

public  
agenda

Regular Meeting of the Board of Trustees

October 11, 2022  
11:00 a.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
11:00 a.m.	<b>1   Call to Order, National Anthem and Welcome</b>			
	<b>2   Consideration/Approval of Agenda</b>		GC-2	
	<b>3   Awards and Recognitions</b>		GC-3	
	<b>4   Results Focus</b>			
	<b>5   Operational Expectations</b>			
	5.1 OE-1: Global Operational Expectations – Annual Monitoring	C. Usih	OE-1	Page 5-1
	<b>6   Public Comment</b>		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
	<b>7   Matters Reserved for Board Information</b>		GC-3	
<b>8   Matters Reserved for Board Decision</b>		Board	GC-3	
8.1 Student Accommodation and Facilities Strategy 2022-2032			OE-7, 9	Page 7-15 (June 14/22)

**9 | Consent Agenda**

9.1 Items Provided for Board Decision

9.2 Items Provided for Board Information

9.2.1 Chief Superintendent’s Update

9.2.2 Construction Projects Status Update

9.2.3 EducationMatters Financial Statements

**10 | In-Camera Session**

**11 | Adjournment**

**Debrief**

Board	GC-2.6	
	OE-2,3,4,8,9	Page 9-1
	OE-7-8	Page 9-5
	GC-3	Page 9-16
Trustees	GC-2.3	

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

## OE-1: Global Operational Expectations


Monitoring report for the  
school year 2020-2021

Report date:  
October 11, 2022

### CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 1: Global Operational Expectations, the Chief Superintendent certifies that the proceeding information is accurate and complete.

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

Signed:   
Christopher Usih, Chief Superintendent

Date: October 11, 2022

### BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 1: Global Operational Expectations, the Board of Trustees:

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

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

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

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



**OE-1: Global Operational Expectations**

## Executive Summary

The Board of Trustees believes that the credibility of and public confidence in the organization are necessary to contribute positively to student success. The Board expects practices, activities and decisions that are in keeping with the standards, as defined in law and board policies, for an organization responsible for public education.

This Operational Expectation establishes the global values and expectations of the Board of Trustees for the Calgary Board of Education regarding the operation of the organization.

The Chief Superintendent's reasonable interpretation and indicators for OE 1: Global Operational Expectations were approved on October 10, 2017. The Board last monitored that version of the policy on September 28, 2021. The Board of Trustees approved revisions to the reasonable interpretations and indicators for OE 1 on October 27, 2020, which are reflected in this report. This report includes data available from the 2021-2022 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
1.1	1.1.1	Compliant
1.1	1.1.2	Compliant
1.2	1.2.1	Compliant
1.2	1.2.2	Not applicable
1.3	1.3.1	Compliant
1.3	1.3.2	Compliant
1.3	1.3.3	Compliant
1.3	1.3.4	Compliant



## OE-1: Global Operational Expectations

The Board of Trustees believes that the credibility of and public confidence in the organization are necessary to contribute positively to student success. The Board expects practices, activities and decisions that are in keeping with the standards, as defined in law and board policies, for an organization responsible for public education.

### Board-approved Interpretation |

The Chief Superintendent has a responsibility to ensure that the organization operates in such a way that public trust and confidence is maintained. In order to do this, the organization must:

- operate in accordance with the *Education Act* and the related regulations, as well as other applicable legislation and regulations;
- operate using standards associated with sound professional and business practice;
- maintain working and learning environments that endeavour to keep employees and students from harm;
- support a respectful work and learning environment for students and employees and considerate, thoughtful interactions with the public;
- meet the expectations set out in the Board of Trustees' Operational Expectations policies; and
- administer its operations in ways that meet or exceed the community's expectations for the conduct of a public institution.

The Chief Superintendent shall:

1.1	Take all reasonable measures to ensure that practices, activities, decisions and organizational conditions are lawful, ethical, safe, respectful, prudent, in compliance with Board policy and preserve the organization's public image and credibility.	Compliant
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**OE-1: Global Operational Expectations****Board-approved Interpretation |**

The Chief Superintendent is responsible for ensuring the organization operates within the boundaries of law and Board of Trustees policies. Having consistent expectations through regulations aligned with and in support of applicable legislation and policies provides guidance and clarity for employees as they perform their duties.

The Chief Superintendent interprets:

- *reasonable measures* to mean system-wide preventative internal controls.
- *practice, activity, decision or organizational condition* to mean the day-to-day operations of the Calgary Board of Education.

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

1. Employees are informed of the expectations for their conduct in the context of their employment through the CBE Employee Code of Conduct.	Compliant
--	-----------

*The organization is compliant with this indicator.*

a) at the point of hire, as evidenced by new employee acknowledgement;

*Evidence statement*

Human resources confirms 100% compliance. Before any hire or re-hire is completed, all paperwork must be received as well as the signed acknowledgement form stating the employee is aware of the Employee Code of Conduct.

b) annually by school principals;

*Evidence statement*

Principals have confirmed 100% compliance with all principals sharing the Employee Code of Conduct with their staff as well as the expectations for their conduct in the context of their employment with CBE.

c) annually by supervisors.

*Evidence statement*

## OE-1: Global Operational Expectations

All supervisors confirm 100% compliance in sharing and discussing the Employee Code of Conduct with their staff. This includes education directors, service unit directors, and superintendents.

2. Administrative Regulations are reviewed and revised accordingly according to the identified work plan.	Compliant
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*The organization is compliant with this indicator.*

### *Evidence statement*

A workplan is created annually in January of each year. Administrative regulation development and amendments are prioritized based on legislative and regulatory changes, amendments flowing from Board policies, and changes stemming from material operational changes. This work is followed by regularly scheduled reviews. A primary focus during COVID-19 was the development and implementation of a comprehensive vaccination policy. Administrative Regulation 1016 – COVID-19 Vaccinations engaged multiple service units and schools within CBE. Staffing vacancies have limited the advancement of administrative regulation reviews.

A revised workplan will be in place in January 2023 and will account for priorities identified by superintendents and directors.

The Chief Superintendent shall:

1.2	Appropriately manage risks related to the strategic and operational objectives of The Calgary Board of Education, including but not limited to risk identification, prioritization, assessment, mitigation, monitoring and reporting.	Compliant
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### Board-approved Interpretation |

The Chief Superintendent shall ensure that activities and conditions within the CBE support the reliable achievement of strategic and operational objectives over time and within available financial resources.

**OE-1: Global Operational Expectations**

The Chief Superintendent interprets:

- *appropriately manage risks* to mean that the effects of uncertainty on strategic and operational objectives are addressed through the coordinated allocation and prioritization of resources and investments to minimize, and control risk likelihood and/or impact, or to maximize the realization of opportunities within the CBE's agreed risk appetite and risk tolerance levels;
- *strategic and operational objectives* to mean the Board of Trustees' Results priorities as well as the strategic objectives and outcomes set out in the CBE's Three-Year Education Plan;
- *risk identification* to mean a wide-ranging analysis of activities and occurrences that could impede the CBE from achieving its strategic and operational objectives over the short term and long term;
- *risk prioritization* to mean the ranking of identified risks based on a combination of the risks likelihood of occurrence and impact on the achievement of the CBE's strategic and operational objectives;
- *risk assessment* to mean identifying the significance of events that might affect the achievement of the CBE's strategic and operational objectives. Risk assessment includes consideration of the likelihood of a risk occurring and the impact or consequence of the risk on the achievement of the CBE's strategic and operational objectives and outcomes;
- *risk mitigation* to mean a risk modification process to bring the amount of risk within the CBE's overall risk appetite or specific risk tolerance levels;
- *risk monitoring* to mean planning, gathering, and analyzing information, recording results, and providing feedback;
- *risk reporting* to mean the communicating risk management activities and outcomes across the organization; and
- *reliable achievement* to mean that risk is managed to mitigate any barriers to achievement of the strategic and operational objectives in the short and long term.

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

1. The CBE is making reasonable progress towards the Results on an annual basis as indicated in annual Results reporting.	Compliant
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The Board of Trustees monitored Results throughout the 2021-2022 school year in accordance with its Annual Workplan Results 2 – Academic Success was monitored January 11, January 25 and February 8, 2022. On February 8, 2022, the Board determined that administration made reasonable progress is being made



## OE-1: Global Operational Expectations

towards the ultimate achievement of the Board Results with an exception for Indigenous students in all academic areas. This determination was based on the evidence in the Monitoring report.

Results 3 – Citizenship was monitored on March 8 and 29, 2022. Based on the evidence in the Monitoring report, the Board determined that administration made reasonable progress towards the ultimate achievement in all areas of this Results policy.

Result 4 - Personal Development was monitored on April 5 and 26, 2022 and determined that administration made reasonable progress towards the ultimate achievement of this Results policy.

Results 5 – Character was monitored on May 17 and 24, 2022. Based on the evidence in the Monitoring report, the Board determined that administration was making reasonable progress towards the ultimate achievement of this Results policy.

*The organization is compliant with this indicator.*

*Evidence statement*

2. Risks to the achievement of the CBE's strategic and operational objectives are managed within the Board's risk appetite and risk tolerance levels.	Not applicable
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*This indicator is not applicable pending Board of Trustee approval of the Board's risk appetite and risk tolerance*

*Evidence statement*

In late October 2020, the Board of Trustees amended this Operational Expectation 1: Global Operations Expectations to reflect a renewed focus on governance and oversight of strategic and operational risks to the CBE. Subsection 1.2 was amended to provide specific policy direction on management of CBE's organizational risks. The policy amendments provide for Board of Trustees oversight of risk management through Board approval of a risk appetite and risk tolerance statements that define the Board's values in relation to risk management within the CBE.

**OE-1: Global Operational Expectations**

In 2021, CBE administration commenced development of a risk appetite and risk tolerance for review and approval by the Board of Trustees pursuant to the Board's amended policy. CBE administration also commenced development of an internal risk register to support the prioritization, management and mitigation of strategic and operational risks. CBE administration consulted with external and internal experts in developing these three instruments and engaged the then Board on the development of these guiding documents. In discussion with the former Board of Trustees, approval of the risk appetite and risk tolerance statements was deferred to enable the 2021-2025 Board of Trustees to review and approve it.

A proposed risk appetite and risk tolerance statement will be presented to this Board of Trustees for approval no later than June 30, 2023.

The Chief Superintendent shall:

1.3	Take reasonable actions to ensure that the organization, the Board or employees are not recklessly exposed to legal liability.	Compliant
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**Board-approved Interpretation |**

The Chief Superintendent interprets *recklessly expose* as allowing conditions to exist which prevent The Calgary Board of Education from obtaining insurance coverage.

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

1. CBE purchases insurance coverage that is comparable to the Ontario School Board Insurance Exchange and therefore considered normal and customary for the operation of a similar school district.	Compliant
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*The organization is compliant with this indicator.*

*Evidence statement*

**OE-1: Global Operational Expectations**

The Urban Schools Insurance Consortium, and by extension, the CBE, did not experience any challenges in acquiring insurance coverage for our multiple exposure lines (casualty, property, vehicles, student activities, general liability and cyber) during the 2021-2022 school year. As a result of world-wide catastrophes, including the recent COVID-19 pandemic, the global insurance market is in what is known as a "hard-market" state and is expected to be for the next year. This means that underwriters who provide the finances to support our insurance policies, can be more selective in the risks they take and the clients they are willing to back. Despite this hard market, the CBE (USIC) has been able to secure adequate coverage for our risks.

2. Zero instances of CBE's insurers refusing to insure the CBE due to the existence of hazardous conditions.	Compliant
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The CBE has not been denied coverage as there are no identified hazardous conditions at any of our facilities that would warrant denial of coverage.

*The organization is compliant with this indicator.*

*Evidence statement*

3. Standard form contracts are available and utilized for master agreements, purchasing.	Compliant
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*The organization is compliant with this indicator.*

*Evidence statement*

All service units who manage master agreements confirm that standard form contracts are utilized for agreements. Standard forms exist for procurement, On-Site and Off-Site activities, and partnerships with external partners. Master agreements are reviewed and revised in consultation with Legal Services as needed. With the addition of a contracts expert in Legal Services, master agreements were developed and/or revised in the following areas:

- A new standard form purchase of goods agreement was developed. Implementation will occur in the 2022-2023 school year.
- Supplementary terms in the CCDC2 contracts were updated to reflect CBE's concerns.



## OE-1: Global Operational Expectations

- CBE’s Master Tour Operator agreements were updated and amended as a result of an RFP bid and awarding process.
- CBE’s standard form Professional Services Agreement was updated to address COVID measures.
- The Master Transportation Agreement template was updated and overhauled in preparation for an RFP process.

4. Clearly defined processes are in place and utilized for approval of offsite activities.	Compliant
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*The organization is compliant with this indicator.*

### *Evidence statement*

CBE has a clearly defined and well-communicated process for approving off-site activities of all types. The process includes an Off-Site Activities Procedures Manual, administrative regulations, an online Off-Site Activities Proposal and Review process, an Education Director, and an Off-Site Activities Coordinator (System Assistant Principal) to oversee off-site activities. This work is complemented by the Off-Site Activities Committee (OSAC) which provides review and approval for out of province and out of country trips. The Manager from Corporate Risk & Security or delegate provides expert advice on risk and insurance for extra-provincial (“C”) and international trips (“D”). When taken together these measures ensures compliance with the Off-Site Activities Procedures Manual and the applicable administrative regulations.

The processes in place for off-site locations differentiates between local and provincial off-site locations and those that go out of province or country. Out of province and out of country off-site activities are reviewed by OSAC (which includes the Off-Site Activities Coordinator and either the Manager from Corporate Risk & Security (“D” trips) or a Risk Advisor from Corporate Risk (“C” trips). These “C” and “D” trips also receive final approval from the Education Director.

Due to the COVID-19 pandemic, out of province and out of country trips were prohibited. Within city and within province trips were permitted within applicable COVID-19 guidelines.

**OE-1: Global Operational Expectations**

The following chart identifies the process for each classification of activity.

Off-site	Authorized by	Reviewed by	Reviewed by	Final Approval by
A* (within Calgary region)	Principal	--	--	Principal
B1* (within AB, but outside Calgary region) – with a Service Provider with a Master Agreement	Principal	--	--	Principal
B2* (outside Calgary region, within AB) – without a Service Provider or with a Service Provider without a Master Agreement, and all “wilderness trips”.	Principal	Coordinator Off-site		Principal
C (outside Alberta, within Canada)	Principal	Coordinator Off-site	Risk Analyst, Corporate Risk (OSAC)	Education Director
D (outside Canada)	Principal	Coordinator Off-site	Manager, Corporate Risk & Security (OSAC)	Education Director
An off-site activity may only proceed once it has received the appropriate final approval.				



