12
2	Nickle School	59	South	5-9
3	Ernest Morrow School	53	East	6-9
4	A.E. Cross School	51	West	7-9
5	Janet Johnstone School	46	South	K-4
6	Annie Foote School	40	Northeast	K-6
7	Cedarbrae School	47	South	K-6
8	Altadore School	43	Centre	K-6
9	Ranchlands School	44	Northwest	K-6
10	Queen Elizabeth School	38	Centre	K-6

**Major Modernization Ranking Points
2020-2023 Capital Submission**

School	Programming Requirements	5 Year Projected Enrolment	Quality of Site to Serve Students	Ability to Upgrade	Facility Maintenance Based on RECAPP adjusted for time	Total Points
John G. Diefenbaker High School	35	10	4	9	20	78
Nickle School	10	10	7	12	20	59
Ernest Morrow School	10	10	3	10	20	53
A.E. Cross School	10	6	6	9	20	51
Janet Johnstone School	-	10	4	12	20	46
Annie Foote School	-	10	4	11	15	40
Cedarbrae School	-	10	4	13	20	47
Altadore School	-	10	4	9	20	43
Ranchlands School	-	10	3	11	20	44
Queen Elizabeth School	-	10	6	7	15	38

MAJOR MODERNIZATION RANKING CRITERIA

Programming requirements (maximum number of points = 35)	Points
Superintendent's Team to identify and prioritize modernization projects that are required to meet CBE system programming priorities	35
5 Year projected enrolment (maximum number of points = 10)	
Projected utilization is less than 79%	0
Projected utilization is between 80 to 84%	2
Projected utilization is between 85 to 89%	4
Projected utilization is between 90 to 94%	6
Projected utilization is between 95 to 99%	8
Projected utilization is greater than 100%	10
Quality of site location to serve students (maximum number of points = 10)	
Usable frontages	2
Site location	2
Site constraint factors	2
Grand-fathered clauses	2
Ability to adjust/reconfigure site	2
<i>Ranking Range for this category: 0 (difficult to upgrade) to 2 (very easy to upgrade)</i>	
Ability to upgrade in terms of teaching environment and minimizing costs (maximum number of points = 20)	
Structural characteristics - post tension slabs	2
Barrier free accessibility (e.g. # of levels, space for washrooms, ramps and elevators)	2
Services available - age, capacity	2
Mechanical systems - age, capacity	2
Electrical systems - age, capacity	2
Sprinkler system required (size of water lines)	2
Washroom count - capacity cap	2
Program space - (e.g. size of classrooms, CTS spaces)	2
Parking (bylaw compliant) - ability to expand	2
Hazardous material-abatement	2
<i>Ranking Range for this category: 0 (difficult to upgrade) to 2 (very easy to upgrade)</i>	
Facility Maintenance based on Provincial RECAPP (maximum number of points = 25)	
Excellent	5
Very Good	10
Good	15
Fair	20
Poor	25
<i>Note: the higher the number, the poorer the facility</i>	

Community Ranking for New Schools

Rank	Community	Points	Planning Sector	Grade
1	Auburn Bay Elementary ⁽²⁾	1757	SE	K-4
2	Evanston Elementary ⁽²⁾	1716	N	K-4
3	Evanston Middle	1548	N	5-9
4	Sage Hill Elementary	1239	N	K-4
5	Sherwood/Nolan Hill Middle	1089	N	5-9
6	Nolan Hill Elementary	1066	N	K-4
7	Kincora Elementary	968	N	K-4
8	Cougar Ridge Elementary	926	W	K-4
9	Signal Hill Middle	903	W	5-9
10	Country Hills/Harvest Hills Elementary**	885	N	K-4
11	Walden Elementary	865	S	K-4
12	Redstone Elementary	801	NE	K-4
13	Aspen Woods Middle	760	W	5-9
14	Sherwood Elementary	732	N	K-4
15	Cityscape/Redstone Middle	672	NE	5-9
16	Valley Ridge/Crestmont Elementary	625	W	K-4
17	Country Hills/Harvest Hills Middle**	588	N	K-4
18	Legacy Middle	325	S	5-9
19	Livingston Elementary	127	N	K-4

- Notes:
- ⁽²⁾ Indicates second K-4 school
 - ** Combined Country Hills/Harvest Hills into K-9 grade configuration
(Communities under consideration for a K-GR9 school are assessed through both the K-GR4 and GR5-9 point assessment process. The priority order is determined by the highest number of points in either of these two categories not by the combined number of points)
 - Only communities where their school site is ready for building construction have been included in the ranking analysis.
 - Projects that have received Design funding are not be assessed through the points ranking criteria and will be retained at the top of the next year's list.

K-GR4 Statistics 2020-2023 Capital Submission

Community	Community Growth Profile (statistics)				Busing and Travel Time (statistics)			Existing K-GR4 School Awarded in Phases or Design Only School Approved
	2018 Total Pre-school Census	Elementary (K-GR4) Enrolment	Projected Population Growth by Sector (%)	Ratio of K-GR4 CBE Enrolment to # of Housing Units in Community (%)	Median Travel Time (minutes)	Direct Distance Travelled (km's)	More than one Bus Receiver within two school years	
North Planning Sector								
Country Hills / Harvest Hills	543	282	25	8	17	6	yes	no
*Evanston ⁽²⁾	*1310	*286	25	17	nbr	nbr	no	no
Kincora	518	330	25	16	14	6	no	no
Livingston	0	17	25	7	38	12	yes	no
Nolan Hill	667	269	25	13	20	9	yes	no
Sage Hill	822	287	25	11	23	9	yes	no
Sherwood	411	191	25	10	20	8	yes	no
Northeast Planning Sector								
Redstone	450	191	23	15	32	14	yes	no
South Planning Sector								
Walden	527	218	18	11	24	5	yes	no
Southeast Planning Sector								
*Auburn Bay ⁽²⁾	*1316	*321	27	16	nbr	nbr	yes	no
West Planning Sector								
Cougar Ridge	579	307	5	14	7	2	no	no
Valley Ridge / Crestmont	386	199	5	9	21	6	no	no

- Notes:
1. Pre-school Census is the "Total" number of pre-school children 2013-2017. (Statistics from the City of Calgary "Pre-School Children 2018").
 2. School ⁽²⁾ = the community has a new school constructed or approved and can support a second K-GR4 school.
 3. Housing Units information from The City of Calgary "2018 Civic Census".
 4. Median Travel Time – "nbr" no bus receiver for that community.
 5. More than one bus receiver school required for established grade configuration within two school years.
(examples include, but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9)
(Busing and Travel Time information as per Transportation Services)
 6. Only communities where their school site is ready for building construction have been included in the ranking analysis.

* **Evanston⁽²⁾** – deducted 589 (current provincial capacity) from pre-school (1899-589=1310) total & K-GR4 (875-589=286) total, as it would be their second elementary.
Auburn Bay⁽²⁾ – deducted 604 (current provincial capacity) from pre-school (1920-604=1316) total & K-GR4 (925-604=321) total, as it would be their second elementary.

K-GR4 Ranking Points 2020-2023 Capital Submission

Community	Community Growth Profile (points)			Busing and Travel Time (points)			
	2018 Total Pre-school Census	Elementary (K-GR4) Enrolment	Projected Population Growth / K-GR4 Enrolment to Housing Units	Median Travel Time / Direct Distance Travelled	More than one Bus Receiver within two school years	Existing K-GR4 School Awarded in Phases or Design Only School Approved	Total Points
North Planning Sector							
Country Hills/Harvest Hills	543	282	50	10	0	0	885
Evanston ⁽²⁾	1310	286	70	0	50	0	1716
Kincora	518	330	70	0	0	0	918
Livingston	0	17	50	60	0	0	127
Nolan Hill	667	269	60	20	50	0	1066
Sage Hill	822	287	60	20	50	0	1239
Sherwood	411	191	60	20	50	0	732
Northeast Planning Sector							
Redstone	450	191	60	50	50	0	801
South Planning Sector							
Walden	527	218	50	20	50	0	865
Southeast Planning Sector							
Auburn Bay ⁽²⁾	1316	321	70	0	50	0	1757
West Planning Sector							
Cougar Ridge	579	307	40	0	0	0	926
Valley Ridge/Crestmont	386	199	30	0	0	0	615

- Notes:
- 0 points in Community Growth Profile = 0 points in Busing and Travel Time.
 - Pre-school Census includes "Total" number of pre-school children 2013-2017. (Statistics from the City of Calgary "Pre-School Children 2018").
 - Communities that have a new school constructed or approved and can only support one K-GR4 school are not ranked.
 - School ⁽²⁾ = the community has a new school constructed or approved and can support a second K-GR4 school. For communities that already have an elementary school, their current provincial capacity is deducted from their Pre-School and K-GR4 enrolments.
 - Bus Receivers – More than one bus receiver school required for established grade configuration within two school years (examples include, but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9).
 - Only communities where their school site is ready for building construction have been included in the ranking analysis.

Middle/Junior (Grades 5-9) Statistics 2020-2023 Capital Submission

	Community Growth Profile (statistics)				Busing and Travel Time (statistics)			Accommodation Plan	
	Elementary (K-GR4) Enrolment	Middle (GR 5-9) Enrolment	Projected Population Growth by Sector (%)	Ratio of GR5-9 CBE Enrolment to # of Housing Units in Community (%)	Median Travel Time (minutes)	Direct Distance Travelled (km's)	More than one Bus Receiver within two school years	Existing K-GR4 or Design Only School Approved or in Existence	Greater Than Two Transition Points
North Planning Sector									
Country Hills/ Harvest Hills	282	256	25	7	14	8	no	no	no
Evanston	875	533	25	10	19	15	no	yes	no
Sage Hill	287	203	25	8	27	12	no	no	no
Sherwood/Nolan Hill	460	499	25	13	22	8	no	no	no
Northeast Planning Sector									
Cityscape/Redstone	325	227	23	12	44	14	no	no	no
South Planning Sector									
Legacy	153	102	18	5	23	13	no	no	no
Silverado	300	185	18	8	21	12	no	yes	no
Southeast Planning Sector									
**Auburn Bay	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
West Planning Sector									
Aspen Woods	369	301	5	10	13	4	no	yes	no
Signal Hill	415	388	5	7	22	4	no	yes	no

- Notes:
1. Housing information from The City of Calgary "2018 Civic Census".
 2. Bus Receivers – More than one bus receiver school required for established grade configuration within two years. (examples include, but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9).
 3. Only communities where their school site is ready for building construction have been included in the ranking analysis.

