

# public agenda

May 26, 2020  
12:00 p.m.

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

*In light of the Alberta Government's COVID-19 guidelines that gatherings should not exceed 15 people, and based on direction from the Chief Medical Officer of Health, this public Board meeting will be held online only. The meeting will be viewable by the public through our live stream (<https://www.cbe.ab.ca/about-us/board-of-trustees/Pages/Board-Meetings.aspx>).*

## 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.	<b>1   Call to Order, National Anthem and Welcome</b>			
	<b>2   Consideration/Approval of Agenda</b>		GC-2	
	<b>3   Awards and Recognitions</b>		GC-3	
	<b>4   Results Focus</b>			
	<b>5   Operational Expectations</b>			
	<b>6   Public Comment [ <a href="#">pdf</a> ]</b>		GC-3.2	
	Scheduled only when public comment request(s) comply with the requirements outlined in Board Meeting Procedures			
	<b>7   Matters Reserved for Board Information</b>			
	<b>8   Matters Reserved for Board Decision</b>	Board	GC-3	
8.1 Students Come First   Budget 2020-2021	Board	OE-5	Page 7-16 (May 19/20)	
<b>9   Consent Agenda</b>	Board	GC-2.6		



Time	Topic	Who	Policy Ref	Attachment
	9.1 Items Provided for Board Approval			
	9.1.1 Governance Culture and Board/Chief Superintendent Relationship Governance Policies - Board of Trustees' Annual Self-Evaluation <i>(THAT the Board approves the Board's self-evaluation report as developed during the evaluation workshop of April 29, 2020.)</i>		GC 1-9; B/CSR 1-5	Page 9-1
	9.2 Items Provided for Board Information		OE-7	
	9.2.1 Correspondence			Page 9-4
	<b>10   In-Camera Session</b>			
4:30 p.m.	<b>11   Adjournment</b>			
	<b>Debrief</b>	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](mailto:corpsec@cbe.ab.ca).

## report to Board of Trustees

### Students Come First | Budget Report for 2020-21

Date	May 19, 2020
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

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It is recommended:

THAT the Board of Trustees approves the 2020-21 budget as reflected in Attachment I and authorizes its submission to Alberta Education.

## 2 | Issue

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Section 139(2) of the *Education Act* requires that the Calgary Board of Education submit to Alberta Education, by May 31 of each year, a balanced budget approved by the Board of Trustees for the fiscal year beginning on the following September 1.

In accordance with the *Education 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 balanced budget. This means the proposed expenses do not exceed the projected revenues received by the Calgary Board of Education or from other identified funding sources such as reserves or unrestricted net assets.

The Board of Trustees' Operational Expectation OE-5: Financial Planning also states that 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, the Results priorities and any Operational Expectations goals for the year as set out in the Annual Summative Evaluation and that avoids fiscal jeopardy.

The 2020-21 budget has been prepared to satisfy the requirements of the above legislation and expectations.

## 3 | Background

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On Feb. 20, 2020, the government announced a new funding framework. This framework provides school boards with greater flexibility to allocate funding. The framework adjusted or combined a number of grants and changed the student enrolment formula calculation. In addition, changes to Program Unit Funding (PUF), Home Education, Summer School and elimination of the Regional Collaborative Service Delivery (RSCD) program changed how funding is allocated within the system, affecting the availability of funds.

On Jan. 14, 2020, the Board of Trustees directed Administration to balance the transportation budget using only provincial funding and parent fees. This frees up dollars in the overall CBE budget, but will mean changes in fees, service and bell times for schools and families.

On May 5, 2020, The CBE received confirmation of funding for the 2020-21 school year from Alberta Education. For the 2020-21 school year, we will receive an additional \$20.6 million over 2019-20.

On May 7, 2020, principals received the resource allocation method (RAM) based on our government funding expectations. Principals will finalize their school based budgets by the end of May and following our typical annual process, staffing adjustments will be made by the end of June.

## 4 | Analysis

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The CBE is moving to align its operations to the government's new funding framework. Some changes will be implemented this year. Other changes will be phased in over time. The budget is also developed with direction from Alberta Education, the CBE's Three-Year Education Plan and system priorities.

The goal is to create a sustainable model that results in a balanced budget without relying on one-time funding or reserves.



As always, the CBE prioritizes dollars and resources directly to students and classrooms. We continue to be committed to strong, vibrant, inclusive school communities where all students have the opportunity to achieve their potential. The budget development is guided by the CBE's values:

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

To develop the 2020-21 Budget, superintendents were tasked to formulate and lead all budget work. This included:

- providing full executive oversight of the budget process;
- considering the delivery of learning supports and services;
- obtaining input from Education directors, principals, and other system leaders; and
- making final recommendations to the Board of Trustees concerning all aspects of the 2020-21 Budget.

As part of the budget process, Administration prepares an informational report called the Budget Assumptions Report (BAR) for the Board of Trustees. The assumptions outlined in the report are the foundation for building the budget. The BAR was shared with the Board at the May 12, 2020 private board meeting.

The key highlights of the 2020-21 Budget, detailed in Attachment I are:

- Aligning services within the funding received and Alberta Education's direction on where funding can be allocated. We did receive an additional \$20.6 million over 2019-20, but we also expect to welcome 3,000 new students, open three new schools and face increases in many of our costs.
- The funding, when adjusted for dollars that used to flow through the RCSD, the net increase is \$14 million. This increase coupled with the changes to the funding framework and how enrolment is calculated, means overall funding per student is lower than previous years. Aligning services to the funding we receive will mean changes to how we support all students, including those with specialized learning needs. Budget and programming changes will have a corresponding impact on staff positions; there will be reductions in some areas and increases in others.

To achieve a balanced budget and align to the government's funding framework, the following strategies are being implemented. These strategies prioritize students and classrooms and move more resources into schools. Key changes include:

- Moving more certificated teachers and other certificated staff from the School Improvement service unit back into the classrooms and schools.
- Standardizing the Learning Leader position, an important leadership position in schools that supports the School Development Plan goals and supports assessment and reporting, across all schools.
- Adjusting the Dual Credit programs offered to high school students to focus on those high enrolment, high completion rate, lower costs, while maintaining the core mandate.
- Aligning to 5-years of government funding for English Language Learning (ELL) supports.

- Relocating the Kingsland Welcome Centre to the Education Centre for new Canadians and other school supports to reduce operating costs.
- Eliminating the Instructional Supplies and Material (ISM) Allocation in the RAM. Going forward, CBE will bulk buy supplies and parents will be charged a supplies fee to cover the cost of those supplies while working hard to keep parent fees as reasonable/cost-effective as possible while covering the cost of the services provided.
- Aligning Early Development Centre (EDC) and Kindergarten supports based on PUF grant changes. EDC sites will be adjusted from 16 individual EDC sites to 3 locations with multiple classrooms while continuing to serve as many students as possible (currently 250-290 students). Full day kindergarten will be maintained but other specialized supports to kindergarten programming will be adjusted to align to funding.
- Consolidating four outreach programs (Discovering Choices) into three locations while still supporting the same number of students.
- Adjusting transportation service levels and fees to align with Board of Trustees direction, government funding and mandated service levels. This year, transportation for students attending specialized classes will also be adjusted. Elementary schools impacted by the elimination of mid-day kindergarten bussing will be offered the choice between half day K or alternating full day K based on parent feedback.
- Adjusting specialized supports for students with complex learning needs. The RCSD (Regional Collaborative Service Delivery) model has changed and the funding is changing and is now included in the Specialized Learning Supports grant funding. This year, CBE will be allocating an additional \$2M in funding to meet the needs of our students while working on long term solutions and programming adjustments that fit within government funding.
- Redistributing dollars to schools that reflects student complexity. The CBE is working on an equity index that will be applied to how we allocate funding across our schools. This will be a phased implementation over four years.
- Adjusting school budget resource allocation (RAM). On average, school will see a 2% reduction in their school budget allocation.
- Aligning System Administration costs with the grant. Overall, administration costs will be cut by 10% and services adjusted accordingly. Our administrative costs are in line with government expectations and funding, align with other metro school boards in Alberta and are focused on supporting our students, schools and staff.

Further details are provided in Attachment I to this report.

## 5 | Financial Impact

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As required by law, the attached budget for 2020-21 is balanced through the use of a small draw on operating reserves.

For the first time in many years, the transportation budget is balanced using only provincial funding and parent fees as directed by the Board of Trustees on Jan.14, 2020.

The CBE will achieve a balanced position for the operating budget for 2020-21 after taking into account:

- projected revenues of \$1,375.0 million and operating expenditures of \$1,377.7 million resulting in a deficit of \$2.7 million; and
- planned capital spending of \$ 26.5 million.

## 6 | Implementation Consequences

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The attached budget report fulfills the requirement under OE-5 to provide a budget in summary format, one that is transparent and allows the Board to understand the relationship between the budget, the Results priorities and Operational Expectations.

## 7 | Conclusion

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This budget report is being presented to the Board of Trustees for approval and satisfies the requirements of OE-5. As required by the *Education Act*, the Calgary Board of Education must submit a balanced budget to Alberta Education by May 31 subject to approved by the Board of Trustees.

The CBE is committed to strong, vibrant, inclusive school communities where all students have the opportunity to achieve their potential. The 2020-21 budget is balanced and continues to prioritize dollars and resources directly to students and classrooms that align with the funding received within the government's new funding framework.



CHRISTOPHER USIH  
CHIEF SUPERINTENDENT OF SCHOOLS

### ATTACHMENTS

Attachment I: Students Come First Budget Report for 2020-21

### 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 | 2020-21



learning | as unique | as every student

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



Calgary Board  
of Education



# Budget Report 2020-21

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## Executive Summary

### 2020-21: A Year of Challenge and Opportunity

The 2020-21 school year will be a year marked with change, challenge and opportunity. School systems, including the CBE, will be operating in a world heavily impacted and influenced by the COVID-19 pandemic. The 2020-21 school year will also be the first year using the provincial government's new funding and assurance framework. The CBE is moving towards aligning its operations to the government's new funding framework. The goal is a sustainable approach that will allow the CBE to balance its budget without relying on one-time funding or resources.

### Sustainable Programs & Services Within Funding

The government's new funding framework is focused on reducing complexity and red-tape, simplifying school jurisdiction administration, and maximizing dollars available to directly support teaching and learning in the classroom while maintaining or enhancing student outcomes.

For the 2020-21 school year Alberta Education indicates the CBE's funding will increase by approximately \$20.6 million when compared to 2019-20 funding levels. After adjusting for the impacts of the former Regional Collaborative Service Delivery model, the increase is approximately \$14.0 million. That is a welcome increase within a growing system.

While funding has increased from the 2019-20 level, it remains approximately \$18.5 million lower than the funding provided in the 2018-19 school year. Over the same period, student enrollment has increased by approximately 5,300 students and the CBE will be operating three new schools.

The funding received to support the CBE's growing system will need to stretch further. We will need to think differently and find new ways of delivering programs and services within the dollars provided. The CBE believes that focused effort that aligns with the CBE values of: students come first; learning is our central purpose; and public education serves the common good will ensure that the CBE continues to provide a high quality public education to all students.

### Strategic Response to Optimizing Student Success

The CBE remains focused on optimizing student success in ways that are equitable, coherent and sustainable. This budget allows the CBE to move towards aligning its operations to the government's new funding framework. It also addresses some of the changes and challenges facing the CBE for 2020-21 and beyond. The goal is a sustainable approach that allows the CBE to balance its budget without relying on one-time funding or resources. This approach will be achieved over a number of years and will be guided by our values and our strategic planning beliefs (outlined in Appendix II).

The CBE proposes to build-out an updated continuum of programs, services and supports that continues to address the learning needs of all students in alignment with the government's funding and assurance framework. This continuum will ultimately serve students across the CBE, from our youngest students in preschool/EDC programs to returning Grade 12 students. The realization of this work will be over the next few years and support strong, safe, caring, welcoming and inclusive community schools.

Part of the solution is the Board of Trustee motion of Jan. 14, 2020 which requires student transportation services to balance using available government funding and parent fees. This direction means that service levels and fees must be adjusted to ensure more dollars remain available to directly support students and classrooms. The CBE believes this aligns with the government's direction under the new funding and assurance framework to maximize dollars in support of classrooms and teaching.

Given the economic realities in the province, the CBE is committed to ensuring fees remain as low and cost effective as possible. We will continue to balance providing students with access to programming enhancements with services that align to community expectations, at the lowest cost possible. It is important to note that CBE fees simply cover the direct costs of providing the specific enhancement or learning opportunity. The CBE does not make a profit on the fees charged.

As always, the CBE will retain a comprehensive fee waiver process to support those families who cannot pay to ensure that no student is denied access to their public education. For those families who do not to pay their fees, despite an ability to pay, the CBE will continue to maintain a collection process to ensure overall system fairness.

In addition to reviewing its programming, services and supports, the CBE is exploring how it can apply various equity factors within the Resource Allocation Method (RAM), the mechanism by which the CBE allocates funding to each school. Over the next few years, the CBE will be reallocating educational dollars across the system in a way that better addresses the unique equity characteristics of each school, its students and their home community. This innovative approach draws upon objective factors that are reflective of students and the achievement of educational outcomes. Given the significance of this change, the CBE plans to roll this new approach to equity out over the next four school years, beginning in 2020-21. This implementation timeline assists in moderating the impact of this funding shift by allowing schools sufficient time to adjust. This approach is key to our goal of optimizing student success across our system within the allocated resources.

## Looking to the Future

As Calgary and indeed, the world, moves through what are unprecedented times the CBE remains committed to our strong, vibrant, community schools to ensure all students have opportunities to achieve their potential.

## 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. Some strategies identified in the BAR were modified in response to new information and feedback between the presentation of the BAR and the date of this report. For example, the CBE received its final funding letter for Alberta Education on May 5<sup>th</sup>, 2020. The final Alberta Education funding manual for school jurisdictions was also made available on that date. This budget complies with the guidance provided by Alberta Education in all material respects.

### 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 continues to prioritize student learning while recognizing the reality of fiscal constraints and the integrated nature of services and supports across the system.

### Navigating a New Funding Framework

The 2020 -21 school year is the first year where school jurisdictions will operate fully under the government's new Funding and Assurance Framework for public



education in Alberta. In addition to the new framework, 2020-21 is the first of three years of capped public education funding.

The CBE's budget for 2020 – 21 seeks to align programs, services and supports with the government's new public education funding and assurance framework and resource levels. At the same time, the CBE is focused on maintaining, at a minimum, the quality of teaching and learning across all CBE schools.

Change	What does this mean
Funding model	<p>The new funding and assurance framework simplifies the number of grants from 36 to 15. The degree of changes to grants and structure within the funding model means that direct comparison to prior years is a challenge.</p> <p>Alberta Education indicates that total CBE funding for 2020-21 is up approximately \$20.6 million over 2019-20 funding levels. The incremental revenue calculation provided by Alberta Education does not adjust for funding related to the Regional Collaborative Service Delivery (RCSD) model in the 2019-20 comparative number. RCSD direct funding to the CBE for 2019-20 was approximately \$6.6 million. Total RCSD funding, both direct and indirect was in excess of \$10 million<sup>1</sup>.</p> <p>Accordingly, the actual CBE revenue increase for 2020-21 is approximately \$14.0 million in comparison to 2019-20 on a comparative basis.</p>
Funded enrolment	<p>Alberta Education has moved to a three year weighted moving average methodology to slow the growth in public education expenditures and to provide school jurisdictions with increased predictability in future funding. Please reference <a href="#">Section: Weighted Moving Average Calculation</a> for further information on the calculation.</p> <p>CBE projects growth in student enrolment for the next school year of approximately 3,076. As funding is weighted from both projections and past enrolment, there is a lag in funding when a school board is experiencing enrolment growth. This means in a growing school system, the funding for students attending in a given year is spread over a larger number of students. While funding grows, the growth rate is lower than what would have been the case in prior years when each student attracted incremental funding.</p>

<sup>1</sup> Previously, CBE collaborated with other school jurisdictions, Alberta Health Services and Child and Family Services, etc. in a Regional Collaboration Services Delivery (RCSD) to provide services for complex learning. A continuum of supports and services are provided through this collaboration. In the previous year, CBE received approximately \$7 million more in direct additional funding than it will receive this year for the services previously provided through the RCSD model.

	<p>The weighted moving average calculation is also a driver for the operations and maintenance targeted grant. <a href="#">Appendix V - Operations and Maintenance Targeted Grant</a></p>
<p>System administration funding is static</p>	<p>Funding for System Administration (formerly Board and System Administration) is now static at \$43,728,080, and will remain the same for the next three years. This is a reduction of approximately 10% or \$5.0 million from the Board and System Administration allocation included in budget 2019-20.</p> <p>Static system administration funding could hinder administrative efficiency and effectiveness within a growing system. For example, activities that could be completed more efficiently centrally may need to be performed by schools so that total system administration costs remain under the cap. Pushing administrative functions onto schools naturally reduces the time that school administration has to focus upon support for teaching and learning.</p> <p>The CBE will monitor this expenditure area closely so as to maximize resources available to support teaching and learning in classrooms.</p> <p><a href="#">Appendix VI: System Administration Targeted Grant</a></p>
<p>Fees regulation</p>	<p>As part of the 2019 – 20 fall budget, the province removed the grant that provided approximately \$18 million in Fee Replacement grants as part of Bill 1: <i>An Act to Reduce School Fees (Bill 1)</i>.</p> <p>Approximately \$10 million of the <i>Bill 1</i> grant funding was allocated directly to schools to reduce school fees for all families. Specifically, the CBE eliminated the former Instructional Supplies and Materials fee that was charged, on a sliding scale, from kindergarten through Grade 12.</p> <p>The remaining \$8 million in Bill 1 funding was used to support student transportation. This support came in the form of a rebate program for students accessing their school via Calgary Transit and an increase to service levels for all yellow bus riders.</p> <p>Given the <i>Bill 1</i> grant elimination, the CBE is assessing fees through its internal fees committee. The fees committee is tasked with ensuring CBE fees are aligned and compliant with requirements of the <i>Education Act</i> and related regulations.</p> <p>The CBE is working towards a modest Student Supplies fee for kindergarten through grade 9. This fee will provide all students with student specific consumable items to ensure seamless delivery of teaching and learning. The fee is</p>

	<p>approximately \$20 per student for kindergarten and \$40 per students for Grades 1 through 9.</p> <p>The CBE will work towards a balanced budget in regards to both the noon supervision and transportation fee. That is, no additional resources will be provided to support these programs beyond any Alberta Education funding and the related program fees.</p> <p>Affordability to parents and families is a key fee consideration. Please note, CBE fees do not contain a “profit” component. The fees charged reflect the actual cost of the good, service or benefit received by the student.</p>
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## COVID-19 Implications

At the time of writing this report, COVID-19 restrictions are in place. For budget preparation purposes, it was assumed that there will be no continuing impact from the situation on the 2020-21 school year. That said, with the situation being an unprecedented event, the CBE will continue to follow the province’s guidance and respond to direction provided. The budget put forth does not incorporate any potential impacts of COVID-19 on the 2020-21 school year. The CBE maintains modest operating reserves to address, in part, any unanticipated cost arising from COVID-19 or other unanticipated risks. Larger costs, if any, to address health and safety directions related to COVID-19 will necessitate discussion with Alberta Education.

## Budget Process & Timeline

### Process

The annual budget process at the CBE begins with planning the revenue and expenses needed to maintain program, services and supports at levels comparable to the immediately preceding prior year. Given the many variables at play, it is reasonable and expected to assume that there will be changes required to the CBE’s programs, services and supports to align with the government’s new funding and assurance framework and available resources.

Where projected expenses exceed projected revenues, adjustments to programs, services and supports are required. However, consistent with the CBE’s objective of investing the resources received for the benefit of students in the system in the same year, no one-time sources of revenue (reserves, etc.) have been included in this budget. The CBE believes this is a prudent approach to achieve ongoing sustainability.

## Timeline

The 2020-21 budget development process was similar to that in 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 provides 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 by the end of May.

The table below outlines the previous and next steps in the budget process:

Date	Event
Jan. 7, 2020	Board of Trustees approve 2019-20 Fall Budget
Jan. 14, 2020	Board mandates for balanced 2020-21 transportation budget
Feb. 28, 2020	Alberta Provincial Budget released
Mar-May, 2020	On-going system discussions, deliberation and strategic meetings
May 12, 2020	Budget Assumptions Report (BAR) presented to the Board
May 19, 2020	Budget Report presented to the Board
May 26, 2020	Budget Report presented to the Board for approval
May 30, 2020	Submission of the 2020-21 Budget to Alberta Education

## 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 report](#) informs the CBE's budget decisions.

In addition to the [2020-21 CBE Transportation Budget and Services Engagement Survey](#) completed, input was obtained from Education directors, principals and other system leaders to help inform strategies identified in 2020-21.

## 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 the CBE's nearly 250 schools.

To achieve this objective, the CBE:

- Prioritizes dollars and resources directly to students and classrooms aligned with the funding we receive.
- Commits to strong, vibrant, inclusive school communities where all students have the opportunity to achieve their potential.
- Maintains a focus on literacy and mathematics with job-embedded professional learning and support to Areas and school-based literacy and mathematics teams in every school.
- Focuses on improving academic achievement and well-being outcomes for Indigenous students. The CBE strategies focus on schools with the largest populations of Indigenous students. In addition, academic, attendance and parent engagement support along with staff professional learning is available to all CBE schools.
- Maintains a continuum of supports and services to students through inclusive practices in all schools. Where necessary and appropriate, the CBE provides specialized classes and unique/special setting schools to allow all students, including the most complex, vulnerable learners, to access programming to meet their educational needs.
- Continues to fund full day kindergarten at 16 locations across the district to support groups of students who would most benefit from targeted early learning experiences.
- Addresses equitable access to learning opportunities throughout the system in consultation with Principals and Education Directors to ensure a more equitable allocation of funding to schools, Areas and central support programs.
- Improves accessibility and instructional support to principals, school staff, students and families through our school support model. This model strives to be more responsive to the current and future needs of students and staff in schools as part of a collective system. The school support model will continue to adjust through the realignment of operational staff and resources to ensure the success of school improvement.

# Budget 2020-21

## Funding

Ultimately balancing the 2019-20 school year budget in the face of a \$32 million funding reduction was assisted by the ability to re-designate, on a one-time basis, Infrastructure Maintenance and Renewal (IMR) funding (up to \$15 million). In addition, the CBE re-purposed funds intended for capital expenditures (up to \$10 million) and used operating reserves (up to \$10 million). These are essentially one-time sources of funding which contributed approximately \$35 million towards the balanced 2019-20 budget.

The one-time sources of funding noted in the paragraph above are not available for 2020-21. Reserve balances are modest and the CBE has no indication that Alberta Education will allow further re-designation of IMR funding. Without the reallocation, IMR funds are being used as intended; ensuring schools are functioning for students and staff. As well, the long-term sustainability of CBE operations requires that it balance without recourse to one-time funding sources.

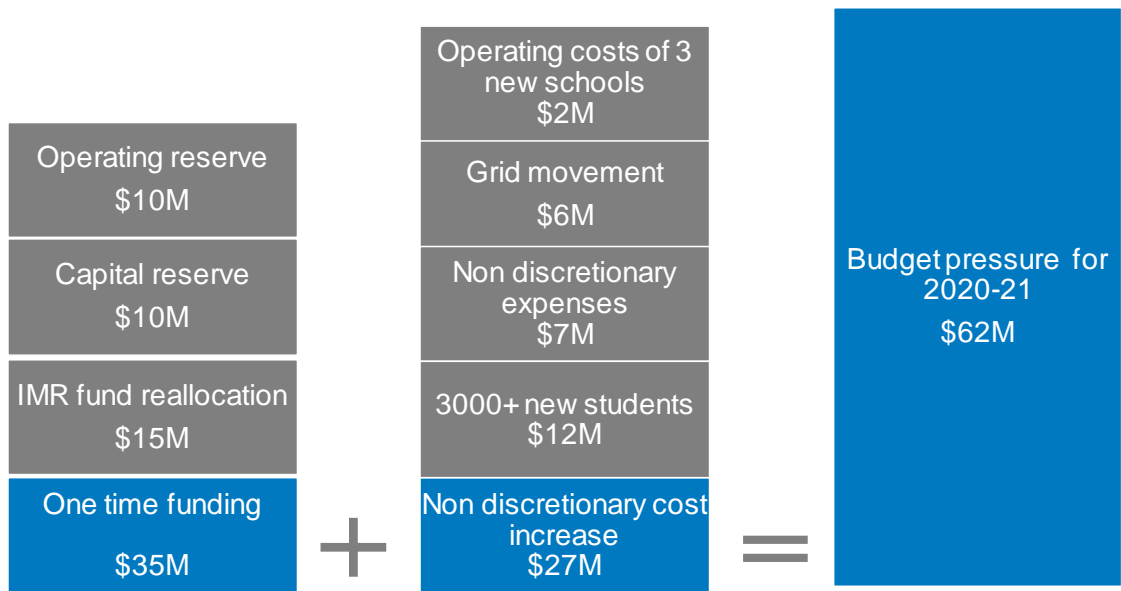
Accordingly, programs, services and supports need to be adjusted to eliminate the need for one-time funding sources and balance within the allocated resources. This requirement has been factored into the 2020-21 budget balancing process.

In addition to the one-time sources set out above, there are a range of additional costs associated with a growing public education system. Non-discretionary cost increases must also be factored into the CBE budget balancing for 2020-21. Based on current year programming, service and supports, an increase of approximately 3,000 students generates up to \$12 million in incremental costs. These costs include things such as additional teachers, education assistants and other school-based supports.

Non-discretionary costs, including things such as insurance, student records management, utilities, etc. totaled \$7 million. Given the nature of school jurisdictions, these costs are challenging to adjust in the short to medium term. The CBE continues to work with its partners in the public education space to drive out the best deals possible. The Urban School Insurance Consortium is one example of a sophisticated cost containment strategy that is shared across 14 of Alberta's larger school jurisdictions.

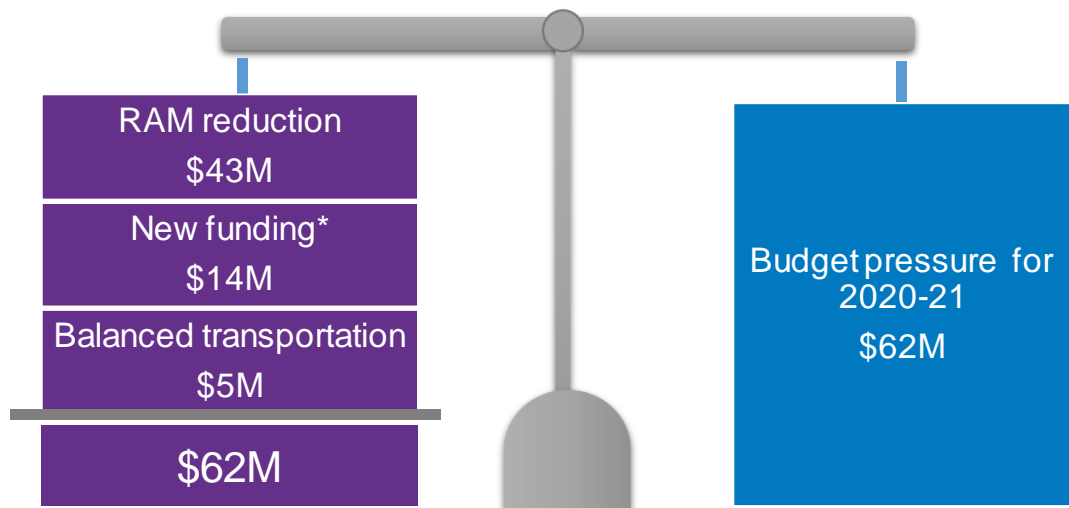
Grid movement for existing staff in accordance with collective agreements and employee terms and conditions is estimated to be \$6 million. Given that labour negotiations with the Alberta Teachers Association rests largely with the provincial government, the CBE will follow the lead of the province on salary and benefit issues.

Finally, the operating cost of three new schools, which includes non-discretionary public utility costs are anticipated to increase costs by approximately \$2 million.



The CBE plans to offset these pressures (totalling \$62 million) with the increase in funding received (\$14 million\*), program, service and support adjustments (\$43 million) and balancing the student transportation program (\$5 million).

### Matching programs, services and supports to allocated resources



\*Increase of \$20.6M, reduced by the adjustment of RCSD for \$6.6M

## Strategies to Adapt to the Resources Available

The CBE has examined a range of programs, services and supports in an effort to align the CBE's operations with the new funding and assurance framework and allocated funding. Changes, called "strategic levers" will be implemented to match service and supports to available funding. The following is a summary of the strategic levers incorporated into the budget. [Appendix II](#) provides additional detail on each strategic lever.

In addition to these strategic levers, the CBE has identified a range of other levers that will be reviewed and evaluated over the coming months for consideration in subsequent school years.

With what is expected to be essentially flat public education funding for the next three years, the CBE will need to continue to find ways to accommodate the cost of enrolment growth with little or no incremental funding.



Strategy	Impact
<i>Align program with funding</i>	
Reduction of the number and breadth of Dual Credit Programs offered to High School Students <ul style="list-style-type: none"> <li>▪ Adjusting the Dual Credit programs offered to high school students to focus on programs with high enrolment, high completion rate, lower costs, while maintaining the core mandate.</li> </ul>	<\$1M
English Language Learners (ELL) Years 6 and 7 <ul style="list-style-type: none"> <li>▪ Funding is provided for Years 1 through 5.</li> </ul>	<\$6M
Eliminate Instructional Supplies and Material (ISM) Allocation <ul style="list-style-type: none"> <li>▪ Going forward, CBE will bulk buy supplies and parents will be charged a supplies fee to cover the cost of those supplies while working hard to keep parent fees as reasonable/cost-effective as possible while covering the cost of the services provided.</li> </ul>	~\$10M
Reallocation of EDC and K supports based on PUF grant changes <ul style="list-style-type: none"> <li>▪ EDC sites will be adjusted from 16 individual EDC sites to 3 locations with multiple classrooms while continuing to serve as many students as possible (currently 250-290 students). Full Day kindergarten will be maintained but other specialized supports to kindergarten programming will be adjusted to align to funding.</li> </ul>	<\$7M
Close Discovering Choices (Bowness) <ul style="list-style-type: none"> <li>▪ Consolidating four outreach programs (Discovering Choices) into three locations while still supporting the same number of students.</li> </ul>	<\$1M
Previous RCSD funding now included in CBE funding framework <ul style="list-style-type: none"> <li>▪ CBE will be allocating an additional \$2M in funding to meet the needs of our students while working on long term solutions and programming adjustments that fit within government funding.</li> </ul>	Nil
Equity Re-distribution of RAM <ul style="list-style-type: none"> <li>▪ Redistributing dollars to schools that reflects student complexity. The CBE is working on an equity index that will be applied to how we allocate funding across our schools. This will be a phased implementation over four years.</li> </ul>	Nil
Overall RAM Reduction <ul style="list-style-type: none"> <li>▪ On average, school will see a 2% reduction in their school budget allocation.</li> </ul>	
<i>Increase teaching resources available in CBE schools</i>	
Deployment of Certificated Teachers from School Improvement <ul style="list-style-type: none"> <li>▪ Moving more certificated teachers and other certificated staff from the School Improvement service unit back into the classrooms and schools.</li> </ul>	<\$5M
Learning Leaders Standardization <ul style="list-style-type: none"> <li>▪ An important leadership position in schools that supports the School Development Plan goals and supports assessment and reporting, across all schools.</li> </ul>	~\$1M
<i>Reduce non-classroom costs</i>	
Close Kingsland Facility and Relocate Welcome Centre staff and services to the Education Centre	<\$1M
Balance Transportation <ul style="list-style-type: none"> <li>▪ This year, transportation for students attending specialized classes will also be adjusted. Elementary schools impacted by the elimination of mid-day kindergarten bussing will be offered the choice between half day K or alternating full-day K based on parent feedback.</li> </ul>	~\$5M

## Enrolment

Enrolment can be described in two different ways.

### Enrolment - Headcount

This represents the number of students that come to CBE schools each year

	K	Gr 1	Gr 2	Gr 3	Gr 4-9	Gr 10	Gr 11	Gr 12
AM	1	1	1	1	6	1	1	1
PM	1							

In this method of student count, we would have a total of **14** students, 2 in kindergarten and 12 for grades 1 - 12

### Enrolment - FTE

Most kindergarten classes are half day, therefore counts the student as a half an enrolment

	K	Gr 1	Gr 2	Gr 3	Gr 4-9	Gr 10	Gr 11	Gr 12
AM	0.5	1	1	1	6	1	1	1
PM	0.5							

In this method of student count, we would have a total of **13** students, 1 in kindergarten and 12 for grades 1- 12

The CBE has a student population that consists of funded and unfunded students based on the definitions provided by Alberta Education.

When the CBE is forecasting the number of students for the following school year, both funded and unfunded students are taken into account. The CBE provides education services to students regardless of funded status by Alberta Education.

The new funding and assurance framework implemented by Alberta Education moves from funding the actual number of funded students to a weighted moving average (WMA) approach that calculates a number of funded enrolment – FTEs. A funding rate is then applied to the calculated funded enrolment – FTEs to determine the amount of funding the CBE receives for the school year.

## Weighted Moving Average Calculation

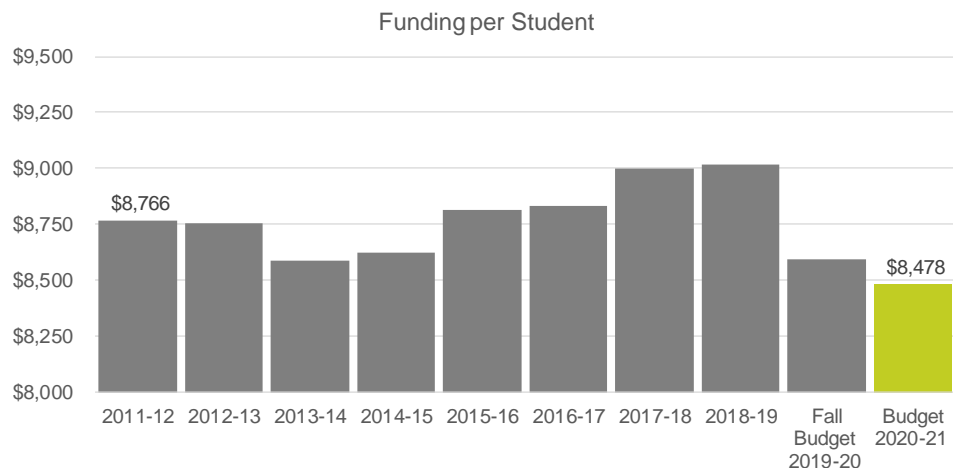
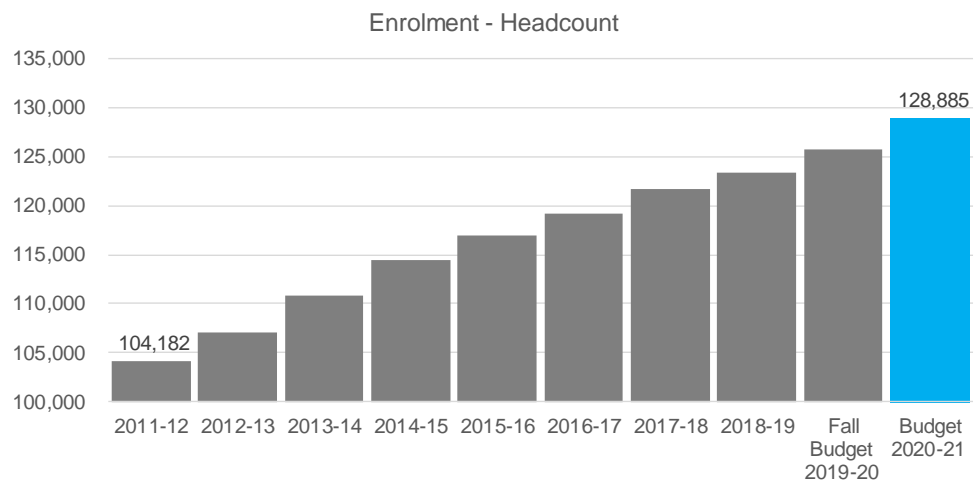
The move to a Weighted Moving Average (WMA) approach to funding public education is a significant change.

As noted above, the WMA is a calculation which uses Funded Enrolment – FTE multiplied by a funding rate to determine the funding the CBE receives. This method uses prior year funded Enrolments – FTE and projected Enrolment – FTE to calculate the WMA over a three-year period.

For the 2020-21 school year, the WMA considers the Funded Enrolment – FTEs for 2018-19 (at 20 percent), 2019-20 (at 30%), and projected enrollment for 2020-21 (at 50%).

With the change in funding from actual enrolment to a three-year WMA, Alberta Education has also eliminated the fall adjustment cycle for school year funding. Under the three-year WMA approach, school jurisdictions must manage all risk associated with growth in enrolment beyond that included in the WMA calculation. The three-year WMA calculation for the CBE in 2020-21 is as follows:

	2018-19	2019-20	2020-21	Total WMA Enrolment
Enrolment used	Funded Enrolment - FTE	Funded Enrolment - FTE	Funded Enrolment - FTE	
Weighting for WMA	20%	30%	50%	
Contribution to total	23,280	35,805	61,255	<b>120,340</b>
Projected Student Headcount 2020-21				<b>128,885</b>



Funding per student is the total of all Alberta Education funding less certain targeted funds. These targeted funds include: Alberta Teachers Retirement Fund (ATRF), Transportation targeted grant, Infrastructure Maintenance and Renewal (IMR) and expended deferred capital revenue (EDCR). Funds targeted for system administration and operations and maintenance are included in the calculation.

## Revenue



	Budget 2020-21		Fall Budget 2019-20	
	\$000s	%	\$000s	%
Government of Alberta	1,269,476	92.3%	1,255,521	93.3%
Fees	59,616	4.3%	49,157	3.7%
Other sales and services	23,898	1.7%	20,298	1.5%
Other revenue	22,028	1.6%	21,297	1.6%
<b>Revenue</b>	<b>1,375,018</b>	<b>100.0%</b>	<b>1,346,273</b>	<b>100.0%</b>

Alberta Education provides nearly 93 per cent of the funding received by the CBE. This current budget report shows the total dollars provided by Alberta Education and confirmed in the funding letter of May 5, 2020. [Appendix VII – Funding Commitment Letter for the 2020-21 School Year](#). Additional information regarding definitions for revenue categories can be found in the [Appendix VIII - Account/Block Descriptions](#).

## Fees

### Student Supplies Fee

For the 2020-21 school year the CBE is eliminating an allocation within the Resource Allocation Method that provided schools with dollars to support instructional supplies and materials (ISM).

Previously the CBE charged a mandatory ISM fee to all students in kindergarten through Grade 12. This fee was on a sliding scale that ranged from \$15 for kindergarten to more than \$100 at the high school level.

When the former government implemented its Bill 1: An Act to Reduce School Fees it provided grant funding that the CBE was able to use to eliminate the ISM fee. Rather than collecting a fee, schools were provided with funding directly through the RAM. Parents paid less and schools were able to provide necessary students supplies.

For the 2020-21 school year, several things have changed. First, government has eliminated the grant funding previously provided. Second, the Education Act and related fee regulations prohibit the charging of a fee for instructional supplies and materials. Taken together, these two factors necessitated change.

Accordingly, for the next school year the CBE will implement a student supplies fee for kindergarten through Grade nine. This fee will cover the cost of individual student supplies (pens, pencils, crayons, glue, etc.) consumed by students over the course of the school year. The fee will be approximately \$20 for kindergarten and \$40 Grades 1 through 9. At the time of writing this report, engagement and discussion continue to confirm details on determining the fees and supporting processes.

Additional details for noon supervision, transportation, school supply program fees can be found in [Appendix IX: Fees](#)

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 to ensure it achieves the Board of Trustees expectation that the student transportation program balances to Alberta Education transportation funding and related transportation fees. Note, the transportation fee and the related levels of service have the most material impact on overall transportation cost. The CBE also anticipates further student transportation guidance from Alberta Education in the coming year.

## Resource Allocation Method Summary by Major Allocation

Resources are allocated to schools via a mechanism called the Resource Allocation Method (RAM). The RAM allocation is the yearly school budget.

	Budget 2020-21		Fall Budget 2019-20		Change	
	RAM	Enrolment Headcount	RAM	Enrolment Headcount	RAM	Enrolment Headcount
	in \$000s		in \$000s		in \$000s	
K-Gr3	137,067	38,685	186,488	38,548	(49,421)	137
Gr 4-6	111,688	28,893	110,277	28,926	1,411	(33)
Gr 7-9	114,658	28,519	107,098	27,042	7,560	1,477
Gr 10-12	127,044	32,788	116,643	31,293	10,401	1,495
Basic school staff allocation	70,125		74,656		(4,531)	
Contract absences, short term	11,851		14,468		(2,617)	
Alberta Teacher's Retirement Fund	71,377		73,089		(1,712)	
Other equity factors plus specialized classes	260,209		233,610		26,599	
<b>Total</b>	<b>904,019</b>	<b>128,885</b>	<b>916,329</b>	<b>125,809</b>	<b>(12,310)</b>	<b>3,076</b>

Note - Fall Budget 2019-20 includes IMR redeployed funding to retain temporary teachers

Schools are provided resources through the RAM to meet student learning outcomes. There are a number of factors that influence the RAM and the related allocation to each school. Some of these factors include: enrolment, classroom complexity, and equity. The RAM is designed to allocate resources equitably, not equally, while providing choice to school administration (the principal) in the assignment and deployment of those resources to meet the unique learning needs of all students within each school. RAM allocations are not specific to any one student in the school. Rather, the RAM allocation is designed to support the needs of all students within a particular school.

