

public agenda

Regular Meeting of the Board of Trustees

March 23, 2021
12:00 p.m.

Microsoft Teams
Calgary, AB

R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions		GC-3	
	4 Results Focus			
	5 Operational Expectations			
	6 Public Comment [PDF] Requirements as outlined in Board Meeting Procedures		GC-3.2	
	7 Matters Reserved for Board Information		GC-3	
	7.1 Second Quarter Budget Variance Report	C. Usih	OE-5, GC-5E	Page 7-104
	8 Matters Reserved for Board Decision	Board	GC-3	
	8.1 Results 3: Citizenship – Annual Monitoring Report	Board	R-3	Page 4-1 (Mar. 9/21)
8.2 Three-Year School Capital Plan 2022-2025	Board	OE-5, 6, 7, 8, 9	Page 7-1 (Mar. 9/21)	
8.3 Proposed Amendment to OE-4: Treatment of Employees	Board	GC-2, 3, OE-4	Page 8-1	



Time	Topic	Who	Policy Ref	Attachment
	9 Consent Agenda	Board	GC-2.6	
	9.1 Items Provided for Board Decision			
	9.1.1 OE-7: Communication With and Support for the Board – Annual Monitoring <i>(THAT the Board approves that the Chief Superintendent is in compliance with the provisions of this policy)</i>		B/CSR-5, OE-7	Page 5-1-A (Mar. 9/21)
	9.1.2 Revision to the Schedule of Regular Meetings <i>(THAT the Board approves the revisions as submitted)</i>		GC-2, 6	Page 9-1
	9.2 Items Provided for Board Information		OE-8	
	9.2.1 Construction Projects Status Update		OE-7, 9	Page 9-4
	10 In-Camera Session			
4:30 p.m.	11 Adjournment			
	Debrief	Trustees	GC-2.3	

Notice |

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

report to Board of Trustees

Second Quarter Budget Variance Report

Date	March 23, 2021
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Originator	Brad Grundy, Superintendent Chief Financial Officer and Corporate Treasurer
Governance Policy Reference	OE-5: Financial Planning GC-5E: Board Committees
Resource Person(s)	Ed Sutlic, Corporate Finance Director Tanya Scanga, Manager of Corporate Planning & Reporting

1 | Recommendation

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

2 | Issue

Operational Expectations OE-5: Financial Planning requires that quarterly variance reports are prepared and explanations provided for variances between planned (budgeted) and forecast expenditures over 1% and \$500,000. This report serves as the second-quarter report for the 2020-21 fiscal year.

Further, Governance Culture GC-5E requires that the Calgary Board of Education's (CBE's) Audit and Risk Committee review the Division's unaudited quarterly financial variance reports and financial health matrix. The Committee is to pay particular attention to the presentation of unusual or sensitive matters such as disclosure of significant non-recurring events, significant

risks, changes in accounting principles, and estimates or reserves, and all significant variances between comparative reporting periods.

3 | Background

Quarterly and annual reports presented to the Audit and Risk Committee and the Board of Trustees provide updates on the results of operations. This report was presented to the Audit and Risk Committee on March 3, 2021 and compares 2020-21 second-quarter annual forecasted results to the annual 2020-21 Budget to meet Operational Expectations OE-5: Financial Planning.

GC-5E: Board Committees Terms of Reference was amended in October 2020. Administration is in the process of receiving and incorporating feedback to enhance future quarterly reporting. Incorporated in this report are highlights on financial position and other forward looking information.

4 | Analysis



This second-quarter budget variance report reflects the financial impacts of changes in actual student enrollment from the estimates made in the Budget. Attachment I summarizes forecasted activity compared with budgeted revenues and expenses, reserve transfers and capital transactions.

COVID-19 has heavily impacted the operations of the CBE. The situation remains very dynamic and subject to significant change with short timelines. In response, the CBE is monitoring additional spending related to COVID-19 closely. The CBE began the current school year with a fiscal stabilization reserve in excess of \$37 million. Those funds remain available for deployment if necessary to support school operations through the pandemic.

Operating deficit

The CBE's updated deficit forecast for the year is \$1.6 million (0.1% of budgeted expenditures), which is a favourable variance of \$1.1 million from the budgeted deficit of \$2.7 million. This variance is comprised of a number of offsetting factors that are outlined in this report.

Overall revenues are higher than budget by \$14.2 million while expenses have increased by \$13.1 million. The primary factor in the change is unbudgeted revenue and related expenses of COVID-19. Specifically, the CBE has received the \$45.68 million in Safe Return to Class funding from the Federal government. Offsetting that funding are additional COVID-19 expenses of \$45.74 million. Refer to "Revenues" and "Expenses" for further details.

Spending by schools and service units is provided in Attachment II with explanations of significant variances from Budget 2020-21.

Financial Position Activity

All inventory as at Aug. 31, 2020 year end has been expensed in the first quarter as schools are in receipt of the items. Note that ratios involving many balance sheet balances have been calculated in the Financial Health Matrix (Appendix V). No other significant changes have been noted on the balance sheet during the second quarter.

Capital Activities

The CBE's forecasted capital expenditures are \$35.9 million, an increase of \$9.6 million from the budgeted expenditures of \$26.3 million. This increase is primarily due to \$10.5 million in expenses for board-funded capital projects initiated in 2019-20 that continued into the 2020-21 fiscal year. These capital expenses carried-forward include:

- \$8.6 million in plant, operations and maintenance projects, including school commissioning, landscaping, modernization, solar, information technology and safety projects;
- \$1.2 million in administrative projects, including fees management system and security upgrades (eg. enterprise portal and two-factor authentication); and
- \$0.7 million in instructional projects, including Student Information System and IT enhancement projects.

The 2020-21 second-quarter capital budget report in Attachment IV highlights significant variances from the Budget.

Use of reserves and balancing

The CBE's Budget included planned draws of \$2.7 million from operating reserves. The second quarter forecast requires a draw of \$0.4 million from operating reserves and \$10.1 million from capital reserves for a total draw of up to \$10.5 million from reserves.

The 2020-21 second quarter use of reserves shows a forecast ending reserve balance of \$65.3 million (operating and capital) representing 4.9% of total expenditures.

Total forecasted operating reserves of \$41.0 million represent 3.1% of total budgeted expenses. The CBE has adequate operating reserves at 3.1% to address most non-grant funding risks and operational needs. Given the global pandemic and the transition to a new funding framework that increases the variability of per student funding, it is appropriate that the CBE's reserves have been deployed to maintain core programs, services and supports if required.

Current anticipated reserve levels represent approximately 5.5 days of operation. Alberta Education suggests maintaining operating reserves between 3% to 5% of total expenditures.

Further details are provided in Attachment III – Use of reserves.

Revenues

(in \$ thousands)	
Q2 Forecast Revenue	1,389,265
Budget 2020-21 Revenue	1,375,018
Variance Favourable / (Unfavourable)	14,247

Significant contributions to this increase in revenues include:

- Favourable variance of \$32.9 million in Government of Alberta funding resulting from the net impact of:
 - \$45.7 million in additional federal funding through the Safe Return to Class Fund to ensure the safety of students and staff under COVID-19 scenario;
 - \$1.9 million increase capital revenue recognized due to amortization adjustments in related capital assets;
 - \$1.4 million in additional revenue recognized for Personal Protective Equipment (PPE) and cleaning supplies provided by the provincial government;
 - \$0.5 million increase in Infrastructure Maintenance Renewal (IMR) funding, which will be recognized as an operating expense;
 - Offset by a \$14 million deferral of Alberta Education’s funding grant due to the difference between the projected student enrolment count used for grant calculation purposes and actual student enrolment; and
 - Offset by a \$2.6 million decrease in Alberta Teacher’s Retirement Fund (ATRF), reflecting the decline in current service cost. This is offset by a favourable variance in Certificated salaries, wages and benefits.

- Unfavourable variance of \$1.9 million in Federal Government funding due to the discontinuation of Language Instruction for Newcomers to Canada (LINC) program.

- Unfavourable variance of \$5.5 million in Other sales and services due to:
 - \$4.1 million decrease in international student fees due to lower enrolment as a result of the global pandemic;
 - \$1.0 million decrease due to the discontinuation of Adult English as a Second Languages (ESL) program; and
 - \$0.4 million reduction in revenues due to lower enrolment in the Continuing Education program.

- Unfavourable variance of \$9.8 million in Fees due to:
 - \$6.8 million decline in transportation fees due to a decrease of approximately 10,000 students in ridership, a result of students making different transportation choices during the pandemic, and students opting for the Hub learning initiative; and
 - \$3.0 million decrease in noon-supervision and student supplies fees as students opted for HUB learning model due to the COVID-19 pandemic.

- Unfavourable variance of \$1.0 million in All other revenues due to declining rental revenues impacted by COVID-19 facility restrictions.

Expenses

(in \$ thousands)	
Q2 Forecast Expense	1,390,844
Budget 2020-21 Expense	1,377,734
Variance Favourable / (Unfavourable)	(13,110)

Significant contributions to this increase in expenses include:

- Unfavourable variance of \$24.9 million in Certificated salaries, wages and benefits resulting from the net impact of:
 - \$17.5 million increased costs for Hub learning model to provide an at-home learning option for students during COVID-19;
 - \$4.8 million increase due to additional substitute coverage and sick-leave costs related to COVID-19;

- \$2.9 million in additional staffing costs due to budgetary decisions made by principals to accommodate for students' learning needs;
 - \$2.0 million related to approved costs carried-forward from the prior year;
 - \$1.5 million increased expenses for certificated staff assisting with COVID-19 related responsibilities;
 - Offset by a \$2.6 million decrease in ATRF benefit expense, reflecting the decline in current service cost. This is offset by an unfavourable variance in the Government of Alberta funding; and
 - Offset by a \$1.2 million reduction in staffing levels due to a decline in international student enrolment.
- Favourable variance of \$8.5 million in Non-certificated salaries, wages and benefits resulting from the net impact of:
 - \$7.5 million decrease due to school-based staffing decisions made by principals to accommodate for students' learning needs;
 - \$2.4 million in savings due to elimination of the LINC and Adult ESL programs, along with reduced course offerings in Continuing Education program;
 - \$2.4 million in savings due to lower usage of dental and medical benefits related to COVID-19;
 - \$2.3 million in system savings due to management's prudent spending initiatives and position vacancies across service units;
 - \$2.0 million reduced staffing expense due to reduced participation in noon-supervision program;
 - Offset by \$7.2 million increase due to additional hiring and increased overtime for cleaning staff related to COVID-19; and
 - Offset by \$0.9 million increase in non-certificated staff sick-leave coverage related to COVID-19.
 - Favourable variance of \$5.4 million in Services, contracts and supplies resulting from the net impact of:
 - \$10.1 million reduction in transportation costs due to a decline in ridership which will provide for a refund of student transportation fees for students enrolled effective February 28, 2021;
 - \$6.1 million decrease due to budgetary decisions made by principals to accommodate for students' learning needs;
 - \$1.6 million decrease due to cost saving initiatives implemented by management;
 - \$0.6 million in savings from the discontinuation of LINC and Adult ESL program;
 - Offset by \$11.5 million for additional purchases of PPE and cleaning supplies to ensure safety for students and staff under COVID-19 circumstances;
 - Offset by \$0.9 million in additional cleaning fees for student transportation services related to COVID-19; and
 - Offset by \$0.6 million in utilities cost for increased usage of heating and ventilation systems to mitigate COVID-19 spread.
 - Unfavourable variance of \$3.2 million in Amortization is due to adjustments in estimated amortization expense for the year as compared to actual capitalization at year end.
 - Favourable variance of \$0.9 million in All other expenses due to a decrease in bad debt and waiver expenses in transportation, noon-supervision, and student supplies fees caused by reduced participation due to COVID-19.

5 | Conclusion

This report represents information presented to the Audit Committee on March 3, 2021 in connection with Governance Culture GC-5E: Board Committees and Board of Trustees in connection with Operational Expectations OE-5: Financial Planning.

The CBE will continue to practice prudent financial decision making and maximize funds received to provide programs and services to optimize student learning and continue to monitor the risks that may require adapting to future operational needs.

Looking forward, the CBE is closely monitoring the evolving COVID-19 pandemic. The situation is very dynamic and is subject to abrupt and significant change. The prudent financial decision making, including additional guidance to our schools, mentioned above and the healthy operating reserve balances mean the CBE is well positioned. That said, the unknown trend in infection rates and introduction of more transmissible variants may necessitate significant operational adjustments in the remaining school year.

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

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

Attachment I: Second-quarter budget variance report

CALGARY BOARD OF EDUCATION
Second Quarter Budget Variance Report

Description	2020-21 Budget ^(A)	Forecast for the year ending Aug 31, 2021	Variance Favourable/ (Unfavourable)	
	(in \$ thousands)			%
Revenues				
Government of Alberta	1,269,476	1,302,410	32,934	3%
Federal Government and First Nations	3,012	1,124	(1,888)	(63%)
Other sales and services	23,898	18,382	(5,516)	(23%)
Fees	59,616	49,802	(9,814)	(16%)
Investment income	2,421	1,931	(490)	(20%)
All other	16,595	15,616	(979)	(6%)
Total revenues	1,375,018	1,389,265	14,247	1%
Expenses				
Certificated salaries, wages and benefits	796,277	821,128	(24,851)	(3%)
Non-certificated salaries, wages and benefits	265,307	256,780	8,527	3%
Services, contracts and supplies	234,522	229,143	5,379	2%
Amortization	73,535	76,745	(3,210)	(4%)
Interest	1,799	1,672	127	7%
All other	6,294	5,376	918	15%
Total expenses	1,377,734	1,390,844	(13,110)	(1%)
Annual surplus / (deficit)	(2,716)	(1,579)	1,137	42%
Net transfer from operating reserves	2,716	431	2,285	84%
Add/(deduct) capital items paid by operating funds				
Capital assets acquired	(26,352)	(35,906)	(9,554)	(36%)
Board funded amortization	26,352	26,968	616	2%
Transfer from capital reserves		10,086	10,086	100%
	-	1,148	1,148	100%
Net operating surplus / (deficit)	-	-	-	-

^{A)} Approved by the Board of Trustees on May 26, 2020.

Attachment II: Spending by schools and service units



	2020-21 Forecast	Salaries and benefits	Supplies and services	Other (interest, amortization and uncollectible accounts)	Q2 Forecast 2020-21	Budget 2020-21	Increase/ (decrease)	
	FTEs	in \$000s						%
Schools and Areas	9,077	960,037	77,723	15	1,037,776	1,040,346	(2,570)	(0%)
Service Unit System Budgets	15	9,399	127,721	75,642	212,763	220,702	(7,939)	(4%) (1)
Facilities and Environmental Services	190	19,803	15,285	2,438	37,527	30,985	6,542	21% (2)
School Improvement	380	47,289	2,344	104	49,737	32,935	16,802	51% (3)
Finance and Technology Services	181	22,337	1,228	5,540	29,105	29,119	(14)	(0%)
Human Resources	104	12,534	986	31	13,551	13,792	(241)	(2%)
Communications	20	2,276	1,123	-	3,400	3,352	48	1%
General Counsel	11	1,444	80	19	1,542	1,615	(73)	(5%)
Chief Superintendent's Office	3	509	112	-	621	751	(130)	(17%)
Board of Trustees	7	361	1,055	-	1,416	1,488	(72)	(5%)
Total	9,988	1,077,907	229,143	83,793	1,390,844	1,377,734	13,110	1%

- (1) **Service Units System Budgets:** Decrease due to lower transportation expenses, higher amortization, expense recognized for PPE and cleaning supplies from the provincial government, and management's prudent spending initiatives.
- (2) **Facilities and Environmental Services:** Increase is due to additional COVID-19 supplies purchased, offset by a decrease in amortization and decrease in overtime with lower facility rentals due to COVID-19.
- (3) **School Improvement:** Increase is due to a net zero change for realignment of reporting structure to cost centres between Schools and School Improvement, offset with the savings from the elimination of LINC, Adult ESL, and anticipated Continuing Education offerings.

	Reserve balance Sept 1, 2020	Budget 20-21 planned use of reserves	Forecasted use of Reserves	Forecasted reserve balance Aug. 31, 2021	% of Budgeted expenses
(all figures in \$ thousands)					
Operating reserves					
Fiscal stabilization reserve	37,547	(2,716)	11,574	49,121	
Restricted reserves	(8,075)			(8,075)	
Designated operating funds	12,005		(12,005)	-	
Total operating reserves	41,477	(2,716)	(431)	41,046	3.1% (1)
Capital reserves					
Building reserve	17,388			17,388	
Other capital reserves	16,155		(10,086)	6,069	
Plant, operations and maintenance	798			798	
Total capital reserves	34,341		(10,086)	24,255	1.8%
Total reserves	75,818	(2,716)	(10,518)	65,300	4.9%

- Operating reserves: Forecasted annual deficit of \$1.6 million is funded through a draw of \$0.4 million from operating reserves, which is a net impact of:
 - \$12.0 million draw from designated operating reserves for prior year expenses carried forward related to schools (\$9.5 million) and service units (\$2.5 million); and
 - \$11.6 million contribution to fiscal stability reserve.
 - Capital reserves: \$10.1 million forecasted use of capital reserves for board-funded capital projects initiated in 2019-20, to be continued into 2020-21 fiscal year, including:
 - \$8.4 million for including school commissioning, landscaping, modernization, solar, information technology and safety projects;
 - \$1.2 million for fees management system and security upgrades (eg. enterprise portal and two-factor authentication); and
 - \$0.5 million for Student Information System and IT enhancement projects
- (1) Alberta Education suggests maintaining operating reserves between 3% to 5% of total expenditures. Forecasted ending operating reserve balance for Aug 31, 2021, is 3.1% of the total budgeted expenditures (less External block expenses).

Attachment IV: Capital budget report

	Budget 2020-21	Approved carryforward and revisions	Second Quarter 2020-21	Variance Favourable/ (Unfavourable)	
	(in \$ thousands)				
Capital lease payments (contracts)					
Performance contracts	2,820	-	2,820	-	-
Total Capital Lease Payments	2,820	-	2,820	-	-
Non-facility related projects					
Strategic	740	619	1,359	(619)	(84%)
Enhancement	2,165	973	3,139	(974)	(45%)
Maintenance	11,322	3,048	13,742	(2,420)	(21%)
Total non-facility related projects	14,227	4,640	18,240	(4,013)	(28%)
Capital reserve projects					
New school commissioning	-	4,647	4,394	(4,394)	(100%)
Landscaping Commissioning	-	701	650	(650)	(100%)
Solar Power System	-	2,497	2,497	(2,497)	(100%)
Total capital reserve projects	-	7,845	7,541	(7,541)	(100%)
Unallocated board funded projects	9,305	(2,000)	7,305	2,000	21%
Total non-facility capital expenditures	26,352	10,485	35,906	(9,554)	(36%)
Financed by the following:					
Contribution to operating activities			(1,148)	1,148	(100%)
Total amortization expense (non-cash)	26,352		26,968	(616)	(2%)
Transfer from capital reserves	-	10,485	10,086	(10,086)	(100%)
Total board-funded financing	26,352	10,485	35,906	(9,554)	(36%)

Definitions:

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



In January 2020, the World Health Organization declared the Novel Coronavirus (“COVID-19”) outbreak a global health emergency and on March 11, 2020, it was declared a global pandemic.

With the return to a near-normal school year in 2020-21, the CBE schools are delivering education through the traditional in-classroom method and the new online Hub model. Ensuring the safety of students, parents and staff is of utmost importance.

The CBE will be following guidelines provided by Alberta Health Services (AHS). The current estimated costs relate to COVID-19 are subject to material change depending on how the situation evolves and as of Feb 23, 2021, was estimated at \$45.74 million. \$45.68 million in federal funding will be used to offset financial strain keeping students and staff safe through the global pandemic. Any major changes in the course or intensity of the pandemic will have financial implications for the CBE.

While there are direct funding and costs which can be attributed to COVID-19, there are indirect effects of this global pandemic that are not captured in the chart below. Examples of programs that have been indirectly affected include:

- International student who cannot attend CBE schools due to unforeseen circumstances such as border closure, have resulted in decreased international student tuition revenue and subsequent expenses.
- Hub learning has negatively impacted ridership on school buses. Although, the overall number of students transported is lower than prior year, the root cause of the decrease cannot be pointed solely at the Hub learning model.

CBE 2020-21 Incremental COVID-19 Costs

	End of year Projections	Trend
HUB		
Current	\$ 17,500,000	-
Subtotal	\$ 17,500,000	
Cleaning Staff		
Overtime	\$ 2,870,000	▲
Temporary Cleaners	\$ 4,310,000	▲
Subtotal	\$ 7,180,000	
Substitutes	\$ 4,830,000	▲
Non-certificated staff	\$ 920,000	▲
Cleaning Supplies/ PPE	\$ 7,450,000	-
Student Supplies	\$ 900,000	-
Capital Equipment	\$ 4,000,000	-
Certificated Positions Assisting with COVID	\$ 840,000	▲
Facilities HVAC costs	\$ 580,000	-
Summer school	\$ 640,000	-
Transportation - Additional cleaning costs	\$ 900,000	-
Total	\$ 45,740,000	
Anticipated federal funding	\$ 45,684,000	

▲ Indicates costs likely to increase if COVID-19 infection rates continue to increase through 2020-21 school year

Financial Health Matrix

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

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

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

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

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

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

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

Current Year – Short Term Financial Health Indicators						
Indicator	Metric / Ratio	2017-18	2018-19	2019-20	Q2 2020-21	Status
						Favorable
						Neutral
						Unfavorable
Ability to meet financial obligations in the current school year	Current Assets to Current Liabilities. <i>Why it is important:</i> Current assets should equal or exceed current liabilities to ensure the CBE is able to meet current year financial obligations.	1.01	1.74	1.72	2.55	Favorable
Current year operational flexibility	Percent of Line of Credit in use at end of year <i>Why it is important:</i> The lower the utilization of the Line of Credit the better.	0%	0%	0%	0%	Favorable
Debt Affordability	Debt servicing costs as a percent of total CBE spending. <i>Why it is important:</i> Lower debt servicing costs mean the CBE has greater ability to take on debt to moderate impacts on programs, services and supports.	0.06%	0.06%	0.09%	0.09%	Favorable
Debt Affordability	Debt as a percent of total CBE assets <i>Why it is important:</i> The lower the percentage the better as it means the CBE has greater ability to take on debt to address emerging unfunded infrastructure cost.	0.91%	0.88%	0.89%	0.86%	Favorable
Overall Health (see Note 2)	Net Assets/Net Debt adjusted for deferred revenue related to new school construction /modernizations <i>Why it is important:</i> Net assets means the CBE is managing its costs and assets in a sustainable way. (* - information not presented in a manner to report correctly)	*	213,282	225,017	225,017	Favorable
Ability to respond to short-term revenue changes	Operating reserves available for use. Days of operation that can be funded by Operating reserves <i>Why it is important:</i> Operating reserves provide the CBE with short-term flexibility to address unanticipated unfunded costs.	\$25,977,000 (3.5 days)	\$23,802,000 (3 days)	\$41,477,000 (5.5 days)	\$41,046,000 (5 days)	Favorable
Ability to respond to short-medium term infrastructure pressures	Capital reserves available for use. Capital reserves available for use as a percent of total assets at net book value <i>Why it is important:</i> Capital reserve amounts provide the CBE with the ability to address emerging unfunded infrastructure (buildings, technology, furniture, fixture, and equipment) needs to maintain programs, services and supports.	\$24,200,000 1.65%	\$28,846,000 1.88%	\$34,341,000 2.24%	\$24,255,000 1.54%	Favorable

Medium - Long Term Financial Health Indicators						
Indicator	Metric / Ratio	2017-18	2018-19	2019-20	Q2 2020-21	Status
						Favorable
						Neutral
						Unfavorable
Health of CBE School Infrastructure (see Note 2)	Estimated Deferred Maintenance	\$162,000,000	\$173,000,000	\$173,000,000	\$173,000,000	Unfavorable
	Why it is important: Deferred maintenance is the estimated cost to repair/upgrade the major building systems that are currently operating beyond their designed service life. An increase in deferred maintenance over time is an indicator of significant future cost and risk.					
Potential Future Cash Outflows related to CBE School Infrastructure (see Note 2)	Asset Retirement Obligations and Liabilities related to Contaminated Sites	\$ 327,000	\$ 327,000	\$ 2,127,000	\$ 2,127,000	Unfavorable
	Why it is important: The requirement to restore certain schools and property that may require remediation is a cost that will need to be outlaid at some point in the future.					
Ability to continue to fund current levels of programs, services, and supports (see Note 1)	Per student funding from Alberta Education. Total Alberta Education Funding divided by number of students	\$8,995	\$9,020	\$8,597	\$8,478	Unfavorable
	Why it is important: Per student funding is an indicator of the stability of revenue over time. Increasing funding per student generally indicates an increased ability to maintain programs, services and supports. Decreasing per student funding over time is an indicator that programs, services and supports will need to be re-structured to fit within available resources.					
Enrolment each year	Year over year change in enrolment growth	121,691	123,419	125,809	122,641	Unfavorable
	Why it is important: Increasing enrolment over time is an indicator that costs will continue to increase as programs, services and supports will need to support more students. This includes the need for additional learning spaces which can include the need for new schools. With a weighted moving average funding model, enrolment growth over time means that funding growth will lag actual enrolment. The faster the growth, the greater the lag. Accordingly, the rate of growth over time can indicate a need to re-evaluate programs, services and supports for students.					
Incremental costs change due to compliance with contractual agreements (see Note 1)	Change in average teacher salary year over year.	\$100,771	\$100,453	\$101,000	\$102,334	Unfavorable
	Why it is important: The average teacher salary is one of the most significant factors in driving total CBE spending. Flat or falling average teacher salaries indicates an ongoing ability to fund programs, services and supports. An increase in average teacher salaries over time may impact on the ability to maintain programs, services and supports.					
Incremental cost growth due to inflationary pressure on non-compensation costs (see Note 2)	Statistics Canada annual inflation rate for Calgary Alberta	2.26%	1.64%	1.19%	1.19%	Neutral
	Why it is important: Over time, the cost of most inputs into public education increase due to inflation. Monitoring the inflation rate for Calgary over time allows decision makers to assess the continued affordability and sustainability of programs, services and supports.					
Ability of the CBE to accommodate incremental enrolment growth (see Note 2)	Overall system utilization rate.	83%	85%	86%	84%	Favorable
	Why it is important: The quality and availability of learning spaces plays a significant role in student outcomes. An increase in system utilization rates indicates an increased risk of crowding, potentially lower quality learning spaces, and the need for new or expanded facilities. Conversely, a fall in system utilization rates over time may indicate a need to close or shrink existing learning spaces to ensure the sustainability of programs, services and supports.					
Notes:						
1) Calculation based on budget so will not change on a quarterly basis.						
2) Amounts are not adjusted until year end so will not change on a quarterly basis.						

results monitoring report

Results 3: Citizenship

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Results 3: Citizenship, the Chief Superintendent certifies that the information in this report is accurate and complete, and that the organization is:

- making reasonable progress toward achieving the desired results.
- making reasonable progress with exception (s) (as noted).
- not making reasonable progress.

Based on the fact that data is available on four of 12 indicators only, I cannot make a determination on reasonable progress.



Signed: _____

Date: March 3, 2021

Christopher Usih, Chief Superintendent

BOARD OF TRUSTEES ACTION

With respect to Results 3: Citizenship, the Board of Trustees finds the organization:

- to be making reasonable progress.
- to be making reasonable progress with exception (as noted in motion).
- not to be making reasonable progress.

Summary statement/motion of the Board of Trustees:

Signed: _____

Date: _____

Marilyn Dennis, Chair, Board of Trustees



Executive Summary |

As the CBE Student Survey was not administered in 2019-20, the corresponding questions for the policy and indicators were not asked and no statistical analysis has been done.

Analysis |

Due to the move to remote learning mid-March 2020, report card data in this report is based on the first six and a half months of the school year only. Further, due to the interruption of in-person learning, the CBE Student Survey was not administered in 2019-20. It is this context in which the analysis is situated.

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 3 report card stems.

The one policy (3.1) that was the focus of the CBE Student Survey was not measured due to the interruption of in-person learning and the move to remote learning for mid-March through June 2020.

Targets |

Targets will be considered annually and finalized based on the identified areas of concern. What follows is a summary of the targets for 2019-20 and whether they were met or not.

Policy 3.1

- Indicator 2 – Target for 2019-20: improvement on baseline summary measure
Due to COVID-19 and the move to remote learning, the CBE Student Survey was not administered in 2019-20.
- Indicator 3 – Target for 2019-20: improvement on baseline summary measure
Due to COVID-19 and the move to remote learning, the CBE Student Survey was not administered in 2019-20.

Context for Indicators |

Due to the cancellation of in-school classes on March 15, the CBE Student Survey, which was set to be administered in April/May 2020, was cancelled. Of the 12 indicators for Results 3 monitoring, eight are based on the CBE Student Survey. The CBE Student Survey is expected to be administered in the 2020-21 school year.

Student achievement of Results 3 is demonstrated in and through learning. The summative indicators of success are based on evidence collected from learning situations and the quality of learning experiences managed by the student.

The collection of these data require significant and sustained face-to-face interactions between teachers and students. Remote learning impacted the collection of data from mid-March to June 2020, as such the report card achievement is based on interactions up to the time when remote learning started.

Given the context, this monitoring report does not have a complete data set. There are data for only four of the 12 indicators, specifically those tied to report card data. The data for these four indicators were determined on approximately 65% of a standard year

With respect to the move to remote learning, on March 15, 2020, Alberta's Minister of Education informed school divisions that due to the COVID-19 pandemic, in-school classes were cancelled and that teacher-directed learning would continue.

The following is an excerpt from the Alberta Education News Release:

Continuity of student learning and content delivery

For all kindergarten to Grade 12 students, school authorities will offer at-home learning opportunities, either through online means or through other accommodations, such as course packages and telephone check-ins. Government expects that every student, regardless of their geographic location or socioeconomic status, will continue to learn while in-school classes across the province are cancelled. This includes students in public, separate, Francophone, charter and independent schools, and Indigenous students attending provincial schools.

To identify what content needs to be delivered, teachers will evaluate curricular outcomes that have not yet been covered, prioritize remaining outcomes based on what is manageable for students working from home, and will plan specific tasks and projects for students.

Content delivery for each grade is broken down as follows:

- Kindergarten – Grade 3
 - Education content will focus on language/literacy and mathematics/numeracy outcomes of the provincial curriculum.
 - Teachers will assign an average of five hours of work per student per week, and will be expected to work with their students and parents on the delivery of these materials.
- Grades 4-6
 - Education content will continue to focus on language/literacy and mathematics/numeracy outcomes, and there will be opportunity to incorporate science and social studies outcomes through cross-curricular learning.
 - Teachers will assign an average of five hours of work per student per week and will be expected to work with their students and parents on the delivery of these materials.
- Grades 7-9
 - Education content will focus on core mathematics, language/literacy, science and social studies curriculum outcomes.
 - Teachers will assign an average of 10 hours of work per student per week and will be expected to work with their students and parents on the delivery of these materials.

- Grades 10-12
 - Education content will focus on specified and core courses required for high school graduation requirements, including language (English, French and French language arts), social studies, mathematics, biology, chemistry and physics.
 - Content from other courses will be delivered where possible, and accommodations for students unable to complete courses are in place.

Grade progression and report cards

Every student will receive final grades and will receive a report card, appropriate to their grade level. Teachers will be responsible for assessing a student's progress and assigning a final grade. School authorities have committed to ensuring parents are consulted and kept informed of how assessment will be determined in this unique circumstance. All students who were on track to progress to the next grade will.

– Alberta Ministry of Education | News Release | March 20, 2020

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 3: Each student will be a responsible citizen.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to affirm the responsibility of public education to contribute to the development of informed and engaged community members.

The Chief Superintendent interprets *each student will be a responsible citizen* to mean that in and through their learning program, every individual learner in The Calgary Board of Education will understand and act within the rights and obligations of community membership and that they will be prepared to assume the social and civic responsibilities of adulthood.

Students will:

3.1 Participate in developing and maintaining our Canadian civil, democratic society.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be involved members of their communities.

The Chief Superintendent interprets *participate in developing and maintaining our Canadian civil, democratic society* to mean that students will exercise the democratic rights and responsibilities afforded to them by the community, including actions that help to create positive change.

Specifically, this means that students will:

- act on behalf of themselves, others and the community;
- contribute to events of common concern; and
- help groups work together.

Indicators |

1. Percentage of students in kindergarten-grade 9 reported to exercise their democratic rights and responsibilities within the learning community; as measured by student report cards.

The following indicators could not be measured due to the interruption of in-person learning, and the move to remote learning for mid-March through June 2020.

2. Percentage of high school students who report that they exercise their democratic rights and responsibilities within the learning the learning community; as indicated by the Overall Agreement of the **Learning Community Citizenship Summary Measure** from the CBE Student Survey.
3. Percentage of high school students who report that they have participated in community service, school service or volunteer work to help others; as indicated by the Overall Agreement of the **Service Summary Measure** from the CBE Student Survey.

Students will:

3.2 Understand the rights and responsibilities of citizenship in local, national and international contexts.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be informed about and able to contribute to their immediate communities and the larger world.

The Chief Superintendent interprets *rights and responsibilities of citizenship* to mean the freedoms and obligations of all Canadian citizens.¹

The Chief Superintendent interprets *local, national and international contexts* to include home, neighbourhood and school groups as well as Calgary, Alberta, Canada and the world.

Indicators |

1. Percentage of students successfully demonstrating understanding of Social Studies issues, information and ideas; as measured by school report cards.

¹ Government of Canada, Citizenship and Immigration Canada, Study Guide – Discover Canada: The rights and responsibilities of citizenship. Retrieved February 10, 2020 from <https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/discover-canada/read-online/rights-responsibilities-citizenship.html>

The following indicators that were the focus of the CBE Student Survey were not measured due to the interruption of in-person learning, and the move to remote learning for mid-March through June 2020.

2. Percentage of students who report they understand what it means to be a responsible citizen in their local and national communities; as indicated by the Overall Agreement of the **Local and National Citizenship Summary Measure** from the CBE Student Survey.
3. Percentage of students who report they understand what it means to be a responsible global citizen; as indicated by the Overall Agreement of the **Global Citizenship Summary Measure** from the CBE Student Survey.

Students will:

3.3 Respect and embrace diversity.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students appreciate the cultural pluralism and individual equality that are foundational to Canadian society.

The Chief Superintendent interprets *respect and embrace* to mean to see as equal, learn from and treat with dignity.

The Chief Superintendent interprets *diversity* to mean the full range of uniqueness within humanity.

Indicators |

1. Percentage of students in kindergarten-grade 9 reported to demonstrate respect and appreciation for diversity; as measured by student report cards.

The following indicators that were the focus of the CBE Student Survey were not measured due to the interruption of in-person learning, and the move to remote learning for mid-March through June 2020.

2. Percentage of high school students who report they value other cultures; as indicated by the Overall Agreement of the **Embracing Culture Summary Measure** from the CBE Student Survey.
3. Percentage of high school students who report they appreciate and learn from the perspectives of others; as indicated by the Overall Agreement of the **Diversity and Inclusion Summary Measure** from the CBE Student Survey.

Students will:

3.4 Be responsible stewards of the environment by contributing to its quality and sustainability.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will care for the diversity and health of the land, its ecosystems and climate by minimizing the impact of their activities.

The Chief Superintendent interprets *responsible stewards* to mean that students will act to protect resources and minimize waste.

The Chief Superintendent interprets *environment* to mean the surroundings and conditions that affect the development of all living things.

The Chief Superintendent interprets *quality and sustainability* to mean the ability of the environment to support the needs of diverse life forms now and into the future.

Indicator |

The following indicator that was the focus of the CBE Student Survey was not measured due to the interruption of in-person learning, and the move to remote learning for mid-March through June 2020.

1. Percentage of students who report they take action to protect the environment and use resources responsibly; as indicated by the Overall Agreement of the **Environmental Stewardship Summary Measure** from the CBE Student Survey.

Students will:

3.5 Be able to lead and follow as appropriate, and to develop and maintain positive relationships with other individuals and groups in order to manage conflict and to reach consensus in the pursuit of common goals.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will work well with others to advance individual and group learning.

The Chief Superintendent interprets *lead and follow* to mean that students take multiple roles in contributing to the work of a group.

The Chief Superintendent interprets *develop and maintain positive relationships* to mean that students communicate and interact effectively with others.

The Chief Superintendent interprets *manage conflict and reach consensus* to mean that students communicate and problem solve together for their shared benefit.

Indicators |

1. Percentages of students in kindergarten-grade 9 reported to work and collaborate effectively with others; as measured by student report cards.

The following indicator that was the focus of the CBE Student Survey was not measured due to the interruption of in-person learning, and the move to remote learning for mid-March through June 2020.

2. Percentage of high school students who report they work and communicate effectively with others; as measured by the Overall Agreement of the **Collaborative Skills Summary Measure** from the CBE Student Survey.

Monitoring Information |

Evidence of Progress |

Board-approved indicators and targets as well as 2019-20 results, analysis and capacity building |

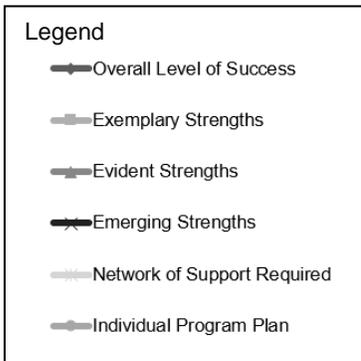
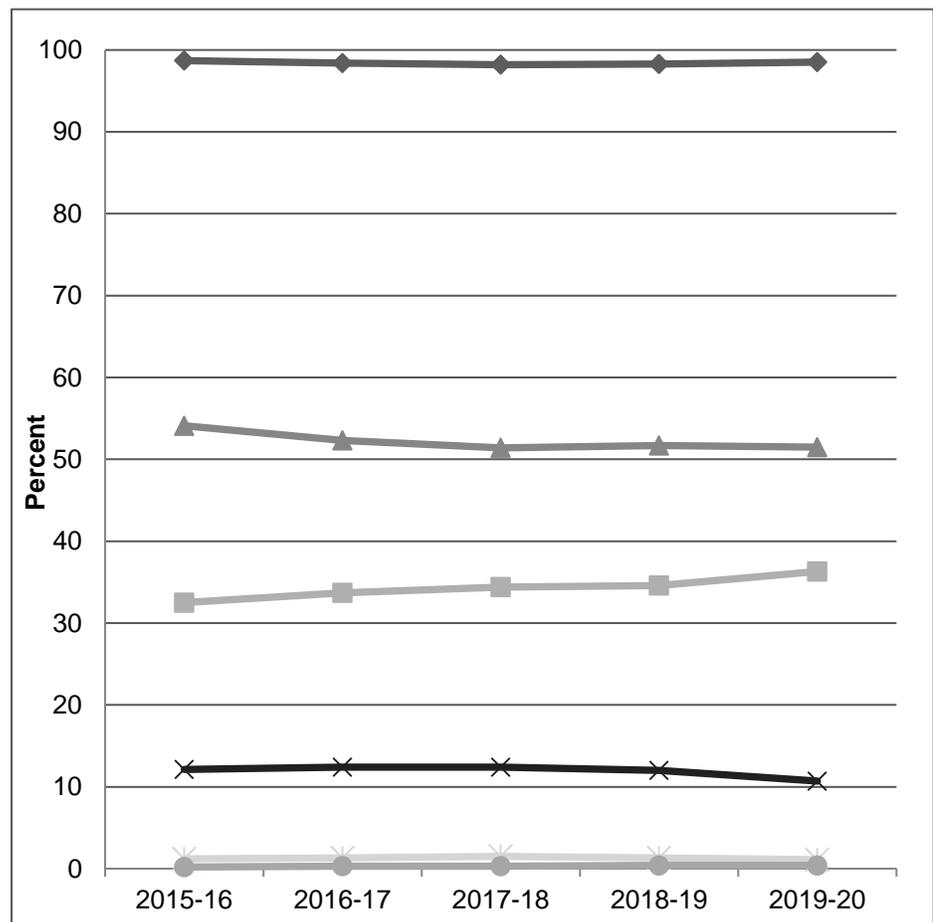
Policy 3.1

1. Percentage of students in kindergarten to grade 9 reported to exercise their democratic rights and responsibilities within the learning community; as measured by student report cards.