**OE-1: Global Operational Expectations**

Approved Trips (August, 2021 – June, 2022)

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
Number of Trips	8,490	545	No Trips	No Trips
Number of Students	282,725	25,830	No Trips	No Trips

*Evidence demonstrates all indicators in subsection 1 are in compliance.*

**OE-1: Global Operational Expectations****GLOSSARY – Developed by the Board of Trustees**

Board: The Board of Trustees

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

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

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

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

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



## report to Board of Trustees

### Student Accommodation and Facilities Strategy 2022 -2032

Date	June 14, 2022
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih, Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Keith Johnson, Acting Director, Planning Sanjeev Sharma, Acting Director, Facility Projects Conor McGreish, Acting Manager, Planning Justin Ramdin, Director, IT

#### 1 | Recommendation

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It is recommended:

- THAT the Board of Trustees approves the Student Accommodation and Facilities Strategy 2022-2032.

#### 2 | Issue

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The provincial School Capital Manual requires school jurisdictions to have a “Ten-Year Facilities Plan that provides a broad overview of the school jurisdiction’s facilities. It helps each school jurisdiction, Education and Infrastructure identify long-range facility needs to support the school jurisdiction’s education and technology plans.”





This requirement is further captured under Operational Expectation OE-9: Facilities that requires the approval of a Ten-Year Student Accommodation and Facilities Strategy (SAFS) as a guiding document to ensure the effective and efficient use of available funding and demonstrate responsible stewardship of resources. This strategy helps guide long-term decisions in regards to:

- the prioritization and allocation of resources;
- municipal joint-use agreement considerations;
- student transportation planning;
- educational programming considerations; and
- optimizing student learning opportunities by ensuring that CBE real property remains best suited, situated and sustainable.

### 3 | Background

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The SAFS 2022-2032 (Attachment I) provides an overview of:

- Demographics;
- School facility considerations;
- City of Calgary urban planning information;
- CBE enrolment and utilization; and
- Technology.

Through analysis of observed and anticipated developments within each of these areas, guidance can be provided to best support the future learning needs of students.

### 4 | Analysis

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Facilities now and in the future, must support high quality personalized learning for CBE students while taking into account the evolving needs of learners, curriculum changes and new initiatives. To do this, the strategy must reflect a fiscally sustainable approach to student accommodation and facilities. This is a delicate balance as the system places learning at the heart of its work, in an environment that is dependent on many non-learning related factors and outside influences, not the least of which are economic.

The SAFS 2022-2032 must also be flexible to adapt to future opportunities and challenges presented by changes to the legislative environment, such as the introduction of *City Charters*, the *Education Act* and the *Choice in Education Act*.

Documents that are informed by the SAFS, such as the *Three Year School Capital Plan*, the *Three Year System Student Accommodation Plan* and the *Modular Classroom Program*, are updated annually. These documents focus on shorter planning timeframes and provide a more granular analysis of CBE needs and requirements that support realization of the SAFS. Annually preparing and updating these documents ensures they are as responsive as possible to the current context.

For the decade spanning 2004 to 2014, the number of students entering the CBE in kindergarten each year increased. Starting in 2015, the number of students eligible to start school in Calgary each year has been declining. This has resulted

in fewer students entering CBE at kindergarten. With lower numbers of kindergarten students now entering the CBE, overall enrolment is projected to peak for the 2024-25 school year and subsequently drop back down to student enrolment levels experienced in the 2021-2022 school year at the end of the ten year forecast period. In the shorter term of the forecast period, overall CBE enrolment will continue to increase as the high levels of kindergarten enrolment experienced up until 2014 continue to move through CBE schools.

Note that the student enrolment projection methodology changed between the previous SAFS, when data was derived primarily from the City Census, to this iteration, where projections are provided by Baragar using Canada Revenue Agency data. Regardless, in both cases the projections see student enrolment peaking in the 2024-25 school year and subsequently declining.

The CBE strives to maintain a utilization rate within the 85% to 100% range. Healthy school utilization rates contribute 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. Moreover, system utilization rates figure as an important consideration by the province in approving new schools. School utilization rates also influence provincial operations and maintenance (O&M) funding, with maximum dollars being realized for schools with a utilization rate equal to or greater than 85%.

The opening of six schools that have been approved for construction combined with the two new school projects identified, but not yet approved, on *Three Year School Capital Plan 2023-2026* will add an additional 8,400 student spaces. These new spaces are required to ensure sufficient space for students and that schools are close to where students live as follows:

- For K-4, the construction of two new elementary schools (plus half of the K-9 school approved for construction) creating space for 1,650 students;
- For 5-9, the construction of three new middle schools (plus half of the K-9 school approved for construction) creating space for 3,150 students; and
- For 10-12, the construction of two new high schools creating space for 3,600 students.

In aiming to maintain school utilization rates at or above 85% so as to maximize student learning opportunities and ensure financial sustainability, the removal of approximately 14,500 student spaces from the system will also be required during this timeframe. Based upon current standards of constructing 600-student capacity elementary schools and 900-student capacity middle/junior high schools, this equates to the removal of approximately 22 schools from the CBE inventory as follows:

- for K-4, a reduction of 9,500 student spaces will be required by 2032 to maintain elementary school utilization rates at 85%. Based on current standards of constructing K-4 schools with 600 student spaces, this equates to approximately 16 schools;
- for GR5-9, a reduction of approximately 5,000 spaces is required to maintain middle/junior high school utilization rates at 85%. Based on current standards of constructing GR5-9 schools with 900 student spaces, this equates to approximately six schools; and

- for GR10-12, the addition of one 1,800 capacity high school in addition to the new North High School, that if approved and constructed during this planning period will see the system high school utilization rate stand at 90%.

## 5 | Financial Impact

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The continued pursuit of a well suited, well situated and financially sustainable portfolio of CBE schools will help ensure that students can derive the maximum benefit from their learning environment and the learning resources within these spaces.

## 6 | Implementation Consequences

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The SAFS provides high-level guidance to ensure the effective and efficient use of available funding and demonstrate responsible stewardship of the resources assigned to the CBE. The strategy helps guide long-term decisions regarding the prioritization of resources, municipal joint-use agreement considerations and student transportation so as to optimize learning opportunities for students within well suited, well situated and sustainable learning environments.

## 7 | Conclusion

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The SAFS 2022-2023 will guide how the CBE will address both current and anticipated future student accommodation and facility needs.



**CHRISTOPHER USIH**  
**CHIEF SUPERINTENDENT OF SCHOOLS**

### ATTACHMENTS

Attachment I: Student Accommodation & Facilities Strategy 2022-2032

### 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.

# Student Accommodation and Facilities Strategy 2022-2032



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## Executive Summary

The mission and values of the Calgary Board of Education (CBE) seek to maximize the educational opportunities for all students. The Student Accommodation and Facilities Strategy (SAFS) will reflect this goal and help guide the actions of the CBE in regards to real property decisions. This includes, but is not limited to, the prioritization and allocation of financial resources; factoring urban planning and municipal joint-use agreement considerations; student transportation planning considerations; program allocations; maintaining, renewing, and closing or re-opening of schools; and the acquiring and disposing of land and buildings.

As the City of Calgary continues to grow, the population will be concentrated in the developing suburbs on the edge of the city. This leads to an imbalance of where students live versus where existing schools are located. To encourage timely approval of new schools in developing communities where students live, the CBE will need to efficiently use the existing space we have and in so doing support provincial approval of schools in developing communities.

To achieve the goal of keeping the overall system-utilization rate at 85% while also wanting to allow for the construction of new schools close to where students live will necessitate the removal of approximately 14,500 student spaces from the system. System utilization rates are an important consideration for the Province in granting new school construction request. Moreover, system utilization rates figure as an important consideration by the province in approving new schools. School utilization rates also influence provincial operations and maintenance (O&M) funding, with maximum dollars being realized for schools with a utilization rate equal to or greater than 85%.

At the same time as schools in established communities age, significant renewal investments will be required to maintain quality teaching environments in these community schools. Strategic planning of these investments will consider educational needs, programming demands, stakeholder input and school utilization within the broader community to determine how best to address building condition and match space requirements to community demographics in developed neighbourhoods.

CBE administration will continue to use the *Three Year System Student Accommodation Plan* (SSAP), *Three Year School Capital Plan* and the annual *Modular Classroom Program* to guide work in the direction of implement the goals of the SAFS.



## Background

The SAFS 2022-2032 provides an overview of the organization's long term planning needs to support high-quality learning environments and educational programming. The application of this plan guides the CBE to provide safe, inclusive and appropriate learning environments, while balancing prudent financial stewardship. School jurisdictions must develop a Ten-Year Facilities Plan and submit it to Alberta Education upon request.

The SAFS is developed every three years, and reflects current and future city demographics, enrolment trends and municipal planning initiatives. It also considers the CBE's existing facility inventory in terms of both condition and use.

The following guiding principles, listed in Administrative Regulation 1090, are used when considering student accommodation plans:

- a) minimize disruptions for students;
- b) provide program continuity from Kindergarten to Grade 12;
- c) keep cohort groups of students together;
- d) allow students to attend school as close to home as possible;
- e) provide long term sustainability;
- f) use space and resources effectively; and
- g) provide equitable access for all students to quality learning environments and choice of programs.

The CBE SAFS informs a number of planning documents, including:

- *Three Year System Student Accommodation Plan* - Serves as an indicator to school communities that changes may need to happen in the future. It identifies high and low utilization schools as well as system priorities and new school projects;
- *Three Year School Capital Plan* - Provides the framework for dealing with the complexities of city growth and decline and includes requests for new schools and for modernizing older schools; and
- *Modular Classroom Program* - Prioritizes requests for new modular classrooms based on board-approved filters and ranking criteria. Also identifies modular classrooms for relocation or disposal/demolition.

The SAFS provides recommendations to ensure that all CBE facilities provide high-quality, learning environments, and align with the CBE Education Plan.



The CBE SAFS supports decision making that:

- seeks to optimize student learning opportunities through strategic investments to ensure CBE real property is best suited, situated and sustainable:
  - Suited – schools that are designed to be flexible and meet the learning needs of 21<sup>st</sup> century learners;
  - Situated – schools and programs that are located where students live and are informed by both population and CBE enrolment growth trends; and
  - Sustainable – ensuring that the operation and maintenance costs of CBE schools strike an appropriate balance between the learning needs of students and sustained financial affordability.
- reflects an equitable approach to the provision of safe, appropriate and high-quality learning and working environments across the City of Calgary;
- adheres to sound planning principles for all facility infrastructure projects;
- establishes clear priorities for construction, modernization, renewal and maintenance projects;
- undertakes a collaborative approach to student accommodation planning through the inclusion of relevant internal and external stakeholders, including schools, communities, external partners and multiple levels of government;
- incorporates traditional and land-based knowledge, local history, diverse learning, and creative approaches as much as possible into facility infrastructure projects; and
- ensures responsible stewardship of public resources through transparency and financial probity.

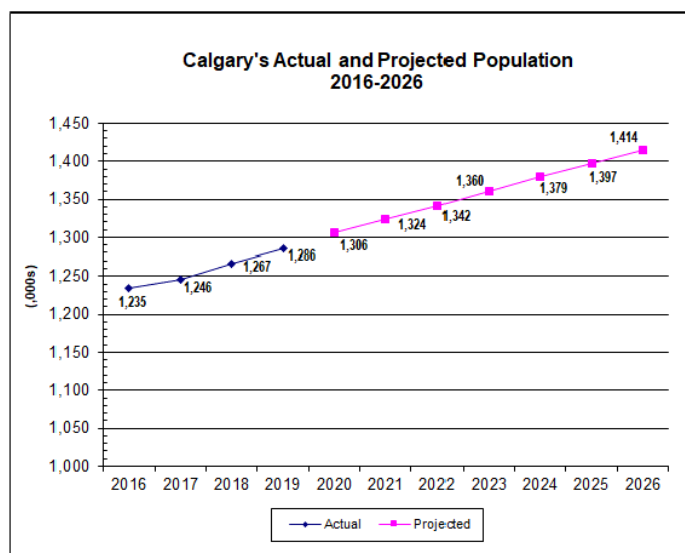
## Current State of the CBE

The CBE faces ongoing facility challenges that result from a number of considerations: demographics; school facility consideration; financial considerations, and educational priorities. A balanced approach must take each consideration into account when developing a strategic facility plan.

### Demographics

The City's population projections are not a direct factor in CBE 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.

Calgary's population continues to grow. Over the past decade, Calgary has experienced varying levels of population growth. Between 2016 and 2021 Calgary's population growth has averaged an estimated 18,600 people per year.



Source: Calgary & Region Economic Outlook 2021-2026 (Fall 2021)

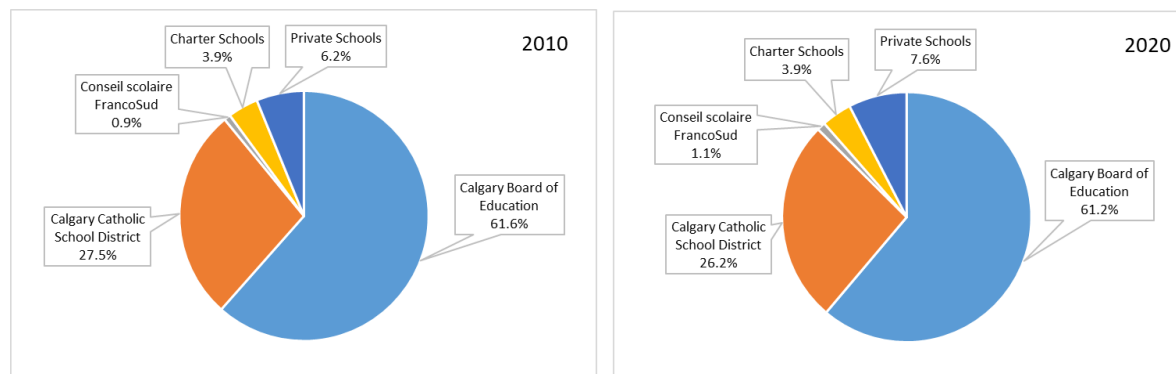
In the Calgary & Region Economic Outlook 2021-2026 (Fall 2021), the City of Calgary (the City) is forecasting that the population of Calgary will reach 1,414,400 by 2026, an increase of 90,700 persons over the next five years. This represents an average yearly increase of approximately 18,140 people, which will be driven primarily by net migration.

**Appendix I** provides more detail regarding population growth in Calgary and where it is expected to occur over the next five to ten years

## CBE Market Share

The CBE share of enrolment in the City of Calgary has been fairly consistent over the last ten (10) years in the range of 60% to 62%. The graphs below show the share of enrolment in the City of Calgary for each school authority in 2010 and 2020.

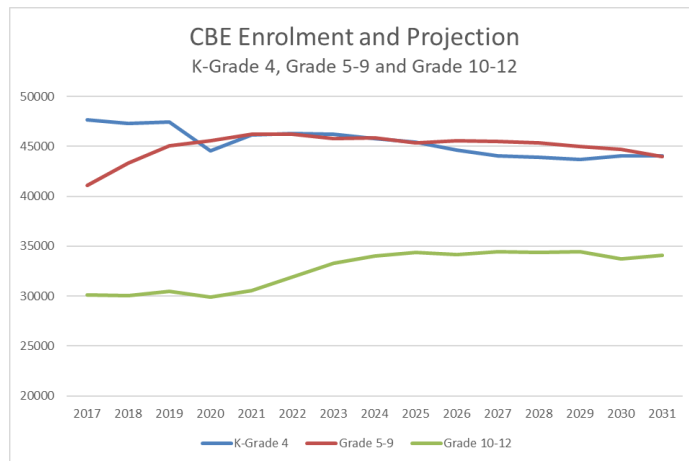
The recent adoption of the *Choice in the Education Act* has seen the removal of the previously established cap on the number of charter schools as well as the elimination of enrolment caps for charter schools. As more charter schools open in Calgary this will have an impact on CBE market share over the next ten years.



