

Regular Meeting of the Board of Trustees

June 25, 2019
12:00 p.m.

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

R-1: Mission |

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

Conflict of Interest reminder: Trustees must disclose any potential pecuniary interest in any matter before the Board of Trustees, as set forth in the agenda as well as any pecuniary interest in any contract before the Board requiring the Board's approval and/or ratification.

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions			
	4 Results Focus			
	5 Operational Expectations			
	6 Public Comment [PDF]		GC-3.2	
Max 20 mins	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Action	Board	GC-3	
60 mins	7.1 Students Come First: Budget Report for 2019-22	B. Grundy	OE-5, 6, 7	Page 7-14
20 mins	7.2 Results 2: Academic Success – Reasonable Interpretations and Indicators	C. Usih	R-2	Page 7-3
15 mins	7.3 Results 2 Follow-up Report – Rescind Board Motion of February 12, 2019	Board	GC-3	Page 7-1
10 mins	7.4 Establishment of Board Procedures Committee	Board	GC-5E	Page 7-11
15 mins	7.5 Ten-Year Student Accommodation and Facilities Strategy	D. Breton	OE-2, 7, 9	Page 8-1

Time	Topic	Who	Policy Ref	Attachment
	8 Consent Agenda	Board	GC-2.6	
	8.1 OE-2: Learning Environment/Treatment of Students – Indicator 2.1.2 Revision <i>(THAT the Board approves the revised indicator for subsection 2.1.2 as submitted.)</i>			Page 8-68
	8.2 Administrative Regulation: Student Code of Conduct <i>(THAT the Board accepts the report as evidence that CBE is in compliance with section 45.1(6) of the School Act.)</i>			Page 8-51
	8.3 Approval of Minutes <ul style="list-style-type: none"> ▪ Regular Meeting held May 14, 2019 ▪ Regular Meeting held May 21, 2019 ▪ Regular Meeting held May 28, 2019 <i>(THAT the Board approves the minutes of the Regular Meetings held May 14, 21 and 28, 2019 as submitted.)</i>			(L'td distrib'n) Page 8-75 Page 8-82 Page 8-89
	8.4 Items Provided for Board Information		OE-8	
	8.4.1 Correspondence			Page 8-92
	9 In-Camera Session			
3:00 p.m.	10 Adjournment			
	Debrief	Trustees	GC-2.3	

Notice |

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

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

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

report to Board of Trustees

Students Come First | Budget Report for 2019-22

Date	June 25, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih, Chief Superintendent of Schools
Purpose	Decision and Information
Originator	Brad Grundy , Superintendent, Chief Financial Officer, Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-5: Financial Planning OE-6: Asset Protection OE-7: Communication With and Support for the Board
Resource Persons	Superintendents' Team Ed Sutlic, Director, Corporate Finance Tanya Scanga, Manager, Corporate Planning & Reporting Finance / Technology Services Staff

1 | Recommendation

It is recommended:

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

2 | Issue

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

In accordance with the Board of Trustees' Operational Expectation OE-5: Financial Planning, the Chief Superintendent shall develop a budget in a summary format understandable to the Board. It is to be presented in a manner that allows the Board to understand the relationship between the budget and the Results priorities and any Operational Expectations goals for the year as set out in the Annual Summative Evaluation and that avoids fiscal jeopardy.

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

3 | Background

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

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

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

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

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

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

The 2019/20 budget report has been updated subsequent to the June 18 presentation to reflect preliminary decisions made regarding balancing strategies.

4 | Analysis

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

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

Further details are provided in Attachment I to this report.

5 | Financial Impact

Overall Balanced Position

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

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

6 | Implementation Consequences

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

7 | Conclusion

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



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

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

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

Students Come First Budget | 2019-20



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

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



**Calgary Board
of Education**



Budget Report 2019-20

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Introduction

Documents to Read in Conjunction

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

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

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

Implications of the Provincial Budget

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

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

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

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

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

Goals and Objectives

Mission

The Board of Trustees' Mission is: **“Each student, in keeping with their individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning.”** The CBE considers each individual student and their learning requirements while balancing all student needs against available financial and other resources.

Values

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

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

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

Priorities

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

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

Process & Timeline

Process

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

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

Timeline

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

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

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



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

Budget Feedback

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

Impact on Student Learning

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

In order to achieve this, the CBE will be:

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

Financials

Summary

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

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

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

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

Strategies to Reduce the 2019-20 Gap

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

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

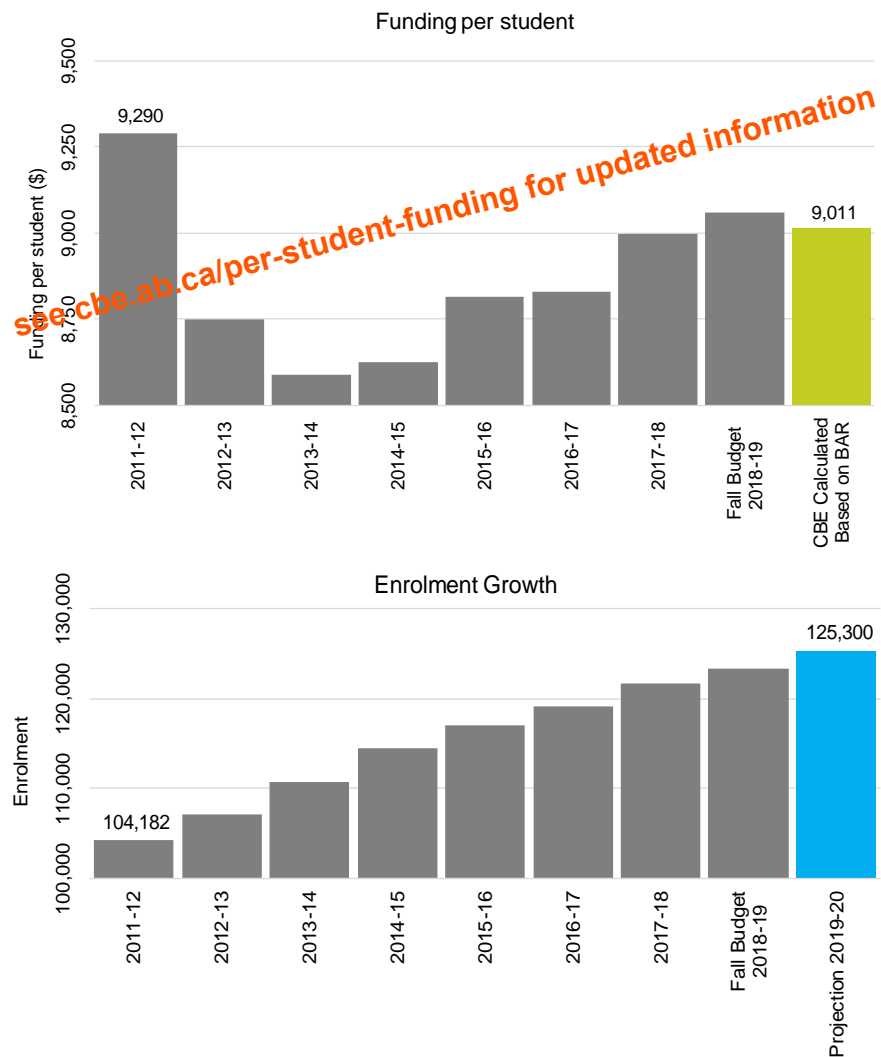
The plan forward, in advance of receiving the fall budget for the 2019-20 year is as follows:

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

Funding

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

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



Expenses by Unit (Note 1)

in \$000s

	Schools & Areas	Learning	Service Unit System Budgets	Facilities & Environmental Services	Legal	Communi cations	Finance/ Technology Services	Human Resources	Chief Supt's Office	System Operations	Board of Trustees	Total
2019-20 FTEs	9,509	186	15	211	11	22	192	108	5	-	-	10,258
2018-19 FTEs	9,521	190	18	208	11	22	195	110	5	-	-	10,279
Increase/ (decrease)	(12)	(4)	(3)	3	-	-	(3)	(2)	-	-	-	(21)
Expenses by: (\$000s)												
Salaries and benefits	989,605	24,572	7,078	22,456	1,522	2,471	23,744	12,024	934	1,931	424	1,086,760
Supplies and services uncollectible accounts)	86,545	5,302	136,407	9,596	91	45	1,040	1,662	242	434	1,069	242,433
	50	259	73,131	2,874	36	-	3,278	45	-	135	-	79,808
Proposed 2019-20	1,076,199	30,133	216,616	34,927	1,649	2,516	28,062	13,731	1,176	2,500	1,493	1,409,001
Fall Budget 2018-19	1,072,289	30,292	212,341	35,271	1,700	2,525	28,553	14,327	1,131		1,498	1,399,928
Increase/ (decrease)	3,910	(160)	4,274	(344)	(51)	(9)	(491)	(596)	44	2,500	(5)	9,073

Note 1:

The amounts will change when additional budget information and decisions are available.

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

Resource Allocation Method Summary by Major Allocation

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

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

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

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

Revenue



Alberta Education*	1,308,551	93.8%
Fees	45,553	3.3%
Other Sales and Services	20,093	1.4%
Other Revenue	20,202	1.4%
Revenues	1,394,399	100.0%

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

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

Fees

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

Expense by Type

Summary by type

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



Summary by Type	Budget 2019-20		Fall Budget 2018-19
		%	(in \$000s)
Salaries and benefits	1,086,760	77%	1,081,085
Supplies and services	242,433	17%	243,297
Other (interest, amortization and uncollectible accounts)	79,808	6%	79,693
Expenses by type (Note 1)	1,409,001	100%	1,404,075

- Note 1: The allocation may change once additional budget information and decisions are available.
- Additional information regarding definitions for expense categories can be found in [\(Appendix VI\)](#).
- Salaries and benefits will continue to experience planned grid movement, except for the Chief Superintendent and Superintendents' salaries which are frozen with no grid movement. Trustee remuneration is also effectively frozen.
- Total expenditures in service units have decreased by more than 9% compared to the prior school year 2017-18.
- Contractual obligations such as collective agreement wage increases, licensing and service charges will change based on inflation calculated by Statistics Canada or previously agreed rates.
- Amortization, as required by accounting guidelines, will continue based on historical capital spending patterns.

Expense by Block

	Instruction	Plant operations and maintenance	Transportation	Board and system administration	Subtotal	External services	Grand Total
(in \$000s)							
Summary by Block							
Salaries and benefits	979,663	60,537	2,832	20,575	1,063,607	23,152	1,086,759
Supplies and services	111,022	58,852	44,753	24,058	238,685	3,748	242,433
Other	19,216	51,986	1,025	4,341	76,568	3,241	79,809
Total (Note 1)	1,109,901	171,375	48,610	48,974	1,378,860	30,141	1,409,001
% of Total	79%	13%	3%	3%	98%	2%	100%
Fall 2018-19	1,102,142	169,731	47,845	47,121	1,366,839	33,089	1,399,928
Change	7,759	1,644	766	1,852	12,021	2,947	9,073

- Note 1: The allocation may change once additional budget information and decisions are available.
- Additional information regarding definitions for block categories can be found in the [\(Appendix VI\)](#).
- The CBE's classification and use of accounts is regulated by the reporting requirements of Alberta Education. Revenues are grouped by source and expenditures are categorized by both object and program (sometimes referred to as 'block').

Staffing

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

	Projection 2019-20	Actual 2018-19	% of total
School-based staff	8,851	8,861	86%
Non school-based staff	1,407	1,418	14%
Total	10,258	10,279	100%

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

Capital

Board-Funded Capital

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

Facility (Provincially Supported) Capital Projects

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

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

Reserves

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

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

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

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

Appendices

Appendix I – Budget Report (Submission to Alberta Education)



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

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

3030 Calgary School District No. 19

Legal Name of School Jurisdiction

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

Contact Address, Telephone & Email Address

BOARD CHAIR

Ms. Marilyn Dennis

Name

Signature

SUPERINTENDENT

Mr. Christopher Usih

Name

Signature

SECRETARY TREASURER or TREASURER

Mr. Bradley Grundy

Name

Signature

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

Version: 170615

c.c. Alberta Education
c/o Jianan Wang, Financial Reporting & Accountability Branch
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14	Color coded cells:								
15	blue cells: require the input of data/descriptors wherever applicable.				grey cells: data not applicable - protected				
16	salmon cells: contain referenced juris. information - protected				white cells: within text boxes REQUIRE the input of points and data.				
17	green cells: populated based on information previously submitted				yellow cells: to be completed when yellow only.				
18									
19									
20	HIGHLIGHTS, PLANS, ASSUMPTIONS AND RISKS SUMMARY- 2019/2020 BUDGET REPORT								
21	The following were presented to the Board and approved as underlying the budget. These key points and assumptions used in development of the budget take into								
22	consideration the economic environment of the jurisdiction, focus on anticipated changes from current year, and are realistic and consistent with the three year								
23	Education Plan. At a minimum, they disclose key budget assumptions, financial & business risks, and specific strategies explaining how this budget will								
24	support the jurisdiction's plans.								
25	<u>Budget Highlights, Plans & Assumptions:</u>								
26									
27	1. The CBE has assumed that overall funding for 2019-20 will be equal to the funding received for 2018-19 as reflected in the Fall Update to the 2018-19 Budget.								
28									
29	2. The CBE has assumed that overall enrolment will increase by 1,800, totalling 125,300 students for 2019-20.								
30	3. The CBE has not made any assumptions specific to any grant or funding line within the Alberta Education Funding Manual (Classroom Improvement Fund, nutrition								
31	programs, an Act to reduce school fees, etc.) The CBE has assumed that funding framework "puts" and "takes" will result is essentially flat funding as set out in assumption 1.								
32									
33	4. The CBE has assumed that the cost associated with any TEBA negotiated cost increases will be funded by the Government of Alberta as previously agreed.								
34									
35	5. The CBE has assumed there will be no incremental increase in student enrolment related to the implementation of the <i>Education Act</i> .								
36	6. The CBE has assumed maximum flexibility will be provided regarding the allocation of Alberta Education funding for 2019-20 in support of students and their learning. That								
37	is to say, no additional funding will be "targeted" beyond what is currently specified in the funding manual. The CBE has assumed that currently targetted funding will remain								
38	targetted.								
39									
40	7. The CBE has assumed that the provincial government's fall budget will not impose additional costs on the CBE.								
41									
42									
43									
44	<u>Significant Business and Financial Risks:</u>								
45									
46	There is a risk to CBE operations related to the late implementation of <i>Education Act</i> regulations. As the regulations are not currently available to school jurisdictions there is								
47	little ability to plan prior to the beginning of the 2019-20 school year.								
48									
49	There is a risk to CBE operations associated with a provincial budget being released in the fall. School operations begin in mid-August and ramp up quickly as of the beginning								
50	of September. Any material changes to the CBE's budget at that time are very difficult to implement and may impose significant disruption on students and classrooms.								
51									
52	There is a risk that Federal Government actions associated with refugees will result in increased CBE enrolment related to refugee students. As these students often come								
53	with significant complexity there is likely to be increased operational pressures across the CBE to accommodate these students within flat funding.								
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BUDGETED STATEMENT OF OPERATIONS
for the Year Ending August 31

	Approved Budget 2019/2020	Fall Budget Update 2018/2019	Actual Audited 2017/2018
REVENUES			
Alberta Education	\$1,308,551,000	\$1,306,807,000	\$1,265,557,000
Alberta Infrastructure		\$0	\$0
Other - Government of Alberta	\$124,000	\$432,000	\$265,000
Federal Government and First Nations	\$3,141,000	\$2,822,000	\$3,287,000
Other Alberta school authorities	\$309,000	\$309,000	\$350,000
Out of province authorities		\$0	\$0
Alberta Municipalities-special tax levies		\$0	\$0
Property taxes		\$0	\$0
Fees	\$45,553,000	\$41,159,000	\$38,974,000
Other sales and services	\$20,093,000	\$20,410,000	\$30,340,000
Investment income	\$1,682,000	\$1,649,000	\$7,180,000
Gifts and donations	\$7,256,000	\$8,073,000	\$7,957,000
Rental of facilities	\$4,444,000	\$4,323,000	\$4,878,000
Fundraising	\$2,700,000	\$7,400,000	\$2,640,000
Gains on disposal of capital assets		\$0	(\$18,000)
Other revenue	\$546,000	\$545,000	\$1,737,000
TOTAL REVENUES	\$1,394,399,000	\$1,393,929,000	\$1,363,147,000
EXPENSES			
Instruction - Early Childhood Services	\$42,279,000	\$48,480,000	\$52,780,000
Instruction - Grades 1-12	\$1,067,622,000	\$1,053,663,000	\$1,024,638,000
Plant operations & maintenance	\$171,375,000	\$169,731,000	\$157,312,000
Transportation	\$48,610,000	\$47,845,000	\$49,605,000
Administration	\$48,974,000	\$47,121,000	\$47,247,000
External Services	\$30,141,000	\$33,089,000	\$33,617,000
TOTAL EXPENSES	\$1,409,001,000	\$1,399,929,000	\$1,365,199,000
ANNUAL SURPLUS (DEFICIT)	(\$14,602,000)	(\$6,000,000)	(\$2,052,000)

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

	Approved Budget 2019/2020	Fall Budget Update 2018/2019	Actual Audited 2017/2018
EXPENSES			
Certificated salaries	\$671,777,000	\$668,039,000	\$662,049,000
Certificated benefits	\$152,195,000	\$148,870,000	\$145,702,000
Non-certificated salaries and wages	\$210,514,000	\$209,847,000	\$211,480,000
Non-certificated benefits	\$52,274,000	\$54,330,000	\$51,402,000
Services, contracts, and supplies	\$242,433,000	\$243,297,000	\$223,226,000
Capital and debt services			
Amortization of capital assets			
Supported	\$45,094,000	\$43,230,000	\$38,999,000
Unsupported	\$29,312,000	\$27,136,000	\$27,420,000
Interest on capital debt			
Supported	\$24,000	\$31,000	\$128,000
Unsupported	\$409,000	\$409,000	\$360,000
Other interest and finance charges	\$1,039,000	\$944,000	\$868,000
Losses on disposal of capital assets		\$0	\$0
Other expenses	\$3,930,000	\$3,796,000	\$3,565,000
TOTAL EXPENSES	\$1,409,001,000	\$1,399,929,000	\$1,365,199,000

**BUDGETED SCHEDULE OF FEE REVENUE
for the Year Ending August 31**

	Approved Budget 2019/2020	Fall Budget Update 2018/2019	Actual 2017/2018
FEES			
TRANSPORTATION	\$4,892,000	\$4,819,000	\$4,585,000
BASIC INSTRUCTION SUPPLIES (Instructional supplies, & materials)	\$0	\$0	\$273,000
LUNCHROOM SUPERVISION & NOON HOUR ACTIVITY FEES (Optional & Mandatory)	\$14,062,000	\$14,140,000	\$14,718,000
FEES TO ENHANCE BASIC INSTRUCTION			
Technology user fees	\$0	\$0	\$9,000
Alternative program fees	\$635,000	\$740,000	\$460,000
Fees for optional courses	\$2,949,000	\$2,808,000	\$2,128,000
ECS enhanced program fees	\$0	\$0	\$0
ACTIVITY FEES	\$17,705,000	\$11,251,000	\$12,949,000
Other fees to enhance education (Describe here)	\$0	\$0	\$0
NON-CURRICULAR FEES			
Extra-curricular fees	\$4,659,000	\$3,000,000	\$3,375,000
Non-curricular goods and services	\$651,000	\$4,401,000	\$477,000
NON-CURRICULAR TRAVEL	\$0	\$0	\$0
OTHER FEES (Describe here)	\$0	\$0	\$0
TOTAL FEES	\$45,553,000	\$41,159,000	\$38,974,000

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

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

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

(A)	(B)	(C)	(D)	(E)	(F)	(G)
	Explanation of Other Costs (Column "(C)")	Other Costs (Explain under (B))* 2019/2020	Entry Fees and Admissions 2019/2020	Transportation Component 2019/2020	Supplies & Materials** 2019/2020	Total 2019/2020
FEES						
	TRANSPORTATION	\$0	\$0	\$4,892,000	\$0	\$4,892,000
	BASIC INSTRUCTION SUPPLIES (Instructional supplies, & materials)	\$0	\$0	\$0	\$0	\$0
	LUNCHROOM SUPERVISION & NOON HOUR ACTIVITY FEES <small>salaries and benefits</small>	\$10,779,000	\$0	\$0	\$3,283,000	\$14,062,000
FEES TO ENHANCE BASIC INSTRUCTION						
	Technology user fees	\$0	\$0	\$0	\$0	\$0
	Alternative program fees	\$0	\$0	\$0	\$635,000	\$635,000
	Fees for optional courses	\$0	\$0	\$0	\$2,949,000	\$2,949,000
	ECS enhanced program fees	\$0	\$0	\$0	\$0	\$0
	ACTIVITY FEES	\$0	\$0	\$0	\$17,705,000	\$17,705,000
	Other fees to enhance education	\$0	\$0	\$0	\$0	\$0
NON-CURRICULAR FEES						
	Extra-curricular fees	\$0	\$0	\$0	\$4,659,000	\$4,659,000
	Non-curricular goods and services	\$0	\$0	\$0	\$651,000	\$651,000
	NON-CURRICULAR TRAVEL	\$0	\$0	\$0	\$0	\$0
OTHER FEES***						
		\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0
	TOTAL FEES	\$10,779,000	\$0	\$4,892,000	\$29,882,000	\$45,553,000

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

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

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

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

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	ACCUMULATED OPERATING SURPLUS (2+3+4+7)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	ACCUMULATED SURPLUS FROM OPERATIONS (5+6)	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
						OPERATING RESERVES	CAPITAL RESERVES
Actual balances per AFS at August 31, 2018	\$213,063,000	\$158,721,000	\$4,165,000	\$25,977,000	\$0	\$25,977,000	\$24,200,000
2018/2019 Estimated impact to AOS for:							
Prior period adjustment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated surplus(deficit)	(\$5,418,000)			(\$5,418,000)	(\$5,418,000)		
Estimated board funded capital asset additions		\$32,174,000		(\$32,174,000)	(\$32,174,000)	\$0	\$0
Estimated disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Estimated amortization of capital assets (expense)		(\$74,406,000)		\$74,406,000	\$74,406,000		
Estimated capital revenue recognized - Alberta Education		\$1,814,000		(\$1,814,000)	(\$1,814,000)		
Estimated capital revenue recognized - Alberta Infrastructure		\$45,456,000		(\$45,456,000)	(\$45,456,000)		
Estimated capital revenue recognized - Other GOA		\$0		\$0	\$0		
Estimated capital revenue recognized - Other sources		\$0		\$0	\$0		
Estimated changes in Endowments	\$0		\$0	\$0	\$0		
Estimated unsupported debt principal repayment		\$1,483,000		(\$1,483,000)	(\$1,483,000)		
Estimated reserve transfers (net)				\$12,990,000	\$11,939,000	\$1,051,000	(\$12,990,000)
Estimated assumptions/transfers of operations (explain)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated Balances for August 31, 2019	\$207,645,000	\$165,242,000	\$4,165,000	\$27,028,000	\$0	\$27,028,000	\$11,210,000
2019/2020 Budget projections for:							
Budgeted surplus(deficit)	(\$14,602,000)			(\$14,602,000)	(\$14,602,000)		
Projected board funded capital asset additions		\$22,041,000		(\$22,041,000)	(\$22,041,000)		\$0
Budgeted disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Budgeted amortization of capital assets (expense)		(\$74,406,000)		\$74,406,000	\$74,406,000		
Budgeted capital revenue recognized - Alberta Education		\$42,570,000		(\$42,570,000)	(\$42,570,000)		
Budgeted capital revenue recognized - Alberta Infrastructure		\$2,524,000		(\$2,524,000)	(\$2,524,000)		
Budgeted capital revenue recognized - Other GOA		\$0		\$0	\$0		
Budgeted capital revenue recognized - Other sources		\$0		\$0	\$0		
Budgeted changes in Endowments	\$0		\$0	\$0	\$0		
Budgeted unsupported debt principal repayment		\$2,270,000		(\$2,270,000)	(\$2,270,000)		
Projected reserve transfers (net)				\$5,000,000	\$9,601,000	(\$4,601,000)	(\$5,000,000)
Projected assumptions/transfers of operations (explain)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Projected Balances for August 31, 2020	\$193,043,000	\$160,241,000	\$4,165,000	\$22,427,000	\$0	\$22,427,000	\$6,210,000

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

	Unrestricted Surplus Usage			Operating Reserves Usage			Capital Reserves Usage		
	Year Ended			Year Ended			Year Ended		
	31-Aug-2020	31-Aug-2021	31-Aug-2022	31-Aug-2020	31-Aug-2021	31-Aug-2022	31-Aug-2020	31-Aug-2021	31-Aug-2022
Projected opening balance	\$0	\$0	\$7,271,000	\$27,028,000	\$22,427,000	\$22,427,000	\$11,210,000	\$6,210,000	\$6,210,000
Projected excess of revenues over expenses (surplus only)	\$0	\$0	\$0						
Budgeted disposal of unsupported tangible capital assets	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0
Budgeted amortization of capital assets (expense)	\$74,406,000	\$74,406,000	\$74,406,000						
Budgeted capital revenue recognized	(\$45,094,000)	(\$45,094,000)	(\$45,094,000)		\$0	\$0			
Budgeted changes in Endowments	\$0	\$0	\$0		\$0	\$0			
Budgeted unsupported debt principal repayment	(\$2,270,000)	(\$2,270,000)	(\$2,270,000)		\$0	\$0			
Projected reserves transfers (net)	\$9,601,000	\$0	\$0	(\$4,601,000)	\$0	\$0	(\$5,000,000)	\$0	\$0
Projected assumptions/transfers of operations	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Increase in (use of) school generated funds	\$0	\$0	\$0					\$0	\$0
New school start-up costs	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Decentralized school reserves	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Non-recurring certificated remuneration	\$0	\$0	\$0		\$0	\$0			
Non-recurring non-certificated remuneration	\$0	\$0	\$0		\$0	\$0			
Non-recurring contracts, supplies & services	\$0	\$0	\$0		\$0	\$0			
Professional development, training & support	\$0	\$0	\$0		\$0	\$0			
Transportation Expenses	\$0	\$0	\$0		\$0	\$0			
Full-day kindergarten	\$0	\$0	\$0		\$0	\$0			
English language learners	\$0	\$0	\$0		\$0	\$0			
First nations, Metis, Inuit	\$0	\$0	\$0		\$0	\$0			
OH&S / wellness programs	\$0	\$0	\$0		\$0	\$0			
B & S administration organization / reorganization	\$0	\$0	\$0		\$0	\$0			
Debt repayment	\$0	\$0	\$0		\$0	\$0			
POM expenses	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Non-salary related programming costs (explain)	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - School building & land	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Technology	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Vehicle & transportation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Administration building	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - POM building & equipment	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Other (explain)	\$0	\$0	\$0		\$0	\$0			
Capital costs - School land & building	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School modernization	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School modular & additions	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School building partnership projects	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Technology	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Vehicle & transportation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Administration building	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - POM building & equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital Costs - Furniture & Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Other	(\$22,041,000)	(\$19,771,000)	(\$17,501,000)	\$0	\$0	\$0	\$0	\$0	\$0
Building leases	\$0	\$0	\$0		\$0	\$0		\$0	\$0
operating deficit	(\$14,602,000)	\$0	\$0		\$0	\$0		\$0	\$0
Other 2 - please use this row only if no other row is appropriate	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Other 3 - please use this row only if no other row is appropriate	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Other 4 - please use this row only if no other row is appropriate	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Estimated closing balance for operating contingency	\$0	\$7,271,000	\$16,812,000	\$22,427,000	\$22,427,000	\$22,427,000	\$6,210,000	\$6,210,000	\$6,210,000

Total surplus as a percentage of 2020 Expenses	2.03%	2.55%	3.23%
ASO as a percentage of 2020 Expenses	1.59%	2.11%	2.78%

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

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

Additional detail on uses of Accumulated Operating Surplus:

2018/2019

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

18-19

Changes from the Fall Budget Update, include the following:

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

Capital additions - remains consistent at \$32.2M) from, \$32.3M)

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

Capital reserves – increase in draws from reserves to \$12.0M (from \$8.7M) due to additional school based projects

2019/2020

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

The current year operating deficit is \$14.6 million. Key assumptions include:

Please see assumptions on Page 2. Contents

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

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

Additional detail on uses of Accumulated Operating Surplus:

2020/2021

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

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

2021/2022

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

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

August 31, 2022

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

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

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

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

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

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

	Budgeted 2019/2020	Actual 2018/2019	Fall Budget 2018/2019	Actual 2017/2018	Notes
CERTIFICATED STAFF					
School Based	6,692.6	6,704.6	6,704.6	6,539.7	Teacher certification required for performing functions at the school level.
Non-School Based	129.0	133.5	133.5	146.6	Teacher certification required for performing functions at the system/central office level.
Total Certificated Staff FTE	6,821.6	6,838.1	6,838.1	6,686.3	FTE for personnel possessing a valid Alberta teaching certificate or equivalency.
Percentage change from prior period	-0.2%	2.3%	-0.2%	2.3%	
If an average standard cost is used, please disclose rate:	\$ 101,100	\$ 100,453		\$ 100,771	
Student F.T.E. per certificated Staff	17.7	17.4		17.5	
Certificated Staffing Change due to:					
Enrolment Change	-	-	151.8		If negative change impact, the small class size initiative is to include any/all teachers retained.
Small Class Size Initiative	-	-	n/a		If enrolment change impact on teacher FTEs is negative, include any/all teachers retained.
Other Factors	(16.5)	-	n/a		Descriptor (required): cost reduction
Total Change	(16.5)	-	n/a		Year-over-year change in Certificated FTE
Breakdown, where total change is Negative:					
Continuous contracts terminated	-	-	n/a		FTEs
Non-permanent contracts not being renewed	-	-	n/a		FTEs
Other (retirement, attrition, etc.)	(16.5)	-	n/a		Descriptor (required): cost reduction
Total Negative Change in Certificated FTEs	(16.5)	-	n/a		Breakdown required where year-over-year total change in Certificated FTE is 'negative' only.
NON-CERTIFICATED STAFF					
Instructional	2,174.1	2,166.2	2,166.2	2,203.2	Personnel providing instruction support for schools under 'Instruction' program areas.
Plant Operations & Maintenance	806.4	806.7	806.7	827.3	Personnel providing support to maintain school facilities
Transportation	43.3	43.3	43.3	43.5	Personnel providing direct support to the transportation of students to and from school
Other	412.5	424.5	424.5	428.7	Personnel in Board & System Admin. and External service areas.
Total Non-Certificated Staff FTE	3,436.4	3,440.7	3,440.7	3,502.7	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	-0.1%	-1.8%	-0.1%	-1.8%	
Explanation of Changes:					
All non-certificated staff changes due to enrolment/ school deployment decisions					
Additional Information					
Are non-certificated staff subject to a collective agreement? Some are					
Please provide terms of contract for 2019/20 and future years for non-certificated staff subject to a collective agreement along with the number of qualifying staff FTE's.					
The Staff Association and Canadian Union of Public Employees collective agreements expired Aug. 31 2017 and Trades will expire on Aug.31, 2018. At the time this report was written, the Staff Association and Canadian Union of Public Employees collective agreements are being negotiated					

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

3030

TOTAL EXPENSES (From "Total" column of Line 28 of Schedule of Program Operations) **\$1,409,001,000**

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

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

Enter "C" if Charter School

STEP 1

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

If "Total Net Enrolled Students" are 6,000 and over = 3.6% **3.60%** 3.48%

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

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

STEP 2

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

Maximum Expense Limit percentage (Step 1) x TOTAL EXPENSES **\$50,724,036**

B. Considerations for Charter Schools and Small School Boards:

If charter schools and small school boards,

The amount of Small Board Administration funding (*Funding Manual* Section 1.13) **\$0**

2019/2020 MAXIMUM EXPENSE LIMIT (the greater of A or B above) **\$50,724,036**

Actual Board & System Administration from G31 of "Budgeted Statement of Operations" **\$48,974,000**

Amount Overspent **\$0**

Appendix II – Budget Assumptions Report



Budget Assumptions Report 2019-20



learning | as unique | as every student

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



**Calgary Board
of Education**

Introduction

Context

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

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

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

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

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

Mission

The Board of Trustees' Mission is: **“Each student, in keeping with their individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning.”** The CBE considers each individual student and their learning requirements while balancing all student needs against available financial and other resources.