** Received Design Funding in 2018 and therefore is not be assessed through the points ranking criteria and will be retained at the top of the next year's list.

Middle/Junior (Grades 5-9) Ranking Points 2020-2023 Capital Submission

Community	Community Growth Profile (points)			Busing and Travel Time (points)		Accommodation Plan (points)		Total Points
	Elementary (K-GR4) Enrolment	Middle (GR 5-9) Enrolment	Projected Population Growth / GR5-9 Enrolment to Housing Units	Median Travel Time / Direct Distance Travelled	Greater than one Bus Receiver within two school years	Existing K-GR4 or Design Only School Approved or in Existence	Greater Than Two Transition Points	
North Planning Sector								
Country Hills/ Harvest Hills	282	256	50	0	0	0	0	588
Evanston	875	533	60	30	0	50	0	1548
Sage Hill	287	203	50	40	0	0	0	580
Sherwood/Nolan Hill	460	499	60	20	0	0	0	1039
Northeast Planning Sector								
Cityscape/Redstone	325	227	50	70	0	0	0	672
South Planning Sector								
Legacy	153	102	40	30	0	0	0	325
Silverado	300	185	40	30	0	50	0	605
Southeast Planning Sector								
Auburn Bay**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
West Planning Sector								
Aspen Woods	369	301	40	0	0	50	0	760
Signal Hill	415	388	30	20	0	50	0	903

- Notes: 1. 0 points in Community Growth Profile = 0 points in Busing and Travel Time.
2. Bus Receivers – More than one bus receiver school required for established grade configuration within two school years. (examples include, but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9).
5. Only communities where their school site is ready for building construction have been included in the ranking analysis.

** Received Design Funding in 2018 and therefore is not be assessed through the points ranking criteria and will be retained at the top of the next year's list.

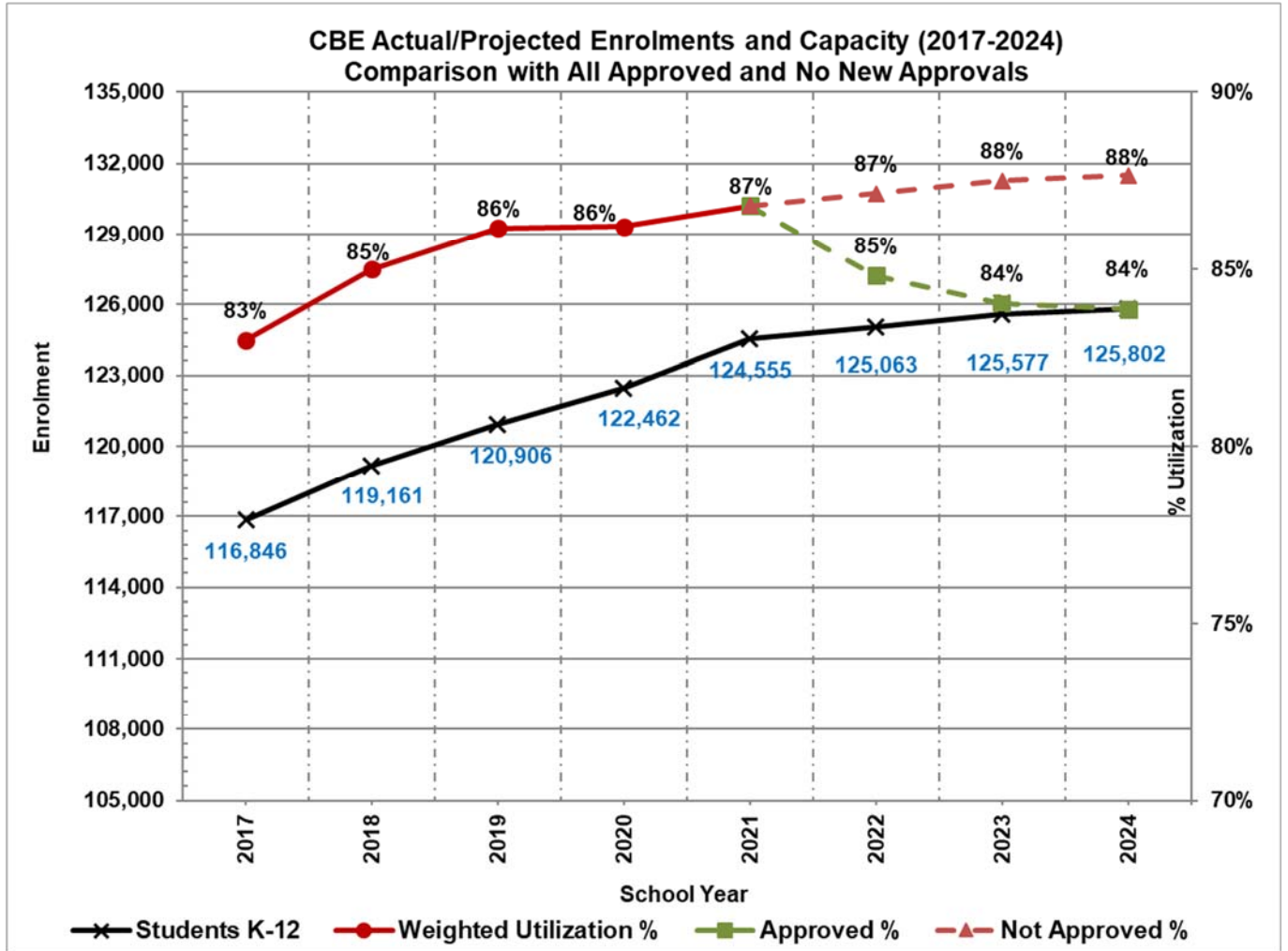
CBE Point Assignments

Kindergarten - Grade 4						
Pre-school Census (Age 1-5)						
Pre-school Census (Age 1-5)*					Actual Value	
<i>* Prepared by the City of Calgary annually</i>						
Current K-GR4 Enrolment						
Current K-GR4 Enrolment - September 30, 2017 enrolment					Actual Value	
Projected Population / Ratio of Enrolment to Housing Units						
Ratio of K-GR4 Enrolment to # of Housing Units in Community (%) (September 30th of each year)						
	≤4%	5 to 9%	10 to 14%	15 to 19%	20 to 24%	≥25 %
Projected 5 Year Sector Population Growth (%)**						
Less than 5%	10 points	20 points	30 points	40 points	50 points	60 points
5 to 14%	20 points	30 points	40 points	50 points	60 points	70 points
15 to 24%	30 points	40 points	50 points	60 points	70 points	80 points
Greater than 25 %	40 points	50 points	60 points	70 points	80 points	90 points
<i>** Based on City of Calgary Suburban Residential Growth (Prepared Annually)</i>						
Median Travel Time / Distance Travelled						
	Distance Travelled (km's)*					
	≤9	10 to 14	15 to 19	20 to 24	≥25	
Median Travel Time						
15-19 minutes	10 points	20 points	30 points	40 points	50 points	
20-24 minutes	20 points	30 points	40 points	50 points	60 points	
25-29 minutes	30 points	40 points	50 points	60 points	70 points	
30-34 minutes	40 points	50 points	60 points	70 points	80 points	
35-39 minutes	50 points	60 points	70 points	80 points	90 points	
≥40 minutes	60 points	70 points	80 points	90 points	100 points	
<i>* Distance travelled calculated using ARCGIS to determine "centre" of the community to bus receiver school</i>						
Other Considerations:						
Bus Receiver - Elementary						
More than one bus receiver school required for established grade configuration within two school years (examples include but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9)					50 points	
Existing K-GR4 School or Design Only School approved or in existence					50 points	
Notes:						
1. If a community already has a school or a design only school, the capacity of the school will be subtracted from the number of students enrolled in the CBE.						
2. When there is a design only school in a community, an exception to the standard ranking methodology will be made.						

CBE Point Assignments

Middle (Grade 5-9)						
K-GR4 Enrolment						
Current K-GR4 Enrolment - September 30, 2017 enrolment	Actual Value					
GR5-9 Enrolment						
Current GR5-9 Enrolment - September 30, 2017 enrolment	Actual Value					
Projected Population / Ratio of Enrolment to Housing Units						
Ratio of GR5-9 Enrolment to # of Housing Units in Community (%) (September 30th of each year)						
	≤4%	5 to 9%	10 to 14%	15 to 19%	20 to 24%	≥25 %
Projected 5 Year Sector Population Growth (%)*						
Less than 5%	10 points	20 points	30 points	40 points	50 points	60 points
5 to 14%	20 points	30 points	40 points	50 points	60 points	70 points
15 to 24%	30 points	40 points	50 points	60 points	70 points	80 points
Greater than 25 %	40 points	50 points	60 points	70 points	80 points	90 points
<i>* Based on City of Calgary Suburban Residential Growth (Prepared Annually)</i>						
Median Travel Time / Distance Travelled						
Distance Travelled (km's)**						
	≤9	10 to 14	15 to 19	20 to 24	≥25	
Median Travel Time						
15-19 minutes	10 points	20 points	30 points	40 points	50 points	
20-24 minutes	20 points	30 points	40 points	50 points	60 points	
25-29 minutes	30 points	40 points	50 points	60 points	70 points	
30-34 minutes	40 points	50 points	60 points	70 points	80 points	
35-39 minutes	50 points	60 points	70 points	80 points	90 points	
≥40 minutes	60 points	70 points	80 points	90 points	100 points	
<i>** Distance travelled calculated using GIS to determine "centre" of the community to bus receiver school</i>						
Other Considerations:						
Bus Receiver More than one bus receiver school required for established grade configuration within two years (examples include but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9)						50 points
Existing K-GR4 School or Design Only School approved or in existence						50 points
Greater than 2 Transition Points (K-GR9)						50 points
Notes:						
1. If a community already has a school or a design only school, the capacity of the school will be subtracted from the number of students enrolled in the CBE.						
2. When there is a design only school in a community, an exception to the standard ranking methodology will be made.						

