

public agenda

Regular Meeting of the Board of Trustees

June 14, 2022
12:00 p.m.

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

R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions		GC-3	
	4 Results Focus			
	5 Operational Expectations			
	5.1 OE-5: Financial Planning – Annual Monitoring	C. Usih	OE-5	Page 5-1
	5.2 OE-9: Facilities – Annual Monitoring	C. Usih	OE-9	Page 5-11
	6 Public Comment [PDF]		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Information			
7.1 EducationMatters Presentation and Financial Statements	M. Field	GC-3	Page 7-1	
7.2 Student Accommodation and Facilities Strategy 2022-2032	C. Usih D. Breton	OE-7, 9	Page 7-15	
8 Matters Reserved for Board Decision	Board	GC-3		



Time	Topic	Who	Policy Ref	Attachment
	9 Consent Agenda	Board	GC-2.6	
	9.1 Items Provided for Board Decision			
	9.1.1 Locally Developed Courses <i>(THAT the Board approves the Locally Developed Courses listed in Appendix I for school use in the Calgary Board of Education, for the authorization periods set by Alberta Education.)</i>			
	9.1.2 Meeting Minutes: <ul style="list-style-type: none"> Regular Meeting held April 5, 2022 Regular Meeting held April 26, 2022 Special Meeting held May 9, 2022 <i>(THAT the Board approves the minutes of the Regular Meetings held April 5 and 26, 2022 and the Special Meeting held May 9, 2022, as submitted.)</i>			
	9.2 Items Provided for Board Information		OE-8	
	9.2.1 Chief Superintendent's Update			Page 9-26
	10 In-Camera Session			
4:30 p.m.	11 Adjournment			
	Debrief	Trustees	GC-2.3	

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

Information is collected under the authority of the Education 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.


operational
expectations
monitoring report

OE-5: Financial Planning

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 5: Financial Planning, the Chief Superintendent certifies that the proceeding information is accurate and complete.

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

Signed: 
Christopher Usih, Chief Superintendent

Date: June 6, 2022

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 5: Financial Planning, the Board of Trustees:

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

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____

OE-5: Financial Planning

Executive Summary

The Board of Trustees believes that prudent financial planning and management are essential for student success and public confidence.

This Operational Expectation establishes expectations of the Board of Trustees for the Calgary Board of Education regarding financial planning for student success public confidence.

The Chief Superintendent's reasonable interpretation and indicators for OE 5: Financial Planning were approved on October 10, 2017. The Board of Trustees last monitored OE 5 on June 15, 2021. This report includes data available from the 2020-2021 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
5.1	5.1.1	Compliant
5.2	5.2.1	Compliant
5.3	5.3.1	Compliant
5.4	5.4.1	Compliant
5.4	5.4.2	Compliant
5.4	5.4.3	Compliant

The Board of Trustees believes that prudent financial planning and management are essential for student success and public confidence.

OE-5: Financial Planning

Board-approved Interpretation |

As stewards of public funds, careful and intentional planning for use of available funding that is aligned with CBE missions, vision and values is essential to support student learning and provide assurance to the community.

The Chief Superintendent interprets:

- *prudent financial planning* to mean the allocation of resources to achieve the objectives as outlined in the Three year Education Plan.
- *financial management* to mean having the process and controls in place to balance the cost and benefit for budget decisions with available funding.
- *public confidence* to mean the ability for members of the community to understand the rationale for budget decisions through transparent financial reporting.

The Chief Superintendent shall:

5.1	Present the budget-planning assumptions.	Compliant
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Identifying key principles and variables that will drive budget decisions is an important component of the budget process and is critical to consistency and transparency.

The Chief Superintendent interprets:

- *budget-planning assumptions* to mean the identification of a range of controllable and non-controllable factors that impact the budget.



OE-5: Financial Planning

Board-approved Indicators and *Evidence of Compliance* |

1. A Budget Assumptions Report that reflects the Board’s values and identifies the critical and relevant factors impacting the development and balancing of the budget.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The Budget Assumptions Report was presented to the Board of Trustees on April 6, 2021.

Evidence demonstrates all indicators in subsection 1 are in compliance.

5.2	<p>Develop a budget that:</p> <ul style="list-style-type: none"> a) is in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the Results priorities and any Operational Expectations goals for the year as set out in the Annual Summative Evaluation; and b) avoids fiscal jeopardy 	Compliant
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The budget reflects the focus on student learning, incorporates key assumptions and presents information that furthers understanding of the use of resources.

OE-5: Financial Planning

The Chief Superintendent interprets:

- *summary format understandable to the Board* to mean the format required by Alberta Education with supplemental information as required to enhance public understanding.
- *the relationship between the budget and Results priorities and any Operational Expectations goals for the year* to mean that the budget reflects the priorities of the Three Year Education Plan and the goals as set out in the Annual Summative Evaluation.
- *avoid fiscal jeopardy* to mean to take steps to mitigate the risks associated with the inability of the organization on an ongoing basis to continue to operate and meet statutory obligations.

Board-approved Indicators and *Evidence of Compliance* |

1. A Budget Document that reflects this interpretation is presented to the Board.	Compliant
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The organization is compliant with this indicator.

Evidence statement

Operational Budget 2021-2022, was presented on May 18, 2021 and May 20, 2021. The Budget Report incorporates all material assumptions set out in the Budget Assumptions Report.

Evidence demonstrates all indicators in subsection 2 are in compliance.



OE-5: Financial Planning

5.3	Ensure prudent financial management that does not materially deviate from the budget.	Compliant
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The same expectations should exist for ongoing administration and operationalization of the budget as were made in the planning process.

The Chief Superintendent interprets:

- *materially deviates from the budget* to mean quantitative variances from the approved budget including:
 - any change in approved use of reserves;
 - creation of a deficit in any amount; or
 - an annual negative variance from planned net operating surplus of \$5 million or more;
 - Any line item in the quarterly variance reports that varies by greater than 1% and \$500,000.



OE-5: Financial PlanningBoard-approved Indicators and *Evidence of Compliance* |

1. Quarterly variance reports will be presented reflecting the materiality interpretation.	Compliant
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The organization is compliant with this indicator.

Evidence statement

Quarterly variance reports provide explanations for variances in excess of 1% and \$500,000. The following quarterly variance reports were presented to the Board of Trustees in the 2020-2021 school year:

- November 24, 2020 – Fourth Quarter Budget Variance Report for the 2019-2020 Budget
- January 12, 2021 – First Quarter Budget Variance Report
- March 23, 2021 – Second Quarter Budget Variance Report
- June 15, 2021 - Third Quarter Budget Variance Report

Evidence demonstrates all indicators in subsection 3 are in compliance.



OE-5: Financial Planning

5.4	Ensure that prior board approval is received for all expenditures from reserve funds and for all transfers between operating reserves, capital reserves or committed operating surplus.	Compliant
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The Board of Trustees must authorize use of or transactions between reserve funds of any kind.

Board-approved Indicators and Evidence of Compliance |

1. All use of reserve funds will occur with the prior approval of the Board of Trustees.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The *Financial Status of Reserves and Designated Funds* at August 31, 2020, was presented to the Board of Trustees on November 10, 2020 and received approval for the use of reserve funds.

2. All transfers between reserve funds will occur with prior approval of the Board of Trustees.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The *Financial Status of Reserves and Designated Funds* at August 31, 2020 was presented to the Board of Trustees on November 10, 2020 as evidence of Board of Trustee approval for transfers between reserve funds.



OE-5: Financial Planning

3. All debt arrangements will occur with the prior approval of the Board of Trustees.	Compliant
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The organization is compliant with this indicator.

Evidence statement

There was no new debt acquired for 2020-2021 school year.

Evidence demonstrates all indicators in subsection 4 are in compliance.



OE-5: Financial Planning

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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.

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

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

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

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



operational
expectations
monitoring report

Monitoring report for the
school year 2020-2021


Report date:
June 14, 2022

OE-9: Facilities

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 9: Facilities, the Chief Superintendent certifies that the proceeding information is accurate and complete.

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

Signed: 
 Christopher Usih, Chief Superintendent

Date: June 6, 2022

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 9: Facilities, the Board of Trustees:

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

Summary statement/motion of the Board of Trustees:

Signed: _____
 Chair, Board of Trustees

Date: _____

OE-9: Facilities

Executive Summary

The Board of Trustees believes that learning is optimized in facilities that are safe, clean and properly maintained. Further, the Board of Trustees believes that in order to meet the needs of the entire organization, the responsible stewardship of resources requires effective and efficient use of funding for real property.

This Operational Expectation establishes the values and expectations of the Board of Trustees for the Calgary Board of Education to provide physical learning and working environments which are conducive to student learning in support of the achievement of the Board's Results.

The Chief Superintendent's reasonable interpretation and indicators for OE 9: Facilities were approved on October 10, 2017. The Board of Trustees last monitored OE 9 on June 15, 2021. This report includes data available from the 2020-2021 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
9.1	9.1.1	Compliant
9.1	9.1.2	Compliant
9.1	9.1.3	Compliant
9.1	9.1.4	Compliant
9.2	9.2.1	Not Compliant
9.2	9.2.2	Compliant
9.2	9.2.3	Compliant
9.3	9.3.1	Compliant
9.3	9.3.2	Compliant
9.3	9.3.3	Compliant
9.4	9.4.1	Not applicable
9.5	9.5.1	Compliant
9.5	9.5.2	Compliant

OE-9: Facilities

The Board of Trustees believes that learning is optimized in facilities that are safe, clean and properly maintained. Further, the Board of Trustees believes that in order to meet the needs of the entire organization, the responsible stewardship of resources requires effective and efficient use of funding for real property.

Board-approved Interpretation |

The CBE recognizes the direct connection between facilities that are conducive to student learning and the achievement of the Results.

The Chief Superintendent interprets:

- *safe* to mean that the physical learning environment is free from potential harm to students, and that the work environment is compliant with all legal requirements.
- *clean* to mean that CBE schools and facilities are cleaned to a standard which supports occupant health and wellness.
- *properly maintained* to mean that CBE schools and facilities are taken care of in a manner that supports the functionality of the learning and work environment.
- *responsible stewardship* to mean the sustainable management of facilities in support of student learning.
- *effective and efficient use of funding* to mean the fiscally responsible allocation of financial resources on real property that supports student learning.
- *real property* to mean and land buildings.



OE-9: Facilities

The Chief Superintendent shall:

9.1	Ensure that facilities are safe, clean and properly maintained.	Compliant
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Board-approved Interpretation

It is critical that learning and work environments are in a condition that optimizes the utility of the school.

The Chief Superintendent interprets:

- *safe* to mean that the physical learning environment is free from potential harm to students, and that the work environment is compliant with all legal requirements.
- *clean* to mean that CBE schools and facilities are cleaned to a standard which supports occupant health and wellness.
- *properly maintained* to mean that CBE schools and facilities are taken care of in a manner that supports the functionality of the learning and work environment.



OE-9: Facilities**Board-approved Indicators and Evidence of Compliance |**

1. 100 percent of formally advanced safety related concerns (i.e., Indoor Environmental Quality Concern Registration and Hazard Reports) are responded to within the established timelines.	Compliant
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The organization is compliant with this indicator.

Evidence statement

In the 2020-2021 school year, all Indoor Environmental Quality Concern reports and Hazard reports were responded to within two days or less. These included 23 hazard reports and 53 Indoor Environmental Quality Concern reports.