Values

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

- Students come first
- Learning is our central purpose

- Public education serves the common good

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

Priorities

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

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

Assumptions

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

General Assumptions

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

Revenue Assumptions

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

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

Expense Assumptions

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

Closing the Gap

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

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

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

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

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

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

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

Risks

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

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

Conclusion

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

Appendices

Appendix I: Three-Year Education Plan 2018-2021

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

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

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

Our Outcome: Student Success

Personalize Learning

Success for each student, every day, no exceptions

Instructional design and leadership focus on:

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

Build Professional Capital

Capacity building with a focus on results

Collaborative learning networks focus on:

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

Engage our Stakeholders

Everyone contributes to the success of public education

Internal and external community members:

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

Steward our Resources

Resource management on behalf of student learning

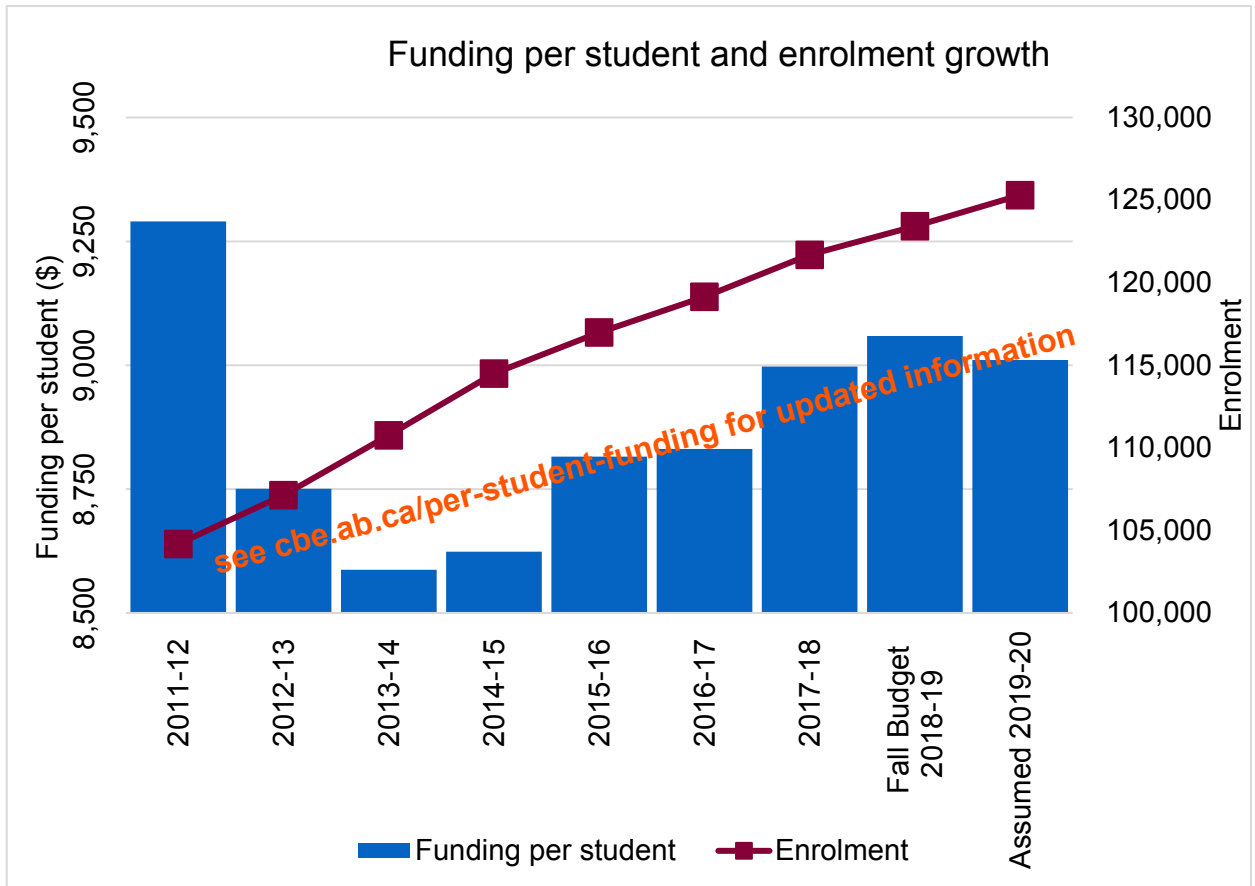
Decisions and actions at all levels of the organization are:

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

Alberta Education Outcomes

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

Appendix II: Funding per student vs enrolment growth



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

Appendix III: Preliminary Planning Gap

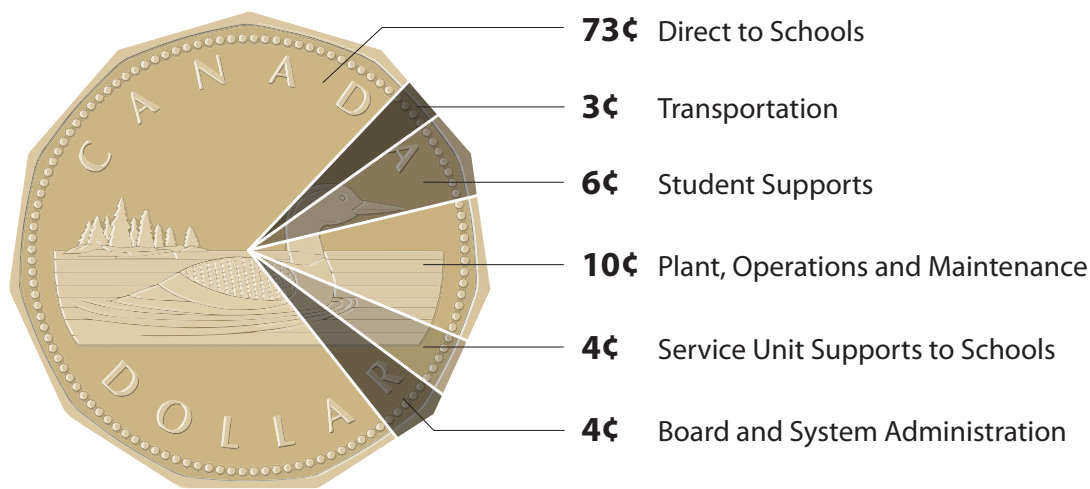
Fall Budget Update 2018-19			
(\$6.0M)			
Status Quo Changes			
Enrolment (\$10.0M)	Rate (\$4.9M)	Contractual (\$4.9M)	
Projected Budget including Status Quo changes			
(\$25.8M)			
Funding for 1.5% enrolment increase		System Operations	
(\$11.7M)		(\$2.5M)	
Projected Status Quo without funding enrolment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

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

Appendix IV: Dividing the dollar



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



73¢ | Direct to Schools

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

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

6¢ | Student Supports

Such as:

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

4¢ | Service Unit Supports to Schools

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

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

3¢ | Transportation

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

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

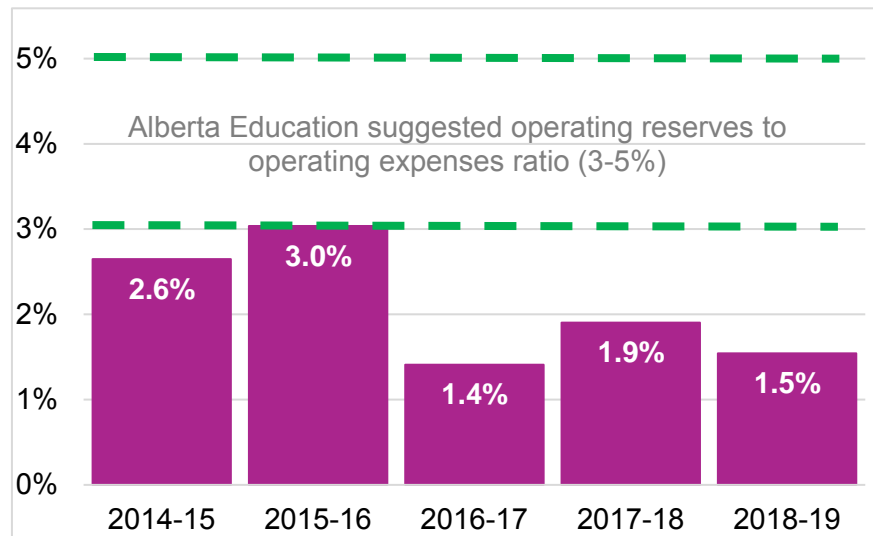
10¢ | Plant, Operations and Maintenance

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

4¢ | Board and System Administration

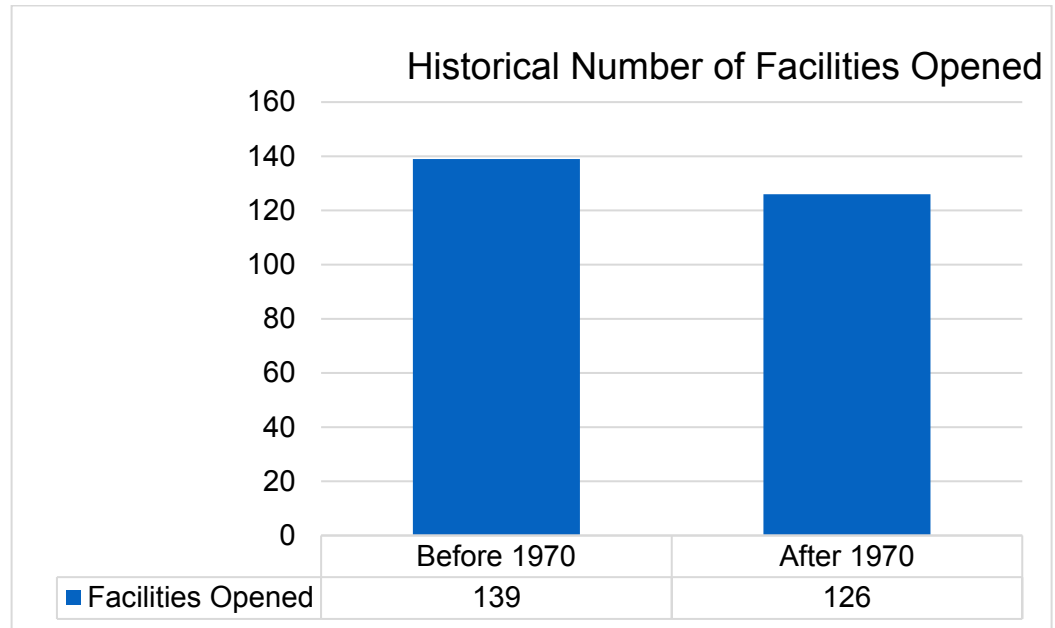
- Technology services and support, including safeguarding student data and CBE networks
- Communications and community engagement, including website administration and school/ school council communication assistance
- Financial supply chain management
- Legal services
- Payroll and benefits administration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

Appendix V: Operating Reserves



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

Appendix VI: Age of Facilities



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

Appendix III – Three-Year Education Plan



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

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

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Build Professional Capital

Capacity building with a focus on results

Collaborative learning networks focus on:

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

Engage our Stakeholders

Everyone contributes to the success of public education

Internal and external community members:

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

Steward our Resources

Resource management on behalf of student learning

Decisions and actions at all levels of the organization are:

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

Alberta Education Outcomes

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- Alberta's education system is well governed and managed

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

Strategies and Actions

Personalize Learning

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

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

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

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

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

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

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

Build Professional Capital

Further support the well-being of staff.

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

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

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

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

Refine the teacher induction program.

Engage our Stakeholders

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

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

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

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

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

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

Steward our Resources

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

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

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

Advance instructional leadership through strategic resource management.

High School Success Strategy 2018-21

Outcome:

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

Participate

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

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

Indicators

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

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

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

Indicators

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

Progress

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

Indicators

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

Examples include but are not limited to:

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

Achieve

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

Indicators

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

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

High School Success Strategy 2018-21

Conditions for Success

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

Pedagogy

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

School Leadership

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

School Culture

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

School Structures

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



Key Actions

Key Actions 2018-19

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

Key Actions 2019-20

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

Key Actions 2020-21

- Continue revision and extension of previous implementation strategies.

Indigenous Education Strategy 2018-21

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

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

Participate

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

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

Indicators

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

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

Indicators

- CBE Student Survey

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

Indicators

- CBE Student Survey

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

Indicators

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

Progress

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

Indicators

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

Examples include but are not limited to:

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

Achieve

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

Indicators

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

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

Indigenous Education Strategy 2018-21

Priorities

Cultivating a Balanced and Respectful Relationship

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

Advancing Culturally Responsive Instructional Design & Assessment

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

Advancing System-Wide Learning

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

Building Respectful Working Relationships with Community

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

Key Actions

Key Actions 2018-19

Teaching and Learning/Community Engagement

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

Business Supports

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

Key Actions 2019-20

Teaching and Learning/Community Engagement

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

Key Actions 2020-21

Teaching and Learning/Community Engagement

- Continue revision and extension of previous implementation strategies

Literacy Strategy 2018-21

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

Participate

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

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

Indicators

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

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

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

Indicators

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

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

Indicators

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

Progress

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

Indicators

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

Examples include but are not limited to:

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

Achieve

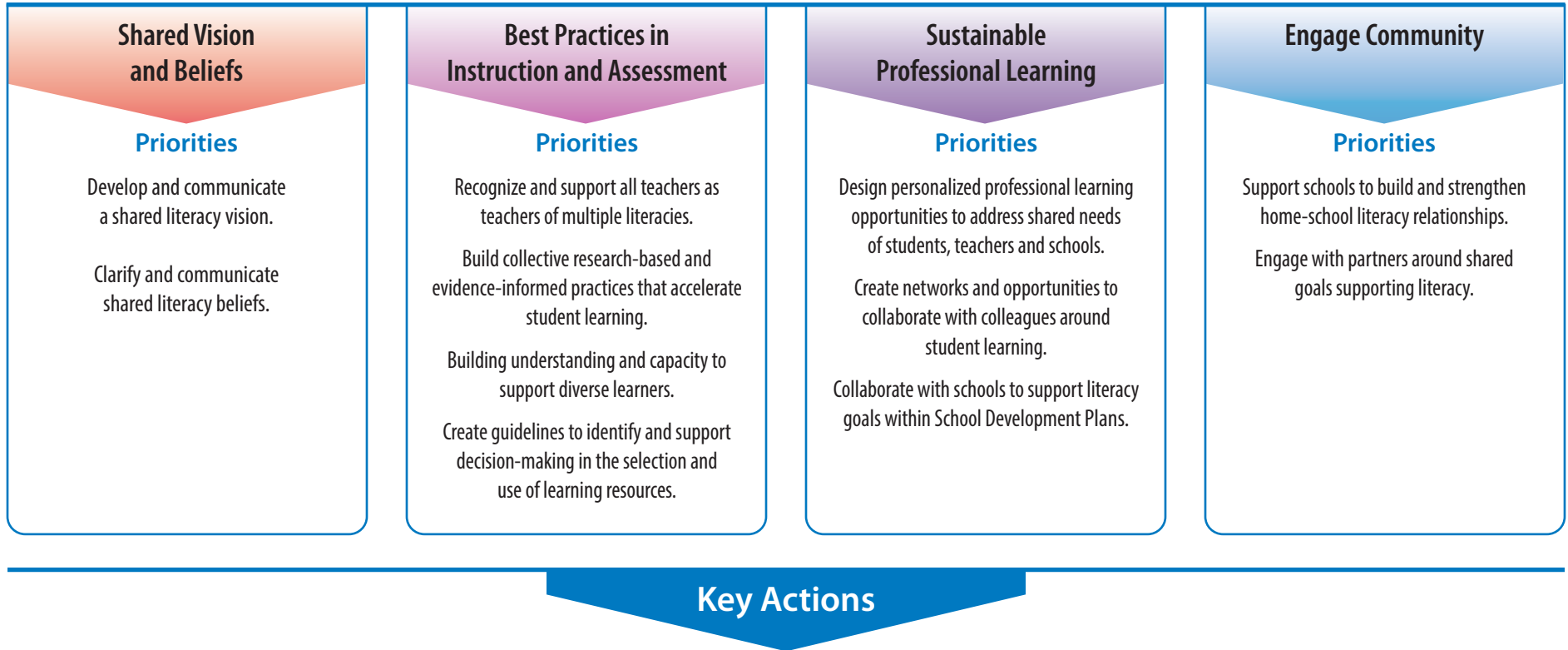
Each student will successfully achieve the learning outcomes of their programs of study.

Indicators

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

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

Literacy Strategy 2018-21



Key Actions 2018-19

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

Key Actions 2019-20

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

Key Actions 2020-21

- Continue revision and extension of previous implementation strategies.

Mathematics Strategy 2018-21

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

Participate

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

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

Indicators

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

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

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

Indicators

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

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

Indicators

- Implementation mapping* of numeracy instruction across CBE schools.

Progress

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

Indicators

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

Examples include but are not limited to:

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

Achieve

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

Indicators

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

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

Mathematics Strategy 2018-21

Framework and Priorities

Positive Mathematics School Culture

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

Active, Rigorous Mathematics Learning

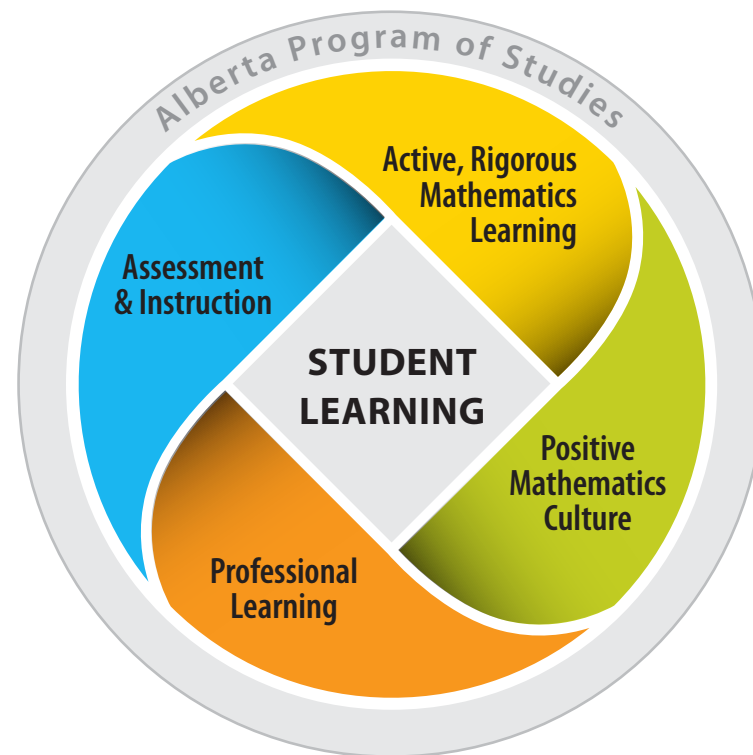
- Build strong mathematical foundations so students can understand complex mathematical ideas.
- Ensure students participate in learning activities that develop their mathematical reasoning and communication skills.
- Create more opportunities for students to be active problem solvers and make connections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

Assessment and Instruction

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

Professional Learning

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



Key Actions

Key Actions 2018-19

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

Key Actions 2019-20

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

Key Actions 2020-21

- Continue revision and extension of previous implementation strategies.

Fostering a Positive Workplace Environment Strategy 2018-21

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

Key Actions

Key Actions 2018-19

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

Indicators

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

Key Actions 2019-20

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

Indicators

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

Key Actions 2020-21

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

Indicators

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

Appendix IV – Three-Year School Capital Plan



Three-Year School Capital Plan



2020 – 2023



**Calgary Board
of Education**

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

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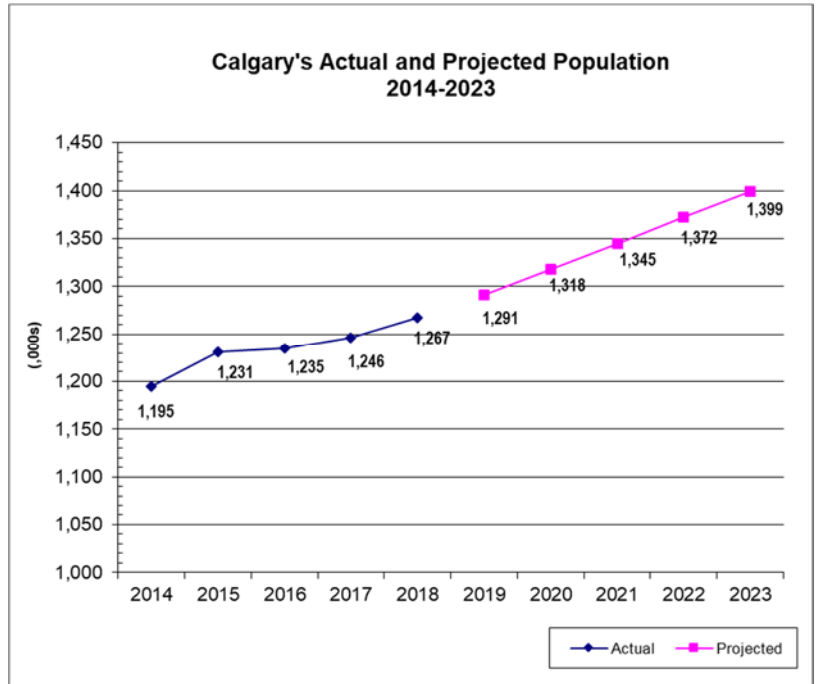
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EXECUTIVE SUMMARY

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

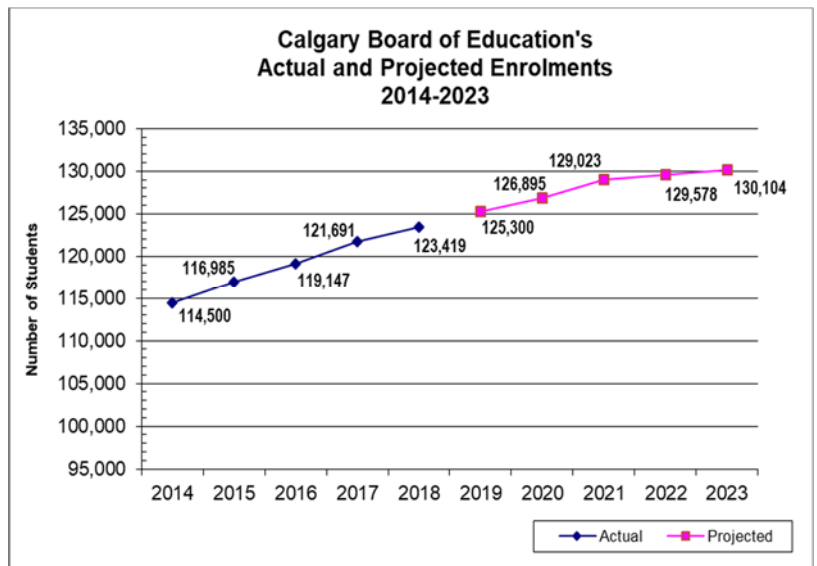
1. Calgary Population

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



2. Student Enrolment

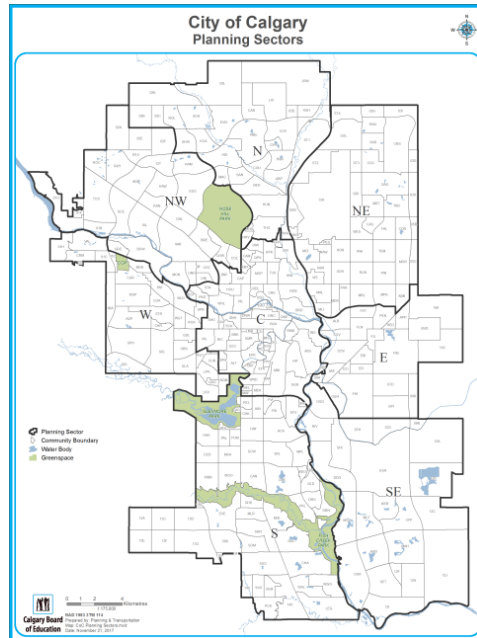
The CBE's current student enrolment of 123,419 is an increase of 1,728 students compared to the previous year. Taking into consideration the past five-year average enrolment increase of just under 1,800 students per year CBE is projecting a conservative level of growth over the next five years. Total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



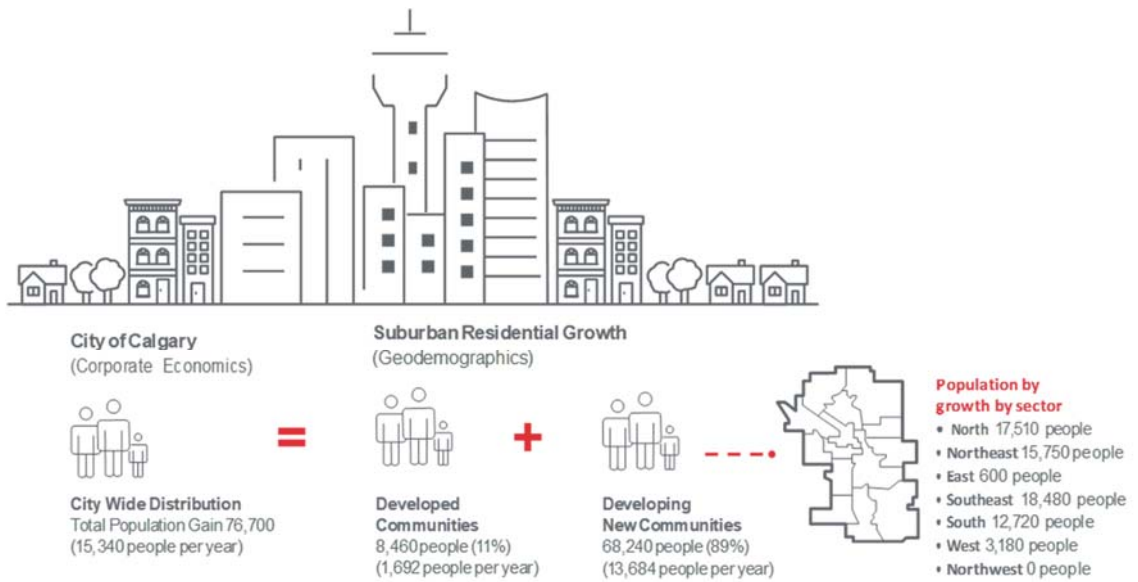
Note: Enrolment includes Home Education, Outreach/Unique Settings, Chinook Learning and CBeLearn.

3. Calgary Suburban Growth and Development

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



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



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

4. Three-Year Education Plan

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

5. Schools Under Construction and Approvals

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

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

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

6. Capital Priorities – New School Construction

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

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

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

⁽²⁾ = second elementary school for the community

7. Capital Priorities – Major Modernization Projects

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

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

8. Capital Priorities – New Construction & Major Modernizations

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

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

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

⁽²⁾ = second elementary school for the community

1.0 INTRODUCTION

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

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

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

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

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

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

1.1 CBE Student Enrolment

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

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

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

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

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

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

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

Five-Year Enrolment Projections

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

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

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

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

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

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

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

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

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

totals may not add due to rounding

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

1.2 Calgary Suburban Growth and Development

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

Forecasted Suburban Growth

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

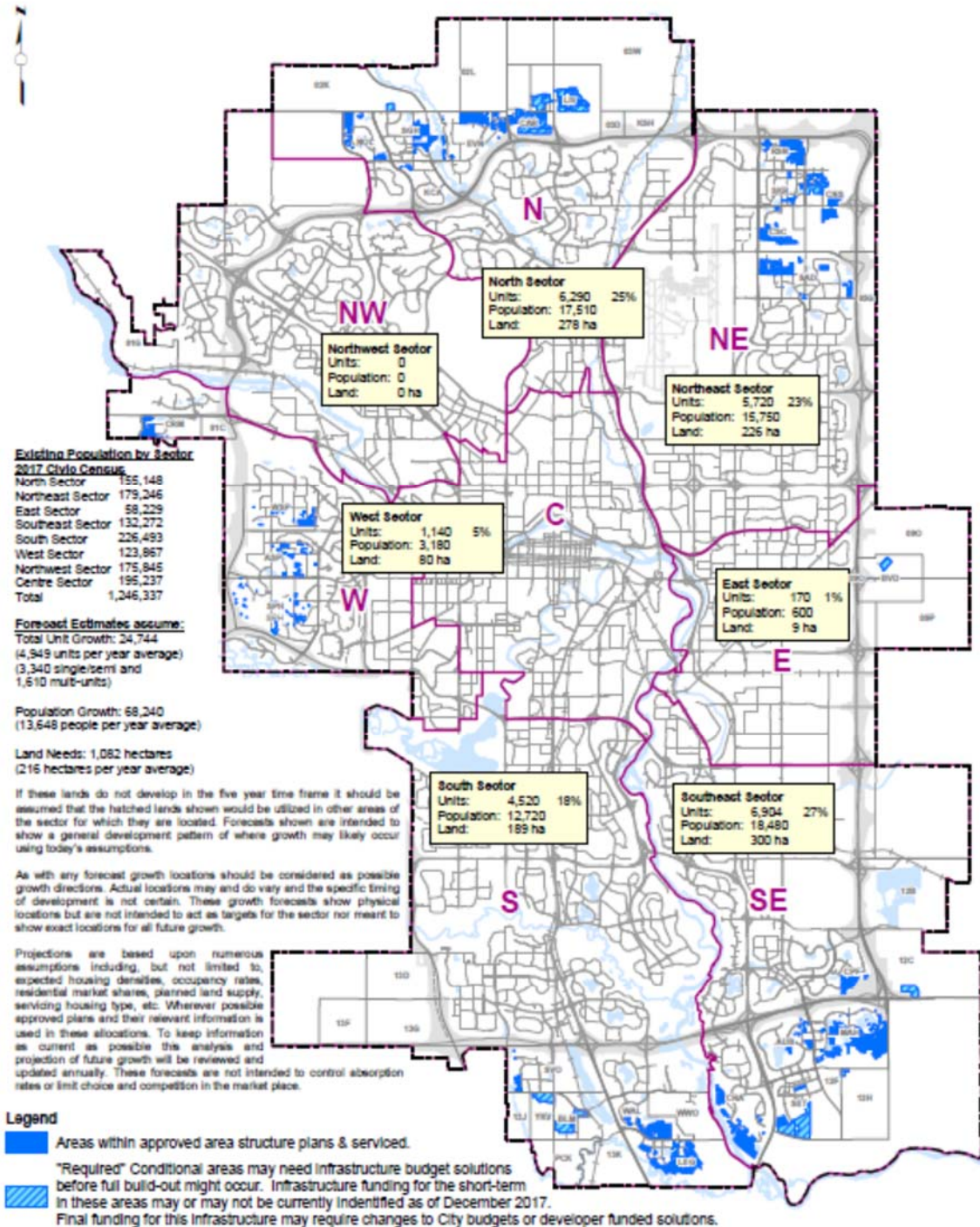
The top ten developing communities to receive residential building permit applications in Calgary for 2017 were:

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

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

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

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



1.3 Framework for Growth and Change

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

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

Four largest growing communities between 2017 and 2018:

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

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

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

(Source: 2018 Civic Census)

1.4 City of Calgary Annexation

Previously Annexed Lands

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

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

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

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

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

Map 1 on page 8 identifies these locations.

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

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

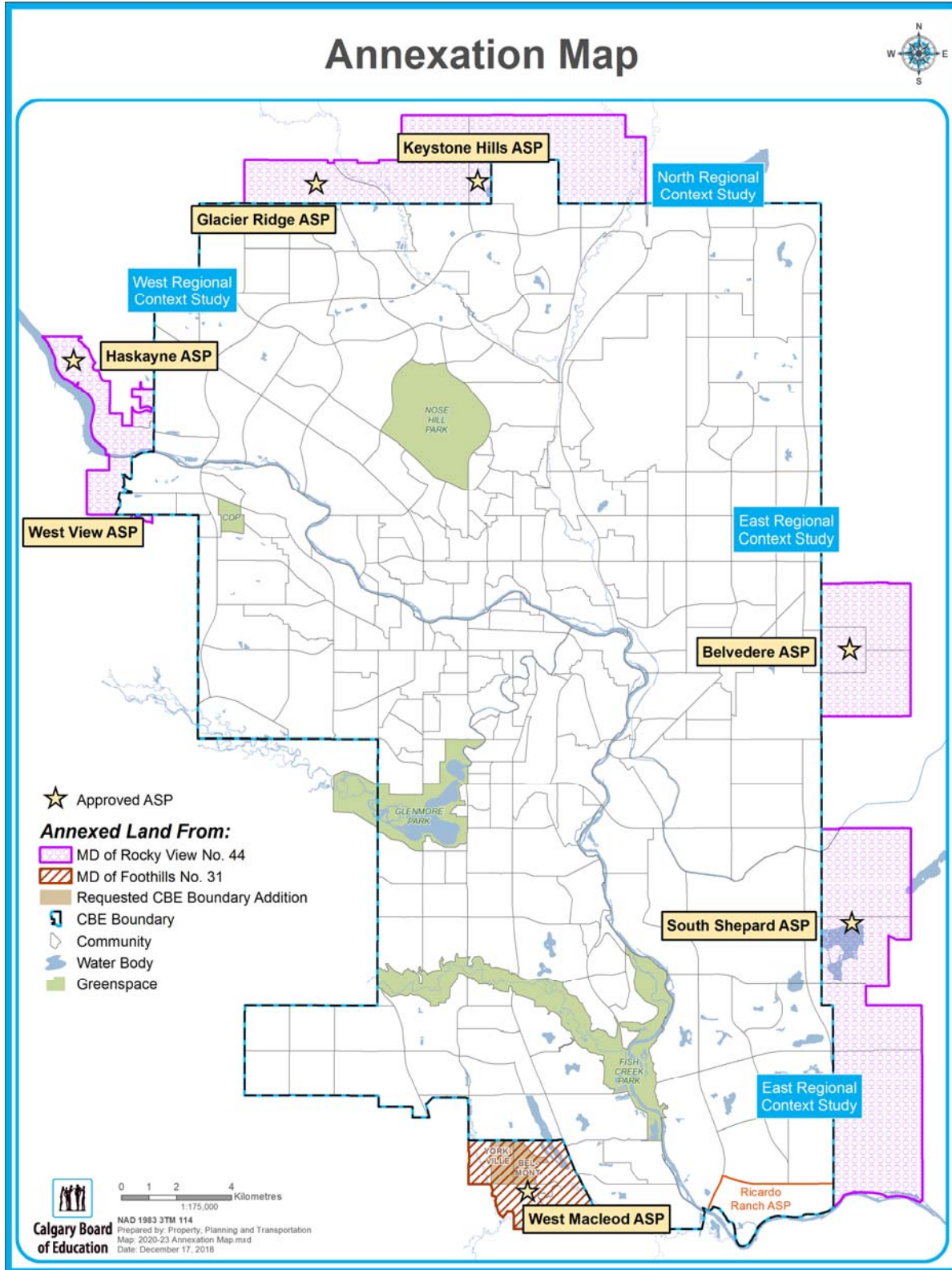
Once house construction begins, CBE will request, on an as required basis, that the Minister include these lands as part of CBE school boundaries.