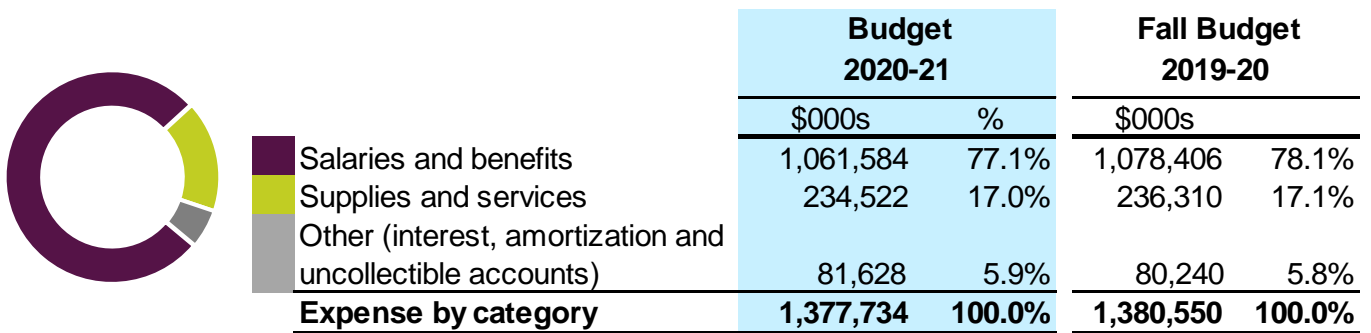
The entire CBE supports student learning. While the vast majority of funds are allocated directly to schools via the RAM, the CBE provides a wide range of school and instruction supports that are administered centrally on behalf of schools. This approach is taken as it is more efficient and effective to provide some programs,

services and supports at a system level rather than at the individual school level. Having some resources at the Area and central level allow for a better matching of resources to needs.

## Expense

Expenditures are classified into two categories: Block and Type. The same cost can be summarized in different manners. As an example, salaries and benefits for a teacher and accounts payable clerk will be recognized as “Salaries and Benefits”. The teacher’s salaries and benefits will be classified as an “Instruction” block and the clerk’s under “System administration”).

### Summary by type



- Additional information regarding definitions for expense categories can be found in [Appendix VIII](#).
- Salaries and benefits will continue to experience planned grid movement. The CBE continues to maintain a freeze on the Chief Superintendent and Superintendents’ salaries since 2017. They are frozen with no grid movement or other bonus type payments. Trustee remuneration also continues to be frozen.
- Amortization, as required by accounting guidelines, will continue based on historical capital spending patterns and is not able to be effectively reduced in the short to medium-term.

## Summary of Expenses by Service Units

Total expenditures of the CBE is summarized by service units below.

	Budget	Fall	Change	Salaries & Benefits	Supplies & Services	Other	Budget	Fall Budget	Increase/Decrease
	FTE	Budget					2020-21	2019-20	
		FTE					in \$000s		
	2020-21	2019-20							
Schools and Areas	9,124	9,359	(235)	959,214	81,117	15	1,040,346	1,049,690	(9,344)
School Improvement	202	230	(29)	29,160	3,662	112	32,934	34,936	(2,002)
Corporate Service Unit Budgets	16	16	-	11,181	136,378	73,143	220,702	212,736	7,966
Facilities and Environmental Services	209	208	1	22,400	8,319	2,915	33,634	33,274	360
Finance and Technology Services	184	184	-	22,694	1,047	5,378	29,119	29,145	(26)
Human Resources	104	103	1	12,099	1,662	31	13,792	13,516	276
Communications and Engagement Services	20	20	-	2,417	935	-	3,352	3,424	(72)
General Counsel	11	11	-	1,491	91	33	1,615	1,634	(19)
Chief Superintendent	3	3	-	509	242	-	751	801	(50)
Board of Trustees	7	7	-	419	1,069	-	1,488	1,393	95
<b>Total</b>	<b>9,880</b>	<b>10,141</b>	<b>(262)</b>	<b>1,061,584</b>	<b>234,522</b>	<b>81,627</b>	<b>1,377,733</b>	<b>1,380,550</b>	<b>(2,817)</b>

Within the chart above, there are corporate costs that are managed by respective service units on behalf of the organization. These costs are largely non-discretionary, at least in the short to medium term, as they cannot be easily reduced without significant impact to CBE operations. Specific service units are responsible for monitoring these costs and thus have these items included in their budget. As these costs are incurred for the entire system, they are grouped and presented together here as 'corporate accounts' for illustrative purposes. Below is an overview of some activities which are typically incurred in corporate accounts, including:

Managing Unit	Corporate costs examples
Communications and Engagement Services	Facilitating community engagement services (high school engagement, etc.), corporate partnerships.
Facilities and Environmental Services	Utilities, amortization, insurance, student transportation (charter buses, Handi-bus, taxis), maintenance, repair costs, etc.
Finance Technology Services	Technology licenses, subscription and fees, amortization for board funded assets, etc.
General Counsel	External legal counsel fees, settlement costs, etc.
Human Resources	Professional Improvement Fellowship (in accordance with the ATA Collective Agreement), secondments, staff development funds, etc.
School Improvement	Programs supporting suicide prevention and therapeutic intervention, the budget for Calgary Police Services school resource officers, and amortization for student information systems.
Education Matters	In accordance with Public Sector Accounting Standards, EducationMatters is consolidated for the CBE's financial reporting purposes.

Additional detailed information on individual service units can be found in

[Appendix X – Expenses by Service Unit](#)

	Chief Superintendent Office	Communication and Engagement Services	Corporate Revenue	Facilities and Environmental Services	Finance and Technology Services	General Counsel	Human Resources	School Improvement	Education Matters	Total
<b>Expenses</b>										
Certificated salaries and benefits	-	-	-	-	1,457	-	4,301	37	-	5,795
Non-certificated salaries and benefits	-	113	-	1,488	2,393	-	816	23	552	5,386
Dues and fees	-	5	-	-	-	-	593	-	-	598
Rental equipment and facilities	-	-	-	10,488	-	-	40	-	39	10,567
Maintenance and repairs	-	-	-	19,141	5,121	-	47	-	-	24,309
Insurance	-	-	-	8,166	-	-	-	-	-	8,166
Professional services	-	195	-	4,211	2,935	832	3,041	1,688	69	12,970
Utilities	-	-	-	23,443	4,014	-	-	-	-	27,457
Transportation charges	-	-	-	46,570	-	-	-	-	-	46,570
Other supplies	500	10	-	-	2,378	-	1,438	407	999	5,732
Minor equipment	-	-	-	-	9	-	-	-	-	9
Amortization	-	-	-	49,315	13,357	-	-	2,392	10	65,075
Interest and finance charges	-	-	-	-	1,774	-	-	-	-	1,774
Other (uncollectible accounts)	-	-	6,150	-	144	-	-	-	-	6,294
<b>Total expenses</b>	<b>500</b>	<b>323</b>	<b>6,150</b>	<b>162,823</b>	<b>33,582</b>	<b>832</b>	<b>10,275</b>	<b>4,548</b>	<b>1,669</b>	<b>220,702</b>



## Expense by Block

Expense by Block						
\$000s						
	Instruction	Operations and Maintenance	Transportation	System Administration	External Services	Total
Salaries and benefits	957,385	60,532	1,153	19,218	23,295	1,061,583
Supplies and services	103,839	56,571	47,141	21,451	5,520	234,522
Other	18,121	53,665	3,133	3,003	3,707	81,629
<b>Total Budget 2020-21</b>	<b>1,079,345</b>	<b>170,768</b>	<b>51,427</b>	<b>43,672</b>	<b>32,522</b>	<b>1,377,734</b>
% of total	78%	12%	4%	3%	2%	100%
Fall Budget 2019-20	1,089,776	160,026	50,537	48,988	31,223	1,380,550
<b>Change</b>	(10,431)	10,742	890	(5,316)	1,299	(2,816)

- Additional information regarding definitions for block categories can be found in [Appendix VIII](#).
- 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 type and block.
- System Administration (referred to as Board and System Administration in prior years) is a targeted grant whereby any expenditures that exceed the allotted amount, will be deducted by Alberta Education from the targeted grant in the following school year. The current grant is set at a fixed amount for the next three years. In previous years, Board and System Administration was capped at no more than 3.6 per cent of expenditures.
- The CBE is within the allotted grant for System Administration for the 2020-21 school year.

## Staffing

It is anticipated that 86 per cent of staff will be in school based positions with the remaining 14 per cent comprising non-school based support staff and facility operations staff. This is in keeping with previous year staffing allocations. Staffing decisions will be refined in the fall once the school year begins, school-based administration (the school principal) has can complete adjusting their staffing plans for the 2020-21 school year.

	Budget 2020-21		Fall Budget 2019-20		Change
	FTE	% of Total	FTE	% of Total	
School Based Staff	8,518	86%	8,754	86%	(235)
Non School Based Staff	1,361	14%	1,388	14%	(27)
<b>Total</b>	<b>9,880</b>	<b>100%</b>	<b>10,142</b>	<b>100%</b>	<b>(262)</b>

- Further detail of the staff composition for school based and non-school based staff is shown below.

	Budget 2020-21		Fall Budget 2019-20		Change
	FTE	% of Total	FTE	% of Total	
<b>School Based Staff</b>					
Certificated Staff	6,425	75%	6,661	76%	(236)
Non Certificated Staff	2,094	25%	2,093	24%	1
<b>Subtotal</b>	<b>8,518</b>	<b>100%</b>	<b>8,754</b>	<b>100%</b>	<b>(235)</b>
<b>Non School Based Staff</b>					
Certificated Staff	120	9%	125	9%	(5)
Non Certificated Staff	1,242	91%	1,264	91%	(22)
<b>Subtotal</b>	<b>1,361</b>	<b>100%</b>	<b>1,388</b>	<b>100%</b>	<b>(27)</b>
<b>Grand Total</b>	<b>9,880</b>		<b>10,142</b>		<b>(262)</b>

- Additional information regarding definitions for staffing categories can be found in [Appendix XI: Staffing](#).

## 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), new school commissioning, and 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.

In 2020-21, the CBE will set aside \$26.5M for use under board funded capital. This is an increase from 2019-20, where \$10M was removed from budget available for board funded capital to assist with balancing the budget.

The current board funded capital plan includes projections of costs for two years in addition to the 2020-21 budget year; however, approvals are made on an annual basis to correspond with the government budget approval cycle. Approved capital projects increase amortization expense once placed into operation. Accordingly, capital plan spending can impact CBE operating expenditures.

By way of example, board-funded capital can be used to purchase in-classroom technology (tablets, desk-tops, lap-tops, digital displays, etc.), enhancements or replacement of enterprise systems (payroll, human resources management, financial systems, student record systems, facility management systems), replacement furniture for schools, entry way matting, core technology upgrades (servers, switches, wireless endpoints, etc.) and the like. Board funded capital is a critical component of a schools jurisdictions spending in support of student learning.

## 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, 2020.

## Reserves

The modest balances of operating and capital reserves levels limit the CBE's ability to respond to any significant changes for the 2020-21 budget year.

The CBE will closely monitor next year's activities to identify any developments that may require access to reserve funds. Generally speaking, the use of reserves is the last option after the CBE has explored all in-the-year spending adjustment options. The CBE currently anticipates it will carry \$2.7 million as a pressure during the year. In the unlikely event that the necessary savings cannot be achieved over the course of the school year, a draw from operating reserves to offset the budgeted deficit for 2020-21 school year would be required. That said, carrying a very modest pressure ensure the CBE maximizes resources available to support school-based teaching and learning.

As per the updated guidance in Bill 5, the Fiscal Measures and Taxation Act, the CBE will be required to seek a Ministerial approval from Alberta Education for this withdrawal from operating reserves. A request has been made at this time as required, however CBE plans to address the deficit by means of cost savings through the year.

	<b>Anticipated reserve balance Aug 31, 2020</b>	<b>Planned Use</b>	<b>Anticipated reserve balance Aug 31, 2021*</b>	<b>% of spring budgeted expenses</b>
Operating reserves	11,665	(2,716)	8,949	0.7%
Capital reserves	5,732	-	5,732	0.4%
<b>Total reserves</b>	<b>17,397</b>	<b>(2,716)</b>	<b>14,681</b>	<b>1.1%</b>

\*CBE will continue to re-evaluate spending levels in 2020-21 to offset the remaining deficit. If achieved, additional draws from reserves would be mitigated in the 2020-21 school year

Operating reserves are surpluses from prior years that may be used as a one-time funding source for any purpose (subject to Ministerial approval).

Capital reserves are surpluses from prior years that have been designated as one-time funding source for capital purposes (subject to Trustees' approval).

## Conclusion

The CBE will work to align with the new funding model and ensure resources match the funding available.

Maximizing the dollars directed to the classroom to support student results remains the top priority. The CBE, working with students, families, stakeholders, and Alberta Education, will continue to provide the best public education programs and supports possible within the financial resources made available.

The CBE is committed to strong, vibrant, inclusive school communities where all students have the opportunity to achieve their potential. The 2020-21 budget is balanced and continues to prioritize dollars and resources directly to students and classrooms that align with the funding received within the government's new funding framework.

## Appendices

### Appendix I – Budget Report (Submission to Alberta Education)

**BUDGET  
REPORT  
FOR THE YEAR ENDING AUGUST 31, 2021**

[Education Act, Sections 139(2)(b) and 244]

**3030 The Calgary School Division**

Legal Name of School Jurisdiction

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

Contact Address, Telephone & Email Address

**BOARD CHAIR**

\_\_\_\_\_  
Name

\_\_\_\_\_  
Signature

**SUPERINTENDENT**

Mr. Christopher Usih  
\_\_\_\_\_  
Name

\_\_\_\_\_  
Signature

**SECRETARY TREASURER or TREASURER**

Mr. Bradley Grundy  
\_\_\_\_\_  
Name

\_\_\_\_\_  
Signature

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

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		green cells: populated based on information previously submitted					white cells: within text boxes REQUIRE the input of points and data.			
17										
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19										
20	<b>HIGHLIGHTS, PLANS, ASSUMPTIONS AND RISKS SUMMARY- 2020/2021 BUDGET REPORT</b>									
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	<b><u>Budget Highlights, Plans &amp; Assumptions:</u></b>									
26										
27										
28	The CBE will align sustainable programs, supports and services within funding									
29	The CBE will increase teaching resources available in CBE schools									
30	The CBE will reduce non classroom costs									
31	The CBE has assumed the funding confirmed in the funding letter for 2020-21 will not change									
32	The CBE has assumed overall enrolment - headcount will increase by 3,076 for a total of 128,885 in 2020-21.									
33	The CBE has assumed no incremental dollars will be provided for any changes in student population or mix, until the 2021-22 school year									
34	The CBE will continue to follow the province's guidance and respond to direction provided. The budget put forth does not incorporate any potential impacts of COVID-19 on									
35	the 2020-21 school year. The CBE maintains modest operating reserves to address, in part, any unanticipated cost arising from COVID-19 or other unanticipated risks. Larger									
36	costs, if any, to address health and safety directions related to COVID-19 will necessitate discussion with Alberta Education									
37	The CBE will balance the transportation budget using government funding and fees charged to parents. No central dollars will be allocated to support student transportation									
38	costs									
39	The CBE's system administration expenses will be compliant with the funding provided by the targeted grant from the government									
40	The CBE assumes the System Administration targeted grant will remain the for the next three school years at \$43.7million									
41	Although the CBE plans to offset the budgeted deficit with a carried pressure for the 2020-21 school year, in compliance with regulations set, the CBE will be requesting the									
42	use of unrestricted operating reserves should the budgeted pressure not be alleviated throughout the 2020-21 school year									
43	Given that labour negotiations with the Alberta Teachers Association rests largely with the provincial government. The CBE will follow the government's lead collective									
44	agreement negotiations									
45	The CBE will implement a student supplies fee for kindergarten through Grade nine. This fee will cover the cost of individual student supplies (pens, pencils, crayons, glue,									
46	etc.) consumed by students over the course of the school year. The fee will be approximately \$20 for kindergarten and \$40 Grades 1 through 9. The CBE does not make a									
47	profit on fees charge.									
48										
49	<b><u>Significant Business and Financial Risks:</u></b>									
50										
51	- Under the three-year WMA approach, school jurisdictions must manage all risk associated with growth in enrolment beyond that included in the WMA calculation. If a more									
52	students attend CBE schools than planned, programs, supports and services may have to be adjusted to stay within available funding.									
53	- School operations begin in mid-August and ramp up quickly as of the beginning of September. Any material changes to the number of students can affect the CBE budget									
54	and can be difficult to implement and may impose significant disruption on students and classrooms									
55	- While transportation costs are balanced with funding and fees, there is a risk that costs will rise in order to accommodate increased riders and complex transportation needs									
56	- 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									
57	with significant complexity there is likely to be increased operational pressures across the CBE to accommodate these students									
58	- The CBE will retain a comprehensive fee waiver process to support those families who cannot pay to ensure that no student is denied access to their public education. For									
59	those families who do not to pay their fees, despite an ability to pay, the CBE will continue to maintain a collection process to ensure overall system fairness. With the									
60	complex economic environment ahead for Calgarians, there is a risk waivers could be higher than anticipated.									
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**BUDGETED STATEMENT OF OPERATIONS**  
for the Year Ending August 31

	Approved Budget 2020/2021	Fall Budget Update 2019/2020	Actual Audited 2018/2019
<b>REVENUES</b>			
Government of Alberta	\$ 1,269,475,000	\$ 1,255,521,000	\$ 1,288,251,000
Federal Government and First Nations	\$ 3,012,000	\$ 2,990,000	\$ 2,698,000
Out of province authorities	\$ -	\$ 0	\$ 0
Alberta Municipalities-special tax levies	\$ -	\$ 0	\$ 0
Property taxes	\$ -	\$ 0	\$ 0
Fees	\$ 59,616,000	\$ 49,156,000	\$ 43,627,000
Other sales and services	\$ 23,898,000	\$ 20,298,000	\$ 28,874,000
Investment income	\$ 2,421,000	\$ 3,401,000	\$ 3,837,000
Gifts and donations	\$ 9,568,000	\$ 7,386,000	\$ 9,536,000
Rental of facilities	\$ 4,301,000	\$ 4,444,000	\$ 4,211,000
Fundraising	\$ 2,350,000	\$ 2,700,000	\$ 2,524,000
Gains on disposal of capital assets	\$ -	\$ 0	\$ 110,000
Other revenue	\$ 377,000	\$ 377,000	\$ 1,047,000
<b>TOTAL REVENUES</b>	\$ 1,375,018,000	\$ 1,346,273,000	\$ 1,384,715,000
<b>EXPENSES</b>			
Instruction - Pre K	\$ 3,134,000	\$ 12,250,000	\$ 10,972,000
Instruction - K to Grade 12	\$ 1,076,211,000	\$ 1,077,526,000	\$ 1,082,021,000
Operations & maintenance	\$ 170,768,000	\$ 160,026,000	\$ 161,616,000
Transportation	\$ 51,427,000	\$ 50,537,000	\$ 52,632,000
System Administration	\$ 43,672,000	\$ 48,988,000	\$ 48,054,000
External Services	\$ 32,522,000	\$ 31,223,000	\$ 32,898,000
<b>TOTAL EXPENSES</b>	\$ 1,377,734,000	\$ 1,380,550,000	\$ 1,388,193,000
<b>ANNUAL SURPLUS (DEFICIT)</b>	(\$2,716,000)	(\$34,277,000)	(\$3,478,000)

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

	Approved Budget 2020/2021	Fall Budget Update 2019/2020	Actual Audited 2018/2019
<b>EXPENSES</b>			
Certificated salaries	\$ 667,245,000	\$ 667,217,000	\$ 675,065,000
Certificated benefits	\$ 129,032,000	\$ 147,858,000	\$ 144,981,000
Non-certificated salaries and wages	\$ 212,594,000	\$ 208,749,000	\$ 210,474,000
Non-certificated benefits	\$ 52,713,000	\$ 52,564,000	\$ 49,556,000
Services, contracts, and supplies	\$ 234,522,000	\$ 224,467,000	\$ 232,236,000
Capital and debt services			
Amortization of capital assets			
Supported	\$ 47,173,000	\$ 45,058,000	\$ 43,476,000
Unsupported	\$ 26,362,000	\$ 28,161,000	\$ 26,943,000
Interest on capital debt			
Supported	\$ -	\$ 24,000	\$ 52,000
Unsupported	\$ 469,000	\$ 409,000	\$ 411,000
Other interest and finance charges	\$ 1,330,000	\$ 1,165,000	\$ 863,000
Losses on disposal of capital assets	\$ -	\$ 0	\$ 0
Other expenses	\$ 6,294,000	\$ 4,878,000	\$ 4,136,000
<b>TOTAL EXPENSES</b>	\$ 1,377,734,000	\$ 1,380,550,000	\$ 1,388,193,000

**BUDGETED SCHEDULE OF PROGRAM OPERATIONS  
for the Year Ending August 31**

REVENUES	Approved Budget 2020/2021								Actual Audited 2018/19
	Instruction			Operations and Maintenance	Transportation	System Administration	External Services	TOTAL	TOTAL
	Pre K - PUF	Pre - K non PUF	K - Grade 12						
(1) Alberta Education	\$ 3,134,000		\$ 1,001,063,000	\$ 161,156,000	\$ 37,406,000	\$ 43,728,000		\$ 1,246,487,000	\$ 1,245,661,000
(2) Alberta Infrastructure	\$ -		\$ -	\$ 22,519,000	\$ -	\$ -		\$ 22,519,000	\$ 41,608,000
(3) Other - Government of Alberta	\$ -		\$ 160,000	\$ -	\$ -	\$ -		\$ 160,000	\$ 604,000
(4) Federal Government and First Nations	\$ -		\$ 1,137,000	\$ -	\$ -	\$ 30,000	\$ 1,845,000	\$ 3,012,000	\$ 2,698,000
(5) Other Alberta school authorities	\$ -		\$ 294,000	\$ 15,000	\$ -		\$ -	\$ 309,000	\$ 378,000
(6) Out of province authorities	\$ -		\$ -	\$ -	\$ -		\$ -	\$ -	\$ -
(7) Alberta municipalities-special tax levies	\$ -		\$ -	\$ -	\$ -		\$ -	\$ -	\$ -
(8) Property taxes	\$ -		\$ -	\$ -	\$ -		\$ -	\$ -	\$ -
(9) Fees	\$ -		\$ 30,330,000		\$ 14,021,000		\$ 15,265,000	\$ 59,616,000	\$ 43,627,000
(10) Other sales and services	\$ -		\$ 10,253,000	\$ 259,000		\$ 75,000	\$ 13,311,000	\$ 23,898,000	\$ 28,874,000
(11) Investment income	\$ -		\$ 881,000	\$ -			\$ 1,540,000	\$ 2,421,000	\$ 3,837,000
(12) Gifts and donations	\$ -		\$ 9,568,000	\$ -			\$ -	\$ 9,568,000	\$ 9,536,000
(13) Rental of facilities	\$ -		\$ -	\$ 405,000			\$ 3,896,000	\$ 4,301,000	\$ 4,211,000
(14) Fundraising	\$ -		\$ 2,350,000	\$ -				\$ 2,350,000	\$ 2,524,000
(15) Gains on disposal of tangible capital assets	\$ -		\$ -					\$ -	\$ 110,000
(16) Other revenue	\$ -		\$ 377,000					\$ 377,000	\$ 1,047,000
<b>(17) TOTAL REVENUES</b>	<b>\$ 3,134,000</b>	<b>\$ -</b>	<b>\$ 1,056,413,000</b>	<b>\$ 184,354,000</b>	<b>\$ 51,427,000</b>	<b>\$ 43,833,000</b>	<b>\$ 35,857,000</b>	<b>\$ 1,375,018,000</b>	<b>\$ 1,384,715,000</b>
<b>EXPENSES</b>									
(18) Certificated salaries	\$ 511,000		\$ 660,094,000			\$ 877,000	\$ 5,763,000	\$ 667,245,000	\$ 675,065,000
(19) Certificated benefits	\$ 60,000		\$ 128,182,000			\$ 108,000	\$ 682,000	\$ 129,032,000	\$ 144,981,000
(20) Non-certificated salaries and wages	\$ 2,008,000		\$ 133,121,000	\$ 47,827,000	\$ 934,000	\$ 15,063,000	\$ 13,641,000	\$ 212,594,000	\$ 210,474,000
(21) Non-certificated benefits	\$ 494,000		\$ 32,915,000	\$ 12,706,000	\$ 219,000	\$ 3,170,000	\$ 3,209,000	\$ 52,713,000	\$ 49,556,000
<b>(22) SUB - TOTAL</b>	<b>\$ 3,073,000</b>	<b>\$ -</b>	<b>\$ 954,312,000</b>	<b>\$ 60,533,000</b>	<b>\$ 1,153,000</b>	<b>\$ 19,218,000</b>	<b>\$ 23,295,000</b>	<b>\$ 1,061,584,000</b>	<b>\$ 1,080,076,000</b>
(23) Services, contracts and supplies	\$ 61,000		\$ 103,778,000	\$ 56,571,000	\$ 47,141,000	\$ 21,451,000	\$ 5,520,000	\$ 234,522,000	\$ 232,236,000
(24) Amortization of supported tangible capital assets			\$ -	\$ 47,173,000	\$ -	\$ -	\$ -	\$ 47,173,000	\$ 43,476,000
(25) Amortization of unsupported tangible capital assets			\$ 17,441,000	\$ 6,076,000	\$ -	\$ 2,765,000	\$ 80,000	\$ 26,362,000	\$ 26,943,000
(26) Supported interest on capital debt			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 52,000
(27) Unsupported interest on capital debt			\$ -	\$ 415,000	\$ -	\$ 51,000	\$ 3,000	\$ 469,000	\$ 411,000
(28) Other interest and finance charges			\$ 680,000	\$ -	\$ 189,000	\$ 43,000	\$ 418,000	\$ 1,330,000	\$ 863,000
(29) Losses on disposal of tangible capital assets					\$ -	\$ -	\$ -	\$ -	\$ -
(30) Other expense					\$ 2,944,000	\$ 144,000	\$ 3,206,000	\$ 6,294,000	\$ 4,136,000
<b>(31) TOTAL EXPENSES</b>	<b>\$ 3,134,000</b>	<b>\$ -</b>	<b>\$ 1,076,211,000</b>	<b>\$ 170,768,000</b>	<b>\$ 51,427,000</b>	<b>\$ 43,672,000</b>	<b>\$ 32,522,000</b>	<b>\$ 1,377,734,000</b>	<b>\$ 1,388,193,000</b>
<b>(32) OPERATING SURPLUS (DEFICIT)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (19,798,000)</b>	<b>\$ 13,586,000</b>	<b>\$ -</b>	<b>\$ 161,000</b>	<b>\$ 3,335,000</b>	<b>\$ (2,716,000)</b>	<b>\$ (3,478,000)</b>

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

	<b>Approved Budget 2020/2021</b>	<b>Fall Budget Update 2019/2020</b>	<b>Actual 2018/2019</b>
<b>FEEES</b>			
TRANSPORTATION	\$14,021,000	\$7,410,000	\$4,920,553
BASIC INSTRUCTION SUPPLIES (Instructional supplies, & materials)	\$3,630,000	\$0	\$0
LUNCHROOM SUPERVISION & NOON HOUR ACTIVITY FEES	\$15,265,000	\$15,147,000	\$15,494,281
<b>FEEES TO ENHANCE BASIC INSTRUCTION</b>			
Technology user fees	\$0	\$0	\$0
Alternative program fees	\$0	\$635,000	\$527,351
Fees for optional courses	\$0	\$2,949,000	\$2,439,502
ECS enhanced program fees	\$0	\$0	\$0
<b>ACTIVITY FEES</b>			
Other fees to enhance education (Describe here)	\$3,300,000	\$0	\$0
<b>NON-CURRICULAR FEES</b>			
Extra-curricular fees	\$4,000,000	\$4,659,000	\$3,982,326
Non-curricular goods and services	\$3,800,000	\$651,000	\$712,662
<b>NON-CURRICULAR TRAVEL</b>			
OTHER FEES (Describe here)	\$0	\$0	\$0
<b>TOTAL FEES</b>	<b>\$59,616,000</b>	<b>\$49,156,000</b>	<b>\$43,626,890</b>

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

<b>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.</b>	<b>Approved Budget 2020/2021</b>	<b>Fall Budget Update 2019/2020</b>	<b>Actual 2018/2019</b>
Cafeteria sales, hot lunch, milk programs	\$0	\$0	\$1,564,464
Special events	\$0	\$0	\$1,069,502
Sales or rentals of other supplies/services	\$3,800,000	\$200,000	\$2,832,425
International and out of province student revenue	\$11,167,000	\$11,167,000	\$0
Adult education revenue	\$1,602,000	\$1,602,200	\$0
Preschool	\$0	\$0	\$0
Child care & before and after school care	\$0	\$0	\$0
Lost item replacement fees	\$0	\$0	\$0
Other (describe) Foreign Tuition	\$0	\$0	\$11,391,000
Other (describe) Music Instruments, library fees, commissions	\$0	\$0	\$511,296
Other (describe) Other (Describe)	\$0	\$0	\$1,521,291
Other (describe) Other sales (describe here)	\$0	\$0	
Other (describe) Other sales (describe here)	\$0	\$0	
<b>TOTAL</b>	<b>\$16,569,000</b>	<b>\$12,969,200</b>	<b>\$18,889,978</b>

**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
<b>Actual balances per AFS at August 31, 2019</b>	\$209,585,000	\$165,989,000	\$4,714,000	\$22,995,000	\$0	\$22,995,000	\$15,887,000
<b>2019/2020 Estimated impact to AOS for:</b>							
Prior period adjustment	\$0	(\$7,745,000)	\$0	\$7,745,000	\$0	\$7,745,000	\$0
Estimated surplus(deficit)	(\$34,563,000)			(\$34,563,000)	(\$34,563,000)		
Estimated board funded capital asset additions		\$20,644,000		(\$10,489,000)	(\$10,489,000)	\$0	(\$10,155,000)
Estimated disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Estimated amortization of capital assets (expense)		(\$73,219,000)		\$73,219,000	\$73,219,000		
Estimated capital revenue recognized - Alberta Education		\$3,189,000		(\$3,189,000)	(\$3,189,000)		
Estimated capital revenue recognized - Alberta Infrastructure		\$41,859,000		(\$41,859,000)	(\$41,859,000)		
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		\$2,194,000		(\$2,194,000)	(\$2,194,000)		
Estimated reserve transfers (net)				\$0	\$19,075,000	(\$19,075,000)	\$0
Estimated assumptions/transfers of operations (explain)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Estimated Balances for August 31, 2020</b>	\$175,022,000	\$152,911,000	\$4,714,000	\$11,665,000	\$0	\$11,665,000	\$5,732,000
<b>2020/21 Budget projections for:</b>							
Budgeted surplus(deficit)	(\$2,716,000)			(\$2,716,000)	(\$2,716,000)		
Projected board funded capital asset additions		\$24,113,000		(\$24,113,000)	(\$24,113,000)	\$0	\$0
Budgeted disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Budgeted amortization of capital assets (expense)		(\$73,535,000)		\$73,535,000	\$73,535,000		
Budgeted capital revenue recognized - Alberta Education		\$3,674,000		(\$3,674,000)	(\$3,674,000)		
Budgeted capital revenue recognized - Alberta Infrastructure		\$43,499,000		(\$43,499,000)	(\$43,499,000)		
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		\$2,249,000		(\$2,249,000)	(\$2,249,000)		
Projected reserve transfers (net)				\$0	\$0		\$0
Projected assumptions/transfers of operations (explain)	\$0	\$0	\$0	\$0	\$2,716,000	(\$2,716,000)	\$0
<b>Projected Balances for August 31, 2021</b>	\$172,306,000	\$152,911,000	\$4,714,000	\$8,949,000	\$0	\$8,949,000	\$5,732,000

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

	Unrestricted Surplus Usage			Operating Reserves Usage			Year Ended		
	Year Ended			Year Ended			Year Ended		
	31-Aug-2021	31-Aug-2022	31-Aug-2023	31-Aug-2021	31-Aug-2022	31-Aug-2023	31-Aug-2021	31-Aug-2022	31-Aug-2023
<b>Projected opening balance</b>	\$0	\$0	\$2,249,503	\$11,665,000	\$8,949,000	\$8,949,000	\$5,732,000	\$5,732,000	\$5,732,000
<b>Projected excess of revenues over expenses (surplus only)</b>	\$0	\$0	\$0						
<b>Budgeted disposal of unsupported tangible capital assets</b>	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0
<b>Budgeted amortization of capital assets (expense)</b>	\$73,535,000	\$73,535,503	\$73,535,503	\$0	\$0	\$0			
<b>Budgeted capital revenue recognized</b>	(\$47,173,000)	(\$47,173,000)	(\$47,173,000)		\$0	\$0			
<b>Budgeted changes in Endowments</b>	\$0	\$0	\$0		\$0	\$0			
<b>Budgeted unsupported debt principal repayment</b>	(\$2,249,000)	(\$2,249,000)	(\$2,249,000)		\$0	\$0			
<b>Projected reserves transfers (net)</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Projected assumptions/transfers of operations</b>	\$2,716,000	\$0	\$0	(\$2,716,000)	\$0	\$0	\$0	\$0	\$0
<b>Increase in (use of) school generated funds</b>	\$0	\$0	\$0		\$0	\$0		\$0	\$0
<b>New school start-up costs</b>	\$0	\$0	\$0		\$0	\$0		\$0	\$0
<b>Decentralized school reserves</b>	\$0	\$0	\$0		\$0	\$0		\$0	\$0
<b>Non-recurring certificated remuneration</b>	\$0	\$0	\$0		\$0	\$0			
<b>Non-recurring non-certificated remuneration</b>	\$0	\$0	\$0		\$0	\$0			
<b>Non-recurring contracts, supplies &amp; services</b>	\$0	\$0	\$0		\$0	\$0			
<b>Professional development, training &amp; support</b>	\$0	\$0	\$0		\$0	\$0			
<b>Transportation Expenses</b>	\$0	\$0	\$0		\$0	\$0			
<b>Operations &amp; maintenance</b>	\$0	\$0	\$0		\$0	\$0			
<b>English language learners</b>	\$0	\$0	\$0		\$0	\$0			
<b>System Administration</b>	\$0	\$0	\$0		\$0	\$0			
<b>OH&amp;S / wellness programs</b>	\$0	\$0	\$0		\$0	\$0			
<b>B &amp; S administration organization / reorganization</b>	\$0	\$0	\$0		\$0	\$0			
<b>Debt repayment</b>	\$0	\$0	\$0		\$0	\$0			
<b>POM expenses</b>	\$0	\$0	\$0		\$0	\$0		\$0	\$0
<b>Non-salary related programming costs (explain)</b>	\$0	\$0	\$0		\$0	\$0			
<b>Repairs &amp; maintenance - School building &amp; land</b>	\$0	\$0	\$0		\$0	\$0			
<b>Repairs &amp; maintenance - Technology</b>	\$0	\$0	\$0		\$0	\$0			
<b>Repairs &amp; maintenance - Vehicle &amp; transportation</b>	\$0	\$0	\$0		\$0	\$0			
<b>Repairs &amp; maintenance - Administration building</b>	\$0	\$0	\$0		\$0	\$0			
<b>Repairs &amp; maintenance - POM building &amp; equipment</b>	\$0	\$0	\$0		\$0	\$0			
<b>Repairs &amp; maintenance - Other (explain)</b>	\$0	\$0	\$0		\$0	\$0			
<b>Capital costs - School land &amp; building</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Capital costs - School modernization</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Capital costs - School modular &amp; additions</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Capital costs - School building partnership projects</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Capital costs - Technology</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Capital costs - Vehicle &amp; transportation</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Capital costs - Administration building</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Capital costs - POM building &amp; equipment</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Capital Costs - Furniture &amp; Equipment</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Capital costs - Other</b>	(\$24,113,000)	(\$21,864,000)	(\$19,615,000)	\$0	\$0	\$0	\$0	\$0	\$0
<b>Building leases</b>	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Opening Deficit		(\$2,716,000)	\$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
<b>Estimated closing balance for operating contingency</b>	\$0	\$2,249,503	\$6,748,006	\$8,949,000	\$8,949,000	\$8,949,000	\$5,732,000	\$5,732,000	\$5,732,000

Total surplus as a percentage of 2020 Expenses	1.07%	1.23%	1.56%
ASO as a percentage of 2020 Expenses	0.65%	0.81%	1.14%

**PROJECTED SCHEDULE OF ACCUMULATED SURPLUS FROM OPERATIONS (ASO)  
for the Year Ending August 31**

	Amount	Detailed explanation to the Minister for the purpose of using ASO
<b>Estimated Operating Surplus (Deficit) Aug. 31, 2021</b>	\$ (2,716,000)	
<b>PLEASE ALLOCATE IN BLUE CELLS BELOW</b>	<b>(2,716,000)</b>	
<b>Estimated Operating Deficit Due to:</b>		
carried pressure	\$2,716,000	The use of reserves is the last option after the CBE has explored all in-the-year spending adjustment options. The CBE currently anticipates it will carry \$2.7 million as a pressure during the year. In the unlikely event that the
Description 2 (fill only your board projected an operating deficit)		necessary savings cannot be achieved over the course of the school year, a draw from operating reserves to offset the budgeted deficit for 2020-21 school year would be required. That said, carrying a very modest pressure will ensure the CBE maximizes resources available to support school-based teaching and learning
Description 3 (fill only your board projected an operating deficit)		
Description 4 (fill only your board projected an operating deficit)		
Description 5 (fill only your board projected an operating deficit)		
Description 6 (fill only your board projected an operating deficit)		
Description 7 (fill only your board projected an operating deficit)		
<b>Subtotal, access of operating reserves to cover operating deficit</b>	2,716,000	
Projected board funded Tangible Capital Assets additions using both unrestricted surplus and operating reserves	24,113,000	
Budgeted disposal of unsupported Tangible capital Assets	-	
Budgeted amortization of board funded Tangible Capital Assets	(26,362,000)	
Budgeted unsupported debt principal repayment	2,249,000	
Projected net transfer to (from) Capital Reserves	-	
<b>Total projected amount to access ASO in 2020/21</b>	\$ 2,716,000	

Total amount approved by the Minister

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

	Budgeted 2020/2021 (Note 2)	Actual 2019/2020	Actual 2018/2019	Notes
<b>Kindergarten, and Grades 1 to 12</b>				
<b>Eligible Funded Students:</b>				
Kindergarten	9,175	9,267	8,931	Head count
Kindergarten program hours	475	475	475	Minimum: 475 hours
Kindergarten FTE's Enrolled	4,587	4,634	4,466	0.5 times Head Count
Grades 1 to 9	86,287	84,742	83,033	Head count
Grades 10 to 12 - 1st, 2nd & 3rd year	29,245	27,792	26,764	Head count
Grades 10 to 12 - 4th year	1,760	1,673	1,770	Head count
Grades 10 to 12 - 4th year FTE	880	836	885	0.5 times Head Count
Grades 10 to 12 - 5th year	631	600	641	Head count
Grades 10 to 12 - 5th year FTE	158	150	160	0.25 times Head Count
Total FTE	121,157	118,153	115,308	K- Grade 12 students eligible for base instruction funding from Alberta Education.
Percentage Change	2.5%	2.5%		
<b>Other Students:</b>				
Total	1,590	1,337	1,042	Note 3
<b>Total Net Enrolled Students</b>	122,747	119,490	116,350	
<b>Home Ed Students</b>	1,590	1,337	262	Note 4
<b>Total Enrolled Students, Kindergarten, and Grades 1-12</b>	124,336	120,827	116,612	
Percentage Change	2.9%	3.6%		
<b>Of the Eligible Funded Students:</b>				
Students with Severe Disabilities	7,709	7,158	6,111	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	18,650	17,170	15,109	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.
<b>Pre - Kindergarten (Pre - K)</b>				
<b>Eligible Funded Children</b>	275	285	266	Children between the age of 2 years 8 months and 4 years 8 months.
<b>Other Children</b>	45	40	38	Children between the age of 2 years 8 months and 4 years 8 months.
<b>Total Enrolled Children - Pre - K</b>	320	325	304	
<b>Program Hours</b>	400	475	475	Minimum: 400 Hours
<b>FTE Ratio</b>	0.500	0.594	0.594	Actual hours divided by 800
<b>FTE's Enrolled, Pre - K</b>	160	193	181	
Percentage Change	-17.1%	6.9%		
<b>Of the Eligible Funded Children:</b>				
Students with Severe Disabilities (PUF)	275	285	266	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	920	905	881	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.
<b>NOTES:</b>				
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 2020/2021 budget report preparation.				
3) Other K to Grade 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.				
4) Because they are funded separately, Home Education students are not included with total net enrolled students.				

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

	Budgeted 2020/2021	Actual 2019/2020	Actual 2018/2019	Notes
<b>CERTIFICATED STAFF</b>				
School Based	6,424.6	6,660.9	6,704.6	Teacher certification required for performing functions at the school level.
Non-School Based	119.5	124.5	133.5	Teacher certification required for performing functions at the system/central office level.
Total Certificated Staff FTE	6,544.1	6,785.4	6,838.1	FTE for personnel possessing a valid Alberta teaching certificate or equivalency.
Percentage change from prior period	-3.6%	-0.8%	-4.5%	
If an average standard cost is used, please disclose rate:				
Student F.T.E. per certificated Staff	\$ 102,334	\$ 101,000	\$ 100,335	
	19.0	17.8	17.1	
	-	-		
Enrolment Change	(241.3)	(52.7)		
Other Factors	-	-		Descriptor (required):
Total Change	(241.3)	(52.7)		Year-over-year change in Certificated FTE
<b>Breakdown, where total change is Negative:</b>				
Continuous contracts terminated	(241.3)	(52.7)		FTEs
Non-permanent contracts not being renewed	-	-		FTEs
Other (retirement, attrition, etc.)	-	-		Descriptor (required):
Total Negative Change in Certificated FTEs	(241.3)	(52.7)		Breakdown required where year-over-year total change in Certificated FTE is 'negative' only.
<i>Please note that the information in the section below only includes Certificated Number of Teachers (not FTEs):</i>				
<b>Certificated Number of Teachers</b>				
Permanent - Full time	6,074.9	6,299.0	6,171.0	
Permanent - Part time	363.6	377.0	400.0	
Probationary - Full time	5.8	6.0	443.0	
Probationary - Part time	-	-	71.0	
Temporary - Full time	574.8	596.0	338.0	
Temporary - Part time	70.4	73.0	25.0	
<b>NON-CERTIFICATED STAFF</b>				
Instructional - Education Assistants	670.0	667.0	699.0	Personnel support students as part of a multidisciplinary team with teachers and other other support pe
Instructional - Other non-certificated instruction	1,465.4	1,458.7	1,467.2	Personnel providing instruction support for schools under 'Instruction' program areas other than EAs
Operations & Maintenance	799.7	802.7	806.7	Personnel providing support to maintain school facilities
Transportation - Bus Drivers Employed	-	-	-	Bus drivers employed, but not contracted
Transportation - Other Staff	12.3	14.0	43.3	Other personnel providing direct support to the transportation of students to and from school other than b
Other	381.1	407.0	424.5	Personnel in System Admin. and External service areas.
Total Non-Certificated Staff FTE	3,328.6	3,349.4	3,440.7	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	-0.6%	-2.7%	-3.3%	
<b>Explanation of Changes:</b>				
Staffing changes happen to match funding				
<b>Additional Information</b>				
Are non-certificated staff subject to a collective agreement? <input checked="" type="checkbox"/> Yes				
Please provide terms of contract for 2020/21 and future years for non-certificated staff subject to a collective agreement along with the number of qualifying staff FTE's.				
Please see the collective agreements at <a href="https://cbe.ab.ca/careers/Pages/Collective-Agreements.aspx">https://cbe.ab.ca/careers/Pages/Collective-Agreements.aspx</a> Non certificated staff under CUPE, SA, PSS and Exempt total 3,329. The number of non-certificated staff indicated above				



## Appendix II – Budget Assumptions Report

# | 2020-21 Budget Assumptions Report



learning | as unique | as every student

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



**Calgary Board  
of Education**

## Executive Summary

The 2020-21 school year will be a year marked with change, opportunity and challenge. School systems, including the CBE, will be operating in a world heavily impacted and influenced by the COVID-19 pandemic. The 2020-21 school year will also be the first year using the provincial government's new funding and assurance framework. That framework is focused on reducing complexity and red-tape, simplifying school jurisdiction administration, maximizing dollars available to directly support teaching and learning in the classroom while maintaining or enhancing student outcomes. As well, for the 2020-21 school year the government has indicated that CBE funding will increase by approximately \$13.5 million when compared to 2019-20 funding levels. That is a welcome increase.