2. 90 percent of maintenance work orders, requiring adherence to a provincial code, are inspected for conformance with the applicable technical provincial codes.	Compliant
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The organization is compliant with this indicator.

Evidence statement

Maintenance work orders requiring permits were in 100% compliance and adhered to provincial codes. A total of 3600 work orders required the CBE to request permits and all of these were subsequently inspected and closed by the City as part of the permitting process.



OE-9: Facilities

3. 95 percent of CBE schools and facilities are assessed annually at the Level 2 “Ordinary Tidiness” standard of caretaking and cleanliness.	Compliant
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The organization is compliant with this indicator.

Evidence statement

All CBE schools and facilities were assessed annually at a minimum at the Level 2 “Ordinary Tidiness” standard of caretaking and cleanliness.

4. 100 percent of emergency maintenance and repair work requests are acted upon within 24 hours.	Not Compliant
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The organization is non-compliant with this indicator.

Evidence statement

CBE had a 99.92% response rate in 2020-21 with 6159 out of 6164 emergency maintenance and repair work requests being responded to within 24 hours.

Evidence demonstrates three of the four indicators in subsection 1 are in compliance.



OE-9: Facilities

9.2	Ensure that facility planning and design decisions appropriately consider environmental impacts, including eco-efficiency and sustainability.	Not Compliant
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Board-approved Interpretation

In creating new or updating learning and work environments, it is important to include attributes that result in minimizing the negative effect on the environment while being easily maintained in the long term.

The Chief Superintendent interprets:

- *environmental impacts* to mean those aspects that include effects on the air, water use and energy use, which ensure that facilities and infrastructure are constructed and operated in an ecologically responsible manner.
- *eco-efficiency* to mean an environmentally friendly building design as outlined in the Leadership in Energy and Environmental Design (LEED) Silver level of certification or equivalent standard.
- *sustainability* to mean the ability to maintain a component or facility within our financial capabilities while balancing cost effectiveness and environmental impact.



OE-9: FacilitiesBoard-approved Indicators and *Evidence of Compliance* |

1. 100 percent of new schools, constructed for the Calgary Board of Education are completed to the LEED Silver level of certification or higher.	Not Compliant
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The organization is non-compliant with this indicator.

Evidence statement

Eric Harvie School did not achieve LEED silver certification due to noncompliance with construction activity pollution prevention requirements following contractual differences that arose between the General Contractor and the CBE during construction.

2. 100 percent of major modernizations will be assessed using the LEED score card.	Compliant
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The organization is compliant with this indicator.

Evidence statement

For the 2020-2021 school year, no major modernizations were undertaken.



OE-9: Facilities

3. 100 percent of the CBE portion of all site naturalization and school garden requests approved through the applicable process are completed.	Compliant
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The organization is compliant with this indicator.

Evidence statement

In the 2020-2021 school year, 100% of school naturalization or garden development requests were completed. Six schools made requests and completed the approval process to establish their naturalization or garden areas.

Evidence demonstrates two of the three indicators in subsection 2 are in compliance.

9.3	Utilize Board-approved prioritization criteria to ensure the effective and efficient use of capital funding and demonstrate responsible stewardship of resources.	Compliant
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Board-approved Interpretation

Making decisions regarding maximizing capital funding requests on known and agreed upon criteria ensures consistency and fairness.

The Chief Superintendent interprets:

- *Board-approved priority* to mean the list of parameters endorsed by the Board of Trustees and utilized by administration to rank each of new school, modernization and modular project requests for provincial funding consideration.
- *effective and efficient use of funding* to mean the fiscally responsible allocation of financial resources on real property that supports student learning.
- *responsible stewardship* to mean the sustainable management of facilities in support of student learning.



OE-9: FacilitiesBoard-approved Indicators and *Evidence of Compliance* |

1. Annual submission to the Board of Trustees for approval, within the provincial time frames, of a Three Year Capital School Capital Plan.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The Three-Year School Capital Plan 2022-2025 was approved by the Board of Trustees on March 9, 2021. Annual submission to Alberta Education includes one prioritized capital list consisting of both new school construction and “major modernization” requests. These requests include eligibility criteria and ranking criteria as a result of CBE’s review of their need for space and justification of the requests.

2. Annual submission to the Board of Trustees for approval, within the provincial time frames, of the Modular Classroom Plan.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The 2021-22 Modular Classroom Program was approved by the Board of Trustees on October 27, 2020.



OE-9: Facilities

3. Triennial submission to the Board of Trustees for approval of a 10 Year Student Accommodation and Facilities Strategy.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The Ten-Year Student Accommodation and Facilities Strategy report was approved by the Board of Trustees on June 25, 2019. The next report will be presented in the 2021-22 school year.

Evidence demonstrates all indicators in subsection 3 are in compliance.

9.4	Maximize the public's use of facilities as long as student safety, student activities and the instructional program are not compromised.	N/A
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Board-approved Interpretation

Making CBE spaces available for the broader public to access is important to our relationships with the community.

The Chief Superintendent interprets:

- *public use* to mean access for general public users to specific, identified spaces through the rental process administered by the City of Calgary.
- *As long as student safety, student activities, and the instructional program are not compromised* to mean appropriate guidelines and processes are in place that reflect these values and the public use of CBE school spaces will not adversely impact the delivery of the program of studies and/or extracurricular student events.



OE-9: FacilitiesBoard-approved Indicators and *Evidence of Compliance* |

1. No less than 80% of schools are made available for public use.	N/A
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This indicator is not applicable for the 2020-2021 school year due to the global COVID-19 pandemic.

Evidence statement

Public rentals in CBE schools were suspended effective March 13, 2020 to present due to the global COVID-19 pandemic. This decision was made in consultation with the City of Calgary, other school jurisdictions and is in alignment with Alberta Health Services best practices for the health and welfare of students. Public rentals are expected to resume on September 1, 2022.

Evidence shows this indicator is not applicable for 2020-2021 school year.

9.5	Ensure that financially significant improvements, acquisition, disposal or encumbrance of real property are in support of student learning.	Compliant
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Board-approved Interpretation

It is important that decisions pertaining to CBE land and buildings attend to the impact on student learning.



OE-9: Facilities

The Chief Superintendent interprets:

- *financially significant improvements* to mean major modernization projects funded by the provincial government.
- *acquisitions* to mean CBE becoming the owner of and responsible for the maintenance and operation of land or building.
- *disposal* to mean the removal of land or buildings from CBE ownership.
- *encumbrance* to mean burden with financial claim or other registrations affecting transferability of property (excluding standard property encumbrances such as utility right of way and temporary construction liens).
- *real property* to mean land and buildings.
- *in support of student learning* to mean providing resources that are directed to positively impact student learning.

Board-approved Indicators and Evidence of Compliance |

1. 100% of all real property acquisitions, disposals and encumbrances will be approved by the Board of Trustees.	Compliant
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The organization is compliant with this indicator.

Evidence statement

Board and Ministerial approvals were received in 2020-21 for disposition of three properties and several Utility Right of Way encumbrances on the land title of selected school board properties.



OE-9: Facilities

2. 100% of new school construction and major modernization projects will be approved by the Board of Trustees.	Compliant
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The organization is compliant with this indicator.

Evidence statement

In the 2020-2021 school year, there were no new school construction and major modernization projects, managed by the CBE that required approval by the Board of Trustees.

Evidence demonstrates all indicators in subsection 5 are in compliance.



OE-9: Facilities

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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.

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

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

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

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



**report to
Board of Trustees**

EducationMatters Financial Statements as at December 31, 2021

Date	June 14, 2022
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor Corporate Secretary
Purpose	Information
Originator	Marilyn Field, Executive Director, EducationMatters
Governance Policy Reference	Governance Culture GC-3: Board Job Description

1 | Recommendation

The financial report for EducationMatters is provided for Board information.

2 | Background

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

Appendix I: Education Matters Financial Statements as at December 31, 2021





Calgary's | trust | for public education

Financial Statements

December 31, 2021



INDEPENDENT AUDITOR'S REPORT

To the Board of Governors of EducationMatters, Calgary's Trust for Public Education

Opinion

We have audited the financial statements of EducationMatters, Calgary's Trust for Public Education (the "Trust"), which comprise the statement of financial position as at December 31, 2021 and the statements of operations, changes in fund balances and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Trust as at December 31, 2021, and its results of operations and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the Trust in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian accounting standards for not-for-profit organizations, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Trust's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Trust or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Trust's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

THE POWER OF BEING UNDERSTOOD
AUDIT | TAX | CONSULTING

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Trust's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Trust's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Trust to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

RSM Alberta LLP

Chartered Professional Accountants
April 28, 2022
Calgary, Alberta

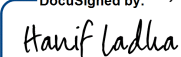
EducationMatters, Calgary's Trust for Public Education
Statement of Financial Position
December 31, 2021

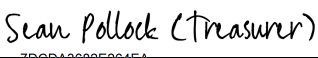
	2021	2020
Assets		
Current assets		
Cash and cash equivalents (notes 3 and 6)	\$ 2,831,001	\$ 2,245,224
Accounts receivable	<u>921</u>	<u>4,195</u>
	2,831,922	2,249,419
Investments (notes 4 and 6)	<u>7,429,373</u>	<u>6,816,769</u>
	<u>\$ 10,261,295</u>	<u>\$ 9,066,188</u>
Liabilities		
Current liabilities		
Accounts payable and accrued liabilities	\$ 37,570	\$ 41,197
Deferred operating contributions (note 5)	<u>401,000</u>	<u>401,000</u>
	<u>438,570</u>	<u>442,197</u>
Funds		
Operating fund	931,067	1,023,913
Flow-through fund	1,811,075	1,008,208
Endowment fund (note 6)	<u>7,080,583</u>	<u>6,591,870</u>
	<u>9,822,725</u>	<u>8,623,991</u>
	<u>\$ 10,261,295</u>	<u>\$ 9,066,188</u>

Commitments (note 7)

See accompanying notes to the financial statements

On behalf of the Board,


 _____, Governor


 _____, Governor

EducationMatters, Calgary's Trust for Public Education
Statement of Operations
Year Ended December 31, 2021

	2021				2020
	Operating Fund	Flow-Through Fund	Endowment Fund	Total	
Revenue					
Contributions	\$ 601,162	\$ 1,868,825	\$ 131,374	\$ 2,601,361	\$ 2,306,227
Interfund fees	151,675	(62,053)	(89,622)	-	-
Canadian Emergency Wage Subsidy	-	-	-	-	108,738
Gains on investments (note 4)	44,509	-	525,144	569,653	595,815
Interest and dividend revenue	<u>13,665</u>	<u>-</u>	<u>113,390</u>	<u>127,055</u>	<u>140,432</u>
	<u>811,011</u>	<u>1,806,772</u>	<u>680,286</u>	<u>3,298,069</u>	<u>3,151,212</u>
Expenditures					
Grants and scholarships (notes 5 and 9)	-	1,053,905	191,573	1,245,478	1,546,813
Salaries and benefits (note 9)	585,720	-	-	585,720	513,805
Communications (note 9)	-	-	-	-	4,985
Fund development (note 9)	9,366	-	-	9,366	9,562
Office	45,005	-	-	45,005	35,069
Investment fees (note 9)	49,250	-	-	49,250	46,736
Professional fees	38,990	-	-	38,990	21,811
Computer applications and support	103,754	-	-	103,754	49,303
Rent	21,772	-	-	21,772	37,336
Amortization	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>3,740</u>
	<u>853,857</u>	<u>1,053,905</u>	<u>191,573</u>	<u>2,099,335</u>	<u>2,269,160</u>
Excess (deficiency) of revenue over expenditures	<u>\$ (42,846)</u>	<u>\$ 752,867</u>	<u>\$ 488,713</u>	<u>\$ 1,198,734</u>	<u>\$ 882,052</u>