CBE System Utilization



CBE Definitions

Additions/Expansions:	Changes the gross area of building
CTS:	Career and Technology Studies
Modernization:	Supports modernization of a building
Provincial Net Capacity:	Determined by dividing the total instructional area by an area per student grid based on their grade configuration (as per Alberta Education/Alberta Infrastructure’s School Capital Manual), plus CTS, gym and library space.
RECAPP:	Renewal Capital Asset Planning Process
VFA:	The name of the software used by Alberta Infrastructure for facility assessments
School Community	Attendance Area Boundary

CBE Formulas

Utilization Rate	= $\frac{\text{Weighted enrolment [K@FTE + enrolment + (Special Ed. } \times 3)]}{\text{Provincial capacity (student spaces)}}$
Weighted Enrolment	= (Total kindergarten divided by 2 [K@FTE]) + Grades 1-12 enrolment + (Special Education at 3:1)

Alberta Education/Alberta Infrastructure School Capital Manual Definitions

Area Capacity and Utilization Report	A report from Infrastructure that provides total capacity and utilization rates for a jurisdiction and its school facilities.
Barrier-Free	The <i>Alberta Building Code</i> defines the requirements to ensure that a school facility can accommodate people with special needs.
Capacity	The capacity of a new school and the method by which it is established as approved by Alberta Infrastructure. Records of capacity for all Alberta schools are maintained by Infrastructure and reflect the capacity established at the time of construction, minus any exclusions or exemptions subsequently approved by Infrastructure.
Capital Funding	Funding provided to school jurisdictions for school building projects in accordance with Alberta Education’s approved budget schedule.
Code Requirements	The minimum requirements for construction defined by the <i>Alberta Building Code</i> and those standards referenced in the <i>Code</i> .
Core School	A school building that is constructed with a permanent core and can be expanded or contracted by the addition or removal of modular classrooms.
Facilities Plan	A general or broad plan for facilities and facility development within a school jurisdiction.

Facility Evaluation	Assessment of facility characteristics, which includes site, architectural and engineering components, maintenance planning, safety, space adequacy and environment protection, to determine the ability of the building to accommodate current and future needs.
Full-time Equivalent Occupancy	Is used as a measurement of space utilization. Enrolment is calculated on the number of student spaces occupied throughout the school day. Part time student use is expressed in terms of full-time equivalent students (FTEs).
Furniture & Equipment	Includes basic furnishings such as desks, seating, storage cabinets, tables and fixtures that are normally provided under a contract separate from the general construction contract.
Infrastructure Maintenance and Renewal (IMR) program	Provides funding to (a) replace building and site components which have failed and pose health and safety problems for students and staff, (b) extend the useful life of school facilities and sites and (c) maintain the quality of the school environment.
Instructional Area	Those areas of a school building that are designated for purposes of instruction, examinations and other student activities where direct or indirect student-teacher interaction is maintained or scheduled. Also included are storage areas considered directly related to various instructional areas (i.e. gym storage, drama storage and science preparation areas).
Inventory of Space	A listing of a school jurisdiction's owned or leased facilities, which include facility area and usage.
Life Cycle Costing	Process that examines all costs associated with a facility project for the extent of its lifetime.
Modernization Project	The restoration of an entire or a portion of a school facility to improve its functional adequacy and suitability for present and future educational programs.
Modular Classroom	Prototypical portable classroom units built at a central location and transported to schools across Alberta. These units are based on specifications that ensure significantly improved heating and ventilation, soundproofing, resistance to mould, cost of serviceability and several other factors that differentiate them from the older portables that are also part of schools across the province.
New Capacity	In the event that a new construction project adjusts the capacity rating, a new capacity will be incorporated to reconcile the school jurisdiction's total capacity one year after the date of Ministerial approval of the tender or alternate to tender scheme of construction.
Right-Sizing	Reduction in capacity of an existing school to provide a more efficient use of the facility due to declining enrolments.
School Building Project	Means (i) the purchase, erection, relocation, renovation, furnishing or quipping of, (ii) making of structural changes in, (iii) the addition to or extension of a school building, or (iv) the building of access roads or site preparation for a school building.

Site Development

Provision of utility services, access, location of buildings, playfields and landscaping.

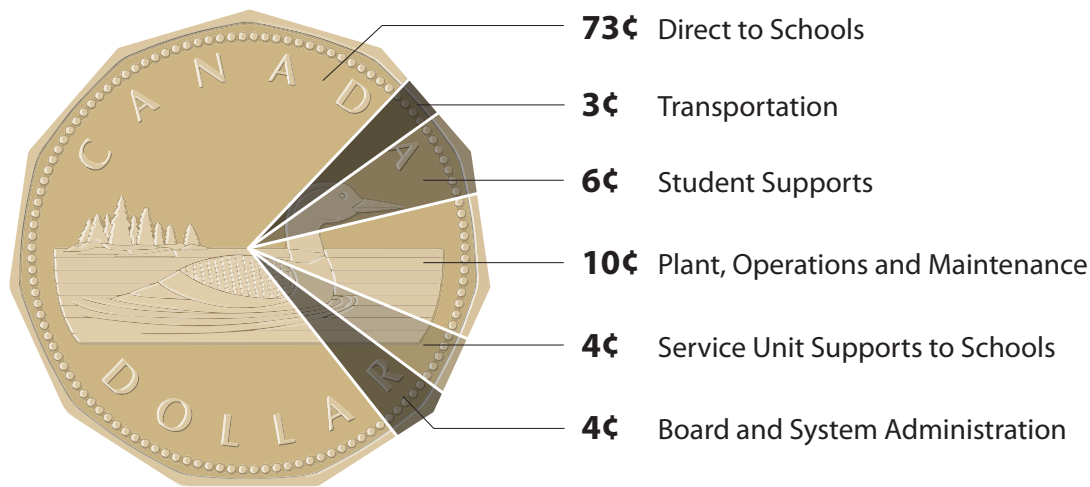
Utilization Ratio

The ratio determined by dividing a jurisdiction's total FTE student enrolment by its net capacity.

Appendix V – How Every Cent of Alberta Education Funding Supports CBE Schools



Dividing the Dollar: How Every Cent of Alberta Education Funding Supports CBE Schools



73¢ | Direct to Schools

Money is provided to schools via a process the CBE calls RAM (Resource Allocation Method).

- The RAM is used to allocate resources equitably
- Principals make decisions on how to use money from the RAM to meet learning outcomes and the unique needs of students within their schools
- Includes teacher and staff salaries and benefits as well as the contractual obligation of teachers' pensions
- Instructional supplies and materials
- Custodial services for healthy learning environments

6¢ | Student Supports

Such as:

- Psychologists
- Occupational and physical therapists
- Cultural diversity advisors
- Speech language pathologists
- Braille assistants

4¢ | Service Unit Supports to Schools

Centrally provided services that increase efficiencies, effectiveness and economical savings:

- Instructional and programming support provided to teachers and schools
- Indigenous education
- School health
- Off-campus learning programs
- High school success initiatives
- School nutrition

3¢ | Transportation

Transportation for 34,500 students, including those with exceptional and special needs. Includes supports such as:

- Busing aides
- Charter service
- Attendants
- Licensed Practical Nurses
- Calgary Transit passes
- Taxi/ Handi-Bus service

10¢ | Plant, Operations and Maintenance

- Facility maintenance
- Repairs
- Utilities
- Insurance
- Amortization for provincially funded new schools, modulars, and modernization

4¢ | Board and System Administration

- Technology services and support, including safeguarding student data and CBE networks
- Communications and community engagement, including website administration and school/ school council communication assistance
- Financial supply chain management
- Legal services
- Payroll and benefits administration
- Board of Trustees and superintendents who provide the overall direction to the system

Appendix VI – Account/ Block Descriptions

Account information

The CBE’s classification and use of accounts is regulated by the reporting requirements of Alberta Education. Revenues are grouped by source and expenditures are categorized by both object and program (sometimes referred to as ‘block’). The main revenue and expense categories include:

Revenues:

Alberta Education	All revenues sourced from Alberta Education. Also included are payments made by Alberta Education to the Alberta Teachers’ Retirement Fund on behalf of the CBE as well as revenues recognized for facility-related capital funding from Alberta Education.
Fees	Fees charged to parents for transportation, noon supervision as well as other fees charged directly by schools.
Other sales and services	Adult, international student and continuing education fees as well as revenues from the provision of sales and services.
Other revenue includes	Investment income - Interest, dividends and realized gains on the sale of investments All other revenue - Gifts and donations, fundraising and rental of facilities Federal Government and First Nations - All revenue received from the Federal Government including payments related to tuition fees for First Nations, Métis and Inuit students. Other - Government of Alberta - All revenues sourced from other Ministries of the Government of Alberta.

Expenditures by object:

Salaries and benefits	All salaries paid to employees and all benefits paid on behalf of employees including contributions to pension plans; employment insurance, Workers Compensation Board and Canada Pension Plan premiums; as well as the cost for extended health and dental benefit plans.
Services, contracts and supplies	Cost of supplies, materials and services rendered.
Other (amortization, interest, uncollectible accounts)	Amortization of tangible capital assets, interest and financing charges and uncollectible accounts (bad debts) expense.

Expenditures by program/block:

Instruction: early childhood services	Instruction (Early Childhood Services) is comprised of both the delivery of early childhood instruction in schools as well as school administration and support provided for early childhood instruction centrally. This includes pre-kindergarten and kindergarten.
Instruction: grades 1 – 12	Instruction (Grades 1 – 12) is comprised of both the delivery of Grades 1 – 12 instruction in schools as well as school administration and centrally provided support for the delivery of Grades 1 – 12 instruction.
Board & system administration	Administration includes system-wide activities for the purpose of general regulation and direction of the affairs of the school jurisdiction. ¹
Transportation	All direct activities related to transporting students to and from school and the support to run the program is included in Transportation.
Plant operations and maintenance	Activities related to the construction, operation, maintenance, safety and security of school buildings and support provided to administer these activities are included as plant, operations and maintenance.