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All Students

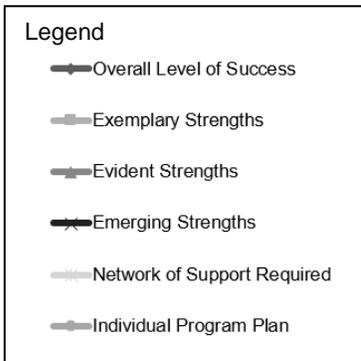
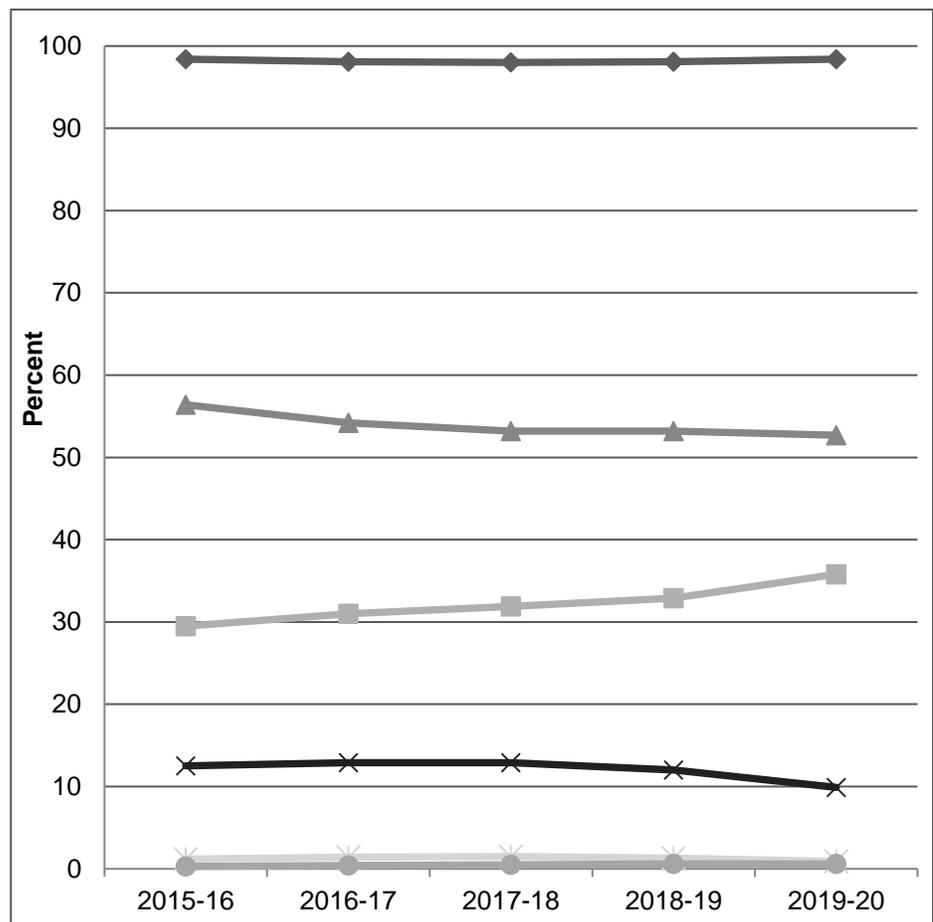
Exercises democratic rights and responsibilities within the learning community ² (%)					
	2015-16	2016-17	2017-18	2018-19	2019-20
Exemplary Strengths	32.5	33.7	34.4	34.6	36.3
Evident Strengths	54.1	52.3	51.4	51.7	51.5
Emerging Strengths	12.1	12.4	12.4	12.0	10.7
Network of Support Required	1.2	1.3	1.5	1.3	1.1
Individual Program Plan	0.2	0.3	0.3	0.4	0.4
Overall levels of success	98.7	98.4	98.2	98.3	98.5



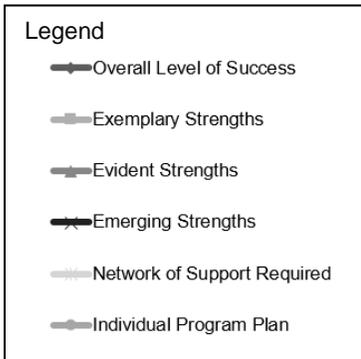
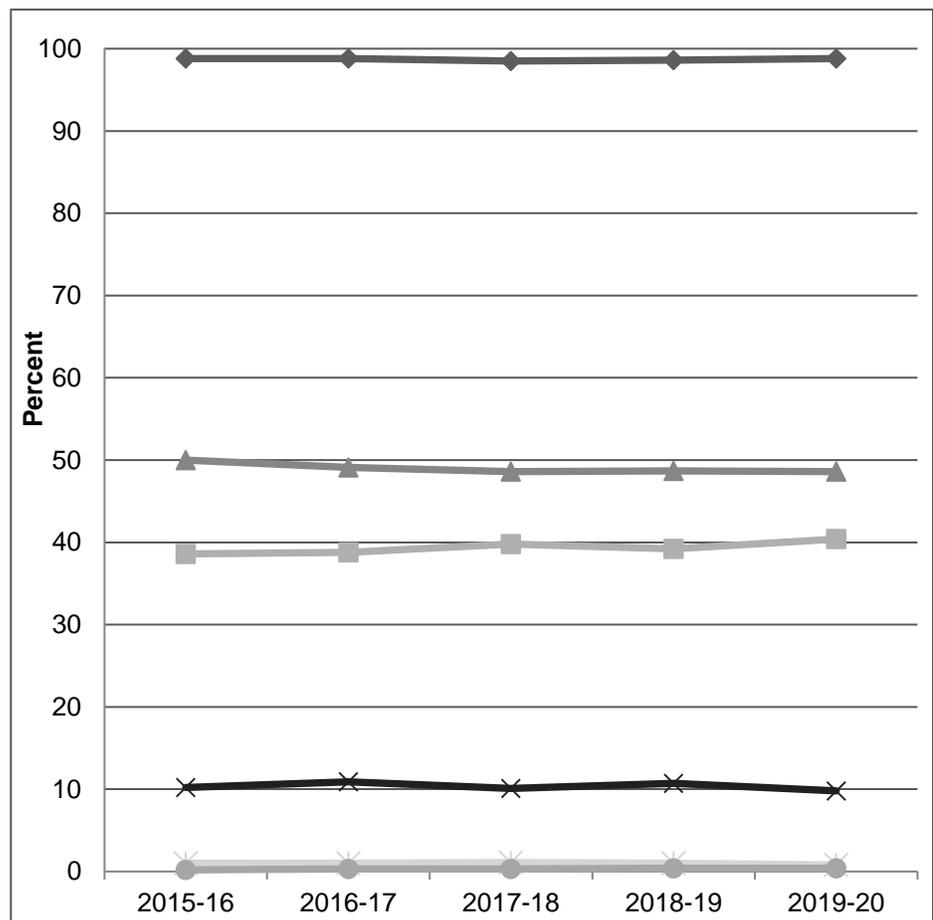
² The general indicators for this stem are:

- contributes to events of common concern;
- advocates for self, others and the common good;
- takes responsibility and action to help the group work smoothly; and
- adheres to community expectations and personal convictions in conducting and representing learning.

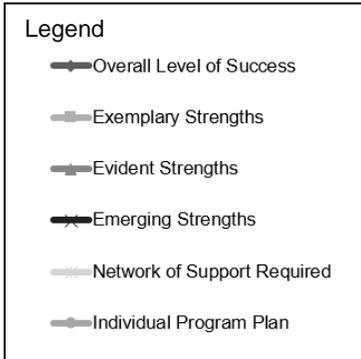
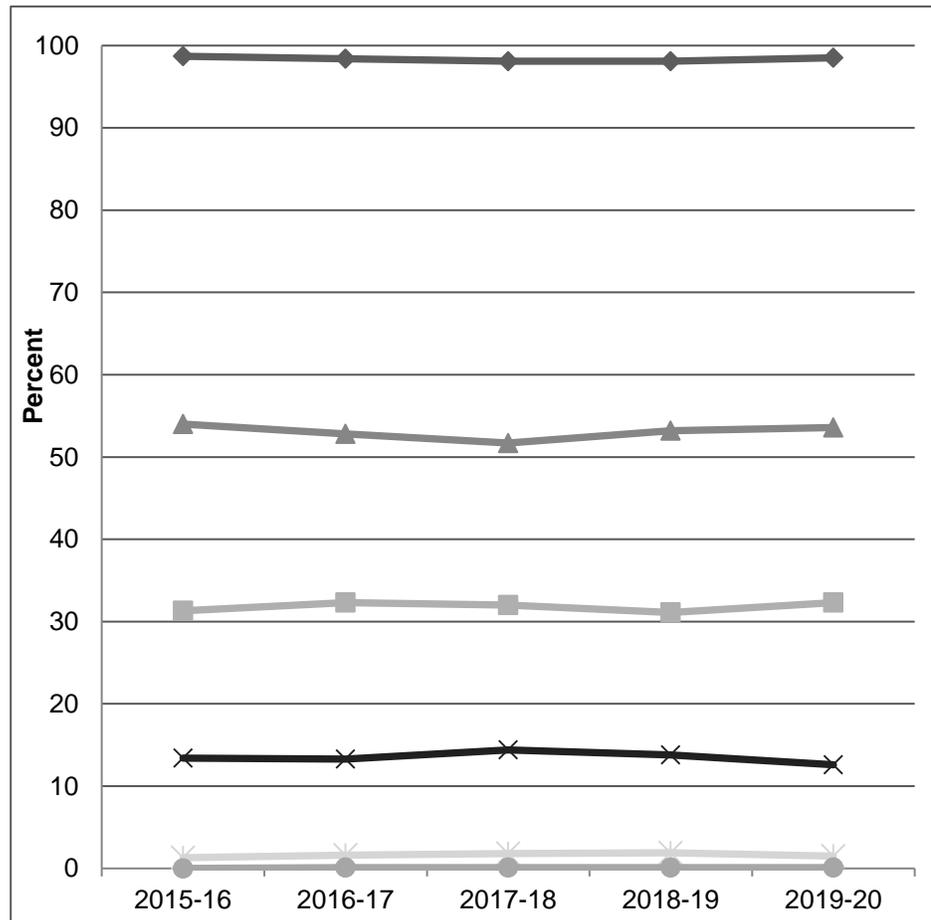
Exercises democratic rights and responsibilities within the learning community (%).					
	2015-16	2016-17	2017-18	2018-19	2019-20
Exemplary Strengths	29.5	31.0	31.9	32.9	35.8
Evident Strengths	56.4	54.2	53.2	53.2	52.7
Emerging Strengths	12.5	12.9	12.9	12.0	9.9
Network of Support Required	1.2	1.4	1.5	1.3	0.9
Individual Program Plan	0.3	0.4	0.5	0.6	0.6
Overall levels of success	98.4	98.1	98.0	98.1	98.4



Exercises democratic rights and responsibilities within the learning community (%).					
	2015-16	2016-17	2017-18	2018-19	2019-20
Exemplary Strengths	38.6	38.8	39.8	39.2	40.4
Evident Strengths	50.0	49.1	48.6	48.7	48.6
Emerging Strengths	10.2	10.9	10.1	10.7	9.8
Network of Support Required	1.0	1.0	1.1	1.0	0.8
Individual Program Plan	0.2	0.3	0.3	0.4	0.4
Overall levels of success	98.8	98.8	98.5	98.6	98.8



Exercises democratic rights and responsibilities within the learning community (%).					
	2015-16	2016-17	2017-18	2018-19	2019-20
Exemplary Strengths	31.3	32.3	32.0	31.1	32.3
Evident Strengths	54.0	52.8	51.7	53.2	53.6
Emerging Strengths	13.4	13.3	14.4	13.8	12.6
Network of Support Required	1.3	1.6	1.8	1.9	1.5
Individual Program Plan	0.0	0.1	0.1	0.1	0.1
Overall levels of success	98.7	98.4	98.1	98.1	98.5



- Target 2019-20

No target was set.

- Analysis

All Students: A strong upward trend was observed in the Exemplary Strengths over the last five years and reached a significantly increased 36.3 per cent in 2019-20 based on a Chi-Squared comparison to the previous three-year average. The Overall Level of Success in 2019-20 was also significantly higher than the previous three-year average.

To determine improvement in Network of Support Required and Individual Program Plan, the percentage of students in these categories should decrease. In 2019-20, the result of Network of Support Required reached the lowest percentage over the last five years.

Division 1: Similar patterns to All Students are seen in these data.

Division 2: Recovered from the 0.6 percentage point decline in 2018-19, Exemplary Strengths experienced a significant increase of 1.2 percentage points in 2019-20 and maintained an upward trend across five years. The 2019-20 Overall Level of Success result matched the highest result of 98.8 per cent over the last three years and the result was significantly higher than the previous three-year average by test. Division 2 students Network of Support Required results for 2019-20 are their lowest in five years.

Division 3: The same 1.2 percentage point increase was seen in the Exemplary Strengths result for both Division 2 and Division 3 students in 2019-20 while based on a Chi-Squared comparison to the previous three-year average, only the increase in Division 2 was significant. The results of Individual Program Plan remained stable at a low level.

The 2019-20 division comparison results are the following:

- Highest Overall Level of Success result: Division 2
- Highest Exemplary Strengths result: Division 2
- Highest Evident Strengths result: Division 3
- Highest Emerging Strengths result: Division 3
- Lowest Network of Support Required result: Division 2
- Lowest Individual Program Plan result: Division 3

- Interpretation

This indicator continues to be an area of strength for the All Students cohort with stable overall levels of success above 98%. CBE students exercise democratic rights and responsibilities within their learning communities, particularly in those experiences that are embedded in the daily activity and work of the classroom, to a very high degree.

The differences from year to year are small and can be attributed to changes in the population of students within each Division. Exemplary Strengths continues to improve in Division 1, 2 and 3.

It is noted that the indicator Network of Support Required has decreased in all divisions as compared to the previous year.

Policy 3.1 Indicator 2

2. Percentage of high school students who report that they exercise their democratic rights and responsibilities within the learning community; as indicated by the Overall Agreement of the **Learning Community Citizenship Summary Measure** from the CBE Student Survey.

The CBE Student Survey was not administered in 2019-20.

Policy 3.1 Indicator 3

3. Percentage of high school students who report that they have participated in community service, school service or volunteer work to help others; as indicated by the Overall Agreement of the **Service Summary Measure** from the CBE Student Survey.

The CBE Student Survey was not administered in 2019-20.



Policy 3.2

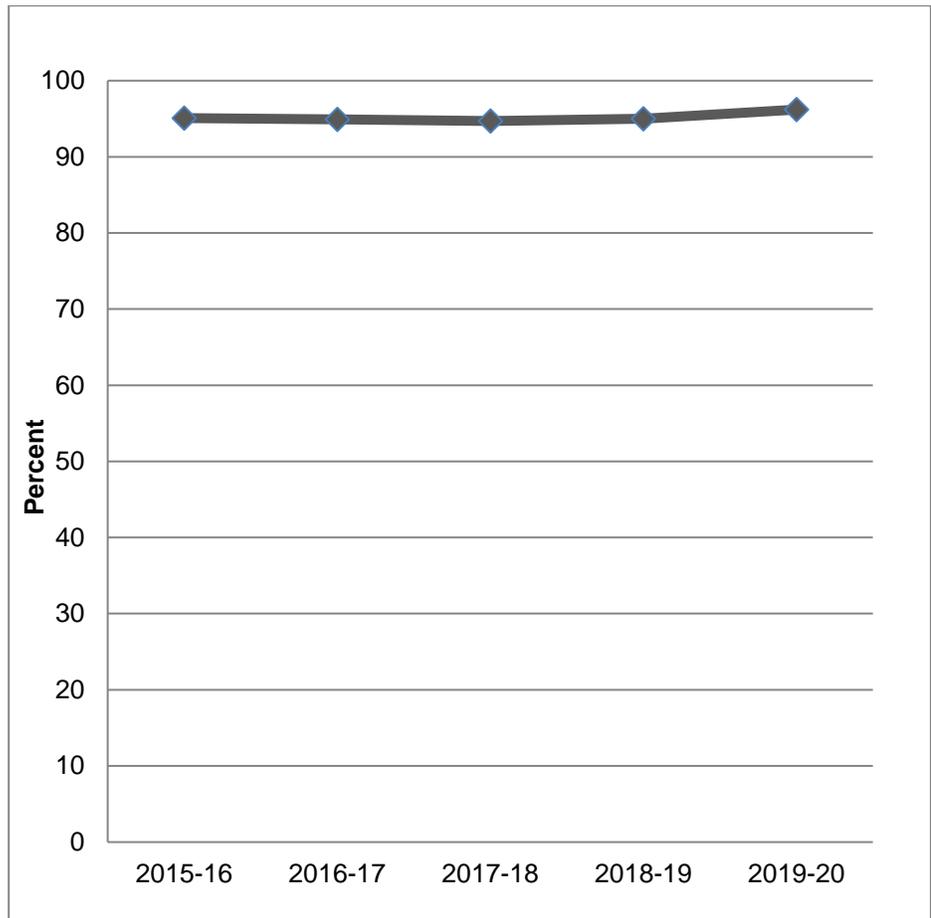
1. Percentage of students successfully demonstrating understanding of Social Studies issues, information and ideas; as measured by school report cards.

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Policy 3.2 Indicator 1

Students demonstrating understanding of Social Studies issues, information and ideas (%)				
2015-16	2016-17	2017-18	2018-19	2019-20
95.1	94.9	94.7	95.0	96.2



- Target 2019-20
No target was set.
- Analysis
After the first notable increase in 2018-19, a significant increase of 1.2 percentage points was observed in the 2019-20 result and reached the highest performance level across five years. The five-year trend is slightly upward.
- Interpretation
Successfully demonstrating understanding of Social Studies issues, information and ideas as measured by pass rates in Social Studies courses, continues to be an area of stability and strength for CBE students, with success rates at 96.2%.

Policy 3.2 Indicator 2

2. Percentage of students who report they understand what it means to be a responsible citizen in their local and national communities; as indicated by the Overall Agreement of the **Local and National Citizenship Summary Measure** from the CBE Student Survey.

The CBE Student Survey was not administered in 2019-20.

Policy 3.2 Indicator 3

3. Percentage of students who report they understand what it means to be a responsible global citizen; as indicated by the Overall Agreement of the **Global Citizenship Summary Measure** from the CBE Student Survey.

The CBE Student Survey was not administered in 2019-20.

Policy 3.3

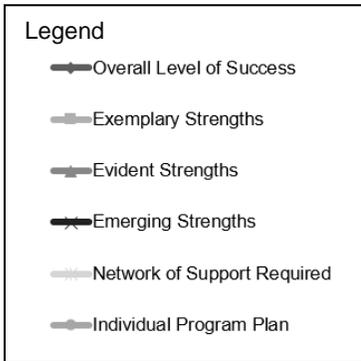
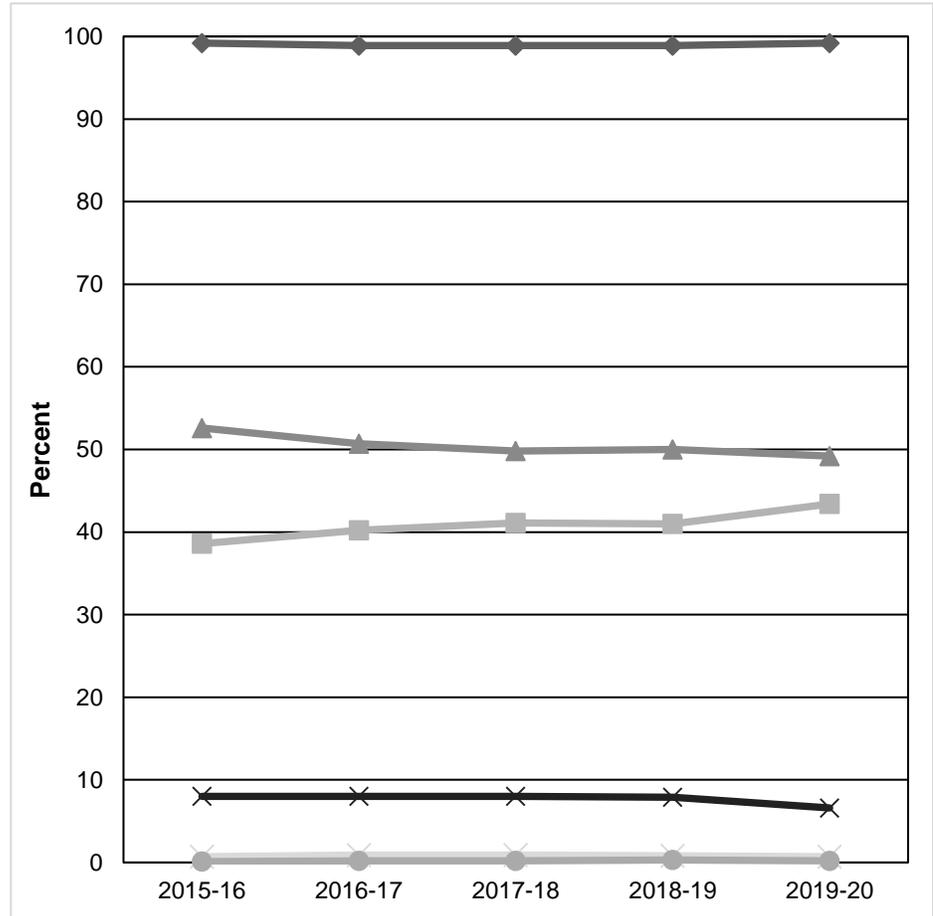
1. Percentage of students in kindergarten to grade 9 reported to demonstrate respect and appreciation for diversity; as measured by student report cards.

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All Students

Demonstrates respect and appreciation for diversity ³ (%)					
	2015-16	2016-17	2017-18	2018-19	2019-20
Exemplary Strengths	38.6	40.2	41.1	41.0	43.4
Evident Strengths	52.6	50.7	49.8	50.0	49.2
Emerging Strengths	8.0	8.0	8.0	7.9	6.6
Network of Support Required	0.7	0.9	0.9	0.8	0.7
Individual Program Plan	0.1	0.2	0.2	0.3	0.2
Overall Level of Success	99.2	98.9	98.9	98.9	99.2

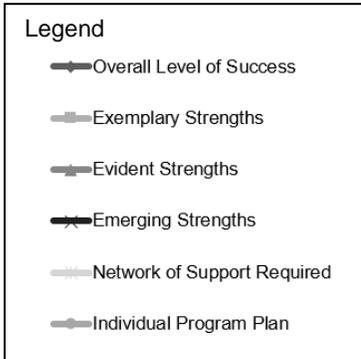
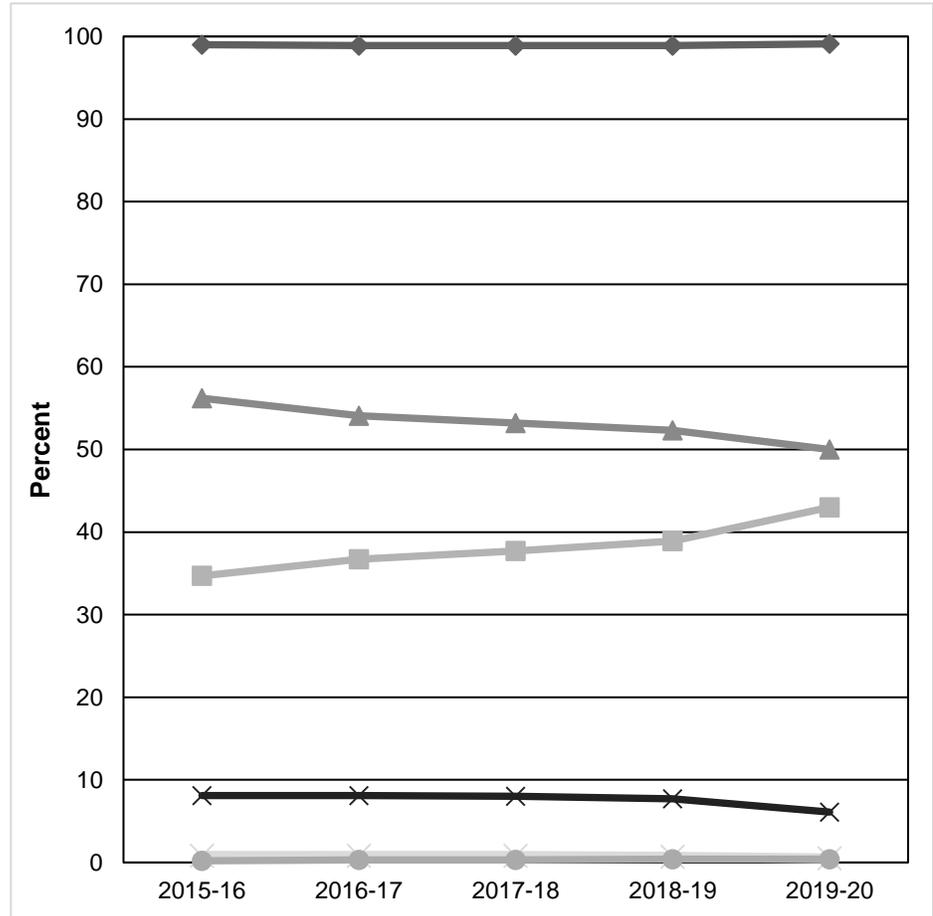


³ The general indicators for this stem are:

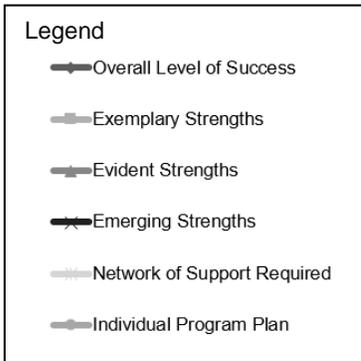
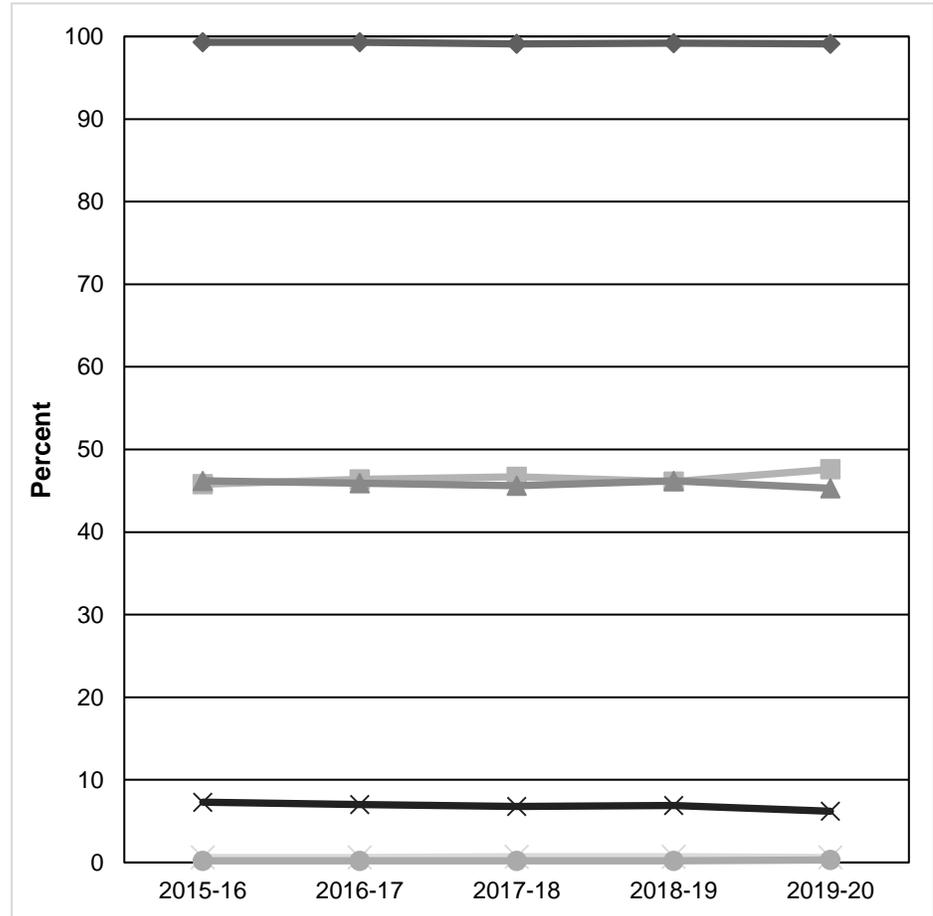
- shows concern for the dignity and equality of all;
- demonstrates appreciation for individual and cultural differences;
- seeks to learn about and from unfamiliar ways of thinking and living; and
- uses diverse viewpoints in a learning context.

Division 1

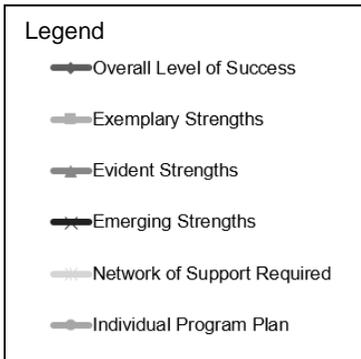
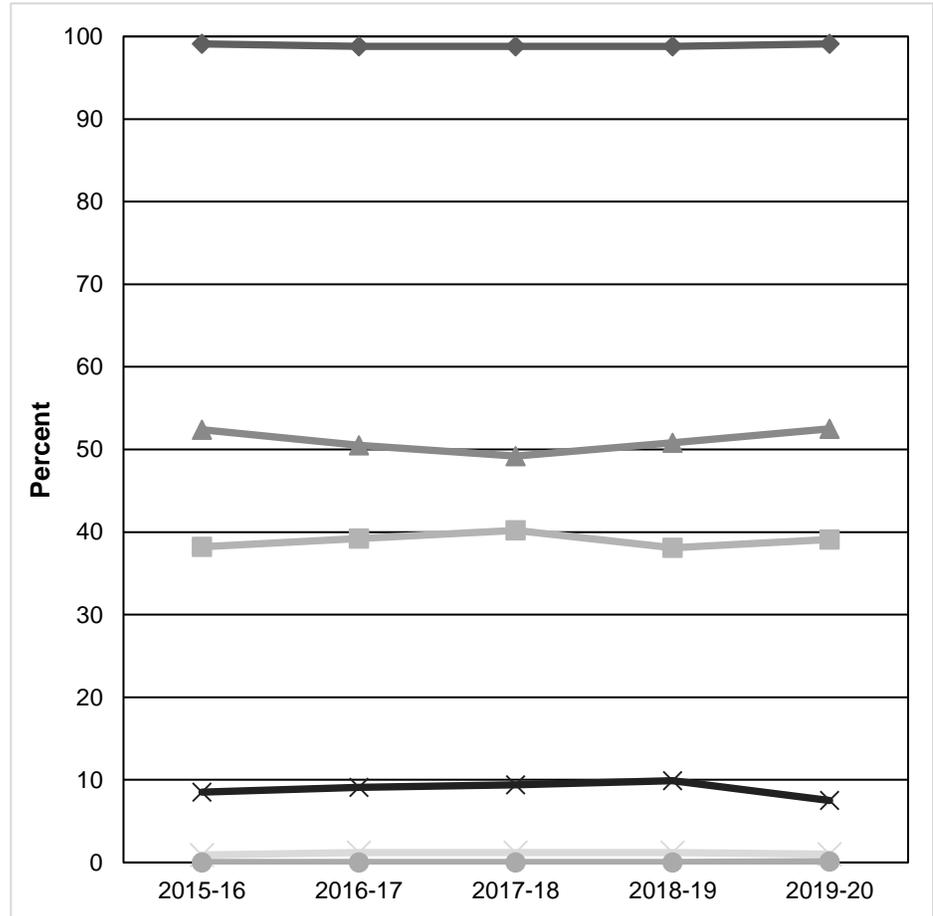
Demonstrates respect and appreciation for diversity (%).					
	2015-16	2016-17	2017-18	2018-19	2019-20
Exemplary Strengths	34.7	36.7	37.7	38.9	43.0
Evident Strengths	56.2	54.1	53.2	52.3	50.0
Emerging Strengths	8.1	8.1	8.0	7.7	6.1
Network of Support Required	0.8	0.8	0.8	0.7	0.5
Individual Program Plan	0.2	0.3	0.3	0.4	0.4
Overall Level of Success	99.0	98.9	98.9	98.9	99.1



Demonstrates respect and appreciation for diversity (%).					
	2015-16	2016-17	2017-18	2018-19	2019-20
Exemplary Strengths	45.8	46.4	46.7	46.1	47.6
Evident Strengths	46.2	45.9	45.6	46.2	45.3
Emerging Strengths	7.3	7.0	6.8	6.9	6.2
Network of Support Required	0.6	0.6	0.7	0.7	0.6
Individual Program Plan	0.2	0.2	0.2	0.2	0.3
Overall Level of Success	99.3	99.3	99.1	99.2	99.1



Demonstrates respect and appreciation for diversity (%).					
	2015-16	2016-17	2017-18	2018-19	2019-20
Exemplary Strengths	38.2	39.2	40.2	38.1	39.1
Evident Strengths	52.4	50.5	49.2	50.8	52.5
Emerging Strengths	8.5	9.1	9.4	9.9	7.5
Network of Support Required	0.9	1.2	1.2	1.2	1.0
Individual Program Plan	0.0	0.0	0.0	0.0	0.1
Overall Level of Success	99.1	98.8	98.8	98.8	99.1



- Target 2019-20

No target was set.

- Analysis

All Students: Following a steady performance of 98.9 per cent in the Overall Level of Success over the previous three years, a significant increase of 0.3 percentage points was observed in 2019-20 and matched the highest result in 2015-16. Exemplary Strengths showed an upward trend across five years despite the moderate decline in 2018-19.

To determine improvement in Network of Support Required and Individual Program Plan, the percentage of students in these categories should decrease. In 2019-20, the result of Network of Support Required reached the lowest percentage over the last five years. After a gradual increase in the results of Individual Program Plan starting from 2015-16, the first decrease over the last five years was observed in 2019-20.

Division 1: Similar to the performances for All Students, the Overall Level of Success maintained a stable performance of 98.9 per cent over the previous three years while a significant increase was observed in 2019-20 and reached the highest result of 99.1 per cent across five years. Exemplary Strengths showed a strong upward trend over time with a notable increase of about 4.0 percentage points in 2019-20. The results of Network of Support Required show a downward trend.

Division 2: In 2019-20, a decrease of 0.1 percentage points was observed in the Overall Level of Success and reached the lowest result of 99.1 per cent across five years. However, based on a Chi-Squared comparison to the previous three-year average, the result in 2019-20 was not significantly declined. Despite the notable decrease in 2018-19, the Exemplary Strengths showed an upward trend over time with a significant increase of 1.5 percentage points in 2019-20. Moreover, the results of Network of Support Required and Individual Program Plan showed relatively stable performances over the five years.

Division 3: Similar to All Students and Division 1, while maintaining the 98.8 per cent Overall Level of Success from 2016-17 to 2018-19, a significant increase of 0.3 percentage points was observed in 2019-20. Recovered from the noticeable decrease in 2018-19, the Exemplary Strengths result showed a significant increase in 2019-20 and achieved a result that was statistically similar to the previous three-year average by test. After maintaining the 1.2 per cent Network of Support result for three years, a notable improvement was observed in 2019-20.

Policy 3.3 Indicator 1

The 2019-20 division comparison results are the following:

- Highest Overall Level of Success result: Divisions 1, 2, 3
- Highest Exemplary Strengths result: Division 2
- Highest Evident Strengths result: Division 3
- Highest Emerging Strengths result: Division 3
- Lowest Network of Support Required result: Division 1
- Lowest Individual Program Plan result: Division 3

- Interpretation

Demonstrating respect and appreciation for diversity continues to be an area of stability and strength for CBE students, with a 2019-20 Overall Level of Success at 99.2% and only minor fluctuations in the past 5 years.

It is noted that students in Division 2 continue to demonstrate high levels of Exemplary Strengths compared to the All Students, Division 1 and Division 3 cohorts. In K-6 settings, Division 2 students are often positioned as school leaders who exemplify demonstrating respect and appreciation for diversity.

It is worth noting that the Network of Support Required has decreased in each of the divisions. Students in divisions 2 and 3 had a slight increase in the Individual Program Plan.

Policy 3.3 Indicator 2

2. Percentage of high school students who report they value other cultures; as indicated by the Overall Agreement of the **Embracing Culture Summary Measure** from the CBE Student Survey.

The CBE Student Survey was not administered in 2019-20.

Policy 3.3 Indicator 3

3. Percentage of high school students who report they appreciate and learn from the perspectives of others; as indicated by the Overall Agreement of the **Diversity and Inclusion Summary Measure** from the CBE Student Survey.

The CBE Student Survey was not administered in 2019-20.

Policy 3.4

1. Percentage of students who report they take action to protect the environment and use resources responsibly; as indicated by the Overall Agreement of the **Environmental Stewardship Summary Measure** from the CBE Student Survey.

The CBE Student Survey was not administered in 2019-20.

Policy 3.5

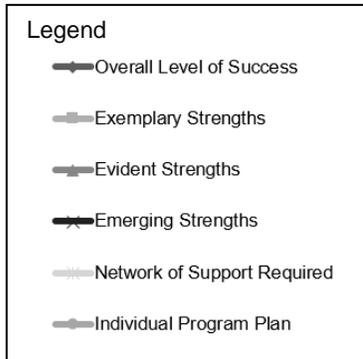
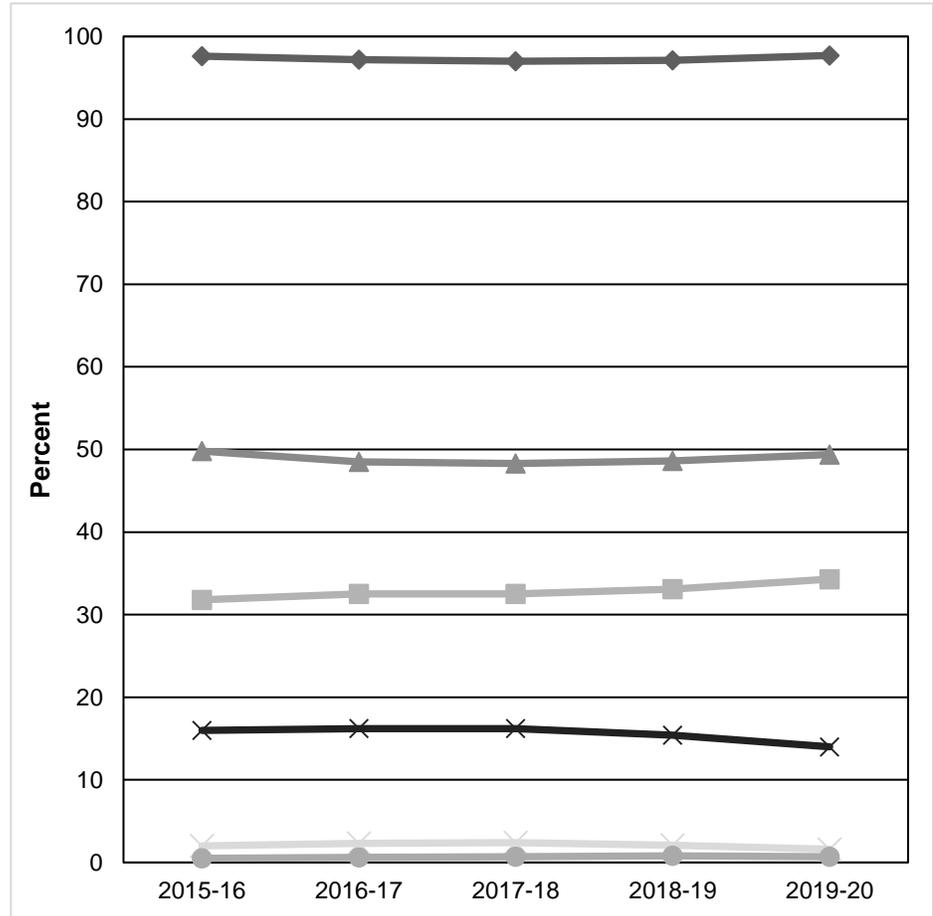
1. Percentage of students in kindergarten to grade 9 reported to work and collaborate effectively with others; as measured by student report cards.