See accompanying notes to the financial statements

EducationMatters, Calgary's Trust for Public Education
Statement of Changes in Fund Balances
Year Ended December 31, 2021

	Operating Fund	Flow- Through Fund	Endowment Fund	Total
Fund balances, December 31, 2019	\$ 846,061	\$ 778,937	\$ 6,116,941	\$ 7,741,939
Excess of revenue over expenditures	177,852	217,283	486,917	882,052
Interfund transfers	<u>-</u>	<u>11,988</u>	<u>(11,988)</u>	<u>-</u>
Fund balances, December 31, 2020	1,023,913	1,008,208	6,591,870	8,623,991
Excess (deficiency) of revenue over expenditures	(42,846)	752,867	488,713	1,198,734
Interfund transfers	<u>(50,000)</u>	<u>50,000</u>	<u>-</u>	<u>-</u>
Fund balances, December 31, 2021	<u>\$ 931,067</u>	<u>\$ 1,811,075</u>	<u>\$ 7,080,583</u>	<u>\$ 9,822,725</u>

See accompanying notes to the financial statements

EducationMatters, Calgary's Trust for Public Education
Statement of Cash Flows
Year Ended December 31, 2021

	2021	2020
Cash provided by (used in):		
Operating activities		
Excess of revenue over expenditures	\$ 1,198,734	\$ 882,052
Adjusting items:		
Amortization	-	3,740
Gain on investments	<u>(569,653)</u>	<u>(595,815)</u>
	<u>629,081</u>	<u>289,977</u>
Changes in non-cash items		
Accounts receivable	3,274	709
Accounts payable and accrued liabilities	<u>(3,627)</u>	<u>6,015</u>
	<u>(353)</u>	<u>6,724</u>
Cash provided by operating activities	<u>628,728</u>	<u>296,701</u>
Investing activities		
Purchase of investments	(172,178)	(121,456)
Disposal of investments	<u>129,227</u>	<u>221,288</u>
Cash provided by (used in) investing activities	<u>(42,951)</u>	<u>99,832</u>
Cash inflow	585,777	396,533
Cash and cash equivalents, beginning of year	<u>2,245,224</u>	<u>1,848,691</u>
Cash and cash equivalents, end of year	<u>\$ 2,831,001</u>	<u>\$ 2,245,224</u>
Cash and cash equivalents are comprised of:		
Cash	\$ 387,760	\$ 262,146
Treasury bills (note 3)	<u>2,443,241</u>	<u>1,983,078</u>
	<u>\$ 2,831,001</u>	<u>\$ 2,245,224</u>

See accompanying notes to the financial statements

EducationMatters, Calgary's Trust for Public Education

Notes to Financial Statements

December 31, 2021

1. Nature of Trust

EducationMatters, Calgary's Trust for Public Education, (the "Trust") was formed by way of a trust indenture on January 20, 2003. The Trust is a registered charity and a public trust under the *Income Tax Act* (Canada) and, accordingly, is exempt from income taxes and can issue donation receipts for income tax purposes. The Trust's mandate is to promote citizen engagement with and inspire passion for public education and to mobilize resources for programs that enhance public education.

The Board of Trustees of the Calgary Board of Education (the "CBE Board") appoints all Trust governors. At least two, but not more than 50%, of the Trust governors must be members of the CBE Board.

2. Significant accounting policies

The financial statements were prepared in accordance with Canadian accounting standards for not-for-profit organizations and include the following significant accounting policies:

(a) Revenue

The Trust receives contributions in the form of donations to specified funds, operating grants, financial assistance and event funding.

The Trust recognizes contributions when the amounts can be reasonably estimated and collection is assured.

The Trust follows the deferral method of accounting for restricted contributions related to general operations of the Trust. These contributions are recognized as revenue in the operating fund in the period in which the related expenses are incurred.

The Trust recognizes government assistance as income in the year the related expenses are incurred.

The Trust recognizes interest, dividends and fee revenue when the amounts are earned on an accrual basis. Interest income earned on flow-through funds is allocated to the operating fund.

(b) Trust funds

The Trust holds operating, flow-through and endowment funds. The Trust follows the deferral accounting method for the operating fund and the restricted fund accounting method for the flow-through and endowment funds.

The Trust restricts endowment fund grants in any fiscal period to a maximum of 4.5% of the market value of the endowment at the end of the prior fiscal year.

EducationMatters, Calgary's Trust for Public Education

Notes to Financial Statements

December 31, 2021

Operating fund

Operating fund contributions received that relate to services to be provided in a subsequent period are shown as deferred operating contributions on the statement of financial position.

Flow-through fund

Flow-through funds are spent during the year in which they are received or the year following to support a wide range of programs and projects.

Endowment fund

Endowment funds are created by donors to provide long-term support for discretionary spending, general fields of interest or designated specific programs or projects.

(c) Cash and cash equivalents

Cash and cash equivalents comprise cash on hand and short-term investments with a maturity date of three months or less.

(d) Investments

Investments include pooled investment funds that consist of mutual funds and are measured at fair value.

(e) Measurement uncertainty

The impact that the ongoing COVID-19 pandemic may have on the Trust's operations is based on management's best assessment of existing and potential government interventions both at a federal and provincial level which will determine if there is any impact on contributions received. There is also a significant increase in economic uncertainty that could have an impact on the any long term investment interest and return on investment rates. Due to the ongoing changes and development with COVID-19, it is not possible to reliably estimate the length and severity of these developments and the impact of the financial results and conditions of the Trust in future periods.

(f) Financial instruments

The Trust initially measures its financial assets and liabilities at fair value, except for certain non-arm's length transactions that are measured at the exchange amount.

The Trust subsequently measures all its financial assets and financial liabilities at amortized cost, except for investments in pooled investment funds that are quoted in an active market, which are measured at fair value. Changes in fair value are recognized in excess of revenue over expenditures.

EducationMatters, Calgary's Trust for Public Education

Notes to Financial Statements

December 31, 2021

Financial assets measured at amortized cost include cash and cash equivalents and accounts receivable. The Trust's financial assets measured at fair value include the pooled investment funds.

Financial liabilities measured at amortized cost include accounts payable and accrued liabilities.

Financial assets measured at cost or amortized cost are tested for impairment, at the end of each year, to determine whether there are indicators that the asset may be impaired. The amount of the write-down, if any, is recognized in excess of revenue over expenditures. The previously recognized impairment loss may be reversed to the extent of the improvement, directly or by adjusting the allowance account. The reversal may be recorded provided it is no greater than the amount that had been previously reported as a reduction in the asset and it does not exceed original cost. The amount of the reversal is recognized in excess of revenue over expenditures.

The Trust recognizes its transaction costs in excess of revenue over expenditures in the period incurred for its equity investments and for all other financial assets and liabilities that are subsequently measured at fair value. Financial instruments that are subsequently measured at cost or amortized cost are adjusted by the transaction costs and financing fees that are directly attributable to their origination, issuance or assumption.

(g) Interfund fees

Interfund fees are charged to the flow-through and endowment funds in lieu of charging administrative expenses to those funds. Endowment funds are charged an interfund fee in accordance with donor agreements and flow-through funds are charged an interfund fee of 3.5% of each gift received.

(h) Donated services

Donated services are not recognized in the financial statements as there is no objective basis available to measure the value of such services.

3. Cash and cash equivalents

Cash and cash equivalents include short-term investments of \$2,443,241 (2020 - \$1,983,078) consisting entirely of investments in Canadian treasury bills with maturity dates of 90 days or less. Short-term investments yield an average interest rate of 0.10% (2020 - 0.88%).

EducationMatters, Calgary's Trust for Public Education
Notes to Financial Statements
December 31, 2021

4. Investments

	2021	2020
Pooled Funds - Endowment Fund	\$ 6,849,473	\$ 6,287,510
Pooled Funds - Operating Fund	<u>579,900</u>	<u>529,259</u>
	<u>\$ 7,429,373</u>	<u>\$ 6,816,769</u>

Investments are comprised of \$7,429,373 (2020 - \$6,816,769) in pooled investment funds measured at fair value. The Trust's policy is to liquidate gifted shares on the same day as they are received. There were gifted shares measured at fair value of \$23,717 (2020 - \$Nil) held at December 31, 2021.

Gain on investments of \$569,653 (2020 - \$595,815) includes unrealized gains of \$522,696 (2020 - \$519,968).

5. Related party transactions

The Trust is economically dependent on contributions from the Calgary Board of Education ("CBE") and is committed to provide services to CBE in fund development, grants and student awards. During the year, the Trust received \$600,000 (2020 - \$600,000) from the CBE. Contributions in the amount of \$400,000 (2020 - \$400,000) were deferred to 2022 in accordance with spending the funds over a twelve-month period and are included in the deferred operating contributions on the statement of financial position.

The Trust rented office space and purchased services of \$21,772 (2020 - \$37,336) and \$12,119 (2020 - \$5,589), respectively, from the CBE.

Grants awarded to CBE schools by the Trust are distributed to recipients by way of the CBE. In 2021, this amount was \$845,508 (2020 - \$1,062,260).

6. Endowment funds

Endowment funds are invested to provide long-term support, and are comprised of the following:

	2021	2020
Cash and cash equivalents	\$ 231,110	\$ 304,360
Investments	<u>6,849,473</u>	<u>6,287,510</u>
	<u>\$ 7,080,583</u>	<u>\$ 6,591,870</u>

EducationMatters, Calgary's Trust for Public Education

Notes to Financial Statements

December 31, 2021

7. Commitments

The Trust's office lease with the CBE was renewed in August 2021 for an additional one-year term to August 31, 2022 and requires monthly rental payments of \$1,814.

In February 2021, the Trust entered into a software subscription services agreement for a five-year term with annual payments of \$15,500 USD. The Trust records foreign currency transactions at the spot rate in effect as of the transaction date.

8. Financial instruments

The Trust is exposed to the following significant financial risks:

(a) Credit risk

Credit risk is the risk that one party to a financial instrument will cause a financial loss for the other party by failing to discharge an obligation. The financial instruments that potentially subject the Trust to significant concentration of credit risk consist primarily of cash and cash equivalents and investments. The Trust mitigates its exposure to credit loss by placing its cash and cash equivalents and investments with major financial institutions.

(b) Market risk

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. The Trust's investments in pooled investment funds expose the company to price risks as equity investments are subject to price changes in the open market.

9. Additional information on fund development

(a) Expenses incurred to raise funds

	2021	2020
Fund development expenses	\$ 9,366	\$ 9,562
Fund development salaries and benefits	<u>159,496</u>	<u>136,249</u>
	<u>\$ 168,862</u>	<u>\$ 145,811</u>

(b) Funds raised during 2021 were \$2,001,361 (2020 - \$1,706,227).