External services

External services include services offered outside the CBE's regular educational programs for kindergarten – Grade 12 students such as continuing adult education and the noon supervision program.

Appendix VII – Fees

Noon Supervision

	Budget 2019-20
	Noon Supervision
	(\$000s)
Government Grants	-
Reserve funding	-
Available funding	-
Central administration	547
School-based staff	10,231
Salaries and benefits	10,778
Other supplies and services	513
Contracts and services	513
Waivers	1,828
Uncollectible accounts	942
	14,062
Funding gap	(14,062)
Fees	14,062
Net (deficit) / surplus	0

Transportation

Fees assumptions are based on information provided in the *School Act*. This may change once additional information on the *Education Act* is available.

	Budget 2019-20
Grants	42,428
Fees (net of bad debt and waivers)	4,032
Total revenue	46,460
Transportation costs	54,517
Surplus/ (deficit)	(8,057)

The current “gap” that needs to be bridge for the transportation of students is more than \$8 million. This is the shortfall between collections of fee relative to the cost to provide services.

Appendix VIII – Staffing

School based staff include but not limited to:

- Principals
- Teachers
- Learning Leaders
- Teaching Assistants, etc

Non school based staff include but not limited to:

- Psychologists
- Occupational and physical therapists
- Cultural diversity advisors
- Speech language pathologists
- Braille assistants
- Area directors
- Financial supply chain management
- Payroll and benefits administration
- Transportation personnel
- Legal services
- Human resources personnel
- Facilities and environmental personnel
- Technology support specialists
- Superintendents
- Board of Trustees
- Communications and community engagement personnel

report to
Board of Trustees

Chief Superintendent's Update

Date	June 18, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	OE-3: Instructional Program OE-8: Communicating and Engaging With the Public OE-9: Facilities

1 | Recommendation

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

2 | Issue

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-3: Instructional Program states that "providing high quality programming for all students is essential for student success, as defined in the Results". With other reports submitted to the Board of Trustees, this update meets the requirement of OE-3 in planning for and providing challenging, relevant and high quality programming opportunities that consider the educational needs of



students, the choices of families, and the fiscal and operational capacity of the organization.

OE-8: Communicating and Engaging With the Public states “that working with our communities is a critical component to building relationships that support student success”. With other reports submitted to the Board of Trustees, this update meets the requirement of OE-8 in reasonably including people in decisions that affect them.

OE-9: Facilities states that “in order to meet the needs of the entire organization, the responsible stewardship of resources requires effective and efficient use of funding for real property”. With other reports submitted to the Board of Trustees, this update meets the requirement of OE-9 in focusing on responsible stewardship of resources.

3 | Timely Information

Personalize Learning | Engage our Stakeholders

In the past months, we have had opportunities to celebrate our students’ success and the exceptional support we have received from our partners and donors.

Indigenous Celebrations/Transitions

[CBE Traditional Pow Wow](#)

The Calgary Board of Education’s Annual Traditional Pow Wow was held May 16, 2019 at the Genesis Centre. This event nurtures the relationship that CBE has with families, community, partners, and students through an honouring of traditions and Indigenous ways of knowing. Hal Eagletail once again emceed this year’s event, Adrian Goulet filled the role of Arena Director, and Reg and Rose Crowshoe advised. Elder Reg Crowshoe sang an honour song for CBE students, while teachers stood to acknowledge and show support for the success of students. Over 1500 CBE staff, students, and community members attended the gathering that was themed around “Celebrating the success of all students in the spirit of reconciliation”. Over 50 staff and student volunteers support this traditional celebration of Indigenous culture, healing, and spiritual growth.

[CBE Indigenous Student Graduation](#)

June 4, 2019, the Calgary Board of Education celebrated the academic achievements of Indigenous graduates at the annual Indigenous Student Graduation Celebration. Hosted by Central Memorial High School and supported by the CBE Elder Advisory Council, the event honoured Indigenous students transitioning into their next phase of life. Students and their family members, honoured guests, Elders, and dignitaries marked this occasion with

an event that cultivated a balanced and respectful relationship between Indigenous knowledge systems and existing CBE knowledge systems. The evening celebration opened with a blessing from Elder Reg Crowshoe. Highlights included the gift of song through the drum, graduates' recognition circle and gift-giving, a traditional feast, and a round dance to wrap up the event. Many CBE students and staff contributed to the success of this event in a variety of ways.

Grade Nine Transition Ceremonies

This spring the Indigenous Education Team invited all Indigenous students in grade 9 to participate in traditional ceremonies to celebrate and honour their transition to high school. Elders and Knowledge Keepers at Henry Wise Wood, John G. Diefenbaker and Jack James High Schools hosted the ceremonies. The ceremonies demonstrated CBE's commitment to supporting Indigenous students by valuing the role ceremony plays in Indigenous ways of knowing. Each of these ceremonies was led by a local Elder and/or Knowledge Keeper. Welcoming high schools were on hand to connect with incoming grade 9 students and their families. These opportunities are grounded in advancing the CBE Indigenous Education Strategy and the Teaching/Leadership Quality Standards for the participating staff. Each student was supported by a staff member from their current school and a supportive adult.

Design the Shift: ConocoPhillips Innovation Incubator

On Wednesday, May 8, 2019 over 100 students, teachers, families, industry partners, and entrepreneurs gathered at the Career & Technology Centre to celebrate a year-long professional learning series, Design the Shift: ConocoPhillips Innovation Incubator. During the evening participants rotated through interactive stations that reflected the journey and the impact on student learning.

Teams from nine schools used design thinking protocols and mindsets to connect learning beyond the classroom by developing and implementing STEAM infused interdisciplinary projects. K-9 teachers connected curriculum to land, stories and community to create engaging and personalized learning tasks that positively impacted their local community. Through this process, teachers also built and practiced their instructional leadership as they engaged various stakeholders and school-wide teams in concept-based learning that impacts their community.

These authentic and student led initiatives were supported through the generous support of ConocoPhillips. Students were able to personalize their learning, teachers were able to build professional capital, and by engaging our stakeholders, CBE students were able to experience success.

Exploratory Program Celebration

On Tuesday, May 28, 2019 over 250 students, staff, families, industry experts and corporate partners gathered at James Fowler High School for the Exploratory Program Celebration. Over 125 students attended and were formally recognized for their achievements in 15 diverse programs.

Exploratory programs provide students with the ability to experience safe and positive learning environments under the direction of industry experts. As students engage in flexible and meaningful learning, they discover their personalized pathway that supports career exploration and success. Students who participate build confidence and develop skills that support successful transitions to employment or post-secondary training, while studying in areas of passion and interest.

By engaging our stakeholders, over 200 high school students from across the CBE have had the opportunity to personalize their learning by participating in exploratory programs this year. Exploratory programs embody the notion that everyone contributes to the success of students through public education, and these programs are fully supported by our program donors All in For Youth, Education Matters, The Educational Partnership Foundation, and The Werklund Foundation as well as the many community partners who work alongside students.

2019 Skills Canada Competitions

Skills Canada Competitions feature the extraordinary talents of Alberta's trade and technology students. On April 6, 2019, 120 CBE students from 13 schools competed at the Regional Skills Canada Competition (RSCC) where they gained an appreciation of where their innate skills can take them. Students participated in more than 20 events under the supervision of 38 teacher/coaches. These competitions allow CBE students to personalize their learning while displaying their skills and talents regionally, provincially, nationally and beyond.

Successful students from the RSCC moved on to the Provincial Skills Competition (PSCC), held on May 8-9, 2019 at the Edmonton EXPO Centre. This year 104 students competed in Edmonton accompanied by 44 teachers/coaches.

Gold medalists at the PSCC then became part of Team Alberta and competed at the Skills Canada National Competition in Halifax, NS on May 27-30, 2019. Seven students from the CBE successfully competed in the Nationals; of the seven students that attended, six of them placed in the medals (3 gold, 1 silver, 2 bronze and 1 - 4th place). The medal-winning students will qualify for the 45th WorldSkills Competition that will be held at the KAZAN EXPO International Exhibition Centre in Kazan, Russia in August 2019.

Build Professional Capital |

Student Voice Symposium

Over 140 students from Grades 7-12 attended the tenth annual CBE Student Voice Symposium on April 17, 2019 to discuss what was most important to them about their learning. Students of the Chief Superintendent's Student Advisory Council facilitated this event. Through the leadership of the facilitating students, participants shared their voice about how to best support the CBE's outcome of student success through personalized learning.



Using design thinking protocols and mindsets, students uncovered the top conditions that helped them learn best at school. The responses were far ranging and varied. Some of the responses that students identified included the importance of relationships, supports for mental health, access to current technology, having flexible spaces, and the opportunity to learn in different ways.

Through this process, students had to identify *why* these conditions were important to them, and they had to come to consensus about the top conditions for their group. This helped students practice the skills related to collaboration, empathy, and compromise. At the evening closing, each group shared their findings with the full audience including several CBE Trustees and CBE senior leadership team members. Additionally, these conditions will be presented to system leaders following the event.

Steward our Resources | CBE Waste Reduction Strategy Update

The CBE's Sustainability Framework provides a set of milestones for the year 2020. One of the listed targets is to reduce waste to landfill by 80% from 2007/2008 levels by 2020. The CBE has worked to reduce waste to landfill through various school based and system initiatives, including:

- Providing consistent equipment and signage to schools for them to manage their waste in 4 streams (recyclable, refundable, organics, landfill);
- Supporting a single-stream recycling program so schools can recycle the same items as the City of Calgary's residential Blue Cart recycling program;
- Adoption of The School Based Recycling Program Best Practices;
- Almost 100% participation in the organics collection program. In May 2015, there were 60 schools participating in the organics collection program; today, there are 234 CBE schools participating in the organics collection program;
- Access to system-wide recycling programs such as ink cartridges/toner, library and text books, batteries, wood, fluorescent lights, scrap metal, tires, e-waste, large plastics (i.e., furniture, seat backs);
- Delivering waste and recycling presentations to schools to help increase knowledge and participation;
- Providing waste updates to schools four times per year that contain information on waste generation, cost of waste removal and the waste reduction goal for that school;
- Providing updates at system leadership meetings on progress towards waste reduction goal; and

- Migrating waste data to the Archibus database to allow for easier data analysis, tracking and reporting out to schools.