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All Students

Works and collaborates effectively with others ⁴ (%)					
	2015-16	2016-17	2017-18	2018-19	2019-20
Exemplary Strengths	31.8	32.5	32.5	33.1	34.3
Evident Strengths	49.8	48.5	48.3	48.6	49.4
Emerging Strengths	16.0	16.2	16.2	15.4	14.0
Network of Support Required	2.0	2.3	2.4	2.1	1.6
Individual Program Plan	0.5	0.6	0.7	0.8	0.7
Overall levels of success	97.6	97.2	97.0	97.1	97.7

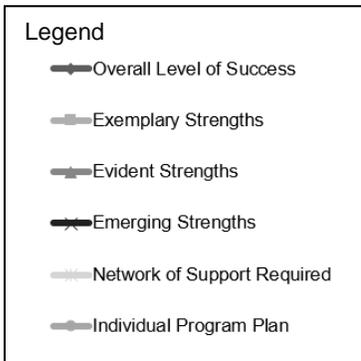
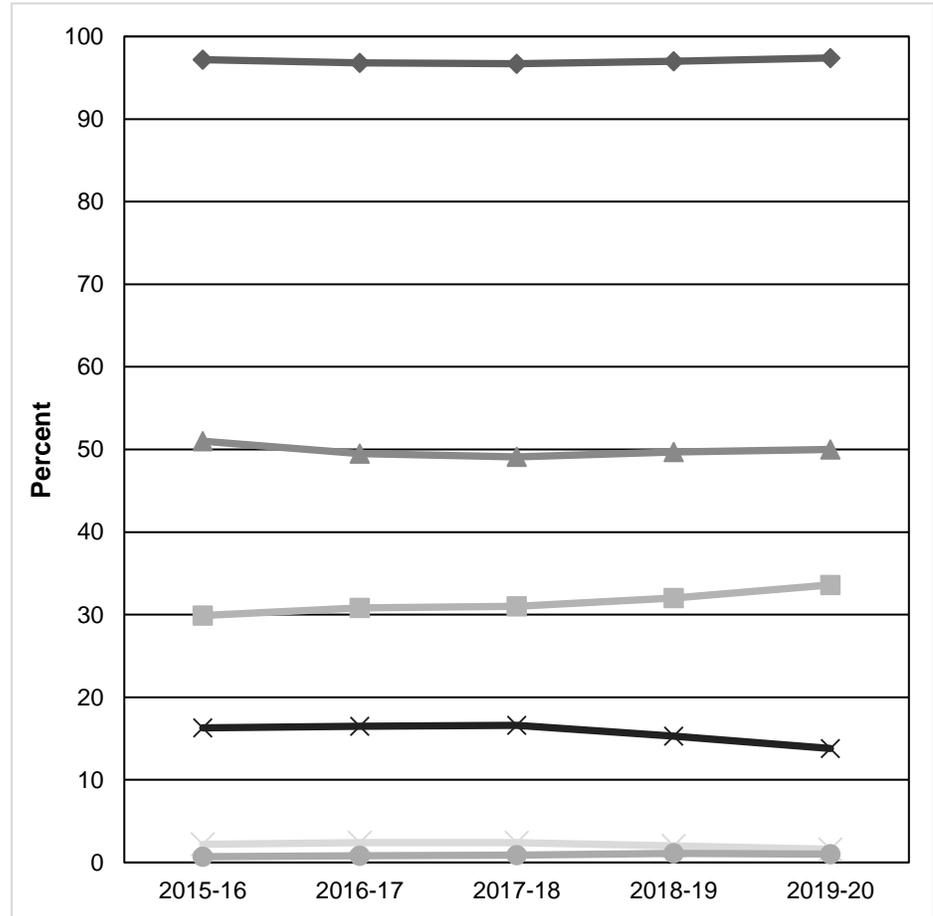


⁴ The general indicators for this stem are:

- assumes leadership or contributing roles to advance learning and community goals;
- communicates with others to build understanding; and
- works with others to manage conflict and reach consensus.

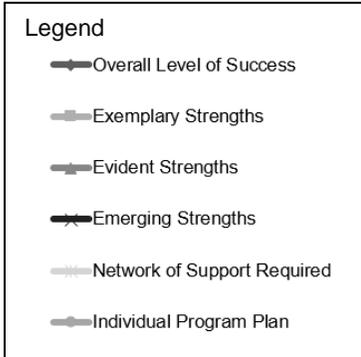
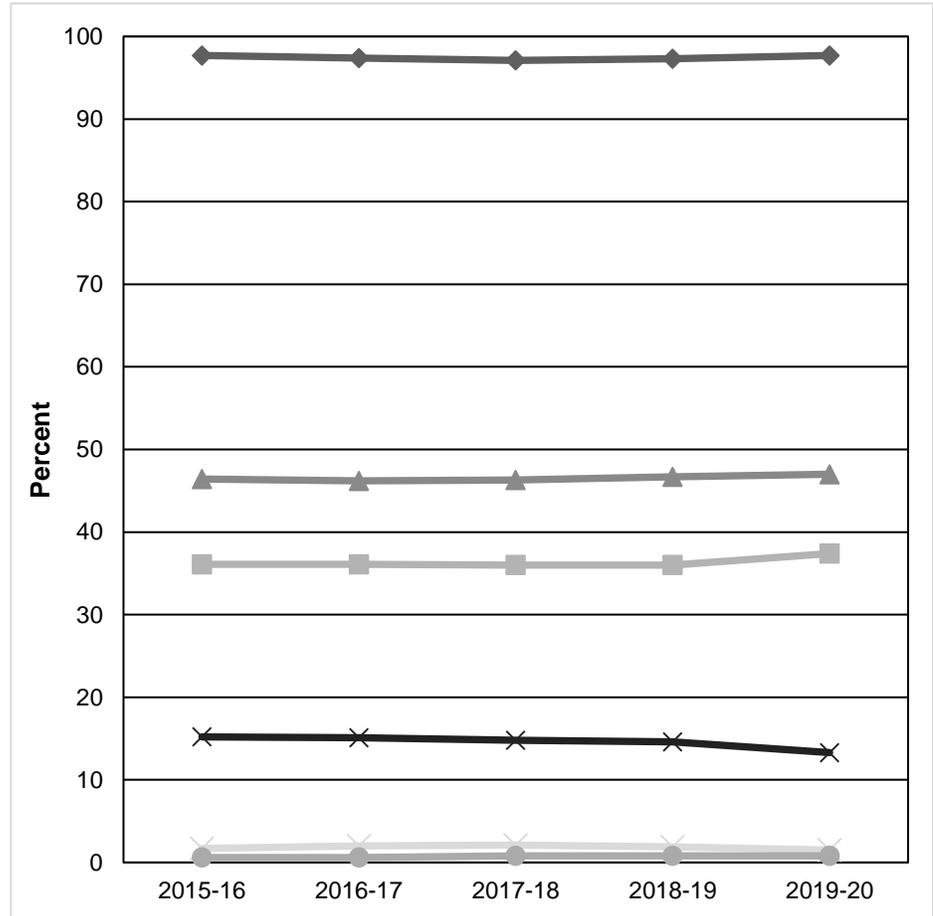
Division 1

Works and collaborates effectively with others (%).					
	2015-16	2016-17	2017-18	2018-19	2019-20
Exemplary Strengths	29.9	30.8	31.0	32.0	33.6
Evident Strengths	51.0	49.5	49.1	49.7	50.0
Emerging Strengths	16.3	16.5	16.6	15.3	13.8
Network of Support Required	2.2	2.4	2.4	2.0	1.6
Individual Program Plan	0.7	0.8	0.9	1.1	1.0
Overall levels of success	97.2	96.8	96.7	97.0	97.4

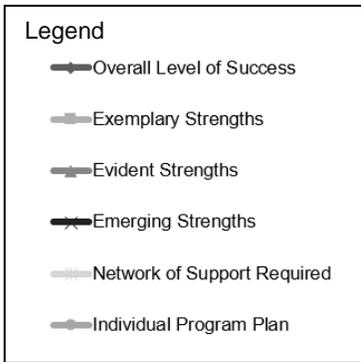
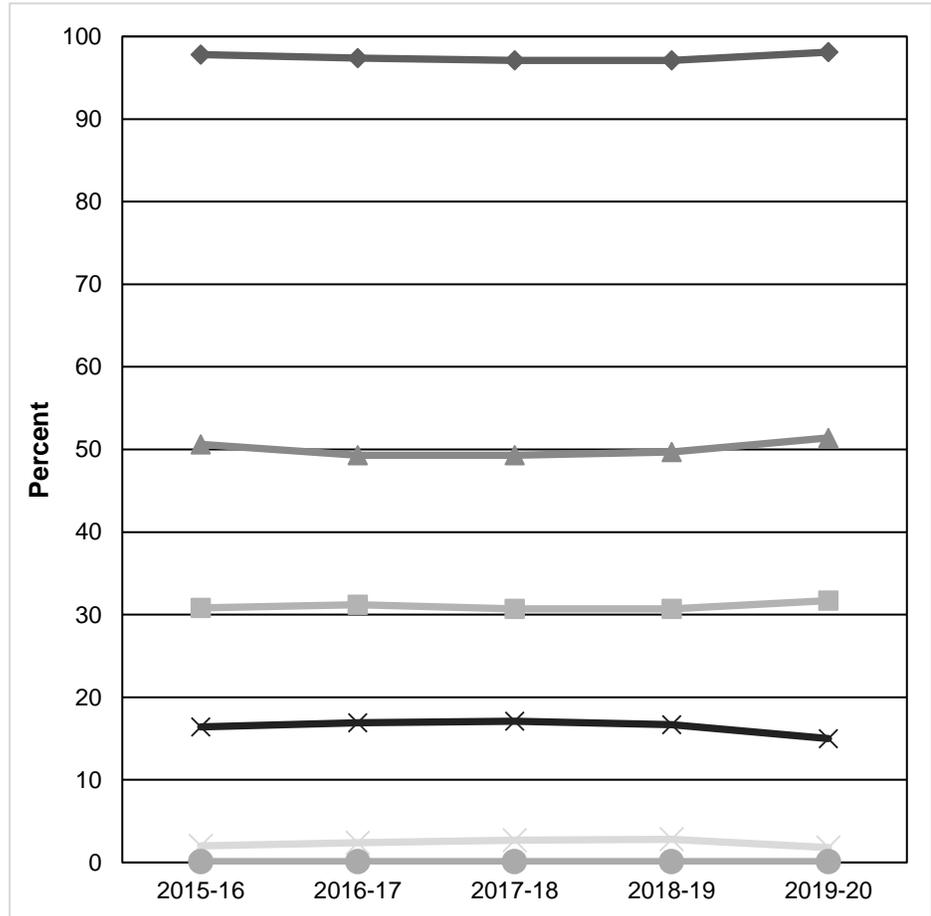


Division 2

Works and collaborates effectively with others (%).					
	2015-16	2016-17	2017-18	2018-19	2019-20
Exemplary Strengths	36.1	36.1	36.0	36.0	37.4
Evident Strengths	46.4	46.2	46.3	46.7	47.0
Emerging Strengths	15.2	15.1	14.8	14.6	13.3
Network of Support Required	1.7	2.0	2.1	1.9	1.5
Individual Program Plan	0.6	0.6	0.8	0.8	0.8
Overall levels of success	97.7	97.4	97.1	97.3	97.7



Works and collaborates effectively with others (%)					
	2015-16	2016-17	2017-18	2018-19	2019-20
Exemplary Strengths	30.8	31.2	30.7	30.7	31.7
Evident Strengths	50.6	49.3	49.3	49.7	51.4
Emerging Strengths	16.4	16.9	17.1	16.7	15.0
Network of Support Required	2.0	2.4	2.7	2.8	1.8
Individual Program Plan	0.1	0.1	0.1	0.1	0.1
Overall levels of success	97.8	97.4	97.1	97.1	98.1



- Target 2019-20

No target was set.

- Analysis

All Students: Beginning with the 2015-16 school year, Overall Level of Success experienced a two-year decelerated decrease with the last two years showing a continuous increase. Moreover, based on the Chi-Squared comparisons to the previous three-year averages, the results of the Overall Level of Success were consistently and significantly improved in 2019-20. Moreover, Exemplary Strengths showed a statistically strong upward trend over time.

To determine improvement in Network of Support Required and Individual Program Plan, the percentage of students in these categories should decrease. The results of Network of Support experienced two significant changes in results from the highest result in 2017-18 to the lowest result in 2019-20.

Division 1: The measures shared similar patterns to All Students.

Division 2: After a two-year continuous decline from 97.7 per cent in 2015-16, the Overall Level of Success showed a two-year continuous increase and achieved the same 97.7 per cent in 2019-20. While maintaining a level around 36 per cent over the previous four years, a significant 1.4 percentage point increase in the Exemplary Strengths result was observed in 2019-20. The Network of Support Required results showed notable decreases over the last two years and achieved the lowest result in five years.

Division 3: In 2019-20, the Overall Level of Success showed the first significant increase and achieved the highest result across five years. Similarly, Exemplary Strengths experienced some fluctuations over time and achieved the highest performance in 2019-20. While the results of Network of Support Required continued to accumulate over the previous four years, a significant decrease of 1.0 percentage point was observed in 2019-20.

The 2019-20 division comparison results are the following:

- Highest Overall Level of Success result: Division 3
- Highest Exemplary Strengths result: Division 2
- Highest Evident Strengths result: Division 3
- Highest Emerging Strengths result: Division 3
- Lowest Network of Support Required result: Division 2
- Lowest Individual Program Plan result: Division 3

Policy 3.5 Indicator 1

- Interpretation

The Overall levels of success for this indicator in 2019-20 were higher than the Overall levels of success in 2018-19 for the All Students, Division 1, Division 2, and Division 3 cohorts. In 2019-20, the All Students cohort had the highest level of Exemplary Strengths in this stem across the past 5 years.

It is noted that students in Division 2 continue to demonstrate high levels of Exemplary Strengths compared to the All Students, Division 1 and Division 3 cohorts.

Given that this stem has the lowest results of the three stems in R3: Citizenship, schools will need to consider how to increase student success on each of the general indicators for this stem.

Policy 3.5 Indicator 2

2. Percentage of high school students who report they work and communicate effectively with others; as measured by the Overall Agreement of the **Collaborative Skills Summary Measure** from the CBE Student Survey.

The CBE Student Survey was not administered in 2019-20.

Building Capacity |

For the 2019-20 report, Building Capacity sections have been combined as most are applicable to each Indicator with data in this report. When data from the CBE Student Survey is available again, this section will return to being included for each individual indicator.

Professional Learning

Create and employ professional learning focused on:

- advancing actions and recommendations from CBE CARES: Collaboration for Anti-Racism and Equity Supports (CARES) to advance inclusion and anti-racism within CBE;
- rolling out of the Bullying Awareness and Prevention Program across the system;
 - Bullying Framework was created and published for all schools and available on Insite.
 - Established use of continuum of behaviours as a system wide expectation.
 - Mandated training on Bullying Awareness and Prevention for all employees on Public SchoolWorks.
 - Established documentation processes for reporting bullying incidences for administrators and teachers for implementation in the 2021-2022 school year.
- developing and implementing a Scope and Sequence guide for core curriculum;
- updating curriculum support pages for Social Studies to include internal and external task design and planning resources and professional learning opportunities for teachers and school leaders;

- Indigenous Education learning requests being supported by Indigenous Education specialists and the system principal approached through a holistic universal, targeted and intensive structure;
 - Holistic universal learning supports offered through ongoing system professional learning for further development of TQS/LQS Competency #5 and Reconciliation through Education (e.g., Acknowledgement of Land, Seasonal Elder teachings, land-based, subject specific, Métis Week, Orange Shirt Day).
 - Holistic targeted learning supports offered to all schools by members of the Indigenous Education Team through personalized support of school based professional learning, including land-based learning and the Indigenous Education Holistic Lifelong Learning Framework Professional Learning focused on LQS Competency #5 is offered at all leadership cohort sessions.
 - Holistic intensive learning supports provided to 17 K-12 core schools across 5 Areas, focused on Indigenous student achievement and well-being, and incorporating Indigenous knowledge into teaching and learning across disciplines. School-based resources include allocation of targeted learning strategist and DLSA support.
- the Indigenous Education team is continuing to provide a wealth of resources and professional learning that build teacher capacity to engage in topics specific to Social Studies dealing with Indigenous histories, perspectives and experiences. The land-based learning series, now in its third year, provides opportunities for teachers to improve their task design by accessing a variety of land, place and seasonal-based learning resources. This work supports teachers in including Indigenous perspectives in their classroom work across the disciplines, particularly in Social Studies, as well as in their broader school learning communities;
- developing a Functional Behaviour Assessment (FBA) process to be implemented by psychologists and strategists. This process focuses on providing Tier 2 supports to schools while addressing students' behavioral issues within the classroom setting. Training has occurred in two online sessions with an additional session scheduled for April;
- increasing understanding of Response to Intervention (RTI) model and RTI interventions (i.e., executive functioning, emotion regulation); and
- leveraging the use of technology in learning environments to meet the needs of diverse learners.

Structures & Processes

- Focus on well-being for learning goals in School Development Plans that include:
 - supporting students with communicating emotions and solving problems effectively;
 - teaching explicit self-regulation and resiliency skills;
- Promote student voice through the design and use of student perception tools including:
 - administration of the OurSCHOOL Survey with students in grades 4-12, Alberta Education Assurance Survey and resume administration of CBE Student Survey;
 - creating an optional K-3 Well-Being Survey so that schools have the option of collecting perception data on this topic from students not included in the Our SCHOOL survey;
 - having the Chief Superintendent hold student voice gathering sessions with students in Elementary, Middle/Junior and High Schools across all seven CBE Areas as a measure of the Three-Year Education Plan. Within that plan, the CBE has a commitment to improve achievement and well-being through enhancing student voice in learning, assessment and decision making. During the spring

sessions, Chief Superintendent Usih will focus on the following questions:

- What does it look like when you have a voice in your learning?
- What does it look like when you have a voice in the assessment of your learning?
- What does it look like when you have a voice in the decision making at your school?
- having Chief Usih meet with Chief Superintendent's Student Advisory Council (CSSAC) alumni on Feb. 17, 2021, to seek their voices related to CBE CARES work. Former CSSAC members, who are now current grade 12 students, provided insight to Chief Usih around the following three questions:
 - What issues, barriers, or concerns prevent students, teachers, and staff from enjoying an inclusive and supportive experience in the current environment?
 - What is currently working within CBE to address racism, equity, diversity, and inclusion?
 - What wise practices and approaches to address issues and barriers are you aware of that could be incorporated in CBE?
- creating the IndigenousEducation@cbe.ab.ca inbox to streamline the process for schools to contact the Indigenous Education Team when requiring support related to student learning;
- improving collaborative process for gathering, analyzing, and sharing holistic data as it relates to Indigenous student achievement and well-being, followed by adjustment of work based on data stories. Indigenous student demographic, achievement and student voice snapshots will be created for 17 core schools and all 7 Areas;
- piloting the Niitsitapi Spirit Model in 6 of the 17 core schools;
- developing DRAFT Indigenous Well-Being Framework and resources;
- continuing to build and nurture relationships with Indigenous community members and supporting community agencies;
- having Inclusive Learning, in collaboration with the ELL Team, develop a new intake form for screening students, with complex learning needs, coming to the Welcome Centre with their family. The outcomes of the new process have been as follows:
 - student is connected to their community school sooner;
 - supporting documentation gathered informs who needs to be engaged in a discussion regarding a possible specialized placement;
 - early engagement of the multidisciplinary team ensures that supports and services are in place, facilitating student access and participation; and
 - collaborative work has resulted in both the ELL and Inclusive Education specialists having enhanced knowledge and understanding of processes and diverse learning profiles;
- a brief and structured model of counselling emphasizing important therapeutic issues that help to mitigate risk factors and to promote well-being in gender diverse students has been developed, and all psychologists will be trained in this approach this April; and
- restructuring School Based Mental Health Counselling services to focus on short-term solution-focused interventions that address the presenting concern in a timely and effective manner. This approach will ensure that mental health services are provided to as many students as possible.

Resources

- Develop and utilize teacher guides for text selection and discussion as a support for the use of diverse texts.
- Create a text and video resource with traditional teachings and connections to Alberta Programs of Study to support school use of Indigenous Education Traditional Games kits.

- Update Indigenous Cultural Protocols document, available on public website and staff Insite.
- Collaboratively support development of Mount Royal University Indigenous Studies dual credit course.
- Maintain the Chief Superintendent Elder Advisory Council with regular online meetings (1-1 and as a group).
- Establish CBE Truth and Reconciliation Circle to advise on CBE efforts to meet Calls to Action related to education for reconciliation. The Truth and Reconciliation Circle will be an internal group made up of school and system leaders (APs, Principals, System Principals, Directors and others) to support and guide our collective efforts to improve academic achievement and well-being for students who self-identify as Indigenous. The Truth and Reconciliation Circle will gather on a regular basis to monitor and adjust the CBE's Indigenous Education Holistic Lifelong Learning Framework and supporting actions and provide four annual updates to the CBE and greater community.
- The Global Learning Team will provide opportunities and experiences for students and staff to gain cross-cultural experiences and understandings.
 - Concentration on expansion of sending countries to provide diversification of our international student population (Spain, Italy, Germany, and Japan).
 - Worked with federal and provincial governments on quarantine plans to be approved to continue to receive international students.
 - Continued promotion of the International Certificate to high school students
 - Celebration of International Education Week.

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 3 will be a minor focus on the CBE Student Survey in 2020-21.

Policy 3.1

- Indicator 2 – Target for 2020-21: improvement on baseline summary measure
- Indicator 3 – Target for 2020-21: improvement on baseline summary measure

APPENDIX

Appendix I: Results 3 | CBE Student Survey Questions & 2019-20 Results

appendix

Results 3 | CBE Student Survey Questions & 2019-20 Results

The CBE Student Survey was **not** administered in 2019-20, as such, the corresponding questions for the policy and indicators were not asked.

Note | the numbers in the square brackets refer to the grades of students who would be asked this question.

Policy 3.1

Indicator 2 – Learning Community Citizenship Summary Measure

Question	Overall Achievement (%)
1 [11,12] When a classmate needs help, I help them.	n/a
2 [11,12] When there is a decision in my school that will impact students, I contribute my ideas to the discussion.	n/a
3 [11,12] When there is a decision in my school that will impact students, I encourage others to share their ideas.	n/a
4 [11,12] When there's an opportunity to volunteer within my school to help others, I join in.	n/a
5 [11,12] When there's an opportunity to volunteer within my school to help others, I try to get others to join in.	n/a
6 [11,12] When my school organizes an activity to help others in our local community, I join in.	n/a
7 [11,12] When my school organizes an activity to help others in our local community, I try to get others to join in.	n/a
8 [11,12] When my school organizes an activity to help others nationally or internationally, I join in.	n/a
9 [11,12] When my school organizes an activity to help others nationally or internationally, I try to get others to join in.	n/a



Indicator 3 – Service Summary Measure

Question	Overall Achievement (%)
1 [11,12] How often do you volunteer your time to help out in your school? [Always, Often, Sometimes, Never, Don't Know]	n/a
2 [11,12] When given the opportunity, how often do you participate as a volunteer in a community organization? [Always, Often, Sometimes, Never, Don't Know]	n/a

Policy 3.2

Indicator 2 – Local and National Citizenship Summary Measure

Question	Overall Achievement (%)
1 I think it is important to obey the law.	n/a
2 I am responsible for myself and my actions.	n/a
3 I think it's important to help other students when they need it.	n/a
4 I want to know how people in the rest of Canada live their lives.	n/a
5 I recognize that it is my responsibility to help develop respect and understanding between Indigenous peoples and other Canadians.	n/a

Indicator 3 – Global Citizenship Summary Measure

Question	Overall Achievement (%)
1 I am interested in how people of other cultures see the world.	n/a
2 I talk to people about issues like peace and climate change.	n/a
3 [8,9,11,12] I talk to people about what is happening in other countries.	n/a

Policy 3.3

Indicator 2 – Embracing Culture Summary Measure

Question	Overall Achievement (%)
1 [11,12] I find ideas from other cultures to be interesting.	n/a
2 [11,12] People’s different cultures and identities should be valued.	n/a
3 [11,12] I like to be around people from different cultures and identities than mine.	n/a
4 [11,12] In the classroom, it’s important that students from different cultures and identities learn the similarities that exist between them.	n/a

Indicator 3 – Diversity and Inclusion Summary Measure

Question	Overall Achievement (%)
1 [11,12] I easily make friends with people with different perspectives than I.	n/a
2 [11,12] I sometimes try to understand my classmates better by imagining how things look from their perspective.	n/a
3 [11,12] I can learn with and from people who look, think, or behave differently than me.	n/a

Policy 3.4

Indicator 1 – Environmental Stewardship Culture Summary Measure

Question	Overall Achievement (%)
1 I use resources responsibly by reducing, reusing, and recycling.	n/a
2 I try to get others to reduce, reuse, and recycle in my school.	n/a
3 I talk to my fellow students about ways we can protect the environment.	n/a

Policy 3.5

Indicator 2 – Collaborative Skills Summary Measure

Question	Overall Achievement (%)
1 [11,12] I cooperate with people around me.	n/a
2 [11,12] I think about how my decisions will affect other people.	n/a
3 [11,12] I know what's expected of me in different social situations.	n/a
4 [11,12] When working with others, I encourage everyone to have their say.	n/a
5 [11,12] When working with others, I communicate my thoughts and opinions even if they are different than the rest of the group.	n/a
6 [11,12] When working with others, I treat them respectfully even if they think differently than I do.	n/a

report to Board of Trustees

Three-Year School Capital Plan 2022-2025

Date	March 9, 2021
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih, Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-5: Financial Planning OE-6: Asset Protection OE-7: Communication With and Support for the Board OE-8: Communicating and Engaging with the Public OE-9: Facilities
Resource Person(s)	Latosia Campbell-Waters, Director, Planning Marc Aquin, Director, Facility Projects, Risk and Central Facilities Erin Hafichuk, Supervisor Project Services Paul Mountford, Senior Urban Planner

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the Three-Year School Capital Plan 2022-2025, as provided in the report, and authorizes its submission to Alberta Education.



2 | Issue

Alberta Education requires that school boards submit a three-year school capital plan on an annual basis. The deadline for the submission of this year's Three-Year School Capital Plan 2022-2025 to the Ministry is April 1, 2021.

As required by the Province, the plan identifies one prioritized capital list consisting of both "New School Construction" and "Major Modernization" requests. Capital plans are to be electronically submitted to Alberta Education using the Web Application Program.

New modular classroom requests and modular moves are handled through a separate submission process. The last submission was approved by the Board of Trustees on October 27, 2020.

3 | Background

School boards are required to review their needs for new space and substantiate their applications annually. Capital projects are reviewed and prioritized by Alberta Education prior to being submitted to the government's Capital Planning Prioritization Process led by the Treasury Board.

Projects are first reviewed for accuracy and clarity and Provincial staff may meet with school jurisdictions to obtain further information as required.

Eligibility Criteria

To be considered for prioritization, several eligibility criteria are applied from elementary through to high school. The eligibility criteria are as follows:

Eligible School Communities: All new and developing municipal communities are evaluated and ranked for new school construction. Inner-city and established communities are not ranked. For middle/junior high schools, adjacent municipal communities may be combined if they do not exceed the combined projected population threshold of approximately 24,000 people. In the case of high schools adjacent municipal communities are always combined to attain a 50,000 to 60,000 community population threshold.

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

Site Availability and Readiness: High school sites require larger land parcels that will service multiple communities. As such, the land required for these sites is acquired under the Joint Use Agreement, a tripartite agreement between the City of Calgary (the City), Calgary Board of Education (CBE) and Calgary Catholic School District (CCSD). These sites are identified during the regional context study phase when developments that are planned for a minimum of 50,000 to

60,000 residents are considered for approval by the City. Accordingly, new high school priorities are only considered where a site is available (Attachment I, p. 30, Map 4).

Moreover, irrespective of the grade configuration of a school, if a site has not been developed/serviced to the level required for new school construction to commence within a 12-month timeframe, the school will not be ranked as a priority on that year's Three-Year School Capital Plan. However, if a site is expected to be ready for school construction in a 2-3 year period it will be submitted in a staged request: design funding in one year and construction funding in another year. Site readiness is reviewed and assessed on an annual basis.

Ranking Criteria

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

The criteria used are data driven and establish a fair and equitable process for all communities.

The ranking points for new schools are based on the following data sources:

- City of Calgary Civic Census (August 2019)
- Pre-School Children Summary by School District Code (August 2019)
- School Enrolment (September 30, 2020)
- School Bus Transportation Times (Fall 2020)
- The City of Calgary Suburban Residential Growth 2020-2024 (Fall 2020)
- Calgary & Region Economic Outlook 2020-2025 (Fall 2020)

CBE's point assessment process is used for K-9 and does not apply in certain circumstances therefore the option exists for the placement of priorities such as:

- Senior high schools are not ranked using point criteria, but are recommended on the priority list based on analysis of multiple factors such as:
 - Availability of a site to construct a high school
 - High school utilization rates
 - Student enrolment
 - Community demographics
- Schools with unique settings or enrolments that do not lend themselves to the aforementioned ranking criteria may also be placed on a priority basis.

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

- School Programming Requirements
- Five Year Projected School Enrolment
- Quality of site location to serve students
- Ability to upgrade in terms of teaching environment and minimizing costs
- Facility maintenance based on Provincial VFA assessments. VFA is a facility assessment tool used by Alberta Infrastructure.

A combined ranking list of new schools and major school modernizations, as requested by the Province, is presented in the Three-Year School Capital Plan 2022-2025.

4 | Analysis

The data within the annual Three-Year School Capital Plan relies on several data sets and information sources that are reported using community and geographical groupings. A geographical reporting and analysis of data is required to understand where population and student enrolment growth will occur in the future. Therefore, starting with the *School Capital Plan 2019-2022* the CBE has used City of Calgary planning sectors for capital planning purposes.

The CBE mission and values are used as an overarching umbrella for the development of the Three-Year School Capital Plan 2022-2025. The annual Three-Year School Capital Plan also supports the Three-Year Education Plan 2020-2023 and is informed by the Ten Year Student Accommodation and Facilities Strategy.

This alignment supports capital funding strategies that recognize the changing needs of students and focuses on building strong ties with parents, partners, and the community.

More specifically, the CBE recognizes:

- Provincial approval and funding is required for new school construction in new and developing communities
- Parents desire schools be closer to home, especially for younger students
- Increasing public interest in alternative programs
- Transition for students with minimal disruption to provide continuity of learning with consistent peer cohorts.

The CBE strives to maintain a utilization rate in the high 80% range. Healthy school utilization rates contribute to ensuring that facilities are optimized for educational purposes, maintain flexibility within the system, while balancing the financial obligations and sustainability of the system.

The new school and modernization requests are spread over three years with a goal of maintaining a high 80% utilization rate. Important information such as:

- Actual/projected student enrolments and CBE system utilization for the period 2019 to 2026 are illustrated in Appendix IV on page 82.
- The City's actual and projected populations for the period 2015 to 2025 are shown on page 1.
- Actual/projected CBE school enrolments for the period 2019 to 2024 are shown on page 4.
- New School Construction priorities, totalling \$128.3 million, are shown in Table 1 on page 32.
- Major Modernizations priorities, totalling \$148.8 million, are shown in Table 2 on page 32.
- The combined priorities list, as the Province requires that the three-year plan has one priority capital list consisting of both "New School Construction" and "Major Modernization" requests, totaling \$277.2 million, are shown in Table 3 on page 33 and below:

Table 3: New School Construction and Major Modernizations					
Three-Year School Capital Plan 2022-2025 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	
1 Evanston Middle	5-9	New Request	Full buildout to 900	32,133,000	
2 John G. Diefenbaker High School	10-12	Modernization Request	Major Modernization	27,970,000	
3 Nickle School	5-9	Modernization Request	Major Modernization	14,500,000	
4 A.E. Cross School	7-9	Modernization Request	Major Modernization	18,645,000	
				YEAR 1 TOTAL	93,248,000
YEAR 2					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	
5 Saddle Ridge Middle ⁽²⁾	5-9	New Request	Design for 900	1,161,000	
6 Cornerstone High School	10-12	New Request	Design for 1800	2,322,000	
7 Sir John A. Macdonald School	7-9	Modernization Request	Major Modernization	13,500,000	
8 Annie Gale School	7-9	Modernization Request	Major Modernization	7,800,000	
9 Cedarbrae School	K-6	Modernization Request	Major Modernization	8,234,000	
10 Altadore School	K-6	Modernization Request	Major Modernization	8,080,000	
				YEAR 2 TOTAL	41,097,000
YEAR 3					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	
11 Saddle Ridge Middle ⁽²⁾	5-9	New Request	Construction for 900	28,743,000	
12 Cornerstone High School	10-12	New Request	Construction for 1800	63,968,000	
13 Annie Foote School	K-6	Modernization Request	Major Modernization	10,772,000	
14 Janet Johnstone School	K-4	Modernization Request	Major Modernization	9,010,000	
15 Ranchlands School	K-6	Modernization Request	Major Modernization	12,120,000	
16 Queen Elizabeth School	K-6	Modernization Request	Major Modernization	9,010,000	
17 Ernest Morrow School	6-9	Modernization Request	Major Modernization	9,200,000	
				YEAR 3 TOTAL	142,823,000
				GRAND TOTAL	277,168,000

- The full list of communities assessed through the points ranking criteria is shown on page 75.
- Details of the point assignments for potential new schools are shown in Appendix III on pages 75-81.
- Details of the point assignments for potential modernizations are shown in Appendix II on pages 73-74.

The approved plan will be submitted to the Province on the Web Application Program consistent with **Attachment I** to this report.

Only a small number of new school requests are included on this year's plan in an effort to highlight the need for modernizations of existing schools and maintain a high 80% utilization rate. The requests included in the plan represent schools/communities that have current and future populations that will help ensure that a new school will attain the targeted utilization rate upon opening.

If all schools on this plan were approved, the CBE's utilization rate is projected to reach 87% by 2026. Although the requests in the Three-Year School Capital Plan are separated into three years, the plan is updated and submitted annually. This provides the opportunity for the expansion or contraction of the list to reflect changes in annual enrolment projections.

5 | Financial Impact

The financing of new school construction and major modernization projects is determined by Alberta Education.

Individual project applications are submitted through the Web Application Program, following the Board's approval of the Three-Year School Capital Plan 2022-2025.

The CBE supplements the allocated Alberta Education funding through board funded capital or accessing capital reserves for new school projects. The average funding required for new schools is approximately:

- \$1.5 - \$2 million for elementary schools;
- \$2 - \$3 million for middle and K-9 schools; and
- \$6.5 - \$7.5 million for high schools.

These additional funds primarily cover costs associated with human resources (principals, etc.), technology, and learning resources at the school level. Career and Technology Studies (CTS) at the High School level are typically further supplemented depending on the studies the school will be providing.

In addition to the abovementioned one-time capital costs, the recurring annual operating costs for new schools are:

- Elementary Schools: \$235,000

- Middle Schools: \$380,000
- High Schools: \$950,000.

The CBE also supplements the allocated Alberta Education funding through board funded capital or accessing capital reserves for modernization projects. Funding varies more significantly based on modernization scopes of work, however, it is projected to reflect the following:

- \$250,000-\$500,000 for elementary schools;
- \$500,000-\$750,000 for middle and K-9 schools; and
- \$750,000-1.25 million for high schools.

Similar to new school funding, these additional funds primarily cover costs associated with human resources, technology, and supplemental costs for Career and Technology programming at the middle and high school grades.

6 | Implementation Consequences

Over the past decade, Calgary has experienced varying levels of population growth. Since 2016 Calgary's population growth averaged just over 12,750 persons per year.

The population grew from 1,285,711 in April 2019 (2019 Civic Census) to an estimated population of 1,306,700 in 2020 (Calgary and Region Economic Outlook 2020-2025 (Fall 2020)), an increase of 21,000 (1.63%). The population growth consisted of a natural increase of 8,700 people with a net migration of 12,300 people (Calgary and Region Economic Outlook 2020-2025 (Fall 2020)).

In the *Calgary & Region Economic Outlook 2020-2025 (Fall 2020)*, the City is forecasting that the population of Calgary will reach 1,392,000 by 2025, an increase of 85,000 people over the next five years. This five-year forecast is a decrease from the previous five-year forecast.

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

CBE's current enrolment of 122,641 students is forecast to increase to 133,314 students by 2025. A total increase of 10,673 students is projected averaging approximately 2,135 additional students annually. These enrolment projections assume a moderate level of enrolment growth in the future. Of note, enrolment in kindergarten to Grade 3 is projected to decrease over the next five years, while enrolment increases are projected for Grades 7-9 and Grades 10-12.

Even with the opening of over two dozen new schools since the 2016-17 school year, the CBE still requires new schools to be built in the communities where students are living. The current system utilization rate is 83% based on September 30, 2020 enrolment. This is a decrease of 4 percentage points over

the previous year due to a notable decrease in kindergarten and pre-kindergarten enrolment as a result of Covid-19.

The opening of the schools currently approved for funding is projected to result in an 87% system utilization rate by the 2026-2027 school year.

The City's most recent Suburban Residential Growth 2020-2025 document allocates population growth to eight (8) city planning sectors. This information provides the CBE with a context for where student population growth will be expected in the future. The largest population growth projected over the next five years is in the northeast, southeast, and north.

As illustrated in Appendix I of the Capital Plan, the student capacity by planning sectors within Calgary varies widely. In the North Sector for example (page 67), the utilization for K-9 students by residence is 128%, as compared to 63% in the South Sector. One consequence of this disparity is that some students residing within sectors with high utilization rates need to be transported to other sectors.

A similar situation exists with senior high school students. For example, the number of senior high students by residence in the North Sector is 280% over the high school capacity, as compared to 34% in the Centre sector where five senior high schools are located. The utilization rate, by residence, in the Centre Sector indicates that there is excess space within the sector. Although there is space, it is not located close to the growing communities in the North Sector where student enrolment is increasing and utilization by residence far exceeds the capacity. This will change with the opening of the North High School that is currently under construction, adding new capacity to the North Sector.

Without any additional new school approvals, CBE's system utilization rate is projected to reach 88% by the 2025-26 school year. The approval of the additional schools identified within the plan will ensure the timely accommodation of students close to their homes while concurrently ensuring that school utilization rates are optimized for educational programming purposes.

Modernization priorities that have been identified for the next three years reflect schools with high utilization and significant life cycle costs. These schools will continue to be prioritized based on demographic requirements, life cycle costs, and educational program need. Validation of life cycle costs and immediate repairs for critical systems are being undertaken for all modernization projects on the three year capital plan.

7 | Conclusion

The approval of the Three-Year School Capital Plan 2022-2025 provides the Provincial government with a comprehensive analysis of CBE school capital needs

and the funding required for priority projects to support student learning needs.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Three-Year School Capital Plan 2022-2025

GLOSSARY –

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.

Three-Year School Capital Plan



2022 – 2025

March 9, 2021



Calgary Board
of Education

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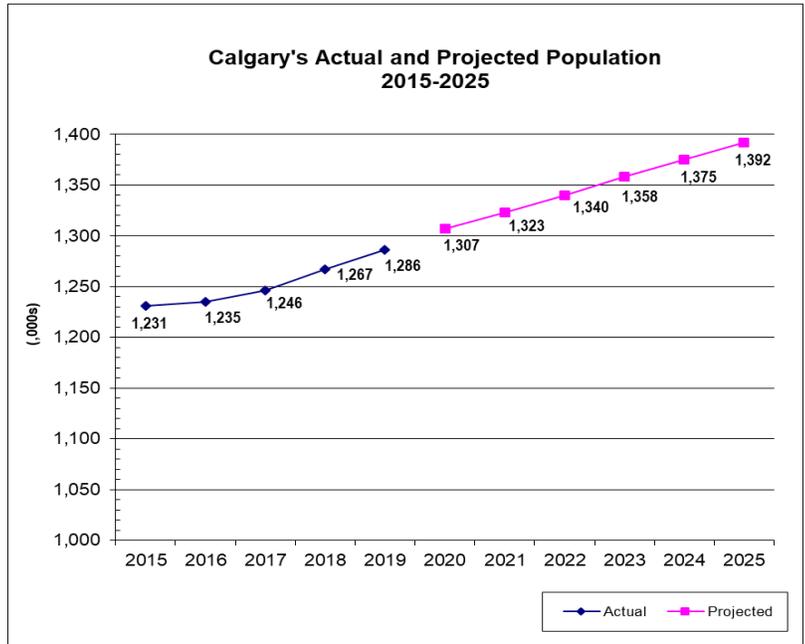
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EXECUTIVE SUMMARY

This Three-Year School Capital Plan 2022-2025 is an analysis of the Calgary Board of Education’s (CBE) forecasted school capital needs, as assessed at the present time.