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

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

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

Map 1



2.0 CAPITAL STRATEGIES

2.1 Calgary Board of Education

CBE has identified the following drivers for capital planning:

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

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

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

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

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

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

2.2 Three-Year Education Plan

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

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

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

2.3 Administrative Areas and Space Utilization

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

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

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

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

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

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

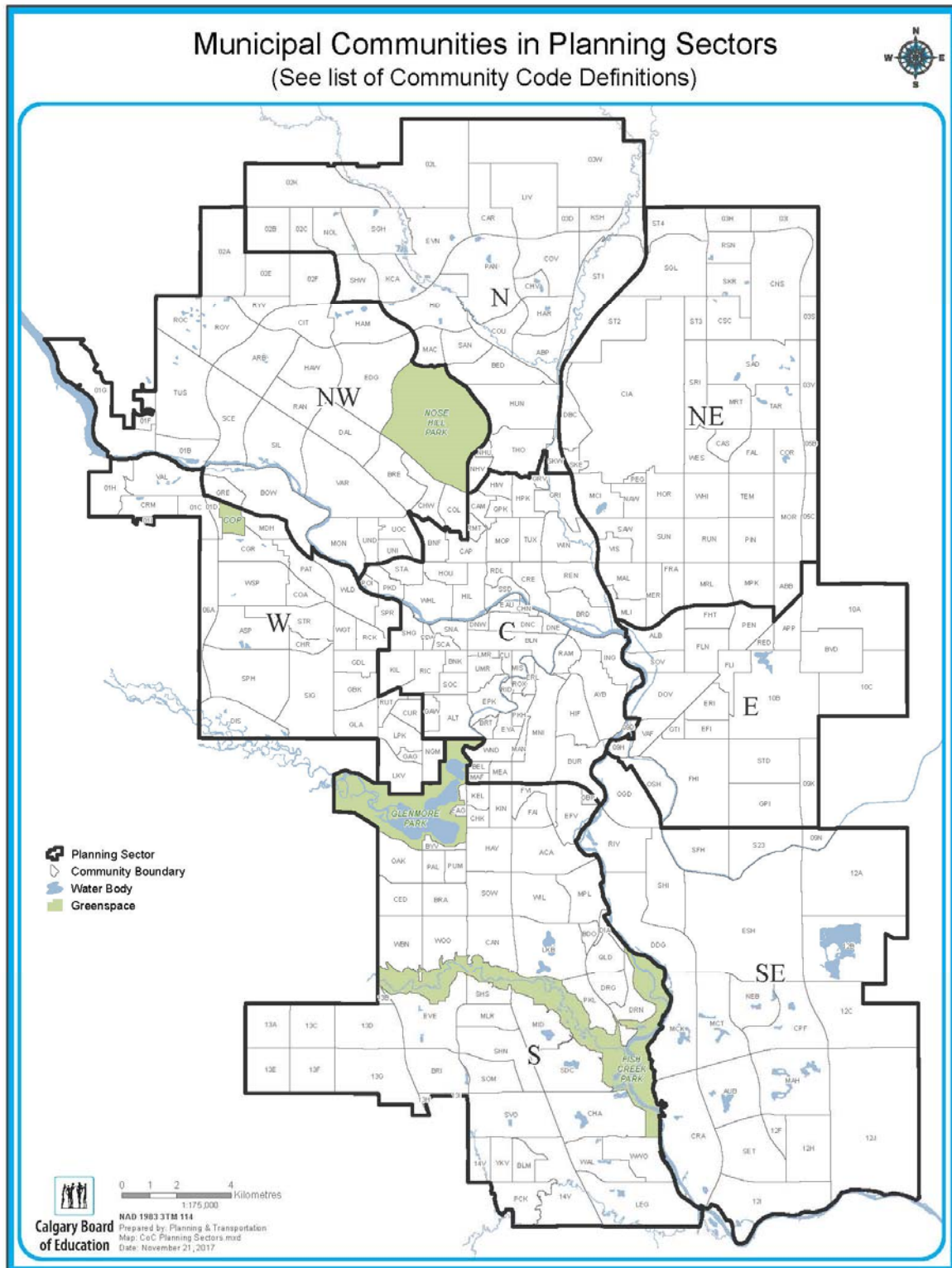
Utilization by residence identifies the number of students residing in the planning sector expressed as a percentage of the total school capacity within that planning sector. Utilization by residence represents the utilization rate that would exist if the CBE were not able to accommodate students in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

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

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

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

Map 2



Municipal Community Code Definitions

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

2.4 Planning for Students

Sites for New Schools

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

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

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

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

Working with Stakeholders

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

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

System Student Accommodation Plan

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

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

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

Program Opportunities for Students

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

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

2.5 New School Construction and School Approvals

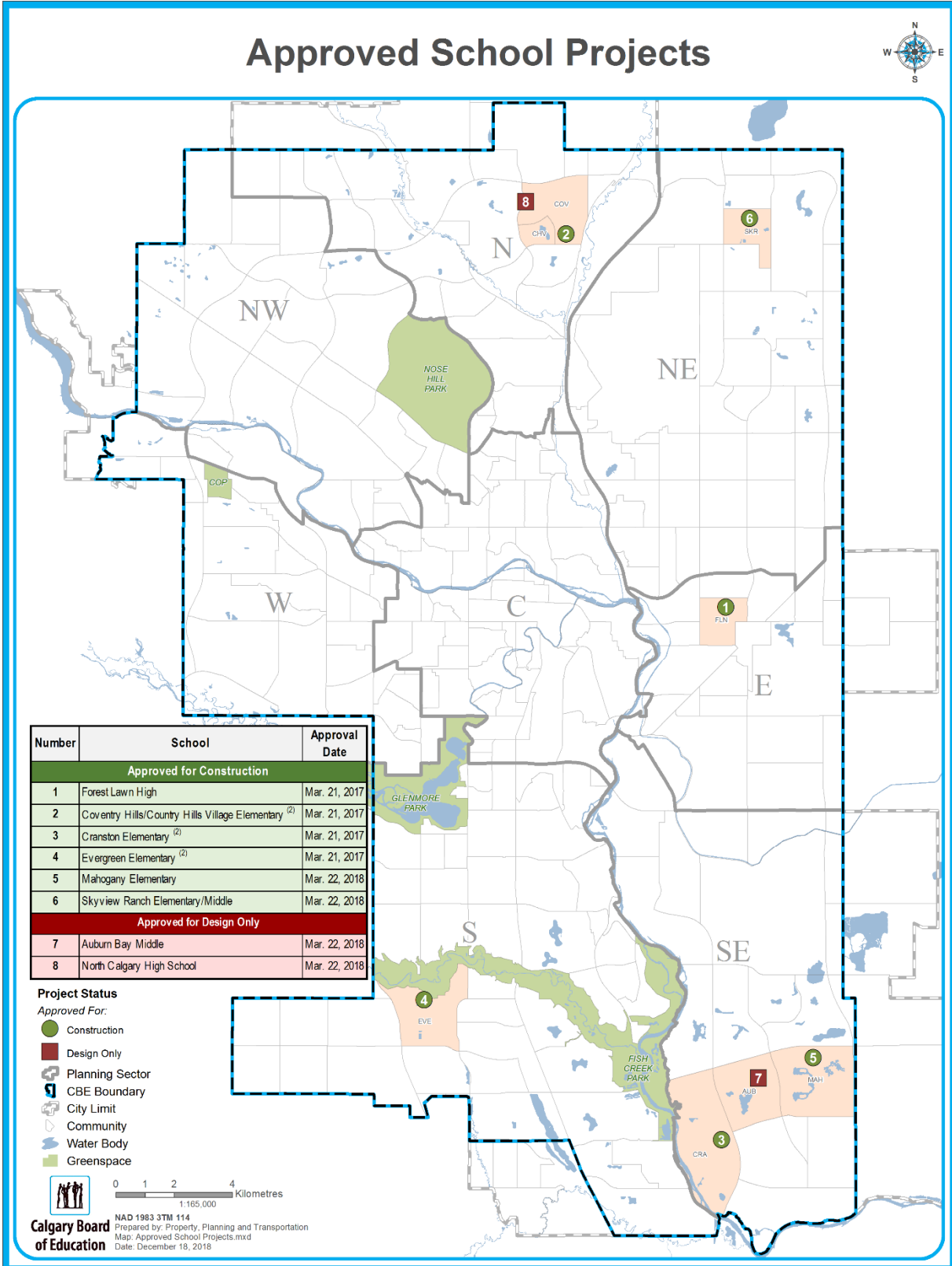
Five new school construction projects and one high school major modernization project are currently under development. Two new school construction projects have design funding only.

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

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

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

Map 3



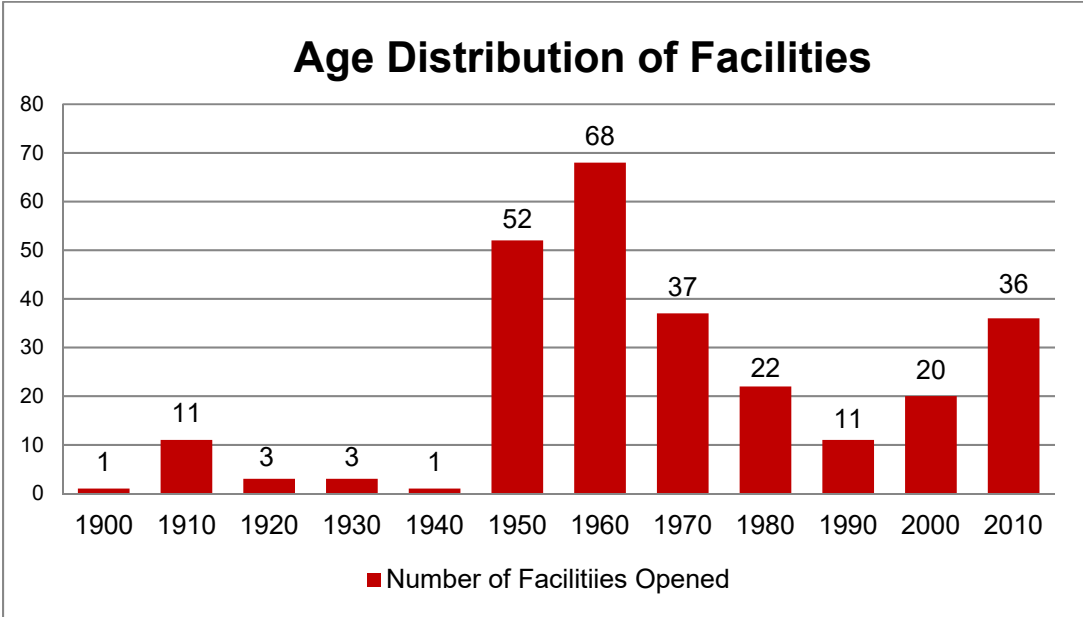
2.6 School Major Modernization

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

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

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

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



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

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

2.7 Collaborative Initiatives with The City of Calgary

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

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

3.0 NEW SCHOOL CONSTRUCTION CAPITAL PLAN CRITERIA

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

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

3.1 Construction Planning Criteria

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

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

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

Eligibility Criteria

Eligible School Communities

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

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

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

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

Accommodation Options

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

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

Site Availability and Readiness

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

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

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

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

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

Ranking Criteria:

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

Design Only

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

Preschool Census

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

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

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

Population Growth

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

Travel Time

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

Bus Receivers

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

Existing or Approved School(s) in Community

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

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

Transition Points

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

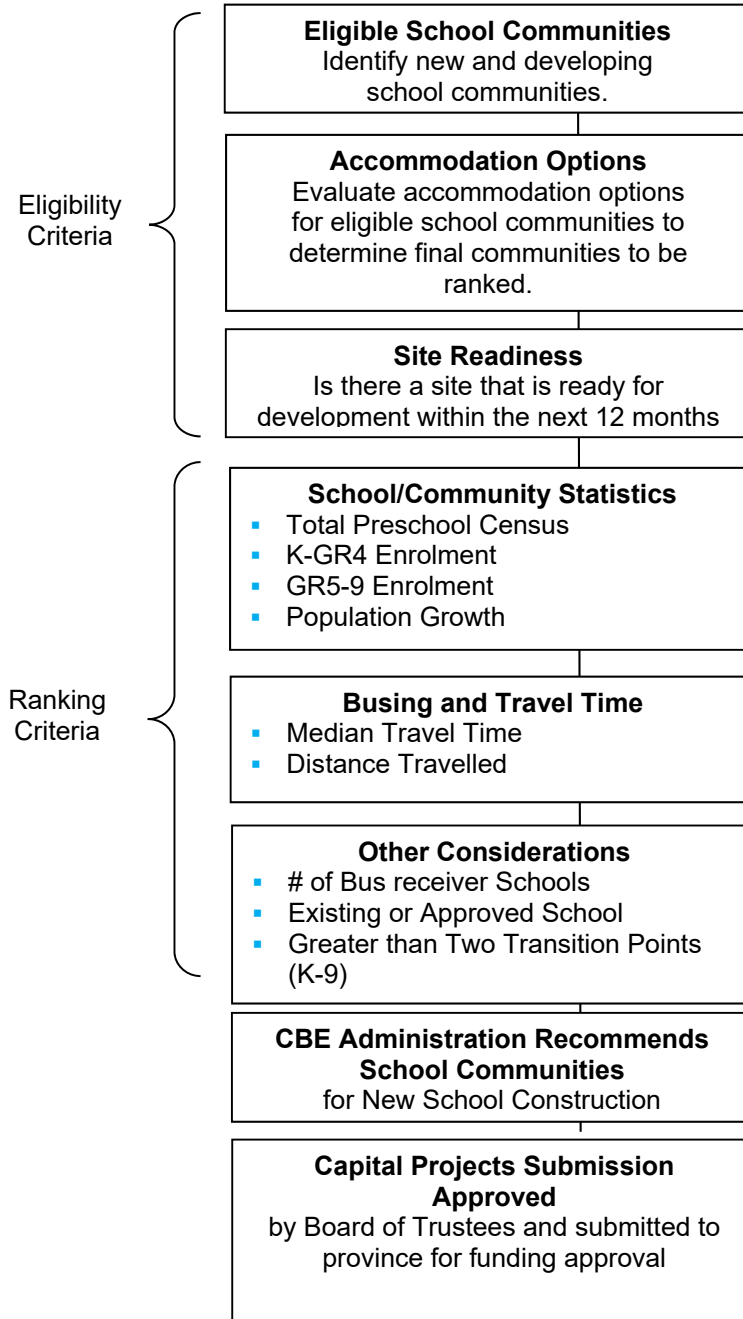
In some cases a K-GR9 grade configuration will be recommended. Examples of when this may occur include, but are not limited to, when community demographics demonstrate that a 900 student K-GR9 school is sufficient to accommodate students or when there is only one school site in a community and the site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

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

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

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

Three-Year School Capital Plan New School Construction Evaluation Process



3.2 Construction Ranking: Kindergarten to Grade 9

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

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

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

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

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

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

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

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

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

3.3 Construction Planning Criteria: Senior High Schools

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

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

Notes:

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

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

3.4 Construction Priorities: Senior High Schools

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

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

North High School

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

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

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

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

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

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

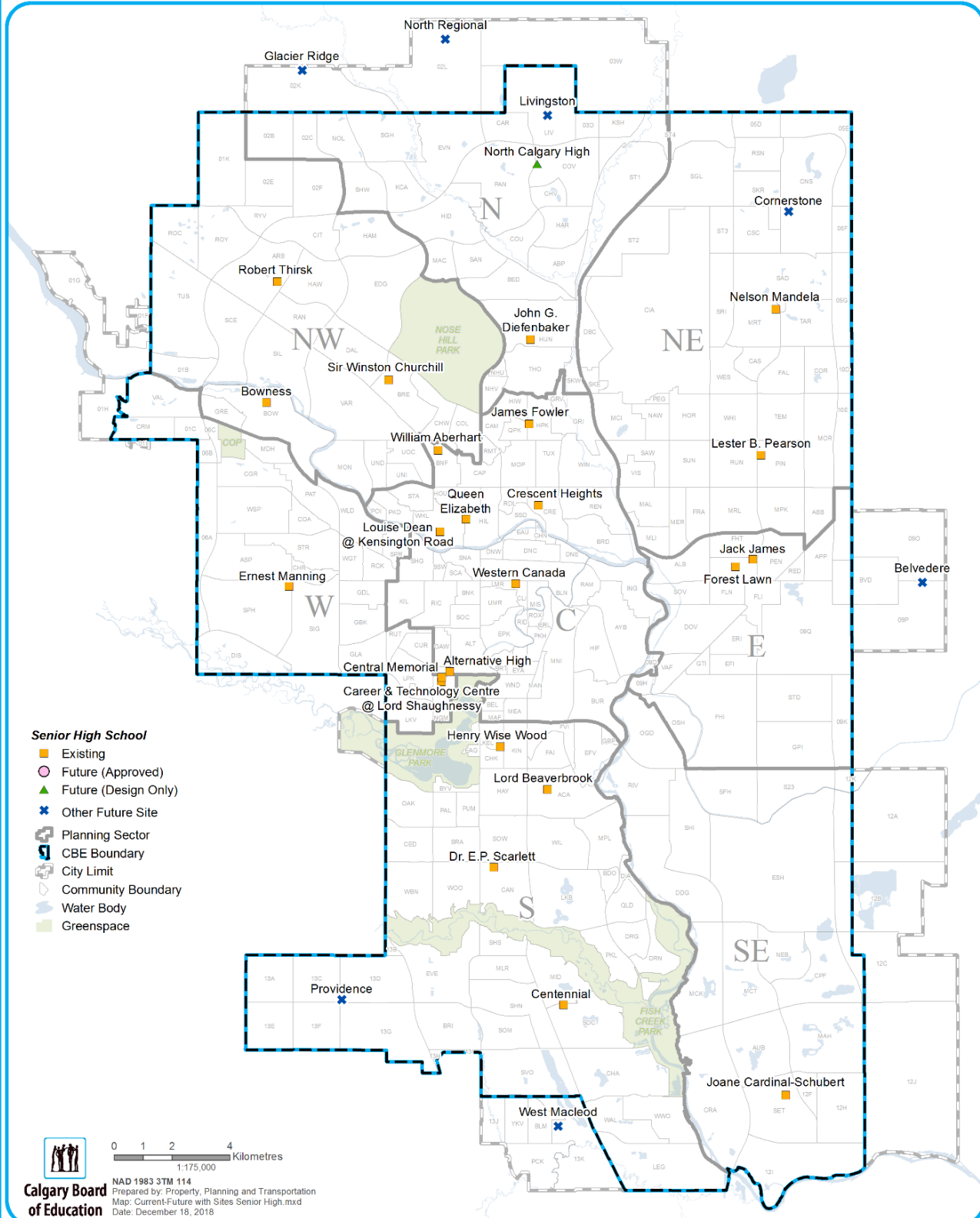
John G. Diefenbaker is the closest school and is located in the Huntington Hills community. Students attending Crescent Heights and Queen Elizabeth have long travel times to the inner city communities of Crescent Heights and West Hillhurst.

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

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

Map 4

Existing and Future Senior High Schools/Sites By Planning Sector



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



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

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

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

Phase 1: Capital Plan Submission

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

Phase 2: Project Evaluation & Prioritization

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

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

Phase 2: Project Drivers

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

Phase 2: Level of need

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

Phase 3: Project Definition

Preliminary site assessment and value scoping sessions if required

Phase 4: Budget and Scope

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

Phase 5: Provincial Capital Planning process

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

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

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

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

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

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

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

⁽²⁾ = second elementary school for the community

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

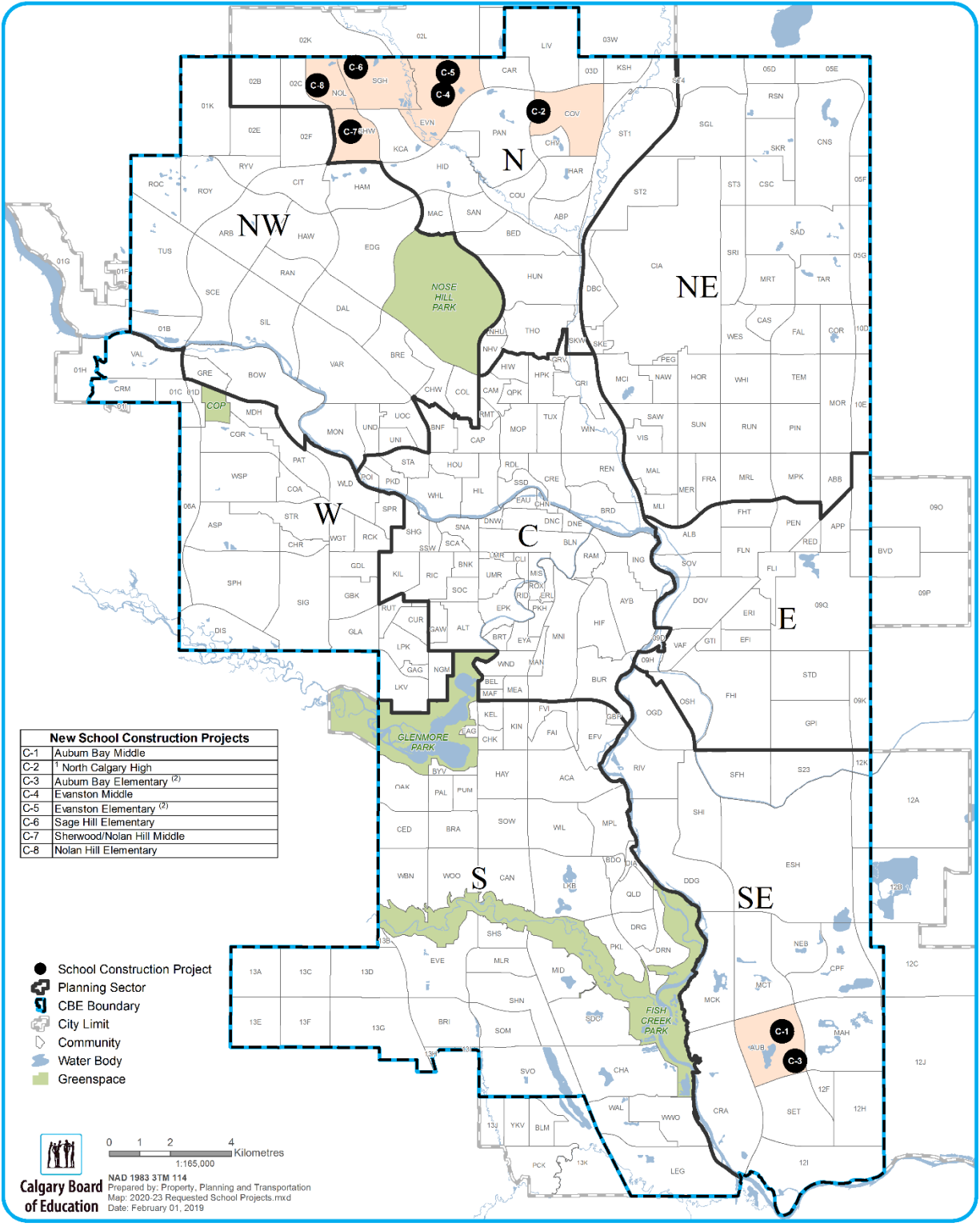
Table 3: New School Construction and Major Modernizations					
Three-Year School Capital Plan 2020-2023 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2019 Cost (\$)	Number of Years Previously Listed in Capital Plan
1 Auburn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

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

⁽²⁾ = second elementary school for the community

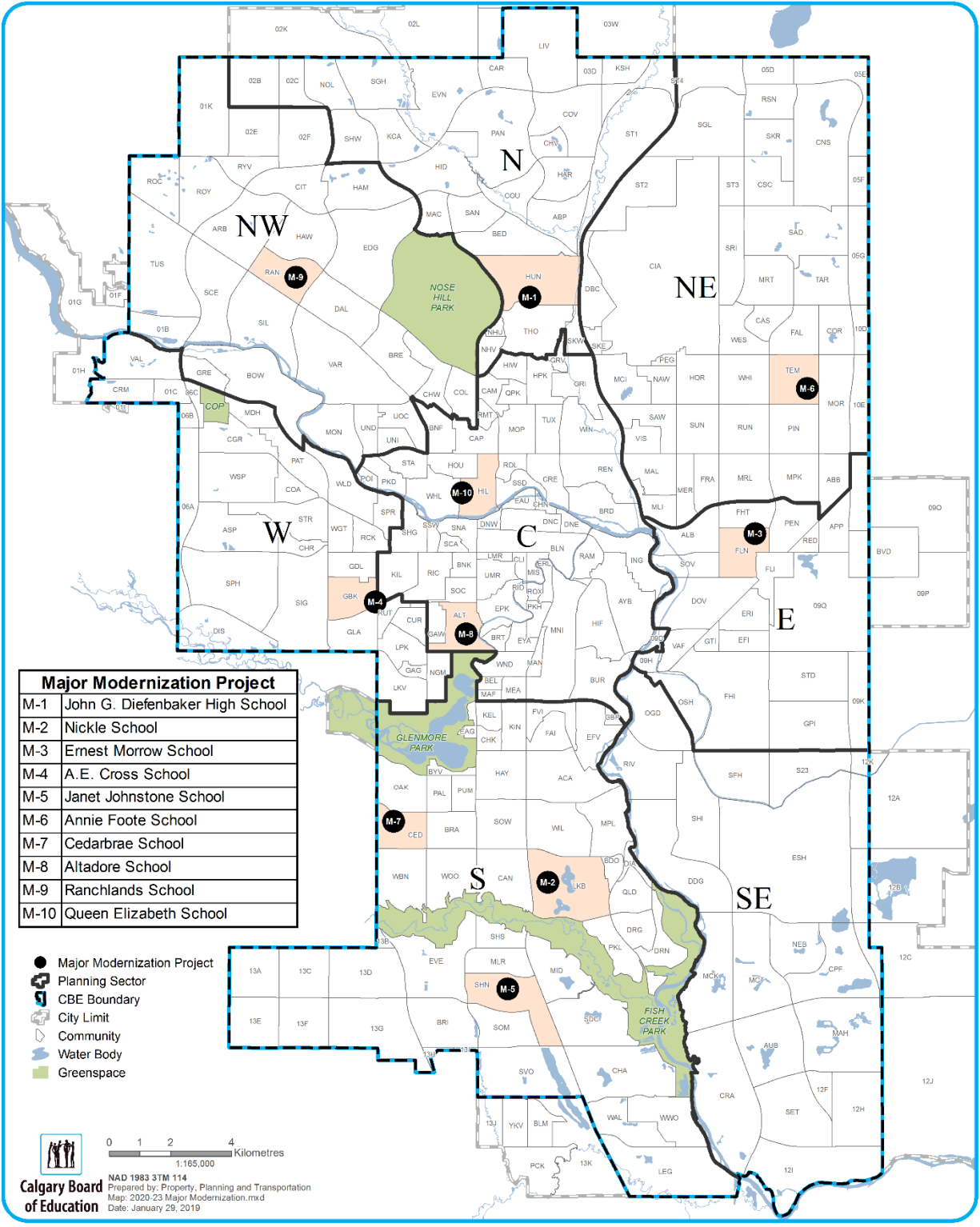
Map 5


New School Construction Projects 2020-2023





Map 6

Major Modernization Projects 2020-2023

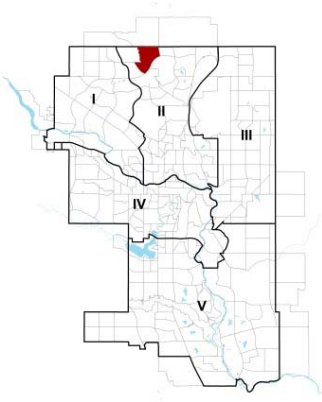



5.0	2020-2023 SCHOOL CAPITAL PLAN
New Construction	
Priority C-1 Auburn Bay Middle	
School Community Profile	
<p>Auburn Bay Community began development in 2005 and is located in the southeast sector of the City.</p> <ul style="list-style-type: none"> ▪ As of the April 2018 Census, the total number of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

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

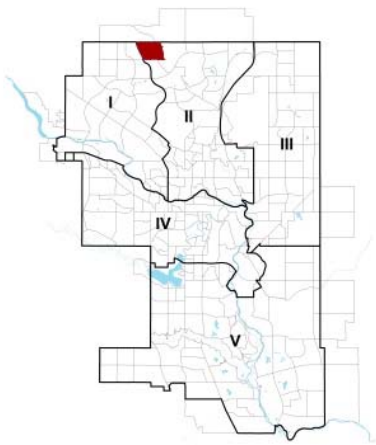
5.0	2020-2023 SCHOOL CAPITAL PLAN
New Construction	
Priority C-3 Auburn Bay Elementary⁽²⁾	
School Community Profile	
<p>Auburn Bay Community began housing construction in 2005 and is located in the southeast sector of the City.</p> <ul style="list-style-type: none"> ▪ As of the April 2018 Census, the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

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

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

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

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

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

5.0 2020-2023 SCHOOL CAPITAL PLAN

New School Construction

Priority C-7 Sherwood/Nolan Hill Middle

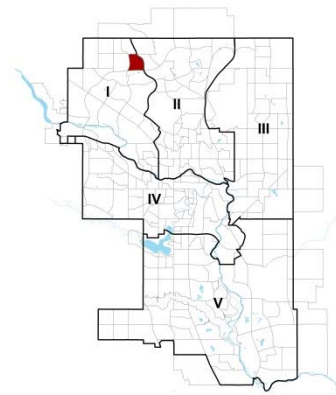
School Community Profile

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

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

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


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



Enrolment Profile

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Capacity and Utilization

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

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

Notes:

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

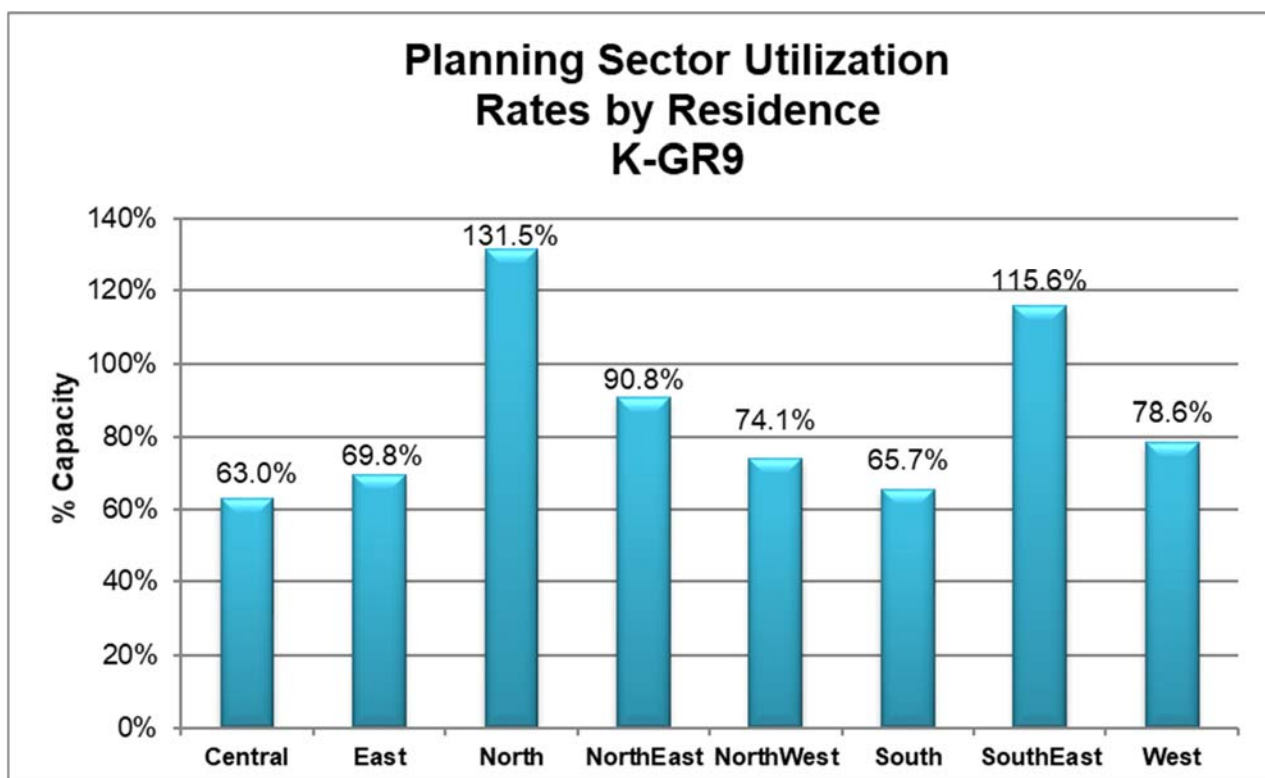


Table 2: Capacity by Residence for Senior High (%)

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

Notes:

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

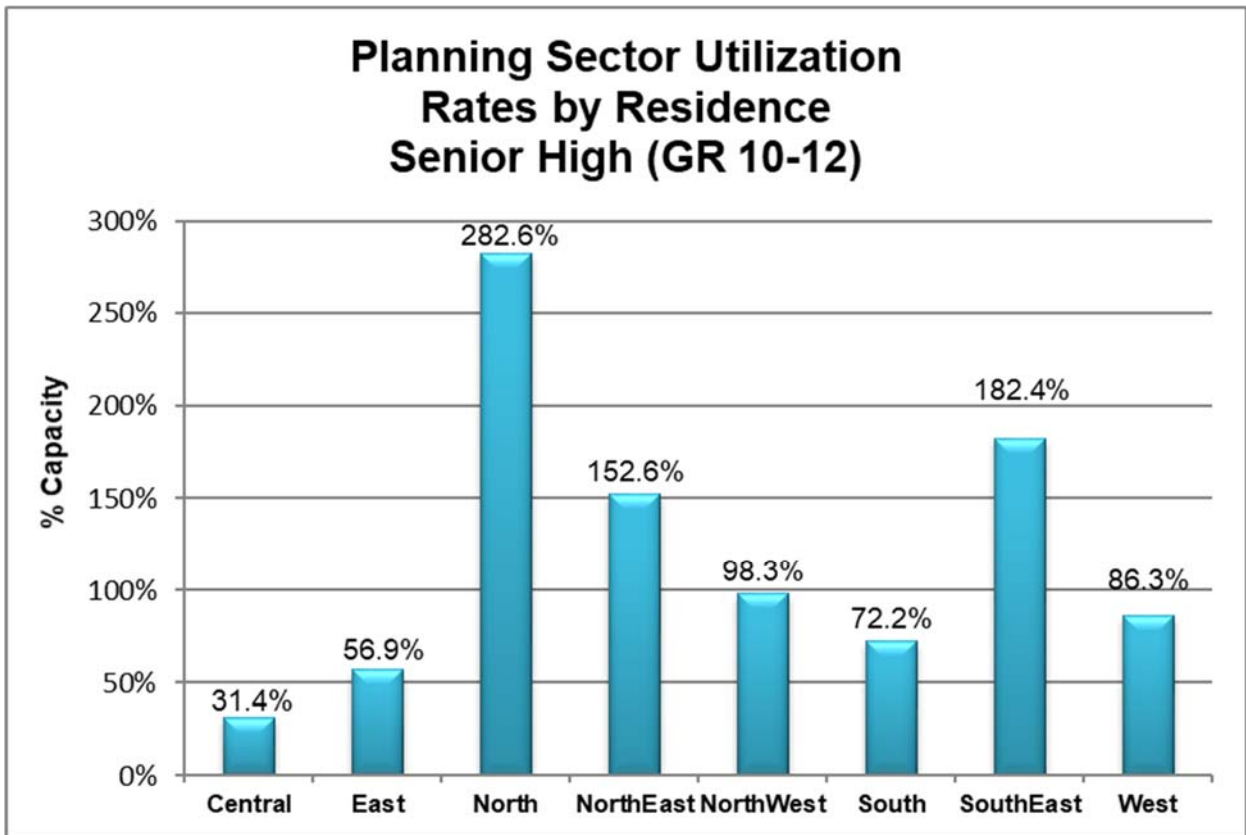


Table 3: Capacity by Enrolment for K-GR9 (%)

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

Notes:

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

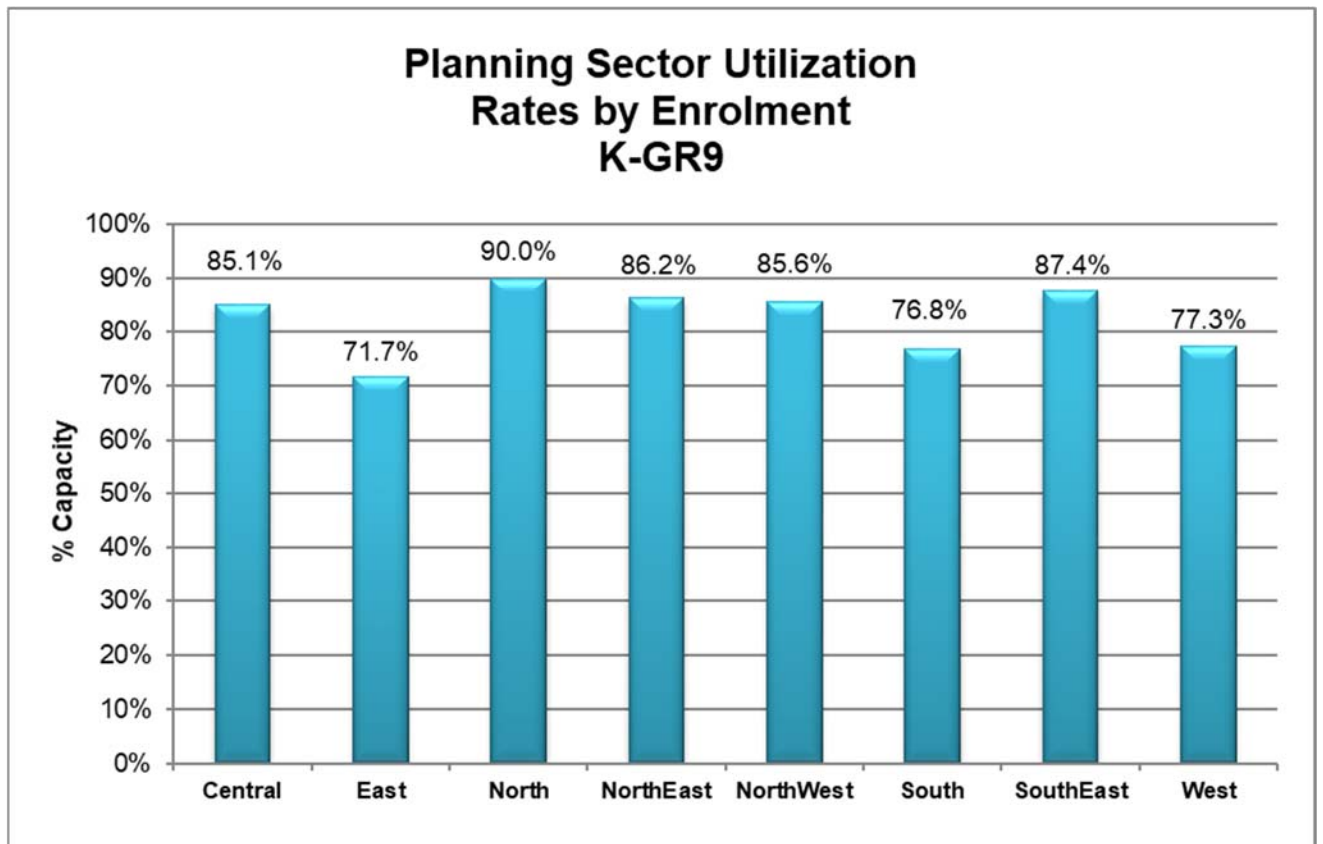
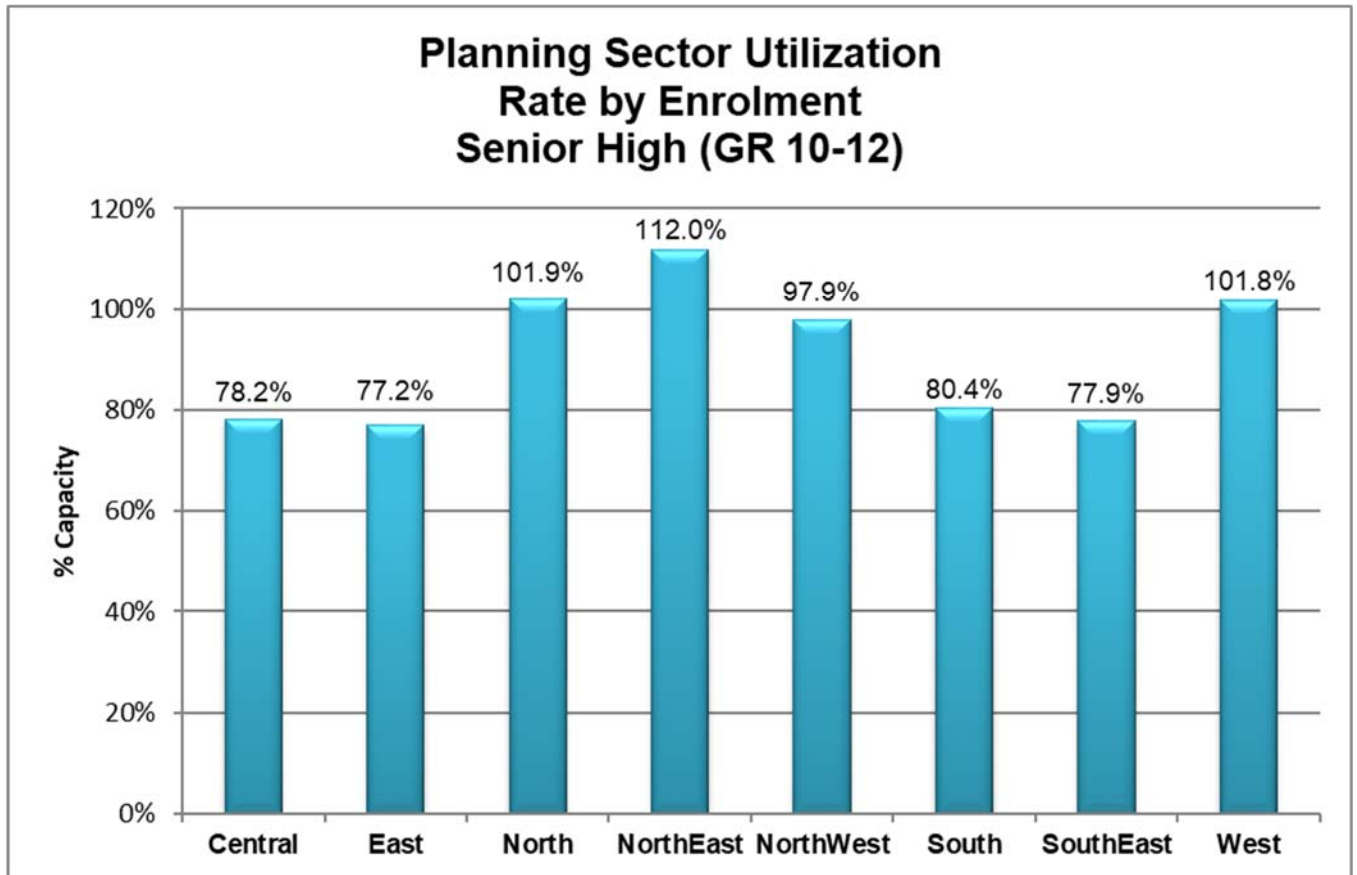


Table 4: Capacity by Enrolment for Senior High (%)

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

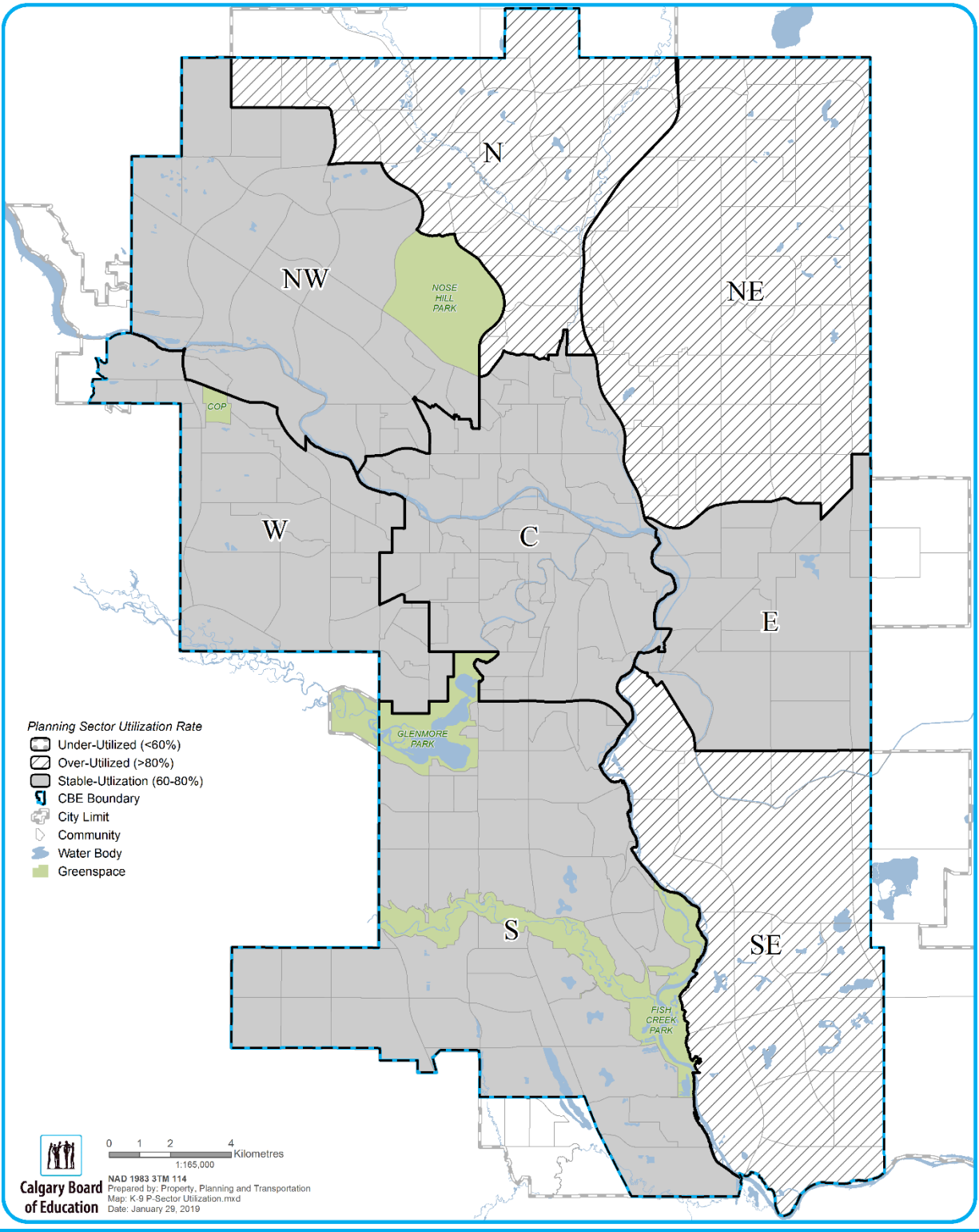
Notes:

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



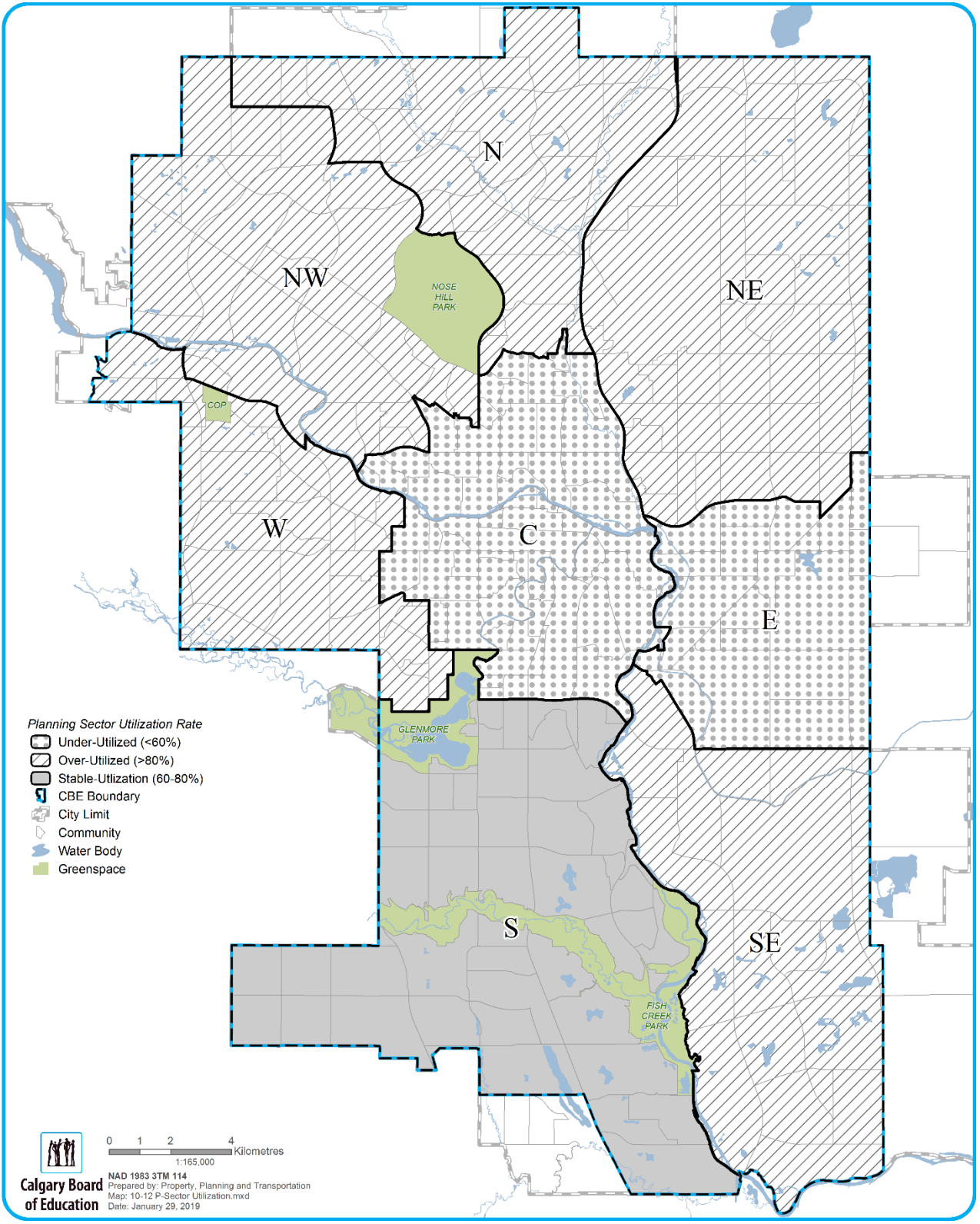
Map 7

Planning Sector Utilization by Residence Kindergarten to Grade 9



Map 8

Planning Sector Utilization by Residence Grades 10 to 12



APPENDIX II

Modernization Information

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

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

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

MAJOR MODERNIZATION RANKING CRITERIA

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

Community Ranking for New Schools

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

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

K-GR4 Statistics 2020-2023 Capital Submission

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

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

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

K-GR4 Ranking Points 2020-2023 Capital Submission

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

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

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

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

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

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

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

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

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

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

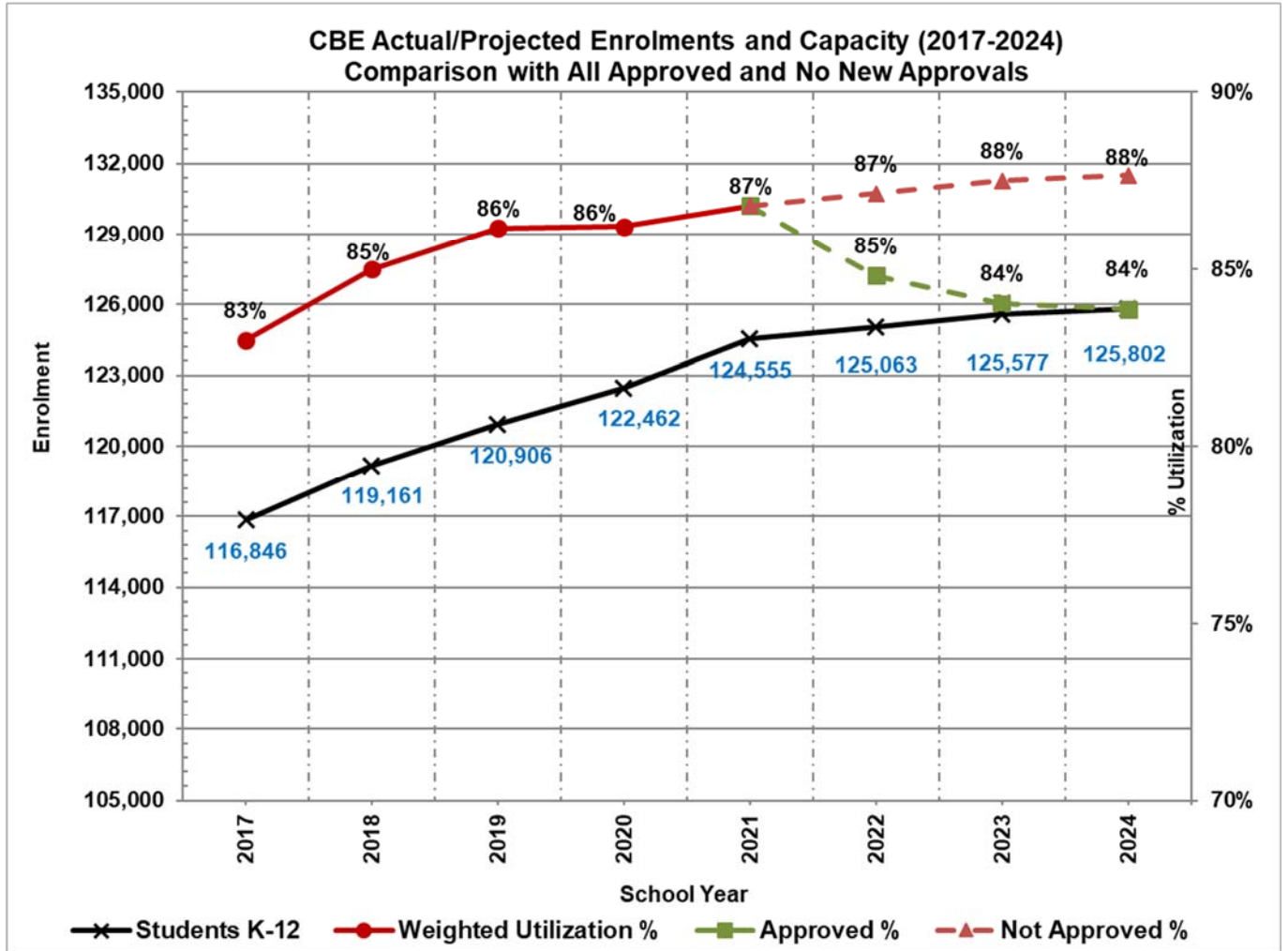
CBE Point Assignments

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

CBE Point Assignments

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

CBE System Utilization



CBE Definitions

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

CBE Formulas

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

Alberta Education/Alberta Infrastructure School Capital Manual Definitions

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

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

Site Development

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

Utilization Ratio

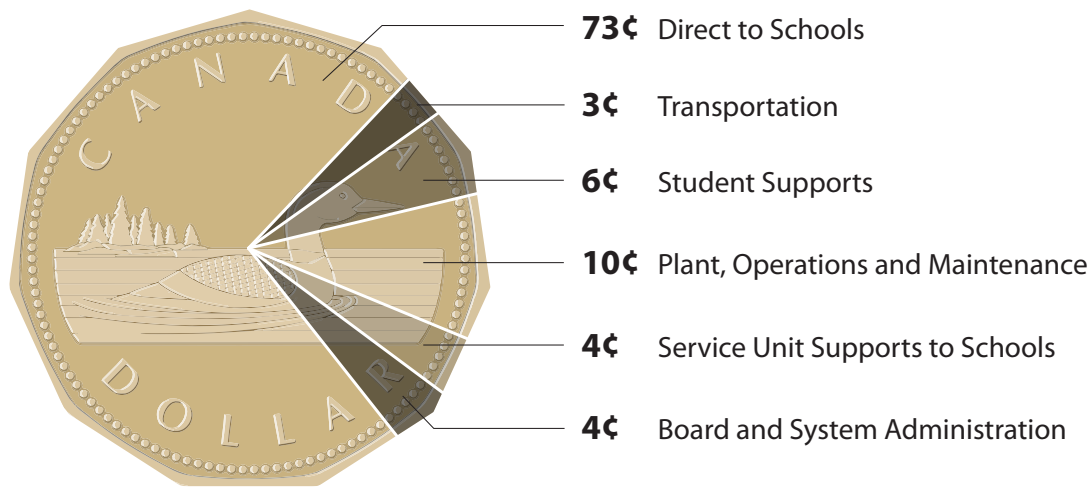
The ratio determined by dividing a jurisdiction's total FTE student enrolment by its net capacity.

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





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



73¢ | Direct to Schools

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

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

6¢ | Student Supports

Such as:

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

4¢ | Service Unit Supports to Schools

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

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

3¢ | Transportation

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

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

10¢ | Plant, Operations and Maintenance

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

4¢ | Board and System Administration

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

Appendix VI – Account/ Block Descriptions

Account information

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

Revenues:

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

Expenditures by object:

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

Expenditures by program/block:

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

External services

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



Appendix VII – Fees

Noon Supervision

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

Transportation

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

	Transportation Budget 2019-20
	\$000s
Grants	43,791
Fees (net of bad debt and waivers)	4,819
Total revenue	48,610
Transportation costs	48,610
Surplus/ (deficit)	-

There is a risk that costs will rise in order to accommodate increased riders and complex transportation needs. Administration continues to evaluate options to mitigate the cost pressures.

Appendix VIII – Staffing

School based staff include but not limited to:

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

Non school based staff include but not limited to:

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

report to Board of Trustees

Results 2: Academic Success – Reasonable Interpretations and Indicators

Date	June 25, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Decision
Originator	Sydney Smith Acting Superintendent, Learning
Governance Policy Reference	Results 2 Indicators Review
Resource Person(s)	Elizabeth Wood, Director, Learning Lea Sherwood, System Principal, Research & Strategy

1 | Recommendations

It is recommended:

- THAT the Board of Trustees approves the Chief Superintendent's amended Reasonable Interpretations for Results 2: Academic Success, including but not limited to, the indicators as presented in this report.
- THAT the Board of Trustees approves the Results 2: Academic Success targets as presented in this report.

2 | Issue

The Board of Trustees has directed the Chief Superintendent to review the indicators and targets for Results 2: Academic Success.

3 | Background

The Board of Trustees passed the following motions at the February 12, 2019 Board meeting:

- *THAT the Board of Trustees directs the Chief Superintendent to review the indicators for R-2: Academic Success, for Board reaffirmation or approval by June 30, 2019; and*
- *THAT the Board of Trustees directs the Chief Superintendent to review the targets for R-2: Academic Success, for Board approval by June 30, 2019.*

4 | Analysis

The Trustees and administration met and agreed on the criteria of good indicators that would be used to determine the indicators for Results 2: Academic Success.

Administration completed an environmental scan in January 2019. The scan looked at the ways school districts across North America measure academic success. The scan explored 15 jurisdictions (Appendix I).

Using the information from this scan, administration considered possible indicators for Results 2: Academic Success.

Administration shared with Trustees these possible indicators. Sample data sets and targets were provided for each indicator.

Over the course of a number of meetings, the proposed indicators, data sets and of targets were finalized.

As well there was a need to revise the current policy and with that the reasonable interpretations.

Reasonable Interpretations

Current (approved June 9, 2015)	Proposed
The Chief Superintendent interprets <i>academic disciplines</i> to mean the fields of knowledge authorized as subjects of study by Alberta Education and included in section 2.1 below, as well as Career and Technology Studies.	The Chief Superintendent interprets <i>academic disciplines</i> to mean the fields of knowledge authorized as subjects of study by Alberta Education and included in section 2.1 below.
The Chief Superintendent interprets <i>Arts</i> to mean the Fine Arts programs of study, including Art, Music and Drama.	The Chief Superintendent interprets <i>Fine and Performing Arts</i> to include Art, Dance, Drama and Music.
The Chief Superintendent interprets <i>Languages</i> to mean those programs of study taught in the Calgary Board of Education as both second language/language and culture courses and as immersion/bilingual alternative programs: French, Chinese (Mandarin), German and Spanish.	The Chief Superintendent interprets <i>Languages</i> to mean those programs of study taught in the Calgary Board of Education as both second language/language and culture courses, and as bilingual alternative programs: French, Chinese (Mandarin), German and Spanish.

Proposed Indicators

1. Percentage of students completing high school within three, four or five years of starting grade 10; as measured by the Provincial Accountability Pillar.
 - 1.1 All Students
 - 1.2 Students who Self-Identify as English Language Learner
 - 1.3 Students who Self-Identify as Indigenous
 - 1.4 Students with Identified Special Education Needs

2. Student results in English Language Arts and Mathematics; as measured by student report cards disaggregated by division and level of achievement.
 - 2.1 All Students
 - 2.2 Students who Self-Identify as English Language Learner
 - 2.3 Students who Self-Identify as Indigenous
 - 2.4 Students with Identified Special Education Needs

3. The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.
 - 3.1 All Students
 - 3.2 Students who Self-Identify as English Language Learner
 - 3.3 Students who Self-Identify as Indigenous
 - 3.4 Students with Identified Special Education Needs

4. Student results in each of Career & Technology Foundations/Studies, Fine and Performing Arts, French Language Arts, Languages, Physical Education, Science and Social Studies; as measured by student report cards disaggregated by division and level of achievement.
 - 4.1 All Students
 - 4.2 Students who Self-Identify as English Language Learner
 - 4.3 Students who Self-Identify as Indigenous
 - 4.4 Students with Identified Special Education Needs

5. The Measure Evaluations of the French Language Arts, Sciences and Social Studies Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.
 - 5.1 All Students
 - 5.2 Students who Self-Identify as English Language Learner
 - 5.3 Students who Self-Identify as Indigenous
 - 5.4 Students with Identified Special Education Needs

Proposed Targets

Targets will be considered annually and finalized based on the identified areas of concern. What follows are the proposed targets for the 2019-20 annual monitoring of Results 2: Academic Success.

1. Percentage of students completing high school within three, four or five years of starting grade 10; as measured by the Provincial Accountability Pillar.
 - 3-year rate: The Achievement Measure is *High* or *Very High*
 - 3-year rate: The Improvement Measure is *Maintained*, *Improved* or *Improved Significantly*.
 - 5-year rate: Is at or above the provincial result.

2. Students results within English Language Arts and Mathematics; as measured by student report cards disaggregated by division and level of achievement.
 - English Language Arts: The weighted mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.
 - Mathematics: The weighted mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.

3. The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.
 - English Language Arts 6: The Acceptable Standard Improvement Measure is *Maintained*, *Improved* or *Improved Significantly*.
 - English Language Arts 6: Percentage of students achieving the Acceptable Standard is at or above the provincial results.
 - English Language Arts 9: The Acceptable Standard Improvement Measure is *Maintained*, *Improved* or *Improved Significantly*.

- English Language Arts 9: Percentage of students achieving the Acceptable Standard is at or above the provincial results.
 - English Language Arts 30-1: The Acceptable Standard Overall Measure is *Good* or *Excellent*.
 - English Language Arts 30-2: The Acceptable Standard Improvement Measure is *Maintained*, *Improved* or *Improved Significantly*.
 - Mathematics 6: The Acceptable Standard Improvement Measure is *Maintained*, *Improved* or *Improved Significantly*.
 - Mathematics 9: The Acceptable Standard Achievement Measure is *Intermediate*, *High* or *Very High*.
 - Mathematics 9: The Acceptable Standard Improvement Measure is *Improved* or *Improved Significantly*.
 - Mathematics 30-1: Percentage of students achieving each of the standards is at or above the provincial results.
 - Mathematics 30-2: Percentage of students achieving each of the standards is at or above the provincial results.
4. Students results within each of Career & Technology Foundations/Studies, Fine and Performing Arts, French Language Arts, Languages, Physical Education, Science and Social Studies; as measured by student report cards disaggregated by division and level of achievement.
- Career & Technology Foundations/Studies: The weighted mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.
 - Fine and Performing Arts: The weighted mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.
 - French Language Arts: The weighted mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.
 - Languages: The weighted mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.
 - Physical Education: The weighted mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.
 - Science: The weighted mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.
 - Social Studies: The weighted mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.
5. The Measure Evaluations of the French Language Arts, Sciences and Social Studies Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.
- French Language Arts 6: The Acceptable Standard Improvement Measure is *Maintained*, *Improved* or *Improved Significantly*.
 - French Language Arts 9: The Acceptable Standard Overall Measure is *Acceptable*, *Good* or *Excellent*.
 - French Language Arts 30-1: The Acceptable Standard Achievement Measure is *Intermediate*, *High* or *Very High*.
 - Science 6: The Acceptable Standard Achievement Measure is *High* or *Very High*.

- Science 9: The Acceptable Standard Overall Measure is *Acceptable, Good or Excellent*.
- Biology 30: The Acceptable Standard Improvement Measure is *Maintained, Improved or Improved Significantly*.
- Chemistry 30: The Acceptable Standard Improvement Measure is *Improved or Improved Significantly*.
- Physics 30: The Acceptable Standard Improvement Measure is *Maintained, Improved or Improved Significantly*.
- Science 30: The Acceptable Standard Achievement Measure is *Intermediate, High or Very High*.
- Social Studies 6: The Standard of Excellence Overall Measure is *Good or Excellent*
- Social Studies 9: The Acceptable Standard Improvement Measure is *Maintained, Improved or Improved Significantly*.
- Social Studies 30-1: The Acceptable Standard Overall Measure is *Good or Excellent* .
- Social Studies 30-2: The Acceptable Standard Improvement Measure is *Maintained, Improved or Improved Significantly*.

5 | Implementation Consequences

While there would be a reduction from twelve indicators to five, new data sets for these five indicators will be required which in turns means there will be new baselines beginning in the 2019-20 monitoring year (2018-19 data) for a number of the indicators.

The depth and extent to which the proposed changes impact the operations of the CBE will not be fully realised until a full monitoring cycle has been completed.

6 | Conclusion

The proposed indicators and targets will allow Trustees to adequately monitor the success of our students with respect to the Results 2: Academic Success Policy.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

APPENDIX

Appendix I: Environment Scan Summary

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.

appendix | I. Environmental Scan Summary

The table below shows the 15 jurisdictions that were included in the environmental scan. The blue indicates where the jurisdiction has the same or a similar indicator as one of the proposed CBE indicators.

School Jurisdictions	High School Completion	ELA, Mathematics (Report Card)	ELA, Mathematics (Government Examinations)	All Other Subjects (Report Card)	FLA, Sciences, Social Studies (Government Examinations)
CCSD (Nevada)					
CPS (Illinois)					
CSSD (Alberta)					
ECSD (Alberta)					
EIPS (Alberta)					
EMSB (Quebec)					
EPSB (Alberta)					
FCSD (Virginia)					
M-DCPS (Florida)					
MNPS (Tennessee)					
OCPS (Florida)					
RVS (Alberta)					
SDUSD (California)					
TDSP – (Ontario)					

Legend |

- CCSD - Clark County School District
- CPS - Chicago Public Schools
- CSSD - Calgary Catholic School District
- ECSD - Edmonton Catholic Schools District
- EIPS - Elk Island Public Schools
- EMSB - English Montreal School Board
- EPSB - Edmonton Public Schools Board
- FCSD - Fairfax County School District
- MDCPS - Miami-Dade County Public Schools
- MNPS - Metro Nashville Public Schools
- OCPS - Orange County Public Schools
- RVS - Rocky View Schools
- SDUSD - San Diego Unified School District
- TDSB - Toronto District School Board

report to Board of Trustees

Results 2 Follow-up Report – Rescind Board Motion of February 12, 2019

Date	June 25, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Marilyn Dennis Board Chair
Purpose	Decision
Governance Policy Reference	GC-2: Governing Commitments Results 2

1 | Recommendation

It is recommended:

That the Board of Trustees rescind the motion adopted at the February 12, 2019 meeting:

THAT the Board of Trustees directs the Chief Superintendent to provide additional information, including strategies, revised targets and the assessment of the strategies for each of the areas identified as an exception or a concern by November 30, 2019. (the “**Motion**”).

2 | Background

At the February 12, 2019 public Board meeting, the Board unanimously approved the Motion. However, as a result of significant work done by the Board and Administration related to the Results 2 policy; the reasonable interpretations and indicators related to the policy; and its annual monitoring report, the Board wishes to consider rescinding the Motion.



3 | Analysis

The Board of Trustees is authorized to rescind motions that have been passed in accordance with the Board Meeting Procedures and Robert's Rules of Order. In particular, Section J(13)(d) of the Board of Trustees' Board Meeting Procedures states:

If it should become necessary to rescind a motion that has passed, at least one weeks' notice in writing must be given unless otherwise decided by a majority of the Board of Trustees. The motion to rescind is then introduced and dealt with at the next regular Board meeting.

4 | Implementation Consequences

Should the Board vote, by a majority vote, to rescind the Motion; the Chief Superintendent would not be required to provide additional information including strategies, revised targets and the assessment of the strategies for each of the areas identified as an exception or a concern by Board motion at the February 12, 2019 meeting on the Results 2 annual monitoring report.

5 | Conclusion

The Board of Trustees to consider rescinding the Motion.

report to Board of Trustees

Establishment of a Board Procedures Committee

Date	June 25, 2019
Meeting Type	Regular Meeting, Private Agenda
To	Board of Trustees
From	Marilyn Dennis, Board Chair
Purpose	Decision
Governance Policy Reference	Governance Culture Policies: GC-5: Board Committees GC-5E: Board Committees Terms of Reference

1 | Recommendation

It is recommended:

- THAT the Board of Trustees amends policy GC-5E: Board Committees to add a Board Procedures Committee as described in this report; and
- THAT the Board of Trustees approves the Terms of Reference for the Board Procedures Committee, Attachment I to this report.

The Board of Trustees will need to consider the appointment of a Committee Chair and two trustees to serve as members.

2 | Issue

The *Board Meeting Procedures* of the Board of Trustees of the Calgary Board of Education (CBE) outline the expectations and requirements for trustees to interact with each other, the employees of the CBE and the public in a way that is supportive of the Board doing its work. The Board has an opportunity to support the smooth functioning of the Board by examining its current *Board Meeting Procedures* to determine if they meet the needs of the Board and are in keeping with the principles of openness and transparency.

3 | Background

Section 68 of the *School Act* provides that “The board may make rules governing its internal procedure and its meetings.” The *Board Meeting Procedures* are therefore adopted and enacted by the Board of Trustees in order that the duties vested in the Board by the *School Act* and other legislation can be accomplished in an orderly and efficient manner.

The *Board Meeting Procedures* was reviewed and approved by the Board of Trustees on November 10, 2015. In accordance with the expectations of the public, the Committee will work to ensure that the *Board Meeting Procedures* are in keeping with best practices in governance.