The CBE remains focused on optimizing student success in ways that are equitable, coherent and sustainable. The strategies considered in this Budget Assumptions Report (BAR) enable the CBE to move towards aligning its operations to the government's new funding framework. The goal is a sustainable approach that allows CBE to balance its budget without relying on one-time funding or resources. This sustainable approach will be achieved over a number of years and will be guided by our values and our strategic planning beliefs (outlined in appendix II).

This BAR addresses some of the changes and challenges facing the CBE for 2020-21 and beyond. While funding has increased from the 2019-20 level, it remains lower than the funding provided in the 2018-19 school year. Over the same period, student enrollment has increased by approximately 5,300 students and the CBE will be operating three new schools. The funding we will receive to support our growing system will need to stretch further. We will need to think differently and find new ways of delivering programs and services within the dollars we receive. The CBE believes that focused effort that aligns with the CBE values of: students come first; learning is our central purpose; and public education serves the common good will ensure that the CBE continues to provide a quality public education to all students.

Part of the solution is the Board of Trustee motion on January 14, 2020 that requires CBE administration to balance transportation services within available government funding and parent fees. This direction means that service levels and fees must be adjusted to ensure more dollars remain available to directly support students and classrooms. The CBE believes this aligns with government's direction under the new funding and assurance framework.

Given the economic realities in the province, the CBE is committed to ensuring fees remain as reasonable and affordable as practicable. We will continue to balance providing students with access to programming enhancements and services with community expectations at a cost that is affordable all families. As always, the CBE will retain a comprehensive fee waiver process to support those who cannot pay to ensure that no student is denied access to their public education.

In addition to reviewing its programming, services and supports, the CBE is exploring how it can apply various equity factors within the Resource Allocation Method (RAM), the mechanism by which the CBE allocates funding to each school. Over the next few years, the CBE will be reallocating educational dollars across the system in a way that better addresses the unique equity characteristics of each school, its students and their home community. This innovative approach draws upon objective factors that are strongly associated with students and their educational outcomes. Given the significance of this change, the CBE plans to roll this new approach to equity out over the next three to four school years. This approach is key to our goal to optimizing student success across our system.

The CBE also proposes to build-out a new continuum of programs, services and supports that will address the learning needs of all students in alignment with government's funding and assurance framework. This continuum will ultimately touch on all students across the CBE. From our youngest students in preschool/EDC programs to returning grade 12 students. This exciting work will also come to fruition over the next few years and support strong, safe, caring, welcoming and inclusive community schools.

As Calgary and indeed, the world, moves through what are unprecedented times the CBE remains committed to our strong, vibrant, community schools to ensure all students have opportunities to achieve their potential.

## Introduction

The Budget Assumptions Report (BAR) is a high-level document that sets out the:

- operating context of the CBE;
- financial and operating assumptions that will be incorporated into the CBE budget to be considered by the Board of Trustees on May 26, 2020;
- strategies to cover the gap between funding and costs;
- risks involved in the CBE balancing strategies;
- strategies to generate the estimated \$50 million needed to balance to the revenue provided by Alberta Education. Strategies include the re-imagining, redesigning, reduction, and, in some cases, elimination of programs, services and supports.

Note: This BAR has been prepared in the absence of the final confirmation letter for funding from Alberta Education. Accordingly, information contained in this report is subject to change once confirmation is received.

## Organizational Summary

The CBE's work is guided by its Three-Year Education Plan that connects each employee to creating an environment and commitment to student success.

### Mission

The Board of Trustees' mission for the CBE 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 optimize student learning while recognizing the fiscal reality within which it operates.

## Revenue

The CBE, like other metro school jurisdictions, typically receives more than 90 per cent of its total funding from Alberta Education. Accordingly, changes up or down to provincial funding levels can have significant impacts on programs, services, and supports ([Appendix I: Alberta Education Funding Projection per Student](#)).



## Expenditure

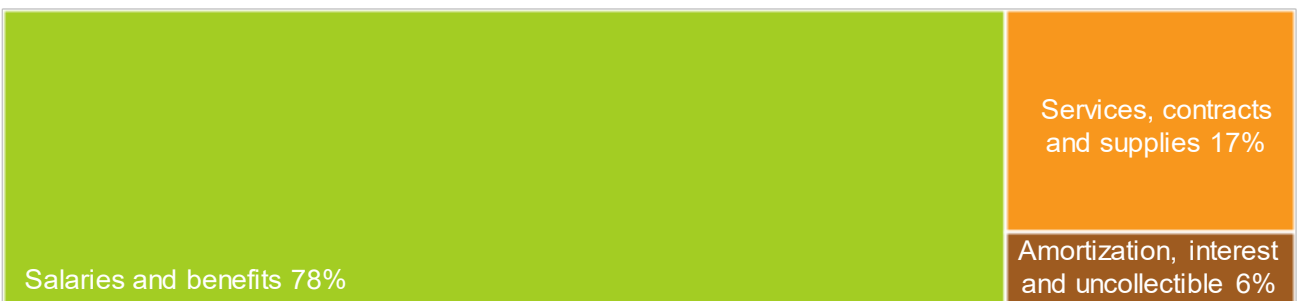
Expenditures are classified into two categories: Block and Type. The following charts show the same total expenses and different manners to categorize them. As an example, salaries and benefits for a teacher and accounts payable clerk will be recognized as “Salaries and Benefits”. The teacher’s salaries and benefits will be classified as an “Instruction” block and the clerk’s under “System administration”).

Here are the groupings within each of those categories.

### Expenditures by Block



### Expenditures by Category





## Guiding documents

The CBE is guided by its [Three-Year Education Plan](#). This plan is updated each year as required by Alberta Education to support accountability and transparency throughout the provincial ECS (pre-kindergarten and kindergarten) to Grade 12 education system and to ensure alignment of school authorities with provincial direction.

The CBE's Three-Year Education Plan guides the work and connects each CBE employee to the mission, values and outcome: Student Success. The CBE is focused on personalized learning, building professional capital, engaging stakeholders and stewarding resources. Taken together, the CBE believes these areas of focus allow for the provision of a high-quality public education for all CBE students.

The beliefs and strategies set out in the [Appendix II: Overarching Challenges and Beliefs](#) and [Appendix III: Strategic Planning](#) document will guide the CBE in the 2020-21 school year. These beliefs will guide CBE decision making as it adjusts programs, services, supports, and operations to align with the new funding and assurance framework and related resources. The CBE believes:

- Deeply in the fundamental value of public education
- Decisions are best made using evidence from across the system in support of student academic success and well-being
- In quality and inclusive programming in strong community schools
- In a defined continuum of supports and services consistent with principles of inclusive education
- Each employee impacts system success
- A strong Calgary Board of Education requires effective and efficient supports within available resources

## Provincial Budget and Impacts

On Feb. 28, 2020, the new funding model for Alberta schools was announced<sup>1</sup>. Although total funding to schools across Alberta was held constant, the funding grants and formula calculation related to student enrolment directly affected the CBE. In addition, changes to Program Unit Funding, Home Education, Summer School and elimination of the Regional Collaborative Service Delivery program change how funding is allocated within the system. Changes were also made that impact funding for System Administration and for Operations and Maintenance ([Appendix IV Allocation](#)).

At the time of writing this report, CBE has been in discussion with Alberta Education to communicate the potential impacts of the funding changes and how funding flows to the CBE. To date, the CBE has not received the final funding letter for the 2020-21 school year. We anticipate further information in early May. As such, numbers noted in this report are subject to change until the funding is finalized. The Budget Report to be presented in late May 2020 will reflect information received from Alberta Education up to that point in time.

<sup>1</sup> <https://www.alberta.ca/assets/documents/ed-interim-funding-manual.pdf>

With the current unprecedented complications related to COVID-19, the province has reduced 2019-20 base operating funds to jurisdictions in order to redirect funding toward the COVID-19 situation. The government has committed to restoring the same level of funding for the months of July and August and maintain 2020-21 funding at previously announced levels<sup>2</sup>. Decisions made for the 2020-21 budget are distinct and separate from decisions made mid-year during the midst of the COVID-19 situation. While separate processes, the budget development process and impacts may overlap with and impact on the decisions made relative to the 2019-20 base funding adjustment.

Change	What does this mean
Funding model	<p>The new funding framework model simplifies the number of grants from 36 to 15. The degree of changes to grants and structure within the funding model means that a direct comparison to prior years cannot be made.</p> <p>While there has been an increase in total funding in comparison to 2019-20, programs not previously included in funding calculations have decreased and have been added to the total model provided by Alberta Education<sup>3</sup>.</p>
Funded Enrolment	<p>Alberta Education has moved to a 3-year weighted average methodology to provide schools with predictability in future funding. Please reference <a href="#">Appendix V: Weighted Moving Average - Change in Funding Model</a> for further information on the calculation.</p> <p>CBE projects growth in student enrolment for the next school year. As funding is weighted from both projections and past enrolment, there is a lag in funding when a school board is in a growth position. This means in a growing board, the funding for students attending in a given year, isn't fully received in the same year.</p>

<sup>2</sup> <https://edmontonjournal.com/news/politics/budget-2020-province-releases-details-of-new-k-12-education-budget/>

<sup>3</sup> Previously, CBE collaborated with different school jurisdictions, Alberta Health Services and Child and Family Services, etc. in a Regional Collaboration Services Delivery (RCSD) to provide services for complex learning. A continuum of supports and services are provided through this collaboration. In the previous year, CBE received \$7 million more in additional funding than it will receive this year for the services previously provided through the RCSD program



System administration funding is static	Funding for System Administration is now static at \$43,728,080. This is a reduction of approximately 10% from Board and System Administration allocation included in budget 2019-20. Static system administration funding, could hinder efficiency and effectiveness within a growing system. For example, activities that could be completed more efficiently centrally may need to be performed by schools, thereby reducing school administration time to focus upon student results.
Fees regulation	As part of the 2019 – 20 fall budget, the province removed the grant that provided approximately \$18 million to address the Act to Reduce School Fees. Approximately \$10 million of that grant was allocated directly to schools to reduce school fees. The remaining \$8 million what utilized to support student transportation. Given the grant elimination, the CBE is assessing fees, through its internal fees committee, that may be permitted to be levied under related regulations. The CBE will work towards a balanced budget in regards to both the noon supervision and transportation fee. Affordability to parents will remain a key fee consideration.

## Historical Operating Results and Financial Position

Highlights of the CBE’s historical financial results and financial position are an integral consideration for assessing the strategies needed to deliver programs and services to its students next year and into the future ([Appendix VI: Historical Student, Staff and Schools Data](#), [Appendix VII: Reserves Balances](#)). Additional financial information can be found under on the CBE website at: <https://www.cbe.ab.ca/about-us/budget-and-finance/Pages/default.aspx>

## Factors for consideration

Numerous strategies are considered to align with the new funding framework and to fit within the allocated funding. When decisions are made that affect the system, the following factors are considered to address the difference between funding provided and the costs to support CBE students.

- Align CBE programs, services, supports and operations with the funding allocated by Alberta Education without recourse to one-time sources of funding;
- Align CBE operations with the *Education Act*, regulations, ministerial orders, and the Guide to Education;
- Align CBE operations with Board of Trustee policy guidance;
- Align teaching and learning with accepted pedagogical research;
- Minimize the impact to Kindergarten to Grade 12 students and school-based staff, as much as possible;
- Maintain, or increase, student outcomes;
- Balance programming alternatives/options with community expectations;

- Maximize efficiency in program and service delivery;
- Enhance or create a viable revenue stream where appropriate;
- Ensure programs and services are sustainable over time within available resources;
- Balance fee-based programs and services within available funding and fees (net of waivers and uncollectible accounts). A fees subcommittee has been tasked to ensure what CBE collects in fees provides adequate services for students while maintaining affordability for parents; and
- Equitable allocation to ensure adequate funding is allocated to students to provide equal opportunity for all.

## Assumptions & Risks

[Appendix VIII: Assumptions](#) planned to be incorporated into the final budget report. See [Appendix IX: Risks](#) for risks considered.

## Conclusion

The CBE will work to align with the new funding model and ensure resources match the funding available.

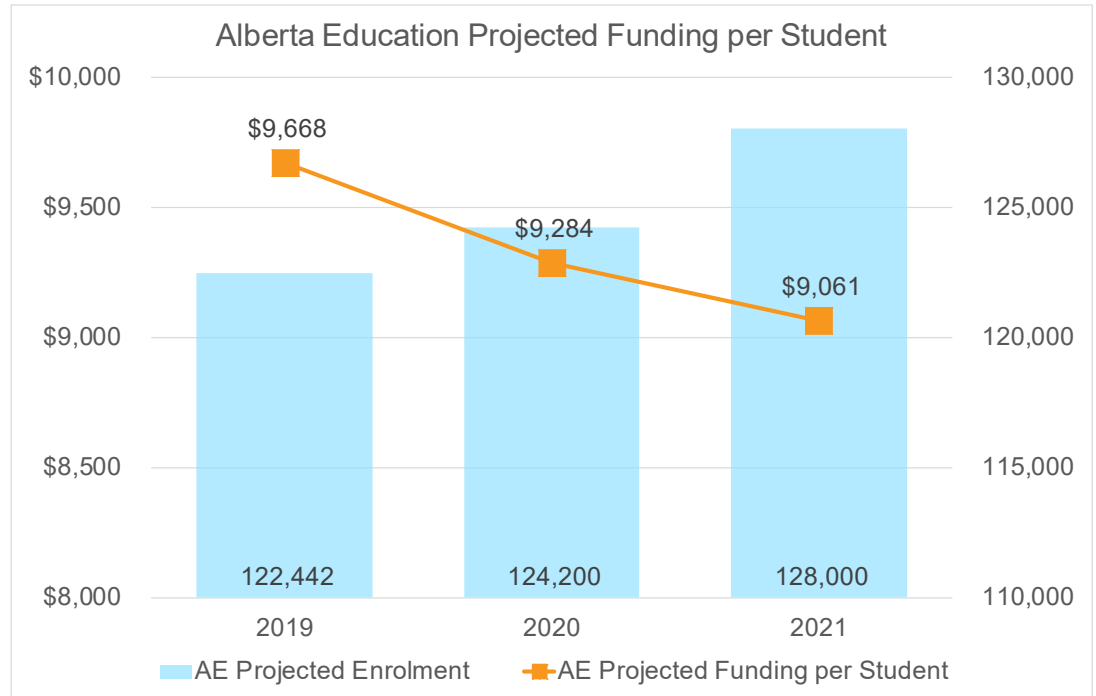
Maximizing the dollars directed to the classroom to support student results remains the top priority. The CBE, working with students, families, stakeholders, and Alberta Education, will continue to provide the best public education programs and supports possible within the financial resources made available.

In order to minimize the impact on student learning, the CBE has approached bridging the gap between resources and costs in a way that balances the reductions across the organization and redeploys resources accordingly. These budget assumptions support learning for students next year and within CBE funding constraints.

The CBE will continue to be constrained by growing enrolment, ongoing inflationary pressures, aging of facilities, and the challenge of containing the demand for central services and supports with fixed funding in a growing system.

CBE's choices will continue to be guided and informed by its values: students come first, learning is our central purpose, and public education serves the common good.

## Appendix I: Alberta Education Funding Projection per Student



- Funding projects enrolment at the time of the provincial budget announcement
- 2021 funded enrolment is lower than stated above due to the WMA calculation in the new provincial funding framework

## Appendix II: Overarching Challenges and Beliefs

### Overarching Challenges

The CBE needs to optimize student success in a way that is equitable, coherent and sustainable given:

- New funding framework
- New fiscal reality
- Shift to Alberta Education's performance measures
- Shift in choice in education

### Beliefs

These beliefs are to be considered in their entirety and are not organized hierarchically.

We believe:

- Deeply in the fundamental value of public education
  - As defined by the Education Act, Ministerial Order on Student Learning, and Programs of Study.
  - Equity means each student will have opportunity to achieve quality learning outcomes.
- Decisions are best made using evidence from across the system in support of student academic success and well-being
- In quality and inclusive programming in strong community schools
  - In quality teaching and school leadership as defined by the TQS and LQS.
  - In breadth of programming that enables us to serve the educational needs of students within available resources.
  - Families are valued partners in the education of their student.
- In a defined continuum of supports and services consistent with principles of inclusive education
  - This includes a defined continuum of specialized supports and services for students with identified needs and a defined continuum of supports and services for all students.
  - Community partners are necessary in supporting the academic success and well-being of students.
- Each employee impacts system success
  - Collective ownership of system success and failure.
  - Leaders are accountable to act in ways that move beyond the interests of individual classrooms, schools and service units.
- A strong Calgary Board of Education requires effective and efficient supports within available resources
  - Relationships are built through collaborative work to improve student learning outcomes.
  - In sustainable and effective learning environments that maximize the use of facilities and infrastructure.

## Appendix III: Strategic Planning

In light of the new funding allocation model implemented by Alberta Education, the strategic proposals set out below reflect areas within the CBE that have been closely examined and have potential opportunities. This does not necessarily reflect on how programs, services and supports will be reduced, eliminated or changed. This is directional in nature and for information purposes only. All aspects of public education operate in an interconnected manner which makes individual review and evaluation difficult.

<b>Note: Administration's intention in evaluating proposals is to adjust programs and services to align with the provincial funding framework and develop sustainable practices for delivering those programs and services (for example, one time sources of funds are not planned to be used).</b>				
<b>ID</b>	<b>Lever</b>	<b>Cost Reduction</b>	<b>Program / Service Impact</b>	<b>Staffing Impact</b>
1	Dual Credit Off Campus	Up to \$352K reduction  (Total spend on dual credit program was approx. \$1.1M)	Reduction in number of and breadth of Dual Credit Programs offered to High School Students.  <u>2019-20:</u> offered 35 Dual Credit programs during the school year.  <u>2020-21:</u> reduce to offer 12 existing Dual Credit programs  add 2 new programs  TOTAL: 14 Dual Credit Programs  Summer School offerings would continue with 7 offerings.  Students will have access to a reduced number of Dual Credit program offerings. Those eliminated were done so based on low enrolment, high cost, and/or low completion rate.  Program offerings that provide different types of learning beyond a typical first year university course were prioritized.	We would maintain the existing 2 FTE certificated staff and maintain 7 summer supervisors (80 hour contracts).  FTE assigned to support/supervise students allocated within schools may be reduced. No full-time positions are impacted.  There is potential for implications for post-secondary institutions as they allocate instructional staff. Budget reductions for post-secondary institutions may also impact the ability for the CBE to maintain all programming opportunities.

**Note: Administration’s intention in evaluating proposals is to adjust programs and services to align with the provincial funding framework and develop sustainable practices for delivering those programs and services (for example, one time sources of funds are not planned to be used).**

ID	Lever	Cost Reduction	Program / Service Impact	Staffing Impact
2	Learning Leaders Standardization	\$1 M	<p>Currently, schools are allocated an “up to” amount to pay for Learning Leader allowances. This is determined by school size and grade levels. There is significant discrepancy in the number and type of Learning Leader positions across schools. In some schools, there is one LL and in others, up to 18 LL positions.</p> <p>Learning Leaders play an important distributed leadership role in furthering the priorities laid out in the 3 YEP, CBE strategies (Literacy, Numeracy, Indigenous, High School Success), and School Development Plan goals.</p> <p>A reduction in the number of LL positions may shift how schools structure teams, organize professional learning, and focus priorities. There may be specific programmatic links between LLs in schools, specifically High Schools, these may need to shift as a result of a reduction.</p>	<p>There is a range of approaches to instructional FTE assigned to LLs with many schools where LLs receive only an allowance, and maintain full time instructional positions. However, in the middle and high school contexts, there are positions that while holding a 1.0 FTE contract, do not have a full-time teaching load.</p> <p>This reduction and standardization of LLs may mean that more teachers are available for increased instructional assignments.</p> <p>There would be no reduction in staff as part of the evaluation of these allowances.</p>
3	ELL Years 6 & 7	Up to \$6M	<p>Align CBE funding for students who have ELL or Refugee codes with Alberta Education funding. Remove funding for years 6 and 7.</p> <p>There would be fewer teachers and support staff members to program for ELL students.</p> <p>Class sizes for elementary students may increase.</p> <p>There will be fewer “sheltered” classes for middle school and high school students.</p>	<p>The fund lost to schools, which has been provided previously through the RAM process, are mostly used for hiring teaching staff to reduce class sizes at elementary levels and to provide “sheltered” classes for Level 1, 2 and 3 ELL learners in middle schools and high schools.</p> <p>Some schools also hire ELL Assistants (or Educational Assistants and School Assistants) to provide support for students.</p> <p>We currently have teachers and support staff in our 26 LEAD classes. This amounts to a RAM top up of \$2.4 million for schools who have LEAD classes.</p>

**Note: Administration’s intention in evaluating proposals is to adjust programs and services to align with the provincial funding framework and develop sustainable practices for delivering those programs and services (for example, one time sources of funds are not planned to be used).**

ID	Lever	Cost Reduction	Program / Service Impact	Staffing Impact
4	Close Kingsland Facility and Relocate Welcome Centre staff and services to the Education Centre	\$200K (Utilities - \$115K; Salaries (1.6 FTE) \$85K Facilities and Environmental Services, no School Improvement service unit savings anticipated	Closure of the Kingsland Centre will allow for important recurring savings. Activities currently conducted from Kingsland will be relocated to Highfield and the Education Centre. Some current Education Centre occupants will need to be relocated elsewhere within the Education Centre to accommodate this change. For example, the main floor space of the Encore Centre occupied by the Indigenous team could be relocated to the 8th floor which would include a large space for gatherings, individual work spaces and close proximity to the Amenity Centre for food storage. The Kingsland Reception Centre could be relocated to the Encore Centre with additional space for Kingsland employees on the 2nd, 5th and 6th floors. In very busy summer periods, the Multi-Purpose Room with adjacent indoor and outdoor gathering spaces and washrooms for families can be utilized.	No staffing additions or reductions.  Having the Kingsland employees from the ELL department will allow for more collaboration with other School Improvement employees and work groups, because their current location has contributed to isolating their work processes and instructional support perspectives.
5	Eliminate ISM Allocation	\$10M (evaluating feasibility of levying fees to offset)	With the Fee Replacement grant reduced in the 2019-20 fall budget, this allocation will be removed from school RAM's. The Fee Committee is exploring a fee to levy to parents which may include: <ul style="list-style-type: none"> <li>• Mandatory fee for K to 9</li> <li>• High Schools could see RAM reductions of up to \$200K</li> </ul>	Subject to Fee Committee deliberations, fees to parents for grades K to 9 may mitigate impact to staffing. High Schools may see greater impact on staff if their respective ISM allocation impacted staffing.

**Note: Administration’s intention in evaluating proposals is to adjust programs and services to align with the provincial funding framework and develop sustainable practices for delivering those programs and services (for example, one time sources of funds are not planned to be used).**

ID	Lever	Cost Reduction	Program / Service Impact	Staffing Impact
6	Reallocation of EDC and K supports based on PUF grant changes	Up to \$7M (net reduction to program to provide service within funding available)	<p>Reduction from 16 EDC sites to 3 EDC sites while still serving the same number of students we served last year (between 250 and 290 students)</p> <p>Additionally, because there is not a separate grant for transportation through the PUF allocation, CBE will not be providing transport to students. This is similar to other school boards across the province.</p> <p>The proposed EDC model has a small contingency of dollars to account for unforeseen changes in enrolment. We are currently projected to receive approximately 3 million dollars.</p> <p>The potential for enrolment changes based on reducing the number of sites, must also be accounted for.</p> <p>Kindergarten students with programmatic needs will now be accounted for through programming funding reflected in the new funding framework K – 12. Where possible, we will still support service provision across programs to support the focus within Early Learning.</p>	<p>Reduction in FTE and changes in positions will occur. This will impact future FTE levels for the following:</p> <ul style="list-style-type: none"> <li>• Teachers</li> <li>• Early Childhood Practitioners</li> <li>• Speech Language Assistants</li> <li>• Floating EA/Early Childhood Practitioners</li> <li>• Family Oriented Program Practitioners</li> <li>• Psychology</li> <li>• Speech Pathology</li> </ul> <p>We would be maintaining positions that will be funded not solely through PUF such as the System Principal Early Learning, Supervisor, Speech Language, and including Learning Leaders and/or Strategists to provide additional coordination of instruction.</p>



**Note: Administration's intention in evaluating proposals is to adjust programs and services to align with the provincial funding framework and develop sustainable practices for delivering those programs and services (for example, one time sources of funds are not planned to be used).**

ID	Lever	Cost Reduction	Program / Service Impact	Staffing Impact
7	Close Discovering Choices (Bowness)	<p>The lease cost is currently \$226,000.</p> <p>Possible reduction in office staff costs.</p>	<p>Consolidate the Discovering Choices School program to 3 sites from the current 4 sites by closing the Bowness site. This site has the fewest number of students and the highest facility lease cost.</p> <p>Discovering Choices students who are currently at the Bowness site would be redirected to one of the other three sites (Westbrook, downtown (Alberta Trades Centre) or Marlborough. In this configuration there is one downtown site, one site in the central west area and one site in the central east area.</p> <p>In the current environment, we do not anticipate fewer students enrolled in Discovering Choices for the 2020-21 school year. As a result, we do not anticipate teacher reductions.</p> <p>Transportation support for students will be provided in alignment with the 2020-21 student transportation service fee and model.</p>	<p>There would be minimal impact on teaching staff. Current Bowness teachers would move to one of the other 3 sites.</p> <p>Currently there is one principal and 3 assistant principals for the 4 sites. Westbrook does not have an assistant principal on site. With this change the three assistant principals can be deployed one per site.</p> <p>The need for the office staff and other support staff at the Bowness site would be assessed and could possibly be a reduction.</p>
8	Align Home Education Supports with new funding framework.	Anticipated funding is reflective of \$340 K in funding for a program that currently costs \$630K, plus \$132K of O&M for the Windsor Park school site.	<p>Potential reduction in scope of service in line with provincial funding. Scaling across services to reflect funding levels.</p> <p>Changes would align with yearly routine follow up with families, allowing parents to understand choices and services in home education or blended support in CBE.</p>	<p>Discussions ongoing with Alberta Education to confirm funding available. Consequently, there may be changes to strategy as we understand it currently.</p> <p>The CBE will continue to provide Home Education supports for the 2020-21 school year</p>
9	Balance Transportation	Currently \$5.6M	Pursuant to board motion from January 2020, CBE to present budget that is balanced based on fees and government funding.	TBD

**Note: Administration’s intention in evaluating proposals is to adjust programs and services to align with the provincial funding framework and develop sustainable practices for delivering those programs and services (for example, one time sources of funds are not planned to be used).**

ID	Lever	Cost Reduction	Program / Service Impact	Staffing Impact
10	Deployment of Certificated Teachers from School Improvement	Up to \$5.1M in costs reduced (reduction in central service unit budget)	<p>The School Improvement service unit will reduce certificated staff to be redeployed to school based instructional or leadership positions. They will assume vacant positions or displace other roles resulting from staff reductions.</p> <p>The reduction in staffing supports in School Improvement will require redesign of service delivery across portfolios and in relation to system priorities.</p> <p>This redesign will need to reflect alignment to the new Alberta Education funding model. Adjustments will need to be reflective of key changes as they relate to both funding and reporting requirements in:</p> <ul style="list-style-type: none"> <li>• Kindergarten</li> <li>• English Language Learning</li> <li>• Inclusive Programming</li> <li>• High School</li> </ul>	<p>Redesign and deployment School Improvement supports impacting FTE in the following centralized services:</p> <ul style="list-style-type: none"> <li>• Learning Leaders</li> <li>• Strategists</li> <li>• Specialists</li> <li>• System Assistant Principals</li> <li>• System Principal Positions</li> </ul> <p>Staff would be redeployed to schools for instructional or leadership positions.</p>

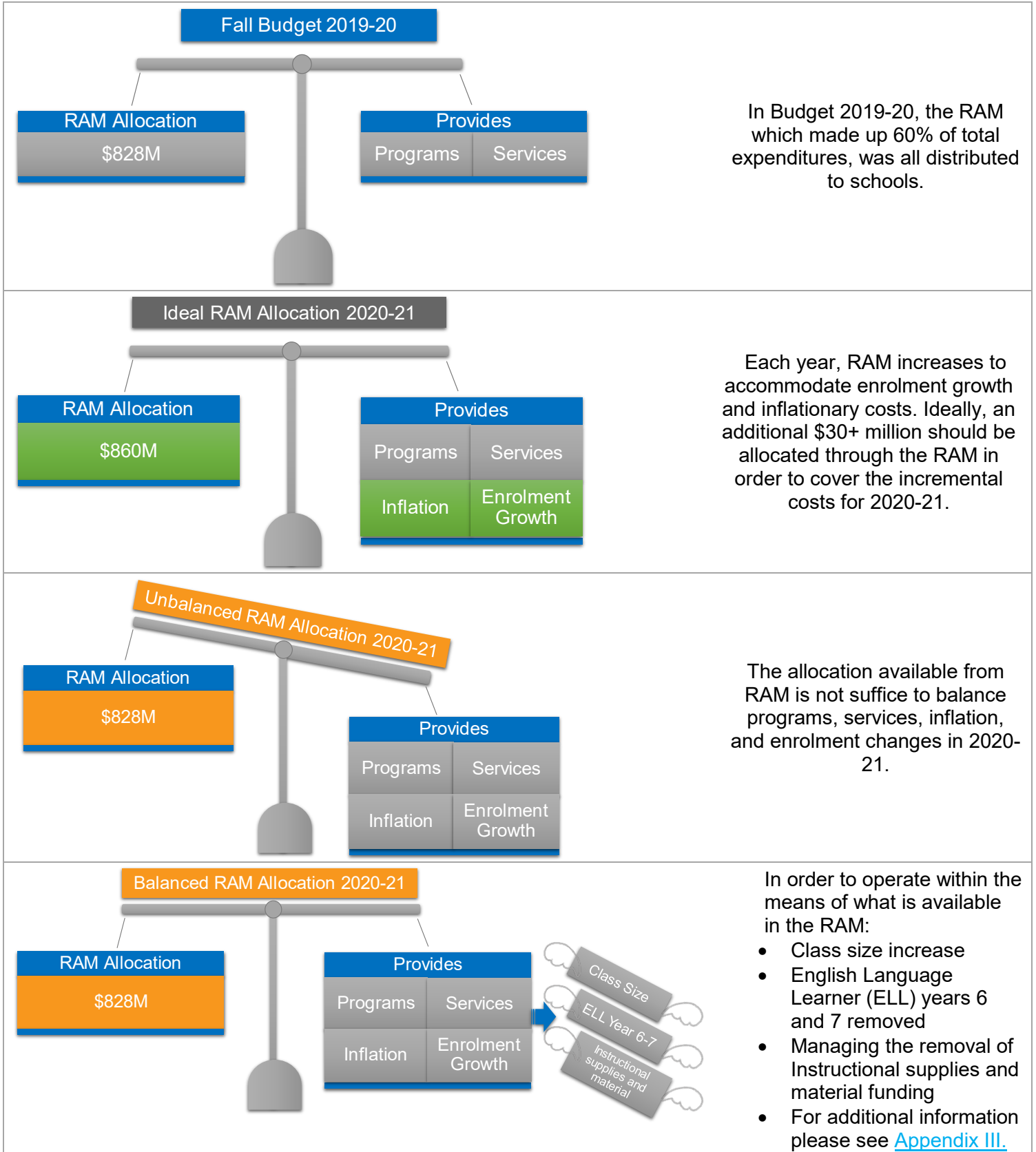
**Note: Administration's intention in evaluating proposals is to adjust programs and services to align with the provincial funding framework and develop sustainable practices for delivering those programs and services (for example, one time sources of funds are not planned to be used).**

ID	Lever	Cost Reduction	Program / Service Impact	Staffing Impact
11	Previous RCSD funding now included in CBE funding framework	Nil	<p>Funding required to maintain supports and services within the Calgary Board of Education (as previously provided through RCSD funding in 2019-20) for the 2020-21 school year:</p> <p>Mental Health: \$4,924,819.65</p> <p>Rehabilitation: \$3,401,130.09</p> <p>Low Incidence: \$777,322.37</p> <p>Complex Needs: \$550,000.00</p> <p><b>Total: \$9,653,272.11</b></p> <p>In addition to the Mental Health, Rehabilitation and Low Incidence funding allocation, CBE also received approximately \$550,000.00 from RCSD Complex Needs to support individual students.</p>	<p><b>RCSD Mental Health – \$4,924,819.65</b></p> <p>CBE hired System Supports– Budget: \$2,089,957.31 - psychologists</p> <p>CBE hired Area Supports - Budget: \$617,761.89 –behavior support workers, behavior strategist and school family liaison.</p> <p>CBE hired System Coordination and TCI training – Budget: \$212,898.25 - training and behavior strategist.</p> <p>AHS hired– Budget: \$1,575,626.00 – family counsellors.</p> <p>COPE (CBE hired with partners) – Budget: \$584,092.20 – family school liaison (Hull) and psychologist.</p> <p><b>RCSD Rehabilitation – \$3,401,130.09</b></p> <p>CBE hired System Supports– Budget: \$1,411,951.87 –physical therapists, speech language pathologists, occupational therapists and psychologists.</p> <p>AHS hired – Budget: \$1,378,966.60 –occupational therapists, occupational therapy assistant, speech language pathologists and physical therapists.</p> <p>Renfrew hired – Budget: \$610,212.72 – occupational therapists, physical therapist and speech language pathologist.</p>

**Note: Administration's intention in evaluating proposals is to adjust programs and services to align with the provincial funding framework and develop sustainable practices for delivering those programs and services (for example, one time sources of funds are not planned to be used).**

ID	Lever	Cost Reduction	Program / Service Impact	Staffing Impact
12	Equity Re-distribution of RAM	Nil (No net reduction but greater emphasis on providing resources where needed.)	Attribute resources to student groups and schools with complexities based on weighted variables. The three groupings with multiple variables within include: <ol style="list-style-type: none"> <li>1. School</li> <li>2. Home/ Family</li> <li>3. Student</li> </ol> Variables and weighting of variables currently under development.	Redistribution of resources to schools with greater student complexity. Staff may be redeployed between schools as part of the typical movement that takes place during the spring staffing process.
13	Overall RAM Reduction	TBD	In the absence of other strategic levers that are in keeping with priorities and beliefs, the remaining lever is class size. In general, a \$19M reduction in overall RAM would translate to an increase in class size (on average) of 1 student per class.	Each change in total RAM of 1% = \$8.4M or approx. 83 FTE's.

## Appendix IV: RAM Allocation Changes



In Budget 2019-20, the RAM which made up 60% of total expenditures, was all distributed to schools.

Each year, RAM increases to accommodate enrolment growth and inflationary costs. Ideally, an additional \$30+ million should be allocated through the RAM in order to cover the incremental costs for 2020-21.

The allocation available from RAM is not suffice to balance programs, services, inflation, and enrolment changes in 2020-21.

In order to operate within the means of what is available in the RAM:

- Class size increase
- English Language Learner (ELL) years 6 and 7 removed
- Managing the removal of Instructional supplies and material funding
- For additional information please see [Appendix III](#).

## Appendix V: Weighted Moving Average - Change in Funding Model

There is a new funding model which changes how funding is calculated and provided

1. In the spring, the CBE projects the number of students for the upcoming school year. Numerous factors are considered to provide the most accurate estimate with the information available at the time. There will always be unpredictable changes resulting in a difference between projections and September enrolment.
2. For 2020-21, the CBE projects 128,897 students to be in the system. This projection includes 127,098 funded AND 1,799 unfunded students.
3. CBE provides the projections to Alberta Education.

	Funded students		Weighting	Contribution to the WMA Calculation
2018-19 Funded students	120,970	x	20%	24,194
2019-20 Funded students	124,062	x	30%	37,219
2020-21 Projected Funded students	127,098	x	50%	63,549
Subtotal prior to half day ECS adjustment				124,961
<b>Calculated WMA (Note 1)</b>				<b>120,385</b>
<b>Projected students for 2020-21 (Note 2)</b>				<b>128,897</b>
Note 1: Includes adjustment for half day kindergarten students				
Note 2: Headcount of students including ECS and projected unfunded students				

4. Using the new WMA calculation, Alberta Education uses prior year **funded** student data and the projection to calculate the WMA that drives the funding the CBE receives.

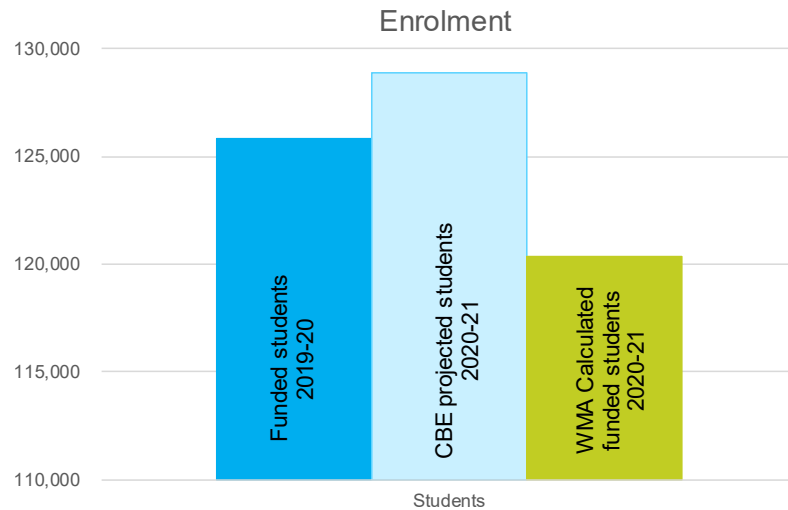
- In September 2020, the number of students attending can and will vary from the projected and WMA number.

Changes in 2020-21

The CBE will continue to be funded based on the WMA 120,385, regardless of the actual number of students in the system.

Changes in 2021-22

Alberta Education will look at the updated **funded** enrolment number at Sept 2020, and use that number to calculate the new WMA number for 2021-22



- The projection can be above or below the actual number of students that enrol.

If CBE Projection is **overestimated** by 200

2021-22 funding is new the WMA **less 200** students

If CBE projection is **underestimated** by 200

2021-22 funding is new WMA **plus 100** students

## Appendix VI: Historical Student, Staff and Schools Data

	2018-19	2019-20	2020-21
Number of students	123,419	125,809	128,897
Number of schools			
School	233	233	236
Special Setting	14	13	13
Total	247	246	249
<b>Staffing</b>			
Certificated Staff	6,838	6,785	
Non Certificated Staff	3,441	3,349	
Total	10,279	10,135	
School Based Staff	8,861	8,754	
Non-School Based Staff	1,418	1,381	
Total	10,279	10,135	

School based staff include but not limited to:

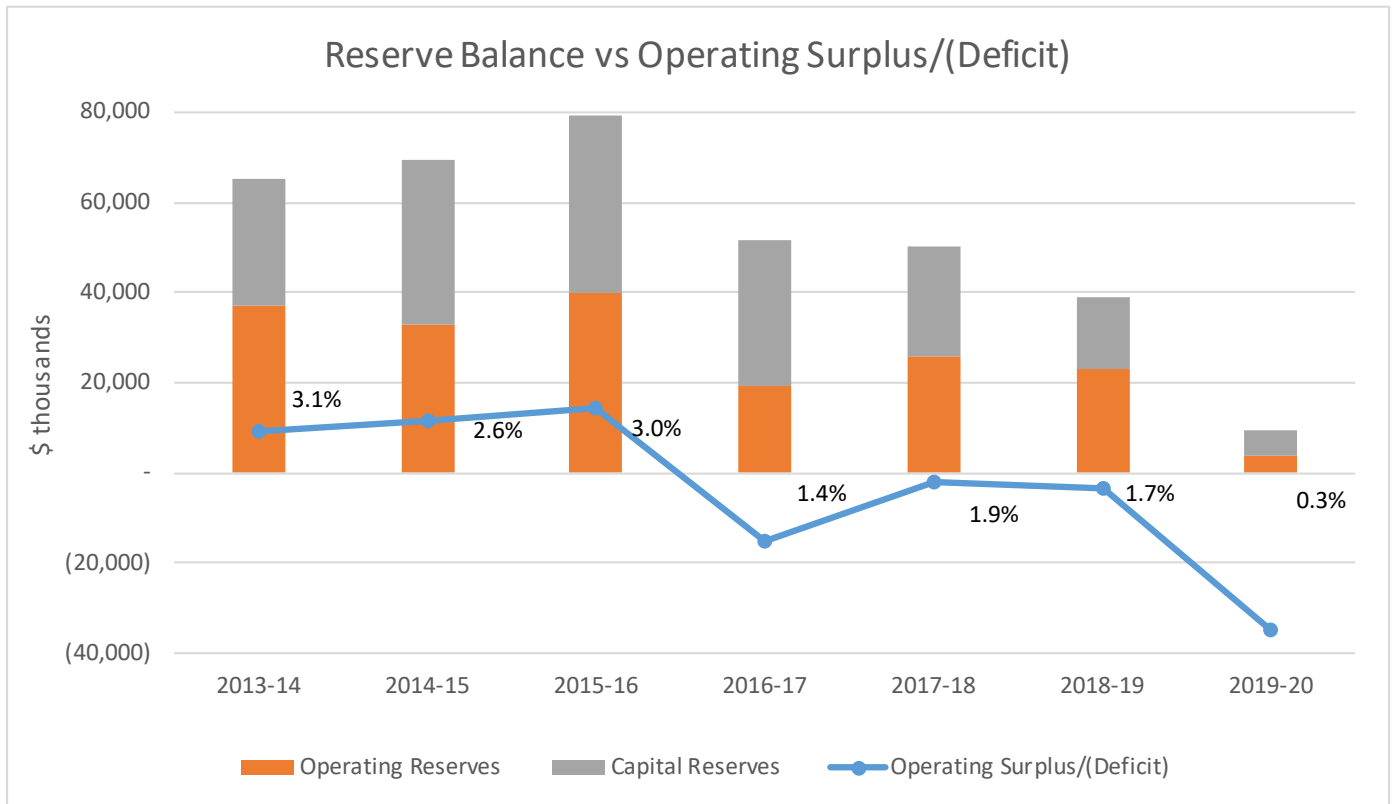
- Custodial Staff
- Education Assistants, School Assistants, ELL Assistants
- Learning Leaders
- Principals & Assistant Principals
- Teachers

Non school based staff include but not limited to:

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



## Appendix VII: Reserves Balances



2019-20 Reserves balances are as of second quarter forecast 2019-20

# Appendix VIII: Assumptions

## General Assumptions

The CBE's budget assumes:

- The CBE will continue to provide safe, healthy, and supportive learning and working environments for all students and staff;
- Sufficient budget resources will be available to allow the CBE to meet health, safety, legal compliance or critical infrastructure needs;
- CBE programs, services, supports and operations will be scaled to the amount of Alberta Education funding without recourse to one-time sources of revenue such as operating and capital reserves;
- Dollars received in 2020-21 are spent on students who are enrolled in CBE schools for the 2020-21 school year. This means the CBE does not seek to increase its reserves without purpose;
- The CBE will ensure that fees charged for programs and services are compliant with the Education Act, related regulations and remain reasonable;
- The CBE supports a breadth of programming that enables us to serve the educational needs of students within available resources;
- Families and students will continue to make program choices that are similar to those made in the prior year;
- The CBE's budget will comply with the new and evolving Alberta Education budget and reporting guidelines;
- The CBE will maintain the systems and processes that allow the CBE to attract, train, retain, and pay employees;
- In accordance with a motion passed by the Board of Trustees, the CBE will balance the student transportation program within the total of Alberta Education transportation funding and related fee revenue;
- Service units will support the Board of Trustees and their governance needs through the service unit's base operating budgets. Additional dollars have not been provided to support this work nor is that work funded from a transfer from the Board of Trustees' budget;
- The CBE's budget does not include the impacts, if any, arising from the Ministerial Investigation of the Calgary Board of Education<sup>4</sup>; and
- Despite the continuation of the pandemic, adjustments to school operations during the 2020-21 school year will be manageable within the allocated budget.

