

# public agenda

June 9, 2020  
12:00 p.m.

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

*In light of the Alberta Government's COVID-19 guidelines and based on direction from the Chief Medical Officer of Health, this public Board meeting will be held online only. The meeting will be viewable by the public through our live stream (<https://www.cbe.ab.ca/about-us/board-of-trustees/Pages/Board-Meetings.aspx>).*

## R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	<b>1   Call to Order, National Anthem and Welcome</b>			
	<b>2   Consideration/Approval of Agenda</b>		GC-2	
	<b>3   Awards and Recognitions</b>			
	<b>4   Results Focus</b>			
	<b>5   Operational Expectations</b>			
	<b>6   Public Comment [ <a href="#">pdf</a> ]</b>		GC-3.2	
	Scheduled only when public comment request(s) comply with the requirements outlined in Board Meeting Procedures			
	<b>7   Matters Reserved for Board Information</b>			
	<b>8   Matters Reserved for Board Decision</b>	Board	GC-3	
8.1 Results 5: Character – Annual Monitoring	Board	R-5	Page 8-1	
<b>9   Consent Agenda</b>	Board	GC-2.6		
9.1 Items Provided for Board Approval				



Time	Topic	Who	Policy Ref	Attachment
	9.1.1 OE-9: Facilities – Annual Monitoring <i>(THAT the Board approves that the Chief Superintendent is in compliance with the provisions of this policy.)</i>		OE-7,9 B/CSR 5	Page 9-1
	9.1.2 Minutes of the Board Meetings held: <ul style="list-style-type: none"> <li>• April 14, 2020 Regular Meeting</li> <li>• April 28, 2020 Regular Meeting</li> <li>• May 4, 2020 Special Meeting</li> <li>• May 12, 2020 Regular Meeting</li> </ul> <i>(THAT the Board approves the Minutes as submitted.)</i>			Page 9-68 Page 9-73 Page 9-81 Page 9-84
	9.2 Items Provided for Board Information			
	9.2.1 Construction Projects Status Report		OE-7,9	Page 9-86
	9.2.2 Three-Year System Student Accommodation Plan 2020-2023		OE-7,8,9	Page 9-13
	9.2.3 Third Quarter Budget Variance Report for the 2019-20 Budget		OE-5	Page 9-57
	<b>10   In-Camera Session</b>			
4:30 p.m.	<b>11   Adjournment</b>			
	<b>Debrief</b>	Trustees	GC-2.3	

**Notice |**

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

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

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

## Results 5: Character

### CHIEF SUPERINTENDENT CERTIFICATION

With respect to Results 5: Character, the Chief Superintendent certifies that the following information is accurate and complete, and that the organization is:

- Making reasonable progress toward achieving the desired results.
- Making reasonable progress with exception.
- Not making reasonable progress.



Signed: \_\_\_\_\_

Date: June 2, 2020

Christopher Usih, Chief Superintendent

### BOARD OF TRUSTEES ACTION

With respect to Results 5: Character, the Board of Trustees:

- Finds the organization to be making reasonable progress.
- Finds the organization to be making reasonable progress with exception.
- Finds the organization not to be making reasonable progress.

Summary statement/motion of the Board of Trustees:

Signed: \_\_\_\_\_

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

Marilyn Dennis, Chair, Board of Trustees

## Executive Summary |

Results 5: Character was a minor focus on the 2018-19 CBE Student Survey. As such, questions for the following policy and indicators were not asked:

- Policy 5.2 – indicators 2 & 3
- Policy 5.3 – indicators 2 & 3

## Analysis |

The report card data indicates that Overall Levels of Success are at a fairly constant level. Work needs to continue on helping students who are assessed with an indicator of Network of Support Required or Individual Program Plan, better understand how to meet with success on the Results 5 report card stems.

The one policy (5.1) that was the focus of the CBE Student Survey saw significant improvements in Overall Agreement.

## Targets |

Targets will be considered annually and finalized based on the identified areas of concern. What follows is a summary of the targets for 2018-19 and whether they were met or not.

### Policy 5.1

- Indicator 1 – Target for 2018-19: improvement on baseline summary measure  
This target was met.
- Indicator 2 – Target for 2018-19: improvement on baseline summary measure  
This target was met.
- Indicator 3 – Target for 2018-19: improvement on baseline summary measure  
This target was met.

### Policy 5.2

- Indicator 1 – Target for 2018-19: results at or above 97.2%  
This target was not met.

### Policy 5.3

- Indicator 1 – Target for 2018-19: results at or above 98.4%  
This target was not met.

## Glossary of Terms |

- Board: Board of Trustees
- 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.
- 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.

## Policy |

Results 5: Each student will demonstrate good character.

## Interpretation |

The Chief Superintendent interprets the Board of Trustees’ values in this statement to affirm the responsibility of public education to help students develop the attributes and standards of behavior that contribute to positive and healthy relationships, personal fulfillment and the common good.

The Chief Superintendent interprets *each student will demonstrate good character* to mean that in and through their learning program, every individual learner in the Calgary Board of Education will act in ways that are ethical and responsible and contribute to a positive learning environment for all.

## Students will:

5.1 Possess the strength of character to do what is right.

### Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students conduct themselves in ways that are consistent with their understanding of the ethical action required of them.

The Chief Superintendent interprets *to do what is right* to mean that students act beyond their self-interest on behalf of what is good for the learning community and that their actions reflect both their values and community standards.

### Indicators |

1. Percentage of students who report they do what they believe is right even when it is difficult or unpopular to do so; as indicated by the Overall Agreement of the **Doing What is Right Summary Measure** from the CBE Student Survey.
2. Percentage of students who report they respectfully challenge policies or decisions with which they may not agree; as indicated by the Overall Agreement of the **Respectfully Challenging Policies or Decisions Summary Measure** from the CBE Student Survey.
3. Percentage of students who report they use technology responsibly and with integrity; as indicated by the Overall Agreement of the **Technological Responsibility Summary Measure** from the CBE Student Survey.

## Students will:

5.2 Act morally with wisdom.

### Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that student actions will reflect a foundation of good judgment and ethical decision-making.

The Chief Superintendent interprets *act morally with wisdom* to mean that in and through their learning programs, students judge what is required within different situations and act responsibly for the good of themselves, others and the community.

### Indicators |

1. Percentage of students in kindergarten to grade 9 reported to make responsible decisions; as measured by student report cards.
2. 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.
3. 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.

## Students will:

5.3 Balance the individual concerns with the rights and needs of others.

### Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will demonstrate a sense of responsibility for the well-being of other people and the larger community.

The Chief Superintendent interprets *balance individual concerns with the rights and needs of others* to mean that students build relationships and contribute to a positive learning environment through respect, awareness and compassion.

### Indicators |

1. Percentage of students in kindergarten to grade 9 reported to treat others with respect and compassion; as measured by student report cards.
2. 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.
3. 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.

## Monitoring Information |

### Evidence of Progress |

Board-approved indicators and targets as well as 2018-19 results, analysis and capacity building |

### Policy 5.1

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- Percentage of students who report they do what they believe is right even when it is difficult or unpopular to do so; as indicated by the Overall Agreement of the **Doing What is Right Summary Measure** from the CBE Student Survey.

<b>Doing What is Right Summary Measure</b>		
	<b>2017-18<sup>1</sup></b>	<b>2018-19</b>
<b>Overall Sample Size</b>	69 358	35 335
<b>Overall Agreement (%)</b>	91.4	92.3

<b>Doing What is Right Summary Measure by Grade</b>		
<b>Overall Agreement (%)</b>	<b>2017-18</b>	<b>2018-19</b>
<b>Grade 5</b>	93.2	94.1
<b>Grade 6</b>	92.6	93.6
<b>Grade 8</b>	90.0	90.5
<b>Grade 9</b>	90.1	91.8
<b>Grade 11</b>	91.0	91.7
<b>Grade 12</b>	91.3	92.2

<b>Question Theme</b>	<b>Overall Agreement (%)</b>	
	<b>2017-18</b>	<b>2018-19</b>
Doing what is Right	90.6	91.3
Fairness	92.2	93.3

- Target 2018-19

Improvement on baseline summary measure.

<sup>1</sup> As a result of an error in the survey program software, student results were counted twice. This has no effect on the percentage results. The sample size should be half of what is noted here.

- Analysis

A significant improvement in the Overall Agreement results can be observed over the 2017-18 results while the gap was noticeably greater for Grade 9 students and comparatively moderate for Grade 8 students. Moreover, similar to the results from last year, Grade 5 and Grade 6 students showed the strongest results amongst all grade levels while Grade 8 students consistently demonstrated the lowest Overall Agreement results.

With regard to the Overall Agreement for each question, students maintained the similar gap between two themes as previous year. Moreover, both themes achieved a similar year-over-year difference around 1.0 percentage point and improved significantly.

- Interpretation

With Overall Agreement at 93.3% it is important to note the high value students place on the quality of fairness.

While high, the comparatively lower Overall Agreement in choosing to do what is right may be attributed to the conditions that were included in the question – even when it is difficult or unpopular to do so. It is unknown for this question if students consider the range of complex situations they experience in their daily lives or, conversely, limited their thinking to their experiences in the school environment.

It is noted that students in Grade 8 had the lowest level of Overall Agreement in this question theme suggesting that students at this age level may benefit from increased exploration of the concepts of ‘fair’ and ‘right’ in their daily learning experiences.

- Building Capacity

Model the concepts of right and fair by continuing to create Welcoming, Caring, Respectful and Safe Schools according to Administrative Regulation 6031, which outlines roles and responsibilities for creating a whole school community that is a welcoming, caring, respectful and safe learning environment.

Continue to encourage daily learning experiences for students across grade levels, subjects and courses that explore the concepts of right and fair within a school culture that demonstrates value for diversity and an appreciation for multiple perspectives.

Continue to communicate and support schools to engage in a range of flexible pedagogical approaches where diverse backgrounds and view points are explored in the learning context.

Continue to communicate and support schools in a range of inclusive practices that model CBE commitment to inclusive learning for all students.

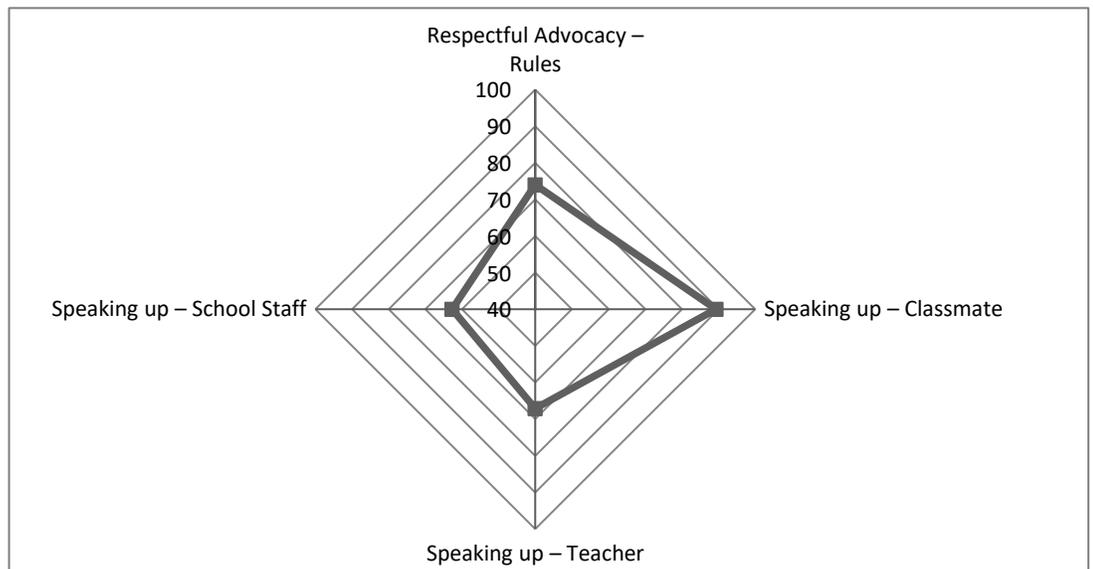
2. Percentage of students who report they respectfully challenge policies or decisions with which they may not agree; as indicated by the Overall Agreement of the **Respectfully Challenging Policies or Decisions Summary Measure** from the CBE Student Survey.

<b>Respectfully Challenging Policies or Decision Summary Measure</b>		
	<b>2017-18<sup>2</sup></b>	<b>2018-19</b>
<b>Overall Sample Size</b>	72 800	35 025
<b>Overall Agreement (%)</b>	72.2	73.3

<b>Respectfully Challenging Policies or Decision Summary Measure by Grade</b>		
<b>Overall Agreement (%)</b>	<b>2017-18</b>	<b>2018-19</b>
<b>Grade 5</b>	73.9	77.8
<b>Grade 6</b>	73.2	75.6
<b>Grade 8</b>	71.3	71.0
<b>Grade 9</b>	72.3	71.8
<b>Grade 11</b>	71.3	71.2
<b>Grade 12</b>	71.5	72.2

<b>Question Theme</b>	<b>Overall Agreement (%)</b>	
	<b>2017-18</b>	<b>2018-19</b>
Respectful Advocacy – Rules	74.1	74.0
Speaking up – Classmate	88.7	89.3
Speaking up – Teacher	65.6	67.1
Speaking up – School Staff	60.5	62.7

<sup>2</sup> As a result of an error in the survey program software, student results were counted twice. This has no effect on the percentage results. The sample size should be half of what is noted here.



- Target 2018-19

Improvement on baseline summary measure.

- Analysis

A significant improvement in the Overall Agreement results can be observed over the previous year results while the performances were noticeably different for different grade levels. Grade 5, 6 and 12 students showed improvements compared to the previous year results while for Grade 8, 9 and 11 students, the 2018-19 Overall Agreement results were slightly lower. Moreover, similar to the results from last year, Grade 5 and Grade 6 students showed the strongest results amongst all grade levels while Grade 8 and Grade 11 students demonstrated the lower Overall Agreement results.

With regard to the Overall Agreement for each question, except for Respectful Advocacy – Rules, other themes achieved significant improvement comparing to last year. Moreover, the slight decline in Respectful Advocacy – Rules theme was not significant. Students expressed the highest agreement on their capability of speaking up when they don't agree with their classmates and the lowest agreement on their speaking up ability towards rules.

- Interpretation

In the first question theme, respondents are asked if they speak up when they do not agree with school rules. The level of Overall Agreement is 74.0%. It is notably lower when students are asked if they respectfully speak-up if they do not agree with a decision made by a teacher or school staff. These three areas combined suggest an overall reticence on the part of students to speak up when they disagree with school staff. The reasons why students are reluctant to communicate

with school staff when they do not agree with school rules or a decision made by a staff member are unknown. It may be a consideration for additions to future surveys to include questions that clarify their reasoning.

Looking back to Results 4: Personal Development there are two questions that may suggest that students conceptualize speaking up to staff in disagreement and expressing a need to a staff member as similar. In the Self-Advocacy Summary Measure in Results 4: Personal Development, the Overall Agreement for “I ask questions in class when I have them” was 76.0%. In the Emotional Health Summary Measure in Results 4: Personal Development, the Overall Agreement for “I ask for help when I need it” was 74.5%. These questions are similar to the questions in the current indicator that require communication from a student to a staff member to express a need or an opinion. The similarity is in the level of Overall agreement and in the possibility that students see speaking up in disagreement and asking questions or for help as similar. The message may be taken generally that a percentage of students are reluctant to initiate communication with school staff to express a need or an opinion.

- Building Capacity

Given the suggested similarity of speaking up to staff members and expressing needs to staff members, it may be appropriate to align the capacity building for **Respectfully Challenging Policies or Decisions Summary Measure** with those already identified in Results 4: Personal Development in the **Self-Advocacy Summary Measure** and **Emotional Health Summary Measure**.

These include:

Related to talking with others about feelings, continue to provide training to schools using the Go To Educator Curriculum to support students in identifying staff that are available to them when needed.

Continue to understand and demonstrate a range of inclusive practices that create learning environments where students feel a level of comfort to ask questions and share ideas (e.g., ELL Toolbox D2L shell as a system resource for pedagogy and practice that is culturally and linguistically inclusive).

Questions related to self-advocacy for students in younger grades may be a consideration for the optional K-3 CBE Student Survey to explore the development of these important skills in younger students.



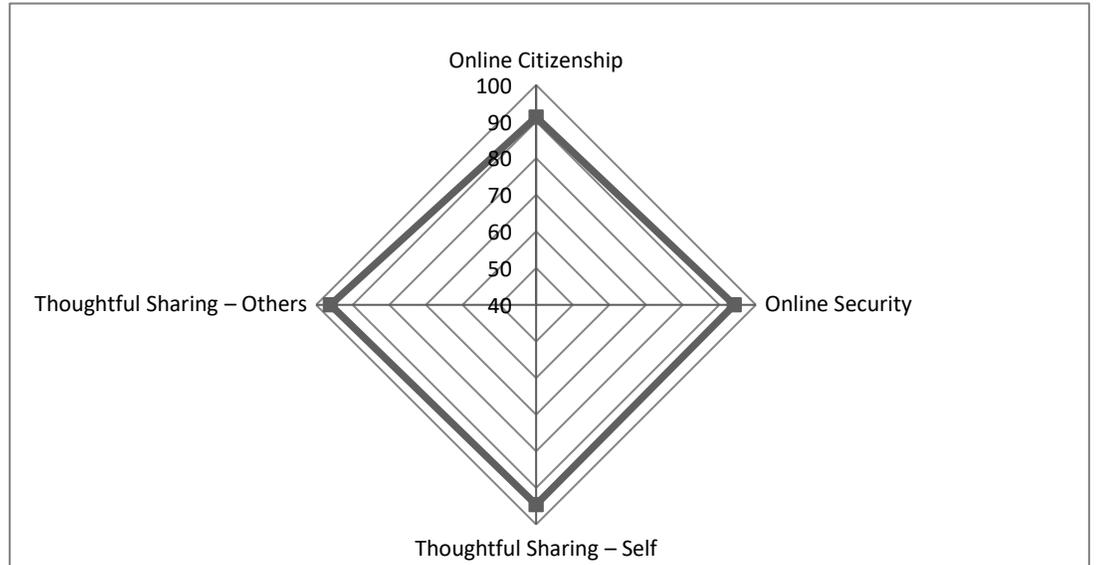
3. Percentage of students who report they use technology responsibly and with integrity; as indicated by the Overall Agreement of the **Technological Responsibility Summary Measure** from the CBE Student Survey.

<b>Technological Responsibility Summary Measure</b>		
	<b>2017-18<sup>3</sup></b>	<b>2018-19</b>
<b>Overall Sample Size</b>	71 316	36 391
<b>Overall Agreement (%)</b>	93.1	94.0

<b>Technological Responsibility Summary Measure by Grade</b>		
<b>Overall Agreement (%)</b>	<b>2017-18</b>	<b>2018-19</b>
<b>Grade 5</b>	94.9	96.9
<b>Grade 6</b>	95.4	96.5
<b>Grade 8</b>	92.7	93.4
<b>Grade 9</b>	91.8	92.5
<b>Grade 11</b>	92.0	92.4
<b>Grade 12</b>	92.0	92.3

<b>Question Theme</b>	<b>Overall Agreement (%)</b>	
	<b>2017-18</b>	<b>2018-19</b>
Online Citizenship	89.4	91.2
Online Security	93.7	94.1
Thoughtful Sharing – Self	93.6	94.6
Thoughtful Sharing – Others	95.9	96.1

<sup>3</sup> As a result of an error in the survey program software, student results were counted twice. This has no effect on the percentage results. The sample size should be half of what is noted here.



- Target 2018-19

Improvement on baseline summary measure.

- Analysis

A significant improvement in the Overall Agreement results can be observed while the gaps were noticeably large for Grade 5 students and comparatively small for high school Students. In the meanwhile, Grade 6, 8 and 9 shared a similar improvement around 1.0 percentage point. Moreover, similar to the results from last year, Grade 5 and Grade 6 students showed the strongest results amongst all grade levels while Grade 11 and Grade 12 students consistently demonstrated the lowest Overall Agreement results.

With regard to the Overall Agreement for each question, all themes achieved noticeably improvements results in 2018-19. Except for Thoughtful Sharing – Others, all improvements were significant based on a chi-squared comparison to the previous year results. Moreover, students demonstrated great caution concerning the security of their friends' private information while relatively, they expressed less agreement, though still very high, on treating people with the same respect online as they would face-to-face.

- Interpretation

The CBE is pleased to have met this target with improvement from the baseline in Overall Agreement. We are particularly pleased to note the significant increase at the Grade 5 level in this question theme.

It is noted that the **Technological Communication Summary Measure** questions in Results 4: Personal Development have similar content to this question theme in that both ask about respectful online communication and the protection of personal information in online interactions.

Both the **Technological Communication Summary Measure** questions in Results 4: Personal Development and the **Technological Responsibility Summary Measure** in Results 5: Character share the question I treat people with the same respect online as I would face to face with an Overall Agreement at 91.2%

The **Technological Communication Summary Measure** in Results 4: Personal Development includes the question “I am careful what I share online” with Overall Agreement at 94.4%. The **Technological Responsibility Summary Measure** in Results 5: Character includes the similar question “I am careful when I share my personal information” with Overall Agreement at 94.6%. Alignment in the Overall Agreement on these questions of similar content demonstrate an example of reliability in the survey.

- Building Capacity

Given similarity in the content of respectful interactions and protection of personal information in the question themes of **Technological Communication Summary Measure** in Results 4: Personal Development and the **Technological Responsibility Summary Measure** in Results 5, it may be appropriate to align the capacity building for these two areas.

The suggested capacity building areas identified below were those suggested for the **Technological Communication Summary Measure** in Results 4: Personal Development and are applicable here as well.

Continue to require that schools engage in a process to revise their digital citizenship plans annually by October 31, and review it throughout the year according to the internal process currently available to schools on Insite.

Promote the use Media Smarts (<https://mediasmarts.ca/>), Canada’s Centre for Digital and Media Literacy, as a useful resource for educators and families related to respectful communication online and the protection of personal information and identity in online activity.

