

public agenda

Regular Meeting of the Board of Trustees

June 22, 2021
12:00 p.m.

Microsoft Teams,
Calgary, AB

R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions		GC-3	
	4 Results Focus			
	5 Operational Expectations			
	6 Public Comment [PDF] Requirements as outlined in Board Meeting Procedures		GC-3.2	
	7 Matters Reserved for Board Information			
	7.1 EducationMatters Presentation and Financial Statements	M. Field		Page 7-1
	8 Matters Reserved for Board Decision	Board	GC-3	
	8.1 Proposed Amendments to Board/Chief Superintendent Relationship Policy 5: Chief Superintendent Accountability	Board	GC-3, B/CSR-5, OE-1	Page 8-1
8.2 Proposed Amendments to Governance Culture Policies	Board		Page 8-6	

Time	Topic	Who	Policy Ref	Attachment
	9 Consent Agenda	Board	GC-2.6	
	9.1 Items Provided for Board Decision			
	9.1.1 OE-5: Financial Planning – Annual Monitoring Report <i>(THAT the Board approves that the Chief Superintendent is in compliance with the provisions of OE-5.)</i>		B/CSR-6 OE-5, 7	Page 5-1-A (June 15/21)
	9.1.2 OE-9: Facilities – Annual Monitoring Report <i>(THAT the Board approves that the Chief Superintendent is in compliance with the provisions of OE-9.)</i>		B/CSR-6 OE-7, 9	Page 5-9-A (June 15/21)
	9.1.3 Solar for Schools Phase 2 <i>(THAT the Board approves a budget expenditure of up to \$8,200,000 from capital reserves to enhance the CBE solar power portfolio; and, THAT the Board authorizes the Chair to correspond with the Minister of Education pertaining to the use of reserves.)</i>		OE-2, 5, 7, 9	Page 9-1
	9.1.4 Revision to the Schedule of Regular Meetings <i>(THAT the Board approves the revisions as submitted.)</i>		GC-2, 6	Page 9-6
	9.1.5 Meeting Minutes <ul style="list-style-type: none"> ▪ Regular Meeting held May 18 ▪ Regular Meeting held May 20 ▪ Special Meeting held May 31 <i>(THAT the Board approves the minutes of the Regular Meetings held May 18 and May 20, 2021 and the Special Meeting held May 31, 2021.)</i>		GC-2.6	L'td distrib'n Page 9-9 Page 9-18 Page 9-32
	9.2 Items Provided for Board Information		OE-8	
	9.2.1 Three-Year System Student Accommodation Plan (2021-2024)		OE-7, 8, 9	Page 9-36
	9.2.2 Annual Summative Evaluation of the Chief Superintendent		B/CSR-5 GC-3, 4	Page 9-95
	9.2.3 Correspondence		OE-7	Page 9-102
	10 In-Camera Session			
4:30 p.m.	11 Adjournment			
	Debrief	Trustees	GC-2.3	

Notice |

This public Board meeting will be recorded & posted online. Media may also attend these meetings. You may appear in media coverage. Information is collected under the authority of the Education Act and the Freedom of Information and Protection of Privacy Act section 33(c) for the purpose of informing the public. For questions or concerns, please contact: Office of the Corporate Secretary at corpsec@cbe.ab.ca.

**report to
Board of Trustees**

EducationMatters Financial Statements as at 31, 2020

Date	June 22, 2021
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor Corporate Secretary
Purpose	Information
Originator	Marilyn Field, Executive Director, EducationMatters
Governance Policy Reference	Governance Culture GC-3: Board Job Description

1 | Recommendation

The financial report for EducationMatters is provided for Board information.

2 | Background

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

Appendix I: Education Matters Financial Statements as at December 31, 2020





Calgary's | **trust** | for public education

Financial Statements

December 31, 2020

INDEPENDENT AUDITOR'S REPORT

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

Opinion

We have audited the financial statements of EducationMatters, Calgary's Trust for Public Education, (the "Trust"), which comprise the statement of financial position as at December 31, 2020 and the statements of operations, changes in fund balances and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Trust as at December 31, 2020, and its results of operations and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

Basis for Opinion

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

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

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

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

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

Auditor's Responsibilities for the Audit of the Financial Statements

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

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

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

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

RSM Alberta LLP

Chartered Professional Accountants
March 22, 2021
Calgary, Alberta

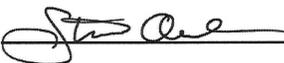
EducationMatters, Calgary's Trust for Public Education
Statement of Financial Position
December 31, 2020

	2020	2019
Assets		
Current assets		
Cash and cash equivalents (notes 3 and 7)	\$ 2,245,224	\$ 1,848,691
Accounts receivable	<u>4,195</u>	<u>4,904</u>
	2,249,419	1,853,595
Investments (notes 4 and 7)	6,816,769	6,320,786
Tangible capital assets (note 5)	<u>-</u>	<u>3,740</u>
	<u>\$ 9,066,188</u>	<u>\$ 8,178,121</u>
Liabilities		
Current liabilities		
Accounts payable and accrued liabilities	\$ 41,197	\$ 35,182
Deferred operating contributions (note 6)	<u>401,000</u>	<u>401,000</u>
	<u>442,197</u>	<u>436,182</u>
Funds		
Operating fund	1,023,913	846,061
Flow-through fund	1,008,208	778,937
Endowment fund (note 7)	<u>6,591,870</u>	<u>6,116,941</u>
	<u>8,623,991</u>	<u>7,741,939</u>
	<u>\$ 9,066,188</u>	<u>\$ 8,178,121</u>

Commitments (note 8)

See accompanying notes to the financial statements

On behalf of the Board,

 _____, Governor
 _____, Governor

EducationMatters, Calgary's Trust for Public Education
Statement of Operations
Year Ended December 31, 2020

	2020				2019
	Operating Fund	Flow-Through Fund	Endowment Fund	Total	
Revenue					
Contributions	\$ 600,000	\$ 1,617,068	\$ 89,159	\$ 2,306,227	\$ 2,187,794
Interfund fees	125,126	(39,660)	(85,466)	-	-
Canadian Emergency Wage Subsidy	108,738	-	-	108,738	-
Gains on investments (note 4)	38,028	-	557,787	595,815	747,498
Interest and dividend revenue	<u>28,307</u>	<u>-</u>	<u>112,125</u>	<u>140,432</u>	<u>164,770</u>
	<u>900,199</u>	<u>1,577,408</u>	<u>673,605</u>	<u>3,151,212</u>	<u>3,100,062</u>
Expenditures					
Grants and scholarships (notes 6 and 10)	-	1,360,125	186,688	1,546,813	1,597,097
Salaries and benefits (note 10)	513,805	-	-	513,805	553,403
Communications (note 10)	4,985	-	-	4,985	5,258
Fund development (note 10)	9,562	-	-	9,562	8,942
Office	35,069	-	-	35,069	32,176
Investment fees (note 10)	46,736	-	-	46,736	45,408
Professional fees	21,811	-	-	21,811	23,075
Fundraising and other events (note 10)	-	-	-	-	4,915
Computer applications and support	49,303	-	-	49,303	49,229
Rent	37,336	-	-	37,336	39,513
Amortization	<u>3,740</u>	<u>-</u>	<u>-</u>	<u>3,740</u>	<u>9,187</u>
	<u>722,347</u>	<u>1,360,125</u>	<u>186,688</u>	<u>2,269,160</u>	<u>2,368,203</u>
Excess of revenue over expenditures	<u>\$ 177,852</u>	<u>\$ 217,283</u>	<u>\$ 486,917</u>	<u>\$ 882,052</u>	<u>\$ 731,859</u>

See accompanying notes to the financial statements

EducationMatters, Calgary's Trust for Public Education
Statement of Changes in Fund Balances
Year Ended December 31, 2020

	Operating Fund	Flow- Through Fund	Endowment Fund	Total
Fund balances, December 31, 2018	\$ 778,282	\$ 835,876	\$ 5,395,922	\$ 7,010,080
Excess (deficiency) of revenue over expenditures	67,529	(20,532)	684,862	731,859
Interfund transfers	<u>250</u>	<u>(36,407)</u>	<u>36,157</u>	<u>-</u>
Fund balances, December 31, 2019	846,061	778,937	6,116,941	7,741,939
Excess of revenue over expenditures	177,852	217,283	486,917	882,052
Interfund transfers	<u>-</u>	<u>11,988</u>	<u>(11,988)</u>	<u>-</u>
Fund balances, December 31, 2020	<u>\$ 1,023,913</u>	<u>\$ 1,008,208</u>	<u>\$ 6,591,870</u>	<u>\$ 8,623,991</u>

See accompanying notes to the financial statements

EducationMatters, Calgary's Trust for Public Education
Statement of Cash Flows
Year Ended December 31, 2020

	2020	2019
Cash provided by (used in):		
Operating activities		
Excess of revenue over expenditures	\$ 882,052	\$ 731,859
Adjusting items:		
Amortization	3,740	9,187
Gain on investments	<u>(595,815)</u>	<u>(747,498)</u>
	<u>289,977</u>	<u>(6,452)</u>
Changes in non-cash items		
Accounts receivable	709	(3,024)
Accounts payable and accrued liabilities	6,015	(271)
Deferred operating contributions	<u>-</u>	<u>(40,000)</u>
	<u>6,724</u>	<u>(43,295)</u>
Cash provided by (used in) operating activities	<u>296,701</u>	<u>(49,747)</u>
Investing activities		
Purchase of equipment	-	(3,322)
Purchase of investments	(121,456)	(196,869)
Disposal of investments	<u>221,288</u>	<u>199,480</u>
Cash provided by (used in) investing activities	<u>99,832</u>	<u>(711)</u>
Cash inflow (outflow)	396,533	(50,458)
Cash and cash equivalents, beginning of year	<u>1,848,691</u>	<u>1,899,149</u>
Cash and cash equivalents, end of year	<u>\$ 2,245,224</u>	<u>\$ 1,848,691</u>
Cash and cash equivalents are comprised of:		
Cash	\$ 262,146	\$ 229,789
Treasury bills (note 3)	<u>1,983,078</u>	<u>1,618,902</u>
	<u>\$ 2,245,224</u>	<u>\$ 1,848,691</u>

See accompanying notes to the financial statements

EducationMatters, Calgary's Trust for Public Education

Notes to Financial Statements

December 31, 2020

1. Nature of Trust

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

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

2. Significant accounting policies

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

(a) Revenue

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

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

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

The Trust recognizes government assistance including the Canadian Emergency Wage Subsidy contributions, as income in the year the related expenses are incurred.

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

(b) Trust funds

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

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

EducationMatters, Calgary's Trust for Public Education
Notes to Financial Statements
December 31, 2020

Operating fund

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

Flow-through fund

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

Endowment fund

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

(c) Cash and cash equivalents

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

(d) Investments

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

(e) Tangible capital assets

The Trust capitalizes administrative assets, consisting of computer equipment and software and office equipment, at cost and amortizes them over their estimated useful lives of five years on a straight-line basis.

When conditions indicate a tangible capital asset is impaired, the carrying value of the tangible capital asset is written down to the asset's fair value or replacement cost. The write-down of the tangible capital assets is recorded as an expense in the statement of operations. A write-down is not reversed.

(f) Measurement uncertainty

The valuation of tangible capital assets is based on management's best estimates of the future recoverability of these assets and the determination of costs subject to classification as tangible capital assets. The amounts recorded for amortization of the tangible capital assets are based on management's best estimates of the remaining useful lives and period of future benefit of the related assets.

EducationMatters, Calgary's Trust for Public Education

Notes to Financial Statements

December 31, 2020

By their nature, these estimates are subject to measurement uncertainty and the effect on the financial statements of changes in such estimates in future periods could be significant.

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

(g) Financial instruments

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

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

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

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

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

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

EducationMatters, Calgary's Trust for Public Education
Notes to Financial Statements
December 31, 2020

(h) Interfund fees

Interfund fees are charged to the flow-through and endowment funds in lieu of charging administrative expenses to those funds. Endowment funds are charged an interfund fee in accordance with donor agreements and flow-through funds are charged an interfund fee of 5% of each gift received. This fee was reduced to 3.5% effective November 1, 2020.

(i) Donated services

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

3. Cash and cash equivalents

Cash and cash equivalents include short-term investments of \$1,983,078 (2019 - \$1,618,902) consisting entirely of investments in Canadian treasury bills with maturity dates of 90 days or less. Short-term investments yield an average interest rate of 0.88% (2019 - 1.65%).

4. Investments

	2020	2019
Pooled Funds - Endowment Fund	\$ 6,287,510	\$ 5,843,458
Pooled Funds - Operating Fund	<u>529,259</u>	<u>477,328</u>
	<u>\$ 6,816,769</u>	<u>\$ 6,320,786</u>

Investments are comprised of \$6,816,769 (2019 - \$6,320,786) in pooled investment funds measured at fair value. The Trust's policy is to liquidate gifted shares on the same day as they are received. There were no gifted shares held at December 31, 2020 or 2019.

Gain on investments of \$595,815 (2019 - \$747,498) includes unrealized gains of \$519,968 (2019 - \$690,778).

5. Tangible capital assets

			<u>Net Book Value</u>	
	Cost	Accumulated Amortization	2020	2019
Computer equipment	\$ 85,755	\$ 85,755	\$ -	\$ 3,740
Office equipment	25,850	25,850	-	-
Computer software	<u>62,441</u>	<u>62,441</u>	<u>-</u>	<u>-</u>
	<u>\$ 174,046</u>	<u>\$ 174,046</u>	<u>\$ -</u>	<u>\$ 3,740</u>

EducationMatters, Calgary's Trust for Public Education
Notes to Financial Statements
December 31, 2020

6. Related party transactions

The Trust is economically dependent on contributions from the Calgary Board of Education ("CBE") and is committed to provide services to CBE in fund development, grants and student awards. During the year, the Trust received \$600,000 (2019 - \$600,000) from the CBE. Contributions in the amount of \$400,000 were deferred to 2020 in accordance with spending the funds over a twelve-month period and are included in the deferred operating contributions on the statement of financial position.

The Trust rented office space and purchased services of \$37,336 (2019 - \$39,513) and \$5,589 (2019 - \$7,065), respectively, from the CBE.

Grants awarded to CBE schools by the Trust are distributed to recipients by way of the CBE. In 2020, this amount was \$1,062,260 (2019 - \$1,084,264).

7. Endowment funds

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

	2020	2019
Cash and cash equivalents	\$ 304,360	\$ 273,483
Investments	<u>6,287,510</u>	<u>5,843,458</u>
	<u>\$ 6,591,870</u>	<u>\$ 6,116,941</u>

8. Commitments

The Trust's office lease with the CBE was renewed in November 2020 for an additional one-year term to October 31, 2021 and requires monthly rental payments of \$1,814.

9. Financial instruments

The Trust is exposed to the following significant financial risks:

(a) Credit risk

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

EducationMatters, Calgary's Trust for Public Education
Notes to Financial Statements
December 31, 2020

(b) Market risk

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

10. Additional information on fund development

(a) Expenses incurred to raise funds

	2020	2019
Fund development expenses	\$ 9,562	\$ 8,942
Fund development salaries and benefits	<u>136,249</u>	<u>142,743</u>
	<u>\$ 145,811</u>	<u>\$ 151,685</u>

(b) Funds raised during 2020 were \$1,706,227 (2019 - \$1,547,794).

(c) Summary of disbursements

	2020	2019
Grants	\$ 1,056,264	\$ 1,077,006
Scholarships	<u>490,549</u>	<u>520,091</u>
	<u>\$ 1,546,813</u>	<u>\$ 1,597,097</u>

In 2020 there were two disbursements of contributions greater than 10% of the gross contributions received in 2020. The following projects were supported:

- (1) Calgary Board of Education Exploratory or Dual Credit programs engage in learning experiences that can earn students credits in high school and post-secondary education institutions simultaneously. This allow students to discover and explore career pathways, which can help them plan for successful transitions to post-secondary and/or the workforce, provide workplace certification/accreditation or offer preferred placement at post-secondary institutions. During the year ended December 31, 2020, contributions in the amount of \$247,000 (2019 - \$361,750) were disbursed to this project.

EducationMatters, Calgary's Trust for Public Education
Notes to Financial Statements
December 31, 2020

(2) Calgary Board of Education Technology loan program - As COVID-19 forced students to learn from home, it quickly became apparent that many students did not have the technology necessary to participate in online learning. EducationMatters reached out to the community in an urgent appeal to secure funding to purchase devices for the Calgary Board of Education's Technology Loan program, developed for this purpose and often serving some of our city's most vulnerable or less affluent student families. During the year ended December 31, 2020, contributions in the amount of \$240,079 (2019 - \$NIL) were disbursed to this program.

(d) Allocation of total expenditures and disbursements

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

	2020	2019
Grant disbursements	\$ 1,546,813	\$ 1,597,097
Communication expenses	4,985	5,258
Fund development expenses, excluding events	145,811	151,685
Events	-	4,915
Program expenses	521,075	554,653
Investment fees	46,736	45,408
Amortization expense	<u>3,740</u>	<u>9,187</u>
	<u>\$ 2,269,160</u>	<u>\$ 2,368,203</u>

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

report to Board of Trustees

Proposed Amendments to Board/Chief Superintendent Relationship Policy 5: Chief Superintendent Accountability

Date	June 22, 2021
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor, Corporate Secretary
Purpose	Decision
Governance Policy Reference	GC-3: Board Job Description B/CSR-5: Chief Superintendent Accountability OE-1: Global Operational Expectation

1 | Recommendation

It is recommended:

- THAT the Board of Trustees gives first reading to the amendments of Board/Chief Superintendent Relationship 5: Chief Superintendent Accountability policy, as provided in Attachment I to the report; and
- THAT the Board of Trustees gives second reading, and thereby final approval, to the amendments of Board/Chief Superintendent Relationship 5: Chief Superintendent Accountability policy, as provided in Attachment I to the report.

2 | Background

The Board/Chief Superintendent Relationship Policy 5: Chief Superintendent Accountability (B/CSR-5) confirms that the Chief Superintendent's performance is identical to the organization performance. Organizational accomplishment of the Board's Results policies, and operation according to values expressed in the Board's Operational Expectations policies, will be considered successful Chief Superintendent performance.

B/CSR-5 policy also sets out the expectation for the Board's annual summative evaluation of the Chief Superintendent.



3 | Analysis

The Board of Trustees operates under the Coherent Governance model of corporate governance whereby the Board provides leadership for the CBE by setting direction through policy. Section 33(1)(h) of the *Education Act* mandates that the Board establish governance and organizational structures for the CBE.

Day to day operations and leadership of the system lays with the Chief Superintendent who is responsible for carrying out duties as assigned by the Board. The Board governs the system through policies that set out the Results (learning outcomes), Operational Expectations (the boundaries of day-to-day operations), Governance Culture (how the Board works) and Board/Chief Superintendent Relationship (delegation to and evaluation of the Board's single employee).

The Governance Policies enable the Board of Trustees to effectively lead, direct, inspire and control the outcomes and operations of the Calgary Board of Education through a set of carefully crafted policy statements and the effective monitoring of them. Under the Board's leadership the Chief Superintendent is empowered to make all decisions save and except those matters that cannot be delegated by law or those specifically reserved for the Board of Trustees. This ensures that CBE administration (subject to the limits of the law and Board delegation) can take any action and exercise any powers required for the effective operations of the school board.

The proposed revisions to B/CSR-5 policy would position the Board to receive data collected from the prior three school years from the monitoring of Results and Operational Expectations policies to support the Board's annual summative evaluation of the Chief Superintendent.

4 | Conclusion

The Board of Trustees to consider proposed amendments to the Board/Chief Superintendent Relationship Policy 5: Chief Superintendent Accountability.

ATTACHMENTS

Attachment I: B/CSR-5: Chief Superintendent Accountability (proposed revisions shown in track changes)

**BOARD/CHIEF SUPERINTENDENT RELATIONSHIP
B/CSR-5: Chief Superintendent Accountability**

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

The Board considers Chief Superintendent performance to be identical to organization performance. Organizational accomplishment of the Board's *Results* policies, and operation according to the values expressed in the Board's *Operational Expectations* policies, will be considered successful Chief Superintendent performance. These two components define the Chief Superintendent's job responsibilities, and are the basis for the Chief Superintendent's performance evaluation.

- 5.1 The Board will determine organizational performance based upon a systematic monitoring process.
- 5.2 The Board will acquire monitoring data on *Results* and *Operational Expectations* policies by one or more of three methods:
 - a. By *Internal Report*, in which the Chief Superintendent submits information that certifies and documents to the Board compliance or reasonable progress;
 - b. By *External Review*, in which an external third party selected by the Board assesses compliance or reasonable progress with applicable Board policies;
 - c. By *Board Inspection*, in which the whole Board or a committee duly charged by the Board formally assesses compliance or reasonable progress based upon specific policy criteria.
- 5.3 The consistent performance standard for *Operational Expectations* policies shall be whether the Chief Superintendent has:
 - a. reasonably interpreted the policy and its subparts; and
 - b. complied with the provisions of the Board policy.

- 5.4 The consistent performance standard for *Results* policies shall be whether the Chief Superintendent has:
- a. reasonably interpreted the policy and its subparts; and
 - b. made reasonable progress toward achieving the outcomes defined by the Board's *Results* policies.
- 5.5 The Board will make the final determination as to whether Chief Superintendent's interpretation is reasonable, whether the Chief Superintendent is in compliance and whether reasonable progress has been made. In doing so, the Board will apply the "reasonable person" standard.
- 5.6 All policies that instruct the Chief Superintendent will be monitored according to a schedule and by a method determined by the Board and included in the Board's annual work plan. The Board may monitor any policy out of this defined sequence, if it is determined by a majority of the Board that conditions warrant monitoring at times other than those specified by the annual schedule.
- 5.7 Each January, the Board will conduct a formal summative evaluation of the Chief Superintendent. The summative evaluation will be based upon data collected during the school year from the monitoring of *Results* and *Operational Expectations* policies. The Board will prepare a written evaluation document that will consist of:
- a. a summary of the data derived during the previous three school years from monitoring the Board's *Results* and *Operational Expectations* policies;
 - b. conclusions based upon the Board's prior action during the previous three school years relative to the Chief Superintendent's reasonable interpretation of each *Results* policy and whether reasonable progress has been made toward its achievement; and

- c. conclusions based upon the Board’s prior action during the previous three school years relative to whether the Chief Superintendent has reasonably interpreted and operated according to the provisions of the *Operational Expectations* policies.

Adopted: January 24, 2012

report to Board of Trustees

Proposed Amendments to Governance Culture Policies

Date	June 22, 2021
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Marilyn Dennis Board Chair
Purpose	Decision
Governance Policy Reference	GC-2: Governing Commitments GC-3: Board Job Description
Resource Person(s)	Kelly-Ann Fenney, General Counsel Patricia Minor, Corporate Secretary

1 | Recommendation

It is recommended:

- THAT the Board of Trustees gives first reading to the amendments of the following Governance Culture Policies, as provided in Attachments I to XI to the report:
 - GC-1: Board Purpose
 - GC-2: Governing Commitments
 - GC-3: Board Job Description
 - GC-4: Officers' Roles
 - GC-5: Board Committees
 - GC-5E: School Naming Committee Terms of Reference
 - GC-5E: Name Review Committee Terms of Reference
 - GC-6: Annual Work Plan
 - GC-7: Trustee Code of Conduct
 - GC-7E: Trustee Code of Conduct Sanctions
 - GC-8: Trustee Conflict of Interest



- THAT the Board of Trustees gives second reading, and thereby final approval, to the amendments of the Governance Culture Policies, as provided in Attachments I to XI to the report.
- THAT the Board of Trustees approves the repeal of Governance Culture 9: Process for Addressing Board Member Violations Policy.

2 | Background

Governance Culture Policy 2: Governing Commitments sets out the expectation for the Board to regularly and systematically monitor all Board policies.