4 | Consideration

The Board of Trustees considers the establishment of, membership for, and Terms of Reference of the Board Procedures Committee.

Attachment I: Proposed Terms of Reference for the Board Procedures Committee

GOVERNANCE CULTURE
GC-5E: Board Committees

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

1. Board Procedures Committee

a. Purpose/Charge:

- To review Board of Trustees' *Board Meeting Procedures* in light of best practices and the principles of openness and transparency. Areas to examine would include but not be limited to:
 - Compliance with the *Education Act*
 - Trustee Agenda Requests
 - Trustee Inquiries
 - Board Bylaws
- To provide recommendations to the Board of Trustees related to how the *Board Meeting Procedures* can be improved.

b. Membership:

- Three trustees. The Committee Chair shall be a trustee appointed by the Board of Trustees; and
- Corporate Secretary, or delegate

c. Reporting Schedule:

The Committee will provide a full report and recommendations to the Board of Trustees by June 30, 2020. Prior to presentation, the Committee will work with the Corporate Secretary to ensure that the recommendations are in compliance with the *Education Act* and Board Policies.

d. Term:

This is an ad hoc Committee, with an anticipated expiry date of June 30, 2020. The appointment of the Committee members will expire upon completion of the Committee's final report to the Board of Trustees.

e. Authority Over District Resources:

None.

Adopted:

report to Board of Trustees

Ten-Year Student Accommodation and Facilities Strategy 2019 -2029

Date	June 25, 2019
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-6: Asset Protection OE-7: Communication With and Support for the Board OE-8: Communicating With the Public OE-9: Facilities
Resource Person(s)	Carrie Edwards, Director, Property, Planning & Transportation Ming Tian, Acting Director, Facility Projects Anne Trombley, Manager, Planning Erin Hafichuk, Project Manager, Capital Projects Lonnie Ellis, Senior Project Manager, Project Services

1 | Recommendation

- THAT the Board of Trustees approves the 10 Year Student Accommodation and Facilities Strategy 2019-2029.

2 | Issue

In accordance with the Board of Trustees' Operational Expectation OE-9: Facilities, a Ten –Year Student Accommodation and Facilities Strategy is prepared as a guiding document to:

- Ensure that facilities are safe, clean and properly maintained.



- Ensure that facility planning and design decisions appropriately consider environmental impacts, including eco-efficiency and sustainability.
- Utilize Board-approved prioritization criteria to ensure the effective and efficient use of capital funding and demonstrate responsible stewardship of resources.
- Maximize the public’s use of facilities as long as student safety, student activities, and the instructional program are not compromised.
- Ensure that financially significant improvements, acquisition, disposal or encumbrance of real property are in support of student learning.

The Province’s School Capital Manual also indicates that each school board must 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.”

3 | Background

CBE’s Student Accommodation and Facilities Strategy (SAFS) 2019-2029 (Attachment I) provides an overview of:

- Objectives;
- Guiding principles;
- City population growth;
- CBE enrolment and utilization;
- New and Aging School Facilities; and
- Technology.

The report outlines the need to balance the programming and learning needs of students with the projected enrolment and facility challenges.

4 | Analysis

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. The strategy must reflect a fiscally responsible 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 strategies outlined in the SAFS 2019-2029 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 Ten-Year SAFS, such as the Three Year School Capital Plan, the Three Year System Student Accommodation Plan, the Three Year IMR Plan and the Modular Classroom Plan are updated annually. These documents focus on shorter planning timeframes and provide a more granular analysis of CBE needs and requirements. 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 projected for 2019-20 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.

The CBE strives to maintain a utilization rate in the mid-80% 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.

The opening of five schools that have been approved for construction combined with approval of all projects on the CBE Three Year School Capital Plan 2020-2023, as well as two additional high schools within the next 10 years, will add an additional 13,800 student spaces. These new spaces are required to ensure sufficient space for high school students and that schools are close to where students live as follows:

- For K-4, the construction of eight new elementary schools (plus half of the K-9 school approved for construction) creating space for 5,250 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 three new high schools creating space for 5,400 students.

In needing to maintain school utilization rates in the mid-80% range so as to maximize student learning opportunities and ensure financial sustainability, the removal of approximately 13,500 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 20 schools from the CBE inventory as follows:

- for K-4, a reduction of 9,500 student spaces will be required by 2029 to maintain elementary school utilization rates in the mid-80% range. 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 4,000 spaces is required to maintain middle/junior high school utilization rates in the mid-80% range. Based on current standards of constructing GR5-9 schools with 900 student spaces, this equates to approximately four schools; and
- for GR10-12, if three new high schools are approved and constructed during this planning period, the system high school utilization rate will stand at 90%.

This strategy recommends that all CBE high schools be retained during this planning period.

5 | Financial Impact

The financial impact is reflected annually in the CBE’s operational and capital budgeting process and is influenced by the Provincial budget, school capital funding announcements, and overall provincial economic and political conditions.

6 | Implementation Consequences

The Ten-Year SAFS is necessarily flexible and dynamic. The challenge is to maintain a mid-80% space utilization system-wide, this as Calgary’s population continues to grow, age and choose to establish themselves within new communities primarily situated towards the City extremities. As well, there will continue to be demand to modernize existing facilities to meet ever changing student and curricular needs using limited capital funds.

7 | Conclusion

The Ten-Year SAFS 2019-2029 will guide how the CBE will address both current and anticipated future student accommodation, facility, and technology needs.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Student Accommodation & Facilities Strategy 2019-2029

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 2019-2029



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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.

Objectives

The CBE SAFS supports decision making that:

- Maximizes student learning opportunities through strategic investments that ensures CBE real property is best suited, situated and sustainable:
 - Suited – schools that are designed to be flexible and meet the learning needs of 21st 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 insomuch as possible into facility infrastructure projects;
- Ensures responsible stewardship of public resources through transparency and financial probity;

- Guides CBE short term planning documents such as the Three Year School Capital Plan, Three Year System Student Accommodation Plan and the Three Year IMR Plan; and
- Is in alignment with the CBE Three Year Education Plan.

To achieve these objectives, the following principles, listed in alphabetical order, inform infrastructure planning:

1. **Accessibility:** Facilities will be broadly accessible and inclusive for students and staff. Program planning will reflect infrastructure limitations, and infrastructure planning will strategically address accessibility deficits to meet our duty to accommodate.
2. **Accountability:** Facility infrastructure decisions that are transparent, evidence-based, and reflect meaningful engagement with stakeholders.
3. **Alignment:** Facilities planning that reflects educational program delivery priorities for students. This includes the alignment of regular, alternative and special education programming with student and community needs, as well as suitable infrastructure.
4. **Community-focused:** CBE schools are public buildings that serve students, families, staff and the broader community (examples of non-student use of school facilities include after hours community use and childcare programs). Whenever possible, schools will be located as close as possible to the communities they serve. Capital investments will consider community student demographics, long-term plans and system facility sustainability.
5. **Equity:** Students and staff will have equitable access to safe, welcoming, high-quality learning and working environments that enhance their opportunities.
6. **Environmental stewardship:** Infrastructure planning and management that is resilient, aligns with the CBE Sustainability Framework and conforms to best practices in minimizing environmental impacts.
7. **Fiscal Responsibility:** Decisions on infrastructure consider long-term needs, current realities, and reflect effective stewardship of financial, human and partner resources.
8. **Safe and Caring Environments:** Infrastructure that creates spaces and places to support the whole student in a safe and respectful way. Spaces that provide integrated learning, emotional, behavioural and physical supports.
9. **Student-centred learning:** Facilities that embrace 21st century learning strategies and reflect student-centred approaches. Learning spaces that accommodate collaboration, problem-solving, self-directed and experiential learning as well as conventional delivery methods.

10. **Traditional knowledge and heritage:** Indigenous ways of knowing that accommodate culturally-significant practices as needed. Historically-significant facilities that are maintained, insofar as possible, to preserve local heritage in mindful and contextually-appropriate ways.

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.

Student accommodation needs are identified and reported annually in the Three Year System Student Accommodation Plan. The Three Year System Student Accommodation plan can be found here: <https://www.cbe.ab.ca/FormsManuals/Three-Year-System-Student-Accommodation-Plan.pdf>

Schools Close to where Students Live

Calgary is a growing city with many areas growing at different rates. A challenge that will continue into the future is having schools where students live. With the continued focus on providing schools where students live, provincial funding and approvals for new schools in new and developing neighborhoods continues to be a priority. The CBE Three Year School Capital Plan is prepared annually and new school construction priorities are determined with the objective of maintaining a system wide utilization rate in the 85 percent range. As new schools are built within developing communities, the amount of unused or excess space in developed communities will increase.

Concurrent Community Development

Even with increasing densification, approximately 80% of new residents are still projected to move into new and developing communities over the next five years. One of the challenges in Calgary is the large number of new communities that are all developing at the same time – currently there over 20 with 14 additional communities approved by the City in the Summer of 2018.

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 use of the 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

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. In many mature neighbourhoods, the age of school buildings and their deferred maintenance is a challenge. A more focussed approach on closing facilities with high maintenance demands is one way to steward the allocation of limited funding through the alleviation of the maintenance demand. A replacement school, which would include a consolidation of a number of schools in close proximity, is another strategy that can allow the CBE to serve students living in a mature area with a modern facility and to better manage the infrastructure and maintenance needs.

Detailed information about how CBE prioritizes new school construction with the goal of achieving an overall mid 80% system utilization rate is provided in the Three Year School Capital Plan available here:

<https://www.cbe.ab.ca/FormsManuals/Three-Year-School-Capital-Plan.pdf>

New K-4 Curriculum and Anticipated Grades 5-9 and 10-12 Curriculum

New draft K-4 curriculum was approved for field testing in 2018. The government has also previously indicated that new Grades 5-9 curriculum would be approved in 2019, while new Grades 10-12 curriculum would be approved in the 2020-22 timeframe. It is not yet known how, if at all, these new curricula will impact school facilities.

City Charter

The recently approved *City Charter* allows for compatible uses above and beyond those contemplated within the *Municipal Government Act* to be added to Municipal and School Reserve (MSR) lands. This may impact how schools are configured, the amount of land available for student activities and could increase traffic to and from school sites.

Education Act

The strategies outlined in the SAFS 2019-2029 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*.

Stakeholder Engagement

Success for each and every student is what matters. The CBE mission is to ensure that students develop the skills and knowledge they need to achieve their full potential. We know we make better decisions for students and staff when we listen and work together to solve problems and find solutions. When we do, students are better equipped to become successful citizens who contribute their ideas, passion and energy to society.

Throughout the 2015-16 school year, the CBE worked with stakeholders to develop a new approach to community engagement. We invited staff, students, parents and community members to share their perspectives in a variety of ways including in-person sessions, interviews and online surveys. We heard from more than 6,500 people. The Dialogue Framework, the CBE's approach to community engagement, was made public in June 2016 and is available here:

<https://www.cbe.ab.ca/get-involved/public-engagement/Documents/Dialogue-Framework.pdf>

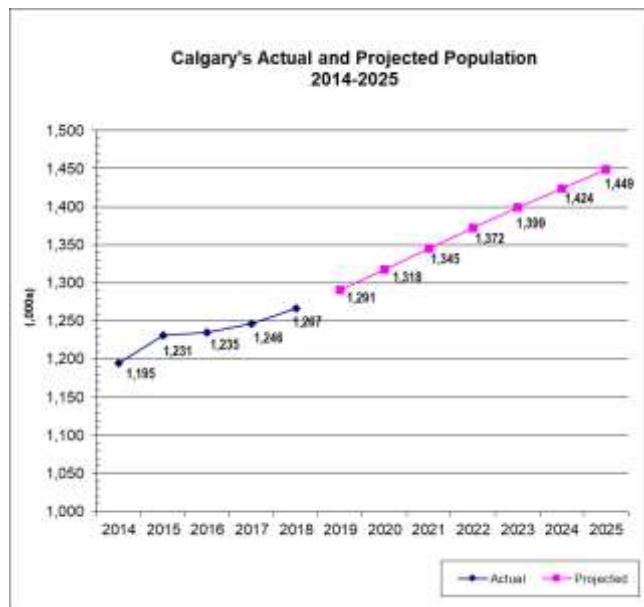
Dialogue is the CBE approach to community engagement. It is a mutually respectful exchange of ideas that acknowledges and celebrates the diversity within the CBE community. It represents our ongoing commitment to involve people in decisions that affect them. Every voice matters.

The CBE will be gathering thoughts and perspectives from staff, students and parents on how to balance high school enrolment starting in spring 2019. This multi-year engagement will focus on developing a sustainable system-wide plan for high schools that continues to offer students access, flexibility and choice in programming given available space and resources (as outlined in the CBE high school success strategy). Through this work, decisions will be made regarding high school boundaries and alternative program locations to balance enrolment and utilization within our existing facilities. A webpage dedicated to high school engagement is available here: <https://www.cbe.ab.ca/get-involved/public-engagement/Pages/High-School-Engagement.aspx>

City of Calgary

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,



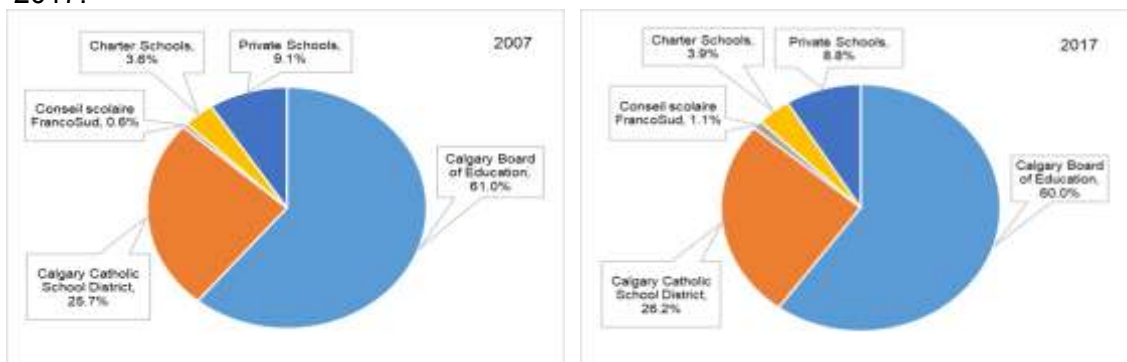
Calgary has experienced varying levels of population growth. Since 2014 Calgary’s population growth has averaged 18,000 people per year.

In the *Calgary & Region Economic Outlook 2018-2023 (Fall 2018)*, the City of Calgary (the City) is forecasting that the population of Calgary will reach 1,449,000 by 2025, an increase of 182,000 persons over the next seven years. This average yearly increase of approximately 26,000 people per year will be driven primarily by net migration. The City currently does not produce a ten-year population forecast.

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

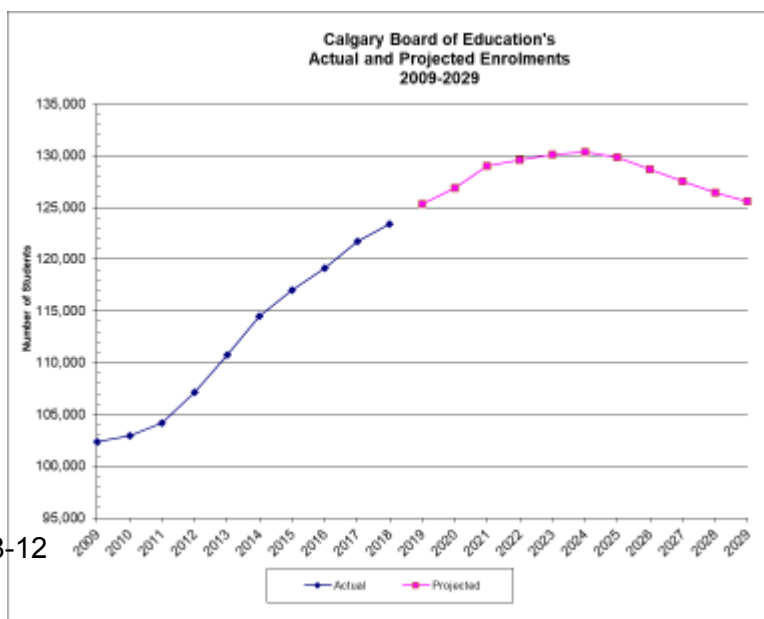
The CBE share of enrolment in the City of Calgary has been fairly consistent over the last ten (10) years in the range of 58% to 60%. The graphs below show the share of enrolment in the City of Calgary for each school authority in 2007 and 2017.



CBE Enrolment and Utilization

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

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 projected for 2019-20 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.

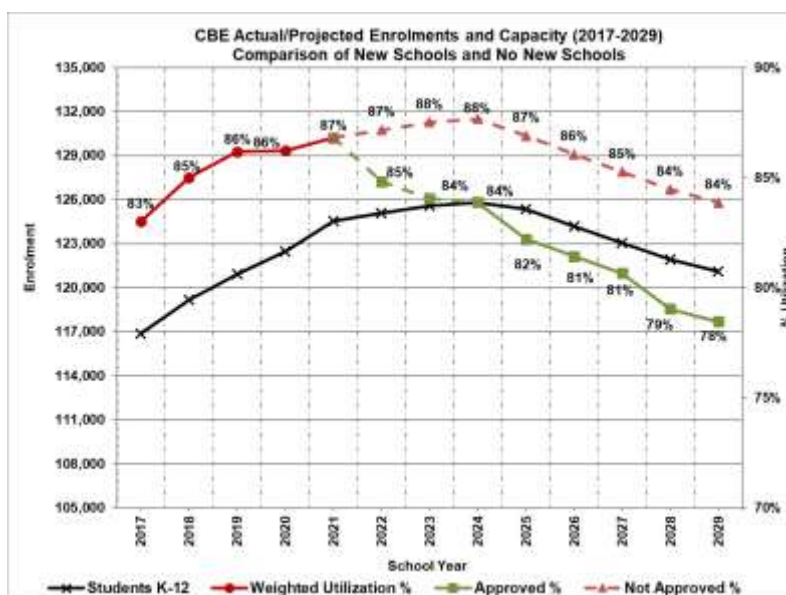
The CBE strives to maintain a utilization rate in a mid-80% range. Ensuring healthy school utilization rates contributes to ensuring that facilities are optimized for educational purposes, maintains flexibility within the system to meet demand for emergent considerations while balancing the financial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

The opening of five schools that have been approved for construction combined with approval of all projects on *CBE’s Three Year School Capital Plan 2020-2023*, as well as two additional high schools within the next 10 years, will add an additional 13,800 student spaces.

Approved and Requested New School Construction	
Planning Sector	Anticipated Capacity to be Added
North	6,000
Northeast	2,700
Southeast	2,700
South	2,400
Total	13,800

If all schools are approved, CBE’s overall utilization rate is projected to decline to 78% and without approvals of new facilities listed requested in the capital plan or any additional high schools, the overall utilization rate will remain in the mid-80% range.

During the SAFS 2019-2029 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 in the mid-80% range while also wanting to allow for the construction of



new schools close to where students live will necessitate the removal of approximately 13,500 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 20 schools from the CBE inventory as follows:

- for K-4, a reduction of 9,500 student spaces will be required by 2029 to maintain elementary school utilization rates in the mid-80s. 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 4,000 spaces is required to maintain middle/junior high school utilization rates in the mid-80s. Based on current standards of constructing GR5-9 schools with 900 student spaces, this equates to approximately four schools; and
- for GR10-12, if three new high schools are approved and constructed during this planning period, the system high school utilization rate will stand at 90%. This strategy recommends that all CBE high schools be retained during this planning period.

Appendix II provides further analysis of projected enrolment by sector by K-4, GR5-9 and GR10-12 grade groupings.

New and Aging School Facilities

From 2008-2018, the CBE has grown an average of 1,900 students per year. During that same period, 36 new schools and 2 replacement schools were built, providing 29,500 new student spaces for the CBE. Although the introduction of new schools has helped to address some of the recent growth pressures in developing communities, construction of these facilities has unfortunately not kept pace with the City of Calgary's total growth in these areas. Over the next ten years, the CBE will continue to align capital requests for new schools with communities experiencing high and sustained growth.

Our new schools will also continue to be designed to reflect and support 21st century learning principles. Schools are built to include spaces for collaboration, team teaching, self-directed and small group learning as well as more conventional classrooms. These facilities more easily provide adaptable areas for hands-on and integrated, multi-disciplinary learning. Specialized spaces for science, the arts career and technology studies and physical education reflect new standards and include innovative technologies.

In developed communities, the CBE has 199 schools and nearly 150,000 student spaces, excluding schools leased for other purposes. Within the next decade 64% of CBE schools will be at least 50 years old with a range of building components with different service life expectancies. Over the next ten years, these schools will require a range of investment to replace building systems and components, and to help facilities adapt to meet curricular and program needs. Sometimes, the extent of upgrades required in these facilities will result in the recommendation for major modernization. In the event that the cost of a modernization is expected to be more than 75% of the cost of new construction, a replacement facility may be sought.

In some instances, mature communities have a surplus of student spaces compared to the sustained number of students in those communities. When these circumstances arise, the CBE will continue to consider a variety of factors, including the age and condition of the facility, in its determination of the best option to match the number of student spaces to neighbourhood demographics and community needs.

Although the CBE has been fortunate to receive ongoing funding for new school and aging infrastructure, it is understood that there are many considerations and opportunities for improvement for planning, constructing, and renewing our facilities over the next ten years, including:

- funding predictability
- proximity of student homes to available student spaces
- pressures on overall facility utilization
- increased focus on meaningful stakeholder engagement
- impacts of the new City of Calgary Charter
- joint and shared community use
- site size and location
- age and condition of existing infrastructure
- changes to curriculum delivery
- changes to building and energy codes
- climate resiliency

To address these considerations and opportunities, the CBE will continue to:

- Work together with our municipal partners to plan school sites with appropriate size, access, and locations in developing communities, to maximize opportunities for improved student learning as well as community, shared and joint use.
- Match the size of new and modernized schools to meet the needs of the long-term student population of the communities they serve.
- Develop schools that reflect 21st century learning strategies, and align school construction and renewal with curricular needs.
- Work with a variety of stakeholders and peoples to identify inclusive design opportunities, including greater connections to school sites, and incorporating community-based and culturally-significant activities and celebrations into our buildings.
- Meaningfully engage community stakeholders for new and major school construction projects.
- Review the criteria for requesting facility modernization, and conduct additional assessments of facility conditions as needed to inform replacement school requests, modernization requests and major renovation projects.
- Improve transparency of planned renovation and renewal projects, including the factors influencing their prioritization.

- Identify ways to reduce the vulnerability of school facilities from the impact of climate change.

Further information on current conditions, planning considerations and approaches for facility planning for new and aging schools can be found in **Appendix III**.

Technology and its Impacts on Learning and Infrastructure

As technology needs change to support educational requirements and societal expectations, our facilities must adapt to meet these demands. This includes accommodation for additional wired and wireless technology, which translates to more power and data infrastructure, more or different storage space for that technology, and changes to other building components to align with that technology. Indirect impacts associated with changing technology are related to shifts to independent and self-directed learning, which translate to changes in how learning spaces are designed and configured.

While known technology requirements are incorporated into facility project planning insofar as practicable, the rate of change in technology poses challenges to the ability to easily adapt our schools. Development of supporting infrastructure, including wiring closets, data centres and communications strategies will continue to balance maximum flexibility with initial investment costs, to minimize total investments over a building's lifecycle.

Autonomous Vehicle (AV) Technology

While AV technology is nascent, over the next ten years self-driving technology may change how students travel to and from school. As AV technology becomes increasingly common, fewer students may choose yellow bus or public transit options. This could increase traffic around schools as larger numbers of students are dropped-off and picked-up by self-driving vehicles.

Use of Artificial Intelligence (AI) in Education

The possible emergence of educational AI systems 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.

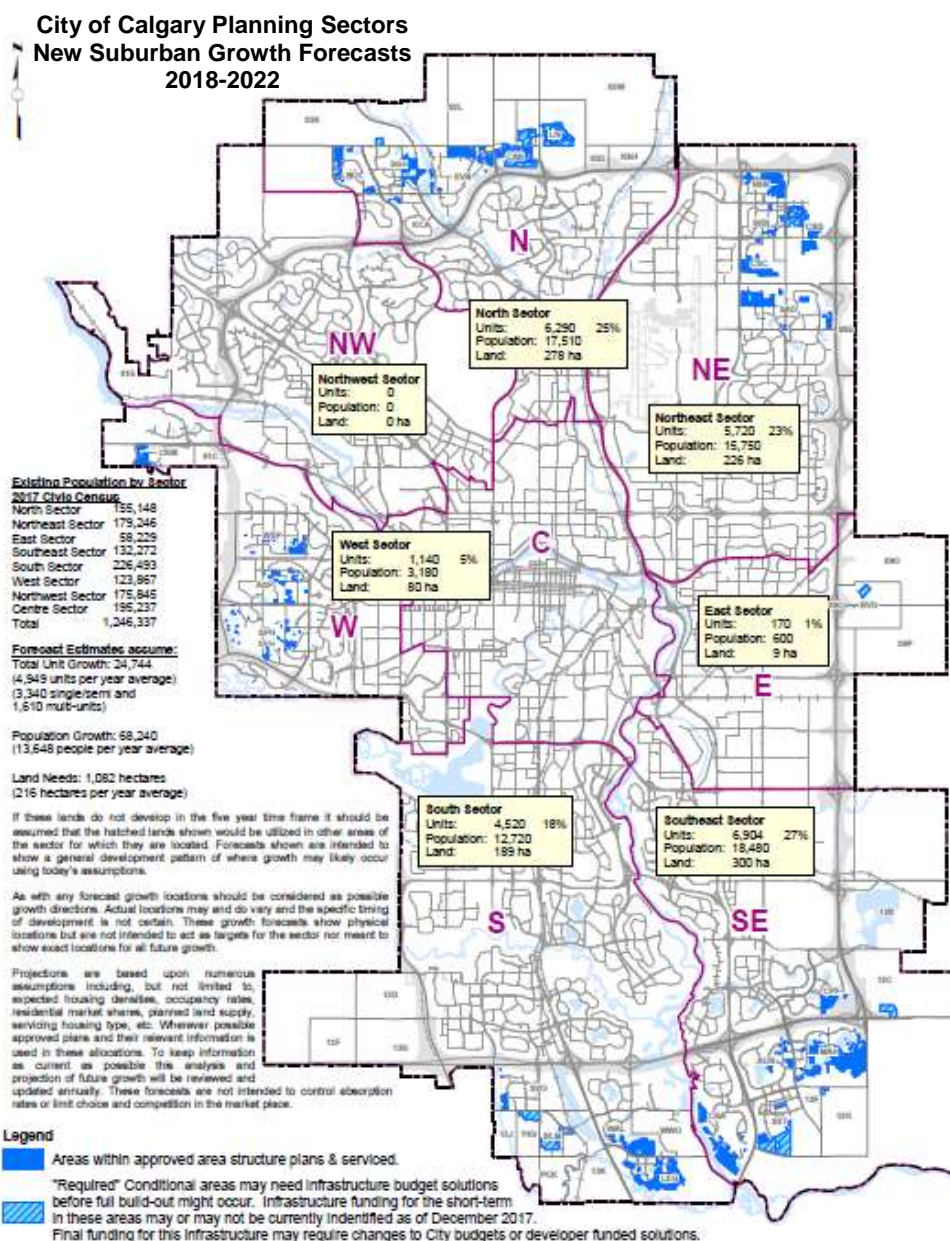
Further information on technology and its impacts on learning and infrastructure can be found in **Appendix IV**.

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 2018-2022* document for suburban locations is shown on the adjacent map.

The City of Calgary supports an actively competitive land market in all areas of the city and there are 29 new and developing municipal communities in various stages of development. The number of new communities has been increasing since 2014 with the size of the communities being planned and built today much larger than they have been historically.



Most of the communities in these Planning Sectors are still growing, requiring new schools to serve current and future students.

Growth and Build-out in New and Developing Communities, by Planning Sector

Planning Sector	Population		Housing Units		Build-Out of Communities
	2018	Projected	Occupied	Projected	
North	38,409	111,750	12,336	40,934	30%
Northeast	42,021	110,700	11,501	39,415	29%
East	0	8,650	0	3,008	0%
Southeast	59,890	103,050	20,568	39,168	53%
South	18,323	84,500	6,455	30,802	21%
West	31,482	48,950	10,014	16,760	60%
Northwest	-	-	-	-	-
Central	-	-	-	-	-
Total	190,125	467,600	60,874	170,087	36%

Note: Build-out is calculated based on occupied housing units.

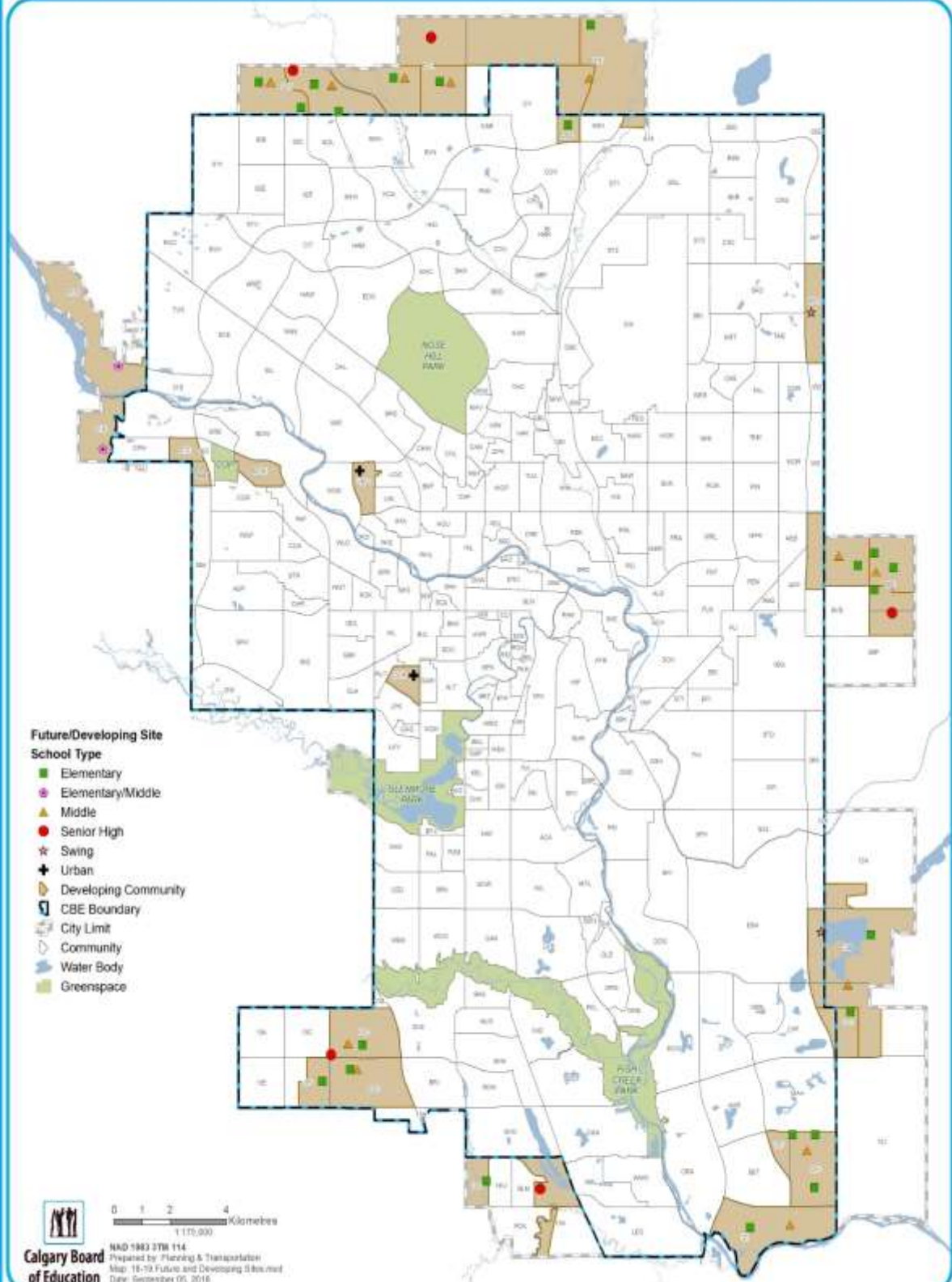
In August 2018, Calgary City Council voted in favour of developing an additional 14 new Greenfield communities, some of which are part of approved Area Structure Plans (ASP) within the currently active developments.

The City is currently developing two (2) new ASPs: Ricardo Ranch in the Southeast, and West View in the West. This will add further pressure for new schools to accommodate students from these areas once development is approved.

The large number of concurrently developing communities plus these newly approved Greenfield communities puts increased pressure on the CBE to meet the expectations of parents for school construction in their community.

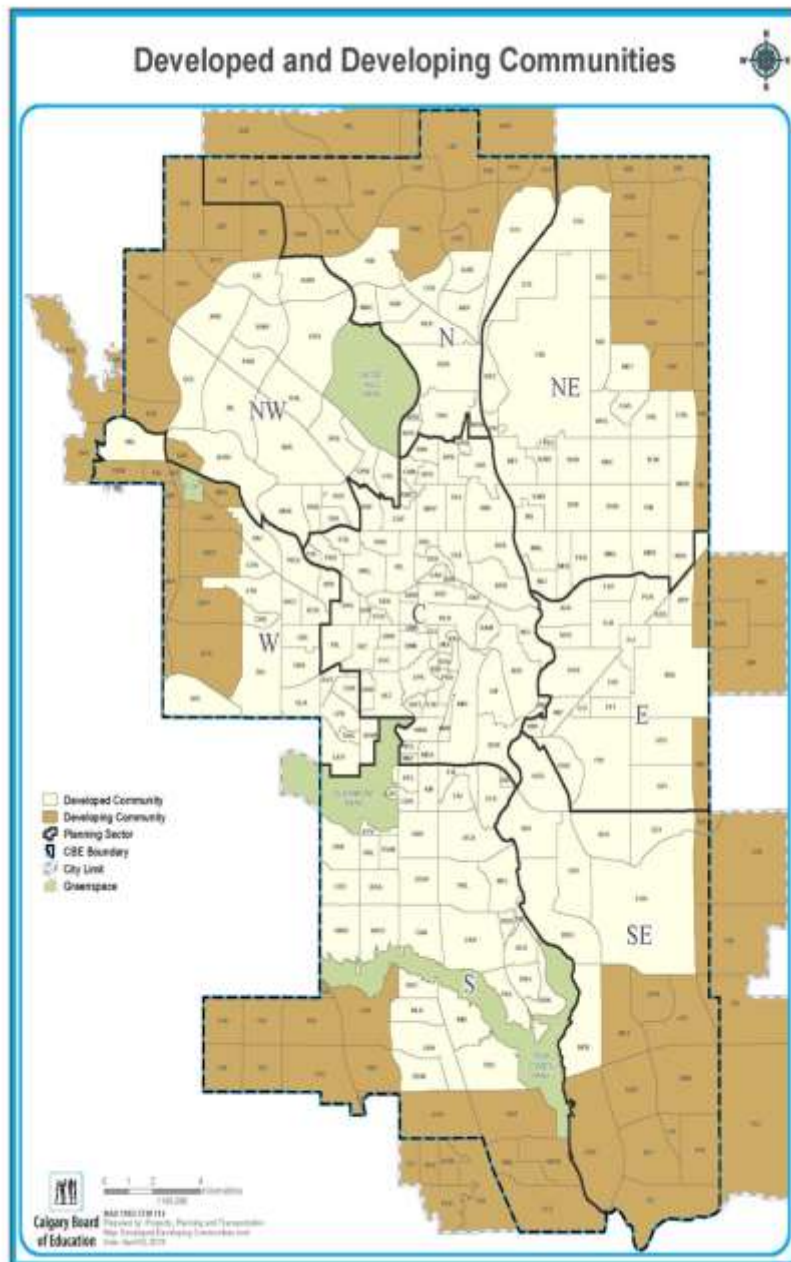
The map on the next page identifies CBE school sites in approved ASPs that will accommodate students in these future communities.