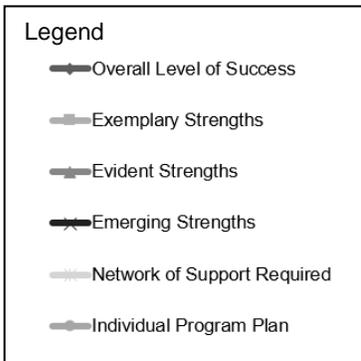
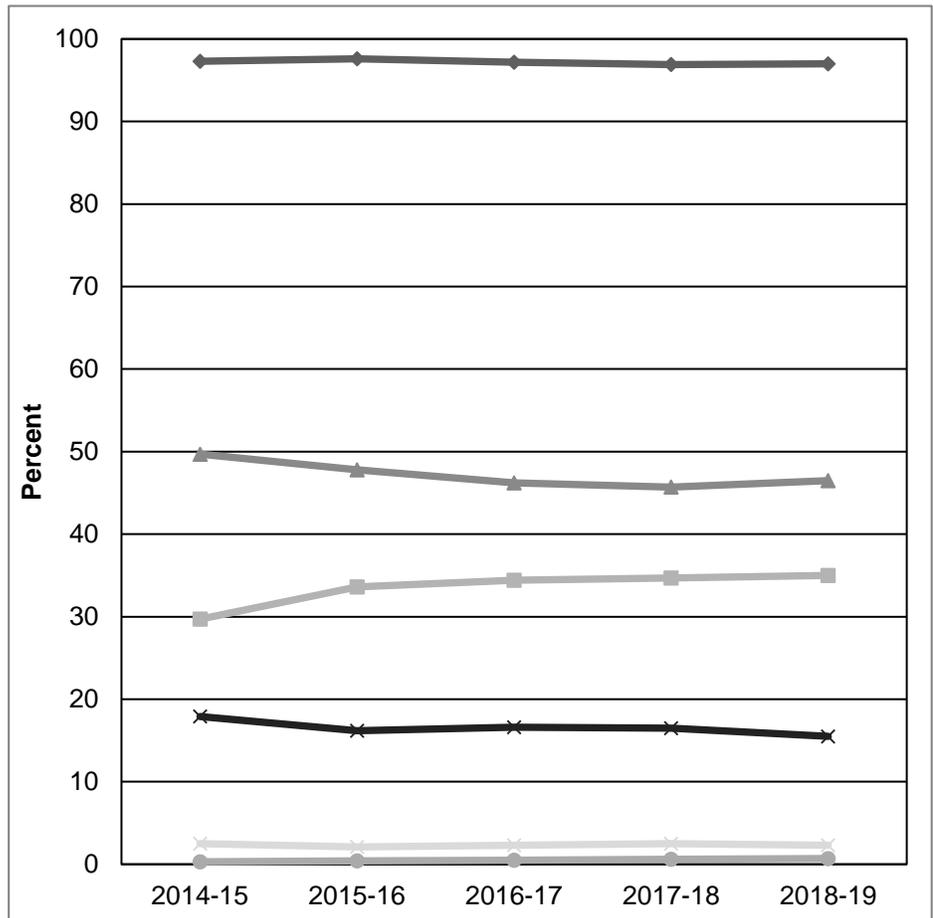
## **Policy 5.2**

1. Percentage of students in kindergarten to grade 9 reported to make responsible decisions; as measured by student report cards.

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All Students

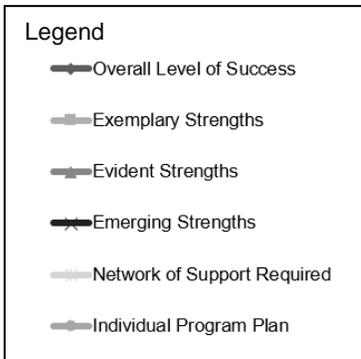
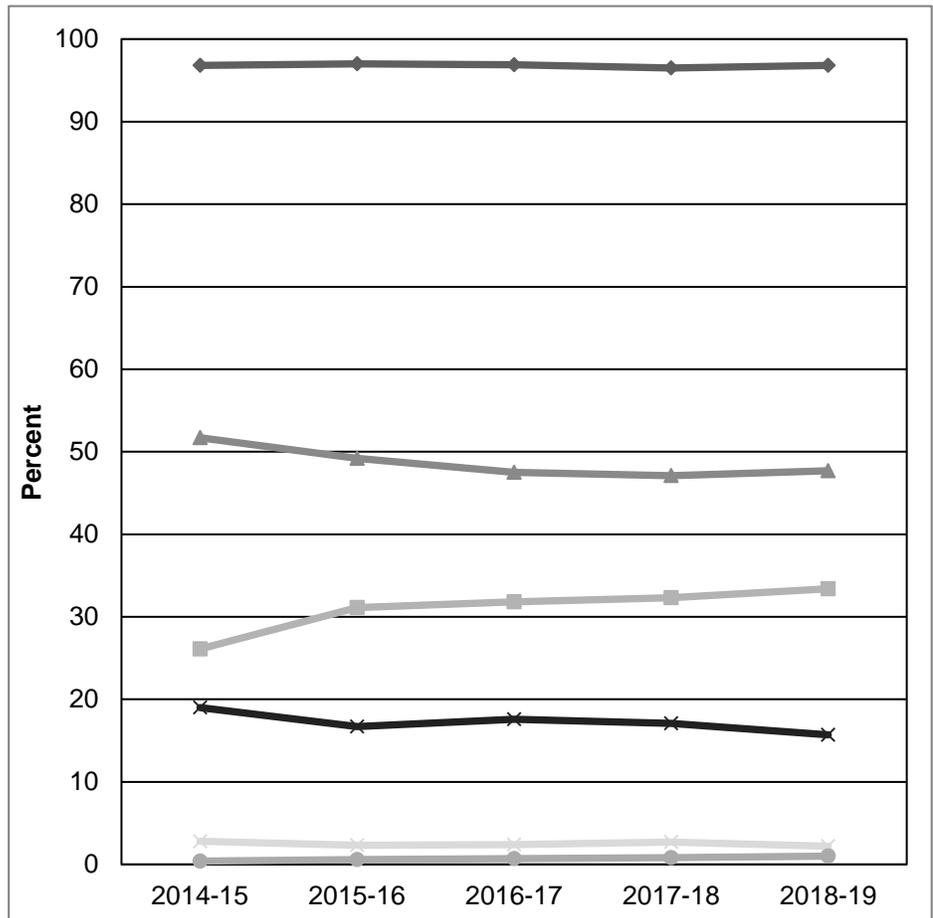
Makes responsible decisions <sup>4</sup> (%)					
	2014-15	2015-16	2016-17	2017-18	2018-19
Exemplary Strengths	29.7	33.6	34.4	34.7	35.0
Evident Strengths	49.7	47.8	46.2	45.7	46.5
Emerging Strengths	17.9	16.2	16.6	16.5	15.5
Network of Support Required	2.5	2.1	2.3	2.5	2.3
Individual Program Plan	0.3	0.4	0.5	0.6	0.7
Overall levels of success	97.3	97.6	97.2	96.9	97.0



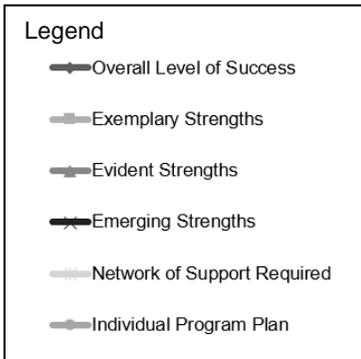
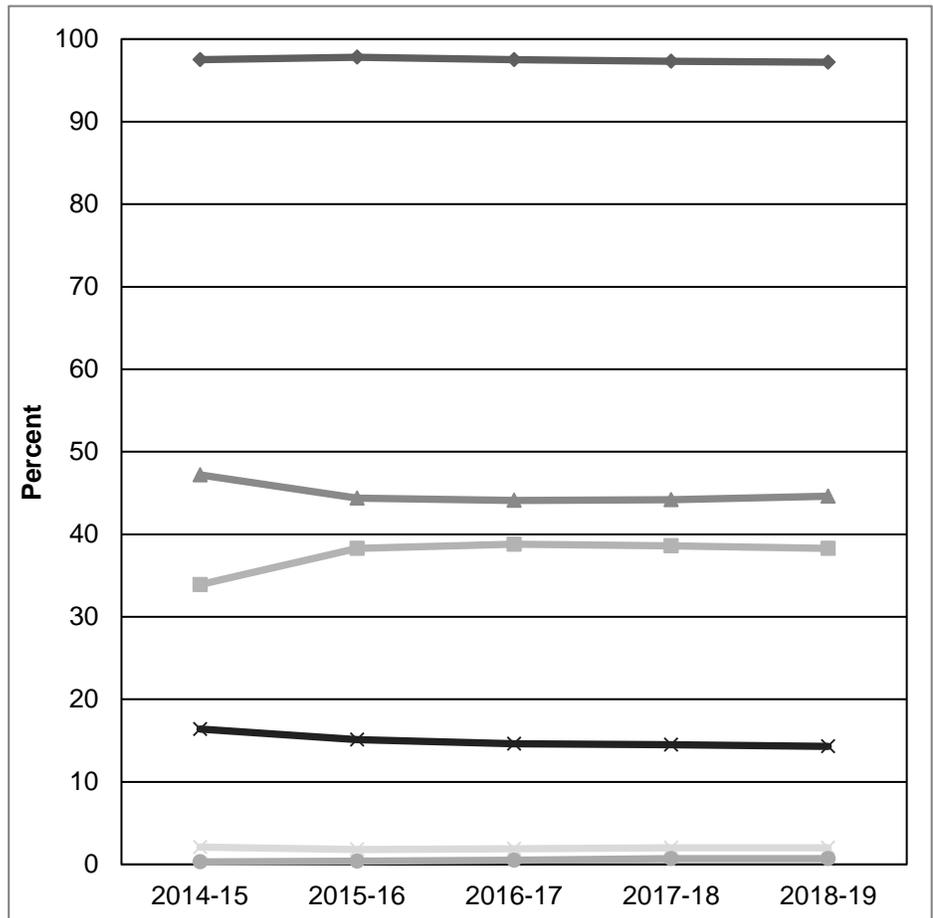
<sup>4</sup> The general indicators for this report card measure are:

- 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.

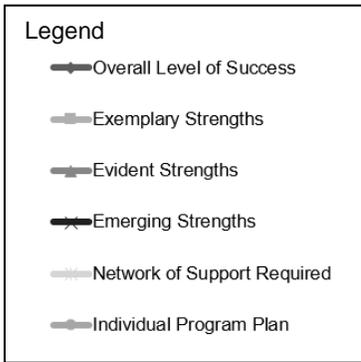
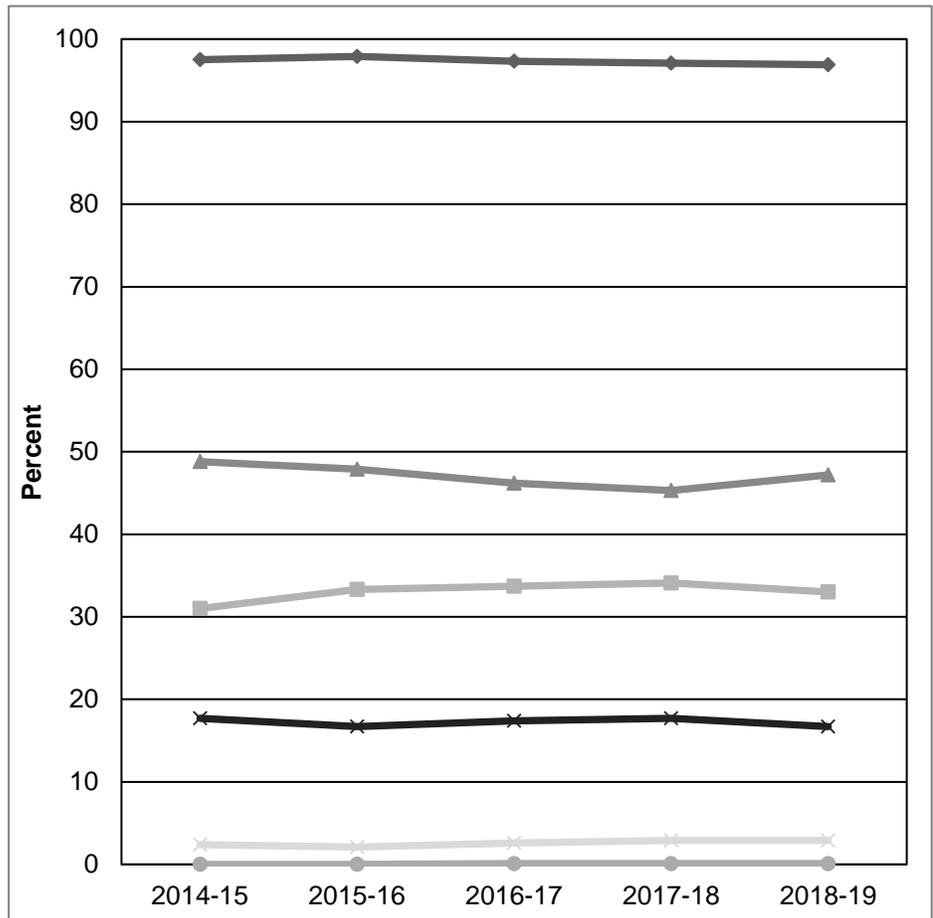
Makes responsible decisions (%).					
	2014-15	2015-16	2016-17	2017-18	2018-19
Exemplary Strengths	26.1	31.1	31.8	32.3	33.4
Evident Strengths	51.7	49.2	47.5	47.1	47.7
Emerging Strengths	19.0	16.7	17.6	17.1	15.7
Network of Support Required	2.8	2.3	2.4	2.7	2.2
Individual Program Plan	0.4	0.6	0.7	0.8	1.0
Overall levels of success	96.8	97.0	96.9	96.5	96.8



Makes responsible decisions (%).					
	2014-15	2015-16	2016-17	2017-18	2018-19
Exemplary Strengths	33.9	38.3	38.8	38.6	38.3
Evident Strengths	47.2	44.4	44.1	44.2	44.6
Emerging Strengths	16.4	15.1	14.6	14.5	14.3
Network of Support Required	2.1	1.8	1.9	2.0	2.0
Individual Program Plan	0.3	0.4	0.5	0.7	0.7
Overall levels of success	97.5	97.8	97.5	97.3	97.2



Makes responsible decisions (%).					
	2014-15	2015-16	2016-17	2017-18	2018-19
Exemplary Strengths	31.0	33.3	33.7	34.1	33.0
Evident Strengths	48.8	47.9	46.2	45.3	47.2
Emerging Strengths	17.7	16.7	17.4	17.7	16.7
Network of Support Required	2.4	2.1	2.6	2.9	2.9
Individual Program Plan	0.0	0.0	0.1	0.1	0.1
Overall levels of success	97.5	97.9	97.3	97.1	96.9



- Target 2018-19

**All Students:** results at or above 97.2%.

- Analysis

**All Students:** In 2018-19, the Overall Level of Success achieved the first increase after a two-year continuous decrease starting from 2016-17 with the five-year trend being downward. The results of Exemplary Strengths showed a strong upward trend over the five years and the result in 2018-19 improved significantly based on a chi-squared comparison to the previous three-year average. Similar to the Overall Level of Success results, in 2018-19, Evident Strengths showed the first noticeable increase after the decelerated consecutive declines since 2015-16 while the five-year trend is downward. However, based on a chi-squared comparison to the previous three-year average, the Evident Strengths results in 2018-19 was not statistically lower than previous year results. The general five-year trend of Emerging Strengths results is downward. The result of Network of Support Required in 2018-19 showed moderate improvement from 2017-18, in that fewer students were assessed using this indicator, while the results of Individual Program Plan continued to accumulate over time.

The rise in the proportion of Exemplary Strengths in the Overall Level of Success was also notable, increasing from 30.5% in 2014-15 to 35.4% in 2016-17 to 36.1% in 2018-19.

**Division 1:** Similar to All Student, in 2018-19, the Overall Level of Success achieved the first increase after a two-year continuous decrease starting from 2016-17 while based on a chi-Squared comparison, the five-year trend maintained at a relatively constant level. The results of Exemplary Strengths showed a strong upward trend over the five years and the result in 2018-19 improved significantly based on a chi-squared comparison to the previous three-year average. Evident Strengths showed the first noticeable increase after the decelerated consecutive declines since 2015-16. Both Evident Strengths and Emerging Strengths showed a five-year downward trend. The result of Network of Support Required in 2018-19 showed a large improvement, in that fewer students were assessed with this indicator, from 2017-18 while the results of Individual Program Plan continued to accumulate over time.

Moreover, Division 1 students performed the highest in their Evident Strengths among the four cohorts over time.

**Division 2:** Despite the initial increase in 2015-16, the results of Overall Level of Success have continuously decreased over time. Moreover, both Exemplary Strengths and Evident Strengths remained at a statistically constant level since 2015-16. Emerging Strengths showed a downward trend across five years while the results of Network of Support Required were at a fairly steady level. Generally speaking, the results of Individual Program Plan continued to accumulate across five years.

Division 2 students performed the strongest Exemplary Strengths results and Network of Support Required results over time amongst all four cohorts and the highest Overall Level of Success results since 2016-17. In addition, the proportion of Exemplary Strengths in the Overall Level of Success were consistently over 39 per cent since 2015-16, which was the highest amongst different cohorts of students.

**Division 3:** After the initial increase in 2015-16, the Overall Level of Success decreased over time. In 2018-19, the result of Exemplary Strengths experienced the first decrease after the continuous increases started in 2015-16 while based on a chi-squared comparison to the previous three-year average, the decrease in 2018-19 was not statistically significant. After a three-year continuous decrease from 2015-16, Evident Strengths achieved the first noticeable increase in 2018-19. Moreover, after the first 1.0 percentage point decrease in 2015-16, the results of Emerging Strengths experienced the second 1.0 percentage point decrease in 2018-19. Generally speaking, Network of Support Required showed a moderate upward trend while the results of Individual Program Plan remained at a fairly low level across five years.

Division 3 students had the highest Individual Program Plan results over time amongst all four cohorts.

- Interpretation

The All Students cohort in this Results stem demonstrate a similar Overall Level of Success (97.0%) in 2018-19 to the Results stems of Works and Collaborates Effectively With Others (97.1%) in Results 3: Citizenship, and Sets and Works Toward Learning Goals (97.1%) in Results 4: Personal Development. Not including the Results stems mentioned here with similar Overall Levels of Success, there are 3 Results stems with higher Overall Levels of Success in 2018-19 and one with a lower Overall Level of Success.

The indicators in this report card measure relate broadly to the values and attitudes taught across the curriculum to consider and respect multiple perspectives, including the impacts of decisions on self and others. A strong Overall Level of Success in this area may be attributed to the embeddedness of these concepts in the daily learning at school across subjects and courses, most specifically in English/French Language Arts, Social Studies and Health.

- Building Capacity

Continue to embed value for the consideration of multiple perspectives in daily learning experiences for students across grade levels, subjects and courses.

Continue to communicate and support schools to engage in a range of flexible pedagogical approaches where diverse backgrounds and view points are explored in the learning context.

Continue to communicate and support schools in a range of inclusive practices that model CBE commitment to inclusive learning for all students. This embeds consideration of the impact of decisions on others in daily school interactions and overall school culture.

Continue to work with students assessed with Network of Support Required or Individual Program Plan to better understand how to help them be successful.

Explore opportunities for non-teacher supervisors to access training in conflict management to support students in making responsible decisions for themselves and others both in the classroom and throughout the school environment.

2. 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.

Results 5: Character was a minor focus on the 2018-19 CBE Student Survey. The questions that inform this summary measure were not asked.

3. 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.

Results 5: Character was a minor focus on the 2018-19 CBE Student Survey. The questions that inform this summary measure were not asked.

### **Policy 5.3**

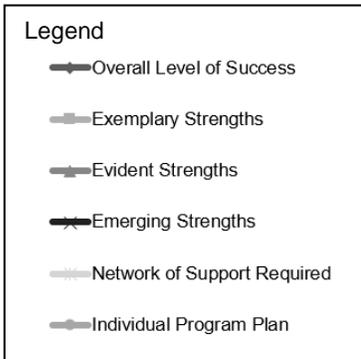
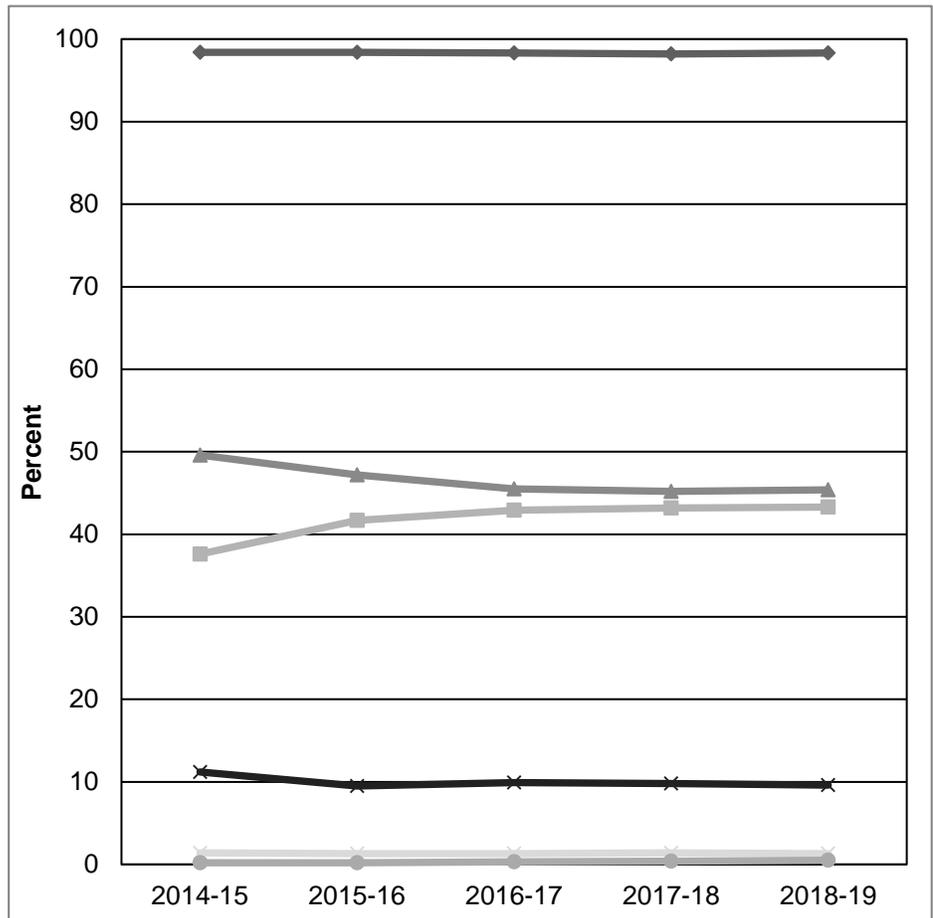
1. Percentage of students in kindergarten to grade 9 reported to treat others with respect and compassion; as measured by student report cards.