EducationMatters, Calgary's Trust for Public Education
Notes to Financial Statements
December 31, 2021

(c) Summary of disbursements

	2021	2020
Grants	\$ 751,260	\$ 1,056,264
Scholarships	<u>494,218</u>	<u>490,549</u>
	<u>\$ 1,245,478</u>	<u>\$ 1,546,813</u>

(d) Allocation of total expenditures and disbursements

Total expenditures and disbursements after allocation of salaries and benefits to the cost centres consist of the following:

	2021	2020
Grant disbursements	\$ 1,245,478	\$ 1,546,813
Communication expenses	-	4,985
Fund development expenses, excluding events	168,862	145,811
Program expenses	635,745	521,075
Investment fees	49,250	46,736
Amortization expense	<u>-</u>	<u>3,740</u>
	<u>\$ 2,099,335</u>	<u>\$ 2,269,160</u>

Salary and benefit costs are incurred to operate the Trust and its programs in a cost-effective manner while maximizing all opportunities to further the Trust's mission. The Trust allocates salary and benefits based on the actual time spent in each cost centre by each staff person.

report to Board of Trustees

Student Accommodation and Facilities Strategy 2022 -2032

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

1 | Recommendation

It is recommended:

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

2 | Issue

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



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

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

3 | Background

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

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

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

4 | Analysis

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

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

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

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

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

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

The CBE strives to maintain a utilization rate within the 85% to 100% range. Healthy school utilization rates contribute to ensuring that facilities are optimized for educational purposes, maintaining flexibility within the system to meet demand for emergent considerations while balancing the financial obligations and sustainability of the system. Moreover, system utilization rates figure as an important consideration by the province in approving new schools. School utilization rates also influence provincial operations and maintenance (O&M) funding, with maximum dollars being realized for schools with a utilization rate equal to or greater than 85%.

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

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

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

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

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

5 | Financial Impact

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

6 | Implementation Consequences

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

7 | Conclusion

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



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Student Accommodation & Facilities Strategy 2022-2032

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

Student Accommodation and Facilities Strategy 2022-2032

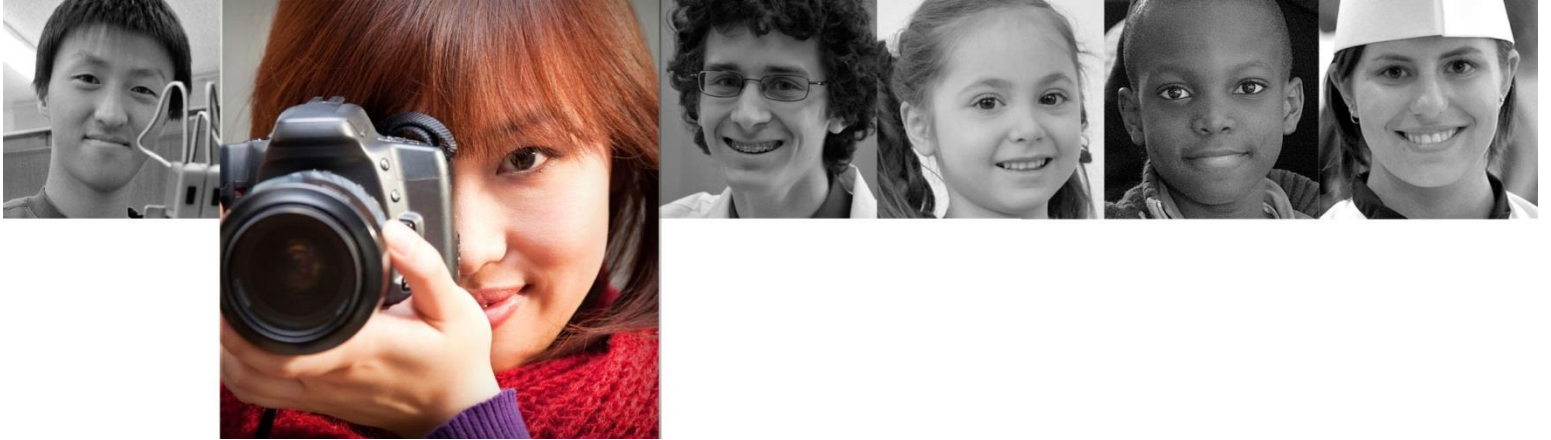


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Executive Summary

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

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

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

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

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

Background

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

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

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

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

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

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

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

The CBE SAFS supports decision making that:

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

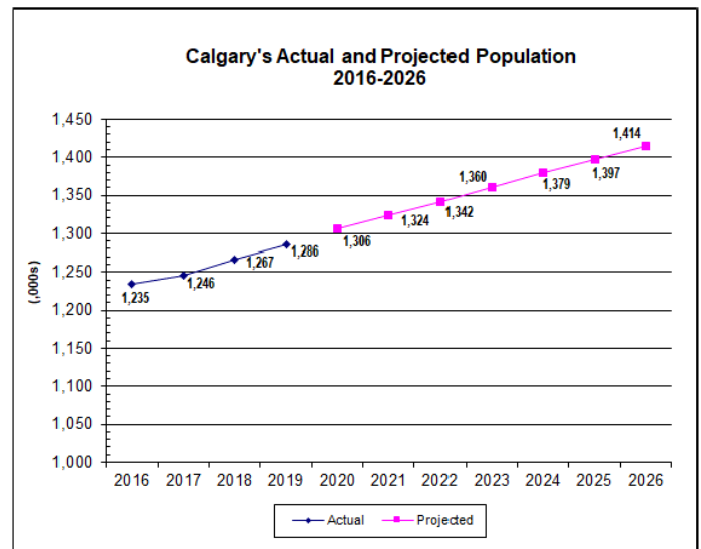
Current State of the CBE

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

Demographics

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

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



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

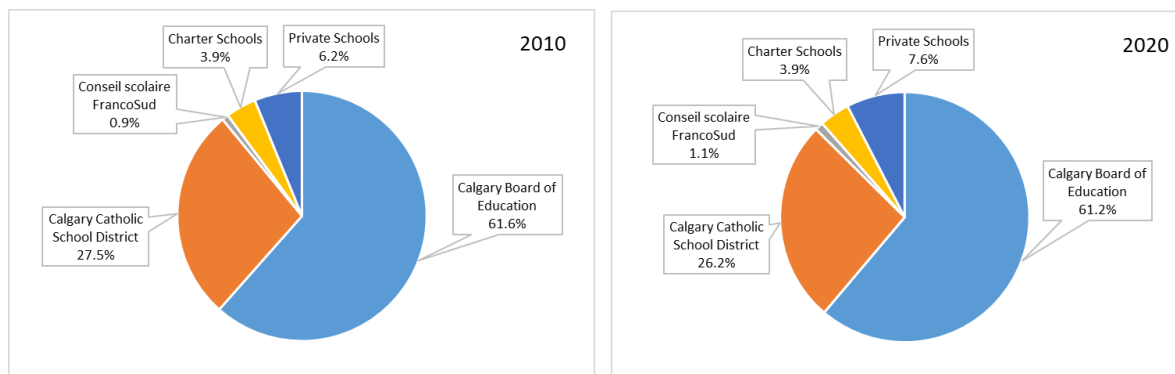
In the Calgary & Region Economic Outlook 2021-2026 (Fall 2021), the City of Calgary (the City) is forecasting that the population of Calgary will reach 1,414,400 by 2026, an increase of 90,700 persons over the next five years. This represents an average yearly increase of approximately 18,140 people,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

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

CBE Market Share

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

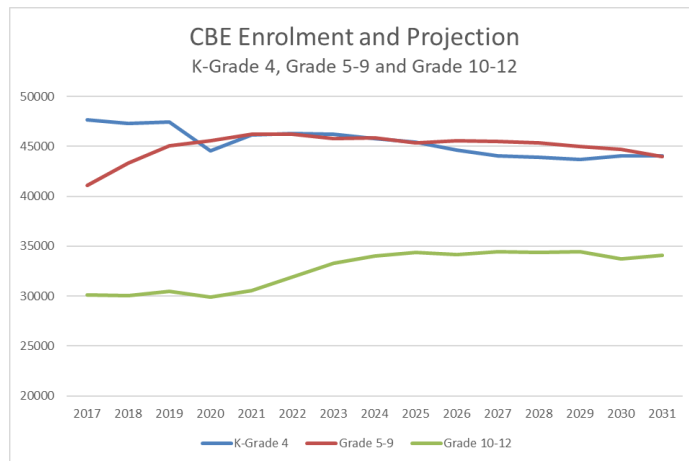
The recent adoption of the *Choice in the Education Act* has seen the removal of the previously established cap on the number of charter schools as well as the elimination of enrolment caps for charter schools. As more charter schools open in Calgary this will have an impact on CBE market share over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



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

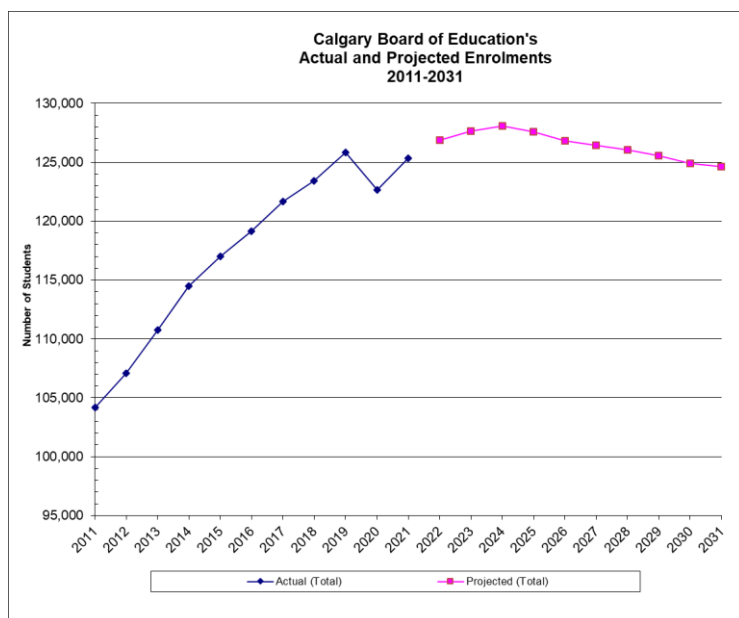
For the decade spanning 2004 to 2014, the number of students entering the CBE in kindergarten each year increased. Starting in 2015, the number of students eligible to start school each year has been declining. This has resulted in fewer students entering CBE at kindergarten. With lower numbers of kindergarten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

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



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

The CBE strives to maintain a utilization rate of 85%. Ensuring healthy school utilization rates contributes to ensuring that facilities are optimized for educational purposes, maintains flexibility within the system to meet demand for emergent considerations while balancing the financial obligations and sustainability of the system. Currently, the CBE’s overall utilization rate by enrolment is 83%.

