

public agenda

Regular Meeting of the Board of Trustees

March 8, 2022
12:00 p.m.

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

R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions		GC-3	
	4 Results Focus			
	4.1 Simon Fraser School Presentation	P. Randhawa	R-3	
	4.2 Results 3: Citizenship – Annual Monitoring	J. Pitman A. Holowka	R-3	Page 4-1
	5 Operational Expectations			
	5.1 OE-7: Communication With and Support for the Board – Annual Monitoring	C. Usih	OE-7	Page 5-1
	6 Public Comment [PDF]		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
	7 Board Development Session			
	7.1 K-12 Mathematics and Literacy Frameworks	J. Pitman A. Holowka	OE-7	Page 7-1
	8 Matters Reserved for Board Information			
	8.1 Three-Year School Capital Plan 2023-2026	C. Usih D. Breton	OE-5, 6, 7, ,8,9	Page 8-1



Time	Topic	Who	Policy Ref	Attachment
	9 Matters Reserved for Board Decision	Board	GC-3	
9.1	2022 ASBA Edwin Parr Teacher Nominee	Board	OE-4	Page 9-1
9.2	Proposed Amendment to GC-5E: Strategic Dialogue and Public Engagement Committee Terms of Reference	Board	GC-5E	Page 9-9
	10 Consent Agenda	Board	GC-2.6	
10.1	Items Provided for Board Decision			
10.2	Items Provided for Board Information		OE-8	
10.2.1	Chief Superintendent's Update			Page 10-1
10.2.2	Correspondence			Page 10-6
	11 In-Camera Session			
4:30 p.m.	12 Adjournment			
	Debrief	Trustees	GC-2.3	

Notice |

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

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 Office of the Corporate Secretary at corpsec@cbe.ab.ca.



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:

Monitoring report for the school year 2020-21

Report date:
March 8, 2022

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

Signed: _____ Date: March 1, 2022

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: _____

Laura Hack, Chair, Board of Trustees



Executive Summary |

Analysis |

The data have indicated that:

- In kindergarten to grade 9, the Overall Level of Success report card results are at or above 98.0%.
 - Exercise their democratic rights and responsibilities within the learning community (98.7%)
 - Demonstrate respect and appreciation for diversity (99.3%)
 - Work and collaborate effectively with others (98.0%)
- The percentage of high school students who report that they have participated in community service, school service or volunteer work to help others, based on the CBE Student Survey results, overall were not high, though this was likely due to the pandemic restrictions.

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 was a minor focus on the CBE Student Survey in 2020-21. Targets were set for CBE Student Survey indicators in Policy 3.1 only.

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

Context for Indicators |

With respect to report card achievement data, due to the ongoing COVID-19 pandemic and the learning disruptions experienced to date, significant caution should be exercised when stating trends over time. While not directly comparable, year-over-year results have been examined with consideration given to context.

Caution should be used when interpreting student survey results over time. Survey participation was impacted by the COVID-19 pandemic.



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 summarizes 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 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.
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.
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.
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.

¹ Government of Canada, Immigration, Refugees and Citizenship Canada, Study Guide – Discover Canada: The Rights and Responsibilities of Citizenship. Retrieved Feb. 12, 2021, from <https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/discover-canada/read-online/rights-responsibilities-citizenship.html>



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.
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 |

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.
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.



CBE Student Survey Administration Cycle | Background

In 2017-18 an updated CBE Student Survey was administered to students. It was as a result of a number of consultations and reviews, which determined that expanding the overall number of questions tied to Results indicators would add to the statistical confidence in the survey data sets and in turn, better inform the Board's monitoring decisions.

To balance an expanded set of Results survey questions with priorities for student user experiences, in June 2017, the Chief Superintendent recommended, and the Board of Trustees approved, a rotating three-year administration cycle.

The cycle is based on the way that the Organization for Economic Co-operation and Development (OECD) administers The Programme for International Student Assessment (PISA), with a major and minor focus rotated through each testing cycle.

The administration for Results questions within the new CBE student survey was organized to have questions related to Results 2: Academic Success administered each year and questions related to Results 3: Citizenship, Results 4: Personal Development and Results 5: Character administered in full once every three years, and to a more minor extent during the other two years of the three-year cycle.

Note | Indicators for Results 2 were revised in June 2019. Those tied to survey questions were removed.

The rotating, three-year cycle began with the 2017-18 school year, as represented in the table below.

Results	2017-18	2018-19	2019-20	2020-21	2021-22
Results 2	major focus	major focus		no indicators include survey results	
Results 3	major focus	minor focus	not administered	minor focus	major focus
Results 4	minor focus	major focus		minor focus	minor focus
Results 5	minor focus	minor focus		major focus	minor focus

During a "major focus" year, the full set of survey questions included within Board-approved Reasonable Interpretations of the Results policy are administered. During a "minor focus" year, a smaller selection of survey questions within Board-approved Reasonable Interpretations are administered.

This rotating schedule allows for some survey data to be available within each Results monitoring report while maintaining a reasonable survey administration time for schools and students. It also allows a greater focus to be given to quality student survey data throughout the three-year cycle.

The CBE Student Survey is administered to students in grades 5, 6, 8, 9, 11 and 12. Students in grades 4, 7, and 10 respond to Alberta Education's Assurance Survey.



Monitoring Information |

Evidence of Progress |

Board-approved indicators and targets as well as 2020-21 results, analysis and interpretation |

Policy 3.1

Policy 3.1 Indicator 1

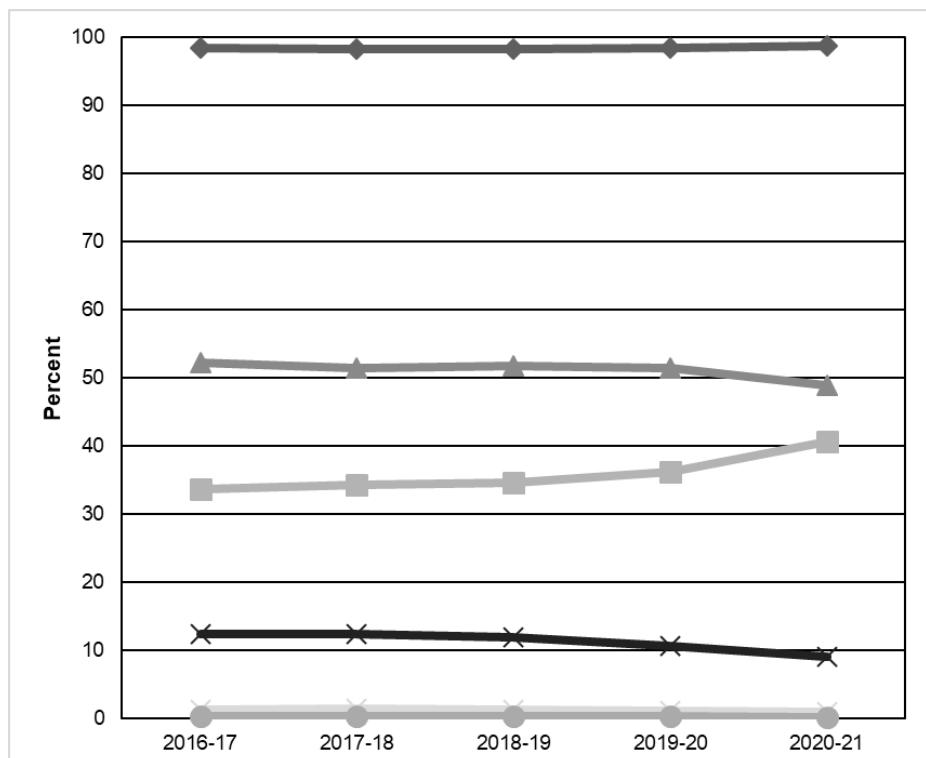
1. Percentage of students in kindergarten to grade 9 reported to exercise their democratic rights and responsibilities within the learning community; as measured by student report cards.

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All Students

Indicator	Exercises democratic rights and responsibilities within the learning community ² (%)				
	2016-17	2017-18	2018-19	2019-20	2020-21
Exemplary Strengths	33.7	34.4	34.6	36.3	40.7
Evident Strengths	52.3	51.4	51.7	51.5	48.9
Emerging Strengths	12.4	12.4	12.0	10.7	9.1
Network of Support Required	1.3	1.5	1.3	1.1	1.0
Individual Program Plan	0.3	0.3	0.4	0.4	0.3
Overall Level of Success	98.4	98.2	98.3	98.5	98.7



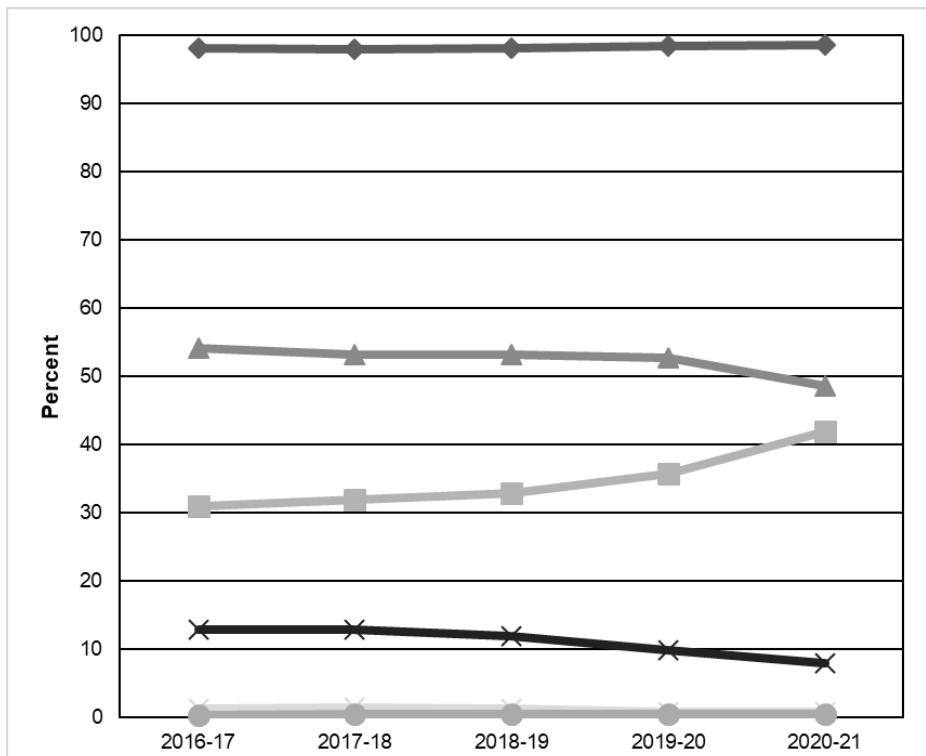
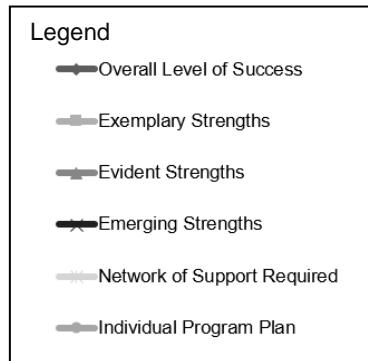
² The descriptors for this stem are:

- 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.



Division 1

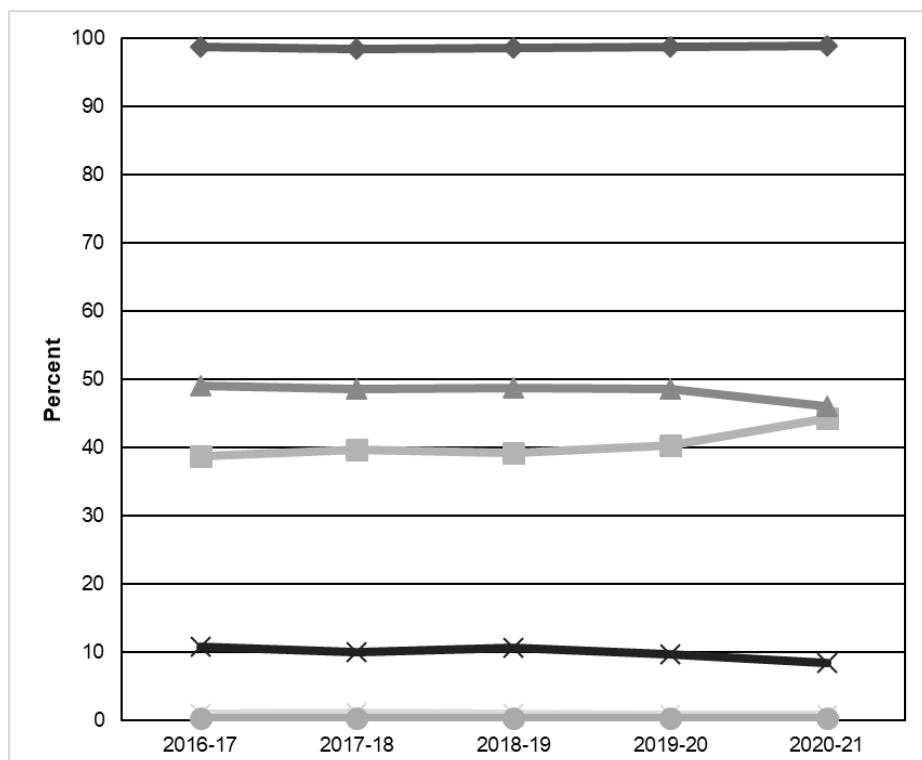
Exercises democratic rights and responsibilities within the learning community (%)					
Indicator	2016- 17	2017- 18	2018- 19	2019- 20	2020- 21
Exemplary Strengths	31.0	31.9	32.9	35.8	42.0
Evident Strengths	54.2	53.2	53.2	52.7	48.6
Emerging Strengths	12.9	12.9	12.0	9.9	8.0
Network of Support Required	1.4	1.5	1.3	0.9	0.9
Individual Program Plan	0.4	0.5	0.6	0.6	0.5
Overall Level of Success	98.1	98.0	98.1	98.4	98.6



Policy 3.1 Indicator 1

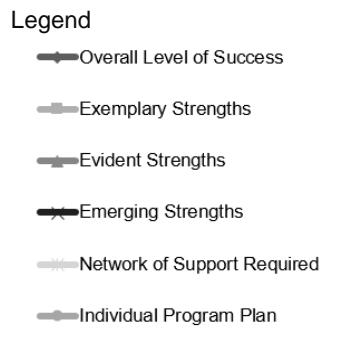
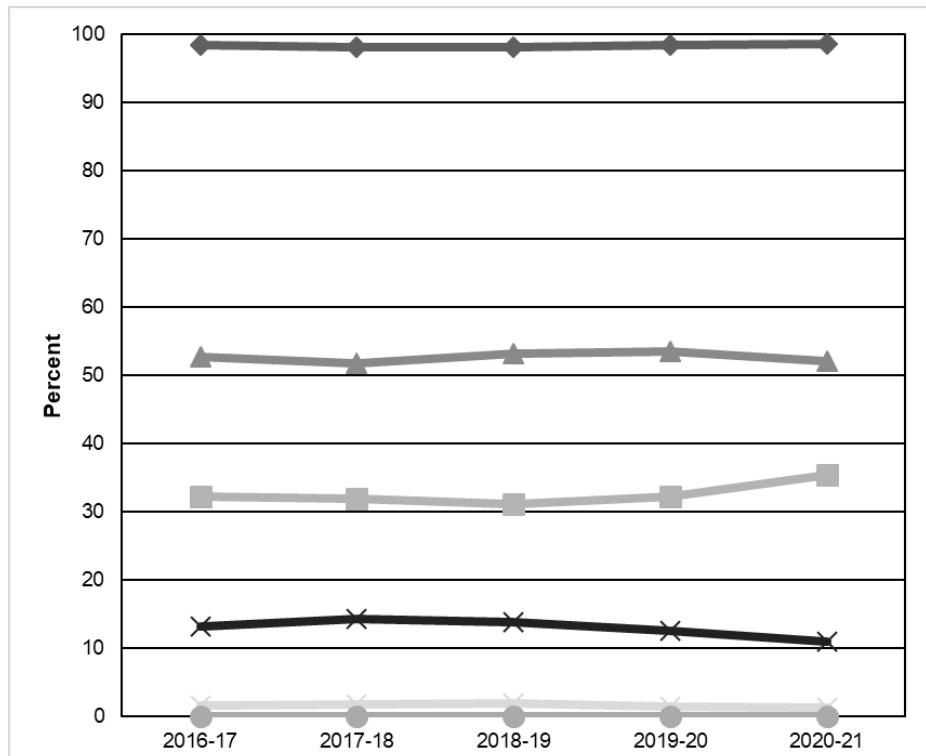
Division 2

Indicator	Exercises democratic rights and responsibilities within the learning community (%)				
	2016-17	2017-18	2018-19	2019-20	2020-21
Exemplary Strengths	38.8	39.8	39.2	40.4	44.4
Evident Strengths	49.1	48.6	48.7	48.6	46.0
Emerging Strengths	10.9	10.1	10.7	9.8	8.5
Network of Support Required	1.0	1.1	1.0	0.8	0.8
Individual Program Plan	0.3	0.3	0.4	0.4	0.3
Overall Level of Success	98.8	98.5	98.6	98.8	98.9



Division 3

Exercises democratic rights and responsibilities within the learning community (%)					
Indicator	2016- 17	2017- 18	2018- 19	2019- 20	2020- 21
Exemplary Strengths	32.3	32.0	31.1	32.3	35.5
Evident Strengths	52.8	51.7	53.2	53.6	52.1
Emerging Strengths	13.3	14.4	13.8	12.6	11.0
Network of Support Required	1.6	1.8	1.9	1.5	1.4
Individual Program Plan	0.1	0.1	0.1	0.1	0.0
Overall Level of Success	98.4	98.1	98.1	98.5	98.6



Policy 3.1 Indicator 1

- **Target for 2020-21:** No target set
- **Analysis**

All Students: Year-over-year improvement was seen in the Overall Level of Success results from 2017-18. The Overall Level of Success reached its highest result in 2020-21 and improved significantly compared to the previous three-year average. As well, there was a strong upward trend in the Exemplary Strengths result over the last five years and a significant increase could be seen in 2020-21 based on the Chi-Square comparison to the previous three-year average.

To determine improvement in Network of Support Required and Individual Program Plan results, the percentage of students in these categories should decrease. For Network of Support Required and Individual Program Plan results, significant decreases were observed when compared to the corresponding previous three-year average. Additionally, the results of Network of Support Required showed continued declines since the 2017-18 school year.

Division 1: The results were generally similar to All Students. However, the 0.1 percentage point decrease in the 2020-21 Individual Program Plan result was not significant in comparison to the previous three-year average.

Division 2: The changing pattern of Overall Level of Success results in Division 2 was similar to All Students and the Division 1 cohorts. However, Exemplary Strengths results in Division 2 showed a slightly different pattern. Instead of maintaining a continuous increase over the last five years, there was a 0.6 percentage point decline in the 2018-19 Exemplary Strengths result as compared to the previous year. Exemplary Strengths improved significantly in 2020-21 school year, based on Chi-Square comparison to the previous three-year average.

The Network of Support Required and Individual Program Plan results in Division 2 showed the same patterns as those in Division 1.

Division 3: The Overall Level of Success results in Division 3 shared the same pattern with other cohorts. After a two-year decrease in Exemplary Strengths results, there was a significant increase in 2019-20 and 2020-21, reaching the highest result in 2020-21.

Different from the patterns in other divisions, the results of Network of Support reached the peak in 2018-19 and dropped to the lowest level in 2020-21. After maintaining at 0.1% for the previous four years, Individual Program Plan results decreased significantly to 0.0% in 2020-21.



- **Interpretation**

Over time, this indicator continues to reflect overall improvement in CBE students' ability to exercise their democratic rights and responsibilities within their learning communities. The All Students cohort shows steadily increasing Overall Level of Success results above 98% and we see the highest rate to date for this indicator in 2020-21. More students achieved Exemplary Strengths results in 2020-21 than in any previous school year. This was found to be a significant increase relative to previous three-year average. The percentage of students with a Network of Support Required or Individual Program Plan indicator, decreased significantly.

In general, result trends across divisions were comparable and in alignment with the All Students cohort patterns.



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.

Learning Community Citizenship Summary Measure				
	2017-18 ³	2018-19	2019-20 ⁴	2020-21
Overall Sample Size	18 690	8120	n/a	6730
Overall Agreement (%)	59.3	57.6	n/a	59.0

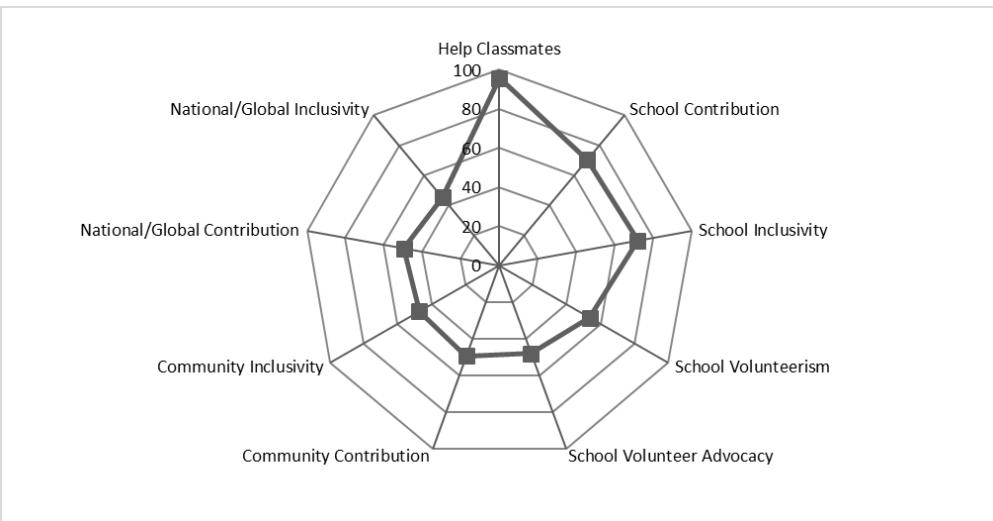
Learning Community Citizenship Summary Measure by Grade				
Overall Agreement (%)	2017-18	2018-19	2019-20 ⁵	2020-21
Grade 11	59.4	56.9	n/a	59.3
Grade 12	59.1	58.3	n/a	60.7

Question Theme	Overall Agreement (%)			
	2017-18	2018-19	2019-20 ⁵	2020-21
Help Classmates	94.3	93.9	n/a	95.6
School Contribution	61.9	65.6	n/a	70.2
School Inclusivity	68.8	68.5	n/a	72.2
School Volunteerism	55.2	52.5	n/a	53.5
School Volunteer Advocacy	52.7	49.1	n/a	48.0
Community Contribution	50.4	48.5	n/a	49.5
Community Inclusivity	47.5	46.8	n/a	47.2
National/Global Contribution	49.9	48.2	n/a	49.6
National/Global Inclusivity	46.6	45.3	n/a	45.2

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

⁴ CBE Student Survey was not administered in 2019-20.





- **Target for 2020-21:** Improvement on baseline summary measure
Target not met
- **Analysis**

While there was no improvement over the baseline summary measure, when compared to 2018-19 results, there was increase in results for 2020-21 and a 2.4 percentage point increase was observed in both Grade 11 and Grade 12 student results.

Of the questions asked, Help Classmates continued to have the highest percentage, with 95.6% in 2020-21. The results increased as compared to 2018-19 for all question themes, with the exception of School Volunteer Advocacy and National/Global Inclusivity. The increases in Help Classmates, School Contribution and School Inclusivity were found to be significant while School Volunteer Advocacy results decreased significantly based on the Chi-Square comparison to the previous two-year average.

- **Interpretation**

Overall, the percentage of high school students reporting that they exercise their democratic rights and responsibilities within their learning community continued to increase for students surveyed in 2020-21. With regards to the specific question theme measures, high school students demonstrated the strongest agreement with the Help Classmates theme. The results for this theme being highest out of three years of survey data at 95.6% overall agreement. Increases in the number of students in overall agreement for Help Classmates, School Contribution and School Inclusivity themes were found to be significant. Decreases in the percentage of students in overall agreement with the School Volunteer Advocacy question theme were also found to be of significance.



Other results for the specific question themes were generally in alignment and comparable with data trends from previous years. These results also make sense within a COVID-19 learning context. High school students continued to identify as school citizens who support their peers and contribute to their school communities. That School Contribution and Inclusivity results improved in a pandemic school year is a testament to continued commitment of CBE high schools to foster safe and welcoming schools where students continued to feel they had voice and could contribute meaningfully. A pandemic learning environment may have influenced the decrease in agreement in School Volunteer Advocacy results, as volunteer opportunities were limited due to COVID-19 safety measures in high schools.



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.

Service Summary Measure				
	2017-18 ⁵	2018-19	2019-20 ⁶	2020-21
Overall Sample Size	18 184	7933	n/a	6530
Overall Agreement (%)	75.7	72.8	n/a	69.2

Service Summary Measure by Grade				
Overall Agreement (%)	2017-18	2018-19	2019-20 ⁵	2020-21
Grade 11	75.7	72.3	n/a	68.2
Grade 12	75.7	73.4	n/a	70.5

Question Theme	Overall Agreement (%)			
	2017-18	2018-19	2019-20 ⁵	2020-21
School Volunteerism - Frequency	71.8	69.6	n/a	65.6
Community Volunteerism - Frequency	79.7	76.1	n/a	72.7

- **Target for 2020-21:** improvement on baseline summary measure
Target not met

- **Analysis**

In 2020-21, the Overall Agreement showed a significant decrease from the percentage being in the seventies in previous years to less than 70%. Similar changes could also be noted in each grade and question theme.

⁵ As a result of an error in the survey program software, student results were counted twice. This has no effect on the percentage results. The sample size should be half of what is noted here.

⁶ CBE Student Survey was not administered in 2019-20.



- **Interpretation**

Overall, the percentage of high school students reporting participation in community service, school service or volunteer work to help others decreased significantly in 2020-21. This decreasing trend continues year over year, since the 2017-18 school year. When examined by grade level, both grade 11 and grade 12 students show comparable decreasing results, although the magnitude of this decrease was somewhat greater for grade 11 students when compared to grade 12 students over three years of survey data. High school students continued to report higher participation in Community Volunteerism than School Volunteerism, consistent with previous years.

Decreasing trends in this measure are expected within a pandemic context. Opportunities to participate in both community and in-school volunteer activities may have been limited, restricted or avoided as a result COVID-19 safety measures and health concerns over the course of the 2020-21 school year.



Policy 3.2

Policy 3.2 Indicator 1

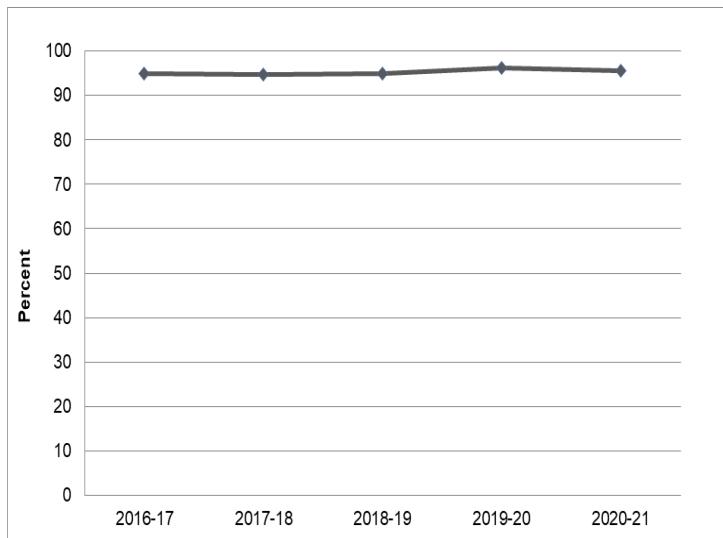
1. Percentage of students successfully demonstrating understanding of Social Studies issues, information and ideas; as measured by school report cards.

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Policy 3.2 Indicator 1

Students demonstrating understanding of Social Studies issues, information and ideas (%)				
2016-17	2017-18	2018-19	2019-20	2020-21
94.9	94.7	95.0	96.2	95.5



- **Target for 2020-21:** No target set

- **Analysis**

Generally speaking, Social Studies success rates showed a gradual upward trend over time. However, 2020-21 saw a decrease of 0.7 percentage points over the 2019-20 result. Based on the Chi-Square comparison to the previous three-year average, the decrease was not statistically significant.

- **Interpretation**

The percentage of students achieving success in understanding Social Studies issues, information and ideas, as measured by school report cards, continued to be an area of strength and consistency for CBE students. Although overall results decreased in the 2020-21 school year for this indicator compared to the 2019-20 results, this change was not found to be of significance.



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.

Results 3: Citizenship was a minor focus on the 2020-21 CBE Student Survey. The questions that inform this summary measure were not asked.

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.

Results 3: Citizenship was a minor focus on the 2020-21 CBE Student Survey. The questions that inform this summary measure were not asked.



Policy 3.3

Policy 3.3 Indicator 1

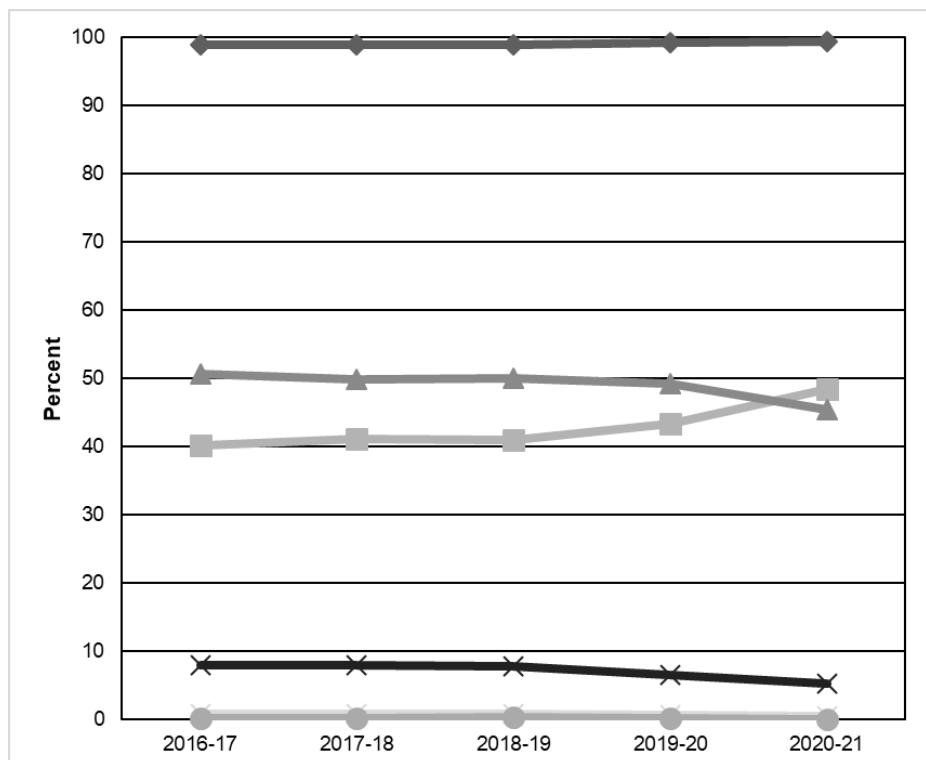
1. Percentage of students in kindergarten to grade 9 reported to demonstrate respect and appreciation for diversity; as measured by student report cards.

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All Students

Demonstrate respect and appreciation for diversity ⁷ (%)					
Indicator	2016-17	2017-18	2018-19	2019-20	2020-21
Exemplary Strengths	40.2	41.1	41.0	43.4	48.5
Evident Strengths	50.7	49.8	50.0	49.2	45.5
Emerging Strengths	8.0	8.0	7.9	6.6	5.3
Network of Support Required	0.9	0.9	0.8	0.7	0.6
Individual Program Plan	0.2	0.2	0.3	0.2	0.1
Overall Level of Success	98.9	98.9	98.9	99.2	99.3



⁷ The descriptors for this stem are:

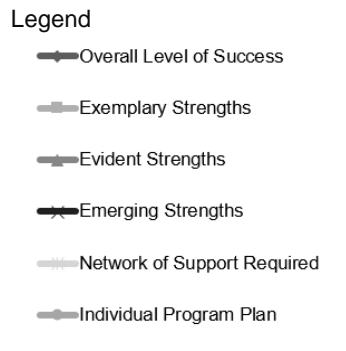
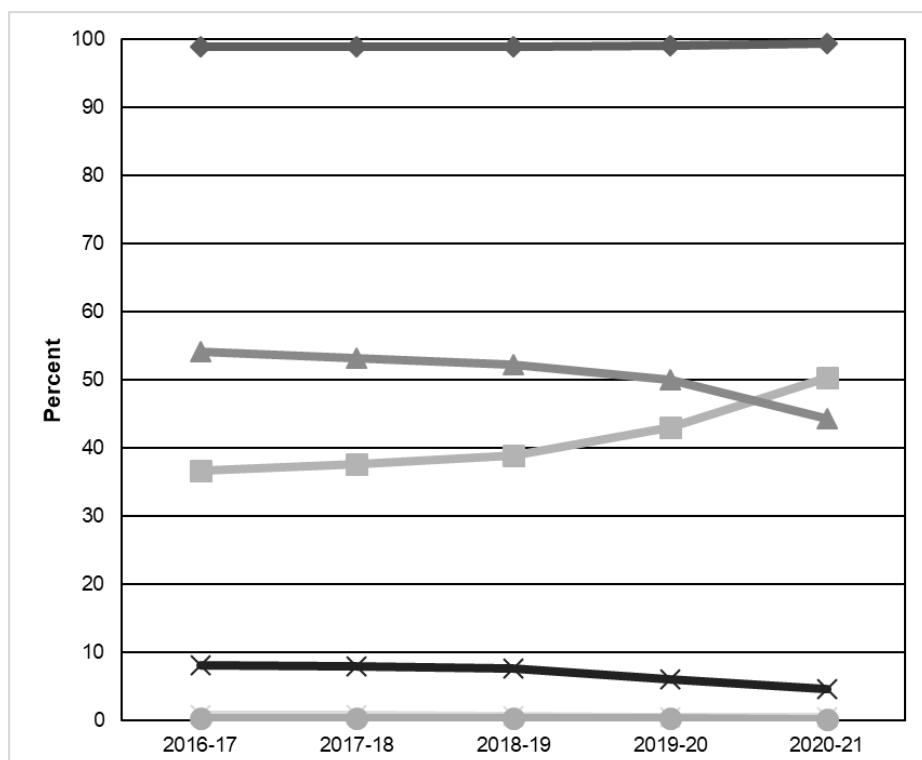
- shows concern for the dignity and equality of all;
- demonstrates appreciation for individual and cultural differences;
- seeks to learn about and from unfamiliar ways of thinking and living; and
- uses diverse viewpoints in a learning context.



Policy 3.3 Indicator 1

Division 1

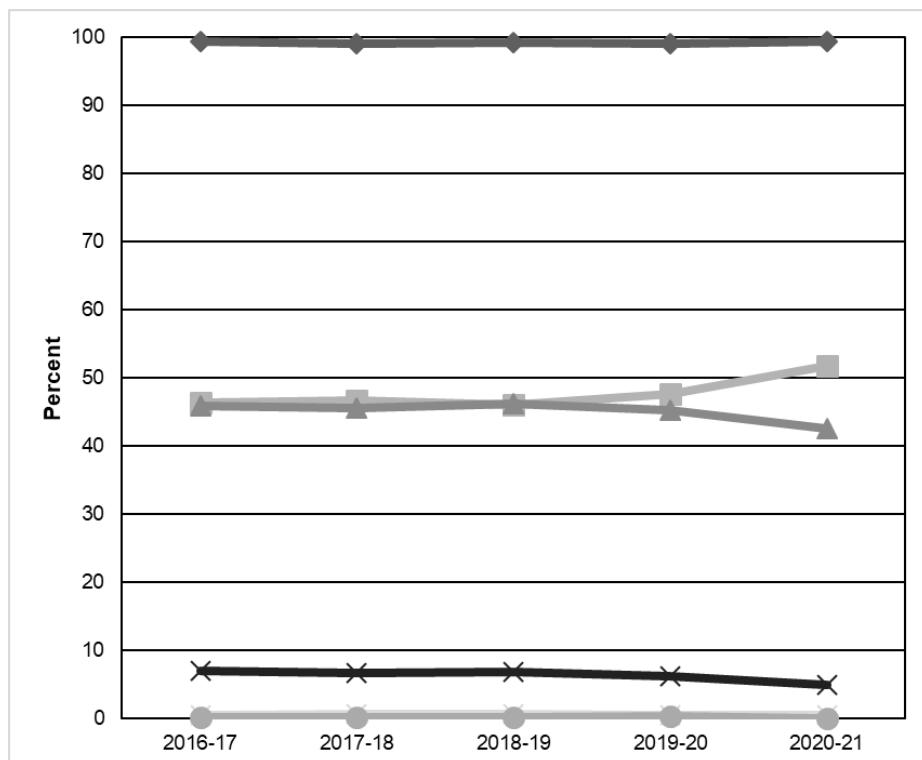
Demonstrate respect and appreciation for diversity (%)					
Indicator	2016-17	2017-18	2018-19	2019-20	2020-21
Exemplary Strengths	36.7	37.7	38.9	43.0	50.4
Evident Strengths	54.1	53.2	52.3	50.0	44.3
Emerging Strengths	8.1	8.0	7.7	6.1	4.6
Network of Support Required	0.8	0.8	0.7	0.5	0.5
Individual Program Plan	0.3	0.3	0.4	0.4	0.2
Overall Level of Success	98.9	98.9	98.9	99.1	99.3



Policy 3.3 Indicator 1

Division 2

Demonstrate respect and appreciation for diversity (%)					
Indicator	2016-17	2017-18	2018-19	2019-20	2020-21
Exemplary Strengths	46.4	46.7	46.1	47.6	51.8
Evident Strengths	45.9	45.6	46.2	45.3	42.6
Emerging Strengths	7.0	6.8	6.9	6.2	5.0
Network of Support Required	0.6	0.7	0.7	0.6	0.5
Individual Program Plan	0.2	0.2	0.2	0.3	0.1
Overall Level of Success	99.3	99.1	99.2	99.1	99.4



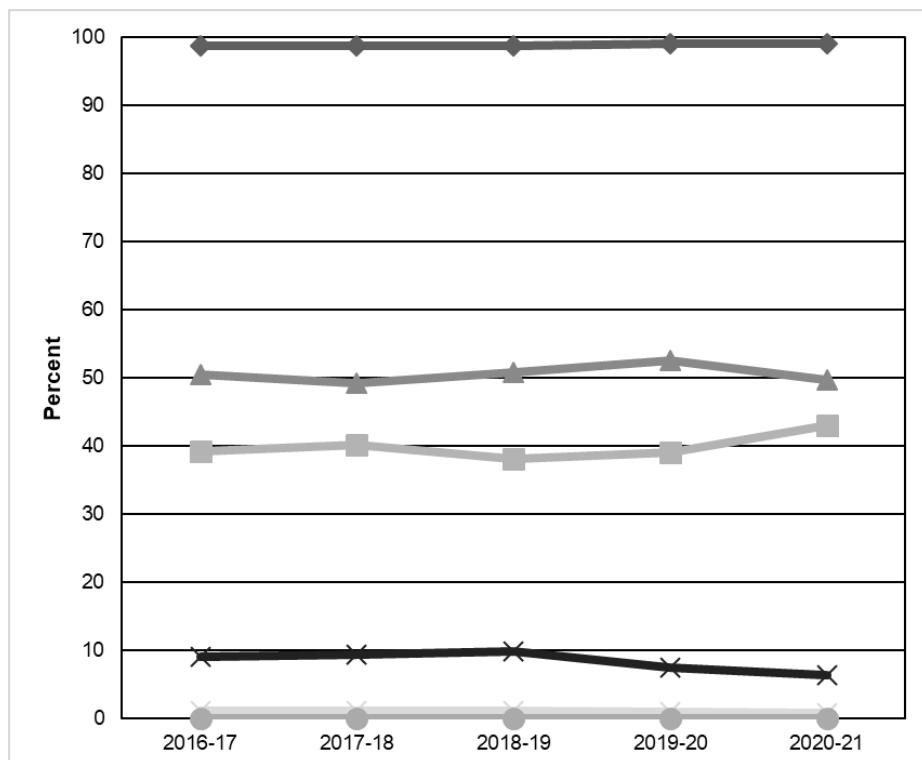
Legend

- Overall Level of Success
- Exemplary Strengths
- ▲ Evident Strengths
- × Emerging Strengths
- Network of Support Required
- ◆ Individual Program Plan



Division 3

Demonstrate respect and appreciation for diversity (%)					
Indicator	2016-17	2017-18	2018-19	2019-20	2020-21
Exemplary Strengths	39.2	40.2	38.1	39.1	43.0
Evident Strengths	50.5	49.2	50.8	52.5	49.7
Emerging Strengths	9.1	9.4	9.9	7.5	6.4
Network of Support Required	1.2	1.2	1.2	1.0	0.9
Individual Program Plan	0.0	0.0	0.0	0.1	0.0
Overall Level of Success	98.8	98.8	98.8	99.1	99.1



Policy 3.3 Indicator 1

- **Target for 2020-21:** No target set

- **Analysis**

All Students: After keeping at a stable 98.9% level from 2016-17 to 2018-19, the Overall Level of Success results saw a consecutive two-year increase and reached the highest result of 99.3%, in 2020-21. It is also notable that Overall Level of Success results increased significantly based on Chi-Square comparison to the previous three-year average. Exemplary Strengths results showed a general upward trend across five years.