The CBE uses the Baragar Systems planning software for school districts to guide system projections. This turnkey software uses new data sources previously unavailable to the CBE and is providing new insight into future enrolment trends for the CBE as a whole and on an individual school-by-school basis. It should be noted that the conclusions from these predictions align with those derived under the previous City Census methodology used for the SAFS produced in 2019.

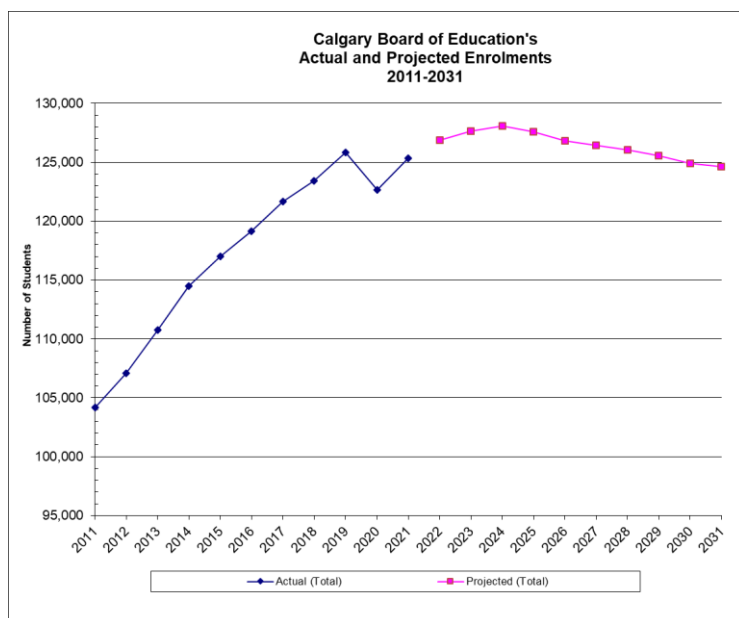
For the decade spanning 2004 to 2014, the number of students entering the CBE in kindergarten each year increased. Starting in 2015, the number of students eligible to start school each year has been declining. This has resulted in fewer students entering CBE at kindergarten. With lower numbers of kindergarten students now entering the CBE, overall enrolment is projected to peak for the 2024-25 school year and subsequently drop back down to student enrolment levels experienced in this 2020-2021 school year at the end of the ten year forecast period.

This graph highlights the changing proportion of students by grade groupings. Over the next ten years the number of K-Grade 4 students will decline as a result of the aforementioned lower number of students entering Kindergarten. This decrease will be further exacerbated by expansion of charter programming in the city. Meanwhile the proportion of Grade 10-12 students within CBE will continue to increase.



In the shorter term of the forecast period, overall CBE enrolment will continue to increase as the high levels of kindergarten enrolment experienced up until 2014 continue to move through CBE schools.

The CBE strives to maintain a utilization rate of 85%. Ensuring healthy school utilization rates contributes to ensuring that facilities are optimized for educational purposes, maintains 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 83%.

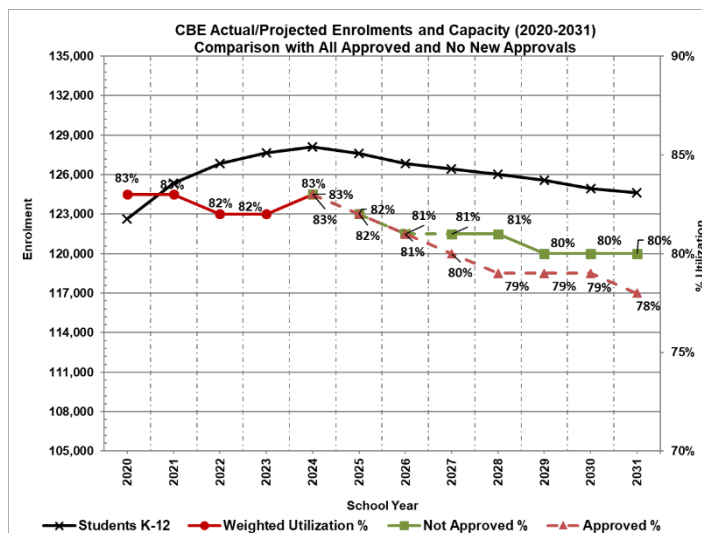


Approved and Requested New School Construction	
Planning Sector	Anticipated Capacity to be Added
North	2,700
Northeast	3,600
Southeast	2,100
<b>Total</b>	<b>8,400</b>

The opening of six schools that have been approved for construction combined with the two new school projects identified but not yet approved on *CBE’s Three Year School Capital Plan 2023-2026* will add an additional 8,400 student spaces.

If all schools on the *Three Year School Capital Plan* are approved, CBE’s overall utilization rate is projected to decline to 78%. Even without new school approvals, the overall utilization rate is still projected to decline to 80%.

During the SAFS 2022-2031 planning timeframe, total student enrolment is projected to peak for the 2024-25 school year and subsequently drop back down to student enrolment levels projected for 2019-20. Keeping the overall system-utilization rate at 85% range while also wanting to allow for the construction of new schools close to where students live will necessitate the removal of approximately 14,500 student spaces from the system. Based upon current standards of constructing 600-student capacity elementary schools and 900-student capacity middle/junior high schools, this equates to the removal of approximately 22 schools from the CBE inventory as follows:



of approximately 14,500 student spaces from the system. Based upon current standards of constructing 600-student capacity elementary schools and 900-student capacity middle/junior high schools, this equates to the removal of approximately 22 schools from the CBE inventory as follows:

- for K-4, a reduction of 9,500 student spaces will be required by 2031 to maintain elementary school utilization rates at 85%. Based on current standards of constructing K-4 schools with 600 student spaces, this equates to approximately 16 schools;
- for GR5-9, a reduction of approximately 5,000 spaces is required to maintain middle/junior high school utilization rates at 85%. Based on current standards of constructing GR5-9 schools with 900 student spaces, this equates to approximately six schools; and
- for GR10-12, the addition of one 1,800 capacity high school in addition to the new North High School, that if approved and constructed during this planning period will see the system high school utilization rate stand at 90%.

**Area Calculation Methodology Alignment**

Beginning in late 2020, Alberta Education and Alberta Infrastructure initiated changes to standardize the methodology used for how school capacity is calculated. The province has begun this work with the CBE and EPSB, as the two largest jurisdictions, and the draft changes have been submitted for provincial review and feedback for the K-9, middle, junior

high and high school buildings. Elementary school calculations are projected to be completed before August 2022.

These changes are significant, with impacts to reporting for exterior gross area and interior instructional area. The overall system student capacity will be reduced, and the overall exterior gross area will increase. Together, these changes will result in increases to IMR, CMR and O&M funding, and improve school utilization. Through the change in calculation methodology, system capacity will be reduced. This will increase overall system utilization and will result in a lower number of surplus student spaces. The extent of the impact has yet to be determined.

## Concurrent Community Development

The 30-year target of the City's Municipal Development Plan for growth into established areas is 33%, and the 60-year target is 50% growth to established areas. In August 2018 the City indicated that although development is moving in line with the idealized balanced growth in established and new areas, new communities are anticipated to capture all of the forecasted population growth from 2021-2025, while established communities are forecasted to experience negative population growth, making it challenging to meet the MDP goals in the next 20 years or so. One of the challenges in Calgary is the large number of new communities that are all developing at the same time – currently there over 36 actively developing communities at various stages of development.

Families living in new communities want their children to attend schools in their community. The CBE requires approval of new school construction projects from the Province to meet this expectation. The CBE has constructed 38 schools from 2011-2021, including two replacement schools, and added 26,331 student spaces of which 95% are located in developing communities. New school construction has not kept pace with overall growth in developing communities. There continues to be an imbalance between the location of student homes and neighbourhood school capacity in developing communities, which in turn results in longer bus rides for more students to school sites with available capacity.

A consequence of adding new capacity is that the amount of unused or excess space in some of the City's developed neighborhoods will increase. In areas where excess capacity exists, options for use of the space could include:

- use the space for new and developing communities that don't have a school or where there is insufficient capacity in their communities;
- using the space for CBE student needs such as alternative programs or complex learning programs;
- leasing space to support student and or compatible community uses as applicable under the City Charter and Joint Use Agreement; or
- closure of facilities and consolidation of programming to provide quality learning opportunities for students.

Future request for schools, through the *Three Year School Capital Plan*, in communities where younger students reside will increase excess capacity in established communities beyond the 14,500 excess spaces currently anticipated. CBE will need to balance the increase in new spaces with a reduction in capacity in established communities.

A decision to close a school can only be made by the Board of Trustees. The impact of low enrolment on student learning as well as the analysis of school utilization rates, community demographics and facility condition are some of the factors considered in the decision to recommend consideration of school closure.

## School Facilities Considerations

The CBE has a diverse facility inventory, comprised of 224 CBE school facilities, 15 schools leased to charters and six ancillary support facilities for administration. Ages range from brand-new to over 100 years old. Development of schools has generally aligned with the growth of the City of Calgary, both in quantity and location.

### **New Schools**

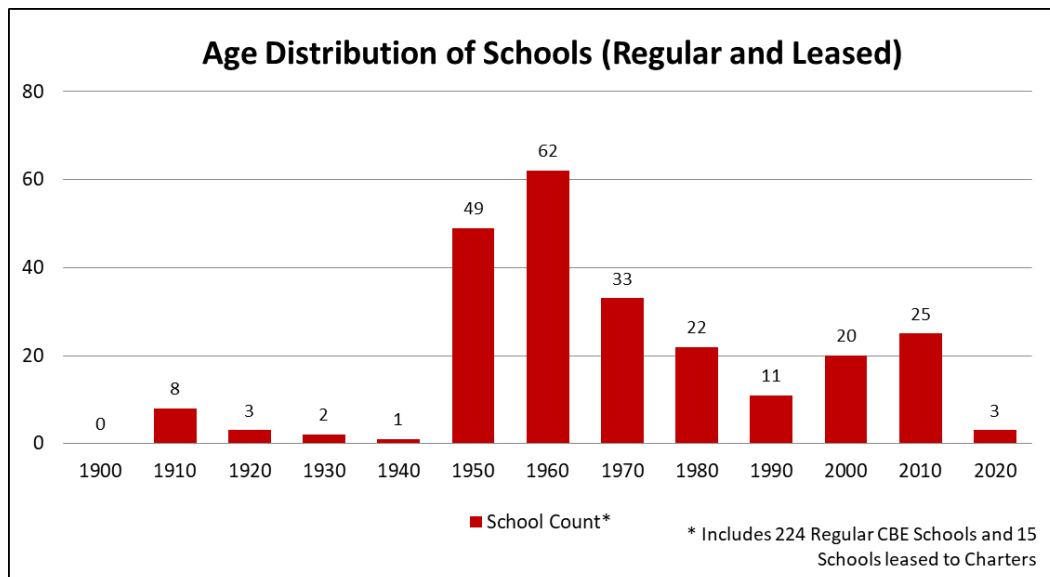
For new schools, planning is a joint endeavour between the City of Calgary, the CBE, the Calgary Catholic School District (CCSD) and developers. The number of school sites required in a particular community is identified during the Outline Plan stage of development with actual locations finalized during the Area Structure Plan phase. This work is completed well in advance of any homes being built in a community. Through this process, the CBE works with its partners to establish which sites are best suited to elementary, middle or high school levels, based on site size, access, frontage and adjacency considerations.

Typically, the CBE is eligible for an elementary school for every 10,000 residents, a 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 will require two elementary schools and one middle school to accommodate students once they are fully built-out. High school sites are shared between every 2-4 communities, based on community size. Once a site has been fully serviced with water, sewer and utilities, a new school can be requested through the three-year school capital plan submission to Alberta Education.

Currently, the CBE requests school grade configurations that are elementary (K-4), middle school (5-9), elementary/junior high (K-9) or high school (10-12), depending on medium-term demographic projections for each community. Actual grade configurations at each new school are determined one year prior to opening based on specific demographics of the community it serves at that time, and are adjusted as needed as the community matures.

### **Ageing Schools (Including 15 leased to Charters)**

The original design life of CBE schools has typically been in the range of 50 years. Within the next decade, 158 school facilities or 66% (including schools leased out) will be older than 50 years.



Development of these facilities has generally aligned with the age of the communities they were constructed in. However, as communities have aged, the school-aged populations in older neighbourhoods has decreased from their peak levels at the time of school construction, and have generally stabilized. As schools in established communities age, significant renewal investments will be required to maintain quality teaching environments in these communities. Strategic planning of these investments will consider educational needs, programming demands, stakeholder input and school utilization within the broader community to determine how best to address building condition and match space requirements to community demographics in developed neighbourhoods.

Depending on a facility's condition and the type and complexity of renewal required, three options exist for the CBE:

1. For projects and work with low-high complexity and low-high urgency, work is planned to be addressed through annual Infrastructure Maintenance Renewal (IMR) and Capital Maintenance and Renewal (CMR) initiatives. This work is prioritized and planned annually using a rolling three-year window.
2. For projects and work with high complexity and moderate urgency, large, phased renovations are planned. Referred to as "major modernizations", approval and funding is requested through the *Three-Year School Capital Plan*.
3. For projects where significant renovations are necessary and costs for that work will exceed 75% of the cost to replace the building with a new facility, a replacement school may be requested through the *Three Year School Capital Plan*. In recent years, two replacement schools were undertaken by the CBE as the cost to repair exceeded the 75% threshold: one due to damage by the 2013 floods, and the other opening in 2017 to house an increasingly complex population in a building that had reached the end of its lifecycle. As more schools age and require significant investment to address lifecycle replacement costs, it is likely that additional replacement schools will be requested for developed communities.



To achieve the design life of a facility, ongoing capital investments are required to replace the various building components once they reach the end of their lifecycle. Continued investment in component replacement makes it possible to utilize a facility beyond the original design life. However, historical funding allocations have not facilitated regular component lifecycle replacements, resulting in increasing deferred maintenance and lifecycle demands that need to be attended to within CBE schools

Due to annual funding limitations, prioritization of this work considers the following factors: impact on the learning environment, building accessibility and inclusivity, curricular requirements, facility condition, component or system condition, and potential reduction of lifecycle costs.

CBE's focus is to prioritize investments while concurrently seeking opportunities to eliminate deferred maintenance (e.g., remove modularity, emphasize modernizations in School Capital Plan, identify opportunities that can allow for the closure of high-deferred maintenance schools).

### **Modular Classrooms**

While the original design life of CBE schools has typically been in the range of 50 years, modular classroom units are not constructed to the same standards found in core building construction and have a shorter design life. Construction standards for these units changed in the 1990s, which has resulted in a longer design life, from 25 years to 30-35 years.