Future School Sites in Approved Area Structure



Developed and Developing Communities

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



DEVELOPED COMMUNITIES

ABB	Abbeydale
ACA	Acadia
ALB	Albert Park/Radisson Heights
ALT	Altadore
APP	Applewood Park
ARB	Arbour Lake
BNF	Banff Trail
BNK	Bankview
BYV	Bayview
BED	Beddington Heights
BEL	Bel-Aire
BLN	Beltline
BDO	Bonavista Downs
BOW	Bowness
BRA	Braeside
BRE	Brentwood
BRD	Bridgeland/Riverside
BRT	Britannia
CAM	Cambrian Heights
CAN	Canyon Meadows
CAP	Capitol Hill
CAS	Castleridge
CED	Cedarbrae
CHW	Charleswood
CHN	Chinatown
CHK	Chinook Park
CHR	Christie Park
CIT	Citadel
CLI	Cliff Bungalow
COA	Coach Hill
COL	Collingwood
COR	Coral Springs
COU	Country Hills
CRE	Crescent Heights
CUR	Currie Barricks
DAL	Dalhousie
DRG	Deer Ridge
DRN	Deer Run
DIA	Diamond Cove
DIS	Discovery Ridge
DDG	Douglasdale/Glen
DOV	Dover
DNC	Downtown Commercial Core
DNE	Downtown East Village
DNW	Downtown West End
EAG	Eagle Ridge
EAU	Eau Claire
EDG	Edgemont
EPK	Elbow Park
EYA	Elboya
ERI	Erin Woods
ERL	Erlton
FAI	Fairview
FAL	Falconridge
HT	Forest Heights
FLN	Forest Lawn
GAG	Garrison Green
GAW	Garrison Woods
GLA	Glamorgan
GBK	Glenbrook
GDJ	Glendale
GRV	Greenview
GRI	Greenview Industrial Park
HAM	Hamptons
HAR	Harvest Hills
HAW	Hawkwood
HAY	Haysboro
HID	Hidden Valley
HPK	Highland Park
HIW	Highwood

HIL	Hillhurst
HOU	Hounsfield Heights/Briar Hill
HUN	Huntington Hills
ING	Inglewood
KEL	Kelvin Grove
KSH	Keystone Hills
KIL	Killarney/Glengarry
KIN	Kingsland
LKB	Lake Bonavista
LKV	Lakeview
LPK	Lincoln Park
LMR	Lower Mount Royal
MAC	MacEwan Glen
MAN	Manchester
MPL	Maple Ridge
MRL	Marlborough
MPK	Marlborough Park
MRT	Martindale
MAF	Mayfair
MAL	Mayland Heights
MCK	McKenzie Lake
MEA	Meadowlark Park
MDH	Medicine Hill
MID	Midnapore
MLR	Millrise
MIS	Mission
MOR	Monterey Park
MON	Montgomery
MOP	Mount Pleasant
NGM	North Glenmore Park
NHV	North Haven
NHU	North Haven Upper
OAK	Oakridge
OGD	Ogden
PAL	Palliser
PKD	Parkdale
PKH	Parkhill
PKL	Parkland
PAT	Patterson
PEN	Penbrooke Meadows
PIN	Pineridge
POI	Point McKay
PUM	Pump Hill
QPK	Queen's Park Village
QLD	Queensland
RAM	Ramsay
RAN	Ranchlands
RED	Red Carpet
REN	Renfrew
RIC	Richmond
RID	Rideau Park
RIV	Riverbend
RDL	Rosedale
RMT	Rosemont
RCK	Rosscarrock
ROX	Roxboro
RUN	Rundle
RUT	Rutland Park
SAN	Sandstone Valley
SCA	Scarboro
SSW	Scarboro/Sunalta West
SCE	Scenic Acres
SHG	Shaganappi
SHS	Shawnee Slopes
SHN	Shawnessy
SIG	Signal Hill
SIL	Silver Springs
SOM	Somerset
SOC	South Calgary
SOV	Southview
SOW	Southwood
SPR	Spruce Cliff

STA	St. Andrews Heights
STR	Strathcona Park
SNA	Sunalta
SDC	Sundance
SSD	Sunnyside
TEM	Temple
THO	Thorncliffe
TUX	Tuxedo Park
UND	University District
UNI	University Heights
UOC	University of Calgary
UMR	Upper Mount Royal
VAL	Valley Ridge
VAR	Varsity
VIS	Vista Heights
WHL	West Hillhurst
WGT	Westgate
WHI	Whitehorn
WLD	Wildwood
WIL	Willow Park
WND	Windsor Park
WIN	Winston Heights/Mountview
WBN	Woodbine
WOO	Woodlands

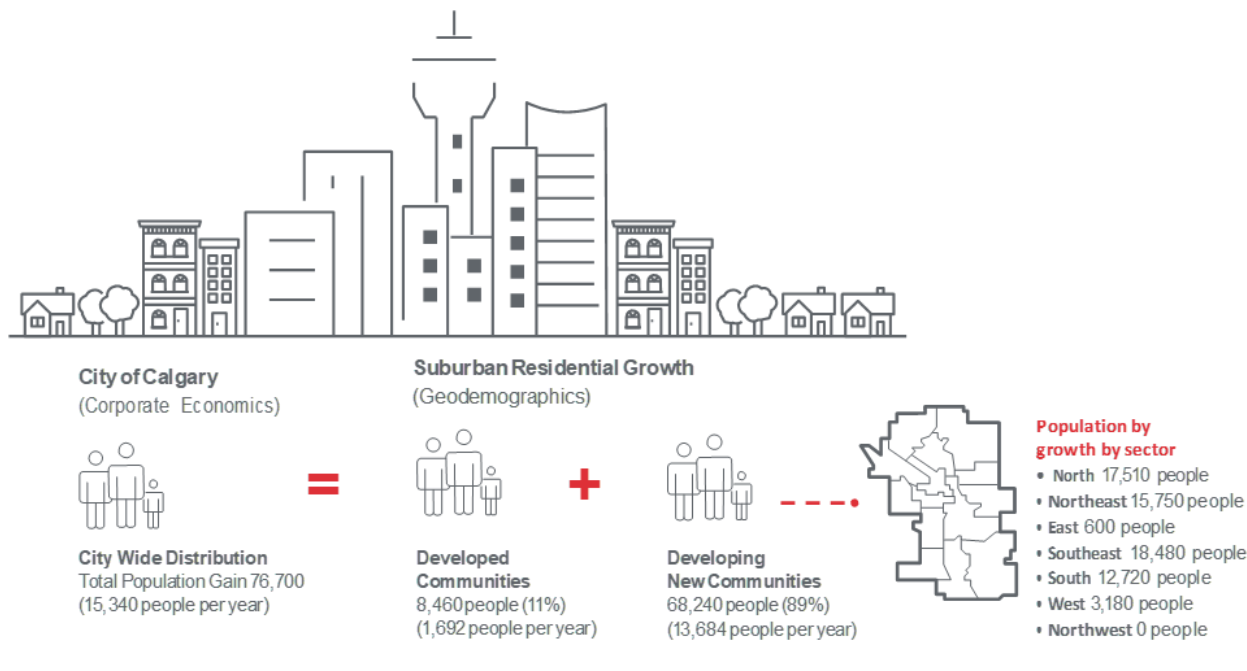
DEVELOPING COMMUNITIES

ASP	Aspen Woods
AUB	Auburn Bay
BLM	Belmont
BVD	Belvedere
BRI	Bridlewood
CAR	Carrington
CHA	Chaparral
CSC	Cityscape
CPF	Copperfield
CNS	Cornerstone
CGR	Cougar Ridge
CHV	Country Hills Village
COV	Coventry Hills
CRA	Cranston
CRM	Crestmont
EVN	Evanston
EVE	Evergreen
GRE	Greenwood/Greenbriar
KCA	Kincora
LEG	Legacy
LIV	Livingston
MAH	Mahogany
MCT	McKenzie Towne
NEB	New Brighton
NOL	Nolan Hill
PAN	Panorama Hills
PCK	Pine Creek
RSN	Redstone
ROC	Rocky Ridge
ROY	Royal Oak
SAD	Saddle Ridge
SGH	Sage Hill
SET	Seton
SHW	Sherwood
SVO	Silverado
SKR	Skyview Ranch
SPH	Springbank Hill
TAR	Taradale
TUS	Tuscany
WAL	Walden
WSP	West Springs
WVO	Wolf Willow
YKV	Yorkville

Municipal Community Code Definitions

The following infographic regarding anticipated distribution of population growth from 2018-2022 is from the City's *Subur*

ban Residential Growth 2018-2022.



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

The largest population growth over the next five years is projected to be in developing communities, specifically those in the north, northeast and southeast sectors. There is some growth anticipated within developed communities, but it is a much smaller proportion compared to the developing communities.

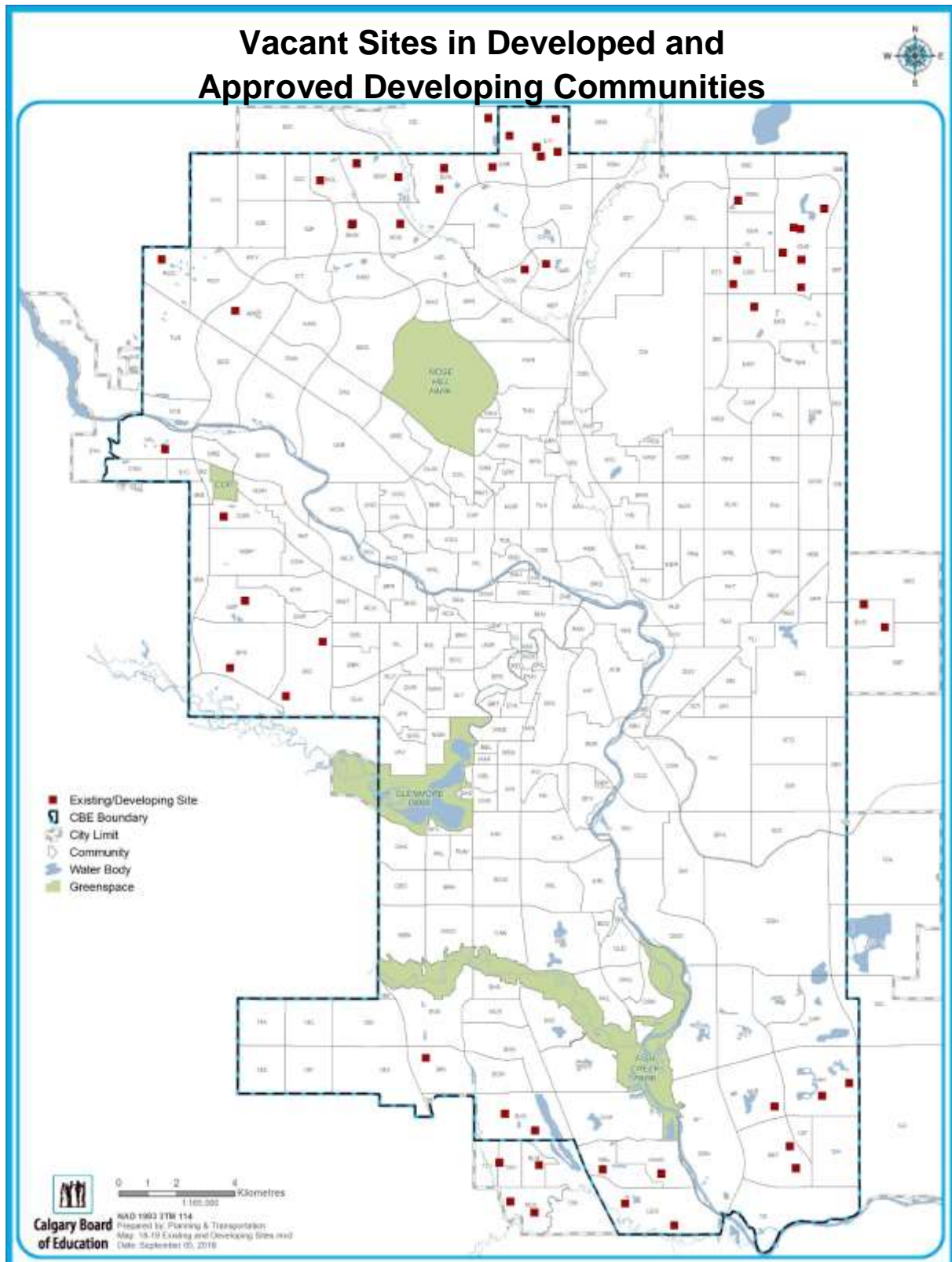
Table below indicates the change in population in the Developed and Developing communities from 2008-2018. The majority of the growth has, and will continue to be, located in the developing communities of the City where new schools will be required. Some schools in Developed Communities will see an increase in growth and will need to be reviewed to determine modernization needs to meet these enrolment increases.

Population Change, Developed and Developing Communities

Community	Population Change			Population Change		
	2008-2013	2013-2018	2008-2018	2008-2013	2013-2018	2008-2018
Developed Communities	19,304	9,756	29,060	17%	9%	13%
Developing Communities	94,873	101,136	196,009	83%	91%	87%
Total	114,177	110,892	225,069	100%	100%	100%

The map on the next page identifies CBE school sites in developed and approved Developing Communities. It is important to remember that some schools sites in Developing Communities are not yet in approved ASPs and/or are not fully serviced and ready to commence construction. According to Alberta Education

requirements, only once a developer has a school site serviced and ready for construction can a school jurisdiction place it on its Three Year Capital Plan for consideration.



Appendix II: CBE Enrolment and Utilization

Enrolment

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

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

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

The number of students eligible to start kindergarten in Calgary each year has declined over the past few years and enrolment in kindergarten has declined accordingly. Data collected during the 2018 census indicate the number of children eligible for kindergarten will continue to decline over the next four years.

The government recently legislated that a common age of entry of five years of age on December 31 will come into effect for the 2020/21 school year. This common age is a change to the end of February date currently established for the CBE and will impact kindergarten enrolment projections in 2020.

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

From 2008 to 2018, the CBE K-GR12 enrolment grew by 21,949 students, or an average of 2,195 per year. The table on the next page illustrates whether there was an increase or decrease in enrolment by grade, from the previous school year, for 2009 to 2018.

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

Total Enrolment K-12, excludes Outreach Programs, Unique Settings, Home Education, CBe-Learn, Chinook Learning Services
■ Increase from previous year ■ Decrease from previous year

Kindergarten enrolment increased each year from 2009 to 2014, while decreasing each year from 2015 to 2018. GR1 to GR 3 had decreases in 2017, and GR2 and GR4 decreased in 2018. Middle school enrolments (GR5-GR9) continue to have year over year increases.

Between 2008 and 2013 growth in enrolment was primarily concentrated in the elementary (K-4) grades, but has recently started to shift towards the middle (GR 5-9) and high school (GR 10-12) grades. The table below indicates this change in growth, and while the elementary grades over the 10 year period still accounted for 56% of the growth, middle and high school space is required in the future as these students move through the system.

Change in Enrolment by Division

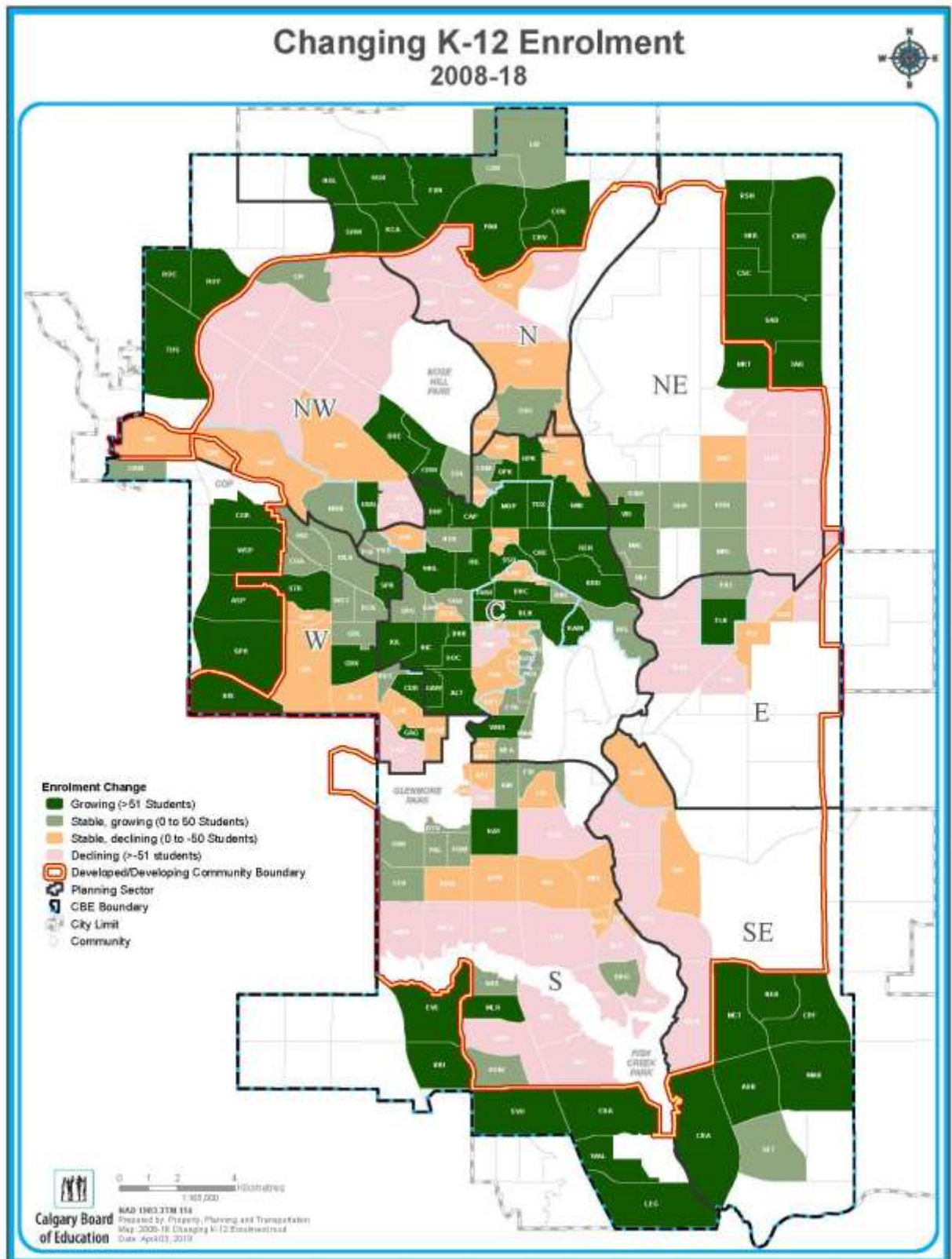
Year	K-4	GR5-9	GR10-12	TOTAL
2008-2013	7,502	391	558	8,451
2013-2018	4,701	7,500	1,297	13,498
2008-2018	12,203	7,891	1,855	21,949

The table below shows the change in enrolment from 2008-2018 by Developed and Developing Communities only (e.g. does not include students who live outside 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 2008-2018	K-4	G5-9	G10-12	Total	K-4	G5-9	G10-12	Total
Developed Communities	2,753	-2,513	-2,983	-2,743	12%	-11%	-13%	-12%
Developing Communities	9,643	10,487	5,299	25,429	43%	46%	23%	112%
Total	12,396	7,974	2,316	22,686	55%	35%	10%	100%

The following map displays the change in the K-12 enrolment by community from 2008 to 2018.



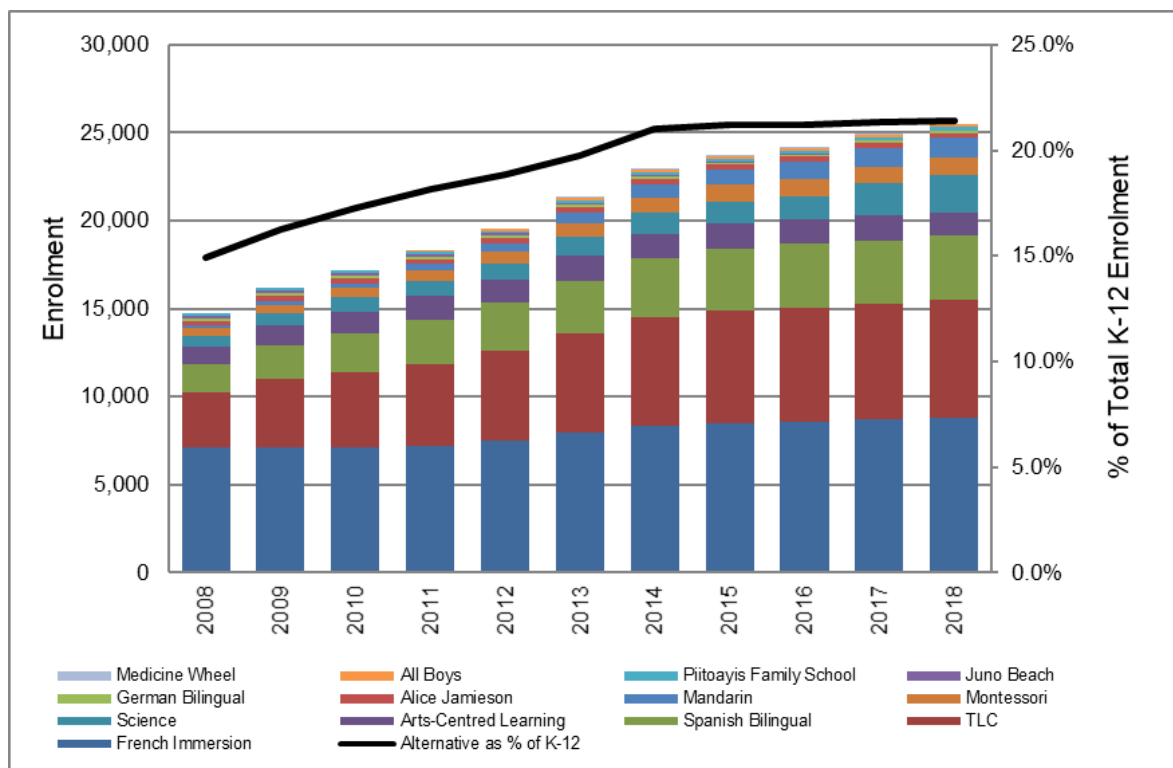
While a number of inner city neighbourhoods have shown an increasing trend in enrolment growth, the outer developed suburban communities are showing a declining trend. The growth in inner city neighbourhoods, while good, is where schools were built in the 1950s or earlier and require significant capital investments for modernizations and upgrades. The declining trend in the outer developed communities, combined with a projected decline in enrolment by 2029, 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.

In August 2018, Calgary City Council voted in favour of developing 14 new Greenfield communities, some of which are part of approved ASP within the currently active developments. This growth will occur adjacent to communities where the CBE still requires new schools in the currently active 29 new and developing municipal communities.

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.

Alternative Programs

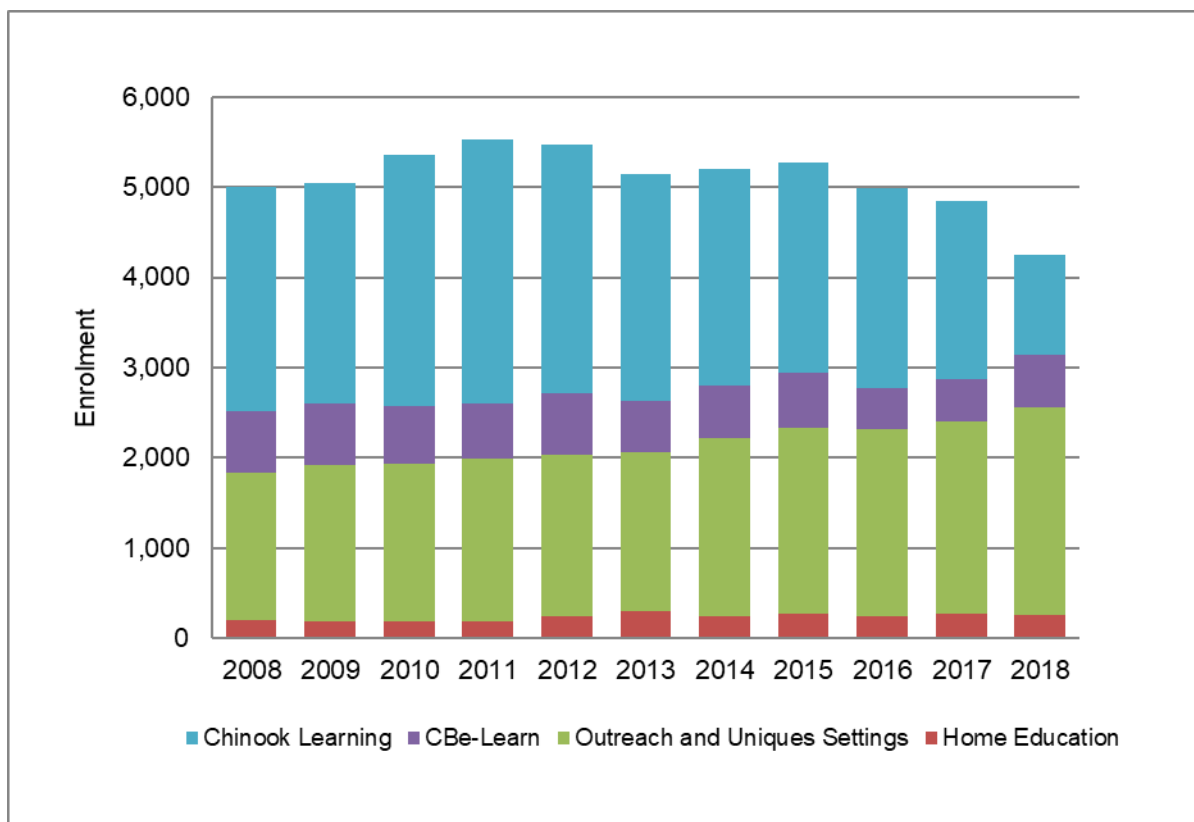
The CBE provides a full range of educational services for all instructional programs from kindergarten through to Grade 12, including access to numerous alternative programs. These programs are shown in the graph below.



For the 2018/2019 school year there were 25,482 students enrolled in alternative programs, an increase of 594 over the previous year. The alternative programs with the highest enrolments are French Immersion, Traditional Learning Centre (TLC) and Spanish Bilingual. Alternative program enrolment has stabilized over the last five (5) years, as indicated in the graph, at approximately 21% of the CBE’s total K-12 enrolment.

Other Programs

The CBE also offers a number of other programs to meet the needs of students. These programs are Unique Settings, Outreach Programs, Chinook Learning, and CBe-learn and their enrolments from 2008 to 2018 are summarized in below.



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

In September 2018, CBE implemented a new delivery model for Chinook Learning. Chinook Learning academic success programs (high school classes) were

transitioned into James Fowler High School and Lord Beaverbrook High School. In this new model student age is limited to those who are 19 years of age by September 1 in the year they enrol in classes. Overall enrolment in these programs is projected to remain stable over the next ten (10) years.

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 2018-2022* will occur until 2029. For 2029 the CBE is projecting a total K-GR12 only enrolment of 120,848.

Year	K-4	GR5-9	GR10-12	TOTAL
2018	47,341	44,058	27,567	118,966
2029	43,309	43,917	33,867	121,093
Difference	-4,032	-141	6,300	2,127

Middle school enrolment (GR5-GR9) is projected to comprise the largest portion of CBE enrolment in 2029 and the greatest student growth is expected in high school (GR10-12).

Utilization

The 2018 utilization rates by grade groupings are as follows:

- 85% for K-4,
- 83% 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 2029-2030 school year:

- if all schools in CBE's Three Year School Capital Plan 2020-2023 as well as two additional high schools are approved
- if no new schools are approved

Elementary (K-4)

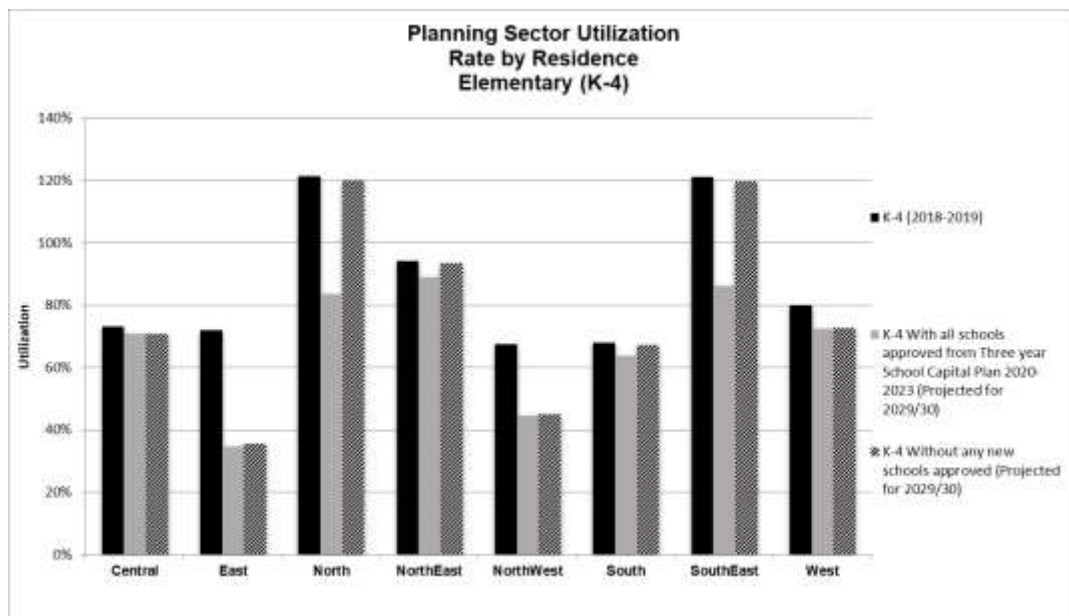
By the 2029-2030 school year enrolment at the elementary level is projected to decrease by almost 4,000 students. Notwithstanding this decline in enrolment, there is still a need to build elementary schools where students live. The projected decline of approximately 4,000 students in K-4 by the 2029-2030 school year represents a reversal of the enrolment growth CBE has experienced for many years. 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.

The opening of three elementary schools and one K-9 school that have been approved for construction combined with approval of four additional elementary school projects on *CBE's Three Year School Capital Plan 2020-2023*, will add an additional 5,250 spaces for K-4 learners.

K-4 (Approved and Requested New School Construction)	
Planning Sector	Anticipated Capacity to be Added
North	2,400
Northeast*	450
Southeast	1,800
South	600
Total	5,250

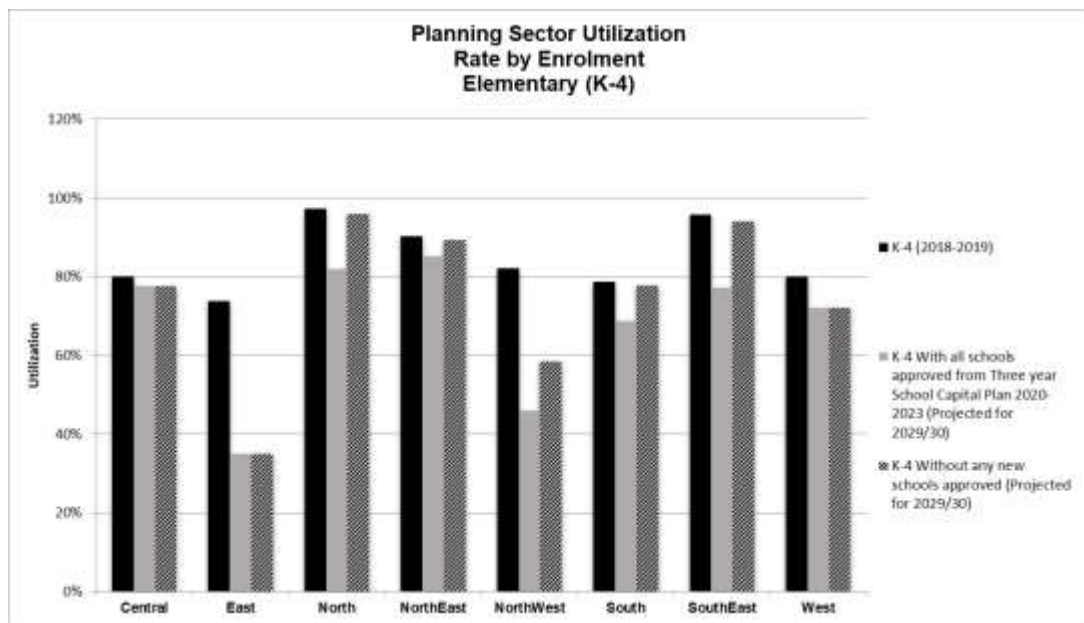
*Half of the capacity of the Skyview Ranch K-9 School is anticipated to accommodate K-4 students

CBE’s current K-4 utilization rate is 85%. If the four K-4 schools in the Three Year School Capital Plan 2020-2023 are approved and open by the 2029/2030 school year, combined with the projected enrolment decrease, overall K-4 utilization is projected at 70%. 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 elementary 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 K-4 school space is in the North, Southeast and Northeast. If all students living in those areas were accommodated in schools that are located in the sector, the utilization for the both the North and the Southeast would be approximately 120% and the Northeast would exceed 90%. If the schools requested in the North and Southeast are not approved, students will continue to be accommodated in schools in the Northwest and South sectors where utilization by residence is projected to be below 80% and 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 areas where the lowest population growth is anticipated based on the City’s *Suburban Residential Growth 2018-2022* are the East and Northwest. Both these areas are projected to have utilization rates, by residence, below 50% in the future.