To determine improvement in Network of Support Required and Individual Program Plan results, the percentage of students in these categories should decrease. The results of Network of Support Required showed a consistent downward tendency over time and Individual Program Plan results decreased gradually from the highest result in 2018-19 to the lowest percentage in 2020-21. Based on the Chi-Square tests, the decreases in these two indicators were both significant.

Division 1: Similar to the results for All Students, Division 1 results maintained a stable level in Overall Level of Success from 2016-17 to 2018-19, followed by a continuous and significant increase for the last two years. Exemplary Strengths had year-over-year positive growth over time. The results of Network of Support Required showed a general decreasing pattern and the decrease in 2020-21 was significant based on a Chi-Square comparison to the previous three-year average. Individual Program Plan results showed a generally upward trend from 2016-7 to 2019-20 while a significant decrease occurred in 2020-21.

Division 2: Different from the Overall Level of Success results in the All Students and Division 1 cohorts, the Overall Level of Success in Division 2 did not show a consistent pattern over time, though a significant increase was observed in 2020-21 as compared to the previous year. In 2020-21, both Network of Support Required and Individual Program Plan showed significant decreases in results.

Division 3: Overall Level of Success and Exemplary Strengths in Division 3 showed the similar patterns to the All Students cohort. For Network of Support Required and Individual Program Plan, the results decreased and reached the lowest level in 2020-21.



- **Interpretation**

Demonstrating respect and appreciation for diversity, continues to be an area of sustained improvement and stability for CBE's K-9 student population. The Overall Level of Success results for this indicator were highest in 2020-21, in five years of report card data. When the All Student cohort data is examined over time, it is evident that over five years, the percentage of students achieving Exemplary Strengths continued to increase. Significant decreases were found for Individual Program Plan and Network of Support Required results, demonstrating improvement.

Students in Division 1 showed comparable results in Overall Level of Success to the All Students cohort in that their results were stable from 2016-17 to 2018-19 and were then followed by two years of increase. Division 1 students also showed low Network of Support Required results, in alignment with Division 2 results. Division 3 results were comparable to the trends in Division 1 and 2 in Overall Level of Success. Across all Divisions, the percentage of Individual Program Plan results decreased in 2020-21.

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.

Results 3: Citizenship was a minor focus on the 2020-21 CBE Student Survey. The questions that inform this summary measure were not asked.

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.

Results 3: Citizenship was a minor focus on the 2020-21 CBE Student Survey. The questions that inform this summary measure were not asked.

Policy 3.4

Policy 3.4 Indicator 1

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.

Results 3: Citizenship was a minor focus on the 2020-21 CBE Student Survey. The questions that inform this summary measure were not asked.



Policy 3.5

Policy 3.5 Indicator 1

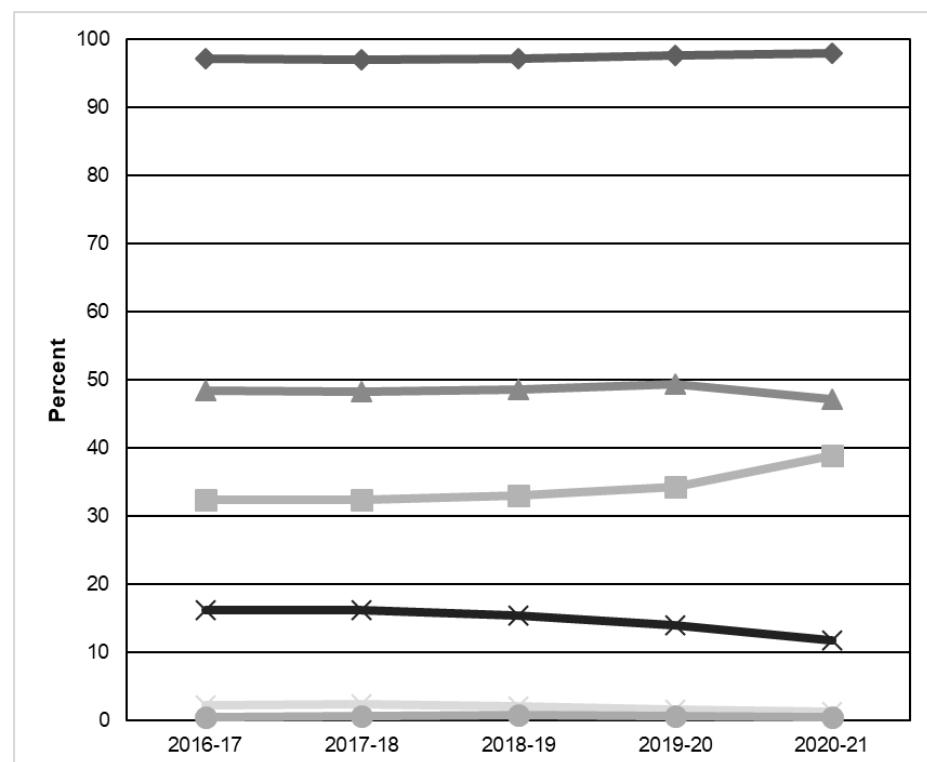
1. Percentage of students in kindergarten to grade 9 reported to work and collaborate effectively with others; as measured by student report cards.

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All Students

Works and collaborates effectively with others⁸ (%)					
Indicator	2016-17	2017-18	2018-19	2019-20	2020-21
Exemplary Strengths	32.5	32.5	33.1	34.3	39.0
Evident Strengths	48.5	48.3	48.6	49.4	47.2
Emerging Strengths	16.2	16.2	15.4	14.0	11.8
Network of Support Required	2.3	2.4	2.1	1.6	1.4
Individual Program Plan	0.6	0.7	0.8	0.7	0.5
Overall Level of Success	97.2	97.0	97.1	97.7	98.0

**Legend**

- ◆— Overall Level of Success
- Exemplary Strengths
- ▲— Evident Strengths
- ×— Emerging Strengths
- Network of Support Required
- Individual Program Plan

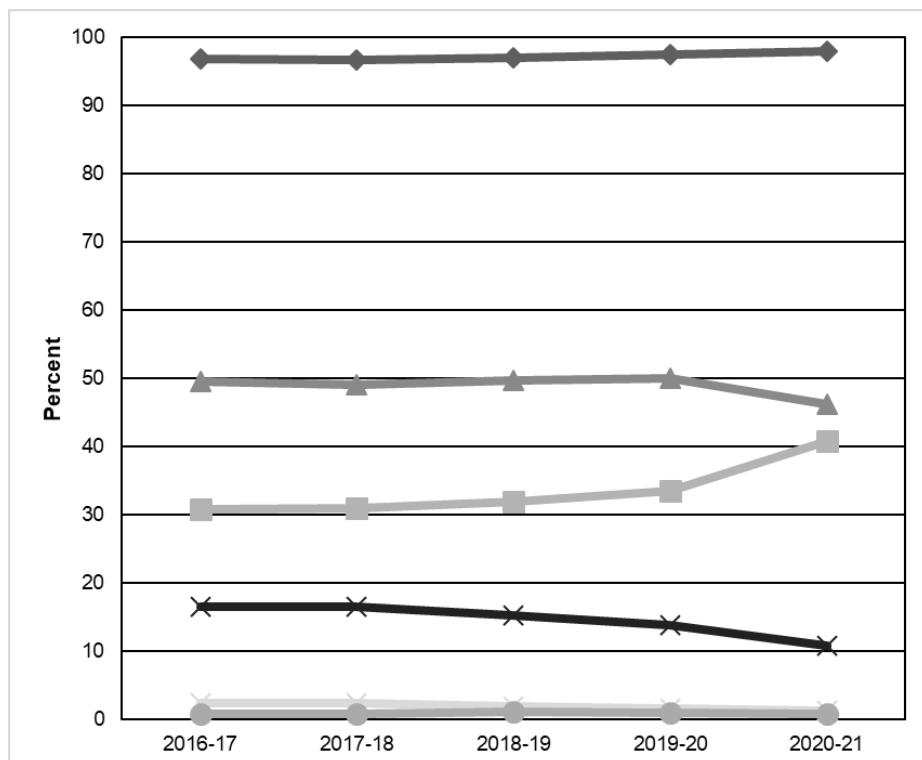
⁸ The descriptors for this stem are:

- 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

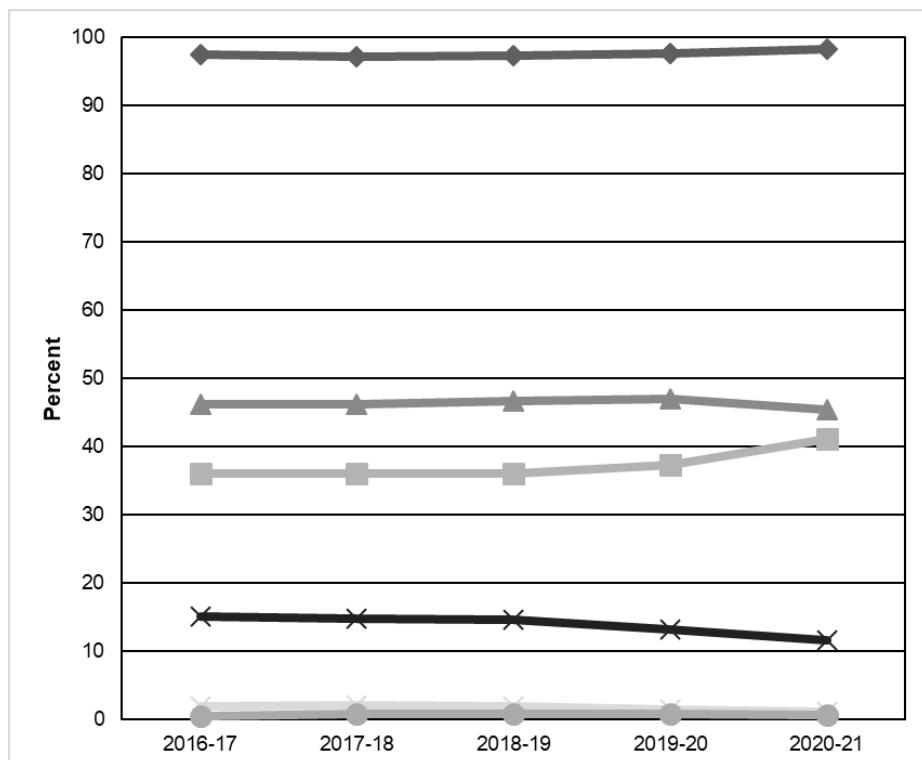
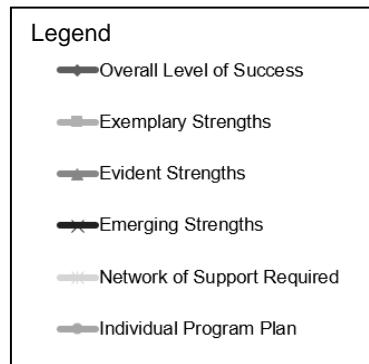
Works and collaborates effectively with others (%)					
Indicator	2016-17	2017-18	2018-19	2019-20	2020-21
Exemplary Strengths	30.8	31.0	32.0	33.6	40.8
Evident Strengths	49.5	49.1	49.7	50.0	46.2
Emerging Strengths	16.5	16.6	15.3	13.8	10.9
Network of Support Required	2.4	2.4	2.0	1.6	1.3
Individual Program Plan	0.8	0.9	1.1	1.0	0.8
Overall Level of Success	96.8	96.7	97.0	97.4	97.9



Policy 3.5 Indicator 1

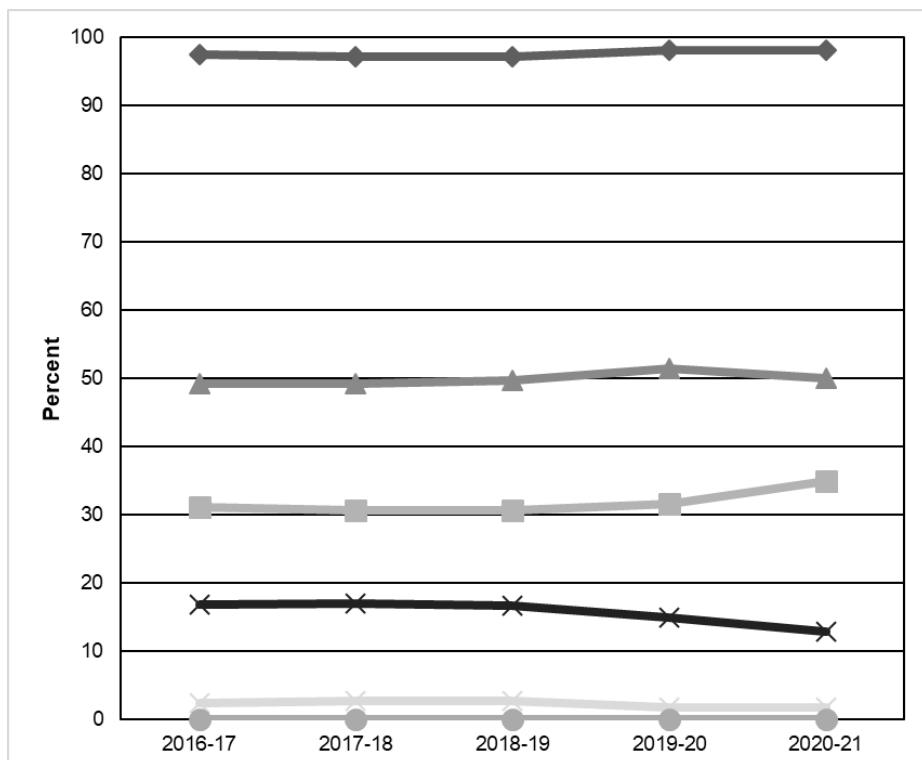
Division 2

Works and collaborates effectively with others (%)					
Indicator	2016-17	2017-18	2018-19	2019-20	2020-21
Exemplary Strengths	36.1	36.0	36.0	37.4	41.1
Evident Strengths	46.2	46.3	46.7	47.0	45.4
Emerging Strengths	15.1	14.8	14.6	13.3	11.7
Network of Support Required	2.0	2.1	1.9	1.5	1.1
Individual Program Plan	0.6	0.8	0.8	0.8	0.7
Overall Level of Success	97.4	97.1	97.3	97.7	98.2



Division 3

Works and collaborates effectively with others (%)					
Indicator	2016-17	2017-18	2018-19	2019-20	2020-21
Exemplary Strengths	31.2	30.7	30.7	31.7	35.0
Evident Strengths	49.3	49.3	49.7	51.4	50.1
Emerging Strengths	16.9	17.1	16.7	15.0	12.9
Network of Support Required	2.4	2.7	2.8	1.8	1.8
Individual Program Plan	0.1	0.1	0.1	0.1	0.1
Overall Level of Success	97.4	97.1	97.1	98.1	98.0

**Legend**

- ◆— Overall Level of Success
- Exemplary Strengths
- ▲— Evident Strengths
- ×— Emerging Strengths
- Network of Support Required
- Individual Program Plan



Policy 3.5 Indicator 1

- **Target for 2020-21:** No target was set

- **Analysis**

All Students: The results of Overall Level of Success showed a three-year consecutive improvement from 2018-19 to 2020-21 and reached the highest result of 98.0% in 2020-21. Additionally, Exemplary Strengths showed a strong and consistent upward trend over time. Based on the Chi-Square comparisons to the previous three-year averages, the results of the Overall Level of Success and Exemplary Strengths increased significantly in 2020-21.

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 Required had year-over-year decreases over time excluding a 0.1 percentage point increase in 2017-18. The Individual Program Plan results experienced a two-year increase followed by a two-year decrease across five years. The results of both indicators decreased significantly, with the lowest results in 2020-21.

Division 1: Measures for Division 1 showed similar patterns to those surfaced in the All Students data.

Division 2: Similar to All Students and Division 1, Division 2 students showed a three-year upward trend in Overall Level of Success and achieved the highest performance in 2020-21 for the previous five years. For Exemplary Strengths, after maintaining at a stable level of around 36% from 2016-17 to 2018-19, the results showed significant and notable increases for the last two years, with the highest percentage in 2020-21.

The Network of Support Required results showed notable decreases over the last three years and achieved the lowest result in five years in 2020-21. The Chi-Square comparison to the previous three-year average indicates that the decrease in the Network of Support Required result was significant. Individual Program Plan also had a 0.1 percentage point decrease in 2020-21, as compared to the previous year.

Division 3: The Overall Level of Success results experienced some fluctuations over time. In 2020-21, it maintained the similar level as 2019-20 school year of around 98%. Exemplary Strengths results showed an increasing pattern over time.

After a notable decrease in 2019-20, the results of Network of Support Required maintained at the lowest level of 1.8% in 2020-21. The results of Individual Program Plan were consistent, at a level of 0.1% across five years.



- **Interpretation**

In the 2020-21 school year, CBE students in kindergarten through grade nine continued to show improvement in working and collaborating effectively with others. The Overall Level of Success results for this indicator in 2020-21 were higher than the Overall Level of Success in 2019-20 for the All Students, Division 1 and Division 2 cohorts. In 2020-21, the All Students cohort had the highest level of Exemplary Strengths in this stem in the past 5 years.

Students in Division 2 continued to demonstrate the highest Overall Level of Success and highest levels of Exemplary Strengths when compared to other Divisions. Division 2 also showed the smallest percentage in Network of Support Required compared to other Divisions. Students in Division 3 had the lowest percentage of Individual Program Plan.

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.

Results 3: Citizenship was a minor focus on the 2020-21 CBE Student Survey. The questions that inform this summary measure were not asked.



Building Capacity |

The following is the list of next steps based on the analysis provided in this report.

Professional Learning

By increasing staff capacity through significant investment in professional learning, student citizenship results will improve. Specifically, professional learning will be developed, intended to support:

- System and school leaders in building understanding of equity, diversity and inclusion.
- Teachers' instructional practice reflective of understanding equity, diversity, inclusion and well-being.
- Staff in building foundational knowledge of the Indigenous Education Holistic Lifelong Learning Framework.
- Staff in building foundational knowledge to support the establishment of conditions under which the learning aspirations and the potential of Indigenous students will be realized.
- Language program teachers with biliteracy, oral language development, visual literacy, culturally responsive teaching and inclusive practices.
- School and system leaders in using the new data analytics tools and 'School at a Glance' tool.
- Teachers in comprehensive literacy instruction for students with complex needs.
- School Learning Team (SLT) and Area Learning Team (ALT) processes to consistently identify needs and leverage appropriate supports across the system;
- Continued development and implementation of Bridges/Mental Health psychology team to support student learning;
- School staff in Enhanced Education Supports (EES) classes through a summer institute.
- Educational assistants with learning best practices for working with students in Enhanced Education Supports (EES) classes.
- Staff in schools in the use of inclusive and assistive technologies.

Structures & Processes

The following structures and processes will be utilized in support of student achievement of Results 3 and access to supports across a range of areas:

- Education Directors provide ongoing support to school leaders in the work of School Development Plans with explicit expectation of student voice to be embedded within.
- Education Director school visits, School Development Planning sessions and Area Leadership Meetings provide regular touchpoints for the inclusion of student voice in the work.
- Leverage school and system wide processes for gathering and utilizing student voice to inform school and system actions.



- Enhance system and school-based structures and processes for collection and use of student data to monitor achievement and well-being of all students including those who self-identify as Indigenous, English language learners and students with identified special needs.
- Create data dashboards for each school, area and key system teams inclusive of attendance, report card, Early Years Evaluation, English language learners' level of proficiency, high school students' progress towards diploma or certificate and OurSCHOOL Survey data by grade and disaggregated by students who self-identify as Indigenous, English language learners and students with identified special education needs.
- Develop a system-wide workplan with strategies to advance anti-racism, diversity and inclusion.
- Design and implement school and system-based structures and processes reflective of a collaborative response to meet the holistic needs of each student.
- Develop and implement a system-wide CBE Well-Being Framework.
- School Development Plans include a student well-being goal.
- Design and offer targeted professional learning and resources to schools based on data from their Truth and Reconciliation (TRC) Commitments.
- Strengthen students' access to community programs and services during non-instructional hours.
- Design and plan process to work with Elders to expand continually on four domains of Indigenous Education Holistic Lifelong Learning Framework.
- Continue planning and implementation of an Indigenous Education Holistic Collaborative Response in 18 target schools.
- Monitor self-identified Indigenous students in grade 10 and work with schools to provide supports when required (e.g., attendance, access to community resources).
- Continue to develop and implement unique pathways program development in Indigenous Studies.
- Communicate quarterly to schools, students and families via Indigenous Education Community Newsletter.
- System wide professional learning day for Indigenous Education inclusive of all employees on Oct. 18, 2021, designed, supported and implemented.
- Facilitate collaboration among CBE and Indigenous Elders, leaders, organizations and community members to establish strategic policy directions in support of Indigenous student achievement and well-being.
- Develop and nurture balanced and respectful relationships with Indigenous Elders, Knowledge Keepers and community members and to be able to offer staff access to professional learning.
- Strengthen and refine processes at CBE's Welcome Centre to ensure all newcomers receive a fulsome language proficiency assessment and are effectively transitioned to their community school or specialized setting.
- Provide professional development opportunities for cosmetology teachers and instructors to work with industry experts with black and textured hair.
- Continue to build international partnerships to enhance the knowledge and intercultural competencies of both language students and staff.



- Support exploration of culturally responsive practices as it applies to literacy.
- Champion representation from each school to support specific subject areas and student need (e.g., English Language Learners, Well-Being). These teachers and leaders participate in professional learning about best practices for teaching and learning and supportive environments.
- Build and sustain relationships with Indigenous and new Canadian parents/caregivers.
- Implement or refine processes to support diverse learners that involve speech-language spring screening/assessment, functional behaviour assessments, Augmentative and Alternate Communication (AAC) referrals, mental health interventions, formal assessments from psychological services, systemic collaborative response and student referral processes, and transition of students moving to and from specialized classes.

Resources

The following resources will be created and made accessible in support of system and school needs:

- Create and utilize vetting tools and resource guides in support of teachers to access resources reflective of diversity and inclusion in classrooms.
- Design and share resources in support of: transition of self-identified Indigenous students moving from grade 9 to 10; Aboriginal Studies 10, 20, 30; the Indigenous Education Holistic Lifelong Learning Framework and professional learning needs identified by staff and to support goals within School Development Plans.
- Update and share online Community Resource Guide to support Indigenous families to access community supports.
- Assessment and Reporting Guides expansion to include, for example, Social Studies 10-1/-2.

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.

Four indicators in Results 3 are based on report card data and the remaining eight indicators are tied to survey data. The report card results are very high and so, not an opportunity for growth. Since Results 3 will be a major focus on the 2021-22 CBE Student Survey, instead of setting targets based on two indicators, a complete data set will be available for monitoring the 2021-22 results.

It is for these reasons no targets have been set for 2021-22 in this report.

APPENDIX

Appendix I: Results 3 | CBE Student Survey Questions & 2020-21 Results



appendix

Results 3 | CBE Student Survey Questions & 2020-21 Results

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.	95.6
2 [11,12] When there is a decision in my school that will impact students, I contribute my ideas to the discussion.	70.2
3 [11,12] When there is a decision in my school that will impact students, I encourage others to share their ideas.	72.2
4 [11,12] When there's an opportunity to volunteer within my school to help others, I join in.	53.5
5 [11,12] When there's an opportunity to volunteer within my school to help others, I try to get others to join in.	48.0
6 [11,12] When my school organizes an activity to help others in our local community, I join in.	49.5
7 [11,12] When my school organizes an activity to help others in our local community, I try to get others to join in.	47.2
8 [11,12] When my school organizes an activity to help others nationally or internationally, I join in.	49.6
9 [11,12] When my school organizes an activity to help others nationally or internationally, I try to get others to join in.	45.2



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]	65.6
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]	72.7

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



OE-7: Communication With and Support for the Board

Monitoring report for the school year 2020-2021

Report date:
March 8, 2022

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: _____ Date: February 24, 2022
Christopher Usih, Chief Superintendent

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: _____ Date: _____
Chair, Board of Trustees



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 9, 2021. This report includes data available from the 2020-2021 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	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	<p>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.</p>	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.



OE-7: Communication With and Support for the Board

Results reports will contain the following elements: a Board-approved reasonable interpretation, baseline and Board approved targets and 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 15, 2020 and June 30, 2021, administration presented 13 monitoring reports to the Board of Trustees. These reports were presented at the Board of Trustees' meetings according to the annual work plan.

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

Due to the cancellation of classes March 15, 2020 and the impact on the ability to gather data for Results 4 – Personal Development and Results 5 – Character, the Board of Trustees suspended these two monitoring reports for the 2019-2020 school year. Eleven monitoring reports were not suspended and were presented to the Board of Trustees between September 15, 2020 and June 30, 2021.

All nine Operational Expectations monitoring reports contained the Board approved reasonable interpretations as well as the evidence of compliance.



OE-7: Communication With and Support for the Board

Results 2 – Academic Success monitoring reports contained the Board approved reasonable interpretations, the baseline and approved targets, and the evidence of reasonable progress on the indicators. Results 3 – Citizenship was presented providing evidence for four of the 12 indicators. The remaining data was unavailable due to the onset of the COVID-19 pandemic. The Board determined they were unable to make a determination of reasonable progress on Results 3 – Citizenship due to insufficient evidence being available as a result of the COVID-19 pandemic

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.



OE-7: Communication With and Support for the Board

- *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.

<p>1. 100 per cent of information about trends, facts and other information will be provided in a timely manner.</p>	<p>Compliant</p>
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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.

Throughout the 2020-2021 school year, the Chief Superintendent continued to provide the Board of Trustees updates and information on a regular basis regarding the COVID pandemic and the potential impact on schools, students, and operations. In addition, reports provided to the Board of Trustees outlined the incremental costs related to the COVID-19 pandemic.

Usually, in October of the school year, the Board of Trustees receives a Summary of the 2019-2020 Provincial Achievement Test and Diploma Examination Results prior to the Annual Education Results Report each year. This summary report was not presented due to the cancellation of Diploma and Provincial Achievement tests in the 2019-2020 school year due to the COVID pandemic.

Trend information was provided through:

- Board Development Session | Part 1 – Supporting Student Learning, Mental Health, Well-being in Response to COVID-19 Pandemic – December 8, 2020
- Annual Education Results Report 2019-2020 and the Three-Year Education Plan 2020-2023 – November 24, 2021
- Hub Online Learning – January 12, 2021
- 2020-2021 School Enrolment Report – December 8, 2020
- Locally Developed Authorized Courses – June 15, 2021

Facts were presented through:



OE-7: Communication With and Support for the Board

- Financial Status of Reserves and Designated Funds – November 10, 2020
- 2019-2020 Year-end Financial Results and Audited Financial Statements – November 24, 2020
- Budget Assumptions Report 2021-2022 – April 6, 2021
- Budget Report for 2021-2022 – May 18, 2021
- CBE 2020-2021 Incremental COVID-19 Costs – February 23, 2021
- First Quarter Variance Report – January 12, 2021
- Second Quarter Variance Report – March 23, 2021
- Third Quarter Variance Report – June 15, 2021
- Fourth Quarter Variance Report – November 24, 2020
- Shaping the Future of CBE High Schools – February 23, 2021
- Positive COVID-19 Cases – October 27, 2020
- Positive COVID-19 Cases – December 8, 2020
- Three Year School Capital Plan 2022-2025 – March 9, 2021
- Three-Year System Student Accommodation Plan – June 22, 2021
- 2021-2022 Modular Classroom Program – October 27, 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.	Compliant
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The organization is compliant with this indicator.

Evidence statement

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

- September 15, 2020
- October 13, 2020
- November 10, 2020
- December 8, 2020
- January 12, 2021
- February 9, 2021
- March 9, 2021
- April 6, 2021
- May 18, 2021
- June 15, 2021



OE-7: Communication With and Support for the Board

- | | |
|--|-----------|
| <p>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.</p> | Compliant |
|--|-----------|

The organization is compliant with this indicator.

Evidence statement

Due to the COVID pandemic, there were no school presentations at the board meetings for the 2020-2021 school year.

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

- Annual Education Results Report 2019-2020
- Education Plan 2021-2024 – May 18, 2021
- Results 2 | Academic Success – Annual Monitoring Part 1 (indicators 1 and 2) - January 12, 2021
- Results 2 | Academic Success – Annual Monitoring Part 2 (indicators 4) – January 26, 2021
- Results 3 | Citizenship – March 9, 2021

- | | |
|---|-----------|
| <p>4. 100 per cent of reportable instructional program changes will be provided to the Board of Trustees.</p> | Compliant |
|---|-----------|

The organization is compliant with this indicator.

Evidence statement

The Three-Year System Student Accommodation Plan was presented to the Board of Trustees June 22, 2021. This plan outlines accommodation issues related to capital projects, student designation and grade configuration changes, new alternative programs and communication plans around student accommodation to inform our stakeholders.

- | | |
|--|-----------|
| <p>5. A Three Year System Student Accommodation Plan will be provided annually to the Board of Trustees.</p> | Compliant |
|--|-----------|



OE-7: Communication With and Support for the Board

The organization is compliant with this indicator.

Evidence statement

The Three-Year System Student Accommodation Plan was presented to the Board of Trustees June 22, 2021.

Evidence demonstrates all 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.
- *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.



OE-7: Communication With and Support for the Board

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.

Board-approved Indicators and Evidence of Compliance |



OE-7: Communication With and Support for the Board

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

The organization is compliant with this indicator.

Evidence statement

For all nine Operational Expectation (OE) monitoring reports for the 2020-2021 school year, the Board passed motions finding the Chief Superintendent in compliance with the OE policies. Administration did note the following exceptions in the reports:

- Operational Expectation 2, subsection 2.1.2 was noted as non-compliant in complying with Administrative Registration 3021 – School Emergency Practices and Procedures
- Operational Expectation 3, subsection 3.1.6 was noted with the number of exploratory programs being impacted by the COVID-19 pandemic
- Operational Expectation 3, subsection 3.4.3 was noted with CBE was unable to deliver a balanced budget for transportation costs
- Operational Expectation 7, subsection 7.2.2 with no submissions of the Chief Superintendent's Updates for the period of April – June 2020 due to the COVID-19 pandemic.

The Board concluded that reasonable progress towards achievement of the Results 2 policy. Exceptions to reasonable progress for students who identify as indigenous were noted by the Board in Results 2 | Academic Success.

Indicator 7.1.2 addresses decisions regarding Results 3 – Citizenship, Results 4 – Personal Development and Results 5 – character.

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

The organization is compliant with this indicator.



OE-7: Communication With and Support for the Board

Evidence statement

During the 2020-2021 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.





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K-12 Mathematics and Literacy Frameworks

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K-12 Literacy

Literacy Framework

A collage of nine small photographs showing various literacy activities, such as reading, writing, and using a magnifying glass.

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K - 12 Mathematics

Mathematics Framework

A collage of nine small photographs showing various mathematics activities, such as problem-solving and group work.

Calgary Board of Education

The Guiding Framework

Literacy and [mathematics] are the foundational building blocks of learning.

Visions Statement (Ministerial Order on Student Learning)

Education in Alberta will promote the acquisition of skills and the pursuit of knowledge with wisdom, while valuing equality of opportunity, parental responsibility, personal responsibility and excellence, and respect for difference and the inherent dignity of each individual. Students will understand the rights and benefits of democratic citizenship and their personal and community responsibilities. Students will explore life opportunities that develop their unique talents and potential, provide a sense of purpose and belonging, and affirm the dignity of work. They will become life-long learners, who will cultivate the virtues of wisdom, courage, self-control, justice, charity, and hope.

Vision for Student Learning

Students will gain the knowledge and skills to form the foundations for successful and fulfilling lives, and make meaningful contributions to their communities and the world.

Foundations for Learning

Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grades and specifically taught using age-appropriate, complete texts of high quality in language classes and standard algorithms in mathematics. These foundations establish core knowledge, shared civic and cultural literacy, and skills that enable students to solve problems, think critically as they become active and informed citizens leading healthy lives of meaning.

Outcomes for Learning

Knowledge Development

Students will demonstrate mastery in foundational, subject-specific content, and a familiarity with and appreciation of the great works and ideas of world history, with an emphasis on the cultures and institutions that have shaped the history of Canada. The development of literacy and numeracy will be reinforced, enriched, and supplemented by the study of Alberta, Canadian, and world history, geography, mathematics, science, technology, philosophy, literature, languages, mental and physical wellness, and the arts, which shall be taught with specific factual content, quality original texts and sources where applicable, and measurable outcomes. Students will demonstrate competence in managing personal finance and applying their critical thinking to engaging with various media.

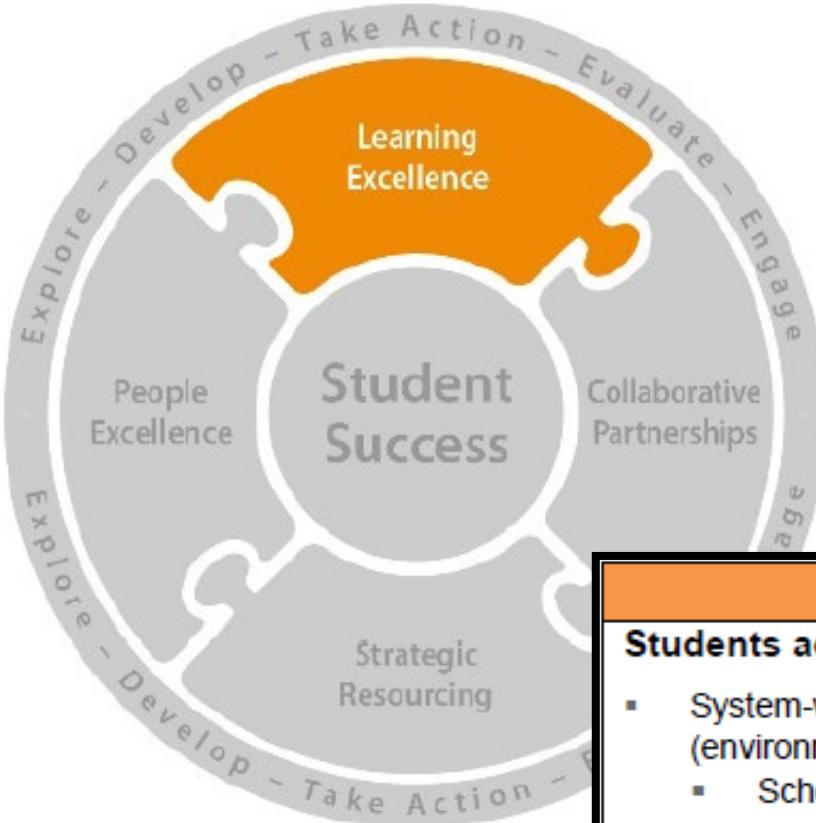
Students will integrate the broad knowledge base of these subjects to learn to think for themselves, solve problems creatively, collaborate, and communicate effectively. Students will be encouraged to approach the world with intellectual curiosity and humility, understanding our inherited traditions, engaging new ideas and diverse viewpoints, questioning assumptions with **Fa2m**, evaluating sources of information with discernment, and applying their learning in a variety of life and work situations.

CBE Education Plan | 2021-2024

Central to our work is the design of learning and instruction that allows for each student to be engaged, inspired, and learn to their full potential.



CBE Education Plan Goal | Learning Excellence



KEY OUTCOMES
Students achieve excellence in literacy <ul style="list-style-type: none">▪ System-wide implementation of CBE Literacy Framework (environments, teaching practices, assessment practices)<ul style="list-style-type: none">▪ School Development Plans include a literacy goal
Students achieve excellence in mathematics <ul style="list-style-type: none">▪ System-wide implementation of CBE Mathematics Framework (environments, teaching practices, assessment practices)<ul style="list-style-type: none">▪ School Development Plans include a mathematics goal

A Focus on Equity



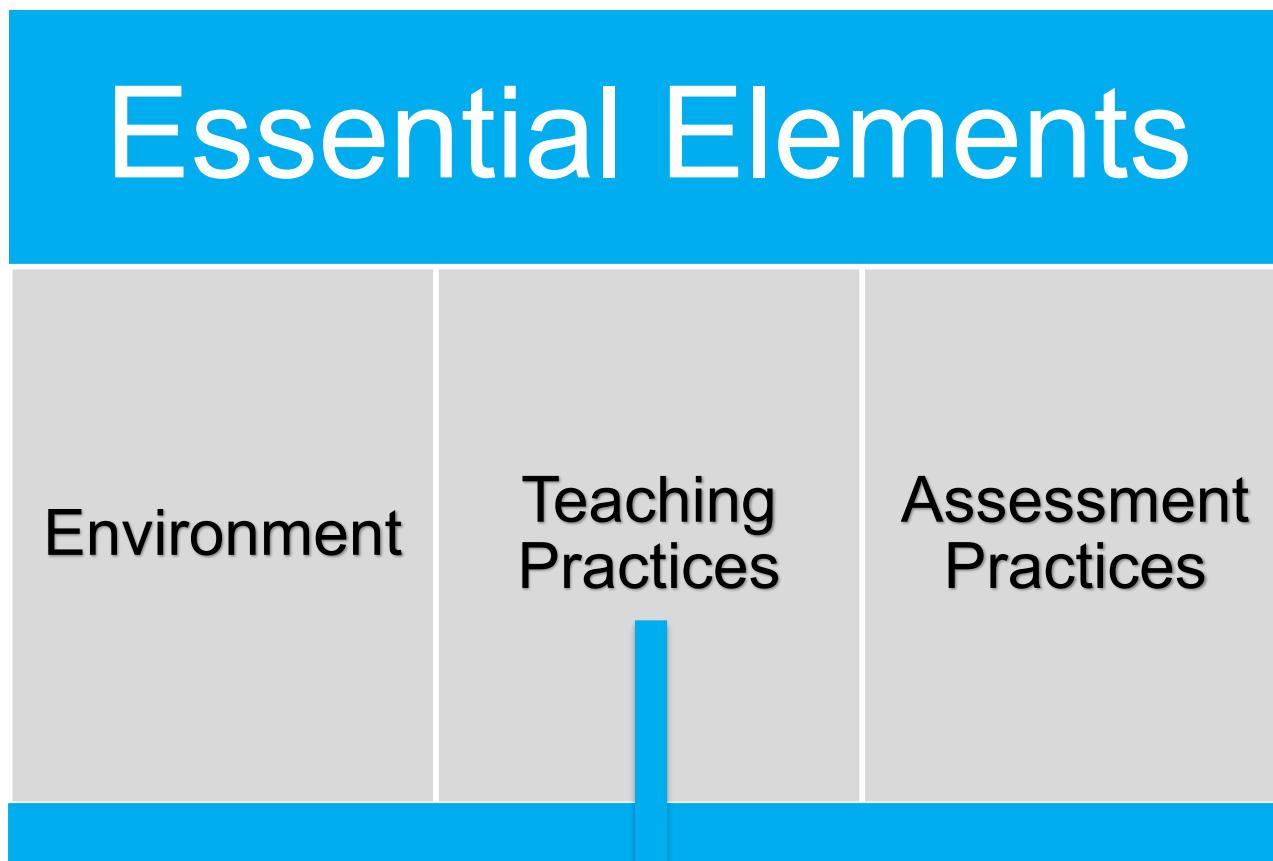
Literacy

Literacy environments are inclusive spaces where students are able to access communities of learning that create equity through learning spaces, instructional material and literacy identities. Responsive teaching practices create equitable learning opportunities...which leads to self-determining readers, writers, and thinkers.

Mathematics

Access and equity in mathematics at the school and classroom levels rest on beliefs and practices that empower all students to participate meaningfully in learning mathematics and to achieve outcomes in mathematics that are not predicted by or correlated with student characteristics. (NCTM, 2014, p. 60).

Frameworks | Robust Support



Teaching Practices: clear and precise support for best practice in each discipline.

Framework Support Documents

- History and Context
- Data Report
- Implementation Plan

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K – 12 Mathematics Framework History and Context

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K – 12 Mathematics Data Report

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Mathematics Framework.....

 Outcome

 Essential Elements

History...

 Connected Communities

School In The Data Engagement

 History Engage

References

 Resources

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Key Outcome 1: Develop equitable literacy environments in all classrooms.

Year	Strategies	Measures
Year 1: 2021-2022	<ul style="list-style-type: none">1.1 Develop an understanding of equitable literacy environments in the first few literacy lead sessions (as described in key outcome 2) Begin with:<ul style="list-style-type: none">▪ Instructional materials (culturally responsive texts and tools)▪ Developing and knowing literacy identities1.2 Develop specific questions on Our School surveys connected to literacy environments.1.3 Build teacher knowledge about the resource-selection guiding documents.1.4 Create a walk-around/observation guide for leaders specific to equitable literacy environments (possibly used for teacher self-reflection as well)1.5 Collaboration with other teams around culturally responsive practices as it applies to literacy (CBE Cares, mental health team...)	<ul style="list-style-type: none">1.1.1 Collect baseline data from literacy lead teachers' reflections and surveys specific to literacy environments.1.2.1 Collect baseline data from Our School surveys related to literacy environments.1.3.1 Implement use of resource selection guiding documents to K-12 teachers1.4.1 Observation Guide/walk around guide completed by specialists.1.5.1 Collaboration with other teams has been accessed and implemented. Gathering/investigation of CBE Cares measures has been completed.