## Revenue Assumptions

Alberta Education will fund the CBE as follows:

<sup>4</sup> <https://cbe.ab.ca/news-centre/Pages/board-of-trustees-response-to-provincial-audit-december-12-2019.aspx>

- Whereas in the previous funding framework in-year enrolment would drive funding received, the new funding framework will allocate funding based the new three-year Weighted Moving Average (WMA) enrolment of school authorities. Funding provided through the base instruction component does not allocate funding for specific students or schools. The WMA enrolment funding calculation is used to determine funding for the Early Childhood Services (ECS)-Grade 12 instructional activities of the entire school jurisdiction.

Other revenue assumptions are:

- The CBE will calculate provincial funding using the funding formula provided based on 2020-21 enrolment.
- The CBE's budget will be based upon a moderate projection of student enrolment (+2,225 students). Should actual funding exceed that expected under the moderate forecast, those funds will be directed to the area of highest need.
- The CBE will apply Alberta Education targeted/restricted funding for the specified purpose (e.g. Transportation, Operations and Maintenance, System Administration).
- Fees:
  - All revenue from Alberta Education related to transportation will continue to be fully applied to the cost of this service. By board motion the CBE will provide transportation services that fit within the total of Alberta Education funding and related fees.
  - Fees for the 2020-21 school year will comply with the guidance and direction set out in the Education Act and related regulations
- Fees will be implemented giving due regard to the economic circumstances within Calgary at the time the budget is finalized. Opportunities to grow non-Alberta Education revenue (exclusive of student fees) will be explored where it is consistent with the CBE's vision and values.
- The CBE will continue to receive \$1 per year per facility lease with charter schools as determined by Alberta Education.
- The CBE will continue to participate in the Joint Use Agreement framework with the City of Calgary and the Calgary Separate School District respecting land and schools.
- Revenue from the sale of CBE-owned properties, if any, will be added to capital reserves and applied to upgrade and modernize existing facilities to support student learning.
- Investment returns, if any, will be directed to enhancing student outcomes.
- The province has indicated there is no additional budget allocation for education. As such, CBE is anticipating flat revenue over the next three years with no change based on additional students or new schools.

## Expense Assumptions

Expense assumptions are:

- The budget will ensure that the CBE is able to comply with all conditions within provincial legislation and collective agreements including general wage increases (where applicable), employee salary grid movement and benefits changes. The CBE will follow the province's lead on future negotiations with its unions and associations that cover 98 per cent of all CBE staff<sup>5</sup>;
- The CBE will continue to evaluate the ongoing financial, programming and operational viability of school sites and recommend closure to the Board of Trustees where and when appropriate;
- While Alberta Education has changed the funding model and increased 2020-21 funding, the CBE continues to experience non-discretionary cost increases (such as for contractual obligations), which have been reflected in the expense projections;
- Administrative costs will be funded by a targeted system administration grant and CBE expenditures will remain at or below the allotted amount provided by the government;
- The CBE will continue to work with the provincial government and other school jurisdictions to identify cost savings strategies where opportunities exist;
- 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, frozen since 2014 remain the same as prior year; and
- Programs for non-mandated students (international students, adults, etc.) will be run on a fully costs recovered basis.

## Reserve Assumptions

The Board of Trustees has final authority on the deployment of reserves and therefore these assumptions are subject to ultimate approval by the Board of Trustees.

- The budget will be based on the assumption that the CBE will end the 2019-20 school year with operating reserves of approximately \$3.9 million and \$5.7 million in capital reserves<sup>6</sup>
- The limited amount of CBE operating and capital reserves balances remain available to address all normal course of event risks. Reserve balances are not able to fully mitigate the impact of any unanticipated government-imposed funding adjustments;
- With an eye towards longer-term sustainability, the CBE does not intend to use CBE operating and capital reserves to balance operations for the 2020-21 school year; and

<sup>5</sup> The Provincial ATA, the two Staff Association collective agreements and the Canadian Union of Public Employees agreement will expire Aug. 31, 2020. The Trades agreement will expire on Aug. 31 2021.

<sup>6</sup> As of second quarter forecast 2019-20

- Given the anticipated continuation of new school construction, the CBE will retain modest operational reserves to fully support the commissioning of approved new schools. Based on historical activity, the CBE spends approximately \$1.5-2 million to commission an elementary school, \$2-3 million for a middle school and \$6.5-7.5 million for a high school.

## Capital Assumptions

The CBE appreciates that the provincial government is funding increased enrolment and is building the school facilities necessary to accommodate this growth.

While good news for students, families and communities, each new school announcement requires the CBE to find additional funds beyond those provided by the province for furniture, fixtures and equipment.

These commissioning costs include preparing the learning environment with learning resources, specialty equipment and technology. Other costs are related to the staff time (principals, assistant principals, learning leaders, administrative assistants, etc.) required to engage with the new school communities and make pre-opening curricular decisions. Based on this experience, the upcoming new schools will require additional resources. The 2020-21 budget will include the costs associated with operating the three new schools expected to come into operation in that year. Those incremental costs are estimated to be approximately \$600,000 per elementary school, for a total of \$1.8 million in the 2020-21 school year.

The 2020-21 budget will include an investment in board-funded capital to support the maintenance of systems and learning spaces as well as the replacement of vehicles, equipment and technology hardware.

## Appendix IX: Risks

### Operational Risks

The operational risks set out below reflect those events that are most likely to impact on CBE operation during the 2020-21 school year. The table below set out the inherent (unmitigated) risks. In all cases the CBE has control processes and mechanisms in place to manage the inherent risk down to an acceptable level. It is possible, however, that a risk or combination of risks could impact on operations in a way that exceeds expectations.

Risk	What does this mean?
<ul style="list-style-type: none"> <li>▪ Unanticipated increase in the deferred maintenance backlog.</li> </ul>	<p>Unforeseen equipment failures could require unplanned resource reallocation.</p>
<ul style="list-style-type: none"> <li>▪ Resources available to support service units are not adequate to maintain operations within a growing system.</li> </ul>	<p>Work and project delays and or terminated, slower response time, less support and services for schools.</p>
<ul style="list-style-type: none"> <li>▪ Some costs increase at a rate beyond that assumed in the budget development process</li> </ul>	<p>Reprioritizing initiatives and support, mid-year.</p>
<ul style="list-style-type: none"> <li>▪ Economic factors in the commercial environment place upward pressure on long term contractual commitments</li> </ul>	<p>Pressure on fixed funding provided for Board and System Administration costs. The current funding model does not indicate support for any inflation costs.</p>
<ul style="list-style-type: none"> <li>▪ Funding adjustments imposed by Alberta Education occur after the commencement of the school year.</li> </ul>	<p>Large scale personnel, programming and service planning is involved in the budget process. With unplanned, mid-year funding reductions, adjustments are required.</p>
<ul style="list-style-type: none"> <li>▪ Flat funding in a growing system.</li> </ul>	<p>With a lag and holding everything equal, this would mean that the same number of teachers are available to teach more students, resulting in an increase to average class size. A \$19 million increase or decrease to school-based funding creates a 1 student change to average class size.</p>
<ul style="list-style-type: none"> <li>▪ Funding is not provided for 'Status-to-be-confirmed' refugee students</li> </ul>	<p>Funding is <b>only</b> provided for students that have confirmed refugee status. Government funding may be delayed or not provided to all refugee students. CBE continues to internally fund all students regardless of status</p>
<ul style="list-style-type: none"> <li>▪ Costs associated with new school openings will not be covered under the funding model</li> </ul>	<p>In 2020-21, three new schools have been planned to open its doors, with another four in the following year. Commissioning costs is funded internally. This includes but not limited to: whiteboards, sports equipment, in class technology and landscaping around schools.</p>
<ul style="list-style-type: none"> <li>▪ Costs associated with pandemic requirements for school operations.</li> </ul>	<p>O&amp;M expenses may increase, thereby reducing resources to attend to facility maintenance.</p>

## Financial & Operational Compliance Risks

Risk	What does this mean?
<ul style="list-style-type: none"> <li>▪ The cost of addressing unanticipated events exceeds available operating and capital reserve balances.</li> </ul>	Reserves available will not be enough to cover unforeseen events, CBE will need to reprioritize initiatives and supports mid-year
<ul style="list-style-type: none"> <li>▪ Public expectation for public education exceeds capacity of the CBE to provide within allocated funding levels</li> </ul>	Additional communication will be required to enhance community understanding of financial and qualitative implications with new fiscal environment.

## Staffing & Contractual Risks

Risk	What does this mean?
<ul style="list-style-type: none"> <li>▪ Collective agreement settlements exceed the financial capacity of the CBE</li> </ul>	Changes will have financial and administrative impacts on the system
<ul style="list-style-type: none"> <li>▪ Retirements, resignations and replacements occur at higher than assumed rates.</li> </ul>	Higher than projected attrition from key positions in schools and service units

## Appendix III – Three-Year Education Plan



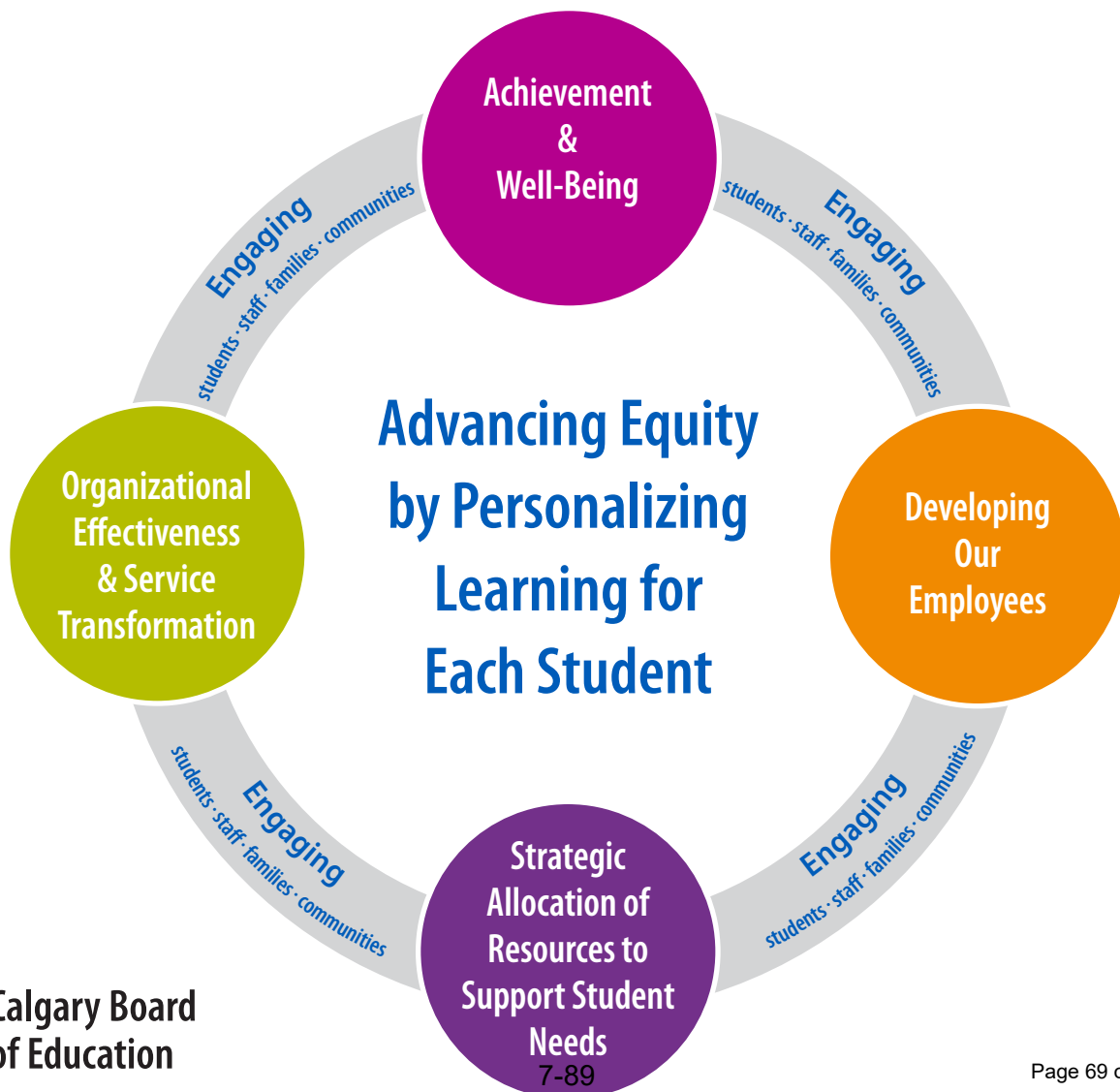
# 2019-2022 | Three-Year Education Plan



**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.

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

Public education is a shared responsibility. Together we commit to success for each student, every day, no exceptions.



# Advancing Equity by Personalizing Learning for Each Student

Success for each student, every day, no exceptions

How we support our students

## Achievement & Well-Being

- **Improve student achievement through the design of inclusive, engaging and rigorous learning tasks.**
  - Further consistency of assessment and reporting by calibrating to a system standard.
  - Use high-impact instructional strategies.
  - Incorporate culturally responsive instructional design and assessment by honouring Indigenous knowledge systems, languages and histories.
  - Enhance student voice in learning, assessment and decision-making.
- **Advance literacy, numeracy and learning competencies that incorporate critical thinking, communication, creativity, collaboration, citizenship and character.**
  - Build capacity to support concept-based curriculum and instruction.
  - Leverage the use of technology in learning environments to meet the needs of diverse learners.
- **Create conditions for success for each student in a welcoming, caring, respectful and safe learning environment.**
  - Continue to develop environments where each student is known and develops a sense of competence, confidence and belonging as a learner.
  - Further develop school environments that foster resiliency in students.
  - Work with partners to provide access to well-being and mental health supports for students.

How we do our work

## Organizational Effectiveness & Service Transformation

- **Employ a strategic approach to align resources, supports and services with the Three-Year Education Plan and system priorities.**
  - Make decisions based on evidence, data, input and guiding documents.
  - Use the School Support Model to further collaboration, shared decision-making, transparency and accountability.
  - Eliminate duplication of services and reduce inefficiencies.
  - Enhance coordination between schools and service units.
  - Leverage technology to improve operational efficiency.
- **Communicate and engage with our students, staff, families and communities to support effective decision-making.**
  - Use the *Dialogue Framework* to support community engagement activities.
  - Communicate decisions effectively.
- **Support effective system and Board governance.**
  - Mitigate risk to the organization.
  - Review and update our Administrative Regulations to ensure compliance with provincial regulations and/or Board policies.

**Build trust and collaborative relationships with students, staff, families and communities through respectful and responsive dialogue.**

How we use our resources

## Strategic Allocation of Resources to Support Student Needs

- **Allocate human and financial resources based on student needs.**
  - Align resource allocation with the provincial funding framework and with system priorities and equity goals.
  - Allocate resources based on need to support students with equitable access to programs and services across the system.
- **Develop a sustainable system-wide plan to optimize, commission, modernize and maintain school facilities to foster enriching learning environments.**
  - Develop a sustainable system-wide plan for high schools that continues to offer students access, flexibility and choice in programming given available space and resources.
  - Promote system-wide approaches to environmental sustainability.

How we support our people

## Developing Our Employees

- **Build the capacity of our employees**
  - Advance succession planning through mentoring, coaching and on-the-job training.
  - Provide opportunities for professional learning for our employees.
- **Build coherence and continuous improvement in program provision, service delivery and professional learning through a collaborative and evidence-informed culture.**
  - Continue to build skill in generating and interpreting data across CBE leadership teams.
- **Foster a welcoming, caring, respectful, inclusive and safe work environment.**
  - Continue to build employee awareness of mental health and well-being supports.

## Appendix IV – Three-Year School Capital Plan

# Three-Year School Capital Plan



2021 – 2024

**Presented March 3, 2020**  
**Approved March 10, 2020**



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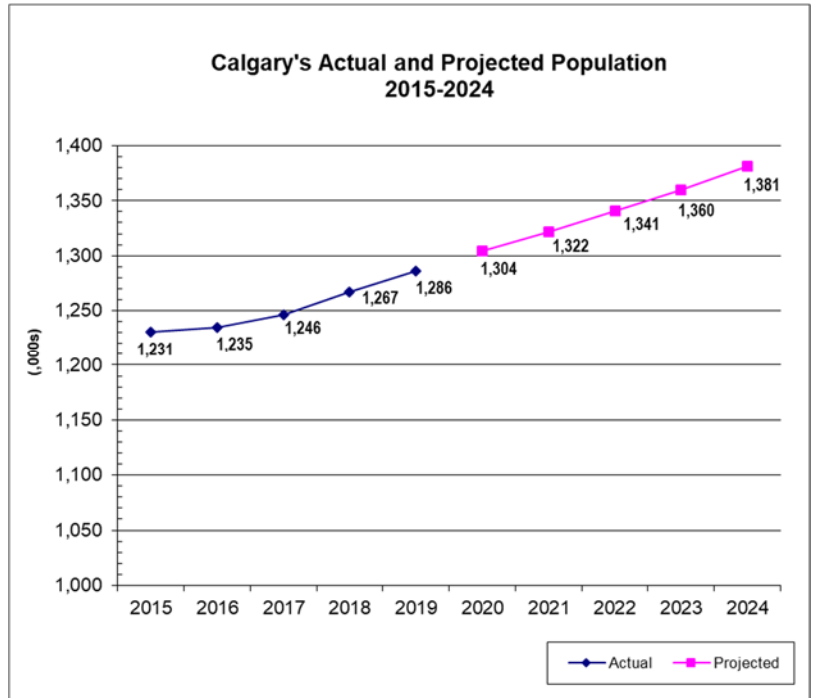
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## EXECUTIVE SUMMARY

This Three-Year School Capital Plan 2021-2024 is an analysis of the Calgary Board of Education’s (CBE) forecasted school capital needs, as assessed at the present time.

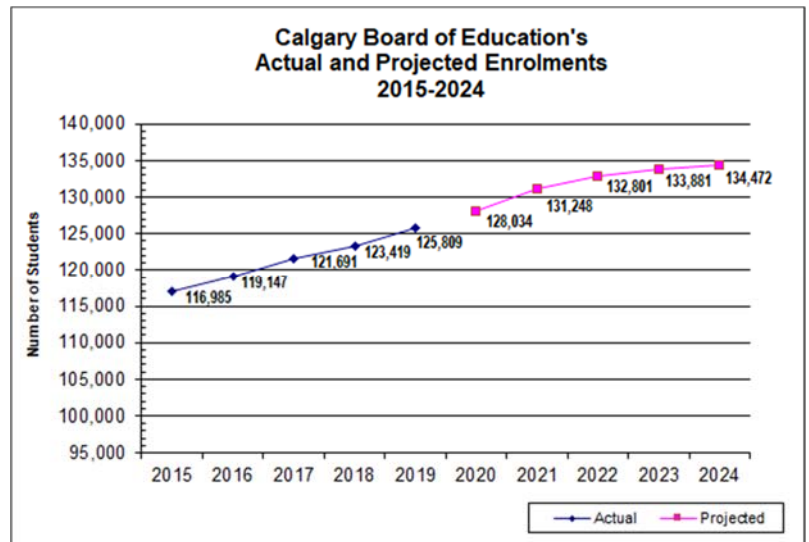
### 1. Calgary Population

Since 2015 Calgary’s population growth has averaged 13,750 people per year. In the *Calgary & Region Economic Outlook 2019-2024 (Fall 2019)*, the City of Calgary (the City) is forecasting that the population of Calgary will reach 1,381,000 by 2024, an increase of 95,000 persons over the next five years. This average yearly increase of approximately 19,000 people per year will be driven primarily by net migration.



### 2. Student Enrolment

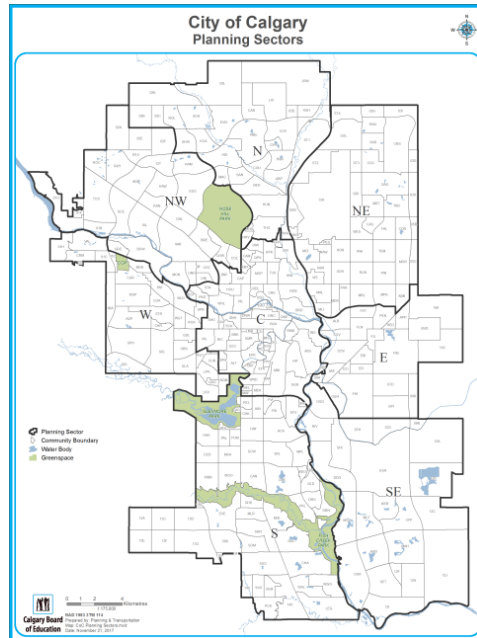
The CBE’s current student enrolment of 125,809 is an increase of 2,390 students compared to the previous year. Taking into consideration the past five-year average enrolment increase of just over 2,200 students per year CBE is projecting a conservative level of growth over the next five years. Total enrolment is forecast to increase to 134,472 students by 2024.



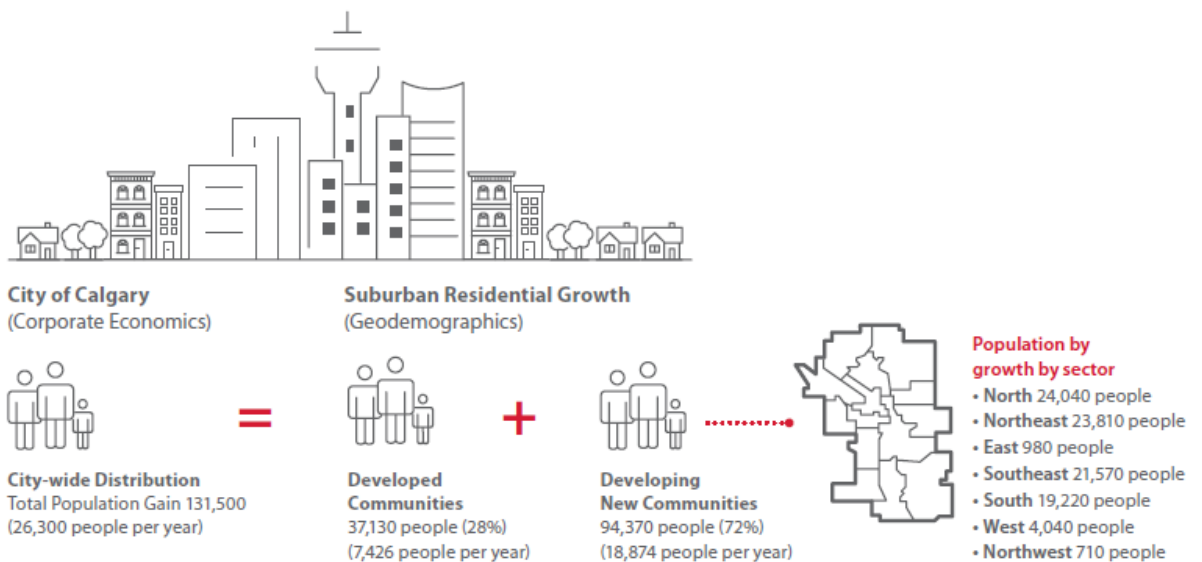
Note: Enrolment includes Home Education, Outreach/Unique Settings, Chinook Learning and CBeLearn.

### 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 City of Calgary planning sectors for capital planning purposes. The map below shows the planning sectors.



The following infographic regarding anticipated distribution of population growth from 2019-2023 is from the City's *Suburban Residential Growth 2019-2023*.



Source: City of Calgary: Corporate Economics - Calgary & Region Economic Outlook 2018-2023, 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 2018 to April 2023. 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 2018-2019 and the Three-Year Education Plan 2019-2022 in January 2020.

#### 5. Schools Under Construction and Approvals

Eight new school construction projects and one high school major modernization project are currently under development.

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
2020-2021	Coventry Hills/Country Hills Village Elementary <sup>(2)</sup> (Northern Lights School)	New Construction	Grades K-4	600	Mar. 21, 2017
	Cranston Elementary <sup>(2)</sup> (Sibylla Kiddle School)	New Construction	Grades K-4	600	Mar. 21, 2017
	Evergreen Elementary <sup>(2)</sup> (Dr. Freda Miller School)	New Construction	Grades K-4	600	Mar. 21, 2017
	Forest Lawn High (Spring 2021)	Modernization	Grades 10-12	n/a	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
		New Construction			Nov 1, 2019
	North Calgary High School	Design Only	Grades 10-12	1,800	Mar. 22, 2018
		New Construction			Nov 1, 2019
	Auburn Bay Elementary <sup>(2)</sup>	New Construction	Grades K-4	600	Nov 1, 2019
Total School Space Capacity				6,600	

Note: <sup>(2)</sup> denotes second school of that type in the community.

## 6. Capital Priorities – New School Construction

There are 3 new school construction projects identified in the Three-Year School Capital Plan 2021-2024. Two of the projects are being requested for design funding initially in Year 2 and then construction funding in Year 3.

Table 1: New School Construction					Number of Years Previously Listed in Capital Plan
Three-Year School Capital Plan 2021-2024 Priorities					
Priority Ranking – Project Description					
<b>YEAR 1</b>					
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	
C-1 Evanston Middle	5-9	New Request	Full buildout to 900	31,736,000	7
				<b>YEAR 1 TOTAL</b>	<b>31,736,000</b>
<b>YEAR 2</b>					
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	
C-2 Saddle Ridge Middle <sup>(2)</sup>	5-9	New Request	Design for 900	1,147,000	1
C-3 Cornerstone High School	10-12	New Request	Design for 1800	2,293,000	1
				<b>YEAR 2 TOTAL</b>	<b>3,440,000</b>
<b>YEAR 3</b>					
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	
C-4 Saddle Ridge Middle <sup>(2)*</sup>	5-9	New Request	Construction for 900	28,388,000	1
C-5 Cornerstone High School*	10-12	New Request	Construction for 1800	63,178,000	1
				<b>YEAR 3 TOTAL</b>	<b>91,566,000</b>
				<b>GRAND TOTAL</b>	<b>126,742,000</b>

Note: <sup>1</sup> Senior high schools are not ranked using point criteria. See page 27.

<sup>(2)</sup> = second school of that type for the community.

\* Year could change, dependent on when site is ready for construction.

## 7. Capital Priorities – Major Modernization Projects

There are 10 major modernization projects identified in the Three-Year School Capital Plan 2021-2024.

Table 2: School Major Modernizations					
Three-Year School Capital Plan 2021-2024 Priorities					
Priority Ranking – Project Description					
<b>YEAR 1</b>					
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	Number of Years Previously Listed in Capital Plan
M-1 John G. Diefenbaker High School	10-12	Modernization Request	Major Modernization	28,146,000	
M-2 Nickle School	5-9	Modernization Request	Major Modernization	14,595,000	12
				<b>YEAR 1 TOTAL</b>	<b>42,741,000</b>
<b>YEAR 2</b>					
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	Number of Years Previously Listed in Capital Plan
M-3 Ernest Morrow School	6-9	Modernization Request	Major Modernization	16,679,000	
M-4 A.E. Cross School	7-9	Modernization Request	Major Modernization	18,764,000	3
M-5 Janet Johnstone School	K-4	Modernization Request	Major Modernization	9,069,000	5
M-6 Annie Foote School	K-6	Modernization Request	Major Modernization	10,841,000	5
				<b>YEAR 2 TOTAL</b>	<b>55,353,000</b>
<b>YEAR 3</b>					
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	Number of Years Previously Listed in Capital Plan
M-7 Cedarbrae School	K-6	Modernization Request	Major Modernization	8,132,000	
M-8 Altadore School	K-6	Modernization Request	Major Modernization	8,132,000	12
M-9 Ranchlands School	K-6	Modernization Request	Major Modernization	12,197,000	5
M-10 Queen Elizabeth School	K-6	Modernization Request	Major Modernization	9,069,000	5
				<b>YEAR 3 TOTAL</b>	<b>37,530,000</b>
				<b>GRAND TOTAL</b>	<b>135,624,000</b>

## 8. Capital Priorities – New Construction & Major Modernizations

There are 13 new construction and major modernization projects identified in the Three-Year School Capital Plan 2021-2024. Two of the projects are being requested for design funding initially in Year 2 and then construction funding in Year 3.

Table 3: New School Construction and Major Modernizations					
Three-Year School Capital Plan 2021-2024 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	Number of Years Previously Listed in Capital Plan
1 Evanston Middle	5-9	New Request	Full buildout to 900	31,736,000	7
2 John G. Diefenbaker High School	10-12	Modernization Request	Major Modernization	28,146,000	11
3 Nickle School	5-9	Modernization Request	Major Modernization	14,595,000	12
YEAR 1 TOTAL				74,477,000	
YEAR 2					
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	Number of Years Previously Listed in Capital Plan
4 Saddle Ridge Middle <sup>(2)</sup>	5-9	New Request	Design for 900	1,147,000	1
5 Cornerstone High School	10-12	New Request	Design for 1800	2,293,000	1
6 Ernest Morrow School	6-9	Modernization Request	Major Modernization	16,679,000	6
7 A.E. Cross School	7-9	Modernization Request	Major Modernization	18,764,000	3
8 Janet Johnstone School	K-4	Modernization Request	Major Modernization	9,069,000	5
9 Annie Foote School	K-6	Modernization Request	Major Modernization	10,841,000	5
YEAR 2 TOTAL				58,793,000	
YEAR 3					
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	Number of Years Previously Listed in Capital Plan
10 Saddle Ridge Middle <sup>(2)</sup>	5-9	New Request	Construction for 900	28,388,000	1
11 Cornerstone High School	10-12	New Request	Construction for 1800	63,178,000	1
12 Cedarbrae School	K-6	Modernization Request	Major Modernization	8,132,000	5
13 Altadore School	K-6	Modernization Request	Major Modernization	8,132,000	12
14 Ranchlands School	K-6	Modernization Request	Major Modernization	12,197,000	5
15 Queen Elizabeth School	K-6	Modernization Request	Major Modernization	9,069,000	5
YEAR 3 TOTAL				129,096,000	
GRAND TOTAL				262,366,000	

Note: <sup>1</sup> Senior high schools are not ranked using point criteria. See page 27.

<sup>(2)</sup> = 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 125,809 students in over 246 schools with approximately 14,000 staff and an operating budget of \$1.38 billion.

Over the past decade, Calgary has experienced varying levels of population growth. Calgary’s population has increased by approximately 55,000 people since 2015, an average of 13,750 people per year.

The population grew from 1,267,344 in April 2018 to 1,285,711 in April 2019 (2019 Civic Census), an increase of 18,367 (1.45%). The population growth consisted of a natural increase of 8,807 people with a net migration of 9,560 people (2019 Civic Census).

The City of Calgary’s report, *Calgary and Region Economic Outlook 2019-2024 (Fall 2019)*, identifies continued growth for Calgary. The City forecast contained in the report projects the population of Calgary will reach 1,381,000 by 2024, an increase of 95,000 people from the 2019 total of 1,286,000. This population forecast averages 19,000 people per year during this period and is a decrease from the previous five-year forecast. This population increase is expected to be driven primarily by net migration.

Calgary Total Population (,000s)									
Actual					Projected				
2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
1,231	1,235	1,246	1,267	1,286	1,304	1,322	1,341	1,360	1,381

Calgary & Region Economic Outlook 2019-2024 (Fall 2019)

## 1.1 CBE Student Enrolment

Total enrolment of 125,809 students was reported on September 30, 2019, and consists of 121,527 pre-kindergarten to Grade 12 students plus 4,282 students enrolled in Home Education, Outreach Programs, Unique Settings, Chinook Learning and CBe-learn.

Enrolment increased by 2,390 students from September 30, 2018, to September 30, 2019, with a notable increase in Grades 7-9 (1,375 students). This enrolment growth was higher than the previous overall enrolment growth of 1,729 students between 2017 and 2018.

Students continue to access program choices offered by the CBE. Enrolment in alternative programs is 26,203; this is an increase of 721 students over the previous year. The alternative programs with the highest enrolment are French Immersion (9,045), Traditional Learning Centre (TLC) (6,850) and Spanish Bilingual (3,790).

The following table provides a summary of enrolments including Unique Settings, Outreach Programs, Chinook Learning, and CBe-learn from September 30, 2015, to September 30, 2019.

<b>Five-Year History of CBE Enrolments by Division</b>					
<b>2015-2019</b>					
	2015	2016	2017	2018	2019
Pre-Kindergarten	180	197	228	195	215
Kindergarten	9,209	9,106	9,053	8,740	9,030
Grades 1-3	28,888	29,410	29,080	29,073	28,972
Grades 4-6	24,441	25,715	27,183	28,265	28,626
Grades 7-9	22,624	23,292	24,267	25,321	26,696
Grades 10-12	26,375	26,443	27,035	27,567	27,988
<b>Sub-Total (pre-k to grade 12)</b>	<b>111,717</b>	<b>114,163</b>	<b>116,846</b>	<b>119,161</b>	<b>121,527</b>
Home Education	270	249	267	262	209
Outreach and Unique Settings	2,060	2,066	2,141	2,304	2,408
CBe-learn	611	458	463	576	541
Chinook Learning Services	2,327	2,211	1,974	1,116	1,124
<b>Sub-Total</b>	<b>5,268</b>	<b>4,984</b>	<b>4,845</b>	<b>4,258</b>	<b>4,282</b>
<b>Total</b>	<b>116,985</b>	<b>119,147</b>	<b>121,691</b>	<b>123,419</b>	<b>125,809</b>

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 an increase in enrolment at Chinook Learning of 8 students from September 30, 2018 to September 30, 2019.

### **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 currently 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.

City of Calgary 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 125,809 students is forecast to increase to 134,472 students by 2024. A total increase of 8,663 students is projected averaging approximately 1,733 additional students annually. These enrolment projections assume a conservative level of enrolment growth in the future. Enrolment in kindergarten to Grade 3 is projected to decrease over the next five years with increases projected for Grades 7-9 and Grades 10-12 during the same period.

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 2019 census indicate the number of children eligible for kindergarten is expected to continue to decline over the next four years. The peak number of students eligible to start kindergarten was 16,910 in 2017.

Bill 28: School Amendment Act 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 increase of approximately 800 kindergarten students, over and above the decline expected as a result of the reduced pre-school census data, is anticipated in 2021 as students born in January and February 2020 will not be eligible for kindergarten until the next year.

A summary of the September 2019 actual student enrolments and September 2020-2024 projected enrolments are below:

CBE Five-Year Enrolment Projections 2019-2024						
	Actual 2019	Projected				
		2020	2021	2022	2023	2024
Pre-Kindergarten	215	245	245	245	245	245
Kindergarten	9,030	8,813	9,637	8,840	8,445	8,445
Grades 1-3	28,972	29,098	29,408	29,827	29,637	28,732
Grades 4-6	28,626	28,488	28,479	28,295	28,365	28,663
Grades 7-9	26,696	28,109	29,073	29,454	29,311	29,300
Grades 10-12	27,988	28,836	29,879	31,504	33,168	34,309
<b>Sub-Total (pre-k to grade 12)</b>	<b>121,527</b>	<b>123,589</b>	<b>126,721</b>	<b>128,165</b>	<b>129,171</b>	<b>129,694</b>
Home Education	209	213	217	222	225	227
Outreach and Unique Settings	2,408	2,456	2,497	2,561	2,590	2,611
CBe-learn	541	576	613	653	695	740
Chinook Learning	1,124	1,200	1,200	1,200	1,200	1,200
<b>Sub-Total</b>	<b>4,282</b>	<b>4,445</b>	<b>4,527</b>	<b>4,636</b>	<b>4,710</b>	<b>4,778</b>
<b>Total Student Count</b>	<b>125,809</b>	<b>128,034</b>	<b>131,248</b>	<b>132,801</b>	<b>133,881</b>	<b>134,472</b>

*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, 2019 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 27 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 of Calgary 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 2021-2024* is based on the City's *Suburban Residential Growth 2019-2023* document published in August 2019. 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 by number of units from new residential building permit applications in Calgary for 2018 were:

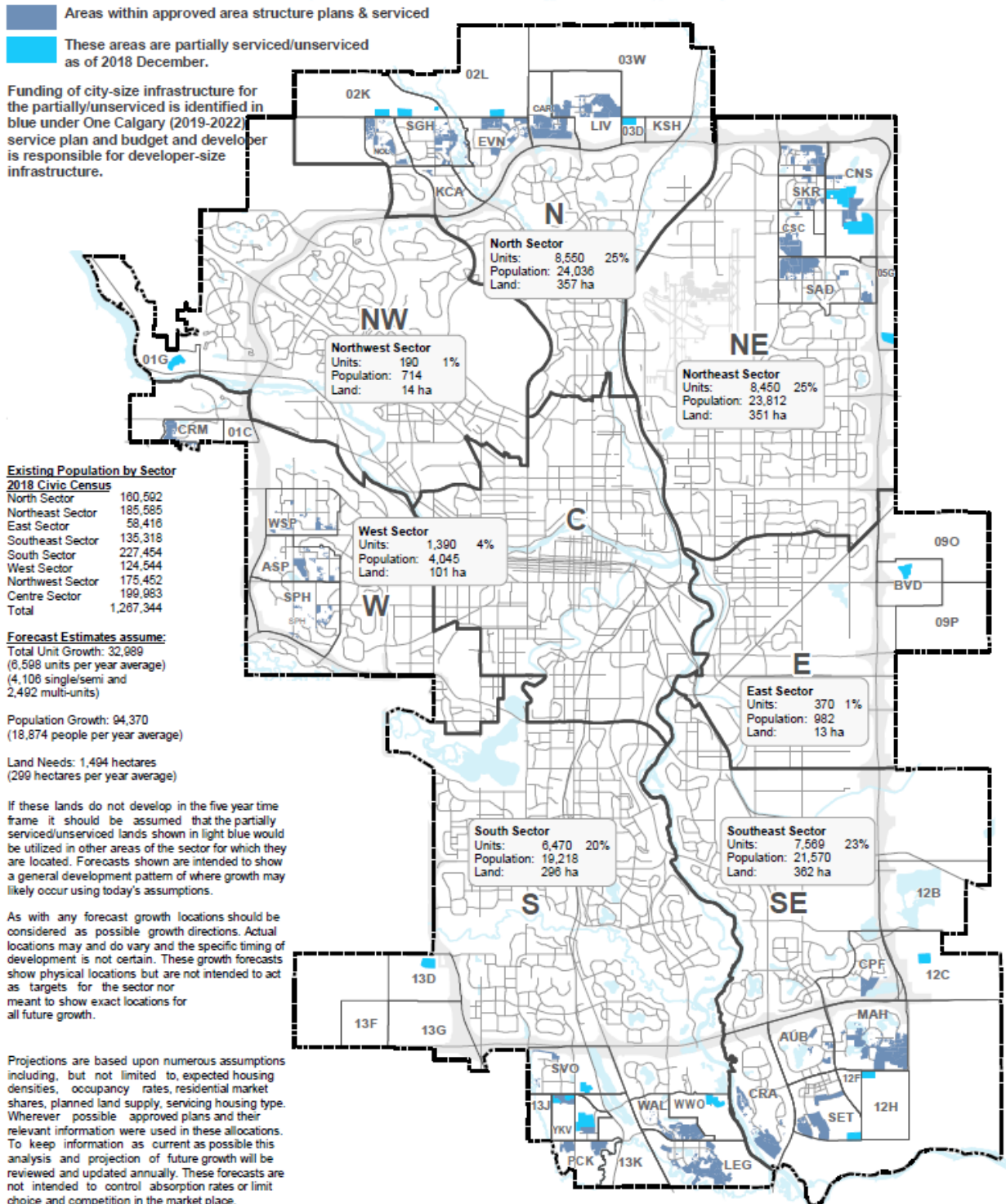
- Seton (SE)
- Skyview Ranch (NE)
- Mahogany (SE)
- Redstone (NE) tie
- Walden (S) tie
- Legacy (S)
- Livingston (N)
- Carrington (N)
- Cornerstone (NE)
- Sage Hill (N)
- Evanston (N)

*(Source: Suburban Residential Growth 2019-2023, p. A3-6, A3-7)*



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 2019-2023* document for suburban locations is as follows:

## City of Calgary Planning Sectors New Suburban Growth Forecasts 2019-2023



### 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 captured 91% of the population growth from 2014-2018 making it 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 27 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.