Through all these initiatives and efforts, the CBE has reduced waste to landfill from 0.13 yd³/student/month to 0.055 yd³/student/month or 58% from 2007/2008 levels. This at the same time that total student enrolment has risen from 101,000 to 123,500, a 22% increase in enrolment.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

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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

Three-Year System Student Accommodation Plan 2019-2022

Date	June 18, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih, Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board OE-8: Communicating and Engaging With the Public OE-9: Facilities
Resource Person(s)	Carrie Edwards, Director, Property Planning & Transportation Education Directors Anne Trombley, Manager, Planning Brenda Gibson, Manager, Transportation Karen Drummond, Manager Community Engagement

1 | Recommendation

It is recommended:

- THAT the Three-Year System Student Accommodation Plan 2019-2022, be received for information as presented in the attachments of this report.



2 | Issue

In accordance with the Board of Trustees' Operational Expectation OE-9: Facilities, a Three-Year System Student Accommodation Plan (3 Yr SSAP) is prepared annually to:

- summarize student accommodation initiatives that were completed prior to June 1, 2019;
- summarize decisions made to address student accommodation challenges that will be implemented in the 2019-20 school year; and
- highlight student accommodation issues that have been identified for the next three years.

The 3 Yr SSAP also helps to address requirements outlined in OE-8: Communicating With the Public to inform of any deletions of, additions to, or significant modifications of, any instructional programs.

3 | Analysis

This report identifies student accommodation challenges that are anticipated for the next three years. It also includes changes that will be implemented for the 2019-2020 school year resulting from initiatives and engagements completed in the 2018-2019 school year.

Student accommodation planning is an ongoing collaborative process that reflects the need for the system to adapt to evolving student needs. Engagement of community stakeholders is undertaken by Planning in collaboration with Communications and Community Engagement as well as with Area Directors.

Engagement issues may include:

- Attendance area changes
- Grade configuration changes
- Designation changes
- Consideration of closure
- Systemic alternative program changes
- Emergent issues

Accommodation planning decisions take into account feedback from community stakeholders. In the case where the recommendation involves a consideration of closure, sole responsibility and authority resides with the Board of Trustees and provincial legislation is followed. Most other student accommodation issues have been delegated by the Board to Administration.

The timely flow of information to the public and a commitment to two-way communication that builds understanding and support is essential in all planning work. Not all projects identified on the plan are initiated in the same year. For example, in situations where the need to monitor enrolment has been identified it could be the case that subsequent actions are not taken for several years.

Nonetheless, it is important for stakeholders to know if their school is identified on the plan and why. A communication strategy involving written notification and a presentation at school council meetings has been established to inform stakeholders, both internal and external, that their school has been identified on the plan and direct them to where they can access the 3 Yr SSAP on the Calgary Board of Education (CBE) website.

Often a project is added to the plan when enrolment and capacity issues arise. In these instances, the project summary is listed as 'monitor enrolment'. School enrolment is tracked twice a year: in the fall after the September 30th student count and in the spring in preparation for the next school year. Additionally, principals continually monitor enrolment throughout the year and advise the Area Director and the Planning department if actual enrolment deviates significantly from projections.

When a project is listed as 'monitor enrolment', it can remain at that level for several years to ascertain if this is indicative of a longer-term issue or a short-term enrolment anomaly. In these instances, communications with the school and the Area as well as the yearly review of pre-school City Census data helps inform future decisions.

In other instances, a school may have an unanticipated influx of students over the course of a year. In a case like this, the fact that the school has been identified to 'monitor enrolment' facilitates action to be taken in a timely manner. If there is more than one possible outcome to the 'monitor enrolment' situation, then engagement with stakeholders will occur; at all times decisions are communicated to impacted communities. Intermediate plans are sometimes required in the shorter term to accommodate students until such time as the broader scale engagement can occur.

When a project identified on the plan is initiated and work begins, a record of each project, including information presented to stakeholders such as growth patterns and assumptions on which accommodation plans are based, is posted on the CBE website and attached to the website of relevant schools.

The *Three-Year System Student Accommodation Plan – Active Projects 2019-2022* (Attachment I) outlines ongoing accommodation issues. Also included are projects where work has not yet started and any newly identified projects. This attachment is organized and grouped based on the seven CBE administrative areas.

The *Three-Year System Student Accommodation Plan - Completed Projects 2018-2019* (Attachment II), details the projects that were completed prior to June 1, 2019. This attachment is also organized by the seven CBE administrative areas

All attachments are updated annually and posted on the CBE website under "[Managing Space for Students](#)".

4 | Financial Impact

The financial impact of any student accommodation changes is dependent upon decisions made for that school community.

Attachment II provides information on the human and financial impacts of accommodation decisions, where such impacts are possible to determine. Reported impacts may include: number of students affected by the change; increase or decrease of transportation costs; and anticipated costs of programming moves and/or expansions.

5 | Conclusion

Student accommodation planning incorporates CBE values to best advance the Three-Year Education Plan. Communication plans are developed for each undertaking as required to ensure that changes are communicated to internal and external stakeholders in a clear and timely manner.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

- Attachment I: Three-Year System Student Accommodation Plan Active 2019-2022
- Attachment II: Three-Year System Student Accommodation Plan Completed 2018-2019

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Multiple Areas

<p>Project M1 Ongoing Originally Identified 2013-2014 Area 1</p>	Program	Regular
	Communities Impacted	All Areas
	Schools Involved	National Sport School (NSS) and others TBD
	Issue	Construction of a new facility for the National Sport School at Canada Olympic Park is on hold.
	Summary	Monitor enrolment. Current lease term ends June 2020.
<p>Project M2 Ongoing Originally Identified 2013-2014 All Areas</p>	Program	Regular
	Communities Impacted	All Areas
	Schools Involved	CBE high schools as well as junior/middle schools
	Issue	The opening of new high schools has or will have an impact on enrolment at several high schools.
	Summary	<p>Engagement work with stakeholders regarding accommodation opportunities for high schools was initially planned for fall 2017. The work done on relocation of Chinook Learning Services for 2018-2019 was prioritized. As a result, work with internal stakeholders began in winter 2018-2019 and engagement with external stakeholders began in May 2019 with the goal of implementing changes for the 2022-2023 school year and beyond.</p> <p>There are current pressures at some high schools that may require action or decision prior to October 2021. In these cases, principals will work with their directors and others in the organization to develop interim strategies that address any pressures or challenges they are facing.</p>

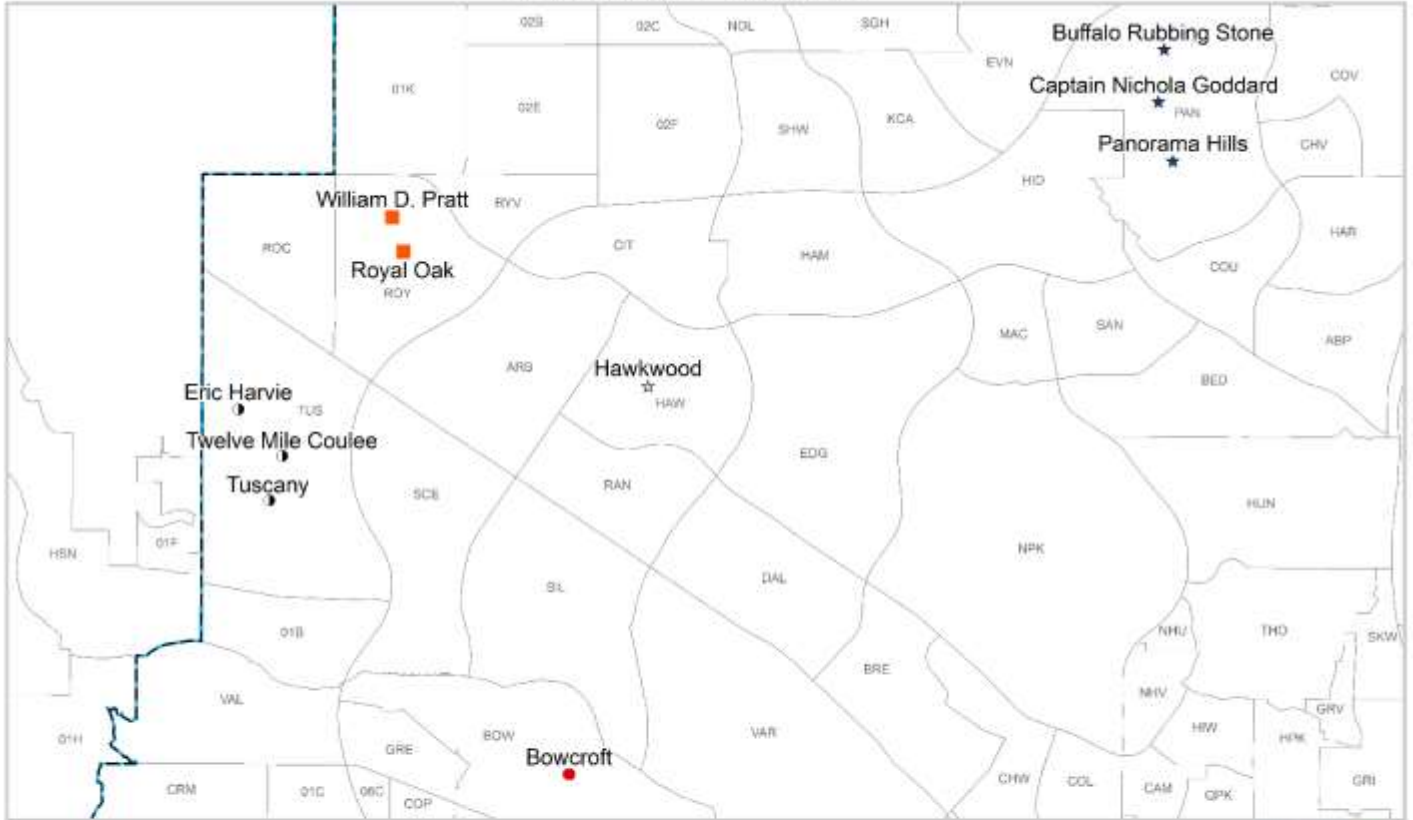
<p>Project M3</p> <p>New 2019-2020</p> <p>All Areas</p>	Program	Regular
	Communities Impacted	All Areas
	Schools Involved	Louise Dean Centre @ Kensington School
	Issue	Louise Dean Centre is currently located in Kensington School. The facility requires significant infrastructure investments and has one of the highest operating costs per student in the system.
	Summary	<p>In mid-January 2019, the CBE met with leaders of the partnership groups (AHS & CFS) to inform that the CBE was exploring options for the continued programming for students at Louise Dean Centre.</p> <p>In February and March 2019, the CBE held meetings with staff, students and the public. The purpose of the meetings was to discuss the Louise Dean Centre and its evolving program needs and inform key stakeholders about the possibility of relocating the program.</p> <p>An online survey was open Feb. 22 – March 24 and allowed stakeholders to provide feedback regarding opportunities and challenges of relocating the program or keeping it at its current location.</p> <p>Results of the survey and feedback from the meetings were communicated to stakeholders on April 1, 2019 and posted on the CBE website.</p>
<p>Project M4</p> <p>New 2019-2020</p> <p>All Areas</p>	Program	Regular and Alternative
	Communities Impacted	Livingston, Belmont, Pine Creek, Sirocco, Belvedere, Homestead, Hotchkiss, Rangeview, Haskayne and others to be determined
	Schools Involved	To be determined
	Issue	The City of Calgary continues to expand. In August 2018, Calgary City Council voted in favour of developing an additional 14 new Greenfield communities, some of which are part of approved Area Structure Plans (ASP) within currently active developments.
	Summary	<p>As development in these communities begins, students will need to be designated to existing CBE schools. Some of these new communities are outside current CBE boundaries.</p> <p>The pace and timing of development will be monitored to determine appropriate timing for establishing student school designations and boundary adjustment requests where applicable.</p>