Common Design

For each practice:

- The big idea
 - what
 - why
 - Considerations for Implementation
 - how

Student Identity

Each student comes to school with a variety of literacies and with funds of knowledge and personal interests from which to build on. Recognizing each student's identity as a reader and a writer is an essential foundational piece in growing both individual and community depth and breadth of knowledge and understanding through literacy. As knowledge, curiosity, and interest grow, it allows for conversations and expanding each student's reading and writing selves.

Considerations for Implementation

- Allow for student engagement both with ideas and with others
 - Completing and referring to student reading and writing interest inventories
 - Support the creation of positive interpersonal relationships
 - Engage students in goal setting, self-assessment, and/or reflection
 - Facilitate Meaningful Mathematical Discourse

Facilitate Meaningful Mathematical Discourse

Mathematics discourse occurs when students are engaged in communication about their mathematical thinking and reasoning in verbal, written, or visual forms. Through rich discussion, student exchange ideas, agree, disagree, conjecture, and justify their thinking as they make sense of the mathematics together (NCTM, 2014).

Considerations for Implementation (Boston et al., 2017; Huinker & Bill, 2017; Smith et al., 2017):

- I. **Use various modes of communication.** Model and use verbal, written or visual forms of communication.
 - II. **Promote problem solving and reasoning.** Select and implement tasks that provide opportunities for students to engage in discussion and questioning.
 - III. **Develop mathematical language.** Model consistently and explicitly the use of mathematical language using specific vocabulary acquisition techniques such as word walls and concept mapping. Mathematical discourse plays a critical role in the development of mathematical vocabulary. Meaningful classroom discussions provide students opportunities to use the new vocabulary to make sense of their thinking.
 - IV. **Cultivate a positive mathematics environment.** Create a positive and rich mathematics culture by considering the physical and emotional environment.
 - V. **Pre-plan and organize discussions.** Use advance preparation to make mathematical discussions more manageable and reduce the number of in-the-moment decisions required. Teachers can anticipate how students are likely to approach problems and design their responses to those solution strategies in advance.

Mathematics Framework

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K - 12 Mathematics

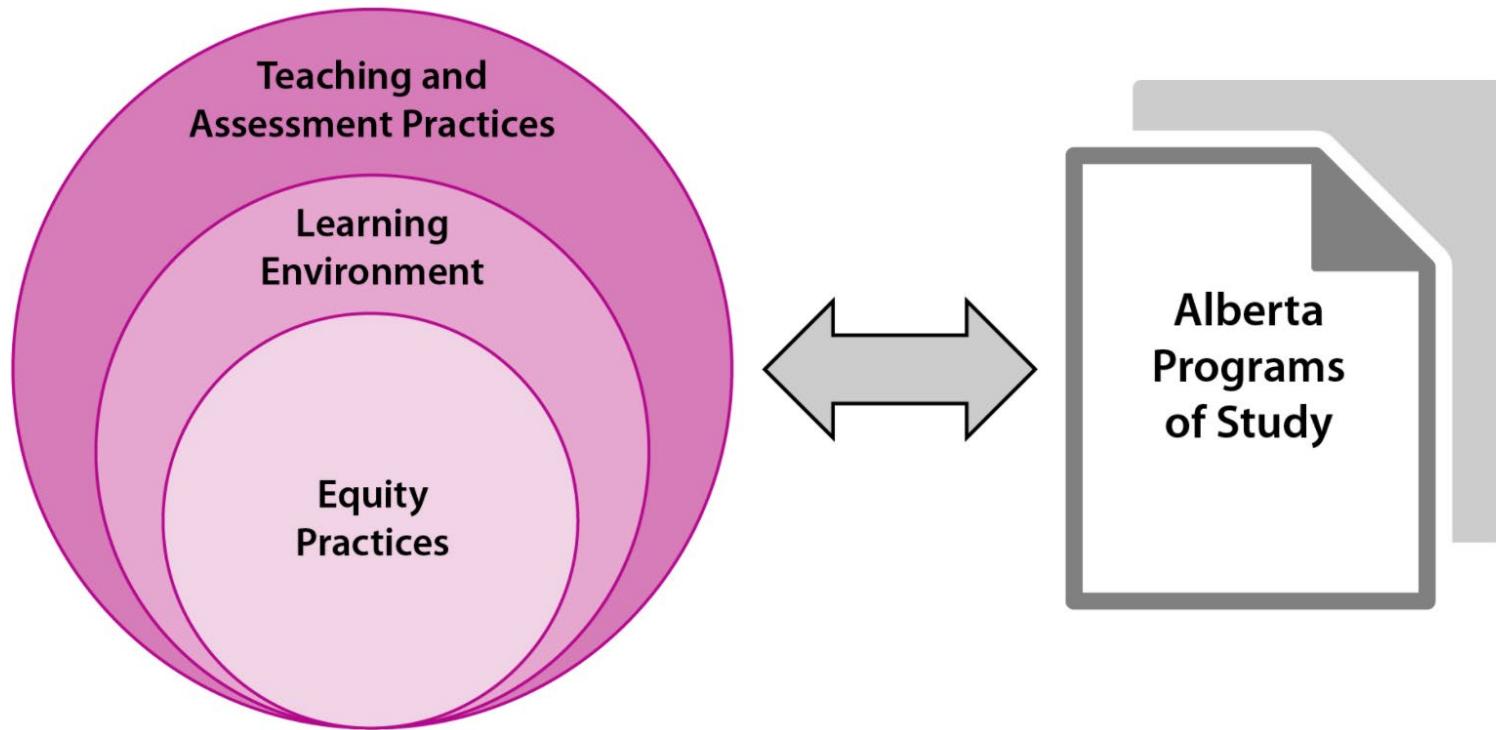
Mathematics Framework

The collage consists of nine smaller images arranged in a grid-like pattern. The top row shows three students: a girl smiling, a girl writing in a notebook, and two boys sitting at a desk. The middle row shows a boy looking directly at the camera, a girl writing in a notebook, and two boys sitting at a desk. The bottom row shows two girls looking at a tablet together, a boy looking at the camera, and two boys sitting at a desk with a game board.

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of Education

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Mathematics Framework



“The teaching practices within the [Mathematics Framework] are a coherent and connected set of practices that when implemented together, create a classroom learning environment supportive of equitable teaching practices” (Berry III, R. Q., 2019, May).

Math | Environment and Equity Practices

Mathematics Identity

Mathematics identity includes beliefs about the nature of mathematics and engagement in mathematics, as well as beliefs about one's self as a mathematics learner, one's perceptions of how others perceive them as a mathematics learner, and perception of self as a potential participant in mathematics.

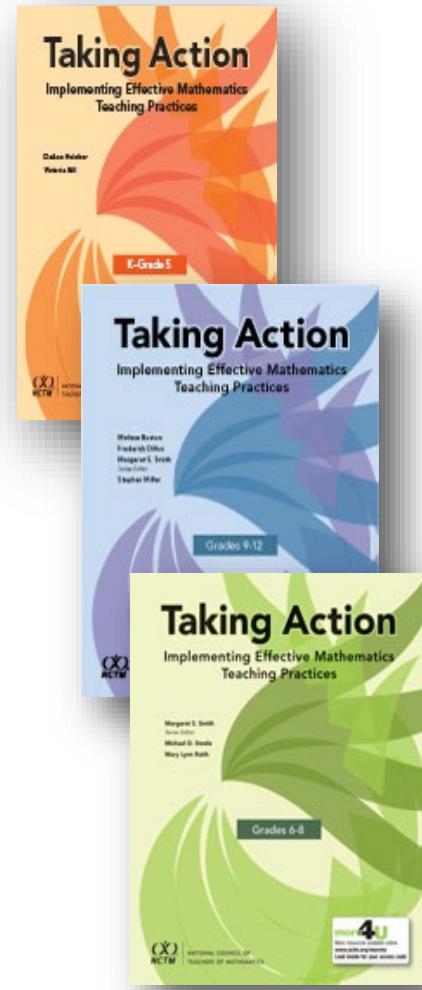
"Identity formation, including mathematics identity, is a lifelong process. This holds for the math teachers as well. As [teachers] focus more time and energy on supporting students in the development of their mathematics identity, [they] benefit from examining [their] own" (Allen & Schnell, 2016, p. 405).

Considerations for Implementation (Allen & Schnell, 2016):

- i. **Know and believe in your students.** Get to know your students' history with, and beliefs about, mathematics. Identify and leverage each student's strengths in mathematics. Communicate and model the belief that all students can be successful in mathematics and that mathematics will help them in their lives.
- ii. **Redefine mathematical success.** Expertise in mathematical processes and problem solving strategies should be acknowledged and reinforced as much as correct answers. Speed, procedural fluency without conceptual understanding, or adherence to specified algorithms should not be criteria for student success or achievement.
- iii. **Prioritize student voice.** Create an environment where students are doing most of the work of reasoning and making sense of the mathematics. Support students in metacognition, self- and peer-assessment, and goal-setting.
- iv. **Monitor identity formation.** Use formative assessment not only to gather information on student understanding, but also on mathematics identity. Be aware of your own mathematical identity, and model the belief that the process of learning and doing mathematics is a life-long journey.

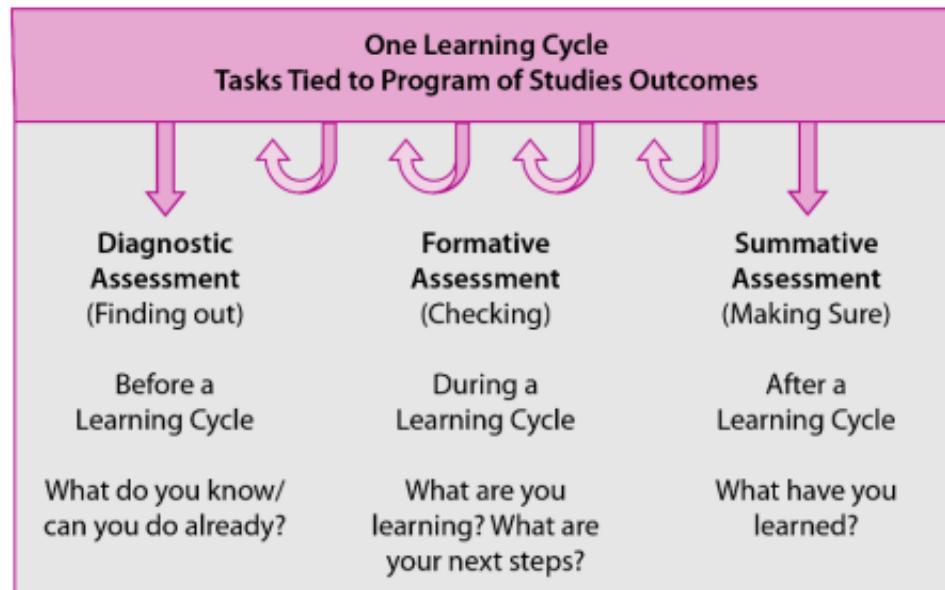
Math | Eight Teaching Practices

Mathematics Teaching Practices
Establish mathematics goals to focus learning. Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions.
Implement tasks that promote reasoning and problem solving. Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies.
Build procedural fluency from conceptual understanding. Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.
Pose purposeful questions. Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships.
Use and connect mathematical representations. Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving.
Facilitate meaningful mathematical discourse. Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.
Elicit and use evidence of student thinking. Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.
Support productive struggle in learning mathematics. Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships.



Math | Assessment

It is only through assessment that we can discover whether the instructional activities in which we engaged our students resulted in the intended learning. Assessment really is the bridge between teaching and learning (Wiliam).



- Diagnostic Assessment
- Formative Assessment
- Summative Assessment
- Common Assessments
- Resources

Literacy Framework

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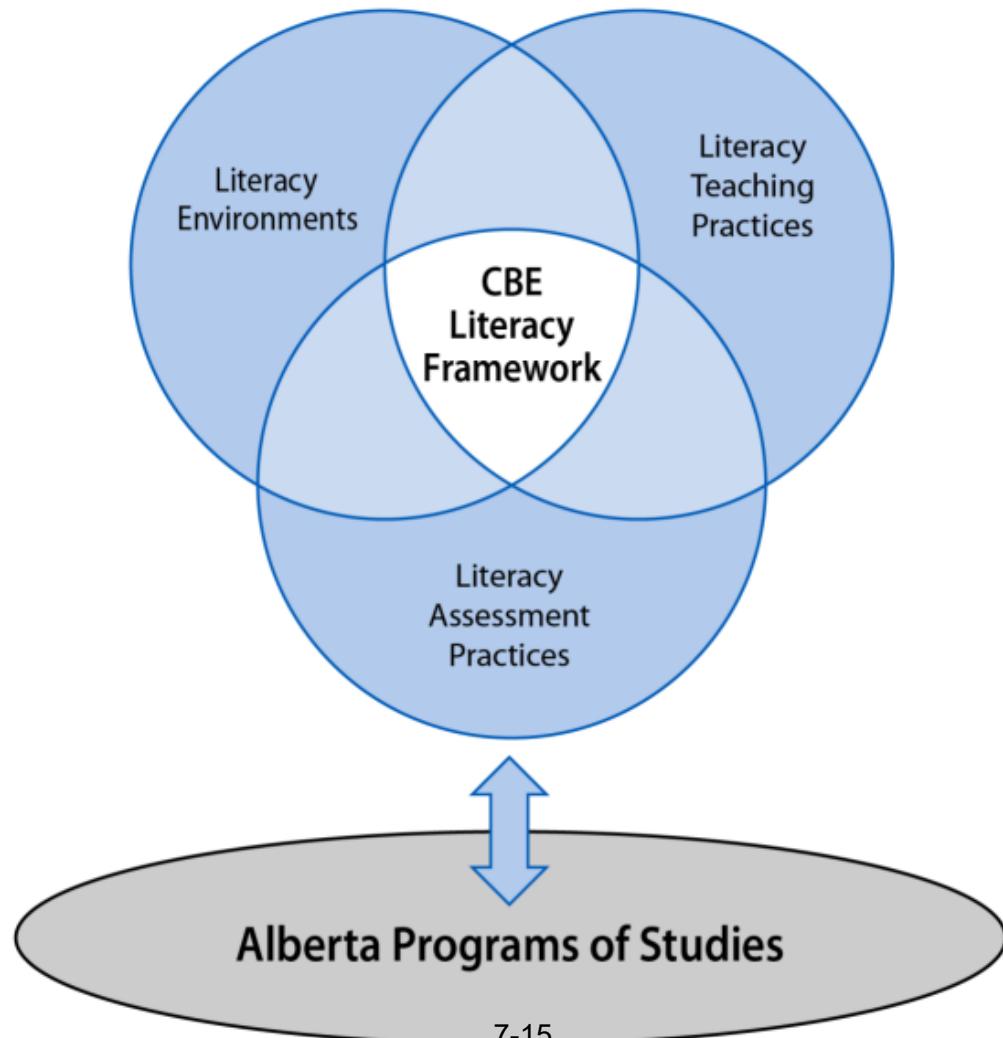
K-12 Literacy

Literacy Framework

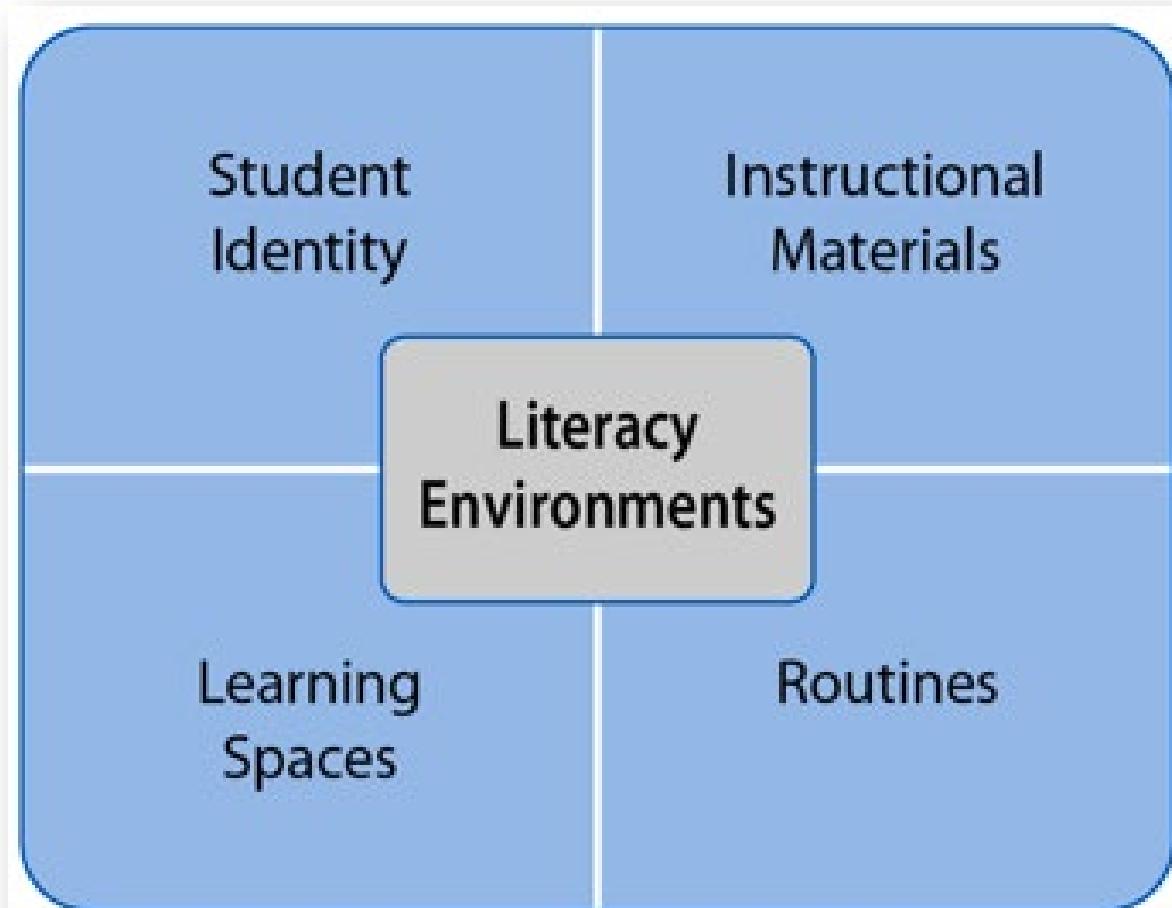
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Literacy Framework | Essential Elements



Literacy | Equitable Environments



Literacy | Teaching Practices

Instructional Emphasis | K-12

K

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12

Phonological
Awareness

Phonics

Fluency

Oral Language

Vocabulary, Reading Comprehension, Writing

Disciplinary Literacy

K

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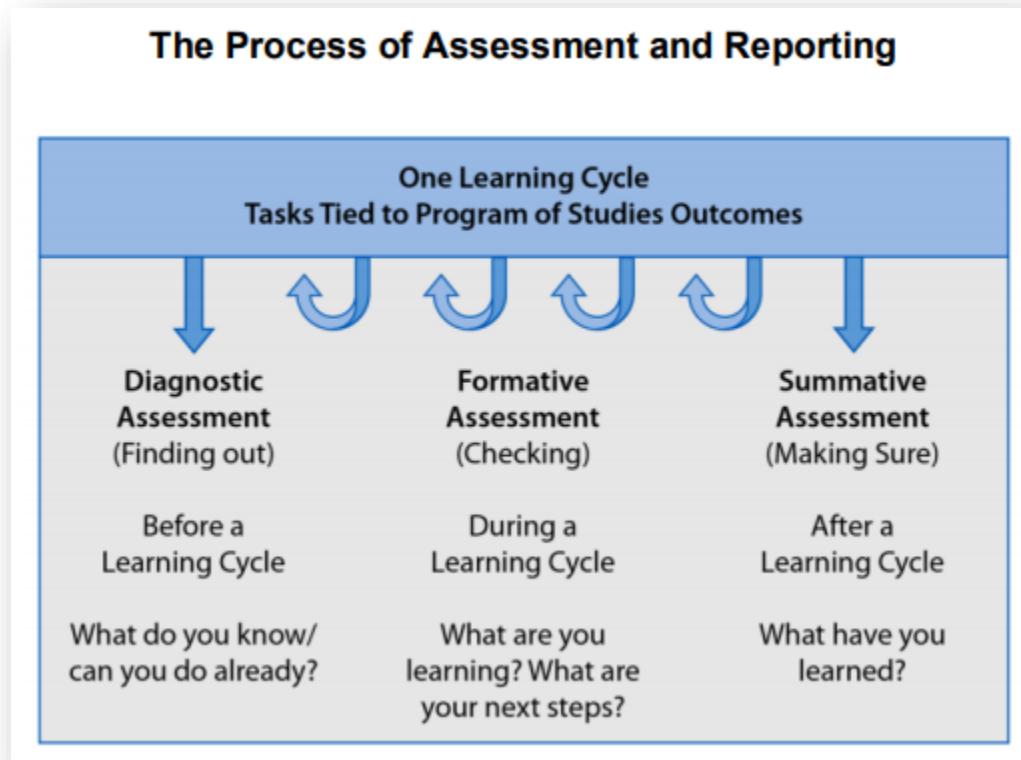
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Literacy | Assessment Practices

It is only through assessment that we can discover whether the instructional activities in which we engaged our students resulted in the intended learning.

Assessment really is the bridge between teaching and learning.

-Wiliam, *Assessment: The Bridge Between Teaching & Learning*



- Diagnostic Assessment
- Formative Assessment
- Summative Assessment
- Common Assessments
- Resources

Evaluating Impact | Implementation

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K-12 Literacy Framework Implementation Plan 2021-2024

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Key Outcome 1: Develop equitable literacy environments in all classrooms.

Year	Strategies	Measures
Year 1: 2021-2022	<ul style="list-style-type: none"> 1.1 Develop an understanding of equitable literacy environments in the first few literacy lead sessions (as described in key outcome 2) Begin with: <ul style="list-style-type: none"> ▪ Instructional materials (culturally responsive texts and tools) ▪ Developing and knowing literacy identities 1.2 Develop specific questions on Our School surveys connected to literacy environments. 1.3 Build teacher knowledge about the resource-selection guiding documents. 1.4 Create a walk-around/observation guide for leaders specific to equitable literacy environments (possibly used for teacher self-reflection as well). 1.5 Collaboration with other teams around culturally responsive practices as it applies to literacy (CBE CARES, mental health team...). 	<ul style="list-style-type: none"> 1.1.1 Collect baseline data from literacy lead teachers' reflections and surveys specific to literacy environments. 1.2.1 Collect baseline data from Our School surveys related to literacy environments. 1.3.1 Implement use of resource selection guiding documents to K-12 teachers. 1.4.1 Observation Guide/walk around guide completed by specialists. 1.5.1 Collaboration with other teams has been accessed and implemented. Gathering/investigation of CBE CARES measures has been completed.

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Calgary Board of Education

K – 12 Mathematics Framework Implementation Plan 2021-2024

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Key Outcome 5: Consistency of instructional resources used in mathematics classrooms.....	7

Key Outcome 1: System-wide implementation of CBE Mathematics Framework

Year	Strategies	Measures
Year 1: 2021-2022	<ul style="list-style-type: none"> 1.1 Math specialists deliver the Math Champion Teacher PL Series, consisting of professional learning sessions. NCTM <i>Taking Action</i> will be the foundational text for this series. <ul style="list-style-type: none"> ▪ Every school will have a copy of <i>Taking Action</i> in their professional library. ▪ Math specialists will explore NCTM Group licensing logistics and interest from teachers. 1.2 Math specialists gather data on the impact of the Math Champion PL Network on participant understanding and implementation of the Math Framework. 1.3 Math specialists gather data on the impact of the Math Champion PL Network on school learning and implementation of the Math Framework. 1.4 Math specialists and Research and Strategy team revise student survey to correlate with statements in the environment section of the Math Framework. 	<ul style="list-style-type: none"> 1.1 At least one designated teacher from each school attends a Math Champion Network PL Series, consisting of 6 professional learning sessions. 1.2 Improvement in lead teacher knowledge of the Framework demonstrated in ongoing Math Champion PL Network survey. 1.3 Baseline evidence of PL in schools based on the Math Champion PL Network. 1.4 Baseline evidence of positive and equitable environment and identity in mathematics as experienced by students.

Evaluating Impact | Champion Sessions

Literacy Champions

7. Rate your level of familiarity with the following areas of focus in the Literacy Teaching Practice element of the Framework:

[More Details](#)

■ Beginner ■ Developing ■ Proficient ■ Exemplary

Oral Language



Phonological Awareness



Phonics



Fluency



Vocabulary



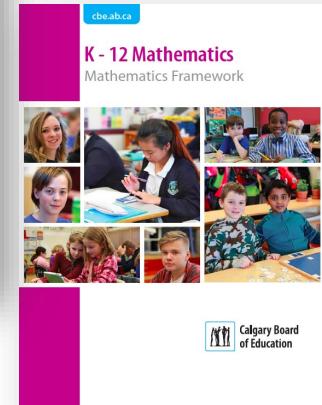
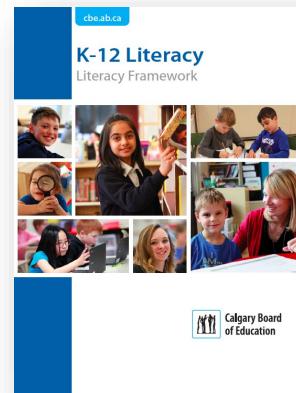
Reading Comprehension



Writing



Disciplinary Literacy



Math Champions

5. Please rate your confidence level in relation to implementing aspects of the Mathematics Framework into practice.

[More Details](#)

■ Beginning ■ Developing ■ Proficient ■ Exemplary

Equity Practices



Learning Environment



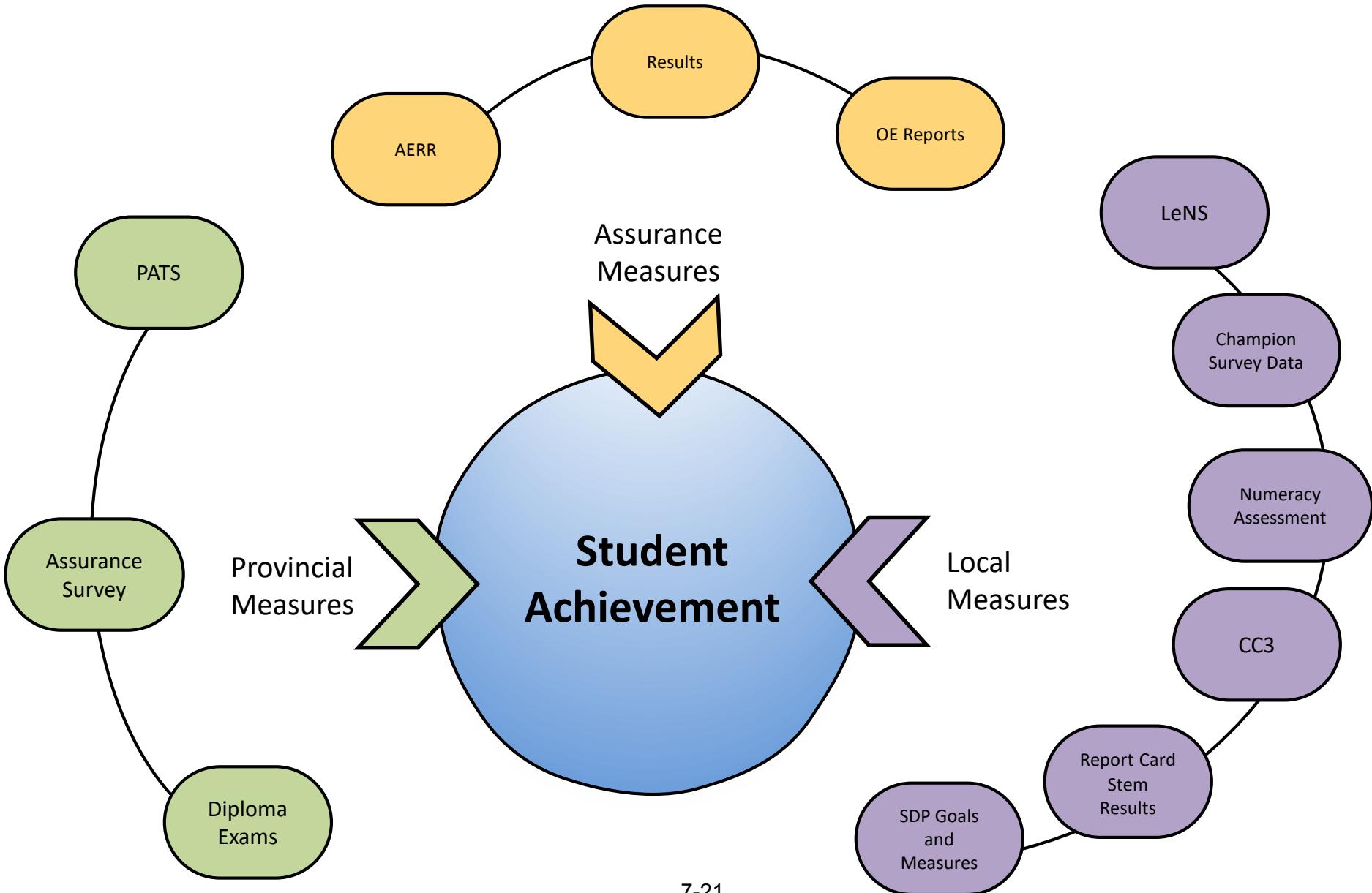
Teaching Practices



Assessment Practices



Evaluating Impact | Student Achievement



Resource | Supporting Learning Excellence

cbe.ab.ca

Literacy and Math Frameworks | Supporting Learning Excellence

What is the curriculum?

Curriculum is a set of guidelines for what students should learn and what should be taught. In Alberta, the Alberta Program of Studies (often referred to as the curriculum), outlines what is taught at each grade level or in each course.

How it is taught is equally important. The CBE Education Plan frameworks outline how we will approach teaching and learning across CBE schools.

Every school district in Alberta produces an annual Education Plan that outlines priorities and strategies to improve student learning and results.

The CBE's Education Plan has several framework documents supporting key actions for employees in their work with students, including the Literacy and Mathematics frameworks. A key outcome, as part of our Education Plan, is that students achieve excellence in literacy and in mathematics.

The foundations of the frameworks are informed by enduring knowledge about teaching and learning, while still creating room for change and improvement as current best practices evolve based on on-going research.

It is important the experiences students have across CBE schools is consistent, yet responsive to the unique needs and strengths of each individual student. The frameworks outline district guidelines for how teachers approach teaching and learning in literacy and mathematics. Having common frameworks and expectations for teacher use allows intentional professional learning to develop teacher capacity across the system. Central to our work is the design of learning and instruction that allows for each student to be engaged, inspired and learn to their full potential.

As a result, you may notice changes to the way your child talks about their learning. They may be engaged in activities that are different from the ones you experienced in school. Their classroom may include different spaces, furniture arrangements, a variety of materials and technologies that encourage students to explore and develop a love of reading, writing and mathematics.

The essential elements of the Literacy and Mathematics frameworks are teaching practices, assessment practices and learning environment.

Teaching Practices

A set of research-based practices teachers use to design instruction and create learning experiences that support students in becoming successful, independent learners. We strive towards personalized teaching practices that create equitable learning opportunities, ensuring all students can engage in meaningful, joyful and challenging work.

Assessment Practices

The primary purpose of assessment is to improve student learning. Teachers gather and analyze evidence of student learning individually and with students, colleagues and school leaders to inform how to plan for instruction and communicate achievement with students and families.

Students need clarity about their learning goals and evaluation criteria to measure their individual progress and inform their future learning. Teachers need assessment information to offer students feedback, improve classroom instruction and report on student achievement.

Learning Environment

The learning environment includes routines and instructional materials in learning spaces that are responsive and intentionally designed to be welcoming, accessible and reflective of the interests and backgrounds, languages and cultures of students.

How does my child experience these frameworks?

Students engage in learning experiences that help them develop knowledge, abilities and skills to be life-long learners. They engage in tasks and activities that are appropriately challenging and relevant, allowing students to make meaningful connections and deepen their knowledge.

 Calgary Board of Education

The Literacy and Math Frameworks | Supporting Learning Excellence flat-sheet is now available on our public website.

This resource is designed to help our families learn more about the Frameworks.

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



**Calgary Board
of Education**

**report to
Board of Trustees**

Three-Year School Capital Plan 2023-2026

Date	March 8, 2022
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih, Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-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 Sanjeev Sharma, Acting Director, Facility Projects, Risk and Central Facilities Conor McGreish, Acting Manager, Planning Erin Hafichuk, Manager, Capital Planning and Development

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the Three-Year School Capital Plan 2023-2026, 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 2023-2026 to the Ministry is April 1, 2022.

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 January 25, 2022.

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);
- Canada Revenue Agency aggregated age data (2021), provided by Baragar Systems;
- School Enrolment (September 30, 2021);
- School Bus Transportation Times (Fall 2021);
- The City of Calgary Suburban Residential Growth 2021-2025 (Fall 2021); and
- Calgary & Region Economic Outlook 2021-2026 (Fall 2021).

CBE's point assessment process is used for K-9 and does not apply in certain circumstances where placement is required, including:

- 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; and
 - 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; and
- 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 2023-2026.

The 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 2023-2026. The annual Three-Year School Capital Plan also supports the Education Plan 2021-2024 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; and
- Transition for students with minimal disruption to provide continuity of learning with consistent peer cohorts.

4 | Analysis

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 to maintain a high 80% utilization rate. There has been a shift in the Capital



Planning priorities to fewer new school requests and an emphasis on modernizations request to help with this goal. With an aging portfolio of schools, older schools are increasingly in need of major modernizations to provide an appropriate learning environment for students.

Overall, thirteen (13) new construction and modernization projects are identified on the 2023-2026 Capital Plan. There are three (3) new construction requests, similar to last year, and ten (10) major modernization requests for existing facilities, which changed slightly from the previous year. The new school requests are for the following schools:

1. Year 1 - Evanston Middle - Full build out
2. Year 2 - Saddle Ridge Middle - Design for 900 and Cornerstone High School - Design for 1800
3. Year 3 – Saddle Ridge Middle and Cornerstone High School - Construction

The modernization requests are for the following schools over three years:

1. Year 1 - John G. Diefenbaker High, Annie Gale, A.E. Cross
2. Year 2 – Sir John A. Macdonald, Annie Foote, Altadore and Cedarbrae
3. Year 3 – Ranchlands, Janet Johnstone and Queen Elizabeth

Although Nickle School and Ernest Morrow School were listed on last year's plan for modernization, they are not included in this year's modernization requests for the following reasons:

- Nickle School: Enrolment at Nickle School will decline when the new schools in Auburn Bay open for the 2022-2023 school year. The school's utilization rate will drop significantly to approximately 42%. As a result, there is a need to first address the accommodation challenges this change will cause.
- Ernest Morrow School: Over the past few years, approximately \$4 million has been invested in renewing major mechanical, life safety, structural and electrical components. In 2021, an additional \$370,000 was invested to upgrade and consolidate the main electrical service in the building. Together, these investments have improved the overall condition of the building, to the point where it is no longer one of the facilities with the highest need, system wide, with respect to its facility condition.

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.

Important information such as:

- The City's actual, estimated, and projected populations for the period 2016 to 2026 are shown on page 1.
- Actual/projected CBE school enrolments for the period 2021 to 2026 are shown on page 3.



- New School Construction priorities, totalling \$133.8 million, are shown in Table 1 on page 32.
- Major Modernizations priorities, totalling \$131.2 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 \$265.1 million, are shown in Table 3 on page 33.
- The full list of communities assessed through the points ranking criteria is shown Appendix III on page 72.
- Details of the point assignments for potential new schools are shown in Appendix III on pages 73-78.
- Details of the point assignments for potential modernizations are shown in Appendix II on pages 70-71.

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 2023-2026.

The CBE supplements the allocated Alberta Education funding through board funded capital or accessing capital reserves for new schools. 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 has averaged an estimated 18,600 persons per year.

The population grew from an estimated 1,306,400 in 2020 to an estimated population of 1,323,700 in 2021 (Calgary and Region Economic Outlook 2021-2026 (Fall 2021)), an increase of 17,300 (1.3%). The population growth consisted of an estimated natural increase of 8,700 people and a net migration of 8,600 people (Calgary and Region Economic Outlook 2021-2026 (Fall 2021)).

In the *Calgary & Region Economic Outlook 2021-2026 (Fall 2021)*, the City is forecasting that the population of Calgary will reach 1,414,400 by 2026, an increase of 90,700 people over the next five years. This five-year forecast is an increase 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 125,329 students is forecast to increase to 126,822 students by 2026. A total increase of 1,493 students is projected, averaging approximately 299 additional students annually. These enrolment projections assume a moderate level of enrolment growth in the future. Of note, enrolment in kindergarten to Grade 6 is projected to decrease over the next five years, while enrolment increases are projected for 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, 2021 enrolment.

The City's most recent Suburban Residential Growth 2021-2026 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 north, northeast, southeast, and south.

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 64), the utilization for K-9 students by residence is 129%, 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 (page 65) is 295% of its high school capacity, as compared to 33% capacity 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.

CBE's system utilization rate is projected to be 81% by 2026-27 without the approval of new schools. Similarly, if the Evanston Middle school is approved and occupied by 2026, the system utilization rate is still projected to be 81% for the 2026-2027 school year (Attachment II). The approval of the additional schools identified within the plan will ensure the timely accommodation of students close to their homes. This will require concurrent student accommodation initiatives within existing schools to increase this utilization rate into the high 80% range sought to optimize educational programming and financial sustainability.

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 2023-2026 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 2023-2026
- Attachment II: CBE System Utilization

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.

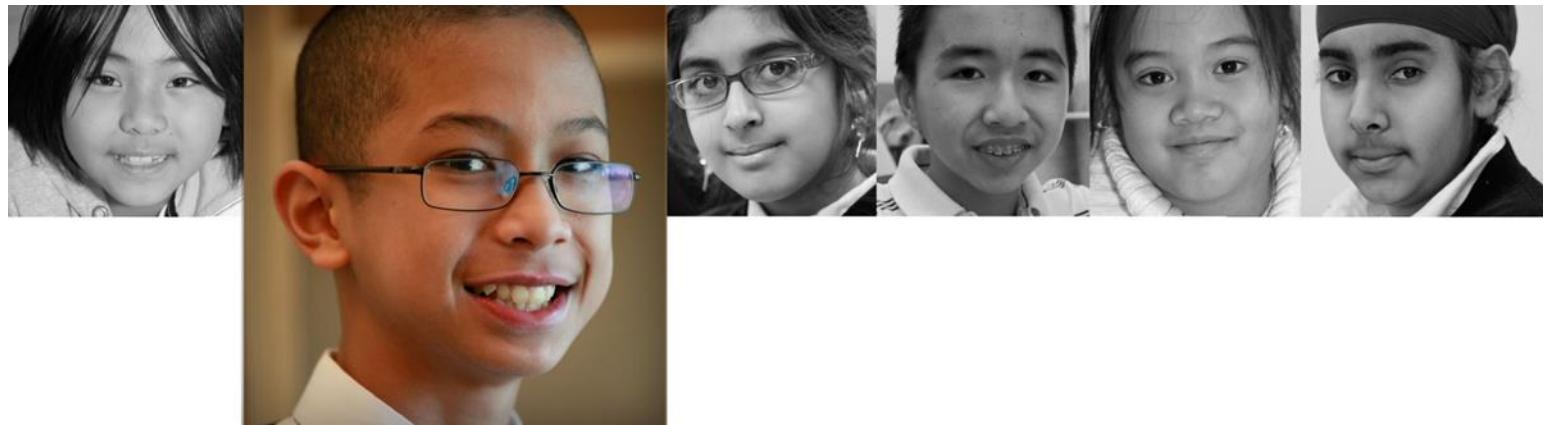
Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

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



2023 – 2026

March 8, 2022



Calgary Board
of Education

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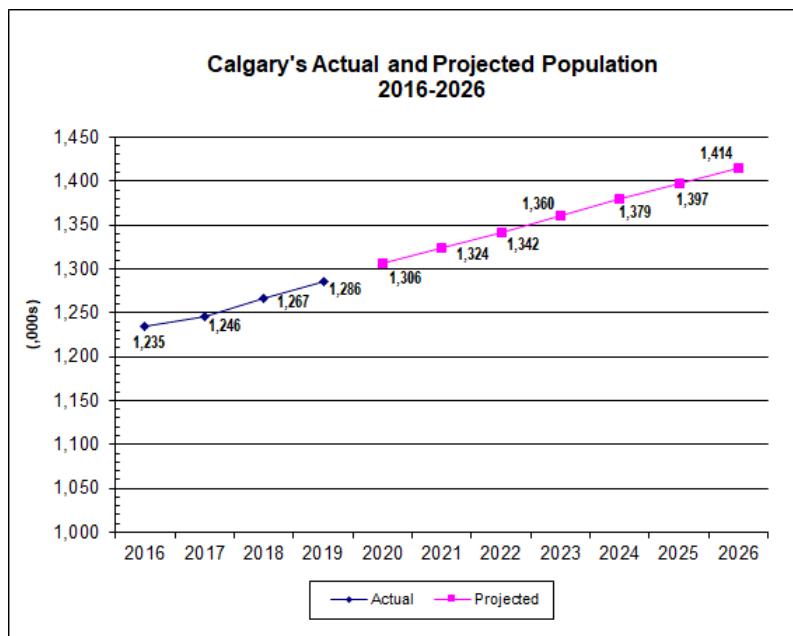
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EXECUTIVE SUMMARY

This Three-Year School Capital Plan 2023-2026 is an analysis of the Calgary Board of Education's (CBE) forecasted school capital needs, as assessed at the present time.