The communities that grew by more than 1,000 residents between 2018 and 2019 were:

- Mahogany (SE): 1,948
- Legacy (S): 1,116
- Nolan Hill (N): 1,051
- Cornerstone (NE): 1,019
- Redstone (NE): 1,002

*(Source: 2019 Civic Census)*

### 1.4 City of Calgary Annexation

#### Previously Annexed Lands

The majority of the 36,000 acres annexed to the City of Calgary, 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 **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 **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 **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.

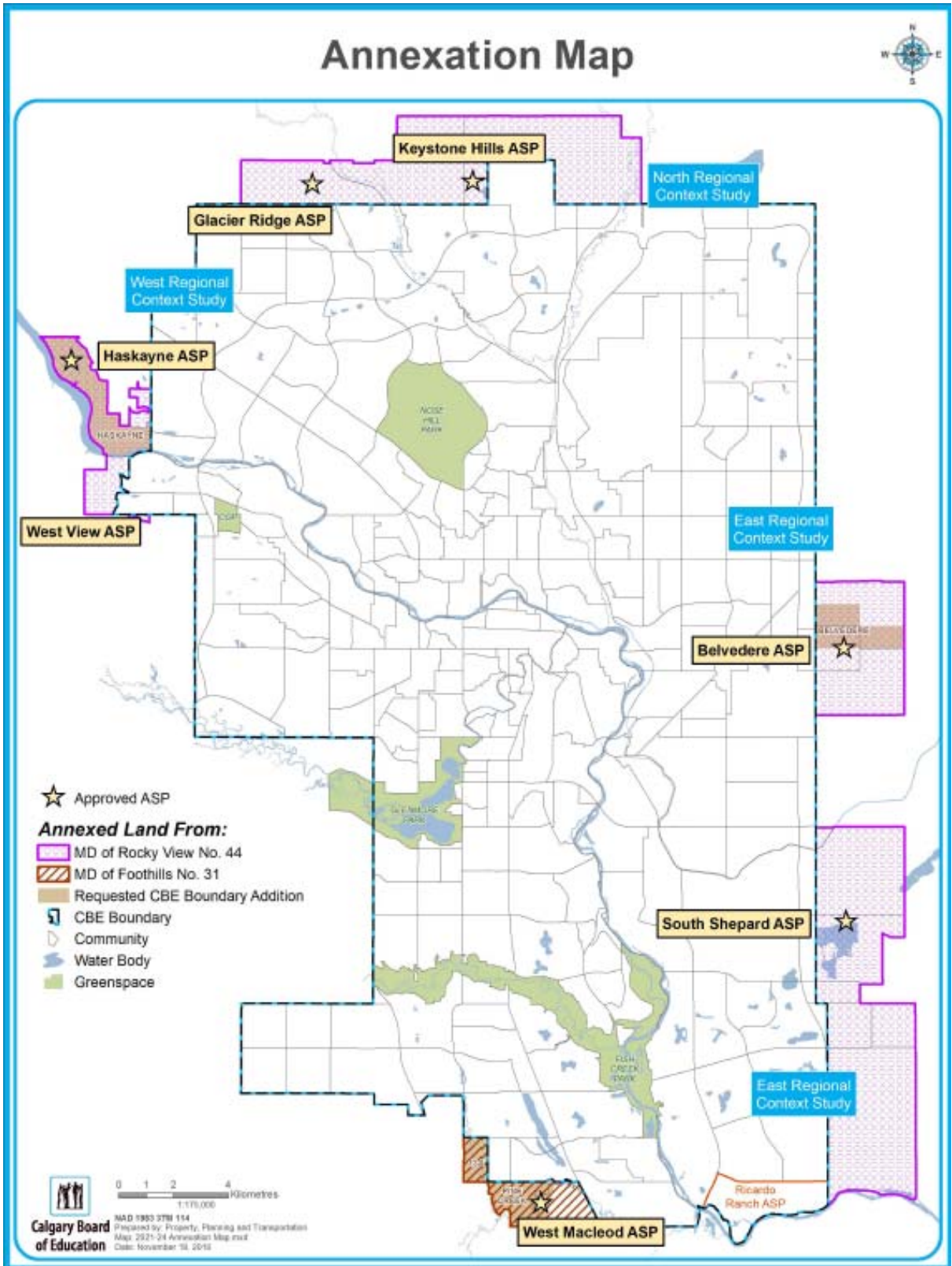
Once house construction begins, CBE will request, on an as required basis, that the Minister include these lands as part of CBE school boundaries.

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, in June 2019 the Minister of Education approved the communities of Belmont and Yorkville (in the West Macleod ASP) be incorporated into the CBE boundary for the 2019-2020 school year.

The CBE continually monitors growth in the City and on November 19, 2019 requested the addition of the Haskayne ASP, part of the Belvedere ASP, and the remainder of West Macleod ASP for the 2020-21 school year. 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 deferred maintenance in CBE schools to be in excess of \$160 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.

- CTS – 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 2018-2019 and the Three-Year Education Plan 2019-2022 on January 7, 2020.

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, School Improvement, 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 City of Calgary 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 the high 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 87%. The utilization rate is 86% for K-GR9 students and 93% 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.

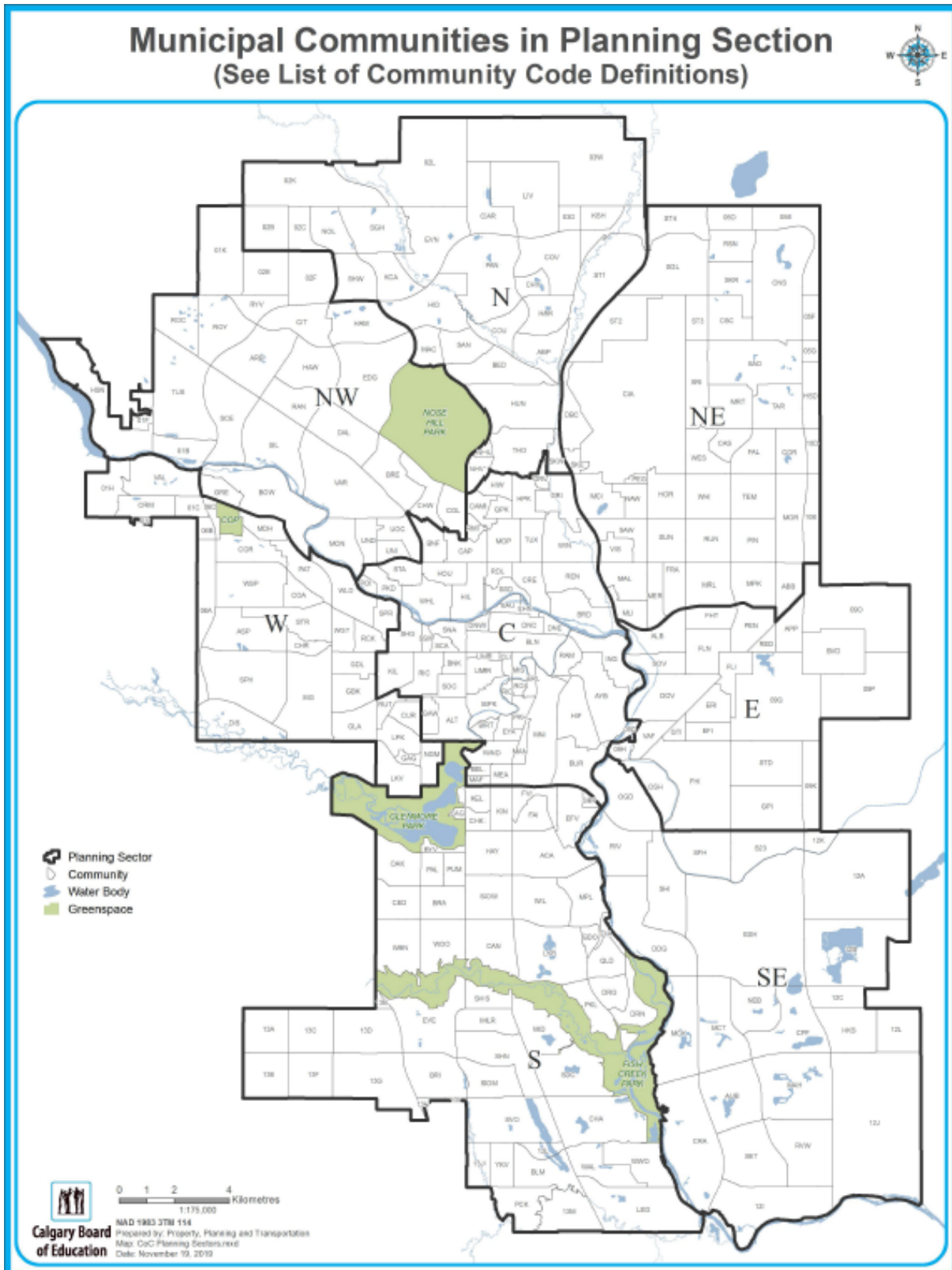
Projections for 2024-2025, in the charts below, account for additional school capacity that has been approved and is currently under construction but does not include additional capacity for schools approved for design only or requested in this capital plan:

<b>Planning Sector Utilization by Student Enrolment (Actual &amp; Projected)</b>		
<b>Sector</b>	<b>2019-2020 Actual K-12 Utilization</b>	<b>2024-2025 Projections K-12 Utilization</b>
Centre	89%	100%
East	75%	76%
North	92%	88%
NorthEast	92%	95%
NorthWest	91%	91%
South	80%	83%
SouthEast	93%	85%
West	85%	87%
<b>Total</b>	<b>87%</b>	<b>89%</b>

<b>Planning Sector Utilization by Student Residence (Actual &amp; Projected)</b>		
<b>Sector</b>	<b>2019-2020 Actual K-12 Utilization</b>	<b>2024-2025 Projections K-12 Utilization</b>
Centre	52%	62%
East	66%	67%
North	154%	139%
NorthEast	102%	104%
NorthWest	80%	80%
South	68%	71%
SouthEast	129%	113%
West	84%	85%
<b>Total</b>	<b>86%</b>	<b>88%</b>



## Map 2



## Municipal Community Code Definitions

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

## 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 of Calgary, the Calgary Catholic School District (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 of Calgary.

In the case of land for elementary and middle schools, land from the 10% dedication requirement in the *Municipal Government Act* (MGA) of Alberta is used. 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 or two middle schools 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 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 Education Directors in each area. Administration is responsible for using CBE's Dialogue framework to engage internal and external stakeholders regarding student accommodation challenges that may be resolved through one or more possible scenarios. The Three Year System Student Accommodation Plan 2019-2022 was presented for information at the June 18, 2019, 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

Eight new school construction projects and one high school major modernization project are currently under development.

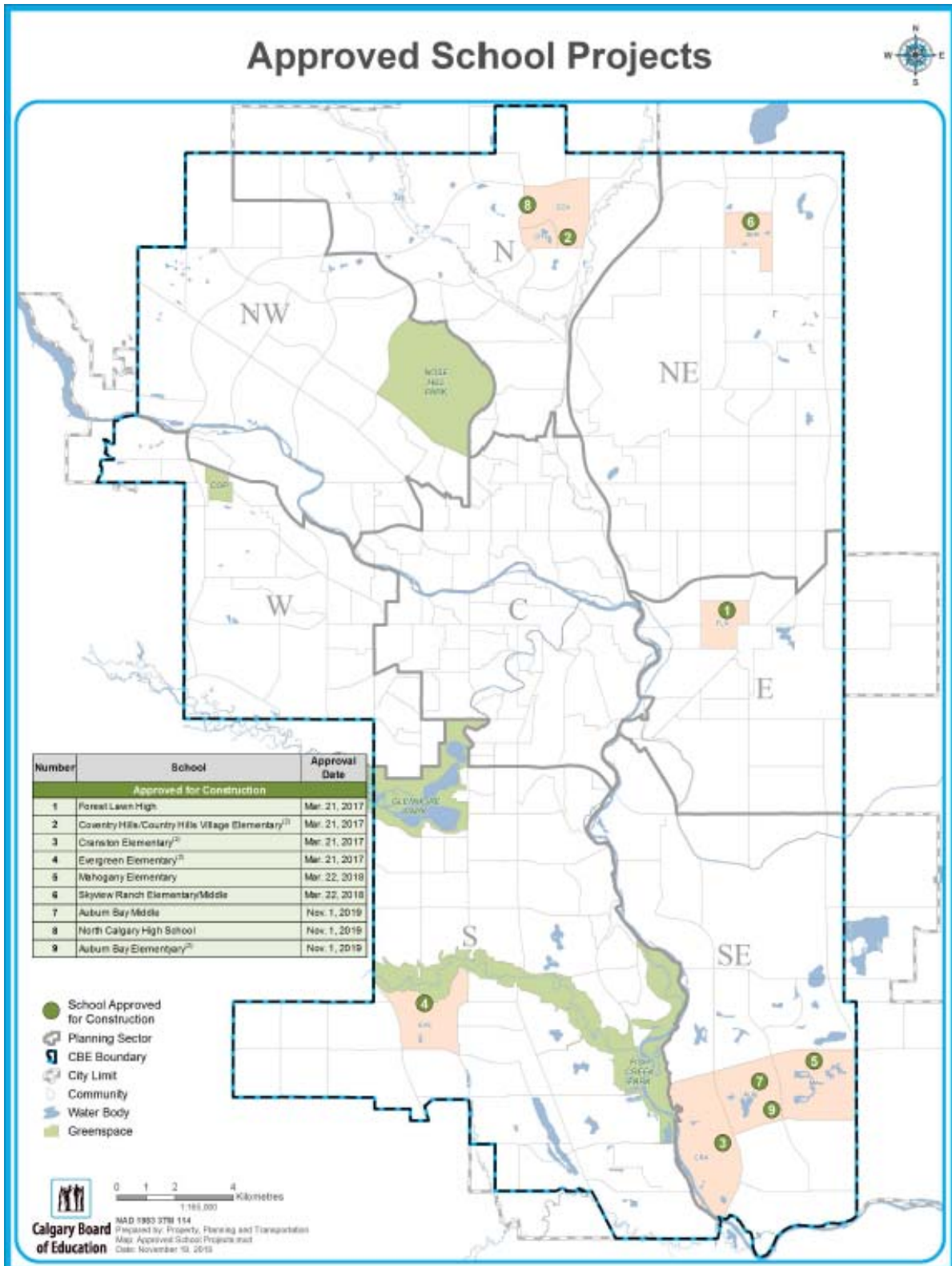
The table below summarizes the projects under development, their approval dates and their projected opening/completion date.

Schools Under Construction and Approvals					
Projected School Year Opening	School/Community	Project Type	Grade	Approved Capacity	Approval Date
2020-2021	Coventry Hills/Country Hills Village Elementary <sup>(2)</sup> (Northern Lights School)	New Construction	Grades K-4	600	Mar. 21, 2017
	Cranston Elementary <sup>(2)</sup> (Sibylla Kiddle School)	New Construction	Grades K-4	600	Mar. 21, 2017
	Evergreen Elementary <sup>(2)</sup> (Dr. Freda Miller School)	New Construction	Grades K-4	600	Mar. 21, 2017
	Forest Lawn High (Spring 2021)	Modernization	Grades 10-12	n/a	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
		New Construction			Nov 1, 2019
	North Calgary High School	Design Only	Grades 10-12	1,800	Mar. 22, 2018
		New Construction			Nov 1, 2019
	Auburn Bay Elementary <sup>(2)</sup>	New Construction	Grades K-4	600	Nov 1, 2019
<b>Total School Space Capacity</b>				<b>6,600</b>	

Note: <sup>(2)</sup> denotes second school of that type in the community.

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

Map 3



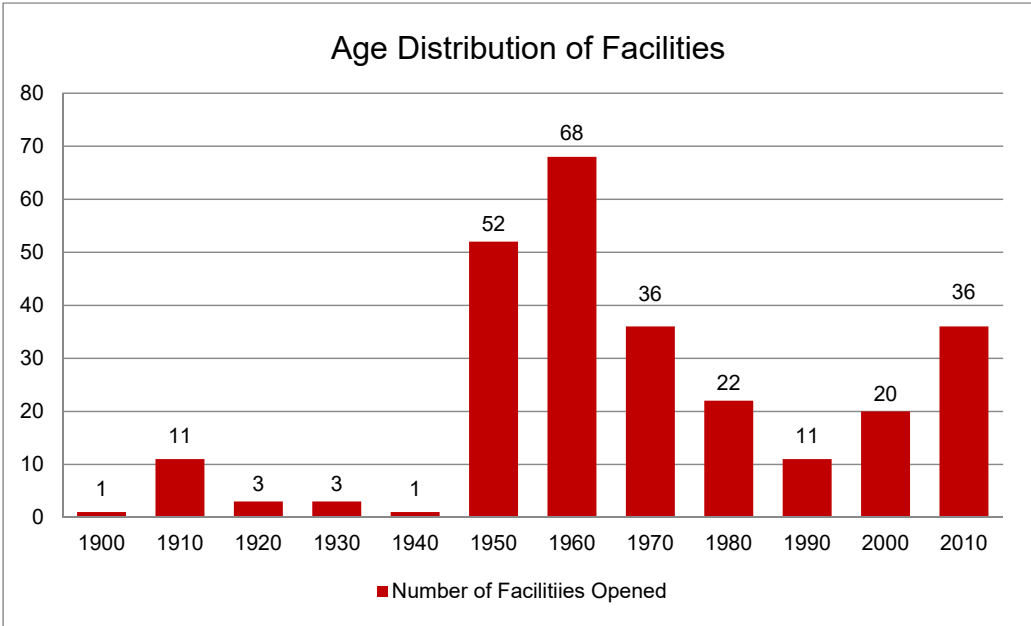
**2.6 School Major Modernization**

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
- Improvements to the Learning Commons and development of new computer lab 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 264 owned facilities of which 175 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 of Calgary 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 Joint Use Coordinating Committee (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 Traffic Safety Community meetings, review of new Area Structure Plans, neighbour redevelopment plans, and main street initiatives.
- 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, where resources allow, 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 wide range in 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 school 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, 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.

With the Province recently providing staged funding for new schools, the CBE can request design funding before a site is ready, subject to the site being available for construction within 2-3 years. The school would then be ranked twice in the Three-Year School Capital Plan: once for design funding and once for construction funding. This approach is not available for schools chosen by the Province to be delivered utilizing the Public-Private Partnership (P3) delivery model.

Where a site is not ready and design funding only is being requested, the school site is still ranked using the ranking criteria as well as taking into account the estimated timeline for when the site will be available. 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

The CBE prefers 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 and 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 City of Calgary projections) and the ratio of the number of CBE students per housing unit in a given community. The City of Calgary 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.

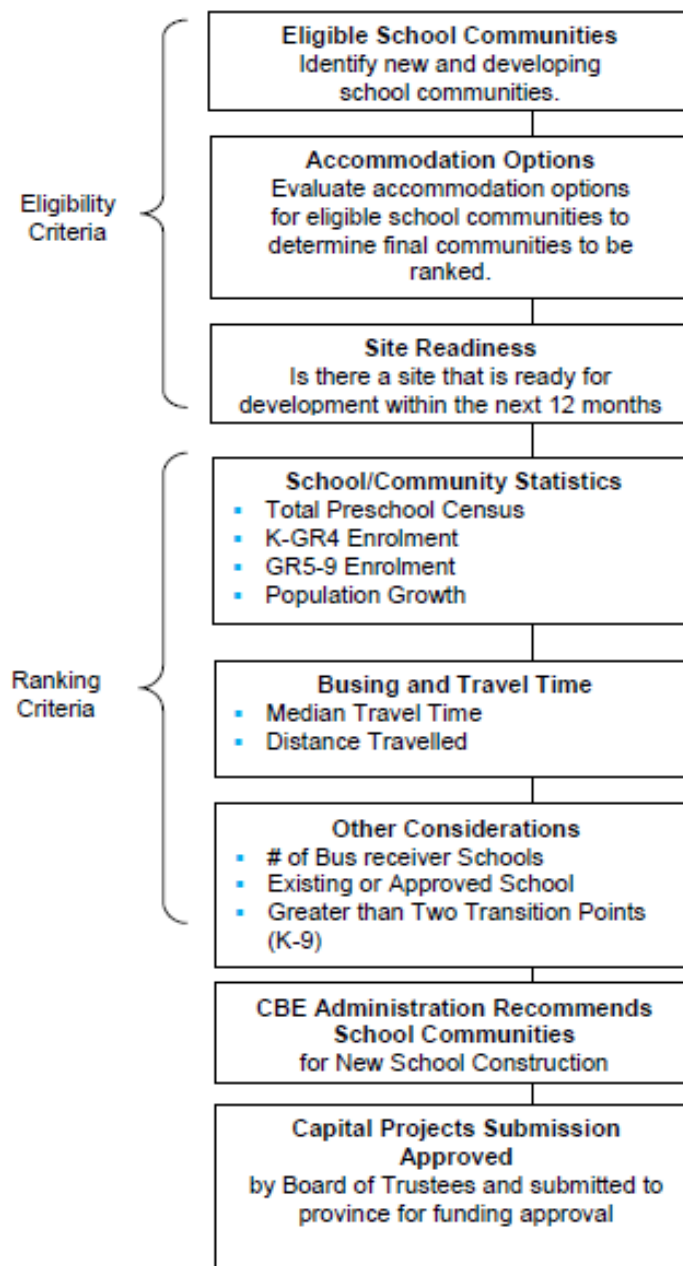
CBE's point assessment process is used for K-9 and does not apply in certain unique circumstances therefore the option exists for the placement of priorities for new school construction.

- 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 Plan:

School Communities				
Rank	Community	Points	Planning Sector	Grade
1	Evanston Middle (full buildout)	1675	N	5-9
2	Saddle Ridge Middle <sup>(2)</sup> (design Year 2, construction Year 3)	1765	NE	5-9

Notes: <sup>(2)</sup> Indicates second school of that type in the community.  
Full buildout is for design and construction at once.

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 should have a site available and have a student population large enough to sustain an elementary or middle/junior high school. However, with the Province now providing staged funding for new schools, the CBE can request design funding before a site is ready, subject to the site being available for construction within 2-3 years. Of note, this approach is not available for schools chosen by the Province for delivery via the P3 model.

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	2019-2020 Residence Utilization	2019-2020 Enrolment Utilization
Centre	33%	89%
East	57%	81%
North	287%	106%
NorthEast	147%	109%
NorthWest	99%	102%
South	72%	77%
SouthEast	173%	112%
West	89%	100%

Notes:

- Student numbers are based on ArcView data as at September 30, 2019
- 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 for construction on November 1, 2019.

The SouthEast sector has the next highest level of utilization by residence at 173%. However, there are four (4) high schools in the adjacent South sector which has a utilization by residence of 72%. Students from the SouthEast sector can be accommodated in these schools.

The NorthEast sector has the next highest utilization by residence at 147%.

### 3.4 Construction Priorities: Senior High Schools

Senior high school sites are identified through the City of Calgary Regional Context study process and are 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.

#### Cornerstone High School

Construction of a new high school will allow CBE to accommodate high school students who live in the northern northeast communities at a school that is closer to where they live. The northeast sector is projected to be one of the fastest growing areas in the city, with an expected increase of approximately 23,812



people by 2023. This represents approximately 25% of the forecasted suburban residential growth in terms of total population.

The northeast sector includes many new and developing communities and has a large student population by residence. Overall, there are 5,200 senior high students living in the northeast sector enrolled at CBE schools this year. There are only two high schools in this sector, Nelson Mandela and Lester B. Pearson, with provincial capacities of 1,795 and 1,739 student spaces respectively. If all high school students living in this sector attended the only two high schools in the sector, the utilization rate would be 147%.

The primary catchment population for the Cornerstone high school would be the northern northeast communities, consisting of Cityscape, Cornerstone, Redstone and Skyview Ranch. These communities are less than 50% built-out, but are developing quickly. When fully built-out over the next 5 to 10 years they will have a combined population of approximately 77,600 - 81,000 people. There are currently 272 students from these communities attending CBE high schools for Grades 10-12.

Additional communities that may have a portion of, or the entire community, designated to this school include Saddle Ridge, Castleridge, Falconridge and/or Coral Springs. There are currently 1,229 high school students from these communities. The community of Saddle Ridge is only 58% built out, based on occupied dwellings, and when fully built-out over the next 5 to 10 years it will have a population of approximately 31,500 - 31,800 people.

Students living in the northern northeast communities currently attend two different CBE schools. One of the schools is located in the northeast sector and one is in the east sector:

- Lester B. Pearson High School (Cornerstone); and
- Forest Lawn High School (Cityscape, Redstone, Skyview Ranch).

Students living in the communities of Castleridge, Coral Springs, Falconridge Martindale, Saddle Ridge and Taradale attend Nelson Mandela High School.

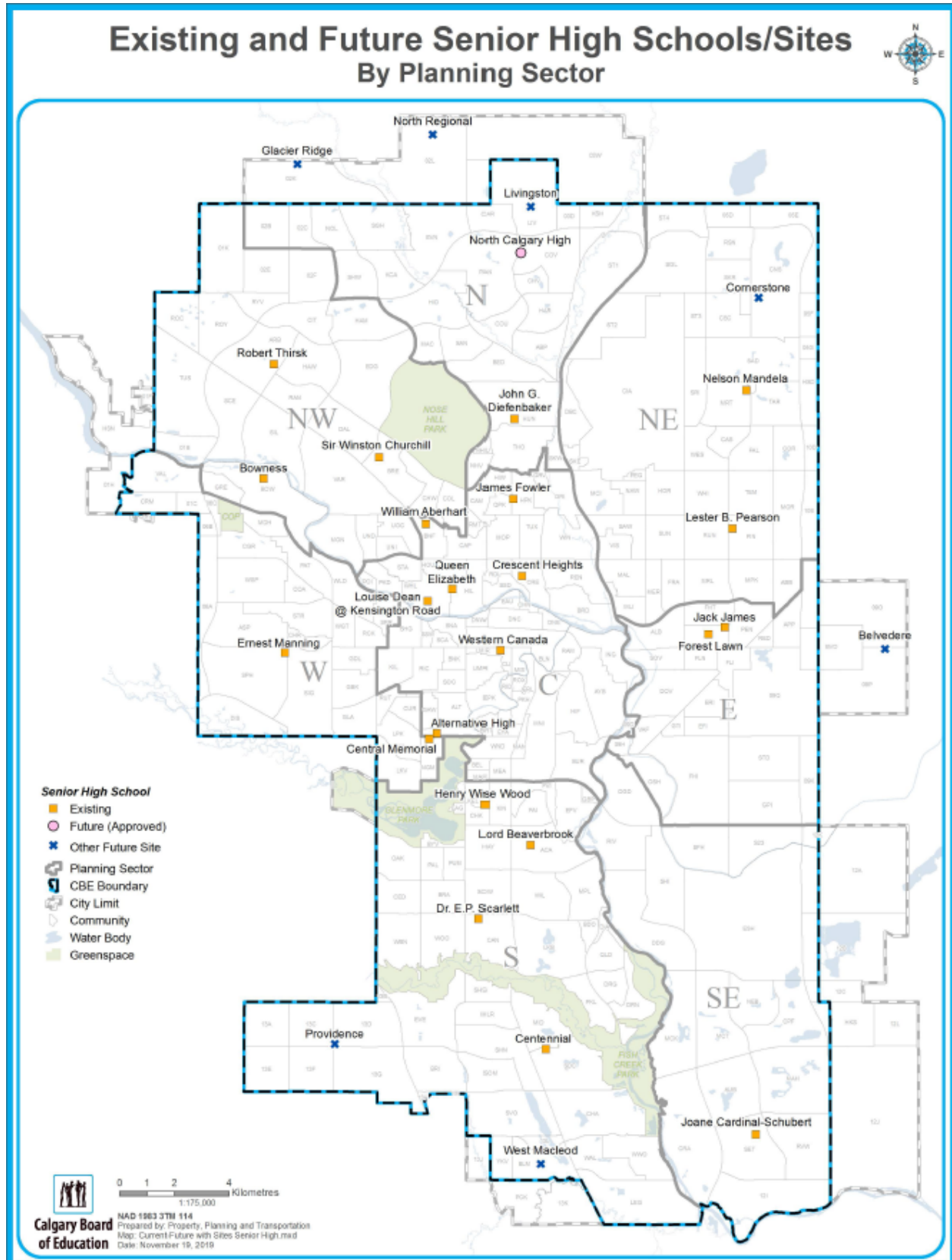
Lester B. Pearson High School is the next closest school, south of Nelson Mandela High School, and is located in the Pineridge community with Forest Lawn High School even further south in the east sector community of Forest Lawn. This commute involves long travel times for all these students.

In addition to the northern northeast communities, there is the newly developing community of Homestead on the east side of Stoney Trail. At full build out it is expected to have a population of 4,900 - 5,200 people. This community could be considered for designation to the new Cornerstone high school depending on the utilization rates of Nelson Mandela and Lester B. Pearson High Schools at that time.

A 21 acre site in the south portion of Cornerstone, on the south side of Country Hills Boulevard NE, is designated for a new senior high school. Once constructed and opened, a new high school in northeast Calgary is anticipated to operate at capacity for many years.



Map 4



## 4.0 THREE-YEAR SCHOOL CAPITAL PLAN 2021-2024 – 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 2019 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 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					
Three-Year School Capital Plan 2021-2024 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	Number of Years Previously Listed in Capital Plan
C-1 Evanston Middle	5-9	New Request	Full buildout to 900	31,736,000	
				YEAR 1 TOTAL	31,736,000
YEAR 2					
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	Number of Years Previously Listed in Capital Plan
C-2 Saddle Ridge Middle <sup>(2)</sup>	5-9	New Request	Design for 900	1,147,000	
C-3 Cornerstone High School	10-12	New Request	Design for 1800	2,293,000	1
				YEAR 2 TOTAL	3,440,000
YEAR 3					
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	Number of Years Previously Listed in Capital Plan
C-4 Saddle Ridge Middle <sup>(2)*</sup>	5-9	New Request	Construction for 900	28,388,000	
C-5 Cornerstone High School*	10-12	New Request	Construction for 1800	63,178,000	1
				YEAR 3 TOTAL	91,566,000
				GRAND TOTAL	126,742,000

Note: <sup>1</sup> Senior high schools are not ranked using point criteria. See page 27.  
<sup>(2)</sup> = second school of that type for the community.  
\* Year could change, dependent on when site is ready for construction.

Table 2: School Major Modernizations					
Three-Year School Capital Plan 2021-2024 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	Number of Years Previously Listed in Capital Plan
M-1 John G. Diefenbaker High School	10-12	Modernization Request	Major Modernization	28,146,000	
M-2 Nickle School	5-9	Modernization Request	Major Modernization	14,595,000	12
				YEAR 1 TOTAL	42,741,000
YEAR 2					
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	Number of Years Previously Listed in Capital Plan
M-3 Ernest Morrow School	6-9	Modernization Request	Major Modernization	16,679,000	
M-4 A.E. Cross School	7-9	Modernization Request	Major Modernization	18,764,000	3
M-5 Janet Johnstone School	K-4	Modernization Request	Major Modernization	9,069,000	5
M-6 Annie Foote School	K-6	Modernization Request	Major Modernization	10,841,000	5
				YEAR 2 TOTAL	55,353,000
YEAR 3					
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	Number of Years Previously Listed in Capital Plan
M-7 Cedarbrae School	K-6	Modernization Request	Major Modernization	8,132,000	
M-8 Altadore School	K-6	Modernization Request	Major Modernization	8,132,000	12
M-9 Ranchlands School	K-6	Modernization Request	Major Modernization	12,197,000	5
M-10 Queen Elizabeth School	K-6	Modernization Request	Major Modernization	9,069,000	5
				YEAR 3 TOTAL	37,530,000
				GRAND TOTAL	135,624,000

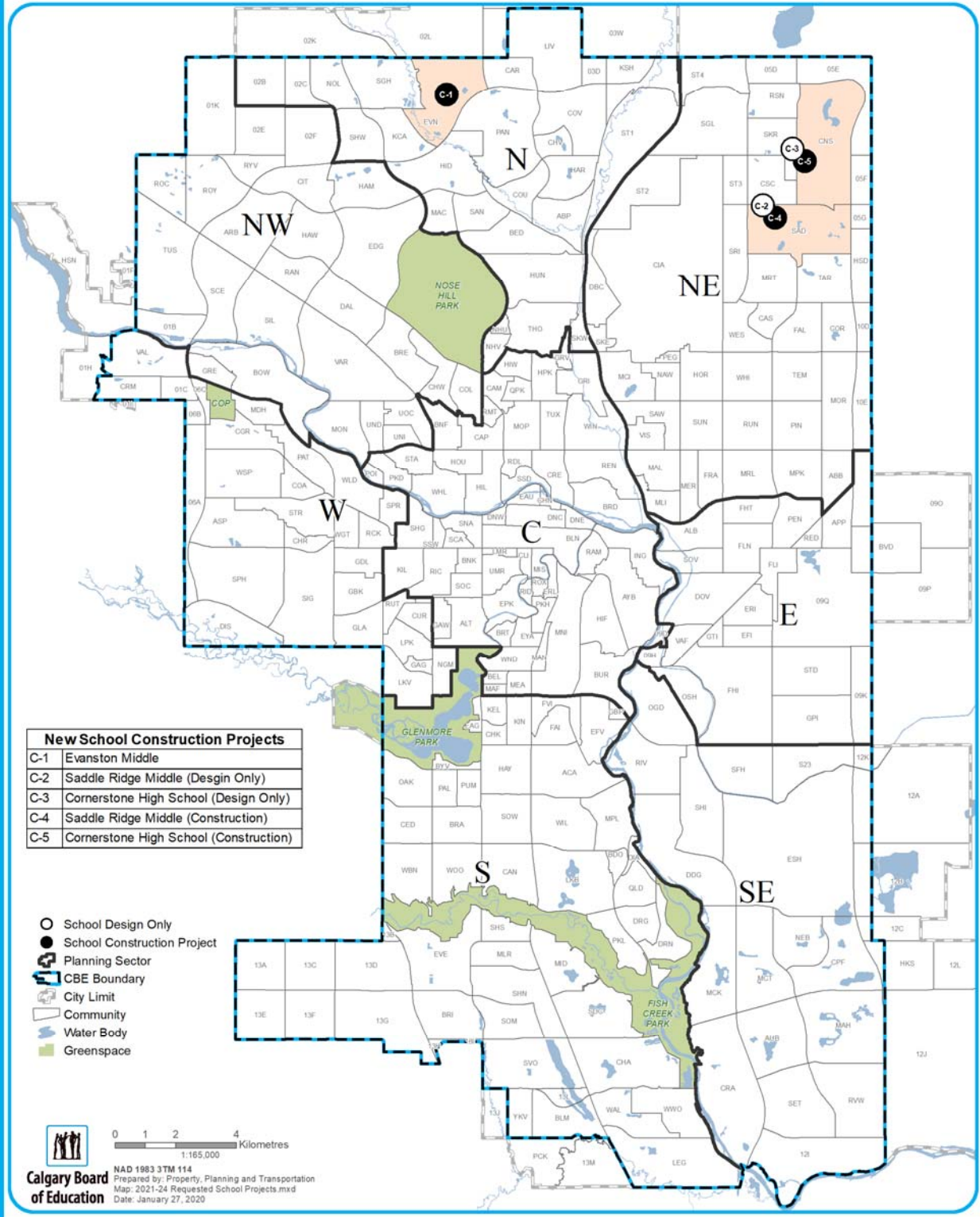
Table 3: New School Construction and Major Modernizations					
Three-Year School Capital Plan 2021-2024 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	Number of Years Previously Listed in Capital Plan
1 Evanston Middle	5-9	New Request	Full buildout to 900	31,736,000	7
2 John G. Diefenbaker High School	10-12	Modernization Request	Major Modernization	28,146,000	11
3 Nickle School	5-9	Modernization Request	Major Modernization	14,595,000	12
				<b>YEAR 1 TOTAL</b>	<b>74,477,000</b>
YEAR 2					
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	Number of Years Previously Listed in Capital Plan
4 Saddle Ridge Middle <sup>(2)</sup>	5-9	New Request	Design for 900	1,147,000	1
5 Cornerstone High School	10-12	New Request	Design for 1800	2,293,000	1
6 Ernest Morrow School	6-9	Modernization Request	Major Modernization	16,679,000	6
7 A.E. Cross School	7-9	Modernization Request	Major Modernization	18,764,000	3
8 Janet Johnstone School	K-4	Modernization Request	Major Modernization	9,069,000	5
9 Annie Foote School	K-6	Modernization Request	Major Modernization	10,841,000	5
				<b>YEAR 2 TOTAL</b>	<b>58,793,000</b>
YEAR 3					
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	Number of Years Previously Listed in Capital Plan
10 Saddle Ridge Middle <sup>(2)</sup>	5-9	New Request	Construction for 900	28,388,000	1
11 Cornerstone High School	10-12	New Request	Construction for 1800	63,178,000	1
12 Cedarbrae School	K-6	Modernization Request	Major Modernization	8,132,000	5
13 Altadore School	K-6	Modernization Request	Major Modernization	8,132,000	12
14 Ranchlands School	K-6	Modernization Request	Major Modernization	12,197,000	5
15 Queen Elizabeth School	K-6	Modernization Request	Major Modernization	9,069,000	5
				<b>YEAR 3 TOTAL</b>	<b>129,096,000</b>
				<b>GRAND TOTAL</b>	<b>262,366,000</b>

Note: <sup>1</sup> Senior high schools are not ranked using point criteria. See page 27.