1. Calgary Population

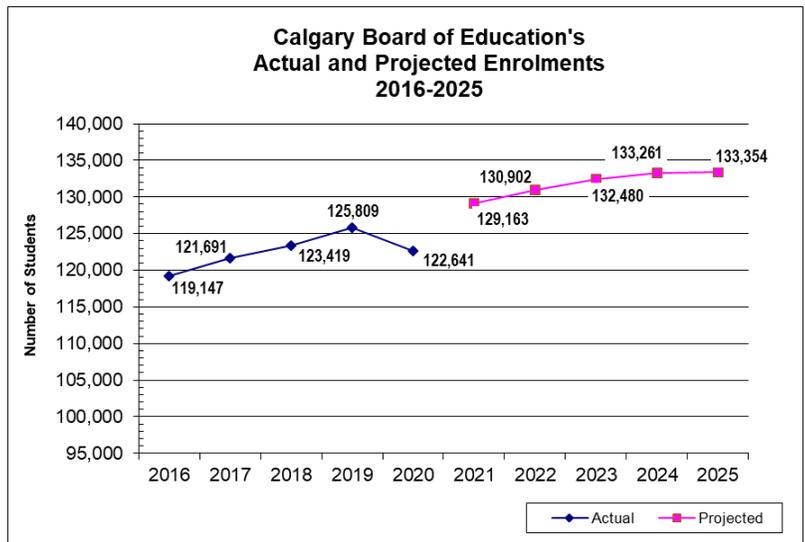
Since 2016 Calgary’s population growth has averaged an estimated 12,750 people per year. In the *Calgary & Region Economic Outlook 2020-2025 (Fall 2020)*, the City of Calgary (the City) is forecasting that the population of Calgary will reach 1,392,000 by 2025, an increase of 85,000 persons over the next five years. This represents an average yearly increase of approximately 17,000 people, which will be driven primarily by net migration.



Source: Calgary & Region Economic Outlook 2020-2025 (Fall 2020)

2. Student Enrolment

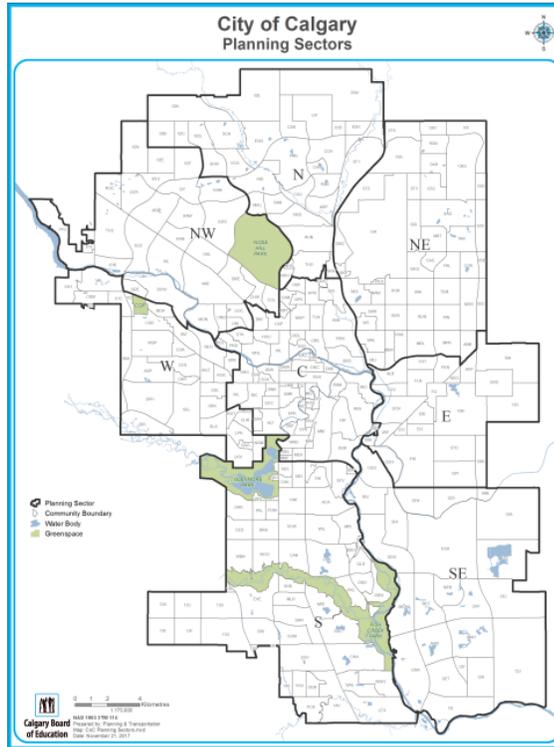
The CBE’s current student enrolment of 122,641 is a decrease of 3,168 students compared to the previous year. Taking into consideration an average enrolment increase of just over 2,200 students per year from 2016-2019 and a decrease of 3,168 this year, the CBE is projecting a moderate level of growth over the next five years. Total enrolment is projected to increase to 133,314 students by 2025.



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

3. Calgary Suburban Growth and Development

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



The table below shows the anticipated distribution of population growth from 2020-2024 :

City Growth Trends by CBE Planning Sector 2020-2024	
Planning Sector	Population Growth Forecast
Centre	8,630
East	2,320
North	19,630
Northeast	20,620
Northwest	1,980
South	16,980
Southeast	20,510
West	4,330

Source: Suburban Residential Growth Report 2020-2024

4. Three-Year Education Plan

Alberta Education requires school boards to maintain and update three-year plans annually. School boards are responsible for carrying out their education plans; reporting annually to parents, communities, and government on results and use of their resources; and, using results information to improve education for students. The Board of Trustees approved the combined Annual Education Results Report 2019-2020 and the Three-Year Education Plan 2020-2023 in November 2020.

5. Schools Under Construction and Approvals

Five new school construction projects are currently under development. A major modernization at Forest Lawn High School has recently completed construction.

The table below shows these projects, their approval dates and their projected opening/completion date.

Schools Under Construction and Approvals					
Projected School Year Opening	School/Community	Project Type	Grade	Approved Capacity	Approval Date
TBD	Mahogany Elementary	New Construction	Grades K-4	600	Mar. 22, 2018
	Skyview Ranch Elementary/Middle	New Construction	Grades K-9	900	Mar. 22, 2018
TBD	Auburn Bay Middle	Design Only	Grades 5-9	900	Mar. 22, 2018
		New Construction			Nov 1, 2019
	North Calgary High School	Design Only	Grades 10-12	1,800	Mar. 22, 2018
		New Construction			Nov 1, 2019
	Auburn Bay Elementary ⁽²⁾	New Construction	Grades K-4	600	Nov 1, 2019
Total School Space Capacity				4,800	

Note: ⁽²⁾ denotes second school of that type in the community.

6. Capital Priorities – New School Construction

There are three (3) new school construction projects identified in the Three-Year School Capital Plan 2022-2025. Two (2) of the projects (Saddle Ridge Middle and Cornerstone High School) are being requested for design funding initially in Year 2 and then construction funding in Year 3 (see Table 1).

Table 1: New School Construction					
Three-Year School Capital Plan 2022-2025 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	Number of Years Previously Listed in Capital Plan*
C-1 Evanston Middle	5-9	New Request	Full buildout to 900	32,133,000	
YEAR 1 TOTAL				32,133,000	8
YEAR 2					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	Number of Years Previously Listed in Capital Plan*
C-2 Saddle Ridge Middle ⁽²⁾	5-9	New Request	Design for 900	1,161,000	
C-3 Cornerstone High School	10-12	New Request	Design for 1800	2,322,000	1
YEAR 2 TOTAL				3,483,000	1
YEAR 3					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	Number of Years Previously Listed in Capital Plan*
C-4 Saddle Ridge Middle ^{(2)^}	5-9	New Request	Construction for 900	28,743,000	
C-5 Cornerstone High School [^]	10-12	New Request	Construction for 1800	63,968,000	1
YEAR 3 TOTAL				92,711,000	
GRAND TOTAL				128,327,000	

Note: ¹ Senior high schools are not ranked using point criteria. See page 28.

⁽²⁾ = second school of that type for the community.

[^] Year could change, dependent on when site is ready for construction.

* Number of Years was calculated incorrectly in the 2021-2024 Capital Plan.

7. Capital Priorities – Major Modernization Projects

There are twelve (12) major modernization projects identified in this Plan totalling over \$151 million (see Table 2).

Table 2: School Major Modernizations					Number of Years Previously Listed in Capital Plan
Three-Year School Capital Plan 2022-2025 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	
M-1 John G. Diefenbaker High School	10-12	Modernization Request	Major Modernization	28,498,000	12
M-2 Nickle School	5-9	Modernization Request	Major Modernization	14,777,000	13
M-3 A.E. Cross School	7-9	Modernization Request	Major Modernization	18,999,000	4
			YEAR 1 TOTAL	62,274,000	
YEAR 2					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	
M-4 Sir John A. Macdonald School	7-9	Modernization Request	Major Modernization	13,500,000	0
M-5 Annie Gale School	7-9	Modernization Request	Major Modernization	7,800,000	0
M-6 Cedarbrae School	K-6	Modernization Request	Major Modernization	8,234,000	6
M-7 Altadore School	K-6	Modernization Request	Major Modernization	8,234,000	13
			YEAR 2 TOTAL	37,768,000	
YEAR 3					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	
M-8 Annie Foote School	K-6	Modernization Request	Major Modernization	10,977,000	6
M-9 Janet Johnstone School	K-4	Modernization Request	Major Modernization	9,182,000	6
M-10 Ranchlands School	K-6	Modernization Request	Major Modernization	12,349,000	6
M-11 Queen Elizabeth School	K-6	Modernization Request	Major Modernization	9,182,000	6
M-12 Ernest Morrow School	6-9	Modernization Request	Major Modernization	9,200,000	7
			YEAR 3 TOTAL	50,890,000	
			GRAND TOTAL	150,932,000	

8. Capital Priorities – New Construction & Major Modernizations

Overall, fifteen (15) new construction and major modernization projects are identified in the Three-Year School Capital Plan 2022-2025. Included in this list are two (2) new school projects that are requested for design funding initially in Year 2 and construction funding in Year 3 (see Table 3).

Table 3: New School Construction and Major Modernizations					
Three-Year School Capital Plan 2022-2025 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	Number of Years Previously Listed in Capital Plan
1 Evanston Middle	5-9	New Request	Full buildout to 900	32,133,000	8*
2 John G. Diefenbaker High School	10-12	Modernization Request	Major Modernization	28,498,000	12
3 Nickle School	5-9	Modernization Request	Major Modernization	14,777,000	13
4 A.E. Cross School	7-9	Modernization Request	Major Modernization	18,999,000	4
				YEAR 1 TOTAL	94,407,000
YEAR 2					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	Number of Years Previously Listed in Capital Plan
5 Saddle Ridge Middle ⁽²⁾	5-9	New Request	Design for 900	1,161,000	1*
6 Cornerstone High School	10-12	New Request	Design for 1800	2,322,000	1*
7 Sir John A. Macdonald School	7-9	Modernization Request	Major Modernization	13,500,000	0
8 Annie Gale School	7-9	Modernization Request	Major Modernization	7,800,000	0
9 Cedarbrae School	K-6	Modernization Request	Major Modernization	8,234,000	6
10 Altadore School	K-6	Modernization Request	Major Modernization	8,234,000	13
				YEAR 2 TOTAL	41,251,000
YEAR 3					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	Number of Years Previously Listed in Capital Plan
11 Saddle Ridge Middle ⁽²⁾	5-9	New Request	Construction for 900	28,743,000	1*
12 Cornerstone High School	10-12	New Request	Construction for 1800	63,968,000	1*
13 Annie Foote School	K-6	Modernization Request	Major Modernization	10,977,000	6
14 Janet Johnstone School	K-4	Modernization Request	Major Modernization	9,182,000	6
15 Ranchlands School	K-6	Modernization Request	Major Modernization	12,349,000	6
16 Queen Elizabeth School	K-6	Modernization Request	Major Modernization	9,182,000	6
17 Ernest Morrow School	6-9	Modernization Request	Major Modernization	9,200,000	7
				YEAR 3 TOTAL	143,601,000
				GRAND TOTAL	279,259,000

Note: ¹ Senior high schools are not ranked using point criteria. See page 28.

⁽²⁾ = second elementary school for the community

* Number of Years was calculated incorrectly for New Requests in the 2021-2024 Capital Plan.

1.0 INTRODUCTION

The CBE is a global leader in public education. Recognized as the largest school district in Western Canada, the CBE provides a full range of educational services for all instructional programs from kindergarten through to Grade 12. The CBE addresses the complexity and diversity of our 122,641 students in over 249 schools with approximately 10,000 full time equivalent staff and an operating budget of \$1.38 billion.

Over the past decade, Calgary has experienced varying levels of population growth. Calgary’s population has increased by approximately 51,000 people since 2016, an average of 12,750 people per year.

The population grew from 1,285,711 in April 2019 (2019 Civic Census) to an estimated population of 1,306,700 in 2020 in the Calgary and Region Economic Outlook 2020-2025 (Fall 2020), an increase of 21,000 (1.63%). The population growth consisted of a natural increase of 8,700 people with a net migration of 12,300 people.

The City of Calgary’s report, *Calgary and Region Economic Outlook 2020-2025 (Fall 2020)*, identifies continued growth for Calgary. The City forecasts that Calgary’s population will reach 1,392,000 by 2025, an increase of 85,000 people from the estimated population of 1,307,000 in 2020. This population forecast averages 17,000 people per year during this period and is a decrease from the previous five-year forecast. This population increase is expected to be driven primarily by net migration.

Calgary Total Population (,000s)										
Actual					Projected					
2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
1,231	1,235	1,246	1,267	1,286	1,307	1,323	1,340	1,358	1,375	1,392

Calgary & Region Economic Outlook 2020-2025 (Fall 2020)

1.1 CBE Student Enrolment

Total enrolment of 122,641 students was reported on September 30, 2020, and consists of 118,703 pre-kindergarten to Grade 12 students plus 3,938 students enrolled in Home Education, Outreach Programs, Unique Settings, Chinook Learning and CBe-learn. The pandemic is believed to have contributed to the decrease in enrolment experienced in the 2020-2021 school year as all metro boards experienced similar enrolment drops.

Enrolment decreased by 3,168 students from September 30, 2019, to September 30, 2020, with a notable decrease in Kindergarten (-2,237 students). Kindergarten and Pre-Kindergarten are optional programs and accounted for 75% of the total enrolment decrease between 2019 and 2020.

Students continue to access program choices offered by the CBE. Enrolment in alternative programs is 25,680; this is a decrease of 523 students over the previous year. The alternative programs with the highest enrolment are French Immersion (8,889), Traditional Learning Centre (TLC) (6,635) and Spanish Bilingual (3,665).

The table below provides a summary of enrolments including Unique Settings, Outreach Programs, Chinook Learning, and CBe-learn from September 30, 2016, to September 30, 2020.

Five-Year History of CBE Enrolments by Division 2016-2020					
	2016	2017	2018	2019	2020
Pre-Kindergarten	197	228	195	215	65
Kindergarten	9,106	9,053	8,740	9,030	6,793
Grades 1-3	29,410	29,080	29,073	28,972	28,329
Grades 4-6	25,715	27,183	28,265	28,626	28,006
Grades 7-9	23,292	24,267	25,321	26,696	27,507
Grades 10-12	26,443	27,035	27,567	27,988	28,003
Sub-Total (pre-k to grade 12)	114,163	116,846	119,161	121,527	118,703
Home Education	249	267	262	209	422
Outreach and Unique Settings	2,066	2,141	2,304	2,408	2,140
CBe-learn	458	463	576	541	619
Chinook Learning Services	2,211	1,974	1,116	1,124	757
Sub-Total	4,984	4,845	4,258	4,282	3,938
Total	119,147	121,691	123,419	125,809	122,641

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

In September 2018, CBE implemented a new delivery model for Chinook Learning. Chinook Learning academic success programs (high school classes) transitioned into James Fowler High School and Lord Beaverbrook High School. In this new model, student age is limited to those who are 19 years of age by September 1 in the year they enrol in classes. This year there was a decrease in enrolment at Chinook Learning of 367 students from September 30, 2019 to September 30, 2020.

Five-Year Enrolment Projections

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

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

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

CBE's current enrolment of 122,641 students is forecast to increase to 133,314 students by 2025. A total increase of 10,673 students is projected averaging approximately 2,135 additional students annually. These enrolment projections assume a moderate level of enrolment growth in the future. Enrolment in kindergarten to Grade 3 is projected to decrease over the next five years, with increases projected for Grades 7-9 and Grades 10-12 during the same period.

The number of students eligible to start kindergarten each year has declined over the past few years and enrolment in kindergarten has declined accordingly. Data collected during the 2019 census indicate the number of children eligible for kindergarten is expected to continue to decline over the next four years. The peak number of students eligible to start kindergarten was 17,066 born in 2015, as reported in the 2019 City Census.

Bill 28: School Amendment Act identified that "*establishing a common age of entry*" of five years of age on December 31 came into effect for the 2020-2021 school year. This common age is a change to the end of February date previously established for the CBE.

Between the years 2016-2019, approximately 90% of students enrolled in kindergarten had a birthdate before January 1 of the year they were eligible to start kindergarten. Based on this trend, a one-year increase of approximately 900 kindergarten students, over and above the decline expected as a result of the reduced pre-school census data, is anticipated in 2021 as students born in January and February 2020 will not be eligible for kindergarten until the next year.

The table below shows actual enrolment for September 2020 and projected enrolment for September 2021-2025:

CBE Five-Year Enrolment Projections 2020-2025						
	Actual 2020	Projected				
		2021	2022	2023	2024	2025
Pre-Kindergarten	65	100	100	100	100	100
Kindergarten	6,793	9,637	8,840	8,445	8,445	8,445
Grades 1-3	28,329	28,938	29,608	29,637	28,732	27,939
Grades 4-6	28,006	28,259	27,953	27,924	28,203	28,858
Grades 7-9	27,507	28,839	29,243	29,017	29,072	28,763
Grades 10-12	28,003	29,290	30,744	32,734	34,029	34,523
Sub-Total (pre-k to grade 12)	118,703	125,063	126,488	127,857	128,581	128,628
Home Education	422	310	327	331	334	336
Outreach and Unique Settings	2,140	2,245	2,365	2,392	2,417	2,431
CBe-learn	619	645	672	700	729	759
Chinook Learning	757	900	1,050	1,200	1,200	1,200
Sub-Total	3,938	4,100	4,414	4,623	4,680	4,726
Total Student Count	122,641	129,163	130,902	132,480	133,261	133,354

totals may not add due to rounding

- CBe-learn and Chinook Learning accept registrations on an on-going basis.
- All projections are subject to annual review and update.
- Projections use September 30, 2020 enrolments as a base.

1.2 Calgary Suburban Growth and Development

The City of Calgary supports an actively competitive land market in all areas of the city, and there over 26 new and developing communities at various stages of development. The large number of concurrently developing communities puts increased pressure on the CBE to meet the expectations of parents for school construction in their community. Although the number of communities has declined slightly over the last decade, the size of the communities being planned and built today are much larger than they have been historically.

Forecasted Suburban Growth

The City of Calgary prepares a suburban residential growth forecast each year and publishes the final version of this report after the completion of the CBE's annual capital plan. As such, the suburban growth information in the *Three-Year School Capital Plan 2022-2025* is based on the City's *Suburban Residential Growth 2020-2024* document published in October 2020. This document allocates future population growth to eight city planning sectors. This information provides CBE with a context for where student population growth will be expected in the future.

The top ten developing communities by number of units from new residential building permit applications in Calgary for 2019 were:

- Sage Hill (N)
- Cornerstone (NE)
- Seton (SE)
- Carrington (N)
- Nolan Hill (N)
- Livingston (N)
- Walden (S)
- Saddle Ridge (NE)
- Skyview Ranch (NE)
- Mahogany (SE)

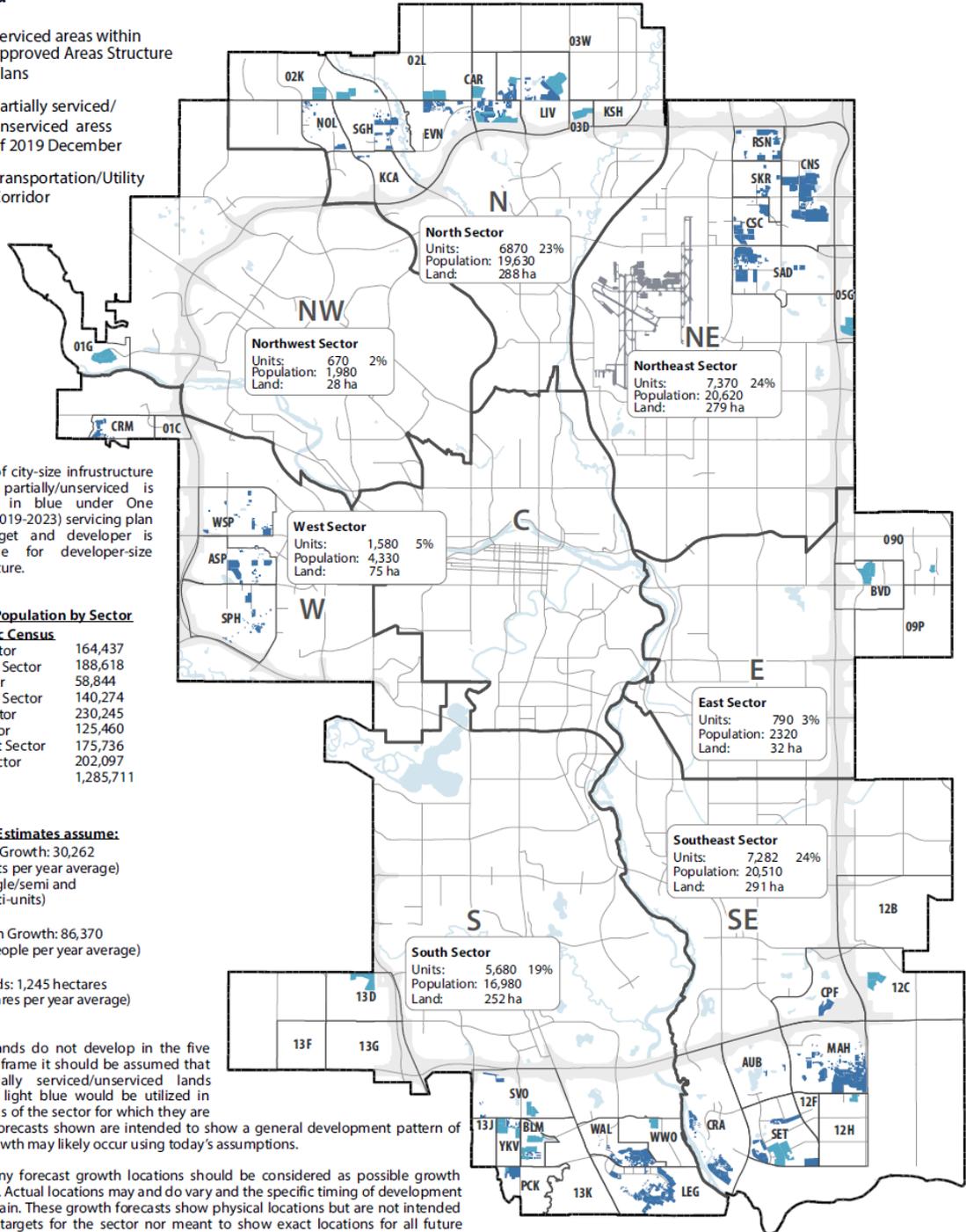
(Source: City of Calgary, Suburban Residential Growth 2020-2024)

The largest population growth projected over the next five years is in the Northeast, Southeast, and North sectors (see diagram below):

City of Calgary Planning Sectors New Suburban Growth Forecasts 2020-2024

Legend

- Serviced areas within approved Areas Structure Plans
- Partially serviced/unserved areas of 2019 December
- Transportation/Utility Corridor



Funding of city-size infrastructure for the partially/unserved is identified in blue under One Calgary (2019-2023) servicing plan and budget and developer is responsible for developer-size infrastructure.

Existing Population by Sector

2019 Civic Census	
North Sector	164,437
Northeast Sector	188,618
East Sector	58,844
Southeast Sector	140,274
South Sector	230,245
West Sector	125,460
Northwest Sector	175,736
Centre Sector	202,097
Total	1,285,711

Forecast Estimates assume:

Total Unit Growth: 30,262
(6,052 units per year average)
(3,512 single/semi and
2,548 multi-units)

Population Growth: 86,370
(17,274 people per year average)

Land Needs: 1,245 hectares
(249 hectares per year average)

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

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

Source: Suburban Residential Growth Report 2020-2024

1.3 Framework for Growth and Change

The Municipal Development Plan (MDP), *Plan It Calgary*, implemented April 1, 2010, is the overarching policy that guides municipal development and transportation planning. *Plan It Calgary* identifies a goal of reducing the amount of growth allocated to the developing communities, which was essentially 100% in the late 1990's and to intensify growth within the inner-city and established areas. The 30-year target of the MDP for growth into established areas is 33%, and the 60-year target is 50% growth to established areas. In August 2018 the City indicated that although development is moving in line with the idealized balanced growth in established and new areas, new communities captured 91% of the population growth from 2014-2018, making it challenging to meet the MDP goals in the next 20 years or so.

The City supports an actively competitive land market in all areas of the city with 26 new and developing municipal communities at various stages of development. In August 2018, Calgary City Council voted in favour of developing 14 new Greenfield communities, some of which are part of approved Area Structure Plans (ASP's) within the currently active developments. The large number of developing communities puts increased pressure on the CBE to meet the expectations of parents for new school construction in their community.

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

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

(Source: 2019 Civic Census)

1.4 City of Calgary Annexation

Previously Annexed Lands

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

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

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

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

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

Map 1 on page 8 identifies these locations.

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

- The **Keystone Hills Area Structure Plan** was approved July 16, 2012 and will accommodate a population of approximately 60,000 persons.
- The **Belvedere Area Structure Plan** on the east was approved April 8, 2013 and will accommodate a future population of approximately 61,000 persons.
- The **South Shepard Area Structure Plan** was approved May 6, 2013 and will accommodate a population of approximately 28,000 persons.
- The **West Macleod Area Structure Plan** was approved June 10, 2014 and will accommodate a population of approximately 34,000 persons.
- The **Haskayne Area Structure Plan** was approved July 22, 2015 and will accommodate a population of approximately 13,000 persons.
- The **Glacier Ridge Area Structure Plan** was approved December 7, 2015 and will accommodate a population of approximately 58,000 persons.
- The **Ricardo Ranch Area Structure Plan** was approved November 18, 2019 and will accommodate a population of approximately 16,000 to 20,000 persons. This area is currently in the CBE's boundary.
- The **West View Area Structure Plan** was approved February 24, 2020 and will accommodate a population of approximately 10,400 persons.

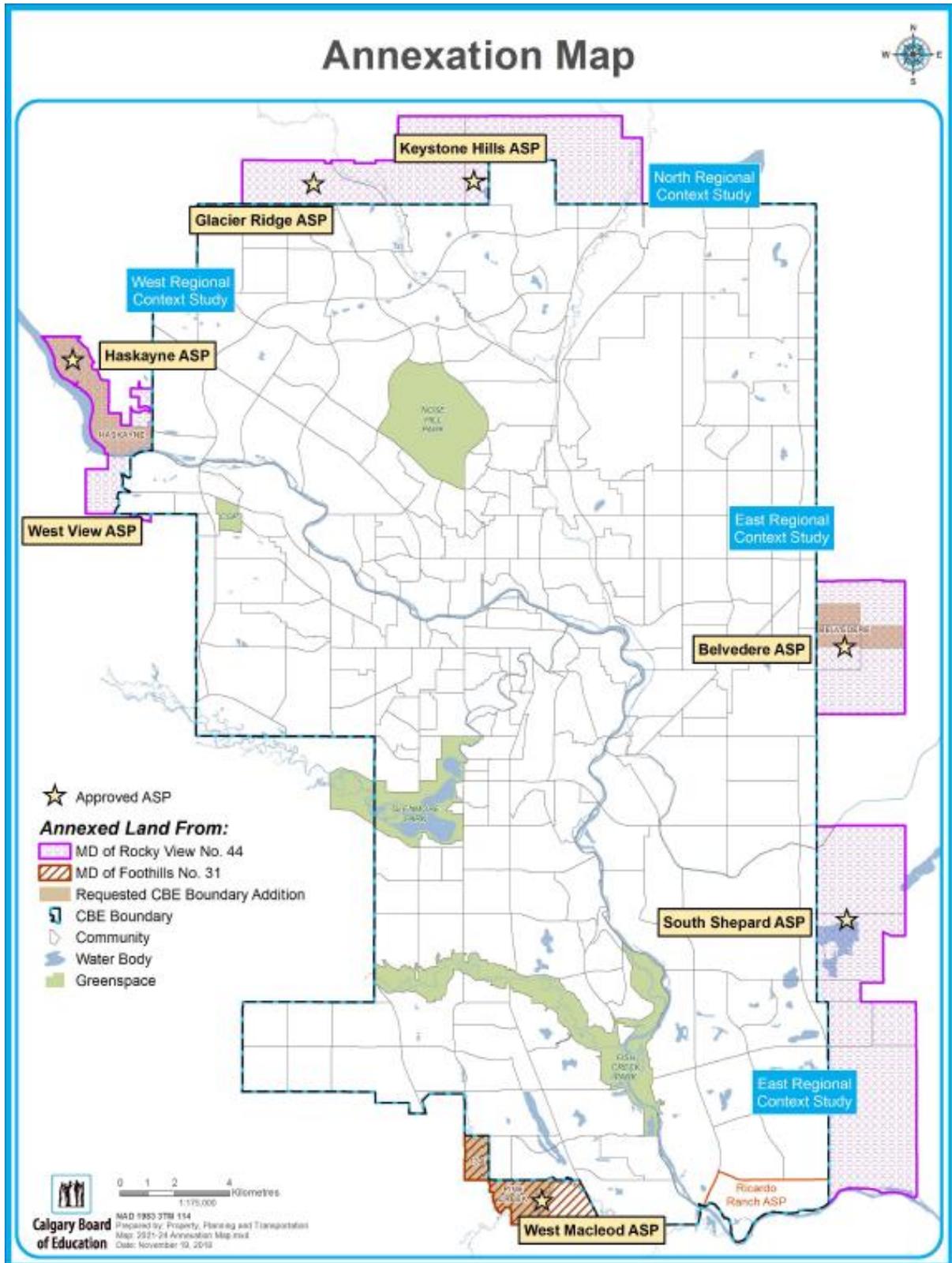
Once house construction begins, CBE will request, on an as required basis, that the Minister include these lands as part of CBE school boundaries.

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

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

The CBE continually monitors growth in the City and on November 19, 2019 requested the addition of the Haskayne ASP, part of the Belvedere ASP, and the remainder of West Macleod ASP for the 2020-21 school year. To date, the Ministry of Education has not made it known if this request is approved. Information on new communities can be found on the City's website.

Map 1



2.0 CAPITAL STRATEGIES

2.1 Calgary Board of Education

CBE has identified the following drivers for capital planning:

- **Program Delivery** – Projects that are required to enable the delivery of school programs e.g. Career and Technology Studies (CTS) and Career and Technology Framework (CTF).
- **Community Schools** – New schools required in rapidly growing communities in order to minimize student travel times and meet the needs for a local school in their community.
- **Aging Facilities** – Older schools that require modernization, rehabilitation or replacement to provide appropriate learning environments for students. The province estimates the value of required deferred maintenance in CBE schools to be in excess of \$160 million.
- **Optimizing School Utilization Rates** – Ensuring appropriate school utilization rates can optimize the programming opportunities available to students within the limited public resources entrusted to the CBE.

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

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

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

Projects are also required to ensure programming requirements are met through school modernizations.

2.2 Three-Year Education Plan

Alberta Education requires school boards to maintain three-year plans, updated annually. School boards are responsible for carrying out their education plans; reporting annually to parents, communities, and government on results and use of their resources; and, using results information to update plans and improve education for students. The Board of Trustees approved the combined Annual Education Results Report 2019-2020 and the Three-Year Education Plan 2020-2023 on November 24, 2020.

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

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

2.3 Administrative Areas and Space Utilization

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

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

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

The CBE strives to maintain a utilization rate in the high 80% range. Having healthy school utilization rates contributes to ensuring that facilities are optimized for educational purposes, maintaining flexibility within the system while balancing the financial obligations and sustainability of the system. Currently, the CBE's overall utilization rate by enrolment is 83%. The utilization rate is 82% for K-GR9 students (77% K-GR4, 86% GR5-9) and 87% for Grades 10-12 students.

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

Projections for 2025-2026, in the following tables, account for additional school capacity that has been approved and is currently under construction but does not include additional capacity for schools approved for design only or requested in this capital plan:

Planning Sector Utilization by Student Enrolment (Actual & Projected)		
Sector	2020-2021 Actual K-12 Utilization	2025-2026 Projections K-12 Utilization
Centre	84%	85%
East	73%	76%
North	86%	99%
NorthEast	91%	98%
NorthWest	87%	88%
South	75%	81%
SouthEast	88%	92%
West	83%	87%
Total	83%	88%

Planning Sector Utilization by Student Enrolment (Actual & Projected)		
Sector	2020-2021 Actual K-9 Utilization	2025-2026 Projections K-9 Utilization
Centre	85%	89%
East	71%	74%
North	84%	104%
NorthEast	89%	95%
NorthWest	85%	86%
South	75%	81%
SouthEast	84%	86%
West	80%	83%
Total	82%	87%

Planning Sector Utilization by Student Enrolment (Actual & Projected)		
Sector	2020-2021 Actual GR 10-12 Utilization	2025-2026 Projections GR 10-12 Utilization
Centre	81%	78%
East	77%	81%
North	101%	83%
NorthEast	103%	116%
NorthWest	94%	95%
South	74%	81%
SouthEast	112%	139%
West	95%	99%
Total	87%	90%

Planning Sector Utilization by Student Enrolment (Actual & Projected)		
Sector	2020-2021 Actual K-4 Utilization	2025-2026 Projections K-4 Utilization
Centre	76%	83%
East	66%	67%
North	76%	93%
NorthEast	90%	95%
NorthWest	80%	83%
South	69%	77%
SouthEast	81%	83%
West	76%	79%
Total	77%	84%

Planning Sector Utilization by Student Enrolment (Actual & Projected)		
Sector	2020-2021 Actual GR 5-9 Utilization	2025-2026 Projections GR 5-9 Utilization
Centre	93%	94%
East	76%	81%
North	96%	120%
NorthEast	88%	95%
NorthWest	89%	88%
South	80%	84%
SouthEast	88%	89%
West	83%	86%
Total	86%	91%

Planning Sector Utilization by Student Residence (Actual & Projected)		
Sector	2020-2021 Actual K-12 Utilization	2025-2026 Projections K-12 Utilization
Centre	52%	56%
East	64%	68%
North	146%	144%
NorthEast	102%	109%
NorthWest	76%	77%
South	64%	71%
SouthEast	125%	124%
West	83%	87%
Total	83%	88%

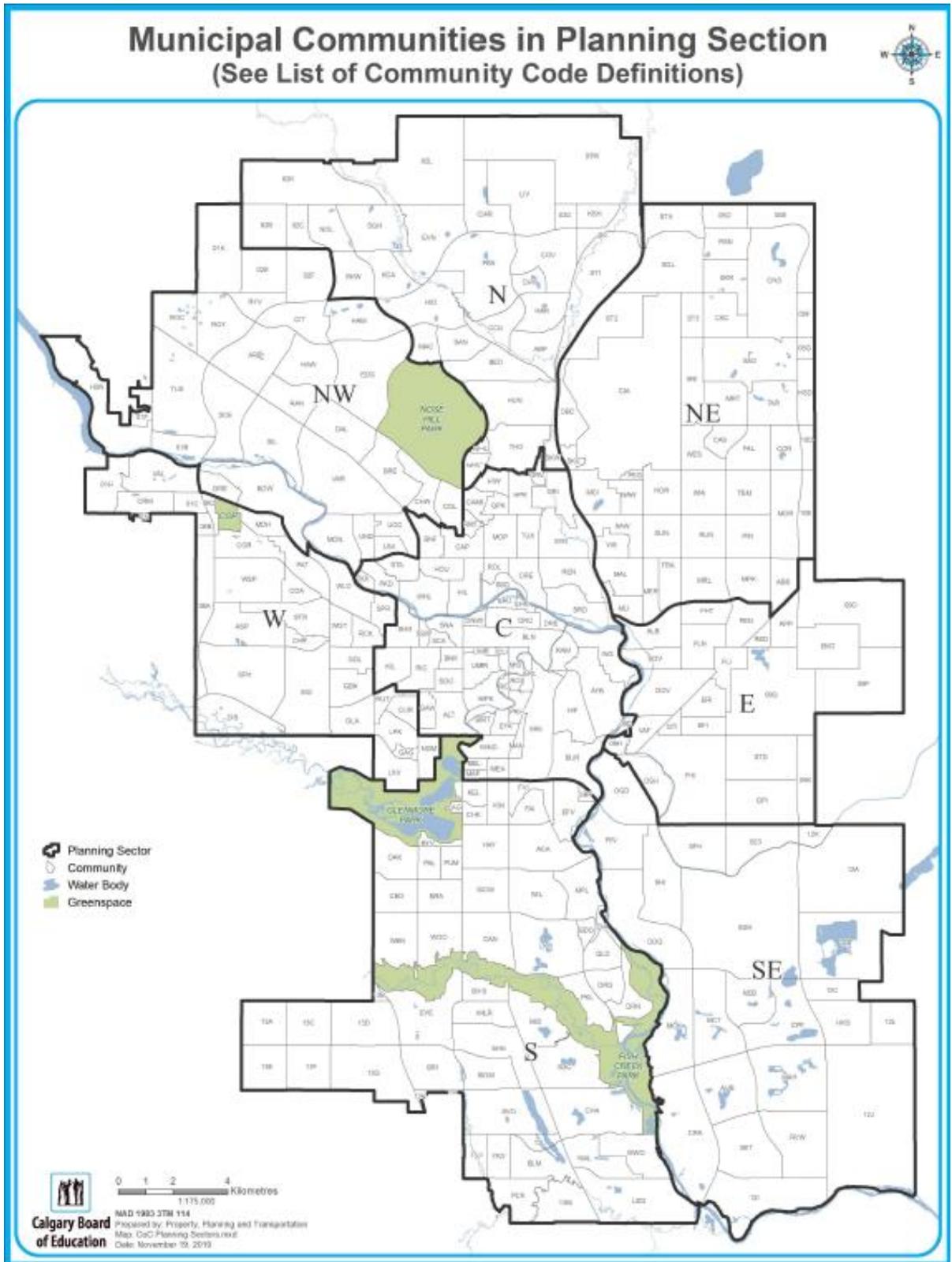
Planning Sector Utilization by Student Residence (Actual & Projected)		
Sector	2020-2021 Actual K-9 Utilization	2025-2026 Projections K-9 Utilization
Centre	64%	68%
East	68%	72%
North	128%	144%
NorthEast	93%	98%
NorthWest	71%	72%
South	63%	69%
SouthEast	114%	110%
West	80%	83%
Total	82%	87%

Planning Sector Utilization by Student Residence (Actual & Projected)		
Sector	2020-2021 Actual GR 10-12 Utilization	2025-2026 Projections GR 10-12 Utilization
Centre	34%	37%
East	55%	58%
North	280%	144%
NorthEast	152%	169%
NorthWest	94%	96%
South	67%	75%
SouthEast	190%	226%
West	93%	97%
Total	88%	92%

Planning Sector Utilization by Student Residence (Actual & Projected)		
Sector	2020-2021 Actual K-4 Utilization	2025-2026 Projections K-4 Utilization
Centre	71%	76%
East	64%	67%
North	100%	114%
NorthEast	92%	98%
NorthWest	62%	63%
South	60%	66%
SouthEast	103%	98%
West	77%	80%
Total	77%	82%

Planning Sector Utilization by Student Residence (Actual & Projected)		
Sector	2020-2021 Actual GR 5-9 Utilization	2025-2026 Projections GR 5-9 Utilization
Centre	57%	61%
East	73%	77%
North	169%	190%
NorthEast	93%	99%
NorthWest	79%	80%
South	66%	72%
SouthEast	127%	124%
West	83%	86%
Total	86%	91%

Map 2



Municipal Community Code Definitions

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

2.4 Planning for Students

Sites for New Schools

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

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

In the case of land for elementary and middle schools, land from the 10% dedication requirement in the *Municipal Government Act* (MGA) of Alberta is used. The number and type of school sites required is based on the Joint Use Site Calculation Methodology. This methodology uses the estimated number of single and multi-family units in an Area Structure Plan (ASP) multiplied by the average number of children aged 5-14 per housing unit by type.

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

Working with Stakeholders

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

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

System Student Accommodation Plan

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

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

Student accommodation needs are identified by Planning in consultation with Education Directors in each area. Administration is responsible for using CBE's Dialogue framework to engage internal and external stakeholders regarding student accommodation challenges that may be resolved through one or more possible scenarios. The *Three Year System Student Accommodation Plan 2020-2023* was presented for information at the June 9, 2020, Board of Trustees meeting and is available on the CBE website at:

<https://www.cbe.ab.ca/FormsManuals/Three-Year-System-Student-Accommodation-Plan.pdf>

Program Opportunities for Students

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

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

2.5 New School Construction and School Approvals

Five new school construction projects are currently under development. A major modernization at Forest Lawn High School has recently completed construction.