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

- The opening of four new K-4 schools in North Calgary is projected to reduce the utilization rate in Northwest Calgary from 82% to 46%.
- The opening of two new K-4 schools in Southeast Calgary is projected to reduce utilization in Southeast Calgary from 96% to 77%.

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 spaces would be required to achieve a mid 80% 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 mid 80% 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)

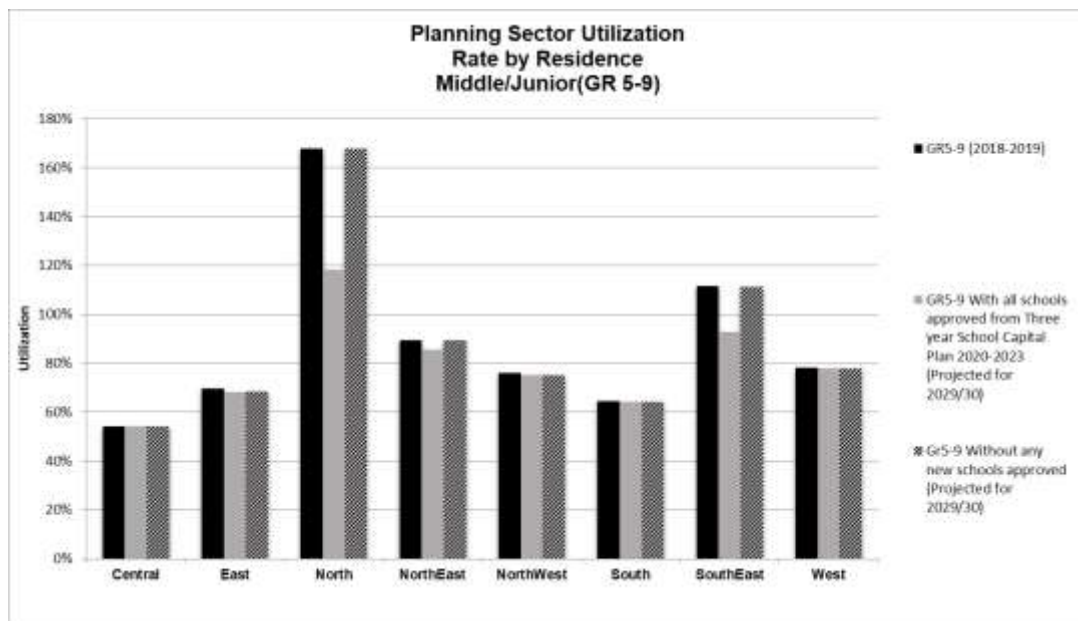
By the 2029-2030 school year, enrolment at the middle junior level is projected to decrease slightly from current levels. The opening of one K-9 school that has been approved for construction combined with approval of three additional middle school projects on CBE's *Three Year School Capital Plan 2020-2023*, 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	1,800
Northeast*	450
Southeast**	900
Total	3,150

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

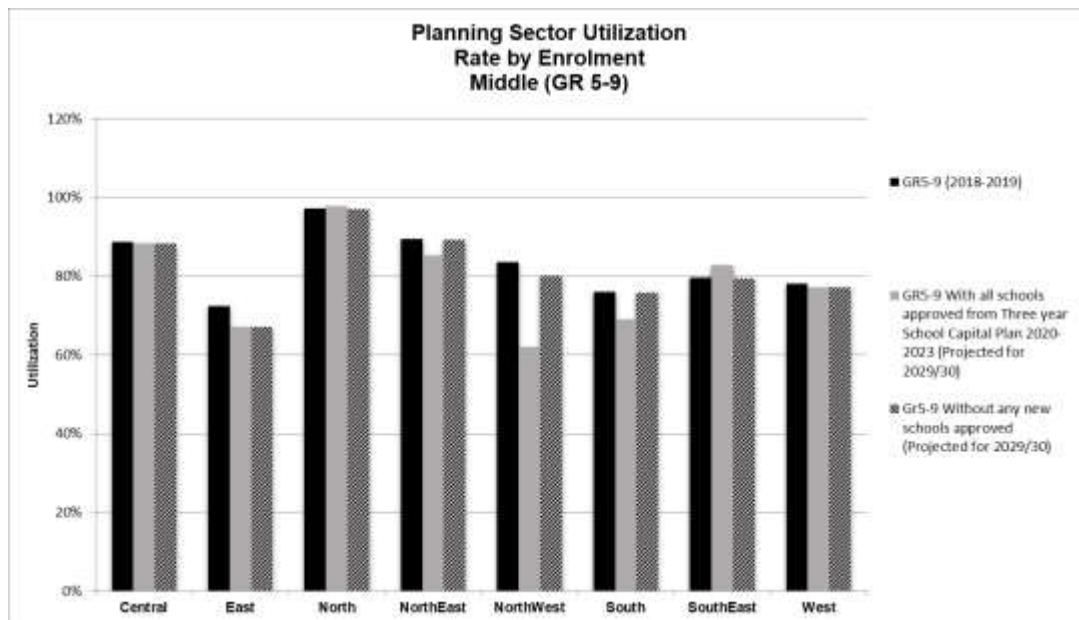
**A middle school in Auburn Bay has been approved for design but not yet approved for construction

CBE's current middle school utilization rate is 83%. If all schools in the Three Year School Capital Plan 2020-2023 are approved and open by the 2029/2030 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 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%. If the schools requested in these two sectors are not approved, students will continue to be accommodated in schools in the Northwest and South sectors 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 North and Southeast 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 84% to 62%. The opening of one new middle school in Southeast Calgary is projected to reduce utilization in South Calgary from 76% to 69%.

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 4,000 spaces is required to achieve a mid 80% overall utilization rate. Based on current standards of constructing middle schools with 900 student spaces, this equates to approximately four schools. CBE’s Three Year School Capital Plan is prepared each year with the goal of achieving an overall mid 80% 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)

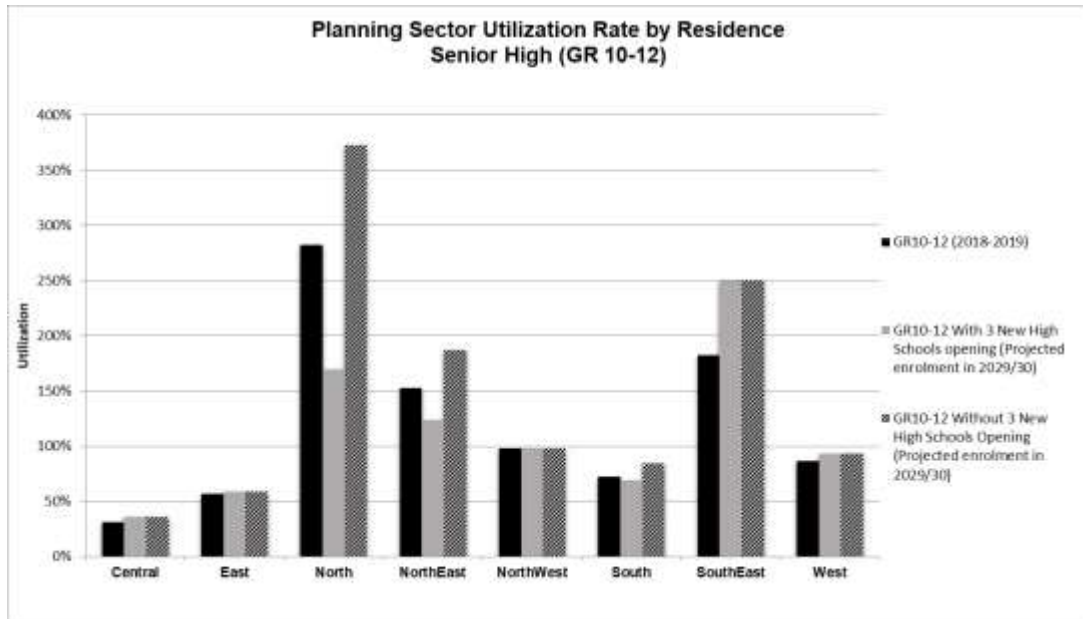
By the 2029-2030 school year enrolment at the high school level is projected to increase by approximately 6,000 students.

CBE’s Three Year School Capital Plan 2020-2023 includes one new high school request. A new high school in North Calgary has been approved for design but has not yet been approved for construction funding. Based on current enrolment projections, CBE anticipates requesting two additional high schools within the next one to three years once sites become serviced and are ready for construction. The table below indicates anticipated high school construction needs over the next ten years:

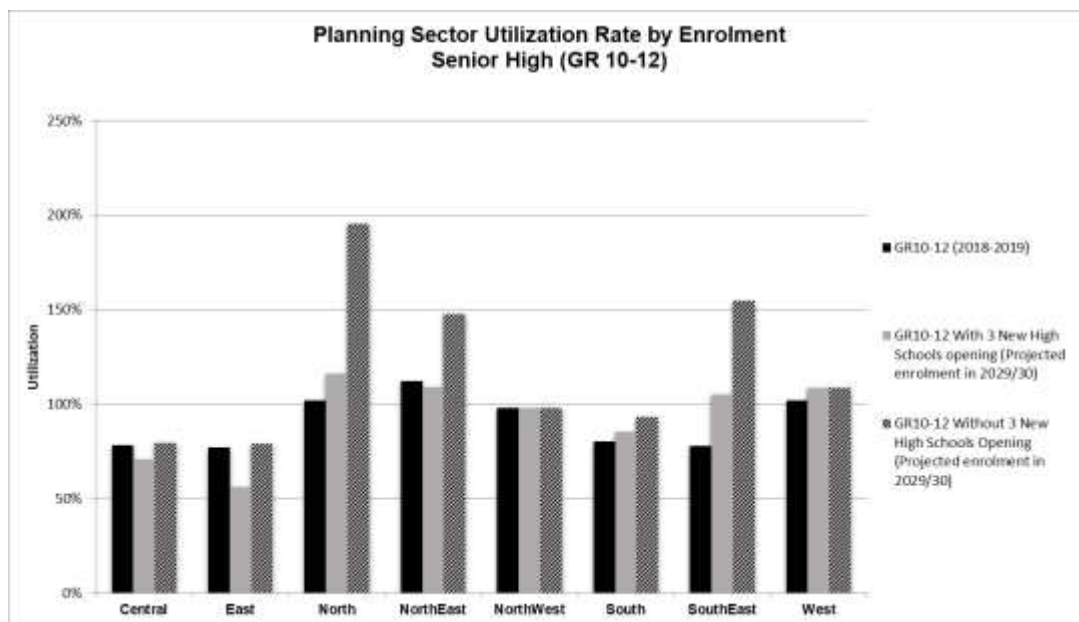
GR10-12 (Requested and Anticipated New School Construction)	
Planning Sector	Anticipated Capacity to be Added
North*	1,800
Northeast	1,800
South	1,800
Total	5,400

*A high school in North Calgary has been approved for design but not yet approved for construction

CBE’s current high school utilization rate is 88%. If the schools listed in the table above are approved and open by the 2029/2030 school year overall high utilization is projected at 90%.



The greatest need for new high school space is in the North, 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 for the North would exceed 350%, utilization in the Northeast would exceed 150% and in the southeast it would be approximately 250%. If the schools requested in these three sectors are not approved, 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, Northeast and South are the Centre, East and Southeast sectors. The opening of new high schools is projected to:

- reduce the utilization rate in the Centre sector from 78% to 71%.
- reduce the utilization rate in East Calgary from 77% to 56%
- increase the utilization rate in Southeast Calgary from 78% to 105%. If a new high school is not constructed in South Calgary to accommodate students living in the Southeast, the projected utilization rate for the one high school in Southeast Calgary would be 155%.

CBE will be gathering thoughts and perspectives from staff, students and parents on high schools starting in spring 2019. This will be a multi-year engagement process focused on developing a sustainable system-wide plan for high schools that continues to offer students access, flexibility and choice (as outlined in the CBE’s high school success strategy). Through this work, decisions will be made regarding high school boundaries and alternative program locations to balance enrolment and utilization within our existing facilities.

Appendix III: New and Aging School Facilities

New School Construction

Current State

Planning for new schools and the identification of future school sites is a joint endeavour between the City of Calgary, the CBE, the Calgary Catholic School Division (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 will be adjusted as needed as the community matures.

From 2008-2018, the CBE has grown by an average of just over 1,900 students each year across the division. In that same time, the CBE has constructed 36 new schools and two replacement schools, adding 29,500 student spaces. New school construction has not kept pace with the City of Calgary's overall growth in developing communities.

New schools have been designed to reflect 21st century learning principles. These have incorporated spaces for collaboration, team teaching, self-directed learning and small group learning, as well as more conventional classrooms. The learning commons model has continued to evolve as we move towards more hands-on and integrated, multi-disciplinary learning. Specialized spaces for science, the arts, career and technology studies and physical education reflect new standards and include innovative technologies.

The following new schools are currently in design or construction, and are expected to add a total of 6,000 student spaces by 2023.

Community Name	Grade Configuration	Number of Student Spaces	Anticipated Opening Date
Auburn Bay	5-9	900	Design only approved
Coventry Hills	K-4	600	September 2020
Coventry Hills	10-12	1,800	Design only approved
Cranston	K-4	600	September 2020
Evergreen	K-4	600	September 2020
Mahogany	K-4	600	To be determined
Skyview Ranch	K-9	900	To be determined

Aging School Facilities

The original design life of CBE schools has typically been in the range of 50 years. Within the next decade 64% of CBE schools will be older than 50 years with building components that have different life expectancies. In order 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. This has resulted in a deficit in both deferred maintenance and lifecycle replacement costs, as identified in current Provincial facility audit reporting:

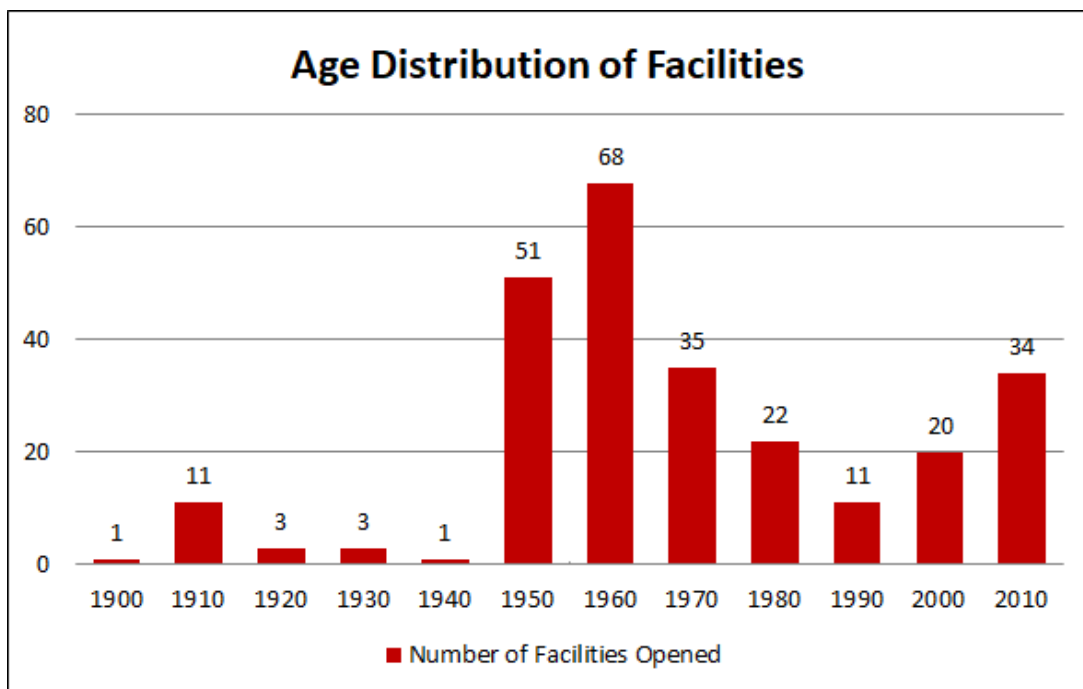
- \$162 million for deferred maintenance
- \$766 million for lifecycle replacement costs

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.

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

1. For projects and work with low complexity and urgency, work is planned to be addressed through annual Infrastructure Maintenance and Renewal (IMR) initiatives. This work is prioritized and planned annually using a rolling three-year window.
2. For emergent projects requiring high urgency, some funding is allocated to address these projects as part of annual IMR initiatives. This work is prioritized but not planned.
3. For projects and work with high complexity and moderate urgency, large, phased renovations are planned. Funding for the largest and most urgent of these projects will be requested through the Three-Year Capital Plan, with applications for major modernizations. Smaller, less urgent projects will be planned as phased renovations as part of the IMR Plan.

4. 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. In recent years, two replacement schools were requested by the CBE as the cost to repair exceeded the 75% threshold: one due to damage by the 2013 floods, and the other 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.



Considerations

Although the CBE has been fortunate to have constructed 36 new schools and 2 replacement schools over the past 10 years, adding 29,500 student spaces to our city, there are some factors for consideration and opportunities for continuous improvement in new school construction projects over the next ten years. These considerations include:

Funding predictability

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 undertake early stakeholder consultation and planning. Further exacerbating the issue is that schools are sometimes approved when the local community’s student population is quite large, which results in significant pressure to design and construct the school as quickly as possible. This

can create tension between the selection of a longer, more comprehensive stakeholder consultation process to inform school design versus having an abridged consultation process to open the school more quickly. Funding predictability would enhance the CBE's ability to engage stakeholders in a regular, planned and meaningful way.

Student Homes, School Space, Overall Utilization

Although the CBE has been fortunate to have had 36 new schools constructed over the past 10 years, with a net addition of 29,500 student spaces, this statistic does not tell the complete story. 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.

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.

Aging Schools

As schools continue to age, more investment will be necessary to renew and replace priority building components and systems. These projects will need to be planned to minimize impacts to students and staff, and maximize value over the life cycle of the building.

Managing Public Expectations

Stakeholder engagement for new school construction is currently challenged by the limitations identified around funding predictability, as well as the rapid growth our communities are undergoing. Although the accuracy of CBE's overall demographic projections is quite high, some new communities do grow and change more quickly than others based on market fluctuations and broader economic factors. Together, these factors limit the ability of the CBE to commit to school-specific grade configurations, which is a key consideration for many community stakeholders, and can impact the types of early conversations we can have with the affected communities. The CBE is also aware that engaging community members prior to receiving funding commitments can unintentionally create expectations within new neighbourhoods to open schools within timelines that can't be met.

City Charter

The City of Calgary Charter was signed into law in April 2018, with a retroactive effective date of January 1, 2018. This may have impacts on future school sites in determining what other City uses may be permitted to co-locate on the same site with a school.

Joint Use/Shared Use

Creating opportunities to provide spaces that have shared community use or are developed in partnership with key stakeholders is one of the expectations that the province has when developing new school buildings. While the CBE creates schools that have space accessible through the shared use agreement with the City of Calgary, developing joint-use partnerships with outside stakeholders is much more difficult to achieve. Due to a combination of smaller school sites, unpredictable timelines for approvals, and high growth in new communities, the window to identify opportunities for joint-use partnerships and reach an agreement for shared costs and use is very small.

Site Size/Location

Over time, the size of CBE schools has increased for some grade configurations. Although the CBE's minimum site size guidelines have been revised to reflect these changes, due to the delay between early planning for new neighbourhoods and actual construction, some of our schools have been designed and/or constructed in locations that have been smaller than our current minimum site sizes, or which do not have the preferred frontage or access requirements. This can create significant challenges for parking, parent drop-off, and bus lanes at our schools. While the CBE works with Alberta Infrastructure to design and build the best possible solutions at each site, site size and location will continue to be issues that need to be addressed going forward.

Modular Construction

Alberta Education approves the use of modular classrooms for both new school construction and emergent, short to medium-term growth pressures in a jurisdiction. This approach is intended to address the typical growth cycle of a neighbourhood. At some point, the neighbourhood's school-aged population peaks and begins to decline, leaving schools with utilization rates that are lower and result in higher operating costs per student. Removal and relocation of modular classrooms to other schools where demographic pressures are high offers an alternative approach to adjusting catchment areas or grade configurations to maintain utilization rates. CBE's Modular Classroom Plan can be found here: <https://www.cbe.ab.ca/schools/building-and-modernizing-schools/Documents/2019-20-Modular-Classroom-Plan.pdf>

For the past two decades, Alberta Education has approved new school construction that is a combination of permanent core construction and modular classrooms. While this approach is valid for established schools experiencing shorter-term demographic pressure, or for jurisdictions who don't have sustained growth over an extended period, this strategy does not align with the CBE's experiences. In Calgary's developing communities, our current planning projections indicate a closer match between approved school sizes and sustainable neighbourhood populations than in established neighbourhoods.

To address medium-term community demographic pressure, the CBE requests the construction or relocation of modular classrooms to schools in established

communities. These requests are based on vetting of all schools each year through a series of eligibility filters. Schools that meet all eligibility criteria are assessed and assigned points through a series of ranking criteria. The ranking criteria take into account enrolment and utilization (current and projected), site features as well as a cost assessment. These installations are difficult to complete within an 8-10 week summer construction period, and are often limited by the timing of funding approvals prior to design and construction.

CBE experience since 2016 has also demonstrated some additional challenges with modular classrooms: since most of these units are built outside of Calgary, the City of Calgary has not been able to inspect the units as part of the construction process until near they are completed and installed on their receiving school. Lastly, it is our experience that the cost to construct these modular classrooms is equal to or greater than permanent construction. These challenges will continue to occur where modular classrooms are approved.

Changes in Curriculum Delivery

Educational initiatives such as personalized learning or a general change in the curriculum delivery method requiring the introduction of new technology or equipment can render an older facility functionally unsuitable. The absence of requisite upgrades to reconfigure the learning environment can compromise the optimization of the educational experience.

Changes to Building Code

Over time, technical research affects the knowledge base of the building sciences, impacting building techniques and building codes. Evolutions in construction methods have occasionally revealed some inappropriate approaches that have later proven to be less durable. Changes in the broader understanding of building technology and performance may place an older facility into a legal, non-conforming status with regard to codes and best practices. For many older facilities, major renovations would be required in order to have the building adhere to the most current of building requirements and guidelines.

New and Aging Facilities Strategies

For the next 10 years, the CBE strategy for new and aging facilities is to:

- Work to ensure that minimum parcel sizes, frontages, access and preferred adjacencies are achieved in the community. This will allow adequate space for schools, provide separate traffic flows for buses, parents, staff and pedestrians, and increase opportunities for joint use partnerships
- Match the requested school size to a long-term sustainable population size for the community that the school will serve, while maximizing the area per student requested from the province to increase instructional space opportunities for students.
- Due to the quantity of modular classrooms currently in the system, and the low likelihood of having modular classrooms moved within the system within

the lifespan of the modular classrooms, the CBE will generally seek to have permanent construction only without modular classrooms on new school construction, unless demographics warrant the request. The CBE will continue to request modular classrooms for schools in established communities with a medium-term demographic need.

- Develop new and renovated school designs that reflect 21st century learning.
- Work with stakeholders to identify significant factors for design, including a greater connection to the school sites, incorporating community-based and culturally-significant activities and celebrations into our buildings.
- Engage community stakeholders for all projects identified within the upcoming Three-Year School Capital Plan, to identify key considerations and partnership opportunities. Where space and time allow, engage with partners to develop enhanced, shared and joint use of school spaces.
- Authentic and meaningful consultation with the communities for these projects. This includes consultations with the community association and other key partners prior to and early in the design process.

Appendix IV: 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

Autonomous Vehicle (AV) Technology

While AV technology is nascent, over the next ten years self-driving technology may change how students travel to and from school. As AV technology becomes increasingly common, fewer students may choose yellow bus or public transit options. This could increase traffic around schools as larger numbers of students are dropped-off and picked-up by self-driving vehicles.

Use of Artificial Intelligence (AI) in Education

The possible emergence of educational AI systems 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.

Changing Learning Delivery Strategies

As schools adopt 21st century learning delivery strategies, schools have more demand for flexible and varied teaching spaces to support small group, independent 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.

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, an in-depth analysis is being conducted to update the organization's Telecommunications Strategy. Separately, changes to the Alberta SuperNET agreement as Bell acquired Axia NetMedia may require some work to accommodate new equipment and/or processes. SuperNET is the technology providing the CBE wide area network (WAN). Information Technology Services also expects a demand to increase WAN capacity beyond 1Gbps (per school/site) 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.

Data Storage and Archiving

CBE manages two local datacentres; a primary location at Highfield, and a secondary location at Sherwood School. Over time, executing the CBE Cloud Strategy will reduce the dependency on CBE owned and managed datacentres but will simultaneously place more reliance on our network and internet capacity. 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 easily offloaded to the cloud for a variety of reasons (cost, privacy, technical).

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:

- Align technology with changing learning delivery strategies, and consider technological considerations simultaneously with functional changes to building to optimize costs.
- Monitor trends in user demand requirements, and provide a medium-term strategy for infrastructure upgrades to meet projected demand, including both wireless technology and structured cabling.
- Align facility infrastructure to support an updated CBE Telecommunications Strategy.
- Align facility infrastructure to address SuperNET changes and increased WAN capacity.
- Upgrade data closet infrastructure on a planned, phased and cyclical basis, with priority placed on sites with highest need system-wide.
- Develop a consistent and pragmatic strategy to manage bandwidth and WAN impacts resulting from increased demands for video capture for security surveillance.
- Consolidate and upgrade data centre infrastructure as needed to support CBE operations.

Appendix V: 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.

Lottery: The process for accepting students at schools and into programs that are full (at capacity).

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.

SER: School Enrolment Report.

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.

report to
Board of Trustees

OE-2 Indicator 2.1.2 Revision

Date	June 25, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent of Facilities
Governance Policy Reference	GC-3: Board Job Descriptions B/CSR-4: Authority of the Chief Superintendent OE-2: Learning Environment/Treatment of Students
Resource Person(s)	Denise Sauverwald, Policy Coordinator

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the revised indicator of OE-2: Learning Environment/Treatment of Students subsection 2.1.2.

2 | Issue

The Board of Trustees directed through motion, at the April 9, 2019 Public Board Meeting, the revision of OE-2: Learning Environment/Treatment of Students subsection 2.1.2, which

states “100% of schools will practice an emergency plan that includes fire drills and lockdown procedures”.

3 | Background

On April 16, 2019 the Board of Trustees passed the following resolution:

THAT the Board of Trustees directs the Chief Superintendent to review indicator 2.1.2 for OE-2: Learning Environment/Treatment of Students for Board reaffirmation or approval by June 30, 2019.”

4 | Implementation Consequences

If approved, the revised indicator 2.1.2 of OE-2: Learning Environment/Treatment of Students would be implemented in the 2019-2020 school year to be reported in the 2020-2021 school year.

5 | Conclusion

The attached report presents the revision to indicator 2.1.2 of OE-2: Learning Environment/Treatment of Students. The revised indicator will assure the Board of Trustees that all CBE schools are in compliance with safety practices and procedures creating a safe learning environment for students.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: OE-2: Learning Environment/Treatment of Students Reasonable Interpretations and Indicators with proposed changes

Attachment II: Evidence of compliance for revised indicator 2.1.2 of OE-2: Learning Environment/Treatment of Students

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.

Reasonable Interpretations and Indicators

Operational Expectation 2: Learning Environment/Treatment of Students

OE -2: Learning Environment/Treatment of Students

	<u>Policy Statement</u>	<u>Reasonable Interpretation</u>	<u>Indicators</u>
	<p>The Board of Trustees believes 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.</p>	<p>It is crucial that a learning environment is created and sustained that enables students to participate fully in their learning.</p> <p>The Chief Superintendent interprets:</p> <ul style="list-style-type: none"> • <i>learning environment</i> to mean those situations when students are engaged in instruction and activities related to Alberta Education's Programs of Study and where students are supervised by Calgary Board of Education employees. Learning environments include approved off-site activities. • <i>safe</i> to mean a learning environment that is free from potential harm to students and their well-being. • <i>respectful</i> to mean a learning environment that is caring and where students feel they are treated fairly. • <i>conducive to effective learning</i> 	

		<p>to mean a learning environment that provides the conditions and encouragement necessary for students to achieve at the level appropriate to them. In this learning environment students are engaged in their learning and are challenged to stretch and grow.</p>	
	The Chief Superintendent shall:		
2.1	<p>Provide safe and positive learning conditions for each student that foster a sense of belonging and a respect for diversity.</p>	<p>CBE is responsible for creating a learning environment where students are welcomed and appreciated as unique individuals.</p> <p>The Chief Superintendent interprets:</p> <ul style="list-style-type: none"> • <i>positive learning conditions</i> to mean circumstances and environments that are encouraging, supportive stimulating and engaging. • <i>sense of belonging</i> to mean that students know and understand that their participation in and contributions to learning are welcomed. • <i>respect for diversity</i> to mean acceptance and inclusion of individuals exhibiting the full 	<ol style="list-style-type: none"> 1. A clearly defined, system wide student code of conduct is implemented and reviewed annually. 2. 100% of schools will practice an emergency plan that includes fire drills and lockdown procedures complied with Administrative Regulation 3021-School Emergency Practices and Procedures. 3. The percentage of student responses indicating agreement with the safe and caring suite of questions from the Calgary Board of Education Annual Safe and Caring Schools result, as determined by Alberta Education's Accountability Pillar Survey will be maintained (plus or minus 2 percentage points) 4. Principals confirm that each volunteer has security clearance prior to beginning their volunteer service.

		<p>range of human characteristics and abilities (uniqueness within humanity).</p>	<p>5. Low recidivism for students having involvement with the CBE Attendance Team.</p> <p>6. Principals confirm that transitions between schools for students with Individual Program Plans have been supported through planning meetings and identified plans.</p> <p>7. Principals confirm all requests for the establishment of student organizations promoting welcoming, caring respectful and safe learning environments are supported.</p>
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attachment | OE-2: Learning Environment/Treatment of Students**Evidence supporting revised indicator 2.1.2.**

2.1.2 100% of schools complied with Administrative Regulation 3021-School Emergency Practices and Procedures.

June 25, 2019

Proposed Evidence to support Compliance with 2.1.2 of OE-2:
Learning Environment/Treatment of Students

1. Administrative Regulation 3021-School Emergency Practices and Procedures directs that Emergency Response Plans are required to be submitted to Area office, Manager of Corporate Security, and the Chief Superintendent Office. A report indicating that all schools have submitted their emergency response plans to Corporate Security, who is responsible for tracking them, will ensure that all schools have annually reviewed their emergency response plans.
2. The Administrative Regulation 3021-School Emergency Practices and Procedures clearly outlines the dates and expectations around fire drills (legislated) and lockdowns (CBE directive). Included in the evidence would be data collected that indicates compliance with all directives around fire drills and lockdowns, including timelines and quantity.

report to Board of Trustees

Administrative Regulations: Student Code of Conduct.

Date	June 25, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Decision
Originator	Kelly-Ann Fenney, General Counsel and Corporate Secretary
Governance Policy Reference	GC-3: Board Job Description B/CSR-4: Authority of the Chief Superintendent OE-04: Treatment of Employees OE-11: Learning Environment/Treatment of Students
Resource Person(s)	Christine Davies, Director Learning Dianne Roulson, Director, Learning Denise Sauverwald, Policy Coordinator SOGI Team

1 | Recommendation

It is recommended:

- THAT the Board of Trustees accepts this report as evidence that the CBE is in compliance with section 45.1(6) of the *School Act*.

2 | Issue

This report and the accompanying administrative regulation is presented to the Board of Trustees for confirmation of review of Administrative Regulation 6005 – Student Code of Conduct, and that the Calgary Board of Education complies with the requirements of Section 45 of the *School Act*.



3 | Background

Section 45.1 of the *School Act* states that “a board has the responsibility to ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging”. The board is required to establish, implement, and maintain a policy respecting the board’s obligation to provide a welcoming, caring, respectful, and safe environment that includes the establishment of a code of conduct for students. The policy and student code of conduct established by the board must affirm the rights of students and staff as provided for under the *Alberta Human Rights Act*, the *Canadian Charter of Rights and Freedoms*, and section 16.1 of the *School Act*.

The Board of Trustees, through governance policy B/CSR-: Authority of the Chief Superintendent, 4.3, authorizes the Chief Superintendent to establish regulations appropriate to achieve the Board’s Results, without seeking Board approval. Through this delegated authority, the Chief Superintendent implemented Administrative Regulation 6031 – Welcoming, Caring, Respectful and Safe Learning and Work Environments and Administrative Regulation 6005 – Student Code of Conduct. Section 45.1(6) of the *School Act* require school authorities to do an annual review of these policies and to affirm by board resolution that such reviews have been undertaken. This report provides evidence that administration has conducted a review of Administrative Regulation 6005 – Student Code of Conduct for the 2018/2019 school year. Administrative Regulation 6031 – Welcoming, Caring, Respectful and Safe Learning and Work Environments was implemented in June 2018 to respond to changes in the *School Act* and a full review of that policy is not warranted at this time.

4 | Analysis

To ensure compliance with Section 45.1 of the *School Act* CBE administration completed a review of Administrative Regulation 6005 – Student Code of Conduct to ensure compliance with the legislative requirements. The Administrative Regulation is provided to the Board for information.

The review of the Student Code of Conduct was undertaken with students for the 2018-2019 school year. An analysis of the student feedback provided useful information in identifying the strengths within the system direction and areas of opportunity. Students were asked to respond to the level of clarity in the defined student responsibilities, to which 77% responded saying that the Student Code of Conduct had clearly defined student responsibilities. Subject to the availability of resources including funds, staffing, training etc. other themes that emerged from the review could be addressed. Themes included a focus on consistency in the implementation of the Student Code of Conduct. Clarity was requested

around the definition of criminal activity and unacceptable behaviour. Another theme emerging from the review included alternative methods of delivery and communication around creating awareness and understanding for students and parents.

For the 2019-2020 school year, a review will be conducted with the parents, teachers, and administrators.

5 | Implementation Consequences

The *Act* requires Administrative Regulation 6005 – Student Code of Conduct be posted on the public website by June 30 of each year. Potential changes to Administrative Regulation 6031 – Welcoming, Caring, Respectful and Safe Learning and Work Environments may arise out of the review of the Student Code of Conduct. There may be implications for resourcing dependent on implementation of student feedback.

6 | Conclusion

It is recommended that the Board of Trustees accept this report as confirmation that requirements of Section 45.1(6) of the *School Act* have been met.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: AR 6005 – Student Code of Conduct

Attachment II: AR 6031 – Welcoming, Caring, Respectful and Safe Learning and Work Environments

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**administrative
regulation**

Administrative
Regulation No.
6005

Classification:
Students

Effective Date:
October 11, 2018

Student Code of Conduct

1 | Purpose

The purpose of this Administrative Regulation is:

- To promote positive learning environments for each student.
- To help students learn how to develop empathy and become good citizens both within and outside of the school community.
- To meet the CBE's responsibility to provide students and staff with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging for all members of our school community.
- To outline the roles and expectations related to student conduct.
- To explain the consequences when a student's disruptive behaviour negatively affects the learning environment.

