

public agenda

Regular Meeting of the Board of Trustees

June 21, 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			
	6 Public Comment [PDF] Requirements as outlined in Board Meeting Procedures		GC-3.2	
	7 Matters Reserved for Board Information			
	8 Matters Reserved for Board Decision	Board	GC-3	
	8.1 OE-9: Facilities – Annual Monitoring	Board	OE-9	Page 5-11 (June 14/22)
	8.2 2022-23 Monitoring Adjustments to Results 3: Citizenship, Results 4: Personal Development and Results 5: Character	Board	R-3, 4, 5	Page 8-177
8.3 Consideration of Closure for the Purpose of Relocation of Discovering Choices Start Outreach - Bowness and Discovering Choices Westbrook Outreach	Board	GC-3E, OE-2, 3, 7, 8, 9	Page 8-1	



Time	Topic	Who	Policy Ref	Attachment
	9 Consent Agenda	Board	GC-2.6	
	9.1 Items Provided for Board Decision			
	9.1.1 OE-5: Financial Planning – Annual Monitoring <i>(THAT the Board approves that the Chief Superintendent is in compliance with the provisions of OE-5: Financial Planning.)</i>			Page 5-1-A (June 14/22)
	9.1.2 Proposed Amendments to GC-5E: Audit and Risk Committee Terms of Reference <i>(THAT the Board approves the amendments to GC-5E: Board Committees - Audit and Risk Committee Terms of Reference, Attachment I to this report.)</i>			Page 9-1
	9.1.3 Meeting Minutes: <ul style="list-style-type: none"> Regular Meeting held April 26, 2022 Regular Meeting held May 17, 2022 Regular Meeting held May 24, 2022 <i>(THAT the Board approves the minutes of the Regular Meetings held April 26, May 17 and May 24, 2022, as submitted.)</i>			L'td distrib'n Page 9-9 Page 9-18 Page 9-26
	9.2 Items Provided for Board Information			OE-8
	9.2.1 Third Quarter Budget Variance Report			Page 9-32
	9.2.2 Board Correspondence			Page 9-47
	9.2.3 Construction Project Status Report			Page 9-79
	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.

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

operational
expectations
monitoring report

OE-9: Facilities


Monitoring report for the
school year 2020-2021

Report date:
June 14, 2022

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

<p>2. 100% of new school construction and major modernization projects will be approved by the Board of Trustees.</p>	<p>Compliant</p>
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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**

**2022-23 Monitoring Adjustment to Results 3:
Citizenship, Results 4: Personal Development and
Results 5: Character**

Date	June 21, 2022
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Decision
Originator	Joanne Pitman, Superintendent, School Improvement Andrea Holowka, Superintendent, School Improvement
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board Results R-3: Citizenship R-4: Personal Development R-5: Character
Resource Person(s)	Elizabeth Wood, Education Director, Research & Strategy and Program Evaluation



1 | Recommendation

It is recommended:

- THAT the Board of Trustees suspends the inclusion of any indicators for Results 3: Citizenship, Results 4: Personal Development and Results 5: Character related to Kindergarten to Grade 6 school report cards for the 2022-23 school year, with the exception of Results 4: Personal Development, section 4.5; and
- THAT the Board of Trustees approves the revised Indicator 4.5.1 for Results 4: Personal Development policy as provided in Attachment I to this report.

2 | Issue

New curriculum implementation in kindergarten to grade 3 alongside a small-scale implementation for grade 4 to 6 in the 2022-23 school year is a primary focus for teachers. New curriculum implementation also requires that report cards be reviewed and revised to align to new curriculum. The totality of this work has implications for teacher workload and Results 3, 4 and 5 reporting.

3 | Background

The Board's annual work plan includes the scheduled monitoring of all policies. Consistent with this plan, the Results policies are monitored for reasonable progress over time against a set of Board approved indicators.

On March 10, 2022, Alberta's Minister of Education informed school divisions that

Alberta's government will implement new K-3 Mathematics, K-3 English Language Arts and Literature curriculum as well as new K-6 Physical Education and Wellness starting in September 2022.

Alberta, Government of. "Three Subjects of New Curriculum Ready for Classrooms: Trois Matières Du Nouveau Curriculum Prêtes Pour Les Salles De Classe." *Government of Alberta*, <https://www.alberta.ca/release.cfm?xID=82345661B5300-CB57-0922-7DEF28F231D359B0>

The finalized kindergarten to Grade 6 English Language Arts and Literature, Mathematics and Physical Education and Wellness curriculums were released on April 13, 2022.

4 | Analysis

The work tied to implementing a new curriculum includes, for example, staff familiarizing themselves with the new program of study for each course, understanding how the content is arranged, designing scope and sequence, identifying and accessing professional learning, vetting resources, considering assessment and reporting. This has implications for teacher workload.

Student achievement of Results on report cards is demonstrated in and through learning. The summative indicators of success are based on evidence collected from learning situations and the quality of learning experiences managed by the student.

As part of curriculum and instruction, teachers attend to the development of the skills associated with citizenship, personal development and character within the Programs of Study. The results gathered for the purposes of Results 3, 4 and 5 monitoring do not directly correlate to current or future curricular outcomes.

The monitoring of Results includes the report card indicators for the following policies:

- Results 3: Citizenship
 - Policy 3.1 Indicator 1
 - Policy 3.3 Indicator 1
 - Policy 3.5 Indicator 1

- Results 4: Personal Development
 - Policy 4.2 Indicator 1
 - Policy 4.3 Indicator 1
 - Policy 4.5 Indicator 1

- Results 5: Character
 - Policy 5.2 Indicator 1
 - Policy 5.3 Indicator 1

Seven of these indicators are based on K-9 report card results for Results 3, 4 and 5. One indicator (Policy 4.5) is based on the Health and CALM Programs of Study report card results.

For all but Policy 4.5, report card results for Results 3, 4, 5 could be reported for Gr. 7-9. The corresponding Gr 11, 12 survey question results tied to the seven policies, will likely only be available for Policies 4.2 and 4.3 because in 2022-23 Results 3 & 5 are in a minor year of focus.

Please refer to the appendix for the detailed comparison between current reporting and proposed reporting for 2022-23 monitoring.

The suspension of the inclusion of K-6 results within K-9 report card indicators should not impact future target setting. The reason being that report card results have been historically very high and as such, not in need of targeted work.

5 | Financial Impact

There are no financial implications to this decision.

6 | Implementation Consequences

If the recommendation is adopted, K-6 results would not be included in any of the indicators tied K-9 report cards, with the exception of Policy 4.5. For Policy 4.5, K-6 results would be based on the Physical Education and Wellness Programs of Study, report card well-being stem results.

7 | Conclusion

The work tied to the Results is done within the teaching and learning tied to the Programs of Study. Implementation of a new curriculum requires a great deal of work on the part of teachers.

Given the implications of new curriculum implementation on teacher workload, removing the reporting of Results 3, 4 and 5 for students in K-6 would allow teachers to focus and allow for measured adjustments to required reporting.



Christopher Usih

CHIEF SUPERINTENDENT OF SCHOOLS

APPENDIX

Appendix I: Current and Proposed 2022-23 Monitoring

ATTACHMENT

Attachment I: Results 4E

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

Current and Proposed 2022-23 Monitoring

This appendix includes Results policies where one or more indicators use student report card results broken out by current monitoring and proposed 2022-23 monitoring.

The administration for Results questions within the new CBE student survey was organized to have questions related to Results 3: Citizenship, Results 4: Personal Development and Results 5: Character administered in full once every three years and to a more minor extent during the other two years of the three-year cycle.

In a minor year, a smaller selection of survey questions is administered based on where the Chief Superintendent sees an opportunity for growth or where the Board of Trustees identifies an area of concern or exception. The major and minor foci for the next two monitoring years are as follows:

Results	2021-22	2022-23
Results 3	major focus	minor focus
Results 4	minor focus	major focus
Results 5	minor focus	minor focus

In the tables, “likely not monitored” has been added where the Results are a minor focus of that year. The 2020-21 Results 5 analysis indicated a need to include survey questions tied to Policy 5.1 Indicator 2 in the 2022-23 survey. Once the 2021-22 Results 3 data have been analysed and presented to the Board of Trustees for monitoring, the indicators tied to the CBE Student Survey for 2022-23 (minor focus year) will be determined.

Results 3 2022-23 Monitoring	
Current	Proposed
<p>Policy 3.1 Indicator 1 K - Gr 9</p> <p>Percentage of students in kindergarten-grade 9 reported to exercise their democratic rights and responsibilities within the learning community; as measured by student report cards.</p> <p>The general indicators for this report card measure are:</p> <ul style="list-style-type: none"> ▪ contributes to events of common concern; ▪ advocates for self, others and the common good; ▪ takes responsibility and action to help the group work smoothly; and ▪ adheres to community expectations and personal convictions in conducting and representing learning. 	<p>Policy 3.1 Indicator 1 K - Gr 6</p> <p>Not collected</p> <p>Gr 7 - 9</p> <p>Percentage of students in kindergarten-grade 9 reported to exercise their democratic rights and responsibilities within the learning community; as measured by student report cards.</p>
<p>Policy 3.1 Indicator 2 Minor year; likely not monitored Gr 11, 12</p> <p>Percentage of high school students who report that they exercise their democratic rights and responsibilities within the learning community; as indicated by the Overall Agreement of the Learning Community Citizenship Summary Measure from the CBE Student Survey.</p>	<p>Policy 3.1 Indicator 2 Minor year; likely not monitored Gr 11, 12</p>
<p>Policy 3.1 Indicator 3 Minor year; likely not monitored Gr 11, 12</p> <p>Percentage of high school students who report that they have participated in community service, school service or volunteer work to help others; as indicated by the Overall Agreement of the Service Summary Measure from the CBE Student Survey.</p>	<p>Policy 3.1 Indicator 3 Minor year; likely not monitored Gr 11, 12</p>

Results 3 2022-23 Monitoring	
Current	Proposed
<p>Policy 3.3 Indicator 1 K - Gr 9</p> <p>Percentage of students in kindergarten-grade 9 reported to demonstrate respect and appreciation for diversity; as measured by student report cards.</p> <p>The general indicators for this report card measure are:</p> <ul style="list-style-type: none"> ▪ shows concern for the dignity and equality of all; ▪ demonstrates appreciation for individual and cultural differences; ▪ seeks to learn about and from unfamiliar ways of thinking and living; and ▪ uses diverse viewpoints in a learning context. 	<p>Policy 3.3 Indicator 1 K - Gr 6</p> <p>Not collected</p> <p>Gr 7 - 9</p> <p>Percentage of students in kindergarten-grade 9 reported to demonstrate respect and appreciation for diversity; as measured by student report cards.</p>
<p>Policy 3.3 Indicator 2 Minor year; likely not monitored Gr 11, 12</p> <p>Percentage of high school students who report they value other cultures; as indicated by the Overall Agreement of the Embracing Culture Summary Measure from the CBE Student Survey.</p>	<p>Policy 3.3 Indicator 2 Minor year; likely not monitored Gr 11, 12</p>
<p>Policy 3.3 Indicator 3 Minor year; likely not monitored Gr 11, 12</p> <p>Percentage of high school students who report they appreciate and learn from the perspectives of others; as indicated by the Overall Agreement of the Diversity and Inclusion Summary Measure from the CBE Student Survey.</p>	<p>Policy 3.3 Indicator 3 Minor year; likely not monitored Gr 11, 12</p>

Results 3 2022-23 Monitoring	
Current	Proposed
<p>Policy 3.5 Indicator 1 K - Gr 9</p> <p>Percentages of students in kindergarten-grade 9 reported to work and collaborate effectively with others; as measured by student report cards.</p> <p>The general indicators for this report card measure are:</p> <ul style="list-style-type: none"> ▪ assumes leadership or contributing roles to advance learning and community goals; ▪ communicates with others to build understanding; and ▪ works with others to manage conflict and reach consensus. 	<p>Policy 3.5 Indicator 1 K - Gr 6</p> <p>Not collected</p> <p>Gr 7 - 9</p> <p>Percentage of students in kindergarten-grade 9 reported to demonstrate respect and appreciation for diversity; as measured by student report cards.</p>
<p>Policy 3.5 Indicator 2 Minor year; likely not monitored Gr 11, 12</p> <p>Percentage of high school students who report they work and communicate effectively with others; as measured by the Overall Agreement of the Collaborative Skills Summary Measure from the CBE Student Survey.</p>	<p>Policy 3.5 Indicator 2 Minor year; likely not monitored Gr 11, 12</p>



Results 4 2022-23 Monitoring	
Current	Proposed
<p>Policy 4.2 Indicator 1 K - Gr 9</p> <p>Percentage of students in kindergarten to grade 9 reported to set and work toward learning goals; as measured by student report cards.</p> <p>The general indicators for this report card measure are: generates goals based on self-assessment, learning criteria, and personal interests;</p> <ul style="list-style-type: none"> ▪ plans a strategic approach to meeting goals, solving problems and performing tasks; ▪ modifies and improves learning strategies based on experience and feedback; and ▪ explores ideas and initiates processes for learning. 	<p>Policy 4.2 Indicator 1 K - Gr 6</p> <p>Not collected</p> <p>Gr 7 - 9</p> <p>Percentage of students in kindergarten to grade 9 reported to set and work toward learning goals; as measured by student report cards.</p>
<p>Policy 4.2 Indicator 2 Gr 11, 12</p> <p>Percentage of high school students who report they are able to set goals for themselves and work towards them; as measured by Overall Agreement on the Self-Improvement Summary Measure on CBE Student Survey.</p>	<p>Policy 4.2 Indicator 2 Gr 11, 12</p> <p>Percentage of high school students who report they are able to set goals for themselves and work towards them; as measured by Overall Agreement on the Self-Improvement Summary Measure on CBE Student Survey.</p>
<p>Policy 4.2 Indicator 3 Gr 11, 12</p> <p>Percentage of high school students who report they raise questions and bring their own ideas to learning tasks; as measured by Overall Agreement on the Self-Advocacy Summary Measure on CBE Student Survey.</p>	<p>Policy 4.2 Indicator 3 Gr 11, 12</p> <p>Percentage of high school students who report they raise questions and bring their own ideas to learning tasks; as measured by Overall Agreement on the Self-Advocacy Summary Measure on CBE Student Survey.</p>
<p>Policy 4.2 Indicator 3 Gr 11, 12</p> <p>Percentage of high school students who report they use feedback and past experiences to improve their learning; as measured by Overall Agreement on the Self-Reflection Summary Measure on CBE Student Survey.</p>	<p>Policy 4.2 Indicator 3 Gr 11, 12</p> <p>Percentage of high school students who report they use feedback and past experiences to improve their learning; as measured by Overall Agreement on the Self-Reflection Summary Measure on CBE Student Survey.</p>

Results 4 2022-23 Monitoring	
Current	Proposed
<p>Policy 4.3 Indicator 1 K - Gr 9</p> <p>Percentage of students in kindergarten to grade 9 reported to engage in learning with confidence and persistence; as measured by student report cards.</p> <p>The general indicators for this report card measure are:</p> <ul style="list-style-type: none"> ▪ approaches new learning situations with positive expectations; ▪ demonstrates interest in and curiosity about ideas, objects, events and resources; ▪ demonstrates a range of approaches for developing and representing understanding; and ▪ adjusts, adapts and persists with challenges in the learning process – ambiguous ideas, complex tasks and problems requiring multiple attempts to reach success. 	<p>Policy 4.3 Indicator 1 K - Gr 6</p> <p>Not collected</p> <p>Gr 7 - 9</p> <p>Percentage of students in kindergarten to grade 9 reported to engage in learning with confidence and persistence; as measured by student report cards.</p>
<p>Policy 4.3 Indicator 2 Gr 11, 12</p> <p>Percentage of high school students who report they are comfortable learning about things that don't have a single right answer; as measured by the Ambiguity and Complexity Summary Measure from CBE Student Survey.</p>	<p>Policy 4.3 Indicator 2 Gr 11, 12</p> <p>Percentage of high school students who report they are comfortable learning about things that don't have a single right answer; as measured by the Ambiguity and Complexity Summary Measure from CBE Student Survey.</p>

Results 4 2022-23 Monitoring	
Current	Proposed
<p>Policy 4.5 Indicator 1 K - Gr 12 Percentage of students experiencing success with the learning outcomes of the Health/CALM Programs of Study; as measured by student report cards.</p>	<p>Policy 4.5 Indicator 1 K - Gr 6 Percentage of students experiencing success with the learning outcomes of the Physical Education and Wellness Programs of Study; as measured by the well-being stem on student report cards. Gr 7 - 12 Percentage of students experiencing success with the learning outcomes of the Health/CALM Programs of Study; as measured by student report cards.</p>
<p>Policy 4.5 Indicator 2 Gr 11, 12 Percentage of students who report they make decisions that keep them physically healthy; as indicated by the Overall Agreement of the Physical Health Summary Measure from CBE Student Survey.</p>	<p>Policy 4.5 Indicator 2 Gr 11, 12 Percentage of students who report they make decisions that keep them physically healthy; as indicated by the Overall Agreement of the Physical Health Summary Measure from CBE Student Survey.</p>
<p>Policy 4.5 Indicator 3 Gr 11, 12 Percentage of students who report they make decisions that keep them socially healthy; as indicated by the Overall Agreement of the Social Health Summary Measure from CBE Student Survey.</p>	<p>Policy 4.5 Indicator 3 Gr 11, 12 Percentage of students who report they make decisions that keep them socially healthy; as indicated by the Overall Agreement of the Social Health Summary Measure from CBE Student Survey.</p>
<p>Policy 4.5 Indicator 4 Gr 11, 12 Percentage of students who report they make decisions that keep them emotionally healthy; as indicated by the Overall Agreement of the Emotional Health Summary Measure from CBE Student Survey.</p>	<p>Policy 4.5 Indicator 4 Gr 11, 12 Percentage of students who report they make decisions that keep them emotionally healthy; as indicated by the Overall Agreement of the Emotional Health Summary Measure from CBE Student Survey.</p>

Results 5 2022-23 Monitoring	
Current	Proposed
<p>Policy 5.2 Indicator 1 K - Gr 9</p> <p>Percentage of students in kindergarten to grade 9 reported to make responsible decisions; as measured by student report cards.</p> <p>The general indicators for this report card measure are:</p> <ul style="list-style-type: none"> ▪ identifies possible choices in decision making process and evaluates them in light of the needs of self and others; ▪ makes decisions that reflect high regard for self and others; ▪ reflects on and takes responsibility for the impact of actions and decisions; and ▪ shows courage and conviction in raising issues and making difficult decisions. 	<p>Policy 5.2 Indicator 1 K - Gr 6</p> <p>Not collected</p> <p>Gr 7 - 9</p> <p>Percentage of students in kindergarten to grade 9 reported to make responsible decisions; as measured by student report cards.</p>
<p>Policy 5.2 Indicator 2 Minor year; likely not monitored Gr 11, 12</p> <p>Percentage of high school students who report they think about the impact of their decisions and actions before they proceed; as measured by Overall Agreement of the Critical Reflection Summary Measure from the CBE student survey.</p>	<p>Policy 5.2 Indicator 2 Minor year; likely not monitored Gr 11, 12</p>
<p>Policy 5.2 Indicator 3 Minor year; likely not monitored Gr 11, 12</p> <p>Percentage of high school students who report they follow community expectations and their own convictions as they participate in and represent their learning; as measured by Overall Agreement on the Expectations and Convictions Summary Measure from the CBE Student Survey.</p>	<p>Policy 5.2 Indicator 3 Minor year; likely not monitored Gr 11, 12</p>

Results 5 2022-23 Monitoring	
Current	Proposed
<p>Policy 5.3 Indicator 1 K - Gr 9</p> <p>Percentage of students in kindergarten to grade 9 reported to treat others with respect and compassion; as measured by student report cards.</p> <p>The general indicators for this report card measure are:</p> <ul style="list-style-type: none"> shows respect for the contributions and achievements of others; and responds and is sensitive to the needs and welfare of others. 	<p>Policy 5.3 Indicator 1 K - Gr 6</p> <p>Not collected</p> <p>Gr 7 - 9</p> <p>Percentage of students in kindergarten to grade 9 reported to treat others with respect and compassion; as measured by student report cards.</p>
<p>Policy 5.3 Indicator 2 Minor year; likely not monitored Gr 11, 12</p> <p>Percentage of high school students who report they think about their own needs and the needs of others when making decisions; as measured by Overall Agreement on the Thoughtful Decision Making Summary Measure on the CBE Student Surveys.</p>	<p>Policy 5.3 Indicator 2 Minor year; likely not monitored Gr 11, 12</p>
<p>Policy 5.3 Indicator 3 Minor year; likely not monitored Gr 11, 12</p> <p>Percentage of high school students who report they listen to and respond to the needs of others; as measured by Overall Agreement on the Compassion and Empathy Summary Measure from the CBE Student Survey.</p>	<p>Policy 5.3 Indicator 3 Minor year; likely not monitored Gr 11, 12</p>

RESULTS
Results 4E: Personal Development Reasonable
Interpretation and Indicators

Each student will identify and actively develop individual gifts, talents and interests.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to affirm the responsibility of public education to recognize and strengthen the diverse abilities and capacities of individual learners.

The Chief Superintendent interprets *each student will identify and actively develop individual gifts, talents and interests* to mean that in and through their learning program, every individual learner in the Calgary Board of Education will become aware of and strengthen the personal abilities and potentials that contribute to their success.

Students will:

4.1 Demonstrate resilience and perseverance to overcome failure and adapt to change.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students respond to difficult circumstances and experiences in ways that continue the learning process.

The Chief Superintendent interprets *resilience and perseverance* to mean that students remain engaged in or return to their learning when faced with difficult or unfamiliar situations.

The Chief Superintendent interprets *overcome failure and adapt to change* to mean that students respond in new or renewed ways to new circumstances and setbacks in learning.

Indicators |

1. Percentage of CBE students who return to school after dropping out; as reported by Alberta Education.

2. Percentage of students who report they work through setbacks and challenges in their learning; as measured by Overall Agreement of the **Resiliency and Perseverance Summary Measure** from the CBE Student Survey.
3. Percentage of students who report they can adapt to new learning situations; as measured by Overall Agreement on the **Adaptability Summary Measure** from the CBE Student Survey.

4.2 Take initiative, set goals, self-evaluate and strive to continuously improve.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be actively involved in the design and assessment of their learning.

The Chief Superintendent interprets *take initiative* to mean that students raise questions, explore ideas and identify possible actions within their learning programs.

The Chief Superintendent interprets *set goals* to mean that students identify new accomplishments they would like to pursue and achieve.

The Chief Superintendent interprets *self-evaluate* to mean that students examine evidence of their learning to understand what they have accomplished and what learning is required next.

The Chief Superintendent interprets *strive to continuously improve* to mean that students modify and refine their learning strategies based on experience and feedback.

Indicators |

1. Percentage of students in kindergarten to grade 9 reported to set and work toward learning goals; as measured by student report cards.
2. Percentage of high school students who report they are able to set goals for themselves and work towards them; as measured by Overall Agreement on the **Self-Improvement Summary**

Measure on the CBE Student Survey.

3. Percentage of high school students who report they raise questions and bring their own ideas to learning tasks; as measured by Overall Agreement on the **Self-Advocacy Summary Measure** on the CBE Student Survey.
4. Percentage of high school students who report they use feedback and past experiences to improve their learning; as measured by Overall Agreement on the **Self-Reflection Summary Measure** on the CBE Student Survey.

4.3 Have the confidence to embrace ambiguity and complexity.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be open to and positive about engaging in learning that exceeds simple and predictable tasks, ideas and experiences.

The Chief Superintendent interprets *confidence* to mean that students approach learning with positive expectations.

The Chief Superintendent interprets *ambiguity* to mean learning that has an element of uncertainty or that can be understood in more than one way.

The Chief Superintendent interprets *complexity* to mean learning that involves a number of interconnected parts.

Indicators |

1. Percentage of students in kindergarten to grade 9 reported to engage in learning with confidence and persistence; as measured by student report cards.
2. Percentage of high school students who report they are comfortable learning about things that don't have a single right answer; as measured the **Ambiguity and Complexity Summary Measure** from CBE Student Survey.

4.4 Take risks appropriately.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will intentionally and thoughtfully strive beyond what is easy and comfortable in their learning.

The Chief Superintendent interprets *take risks* to mean that students act without assurance of success in order to fulfill a learning goal.

The Chief Superintendent interprets *appropriately* to mean in alignment with the expectations and indicators of the Board of Trustees' Results policies for Citizenship and Character.

Indicator |

1. Percentage of students who report they try new things in their learning even when they are not guaranteed success; as measured by Overall Agreement on the **Risk-taking Summary Measure** from the CBE Student Survey.

4.5 Make lifestyle choices based upon healthy attitudes and actions, and be able to assume responsibility for personal well-being.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will make well-informed decisions on behalf of their physical, social, and emotional health and become increasingly independent in doing so.

The Chief Superintendent interprets *lifestyle choices* to mean decisions that promote overall well-being for the present and future.

The Chief Superintendent interprets *healthy attitudes and actions* to mean understandings, values, decisions and behaviors that promote physical, social and emotional well-being.

The Chief Superintendent interprets *assume responsibility for personal well-being* to mean that students gather, evaluate and

synthesize information to understand health issues and make health-related decisions.

Indicators |

- ~~Percentage of students experiencing success with the learning outcomes of the Health/CALM programs of study; as measured by student report cards.~~ **Kindergarten to Grade 6:** Percentage of students experiencing success with the learning outcomes of Physical Education and Wellness Programs of Study; as measured by the well-being stem on student report cards. **Grade 7 to 12:** Percentage of students experiencing success with the learning outcomes of the Health/CALM Programs of Study; as measured by student report cards.
- Percentage of students who report they make decisions that keep them physically healthy; as indicated by the Overall Agreement of the **Physical Health Summary Measure** from the CBE Student Survey.
- Percentage of students who report they make decisions that keep them socially healthy; as indicated by the Overall Agreement of the **Social Health Summary Measure** from the CBE Student Survey.
- Percentage of students who report they make decisions that keep them emotionally healthy; as indicated by the Overall Agreement of the **Emotional Health Summary Measure** from the CBE Student Survey.

4.6 Be technologically fluent, able to use digital tools critically, ethically and safely.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be able to incorporate technology within their learning as they work with others and explore their personal interests and talents.

The Chief Superintendent interprets *technologically fluent* to mean that students can use information and communication technologies

and media within their learning environments to meet their learning needs and personal goals.

The Chief Superintendent interprets *critically, ethically and safely* to mean students demonstrate inquisitive, reasoned and caring actions as they explore and assess ideas, communicate with others and learn.

Indicators |

1. Percentage of students who report they can use technology to help them learn; as measured by Overall Agreement of the **Learning Technology Summary Measure** from the CBE Student Survey.
2. Percentage of students who report they use technology to explore personal interests and ideas; as measured by Overall Agreement of the **Technology Fluency Summary Measure** from the CBE Student Survey.
3. Percentage of students who report they can use technology to communicate effectively with others; as indicated by Overall Agreement of the **Technological Communication Summary Measure** from the CBE Student Survey.
4. Percentage of students who report they can assess critically information presented in online environments; as measured by Overall Agreement of the **Technological Critical Thinking Summary Measure** from the CBE Student Survey.

| Approved: ~~April 9, 2019~~

**report to
Board of Trustees**

**Consideration of Closure for the Purpose of
Relocation:**

**Discovering Choices Start Outreach - Bowness
Discovering Choices Westbrook Outreach**

Date June 21, 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 & Environmental Services

Governance Policy Reference Governance Policies
GC-3E: Closure of Schools Procedure

Operational Expectations
OE-2: Learning Environment/Treatment of Students
OE-3: Instructional Program
OE-7: Communication With and Support for the Board
OE-8: Communicating and Engaging With the Public
OE-9: Facilities

Resource Person(s) Prem Randhawa, Education Director, Area 1
Michelle Howell, Education Director, Area 6
Don Barbor, Principal, Discovering Choices
Conor McGreish, Acting Manager, Planning
Karen Drummond, Manager, Communication and Engagement
Tanya Scanga, Manager, Corporate Planning and Reporting
Keith Johnson, Acting Director, Planning
Patricia Minor, Corporate Secretary

1 | Recommendation

It is recommended:

- THAT the Minutes of the Public Input Meeting for Discovering Choices Start Outreach - Bowness on May 26, 2022, Attachment I to this report, are approved by the Board of Trustees.
- THAT the Minutes of the Public Input Meeting for Discovering Choices Westbrook Outreach on May 30, 2022, Attachment I to this report, are approved by the Board of Trustees.
- THAT the Board of Trustees approves the closure of the Discovering Choices Start Outreach – Bowness program effective June 30, 2023 for the purpose of relocation.
- THAT the Board of Trustees approves the closure of the Discovering Choices Westbrook Outreach program effective June 30, 2023 for the purpose of relocation

2 | Issue

The *Education Act* together with Board of Trustees' policy GC-3E – Closure of Schools Procedures identifies a formal process that must be followed when closure is being considered. Under the direction of the Board of Trustees, the steps necessary for a school closure have been undertaken. This report is being provided to document compliance and to assist the Board of Trustees with its further deliberations.

3 | Background

Where the Board of Trustees is considering closure, it must raise the matter through a motion at a regular meeting of the Board of Trustees. On, April 26, 2022, the Board of Trustees passed a motion to commence the public input process to consider the closure and relocation of:

- Discovering Choices Start Outreach – Bowness; and
- Discovering Choices Westbrook Outreach

Attachment III to this report provides a compliance chart that identifies the timelines and actions taken in compliance with the Board Policy GC-3E – Closure of Schools Procedure.

4 | Financial Impact

Should the recommendation to close the Discovering Choices sites at Start Outreach - Bowness and Westbrook Outreach, for the purpose of relocation be approved by the Board, and students were to be relocated to the proposed future locations of Robert Thirsk and Alternative High Schools, the yearly cost savings would be as follows:

- Discovering Choices Start Outreach- Bowness - \$184,500.00
- Discovering Choices Westbrook Outreach - \$132,732.00

These savings represent current annual lease costs for the two building locations. Once the lease agreements in both locations comes to an end in 2023, the space will be vacated by CBE and returned to the landlord.

Additionally, there would be an annual savings of \$38,000.00 between the two present sites for custodial contracts, security/alarm, mat rental and water costs.

There is no current impact on the Operations and Maintenance (O&M) grant based on weighted moving average enrolment calculations as well as school utilization. Both Robert Thirsk and Alternative high schools remain above 85 percent utilization in the forecasted future and therefore obtain full O&M funding.

There is a potential for growth of the Discovering Choices programs at both proposed future locations due to the expanded learning opportunities (CTS, option courses, extra-curricular activities) available at Robert Thirsk and Alternative high schools. Additionally, extended CTS and option course offerings are available to Alternative high school students at the Career and Technology Centre and Central Memorial high school.

5 | Conclusion

The Calgary Board of Education has complied with the requirement of the Education Act and Board Policy GC-3E Closure of Schools Procedures. The Board of Trustees is now in a position to deliberate and to decide whether to close Discovering Choices at Start Outreach - Bowness and Westbrook Outreach for the purpose of relocation.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS:

Attachment I:	Minutes of the Public Input Meeting of May 26, 2022 (Start Outreach- Bowness) and May 30, 2022 (Westbrook Outreach)
Attachment II:	Recommendation to Commence Public Input to Consider Closure and Relocation of Discovering Choices at Start Outreach-Bowness and Westbrook Outreach
Attachment III:	GC-3E Closure of Schools Procedure Compliance Chart
Attachment IV:	Letter to Parents/Guardian and Students of Discovering Choices at Start Outreach-Bowness and Westbrook Outreach
Attachment V:	Letters to Other Persons Significantly Affected by the Decision
Attachment VI:	Letter to Her Worship Mayor Gondek
Attachment VII:	Rationale and Pertinent Facts Available on CBE Public Website
Attachment VIII:	May 26, 2022 (Start Outreach - Bowness) Public Input Meeting Presentation
Attachment IX:	May 30, 2022 (Westbrook Outreach) Public Input Meeting Presentation
Attachment X:	Written Submissions from the Public (Trustees Only)

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

The Calgary Board of Education

Minutes of the Public Input Meeting Regarding Consideration of Closure for the Purpose of Relocation of Discovering Choices Start Outreach Bowness, held virtually through Microsoft Teams, on Thursday, May 26, 2022 at 7:00 p.m.

ATTENDANCE (Virtual)

Board of Trustees:

Trustee L. Hack, Board Chair, Trustee – Wards 3 & 4
 Trustee P. Bolger, Trustee – Wards 6 & 7
 Trustee N. Close, Trustee – Wards 11 & 13
 Trustee M. Dennis, Trustee – Wards 5 & 10
 Trustee D. Downey, Trustee – Wards 1 & 2
 Trustee C. May, Trustee – Wards 12 & 14
 Trustee S. Vukadinovic, Trustee – Wards 8 & 9

Administration:

C. Usih, Chief Superintendent of Schools
 D. Breton, Superintendent, Facilities and Environmental Services
 K. Fenney, General Counsel and Procedural Advisor to the Board
 A. Holowka, Superintendent, School Improvement
 J. Pitman, Superintendent, School Improvement
 P. Randhawa, Education Director, Area 1
 D. Barbor, Principal, Discovering Choices and Alternative High School
 K. Derbyshire, Principal, Robert Thirsk High School
 K. Johnson, Acting Director, Planning
 C. McGreish, Acting Manager, Planning
 T. Scanga, Manager, Corporate Planning and Reporting
 P. Minor, Corporate Secretary
 J. Anderson, Communications Advisor
 M. Broda, Board Administrator

WELCOME, ACKNOWLEDGEMENT AND INTRODUCTIONS

Board Chair L. Hack called the meeting to order at 7:00 p.m. and noted she would Chair the Meeting. Chair Hack acknowledged the traditional territories and oral practices of the Blackfoot Nations, which includes the Siksika, the Piikani, and the Kainai. She also acknowledged the Tsuut'ina and Stoney Nakoda First Nations, the Métis Nation (Region 3), and all people who make their homes in the Treaty 7 region of Southern Alberta.

Introductions were made of The Calgary Board of Education (CBE) Trustees and Administration in attendance. The Chair also welcomed CBE teachers, staff and members of the public.



Chair Hack stated that the meeting was being recorded for the purpose of maintaining an accurate internal record of the proceedings, and that minutes of the meeting will be available on the CBE website at www.cbe.ab.ca prior to the Board of Trustees making a decision on this matter.

Chair Hack reviewed the agenda for the meeting, as follows:

1. Opening Remarks
2. Meeting Purpose and Outline
3. Meeting Guidelines
4. CBE Administration Presentation
5. Questions and Comments
6. Closing Remarks

OPENING REMARKS

Chair Hack spoke to the role of the Board of Trustees in the closure consideration process. She clarified that the Board of Trustees has the sole responsibility and authority to make closure decisions and that no decision on this matter has been made at this time.

In accordance with Alberta legislation and the Board's Closure of Schools Procedure, the consideration of closure process has many steps to it.

As part of the process, at the regular Board of Trustees' meeting held Tuesday, April 26, 2022, the Board passed a motion to commence the public input process to consider the closure of Start Outreach – Bowness for the purpose of relocation. This was a decision to initiate the consideration of closure process - not a decision to proceed with the closure.

The rationale, pertinent facts, and information about the proposed closure is available on CBE's public website and the Discovering Choices Start Outreach - Bowness website. This information is one part of the information that has been, and will be, reviewed and considered by Trustees. Before making any final decision on the closure of a school, the Board follows a process to secure additional input from parents and the general public, which includes:

- convening this public input meeting to provide important and relevant information; and
- providing an opportunity for the public to share their perspectives with the Board.

Additional public comments or concerns may be provided in writing by Tuesday, June 14, 2022. The details for written submissions were set out in the parent and student letter sent through School Messenger on April 27, 2022 and the details are available on the CBE public website. Trustees were present to listen to comments and questions as the public's input will inform the Board's decision-making on this matter.

All of the information collected during the consideration of closure process will be weighed very carefully by Trustees before any final decision is made.

The Board of Trustees tentatively anticipates debating the merits of this matter and making a decision regarding the proposed closure for the purpose of relocation on Tuesday, June 21, 2022 at a public meeting of the Board of Trustees.

The Board's ongoing commitment is to provide educational programs and services in suitable facilities throughout Calgary. To honour that commitment, the Board needs to take into consideration many factors including student enrolment levels, the ability to resource instructional programming, the health and safety of students, and accessibility. The Board also considers financial factors, to ensure the CBE is using resources effectively. The Board takes the information received and makes decisions, on a system-wide basis, serving the overall interests of public education within the CBE.

Consideration of closure of a school is a serious matter to the Board of Trustees. The Board also appreciates that it is very significant to the students, parents, and other members of the community.

The attendance of CBE administration was to assist the Board with the presentation, to respond to the public's questions, and to help Trustees manage the process for this meeting.

On behalf of the Board of Trustees, Chair Hack thanked everybody for attending the meeting.

MEETING PURPOSE AND OUTLINE

Chair Hack noted the purpose of the meeting is two-fold. Firstly, it is for Administration to outline the rationale for the proposed closure and relocation, and to share information about the timing of the proposed closure and the accommodation plan for students affected. Secondly, it is to provide the public an opportunity to share their perspectives about the proposed closure for relocation with the Board.

The agenda was arranged to ensure that everyone had plenty of opportunity to ask questions and make any comments. The public's comments and questions form part of the formal material that the Board of Trustees will consider as they review this matter and ultimately reach a decision.

MEETING GUIDELINES

Chair Hack asked everyone to observe the meeting guidelines, which included:

- muting microphones except when called on to speak;
- comments and questions to be addressed following the presentation portion of the meeting;
- limiting questions or comments to five minutes; and
- being respectful of differing opinions and everyone's right to speak.

ADMINISTRATION PRESENTATION

Administration's presentation was provided with the aid of a PowerPoint slide show, and covered the following details:

What is Discovering Choices?

Discovering Choices is outreach programming for students who require additional supports to be successful in completing courses and making progress toward high school graduation. The program may be offered to students who may have experienced interrupted schooling, severe attendance issues or other challenges affecting their high school experiences. Discovering Choices allows for individualized and flexible programming in recognition of individual student needs.

Rationale for the Proposed Relocation

The CBE has a vision of creating a continuum of learning and support opportunities for Outreach programming. The CBE recognizes that Outreach students' needs are unique and range from needing separate facilities to requiring sheltered programming that allows for engagement in optional programs and other individualized opportunities that exist within a larger high school setting, while still maintaining the core of services and supports that are essential to all students within the Outreach program.

The CBE currently offers outreach programming, known as Discovering Choices, at four leased facilities. The leases at two of these sites, namely the Bowness and Westbrook outreach sites, will expire in 2023. This fact, combined with recent changes to government funding for outreach programs, and the elimination of the government requirement to house outreach programs outside of school buildings, means it is now possible to support outreach students in different ways.

Two alternate school locations in close proximity to the current Bowness and Westbrook locations are being proposed. These locations would allow Discovering Choices students to participate in enhanced learning opportunities while also continuing to provide the individualized programming and supports available at the current sites through a sheltered approach.

With the proposed location moves, student access is maintained at four Discovering Choices sites, one location still in each quadrant of the city. There is also the opportunity to provide flexibility and choice for students to choose the location that best meets their needs.

A consideration of the proposal for relocating these two outreach sites is that students continue to have access to good transportation to these programs. The majority of the students attending the current Bowness site are from the Bowness community and surrounding areas in the northwest. Robert Thirsk High School is located approximately 10 minutes away from the current location and is accessible via the Crowfoot LRT, bus, bikes and cars.



Proposed Student Accommodation Plan

With Start Outreach and Westbrook Outreach having less than 40 per cent of the students enrolled in the program and considerable flexibility in attendance, it is estimated that approximately 50-60 students will be at each school location (Robert Thirsk High School and Alternative High School) on any given day. As a result, the impact on students at Robert Thirsk and Alternative High schools will be minimal.

The Nexus Program that currently operates out of Bowness will relocate to the Northgate location and this process will be aligned with the specialized placement process led by the CBE's Inclusive Education team.

Students will still have the flexibility to choose the location that is right for them. Discovering Choices staff will work with students in a highly individualized way on this.

Education and Program Impacts for Discovering Choices Students

Many components of outreach supports for Discovering Choices students would remain the same and includes individual and flexible programming, and psychology and well-being supports. Discovering Choices teachers would continue to teach core subjects to Discovering Choices students only. In this way, the programming would be provided in a manner that is consistent with what is currently offered at the Bowness and Westbrook leased sites even though the program would be delivered within a high school building.

Additional opportunities would also be available for outreach students relocating to Robert Thirsk and Alternative high schools for greater learning and support beyond what they currently receive. This includes access to Career and Technology Studies (CTS) and optional courses, the opportunity to engage in extra-curricular offerings, and access to larger guidance and student services staff. Discovering Choices students would participate in the CTS/option courses and extra-curricular activities along with other students at Alternative High School and Robert Thirsk High School.

Proposed Student Transition Plan

Student transitions will be coordinated, purposeful and outcomes-oriented. Transitions will be carefully and deliberately planned as they require a holistic approach which is multi-faceted, timely, on-going and responsive. If the proposed relocation is approved, a detailed implementation plan will be created in October 2022 that will include feedback and perspectives gathered from students, parents, staff, and school administrators. It is important that transitions are student-focused and are inclusive of the social-emotional needs of each student.

The transition plan will include, but will not be limited to:

- Discovering Choices school administration team and staff working with each student in a personalized approach to support programming, flexible schedules and well-being supports. This will include determining which location would be most appropriate for them,



ranging from the discrete sites that would remain to the sheltered programs within the two high schools.

- Discovering Choices staff, students and parents being provided an opportunity to tour both Robert Thirsk High School and Alternative High School during the 2022-23 school year.
- Creating warm, welcoming and conducive learning spaces for Discovering Choices students that include separate classroom spaces, break-out spaces for quiet learning, entrances and exits that are accessible, flexible entry and exit times.
- Current and future Discovering Choices students continuing to have choice as to which outreach location they would like to attend: Robert Thirsk High School, Downtown, Northgate or Alternative High School. By offering the programming in both leased spaces and high school buildings, there is the opportunity to be more responsive to the various needs and interests of different Discovering Choices students. Students can be placed into sites based on their programming and support needs, ranging from sites that have isolated building sites to those housed in larger schools with sheltered programming with access to engage in optional courses, as per individual student need and interest.

CBE Planning Principles

The principles considered when planning for student accommodation are outlined in the CBE Administrative Regulation 1090, and include: using space and resources effectively; providing long term sustainability; providing equitable access for all students to quality learning environments and choice of programs.

These principles guide the CBE decision making when considering student accommodation changes and making recommendations such as the closure for the purpose of relocation of the Start Outreach Bowness and Westbrook Outreach.

It should be noted that all planning principles are important but they are not mutually exclusive. This means addressing one principle on the list, may affect our ability to satisfy another. For example, allowing students to attend school as close to home as possible may present challenges with keeping cohort groups of students together.

Existing Leased Sites and Capital Plan Impact

If approved, the leases at the existing leased sites will be allowed to expire. Accordingly, these sites will not be repurposed for other school jurisdiction purposes, thereby allowing the lease savings to be reinvested within the system in support of student learning.

Additionally, the proposal to relocate outreach sites into Robert Thirsk High School and Alternative High School is anticipated to favourably impact CBE long-term capital. The primary reason for this is due to how increased system utilization rates are viewed favourably by the government in deciding upon new high school construction requests from school jurisdictions.



Outreach Program Enrolment

Students enrolled in regular high school programming may transition into Discovering Choices through conversations led by the student's current high school administrative team. The staff at Discovering Choices engage in an intake process to fully understand the profile of a student and how support and services of outreach can meet their needs. Students and parents/guardians are part of this intake process and must agree to the transition to Discovering Choices. During the school year, ongoing registrations are processed with a focus on continuum of programming for high school students.

Except for the former Marlborough location, which operated at full capacity for several years before moving to the new site at Northgate in 2020, enrolment in other outreach programs has increased since 2012. However, Discovering Choices I & II have more students enrolled than Start Outreach - Bowness and Westbrook Outreach combined. In addition, enrolment at the Bowness and Westbrook locations has been declining since 2018. A graph was shown of the change in student enrolment at all four sites from 2012 to 2021.