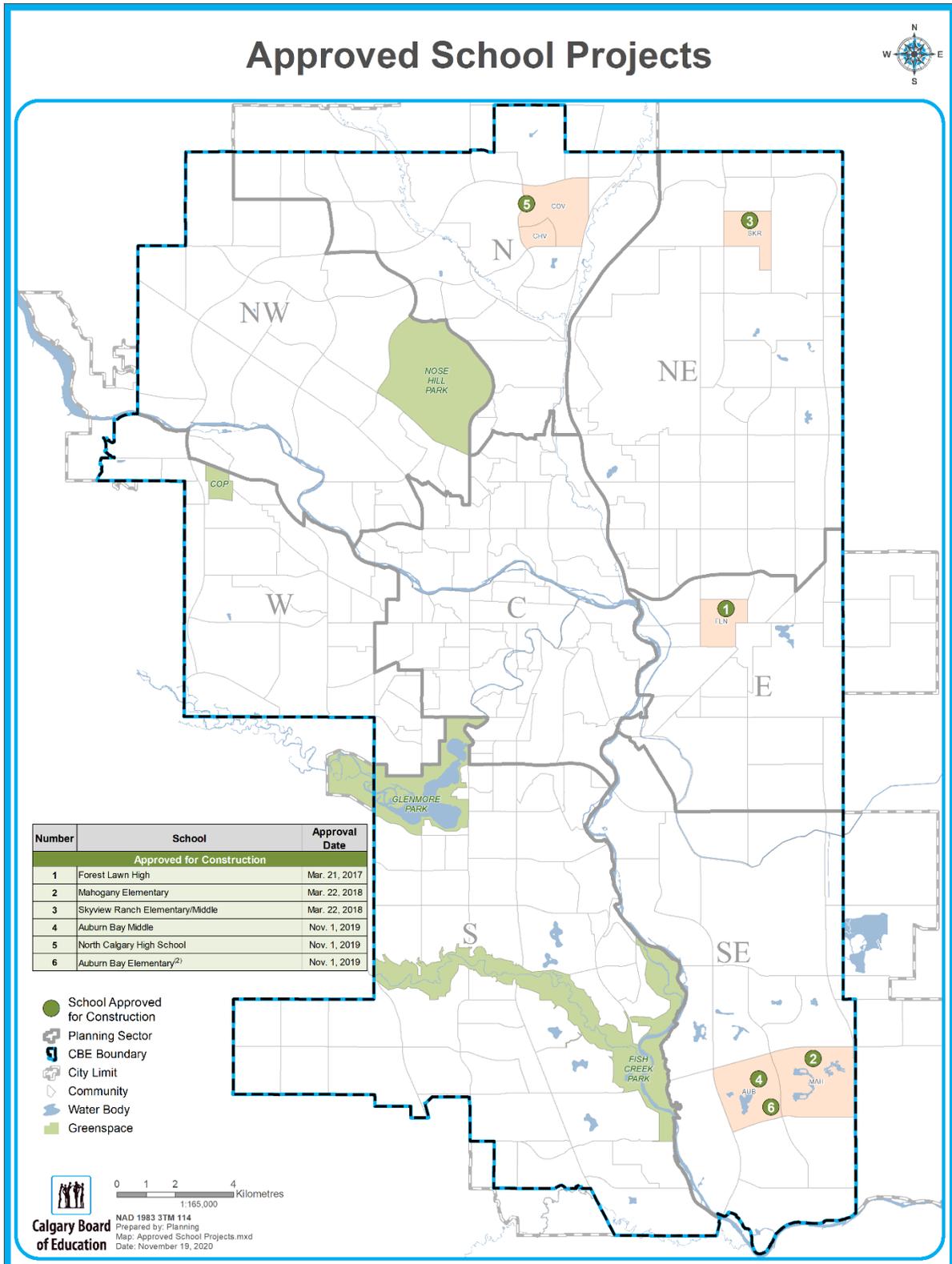
The table below summarizes the projects under development, their approval dates and their projected opening/completion date.

Schools Under Construction and Approvals					
Projected School Year Opening	School/Community	Project Type	Grade	Approved Capacity	Approval Date
TBD	Mahogany Elementary	New Construction	Grades K-4	600	Mar. 22, 2018
	Skyview Ranch Elementary/Middle	New Construction	Grades K-9	900	Mar. 22, 2018
TBD	Auburn Bay Middle	Design Only	Grades 5-9	900	Mar. 22, 2018
		New Construction			Nov 1, 2019
	North Calgary High School	Design Only	Grades 10-12	1,800	Mar. 22, 2018
		New Construction			Nov 1, 2019
	Auburn Bay Elementary ⁽²⁾	New Construction	Grades K-4	600	Nov 1, 2019
Total School Space Capacity				4,800	

Note: ⁽²⁾ denotes second school of that type in the community.

Map 3 identifies the location of future new school projects approved since March 22, 2018 and the recently completed Forest Lawn High School modernization.

Map 3



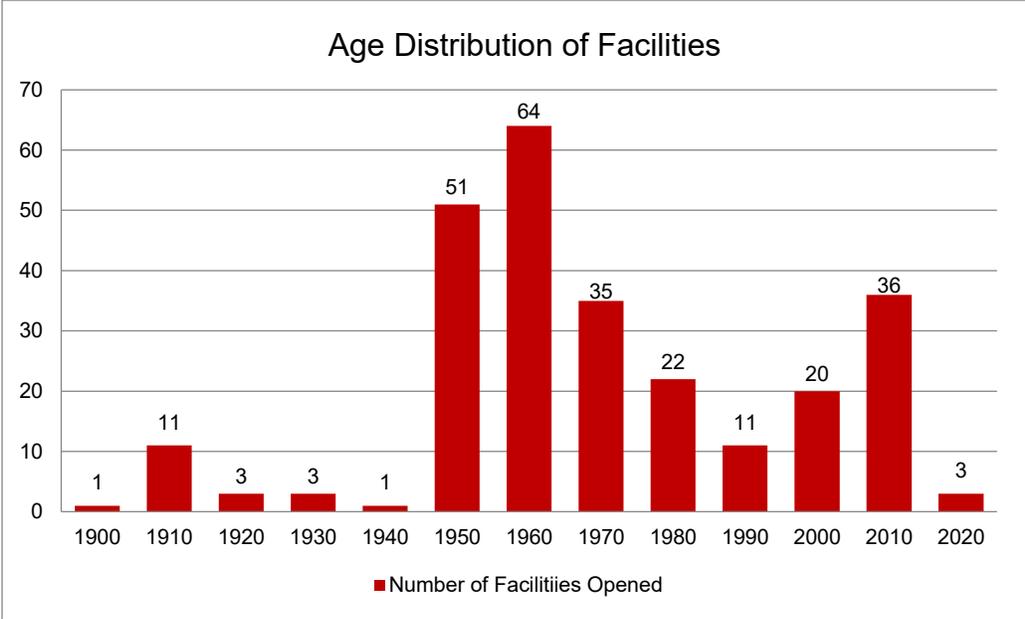
2.6 School Major Modernization

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

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

- Focus on upgrading CTS spaces
- Improvements to the Learning Commons and development of new computer lab spaces
- Partial mechanical and electrical systems upgrades
- Minor building envelope and interior upgrades
- Building code and barrier free access upgrades

The CBE has a current count of over 261 owned facilities of which 169 were built before 1980. This represents approximately 65% of CBE's school building inventory. The current inventory by decade of CBE school buildings is shown in the following graph:



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

Provincial audit information, now called VFA, factors into CBE's assessment in determining modernization priorities.

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

2.7 Collaborative Initiatives with The City of Calgary

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

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

3.0 NEW SCHOOL CONSTRUCTION CAPITAL PLAN CRITERIA

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

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

3.1 Construction Planning Criteria

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

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

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

Eligibility Criteria

Eligible School Communities

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

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

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

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

Accommodation Options

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

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

Site Availability and Readiness

High school sites require larger land parcels that will service multiple communities. As such the land required for these sites is acquired under the Joint Use Agreement, a tripartite agreement between the City, CBE and CCSD. The requirement to purchase land for a high school is identified during the regional context study phase when developments that are planned for a minimum of 50,000 to 60,000 residents are considered for approval by the City of Calgary. Accordingly, new high school construction is only considered where a site is available - see **Map 4** on page 30 for locations of CBE high school sites.

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

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

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

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

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

Ranking Criteria:

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

Design Only

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

Preschool Census

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

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

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

Population Growth

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

Travel Time

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

Bus Receivers

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

Existing or Approved School(s) in Community

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

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

Transition Points

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

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

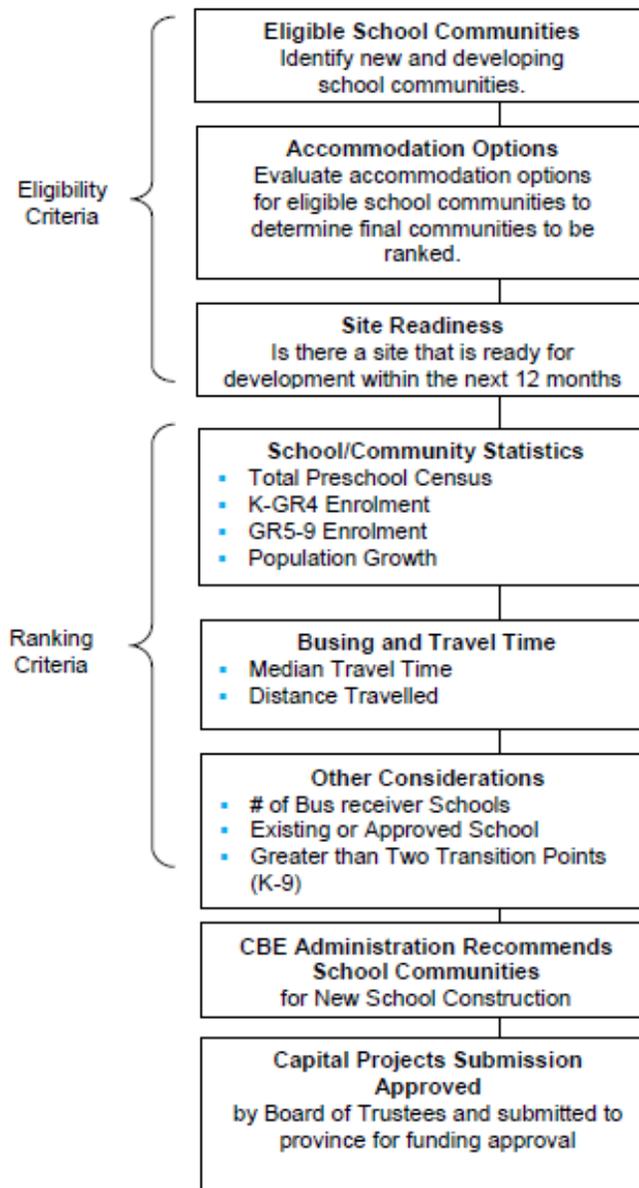
CBE's point assessment process is used for K-9 and does not apply in certain unique circumstances therefore the option exists for the placement of priorities for new school construction.

- Senior high schools are not ranked using point criteria, but are recommended on the priority list based on analysis of multiple factors such as:

- availability of a site to construct a high school
 - high school utilization rates
 - student enrolment
 - community demographics
- Schools with unique settings or enrolments that do not lend themselves to the aforementioned ranking criteria may also be placed on a priority basis. Previous examples include Christine Meikle and Niitsitapi Learning Centre.

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

Three-Year School Capital Plan New School Construction Evaluation Process



3.2 Construction Ranking: Kindergarten to Grade 9

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

School Communities				
Rank	Community	Points	Planning Sector	Grade
1	Evanston Middle (full buildout)	1694	N	5-9
2	Saddle Ridge Middle ⁽²⁾ (design Year 2, construction Year 3)	1681	NE	5-9

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

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

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

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

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

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

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

3.3 Construction Planning Criteria: Senior High Schools

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

Senior High Planning Sector Utilization		
Planning Sector	2020-2021 Residence Utilization	2020-2021 Enrolment Utilization
Centre	34%	81%
East	55%	77%
North	280%	101%
NorthEast	152%	103%
NorthWest	94%	94%
South	67%	74%
SouthEast	190%	112%
West	93%	95%

Notes:

- Student numbers are based on ArcView data as at September 30, 2020
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)

The greatest demand for new senior high school space based on where students are living (by residence) continues to be in the North sector. A new high school in north Calgary, located in the community of Coventry Hills, was approved in March 2018 for design funding and for construction on November 1, 2019.

The SouthEast sector has the next highest level of utilization by residence at 190%. However, there are four (4) high schools in the adjacent South sector which has a utilization by residence of 67%. Students from the SouthEast sector can be accommodated in those schools.

The NorthEast sector has the third highest utilization by residence at 152%.

3.4 Construction Priorities: Senior High Schools

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

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

Cornerstone High School

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

approximately 20,620 people by 2024. This represents approximately 24% of the forecasted suburban residential growth in terms of total population.

The northeast sector includes many new and developing communities and has a large student population by residence. Overall, there are 5,300 senior high students living in the northeast sector enrolled at CBE schools this year. There are only two high schools in this sector, Nelson Mandela and Lester B. Pearson, with provincial capacities of 1,795 and 1,739 student spaces respectively. If all high school students living in this sector attended the only two high schools in the sector, the utilization rate would be 152%.

The primary catchment population for the Cornerstone high school would be the northern northeast communities, consisting of Cityscape, Cornerstone, Redstone and Skyview Ranch. These communities are less than 50% built-out, but are developing quickly. When fully built-out over the next 5 to 10 years they will have a combined population of approximately 77,600 - 81,000 people. There are currently 319 students from these communities attending CBE high schools for Grades 10-12.

Additional communities that may have a portion of, or the entire community, designated to this school include Saddle Ridge, Castleridge, Falconridge, Coral Springs, and/or Homestead. There are currently 1,233 high school students from these communities. The community of Saddle Ridge is only 58% built out, based on 2019 occupied dwellings, and when fully built-out over the next 5 to 10 years it will have a population of approximately 31,500 - 31,800 people.

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

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

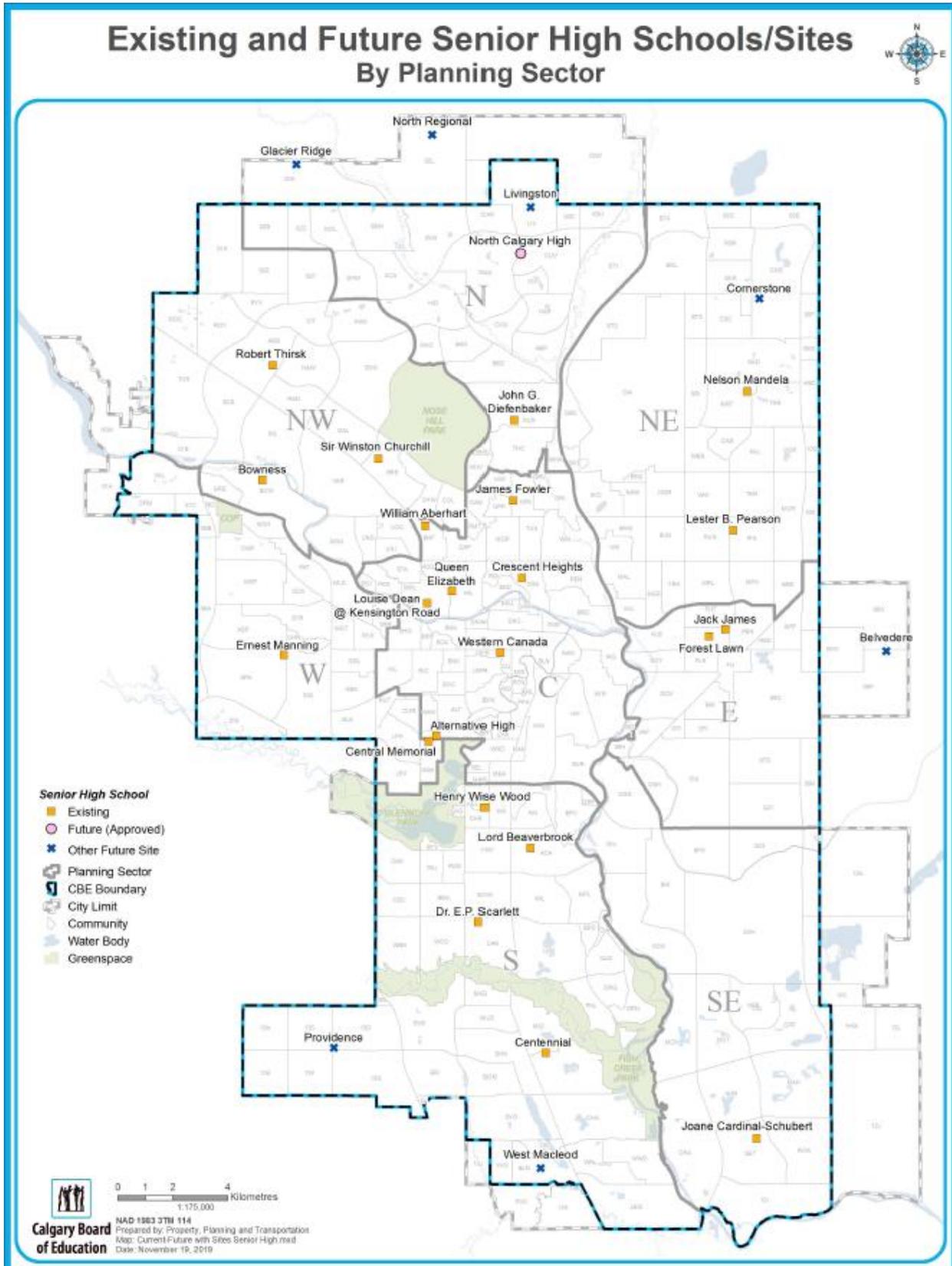
Students living in the communities of Castleridge, Coral Springs, Falconridge, Martindale, Saddle Ridge and Taradale attend Nelson Mandela High School.

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

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

An 18 acre site in the south portion of Cornerstone, on the south side of Country Hills Boulevard NE, is designated for a new senior high school. Once constructed and opened, the new Cornerstone High School in northeast Calgary is anticipated to operate at capacity for many years.

Map 4



4.0 THREE-YEAR SCHOOL CAPITAL PLAN 2022-2025 – SUMMARY

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

Phase 1: Capital Plan Submission

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

Phase 2: Project Evaluation & Prioritization

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

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

Phase 2: Project Drivers

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

Phase 2: Level of need

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

Phase 3: Project Definition

Preliminary site assessment and value scoping sessions if required

Phase 4: Budget and Scope

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

Phase 5: Provincial Capital Planning process

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

Following is a summary of recommended new school construction and major modernization projects. Table 1 (New School Construction) and Table 2 (School Modernizations) provides a summary of the recommended projects and project costs, based on information from Alberta Infrastructure and taking into account the 2020 inflation rate. Sections 5.0 and 6.0 provide details of the recommended projects.

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

The sections that follow this summary (Sections 5.0 and 6.0) describe the community and school profiles in order of priority.

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

Table 1: New School Construction					Number of Years Previously Listed in Capital Plan*
Three-Year School Capital Plan 2022-2025 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	
C-1 Evanston Middle	5-9	New Request	Full buildout to 900	32,133,000	8
YEAR 1 TOTAL				32,133,000	
YEAR 2					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	
C-2 Saddle Ridge Middle ⁽²⁾	5-9	New Request	Design for 900	1,161,000	1
C-3 Cornerstone High School	10-12	New Request	Design for 1800	2,322,000	1
YEAR 2 TOTAL				3,483,000	
YEAR 3					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	
C-4 Saddle Ridge Middle ^{(2)^}	5-9	New Request	Construction for 900	28,743,000	1
C-5 Cornerstone High School [^]	10-12	New Request	Construction for 1800	63,968,000	1
YEAR 3 TOTAL				92,711,000	
GRAND TOTAL				128,327,000	

Note: ¹ Senior high schools are not ranked using point criteria. See page 28.

⁽²⁾ = second school of that type for the community.

[^] Year could change, dependent on when site is ready for construction.

* Number of Years was calculated incorrectly in the 2021-2024 Capital Plan.

Table 2: School Major Modernizations					Number of Years Previously Listed in Capital Plan
Three-Year School Capital Plan 2022-2025 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	
M-1 John G. Diefenbaker High School	10-12	Modernization Request	Major Modernization	28,498,000	12
M-2 Nickle School	5-9	Modernization Request	Major Modernization	14,777,000	13
M-3 A.E. Cross School	7-9	Modernization Request	Major Modernization	18,999,000	4
YEAR 1 TOTAL				62,274,000	
YEAR 2					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	
M-4 Sir John A. Macdonald School	7-9	Modernization Request	Major Modernization	13,500,000	0
M-5 Annie Gale School	7-9	Modernization Request	Major Modernization	7,800,000	0
M-6 Cedarbrae School	K-6	Modernization Request	Major Modernization	8,234,000	6
M-7 Altadore School	K-6	Modernization Request	Major Modernization	8,234,000	13
YEAR 2 TOTAL				37,768,000	
YEAR 3					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	
M-8 Annie Foote School	K-6	Modernization Request	Major Modernization	10,977,000	6
M-9 Janet Johnstone School	K-4	Modernization Request	Major Modernization	9,182,000	6
M-10 Ranchlands School	K-6	Modernization Request	Major Modernization	12,349,000	6
M-11 Queen Elizabeth School	K-6	Modernization Request	Major Modernization	9,182,000	6
M-12 Ernest Morrow School	6-9	Modernization Request	Major Modernization	9,200,000	7
YEAR 3 TOTAL				50,890,000	
GRAND TOTAL				150,932,000	

Table 3: New School Construction and Major Modernizations

Three-Year School Capital Plan 2022-2025 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	
1 Evanston Middle	5-9	New Request	Full buildout to 900	32,133,000	
2 John G. Diefenbaker High School	10-12	Modernization Request	Major Modernization	28,498,000	
3 Nickle School	5-9	Modernization Request	Major Modernization	14,777,000	
4 A.E. Cross School	7-9	Modernization Request	Major Modernization	18,999,000	
				YEAR 1 TOTAL	94,407,000
YEAR 2					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	
5 Saddle Ridge Middle ⁽²⁾	5-9	New Request	Design for 900	1,161,000	
6 Cornerstone High School	10-12	New Request	Design for 1800	2,322,000	
7 Sir John A. Macdonald School	7-9	Modernization Request	Major Modernization	13,500,000	
8 Annie Gale School	7-9	Modernization Request	Major Modernization	7,800,000	
9 Cedarbrae School	K-6	Modernization Request	Major Modernization	8,234,000	
10 Altadore School	K-6	Modernization Request	Major Modernization	8,234,000	
				YEAR 2 TOTAL	41,251,000
YEAR 3					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	
11 Saddle Ridge Middle ⁽²⁾	5-9	New Request	Construction for 900	28,743,000	
12 Cornerstone High School	10-12	New Request	Construction for 1800	63,968,000	
13 Annie Foote School	K-6	Modernization Request	Major Modernization	10,977,000	
14 Janet Johnstone School	K-4	Modernization Request	Major Modernization	9,182,000	
15 Ranchlands School	K-6	Modernization Request	Major Modernization	12,349,000	
16 Queen Elizabeth School	K-6	Modernization Request	Major Modernization	9,182,000	
17 Ernest Morrow School	6-9	Modernization Request	Major Modernization	9,200,000	
				YEAR 3 TOTAL	143,601,000
				GRAND TOTAL	279,259,000

Number of Years Previously Listed in Capital Plan
8*
12
13
4

1*
1*
0
0
6
13

1*
1*
6
6
6
6
7

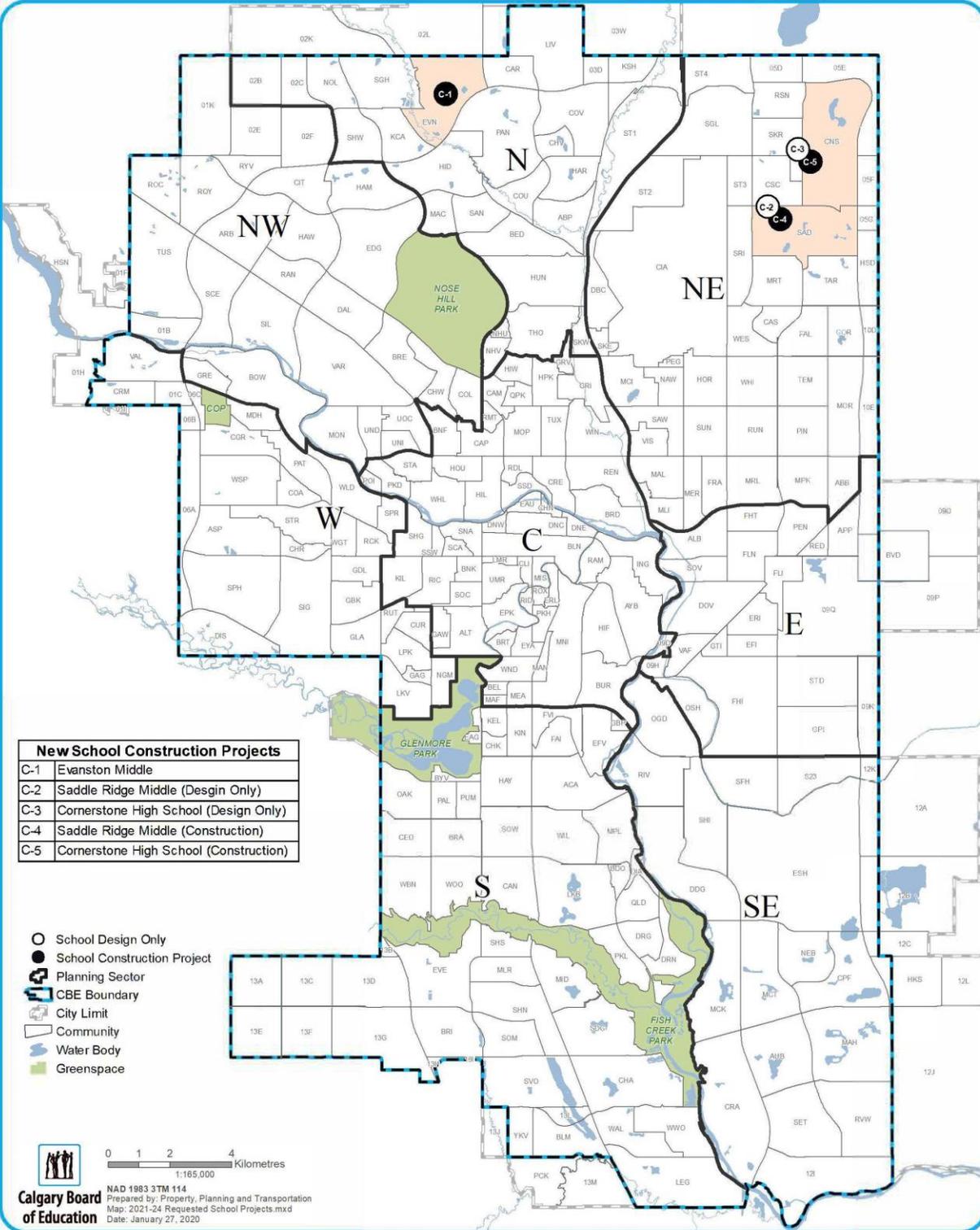
Note: ¹ Senior high schools are not ranked using point criteria. See page 28.

⁽²⁾ = second elementary school for the community

* Number of Years was calculated incorrectly for New Requests in the 2021-2024 Capital Plan.

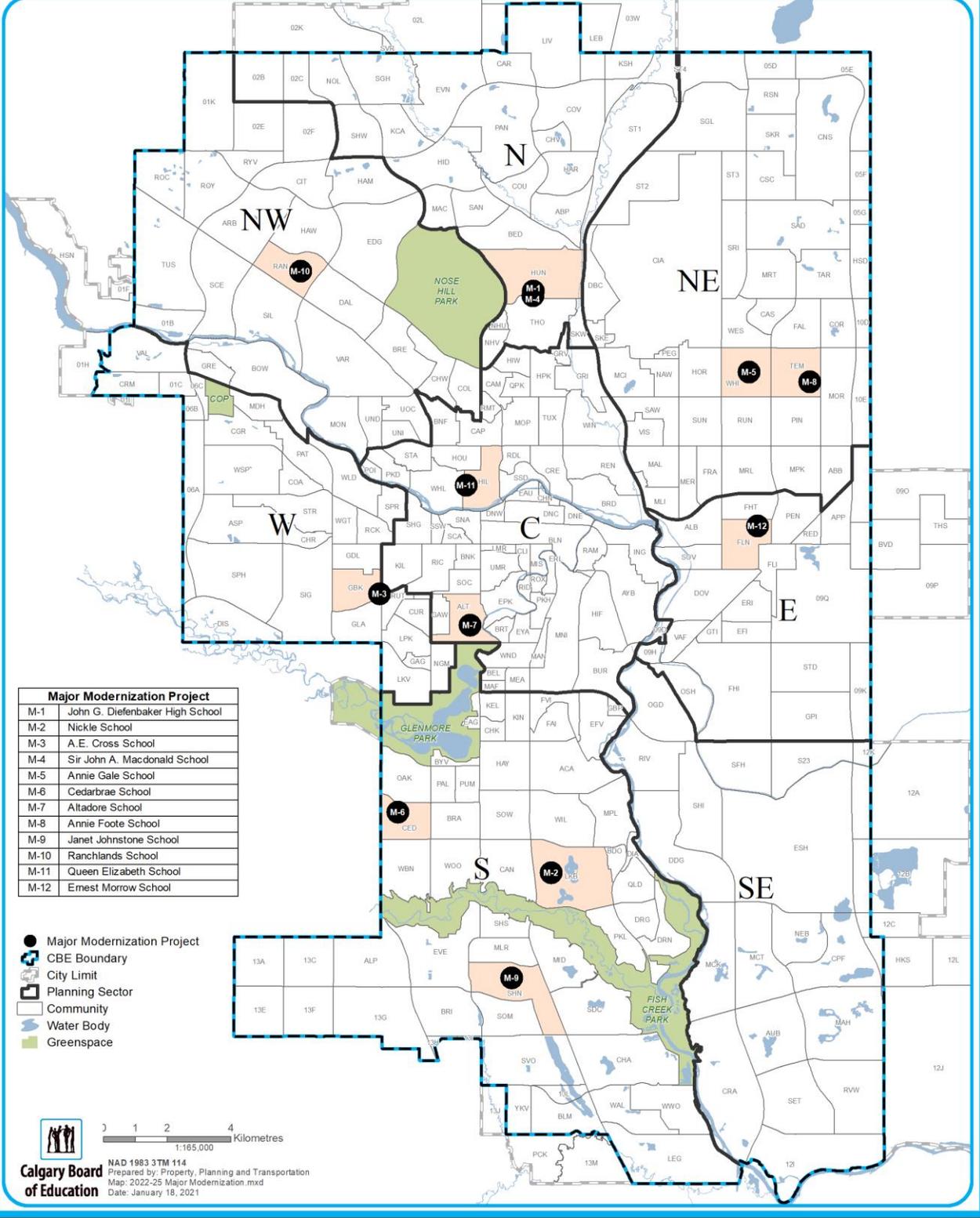
Map 5

New School Construction Projects 2022-2025



Map 6

Major Modernization Projects 2022-2025



Major Modernization Project	
M-1	John G. Diefenbaker High School
M-2	Nickle School
M-3	A.E. Cross School
M-4	Sir John A. Macdonald School
M-5	Annie Gale School
M-6	Cedarbrae School
M-7	Aitadore School
M-8	Annie Foote School
M-9	Janet Johnstone School
M-10	Ranchlands School
M-11	Queen Elizabeth School
M-12	Ernest Morrow School

- Major Modernization Project
- ▬ CBE Boundary
- ▬ City Limit
- ▬ Planning Sector
- ▬ Community
- ▬ Water Body
- ▬ Greenspace



Calgary Board of Education
 NAD 1983 3TM 114
 Prepared by: Property, Planning and Transportation
 Map: 2022-25 Major Modernization.mxd
 Date: January 18, 2021

5.0	2022-2025 SCHOOL CAPITAL PLAN
New Construction	
Priority C-1 Evanston Middle	
School Community Profile	
<p>Evanston Community began development in 2002 and is situated in the north sector of the city, north of Stoney Trail and east of Symons Valley Road.</p> <ul style="list-style-type: none"> ▪ As of the April 2019 Census, the total number of occupied dwelling units was 5,334 with a population of 17,685. ▪ The community is planned for an estimated 6,171 housing units with a population capacity of 19,200 to 19,800. ▪ The community had an average annual population growth of 1,140 persons during the past three-year period. 	
Enrolment Profile	
<ul style="list-style-type: none"> ▪ As of September 30, 2020, there were 906 kindergarten to Grade 4 and 658 Grades 5-9 students residing in the Evanston community who attended CBE schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> ▪ Kenneth D. Taylor School (K-GR4) opened September 2016. The school is full and starting September 2018, K-4 students who cannot be accommodated at the school are overflowed to Cambrian Heights School in Cambrian Heights. There is one more elementary site and one middle school site in Evanston. ▪ Evanston GR5-9 students are currently bused to Simon Fraser, which is located in the Brentwood community. 	
Recommendation	
<ul style="list-style-type: none"> ▪ Construct a middle school for 900 GR 5-9 students. ▪ The total project cost is budgeted at \$32,133,000. 	

5.0	2022-2025 SCHOOL CAPITAL PLAN
New Construction	
Priorities C-2 (design) & C-4 (construction) Saddle Ridge Middle⁽²⁾	
School Community Profile	
<p>Saddle Ridge Community began development in 2000 and is located in the northeast sector of the City.</p> <ul style="list-style-type: none"> ▪ As of the April 2019 Census, the total number of occupied dwelling units was 5,576 with a population of 22,321. ▪ The community is planned for an estimated 9,584 housing units with a population capacity of 31,500 to 31,800. ▪ The community had an average annual population growth of 1,022 persons during the past three-year period. 	
Enrolment Profile	
<ul style="list-style-type: none"> ▪ As of the September 30, 2020, there were 1,226 kindergarten to Grade 4 and 1,242 Grades 5-9 students residing in the Saddle Ridge community who attended CBE schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> ▪ Peter Loughheed School (GR5-9) opened September 2016. The school is full and starting September 2021 students in GR5-6 will be designated to Pineridge School, and students in GR7-9 will be designated to Clarence Samson School. Both schools are in the community of Pineridge. ▪ There is one more middle site, which will be used for the second middle school. ▪ This site is currently not ready for construction, but it is anticipated to be ready to construct a school in the next 2-3 years. 	
Recommendation	
<ul style="list-style-type: none"> ▪ A staged design and construction of a middle school for 900 GR 5-9 students. ▪ Priority C-2 = The total design cost is budgeted at \$1,161,000. ▪ Priority C-4 = The total construction cost is budgeted at \$28,743,000. ▪ The total project cost is budgeted at \$29,904,000. 	

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

5.0	2022-2025 SCHOOL CAPITAL PLAN
New Construction	
Priorities C-3 (design) & C-5 (construction) Cornerstone High	
School Community Profile	
<p>The Cornerstone High School will serve the residents of the northern northeast communities.</p> <ul style="list-style-type: none"> ▪ Currently, the northern northeast area is served by two high schools consisting of: Forest Lawn (Cityscape, Homestead, Redstone, Skyview Ranch) and Lester B. Pearson (Cornerstone). 	
Enrolment Profile	
<ul style="list-style-type: none"> ▪ There are over 4,800 high school students living in the northeast sector of Calgary and only two high schools located in that sector. Nelson Mandela High School has a provincial capacity of 1,795 student spaces and a utilization of 104%. Lester B. Pearson High School has a provincial capacity of 1,739 student spaces and a utilization of 93%. ▪ Combined, the northern northeast communities of Cityscape, Cornerstone, Redstone and Skyview Ranch currently have 319 Grades 10-12 students. This number has increased 17% from 2019. ▪ The northeast sector of the City is projected to account for 24% of all growth in the City from 2020-2024 with a population increase of 20,620 according to the City of Calgary's <i>Suburban Residential Growth 2020-2024</i> document published in October 2020. ▪ In the 2019 Civic Census, Cornerstone and Redstone had the 4th and 5th highest community population increases in the City from 2018 to 2019, at 1,019 and 1,002 respectively. ▪ Cityscape, Cornerstone, Redstone and Skyview Ranch are less than 50% built-out, but are developing quickly. When fully built-out over the next 5 to 10 years there will be, combined, approximately 77,600 - 81,000 people from these communities. ▪ The community of Saddle Ridge is 58% built out and when fully built-out over the next 5 to 10 years there will be approximately 31,500 - 31,800 people. ▪ Saddle Ridge currently has 664 high school students and that number is projected to increase over the next 5 years. ▪ Homestead is a developing new community on the east side of Stoney Trail and at full build out it is expected to have a population of 4,900 - 5,200 people. 	

Site Planning and Transportation

- An 18 acre site in the south portion of Cornerstone, on the south side of Country Hills Boulevard NE, is designated for a new senior high school.
- This site is currently not ready for construction, but it is anticipated to be ready to construct a school in the next 2-3 years.
- The communities in the northern northeast are bused long distances.

Recommendation

- A staged design and construction of a senior high school for 1,800 students.
- Priority C-3 = The total design cost is budgeted at \$2,322,000.
- Priority C-5 = The total construction cost is budgeted at \$63,968,000.
- The total project cost is budgeted at \$66,290,000.

6.0	2022-2025 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-1 John G. Diefenbaker High School	
<p>The school's current CTS programs require upgrading to meet current industry and CBE standards.</p> <p>CTS courses are designed to engage students in learning in authentic, relevant and personalized learning environments. Through this approach to learning, students transition from their high school experience more successfully into the world of work or into post-secondary education. Creating these personalized pathways through CTS courses and programs allow students the opportunity to examine their career goals and expand their interests in future success.</p>	
Facility Description	
<p>The original two storey building, complete with gymnasium, partial lower level (walkout) basement, performance space, and mechanical penthouse was constructed in 1971. In 1990, a single storey addition with lower level was added. Additionally, there are four dated modular units located on site. There have been several interior renovations over the years to improve existing spaces.</p> <p>Overall construction comprises a foundation of grade beams and strip footings complete with reinforced concrete slabs on grade. The superstructure consists of both exterior and interior masonry load bearing block, or poured in place walls and columns. Roof structure is steel deck on steel joists on bearing walls. The majority of the roof assembly is a bituminous built-up (BUR) system (last replaced in 1988).</p> <p>The exterior is a combination of red brick, ribbed block, and stucco. Windows are typically double glazed units and aluminum framed. Exterior doors are steel and painted.</p> <p>The total area of the main building is 13876 m² consisting of 54 classrooms. The classrooms range in size and have access to natural light.</p> <p>In 2018, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> ▪ Mechanical: requires upgrades (some space temperature controls require repair or replacement; life-cycle issues are soon to be an issue) ▪ Electrical: systems require upgrading (review and replace as required all life-cycle components). 	