1. Calgary Population

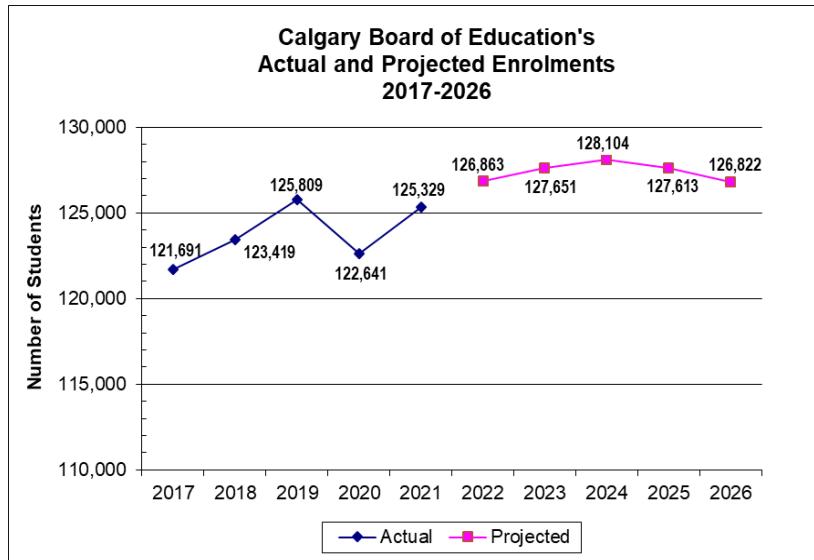
Between 2016 and 2021, Calgary's population growth has averaged an estimated 18,600 people per year. In the *Calgary & Region Economic Outlook 2021-2026 (Fall 2021)*, the City of Calgary (the City) is forecasting that the population of Calgary will reach 1,414,400 by 2026, an increase of 90,700 persons over the next five years. This represents an average yearly increase of approximately 18,140 people, which will be driven primarily by net migration.



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

2. Student Enrolment

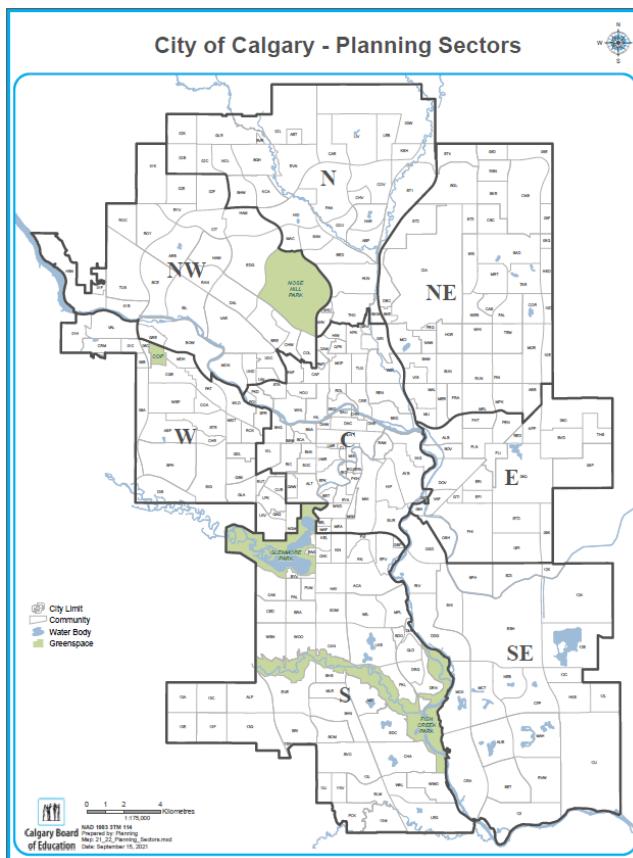
The CBE's current student enrolment of 125,329 is an increase of 2,688 students compared to the previous year. Taking into consideration an average enrolment increase of just over 910 students per year from 2017-2021, the CBE is projecting a moderate level of growth over the next five years. Total enrolment is projected to increase, peaking in 2024 at 128,104 students, declining to 126,822 students by 2026, but still an increase from 2021.



Note: Enrolment includes Home Education, Outreach/Unique Settings, Chinook Learning and CBe-learn.

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 2021-2025:

City Growth Trends by CBE Planning Sector 2021-2025	
Planning Sector	Population Growth Forecast
Centre	-3,100
Northwest	2,228
North	18,607
Northeast	20,797
East	4,007
Southeast	19,965
South	19,544
West	3,675

Source: Suburban Residential Growth Report 2021-2025

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 Education Plan 2021-2024 on May 20, 2021, and the Annual Education Results Report 2020-21 on November 23, 2021.

5. Schools Under Construction and Approvals

Five new school construction projects are currently under development

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
Sept. 2022	Mahogany School	New Construction	Grades K-4	600	Mar. 22, 2018
Sept. 2022	Skyview Ranch Elementary/Middle	New Construction	Grades K-9	900	Mar. 22, 2018
Sept. 2022	Auburn Bay Middle	Design Only	Grades 5-9	900	Mar. 22, 2018
		New Construction			Nov 1, 2019
Sept. 2024	North Calgary High School	Design Only	Grades 10-12	1,800	Mar. 22, 2018
		New Construction			Nov 1, 2019
Sept. 2022	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 2023-2026. 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) due to lack of site readiness.

Table 1: New School Construction					
Three-Year School Capital Plan 2023-2026 Priorities					
Priority Ranking – Project Description					Number of Years Previously Listed in Capital Plan
YEAR 1					9
Community/School	Grade	Project Status	Request Type	2022 Cost (\$)	
C-1 Evanston Middle	5-9	New Request	Full buildout to 900	33,514,000	
			YEAR 1 TOTAL	33,514,000	
YEAR 2					
Community/School	Grade	Project Status	Request Type	2022 Cost (\$)	
C-2 Saddle Ridge Middle ^{(2)^}	5-9	New Request	Design for 900	1,211,000	2
C-3 Cornerstone High School [^]	10-12	New Request	Design for 1800	2,422,000	2
			YEAR 2 TOTAL	3,633,000	
YEAR 3					
Community/School	Grade	Project Status	Request Type	2022 Cost (\$)	
C-4 Saddle Ridge Middle ^{(2)^}	5-9	New Request	Construction for 900	29,979,000	2
C-5 Cornerstone High School [^]	10-12	New Request	Construction for 1800	66,718,000	2
			YEAR 3 TOTAL	96,697,000	
			GRAND TOTAL	133,844,000	

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

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

[^]These projects are broken into 2 phases due to lack of site readiness. Year could change, dependent on when site is ready for construction.

7. Capital Priorities – Major Modernization Projects

There are ten (10) major modernization projects identified in this Plan totalling over \$131 million (see Table 2).

Table 2: School Major Modernizations					Number of Years Previously Listed in Capital Plan	
Three-Year School Capital Plan 2023-2026 Priorities						
Priority Ranking – Project Description						
YEAR 1						
Community/School	Grade	Project Status	Request Type	2022 Cost (\$)	13 1 4*	
M-1 John G. Diefenbaker High School	10-12	Modernization Request	Major Modernization	29,723,000		
M-2 Annie Gale School	7-9	Modernization Request	Major Modernization	8,110,000		
M-3 A.E. Cross School	7-9	Modernization Request	Major Modernization	18,695,000		
			YEAR 1 TOTAL	56,528,000		
YEAR 2						
Community/School	Grade	Project Status	Request Type	2022 Cost (\$)	1 7 14 7	
M-4 Sir John A. Macdonald School	7-9	Modernization Request	Major Modernization	14,081,000		
M-5 Annie Foote School	K-6	Modernization Request	Major Modernization	11,449,000		
M-6 Altadore School	K-6	Modernization Request	Major Modernization	8,588,000		
M-7 Cedarbrae School	K-6	Modernization Request	Major Modernization	8,588,000		
			YEAR 2 TOTAL	42,706,000		
YEAR 3						
Community/School	Grade	Project Status	Request Type	2022 Cost (\$)	7 7 7	
M-8 Ranchlands School	K-6	Modernization Request	Major Modernization	12,880,000		
M-9 Janet Johnstone School	K-4	Modernization Request	Major Modernization	9,577,000		
M-10 Queen Elizabeth School	K-6	Modernization Request	Major Modernization	9,577,000		
			YEAR 3 TOTAL	32,034,000		
			GRAND TOTAL	131,268,000		

Note: * Number of Years was incorrect for Modernizations in the 2022-2025 Capital Plan.

8. Capital Priorities – New Construction & Major Modernizations

Overall, thirteen (13) new construction and major modernization projects are identified in the Three-Year School Capital Plan 2023-2026. 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 2023-2026 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	33,514,000
2 John G. Diefenbaker High School	10-12	Modernization Request	Major Modernization	29,723,000
3 Annie Gale School	7-9	Modernization Request	Major Modernization	8,110,000
4 A.E. Cross School	7-9	Modernization Request	Major Modernization	18,695,000
			YEAR 1 TOTAL	90,042,000
YEAR 2				
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)
5 Saddle Ridge Middle (2)^	5-9	New Request	Design for 900	1,211,000
6 Cornerstone High School^	10-12	New Request	Design for 1800	2,422,000
7 Sir John A. Macdonald School	7-9	Modernization Request	Major Modernization	14,081,000
8 Annie Foote School	K-6	Modernization Request	Major Modernization	11,449,000
9 Altadore School	K-6	Modernization Request	Major Modernization	8,588,000
10 Cedarbrae School	K-6	Modernization Request	Major Modernization	8,588,000
			YEAR 2 TOTAL	46,339,000
YEAR 3				
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)
11 Saddle Ridge Middle (2)^	5-9	New Request	Construction for 900	29,979,000
12 Cornerstone High School^	10-12	New Request	Construction for 1800	66,718,000
13 Ranchlands School	K-6	Modernization Request	Major Modernization	12,880,000
14 Janet Johnstone School	K-4	Modernization Request	Major Modernization	9,577,000
15 Queen Elizabeth School	K-6	Modernization Request	Major Modernization	9,577,000
			YEAR 3 TOTAL	128,731,000
			GRAND TOTAL	265,112,000

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

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

[^]These projects are broken into 2 phases due to lack of site readiness. Year could change, dependent on when site is ready for construction.

Number of Years
Previously Listed
in Capital Plan

9
13
1
4

2
2
1
7
14
7

2
2
7
7
7

1.0 INTRODUCTION

The CBE is a global leader in public education. Recognized as the largest school district in Western Canada, the CBE provides a full range of educational services for all instructional programs from kindergarten through to Grade 12. The CBE addresses the complexity and diversity of our 125,329 students in over 249 schools with nearly 10,000 full time equivalent staff and an operating budget of \$1.37 billion.

Over the past decade, Calgary has experienced varying levels of population growth. Calgary's population has increased by approximately 93,000 people between 2016 and 2021, an average of 18,600 people per year (Calgary and Region Economic Outlook 2021-2026 (Fall 2021)).

The population grew from an estimated 1,306,400 in 2020 to an estimated population of 1,323,700 in 2021 in the Calgary and Region Economic Outlook 2021-2026 (Fall 2021), an increase of 17,300 (1.3%).

The City of Calgary's report, *Calgary and Region Economic Outlook 2021-2026 (Fall 2021)*, identifies continued growth for Calgary. The City forecasts that Calgary's population will reach 1,414,400 by 2026, an increase of 90,700 people from the estimated population of 1,306,400 in 2020. This population forecast averages 18,140 people per year during this period and is an increase from the previous five-year forecast. This population increase is expected to be driven primarily by net migration.

Calgary Total Population (,000s)										
Actual				Estimated		Projected				
2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
1,235	1,246	1,267	1,286	1,306	1,324	1,342	1,360	1,379	1,397	1,414

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

1.1 CBE Student Enrolment

Total enrolment of 125,329 students was reported on September 30, 2021, and consists of 119,363 pre-kindergarten to Grade 12 students plus 5,966 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 increased by 2,688 students from September 30, 2020, to September 30, 2021, with a notable increase in Kindergarten (2,034 students) and CBe-learn (2,202 students).

Students continue to access program choices offered by the CBE. Enrolment in alternative programs is 26,316; this is an increase of 636 students over the previous year. The alternative programs with the highest enrolment are French Immersion (9,105), Traditional Learning Centre (TLC) (6,858) and Spanish Bilingual (3,697).

The table below provides a summary of enrolments including Unique Settings, Outreach Programs, Chinook Learning, and CBe-learn from September 30, 2017, to September 30, 2021.

Five-Year History of CBE Enrolments by Division					
2017-2021					
	2017	2018	2019	2020	2021
Pre-Kindergarten	228	195	215	65	94
Kindergarten	9,053	8,740	9,030	6,793	8,827
Grades 1-3	29,080	29,073	28,972	28,329	27,381
Grades 4-6	27,183	28,265	28,626	28,006	27,458
Grades 7-9	24,267	25,321	26,696	27,507	27,578
Grades 10-12	27,035	27,567	27,988	28,003	28,025
Sub-Total (pre-k to grade 12)	116,846	119,161	121,527	118,703	119,363
Home Education	267	262	209	422	349
Outreach and Unique Settings	2,141	2,304	2,408	2,140	2,037
CBe-learn	463	576	541	619	2,821
Chinook Learning Services	1,974	1,116	1,124	757	759
Sub-Total	4,845	4,258	4,282	3,938	5,966
Total	121,691	123,419	125,809	122,641	125,329

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 an increase in enrolment at Chinook Learning of 2 students from September 30, 2020 to September 30, 2021.

Five-Year Enrolment Projections

The CBE is using Baragar Systems for its projections this year. This is the first time the CBE has used an external source to do its projections. Previously the CBE did its own projections using the Cohort-Survival methodology.

CBE's current enrolment of 125,329 students is forecast to increase to 126,822 students by 2026. A total increase of 1,493 students is projected averaging approximately 299 additional students annually. These enrolment projections assume a moderate level of enrolment growth in the future. Enrolment in kindergarten to Grade 6 is projected to decrease over the next five years, with increases projected for 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, was anticipated in 2021 as students born in January and February 2016 would not have been eligible for kindergarten in the previous year.

The table below shows actual enrolment for September 2021 and projected enrolment for September 2022-2026:

CBE Five-Year Enrolment Projections 2021-2026						
	Actual 2021*	Projected				
		2022	2023	2024	2025	2026
Pre-Kindergarten	130	160	160	160	160	160
Kindergarten	8,878	8,741	8,309	8,332	7,802	8,155
Grades 1-3	27,859	28,574	28,617	28,796	28,199	27,195
Grades 4-6	27,941	27,538	27,569	26,872	27,306	27,353
Grades 7-9	27,719	27,716	27,490	27,673	27,549	27,530
Grades 10-12	30,562	31,894	33,266	34,031	34,357	34,189
Sub-Total (pre-k to grade 12)	123,809	124,623	125,411	125,864	125,373	124,582
Self Contained Special Ed.	2,240	2,240	2,240	2,240	2,240	2,240
Sub-Total	2,240	2,240	2,240	2,240	2,240	2,240
Total Student Count	125,329	126,683	127,651	128,104	127,613	126,822

Totals may not add due to rounding.

* Pre-K to GR12 includes enrolment in Home Education, Outreach and Unique Settings, CBe-learn, and Chinook Learning Services, based on how Baragar Systems does its projections. This is also why the 2021 Actual totals are slightly different than in the Five Year History table on Page 2.

- CBe-learn and Chinook Learning accept registrations on an on-going basis.
- All projections are subject to annual review and update.
- Projections use current and historical enrolments.

The City of Calgary supports an actively competitive land market in all areas of the city, and there are 36 actively 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 2023-2026* is based on the City's *Suburban Residential Growth 2021-2025* document published in November 2021. 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 largest population growth projected over the next five years is in the North. Northeast, Southeast, and South sectors (see diagram on page 5).

The top ten developing communities by number of units from new residential building permit applications in Calgary for 2020 were:

- Livingston (N)
- Seton (SE)
- Mahogany (SE)
- Cornerstone (NE)
- Yorkville (S)
- Saddle Ridge (NE)
- Legacy (S)
- Sage Hill (N)
- Cranston (SE)
- Carrington (N)

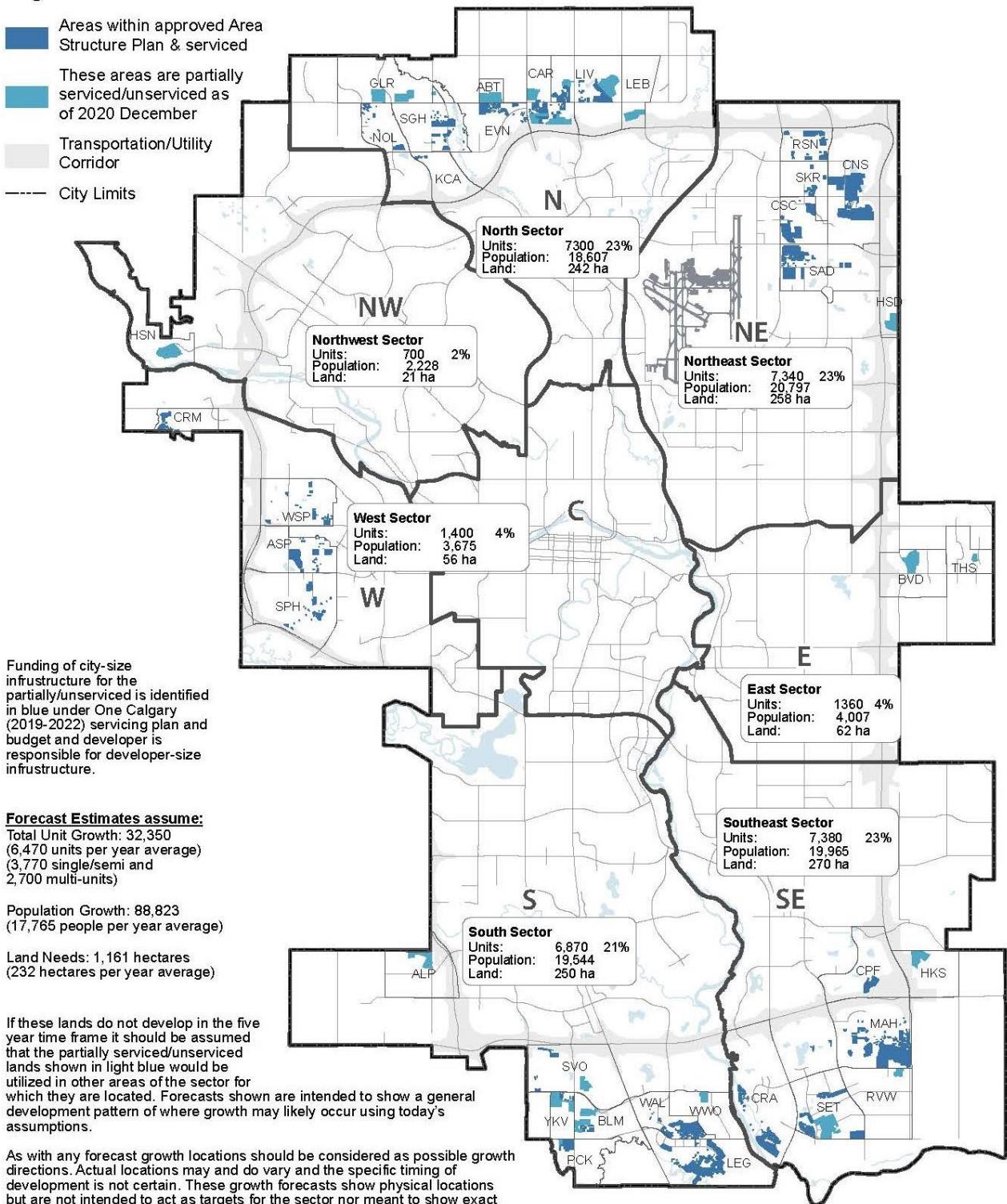
(Source: *City of Calgary, Suburban Residential Growth 2021-2025*)

City of Calgary Planning Sectors

New Suburban Growth Forecasts 2021-2025

Legend

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



Source: Suburban Residential Growth Report 2021-2025

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 are anticipated to capture more than 100% of the forecasted population growth from 2021-2025, 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 36 actively 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.

Number of actively developing communities by Planning Sector 2021:

- North: 9
- South: 8
- Northeast: 6
- Southeast: 6
- West: 4
- East: 2
- Northwest: 1

(Source: Suburban Residential Growth Report 2021-2025)

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. Part of this area is currently in the CBE's boundary
- The **Belvedere Area Structure Plan** on the east was approved April 8, 2013 and will accommodate a future population of approximately 61,000 persons. Part of this area is currently in the CBE's boundary.
- 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. Part of this area is currently in the CBE's boundary
- The **Haskayne Area Structure Plan** was approved July 22, 2015 and will accommodate a population of approximately 13,000 persons. This area is currently in the CBE's boundary.
- 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.

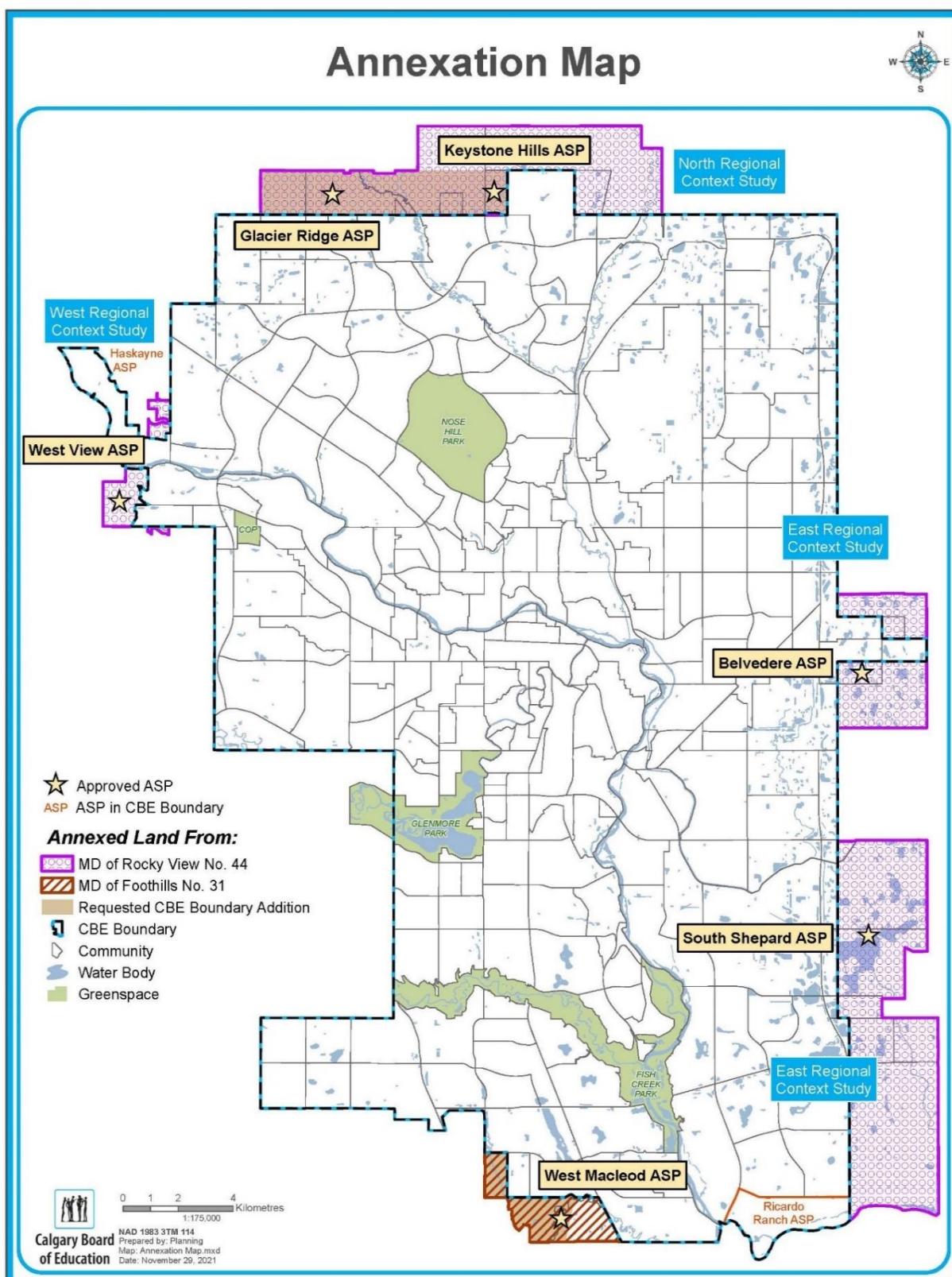
In alignment with the request by the Ministry of Education that urban development is occurring, in June 2019 the Minister of Education approved the communities of Belmont and Yorkville (in the West McLeod ASP) be incorporated into the CBE boundary for the 2019-2020 school year.

In addition, in April 2021 the Minister of Education approved the Haskayne ASP and part of the Belvedere community be incorporated in the CBE boundary for the 2021-2022 school year, but did not approve the remainder of the West Macleod ASP.

The CBE continually monitors growth in the City and on November 22, 2021 requested the addition of the Glacier Ridge ASP, Carrington north of 144 Ave

NW, Crestmont parcel, and the remainder of West Macleod ASP for the 2022-23 school year.

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 Education Plan 2021-2024 on May 20, 2021, and the Annual Education Results Report 2020-21 on November 23, 2021.

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 81% for K-GR9 students (77% K-GR4, 86% GR5-9) and 88% 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 2026-2027, 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	2021-2022 Actual K-12 Utilization	2026-2027 Projections K-12 Utilization
Centre	83%	83%
East	72%	73%
North	87%	79%
NorthEast	89%	87%
NorthWest	86%	86%
South	76%	77%
SouthEast	86%	76%
West	84%	84%
Total	83%	81%

Planning Sector Utilization by Student Enrolment (Actual & Projected)		
Sector	2021-2022 Actual K-9 Utilization	2026-2027 Projections K-9 Utilization
Centre	83%	83%
East	69%	70%
North	85%	87%
NorthEast	87%	84%
NorthWest	84%	84%
South	75%	76%
SouthEast	84%	72%
West	80%	81%
Total	81%	80%

Planning Sector Utilization by Student Enrolment (Actual & Projected)		
Sector	2021-2022 Actual GR 10-12 Utilization	2026-2027 Projections GR 10-12 Utilization
Centre	83%	82%
East	80%	81%
North	108%	51%
NorthEast	103%	105%
NorthWest	96%	96%
South	79%	80%
SouthEast	98%	102%
West	94%	94%
Total	88%	85%

Planning Sector Utilization by Student Enrolment (Actual & Projected)		
Sector	2021-2022 Actual K-4 Utilization	2026-2027 Projections K-4 Utilization
Centre	75%	75%
East	67%	67%
North	76%	79%
NorthEast	87%	84%
NorthWest	78%	78%
South	69%	70%
SouthEast	80%	68%
West	79%	80%
Total	77%	76%

Planning Sector Utilization by Student Enrolment (Actual & Projected)		
Sector	2021-2022 Actual GR 5-9 Utilization	2026-2027 Projections GR 5-9 Utilization
Centre	91%	90%
East	71%	71%
North	97%	100%
NorthEast	87%	84%
NorthWest	89%	89%
South	81%	82%
SouthEast	90%	77%
West	81%	82%
Total	86%	85%

Planning Sector Utilization by Student Residence (Actual & Projected)		
Sector	2021-2022 Actual K-12 Utilization	2026-2027 Projections K-12 Utilization
Centre	53%	52%
East	60%	61%
North	149%	133%
NorthEast	101%	99%
NorthWest	75%	75%
South	64%	65%
SouthEast	126%	109%
West	84%	84%
Total	83%	81%

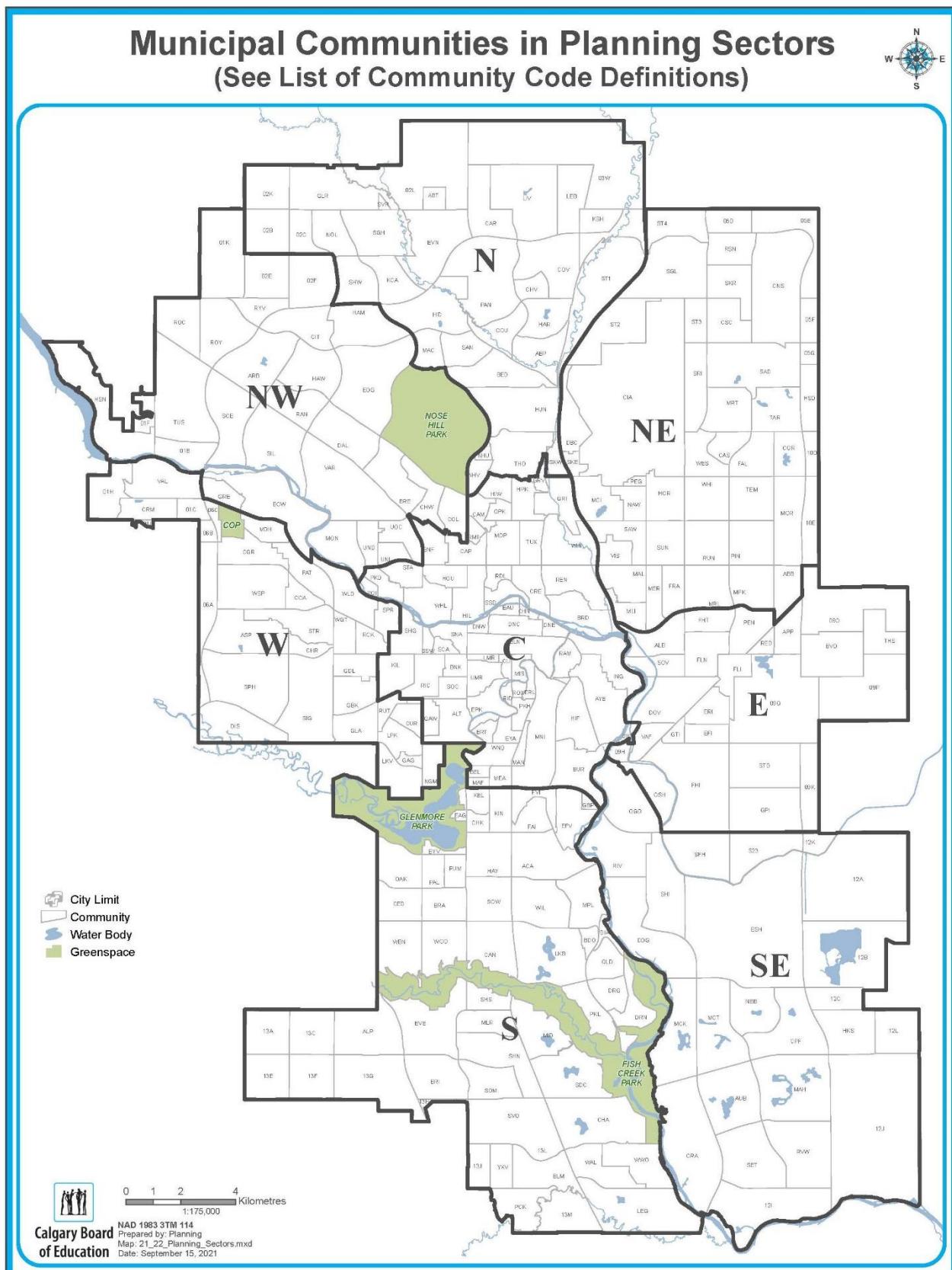
Planning Sector Utilization by Student Residence (Actual & Projected)		
Sector	2021-2022 Actual K-9 Utilization	2026-2027 Projections K-9 Utilization
Centre	64%	64%
East	63%	64%
North	129%	131%
NorthEast	91%	89%
NorthWest	69%	69%
South	63%	64%
SouthEast	115%	98%
West	80%	81%
Total	81%	80%

Planning Sector Utilization by Student Residence (Actual & Projected)		
Sector	2021-2022 Actual GR 10-12 Utilization	2026-2027 Projections GR 10-12 Utilization
Centre	33%	33%
East	53%	54%
North	295%	137%
NorthEast	153%	156%
NorthWest	94%	94%
South	68%	69%
SouthEast	182%	188%
West	93%	93%
Total	88%	85%

Planning Sector Utilization by Student Residence (Actual & Projected)		
Sector	2021-2022 Actual K-4 Utilization	2026-2027 Projections K-4 Utilization
Centre	71%	71%
East	61%	62%
North	101%	103%
NorthEast	91%	88%
NorthWest	60%	61%
South	59%	60%
SouthEast	102%	86%
West	79%	79%
Total	76%	75%

Planning Sector Utilization by Student Residence (Actual & Projected)		
Sector	2021-2022 Actual GR 5-9 Utilization	2026-2027 Projections GR 5-9 Utilization
Centre	58%	58%
East	65%	66%
North	170%	173%
NorthEast	92%	90%
NorthWest	78%	78%
South	67%	68%
SouthEast	131%	112%
West	82%	82%
Total	86%	85%

Map 2



Municipal Community Code Definitions

ABB	Abbeydale	FHT	Forest Heights	PUM	Pump Hill
ACA	Acadia	FLN	Forest Lawn	QPK	Queen's Park Village
ALB	Albert Park/Radisson Heights	GAG	Garrison Green	QLD	Queensland
ALT	Altadore	GAW	Garrison Woods	RAM	Ramsay
ALP	Alpine Park	GLR	Glacier Ridge	RAN	Ranchlands
ABT	Ambleton	GLA	Glamorgan	RVW	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	LEB	Lewisburg	SVO	Silverado
CHK	Chinook Park	LPK	Lincoln Park	SVR	Simons Valley Ranch
CHR	Christie Park	LIV	Livingston	SKR	Skyview Ranch
CIT	Citadel	LMR	Lower Mount Royal	SOM	Somerset
CSC	Cityscape	MAC	MacEwan Glen	SOC	South Calgary
CLI	Cliff Bungalow	MAH	Mahogany	SOV	Southview
COA	Coach Hill	MAN	Manchester	SOW	Southwood
COL	Collingwood	MPL	Maple Ridge	SPH	Springbank Hill
CPF	Copperfield	MRL	Marlborough	SPR	Spruce Cliff
COR	Coral Springs	MPK	Marlborough Park	STA	St. Andrews Heights
CNS	Cornerstone	MRT	Martindale	STR	Strathcona Park
CGR	Cougar Ridge	MAF	Mayfair	SNA	Sunalta
CHV	Country Hills Village	MAL	Mayland Heights	SDC	Sundance
COU	Country Hills	MCK	McKenzie Lake	SSD	Sunnyside
COV	Coventry Hills	MCT	McKenzie Towne	TAR	Taradale
CRA	Cranston	MEA	Meadowlark Park	TEM	Temple
CRE	Crescent Heights	MDH	Medicine Hill	THO	Thorncliffe
CRM	Crestmont	MID	Midnapore	TUS	Tuscany
CUR	Currie Barricks	MLR	Millrise	TUX	Tuxedo Park
DAL	Dalhousie	MIS	Mission	THS	Twin Hills
DRG	Deer Ridge	MOR	Monterey Park	UND	University District
DRN	Deer Run	MON	Montgomery	UNI	University Heights
DIA	Diamond Cove	MOP	Mount Pleasant	UOC	University of Calgary
DIS	Discovery Ridge	NEB	New Brighton	UMR	Upper Mount Royal
DDG	Douglasdale/Glen	NOL	Nolan Hill	VAL	Valley Ridge
DOV	Dover	NGM	North Glenmore Park	VAR	Varsity
DNC	Downtown Commercial Core	NHV	North Haven	VIS	Vista Heights
DNE	Downtown East Village	NHU	North Haven Upper	WAL	Walden
DNW	Downtown West End	OAK	Oakridge	WHL	West Hillhurst
EAG	Eagle Ridge	OGD	Ogden	WSP	West Springs
EAU	Eau Claire	PAL	Palliser	WGT	Westgate
EDG	Edgemont	PAN	Panorama Hills	WHI	Whitehorn
EPK	Elbow Park	PKD	Parkdale	WLD	Wildwood
EYA	Elboya	PKH	Parkhill	WIL	Willow Park
ERI	Erin Woods	PKL	Parkland	WND	Windsor Park
ERL	Erlton	PAT	Patterson	WIN	Winston Heights/Mountview
EVN	Evanston	PEN	Penbrooke Meadows	WBN	Woodbine
EVE	Evergreen	PCK	Pine Creek	WOO	Woodlands
FAI	Fairview	PIN	Pineridge	YKV	Yorkville
FAL	Falconridge	POI	Point McKay		

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 2021-2024* was presented for information at the June 22, 2021, 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 (5) new school construction projects are currently under development.

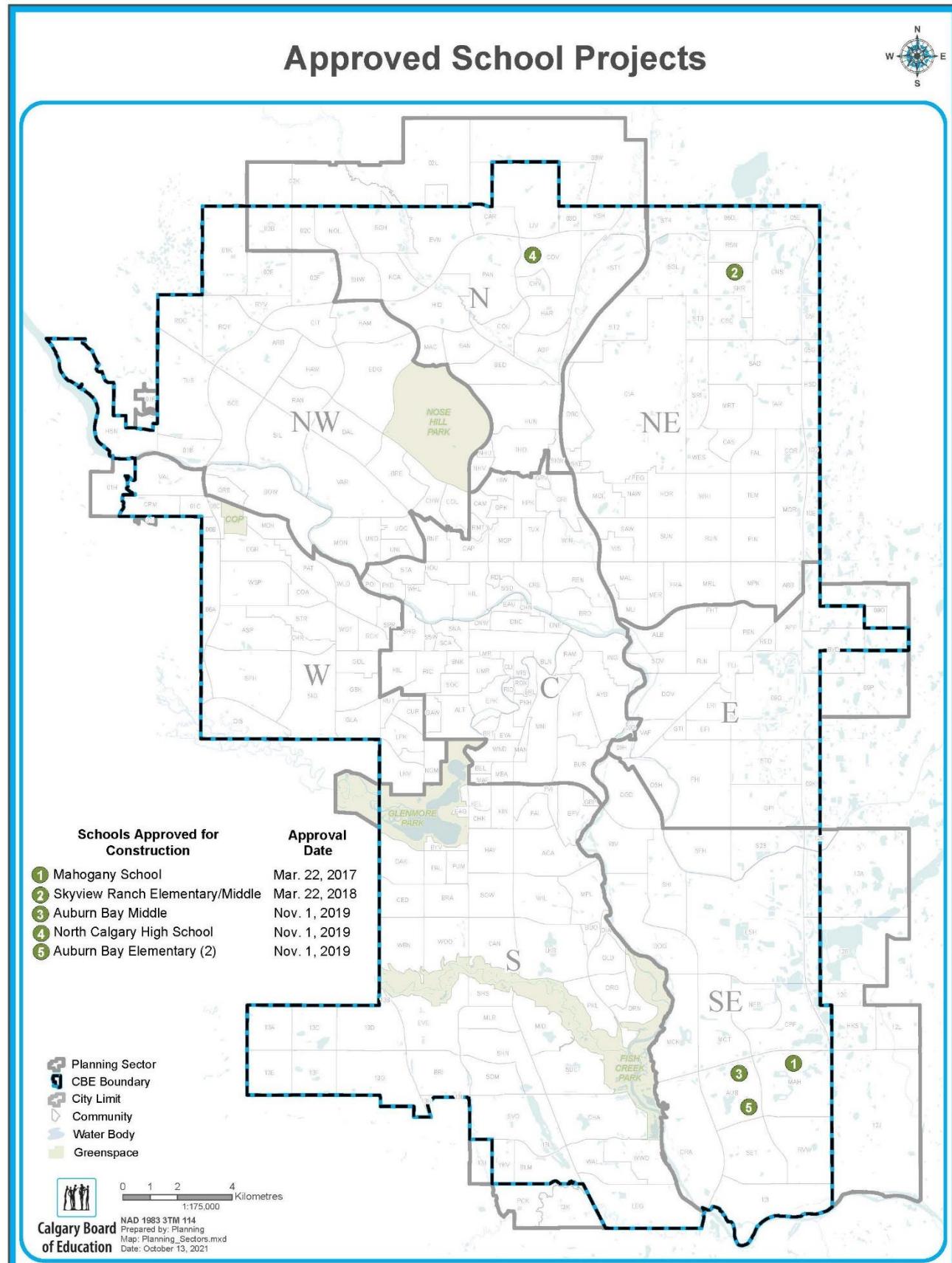
The table below summarizes the projects under development, their approval dates and their projected opening/completion date.

Map 3 identifies the location of future new school projects approved since March 22, 2018.