<sup>(2)</sup> = second elementary school for the community

# Map 5

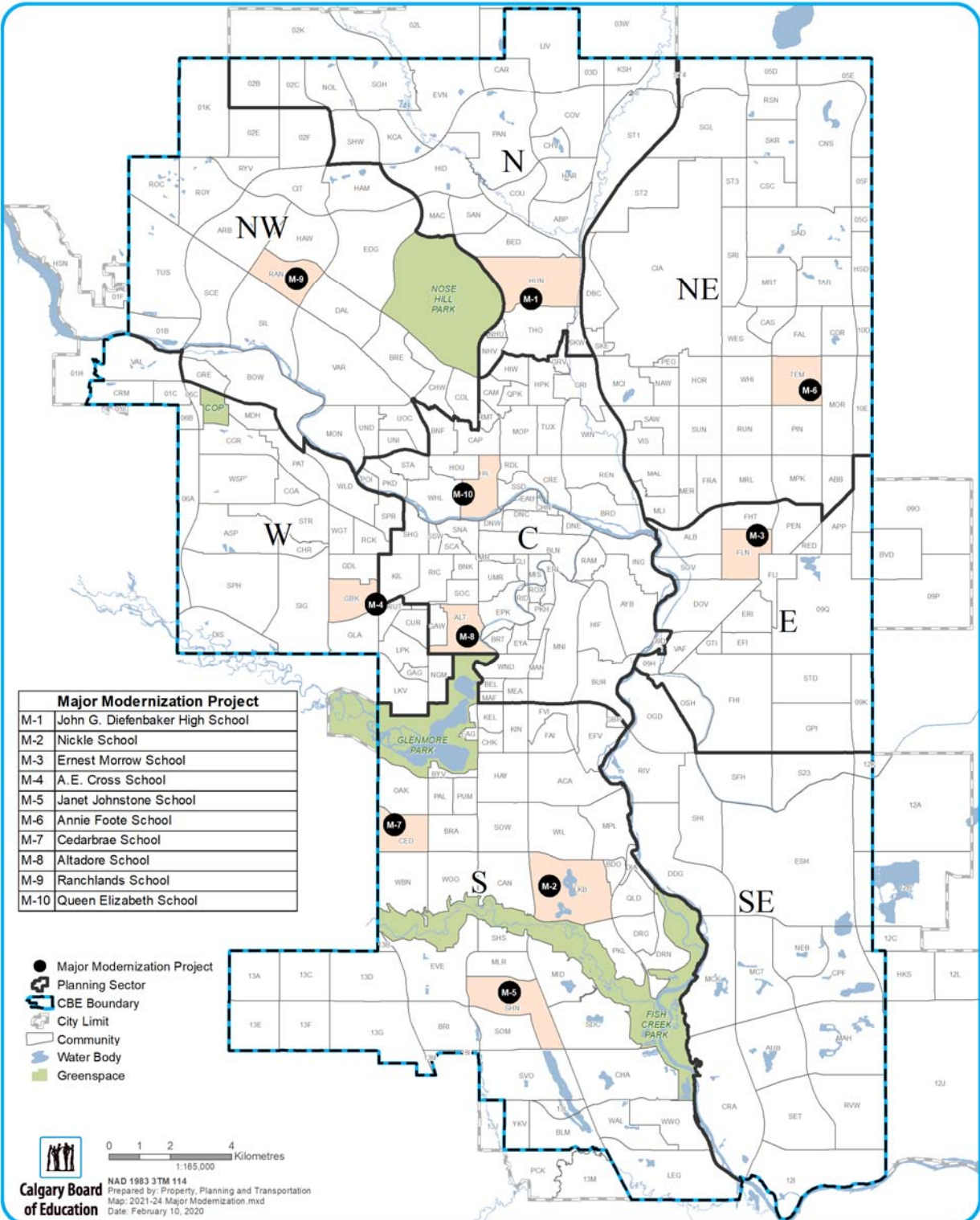
## New School Construction Projects 2021-2024





# Map 6

## Major Modernization Projects 2021-2024



<b>5.0</b>	<b>2020-2023 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-1 Evanston Middle</b>	
<b>School Community Profile</b>	
<p><b>Evanston Community</b> 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"> <li>▪ As of the April 2019 Census, the total number of occupied dwelling units was 5,334 with a population of 17,685.</li> <li>▪ The community is planned for an estimated 6,171 housing units with a population capacity of 19,200 to 19,800.</li> <li>▪ The community had an average annual population growth of 1,140 persons during the past three-year period.</li> </ul>	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>▪ As of September 30, 2019, there were 937 kindergarten to Grade 4 and 608 Grades 5-9 students residing in the Evanston community who attended CBE schools.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Evanston GR5-9 students are currently bused to Simon Fraser, which is located in the Brentwood community.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>▪ Construct a middle school for 900 GR 5-9 students.</li> <li>▪ The total project cost is budgeted at \$31,736,000.</li> </ul>	

<b>5.0</b>	<b>2020-2023 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priorities C-2 (design) &amp; C-4 (construction) Saddle Ridge Middle<sup>(2)</sup></b>	
<b>School Community Profile</b>	
<p><b>Saddle Ridge Community</b> began development in 2000 and is located in the northeast sector of the City.</p> <ul style="list-style-type: none"> <li>▪ As of the April 2019 Census, the total number of occupied dwelling units was 5,576 with a population of 22,321.</li> <li>▪ The community is planned for an estimated 9,584 housing units with a population capacity of 31,500 to 31,800.</li> <li>▪ The community had an average annual population growth of 1,022 persons during the past three-year period.</li> </ul>	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>▪ As of the September 30, 2019, there were 1,323 kindergarten to Grade 4 and 1,219 Grades 5-9 students residing in the Saddle Ridge community who attended CBE schools.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>▪ Peter Lougheed School (GR5-9) opened September 2016. Within the next two years it is anticipated that the school will be full and students may be overflowed and/or grade reconfigurations with other schools in the community will possibly be required.</li> <li>▪ There is one more middle site, which will be used for the second middle school.</li> <li>▪ This site is currently not ready for construction, but it is anticipated to be ready to construct a school in the next 2-3 years.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>▪ A staged design and construction of a middle school for 900 GR 5-9 students.</li> <li>▪ Priority C-2 = The total design cost is budgeted at \$1,147,000.</li> <li>▪ Priority C-4 = The total construction cost is budgeted at \$28,388,000.</li> <li>▪ The total project cost is budgeted at \$29,535,000.</li> </ul>	

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



<b>5.0</b>	<b>2020-2023 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priorities C-3 (design) &amp; C-5 (construction) Cornerstone High</b>	
<b>School Community Profile</b>	
<p><b>The Cornerstone High School</b> will serve the residents of the northern northeast communities.</p> <ul style="list-style-type: none"> <li>▪ Currently, the northern northeast area is served by two high schools consisting of: Forest Lawn (Cityscape, Redstone, Skyview Ranch) and Lester B. Pearson (Cornerstone).</li> </ul>	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>▪ There are over 5,200 high school students living in the northeast sector of Calgary and only two high schools located in that sector. Nelson Mandela High School has a provincial capacity of 1,795 student spaces and a utilization of 111%. Lester B. Pearson High School has a provincial capacity of 1,739 student spaces and a utilization of 104%.</li> <li>▪ Combined, the northern northeast communities of Cityscape, Cornerstone, Redstone and Skyview Ranch currently have 272 Grades 10-12 students. This number has increased 105% from 2015 and 45% between 2017 and 2019.</li> <li>▪ The northeast sector of the City is projected to account for 25% of all growth in the City from 2019-2023 with a population increase of 23,812 according to the City of Calgary's <i>Suburban Residential Growth 2019-2023</i> document published in August 2019.</li> <li>▪ In the 2019 Civic Census, Cornerstone and Redstone had the 4<sup>th</sup> and 5<sup>th</sup> highest community population increases in the City from 2018 to 2019, at 1,019 and 1,002 respectively.</li> <li>▪ Cityscape, Cornerstone, Redstone and Skyview Ranch are less than 50% built-out, but are developing quickly. When fully built-out over the next 5 to 10 years there will be, combined, approximately 77,600 - 81,000 people from these communities.</li> <li>▪ The community of Saddle Ridge is 58% built out and when fully built-out over the next 5 to 10 years there will be approximately 31,500 - 31,800 people.</li> <li>▪ Saddle Ridge currently has 621 high school students and that number is projected to increase over the next 5 years.</li> <li>▪ Homestead is a developing new community on the east side of Stoney Trail and at full build out it is expected to have a population of 4,900 - 5,200 people.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>▪ A 21 acre site in the south portion of Cornerstone, on the south side of Country Hills Boulevard NE, is designated for a new senior high school.</li> <li>▪ This site is currently not ready for construction, but it is anticipated to be ready to construct a school in the next 2-3 years.</li> <li>▪ The communities in the northern northeast are bused long distances.</li> </ul>	

### **Recommendation**

- A staged design and construction of a senior high school for 1,800 students.
- Priority C-3 = The total design cost is budgeted at \$2,293,000.
- Priority C-5 = The total construction cost is budgeted at \$63,178,000.
- The total project cost is budgeted at \$65,471,000.

**6.0 2020-2023 SCHOOL CAPITAL PLAN**

**Major Modernizations**

**Priority M-1 John G. Diefenbaker High School**

The school's current CTS programs require upgrading to meet current industry and CBE standards.

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.

**Facility Description**

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.

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).

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.

The total area of the main building is 13876 m<sup>2</sup> consisting of 54 classrooms. The classrooms range in size and have access to natural light.

In 2018, 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:

- 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)

<b>6.0</b>	<b>2020-2023 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-1 John G. Diefenbaker High School</b>	
<b>Modernization</b>	
<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 21<sup>st</sup> 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 \$28,146,000.</p>	

<b>6.0</b>	<b>2020-2023 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-2 Nickle School</b>	
<b>Current and Future Student Accommodation Plan</b>	
<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"> <li>▪ <b>Regular Program</b> 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.</li> <li>▪ <b>System Classes</b> Nickle School currently accommodates Bridges and Learning and Literacy classes.</li> </ul> <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>	
<b>Facility Description</b>	
<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 m<sup>2</sup> 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 2018, 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"> <li>▪ Replace parts of roof that have not already been replaced</li> <li>▪ Replace damaged caulking around perimeter</li> <li>▪ Incorporate barrier-free items where applicable (i.e., automatic door openers)</li> <li>▪ Mechanical features need upgrading (i.e., hot water tanks, exhaust fans, sprinklers)</li> <li>▪ Upgrade various electrical various components, i.e., lights, exit signs, etc.</li> </ul>	
<b>Modernization</b>	
<p>A scope for modernization improvements is required due to the age and condition of the building components. The modernization would replace some 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 all the interior program spaces, CTS upgrades, and a library to Learning Commons conversion. The total project cost is estimated to be \$14,595,000.</p>	

<b>6.0</b>	<b>2020-2023 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-3 Ernest Morrow School</b>	
<b>Current and Future Student Accommodation Plan</b>	
<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"> <li>▪ <b>Regular Program</b> 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.</li> <li>▪ <b>System Classes</b> Ernest Morrow School currently accommodates students in LEAD and Paced Learning Program classes.</li> </ul> <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>	
<b>Facility Description</b>	
<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 8,120m<sup>2</sup> 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"> <li>▪ Exterior: requires upgrades (painting, roof maintenance, etc.)</li> <li>▪ Interior: requires upgrading (concrete floors in boiler room, barrier free features)</li> <li>▪ Mechanical: systems require upgrading (chimney, roof drains, dampers, exhaust fans, etc.)</li> <li>▪ Electrical: systems require upgrading (light fixtures, emergency lighting system)</li> </ul>	

<b>6.0</b>	<b>2019-2022 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-3 Ernest Morrow School</b>	
<b>Modernization</b>	
<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 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 \$16,679,000.</p>	

<b>6.0</b>	<b>2020-2023 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-4 A.E. Cross School</b>	
<b>Current and Future Student Accommodation Plan</b>	
<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"> <li>▪ <b>Regular Program</b> 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.</li> <li>▪ <b>Spanish Bilingual</b> A.E. Cross accommodates Grades 7-9 students.</li> <li>▪ <b>System Classes</b> A.E. Cross School accommodates Paced Learning classes for Area 6 students.</li> <li>▪ <b>CBE Administration (Area 7)</b> A.E. Cross School also currently accommodates the Area 7 office.</li> </ul> <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>	
<b>Facility Description</b>	
<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 m<sup>2</sup> 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>	



<b>6.0</b>	<b>2020-2023 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-4 A.E. Cross School</b>	
<b>Facility Description (cont'd)</b>	
<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"> <li>▪ Exterior: minor upgrades/repairs required (caulking, etc.)</li> <li>▪ Interior: requires upgrading (worn and aging finishes)</li> <li>▪ Mechanical: aging systems (50+years old) require replacement (HVAC system: steam boilers, ventilation, etc.)</li> <li>▪ Electrical: systems require upgrading (expand current circuit system)</li> </ul>	
<b>Modernization</b>	
<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, CTS upgrades, 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 \$18,764,000.</p>	

<b>6.0</b>	<b>2020-2023 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-5 Janet Johnstone School</b>	
<b>Current and Future Student Accommodation Plan</b>	
<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"> <li>▪ <b>Regular Program</b> Janet Johnstone School currently accommodates kindergarten to Grade 4 students living in Shawnessy, Millrise and Shawnee Slopes.</li> <li>▪ <b>French Immersion</b> Janet Johnstone School accommodates kindergarten to Grade 4 French Immersion students from the communities of Evergreen, Millrise, Shawnee Slopes, Bridlewood, Shawnessy, Somerset and Silverado.</li> </ul> <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>	
<b>Facility Description</b>	
<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 m<sup>2</sup> 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"> <li>▪ Exterior: requires upgrades and replacement (metal siding, joint sealers, doors, windows, roof, skylights etc.)</li> <li>▪ Interior: requires upgrading (paint, flooring, ceiling tiles, barrier free features, , replace room divider panels, lockers, toilet partitions, white boards and tack boards, millwork)</li> <li>▪ Mechanical: systems require upgrading (controls system, fixtures, valves, replace hot water heater, boilers, HVAC upgrade, exhaust fans, etc.)</li> <li>▪ Electrical: systems require upgrading (main electrical switchboard, circuit panels and motors, light fixtures, fire alarm panel, emergency lighting and life safety devices)</li> </ul>	
<b>Modernization</b>	
<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 \$9,069,000.</p>	

<b>6.0</b>	<b>2020-2023 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-6 Annie Foote School</b>	
<b>Current and Future Student Accommodation Plan</b>	
<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"> <li>▪ Regular Program <ul style="list-style-type: none"> <li>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.</li> </ul> </li> </ul> <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>	
<b>Facility Description</b>	
<p>The single storey brick building was constructed in 1980 with a total gross floor area of 3904 m<sup>2</sup>. The Provincial capacity is 473 students from pre-school through Grade 6. There are 9 relocatable classrooms with a total area of 841.5 m<sup>2</sup>, 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"> <li>▪ Exterior: requires upgrades (replace wood soffit and windows, etc.)</li> <li>▪ Interior: requires upgrading (painting, barrier free features, seal all fire separation penetrations, replace gym divider and damaged doors, white boards)</li> <li>▪ Mechanical: systems require upgrading (controls system, replace water heater, condensing unit, air handling unit, etc.)</li> <li>▪ Electrical: systems require upgrading (light fixtures, fire alarm panel, emergency lighting and life safety devices)</li> </ul>	

<b>6.0</b>	<b>2020-2023 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-6 Annie Foote School</b>	
<b>Modernization</b>	
<p>The modernization will improve functionality, security, safety and will upgrade building infrastructure. The modernization includes upgrades of major mechanical and minor electrical systems 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 \$10,841,000.</p>	

6.0	<b>2020-2023 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-7 Cedarbrae School</b>	
<b>Current and Future Student Accommodation Plan</b>	
<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"> <li>▪ <b>Regular Program</b> - Cedarbrae School currently accommodates kindergarten to Grade 6 students living in Cedarbrae.</li> </ul> <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>	
<b>Facility Description</b>	
<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 m<sup>2</sup> 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"> <li>▪ 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).</li> <li>▪ Interior: requires upgrading (finishes, millwork, window coverings refinish wood floor, replace folding/accordion partition doors, white/tack boards, toilet partitions, acoustic wall panels)</li> <li>▪ 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).</li> <li>▪ Electrical: systems require upgrading (light fixtures, Main MDP &amp; breaker panel boards, motor controls, speaker system, security system including panel).</li> </ul>	
<b>Modernization</b>	
<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. 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 \$8,132,000.</p>	

<b>6.0</b>	<b>2020-2023 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-8 Altadore School</b>	
<b>Current and Future Student Accommodation Plan</b>	
<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"> <li>▪ <b>Regular Program</b> - Altadore School currently accommodates the Regular program for kindergarten to Grade 6 students living in Altadore and Garrison Woods.</li> </ul> <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>	
<b>Facility Description</b>	
<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 m<sup>2</sup> 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>	
<b>Modernization</b>	
<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 \$8,132,000.</p>	

6.0	<b>2020-2023 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-9 Ranchlands School</b>	
<b>Current and Future Student Accommodation Plan</b>	
<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"> <li>▪ <b>Regular Program</b> 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 community of Sherwood.</li> <li>▪ <b>Complex Learning Classes</b> 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.</li> </ul> <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>	
<b>Facility Description</b>	
<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 m<sup>2</sup> consisting of 11 classrooms and 8 relocatable classrooms for instruction. Core floor area is 3,476 m<sup>2</sup> with a relocatable area of 809 m<sup>2</sup>.</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"> <li>▪ Exterior: requires upgrades (envelope restoration, repoint mortar joints, replace metal siding, joint sealer, windows, doors, gutters &amp; downspouts, skylights.)</li> <li>▪ 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)</li> <li>▪ 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)</li> <li>▪ Electrical: systems require upgrading (replace light fixtures, emergency/fire and security systems, switch and panel boards, motor controls, speaker system).</li> </ul>	

<b>6.0</b>	<b>2019-2022 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-9 Ranchlands School</b>	
<b>Modernization</b>	
<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 \$12,197,000.</p>	



<b>6.0</b>	<b>2019-2022 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-10 Queen Elizabeth School</b>	
<b>Current and Future Student Accommodation Plan</b>	
<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"> <li>▪ <b>Regular Program</b> Queen Elizabeth School currently accommodates kindergarten to Grade 6 students living in West Hillhurst and a portion of Hillhurst.</li> </ul> <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>	
<b>Facility Description</b>	
<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 &amp; 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 m<sup>2</sup> 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"> <li>▪ 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,)</li> <li>▪ 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)</li> <li>▪ Mechanical: requires upgrades (replace fixtures, valves, steam boilers and entire steam distribution system, chimney, exhaust fans, gym HVAC unit, controls system)</li> <li>▪ Electrical: systems require upgrading (light fixtures and switches, panel boards, motor controls, branch wiring, emergency lighting, fire alarm and security system, speaker system).</li> </ul>	

<b>6.0</b>	<b>2019-2022 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-10 Queen Elizabeth School</b>	
<b>Modernization</b>	
<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 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 \$9,069,000.</p>	

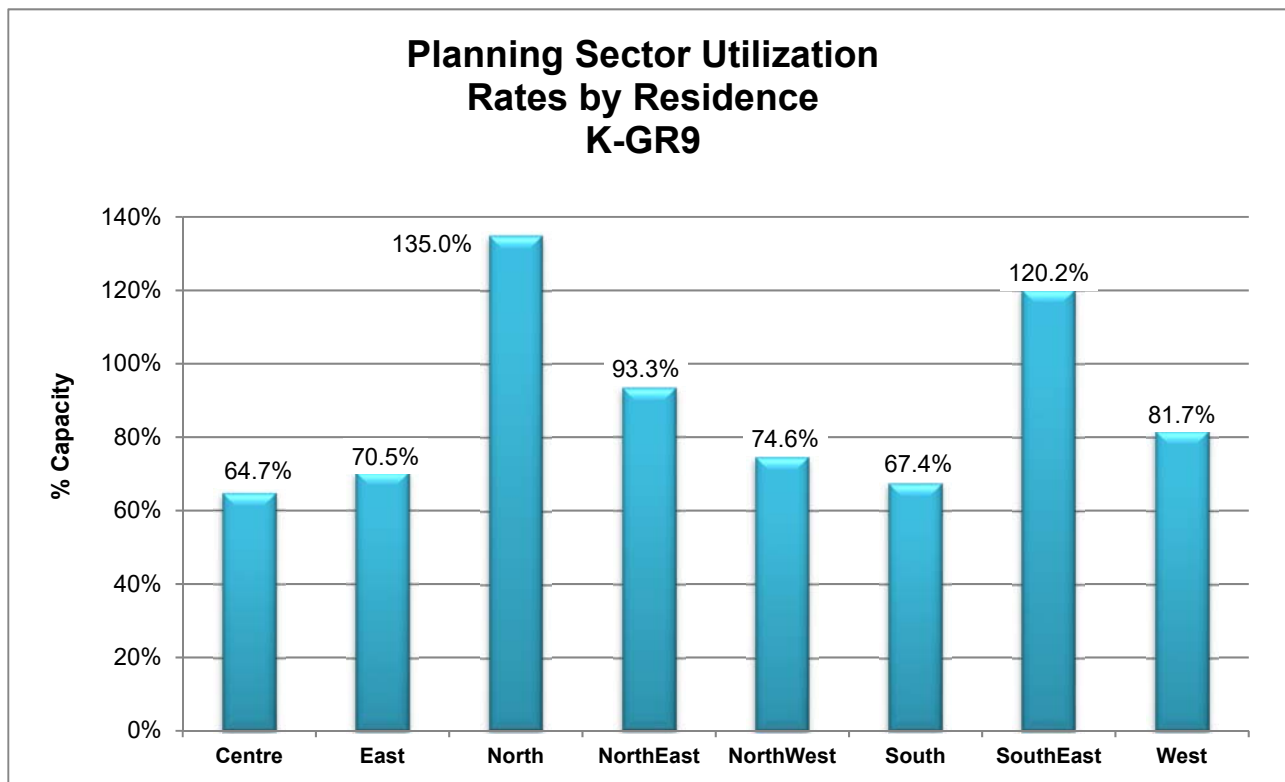
## Capacity and Utilization

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

K-GR9 Students by Residence 2019-20			
Planning Sector	Elementary/Junior High Students	Elementary/Junior High Capacity	% Utilization
Centre	9,470	14,640	64.7%
East	4,266	6,055	70.5%
North	14,238	10,548	135.0%
NorthEast	17,492	18,740	93.3%
NorthWest	14,025	18,800	74.6%
South	16,445	24,394	67.4%
SouthEast	11,096	9,231	120.2%
West	9,373	11,466	81.7%
<b>Total</b>	<b>96,405</b>	<b>113,874</b>	<b>84.7%</b>

**Notes:**

- Student numbers are based on ArcView data as at September 30, 2019 (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**

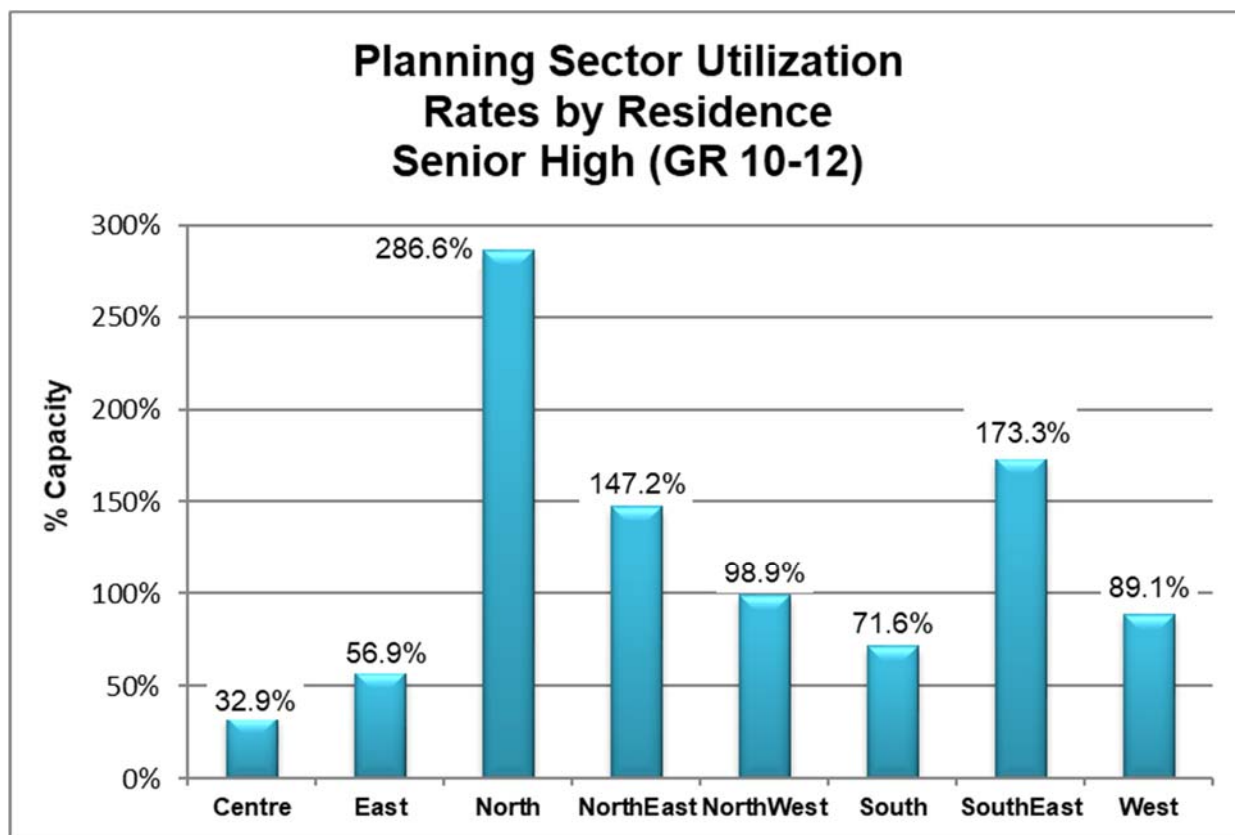


**Table 2: Capacity by Residence for Senior High (%)**

Senior High (GR10-12) Students by Residence 2019-2020			
Planning Sector	Senior High Students	Senior High Capacity	% Utilization
Centre	3,025	9,183	32.9%
East	1,468	2,580	56.9%
North	4,307	1,503	286.6%
NorthEast	5,201	3,534	147.2%
NorthWest	5,172	5,232	98.9%
South	5,511	7,694	71.6%
SouthEast	3,139	1,811	173.3%
West	3,320	3,727	89.1%
<b>Total</b>	<b>31,143</b>	<b>35,264</b>	<b>88.3%</b>

**Notes:**

- Student numbers are based on ArcView data as at September 30, 2019
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)
- Under-utilized and over-utilized are shown on **Map 8**

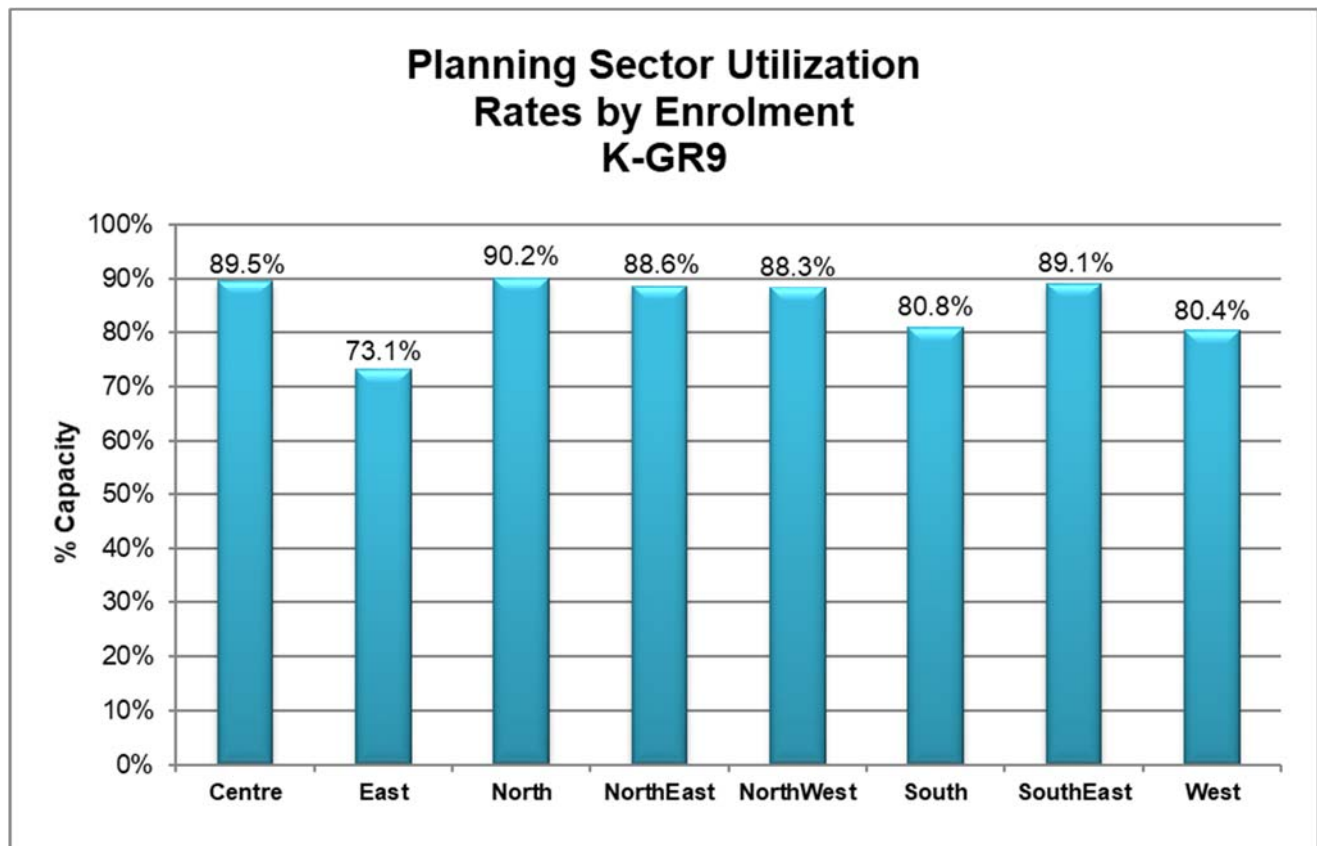


**Table 3: Capacity by Enrolment for K-GR9 (%)**

K-GR9 Students by Enrolment 2019-2020			
Planning Sector	Elementary/Junior High Students	Elementary/Junior High Capacity	% Utilization
Centre	13,105	14,640	89.5%
East	4,424	6,055	73.1%
North	9,516	10,548	90.2%
NorthEast	16,612	18,740	88.6%
NorthWest	16,592	18,800	88.3%
South	19,700	24,394	80.8%
SouthEast	8,223	9,231	89.1%
West	9,223	11,466	80.4%
<b>Total</b>	<b>97,395</b>	<b>113,874</b>	<b>85.5%</b>

**Notes:**

- Student numbers are based on ArcView data as at September 30, 2019 (K@FTE to Grade 9)
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)

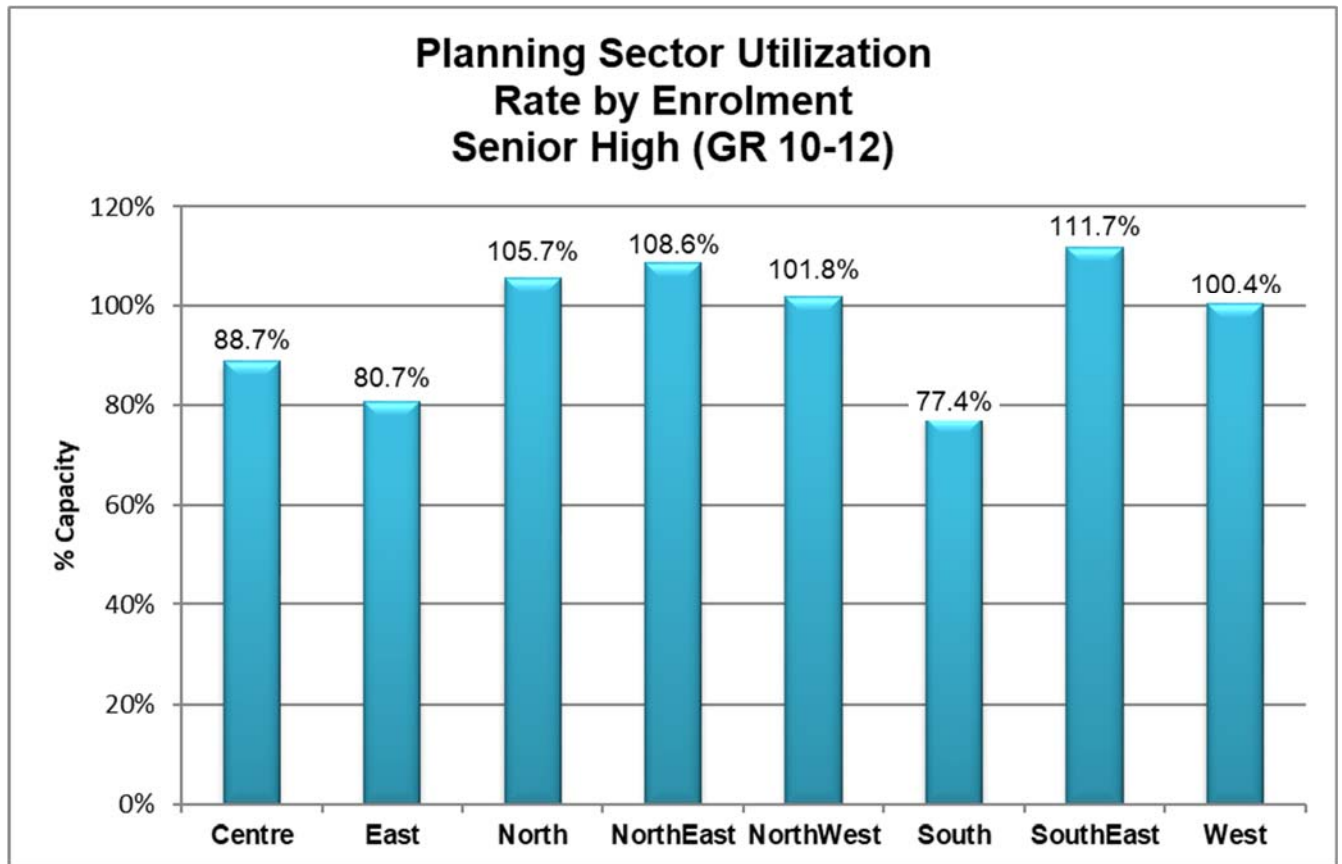


**Table 4: Capacity by Enrolment for Senior High (%)**

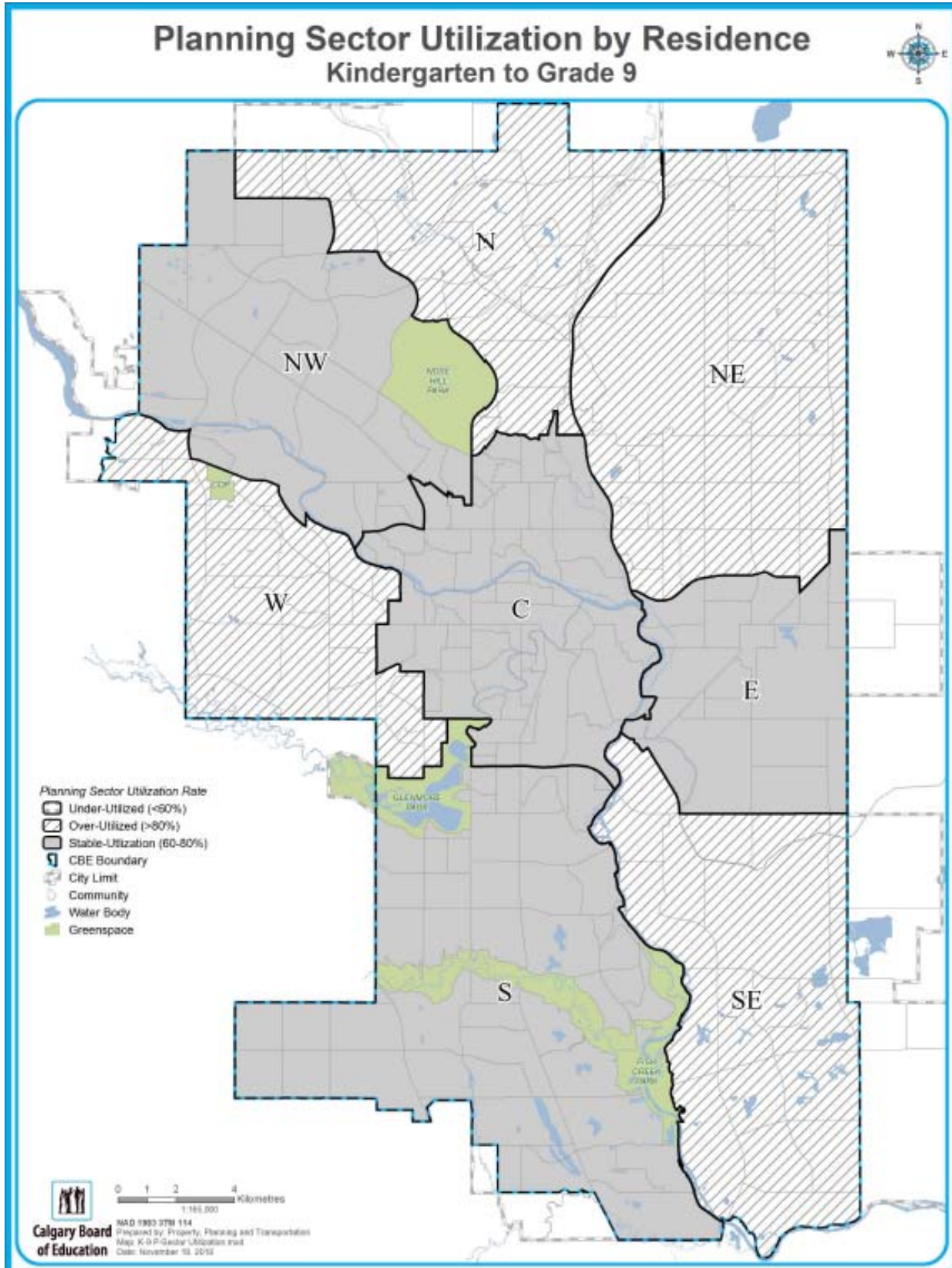
Senior High (GR10-12) Students by Enrolment 2019-2020			
Planning Sector	Senior High Students	Senior High Capacity	% Utilization
Centre	8,148	9,183	88.7%
East	2,083	2,580	80.7%
North	1,588	1,503	105.7%
NorthEast	3,838	3,534	108.6%
NorthWest	5,325	5,232	101.8%
South	5,955	7,694	77.4%
SouthEast	2,023	1,811	111.7%
West	3,743	3,727	100.4%
<b>Total</b>	<b>32,703</b>	<b>35,264</b>	<b>92.7%</b>

**Notes:**

- Student numbers are based on ArcView data as at September 30, 2019
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)

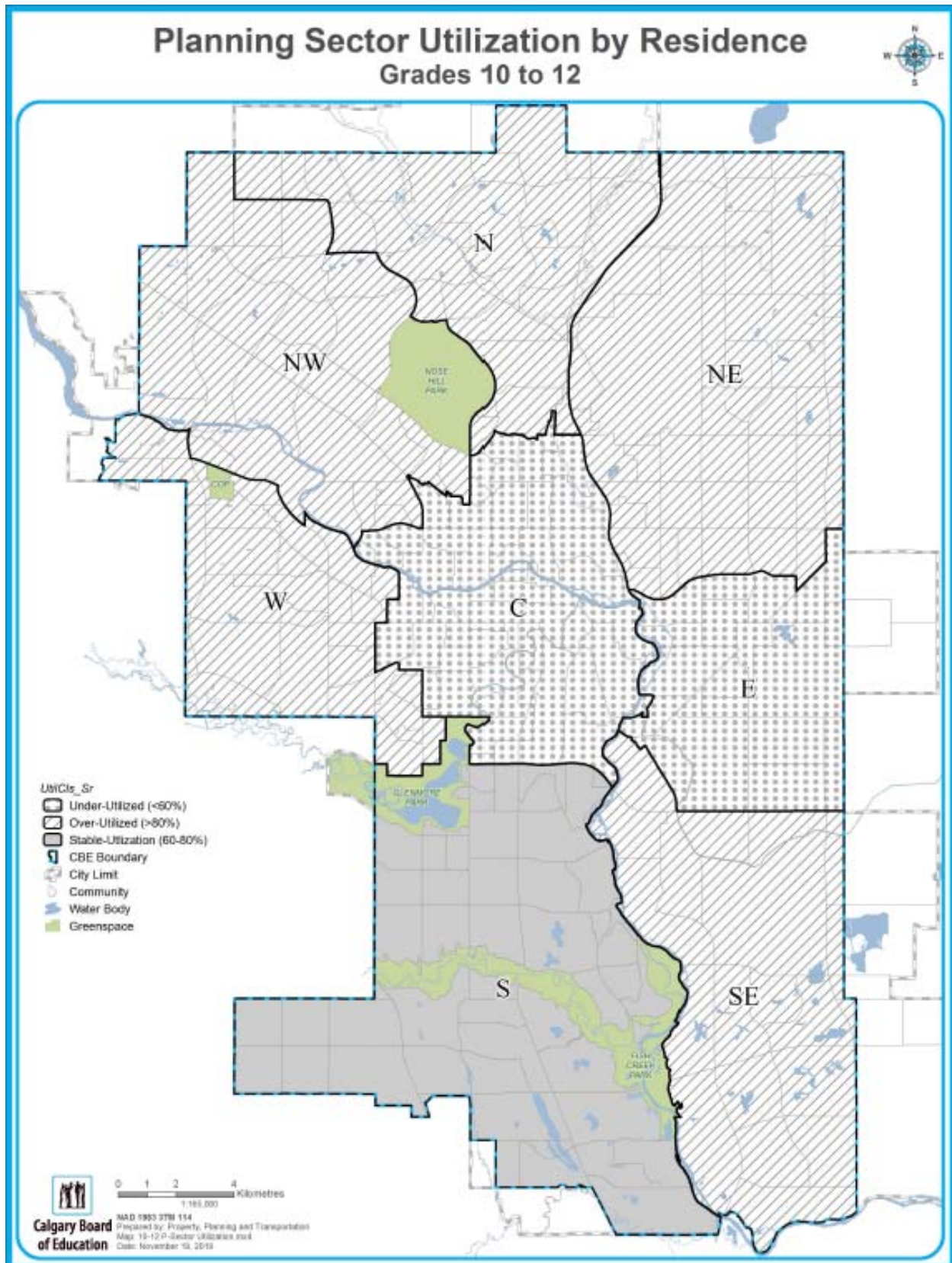


# Map 7





Map 8





**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  
2021-2024 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

	Points
<b>Programming requirements (maximum number of points = 35)</b>	
Superintendent's Team to identify and prioritize modernization projects that are required to meet CBE system programming priorities	35
<b>5 Year projected enrolment (maximum number of points = 10)</b>	
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
<b>Quality of site location to serve students (maximum number of points = 10)</b>	
Usable frontages	2
Site location	2
Site constraint factors	2
Grand-fathered clauses	2
Ability to adjust/reconfigure site	2
<i><a href="#">Ranking Range for this category: 0 (difficult to upgrade) to 2 (very easy to upgrade)</a></i>	
<b>Ability to upgrade in terms of teaching environment and minimizing costs (maximum number of points = 20)</b>	
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><a href="#">Ranking Range for this category: 0 (difficult to upgrade) to 2 (very easy to upgrade)</a></i>	
<b>Facility Maintenance based on Provincial RECAPP (maximum number of points = 25)</b>	
Excellent	5
Very Good	10
Good	15
Fair	20
Poor	25
<i><a href="#">Note: the higher the number, the poorer the facility</a></i>	

## Community Ranking for New Schools

Rank	Community	Points	Planning Sector	Grade
1	Evanston Elementary <sup>(2)</sup>	1780	N	K-4
2	Saddle Ridge <sup>(2)^</sup>	1765	NE	5-9
3	Evanston Middle	1675	N	5-9
4	Sage Hill Elementary	1335	N	K-4
5	Nolan Hill Elementary	1162	N	K-4
6	Sherwood/Nolan Hill Middle	1160	N	5-9
7	Kincora Elementary	976	N	K-4
8	Walden Elementary	945	S	K-4
9	Redstone Elementary	931	NE	K-4
10	Country Hills/Harvest Hills Elementary**	923	N	K-4
11	Cougar Ridge Elementary	859	W	K-4
12	Mahogany Middle	834	SE	5-9
13	Aspen Woods Middle <sup>^</sup>	804	W	5-9
14	Cityscape/Redstone Middle	802	NE	5-9
15	Sherwood Elementary	742	N	K-4
16	Valley Ridge/Crestmont Elementary	695	W	K-4
17	Signal Hill Middle	674	W	5-9
18	Sage Hill Middle	618	N	5-9
19	Country Hills/Harvest Hills Middle**	605	N	5-9
20	Legacy Middle	371	S	5-9
21	Livingston Elementary	304	N	K-4

## Notes:

- <sup>(2)</sup> Indicates second school of that type.
- <sup>^</sup> Site not ready, but anticipated to be in 2-3 years.
- \*\* 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 or anticipated to be ready in the next 2-3 years (<sup>^</sup>) 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 2021-2024 Capital Submission

Community	Community Growth Profile (statistics)				Busing and Travel Time (statistics)			Existing K-GR4 School Awarded in Phases or Design Only School Approved
	2019 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	
<b>North Planning Sector</b>								
Country Hills / Harvest Hills	584	269	25	8	18	11	no	no
*Evanston <sup>(2)</sup>	*1362	*348	25	18	nbr	nbr	no	no
Kincora	583	323	25	14	13	6	no	no
Livingston	154	50	25	10	27	12	no	no
Nolan Hill	817	275	25	12	16	9	no	no
Sage Hill	892	323	25	12	17	9	yes	no
Sherwood	449	223	25	11	16	8	no	no
<b>Northeast Planning Sector</b>								
Redstone	528	253	25	17	22	14	yes	no
<b>South Planning Sector</b>								
Walden	593	252	20	12	11	6	yes	no
<b>Southeast Planning Sector</b>								
-	-	-	-	-	-	-	-	-
<b>West Planning Sector</b>								
Cougar Ridge	522	307	4	14	8	2	no	no
Valley Ridge/Crestmont	473	192	4	9	16	6	no	no

**Notes:**

1. Pre-school Census is the "Total" number of pre-school children 2014-2018. (Statistics from the City of Calgary "Pre-School Children 2019").
2. <sup>(2)</sup> indicates second school of that type in the community. For communities that already have an elementary school, their current provincial capacity is deducted from their Pre-School and K-GR4 enrolments.
3. Housing Units information from The City of Calgary "2019 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 or anticipated to be ready in the next 2-3 years (^) for building construction have been included in the ranking analysis.