Area 1&2

<p>Project 1 Ongoing Originally Identified 2015-2016 Area 1</p>	Program	Regular
	Communities Impacted	Hawkwood, Sage Hill
	Schools Involved	Hawkwood
	Issue	Enrolment at Hawkwood School is projected to increase with enrolment growth from the new community of Sage Hill.
	Summary	Monitor enrolment
<p>Project 2 Ongoing Originally Identified 2015-2016 Area 1</p>	Program	Regular, German Bilingual
	Communities Impacted	Bowness
	Schools Involved	Bowcroft
	Issue	There is excess capacity at Bowcroft School.
	Summary	Monitor enrolment
<p>Project 3 Ongoing Originally Identified 2018-2019 Area 1</p>	Program	Regular
	Communities Impacted	Tuscany
	Schools Involved	Eric Harvie, Tuscany, Twelve Mile Coulee
	Issue	Ensuring a balance in regular program enrolment in K-9 between the three schools in Tuscany that allows students to remain within the community.
	Summary	Monitor enrolment Effective September 2019, a new K-5 Early French Immersion program will open at Tuscany School for students from the communities of Rocky Ridge, Royal Oak and Tuscany. The opening of this program is projected to impact the Regular program enrolment for these communities.

<p>Project 4 Ongoing Originally Identified 2018-2019 Area 1</p>	Program	Regular
	Communities Impacted	Rocky Ridge/Royal Oak
	Schools Involved	Royal Oak, William D. Pratt
	Issue	Ensuring a balance in regular program enrolment in K-9 between the two schools in Rocky Ridge/Royal Oak that allows students to remain within the community.
	Summary	Monitor Enrolment Effective September 2019, a new K-5 Early French Immersion program will open at Tuscany School for students from the communities of Rocky Ridge, Royal Oak and Tuscany. The opening of this program is projected to impact the Regular program enrolment for these communities.
<p>Project 5 Ongoing Originally Identified 2017-2018 Area 2</p>	Program	Regular
	Communities Impacted	Panorama Hills
	Schools Involved	Buffalo Rubbing Stone, Panorama Hills, Captain Nichola Goddard
	Issue	Ensuring a balance in regular program enrolment between K-9 in the three schools in Panorama that allows students to remain within the community.
	Summary	In a notice dated January 14, 2019 families were informed of the following changes effective September 2019: School boundary changed between Buffalo Rubbing Stone and Panorama Hills schools. Buffalo Rubbing Stone and Panorama Hills schools will change grade configuration from K-4 to K-5. Captain Nichola Goddard School will change grade configuration from Grades 5-9 to Grades 6-9. An engagement meeting was held on November 21, 2018 to gather feedback. An online survey was also implemented during this time. Enrolment will continue to be monitored at the schools after implementing these changes.

Active Projects - Areas 1 & 2



- ☆ Project 1 ● Project 3 ★ Project 5
- Project 2 ■ Project 4

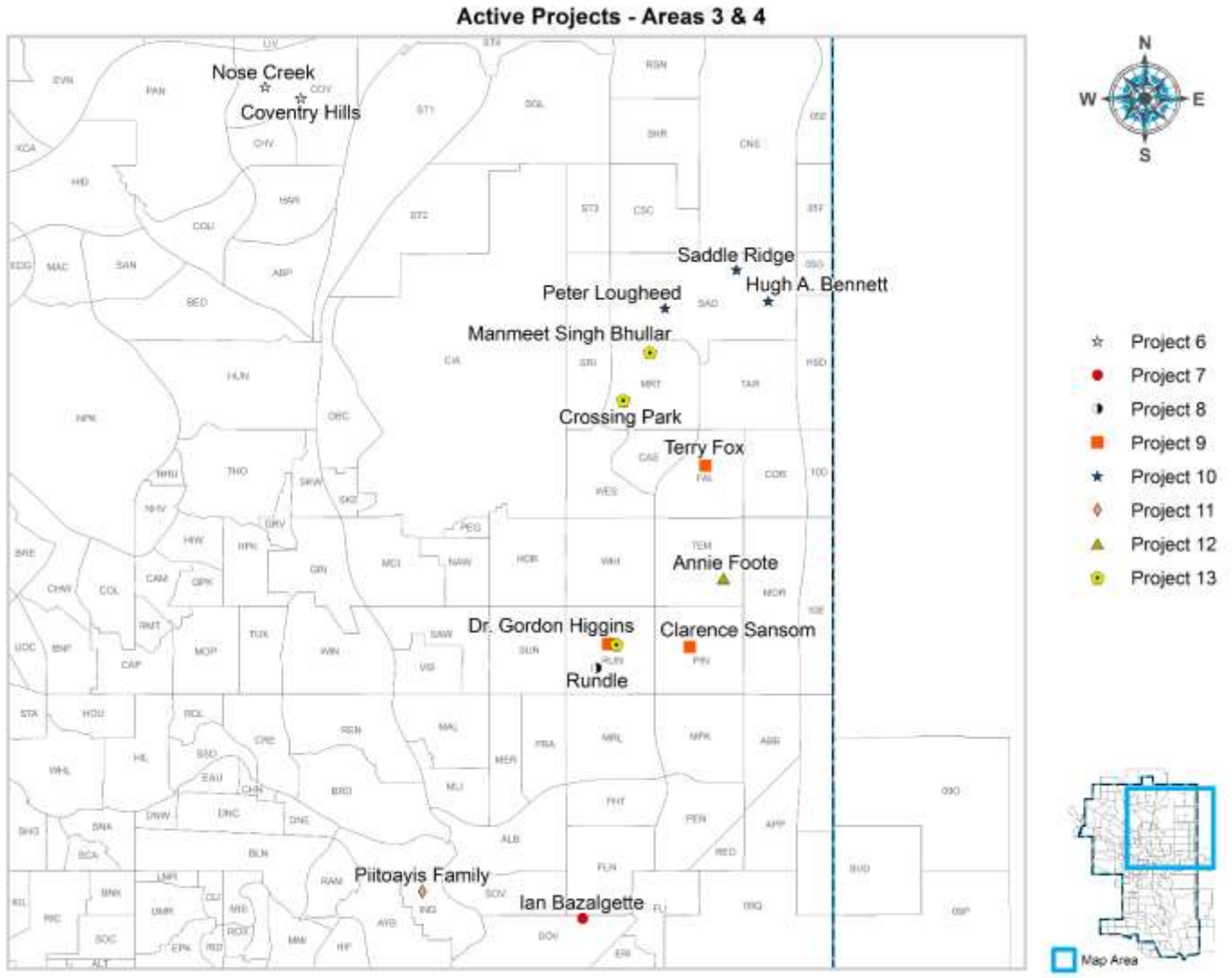


Area 3&4

<p>Project 6 Ongoing Originally Identified 2017-2018 Area 3</p>	Program	Regular
	Communities Impacted	Coventry Hills, Country Hills Village
	Schools Involved	Coventry Hills, Nose Creek
	Issue	The approval of a new elementary school in Coventry Hills/Country Hills Village will have an impact on Coventry Hills and Nose Creek schools.
	Summary	Anticipated impacts could include: <ul style="list-style-type: none"> ▪ A change to one or more of the school’s attendance areas ▪ Grade configuration changes between existing schools in the community
<p>Project 7 Ongoing Originally Identified 2017-2018 Area 3</p>	Program	Regular, Science
	Communities Impacted	Multiple
	Schools Involved	Ian Bazalgette
	Issue	Ian Bazalgette School is projected to be at or near capacity.
	Summary	Monitor enrolment
<p>Project 8 Ongoing Originally Identified 2014-2015 Area 4</p>	Program	Regular
	Communities Impacted	Rundle, Redstone, Cityscape
	Schools Involved	Rundle and others to be determined
	Issue	Rundle School is a bus receiver for two new and developing communities and is nearing capacity.
	Summary	In a notice dated March 19, 2019 families were informed that Grade 6 students living in Cityscape were designated to Bob Edwards School effective August 2019. Enrolment will continue to be monitored after implementing these changes. Regular program designation for Kindergarten to Grade 5 students residing in Cityscape will be revisited on a yearly basis.