Schools Under Construction and Approvals					
Projected School Year Opening	School/Community	Project Type	Grade	Approved Capacity	Approval Date
Sept. 2022	Mahogany School	New Construction	Grades K-4	600	Mar. 22, 2018
Sept. 2022	Skyview Ranch Elementary/Middle	New Construction	Grades K-9	900	Mar. 22, 2018
Sept. 2022	Auburn Bay Middle	Design Only	Grades 5-9	900	Mar. 22, 2018
		New Construction			Nov 1, 2019
Sept. 2024	North Calgary High School	Design Only	Grades 10-12	1,800	Mar. 22, 2018
		New Construction			Nov 1, 2019
Sept. 2022	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.

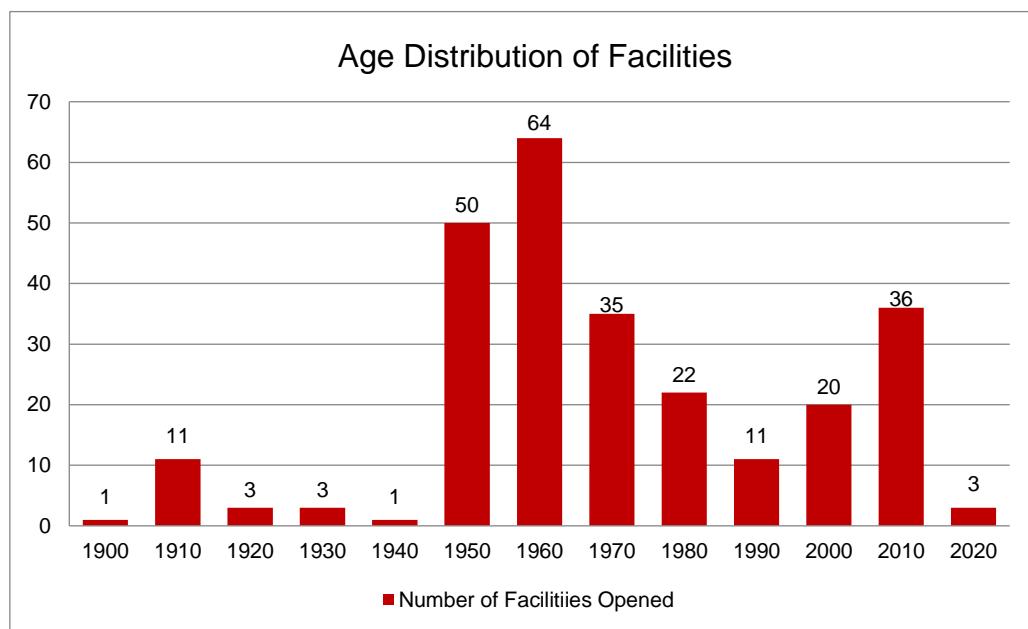
Map 3



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 CBE has a current count of over 260 owned facilities of which 168 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.
- CBE representatives are involved in updating the Joint Use Agreement with the City, the CCSD, and Franco-Sud School Board.
- 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.

Canada Revenue Agency Data

Data from Canada Revenue Agency (CRA) is provided by Baragar Systems and used for each community and includes all children ages 1-5, not just public school supporters. This provides a true reflection of the total number of potential students in a community. This replaces the preschool census numbers from the annual Civic Census that was previously used, as the City has not conducted a census since 2019.

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).

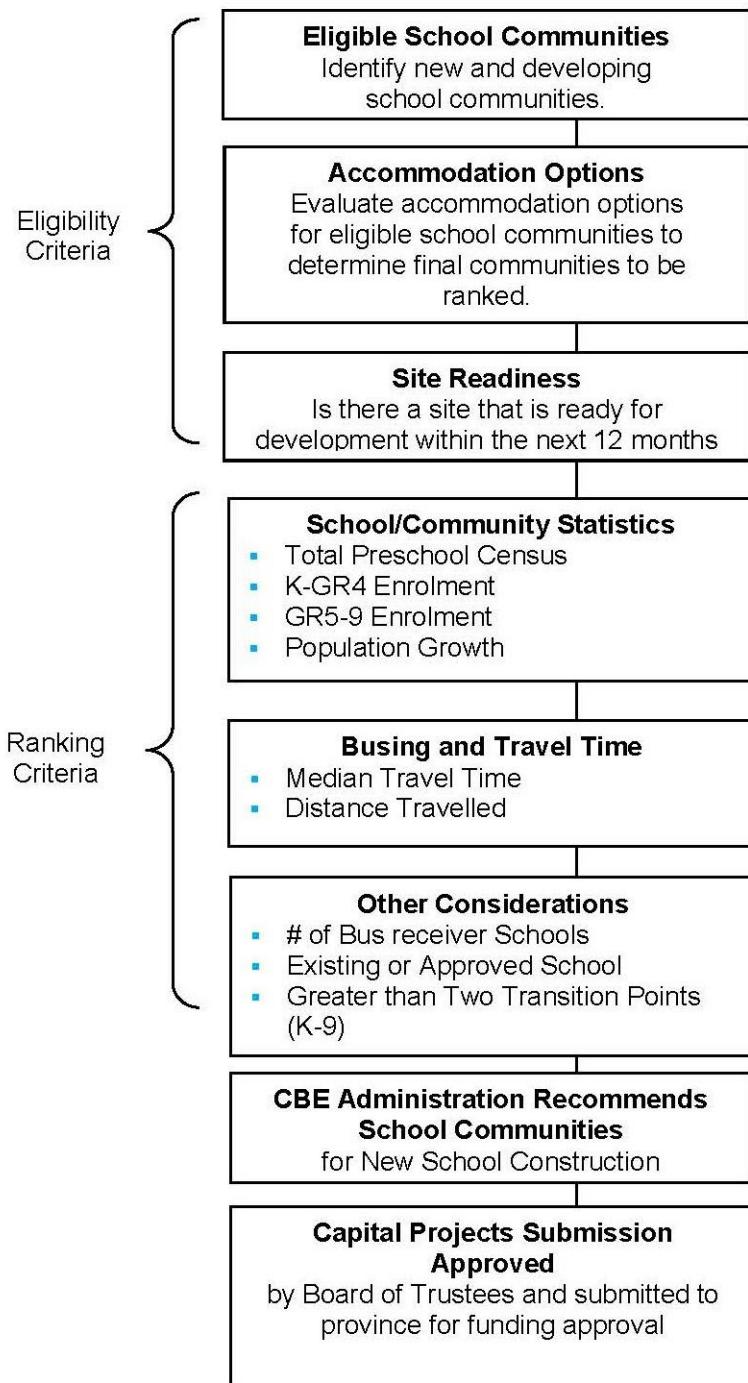
In some cases a K-GR9 grade configuration will be recommended. Examples of when this may occur include, but are not limited to, when community demographics demonstrate that a 900 student K-GR9 school is sufficient to accommodate students or when there is only one school site in a community and the site 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)	1789	N	5-9
2	Saddle Ridge Middle ⁽²⁾ (design Year 2, construction Year 3)	1786	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	2021-2022 Residence Utilization	2021-2022 Enrolment Utilization
Centre	33%	83%
East	53%	80%
North	295%	108%
NorthEast	153%	103%
NorthWest	94%	96%
South	68%	79%
SouthEast	182%	98%
West	93%	94%

Notes:

- Student numbers are based on ArcView data as at September 30, 2021
- 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. It is anticipated to open in September 2024.

The SouthEast sector has the next highest level of utilization by residence at 182%. However, there are four (4) high schools in the adjacent South sector which has a utilization by residence of 68%. Students from the SouthEast sector can be accommodated in those schools.

The NorthEast sector has the third highest utilization by residence at 153%.

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 20,797 people by 2025. This represents approximately 23% 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 5,400 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 153%.

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 developing quickly, with Redstone and Skyview Ranch expected to be complete in the next few years. 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 405 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 1,365 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 Martindale, Saddle Ridge and Taradale attend Nelson Mandela High School while students from the communities of Castleridge, Coral Springs, Falconridge attend James Fowler 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, and James Fowler High School is to the west in the Centre Sector community of Highland Park. These commutes involve long travel times for all these students.

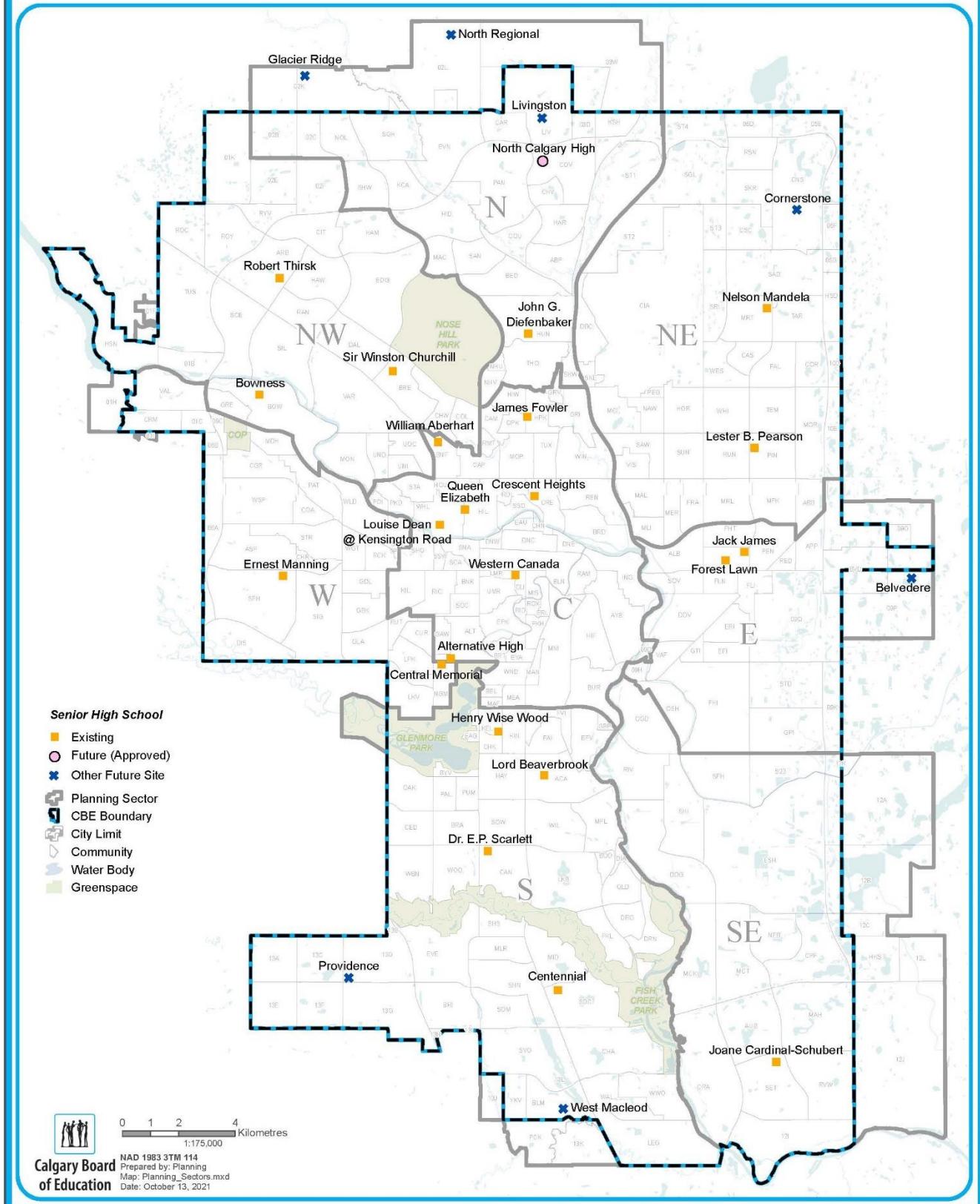
In addition to the northern northeast communities, there is the newly developing community of Homestead on the east side of Stoney Trail. At full build out it is expected to have a population of 4,900 - 5,200 people. There is the possibility that this community could be designated to the new Cornerstone 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

Existing and Future Senior High Schools/Sites

By Planning Sector



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					
Three-Year School Capital Plan 2023-2026 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2022 Cost (\$)	Number of Years Previously Listed in Capital Plan
C-1 Evanston Middle	5-9	New Request	Full buildout to 900	33,514,000	9
			YEAR 1 TOTAL	33,514,000	
YEAR 2					
Community/School	Grade	Project Status	Request Type	2022 Cost (\$)	Number of Years Previously Listed in Capital Plan
C-2 Saddle Ridge Middle ^{(2)^}	5-9	New Request	Design for 900	1,211,000	2
C-3 Cornerstone High School [^]	10-12	New Request	Design for 1800	2,422,000	2
			YEAR 2 TOTAL	3,633,000	
YEAR 3					
Community/School	Grade	Project Status	Request Type	2022 Cost (\$)	Number of Years Previously Listed in Capital Plan
C-4 Saddle Ridge Middle ^{(2)^}	5-9	New Request	Construction for 900	29,979,000	2
C-5 Cornerstone High School [^]	10-12	New Request	Construction for 1800	66,718,000	2
			YEAR 3 TOTAL	96,697,000	
			GRAND TOTAL	133,844,000	

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

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

[^]These projects are broken into 2 phases due to lack of site readiness. Year could change, dependent on when site is ready for construction.

Table 2: School Major Modernizations					
Three-Year School Capital Plan 2023-2026 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2022 Cost (\$)	Number of Years Previously Listed in Capital Plan
M-1 John G. Diefenbaker High School	10-12	Modernization Request	Major Modernization	29,723,000	13
M-2 Annie Gale School	7-9	Modernization Request	Major Modernization	8,110,000	1
M-3 A.E. Cross School	7-9	Modernization Request	Major Modernization	18,695,000	4*
			YEAR 1 TOTAL	56,528,000	
YEAR 2					
Community/School	Grade	Project Status	Request Type	2022 Cost (\$)	Number of Years Previously Listed in Capital Plan
M-4 Sir John A. Macdonald School	7-9	Modernization Request	Major Modernization	14,081,000	1
M-5 Annie Foote School	K-6	Modernization Request	Major Modernization	11,449,000	7
M-6 Altadore School	K-6	Modernization Request	Major Modernization	8,588,000	14
M-7 Cedarbrae School	K-6	Modernization Request	Major Modernization	8,588,000	7
			YEAR 2 TOTAL	42,706,000	
YEAR 3					
Community/School	Grade	Project Status	Request Type	2022 Cost (\$)	Number of Years Previously Listed in Capital Plan
M-8 Ranchlands School	K-6	Modernization Request	Major Modernization	12,880,000	7
M-9 Janet Johnstone School	K-4	Modernization Request	Major Modernization	9,577,000	7
M-10 Queen Elizabeth School	K-6	Modernization Request	Major Modernization	9,577,000	7
			YEAR 3 TOTAL	32,034,000	
			GRAND TOTAL	131,268,000	

Note: * Number of Years was incorrect for Modernizations in the 2022-2025 Capital Plan.

Table 3: New School Construction and Major Modernizations

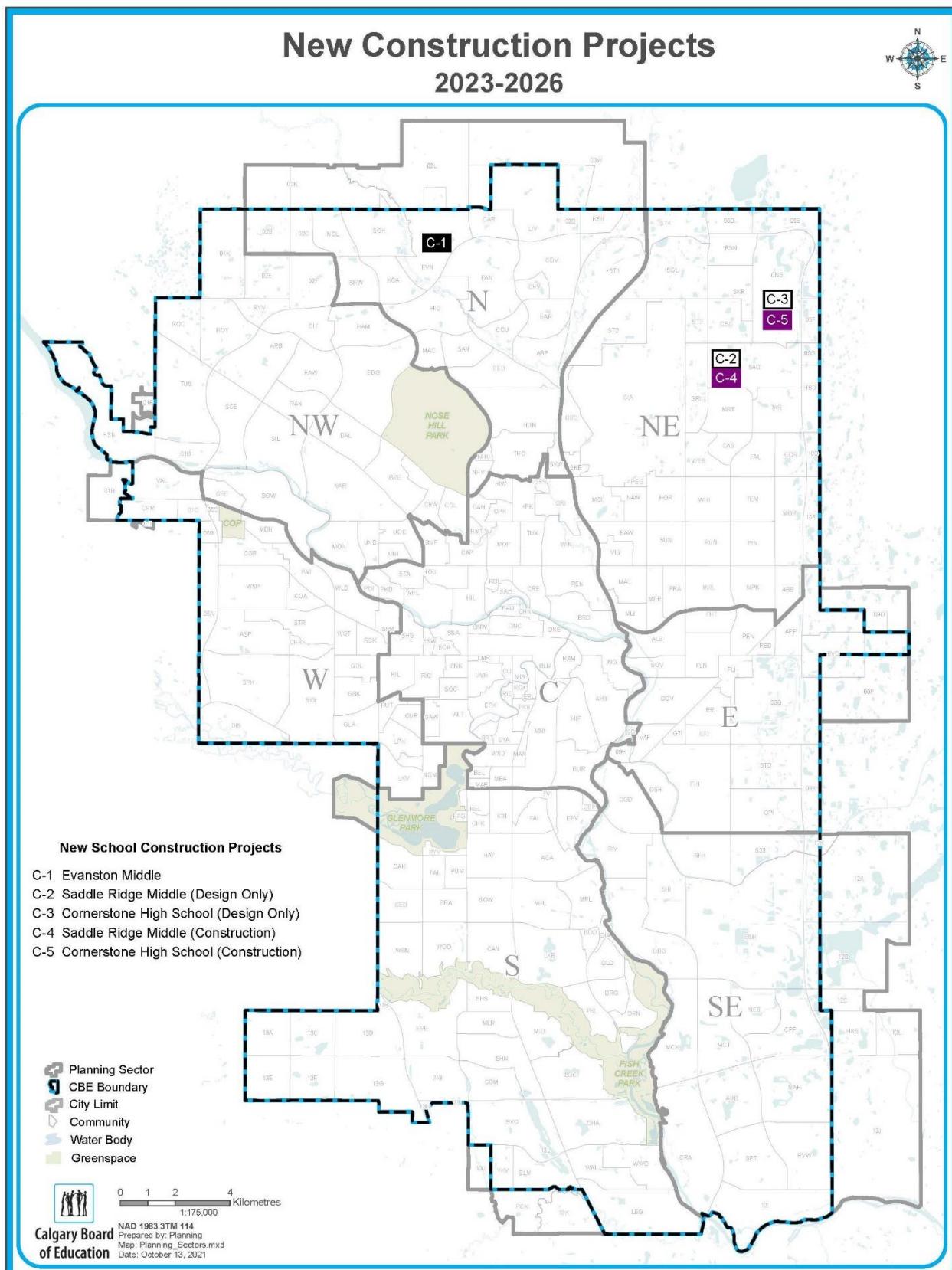
Three-Year School Capital Plan 2023-2026 Priorities					Number of Years Previously Listed in Capital Plan
Priority Ranking	Project Description	Grade	Project Status	Request Type	
YEAR 1					
1	Evanston Middle	5-9	New Request	Full buildout to 900	33,514,000
2	John G. Diefenbaker High School	10-12	Modernization Request	Major Modernization	29,723,000
3	Annie Gale School	7-9	Modernization Request	Major Modernization	8,110,000
4	A.E. Cross School	7-9	Modernization Request	Major Modernization	18,695,000
				YEAR 1 TOTAL	90,042,000
YEAR 2					
5	Saddle Ridge Middle ^{(2)^}	5-9	New Request	Design for 900	1,211,000
6	Cornerstone High School [^]	10-12	New Request	Design for 1800	2,422,000
7	Sir John A. Macdonald School	7-9	Modernization Request	Major Modernization	14,081,000
8	Annie Foote School	K-6	Modernization Request	Major Modernization	11,449,000
9	Altadore School	K-6	Modernization Request	Major Modernization	8,588,000
10	Cedarbrae School	K-6	Modernization Request	Major Modernization	8,588,000
				YEAR 2 TOTAL	46,339,000
YEAR 3					
11	Saddle Ridge Middle ^{(2)^}	5-9	New Request	Construction for 900	29,979,000
12	Cornerstone High School [^]	10-12	New Request	Construction for 1800	66,718,000
13	Ranchlands School	K-6	Modernization Request	Major Modernization	12,880,000
14	Janet Johnstone School	K-4	Modernization Request	Major Modernization	9,577,000
15	Queen Elizabeth School	K-6	Modernization Request	Major Modernization	9,577,000
				YEAR 3 TOTAL	128,731,000
				GRAND TOTAL	265,112,000

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

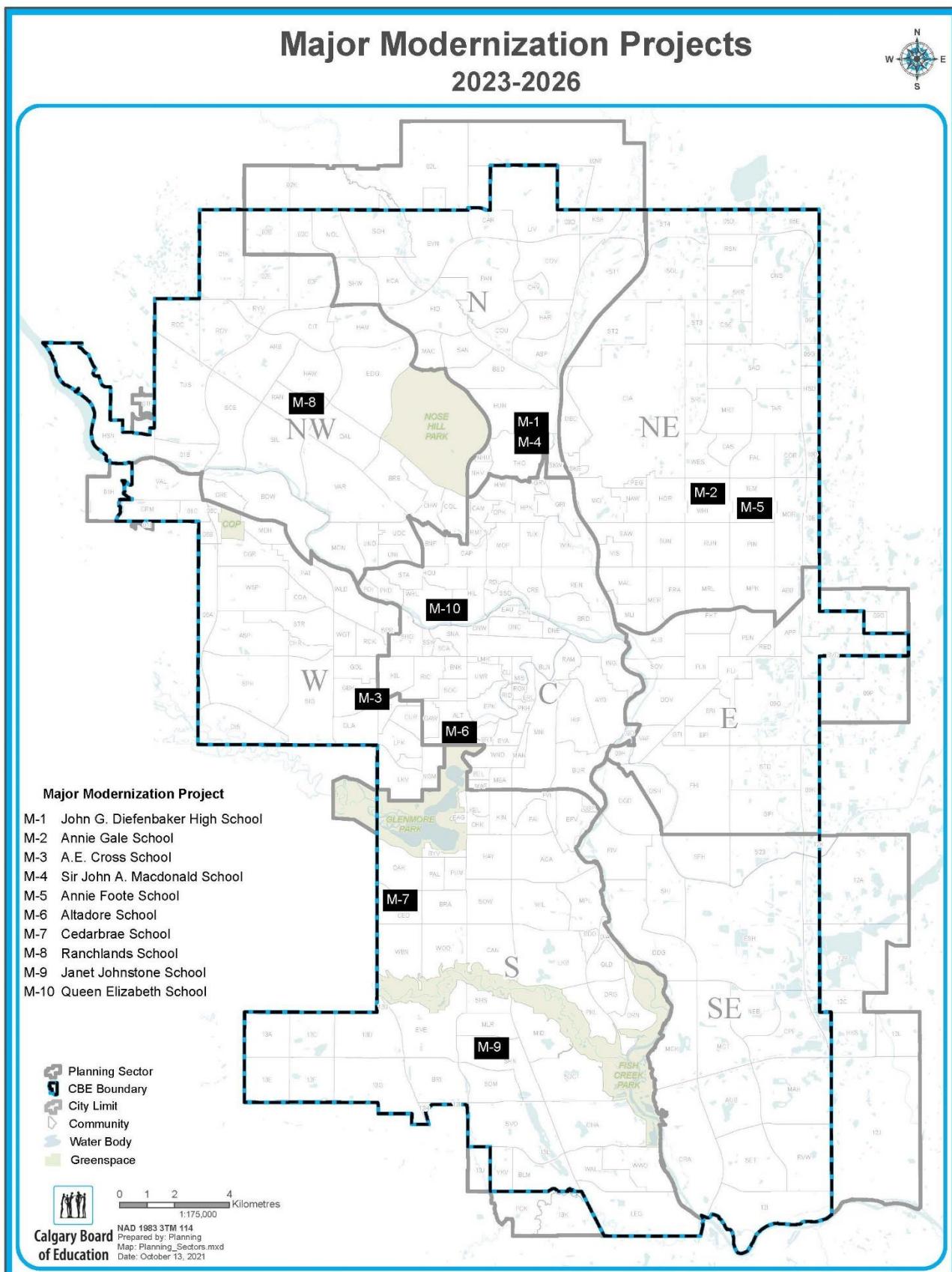
⁽²⁾ = second school of that type for the community

[^]These projects are broken into 2 phases due to lack of site readiness. Year could change, dependent on when site is ready for construction.

Map 5



Map 6



5.0	2023-2026 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 between 2016-2019.
	Enrolment Profile
	<ul style="list-style-type: none"> ▪ As of September 30, 2021, there were 949 kindergarten to Grade 4 and 710 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 \$33,514,000.

5.0	2023-2026 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 between 2016-2019.
Enrolment Profile	
	<ul style="list-style-type: none"> ▪ As of the September 30, 2021, there were 1,265 kindergarten to Grade 4 and 1,258 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 Lougheed 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 2024.
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 \$1,211,000. ▪ Priority C-4 = The total construction cost is budgeted at \$29,979,000. ▪ The total project cost is budgeted at \$31,190,000.

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

5.0 | 2023-2026 SCHOOL CAPITAL PLAN

New Construction

Priorities C-3 (design) & C-5 (construction) Cornerstone High

School Community Profile

The Cornerstone High School will serve the residents of the northern northeast communities.

- 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

- There are over 5,400 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 110%. Lester B. Pearson High School has a provincial capacity of 1,739 student spaces and a utilization of 95%.
- Combined, the northern northeast communities of Cityscape, Cornerstone, Redstone and Skyview Ranch currently have 405 Grades 10-12 students. This number has increased 27% from 2019.
- The northeast sector of the City is projected to account for 23% of all growth in the City from 2021-2025 with a population increase of 20,797 according to the City of Calgary's *Suburban Residential Growth 2021-2025* document published in November 2021.
- 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 (2019 Civic Census), 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 (2019 Civic Census) 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 833 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 \$2,422,000.
- Priority C-5 = The total construction cost is budgeted at \$66,718,000.
- The total project cost is budgeted at \$69,140,000.

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

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

CTS courses are designed to engage students in learning in authentic, relevant and personalized learning environments. Through this approach to learning, students transition from their high school experience more successfully into the world of work or into post-secondary education. Creating these personalized pathways through CTS courses and programs allow students the opportunity to examine their career goals and expand their interests in future success.

Facility Description

The original two storey building, complete with gymnasium, partial lower level (walkout) basement, performance space, and mechanical penthouse was constructed in 1971. In 1990, a single storey addition with lower level was added. Additionally, there are four dated modular units located on site. There have been several interior renovations over the years to improve existing spaces.

Overall construction comprises a foundation of grade beams and strip footings complete with reinforced concrete slabs on grade. The superstructure consists of both exterior and interior masonry load bearing block, or poured in place walls and columns. Roof structure is steel deck on steel joists on bearing walls. The majority of the roof assembly is a bituminous built-up (BUR) system (last replaced in 1988).

The exterior is a combination of red brick, ribbed block, and stucco. Windows are typically double glazed units and aluminum framed. Exterior doors are steel and painted.

The total area of the main building is 13876 m² consisting of 54 classrooms. The classrooms range in size and have access to natural light.

In 2018, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:

- Mechanical: requires upgrades (some space temperature controls require repair or replacement; life-cycle issues are soon to be an issue)
- Electrical: systems require upgrading (review and replace as required all life-cycle components).

6.0 | 2023-2026 SCHOOL CAPITAL PLAN

Major Modernizations

Priority M-1 John G. Diefenbaker High School

Modernization

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.

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, new stairs and updated fire separations), hazardous material abatement and addressing all gender washrooms and barrier-free accessibility.

The total project cost is estimated to be \$29,723,000.

6.0 | 2023-2026 SCHOOL CAPITAL PLAN

Major Modernizations

Priority M-2 Annie Gale School

Current and Future Student Accommodation Plan

Annie Gale School is located in northeast Calgary in the community of Whitehorn, which is an established community in the Northeast planning sector.

- **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 from 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.

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.

Facility Description

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.

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.

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:

- 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 | 2023-2026 SCHOOL CAPITAL PLAN

Major Modernizations

Priority M-2 Annie Gale School

Modernization

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). Some renewal and replacement of critical mechanical system components has been undertaken over the previous year, however, significant investment is still required for the mechanical system. 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.

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.

The total project cost is estimated to be \$8,110,000.

6.0 | 2023-2026 SCHOOL CAPITAL PLAN

Major Modernizations

Priority M-3 A.E. Cross School

Current and Future Student Accommodation Plan

A.E. Cross School is located in southwest Calgary in the community of Glenbrook, which is an established community in the West planning sector.

- **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.

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.

Facility Description

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.

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.

6.0	2023-2026 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. Some renewal and replacement of critical mechanical and electrical system components occurred over the previous year; however, significant investment is still required for the mechanical and electrical systems. 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 \$18,695,000.</p>	

6.0	2023-2026 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	2023-2026 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 \$14,081,000.</p>

6.0 | 2023-2026 SCHOOL CAPITAL PLAN

Major Modernizations

Priority M-5 Annie Foote School

Current and Future Student Accommodation Plan

Annie Foote School is located in northeast Calgary in the community of Temple, which is an established community in the Northeast planning sector.

▪ 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.

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.

Facility Description

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.

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:

- 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 | 2023-2026 SCHOOL CAPITAL PLAN

Major Modernizations

Priority M-5 Annie Foote School

Modernization

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.

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.

The total project cost is estimated to be \$11,449,000.

6.0 | 2023-2026 SCHOOL CAPITAL PLAN

Major Modernizations

Priority M-6 Altadore School

Current and Future Student Accommodation Plan

Altadore School is located in southwest Calgary in the community of Altadore which is in the inner city in the Centre planning sector.

- **Regular Program**

Altadore School currently accommodates for kindergarten to Grade 6 students living in Altadore.

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.

Facility Description

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.

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:

Mechanical: systems require upgrading (hot water tanks, boiler, ventilators, etc.).

Modernization

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.

The total project cost is estimated to be \$8,588,000.

Major Modernizations

Priority M-7 Cedarbrae School

Current and Future Student Accommodation Plan

Cedarbrae School is located in southwest Calgary in the community of Cedarbrae, which is an established community in the South planning sector.

- **Regular Program**

Cedarbrae School currently accommodates kindergarten to Grade 6 students living in Cedarbrae.

- **System Classes**

Cedarbrae School currently accommodates Bridges classes.

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.

Facility Description

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.

The original built-up-roof (BUR) roof was replaced with SBS roofing in 2011. The building is cladded 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.

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:

- 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	2023-2026 SCHOOL CAPITAL PLAN
	Major Modernizations
	Priority M-7 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 \$8,588,000.</p>

Major Modernizations

Priority M-8 Ranchlands School

Current and Future Student Accommodation Plan

Ranchlands School is located in northwest Calgary in the community of Ranchlands, which is an established community in the Northwest planning sector.

- **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.

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.

Facility Description

The permanent 2-storey building was constructed in 1980. Eight relocatables (4 two-storey blocks) were included as part of the original construction.

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.

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:

- 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 | 2023-2026 SCHOOL CAPITAL PLAN

Major Modernizations

Priority M-8 Ranchlands School

Modernization

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.

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.

The total project cost is estimated to be \$12,880,000.

6.0 | 2023-2026 SCHOOL CAPITAL PLAN

Major Modernizations

Priority M-9 Janet Johnstone School

Current and Future Student Accommodation Plan

Janet Johnstone School is located in southwest Calgary in the community of Shawnessy, which is in the South planning sector.

- **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.

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.

Facility Description

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.

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:

- 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

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.

The total project cost is estimated to be \$9,577,000.

Major Modernizations**Priority M-10 Queen Elizabeth School****Current and Future Student Accommodation Plan**

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.

▪ Regular Program

Queen Elizabeth School currently accommodates kindergarten to Grade 6 students living in a portion of West Hillhurst and Hillhurst.

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.

Facility Description

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.

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:

- 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).

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Major Modernizations

Priority M-10 Queen Elizabeth School

Modernization

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.

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).

The total project cost is estimated to be \$9,577,000.

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

K-GR4 Students by Enrolment 2021-2022			
Planning Sector	K-GR4 Students	K-GR4 Capacity	% Utilization
Centre	5,272	7,005	75.3%
East	1,955	2,935	66.6%
North	5,004	6,563	76.2%
NorthEast	7,828	9,031	86.7%
NorthWest	7,169	9,191	78.0%
South	8,247	11,934	69.1%
SouthEast	4,266	5,330	80.0%
West	4,161	5,264	79.0%
Total	43,902	57,253	76.7%

Notes:

- Student numbers are based on ArcView data as at September 30, 2021 (K@FTE to Grade 9)
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)

Planning Sector Utilization Rates by Enrolment K-GR4

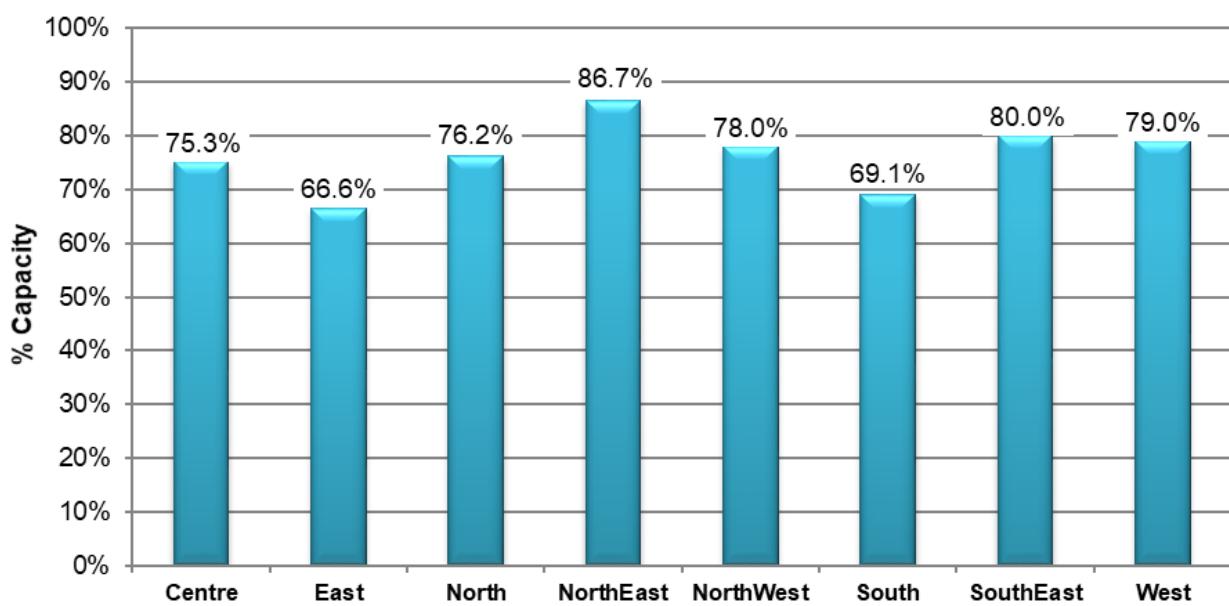


Table 2: Capacity by Enrolment for GR 5-9 (%)

GR5-GR9 Students by Enrolment 2021-2022			
Planning Sector	GR 5-9 Students	GR 5-9 Capacity	% Utilization
Centre	7,215	7,964	90.6%
East	2,261	3,206	70.5%
North	4,309	4,453	96.8%
NorthEast	8,401	9,702	86.6%
NorthWest	8,670	9,756	88.9%
South	10,630	13,175	80.7%
SouthEast	4,030	4,498	89.6%
West	4,782	5,884	81.3%
Total	50,298	58,638	85.8%

Notes:

- Student numbers are based on ArcView data as at September 30, 2021 (K@FTE to Grade 9)
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)

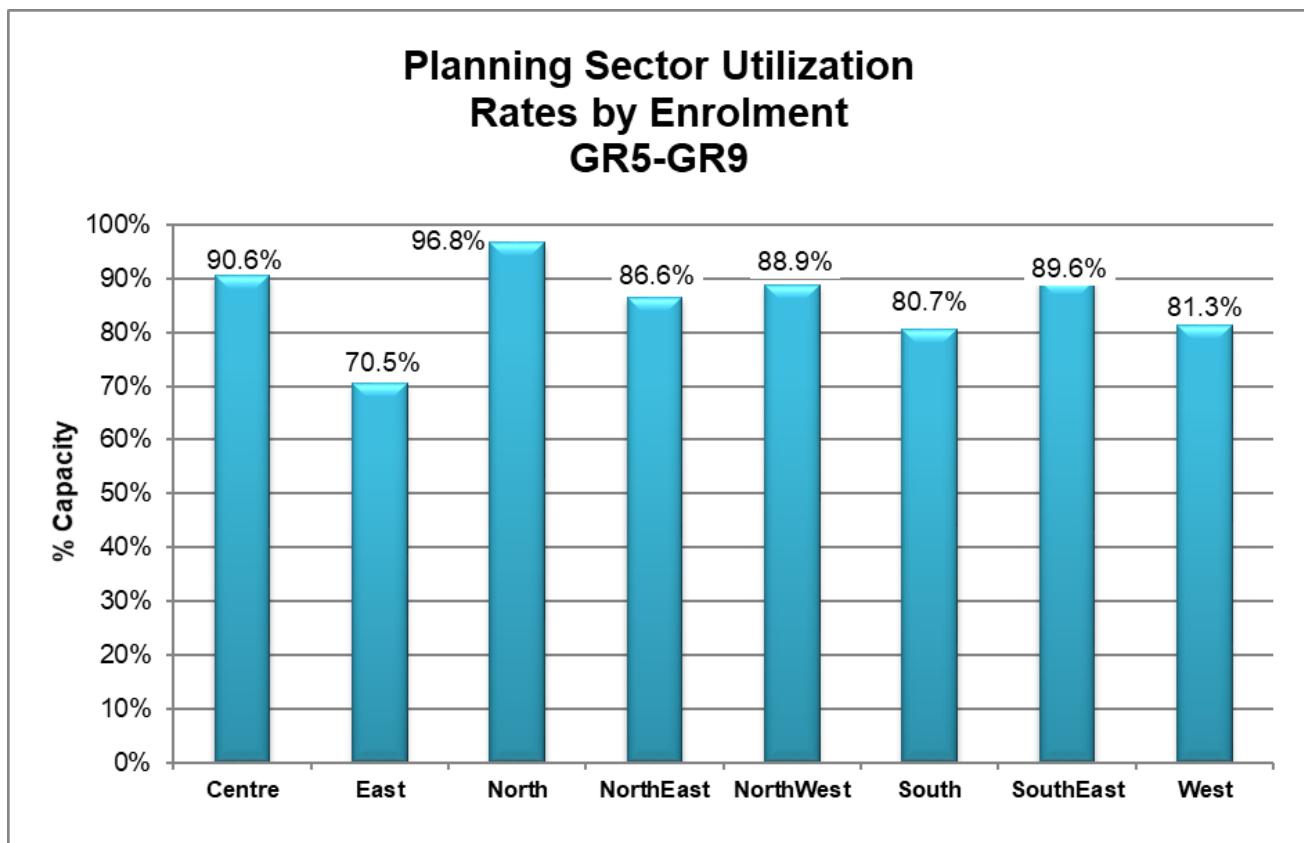


Table 3: Capacity by Enrolment for K-GR9 (%)

K-GR9 Students by Enrolment 2021-2022			
Planning Sector	Elementary/Junior High Students	Elementary/Junior High Capacity	% Utilization
Centre	12,487	14,969	83.4%
East	4,216	6,141	68.7%
North	9,313	11,016	84.5%
NorthEast	16,229	18,733	86.6%
NorthWest	15,839	18,947	83.6%
South	18,877	25,109	75.2%
SouthEast	8,296	9,828	84.4%
West	8,943	11,148	80.2%
Total	94,200	115,891	81.3%

Notes:

- Student numbers are based on ArcView data as at September 30, 2021 (K@FTE to Grade 9)
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)

**Planning Sector Utilization
Rates by Enrolment
K-GR9**

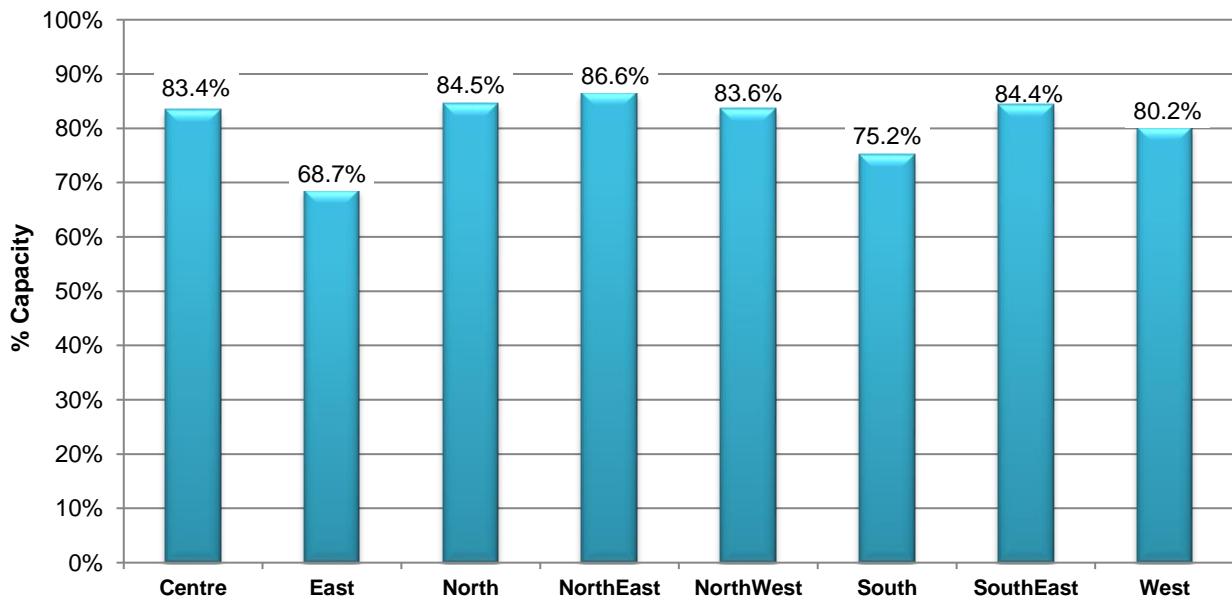


Table 4: Capacity by Enrolment for Senior High (%)