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All Students

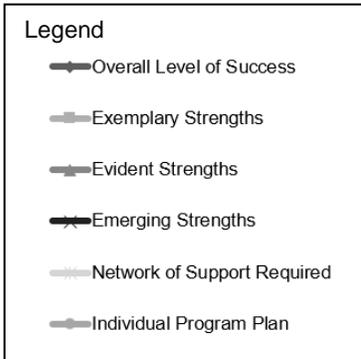
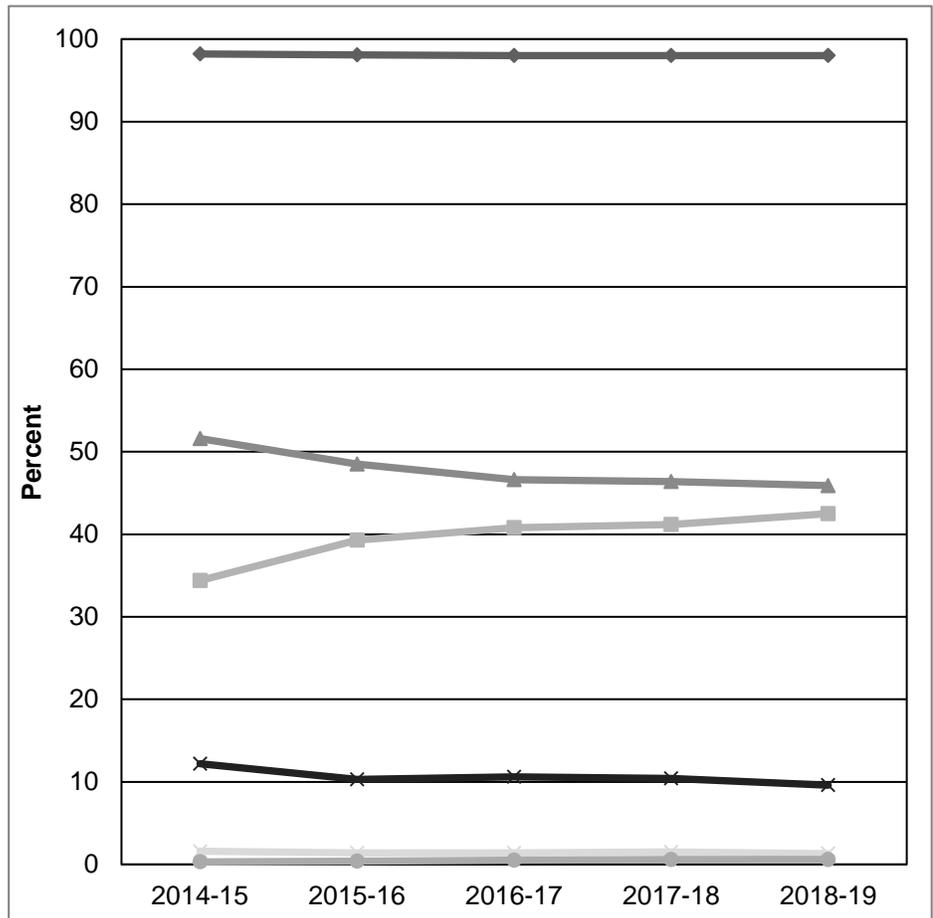
Treats others with respect and compassion <sup>5</sup> (%)					
	2014-15	2015-16	2016-17	2017-18	2018-19
Exemplary Strengths	37.6	41.7	42.9	43.2	43.3
Evident Strengths	49.6	47.2	45.5	45.2	45.4
Emerging Strengths	11.2	9.5	9.9	9.8	9.6
Network of Support Required	1.4	1.3	1.3	1.4	1.3
Individual Program Plan	0.2	0.2	0.3	0.4	0.5
Overall levels of success	98.4	98.4	98.3	98.2	98.3



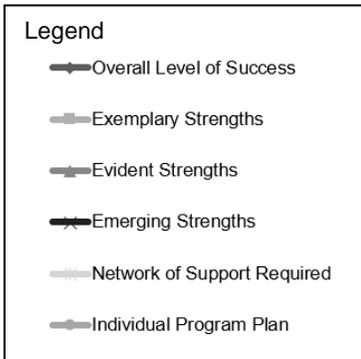
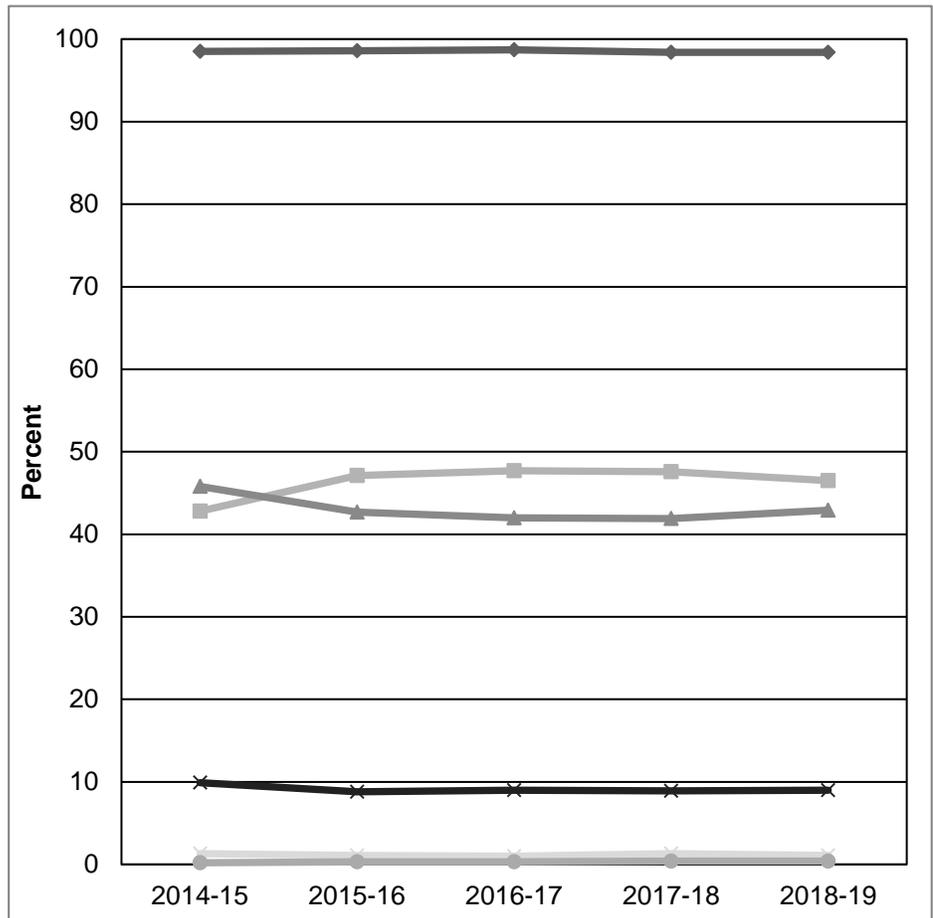
<sup>5</sup> The general indicators for this report card measure are:

- shows respect for the contributions and achievements of others; and
- responds and is sensitive to the needs and welfare of others.

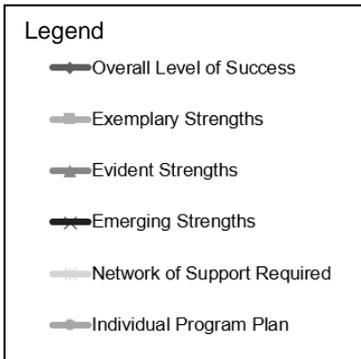
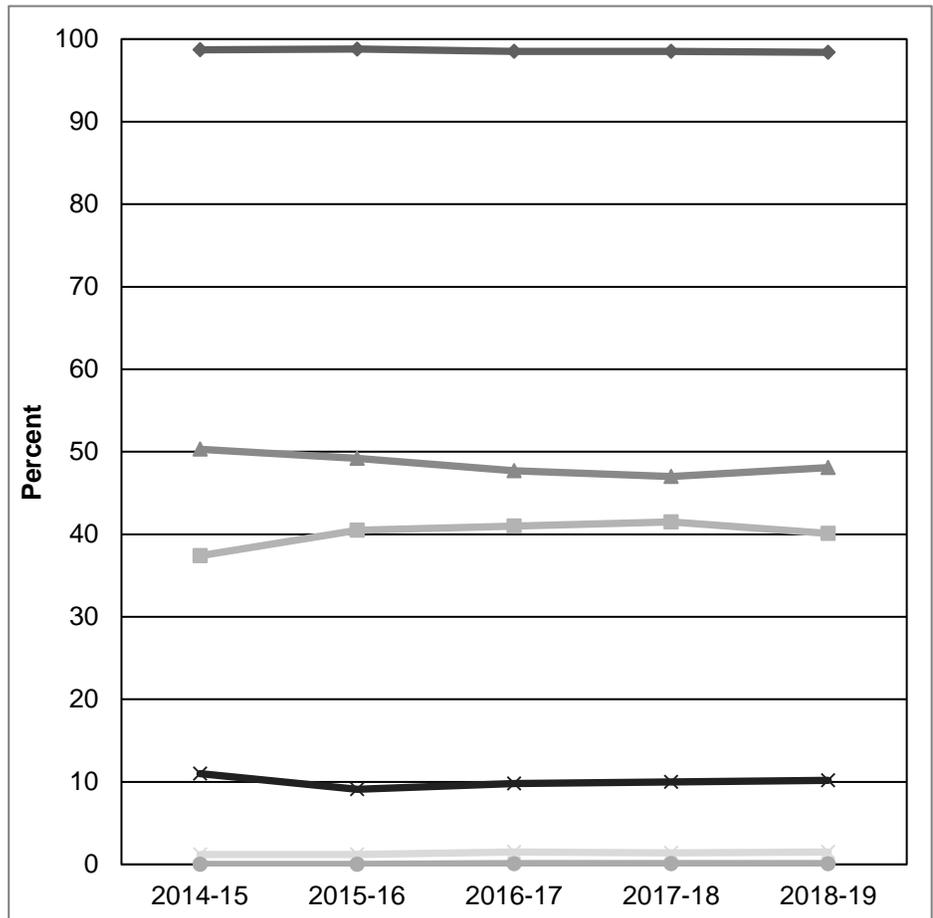
Treats others with respect and compassion (%).					
	2014-15	2015-16	2016-17	2017-18	2018-19
Exemplary Strengths	34.4	39.3	40.8	41.2	42.5
Evident Strengths	51.6	48.5	46.6	46.4	45.9
Emerging Strengths	12.2	10.3	10.6	10.4	9.6
Network of Support Required	1.6	1.4	1.4	1.5	1.3
Individual Program Plan	0.3	0.4	0.5	0.6	0.6
Overall levels of success	98.2	98.1	98.0	98.0	98.0



Treats others with respect and compassion (%).					
	2014-15	2015-16	2016-17	2017-18	2018-19
Exemplary Strengths	42.8	47.1	47.7	47.6	46.5
Evident Strengths	45.8	42.7	42.0	41.9	42.9
Emerging Strengths	9.9	8.8	9.0	8.9	9.0
Network of Support Required	1.3	1.1	1.0	1.3	1.1
Individual Program Plan	0.2	0.3	0.3	0.4	0.4
Overall levels of success	98.5	98.6	98.7	98.4	98.4



Treats others with respect and compassion (%).					
	2014-15	2015-16	2016-17	2017-18	2018-19
Exemplary Strengths	37.4	40.5	41.0	41.5	40.1
Evident Strengths	50.3	49.2	47.7	47.0	48.1
Emerging Strengths	11.0	9.1	9.8	10.0	10.2
Network of Support Required	1.2	1.2	1.5	1.4	1.5
Individual Program Plan	0.0	0.0	0.1	0.1	0.1
Overall levels of success	98.7	98.8	98.5	98.5	98.4



- Target 2018-19

**All Students:** results at or above 98.4%.

- Analysis

**All Students:** Across five years, the Overall Level of Success maintained a statistically stable performance despite some minor changes over time while Exemplary Strengths showed a strong upward trend across five years and the result in 2018-19 improved significantly based on a chi-squared comparison to the previous three-year average. In 2018-19, Evident Strengths showed the first increase after the consecutive declines since 2015-16 while the five-year trend is downward. Moreover, except for the high result in 2014-15, based on a chi-squared comparison of 2018-19 result to the previous three-year average, Emerging Strengths maintained at a statistically constant level. In the meanwhile, Network of Support Required showed relatively consistent performances while Individual Program Plan continued to accumulate over time.

The rise in the proportion of Exemplary Strengths in the Overall Level of Success was also notable, increasing from 38.2% in 2014-15 to 43.6% in 2016-17 to 44.0% in 2018-19.

**Division 1:** Similar to the results for All Students, the Overall Level of Success maintained a statistically stable performance around 98.0 per cent across years. The results of Exemplary Strengths achieved a noticeably strong upward trend over time while Evident Strengths showed a general decreasing trend across five years. Moreover, Emerging Strengths showed a five-year downward trend despite the minor increase in 2016-17. The results of Network of Support Required remained a general decreasing tendency while Individual Program Plan continued to accumulate.

**Division 2:** Based on a chi-squared comparison of 2018-19 result to the previous three-year average, the Overall Level of Success showed a decline that was not statistically significant while a significant decrease was observed in the result of Exemplary Strengths. Evident Strengths achieved the first increase in 2018-19 after a three-year decelerated decrease since 2015-16. Moreover, over the last four years, the results of Emerging Strengths showed a statistically stable performance while similar to Division 1, Individual Program Plan continued to slowly accumulate over time.

Division 2 students performed the strongest Exemplary Strengths results among the four cohorts over time. In addition, the proportion of Exemplary Strengths in the Overall Level of Success remained above 47.0 per cent since 2015-16, which was the highest amongst different cohorts of students.

**Division 3:** The results of Overall Level of Success had a general downward five-year trend while based on a chi-squared comparison to the previous three-year average, the 2018-19 result was not significantly lower than the previous results. In

2018-19, Exemplary Strengths had the first decrease after a three-year continuous increase since 2015-16 while Evident Strengths achieved the first increase after a three-year continuous decrease starting from 2015-16. The 2018-19 result of Emerging Strengths was significantly higher than the previous three-year average. After the noticeable jump in 2016-17, the results of Network of support required maintained a stable performance while the results of Individual Program Plan remained at a fairly low level across five years.

Division 2 and Division 3 shared the same strongest Overall Level of Success among the four cohorts in 2018-19.

- Interpretation

Of all Results stems across R3, R4 and R5, only Demonstrates Respect and Appreciation for Diversity (98.9%) in R3 has a higher Overall Level of Success than Treats Others with Respect and Compassion (98.3%). Treats Others with Respect and Compassion has a high Overall Level of success relative to all other Results stems across R3, R4 and R5. We are pleased with the commitment of students in the CBE to treat each other with high levels of respect and compassion.

- Building Capacity

Continue to work with students assessed with Network of Support Required or Individual Program Plan to better understand how to help them be successful.

Continue to communicate and support schools to engage in a range of flexible pedagogical approaches where students can demonstrate the capacity to treat others with respect and compassion as they work toward the shared and individual goals of their learning programs.

Continue to promote system wide use of the matrix language of bullying (conflict/rude/mean/bullying) so students and staff are better able to identify the scope of issues that negatively impact students' ability to demonstrate respect and compassion to each other.

Continue to support schools in the creation and communication of Digital Citizenship plans to encourage respectful interactions as students communicate online.

Explore opportunities for non-teacher supervisors to access training in conflict management to support students in maintaining interactions that are respectful and compassionate toward each other.

2. 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.

Results 5: Character was a minor focus on the 2018-19 CBE Student Survey. The questions that inform this summary measure were not asked.

3. 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.

Results 5: Character was a minor focus on the 2018-19 CBE Student Survey. The questions that inform this summary measure were not asked.

## Targets |

Targets are identified where the Chief Superintendent sees an opportunity for growth or where the Board of Trustees identifies an area of concern or exception.

Results 5 will be a major focus on the CBE Student Survey in 2019-20.

### Policy 5.1

- Indicator 1 – Target for 2019-20: results at or above 92.3%.
- Indicator 2 – Target for 2019-20: results at or above 73.5%
- Indicator 3 – Target for 2019-20: results at or above 94.0%.

### Policy 5.2

- Indicator 1 – Target for 2019-20: results at or above 97.1%
- Indicator 2 – The first administration of the new student survey questions related to this indicator will be on the 2019-20 survey. With this comes new baselines.
- Indicator 3 – The first administration of the new student survey questions related to this indicator will be on the 2019-20 survey. With this comes new baselines.

### Policy 5.3

- Indicator 1 – Target for 2019-20: results at or above 98.4%
- Indicator 2 – The first administration of the new student survey questions related to this indicator will be on the 2019-20 survey. With this comes new baselines.
- Indicator 3 – The first administration of the new student survey questions related to this indicator will be on the 2019-20 survey. With this comes new baselines.

## APPENDIX

Appendix I: Results 5 | CBE Student Survey Questions and 2018-19 Results

# appendix

## Results 5 | CBE Student Survey Questions and 2018-19 Results

Results 5: Character was a minor focus on the 2018-19 CBE Student Survey. As such, questions for the following policy and indicators were not asked:

- Policy 5.2 – indicators 2 & 3
- Policy 5.3 – indicators 2 & 3

The Overall Achievement for these policy indicators is “n/a”.

Note | the numbers in the square brackets refer to the grades of students asked.

### Policy 5.1

Indicator 1 – Doing What is Right Summary Measure

Question	Overall Achievement (%)
1. I do what I believe is right even when it is difficult or unpopular to do so.	91.3
2. I base my decisions on what I think is fair and unfair.	93.3

Indicator 2 – Respectfully Challenging Policies or Decisions Summary Measure

Question	Overall Achievement (%)
1. I speak up when I don't agree with school rules.	74.0
2. I respectfully speak up when I don't agree with a decision made by a classmate.	89.3
3. I respectfully speak up when I don't agree with a decision made by a teacher.	67.1
4. I respectfully speak up when I don't agree with a decision made by school staff.	62.7

Indicator 3 – Technological Responsibility Summary Measure

Question	Overall Achievement (%)
1. I treat people with the same respect online as I would face-to-face.	91.2
2. I keep my online passwords secure.	94.1
3. I am careful about when I share my personal information (e.g., age, where I live).	94.6
4. I am careful about how much of my friends' personal information I share (e.g., age, where they live).	96.1

**Policy 5.2**

Indicator 2 – Critical Reflection Summary Measure

Question	Overall Achievement (%)
1. [11,12] I think about how my decisions will affect other people.	n/a
2. [11,12] When working with others, I encourage everyone to have their say.	n/a
3. [11,12] When working with others, I consider their thoughts and opinions even if they are different than my own.	n/a
4. [11,12] I consider my values before making a decision.	n/a

Indicator 3 – Expectations and Convictions Summary Measure

Question	Overall Achievement (%)
1. [11,12] I make an effort to build respectful relationships in my classes and school.	n/a
2. [11,12] I am responsible for myself and my actions.	n/a
3. [11,12] I speak up appropriately for my beliefs.	n/a
4. [11,12] I know what is expected of me in different social situations.	n/a

**Policy 5.3**

Indicator 2 – Thoughtful Decision Making Summary Measure

Question	Overall Achievement (%)
1. [11,12] I can provide evidence in support of my thinking when I give an answer to a question.	n/a
2. [11,12] I cooperate with people around me.	n/a
3. [11,12] I try to look at all sides of an issue before I make a decision.	n/a
4. [11,12] I think about the impact of my actions on others.	n/a

Indicator 3 – Compassion and Empathy Summary Measure

Question	Overall Achievement (%)
1. [11,12] When a classmate needs help, I help them.	n/a
2. [11,12] When I'm upset with someone I try to understand their point of view.	n/a
3. [11,12] I think it is important to help other students when they need it.	n/a

operational  
expectations  
monitoring report

## OE-9: Facilities

### BOARD OF TRUSTEES ACTION

Monitoring report for the school  
year 2018-2019

**Report Date**  
June, 9, 2020

With respect to OE-9: Facilities, 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

Monitoring report for the  
school year 2018-2019

Report date:  
June 9, 2020

## OE-9: Facilities

### CHIEF SUPERINTENDENT CERTIFICATION

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

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



Signed: \_\_\_\_\_  
Christopher Usih, Chief Superintendent

Date: June 2, 2020

### 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 May 14, 2019. This report includes data available from the 2018-2019 school year and contains evidence to support the following findings:

<b>Policy Statement</b>	<b>Indicator</b>	<b>Finding</b>
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	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	Compliant
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.

**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
---	-----------

*The organization is compliant with this indicator.*

*Evidence statement*

In the 2018-2019 school year, all Indoor Environmental Quality Concern reports and Hazard reports were responded to within two days or less. These included 38 hazard reports and 101 Indoor Environmental Quality Concern reports.



**OE-9: Facilities**

<p>2. 90 percent of maintenance work orders, requiring adherence to a provincial code, are inspected for conformance with the applicable technical provincial codes.</p>	<p>Compliant</p>
--	------------------

*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 4761 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.

<p>3. 95 percent of CBE schools and facilities are assessed annually at the Level 2 “Ordinary Tidiness” standard of caretaking and cleanliness.</p>	<p>Compliant</p>
---	------------------

*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.

<p>4. 100 percent of emergency maintenance and repair work requests are acted upon within 24 hours.</p>	<p>Compliant</p>
---	------------------

*The organization is compliant with this indicator.*

*Evidence statement*

CBE had a 99.94% response rate in 2018-2019 with 6807 out of 6811 emergency maintenance and repair work requests being responded to within 24 hours.

**OE-9: Facilities***Evidence demonstrates all indicators in subsection 1 are in compliance.*

9.2	Ensure that facility planning and design decisions appropriately consider environmental impacts, including eco-efficiency and sustainability.	Compliant
-----	---	-----------

**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.

**Board-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.	Compliant
--	-----------

*The organization is compliant with this indicator.*

*Evidence statement*

In 2018-2019, 100% of new schools were completed to the LEED Silver standard and achieved at least a LEED Silver rating. In the reporting year, four new schools were designed by Alberta Infrastructure to the LEED Silver level of certification.



**OE-9: Facilities**

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*

In the reporting year, 100% of major modernizations were assessed using the LEED score card. For the 2018-2019 school year, the major modernization assessed was Forest Lawn High School.

3. 100 percent of the CBE portion of all site naturalization and school garden requests approved through the applicable process are completed.	Compliant
--	-----------

*The organization is compliant with this indicator.*

*Evidence statement*

In the 2018-2019 school year, 100% of school naturalization or garden development requests were completed. Two schools made requests and completed the approval process to establish their naturalization or garden areas.

***Evidence demonstrates all 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**



**OE-9: Facilities**

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.

**Board-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 2020-2023 was presented to the Board of Trustees on March 5, 2019.

2. Annual submission to the Board of Trustees for approval, within the provincial time frames, of the Modular Classroom Plan.	Compliant
---	-----------

*The organization is compliant with this indicator.*

*Evidence statement*

The 2019-2020 Modular Classroom Plan was presented to the Board of Trustees on October 23, 2018.



**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 presented to the Board of Trustees on June 25, 2019.

***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.	Compliant
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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.

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

1. No less than 80% of schools are made available for public use.	Compliant
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**OE-9: Facilities**

*The organization is compliant with this indicator.*

*Evidence statement*

In the 2018-2019 school year, 94.4% of schools were available for public use rental.