Enrolment and Impacts

A diagram was shown of the current enrolment at all four outreach locations. It also indicates the percentage of the total enrolment that each of the four sites comprises. As of Sept. 29, 2021, 1,108 students were enrolled in outreach programs across all four sites. Over 60 percent of the students are enrolled at the downtown (41 percent) and the Northgate (25 percent) locations. The downtown location had 457 students enrolled, while Northgate had 277 students. These locations will continue to operate from the existing leased sites.

With Start Outreach and Westbrook Outreach having less than 40 percent of the students enrolled in the program and considerable flexibility in attendance, it is estimated that approximately 50-60 students will be at each school location (Robert Thirsk High School and Alternative High School) on any given day. As a result, the impact on students at Robert Thirsk and Alternative High schools will be minimal.

Student enrolment and utilization at Robert Thirsk High School is projected to increase through to 2023 with a projected utilization of 94 percent in 2023. From 2024 onward, enrolment and utilization is projected to decline to 885 utilization by 2026.

With the Start Outreach Program added, there will be a reduction in the provincial capacity from 1,543 to approximately 1,440. As a result, the school will be at capacity in 2023 with a utilization rate of 100 percent but will decline slowly after to an anticipated 94 percent.

Financial Impacts

A table in the slideshow highlighted the annual lease costs and the cost per student at each outreach location. The Bowness and Westbrook locations are the most costly to lease and have the lowest student enrolment numbers. There is an operational savings of approximately \$38,000 per year. As these sites do not qualify for Operations and Maintenance Funding there is no cost being redirected from any savings that may arise from the closure and relocation.



Proposed Timeline for Implementation

The proposed timeline for implementation, should the Board of Trustees decide to proceed with the closure and relocation of Start Outreach Bowness and Westbrook Outreach was shown. The Board of Trustees will make the decision at a public Board meeting scheduled for June 21, 2022.

Should the Board decide to proceed with the closure of the school for the purpose of relocation, there will be time for a full year of transition planning with staff, students, and families, prior to full implementation in the 2023-2024 school year. This will allow opportunities for Discovering Choices staff to explore ways to offer outreach programming in new and innovative ways with two leased sites and two school locations. These discussions will be ongoing throughout the 2022-23 school year.

There will also be opportunities for Discovering Choices staff to come together with staff at Alternative High School and Robert Thirsk High School to collaborate and share ideas on how to operate the outreach programs alongside the existing school programs in ways that best support all students.

A personal and individualized approach will be taken to transition students from the current Bowness and Westbrook locations to the location that best meets their needs. An implementation plan will be communicated by October 2022, which will provide flexibility to adapt to individual student needs.

OPEN DISCUSSION, QUESTIONS AND COMMENTS FROM PARENTS AND PUBLIC

Chair Hack reiterated the Trustees were present to hear public input and that they will ultimately be the sole decision makers regarding closure for the purpose of relocation of Discovering Choices Start Outreach – Bowness. She pointed out it would not be appropriate in the middle of the process for Trustees to respond directly to questions or to engage in debate. She asked that questions or comments be indicated in the chat box, with their first and last name for the record and as the meeting Chair she would direct the question to an appropriate CBE staff member for response.

Chair Hack opened the meeting to questions or comments from the public.

Mike McInnis, community member, asked a clarifying question regarding why students choose to be in the outreach program versus the traditional high school setting. He also asked if any other locations or smaller settings were considered as alternatives.

Superintendent Holowka spoke about ensuring the availability of a continuum of supports for students by maintaining the two other Discovering Choices discreet sites for those who would not be successful in the larger environment. She also stated that the sites being considered for the relocation of the Discovering Choices programs were selected by looking for sites with good access to transportation as well as being able to accommodate some of the additional opportunities for students.



Susan Holroyd, parent, stated that what attracted their child to Discovering Choices was the smaller site and as a place where students could relate. The support of smaller groups helped and made the experience a success for their child.

Rosamaria Lopez, parent, expressed concerns about sending students back to the large traditional high school settings that did not work for them; the negative reputation of Robert Thirsk High School; and about relocating NEXUS students to Northgate as she thinks that site is difficult to access. Rosamaria also asked if transitioning to online would be a possibility if the decision to relocate was made.

Superintendent Holowka spoke about the NEXUS program, and stated that because it is a specialized program and they move throughout the city, it is not part of this relocation process. In response to the ability to move a student online, Superintendent Holowka stated that the CBE would continue to look at the individual transition plans of students, continuing the approach which is already used for outreach students for their programming.

Lisa Waites, parent, wondered if the decision to close the program for the purpose of relocation was still undecided. Lisa stated that the existing program and location are what best suits the existing student's needs and that Career and Technology Studies courses are already accessible for students at Bowness.

Brandy Whitfield, parent, agreed that the Bowness location has been a good fit for their child. Brandy asked if the other two Discovering Choices sites could handle an increase in students if the Bowness Discovering Choices students choose not to go to Robert Thirsk High School.

Superintendent Breton shared that recently the Marlborough location was relocated across the street to Northgate mall with the purpose of expanding capacity to be able accommodate an increase in students.

Education Director Randhawa confirmed, that due to the flexible nature of the Discovering Choices program, there is space and staff in the other locations to welcome additional students and to be able to offer them the supports and services they might need.

Lindsay McKerness, community member and stakeholder; asked a question regarding how the year round intake of Discovering Choices students will continue at Robert Thirsk, and will the after-hour's and late night flexible programming continue.

Education Director Randhawa addressed the question, speaking about the continuation of offering Discovering Choices as a sheltered program – which means access to core programming on the current flexible timetables and not using the semester based system.

Susan Holroyd, parent, inquired if parents and students had been asked about the transportation options and locations presented. Susan also reiterated a previous comment about Bowness being a very special place for the students and their families. Susan expressed concern about complex needs student being unable to travel on public transportation.



Superintendent Breton acknowledged that most students who attend the Bowness location live in the community of Bowness. He stated that transportation was considered and that Robert Thirsk High School is located about 10 minutes away and is accessible by bike, bus, train, cars, and that if a student chooses to attend one of the other Outreach locations, they are also accessible by train. Of particular note, Superintendent Breton shared that the Bowness location lease owner was looking to sell the building last year and indicated that extension of the lease would not be possible, so the CBE administration were already looking at other location options.

Rosamaria Lopez, parent, asked about the transportation options in the winter stating that the public transit bus stop is not close to the school and students have to walk up a hill.

Lisa Waites, parent, provided that her family chose Bowness even though Robert Thirsk is closer, and thinks that the CBE needs to consider disabilities and special needs of students when looking at transportation options and alternative locations.

Brandy Whitfield, parent, referenced the student numbers decreasing at the Marlborough Discovering Choices location and asked why. Brandy voiced that most of the students at Bowness are driven to school and questioned if that is possible at a traditional school site.

Superintendent Breton reviewed slide 17 showing the enrolment and spoke to the declines in enrolment in 2019 at the Downtown and Marlborough locations being largely due to the COVID-19 pandemic, whereas the declines at the Bowness location were not impacted. He also spoke about transportation being something that will need to be part of the transition plan to allow families to plan how to best get to the location that is the best fit for them.

Superintendent Holowka reiterated the importance of maintaining the flexibility of the outreach program at the sheltered sites.

Lindsay McKerness, community member and stakeholder, asked about how the wider age range attending Robert Thirsk High School would be handled and if different entrances and exits would be utilized for the different programs. Lindsay stated that they do not believe that the other discreet locations would be very accessible or a good fit for Bowness Outreach students. Lindsay inquired what research and best practices the CBE uses relating to Outreach programming.

Superintendent Holowka stated that high schools already have a variety of age ranges, including older students, as well as different programs within them. She also reiterated that the Discovering Choices students would have their own separate spaces where they would be doing their core programming. She stated that the core program, components, and supports already in place would not change, only the building would.

Superintendent Breton provided additional comments stating that the CBE is offering a greater spectrum of opportunities and allowing students to select the site that will meet their needs best.



CLOSING REMARKS

Chair Hack reiterated that following this public meeting the public has until Tuesday, June 14, 2022 to provide further written submissions for the Trustees regarding this closure consideration for the purpose of relocation, to the following:

Attention: Prem Randhawa
CBE
3445-37 Street SW
Calgary AB T3E 3C2
t | 403-777-8750
e | Area1@cbe.ab.ca

Email directly to BoardofTrustees@cbe.ab.ca

Chair Hack stated that should anybody need support regarding the information available to the public and posted to the CBE site, to contact Don Barbor, Principal, Discovering Choices and Alternative High School.

Chair Hack thanked everybody for attending the meeting and for providing respectful comments and input. The Board of Trustees tentatively anticipates debating the merits of this matter and making a decision regarding this school closure consideration for the purpose of relocation on or about Tuesday, June 21, 2022 at a public meeting of the Board. The observations, comments and questions by the public are valued and will form part of the material that Trustees will consider as they review the matter and ultimately reach a decision. She noted that the public's input at this meeting has been an important contribution to the Board of Trustees' decision-making process.

Chair Hack declared the meeting closed at 8:25 p.m.

Note to Reader:

The Minutes of the Public Input Meeting Regarding Consideration of Closure for the Purpose of Relocation of Discovering Choices Start Outreach – Bowness, held virtually through Microsoft Teams on Thursday, May 26, 2022 at 7:00 p.m. include the major points of discussion - they are not a verbatim transcript of the meeting.

The Calgary Board of Education

Minutes of the Public Input Meeting Regarding Consideration of Closure for the Purpose of Relocation of Westbrook Outreach, held virtually through Microsoft Teams on Monday, May 30, 2022 at 7:00 p.m.

ATTENDANCE (Virtual)

Board of Trustees:

Trustee L. Hack, Board Chair, Trustee - Wards 3 & 4
Trustee D. Downey, Trustee - Wards 1 & 2
Trustee M. Dennis, Trustee - Wards 5 & 10
Trustee P. Bolger, Trustee – Wards 6 and 7
Trustee S. Vukadinovic, Board Vice-Chair, Trustee - Wards 8 & 9
Trustee N. Close, Trustee - Wards 11 & 13
Trustee C. May, Trustee - Wards 12 & 14

Administration:

C. Usih, Chief Superintendent of Schools
D. Breton, Superintendent, Facilities and Environmental Services
A. Holowka, Superintendent, School Improvement
J. Pitman, Superintendent, School Improvement
K. Fenney, General Counsel and Procedural Advisor to the Board
M. Howell, Education Director, Area 6
K. Howell, Education Director, Area 1
P. Randhawa, Education Director, Area 1
D. Barbor, Principal, Discovering Choices and Alternative High School
K. Derbyshire, Principal, Robert Thirsk High School
K. Johnson, Acting Director, Planning
C. McGreish, Acting Manager, Planning
P. Minor, Corporate Secretary
J. Anderson, Communications Advisor
D. Perrier, Board Administrator

WELCOME, ACKNOWLEDGEMENT AND INTRODUCTIONS

Board Chair L. Hack called the meeting to order at 7:00 p.m. and noted she would Chair the Meeting. Chair Hack acknowledged the traditional territories and oral practices of the Blackfoot Nations, which includes the Siksika, the Piikani and the Kainai. Also acknowledged were the Tsuut'ina and Stoney Nakoda First Nations, the Métis Nation (Region 3), and all people who make their homes in the Treaty 7 region of Southern Alberta.

Introductions were made of The Calgary Board of Education (CBE) Trustees and Administration in attendance. The Chair also welcomed CBE teachers, staff and members of the public.



Chair Hack stated that the meeting was being recorded for the purpose of maintaining an accurate internal record of the proceedings, and that minutes of the meeting will be available on the CBE website at www.cbe.ab.ca prior to the Board of Trustees making a decision on this matter.

Chair Hack reviewed the agenda for the meeting, as follows:

1. Opening Remarks
2. Meeting Purpose and Outline
3. Meeting Guidelines
4. CBE Administration Presentation
5. Questions and Comments
6. Closing Remarks

OPENING REMARKS

Chair Hack spoke to the role of the Board of Trustees in the closure consideration process. It was clarified that the Board of Trustees has the sole responsibility and authority to make closure decisions and that no decision on this matter has been made at this time.

In accordance with Alberta legislation and the Board's Closure of Schools Procedure, the consideration of closure process has many steps to it.

As part of the process, at the regular Board of Trustees' meeting held Tuesday, April 26, 2022, the Board passed a motion to commence the public input process to consider the closure of Westbrook Outreach for the purpose of relocation. This was a decision to initiate the consideration of closure process, not a decision to proceed with the closure.

The rationale, pertinent facts, and information about the proposed closure is available on CBE's public website and Westbrook Outreach website. This information is one part of the information that has been, and will be reviewed and considered by Trustees. Before making any final decision on the closure of a school, the Board follows a process to secure additional input from parents and the general public, which includes:

- convening this public input meeting to provide important and relevant information; and
- providing an opportunity for the public to share their perspectives with the Board.

Additional public comments or concerns may be provided in writing by Tuesday, June 14, 2022. The details for written submissions were set out in the parent and student letter sent through School Messenger on April 27, 2022 and the details are available on the CBE public website. Trustees were present to listen to comments and questions as the public's input will inform the Board's decision-making on this matter.

All of the information collected during the consideration of closure process will be weighed very carefully by Trustees before any final decision is made.

The Board of Trustees tentatively anticipates debating the merits of this matter and making a decision regarding the proposed closure for the purpose of relocation on Tuesday, June 21, 2022 at a public meeting of the Board of Trustees.

The Board's ongoing commitment is to provide educational programs and services in suitable facilities throughout Calgary. To honour that commitment, the Board needs to take into consideration many factors including student enrolment levels, the ability to resource instructional programming, the health and safety of students, and accessibility. The Board also considers financial factors to ensure the CBE is using resources effectively. The Board takes the information received and makes decisions on a system-wide basis, serving the overall interests of public education within the CBE.

Consideration of closure of a school is a serious matter to the Board of Trustees. The Board also appreciates that it is very significant to the students, parents and other members of the community.

The attendance of CBE administration was to assist the Board with the presentation, to respond to the public's questions and to help Trustees manage the process for this meeting.

On behalf of the Board of Trustees, Chair Hack thanked everybody for attending the meeting.

MEETING PURPOSE AND OUTLINE

Chair Hack noted the purpose of the meeting is two-fold. Firstly, it is for Administration to outline the rationale for the proposed closure and relocation, and to share information about the timing of the proposed closure and the accommodation plan for students affected. Secondly, it is to provide the public an opportunity to share their perspectives about the proposed closure for relocation with the Board.

The agenda was arranged to ensure that everyone had plenty of opportunity to ask questions and make any comments. The public's comments and questions form part of the formal material that the Board of Trustees will consider as they review this matter and ultimately reach a decision.

MEETING GUIDELINES

Chair Hack asked everyone to observe the meeting guidelines, which included:

- muting microphones except when called on to speak;
- comments and questions to be addressed following the presentation portion of the meeting;
- limiting questions or comments to five minutes; and
- being respectful of differing opinions and everyone's right to speak.

ADMINISTRATION PRESENTATION

Administration's presentation was provided with the aid of a PowerPoint slide show, and covered the following details:

What is Discovering Choices

Discovering Choices offers outreach programming to students who require additional supports to be successful in completing courses and making progress toward high school graduation. This program may be offered to students who have experienced interrupted schooling, severe attendance issues or other challenges affecting their high school experiences. With a focus on outreach programming, Discovering Choices allows for individualized and flexible programming in recognition of individual student needs.

Rationale for the Proposed Relocation

This is a vision for creating a continuum of learning and support opportunities for Outreach programming within the CBE. Outreach students' needs are unique and range from needing separate facilities to requiring sheltered programming that allows for engagement in optional programs and other individualized opportunities that exist within a larger high school setting, while still maintaining the core of services and supports that are essential to all students within the Outreach program.

The CBE currently offers outreach programming, known as Discovering Choices, at four leased sites. The leases at the Bowness and Westbrook outreach sites will expire in 2023. This fact, combined with recent changes to government funding for outreach programs, and the elimination of the government requirement to house outreach programs outside of school buildings, means it is now possible to support outreach students in different ways.

Two alternate school locations in close proximity to the current Bowness and Westbrook locations are proposed. These locations would allow Discovering Choices students to participate in enhanced learning opportunities while also continuing to provide the individualized programming and supports available at the current sites through a sheltered approach.

With the proposed location moves, student access is maintained at four Discovering Choices sites, one location still in each quadrant of the city. There is also the opportunity to provide flexibility and choice for students to choose the location that best meets their needs.

A consideration of the proposal for relocating these two outreach sites is that students continue to have access to good transportation to these programs. For Westbrook Outreach, students enrolled are from across the city. To access the program from Alternative High School, students can use various means, including public transit, biking, walking, and car. Of note, current students who attend Alternative High School also come from all over the city and many successfully use Calgary Transit to get to and from school.

Proposed Student Accommodation Plan

With Start Outreach and Westbrook Outreach having less than 40 per cent of the students enrolled in the program and considerable flexibility in attendance, it is estimated that approximately 50-60 students will be at each school location (Robert Thirsk High School and Alternative High School) on any given day. As a result, the impact on students at Robert Thirsk and Alternative High schools will be minimal.

The Nexus Program that currently operates out of Bowness will relocate to the Northgate location and this process will be aligned with the specialized placement process led by the CBE's Inclusive Education team.

Students will still have the flexibility to choose the location that is right for them. Discovering Choices staff will work with students in a highly individualized way on this.

Education and Program Impacts for Discovering Choices Students

Many components of outreach supports for Discovering Choices students would remain the same and this includes: individual and flexible programming, psychology and well-being supports. Discovering Choices teachers would continue to teach core subjects to Discovering Choices students only. In this way, the programming would be provided in a manner that is consistent with what is currently offered at the Bowness and Westbrook leased sites even though the program would be delivered within a high school building.

Additional opportunities would also be available for outreach students relocating to Robert Thirsk and Alternative high schools for greater learning and support beyond what they currently receive. This includes: access to Career and Technology Studies (CTS) and optional courses, opportunity to engage in extra-curricular offerings and access to larger guidance and student support staff. Discovering Choices students would participate in CTS/option courses and extra-curricular activities along with other students at Alternative High School and Robert Thirsk High School. Alternative High School students take some option classes at their school and also take CTS and other option courses at the Career and Technology Centre or Central Memorial High School, which is across the street.

The Proposed Student Transition Plan

Student transitions will be coordinated, purposeful and outcomes-oriented. Transitions will be carefully and deliberately planned as they require a holistic approach which is multi-faceted, timely, on-going and responsive. If the proposed relocation is approved, a detailed implementation plan will be created in October 2022 that will include feedback and perspectives gathered from students, parents, staff and school administrators. It is important that transitions are student-focused and are inclusive of the social-emotional needs of each student.

The transition plan will include, but will not be limited to:

- Discovering Choices school administration team and staff working with each student in a personalized approach to support programming, flexible schedules and well-being supports. This will include determining which location would be most appropriate for them, ranging from the discrete sites that would remain to the sheltered programs within the two high schools.
- Discovering Choices staff, students and parents being provided an opportunity to tour both Robert Thirsk High School and Alternative High School during the 2022-23 school year.
- Creating warm, welcoming and conducive learning spaces for Discovering Choices students that include separate classroom spaces, break-out spaces for quiet learning, entrances and exits that are accessible, flexible entry and exit times.
- Current and future Discovering Choices students continuing to have choice as to which outreach location they would like to attend: Robert Thirsk High School, Downtown, Northgate or Alternative High School. By offering the programming in both leased spaces and high school buildings, there is the opportunity to be more responsive to the various needs and interests of different Discovering Choices students. Students can be placed into sites based on their programming and support needs, ranging from sites that have isolated building sites to those housed in larger schools with sheltered programming with access to engage in optional courses, as per individual student need and interest.

CBE Planning Principles

The principles considered when planning for student accommodation are outlined in the CBE Administrative Regulation 1090, and include providing equitable access for all students to quality learning environments and choice of programs; using space and resources effectively and providing long term sustainability.

It should be noted that all planning principles are important but they are not mutually exclusive. This means addressing one principle on the list may affect our ability to satisfy another. For example, allowing students to attend school as close to home as possible may present challenges with keeping cohort groups of students together.

Existing Leased Sites and Capital Plan Impact

If approved, the leases at the existing leased sites will be allowed to expire. Accordingly, these sites will not be repurposed for other school jurisdiction purposes, thereby allowing the lease savings to be reinvested within the system in support of student learning.

Additionally, the proposal to relocate outreach sites into Robert Thirsk High School and Alternative High School is anticipated to favourably impact CBE long-term capital. The primary reason for this is due to how increased system utilization rates are viewed favourably by the government in deciding upon new high school construction requests from school jurisdictions.

Outreach Program Enrolment

Students enrolled in regular high school programming may transition into Discovering Choices through conversations led by the student's current high school administrative team. The staff at Discovering Choices engage in an intake process to fully understand the profile of a student and how support and services of outreach can meet their needs. Students and parents/guardians are part of this intake process and must agree to the transition to Discovering Choices. During the school year, ongoing registrations are processed with a focus on continuum of programming for high school students.

A graph was shown of the change in student enrolment at all four sites from 2012 to 2021.

Enrolment and Impacts

A diagram depicted the current enrolment at all four outreach locations. It also indicated the percentage of the total enrolment that each of the four sites comprises. As of Sept. 29/21, 1,108 students were enrolled in outreach programs across all four sites. Over 60 per cent of the students are enrolled at the downtown (41 per cent) and the Northgate (25 per cent) locations. The downtown location had 457 students enrolled, while Northgate had 277 students. These locations will continue to operate from the existing leased sites.

With Start Outreach and Westbrook Outreach having less than 40 per cent of the students enrolled in the program and considerable flexibility in attendance, it is estimated that approximately 50-60 students will be at each school location (Robert Thirsk High School and Alternative High School) on any given day. As a result, the impact on students at Robert Thirsk and Alternative High schools will be minimal.

Student enrolment and utilization at Alternative High School is projected to remain stable. Without a change, the school's enrolment and utilization rate is projected to be at its highest in 2023.

With Westbrook Outreach Program added, there will be a reduction in the provincial capacity from 271 to approximately 226. As a result, the school will be above capacity in 2023 with a utilization rate of 114 per cent but will decline in 2024 and stabilize slightly over 100 per cent. This higher utilization at Alternative High School can be managed through the flexible nature of student schedules, and by the fact that not all students are present at any given time in a high school.

Financial Impacts

A table in the slideshow highlighted the annual lease costs and the cost per student at each outreach location.

There will be a cost savings to relocating outreach programs to Robert Thirsk High School and Alternative High School. In addition to the lease costs, there are other associated costs to running these programs that could be reinvested to benefit students throughout the system.

The financial impact remains limited and is not a driving factor in the short term.

Proposed Timeline for Implementation

The proposed timeline for implementation, should the Board of Trustee decide to proceed with the closure and relocation of START Outreach Bowness and Westbrook Outreach, was depicted in the slideshow. The Board of Trustees will make their decision on the potential closure for the purpose of relocation at a public Board meeting scheduled for June 21, 2022.

Should the Board decide to proceed with the closures for the purpose of relocation, there will be time for a full year of transition planning with students, staff and families, before full implementation in the 2023-2024 school year. This will allow opportunities for Discovering Choices staff to explore ways to offer outreach programming in new and innovative ways with two leased sites and two school locations. These discussions will be ongoing throughout the 2022-23 school year.

There will also be opportunities for Discovering Choices staff to come together with staff at Alternative High School and Robert Thirsk High School to collaborate and share ideas on how to operate the outreach programs alongside the existing school programs in ways that best support all students.

A personal and individualized approach will be taken to transitioning students from the current Bowness and Westbrook locations to the location that best meets their needs. An implementation plan will be communicated by October 2022, which will provide flexibility to adapt to individual student needs.

OPEN DISCUSSION, QUESTIONS AND COMMENTS FROM PARENTS AND PUBLIC

Chair Hack reiterated the Trustees were present to hear public input and that they will ultimately be the sole decision makers regarding the status of Westbrook Outreach. It would not be appropriate in the middle of the process for Trustees to respond directly to questions or to engage in debate. Questions or comments should be indicated in the chat box, and the meeting Chair would direct the question to an appropriate CBE staff member for response. The public were asked to state their first and last name, spell it for the record, and identify their interest or relationship to Westbrook Outreach.

Chair Hack opened the meeting to questions or comments from the public.

Heather Thompson, 2013 graduate of Westbrook Outreach, noted the environment was very unique and it was a safe place that they could function in. Personal details of physical capacities and difficulties in the home life were shared. The CBE being fiscally responsible is understood, but it could come at a cost to the students if the program were to relocate to a high school. Moving the program to a location that is not as accessible to the LRT station could be detrimental for some students. Supports were provided well into post-secondary by the staff of Westbrook Outreach. Access to the CT Centre has always been available to students attending Westbrook Outreach. In

terms of increasing utilization, these students require an effective learning space and the learning supports they currently receive to be successful.

Janet Pagnotta, 2009 graduate of Westbrook Outreach, shared personal experience as a CBE high school student, who failed to thrive in that environment. Difficulties in the home life were shared, which led to moving out and dropping out of school. Encouragement was given to Janet to continue an education through the Discovering Choices program. Janet shared that access to Westbrook Outreach was ideal through public transit. It is important that the learning environment for these students remain separate from a regular high school environment. The program and its teachers are highly regarded; they treat students as adults, and they were very helpful with getting Janet into post-secondary with scholarships, and gaining status as an independent youth allowing and receiving funding from the government. Learning time was scheduled around work time. Janet's success in work life was attributed to learning at Westbrook Outreach. The amount of time that high school staff are able to give to student well-being and to counsel them about their learning needs is questionable today. Janet requested that more attention be given to maintaining student attendance and to keeping the program in close proximity to the LRT station.

Susan Welch, parent, noted their child now attends the Westbrook Outreach after struggling with learning through a number of years. Susan remarked that the CBE should better advertise the Discovering Choices program, as for many years it was unknown to them. The closure of the program for the purpose of relocation, and the potential effects a move could have on their son is concerning. The path forward for their son is just starting with the teachers at Westbrook Outreach indicating that they are able to help their son through assessment of their son's learning abilities.

Janet Pennington Zoller noted in the chat that S. Welch's story is similar to their family's and that they were referred to the program by a CBE vice principal during their son's third suspension from a traditional high school.

CLOSING REMARKS

Chair Hack reiterated that following this public input meeting the public has until Tuesday, June 14, 2022 to provide further written submissions for the Trustees regarding this closure consideration for the purpose of relocation, to the following:

Attention: Prem Randhawa
Calgary Board of Education
3445 37 Street SW
Calgary AB T3E 3C2
t | 403-777-8750
e | Area1@cbe.ab.ca

Email directly to BoardofTrustees@cbe.ab.ca



With respect to further written submissions, information is available to the public on the CBE website and the school website. This presentation will also be available on the websites on May 31, 2022. If the public requires any support regarding this information, they may contact Don Barbor, Principal, Discovering Choices.

Chair Hack thanked everybody for attending the meeting and for providing respectful comments and input. The Board of Trustees tentatively anticipates debating the merits of this matter and making a decision regarding this closure consideration for the purpose of relocation on or about Tuesday, June 21, 2022 at a public meeting of the Board. The observations, comments and questions by the public are valued and will form part of the material that Trustees will consider as they review the matter and ultimately reach a decision. The public's input at this meeting has been an important contribution to the Board of Trustees' decision-making process.

Chair Hack declared the meeting closed at 7:55 p.m.

DRAFT

Note to Reader:

The Minutes of the Public Input Meeting Regarding Consideration of Closure for the Purpose of Relocation – Westbrook Outreach, held virtually through Microsoft Teams on Monday, May 30, 2022 at 7:00 p.m. include the major points of discussion - they are not a verbatim transcript of the meeting.

report to Board of Trustees

Recommendation to Commence Public Input to Consider the Closure of Start Outreach - Bowness and Westbrook Outreach Programs for the Purpose of Relocation

Date	April 26, 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	Governance Policies GC-3E: Closure of Schools Procedure Operational Expectations OE-2: Learning Environment/Treatment of Students OE-3: Instructional Program OE-4: Treatment of Employees OE-5: Financial Planning OE-7: Communicating With and Support for the Board OE-8: Communicating and Engaging with the Public OE-9: Facilities
Resource Person(s)	Prem Randhawa, Education Director, Area 1 Kevin Howell, Education Director, Area 1 Michelle Howell, Education Director, Area 6 Don Barbor, Principal, Discovering Choices Conor McGreish, Acting Manager, Planning Karen Drummond, Manager, Communication and Engagement Tanya Scanga, Manager, Corporate Planning and Reporting



1 | Recommendation

It is recommended:

- THAT the Board of Trustees is satisfied that there is cause to commence the public input process to consider the closure of the Discovering Choices Start Outreach - Bowness and Westbrook Outreach Program sites for the purpose of relocation in accordance with GC-3E Closure of Schools Procedure.
- THAT the Board of Trustees approves the public input period to consider the closure of the Discovering Choices Start Outreach - Bowness and Westbrook Outreach Program sites for the purpose of relocation be shortened from 60 calendar days to 56 calendar days in accordance with GC-3E Closure of Schools Procedure.

2 | Issue

The CBE currently offers outreach programming, known as Discovering Choices, at four leased facilities. The leases at two of these sites, namely the Bowness and Westbrook outreach sites, will expire in 2023. This fact, combined with recent changes to government funding for outreach programs, and the elimination of the government requirement to house outreach programs outside of school buildings, means it is now possible to support outreach students in different ways.

Two alternate school locations in close proximity to the current Bowness and Westbrook locations are proposed. These locations would allow Discovering Choices students to participate in enhanced learning opportunities while also continuing to provide the individualized programming and supports available at the current sites.

With the proposed location moves, student access is maintained at four Discovering Choices sites, one location still in each quadrant of the city. There is also the opportunity to provide flexibility and choice for students to choose the location that best meets their needs.

Under the Board's GC-3E Closure of Schools Procedure, the move of a program to another location requires a formal closure process for the purpose of said relocation.

3 | Background

The province is currently revising its guidelines for outreach programs. As it stands, outreach programs are intended for students who find that regular school programs

and services do not meet their needs. Alberta Education provides funding for these programs to encourage high school-aged students at risk of dropping out of school or facing various challenges, to continue and complete their education. The CBE currently offers outreach programming at four leased locations, one in each quadrant of the city. These are as follows:

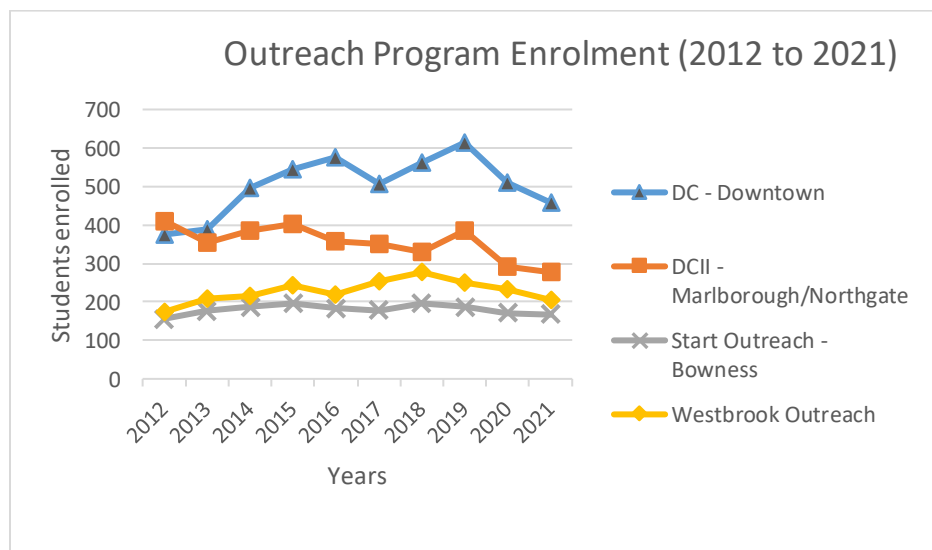
1. Discovering Choices I - Downtown in the S.E.
2. Discovering Choices II - Northgate Mall in the N.E.
3. Start Outreach - Bowness in the N.W.
4. Westbrook Outreach - Westbrook Mall in the S.W.

The Discovering Choices program is designed to meet the individualized needs of outreach students. In addition to the Alberta Programs of Study, outreach programs also provide students with educational supports and services. These include, but are not limited to, personal and career counselling, time management, study skills and learning strategies.

Students enrolled in regular high school programming may transition into Discovering Choices through conversations led by the student’s current high school administrative team. The staff at Discovering Choices engage in an intake process to fully understand the profile of a student and how support and services of outreach can meet their needs. Students and parents/guardians are part of this intake process and must agree to the transition to Discovering Choices. During the school year, ongoing registrations are processed with a focus on continuum of programming for high school students.

Except for the former Marlborough location, which operated at full capacity for several years before moving to the new site at Northgate in 2020, enrolment in other outreach programs has increased since 2012. However, Discovering Choices I & II have more students enrolled than Start Outreach - Bowness and Westbrook Outreach combined. In addition, enrolment at the Bowness and Westbrook locations has been declining since 2018. Diagram 1 below shows the change in student enrolment at all four sites from 2012 to 2021.

Diagram 1: Outreach Program Enrolment (2012-2021)



Additionally, funding for the program changed for the 2020-21 school year. The CBE now receives a fixed grant of \$150,000 to operate all four sites. Under the previous outreach grant funding formula, the CBE received a grant of \$62,500 per outreach site for a total of \$250,000 per year. With the decrease in funding, the cost to operate the program at all four locations exceeds the government funding the CBE receives to an ever greater degree.

The provincial requirement to house outreach programs outside of school buildings was also eliminated in 2021-22, and AR 3090 – Outreach Programs is currently being updated to reflect this change.

4 | Analysis

CBE Administration is proposing a change in location for two of the four sites for the Discovering Choices outreach program for the 2023-24 school year and beyond. It is recommended that the current Start Outreach - Bowness site move to Robert Thirsk High School and the Westbrook Outreach site move to Alternative High School. There are multiple reasons for these moves to be recommended, including the following:

- Student access can be maintained at four Discovering Choices sites, one location still in each quadrant of the city.
- There is space available in close proximity to the current program locations.
- The leases at the Bowness and Westbrook sites are expiring in 2023.
- The moves provide Discovering Choices students with access to enhanced learning opportunities while also continuing to provide the individualized programming and supports provided at the current sites. Students can be placed into sites based on their programming and support needs, ranging from sites that have isolated building sites to those housed in larger schools with sheltered programming with access to engage in optional courses, as per individual student need and interest.
- The government requirement to house outreach programs outside school buildings no longer exists.
- Government funding for outreach sites has changed.

If the proposal is approved, the CBE will continue to operate four outreach locations across the four quadrants of the city with the proposed moves as follows:

- a. Discovering Choices I (Downtown) - will continue at the current SE location;
- b. Discovering Choice II (Northgate) - will continue at the current NE location;
- c. Start Outreach (Bowness) - will move into Robert Thirsk High School in the NW; and
- d. Westbrook Outreach (Westbrook) - will move into Alternative High School in the SW.

Enrolment and Impacts

As of Sept. 29, 2021, 1,108 students were enrolled in outreach programs across all four sites. Over 60 per cent of the students are enrolled at the downtown (41 per cent) and the Northgate (25 per cent) locations. The downtown location had 457 students enrolled, while Northgate had 277 students. These locations will continue

to operate from the existing leased sites. Table 1 shows the students enrolled at all the outreach sites for the 2021-22 school year.

Table 1: Enrolment in Outreach Programs 2021

Programs	Locations	Enrolment	% of total Enrolment
Discovering Choices I	Downtown	457	41%
Discovering ChoicesII	Northgate	277	25%
Start- Outreach	Bowness	168	15%
Westbrook Outreach	Westbrook	206	19%
Total		1108	100%

Source: School Enrolment Report 2021-2022

With Start Outreach and Westbrook Outreach having less than 40 per cent of the students enrolled in the program and considerable flexibility in attendance, it is estimated that approximately 50-60 students will be at each school location (Robert Thirsk High School and Alternative High School) on any given day. As a result, the impact on students at Robert Thirsk and Alternative High schools will be minimal.

Space, Capacity and Utilization

Robert Thirsk and Alternative high schools have available space and are close to where Bowness and Westbrook students live. It is estimated that two to four classrooms will be required to accommodate outreach students at both schools.

Projected enrolment will remain the same for both Robert Thirsk and Alternative high schools. However, utilization rates will increase for each of the schools when the outreach programs are relocated to their buildings, given the space they will occupy.

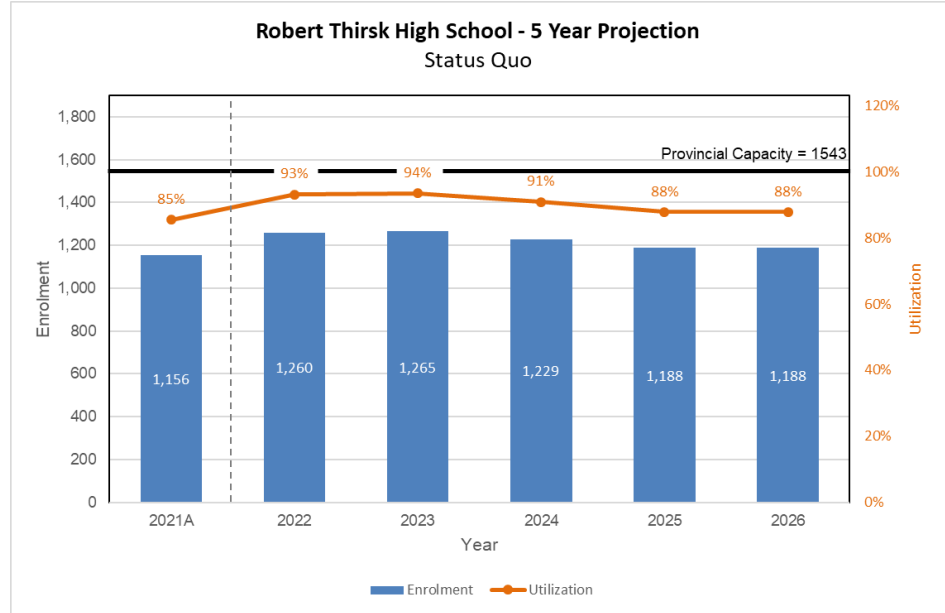
Utilization is a calculation of weighted enrolment divided by the provincial capacity. Weighted enrolment is a calculation that weighs severe complex learners as using three times more space than a non-complex learner. The provincial capacity is based on the amount of instructional space in a building.

Both the formula for weighted enrolment and capacity for schools are provided by the provincial government.

Robert Thirsk High School

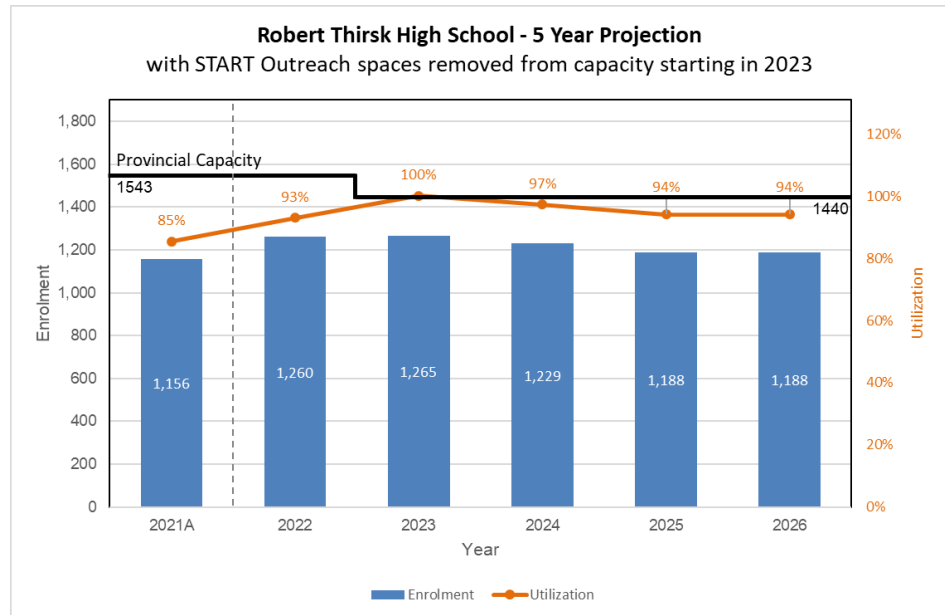
Student enrolment and utilization at Robert Thirsk High School is projected to increase through to 2023. From 2024 onward, enrolment and utilization is projected to decline.

Diagram 2: Robert Thirsk without Start Outreach (2021-2026)



With the Start Outreach Program added, there will be a reduction in the provincial capacity from 1,543 to approximately 1,440. As a result, the school will be at capacity in 2023 with a utilization rate of 100 per cent but will decline slowly after that.

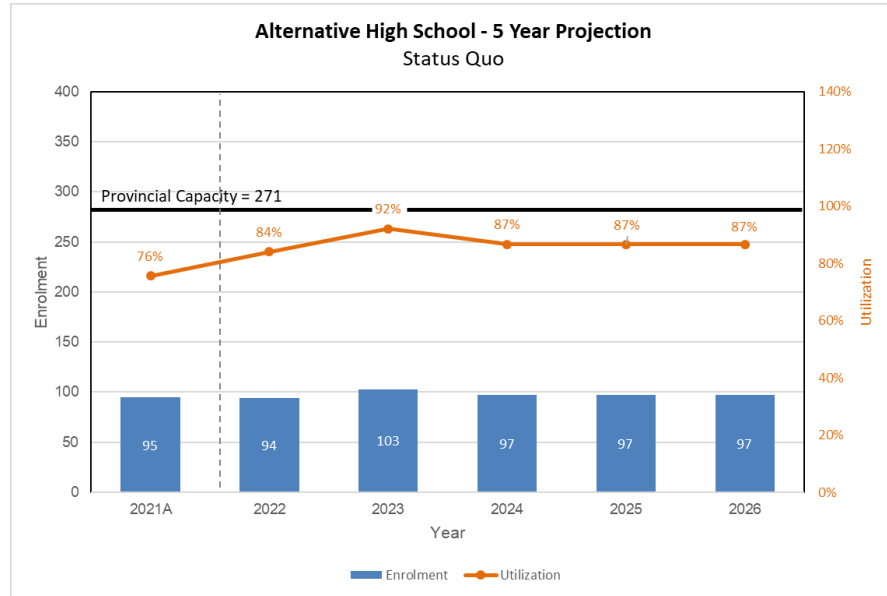
Diagram 3: Robert Thirsk with Start Outreach program (2021-2026)



Alternative High School

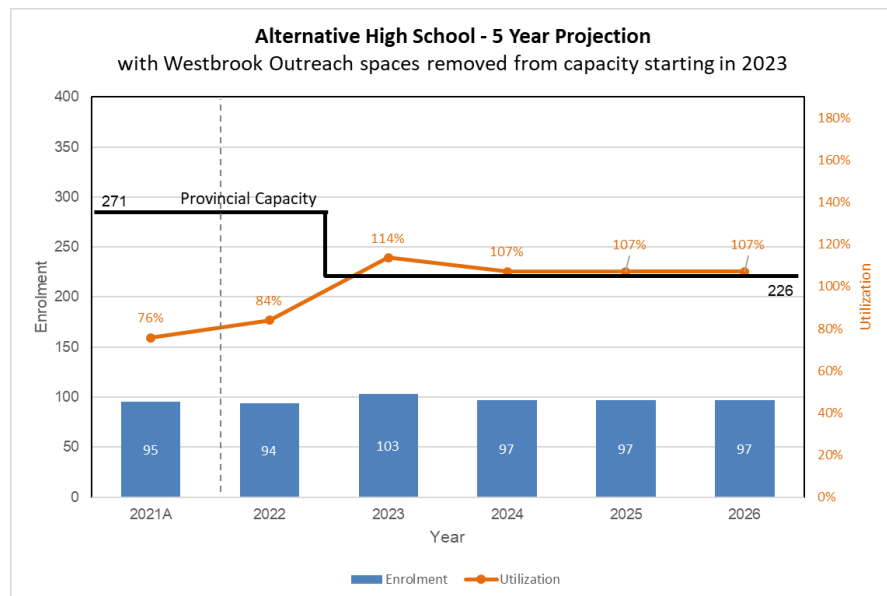
Student enrolment and utilization at Alternative High School is projected to remain stable. Without a change, the school's enrolment and utilization rate is projected to be at its highest in 2023.