The CBE currently has 705 modular classroom units that provide 17,625 student spaces. Within the total modular classroom count, 410 modular classrooms were constructed prior to 1992. These units, which provide 10,250 student spaces, will be recommended for removal, replacement, or significant renewal over the next ten years.

The removal of modular classrooms provides the ability to rapidly increase school utilization rates across the system while concurrently eliminating operating costs, deferred maintenance and lifecycle demands upon the limited O&M and IMR/CMR grants. Accordingly, this strategy will continue to be pursued by the CBE. Of note, approval is required from Alberta Education for removal or relocation of modular classrooms due to the impact on school capacity and the fact that Alberta Education has retained ownership of modular classrooms from 2006 onwards.

In those cases where removal of pre-1992 modular units will reduce school capacity below that required to accommodate enrolment, relocation of newer modulars from schools with excess capacity will be considered.

### **Changing Learning Environments**

Since the first CBE schools were built, student learning and teaching has evolved considerably. The correlation between student success and the quality of learning environments has become better understood over time, and standards in educational facility design have changed to reflect this knowledge.

Schools constructed over the past twenty years have been built with improved access to natural light, break-out spaces supporting a diverse range of student needs, complementary programming spaces aligned to current curriculum requirements, and learning environments suited to collaboration, critical thinking, and independent learning. While it is possible to modify older facilities to provide equitable learning environments, renovations for this purpose are generally higher cost and lower priority than critical lifecycle investments necessary to maintain building infrastructure.

There is a need to continue to build flexible environments that are IT-enabled to allow them to adapt physically and from an information technology perspective to meet evolving student learning needs. The recent pandemic has shown the CBE that physical schools will continue to be required, as demonstrated when the entire system moved online in March 2020 and the subsequent mass return of students to in-person learning in the ensuing years.

## Financial Considerations

Alberta Education provides three different types of funding for school facilities:

- IMR and CMR funding;
- O&M funding; and
- Capital funding;

These three funding sources are used to finance facility investments reflected in the SAFS. However, the annual variability of these funding sources results in a lack of predictability, which in turn impacts long term and strategic planning options for the CBE.

### **IMR and CMR Funding**

Since 2011, the CBE has received \$328.3 million of IMR funding and \$67.5 million of CMR funding since its creation in spring 2020. IMR funding amounts are based on the availability of provincial funds and are roughly scaled to each school jurisdiction based on the total amount of space owned by the board. This amount has fluctuated considerably, ranging from \$14.6 million to \$38.9 million per year.

First introduced in 2020 in response to the COVID-19 pandemic, \$36.8 million in CMR funding has also been provided to the CBE. This was also roughly scaled to each school jurisdiction based on the total amount of space owned by the board. This amount has fluctuated considerably, ranging from \$36.8 million to \$11.8 million as a reflection of the availability of provincial funds.

These funds, which are intended to address deferred maintenance and deferred lifecycle costs, have been deficient when compared to the annual deferred costs incurred by the CBE.

### **O&M Funding**

Annual Operations and Maintenance (O&M) funding is provided to the CBE, which supports plant operations and preventative maintenance of CBE facilities. The funding calculation methodology is factored on both the total built area of schools owned by the CBE, as well as the utilization of each facility. Schools with less than 85% utilization do not receive full O&M funding for the building.

As student enrollment fluctuates annually, there is more volatility in O&M funding levels for each school. Improvements to utilization are difficult to achieve in the short term; while small-scale improvements on utilization can be realized annually through redistribution of specialized programs, changes to catchment areas, grade configurations or student space reductions are longer-term solutions that require significant review.

### **Capital Funding**

Capital funding supports new school construction, replacement schools and major modernization, as well as modular classroom expansion, relocation or reduction initiatives. The CBE submits capital plan priorities to the Province annually, identifying Board priorities for new school construction, replacement schools and major modernizations. However, funding for these projects fluctuates from year to year, based on provincial budget allocations for new school projects. There is unfortunately no predictability built into the provincial budget process, limiting the extent to which the CBE can plan for future space and modernizations of its current facilities.

## **Educational Priorities**

School facilities are more than just buildings: their configuration, condition and quality of spaces affect student success and the programming offered in each location. While each school building and program is different, the CBE is committed to providing equitability in programming for all students.

Several educational programming considerations impact the SAFS: program/school size; complementary and Career and Technology Foundations (CTF) / Career and Technology Studies (CTS) programming; locations of alternative programming; locations of specialized programming, and inclusivity.

### **School size**

Both physical building and program size in schools are important considerations when evaluating equity in student learning. Older schools tend to be smaller in size compared to newer schools, with a lower associated student capacity. Smaller schools have less staff, which can translate to fewer specialists or reduced programming, and are subject to more dramatic swings in utilization and funding as community demographics change over time. This variation is most notable in elementary schools.

Conversely, school size is a factor in school culture, and in how schools can best create safe and caring school environments for their schools while balancing instructional space needs.

For just over 20 years the CBE has standardized the capacity of its new schools to best support students in being known as learners within their school, as follows:

Grade Configuration	School Size
Kindergarten - Grade 4	600
Grade 5 - Grade 9	900
Kindergarten - Grade 9	900
Grade 10 - Grade 12	1800

These capacities inform capital requests, as well as correlate to the amount and size of instructional areas, including gymnasias.

**Complementary and Career and Technology Programming**

Throughout grades K-12, CBE students engage in complementary learning opportunities outside of core curricular programming. Music, visual and performing arts are the first complementary programs offered to early learners. Students participate in additional complementary and career and technology programming, with student program choice starting in grade 7.

CTF and CTS along with dual credit and trades programming are central opportunities for students across middle/junior and high schools. In addition to specialist expertise of staff, many of these programs require some form of specialized space in the school or additional equipment to be able to offer this programming. Continued work with post-secondary and industry partners is a further support. Future investments will reflect provincial space standards, educational demand, and equity considerations across the CBE as funding is prioritized at these locations.

**Changing Learning Delivery**

As schools respond to student learning needs, there is increased demand for flexible and varied teaching spaces to support small group, interdisciplinary learning experiences and self-directed learning. While schools will always be necessary places to support and guide student learning, how and where students learn is changing rapidly. Building and client technology must similarly shift to support these changes.

**Use of Digital Tools**

The continued expansion and use of digital tools and platforms during the timeframe of this strategy may further enhance the ability to personalize learning for each student. Information Technology built into the school to support this will be instrumental to learning. The way physical spaces themselves are used within the school may change as students also capitalize upon virtual learning spaces. School infrastructure will increasingly need to incorporate rapidly changing technologies and schools will require flexible layouts that allow for their use in ways not envisaged today.

### **Specialized Programming**

Specialized programming is offered at a number of schools to support the diverse range of learners within the CBE. These programs are relocated annually based on demand, and relocations reflect ongoing work to minimize travel times for students, place programs into accessible facilities, and address utilization pressures within the system. By moving these programs to schools with excess capacity it is possible to increase utilization of facilities to maximize O&M funding.

### **Diversity, Inclusivity and Equity**

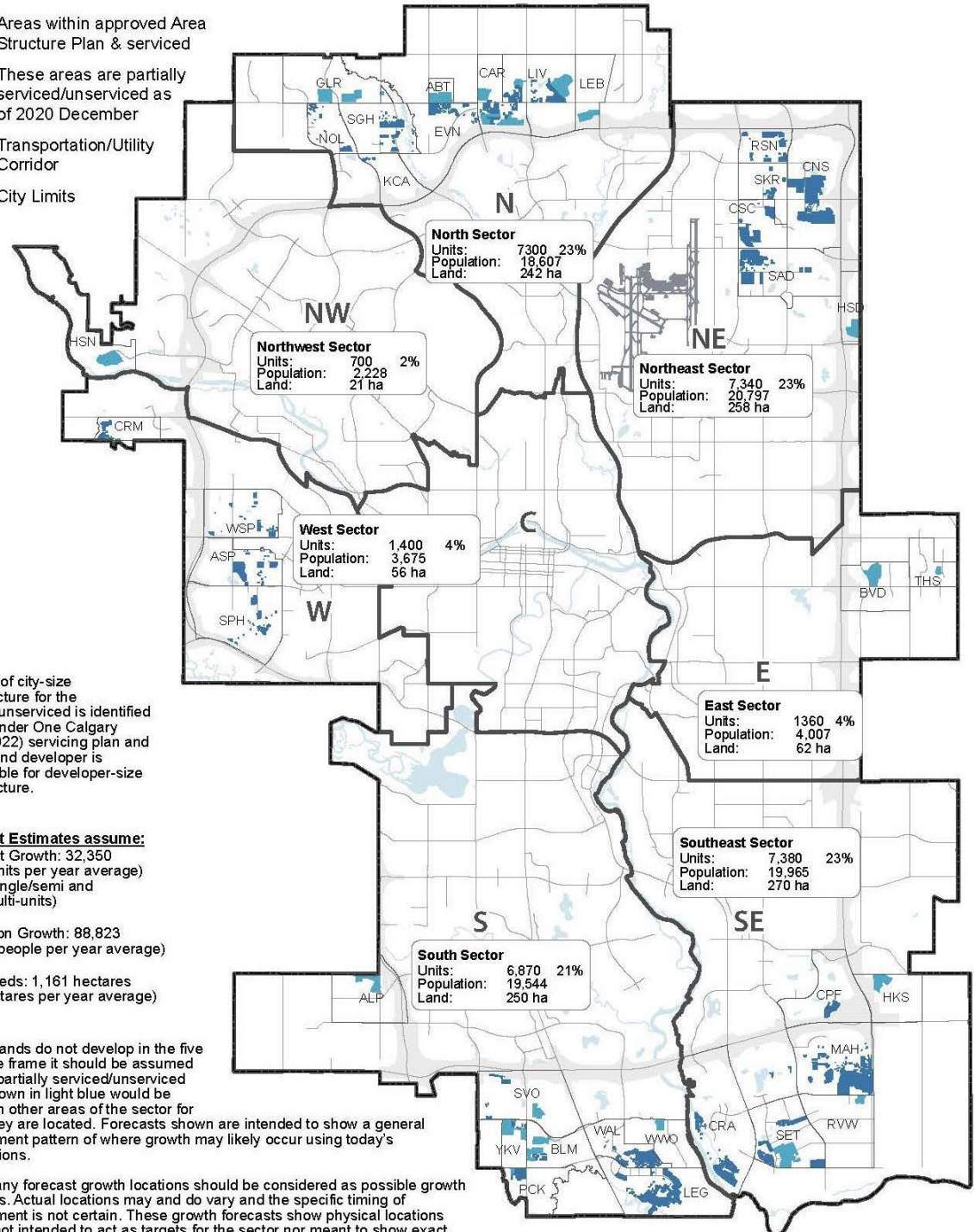
To support student learning, the CBE is committed to the provision of safe, welcoming and inclusive learning environments. These objectives will be fostered through the development and implementation of an Accessibility Framework to eliminate physical barriers to attendance within existing schools, an Indigenous Facilities Framework to ensure that new and existing schools properly acknowledge the land where they are situated and pursuit of permanent gender-neutral washroom solutions in existing schools.

# Appendix I: City of Calgary

The City prepares a suburban residential growth forecast each year, which 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. A summary of the five-year period forecast from the City's *Suburban Residential Growth 2021-2025* document for suburban locations is shown on the adjacent map.

## Legend

- Areas within approved Area Structure Plan & serviced
- These areas are partially serviced/un serviced as of 2020 December
- Transportation/Utility Corridor
- City Limits



Funding of city-size infrastructure for the partially/un serviced is identified in blue under One Calgary (2019-2022) servicing plan and budget and developer is responsible for developer-size infrastructure.

**Forecast Estimates assume:**  
 Total Unit Growth: 32,350  
 (6,470 units per year average)  
 (3,770 single/semi and  
 2,700 multi-units)

Population Growth: 88,823  
 (17,765 people per year average)

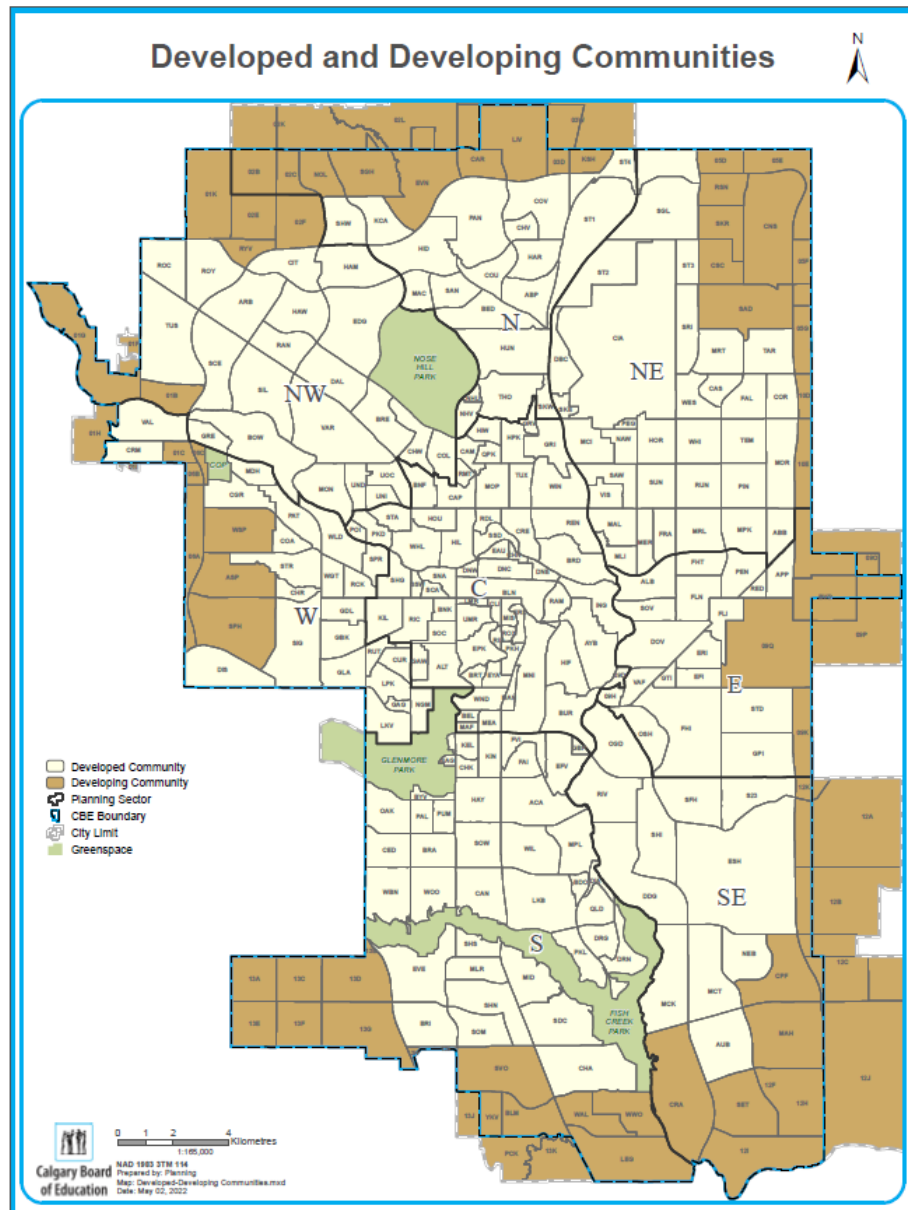
Land Needs: 1,161 hectares  
 (232 hectares per year average)

If these lands do not develop in the five year time frame it should be assumed that the partially serviced/un serviced lands shown in light blue would be utilized in other areas of the sector for which they are located. Forecasts shown are intended to show a general development pattern of where growth may likely occur using today's assumptions.