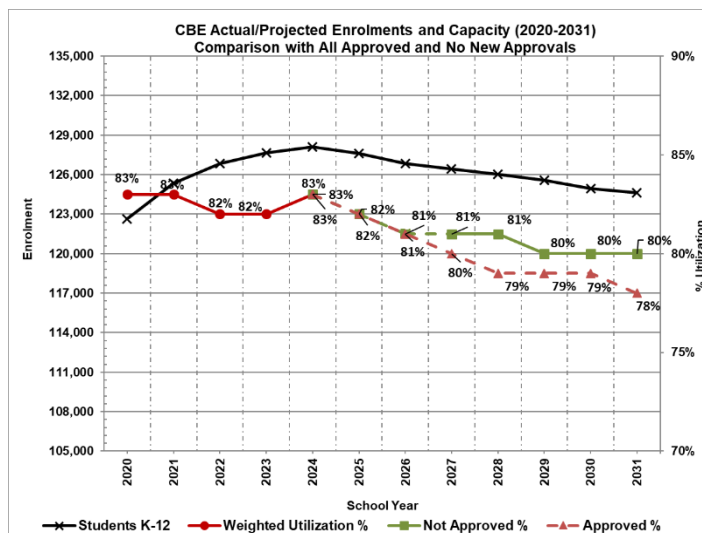


Approved and Requested New School Construction	
Planning Sector	Anticipated Capacity to be Added
North	2,700
Northeast	3,600
Southeast	2,100
Total	8,400

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

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

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



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

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

Area Calculation Methodology Alignment

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

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

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

Concurrent Community Development

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

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

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

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

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

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

School Facilities Considerations

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

New Schools

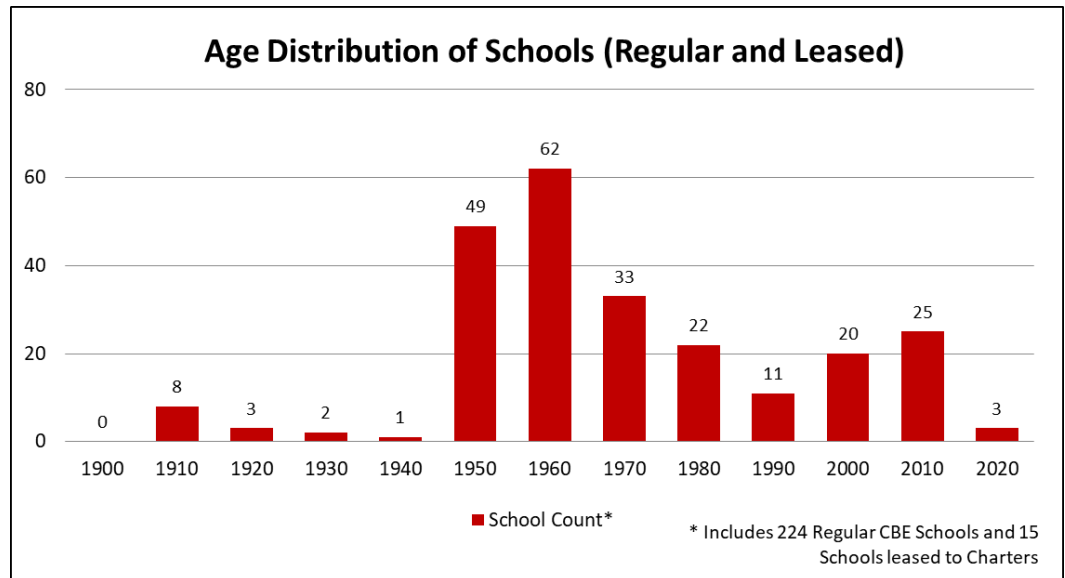
For new schools, planning is a joint endeavour between the City of Calgary, the CBE, the Calgary Catholic School District (CCSD) and developers. The number of school sites required in a particular community is identified during the Outline Plan stage of development with actual locations finalized during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

Typically, the CBE is eligible for an elementary school for every 10,000 residents, a middle school for every 15,000 to 20,000 residents and a high school for every 50,000 to 60,000 residents. Many of the new communities in Calgary are large enough that, once full build out has been achieved, the community will require a minimum of one elementary and one middle school to accommodate the students living in the community. Larger communities will require two elementary schools and one middle school to accommodate students once they are fully built-out. High school sites are shared between every 2-4 communities, based on community size. Once a site has been fully serviced with water, sewer and utilities, a new school can be requested through the three-year school capital plan submission to Alberta Education.

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

Ageing Schools (Including 15 leased to Charters)

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



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

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

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

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

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

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

Modular Classrooms

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

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

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

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

Changing Learning Environments

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

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

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

Financial Considerations

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

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

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

IMR and CMR Funding

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

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

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

O&M Funding

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

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

Capital Funding

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

Educational Priorities

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

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

School size

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

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

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

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

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

Complementary and Career and Technology Programming

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

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

Changing Learning Delivery

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

Use of Digital Tools

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

Specialized Programming

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

Diversity, Inclusivity and Equity

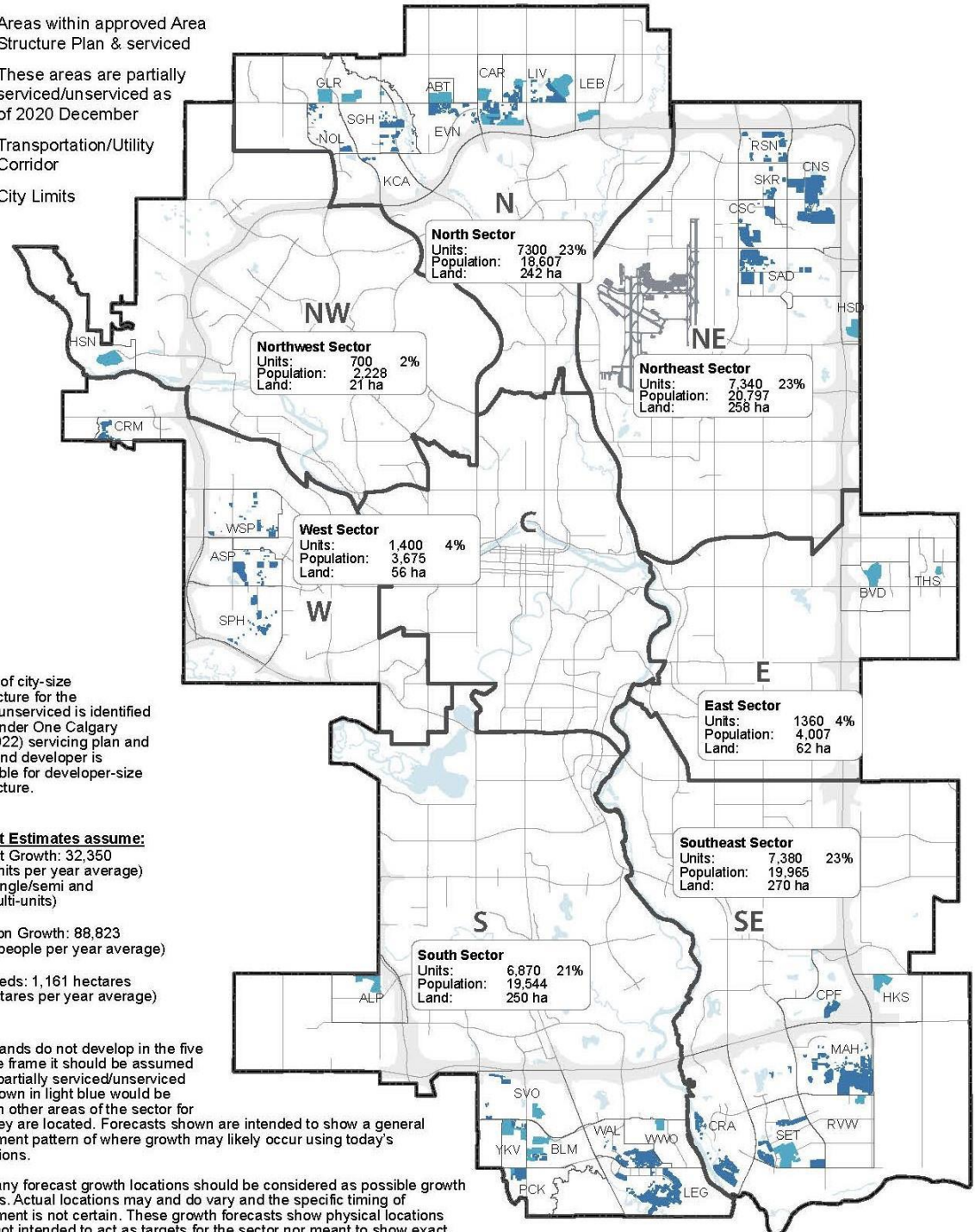
To support student learning, the CBE is committed to the provision of safe, welcoming and inclusive learning environments. These objectives will be fostered through the development and implementation of an Accessibility Framework to eliminate physical barriers to attendance within existing schools, an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

Appendix I: City of Calgary

The City prepares a suburban residential growth forecast each year, which allocates future population growth to the eight city planning sectors. This information provides CBE with a context for where student population growth will be expected in the future. A summary of the five-year period forecast from the City's *Suburban Residential Growth 2021-2025* document for suburban locations is shown on the adjacent map.

Legend

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



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

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

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

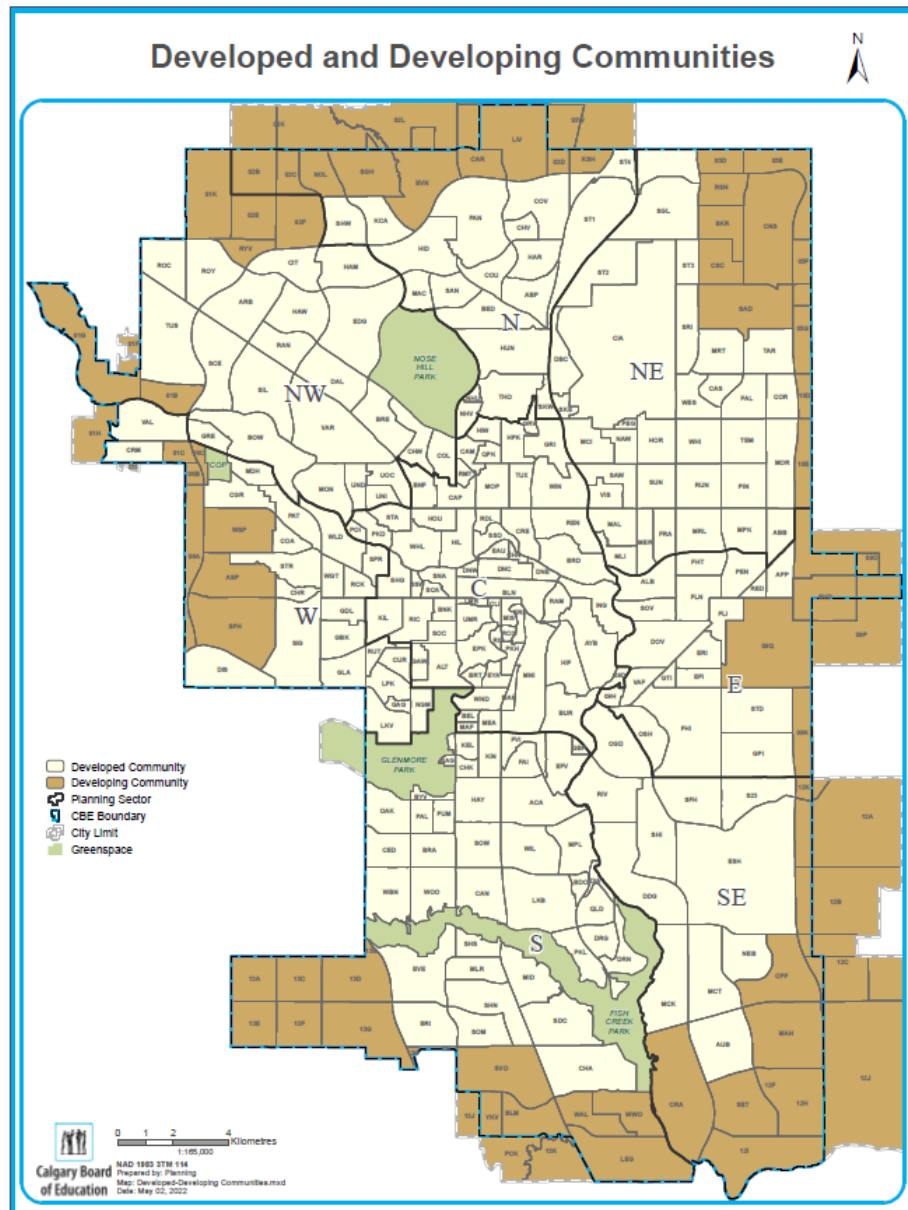
Land Needs: 1,161 hectares
 (232 hectares per year average)

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

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

Developed and Developing Communities

The map below shows the developed and developing communities in Calgary. The City of Calgary supports an actively competitive land market in all areas of the city and there are 36 new and developing municipal communities in various stages of development. The large number of developing communities puts increased pressure on the CBE to meet the expectations of parents for new school construction in their community.