Diagram 4: Alternative High without Westbrook Outreach program (2021-2026)



With Westbrook Outreach Program added, there will be a reduction in the provincial capacity from 271 to approximately 226. As a result, the school will be above capacity in 2023 with a utilization rate of 114 per cent but will decline in 2024 and stabilize slightly over 100 per cent. This higher utilization at Alternative High School can be managed through the flexible nature of student schedules, and by the fact that not all students are present at any given time in a high school.

Diagram 5: Alternative High without Westbrook Outreach program (2021-2026)



Proximity, Access and Transportation

A consideration of the proposal for relocating these two outreach sites is that students continue to have access to good transportation to these programs. The majority of the students attending at the current Bowness site are from the Bowness community and surrounding areas in the northwest. Robert Thirsk High School is located approximately 10 minutes away from the current location and is accessible via the Crowfoot LRT, bus, bikes and cars. For Westbrook Outreach, students enrolled are from across the city. To access the program from Alternative High School, students can use various means, including public transit, biking, walking, and private motor car. Of note, current students who attend Alternative High School also come from all over the city and many successfully use Calgary Transit to get to and from school.

Learning Opportunities at New Locations

Under the proposed relocation, outreach students at Bowness would move to Robert Thirsk High School and Westbrook to Alternative High School. There is an opportunity to provide enhanced learning opportunities for students while also continuing to provide the individualized programming and supports provided at current sites.

Many components of outreach supports for Discovering Choices students would remain the same and this includes: individual and flexible programming, access to core courses and well-being supports. Discovering Choices teachers would continue to teach core subjects to Discovering Choices students only. In this way, the programming would be provided in a manner that is consistent with what is currently offered at the Bowness and Westbrook leased sites even though the program would be delivered within a high school building.

Additional opportunities would also be available for outreach students relocating to Robert Thirsk and Alternative high schools and this includes: access to Career and Technology Studies (CTS) and optional courses, opportunity to engage in extra-curricular offerings, access to larger guidance and student services staff. Discovering Choices students would participate in CTS/option courses and extra-curricular activities along with other students at Alternative High School and Robert Thirsk High School.

Alternative High School students take some option classes at their school and also take CTS and other option courses at the Career and Technology Centre or Central Memorial High School, which is across the street.

Students attending Discovering Choices will continue to have flexibility to choose their program location, within spaces and resources available.

The Nexus Program that currently operates out of Bowness will relocate to the Northgate location and this process will be aligned with the specialized placement process led by the CBE's Inclusive Education team.

Hearing From Affected Communities

On March 2, 2022 students, staff and parents at Discovering Choices, Alternative High School and Robert Thirsk High School were advised of the CBE's plans to move the current Westbrook and Bowness locations for the Discovering Choices Program. There were meetings with staff at Discovering Choices, Alternative High

School and Robert Thirsk High School to share information and answers questions March 2. Direct emails were sent to parents March 2 and March 11. Schools also had additional discussions with staff, parents, school councils and students. In these communications, the following opportunities to share perspectives and feedback were highlighted:

- March 14 virtual information session for Discovering Choices families.
- March 15 virtual information session for Alternative and Robert Thirsk families.
- Four March 15 sessions (two virtual and two in-person sessions) for Discovering Choices students currently attending at Bowness and Westbrook locations.
- March 2-17 online surveys for Discovering Choices parents, students and staff.
- School-specific opportunities for input and feedback at Alternative and Robert Thirsk high schools.

For the March 14 session, CBE staff presented information to seven attendees, including trustees. The March 15 session had six attendees, including trustees. The sessions provided an opportunity for families to learn more about plans and ask questions. There were multiple questions and comments shared in the March 14 session related to supporting Discovering Choices students in transitioning to a high school setting. No questions or comments were provided in the March 15 session. Recordings of the presentations are posted on the CBE website for any families who were unable to attend.

There were 24 students in attendance at the March 15 sessions. The comments from students at these sessions reinforce the need for an individualized approach to transitions for students at the Bowness and Westbrook locations. The comments also acknowledge the importance of continuing to provide core programming that is tailored to the needs of Discovering Choices students.

Discovering Choices staff and families were also invited to share their perspectives through online surveys that were available March 2–17, 2022. There were 36 responses on the student and parent survey and 19 responses on the staff survey. The staff results are posted on Insite and the student and parent results are posted on our public website.

In addition, Alternative High School and Robert Thirsk High School provided school-specific opportunities for staff and families to share their feedback on these plans. At Alternative High School, the staff, students and parent community are pleased that their school will remain open and operating in the future. At Robert Thirsk High School, the staff, students and parent community are satisfied to hear that current and future Robert Thirsk students will continue to have access to strong, robust programming, supports and services.

Through all of these opportunities, we have heard a range of perspectives expressed. The most prevalent theme or question from the sessions and surveys is related to transition plans and the ways in which Discovering Choices students can be successful with two locations being moved into high school buildings/settings. Below is more information about how that can be accomplished.

Transition Plan for Current and Future Discovering Choices Students

Student transitions will be coordinated, purposeful and outcomes-oriented. Transitions will be carefully and deliberately planned as they require a holistic approach which is multi-faceted, timely, on-going and responsive. If the proposed relocation is approved, a detailed implementation plan will be created in October 2022 that will include feedback and perspectives gathered from students, parents, staff and school administrators. It is important that transitions are student-focused and are inclusive of the social-emotional needs of each student.

The transition plan will include, but will not be limited to:

- Discovering Choices school administration team and staff working with each student in a personalized approach to support programming, flexible schedules and well-being supports.
- Discovering Choices staff, students and parents being provided an opportunity to tour both Robert Thirsk High School and Alternative High School during the 2022-23 school year.
- Creating warm, welcoming and conducive learning spaces for Discovering Choices students that include separate classroom spaces, break-out spaces for quiet learning, entrances and exits that are accessible, flexible entry and exit times.
- Current and future Discovering Choices students continuing to have choice as to which outreach location they would like to attend: Robert Thirsk High School, Downtown, Northgate or Alternative High School. By offering the programming in both leased spaces and high school buildings, there is the opportunity to be more responsive to the various needs and interests of different Discovering Choices students. Students can be placed into sites based on their programming and support needs, ranging from sites that have isolated building sites to those housed in larger schools with sheltered programming with access to engage in optional courses, as per individual student need and interest.

Existing Leased Sites and Capital Plan Impact

If approved, the leases at the existing leased sites will be allowed to expire. Accordingly, these sites will not be repurposed for other school jurisdiction purposes, thereby allowing the lease savings to be reinvested within the system in support of student learning.

Additionally, the proposal to relocate outreach sites into Robert Thirsk High School and Alternative High School is anticipated to favourably impact CBE long-term capital. The primary reason for this is due to how increased system utilization rates are viewed favourably by the government in deciding upon new high school construction requests from school jurisdictions.

Abbreviation of the 60 Day Public Input Period

This report also recommends the abbreviation of the 60 day public input period laid out within GC-3E Closure of Schools Procedure to a 56 day public input period for two reasons. First, shortening the period by 4 calendar days still provides ample time for the holding for public input to be received and the full impacts of the proposed closure for relocation to be understood by the Board. Secondly, bringing this matter for decision to the regularly scheduled public Board meeting of June 21,

2022 maximizes the opportunity for public input while still allowing for communication of the decision before the end of the school year.

5 | Financial Impact

There will be a cost savings to re-locating outreach programs to Robert Thirsk High School and Alternative High School. The Bowness and Westbrook locations are currently the two most expensive outreach lease costs, which the CBE would not be paying into the future. The table below highlights the annual lease costs and the cost per student at each outreach location.

Table 2: Lease cost, enrolment and cost per student at outreach sites

Location	Annual Lease Cost	2021-2022 Enrolment	2021-2022 Cost Per Student
DC- Downtown	\$ 126,000.00	457	\$ 275.71
DC -Northgate	\$ 110,293.00	277	\$ 398.17
Start Outreach	\$ 184,500.00	168	\$ 1,098.21
Westbrook Outreach	\$ 132,732.00	206	\$ 644.33

In addition to the lease cost, there are other associated costs to running these programs. A total of \$38,000 per annum will be saved between the two sites in custodial contracts, security/alarm, mat rental and water costs.

The financial impact remains limited and is not a driving factor in the short term. Operations and Maintenance (O&M) grants are calculated based on weighted moving average enrolment calculations as well as school utilization. Both Robert Thirsk and Alternative high schools remain above 85 per cent in the forecasted future as noted above, and therefore obtain full O&M funding currently. The leased outreach facilities would not have received O&M funding as prescribed in the funding manual. Therefore, there is no impact on the O&M funding as a result of the moves.

In regards to long-term planning associated with the Resource Allocation Method (RAM) of the outreach programs within the existing schools, there will be little change in the near future. However, as resources are shared between the programs at Alternative and Robert Thirsk high schools, there will be opportunities for overall savings that will be explored. This is further explored in the implementation consequences below.

6 | Implementation Consequences

In the first year of implementation (2023-24), it is not anticipated there would be any changes to staffing for the Discovering Choices Program, Alternative High School or Robert Thirsk High School directly resulting from the moves. Adjustments are made in school planning and staffing on an ongoing basis in any given school year in accordance with goals and priorities identified in school development plans and the Resource Allocation Method (RAM) schools use for budgeting.

There will be time throughout the 2022-23 school year to provide a smooth transition for students, staff and families.

There will be opportunities for Discovering Choices staff to explore ways to offer outreach programming in new and innovative ways with two leased sites and two school locations. These discussions will be ongoing throughout the 2022-23 school year. There will also be opportunities for Discovering Choices staff to come together with staff at Alternative High School and Robert Thirsk High School to collaborate and share ideas on how to operate the outreach programs alongside the existing school programs in ways that best support all students.

A personal and individualized approach will be taken to transitioning students from the current Bowness and Westbrook locations to the location that best meets their needs. An implementation plan will be communicated by October 2022, which will provide flexibility to adapt to individual student needs.

7 | Conclusion

There is an opportunity to enhance learning opportunities for Discovering Choices students by offering programming at leased sites, Robert Thirsk High School and Alternative High School, while concurrently enhancing financial sustainability of the outreach programs. This recommendation would maintain student access to four locations in each quadrant of the city close to where students live. It also allows the CBE to continue offering the same individualized programming and supports at these locations. In addition, transition planning will be highly individualized and students will have the opportunity to choose the location that best meets their needs.

Changes to the funding model, the upcoming expiration of existing leases, and space availability at the two high schools have made this possible.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

- Attachment I: Discovering Choices Student & Parent Survey Results Report
- Attachment II: Discovering Choices Staff Survey Results Report

Discovering Choices Student & Parent Survey Results Report

March 18, 2022

dialogue)))



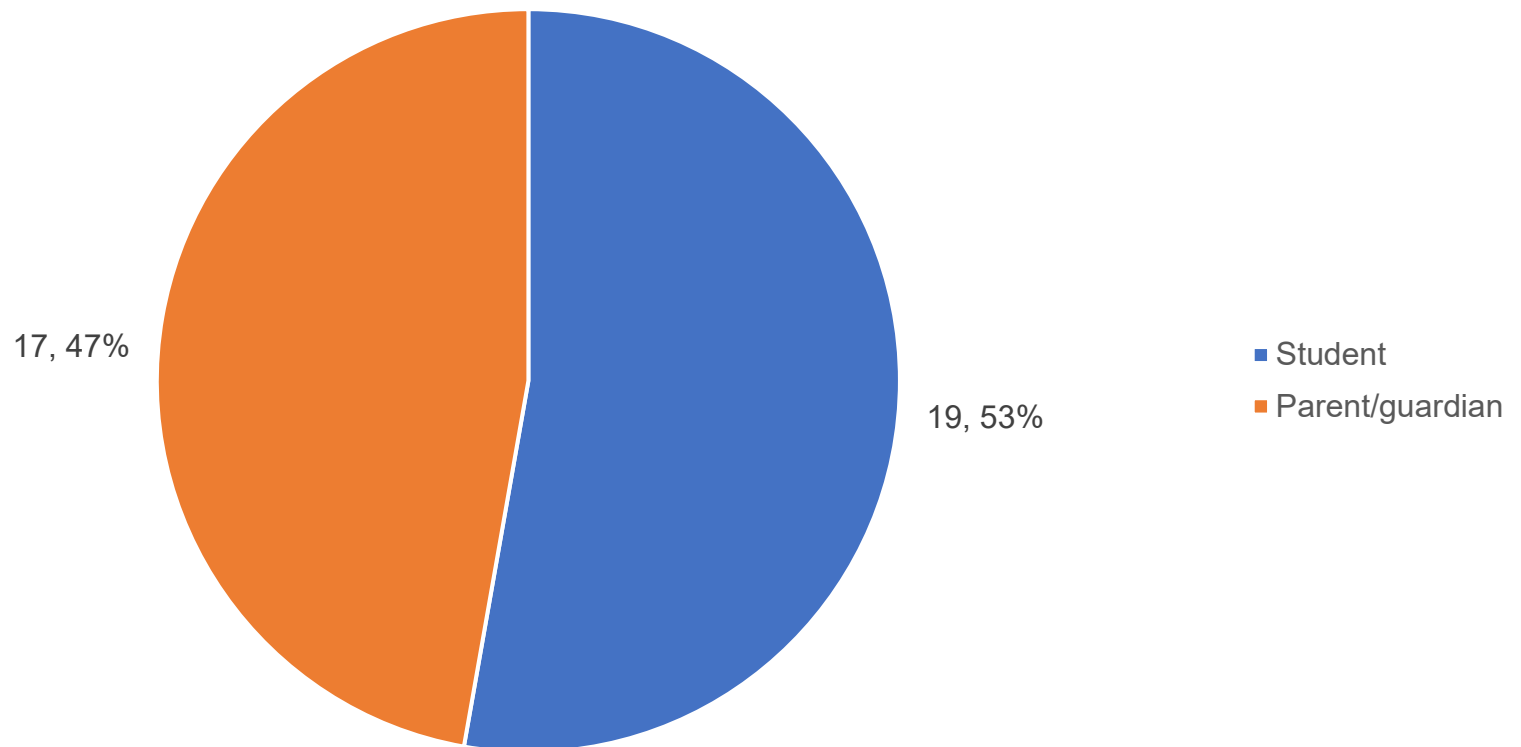
**Calgary Board
of Education**

Background

- This online survey is available to students and parents March 2-25, 2022. This report captures responses to March 17, 2022.
- The purpose of the survey was to gather input to inform the implementation plan that will support a smooth transition for affected staff and families should the board approve moving these programs. The implementation plan will be communicated publicly by October 2022.
- The level of response to each question varies and is noted for each survey question.

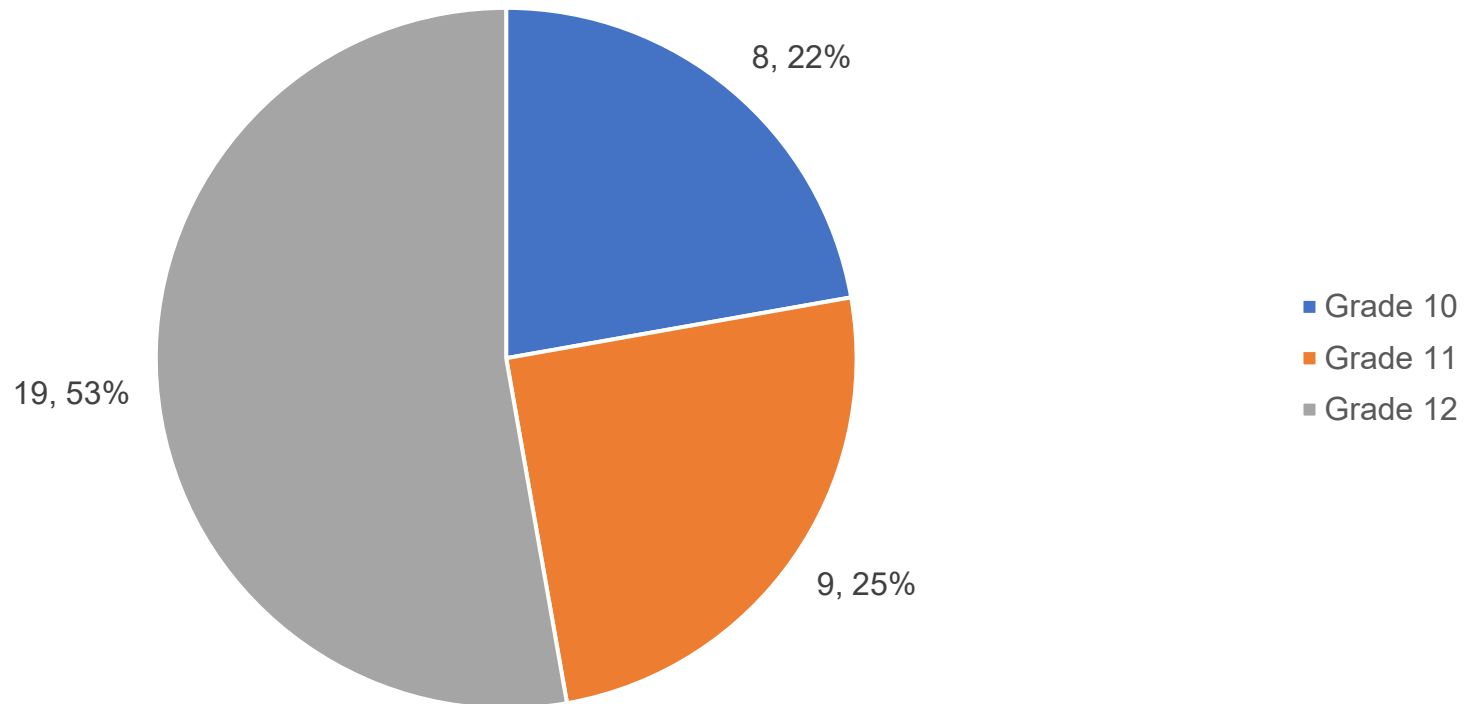
Please indicate if you are a student or parent/guardian.

Responses: 36



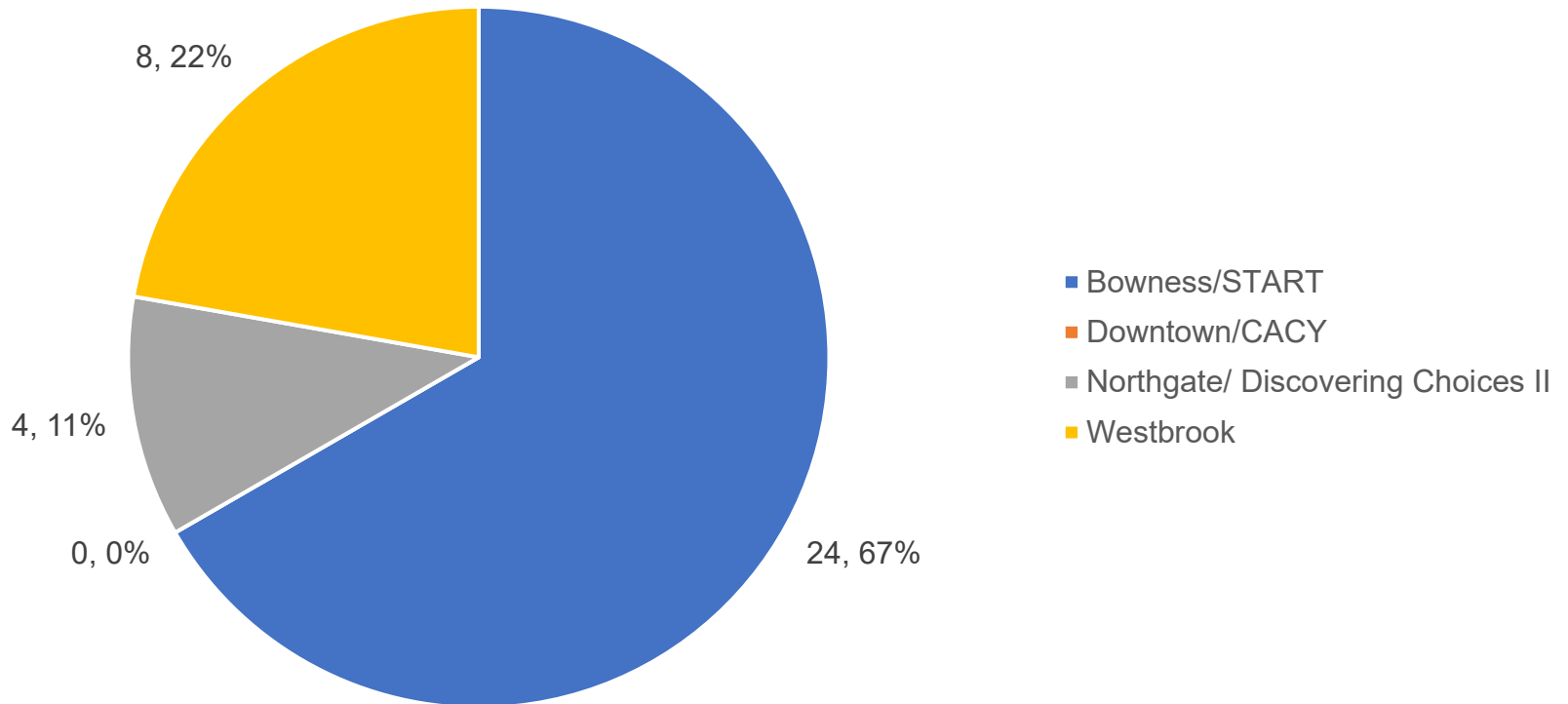
Please indicate current grade of Discovering Choices student.

Responses: 36



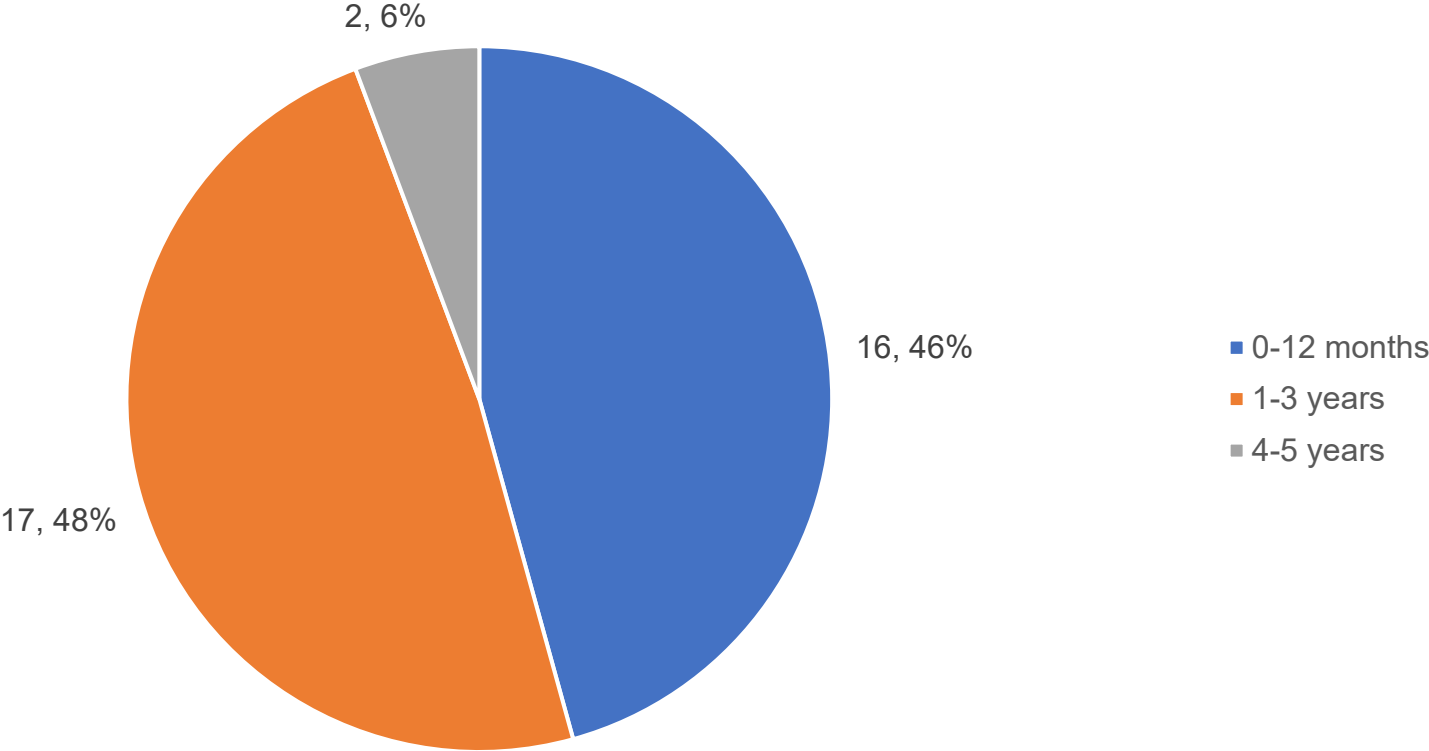
Please indicate current program location.

Responses: 36



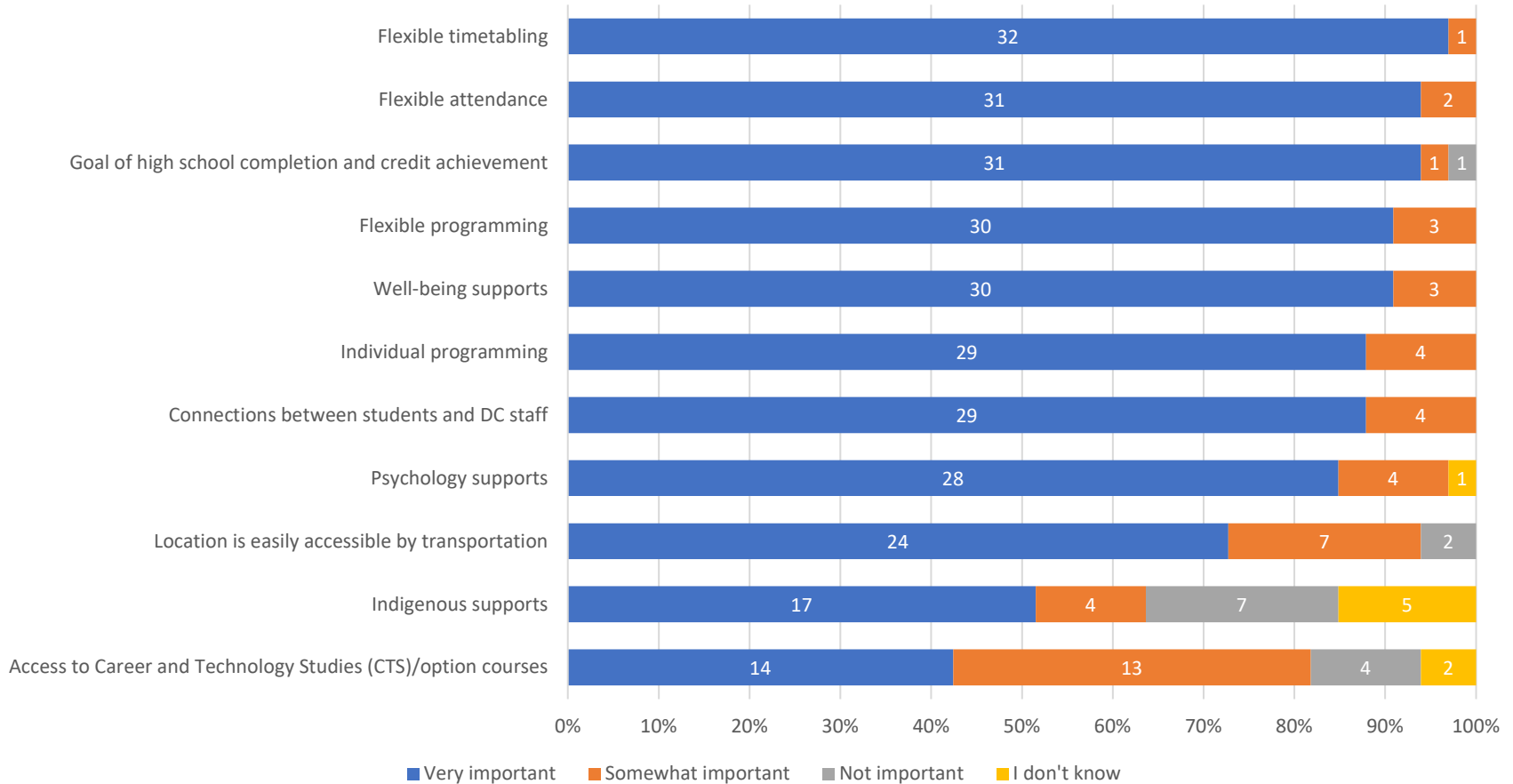
Please indicate the number of years attending Discovering Choices.

Responses: 35



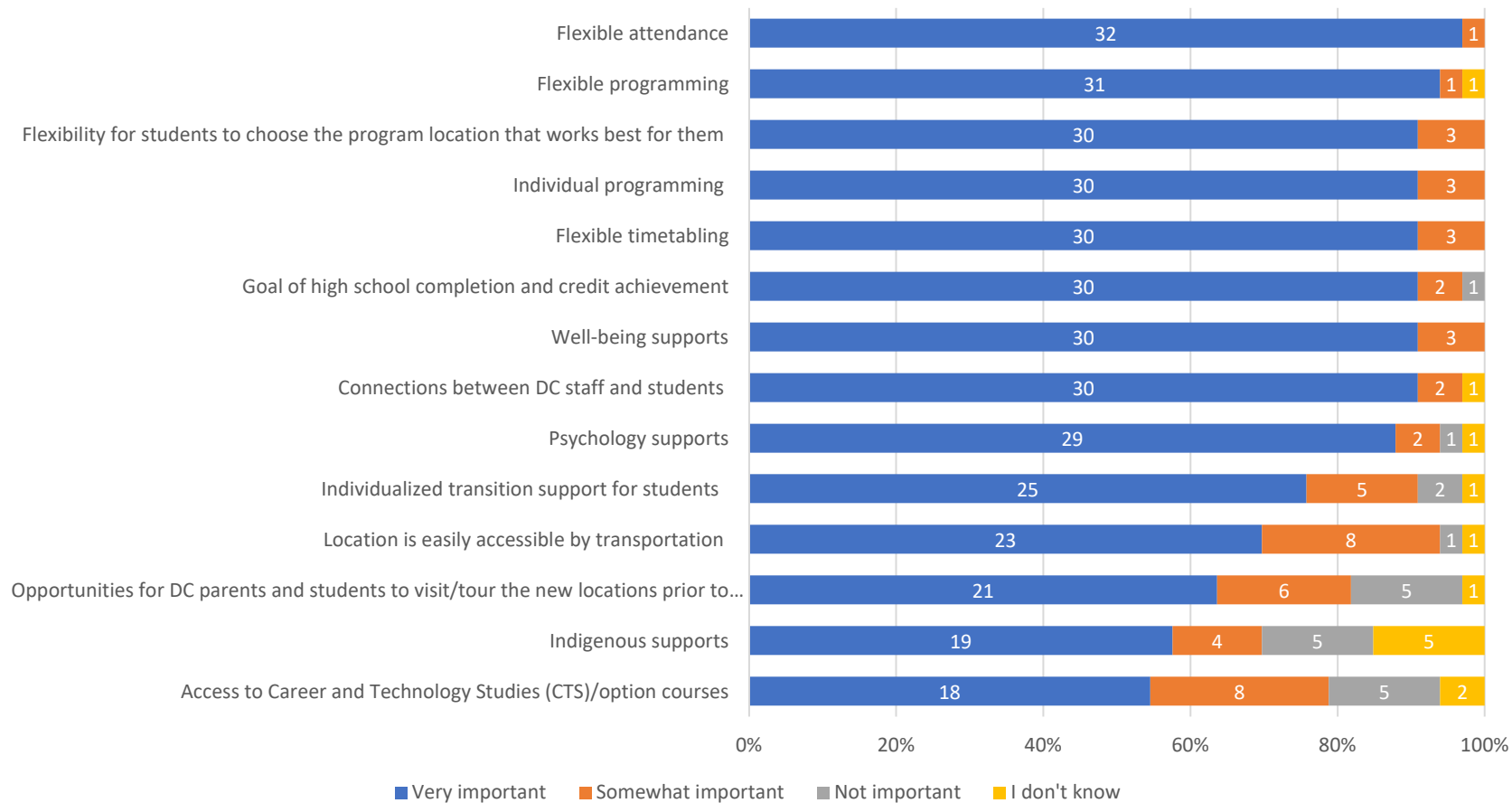
Please indicate how important the following aspects of the Discovering Choices Program are to you at your current site.

Responses: 33



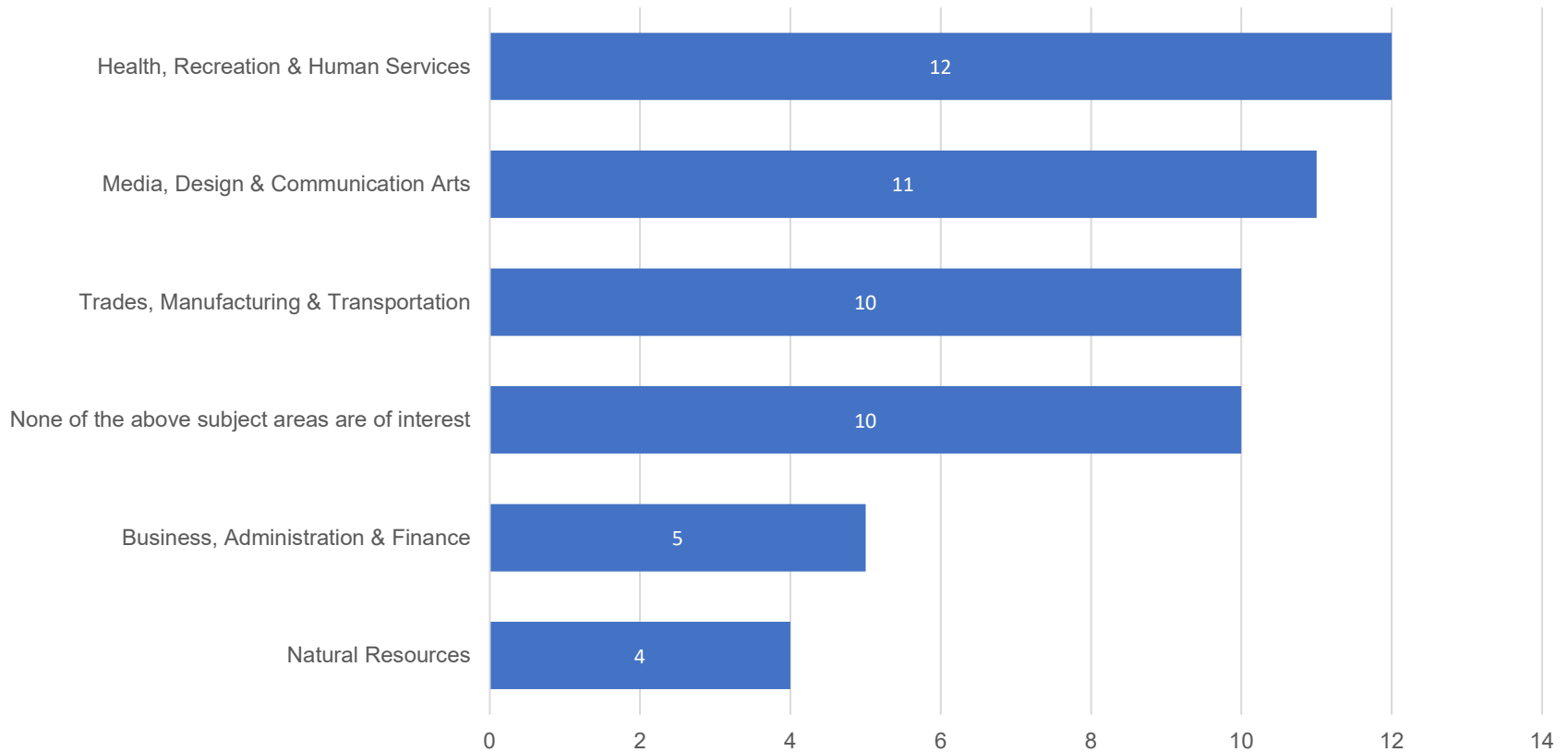
Please indicate how important the following aspects are to you in ensuring a smooth transition for students and families at a new location.

Responses: 33



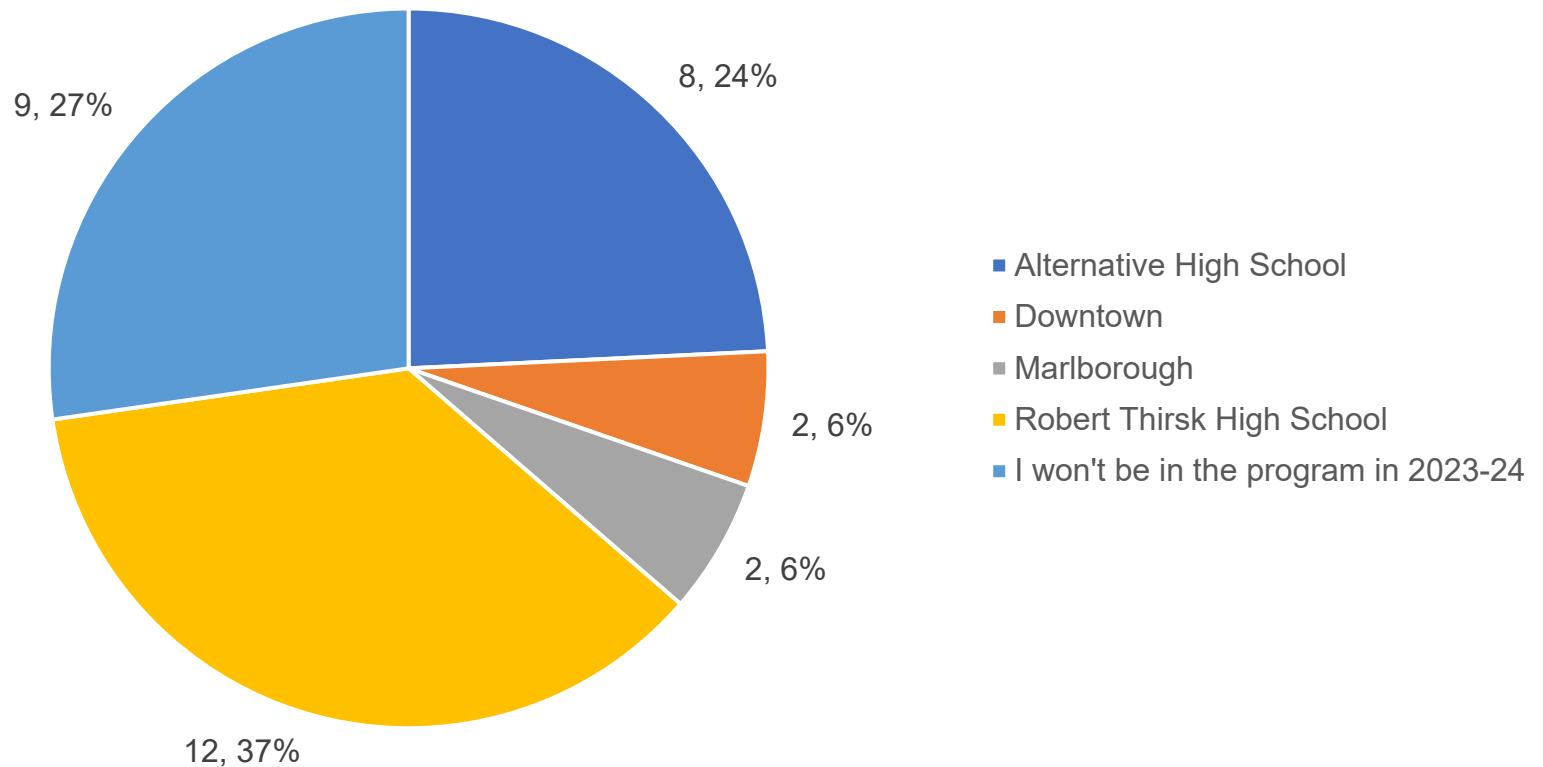
At the recommended locations of Alternative and Robert Thirsk high schools, students will have the opportunity to participate in CTS and other optional courses. At Alternative High School, some of these courses are offered at the Career and Technology Centre or Central Memorial High School, which is located across the street from the school. Please select the subject areas that would be of interest to you at these locations

Responses: 33



If the Board of Trustees approves moving two Discovering Choices locations, which location would be your preferred location in 2023-24? (This won't count as your final choice as that will be confirmed in fall 2022.)

Responses: 33

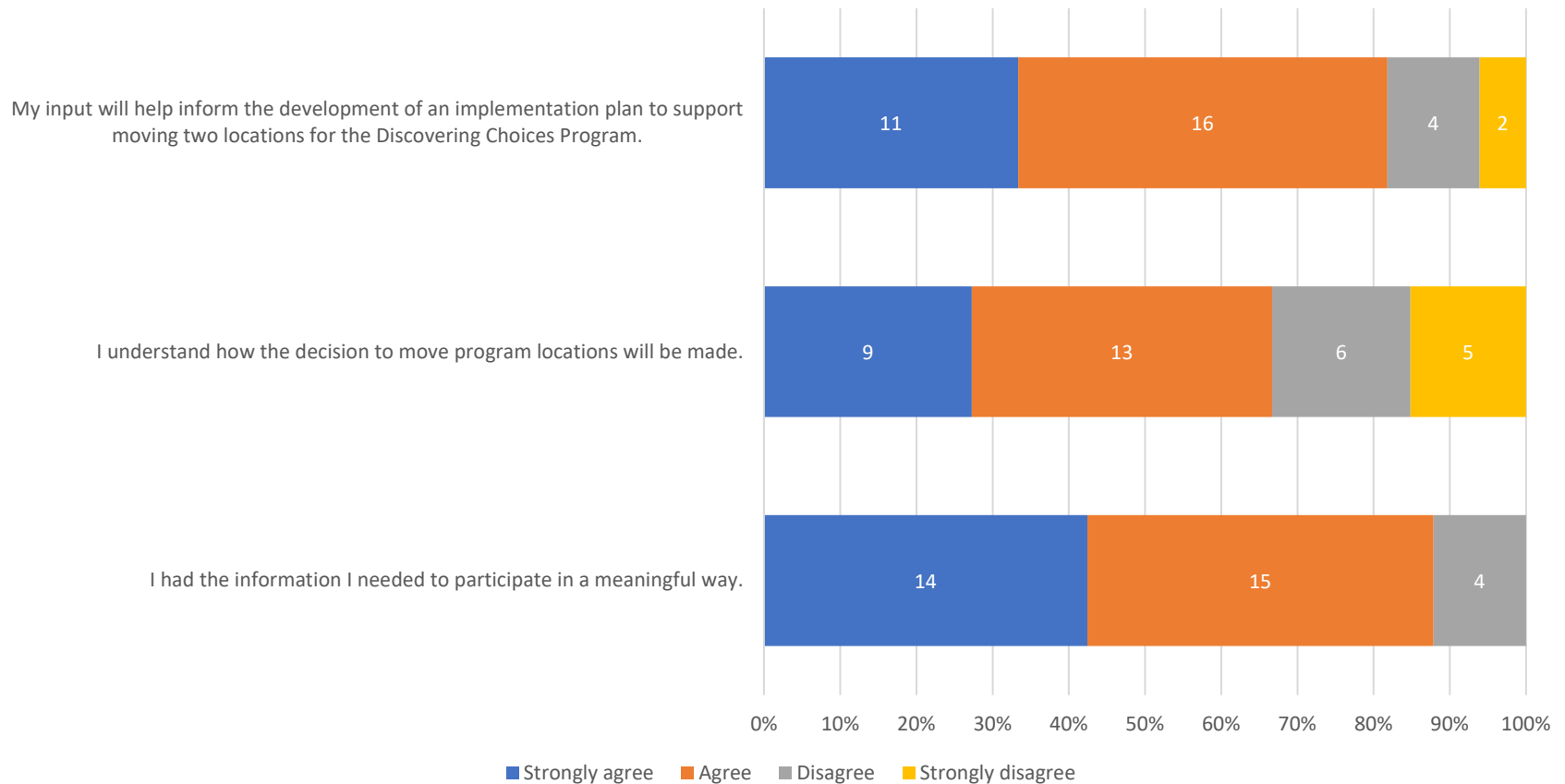


If you have any additional thoughts to share about how we can provide a smooth transition for Discovering Choices staff and students, please share them below.