As with any forecast growth locations should be considered as possible growth directions. Actual locations may and do vary and the specific timing of development is not certain. These growth forecasts show physical locations but are not intended to act as targets for the sector nor meant to show exact

## Developed and Developing Communities

The map below shows the developed and developing communities in Calgary. The City of Calgary supports an actively competitive land market in all areas of the city and there are 36 new and developing municipal communities in various stages of development. 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.



## Appendix II: CBE Enrolment and Utilization

### Enrolment

The number of students eligible to start kindergarten each year has declined over the past few years and enrolment in kindergarten has declined accordingly. The table illustrates whether there was an increase or decrease in enrolment by grade, from the previous school year, for 2009 to 2018. This exemplifies the large population cohort moving through the grades.

Year to Year Change in Enrolment by Grade

Year	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	Total
2009														97,305
2010														97,512
2011														98,595
2012														101,795
2013														105,468
2014														109,123
2015														111,537
2016														113,986
2017														116,618
2018														118,966
2019														121,527
2020														118,703
2021														119,363

Total Enrolment K-12, excludes Outreach Programs, Unique Settings, Home Education, CBe-Learn, Chinook Learning Services

Increase from previous year    
  Decrease from previous year

The table below indicates this change in growth, and while the elementary grades over the 10 year period still accounted for 36% of the growth it was primarily from 2011 through 2016. From 2016-2021 all the growth has been in middle and high school.

Change in Enrolment by Division

Year	K-4	GR5-9	GR10-12	TOTAL
2011-2016	9,598	4,883	910	<b>15,391</b>
2016-2021	-2,114	5,815	1,582	<b>5,283</b>
2011-2021	7,484	10,698	2,492	<b>20,674</b>

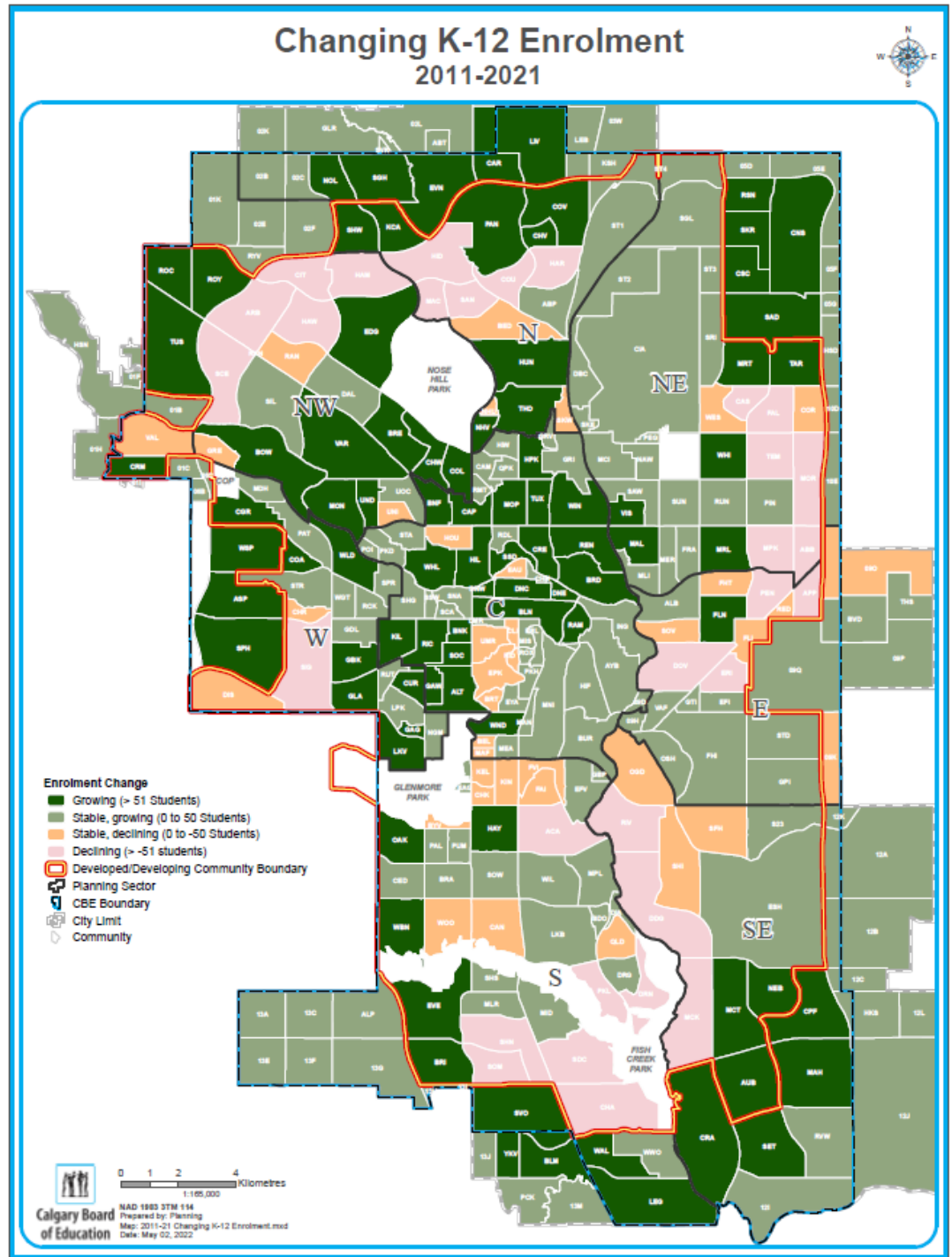
The table below shows the change in enrolment from 2011-2021 by Developed and Developing Communities only (e.g. does not include students who live out side of Calgary). The majority of the growth was in the Developing Communities while the majority of the CBE's schools are located in the Developed Communities.

Change in Enrolment by Division, Developed and Developing Communities

Enrolment Change 2011-2021	K-4	G5-9	G10-12	Total		K-4	G5-9	G10-12	Total
Established Communities	2,852	6,112	1,161	<b>10,125</b>		11%	25%	5%	<b>41%</b>
Developing Communities	5,593	5,891	3,300	<b>14,784</b>		22%	24%	13%	<b>59%</b>
<b>Total</b>	<b>8,445</b>	<b>12,003</b>	<b>4,461</b>	<b>24,909</b>		<b>33%</b>	<b>49%</b>	<b>18%</b>	<b>100%</b>



The following map displays the change in the K-12 enrolment by community from 2011 to 2021.



While a number of inner city neighbourhoods have shown an increasing trend in enrolment growth, the outer developed suburban communities are showing a declining trend. The growth in inner city neighbourhoods, while good, is where schools were built in the 1950s or earlier and require significant capital investments for modernizations and upgrades. The declining trend in the outer developed communities, combined with a projected decline in enrolment by 2032, will require CBE to review schools with low utilization rates with the possibility of consolidations of programs, closures, and/or use of space for other school board uses.

The large number of developing communities puts increased pressure on the CBE to meet the expectations of parents for new school construction in their communities.

## Enrolment Projections

The City currently does not produce a 10 year population forecast therefore the CBE’s 10 year enrolment projection is based on the assumption that the same level and distribution of growth from the City’s *Suburban Residential Growth 2021-2025* will occur until 2031. For 2031 the CBE is projecting a total K-GR12 only enrolment of 124,607.

Year	K-4	GR5-9	GR10-12	TOTAL
2021	47,044	47,163	31,122	<b>125,329</b>
2031	44,994	44,934	34,679	<b>124,607</b>
Difference	-2,050	-2,229	3,557	<b>-722</b>

Elementary (K-4) and middle school enrolment (GR5-GR9) are projected to comprise the largest portion of CBE enrolment in 2031 and the greatest student growth is expected in high school (GR10-12).

## Utilization

The 2021 utilization rates by grade groupings are as follows:

- 77% for K-4,
- 86% for GR5-9
- 88% for GR10-12

In order to have a true picture of current school utilization compared to where space will be needed in the future, CBE considers both where students are going to school in relation to where they are living.

Utilization by enrolment provides context for how students are being accommodated within existing schools and utilization by residence indicates where the students are living. High utilization by residence indicates where new schools need to be built to ensure they are situated where the need for space is the highest.

When the opening of new schools in one planning sector, which is necessary to keep students as close to home as possible, results in a utilization rate that is lower than the mid 80% range, reduction or re-purposing of space in the specific planning sectors that do not meet the benchmark will need to be considered to maintain the desired mid 80% system utilization rate.

## Utilization by Residence

Utilization by residence identifies the number of students residing in a 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.

## Utilization by Enrolment

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 experienced at schools within the planning sector.

The analysis and graphs below are grouped by:

- elementary (K-4)
- junior/middle school (GR5-9)
- high school (GR10-12)

The graphs compare current utilization rates with projected utilization rates for the 2031-2032 school year both if all schools in CBE’s Three Year School Capital Plan 2023-2026 are approved and if they are not.

## Elementary (K-4)

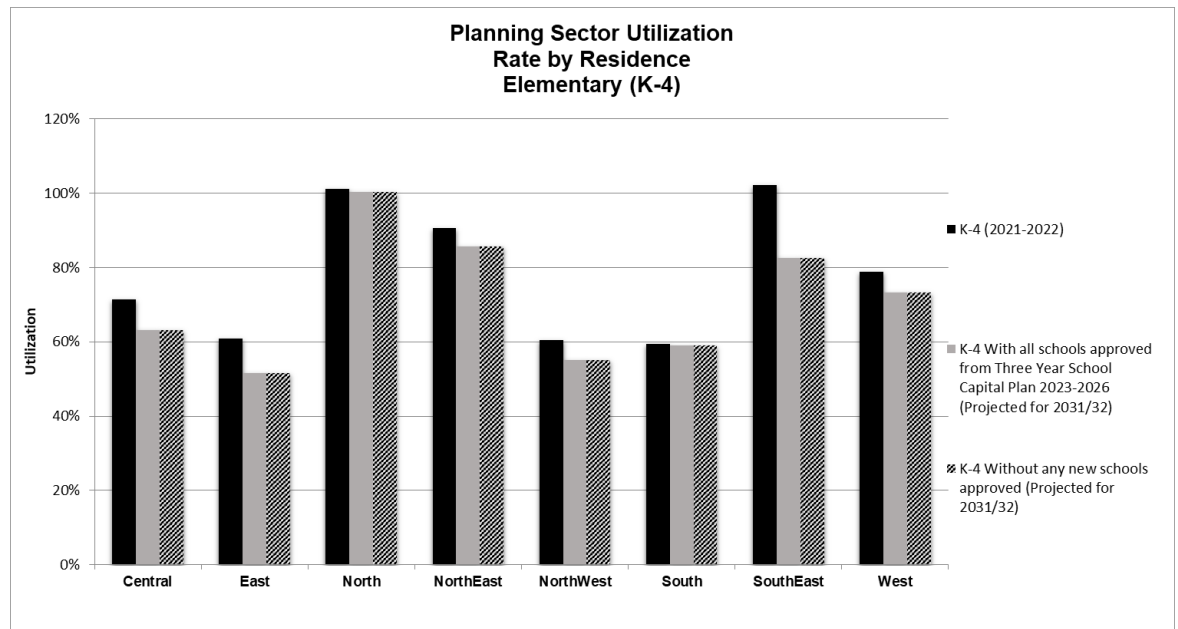
By the 2031-2032 school year enrolment at the elementary level is projected to decrease by just over 2,000 students. Notwithstanding this decline in enrolment, there is still a need to build elementary schools where students live. This trend of declining enrolment at the elementary (K-4) level is consistent with the trend identified in the last Student Accommodation and Facility Strategy in 2019. Future planning for new schools via the Three Year School Capital Plan will need to consider both where new schools are required and where opportunities to reduce capacity exist to achieve a mid 80% utilization rate. Currently CBE is not requesting construction of any new elementary schools in the Three Year School Capital Plan.

The opening of two elementary schools and one K-9 school that have been approved for construction will add an additional 1,650 spaces for K-4 learners.

<b>K-4 (Approved and Requested New School Construction)</b>	
<b>Planning Sector</b>	<b>Anticipated Capacity to be Added</b>
Northeast*	450
Southeast	1,200
<b>Total</b>	<b>1,650</b>

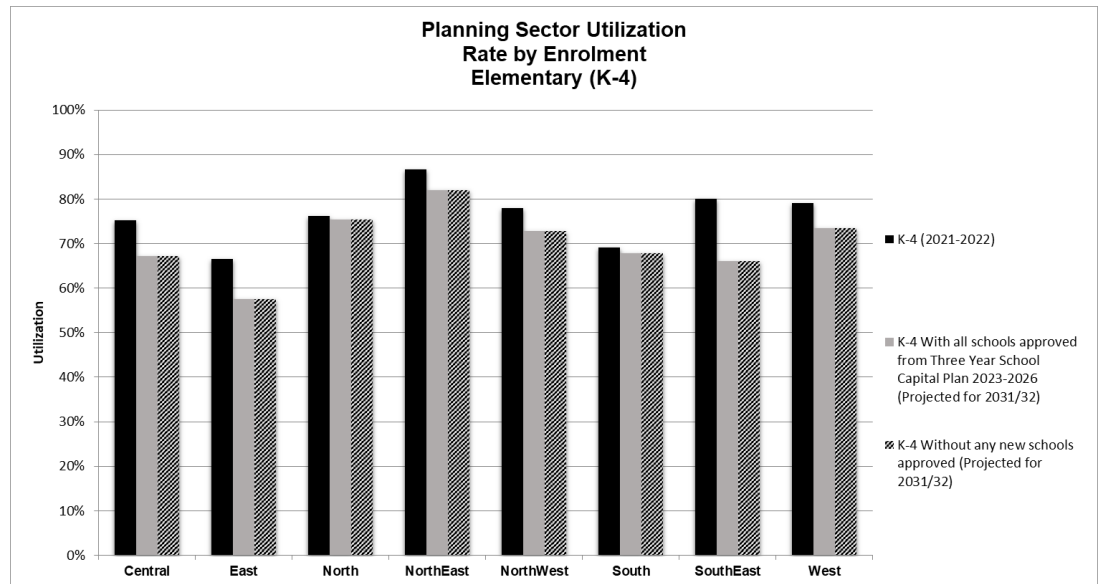
*\*Half of the capacity of the Skyview Ranch K-9 School is anticipated to accommodate K-4 students*

CBE's current K-4 utilization rate is 77%. With the opening of the schools noted above, the utilization rate for K-4 is projected to fall to 71% by 2032. This is below the desired mid 80% range for utilization and will necessitate the need to reduce capacity in underutilized areas of the city. Although CBE is currently not requesting the addition of any new capacity in K-4 in the Three Year Capital Plan, there will be a need to consider constructing new elementary schools closer to where students live as new and developing communities continue to grow and K-4 utilization rates increase through the reduction of capacity.