3 | Analysis

The Board of Trustees operates under the Coherent Governance model of corporate governance whereby the Board provides leadership for the CBE by setting direction through policy. Section 33(1)(h) of the *Education Act* mandates that the Board establish governance and organizational structures for the CBE.

Day to day operations and leadership of the system lays with the Chief Superintendent who is responsible for carrying out duties as assigned by the Board (Section 33(1)(j) of the *Education Act*). The Board governs the system through policies that set out the Results (learning outcomes), Operational Expectations (the boundaries of day-to-day operations), Governance Culture (how the Board works) and Board/Chief Superintendent Relationship (delegation to and evaluation of the Board's single employee).

The Governance Policies enable the Board of Trustees to effectively lead, direct, inspire and control the outcomes and operations of the Calgary Board of Education through a set of carefully crafted policy statements and the effective monitoring of them. Under the Board's leadership the Chief Superintendent is empowered to make all decisions save and except those matters that cannot be delegated by law or those specifically reserved for the Board of Trustees. This ensures that CBE administration (subject to the limits of the law and Board delegation) can take any action and exercise any powers required for the effective operations of the school board.

The Governance Culture Policies clearly defines the individual and collective behaviour required by the Board and Trustees to establish a culture of good governance. These policies establish standards for how the Board performs its work, including policies that define the Board's job, its purpose and its accountability.

As part of the ongoing work the Board, the Governance Culture Policies were reviewed to identify areas of improvement and to adopt a school renaming process.

4 | Conclusion

The Board of Trustees to consider proposed amendments to the Governance Culture policies.

ATTACHMENTS

Attachment I	GC-1: Board Purpose
Attachment II	GC-2: Governing Commitments
Attachment III	GC-3: Board Job Description
Attachment IV	GC-4: Officers' Roles
Attachment V	GC-5: Board Committees
Attachment VI	GC-5E: School Naming Committee Terms of Reference
Attachment VII	GC-5E: Name Review Committee Terms of Reference
Attachment VIII	GC-6: Annual Work Plan
Attachment IX	GC-7: Trustee Code of Conduct
Attachment X	GC-7E: Trustee Code of Conduct Sanctions
Attachment XI	GC-8: Trustee Conflict of Interest

Board of Trustees'
Governance Policy

GOVERNANCE CULTURE

GC-1: Board Purpose

Monitoring Method: Board Self-assessment

Monitoring Frequency: Annually

The Board of Trustees provides leadership for the Calgary Board of Education by defining the mission, values, *Results* and *Operational Expectations* for the organization on behalf of its community.

The Board of Trustees leads, serves and represents the citizens of Calgary and holds itself accountable to them by committing to act in the best interests of the Calgary Board of Education and by ensuring that all Board and organization action is consistent with law and Board Policies (as defined in GC-3: Board Job Description).

The Board's purpose is to ensure that the organization achieves the results described in the Board's *Results* policies and that it operates according to the values expressed in the Board's *Operational Expectations* policies.

The Board's core values are the fundamental beliefs of the organization, the guiding principles for all behaviour and action of the Calgary Board of Education:

- Students come first.
- Learning is our central purpose.
- Public education serves the common good.

Adopted:

Board of Trustees'
Governance Policy

GOVERNANCE CULTURE
GC-2: Governing Commitments

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

The Board will govern lawfully with primary emphasis on *Results* for students; encourage full exploration of diverse viewpoints; focus on governance matters rather than operations in keeping with Board Policies (as defined in GC-3: Board Job Description); observe clear separation of Board and Chief Superintendent roles; make all official decisions by formal vote of the Board; and govern with long-term vision.

- 2.1 The Board will direct the organization through policy. The Board's major focus will be on the results expected to be achieved by students, rather than on the strategic choices made by the Chief Superintendent to achieve those results.
- 2.2 The Board will function as a single unit. The opinions and personal strengths of individual members will be used to the Board's best advantage, but the Board will faithfully make decisions as a group, by formal vote. No officer, individual trustee, or committee of the Board will be permitted to limit the Board's performance or prevent the Board from fulfilling its commitments.
- 2.3 The Board is responsible for its own performance, and commits itself to continuous improvement.
- 2.4 The Board will ensure that the Board and its members have the knowledge, skills and budget support necessary for effective governance.

Accordingly:

- a. Training and coaching will be used to orient candidates and new members, as well as to maintain and increase current member skills and knowledge based on the skills identified in the trustee skills matrix;
- b. External, third-party monitoring will be used as necessary to enable the Board to exercise confident oversight of the organization's performance;

- c. The Board regularly and systematically will monitor all Board policies and will debrief the quality of each meeting;
 - d. Strategic communication dialogues will be planned and implemented to ensure the whole Board's ability to engage stakeholders in understanding the organization's work as well as sharing viewpoints and values.
- 2.5 To ensure that the Board's business meetings are conducted with maximum effectiveness and efficiency, members will comply with Board Policies (as defined in GC-3: Board Job Description) and:
- a. Come to meetings properly prepared for Board discussions and deliberations;
 - b. Speak only when recognized, not interrupting each other or engaging in side conversations;
 - c. Not repeat unnecessarily what has already been said;
 - d. Not play to the audience or camera or monopolize the discussion;
 - e. Support the Chair's efforts to facilitate an orderly meeting;
 - f. Communicate openly to avoid surprises;
 - g. Encourage equal participation of all members, and
 - h. Practice respectful body language.
- 2.6 The Board will use the Board's consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.
- 2.7 The Board, by majority vote, may revise or amend its policies at any time. However, as a customary practice, a proposed policy revision will be discussed at at least one session of the Board prior to being acted upon at a subsequent Board meeting.

Adopted:

Policy Exhibits:

GC-2E: Trustee Remuneration

Board of Trustees'
Governance Policy

GOVERNANCE CULTURE
GC-3: Board Job Description

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

The Board's job is to act in the best interest of The Calgary Board of Education. The Board shall govern the organization by establishing expectations for organizational results, expectations for quality operational performance, and monitoring actual performance against those expectations.

The Board will:

- 3.1 Ensure that the *Results* are the dominant focus of organization performance.
- 3.2 Advocate for The Calgary Board of Education and the students it serves.
- 3.3 In accordance with GC 2.4(d), initiate and maintain constructive two-way dialogue with students, employees, parents and the citizens as a means to engage all stakeholders in the work of the Board and the organization.
- 3.4 Develop written governing Board policies (Results, Operational Expectations, Governance Culture, Board/Chief Superintendent Relationship and Board Meeting Procedures policies are collectively referred to as "Board Policies") that address:
 - a. **Results:** These policies define the outcome the organization is expected to achieve for each student it serves. The Results policies are the performance targets for the Chief Superintendent and the organization, and form the basis for judging the success of the organization and the Chief Superintendent on reasonable progress towards achieving the Results;
 - b. **Operational Expectations:** These policies define both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. The Chief Superintendent is required to comply with the Board's

stated values about operational conditions and actions as set out in these policies;

- c. **Governance Culture:** These policies define the individual and collective behaviour required to establish a culture of good governance. These policies establish standards for how the Board performs its work, including policies that define the Board's job, its purpose and its accountability;
- d. **Board/Chief Superintendent Relationship:** These policies define the degree of authority delegated to the Chief Superintendent, and sets out how the Chief Superintendent's performance, and ultimately the organization's performance, will be evaluated.

- e. **Board Meeting Procedures:** This policy outlines the procedures for regular and special meetings of the Board of Trustees, whether public or private.

3.5 Ensure acceptable Chief Superintendent performance through effective monitoring of *Results* and *Operational Expectations* policies.

3.6 Ensure acceptable Board performance through effective evaluation of Board *Governance Culture* and *Board/Chief Superintendent Relationship* policies, actions and processes.

3.7 Appoint an independent auditor to conduct an annual external review of the organization's financial condition and report directly to the Board.

3.8 Name or rename the organization, schools, portions of schools, school grounds, and other Calgary Board of Education facilities.

- a. Review of the existing name of the organization, schools, portions of schools, school grounds, and other Calgary Board of Education facilities may occur if one of the following occur:
 - i. The Board of Trustees decide that a name review is needed in keeping with Board Policies; or

- ii. A petition requesting a name review is received in accordance with Administrative Regulation 1007.
 - b. The Board may consider the name of the organization, schools, portions of schools, school grounds, and other Calgary Board of Education facilities for renaming under this policy if:
 - i. The current name does not align with the Board’s commitment or its legal responsibilities to promote a welcome, caring, safe, respectful and inclusive learning environment.
 - ii. The current name constitutes a significant departure from generally-recognized standards of public behaviour which is seen to undermine the credibility, integrity or relevance of the Board’s contemporary values.
 - iii. The Board, in conjunction with the school, has developed a new identity for the school.
 - iv. If the name is after an area of curricular concentration or educational value that is no longer relevant or valid because of programming changes.
 - v. If the name is after a geographical area and there are substantial changes to the geographical area to warrant consideration of a change of name.
- 3.9 Approve the bargaining mandate and ratify all collective agreements for unionized employees.
- 3.10 Approve the total compensation packages for all exempt employees.

- 3.11 Oversee the Calgary Board of Education’s risks related to its strategic and operational objectives, including approval of the risk appetite and risk tolerance levels.
- 3.12 Perform other duties required by law or not otherwise delegated to the Chief Superintendent.

Adopted:

Policy Exhibits:

GC-3E: Closure of Schools Procedure

GC-3E(2): The Calgary Board of Education Ward Boundary Review

Board of Trustees' Governance Policy

GOVERNANCE CULTURE GC-4 Officers' Roles

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

The officers of the Board are those listed in this policy. Their duties are those assigned by this policy, and others required by law.

Chair

The Chair provides leadership to the Board, ensures the faithful execution of the Board's processes, exercises interpretive responsibilities with integrity, reflecting the spirit and intent of the Board's policies, and serves as the Board's official spokesperson.

The Chair has the following specific authority and duties:

- 4.1 Monitor Board actions to ensure that they are consistent with the Board's own procedures and policies and with other obligations imposed by agencies whose authority supersedes the Board's own authority:
 - a. Conduct and monitor Board meeting deliberations to ensure that Board discussion and attention are focused on Board issues, as defined in Board Policies (as defined in GC-3: Board Job Description);
 - b. Ensure that Board meeting discussions are productive, efficient and orderly;
 - c. Ensure Board meeting debriefings and periodic self-assessments are conducted to ensure continuous process improvement;
 - d. Serve as ex-officio member of all Board committees.
- 4.2 Ensure the compilation and facilitation of the Board's summative evaluation of the Chief Superintendent.
- 4.3 Represent the Board as its official spokesperson about issues decided by the Board and other matters related to official Board business.

- 4.4 Execute all documents authorized by the Board, except as otherwise provided by law.
- 4.5 On behalf of the Board, and in consultation with the Corporate Secretary, the Chair is authorized to approve emergent agenda decisions, as required.
- 4.6 Make all interpretive decisions of Board policies in the *Governance Culture* and *Board/Chief Superintendent Relationship* sections, using reasonable judgment. The Chair is not authorized to:
 - a. Make any interpretive decisions about policies created by the Board in the *Results* and *Operational Expectations* policy areas. Interpretation of these policies is the responsibility of the Chief Superintendent;
 - b. Exercise any authority as an individual to supervise or direct the Chief Superintendent.
- 4.7 The Chair may delegate any of these responsibilities, but the Chair remains accountable for any resulting actions.

Vice-Chair

The Vice-Chair shall support the Chair in their duties and will serve as Chair in the event of the Chair's absence or inability to perform assigned duties.

The Vice-Chair is the Chairperson of the Agenda Planning Committee and Board Evaluation Committee.

Second Vice-Chair

The Second Vice-Chair shall serve in the absence or inability of both the Chair and Vice-Chair.

The Second Vice-Chair is a member of the Agenda Planning Committee

Adopted:

Board of Trustees' Governance Policy

GOVERNANCE CULTURE **GC-5: Board Committees**

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

Pursuant to section 52 of the *Education Act*, the Board may create committees if they are deemed helpful to assist the Board in the performance of its responsibilities. If committees are established, they will be used exclusively to support the work of the Board as described in Policy GC-3, and will never be created or used to assist the Chief Superintendent in any operational area.

- 5.1 Board committees and other such entities by whatever name created by the Board will not be used to direct, advise, assist or oversee employees. Committees customarily will prepare recommendations for Board consideration. Board committees will have no authority over employees, and may exercise demands on employee's time and organizational resources only to the extent authorized in this policy. Members are not entitled to any fees or compensation; however, external committee members may be reimbursed for actual out-of-pocket parking expenses to attend the Committee meetings.
- 5.2 Board committees may not speak or act for the Board. The responsibilities and authority of all Board committees are carefully stated in this policy which includes the committees' terms of reference contained in GC-5E to ensure that committees fully understand their duties and extent of authority, and to assure that committee work will not usurp or conflict with the Board's own authority or conflict with authority delegated to the Chief Superintendent.
- 5.3 All Board committees are considered to be ad hoc, or temporary. The date for their termination is listed for each committee. Committees may be renewed or reauthorized upon their expiration, but unless the Board acts to renew the committee's existence, it shall cease to exist upon the date specified.
- 5.4 The Board shall appoint members to committees and these members shall serve at the pleasure of the Board. Trustee committee membership shall be reviewed annually at the

Organizational Meeting and more frequently if the Board of Trustees so determines.

- 5.5 Meetings of committees may be held publicly or in private, at the discretion of the Board. The committees may hold its meetings, and members of the committee may attend meetings by electronic means, provided all meeting attendees can hear each other.
- 5.6 All Board members, whether a member of a Board committee or not, are welcome to attend any committee meetings as observers, unless otherwise specified in a committee's terms of reference.
- 5.7 Chairpersons shall establish the agendas for meetings, ensure that properly prepared agenda materials are circulated to the members with sufficient time for study prior to the meeting, chair committee meetings, and be responsible for reporting to the Board of Trustees as required in GC-5E.
- 5.8 All Board committees and their terms of reference are listed in GC-5E.

Adopted:

Policy Exhibits:

- GC-5E: Agenda Planning Committee Terms of Reference
- GC-5E: Audit and Risk Committee Terms of Reference
- GC-5E: Board Evaluation Committee Terms of Reference
- GC-5E: Name Review Committee Terms of Reference
- GC-5E: School Name Committee Terms of Reference
- GC-5E: Strategic Dialogue and Public Engagement Committee Terms of Reference
- GC-5E: Trustee Remuneration Committee Terms of Reference

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

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

School Naming Committee**Purpose/Charge:**

The purpose of the School Naming Committee (the "Committee") is to assist the Board of Trustees in the name of a school.

Membership:

1. The Committee shall consist of a minimum of seven individuals comprised of:
 - Ward trustee for the community in which the school is located. The Ward trustee will serve as Committee Chair;
 - Alternate trustee, as designated by the Board;
 - Education Directors or designee;
 - Minimum of three school community representatives external to the Calgary Board of Education and independent of the Calgary Board of Education; and
 - Other member(s) as determined by the Board.
2. Each external Committee member shall serve at the pleasure of the Board of Trustees as a volunteer and will not receive any compensation for their time. The Board of Trustees reserve the right to terminate any Committee appointment.

Meetings:

1. The Committee will meet regularly at such 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, chair the committee meetings, and be responsible for reporting to the Board of Trustees.
3. A majority of the members of the Committee shall constitute a quorum. One trustee must be present at all Committee meetings.

Reporting Schedule:

1. The Committee Chair or their designate shall report to the Board of Trustees on the work of the Committee and bring forward recommendation(s) to the Board of Trustees.
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 and indicate at least the following information:
 - date and place of meeting;
 - attendees; and
 - record Committee recommendations.

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.

Term:

As determined by the Board of Trustees and convened by the Corporate Secretary's Office in consultation with the Ward Trustee, terminating upon the approval of a name for the particular school.

Authority Over Division Resources:

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

Adopted:

GOVERNANCE CULTURE
GC-5E: Board Committees Terms of Reference**Appendix I**
School Naming Committee
Roles and Responsibilities Calendar
√ When Performed

Roles and Responsibilities	Required
1. May retain up to two independent historians to conduct historical research and analysis on potential names, as approved by the Board of Trustees.	
2. Ensure the acknowledgement of the land and its relationship with Indigenous peoples is considered.	√
3. Review potential names for a school including any related historical research conducted.	√
4. Ensure the Calgary Board of Education's values are considered: <ul style="list-style-type: none"> • Students come first • Learning is our central purpose • Public education serves the common good 	√
5. Ensure the following guiding principles are considered when reviewing and recommending possible names: <ul style="list-style-type: none"> • The name should provide meaningful learning opportunities for students. • Schools, portions of a school or school grounds may be named for: <ul style="list-style-type: none"> ○ The community in which they are located; or ○ Locations or events that show great Canadian historical significance; or ○ A Canadian individual of recognized stature, whose life work aligns with achievement of the CBE's <i>Results</i>, or who has demonstrated exemplary achievement of the CBE's mission and values; ○ Names that reflect the diverse culture of The Calgary Board of Education; or ○ Any other name that may be deemed appropriate by the Board of Trustees • The name should align with the Board's commitment or its legal responsibilities to promote a welcome, caring, safe and respectful and inclusive learning environment. When naming a school after an individual, the use of the names of individuals who are deceased or who have retired will be considered first. Prior to naming a school after an individual, 	√

Roles and Responsibilities	Required
<p>that individual or immediate family will be requested to grant permission.</p> <ul style="list-style-type: none"> • Except for high schools, it will be the practice to exclude grade configurations as part of school name recommendation(s). 	
<p>6. Engage with the community prior to making a recommendation to the Board. Engagement must be consistent with the CBE's dialogue framework.</p>	√
<p>7. Ensure the reputation of The Calgary Board of Education is given the highest priority when making recommendations for the naming of a school.</p>	√
<p>8. Provide recommendation(s) to the Board of Trustees for the naming of a school.</p>	√

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

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

Name Review Committee**Purpose/Charge:**

The purpose of the Name Review Committee (the "Committee") is to assist the Board of Trustees in collecting relevant information pertaining to the name of a school.

Membership:

1. The Committee shall consist of seven individuals comprised of:
 - Chair of the Board of Trustees, who will serve as Committee Chair. An alternate trustee, as designated by the Board, will be appointed should the Chair also be the Ward Trustee for the community in which the school is located.
 - Ward Trustee for the community in which the school is located or alternate trustee, as designated by the Board;
 - Two administration representatives as designated by the Chief Superintendent;
 - School Council Chair, or designee; and
 - Two community representatives external to the Calgary Board of Education and independent of the Calgary Board of Education.
2. Each external Committee member shall serve at the pleasure of the Board of Trustees as a volunteer and will not receive any compensation for their time. The Board of Trustees reserve the right to terminate any Committee appointment.

Meetings:

1. The Committee will meet regularly at such 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, chair the committee meetings, and be responsible for reporting to the Board of Trustees.
3. A majority of the members of the Committee shall constitute a quorum. One trustee must be present at all Committee meetings.

Reporting Schedule:

1. The Committee Chair or their designate shall report to the Board of Trustees on the work of the Committee and bring forward recommendation(s) to the Board of Trustees.
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 and indicate at least the following information:
 - date and place of meeting;
 - attendees; and
 - record Committee recommendations.

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.

Term:

As determined by the Board of Trustees and convened by the Corporate Secretary's Office in consultation with the Committee Chair, terminating upon any decision of the Board regarding name review.

Authority Over Division Resources:

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

Adopted:

GOVERNANCE CULTURE
GC-5E: Board Committees Terms of Reference**Appendix I**
Name Review Committee
Roles and Responsibilities Calendar
√ When Performed

Roles and Responsibilities	Required
1. May retain up to two independent historians to conduct historical research and analysis on current name, as approved by the Board of Trustees.	
2. Review and consider all Board of Trustees' records connected with the naming of the school.	√
3. Ensure the following guiding principles are considered when reviewing and recommending possible renaming of a school: <ul style="list-style-type: none"> • Does the name aligns with the Board's commitment or its legal responsibilities to promote a welcome, caring, safe and respectful and inclusive learning environment; • Does the current name constitutes a significant departure from generally-recognized standards of public behaviour which is seen to undermine the credibility, integrity or relevance of the Board's contemporary values; • Has the Board, in conjunction with the school, developed a new identity for the school; • Is the name after an area of curricular concentration or educational value that is no longer relevant or valid because of programming changes; • Is the name after a geographical area and there are substantial changes to the geographical area to warrant consideration of a change of name. 	√
4. Engage with stakeholders, when appropriate, prior to making a recommendation to the Board. Engagement must be consistent with the CBE's dialogue framework.	√
5. Ensure the reputation of The Calgary Board of Education is given the highest priority when making recommendations to the Board.	√
6. Provide recommendation(s) to the Board of Trustees.	√

Board of Trustees'
Governance Policy

**GOVERNANCE CULTURE
GC-6 Annual Work Plan**

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

The Board will follow an annual work plan that includes continuing monitoring and review of all policies; dialogue sessions with community, employee and student groups; and activities to improve Board performance.

- 6.1 The annual planning cycle will end each school year in June to allow the Chief Superintendent to properly align internal operational systems and processes to achieve the subsequent year's Board-determined priorities.
- 6.2 The Board's annual work plan for each school year will include:
- a. In accordance with section 34(d) of the *Education Act*, Governance Culture 2.4(c) and Governance Culture 3.3 scheduled dialogue sessions with stakeholder groups and persons whose viewpoints are considered helpful to the Board;
 - b. Governance improvement activities, including orientation of candidates and new Board members in the Board's governance and other discussions by the Board about means to improve its own performance, especially Board member knowledge and skill-building;
 - c. Scheduled monitoring of all policies; and
 - d. Other events and activities that are part of the Board's responsibilities and interests.

Adopted:

GOVERNANCE CULTURE

GC-7: Trustee Code of Conduct

The Board and trustees will conduct themselves lawfully, with integrity and high ethical standards. This includes proper use of authority and appropriate decorum in group and individual behaviour. Trustees shall model the behaviors expected of employees and students and to build public confidence and credibility.

- 7.1 While elected from specific wards, trustees have a duty to act honestly, in good faith, and in the best interest of The Calgary Board of Education.
- 7.2 Each trustee is responsible to comply with this Trustee Code of Conduct. Trustees shall also comply with Board Policies (as defined in Board Policy GC-3: Board Job Description).
- 7.3 Trustees shall accept that authority rests with the Board. No individual trustee shall act on behalf of the Board other than as delegated or authorized by the Board.
- 7.4 Trustees shall honour their fiduciary responsibilities which supersedes any conflicting loyalty including, but not limited to, the following:
 - a. Any loyalty a trustee may have to any other advocacy, interest or political groups;
 - b. Loyalty based upon membership on other boards or staffs;
 - c. The personal interest of any trustee who is also a parent or guardian of a student in the organization; and
 - d. Being a relative of an employee of the organization.
- 7.5 Trustees will not attempt to exercise individual authority over the organization.
 - a. Trustees will not assume personal responsibility for resolving operational problems or complaints. Trustees will refer persons lodging operational complaints to the appropriate organizational level of impact;

- b. Trustees will not personally direct the Chief Superintendent, any employee or any part of the operational organization;
 - c. Trustees will not publicly express individual negative judgments about Chief Superintendent or employee performance;
 - d. Trustees shall reflect Board Policies and resolutions when communicating to the public;
 - e. Trustees shall support the decision of the Board on matters, regardless of the trustee's personal position on the issue; and
 - f. As public representatives of the Board, trustees must act with discretion and be judicious in what information they share with members of the public and post on social media. Trustees must recognize that their online activity and interactions with the public can dramatically affect the general public's perception of the trustee, the Board, The Calgary Board of Education, employees and schools within The Calgary Board of Education.
- 7.6 To build trust among trustees and to ensure an environment conducive to effective governance, trustees will:
- a. Focus on issues rather than personalities;
 - b. Respect decisions of the Board;
 - c. Exercise honesty in all written and interpersonal interaction, never intentionally misleading, surprising or misinforming each other;
 - d. Criticize privately, praise publicly;
 - e. Make every reasonable effort to protect the integrity and promote the positive image of the organization and one another; and

- f. Never embarrass each other or the organization.
- 7.7 Trustees will exercise the powers and duties of their office honestly, and in good faith and will exercise a degree of care, diligence and skill that a reasonably prudent person would exercise in a comparable circumstance.
- 7.8 Trustees shall attend and take part in all meetings of the Board and Committee meetings as assigned on a regular and punctual basis. Repeated unexcused absences, partial attendance or late attendance by trustees may be cause for disciplinary action, as determined by the Board.
- 7.9 Trustees recognize that the Board Chair is the official spokesperson of the Board.
- 7.10 Trustees shall keep confidential any personal, business, privileged or confidential information obtained in their capacity as a trustee and not disclose that information except when authorized by law or by the Board to do so. Trustees must not:
 - a. Disclose or release by any means to the public, including the media, any confidential information acquired by virtue of their office unless authorized by law or the Board to do so;
 - b. Access or attempt to gain access to confidential information in the custody and control of the CBE unless it is necessary for the performance of the trustee's duties and access is not otherwise limited by the Board, and only then if through established channels and in accordance with the Board's policies; or
 - c. Use confidential information for personal benefit or for the benefit of any other organization or individual.
- 7.11 Trustees shall be familiar with the *Education Act*, Board Policies (as defined in GC-3: Board Job Description) and other applicable rules of procedure and proper conduct of a Board meeting.