<p>Project 9 Ongoing Originally Identified 2017-2018 Area 4</p>	Program	Regular
	Communities Impacted	Multiple Communities
	Schools Involved	Terry Fox, Clarence Sansom, Dr. Gordon Higgins and others to be determined
	Issue	There is an opportunity to consider grade configuration changes to align with Area 4 middle school program delivery.
	Summary	Monitor enrolment
<p>Project 10 Ongoing Originally Identified 2017-2018 Area 4</p>	Program	Regular
	Communities Impacted	Saddle Ridge
	Schools Involved	Hugh A. Bennett, Saddle Ridge, Peter Lougheed
	Issue	Ensuring a balance in enrolment between K-9 in the three schools in Saddle Ridge that allows students to remain within the community.
	Summary	Monitor enrolment
<p>Project 11 Ongoing Originally Identified 2018-2019 Area 3</p>	Program	Alternative Program
	Communities Impacted	Multiple
	Schools Involved	Piitoayis and others to be determined
	Issue	Enrolment in the school is growing.
	Summary	Monitor enrolment

<p>Project 12 Ongoing Originally Identified 2018-2019 Area 4</p>	Program	Regular
	Communities Impacted	Skyview Ranch
	Schools Involved	Annie Foote, Dr. Gordon Higgins
	Issue	<p>Annie Foote School is a bus receiver of the Skyview Ranch community.</p> <p>School is at capacity and enrolment from Skyview Ranch is projected to increase in the following years.</p> <p>The approval of a new K-9 school in Skyview Ranch will have an impact on enrolment at Annie Foote and Dr. Gordon Higgins.</p>
	Summary	<p>Monitor enrolment at Annie Foote School until new school in Skyview Ranch opens.</p> <p>In a notice dated March 19, 2019 families were informed that:</p> <p>Annie Foote School has reached capacity and will not be able to accommodate all the students living in Skyview Ranch.</p> <p>New Kindergarten to Grade 6 students without siblings at Annie Foote School will be designated to Monterey Park School until the new school in Skyview Ranch opens.</p>
<p>Project 13 Ongoing Originally Identified 2018-2019 Area 4</p>	Program	Regular
	Communities Impacted	Martindale
	Schools Involved	Crossing Park, Manmeet Singh Bhullar
	Issue	Ensuring a balance in enrolment between K-9 in the two schools in Martindale that allows students to remain within the community.
	Summary	Monitor enrolment



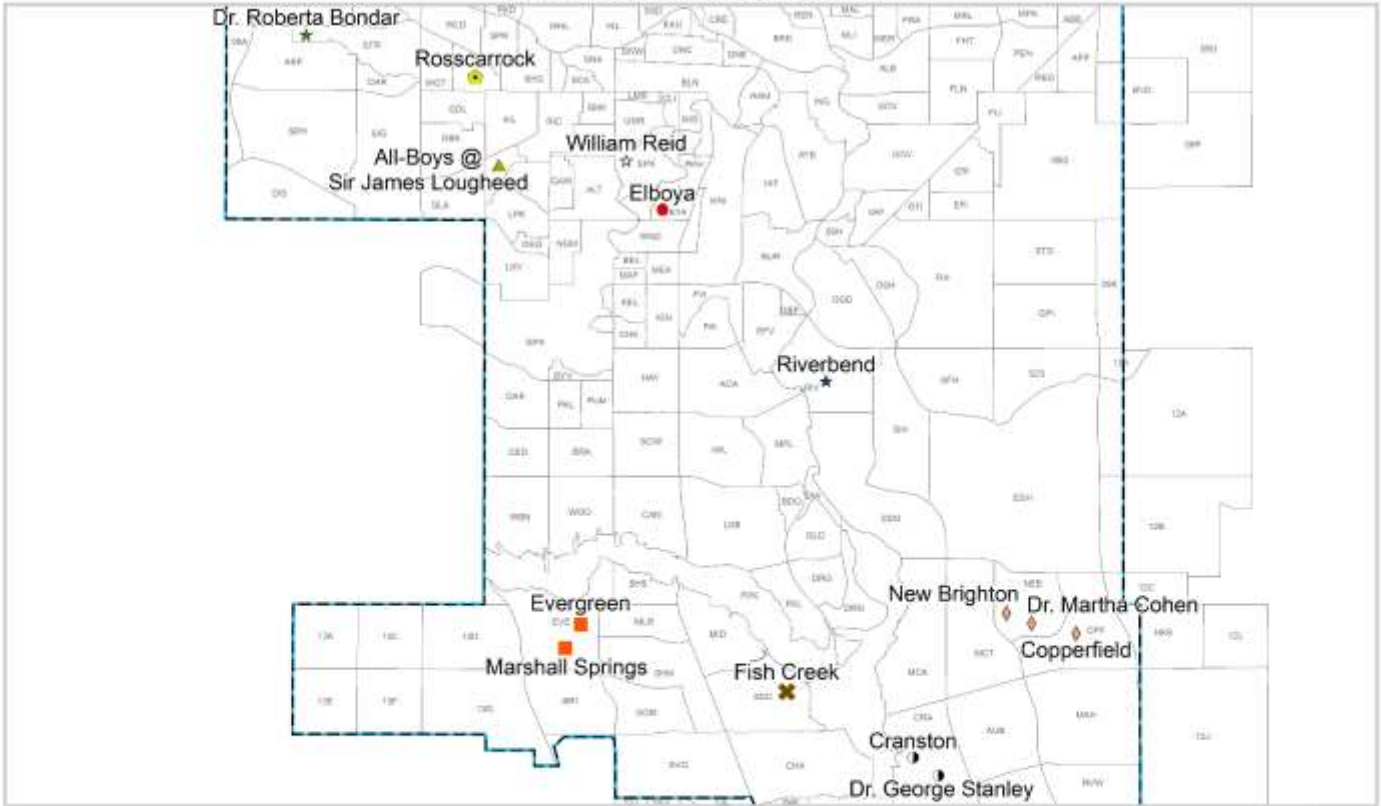
Area 5/6/7

<p>Project 14 Ongoing Originally Identified 2013-2014 Area 7</p>	Program	French Immersion
	Communities Impacted	Multiple Communities
	Schools Involved	William Reid
	Issue	William Reid School is at or near capacity.
	Summary	Monitor enrolment
<p>Project 15 Ongoing Originally Identified 2017-2018 Area 7</p>	Program	Regular & French Immersion
	Communities Impacted	Multiple Communities
	Schools Involved	Elboya
	Issue	Elboya School is at or near capacity.
	Summary	Monitor enrolment Three new modular classrooms were added to Elboya for the 2018-19 school year. An additional three modular classrooms were requested in the 2019-20 Modular Classroom Plan and were not approved by the Province.
<p>Project 16 Ongoing Originally Identified 2016-2017 Area 5</p>	Program	Regular
	Communities Impacted	Cranston
	Schools Involved	Cranston, Dr. George Stanley
	Issue	The approval of a new elementary school in Cranston will have an impact on Cranston and Dr. George Stanley schools.
	Summary	Anticipated impacts could include: <ul style="list-style-type: none"> ▪ A change to one or more of the school's attendance areas ▪ Grade configuration changes between existing schools in the community

<p>Project 17 Ongoing Originally Identified 2016-2017 Area 6</p>	Program	Regular
	Communities Impacted	Evergreen
	Schools Involved	Evergreen, Marshall Springs
	Issue	The approval of a new elementary school in Evergreen will have an impact on Evergreen and Marshall Springs schools.
	Summary	<p>Anticipated impacts could include:</p> <ul style="list-style-type: none"> ▪ A change to one or more of the school's attendance areas ▪ Grade configuration changes between existing schools in the community
<p>Project 18 Ongoing Originally Identified 2018-2019 Area 5</p>	Program	Regular
	Communities Impacted	Mahogany
	Schools Involved	Riverbend
	Issue	The approval of a new elementary school in Mahogany will have an impact on Riverbend School.
	Summary	Students from the community where the new school is being built will be designated to the school when it opens.
<p>Project 19 Ongoing Originally Identified 2018-2019 Area 5</p>	Program	Regular
	Communities Impacted	Copperfield, New Brighton
	Schools Involved	Copperfield, New Brighton, Dr. Martha Cohen and others to be determined
	Issue	Enrolment is increasing and schools are at or near capacity.
	Summary	Monitor enrolment
<p>Project 20 Ongoing Originally Identified 2018-2019 Area 7</p>	Program	Alternative
	Communities Impacted	Multiple Communities
	Schools Involved	All Boys at Sir James Lougheed School
	Issue	Enrolment is low.
	Summary	Monitor enrolment

<p>Project 21 Ongoing Originally Identified 2018-2019 Area 7</p>	Program	Regular
	Communities Impacted	Rosscarrock
	Schools Involved	Rosscarrock
	Issue	Enrolment is declining.
	Summary	Monitor enrolment On April 9, 2019 the Board of Trustees voted to keep the Regular program at Rosscarrock School open. Enrolment is projected to remain low. For September 2019, an Early Development Centre class will open at Rosscarrock School.
<p>Project 22 New 2019-2020 Area 5</p>	Program	Regular
	Communities Impacted	Sundance
	Schools Involved	Fish Creek
	Issue	Enrolment at Fish Creek School is projected to increase with enrolment growth from the new community of Walden.
	Summary	Monitor enrolment
<p>Project 23 New 2019-2020 Area 7</p>	Program	Regular
	Communities Impacted	Aspen Woods
	Schools Involved	Dr. Roberta Bondar
	Issue	Enrolment at Dr. Roberta Bondar School is projected to increase.
	Summary	Monitor enrolment

Active Projects - Areas 5, 6 & 7



- ☆ Project 14
- Project 15
- Project 16
- Project 17
- ★ Project 18
- ◆ Project 19
- ▲ Project 20
- Project 21
- ✕ Project 22
- ★ Project 23