The greatest need for K-4 school space, based on where students live, is in the North. If all students living in the North were accommodated in schools that are located in the sector, the utilization rate would be approximately 100%.

With the exception of the North and Northeast, all other sectors are projected to have utilization rates below the mid 80% range. The areas where the lowest population growth is anticipated based on the City's *Suburban Residential Growth 2018-2022* are the *Centre, East, Northwest and West*. These areas are projected to have utilization rates, by residence, that range between 50 to 70% in the future.



The planning sectors that will be impacted by opening of new K-4 schools are the Southeast and the Northeast.

- The opening of two new K-4 schools in Southeast Calgary is projected to reduce the utilization rate in Southeast Calgary from 80% to 66%.
- The opening of one new K-9 school in Northeast Calgary is projected to reduce utilization in Northeast Calgary from 87% to 82%.

Families living in new communities want their children to attend schools in their community. The CBE requires approval of new school construction projects from the Province to meet this expectation. A consequence of adding new capacity is that the amount of unused or excess space in some of the City’s developed neighborhoods will increase. In areas where excess capacity exists options for managing excess space could include:

- using the space for CBE student needs such as alternative programs or complex learning programs,
- leasing space to support student and or compatible community uses as applicable under the City Charter and Joint Use Agreement
- closure of facilities and consolidation of programming to provide quality learning opportunities for students

Taking into consideration current enrolment projections and trends, a reduction of approximately 9,500 K-4 spaces would be required to achieve an 85% overall utilization rate. Based on current standards of constructing elementary schools with 600 student spaces, this equates to approximately 16 schools. CBE’s Three Year School Capital Plan is prepared each year with the goal of achieving an overall 85% system utilization rate and future plans will need to consider both new school needs and opportunities to reduce capacity to meet this target.

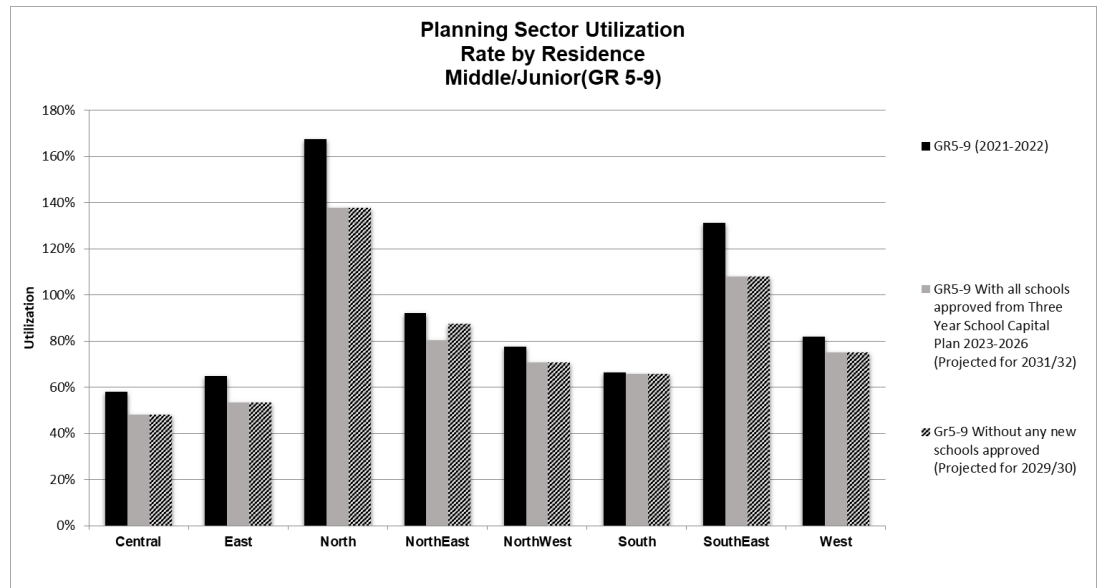
## Middle/Junior (GR5-9)

By the 2031-2032 school year, enrolment at the middle junior level is projected to decrease by approximately 2,200 students from current levels. The opening of one K-9 school and two middle school that have been approved for construction combined with approval of one additional middle school project on CBE’s Three Year School Capital Plan 2023-2026, will add an additional 3,150 spaces for GR5-9 learners.

GR5-9 (Approved and Requested New School Construction)	
Planning Sector	Anticipated Capacity to be Added
North	900
Northeast*	1,350
Southeast	900
<b>Total</b>	<b>3,150</b>

\*Half of the capacity of the Skyview Ranch K-9 School is anticipated to accommodate GR5-9 students

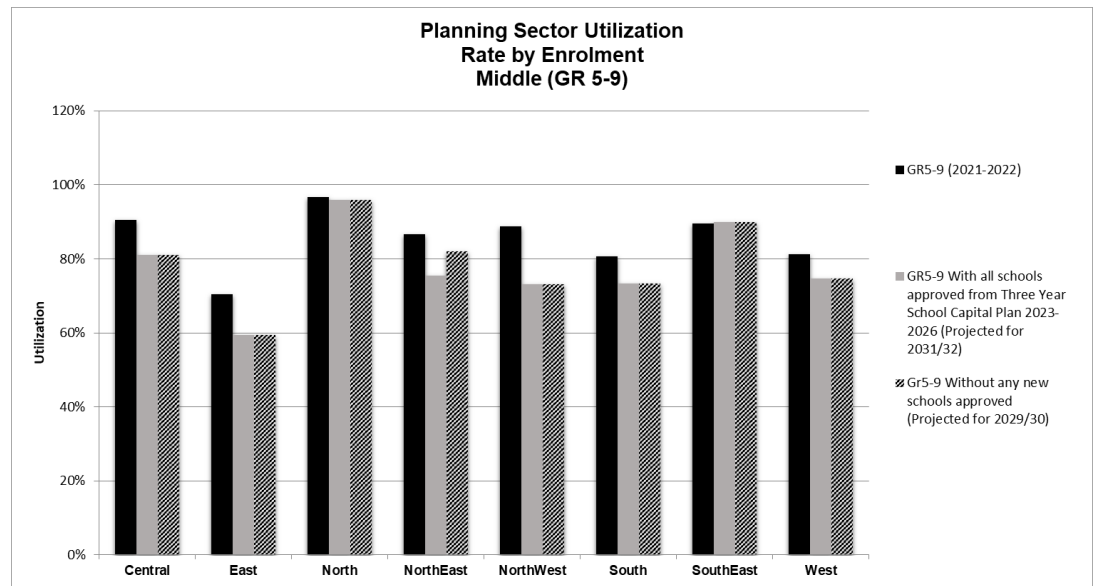
CBE’s current middle school utilization rate is 86%. If all schools in the Three Year School Capital Plan 2023-2026 are approved and open by the 2031-32 school year overall middle/junior utilization is projected at 78%. This is below the desired mid-80% range for utilization and will necessitate the need to reduce capacity in underutilized areas of the city. Although continuing to request and construct new middle schools is projected to result in a utilization rate that is below the mid-80’s target, new schools are still needed closer to where students are living (utilization by residence).



The greatest need for new middle school space, based on where students live, is in the North and Southeast. If all students living in those areas were accommodated in schools that are located in the sector, the utilization for the North would exceed 160% and the Southeast would exceed 100%. The opening of middle schools currently approved for construction in these sectors will see utilization rates reduce to 138% and 108% respectively. This means more students will be accommodated closer to home although some middle school students will still need to attend schools in the Northwest and South sectors. One new middle school in the Northeast is requested in the Three Year School Capital Plan 2023-2026. If this school is approved for construction and opened prior to the

2031-32 school year, the utilization rate by residence in this sector is projected to be 80%. If the school requested in the Northeast is not approved students will continue to be accommodated in other schools in the Northeast sector where space is available.

The sectors with utilization rates, by residence, that are projected to be below the mid 80% range are Central, East, Northwest, South and West. The lowest utilization by residence for middle school is projected in the Central sector.



The planning sectors that will be impacted by opening of new middle schools in the are the Northwest and South sectors. The opening of two new middle schools in North Calgary is projected to reduce the utilization rate in Northwest Calgary from 89% to 73%. The opening of one new middle school in Southeast Calgary is projected to reduce utilization in South Calgary from 81% to 73%.

Families living in new communities want their children to attend schools in their community. The CBE requires approval of new school construction projects from the Province to meet this expectation. A consequence of adding new capacity is that the amount of unused or excess space in some of the City’s developed neighborhoods will increase. In areas where excess capacity exists options for managing excess space could include:

- using the space for CBE student needs such as alternative programs or complex learning programs,
- leasing space to support student and or compatible community uses as applicable under the City Charter and Joint Use Agreement
- closure of facilities and consolidation of programming to provide quality learning opportunities for students

Taking into consideration current enrolment projections and trends, a reduction of approximately 5,000 grade 5-9 spaces is required to achieve 85% overall utilization rate. Based on current standards of constructing middle schools with 900 student spaces, this equates to approximately six schools. CBE’s Three Year School Capital Plan is prepared each year with the goal of achieving an overall 85% system utilization rate and future plans



will need to consider both new school needs and opportunities to reduce capacity to meet this target.

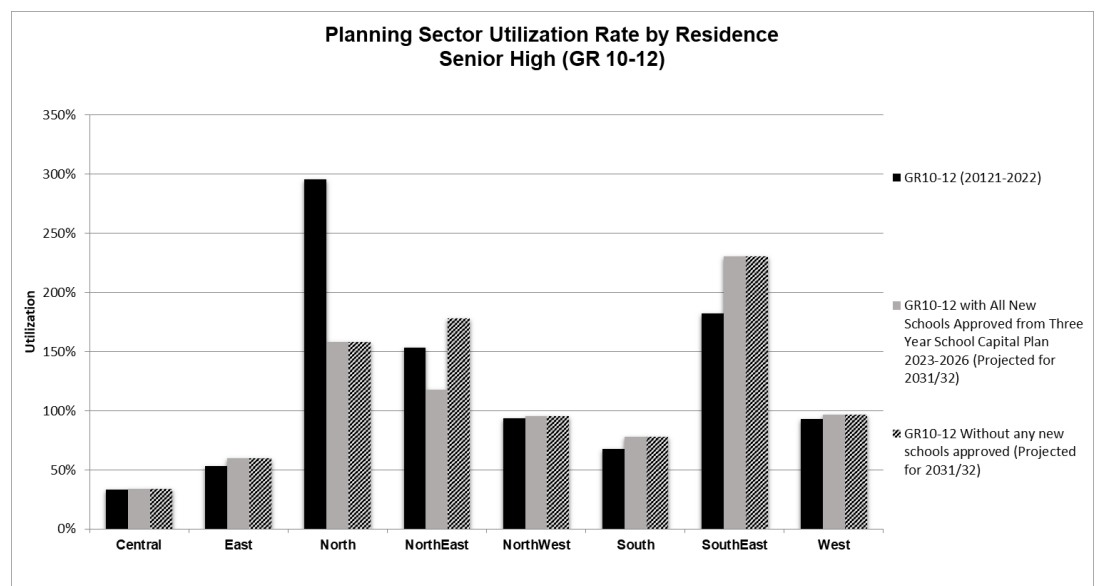
## High School (GR10-12)

By the 2031-32 school year enrolment at the high school level is projected to increase by approximately 3,500 students.

A new high school is currently being constructed in North Calgary and CBE's Three Year School Capital Plan 2023-2026 includes one new high school request. The table below indicates anticipated high school construction needs over the next ten years:

GR10-12 (Requested and Anticipated New School Construction)	
Planning Sector	Anticipated Capacity to be Added
North	1,800
Northeast	1,800
<b>Total</b>	<b>3,600</b>

CBE's current high school utilization rate is 88%. If the schools listed in the table above are approved and open by the 2031-32 school year overall high utilization is projected at 90%.



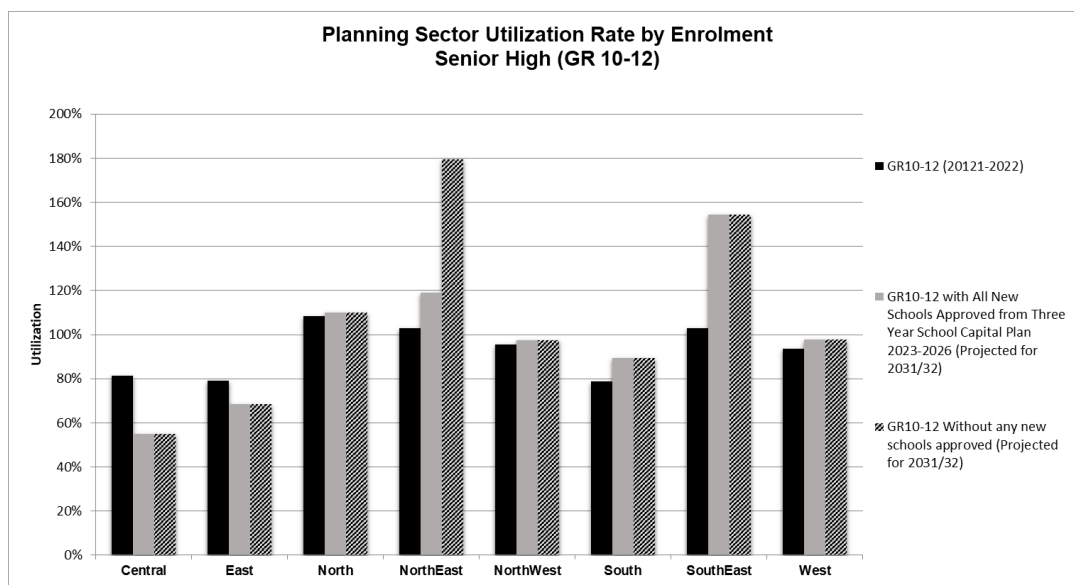


### High School Engagement

In anticipation of increasing high school enrolment the CBE launched a community engagement initiative in May 2019 to develop a sustainable plan that balances enrolment across CBE high schools and gives students access, flexibility and choice in programming. Prior to the engagement the CBE would have had ten high schools operating at more than 100 per cent of their capacity, while seven high schools would have been operating between 50 and 85 per cent of their capacity. Only three high schools will be operating within the balanced range of 85-100 per cent.

By implementing the proposed plan, 15 out of 21 high schools (71 per cent) will be in or near the balanced utilization range. That is more than double the number of schools that would be in this range if no action had been taken.

The greatest need for new high school space is in the Northeast and Southeast. The CBE does not have another high school site dedicated in the SE but does have a site in the West Macleod Area Structure Plan in the community of Belmont in proximity to some new and developing communities in the Southeast. If all students living in those areas were accommodated in schools that are located in the sector, the utilization in the Northeast would exceed 150% and in the southeast it would be exceed 200%. If the schools are not constructed in these sectors, students will continue to be accommodated in schools in sectors with lower utilization.