Appendix II: CBE Enrolment and Utilization

Enrolment

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

Year to Year Change in Enrolment by Grade

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

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

Increase from previous year
 Decrease from previous year

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

Change in Enrolment by Division

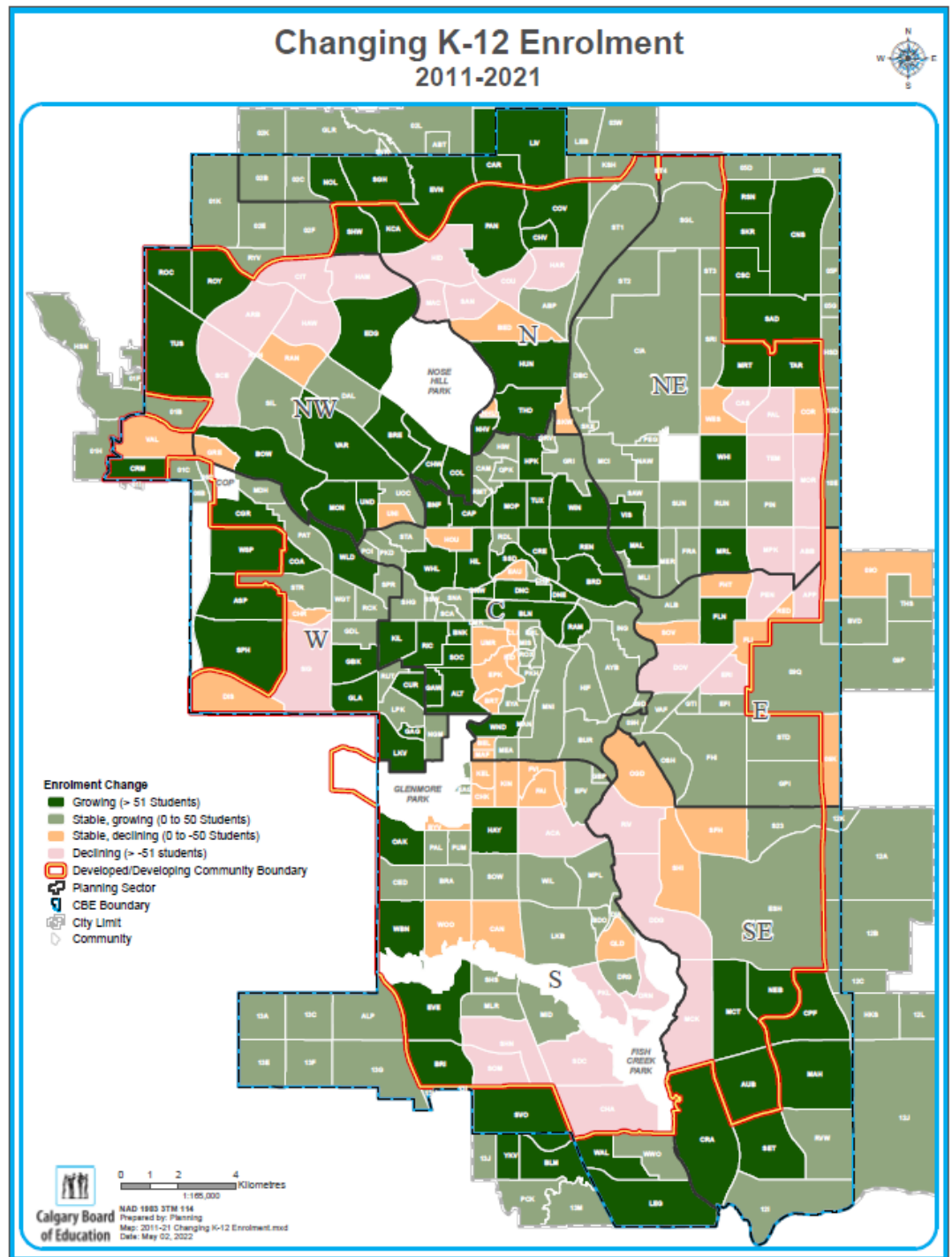
Year	K-4	GR5-9	GR10-12	TOTAL
2011-2016	9,598	4,883	910	15,391
2016-2021	-2,114	5,815	1,582	5,283
2011-2021	7,484	10,698	2,492	20,674

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

Change in Enrolment by Division, Developed and Developing Communities

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

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



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

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

Enrolment Projections

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

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

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

Utilization

The 2021 utilization rates by grade groupings are as follows:

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

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

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

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

Utilization by Residence

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

Utilization by Enrolment

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

The analysis and graphs below are grouped by:

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

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

Elementary (K-4)

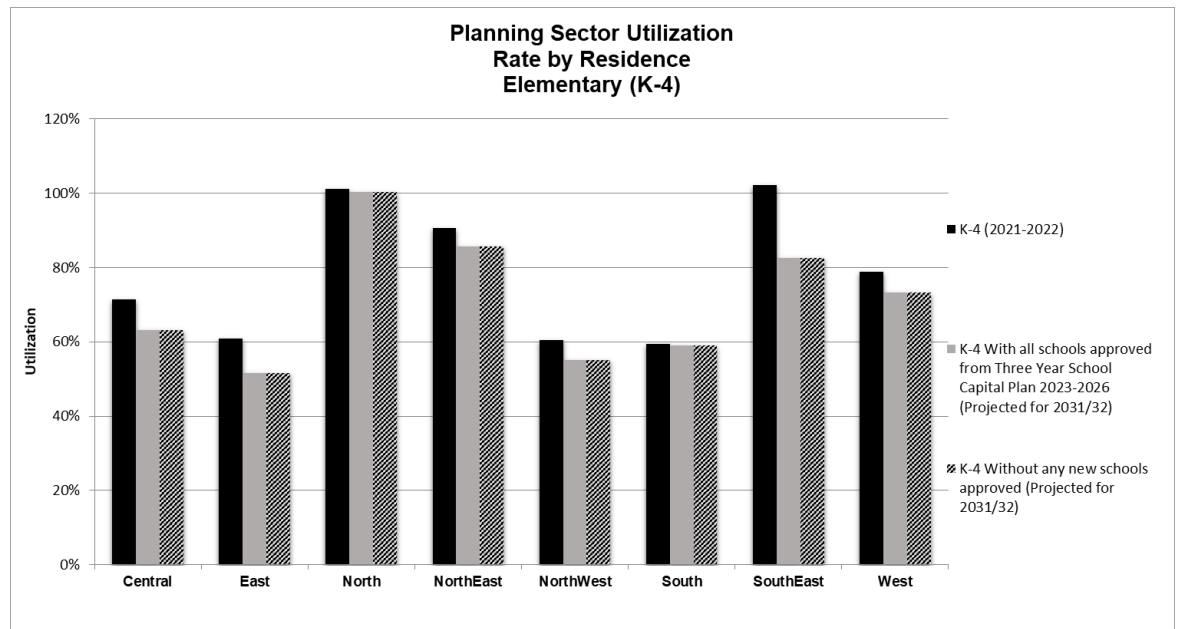
By the 2031-2032 school year enrolment at the elementary level is projected to decrease by just over 2,000 students. Notwithstanding this decline in enrolment, there is still a need to build elementary schools where students live. This trend of declining enrolment at the elementary (K-4) level is consistent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

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

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

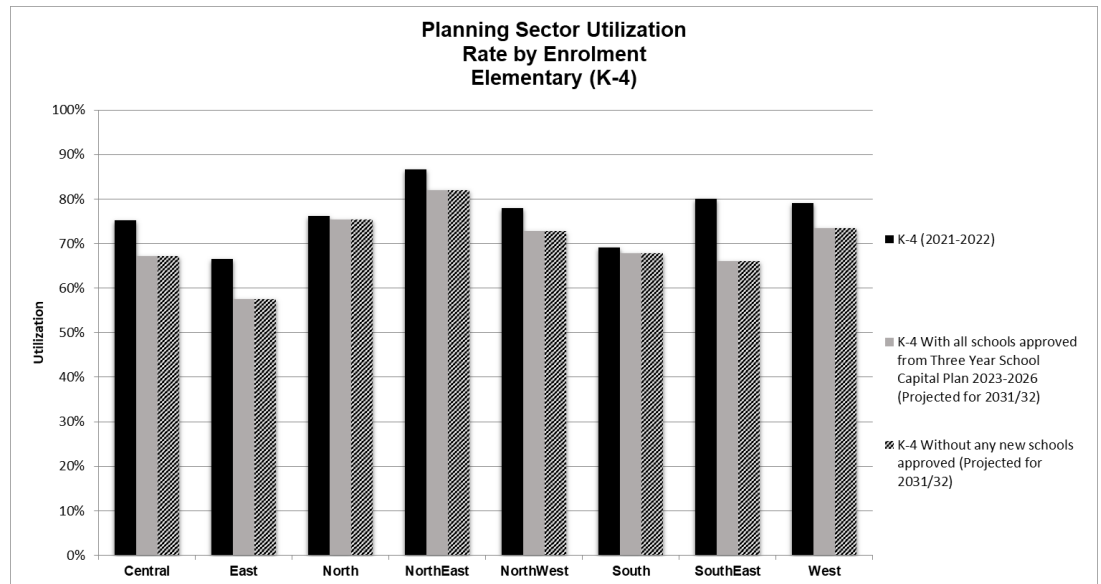
**Half of the capacity of the Skyview Ranch K-9 School is anticipated to accommodate K-4 students*

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



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

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



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

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

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

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

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

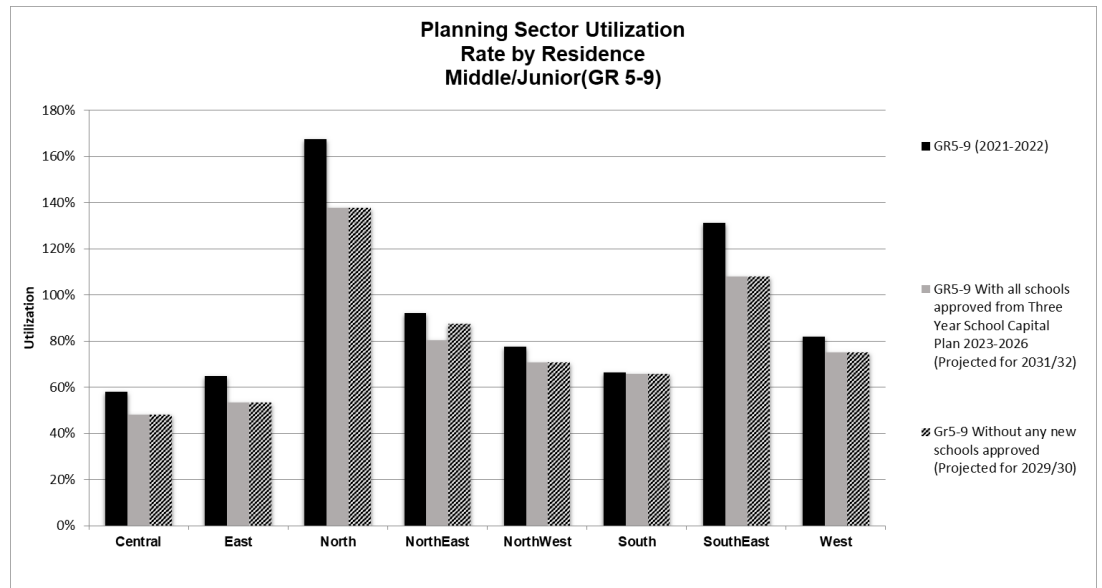
Middle/Junior (GR5-9)