***Evidence demonstrates all indicators in subsection 4 are in compliance.***

9.5	Ensure that financially significant improvements, acquisition, disposal or encumbrance or 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.

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* |**



**OE-9: Facilities**

1. 100% of all real property acquisitions, disposals and encumbrances will be approved by the Board of Trustees.	Compliant
--	-----------

*The organization is compliant with this indicator.*

*Evidence statement*

There were no property acquisitions for the 2018-2019 school year. Board and Ministerial approvals were received in 2018-2019 for disposition of six properties, as well as the registration of Utility Right of Way agreements as an encumbrance on the land title of selected school board properties.

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

*Evidence statement*

In the 2018-2019 school year, there were no new school construction and major modernization projects, managed by the Calgary Board of Education, which 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**

**Construction Projects Status Report**

Date	June 9, 2020
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)	Marc Aquin, Director, Facility Projects Erin Hafichuk, Project Manager, Capital Projects

## 1 | Recommendation

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It is recommended:

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

## 2 | Issue

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



### 3 | Background

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The Calgary Board of Education (CBE) is currently undertaking 8 new school construction projects and 1 modernization project.

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), as well as a major modernization for Forest Lawn High School. Construction of the three new schools originally scheduled to open on September 1, 2020 has been impacted by the pandemic; families have been notified of the contingency plans for the 2020-2021 school year and the revised opening dates will be announced in the fall of 2020.

On April 12, 2017, the Alberta Government advised that at the CBE's request, the design and construction of the three new elementary schools would be managed by Alberta Infrastructure, and that the Forest Lawn High School Modernization would be Grant Funded and managed by the CBE.

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 July 26, 2019, the Government of Alberta approved to adjust the scope of work for the Forest Lawn High School Modernization project. This adjustment will allow the CBE to retain the southwest wing of the school, or 325 student spaces, to accommodate projected high school enrollment pressures over the short and medium term.

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.

### 4 | Analysis

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

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

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

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

## 5 | Conclusion

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

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



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

### **ATTACHMENTS**

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

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

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**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.

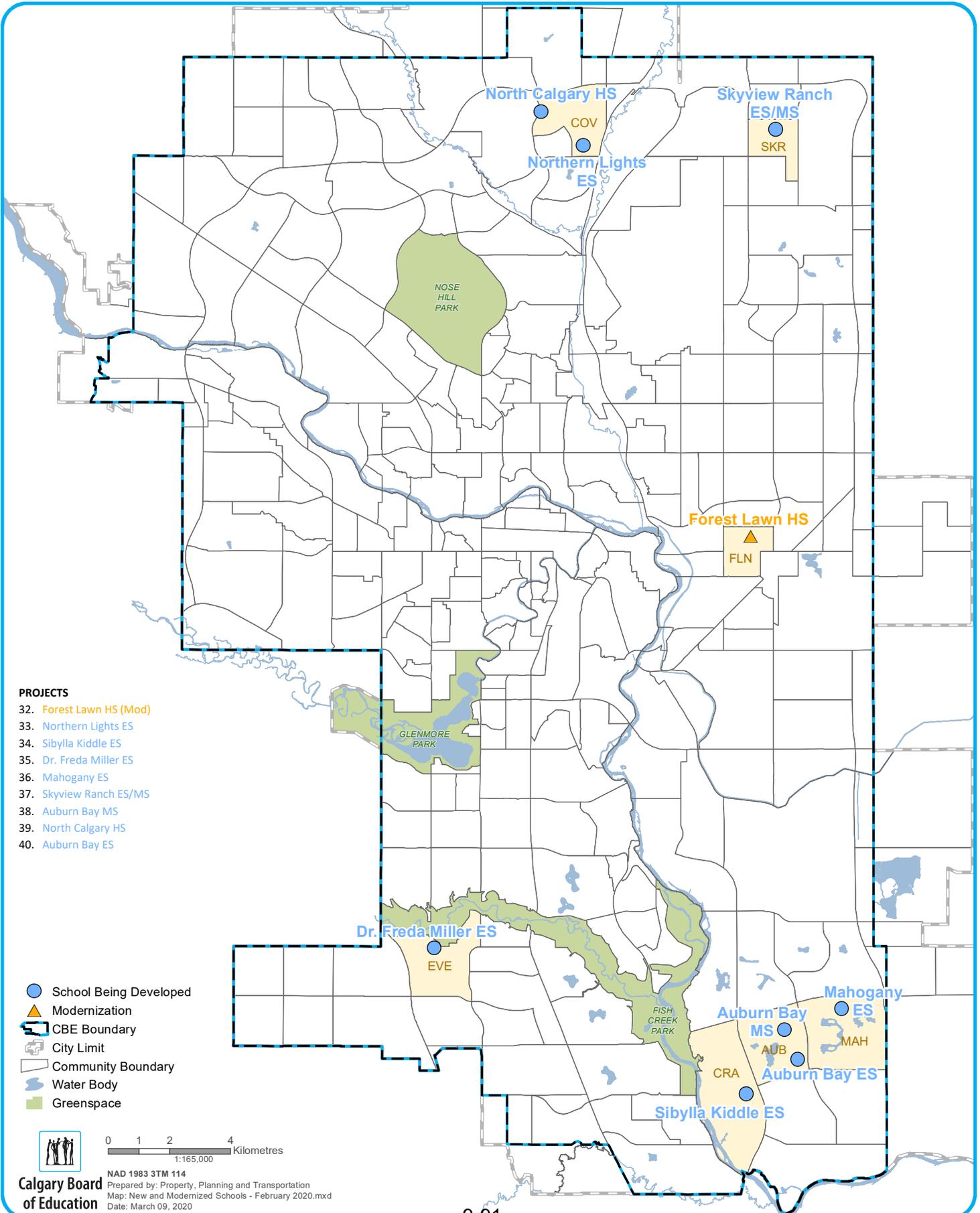
**CALGARY BOARD OF EDUCATION  
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS  
June 2020**

Building	Opening Date	Notes/Comments	
32. Forest Lawn High School Modernization	Fall-20	Phase One Design and Construction	100%
		Phase Two Design and Specifications	100%
		Phase Two Construction Award	100%
		Phase Two Construction Progress	10%
		Phase Two construction underway. Improvements in schedule due to temporary accommodation of Learning Commons in former Chinook Learning Services area, and adjustment of work floor to advance activities originally planned for Summer 2020.	
33. Northern Lights School (Coventry Hills/Country Hills Village) Grades K-4 Capacity 600 students	Fall-20	Design and specifications	100%
		Construction Award	100%
		Construction Progress	70%
		Note: Project Managed by Alberta Infrastructure. Exterior envelope underway; interior construction underway. Additional parking lot approved; construction deferred until spring 2020. The pandemic has compromised the previously announced opening date of September 1, 2020. Families have been advised of contingency plans and a revised opening date will be announced in the fall of 2020.	
34. Sibylla Kiddle School (Cranston) Grades K-4 Capacity 600 students	Fall-20	Design and specifications	100%
		Construction Award	100%
		Construction Progress	75%
		Note: Project Managed by Alberta Infrastructure. Exterior envelope underway; interior construction underway. The pandemic has compromised the previously announced opening date of September 1, 2020. Families have been advised of contingency plans and a revised opening date will be announced in the fall of 2020.	
35. Dr. Freda Miller School (Evergreen) Grades K-4 Capacity 600 students	Fall-20	Design and specifications	100%
		Construction Award	100%
		Construction Progress	75%
		Note: Project Managed by Alberta Infrastructure. Exterior envelope underway; interior construction underway. The pandemic has compromised the previously announced opening date of September 1, 2020. Families have been advised of contingency plans and a revised opening date will be announced in the fall of 2020.	

**CALGARY BOARD OF EDUCATION  
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS  
June 2020**

Building	Opening Date	Notes/Comments	
36. Mahogany School Grades K-4 Capacity 600 students	TBC	Design and Specifications	100%
		Construction Award	60%
		Note: Project managed by Alberta Infrastructure. Construction documents complete; Phase 1 tender process complete. Tender award anticipated July 2020.	
37. Skyview Ranch ES/MS Grades K-9 Capacity 900 students	TBC	Design and Specifications	95%
		Note: Project managed by Alberta Infrastructure. Construction documents nearly complete; development permit approval outstanding.	
38. Auburn Bay MS Grades 5-9 Capacity 900 students	TBC	Design and Specifications	100%
		Note: Project managed by Alberta Infrastructure. Construction documents complete; awaiting tender process.	
39. North Calgary HS Grades 10-12 Capacity 1800 students	TBC	Design and Specifications	45%
		Note: Project managed by Alberta Infrastructure. Schematic design complete; design development and construction documents underway.	
40. Auburn Bay School Grades K-4 Capacity 600 students	TBC	Design Build - Basis of Design/Bid package	95%
		Note: Project managed by Alberta Infrastructure. Design/bid package nearly complete. Bid package for design-build teams to be issued late spring 2020	

# New and Modernized Schools As of June 2020



**PROJECTS**

- 32. Forest Lawn HS (Mod)
- 33. Northern Lights ES
- 34. Sibylla Kiddle ES
- 35. Dr. Freda Miller ES
- 36. Mahogany ES
- 37. Skyview Ranch ES/MS
- 38. Auburn Bay MS
- 39. North Calgary HS
- 40. Auburn Bay ES

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

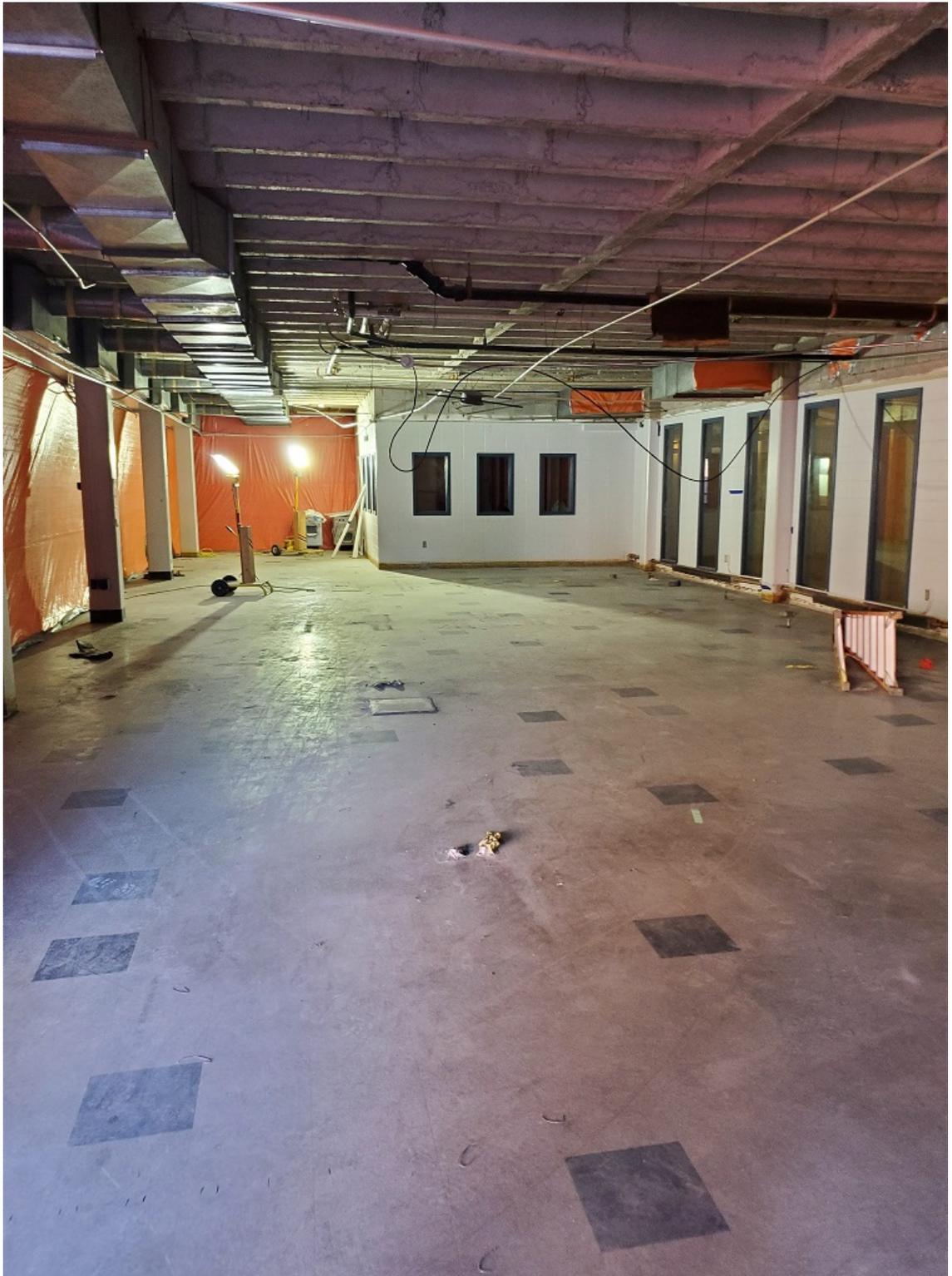


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**Calgary Board  
of Education**

NAD 1983 3TM 114  
Prepared by: Property, Planning and Transportation  
Map: New and Modernized Schools - February 2020.mxd  
Date: March 09, 2020

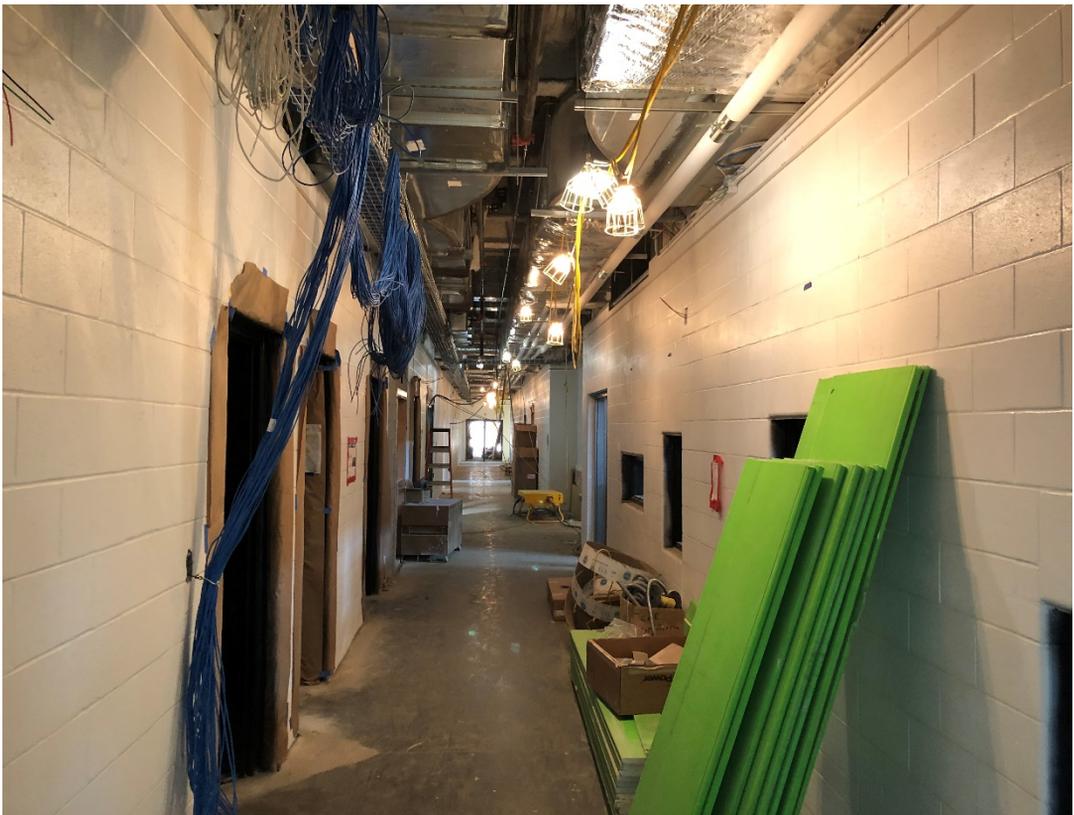
Forest Lawn High School



Northern Lights School



Sibylla Kiddle



Dr. Freda Miller



**report to**  
**Board of Trustees**

**Three-Year System Student Accommodation Plan 2020-2023**

Date	June 9, 2020
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-8: Communicating and Engaging With the Public OE-9: Facilities
Resource Person(s)	Education Directors Anne Trombley, Manager, Planning Brenda Gibson, Manager, Transportation Karen Drummond, Manager Community Engagement

## 1 | Recommendation

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It is recommended:

- THAT the Three-Year System Student Accommodation Plan 2020-2023, be received for information as presented in the attachments of this report.



## 2 | Issue

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In accordance with the Board of Trustees' Operational Expectation OE-9: Facilities, a Three-Year System Student Accommodation Plan (3 Yr SSAP) is prepared annually to:

- summarize student accommodation initiatives that were completed prior to June 1, 2020;
- summarize decisions made to address student accommodation challenges that will be implemented in the 2020-21 school year; and
- highlight student accommodation issues that have been identified for the next three years.

The 3 Yr SSAP also helps to address requirements outlined in OE-8: Communicating With the Public to inform of any deletions of, additions to, or significant modifications of, any instructional programs.

## 3 | Analysis

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This report identifies student accommodation challenges that are anticipated for the next three years. It also includes changes that will be implemented for the 2020-2021 school year resulting from initiatives and engagements completed in the 2019-2020 school year.

Student accommodation planning is an ongoing process that reflects the need for the system to adapt to evolving student needs. The timely flow of information to the public and a commitment to two-way communication that builds understanding and support for decisions is important.

Not all projects identified on the plan are initiated in the same year. For example, in situations where the need to monitor enrolment has been identified it could be the case that subsequent actions are not taken for several years. Nonetheless, it is important for stakeholders to know if their school is identified on the plan and why. This year, all schools with a utilization rate of less than 70% or greater than 95% have been added to the plan. The establishment of these utilization thresholds provides a more comprehensive list and signals to school communities that changes may need to happen in the future.

When a project is listed as 'monitor enrolment', it can remain at that level for several years to ascertain if this is indicative of a longer-term issue or a short-term enrolment anomaly. In these instances, communications with the school and the Area as well as the yearly review of pre-school City Census data helps inform future decisions.

In other instances, a school may have an unanticipated influx of students over the course of a year. In a case like this, the fact that the school has been identified to 'monitor enrolment' facilitates action to be taken in a timely manner. If there is more than one possible outcome to the 'monitor enrolment' situation, then engagement with stakeholders will occur; at all times decisions are communicated

to impacted communities. Intermediate plans are sometimes required in the shorter term to accommodate students until such time as the broader scale engagement can occur.

The *Three-Year System Student Accommodation Plan – Active Projects 2019-2022* (Attachment I) outlines ongoing accommodation issues, projects where work has not yet started and any newly identified projects.

This year, the projects are organized into the following groupings:

- System priorities – Year 1 and 2
- Short Term Student Accommodation Challenges – Decision Required for 2021-2022 School Year
- Long Term Student Accommodation Challenges - No Changes Anticipated within Next 18 Months
- New School Projects

Within the short and long-term categories, projects are sorted by area.

Also new this year is a category for each of the projects. All projects listed are classified into one of five categories that have been used to create then maps that are in the attachment. These categories will also be used to create an online Story map tool that will be available on the “[Managing Space for Students](#)” webpage and will provide access to additional information for each school on the plan such as a five-year projection. The categories are:

- Fiscal Responsibility/Facility Optimization
- Low Enrolment and/or Excess Capacity
- Balance Enrolment
- Overcapacity and/or Nearing Capacity
- New School Projects

The Fiscal Responsibility/Facility Optimization category primarily applies to the system initiatives that are budget/facility cost driven.

The *Three-Year System Student Accommodation Plan - Completed Projects 2019-2020* (Attachment II), details the projects that were completed prior to June 1, 2020. This attachment is also organized by the seven CBE administrative areas.

## 4 | Financial Impact

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The financial impact of any student accommodation changes is dependent upon decisions made for that school community.

Attachment II provides information on the human and financial impacts of accommodation decisions, where such impacts are possible to determine. Reported impacts may include: number of students affected by the change;

increase or decrease of transportation costs; and anticipated costs of programming moves and/or expansions.

## 5 | Conclusion

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Student accommodation planning incorporates CBE values to best advance the Three-Year Education Plan. Communication plans are developed for each undertaking as required to communicate changes to internal and external stakeholders in a clear and timely manner.



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

### ATTACHMENTS

- Attachment I: Three-Year System Student Accommodation Plan Active 2020-2023
- Attachment II: Three-Year System Student Accommodation Plan Completed 2019-2020
- Attachment III: Maps of Projects by Category

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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.