The planning sectors that will be impacted by opening of new high schools in the North and Northeast are the Centre and East sectors. The opening of new high schools is projected to:

- reduce the utilization rate in the Centre sector from 81% to 55%.
- reduce the utilization rate in East Calgary from 79% to 68%

## Appendix III: Technology and its Impacts on Learning and Infrastructure

### Current State

The portfolio of CBE facilities includes a number of schools that were built prior to the advent of personal computers and hand-held electronic computing devices. While facilities have been adapted to meet changing technologies over time, the rate of change in technology and its impacts to how people learn has advanced considerably over the past decade. This is anticipated to continue into the future, which will challenge the CBE's ability to provide timely and sufficient technology infrastructure, and modify buildings to support the respective changes to how students learn and how building technologies are advancing.

### Considerations

#### Increasing Quantity and Demand of Devices

As new technologies develop, more devices are integrated into the classrooms and into our facilities. This translates to increased demand, particularly with requirements for continuous connectivity for many new devices. As the Internet of Things (IoT) grows, this is expected to expand exponentially. IoT refers to the interconnection, via the Internet, of computing devices embedded in everyday objects, enabling them to send and receive data. As a result, additional wired and wireless infrastructure will be necessary to support this requirement, and that infrastructure will need to be routinely upgraded to support demand.

#### Communications and Capacity

The CBE's traditional telephony systems (PBX) are analog based and have passed the end of their serviceable life. Currently, stemming from the Unified Communication Strategy work, an initiative is in the planning stages to explore telephony opportunities that would leverage the SuperNet services, CBE investments in its IP network, Team collaboration tools, and other emerging technologies as a potential solution to the CBE's legacy telephony systems. SuperNet is the main technology that provides the CBE's Wide Area Network (WAN). Information Technology Services also envisions that demands for WAN capacity beyond 1Gbps (per school/site) could arise within the next 6-8 years.

#### Outdated Data Closet Infrastructure

Data closet infrastructure is particularly impacted by the increasing quantity and demand of devices. Generally, closets built prior to 2010 do not meet current standards for housing data-communication equipment and over 50% of them reside in environments where temperatures above 50°C (threshold where failure rates increase) have been recorded. This work is ongoing with the remediation of approximately 35-40 closets per year and at that annual rate, this initiative is projected to be completed in the next 5-7 years.

## Data Storage and Archiving

CBE manages two local datacentres; a primary location at Highfield and a secondary location at Sherwood School. Through advancement of the CBE's Cloud Strategy, Information Technology Services continues to migrate workloads from the latter CBE-owned and managed datacentres to public cloud datacentres. Accordingly, Information Technology Services foresees a perpetual need for a single CBE managed datacentre, particularly for network traffic aggregation, Internet, and services that cannot be migrated to the cloud for various reasons (i.e., cost, complexity, compliance).

Information Technology Services anticipates that within the next 5-7 years, the Sherwood datacentre will be retired with equipment and services being repurposed to the Highfield datacentre or to a small/micro datacentre at the Education Centre.

## Improved Building Technologies

As building science and components advance, significant benefits are realized in terms of overall energy consumption and resource efficiency. Prioritization of these technologies provides opportunities to significantly reduce costs through improved building envelopes, mechanical and electrical systems, and building controls and monitoring.

## Building Security

Advancements in and requirements for building security have been significant over the past decade. Shifts away from analog systems to digital technology have had a significant and growing impact on the CBE's wide area network. At present, video capture and storage accounts for approximately 60% of network traffic from schools into CBE datacentres (SuperNet) and approximately 20% of all central enterprise storage. This is unsustainable at current rates.

## Technology (IT) Strategies

For the next 10 years, our strategies include:

- Aligning technology and facilities, with changing learning delivery strategies and functional requirements, while remaining sensitive to cost implications.
- Continuing to migrate workloads to the cloud; reduce the CBE's infrastructure footprint; updating datacentre infrastructure as needed to support CBE operations.
- Architecting, designing, and implementing an Internet of Things (IoT) technology network to facilitate security (e.g. CCTV, door controllers, Public Address, etc.) and Building Management Systems (e.g. HVAC, lighting systems, environmental monitors, etc.)

- Leveraging emerging IoT technologies together with onboard CCTV camera storage to minimize bandwidth/WAN impacts resulting from increased demands for security related video capture.
- Readying CBE networks for Internet Protocol version 6 (IPv6) to support the expected exponential growth in the number and type of devices that would require network connectivity.
- Standardizing on building technologies (versus disparate solutions) that can be managed in the cloud or remotely as part of a unified facilities platform.
- Aligning facility infrastructure to support an updated CBE Telecommunications Strategy that leverages existing investments in the CBE's robust IP network.
- Monitor trends in user demand requirements to guide medium-term strategy and priorities for infrastructure upgrades.

## Appendix IV: Definitions

**Assumptions:** information that is accepted to be true for the process of planning & design of a facilities project.

**Area Structure Plan (ASP):** Is a long-range planning document and is a 'statutory' plan prepared per the regulations of the *Municipal Government Act*.

**Attendance Area:** An area established under Section 13(2) of the School Act for student attendance within the boundaries of the CBE.

**Capital Projects:** Capital projects are projects involving new school construction as well as school modernization. The projects are identified in the three-year school capital plan and is prioritized by Alberta Education on the basis of health & safety, building condition, utilization rates, enrolment projections, education program delivery and other additional information.

**Collaborative:** Development of CBE infrastructure projects are accomplished by working with agents within the CBE and external stakeholders.

**Community:** A group of individuals who are united through a common characteristic or are living in a particular geographic area.

**Deferred Maintenance:** Is maintenance, repair or modernization of a school that has been deferred to another budgetary cycle until funding is made available. Deferred maintenance can be extended for long period of time resulting in a significant backlog that needs to be addressed.

**Designation:** Every CBE student is assigned to a school based on their home address and their program needs. If the designated school is full, the students who cannot be accommodated will be bused to an overflow school.

**Designation Notice:** Decision letter, describing the changes that have resulted from the engagement.

**Diverse learning:** Is the acceptance that there are a wide range of learning styles, and the need to be open minded to it as an educational institution.

**Equitable:** Equity for the CBE involves equitable sharing of resources of the board amongst all schools and amongst its diverse student population.

**Grade Configuration:** Identifies the grades that are offered by a school, i.e. K-4, GR 5-9, GR10-12.

**Infrastructure Maintenance and Renewal (IMR):** 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.

**International Association for Public Participation (IAP2):** An international organization advancing the practice of public participation.

**Joint Use Agreement:** Is an agreement between the City of Calgary, the Calgary Board of Education, the Calgary Catholic School Board and a local community association that designate the sharing of municipal reserve land that is beneficial for all parties involved.

**SAFS:** Student Accommodation and Facilities Strategy.

**School Closure:** As provided for under the Alberta School Act which allows the school board to:

- (a) close a school permanently or for a specified period of time;
- (b) close entirely 3 or more consecutive grades in a school;
- (c) transfer all students from one school building to one or more other school buildings on a permanent basis.

**Sound planning principles:** Are planning principles related to the operation, maintenance and development of school properties. This involves ensuring good judgement and responsible use of public money, transparency in decisions and above all ensuring health and safety of students and staff.

**SSAP:** System Student Accommodation Plan.

**Stakeholders:** Represent anyone who has a stake or are affected by the decisions of the school board. This includes students, staff, as well as the general public.

**Student Accommodation:** This combines the aspects of:

- School facility
- Number of students
- Program(s) offered
- Communities that the school supports

**Traditional and land-based knowledge:** Knowledge, understanding and traditions the aboriginal people have developed and learned from their relationship with the land.

# Chief Superintendent's Update

Date	October 11, 2022
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	OE-2: Learning Environment/Treatment of Students OE-3: Instructional Program OE-4: Treatment of Employees OE-8: Communicating and Engaging with the Public OE-9: Facilities

## 1 | Recommendation

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

## 2 | Issue

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

OE-2: Learning/Environment/Treatment of Students states that "it is essential to establish and maintain a learning environment that is welcoming, caring, safe, respectful and conducive to effective learning for each student." With other reports submitted to the Board of Trustees, this update meets the requirement of providing safe and positive learning conditions for each student that fosters a sense of belonging and a respect for diversity.

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.

OE-4: Treatment of Employees states that “student success and wellbeing depend upon the recruitment, retention, and fair compensation of highly qualified employees working in an environment that is safe, courteous, and professionally supportive.” With other reports submitted to the Board of Trustees, this update meets the requirement of OE-4 by establishing and implementing standards and practices for the recruitment, fair compensation, and retention of highly qualified employees while administering clear personnel rules and procedures for employees in a respectful organizational culture.

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 the effective and efficient use of capital funding and demonstrates responsible stewardship of resources.

### 3 | Timely information

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#### **Learning Excellence & Collaborative Partnerships | Elder Advisory Council**

The Chief Superintendent’s Elder Advisory Council met on September 21. After some time focused on renewing relationships, Trustee Hack and Trustee May asked the Elders for advice about the Name Review Committee for Sir John A. Macdonald School. Future Elder Advisory Council dates are November 30, April 5 and May 24.

#### **Learning Excellence & Collaborative Partnerships | Chief Superintendent Christopher Usih Naming Ceremony**

On Friday, September 23, Chief Superintendent Christopher Usih was gifted a Blackfoot name by Piikani Elder, Leonard Bastien-Weasel Traveller for his leadership and commitment to students. The ceremony was held at the Niitsitapi Learning Centre. Chief Superintendent Usih will share his name and the story of receiving the name during the October 19 system leadership meetings.

#### **Learning Excellence & Collaborative Partnerships | Fall Equinox & Treaty 7 Resources**

In recognition of the Fall Equinox and Treaty 7 Day on September 22, the Indigenous Education Team developed and shared the following two resources:

- Fall Equinox video | Equinox Walk with Red Plume, where Shane Cunningham took viewers on a walk through the Inglewood Bird Sanctuary while sharing teachings about how the Equinox is a time for transition and preparation for winter.
- Treaty 7 Day presentation | We are all Treaty People. This presentation was designed for schools and teachers to access and use as part of classroom teaching and learning. The presentation included a link to a video of Elder Miiksika’am Clarence Wolfleg at Blackfoot Crossing sharing stories about the signing of Treaty 7.



## **Collaborative Partnerships | Foster Relationships to Support Student Success | Back to School Essentials**

CBE students in need of back to school essentials are receiving support from community agencies this fall. Staples Start to Smart backpack program has provided 1,397 backpacks filled with supplies to over 50 schools and many newcomer students via the Welcome Centre. Costco has distributed over 750 backpacks this fall, and the Calgary Police Youth Foundation has dropped off backpacks to Patrick Airlie, Niitsitapi Learning Centre and Piitoayis Family School, made possible by donations made to their crowd funding campaign held last spring. Each backpack holds supplies that will support student success, and will alleviate financial pressure felt by families throughout Calgary.

## **Strategic Resourcing | Bus Driver Shortage**

As we begin the 2022-23 school year, the majority of CBE bus routes have a regular driver assigned to the route. However, our transportation service providers continue to face a bus driver shortage that is impacting many students and schools.

To help mitigate the impact on students and schools of this ongoing and continent-wide driver shortage, CBE has taken a number of steps in response:

- increased capacity by expanding the number of service providers. As an example, Calgary Transit has agreed to charter 15 routes for CBE schools;
- reassigned routes with low ridership to specialized transportation service providers with small buses who have additional capacity;
- utilized buses to a higher capacity than during the COVID-19 pandemic to reduce the overall number of drivers required;
- provided proactive communication with families, schools, and our public;
- managed the transportation contract to ensure CBE routes are prioritized by service providers; and
- added additional temporary resources to CBE Transportation to support school and family inquiries.

The bus driver shortage is one being experienced across the province and across the country. Resolution may take time; rest assured the CBE is committed to continuing to explore solutions to ensure students are able to access their school and in doing so minimize the impact on students, families, and school communities.

## **Strategic Resourcing | Indigenous Education Team Request for Support Process**

To open the new school year, the Indigenous Education Team introduced a new process for requesting support. A flowchart was created to support schools and service units to determine their need (e.g., student support, professional learning, Elders) and then direct them to the required next steps. Information about the new process was shared with principals in August and September meetings, and via The Week Ahead.

## **People Excellence | System Indigenous Education Professional Learning Day**

CBE's second, system-wide Indigenous Education Professional Learning Day was held on Friday, October 7. This professional learning day was designed for all staff to participate in developing foundational knowledge of Indigenous ways of being, belonging, doing and knowing. This year's focus was on building and advancing knowledge of Truth and Reconciliation in support of the CBE's commitment to acknowledging and responding to the Truth and Reconciliation Commission's 94 Calls to Action. The keynote speaker for the day was Dr. James A. Makokis, a Nehiyô (Plains Cree) family physician from the Saddle Lake Cree Nation in northeastern Alberta. Dr. Makokis highlighted the history and TRUTH of the realities of colonialism in Canada and the impact on Indigenous communities, families, and children. He also provided practical insights on the importance of RECONCILIATION and

shared advice on how individuals and organizations can be allies to Indigenous peoples. Schools were encouraged to plan their day of learning in support of meeting their TRC Commitments to Action.

### **People Excellence | Truth & Reconciliation Week, National Day of Truth & Reconciliation, and Orange Shirt Day**

To support CBE staff with planning to acknowledge and honour Truth & Reconciliation Week, National Day of Truth & Reconciliation, and Orange Shirt Day, the CBE Indigenous Education Team collaborated with the Calgary Catholic School District Indigenous Education Team to create and share a resource across both districts and with the public via social media. Since September 30th was a non-operational day, it was recommended that schools select another day during Truth & Reconciliation Week (Sept 26-30) to honour Orange Shirt Day.

For the fifth consecutive year, the CBE Indigenous Education Team joined the City of Calgary, and the Calgary Catholic School District to plan and host a September 30th public event in recognition of National Day of Truth & Reconciliation and Orange Shirt Day. This year's commemorative event, "Remembering the Children" was held at Fort Calgary.

Leading up to September 30th, the CBE Indigenous Education Team encouraged staff and students to reflect on the provocation Elder Casey Eagle Speaker shared with us, "*What is something YOU can do?*"



**CHRISTOPHER USIH**  
**CHIEF SUPERINTENDENT OF SCHOOLS**

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

Board: Board of Trustees

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

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

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

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

## report to Board of Trustees

## Construction Projects Status Report

Date	October 11, 2022
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-9: Facilities
Resource Person(s)	Sanjeev Sharma, Director, Facility Projects David Jaimes, Project Manager, Facility Projects

### 1 | Recommendation

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It is recommended:

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

### 2 | Issue

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The Chief Superintendent is required to provide the Board of Trustees with an update regarding the status of new and replacement facilities under development or construction.



### 3 | Background

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The Calgary Board of Education (CBE) is currently undertaking 8 new school construction projects.

On March 21, 2017, the Alberta Government announced the approval of three new elementary schools for Dr. Freda Miller School (Evergreen), Sibylla Kiddle School (Cranston), and Northern Lights School (Coventry Hills/Country Hills). Construction for the three new schools is complete with correction of landscaping and electrical controls deficiencies ongoing. All three schools opened on September 8, 2020.