\*Evanston<sup>(2)</sup> – deducted 589 (current provincial capacity) from pre-school (1951-589=1362) total & K-GR4 (937-589=348) total, as it would be their second elementary.

## K-GR4 Ranking Points 2021-2024 Capital Submission

Community	Community Growth Profile (points)			Busing and Travel Time (points)			
	2019 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
<b>North Planning Sector</b>							
Country Hills/Harvest Hills	584	269	50	20	0	0	923
*Evanston <sup>(2)</sup>	1362	348	70	0	0	0	1780
Kincora	583	323	60	10	0	0	976
Livingston	154	50	60	40	0	0	304
Nolan Hill	817	275	60	10	0	0	1162
Sage Hill	892	323	60	10	50	0	1335
Sherwood	449	223	60	10	0	0	742
<b>Northeast Planning Sector</b>							
Redstone	528	253	70	30	50	0	931
<b>South Planning Sector</b>							
Walden	593	252	50	0	50	0	945
<b>Southeast Planning Sector</b>							
-	-	-	-	-	-	-	-
<b>West Planning Sector</b>							
Cougar Ridge	522	307	30	0	0	0	859
Valley Ridge/Crestmont	473	192	20	10	0	0	695

**Notes:**

- 0 points in Community Growth Profile = 0 points in Busing and Travel Time.
- Pre-school Census includes "Total" number of pre-school children 2014-2018. (Statistics from the City of Calgary "Pre-School Children 2019").
- <sup>(2)</sup> indicates second school of that type in the community. 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 or anticipated to be ready in the next 2-3 years (^) for building construction have been included in the ranking analysis.

\*Evanston<sup>(2)</sup> – deducted 589 (current provincial capacity) from pre-school (1951-589=1362) total & K-GR4 (937-589=348) total, as it would be their second elementary.

## Middle/Junior (Grades 5-9) Statistics 2021-2024 Capital Submission

Community	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
<b>North Planning Sector</b>									
Country Hills/ Harvest Hills	269	276	25	7	16	7	no	no	no
Evanston	937	608	25	11	19	12	no	yes	no
Sage Hill	323	215	25	8	20	12	no	no	no
Sherwood/Nolan Hill	498	572	25	13	27	9	no	no	no
<b>Northeast Planning Sector</b>									
Cityscape/Redstone	429	283	25	13	22	12	no	no	no
*Saddle Ridge <sup>(2)^</sup>	1323	262	25	22	8	3	yes	yes	no
<b>South Planning Sector</b>									
Legacy	182	119	20	5	24	11	no	no	no
<b>Southeast Planning Sector</b>									
Mahogany	410	284	23	7	27	15	no	yes	no
<b>West Planning Sector</b>									
Aspen Woods <sup>^</sup>	383	331	4	11	15	5	no	yes	no
Signal Hill	415	179	4	8	18	4	no	yes	no

**Notes:**

1. Housing information from The City of Calgary "2019 Civic Census".
2. <sup>(2)</sup> indicates second school of that type in the community. For communities that already have a middle school, their current provincial capacity is deducted from their GR5-9 enrolments.
3. <sup>^</sup> Site not ready, but anticipated to be in 2-3 years.
4. 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).
5. Only communities where their school site is ready or anticipated to be ready in the next 2-3 years (<sup>^</sup>) for building construction have been included in the ranking analysis.

\***Saddle Ridge<sup>(2)</sup>** – deducted 957 (current provincial capacity) from GR5-9 (1219-957=262) total, as it would be their second middle.

## Middle/Junior (Grades 5-9) Ranking Points 2021-2024 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	
<b>North Planning Sector</b>								
Country Hills/ Harvest Hills	269	276	50	10	0	0	0	605
Evanston	937	608	60	20	0	50	0	1675
Sage Hill	323	215	50	30	0	0	0	618
Sherwood/Nolan Hill	498	572	60	30	0	0	0	1160
<b>Northeast Planning Sector</b>								
Cityscape/Redstone	429	283	60	30	0	0	0	802
*Saddle Ridge <sup>(2)^</sup>	1323	262	80	0	50	50	0	1765
<b>South Planning Sector</b>								
Legacy	182	119	40	30	0	0	0	371
<b>Southeast Planning Sector</b>								
Mahogany	410	284	40	50	0	50	0	834
<b>West Planning Sector</b>								
Aspen Woods <sup>^</sup>	383	331	30	10	0	50	0	804
Signal Hill	415	179	20	10	0	50	0	674

**Notes:**

1. 0 points in Community Growth Profile = 0 points in Busing and Travel Time.
2. <sup>(2)</sup> indicates second school of that type in the community. For communities that already have a middle school, their current provincial capacity is deducted from their GR5-9 enrolments.
3. <sup>^</sup> Site not ready, but anticipated to be in 2-3 years.
4. 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 or anticipated to be ready in the next 2-3 years (<sup>^</sup>) for building construction have been included in the ranking analysis.

\***Saddle Ridge<sup>(2)</sup>** – deducted 957 (current provincial capacity) from GR5-9 (1219-957=262) total, as it would be their second middle.

## CBE Point Assignments

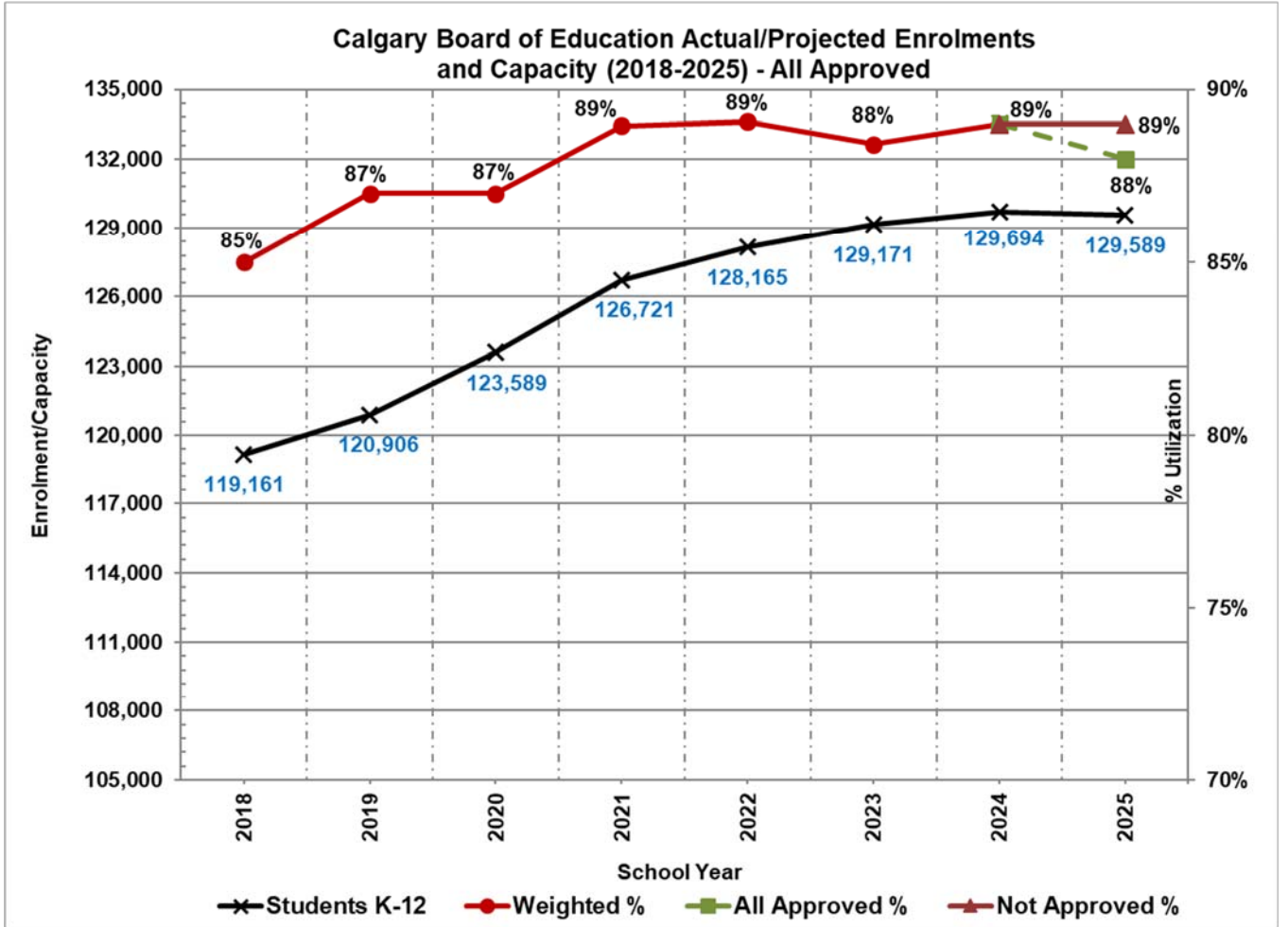
Kindergarten - Grade 4						
Pre-school Census (Age 1-5)						
Pre-school Census (Age 1-5)*	Actual Value					
<i>* Prepared by the City of Calgary annually</i>						
Current K-GR4 Enrolment						
Current K-GR4 Enrolment - September 30, 2019 enrolment	Actual Value					
Projected Population / Ratio of 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)						
<b>K-GR4 Enrolment</b>						
Current K-GR4 Enrolment - September 30, 2019 enrolment					Actual Value	
<b>GR5-9 Enrolment</b>						
Current GR5-9 Enrolment - September 30, 2019 enrolment					Actual Value	
<b>Projected Population / Ratio of Enrolment to Housing Units</b>						
<b>Ratio of GR5-9 Enrolment to # of Housing Units in Community (%)</b> <b>(September 30th of each year)</b>						
	≤4%	5 to 9%	10 to 14%	15 to 19%	20 to 24%	≥25 %
<b>Projected 5 Year Sector Population Growth (%)*</b>						
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>						
<b>Median Travel Time / Distance Travelled</b>						
<b>Distance Travelled (km's)**</b>						
	≤9	10 to 14	15 to 19	20 to 24	≥25	
<b>Median Travel Time</b>						
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>						
<b>Other Considerations:</b>						
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



## Glossary of Terms and Definitions

### CBE Definitions

<b>Additions/Expansions:</b>	Changes the gross area of building
<b>CTS:</b>	Career and Technology Studies
<b>K@FTE</b>	Kindergarten students are counted as Full Time Equivalent (FTE). For example, 100 kindergarten students are counted as 50 students, their Full Time Equivalent, as they are only in school for half a day.
<b>Modernization:</b>	Supports modernization of a building
<b>Provincial Net Capacity:</b>	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.
<b>RECAPP:</b>	Renewal Capital Asset Planning Process
<b>VFA:</b>	The name of the software used by Alberta Infrastructure for facility assessments
<b>School Community</b>	Attendance Area Boundary

### CBE Formulas

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

### Alberta Education/Alberta Infrastructure School Capital Manual Definitions

<b>Area Capacity and Utilization Report</b>	A report from Infrastructure that provides total capacity and utilization rates for a jurisdiction and its school facilities.
<b>Barrier-Free</b>	The <i>Alberta Building Code</i> defines the requirements to ensure that a school facility can accommodate people with special needs.
<b>Capacity</b>	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.
<b>Capital Funding</b>	Funding provided to school jurisdictions for school building projects in accordance with Alberta Education's approved budget schedule.
<b>Code Requirements</b>	The minimum requirements for construction defined by the <i>Alberta Building Code</i> and those standards referenced in the <i>Code</i> .
<b>Core School</b>	A school building that is constructed with a permanent core and can be expanded or contracted by the addition or removal of modular classrooms.

<b>Facilities Plan</b>	A general or broad plan for facilities and facility development within a school jurisdiction.
<b>Facility Evaluation</b>	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.
<b>Full-time Equivalent Occupancy</b>	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).
<b>Furniture &amp; Equipment</b>	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.
<b>Infrastructure Maintenance and Renewal (IMR) program</b>	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.
<b>Instructional Area</b>	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).
<b>Inventory of Space</b>	A listing of a school jurisdiction's owned or leased facilities, which include facility area and usage.
<b>Life Cycle Costing</b>	Process that examines all costs associated with a facility project for the extent of its lifetime.
<b>Modernization Project</b>	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.
<b>Modular Classroom</b>	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.
<b>New Capacity</b>	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.
<b>Right-Sizing</b>	Reduction in capacity of an existing school to provide a more efficient use of the facility due to declining enrolments.
<b>School Building Project</b>	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 – Operations and Maintenance Targeted Grant

The operations and maintenance targeted grant is to ensure safe and maintained facilities for students. The purpose of this grant is to provide funding to cover construction, operation, maintenance, safety and security of all school buildings, including costs relating to the supervision of this program. Amounts can be transferred into from other grants, but not transferred from operations and maintenance into other grants.

Costs categorized in this grant include:

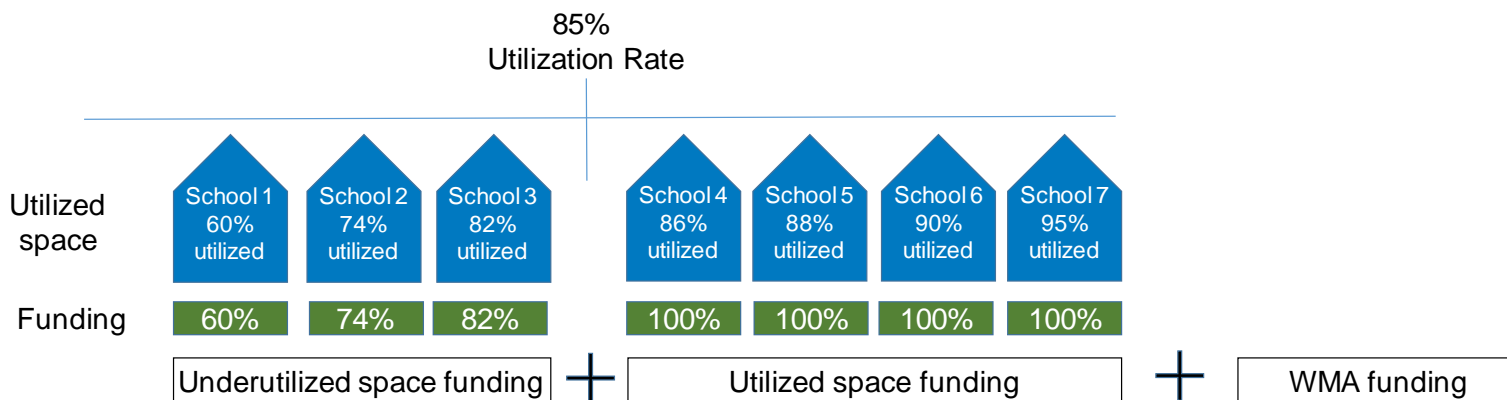
- Custodial services for clean schools
- Maintenance staffing for the capital planning cycle
- Utilities for schools
- Amortization
- Landline telephones

The targeted grant does not include funding for:

- Costs related to the education centre such as rent, utilities and other operating costs

The operations and maintenance grant is calculated as follows:

- Underutilized space funding + Utilized space funding + WMA funding
- For spaces more than 85% utilized, funding is provided at funding at 100%
- For spaces less than 85% utilized, funding is provided at the utilized space percentage



## Appendix VI – System Administration Targeted Grant

The System Administration Targeted Grant is provided to school jurisdictions for expenses relating to system administration. This grant is fixed  
Costs categorized in this targeted grant include:

- Costs related to the education centre such as rent, utilities and other operating costs by operating square footage
- Board governance
- The following by FTE allocation:
  - Finance
  - Payroll
  - Human Resources
  - Purchasing
  - Information Technology
  - Communications and Engagement Services
  - FOIP, Corporate Records, Records Management, Student Records
  - Occupational Health and Safety
  - Legal Services
  - Superintendents and Senior Executive Team

The System Administration Targeted Grant was determined as follows:

AFS 2018-19					
Total Expenditures	x	3.15%	=	\$	<b>43,728,080</b>

**This amount is fixed for the next three years**, beginning in the 2020-21 school year. Amounts can be transferred from the System Administration Targeted Grant to other grants, but not transferred from other grants to system administration. If total system administration costs are above the targeted grant amount, the difference is adjusted from the following year's allocation.

## Appendix VII – Funding Commitment Letter for the 2020-21 School Year

Dear Mr. Usih:

Thank you for your collaborative engagement in the finalization of the new funding and assurance model for the education system. The feedback we received from governors and administrators since the announcement of the model in Budget 2020 led to substantive refinements reflecting the unique circumstances of school jurisdictions across the province. Please pass along my appreciation to staff who contributed to all phases of the development process.

I am pleased to provide this commitment letter confirming that your school authority is expected to receive \$1,166,954,081 for the 2020/21 school year. A detailed funding profile for your school authority has been posted to the Alberta Education Extranet for your budgeting and planning processes. Your school authority budget is due to Alberta Education by May 31, 2020.

I would also encourage you to review the final version of the 2020/21 Funding Manual for School Authorities, which is available on the Alberta Education website.

Thank you again for your continued efforts on behalf of Alberta's students.

Sincerely,

Andre Corbould  
Deputy Minister of Education



## Appendix VIII – 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:

<b>Revenues</b>	
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>

<b>Expenditures by object:</b>	
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 the delivery of early childhood instruction in schools and support provided for early childhood instruction centrally. This includes pre-kindergarten and kindergarten.
Instruction: K – 12	Instruction (Grades K – 12) is comprised of both the delivery of Grades K– 12 instruction in schools as well as school administration and centrally provided support for the delivery of Grades K – 12 instruction.
System Administration	Administration includes system-wide activities for the purpose of general regulation and direction of the affairs of the school jurisdiction. This is a targeted grant and if spending exceeds the allotted amount, funding will be reduced in the following year.
Transportation	All activities directly related to transporting students to and from school and the support to run the program is included in Transportation.
Operations and maintenance	<p>This is a targeted grant allocation. Any unspent allocation is tracked and accounted for in an accumulated reserve schedule for future expenditures in operations and maintenance. School boards may use these funds for operations and maintenance and not in other areas of the education system. However, additional spending could occur in the total operations and maintenance schedule from other grants of the Assurance Framework</p> <p>Costs associated with the operation and maintenance of all school buildings and maintenance shop facilities (excluding transportation facilities)</p>
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 IX – Fees

### Noon Supervision

Fees are based on regulations provided in the Education Act and did not have any significant changes from the fall budget. Approximately 55,000 students are enrolled in noon supervision. Noon supervision is a cost recovery program. If there is a surplus at the end of the year, the surplus - if any, is put back into the program to moderate year-to-year fee changes.

Noon Supervision Fee level	2020-21	2019-20	2018-19
4 day	\$275	\$275	\$265
4/5 day	\$295	\$295	\$285
5 day	\$305	\$305	\$295

#### Noon Supervision Budget 2020-21 \$000s

Central administration	556
School based staff	10,989
Salaries and benefits	11,545
Supplies and contracts	641
Waivers	2,137
Uncollectibles	1,069
Waives and uncollectibles	3,206
<b>Total expenditures</b>	<b>15,392</b>
<b>Government Grants</b>	<b>-</b>
<b>Fees</b>	<b>15,265</b>
<b>Net surplus/ (deficit)</b>	<b>(127)</b>

## Transportation

The CBE arranges transportation for students by contracting with yellow school bus providers, specialized providers and working with Calgary Transit to ensure transportation is available to move students in a safe, reliable and sustainable manner.

On Jan. 14, 2020, the Board of Trustees passed a motion that requires student transportation services to balance within available government funding and parent fees. This direction means that service levels and fees must be adjusted to ensure more dollars remain available to directly support students and classrooms. The CBE believes this aligns with government's direction under the new funding and assurance framework.

Fees will be administered to two specific types of riders. Mandated riders will see a fee increase from \$365 to \$465. Mandated riders are defined as those who attend their designated regular program school and who live further than 2.4km from that school. Students requiring in specialized programs requiring specialized transportation will continue to access fee free transportation as noted in the Funding Manual. Non-mandated riders are those who either do not attend their designated regular program school or those who live between 1.6/1.8 and 2.4km. Non-mandated riders will see a fee increase from \$365 to \$800.

	<b>Transportation Budget 2020-21</b>
	<u>\$000s</u>
Total transportation grant	37,406
Total transportation costs	48,483
<b>Deficit covered through fees</b>	<b>(11,077)</b>
Fees net of waivers and bad debt	11,077
<b>Net surplus/ (deficit)</b>	<b>0</b>

## School Supply Program

In prior year, the CBE was funded through an Instructional Supplies and Materials grant and was able to provide the majority of these items to students. For, the 2020-21 school year that is no longer the case. To support student learning, CBE is introducing a School Supply program for Kindergarten and Grades 1-9. The CBE can access substantially favourable pricing for these items and under the program will provide these supplies for the following fee:

Grades	Fee (approximately)
Kindergarten	\$20
Grades 1-9	\$40

Student safety is paramount and for this year CBE requests that all parents participate in this program as it allows CBE to eliminate sharing of items and ensure sanitized supplies throughout the school year.

## Appendix X – Expenses by Service Unit

### **School Improvement**

School Improvement encompasses the work of the system related to teaching and learning in schools, across Areas, and also the central service unit of supports.

### **Schools and Areas**

Schools create engaging learning experiences and support students in a variety of ways. They also connect with families and communities to help support student success. For many CBE students and families, their experiences with the CBE occur solely through schools.

Schools make learning meaningful for individual students and their families. They work collaboratively with service units to create and implement system initiatives that enhance learning and honour the hopes of their students and families. Some of the ways this happens in schools include:

- Teachers personalize learning for students and communicate with families about their students' progress and achievement.
- Principals provide leadership to school staff and lead learning at the school. They also work with school councils, parent societies and other groups to implement and communicate priorities and initiatives.
- Educational assistants provide valuable support to help students be successful.
- Office staff communicate with students, employees and families to ensure there is a common understanding and implementation of processes and procedures.
- Facility operators keep schools clean and safe.
- Education Directors support instructional leaders and teachers to improve teaching, learning and student success.

CBE schools are organized into seven Areas, each with two Education Directors. Area Offices play an important role in providing instructional leadership to principals, helping to deliver system services to schools, supporting school operations and ensuring effective collaboration amongst schools where appropriate. Area Offices also work collaboratively to ensure directions for principals and schools across the system are aligned. Areas have a budget of approximately \$3.0 million and provide daily support to an average of 35 schools. Within those amounts, Areas have contingency funds available of approximately \$428 thousand (on average) to support the unique needs of the schools within each area.

	Budget 2020-21		Fall Budget 2019-20		Increase/ (Decrease)		
	FTE	Budget 2020-21	FTE	Fall Budget 2019-20	FTE	\$	%
Certificated permanent salaries and benefits	6,425	745,342	6,661	765,336	(236)	(19,994)	(2.6%)
Certificated temporary salaries and benefits	-	28,122	-	26,038	-	2,084	8.0%
Non-certificated permanant salaries and benefits	2,699	176,728	2,698	175,374	1	1,355	0.8%
Non-certificated temporary salaries and benefits	-	9,022	-	7,292	-	1,729	23.7%
Dues and fees	-	685	-	1,500	-	(815)	(54.3%)
Rental equipment and facilities	-	800	-	800	-	-	-
Maintenance and repairs	-	1,798	-	1,798	-	-	-
Insurance	-	5	-	325	-	(320)	(98.5%)
Professional services	-	12,986	-	13,012	-	(26)	(0.2%)
Utilities	-	413	-	413	-	-	-
Transportation charges	-	1,215	-	1,175	-	40	3.4%
Travel and subsistence	-	340	-	375	-	(35)	(9.3%)
Other supplies	-	55,886	-	49,488	-	6,398	12.9%
Minor equipment	-	5,474	-	5,139	-	335	6.5%
Textbooks and materials	-	1,514	-	1,574	-	(60)	(3.8%)
Interest and finance	-	15	-	50	-	(35)	(70.0%)
<b>Total expenses</b>	<b>9,124</b>	<b>1,040,346</b>	<b>9,359</b>	<b>1,049,690</b>	<b>(235)</b>	<b>(9,344)</b>	<b>(0.9%)</b>

## Central Supports

The central supports of the School Improvement Service Unit are directly linked to system wide priorities reflected by CBE values and within the CBE's Three Year Education Plan.

Central portfolios provide specific leadership, guidance, and supports to further the work in and across schools. Two Education Directors have a centrally based portfolio. These two portfolios are Research and Strategy and Inclusive Education. Due to the nature of the work within these portfolios, these roles focus system level work across all Areas. Education Directors assigned to Areas also have specific portfolios. Although these are central supports, the work of certificated staff in these positions is directly linked to schools. This involves the development of system resources for teaching and learning, the provision of professional learning, organization and support for delivery of programs, and responding to future needs. The specific portfolios supported by Education Directors include

- Alternative Programs
- Athletics, Student Activities and Off-Site Activities
- Complementary Curriculum
- Core Curriculum
- Early Learning
- Education Partnerships & Campus Calgary/ Open Minds (CCOM)
- English Language Learners
- Global Learning
- Indigenous Education
- Languages
- Student Voice
- Teaching and Learning with Technology & Learning Resources

	Budget 2020-21		Fall Budget 2019-20		Increase/ (Decrease)		
	FTE	Budget 2020-21	FTE	Fall Budget 2019-20	FTE	\$	%
Certificated permanent salaries and benefits	110	14,809	115	15,619	(5.0)	(810)	(5.2%)
Certificated temporary salaries and benefits	-	424	-	424	-	-	-
Non-certificated permanent salaries and benefits	92	12,129	116	13,226	(23.6)	(1,098)	(8.3%)
Non-certificated temporary salaries and benefits	-	1,798	-	1,798	-	-	-
Dues and fees	-	143	-	143	-	-	-
Rental equipment and facilities	-	26	-	26	-	-	-
Maintenance and repairs	-	45	-	45	-	-	-
Insurance	-	7	-	7	-	-	-
Professional services	-	1,346	-	1,346	-	-	-
Utilities	-	69	-	69	-	-	-
Transportation charges	-	11	-	11	-	-	-
Travel and subsistence	-	325	-	325	-	-	-
Other supplies	-	1,363	-	1,363	-	-	-
Minor equipment	-	205	-	205	-	-	-
Textbooks and materials	-	122	-	122	-	-	-
Amortization	-	102	-	196	-	(93)	(47.6%)
Interest and finance	-	10	-	10	-	-	-
<b>Total expenses</b>	<b>202</b>	<b>32,934</b>	<b>230</b>	<b>34,936</b>	<b>(29)</b>	<b>(2,001)</b>	<b>(5.7%)</b>



## Corporate Service Units

There are 'corporate costs' that are managed by respective service units on behalf of the organization. These costs are largely non-discretionary, at least in the short to medium term, as they cannot be easily reduced without significant impact to CBE operations. Specific service units are responsible for monitoring these costs and thus have these items included in their budget. As these costs are incurred for the entire system, they are grouped and presented together here as 'corporate accounts' for illustrative purposes.

As noted, costs in the Corporate Accounts are managed by respective service units. See section on 'Summary of Expenses by Service Units' for more information on the nature of costs and respective service unit that manages."

<b>Communications and Engagement Services</b>	Facilitating community (high school engagement, etc), corporate partnerships
<b>Facilities and Environmental Services</b>	Utilities, amortization, insurance, student transportation (charterbuses, Handi-bus, taxis), maintenance, repair costs, etc.
<b>Finance/ Technology Services</b>	Technology licenses, subscription and fees, amortization for board funded assets, etc.
<b>General Counsel</b>	External legal counsel fees
<b>Human Resources</b>	Professional Improvement Fellowship (in accordance with the ATA Collective Agreement), secondments, staff development funds, etc.
<b>School Improvement</b>	Programs supporting suicide prevention and therapeutic intervention, the budget for Calgary Police Services school resource officers, and amortization for the student information system
<b>Education Matters</b>	In accordance with Public Sector Accounting Standards, EducationMatters is consolidated for the CBE's financial reporting purposes

Expenses	Budget 2020-21		Fall Budget 2019-20		Increase/ (Decrease)		
	FTE	(\$000s)	FTE	(\$000s)	FTE	(\$000s)	%
Certificated permanent salaries and benefits	-	5,109	-	5,376	-	(267)	(5.0%)
Certificated temporary salaries and benefits	-	686	-	686	-	-	-
Non-certificated permanent salaries and benefits	16	4,440	16	4,434	-	6	0.1%
Non-certificated temporary salaries and benefits	-	946	-	931	-	15	1.6%
Dues and fees	-	598	-	768	-	(170)	(22.1%)
Rental equipment and facilities	-	10,567	-	10,134	-	433	4.3%
Maintenance and repairs	-	24,309	-	16,886	-	7,423	44.0%
Insurance	-	8,166	-	7,145	-	1,021	14.3%
Professional services	-	12,970	-	14,505	-	(1,535)	(10.6%)
Utilities	-	27,457	-	27,438	-	19	0.1%
Transportation charges	-	46,570	-	46,822	-	(252)	(0.5%)
Other supplies	-	5,732	-	6,240	-	(508)	(8.1%)
Minor equipment	-	9	-	9	-	-	-
Amortization	-	65,075	-	64,943	-	132	0.2%
Interest and finance	-	1,774	-	1,538	-	236	15.3%
Other (uncollectible accounts)	-	6,294	-	4,881	-	1,413	29.0%
<b>Total expenses</b>	<b>16</b>	<b>220,702</b>	<b>16</b>	<b>212,736</b>	<b>-</b>	<b>7,966</b>	<b>3.7%</b>

\*The FTEs reported in corporate accounts are responsible for IMR projects whose salaries and benefits are cost-recovered through government funding. In addition to IMR project FTEs in the corporate salaries and benefits accounts, professional leave and secondments, service unit ATRF are also a part of the corporate salaries and benefits.

## Communication and Engagement Services

Communication and Engagement Services (CES) creates and delivers consistent and timely communication to various stakeholders including families, students, staff, government, unions and associations and members of the broader community. This centralized department provides ongoing communication and community engagement advice and support to schools, service units, the Board of Trustees and in support of CBE priorities. The department also manages and provides support for the public, internal and school websites and other technology tools used by schools and service units. As of fall, 2019, corporate partnerships and nutrition supports functions have moved to Communication and Engagement Services without adding additional staff.

	Budget 2020-21		Fall Budget 2019-20		Increase/ (Decrease)		
	FTE	Budget 2020-21	FTE	Fall Budget 2019-20	FTE	\$	%
Non-certificated permanant salaries and benefits	20	2,276	20	2,348	-	(71)	(3.0%)
Non-certificated temporary salaries and benefits	-	141	-	141	-	-	-
Dues and fees	-	11	-	11	-	-	-
Maintenance and repairs	-	0	-	0	-	-	-
Professional services	-	158	-	158	-	-	-
Utilities	-	9	-	9	-	-	-
Travel and subsistence	-	7	-	7	-	-	-
Other supplies	-	747	-	747	-	-	-
Minor equipment	-	4	-	4	-	-	-
Textbooks and materials	-	0	-	0	-	-	-
<b>Total expenses</b>	<b>20</b>	<b>3,352</b>	<b>20</b>	<b>3,424</b>	<b>-</b>	<b>(71)</b>	<b>(2.1%)</b>

## Facilities and Environmental Services

Facilities and Environmental Services (FES) provides students and employees with quality learning and working environments. FES works closely with students, parents, communities, the City of Calgary and the Government of Alberta to provide support and services including:

- Student accommodation planning;
- Student transportation;
- Facility construction, renovation and maintenance;
- Building operations;
- Leasing, disposition and acquisition of real property;
- CBE emergency, security, risk, health and safety services;
- Environmental stewardship; and
- Internal mail and delivery services.

Expenses	Budget 2020-21		Fall Budget 2019-20		Increase/ (Decrease)		
	FTE	(\$000s)	FTE	(\$000s)	FTE	(\$000s)	%
Non-certificated permanant salaries and benefits	209	21,707	208	21,383	1	323	1.5%
Non-certificated temporary salaries and benefits	-	693	-	686	-	7	1.0%
Dues and fees	-	130	-	130	-	-	-
Rental equipment and facilities	-	2	-	2	-	-	-
Maintenance and repairs	-	5,073	-	6,182	-	(1,109)	(17.9%)
Professional services	-	848	-	848	-	-	-
Utilities	-	172	-	172	-	-	0.2%
Transportation charges	-	8	-	7	-	-	5.6%
Travel and subsistence	-	182	-	183	-	(1)	(0.5%)
Other supplies	-	1,872	-	774	-	1,098	141.9%
Minor equipment	-	32	-	32	-	-	-
Amortization	-	2,915	-	2,876	-	40	1.4%
<b>Total expenses</b>	<b>209</b>	<b>33,634</b>	<b>208</b>	<b>33,274</b>	<b>1</b>	<b>359</b>	<b>1.1%</b>

## General Counsel

General Counsel provides the business functions of law, privacy and access. The service unit handles the CBE's Administrative Regulation development, contract administration, Corporate Secretary and administrative support to the Board of Trustees.

The service unit supports students, schools and the CBE by:

- Delivering important information and training to schools on complex legal and privacy issues.
- Providing or coordinating the delivery of legal services on behalf of the CBE.
- Providing risk mitigation oversight.
- Managing the CBE's compliance with Freedom of Information and Protection of Privacy Act (FOIP Act).
- Overseeing the CBE's compliance with applicable law, regulations and policies.
- Coordinating the development of the CBE's administrative regulations and procedures.
- Managing contract processes and standards and maintaining a repository.
- Providing legal counsel to the Board of Trustees and the Chief Superintendent.
- Managing the proceedings of the Board of Trustees.
- Maintaining the corporate record of the Board of Trustees proceedings

Expenses	Budget 2020-21		Fall Budget 2019-20		Increase/ (Decrease)		
	FTE	(\$000s)	FTE	(\$000s)	FTE	(\$000s)	%
Total salaries and benefits	11	1,491	11	1,522	-	(31)	(2.0%)
Dues and fees	-	19	-	19	-	-	-
Maintenance and repairs	-	2	-	2	-	-	-
Professional services	-	3	-	3	-	-	-
Utilities	-	4	-	4	-	-	-
Travel and subsistence	-	12	-	12	-	-	-
Other supplies	-	26	-	26	-	-	-
Minor equipment	-	14	-	14	-	-	-
Textbooks and materials	-	12	-	12	-	-	-
Amortization	-	33	-	21	-	12	55.7%
<b>Total expenses</b>	<b>11</b>	<b>1,615</b>	<b>11</b>	<b>1,634</b>	<b>-</b>	<b>(19)</b>	<b>(1.2%)</b>

## Finance and Technology Services

Finance and Technology Services is made up of three integrated teams, including Finance, IT operations (ITS) and IT Client Support (CTS). These groups provide financial support and technical services to ensure resources are available to create a personalized learning environment for students including:

- Supporting sound financial practises across the CBE.
- Providing financial administration of fee based services, waivers and collections
- Monitoring and reporting financial performance through the annual budget and financial reporting periods throughout the year
- Ensuring the best deals possible for purchased goods and services
- Paying bills on time
- Building and supporting CBE's technology infrastructure, integrity and security.
- Supporting the operation of approximately 300,000 discrete devices across 260 sites
- Supporting students year-round with access to services, digital resources and managing the massive volumes of data generated annually
- Working to ensure computers, tablets, printers, displays, etc. are available and working for all of CBE
- Supporting the myriad of software solutions that are part and parcel part of the modern learning environment

	Budget 2020-21		Fall Budget 2019-20		Increase/ (Decrease)		
	FTE	Budget 2020-21	FTE	Fall Budget 2019-20	FTE	\$	%
Certificated permanent salaries and benefits	1	124	1	123	-	1	0.6%
Non-certificated permanant salaries and benefits	183	22,131	183	22,436	-	(305)	(1.4%)
Non-certificated temporary salaries and benefits	-	439	-	439	-	-	-
Dues and fees	-	229	-	229	-	-	-
Maintenance and repairs	-	7	-	7	-	-	-
Professional services	-	356	-	316	-	40	12.7%
Utilities	-	51	-	51	-	-	-
Travel and subsistence	-	66	-	66	-	-	-
Other supplies	-	168	-	168	-	-	-
Minor equipment	-	170	-	170	-	-	-
Textbooks and materials	-	1	-	1	-	-	-
Amortization	-	5,378	-	5,139	-	240	4.7%
<b>Total expenses</b>	<b>184</b>	<b>29,119</b>	<b>184</b>	<b>29,145</b>	<b>-</b>	<b>(25)</b>	<b>(0.1%)</b>

## Human Resources

Human Resources supports employees with all matters related to their employment relationship with the CBE. They support over 14,000 employees and proactively recruit talent while balancing current and future projected needs. The team oversees recruitment, total rewards, workforce planning, labour and employee relations, advisory services, employee development, payroll, the human resources management system, the Employee Health Resource Centre, operations and integrated solutions.

Expenses	Budget 2020-21		Fall Budget 2019-20		Increase/ (Decrease)		
	FTE	(\$000s)	FTE	(\$000s)	FTE	(\$000s)	%
Certificated permanent salaries and benefits	7	1,079	7	833	-	247	29.6%
Certificated temporary salaries and benefits	-	100	-	100	-	-	-
Non-certificated permanant salaries and benefits	97	10,745	96	10,702	1	43	0.4%
Non-certificated temporary salaries and benefits	-	174	-	174	-	-	-
Dues and fees	-	47	-	47	-	-	-
Rental equipment and facilities	-	2	-	2	-	-	-
Maintenance and repairs	-	3	-	3	-	-	-
Professional services	-	1,149	-	1,149	-	-	-
Utilities	-	31	-	31	-	-	-
Travel and subsistence	-	123	-	123	-	-	-
Other supplies	-	235	-	235	-	-	-
Minor equipment	-	30	-	30	-	-	-
Textbooks and materials	-	44	-	44	-	-	-
Amortization	-	31	-	45	-	(14)	(30.4%)
<b>Total expenses</b>	<b>104</b>	<b>13,792</b>	<b>103</b>	<b>13,516</b>	<b>1</b>	<b>276</b>	<b>2.0%</b>

## Chief Superintendent

The Chief Superintendent's office leads strategic planning for student success based on the Board of Trustees' values and policies. The Chief Superintendent, as both the Chief Executive Officer and Chief Educational Officer, develops the Three-Year Education Plan to improve student success and ensures that students and their learning are at the centre of organizational decisions.

Expenses	Budget 2020-21		Fall Budget 2019-20		Increase/ (Decrease)		
	FTE	(\$000s)	FTE	(\$000s)	FTE	(\$000s)	%
Total salaries and benefits	3	509	3	559	-	(50)	(8.9%)
Dues and fees	-	13	-	13	-	-	-
Rental equipment and facilities	-	164	-	164	-	-	-
Maintenance and repairs	-	2	-	2	-	-	-
Professional services	-	29	-	29	-	-	-
Utilities	-	4	-	4	-	-	-
Travel and subsistence	-	9	-	9	-	-	-
Other supplies	-	19	-	19	-	-	-
Minor equipment	-	2	-	2	-	-	-
Textbooks and materials	-	0	-	0	-	-	-
<b>Total expenses</b>	<b>3</b>	<b>751</b>	<b>3</b>	<b>801</b>	<b>-</b>	<b>(50)</b>	<b>(6.2%)</b>

## Board of Trustees

The Board of Trustees represent, lead and serve Calgaryans and govern the CBE. This is done by establishing expectations for organizational results and quality operational performance and then monitoring actual performance against those expectations. This monitoring takes place at public board meetings. As part of its role, the Board connects with key stakeholders and advocates for the needs of the system with elected officials such as MLAs and City Councillors.

The Board of Trustees includes all items related to the governance of the organization including Trustee remuneration, office expenses and travel costs, financial audit fees, election costs, and Alberta School Boards Association fees. The Board of Trustees does not include the cost of services and supports provided by the service units in delivering on the Board's governance responsibilities. Service and support costs to the Board are absorbed by the relevant service unit. Staff who directly support and manage the proceedings of the Board of Trustees are included in General Counsel.

Expenses	Budget 2020-21		Fall Budget 2019-20		Increase/ (Decrease)		
	FTE	(\$000s)	FTE	(\$000s)	FTE	(\$000s)	%
Non-certificated permanent salaries and benefits	7	419	7	424	-	(5)	(1.2%)
Dues and fees	-	349	-	249	-	100	40.2%
Professional services	-	678	-	678	-	-	-
Utilities	-	1	-	1	-	-	-
Travel and subsistence	-	34	-	34	-	-	-
Other supplies	-	6	-	6	-	-	-
Textbooks and materials	-	1	-	1	-	-	-
<b>Total expenses</b>	<b>7</b>	<b>1,488</b>	<b>7</b>	<b>1,393</b>	<b>-</b>	<b>95</b>	<b>6.8%</b>



## Appendix XI – Staffing

School based staff include but are not limited to:

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

Non-school based staff include but are not limited to:

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

## report to Board of Trustees

## Governance Culture and Board/Chief Superintendent Relationship Governance Policies - Board of Trustees' Annual Self-Evaluation

Date	May 26, 2020
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
Purpose	Decision
Originator	Trustee Trina Hurdman, Chair Board Evaluation Committee Trustee Mike Bradshaw, Member, Board Evaluation Committee
Governance Policy Reference	GC-2: Governing Commitments GC-3: Board Job Description GC-5: Board Committees B/CSR 1-5: Board/Chief Superintendent Relationship Policies

### 1 | Recommendation

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It is recommended:

- That the Board of Trustees approves the Board's self-evaluation report as developed during the evaluation workshop of April 29, 2020.

### 2 | Issue

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The Board of Trustees' Governance Policy GC-2 Governing Commitments, stipulates that *"2.3 The Board is responsible for its own performance, and commits itself to continuous improvement. The Board regularly and systematically will monitor all policies in this section"*.

Similarly, each of the Board/Chief Superintendent Relationship Policies requires that the monitoring method will be "Board Self-Assessment".

### 3 | Background

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The Board's Governance Culture policies identify the Board's values about how it should do its work. The Board/Chief Superintendent Relationship



policies include the values about how the Board will interact with its CEO. These policies set operational standards for board behaviour. As such, they provide a logical basis for the board to effectively monitor its own performance.