Senior High (GR10-12) Students by Enrolment 2021-2022			
Planning Sector	Senior High Students	Senior High Capacity	% Utilization
Centre	7,584	9,195	82.5%
East	2,062	2,593	79.5%
North	1,627	1,503	108.3%
NorthEast	3,626	3,534	102.6%
NorthWest	5,042	5,272	95.6%
South	6,303	8,013	78.7%
SouthEast	1,727	1,766	97.8%
West	3,484	3,727	93.5%
Total	31,455	35,603	88.3%

Notes:

- Student numbers are based on ArcView data as at September 30, 2021
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)

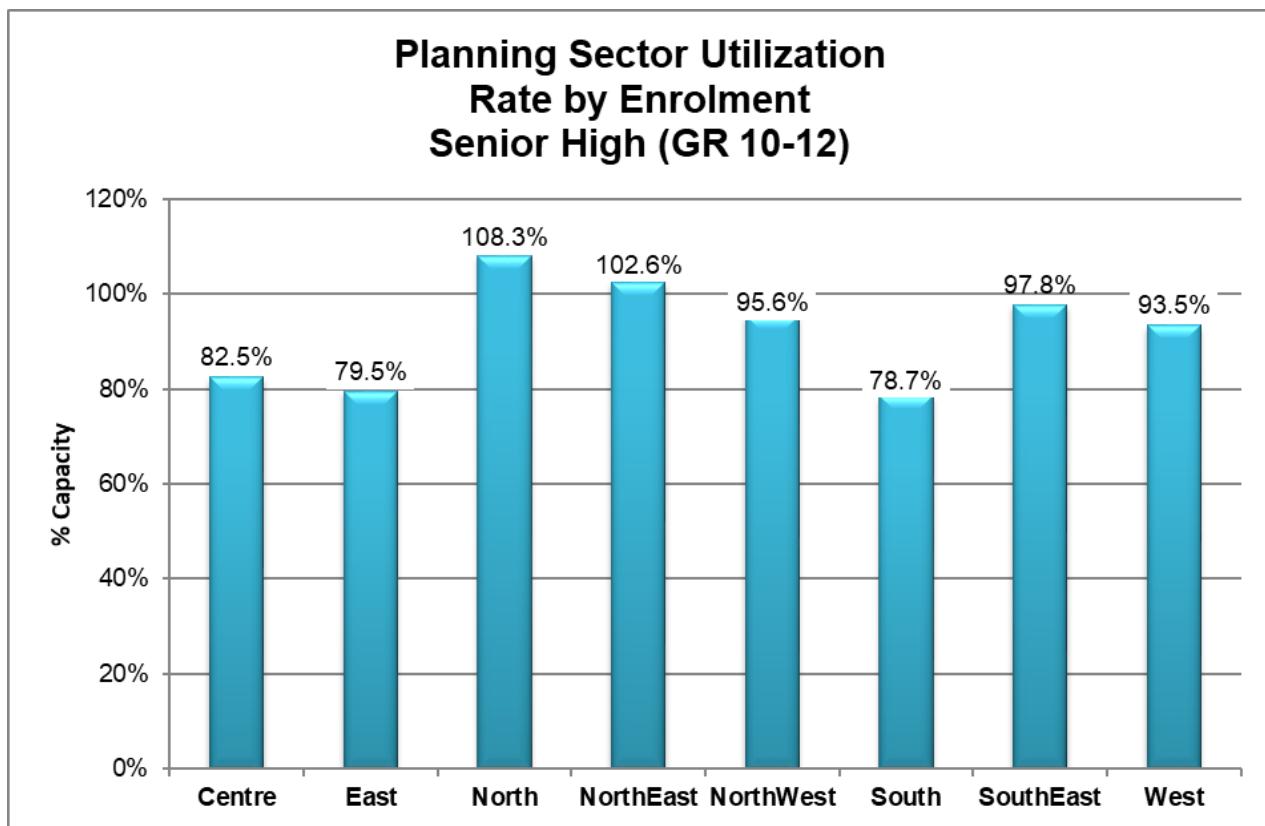


Table 5: Capacity by Residence for K-GR4 (%)

K-GR9 Students by Residence 2021-2022			
Planning Sector	K-GR4 Students	K-GR4 Capacity	% Utilization
Centre	5,003	7,005	71.4%
East	1,787	2,935	60.9%
North	6,645	6,563	101.2%
NorthEast	8,179	9,031	90.6%
NorthWest	5,550	9,191	60.4%
South	7,090	11,934	59.4%
SouthEast	5,447	5,330	102.2%
West	4,152	5,264	78.9%
Total	43,736	57,253	76.4%

Notes:

- Student numbers are based on ArcView data as at September 30, 2021 (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](#)

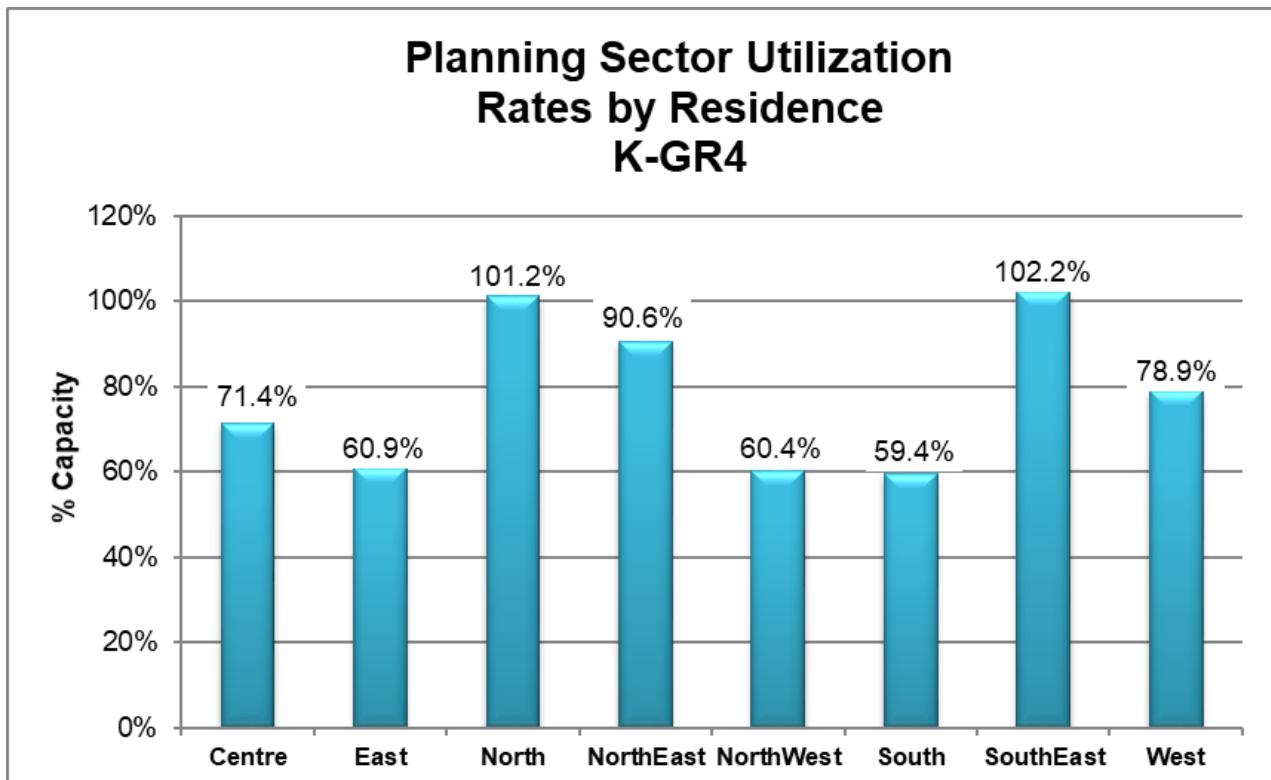


Table 6: Capacity by Residence for GR 5-9 (%)

K-GR9 Students by Residence 2021-2022			
Planning Sector	GR 5-9 Students	GR 5-9 Capacity	% Utilization
Centre	4,623	7,964	58.0%
East	2,081	3,206	64.9%
North	7,546	4,453	169.5%
NorthEast	8,940	9,702	92.1%
NorthWest	7,557	9,756	77.5%
South	8,759	13,175	66.5%
SouthEast	5,894	4,498	131.0%
West	4,813	5,884	81.8%
Total	50,213	58,638	85.6%

Notes:

- Student numbers are based on ArcView data as at September 30, 2021 (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**

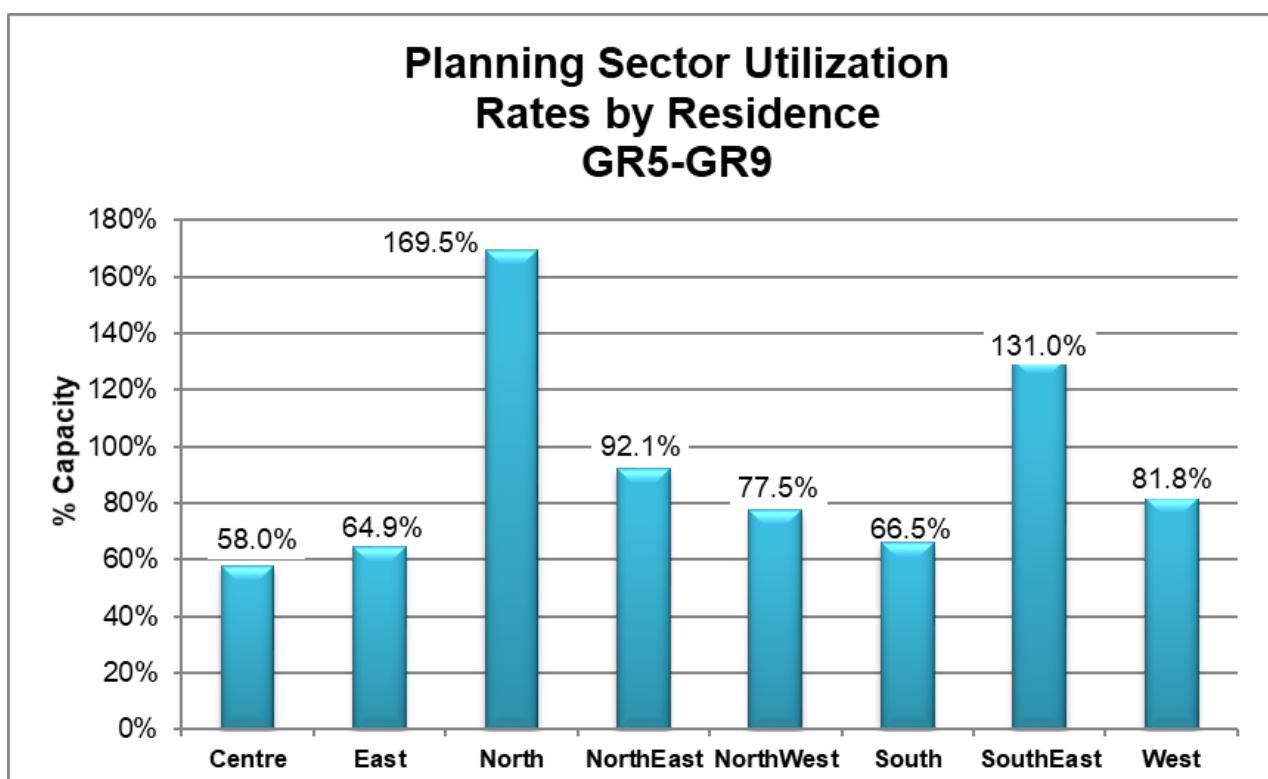


Table 7: Capacity by Residence for K-GR9 (%)

K-GR9 Students by Residence 2021-2022			
Planning Sector	Elementary/Junior High Students	Elementary/Junior High Capacity	% Utilization
Centre	9,626	14,969	64.3%
East	3,868	6,141	63.0%
North	14,191	11,016	128.8%
NorthEast	17,119	18,733	91.4%
NorthWest	13,107	18,947	69.2%
South	15,849	25,109	63.1%
SouthEast	11,341	9,828	115.4%
West	8,965	11,148	80.4%
Total	94,066	115,891	81.2%

Notes:

- Student numbers are based on ArcView data as at September 30, 2021 (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**

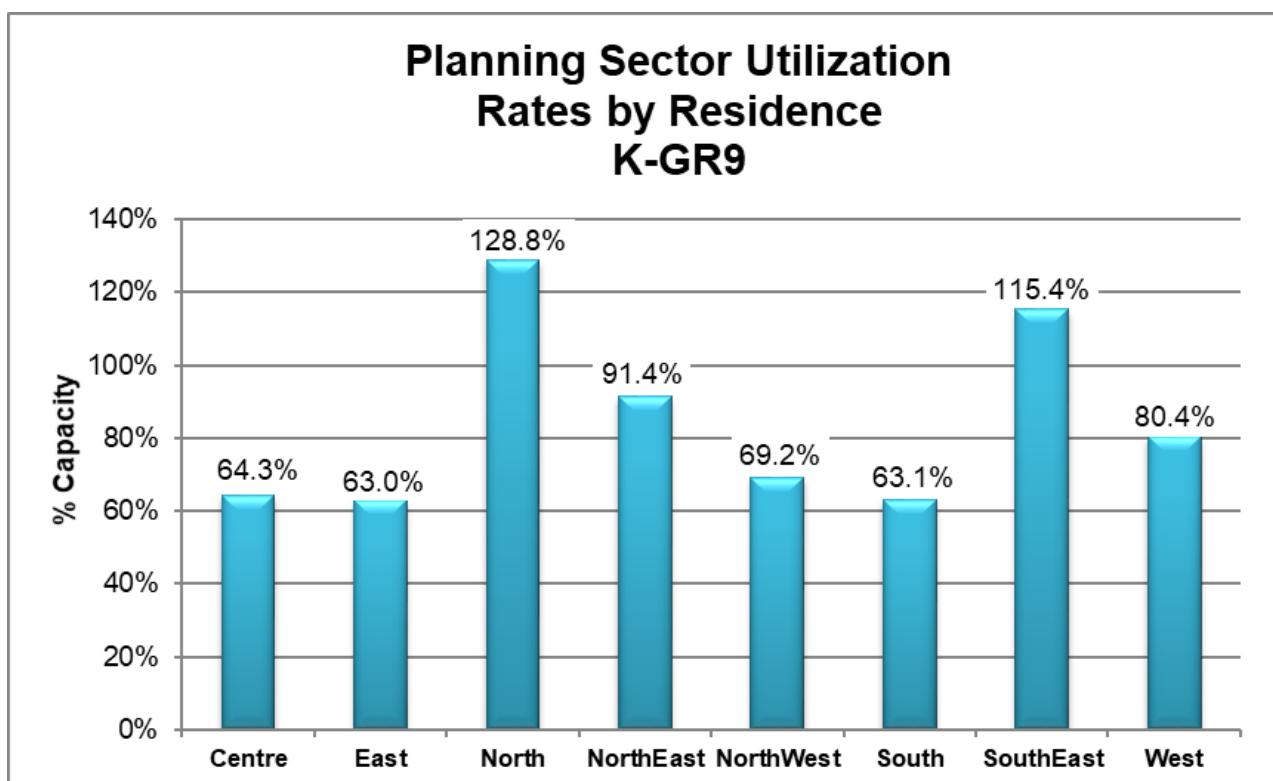
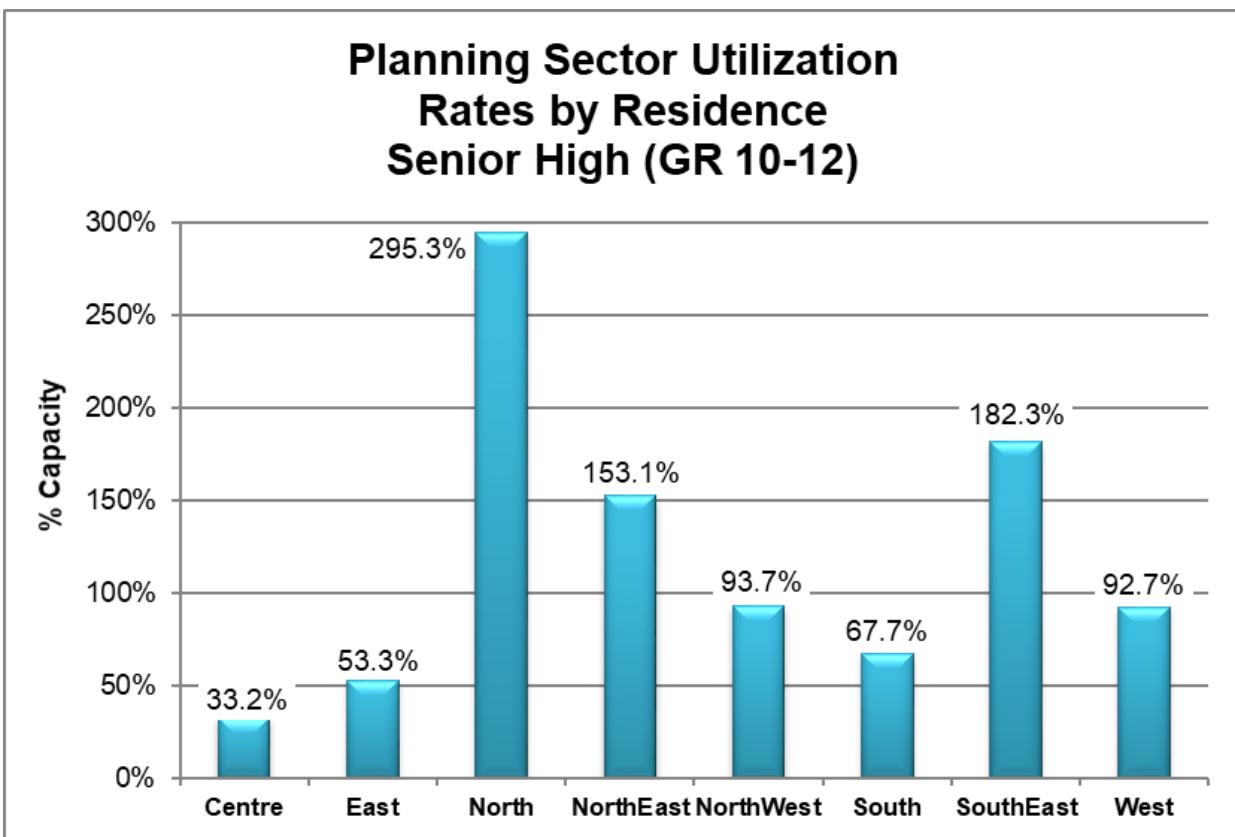


Table 8: Capacity by Residence for Senior High (%)

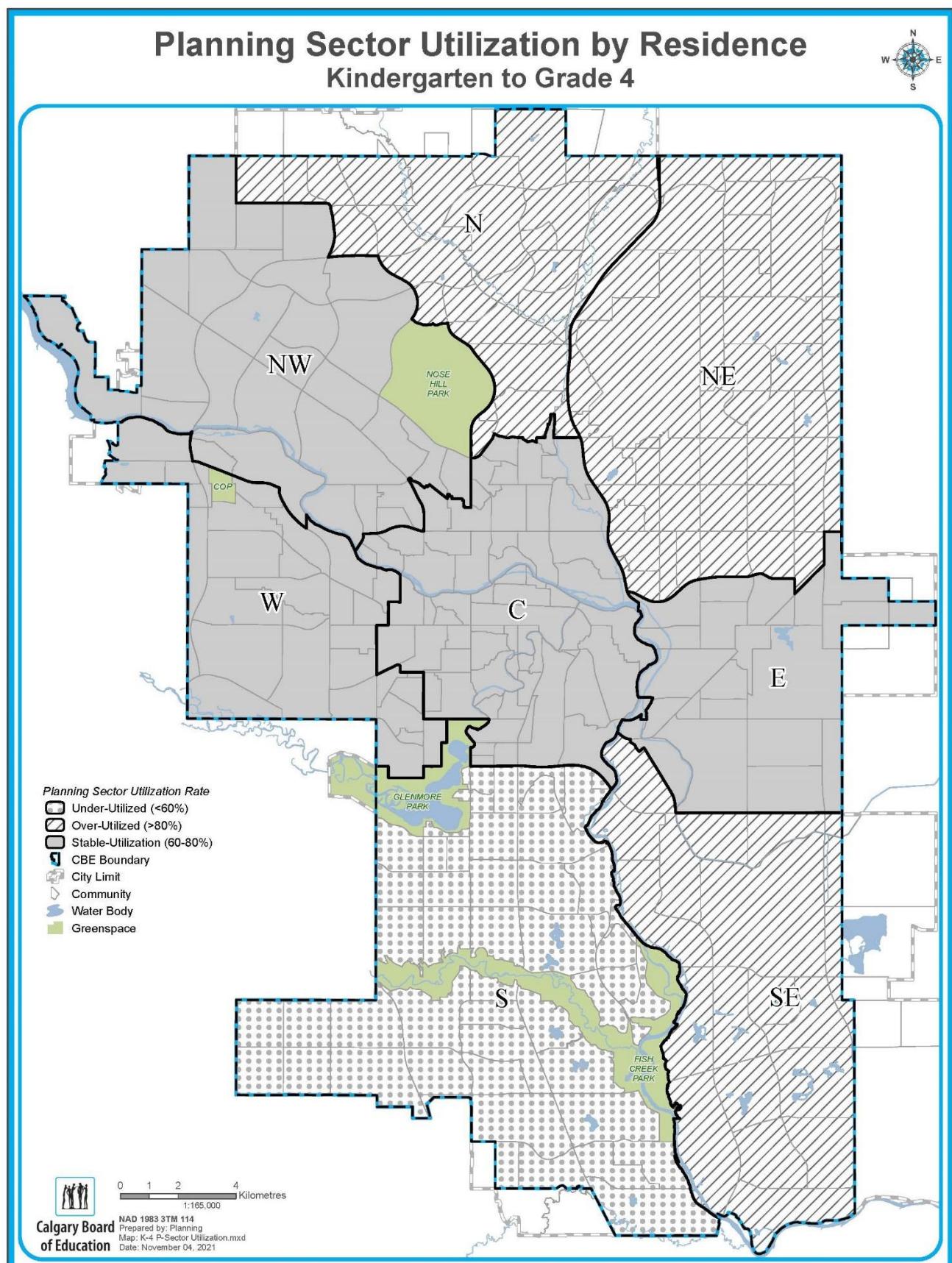
Senior High (GR10-12) Students by Residence 2021-2022			
Planning Sector	Senior High Students	Senior High Capacity	% Utilization
Centre	3,056	9,195	33.2%
East	1,383	2,593	53.3%
North	4,439	1,503	295.3%
NorthEast	5,410	3,534	153.1%
NorthWest	4,942	5,272	93.7%
South	5,425	8,013	67.7%
SouthEast	3,220	1,766	182.3%
West	3,455	3,727	92.7%
Total	31,330	35,603	88.0%

Notes:

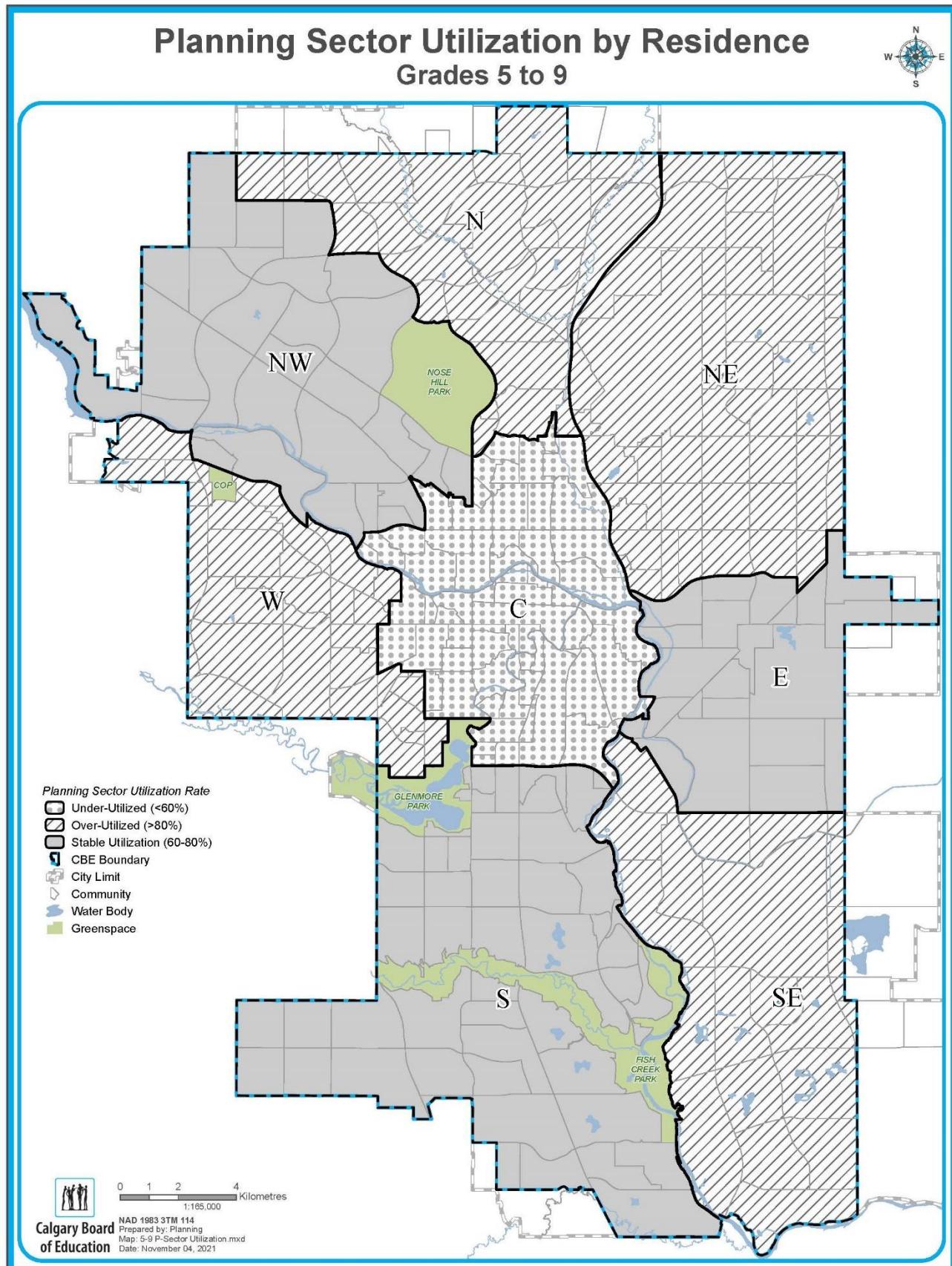
- Student numbers are based on ArcView data as at September 30, 2021
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)
- Under-utilized and over-utilized are shown on **Map 10**



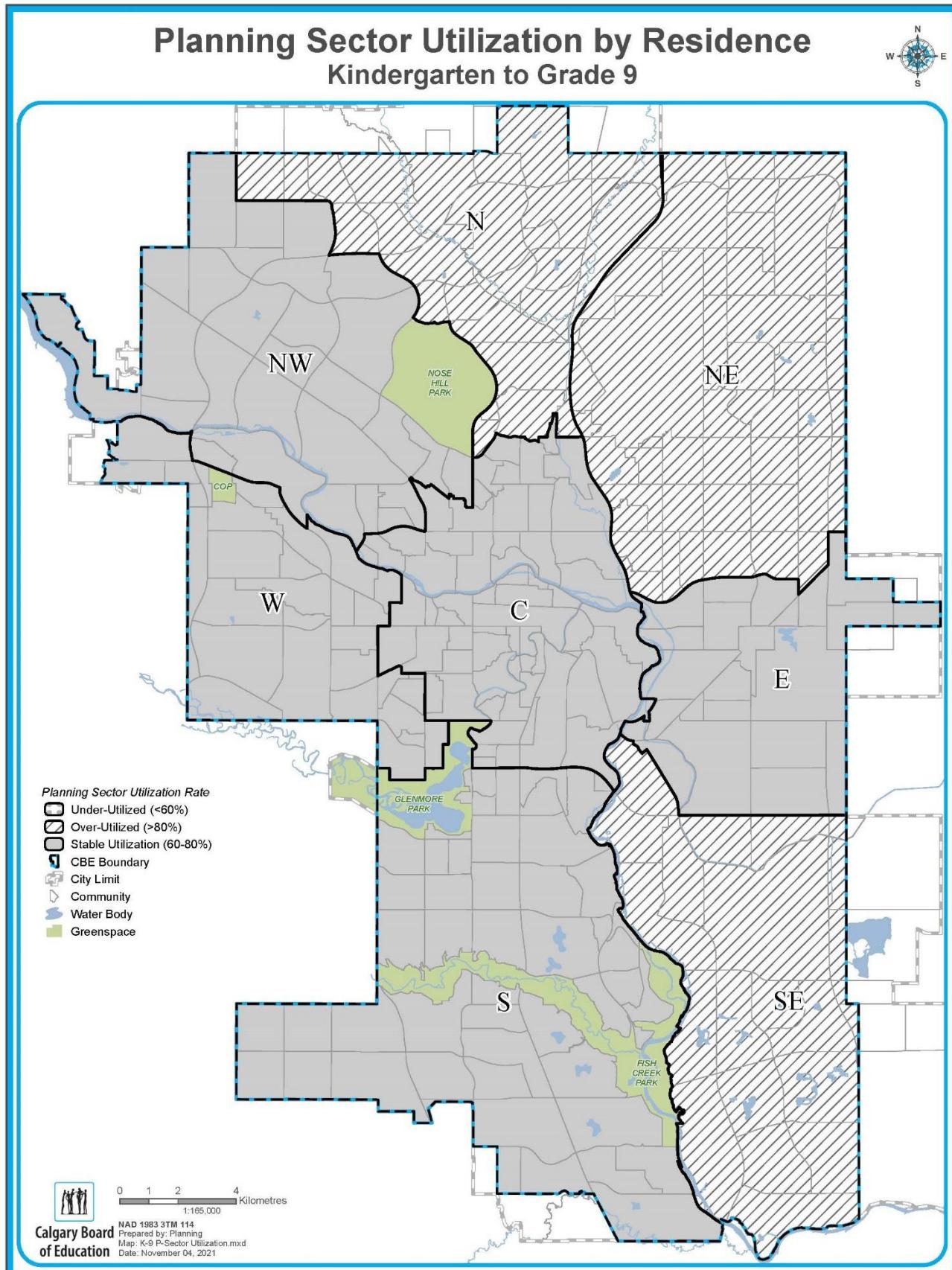
Map 7



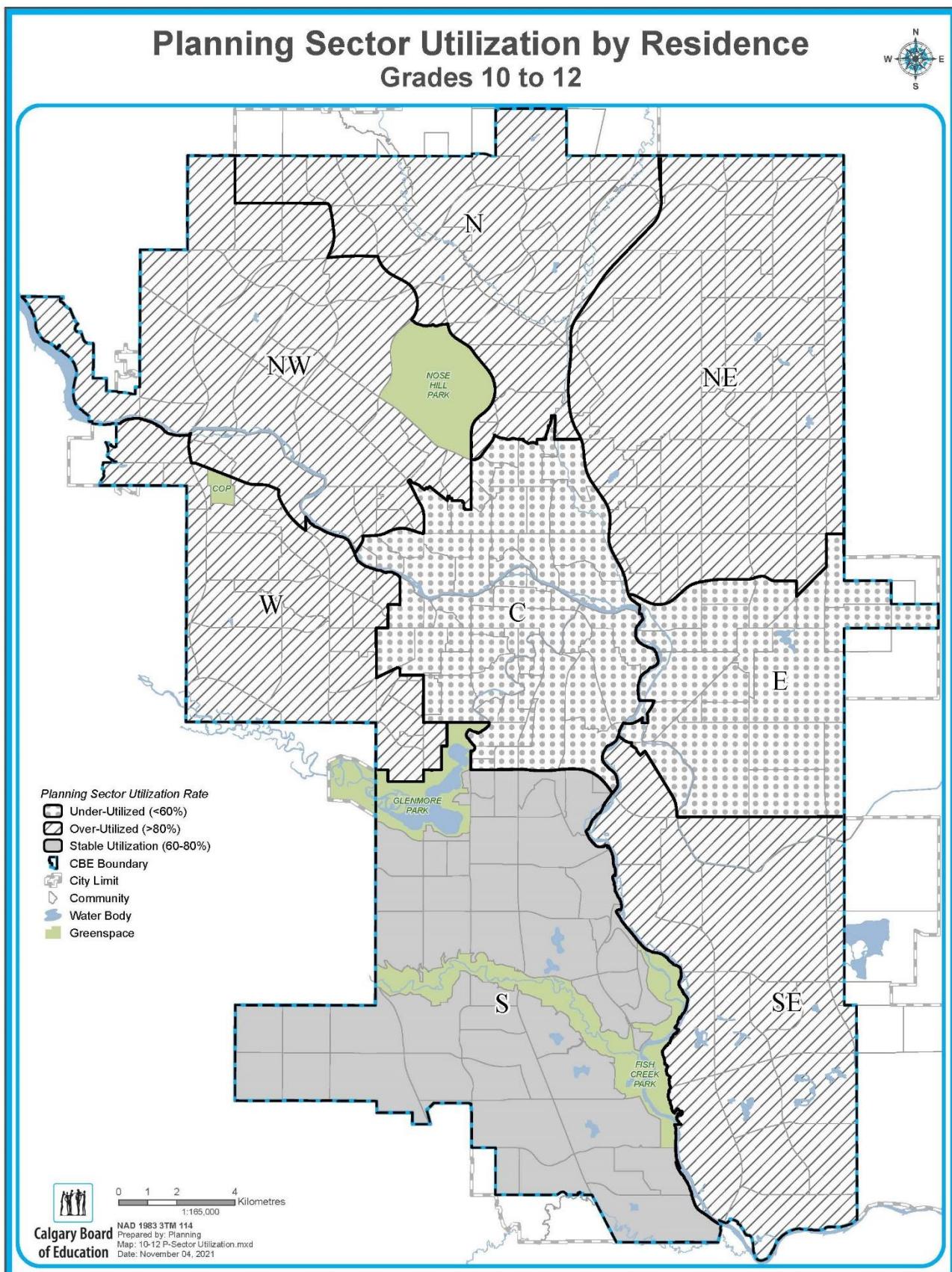
Map 8



Map 9



Map 10



APPENDIX II

Modernization Information

Rank	Modernization	Points	Planning Sector	Grade
1	Annie Gale School	49	Northeast	7-9
2	A.E. Cross School	48	West	7-9
3	Sir John A. Macdonald School	48	North	7-9
4	Annie Foote School	40	Northeast	K-6
5	Altadore School	39	Centre	K-6
6	Cedarbrae School	39	South	K-6
7	Ranchlands School	38	Northwest	K-6
8	Janet Johnstone School	38	South	K-4
9	Queen Elizabeth School	30	Centre	K-6

Major Modernization Ranking Points 2023-2026 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	-	6	4	9	20	39
Queen Elizabeth School	-	2	6	7	15	30
East Planning Sector						
-	-	-	-	-	-	-
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	8	6	10	20	49
Northwest Planning Sector						
Ranchlands School	-	4	3	11	20	38
South Planning Sector						
Cedarbrae School	-	2	4	13	20	39
Janet Johnstone School	-	2	4	12	20	38
Southeast 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
<i>Note: the higher the number, the poorer the facility</i>	

APPENDIX III

Community Ranking for New Schools

Rank	Community	Points	Planning Sector	Grade
1	Evanston Middle	1789	N	5-9
2	Saddle Ridge Middle ⁽²⁾ ^	1786	NE	5-9
3	Evanston Elementary ⁽²⁾	1768	N	K-4
4	Sage Hill/Kincora Middle	1371	N	5-9
5	Sage Hill Elementary	1330	N	K-4
6	Nolan Hill Elementary	1206	N	K-4
7	Sherwood/Nolan Hill Middle	1199	N	5-9
8	Redstone Elementary	1195	NE	K-4
9	Mahogany Middle	1020	SE	5-9
10	Cityscape/Redstone Middle	998	NE	5-9
11	Walden Elementary	896	S	K-4
12	Kincora Elementary	828	N	K-4
13	Cougar Ridge Elementary	786	W	K-4
14	Aspen Woods Middle^	748	W	5-9
15	Valley Ridge/Crestmont Elementary	692	W	K-4
16	Sherwood Elementary	670	N	K-4
17	Signal Hill Middle	653	W	5-9
18	Livingston Elementary	531	N	K-4
19	Legacy Middle	512	S	5-9
20	Cornerstone Middle^	478	NE	5-9
21	Country Hills Elementary	311	N	K-4
22	Country Hills Middle	273	N	5-9

Notes:

1. ⁽²⁾ Indicates second school of that type.
2. ^ Site not ready, but anticipated to be in 2-3 years.
3. 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.
4. Projects that have received Design funding are not assessed through the points ranking criteria and will be retained at the top of the next year's list.

K-GR4 Statistics
2023-2026 Capital Submission

Community	Community Growth Profile (statistics)				Busing and Travel Time (statistics)			Existing K-GR4 School Awarded in Phases or Design Only School Approved
	2021 CRA data Ages 1-5	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**	174	97	23	7	14	3	no	no
*Evanston ⁽²⁾	*1247	*361	23	17	34	14	no	yes
Kincora	476	282	23	12	22	5	no	no
Livingston	305	136	23	10	28	13	no	no
Nolan Hill	788	328	23	13	25	11	no	no
Sage Hill	826	384	23	11	21	8	yes	no
Sherwood	401	209	23	10	17	7	no	no
Northeast Planning Sector								
Redstone	802	293	23	16	24	16	no	no
Northwest Planning Sector								
-	-	-	-	-	-	-	-	-
South Planning Sector								
Walden	554	262	21	10	22	11	no	no
Southeast Planning Sector								
-	-	-	-	-	-	-	-	-
West Planning Sector								
Cougar Ridge	444	312	4	14	7	2	no	no
Valley Ridge/Crestmont	453	199	4	7	19	10	no	no

Notes:

1. Canada Revenue Agency data, ages 1-5, provided by Baragar Systems.
2. **Country Hills is a K-9 grade configuration. Communities under consideration for a K-GR9 school are assessed through both the K-GR4 and GR5-9 point assessment process. The priority order is determined by the highest number of points in either of these two categories, not by the combined number of points.
3. ⁽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 CRA data and K-GR4 enrolments.
4. Housing Units information from The City of Calgary "2019 Civic Census" and building permits issued for 2019 and 2020.
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).
6. Busing and Travel Time information as per Transportation Services.
7. 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 CRA data total (1835-588=1247) & K-GR4 total (949-588=361), as it would be their second elementary.

K-GR4 Ranking Points
2023-2026 Capital Submission

Community	Community Growth Profile (points)			Busing and Travel Time (points)		Existing K-GR4 School Awarded in Phases or Design Only School Approved	Total Points
	2021 CRA data Ages 1-5	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		
East Planning Sector							
-	-	-	-	-	-	-	-
North Planning Sector							
Country Hills	174	97	40	0	0	0	311
*Evanston ⁽²⁾	*1247	*361	60	50	0	50	1768
Kincora	476	282	50	20	0	0	828
Livingston	305	136	50	40	0	0	531
Nolan Hill	788	328	50	40	0	0	1206
Sage Hill	826	384	50	20	50	0	1330
Sherwood	401	209	50	10	0	0	670
Northeast Planning Sector							
Redstone	802	293	60	40	0	0	1195
Northwest Planning Sector							
-	-	-	-	-	-	-	-
South Planning Sector							
Walden	554	262	50	30	0	0	896
Southeast Planning Sector							
-	-	-	-	-	-	-	-
West Planning Sector							
Cougar Ridge	444	312	30	0	0	0	786
Valley Ridge/Crestmont	453	199	20	20	0	0	692

Notes:

1. 0 points in Community Growth Profile = 0 points in Busing and Travel Time.
2. Canada Revenue Agency data, ages 1-5, provided by Baragar Systems.
3. **Country Hills is a K-9 grade configuration. Communities under consideration for a K-GR9 school are assessed through both the K-GR4 and GR5-9 point assessment process. The priority order is determined by the highest number of points in either of these two categories, not by the combined number of points.
4. ⁽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 CRA data and K-GR4 enrolments.
5. 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).
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 CRA data total (1835-588=1247) & K-GR4 total (949-588=361), as it would be their second elementary.