- 7.12 Trustees shall disclose the nature of any personal or pecuniary conflict of interest in accordance with the requirements of GC-8: Trustee Conflict of Interest.
- 7.13 Trustees will comply with the requirement of Administrative Regulation 1062: Responsible Use of Electronic Information Resources (as may be amended from time to time).
- 7.14 Trustees are expected to co-operate in supporting compliance with Board Policies and this Code of Conduct.
- 7.15 The failure by trustees to conduct themselves in accordance with the Trustee Code of Conduct and/or Board Policies may result in the Board instituting sanctions.
- 7.16 A trustee shall not advance allegations and/or a breach of this Code of Conduct that are vexatious against another trustee.
- 7.17 Trustees may be disqualified and required to resign if the trustee commits a disqualifying action pursuant to section 87 or 88 of the *Education Act*.

Adopted:

Policy Exhibits:

GC-7E: Code of Conduct Sanctions

Board of Trustees'
Governance Policy

GOVERNANCE CULTURE

GC-7E: Code of Conduct Sanctions

Monitoring Method: Board Self-assessment

Monitoring Frequency: Annually

1. Trustees shall conduct themselves in an ethical and prudent manner in compliance with the Board's policies including Governance Culture 7: Trustee Code of Conduct. The failure by trustees to conduct themselves in accordance with Board's policies including the Code of Conduct may result in the Board of Trustees instituting sanctions.
2. A trustee who believes that a fellow trustee has violated the Code of Conduct may seek resolution of the matter through appropriate conciliatory measures prior to commencing an official complaint under the Code of Conduct. The aggrieved trustee and offending trustee may meet to discuss the concern with the assistance of a mediator if the use of such mediator is approved by the Board.
3. A trustee who wishes to commence an official complaint under the Code of Conduct shall file a letter of complaint with the Board Chair within thirty (30) days of the alleged event occurring and indicate the nature of the complaint and the section or sections of the Code of Conduct and related Board policy that are alleged to have been violated by the trustee. The trustee who is alleged to have violated the Code of Conduct and all other trustees shall be forwarded a copy of the letter of complaint by the Board Chair, or where otherwise applicable in what follows, by the Vice-Chair, within five (5) days of receipt by the Board Chair of the letter of complaint. If the complaint is with respect to the conduct of the Board Chair, the letter of complaint shall be filed with the Vice-Chair.
4. When a trustee files a letter of complaint and a copy of that letter of complaint is forwarded to all trustees, the filing, notification, content, and nature of the complaint shall be deemed to be strictly confidential, the public disclosure of which shall be deemed to be a violation of the Code of Conduct. Public disclosure of the complaint and any resulting decision taken by the Board may be disclosed by the Board Chair only at the direction of the Board, following the disposition of the complaint by the Board at a Code of Conduct hearing.



5. To ensure that the complaint has merit to be considered and reviewed, at least one other trustee must provide to the Board Chair, within three (3) days of the notice in writing of the complaint being forwarded to all trustees, their support in writing for having the complaint heard at a Code of Conduct hearing. Any trustee who forwards such written support shall not be disqualified from attending at and deliberating upon the complaint at a Code of Conduct hearing convened to hear the matter, solely for having issued such a letter.
6. Where no letter supporting a hearing is received by the Board Chair in the three (3) day period referred to in section 5 above, the complaint shall not be heard. The Board Chair shall notify all other trustees in writing that no further action of the Board shall occur.
7. Where a letter supporting a hearing is received by the Board Chair in the three (3) day period referred to in section 5 above, the Board Chair shall convene, as soon as is reasonable, a special meeting of the Board to allow the complaining trustee to present his or her views of the alleged violation of the Code of Conduct.
8. At the special meeting of the Board, the Board Chair shall indicate, at the commencement of the meeting, the nature of the business to be transacted and that the complaint shall be heard in an in-camera session of the special meeting. Without limiting what appears below, the Board Chair shall ensure fairness in dealing with the complaint by adhering to the following procedures.
 - 8.1 The Code of Conduct complaint shall be conducted at an in-camera session, Code of Conduct hearing, of a special Board meeting convened for that purpose. All preliminary matters, including whether one or more trustees may have a conflict of interest in hearing the presentations regarding the complaint, shall be dealt with prior to the presentation of the complaint on behalf of the complaining trustee.

- 8.2 The sequence of the Code of Conduct hearing shall be:
- (a) the complaining trustee shall provide a presentation which may be written or oral or both;
 - (b) the respondent trustee shall provide a presentation which may be written or oral or both;
 - (c) the complaining trustee shall then be given an opportunity to reply to the respondent trustee's presentation;
 - (d) the respondent trustee shall then be provided a further opportunity to respond to the complaining trustee's presentation and subsequent remarks;
 - (e) the remaining trustees of the Board shall be given the opportunity to ask questions of both parties;
 - (f) the complaining trustee shall be given the opportunity to make final comments; and
 - (g) the respondent trustee shall be given the opportunity to make final comments.
- 8.3 Following the presentation of the respective positions of the parties, the parties and all persons other than the remaining trustees who do not have a conflict of interest shall be required to leave the room, and the remaining trustees shall deliberate in private, without assistance from administration. The Board may, however, in its discretion, call upon legal advisors to assist them on points of law or the drafting of a possible resolution.
- 8.4 If the remaining trustees in deliberation require further information or clarification, the parties shall be reconvened and the requests made in the presence of both parties. If the information is not readily available, the presiding Chair may request a recess or, if necessary, an adjournment of the Code of Conduct hearing to a later date.
- 8.5 In the case of an adjournment, no discussion by trustees whatsoever of the matters heard at the Code of Conduct hearing may take place until the meeting is reconvened.

- 8.6 The remaining trustees in deliberation may draft a resolution indicating what action, if any, may be taken regarding the respondent trustee.
 - 8.7 The presiding Chair shall reconvene the parties to the Code of Conduct hearing and request a motion to revert to the open meeting in order to pass the resolution.
 - 8.8 All documentation that is related to the Code of Conduct hearing shall be given to the Superintendent or designate immediately upon conclusion of the Code of Conduct hearing and shall be retained in accordance with legal requirements.
 - 8.9 The presiding Chair shall declare the special Board meeting adjourned.
9. A violation of the Code of Conduct may result in the Board instituting, without limiting what follows, any or all of the following sanctions:
 - (a) having the Board Chair write a letter of censure marked "personal and confidential" to the offending trustee, on the approval of a majority of those trustees present and allowed to vote at the special meeting of the Board;
 - (b) having a motion of censure passed by a majority of those trustees present and allowed to vote at the special meeting of the Board;
 - (c) having a motion to remove the offending trustee from one, some or all Board committees or other appointments of the Board passed by a majority of those trustees present and allowed to vote at the special meeting of the Board, for a time not to exceed the trustee's term as trustee; and/or
 - (d) Other remedial action as directed by the Board.
 10. The Board may, in its discretion, make public its findings at the special meeting or at a regular meeting of the Board where the Board has not upheld the complaint alleging a violation of the Board's Code of Conduct or where there has been a withdrawal

of the complaint or under any other circumstances that the Board deems reasonable and appropriate to indicate publicly its disposition of the complaint.

11. If a trustee is disqualified under section 87 or 88 of the Education Act from remaining as a trustee of the Board and does not resign as required under section 90, the Board may by resolution declare the trustee to be disqualified from remaining a trustee or the Board may apply for originating notice to the Court of Queen's Bench for an Order:
 - (a) determining whether the trustee is qualified to remain as a trustee, or
 - (b) declaring the trustee to be disqualified from remaining as a trustee.

Approved:

Board of Trustees'
Governance Policy

GOVERNANCE CULTURE
GC-8: Trustee Conflict of Interest

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

Trustees are expected to avoid conflicts of interest with respect to their fiduciary duties and in all matters considered by the Board. An actual or potential conflict of interest exists when a trustee is confronted with an issue in which the trustee has a personal interest or financial interest or an issue or circumstance that could render the member unable to devote complete loyalty and singleness of purpose to the interests of the organization.

- 8.1 Each individual trustee is responsible for adhering to the requirements regarding pecuniary conflicts of interest within the *Education Act* and to avoid any other actual, perceived or potential (e.g. personal) conflicts of interests with their fiduciary responsibilities.

For greater clarity,

- a. A personal interest includes, but is not limited to, matters in which the trustee has any interest that “may be reasonably be regarded as likely to have influence on them when carrying out their duties and responsibilities.
- b. A “pecuniary interest” includes, but is not limited to, where a matter, would or could, give rise to the expectation of a gain or loss of money and includes “pecuniary interest” as defined in the *Education Act*.

Accordingly, a trustee shall not:

- a. Disclose or use confidential information acquired during the performance of official duties;
- b. Accept a gift of substantial value or economic benefit which would tend to improperly influence a reasonable person, or which the trustee knows or should know is primarily for the purpose of a reward for official action;

- c. Engage in a substantial financial transaction for private business purposes with a person employed by the organization;
- d. Perform an official act that directly confers an economic benefit on a business in which the trustee has a substantial financial interest or is engaged as a counsel, consultant, representative or agent;
- e. Otherwise be in a position of conflict as enumerated in section 85 of the *Education Act*, as the same may be amended from time to time.

If a trustee has a personal or pecuniary interest in any matter being considered by the Board, the trustee shall disclose such interest to the Board, shall not vote on the matter and shall not participate in the decision and shall not attempt to influence the decisions of other Board members.

For greater clarity, if a trustee has a pecuniary interest in a matter before the Board or a committee of the Board, they shall comply with the specified procedures set forth in the *Education Act*, as the same may be amended from time to time.

- 8.2 A trustee shall not also be an employee of the organization, nor shall a member receive any compensation for services rendered to the organization in any non-governance capacity. This provision shall not prohibit trustees from receiving authorized compensation for serving as a member of the Board or from receiving reimbursement for authorized expenses incurred during the performance of Board duties.
- 8.3 The Board shall not enter into any contract with any of its members or with a firm in which a member has a significant financial interest.

Adopted:

**operational
expectations
monitoring report**

OE-5: Financial Planning

BOARD OF TRUSTEES ACTION

Monitoring report for the school
year 2019-2020

Report Date

June 15, 2021

Resubmitted

June 22, 2021

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

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

operational
expectations
monitoring report

OE-5: Financial Planning

CHIEF SUPERINTENDENT CERTIFICATION

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

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



Signed: _____
Christopher Usih, Chief Superintendent

Date: June 5, 2021

BOARD OF TRUSTEES ACTION

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

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

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____

OE-5: Financial Planning

Executive Summary

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

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

The Chief Superintendent's reasonable interpretation and indicators for OE 5: Financial Planning were approved on October 10, 2017. The Board of Trustees last monitored OE 5 on June 16, 2020. This report includes data available from the 2019-2020 school year and contains evidence to support the following findings:

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

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

Board-approved Interpretation |



OE-5: Financial Planning

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

The Chief Superintendent interprets:

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

The Chief Superintendent shall:

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

The Chief Superintendent interprets:

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

Board-approved Indicators and *Evidence of Compliance* |

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

OE-5: Financial Planning*Evidence statement*

The Budget Assumptions Report was presented to the Board of Trustees on April 28, 2020 and May 12, 2020.

Evidence demonstrates all indicators in subsection 1 are in compliance.

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

The Chief Superintendent interprets:

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

Board-approved Indicators and *Evidence of Compliance* |



OE-5: Financial Planning

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

Evidence statement

The *Students Come First | Budget Report for 2020-2021* was presented on May 19, 2020 and May 26, 2020. The Budget Report incorporates all material assumptions set out in the Budget Assumptions Report.

Evidence demonstrates all indicators in subsection 2 are in compliance.

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

The Chief Superintendent interprets:

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

Board-approved Indicators and *Evidence of Compliance* |



OE-5: Financial Planning

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

Evidence statement

Quarterly variance reports provide explanations for variances in excess of 1% and \$500,000. The following quarterly variance reports were presented to the Board of Trustees in the 2019-2020 school year:

- November 26, 2019 – Fourth Quarter Budget Variance Report for the 2018-2019 Budget
- January 7, 2020 – Fall 2019 Update to the 2018-2019 Budget and First Quarter Budget Variance Report
- March 10, 2020 – Second Quarter Budget Variance Report
- June 9, 2020 - Third Quarter Budget Variance Report

Evidence demonstrates all indicators in subsection 3 are in compliance.

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

Board-approved Indicators and *Evidence of Compliance* |

1. All use of reserve funds will occur with the prior approval of the Board of Trustees.	Compliant
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OE-5: Financial Planning

The organization is compliant with this indicator.

Evidence statement

The *Financial Status of Reserves and Designated Funds at August 31, 2019* was presented to the Board of Trustees on November 5, 2019 and received approval for the use of reserve funds.

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

Evidence statement

The *Financial Status of Reserves and Designated Funds at August 31, 2019* was presented to the Board of Trustees on November 5, 2019 as evidence of Board of Trustee approval for transfers between reserve funds.

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

Evidence statement

There was no new debt acquired for 2019-2020 school year.

Evidence demonstrates all indicators in subsection 4 are in compliance.



OE-5: Financial Planning

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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



operational
expectations
monitoring report

OE-9: Facilities

BOARD OF TRUSTEES ACTION

Monitoring report for the school
year 2019-2020

Report Date

June 15, 2021

Resubmitted

June 22, 2021

With respect to OE-9: Facilities, the Board of Trustees:

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

operational
expectations
monitoring report

Monitoring report for the
school year 2019-2020

Report date:
June 15, 2021

OE-9: Facilities

CHIEF SUPERINTENDENT CERTIFICATION

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

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



Signed: _____
Christopher Usih, Chief Superintendent

Date: June 5, 2021

BOARD OF TRUSTEES ACTION

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

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

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____

Executive Summary

OE-9: Facilities

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

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

The Chief Superintendent's reasonable interpretation and indicators for OE 9: Facilities were approved on October 10, 2017. The Board of Trustees last monitored OE 9 on June 9, 2020. This report includes data available from the 2019-2020 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
9.1	9.1.1	Compliant
9.1	9.1.2	Compliant
9.1	9.1.3	Compliant
9.1	9.1.4	Compliant
9.2	9.2.1	Compliant
9.2	9.2.2	Compliant
9.2	9.2.3	Compliant
9.3	9.3.1	Compliant
9.3	9.3.2	Compliant
9.3	9.3.3	Compliant
9.4	9.4.1	Compliant
9.5	9.5.1	Compliant
9.5	9.5.2	Compliant



OE-9: Facilities

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

Board-approved Interpretation |

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

The Chief Superintendent interprets:

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

The Chief Superintendent shall:

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

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



OE-9: Facilities

The Chief Superintendent interprets:

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

Board-approved Indicators and *Evidence of Compliance* |

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

Evidence statement

In the 2019-2020 school year, all Indoor Environmental Quality Concern reports and Hazard reports were responded to within two days or less. These included 22 hazard reports and 38 Indoor Environmental Quality Concern reports.

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

Evidence statement

Maintenance work orders requiring permits were in 100% compliance and adhered to provincial codes. A total of 3766 work orders required the CBE to request permits and all of these were subsequently inspected and closed by the City as part of the permitting process.



OE-9: Facilities

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

Evidence statement

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

4. 100 percent of emergency maintenance and repair work requests are acted upon within 24 hours.	Compliant
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The organization is compliant with this indicator.

Evidence statement

CBE had a 99.98% response rate in 2019-2020 with 5727 out of 5728 emergency maintenance and repair work requests being responded to within 24 hours.

Evidence demonstrates all indicators in subsection 1 are in compliance.

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



OE-9: Facilities

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

The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

1. 100 percent of new schools, constructed for the Calgary Board of Education are completed to the LEED Silver level of certification or higher.	Compliant
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The organization is compliant with this indicator.

Evidence statement

In the 2019-2020 reporting year, three new schools were constructed by Alberta Infrastructure to achieve the LEED Silver level of certification. Five new schools were designed by Alberta Infrastructure to achieve the LEED Silver level of certification.

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

Evidence statement

OE-9: Facilities

In the reporting year, 100% of major modernizations were assessed using the LEED score card. For the 2019-2020 school year, the major modernization assessed was Forest Lawn High School.

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

Evidence statement

In the 2019-2020 school year, 100% of school naturalization or garden development requests were completed. Two schools made requests and completed the approval process to establish their naturalization or garden areas.

Evidence demonstrates all indicators in subsection 2 are in compliance.

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

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

The Chief Superintendent interprets:

- *Board-approved priority* to mean the list of parameters endorsed by the Board of Trustees and utilized by administration to rank each of new school, modernization and modular project requests for provincial funding consideration.



OE-9: Facilities

- *effective and efficient use of funding* to mean the fiscally responsible allocation of financial resources on real property that supports student learning.
- *responsible stewardship* to mean the sustainable management of facilities in support of student learning.

Board-approved Indicators and Evidence of Compliance |

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

Evidence statement

The Three-Year School Capital Plan 2021-2024 was presented to the Board of Trustees on March 3, 2020. Annual submission to Alberta Education includes one prioritized capital list consisting of both new school construction and “major modernization” requests. These requests include eligibility criteria and ranking criteria as a result of CBE’s review of their need for space and justification of the requests.

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

Evidence statement

The 2020-2021 Modular Classroom Plan was presented to the Board of Trustees on October 22, 2019.

3. Triennial submission to the Board of Trustees for approval of a 10 Year Student Accommodation and Facilities Strategy.	Compliant
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OE-9: Facilities

The organization is compliant with this indicator.

Evidence statement

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

Evidence demonstrates all indicators in subsection 3 are in compliance.

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

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

The Chief Superintendent interprets:

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

Board-approved Indicators and *Evidence of Compliance* |

1. No less than 80% of schools are made available for public use.	Compliant
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The organization is compliant with this indicator.

Evidence statement

OE-9: Facilities

In the 2019-2020 school year, 95.7% of schools were available for public use rental until March 12, 2020. All rentals were cancelled as of March 13, 2020 due to the pandemic and there were no rentals for the rest of the school year.

Evidence demonstrates all indicators in subsection 4 are in compliance.

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

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

The Chief Superintendent interprets:

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

Board-approved Indicators and *Evidence of Compliance* |

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

Evidence statement



OE-9: Facilities

There were no property acquisitions for the 2019-2020 school year. Board and Ministerial approvals were received in 2019-2020 for disposition of four properties, as well as the registration of Utility and Access Right of Way agreements as an encumbrance on the land title of selected school board properties.

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

Evidence statement

In the 2019-2020 school year, there were no new school construction and major modernization projects, managed by the Calgary Board of Education that required approval by the Board of Trustees

Evidence demonstrates all indicators in subsection 5 are in compliance.



OE-9: Facilities

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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



report to Board of Trustees

Solar for Schools Phase 2

Date	June 22, 2021
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations: OE-2: Learning Environment/Treatment of Students OE-5: Financial Planning OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Marc Aquin, Director, Facility Projects Tanya Scanga, Manager, Corporate Planning & Reporting Sanjeev Sharma, Environmental Projects Coordinator, Facility Projects

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves a budget expenditure of up to \$8,200,000 from capital reserves to enhance the CBE solar power portfolio.

- THAT the Board of Trustees authorizes the Chair to correspond with the Minister of Education pertaining to the use of reserves.

2 | Issue

The provincial Solar for Schools (SFS) rebate program requires school districts to fund the entire project cost upfront. A financial incentive is subsequently determined based upon the installed solar power capacity and is rebated to the school district.

3 | Background

In November 2018, the Municipal Climate Change Action Centre (MCCAC) announced the SFS program. This program provides financial rebates to Alberta Public School Authorities that install grid-connected solar photovoltaic (PV) systems on existing school facilities or land in their jurisdiction and complete a student education initiative as part of the project.

In the CBE Sustainability Framework, one target is for “CBE schools [to] reduce their dependency on fossil fuels through the incorporation of photovoltaic systems on schools.” Efforts to achieve this goal must concurrently balance the responsibility to be sound stewards of our resources. To achieve both objectives, alternative energy projects undertaken must demonstrate long-term financial viability. Given the current market, PV systems are only viable if a significant portion of the cost of the project is paid for by some form of rebate, grant or donation.

The CBE has a history of supporting PV projects. These include installation of PV systems in the new and modernized facilities under the Alberta Government’s Solar Technology System (STS) program, and school-initiated projects where the CBE has supported and partnered with other organizations.

4 | Analysis

Through this initiative, the CBE not only offers student learning opportunities but does so in a way that models the behaviour students will need to contribute to a sustainable future.

By investing in on-site generation capacity the CBE will reduce its long term energy costs and make practical use of a free natural resource, the sun. Local generation eliminates transmission losses and helps to stabilize and reduce risks to the provincial energy grid. By diverting consumption from high-carbon sources, such as coal-fired power plants, to a carbon-free source, PV projects contribute in a meaningful way to the CBE target of reducing greenhouse gas emissions.

The maximum amount of rebate the CBE may receive from MCCAC is \$5 million.

Phase 1: Approved by the Board on May 14, 2019, this project consists of investing up to \$2.5 million from capital reserves for the installation of PV systems at six schools. Of note, the number of schools was subsequently revised to a total of twelve (12) based on the quotes received for the initial six schools. The projected rebate for phase 1 is \$1.24 million, reducing the net investment to only \$1.26 million. Once installed, the increased number of systems that are being completed will yield a revised annual energy savings of approximately \$162,800, a payback of approximately 7.7 years.

Phase 2: This report proposes an additional investment of \$8.2 million for the installation of PV systems at 25-35 schools. This investment would maximize the MCCAC grant funding benefit that offers a maximum of \$5 million per school jurisdiction. The projected rebate for phase 2 is \$3.7 million, reducing the net investment to only \$4.5 million. Once installed, the electricity produced by these systems will yield an annual energy savings of approximately \$500,000, a payback of approximately 9 years.

The intake of the SFS program is based on a first come, first serve basis. The application will need to be sent to the authority in charge for approval. Once the project is approved, the rebate will be secured and released to the CBE when the project is finished. MCCAC indicated it will stop accepting SFS applications by April 2022 as they plan to wrap up this program.

If the program is closed or the CBE is not successful in the application process, the project will be terminated and the approved funding will be returned to the capital reserves.

5 | Financial Impact

Conservative projections indicate that Phase 2 will enable CBE to generate energy savings of approximately \$500,000, a payback of approximately 9 years.