On March 23, 2018, the Alberta Government announced the approval of an elementary school for Mahogany (Mahogany School) and a K-9 school for Skyview Ranch (Prairie Sky School). They also provided design approval for a middle school in Auburn Bay (Lakeshore School) and a new north high school to be located in Coventry Hills.

On November 1, 2019, the Government of Alberta approved full construction funding for a middle school in Auburn Bay (Lakeshore School), and a new north high school in Coventry Hills. The Government of Alberta also announced the approval of a second elementary school for Auburn Bay (Bayside School).

On March 4, 2022, the Government of Alberta announced the approval of a middle school for Evanston. On June 21, 2022, Alberta Infrastructure advised the CBE that a business case was being elaborated to “demonstrate if the proposed P3 bundle [that includes Evanston middle] is suitable for P3 delivery.”

### 4 | Analysis

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Information on the current status of the projects under development and being administered by the CBE and Alberta Infrastructure is provided in **Attachment I**.

The locations of the various new school and modernization capital projects under development are shown in **Attachment II**.

There are two Project Steering Committees set up for the current school projects as follows:


- New Elementary/Middle Schools (Mahogany, Skyview Ranch, Auburn Bay)
- North Calgary HS

### 5 | Conclusion

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This report provides the current update on the status of new and modernized facilities under development or construction by the CBE.

It is provided to the Board of Trustees as monitoring information in compliance with Operational Expectation 7: Communication With and Support for the Board.



CHRISTOPHER USIH  
CHIEF SUPERINTENDENT OF SCHOOLS

**ATTACHMENTS**

Attachment I: New/Modernized Facility Construction Status  
Attachment II: Project Location Map  
Attachment III: Construction Photos

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

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

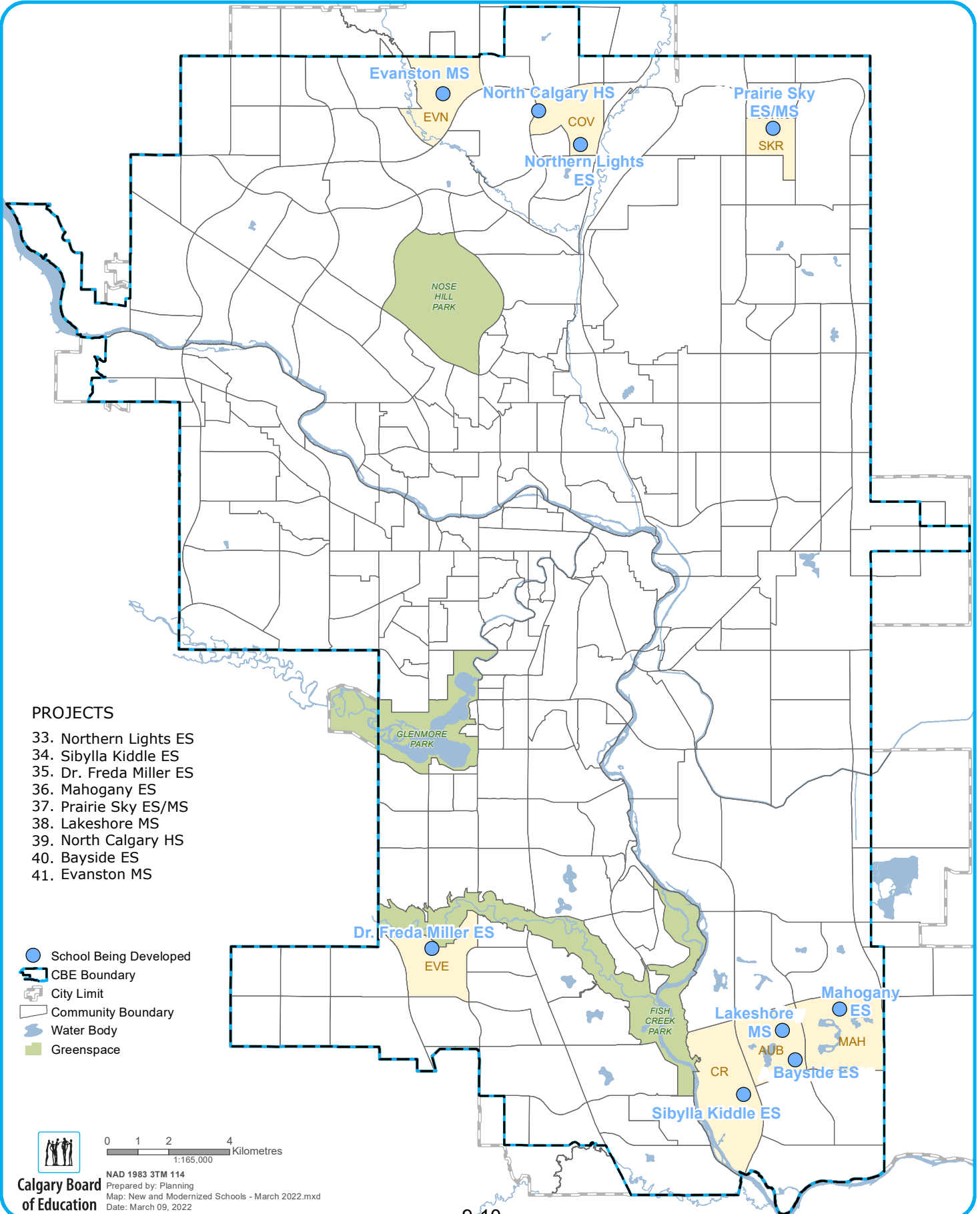
**CALGARY BOARD OF EDUCATION  
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS  
October 11, 2022**

Building	Opening Date	Notes/Comments	
33. Northern Lights School (Coventry Hills) Grades K-4 Capacity 600 students	Sept. 8, 2020	Design and specifications	100%
		Construction Award	100%
		Construction Progress	99%
		Note: Project Managed by Alberta Infrastructure. School complete; warranty issue remediation underway. Landscaping and lighting controls outstanding	
34. Sibylla Kiddle School (Cranston) Grades K-4 Capacity 600 students	Sept. 8 2020	Design and specifications	100%
		Construction Award	100%
		Construction Progress	99%
		Note: Project Managed by Alberta Infrastructure. School complete; warranty issue remediation underway. Landscaping and lighting controls outstanding	
35. Dr. Freda Miller School (Evergreen) Grades K-4 Capacity 600 students	Sept. 8 2020	Design and specifications	100%
		Construction Award	100%
		Construction Progress	99%
		Note: Project Managed by Alberta Infrastructure. School complete; warranty issue remediation underway. Landscaping and lighting controls outstanding.	
36. Mahogany School Grades K-4 Capacity 600 students	Sept. 1 2022	Design and Specifications	100%
		Construction Progress	100%
		Note: Project managed by Alberta Infrastructure. School complete; warranty issue remediation underway.	
37. Prairie Sky ES/MS Grades K-9 Capacity 900 students	TBD	Design and Specifications	100%
		Construction Award	100%
		Construction Progress	80%
		Note: Project managed by Alberta Infrastructure. Building envelope underway, interior framing and drywall ongoing, mechanical and electrical ongoing, interior finishes ongoing, exterior hardscapes started.	

**CALGARY BOARD OF EDUCATION  
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS  
October 11, 2022**

Building	Opening Date	Notes/Comments
38. Lakeshore School Grades 5-9 Capacity 900 students	TBD	Design and Specifications 100%
		Construction Progress 92%
		Note: Project managed by Alberta Infrastructure. Construction in progress, interior finishes ongoing, exterior hardscapes ongoing.
39. North Calgary HS Grades 10-12 Capacity 1800 students	TBD	Design and Specifications 100%
		Construction Award 100%
		Construction Progress 65%
		Note: Project managed by Alberta Infrastructure. Building envelope underway, HVAC and sprinkler installation ongoing, interior framing underway, window installation ongoing, interior finishes ongoing, hardscapes ongoing.
40. Bayside School Grades K-4 Capacity 600 students	Sept. 1 2022	Design Build - Basis of Design/Bid package 100%
		Construction Award 100%
		Design and Specifications 100%
		Construction Progress 100%
		Note: Project managed by Alberta Infrastructure. School complete; warranty issue remediation underway.

# New and Modernized Schools As of August 2022



**PROJECTS**

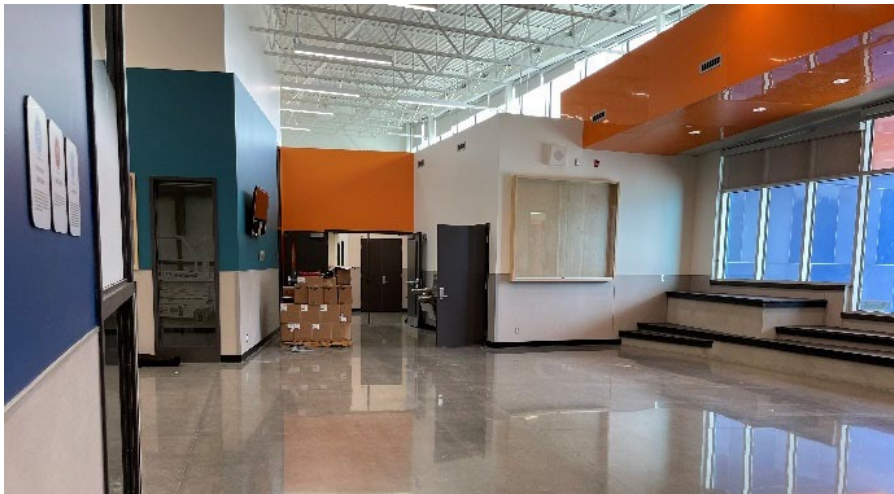
- 33. Northern Lights ES
- 34. Sibylla Kiddle ES
- 35. Dr. Freda Miller ES
- 36. Mahogany ES
- 37. Prairie Sky ES/MS
- 38. Lakeshore MS
- 39. North Calgary HS
- 40. Bayside ES
- 41. Evanston MS

- School Being Developed
- CBE Boundary
- City Limit
- Community Boundary
- Water Body
- Greenspace

0 1 2 4 Kilometres  
 1:165,000  
 NAD 1983 3TM 114  
 Prepared by: Planning  
 Map: New and Modernized Schools - March 2022.mxd  
 Date: March 09, 2022



Mahogany Elementary School



Lakeshore School





North Calgary High School

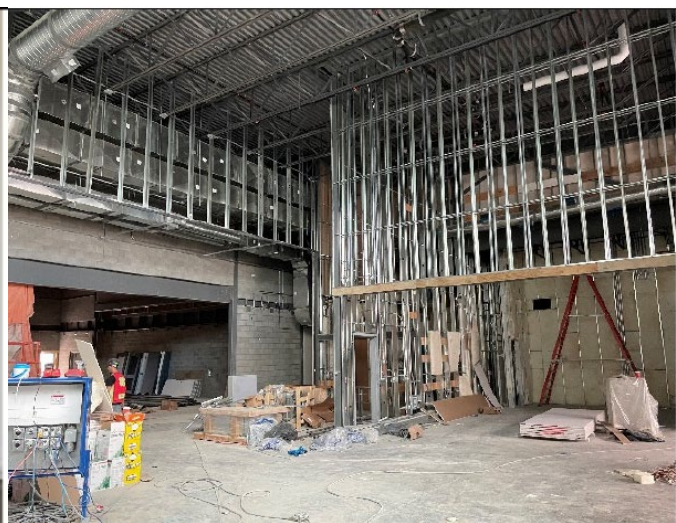




# Bayside School



Prairie Sky School



**report to  
Board of Trustees**

**EducationMatters Financial Statements as at August 31, 2022**

Date	October 11, 2022
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor Corporate Secretary
Purpose	Information
Originator	Craig Reardon, Director, Finance and Administration, EducationMatters
Governance Policy Reference	Governance Culture GC-3: Board Job Description

**1 | Recommendation**

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

**2 | Background**

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

Appendix I: Education Matters Financial Statements as at August 31, 2022



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

As at August 31, 2022

\$'000

(unaudited)

	<b>As At</b> <b>Aug 31/22</b> <small>(unaudited)</small>	<b>As At</b> <b>Dec 31/21</b> <small>(audited)</small>
<b>ASSETS</b>		
Cash and cash equivalents	276	388
Investments	7,874	9,872
Accounts receivable	2	1
Prepaid expenses	5	-
Capital assets	-	-
<b>Total assets</b>	<b>8,158</b>	<b>10,261</b>
 <b>LIABILITIES</b>		
Accounts payable	1	38
Deferred Contributions	1	401
<b>Total liabilities</b>	<b>2</b>	<b>439</b>
 <b>FUND BALANCES</b>		
Endowment funds	6,022	7,081
Flow through funds	1,374	1,811
Operating funds	760	931
<b>Total fund balances</b>	<b>8,157</b>	<b>9,823</b>
<b>Total liabilities and fund balances</b>	<b>8,158</b>	<b>10,261</b>

**EducationMatters**  
**Statement of Operations**  
Year to Date to August 31, 2022  
\$'000

(unaudited)

(audited)

	<u>Endowment</u>	<u>Flow-Thru</u>	<u>Operating</u>	<u>Total</u>	<u>Dec 31/21</u>
	\$	\$	\$	\$	\$
<b>REVENUES</b>					
Contributions	18	834	2	855	2,001
CBE grants			400	400	600
Cdn, Emergency Wage Subsidy	0	0	0	0	-
Gains/losses on investments	(953)	10	(83)	(1,026)	570
Interest & fees			68	68	127
Total revenue	(935)	844	388	296	3,298
<b>GRANTS</b>					
Grants issued	58	1,281		1,339	1,245
<b>EXPENSES</b>					
Salaries & benefits			438	438	586
Consulting & professional fees			28	28	39
Administrative expenses	66		91	157	229
Advertising & communications					-
Total expenses	66		558	623	854
<b>FUND BALANCES</b>					
Change during the period	(1,058)	(437)	(170)	(1,666)	1,199
Beginning balance	7,081	1,811	931	9,823	8,624
Balance, end of period	6,022	1,374	760	8,157	9,823



Total contributions since inception (\$'000):

2022	855
2021	2001
2020	1706
2019	1547
2018	1618
2017	1847
2016	1662
2015	1266
2014	1903
2013	1244
2012	2279
2011	1288
2010	862
2009	733
2008	1197
2007	641
2006	865
2005	786
2004	612
2003	<u>356</u>
	<u>25268</u>

**EducationMatters**  
**Budget and Forecasted Operating Cash Position**  
**as at August 31, 2022**  
**\$'000**  
(unaudited)

	<b>BUDGET 2022</b>	<b>Actuals to Aug 31</b>	<b>Spending thru Dec</b>	<b>Forecast to Dec 31</b>
Operating expenses by function:				
Salaries and employee benefits	618	438	180	618
Events	-	-	-	-
Fund Development & Communication	13	5	8	13
Organizational Administration	189	180	9	189
Total Expenses	<b>\$ 820</b>	<b>\$ 623</b>	<b>\$ 197</b>	<b>\$ 820</b>

Operating Cash on Hand - August 31	1,036
Less Accounts Payable	(1)
Operating Cash Expected (CBE)	200
Less Spending thru Dec 2022	(197)
Estimated Operating Net Carry Forward to 2023	<u>1,038</u>