Multiple Areas

<p>Project M3 Originally Identified 2017-2018 Area 1, 2 and 3</p>	Program	French Immersion
	Communities Impacted	Multiple
	Schools Involved	King George, Banff Trail, Hidden Valley, Varsity Acres, GP Vanier, Branton, Valley Creek and others to be determined
	Issue	Enrolment in French Immersion at King George School and Banff Trail School is increasing and the schools are nearing capacity.
	Summary	<p>Active engagement began in the spring of 2018. A proposed plan was presented in fall 2018 with decisions finalized in time for the January 2019 kindergarten registration process.</p> <p>In a notice dated December 6, 2018 families were informed of the following changes effective September 2019:</p> <p><u>Two new Early French Immersion Programs</u> Tuscany School will offer a new K-5 program for the communities of Rocky Ridge, Royal Oak and Tuscany.</p> <p>F.E. Osborne School will offer a new Grades 6-9 program for the communities of Evanston, Montgomery, Rocky Ridge, Royal Oak, Sage Hill, Silver Springs, Tuscany and Varsity.</p> <p><u>Grade Configuration Changes at Early French Immersion Schools</u> Banff Trail School: from K-6 to K-5 King George School: from K-6 to K-5 Varsity Acres School: from K-6 to K-5 Branton School: from GR7-9 to GR6-9 G.P. Vanier School: from GR7-9 to GR6-9</p>
	Impact	<p>For the 2019-2020 school year approximately 160 Kindergarten-Grade 4 students are projected to attend the new Early French Immersion Program at Tuscany School.</p> <p>Approximately 110 Grade 6-7 students are projected to attend the new Early French Immersion Program at F.E. Osborne School for the 2019-2020 school year.</p> <p>The anticipated cost of bussing for these new programs is \$112,000 as two buses will be required.</p> <p>The cost of this K-7 program expansion is approximately \$400,000.</p>

Area 1&2

<p>Project 1 Originally Identified 2014-2015 Area 1</p>	Program	Regular
	Communities Impacted	Varsity, Hawkwood, Silver Springs, Montgomery
	Schools Involved	F.E. Osborne and others to be determined
	Issue	There is excess capacity at F.E. Osborne School.
	Summary	As a result of the engagement of Northwest and North Central French Immersion programs a new Grade 6-9 French Immersion Program will open at F.E. Osborne School effective September 2019. This new program will be phased in over three years: Grades 6-7 in 2019-2020, Grades 6-8 in 2020-2021, Grades 6-9 in 2021-2022 and beyond.
	Impact	Approximately 110 Grade 6-7 students are projected to attend the new Early French Immersion Program at F.E. Osborne School for the 2019-2020 school year.
<p>Project 5 Originally Identified 2017-2018 Area 1</p>	Program	Regular
	Communities Impacted	Ranchlands, Sherwood, Nolan Hill
	Schools Involved	Ranchlands and others to be determined
	Issue	Ranchlands School is a bus receiver for two new and developing communities and is nearing capacity.
	Summary	In a notice dated December 17, 2018 families were informed that Kindergarten to Grade 6 students living in Nolan Hill are designated to Belvedere-Parkway School effective September 2019. Current Grade 5 students are able to remain at Ranchlands School to complete Grade 6 in the 2019-2020 school year. Siblings of current Grade 5 students are also able to remain for one year. A meeting was held on November 6, 2018 to inform and gather feedback about the decision and answer questions.
	Impact	For the 2019-2020 school year approximately 115 Kindergarten to Grade 5 students from Nolan Hill are projected to attend Belvedere-Parkway School. There are 20 students from Nolan Hill are projected to remain at Ranchlands School for the 2019-2020 school year. The cost of bussing is approximately \$112,000 as two new buses will be required to transport newly designated students.

<p>Project 6 Originally Identified 2017-2018 Area 1</p>	Program	Regular
	Communities Impacted	Bowness
	Schools Involved	Belvedere-Parkway
	Issue	There is excess capacity at Belvedere-Parkway School.
	Summary	In a notice dated December 17, 2018 families were informed that Kindergarten to Grade 6 students living in Nolan Hill were designated to Belvedere-Parkway School effective September 2019. Current Grade 5 students are able to remain at Ranchlands School to complete Grade 6 in the 2019-2020 school year. Siblings of current Grade 5 students are also able to remain for one year.
	Impact	For the 2019-2020 school year approximately 115 Kindergarten to Grade 5 students from Nolan Hill are projected to attend Belvedere-Parkway School. The cost of bussing is approximately \$112,000 as two new buses will be required to transport newly designated students.
<p>Project 4 Originally Identified 2015-2016 Area 1</p>	Program	Regular
	Communities Impacted	Edgemont
	Schools Involved	Tom Baines, Edgemont, Captain John Palliser
	Issue	Enrolment at both Tom Baines and Edgemont Schools is projected to remain near capacity in the next few years.
	Summary	In a notice dated June 1, 2018 families were informed that Tom Baines School was full and that an overflow location was necessary. Students who cannot be accommodated at Tom Baines School will be designated to Captain John Palliser for Grade 6 and F.E. Osborne for Grades 7-9.
	Impact	As of September 30, 2018, 16 Grade 7-9 students from the Tom Baines School attendance area were overflowed to F.E. Osborne School. The cost of providing the Calgary Transit Rebate to overflowed students is \$12,000 for 21 students. There are no students projected to be overflowed to Captain John Palliser or F.E. Osborne schools for the 2019-2020 school year.

Area 3&4

<p>Project 13</p> <p>Originally Identified 2015-2016</p> <p>Area 4</p>	Program	Regular
	Communities Impacted	Temple, Taradale
	Schools Involved	Guy Weadick
	Issue	Guy Weadick School is the overflow bus receiver for K-4 students that cannot be accommodated at Taradale School. Enrolment from Taradale is increasing.
	Summary	The five-year enrolment projection for the Taradale community indicates that the number of overflow students is projected to decline and will not impact the capacity at Guy Weadick School in the future. Monitoring enrolment is no longer required.
	Impact	Guy Weadick School has a provincial capacity of 430 students. Enrolment as of September 30, 2018 was 390 students and projected enrolment for September 2019 is 345 students (including overflow students from Taradale).

Area 5/6/7

<p>Project 22 Originally Identified 2014-2015 Area 6</p>	Program	Regular
	Communities Impacted	Multiple Communities
	Schools Involved	Janet Johnstone
	Issue	Janet Johnstone School is projected to be at or near capacity.
	Summary	Janet Johnstone School has a provincial capacity for 507 students and enrolment has declined from a peak enrolment of 539 in 2015 and was 459 for the 2018 school year. Enrolment is projected to be 432 students for September 2019. Monitoring enrolment is no longer required.
	Impact	N/A
<p>Project 27 Originally Identified 2018-2019 Area 6</p>	Program	Regular
	Communities Impacted	Altadore and Garrison Woods
	Schools Involved	Altadore and others to be determined
	Issue	Altadore School is at or near capacity.
	Summary	Engagement meetings were held on January 16, 2019 and March 12, 2019 to discuss options and get feedback. Two online surveys were also implemented during this time. In a notice dated April 24, 2019 families were informed that there will be a boundary change for Altadore School. A portion of the current boundary is re-designated to Richmond School. New students will be directed to Richmond School and existing students in Altadore are able to remain until the end of Grade 6.
	Impact	For the 2019-2020 school year approximately 15 students from the re-designated area are projected to attend Richmond School. A cost savings of \$28,000 is anticipated for September 2020 as a bus will not be required to transport students to Altadore after June 30, 2020.

Project 29 Originally Identified 2018-2019 Area 7	Program	Regular
	Communities Impacted	Springbank Hill and Discovery Ridge
	Schools Involved	Griffith Woods and others to be determined
	Issue	Griffith Woods School is projected to be at or near capacity.
	Summary	In a notice dated December 5, 2018 families were informed that Griffith Woods School was full and that the CBE lottery process would be used for Kindergarten and Grade 1 registrations in January 2019. All students who cannot be accommodated at Griffith Woods School are designated to Battalion Park School for Kindergarten to Grade 6 and Bishop Pinkham School for Grades 7-9.
	Impact	<p>Approximately 65 K-GR6 students from Springbank Hill and Discovery Ridge are projected to be overflowed to Battalion Park School for September 2019.</p> <p>Approximately 40 Grade 7-9 students are projected to be overflowed to Bishop Pinkham School for September 2019.</p> <p>A cost increase of \$56,000 is anticipated for September 2019 as two new buses will be required to transport overflowed students.</p>

Program locations for students with complex learning needs are reviewed on an annual basis. Programming is placed in a school based on the needs of the students, the proximity to home and the impacts of transportation.

Area	Summary
Multiple	One EDC class to move from James Short Memorial School to Rosscarrock School Four Learning & Literacy (L&L) classes to move from Crossing Park School: two to Peter Lougheed School (DIV III) and two to Vista Heights School (DIV II) One PLP class to move from Ethel M. Johnson School to Roland Michener School SKILL I/II class to move from Alex Munro School to The Hamptons School TASC class to move from Buchanan School to Deer Run School
1	One new Bridges II class to open at Belvedere-Parkway School One new CSSI class to open at Bowness High School EDC class to move from Terrace Road School to Royal Oak School One new EDC class to open at Royal Oak School Two The Class to move from F.E. Osborne School to Arbour Lake School
2	One new ALP class to open at Sir John A. MacDonald School One new CSSI class to open at Cambrian Heights School Two Learning and Literacy (L&L) classes to move from Sir John A. MacDonald School to G.P. Vanier School One new TASC class to open at Sir John Franklin School One new The Class to open at Thorncliffe School One new The Class to open at James Fowler High School
3	One new Bridges II class to open at Radisson Park School One new Bridges IV class to open at Crescent Heights High School One new CSSI class to open at Keeler School
4	Two Bridges I classes to move from Rundle School to Grant MacEwan School
5	One Div III ASD Cluster at Dr. Martha Cohen School to move to Div IV at Centennial High School ASD Cluster to close at Copperfield School One new Bridges III class to open at Wilma Hansen School
6	One ACCESS IV class to close at Henry Wise Wood High School One new Bridges I class to open at Nellie McClung School One new CSSI class to open at Ron Southern School CSSI - Stabilization class to close at Chinook Park School SKILL I/II class to close at Nellie McClung School One new The Class to open at Henry Wise Wood High School One new The Class to open at Woodman School

Area	Summary
7	ASD Cluster to close at Sunalta School One new EDC class to open at Rosscarrock School One new The Class to open at Olympic Heights School One new The Class to open at Queen Elizabeth Jr/Sr School