	Phase 1 (Approved)	Phase 2	Total
Initial Investment	2,500,000	8,200,000	10,700,000
Grant	1,240,000	3,700,000	4,940,000
Net CBE investment	1,260,000	4,500,000	5,760,000
Annual energy savings	162,800	500,000	662,800
Payback (years)	7.7	9	8.35

The forecasted capital reserve as of June 15, 2021 as reported in the Third Quarter Budget Variance Report is \$25.4 million. If the proposed draw of \$8.2 million for the Phase 2 Solar for Schools proposal is approved, the forecasted capital reserves will be revised to \$17.2 million for August 31, 2021.

6 | Conclusion

Through the investment in Solar for Schools, the CBE will demonstrate sound stewardship of its resources, advance progress on the CBE Sustainability Framework targets while concurrently providing additional learning opportunities to students.

Accordingly, it is recommended that the Board of Trustees approves the use of up to \$8,200,000 from capital reserves.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Letter to Minister of Education

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.

June 23, 2021

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

Dear Minister LaGrange:

Re: Use of Capital Reserves for Solar for Schools Initiative

With this letter, we are requesting authorization to expend up to \$8,200,000 from capital reserves to support the installation of photovoltaic (PV) systems on Calgary Board of Education (CBE) schools under the Municipal Climate Change Action Centre (MCCAC) Solar for Schools program.

In reference to this request, the CBE Board of Trustees passed the following motion on June 22, 2021:

- *“THAT the Board of Trustees approves a budget expenditure of up to \$8,200,000 from capital reserves to enhance the CBE solar power portfolio.”*

Funds requested will be used to install PV systems on approximately 35 schools, with the investment being anticipated to attract a MCCAC Solar for Schools rebate of \$3.7 million, reducing the net investment to \$4.5 million. Once installed, the electricity produced by these systems is estimated to yield annual energy savings of \$500,000, meaning an expected payback of 9 years. Note that if the MCCAC program closes prior to submission, or if the CBE is not successful in the application process, the initiative will be terminated and all funds will be returned to the capital reserves.

Should you have further questions regarding this request, please do not hesitate to contact me or have your staff contact Dany Breton, Superintendent, Facilities & Environmental Services for additional information.

Sincerely,

Marilyn Dennis, Chair
Board of Trustees

cc: Christopher Usih, Chief Superintendent
Dany Breton, Superintendent, Facilities & Environmental Services

report to Board of Trustees

Revision to the Schedule of Regular Meetings

Date	June 22 2021
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor Corporate Secretary
Purpose	Decision
Governance Policy Reference	Governance Culture GC-2: Governing Commitments GC-6: Annual Work Plan

1 | Recommendation

- THAT the Board of Trustees approves revisions to the Schedule of Regular Meetings, to:
 1. add a public meeting to be held on Tuesday, September 14, 2021 commencing at 12:00 p.m., in the Multipurpose Room at 1221 – 8 Street SW, Calgary, Alberta; and
 2. add a public meeting to be held on Tuesday September 28, 2021 commencing at 12:00 p.m., in the Multipurpose Room at 1221 – 8 Street SW, Calgary, Alberta; and
 3. add a public meeting to be held on Tuesday October 12, 2021 commencing at 12:00 p.m., in the Multipurpose Room at 1221 – 8 Street SW, Calgary, Alberta.

2 | Background

On June 16, 2020, at the Board of Trustees Meeting, the Board approved the Schedule of Regular Meetings for September 2020 to June 2021. It has been brought to the Board's attention that it would be beneficial to hold three public meetings in the fall, prior to the Municipal and School Board General Election in October 2021. The Board of Trustees generally approves its Schedule of Regular



Meetings in the month of June at its Organizational Meeting. As this is an election year, the Board's Organizational Meeting will not take place until after the election date of October 18, 2021.

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





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

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

PUBLIC AGENDAS 12:00 p.m. to 4:30 p.m. Multipurpose Room	PRIVATE AGENDAS 12:00 p.m. to 4:30 p.m. Room T224
September 15, 2020 September 29, 2020	
October 13, 2020 October 27, 2020	
November 10, 2020 November 24, 2020 November 25, 2020	November 19, 2020
December 8, 2020	December 15, 2020
January 12, 2021 January 26, 2021	
February 9, 2021 February 23, 2021	
March 9, 2021 March 23, 2021	
April 6, 2021 April 27, 2021	
May 18, 2021 May 20, 2021	
June 15, 2021 June 22, 2021	
<u>September 14, 2021</u>	
<u>September 28, 2021</u>	
<u>October 12, 2021</u>	

report to Board of Trustees

Three-Year System Student Accommodation Plan 2021-2024

Date	June 22, 2021
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih, Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board OE-8: Communicating and Engaging With the Public OE-9: Facilities
Resource Person(s)	Education Directors Latosia Campbell-Walters, Director, Planning Anne Trombley, Manager, Planning Brenda Gibson, Manager, Transportation Karen Drummond, Manager Community Engagement

1 | Recommendation

It is recommended:

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



2 | Issue

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

- student accommodation initiatives completed since the last 3 Yr SSAP and up to June 1, 2021;
- decisions made to address student accommodation challenges that will be implemented in the 2021-22 school year; and
- student accommodation issues that have been identified for the next three years.

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

3 | Background

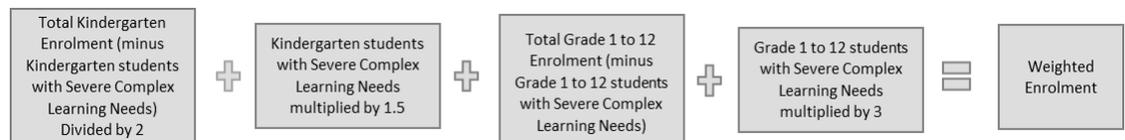
Student accommodation planning is an ongoing process that reflects the need for the system to adapt to evolving student needs. The timely flow of information to the public regarding these needs and a commitment to two-way communication that builds understanding and support for decisions is important.

Starting last year, schools listed on the 3Yr SSAP have a utilization rate of less than 70% or greater than 95%. Using these utilization thresholds in the 3 Yr SSAP allows for a more comprehensive list of schools to be added to the plan. It also serves as an indicator to school communities that changes may need to happen in the future.

Utilization is calculated using the Provincial formula that “weighs” students in the following categories:

- kindergarten students who typically attend half day
- K-12 students who have severe complex learning needs.

This formula includes a weighted factor for kindergarten students coded with severe complex learning needs. The diagram below illustrates how actual weighted enrolment is determined.



Utilization is then calculated by dividing the weighted enrolment by the Provincial capacity.

4 | Analysis

The *Three-Year System Student Accommodation Plan – Active Projects 2021-2024* (Attachment I) outlines ongoing accommodation issues, projects where work has not yet started and any newly identified projects. These are organized into the following groupings:

- System Priorities
- Short Term Student Accommodation Challenges – Decision Required by 2023-2024 School Year
- Long Term Student Accommodation Challenges - No Changes Anticipated within Next 18 Months
- New School Projects

Guided by Calgary Board of Education (CBE) planning principles and the need to align learning offerings to the new Provincial funding model where schools that are 85 % utilized receives maximum operational and maintenance dollars, all projects identified fall in one of the following categories:

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

A map of the projects by categories is included as Attachment III. These categories will be used to create an online Story map tool available on the “[Managing Space for Students](#)” webpage in the fall. The Story map will provide access to additional information for each school on the plan, including a five-year projection.

For the 2020-2021 school year, several schools had lower than projected enrolment level due to one or more of the following factors:

- the COVID-19 pandemic;
- the *Education Act* change in the age of entry for Kindergarten students; and
- the elimination of mid-day busing for Kindergarten students.

As a result, some schools fell below the 70% and 95% utilization rate threshold.

With widespread vaccination and the anticipated reopening of the economy before the next school year, students that stayed home are expected to return to in-person learning. As a result, some of the schools identified on this 3 Yr SSAP are projected to return to pre-pandemic enrolment levels and may require no changes, while others will continue to be monitored.

The *Three-Year System Student Accommodation Plan - Completed Projects 2020-2021* (Attachment II) details the projects completed before June 1, 2021. These include two school closures (Rosscarrock and the National Sport School (NSS)) and the re-designation of K-4 students living in the Redstone community

from Rundle to Keeler School for the 2021-22 school year. The pandemic-related decrease in enrolment across the system resulted in some projects being delayed, postponed, or monitored.

The CBE has also shifted the timelines for the system accommodation planning process this past school year. This shift will allow additional time and opportunity for families to either be notified or engaged in advance of the implementation of any accommodation changes. Stakeholders will be notified, given opportunities to learn more and provide feedback from March through to October about upcoming accommodation changes intended for implementation the following school year.

New this year is Attachment IV: Open, Limited and Closed Enrolment Status. The attachment has been included to inform and provide transparency around schools with the capacity to accommodate out of attendance area students:

- “Open” Schools. Schools with a utilization rate below 85% are “Open” and able to accept new out of attendance area students;
- “Limited” Schools. Schools with a utilization range above 85% but below 100% are able to accept a “limited” number of new out of attendance area students; and
- “Closed” Schools. Schools with a utilization rate that exceed 100% are considered “closed” and are not able to accept any new out of attendance area students at this time.

5 | Financial Impact

The financial impact of a student accommodation change is dependent upon decisions made for that school community. Financial impacts may include but is not limited to: transportation costs, operational and maintenance funding changes and costs incurred due to support program moves expansion

Attachment II provides information on the human and financial impacts of accommodation decisions, where such impacts are possible to determine. Reported impacts may include the number of students affected by the change, an increase or decrease of transportation costs, and anticipated costs of programming moves and/or expansions.

6 | Conclusion

Student accommodation planning incorporates CBE values to best advance the Education Plan, particular in regards to maximizing programmatic and operational efficiencies. Communication plans are developed for each undertaking, as required, to communicate changes to internal and external stakeholders in a clear and timely manner.



**CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS**

ATTACHMENTS

- Attachment I: Three-Year System Student Accommodation Plan Active 2021-2024
- Attachment II: Three-Year System Student Accommodation Plan Completed 2020-2021
- Attachment III: Maps of Projects by Category
- Attachment IV: Open, Limited and Closed Enrolment Status

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System Initiatives

<p>Project S1</p> <p>Ongoing</p> <p>Originally Identified 2013-2014</p> <p>All Areas</p>	Program	Regular and Alternative
	Communities Impacted	All Communities
	Schools Involved	CBE High Schools
	Category	Balance Enrolment
	Issue	The opening of the new north high school and high school engagement will have an impact on enrolment at high schools throughout the system.
	Summary	<p>Work with internal stakeholders began in winter 2018-2019. Scenarios were developed based on feedback from Phase I Engagement and these were shared for public feedback in during Phase II in early 2021. Feedback from Phase II was assessed in Spring 2021 and a final decision will be communicated to the public in June 2021.</p> <p>Although engagement with external stakeholders began in May 2019 with the goal of implementing changes for the 2022-2023 school year and beyond, there are current pressures at some high schools that required action or an interim accommodation decision prior to October 2021.</p> <p>In a letter dated October 28, 2020, stakeholders were informed that after reviewing the demographics and projected enrolment for the communities currently designated to Nelson Mandela High School, a decision was made to re-designate the following communities to James Fowler High School for the 2021-2022 school year:</p> <ul style="list-style-type: none"> ▪ Castleridge ▪ Coral Springs ▪ Falconridge <p>Stakeholders were invited to attend two virtual information sessions held on November 5, 2020 and November 19, 2020. The purpose of these meetings were to explain the rationale for the interim accommodation plan and answer stakeholder questions.</p>

<p>Project S2 Ongoing Originally Identified 2019-2020 Area 1</p>	Program	Outreach
	Communities Impacted	Multiple Communities
	Schools Involved	Start Outreach - Bowness
	Category	Fiscal Responsibility/Facility Optimization
	Issue	Changes to the funding framework, low enrolment and high cost.
	Summary	Ownership of the building within which this school is located has changed. The new landlord has informed the CBE that the lease for this school will not be renewed past August 2023. To compensate, the CBE will increase capacity at the Marlborough Discovering Choices site for the 2021-2022 school year and consideration of relocating or consolidating this program into other outreach sites will be undertaken.
<p>Project S3 Ongoing Originally Identified 2020-2021 Area 5</p>	Program	Regular
	Communities Impacted	Multiple Communities
	Category	Fiscal Responsibility/Facility Optimization
	Schools Involved	Home Education-Windsor Park
	Issue	There is an opportunity to consider relocation of the program to a facility closer to where the majority of students live and to enhance system utilization rates.
	Summary	The CBE continues to review how to best support the learning needs of students in a fashion that optimizes the use of CBE facilities.

<p>Project S4 Ongoing Originally Identified 2015-2016 Area 1</p>	Program	German Bilingual
	Communities Impacted	Multiple Communities
	Category	Fiscal Responsibility/Facility Optimization
	Schools Involved	Bowcroft
	Issue	Bowcroft School is a dual track K-6 school offering both German Bilingual and the Regular program. Enrolment in the German Bilingual program is low and has not exceeded 150 students for more than 10 years. Overall Bowcroft school utilization (including German) was 61% for the 2020 school year.
	Summary	<p>The 2020/21 school year was unique and lower than historic enrolment levels were seen at several schools as a result. This may be the result of one or more of the following factors;</p> <ul style="list-style-type: none"> ▪ Covid-19 ▪ Change in age of entry for Kindergarten ▪ The elimination of mid-day busing for Kindergarten students <p>Enrolment is projected to return to traditional levels in September 2021 and utilization is projected to increase above 70% once again. If enrolment levels do not return to previous historic levels, there is an opportunity to use space in the school for system programs, to help alleviate other accommodation pressures or to consider consolidation with schools in proximity in the future.</p>
<p>Project S5 Ongoing Originally Identified 2020-2021 Area 6</p>	Program	Regular
	Communities Impacted	Multiple Communities
	Category	Fiscal Responsibility/Facility Optimization
	Schools Involved	Alternative High School
	Issue	Enrolment at Alternative High School has decreased from just over 150 students in 2014 to 96 students in September 2020. Enrolment is projected at approximately 100 students for the fall of 2020.
	Summary	Low enrolment impacts the richness and variety of program offerings. Additionally, recent changes to O&M funding guidelines impact CBE’s ability to operate schools with a utilization rate lower than 85%

<p>Project S6 Ongoing Originally Identified 2019-2020 Area 4</p>	Program	Regular
	Communities Impacted	Multiple Communities
	Schools Involved	Louise Dean Centre @ Kensington School
	Category	Fiscal Responsibility/Facility Optimization
	Issue	Louise Dean Centre is currently located in Kensington School. The facility requires significant infrastructure investments and has one of the highest operating costs per student in the system. Relocation of program is being considered.
	Summary	Relocation of the Louise Dean program continues to be subject of review. The review will be informed by the decisions taken as part of project S1 (balancing high school enrolment) and the recent changes to O&M funding that impacts the CBE’s ability to operate schools with a utilization rate below 85%.
<p>Project S7 Ongoing Originally Identified 2018-2019 Area 7</p>	Program	Alternative
	Communities Impacted	Multiple Communities
	Category	Fiscal Responsibility/Facility Optimization
	Schools Involved	All Boys at Sir James Lougheed School
	Issue	All Boys at Sir James Lougheed is a single-track K-6 alternative program school. Enrolment in the program peaked at just over 175 students in 2016. September 2020 enrolment was 80 students and September 2021 enrolment is projected to be 88 students.
	Summary	There may be an opportunity to continue to support the learning needs of students in a fashion that optimizes the use of CBE facilities to better align with the revised funding framework

Short Term Student Accommodation Challenges – 2021-2023

Area 1

<p>Project 8 Ongoing Originally Identified 2020-2021 Area 1</p>	Program	Regular
	Communities Impacted	Scenic Acres
	Category	Low enrolment and excess capacity
	Schools Involved	Scenic Acres and Others to be determined
	Issue	The utilization rate at Scenic Acres School is below 70% and there is excess capacity. There is an opportunity to use space in the school for system programs, to help alleviate other accommodation pressures or to consider consolidation with schools in proximity.
	Summary	Low enrolment impacts the richness and variety of program offerings. Additionally, recent changes to O&M funding guidelines affect CBE’s ability to operate schools with a utilization rate lower than 85%.
<p>Project 9 Ongoing Originally Identified 2015-2016 Area 1</p>	Program	Regular
	Communities Impacted	Hawkwood, Sage Hill
	Category	Over Capacity and/or Nearing Capacity
	Schools Involved	Hawkwood
	Issue	Hawkwood School accommodates students from a new and developing community of Sage Hill and enrolment is projected to increase as the community continues to build-out.
	Summary	Hawkwood has a Provincial capacity of 653 student spaces and a current utilization rate of 97%. Projected utilization for the 2021 school year is 100%.

<p>Project 10 Ongoing Originally Identified 2020-2021 Area 1</p>	Program	Regular and TLC
	Communities Impacted	Multiple communities
	Category	Balance Enrolment
	Schools Involved	Thomas B Riley, Brentwood
	Issue	The current utilization rate at TB Riley School is over 100% and there is excess capacity at Brentwood School. Enrolment in the TLC program at Brentwood School and TB Riley School is capped at 100 students per grade.
	Summary	Continue to use the lottery process to manage enrolment and consider a grade configuration change for the TLC to better balance utilization between the two schools.
<p>Project 11 Ongoing Originally Identified 2018-2019 Area 1</p>	Program	Regular
	Communities Impacted	Rocky Ridge/Royal Oak
	Category	Balance Enrolment
	Schools Involved	Royal Oak, William D. Pratt
	Issue	William D. Pratt School is over capacity and enrolment at Royal Oak School is projected to decline in the future
	Summary	The current utilization rate at Royal Oak is 77% and at William D. Pratt is 103%. Balancing the enrolment between these two schools to achieve a utilization rate between 85%-100% the schools will allow CBE to maximize O&M funding for both schools.

Area 2

<p>Project 12 Ongoing Originally Identified 2020-2021 Area 2</p>	Program	Regular
	Communities Impacted	North Haven
	Category	Low Enrolment and Excess Capacity
	Schools Involved	North Haven
	Issue	The utilization rate at North Haven School is below 70% and there is excess capacity. There is an opportunity to use space in the school for system programs to help alleviate other accommodation pressures or consider consolidation with schools in proximity.
	Summary	Low enrolment impacts the richness and variety of program offerings. Additionally, recent changes to O&M funding guidelines affect CBE’s ability to operate schools with a utilization rate lower than 85%.

Area 3

<p>Project 13 Ongoing Originally Identified 2020-2021 Area 3</p>	Program	Alternative
	Communities Impacted	Multiple Communities
	Category	Over Capacity and/or Nearing Capacity
	Schools Involved	Stanley Jones School
	Issue	Stanley Jones is a dual-track school offering both the Alice Jamieson Academy for girls (AJA) and a Regular program.
	Summary	Stanley Jones School has a Provincial capacity of 556 student spaces and a current utilization rate of 95%. Projected utilization for the 2021 school year is 100%.

<p>Project 14 Ongoing Originally Identified 2020-2021 Area 3</p>	Program	Regular
	Communities Impacted	Marlborough Park
	Category	Balance Enrolment
	Schools Involved	Cappy Smart, Dr. Gladys M. Egbert and others to be determined
	Issue	The utilization rate at Cappy Smart School is below 70% and there is excess capacity. The utilization rate at Dr. Gladys M. Egbert is over 95%. There is an opportunity to consider a grade configuration change between schools.
	Summary	The current utilization rate at Cappy Smart is 53% and at Dr. Gladys M. Egbert is 100%. Balancing the enrolment between schools to achieve a utilization rate between 85%-100% at the schools will allow CBE to maximize O&M funding for the schools.

Area 4

<p>Project 15 Ongoing Originally Identified 2018-2019 Area 4</p>	Program	Regular
	Communities Impacted	Martindale
	Category	Over Capacity and/or Nearing Capacity
	Schools Involved	Crossing Park, Manmeet Singh Bhullar
	Issue	Both schools are either over capacity or at capacity.
	Summary	Monitor enrolment. Balance in enrolment between K-9 in the two schools in Martindale as required to allow as many students as possible to attend school in the community.

Area 5

<p>Project 16 Ongoing Originally Identified 2020-2021 Area 5</p>	Program	Regular
	Communities Impacted	McKenzie Lake, Douglasdale/glen, New Brighton
	Category	Balance Enrolment
	Schools Involved	Mountain Park, McKenzie Lake, Douglasdale
	Issue	Mountain Park School is near capacity and McKenzie Lake and Douglasdale schools have excess capacity.
	Summary	McKenzie Lake and Mountain Park are the overflow schools for students living in New Brighton who cannot be accommodated at New Brighton School or Dr. Martha Cohen School starting in the 2020/2021 school year. There is an opportunity to consider a grade configuration change between Douglasdale, McKenzie Lake and Mountain Park schools to more evenly balance utilization of the schools in the future. Balancing the enrolment between schools to achieve a utilization rate between 85%-100% will allow CBE to maximize O&M funding for the schools.
<p>Project 17 Ongoing Originally Identified 2020-2021 Area 5</p>	Program	Regular
	Communities Impacted	Auburn Bay,
	Category	Balance Enrolment
	Schools Involved	Auburn Bay, New Auburn Bay School (GR5-9), New Auburn Bay School (K-4)
	Issue	The construction and opening of a new middle school and a 2 nd elementary school in Auburn Bay will have an impact on multiple schools.
	Summary	Students from the community where the new school is being built will be designated to the school when it opens. Boundaries and grade configurations between the three schools (K-9) in Auburn Bay will need to be established to maximize the number of students that can attend school within their community.

<p>Project 18 Ongoing Originally Identified 2018-2019 Area 5 and 6</p>	Program	Regular
	Communities Impacted	Mahogany, Riverbend
	Category	Affected by a new school that is under construction
	Schools Involved	New Mahogany School (K-4), Riverbend
	Issue	The approval of a new elementary school in Mahogany will have an impact on Riverbend School.
	Summary	Students from the community where the new school is being built will be designated to the school when it opens.

Area 6

<p>Project 19 Ongoing Originally Identified 2020-2021 Area 6</p>	Program	Regular
	Communities Impacted	Bonavista, Lake Bonavista
	Category	Affected by a new school that is under construction
	Schools Involved	Nickle, Andrew Sibbald and others to be determined
	Issue	Two new school openings in Auburn Bay will affect enrolment at both Nickle and Andrew Sibbald schools
	Summary	Enrolment at Nickle School and Andrew Sibbald will decline when two new schools open in Auburn Bay in the 2022/2023 school year.
<p>Project 20 Ongoing Originally Identified 2020-2021 Area 6</p>	Program	Regular
	Communities Impacted	Ogden, Riverbend, Mahogany
	Category	Low Enrolment and Excess Capacity
	Schools Involved	Sherwood, Banting and Best
	Issue	The utilization rate at both Sherwood and Banting and Best schools is below 70% and there is excess capacity. There is an opportunity to use space in the school for system programs, to help alleviate other accommodation pressures or to consider consolidation with schools in proximity.
	Summary	Low enrolment impacts the richness and variety of program offerings. Additionally, recent changes to O&M funding guidelines affect CBE's ability to operate schools with a utilization rate lower than 85%.

<p>Project 21 Ongoing Originally Identified 2020-2021 Area 6</p>	Program	Regular and French Immersion
	Communities Impacted	Multiple Communities
	Category	Low Enrolment and Excess Capacity
	Schools Involved	Chinook Park
	Issue	The utilization rate at Chinook Park School is below 70% and there is excess capacity. There is an opportunity to use space in the school for system programs, to help alleviate other accommodation pressures or to consider consolidation with schools in close proximity.
	Summary	Low enrolment impacts the richness and variety of program offerings. Additionally, recent changes to O&M funding guidelines affect CBE's ability to operate schools with a utilization rate lower than 85%.
<p>Project 22 New Originally Identified 2021-2022 Area 6</p>	Program	Regular
	Communities Impacted	Haysboro
	Category	Low Enrolment and Excess Capacity
	Schools Involved	Haysboro
	Issue	The utilization rate at Haysboro School is below 70% and there is excess capacity. There is an opportunity to use space in the school for system programs, to help alleviate other accommodation pressures or to consider consolidation with schools in proximity.
	Summary	Low enrolment impacts the richness and variety of program offerings. Additionally, recent changes to O&M funding guidelines affect CBE's ability to operate schools with a utilization rate lower than 85%.