- See page 13 onward for verbatim responses

Please indicate the extent to which you agree or disagree with the following statements:

Responses: 33





If you have any additional thoughts to share about how we can provide a smooth transition for Discovering Choices staff and students, please share them below. *(Comments are provided as they were written. Comments have not been edited for accuracy, spelling, grammar, sentence structure or otherwise. Comments have been edited to ensure anonymity. We also edited for omitted abusive, discriminatory and otherwise inappropriate comments.)*

DO NOT CLOSE DC BOWNESS! If your going to close Bowness site, why don't you move this school to Northland mall? Transportation is super easy to get to Northland, rather than going to Crowfoot for Robert Thirsk. This is why there is a special school just for kids who comes from DOMESTIC VIOLENT, HOMELESSNESS, MENTAL HEALTH, SEXUAL ASSULT, GANG LIFE, SUICIDE LIFE, JAIL. That's why this school, Discovering choices, it gives each student hope. This school made me feel welcomed, less pressured, but not when walking in a traditional high school. We don't want to move to a traditional high school where there are more kids, fights, loud and wild students, teachers asking you what are you doing in the hallway, interruptions, bullying, etc. Many kids at this school are VERY individualized, and NEEDS a quiet room, quiet space, not an area where all kids are crowded in one same room, we don't work like that. Some kids has mobility issues, and many can't walk up stairs, or speak, or learn the same way. If the school is closing, GIVE THE STUDENT A VOICE AND GIVE THEM A CHANCE TO HELP KEEP THIS SCHOOL OPEN!! Another note, you shouldn't be closing Bowness, you should actually consider closing DC DOWNTOWN. If you want to move students to a new place, give them a tour around the new place, make them feel like this is an OK school, feel welcomed and make them feel like they can transition smoothly, not just suddenly move them without their consent of feeling comfort. I really do hope you take EVERY STUDENTS OPINION INTO CONSIDERATION AND FIGHT TO KEEP THIS SCHOOL GOING... so thanks!

The change that is coming to our school in 2023-2024 and how this affects us students. I know that this is a difficult decision for those involved with the change that will happen, but I believe that this affects the students at Bowness more than people would assume. Bowness outreach is a school where kids feel acceptance and not have to fear that their differences will make them stand out and be prone to the mean things others do to each-other. I personally have never felt accepted in a school until attending this school, it has been the first time in my entire education journey where I am actually able to say I am happy to attend a school and build relationships with those around me. I am filled with concerns when it comes to this change and talk of change, there is not a main thing I worry about rather the worries vary so I will be covering the main issues I see and I hope to be given honest answers and not promised with things that won't m bet. Coming to this school my parents were met with no school fees, which was a weight lifted off of shoulders because money can become tight for my family. With this change we will be expected to start to pay fees because we'll be in a normal high-school setting. I wouldn't see this as fair for those who are not in financial positions to pay for education. I live in an area of the city where I don't live close to schools and many things such as bus stops which result in me having to take buses that are very far away and etc, so my question is are we guaranteed a way of transportation to this school. I know that many kids are of age to drive themselves but me being 15 and having two parents who work I have no way of getting to the new school.



Will we be promised to be away from other students? For many students the main thing we love about the school we are at at the moment is that we are no longer with thousands of students. I want to know if we will be promised to still have the treatment we have right now at our school. For the second courses that we are being promised, my main concern is how we would be taught in them. If we choose to pick up second courses we are expected to be in classes with other high-school students who already attend that high-school. because at that point it takes away the point of the separation from the other students. I saw this question being brought up but no true answer was given to it but I see it as a big concern, how will we be treated. Let's say a teacher in the normal public school came up to us, do they have the right to tell us to go to class or to not walk around the school if we needed a break. I personally can not deal with teachers who treat kids disrespectfully and expect nice treatment back. Another thing is will we be forced to attend assemblies, gym, etc. Many students in this school have left normal schools for those main reasons that they were not able to participate in those specific things due to mental health or health reasons. So are we being guaranteed that we will not be forced into these extra curricular activities. My main last concern is that other students won't be dropped into our class. I understand that many kids right now don't have a voice in public school to say that their environment isn't correct for them but I do not see how this is fair to students like us, if they were to be placed with us. I find the amount of students we have right now perfect but I feel like once we enter a public high-school many teachers will try to dump their bad behavior students into our environment and I feel as if this will just end with more students getting knocked off course rather than building relationships etc. And lastly I believe that the cbe is in this for themselves. Never once had someone come up to the students and ask if this was not a wise idea rather it was just how to transition into a new school, and half of the questions that were asked were not met with full on answers it seems like nobody has a plan and that the cbe sees us students as dollar signs rather than students who have needs that truly do need to be met or else we are just back to square one where most of us don't know if we will be able to make it to graduation. I really hope this message finds its way to someone who has care towards us students and our well-being and I hope things will change. thank you for your time.

My daughter does not want to attend if DC gets moved to a regular high school. A regular high school is large and busy, which creates anxiety for her. She likes the smaller building with fewer students and the flexibility and support DC offers her.

I am a little concerned as I recently moved my son out of a high school environment for a less stressful and more supportive one. So putting him right back there next year defeats the purpose of moving him in the first place. Also his teacher/student relationships are highly important - I wouldn't want to see him lose those relationships. Having a supportive environment and supportive staff is essential to his success. He requires a lot of flexibility and supportive interactions from his teachers, this is why we sought an alternative program in the first place. Happy to discuss further.

How are you going to make space for students? how will separate exit doors, washrooms, hallways, work? There should be a separate exit so that students in the discovering choices program don't have to go through the Robert Thirsk student crowd to get into the school. Maybe take the whole basement up for this



change as there is another exit door at the back and has washrooms and its own hallway where the Robert Thirsk students aren't allowed. How will you deal with fire alarms? I am sure discovering choices students would not want to be in the big crowd in with all the Robert Thirsk students. Before even moving all the students a tour should be given about how things will work and what the place looks like. I think the problem is students don't want to be in a school with other kids if it's a separate building near the crowfoot station and near Robert Thirsk high school it would be better (separate building not in the school) The students in this program are not ready to join a normal high school.

It would be great if my son could have at least one familiar face transitioning with him. He will not be able to continue with Nexus as it will be moving to Marlborough and transportation is an issue. He has always wanted to join a "regular" high school so this may be good for him if the proper supports are in place and he feels comfortable going to Thirsk. He would benefit greatly from visiting the new school and getting to know key support people as soon as possible.

I cannot function in a public school environment. I prefer learning here at DC Bowness. To transition smoothly, I will need my own space to work with nobody else and no distractions, I will need a separate entrance/exit, I will need to be able to have one on one connections with my teachers when I need it, I will need to have a smaller and dimmer space to function properly.

I don't believe the school should be moved, there is a reason kids want to attend DC and not a regular high school, less and less kids will attend if you move it for the fact of being a place where they could have had traumatic events occur, cause them stress or anxiety. Students need a Place to lean without the anxiety caused by a real high school.

What if the building (Thirsk) presents a challenge of anxiety for a student? There was a lack of support and compassion and that's why the student left

We left Robert Thirsk because a traditional school setting was not compatible with our learning style and situation. The Bowness location is perfect... it's away from the normal setting and gets my child away from the bad memories / pressure of that school. Hearing that we will be moving back to RTHS next year is the worst thing that could happen.

All of the new locations are a 20 min or longer drive from my house, and public transit is only longer. I don't consistently have access to a vehicle and I don't have a lot of time to waste on transit. This move would make it significantly more difficult for me to attend school.

My Son has mental health diagnosis and additional issues. Moving Bowness Nexus Program away from Bowness area which we consider a very safe location to Marlborough location is absolutely will result in his drop off from School. Despite his mental health issues he is intellectually unimpaired and absolutely able to finish school yet he does need special supports to do so. Bowness school was a saviour for my Son and



provides him a very positive baseline not only for education reasons but for learning to be engage in society at large. I hope the board will find the way to continue Bowness Nexus Program in its current location and not move it to Marlborough with known major issues where kids unavoidable will be exposed to crime and drugs. Bowness further away from Calgary Downtown problems is a perfect safe location for these kids.

My son attends discovering choices because he could not physically stand to enter into the bigger high school after being humiliated by a couple of teachers in front of peers- he mentioned that the smell, crowds of students and overall stress of being in a high school setting stopped him from attending classes. If he was to have to go back into a large population of high school students he would probably stop attending. The location of the NE discovery choices is amazing as he goes in and feels supported without the trauma of being in the building that was causing him stress and anxiety.

I want to keep my programming in the northwest area of the city because it is where I feel the safest and is most accessible to me via bus. I am in the nexus program which gives me the supports I need when I'm having a tough day or need support with my mental health, as well as having a smaller classroom within discovering choices. -With Nexus being moved to Marlborough, I do not feel safe in that area, I have bad memories. I will struggle to make the commute there. I have had substance use challenges in my past and am sober right now. I don't want to expose myself to that risk again in that area. I don't want to see people using as that is a trigger for me.

I am a staff member at DC Northgate. I know our space was designed for both hosting a Nexus classroom and a smaller population due to years of declining population. Unfortunately, this was due in part to an epically small space inside Marlborough Mall, and Covid/online education reducing our numbers even further. That has changed since we moved to our new space. Northgate is growing by leaps and bounds. We are currently sitting at 292 students, with over 40 registrations since Feb 1. We are seeing an average attendance of 70 kids a day, most of whom are regulars. We are already struggling finding space for registrations when groups are happening. We are seeing a high population of high anxiety students join us lately. There has been a large influx from other schools who are sending these students to us as they can't serve their needs in mainstream. Many of them work in the 3rd classroom as their needs are met more effectively in this space. If we move Bowness, we will be moving that Nexus classroom into Northgate, into the designated space currently occupied by Classroom 3. The students currently utilizing this space, the ones with high anxiety, will be required to work in the other classrooms. My biggest concern is we will lose the connection we have worked so hard to make with these students. As we go through the rest of 2021 school year and work through 2022 school year, we may see students with less anxiety as they get used to being around people again. Then again, we may not. I'm concerned we will lose the opportunity to help these kids reintegrate.

Do not move students into a regular high school with their own "special space". This will make students feel alienated in their own space as they have to go to their specialized program. As young people the anxiety of being differ or being seen as "stupid" is extremely stress inducing. Having to see our peers go into a regular



system could be embarrassing for some students. To add on if I know that my friends are right next door and they have a break nine times out of 10 I would leave class to join them or if they know that my school schedule is extremely flexible they are more likely to skip their classes and leave school. I believe that the students that attend discovering choices need to have they're separate safe space where they do not feel the confines of regular high school.

keep the bowness building please. The environment and atmosphere it provides cannot be recreated in a different setting. The integration of 2 schools will significantly impact students learning and their interaction with staff, due to the new factors such as unwanted attention from other students and a busier crowd. Although I'm a graduate student of 2022, the bowness site has definitely brought me back onto my feet through the amazing support from the staff. For the first year at bowness outreach, it was the spacious rooms and a tall ceiling within this building that got me through schooling. The individual rooms offered to students gave me comfort and security for me to be successful in my academics while my mental health was recovering. I just want you to know I want future students to have the same opportunity that I was given, and have them experience it for themselves. Please give this plead some thoughts.

dont move it we need are own building. i cant agree with this. the point of start is to not be at a normal school.

Discovering Choices Staff Survey Results Report

March 18, 2022

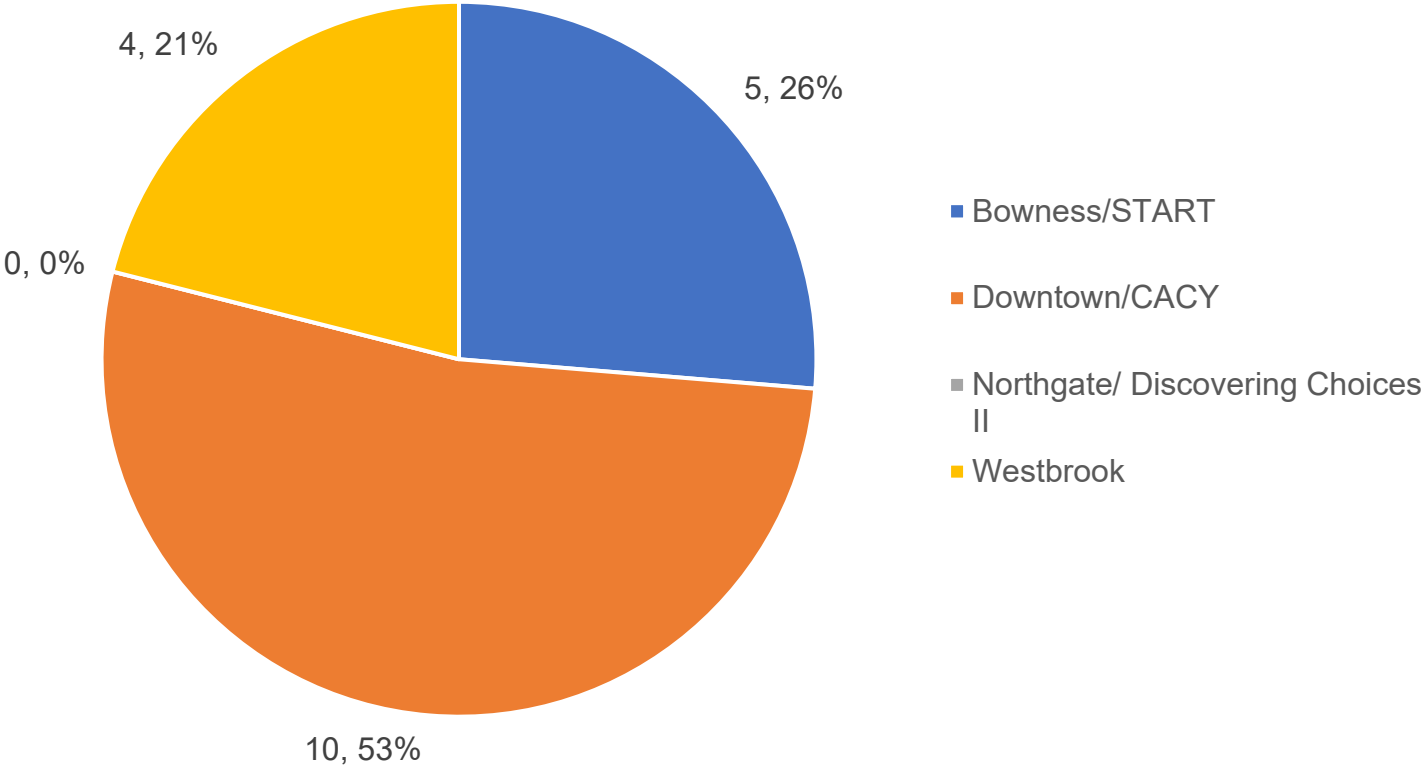


Background

- This online survey was available to staff March 2-17, 2022.
- The purpose of the survey was to gather input to inform the implementation plan that will support a smooth transition for affected staff and families should the board approve moving these programs. The implementation plan will be communicated publicly by October 2022.
- The level of response to each question varies and is noted for each survey question.

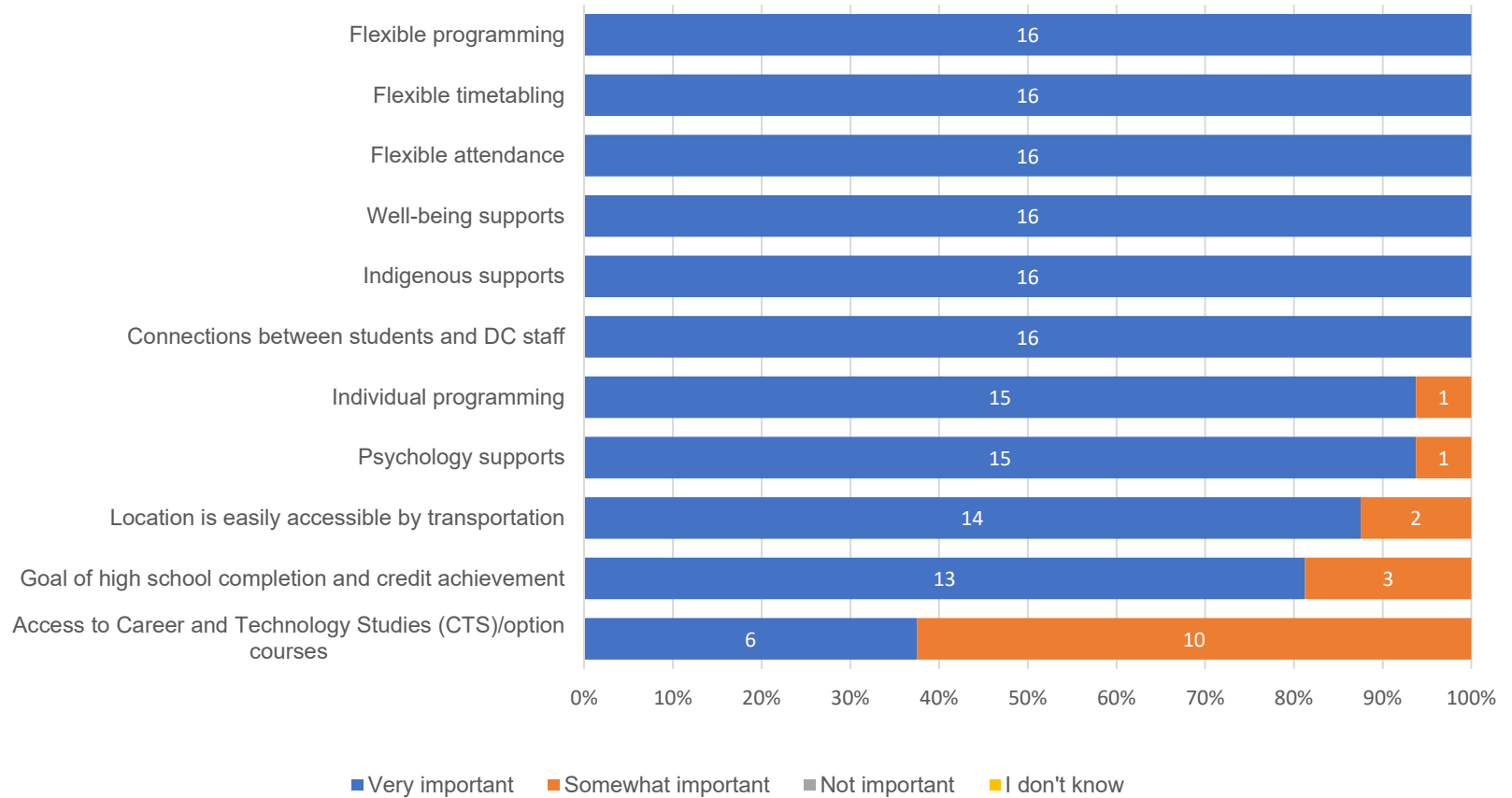
Please indicate your current program location:

Responses: 19



Please indicate how important the following aspects of the Discovering Choices Program are to you at your current site.

Responses: 16

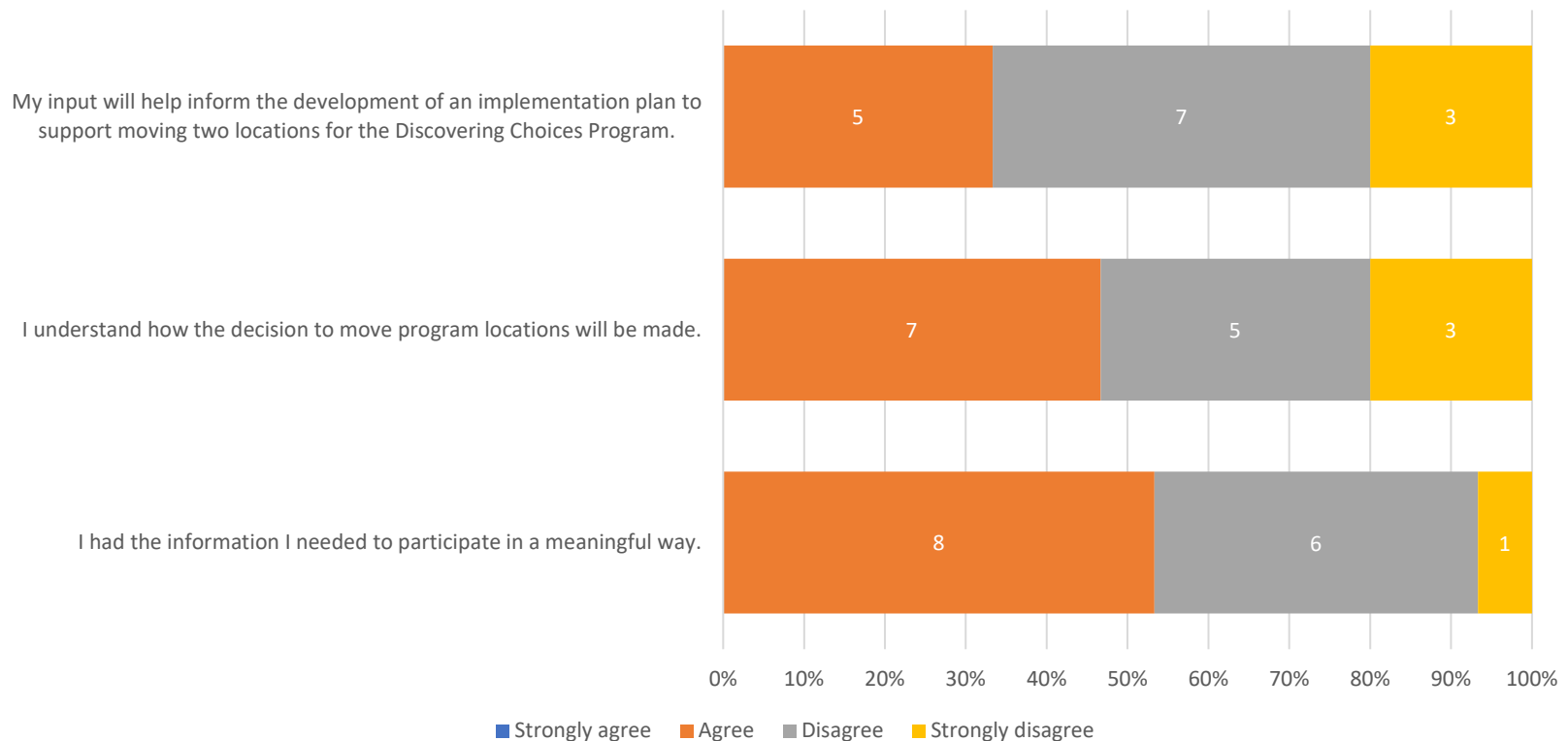


If you have any additional thoughts to share about how we can provide a smooth transition for Discovering Choices staff and students, please share them below.

- See page 7 onward for verbatim responses

Please indicate the extent to which you agree or disagree with the following statements:

Responses: 15





If you have any additional thoughts to share about how we can provide a smooth transition for Discovering Choices staff and students, please share them below. *(Comments are provided as they were written. Comments have not been edited for accuracy, spelling, grammar, sentence structure or otherwise. Comments have been edited to ensure anonymity. We also edited for omitted abusive, discriminatory and otherwise inappropriate comments.)*

Outreach is based on individual programming, meeting at student where they're at, individualizing what success looks like, flexibility, personalization, ongoing enrollment and being non-semestered. It's about supported failing and promoting growth opportunities, comprehensive supports and student and staff collaboration. At its core, it's based foremost on relationship building and hope, thus to ensure a smooth transition, funding, resources, collaboration, inclusive decision making, student voice, transparency and maintaining the essence of these characteristics are critical.

It is paramount that students, staff, and community members have input into the pending changes. Feeling heard and included in the process will translate into a more successful transition. Not simply completing a survey with very limited room for "input". A real conversation that honours the values and beliefs which have evolved over time to create a school of choice for over 1200 students a year. As staff, we aren't opposed to change and understand the need for fiscal responsibility. We also know our students and what will help set them up to be responsible citizens. During registrations, MANY of our students cite their primary reason for leaving a traditional high school is feeling anxious in the building itself and by large numbers of students and staff in the same space. What will be offered to these students as an alternative? Had we been asked, I believe that many staff would have been on board with closing Bowness and welcoming students and staff into the 3 other sites. It is clear from the language in this survey that our expertise was not important enough to be included.

In the meeting it was suggested that an academic program would continue, but it was also stated students will have access to CTS, and other programming in their new location. With our program having continuous enrollment and not being semestered, as well as the inability of many of our students to meet the requirements of traditional programs, I want to advocate for programs such as PhysEd and CTS to still be accessed through Outreach programming or that our students will have access to a flexible program. In the new program locations, having access to a few classrooms was mentioned. We have many students with mental health and social/ emotional challenges. Our programs regularly use break out rooms to provide privacy for students to talk with staff, or to work quietly if they are feeling particularly anxious. Having the space to meet these ongoing needs would help students stay in the school building and help them to be successful in their learning. An intentional plan around managing school expectations for students would be incredibly helpful. Again, students who have struggled with the structures of a traditional program often find success with us. How can we ensure that students will be able to continue to focus on learning when they come to school, not the structures that previously didn't work for them? In terms of staffing, in



conversations between staff I've heard there is a lot of uncertainty about the future of Outreach. As things start to change what is the commitment of the CBE to these programs? It would go a long way if staff understood system intentions. Most staff are connected to this program because of their commitment to the type of work we do with students. If staff are placed in an Outreach program in a high school, how long does the board intend to keep this as an Outreach program? Is there a further plan to absorb these programs into their host schools? Is there a timeline on when we will know where staff will be placed? With redundancies in staffing at new locations will positions be lost? I would say staff are highly committed to Outreach and the success of its programs, but this level of uncertainty makes buy in more challenging. If I have other ideas/ input is there a way to share further?

It is important for The DC site at Robert Thirsk to have it's own identity, it's own space.

The vulnerability of Discovering Choices students (DC) needs to be paramount in the decisions made. Many have experienced trauma and significantly detrimental life circumstances. They come to DC because traditional high schools have contributed to their difficulties and were unable to meet their needs. Housing two DC programs within traditional high schools presents many challenges and we must be mindful of protecting these vulnerable students, without drawing more attention to their unique needs. Outreach has always been a separate entity because that is the only proven design that is effective. The Calgary Board of Education (CBE) already has specialized programming within traditional schools, and DC frequently registers students who were not successful in these programs. The flexibility, accessibility, and extensive support necessary for DC students to be successful will be extremely difficult to offer from within Robert Thirsk and Alternative High schools. A better solution would be to close down either the Bowness or Westbrook DC location temporarily and find a new separate place to house the other that is between Bowness and Westbrook and easily accessible by Calgary Transit. If students truly do come first in the CBE and safe and caring environments are a priority, maintaining our outreach programs by valuing their stand-alone design and prioritizing their funding is crucial. In times of funding deficits, it becomes even more necessary to support the most marginalized and vulnerable students effectively.

Recognizing that students who do well at Discovering Choices and are successful in the outreach program, are also those who do not/are not successful in large traditional school settings. Large populations, strict rule environments and highly scheduled settings. Being able to recognize this when moving into Thirsk/Alternative settings might be a challenge, since you are moving into settings that perhaps are the problems for students that are successful within the outreach programs.

I am concerned that being located in a traditional setting will be detrimental to student attendance. Better options would be elementary schools or stand alone buildings so that our students are not connected to locations where they have experienced trauma, anxiety, and peer issues.



I worry that this transition is going to cause students to not come. in reach programs in the CBE have never worked and have been very ineffective. it is tough for us as a staff to not worry that a program we have built is not going to be in these schools for a year or two then chewed up and spit out. i also for see that because these two programs are being moved to place with difficult transit to reach (no c train for alti and a long walk to the train for thursk) I also worry about being isolated from the programs at these high schools. we do need to function different then the traditional highschool but we still need to be able to work with the staff in the building. a sperate entrance for our program may be needed also with awareness that we may need to allow students to come and go as they need. as blow ups or anxiety attack's happen we need to be able to use the hall way or outdoor space to do this. our students do not work well on schedules so if the expectation is that they only move through the halls during the schedule times it wont work. it will need to be viewed as and treated positively by the tradition space we cant have school staff treating it as a punishment or less then program that will be destructive we have had in our programs all levels of students abiltiy from math 30-1 to k and e our students need to have a positive stigma around them not negative and that is very important. support staff BSW and ISW are very important to us i know ISW can mark but that is not what we normally need from support staff we need experience staff to help with the complex struggles our students deal with. if our students are in crisis or no food security they are not learning and our support staff have done wonders supporting students in these areas so we teachers can do our jobs and get them to graduation. I don't think this move is the right way to deal with this but based on the way you have worded the question this survey is not a consultation on if but how.

With the limitations that are present being housed an office building, the PE, outdoor leadership, Jam club and art teachers/staff have done an incredible job of craving out spaces, options and opportunities for the DT DC students to have access to meaningful and interesting options experiences and classes. With the impending changes, it would be optimal to have blocks of time for DC students in the dedicated spaces of Thursk and Alternative high schools i.e. time in the gym, time in the labs, time in the weight room, art rooms. I think it will be important to have this NOT be time blended with students of Alternative and Thursk with teachers of those High Schools but with the DC teachers who have established mutually respectful relationships and expectations based on the individual DC students needs. While some DC students will be able to join mainstream classes and walk in both worlds, some DC students will not and I hope that those that cannot will be offered equal access to resources in the school buildings with the supports that they require that are offered in outreach. The DT site no longer has the same level of Indigenous supports due to the changes to the strategies for Indigenous education in the CBE and the move of the CACY Catholic Family Services youth worker to Louise Dean - there are no specific targeted Indigenous services DT . However, it remains important for our Indigenous students to have access to information about community connections and to have staff who are knowable and connected to the happenings in the community as well as having a large visual representation of Indigenous students.



I hope that we will be able to continue to offer the option courses that are currently available to our students.

GC-3E Closure of Schools Procedure Compliance Chart

Relevant Excerpts from Board Policy GC-3E: Closure of Schools Procedure	Action
<p>1. A decision by the Board to commence the public input into the proposed closure process shall be made, by motion, at a public meeting of the Board</p>	<p>At the April 26, 2022 public meeting of the Board of Trustees of The Calgary of Education (CBE), the Board of Trustees (Board) accepted a recommendation from CBE administration to commence the public input process to consider the closure of Start Outreach and Westbrook Outreach for the purpose of relocation, Attachment II to this report, as set out in its Board Policy GC-3E – Closure of Schools Procedure. The Board passed the following motions</p> <ul style="list-style-type: none"> ▪ THAT the Board of Trustees is satisfied that there is cause to commence the public input process to consider the closure of the Discovering Choices Start Outreach - Bowness and Westbrook Outreach Program sites for the purpose of relocation in accordance with GC-3E Closure of Schools Procedure. ▪ THAT the Board of Trustees approves the public input period to consider the closure of the Discovering Choices Start Outreach - Bowness and Westbrook Outreach Program sites for the purpose of relocation be shortened from 60 calendar days to 56 calendar days in accordance with GC-3E Closure of Schools Procedure.
<p>2. Parents of every student enrolled in the school are entitled to be notified of the proposed closure in writing. Those parents shall be notified in writing of the proposed school closure including:</p> <p>(a) the date and time of the public meeting set for the purposes of allowing public input into the decision;</p> <p>(b) where parents can access information about the proposed school closure;</p>	<p>April 28, 2022 the Board of Trustees sent a letter to all parents/ guardians and students of Start Outreach and Westbrook Outreach, Attachment IV to this report, containing the following information on the proposed closure of Start Outreach and Westbrook Outreach for the purpose of relocation:</p> <ul style="list-style-type: none"> ▪ Board motions passed at the April 26, 2022 regular meeting of the Board of Trustees; ▪ Date, time and location of a public meetings being held by the Board to hear from parents, students and other persons on the proposed closure; ▪ Information on the rationale, pertinent facts and proposed closure is available to the parents and the public on the CBE public website and the school website:

Relevant Excerpts from Board Policy GC-3E: Closure of Schools Procedure	Action
<p>(c) process, method and timelines, for parents and other interested persons to provide written responses into the proposed decision;</p> <p>(d) the date and time of the meeting of the Board of Trustees where the matter will be deliberated; and</p> <p>(e) any other information that the Board believes is relevant in the circumstances.</p>	<p>https://www.cbe.ab.ca/schools/managing-space-students/Pages/discovering-choices-relocation.aspx</p> <p>https://school.cbe.ab.ca/school/discoveringchoices/Pages/default.aspx</p> <ul style="list-style-type: none"> ▪ The process for parent/guardian and students to provide written submission and questions to the Board of Trustees was outlined. The public was given until Tuesday, June 14, 2022 to provide written submissions on the proposed closure; ▪ The Board advised the parents/guardians that it will decide whether to close Start Outreach and Westbrook Outreach for the purpose of relocation on Tuesday, June 21, 2022 at a meeting of the Board of Trustees.
<p>3. The Board may notify in writing any other persons, municipality, or community organizations who, in the opinion of the Board, may be significantly affected by the decision.</p>	<p>April 28 and 29, 2022 letters were sent to the City of Calgary, Blackstone Commercial Real Estate Services, and Cushman & Wakefield Asset Services, Attachments V and VII to this report, containing the following information on the proposed closure of Start Outreach and Westbrook Outreach for the purpose of relocation:</p> <ul style="list-style-type: none"> ▪ Board motions passed at the April 26, 2022 regular meeting of the Board of Trustees; ▪ Date, time and location of a public meeting being held by the Board to hear from parents, students and other persons on the proposed closure; ▪ Information on the rationale, pertinent facts and proposed closure is available to the parents and the public on the CBE public website and the school website: <p>https://www.cbe.ab.ca/schools/managing-space-students/Pages/discovering-choices-relocation.aspx</p> <p>https://school.cbe.ab.ca/school/discoveringchoices/Pages/default.aspx</p> <ul style="list-style-type: none"> ▪ The process for the public to provide written submission and questions to the Board of Trustees was outlined. The public was given until Tuesday, June 14, 2022 to provide written submissions to the Board on the proposed closure;

Relevant Excerpts from Board Policy GC-3E: Closure of Schools Procedure	Action
	<ul style="list-style-type: none"> ▪ The Board advised the parents/guardians that it will decide whether to close Discovering Choices II (Marlborough) for the purpose of relocation on Tuesday, June 21, 2022 at a public meeting of the Board of Trustees.
<p>4. The Board shall ensure that the rationale, pertinent facts, and information about the proposed closure is available on the CBE public website and school website, which may include, where applicable:</p> <p>(a) The number of students who could be affected by the decision, at the school proposed for closure and the schools of receiving schools and surrounding schools;</p> <p>(b) Future growth or decline in student enrolment;</p> <p>(c) Use of and availability of space at receiving schools;</p> <p>(d) Proximity of the receiving schools and the need for busing;</p> <p>(e) Educational and program impacts for the affected students;</p> <p>(f) Financial considerations including cost savings and future disposition;</p> <p>(g) Consideration of possible alternative educational or community uses for all or part the school building;</p> <p>(h) Impact, if any, on the CBE's long-term capital plans.</p>	<p>April 27, 2022 the CBE posted the following information on the CBE's Managing Space for Students – Discovering Choices II (Marlborough) webpage, Attachment VII to this report:</p> <ul style="list-style-type: none"> ▪ April 26, 2022 public Board Report entitled Recommendations to Commence Public Input to Consider the Closure of Start Outreach – Bowness and Westbrook Outreach Programs for the Purpose of Relocation ▪ April 26, 2022 motions passed by the Board of Trustees ▪ Notification letter to parents/guardians regarding consideration of closure ▪ Background Information including: <ul style="list-style-type: none"> ○ Student enrolment ○ Proposed new lease space ○ Educational and program impacts ○ Financial impacts ▪ Public Input meeting dates, location and RSVP information ▪ The process for the public to provide written submission and questions to the Board of Trustees ▪ Powerpoint presentation for the May 26, 2022 public input meeting held related to Start Outreach ▪ Powerpoint presentation for the May 30, 2022 public input meeting held related to Westbrook Outreach ▪ The Board will decide whether to close on Tuesday, June 21, 2022 at a meeting of the Board of Trustees.
<p>5. The Board will organize at least one (1) public meeting, along with the opportunity to provide</p>	<p>On May 26, 2022 a public input meeting was held virtually for Start Outreach to allow CBE Administration to outline the rationale for the proposed closure</p>

Relevant Excerpts from Board Policy GC-3E: Closure of Schools Procedure	Action
<p>written submissions, as part of the public input process.</p> <p>6. The Board will convene a meeting to provide parents, community members, community organizations and other members of the public, with an opportunity to provide input into the proposed closure decision.</p>	<p>and share information about the timing of the proposed closure and the accommodation plan for students affected; and to provide the public an opportunity to provide input into the proposed closure and to ask questions.</p> <p>On May 30, 2022 a public input meeting was held virtually for Westbrook Outreach to allow CBE Administration to outline the rationale for the proposed closure and share information about the timing of the proposed closure and the accommodation plan for students affected; and to provide the public an opportunity to provide input into the proposed closure and to ask questions.</p> <p>At the conclusion of the public input meetings the process to provide written submissions to the Board was reviewed.</p> <p>All seven trustees attended the May 26 and 30, 2022 public input meetings.</p>
<p>7. The date, time and place of the public input meeting will be advertised through a variety of methods. This will include sharing information with neighbouring schools, school councils, if any, employee groups, and by posting information on the CBE’s public website and school websites, and by any other reasonable means that are likely to bring the matter to the attention of affected persons or groups.</p>	<p>The details on the public input meetings were posted as follows:</p> <p><u>Posters advertising the public input meeting</u> On May 2, 2022 poster size notices indicating the date, time and RSVP information for the May 26 and May 30, 2022 public input meetings regarding the consideration of closure of Start Outreach and Westbrook Outreach were posted at the following locations:</p> <ul style="list-style-type: none"> ▪ Entry doors to Start Outreach and Westbrook Outreach; ▪ Bulletin boards at Start Outreach and Westbrook Outreach; ▪ Entry doors to Discovering Choices II at Northgate Mall; ▪ Entry doors to Discovering Choices Downtown location; and ▪ Bulletin boards at Alternative High School. <p><u>Bold signs</u> On May 11, 2022 two bold signs were assembled to inform the public of the May 26, 2022 Start Outreach public input meeting time and RSVP information. The bold signs were installed at the following locations:</p> <ul style="list-style-type: none"> ▪ South side of Bowness Road, West of 79 Street NW ▪ West side of Nosehill Drive; North of John Laurie Boulevard NW <p>On May 13, 2022 two bold signs were assembled to inform the public of the May 30, 2022 Westbrook Outreach public input meeting time and RSVP information. The bold signs were installed at the following locations:</p> <ul style="list-style-type: none"> ▪ East side of 45 Street; South of Rossburn Crescent SW

Relevant Excerpts from Board Policy GC-3E: Closure of Schools Procedure	Action
	<ul style="list-style-type: none"> ▪ South side of 50 Avenue; East of Crowchild Trail SW <p><u>CBE Website</u> April 27, 2022 Start Outreach and Westbrook Outreach webpages were linked to Managing Space for Students webpage, Discovering Choices Start Outreach – Bowness and Westbrook Outreach Programs which contained the date, time and RSVP information for the public input meeting.</p>
<p>8. Parents of students in the affected school will be notified of the date, time and location of the meeting as set out in section 15 above.</p>	<p>April 28, 2022 the Board of Trustees sent letters to all parents/ guardians and students for Start Outreach and Westbrook Outreach indicating the date, time and RSVP information for the May 26 and 30, 2022 public input meetings.</p>
<p>9. The public meeting will include:</p> <p>(a) a presentation setting out the rationale for the proposed closure, including the pertinent facts and information, set out in the report prepared in support of the proposed closure; and</p> <p>(b) sharing information on the timing of the proposed closure, the accommodation plan for students affected by the closure, and information about possible future uses of the school building; and</p> <p>(c) a means for the attendees to offer comment and questions.</p>	<p>On May 26, 2022 a public input meeting was held virtually for Start Outreach to allow CBE Administration to outline the rationale for the proposed closure and share information about the timing of the proposed closure and the accommodation plan for students affected; and to provide the public an opportunity to provide input into the proposed closure and to ask questions.</p> <p>Powerpoint presentation from the May 26, 2022 public input meeting as posted to the CBE’s Managing Space for Students – Discovering Choices Start Outreach – Bowness and Westbrook Outreach Programs webpage, Attachment VIII to this report.</p> <p>The meeting was recorded audio/visually for internal administration purposes.</p> <p>On May 30, 2022 a public input meeting was held virtually for Westbrook Outreach to allow CBE Administration to outline the rationale for the proposed closure and share information about the timing of the proposed closure and the accommodation plan for students affected; and to provide the public an opportunity to provide input into the proposed closure and to ask questions.</p> <p>Powerpoint presentation from the May 30, 2022 public input meeting as posted to the CBE’s Managing Space for Students – Discovering Choices Start Outreach – Bowness and Westbrook Outreach Programs webpage, Attachment VIII to this report.</p> <p>The meeting was recorded audio/visually for internal administration purposes.</p>

Relevant Excerpts from Board Policy GC-3E: Closure of Schools Procedure	Action
10. The Board shall prepare draft minutes of the public meeting and ensure that the draft minutes are posted on the CBE's public website.	Minutes of the May 26 and 30, 2022 public input meetings were prepared, Attachment I to this report.
11. The Board shall provide an opportunity for affected persons to provide their input on the proposed school closure in writing. 12. The Board will provide directions and information on how to submit written input including timelines for submissions.	<p>The April 27, 2022 letters to all parents/guardians and students of Start Outreach and Westbrook Outreach, and to affected persons contained details on how to provide written submission and questions to the Board of Trustees. The public was given until Tuesday, June 14, 2022 to provide written submissions on the proposed closure.</p> <p>The CBE's Managing Space for Students – Discovering Choices Start Outreach – Bowness and Westbrook Outreach Programs webpage contains the process for the public to provide written submission and questions to the Board of Trustees.</p> <p>At the conclusion of the May 26 and 30, 2022 public input meetings the process to provide written submissions to the Board was reviewed.</p>
13. After the public meeting has been convened and the time for written submission is concluded, the Board shall deliberate and decide on the proposed closure at a public meeting of the Board of Trustees. 14. The Board will publish, on CBE's public website, the date and time of the Board meeting when the final decision on the proposed school closure will be deliberated.	<p>The April 27, 2022 letters to all parents/guardians and students of Start Outreach and Westbrook Outreach, and letters to affected persons stated the Board will decide whether to close Start Outreach and Westbrook Outreach for the purpose of relocation on Tuesday, June 21, 2022 at a meeting of the Board of Trustees.</p> <p>The CBE's Managing Space for Students – Discovering Choices Start Outreach – Bowness and Westbrook Outreach Programs webpage indicated the Board will decide whether to close Discovering Choices II (Marlborough) for the purpose of relocation on Tuesday, June 21, 2022 at a meeting of the Board of Trustees.</p> <p>At the commencement and conclusion of the May 26 and 30, 2022 public input meetings, the public was informed that the Board will make a decision regarding the closure of Start Outreach and Westbrook Outreach for the purpose of relocation on or about Tuesday, June 21, 2022, at a public board meeting.</p>


Board of Trustees

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Laura Hack Wards 3 & 4

Vice-Chair

Susan Vukadinovic Wards 8 & 9

Trustees

Dana Downey Wards 1 & 2

Marilyn Dennis Wards 5 & 10

Patricia Bolger Wards 6 & 7

Nancy Close Wards 11 & 13

Charlene May Wards 12 & 14

April 27, 2022

To: Parents/Guardians and Students of Start Outreach - Bowness

This letter is to advise you that at the April 26, 2022 regular meeting of the Board of Trustees of The Calgary Board of Education (CBE), the Board of Trustees (Board) accepted a recommendation from CBE administration to commence the public input process to consider the closure of Start Outreach - Bowness for the purpose of relocation as set out in its Board Policy GC-3E – Closure of Schools Procedure. The Board passed the following motions:

- THAT the Board of Trustees is satisfied that there is cause to commence the public input process to consider the closure of the Discovering Choices Start Outreach - Bowness and Westbrook Outreach Program sites for the purpose of relocation in accordance with GC-3E Closure of Schools Procedure.
- THAT the Board of Trustees approves the public input period to consider the closure of the Discovering Choices Start Outreach - Bowness and Westbrook Outreach Program sites for the purpose of relocation be shortened from 60 calendar days to 56 calendar days in accordance with GC-3E Closure of Schools Procedure.