**System Initiatives – First Grouping (2020-2022)**

<p><b>Project S1</b></p> <p>Ongoing</p> <p>Originally Identified 2013-2014</p> <p><b>All Areas</b></p>	<b>Program</b>	Regular and Alternative													
	<b>Communities Impacted</b>	All Communities													
	<b>Schools Involved</b>	<b>CBE High Schools</b>													
	<b>Category</b>	Balance Enrolment													
	<b>Issue</b>	The opening of the new north high school and high school engagement will have an impact on enrolment at high schools throughout the system.													
	<b>Summary</b>	<p>Work with internal stakeholders began in winter 2018-2019 and continues as scenarios are being developed. Engagement with external stakeholders began in May 2019 with the goal of implementing changes for the 2022-2023 school year and beyond. There are current pressures at some high schools that required action or decision prior to October 2021.</p> <p>In a letter dated October 29, 2019, stakeholders were informed that after reviewing the demographics and projected enrolment for the communities currently designated to Joane Cardinal-Schubert High School, a decision was made to re-designate the following communities to Lord Beaverbrook High School for the 2020-2021 and 2021-2022 school years:</p> <ul style="list-style-type: none"> <li>▪ Douglasdale/Douglasglen (including Quarry Park)</li> <li>▪ McKenzie Lake</li> <li>▪ McKenzie Towne</li> </ul> <p>Stakeholders were invited to attend information sessions held on November 13 and 14. The purpose of the meetings was to explain the rationale for the interim accommodation plan and answer stakeholder questions.</p> <p>In a letter dated November 15, 2019, stakeholders were informed that after reviewing the demographics and projected enrolment for the communities currently designated to Ernest Manning High School, a decision was made to re-designate the following communities to Central Memorial High School for the 2020-2021 and 2021-2022 school years:</p> <table border="0"> <tr> <td>▪ Coach Hill</td> <td>▪ Richmond</td> </tr> <tr> <td>▪ Cougar Ridge</td> <td>▪ Rosscarrock</td> </tr> <tr> <td>▪ Discovery Ridge</td> <td>▪ Shaganappi</td> </tr> <tr> <td>▪ Glenbrook</td> <td>▪ Spruce Cliff</td> </tr> <tr> <td>▪ Glendale</td> <td>▪ Westgate</td> </tr> <tr> <td>▪ Killarney/Glengarry</td> <td>▪ Wildwood</td> </tr> <tr> <td>▪ Patterson</td> <td></td> </tr> </table> <p>Stakeholders were invited to attend information sessions held on November 25 and 26. The purpose of the meetings was to share the reason for the interim accommodation plan, explain the rationale and answer stakeholder questions.</p>	▪ Coach Hill	▪ Richmond	▪ Cougar Ridge	▪ Rosscarrock	▪ Discovery Ridge	▪ Shaganappi	▪ Glenbrook	▪ Spruce Cliff	▪ Glendale	▪ Westgate	▪ Killarney/Glengarry	▪ Wildwood	▪ Patterson
▪ Coach Hill	▪ Richmond														
▪ Cougar Ridge	▪ Rosscarrock														
▪ Discovery Ridge	▪ Shaganappi														
▪ Glenbrook	▪ Spruce Cliff														
▪ Glendale	▪ Westgate														
▪ Killarney/Glengarry	▪ Wildwood														
▪ Patterson															

<p><b>Project S2</b></p> <p>Ongoing</p> <p>Originally Identified 2013-2014</p> <p><b>Area 1</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Multiple Communities
	<b>Schools Involved</b>	<b>National Sport School (NSS)</b>
	<b>Category</b>	Fiscal Responsibility/Facility Optimization
	<b>Issue</b>	Expiry of Lease for National Sport School at WinSport. The cost to operate this program, even with a \$1 lease, may not be sustainable.
	<b>Summary</b>	Current lease term ends June 2020. WinSport has granted CBE a one-year \$1 lease extension that expires June 30, 2021.
<p><b>Project S3</b></p> <p>Ongoing</p> <p>Originally Identified 2019-2020</p> <p><b>Area 4</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Multiple Communities
	<b>Schools Involved</b>	<b>Louise Dean Centre @ Kensington School</b>
	<b>Category</b>	Fiscal Responsibility/Facility Optimization
	<b>Issue</b>	Louise Dean Centre is currently located in Kensington School. The facility requires significant infrastructure investments and has one of the highest operating costs per student in the system. Relocation of program is being considered.
	<b>Summary</b>	<p>In mid-January 2019, the CBE met with leaders of the partnership groups (AHS &amp; CFS) to inform that the CBE was exploring options for the continued programming for students at Louise Dean Centre.</p> <p>In February and March 2019, the CBE held meetings with staff, students and the public. The purpose of the meetings was to discuss the Louise Dean Centre and its evolving program needs and inform key stakeholders about the possibility of relocating the program.</p> <p>An online survey was open Feb. 22 – March 24, 2019 and allowed stakeholders to provide feedback regarding opportunities and challenges of relocating the program or keeping it at its current location.</p> <p>Results of the survey and feedback from the meetings were communicated to stakeholders on April 1, 2019 and posted on the CBE website.</p>

<p><b>Project S4</b> Originally Identified 2019-2020</p>	<b>Program</b>	Outreach
	<b>Communities Impacted</b>	Multiple Communities
	<b>Schools Involved</b>	Start Outreach - Bowness
	<b>Category</b>	Fiscal Responsibility/Facility Optimization
	<b>Issue</b>	Changes to the funding framework, low enrolment and high cost.
	<b>Summary</b>	<p>The 2020-21 provincial budget includes a new funding framework, requiring new priorities and decisions for the CBE. One of these changes reflects an adjustment in provincial funding for outreach programs. The CBE is aligning its outreach programs with the allocated outreach program funding included within the Alberta Education Funding and Assurance framework. The CBE remains committed to providing outreach programming and the unique opportunities it provides for students to be successful outside of regular school programs and services.</p> <p>Total enrolment projected for Start Outreach – Bowness for September 2020 was 195 students the majority of which are new registrations in Grade 12.</p>

**System Initiatives – Second Grouping (2021-2023)**

<p><b>Project S4</b> Ongoing Originally Identified 2015-2016 <b>Area 1</b></p>	<b>Program</b>	German Bilingual
	<b>Communities Impacted</b>	Multiple Communities
	<b>Category</b>	Fiscal Responsibility/Facility Optimization
	<b>Schools Involved</b>	<b>Bowcroft</b>
	<b>Issue</b>	Bowcroft School is a dual track K-6 school offering both German Bilingual and the Regular program. The school is located in NW Calgary, is the only location for German Bilingual in the city, and has high transportation costs for the system.
	<b>Summary</b>	Enrolment in the program is also low and has not exceeded 150 students in the past 10 years.
<p><b>Project S5</b> New 2020-2021 <b>Area 3</b></p>	<b>Program</b>	Alternative
	<b>Communities Impacted</b>	Multiple Communities
	<b>Category</b>	Fiscal Responsibility/Facility Optimization
	<b>Schools Involved</b>	<b>Alice Jamieson Academy</b> at Stanley Jones School
	<b>Issue</b>	Stanley Jones is a dual-track school offering both the Alice Jamieson Academy for girls (AJA) and a Regular program. The school is located in NE Calgary, is the only location for an all girls alternative program in the city, and has high transportation costs for the system.
	<b>Summary</b>	Enrolment in the program has declined slightly in recent years. Enrolment in AJA peaked at just almost 300 students in 2016. September 2019 enrolment was 270 students and September 2020 enrolment is projected to be 274 students.

<p><b>Project S6</b> New 2020-2021  <b>Area 5</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Multiple Communities
	<b>Category</b>	Fiscal Responsibility/Facility Optimization
	<b>Schools Involved</b>	<b>Home Education-Windsor Park</b>
	<b>Issue</b>	Change to Funding Framework
	<b>Summary</b>	The funding framework for Home education has changed. There is a need for CBE to review current delivery method for Home Education to align with the new framework.
<p><b>Project S7</b> New 2020-2021  <b>Area 6</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Multiple Communities
	<b>Category</b>	Fiscal Responsibility/Facility Optimization
	<b>Schools Involved</b>	<b>Alternative High School</b>
	<b>Issue</b>	Low Enrolment and Excess Capacity
	<b>Summary</b>	Enrolment at Alternative High School has decreased from just over 150 students in 2014 to just under 100 students in September 2019. Enrolment is projected at approximately 100 students for the fall of 2020.
<p><b>Project S8</b> Ongoing  Originally Identified 2018-2019  <b>Area 7</b></p>	<b>Program</b>	Alternative
	<b>Communities Impacted</b>	Multiple Communities
	<b>Category</b>	Fiscal Responsibility/Facility Optimization
	<b>Schools Involved</b>	<b>All Boys at Sir James Lougheed School</b>
	<b>Issue</b>	All Boys at Sir James Lougheed is a single-track K-6 alternative program school. The school is located in SW Calgary, is the only location for the All Boys program in the city, and has high transportation costs for the system.
	<b>Summary</b>	Enrolment in the program peaked at just over 175 students in 2016. September 2019 enrolment was just over 100 students and September 2020 enrolment is projected to be 99 students.

<p><b>Project S9</b></p> <p>Ongoing</p> <p>Originally Identified 2018-2019</p> <p><b>Area 7</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Rosscarrock
	<b>Category</b>	Fiscal Responsibility/Facility Optimization
	<b>Schools Involved</b>	<b>Rosscarrock, Glendale, Wildwood</b>
	<b>Issue</b>	Low enrolment and excess capacity
	<b>Summary</b>	<p>On April 9, 2019 the Board of Trustees voted to keep the Regular program at Rosscarrock School open. As a strategy to bolster enrolment, for the 2019-2020 school year an Early Development Centre (EDC) was added to the school. September 2019 enrolment was 123 students and September 2020 enrolment is projected to be 110 students.</p> <p>Parents were notified on April 30, 2020 that due to low enrolment in Kindergarten for the September 2020, Kindergarten will not be offered at Rosscarrock and students are designated to either Glendale School or Wildwood School based on their address.</p>

**Short Term Student Accommodation Challenges – Decision Required for 2021-2022 School Year**

**Area 2**

<p><b>Project 10</b> New 2020-2021  <b>Area 2</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	North Haven
	<b>Category</b>	Low Enrolment and Excess Capacity
	<b>Schools Involved</b>	<b>North Haven</b>
	<b>Issue</b>	Enrolment at North Haven School is declining
	<b>Summary</b>	Effective September 2020, students attending North Haven School from the community of Harvest Hills are designated to the new Northern Lights School in Coventry Hills. Northern Lights School is closer to home for students living in Harvest Hills. This designation change will result in decreased enrolment at North Haven School.
<p><b>Project 11</b> New 2020-2021  <b>Area 2</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Cambrian Heights, Livingston, Carrington, Evanston
	<b>Category</b>	Over Capacity and/or Nearing Capacity
	<b>Schools Involved</b>	<b>Cambrian Heights</b>
	<b>Issue</b>	Cambrian Heights School accommodates students that are overflowed from Kenneth D. Taylor in the community of Evanston as well as students from two new and developing communities in north Calgary.
	<b>Summary</b>	Enrolment at Cambrian Heights is anticipated to increase significantly over the next few years due to growth in from the Evanston overflow and population growth in the communities of Livingston and Carrington.

**Area 4**

<p><b>Project 12</b> Ongoing Originally Identified 2017-2018 <b>Area 4</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Saddle Ridge
	<b>Category</b>	Over Capacity and/or Nearing Capacity
	<b>Schools Involved</b>	<b>Hugh A. Bennett, Saddle Ridge, Peter Lougheed, Other Schools TBD</b>
	<b>Issue</b>	Peter Lougheed and Hugh A Bennett are overcapacity and Saddle Ridge is approaching capacity for fall 2020.
	<b>Summary</b>	Meeting with stakeholders to share the accommodation plan anticipated to begin in fall of 2020.
<p><b>Project 13</b> Ongoing Originally Identified 2014-2015 <b>Area 4</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Rundle, Redstone, Cityscape, Forest Heights
	<b>Category</b>	Over Capacity and/or Nearing Capacity
	<b>Schools Involved</b>	<b>Rundle, Keeler</b>
	<b>Issue</b>	Rundle School is overcapacity
	<b>Summary</b>	In a notice dated February 11, 2020, families were informed that new K-5 students living in the community of Cityscape are designated to Keeler School effective August 2020. Meeting with stakeholders to share the accommodation plan anticipated to begin in fall of 2020.
<p><b>Project 14</b> New 2020-2021 <b>Area 4</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Castleridge, Coral Springs, Falconridge, Martindale, Saddle Ridge, Taradale
	<b>Category</b>	Over Capacity and/or Nearing Capacity
	<b>Schools Involved</b>	<b>Nelson Mandela High School</b>
	<b>Issue</b>	Nelson Mandela High School is over capacity.
	<b>Summary</b>	Interim accommodation plan may be required for the 2021-2022 school year prior to final decisions from high school engagement being implemented for September 2022.

**Area 7**

<p><b>Project 15</b>  New 2020-2021  <b>Area 7</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Multiple Downtown Communities
	<b>Category</b>	Over Capacity and/or Nearing Capacity
	<b>Schools Involved</b>	<b>Connaught</b>
	<b>Issue</b>	Connaught is overcapacity.
	<b>Summary</b>	Engagement with stakeholders on boundary changes anticipated to start in Spring 2020.

**Long Term Student Accommodation Challenges - No Changes Anticipated within Next 18 Months**

**Area 1**

<p><b>Project 16</b>  Ongoing  Originally Identified 2015-2016  <b>Area 1</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Hawkwood, Sage Hill
	<b>Category</b>	Over Capacity and/or Nearing Capacity
	<b>Schools Involved</b>	<b>Hawkwood</b>
	<b>Issue</b>	Hawkwood School accommodates students from a new and developing community.
	<b>Summary</b>	Enrolment at Hawkwood School is projected to increase with enrolment growth from the community of Sage Hill.

<p><b>Project 17</b> Ongoing Originally Identified 2018-2019 <b>Area 1</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Tuscany
	<b>Category</b>	Balance Enrolment
	<b>Schools Involved</b>	<b>Eric Harvie, Tuscany, Twelve Mile Coulee</b>
	<b>Issue</b>	Twelve Mile Coulee School is over capacity. Tuscany and Eric Harvie schools have excess capacity.
	<b>Summary</b>	There is an opportunity to consider a grade configuration change for the regular program between the three schools to more evenly balance enrolment.
<p><b>Project 18</b> Ongoing Originally Identified 2018-2019 <b>Area 1</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Rocky Ridge/Royal Oak
	<b>Category</b>	Balance Enrolment
	<b>Schools Involved</b>	<b>Royal Oak, William D. Pratt</b>
	<b>Issue</b>	William D. Pratt School is over capacity and enrolment at Royal Oak School is projected to decline.
	<b>Summary</b>	There is an opportunity to consider a grade configuration change for the regular program between the two schools to more evenly balance enrolment.
<p><b>Project 19</b> New 2020-2021 <b>Area 1</b></p>	<b>Program</b>	Regular Program
	<b>Communities Impacted</b>	Edgemont and The Hamptons
	<b>Category</b>	Over Capacity and/or Nearing Capacity
	<b>Schools Involved</b>	<b>Edgemont, Captain John Palliser, Tom Baines, F.E. Osborne</b>
	<b>Issue</b>	Enrolment at Edgemont and Tom Baines schools is currently capped. Students living in Edgemont who cannot be accommodated at Edgemont School are designated to Captain John Palliser School. Students living in Edgemont and the Hamptons who cannot be accommodated at Tom Baines school are overflowed to F.E. Osbourne School.
	<b>Summary</b>	Monitor enrolment. The CBE lottery process will be used to continue to manage enrolment.

<p><b>Project 20</b> New 2020-2021  <b>Area 1</b></p>	<b>Program</b>	Regular and TLC
	<b>Communities Impacted</b>	Multiple communities
	<b>Category</b>	Over Capacity and/or Nearing Capacity
	<b>Schools Involved</b>	<b>TB Riley, Brentwood</b>
	<b>Issue</b>	Enrolment in the TLC program at Brentwood School and TB Riley School is capped at 100 students per grade. TB Riley is over capacity and Brentwood school has excess capacity.
	<b>Summary</b>	Monitor enrolment, continue to use the lottery process to manage enrolment and consider a grade configuration change for the TLC if required.
<p><b>Project 21</b> New 2020-2021  <b>Area 1</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Scenic Acres
	<b>Category</b>	Low Enrolment and Excess Capacity
	<b>Schools Involved</b>	<b>Scenic Acres</b>
	<b>Issue</b>	The utilization rate at Scenic Acres School is below 70% and there is excess capacity. There is an opportunity to use space in the school for system programs, to help alleviate other accommodation pressures or to consider consolidation with schools in proximity.
	<b>Summary</b>	Monitor enrolment
<p><b>Project 22</b> New 2020-2021  <b>Area 1</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Dalhousie
	<b>Category</b>	Over Capacity and/or Nearing Capacity
	<b>Schools Involved</b>	<b>West Dalhousie</b>
	<b>Issue</b>	The utilization rate at Dalhousie School is over 95%. Enrolment is projected to remain stable over the next few years.
	<b>Summary</b>	Monitor enrolment.

<p><b>Project 23</b>  New 2020-2021  <b>Area 1</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Montgomery
	<b>Category</b>	Low Enrolment and Excess Capacity
	<b>Schools Involved</b>	<b>Terrace Road</b>
	<b>Issue</b>	The utilization rate at Terrace Road School is below 70% and there is excess capacity. Enrolment is projected to increase slightly from current levels over the next few years.
	<b>Summary</b>	Monitor enrolment

**Area 2**

<p><b>Project 24</b> Ongoing  Originally Identified 2019-2020  <b>Area 2</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Panorama Hills
	<b>Category</b>	Over Capacity and/or Nearing Capacity
	<b>Schools Involved</b>	<b>Buffalo Rubbing Stone, Panorama Hills, Captain Nichola Goddard</b>
	<b>Issue</b>	Utilization at all three schools in the Panorama is over 95%. Enrolment at all three schools is projected to decrease or remain stable over the next few years.
	<b>Summary</b>	Monitor enrolment. A grade configuration change effective September 2019 resulted in more balanced utilization between the three schools. Prior to this change, utilization at the two elementary schools was under 90% and the utilization at the middle school was over 115%.
<p><b>Project 25</b>  New 2020-2021  <b>Area 2</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Charleswood, Collingwood, Banff Trail, Capitol Hill
	<b>Category</b>	Low Enrolment and Excess Capacity
	<b>Schools Involved</b>	<b>Senator Patrick Burns</b>
	<b>Issue</b>	Enrolment in the regular program is less than 100 students. The school is dual-track and offers both a Spanish Bilingual program and a Regular program. Enrolment in the Spanish Bilingual program is high and overall school utilization is approximately 85%.
	<b>Summary</b>	Monitor enrolment in the Regular program.

<p><b>Project 26</b> New 2020-2021  <b>Area 2</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Huntington Hills and Thorncliffe
	<b>Category</b>	Low Enrolment and Excess Capacity
	<b>Schools Involved</b>	<b>Catherine N. Gunn</b>
	<b>Issue</b>	The utilization rate at Catherine N. Gunn School is below 70% and there is excess capacity. There is an opportunity to use space in the school for system programs, to help alleviate other accommodation pressures or to consider consolidation with schools in proximity.
	<b>Summary</b>	Monitor enrolment
<p><b>Project 27</b> New 2020-2021  <b>Area 2</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Evanston
	<b>Category</b>	Over Capacity and/or Nearing Capacity
	<b>Schools Involved</b>	<b>Kenneth D. Taylor, Cambrian Heights</b>
	<b>Issue</b>	The utilization rate at Kenneth D. Taylor School is over 95%. The school is capped and students living in Evanston that that cannot be accommodated at the school are directed to Cambrian Heights School.
	<b>Summary</b>	Monitor enrolment. The CBE lottery process will continue to be used to manage enrolment. A new Middle School in Evanston is the number one priority on CBE’s School Capital Plan 2021-2024. Provincial approval and funding for this school is required before it can be constructed. Once constructed the new middle school will add an additional 900 student spaces in the community of Evanston and there will be an opportunity to consider a grade configuration change at Kenneth D. Taylor School to accommodate students.

**Area 3**

<p><b>Project 28</b> Ongoing Originally Identified 2017-2018 <b>Area 3</b></p>	<b>Program</b>	Regular, Science
	<b>Communities Impacted</b>	Multiple Communities
	<b>Category</b>	Over Capacity and/or Nearing Capacity
	<b>Schools Involved</b>	<b>Ian Bazalgette</b>
	<b>Issue</b>	School is projected to be at or near capacity and enrolment in the Science program is capped at 50 students per grade. Enrolment in the Science program has not exceeded the 50 student per grade cap since the program opened at Ian Bazalgette School.
	<b>Summary</b>	Monitor enrolment and conduct a lottery for the Science program if interest exceeds 50 students per grade.
<p><b>Project 29</b> Ongoing Originally Identified 2018-2019 <b>Area 3</b></p>	<b>Program</b>	Alternative Program
	<b>Communities Impacted</b>	Multiple Communities
	<b>Category</b>	Over Capacity and/or Nearing Capacity
	<b>Schools Involved</b>	<b>Piitoayis</b> (at Colonel Walker) and others to be determined
	<b>Issue</b>	Colonel Walker School accommodates both the Piitoayis alternative program and a Regular program. Enrolment in the Piitoayis alternative program is increasing. Colonel Walker School is the only location for this aboriginal focussed alternative program in the city and has high transportation costs for the system.
	<b>Summary</b>	There is an opportunity to consider relocation of program to a facility closer to where the majority of students live and thereby reduced transportation costs.
<p><b>Project 30</b> New 2020-2021 <b>Area 3</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Penbrooke Meadows, Applewood Park
	<b>Category</b>	Low Enrolment and Excess Capacity
	<b>Schools Involved</b>	<b>James Short Memorial</b>
	<b>Issue</b>	The utilization rate at James Short Memorial School is below 70% and there is excess capacity. There is an opportunity to use space in the school for system programs, to help alleviate other accommodation pressures or to consider consolidation with schools in proximity.
	<b>Summary</b>	Monitor enrolment

<p><b>Project 31</b> New 2020-2021  <b>Area 3</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Penbrooke Meadows, Red Carpet, Forest Lawn
	<b>Category</b>	Low Enrolment and Excess Capacity
	<b>Schools Involved</b>	<b>Penbrooke Meadows</b>
	<b>Issue</b>	The utilization rate at Penbrooke Meadows School is below 70% and there is excess capacity. There is an opportunity to use space in the school for system programs, to help alleviate other accommodation pressures or to consider consolidation with schools in proximity.
	<b>Summary</b>	Monitor enrolment
<p><b>Project 32</b> New 2020-2021  <b>Area 3</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Marlborough Park
	<b>Category</b>	Low Enrolment and Excess Capacity
	<b>Schools Involved</b>	<b>Cappy Smart, Dr. Gladys M. Egbert</b>
	<b>Issue</b>	The utilization rate at Cappy Smart School is below 70% and there is excess capacity. The utilization rate at Dr. Gladys M. Egbert is over 95%. There is an opportunity to consider a grade configuration change between the two schools.
	<b>Summary</b>	Monitor enrolment
<p><b>Project 33</b> New 2020-2021  <b>Area 3</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Dover, Southview
	<b>Category</b>	Low Enrolment and Excess Capacity
	<b>Schools Involved</b>	<b>West Dover</b>
	<b>Issue</b>	The utilization rate at West Dover School is below 70% and there is excess capacity. There is an opportunity to use space in the school for system programs, to help alleviate other accommodation pressures or to consider consolidation with schools in proximity.
	<b>Summary</b>	Monitor enrolment

**Area 4**

<p><b>Project 34</b> Ongoing Originally Identified 2017-2018 <b>Area 4</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Multiple Communities
	<b>Category</b>	Low Enrolment and Excess Capacity
	<b>Schools Involved</b>	<b>Terry Fox, Clarence Sansom, Dr. Gordon Higgins and Other TBD</b>
	<b>Issue</b>	Excess capacity. There is an opportunity to use space in these schools for system programs or to accommodate students from a community where schools are over capacity.
	<b>Summary</b>	Monitor enrolment
<p><b>Project 35</b> Ongoing Originally Identified 2018-2019 <b>Area 4</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Martindale
	<b>Category</b>	Over Capacity and/or Nearing Capacity
	<b>Schools Involved</b>	<b>Crossing Park, Manmeet Singh Bhullar</b>
	<b>Issue</b>	Both schools are either over capacity or at capacity.
	<b>Summary</b>	Monitor enrolment. Balance in enrolment between K-9 in the two schools in Martindale as required to allow as many students as possible students to attend school in the community of Martindale.
<p><b>Project 36</b> New 2020-2021 <b>Area 4</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Rundle
	<b>Category</b>	Over Capacity and/or Nearing Capacity
	<b>Schools Involved</b>	<b>Cecil Swanson</b>
	<b>Issue</b>	The utilization rate at Cecil Swanson School is over 95%. Enrolment is projected to decline over the next few years.
	<b>Summary</b>	Monitor enrolment.