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

Area 1

<p>Project 23 Ongoing Originally Identified 2018-2019 Area 1</p>	Program	Regular
	Communities Impacted	Tuscany
	Category	Balance Enrolment
	Schools Involved	Eric Harvie, Tuscany, Twelve Mile Coulee
	Issue	Twelve Mile Coulee School is over capacity. Tuscany and Eric Harvie schools have excess capacity.
	Summary	There is an opportunity to consider a grade configuration change for the regular program between the three schools to more evenly balance enrolment.
<p>Project 24 Ongoing Originally Identified 2020-2021 Area 1</p>	Program	Regular Program
	Communities Impacted	Edgemont and The Hamptons
	Category	Over Capacity and/or Nearing Capacity
	Schools Involved	Edgemont, Tom Baines
	Issue	Enrolment at Edgemont and Tom Baines schools is currently capped. Students living in Edgemont who cannot be accommodated at Edgemont School are designated to Captain John Palliser School. Students living in Edgemont and the Hamptons who cannot be accommodated at Tom Baines school are overflowed to F.E. Osbourne School.
	Summary	Monitor enrolment. The CBE lottery process will be used to continue to manage enrolment.
<p>Project 25 Ongoing Originally Identified 2020-2021 Area 1</p>	Program	Regular
	Communities Impacted	Dalhousie
	Category	Over Capacity and/or Nearing Capacity
	Schools Involved	West Dalhousie
	Issue	The utilization rate at West Dalhousie School is over 95%. Enrolment is projected to remain stable over the next few years.
	Summary	Monitor enrolment.

<p>Project 26</p> <p>Ongoing</p> <p>Originally Identified 2020-2021</p> <p>Area 1</p>	Program	Regular
	Communities Impacted	Montgomery
	Category	Low Enrolment/Excess Capacity
	Schools Involved	Terrace Road
	Issue	The utilization rate at Terrace Road School is below 70% and there is excess capacity.
	Summary	Low enrolment impacts the richness and variety of program offerings. Additionally, recent changes to O&M funding guidelines affect CBE’s ability to operate schools with a utilization rate lower than 85%.

Area 2

<p>Project 27 Ongoing Originally Identified 2020-2021 Area 2</p>	Program	Regular
	Communities Impacted	Huntington Hills and Thorncliffe
	Category	Low Enrolment and Excess Capacity
	Schools Involved	Catherine N. Gunn, Huntington Hills, Alex Munro
	Issue	Catherin N. Gunn, Huntington Hills and Alex Munro are all elementary schools located in the community of Huntington Hills. The utilization rate at all three schools is below 70% and there is excess capacity.
	Summary	<p>The 2020/21 school year was unique and lower than historic enrolment levels were seen at several schools as a result. This may be the result of one or more of the following factors;</p> <ul style="list-style-type: none"> ▪ Covid-19 ▪ Change in age of entry for Kindergarten ▪ The elimination of mid-day busing for Kindergarten students <p>Enrolment is projected to return to traditional levels in September 2021 and utilization is projected to increase above 70% once again. If enrolment levels do not return to previous historic levels, there is an opportunity to use space in the school for system programs, to help alleviate other accommodation pressures or to consider consolidation with schools in proximity in the future.</p>
<p>Project 28 Ongoing Originally Identified 2019-2020 Area 2</p>	Program	Regular
	Communities Impacted	Panorama Hills
	Category	Over Capacity and/or Nearing Capacity
	Schools Involved	Buffalo Rubbing Stone, Panorama Hills, Captain Nichola Goddard
	Issue	Utilization at two of the three schools in the Panorama is over 95%. Enrolment at all three schools is projected to remain stable or decrease over the next few years.
	Summary	Monitor enrolment. A grade configuration change that came into effect for September 2019 resulted in more balanced utilization between the three schools. Prior to this change, utilization at the two elementary schools was under 90% and the utilization at the middle school was over 115%.

<p>Project 29 Ongoing Originally Identified 2020-2021 Area 2</p>	Program	Regular
	Communities Impacted	Evanston
	Category	Over Capacity and/or Nearing Capacity
	Schools Involved	Kenneth D. Taylor
	Issue	The utilization rate at Kenneth D. Taylor School is over 95%. The school is capped and students living in Evanston that cannot be accommodated at the school are directed to Cambrian Heights School.
	Summary	Monitor enrolment. The CBE lottery process will continue to be used to manage enrolment. A new Middle School in Evanston is the number one priority on CBE’s School Capital Plan 2022-2025. Provincial approval and funding for this school is required before it can be constructed. Once constructed the new middle school will add an additional 900 student spaces in the community of Evanston and there will be an opportunity to consider a grade configuration change at Kenneth D. Taylor School to accommodate students.
<p>Project 30 New Originally Identified 2021-2022 Area 2</p>	Program	Alternative - French Immersion
	Communities Impacted	Multiple
	Category	Over Capacity and/or Nearing Capacity
	Schools Involved	Branton
	Issue	The utilization rate at Branton School is over 95%.
	Summary	Monitor enrolment. Branton School has a Provincial capacity of 761 student spaces and a current utilization rate of 96%. Enrolment is projected to stabilize in the coming years and utilization is not projected to exceed 100%.

<p>Project 31 New Originally Identified 2021-2022 Area 2</p>	Program	Regular and Alternative (Mandarin Bilingual)
	Communities Impacted	Multiple
	Category	Over Capacity and/or Nearing Capacity
	Schools Involved	Colonel Irvine
	Issue	The utilization rate at Colonel Irvine School is over 95%.
	Summary	Monitor enrolment. Colonel Irvine School has a Provincial capacity of 757 student spaces and a current utilization rate of 96%.
<p>Project 32 New Originally Identified 2021-2022 Area 2</p>	Program	Alternative (French Immersion)
	Communities Impacted	Multiple
	Category	Low Enrolment and Excess Capacity
	Schools Involved	Banff Trail
	Issue	The utilization rate at Banff Trail School is below 70% and there is excess capacity.
	Summary	<p>Monitor enrolment. Changes to grade configurations and designated communities were implemented at multiple French Immersion schools in NW Calgary beginning in September 2019. The changes were made to balance enrolment and provide space for program growth.</p> <p>The 2020/21 school year was unique and lower than historic enrolment levels were seen at several schools as a result. This may be the result of one or more of the following factors;</p> <ul style="list-style-type: none"> ▪ Covid-19 ▪ Change in age of entry for Kindergarten ▪ The elimination of mid-day busing for Kindergarten students <p>Enrolment is projected to return to traditional levels in September 2021 and utilization is projected to increase above 70% once again.</p>

<p>Project 33 New Originally Identified 2021-2022 Area 2</p>	Program	Alternative (French Immersion)
	Communities Impacted	Multiple
	Category	Low Enrolment and Excess Capacity
	Schools Involved	Varsity Acres
	Issue	The utilization rate at Varsity School is below 70% and there is excess capacity.
	Summary	<p>Monitor enrolment. Changes to grade configurations and designated communities were implemented at multiple French Immersion schools in NW Calgary beginning in September 2019. The changes were made to balance enrolment and provide space for program growth.</p> <p>The 2020/21 school year was unique and lower than historic enrolment levels were seen at several schools as a result. This may be the result of one or more of the following factors;</p> <ul style="list-style-type: none"> ▪ Covid-19 ▪ Change in age of entry for Kindergarten ▪ The elimination of mid-day busing for Kindergarten students <p>Enrolment is projected to return to traditional levels in September 2021 and utilization is projected to increase above 70% once again.</p>

Area 3

<p>Project 34 Ongoing Originally Identified 2017-2018 Area 3</p>	Program	Regular, Science
	Communities Impacted	Multiple Communities
	Category	Over Capacity and/or Nearing Capacity
	Schools Involved	Ian Bazalgette
	Issue	School is projected to be at or near capacity and enrolment in the Science program is capped at 50 students per grade.
	Summary	<p>Monitor enrolment and conduct a lottery for the Science program if interest exceeds 50 students per grade. Ian Bazalgette School has a Provincial capacity of 652 student spaces and a current utilization rate of 100%.</p> <p>In May 2020, CBE received approval for three of the four modular classrooms requested to be added to the school. With the addition of the three modular units, the utilization rate at the school is projected to decrease to 96% for the upcoming school year</p>
<p>Project 35 Ongoing Originally Identified 2018-2019 Area 3</p>	Program	Alternative Program
	Communities Impacted	Multiple Communities
	Category	Over Capacity and/or Nearing Capacity
	Schools Involved	Piitoayis (at Colonel Walker) and others to be determined
	Issue	Colonel Walker School accommodates both the Piitoayis alternative program and a Regular program. Colonel Walker School is the only location for this indigenous focussed alternative program in the city.
	Summary	There is an opportunity to consider relocation of program to a facility closer to where the majority of students live.

<p>Project 36</p> <p>Ongoing</p> <p>Originally Identified 2020-2021</p> <p>Area 3</p>	Program	Regular
	Communities Impacted	Penbrooke Meadows, Applewood Park
	Category	Low Enrolment and Excess Capacity
	Schools Involved	James Short Memorial
	Issue	The utilization rate at James Short Memorial School is below 70% and there is excess capacity. There is an opportunity to use space in the school for system programs, to help alleviate other accommodation pressures or to consider consolidation with schools in proximity.
	Summary	Monitor enrolment
<p>Project 37</p> <p>Ongoing</p> <p>Originally Identified 2020-2021</p> <p>Area 3</p>	Program	Regular
	Communities Impacted	Penbrooke Meadows, Red Carpet, Forest Lawn
	Category	Low Enrolment and Excess Capacity
	Schools Involved	Penbrooke Meadows
	Issue	The utilization rate at Penbrooke Meadows School is below 70% and there is excess capacity. There is an opportunity to use space in the school for system programs, to help alleviate other accommodation pressures or to consider consolidation with schools in proximity.
	Summary	Monitor enrolment
<p>Project 38</p> <p>New</p> <p>Originally Identified 2021-2022</p> <p>Area 3</p>	Program	Regular
	Communities Impacted	Coventry Hills
	Category	Over Capacity and/or Nearing Capacity
	Schools Involved	Nose Creek
	Issue	The utilization rate at Nose Creek School is over 95%.
	Summary	Monitor enrolment. Nose Creek School has a Provincial capacity of 914 student spaces and a current utilization rate of 101%. September 2020 enrolment was 836 students. The opening of a second elementary school (Northern Lights) in the Coventry Hills community provided the opportunity to change grade configurations between the three schools to balance enrolment. Effective September 2021, Nose Creek School will change from GR5-9 to GR6-9. September 2021 projected enrolment at Nose Creek School is 720 students – a decrease of approximately 115 students from this year.

<p>Project 39 New Originally Identified 2021-2022 Area 3</p>	Program	Regular
	Communities Impacted	Coventry Hills
	Category	Low Enrolment and Excess Capacity
	Schools Involved	Northern Lights
	Issue	The utilization rate at Northern Lights School is below 70%.
	Summary	Monitor enrolment. Northern Lights School has a Provincial capacity of 561 student spaces and a current utilization rate of 46%. September 2020 enrolment was 265 students. The opening of this school in September 2020 provided the opportunity to change grade configurations between the three schools in the community to balance enrolment. Effective September 2021, Northern Lights will expand from K-GR4 to K-GR5. September 2021 projected enrolment at Northern School is 380 students – an increase of 115 students from this year.
<p>Project 40 Ongoing Originally Identified 2020-2021 Area 3</p>	Program	Regular
	Communities Impacted	Dover, Southview
	Category	Low Enrolment and Excess Capacity
	Schools Involved	West Dover
	Issue	The utilization rate at West Dover School is below 70% and there is excess capacity. There is an opportunity to use space in the school for system programs, to help alleviate other accommodation pressures or to consider consolidation with schools in proximity.
	Summary	Monitor enrolment

<p>Project 41</p> <p>New</p> <p>Originally Identified 2021-2022</p> <p>Area 3</p>	Program	Regular
	Communities Impacted	Abbeydale
	Category	Low Enrolment and Excess Capacity
	Schools Involved	Abbeydale
	Issue	The utilization rate at Abbeydale School is below 70% and there is excess capacity.
	Summary	<p>Monitor enrolment. The 2020/21 school year was unique and lower than historic enrolment levels were seen at several schools as a result. This may be the result of one or more of the following factors;</p> <ul style="list-style-type: none"> ▪ Covid-19 ▪ Change in age of entry for Kindergarten ▪ The elimination of mid-day busing for Kindergarten students <p>Enrolment is projected to return to traditional levels in September 2021 and utilization is projected to increase above 70% once again.</p>
<p>Project 42</p> <p>New</p> <p>Originally Identified 2021-2022</p> <p>Area 3</p>	Program	Regular
	Communities Impacted	Mayland Heights
	Category	Low Enrolment and Excess Capacity
	Schools Involved	Belfast
	Issue	The utilization rate at Belfast School is below 70% and there is excess capacity.
	Summary	<p>Monitor enrolment. The 2020/21 school year was unique and lower than historic enrolment levels were seen at several schools as a result. This may be the result of one or more of the following factors;</p> <ul style="list-style-type: none"> ▪ Covid-19 ▪ Change in age of entry for Kindergarten ▪ The elimination of mid-day busing for Kindergarten students <p>Enrolment is projected to return to traditional levels in September 2021 and utilization is projected to increase above 70% once again.</p>

Area 4

<p>Project 43 Ongoing Originally Identified 2017-2018 Area 4</p>	Program	Regular
	Communities Impacted	Multiple Communities
	Category	Low Enrolment and Excess Capacity
	Schools Involved	Terry Fox
	Issue	Excess capacity. There is an opportunity to use space in these schools for system programs or to accommodate students from a community where schools are over capacity.
	Summary	Monitor enrolment
<p>Project 44 Ongoing Originally Identified 2020-2021 Area 4</p>	Program	Regular
	Communities Impacted	Taradale
	Category	Over Capacity and/or Nearing Capacity
	Schools Involved	Taradale
	Issue	The utilization rate at Taradale School is over 95%. The school is capped and students living in Taradale that that cannot be accommodated at the school are directed to Guy Weadick School.
	Summary	Monitor enrolment. The CBE lottery process will continue to be used to manage enrolment.
<p>Project 45 Ongoing Originally Identified 2020-2021 Area 4</p>	Program	Regular
	Communities Impacted	Whitehorn
	Category	Over Capacity and/or Nearing Capacity
	Schools Involved	Colonel J. Fred Scott
	Issue	The utilization rate at Colonel J. Fred Scott School is over 95%. Enrolment is projected to decline over the next few years.
	Summary	Monitor enrolment.

Area 5

<p>Project 46 Ongoing Originally Identified 2020-2021 Area 5</p>	Program	Regular
	Communities Impacted	Somerset
	Category	Low Enrolment and Excess Capacity
	Schools Involved	Somerset
	Issue	The utilization rate at Somerset School is below 70% and there is excess capacity. There is an opportunity to use space in the school for system programs, to help alleviate other accommodation pressures or to consider consolidation with schools in proximity.
	Summary	Monitor enrolment
<p>Project 47 Ongoing Originally Identified 2020-2021 Area 5</p>	Program	Regular
	Communities Impacted	Queensland, Queensland Downs, Diamond Cove
	Category	Low Enrolment and Excess Capacity
	Schools Involved	Haultain Memorial
	Issue	The utilization rate at Haultain Memorial School is below 70% and there is excess capacity. There is an opportunity to use space in the school for system programs, to help alleviate other accommodation pressures or to consider consolidation with schools in proximity.
	Summary	Monitor enrolment
<p>Project 48 Ongoing Originally Identified 2020-2021 Area 5</p>	Program	Regular
	Communities Impacted	Chaparral
	Category	Over Capacity and/or Nearing Capacity
	Schools Involved	Chaparral
	Issue	The utilization rate at Chaparral School is over 95%. Enrolment is projected to decline over the next few years.
	Summary	Monitor enrolment.

<p>Project 49 New Originally Identified 2021-2022 Area 5</p>	Program	Regular
	Communities Impacted	Copperfield, New Brighton
	Category	Over Capacity and/or Nearing Capacity
	Schools Involved	Dr. Martha Cohen
	Issue	The utilization rate at Dr. Martha Cohen School is over 95%.
	Summary	Monitor enrolment. Dr. Martha Cohen School has a Provincial capacity of 947 student spaces and a current utilization rate of 109%. September 2020 enrolment was 924 students. Effective September 2020, enrolment at Dr. Martha Cohen School is capped and overflow locations (Mountain Park School and Dr. George Stanley School) are in place for students who cannot be accommodated. Enrolment and utilization are projected to remain high for the 2021/22 school year and then begin to decrease.
<p>Project 50 New Originally Identified 2021-2022 Area 5</p>	Program	Regular
	Communities Impacted	Sundance, Walden
	Category	Over Capacity and/or Nearing Capacity
	Schools Involved	Fish Creek
	Issue	The utilization rate at Fish Creek School is over 95%.
	Summary	Monitor enrolment. Effective September 2020, the Walden community is re-designated to Dr. Freda Miller School. Enrolment and utilization are projected to decrease over the next 5 years.

<p>Project 51 New Originally Identified 2021-2022 Area 5</p>	Program	Regular
	Communities Impacted	Acadia, Fairview, Willow Park, Maple Ridge
	Category	Low Enrolment and Excess Capacity
	Schools Involved	Acadia
	Issue	The utilization rate at Acadia School is below 70% and there is excess capacity.
	Summary	<p>Monitor enrolment. The 2020/21 school year was unique and lower than historic enrolment levels were seen at several schools as a result. This may be the result of one or more of the following factors;</p> <ul style="list-style-type: none"> ▪ Covid-19 ▪ Change in age of entry for Kindergarten ▪ The elimination of mid-day busing for Kindergarten students <p>Enrolment is projected to return to traditional levels in September 2021 and utilization is projected to increase above 70% once again.</p>
<p>Project 52 New Originally Identified 2021-2022 Area 5</p>	Program	Regular
	Communities Impacted	Queensland, Deer Run, Deer Ridge, Diamond Cove, Parkland, Legacy
	Category	Low Enrolment and Excess Capacity
	Schools Involved	Wilma Hansen
	Issue	The utilization rate at Wilma Hansen School is below 70% and there is excess capacity.
	Summary	<p>Monitor enrolment. Wilma Hansen school accommodates GR5-9 students from the new and developing community of Legacy. Enrolment at the school is projected to increase over the next 5 years as student enrolment as the Legacy community continues to build-out and grow.</p>

<p>Project 53 New Originally Identified 2021-2022 Area 5</p>	Program	Regular
	Communities Impacted	Cranston
	Category	Low Enrolment and Excess Capacity
	Schools Involved	Cranston, Sibylla Kiddle
	Issue	The utilization rate at both Cranston and Sibylla Kiddle schools is below 70%.
	Summary	Monitor enrolment. The opening of a second elementary school (Sibylla Kiddle) in September 2020 provided the opportunity to change grade configurations between the three schools in the Cranston community to balance enrolment. Effective September 2021, both Cranston and Sibylla Kiddle will expand from K-GR4 to K-GR5. September 2021 projected enrolment at both schools is approximately 75 to 100 students higher than this year.

Area 6

<p>Project 54 Ongoing Originally Identified 2020-2021 Area 6</p>	Program	Spanish Bilingual
	Communities Impacted	Multiple Communities
	Category	Low Enrolment and Excess Capacity
	Schools Involved	Robert Warren
	Issue	Robert Warren School is underutilized.
	Summary	Monitor enrolment. The September 30 utilization rate at Robert Warren School was below 70%. In May 2021, CBE's received approval from the Province to remove one modular classroom from the school. The removal of one modular classroom will increase the utilization rate of the school.

<p>Project 55 Ongoing Originally Identified 2020-2021 Area 6</p>	Program	Regular Program
	Communities Impacted	Braeside and Cedarbrae
	Category	Balance Enrolment
	Schools Involved	Braeside, Cedarbrae
	Issue	Enrolment is high at Cedarbrae and there is excess capacity at Braeside
	Summary	There is an opportunity to consider consolidation of the two schools
<p>Project 56 Ongoing Originally Identified 2020-2021 Area 6</p>	Program	Regular
	Communities Impacted	Silverado, Yorkville, Belmont
	Category	Low Enrolment and Excess Capacity
	Schools Involved	Ron Southern
	Issue	The utilization rate at Ron Southern School is below 70% and there is excess capacity. Enrolment is projected to increase from current levels over the next few years as the number of students living in the new and developing communities of Yorkville and Belmont increases.
	Summary	Monitor enrolment
<p>Project 57 New Originally Identified 2021-2022 Area 6</p>	Program	Regular
	Communities Impacted	Cedarbrae, Braeside, Oakridge, Bayview, Palliser, Pump Hill, Woodbine
	Category	Over Capacity and/or Nearing Capacity
	Schools Involved	John Ware
	Issue	The utilization rate at John Ware School is over 95%. Enrolment is projected to remain stable over the next few years.
	Summary	Monitor enrolment.