The Board of Trustees' Closure of Schools Procedure (GC-3E) sets out the formal process that must be followed when closure for the purpose of relocation is being considered, prior to the Board making its decision on whether or not to relocate Start Outreach - Bowness to Robert Thirsk High School. This includes providing notice to parents and students who are affected by the decision.

Public Meeting

The Board of Trustees will hold a public meeting to hear from parents, students and other persons on the proposed closure. At the meeting CBE will share information about the proposed closure for the purpose of relocation including the rationale, the plans for students, and the timing (amongst other things). The meeting will be held as follows:

Date: Thursday, May 26, 2022

Time: 7:00 p.m.

Location: Microsoft Teams

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

Due to COVID-19 and related health measures this meeting will be hosted virtually to minimize in person contact. To participate in this virtual meeting, kindly RSVP by providing your first and last name, and email address to BoardofTrustees@cbe.ab.ca by **Wednesday, May 25, 2022**. A meeting invitation link will be emailed to you in advance of the meeting.

We encourage you to attend this meeting to hear more about the proposed closure for the purpose of relocating Start Outreach - Bowness to Robert Thirsk High School and to share your viewpoints.

Access to Information

Information on the rationale, pertinent facts and proposed closure for the purpose of relocation is available to the parents, students and the public on the CBE public website and the school website:

<https://www.cbe.ab.ca/schools/managing-space-students/Pages/discovering-choices-relocation.aspx>

<https://school.cbe.ab.ca/school/discoveringchoices/Pages/default.aspx>

We strongly encourage you to review the information on CBE's website so that you are informed about the proposed closure for the purpose of relocation.

Questions and Written Submissions

The Board of Trustees welcome your views and input and invite you to provide comments to them directly at: BoardofTrustees@cbe.ab.ca, or through administration at the Area 1 Office in writing to:

Attention: Prem Randhawa
Calgary Board of Education
728 – 32 Street NW
Calgary AB T2N 2V9
t | 403-777-8710
e | Area1@cbe.ab.ca

Please note all written submissions must be received by **Tuesday, June 14, 2022** for Board of Trustees to give due consideration to the written submissions received prior to making a final decision on the proposed closure.

Any questions regarding the Board of Trustees' consideration of closure for the purpose of relocating Start Outreach - Bowness may be submitted in writing to Area1@cbe.ab.ca. There will also be an opportunity to direct questions to CBE administration at the public meetings, and you are invited to do so.

Board Decision

The Board of Trustees will hold a regular scheduled meeting to deliberate and decide on whether or not to close Start Outreach - Bowness for the purpose of relocation. The meeting will be held on:

Date: Tuesday, June 21, 2022
Time: 12:00 p.m.
Location: Multipurpose Room, Education Centre, 1221 – 8 Street SW,
Calgary

Members of the public may offer comment at this Board meeting in accordance with the public comment procedure outlined in the Board Meeting Procedures:

<https://cbe.ab.ca/GovernancePolicies/Board-Meeting-Procedures-with-Public-Comment-Excerpt.pdf>

Following the June 21st Board meeting, the Board of Trustees will communicate its final decision, the effective date and any other information relevant to support the implementation of the decision.

The Board of Trustees looks forward to your input regarding this important matter.

Yours truly,



Laura Hack
Chair, Board of Trustees
Calgary Board of Education

cc: C. Usih, Chief Superintendent of Schools
D. Breton, Superintendent, Facilities & Environmental Services
K. Johnson, Acting Director, Planning
P. Randhawa, Education Director, Area 1
D. Barbor, Principal, Start Outreach - Bowness





Board Chair

Laura Hack Wards 3 & 4

Vice-Chair

Susan Vukadinovic Wards 8 & 9

Trustees

Dana Downey Wards 1 & 2

Marilyn Dennis Wards 5 & 10

Patricia Bolger Wards 6 & 7

Nancy Close Wards 11 & 13

Charlene May Wards 12 & 14

April 27, 2022

To: Parents/Guardians and Students of Westbrook Outreach

This letter is to advise you that at the April 26, 2022 regular meeting of the Board of Trustees of The Calgary Board of Education (CBE), the Board of Trustees (Board) accepted a recommendation from CBE administration to commence the public input process to consider the closure of Westbrook Outreach for the purpose of relocation as set out in its Board Policy GC-3E – Closure of Schools Procedure. The Board passed the following motions:

- THAT the Board of Trustees is satisfied that there is cause to commence the public input process to consider the closure of the Discovering Choices Start Outreach - Bowness and Westbrook Outreach Program sites for the purpose of relocation in accordance with GC-3E Closure of Schools Procedure.
- THAT the Board of Trustees approves the public input period to consider the closure of the Discovering Choices Start Outreach - Bowness and Westbrook Outreach Program sites for the purpose of relocation be shortened from 60 calendar days to 56 calendar days in accordance with GC-3E Closure of Schools Procedure.

The Board of Trustees' Closure of Schools Procedure (GC-3E) sets out the formal process that must be followed when closure for the purpose of relocation is being considered, prior to the Board making its decision on whether or not to relocate Westbrook Outreach to Alternative High School. This includes providing notice to parents and students who are affected by the decision.

Public Input Meeting

The Board of Trustees will hold a public meeting to hear from parents, students and other persons on the proposed closure. At the meeting CBE will share information about the proposed closure for the purpose of relocation including the rationale, the plans for students, and the timing (amongst other things). The meeting will be held as follows:

Date: Monday, May 30, 2022

Time: 7:00 p.m.

Location: Microsoft Teams

Due to COVID-19 and related health measures this meeting will be hosted virtually to minimize in person contact. To participate in this virtual meeting, kindly RSVP by providing your first and last name, and email address to BoardofTrustees@cbe.ab.ca by **Sunday, May 29, 2022**. A meeting invitation link will be emailed to you in advance of the meeting.

We encourage you to attend this meeting to hear more about the proposed closure for the purpose of relocating Westbrook Outreach to Alternative High School and to share your viewpoints.

Access to Information

Information on the rationale, pertinent facts and proposed closure for the purpose of relocation is available to the parents, students and the public on the CBE public website and the school website:

<https://www.cbe.ab.ca/schools/managing-space-students/Pages/discovering-choices-relocation.aspx>

<https://school.cbe.ab.ca/school/discoveringchoices/Pages/default.aspx>

We strongly encourage you to review the information on CBE's website so that you are informed about the proposed closure for the purpose of relocation.

Questions and Written Submissions

The Board of Trustees welcome your views and input and invite you to provide comments to them directly at: BoardofTrustees@cbe.ab.ca, or through administration at the Area 1 Office in writing to:

Attention: Prem Randhawa
Calgary Board of Education
728 – 32 Street NW
Calgary AB T2N 2V9
t | 403-777-8710
e | Area1@cbe.ab.ca

Please note all written submissions must be received by **Tuesday, June 14, 2022** for Board of Trustees to give due consideration to the written submissions received prior to making a final decision on the proposed closure.

Any questions regarding the Board of Trustees' consideration of closure for the purpose of relocating Westbrook Outreach may be submitted in writing to Area1@cbe.ab.ca. There will also be an opportunity to direct questions to CBE administration at the public meetings, and you are invited to do so.

Board Decision

The Board of Trustees will hold a regular scheduled meeting to deliberate and decide on whether or not to close Westbrook Outreach for the purpose of relocation. The meeting will be held on:

Date: Tuesday, June 21, 2022
Time: 12:00 p.m.
Location: Multipurpose Room, Education Centre, 1221 – 8 Street SW,
Calgary

Members of the public may offer comment at this Board meeting in accordance with the public comment procedure outlined in the Board Meeting Procedures:

<https://cbe.ab.ca/GovernancePolicies/Board-Meeting-Procedures-with-Public-Comment-Excerpt.pdf>

Following the June 21st Board meeting, the Board of Trustees will communicate its final decision, the effective date and any other information relevant to support the implementation of the decision.

The Board of Trustees looks forward to your input regarding this important matter.

Yours truly,



Laura Hack
Chair, Board of Trustees
Calgary Board of Education

cc: C. Usih, Chief Superintendent of Schools
D. Breton, Superintendent, Facilities & Environmental Services
K. Johnson, Acting Director, Planning
P. Randhawa, Education Director, Area 1
D. Barbor, Principal, Westbrook Outreach




Board of Trustees

1221 – 8 Street SW Calgary, AB T2R 0L4 | t | 403-817-7933 | f | 403-294-8282 | www.cbe.ab.ca

Board Chair
Laura Hack Wards 3 & 4

Vice-Chair

Susan Vukadinovic Wards 8 & 9

Trustees

Dana Downey Wards 1 & 2

Marilyn Dennis Wards 5 & 10

Patricia Bolger Wards 6 & 7

Nancy Close Wards 11 & 13

Charlene May Wards 12 & 14

April 27, 2022

 Blackstone Commercial Real Estate Services
 A210, 9705 Horton Road S.W.
 Calgary, AB T2V 2X5

Attention: Marlene Zaharichuk, Vice President

Re: Calgary Board of Education Start Outreach Program - Bowness

This letter is to advise you that at the April 26, 2022 regular meeting of the Board of Trustees of The Calgary Board of Education (CBE), the Board of Trustees (Board) accepted a recommendation from CBE administration to commence the public input process to consider the closure of Start Outreach – Bowness for the purpose of relocation as set out in its Board Policy GC-3E – Closure of Schools Procedure. The Board passed the following motions:

- THAT the Board of Trustees is satisfied that there is cause to commence the public input process to consider the closure of the Discovering Choices Start Outreach - Bowness and Westbrook Outreach Program sites for the purpose of relocation in accordance with GC-3E Closure of Schools Procedure.
- THAT the Board of Trustees approves the public input period to consider the closure of the Discovering Choices Start Outreach - Bowness and Westbrook Outreach Program sites for the purpose of relocation be shortened from 60 calendar days to 56 calendar days in accordance with GC-3E Closure of Schools Procedure.

The Board of Trustees' Closure of Schools Procedure (GC-3E) sets out the formal process that must be followed when closure for the purpose of relocation is being considered, prior to the Board making its decision on whether or not to relocate Start Outreach – Bowness to Robert Thirsk High School. This includes providing notice to other persons who are significantly affected by the decision.

Public Meeting

The Board of Trustees will hold a public meeting to hear from parents, students and other persons on the proposed closure. At the meeting CBE will share information about the proposed closure for the purpose of relocation including the rationale, the plans for students, and the timing (amongst other things). The meeting will be held as follows:

Date: Thursday, May 26, 2022

Time: 7:00 p.m.

Location: Microsoft Teams

Due to COVID-19 and related health measures this meeting will be hosted virtually to minimize in person contact. To participate in this virtual meeting, kindly RSVP by providing your first and last name, and email address to BoardofTrustees@cbe.ab.ca by **Wednesday, May 25 2022**. A meeting invitation link will be emailed to you in advance of the meeting.

We encourage you to attend this meeting to hear more about the proposed closure for the purpose of relocating Start Outreach – Bowness to Robert Thirsk High School and to share your viewpoints.

Access to Information

Information on the rationale, pertinent facts and proposed closure for the purpose of relocation is available to the parents, students and the public on the CBE public website and the school website:

<https://www.cbe.ab.ca/schools/managing-space-students/Pages/discovering-choices-relocation.aspx>

<https://school.cbe.ab.ca/school/discoveringchoices/Pages/default.aspx>

We strongly encourage you to review the information on CBE's website so that you are informed about the proposed closure for the purpose of relocation.

Questions and Written Submissions

The Board of Trustees welcome your views and input and invite you to provide comments to them directly at: BoardofTrustees@cbe.ab.ca, or through administration at the Area 1 Office in writing to:

Attention: Prem Randhawa
Calgary Board of Education
728 – 32 Street NW
Calgary AB T3E 3C2
t | 403-777-8710
e | Area1@cbe.ab.ca

Please note all written submissions must be received by **Tuesday, June 14, 2022** for Board of Trustees to give due consideration to the written submissions received prior to making a final decision on the proposed closure.

Any questions regarding the Board of Trustees' consideration of closure for the purpose of relocating Start Outreach – Bowness may be submitted in writing to Area1@cbe.ab.ca. There will also be an opportunity to direct questions to CBE administration at the public meetings, and you are invited to do so.

Board Decision

The Board of Trustees will hold a regular scheduled meeting to deliberate and decide on whether or not to close Start Outreach – Bowness for the purpose of relocation. The meeting will be held on:

Date: Tuesday, June 21, 2022
Time: 12:00 p.m.
Location: Multipurpose Room, Education Centre, 1221 – 8 Street SW,
Calgary

Members of the public may offer comment at this Board meeting in accordance with the public comment procedure outlined in the Board Meeting Procedures:

<https://cbe.ab.ca/GovernancePolicies/Board-Meeting-Procedures-with-Public-Comment-Excerpt.pdf>

Following the June 21st Board meeting, the Board of Trustees will communicate its final decision, the effective date and any other information relevant to support the implementation of the decision.

The Board of Trustees looks forward to your input regarding this important matter.

Yours truly,



Laura Hack
Chair, Board of Trustees
Calgary Board of Education

Cc: C. Usih, Chief Superintendent of Schools
D. Breton, Superintendent, Facilities & Environmental Services
K. Johnson, Acting Director, Planning

P. Randhawa, Education Director, Area 1
D. Barbor, Principal, Start Outreach - Bowness





Board Chair

Laura Hack Wards 3 & 4

Vice-Chair

Susan Vukadinovic Wards 8 & 9

Trustees

Dana Downey Wards 1 & 2

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Patricia Bolger Wards 6 & 7

Nancy Close Wards 11 & 13

Charlene May Wards 12 & 14

April 27, 2022

Cushman & Wakefield Asset Services
#201, 1610– 37 Street S.W.
Calgary, AB T3C 3P1

Attention: Elizabeth Murray, General Manager, Westbrook Mall

Re: Calgary Board of Education Westbrook Outreach Program

This letter is to advise you that at the April 26, 2022 regular meeting of the Board of Trustees of The Calgary Board of Education (CBE), the Board of Trustees (Board) accepted a recommendation from CBE administration to commence the public input process to consider the closure of Westbrook Outreach for the purpose of relocation as set out in its Board Policy GC-3E – Closure of Schools Procedure. The Board passed the following motions:

- THAT the Board of Trustees is satisfied that there is cause to commence the public input process to consider the closure of the Discovering Choices Start Outreach - Bowness and Westbrook Outreach Program sites for the purpose of relocation in accordance with GC-3E Closure of Schools Procedure.
- THAT the Board of Trustees approves the public input period to consider the closure of the Discovering Choices Start Outreach - Bowness and Westbrook Outreach Program sites for the purpose of relocation be shortened from 60 calendar days to 56 calendar days in accordance with GC-3E Closure of Schools Procedure.

The Board of Trustees' Closure of Schools Procedure (GC-3E) sets out the formal process that must be followed when closure for the purpose of relocation is being considered, prior to the Board making its decision on whether or not to relocate Westbrook Outreach to Alternative High School. This includes providing notice to other persons who are significantly affected by the decision.

Public Meeting

The Board of Trustees will hold a public meeting to hear from parents, students and other persons on the proposed closure. At the meeting CBE will share information about the proposed closure for the purpose of relocation including the rationale, the plans for students, and the timing (amongst other things). The meeting will be held as follows:

Date: Monday, May 30, 2022

Time: 7:00 p.m.

Location: Microsoft Teams

Due to COVID-19 and related health measures this meeting will be hosted virtually to minimize in person contact. To participate in this virtual meeting, kindly RSVP by providing your first and last name, and email address to BoardofTrustees@cbe.ab.ca by **Sunday, May 30, 2022**. A meeting invitation link will be emailed to you in advance of the meeting.

We encourage you to attend this meeting to hear more about the proposed closure for the purpose of relocating Westbrook Outreach to Alternative High School and to share your viewpoints.

Access to Information

Information on the rationale, pertinent facts and proposed closure for the purpose of relocation is available to the parents, students and the public on the CBE public website and the school website:

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<https://school.cbe.ab.ca/school/discoveringchoices/Pages/default.aspx>

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Questions and Written Submissions

The Board of Trustees welcome your views and input and invite you to provide comments to them directly at: BoardofTrustees@cbe.ab.ca, or through administration at the Area 1 Office in writing to:

Attention: Prem Randhawa
Calgary Board of Education
728 – 32 Street NW
Calgary AB T3E 3C2
t | 403-777-8710
e | Area1@cbe.ab.ca

Please note all written submissions must be received by **Tuesday, June 14, 2022** for Board of Trustees to give due consideration to the written submissions received prior to making a final decision on the proposed closure.

Any questions regarding the Board of Trustees' consideration of closure for the purpose of relocating Westbrook Outreach may be submitted in writing to Area1@cbe.ab.ca. There will also be an opportunity to direct questions to CBE administration at the public meetings, and you are invited to do so.

Board Decision

The Board of Trustees will hold a regular scheduled meeting to deliberate and decide on whether or not to close Westbrook Outreach for the purpose of relocation. The meeting will be held on:

Date: Tuesday, June 21, 2022
Time: 12:00 p.m.
Location: Multipurpose Room, Education Centre, 1221 – 8 Street SW,
Calgary

Members of the public may offer comment at this Board meeting in accordance with the public comment procedure outlined in the Board Meeting Procedures:

<https://cbe.ab.ca/GovernancePolicies/Board-Meeting-Procedures-with-Public-Comment-Excerpt.pdf>

Following the June 21st Board meeting, the Board of Trustees will communicate its final decision, the effective date and any other information relevant to support the implementation of the decision.

The Board of Trustees looks forward to your input regarding this important matter.

Yours truly,



Laura Hack
Chair, Board of Trustees
Calgary Board of Education

Cc: C. Usih, Chief Superintendent of Schools
D. Breton, Superintendent, Facilities & Environmental Services
K. Johnson, Acting Director, Planning
P. Randhawa, Education Director, Area 1

D. Barbor, Principal, Westbrook Outreach



**Calgary Board
of Education**



Board Chair

Laura Hack Wards 3 & 4

Vice-Chair

Susan Vukadinovic Wards 8 & 9

Trustees

Dana Downey Wards 1 & 2

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Patricia Bolger Wards 6 & 7

Nancy Close Wards 11 & 13

Charlene May Wards 12 & 14

April 27, 2022

The City of Calgary Council
c/o Her Worship, Mayor Jyoti Gondek
P.O. Box 2100 Station M
Calgary, Alberta T2P 2M5

Dear Mayor Gondek:

Re: Discovering Choices Start Outreach Program - Bowness

On behalf of the Board of Trustees of The Calgary Board of Education (CBE), I am writing to advise you that at the April 26, 2022 regular Board meeting, the Board of Trustees (Board) accepted a recommendation from CBE administration to commence the public input process to consider the closure of Start Outreach - Bowness for the purpose of relocation. The Board passed the following motions:

- THAT the Board of Trustees is satisfied that there is cause to commence the public input process to consider the closure of the Discovering Choices Start Outreach - Bowness and Westbrook Outreach Program sites for the purpose of relocation in accordance with GC-3E Closure of Schools Procedure.
- THAT the Board of Trustees approves the public input period to consider the closure of the Discovering Choices Start Outreach - Bowness and Westbrook Outreach Program sites for the purpose of relocation be shortened from 60 calendar days to 56 calendar days in accordance with GC-3E Closure of Schools Procedure.

It is expected a decision will be made by the Board of Trustees on Tuesday, June 21, 2022 at a regular meeting of the Board. In addition to this official notification regarding commencement of the public input process to consider the closure of Start Outreach - Bowness for the purpose of relocation to Robert Thirsk High School, the *Education Act* states:

62(4) Where a board is considering an action referred to in subsection (1), the board shall, in writing, notify ...

(b) any other person, municipality or community organization who, in the opinion of the board, may be significantly affected.

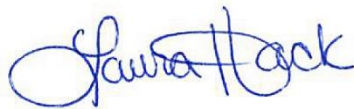
The Board of Trustees will hold a public meeting on Thursday, May 26, 2022, to hear from parents, students and other persons on the proposed closure for the purpose of relocation. At the meeting, CBE will share information about the proposed closure for the purpose of relocation including the rationale, the plans for students, and the timing (amongst other things).

Due to COVID-19 and related health measures the meeting will be hosted virtually to minimize in person contact. The details of the meeting will be advertised and available on the CBE corporate website:

<https://www.cbe.ab.ca/schools/managing-space-students/Pages/discovering-choices-relocation.aspx>

Following the June 21st Board meeting, the Board of Trustees will communicate its final decision and the effective date to those affected parents, students and other interested persons.

Yours truly,



Laura Hack
Chair, Board of Trustees
Calgary Board of Education

cc: David Duckworth, City Manager, The City of Calgary
C. Usih, Chief Superintendent of Schools


Board of Trustees

1221 – 8 Street SW Calgary, AB T2R 0L4 | t | 403-817-7933 | f | 403-294-8282 | www.cbe.ab.ca

Board Chair
Laura Hack Wards 3 & 4

Vice-Chair

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Charlene May Wards 12 & 14

April 27, 2022

 The City of Calgary Council
 c/o Her Worship, Mayor Jyoti Gondek
 P.O. Box 2100 Station M
 Calgary, Alberta T2P 2M5

Dear Mayor Gondek:

Re: Discovering Choices Westbrook Outreach Program

On behalf of the Board of Trustees of The Calgary Board of Education (CBE), I am writing to advise you that at the April 26, 2022 regular Board meeting, the Board of Trustees (Board) accepted a recommendation from CBE administration to commence the public input process to consider the closure of Westbrook Outreach for the purpose of relocation. The Board passed the following motions:

- THAT the Board of Trustees is satisfied that there is cause to commence the public input process to consider the closure of the Discovering Choices Start Outreach - Bowness and Westbrook Outreach Program sites for the purpose of relocation in accordance with GC-3E Closure of Schools Procedure.
- THAT the Board of Trustees approves the public input period to consider the closure of the Discovering Choices Start Outreach - Bowness and Westbrook Outreach Program sites for the purpose of relocation be shortened from 60 calendar days to 56 calendar days in accordance with GC-3E Closure of Schools Procedure.

It is expected a decision will be made by the Board of Trustees on Tuesday, June 21, 2022 at a regular meeting of the Board. In addition to this official notification regarding commencement of the public input process to consider the closure of Westbrook Outreach for the purpose of relocation to Alternative High School, the *Education Act* states:

62(4) Where a board is considering an action referred to in subsection (1), the board shall, in writing, notify ...

(b) any other person, municipality or community organization who, in the opinion of the board, may be significantly affected.

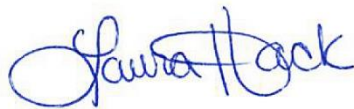
The Board of Trustees will hold a public meeting on Monday, May 30, 2022, to hear from parents, students and other persons on the proposed closure for the purpose of relocation. At the meeting, CBE will share information about the proposed closure for the purpose of relocation including the rationale, the plans for students, and the timing (amongst other things).

Due to COVID-19 and related health measures the meeting will be hosted virtually to minimize in person contact. The details of the meeting will be advertised and available on the CBE corporate website:

<https://www.cbe.ab.ca/schools/managing-space-students/Pages/discovering-choices-relocation.aspx>

Following the June 21st Board meeting, the Board of Trustees will communicate its final decision and the effective date to those affected parents, students and other interested persons.

Yours truly,



Laura Hack
Chair, Board of Trustees
Calgary Board of Education

cc: David Duckworth, City Manager, The City of Calgary
C. Usih, Chief Superintendent of Schools



[CBE Home](#) > [Schools](#) > [Managing Space For Students](#) > Discovering Choices | Start Outreach – Bowness and Westbrook Outreach Programs

Managing Space For Students

Discovering Choices | Start Outreach – Bowness and Westbrook Outreach Programs

At the April 26, 2022 regular meeting of the Board of Trustees of The Calgary Board of Education (CBE), the Board of Trustees (Board) accepted a recommendation from CBE administration to commence the public input process to consider the closure of Discovering Choices Start Outreach - Bowness and Westbrook Outreach Program sites for the purpose of relocation as set out in its Board Policy [GC-3E – Closure of Schools Procedure](https://www.cbe.ab.ca/GovernancePolicies/GC-3E.pdf) (https://www.cbe.ab.ca/GovernancePolicies/GC-3E.pdf) .

The Board passed the following motions:

- THAT the Board of Trustees is satisfied that there is cause to commence the public input process to consider the closure of the Discovering Choices Start Outreach - Bowness and Westbrook Outreach Program sites for the purpose of relocation in accordance with GC-3E Closure of Schools Procedure.
- THAT the Board of Trustees approves the public input period to consider the closure of the Discovering Choices Start Outreach - Bowness and Westbrook Outreach Program sites for the purpose of relocation be shortened from 60 calendar days to 56 calendar days in accordance with GC-3E Closure of Schools Procedure.

Prior to this decision, CBE administration shared information about this recommendation through email communication and website information as well as hosting virtual public information sessions, staff meetings and discussions with Discovering Choices students. Perspectives were also gathered through online surveys for students, parents and staff in the Discovering Choices Program. For Alternative High School and Robert Thirsk High School, thoughts were shared through school-specific opportunities for staff, students and parents. Recordings of the virtual sessions, survey results and more information is available on this [web page](https://engage.cbdialogue.com/en/projects/discovering-choices)

(https://engage.cbdialogue.com/en/projects/discovering-choices) .

The Board of Trustees' Closure of Schools Procedure (GC-3E) sets out the formal process that must be followed when closure for the purpose of relocation is being considered, prior to the Board making its decision on whether or not to relocate Westbrook Outreach to Alternative High School and START Outreach (Bowness) to Robert Thirsk High School. This location would allow Discovering Choices students to participate in enhanced learning opportunities while also continuing to provide the individualized programming and supports available at the current sites. This includes providing notice to parents and students who are affected by the decision.

Questions and Written Submissions

The Board of Trustees welcome your views and input and invite you to provide comments to them directly at:

BoardofTrustees@cbe.ab.ca (mailto:BoardofTrustees@cbe.ab.ca) , or through administration at the Area 1 Office in writing to:

Attention: Prem Randhawa

Calgary Board of Education

728 – 32 Street N.W. Calgary, AB T2N 2V9

t | 403-777-8710

e | Area1@cbe.ab.ca (mailto:Area1@cbe.ab.ca)

Please note all written submissions must be received by Tuesday, June 14, 2022 for Board of Trustees to give due consideration to the written submissions received prior to making a final decision on the proposed closure. Any questions regarding the Board of Trustees' consideration of closure for the purpose of relocating Westbrook Outreach and START Outreach may be submitted in writing to Area1@cbe.ab.ca (mailto:Area1@cbe.ab.ca) . There will also be an opportunity to direct questions to CBE administration at the public meetings, and you are invited to do so.

Board Decision

The Board of Trustees will hold a regular scheduled meeting to deliberate and decide on whether or not to close Westbrook Outreach and START for the purpose of relocation. The meeting will be held on:

Date: Tuesday, June 21, 2022

Time: 12:00 p.m.

Location: Multipurpose Room, Education Centre, 1221 – 8 Street S.W.

Calgary Members of the public may offer comment at this Board meeting in accordance with the public comment procedure outlined in the [Board Meeting Procedures](https://cbe.ab.ca/GovernancePolicies/Board-Meeting-Procedures-with-Public-Comment-Excerpt.pdf) (https://cbe.ab.ca/GovernancePolicies/Board-Meeting-Procedures-with-Public-Comment-Excerpt.pdf) .

Following the June 21 Board meeting, the Board of Trustees will communicate its final decision, the effective date and any other information relevant to support the implementation of the decision.

Public Input Meeting – START Outreach (Bowness)

The Board of Trustees will hold a public meeting to hear from parents, students and other persons on the proposed closure. At the meeting CBE will share information about the proposed closure for the purpose of relocation including the rationale, the plans for students, and the timing (amongst other things). The meeting will be held as follows:

Date: Thursday, May 26, 2022

Time: 7:00 p.m.

Location: Microsoft Teams

Due to COVID-19 and related health measures this meeting will be hosted virtually to minimize in person contact. To participate in this virtual meeting, kindly RSVP providing your first and last name, and email address to BoardofTrustees@cbe.ab.ca

(mailto:BoardofTrustees@cbe.ab.ca) by Wednesday, May 25, 2022. A meeting invitation link will be emailed to you in advance of the meeting.

We encourage you to attend this meeting to hear more about the proposed closure for the purpose of relocating START Outreach to Robert Thirsk High School and to share your viewpoints.

Public Input Meeting – Westbrook Outreach

The Board of Trustees will hold a public meeting to hear from parents, students and other persons on the proposed closure. At the meeting CBE will share information about the proposed closure for the purpose of relocation including the rationale, the plans for students, and the timing (amongst other things). The meeting will be held as follows:

Date: Monday, May 30, 2022

Time: 7:00 p.m.

Location: Microsoft Teams

Due to COVID-19 and related health measures this meeting will be hosted virtually to minimize in person contact. To participate in this virtual meeting, kindly RSVP by providing your first and last name, and email address to BoardofTrustees@cbe.ab.ca

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We encourage you to attend this meeting to hear more about the proposed closure for the purpose of relocating Westbrook Outreach to Alternative High School and to share your viewpoints.

Contact Us

Office of the Board of Trustees

t | **403-817-7933** (tel:+14038177933)

e | BoardofTrustees@cbe.ab.ca

(mailto:BoardofTrustees@cbe.ab.ca)

Supporting Documents

- **Meeting Minutes (draft) | START Outreach - Bowness Public Input Meeting, May 26, 2022**
(<http://www.cbe.ab.ca/schools/managing-space-students/Documents/20220526-DC-START-Outreach-Bowness-Public-Input-Meeting-Minutes-draft.pdf>)
- **Meeting Minutes (draft) | Westbrook Outreach - Bowness Public Input Meeting, May 30, 2022**
(<http://www.cbe.ab.ca/schools/managing-space-students/Documents/20220530-Westbrook-Outreach-Public-Input-Meeting-Minutes-draft.pdf>)
- **Presentation | Westbrook Outreach Public Input Meeting, May 30, 2022**
(<http://www.cbe.ab.ca/schools/managing-space-students/Documents/20220530-Westbrook-Outreach-Public-Meeting-Presentation.pdf>)
- **Presentation | START Outreach - Bowness Public Input Meeting, May 26, 2022**
(<http://www.cbe.ab.ca/schools/managing-space-students/Documents/20220526-DC-Start-Outreach-Bowness-Public-Meeting-Presentation.pdf>)
- **Notification Letter to Parents and Students - Relocation of Start Outreach, Apr. 27, 2022**
(<http://www.cbe.ab.ca/schools/managing-space-students/Documents/20220427-Notification-Letter-to-Parents-Students-Relocation-of-Start-Outreach.pdf>)
- **Notification Letter to Parents and Students - Relocation of Westbrook Outreach, Apr. 27, 2022**
(<http://www.cbe.ab.ca/schools/managing-space-students/Documents/20220427-Notification-Letter-to-Parents-Students-Relocation-of-Westbrook-Outreach.pdf>)

Relocation-of-Westbrook-Outreach.pdf)

- **April 26, 2022 Board of Trustee Meeting - Recommendations to Commence Public Input for Closure of Discovering Choices for Relocation**

(<http://www.cbe.ab.ca/schools/managing-space-students/Documents/20220426-Board-of-Trustees-Meeting-Recommendation-to-Commence-Public-Input-for-Closure-of-Discovering-Choices-for-Relocation.pdf>)

Related Links

- **Discovering Choices Website**

(<https://school.cbe.ab.ca/school/discoveringchoices/Pages/default.aspx>)

- **March 2022 Communications and Engagement**

(<https://engage.cbdialogue.com/en/projects/discovering-choices>)

- **Closure of School Procedure**

(<https://cbe.ab.ca/GovernancePolicies/GC-3E.pdf>)

Last modified: 6/14/2022 11:22 AM

Website feedback: [Webmaster](#)



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Contact Us

Main Office - Education Centre
1221 - 8 Street SW
Calgary AB T2R 0L4

- | [403-817-4000](#)
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Welcome to the CBE

The Calgary Board of Education (CBE) is the public school board in Calgary, Alberta, Canada. From kindergarten to Grade 12, the CBE operates a variety of programs and services to benefit each and every student.

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cbe.ab.ca



Consideration of Closure for the Purpose of Relocation (START Outreach Bowness)

Virtual Public Input Meeting
May 26, 2022
Time: 7pm

(Meeting attendees, please mute your microphone and feel free to turn your camera off)



Calgary Board
of Education

Acknowledging the land where we gather



We would like to acknowledge the traditional territories and oral practices of the Blackfoot Nations, which includes the Siksika, the Piikani, and the Kainai. We also acknowledge the Tsut'ina and Stoney Nakoda First Nations, the Métis Nation (Region 3), and all people who make their homes in the Treaty 7 region of Southern Alberta.

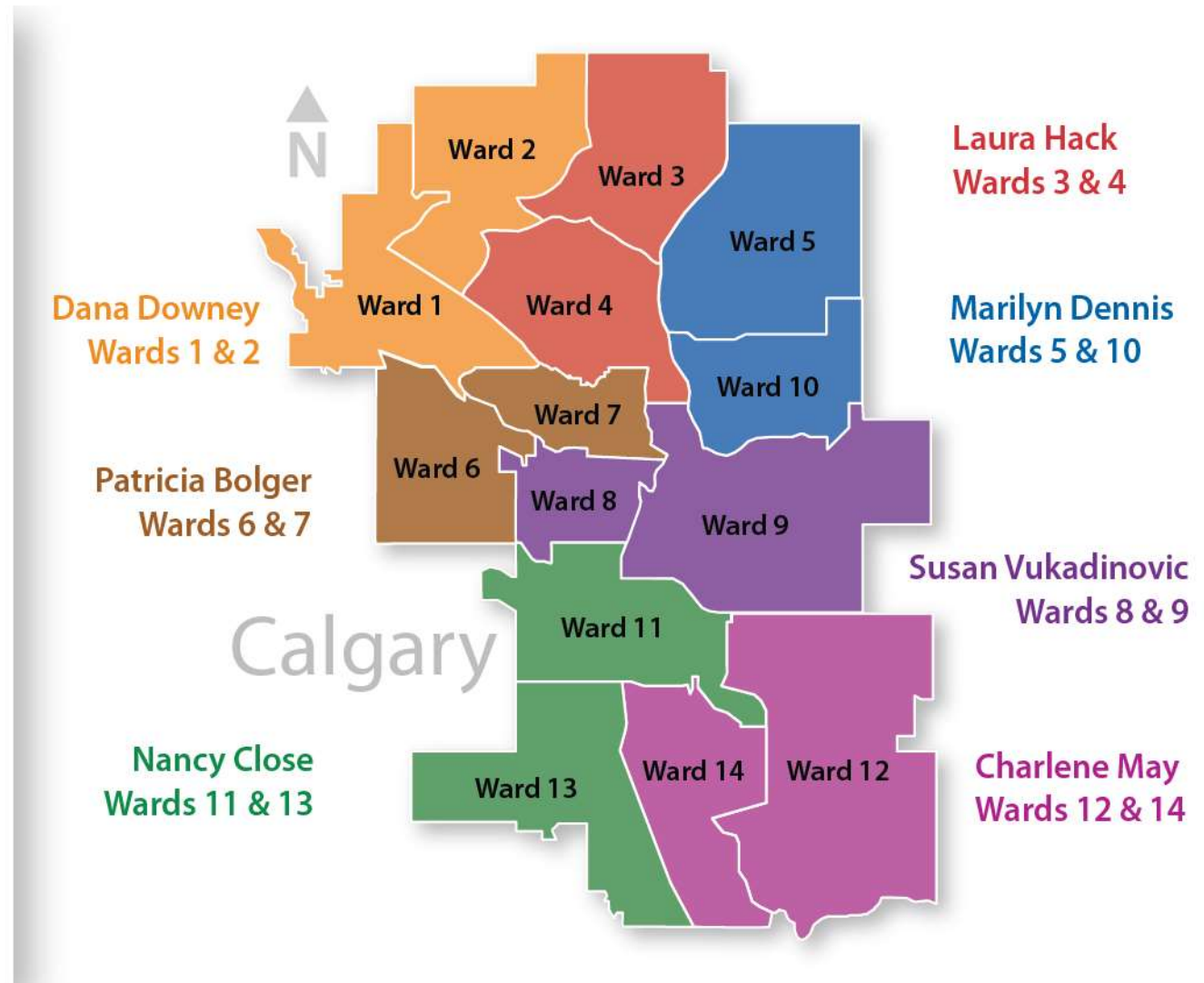
learning | [as unique](#) | as every student



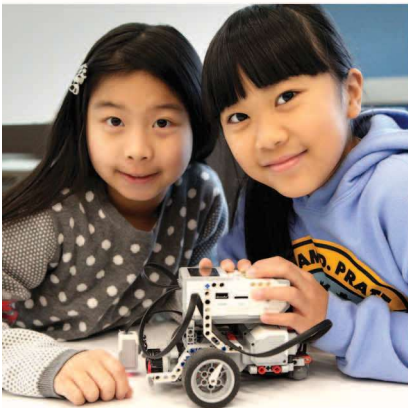
Welcome and Introductions – CBE Board of Trustees

Board of Trustees

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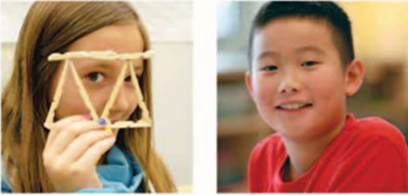


Agenda



1. Opening Remarks
2. Meeting Purpose and Outline
3. Meeting Guidelines
4. CBE Administration Presentation
5. Questions and Comments
6. Closing Remarks

Opening Remarks



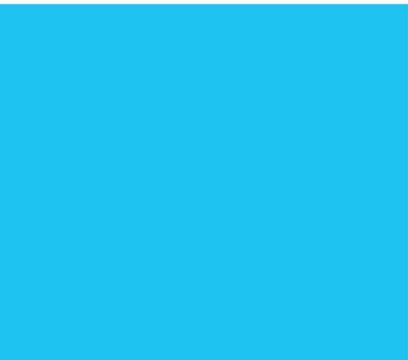
- Chair - Board of Trustees, Laura Hack



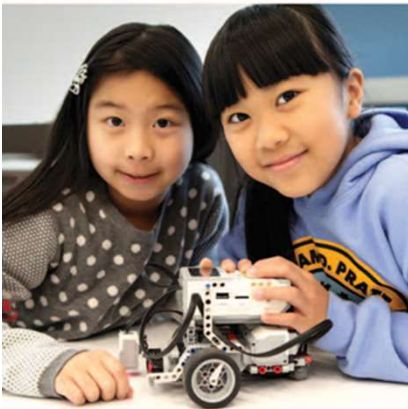
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- Outline the rationale for the proposed closure
- Share relevant information
- Provide the opportunity for questions and comments on the proposed closure

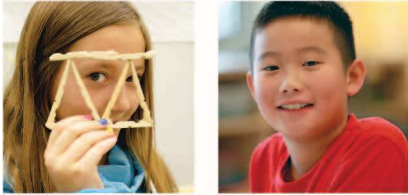


Meeting Guidelines



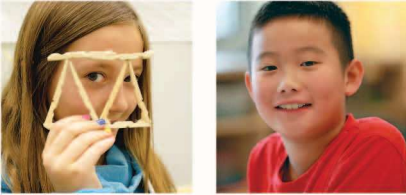
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- Respect differing opinions and everyone's right to speak

What is Discovering Choices?



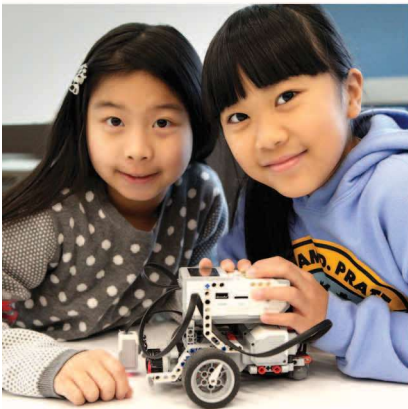
- Outreach programming for students who require additional supports to be successful in completing courses and making progress toward high school graduation.
- Students may have experienced interrupted schooling, severe attendance issues or other challenges affecting their high school experiences.
- Allows for individualized and flexible programming in recognition of individual student needs.

Rationale for the Proposed Relocation



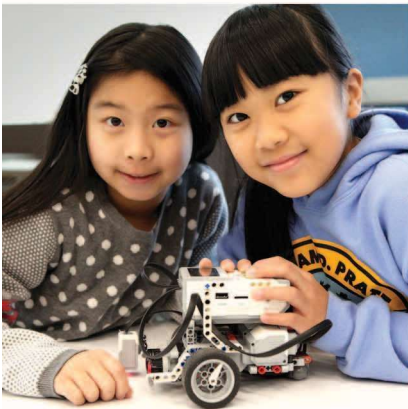
- Provide students with access to enhanced learning opportunities while also continuing to provide the individualized programming and supports provided at the current sites.
- Leases at Bowness and Westbrook outreach locations expiring in 2023.
- Changes to government funding for outreach programs.
- Changes to government policy that allow outreach programs to be offered in operating schools.
- Space availability at two high schools.
- Various transportation options

Proposed Student Accommodation Plan



- CBE will continue to operate four outreach locations across the four quadrants of the city with the proposed moves as follows:
 - Discovering Choices I (Downtown) - will continue at the current SE location;
 - Discovering Choice II (Northgate) - will continue at the current NE location;
 - Start Outreach (Bowness) - will move into Robert Thirsk High School in the NW; and
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- Students would have the flexibility to choose the location that is right for them.

Education and Program Impacts for Discovering Choices Students



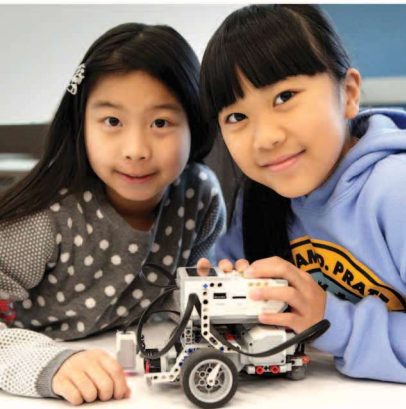
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Education and Program Impacts for Discovering Choices Students



- Enhanced learning opportunities, including Career and Technology Studies/option courses and extra-curricular offerings.
- Access to larger guidance and student services staff.
- Option courses will include DC students along with other students attending Alternative and Robert Thirsk high schools.

The Proposed Student Transition Plan

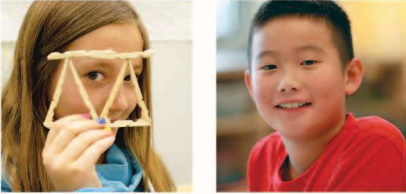


Student transitions will be:

- Co-ordinated, purposeful and outcomes oriented
- Timely, ongoing and responsive
- Include feedback and perspectives gathered from students, parents, staff and school administrators
- Inclusive of the social-emotional needs of each student

Students have the flexibility to choose any of the four locations that is best for them.