6.0	2022-2025 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-1 John G. Diefenbaker High School	
Modernization	
<p>Due to the age and condition of the building components, a modernization will improve functionality, security, safety and will upgrade building infrastructure. There is a need to modernize instructional spaces in order to enhance the learning environment. This modernization will focus on upgrading CTS space throughout the school, and will include partial upgrading of the building envelope, mechanical and electrical systems, and replacement of worn architectural finishes and fixtures.</p> <p>This project will include a library to Learning Commons conversion, bringing the school into alignment with 21st century learning. Additional project items include building and code upgrades (sprinkler system), hazardous material abatement and addressing all gender washrooms and barrier-free accessibility.</p> <p>The total project cost is estimated to be \$28,498,000.</p>	

6.0	2022-2025 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-2 Nickle School	
Current and Future Student Accommodation Plan	
<p>Nickle School is located in southeast Calgary in the community of Lake Bonavista, which is an established community in the South planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program Nickle School currently accommodates the regular program for Grades 7-9 students living in Bonavista Downs and Lake Bonavista, and students in Grades 5-9 from the communities of Auburn Bay and Seton. ▪ System Classes Nickle School currently accommodates Bridges, and Learning and Literacy classes. <p>The long-term student accommodation plan for Nickle School is to accommodate students from their home area and students residing in new and developing communities in either the South or Southeast planning sectors. This school has been identified as one that is required by the CBE to accommodate students into the future.</p>	
Facility Description	
<p>The original school building was completed in 1970 with masonry and steel construction. The two additions were built in 1976 and 1985.</p> <p>The total area of the building is 6,951 m² consisting of 26 classrooms plus three portables for instruction. The classrooms range in size and have minimum access to natural light. The mechanical and electrical systems have exceeded their lifecycle expectancy and need upgrading or replacement.</p> <p>In 2018, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> ▪ Replace parts of roof that have not already been replaced. ▪ Replace damaged caulking around perimeter. ▪ Incorporate barrier-free items where applicable (i.e., automatic door openers). ▪ Mechanical features need upgrading (i.e., hot water tanks, exhaust fans, sprinklers). ▪ Upgrade various electrical various components (i.e., lights, exit signs, etc.). 	
Modernization	
<p>A scope for modernization improvements is required due to the age and condition of the building components. The modernization would replace some mechanical systems and damaged lockers, upgrade electrical system, finishes and millwork, reconfigure internal spaces, and renovate washrooms. The addition of mechanical control system and start/stop automation is recommended. Barrier-free accessibility, all gender washrooms, exiting and code upgrades (sprinkler system) would be addressed as well. The scope of this modernization strategy also includes upgrading all the interior program spaces, CTS upgrades, and a library to Learning Commons conversion.</p> <p>The total project cost is estimated to be \$14,777,000.</p>	

6.0	2022-2025 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-3 A.E. Cross School	
Current and Future Student Accommodation Plan	
<p>A.E. Cross School is located in southwest Calgary in the community of Glenbrook, which is an established community in the West planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program A.E. Cross School currently accommodates the regular program for Grades 7-9 students living in Garrison Green, Glamorgan, Glenbrook, Killarney/Glengarry, Lincoln Park, Richmond and Rutland Park. Students residing in Signal Hill are also currently designated to A.E. Cross School for Grades 7-9. ▪ Spanish Bilingual A.E. Cross accommodates Grades 7-9 students. ▪ System Classes A.E. Cross School accommodates Paced Learning Program classes. ▪ CBE Administration (Area 7) A.E. Cross School also currently accommodates the Area 7 office. <p>The long-term student accommodation plan for A.E. Cross School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future.</p>	
Facility Description	
<p>The original building was built in 1961 with a major two-storey addition added in 1966. The building has a masonry and steel construction, wood-roof deck with masonry and curtain wall exterior. A modernization took place in 1983. The gross building area is 9,064 m² consisting of 36 classrooms, with the majority of the classrooms being slightly smaller than current standards. The provincial capacity of A.E. Cross School has been set at 878 student spaces. The gym, library, and administration space are typical size for a school of this capacity. The ancillary spaces are quite large compared to a classroom.</p> <p>The structure is considered to be in acceptable condition. Many of the classrooms have good natural lighting. Most of the building exterior is finished with low maintenance materials; however, the wood portions of the exterior are in need of maintenance. Floors are generally in acceptable condition with some needing repair/replacement.</p>	

6.0	2022-2025 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-3 A.E. Cross School	
Facility Description (cont'd)	
<p>In 2015, Alberta Infrastructure evaluated school facilities through VFA (formerly RECAPP) and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> ▪ Exterior: minor upgrades/repairs required (caulking, etc.). ▪ Interior: requires upgrading (worn and aging finishes). ▪ Mechanical: aging systems (50+years old) require replacement (HVAC system: steam boilers, ventilation, etc.). ▪ Electrical: systems require upgrading (expand current circuit system). 	
Modernization	
<p>The modernization will address replacement of major mechanical systems and electrical upgrades to improve thermal comfort and energy efficiency, and provide additional power and data outlets to address technology needs. The scope will include replacement of old and worn finishes and fixtures (e.g., vinyl-asbestos-tile flooring, wood flooring, and lockers), door and hardware replacement, and washroom upgrades. The modernization will include select program space renovations, library to Learning Commons conversion, CTS upgrades, hazardous material abatement, and building code and accessibility upgrades. The proposed project will modernize the whole facility and enhance the teaching environment.</p> <p>The total project cost is estimated to be \$18,999,000.</p>	

6.0	2022-2025 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-4 Sir John A. Macdonald School	
Current and Future Student Accommodation Plan	
<p>Sir John A. Macdonald School is located in north Calgary in the community of Huntington Hills, which is an established community in the North planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program Sir John A. Macdonald School currently accommodates Grades 7-9 students living in Beddington Heights, part of Greenview, Huntington Hills, MacEwan Glen, Sandstone Valley and part of Thorncliffe. ▪ System Classes Sir John A. Macdonald School accommodates Adapted Learning Program, Paced Learning Program, and Teaching of Attitude, Social Skills, and Communication classes. <p>The long-term student accommodation plan for Sir John A. Macdonald School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that the school will continue to operate at or over capacity into the near future.</p>	
Facility Description	
<p>The two-storey facility was originally built in 1966 as a masonry building with a mixed material exterior. An addition, completed in 1970, increased the building area by a total of 50%. Four relocatables were added in the fall of 2007 to accommodate growth pressures. The school is exhibiting age-related deficiencies in finishes, mechanical, and electrical systems. Upgrades to building systems and finishes, including window replacement, are needed to restore this well-used building to feasible condition. The gross building area is 7,814 m² consisting of 32 classrooms, with a provincial capacity of 905 student spaces. Most of the teaching spaces are smaller than current standards; however, most have good natural light. The gym is small, by Alberta Education standards, for a junior high school of this capacity. The school has CTS labs (for graphics, construction, information processing, and foods and fashion), as well as fine and performing arts (music, drama, art, and French).</p> <p>In 2012, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> ▪ Exterior requires lifecycle upgrades (painting, caulking, etc.) ▪ Interior spaces require upgrading (main entranceway, barrier-free accessibility features, etc.) ▪ Mechanical systems require upgrading (HVAC system, boilers, hot water system, etc.) ▪ Electrical systems require upgrading (switchboard, motor starters, emergency battery packs, etc.). 	

6.0	2022-2025 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-4 Sir John A. Macdonald School	
Modernization	
<p>The modernization will improve functionality, security, safety and will upgrade building infrastructure. The modernization includes upgrades of mechanical and electrical systems and envelope upgrades (windows, doors and walls). All worn finishes (flooring, ceilings, and paint) and worn fixtures will be replaced. Washroom upgrades and millwork replacement are part of the work. Code upgrades will be included in the modernization.</p> <p>Instructional space upgrades are part of the modernization including a library to Learning Commons conversion. This modernization will address acoustic, barrier-free accessibility issues, all gender washrooms and security concerns.</p> <p>The total project cost is estimated to be \$13,500,000.</p>	

6.0	2022-2025 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-5 Annie Gale School	
Current and Future Student Accommodation Plan	
<p>Annie Gale School is located in northeast Calgary in the community of Whitehorn, which is an established community in the Northeast planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program Annie Gale School currently accommodates Grades 7-9 students living in Whitehorn. Students residing in Coral Springs are also currently designated to Annie Gale School fro Grades 7-9. ▪ Traditional Learning Community (TLC) Program Annie Gale School currently accommodates Grades 6-9. ▪ System Classes Annie Gale School accommodates Learning and Literacy classes. <p>The long-term student accommodation plan for Annie Gale School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that the school will operate at or near capacity into the future.</p>	
Facility Description	
<p>The two-storey building was constructed in 1983 complete with concrete footings and foundation walls. The structure comprises slab-on-grade floors, load bearing block walls, open web steel joist and metal roof deck.</p> <p>The original built-up-roof (BUR) roof was replaced with SBS roofing in 2009. The building is brick, metal panels, and pre-finished metal siding. Most classrooms have access to natural light. The total area of the building is 6,101 m² consisting of 29 classrooms for instruction.</p> <p>In 2013, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition with the exception of the electrical systems which were marginal. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> ▪ Exterior: requires upgrades (replace windows, brick, doors, metal panels, sealants, water leaks in basement). ▪ Interior: requires upgrading (finishes, millwork, window coverings, lockers, replace folding/accordion partition doors, white/tack boards, toilet partitions, acoustic wall panels). ▪ Mechanical: requires upgrading (replace control valves, DHW tank+pumps, fixtures, boilers, chimney, condensing unit, AHU, HW distribution system, fans, humidifiers, fin tube radiation system, and controls system). ▪ Electrical: systems require upgrading (Main MDP & breaker panel boards, motor controls, speaker system, life safety systems. security system including panel). 	

6.0	2022-2025 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-5 Annie Gale School	
Modernization	
<p>The modernization will improve functionality, security, safety and will upgrade building infrastructure. The modernization includes upgrades of mechanical and electrical systems and envelope upgrades (windows, doors and walls). All worn finishes (flooring, ceilings, and paint) and worn fixtures will be replaced. Washroom upgrades and millwork replacement are part of the work. Code upgrades will be included in the modernization.</p> <p>Instructional space upgrades are part of the modernization including improvements to science, art and foods labs. This modernization will address acoustic, barrier-free accessibility issues, all gender washrooms and security concerns.</p> <p>The total project cost is estimated to be \$7,800,000.</p>	

6.0	2022-2025 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-6 Cedarbrae School	
Current and Future Student Accommodation Plan	
<p>Cedarbrae School is located in southwest Calgary in the community of Cedarbrae, which is an established community in the South planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program Cedarbrae School currently accommodates kindergarten to Grade 6 students living in Cedarbrae. ▪ System Classes Cedarbrae School currently accommodates Bridges classes. <p>The long-term student accommodation plan for Cedarbrae School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future.</p>	
Facility Description	
<p>The single-storey building was constructed in 1976 complete with concrete footings and foundational walls. The structure comprises slab-on-grade floors, steel frame with masonry columns, open web steel joist and metal roof deck.</p> <p>The original built-up-roof (BUR) roof was replaced with SBS roofing in 2011. The building is clad brick and stucco, pre-finished metal flashing, with cladding below windows. Many classrooms have access to natural light. The total area of the building is 2,852 m² consisting of 11 classrooms for instruction.</p> <p>In 2012, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition with the exception of the electrical systems which were marginal. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> ▪ Exterior: requires upgrades (replace windows, skylights, doors, roof access door, stucco/wood soffits and metal siding; seals around openings and control joints, fix water leaks in basement). ▪ Interior: requires upgrading (finishes, millwork, window coverings refinish wood floor, replace folding/accordion partition doors, white/tack boards, toilet partitions, acoustic wall panels). ▪ Mechanical: requires upgrading (replace control valves, DHW tank+pumps, fixtures, boilers, chimney, condensing unit, AHU, HW distribution system, fans, humidifiers, fin tube radiation system, and controls system). ▪ Electrical: systems require upgrading (light fixtures, Main MDP & breaker panel boards, motor controls, speaker system, security system including panel). 	

6.0	2022-2025 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-6 Cedarbrae School	
Modernization	
<p>The modernization will improve functionality, security, safety and will upgrade building infrastructure. The modernization includes upgrades of mechanical and electrical systems and envelope upgrades (windows, doors and walls). All worn finishes (flooring, ceilings, and paint) and worn fixtures will be replaced. Washroom upgrades and millwork replacement are part of the work. Code upgrades will be included in the modernization.</p> <p>Instructional space upgrades are part of the modernization including a library to Learning Commons conversion. This modernization will address acoustic, barrier-free accessibility issues, all gender washrooms and security concerns.</p> <p>The total project cost is estimated to be \$8,234,000.</p>	

6.0	2022-2025 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-7 Altadore School	
Current and Future Student Accommodation Plan	
<p>Altadore School is located in southwest Calgary in the community of Altadore which is in the inner city in the Centre planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program <p style="padding-left: 40px;">Altadore School currently accommodates for kindergarten to Grade 6 students living in Altadore.</p> <p>The long-term student accommodation plan for Altadore School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future.</p>	
Facility Description	
<p>The one-storey building was constructed in 1952 with a wood frame on a concrete foundation. The school was renovated in 2002 with new exterior cladding, windows, doors, skylights and roof. A barrier-free washroom was provided in 2002; however, the remainder of the school requires barrier-free renovations. The total area of the building is 2,737 m² consisting of 15 classrooms for instruction. Most of the classrooms are similar to current standards and have good natural light.</p> <p>In 2010, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made this recommendation:</p> <p>Mechanical: systems require upgrading (hot water tanks, boiler, ventilators, etc.).</p>	
Modernization	
<p>The modernization would upgrade the entire mechanical systems: replace hot water tanks, steam boilers, breeching, steam piping, controls, exhaust fans, radiation system, and unit ventilators. Electrical upgrades would consist of cabling and electrical wiring upgrades. The project would also upgrade building code deficiencies (including sprinkler systems) with full barrier-free accessibility, and a library to Learning Commons conversion and all gender washrooms.</p> <p>The total project cost is estimated to be \$8,234,000.</p>	

6.0	2022-2025 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-8 Annie Foote School	
Current and Future Student Accommodation Plan	
<p>Annie Foote School is located in northeast Calgary in the community of Temple, which is an established community in the Northeast planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program Annie Foote School currently accommodates kindergarten to Grade 6 students living in Temple. The school also accommodates kindergarten to Grade 6 students from the new and developing community of Skyview Ranch. <p>The long-term student accommodation plan for Annie Foote School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students in their home area and from new and developing communities in the Northeast planning sector. It is anticipated that the school will operate at or near capacity into the future.</p>	
Facility Description	
<p>The single storey brick building was constructed in 1980 with a total gross floor area of 3904 m². The Provincial capacity is 473 students from pre-school through Grade 6. There are 9 relocatable classrooms with a total area of 841.5 m², located on the northwest side of the original building. Eight of those classrooms were installed in 1980, with the 2 blocks of 4 separated by an outdoor courtyard. The final relocatable classroom was attached to the north of the east wing later.</p> <p>In 2012, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> ▪ Exterior: requires upgrades (replace wood soffit and windows, etc.). ▪ Interior: requires upgrading (painting, barrier free features, seal all fire separation penetrations, replace gym divider and damaged doors, white boards). ▪ Mechanical: systems require upgrading (controls system, replace water heater, condensing unit, air handling unit, etc.). ▪ Electrical: systems require upgrading (light fixtures, fire alarm panel, emergency lighting and life safety devices). 	

6.0	2022-2025 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-8 Annie Foote School	
Modernization	
<p>The modernization will improve functionality, security, safety and will upgrade building infrastructure. The modernization includes upgrades of major mechanical and minor electrical systems and envelope upgrades (roof, windows and foundation repair). All worn finishes (flooring, ceilings, and paint) and worn fixtures will be replaced. Washroom upgrades and millwork replacement are part of the work. Code upgrades will be included in the modernization.</p> <p>Instructional space upgrades are part of the modernization including a library to Learning Commons conversion. This modernization will address acoustic, barrier-free accessibility issues, all gender washrooms and security concerns. Site circulation/parking issues need to be addressed to ensure safety of staff and students accessing the site.</p> <p>The total project cost is estimated to be \$10,977,000.</p>	

6.0	2022-2025 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-9 Janet Johnstone School	
Current and Future Student Accommodation Plan	
<p>Janet Johnstone School is located in southwest Calgary in the community of Shawnessy, which is in the South planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program Janet Johnstone School currently accommodates kindergarten to Grade 4 students living in Millrise, Shawnee Slopes and Shawnessy, ▪ French Immersion Janet Johnstone School accommodates kindergarten to Grade 4 students. <p>The long-term student accommodation plan for Janet Johnstone School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future.</p>	
Facility Description	
<p>The one-storey building with a mezzanine was constructed in 1982 with a steel frame on a concrete foundation. The total area of the building is 3203.5 m² consisting of 12 core classrooms and 8 portable classrooms for instruction. The classrooms are slightly under current standards and have good natural light.</p> <p>In 2012, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made this recommendation:</p> <ul style="list-style-type: none"> ▪ Exterior: requires upgrades and replacement (metal siding, joint sealers, doors, windows, roof, skylights etc.). ▪ Interior: requires upgrading (paint, flooring, ceiling tiles, barrier free features, , replace room divider panels, lockers, toilet partitions, white boards and tack boards, millwork). ▪ Mechanical: systems require upgrading (controls system, fixtures, valves, replace hot water heater, boilers, HVAC upgrade, exhaust fans, etc.). ▪ Electrical: systems require upgrading (main electrical switchboard, circuit panels and motors, light fixtures, fire alarm panel, emergency lighting and life safety devices). 	
Modernization	
<p>The modernization would upgrade the entire mechanical and electrical systems as noted above in the facility description. The project would also upgrade building code deficiencies to add barrier-free accessibility, all gender washrooms and a library to Learning Commons conversion. The modernization includes replacement of worn architectural finishes, fixtures and millwork.</p> <p>The total project cost is estimated to be \$9,182,000.</p>	

6.0	2022-2025 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-10 Ranchlands School	
Current and Future Student Accommodation Plan	
<p>Ranchlands School is located in northwest Calgary in the community of Ranchlands, which is an established community in the Northwest planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program Ranchlands School currently accommodates kindergarten to Grade 6 students living in Ranchlands. The school is also receives students from the new and developing community of Sherwood. ▪ System Classes Ranchlands School accommodates Paced Learning Program classes. <p>The long-term student accommodation plan for Ranchlands School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future.</p>	
Facility Description	
<p>The permanent 2-storey building was constructed in 1980. Eight relocatables (4 two-storey blocks) were included as part of the original construction.</p> <p>The core building construction includes concrete footings and grade beams, load-bearing masonry perimeter and interior walls and open webbed steel joists and metal Q-deck. Boiler room is below-grade. The total area of the building is 4,285 m² consisting of 11 classrooms and 8 relocatable classrooms for instruction. Core floor area is 3,476 m² with a relocatable area of 809 m².</p> <p>In 2013, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations that would need to be addressed as the building passes its 35 year:</p> <ul style="list-style-type: none"> ▪ Exterior: requires upgrades (envelope restoration, repoint mortar joints, replace metal siding, joint sealer, windows, doors, gutters & downspouts, skylights). ▪ Interior: requires upgrading (replace folding partitions, flooring, acoustic panels, ceiling tiles, elevator and lift, white/tack boards, toilet partitions, paint walls, fire stop penetrations through walls, millwork , window coverings). ▪ Mechanical: requires upgrades (replace fixtures, valves, DHW Heater, boilers, chimney, condensing and air distribution units, HW distribution unit, exhaust fans, finned tube radiation units, upgrade BAS controls). ▪ Electrical: systems require upgrading (replace light fixtures, emergency/fire and security systems, switch and panel boards, motor controls, speaker system). 	

6.0	2022-2025 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-10 Ranchlands School	
Modernization	
<p>The modernization will improve functionality, security, safety and will upgrade building infrastructure. The modernization includes upgrades of mechanical and electrical systems and envelope upgrades (windows, doors and walls). All worn finishes (flooring, ceilings, and paint) and worn fixtures will be replaced. Washroom upgrades and millwork replacement are part of the work.</p> <p>Instructional space upgrades are part of the modernization including a library to Learning Commons conversion. This modernization will address acoustic, barrier-free accessibility issues, code issues, all gender washrooms and security concerns.</p> <p>The total project cost is estimated to be \$12,349,000.</p>	

6.0	2022-2025 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-11 Queen Elizabeth School	
Current and Future Student Accommodation Plan	
<p>Queen Elizabeth School is located in north central Calgary in the community of West Hillhurst, which is an established community in the Centre planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program Queen Elizabeth School currently accommodates kindergarten to Grade 6 students living in a portion of West Hillhurst and Hillhurst. <p>The long-term student accommodation plan for Queen Elizabeth School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future.</p>	
Facility Description	
<p>The two-storey brick veneer building with partial basement was constructed in 1957. Structurally the building consists of poured concrete foundation walls, footings and slabs-on-grade, the crawl space & basement walls consist of masonry block or concrete assembly. The second floor has a poured concrete floor supported by masonry block walls, concrete columns and steel columns. Structural reinforced concrete block walls support the roof assembly. Open web steel joists support wood decking over second floor classrooms and gymnasium. The total area of the building is 3,197 m² consisting of 15 classrooms for instruction.</p> <p>In 2009, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition, except the electrical systems that are in marginal condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> ▪ Exterior: requires upgrades (replace metal siding, reseal all joints, seal exposed concrete, replace wood windows and shading devices, skylights, partial roof replacement, pave parking lot). ▪ Interior: requires upgrading (refinish wood doors, replace toilet partitions, worn stair surfaces, handrails, wall panelling and tile, flooring, acoustic panelling, and ceiling tiles, millwork, window coverings, elevator). ▪ Mechanical: requires upgrades (replace fixtures, valves, steam boilers and entire steam distribution system, chimney, exhaust fans, gym HVAC unit, controls system). ▪ Electrical: systems require upgrading (light fixtures and switches, panel boards, motor controls, branch wiring, emergency lighting, fire alarm and security system, speaker system). 	

6.0	2022-2025 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-11 Queen Elizabeth School	
Modernization	
<p>The modernization will improve functionality, security, safety and will upgrade building infrastructure. The modernization includes upgrades of mechanical and electrical systems and envelope upgrades (windows, doors and walls). All worn finishes (flooring, ceilings, and paint) and worn fixtures will be replaced. Washroom upgrades and millwork replacement are part of the work.</p> <p>Instructional space upgrades are part of the modernization including a library to Learning Commons conversion. This modernization will address acoustic, barrier-free accessibility issues including an elevator, all gender washroom and security concerns and code upgrades (including a sprinkler system).</p> <p>The total project cost is estimated to be \$9,182,000.</p>	

6.0	2022-2025 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-12 Ernest Morrow School	
Current and Future Student Accommodation Plan	
<p>Ernest Morrow School is located in southeast Calgary in the community of Forest Heights which is an established community in the East planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program Ernest Morrow School currently accommodates the regular program for Grades 6-9 students living in Albert Park/Radisson Heights, Forest Heights, Forest Lawn, Penbrooke Meadows and Red Carpet. ▪ System Classes Ernest Morrow School currently accommodates Literary, English and Academic Development, and Paced Learning Program classes. <p>The long-term student accommodation plan for Ernest Morrow is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future.</p>	
Facility Description	
<p>The single-storey building was originally constructed in two parts, linked via a corridor. The first part was constructed in 1964, the second in 1966, and the corridor in 1976. The foundation consists of slab-on-grade floors on strip footings. The superstructure comprises concrete block walls and suspended concrete floors over the gymnasium. The roof structure consists of glulam beams complete with a bituminous membrane (SBS) system. The building is clad in brick and prefinished metal siding. Many classrooms have access to natural light. The total area of the building is 8,120m² consisting of 67 classrooms for instruction.</p> <p>In 2011, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> ▪ Exterior: requires upgrades (painting, roof maintenance, etc.). ▪ Interior: requires upgrading (concrete floors in boiler room, barrier free features). ▪ Mechanical: systems require upgrading (chimney, roof drains, dampers, exhaust fans, etc.). ▪ Electrical: systems require upgrading (light fixtures, emergency lighting system). <p>However, significant investment has been made in Ernest Morrow School over the past several years to replace major mechanical and life safety systems. These investments have improved the overall condition of the building and resulted in a lowered priority ranking for the building.</p>	

6.0	2022-2025 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-12 Ernest Morrow School	
Modernization	
<p>The modernization will improve functionality, security, safety and will upgrade building infrastructure. The modernization includes upgrades of electrical systems and envelope upgrades (windows, doors and walls). All worn finishes (flooring, ceilings, and paint) and worn fixtures will be replaced. Washroom upgrades and millwork replacement are part of the work. Code upgrades will be included in the modernization.</p> <p>Instructional space upgrades are part of the modernization including a library to Learning Commons conversion. This modernization will address acoustic, barrier-free accessibility issues, all gender washrooms and security concerns.</p> <p>The total project cost is estimated to be \$9,200,000.</p>	

Capacity and Utilization

Table 1: Capacity by Enrolment for K-GR4 (%)

K-GR4 Students by Enrolment 2020-2021			
Planning Sector	K-GR4 Students	K-GR4 Capacity	% Utilization
Centre	5,219	6,835	76.4%
East	1,907	2,904	65.7%
North	5,026	6,579	76.4%
NorthEast	8,064	9,012	89.5%
NorthWest	7,257	9,095	79.8%
South	8,150	11,760	69.3%
SouthEast	4,221	5,234	80.6%
West	4,141	5,484	75.5%
Total	43,985	56,903	77.3%

Notes:

- Student numbers are based on ArcView data as at September 30, 2020 (K@FTE to Grade 9)
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)

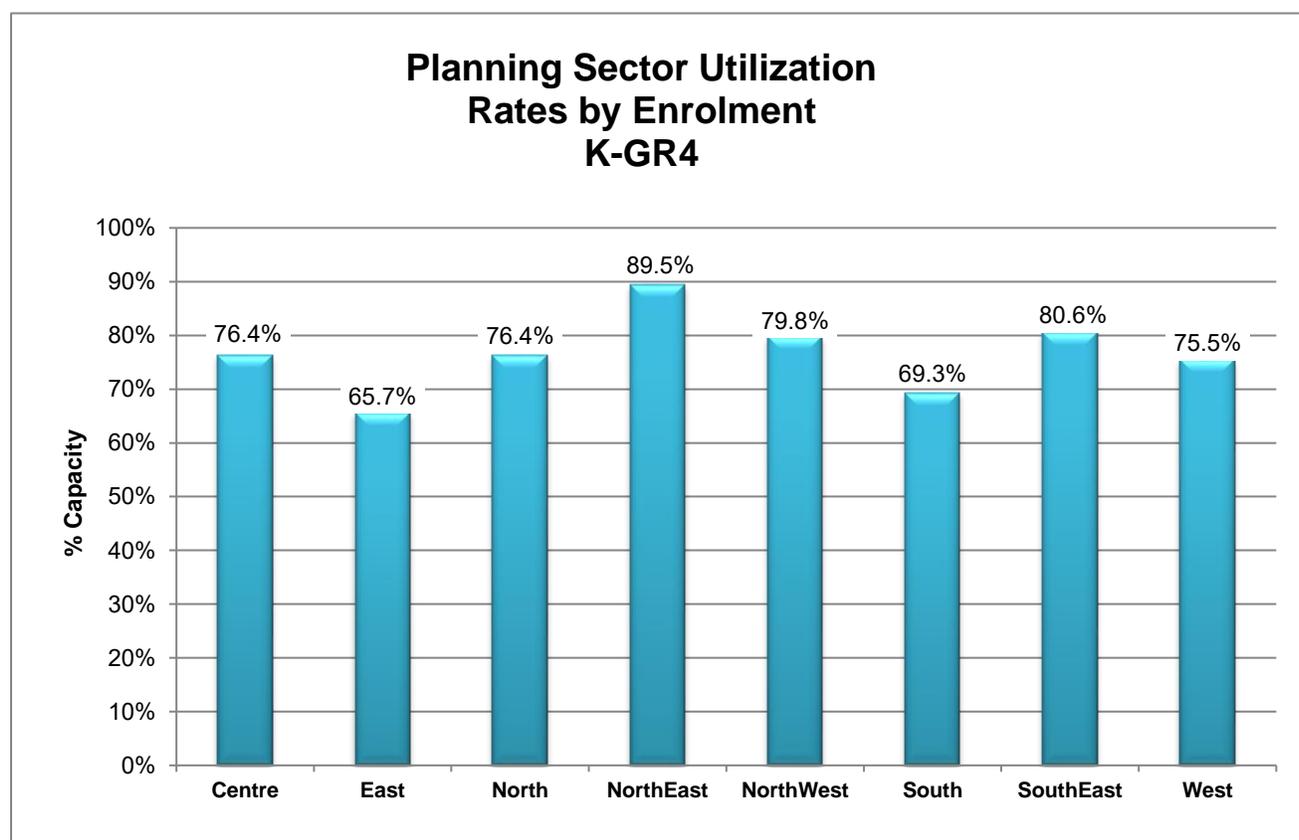


Table 2: Capacity by Enrolment for GR 5-9 (%)

GR5-GR9 Students by Enrolment 2020-2021			
Planning Sector	GR 5-9 Students	GR 5-9 Capacity	% Utilization
Centre	7,399	7,975	92.8%
East	2,347	3,103	75.6%
North	4,336	4,513	96.1%
NorthEast	8,526	9,688	88.0%
NorthWest	8,690	9,754	89.1%
South	10,510	13,220	79.5%
SouthEast	3,954	4,483	88.2%
West	4,974	5,982	83.1%
Total	50,736	58,718	86.4%

Notes:

- Student numbers are based on ArcView data as at September 30, 2020 (K@FTE to Grade 9)
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)

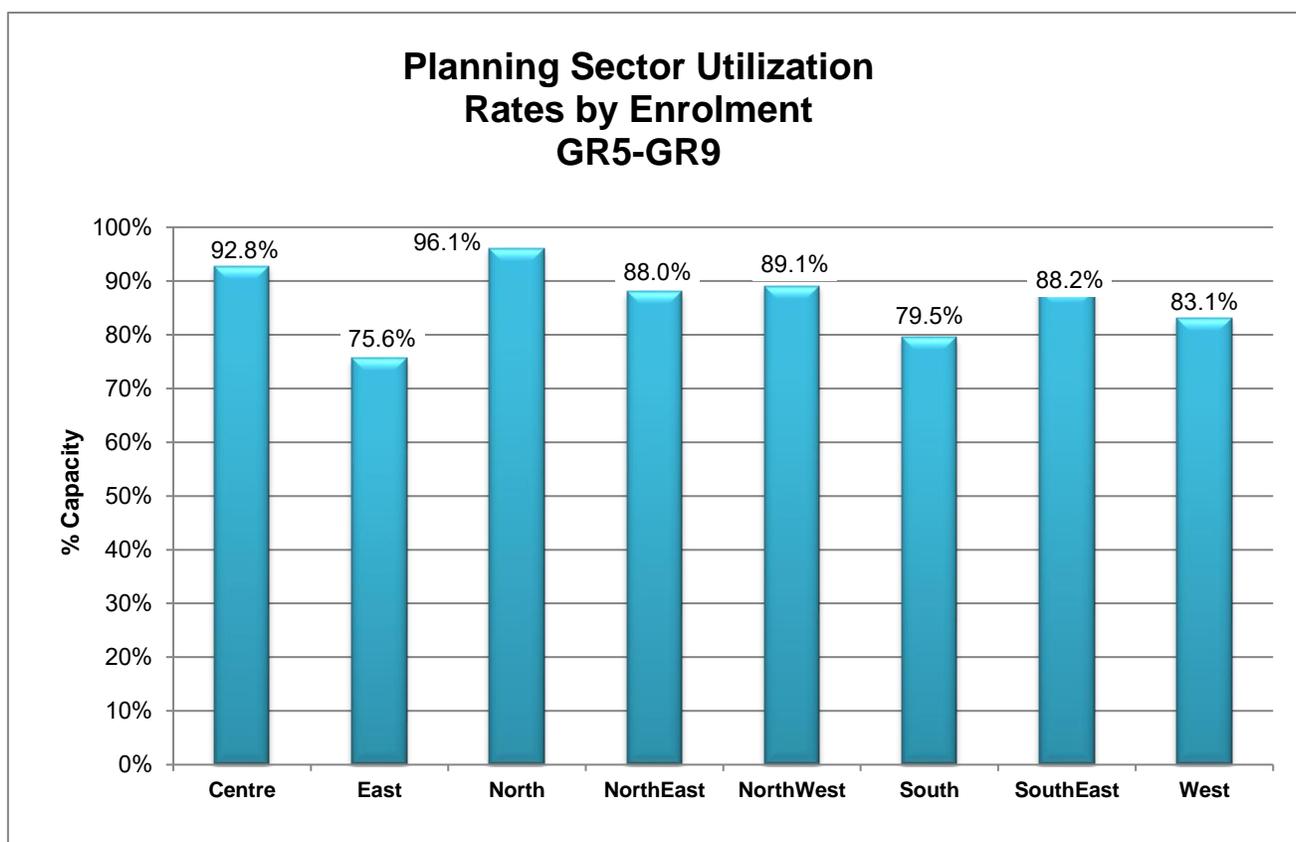


Table 3: Capacity by Enrolment for K-GR9 (%)

K-GR9 Students by Enrolment 2020-2021			
Planning Sector	Elementary/Junior High Students	Elementary/Junior High Capacity	% Utilization
Centre	12,618	14,810	85.2%
East	4,254	6,007	70.8%
North	9,362	11,092	84.4%
NorthEast	16,590	18,700	88.7%
NorthWest	15,947	18,849	84.6%
South	18,660	24,980	74.7%
SouthEast	8,175	9,717	84.1%
West	9,115	11,466	79.5%
Total	94,721	115,621	81.9%

Notes:

- Student numbers are based on ArcView data as at September 30, 2020 (K@FTE to Grade 9)
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)

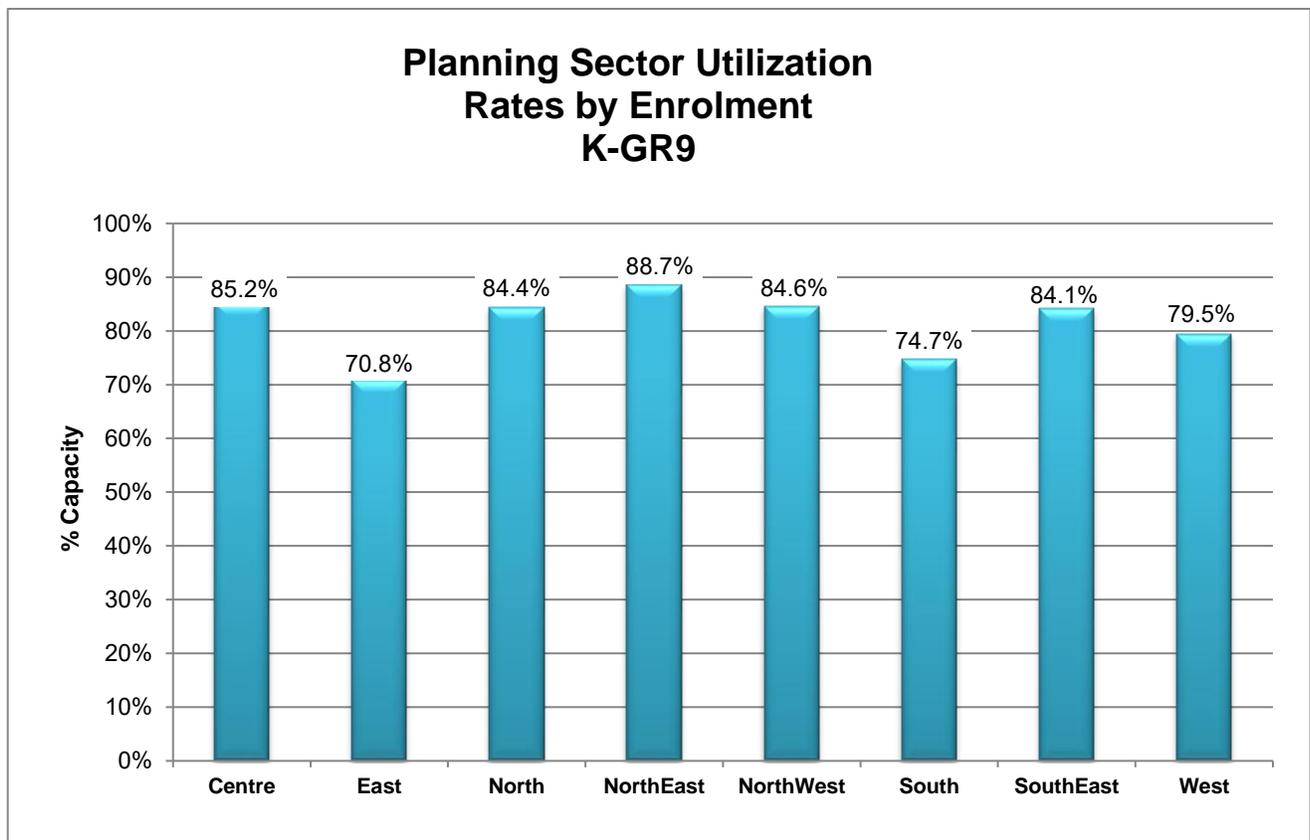


Table 4: Capacity by Enrolment for Senior High (%)

Senior High (GR10-12) Students by Enrolment 2020-2021			
Planning Sector	Senior High Students	Senior High Capacity	% Utilization
Centre	7,512	9,230	81.4%
East	1,986	2,593	76.6%
North	1,520	1,503	101.1%
NorthEast	3,654	3,534	103.4%
NorthWest	4,929	5,272	93.5%
South	5,935	8,013	74.1%
SouthEast	1,879	1,680	111.8%
West	3,542	3,727	95.0%
Total	30,957	35,552	87.1%

Notes:

- Student numbers are based on ArcView data as at September 30, 2020
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)

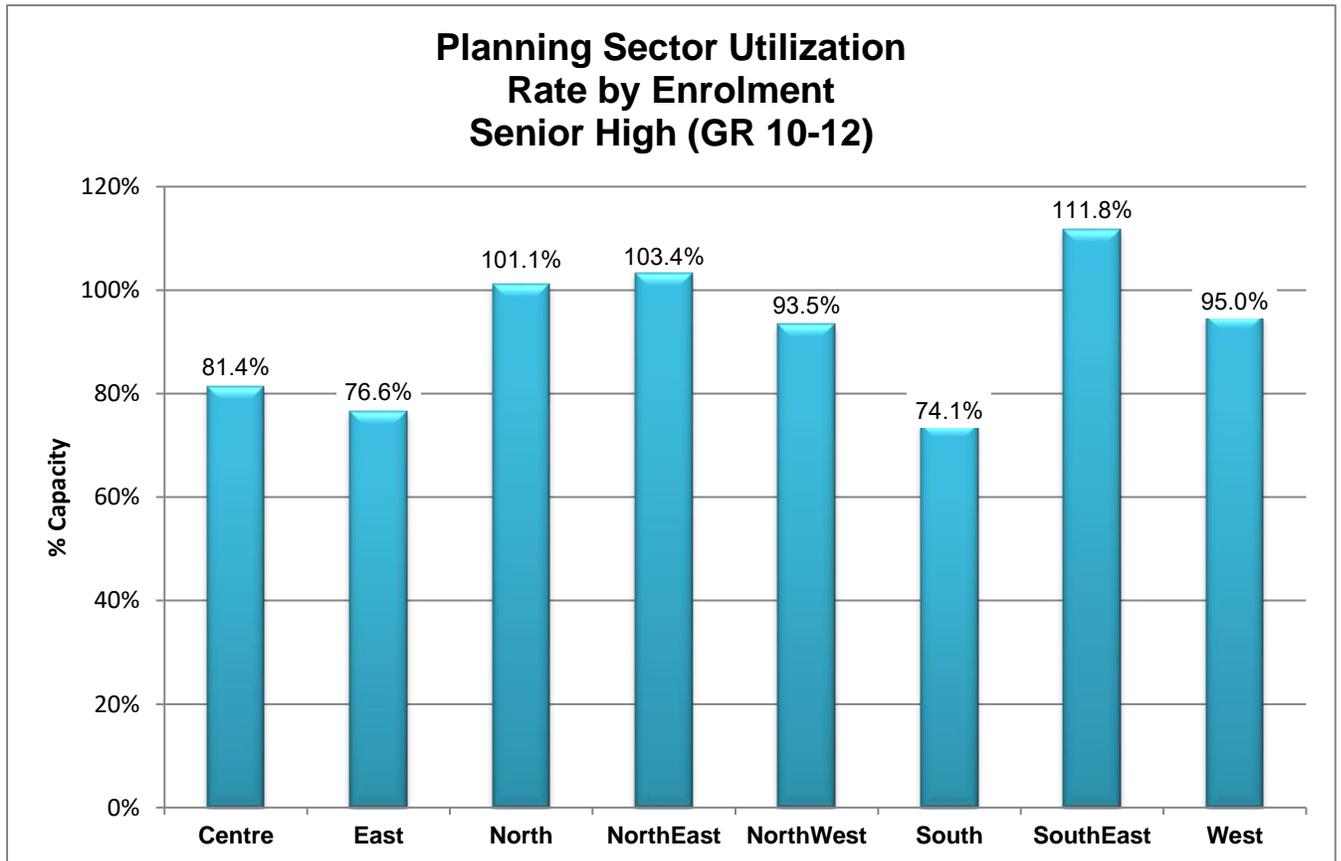


Table 5: Capacity by Residence for K-GR4 (%)

K-GR9 Students by Residence 2020-2021			
Planning Sector	K-GR4 Students	K-GR4 Capacity	% Utilization
Centre	4,836	6,835	70.8%
East	1,851	2,904	63.7%
North	6,599	6,579	100.3%
NorthEast	8,331	9,012	92.4%
NorthWest	5,674	9,095	62.4%
South	7,037	11,760	59.8%
SouthEast	5,367	5,234	102.5%
West	4,204	5,484	76.7%
Total	43,899	56,903	77.1%

Notes:

- Student numbers are based on ArcView data as at September 30, 2020 (K@FTE to Grade 9)
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)
- Under-utilized and over-utilized are shown on **Map 7**