<p>Project 58 Ongoing Originally Identified 2020-2021 Area 6</p>	Program	Regular and Mandarin Bilingual
	Communities Impacted	Multiple Communities
	Category	Low Enrolment and Excess Capacity
	Schools Involved	Harold Panabaker
	Issue	The utilization rate at Harold Panabaker School is below 70% and there is excess capacity. Enrolment is projected to increase from current levels over the next few years as the number of students living in the new and developing communities designated to the school as well as Mandarin Bilingual increases.
	Summary	Monitor enrolment
<p>Project 59 Ongoing Originally Identified 2020-2021 Area 6</p>	Program	Regular and French Immersion
	Communities Impacted	Multiple Communities
	Category	Low Enrolment and Excess Capacity
	Schools Involved	Woodman
	Issue	The utilization rate at Woodman School is below 70% and there is excess capacity. There is an opportunity to use space in the school for system programs, to help alleviate other accommodation pressures or to consider consolidation with schools in proximity.
	Summary	Monitor enrolment
<p>Project 60 Ongoing Originally Identified 2020-2021 Area 6</p>	Program	Regular
	Communities Impacted	Glenbrook, Glamorgan, Rutland Park, CFB Currie
	Category	Low Enrolment and Excess Capacity
	Schools Involved	Glenbrook
	Issue	The utilization rate at Glenbrook School is below 70% and there is excess capacity. There is an opportunity to use space in the school for system programs, to help alleviate other accommodation pressures or to consider consolidation with schools in proximity.
	Summary	Monitor enrolment

<p>Project 61 New Originally Identified 2021-2022 Area 6</p>	Program	Regular
	Communities Impacted	Southwood
	Category	Low Enrolment and Excess Capacity
	Schools Involved	Ethel M. Johnson
	Issue	The utilization rate at Ethel M. Johnson School is below 70%. Enrolment is projected to remain at a similar level for the next few years.
	Summary	Monitor enrolment.
<p>Project 62 New Originally Identified 2021-2022 Area 6</p>	Program	Regular
	Communities Impacted	Bayview, Palliser, Pumphill, Oakridge
	Category	Low Enrolment and Excess Capacity
	Schools Involved	Nellie McClung
	Issue	The utilization rate at Nellie McClung School is below 70%.
	Summary	<p>Monitor enrolment. The 2020/21 school year was unique and lower than historic enrolment levels were seen at several schools as a result. This may be the result of one or more of the following factors;</p> <ul style="list-style-type: none"> ▪ Covid-19 ▪ Change in age of entry for Kindergarten ▪ The elimination of mid-day busing for Kindergarten students <p>Enrolment is projected to return to traditional levels in September 2021 and utilization is projected to increase above 70% once again.</p>
<p>Project 63 New Originally Identified 2021-2022 Area 6</p>	Program	Alternative (Spanish)
	Communities Impacted	Multiple
	Category	Low Enrolment and Excess Capacity
	Schools Involved	Glenmeadows
	Issue	The utilization rate at Glenmeadows School is below 70%.
	Summary	<p>Monitor enrolment. The 2020/21 school year was unique and lower than historic enrolment levels were seen at several schools as a result. This may be the result of one or more of the following factors;</p> <ul style="list-style-type: none"> ▪ Covid-19 ▪ Change in age of entry for Kindergarten ▪ The elimination of mid-day busing for Kindergarten students <p>Enrolment is projected to return to traditional levels in September 2021 and utilization is projected to increase above 70% once again.</p>

<p>Project 64</p> <p>New</p> <p>Originally Identified 2021-2022</p> <p>Area 6</p>	Program	Alternative (Spanish)
	Communities Impacted	Multiple
	Category	Low Enrolment and Excess Capacity
	Schools Involved	Eugene Coste
	Issue	The utilization rate at Eugene Coste School is below 70%.
	Summary	<p>Monitor enrolment. The 2020/21 school year was unique and lower than historic enrolment levels were seen at several schools as a result. This may be the result of one or more of the following factors;</p> <ul style="list-style-type: none"> ▪ Covid-19 ▪ Change in age of entry for Kindergarten ▪ The elimination of mid-day busing for Kindergarten students <p>Enrolment is projected to return to traditional levels in September 2021 and utilization is projected to increase above 70% once again.</p>
<p>Project 65</p> <p>New</p> <p>Originally Identified 2021-2022</p> <p>Area 6</p>	Program	Regular
	Communities Impacted	Evergreen
	Category	Low Enrolment and Excess Capacity
	Schools Involved	Evergreen, Dr. Freda Miller
	Issue	The utilization rate at both Evergreen and Dr. Freda Miller schools is below 70%.
	Summary	<p>Monitor enrolment. The opening of a second elementary school (Dr. Freda Miller) in September 2020 provided the opportunity to change grade configurations between the three schools in the Evergreen community to balance enrolment. Effective September 2021, both Evergreen and Dr. Freda Miller will expand from K-GR4 to K-GR5. September 2021 projected enrolment at both schools is approximately 70 to 90 students higher than this year.</p>

Area 7

<p>Project 66 Ongoing Originally Identified 2020-2021 Area 7</p>	Program	Regular
	Communities Impacted	Multiple Communities
	Category	Over Capacity and/or Nearing Capacity
	Schools Involved	Rideau Park
	Issue	Rideau Park is over capacity. Rideau Park School has a significant number of out of attendance area students. There were 88 out of attendance area students in September 2020.
	Summary	Monitor enrolment. The school is closed for new out of attendance area students. The number of out of attendance area students decreased by 17 from 105 in 2019/20 to 88 this school year.
<p>Project 67 Ongoing Originally Identified 2020-2021 Area 7</p>	Program	Regular Program
	Communities Impacted	Lakeview, Garrison Green, North Glenmore Park
	Category	Balance Enrolment
	Schools Involved	Bishop Pinkham, Jennie Elliott
	Issue	Utilization at Jennie Elliott is high (92%) and utilization at Bishop Pinkham is 70%.
	Summary	<p>The 2020/21 school year was unique and lower than historic enrolment levels were seen at several schools as a result. This may be the result of one or more of the following factors;</p> <ul style="list-style-type: none"> ▪ Covid-19 ▪ Change in age of entry for Kindergarten ▪ The elimination of mid-day busing for Kindergarten students <p>Enrolment at Jennie Elliott School is projected to return to traditional levels in September 2021 and utilization is projected to increase above 95% once again.</p> <p>Balancing the enrolment between schools to achieve a utilization rate between 85%-100% at the schools will allow CBE to maximize O&M funding for the schools.</p>

<p>Project 68 Ongoing Originally Identified 2020-2021 Area 7</p>	Program	Regular Program
	Communities Impacted	Springbank Hill, Discovery Ridge
	Category	Over Capacity and/or Nearing Capacity
	Schools Involved	Griffith Woods
	Issue	Enrolment at Griffith Woods is currently capped and students living in Discovery Ridge and Springbank Hill who cannot be accommodated at the school are overflowed to Battalion Park School (K-6) and Bishop Pinkham School (GR7-9).
	Summary	The CBE lottery process will be used to manage enrolment
<p>Project 69 Ongoing Originally Identified 2020-2021 Area 7</p>	Program	Regular
	Communities Impacted	Elbow Park, Upper Mount Royal, Lower Mount Royal
	Category	Low Enrolment and Excess Capacity
	Schools Involved	Earl Grey
	Issue	The utilization rate at Earl Grey School is below 70% and there is excess capacity. Enrolment is projected to decline slightly from current levels over the next few years.
	Summary	Monitor enrolment
<p>Project 70 Ongoing Originally Identified 2020-2021 Area 7</p>	Program	Regular
	Communities Impacted	Ramsay, Victoria Park
	Category	Low Enrolment and Excess Capacity
	Schools Involved	Ramsay
	Issue	The utilization rate at Ramsay School is below 70% and there is excess capacity. There is an opportunity to use space in the school for system programs, to help alleviate other accommodation pressures or to consider consolidation with schools in proximity.
	Summary	Monitor enrolment

<p>Project 71 New Originally Identified 2021-2022 Area 7</p>	Program	Regular
	Communities Impacted	West Springs, Cougar Ridge
	Category	Over Capacity and/or Nearing Capacity
	Schools Involved	West Ridge
	Issue	The utilization rate at West Ridge School is over 95%. Enrolment is projected to remain high for the next two years and then begin to decline and stabilize after that.
	Summary	Monitor enrolment
<p>Project 72 New Originally Identified 2021-2022 Area 7</p>	Program	Regular
	Communities Impacted	Glendale
	Category	Low Enrolment and Excess Capacity
	Schools Involved	Glendale
	Issue	The utilization rate at Glendale School is below 70%.
	Summary	<p>Monitor enrolment. The 2020/21 school year was unique and lower than historic enrolment levels were seen at several schools as a result. This may be the result of one or more of the following factors;</p> <ul style="list-style-type: none"> ▪ Covid-19 ▪ Change in age of entry for Kindergarten ▪ The elimination of mid-day busing for Kindergarten students <p>Enrolment at Glendale school is expected to increase as a result of the Rosscarrock School closure and the re-designation of a portion of the Rosscarrock community to the school.</p>

<p>Project 73</p> <p>New</p> <p>Originally Identified 2021-2022</p> <p>Area 7</p>	Program	Regular
	Communities Impacted	University Heights
	Category	Low Enrolment and Excess Capacity
	Schools Involved	University
	Issue	The utilization rate at University School is below 70%.
	Summary	<p>Monitor enrolment. The 2020/21 school year was unique and lower than historic enrolment levels were seen at several schools as a result. This may be the result of one or more of the following factors;</p> <ul style="list-style-type: none"> ▪ Covid-19 ▪ Change in age of entry for Kindergarten ▪ The elimination of mid-day busing for Kindergarten students <p>Enrolment is projected to return to traditional levels in September 2021 and utilization is projected to increase above 70% once again.</p>

Multiple Areas

<p>Project 74 Ongoing Originally Identified 2020-2021 Multiple Areas</p>	Program	Alternative Programs
	Communities Impacted	Multiple Communities
	Category	Over Capacity and/or Nearing Capacity
	Schools Involved	Dr J.K Mulloy, Killarney, Colonel Saunders, Chief Justice Milvain, Balmoral, Glamorgan, Louis Riel, Chris Akkerman, Marion Carson, Thorncliffe, Riverside
	Issue	The utilization rate at the alternative program schools listed exceeds 95%. Enrolment at many of the schools is capped and an annual lottery is for accepting new students into the programs.
	Summary	Monitor enrolment. The CBE lottery process will continue to be used to manage enrolment.
<p>Project 75 Ongoing Originally Identified 2020-2021 Multiple Areas</p>	Program	Alternative Programs (K-9)
	Communities Impacted	Multiple Communities
	Category	Fiscal Responsibility/Facility Optimization
	Schools Involved	TBD
	Issue	Enrolment and facility utilization
	Summary	These programs will be reviewed for economy, efficiency and effectiveness.

New School Projects

<p>Project 76 Ongoing Originally Identified 2018-2019 Area 4</p>	Program	Regular
	Communities Impacted	Skyview Ranch and Others TBD
	Category	Affected by a new school that is under construction
	Schools Involved	New Skyview Ranch School (K-9), Annie Foote, Monterey Park, Dr. Gordon Higgins
	Issue	The new K-9 school in Skyview Ranch will have an impact on enrolment at Annie Foote, Monterey Park and Dr. Gordon Higgins.
	Summary	Monitor enrolment at Annie Foote and Monterey Park until new school in Skyview Ranch opens.

Multiple Areas

<p>Project S2 Originally Identified 2013-2014 Area 1</p>	Program	Regular
	Communities Impacted	Multiple Communities
	Schools Involved	National Sport School (NSS)
	Issue	Expiry of Lease for National Sport School at WinSport. The cost to operate this program, even with a \$1 lease, may not be sustainable.
	Summary	At the November 25, 2020 regular meeting of the Board of Trustees of The Calgary Board of Education, the Board of Trustees passed the following motion: <ul style="list-style-type: none"> ▪ <i>THAT the Board of Trustees approves the closure of the National Sport School and all programs contained therein, effective June 30, 2021.</i>
Impact	In addition to savings of approximately \$600,000 incurred during the 2020-21 school year as a result of eliminating the Resource Allocation Method (RAM) top-up, an additional cost savings of approximately \$350,000 in operating costs is anticipated. Approximately \$30,000 in PMEX funding is required to closeout the school.	
<p>New Project (Emergent in 2020/21) Area 1</p>	Program	Outreach
	Communities Impacted	Multiple Communities
	Schools Involved	Discovering Choices - Marlborough
	Issue	The lease for the space currently occupied by Discovering Choices – Marlborough expires in 2021. Capacity for the program has been reached and there is an opportunity to relocate the program from the current location to a larger nearby space. Relocation provides opportunities to support students in a financially sustainable and better-suited alternate location. The new location provides an additional 100-150 student spaces more than the Marlborough Mall location.
	Summary	At the January 26, 2021 regular meeting of the Board of Trustees of The Calgary Board of Education, the Board of Trustees passed the following motion: <ul style="list-style-type: none"> ▪ <i>THAT the Board of Trustees approves the closure of the Marlborough Discovering Choices II program effective June 30, 2021 for the purpose of relocation.</i>
Impact	Overall, there will be an increased cost to operate this program even though the new lease has a lower per square foot lease cost: <ul style="list-style-type: none"> ▪ Current (Marlborough Mall site) lease costs are \$113,188/year for 3,026 sq ft. ▪ The proposed (Northgate site) lease costs are \$114,114/year for 5,700 sq ft (years 1-5). The new location will also require an initial investment of \$400,000 to build out new space.	

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Area 4

<p>Project 12 Originally Identified 2017-2018 Area 4</p>	Program	Regular
	Communities Impacted	Saddle Ridge
	Schools Involved	Hugh A. Bennett, Saddle Ridge, Peter Lougheed, Pineridge, Clarence Sansom
	Issue	Peter Lougheed and Hugh A. Bennett are overcapacity and Saddle Ridge is approaching capacity for fall 2020.
	Summary	<p>Three schools in the community of Saddle Ridge accommodate K-GR9 regular program students. In order to balance enrolment amongst the three schools and provide quality learning environments for students, parents were informed in a Notice dated November 26, 2020 that the following changes will occur starting in the 2020/21 school year:</p> <ul style="list-style-type: none"> ▪ Students living in the area of the community known as Savanna will be designated to Saddle Ridge School only for K-GR4 and will no longer have the option to attend Hugh A. Bennett School. Students living in Savanna and currently attending Hugh A. Bennett may remain at Hugh A. Bennett until June 2021. Students who finish GR3 in June of 2021 may choose to remain at Hugh A. Bennett for their GR4 year. Transportation services from the Savanna development to Hugh A. Bennett School will end June 30, 2022. ▪ Enrolment in Peter Lougheed School will be capped at 180 new GR5 students for September 2021. The CBE lottery process will be used to determine acceptance for GR5. ▪ Students who attended Peter Lougheed in GR5-8 during the 2020-21 school year will be able to remain at Peter Lougheed School in the 2021-22 school year. Any new students in GR6-9 for the 2021-22 school year will be designated to an overflow location. ▪ Students who cannot be accommodated at Peter Lougheed School will be designated as follows: <ul style="list-style-type: none"> ▪ GR5 and GR6 students will be overflowed to Pineridge School ▪ GR7 - GR9 students will be overflowed to Clarence Sansom School <p>A virtual information meeting was held for families on December 16, 2020 to provide families with an opportunity to learn and ask questions about the implementation of this decision.</p>
Impact	<p>Approximately 55 GR5-6 students from Saddleridge are projected to attend Pineridge School for September 2021.</p> <p>Approximately 50 GR7-9 students from Saddleridge are projected to attend Clarence Sansom School for September 2021.</p> <p>A net cost of \$110,000 is projected for the 2021-22 school year as 4 partnered buses will be required to transport students to the overflow locations.</p>	

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<p>Project 13</p> <p>Originally Identified 2014-2015</p> <p>Area 4</p>	Program	Regular
	Communities Impacted	Redstone
	Schools Involved	Rundle, Keeler
	Issue	Rundle School is over and/or nearing capacity
	Summary	<p>In a notice dated February 11, 2020, the CBE informed parents that new students in K-5 who reside in the community of Redstone and who cannot be accommodated at Rundle School will be overflowed to Keeler School starting in August 2020.</p> <p>In a notice dated June 18, 2020, families were informed that in addition to the overflow for new students communicated in February 2020, K-6 regular program students from Redstone will be re-designated to Keeler School effective August 2021.</p> <p>In a revised notice dated February 25, 2021, families were inform that based on feedback from families at Rundle School, the CBE has decided that GR5 students will remain at Rundle School to complete GR6 in the 2021-22 school year. GR5 students from Redstone community attending Rundle School will remain at Rundle School to complete GR6 in the 2021-22 school year. Siblings of Redstone students in GR5 may choose to remain at Rundle for the 2021-22 school year. They would then transfer to Keeler School for the 2022-23 school year.</p> <p>At the end of June 2021, all other students in K-4 from Redstone community attending Rundle School will transfer to Keeler School for the 2021-22 school year.</p> <p>GR5 students from Redstone community attending Keeler School will transfer to Rundle School to complete GR6 in the 2021-22 school year.</p> <p>K-4 students from Redstone community attending Keeler School in the 2020-21 school year will remain at Keeler School to complete Grade 6.</p> <p>Keeler School will expand to Grade 6 for the Redstone community in 2022.</p>
	Impact	<p>Approximately 235 K-5 students from Redstone are projected to attend Keeler School for September 2021.</p> <p>A net cost of \$55,000 is projected for the 2021-2022 school year as 1 additional bus will be required to transport students to the overflow locations.</p> <p>Over the next two years approximately \$185,000 in PMEX funding and \$1,390,000 in IMR funding will be required to renovate and prepare six previously unused classrooms to accommodate these newly designated students.</p>

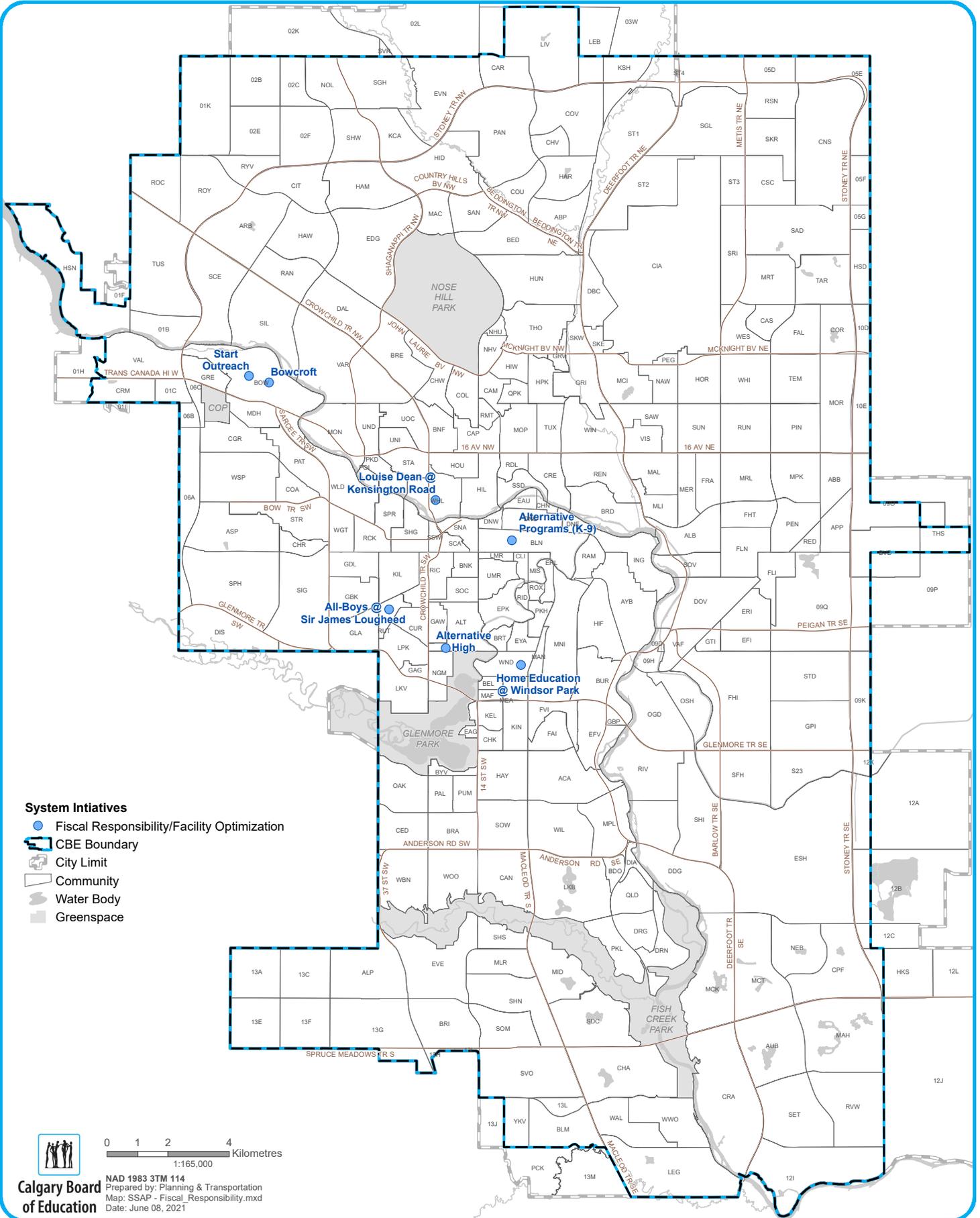
Area 7

<p>Project S9 (Originally Identified 2018/19) Area 7</p>	Program	Regular
	Communities Impacted	Rosscarrock
	Schools Involved	Rosscarrock, Glendale, Wildwood
	Issue	Low Enrolment and excess capacity
	Summary	<p>At the January 26, 2021 regular meeting of the Board of Trustees of The Calgary Board of Education, the Board of Trustees passed the following motion:</p> <ul style="list-style-type: none"> ▪ <i>THAT the Board of Trustees approves the closure of the Rosscarrock School and all programs contained therein, effective June 30, 2021.</i> <p>Starting in the 2021-22 school year regular program K-6 students will designated to either Wildwood School or Glendale School based on where they live in the community. All students living in the Rosscarrock community are within the walk zone for either Glendale School or Wildwood School.</p>
	Impact	<p>A net cost savings of approximately \$280,000 per year in school administration and \$150,000 to \$170,000 in building operations and maintenance costs will be incurred as the building is closed. Approximately \$20,000 in PMEX funding will be required to closeout the school.</p> <p>For the 2021/22 school year, there are 30 students from the Rosscarrock community projected to attend Glendale School and 32 projected to attend Wildwood School.</p> <p>No transportation costs anticipated, as busing is not required to either Wildwood School or Glendale School.</p>

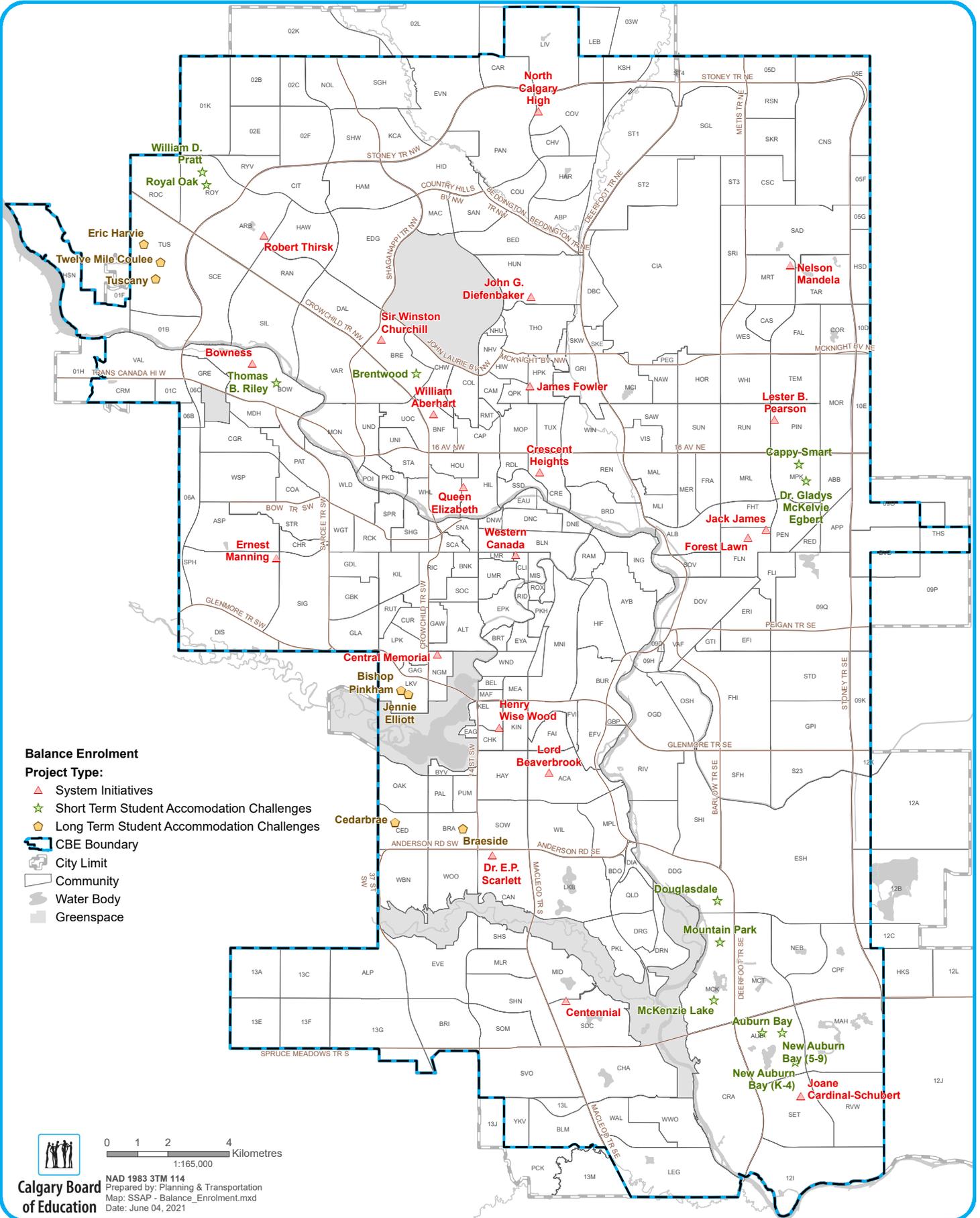
Program locations for students with complex learning needs are reviewed on an annual basis. Programming is placed in a school based on the needs of the students, the proximity to home and the impacts of transportation.