CBE Planning Principles



- Provide equitable access for all students to quality learning environments and choice of programs
- Use space and resources effectively
- Provide long term sustainability

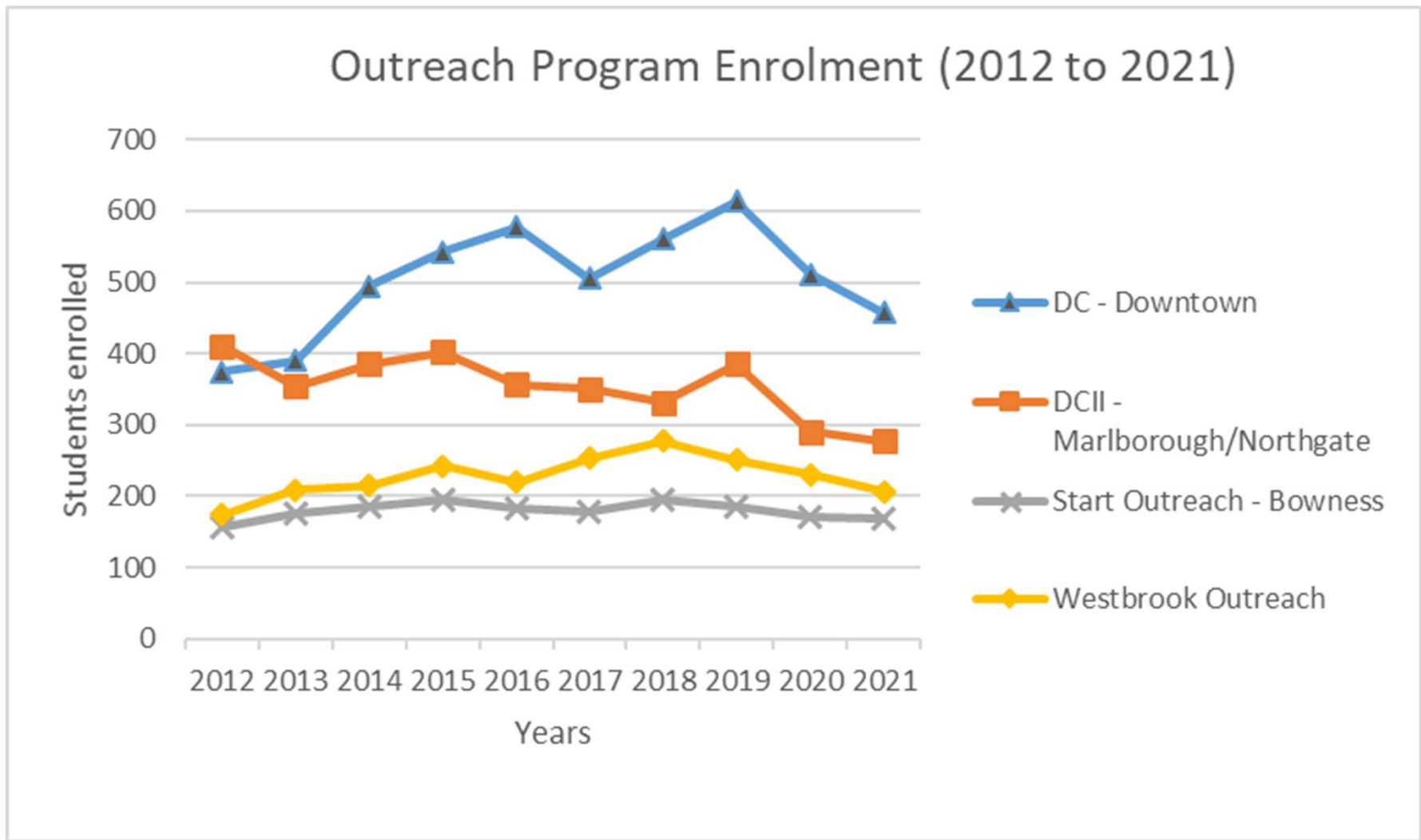
AR 1090 Student Accommodation Planning Process

Existing Leased Sites and Capital Plan Impact



- Increase in high school utilization rates
- The leases will expire in 2023 and space will be returned to the landlord

Outreach Program Enrolment (2012-2021)



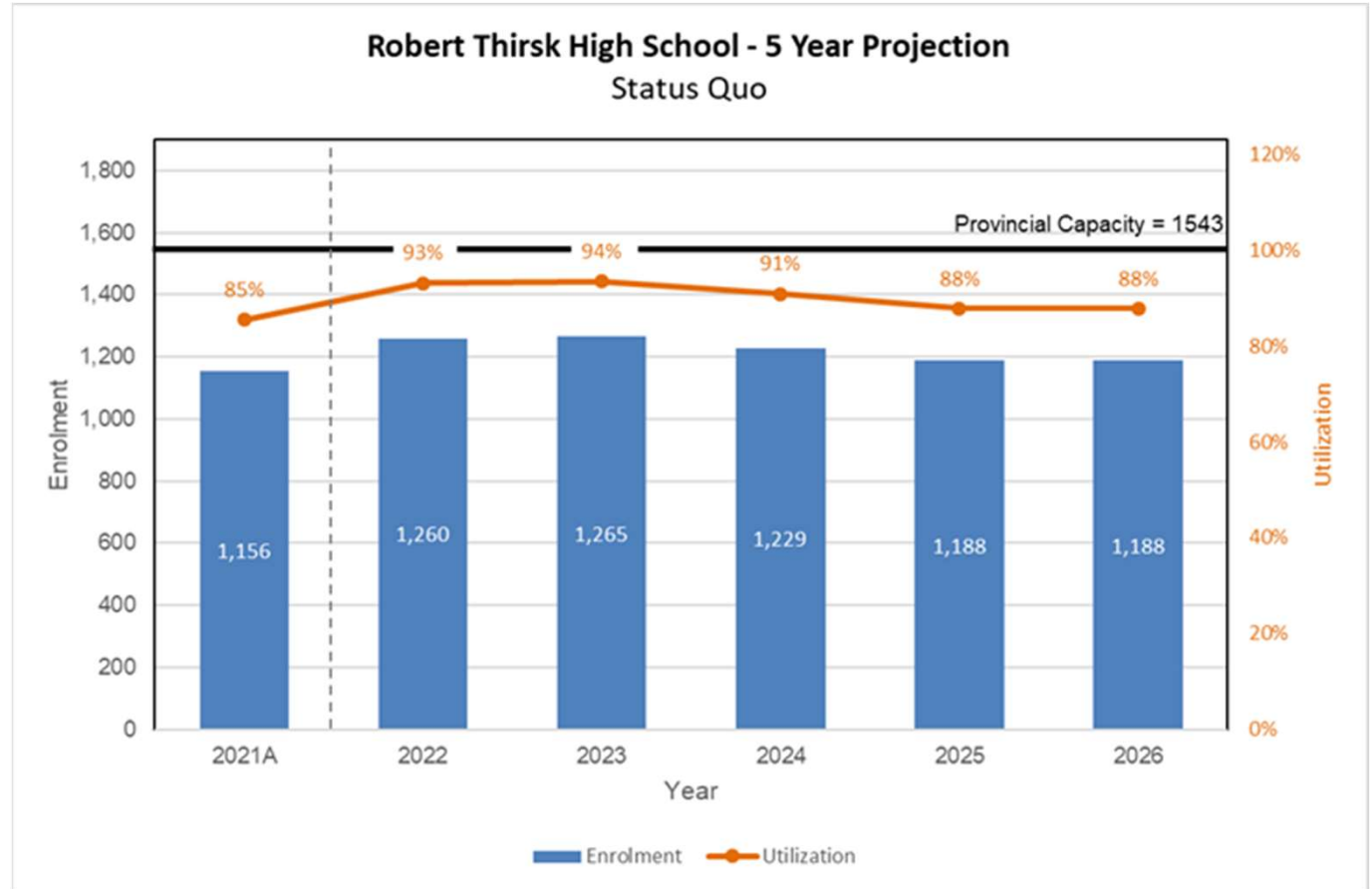
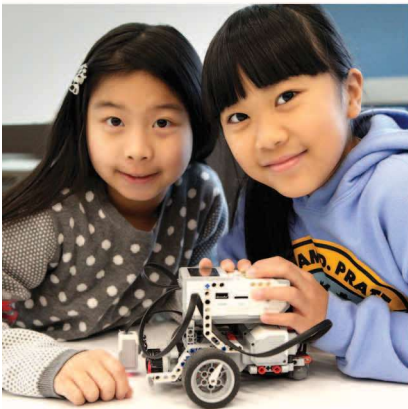
Current Student Enrolment

Enrolment in Outreach Programs 2021

Programs	Locations	Enrolment	% of total Enrolment
Discovering Choices I	Downtown	457	41%
Discovering ChoicesII	Northgate	277	25%
Start- Outreach	Bowness	168	15%
Westbrook Outreach	Westbrook	206	19%
Total		1108	100%

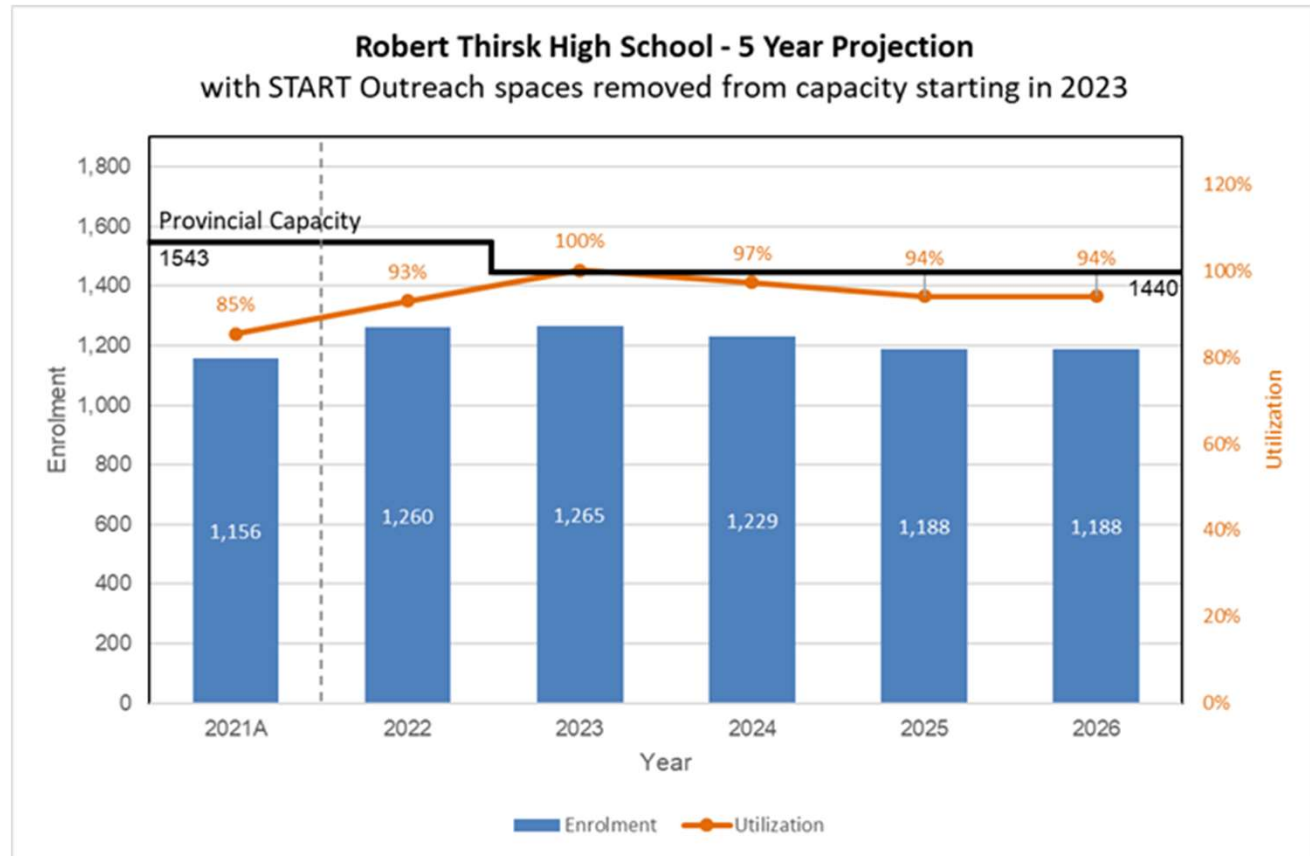
Source: School Enrolment Report 2021-2022

Current and Projected Enrolment Robert Thirsk School (Status Quo)

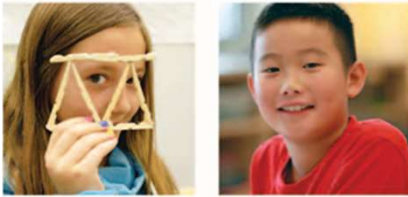


Current and Projected Enrolment Robert Thirsk School

(with START Outreach spaces removed from capacity starting in 2023)



Financial Impacts



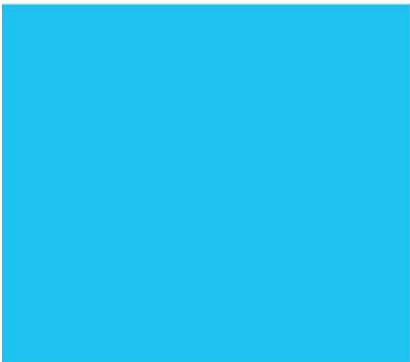
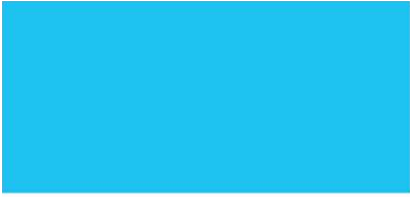
Lease cost, enrolment and cost per student at outreach sites

Location	Annual Lease Cost	2021-2022 Enrolment	2021-2022 Cost Per Student
DC- Downtown	\$ 126,000.00	457	\$ 275.71
DC -Northgate	\$ 110,293.00	277	\$ 398.17
Start Outreach	\$ 184,500.00	168	\$ 1,098.21
Westbrook Outreach	\$ 132,732.00	206	\$ 644.33

- Elimination of lease costs for the two most costly / lowest enrolment sites (Bowness & Westbrook)
- Operational savings of approximately \$38,000 per year

Proposed Timeline for Implementation





Questions and Comments

Written Submissions

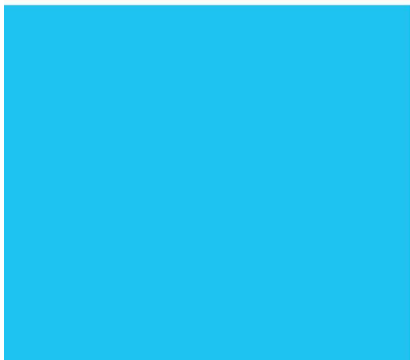
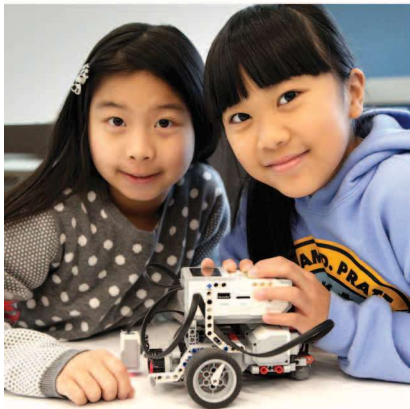
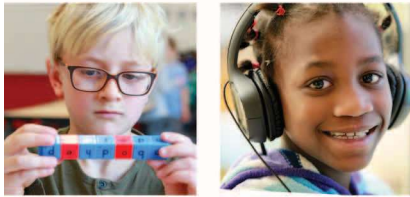


Attention: Prem Randhawa
Calgary Board of Education
3445-37 Street SW
Calgary AB T3E 3C2
t | 403-777-8750
e | Area1@cbe.ab.ca

or

Email directly to BoardofTrustees@cbe.ab.ca

Please respond in writing
By Tuesday, June 14, 2022



Closing Remarks

cbe.ab.ca

Consideration of Closure for the Purpose of Relocation Westbrook Outreach

Virtual Public Input Meeting
May 30, 2022
Time: 7:00

(Meeting attendees, please mute
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turn your camera off)



Calgary Board
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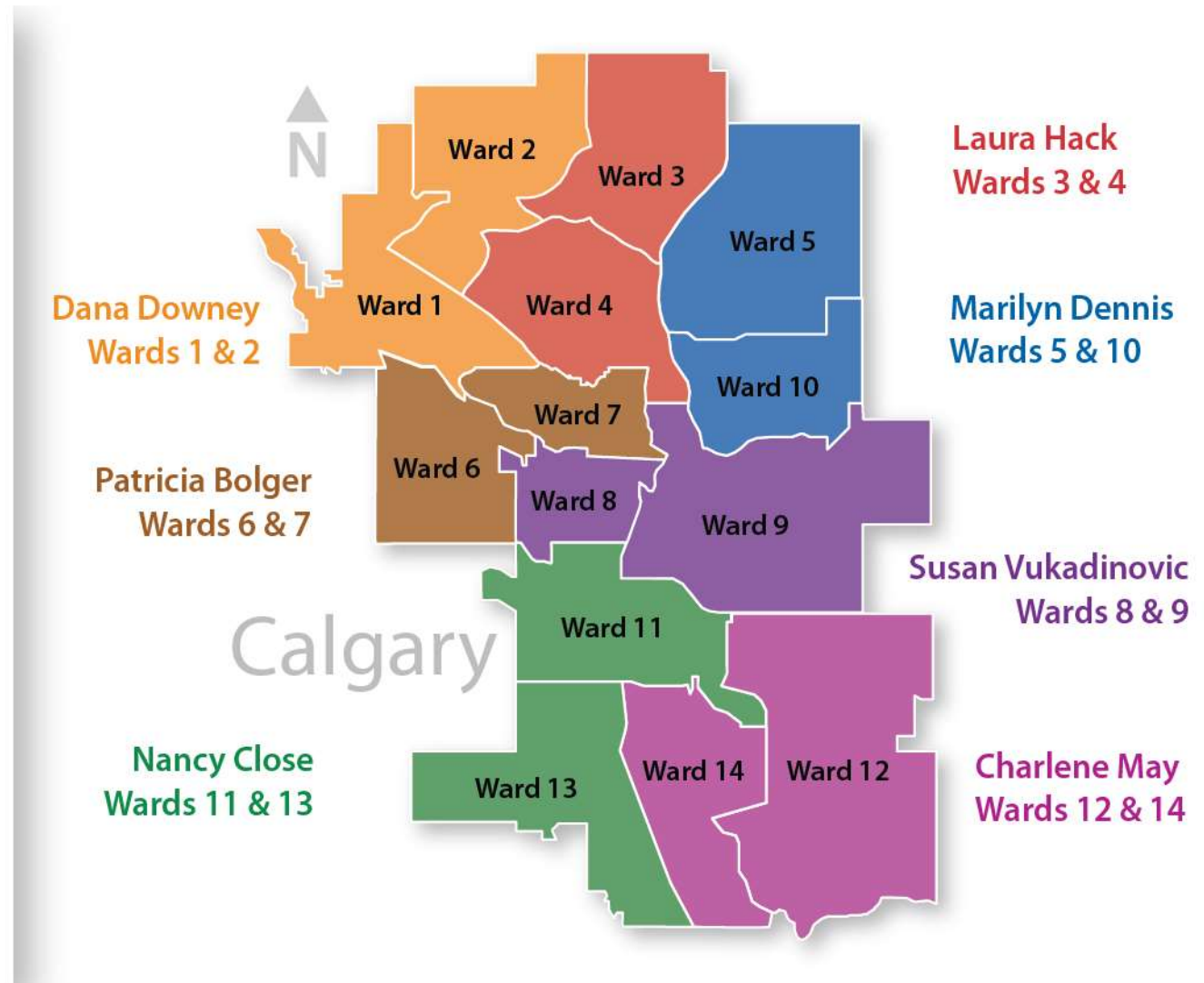
learning | [as unique](#) | as every student



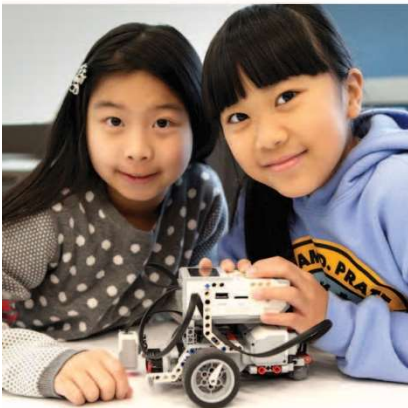
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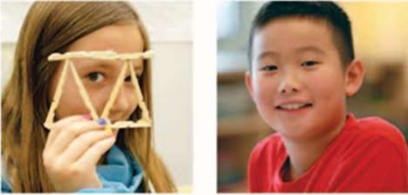
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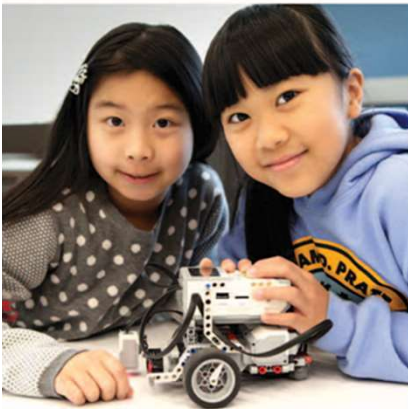
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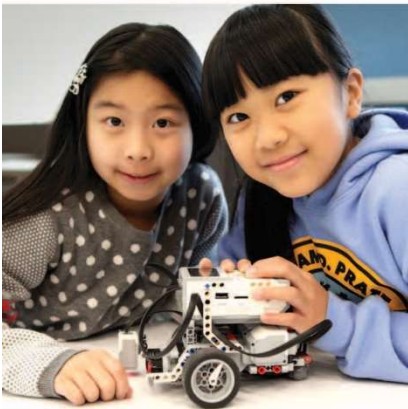
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Rationale for the Proposed Relocation



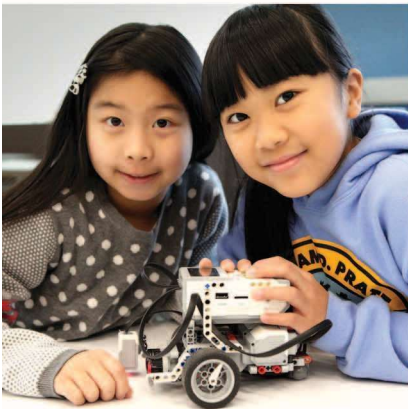
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Education and Program Impacts for Discovering Choices Students



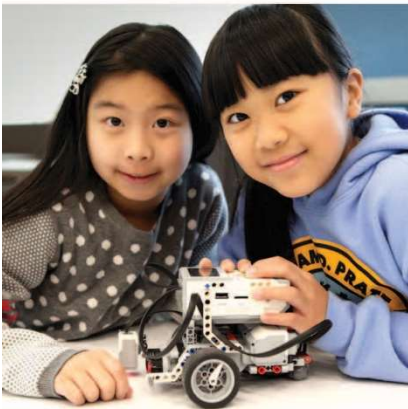
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The Proposed Student Transition Plan

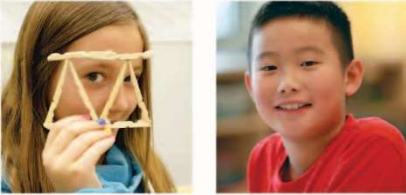


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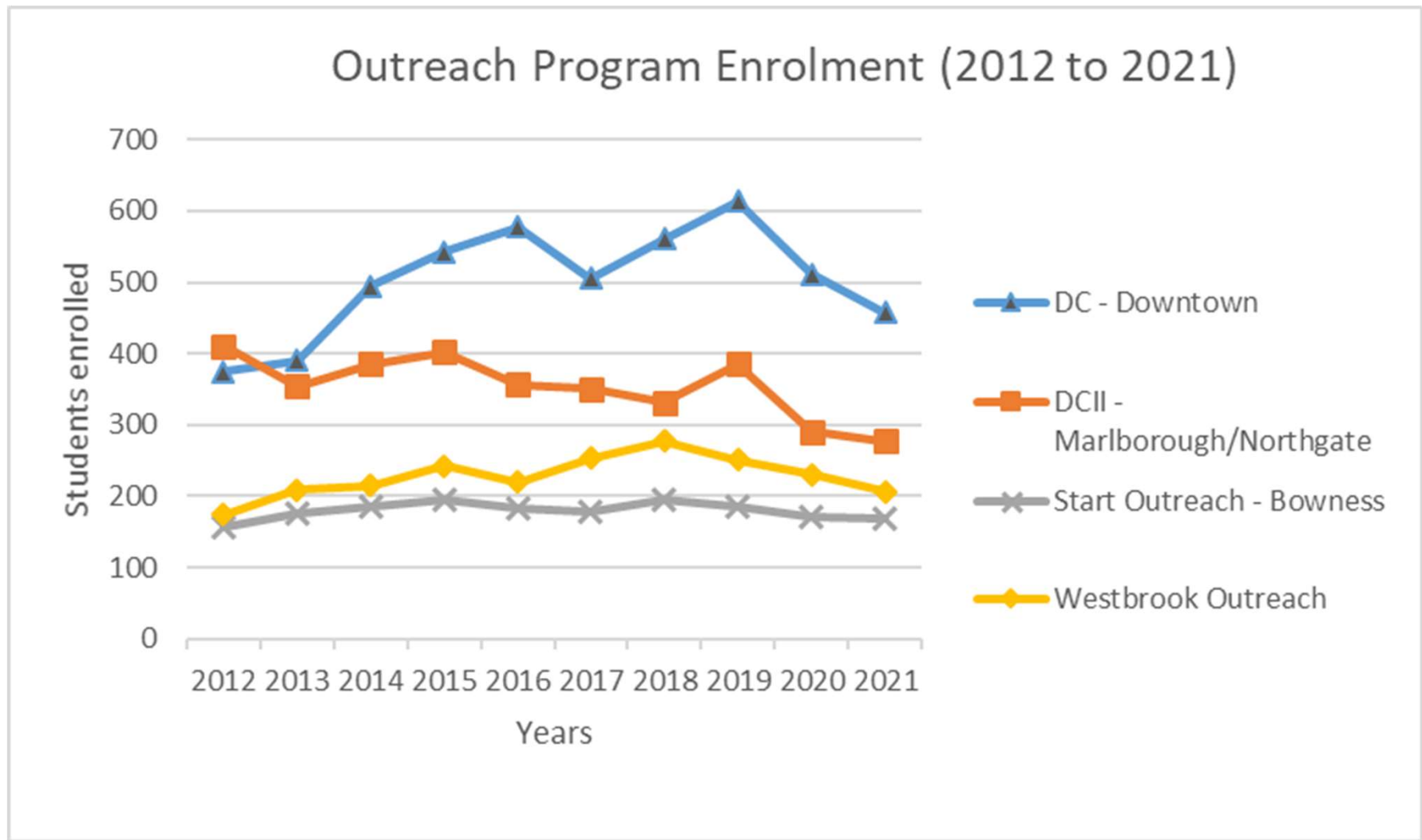
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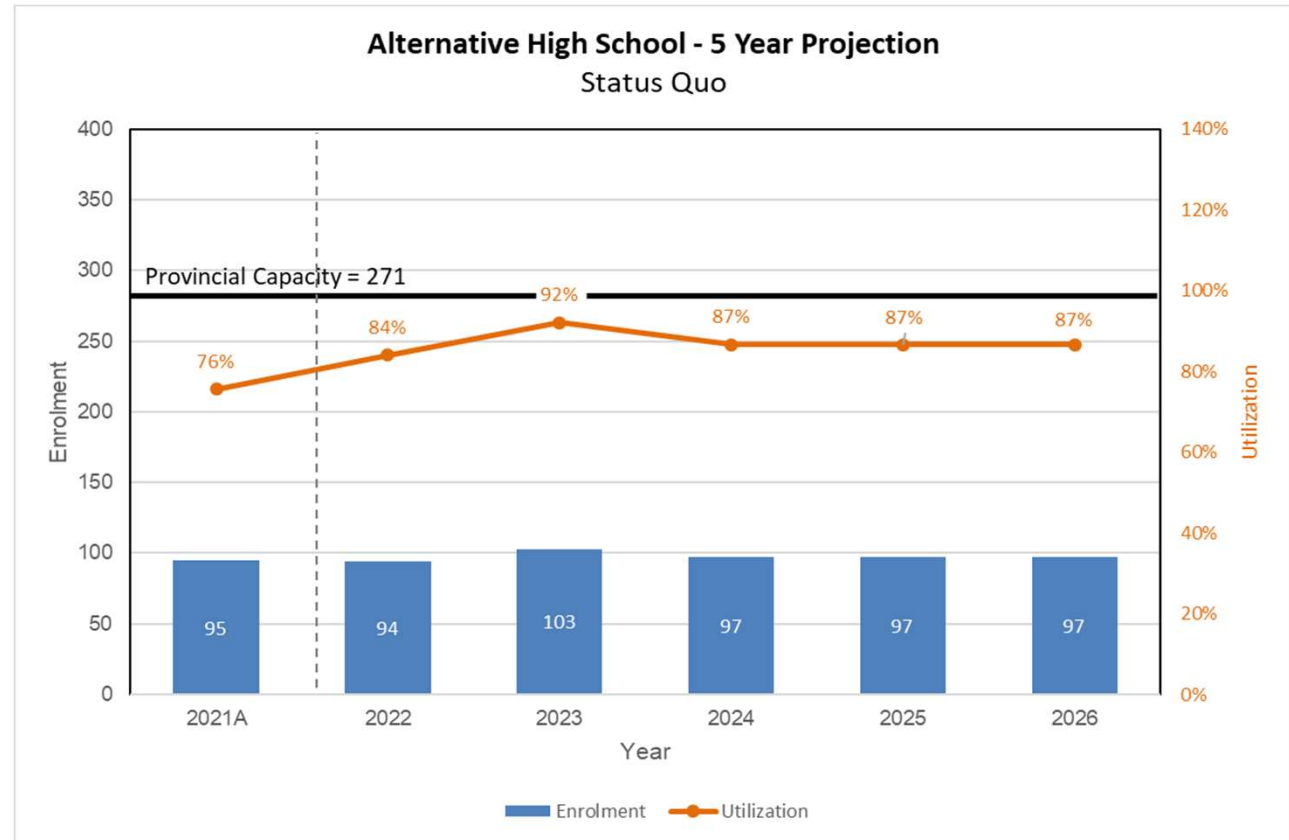
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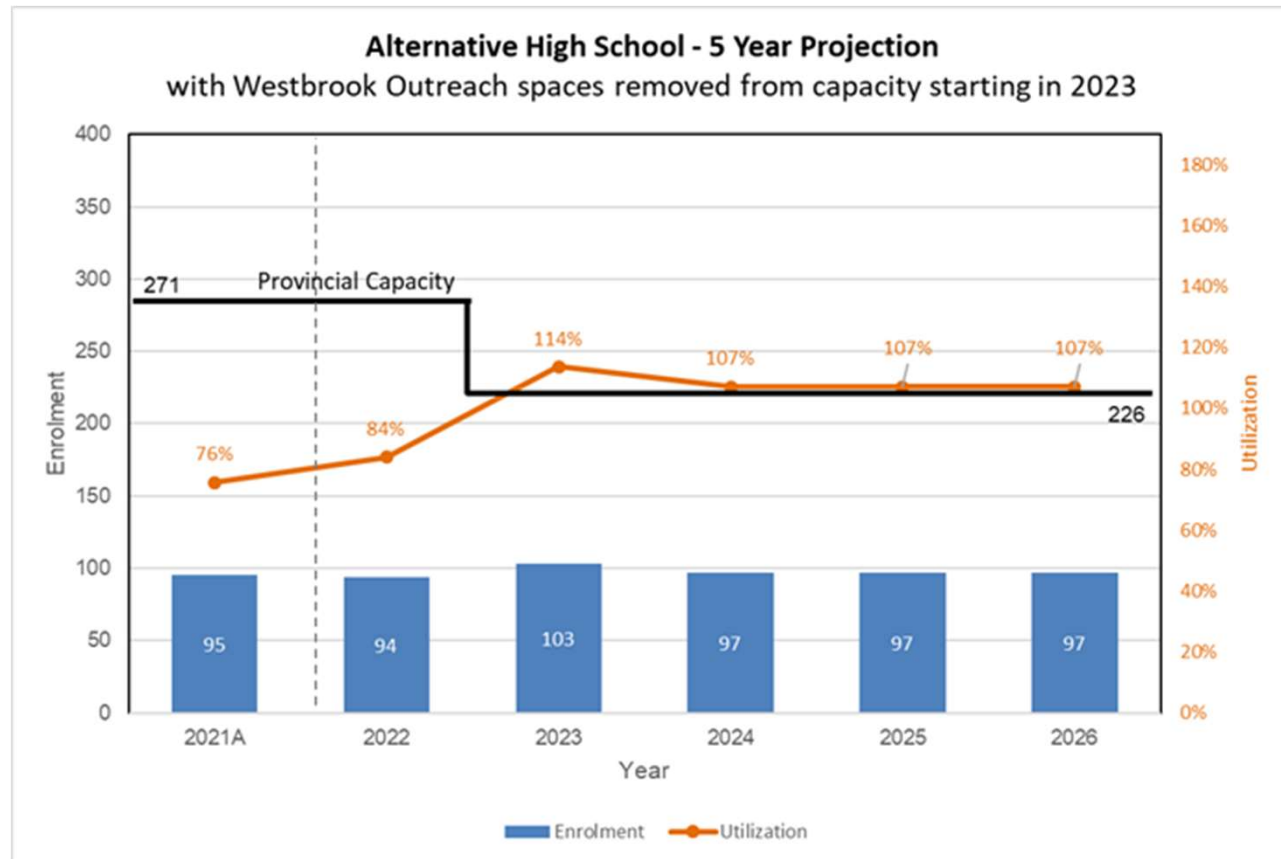
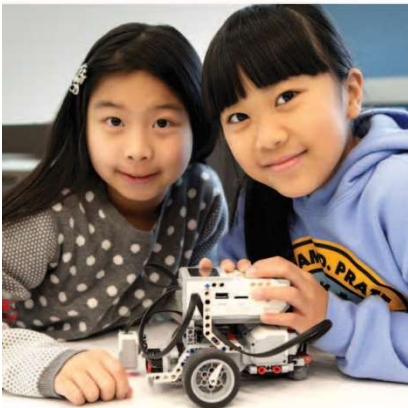
Source: School Enrolment Report 2021-2022

Current and Projected Enrolment Alternative High School (Status Quo)

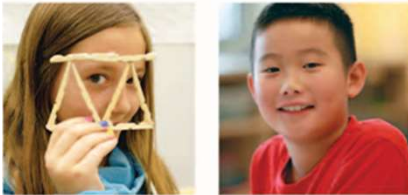


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(with Westbrook Outreach spaces removed from capacity starting in 2023)



Financial Impacts



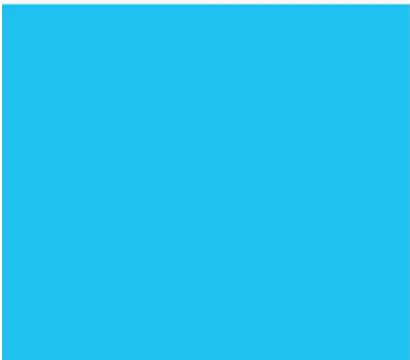
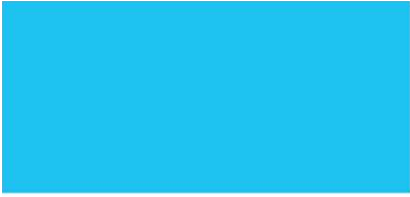
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DC- Downtown	\$ 126,000.00	457	\$ 275.71
DC -Northgate	\$ 110,293.00	277	\$ 398.17
Start Outreach	\$ 184,500.00	168	\$ 1,098.21
Westbrook Outreach	\$ 132,732.00	206	\$ 644.33

- Elimination of lease costs
- Operational savings of approximately \$38,000 per year

Proposed Timeline for Implementation





Questions and Comments

Written Submissions

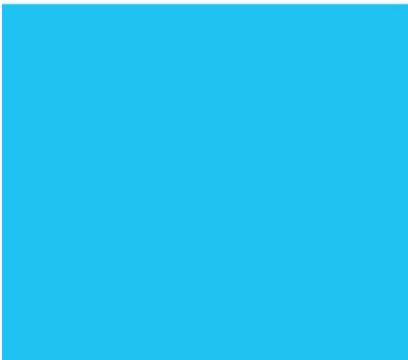
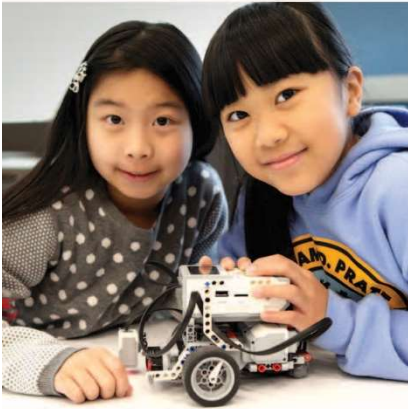
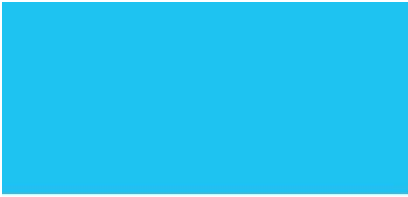


Attention: Prem Randhawa
Calgary Board of Education
3445-37 Street SW
Calgary AB T3E 3C2
t | 403-777-8750
e | Area1@cbe.ab.ca

or

Email directly to BoardofTrustees@cbe.ab.ca

Please respond in writing
By Tuesday, June 14, 2022



Closing Remarks

**operational
expectations
monitoring report**

OE-5: Financial Planning

BOARD OF TRUSTEES ACTION

Monitoring report for the school year 2020-2021

Report Date

June 14, 2022

Resubmitted

June 21, 2022

With respect to OE-5: Financial Planning, the Board of Trustees:

- Approves that the Chief Superintendent is in compliance with the provisions of this policy.
- Finds the evidence to be compliant with noted exceptions
- Finds evidence to be not compliant


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
-----	--	-----------

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
-----	--	-----------

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.



report to Board of Trustees

Proposed Amendments to GC-5E: Audit and Risk Committee Terms of Reference

Date	June 21, 2022
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
Purpose	Decision
From	Marilyn Dennis Audit and Risk Committee Chair
Governance Policy Reference	Governance Culture GC-5: Board Committees GC-5E: Board Committees Terms of Reference
Resource Person(s)	Patricia Minor, Corporate Secretary

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the amendments to GC-5E: Board Committees - Audit and Risk Committee Terms of Reference, Attachment I to this report.

2 | Background

The Audit and Risk Committee's Terms of Reference requires the Committee to annual review the Terms of Reference to ensure its continued relevance and appropriateness, and make recommendation(s) to the Board of Trustees.

From January to March the Audit and Risk Committee met and reviewed the Committee's Terms of Reference. This report includes proposed amendments to the Terms of Reference recommended by the Committee.



3 | Conclusion

The Board of Trustees to consider proposed amendments to the Terms of Reference for the Audit and Risk Committee

Attachment I: Audit and Risk Committee Terms of Reference (proposed amendments shown in track changes)

GOVERNANCE CULTURE
GC-5E: Board Committees Terms of Reference

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

Audit and Risk Committee

Purpose/Charge:

The purpose of the Audit and Risk Committee (the "Committee") is to assist the Board of Trustees in fulfilling its fiscal and risk management oversight responsibilities.

Membership:

1. The Committee shall consist of a minimum of seven individuals comprised of:
 - two trustees, one of whom will serve as Committee Chair; and
 - five individuals external to the Calgary Board of Education and independent of the Calgary Board of Education. The meaning of independence is as defined in National Instrument 52-110 Audit Committees.
2. The external Committee members will be appointed to the Committee by the Board of Trustees based on their expertise in the areas identified in the Committee's skills matrix set out in Appendix I.
3. The term of appointment for the external Committee members shall be for three years, renewable to a maximum of nine years. To ensure continuity of leadership, the expiration terms of the external Committee members will be staggered.
4. Each external Committee member shall serve at the pleasure of the Board of Trustees, who reserve the right to terminate any appointment.
5. The trustee members, including the Committee Chair, will be appointed annually at the Board of Trustees' Organizational meeting.

Meetings:

1. The Committee will meet regularly, not less than four times a year, and may meet at such other times as required by the Committee Chair.
2. The Chair of the Committee shall establish the agendas for meetings, ensure that properly prepared agenda materials are circulated to the members with sufficient time for review prior to the meeting, and be responsible for reporting to the Board of Trustees.
3. A majority of the members of the Committee shall constitute a quorum. One trustee must be present at all Committee meetings.
4. The Chief Financial Officer, members of Administration and the Corporate Secretary may attend all meetings of the Committee, except where the Committee agrees to meet in camera with only the external auditors present.

Reporting Schedule:

1. The Committee Chair or his/her designate shall report to the Board on matters arising at Committee meetings. The Committee Chair shall report at least quarterly to the Board of Trustees on the Committee's responsibilities and how it has discharged them.
2. Minutes of all meetings of the Audit and Risk Committee shall be provided to the Board of Trustees by the Chair and filed with the Board of Trustees for the corporate record and indicate at least the following information:
 - date and place of meeting;
 - attendees; and
 - record of Committee recommendations.

Roles and Responsibilities:

1. The Committee shall have the responsibilities set out in Appendix II as well as any other matters as may be delegated to the Committee by the Board from time to time.
2. The Committee and each of its members shall comply with such additional requirements as may be specified in the *Education Act* and in resolutions of the Board in effect from time to time.

Authority Over Division Resources:

The Committee shall have no authority over The Calgary Board of Education resources; this is the responsibility of the Board of Trustees.

Adopted: October 13, 2020

Appendix I

**Calgary Board of Education Board of Trustees
Audit and Risk Committee Members Skills Matrix**

External Audit and Risk Committee Members	Financial Management/ Accounting/ Audit	Financial Planning	Internal Audit	Risk Management	Corporate Leadership	Public Sector/ Not for Profit Experience	Government Affairs/Public Policy
Individual Competency Average							
Overall Competencies Average:							

Rating Scale for Skills Matrix Competencies

- 1 – None/low (little to no experience)
- 2 – Basic (limited knowledge)
- 3 – Intermediate (practical understand)
- 4 – Proficient (in depth understanding, applied theory)
- 5 – Expert (significant experience, would be seen as a subject matter expert)

Appendix II
Audit and Risk Committee
Roles and Responsibilities Calendar
 √ When Performed

Roles and Responsibilities	Quarterly	Annually	As Required
External Auditors			
1. Make recommendations to the Board with respect to the appointment of the external auditors.			√
2. Review with the external auditors their annual audit plan, as well as associated fees and costs, and make recommendation(s) to the Board of Trustees.		√	
3. Review any non-audit services provided or to be provided by the external auditors and the costs thereof including any impact such services may have on the independence of the external auditors, and make recommendation(s) to the Board of Trustees.	√		
4. Receive confirmation in writing from the external auditors regarding their independence.		√	
5. Annually evaluate the performance of the external auditors.		√	
Financial Statements			
6. Review the CBE's audited financial statements including Management's discussion and analysis and make recommendation(s) to the Board of Trustees.		√	
7. Review the external auditor's annual findings report including any significant problems encountered in performing the audit, the contents of any Management letters issued by the external auditors and Management's response thereto, and any unresolved significant		√	

Roles and Responsibilities	Quarterly	Annually	As Required
issues between Administration and the external auditors that could affect the financial reporting of the Division			
8. Review the Division's unaudited quarterly financial variance reports and financial health matrix with particular attention to the presentation of unusual or sensitive matters such as disclosure of significant non-recurring events, significant risks, changes in accounting principles, and estimates or reserves, and all significant variances between comparative reporting periods.	√		
Internal Controls Consulting Services			
9. Review any internal control-related non-audited services, internal controls, fraud or risk management services, performed by the external auditor <u>including any significant recommendations from the external auditor</u> and make recommendation(s) to the Board of Trustees.		√	√
10. Review any significant recommendations from the external auditor to strengthen the internal controls of the Division. Review any internal controls, forensic audit, fraud, or risk management services performed by an external service provider including any significant recommendations from the external service provider, and make recommendation(s) to the Board of Trustees.			√
Risk Management			
11. Review the Division's risk appetite and risk tolerance levels, assessment of risk levels compared		√	

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Roles and Responsibilities	Quarterly	Annually	As Required
to established tolerance levels, and make recommendation(s) to the Board of Trustees.			
12. Review the Division's risk management framework including processes in place to identify, prioritize, assess, monitor, manage and mitigate significant risk exposures, including appropriate risk management policies, procedures and controls.		√	
13. Review the Division's risk report of current and emerging risks including the nature and magnitude of significant risks to which the Division is exposed, and keep the Board apprised of any significant changes in risk levels and emerging risks.	√		
Other			
14. Review Administration reports on any significant or unusual events or transactions that could have a material impact on the financial statements or that could adversely affect the well-being of the Division.			√
15. Review the Audit and Risk Committee Terms of Reference once every year to ensure its continued relevance and appropriateness, and make recommendation(s) to the Board.		√	

**report to
Board of Trustees**

Third Quarter Budget Variance Report

Date	June 21, 2022
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Originator	Brad Grundy, Superintendent Chief Financial Officer and Corporate Treasurer
Governance Policy Reference	OE-5: Financial Planning GC-5E: Board Committees
Resource Person(s)	Tanya Scanga, Manager of Corporate Planning & Reporting Tauha Pasha, Financial Reporting Supervisor

1 | Recommendation

This report is provided for the information of the Board of Trustees. No decision is required.

2 | Issue

Operational Expectations OE-5: Financial Planning requires that quarterly variance reports are prepared and explanations provided for variances over 1% and \$500,000 between the CBE's 2021-22 budget and this forecast. This report serves as the third-quarter report for the 2021-22 fiscal year ending August 31st, 2022.