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

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

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

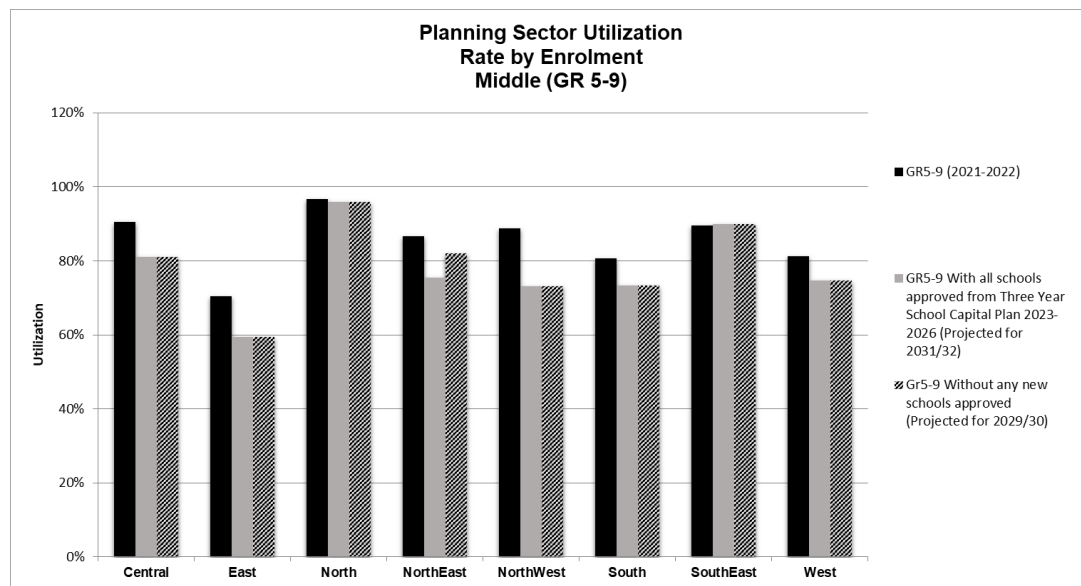
CBE’s current middle school utilization rate is 86%. If all schools in the Three Year School Capital Plan 2023-2026 are approved and open by the 2031-32 school year overall middle/junior utilization is projected at 78%. This is below the desired mid-80% range for utilization and will necessitate the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



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

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

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



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

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

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

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

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

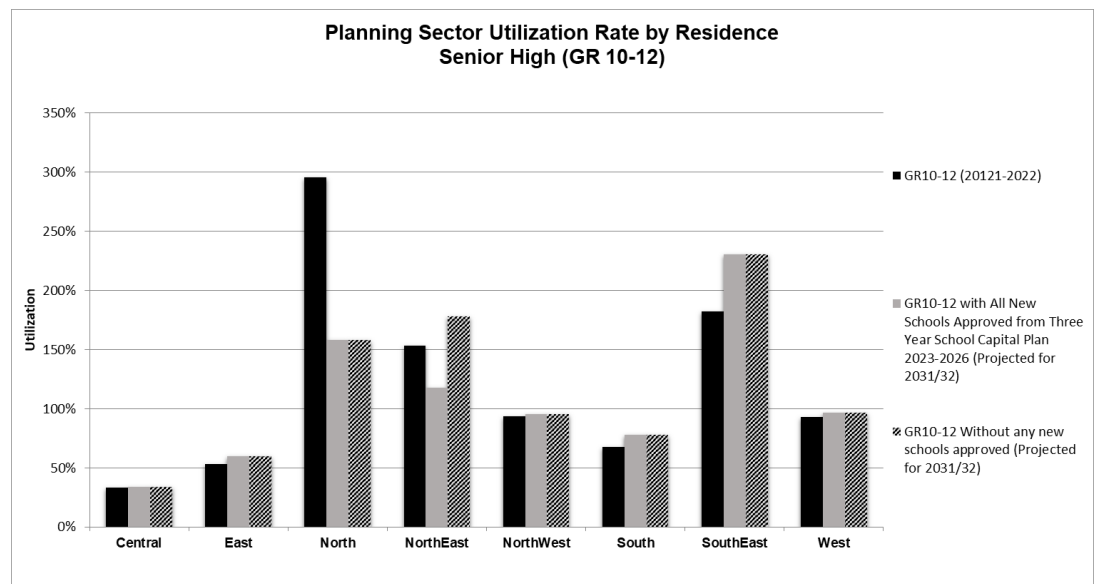
High School (GR10-12)

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

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

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

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

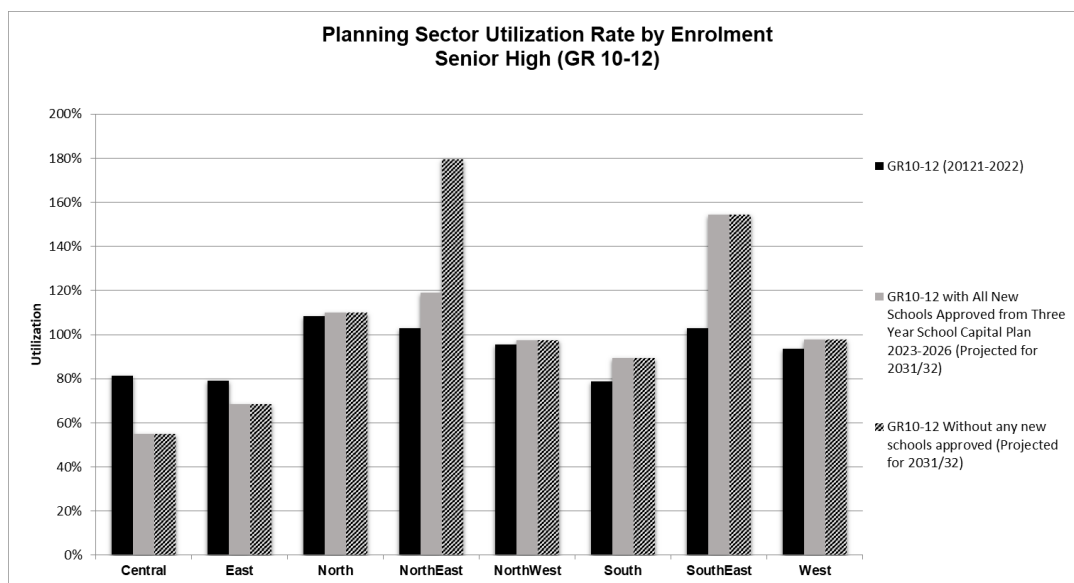


High School Engagement

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

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

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



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

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

Appendix III: Technology and its Impacts on Learning and Infrastructure

Current State

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

Considerations

Increasing Quantity and Demand of Devices

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

Communications and Capacity

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

Outdated Data Closet Infrastructure

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

Data Storage and Archiving

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

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

Improved Building Technologies

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

Building Security

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

Technology (IT) Strategies

For the next 10 years, our strategies include:

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

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

Appendix IV: Definitions

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

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

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

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

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

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

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

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

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

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

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

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

Infrastructure Maintenance and Renewal (IMR): Provides funding to (a) replace building and site components which have failed and pose health and safety problems for students and staff, (b) extend the useful life of school facilities and sites and (c) maintain the quality of the school environment.

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

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

SAFS: Student Accommodation and Facilities Strategy.

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

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

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

SSAP: System Student Accommodation Plan.

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

Student Accommodation: This combines the aspects of:

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

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

report to
Board of Trustees

Locally Developed Courses

Date	June 14, 2022
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Decision
Originator	Joanne Pitman, Superintendent of School Improvement Andrea Holowka, Superintendent of School Improvement
Governance Policy Reference	Locally Developed Courses R-2: Academic Success OE-3: Instructional Program
Resource Person(s)	Ken Weipert, Education Director, School Improvement Stephanie Chan, Specialist, School Improvement Alexandra Hunt, Specialist, School Improvement

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the recommendations for Locally Developed Courses listed in Appendix I for school use in the Calgary Board of Education for the authorization periods set by Alberta Education’s policy.

2 | Issue

Alberta Education’s “Guide to Education” under School Authority Procedures indicates,

“School authorities offering locally developed courses must develop, implement and maintain current written procedures consistent with the Guide. School authorities must approve LDCs by a resolution or motion of the board of a school authority or governing body of a private school prior to offering the LDCs.”

In order to offer the courses for students, Board of Trustee approval is required.

The Board of Trustees approved all submitted Locally Developed Courses on April 26, 2022. This second report lists additional courses that were not authorized by Alberta Education at the time of submission of the original report.

3 | Background

Alberta Education’s “Guide to Education” under School Authority Procedures indicates,

“School authorities offering locally developed courses must develop, implement and maintain current written procedures consistent with the Guide. School authorities must approve LDCs by a resolution or motion of the board of a school authority or governing body of a private school prior to offering the LDCs.”

The Calgary Board of Education supports students’ learning by enhancing and extending Alberta Education’s provincial curriculum by developing and acquiring Locally Developed Courses. Creating or acquiring a Locally Developed Course for all students begins with identifying a student need. The Education Director responsible for Locally Developed Courses, in collaboration with Specialists, supports writing or acquiring courses for Board of Trustee approval. In addition, high school courses require authorization by Alberta Education. Kindergarten to Grade 9 Locally Developed Courses follow the same process and do not require Alberta Education’s authorization. A Locally Developed Course requires a certificated teacher.

When developing a new Locally Developed Course for Board of Trustee approval, it is scrutinized to determine the amount of overlap, if any, with both existing provincial curriculum and Locally Developed Courses. If there is overlap, but not significant, a rationale is included as part of the submission process.

Before acquiring a Locally Developed Course, the Calgary Board of Education reviews the course outline to determine if the course meets students learning needs and, if deemed appropriate, requests permission from the originating jurisdiction. Once permission is granted by the originating jurisdiction, the Locally Developed Course, typically high school courses, is submitted to Alberta Education. In the spirit of collaboration, Alberta jurisdictions share Kindergarten to grade 9 courses. All courses require approval by the Board of Trustees.

Locally Developed Courses are authorized for a maximum period of four years. Prior to expiring, each course is reviewed in the context of local student need. The review process includes, but is not limited to, if course content is still current; if student enrollment increases, continues or declines, and/or if another course is more suitable to meet the learning needs. Once completed, whether developed or acquired, and the course continues to support students learning, it is submitted for the next four year authorization period.

Alberta Education issues a course code letter to complete the authorization process for high school courses and outlines the specific information to be included in the report for Board of Trustees approval. The letter provides the name of the course, start date, end date, course code for student registration, and the name of the originating jurisdiction. The content of the letter forms the information required by Alberta Education in the Report to Trustees and it is included in Appendix I. The courses for students in Kindergarten to Grade 9 are reported in the same format.