The Board of Trustees is committed to self-evaluation through the annual monitoring of its governance culture policies. In governance culture policies, the Board describes standards of group and individual behaviour to which it agrees to hold itself. In addition, the Board commits to annual self-assessment of its relationship with its only employee, the Chief Superintendent.

The following policies were reviewed:

- Governance Culture Policies 1 through 9; and
- Board/Chief Superintendent Relationship Policies 1 through 5

#### 4 | Analysis

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Dr. Charles Ungerleider, the Board's external consultant on governance, facilitated a meeting that included The Calgary Board of Education Trustees and the Chief Superintendent on April 29, 2020, for the following purposes:

- reviewing the Board's adherence to its Governance Culture and Board-Chief Superintendent Relationship policies over the past year;
- conducting the Board's annual self-assessment; and
- reviewing recommendations from the prior Board self-assessment as well as developing performance improvement recommendations for the next year.

C. Ungerleider indicated that overall there is significant compliance with the Governance Culture and B/CSR policies; however when policy non-compliance occurs it is the Board's responsibility to identify and take steps to rectify the non-compliance.

Trustees agreed to function as a single unit and use the strengths of individual members to the Board's best advantage.

## 5 | Conclusion

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The following represents the Trustees' recommendations for next year:

- The Board's major focus will continue to be on the results expected to be achieved by students. In particular related to the continuity of learning for students due to the COVID-19 pandemic and supports for students with specialized learning needs.
- The Board will review Governance Culture 9: Process for Addressing Board Member Violations to determine opportunities to strengthen the policy and develop mechanisms to handle violations of Board policies.
- The Board meeting debrief process will be adjusted to include discussions focused on steps to improve Board functioning including: prioritization of Results, compliance with Governance Culture policies and opportunities for professional development to increase Board members skills and knowledge about the organization and governance.
- Government and Public Relations will be a standing item on Strategic Dialogue and Public Engagement Committee agendas to support the engagement of stakeholders in understanding The Calgary Board Education as well as sharing viewpoints and values.

## report to Board of Trustees

## Correspondence

Date	May 26, 2020
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor, Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board

### 1 | Recommendation

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The following correspondence is being provided to the Board for information:

- Letter dated September 18, 2019 to The Honourable A. LaGrange, Education Minister, re: Alberta Education's validation and verification work.
- Letter dated September 18, 2019 to The Honourable A. LaGrange, Education Minister, re: funding for specialized transportation.
- Letter dated October 8, 2019 from The Honourable A. LaGrange, Education Minister, re: funding for specialized transportation and funding recoveries as a result of the enrolment verification desk audit.
- Letter dated October 23, 2019 to The Honourable A. LaGrange, Education Minister, re: public education assurance and funding framework.
- Letter dated December 13, 2019 to The Honourable A. LaGrange, Education Minister, re: modernizing the public education funding and assurance framework.
- Letter dated January 29, 2020 from The Honourable A. LaGrange, Education Minister, re: Calgary Board of Education, Calgary Catholic School District and Edmonton Public Schools' perspectives on the new assurance model.
- Letter dated February 25, 2020 to The Honourable A. LaGrange, Education Minister, re: class size and complexity working group.
- Letter dated March 18, 2020 from The Honourable A. LaGrange, Education Minister, re: the Metro School Boards Group interest to provide representation on the class size and complexity working group and the status of the group.



- Letter dated April 1, 2020 to The Honourable A. LaGrange, Education Minister, re: additional 2020-21 bridge funding request.
- Letter dated April 20, 2020 to The Honourable A. LaGrange, Education Minister, re: funding framework – weighted moving average and projected enrolment.

Attachments: Relevant Correspondence



www.cbe.ab.ca

**Board Chair**

**Marilyn Dennis** Wards 5 & 10

**Vice-Chair**

**Althea Adams** Wards 3 & 4

**Trustees**

**Trina Hurdman** Wards 1 & 2

**Lisa Davis** Wards 6 & 7

**Richard Hehr** Wards 8 & 9

**Julie Hrdlicka** Wards 11 & 13

**Mike Bradshaw** Wards 12 & 14

September 18, 2019

Honourable Adriana LaGrange  
Minister of Education  
228 Legislature Building  
10800 - 97 Avenue  
Edmonton, AB T5K 2B6

Dear Minister Adriana LaGrange:

**RE: Alberta Education’s validation and verification work**

On September 18, 2018 we wrote to the then Minister of Education regarding Alberta Education’s validation and verification work associated with student enrolment. Letter is attached. To date we have not received a response.

In that letter, the Calgary Board of Education indicated it fully supports being accountable for the use of public funds in support of public education. Accountability is fundamental to gaining and maintaining public confidence in Alberta public services.

That said, the Calgary Board of Education’s (the CBE) concern was, and is, that the validation and verification work results in a financial penalty that is applied after public education services have been provided. For example, the CBE has recently had more than \$3 million dollars clawed back from its August 2019 funding for students deemed to be ineligible for public education services provided in the school year ending June 2019. For reference, \$3 million is the equivalent of 30 necessary teacher positions.

The CBE also identified that the validation and verification process directly targets students who have very complex immigration and legal issues that can affect their eligibility to obtain an Alberta public education.

It is the CBE’s view that the claw-back (repayment) of funds as part of the current validation and verification process has consequences that are contrary to the mission and values of both Alberta Education and the CBE.

Specifically:

- School jurisdictions are incited to remove students from the learning environment and seek to recover the costs of the programs and services provided. In many cases those students are members of very

vulnerable populations including both immigrant and indigenous children with often-limited financial resources;

- The removal of funding after the provision of services affects all students given that education dollars support the learning of all students. Removing more than \$3 million from our budget will result in reduced services and supports for all students; and
- Significant claw-backs incent jurisdictions to add additional administrative resources to non-core functions. As noted, these are students with complex residency issues that require significant expertise in non-educational matters to adjudicate. It is unfortunate that school jurisdictions are being asked to devote ever-increasing resources to these non-educational activities to meet complex legal requirements.

As set out in our letter of September 18, 2018 we are very confident that a solution can be found that demonstrates sound accountability for the public dollars that are invested in public-education while ensuring that school jurisdictions can continue to direct the maximum amount of dollars to the classroom, rather than administrative overhead.

Like Alberta Education, the CBE is fully committed to students and their learning. We would appreciate the opportunity to work with Alberta Education to find cost-effective solutions that eliminate red-tape and put the needs of all students first.

Kind regards,



Marilyn Dennis  
Chair, Board of Trustees

cc: Christopher Usih, Chief Superintendent  
Brad Grundy, Superintendent, Chief Financial Officer

Attachment





www.cbe.ab.ca

**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

September 18, 2018

Honourable David Eggen  
Minister of Education  
228 Legislature Building  
10800 – 97<sup>th</sup> Avenue  
Edmonton, AB T5K 2B6

Dear Minister Eggen,

The Calgary Board of Education fully supports accountability for the use of public funds in the provision of public education. Accountability is fundamental to gaining and maintaining public confidence in public services.

Recent validation and verification work undertaken by Alberta Education at the CBE has resulted in a notification to repay more than \$1.8 million for students deemed ineligible for the public education services they received during the 2017-18 school year. Repayment of grants after services have been provided has serious impact on the CBE's ability to provide needed services in the upcoming school year.

The majority of students identified in this validation and verification process have very complex immigration and legal issues that affect their eligibility to obtain an Alberta public education. These students were educated in CBE schools in 2017-18 in good faith, to ensure that every child has the opportunity of education. These are not simple issues of erroneous counting. Rather, these cases involve a myriad of documents that come from provincial, federal and foreign jurisdictions and other complexities.

This repayment of funds has several consequences that are contrary to the mission and values of both Alberta Education and the Calgary Board of Education. Specifically, the claw-back of dollars after the provision of services has the following implications:

- School jurisdictions are incited to remove students from the learning environment and seek to recover the costs of programs and services provided. These students are largely vulnerable populations including both immigrant and indigenous children with often-limited financial resources. This, in our view, is inconsistent with the desire to create safe, caring, welcoming and respectful learning environments;
- The removal of funding after the provision of services affects all students given that educational dollars support the learning of all students. Removing \$1.8 million from our budget will result in reduced services for all students.

- Significant claw-backs incent jurisdictions to add additional resources to non-core functions. As noted, these are students with complex residency issues that require significant expertise to adjudicate. It is unfortunate that jurisdictions must devote ever-increasing resources to these non-educational activities to meet complex documentation requirements.

This significant issue has serious implications. We would appreciate the opportunity to work with Alberta Education on the creation of an accountability framework for public education that aligns with the expectations regarding registration and programming for students. In the meantime, the CBE would like to see Alberta Education stop its claw-back approach until those discussions occur, so that critical dollars can be maintained in classrooms across the province.

We are very confident that a solution can be found that demonstrates sound accountability for the public dollars that are invested in public education while ensuring we continue to maximize dollars directed to the classrooms. We are fully committed to students and their learning, and would appreciate the opportunity to help find a solution that puts the needs of students first.

Sincerely



Trina Hurdman  
Chair, Board of Trustees  
Calgary Board of Education

cc| David Stevenson, Chief Superintendent of Schools



✓ [Handwritten signature]

Board of Trustees

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Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

September 18, 2019

Honourable Adriana LaGrange
Minister of Education
228 Legislature Building
10800 - 97 Avenue
Edmonton, AB T5K 2B6

Dear Minister Adriana LaGrange:

RE: Funding for Specialized Transportation

As the government continues its work on the budget for the 2019-2020 school year, this letter is sent to underscore the importance of fully funding transportation for students requiring specialized supports and services.

The Calgary Board of Education (CBE) is committed to ensuring that each student, in keeping with their individual abilities and gifts, can complete high school with a foundation of learning necessary to thrive in life, work and continued learning. This focus attracts students with specialized education and medical needs to the CBE; we ensure that each student is able to access a high quality education by providing them with specialized transportation based upon their unique needs.

The challenge is that specialized transportation services are also more expensive to offer, this especially due to the increasing complexity of the needs of students. The Metro funding formula for student transportation currently recognizes this by providing \$3,374 per student with specialized transportation needs. If this funding formula was fully applied, the CBE would receive an additional \$10M; in reality, the number of eligible students has been frozen at just a little over half of the 5,500 students requiring specialized services and supports. Additionally, the funding rate itself has not changed in almost a decade, with actual transportation costs now figuring over \$8,000 per student with specialized transportation needs. The CBE supports provincial direction to provide specialized transportation at no cost to students, however the previously described circumstances makes achieving financial sustainability exceedingly difficult. For the 2018-2019 school year, CBE student transportation services concluded the year with a deficit of almost \$5.3M.

The consequence of a deficit within the CBE student transportation budget is that dollars that are intended to support schools, and most importantly students, must be diverted instead to transportation. In our ongoing efforts to

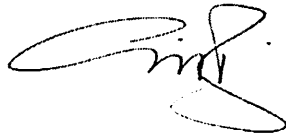
make student transportation services financially sustainable, the CBE can influence transportation service levels and fees. Exercising either of these has an immediate impact upon students and families.

These past few years, the CBE has worked diligently to greatly enhance the cost efficiency of student transportation services. Two independent consultant reviews and a government-led operational review have provided recommendations that have allowed the CBE to greatly streamline its transportation services and generate efficiencies. These actions have included such initiatives as the city-wide coordination of school start and end times, the transition of more schools to public transit, increasing bus capacity utilization and the implementation of congregated stops for alternative programs.

With enrolment growth for students requiring specialized supports and services continuing to outpace overall student enrolment growth within the CBE, the financial unsustainability of this situation is evident. It is for this reason that we write to you at this important juncture to ask that student transportation funding identified within the 2019-2020 budget accounts for this reality. It is interesting to note that by fully utilizing the existing Metro formula for students with specialized transportation needs and lifting the artificial student cap that has been imposed, the current funding framework would adequately fund these transportation services.

At the CBE, students come first. We look forward to hearing from you on this matter and offer our readiness to collaborate with your Ministry in ensuring that each student can continue to thrive in life, work and continued learning during these financially constrained times.

Sincerely,



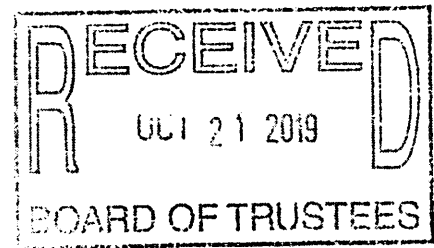
**Marilyn Dennis**  
Chair, Board of Trustees

cc: Christopher Usih, Chief Superintendent  
Dany Breton, Superintendent, Facilities and Environmental Services



ALBERTA  
EDUCATION

*Office of the Minister*



AR107595

OCT 08 2019

Ms. Marilyn Dennis  
Chair  
Calgary Board of Education  
1221 - 8 Street SW  
Calgary AB T2R 0L4

Dear Ms. Dennis:

Thank you for your September 18, 2019 letters regarding funding for specialized transportation and funding recoveries as a result of the enrolment verification desk audit.

I appreciate the efforts by Calgary Board of Education (CBE) to improve the efficiency of its student transportation operations over the past few years. I understand your concerns about the severe disability profile figure used in the metro student transportation funding formula. As you noted, the fixed figures in this formula have not changed in many years, which is why this formula will be reviewed as part of Alberta Education's funding and assurance framework review.

Every year, Alberta Education staff complete an enrolment verification desk audit. This important control and monitoring activity ensures that children and students claimed by school divisions as funded children/students meet the criteria outlined in the Funding Manual for School Authorities. This audit is one of several compliance and assurance activities conducted by Alberta Education to address accountability and risk management with respect to the department's funding framework. Increased emphasis on accountability and recommendations from the Office of the Auditor General are other reasons these assurance and compliance activities are undertaken each school year.

It is unfortunate that a significant amount of funding was recovered from the CBE; however, Alberta Education will continue to recover funding from school jurisdictions if the results from control and monitoring activities indicate noncompliance with established criteria and policies outlined in the funding manual or other pertinent Alberta Education legislation. It should be noted that ministry staff worked closely with CBE administration throughout the 2017/18 and 2018/19 school years to ensure CBE had the knowledge required to successfully navigate the enrolment verification desk audit process.

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Ms. Marilyn Dennis  
Page Two

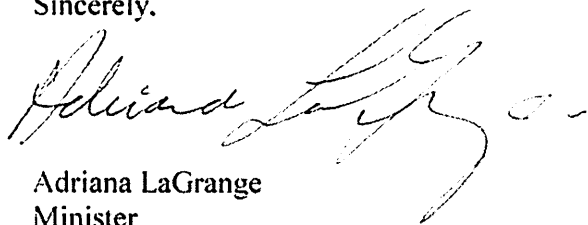
I understand the challenges you have identified in your letter regarding complex immigration and legal issues with certain students; however, only a handful of students were considered ineligible for funding due to these issues. Alberta Education continues to work with Immigration, Refugee and Citizenship Canada and shares updated knowledge with school authorities to ensure everyone has the same information.

Alberta Education looks forward to continuing to work with the CBE team on the student registration and enrolment process, with the goal of improving CBE performance on the enrolment verification desk audit. For the 2019/20 school year, I encourage you to continue your discussions with the School Finance Branch staff at 780-427-2055 (toll-free in Alberta by first dialing 310-0000). We are actively trying to find ways to assist school divisions with finding more efficient solutions.

I look forward to engaging with CBE as we proceed with our funding and assurance framework review. CBE's input will certainly be valued.

I wish CBE's staff and students all the best in the 2019/20 school year.

Sincerely,

A handwritten signature in black ink, appearing to read 'Adriana LaGrange', written in a cursive style.

Adriana LaGrange  
Minister





## Board of Trustees

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October 23, 2019

The Honourable Adriana LaGrange  
Minister of Education  
228 Legislature Building  
10800 - 97 Avenue  
Edmonton, AB T5K 2B6

Dear Minister LaGrange:

### **Re: Public Education Assurance and Funding Framework**

The Calgary Board of Education (CBE) believes that the Funding and Assurance Review provides a rare opportunity to fundamentally reconsider public education resourcing and accountability in Alberta.

The CBE supports a student centered resource allocation model that focuses on equitable achievement of student well-being and success. At the highest level the CBE supports the principles of operational simplicity, local flexibility, resource predictability, and funding adequacy.

### **Funding Framework Attributes**

In terms of the funding framework itself, key attributes under the principles referenced above include:

- Clearly defining student success in terms of achievement, equity and well-being from Early Childhood Development to Grade 12 articulating the universal, targeted and intensive continuum of services and supports necessary for a modern public education system.
- Identifying rigorous, reliable and evidence based predictive and preventive indicators that inform the required continuum of services and supports.
- Linking the major cost drivers of the continuum of services and supports to the allocation of financial resources.
- Allocating public education funding in accordance with the principles of equity such that students in all school jurisdictions have an equal opportunity for success.
- Defining assurance and accountability requirements that directly support achievement of student achievement, equity and well-being outcomes while minimizing the costs associated with meeting eligibility requirements.

### **Funding Framework Attributes in Action**

The CBE believes that a revised funding framework must begin with clear attention to student achievement, equity and well-being outcomes. Specifically, student achievement, equity and well-being outcomes need to be clearly defined for the continuum of services and supports that cross universal, targeted, and intensive responses to intervention.

The CBE supports an equity-based approach to funding the continuum of supports and services. That principle of equity means that students across the public education system, irrespective of their personal circumstance, have an equal opportunity to achieve.

The CBE supports a funding framework where rigorous, reliable, evidence based predictive, and preventive indicators are used as the basis upon which the continuum of services and supports are applied and related funding is allocated. The indicators would be directly aligned with the agreed student achievement, equity and wellbeing outcomes. As an example, the Early Years Evaluation – Teacher Assessment is a robust, proven indicator with significant predictive value. Making this part of a modern funding and assurance framework would provide immense value and support increased accountability.

The CBE supports using the agreed indicators to support and inform the full range of services and supports provided to all public education stakeholders (Alberta Health Services, Social Services, Not-for-Profit services providers, etc.) This holistic approach leads to a student-centered approach that supports the efficient, effective and economical allocation of government resources.

The CBE supports a funding framework where the funding related to the predictive and preventative indicators is linked to the major cost drivers associated with the delivery of the continuum of services and supports.

### **Next Steps**

The CBE supports offering the CBE as a pilot jurisdiction for the purposes of developing the rigorous, reliable and evidence informed predictive and preventative indicators. Working in collaboration with Alberta Education and other school jurisdictions, this pilot project would inform the development of indicators that fully consider the unique aspects of the public education system in Alberta.

### **Administrative Cost**

The CBE is supportive of exploring all reasonable approaches to minimizing administration costs across the Alberta public education system. For example, the CBE is currently working in collaboration with Alberta Education on the viability of a broad, system wide enterprise reporting planning system.

That said, given that Board and System Administration costs as defined by Alberta Education are capped at 3.6 percent of total expenditures the CBE does not believe that savings will generate the level of savings necessary to even address the annual incremental cost of funding enrolment growth across the public education system.





The CBE believes that to achieve material administrative savings will necessitate up front investment. Public school jurisdictions are optimized for the operational context in which they operate. Implementing significant change will require strategic investment in technology, people, process and practice. Best practice suggests that it is critical to make prudent investment up front to ensure change success.

The CBE notes that administrative costs are driven, in large part, by the various accountability measures implemented by Alberta Education to prove either need or eligibility. The CBE supports a funding framework that maximizes the dollars available to support the provision of the continuum of services and supports while minimizing the resources required to confirm eligibility and support accountability requirements. To that end, the CBE would further offer to work with Alberta Education to create enabling, supportive and evidence based accountability measures.

### **Conclusion**

The Board of Trustees of the Calgary Board of Education appreciates this opportunity to provide input into the design and implementation of a modern public education funding and assurance framework. Under the principles of operational simplicity, local flexibility, resource predictability and funding adequacy the CBE is looking forward to working collaboratively with government to ensure students receive a public education that is second to none.

Sincerely,



Marilyn Dennis, Chair  
Board of Trustees

cc Christopher Usih, Chief Superintendent  
Brad Grundy, Superintendent, Finance/Technology Services, Chief  
Financial Officer, Corporate Treasurer



**Calgary Board  
of Education**



**CALGARY CATHOLIC SCHOOL DISTRICT**



**EDMONTON PUBLIC SCHOOLS**

December 13, 2019

Honourable Adriana LaGrange  
Minister of Education  
228 Legislature Building  
10800 - 97 Avenue  
Edmonton, AB T5K 2B6

Dear Minister LaGrange:

**Re: Modernizing the Public Education Funding and Assurance Framework**

Thank you for meeting with the Chairs, Superintendents and Chief Financial Officers of the four metro school divisions on November 18. We appreciated the opportunity to discuss important issues in person, and your invitation to provide our thoughts on modernizing the Public Education Funding and Assurance Framework.

The Boards of Trustees of the Calgary Catholic School District, the Calgary Board of Education, and the Edmonton Public School Board are pleased to provide a response to your request for information. Our Boards believe the Funding and Assurance Review provides a rare opportunity to fundamentally reconsider public education resourcing and accountability in Alberta to better serve our students.

We fully support a student-centered resource allocation model that focuses on equitable achievement of student well-being and success. A preferred model should also support the principles of operational simplicity, local flexibility, resource predictability, and funding adequacy.

**Funding Framework Attributes**

In terms of the funding framework itself, key attributes under the principles referenced above include:

- Clearly defining student success in terms of achievement, equity and well-being from Early Childhood Development to Grade 12, articulating the universal, targeted and intensive range of services and supports necessary for a modern public education system.
- Providing adequate, fair, predictable and sustainable funding. Every child should be supported and get what they need to be successful.
- Identifying reliable and evidence-based indicators of success that tell us what is working, what is not working, and why.
- Linking the cost of the range of services and supports provided directly to the provincial allocation of financial resources.
- Allocating public education funding in accordance with the principles of equity so that students in all school jurisdictions have an equal opportunity for success.
- Honouring the complexity and diversity of each school division and particularly the unique challenges faced by metro school boards.
- Defining assurance and accountability requirements that directly support student achievement, equity and well-being outcomes while minimizing the costs associated with meeting eligibility requirements.

.../2

### **Funding Framework Attributes in Action**

We support an equity-based approach to funding the range of supports and services. That principle of equity means that students across the public education system, regardless of their personal circumstances, have an equal opportunity to achieve.

We support a funding framework where rigorous, reliable, evidence-based predictive, and preventive indicators are used as the basis upon which the range of services and supports are applied and related funding is allocated. Making this part of a modern funding and assurance framework would provide immense value and support increased accountability.

We support using the agreed indicators to support and inform the full range of services and supports provided to the public education system (Alberta Health Services, social services, not-for-profit services providers, etc.). This holistic approach leads to a student-centred model that supports the efficient, effective and economical allocation of government resources.

### **Next Steps**

Our Boards support offering our divisions as pilot jurisdictions to develop the rigorous, reliable and evidence informed predictive and preventative indicators. Working in collaboration with Alberta Education, this pilot project would inform the development of indicators that fully consider the myriad facets of the public education system in Alberta.

This is a unique opportunity to capitalize on the collective expertise held by metro school divisions. Metro divisions face many challenges while educating a large, diverse group of Alberta's students. This expertise can turn to innovation at the provincial level.

### **Administrative Cost**

We are supportive of exploring all reasonable approaches to minimizing administration costs across Alberta's public education system. That said, given that Board and System Administration costs as defined by Alberta Education are capped at 3.6 per cent of total expenditures, we do not believe this approach will generate the level of savings necessary to address even the annual incremental cost of funding enrolment growth across the public education system.

We believe that, to achieve material administrative savings, Alberta Education will need to provide up-front investment. Public school jurisdictions are optimized for the operational context in which they operate. Implementing significant change will require strategic investment in technology, people, process and practice. Best practice suggests it is critical to make prudent investment up front to ensure change success.

We note that administrative costs are often driven in large part by the various accountability measures implemented by Alberta Education to prove either need or eligibility. We support a funding framework that maximizes the dollars available to support the provision of the range of services and supports, while minimizing the resources required to confirm eligibility and accountability requirements. To that end, we would further offer to work with Alberta Education to create enabling, supportive and evidence-based accountability measures.

### **Concerns with Rolling Average Concept**

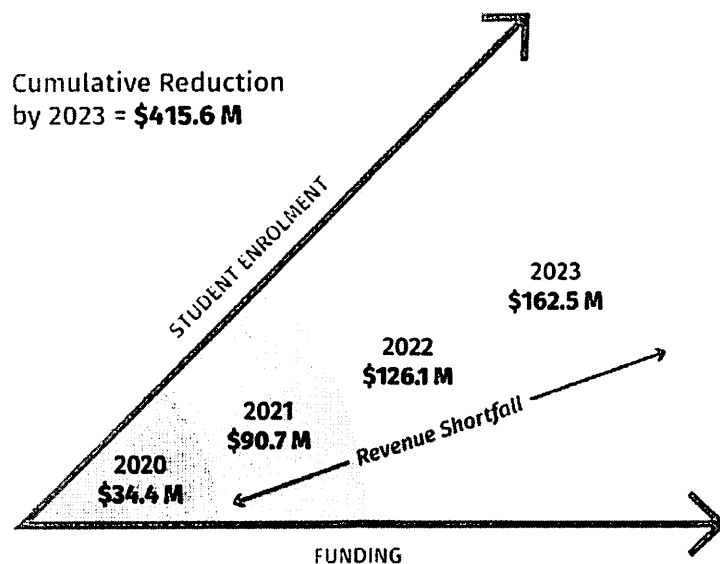
We understand that one of the potential concepts being contemplated in conjunction with the funding framework involves using a four year rolling average for enrolment count estimates. This concept is being proposed in order to provide predictable funding to divisions and to support the concept of continued enrolment growth funding. For metros that continue to grow at or in excess of the average

enrolment growth in the Province, this concept actually equates to not providing funding for one to two years of actual enrolment growth.

Recognizing the inability to add funding for enrolment growth on account of the frozen education budget, we would much rather continue with actual enrolment counts and instead have a lower per student rate applied to arrive at the same grant dollars, as would have resulted under the rolling average method.

### Compounding Impact of Capped Provincial Education Budget

The diagram below illustrates the compounding impact of having a fixed total Provincial Education Budget while enrolment continues to grow for a single sample metro board. The starting point assumes a starting point budget gap of \$34.4 million, continued enrolment growth of three per cent and no increase to the annual budget. No matter the outcome of any changes to the funding framework, if the total budget is fixed the end result will be the same: if the metro continues to receive the same amount of funding while their student enrolment continues to grow, their budget shortfall will grow at a compounding rate.



### Alignment with the Government Year End (March 31<sup>st</sup>)

Our Boards strongly caution against and request additional consultation and consideration before any changes are made to align our year end with that of the Government. We acknowledge that this was in place 25 years ago; however, financial reporting has changed significantly and this was prior to the current Public Sector Accounting Standards which are currently mandated. This change would have a long-term, significant impact on our operations.

- Funding would be tied to overlapping years if attached to Sept 30th enrolment.
- Alignment of school year vs reporting year would complicate reporting.
- We would have to use estimates for all revenues/expenses.
- It would be confusing for the public to have reporting on overlapping school years due to changing enrolment between school years.
- Performing variance analysis would be very difficult due to the overlapping years.
- Estimating costs per student would be more difficult.

- Engaging external auditors during the April time period would be a challenge given that it is an auditor's busy season.
- Our ability to calculate allocations to schools, which are required for them to complete their school year budget, would be complicated.
- The administrative burden both centrally and at schools would increase
- It would be more difficult to plan accurately (staffing).
- Putting classroom supports in place if funding is adjusted due to overlapping funding years would be difficult.
- Increased purchase of supplies occurs at the end of the school year, which would then skew which period purchase related to.
- Given the current complements, processes and Information Technology (IT) systems, it would be a tremendous challenge for the metros to complete the year end process and reporting within one month. The current process with current resources takes three months.

Incorporating a March fiscal year end and changing budgets mid-year for Education would complicate reporting and analysis of data, and, most importantly, result in unpredictability and disruption that would have a detrimental effect on classrooms and student outcomes.

We acknowledge this option might have provided a timing difference benefit for the current year, which was an anomaly from a provincial budget point of view, but fail to see how it would be beneficial going forward.

### Conclusion

The Boards of Trustees of the Calgary Board of Education, the Calgary Catholic School District, and the Edmonton Public School Board appreciate this opportunity to provide input into the design and implementation of a modern public education funding and assurance framework. Under the principles of operational simplicity, local flexibility, resource predictability and funding adequacy, we look forward to continuing this important discussion with you.

Kind regards,



Marilyn Dennis  
Chair, Board of Trustees  
Calgary Board of Education



Mary Martin  
Chair, Board of Trustees  
Calgary Catholic School District

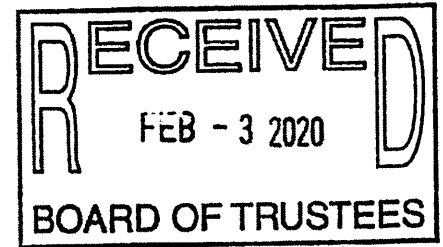


Trisha Estabrooks  
Chair, Board of Trustees  
Edmonton Public Schools

- c. Christopher Usih, Chief Superintendent, Calgary Board of Education  
Brad Grundy, Superintendent, Chief Financial Officer, Calgary Board of Education  
Gary Strother, Chief Superintendent, Calgary Catholic School District  
Narin Kishinchandani, Superintendent, Finance & Business, Information Technology Secretary-Treasurer,  
Calgary Catholic School District  
Darrel Robertson, Superintendent, Edmonton Public Schools  
Todd Burnstad, Chief Financial Officer, Edmonton Public Schools



Office of the Minister



JAN 29 2020

AR109084

Ms. Marilyn Dennis  
Chair  
Calgary Board of Education  
1221 - 8 Street SW  
Calgary AB T2R 0L4

Ms. Mary Martin  
Chair  
Calgary Catholic School District  
1000 - 5 Ave SW  
Calgary AB T2P 4TP

Ms. Trisha Estabrooks  
Chair  
Edmonton Public Schools  
1 Kingsway NW  
Edmonton AB T5H 4G9

Dear Ms. Dennis, Ms. Martin and Ms. Estabrooks:

Thank you for your December 13, 2019 letter following up on our November 18, 2019 meeting. It was a pleasure to meet with the three of you and your respective administration staff, and I appreciate you taking the time to provide me your boards' perspectives regarding the new Assurance Model.

I agree that development of the new Assurance Model provides a rare opportunity to fundamentally reconsider the funding and accountability of Alberta's public education system. Our government remains committed to ensuring that all of Alberta's students are provided with a quality education.

As you know, our goals for the new Assurance Model include bringing predictability and sustainability to the education system and ensuring successful outcomes for students and accountability to Albertans, while also respecting local autonomy and providing school boards with a great degree of flexibility to support local decision-making.

I appreciate your concerns regarding funding for education being maintained at \$8.2 billion for the next three years; however, given the current fiscal situation facing the province, we have to be prudent in our approach to spending. When compared to other jurisdictions, Alberta still has one of the best-funded education systems in Canada.

As a former trustee, I appreciate the intricacies involved in managing administration costs, and I welcome your receptiveness when it comes to exploring options for achieving as much savings as possible while continuing to ensure good management. I have heard many positive comments from the department and other boards about the leadership of the metro boards in fostering collaboration in the areas of human resources, supplies and services. I will take your suggestions regarding aligning the government fiscal year and school year under advisement, as well as your request for consultation should further consideration be given to this proposal.

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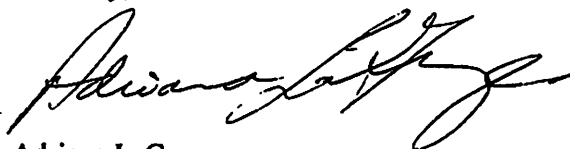
Ms. Dennis, Ms. Martin and Ms. Estabrooks  
Page Two

I appreciated the willingness of your school boards and administration to work closely with my department in the assurance review last fall, and I look forward to that close working relationship continuing as we implement the Assurance Model. Alberta Education will continue to support jurisdictions in the transition to the new model for the 2020/21 school year. As we move forward, I will take your boards' offer to assist as pilot jurisdictions under consideration.

More detailed information about the new Assurance Model will be announced in Budget 2020.

I hope this information has been helpful, and I wish you all the best in 2020.

Sincerely,

A handwritten signature in black ink, appearing to read 'Adriana LaGrange', written in a cursive style.

Adriana LaGrange  
Minister

cc. Honourable Jason Kenny, Premier of Alberta  
Members of Cabinet

# The Metro School Boards Group



Calgary Board  
of Education



CALGARY CATHOLIC  
SCHOOL DISTRICT



EDMONTON  
CATHOLIC SCHOOLS



EDMONTON PUBLIC SCHOOLS

February 25, 2020

Honorable Minister Adriana LaGrange  
Minister of Education  
228 Legislature Building  
10800 – 97 Ave  
Edmonton AB T5K 2B6

Dear Minister Adriana LaGrange:

## Re: Class Size and Complexity Working Group

Dear Honourable Minister LaGrange,

On November 18, 2019, the Board Chairs representing the Metro School Boards Group were pleased to meet with you, your Chief of Staff Nicole Williams, and Assistant Deputy Minister Michael Walter to discuss the Assurance and Funding Framework review.

Following our meeting, your Chief of Staff brought forward the idea around the development of a Class Size and Complexity Working Group. As metro school boards, 45 percent of our students are diverse learners, meaning they require additional and targeted supports to learn and/or are English language learners. As such, we were very pleased to be offered representation on the working group and expressed our strong desire to be part of it.

The purpose of this letter is to inquire about the status of the Class Size and Complexity Working Group, and to affirm our continued interest in providing representation from each of our school boards in an effort to contribute to this important work.

We look forward to your favourable response.

Sincerely,

A handwritten signature in black ink, appearing to read 'Marilyn Dennis'.

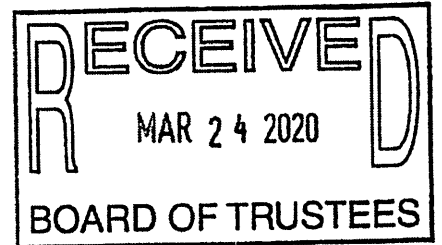
Marilyn Dennis  
Chair, Metro School Boards Group





ALBERTA  
EDUCATION

Office of the Minister



AR110097

MAR 18 2020

Ms. Marilyn Dennis  
Chair  
The Metro School Boards Group  
1221 - 8 Street SW  
Calgary AB T2L 0L4

Dear Ms. Dennis: *Marilyn,*

Thank you for your February 25, 2020 letter requesting an update on the proposed class size and complexity working group that was discussed during our November 18, 2019 meeting. I appreciate you following up to reiterate the interest of the metro boards in being part of the group.

Our government understands that Alberta's classrooms are increasingly complex, and we recognize that our education stakeholders would be in the best position to identify ways to ensure the necessary supports and services are in place to meet the needs of each and every student. My ministry is considering options for exploring this issue and for creating a shared understanding of the complexity in our classrooms. More information will be shared with the Metro School Boards Group once details are available.

I appreciate the metro boards' continued commitment to providing the best possible supports and services to Alberta students.

Sincerely,

*Adriana LaGrange*  
Adriana LaGrange  
Minister



i ✓



**Board Chair**  
Marilyn Dennis Wards 5 & 10

**Vice-Chair**  
Althea Adams Wards 3 & 4

**Trustees**  
Trina Hurdman Wards 1 & 2  
Board of Trustees Wards 6 & 7  
Richard Hehr Wards 8 & 9  
Julie Hrdlicka Wards 11 & 13  
Mike Bradshaw Wards 12 & 14

April 1, 2020

Honourable Adriana LaGrange  
Minister of Education  
228 Legislature Building  
10800 - 97 Avenue  
Edmonton, AB T5K 2B6

Dear Minister Adriana LaGrange:

**Re: Additional 2020-21 Bridge Funding Request**

Thank you for the February 28, 2020 post budget meeting with all school boards. The information shared during that meeting was helpful. We also appreciated the opportunity to meet on March 9, 2020 with Alberta Education staff to discuss the new funding model as it relates specifically to the Calgary Board of Education (CBE). During these meetings, school boards were encouraged to follow up with any further questions or concerns regarding the new funding model.

On the March 30, 2020 CASS and ASBA conference calls, school boards were advised that timing for the 2020-21 budget will be maintained and that this timing is even more crucial than before in order to facilitate a successful start up this fall. In this regard, on behalf of the Board of Trustees of the CBE, I would like to formally request that Alberta Education provide \$15 million in additional bridge funding to the CBE for the 2020-21 school year. It is our understanding that the purpose of the bridge funding is to keep school jurisdictions whole as they transition to the new funding model.

The CBE is a very large and complex organization that requires time to transition to a new fiscal reality. We see opportunities of changing the way that we provide educational services in order to continue to provide a high-quality education system in a more cost-effective manner. Additional bridge funding will allow the CBE to transform its programs and services in a thoughtful and deliberate way while minimizing impacts to student learning.

**2019-20 Funding Impacts**

In the Spring of 2019, the CBE submitted a budget to the province based on the assumption that CBE funding would be maintained at 2018-19 levels. When the provincial budget was released in October 2019, the CBE learned that its funding would actually be \$32 million less than the previous year despite an increase in enrolment of almost 2400 students.

We appreciated the government's subsequent flexibility to allow school boards to use part of their Infrastructure, Maintenance and Renewal (IMR) funding in order to minimize the impacts of this in-year cut on classrooms. With more than 50 per cent of CBE schools being 50 or more years of age, the use of IMR funding was not without risk. Going forward our desire would be to use IMR funding for its stated purpose of supporting and maintaining productive and safe learning environments.

learning | as unique | as every student

While the CBE serves 19% of the students in Alberta school boards, we were the recipient of 24% of the reduction to school board funding. In fact, the CBE was cut more than all the other metro school boards combined. We believe that this should be taken into account in the allocation of bridge funding for next year.

### **2020-21 Bridge Funding**

It is also true that while the CBE serves 19% of students in Alberta school boards, we will only receive 7%, or \$15 million, of the \$215 million being provided to school boards in bridge funding next year. The other three metro school boards combined serve 31% of students, yet will receive 42% of the bridge funding, or a total of \$90 million. We would appreciate further clarification on why the other metro school boards would be provided with 6 times more in bridge funding than the CBE, while only serving 1.6 times more students.

### **Request for Additional Bridge Funding**

While the CBE will be receiving a funding increase in 2020-21, that amount is still projected to be \$17 million less than what we received in funding last year (2018-19). Should you approve our request for an additional \$15 million in bridge funding, this would allow total funding to be essentially maintained from 2018-19. Please also remember that in 2020-21, the CBE will be responsible for educating nearly 5,000 more students than in 2018-19 and we will be opening three additional kindergarten through grade 6 schools.

As you know, the CBE operates on a philosophy that directs as much funding as possible to support student learning in schools. As such, the CBE has not maintained significant levels of operating reserves. Rather, the CBE focuses its reserves on meeting emergent risks other than those resulting from changes to funding. This approach means that the CBE does not have significant levels of reserves to soften the impacts of transformational change.

As you consider our request, we ask that you take into consideration the fact that the funding cuts to the CBE this year were deeper than the combined total of the other metro school boards and that the bridge funding for the CBE in 2020-21 is proportionately far less than that of the other metro school boards. We believe that we share the same goal of student success and we trust that you will recognize the benefits of providing an additional \$15 million in bridge funding to the CBE in order to ease the transition to a new way of delivering public education services in Calgary.

We would be pleased to discuss this with you further and look forward to your reply.

Sincerely,



Marilyn Dennis  
Chair, Board of Trustees

cc: Christopher Usih, Chief Superintendent





**Calgary Board  
of Education**



April 20, 2020

Honourable Adriana LaGrange  
Minister of Education  
228 Legislature Building  
10800 - 97 Avenue  
Edmonton, AB T5K 2B6

Dear Minister Adriana LaGrange:

**Re: Funding Framework – Weighted Moving Average and Projected Enrolment**

We recognize the considerable effort invested in the development of the new funding framework and value the government's desire to ensure predictability of funding by providing school boards with their final budget amount in the spring for the upcoming school year.

We appreciate the government's recognition of the challenges that a declining student enrolment can have on school boards. Basing education grants on a weighted moving average will allow those school boards with declining enrolments some additional time to make the necessary adjustments to their operations in a way that will best meet the learning needs of students within their local context. We commend the government for developing a framework to assist those school boards with declining enrolments and we fully support the use of a weighted moving average in the calculation of education grants for any school board with declining enrolment.

Having said that, we urge the government to maintain currently published funding rates and use only projected enrolments, rather than a weighted moving average, when calculating all K to 12 education grants for school boards with growing student enrolments.

By using a weighted moving average rather than projected enrolment in the calculation of education grants for school boards with growing enrolments, the government is only funding a fraction of student enrolment growth every year. Last year, according to the jurisdiction funding sheets created by the government, there were 13,029 additional students enrolled across all school boards in 2018-19 than there were in 2019-20. The four metro school boards alone grew by 8,358 students.

If the exact same amount of growth were to happen for 2020-21, under this new funding framework, 70% of those students who would have been funded under the previous model would not be fully funded. For the metros, this would mean that 5,851 students would not be fully funded. For comparison, that is four metro high schools or the entire enrollment of a smaller

jurisdiction. Over time, the negative impact of receiving funding based on the weighted moving average will be compounded as we will truly never catch up to the number of students we are serving.

In order to ensure that both predictability and funding for every student is reflected in a new funding framework, we urge the government to base education grants for growing school boards on ALL the students projected to be in schools, at the currently published funding rates, rather than a weighted moving average that does not fully fund enrolment growth. Should there ever be a case where the projected number is greater than the number of students actually enrolled, then it would be reasonable to withhold that proportionate amount in the school year of the discrepancy.

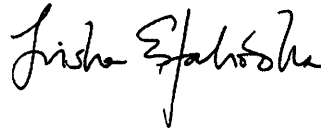
This adjustment to the funding model will result in a more equitable distribution of resources in support of all students in the province.

We believe that a strong public education system, in which every student is funded, is foundational to the future economic prosperity of our province. We trust that you will give serious consideration to our request to use only projected enrolments, rather than a weighted moving average, when calculating all education grants for school boards with growing student enrolments.

Sincerely,



**Marilyn Dennis**  
Chair, Board of Trustees  
Calgary Board of Education



**Trisha Estabrooks**  
Chair, Board of Trustees  
Edmonton Public Schools

cc: Christopher Usih, Chief Superintendent Calgary Board of Education  
Darrel Robertson, Superintendent of Schools Edmonton Public Schools  
Lorrie Jess, President Alberta School Board Association