<p><b>Project 37</b> New 2020-2021  <b>Area 4</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Taradale
	<b>Category</b>	Over Capacity and/or Nearing Capacity
	<b>Schools Involved</b>	<b>Taradale, Guy Weadick</b>
	<b>Issue</b>	The utilization rate at Taradale School is over 95%. The school is capped and students living in Taradale that that cannot be accommodated at the school are directed to Guy Weadick School.
	<b>Summary</b>	Monitor enrolment. The CBE lottery process will continue to be used to manage enrolment.
<p><b>Project 38</b> New 2020-2021  <b>Area 4</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Whitehorn
	<b>Category</b>	Over Capacity and/or Nearing Capacity
	<b>Schools Involved</b>	<b>Colonel J. Fred Scott</b>
	<b>Issue</b>	The utilization rate at Colonel J. Fred Scott School is over 95%. Enrolment is projected to decline over the next few years.
	<b>Summary</b>	Monitor enrolment.
<p><b>Project 39</b> New 2020-2021  <b>Area 4</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Pineridge
	<b>Category</b>	Over Capacity and/or Nearing Capacity
	<b>Schools Involved</b>	<b>Douglas Harkness</b>
	<b>Issue</b>	The utilization rate at Douglas Harkness School is over 95%. Enrolment is projected to decline slightly over the next few years.
	<b>Summary</b>	Monitor enrolment.

<p><b>Project 40</b> New 2020-2021  <b>Area 4</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Pineridge
	<b>Category</b>	Low Enrolment and Excess Capacity
	<b>Schools Involved</b>	<b>Pineridge</b>
	<b>Issue</b>	The utilization rate at Pineridge School is below 70% and there is excess capacity. There is an opportunity to use space in the school for system programs, to help alleviate other accommodation pressures or to consider consolidation with schools in proximity.
	<b>Summary</b>	Monitor enrolment

**Area 5**

<p><b>Project 41</b> New 2020-2021  <b>Area 5</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Somerset
	<b>Category</b>	Low Enrolment and Excess Capacity
	<b>Schools Involved</b>	<b>Somerset</b>
	<b>Issue</b>	The utilization rate at Somerset School is below 70% and there is excess capacity. There is an opportunity to use space in the school for system programs, to help alleviate other accommodation pressures or to consider consolidation with schools in proximity.
	<b>Summary</b>	Monitor enrolment

<p><b>Project 42</b> New 2020-2021  <b>Area 5</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Queensland, Queensland Downs, Diamond Cove
	<b>Category</b>	Low Enrolment and Excess Capacity
	<b>Schools Involved</b>	<b>Haultain Memorial</b>
	<b>Issue</b>	The utilization rate at Haultain Memorial School is below 70% and there is excess capacity. There is an opportunity to use space in the school for system programs, to help alleviate other accommodation pressures or to consider consolidation with schools in proximity.
	<b>Summary</b>	Monitor enrolment

<p><b>Project 43</b> New 2020-2021  <b>Area 5</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	McKenzie Lake, Douglasdale/glen, New Brighton
	<b>Category</b>	Over Capacity and/or Nearing Capacity
	<b>Schools Involved</b>	<b>Mountain Park, Mckenzie Lake</b>
	<b>Issue</b>	Mountain Park School is at capacity and McKenzie Lake School has excess capacity.
	<b>Summary</b>	Monitor enrolment. McKenzie Lake and Mountain Park schools have been chosen as the overflow school for students living in New Brighton who cannot be accommodated at New Brighton School or Dr. Martha Cohen School starting in the 2020/2021 school year. There is an opportunity to consider a grade configuration change between McKenzie Lake and Mountain Park schools to more evenly balance utilization of the schools in the future.
<p><b>Project 44</b> New 2020-2021  <b>Area 5</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Chaparral
	<b>Category</b>	Over Capacity and/or Nearing Capacity
	<b>Schools Involved</b>	<b>Chaparral</b>
	<b>Issue</b>	The utilization rate at Chaparral School is over 95%. Enrolment is projected to decline over the next few years.
	<b>Summary</b>	Monitor enrolment.

**Area 6**

<p><b>Project 45</b> New 2020-2021  <b>Area 6</b></p>	<b>Program</b>	Spanish Bilingual
	<b>Communities Impacted</b>	Multiple Communities
	<b>Category</b>	Low Enrolment and Excess Capacity
	<b>Schools Involved</b>	<b>Robert Warren</b>
	<b>Issue</b>	Robert Warren School is underutilized.
	<b>Summary</b>	Monitor enrolment. Current enrolment levels at the two elementary feeder schools, Canyon Meadows and Eugene Coste, indicate that enrolment will increase at Robert Warren School over the next few years if students remain in the Spanish Bilingual program as they move from Grade 5 to Grade 6.

<p><b>Project 46</b> New 2020-2021 <b>Area 6</b></p>	<b>Program</b>	Regular Program
	<b>Communities Impacted</b>	Braeside and Cedarbrae
	<b>Schools Involved</b>	<b>Braeside, Cedarbrae</b>
	<b>Category</b>	Low Enrolment and Excess Capacity
	<b>Issue</b>	Enrolment is high at Cedarbrae and there is excess capacity at Braeside
	<b>Summary</b>	There is an opportunity to consider consolidation of the two schools
<p><b>Project 47</b> New 2020-2021 <b>Area 6</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Silverado, Yorkville, Belmont
	<b>Category</b>	Low Enrolment and Excess Capacity
	<b>Schools Involved</b>	<b>Ron Southern</b>
	<b>Issue</b>	The utilization rate at Ron Southern School is below 70% and there is excess capacity. Enrolment is projected to increase from current levels over the next few years as the number of students living in the new and developing communities of Yorkville and Belmont increases.
	<b>Summary</b>	Monitor enrolment
<p><b>Project 48</b> New 2020-2021 <b>Area 6</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Ogden, Riverbend, Mahogany
	<b>Category</b>	Low Enrolment and Excess Capacity
	<b>Schools Involved</b>	<b>Sherwood</b>
	<b>Issue</b>	The utilization rate at Sherwood School is below 70% and there is excess capacity. Enrolment is projected to increase from current levels over the next few years as the number of students living in the new and developing community of Mahogany increases.
	<b>Summary</b>	Monitor enrolment

<p><b>Project 49</b> New 2020-2021  <b>Area 6</b></p>	<b>Program</b>	Regular and Mandarin Bilingual
	<b>Communities Impacted</b>	Multiple Communities
	<b>Category</b>	Low Enrolment and Excess Capacity
	<b>Schools Involved</b>	<b>Harold Panabaker</b>
	<b>Issue</b>	The utilization rate at Harold Panabaker School is below 70% and there is excess capacity. Enrolment is projected to increase from current levels over the next few years as the number of students living in the new and developing communities designated to the school as well as Mandarin Bilingual increases.
	<b>Summary</b>	Monitor enrolment
<p><b>Project 50</b> New 2020-2021  <b>Area 6</b></p>	<b>Program</b>	Regular and French Immersion
	<b>Communities Impacted</b>	Multiple Communities
	<b>Category</b>	Low Enrolment and Excess Capacity
	<b>Schools Involved</b>	<b>Woodman</b>
	<b>Issue</b>	The utilization rate at Woodman School is below 70% and there is excess capacity. There is an opportunity to use space in the school for system programs, to help alleviate other accommodation pressures or to consider consolidation with schools in proximity.
	<b>Summary</b>	Monitor enrolment
<p><b>Project 51</b> New 2020-2021  <b>Area 6</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Glenbrook, Glamorgan, Rutland Park, CFB Currie
	<b>Category</b>	Low Enrolment and Excess Capacity
	<b>Schools Involved</b>	<b>Glenbrook</b>
	<b>Issue</b>	The utilization rate at Glenbrook School is below 70% and there is excess capacity. There is an opportunity to use space in the school for system programs, to help alleviate other accommodation pressures or to consider consolidation with schools in proximity.
	<b>Summary</b>	Monitor enrolment

<p><b>Project 52</b>  New 2020-2021  <b>Area 6</b></p>	<b>Program</b>	Regular and French Immersion
	<b>Communities Impacted</b>	Multiple Communities
	<b>Category</b>	Low Enrolment and Excess Capacity
	<b>Schools Involved</b>	<b>Chinook Park</b>
	<b>Issue</b>	The utilization rate at Chinook Park School is below 70% and there is excess capacity. There is an opportunity to use space in the school for system programs, to help alleviate other accommodation pressures or to consider consolidation with schools in proximity.
	<b>Summary</b>	Monitor enrolment
<p><b>Project 53</b>  New 2020-2021  <b>Area 6</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Woodbine
	<b>Category</b>	Over Capacity and/or Nearing Capacity
	<b>Schools Involved</b>	<b>Woodbine</b>
	<b>Issue</b>	The utilization rate at Woodbine School is over 95%. Enrolment is projected to remain at a similar level for the next few years.
	<b>Summary</b>	Monitor enrolment.

**Area 7**

<p><b>Project 54</b> Ongoing Originally Identified 2019-2020  <b>Area 7</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Aspen Woods
	<b>Category</b>	Over Capacity and/or Nearing Capacity
	<b>Schools Involved</b>	<b>Dr. Roberta Bondar</b>
	<b>Issue</b>	Dr. Roberta Bondar is at capacity. Enrolment is projected to remain at similar levels over the next few years.
	<b>Summary</b>	Monitor enrolment. The school is closed for new out of attendance area students.
<p><b>Project 55</b> New 2020-2021  <b>Area 7</b></p>	<b>Program</b>	French Immersion
	<b>Communities Impacted</b>	Multiple Communities
	<b>Category</b>	Over Capacity and/or Nearing Capacity
	<b>Schools Involved</b>	<b>William Reid</b>
	<b>Issue</b>	William Reid School is near capacity and enrolment is projected to increase slightly over the next few years.
	<b>Summary</b>	Monitor enrolment and consider capping enrolment or initiating a boundary change if required.
<p><b>Project 56</b> New 2020-2021  <b>Area 7</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Multiple Communities
	<b>Category</b>	Over Capacity and/or Nearing Capacity
	<b>Schools Involved</b>	<b>Rideau Park</b>
	<b>Issue</b>	Rideau Park is over capacity. Rideau Park School has a significant number of out of attendance area students. There were 105 out of attendance area students in September 2019.
	<b>Summary</b>	Monitor enrolment. The school is closed for new out of attendance area students.

<p><b>Project 57</b> New 2020-2021  <b>Area 7</b></p>	<b>Program</b>	Regular Program
	<b>Communities Impacted</b>	Lakeview, Garrison Green, North Glenmore Park
	<b>Category</b>	Balance Enrolment
	<b>Schools Involved</b>	<b>Bishop Pinkham, Jennie Elliott</b>
	<b>Issue</b>	Enrolment is high at Jennie Elliott and there is excess capacity at Bishop Pinkham.
	<b>Summary</b>	There is an opportunity to consider a grade configuration change for the regular program between the two schools to more evenly balance enrolment.
<p><b>Project 58</b> New 2020-2021  <b>Area 7</b></p>	<b>Program</b>	Regular Program
	<b>Communities Impacted</b>	Springbank Hill, Discovery Ridge
	<b>Category</b>	Over Capacity and/or Nearing Capacity
	<b>Schools Involved</b>	<b>Griffith Woods, Battalion Park, Bishop Pinkham</b>
	<b>Issue</b>	Enrolment at Griffith Woods is currently capped and students living in Discovery Ridge and Springbank Hill who cannot be accommodated at the school are overflowed to Battalion Park School (K-6) and Bishop Pinkham School (GR7-9).
	<b>Summary</b>	The CBE lottery process will be used to manage enrolment
<p><b>Project 59</b> New 2020-2021  <b>Area 7</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Elbow Park, Upper Mount Royal, Lower Mount Royal
	<b>Category</b>	Low Enrolment and Excess Capacity
	<b>Schools Involved</b>	<b>Earl Grey</b>
	<b>Issue</b>	The utilization rate at Earl Grey School is below 70% and there is excess capacity. Enrolment is projected to decline slightly from current levels over the next few years.
	<b>Summary</b>	Monitor enrolment.

<p><b>Project 60</b>  New 2020-2021  <b>Area 7</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Ramsay, Victoria Park
	<b>Category</b>	Low Enrolment and Excess Capacity
	<b>Schools Involved</b>	<b>Ramsay</b>
	<b>Issue</b>	The utilization rate at Ramsay School is below 70% and there is excess capacity. There is an opportunity to use space in the school for system programs, to help alleviate other accommodation pressures or to consider consolidation with schools in proximity.
	<b>Summary</b>	Monitor enrolment

**Multiple Areas**

<p><b>Project 61</b>  New 2020-2021  <b>Multiple Areas</b></p>	<b>Program</b>	Alternative Programs
	<b>Communities Impacted</b>	Multiple Communities
	<b>Category</b>	Over Capacity and/or Nearing Capacity
	<b>Schools Involved</b>	<b>Dr J.K Mulloy, Willow Park, Killarney, Branton, Colonel Saunders, Chief Justice Milvain, Balmoral, Glamorgan, Louis Riel, Chris Akkerman, Highwood, Marion Carson</b>
	<b>Issue</b>	The utilization rate at the alternative program schools listed exceeds 95%. Enrolment at many of the schools is capped and an annual lottery is for accepting new students into the programs.
	<b>Summary</b>	Monitor enrolment. The CBE lottery process will continue to be used to manage enrolment.
<p><b>Project 62</b>  New 2020-2021  <b>Multiple Areas</b></p>	<b>Program</b>	Alternative Programs (K-9)
	<b>Communities Impacted</b>	Multiple Communities
	<b>Category</b>	Fiscal Responsibility/Facility Optimization
	<b>Schools Involved</b>	<b>TBD</b>
	<b>Issue</b>	Enrolment and facility utilization
	<b>Summary</b>	There is a need to review enrolment at alternative program schools to ensure sufficient enrolment levels for programming viability.

**New School Projects**

<p><b>Project 63</b> Ongoing Originally Identified 2018-2019 <b>Area 4</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Skyview Ranch and Others TBD
	<b>Category</b>	Affected by a new school that is under construction
	<b>Schools Involved</b>	<b>New Skyview Ranch School (K-9), Annie Foote, Monterey Park, Dr. Gordon Higgins</b>
	<b>Issue</b>	The new K-9 school in Skyview Ranch will have an impact on enrolment at Annie Foote, Monterey Park and Dr. Gordon Higgins.
	<b>Summary</b>	Monitor enrolment at Annie Foote and Monterey Park until new school in Skyview Ranch opens.
<p><b>Project 64</b> Ongoing Originally Identified 2018-2019 <b>Area 5</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Mahogany, Riverbend
	<b>Category</b>	Affected by a new school that is under construction
	<b>Schools Involved</b>	<b>New Mahogany School (K-4), Riverbend</b>
	<b>Issue</b>	The approval of a new elementary school in Mahogany will have an impact on Riverbend School.
	<b>Summary</b>	Students from the community where the new school is being built will be designated to the school when it opens.
<p><b>Project 65</b> New 2020-2021 <b>Area 5</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Auburn Bay, Lake Bonavista
	<b>Category</b>	Affected by a new school that is under construction
	<b>Schools Involved</b>	<b>New Auburn Bay School (GR5-9), Nickle</b>
	<b>Issue</b>	The approval of a new middle school in Auburn Bay will have an impact on Nickle School.
	<b>Summary</b>	Students from the community where the new school is being built will be designated to the school when it opens.

<p><b>Project 66</b></p> <p>New 2020-2021</p> <p><b>Area 5</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Auburn Bay, Lake Bonavista
	<b>Category</b>	Affected by a new school that is under construction
	<b>Schools Involved</b>	<b>New Auburn Bay School (K-4), Auburn Bay, Andrew Sibbald</b>
	<b>Issue</b>	The approval of a 2 <sup>nd</sup> elementary school in Auburn Bay will have an impact on multiple schools.
	<b>Summary</b>	Boundaries and grade configurations between the three schools (K-9) in Auburn Bay will need to be established.

**Area 3**

<p style="text-align: center;"><b>Project 6</b></p> <p>Originally Identified 2017-2018</p> <p style="text-align: center;"><b>Area 3</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Coventry Hills, Country Hills Village, Harvest Hills
	<b>Schools Involved</b>	Coventry Hills, Nose Creek, North Haven, Colonel Irvine
	<b>Issue</b>	The approval of a new elementary school in Coventry Hills/Country Hills Village will have an impact on Coventry Hills, Nose Creek, North haven and Colonel Irvine schools.
	<b>Summary</b>	<p>Northern Lights school will open for the 2020/2021 school year and accommodate students living in Coventry Hills, Country Hills Village and Harvest Hills.</p> <p>An open house was held in September 2019, and a survey was conducted, to gather feedback on two proposed options for the boundary between Northern Lights and Coventry schools. Feedback was taken into consideration and information regarding grade configurations and new boundaries was communicated in a Notice to Parents November 28, 2019.</p> <p>For the 2020/201 school year:</p> <ul style="list-style-type: none"> <li>▪ Northern Lights will open K-4</li> <li>▪ Coventry Hills will expand to K-4</li> <li>▪ Nose Creek will accommodate GR5-9 students</li> </ul> <p>Effective September 2021 and beyond</p> <ul style="list-style-type: none"> <li>▪ Northern Lights will expand to K-5</li> <li>▪ Coventry Hills School will expand to K-5</li> <li>▪ Nose Creek will accommodate GR6-9 students</li> </ul> <p>Students designated to Northern Lights will be temporarily accommodated at Coventry Hills and Nose Creek until the new school opens.</p>
	<b>Impact</b>	<p>A net cost savings of \$27,500 is projected when the new school opens as routes would be tripled instead of doubled.</p> <p>Approximately 300 K-4 students from Coventry Hills, Country Hills Village and Harvest Hills are projected to attend Northern Lights School for September 2020.</p>

**Area 5**

<p><b>Project 16</b> Originally Identified 2017-2018 <b>Area 5</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Cranston, Copperfield
	<b>Schools Involved</b>	Cranston, Dr. George Stanley
	<b>Issue</b>	The approval of a new elementary school in Cranston will have an impact on Cranston and Dr. George Stanley schools.
	<b>Summary</b>	<p>Sibylla Kiddle school will open for the 2020/2021 school year and accommodate students living in Cranston as well as students who are overflowed from the Copperfield community.</p> <p>An open house was held in September 2019, and a survey was conducted, to gather feedback on two proposed options for the boundary between Sibylla Kiddle and Cranston schools. Feedback was taken into consideration and information regarding grade configurations and new boundaries was communicated in a Notice to Parents December 5, 2019.</p> <p>For the 2020/201 school year:</p> <ul style="list-style-type: none"> <li>▪ Sibylla Kiddle will open K-4</li> <li>▪ Cranston will expand to K-4</li> <li>▪ Dr. George Stanley will accommodate GR5-9 students</li> </ul> <p>Effective September 2021 and beyond</p> <ul style="list-style-type: none"> <li>▪ Sibylla Kiddle will expand to K-5</li> <li>▪ Cranston School will expand to K-5</li> <li>▪ Dr. George Stanley will accommodate GR6-9 students</li> </ul> <p>K-2 students designated to Sibylla Kiddle will be temporarily accommodated at Cranston and students in GR3 and GR4 will be temporarily accommodated at Dr. George Stanley until the new school opens.</p>
	<b>Impact</b>	<p>Within the community of Cranston, a net cost savings of \$18,333 is projected when the new school opens due to the reduction of 1 tripled bus.</p> <p>Approximately 342 K-4 students from Cranston and Copperfield are projected to attend Sibylla Kiddle School for September 2020.</p>

<p><b>Project 16</b> Originally Identified 2017-2018  <b>Area 5</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Copperfield, New Brighton
	<b>Schools Involved</b>	Copperfield, New Brighton, Dr. Martha Cohen, McKenzie Lake, Mountain Park, Sibylla Kiddle, Dr. George Stanley
	<b>Issue</b>	Enrolment is increasing at Dr. Martha Cohen, Copperfield and New Brighton and the schools are at or near capacity.
	<b>Summary</b>	<p>In Notice to Parents dated December 16, 2019, parents were informed that enrolment at Copperfield, New Brighton and Dr. Martha Cohen schools would be capped. Students already attending the schools would be able to remain and the CBE Lottery process would be used to determine new registrations in the future. Grade configurations for the three schools will change starting in the 2022. At that time, the elementary schools will expand from K-4 to K-5 and the middle school will accommodate students in GR6-9. Meetings were held with stakeholders in January 2020 to explain the accommodation plan and answer questions.</p> <p>Students living in Copperfield who cannot be accommodated at Copperfield or Dr. Martha Cohen will be designated as follows:</p> <ul style="list-style-type: none"> <li>▪ 2020-2021 School year: <ul style="list-style-type: none"> <li>▪ K-4 to Sibylla Kiddle</li> <li>▪ GR5-9 to Dr. George Stanley</li> </ul> </li> <li>▪ 2021-2022 School year and beyond: <ul style="list-style-type: none"> <li>▪ K-5 to Sibylla Kiddle</li> <li>▪ GR6-9 to Dr. George Stanley</li> </ul> </li> </ul> <p>Students living in New Brighton who cannot be accommodated at New Brighton or Dr. Martha Cohen will be designated as follows:</p> <ul style="list-style-type: none"> <li>▪ 2020-2021 School year: <ul style="list-style-type: none"> <li>▪ K-4 to McKenzie Lake</li> <li>▪ GR5-9 to Mountain Park</li> </ul> </li> <li>▪ 2021-2022 School year and beyond: <ul style="list-style-type: none"> <li>▪ K-5 to McKenzie Lake</li> <li>▪ GR6-9 to Mountain Park</li> </ul> </li> </ul>
<b>Impact</b>	<p>A net cost of \$27,500 is projected for the 2020-2021 school year as 1 additional buses will be required to transport the overflow students. The cost will increase as more students are overflowed.</p> <p>Approximately 55 K-4 students from Copperfield are projected to attend Sibylla Kiddle School for September 2020.</p> <p>Approximately 75 K-4 students from Copperfield are projected to attend Sibylla Kiddle School for September 2020.</p>	

<p><b>Project 22</b></p> <p>Originally Identified 2017-2018</p> <p><b>Area 5</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Sundance, Walden
	<b>Schools Involved</b>	Fish Creek, Dr. Freda Miller
	<b>Issue</b>	The utilization rate at Fish Creek School exceeds 95%. Enrolment is projected to increase with enrolment growth from the community of Walden.
	<b>Summary</b>	In Notice to Parents dated December 6, 2019, parents were informed that Fish Creek School could no longer accommodate all students designated to the school and therefore students living in the community of Walden would be re-designated to Dr. Freda Miller effective September 2020
	<b>Impact</b>	<p>A net cost of \$27,500 is projected for the 2020-2021 school year as the 3 existing buses will only be able to have 1 busing partner instead of 2 due to the distance travelled.</p> <p>Approximately 85 K-4 students from Copperfield are projected to attend Sibylla Kiddle School for September 2020.</p>