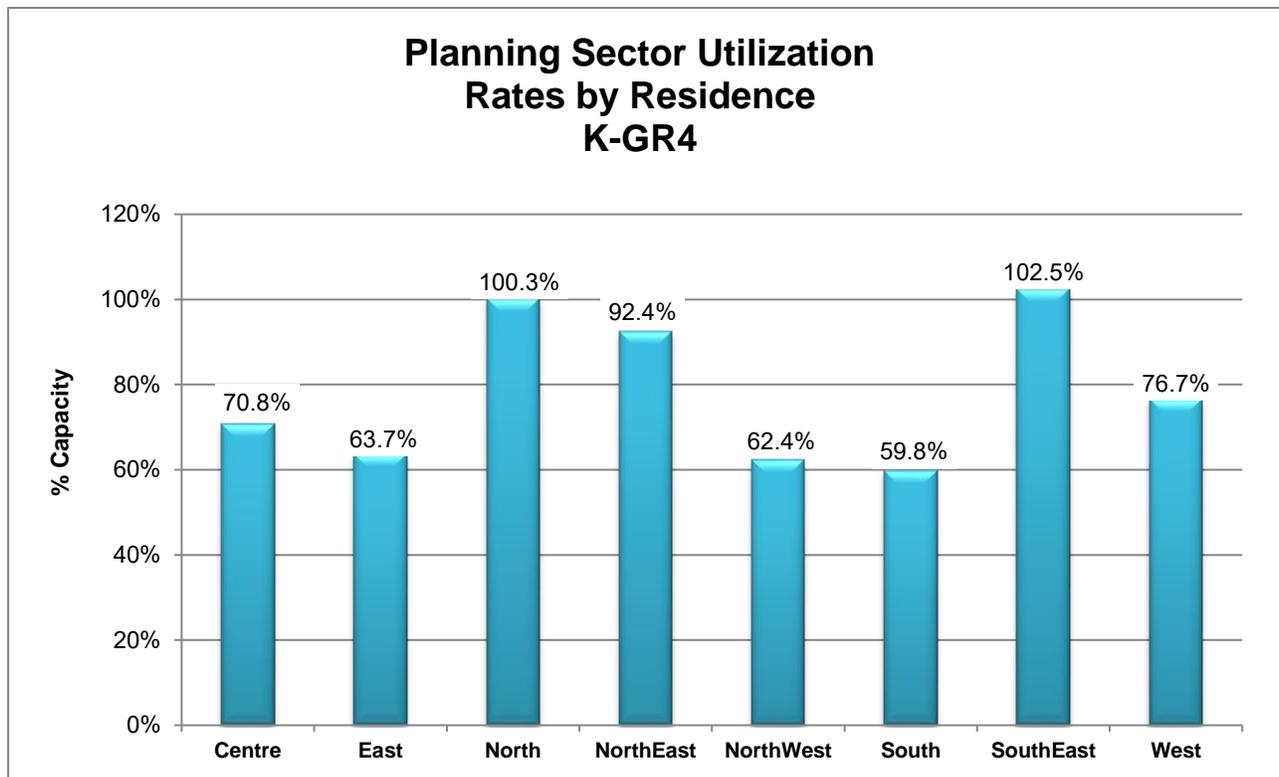


Table 6: Capacity by Residence for GR 5-9 (%)

K-GR9 Students by Residence 2020-2021			
Planning Sector	GR 5-9 Students	GR 5-9 Capacity	% Utilization
Centre	4,579	7,975	57.4%
East	2,255	3,103	72.7%
North	7,604	4,513	168.5%
NorthEast	9,046	9,688	93.4%
NorthWest	7,716	9,754	79.1%
South	8,731	13,220	66.0%
SouthEast	5,705	4,483	127.3%
West	4,969	5,982	83.1%
Total	50,605	58,718	86.2%

Notes:

- Student numbers are based on ArcView data as at September 30, 2020 (K@FTE to Grade 9)
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)
- Under-utilized and over-utilized are shown on **Map 8**

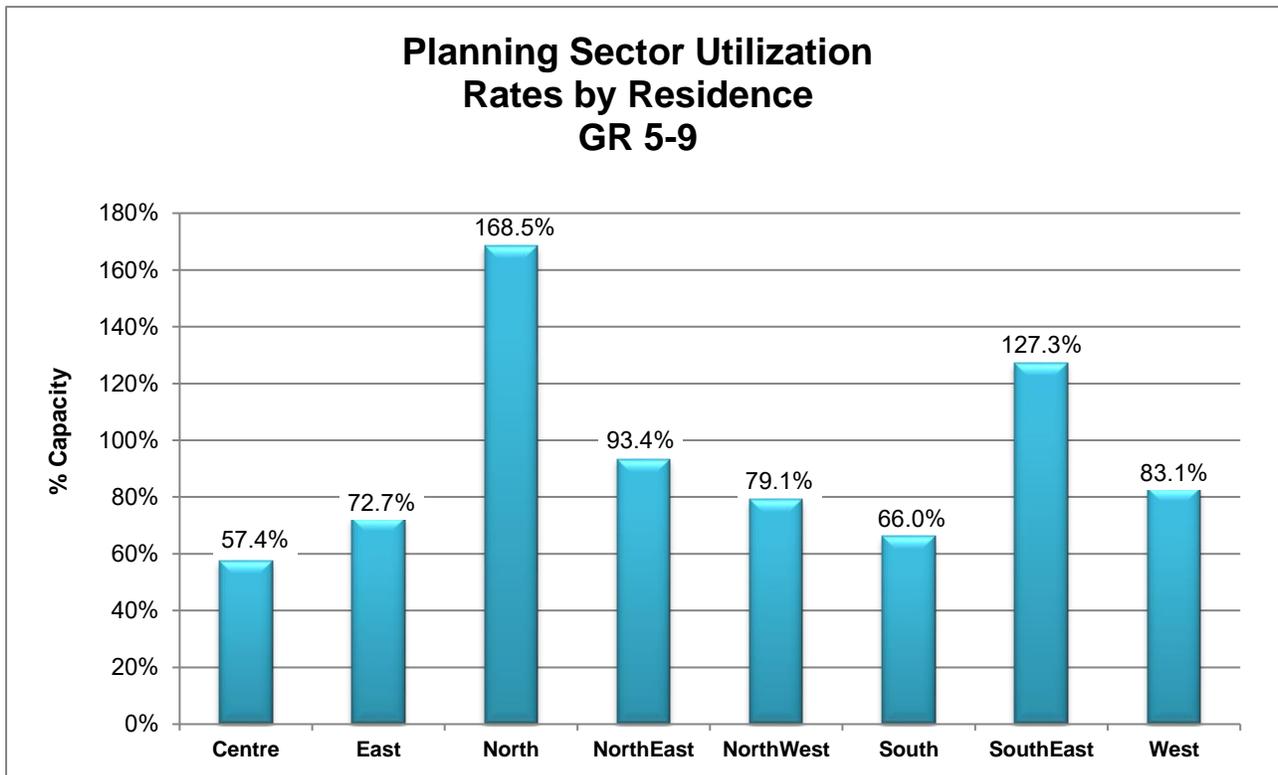


Table 7: Capacity by Residence for K-GR9 (%)

K-GR9 Students by Residence 2020-2021			
Planning Sector	Elementary/Junior High Students	Elementary/Junior High Capacity	% Utilization
Centre	9,415	14,810	63.6%
East	4,106	6,007	68.4%
North	14,203	11,092	128.0%
NorthEast	17,377	18,700	92.9%
NorthWest	13,390	18,849	71.0%
South	15,768	24,980	63.1%
SouthEast	11,072	9,717	113.9%
West	9,173	11,466	80.0%
Total	94,414	115,621	81.7%

Notes:

- Student numbers are based on ArcView data as at September 30, 2020 (K@FTE to Grade 9)
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)
- Under-utilized and over-utilized are shown on **Map 9**

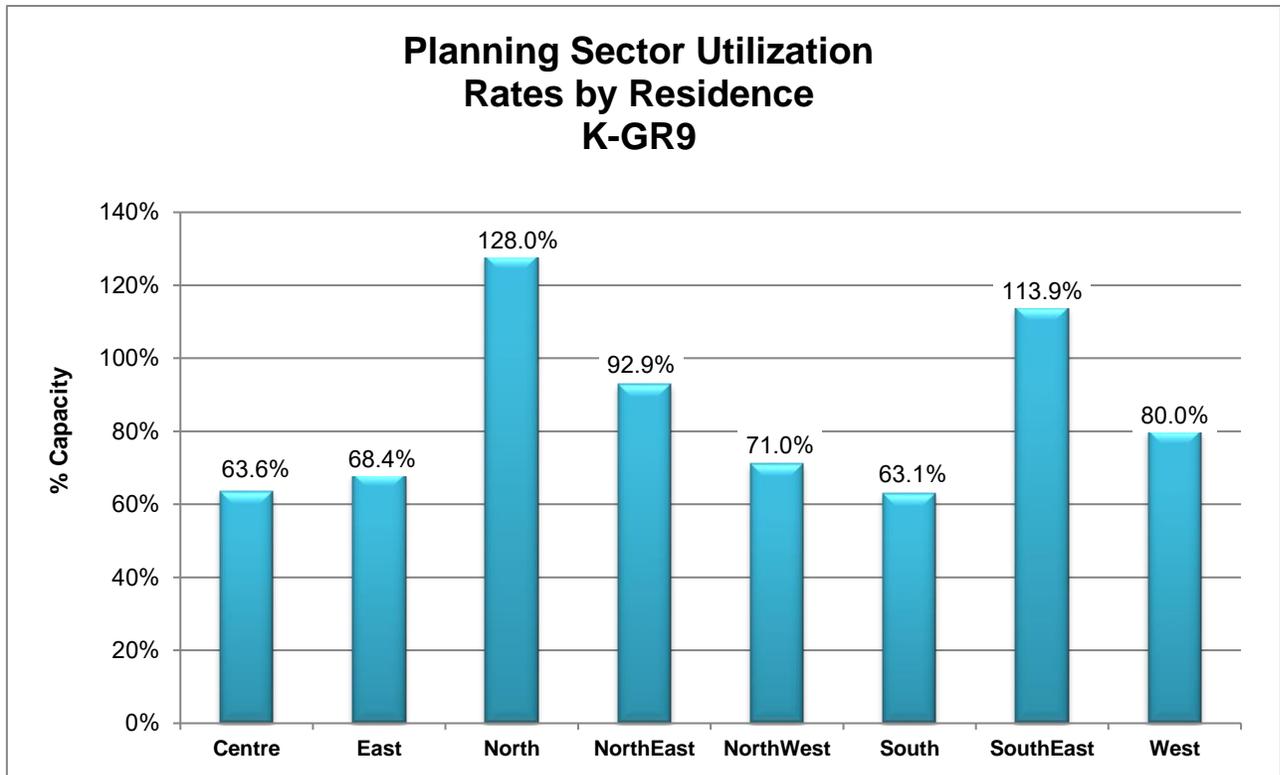
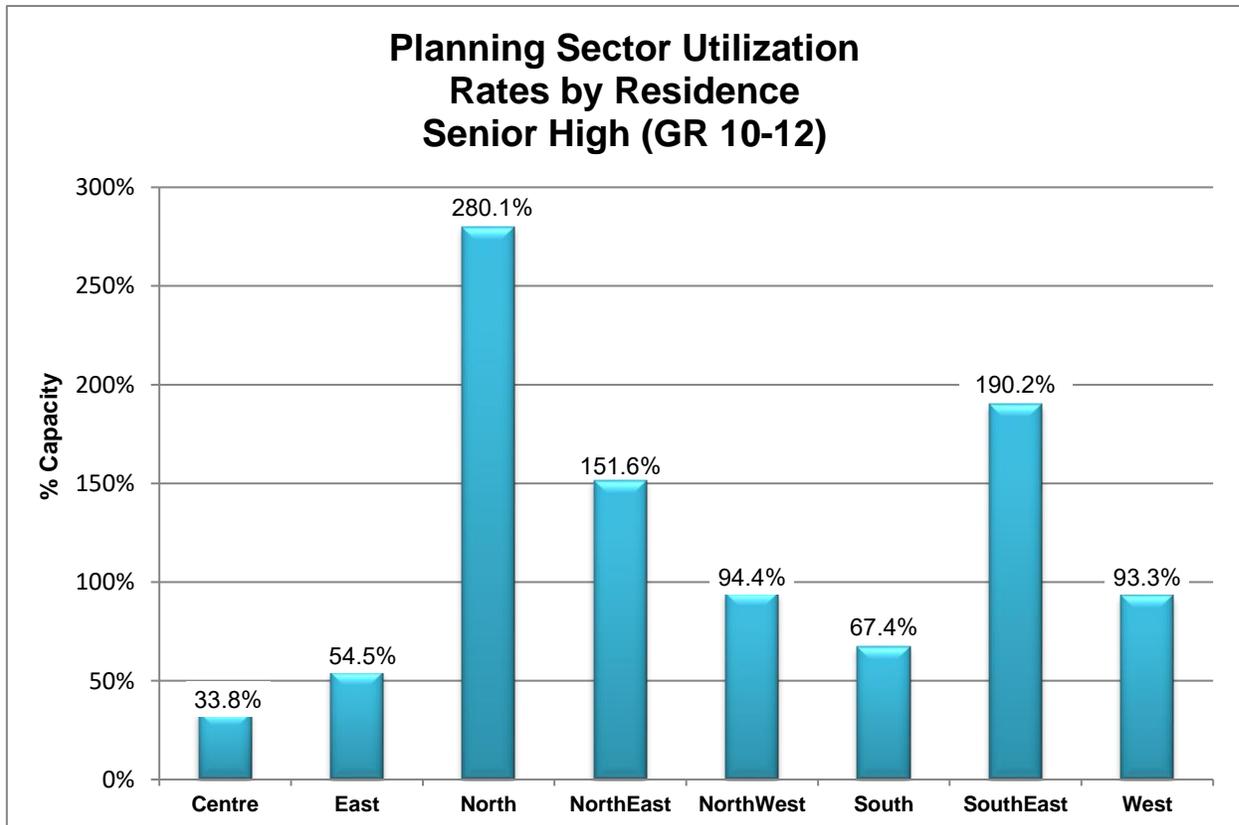


Table 8: Capacity by Residence for Senior High (%)

Senior High (GR10-12) Students by Residence 2020-2021			
Planning Sector	Senior High Students	Senior High Capacity	% Utilization
Centre	3,118	9,230	33.8%
East	1,413	2,593	54.5%
North	4,210	1,503	280.1%
NorthEast	5,358	3,534	151.6%
NorthWest	4,978	5,272	94.4%
South	5,404	8,013	67.4%
SouthEast	3,196	1,680	190.2%
West	3,479	3,727	93.3%
Total	31,156	35,552	87.6%

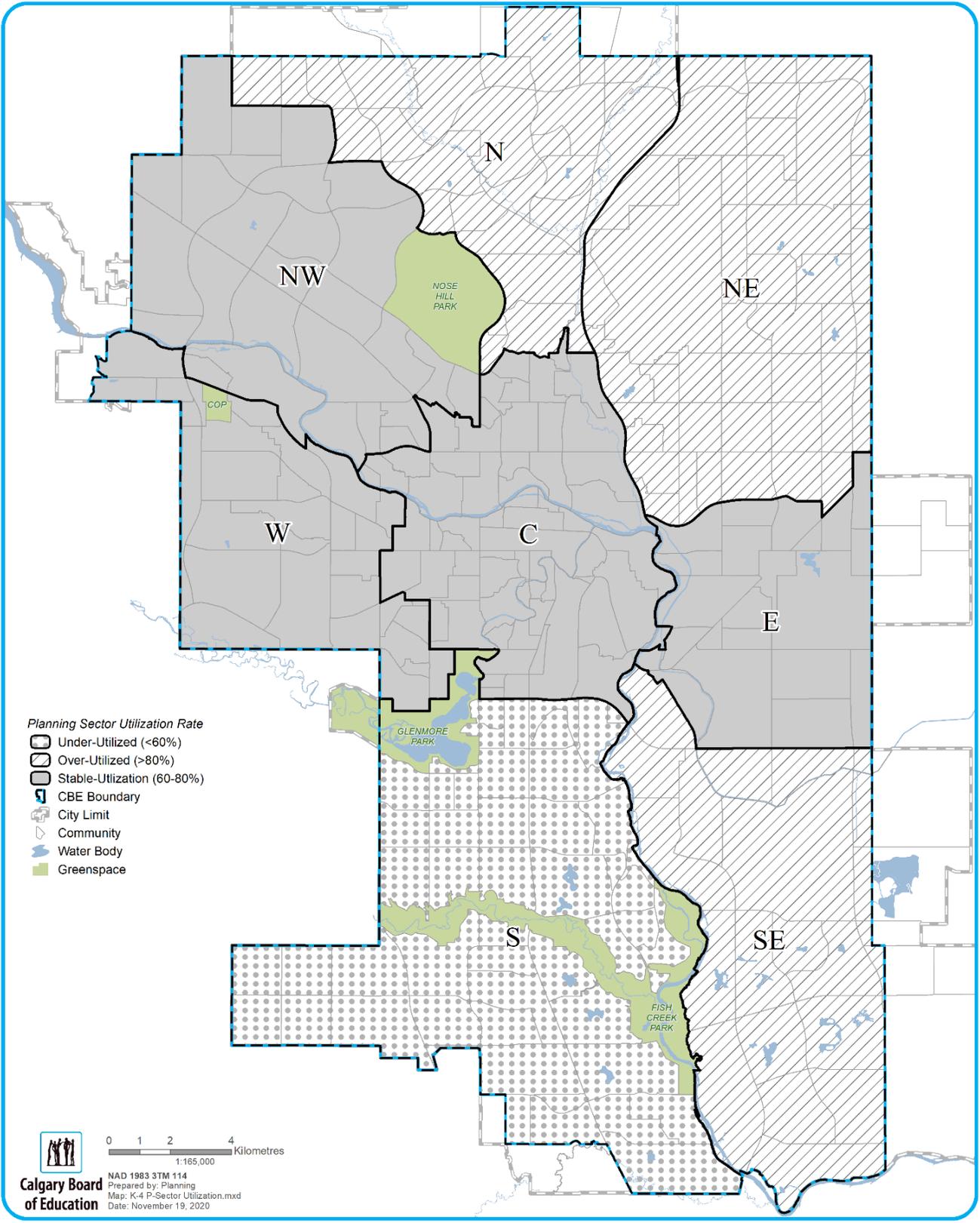
Notes:

- Student numbers are based on ArcView data as at September 30, 2020
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)
- Under-utilized and over-utilized are shown on **Map 10**



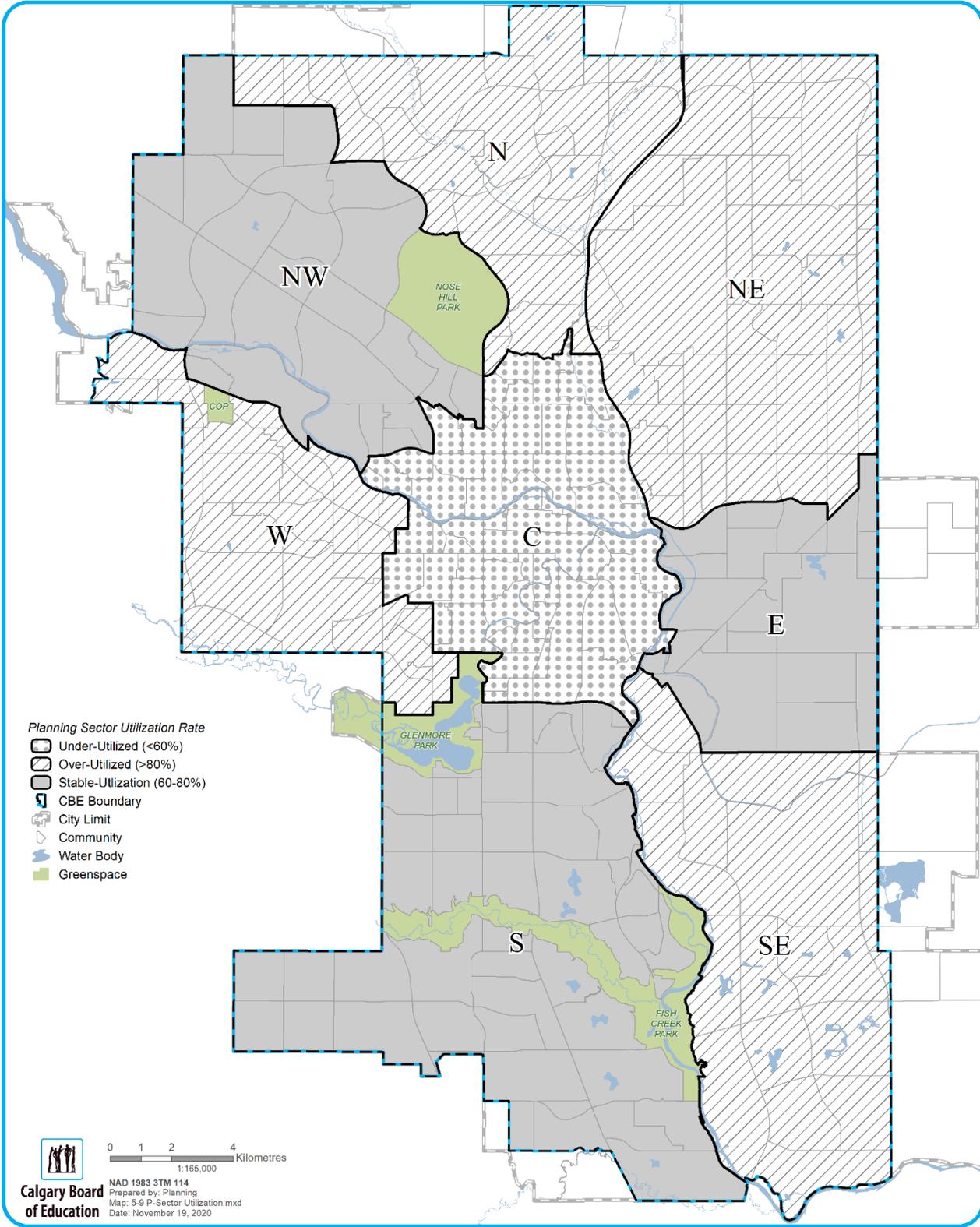
Map 7

Planning Sector Utilization by Residence Kindergarten to Grade 4



Map 8

Planning Sector Utilization by Residence Grades 5 to 9

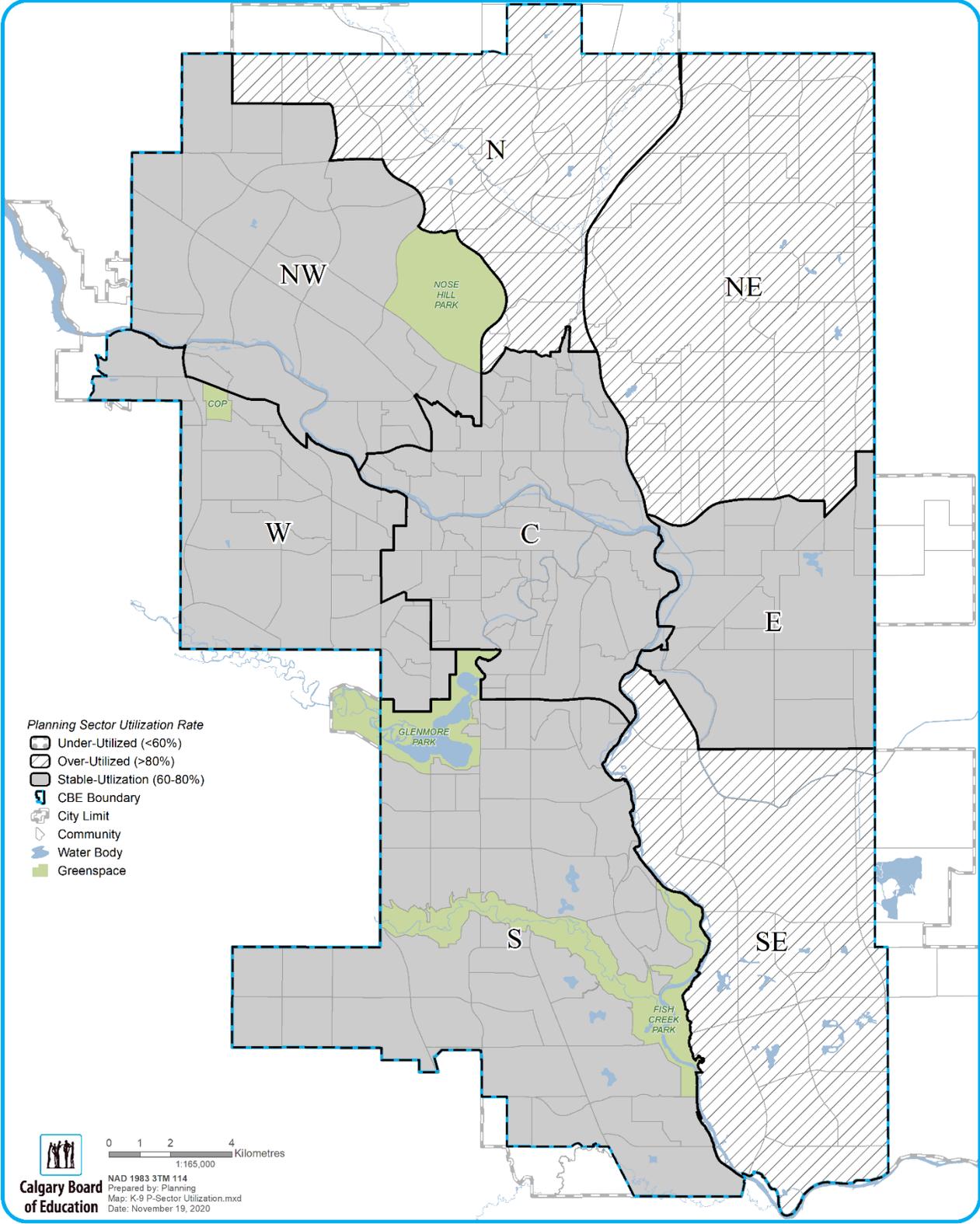


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Prepared by: Planning
Map: 5-9 P-Sector Utilization.mxd
Date: November 19, 2020

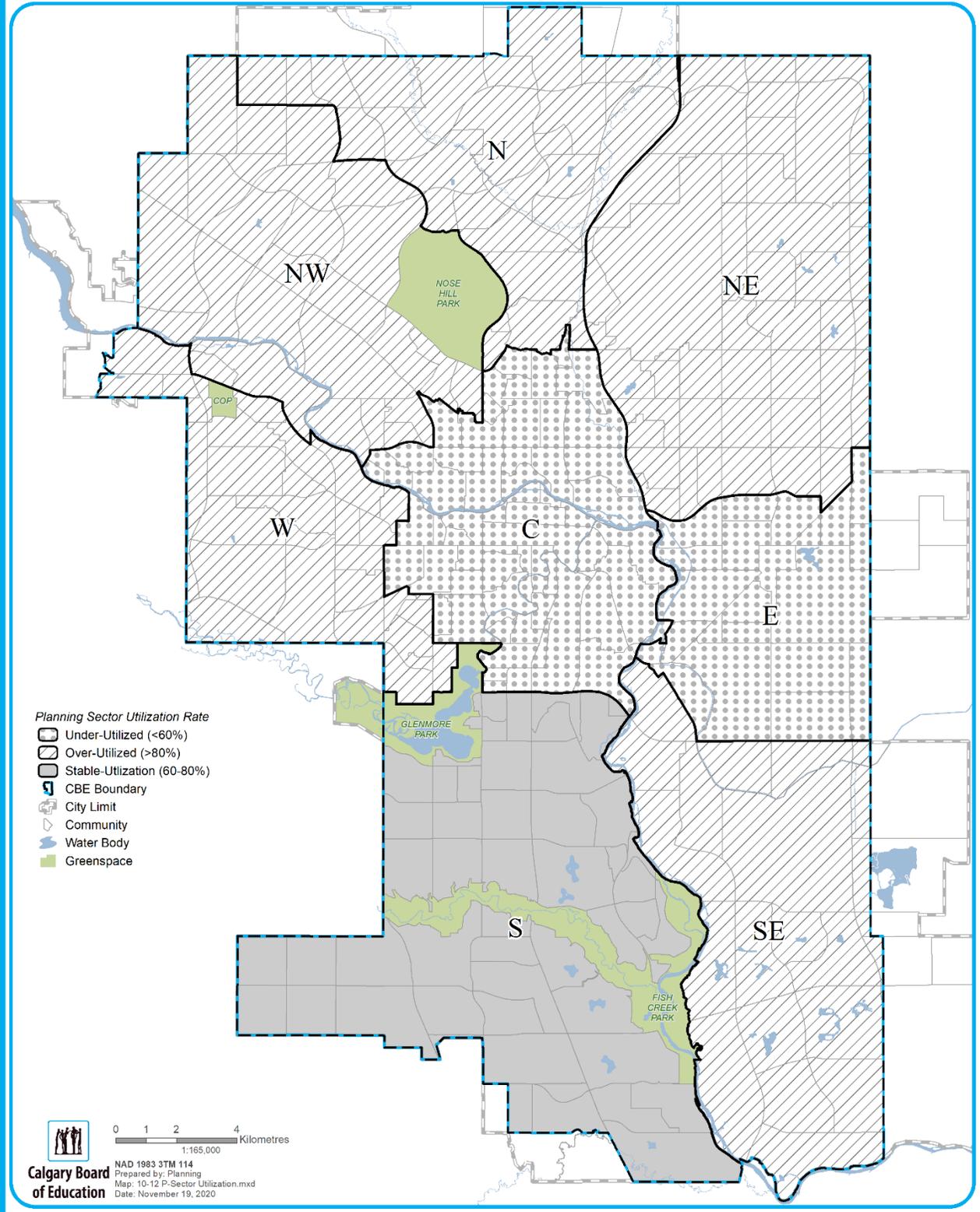
Map 9

Planning Sector Utilization by Residence Kindergarten to Grade 9



Map 10

Planning Sector Utilization by Residence Grades 10 to 12



APPENDIX II

Modernization Information

Rank	Modernization	Points	Planning Sector	Grade
1	Nickle School	57	South	5-9
2	A.E. Cross School	48	West	7-9
3	Sir John A. Macdonald School	48	North	7-9
4	Annie Gale School	47	Northeast	7-9
5	Cedarbrae School	47	South	K-6
6	Altadore School	41	Centre	K-6
7	Annie Foote School	40	Northeast	K-6
8	Janet Johnstone School	40	South	K-4
9	Ranchlands School	36	Northwest	K-6
10	Queen Elizabeth School	32	Centre	K-6
11	Ernest Morrow School	28	East	6-9

**Major Modernization Ranking Points
2022-2025 Capital Submission**

School	Programming Requirements	5 Year Projected Enrolment	Quality of Site to Serve Students	Ability to Upgrade	Facility Maintenance Based on RECAPP adjusted for time	Total Points
Centre Planning Sector						
Altadore School	-	8	4	9	20	41
Queen Elizabeth School	-	4	6	7	15	32
East Planning Sector						
Ernest Morrow School	-	4	10	4	10	28
North Planning Sector						
Sir John A. Macdonald School	5	10	10	8	15	48
Northeast Planning Sector						
Annie Foote School	-	10	4	11	15	40
Annie Gale School	5	6	6	10	20	47
Northwest Planning Sector						
Ranchlands School	-	2	3	11	20	36
South Planning Sector						
Cedarbrae School	-	10	4	13	20	47
Janet Johnstone School	-	4	4	12	20	40
Nickle School	10	8	7	12	20	57
Southeast Planning Sector						
-	-	-	-	-	-	-
Southwest Planning Sector						
-	-	-	-	-	-	-
West Planning Sector						
A.E. Cross School	10	2	7	9	20	48

MAJOR MODERNIZATION RANKING CRITERIA

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

[Note: the higher the number, the poorer the facility](#)

Community Ranking for New Schools

Rank	Community	Points	Planning Sector	Grade
1	Evanston Middle	1694	N	5-9
2	Saddle Ridge Middle ^{(2)^}	1681	NE	5-9
3	Evanston Elementary ⁽²⁾	1463	N	K-4
4	Sage Hill Elementary	1219	N	K-4
5	Sherwood/Nolan Hill Middle	1177	N	5-9
6	Nolan Hill Elementary	1123	N	K-4
7	Mahogany Middle	910	SE	5-9
8	Cityscape/Redstone Middle	860	NE	5-9
9	Redstone Elementary	839	NE	K-4
10	Kincora Elementary	832	N	K-4
11	Walden Elementary	823	S	K-4
12	Cougar Ridge Elementary	805	W	K-4
13	Aspen Woods Middle [^]	761	W	5-9
14	Valley Ridge/Crestmont Elementary	698	W	K-4
15	Signal Hill Middle	666	W	5-9
16	Sage Hill Middle	664	N	5-9
17	Sherwood Elementary	654	N	K-4
18	Legacy Middle	411	S	5-9
19	Country Hills Elementary	333	N	K-4
20	Livingston Elementary	292	N	K-4
21	Country Hills Middle	268	N	5-9

Notes:

- ⁽²⁾ Indicates second school of that type.
- [^] Site not ready, but anticipated to be in 2-3 years.
- Only communities where their school site is ready or anticipated to be ready in the next 2-3 years ([^]) for building construction have been included in the ranking analysis.
- Projects that have received Design funding are not be assessed through the points ranking criteria and will be retained at the top of the next year's list.

K-GR4 Statistics 2022-2025 Capital Submission

Community	Community Growth Profile (statistics)				Busing and Travel Time (statistics)			Existing K-GR4 School Awarded in Phases or Design Only School Approved
	2019 Total Pre-school Census	Elementary (K-GR4) Enrolment	Projected Population Growth by Sector (%)	Ratio of K-GR4 CBE Enrolment to # of Housing Units in Community (%)	Median Travel Time (minutes)	Direct Distance Travelled (km's)	More than one Bus Receiver within two school years	
East Planning Sector								
-	-	-	-	-	-	-	-	-
North Planning Sector								
Country Hills	180	113	23	8	11	5	no	no
*Evanston ⁽²⁾	*1085	*318	23	17	nbr	nbr	no	no
Kincora	487	285	23	12	16	6	no	no
Livingston	136	76	23	14	22	12	no	no
Nolan Hill	733	310	23	13	25	9	no	no
Sage Hill	763	336	23	12	21	9	yes	no
Sherwood	378	216	23	11	16	8	no	no
Northeast Planning Sector								
Redstone	479	270	24	18	21	14	no	no
Northwest Planning Sector								
-	-	-	-	-	-	-	-	-
South Planning Sector								
Walden	518	235	19	11	22	6	no	no
Southeast Planning Sector								
-	-	-	-	-	-	-	-	-
Southwest Planning Sector								
-	-	-	-	-	-	-	-	-
West Planning Sector								
Cougar Ridge	434	321	5	15	5	2	no	no
Valley Ridge/Crestmont	405	203	5	15	30	6	no	no

Notes:

1. Pre-school Census is the "Total" number of pre-school children 2015-2019. (Statistics from the City of Calgary "Pre-School Children 2019").
2. ⁽²⁾ indicates second school of that type in the community. For communities that already have an elementary school, their current provincial capacity is deducted from their Pre-School and K-GR4 enrolments.
3. Housing Units information from The City of Calgary "2019 Civic Census".
4. Median Travel Time – "nbr" no bus receiver for that community.
5. More than one bus receiver school required for established grade configuration within two school years (examples include, but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9). (Busing and Travel Time information as per Transportation Services).
6. Only communities where their school site is ready or anticipated to be ready in the next 2-3 years (^) for building construction have been included in the ranking analysis.

*Evanston⁽²⁾ – deducted 588 (current provincial capacity) from pre-school (1673-588=1085) total & K-GR4 (906-588=318) total, as it would be their second elementary.

K-GR4 Ranking Points 2022-2025 Capital Submission

Community	Community Growth Profile (points)			Busing and Travel Time (points)			
	2019 Total Pre-school Census	Elementary (K-GR4) Enrolment	Projected Population Growth / K-GR4 Enrolment to Housing Units	Median Travel Time / Direct Distance Travelled	More than one Bus Receiver within two school years	Existing K-GR4 School Awarded in Phases or Design Only School Approved	Total Points
East Planning Sector							
-	-	-	-	-	-	-	-
North Planning Sector							
Country Hills	180	113	40	0	0	0	333
*Evanston ⁽²⁾	1085	318	60	0	0	0	1463
Kincora	487	285	50	10	0	0	832
Livingston	136	76	50	30	0	0	292
Nolan Hill	733	310	50	30	0	0	1123
Sage Hill	763	336	50	20	50	0	1219
Sherwood	378	216	50	10	0	0	654
Northeast Planning Sector							
Redstone	479	270	60	30	0	0	839
Northwest Planning Sector							
-	-	-	-	-	-	-	-
South Planning Sector							
Walden	518	235	50	20	0	0	823
Southeast Planning Sector							
-	-	-	-	-	-	-	-
Southwest Planning Sector							
-	-	-	-	-	-	-	-
West Planning Sector							
Cougar Ridge	434	321	50	0	0	0	805
Valley Ridge/Crestmont	405	203	50	40	0	0	698

Notes:

- 0 points in Community Growth Profile = 0 points in Busing and Travel Time.
- Pre-school Census includes "Total" number of pre-school children 2015-2019. (Statistics from the City of Calgary "Pre-School Children 2019").
- ⁽²⁾ indicates second school of that type in the community. For communities that already have an elementary school, their current provincial capacity is deducted from their Pre-School and K-GR4 enrolments.
- Bus Receivers – More than one bus receiver school required for established grade configuration within two school years (examples include, but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9).
- Only communities where their school site is ready or anticipated to be ready in the next 2-3 years (^) for building construction have been included in the ranking analysis.

*Evanston⁽²⁾ – deducted 588 (current provincial capacity) from pre-school (1673-588=1085) total & K-GR4 (906-588=318) total, as it would be their second elementary.

Middle/Junior (Grades 5-9) Statistics 2022-2025 Capital Submission

Community	Community Growth Profile (statistics)				Busing and Travel Time (statistics)			Accommodation Plan	
	Elementary (K-GR4) Enrolment	Middle (GR 5-9) Enrolment	Projected Population Growth by Sector (%)	Ratio of GR5-9 CBE Enrolment to # of Housing Units in Community (%)	Median Travel Time (minutes)	Direct Distance Travelled (km's)	More than one Bus Receiver within two school years	Existing K-GR4 or Design Only School Approved or in Existence	Greater Than Two Transition Points
East Planning Sector									
-	-	-	-	-	-	-	-	-	-
North Planning Sector									
Country Hills	113	105	23	8	16	7	no	no	no
Evanston	906	658	23	12	21	14	no	yes	no
Sage Hill	336	248	23	9	27	12	no	no	no
Sherwood/Nolan Hill	526	571	23	13	28	9	no	no	no
Northeast Planning Sector									
Cityscape/Redstone	443	327	24	15	22	14	no	no	no
*Saddle Ridge ^{(2)^}	1226	285	24	22	6	3	yes	yes	no
Northwest Planning Sector									
-	-	-	-	-	-	-	-	-	-
South Planning Sector									
Legacy	196	135	19	5	29	13	no	no	no
Southeast Planning Sector									
Mahogany	436	324	24	8	30	19	no	yes	no
Southwest Planning Sector									
-	-	-	-	-	-	-	-	-	-
West Planning Sector									
Aspen Woods [^]	328	343	5	12	11	6	no	yes	no
**Signal Hill	363	193	5	8	26	4	no	yes	no

Notes:

- Housing information from The City of Calgary "2019 Civic Census".
- ⁽²⁾ indicates second school of that type in the community. For communities that already have a middle school, their current provincial capacity is deducted from their GR5-9 enrolments.
- [^] Site not ready, but anticipated to be in 2-3 years.
- Bus Receivers – More than one bus receiver school required for established grade configuration within two years. (examples include, but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9).
- Only communities where their school site is ready or anticipated to be ready in the next 2-3 years ([^]) for building construction have been included in the ranking analysis.

***Saddle Ridge⁽²⁾** – deducted 957 (current provincial capacity) from GR5-9 (1242-957=285) total, as it would be their second middle.

****Signal Hill** – deducted 200 (current provincial capacity is 691, GR5-6=29% of capacity) from GR5-9 (393-200=193) total, as Battalion Park School is K-6.