Middle/Junior (Grades 5-9) Statistics
2023-2026 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**	97	116	23	8	20	4	no	no	no
Evanston	949	710	23	13	23	12	no	yes	no
Sage Hill/Kincora	666	565	23	10	28	12	yes	no	no
Sherwood/Nolan Hill	537	572	23	12	33	9	no	no	no
Northeast Planning Sector									
Cityscape/Redstone	504	414	23	14	22	12	no	no	no
Cornerstone^	238	180	23	12	17	8	no	no	no
*Saddle Ridge ⁽²⁾ ^	1265	*301	23	21	6	2	yes	yes	yes
Northwest Planning Sector									
-	-	-	-	-	-	-	-	-	-
South Planning Sector									
Legacy	260	172	21	6	28	11	no	no	no
Southeast Planning Sector									
Mahogany	518	362	23	8	29	15	no	yes	no
West Planning Sector									
Aspen Woods^	333	325	4	11	15	5	no	yes	no
**Signal Hill	385	**168	4	7	28	4	no	yes	no

Notes:

1. Housing information from The City of Calgary "2019 Civic Census" and building permits issued for 2019 and 2020.
2. **Country Hills is a K-9 grade configuration. Communities under consideration for a K-GR9 school are assessed through both the K-GR4 and GR5-9 point assessment process. The priority order is determined by the highest number of points in either of these two categories, not by the combined number of points.
3. ⁽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.
4. ^ Site not ready, but anticipated to be in 2-3 years.
5. 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).
6. Busing and Travel Time information as per Transportation Services.
7. 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 (1258-957=301) total, as it would be their second middle.

**Signal Hill – deducted 199 (current provincial capacity is 687, GR5-6=29% of capacity) from GR5-9 (367-199=168) total, as Battalion Park School is K-6.

Middle/Junior (Grades 5-9) Ranking Points 2023-2026 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	97	116	40	20	0	0	0	273
Evanston	949	710	50	30	0	50	0	1789
Sage Hill/Kincora	666	565	50	40	50	0	0	1371
Sherwood/Nolan Hill	537	572	50	40	0	0	0	1199
Northeast Planning Sector								
Cityscape/Redstone	504	414	50	30	0	0	0	998
Cornerstone^	238	180	50	10	0	0	0	478
*Saddle Ridge ⁽²⁾ ^	1265	*301	70	0	50	50	50	1786
Northwest Planning Sector								
-	-	-	-	-	-	-	-	-
South Planning Sector								
Legacy	260	172	40	40	0	0	0	512
Southeast Planning Sector								
Mahogany	518	362	40	50	0	50	0	1020
West Planning Sector								
Aspen Woods^	333	325	30	10	0	50	0	748
**Signal Hill	385	**168	20	30	0	50	0	653

Notes:

1. 0 points in Community Growth Profile = 0 points in Busing and Travel Time.
2. **Country Hills is a K-9 grade configuration. Communities under consideration for a K-GR9 school are assessed through both the K-GR4 and GR5-9 point assessment process. The priority order is determined by the highest number of points in either of these two categories, not by the combined number of points.
3. ⁽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.
4. ^ Site not ready, but anticipated to be in 2-3 years.
5. 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).
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.

*Saddle Ridge⁽²⁾ – deducted 957 (current provincial capacity) from GR5-9 (1258-957=301) total, as it would be their second middle.

**Signal Hill – deducted 199 (current provincial capacity is 687, GR5-6=29% of capacity) from GR5-9 (367-199=168) total, as Battalion Park School is K-6.

CBE Point Assignments

Kindergarten - Grade 4						
Canada Revenue Agency (Age 1-5)						
Canada Revenue Agency Data (Ages 1-5)*						Actual Value
* <i>Provided by Baragar Systems</i>						
Current K-GR4 Enrolment						
Current K-GR4 Enrolment - September 30, 2021 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, 2021 enrolment	Actual Value											
GR5-9 Enrolment												
Current GR5-9 Enrolment - September 30, 2021 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						
* Based on City of Calgary Suburban Residential Growth (Prepared Annually)												
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							
** Distance travelled calculated using GIS to determine "centre" of the community to bus receiver school												
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.												

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	= <u>Weighted enrolment [K@FTE + enrolment + (Special Ed. × 3)]</u> 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

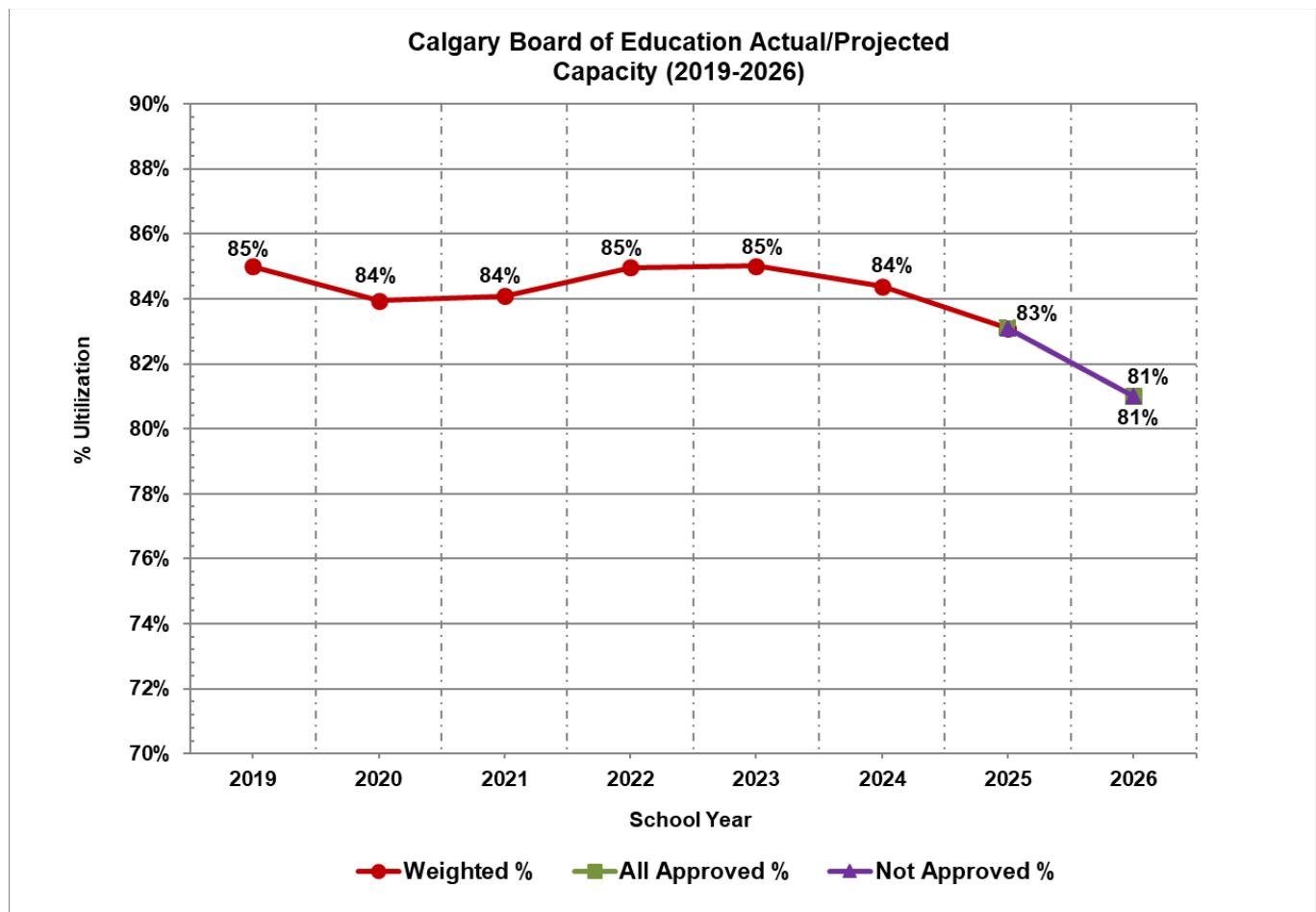
Area Capacity and Utilization Report	A report from Infrastructure that provides total capacity and utilization rates for a jurisdiction and its school facilities.
Barrier-Free	The <i>Alberta Building Code</i> defines the requirements to ensure that a school facility can accommodate people with special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

Attachment II

CBE System Utilization



Note: Assumes only Evanston Middle school is approved and occupied by 2026.

report to
Board of Trustees2022 Alberta School Boards Association (ASBA) Edwin Parr
Teacher Nominee

Date | March 8, 2022

Meeting Type | Regular Meeting, Public Agenda

To | Board of Trustees

From | Christopher Usih
Chief Superintendent of Schools

Purpose | Information

Originator | Rob Armstrong, Superintendent, Human Resources

Governance Policy Reference | OE-4: Treatment of Employees

Resource Person(s) | Ryan O'Shaughnessy, Consultant, Talent Management

1 | Recommendation

It is recommended:

- That **Safiya El Ferro** is the Calgary Board of Education nominee for the 2022 Alberta School Boards Association (ASBA) Edwin Parr Award.

2 | Issue

Nominations for the ASBA Edwin Parr Award are required to be received by the ASBA Zone 5 Chair by March 18, 2022.



3 | Background

The Alberta School Boards Association provides for an annual presentation of the Edwin Parr Teacher Award in recognition of outstanding teaching performance by a beginning teacher. Each ASBA Zone selects one nominee as a Zone winner. Six Zone winners will be recognized at the ASBA Fall General Meeting to be held in November, 2022. Nominations are open to any full or part-time first-year teacher (as defined by ASBA).

Attachment I to this report outlines the history of this award and the criteria for nomination and ultimate selection of winners.

4 | Analysis

A Calgary Board of Education selection committee was convened in February of 2022: Ryan O'Shaughnessy – Chair (Principal Consultant, Teacher Staffing), Heather Goodman (Coordinator, Teacher Staffing), Jeff Hutton (System Principal, Area 6), Kelly Arndt (Principal, Ted Harrison School), Michael Craig (Principal, Dr. Freda Miller School) and Christine Stiles (Principal, William Reid School). During the months of December and January, school Principals submitted nominations for the Edwin Parr Teacher Award to the Committee Chair. After evaluating all thirteen eligible nominations, the Committee recommends **Safiya El Ferro** as the Calgary Board of Education nominee for this award.

Safiya El Ferro is a CBE alumnus and graduated from John G. Diefenbaker High School in 2016; however, as you will hear in the paragraphs that follow, Diefenbaker High School was not all that willing to let that be the end of their relationship! As a Diefenbaker student, she played volleyball and field hockey, demonstrated a passion for Social Studies, and met Prime Minister Trudeau when she travelled to Ottawa for the Forum for Young Canadians.

Upon graduation, Safiya attended the University of Calgary where she completed concurrent degrees with a 3.90 GPA. She graduated in the spring of 2021 with a Bachelor of Arts degree in Political Science and a Bachelor of Education degree specializing in secondary Social Studies. During these years, she volunteered with Calgary Wee Reads, volunteered as an online tutor, and maintained her connection with John G. Diefenbaker High School by volunteering as Assistant Coach for the girls' volleyball team.

Ms. El Ferro completed an online practicum due to the COVID pandemic, and then, as you may have guessed, was placed at John G. Diefenbaker High School for her third and fourth practicums. During these practicums she taught Social Studies 20 and 30 as well as Global Politics. She facilitated a Virtual Human Rights Fair that was celebrated on the CBE home page. She demonstrated her amazing talents during this practicum by teaching global politics through a model UN debate about the military coup in Myanmar, teaching the role of propaganda as part of ultranationalism, and teaching about the Holocaust in such a way that instilled empathy for the victims of the past but also for the victims of human rights abuses today. She was described as "a tireless worker, and exceptional role model." Her partner teacher stated "she challenged me to be a better teacher myself." Her field advisor summed up her practicum with the statement "she is the kind of teacher I would have wanted on my staff or for my own children."

The Calgary Board of Education hired Saifya to the substitute teaching roster upon her convocation from the University of Calgary in the spring of 2021. She worked only four days as a substitute teacher before being offered a temporary contract at Riverside



School for the remainder of the school year. In the fall of 2021, Ms. El Ferro once again returned to John G. Diefenbaker High School where she was awarded a probationary contract. She is currently teaching Global Politics 20IB and 30IB, and Social Studies 10-1. She has also taught CALM and Social Studies 30 this school year.

While possessing a strong body of knowledge within her subject area, she is still able to transform this knowledge into meaningful activities with entry points for all students. She uses an array of teaching strategies, resources, and digital technology to bring her subject matter to life. She addresses the different learning needs in her classes and employs classroom management and learning strategies that promote engaging learning environments and optimize student learning.

Ms. El Ferro has demonstrated that she will continue to grow as an educator. She continues to have thoughtful conversations about her practice, asks powerful questions, and does not shy away from taking risks. She works collaboratively with her team and participates in extra professional development opportunities to look at ways to incorporate outcome-based assessment. She sets goals and reflectively looks at the effectiveness of different strategies in achieving these goals.

One of the pieces that truly stands out about this year's nominee is that she exemplifies the character and values of the CBE, and in particular the work of the CBE CARES initiative. She has helped Muslim students advocate for a prayer room within the school. She has worked with the SOGI team to ensure the creation of safe and respectful spaces for our 2SLGBTQIA+ students. Ms. El Ferro demonstrates a commitment to the Truth and Reconciliation Commissions calls to action. She has set up virtual meetings with Elders and Knowledge Keepers to help Social Studies 10-1 students understand the impacts of residential schools. She has created a school-wide interactive presentation highlighting the contributions of Indigenous Veterans. It is evident through these examples that she is an ally, advocate, mentor, coach, and champion – a teacher for each and every one of her students.

5 | Conclusion

It is with great pride that the selection committee recommends **Safiya El Ferro** as the Calgary Board of Education nominee for the 2022 ASBA Edwin Parr Award.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: 2022 Alberta School Boards Association Edwin Parr Teacher Awards Package





EDWIN PARR TEACHER AWARDS

2022 AWARDS PACKAGE

AWARD INFORMATION

Overview

Alberta School Boards Association's (ASBA) Edwin Parr Teacher Awards recognize excellent first year teachers across the province.

History

Edwin Parr served as President of the Alberta School Trustees' Association (now ASBA) from 1956 to 1962. His long career in educational affairs included terms as a member of the board with the George Lake School District and as Board Chair of the Athabasca School Division. Parr also served on the council of the County of Athabasca from its formation in 1959 until his death in 1963.

During his time as a Board Chair, Edwin Parr instituted an annual teacher award in his school division to celebrate first-year teachers. To honour his memory and to honour the profession he respected, the Alberta School Trustees' Association established the Edwin Parr Teacher Award in 1964.

For almost 60 years, these awards have been presented to outstanding first-year teachers.

Award parameters

The following candidates are eligible for consideration for the Edwin Parr Awards:

- First year Kindergarten to Grade 12 teachers if they meet the following criteria:
 - A minimum of 100 full-time equivalent days of teaching service within the current school year (i.e. September 2021 – June 2022) is required.
 - A teacher may have up to a maximum of 120 full-time equivalent days of teaching service prior to signing a contract.
 - A teacher must hold an Interim Professional Certificate or other valid Alberta teaching authority.
 - First year teaching experience must be completed in Alberta with a school board that is a member of ASBA.

Nominations

Nominees may include:

- First year Kindergarten to Grade 12 teachers (if the above criteria is met)

Individuals may be nominated by:

- The initial identification and selection of the nominee will be made by the nominee's school board.*
 - *Each school board may only nominate one candidate for submission to their associated Zone Selection Committee.
- Each Zone Selection Committee will then select one nominee as the zone recipient of the award.**
 - **Zone 2/3 will select two recipients due to the amalgamation of zones 2 and 3.

No more than six Edwin Parr Teacher Awards shall be awarded annually.

Recognition

Nominees are recognized at the zone level by their associated zone. Nominees are additionally recognized at a provincial level by ASBA at its Fall General Meeting (FGM).

Each recipient will receive a smart watch and framed certificate from ASBA. If applicable, ASBA will pay expenses for zone recipient attendance at the FGM awards ceremony.

SUBMISSION & SELECTION

Selection

The following criteria will be used to determine the zone recipient(s):

- School board evaluation;
- Final student teaching evaluation;
- And, interview with zone selection committee.

Additionally, the Teacher Quality Standards competencies will be used as part of the school board evaluation and integrated into the interview:

TQS1: Fostering Effective Relationships	A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.
TQS2: Engaging in Career-Long Learning	A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.
TQS3: Demonstrating a Professional Body of Knowledge	A teacher applies a current and comprehensive repertoire of effective planning, instruction and assessment practices to meet the learning needs of every student.
TQS4: Establishing Inclusive Learning Environments	A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.
TQS5: Applying Foundational Knowledge about First Nations, Métis and Inuit	A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.
TQS6: Adhering to Legal Frameworks and Policies	A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.

SUBMISSION & SELECTION

Submission information

- Please retain an electronic record of the nomination information at the nominating board office for a period of one year.
- All information provided in the nomination package will be considered confidential and managed in accordance with Alberta's Personal Information Protection Act (PIPA).
- Confirmation of receipt of the nomination package will be provided within 72 hours. If confirmation is not received within that timeframe, please follow up by telephone.

Nominations must be received by **March 18, 2022, at 4:30 p.m.**

Zone Chair contacts

Zone 1 MRS. MARIE DYCK REAL RIVER SCHOOL DIVISION BOX 300, 4702 51 STREET, WINNIPEG, AB T0N 1W0 Email: marie.dyck@realriversd.ab.ca Tel: 780.624.3801	Zone 4 Ms. Kim Smyth Clearview Public Schools 5031 - 50th Street, Stettler AB T0C 2L0 Email: ksmyth@clearview.ab.ca Tel: 403.741.8262
Zone 2/3 MRS. DEVONIA KIASSSETT BLACKFOOT SCHOOL DIVISION 301, 1101 - 5 STREET, MUSKE AB T0L 1N5 Email: devonia.kiassett@blackfootsd.ca Tel: 780.982.5640	Zone 5 Ms. Theresa Letendre Foothills School Division 129 4th Avenue SW, Suite 300, PO Box 5700 High River, Alberta, Canada, T1V 1M7 Email: letendret@fsd38.ab.ca Tel: 403.978.0815
	Zone 6 Ms. Jennifer Crowson Horizon School Division 6302 - 56 Street, Taber AB T1G 1Z9 Email: jennifer.crowson@horizon.ab.ca Tel: 403.308.8610

Submission Checklist

- ATTACHMENT 1: Nomination form**
- ATTACHMENT 2: School board evaluation (attach additional pages as required)**
- ATTACHMENT 3: Nominee consent form**
- The nominee's final student teaching evaluation (i.e. APT)**
- Additional summary remarks from the nominee's school principal**
- Current school staff photograph of nominee with head and shoulders, in high resolution**
- electronic format (JPEG or PNG) for printed program (preferably professional quality)**

All forms and evaluations must be completed and signed, and all elements noted above must be provided electronically. Please do not submit electronic productions of the teacher's work. Consideration of only the materials noted above will inform the zone selection process.



asba

ALBERTA
SCHOOL BOARDS
ASSOCIATION

FOR MORE INFORMATION, VISIT
www.asba.ab.ca/about/awards/

OR EMAIL
npownall@asba.ab.ca

Proposed Amendments to GC-5E: Strategic Dialogue and Public Engagement Committee Terms of Reference

Date	March 8, 2022
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Susan Vukadinovic, Chair, Board Governance Committee Trustee Nancy Close, Chair, Strategic Dialogue and Public Engagement Committee
Purpose	Decision
Governance Policy Reference	GC-1: Board Purposes GC-2: Governing Commitments GC-3: Board Job Description GC-5: Board Committees GC-5E: Board Committees Terms of Reference
Resource Person(s)	Patricia Minor, Corporate Secretary

1 | Recommendation

It is recommended:

THAT the Board of Trustees approves the amendments to GC-5E: Board Committees – Engagement Planning Committee Terms of Reference, Attachment I to this report.

2 | Background

The Board of Trustees (the “Board”) has a Strategic Dialogue and Public Engagement Committee, the purpose of the Committee is to:

- To build on the work accomplished in connecting with community, business and thought leaders, parents and students.
- To draft a schedule of dialogue meetings and topics.
- To recommend appropriate learning opportunities for the Board of Trustees.
- To provide recommendations to the Board of Trustees related to how we can increase and improve opportunities for public participation in governance of the Calgary Board of Education



The Board wishes to amend the purpose, roles and responsibilities of the Strategic Dialogue and Public Engagement Committee including renaming the Committee to be called “Engagement Planning Committee”.

3 | Conclusion

The Board of Trustees to consider proposed changes to the Terms of Reference for the Strategic Dialogue and Public Engagement Committee.

Attachment I: Engagement Planning Committee Terms of Reference (draft)



**Calgary Board
of Education**

Board of Trustees'
Governance Policy

GOVERNANCE CULTURE

GC-5E: Board Committees Terms of Reference

Monitoring Method: **Board Self-assessment**
Monitoring Frequency: **Annually**

Engagement Planning Committee

Purpose/Charge:

The purpose of the Engagement Planning Committee (the "Committee") is to assist the Board of Trustees to:

- a) Develop the Board's engagement strategy to fulfil the inter-governmental advocacy priorities and positions set by the Board;
- b) Develop the Board's strategy to increase confidence and build the CBE's reputation as an effective, efficient, economical, responsible and high-quality, education provider, employer, and community citizen; and
- c) Strategically prepare the Board for participation in engagement opportunities with parents, students, school councils, community including local business community, community serving organizations, post-secondary, and government.

Membership:

1. The Committee shall be comprised of:
 - Three trustees, one of whom will serve as Chair of the Committee
 - Chief Superintendent, or designee
 - Chief Communications Officer, or designee
 - Corporate Secretary, or designee
2. The trustee members will be appointed annually at the Board of Trustees' Organizational meeting.

Meetings:

1. The Committee will meet monthly, and may meet at such other times as required by the Committee Chair.
2. The Chair of the Committee shall establish the agendas for meetings, ensure that properly prepared agenda materials are circulated to the members with sufficient time for review prior to the meeting, and be responsible for reporting to the Board of Trustees.

3. A majority of the members of the Committee shall constitute a quorum. Two trustees must be present at all Committee meetings.

Reporting Schedule:

1. The Committee Chair or their designate shall report to the Board on matters arising at Committee meetings. The Committee Chair shall report at least quarterly to the Board of Trustees on the Committee's responsibilities and how it has discharged them.
2. Minutes of all meetings of the Committee shall be provided to the Board of Trustees by the Chair and filed with the Board of Trustees for the corporate record.

Roles and Responsibilities:

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

Authority Over District Resources:

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

Approved:

Appendix I
Engagement Planning Committee
Roles and Responsibilities Calendar
 ✓ When Performed

Roles and Responsibilities	Monthly	Annually	As Required
1. Prepare draft engagement plans.		✓	
2. Prepare draft engagement materials.			✓
3. Review the Board's flatsheets.		✓	
4. Plan for and track elected officials meetings.		✓	
5. Plan for school councils engagements including COSC meetings.			✓
6. Review the Engagement Planning Committee Terms of Reference once every year to ensure its continued relevance and appropriateness, and make recommendation(s) to the Board.		✓	

report to
Board of Trustees

Chief Superintendent's Update

Date March 8, 2022

Meeting Type Regular Meeting, Public Agenda

To Board of Trustees

From Christopher Usih
Chief Superintendent of Schools

Purpose Information

Governance Policy Reference OE-2: Learning Environment/Treatment of Students
OE-3: Instructional Program
OE-6: Asset Protection
OE-8: Communicating and Engaging with the Public

1 | Recommendation

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

2 | Issue

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

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

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

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

OE-6: Asset Protection states that “the protection of all organizational assets contributes to student learning.” With other reports submitted to the Board of Trustees, this update meets the requirement of OE-6 to properly maintain, adequately protect and appropriately use all organizational assets.

OE-8: Communicating and Engaging with the Public states that “working with our communities is a critical component to building relationships that support student success.” With other reports submitted to the Board of Trustees, this update meets the requirement of OE-8 in reasonably including people in decisions that affect them.

3 | Timely information

Learning Excellence | Enriched Academy Implementation for Grades 7-12

In collaboration with the Complementary Curriculum team, Teaching and Learning with Technology led the technical implementation of Enriched Academy (EA) for grades 7-12. EA is a financial literacy program funded through Alberta Education for students across the province. The implementation included the completion of a Privacy Impact Assessment and Brightspace integration that allows high school students and teachers to access and complete video-based modules and activities, and for junior high teachers to use resources in their classrooms. This resource supports curricular connections in courses such as CALM, Financial Management, Mathematics, Health, and Career and Technology Foundations (CTF).

Learning Excellence | High School Assessment Analytic Tool - [SmarterMarks](#)

Through an RFP Process the CBE has recently signed an agreement with [SmarterMarks](#) as the new High School Assessment Analytics Tool. SmarterMarks is an online tool for high school teachers to support assessment and instructional planning, to provide insight into student needs, and to support outcome-based assessment and reporting. Teachers will use SmarterMarks to create assessments, analyze questions, and pull data on outcomes within the Alberta Program of Studies to support their ongoing assessment of students. Schools who purchase licenses for teachers will use this tool in alignment with CBE assessment and reporting guidelines as contained in Assessment and Reporting in CBE and the SmarterMarks Best Practice Documents.

Collaborative Partnerships | Minecraft Design Challenge

The Calgary Board of Education has collaborated with Microsoft Canada and the City of Calgary to launch [Level Up, Calgary!](#) the first K-12 Minecraft: Education Edition design challenge of its kind in Canada. This initiative was also supported by the Calgary Public Library.

Through this partnership, the CBE delivered an engaging and immersive educational opportunity for K-12 students leveraging the power of Minecraft: Education Edition.

From October to December 2021, CBE students navigated through a customized virtual representation of downtown Calgary, interacting with experts as they considered, “How might we reimagine our public spaces to enrich the lives of Calgarians and strengthen our community?”



CBE teachers planned interdisciplinary tasks connected to the Alberta Program of Studies and students built virtual proposals in Minecraft: Education Edition encapsulating their vision for Calgary's future.

More than 12,000 CBE students from all grade levels explored, created and prototyped designs in the pixelated world of Minecraft. Thirteen finalists were chosen from all four divisions, including submissions from West Springs School, Dr. E. W. Coffin School, Eric Harvie School, Hawkwood School, Simons Valley School, Captain John Palliser School, Clarence Samson School, Willow Park School, Dr. Gordon Higgins School, Tom Baines School, Centennial High School, Joane Cardinal-Schubert High School and William Aberhart High School.

The City of Calgary will announce the winners of the for the 2021-22 CBE Minecraft Challenge in early March, with the selected virtual Minecraft prototypes becoming physical realities constructed or actualized through multi-media design in Calgary's downtown core.

Collaborative Partnerships | Software Asset Management (SAM) Re-design

The new redesign of SAM was launched on December 6, 2021, and the improved features include improved ease of use, navigation, search functionality, and access to pertinent software approval information for users. Principals and supervisors are now able to approve new requests within the same tool, decreasing the complexity in the approval process and improving the efficiency and timeliness of users getting access to the tools they require. This project has involved a significant collaborative partnership between the Teaching and Learning with Technology Team, Client Technology Services, Client Services Design Solutions, Privacy and Communications.

Strategic Resourcing | System Student Accommodation Plan (SSAP) Dashboard

As part of ongoing work to increase transparency and heightened awareness amongst families and staff of student accommodation projects, the CBE has developed an interactive [Dashboard](#). The dashboard went live in November 2021 to coincide with [SSAP](#) letters sent to school communities.

The dashboard allows parents and staff to browse schools on the SSAP geographically using the map or table of contents to get information regarding specific schools. It helps distill the 36-page SSAP into a format that is easy to navigate and that provides the information through a combination of graphics and text. In this way, the dashboard seeks to provide an interactive way to share information on the SSAP, and it is CBE's hope that it will become an increasingly sought-out tool.

Strategic Resourcing | Risk Management in an Expensive Insurance Market

The CBE belongs to an insurance consortium, USIC (Urban Schools Insurance Consortium) consisting of 14 school boards with a common approach to risk management and loss prevention. Together, USIC and the CBE have just weathered one of the hardest insurance market periods in many decades. Global catastrophes impact global insurance markets and the CBE's diversified insurance portfolio is subject to the fluctuations and stressors placed on these markets by existing and emerging risks.

- In the past six years, wildfires have struck in the northwest US, western Canada and Fort McMurray, floods have impacted Calgary and Fort McMurray, and a record setting hailstorm in Calgary have impacted premium rates on our property insurance;

- The tragedy of the Humboldt bus crash and the University of Victoria bus fatality have greatly impacted our fleet auto and school-owned school bus insurance premiums;
- The ever-growing reality and constant threat of cyber-attacks and our expanding reliance on technology and digitization is driving cyber liability policy premiums ever higher; and
- The COVID-19 pandemic cancelled thousands of flights worldwide and impacted all of our domestic and international trips from 2020 to present.

Expansion of legal liability worldwide, climate change, focus on environmental social governance is forecasted to steadily impact liability insurance premiums for decades to come. Insurance is a risk management safety-net critical to our operations – CBE is the largest school board in Western Canada, \$5.2B in property assets, 250+ vehicle fleet, 120K+ students and 11,000+ teachers and staff. When catastrophes strike and safety, risk and security plans cannot cope, we rely on our insurance policies to keep classes going, assist staff and student to heal and safely return to school and keep our critical infrastructure systems running.

Despite the hard market and the many catastrophes that have limited insurance capacity and driven insurance premiums higher, overall, the CBE (this includes our USIC partners) has done well by employing strategic investments in risk management and loss prevention. As a result:

- when our property premiums were increasing by 100%, other boards across Alberta saw 300+% increases over the same period. This has been done by a concerted effort to invest resources where previous losses have had a negative impact to prevent recurrence;
- the CBE has the lowest liability loss ratio in Alberta schools, thereby keeping premiums at very low levels when compared to global markets;
- Marsh Canada, our insurance broker, indicates that the CBE was the only board in Canada to receive a full refund on its insurance claims, and make parents/guardians/students financially whole, for international and domestic travel cancelled due to the pandemic;
- we have continued to make improvements to our fleet management program and retain losses using in-house maintenance and safety programs to keep owned-auto policies manageable; and
- the CBE has been recognized by our insurance brokerage as having one of the best cyber-risk programs in Alberta, utilizing a myriad of loss prevention strategies to maintain a strong risk profile for cyber risk underwriters.

Smart risk taking and an ever-maturing risk culture at the CBE are key to keeping insurance affordable and available when catastrophes and unexpected losses occur. In this way, we can ensure that students come first, both from a safety perspective as well as from an educational perspective.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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



report to
Board of Trustees

Correspondence

Date	March 8, 2022
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor, Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board

1 | Recommendation

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

2 | Background

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

- Letter dated December 9, 2021 to The Hon. A. Lagrange, Education Minister re: New School opening dates.
- Letter dated February 1, 2022 from The Hon. A. LaGrange, Education Minister, re: New School opening dates.

- Letter dated January 27, 2022 to The Hon. A. Lagrange, Education Minister re: Use of Operating Reserves for COVID-19 costs.
- Letter dated February 15, 2022 from The Hon. A. LaGrange, Education Minister, re: Use of Operating Reserves for COVID-19 costs.



- Letter dated December 15, 2021 to The Hon. A. Lagrange, Education Minister re: K-6 Draft Curriculum.

Attachments: Relevant Correspondence





Board Chair
Laura Hack Wards 3 & 4

Vice-Chair
Susan Vukadinovic Wards 8 & 9

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

Board of Trustees

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

December 9, 2021

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

Dear Minister LaGrange:

RE: Opening of Mahogany School, Auburn Bay Elementary School, Auburn Bay Middle School and Skyview Ranch Elementary/Middle School.

I am pleased to inform you that Mahogany School and the two Auburn Bay schools will open on September 1, 2022. These new schools will be able to serve approximately 2,100 students within their community and contribute to having more students be able to use active means of transportation to get to school within their very own community.

The Skyview Ranch elementary/middle school is also provisionally scheduled to open on September 1, 2022. It is important to highlight, however, that this 900-student capacity school has presented the greatest schedule challenges to date. Progress will continue to be monitored closely by Alberta Infrastructure and the Calgary Board of Education staff; if in the spring, 2022 it is believed that the delays might result in a delayed opening, contingency plans will be communicated to you and the community prior to the end of the 2021-2022 school year.

Special thanks are owed to the Alberta Infrastructure Calgary office managing the construction of these schools on our behalf. Their efforts have helped ensure the timely construction of these high anticipated new schools.

This good news will be communicated to parents later this month.

Sincerely,



Laura Hack, Chair
Board of Trustees
Calgary Board of Education

cc: Honourable Prasad Panda, Minister of Infrastructure
Christopher Usih, Chief Superintendent of Schools
Dany Breton, Superintendent, Facilities and Environmental Services





Office of the Minister

AR117445

FEB 01 2022

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

Dear Ms. Hack:

A handwritten signature in black ink that reads "Laura" above "LaGrange".

Thank you for your December 9, 2021 letter sharing the good news regarding the planned opening of Mahogany School, Auburn Bay Elementary School and Auburn Bay Middle School in September 2022.

In your letter, you also indicate that the Skyview Ranch Elementary/Middle School is also tentatively scheduled to open for September 1, 2022. Together, these four schools will create more than 2,800 student spaces, which will allow more students in northeast Calgary to attend school in their home communities.

Alberta's government is committed to ensuring every student receives a high-quality education that enriches their life and prepares them for success. Building new school facilities is one of the most important investments we can make in our children's future and in the future of our province.

I wish you and your staff all the best as these projects continue through to completion.

Sincerely,

A handwritten signature in black ink that reads "Adriana LaGrange".

Adriana LaGrange
Minister

cc: Honourable Prasad Panda, Minister of Infrastructure



Board of Trustees

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

Board Chair

Laura Hack Wards 3 & 4

January 27, 2022

Vice-Chair

Susan Vukadinovic Wards 8 & 9

Trustees

Dana Downey Wards 1 & 2

Marilyn Dennis Wards 5 & 10

Patricia Bolger Wards 6 & 7

Nancy Close Wards 11 & 13

Charlene May Wards 12 & 14

Honourable Adriana LaGrange

Minister of Education

228 Legislature Building

1088 – 97 Avenue

Edmonton, AB T5K 2B6

Dear Minister Adriana LaGrange:

Re: Request to use Operating Reserves

The Calgary Board of Education is seeking ministerial approval to access operating reserves in response to the ongoing COVID-19 global pandemic. The CBE has approximately 3% of expenditures in operating reserves that are available to assist in addressing unanticipated incremental costs. Unanticipated costs associated with the global pandemic meet the CBE's rationale for the use of operating reserves.

This year, the Calgary Board of Education has prioritized in-person learning because we firmly believe that face-to-face interactions are best for students' educational, social and personal development. To ensure our schools can operate safely, we have implemented a multi-layered COVID-19 mitigation strategy, building on provincial government guidance that includes enhanced cleaning, ventilation and personal protective equipment. We have had remarkable success in maintaining the continuity of learning by hiring substitute teachers and casual support staff.

Our commitment to safe in-person learning has come at a cost. As noted in Appendix I, approximately \$14.0 million is required to fund the incremental cost of COVID-19 mitigation measures.

In our 2021-22 budget submission, we acknowledged that continued COVID-19 expenditures would need to be covered through prudence as well as through the approved use of reserve funds. That budget was submitted to Alberta Education by the May 31 deadline.

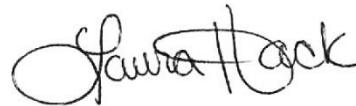
Initially, we introduced cost-saving measures to allocate funds from within the system. However, the pandemic-related costs continue to grow and have now exceeded the CBE's ability to keep up in-person learning in a safe and responsible manner without access to operating reserves.

Our current operating reserve balance is \$38.8 million as of August 31, 2021. The CBE would like to request the amount up to \$14.0 million (see table in Appendix I) to cover COVID-19 costs as noted above. Any dollars not required would not be accessed and remain in the reserve for future use.

learning | as unique | as every student

We thank you for your time and consideration of this request.

Sincerely,



Laura Hack
Chair, Board of Trustees
Calgary Board of Education

cc Christopher Usih, Chief Superintendent of Schools
 Brad Grundy, Superintendent, Corporate Treasurer

Appendix I – Incremental Costs



Category	Amount
Temporary Cleaners & Overtime	8,300,000
Substitutes	2,000,000
Transportation cleaning	923,000
Enhanced Air Filtration (MERV 13)	1,000,000
N-95 Equivalent Masks for staff	80,000
Cleaning supplies	600,000
HVAC run time increase for increased air exchange rate	576,000
Positions assisting with COVID	240,000
Supports for remote work	125,000
Supports for families (help desk)	30,000
Total operating reserve request	13,874,000





ALBERTA
EDUCATION

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

AR117862

February 15, 2022

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

Dear Ms. Hack:

Thank you for your January 25, 2022 letter requesting ministerial approval to fund the Calgary Board of Education's (CBE) COVID-19 mitigation costs through access from operating reserves.

For the 2021/22 school year, CBE has requested \$14 million in reserve spending.

I hereby approve the \$14 million in reserve spending from operating reserves to support CBE's incremental COVID-19 costs for the 2021/22 school year.

Sincerely,

Adriana LaGrange
Minister

cc: Andre Tremblay
Deputy Minister



Board Chair
Laura Hack Wards 3 & 4

Vice-Chair
Susan Vukadinovic Wards 8 & 9

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December 15, 2021

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

Dear Minister LaGrange:

Re: K-6 Draft Curriculum

The Calgary Board of Education (CBE) shares the government's goal of providing curriculum that prepares Alberta students for future success. To be successful in post-secondary education and/or the world of work, learners need to be engaged, critical thinkers and creative problem solvers.

We appreciate the announcement on Monday, Dec. 13, 2021 highlighting steps you are taking to strengthen the draft curriculum and adjust the implementation of some subjects.

Thank you for your ongoing commitment to listen and respond to the feedback gathered. We are committed to doing our part to contribute to a successful curriculum. As requested by the Deputy Minister of Alberta Education in the fall of 2021, CBE Administration provided specific and meaningful feedback about the content and design of the K-6 draft curriculum through the College of Alberta School Superintendents (CASS). Also this fall, the CBE Board of Trustees provided feedback on the implementation of the curriculum through the Alberta School Boards Association (ASBA). The CBE Draft K-6 Curriculum Overview Report, which is attached to this letter, provides further details.

Trustees heard many concerns about the K-6 draft curriculum from Calgarians during our election campaigns. The Board of Trustees has listened to parents, staff, experts, community members who have expressed significant concerns about the content and design of the K-6 draft curriculum including:

Content is not developmentally appropriate.

- There are concerns about how, and in which grades, some content and skills are included in the curriculum.

A lack of logical sequencing that allows concepts to be built upon from grade to grade

- The structure of the curriculum makes it difficult to see or make connections among content and skills within a grade, in one subject, across or between subject areas and across and between grades.
- The draft curriculum does not align to Alberta Education's Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum.

A lack of focus on critical thinking and future-focused skills

- Current educational research supports an emphasis on higher-level thinking, including the ability to reason, analyze, evaluate, and problem solve. Essentially, teaching students how to think, not what to think. These critical thinking skills are not evident in many areas of the draft curriculum.
- An emphasis on rote memorization in the draft curriculum puts Alberta students at a disadvantage when compared with other jurisdictions worldwide.

A lack of support for cultural diversity and inclusivity

- It is important to reflect cultural diversity and Indigenous perspectives throughout the curriculum and not link it solely to individual outcomes. It is also important that curriculum embraces inclusion and reflects the students we serve.

Unclear assessment expectations

- Implementation planning requires careful consideration for classroom assessment and provincial assessment and reporting.

While we are eager to implement a modern curriculum, in November the CBE fully supported the Alberta School Boards Association (ASBA) resolution that the K-6 curriculum be revised and that a second draft be shared and tested with phased-in implementation to commence no sooner than 2024.

We appreciate that the ministry is delaying some subjects for the benefit of students across Alberta. In keeping with our primary focus on student success, we do have significant concerns about the September 2022 implementation timeline for Mathematics, English Language Arts and Literature, and Physical Education and Wellness.

Our concerns about commencing implementation next fall include:

- Our schools continue to face learning disruptions caused by the pandemic. Students have not experienced a “normal” school year for the past three years.
- Final drafts will not be available for parents, teachers and other Alberta stakeholders until spring 2022.
- Time is needed to develop age-appropriate student resources for the delivery of specific content. Significant expertise, time and resources is also required to seek out or adjust these resources to serve the learning needs of students with diverse learning needs.



- Time is required to develop and deliver professional learning that will prepare our teachers for success.
- Whether appropriate funding will be provided to school boards to ensure successful implementation in the classroom.

Providing resources across three subject areas and many grades is a monumental task to accomplish for fall 2022. A gradual, staggered approach to implementation would be appreciated. We strongly believe a phased-in implementation will provide the time required for school boards to work together with government to build these resources and to deliver the professional learning required.

We are encouraged that an advisory group to support curriculum implementation is being established. The CBE would be pleased to be a part of that group to provide input and ongoing support to Alberta Education. In the near future, we will also be providing feedback on the Social Studies blueprint.

Thank you for your dedication to listening to the voices of stakeholders. As a Board of Trustees, we want our provincial schools to deliver curriculum that supports our world class education system. We are confident that if the government incorporates the feedback gathered and takes the time required to implement the K-6 curriculum, the outcome will be a curriculum of which Albertans can all be proud.