**Area 6**

<p><b>Project 17</b> Originally Identified 2017-2018 <b>Area 6</b></p>	<b>Program</b>	Regular
	<b>Communities Impacted</b>	Evergreen, Walden
	<b>Schools Involved</b>	Evergreen, Marshall Springs, Fish Creek
	<b>Issue</b>	The approval of a new elementary school in Evergreen will have an impact on Evergreen and Marshall Springs schools.
	<b>Summary</b>	<p>Dr. Freda Miller school will open for the 2020/2021 school year and accommodate students living in Evergreen as well as students living in the community of Walden who are being re-designated from Fish Creek School.</p> <p>An open house was held in September 2019, and a survey was conducted, to gather feedback on two proposed options for the boundary between Dr. Freda Miller and Evergreen schools. Feedback indicated CBE should not change the boundary for Evergreen School and instead consider opening an alternative program in the new school. Taking into consideration changes to school board's funding framework that took affect this fall, and will continue for the foreseeable future, it was determined that expanding alternative program locations was not possible at this time. Information regarding grade configurations and new boundaries was communicated in a Notice to Parents December 6, 2019.</p> <p>For the 2020/201 school year:</p> <ul style="list-style-type: none"> <li>▪ Dr. Freda Miller will open K-4</li> <li>▪ Evergreen will expand to K-4</li> <li>▪ Marshall Springs will accommodate GR5-9 students</li> </ul> <p>Effective September 2021 and beyond</p> <ul style="list-style-type: none"> <li>▪ Dr. Freda Miller will expand to K-5</li> <li>▪ Evergreen will expand to K-5</li> <li>▪ Marshall Springs will accommodate GR6-9 students</li> </ul> <p>K-4 students designated to Dr. Freda Miller will be temporarily accommodated at Evergreen School until the new school opens.</p>
<b>Impact</b>	<p>A net cost of \$18,333 is projected when the new school opened as 1 additional bus was required.</p> <p>Approximately 300 K-4 students from Evergreen and Walden are projected to attend Dr. Freda Miller School for September 2020.</p>	

**Area 7**

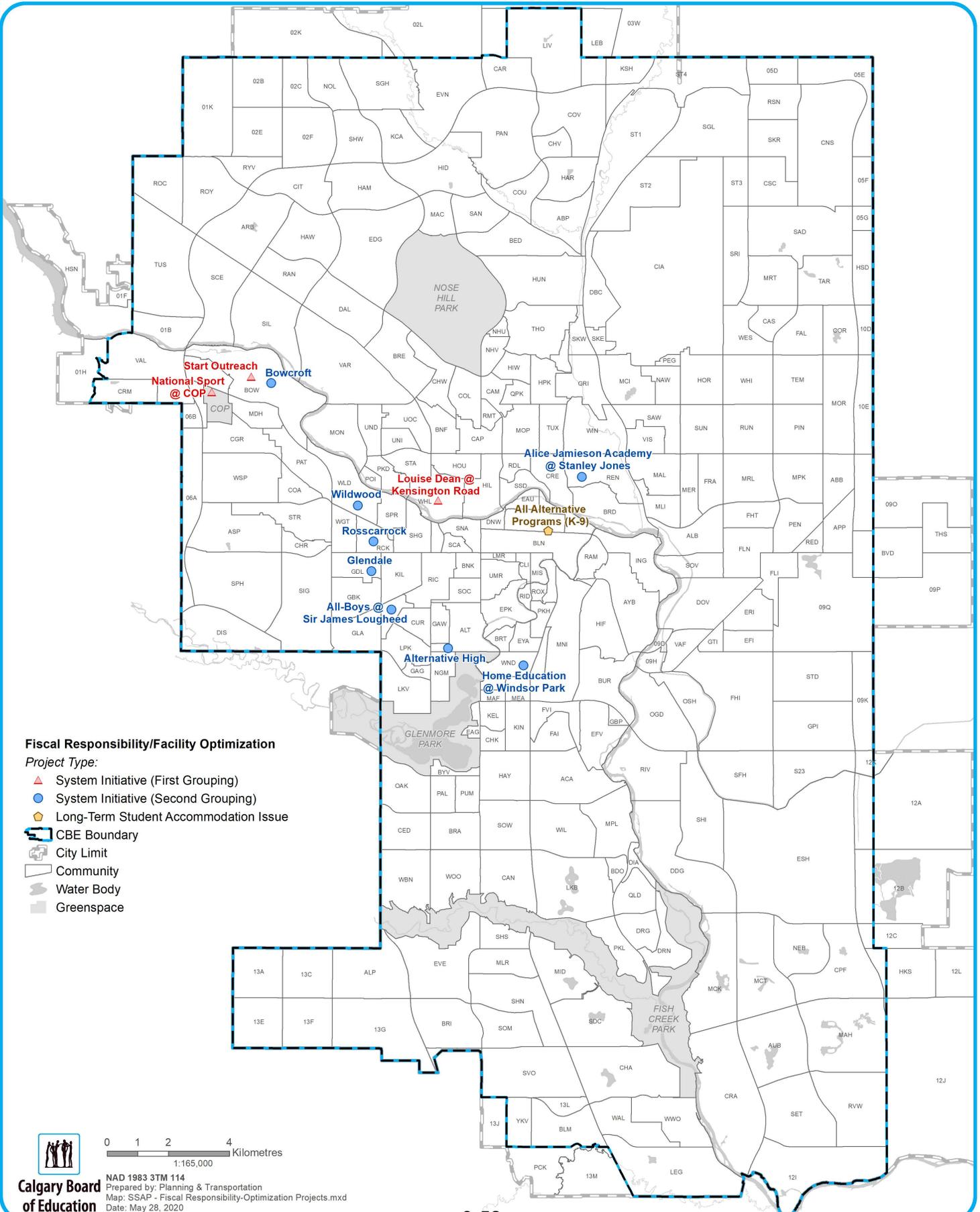
<p><b>Project 15</b> Originally Identified 2017-2018  <b>Area 6</b></p>	<b>Program</b>	French Immersion
	<b>Communities Impacted</b>	Multiple Communities
	<b>Schools Involved</b>	Elboya
	<b>Issue</b>	The utilization rate at Elboya School exceeds 95%
	<b>Summary</b>	Three new modular classrooms were approved by the province for Elboya School in February 2020. The addition of these three modular classrooms will add approximately 75 student spaces to the school capacity.
	<b>Impact</b>	N/A

Program locations for students with complex learning needs are reviewed on an annual basis. Programming is placed in a school based on the needs of the students, the proximity to home and the impacts of transportation.

Area	Summary
Multiple	<p><b>Sixteen EDC classes consolidated to three: James Short Memorial School, Niitsitapi Learning Centre, and Guy Weadick School</b></p> <p><b>SKILL, CSSI, and TASC changed to EES (Enhanced Educational Supports)</b></p> <p>One Bridges I class to move from Sunalta School to Cambrian Heights School</p> <p>One EES class to move from Cambrian Heights School to Tuscany School</p> <p>One EES class to move from Capitol Hill School to Battalion Park School</p> <p>One EES class to move from Braeside School to Battalion Park School</p> <p>One EES class to move from G.W. Skene School to Falconridge School</p> <p>One EES class to move from Vista Heights School to Falconridge School</p> <p>One Bridges II class to move from Radisson Park School to Cecil Swanson School</p> <p>One EES class to move from West Dover School to O.S. Geiger School</p> <p>One The Class to move from Woodman School to Valley Creek School</p> <p>One EES class to move from Mayland Heights School to Ron Southern School</p>
1	<p>One EES class to close at Bowness High School</p> <p>One new EES class to open West Dalhousie School</p> <p>One EES class to move from Brentwood School to Tuscany School</p> <p>Two EDC classes to close at Royal Oak School</p> <p>Two EDC classes to close at Tuscany School</p>
2	<p>One The Class to close at Cambrian Heights School</p> <p>One new EES class to open at Children's Village School</p> <p>One L&amp;L class to close at Georges P. Vanier School</p> <p>One L&amp;L II class to close at Huntington Hills School</p> <p>Two EDC classes to close at Alex Munro School</p> <p>Two EDC classes to close at North Haven School</p> <p>One EDC class to close at Children's Village School</p>

3	<p>One PLP class to move from Roland Michener School to Dr. Gladys M. Egbert School</p> <p>One EES class to close at Keeler School</p> <p>One L&amp;L class to close at Vista Heights School</p> <p>Two EDC classes to close at Coventry Hills School</p> <p>Two EDC classes to close at Keeler School</p> <p>Three EDC classes to open at James Short Memorial School</p> <p>Four EDC classes to open at Niitsitapi Learning Centre</p>
4	<p>One Bridges III class to move from Terry Fox School to Clarence Samson School</p> <p>One EES class to move from Cecil Swanson School to O.S. Geiger School</p> <p>Two EDC classes to close at Douglas Harkness School</p> <p>Two EDC classes to close at Falconridge School</p> <p>Two EDC classes to close at O.S. Geiger School</p> <p>Six EDC classes to open at Guy Weadick School</p>
5	<p>One new Bridges II class to open at Deer Run School</p> <p>One EES class to close at Deer Run School</p> <p>One EES class to close at Somerset School</p> <p>One PLP class to move from Wilma Hansen School to Lord Beaverbrook High School</p> <p>Two EDC classes to close at McKenzie Lake School</p>
6	<p>One Bridges I class to close at Nellie McClung School</p> <p>Two EES classes to close at Chinook Park School</p> <p>One The Class to close at Andrew Sibbald School</p> <p>Two EDC classes to close at Woodbine School</p>
7	<p>One Bridges II class to close at Richmond School</p> <p>One EES class to close at University School</p> <p>One LEAD class to close at Vincent Massey School</p> <p>One LEAD class to close at Wildwood School</p> <p>One PLP class to move from Rosscarrock School to Wildwood School</p> <p>One Transitions class to close at Queen Elizabeth High School</p> <p>Two EDC classes to close at Rosscarrock School</p>

# Fiscal Responsibility/Facility Optimization Projects



**Fiscal Responsibility/Facility Optimization**

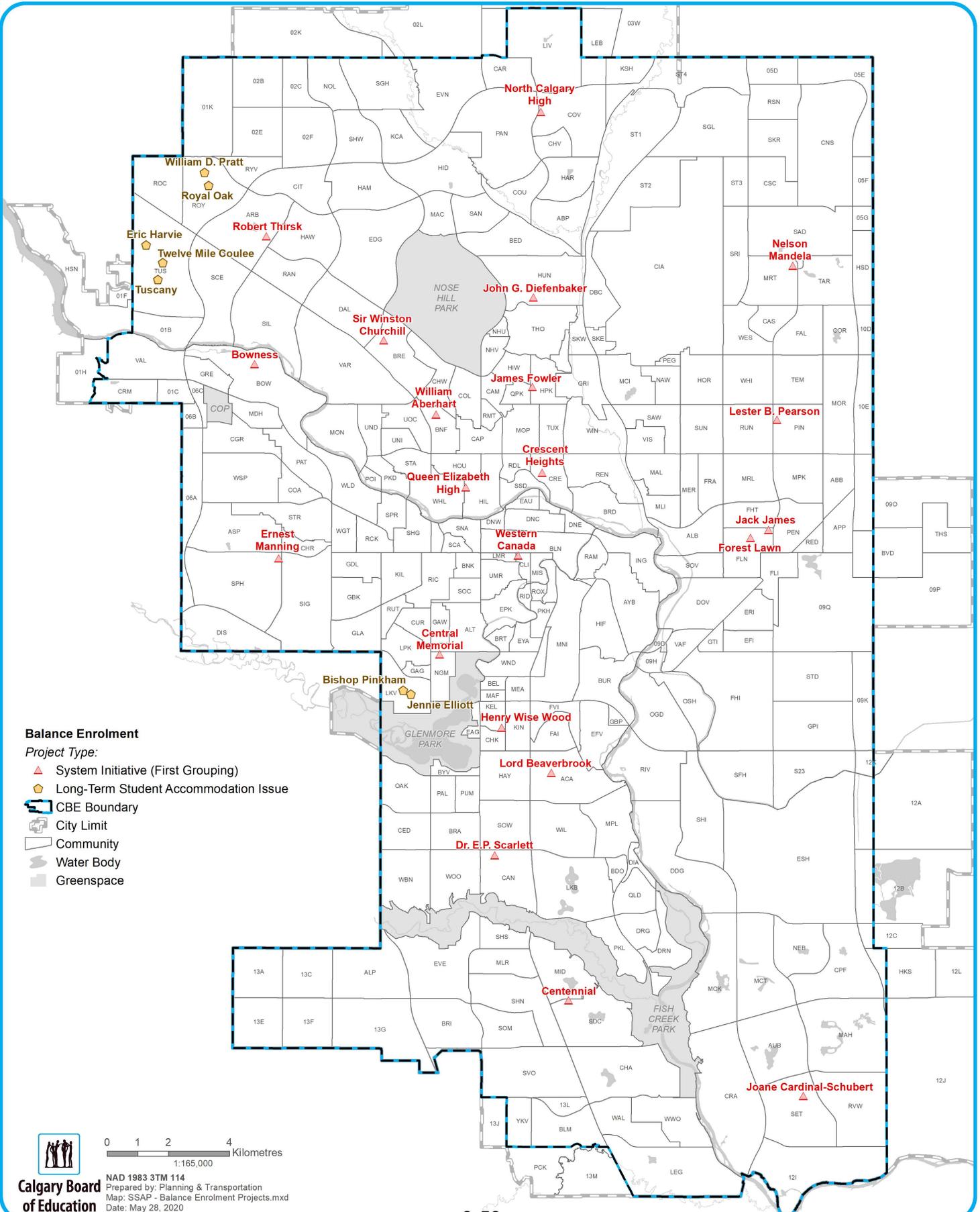
*Project Type:*

- ▲ System Initiative (First Grouping)
- System Initiative (Second Grouping)
- ◆ Long-Term Student Accommodation Issue
- ▭ CBE Boundary
- ▭ City Limit
- ▭ Community
- ▭ Water Body
- ▭ Greenspace

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**Calgary Board of Education**  
 NAD 1983 3TM 114  
 Prepared by: Planning & Transportation  
 Map: SSAP - Fiscal Responsibility-Optimization Projects.mxd  
 Date: May 28, 2020

# Balance Enrolment Projects



**Balance Enrolment**

*Project Type:*

- ▲ System Initiative (First Grouping)
- ◆ Long-Term Student Accommodation Issue
- CBE Boundary
- City Limit
- Community
- Water Body
- Greenspace

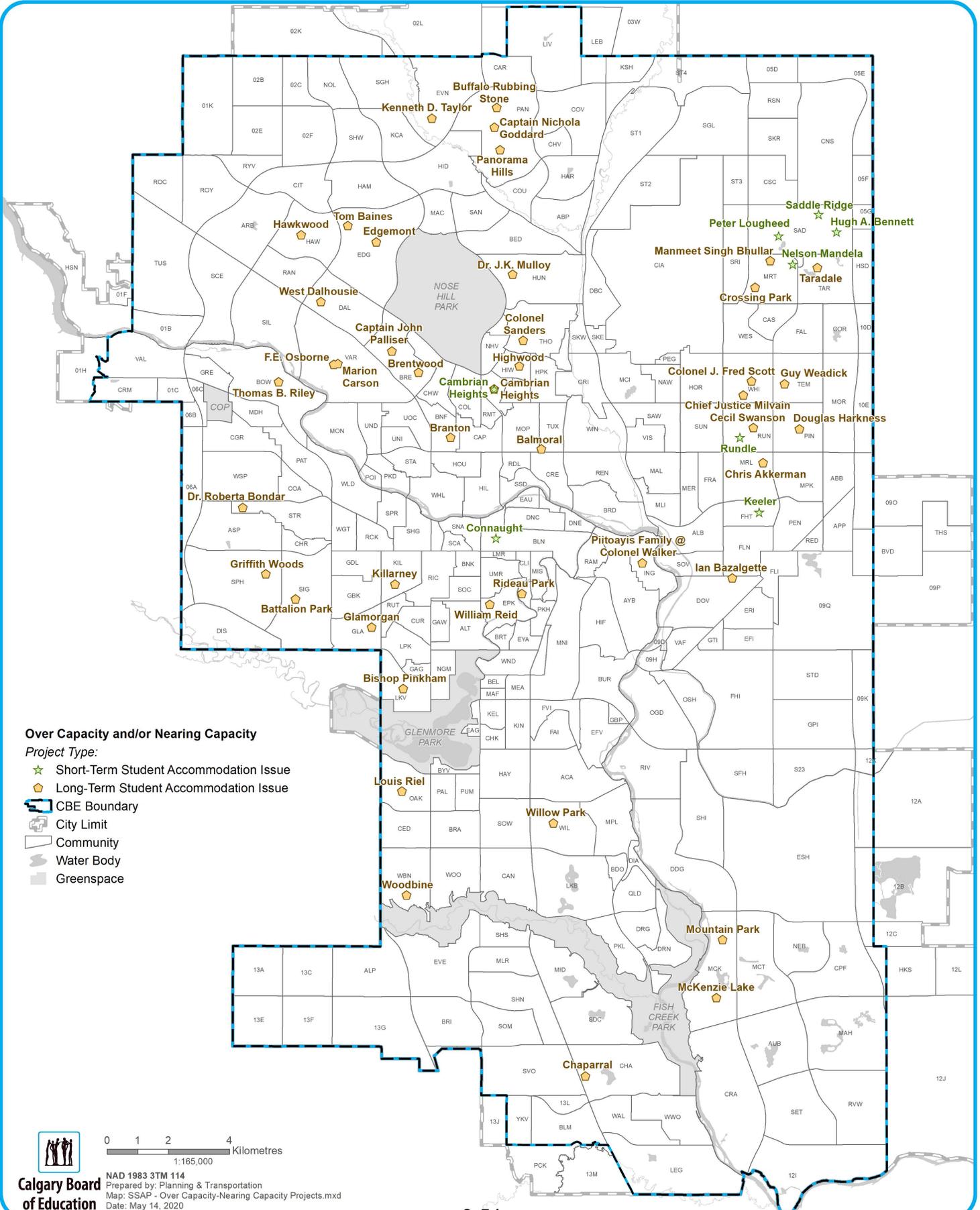


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**Calgary Board of Education**

NAD 1983 3TM 114  
Prepared by: Planning & Transportation  
Map: SSAP - Balance Enrolment Projects.mxd  
Date: May 28, 2020

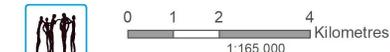
# Over Capacity and/or Nearing Capacity Projects



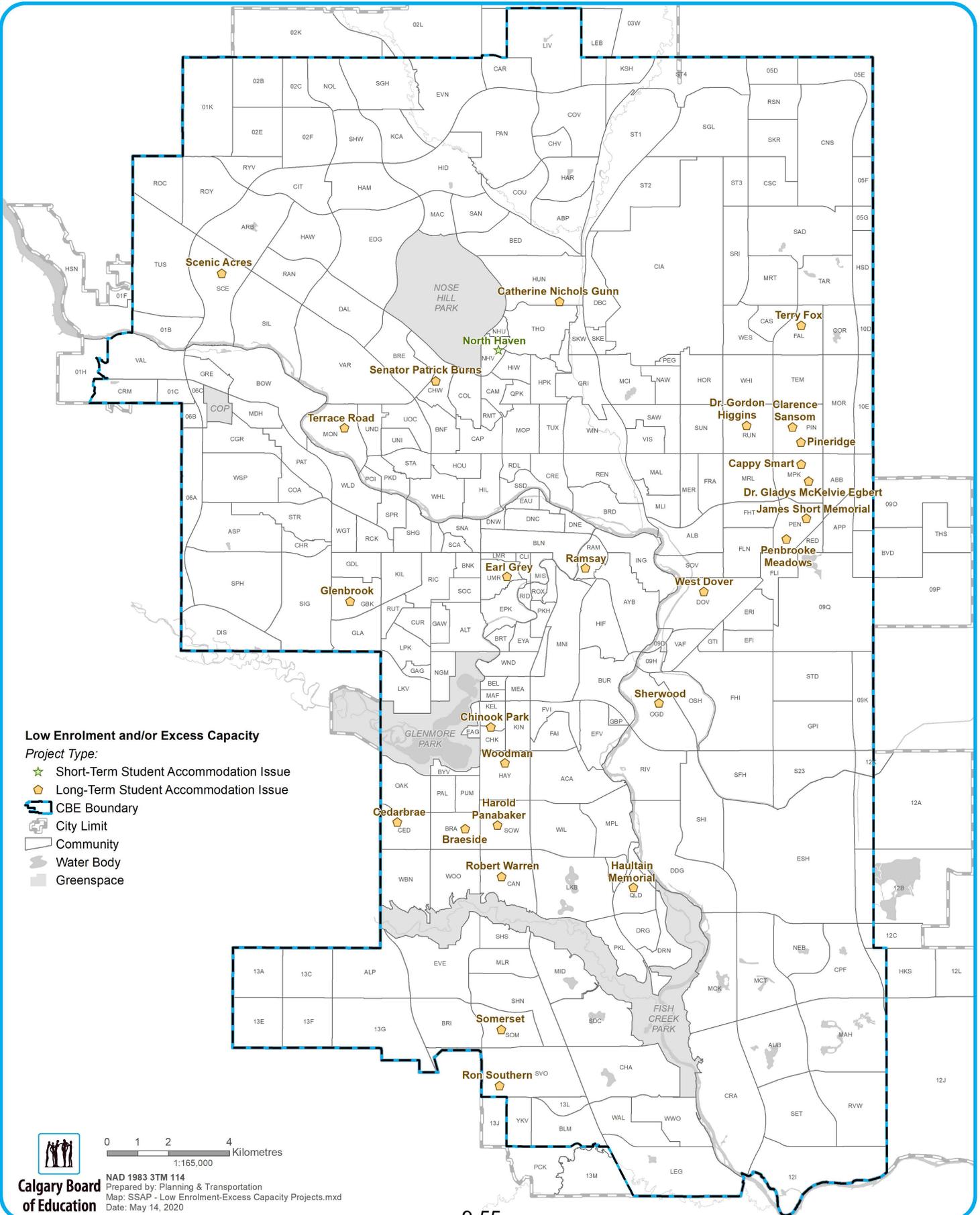
**Over Capacity and/or Nearing Capacity**

*Project Type:*

- ☆ Short-Term Student Accommodation Issue
- 🏠 Long-Term Student Accommodation Issue
- 📐 CBE Boundary
- 🏙️ City Limit
- 🌊 Water Body
- 🌳 Greenspace