Middle/Junior (Grades 5-9) Ranking Points 2022-2025 Capital Submission

Community	Community Growth Profile (points)			Busing and Travel Time (points)		Accommodation Plan (points)		Total Points
	Elementary (K-GR4) Enrolment	Middle (GR 5-9) Enrolment	Projected Population Growth / GR5-9 Enrolment to Housing Units	Median Travel Time / Direct Distance Travelled	Greater than one Bus Receiver within two school years	Existing K-GR4 or Design Only School Approved or in Existence	Greater Than Two Transition Points	
East Planning Sector								
-	-	-	-	-	-	-	-	-
North Planning Sector								
Country Hills	113	105	40	10	0	0	0	268
Evanston	906	658	50	30	0	50	0	1694
Sage Hill	336	248	40	40	0	0	0	664
Sherwood/Nolan Hill	526	571	50	30	0	0	0	1177
Northeast Planning Sector								
Cityscape/Redstone	443	327	60	30	0	0	0	860
*Saddle Ridge ^{(2)^}	1226	285	70	0	50	50	0	1681
Northwest Planning Sector								
-	-	-	-	-	-	-	-	-
South Planning Sector								
Legacy	196	135	40	40	0	0	0	411
Southeast Planning Sector								
Mahogany	436	324	40	60	0	50	0	910
Southwest Planning Sector								
-	-	-	-	-	-	-	-	-
West Planning Sector								
Aspen Woods [^]	328	343	40	0	0	50	0	761
**Signal Hill	363	193	30	30	0	50	0	666

Notes:

1. 0 points in Community Growth Profile = 0 points in Busing and Travel Time.
2. ⁽²⁾ indicates second school of that type in the community. For communities that already have a middle school, their current provincial capacity is deducted from their GR5-9 enrolments.
3. [^] Site not ready, but anticipated to be in 2-3 years.
4. Bus Receivers – More than one bus receiver school required for established grade configuration within two school years. (examples include, but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9).
5. Only communities where their school site is ready or anticipated to be ready in the next 2-3 years ([^]) for building construction have been included in the ranking analysis.

***Saddle Ridge⁽²⁾** – deducted 957 (current provincial capacity) from GR5-9 (1242-957=285) total, as it would be their second middle.

****Signal Hill** – deducted 200 (current provincial capacity is 691, GR5-6=29% of capacity) from GR5-9 (393-200=193) total, as Battalion Park School is K-6.

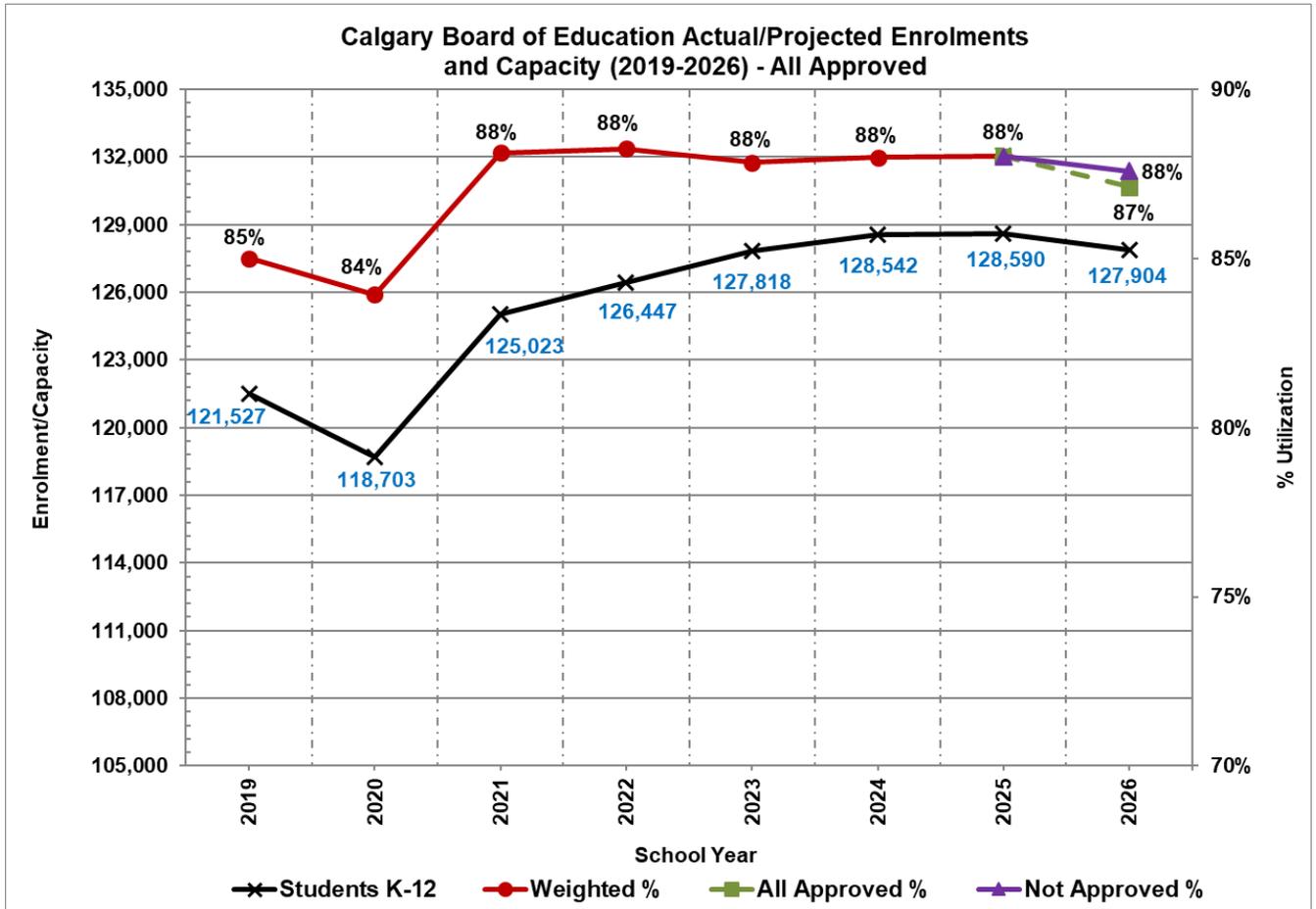
CBE Point Assignments

Kindergarten - Grade 4						
Pre-school Census (Age 1-5)						
Pre-school Census (Age 1-5)*					Actual Value	
<i>* Prepared by the City of Calgary annually</i>						
Current K-GR4 Enrolment						
Current K-GR4 Enrolment - September 30, 2019 enrolment					Actual Value	
Projected Population / Ratio of Enrolment to Housing Units						
Ratio of K-GR4 Enrolment to # of Housing Units in Community (%) (September 30th of each year)						
	≤4%	5 to 9%	10 to 14%	15 to 19%	20 to 24%	≥25 %
Projected 5 Year Sector Population Growth (%)**						
Less than 5%	10 points	20 points	30 points	40 points	50 points	60 points
5 to 14%	20 points	30 points	40 points	50 points	60 points	70 points
15 to 24%	30 points	40 points	50 points	60 points	70 points	80 points
Greater than 25 %	40 points	50 points	60 points	70 points	80 points	90 points
<i>** Based on City of Calgary Suburban Residential Growth (Prepared Annually)</i>						
Median Travel Time / Distance Travelled						
	Distance Travelled (km's)*					
	≤9	10 to 14	15 to 19	20 to 24	≥25	
Median Travel Time						
15-19 minutes	10 points	20 points	30 points	40 points	50 points	
20-24 minutes	20 points	30 points	40 points	50 points	60 points	
25-29 minutes	30 points	40 points	50 points	60 points	70 points	
30-34 minutes	40 points	50 points	60 points	70 points	80 points	
35-39 minutes	50 points	60 points	70 points	80 points	90 points	
≥40 minutes	60 points	70 points	80 points	90 points	100 points	
<i>* Distance travelled calculated using ARCGIS to determine "centre" of the community to bus receiver school</i>						
Other Considerations:						
Bus Receiver - Elementary						
More than one bus receiver school required for established grade configuration within two school years (examples include but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9)					50 points	
Existing K-GR4 School or Design Only School approved or in existence					50 points	
Notes:						
1. If a community already has a school or a design only school, the capacity of the school will be subtracted from the number of students enrolled in the CBE.						
2. When there is a design only school in a community, an exception to the standard ranking methodology will be made.						

CBE Point Assignments

Middle (Grade 5-9)						
K-GR4 Enrolment						
Current K-GR4 Enrolment - September 30, 2019 enrolment					Actual Value	
GR5-9 Enrolment						
Current GR5-9 Enrolment - September 30, 2019 enrolment					Actual Value	
Projected Population / Ratio of Enrolment to Housing Units						
Ratio of GR5-9 Enrolment to # of Housing Units in Community (%) (September 30th of each year)						
	≤4%	5 to 9%	10 to 14%	15 to 19%	20 to 24%	≥25 %
Projected 5 Year Sector Population Growth (%)*						
Less than 5%	10 points	20 points	30 points	40 points	50 points	60 points
5 to 14%	20 points	30 points	40 points	50 points	60 points	70 points
15 to 24%	30 points	40 points	50 points	60 points	70 points	80 points
Greater than 25 %	40 points	50 points	60 points	70 points	80 points	90 points
<i>* Based on City of Calgary Suburban Residential Growth (Prepared Annually)</i>						
Median Travel Time / Distance Travelled						
Distance Travelled (km's)**						
	≤9	10 to 14	15 to 19	20 to 24	≥25	
Median Travel Time						
15-19 minutes	10 points	20 points	30 points	40 points	50 points	
20-24 minutes	20 points	30 points	40 points	50 points	60 points	
25-29 minutes	30 points	40 points	50 points	60 points	70 points	
30-34 minutes	40 points	50 points	60 points	70 points	80 points	
35-39 minutes	50 points	60 points	70 points	80 points	90 points	
≥40 minutes	60 points	70 points	80 points	90 points	100 points	
<i>** Distance travelled calculated using GIS to determine "centre" of the community to bus receiver school</i>						
Other Considerations:						
Bus Receiver More than one bus receiver school required for established grade configuration within two years (examples include but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9)					50 points	
Existing K-GR4 School or Design Only School approved or in existence					50 points	
Greater than 2 Transition Points (K-GR9)					50 points	
Notes:						
1. If a community already has a school or a design only school, the capacity of the school will be subtracted from the number of students enrolled in the CBE.						
2. When there is a design only school in a community, an exception to the standard ranking methodology will be made.						

CBE System Utilization



Note: Assumes all schools approved in the 2022-2025 Capital Plan.

Glossary of Terms and Definitions

CBE Definitions

Additions/Expansions	Changes the gross area of building
CTS	Career and Technology Studies
K@FTE	Kindergarten students are counted as Full Time Equivalent (FTE). For example, 100 kindergarten students are counted as 50 students, their Full Time Equivalent, as they are only in school for half a day.
Modernization:	Supports modernization of a building
Provincial Net Capacity	Determined by dividing the total instructional area by an area per student grid based on their grade configuration (as per Alberta Education/Alberta Infrastructure's School Capital Manual), plus CTS, gym and library space.
RECAPP:	Renewal Capital Asset Planning Process
VFA:	The name of the software used by Alberta Infrastructure for facility assessments
School Community	Attendance Area Boundary
Utilization by Enrolment	Identifies the number of students attending schools expressed as a percentage of the total capacity. Utilization by enrolment represents the actual utilization currently experienced at schools within the planning sector.
Utilization by Residence	Identifies the number of students residing in the planning sector expressed as a percentage of the total school capacity within that planning sector. Utilization by residence represents the utilization rate that would exist if the CBE were not able to accommodate students in facilities in other planning sectors but rather accommodated the students in the facilities that exist within the planning sector where they live.

CBE Formulas

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

Alberta Education/Alberta Infrastructure School Capital Manual Definitions

Area Capacity and Utilization Report	A report from Infrastructure that provides total capacity and utilization rates for a jurisdiction and its school facilities.
Barrier-Free	The <i>Alberta Building Code</i> defines the requirements to ensure that a school facility can accommodate people with special needs.

Capacity	The capacity of a new school and the method by which it is established as approved by Alberta Infrastructure. Records of capacity for all Alberta schools are maintained by Infrastructure and reflect the capacity established at the time of construction, minus any exclusions or exemptions subsequently approved by Infrastructure.
Capital Funding	Funding provided to school jurisdictions for school building projects in accordance with Alberta Education's approved budget schedule.
Code Requirements	The minimum requirements for construction defined by the <i>Alberta Building Code</i> and those standards referenced in the <i>Code</i> .
Core School	A school building that is constructed with a permanent core and can be expanded or contracted by the addition or removal of modular classrooms.
Facilities Plan	A general or broad plan for facilities and facility development within a school jurisdiction.
Facility Evaluation	Assessment of facility characteristics, which includes site, architectural and engineering components, maintenance planning, safety, space adequacy and environment protection, to determine the ability of the building to accommodate current and future needs.
Full-time Equivalent Occupancy	Is used as a measurement of space utilization. Enrolment is calculated on the number of student spaces occupied throughout the school day. Part time student use is expressed in terms of full-time equivalent students (FTEs).
Furniture & Equipment	Includes basic furnishings such as desks, seating, storage cabinets, tables and fixtures that are normally provided under a contract separate from the general construction contract.
Infrastructure Maintenance and Renewal (IMR) program	Provides funding to (a) replace building and site components which have failed and pose health and safety problems for students and staff, (b) extend the useful life of school facilities and sites and (c) maintain the quality of the school environment.
Instructional Area	Those areas of a school building that are designated for purposes of instruction, examinations and other student activities where direct or indirect student-teacher interaction is maintained or scheduled. Also included are storage areas considered directly related to various instructional areas (i.e. gym storage, drama storage and science preparation areas).
Inventory of Space	A listing of a school jurisdiction's owned or leased facilities, which include facility area and usage.
Life Cycle Costing	Process that examines all costs associated with a facility project for the extent of its lifetime.
Modernization Project	The restoration of an entire or a portion of a school facility to improve its functional adequacy and suitability for present and future educational programs.
Modular Classroom	Prototypical portable classroom units built at a central location and transported to schools across Alberta. These units are based on specifications that ensure significantly improved heating and ventilation, soundproofing, resistance to mould, cost of serviceability and several other factors that differentiate them from the older portables that are also part of schools across the province.

New Capacity	In the event that a new construction project adjusts the capacity rating, a new capacity will be incorporated to reconcile the school jurisdiction's total capacity one year after the date of Ministerial approval of the tender or alternate to tender scheme of construction.
Right-Sizing	Reduction in capacity of an existing school to provide a more efficient use of the facility due to declining enrolments.
School Building Project	Means (i) the purchase, erection, relocation, renovation, furnishing or quipping of, (ii) making of structural changes in, (iii) the addition to or extension of a school building, or (iv) the building of access roads or site preparation for a school building.

Site Development

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

Utilization Ratio

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

report to Board of Trustees

Proposed Amendment to Operational Expectations 4: Treatment of Employees

Date	March 23, 2021
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Marilyn Dennis Board Chair
Purpose	Decision
Governance Policy Reference	GC-2: Governing Commitments GC-3: Board Job Description OE-4: Treatment of Employees

1 | Recommendation

It is recommended:

- THAT the Board of Trustees gives first reading to the amendment of Operational Expectations 4: Treatment of Employees policy as provided in the Attachment I to the report.
- THAT the Board of Trustees gives second reading, and thereby final approval, to the amendment of Operational Expectations 4: Treatment of Employees policy.

2 | Background

In response to directive h(1) contained in Ministerial Order #016/2020 issued May 21, 2020 the Board of Trustees passed the following motion on November 24, 2020:

THAT the Board of Trustees directs the Chief Superintendent to retain external experts to conduct a salary survey of exempt and executive positions in 2023 and every four years thereafter.



Whereas the Board of Trustees directs the organization through policy in accordance with its Governance Culture policies, the November 24th Board motion should be reflected in Operational Expectations 4: Treatment of Employees policy.

3 | Analysis

The Board of Trustees operates under the Coherent Governance model of corporate governance whereby the Board provides leadership for the CBE by setting direction through policy. Section 33(1)(h) mandates that the Board establish governance and organizational structures for the CBE. Day to day operations and leadership of the system lays with the Chief Superintendent who is responsible for carrying out duties as assigned by the Board. The Board governs the system through policies that set out the Results (learning outcomes), Operational Expectations (the boundaries of day-to-day operations), Governance Culture (how the Board works) and Board/Chief Superintendent Relationship (delegation to and evaluation of the Board's single employee).

Governance policies enable the Board of Trustees to lead, direct, inspire and control the outcomes and operation of the school division through a set of very carefully crafted policy statements that state the Board's values. Results policies are statements of outcomes for each student. The Board also establishes Operational Expectations that define both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. The Chief Superintendent is monitored annually on the Results and Operational Expectations. The Chief Superintendent must demonstrate reasonable progress towards achieving Results and compliance with Board Operational Expectations.

Following final approval of policy revisions, under the Coherent Governance model, the Chief Superintendent provides a reasonable interpretation and proposed indicators that demonstrate successful performance for each policy. The reasonable interpretation and indicators are subject to Board approval, and, following such approval, will form the basis for monitoring of the policy.

Until this work is complete, monitoring of the policy will continue in its current form. It is anticipated that at earliest, monitoring of the revised policy will commence in the 2021-22 school year.

Attachment I: OE-4: Treatment of Employees (proposed revisions shown in track changes)

OPERATIONAL EXPECTATIONS
OE-4: Treatment of Employees**Monitoring Method: Internal Report**
Monitoring Frequency: Annually

The Board of Trustees believes that student success and well-being depend upon the recruitment, retention, and fair compensation of highly qualified employees working in an environment that is safe, courteous, and professionally supportive.

The Chief Superintendent shall:

- 4.1 Provide a safe, supportive and respectful organizational culture for all staff that respects diversity and fosters a positive and welcoming environment.
- 4.2 Establish and implement standards and practices for the recruitment, fair compensation, and retention of highly qualified employees.
 - a. retain an external expert to conduct a salary survey of exempt and executive positions in 2023 and every four years thereafter.
- 4.3 Administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions.
- 4.4 Ensure the Board's approval for the bargaining mandate, the ratification of all collective agreements for unionized employees, and the approval of the total compensation of all exempt employees.

Adopted: ~~March 14, 2017~~
Effective: ~~September 1, 2017~~

**operational
expectations
monitoring report**

OE-7: Communication With and Support for the Board

BOARD OF TRUSTEES ACTION

With respect to OE-7: Communication With and Support for the Board, 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

Monitoring report for the school year 2019-2020

Report Date

March, 9, 2021

Resubmitted

March 23, 2021

operational
expectations
monitoring report

Monitoring report for the
school year 2019-2020

Report date:
March 9, 2021

OE-7: Communication With and Support for the Board

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 7: Communication With and Support for the Board, 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: March 1, 2021

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 7: Communication With and Support for the Board, 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-7: Communication With and Support for the Board

Executive Summary

The Board of Trustees believes that it can effectively do its job when the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern.

This Operational Expectation establishes the global values and expectations of the Board of Trustees for administration's work in supporting Trustees through the sharing of information. This Operational Expectation speaks to the importance placed on information provided in a timely manner to the Board of Trustees in support of decision making and building understanding.

The Chief Superintendent's reasonable interpretation and indicators for OE 7: Communication With and Support for the Board were approved on October 10, 2017. The Board of Trustees last monitored OE 7 on March 3, 2020. This report includes data available from the 2019-2020 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
7.1	7.1.1	Compliant
7.1	7.1.2	Compliant
7.2	7.2.1	Compliant
7.2	7.2.2	Non-compliant
7.2	7.2.3	Compliant
7.2	7.2.4	Compliant
7.2	7.2.5	Compliant
7.3	7.3.1	Compliant
7.4	7.4.1	Compliant
7.4	7.4.2	Compliant



OE-7: Communication With and Support for the Board

The Board of Trustees believes that it can effectively do its job when the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern.

Board-approved Interpretation |

The sharing of information pertaining to the operation of the organization by the Chief Superintendent with the Board of Trustees is important and enables the Board to function by building understanding that informs decision making.

The Chief Superintendent shall:

7.1	Submit required monitoring data (see policy <i>B/CSR-5: Monitoring Chief Superintendent Performance</i>) in a thorough, accurate and understandable fashion, according to the Board's annual work plan schedule, and including both Chief Superintendent interpretations and relevant data to substantiate compliance or reasonable progress.	Compliant
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Board-approved Interpretation |

Regular review of the performance of the organization relative to specific indices supports ongoing growth and improvement.

The Chief Superintendent interprets:

- *required monitoring data* to mean annual reports about Results and Operational Expectations.
- *thorough* to mean sufficient but not exhaustive.
- *accurate* to mean correct to the best of administration's knowledge when it is communicated.
- *understandable* to mean the information enables the Board to easily explain the information to a typical parent of a CBE student.
- *Board's annual work plan schedule* to mean the outcome of policy Governance Culture 6: Annual Work Plan.
- Results reports will contain the following elements:
 - a Board-approved reasonable interpretation,
 - baseline and Board approved targets and



OE-7: Communication With and Support for the Board

- evidence of reasonable progress.
- Operational Expectation reports will contain the following elements:
 - a Board-approved reasonable interpretation and
 - evidence of compliance.

Board-approved Indicators and *Evidence of Compliance* |

1.100 per cent of annual monitoring reports will be presented in accordance with the Board’s annual work plan schedule.	Compliant
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The organization is compliant with this indicator.

Evidence statement

Between September 17, 2019 and June 30, 2020, administration presented 15 monitoring reports to the Board of Trustees. These reports were presented at the Board of Trustees’ meetings according to the annual work plan. Adjustments were made to the annual work plan for the months of April – June due to the COVID pandemic.

2. 100 per cent of annual monitoring reports will contain sufficient information for the Board to make a determination about compliance, non-compliance, reasonable progress, lack of reasonable progress and exceptions.	Compliant
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The organization is compliant with this indicator.

Evidence statement

All 15 annual monitoring reports presented to the Board of Trustees between September 17, 2019 and June 30, 2020 contained all the required elements. The monitoring reports for Operational Expectations contained the Board approved reasonable interpretations as well as the evidence of compliance. The Results monitoring reports contained the Board approved reasonable interpretations, the baseline and approved targets, and the evidence of reasonable progress.

OE-7: Communication With and Support for the Board

Evidence demonstrates all indicators in subsection 1 are in compliance.

7.2	Provide for the Board, in a timely manner, information about trends, facts, accommodation planning or significant modifications of any instructional programs, anticipated significant media coverage and other information relevant to the Board's work.	Compliant
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Board-approved Interpretation |

Information regarding the operation of the organization that is shared at an appropriate time can be utilized in authentic and meaningful ways.

The Chief Superintendent interprets:

- *timely* to mean promptly once administration becomes aware of and has validated information.
- *trends* to mean how internal and external data or factors move over time.
- *facts and other information* to mean qualitative and quantitative data.
- *accommodation planning* to mean the strategic process utilized to identify issues and responses related to providing learning spaces for CBE students.
- *significant modifications of any instructional program* to mean the removal, cancellation, introduction or extension of:
 - any prescribed programs of study in the regular education program or in alternative or special education programs that would materially impact the Board's work; and
 - any entire alternative or special education program.
- *anticipated significant media coverage* to mean expectation of material enquires or events related to the organization that would be reported or commented on by professional journalists and their print, broadcast and online outlets.
- *relevant to the Board's work* to mean matters pertaining to governance as described in the governance policies.



OE-7: Communication With and Support for the Board

1. 100 per cent of information about trends, facts and other information will be provided in a timely manner.	Compliant
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The organization is compliant with this indicator.

Evidence statement

On numerous occasions, the Chief Superintendent and Administration presented information on trends, facts and other information.

Other Information:

Beginning in January 2020, the Chief Superintendent provided the Board of Trustees updates and information on a regular basis regarding the COVID pandemic and the potential impact on schools, students, and the system.

The Board of Trustees and our senior leaders receive a media outlook at the end of each day that summarizes all media requests received, as well as a summary of any responses or statements issued. The outlook also includes a summary of any system-wide communication issued during that day. If a major unforeseen event occurs mid-day, the chief superintendent may opt to inform the Board of Trustees before the end of the day.

Trend information was provided through:

- Board Development Session | Part 1 – Student Mental Health – October 8, 2019
- Board Development Session | Assessment and Reporting in CBE – January 14, 2020
- Summary of 2018-2019 Provincial Achievement Test and Diploma Examinations results – November 5, 2019
- CBE Annual Education Results Report 2018-2019 and the Three-Year Education Plan 2019-2022 – January 7, 2020
- Results 2 | Academic Success - Targets – October 8, 2019
- Results 2 | Academic Success – Annual Monitoring Part 1 (indicators 1-3) - January 14, 2020
- Results 2 | Academic Success – Annual Monitoring Part 2 (indicators 4-5) – February 4, 2020
- Results 2 | Academic Success – Annual Monitoring – February 11, 2020
- 2019-2020 School Enrolment Report – December 3, 2019
- Results 3 Citizenship – March 3 & 10, 2020
- Results 4 Personal Development – April 26, 2020
- Results 5 | Character – June 9, 2020
- Locally Developed Authorized Courses – May 19, 2020



OE-7: Communication With and Support for the Board

Facts were presented through:

- 2020-2021 Modular Classroom Program – October 27, 2019
- Financial Status of Reserves and Designated Funds – November 5, 2019
- 2018-2019 Year-end Financial Results and Audited Financial Statements – November 26, 2019
- Three Year School Capital Plan 2021-2024 – March 10, 2020
- Budget Assumptions Report – December 3 & 10, 2020
- Students Come First Budget Report for 2019-2022 – May
- Three-Year System Accommodation Plan – June 9, 2020

2. A minimum of once per month, a written update report from the Chief Superintendent will be presented at a Board of Trustee meeting.	Not Compliant
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The organization is non-compliant with this indicator.

Evidence statement

The Chief Superintendent’s Update was presented on the following dates:

- September 17, 2019
- October 22, 2019
- November 12, 2019
- December 3, 2019
- January 14, 2020
- February 11, 2020
- March 10, 2020

The Alberta Government cancelled in person classes March 15, 2020 due to the COVID pandemic and CBE transitioned all students to online learning. A revised *Schedule of Regular Meetings for April–June* was approved by the Board of Trustees on April 28, 2020. Reporting timelines were altered and the Chief Superintendent’s Update was cancelled for the remainder of the year.

3. Once per month or as required by the Board of Trustees’ meeting agendas, administration will support the Results focus at Board of Trustees public meetings.	Compliant
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OE-7: Communication With and Support for the Board

The organization is compliant with this indicator.

Evidence statement

The following schools supported a Results focus through presentations at the Board meetings until cancellation of school in March due to the COVID pandemic:

- Saddle Ridge – October 22, 2019
- RT Alderman – January 14, 2020
- Maple Ridge – January 14, 2020
- A.E. Cross – March 10, 2020
- Dr. E.P. Scarlett – March 10, 2020
- Chinook Park – March 10, 2020
- Sam Livingston – March 10, 2020

Additionally, administration presented information related to other Results focused themes on:

- Summary of the 2018-2019 Provincial Achievement Tests and Diploma Examination Results – November 5, 2019
- CBE Annual Education Results Report 2018-2019 – January 7, 2020
- Three-Year Education Plan 2018-2021 – January 7, 2020
- Results 2 | Academic Success - Targets – October 8, 2019
- Results 2 | Academic Success – Annual Monitoring Part 1 (indicators 1-3) - January 14, 2020
- Results 2 | Academic Success – Annual Monitoring Part 2 (indicators 4-5) – February 4, 2020
- Results 2 | Academic Success – Annual Monitoring – February 11, 2020
- Results 3 Citizenship – March 3 & 10, 2020
- Results 4 Personal Development – April 26, 2020
- Results 5 | Character – June 9, 2020

4. 100 per cent of reportable instructional program changes will be provided to the Board of Trustees.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The Three-Year System Student Accommodation Plan was presented to the Board of Trustees June 9, 2020. This plan outlines accommodation issues related to capital projects, student designation and grade configuration changes, new

OE-7: Communication With and Support for the Board

alternative programs, and communication plans around student accommodation to inform our stakeholders.

5. A Three Year System Student Accommodation Plan will be provided annually to the Board of Trustees.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The Three-Year System Student Accommodation Plan was presented to the Board of Trustees June 9, 2020.

Evidence demonstrates 4 of the 5 indicators in subsection 2 are in compliance.

7.3	Inform the Board, the Board Chair or individual members if, in the Chief Superintendent's opinion, the Board or individual members have encroached into areas of responsibility assigned to the Chief Superintendent or if the Board or its members are non-compliant with any Governance Culture or Board/Chief Superintendent Relationship policies.	Compliant
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Board-approved Interpretation |

Through the Governance model, the Board of Trustees has identified specific responsibilities that have been delegated to the Chief Superintendent. It is the responsibility of the Chief Superintendent to communicate with the Board when actions by Board members indicate variance from the model and encroach on these responsibilities.

The Chief Superintendent interprets:

- *inform* to mean that the Chief Superintendent may exercise judgment to bring specific information to the attention of individual Trustees or the Board as a whole.
- *opinion* to mean judgment or assessment based on observation and experience.

OE-7: Communication With and Support for the Board

- *encroached into areas of responsibility assigned to the Chief Superintendent* to mean that the Board or a Trustee has stepped into an operational area delegated by the Board of Trustees through its policies to the Chief Superintendent.
- *Board or its members are non-compliant* to mean the Board or a Trustee has violated the policies established by the Board of Trustees.

1. 100 per cent of reportable events will be addressed in an appropriate venue.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The Chief Superintendent provides timely information to the Board of Trustees and continues to address issues and concerns as appropriate.

Evidence demonstrates all indicators in subsection 3 are in compliance.

7.4	Inform the Board in a timely manner of any actual or anticipated noncompliance with any Board Operational Expectations policy or any anticipated failure to achieve reasonable progress toward any Results policy.	Compliant
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Board-approved Interpretation |

It is the responsibility of the Chief Superintendent to communicate any foreseeable areas where organizational or student performance as measured by monitoring does not meet expectations.

The Chief Superintendent interprets:

- *timely* to mean promptly once administration becomes aware of and has validated information.
- *actual* to mean certain to occur or already occurred.
- *anticipated* to mean expected to occur.



OE-7: Communication With and Support for the BoardBoard-approved Indicators and *Evidence of Compliance* |

1. 100 percent of instances of actual (already occurred) exceptions to compliance or reasonable progress will be indicated in the annual monitoring reports for Operational Expectations and Results policies.	Compliant
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The organization is compliant with this indicator.

Evidence statement

All monitoring reports included any exceptions to compliance in each of the nine Operational Expectations monitoring reports and the five Results monitoring reports. The Board noted compliance with all nine Operational Expectation Monitoring Reports. The Board concluded that reasonable progress was being made towards achievement of the Results policies, with exceptions to:

- students who identify as indigenous were noted by the Board in Results 2 | Academic Success; and
- policy subsection 4.5 were noted by the Board in Results 4 | Personal Development.

2. 100 percent of instances of actual (certain to occur) or anticipated non-compliance or lack of reasonable progress for an entire policy will be presented to the Board of Trustees in a timely manner.	Compliant
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The organization is compliant with this indicator.

Evidence statement

During the 2019-2020 school year, there were no instances of noncompliance or lack of reasonable progress for an entire policy identified by administration.

Evidence demonstrates all indicators in subsection 4 are in compliance.



OE-7: Communication With and Support for the Board

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

Revision to the Schedule of Regular Meetings

Date	March 23, 2021
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor Corporate Secretary
Purpose	Decision
Governance Policy Reference	Governance Culture GC-2: Governing Commitments GC-6: Annual Work Plan

1 | Recommendation

- THAT the Board of Trustees approves revisions to the Schedule of Regular Meetings, to:
 1. add a public meeting to be held by electronic means on Tuesday, April 6, 2021 commencing at 12:00 p.m., in Calgary, Alberta; and
 2. remove the public meeting scheduled for Tuesday May 11, 2021 held by electronic means commencing at 12:00 p.m., in Calgary, Alberta; and
 3. remove the public meeting scheduled for Tuesday May 25, 2021 held by electronic means commencing at 12:00 p.m., in Calgary, Alberta; and
 4. add a public meeting to be held by electronic means on Tuesday May 18, 2021 commencing at 12:00 p.m., in Calgary, Alberta; and
 5. add a public meeting to be held by electronic means on Thursday May 20, 2021 commencing at 12:00 p.m., in Calgary, Alberta.

2 | Background

On June 16, 2020, at the Board of Trustees Meeting, the Board approved the Schedule of Regular Meetings for September 2020 to June 2021. It has been brought to the Board's attention that it would be beneficial to revise the Schedule of



Regular Meetings in order that Board business can be dealt with in a timely manner.

Attachment I: Schedule of Regular Meetings – revision in tracked changes





**BOARD OF TRUSTEES
SCHEDULE OF REGULAR MEETINGS
SEPTEMBER 2020 TO JUNE 2021**

held at the Education Centre, 1221 – 8 Street SW, Calgary, Alberta

PUBLIC AGENDAS 12:00 p.m. to 4:30 p.m. Multipurpose Room	PRIVATE AGENDAS 12:00 p.m. to 4:30 p.m. Room T224
September 15, 2020	
September 29, 2020	
October 13, 2020	
October 27, 2020	
November 10, 2020	November 19, 2020
November 24, 2020	
November 25, 2020	
December 8, 2020	December 15, 2020
January 12, 2021	
January 26, 2021	
February 9, 2021	
February 23, 2021	
March 9, 2021	
March 23, 2021	
<u>April 6, 2021</u>	
April 13, 2021	
April 27, 2021	
<u>May 11, 2021</u> <u>May 18, 2021</u>	
<u>May 25, 2021</u> <u>May 20, 2021</u>	
June 15, 2021	
June 22, 2021	

(Organizational Meeting of the Board of Trustees – Tentatively October 27, 2020)

report to Board of Trustees

Construction Projects Status Report

Date	March 23, 2021
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

It is recommended:

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

2 | Issue

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



3 | Background

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 for the three new schools is complete with landscaping outstanding, with all three schools opening on September 8, 2020. Construction for Forest Lawn High School was completed and fully occupied on January 4, 2021.

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

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

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

Board: Board of Trustees

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

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

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

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

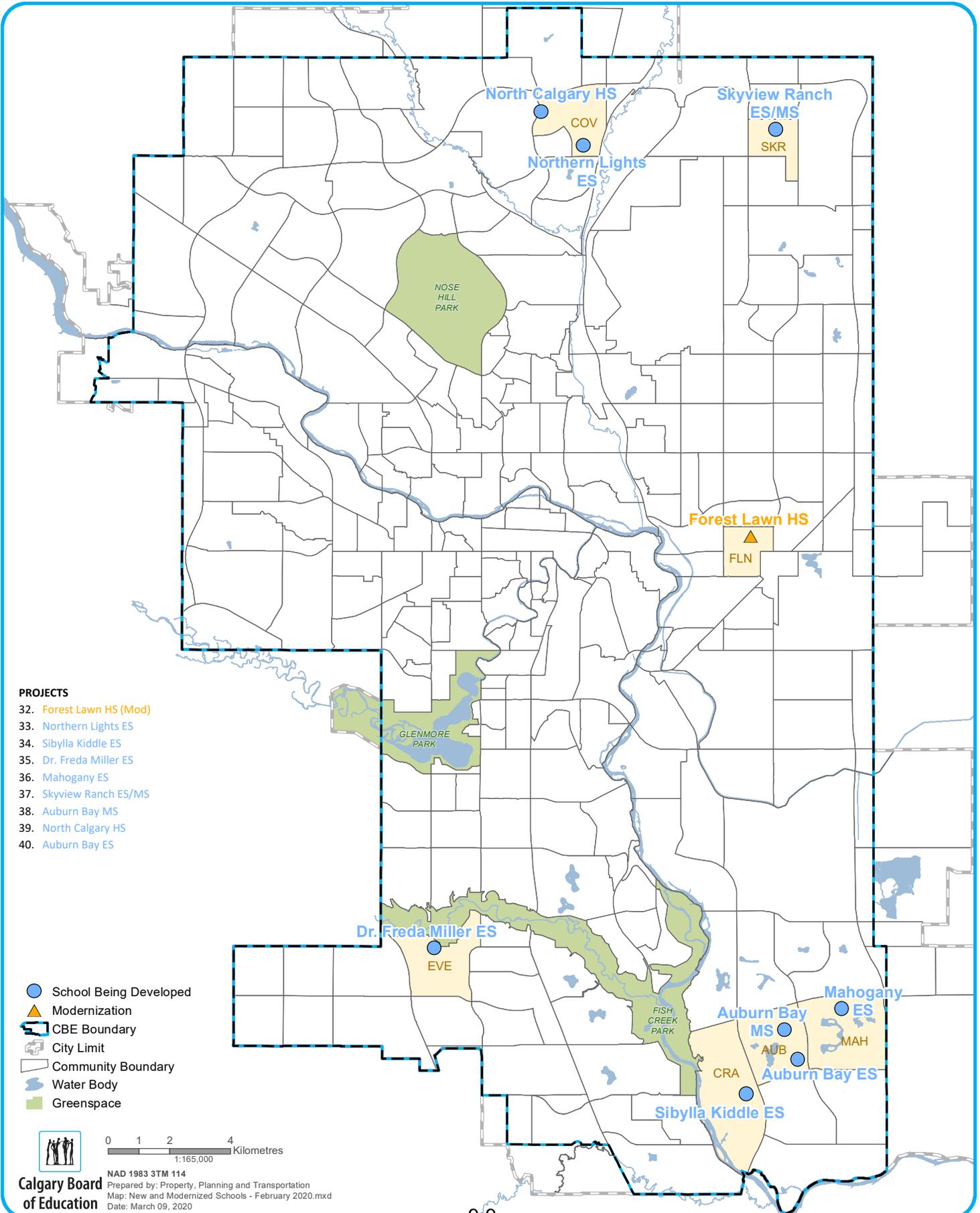
**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
March 2021**

Building	Opening Date	Notes/Comments	
32. Forest Lawn High School Modernization	Nov. 26, 2020	Phase One Design and Construction	100%
		Phase Two Design and Specifications	100%
		Phase Two Construction Award	100%
		Phase Two Construction Progress	100%
		Note: Phase Two construction complete. This modernization is now complete.	
33. Northern Lights School (Coventry Hills) Grades K-4 Capacity 600 students	Sept. 8, 2020	Design and specifications	100%
		Construction Award	100%
		Construction Progress	99%
		Note: Project Managed by Alberta Infrastructure. School complete; deficiency correction underway. Landscaping outstanding.	
34. Sibylla Kiddle School (Cranston) Grades K-4 Capacity 600 students	Sept. 8 2020	Design and specifications	100%
		Construction Award	100%
		Construction Progress	99%
		Note: Project Managed by Alberta Infrastructure. School complete; deficiency correction underway. Landscaping outstanding.	
35. Dr. Freda Miller School (Evergreen) Grades K-4 Capacity 600 students	Sept. 8 2020	Design and specifications	100%
		Construction Award	100%
		Construction Progress	99%
		Note: Project Managed by Alberta Infrastructure. School complete; deficiency correction underway. Landscaping outstanding.	
36. Mahogany Elementary School Grades K-4 Capacity 600 students	Summer 2022	Design and Specifications	100%
		Construction Progress	4%
		Note: Project managed by Alberta Infrastructure. Construction in progress, piling & grade beam complete, foundation underway.	
37. Skyview Ranch ES/MS Grades K-9 Capacity 900 students	TBD	Design and Specifications	100%
		Construction Award	100%
		Construction Progress	0%
		Note: Project managed by Alberta Infrastructure. Construction contractor selected. Construction start anticipated early March 2021.	

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
March 2021**

Building	Opening Date	Notes/Comments	
38. Auburn Bay MS Grades 5-9 Capacity 900 students	Summer 2022	Design and Specifications	100%
		Construction Progress	3%
		Note: Project managed by Alberta Infrastructure. Construction in progress, piling underway, all deep services complete, grade beam pours and additional excavation in progress.	
39. North Calgary HS Grades 10-12 Capacity 1800 students	TBD	Design and Specifications	100%
		Construction Award	100%
		Construction Progress	1%
		Note: Project managed by Alberta Infrastructure. Construction contractor selected. Contractor mobilized on-site; earthworks underway.	
40. Auburn Bay Elementary School Grades K-4 Capacity 600 students	TBD	Design Build - Basis of Design/Bid package	100%
		Construction Award	100%
		Design and Specifications	90%
		Note: Project managed by Alberta Infrastructure. Detailed design and construction documents underway.	

New and Modernized Schools As of March 2021



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



0 1 2 4
Kilometres
1:165,000

**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

Mahogany Elementary School



2021-02-10, 11:57 AM

Auburn Bay Middle School



North Calgary High School