Area	Summary
Multiple	<p>Nexus was newly classified from a Unique Setting to a specialized class</p> <p>Reduction in the number of GATE classes as a result of a change in the average class size (from 16 to 20 at Div II, 23 at Div III and 25 at Div IV)</p> <p>One Bridges class to move from Clarence Sansom School to Ernest Morrow School</p> <p>One new EES class to open at Children's Village School. This class will be physically located at Chinook Park School</p> <p>One Transitions class to move from Queen Elizabeth High School to Jack James High School</p> <p>One TASC class to move from Central Memorial High School to Robert Thirsk High School</p>
1	<p>One L&L class to close at H.D. Cartwright School</p> <p>Three Nexus classes to be classified as specialized classes at Discovering Choices</p> <p>One new TASC class to open at Robert Thirsk High School (this is in addition to the one moving from Central mentioned above)</p>
2	No changes
3	One EES class to move from Keeler School to West Dover School
4	One new EES class to open at Pineridge
5	No changes
6	<p>Bridges class to close at Braeside School</p> <p>One new CSSI class to open in existing space at Central Memorial High School</p> <p>Reduction of one GATE class at Henry Wise Wood High School</p> <p>Reduction of one GATE classes at Louis Riel School</p> <p>One L&L class to close at Ethel M. Johnson School</p> <p>The Class to close at Andrew Sibbald School</p>
7	<p>Reduction of one GATE class at Hillhurst School</p> <p>Reduction of two GATE classes at Queen Elizabeth High School</p> <p>One L&L class to close at Vincent Massey School</p>

System Initiatives Projects

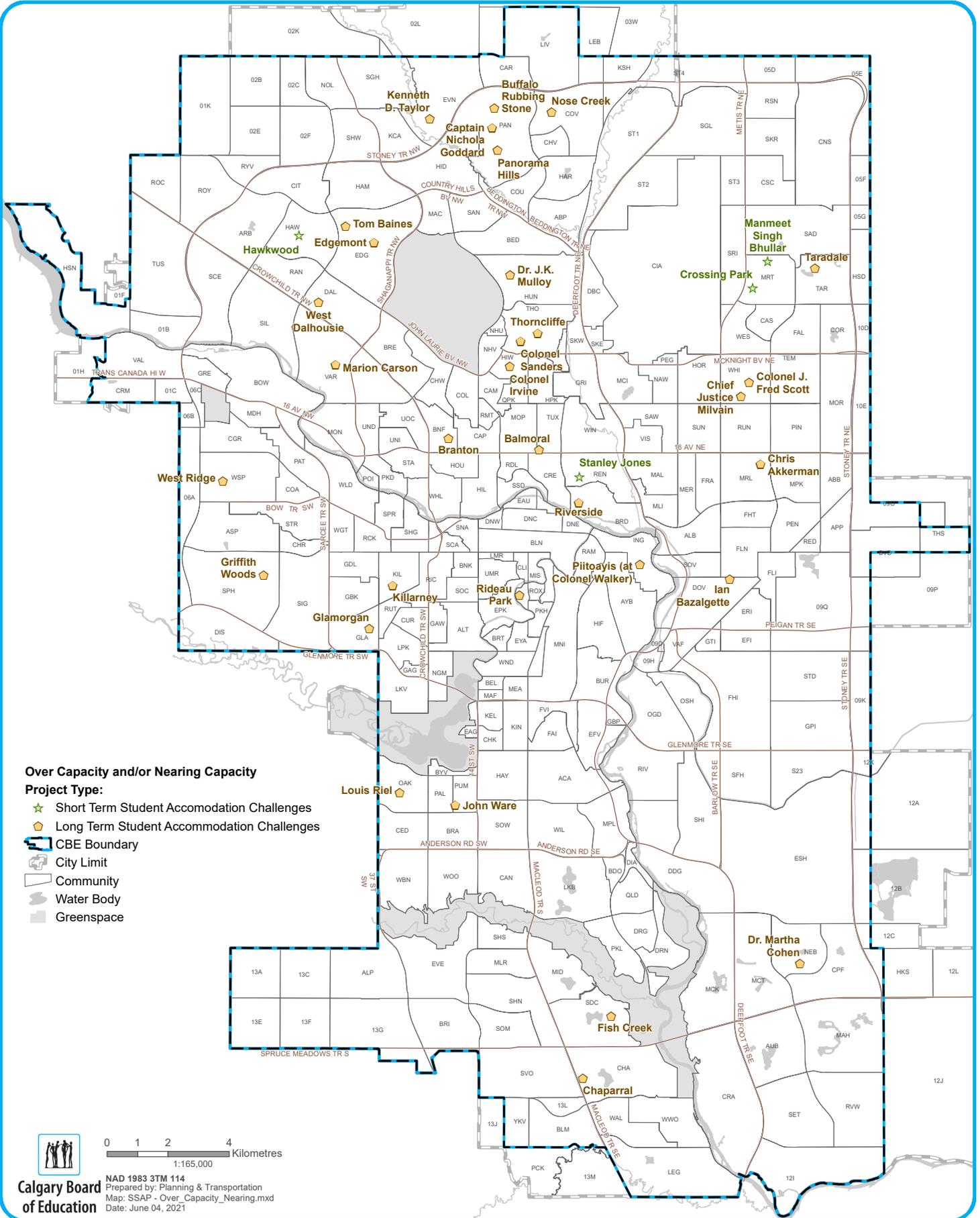


Balance Enrolment Projects



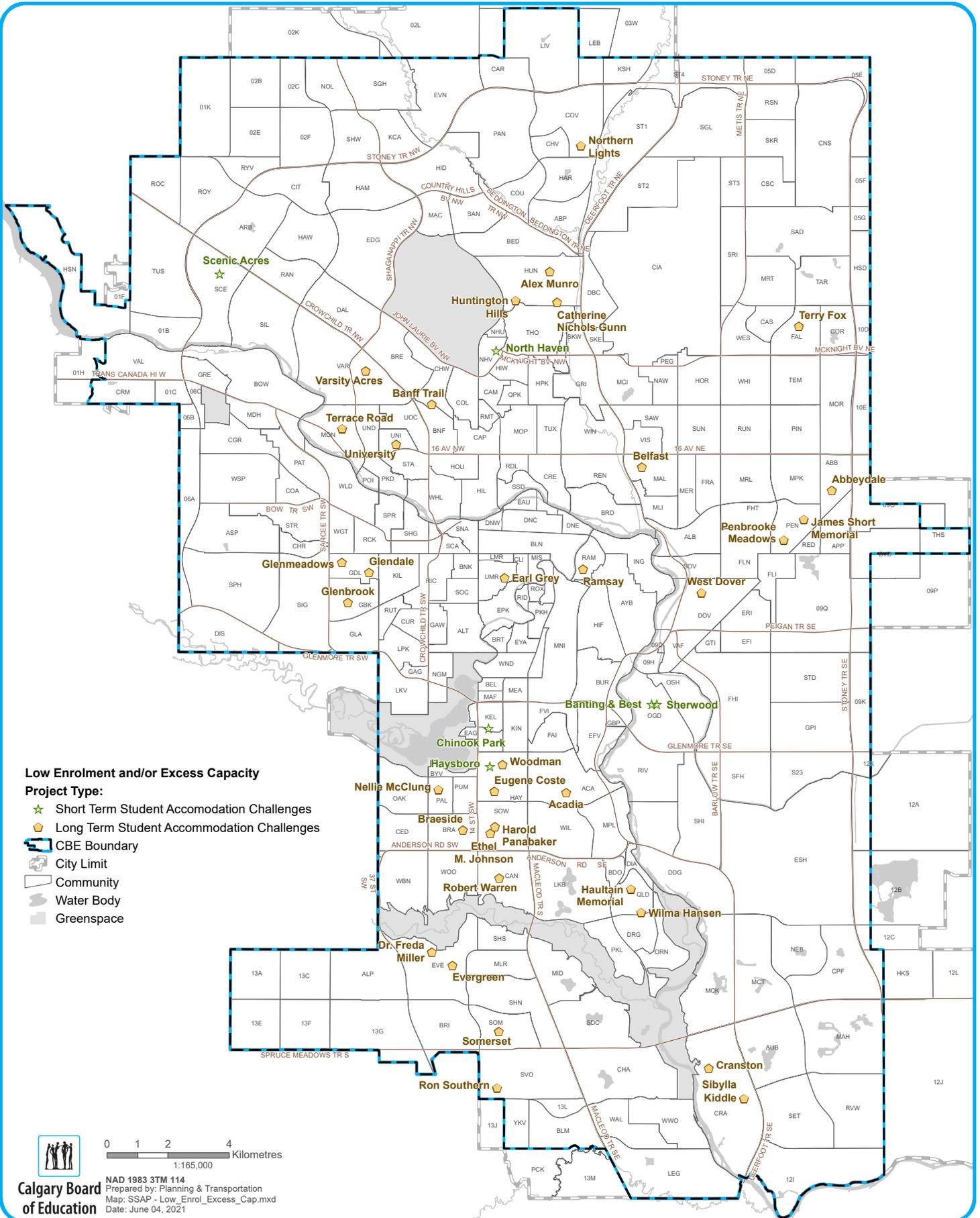
Calgary Board of Education
 NAD 1983 3TM 114
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 Map: SSAP - Balance_Enrolment.mxd
 Date: June 04, 2021

Over Capacity and/or Nearing Capacity Projects



- Over Capacity and/or Nearing Capacity Project Type:**
- ☆ Short Term Student Accomodation Challenges
 - 🏠 Long Term Student Accommodation Challenges
 - 🔵 CBE Boundary
 - City Limit
 - ▭ Community
 - 🌊 Water Body
 - Greenspace

Low Enrolment and/or Excess Capacity Projects



Low Enrolment and/or Excess Capacity

Project Type:

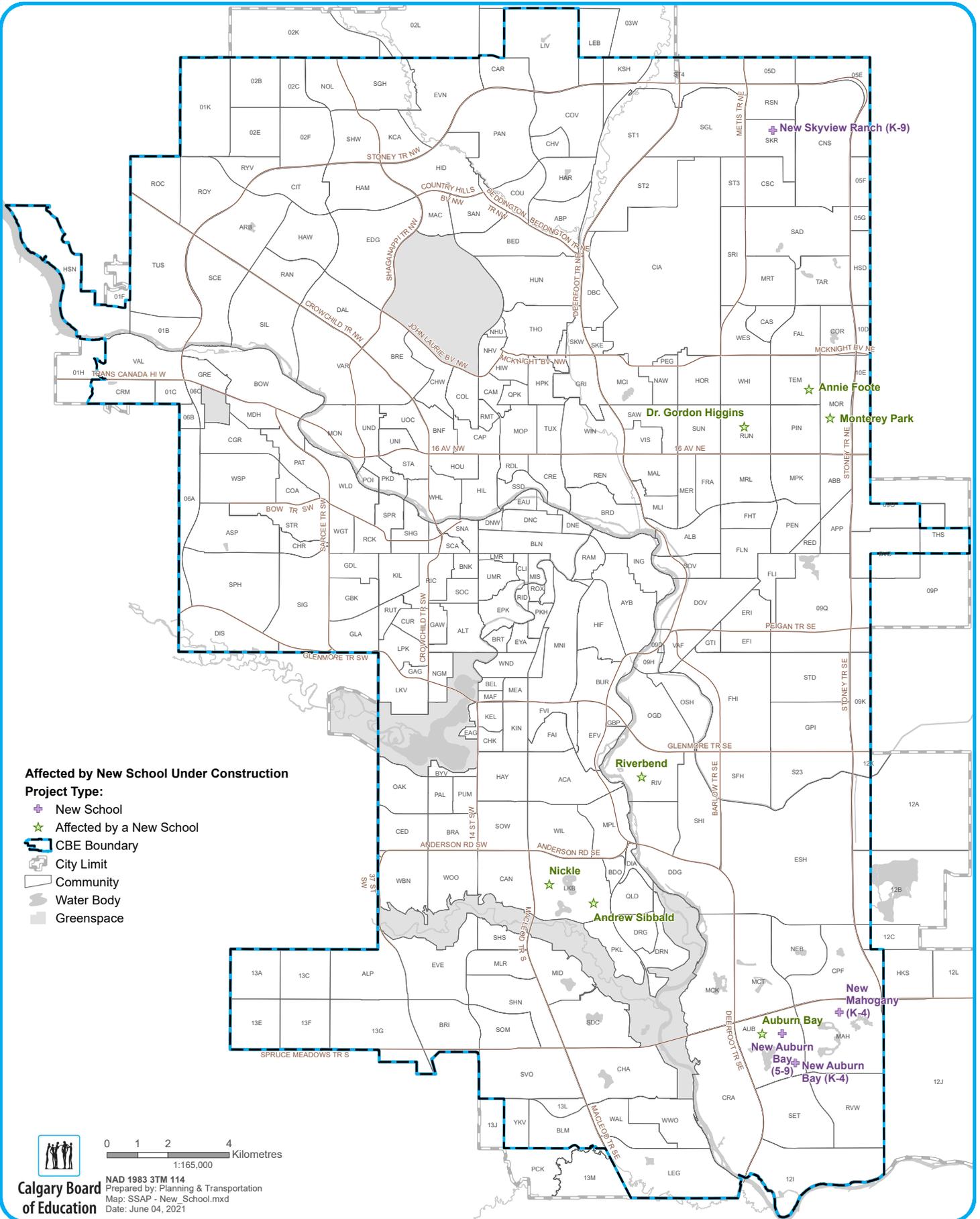
- ★ Short Term Student Accommodation Challenges
- 🏠 Long Term Student Accommodation Challenges
- 🗺️ CBE Boundary
- 🏙️ City Limit
- 🌳 Community
- 💧 Water Body
- 🌿 Greenspace



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Map: SSAP - Low_Enrol_Excess_Cap.mxd
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Affected by New School Under Construction Projects



Affected by New School Under Construction

Project Type:

-  New School
-  Affected by a New School
-  CBE Boundary
-  City Limit
-  Community
-  Water Body
-  Greenspace



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**Calgary Board
of Education**

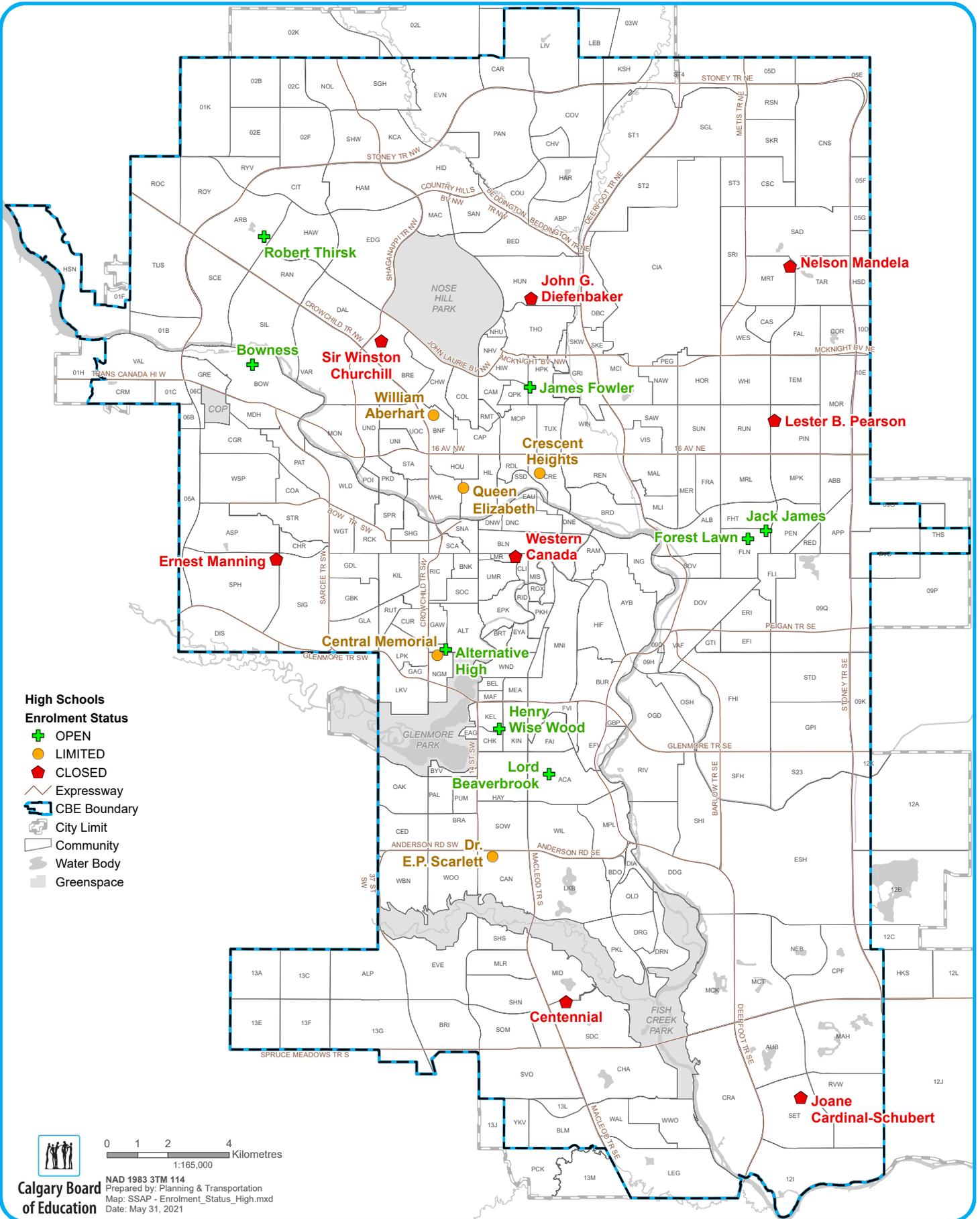
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Map: SSAP - New_School.mxd
Date: June 04, 2021

Enrolment Status For High Schools (2021/2022)

Attachment IV - Enrolment Status

Area	School	2021 Status
6	Alternative	OPEN
1	Bowness	OPEN
5	Centennial	CLOSED
6	Central Memorial	LIMITED
3	Crescent Heights	LIMITED
6	Dr. E.P. Scarlett	LIMITED
7	Ernest Manning	CLOSED
3	Forest Lawn	OPEN
6	Henry Wise Wood	OPEN
3	Jack James	OPEN
2	James Fowler	OPEN
5	Joane Cardinal Schubert	CLOSED
2	John G. Diefenbaker	CLOSED
4	Lester B. Pearson	CLOSED
5	Lord Beaverbrook	OPEN
4	Nelson Mandela	CLOSED
7	Queen Elizabeth	LIMITED
1	Robert Thisk	OPEN
1	Sir Winston Churchill	CLOSED
7	Western Canada	CLOSED
2	William Aberhart	LIMITED

Enrolment Status High Schools



Enrolment Status For Elementary, Middle and Junior High Schools

Attachment IV - Enrolment Status

**Note: Transfer Limits for K-9 schools are not in effect until the 2022/2023 School Year*

Area	School	Enrolment Status*
6	A.E. Cross	OPEN
3	Abbeydale School	OPEN
5	Acadia School	OPEN
2	Alex Munro School	OPEN
7	Alexander Ferguson School	OPEN
7	All Boys @ SJL School	OPEN
6	Altadore School	LIMITED
6	Andrew Sibbald School	CLOSED
4	Annie Foote School	CLOSED
4	Annie Gale School	CLOSED
1	Arbour Lake School	LIMITED
5	Auburn Bay School	CLOSED
2	Balmoral School	CLOSED
2	Banff Trail School	CLOSED
6	Banting and Best School	OPEN
7	Battalion Park School	OPEN
2	Beddington Heights School	OPEN
3	Belfast School	OPEN
1	Belvedere Parkway School	LIMITED
7	Bishop Pinkham	OPEN
4	Bob Edwards School	LIMITED
1	Bowcroft School	OPEN
6	Braeside School	OPEN
2	Branton School	LIMITED
1	Brentwood School	CLOSED
7	Briar Hill School	OPEN
5	Bridlewood School	OPEN
2	Buchanan School	CLOSED
2	Buffalo Rubbing Stone School	CLOSED
2	Cambrian Heights School	CLOSED
6	Canyon Meadows School	OPEN
2	Capitol Hill School	OPEN
3	Cappy Smart School	OPEN
1	Captain John Palliser School	LIMITED
2	Captain Nichola Goddard School	CLOSED
2	Catherine Nichols Gunn School	OPEN
4	Cecil Swanson School	LIMITED
6	Cedarbrae School	OPEN
5	Chaparral School	LIMITED
4	Chief Justice Milvain School	CLOSED
6	Chinook Park School	OPEN
4	Chris Akkerman School	CLOSED
1	Citadel Park School	OPEN

Enrolment Status For Elementary, Middle and Junior High Schools

Attachment IV - Enrolment Status

**Note: Transfer Limits for K-9 schools are not in effect until the 2022/2023 School Year*

Area	School	Enrolment Status*
4	Clarence Sansom School	LIMITED
2	Collingwood School	OPEN
2	Colonel Irvine School	CLOSED
4	Colonel J. Fred Scott School	CLOSED
3	Colonel Macleod School	LIMITED
2	Colonel Sanders School	CLOSED
7	Colonel Walker School	OPEN
7	Connaught School	CLOSED
5	Copperfield School	CLOSED
3	Coventry Hills School	LIMITED
5	Cranston School	OPEN
4	Crossing Park School	CLOSED
2	Dalhousie School	CLOSED
6	David Thompson	OPEN
5	Deer Run School	OPEN
4	Douglas Harkness School	CLOSED
5	Douglasdale School	OPEN
1	Dr. E.W. Coffin School	LIMITED
6	Dr. Freda Miller School	OPEN
5	Dr. George Stanley	OPEN
3	Dr. Gladys McKelvie Egbert School	CLOSED
4	Dr. Gordon Higgins School	LIMITED
2	Dr. J.K. Mulloy School	LIMITED
5	Dr. Martha Cohen	CLOSED
7	Dr. Roberta Bondar School	LIMITED
7	Earl Grey School	OPEN
1	Edgemont School	LIMITED
7	Elbow Park School	OPEN
7	Elboya School	LIMITED
1	Eric Harvie School	OPEN
3	Erin Woods School	OPEN
3	Ernest Morrow School	OPEN
6	Ethel M Johnson School	OPEN
6	Eugene Coste School	OPEN
6	Evergreen School	OPEN
1	F.E. Osborne School	CLOSED
5	Fairview	LIMITED
4	Falconridge School	LIMITED
5	Fish Creek School	LIMITED
3	G.W. Skene School	OPEN
2	Georges P. Vanier School	OPEN
7	Glamorgan School	CLOSED
6	Glenbrook School	OPEN

Enrolment Status For Elementary, Middle and Junior High Schools

Attachment IV - Enrolment Status

**Note: Transfer Limits for K-9 schools are not in effect until the 2022/2023 School Year*

Area	School	Enrolment Status*
7	Glendale School	OPEN
6	Glenmeadows School	OPEN
4	Grant MacEwan School	CLOSED
7	Griffith Woods School	CLOSED
4	Guy Weadick School	CLOSED
1	H.D. Cartwright School	LIMITED
6	Harold Panabaker	OPEN
5	Haultain Memorial School	OPEN
1	Hawkwood School	CLOSED
6	Haysboro School	OPEN
3	Hidden Valley School	OPEN
2	Highwood School	LIMITED
7	Hillhurst School	OPEN
4	Hugh A. Bennett School	CLOSED
2	Huntington Hills School	OPEN
3	Ian Bazalgette School	CLOSED
3	James Short Memorial School	OPEN
6	Janet Johnstone School	OPEN
7	Jennie Elliott School	LIMITED
6	John Ware	LIMITED
3	Keeler School	CLOSED
2	Kenneth D. Taylor School	CLOSED
7	Killarney School	CLOSED
2	King George School	LIMITED
5	Lake Bonavista School	OPEN
5	Le Roi Daniels School	LIMITED
6	Louis Riel School	CLOSED
4	Louise Dean School	OPEN
4	Manmeet Singh Bhullar School	CLOSED
5	Maple Ridge School	OPEN
1	Marion Carson School	LIMITED
4	Marlborough School	CLOSED
6	Marshall Springs	OPEN
4	Mayland Heights School	OPEN
5	McKenzie Highlands	LIMITED
5	McKenzie Lake School	OPEN
5	McKenzie Towne School	OPEN
5	Midnapore School	OPEN
5	Midsun	OPEN
4	Monterey Park School	CLOSED
7	Mount Royal	LIMITED
3	Mount View School	LIMITED
5	Mountain Park	CLOSED