2 | Scope

This Administrative Regulation applies to:

- All CBE students, including students 18 years of age and older.
- All employees are responsible for being aware of the terms of the Student Code of Conduct.

3 | Principles

The following principles apply:

- All members of the CBE community, including students, parents, staff, and Trustees have a role and a shared responsibility to create and support a welcoming, caring, respectful and safe learning environment.
- All members of the CBE school community have a right to learn and work in an environment free from discrimination, harassment, bullying, and harm.
- Schools will adopt a whole school approach that supports student personal development, character and citizenship by managing discipline through a progression of proactive, preventative, and restorative strategies (reference AR 6006 Progressive Student Discipline).
- Responses to student behaviour include a consistently applied, school-wide approach that includes fair and predictable responses to negative behaviour.

4 | Definitions.

Bullying: means repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual's reputation.

Bullying can take different forms including:

- Physical –pushing, hitting
- Verbal – name calling, threats
- Social – exclusion, rumours
- Cyber – using digital technology to harass, demean or threaten

CBE: means The Calgary Board of Education.

Discrimination: means an action or a decision that treats a person or a group negatively for reasons such as race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation.

Diversity: means the full range of uniqueness within humanity. Dimensions of diversity include but are not limited to those identified in the discrimination definition as well as the following:

- culture and linguistic diversity
- family composition
- language
- physical attributes
- socio-economic status

Expulsion: means the removal of a student from school, one or more class periods, courses or education programs or from riding in a school bus, for a period of more than 10 instructional days.

Harassment: means any behaviour or pattern of repeated behaviour that disparages, humiliates or harms another person, or denies an individual's dignity and respect and is demeaning or humiliating to another person.

Suspension: means the removal of a student from school, from one or more class periods, courses or education programs or from riding in a school bus, up to and including 10 instructional days or less.

5 | Regulation Statement

General

- 1) The Calgary Board of Education is committed to providing students and staff with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

- 2) Students have a responsibility under the *School Act* to respect the rights and dignity of others and to proactively participate in promoting and fostering positive relationships with others while:
 - a) on CBE property;
 - b) participating in school activities;
 - c) traveling to and from school; and
 - d) engaging in any electronic communication both on or off CBE property; or
 - e) in any other circumstances that may impact the school environment.
- 3) The CBE expects students to exhibit socially responsible and respectful behaviours so that teaching and learning are maximized.
- 4) Student behaviour must not contravene the rights and provisions identified in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms.

Discrimination

- 5) Discrimination, bullying and harassment in any form will not be tolerated.
- 6) Discriminatory behaviour that breaches the Alberta Human Rights Act or the Canadian Charter of Rights and Freedoms will not be tolerated.

Student Responsibilities for Promoting Positive Behaviours

- 7) Students are expected to behave in a manner that complies with the Student Code of Conduct and contributes to a welcoming, caring, respectful and safe learning environment.
- 8) Examples of acceptable behaviour include, but are not limited to:
 - a) demonstrating respect for self, others and the school environment through:
 - i. respecting differences in people, their ideas and their opinions, including when there is disagreement;
 - ii. embracing all diversities;
 - iii. respecting the needs of others to work in an environment that is conducive to learning and teaching; and
 - iv. respecting the rights of others.
 - b) modeling positive social behaviours in all interpersonal interactions;

- c) being courteous and treating each other with dignity;
 - d) using positive and inclusive language;
 - e) demonstrating good digital citizenship by using technology in ethically and responsible ways;
 - f) taking responsibility for personal belongings and respecting the belongings of others;
 - g) demonstrating caring and compassion for others including:
 - i. showing empathy, being considerate of others and their situation; and
 - ii. creating an environment of kindness.
- 9) Students must comply with the *School Act* including:
- a) being diligent in pursuing their studies;
 - b) attending school regularly and punctually;
 - c) cooperating fully with everyone authorized by the CBE to provide education and other services;
 - d) complying with the rules of the school; and
 - e) accounting to the student's teachers for the student's conduct.
- 10) Students may be held accountable for behavior that impacts the school beyond the hours of school operation when their conduct detrimentally affects the personal safety and well-being of individuals, the learning environment, or the effective operation of the school
- 11) Students engaging in conduct that does not contribute to a welcoming, caring, respectful and safe environment may be subject to discipline up to and including suspension or expulsion.
- 12) Examples of unacceptable behaviour include, but are not limited to:
- a) disruptive or dangerous behavior and defiance of authority;
 - b) encouraging unacceptable conduct and engaging in conduct which endangers others;
 - c) any conduct which is injurious to the physical, social or mental well-being of others;

Unacceptable Student Behaviours

- d) use, display or distribution of improper, obscene or abusive language, messages, gestures or pictures;
- e) discriminatory behavior;
- f) use of technology such as computers, cameras, cell phones, and other digital equipment for purposes that are illegal, unethical, immoral, or inappropriate;
- g) theft, including theft of identity and intellectual property;
- h) use, possession, distribution, or collection of money for illicit drugs, cannabis, cannabis-infused products, alcohol, or inhalants in school, on school board property or in the context of any school-related activity;
- i) willful damage to school property or the property of others;
- j) involvement in the formation of or affiliation with gangs or other groups which negatively impact the school environment;
- k) hazing and initiation activities;
- l) use, possession, sale, distribution of or active contact with a weapon on a student's person, on or in the vicinity of school board property;
- m) interfering with the orderly conduct of classes or the school;
- n) criminal activity;
- o) failure to comply with CBE Student Code of Conduct; or
- p) failure to comply with section 12 of the School Act.

Bullying

- 13) Students have a responsibility to not participate in or tolerate bullying while on school property, participating in school events, traveling to and from school, or in any other circumstances that may impact the school environment.
- 14) Students who are subject to or a witness of bullying, harassment, unwanted behaviours, or conduct that interferes with maintaining a welcome, caring, respectful and safe environment, should report that conduct to a classroom teacher, an advisor, guidance counsellor, or any other staff member with whom they feel comfortable.
- 15) Reports of bullying, harassment and unwanted behaviors or unacceptable conduct should be made in a timely manner.

- 16) The principal must assess, and where warranted investigate and respond to all reports of bullying.
- Responding to Unacceptable Student Behaviour**
- 17) Responses to student behaviour must reflect a consistent and school-wide approach that ensures a range of fair and predictable responses to unacceptable behaviour.
- 18) When responding to unacceptable student behaviour, the principal or teacher must account for the student's age, maturity and individual circumstances in accordance with the Progressive Student Discipline Administrative Regulation.
- 19) School staff must utilize a range of interventions, supports and consequences that also include opportunities for students to learn, make amends and focus on improving behaviour.
- Student Support**
- 20) School staff shall support all students impacted by unacceptable conduct, including bullying.
- Consequences of Unacceptable Behaviour**
- 21) Consequences of unacceptable behaviour must reflect a progressive approach including both intervention and discipline at the classroom, school and system levels.
- Classroom Level**
- 22) It is generally expected that initial responses to student behaviour occur within the context of the classroom and involve the classroom teacher and other classroom staff supporting the student.
- School Level**
- 23) Where classroom level responses have been unsuccessful or where the behaviour is sufficiently serious, the classroom teacher will involve the support of other school staff including administration.
- 24) A principal may suspend a student from the school environment for up to 5 days in accordance with the applicable Administrative Regulation.
- System Level**
- 25) The principal may recommend the removal of a student from the school environment and recommend to not re-instate the student in accordance with the applicable Administrative Regulation.
- Parent Responsibility**
- 26) A parent of a student has the responsibility to:
- a) take an active role in the student's educational success;
 - b) assist the student in complying with the Student Code of Conduct
 - c) promote the prevention of bullying
 - d) assist the school in addressing disciplinary issues involving their child; and
 - e) ensure the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment.

- Annual Review**
- 27) This student code of conduct will be:
- a) published annually;
 - b) made available to students, staff and parents through the school and corporate website; and
 - c) reviewed annually.
- 28) The annual review will be confirmed by the Board of Trustees.

6 | History

DATES	
Approval	April 1, 2016
Next Review	This AR must be reviewed Annually
Revision/Review	June 2018 October 2018

7 | Related Information

- AR 1067 Use of Social Media
- AR 6002 Student Health Services
- AR 6006 Progressive Student Discipline
- AR 6007 Suspensions and Expulsions
- AR 6031 Welcoming, Caring, Respectful and Safe Learning & Work Environments
- *School Act*
- *Alberta Human Rights Act*
- *Canadian Charter of Rights and Freedoms*

administrative regulation

Welcoming, Caring, Respectful and Safe Learning and Work Environments

1 | Purpose

The purpose of this Administrative Regulation is:

- To outline the roles and expectations related to meeting the CBE's responsibility to provide students and staff with a welcoming, caring, respectful and safe learning and work environment that respects diversity and fosters a sense of belonging for all members.
- To affirm the rights of each student and employee provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*

2 | Scope

This Administrative Regulation applies to:

- All CBE students, employees, parents, volunteers, visitors and contractors while engaging in CBE related activities on or off CBE property.
- All behaviours, whether contact is face to face, by phone, electronic or by any other means of communication.

3 | Compliance

All employees are responsible for knowing, understanding and complying with this Administrative Regulation. Failure to comply with this Administrative Regulation will result in disciplinary action.

4 | Principles

The following principles apply:

- CBE is committed to creating welcoming, caring, respectful and safe learning and work environments that respect diversity and fosters a sense of belonging.
- Emphasis is placed on measures which foster positive attitudes and behaviours when creating welcoming, caring, respectful and safe learning and work environments.
- CBE will respond to behaviour which prohibits, restricts or creates a barrier to a welcoming, caring, respectful and safe learning and work environment.

Administrative
Regulation No.
6031

Classification:
Students

Effective Date:
June 20, 2018

5 | Definitions

Bullying: means the repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual's reputation.

Bullying can take different forms including:

- Physical –pushing, hitting
- Verbal – name calling, threats
- Social – exclusion, rumours
- Cyber – using digital technology to harass, demean or threaten

CBE: means The Calgary Board of Education.

Discrimination: means an action or a decision that treats a person or a group of people negatively for reasons such as race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation. These provisions are identified in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*.

Diversity: means the full range of uniqueness within humanity. Dimensions of diversity include but are not limited to those identified in the Discrimination definition as well as the following:

- culture and linguistic diversity
- family composition
- language
- physical attributes
- socio-economic status

Harassment: means any behaviour or pattern of repeated behaviour that disparages, humiliates or harms another person, or denies an individual's dignity and respect and is demeaning or humiliating to another person.

6 | Regulation Statement

General

- 1) The CBE is committed to providing all students and employees with a welcoming, caring, respectful and safe learning and work environment consistent with the *School Act*, *Canadian Charter of Rights and Freedoms*, and the *Alberta Human Rights Act*.
- 2) All students, employees, parents and members of the community have a responsibility to promote and support a welcoming, caring, respectful and safe learning and work environment that respects diversity and fosters a sense of belonging. This includes following the CBE Student Code of

Conduct, the CBE Employee Code of Conduct, progressive discipline practices and all other CBE administrative regulations.

- 3) A welcoming, caring, respectful and safe learning and work environment is one that is physically, emotionally and psychological safe and is characterized by:
- a) caring and empathy for all individuals and groups;
 - b) a feeling of belonging by all participants;
 - c) freedom from discrimination, bullying and harassment;
 - d) an inviting space that is representative of those who participate;
 - e) respect for and participation in maintaining democratic values, rights and responsibilities;
 - f) respecting and embracing diversity;
 - g) balancing individual concerns with the rights and needs of others;
 - h) development and maintenance of positive relationships with others in order to manage conflict and to reach consensus in the pursuit of common goals;
 - i) community, family, student and employee involvement;
 - j) appropriate modelling by employees, parents and students;
 - k) clear, consistent expectations for behaviour and consequences for misconduct which are communicated to students, parents and employees.

Principals

- 4) A principal of a school must model, foster and maintain a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging for all members of the school community through measures which include:
- a) developing the support of students, staff and parents for the conditions which characterize a welcoming, caring, respectful and safe learning and work environment;
 - b) developing positive student attitudes towards the school, the community and global community and the

environment;

- c) providing students with an environment and program which provides opportunities for and recognition of success and which fosters self-esteem, self-discipline and sense of responsibility;
- d) assisting students in developing skill to understand different approaches to solving problems and resolving conflicts and be positive members of the school community; and
- e) making students, staff and parents participating in school-related activities aware of expectation for their conduct and the consequences established for misconduct.
- f) advising parents of their responsible under section 16.2 of the *School Act*.

5) A principal of school shall ensure:

- a) all staff members are aware of their shared responsibility for creating and maintaining welcoming, caring, respectful and safe learning and work environments where the rights of students and staff are respected;
- b) learning resources utilized in the school respect and reflect the diversity within the community;
- c) cultural based activities are tied to learning outcomes and respect the culture they are intended to represent; and
- d) all members of the school community are aware of the expectation to model welcoming, caring, respectful and safe behavior.

Students

- 6) All CBE students are subject to the Student Code of Conduct.
- 7) All CBE students share in the responsibility for maintaining a welcoming, caring, respectful and safe learning environment.

Parents

- 8) As set out in Section 16.2 of the *School Act*, parents have a responsibility:
 - a) to ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment; and
 - b) to encourage, foster and advance collaborative,

positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school.

- | | | |
|---|-----|--|
| Employees | 9) | Employees have an obligation to support and model behavior that contributes to a welcoming, caring, respectful and safe learning and work environment that respects diversity and fosters a sense of belonging. |
| Support for Student organizations intended to promote a welcoming, caring, respectful and safe learning environment (e.g. Diversity clubs/ GSAs) | 10) | As stated in Section 16.1 of the School Act, if one or more students attending a CBE school request a CBE staff member for support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the school shall: <ul style="list-style-type: none"> a) immediately grant permission for the establishment of the student organization or the holding of the activity at the school, and b) within a reasonable time from the date that the principal receives the request designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity. |
| | 11) | The principal shall immediately inform the board and the Minister if no staff member is available to serve as a staff liaison and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school. |
| Naming of student activities and organizations | 12) | The students may select a respectful and inclusive name for the organization or activity, including the name “gay-straight alliance” or “queer-straight alliance”, after consulting with the principal. |
| | 13) | For greater certainty, the principal shall not prohibit or discourage students from choosing a name that includes “gay-straight alliance” or “queer-straight alliance”. |
| CBE staff initiated student organizations or activities | 14) | A teacher, in consultation with the principal, may initiate a student organization or activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging as described in sections 10, 12 and 13. |
| Parent Notification | 15) | The principal is responsible for ensuring that notification, if any, respecting a voluntary student organization or activity referred to in section 6(10) of this AR is: |

- a) limited to the establishment of the activity or the holding of the activity;
 - b) is otherwise consistent with the usual practices relating to notifications of other student organizations and activities; and
 - c) is consistent with the *School Act* and *Freedom of Information and Protection of Privacy Act* governing disclosure of personal information.
- 16) For greater certainty, parents may receive notification of the establishment of a GSA or QSA, but will not receive notification of any students' participation in the activity or organization.
- 17) Notwithstanding section 16, if student participation in an organization or activity includes an off-site activity, AR 3027 – Off-Site Activities will apply and parents will be required to sign an Acknowledgement of Risk for the activity.
- 18) Employee conduct that fails to promote a welcoming, caring, respectful and safe learning and work environment that is free from discrimination, harassment or bullying will be subject to disciplinary action.
- 19) Student conduct that fails to promote a welcoming, caring, respectful and safe learning environment that is free from discrimination, harassment or bullying, will be subject to discipline and/or intervention in accordance with AR 6006 - Progressive Discipline.
- 20) Parent and community member conduct that fails to promote a welcoming, caring, respectful and safe learning environment, free from discrimination, harassment or bullying will not be tolerated and will be addressed by the principal in accordance with the *School Act*.

Compliance

7 | History

DATES	
Approval	June 2018

8 | Related Information

- Results 3 – Citizenship
- Results 4 – Personal Development
- Results 5 – Character
- AR 3027 – Off-site Activities
- AR 4027 Employee Code of Conduct
- AR 6005 Student Code of Conduct
- AR 6006 Progressive Student Discipline
- Alberta School Act
- Alberta Human Rights Act
- Canadian Charter of Rights and Freedoms
- Creating Conditions to Thrive: Guidelines for Attending to Gender Identity, Gender Expression and Sexual Orientation in our Schools



**report to
Board of Trustees****Correspondence**

Date	June 25, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trish Minor, Associate Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board

1 | Recommendation

The following correspondence is being provided to the Board for information:

- Letters dated February 27, 2018 and April 30, 2018 regarding the disposition of lands in the Hamptons Community.
- Letters dated April 26, 2018 and May 30, 2018 regarding the disposition of lands in the Silverado Community.
- Letter dated May 8, 2019 regarding the Education Act.

Attachments: Relevant Correspondence





Board Chair

Trina Hurdman Wards 1 & 2

Vice-Chair

Marilyn Dennis Wards 5 & 10

Trustees

Althea Adams Wards 3 & 4

Lisa Davis Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

February 27, 2018

Honourable David Eggen
Minister of Education
228 Legislature Building
10800 – 97 Avenue
Edmonton, Alberta T5K 2B6

Dear Minister Eggen:

Re: Disposition of Lands in Hamptons Community

The Calgary Board of Education (CBE), in consultation with the Joint Use Coordinating Committee of Calgary, has approved transfer of CBE lands in the Hamptons Community to the Southern Francophone Education Region #4 (FrancoSud).

The 20.0 acres site is located on Reserve Lands, jointly owned by the CBE and the City of Calgary. Originally intended as a future Calgary Separate School District (CSSD) site, CSSD has declared the site surplus to their requirements (Appendix A). FrancoSud intends to construct an elementary school on the central portion of the lands, retaining the adjacent developed playfields.

Since the site is under title to CBE/City of Calgary, a CBE disposition of lands is required. The City of Calgary will remain on title with the Southern Francophone Education Region #4.

The CBE Board of Trustees has approved the disposition through Trustee motion on February 27, 2018.

In accordance with the above, the CBE is hereby requesting approval to dispose of lands located at 10400 Hamptons Boulevard N.W., and described legally as Plan 9712042; Block 8; Lot 206MSR.

Sincerely,

Trina Hurdman, Chair
Board of Trustees

Attachment

cc David Stevenson, Chief Superintendent
Dany Breton, Superintendent, Facilities and Environmental Services



CALGARY CATHOLIC SCHOOL DISTRICT

January 31st, 2017

Scott Lockwood, JUCC Chair
Planning and Development
City of Calgary
PO Box 2100 STN. M
Calgary Alberta T2P 2M5

Dear Scott,

RE: 10400 Hamptons Boulevard NW, Calgary, AB
Legally described as Plan 9712042; Block 8; Lot 206MSR

The Calgary Roman Catholic Separate School District No 1 (CCSD) no longer has interest in the school building envelope located at the south end of the subject property that is currently registered in the name of the City of Calgary and Calgary Board of Education (CBE). This building envelope was allocated to CCSD when the area was planned in the 1980's. The Districts projections indicate we no longer require a facility in this location. We understand that the City of Calgary/CBE/CCSD Joint Use Coordinating Committee is currently considering this site for allocation to the FrancoSud Regional District and CCSD has no concerns should CBE and FrancoSud agree on the allocation of this site to FrancoSud.

Yours truly,

John Deausy

Superintendent, Finance & Business/Secretary Treasurer



ALBERTA
EDUCATION

Office of the Minister

APR 30 2018

ARI01791

Ms. Trina Hurdman
Board Chair
Calgary Board of Education
1221 - 8 Street SW
Calgary AB T2R 0L4

Dear Ms. Hurdman:

Thank you for your February 27, 2018 letter requesting approval to dispose of lands located in the Hamptons community and legally described as Plan 9712042, Block 8, Lot 206MSR.

I was pleased to learn more about the collaborative work that your school jurisdiction is developing at the Calgary Joint Use Co-ordinating Committee (JUCC) with the Southern Francophone Education Region (FrancoSUD), the Calgary Catholic School District and the City of Calgary. It is great to see mutual and favourable outcomes for everyone involved, such as this proposed reallocation of the Hamptons reserve site to FrancoSUD and FrancoSUD's declaration of surplus related to the Silver Springs reserve site.

I understand that the Hamptons reserve site should remain available for educational purposes, and that Calgary Catholic no longer has the interest to operate a school at the south end of the property.

I approve Calgary Board of Education to dispose of its interests related to the Hamptons reserve site and approve your board to transfer its site interests to the Southern Francophone Education Region.

If you have any questions, please contact Pedro Mendonca, Senior Manager, Capital Planning South, at pedro.mendonca@gov.ab.ca or 780-427-2060 (toll-free by first dialing 310-0000).

Sincerely,

David Eggen
Minister



Board Chair

Trina Hurdman Wards 1 & 2

Vice-Chair

Marilyn Dennis Wards 5 & 10

Trustees

Althea Adams Wards 3 & 4

Lisa Davis Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

April 26, 2018

Honourable David Eggen
Minister of Education
228 Legislature Building
10800 – 97 Avenue
Edmonton, Alberta T5K 2B6

Dear Minister Eggen:

Re: Disposition of Lands in Silverado Community

The Calgary Board of Education (CBE), in consultation with the Joint Use Coordinating Committee of Calgary, has approved transfer of CBE lands in the Silverado Community to the Southern Francophone Education Region #4 (FrancoSud).

The 10.3 acres site is located on Reserve Lands, jointly owned by the CBE and the City of Calgary. This site was originally intended for a future Calgary Board of Education (CBE) middle school. In a letter dated February 27, 2018 FrancoSud formally expressed an interest in this site. FrancoSud has indicated they require a site in the southern area of Calgary that is ready for construction in the near future.

After analysis of future student populations, the existence of a swing-site between the CBE and CCSD in an area of the Silverado community that will be developed within the next five years and future space at other CBE schools within the area, CBE determined that providing this school site to FrancoSud was in the best interests of students and public education in the city. The CBE Board of Trustees have approved the disposition through a Trustee motion on April 24, 2018. FrancoSud intends to prioritize construction of an elementary school on a portion of the lands in their Three Year Capital Plan submission and retain the adjacent developed playfields.

Since the site is under title to CBE/City of Calgary, a CBE disposition of lands is required. The City of Calgary will remain on title with the Southern Francophone Education Region #4.

In accordance with the above, the CBE is hereby requesting approval to dispose of lands located at 100 Silverado Drive SW, and described legally as Plan 0713971; Block 16; Lot 2MSR.

Sincerely,



Trina Hurdman, Chair
Board of Trustees

Attachments

cc David Stevenson, Chief Superintendent
Dany Breton, Superintendent, Facilities and Environmental Services





230-6940 Fisher Road SE
Calgary (Alberta) T2H 0W3
infoconseil@francosud.ca
Téléphone 403-686-6998
Sans frais 1-877-245-7686
Télécopieur 403-686-2914
The Southern Francophone Education Region No. 4

February 27, 2018

Mr. Dany Breton
Superintendent
Facilities and Environmental Services
Calgary Board of Education

RE: Silverado school site (100 Silverado Drive SW)

Dear Mr. Breton,

Following your last conversation with Stéphan De Loof at the end of February and discussions that began last October, we would like to officially declare our interest in the school site located at 100 Silverado Drive SW in Calgary.

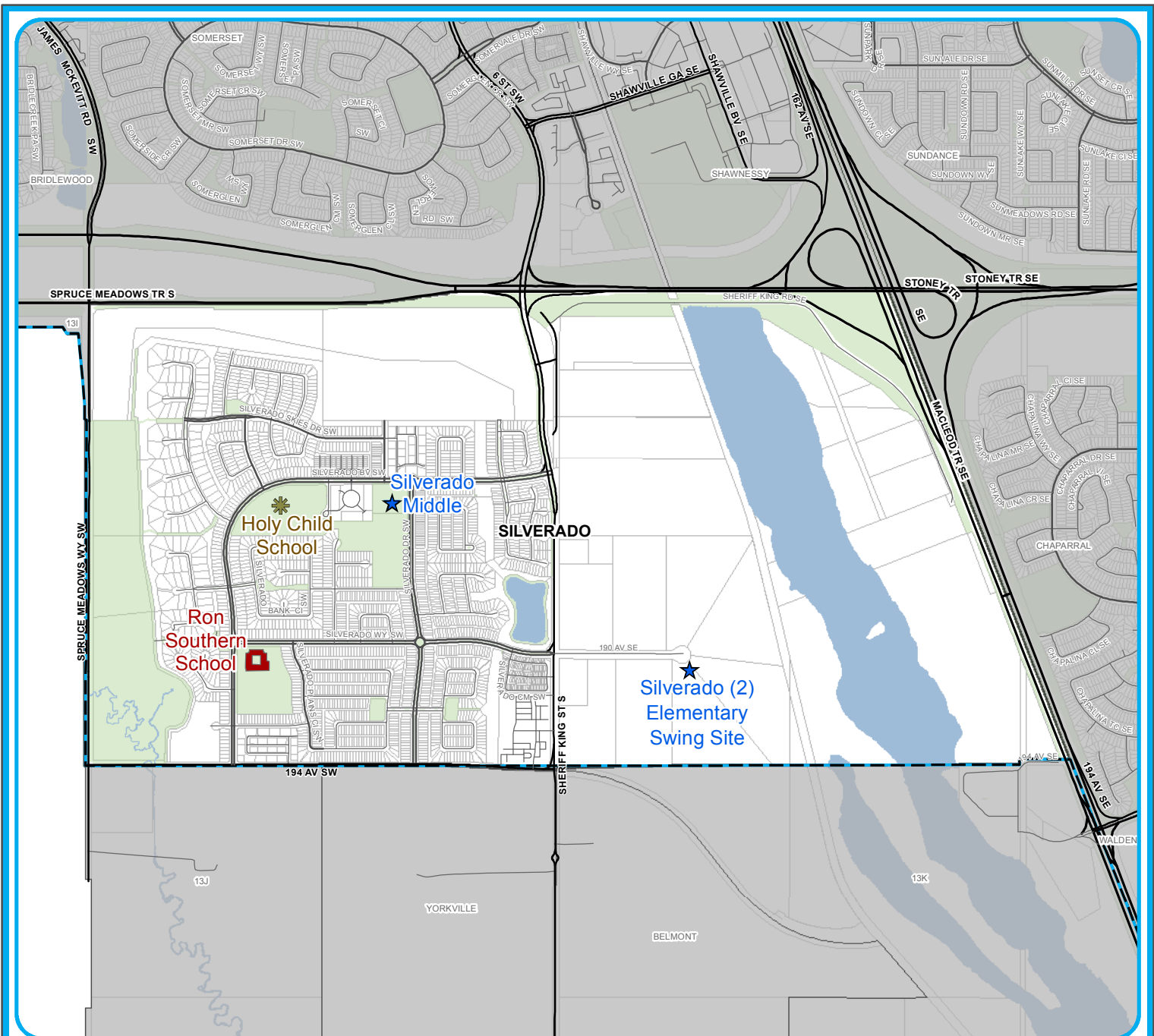

We greatly appreciate that your team is working towards making this site allocated to FrancoSud. It is very important that this option be available to our school board in the process leading to the construction of new facilities in South Calgary.

We thank you and look forward to your response.

Yours sincerely,

Louis Arseneault
Chair of the Board

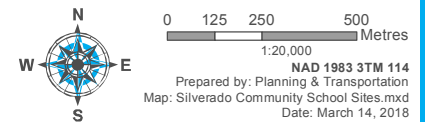
cc Daniel Therrien, Superintendent
Stéphan De Loof, Director, Facility Services and Planning

Calgary Board of Education

- ★ CBE School Site
- ✿ Existing CCSD School
- Existing CBE School
- ▬ CBE Boundary
- Water Body
- Greenspace

Attachment II School Sites in the Community of Silverado



0 125 250 500
Metres

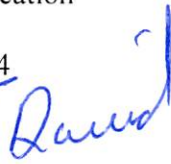
1:20,000
NAD 1983 3TM 114
Prepared by: Planning & Transportation
Map: Silverado Community School Sites.mxd
Date: March 14, 2018

MAY 30 2018

AR102303

Mr. David Stevenson
Chief Superintendent
Calgary Board of Education
1221 - 8 Street SW
Calgary AB T2R 0L4

Dear Mr. Stevenson:



I am pleased to respond to the April 26, 2018 letter from Trina Hurdman, Chair, Board of Trustees, to the Minister of Education requesting written approval for the disposition of lands jointly owned by the Calgary Board of Education (CBE) and the City of Calgary, described legally as Plan 071 3971; Block 16; Lot 2MSR.

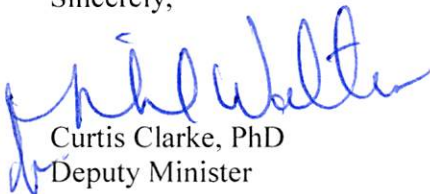
I understand that the CBE analyzed expected enrolment requirements and, in consultation with the Joint Use Co-ordinating Committee, approved the transfer of said lands to the Southern Francophone Education Region for the purposes outlined in their February 27, 2018 letter to the CBE.

I appreciate the collaboration between the boards, and in accordance with Section 200 (2) of the *School Act*, I approve the disposition of said lands to the Southern Francophone Education Region with respect to Plan No. 071 3971, entered and registered on August 9, 2007, instrument No. 071 399 350.

In entering into this agreement, please ensure your board complies with the *Disposition of Property Regulation AR 181/2010* and ensure that the final agreement indemnifies the school board from future liability arising from environmental responsibilities and other liabilities that may arise from this transfer.

If you have any questions, please contact Erin Owens, Director, Capital Planning South, at erin.owens@gov.ab.ca or 780-643-1455 (toll-free by first dialing 310-0000).

Sincerely,



Curtis Clarke, PhD
Deputy Minister

cc: Daniel Therrien, Superintendent, Southern Francophone Education Region



Board Chair

Trina Hurdman Wards 1 & 2

Vice-Chair

Marilyn Dennis Wards 5 & 10

Trustees

Althea Adams Wards 3 & 4

Lisa Davis Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

May 8, 2019

Honourable Adriana LaGrange
Minister of Education
228 Legislature Building
10800 - 97 Avenue
Edmonton, AB T5K 2B6

Dear Minister LaGrange:

I write on behalf of the Board of Trustees of the Calgary Board of Education (“CBE”) regarding the anticipated implementation of the new *Education Act* (“new Act”). The new Act provides a welcome change to the current legislative framework by placing students as the focal point of the system and by making parents, school boards and students all partners in education. We view the new Act as supporting the operational objectives of personalized learning and student success long sought to be achieved by the CBE and other school boards. Given the significant impact on student learning in Alberta, we highly recommend that you provide sufficient time to enable boards to provide input on any proposed regulations and to prepare for the ultimate implementation of the new Act.

Right of Access

The right of access to education in Alberta is critical to student success within our province. We welcome the opportunity provided in the Act for students to access education in a flexible way that supports high school completion. While we are supportive of students not leaving school until age 17, the extension to age 21 raises some practical considerations relating to resource allocation, programming and spaces for the CBE. The CBE anticipates that over 1,600 additional high school students may choose to remain in CBE high schools as a result of this change.

▪ **Funding Framework**

It is critical that these additional students be funded within a renewed funding framework that accounts for the increased numbers of students that will remain in the CBE, many of whom are likely to require specialized supports and services to achieve success.

We anticipate that complex learners, including those requiring highly specialized services and support will (at least initially) be the heavy users of the extended age provisions under the new Act. As a result, the extended age of access may have the unintended consequence of

shifting the core responsibility of supporting young adults with complex needs from the human services sector on to school districts.

To ensure the success of all students we recommend the province revise the funding formula to align with the overall direction, values and outcomes for inclusive education in Alberta. Currently the CBE's costs for supporting complex learners far exceeds current funding from the province. In 2017/2018 this funding gap was approximately \$80 million dollars. We encourage your government to revise the funding formula to address this gap and to provide for greater coherence between government initiatives that impact inclusion. This could include working with partners such as ministries (e.g. Health, Human Services, and Advanced Education) to provide for a continuum of specialized supports and services.

- **Space and Utilization Rates**

Space consideration is also a factor – the CBE overall utilization rate by enrolment is 85%. Moreover, the CBE high school utilization rate is at 88% and projections indicate this will exceed 100% in the next four years if no additional high schools are built for the CBE. Any additional spaces required for students up to the age of 21 would create additional pressures and would require immediate capital investments in new high school spaces in order to accommodate these students. We refer you to the CBE's 2020/2023 Capital Plan submissions and reiterate our request for construction approval of the North Calgary high school.

- **Completion Standards**

It is our understanding that the extended age of access is designed to support higher rates of high school completion. Accordingly, the Minister may wish to consider establishing standards of completion (i.e. certificate of achievement, certificate of school completion or diploma) so that students who have achieved the standards of completion would no longer be eligible for services under the new Act.

Student Residency

The Education Act will base student residency in a jurisdiction according to the student's place of residence rather than the parent's place of residence. In addition to having the potential to increase enrolment growth in CBE schools, this could also present logistical challenges with regards to student designations to schools and difficulty in determining eligibility for rebated or free transportation services. Appropriate procedures will need to be developed in order to ensure that the implementation is consistent with the intent of the Act.

Input on Regulations

Consistent with the spirit and intent of the *Education Act* to promote partnerships and allow for engagement, we look forward to providing input into the draft regulations prepared in support of the new Act. We believe school board voice is critical as the Minister develops new regulations in support of

this legislation. To that end we ask that you give school boards an opportunity to review and provide input on the draft regulations in a timely way to support effective implementation of the new legislative framework. Providing an early opportunity for engagement will ensure that you and your staff are aware of the funding and operational impacts prior to regulations coming into force.

Timelines for Implementation

The new Act provides school boards with broad authority to implement policies including but not limited to closure of schools, school fees, transportation, and disposition of property, all of which require engagement with the community and parents prior to implementation. The CBE will require time to plan to meet the programming and space needs generated by the increased number of students accessing education services by way of the new right of access, compulsory education, and student residence provisions of the new Act. In light of the announcement that the provincial budget will be adopted in the fall we are unable to do the planning and engagement required to adopt the new Act and any forthcoming regulations by mid-August 2019/2020 when a number of CBE modified calendar schools open. We encourage the Minister to consider a proclamation that brings the new Act and all regulations into force no earlier than September 2020 to allow Boards time to plan effectively.

We would appreciate having the opportunity to meet with you in order to discuss implementing the *Education Act* in a way that allows for input on regulations, provides sufficient and ongoing funding, and allows for adequate time to prepare for the implementation in a way that will best support student success.

Sincerely,



Trina Hurdman
Chair, Board of Trustees

cc: Christopher Usih, Chief Superintendent of Schools