If it is determined a course is no longer needed nor any student interest; with Board of Trustees approval, the course is withdrawn from the course board.

4 | Analysis

Procedures for authorizing a Locally Developed Course outlined in the Guide to Education include the expectation that all school authorities have a board motion approving developed, acquired, and withdrawal of Locally Developed Courses for the specified time reflected in Appendix I.

5 | Implementation Consequences

Calgary Board of Education Operational Expectations OE-3: Instructional Program states,

“The Board of Trustees believes that providing high quality programming for all students is essential for student success...”

The Chief Superintendent shall:

3.1 Plan for and provide challenging, relevant and high quality programming opportunities that consider the educational needs of students, the choices of families, and the fiscal and operational capacity of the organization.

3.2 Ensure that the instructional program is regularly evaluated and modified as necessary.”

Alberta Education’s Guide to Education on Locally Developed Courses states,

“School authorities have the flexibility to develop or acquire locally developed courses (LDCs) to address particular student and/or community needs. These learning opportunities complement, extend and/or expand

upon provincial programs of study. LDCs may be used to accommodate student needs and interests; encourage and support innovative learning and teaching practices; address unique community priorities; e.g., language, culture, labour market needs; engage students who may be at risk of leaving school early; promote successful transitions to further education by exposing students to advanced subject matter and learning environments; e.g., Advanced Placement, International Baccalaureate.”

A decision is made by the originating district to continue developing, acquiring, and removing courses with approval from the Board of Trustees for an official course listing. Notice of authorization of the recommendations in this report is provided to Alberta Education’s Curriculum Branch, when requested, and The Calgary Board of Education staff.

The Calgary Board of Education’s intention is to facilitate seamless access for students by seeking approval for the recommendations outlined in Appendix I.

Approved Locally Developed Course for students in Kindergarten through to Grade 12 are available to all staff in The Calgary Board of Education through the “Insite”.

6 | Conclusion

Board of Trustee’s approval of all locally developed courses will ensure that The Calgary Board of Education is compliant with the Guide to Education requirements. Approval of these courses will enable The Calgary Board of Education to be innovative and responsive to the learning needs of our students.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

APPENDICES

Appendix I: Locally Developed Courses Recommendations

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

Appendix I | Locally Developed Courses Recommendations

Acquired |

From the Calgary Roman Catholic Separate School Division
September 1, 2022 to August 31, 2026

- Learning Strategies (15-3/5; 25-3/5; 35-3/5)

From the Pembina Hills School Division
September 1, 2022 to August 31, 2026

- Psychology – Abnormal (35-3)

report to Board of Trustees

Chief Superintendent's Update

Date	June 14, 2022
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	OE-2: Learning Environment/Treatment of Students OE-3: Instructional Program OE-9: Facilities

1 | Recommendation

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

2 | Issue

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

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

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



planning for and providing challenging, relevant and high quality programming opportunities that consider the educational needs of students.

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

3 | Timely information

People Excellence and Learning Excellence | Diversity and Inclusion | System-wide Implementation of Strategies to Advance Anti-racism

Fostering diverse and inclusive cultures requires intentional efforts on the part of leaders, staff and students to ensure CBE environments are free of racism and discrimination. During area leadership meetings in May and June, principals, assistant principals and service unit leaders participated in professional learning that focuses on the foundations of empathy and storytelling. These sessions are designed to support the participants' capacity to build empathy skills and leverage storytelling as a practical way to navigate differences through courageous conversations. This professional learning will enhance the ability of school and service unit leaders to support inclusive communities within their schools and worksites.

Learning Excellence | Curriculum | Grade 1 - 3 Interventions

The conditions of the pandemic and its impact on students, families and staff have surfaced a wide range of issues and questions related to student learning in CBE schools. In response to some of these questions, in spring 2021, the Government of Alberta announced one time funding for additional supports for Grade 1 to Grade 3 students focused on literacy and math. This initiative was intended to help school districts and educators measure how classroom disruptions caused by the COVID-19 pandemic are affecting student learning and to provide some additional supports.

Grade 2 and 3 teachers collected information about students and assessed their literacy and numeracy skills and knowledge before the end of September, 2021 and Grade 1 numeracy and literacy assessments were completed by the end of February, 2022. Data from these assessments were collected centrally by CBE and shared with Alberta Education.

At the individual school level, diagnostic assessment results were used by teachers to help identify and address gaps in student foundational understanding of numbers and skills required for reading as well as helped inform planning for next steps.

The core curriculum specialists, in collaboration with other teams, under the pillar of Learning Excellence created a professional learning plan to support administrators and teachers with interventions. This professional learning support plan was divided into three main components: Leaders, Universal/General Interventions, and Targeted Interventions. The Leaders component included overview synchronous sessions and regular update emails to over 290 Grade 1-3 principals and assistant principals. A total of 8 Universal/General Intervention professional learning sessions were provided to teachers. Total attendance at these sessions was approximately 1600. The recordings of these sessions and their supporting documents were also made available to teachers and administrators on Insite. The core specialists also offered five Targeted Intervention

professional learning sessions for those individuals designated to provide focused literacy/numeracy interventions to Grade 1, 2 and 3 students who were identified as at-risk. These informative and collaborative sessions to support the implementation of targeted interventions within schools had an approximate total attendance of 785 teachers.

Champions

The CBE Education Plan identifies the goal to create strong student achievement and well-being for lifelong success in the area of Learning Excellence. In support of this goal, Core Curriculum and K-12 Assessment and Reporting offered a Mathematics, Literacy, and an Assessment and Reporting Champion Series to support building teacher capacity.

Mathematics:

During the 2021-2022 school year, 377 K-6, 5-9 and 10-12 champions participated in five professional learning sessions as part of a series designed to develop understanding and support implementation of the CBE K-12 Mathematics Framework. There was collaboration with the Literacy, ELL and Assessment and Reporting teams to design and deliver quality professional learning. Each session focused on a different aspect of the Mathematics Framework, including an overview, mathematics environment, mathematics teaching practices, mathematics equity practices and assessment. Mathematics champions had opportunities to engage in mathematics tasks and routines to experience problems as a learner and deepen their own understanding of mathematics content. Participants also had opportunities to reflect on their own mathematical identities, teaching practices and how to lead colleagues in the professional learning at their schools.

Literacy:

During the 2021-2022 school year, 396 K-6, 5-9 and 10-12 champions participated in five professional learning sessions as part of an ongoing series designed to develop understanding and support the broader implementation of the CBE K-12 Literacy Framework. Over the course of the year, the Literacy team collaborated with the Mathematics, ELL & Diversity Services, and Assessment & Reporting teams to design and deliver quality professional learning. Each session focused on a different aspect of the Literacy Framework, including an overview, creating equitable and inclusive literacy environments, structured and explicit literacy teaching practices, vocabulary's role in expanding literacy learning and, finally, thinking about reading comprehension as a broader, more complex process across the disciplines. Due to the impact of Covid-19, the Champion series was continually responsive and flexible to the changing needs of the system through the creation of a variety of different learning opportunities and modalities for Literacy Champions. Between sessions, Champions also had access to asynchronous content that they could share with their schools through the Mathematics and Literacy Brightspace.

Assessment and Reporting:

The Assessment and Reporting team has offered five Assessment Champion sessions for four grade-band / program groups this year, K-4, 5-9, 10-12 and Modified Programming to 789 teachers. All sessions were offered after school from 4-5 p.m. and held virtually with an option to view the posted recordings, slides and topic-related resources following the session through the Assessment and Reporting Champion Brightspace. Expanding on last year's topics and continuing with the overarching theme of equity in assessment and reporting, five topics were highlighted in the sessions offered throughout the year including exploring the annual updates to Assessment and Reporting in CBE, accurately summarizing progress and achievement at report card time, designing high quality summative assessments, using clearly articulated success criteria and ensuring a flexible approach for motivation and accuracy.

Data collected this spring from over 200 respondents through an optional anonymous survey indicates that 80% of Champions believe the Assessment Champion sessions have had a positive impact on both teacher practice and student achievement at their school.

Themes that emerged in the feedback from Champions who reported a positive impact identified that Champion session content had been supportive of their work in designing common assessment tools with staff and calibrating assessment practices for greater consistency across classrooms. A significant number of comments identified that the Assessment Champion sessions have allowed for conversations at the school level that have increased awareness and understanding of equity for students within the assessment context and have improved teacher capacity to engage in equitable assessment and reporting practices.

Learning Excellence | Indigenous Education | Indigenous Grade 12 Graduation Celebration

On June 3rd the Indigenous Education Team hosted the annual CBE Indigenous Grade 12 Graduation Celebration for students who self-identify as Indigenous and graduating with a diploma or certificate of completion in June. With the support of a key contact at each high school, students were sent invitations to the celebration and were invited to create a presentation slide with their name, picture, and any words of encouragement, wisdom or thanks they would like to share with others. The slideshow was played at the celebration. The agenda included a lunch, community speakers, Elders, and a student sharing circle. Each graduate was presented with a gift and the CBE Indigenous Graduation Blackfoot Honour Song was played to celebrate and honour Indigenous graduates as they walk forward into the next phase of life.

Strategic Resourcing | Freeing Up Time & Resources to Support School Facilities

Over the last six years, the CBE has benefitted from the opening of approximately 30 new school buildings. The new schools are located in high demand areas and bring modern building designs to meet present and future CBE student educational needs.

As these new learning environments are added to CBE's portfolio, they also provide an opportunity for the CBE to "trade-in" older, less adaptable spaces. Additionally, older and less efficient schools typically draw more heavily upon the CBE's operation and maintenance (O&M) budget, meaning their disposal can free up more resources to support all CBE schools. This approach also aligns with the provincial funding framework that provides a higher level of funding for schools that achieve an 85% or above utilization rate.

In the last five years, the CBE has disposed of five surplus properties as follows:

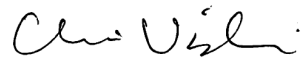
School Building	Method of Disposition
Booth Centre	Transferred to Government of Alberta.
Erlton Centre	Sold to City of Calgary for market value.
Kingsland	Transferred to City of Calgary.
(Old) Christine Miekle	Transferred to City of Calgary.
Queensland Downs	Transferred to City of Calgary.

Disposition of three additional properties is currently underway as follows:

School Building	Method of Disposition
Riverside Bungalow	Can be sold for market value.
Tuxedo Park	Sale to City of Calgary for market value.
Viscount Bennett	Can be sold for market value.

The disposition of property does not typically result in land sale proceeds as most school properties are located on Reserve Lands, meaning the lands are designated or “reserved” by the municipality to be used for school or community use. Since these lands were provided to the CBE by the City, when the CBE no longer has a need for a school on these Reserve Lands, those lands are returned to the municipality for a nominal value, enabling the municipality to repurpose the lands for other school board or community use. Although there is no cash influx to the CBE when Reserve Lands are transferred to the City, disposition does allow the CBE to eliminate O&M expenses associated with the upkeep of the building and grounds.

A small proportion of CBE school properties are located on Non-Reserve Lands, which were acquired from private owners. Non-Reserve lands may be sold by the CBE for market value, providing a unique opportunity to realize sale proceeds from disposition of lands. The sale proceeds can then be used to support new school openings for items, such as information technology, that are not funded under the provincial new school construction grant. In this way, divestment of surplus building and lands allows the CBE to better support schools and the resources needed by students.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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