Sincerely,

Laura Hack, Chair
Board of Trustees

Encl.

cc: Marilyn Dennis, President, Alberta School Boards Association
Dr. Vivian Abboud, Chief Executive Officer, Alberta School Boards Association
Christopher Usih, Chief Superintendent, Calgary Board of Education





Draft Curriculum Review Briefing

Purpose

On Aug. 6, 2020 Alberta Education released its Ministerial Order on Student Learning which set in motion the new curriculum vision. On March 29, 2021, Minister of Education, the Honourable Adriana LaGrange released the draft Kindergarten to Grade 6 (K-6) curriculum, which is available for review at www.alberta.ca/curriculum.

As the largest public school board in Alberta, the CBE believes it is vitally important to provide Alberta Education with feedback on the draft curriculum. This fall CBE Administration provided specific and detailed feedback on curriculum content through CASS as requested by the Deputy Minister. The Board also provided feedback on implementation and resources through ASBA. The CBE has been clear that we support the goal of strengthening the curriculum to prepare students for the future.

CBE Administration has provided extensive and detailed feedback on outcomes in subject areas through the College of Alberta School Superintendents (CASS) report being prepared for the Deputy Minister.

The purpose of this document is to provide a discipline-specific breakdown of relevant issues associated with each of the courses provided in the draft. Key considerations for implementation have also been included. This document is not a comprehensive review of specific outcomes but some specific examples have been included.

Overarching Themes

The following section provides highlights of the overarching considerations reflected across all subject areas of the draft curriculum.

Architecture and Design

- The format and organization of the draft curriculum does not articulate literacy and numeracy connections or competencies in each subject area, and as such does not align with the [Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum](#).
- Shortened subject introductions provide limited insight into the subjects and how they differ as ways of knowing.
- The structure of the curriculum makes it difficult to see or make connections among content and skills within a grade, in one subject, across or between subject areas and across and between grades.
- Alignment and development of key concepts across subject areas is largely absent creating the conditions for disjointed instruction wherein students cannot fully access the content.

Competencies

- Twenty-first century competencies: critical thinking, problem solving, managing information, creativity, and innovation are not evident in many areas of the draft curriculum.

- Current educational research supports an emphasis on higher-level thinking, including the ability to reason, analyze, evaluate, and problem solve.
- There is an emphasis on rote-memorization of discreet points of knowledge as opposed to building a balanced foundation of knowledge with a progression of higher-level thinking skills.

Developmental Appropriateness

- There are concerns about how, and in which grades, some content and skills are included in the curriculum. Overall, the content load is heavy, disconnected, and does not support appropriate learning progressions for elementary students. The amount of content is dense, leaving little or no room for teachers to be able to account for or connect to local community context, personalize instruction, include student voice and provide for student choice.

Digital Literacy

- Living in the twenty-first century involves using technology to access, navigate, manage information, interact with others, think critically, act ethically, and create knowledge. The new draft curriculum does not adequately address the use of technology for learning and often treats using technology as optional (see [Brown & Jacobsen](#), University of Calgary). It also does not reflect the use of technology to support student-centred, personalized, authentic learning (see [Learning and Technology Policy Framework](#), Alberta Education).
- There is an oversimplification of the use of technology for learning that does not align with the progression of outcomes, skills, and critical thinking in the [ICT Program of Studies](#).
- The draft curriculum is limited in the way it addresses: digital competencies such as navigating, researching, collaborating, decision making, and problem solving in online environments; digital citizenship concepts including online safety, security, ethical use of technology, and personal privacy; and digital and media literacies (from [MediaSmarts](#)) such as accessing and analyzing alternative viewpoints, thinking critically about advertising, and evaluating the purpose and accuracy of online sources.

Inclusion

- The content choices (texts, authors, historical figures, stories, people, songs, resources) in the draft do not reflect the CBE definition of diversity, which is the full range of uniqueness within humanity. All students deserve an equal opportunity to connect with the material, and they do that when they are afforded the opportunity to see themselves and others in the content. Content choices across the disciplines represent a narrow version of identity.
- There is a notable absence of perspectives and learning as it relates to LGBTQ2S+ communities. The omission of these important groups from this curriculum makes it difficult for gender and sexually diverse or questioning young people to feel that they have a place in the world and creates a misconception among many students that sexually and gender diverse people do not exist or are in some way inferior.
- The proposed draft is inaccessible to children with complex learning profiles. The overall density of the draft curriculum creates challenges for students who need time and practice to demonstrate understanding. Due to the level of specificity and narrow scope in some areas, teachers may find it challenging to enrich and/or differentiate for children who require accommodation, as well as English Language Learners.



Indigenous Perspectives

- Overall, there is a lack of acknowledgement that the curriculum drafts are written from a Eurocentric worldview. This positions that perspective as “the” worldview that is assumed and therefore, continues a colonized approach to curriculum that does not support the commitment to the Calls to Action for Truth and Reconciliation. It also serves to further the “othering” of Indigenous communities by highlighting the differences between their cultures and mainstream culture rather than the similarities.
- The way Indigenous perspectives are included in the curriculum pan-Indigenizes Indigenous cultures and traditions by not being specific in mentioning which particular nations or groups practice the tradition being mentioned.
- Portrayals of Indigenous cultures position them only in the past through the absence of contemporary portrayals and considerations. This has the potential to feed into pervasive stereotypes that Indigenous communities already face and further the erasure of Indigenous peoples today.
- Other damaging ways that Indigenous cultures are portrayed include romanticizing, oversimplification, condescension, and failing to acknowledge or teach the deeper understandings of Indigenous culture that inform the more noticeable aspects such as art, dance, and music.
- There is an absence of Indigenous perspectives/pedagogy/ways of thinking which leads to simply learning “about” rather than learning “with” or “through” Indigenous ways of knowing, being and doing.

Kindergarten/Early Learning

- The current kindergarten curriculum is complemented by a guiding document called the Kindergarten Program Statement which aligns with learner outcomes while also providing guidance around pedagogy --both rationale and philosophy -- that support strong early childhood programming. There is no Kindergarten Program Statement to accompany the new curriculum.
- The new curriculum addresses curricular content through Knowledge, Understanding, and Skills and Procedures (KUS's); however, it does not address methods or approaches to learning that support developmentally appropriate practice and the role of play in curriculum meaning making, (see [Alberta's Early Learning and Care Framework](#)).
- There are concerns that some content is not developmentally appropriate and there are several inconsistencies in KUS's between disciplines.

Discipline-Specific Considerations

What follows is subject-specific information that gives context and examples of further concerns. In some cases, specific examples and/or links to additional information and resources have been provided.

Art

The inclusion of the creative process, of giving and receiving feedback, and a clear articulation and sequencing of the basic elements of art are present. Knowledge about art



and art history from a Eurocentric perspective, as opposed to creation and exploration of foundational concepts, is overemphasized in this draft.

- Within visual art, students should spend most of their time actively doing art, as a means to understanding themselves, their world, and the elements of art. This draft places **knowledge of art before exploration** and creation of art. For example, it is not until Grade 6 that students are required to create art for enjoyment.
- While the **inclusion of art history** is appreciated, this section in all the fine art disciplines is dense and it is not presented in a manner that promotes active artistic and historical thinking about broad organizing concepts. For example, exploration of landscapes by diverse artists, past and present, may lead to a fuller understanding about linear perspective as opposed to learning that Renaissance artists used linear perspective. A consequence of the amount of historical knowledge content in the draft may require teachers to skim or survey the content as opposed to develop a deeper analysis and understanding of meaningful concepts with students.
- Students in K-6 benefit from exploring concepts in and through different disciplines; however, in the draft, there is little **coherence** between the art appreciation (history and culture) outcomes and topics of study in other disciplines. For example, Grade 3 includes Ancient Roman art, Grade 4 includes art from the Middle Ages, and Grade 5 includes art from the Renaissance, all historical eras that are not instructed in Social Studies in these grades.
- The inclusion of the **concept of narrative** within all the fine art disciplines is appreciated; however, it does not appear until Grade 4. The outcomes in K to 3 focus on 'ideas' and 'messages'. This presents a deficit view of children and their ability to tell stories at all ages.
- The draft makes vague reference to **digital technologies** and digital competencies in creating, sharing, viewing, and collaborating on art. A new curriculum should include explicit references and support exploration of various types of creative technologies for even the very youngest students. The current draft is not inclusive of students who may utilize technology and/or assistive technology to engage in art creation.
- The **content knowledge** within the history and culture sections are extensive, not well-sequenced, and not organized by accessible concepts (e.g. community, change). Furthermore, the art specific knowledge is overly extensive. For example, in Grade 5, there are over 35 outcomes concerning colour alone.
- There is an **over emphasis on passive learning** about art and art history (identify, discuss) as opposed to more active, participatory learning that asks students to justify, analyze or critique art.
- The concepts of **ethical engagement and appropriation are not addressed**, and conflicting messages are given. For example, kindergarten students are taught that artistic ideas can be borrowed, but it is not until Grade 6 that students are taught to give credit to other artists that have been used as inspiration.
- The art appreciation outcomes are **overly Eurocentric, colonial, and imbalanced from a gender perspective**, and do not leave enough space for teachers and students to design learning about artists that meaningfully enrich other learning or exemplify local experiences and histories. Where non-Eurocentric perspectives are shared, they are reduced to discrete facts or examples in a manner that promotes "looking at" or "learning about" as opposed to "learning with" or "learning from". When Indigenous



examples are shared, they rarely include artists or art works from Indigenous communities or treaty lands within Alberta.

- There is little opportunity for **inclusive learning**, for students (especially Indigenous, Black and Person of Colour and LGBTQ+ students), to find meaningful connection to the curriculum. It also presents art as something that happens within the walls of a classroom and does not support land or place-based experiences, nor does it suggest that students explore art and art spaces within their communities.

Drama and Dance

The inclusion of basic dance and drama knowledge, the direction to use a variety of stimuli as inspiration, and the acknowledgement that dance and drama can communicate ideas, messages, and narratives are appreciated. Due to the extensive amount of discipline-specific and historical knowledge outlined, these optional programs of studies will not be easily integrated into classrooms by generalist teachers with little to no formal education in drama and dance.

An optional program of studies in dance and drama needs to allow students to express creativity and imagination, take measured risks, play, tell stories, develop physical and dance literacy, and spark joy in lifelong learning and appreciation of the art form. There is a lot of material in the draft that does not relate to the above points.

- There is a heavy focus on **preplanned and counted movements** throughout the dance draft contrasted with little mention of students experiencing and responding to a variety of music, rhythms, tempos, accents and beats.
- This curriculum places **artistic knowledge before exploration and creation**. The amount of historical knowledge does not provide adequate room and time for dancing and acting by students. For example, although the Social Studies curriculum in Grade 4 is concerned with the history of Alberta, in the dance program, students are required to develop knowledge of dances in medieval Europe and medieval Islam including pagan, common, religious, and secular dances. Developing knowledge and skills of the given list of dances promotes surface-level treatment resting on students doing a lot of watching medieval dance as opposed to actively engaging in dance.
- Some outcomes are **developmentally inappropriate**; for example, asking students to create symmetrical shapes with their bodies in Grade 2 when they do not learn the concept of symmetry in math until Grade 4.
- There are large parts of the drama program that place **technical knowledge above creativity**, exploration and imagination. For example, Grades 5 and 6 place too much emphasis on production and technical theatre such as memorized stage directions.
- The curricula are void of explicit references and support of various **educational and creative technologies** as students develop their innovative competencies to both create, produce, and present narratives.
- There is a clear **Eurocentric bias** when it comes to actively appreciating and engaging in Francophone, Métis, Inuit, and First Nations dances. For example, in the Grade 4 and 5 dance curriculum, students must 'discuss, observe, explain, experience, and examine' First Nations, Métis, Inuit, and Canadian colonial dances but they are required to 'participate' in dances from the medieval and Renaissance eras. This places Indigenous art forms as something to look at and learn about as opposed to learning with and from Indigenous artists and knowledge keepers.



- The focus on counting, preplanning and technique is a **colonial view of the dance artform**. Lacking is an incorporation of other knowledge systems which would lead to culturally sensitive task design and cross-curricular learning. For example, in West African dance, dancers respond to the changing rhythms of the drums, rather than pre-planning or counting movements.

English Language Arts and Literature (ELAL)

There are some strengths reflected in the ELAL curriculum specific to reading. The curriculum was built in part from the research that supports the explicit instruction of foundational reading skills (phonological awareness, phonics, fluency, vocabulary, comprehension). This attention to reading skills is more detailed and intentional than in the current Program of Studies and is supportive of continued improvement in foundational reading skills for students.

- The **organizing idea headings** (text forms, vocabulary, writing, oral language, comprehension, conventions, phonics, phonological awareness) provide logical categories for ease of access for educators. However, there is inconsistent alignment between the other organizational headings of understanding, knowledge and skills and procedures.
- There is an increased emphasis on **foundational literacy skills** (phonological awareness, phonics, fluency, vocabulary, spelling), which are clearly articulated and provide a sequential learning progression.
- **Phonological awareness** is included as a separate and distinct category in K-2. This includes a clear focus on the identification and manipulation of sounds in oral language that are the prerequisite skills needed in learning to read.
- **Vocabulary** outcomes include clear expectations and development across grades. These include an emphasis on morphology (word parts such as prefixes, suffixes, base words) as well as figurative language (literary devices and techniques such as similes, metaphors, alliteration).

Outside of the strengths listed above, there remain areas of concern. The ELAL outcomes are more granular and knowledge-based as compared to the current curriculum. The specificity and knowledge-driven design results in outcomes that lack a focus on higher-level thinking as outlined in many of the competencies in the guiding framework. Intentional language that asks students to justify, analyze or critique are neglected in this curriculum.

- **Digital literacy** and **media literacy** skills (see [MediaSmarts](#)) as well as Alberta Education's [Student Competencies](#) are underrepresented. This means students are not exposed to skills such as the ability to analyze the legitimacy of digital content in advertising and social media. In addition, there is a lack of emphasis on opportunities for students to learn using multi-modal content.
- The **works of literature and authors** referred to as "great works" are primarily focused on European culture and history (Greek, Roman, Renaissance, Shakespeare) with little connection to students' interest and relevance to their own lived experiences (Grades 5-6).
- **Oral language** is separately organized with a heavy emphasis on public speaking, including memorization and delivery of oral presentations. The delivery of oral presentations focuses on elements such as calming techniques, eye contact, facial expressions, posture, and rhythm which favor a Western ideology and way of thinking.



The emphasis on public speaking overshadows the importance of dialogue, exchanging ideas, asking questions, and stating opinions which help students build understanding and thinking skills.

- There is little attention paid to the building and maintenance of **literacy engagement** and motivation which directly influences literacy development and achievement. Specifically absent are outcomes related to exercising choice and interest in what is read and written as well as including texts of various genres.
- Explicit attention to **students' background, preferences or identity is limited** in the ELAL curriculum. The importance of texts that provide understandings of the lived experiences of others and opportunities to connect with books that mirror their own experiences is not acknowledged.
- **Indigenous perspectives** are limited or incidental. This curriculum poorly represents the various traditions and ways of knowing in many unique Indigenous groups. In particular, the oral traditions of Indigenous communities are simplistic or completely inaccurate in the oral language portion of each grade.

Français immersion et littérature (FIL)

A large part of the Français immersion et littérature curriculum from kindergarten to Grade 6 is identical to the Français langue première et littérature draft curriculum, which is designed for first language speakers. This level is too challenging and does not respond to the language background of students learning French as a second language in a minority setting. This problem exists with the current French Language Arts curriculum and has not been addressed in the new revision.

The draft for FIL is only available in French, making it inaccessible to most parents and caregivers with children in French Immersion Programs. The Français immersion et littérature draft is not ready but has a preliminary foundation for further development.

- The subject introduction is vague and missing key components such as an articulated **philosophy** of the FIL Program of Studies. It is essential for teachers to understand the **structure and organization** of the FIL in a way that makes clear relationships between the guiding questions and the organized ideas.
- This draft has a primary **focus on the study of language** (e.g. grammatical elements) and reading skills. It does not adequately reflect communicative uses of language that integrate speaking, listening, reading, writing, viewing, representing and so on. The language used in the grammar section is highly academic and technical, which poses problems of interpretation for teachers, caregivers and students.
- There is a **lack of outcomes that promote higher-order thinking**. While students are required to find, identify and recognize, they are rarely asked to produce, interpret or create. Skills and procedures listed are not easily adaptable to learners with exceptionalities.
- Learning outcomes are **not developmentally appropriate** for the age groups, particularly because they largely reflect expectations for Francophone students, rather than second language learners.



- The **representation** of Francophone language and culture does not reflect the vast diversity of the Francophonie. It is also challenging to find integration of Indigenous perspectives. There is a lack of specific language and literature connections to develop global citizenship and intercultural competence.

Mathematics

The draft K-6 curriculum, in general, contains foundational content for school mathematics. The shortened subject introduction and structure of the curriculum does not clearly present a rich, comprehensive representation of the discipline of mathematics. The mathematical processes inherent to the discipline, such as problem solving, reasoning and communication, are absent from the overall framework of the curriculum.

- There are not consistent **research-informed learning progressions** towards some outcomes. There is an introduction of standard algorithms and formulas without attention to the learning progression required to produce fluency with understanding for those algorithms.
- Understanding and skills required for **numeracy** are absent or not as evident as they could be. This includes an absence of some content, such as concepts and skills related to probability. Understanding of probability is crucial for students to develop data literacy in order to be numerate citizens. In addition, numeracy requires strong number sense and flexibility with numbers that is not developed through a sole focus on standard algorithms and formulas.
- The inclusion of financial literacy is an improvement in terms of developing numeracy in students.
- There is inclusion of more **specific and accurate mathematical language** which can support both student and teacher understanding of concepts. (E.g., identifying “arithmetic or geometric sequences” can support deeper understanding and more precise communication than the current use of the terms “increasing or decreasing patterns”.)
- Some of the statements as written **lack clarity** and will require significant support for teachers to understand what is intended by those outcomes at their grade level. (E.g., Grade 1 knowledge statement, “The length of empty space between two points is called distance.”)
- Throughout the Mathematics draft curriculum, changes have been made to both the **content** included and the grades in which content is introduced. In some cases, the content has been introduced in lower grades in developmentally appropriate ways with consideration of learning progressions. (E.g., the inclusion of time and fractions, starting in Kindergarten and Grade 1 respectively, in appropriate contextual and concrete ways.) In other cases, the content has been included or shifted in ways that are not addressed in developmentally appropriate ways. (E.g., the introduction of formulas as “knowledge” the first year the content is introduced, such as the division of fractions in Grade 6.)
- Explicit mention of **First Nations, Métis, and Inuit perspectives** has shifted from the front matter/subject introduction to specific learning outcomes. The removal of a more holistic description of First Nations, Métis, and Inuit views to specific statements or tasks for students to perform is superficial and does not foster deep levels of understanding. (E.g., Grade 4, the task of “Recognize the rearrangement of area in



First Nations, Métis, or Inuit design” is a very low-level task and does not lead to the learner developing a deeper understanding of Indigenous perspectives of mathematics.)

- There are some learning outcomes that limit **accessibility** for all students as they do not allow students to represent their thinking and understanding in multiple ways. This impacts students with diverse learning needs, as well as Indigenous students and English Language Learners who come from different and valid cultural understandings and strategies. (E.g., the required use of standard algorithms as the only acceptable strategy for computation in some Division II learning outcomes can affect how culturally and personally responsive learning experiences are. Students are not encouraged to think critically about the numbers or context and select efficient strategies that might be used personally or in different cultures or contexts.)

Music

The inclusion of music knowledge and skills and the acknowledgement that music can communicate ideas, messages, and narratives are appreciated. The draft also attempts to connect art and music history. The music history topics and example pieces are not meaningfully connected with social studies and lack inclusivity. The music knowledge sections are overly complex and developmentally inappropriate.

- During music classes, students should spend the majority of their time actively making music. This curriculum places knowledge about music before **exploration and creation of music**. For example, in Grade 2, students are introduced to accelerando, ritardando, crescendo, decrescendo, staccato, and legato. In response to this knowledge, students are asked to “identify”, “differentiate”, “use vocabulary” and “discuss”. In the following outcome section, students are asked to “respond in a variety of ways when actively listening for changes in dynamics and tempo”. The draft places knowledge and discussion about these musical terms above time spent actively enjoying, creating, and collaborating while listening to, singing, and playing music.
- There are **inaccuracies** in the way foundational music concepts are explained and presented; for example, the draft uses the word ‘patching’ when the correct word is **‘patschen’**.
- While the **inclusion of music history** is appreciated, this section in all the Fine Art disciplines is too dense and it is not presented in a manner that would promote active musical thinking about broad organizing concepts nor are the outcomes meaningfully related to topics of study in other disciplines. For example, Grade 3 includes Ancient Roman music and Grade 4 includes music from Medieval Islam, both historical eras that are not addressed nor linked to Social Studies outcomes in these grades.
- There is a **lack of developmentally appropriate sequencing** of outcomes. For example, Grade 1 students are asked to respond to a steady beat through “actions”, “playing instruments”, “moving”, and “body percussion”. The draft presents body percussion as “clapping, snapping, patching (sic), stomping and rubbing” and asks Grade 1 students to demonstrate rhythm using body percussion or instrument playing. These outcomes may not be achievable for many students as even clapping to a beat is difficult for many of our earliest learners. Some physical exploration of beat through patschen and some instrumentation is more appropriate at these levels.
- The **music appreciation outcomes** are overly Eurocentric, colonial, imbalanced from a gender perspective and do not leave enough space for teachers and students to



design learning about music and musicians that meaningfully enrich other learning or exemplify local experiences and histories. Indigenous music is presented as something to listen to or learn about as opposed to learning with and from Indigenous artists and knowledge keepers. [See AMAA](#)

- There is no meaningful inclusion of **music technology** other than a few mentions of digital media in the knowledge section. The draft does not present the use of technology to increase accessibility or to experience, share, or create a narrative through sound and music.

Science

The organization of science content in the draft K-6 curriculum is around the main concepts of scientific branches (i.e., matter, energy, Earth systems, living systems, space, scientific methods, computer science), which is a shift from a focus on topics. The shortened subject introduction and structure of the curriculum does not clearly present a rich, comprehensive representation of the discipline of science.

- The draft K-6 curriculum has been written from a **Eurocentric worldview**. There is no acknowledgement that science, as a knowledge system as we understand it, was developed from within a Eurocentric worldview.
- There is a lack of recognition of diverse scientific ideas and contributions. Some ideas are only mentioned in relation to First Nations, Métis, and Inuit peoples, which leads to “othering.” As a whole, the Science curriculum **fails to acknowledge the existence of Indigenous science perspectives**, let alone present them in a way that promotes their validity. Where Indigenous perspectives are mentioned, it is done so in a way that reduces them to typical and expected stereotypes. Indigenous relationships to and/or understandings of the natural environment are over simplified. (E.g., Grade 3, knowledge statement, “First Nations, Métis, and Inuit communities respectfully use natural materials.” Respectful use of natural materials is not mentioned in relation to any other group of people and Indigenous relationships to natural materials go far beyond simple respectful use of them.)
- Some statements, as written, are **inaccurate** and will lead to misconceptions. (E.g., in Grade 1, “Speed can be... -stopped.” Motion or movement is stopped, speed is how fast an object is moving.)
- There is an **overemphasis on lower-level thinking skills** or passive learning as opposed to more active learning. Many of the skills and procedures do not allow or require students to be actively engaged. Such verbs as research, identify, relate, and describe are passive and can be done without engaging in scientific investigations.
- Some content is introduced too early, and/or **not age or developmentally appropriate**. (E.g., Grade 3 under knowledge: “Newton’s first law of motion states that an object that is at rest will stay at rest until some force makes it move; and an object that is in motion will stay in motion until a force stops it.” Newton’s laws are currently introduced in high school (Physics 20).)
- There is a **lack of alignment between subjects**. Some of the skills included in the draft Science curriculum do not align with Mathematics, resulting in students being asked to perform skills in which they have not yet developed understanding. (E.g., Grade 5 Science, students are to “measure the volume of liquids using appropriate



instruments and standard units of measurement," while capacity and volume are not introduced in Mathematics until Grade 6.)

- **Computer science** is primarily interpreted as following instructions. Coding is absent in younger grades and not introduced until Grades 5 and 6. According to the International Society for Technology in Education ([ISTE](#)), when coding is [integrated into learning for young students](#) in a developmentally appropriate way, it builds [computational thinking](#) (definition from [ISTE](#)). Furthermore, this curriculum reduces the complexities of coding to mechanical processes and paper and pencil tasks. A deep understanding of coding requires the use of technology so students can make connections between the code they write and the output of the programs they create. Using technology to code is critical to testing, iterating, and problem solving. It is important to note that coding is just one aspect of computational thinking, and this curriculum does not address the wider applications that extend beyond a single subject area to multiple disciplines.
- There are concerns about the **amount of content** in all grades, which does not allow for depth of understanding in developmentally appropriate ways. (E.g., Current curriculum in Grade 4 has a unit about two simple machines - wheels and levers. Draft curriculum in Grade 3 includes levers, wheels, axles, inclined planes and wedges within an outcome about contact forces, along with other content. The Skill and Procedures statement "Represent contact force in relation to the use of simple machines through diagrams," is not a developmentally appropriate task as it requires students to have a deep and thorough understanding of how simple machines function to apply understanding of contact forces in an abstract way.)

Social Studies

The following provides a basis for analysis of the draft Social Studies curriculum. For background and information on the discipline of Social Studies itself, please reference [Powerful and Purposeful Elementary Social Studies](#) from the National Council for the Social Studies.

- The draft does not reflect well-established or current scholastic approaches in social studies education. **Twenty-first century skills** and processes fundamental to any social studies curriculum (i.e., critical thinking and creative thinking, historical thinking, geographic thinking, decision making, problem solving, cooperation, conflict resolution, consensus building, social involvement, research and information, oral, written and visual literacy, and media literacy) are not appropriately referenced nor are they built into the outcomes and learning progressions. These competencies appear in the current curriculum and in the [Student Competencies in Social Studies](#) (Alberta Education).
- [Digital literacy](#) and [media literacy](#) (see [MediaSmarts](#)) to support **critical thinking** are absent in the Social Studies draft. Learning to evaluate and use digital sources to research historical and current issues, conduct analyses, sort fact from fiction, examine diverse viewpoints, and think critically about news and social media are not included.
- Social studies as a discipline contains a **developmental scope and sequence** that begins with a young person's understanding of their family, community, and onto their city, province, country, and so on. This concentric circle pattern is the foundation of geographical thinking (my house, my street, my city, and so on) and also historical thinking, which begins with the self in the same way geography does; those case studies closest to the self and family come first and then more abstract time periods (i.e., those further in the past or farther away from the child's home) are tackled in later



grades. Neither of these learning progressions, tenets of social studies education, are observed in the draft curriculum.

- The topics that have been chosen (Ancient Civilizations, Ancient Greece and Rome, Medieval and Renaissance Europe, etc.) are **not developmentally accessible** to children in this age group, and concepts are not scaffolded. Concepts and individual topics should be developed in scope over several grades. Experience with the current Social Studies curriculum develops the concept of democracy in Ancient Greece in Grade 6 and the complexities of the Renaissance in Grade 8. Both of these areas of study require careful development even as applied at the current grades. Shifting those historical case studies to Grades 1 and 2 does not set students up for success in their learning nor does it set a foundation of understanding and applying the concepts central to Social Studies.
- In the current Social Studies curriculum, key attributes of **social studies concepts** are identified (example: *culture* is a human response to nature, changes over time, refers to many aspects of society, shapes our beliefs, values and actions, etc.) and provides students with opportunities to experience the concept through example (historical, social and political case study as well as current affairs). As children mature, the concepts and case studies become more complex and abstract as they build on previous learning. Key elementary Social Studies concepts like: beliefs, belonging, causality, citizenship, community, conflict, cooperation, culture, diversity, discrimination, equality, fairness, family, multiculturalism, safety, time, tradition, values, are unpacked in developmentally appropriate stages. These fundamental concepts and any relevant learning progressions that would support students in learning them, are missing from this draft curriculum.
- The **emphasis on rote memorization** of historical events, people and places is developmentally inappropriate – children of elementary school age are not able to recall and explain information that is out of their realm of conceptual understanding. Nor does that kind of learning have anything to do with Social Studies. At any grade level, this pedagogical focus would be inappropriate for a modern Social Studies curriculum, but it is even more problematic at the elementary level as it excludes all but one specific highly capable type of learner, and focuses on the development of a singular set of skills.
- There is a disproportionate focus on **religion and religious content**, inappropriate for the public primary school setting. Learning *about* world religions at an age where children can grasp the complex societal functions of religious institutions can lead to important understandings of multiple perspectives as well as world and historical events, which is why religious studies courses are traditionally taught in high school. The draft curriculum offers a Christian-dominant narrative that positions Christianity as both central and factual where others are presented as beliefs - "Jews believe in one God" vs. "Jesus Christ is the son of God." The volume and tenor of religious content that focuses almost exclusively on three monotheistic religions are not inclusive of the many other religions practiced in Alberta, nor the more than 30 per cent of Albertans who claim no religious affiliation. Overall the draft equates belief systems with religion which is inaccurate and limiting.
- The draft curriculum is Eurocentric, meaning, the **focus is on Europe and Europeans**, and the narrative is told from a European and European-settler perspective. Europeans are presented as the central and most important global culture (politically, religiously, economically, socially), and the historical narrative, as Dr. Dwayne Donald points out, reads as "*a moral success story of Western culture.*" Research in curriculum development tells us that championing European culture, history and accomplishments,



particularly in a manner that involves little critical thinking or analysis, has a negative impact on both students who represent the dominant culture and children who are from backgrounds that represent a wide variety of races, ethnicities, cultures, classes, religions, sexualities, genders, abilities, and other areas of marginalization.

- **Indigenous inclusion** is particularly problematic, reducing the contributions of Indigenous peoples to special interest and historical events. There is no mention of treaties, Residential Schools, or reconciliation in the K-2 portion of the curriculum. Most references to Indigenous peoples are in the past, with little to no examples of contemporary communities, an error we know continues to contribute to student misconception. The inclusion of Indigenous content does not lend itself to a meaningful understanding of Indigenous perspectives, experiences or ways of knowing.
- Examples of **Indigenous oppression and genocide in Canada are minimized** in a manner that disguises the true severity of them while completely omitting certain aspects altogether. Histories affecting Indigenous peoples are whitewashed by means of downplaying or omitting significant instances of genocide and oppression and/or their true intent. Historical events are referred to through a settler perspective and do not encourage the seeking out of Indigenous perspectives and experiences surrounding those events/histories. Indigenous histories are explained without the inclusion of anyone from that particular community to share their perspective, leading to contentious versions of history being presented as objective (for example, discussion of the Iroquois, Bering Strait theory).
- There is a notable absence of any content relating to the perspectives and experiences of **LGBTQ2S+ communities**. The omission of these important groups from this curriculum makes it difficult for gender and sexually diverse or questioning young people to feel that they have a place in the world. It also creates a misconception among many students that sexually and gender diverse people do not exist or are in some way inferior.
- In addition to being Eurocentric and having problematic Indigenous content, the parts of the draft that attempt to address **Black history in Canada** are severely limited, lacking in substance and depth or an anti-racist perspective. Ancient or medieval African civilizations are omitted. Black people first appear in the Social Studies curriculum as persons enslaved in New France, framing people of African descent as being important to the story only in their role as a European commodity. The outcomes use offensive and outdated terms (i.e., "slaves" and "blacks" rather than "enslaved people" and "Black people"). Passive language is used to describe racism experienced by Black people ("racism, discrimination, and exclusion were everyday realities") obscuring *who* is committing the racist discrimination against these Black Canadians and *why*. The outcomes associated with KKK propaganda techniques are without context or an unpacking of the impact of the KKK as a domestic terrorist group. Stories of resistance and resiliency recommended by anti-racist curriculum research are severely lacking.

Physical Education and Wellness

The intent of the proposed physical education and wellness draft curriculum is to 'promote the whole individual and aims to nurture students in their pursuit of a healthy and active life', however the draft falls short in laying a suitable foundation of this aim for a variety of key reasons.

The combination of the former physical education and health and life skills curriculum may allow for a concept-based approach to instruction and may even increase time for physical



activity. The crux of this, however, is that significant subject matter expertise is needed to be able to adequately interpret the learning outcomes and, more specifically, the skills and procedures associated within each outcome. Without a scope and sequence, an established guide to implementation or identified and adequate time allotments, the proposed draft becomes problematic.

- Alberta is considered a leading jurisdiction among health promotion practitioners who specialize in comprehensive school health. Comprehensive school health is an internationally recognized and well researched understanding on how to support student well-being through whole-school strategies. The **absence of comprehensive school health**, which exists in the present-day curriculum 'as a desirable approach', reduces schools' abilities to sufficiently promote student well-being.
- Though it is critical to teach and learn about the importance of **mental health**, the term is used throughout the draft in an inconsistent manner and without an adequate introduction, nor progression from one grade to the next.
- The understanding of **well-being** is critical in a sound wellness curriculum, however, like mental health, the term is used inconsistently and does not address the holistic nature of well-being. The proposed draft only positions physical well-being (and inconsistently, emotional well-being) as a contributor to overall health. The concept of 'dimensions of well-being' is absent from the draft, and though a Eurocentric view, it does provide similarities to other world views such as Indigenous perspectives of well-being. Though there are several important dimensions of well-being absent in the proposed draft, most noticeably absent is the concept of spiritual well-being.
- It is concerning that learning about **body image** is missing in the proposed draft curriculum. Except for a brief mention in Grade 4, concepts of puberty and body image are absent. Instead, concepts that are detrimental to understanding body image, and those that may lead to disordered eating, body shaming and weight-based bullying are presented. Simply, there is an over emphasis on body weight and body size, with developmentally inappropriate knowledge at a developmentally vulnerable time.
- The explicit teaching of **consent** may be considered a positive step in the proposed draft curriculum, though the concept of consent is nothing new to early learning. 'Asking for permission' is a concept taught very early in many settings and has been for some time. Except for 2-3 weak examples, consent is positioned within the proposed draft curriculum from the position of 'giving permission' and *not* 'asking for permission'. Consent is presented as part of the 'safety rules', however it needs to be about healthy relationships and feeling good.
- **Sexuality** is a holistic concept that includes many factors and requires understanding of topics such as, healthy relationships, self-image, sex, gender identity and personality. In the proposed draft, elements that would typically be associated with sexual health have become unhealthy, exclusionary, binary and are presented in a heteronormative way. Subject matter is presented as deficits based, have taken on an intercourse focused approach to sexuality and, in some cases, are discriminatory. The idea of 'self-control is a necessary virtue' is a heavily faith-based concept that erodes the ability to learn about healthy sexual relationships. Faith-biased understandings continue to label process within this proposed draft. For example, pregnancy is referred to as a natural process while birth control is categorized as artificial. Further, the specific use of abstinence is inaccurate and presented as a moral/values based ideal rather than one option with specific advantages.
- **Digital citizenship** and digital safety are oversimplified and isolated to this area of the curriculum. The related understandings, skills, and procedures are limited or missing. It



does not reflect the depth of skill and understanding or include the grade level progressions found in the [ICT Program of Studies](#).

- Focusing on **harms of internet use and social media** positions these tools as negative. Examples such as, discussing the 'negative consequences of viewing explicit media' or asking students to 'identify potential harms from online and social media use and explain how to deal with unwanted communication or images' is a harmful, deficit approach which does not encourage healthy relationships or behaviours.
- The inclusion of **First Nation, Métis, and Inuit perspectives** are positioned in a tokenistic way that make their inclusion in this section appear to be an afterthought rather than a relevant component incorporated in a thought out and appropriate manner. This will only serve to further cause alienation between cultures rather than promoting a true understanding or awareness between them. Additionally, these mentions are frequently inaccurate and misrepresenting.

Implementation Considerations

The following section provides key considerations for implementation of the draft curriculum across all subjects and grades in the context of the current draft design and in the midst of challenges associated with the global pandemic. While we are eager to implement a more modern curriculum, we know that reviewing, considering and reflecting this feedback in a new draft will take time.

The curriculum as written poses insurmountable challenges in both content and design. Any recommendations for implementation are provided based on the assumption that the Ministry will make the necessary and full-scale changes to ensure a viable, developmentally appropriate, and future-facing curriculum appropriate for Alberta students.

COVID-19 Context

Since March 2020, students across all grade levels have and continue to experience high levels of disruption to learning. The implementation of a range of health measures, required operational adjustments, along with pressures within community and family environments have had significant impacts on student learning. While by no means exhaustive, some core impacts are captured below:

- Disrupted progressions of instruction when shifting from in-person to at-home learning both for short and extended periods of time.
- Limited ability for teachers to gather a robust body of evidence of student learning to assess achievement of outcomes.
- Inconsistent environments and access to learning based on individual student and family circumstances.
- Decrease in time spent on instruction as a result of additional health measures requiring cleaning and sanitization.

While classrooms always reflect a range of student needs, the pandemic has resulted in students demonstrating an even wider diversity in achievement levels, and this variance of achievement of foundational outcomes will require careful attention.



For teachers to effectively address next steps in instruction in response to the global impact, it is important that where possible, stability within the instructional environment is supported. Introducing new curricular outcomes across all subject areas does not account for the significant impact of pandemic learning disruptions as well as the inherent gaps that will be created for students due to shifting outcomes and content in the draft curriculum.

Implementation

Given the context summarized above, and the requirements for significant changes to the draft curriculum, it is critical that implementation planning be based on a defined scope and sequence for each subject, mapping out differences and shifts when compared to current curriculum. This foundational planning document will guide school authorities in providing supports through professional learning and resources to account for shifts. Additionally, this scope and sequence will support a manageable plan for phased implementation.

Resources

- **Provincial Digital Licensing**

Province-wide digital licensing to foundational resources will be central to supporting equity and access to robust resources linked to curricular outcomes. Resources should be both aligned to curriculum and reflective of Alberta Education documentation. This ensures adequate funding for provincial licensing agreements or additional funding for the purchase of print resources as appropriate.

- **Centralized Resource Repository**

A vetted and robust centralized resource repository of foundational resources allows school authorities to utilize these as a base and build out as needed given local context and expertise. Alberta Education should host and curate a provincial repository of resources including a process that allows for resources to be piloted, confirmed, and recommended by teachers to aid in resource selection in the future. A collaborative effort by school authorities, with the support of Alberta Education to acquire and develop learning and teaching resources will continue to enhance this work and includes financial, human, and print/digital support.

- **Funding for release time and additional supports**

The provision of funding to support additional release time for teachers throughout the school year, along with funding for centralized positions, will be required to further support and liaise with Alberta Education staff and classroom teachers during the initial implementation periods.

- **Access to reference lists utilized in development of curriculum**

Although references are not always included in curriculum documents, there is historical precedent of this in Alberta (current Mathematics Programs of Study) and other jurisdictions (Saskatchewan Mathematics Curriculum). This provides teachers with appropriate resources for further information.



Provincial Assessment Implications

Implementation planning requires careful consideration of provincial assessment implications. There are key actions that will require further planning and communication with respect to provincial assessments.

- **Phased assessment development**

In the current drafts, many concepts have shifted down in grades (i.e., fraction operations in mathematics). Due to concepts shifting down,, concept development and full concept achievement may be compromised for the first few years of implementation. The background knowledge required to support student understanding will take time to progress through the grades.

Some subjects spiral, with concepts being built over time. Therefore, implementation across all grades will create immediate gaps in understanding and require time (2-3 years) for students to have sufficient exposure, experience and practice with concepts to be successful across all grades, specifically in Division II. Example: In order for Grade 6 students to be able to divide fractions, the pre-requisite knowledge covered in Grades 3, 4, 5 is necessary for Grade 6 students to achieve success with that outcome.

To that end, test design should account for this progression and development with the phasing in of testing of concepts or outcomes that may be developed over multiple grades. Provincial identification of these concepts, subjects and grade levels that require this consideration should be prepared and shared with all jurisdictions.

- **Account for transitions**

As implementation becomes mandatory, students who are transitioning from Grade 6 to junior high are specifically affected. For example, certain concepts in the draft curriculum will be compromised for the Grade 6 student moving to junior high as they have shifted from Grade 6 to Grade 4 and 5. These concepts will be important for success in Grades 7 to 9. Teaching “shifted concepts” in addition to the new curriculum will impact how much content is achievable in Grade 6. The deployment of new provincial assessment needs to account for required transitions.

- **Quest A+**

This solution needs to be a viable solution for the entire province to allow for online test writing. The system must be able to manage demand and should not create additional pressures for system use beyond planning for technology to be available for student use.

- **Collaboration and coordination across Ministry departments**

Because concepts in many curricula build from one year to the next, timing of implementation, consideration of a partial implementation, and provincial assessment must be aligned. It will be important to recognize that other assurance measures will be impacted by the implementation of a new curriculum and fluctuations and survey responses should be anticipated and articulated at a provincial level.

Coordinated collaboration is required between the assessment department and the curriculum department to ensure general information bulletins for PATs account for implementation planning.

- **Communication and Use**

It will be important to provide school boards with clarity regarding Ministry communication plans and plans for use of PAT results internally and publicly.



Conclusion

We want our schools to deliver a curriculum that supports the CBE's mission of success for all students. We are confident that if the government incorporates the feedback gathered and takes the time required to implement the K-6 curriculum, the outcome will be a curriculum of which we can all be proud.