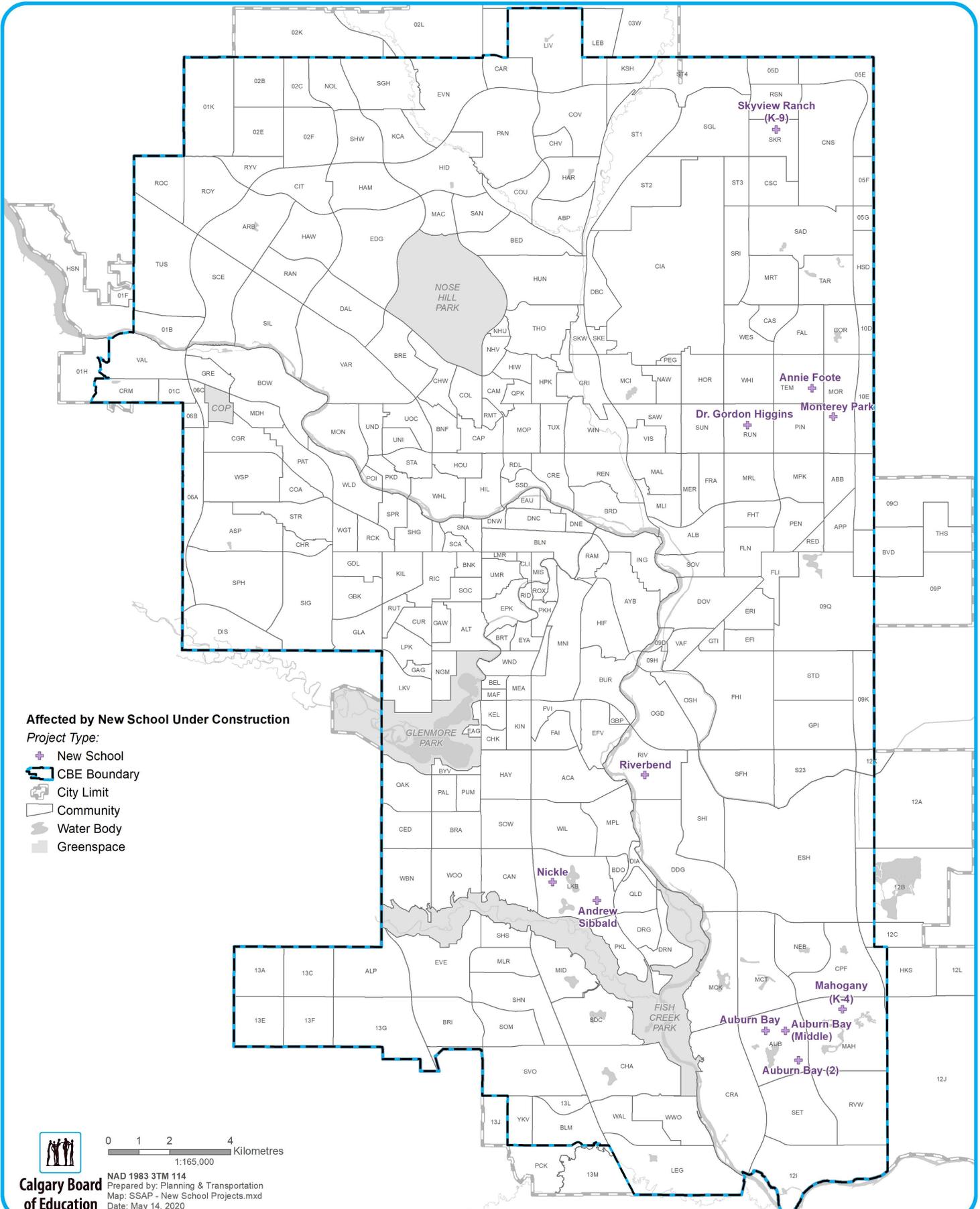
# Low Enrolment and/or Excess Capacity Projects



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Prepared by: Planning & Transportation  
Map: SSAP - Low Enrolment-Excess Capacity Projects.mxd  
Date: May 14, 2020

# Affected by New School Under Construction Projects



**Affected by New School Under Construction**

*Project Type:*

- New School
- CBE Boundary
- City Limit
- Community
- Water Body
- Greenspace



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Kilometres  
1:165,000

**Calgary Board of Education**

NAD 1983 3TM 114  
Prepared by: Planning & Transportation  
Map: SSAP - New School Projects.mxd  
Date: May 14, 2020

# report to Board of Trustees

## Third Quarter Budget Variance Report for the 2019-20 Budget

Date	June 9, 2020
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	Operational Expectations OE-5: Financial Planning
Resource Person(s)	Ed Sutlic, Director, Corporate Finance Tanya Scanga, Manager, Corporate Planning and Reporting

### 1 | Recommendation

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

### 2 | Issue

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Operational Expectations OE-5: Financial Planning requires that quarterly variance reports are prepared and explanations provided for variances in excess of 1% and \$500,000. This report serves as the third quarter report for the 2019-20 fiscal year.



### 3 | Background

Quarterly and annual reports presented to the Board of Trustees provide updates on the results of operations. This report compares forecasted results to the 2019-20 Fall Update Budget to meet 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 school closures

### 4 | Analysis



The Fall Update Budget reports budgetary impacts due to changes in actual student enrollment from estimates made during the Spring Budget. Fall Update Budget is the comparator for all subsequent quarterly variance reports based on current year spending trends.

Attachment I summarizes the forecasted activity compared with budgeted revenues and expenses, reserve transfers and capital transactions. Explanations are provided for variances above 1% and \$500,000 of reported line items in accordance with Operational Expectations OE-5.

#### Operating deficit

CBE's forecasted deficit for the year is \$34.4 million (2.5% of total Fall Update Budget expenditures), which is an unfavorable variance of \$0.1 million from the budgeted deficit of \$34.3 million. This variance is comprised of a number of offsetting factors that are outlined in this report.

Overall revenues are lower than budgeted by \$27.2 million, and expenses have decreased by \$27.1 million. The primary factor in this decline of revenues and expenses, is the closure of schools due to COVID-19 offset by several operational changes.

Please refer to Attachment V for the impact of school closures as of the date of this report.

Refer to "Line Item Analysis" for further details. Spending by schools and service units is provided in Attachment II with explanations of significant variances from the Fall Update Budget.

## Capital activities

CBE's forecasted capital expenditures are \$25.2 million, which is an increase of \$7.1 million from the budgeted expenditures of \$18.1 million. This increase is due to the commissioning costs of three new elementary schools opening September 2020 (\$4.6 million), along with landscaping, modernization and solar power reserve projects (\$5.1 million) carried forward from prior year. This is offset by expected cost-savings and delays in projects, which will be carried forward to next year.

During the third quarter, CBE also completed the sale of its Erlton property to the City of Calgary. In accordance with Alberta Education's guidance, \$0.9 million (81.58% of total proceeds) were transferred to capital reserves.

The 2019-20 third quarter capital budget report in Attachment IV highlights significant variances from the Fall Update Budget.

## Use of reserves and balancing

The Fall Update Budget included planned draws of \$18.8 million from operating reserves and \$5.5 million from capital reserves, for a total draw of \$24.3 million. The CBE's updated forecast requires a draw of \$17.6 million from operating reserves and \$13.8 million from capital reserves for a total draw of up to \$31.4 million from reserves.

The 2019-20 third quarter use of reserves (Attachment III) shows a forecasted ending reserves balance of \$20.3 million which represents approximately one percent of total expenditures. This is not a significant reserve value, considering CBE spends \$7.5 million per instructional day. Current anticipated reserve levels represent approximately three days of operation.

Alberta Education suggests maintaining operating reserves between 3% to 5% of total expenditures. CBE's forecasted ending operating reserve balance of \$13.1 million is below this threshold at 1%.

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

## Line Item Analysis

The following summarizes individual line item changes in the financial results (see Attachment I for details).

### Revenues

(in \$ thousands)	
Second Quarter Forecast revenues	1,319,063
Fall Update Budget revenues	1,346,273
<b>Variance Favourable / (Unfavourable)</b>	<b>(27,210)</b>

Significant contributions to this decrease in revenues include:

- Unfavourable variance of \$21.4 million in *Alberta Education* funding resulting from the net impact of:
  - \$16.6 million reduction in provincial base funding to reflect the reduced service requirements due to COVID-19 school closures;
  - \$4.5 million reduction in provincial transportation funding due to service reduction caused by COVID-19 school closures;

- \$2.4 million in anticipated funding clawbacks resulting from enrolment verification audits;
  - \$1.7 million in lower ATRF grants reflecting a decrease in the current service cost and is offset with a favourable variance in *Certified salaries, wages and benefits*; and
  - Offset by an increase of \$3.8 million differential cost funding based on updated enrolment figures.
- Unfavourable variance of \$7.7 million in *Fees* due to lower fees revenue generated resulting from COVID-19 school closures:
    - \$5.2 million reduction in lunch supervision program fees; and
    - \$2.5 million decrease in transportation fees.
  - Favourable variance of \$1.4 million in *Other sales and services* revenue due to funds raised by schools through sales which are inherently variable and subject to school specific circumstances.
  - Unfavourable variance of \$0.9 million in *Investment income* as a result of lower interest revenue due to decreased funding by Alberta Education.
  - Favourable variance in *All other* revenue of \$1.1 million primarily due to a gain on sale of Erlton property and fundraising activities, gifts and donations which are inherently variable depending on school specific circumstances.

#### Expenses

	(in \$ thousands)
Second Quarter Forecast expenses	1,353,442
Fall Update Budget expenses	1,380,550
<b>Variance Favourable / (Unfavourable)</b>	<b>27,108</b>

Significant contributions to this decrease in expenses is related to:

- Favourable variance of \$3.7 million in *Certificated salaries, wages and benefits* is due to:
  - \$2.3 million decrease in contract absences cost in schools due to COVID-19 closures;
  - \$1.7 million decrease in ATRF expenses reflecting a decrease in the current service cost and offset by a corresponding decrease in *Alberta Education* revenues;
  - \$1.3 million savings due to redeployment decisions at the school level to accommodate for student's learning needs;
  - \$0.4 million savings due to unfilled vacancies; and
  - Offset by an increase of \$2.0 million due to an increase in sick leave costs at schools.
- Favourable variance of \$18.9 million in *Non-certificated salaries, wages and benefits* is due to:
  - \$8.0 million reduction due to temporary lay-offs of 110 FTE school-based support staff and 45 FTE lunch supervision staff, to match the decrease in provincial funding;
  - \$6.2 million decrease due to average salary rates trending lower as compared to the Fall Update Budget;
  - \$3.0 million decrease due to school based redeployment of staffing budget to supplies and services; and

- \$1.7 million savings from temporary staff lay-offs across service units due to reduced service levels caused by COVID-19 school closures.
- Favourable variance of \$3.1 million in *Services, contracts and supplies* is mainly the net impact of:
  - Favourable variance of \$15.2 million, which includes:
    - \$6.0 million reduction in student transportation expenses due to reduced service caused by COVID-19 school closures;
    - \$6.0 million decrease in school-based supplies expenditures to match the corresponding decrease in provincial funding;
    - \$2.5 million in anticipated savings across service units due to unfilled vacancies and cost-containment measures which continue to be exercised; and
    - \$0.7 million forecasted utility savings due to COVID-19 school closures.
  - Offset by an unfavourable variance of \$12.1 million, which includes:
    - \$6.0 million increase related to expenditures carried forward from prior-year to be incurred in the current year;
    - \$4.3 million increase due to school based redeployment decisions to allocate staffing budget towards supplies and services; and
    - \$1.8 million related to the implementation of accounting policy to recognize the liability for contaminated sites.
- Favourable variance of \$1.6 million in *All other expenses* is due to a decrease in waiver expenses for transportation and noon-supervision fees. This correlates with overall reduction of these services due to COVID-19 school closures.

### Forecasting risks

This forecast was prepared based on the best information available to the CBE at the time this report was written.

There are a range of factors within the CBE's operational context that could materially impact the reliability of this report over time. Some of those factors include:

- The ongoing national, provincial and local response to the COVID-19 pandemic.
- In-year funding changes from Alberta Education, similar to the revenue adjustment implemented in March of 2020.
- The as yet unknown impacts of the reopening planning currently ongoing within the Public Education sphere.
- Unanticipated announcement, beyond those already made, related to capital projects and undertakings.

## 5 | Conclusion

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This report represents information to the Board of Trustees in connection with Operational Expectations OE-5: Financial Planning.

The CBE will continue to practice careful financial decision making and scrutinize operations to identify areas where budget balancing measures may be implemented while minimizing the impact on student learning.

The CBE will maintain focus on our core values of: 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 school closures

**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

**CALGARY BOARD OF EDUCATION**  
**Third Quarter Budget Variance Report**

Description	2019-20 Fall Update Budget <sup>(A)</sup>	Forecast for the year ended Aug 31, 2020	Variance Favourable/ (Unfavourable)	
	(in \$ thousands)			%
<b>Revenues</b>				
Alberta Education	1,255,088	<b>1,233,648</b>	(21,440)	(2%)
Other - Government of Alberta	124	<b>184</b>	60	49%
Federal Government and First Nations	2,990	<b>3,226</b>	237	8%
Other sales and services	20,298	<b>21,727</b>	1,429	7%
Fees	49,157	<b>41,425</b>	(7,731)	(16%)
Investment income	3,401	<b>2,551</b>	(850)	(25%)
All other	15,216	<b>16,302</b>	1,086	7%
<b>Total revenues</b>	<b>1,346,273</b>	<b>1,319,063</b>	(27,210)	(2%)
<b>Expenses</b>				
Certificated salaries, wages and benefits	815,071	<b>811,413</b>	3,658	0%
Non-certificated salaries, wages and benefits	263,335	<b>244,484</b>	18,852	7%
Services, contracts and supplies	222,445	<b>219,352</b>	3,093	1%
Amortization	73,219	<b>73,219</b>	-	-
Interest	1,598	<b>1,719</b>	(121)	(8%)
All other	4,881	<b>3,255</b>	1,626	33%
<b>Total expenses</b>	<b>1,380,550</b>	<b>1,353,442</b>	27,108	2%
<b>Annual surplus / (deficit)</b>	<b>(34,277)</b>	<b>(34,378)</b>	(102)	(0%)
<b>Transfer from / (to) operating reserves</b>	<b>18,799</b>	<b>17,610</b>	(1,189)	(6%)
<b>Add/(deduct) capital items paid by operating funds</b>				
Capital assets acquired	(18,161)	<b>(25,230)</b>	(7,069)	(39%)
Board funded amortization	28,161	<b>28,161</b>	-	-
Transfer from / (to) capital reserves	5,478	<b>13,837</b>	8,359	153%
	15,478	<b>16,768</b>	1,290	8%
<b>Net operating surplus / (deficit)</b>	<b>-</b>	<b>-</b>	-	-

<sup>(A)</sup> Approved by the Board of Trustees on January 7, 2020.

Attachment II: Spending by schools and service units



	Fall Budget 2019-20	Salaries & Benefits	Supplies & Services	Other*	Forecast 2019-20	Fall Budget 2019-20	Increase/Decrease	
	FTE	(in \$ thousands)						%
Schools and Areas	9,359	953,166	80,976	50	1,034,192	1,049,690	(15,498)	(1)% (1)
School Improvement	230	30,403	3,566	197	34,166	34,936	(770)	(2)% (2)
Corporate Service Unit Budgets	16	12,090	121,904	69,866	203,860	212,736	(8,876)	(4)% (3)
Facilities and Environmental Services	208	21,591	8,089	2,876	32,556	33,274	(718)	(2)% (4)
Finance and Technology Services	184	22,406	1,527	5,139	29,072	29,145	(73)	(0)%
Human Resources	103	11,596	1,231	45	12,872	13,516	(644)	(5)% (5)
Communications and Engagement Services	20	2,348	953	-	3,301	3,424	(123)	(4)%
General Counsel	11	1,347	64	21	1,432	1,634	(202)	(12)%
Chief Superintendent	3	559	106	-	665	801	(136)	(17)%
Board of Trustees	7	391	938	-	1,329	1,393	(64)	(5)%
<b>Total</b>	<b>10,141</b>	<b>1,055,895</b>	<b>219,353</b>	<b>78,194</b>	<b>1,353,442</b>	<b>1,380,550</b>	<b>(27,108)</b>	<b>(2)%</b>

\* Interest, amortization and uncollectible amounts

- (1) **Schools and Areas:** Decrease due to temporary lay-offs of support staff and lunch supervisors, lower contract absences and reduction in schools' supplies and services budget.
- (2) **School Improvement:** Savings due to temporary lay-offs of support staff and unfilled vacant positions.
- (3) **Corporate Service Units Budget:** Decrease due to lower transportation expenses caused by school closures, and expected savings from cost containment measures which continue to be exercised.
- (4) **Facilities and Environmental Services:** Decrease in salaries due to temporary lay-offs of facility operators.
- (5) **Human Resources:** Reduced expenses from unfilled vacant positions and savings from cost containment measures.

	Reserve balance Sept 1, 2019	Prior Year Adjustment (Note)	Fall Update planned transfers from reserves	Forecasted use of Reserves	Forecasted reserve balance Aug. 31, 2020	% of Fall Update Budget expenses
(in \$ thousands)						
<b>Operating reserves</b>						
Unrestricted reserves	24,352	7,745	(11,953)	(10,764)	21,333	
Restricted reserves	(8,204)	-	-	-	(8,204)	
Designated operating funds	6,846		(6,846)	(6,846)	-	
Total operating reserves	22,994	7,745	(18,799)	<b>(17,610)</b>	13,129	1% <sup>(1)</sup>
<b>Capital reserves</b>						
Building reserve	9,019		-	(3,280)	5,739	
Other capital reserves	6,070	5,079	(5,478)	(10,557)	592	
Plant, operations and maintenance asset replacement	798		-	-	798	
Total capital reserves	15,887	5,079	(5,478)	<b>(13,837)</b>	7,129	1%
<b>Total reserves</b>	<b>38,881</b>	<b>12,824</b>	<b>(24,277)</b>	<b>(31,448)</b>	<b>20,257</b>	1%

**Note:** Prior year adjustments reflect changes to the reserve balances resulting from transactions in the previous fiscal year. The net effect of this adjustment is an increase of \$7.7 million to operating reserves, and \$5.1 million increase in capital reserves.

- Operating reserves: Increase of \$7.7 million due to the allocation of one-time \$9.8 million capital grant from Alberta Infrastructure towards board-funded capital assets. This is offset by \$2.1 million adjustment for board-funded capital lease.
- Capital reserves: Increase of \$5.1 million related to landscaping and solar power project carried forward from prior year.

(1) Alberta Education suggests maintaining operating reserves between 3% to 5% of total expenditures. While lower than Alberta Education's guidelines, the current balance in operating reserves reflects the significant investments that CBE has made over the last four years in bringing 28 new schools into operation.

	2019-20 Fall Update Budget	2019-20 Allocated Budget (Note)	Forecast for the year ended Aug 31, 2020	Variance Favourable/ (Unfavourable)	
	(in \$ thousands)			%	
<b>Capital lease payments</b>					
Performance contracts	2,270	2,270	2,270	-	-
<b>Total Capital Lease Payments</b>	<b>2,270</b>	<b>2,270</b>	<b>2,270</b>	<b>-</b>	<b>-</b>
<b>Non-facility related projects</b>					
Strategic	652	652	116	536	82% (1)
Enhancement	1,148	2,322	2,029	293	13% (2)
Maintenance	2,769	12,006	11,164	843	7% (3)
<b>Total non-facility related projects</b>	<b>4,568</b>	<b>14,980</b>	<b>13,308</b>	<b>1,672</b>	<b>11%</b>
<b>Capital reserve projects</b>					
New school commissioning	910	5,554	4,616	937	17% (4)
Landscaping and solar power	-	5,079	5,036	43	1%
<b>Total capital reserve projects</b>	<b>910</b>	<b>10,633</b>	<b>9,652</b>	<b>981</b>	<b>9%</b>
<b>Unallocated board funded projects</b>	<b>10,413</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(100%)</b>
<b>Total non-facility capital expenditures</b>	<b>18,161</b>	<b>27,883</b>	<b>25,230</b>	<b>2,653</b>	<b>10%</b>
<b>Financed by the following:</b>					
Contribution to operating activities	(15,478)	(15,478)	(16,768)	1,290	(8%)
Total amortization expense (non-cash)	28,161	28,161	28,161	-	-
Designated capital funds	5,478	10,557	10,557	-	-
Capital reserves	-	4,643	4,200	443	11%
Proceeds from sale	-	-	(920)	920	(100%)
<b>Total board-funded financing</b>	<b>18,161</b>	<b>27,883</b>	<b>25,230</b>	<b>2,653</b>	<b>11%</b>

**Note:** 2019-20 Fall Update Budget included \$10.4 million in unallocated capital expenditures, which was subsequently allocated towards non-facility related projects. The Board of Trustees also approved \$4.6 million draw from capital reserves for commissioning of three new schools. Additionally, \$5.1 million in capital reserve have been carried forward from prior year, related to landscaping and solar power projects. These changes are reflected in the 2019-20 Allocated Budget column.

- (1) Strategic: Delay in Fees Management System project.
- (2) Enhancement: Enterprise Portal Lifecycle Upgrade project is underway, and carry forward will be requested.
- (3) Maintenance: Savings from PowerSchool, Metasys Building Automation System, and central school server projects.
- (4) New school commissioning: Delayed spending on 3 new K-4 school commissioning. These expenses will be carried forward into next year.

## Attachment V: Impact of COVID-19 school closures

On March 16, 2020, provincial government announced cancellation of all school-based learning for the remainder of 2019-20 school year. This cancellation results in unprecedented changes that occurred with the the CBE and as such additional information has been provided below.

Variance Favourable/ (Unfavourable)	Description	
	(in \$ thousands)	
<b>Revenues</b>		
Alberta Education	(16,572)	Provincial operational grant funding
	(4,543)	Provincial transportation funding
Fees	(5,178)	Student fees - Lunch supervision
	(2,563)	Student fees - Transportation
All other	(1,020)	Facility rental revenue
	<b>(29,876)</b>	<b>Impact on revenues</b>
<b>Expenses</b>		
Salaries, wages and benefits	8,001	Temporary layoffs - School support staff and lunch supervisors
	2,295	Schools' contract absences
	1,566	Temporary layoffs - Service units
Services, contracts and supplies	6,049	Transportation service expenses
	6,000	Decentralized school's supplies and services budget
	1,750	CFO office's budget contributions
	867	Chief Superintendent office's budget contributions
	770	Utilities savings
	750	Contributions from service units
	(99)	Additional D2L Licenses to assist home learning
All other	1,626	Waiver expenses - Transportation and lunch supervision
	<b>29,575</b>	<b>Impact on expenses</b>
<b>Surplus / (Deficit)</b>	<b>(301)</b>	<b>Overall impact</b>