Governance Culture GC-5E requires that quarterly financial variance reports and the financial health matrix be presented to the Audit and Risk Committee. The Audit and Risk Committee is to pay particular attention to the presentation of unusual, sensitive and/or significant variances from the budget.

3 | Background

Quarterly variance and annual financial reports presented to the Audit and Risk Committee and the Board of Trustees, provide an update on the results of CBE operations. This report compares the 2021-22 third-quarter forecasted results to the 2021-22 budget in compliance with Operational Expectations OE-5: Financial Planning.

Included in this report:

- Attachment I: Third-quarter budget variance report
- Attachment II: Spending by schools and service units
- Attachment III: Use of reserves
- Attachment IV: Capital budget report
- Attachment V: Impact of COVID-19
- Attachment VI: Financial Health Matrix



4 | Analysis

COVID-19 continues to impact the CBE’s operations in the third quarter, albeit at a lesser rate than earlier in the year. The situation continues to be dynamic and subject to radical and significant change within short timelines. The CBE continues to move towards a new normal world of enhanced cleaning and reduced public health measures. We will continue to follow the guidance of Alberta Health Services and the Government of Alberta while monitoring the additional spending related to pandemic mitigation.

Operating deficit

The forecasted deficit for the year is \$1.2 million (0.1% of budgeted expenditures), inclusive of estimated COVID-19 mitigation costs of \$14.8 million (Attachment V). This is an unfavourable variance of \$1.2 million from the balanced budget projection. The 2021-22 Budget did not include COVID-19 mitigation costs, causing many unfavourable variances, due to significant uncertainty at the time the budget was approved. As a result, the CBE proactively requested and received access for up to \$14 million in January 2022 to assist with incremental COVID-19 costs. In addition to COVID-19 mitigation costs, this \$1.2 million unfavourable variance is comprised of a number of offsetting revenue and expense factors that are outlined in this report.

Overall forecasted revenues are lower than budgeted by \$14.5 million and expenses have decreased by \$13.2 million. Revenue decreased mainly due to the deferral of provincial grant funding based on lower actual enrolment from forecasted enrolment in Budget 2021-22. Overall revenue was further impacted by the decision to eliminate student transportation fees for the 2021-22 school year. This was partially offset by a targeted Learning Disruption Grant received to mitigate pandemic-related learning disruptions. This grant is not available to offset other costs and was not incorporated in Budget 2021-22 as it was unknown at that time.

The decrease in expenditures continues to trend less than the decrease in revenues as the CBE continues to focus on meeting the learning needs of the students through a pandemic and the ongoing pandemic recovery. As a result, some specific sources of revenue decreased while expenditures continued to be incurred.

Please refer to the line-item analysis for further details. Spending by schools and service units is provided in Attachment II with explanations of significant variances from Budget 2021-22.

Capital Activities

Board-funded capital expenditures allow various projects necessary to support the continued operations of the CBE and not funded through Alberta Education (e.g. technology upgrades, new school commissioning, non-school building upgrades, air-conditioning, modular classroom installations, etc.) to continue.

The board-funded capital expenditures are expected to be \$39.4 million, which is an increase of \$11.1 million from the budgeted expenditures of \$28.3 million. This variance from the budget is primarily due to:

- \$18.0 million in capital project expenses capital projects initiated in 2020-21, to be continued into the 2021-22 fiscal year. These include new school commissioning, landscaping, solar power system, and various technology upgrade and maintenance projects; and
- \$8.5 million use of capital reserves approved for commissioning costs of five new schools opening in 2022-23.
- This increase is partially offset by the following savings:
 - \$4.7 million in new school commissioning costs to be carried forward into the next fiscal year;
 - \$3.6 million decrease due to a change in board-funded amortization estimate;
 - \$3.0 million decrease in solar power system project as these expenses will be carried-forward into next fiscal year;
 - \$1.7 million in non-facility related projects including Oracle ERP upgrade, software rentals, trades and custodial equipment to be carried-forward into the next fiscal year;
 - \$1.5 million in savings on school modernization and commissioning projects; and
 - \$0.9 million decrease in capital lease repayments.

The 2021-22 third-quarter capital budget report in Attachment IV highlights significant variances from the Budget.

Use of reserves and balancing

The CBE submitted a balanced 2021-22 budget that did not require a draw from operating reserves. The third-quarter forecasts a draw of \$11.9 million from operating reserves and designated funds, and \$4.0 million from capital reserves. The withdrawal from designated operating reserves and capital reserves represents expenditures initiated in the previous fiscal year, but carried-forward to the current fiscal year. Expenditures forecasted for carry-forward as of August 31, 2022, are shown as an offsetting contribution to the reserves and any changes in the forecast may result in a request to access operating reserves.

Operating Reserve

The forecasted operating reserve balance of \$26.8 million is a decrease of \$11.9 million from \$38.7 million at August 31, 2021. The CBE's reserves will continue to be deployed to maintain core programs, services and supports through these challenging times. Access to operating and

capital reserves is subject to approval from the Minister of Education until August 31, 2023. The CBE has received the ministerial approval to access up to \$14 million in operating reserves to fund COVID-19 related costs for the current fiscal year. At this time, incremental COVID mitigation costs that cannot be absorbed within Budget 2021-22 are expected to be significantly below the available \$14 million.

New guidance from Alberta Education’s Funding Manual mandates a prescribed level of operating reserves that each jurisdiction must maintain. Each jurisdiction must maintain a minimum operating reserve percentage of 1% and a maximum of 3.15% (equivalent to the System Administration grant) of its prior-year operating expenses. Any operating reserve balance in excess of the operating reserve maximum will be recovered by Alberta Education through a reduction in scheduled payments.

The CBE’s forecasted operating reserve percentage of 2.0% is within the mandated guidelines. The CBE has adequate operating reserves to address most non–grant funding risks and operational needs. Given the ongoing global pandemic, using operating reserves at this time is prudent and necessary to maintain school operations.

Capital Reserve

Alberta Education has not mandated a minimum or maximum level of capital reserves that each jurisdiction must maintain. The forecasted capital reserves balance of \$37.8 million represents a decrease of \$4.0 million from the \$41.8 million as of August 31, 2021. This decrease is primarily due to a spend of \$13.4 million on reserve-funded projects, and offset by \$9.4 million of expenses carried-forward into the next fiscal year.

Further details are provided in Attachment III – third-quarter use of reserves.

Revenue

(in \$ thousands)	
Q3 Forecast Revenue	1,356,777
Budget 2021-22 Revenue	1,371,240
Variance Favourable / (Unfavourable)	(14,463)

Significant contributions to this unfavourable (decrease) in revenue include:

- Unfavourable variance of \$8.2 million in Government of Alberta funding resulting from the net impact of:
 - \$17.2 million of deferred revenue to reflect of the difference between the projected funded enrolment and the actuals as per the September month-end student count; and
 - \$0.6 million decrease in provincial COVID-19 mitigation support funding as compared to the budget estimate.
 - The variance is partially offset by:
 - \$8.5 million from the Learning Disruption Grant to provide targeted support for COVID-19 related learning disruptions; and
 - \$1.1 million in fewer funding clawbacks as a result of Alberta Education compliance reviews.
- Favourable variance of \$0.4 million in Federal Government and First Nations revenue.
- Unfavourable variance of \$0.1 million in Other Sales and Services revenue.
- Unfavourable variance of \$6.6 million in Fees due to:

- \$7.4 million in transportation fees were eliminated for the school year. The decision was made due to lower ridership which resulted in a significant decrease in overall cost for the service and a related surplus in the student transportation program. This decision does not impact the funding available to support teaching and learning in schools; and
- Offset by \$0.8 million increase in fees due to higher enrolment in the noon supervision program.
- Favourable variance of \$0.7 million due to higher interest earnings on investment. The higher interest earnings are a result of both higher interest rates in addition to a large cash balance from the closure of the Statements of Final Claim of 25 schools.
- Unfavourable variance of \$0.6 million in All Other Revenues due to:
 - \$1.9 million due to declining facility rental revenues impacted by COVID-19.
 - The variance is partially offset by:
 - \$0.9 million from unbudgeted corporate donations; and
 - \$0.4 million from disposal value of old laptops.

Expenses

(in \$ thousands)	
Q3 Forecast Expense	1,358,004
Budget 2021-22 Expense	1,371,240
Variance Favourable / (Unfavourable)	13,236

Significant contributions to this favourable (decrease) in expenses include:

- Unfavourable variance of \$0.4 million in Certificated salaries, wages and benefits resulting from the net impact of:
 - \$7.8 million of the Learning Disruption Grant allocation intended to provide targeted support for COVID-19 learning disruptions;
 - \$3.2 million increase due to additional substitute coverage and sick-leave costs related to COVID-19; and
 - \$1.8 million increase in costs absorbed by the CBE to supplement the Learning Disruption Grant.
 - The variance is partially offset by:
 - \$9.0 million adjustments due to budget redeployment decisions made by principals to accommodate for students' learning needs based on actual enrolment. This adjustment is a normal part of the CBE's budget cycle;
 - \$2.4 million decrease in medical and dental benefit expenses due to actual claims trending lower than budget; and
 - \$1.0 million in savings related to position vacancies and average salaries and benefits costs.
- Unfavourable variance of \$3.3 million in Non-certificated salaries, wages and benefits resulting from the net impact of:
 - \$6.6 million for additional hiring of temporary cleaners for COVID-19;
 - \$0.9 million for an increase in custodial overtime and coverage related to COVID-19 cleaning requirements;
 - \$0.8 million increase due to higher enrolment in the noon supervision program;
 - \$0.5 million of the Learning Disruption Grant allocation intended to provide target support for COVID-19 learning disruptions; and
 - \$0.4 million increased expenses for non-certificated staff assisting with COVID-19 related responsibilities.
 - Partially offset by:
 - \$3.2 million decrease due to average salaries and benefits rate trending lower than budget;

- \$1.0 million decrease in overtime costs for staff supporting public rentals that have decreased as a result of COVID-19;
 - \$0.8 million in savings due to positions vacancies across service units;
 - \$0.6 million decrease in medical and dental benefit expenses due to actual claims trending lower than budget; and
 - \$0.3 million adjustments due to budget redeployment decisions made by principals to accommodate for students' learning needs based on actual enrolment.
- Favourable variance of \$11.3 million in Services, Contracts and Supplies resulting from the net impact of:
 - \$6.0 million decrease due to school-based staffing decisions made by principals to accommodate for students' learning needs based on actual enrolment;
 - \$5.0 million due to lower ridership in transportation, which resulted in a significant decrease in overall cost for the service;
 - \$3.3 million in slower decentralized school spending;
 - \$3.2 million due to transportation budget carried-forward from the prior year. This enabled management to eliminate transportation fees for 2021-22;
 - \$2.3 million in savings due to lower insurance premium costs;
 - \$2.1 million in savings due to various cost-saving initiatives implemented by the management across service units;
 - Partially offset by:
 - \$6.1 million related to school-based expenses carried-forward from the previous fiscal year;
 - \$1.1 million in additional costs for the implementation of a new print strategy;
 - \$0.9 million in additional cleaning fees for student transportation services related to COVID-19;
 - \$0.7 million for the purchase of MERV air filters and cleaning supplies due to COVID-19;
 - \$0.6 million in utilities cost for increased usage of heating and ventilation systems to mitigate COVID-19 spread;
 - \$1.0 million in additional costs for various technology initiatives; and
 - \$0.2 million of the Learning Disruption Grant allocation to provide targeted support for COVID-19 learning disruptions.
- Favourable variance of \$5.6 million in Other (Interest, Amortization and Bad Debt) due to:
 - \$3.5 million due to adjustments in estimated amortization expense for the year as asset capitalization was lower than expected from the budget;
 - \$1.8 million decrease in bad debt, uncollectible and waiver expenses due to the elimination of transportation fees; and
 - \$0.3 million savings on bank charges.

5 | Conclusion

This report represents information to the Audit and Risk Committee in connection with Governance Culture GC-5E: Board Committees and Board of Trustees in connection with Operational Expectations OE-5: Financial Planning.

The CBE will continue to practice prudent financial decision making and maximize the value from funds received to provide programs and services to support student achievement, equity and well-being. The CBE continues to monitor the risks that may impact CBE operations.

Looking forward, the CBE is closely monitoring the evolving COVID-19 pandemic. The situation is very dynamic and is subject to abrupt and significant change. The prudent financial decision making, including additional guidance to our schools, mentioned above and the adequate

operating reserve balances mean the CBE is well positioned. With the increased pressure of expenses related to COVID-19, the CBE has been approved by the Minister of Education to access up to \$14 million in operating reserves.

The CBE will maintain focus on our core values: students come first, learning is our central purpose and public education serves the common good.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

- Attachment I: Third quarter budget variance report
- Attachment II: Spending by schools and service units
- Attachment III: Use of reserves
- Attachment IV: Capital budget report
- Attachment V: Impact of COVID-19
- Attachment VI: Financial Health Matrix

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

Attachment I: Third-quarter budget variance report

Description	2021-22 Budget ^(A)	Forecast for the year ending Aug 31, 2022	Variance Favourable/ (Unfavourable) ^(B)	
	(in \$ thousands)			%
Revenues				
Government of Alberta	1,295,082	1,286,870	(8,212)	(1%)
Federal Government and First Nations	609	1,005	396	65%
Other sales and services	15,769	15,641	(128)	(1%)
Fees	44,751	38,132	(6,619)	(15%)
Investment income	1,911	2,611	700	37%
All other	13,118	12,518	(600)	(5%)
Total revenues	1,371,240	1,356,777	(14,463)	(1%)
Expenses				
Certificated salaries, wages and benefits	811,094	811,519	(425)	(0%)
Non-certificated salaries, wages and benefits	254,903	258,172	(3,269)	(1%)
Services, contracts and supplies	216,350	205,055	11,295	5%
Amortization	81,279	77,742	3,537	4%
Interest	1,834	1,625	209	11%
All other	5,780	3,891	1,889	33%
Total expenses	1,371,240	1,358,004	13,236	1%
Projected annual deficit	-	(1,227)	(1,227)	(100%)
Transfer from operating reserves/designated funds	-	11,941	(11,941)	(100%)
Add/(deduct) capital items paid by operating funds				
Capital assets acquired	(28,260)	(39,360)	(11,100)	28%
Board funded amortization	28,260	24,606	(3,654)	(15%)
Transfer from / (to) capital reserves	-	4,040	4,040	100%
	-	(10,714)	(10,714)	100%
Net operating surplus / (deficit)	-	-		

^{A)} Approved by the Board of Trustees on May 20, 2021.

^{B)} Refer to line-item analysis for further details on these variances.

Attachment II: Spending by schools and service units



	Forecast 2021-22	Salaries and benefits	Supplies and services	Other (interest, amortization and uncollectible accounts)	Q3 Forecast 2021-22	Budget 2021-22	Increase/ (decrease)	
	FTEs	(in \$ thousands)						%
Schools and Areas	8,895	952,417	64,181	25	1,016,623	1,010,993	5,630	1% (1)
Service Unit System Budgets	27	7,447	124,472	75,210	207,129	221,395	(14,266)	(6%) (2)
Facilities and Environmental Services	198	21,020	8,967	2,247	32,233	32,349	(116)	(0%)
School Improvement	391	48,237	3,531	52	51,820	52,720	(900)	(2%) (3)
Finance and Technology Services	194	23,109	1,348	5,719	30,176	33,581	(3,405)	(10%) (4)
Human Resources	102	12,686	1,226	-	13,912	13,905	7	0%
Communications	20	2,314	49	-	2,364	2,364	-	0%
General Counsel	11	1,500	66	6	1,572	1,612	(40)	(2%)
Chief Superintendent's Office	3	507	78	-	585	749	(164)	(22%)
Board of Trustees	-	453	1,138	-	1,591	1,572	19	1%
Total	9,842	1,069,691	205,055	83,258	1,358,004	1,371,240	(13,236)	(1%)

- (1) **Schools and Areas:** Increase is mainly due to the Learning Disruption Grant expenses, additional costs of substitute teachers, sick-leave coverage and hiring of temporary cleaners to meet COVID cleaning requirements. This is partially offset by a decrease in benefits costs and budget redeployment decisions made by principals to accommodate students' learning needs.
- (2) **Service Units Systems Budget:** Decrease is primarily due to lower transportation expenses, decrease in insurance premiums, savings on electricity usage and lower amortization expenses.
- (3) **School Improvement:** Decrease is mainly due to vacant positions and salary rate changes, which is offset by a net-zero change for realignment of cost centres between Schools and School Improvement.
- (4) **Finance and Technology Services:** Decrease is due to savings on vacant positions and change in amortization expense.

Attachment III: Use of reserves

<u>Description</u>	Reserves balance Sep. 1, 2021	2021-22 Budget planned use of reserves ⁽¹⁾	Forecasted use of reserves	Forecasted reserves balance Aug. 31, 2022
Accumulated operating reserves				
<u>Available for use reserves</u>				
Fiscal stabilization reserve	37,364	-	(7,739)	29,625
<u>Restricted reserves</u>				
EducationMatters flow-through funds ⁽²⁾	2,168	-		2,168
Changes in accounting policy reserve	(10,164)	-		(10,164)
Total operating reserves	29,368	-	(7,739)	21,629
Designated operating reserves				
School decentralized budgets	7,504		(4,202)	3,302
Instructional and service unit initiatives	1,905		-	1,905
Total designated funds	9,409	-	(4,202)	5,207
Total operating reserves and designated	38,777	-	(11,941)	26,836
Capital reserves				
Building reserve	17,388	-		17,388
Other capital reserves	23,677		(4,040)	19,637
Plant, operations and maintenance	798	-		798
Total capital reserves	41,863	-	(4,040)	37,823
Total reserves	80,640	-	(15,981)	64,659

(1) Approved by the Board of Trustees on May 20, 2021.

(2) This reserve is the result of consolidating EducationMatters into the CBE's financial statements in accordance with accounting standards.

Attachment IV: Capital budget report

	Budget 2021-22	Approved carryforward and revisions	Forecast 2021-22	Variance Favourable/ (Unfavourable)	
	(in \$ thousands)				
Capital lease payments (contracts)					
Performance contracts	3,500	-	2,538	962	27%
Total Capital Lease Payments	3,500	-	2,538	962	27%
Non-facility related projects					
Strategic	2,774	618	2,953	439	13%
Enhancement	2,010	956	1,692	1,274	43%
Maintenance	15,769	2,967	18,705	31	0%
Total non-facility related projects	20,553	4,540	23,350	1,744	7%
Capital reserve projects					
New school Commissioning	-	12,735	6,500	6,235	49%
Landscaping Commissioning	-	625	625	-	-
Solar Power System	-	9,370	6,348	3,022	32%
Total capital reserve projects	-	22,730	13,473	9,257	41%
Unallocated board funded projects	4,207	-	-	4,207	100%
Total non-facility capital expenditures	28,260	27,270	39,360	16,169	29%
Financed by the following:					
Contribution to operating activities	-	-	10,714	(10,714)	-
Total amortization expense (non-cash)	28,260	(3,654)	24,606	-	-
Transfer from / (to) capital reserves	-	26,452	4,040	22,412	85%
Total board-funded financing	28,260	22,798	39,360	11,698	23%

Definitions:

- **Maintenance** - Projects that are required to maintain current processes and systems in good working condition.
- **Enhancement** - Projects that improve or extend the functionality of existing systems, technologies, and processes.
- **Strategic** - Projects that open up new horizons, learning methods, organization models, and value propositions that reach across the organization or physical facility.

Attachment V: Impact of COVID-19

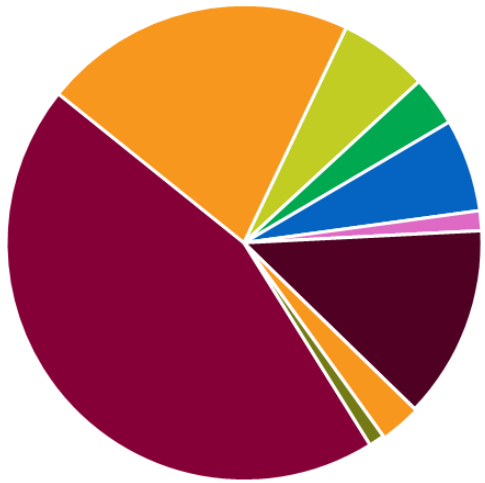
In January 2020, the World Health Organization declared the Novel Coronavirus (“COVID-19”) outbreak a global health emergency and on March 11, 2020, it was declared a global pandemic. The CBE will be following guidelines provided by Alberta Health Services (AHS).

With the return to a near-normal school year in 2021-22, the CBE schools are delivering education through the traditional in-classroom method and the expanded CBe-learn school as an online option. Ensuring the safety of students, parents and staff is of utmost importance.

During the 2020-21 fiscal year, the CBE incurred \$46.9 million in expenses directly attributable to the pandemic, and this was substantially funded by the \$45.7 million federal Safe Return to Class grant. The current estimated costs related to the pandemic are estimated at \$14.8 million and are subject to material changes depending on how the situation evolves.

In January 2022, the CBE requested and was approved access to operating reserves to assist with funding costs associated with the COVID – 19 pandemic up to \$14 million.

Covid Cost Impacts



COVID Cost Impacts	End of year Projections	%
Temporary cleaners	\$ 6,600,000	45%
Substitutes	\$ 3,150,000	21%
Cleaning staff overtime	\$ 900,000	6%
MERV air filters	\$ 500,000	3%
Transportation cleaning costs	\$ 931,000	6%
Cleaning supplies & Masks	\$ 200,000	1%
Facilities HVAC costs	\$ 1,932,000	13%
Positions assisting with Covid	\$ 414,000	3%
Service Desk and Future of Work projects	\$ 155,000	1%
Total	\$ 14,782,000	100%

Attachment VI: Financial Health Matrix

Financial Health Matrix

In response to the Ministerial Investigation and in the interest of transparency and accountability, the CBE developed a financial health matrix. This matrix is designed to assist CBE administration and the Board of Trustees in monitoring the overall financial health of the CBE. Financial health is the ability of the CBE to achieve its Results policies in the short and long term.

The CBE's financial health is indicated by both short and long term financial health indices as well as other operational indicators. Taken together, these indices and indicators allow for an assessment of the CBE's ability to continue providing the programs, services and supports that students and families expect and rely on.

Monitoring the financial health matrix along with the numerous reports from the CBE administration to the Board of Trustees allows stakeholders (students, staff, the public, and government) to gain a comprehensive view of the CBE and its activities.

From a short-term perspective, the indicators outline a trend of continuing to be able to sustain annual operations and meet near-term financial commitments with modest room available on short-term borrowing and reserves should unanticipated events arise, where appropriate and approved.

From a longer-term perspective, near-term operational capabilities may be constrained should the recent decline in the funding per student, increasing enrolment and continued cost increases resulting from inflation and contractual commitments continue. School capacity utilization is in a reasonable target zone to accommodate current enrolment growth, but with deferred maintenance on schools approaching \$180 million, the effective utilization of IMR and CMR funds is increasingly important in maintaining safe and healthy learning spaces for students.

In summary, short-term operational needs are being met through a balance of financial support and operational effectiveness in delivering programs, services and support to students.

At this time, the most significant area of concern relates to the overall level of government funding. Should enrolment grow at rates above funding growth, the CBE will be challenged to find new, different and more efficient ways to provide high quality public education.

Financial Health Indicators

Current Year – Short Term

	Status: Favourable		Trend: Neutral			
	Q3					
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22*
Liquidity Ratio:	1.20	1.15	1.19	1.25	1.24	1.24

(Financial Assets / Liabilities less Spent Deferred Capital Contributions)

Liquidity Ratio reflects the CBE's ability to pay current financial obligations as they are due. A liquidity ratio higher than one is desirable. A higher liquidity ratio shows that CBE has the ability to better respond to rapidly changing circumstances. A liquidity ratio of less than once would indicate the need to borrow money to meet current obligations.

	Status: Favourable		Trend: Neutral			
	Q3					
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22*
Net Asset: (in millions)	\$ 217	\$ 214	\$ 213	\$ 225	\$ 217	\$ 217

(Total Assets - Total Liabilities less Spent Deferred Capital Contributions)

Positive Net Asset position is a good indicator of the CBE's overall financial health. This means that CBE is managing its costs and assets in a sustainable way.

	Status: Favourable		Trend: Neutral			
	Q3					
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22*
Debt-to-Asset Ratio:	0.95%	0.87%	0.88%	0.86%	0.86%	0.86%

(Total Debt / Total Assets)

This ratio measures the amount of debt that CBE owes as a percentage of total assets. This reflects the extent to which the CBE relies on borrowed funds to finance its operations. The lower percentage is favourable as it means the CBE has the ability to take on debt to address emerging unfunded infrastructure cost.

	Status: Favourable		Trend: Favourable			
	Q3					
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22*
Cash Asset Ratio:	0.74	1.22	1.22	1.77	1.72	1.72

(Cash and Cash Equivalents / Current Liabilities)

This ratio measures the organization's ability to fund its current liabilities with available cash. A Cash Asset Ratio of higher than 1 is optimal as it shows the organization's ability to meet any unexpected challenges through the available cash assets.

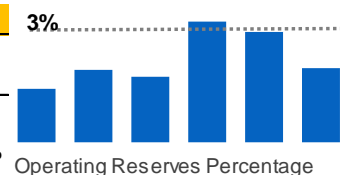
	Status: Favourable		Trend: Favourable			
	Q3					
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22*
Working capital per student:	\$ 294	\$ 219	\$ 256	\$ 370	\$ 415	\$ 415

Working capital is the amount of money available after discharging all liabilities. Working capital allows the CBE to meet emergent needs and new initiatives. Working capital is compared to student enrolment to determine the amount of funds available per student that could be spent in the future.

	Status: Neutral		Trend: Neutral			
	Q3					
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22*
Expense (\$ millions)	1,355	1,365	1,391	1,311	1,341	1,358
Operating Reserves Percentage	1.4%	1.9%	1.7%	3.2%	2.9%	2.0%

(Operating Reserves / Expenditures)

Operating reserves provide the CBE with short-term flexibility to address unanticipated unfunded costs. Operating Reserve to Expense percentage determines the Board's ability to react to emergent situations and fund special initiatives. Alberta Education mandates a minimum Operating Reserves Percentage of 1% and a maximum of 3.15%. Any Operating Reserves in excess of the maximum would be deducted from future payment by Alberta Education.



Financial Health Indicators

Medium - Long Term

	Status: Neutral		Trend: Favourable		Q3	
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Capital Reserves (\$ millions)	32,401	24,200	28,846	34,342	41,863	37,823
Capital Reserves per Student	272	199	234	273	341	302

Capital reserves provide funds for future replacement of the Board's capital assets. Capital Reserves per student indicates the amount of capital reserves on a per student basis.

	Status: Unfavourable		Trend: Neutral		Q3	
(in \$ millions)	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22*
Estimated Deferred Maintenance	162	162	173	173	171	171
IMR Carryforward less Deferred Maintenance	157	155	168	163	141	141

Deferred maintenance is the estimated cost to repair/upgrade the major building systems that are currently operating beyond their designed service life. An increase in deferred maintenance over time is an indicator of significant future cost and risk. IMR carryforward is deducted from deferred maintenance as it relates to deferred revenue recognition from Alberta Education.

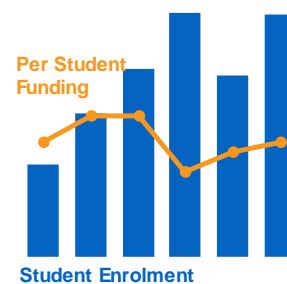
	Status: Neutral		Trend: Neutral		Q3	
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Revenues (\$ millions)	1,340	1,363	1,390	1,323	1,332	1,357
Expenses (\$ millions)	1,355	1,365	1,391	1,311	1,341	1,358
Surplus/(Deficit) (\$ millions)	(15.1)	(2.1)	(0.8)	11.5	(9.1)	(1.2)

The CBE relies on a steady and predictable stream of revenues in order to effectively plan expenditures. Any unexpected fluctuations in funding can cause a significant variance in budgeted annual surplus/deficit. Revenues are primarily impacted by enrolment and grants rates, while expenditures are mainly impacted by staffing decisions.

	Status: Neutral		Trend: Unfavourable		Q3	
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Per Student Funding	8,861	9,048	9,054	8,638	8,783	8,859
Student Enrolment	118,172	120,438	122,400	124,939	122,117	124,802

Per student funding from Alberta Education excludes targeted funding. These targeted funds are removed from the funding per student calculation as they are not available to directly support teaching and learning in the classroom. That is, the targeted funds cannot be used to hire and deploy additional school based staff.

Per student funding is an indicator of the stability of revenue over time. Increasing funding per student generally indicates an increased ability to maintain programs, services and supports. Decreasing per student funding over time is an indicator that programs, services and supports will need to be re-structured to fit within available resources.



	Status: Neutral		Trend: Neutral		Q3	
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Percent of Expenses						
Salaries & Benefits	77%	78%	78%	79%	81%	79%
Supplies & Services	18%	16%	17%	14%	13%	15%
Other	5%	5%	6%	6%	6%	6%

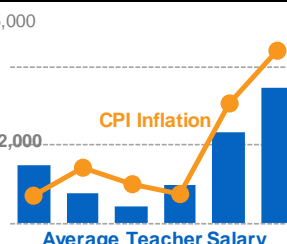
This chart shows the percentage of CBE's budget allocated to various expenditure categories over the last 5 years. Salaries and Benefits have steadily increased as a percentage of total expenses, which is offset by a similar decrease in Supplies and Services.

	CBE	Other Metro School Boards
Salaries & Benefits as % of Total System Administration Expenses	47%	77%

The CBE spends considerably less portion of its System Administration block expenses towards Salaries & Benefits, as compared to other metro school boards. This reflects the management's prudent financial management to ensure efficient operations.

	Status: Unfavourable		Trend: Unfavourable		Q3	
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22**
Average Teacher Salary	101,500	100,771	100,453	101,000	102,334	103,490
CPI Inflation	1.16%	2.26%	1.64%	1.19%	4.90%	7.10%

The average teacher salary is the most significant driver in total CBE spending. Flat or falling average teacher salaries indicates an ongoing ability to fund programs, services and supports. An increase in average teacher salaries over time may impact on the ability to maintain programs, services and supports. Monitoring the inflation rate for Calgary over time allows decision makers to assess the continued affordability and sustainability of programs, services and supports.



* Amounts are not adjusted until year end, thus there is no change on a quarterly basis.

** April 2022 Calgary CPI

report to Board of Trustees

Correspondence

Date	June 21, 2022
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor, Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board

1 | Recommendation

This report is being provided for the information of the Board.

2 | Background

The following is a summary of correspondence that has not been placed on regular schedule Board meeting agendas:

- Letter dated October 7, 2021 from The Hon. A. LaGrange, Education Minister re: COVID-19 Impacts on CBE Schools.
- Letter dated October 15, 2021 to The Hon. A. Lagrange, Education Minister re: COVID-19 Impacts on CBE Schools.
- Letter dated November 17, 2021 from The Hon. A. LaGrange, Education Minister re: Vaccines for Students.
- Letter dated November 30, 2021 from The Hon. A. LaGrange, Education Minister re: COVID-19 Impacts on CBE Schools.



- Letter dated November 22, 2021 to The Hon. A. Lagrange, Education Minister re: CBE Boundary Adjustments.
- Letter dated May 2, 2022 from The Hon. A. Lagrange, Education Minister re: CBE Boundary Adjustments.

- Letter dated February 10, 2022 to The Hon. A. Lagrange, Education Minister re: Acquisition of Maintenance Depot Lands.
- Letter dated March 14, 2022 from The Hon. A. Trembley, Deputy Education Minister re: Acquisition of Maintenance Depot Lands.

- Letter dated April 13, 2022 to Glen Gamble, Director of Capital Planning South, Alberta Education re: Funding from IMR for Roof Replacement Projects.
- Letter dated May 12, 2022 from The Hon. A. Lagrange, Education Minister re: Funding from IMR for Roof Replacement Projects.

- Letter dated April 27, 2022 to The Hon. A. Lagrange, Education Minister re: Prairie Sky School Opening Delay.
- Letter dated May 24, 2022 from The Hon. A. Lagrange, Education Minister re: Prairie Sky School Opening Delay.

- Letter dated April 25, 2022 from The Hon. A. Lagrange, Education Minister re: Approval for new Middle School in Evanston.

Attachments: Relevant Correspondence



ALBERTA
EDUCATION

*Office of the Minister
MLA, Red Deer-North*

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

Ms. Mary Martin
Chair
Calgary Catholic School District
1000 - 5 Avenue SW
Calgary AB T2P 4T9

Ms. Sandra Palazzo
Chair
Edmonton Catholic Schools
9807 - 106 Street NW
Edmonton AB T5K 1C2

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

October 7, 2021

Dear Colleagues:

Thank you for your letters in recent weeks expressing your desire to see increased measures in school. I was pleased that we were able to meet on September 27, 2021.

Through your letters and our discussion, you and your superintendents identified important steps such as contact tracing and notification for close contacts of COVID-19, public reporting, rapid testing, and the importance of encouraging immunization.

On October 5, 2021 I was pleased to announce new measures to keep students learning safely in person. Now that we are a few weeks into the school year, and the public health situation has continued to evolve, the provincial guidance for schools is being updated to reflect the current state of the pandemic, and address your concerns.

We are giving parents and school divisions the tools they need to make informed choices while ensuring transparency. Effective immediately, we will provide data to support schools to make operational decisions about whether to move a class or grade to at-home learning. Once the AHS-led contact tracing team is in place, parents can check an online map to view alerts and outbreaks at schools—just like they did last year.

.../2

To offer peace of mind to families of young children, Alberta's government is providing at-home rapid tests to K-6 schools with outbreaks. Tests will initially be provided for distribution to parents and staff starting in late October, and will begin with schools that are in an outbreak at that time. Rapid tests are an additional tool to keep students and staff safe.

Vaccines are safe, effective and save lives. The most important thing that adults and older children can do to protect themselves and others is to be fully immunized and we have constantly encouraged every eligible Albertan to receive a COVID-19 vaccine, including teachers, school staff and eligible students. As an additional measure to ensure students can continue safely learning in person, we strongly encourage school authorities, as the employers to enact proof of COVID-19 vaccination policies for school staff, including teachers. To further reduce barriers to receiving the COVID-19 vaccine, AHS is offering vaccinations in schools across the province. Students in grades 7 through 12, teachers and staff can receive whichever dose they are eligible for in school.

As we have always done, we will continue to monitor the situation closely, follow the expert advice of the Chief Medical Officer of Health and will make changes as necessary to ensure a safe and successful school year.

Thank you again for your tireless effort to keep our students and staff learning safely in their classrooms this year.

Sincerely,



Adriana LaGrange
Minister

The Metro School Boards Group



Calgary Board
of Education



CALGARY CATHOLIC
SCHOOL DISTRICT



EDMONTON
CATHOLIC SCHOOLS



EDMONTON PUBLIC SCHOOLS

October 15, 2021

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

Dear Minister LaGrange,

Thank you for the meeting with the metro board Chairs and Superintendents on September 27. We appreciated the opportunity to provide a picture of how COVID continues to impact our students, staff and school divisions.

We are pleased that positive cases of COVID are now being shared with school divisions, but remain concerned that contact notification is the responsibility of school staff. Staff in our schools are working incredibly hard to keep their colleagues and all students as safe as possible during COVID in addition to providing quality teaching amidst challenging conditions. Asking them to take on the extra responsibility of doing the work that AHS should be doing is not acceptable. We ask that you work with AHS to have staff in place as quickly as possible. In the meantime, we ask that you provide school divisions with funding to put staff in place to coordinate the significant communication and support required for contact tracing and the notification of close contacts.

During our discussion on September 27 we asked you to reinstate contact tracing done by AHS, have AHS share data of positive cases with our divisions and reinstate mandatory isolation of close contacts in our schools (i.e., quarantine cohorts.) These measures are what is needed immediately to keep students and staff safe and to avoid a total shutdown of schools. While we see some movement on these requests, we remain concerned about the number of cases in our schools, the increase in cases of COVID in children aged 5 to 11 and the increase in hospitalizations for children.

The provincial government announcement on providing rapid testing kits to K-6 schools experiencing an “outbreak,” while a step in the right direction, could be further expanded to have a real impact on families in our school divisions. We would like you to consider providing rapid testing kits free of charge to any family who requests one. This would be both a proactive step to mitigate COVID spread in schools and the community, and to alleviate anxiety for families. Our school divisions look forward to further details on the rapid test kit program and we hope that you will take our recommendations under consideration.

As we shared in our meeting, we want to collaborate with you on solutions to ensure students and staff are as safe as possible in our schools and receive the support required as we all continue to navigate this global pandemic. Please reach out to us when considering changes that affect the students and families we serve. With our Superintendents, we are in a position to keep you apprised of how COVID is affecting our students and families and would like to continue to find ways to work together.

Sincerely,



Marilyn Dennis
Chair, Board of Trustees
Calgary Board of Education



Mary Martin
Chair, Board of Trustees
Calgary Catholic School District



Sandra Palazzo
Chair, Board of Trustees
Edmonton Catholic Schools



Trisha Estabrooks
Chair, Board of Trustees
Edmonton Public Schools

KM/mj

- c. Honourable Jason Copping, Minister of Health
Lorrie Jess, President, Alberta School Boards Association



ALBERTA
EDUCATION

*Office of the Minister
MLA, Red Deer-North*

November 17, 2021

Dear Colleagues:

We know that vaccines are a safe and effective means of protecting Albertans from COVID-19—and saving lives. That is why on October 5th, I signed a joint public letter with the Minister of Health strongly encouraging all school authorities to develop policies that require proof of vaccination or a negative COVID-19 test for teachers, staff, and any adult who enters a school.

We also took steps to increase accessibility to COVID-19 vaccines by making them available in schools this fall for eligible students in Grades 7 to 12. The COVID-19 School Immunization Program, led by Alberta Health and AHS, ended in October and approximately 5,000 students and staff were vaccinated through this program.

I am aware that COVID-19 vaccines might soon be approved for children aged 5-11. While I have always strongly encouraged everyone who is eligible to receive their COVID-19 vaccine, I must reiterate that every child in Alberta is entitled to have access to an education program as per the Section 3(1) of the *Education Act*. (This provision also existed in Section 8 of the previous *School Act*.) To be clear, there is no legislation in Alberta that requires K-12 students to have specific vaccinations to attend in person schools, nor is Alberta Education considering mandating vaccines of any kind for students in the K-12 education system.

As Minister of Education, I take very seriously the responsibility of providing access to education for all students in our province. School authorities cannot deny their students access to education due to their immunization status.

Individual family choices need to be respected and students should not be stigmatized for their vaccination status. Once vaccinations for children aged 5-11 are available further information will be provided by Alberta Health as to how parents can access them, should they choose to do so.

Thank you to everyone for their continued efforts to keep students safe and learning throughout the pandemic.

Sincerely,

Adriana LaGrange
Minister of Education



Office of the Minister



NOV 30 2021

AR117049

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

Ms. Mary Martin
Chair
Calgary Catholic School District
1000 – 5 Avenue SW
Calgary AB T2P 4T9

Ms. Sandra Palazzo
Chair
Edmonton Catholic Schools
9807 – 106 Street NW
Edmonton AB T5K 1C2

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

Dear Colleagues:

Thank you for your October 15, 2021 letter on behalf of the Metro School Boards Group regarding follow up from the September 27, 2021 meeting, including your concerns with contact tracing and quarantine requirements.

I appreciate the challenges that school boards are facing with the resumption of in-person classes this fall. I commend schools and school boards for the actions they are taking to ensure the safety of students and staff.

The safety of Albertans, including students and school staff, is the Government of Alberta's number one priority. Alberta's government has continued to monitor the COVID-19 pandemic in Alberta and is [taking action](#) to further protect students, parents, teachers and staff with more tools to help fight against COVID-19.

As you are all aware, Alberta's government has resumed public reporting of COVID-19 cases in schools, initiated contact notification in schools, clarified COVID-19 outbreak definitions, provided rapid testing kits and encouraged school authorities to have proof of COVID-19 vaccination policies for adults.

.../2

Public reporting of COVID-19 cases in schools resumed in October, with Alberta Health identifying each school with at least two COVID-19 cases and posting that information online. School COVID-19 outbreaks are being publicly reported when 10 or more COVID-19 cases are recorded within a 14-day period in which the infected person was infectious while at school.

In addition, we have also resumed contact notification in schools. Parents will be informed if their child may have been exposed to an individual infected with COVID-19 who was infectious while at school. An updated guidance document has been provided directly to school authorities to support them through this process.

Alberta's government has also announced it is offering a targeted rapid testing program for Kindergarten to Grade 6 schools experiencing outbreaks, as vaccines are not yet available to this age group. Rapid testing will be voluntary and will be administered at home by parents as a screening tool for students who are asymptomatic. School staff are also eligible to participate.

Students in Kindergarten to Grade 6 will shift to learning at home if there are three or more infectious cases in the class in a five calendar day period. Families will be asked to avoid public places, monitor for symptoms and get tested if the student becomes symptomatic, but will not otherwise be required to quarantine. All individuals who have COVID-19 are required to isolate and remain at home for 14 days, regardless of their age.

School authorities continue to have the discretion to shift a grade or grades to at-home/online learning. Approval from the Minister of Education is required for a short-term shift of one or more schools or an entire school authority to at-home/online learning for operational reasons.

Alberta's government is strongly encouraging all school authorities to develop policies that require proof of vaccination or a negative COVID-19 test for teachers, staff and anyone else who enters a school. This does not apply to students. A school authority cannot deny students access to education due to immunization status.

Other public health measures remain in place in schools, including mandatory masking for everyone on school buses, and in schools for students in Grades 4 and up, plus staff and teachers in all grades; class cohorting in Kindergarten to Grade 6 classrooms; maintaining two-metre physical distancing where possible; isolating if you have core COVID-19 symptoms or test positive; and monitoring your child closely for symptoms if there is a case in your child's class or school. Students and staff should also screen daily for symptoms using the Alberta Health Daily Checklists.

School authorities continue to have the ability and corresponding accountability for any local measures that are put in place that may exceed provincial guidance.

.../3

We are committed to providing school authorities with the resources they require to support safe learning for all Alberta students. In Budget 2021, more than \$130 million in mitigation funding allows school authorities to address COVID-related expenses and other programming priorities. This funding is on top of the \$1 billion in funds accessible to the school system this year for pandemic-related expenses.

We are committed to adapting our plans for schools when necessary based on public health advice, and that is what we are doing. We are grateful to school authority leaders, teachers, administrators and other staff, parents and students for their patience during this challenging time. We will continue to support our education partners and communicate any changes.

We will continue to monitor the COVID-19 situation, and to follow the direction from the Chief Medical Officer of Health. We will also continue to work with our education stakeholders, including school authorities across Alberta, and will make changes when needed to ensure a safe and successful school year.

I hope this information is helpful, and I appreciate all the work you are doing to support student success.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Adriana LaGrange', is written over the typed name and title.

Adriana LaGrange
Minister

cc: Honourable Jason Copping, Minister of Health
Lorrie Jess, President, Alberta School Boards Association



www.cbe.ab.ca

Board Chair

Laura Hack Wards 3 & 4

Vice-Chair

Susan Vukadinovic Wards 8 & 9

Trustees

- Dana Downey Wards 1 & 2
- Marilyn Dennis Wards 5 & 10
- Patricia Bolger Wards 6 & 7
- Nancy Close Wards 11 & 13
- Charlene May Wards 12 & 14

November 22, 2021

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

Dear Minister LaGrange,

Re: Calgary Board of Education (CBE) Jurisdictional Boundary

On behalf of the Board of Trustees, I am writing to request an adjustment to the CBE's jurisdictional boundary.

The areas the CBE is requesting to be annexed are the entire area of the Glacier Ridge Area Structure Plan (ASP), Carrington, north of 144 Ave NW, Crestmont remnant, and the remainder of the West Macleod ASP. All of these areas are within the City of Calgary's municipal boundary.

Glacier Ridge ASP

This area is located on the north side of the City of Calgary, above the existing communities of Nolan Hill, Sage Hill and Evanston, north of 144 Ave NW.

The legal descriptions of the area are: SEC 3-TWP 26-Rg 2; SEC 2-TWP 26-Rg 2; SEC 1-TWP 26-Rg 2; SEC 6-TWP 26-Rg 1; and SEC 5-TWP 26-Rg 1 (Attachment I).

Carrington, north of 144 Ave NW

This area is located on the north side of the City of Calgary, above the existing part of Carrington, east of the community of Livingston, and north of 144 Ave NW.

The legal descriptions of the area are: SEC 4-TWP 26-Rg 1, the NW and SW quarter sections. (Attachment I).

Crestmont, remnant

This area is located on the west side of the City of Calgary, south of the Trans-Canada Highway, in the south part of the Crestmont community. It is the continuation of Crestridge Terrace SW, Crestridge Rise SW and Crestridge Heights SW.

The legal description of the area is: SEC 30-TWP 24-Rg 2, in the NE quarter section. (Attachment II).

Remainder of the West Macleod ASP

This area is located on the south side of Calgary, west of Macleod Trail SE. The area is bounded by the current CBE jurisdictional boundary on the north; Macleod Trail SE, Pine Creek and Canadian Pacific (CP) railway line on the east; and the City boundary on the south and west (Attachment III).

The legal descriptions of the area are parts of: SEC 16-TWP 22-Rg 1, SEC 15-TWP 22-Rg 1, SEC 14-TWP 22-Rg 1, SEC 9-TWP 22-Rg 1, SEC 10-TWP 22-Rg 1, and SEC 11-TWP 22-Rg 1.

The majority of the 36,000 acres annexed by the City of Calgary, from the MD of Foothills in 2005 and the MD of Rocky View in 2007, remain outside of the CBE's jurisdictional boundaries. The Minister of Education, in a letter dated February 23, 2009 (Attachment IV), identified that it was in the best interest of students to retain the existing school boundaries until urban development warranted change and parts of the annexed lands become subject to area structure plans and real estate development.

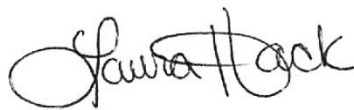
All of these areas now meet these criteria as they are communities with approved area structure plans that are now seeing roads, underground utilities and homes in various stages of construction.

The Rocky View School Division and the Foothills District School Division No. 28 were notified of the CBE's intention to request the Minister of Education to incorporate these areas into its boundaries in letters dated October 20, 2021 to their Director of Facility Planning, and Assistant Superintendent, Corporate Services/Secretary-Treasurer, respectively (Attachments V and VI).

Based on the above information, I am respectfully requesting that the Minister of Education invoke her authority under Section 23 of the *School Act* and incorporate these lands into the CBE's jurisdictional boundary.

Thank you for your consideration on this matter.

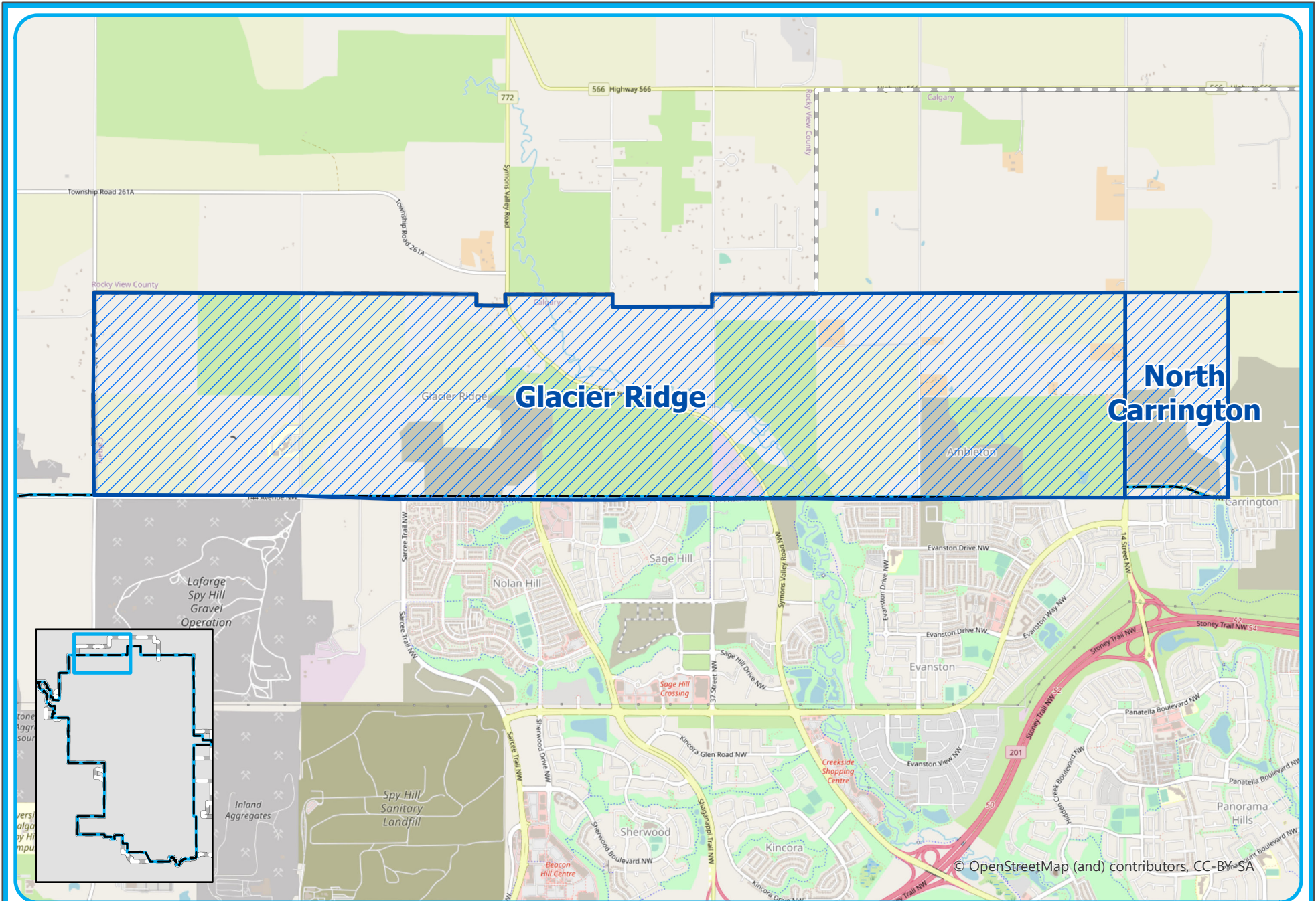
Sincerely,







Laura Hack, Chair
Board of Trustees


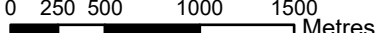
ATTACHMENTS

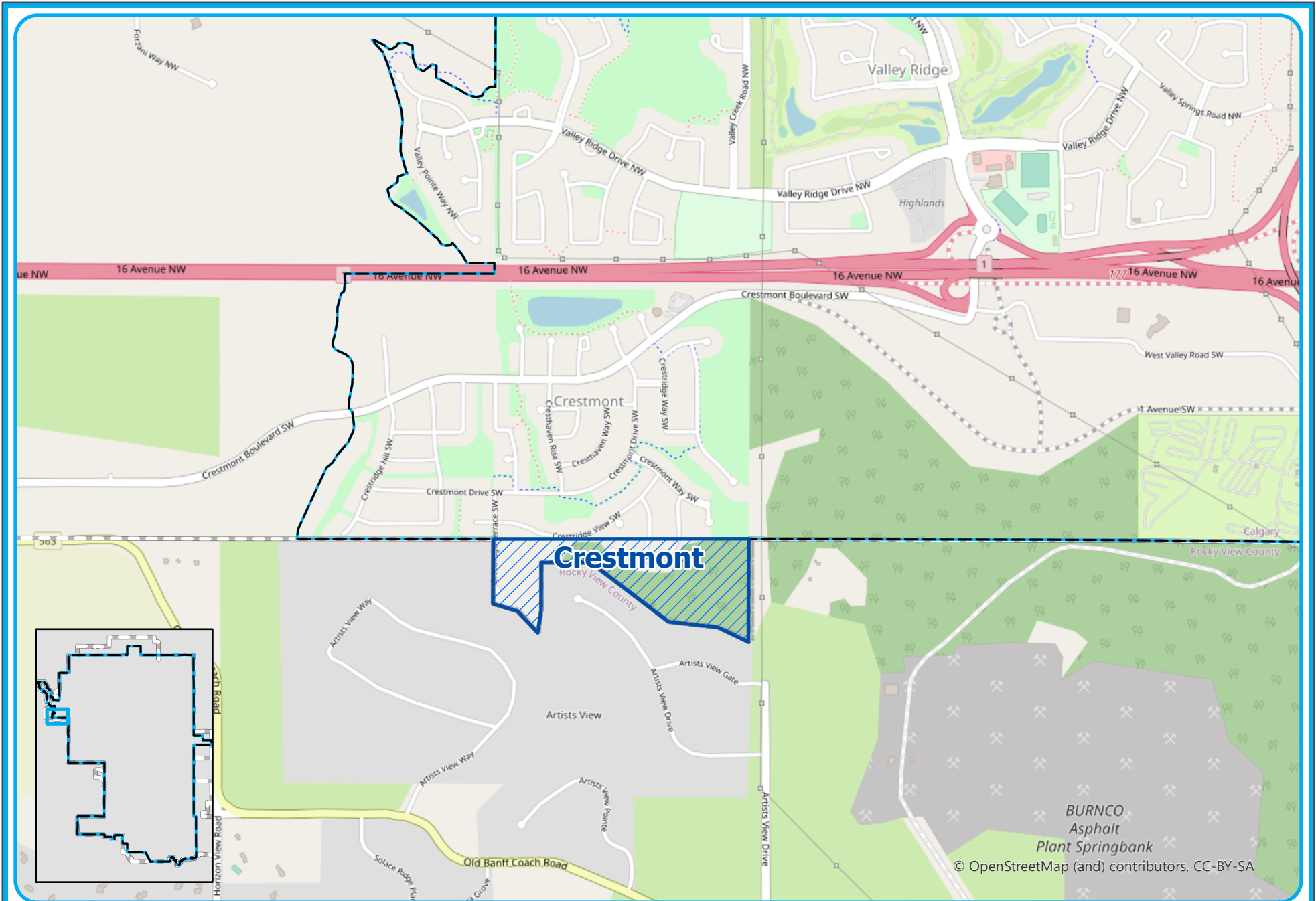
- Attachment I: Proposed Glacier Ridge ASP and Carrington north of 144 Ave NW Annexation Areas
- Attachment II: Proposed Crestmont Annexation Area
- Attachment III: Proposed West Macleod ASP Annexation Area
- Attachment IV: Letter from the Ministry of Education, February 23, 2009
- Attachment V: Letter to Rocky View School Division
- Attachment VI: Letter to Foothills School Division



-  Calgary Board of Education
-  Proposed Annexation
-  CBE Boundary
-  City Boundary

Attachment I
Proposed Glacier Ridge ASP and Carrington
north of 144 Ave NW Annexation Areas



 Scale: 1:40,000
 NAD 1983 3TM 114
 Prepared by: Planning
 Map: New_Communities
 Date: September 28, 2021







Crestmont

Rocky View County


Artists View

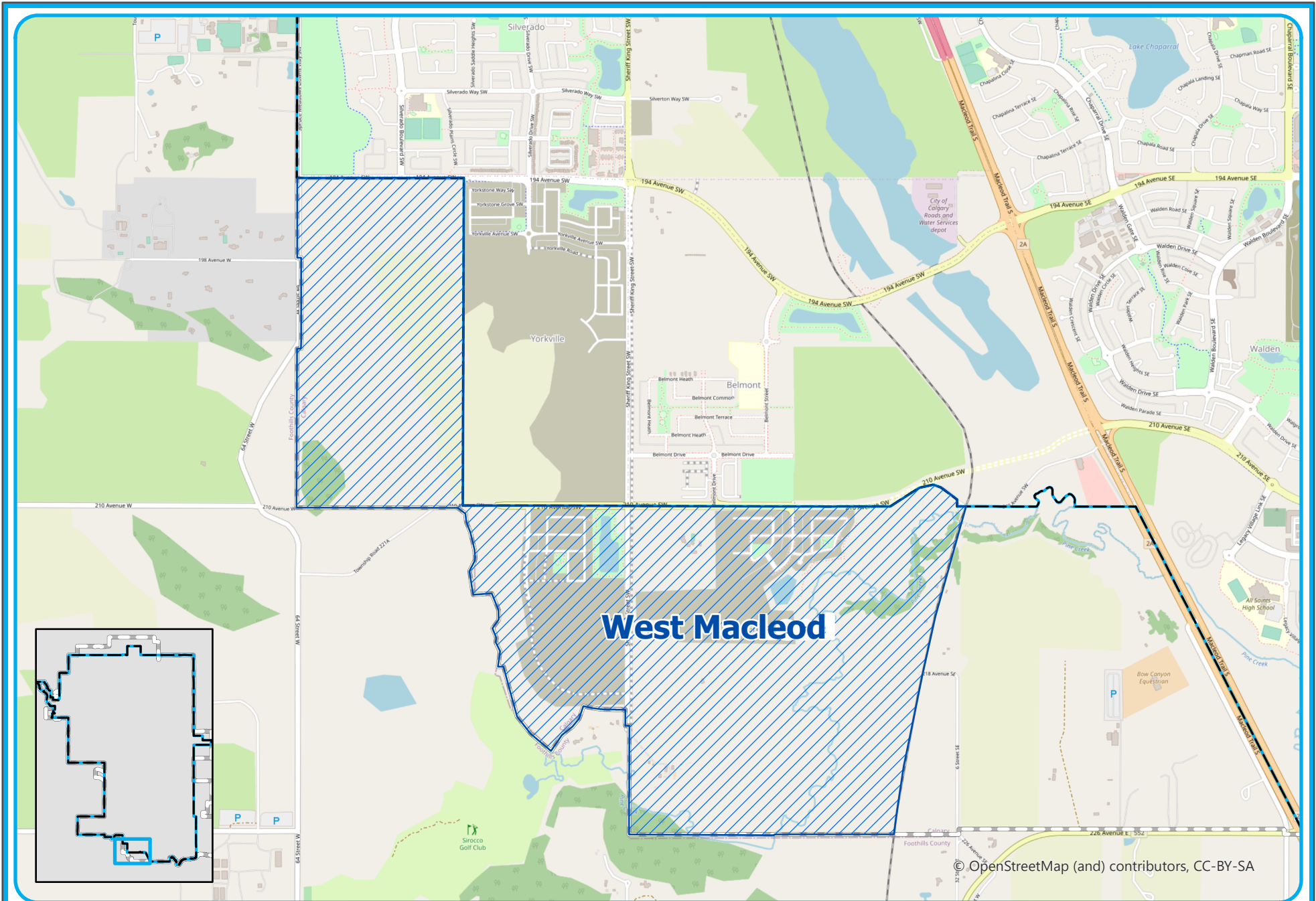
BURNCO
Asphalt
Plant Springbank

© OpenStreetMap (and) contributors, CC-BY-SA





-  Calgary Board of Education
-  Proposed Annexation
-  CBE Boundary
-  City Boundary

Attachment II
Proposed Cresmont Annexation Area
 9-60




 0 250 500 Metres
 Scale: 1:15,000
NAD 1983 3TM 114
 Prepared by: Planning
 Map: New_Communities
 Date: September 28, 2021



© OpenStreetMap (and) contributors, CC-BY-SA

-  Calgary Board of Education
-  Proposed Annexation
-  CBE Boundary
-  City Boundary

Attachment III
Proposed West Macleod ASP Annexation Area
 9-61



 Scale: 1:25,000
NAD 1983 3TM 114
 Prepared by: Planning
 Map: New_Communities
 Date: September 28, 2021

ALBERTA
EDUCATION*Office of the Minister*

February 23, 2009

Ms. Pat Cochrane
Chairman
Calgary School District
515 Macleod Trail SE
Calgary, Alberta
T2G 2L9

Dear Ms. Cochrane:

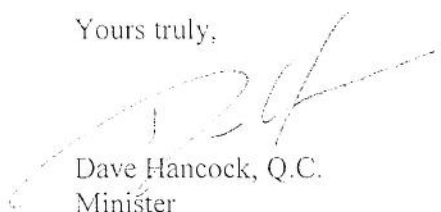
In 2005 and 2007, the City of Calgary annexed land into Foothills School Division, Christ the Redeemer Catholic Separate Regional Division and Rocky View School Division (see attached map).

As a result of municipal annexations, my ministry has been conducting a review of the school jurisdiction boundaries in the Calgary area over the past year, and that review is now complete. I appreciated the opportunity to consider the views expressed by school jurisdictions regarding annexation in the Calgary area. I wish to assure you that the information provided by school jurisdictions regarding their individual perspectives was conveyed to me by my staff and proved to be most helpful. I will not invoke my authority under Section 239 of the *School Act* to add or take lands from the affected school jurisdictions. I believe that it is in the best interest of students to leave school jurisdiction boundaries as they currently are. However, boundaries may be looked at in the future if urban development warrants a further review. Please ensure that your current and long-term planning continues to meet the needs of both current and future resident students.

Therefore, Calgary Board of Education, Calgary Roman Catholic Separate School District, Foothills School Division, Christ the Redeemer Catholic Separate Regional Division, and Rocky View School Division will continue to operate with their current educational boundaries.

If you have any questions, please contact my office at 780-427-5010.

Yours truly,




Dave Hancock, Q.C.
Minister

Attachment



world skills
Calgary 2009

224 Legislature Building 10800 - 97 Avenue, Edmonton, Alberta Canada T5K 2B6 Telephone 780-427-5010 Fax 780-427-5018
203, 569 Riverbend Square, Edmonton, Alberta Canada T6R 2E3 Telephone 780-413-5970 Fax 780-413-5971

 Printed on recycled paper



October 20, 2021

Sent Via Email

Colette Winter
Director of Facility Planning
Rocky View Schools
2651 Chinook Winds Drive SW
Airdrie, AB T4B 0B4

Dear Ms. Winter:

Re: Consideration of Changes to Jurisdictional Boundaries

I am writing to formally advise that the Calgary Board of Education (CBE) will be seeking to request approval from the Province of Alberta for a boundary change

Under previous governments, the Minister of Education advised that it was in the best interest of students to leave school jurisdiction boundaries as they were until urban development warranted change. With urban development advancing in areas previously annexed by the City of Calgary, the CBE is now requesting corresponding boundary changes.

The areas the CBE will be requesting to annex are the following, which is within the City of Calgary's municipal boundary. Maps showing the locations of the areas are provided at the end of this letter.

Glacier Ridge ASP

This area is located on the north side of the City of Calgary, above the existing communities of Nolan Hill, Sage Hill and Evanston, north of 144 Ave NW.

The legal descriptions of the area are: SEC 3-TWP 26-Rg 2; SEC 2-TWP 26-Rg 2; SEC 1-TWP 26-Rg 2; SEC 6-TWP 26-Rg 1; and SEC 5-TWP 26-Rg 1

Carrington, north of 144 Ave NW

This area is located on the north side of the City of Calgary, above the existing part of Carrington, east of the community of Livingston, and north of 144 Ave NW.

The legal descriptions of the area are: SEC 4-TWP 26-Rg 1, the NW and SW quarter sections.

Crestmont, remnant

This area is located on the west side of the City of Calgary, south of the Trans-Canada Highway, in the south part of the Crestmont community. It is the continuation of Crestridge Rise SW and Crestridge Heights SW.

The legal description of the area is: SEC 30-TWP 24-Rg 2, in the NE quarter section.

The CBE wishes to continue to work in partnership with Rocky View Schools to ensure the effective planning for current and future students. If you require any further information or have any questions please contact me.

Thank you,



Latosia Campbell-Walters

Director, Planning

t | 403-817-7225

f | 403-777-8769





October 20, 2021

Sent Via Email

Andrew F. Chipman
Assistant Superintendent, Corporate Services/Secretary-Treasurer
Foothills School Division No. 38
P.O. Box 5700
129 – 4th Avenue SW, Suite 300
High River, AB T1V 1M7

Dear Mr. Chipman:

Re: Consideration of Changes to Jurisdictional Boundaries

I am writing to formally advise that the Calgary Board of Education (CBE) will be seeking to request approval from the Province of Alberta for a boundary change.

Under previous governments, the Minister of Education advised that it was in the best interest of students to leave school jurisdiction boundaries as they were until urban development warranted change. With urban development advancing in areas previously annexed by the City of Calgary, the CBE is now requesting corresponding boundary changes.

The area the CBE will be requesting to annex is the West Macleod Area Structure Plan (ASP), which is within the City of Calgary's municipal boundary. A map showing the locations of the communities is provided at the end of this letter.

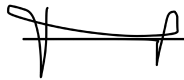
Remainder of West Macleod ASP and Silverado Community

This area is located on the south side of Calgary, west of Macleod Trail SE. The area is bounded by 194 Avenue SE and a straight line extending from its eastern endpoint to Macleod Trail SE on the north, Macleod Trail SE, Pine Creek and Canadian Pacific (CP) railway line on the east, and the City boundary on the south and west.

The legal descriptions of the area are parts of: SEC 16-TWP 22-Rg 1, SEC 15-TWP 22-Rg 1, SEC 14-TWP 22-Rg 1, SEC 9-TWP 22-Rg 1, SEC 10-TWP 22-Rg 1, and SEC 11-TWP 22-Rg 1.

The CBE wishes to continue to work in partnership with Foothills School Division No. 38 to ensure the effective planning for current and future students. If you require any further information or have any questions please contact me.

Thank you,



Latosia Campbell-Walters
Director, Planning
t | 403-817-7225
f | 403-777-8769





ALBERTA
EDUCATION

Office of the Minister

MAY 02 2022

AR118542

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

Dear Ms. Hack: *Laura,*

Thank you for your November 2021 letter on behalf of the Calgary Board of Education requesting an adjustment to CBE's school division boundaries.

I have had the opportunity to review this request and the feedback my department received from each of the impacted school divisions. I am writing today to notify you that I have confirmed the requested lands will be included in an upcoming ministerial order, effective September 1, 2022.

The developments included in the boundary adjustment order are limited to Glacier Ridge, Carrington, Crestmont and West MacLeod. The ministerial order will be shared with your board upon its completion.

If you have any questions, please contact Eric Tetreau, Acting Education Manager, Business Operations and Stakeholder Support Branch, at eric.tetreau@gov.ab.ca or 780-422-0857 (toll-free by first dialing 310-0000).

I wish you the best as you include these changes in your preparations for the upcoming school year.

Sincerely,

Adriana LaGrange
Minister

cc: Mr. Christopher Usih
Chief Superintendent



Board Chair

Laura Hack Wards 3 & 4

Vice-Chair

Susan Vukadinovic Wards 8 & 9

Trustees

Dana Downey Wards 1 & 2

Marilyn Dennis Wards 5 & 10

Patricia Bolger Wards 6 & 7

Nancy Close Wards 11 & 13

Charlene May Wards 12 & 14

February 10, 2022

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

Dear Minister LaGrange:

Re: Acquisition of Maintenance Depot Lands

In accordance with the Disposition of Property Regulation, this letter is to advise the Calgary Board of Education (CBE) intends to utilize \$2,362,500 (inclusive of GST) from CBE capital reserves to purchase a maintenance depot property in the city of Calgary.

As property owner for over 200 school sites, the CBE is required to maintain an extensive grounds maintenance program, responsive to municipal by-law requirements and safeguarding outdoor spaces for all CBE students. Maintenance depots form an important part this facility service provision, enabling the CBE to be cost effective and efficient by bringing staff and materials closer to the school locations they serve.

Maintenance depots are unique in that they require an industrial type land use zoning within the city of Calgary. As a result, existing CBE school sites cannot be considered as depot locations.

The CBE had been leasing a depot property from the City of Calgary for several decades. The municipality recently decided to sell this location and listed the property for sale through an open tender process. Recognizing that loss of this depot location would have significant impact on the service levels provided to CBE schools and the students they serve, the CBE wishes to acquire ownership of the property.

The CBE put forward a purchase offer for the property which was conditional on Board of Trustee approval. The CBE's purchase offer has been accepted by the City of Calgary, and on February 8, 2022, the CBE Board of Trustees passed the following motion:

- "THAT the Board of Trustees approves the use of capital reserves for the acquisition depot lands;

The CBE has confirmed with your Ministry that additional approval is not required for use of these funds.

The CBE is aware that a public notification process will also be required in accordance with Section 190 of the *Education Act* and the Petitions and Public Notices Regulation. The CBE will ensure this process is undertaken as a condition of purchase.

Sincerely,



Laura Hack, Chair
Board of Trustees

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



MAR 14 2022

AR117969

Mr. Christopher Usih
Superintendent
Calgary Board of Education
1221 - 8 Street SW
Calgary AB T2R 0L4

Dear Mr. Usih:

On behalf of the Minister of Education, I am pleased to respond to the February 10, 2022 letter from Board Chair Laura Hack regarding the board's acquisition of a maintenance depot property in the City of Calgary.

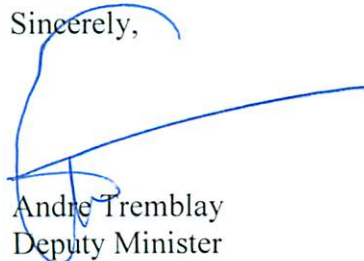
I understand your board's need to acquire the maintenance depot property. In accordance with Section 188 of the *Education Act*, I am pleased to report that Alberta Education has no concerns with the Calgary Board of Education proceeding with the proposed acquisition and using \$2,362,500 from its capital reserves.

In acquiring this property please ensure you comply with the public notification requirement prescribed in Section 190(1) of the *Education Act*.

Should you have any questions, please contact Roman A. Sus, Capital Planning Manager, Capital Planning South, at roman.sus@gov.ab.ca or 780 638-9599 (toll-free by first dialing 310-0000).

I wish you success in the completion of this transaction.

Sincerely,



Andre Tremblay
Deputy Minister



April 13, 2022

Glen Gamble
Director, Capital Planning South
Alberta Education
7th Floor, Commerce Place
10155 – 102 Street
Edmonton, AB, T5J 4L5

Dear Glen,

**Re: Calgary Board of Education – Roof Replacement Projects
Ministerial Approval for IMR Projects Exceeding \$1 Million Dollars**

The roofs at the following nine schools have exceeded their designed life and the Calgary Board of Education (CBE) continues to spend a substantial amount of time and money maintaining those building components.

As part of the ongoing renewal of our facilities, we recommend proceeding with roof replacements, which includes roof membrane, and upgrading the insulation from R-12 to R-40 to improve energy performance. The schools and our preliminary budgets for design and construction are:

104029	Alice M. Curtis [302]	\$1,600,000.00
105117	Buchanan [207]	\$1,500,000.00
102924	Colonel Walker [602]	\$1,400,000.00
105125	Ethel M. Johnson [310]	\$1,500,000.00
104899	Harold Panabaker [643]	\$2,700,000.00
105134	Maple Ridge [321]	\$1,700,000.00
105135	McKenzie Lake [385]	\$2,600,000.00
105132	Riverside School [609]	\$1,700,000.00
105142	Taradale [398]	\$1,200,000.00

To comply with the guidelines in the School Capital Manual we request Ministerial approval to authorize the expenditure of IMR funds in excess of \$1 million dollars on these projects.

Please contact Peter Jeffrey, Manager, Infrastructure Asset Management, if you have any questions or require any additional documentation. Peter can be reached at 403-826-5859 email pajeffrey@cbe.ab.ca

Sincerely,

Dany Breton,
Superintendent, Facilities and Environmental Services

cc: Sanjeev Sharma, Acting Director, Facility Projects



Office of the Minister



AR118516

MAY 12 2022

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

Dear Ms. Hack: *Laura,*

I am writing in response to the April 13, 2022 letter to Glen Gamble, Director, Capital Planning South, requesting ministerial approval for the use of Infrastructure Maintenance and Renewal funding over \$1 million for projects at nine Calgary Board of Education schools

The proposed scope of work aligns with Infrastructure Maintenance and Renewal approved purposes as outlined in the *School Capital Manual*, and the information provided by your school division clearly demonstrates the need for these projects. Therefore, I approve your request to use Infrastructure Maintenance and Renewal funds for the following roof replacement projects:

- Alice M. Curtis School – \$1.6 million;
- Buchanan School – \$1.5 million;
- Colonel Walker School – \$1.4 million;
- Ethel M. Johnson School – \$1.5 million;
- Harold Panabaker School – \$2.7 million;
- Maple Ridge School – \$1.7 million;
- McKenzie Lake School – \$2.6 million;
- Riverside School – \$1.7 million; and
- Taradale School – \$1.2 million.

Please note that under the New West Partnership Trade Agreement, school boards must post all opportunities for procurement of construction services valued at \$200,000 or greater on the Alberta Purchasing Connection.

.../2

Ms. Laura Hack
Page Two

If you have any questions, please have administration staff contact Roman A. Sus, Manager, Capital Planning South, at roman.sus@gov.ab.ca or 780-638-9599 (toll-free by first dialing 310-0000).

I wish you all the best as you proceed with these projects.

Sincerely,

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

Adriana LaGrange
Minister



www.cbe.ab.ca

Board Chair

Laura Hack Wards 3 & 4

Vice-Chair

Susan Vukadinovic Wards 8 & 9

Trustees

- Dana Downey Wards 1 & 2
- Marilyn Dennis Wards 5 & 10
- Patricia Bolger Wards 6 & 7
- Nancy Close Wards 11 & 13
- Charlene May Wards 12 & 14

April 27, 2022

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

Dear Minister LaGrange:

RE: Prairie Sky School Opening Delay

I am writing today to notify you that regrettably, construction delays experienced on the Prairie Sky School (K-9) that will serve the Calgary community of Skyview Ranch will not allow that school to open on September 1, 2022 as originally anticipated.

You will recall how in my letter to you dated December 9, 2021, I had indicated that:

The Skyview Ranch elementary/middle school is also provisionally scheduled to open on September 1, 2022. It is important to highlight, however, that this 900-student capacity school has presented the greatest schedule challenges to date. Progress will continue to be monitored closely by Alberta Infrastructure and Calgary Board of Education staff; if in the spring it is believed that the delays might result in a delayed opening, contingency plans will be communicated to you and the community prior to the end of the 2021-2022 school year.

Alberta Infrastructure now advises that delays will likely delay interim acceptance until late in the fall. To manage community expectations in light of the ongoing uncertainty surrounding whether the revised interim acceptance date will actually be met, the revised opening date will only be communicated in the fall of 2022 when greater assurance is possible.

The delay, along with the contingency plan for Prairie Sky School, will be communicated to parents in early May. This information will also be posted on the Calgary Board of Education (CBE) website and the school's website. Students will be temporarily housed within their previously designated schools to maintain familiarity until such time as the new school is ready to open. Wherever possible, students will attend classes with the classmates and teachers they will have at the new school. This will cause the least amount of disruption to student learning.

On a lighter note, I am pleased to share with you that progress on the other three schools being constructed by Alberta Infrastructure for the CBE and that are scheduled to open on September 1, 2022 is proceeding well. Mahogany School (K-4), Bayside School (Auburn Bay elementary school #2, K-4) and Lakeshore School (Auburn Bay middle school 5-9) are anxiously anticipated by their communities and will greatly support student learning within the City of Calgary.

Sincerely,



Laura Hack, Chair
Board of Trustees
Calgary Board of Education

cc: Honourable Prasad Panda, Minister of Infrastructure
Christopher Usih, Chief Superintendent of Schools
Dany Breton, Superintendent, Facilities and Environmental Services





Office of the Minister

MAY 24 2022

AR118605

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

Dear Ms. Hack: *Laura,*

Thank you for April 27, 2022 letter regarding the status of Prairie Sky School, which will serve the community of Skyview Ranch.

I appreciate you informing me of the delays in the opening and your contingency plans to mitigate this situation. I encourage Calgary Board of Education to continue to work with Alberta Infrastructure to complete this capital project and commission this school.

Alberta's government is committed to ensuring every student receives a high-quality education that enriches their life and prepares them for success. Building new school facilities is one of the most important investments we can make in our children's future and in the future of our province.

I look forward to completion of this capital project and the opening of the school.

Sincerely,

Adriana LaGrange
Minister



Office of the Minister



AR117989

APR 25 2022

Ms. Laura Hack
Board Chair
Calgary School Division
1221 - 8 Street SW
Calgary AB T2R 0L4

Dear Ms. Hack:

On behalf of the Government of Alberta, we are pleased to advise you that the following project for the Calgary School Division is approved for full funding as part of the school capital approval announcements on March 4, 2022:

Project Name	Grade Configuration	Opening Capacity
New Middle School in Evanston	5-9	925

A final decision has not yet been made regarding the project delivery type for this project. Alberta Infrastructure and Alberta Education staff will contact your administration in the following weeks to initiate the collaborative development of this project and ensure that your staff are made aware of discussions that are underway concerning future public-private partnership bundles.

Please be advised that the work cannot begin until the delivery method has been confirmed.

We invite you to explore innovative partnerships that will result in improvements to program quality and the more efficient use of resources. To ensure that the project is not delayed, all partnerships should be in place prior to the start of design work. We encourage your division staff to continue to work with Alberta Infrastructure and Alberta Education staff, who are available to provide assistance and guidance as needed.

.../2

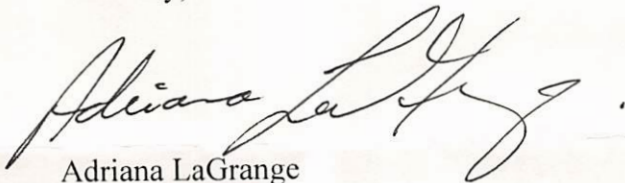
Ms. Laura Hack
Page Two

The Alberta Infrastructure contact for this project is Sean Siegers, Director, South, Learning Facilities Branch, who can be contacted at sean.siegers@gov.ab.ca or at 403-808-8628.

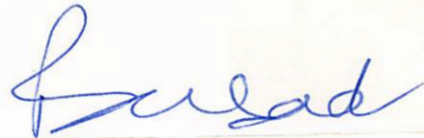
The Alberta Education project contact is Roman Sus, Manager, Capital Planning South, who can be contacted at roman.sus@gov.ab.ca or at 780-638-9599 (toll-free by first dialing 310-0000).

We look forward to the successful and timely completion of this project.

Sincerely,



Adriana LaGrange
Minister of Education



Prasad Panda
Minister of Infrastructure

report to Board of Trustees

Construction Projects Status Report

Date	June 21, 2022
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Sanjeev Sharma, Director, Facility Projects David Jaimes, Project Manager, Facility Projects

1 | Recommendation

It is recommended:

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

2 | Issue

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



3 | Background

A total of five new school construction projects are currently being managed by Alberta Infrastructure for the Calgary Board of Education (CBE). These five projects are currently in various stages of construction.

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

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

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

On April 14, 2020, the Government of Alberta announced that the second elementary school in Auburn Bay will be procured through a design-build contract.

On March 4, 2022, the Government of Alberta announced the approval of a middle school for Evanston. No further information is available at the time of this report.

4 | Analysis

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

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

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

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

5 | Conclusion

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

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



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

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

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's performance.

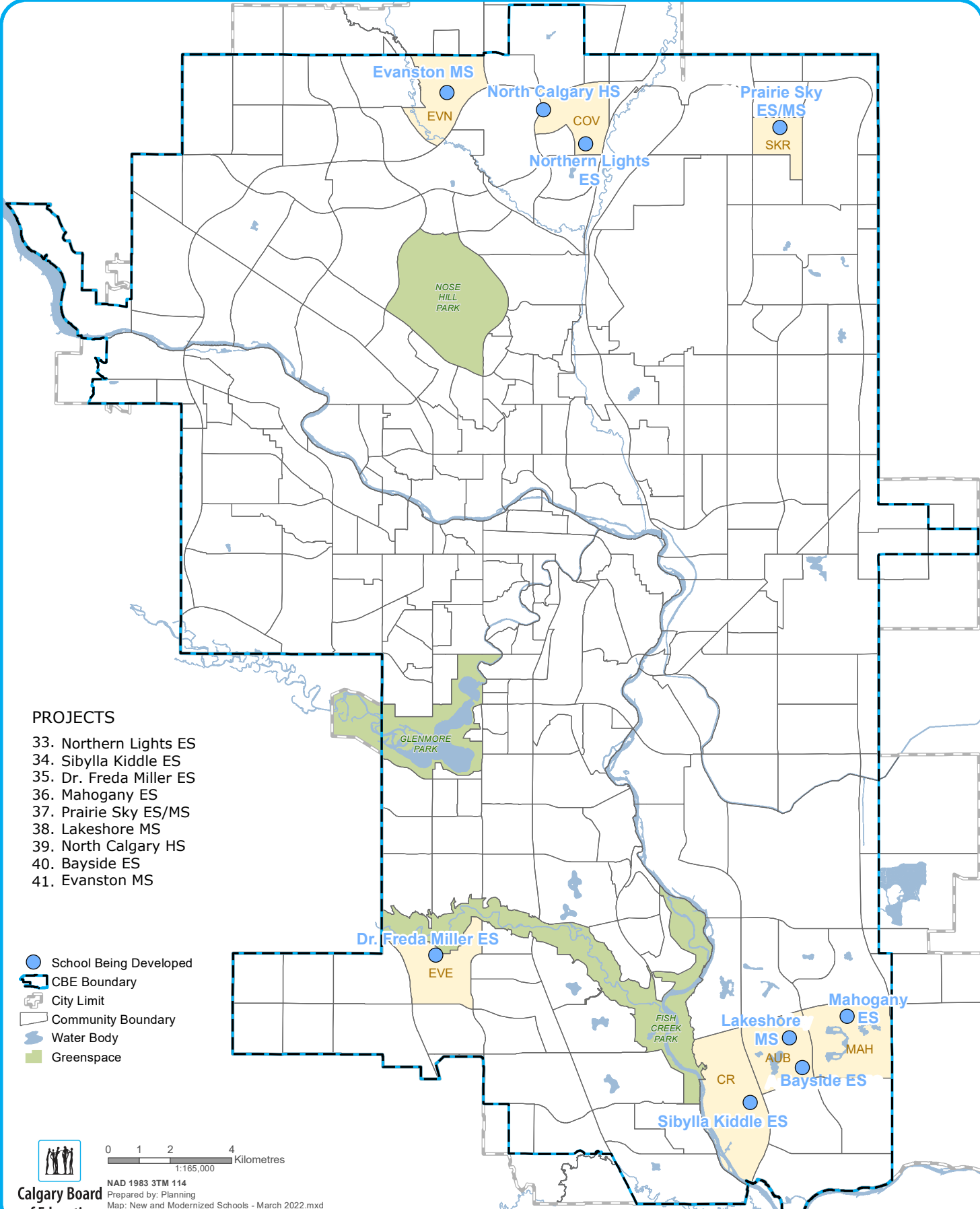
**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
June 21, 2022**

Building	Opening Date	Notes/Comments	
33. Northern Lights School (Coventry Hills) Grades K-4 Capacity 600 students	Sept. 8, 2020	Design and specifications	100%
		Construction Award	100%
		Construction Progress	99%
		Note: Project Managed by Alberta Infrastructure. School complete; warranty issue remediation underway. Landscaping and lighting controls outstanding	
34. Sibylla Kiddle School (Cranston) Grades K-4 Capacity 600 students	Sept. 8 2020	Design and specifications	100%
		Construction Award	100%
		Construction Progress	99%
		Note: Project Managed by Alberta Infrastructure. School complete; warranty issue remediation underway. Landscaping and lighting controls outstanding	
35. Dr. Freda Miller School (Evergreen) Grades K-4 Capacity 600 students	Sept. 8 2020	Design and specifications	100%
		Construction Award	100%
		Construction Progress	99%
		Note: Project Managed by Alberta Infrastructure. School complete; warranty issue remediation underway. Landscaping and lighting controls outstanding.	
36. Mahogany School Grades K-4 Capacity 600 students	Sept. 1 2022	Design and Specifications	100%
		Construction Progress	95%
		Note: Project managed by Alberta Infrastructure. Construction in progress: building commissioning ongoing, deficiency correction ongoing.	
37. Prairie Sky ES/MS Grades K-9 Capacity 900 students	TBD	Design and Specifications	100%
		Construction Award	100%
		Construction Progress	66%
		Note: Project managed by Alberta Infrastructure. Building envelope underway, masonry veneer ongoing, slab pours complete, interior framing and drywall ongoing, mechanical and electrical ongoing, exterior hardscapes started.	

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
June 21, 2022**

Building	Opening Date	Notes/Comments	
38. Lakeshore School Grades 5-9 Capacity 900 students	Sept. 1 2022	Design and Specifications	100%
		Construction Progress	80%
		Note: Project managed by Alberta Infrastructure. Construction in progress, building envelope ongoing, mechanical and electrical ongoing, interior finishes ongoing, exterior hardscapes ongoing.	
39. North Calgary HS Grades 10-12 Capacity 1800 students	TBD	Design and Specifications	100%
		Construction Award	100%
		Construction Progress	60%
		Note: Project managed by Alberta Infrastructure. Masonry and structural steel erection underway, building envelope underway, HVAC and sprinkler installation ongoing, interior slab pours ongoing, interior framing underway, window installation ongoing, hardscapes ongoing.	
40. Bayside School Grades K-4 Capacity 600 students	Sept. 1 2022	Design Build - Basis of Design/Bid package	100%
		Construction Award	100%
		Design and Specifications	100%
		Construction Progress	83%
		Note: Project managed by Alberta Infrastructure. Interior framing ongoing, interior finishes ongoing, electrical and mechanical interior work ongoing, exterior hardscapes ongoing.	

New and Modernized Schools As of June 2022



PROJECTS

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

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

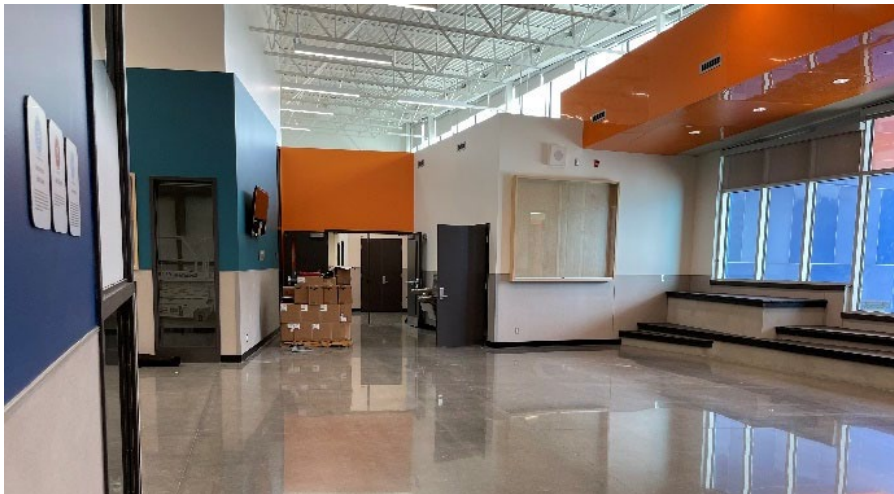


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**Calgary Board
of Education**

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Prepared by: Planning
Map: New and Modernized Schools - March 2022.mxd
Date: March 09, 2022

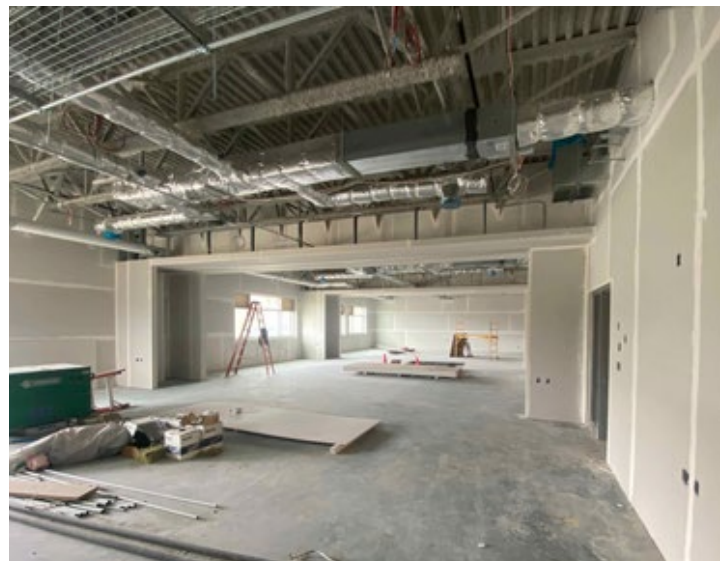
Mahogany Elementary School



Lakeshore School



North Calgary High School



Bayside School



Prairie Sky School