Enrolment Status For Elementary, Middle and Junior High Schools

Attachment IV - Enrolment Status

**Note: Transfer Limits for K-9 schools are not in effect until the 2022/2023 School Year*

Area	School	Enrolment Status*
6	Nellie McClung School	OPEN
5	New Brighton School	CLOSED
6	Nickle	LIMITED
2	North Haven School	OPEN
3	Northern Lights School	OPEN
3	Nose Creek School	LIMITED
4	O.S. Geiger School	OPEN
7	Olympic Heights School	OPEN
2	Panorama Hills School	LIMITED
3	Patrick Airlie School	LIMITED
3	Penbrooke Meadows School	OPEN
4	Peter Loughheed School	CLOSED
3	Piitoayis Family School School	OPEN
4	Pineridge School	OPEN
5	Prince of Wales School	OPEN
7	Queen Elizabeth School	OPEN
5	R.T. Alderman	LIMITED
3	Radisson Park School	LIMITED
7	Ramsay School	OPEN
1	Ranchlands School	CLOSED
7	Richmond School	OPEN
7	Rideau Park School	CLOSED
6	Riverbend School	CLOSED
3	Riverside School	CLOSED
6	Robert Warren	OPEN
3	Roland Michener School	OPEN
6	Ron Southern School	OPEN
3	Rosedale School	LIMITED
3	Rosemont School	LIMITED
1	Royal Oak School	OPEN
4	Rundle School	OPEN
4	Saddle Ridge School	CLOSED
6	Sam Livingstone School	OPEN
5	Samuel W. Shaw	OPEN
1	Scenic Acres School	OPEN
2	Senator Patrick Burns School	LIMITED
6	Sherwood	OPEN
5	Sibylla Kiddle School	OPEN
1	Silver Springs School	OPEN
1	Simon Fraser School	LIMITED
7	Simons Valley School	LIMITED
2	Sir John A. Macdonald School	LIMITED
2	Sir John Franklin School	OPEN

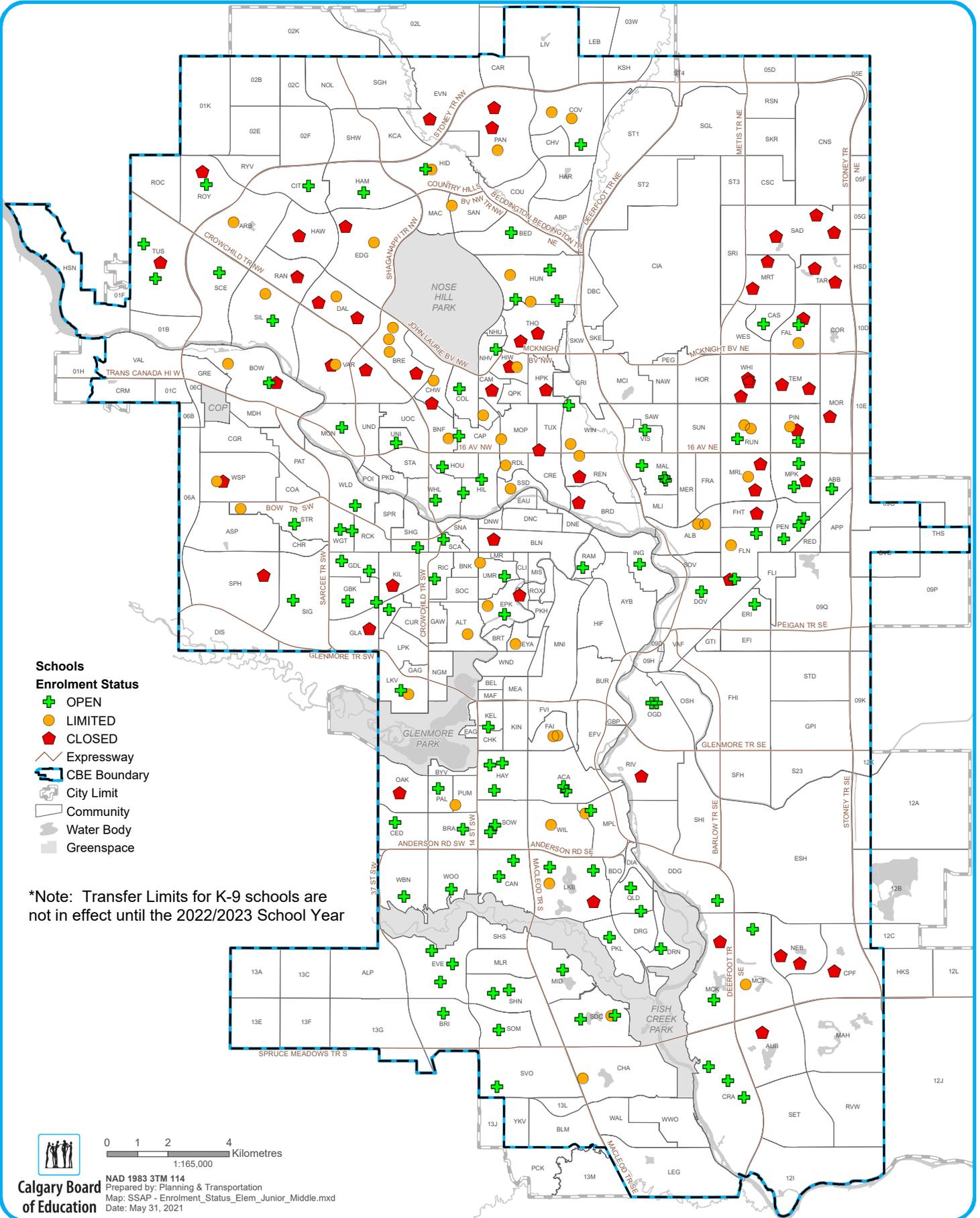
Enrolment Status For Elementary, Middle and Junior High Schools

Attachment IV - Enrolment Status

**Note: Transfer Limits for K-9 schools are not in effect until the 2022/2023 School Year*

Area	School	Enrolment Status*
4	Sir Wilfrid Laurier School	LIMITED
5	Somerset School	OPEN
3	Stanley Jones School	CLOSED
7	Sunalta School	OPEN
6	Sundance School	OPEN
3	Sunnyside School	LIMITED
4	Taradale School	CLOSED
4	Ted Harrison School	CLOSED
1	Terrace Road School	OPEN
4	Terry Fox School	OPEN
1	The Hamptons School	OPEN
1	Thomas B. Riley School	CLOSED
2	Thornccliffe School	CLOSED
1	Tom Baines School	CLOSED
1	Tuscany School	OPEN
1	Twelve Mile Coulee School	CLOSED
7	University School	OPEN
3	Valley Creek School	LIMITED
3	Valley View School	OPEN
2	Varsity Acres School	CLOSED
7	Vincent Massey	OPEN
3	Vista Heights School	OPEN
2	W.O. Mitchell School	LIMITED
1	West Dalhousie School	CLOSED
3	West Dover School	OPEN
7	West Ridge	CLOSED
7	West Springs School	LIMITED
7	Westgate School	OPEN
7	Wildwood School	OPEN
1	William D. Pratt School	CLOSED
7	William Reid School	LIMITED
5	Willow Park	LIMITED
5	Wilma Hansen	OPEN
6	Woodbine School	OPEN
6	Woodlands School	OPEN
6	Woodman	OPEN

Enrolment Status Elementary, Middle and Junior Schools



- Schools**
- + OPEN
 - LIMITED
 - ⬠ CLOSED
 - Expressway
 - CBE Boundary
 - City Limit
 - Community
 - Water Body
 - Greenspace

*Note: Transfer Limits for K-9 schools are not in effect until the 2022/2023 School Year



0 1 2 4
Kilometres
1:165,000

**Calgary Board
of Education**

NAD 1983 3TM 114
Prepared by: Planning & Transportation
Map: SSAP - Enrolment_Status_Elem_Junior_Middle.mxd
Date: May 31, 2021

report to Board of Trustees

Annual Summative Evaluation of the Chief Superintendent

Date	June 22, 2021
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Althea Adams, Chair, Board Evaluation Committee Trustee Trina Hurdman, Member, Board Evaluation Committee
Purpose	Information
Governance Policy Reference	GC-3: Board Job Description GC-4: Officer's Roles B/CSR-5: Chief Superintendent Accountability

1 | Recommendation

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

2 | Background

Board of Trustees' Governance Policy B/CSR-5 states that, *the Board considers Chief Superintendent performance to be identical to organization performance.* Organizational accomplishment of the Board's Results policies, and operation according to the values expressed in the Board's Operational Expectations policies, will be considered successful Chief Superintendent performance. These two components define the Chief Superintendent's job responsibilities, and are the basis for the Chief Superintendent's performance evaluation.

B/CSR-5.7 states that *Each January the Board will conduct a formal summative evaluation of the Chief Superintendent. The summative evaluation will be based upon data collected during the year from the monitoring of Results and Operational Expectations policies.*



3 | Conclusion

The purpose of the annual evaluation of the Chief Superintendent is to summarize the actions previously taken by the Board of Trustees as it monitored the Results and Operational Expectations policies during the year, and to draw conclusions on that basis.

The attachments to this report provides a summary of the monitoring of all Results and Operational Expectations governance policies completed during the 2019-20 school year; it is the “data collected during the year from the monitoring of Results and Operational Expectations policies”, as required by B/CSR-5.7.

ATTACHMENTS

Attachment I: Board Evaluation of Chief Superintendent, 2019-20
Attachment II: Annual Summative Evaluation Letter, March 23, 2021

GLOSSARY – Developed by the 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.



Chief Superintendent Performance

Policy	School Year	Monitoring Report	Monitoring Minutes	Compliance	Commendations/Concerns
Operational Expectations					
1. <u>Global Operational Expectation</u>	2019-20	<u>2019/09/17</u> <u>2019/10/08</u>	<u>Page 2</u> <u>Page 6</u>	In compliance	
2. <u>Learning Environment/ Treatment of Students</u>	2019-20	<u>2020/04/28</u>	<u>Page 5</u>	In compliance	
3. <u>Instructional Program</u>	2019-20	<u>2020/01/07</u> <u>2020/01/14</u>	<u>Page 2</u> <u>Page 4</u>	In compliance with exception	<p>With the exception of policy subsection 3.4 (<i>Provide safe and reliable transportation services that consider the learning needs of students, the choices of families, and the fiscal and operational capacity of the organization.</i>)</p> <p>THAT the Board of Trustees directs the Chief Superintendent to plan for a balanced 2020-21 transportation budget, whereby all transportation expenses are covered through provincial transportation funding and user fees as part of the 2020-21 budget; and</p> <p>THAT the Board of Trustees directs the Chief Superintendent to obtain community feedback in support of the development of a balanced 2020-21 transportation budget</p>
4. <u>Treatment of Employees</u>	2019-20	<u>2019/11/05</u> <u>2019/11/12</u>	<u>Page 3</u> <u>Page 4</u>	In compliance	
5. <u>Financial Planning</u>	2019-20	<u>2020/06/16</u>	<u>Page 3</u>	In compliance	
6. <u>Asset Protection</u>	2019-20	<u>2020/05/19</u>	<u>Page 4</u>	In compliance	
7. <u>Communication With & Support for the Board</u>	2019-20	<u>2020/03/03</u> <u>2020/03/10</u>	<u>Page 3</u> <u>Page 4</u>	In compliance	

Chief Superintendent Performance

Policy	School Year	Monitoring Report	Monitoring Minutes	Compliance	Commendations/Concerns
8. Communicating and Engaging with the Public	2019-20	2019/12/03 2019/12/10	Page 2 Page 5	In compliance	
9. Facilities	2019-20	2020/06/09	Page 3	In compliance	

Policy	School Year	Monitoring Report	Monitoring Minutes	Reasonable Progress	Commendations/Concerns
Results					
1. Mission	N/A				Not scheduled for monitoring
2. Academic Success	2019-20	2020/01/14 2020/02/04 2020/02/11	Page 3 Page 4 Page 3	Reasonable progress being made with exceptions	with the exception of Indigenous students in all academic areas and with the exception of student results in English Language Arts.
3. Citizenship	2019-20	2020/03/03 2020/03/10	Page 3 Page 3	Reasonable progress being made	
4. Personal Development	2019-20	2020/04/28	Page 4	Reasonable progress being made with exception	With the exception of policy subsection 4.5 (<i>Make lifestyle choices based upon healthy attitudes and actions, and be able to assume responsibility for personal well-being.</i>)
5. Character	2019-20	2020/06/09	Page 2	Reasonable progress being made	


Board of Trustees

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

Board Chair
Marilyn Dennis Wards 5 & 10

Vice-Chair

Althea Adams Wards 3 & 4

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Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

March 23, 2021

 Mr. Christopher Usih
 Chief Superintendent
 Calgary Board of Education

Dear Chris:

Re: 2019-20 Annual Summative Evaluation

The Board of Trustees of the Calgary Board of Education met on February 24, 2021 to conduct a summative evaluation of the Chief Superintendent's performance for the 2019-2020 school year. The Board conducted the discussion in a manner consistent with its policy B/CSR-5, which stipulates that the Chief Superintendent's performance will be based on the prior year's monitoring of all Results and Operational Expectations policies. This report will summarize the Board's conclusions about the CBE and the Chief Superintendent's performance in each of these policy areas.

The Board has been satisfied with your work over the past school year. From our review, the Board has drawn the following conclusions on your performance in 2019-20 school year:

- The Board was pleased with the volume, content and timeliness of system information provided and your diligence in keeping the Board informed on Alberta Education discussions and decisions;
- We wish to acknowledge the exceptional leadership team that has been assembled;
- The Board also wishes to acknowledge the leadership you and the superintendents demonstrated with respect to completion of the Ministerial Order, particularly in the areas of fiscal oversight, risk management, and the program evaluation framework; and
- We also recognize the extraordinary amount of work that was done to provide for continuity of student learning in the midst of a global pandemic.

Results

R-2 (Academic Success): The Board concluded that reasonable progress is being made toward the ultimate achievement of this results policy with the exception of Indigenous students in all academic areas and with the exception of student results in English Language Arts.

R-3 (Citizenship): The Board concluded that reasonable progress is being made toward the ultimate achievement of this results policy.

R-4 (Personal Development): The Board concluded that reasonable progress is being made toward the ultimate achievement of this results policy with the exception of policy subsection 4.5 (*Make lifestyle choices based upon healthy attitudes and actions, and be able to assume responsibility for personal well-being.*)

R-5 (Character): The Board concluded that reasonable progress is being made toward the ultimate achievement of this results policy.

Operational Expectations

OE-1 (Global Operational Expectations): The Board found this policy to be fully compliant.

OE-2 (Learning Environment/Treatment of Students): The Board found this policy to be fully compliant.

OE-3 (Instructional Program): The Board found this policy to be fully compliant with the exception of policy subsection 3.4 (*Provide safe and reliable transportation services that consider the learning needs of students, the choices of families, and the fiscal and operational capacity of the organization.*)

THAT the Board of Trustees directs the Chief Superintendent to plan for a balanced 2020-21 transportation budget, whereby all transportation expenses are covered through provincial transportation funding and user fees as part of the 2020-21 budget; and

THAT the Board of Trustees directs the Chief Superintendent to obtain community feedback in support of the development of a balanced 2020-21 transportation budget

OE-4 (Treatment of Employees): The Board found this policy to be fully compliant.

OE-5 (Financial Planning): The Board found this policy to be fully compliant.

OE-6 (Asset Protection): The Board found this policy to be fully compliant.

OE-7 (Communication With and Support for the Board): The Board found this policy to be fully compliant.

OE-8 (Communicating with and Engaging with the Public): The Board found this policy to be fully compliant.

OE-9 (Facilities): The Board found this policy to be fully compliant.

Priorities

Through the Results annual monitoring process, the Board has identified areas in which reasonable progress is not being achieved over time. The Board expects the 2021-2024 Three Year Education Plan to include the following priorities and outline strategies on how the system will address them:

- Student achievement:
 - Identify achievement gaps in student learning as a result of the COVID-19 pandemic and ensure that they are addressed; and
 - Improve indigenous student results in all academic areas.
- Equity:
 - Board of Trustees expects that as you make decisions about student learning and resource allocation, that equity continue to be a guiding principle; and

- You are to determine how best to act on the recommendations received from The Calgary Board of Education Collaboration for Anti-Racism and Equity Support (CARES) Advisory Council.
- Student well-being:
 - As the system recovers from the effects of the COVID-19 pandemic, a continued focus should be placed on student mental health and well-being.

The Board asks that in leading the development of a budget, you carefully consider all plausible strategies to lessen the impact of potential shortfalls in revenues on student learning, including evaluating all risks associated with the strategies in order to allocate resources in accordance with the Board's priorities.

The Board of Trustees would also ask that when Administration identifies gaps in indicators or evidence related to the Results and Operational Expectations policies, suggestions for areas of improvements be brought to the Board for consideration.

Summary

Although the Board continues to note an exception for indigenous student academic results, the Board would like to extend its appreciation for the development of the new indigenous strategy. The Board looks forward to evaluating improvements in the academic results of indigenous students.

The Board thanks you for recognizing the impact of the COVID-19 pandemic on student mental health and well-being and appreciates the inclusion of a well-being goal in the school development plans.

The content of this letter will form a basis of a discussion with you and the Board of Trustees in the near future. You are also invited to provide a written response, should you wish to do so.

On behalf of the Board of Trustees,

Marilyn Dennis, Chair
Board of Trustees
Calgary Board of Education

report to Board of Trustees

Correspondence

Date	June 22, 2021
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 the correspondence provided to the Board:

- Letter dated July 7, 2020 to The Hon. A. LaGrange, Education Minister, re: Kingsland School property.
- Letter dated August 31, 2020 from The Hon. A. Corbould, Education Deputy Minister, re: Kingsland School property.
- Letter dated October 28, 2020 to The Hon. A. LaGrange, Education Minister, re: Kingsland School property.
- Letter dated November 17, 2020 from The Hon. A. Corbould, Education Deputy Minister, re: Kingsland School property.
- Letter dated November 12, 2020 from The Hon. A. LaGrange, Education Minister, re: Jurisdictional Boundary of Haskayne, Belvedere and West Macleod.
- Letter dated November 30, 2020 from The Hon. A. LaGrange, Education Minister, re: Jurisdictional Boundary of Haskayne, Belvedere and West Macleod.



- Letter dated February 11, 2021 to The Hon. A. LaGrange, Education Minister, re: Arbour Lake School Utility Right of Way.
- Letter dated March 1, 2021 from The Hon. A. Tremblay, Education Deputy Minister, re: Arbour Lake School Utility Right of Way.
- Letter dated February 11, 2021 to The Hon. A. LaGrange, Education Minister, re: Capital Maintenance Renewal and Infrastructure Maintenance Renewal.
- Letter dated May 27, 2021 from The Hon. A. LaGrange, Education Minister, re: Capital Maintenance Renewal and Infrastructure Maintenance Renewal.
- Letter dated February 25, 2021 from A. LaGrange, Education Minister, re: Discovering Choices II School Closure.
- Letter dated March 1, 2021 to The Hon. A. LaGrange, Education Minister, re: Public Access Easement Agreement on Auburn Bay School property.
- Letter dated March 26, 2021 from The Hon. A. Tremblay, Education Deputy Minister, re: Public Access Easement Agreement on Auburn Bay School property.
- Letter dated May 25, 2021 to The Hon. A. LaGrange, Education Minister, re: Public Access Easement Agreement on the North Calgary High School site.
- Letter dated June 9, 2021 from The Hon. A. Tremblay, Education Deputy Minister, re: Public Access Easement Agreement on the North Calgary High School site.

Attachments: Relevant Correspondence



www.cbe.ab.ca

Board Chair

Marilyn Dennis Wards 5 & 10

Vice-Chair

Althea Adams Wards 3 & 4

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Mike Bradshaw Wards 12 & 14

July 7, 2020

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

Dear Minister LaGrange:

Re: **Transfer of Kingsland School Property to City of Calgary and FrancoSud**

The Calgary Board of Education (CBE) requests approval to transfer the Kingsland School property to the City of Calgary and Conseil scolaire Francosud.

The regular program at Kingsland School was closed by the CBE in 2002 due to low enrolment, and students residing in the Kingsland community have been accommodated at other nearby CBE schools. In reviewing population trends and projections, as well as school availability and capacities affecting Kingsland and the surrounding communities, the CBE has deemed Kingsland School to be permanently surplus to CBE requirements.

The Kingsland School property was originally acquired by the CBE from the City of Calgary for \$1.00, and the lands contain a reserve land caveat, making transfer of the lands subject to Calgary’s Joint Use Agreement (JUA). In accordance with the JUA, the surplus CBE property may be transferred to the municipality or another school board for nominal value. Conseil scolaire FrancoSud has expressed an interest in the Kingsland School property (Attachment I), and the other JUA members support transfer of the lands to FrancoSud (Attachments II and III).

Reserve Land protocols currently require that the municipality be included as landowner on school reserve properties. As such, on June 23, 2020, the CBE Board of Trustees passed the following motion:

“THAT The Board of Trustees approves transfer of the Kingsland School property to the City of Calgary and Conseil scolaire FrancoSud”

The Kingsland School property is located at 7430 – 5 Street SW, Calgary, AB, described legally as Plan 3215HG; Block C.

Sincerely,

Marilyn Dennis, Chair
Board of Trustees

Encl: Letter from Conseil scolaire FrancoSud
Letter from Calgary Separate School District
Letter from The City of Calgary

CC: Christopher Usih, Chief Superintendent
Dany Breton, Superintendent, Facilities & Environmental Services



May 25th, 2020

Mr. Dany Breton
Superintendent, Facilities and Environmental Services
Calgary Board of Education
1221 8 Street SW
Calgary, AB
T2L 0L4

Re: Transfer of Kingsland School

Dear Mr. Breton,

As a follow up to the May 21 JUCC, where CBE announced they no longer require their Kingsland School and declared it surplus, we would like to formally declare our interest in the school being transferred to The Southern Francophone Education Region (*Conseil scolaire FrancoSud*).

We understand that, before this happens, the site would have to be officially declared as surplus by the CBE, and the FrancoSud would have ninety days to submit a formal demand, after which ministerial consent would be required to surplus the school and to transfer it to The Francophone Regional Authority of Southern Francophone Education Region.

Should you need information from us, please contact me directly.

Sincerely,



Stéphan De Loof
Executive Director, Operations and Transportation

CC Sherri Lambourne, CBE
Scott Lockwood, City of Calgary, JUCC chair
Brennan McVeigh, CSSD
Brad MacDonald, CSSD
Daniel Therrien, Superintendent, Conseil scolaire FrancoSud
Anne Trombley, CBE



CALGARY CATHOLIC SCHOOL DISTRICT

May 28, 2020

To Whom It May Concern

RE: Kingsland School
7430 5th Street SW
Calgary, AB T2V 1B1

The Calgary Roman Catholic Separate School Division (CCSD) has no interest in the school building envelope located at the subject property that is currently registered to Calgary Board of Education (CBE). We understand that the City of Calgary/CBE/CCSD Joint Use Coordinating Committee is currently considering this site for allocation to the FrancoSud Regional District and CCSD has no concerns should CBE and FrancoSud agree on the allocation of this site to FrancoSud.

Yours truly,

A handwritten signature in black ink, appearing to read 'Narin Kishinchandani'.

Narin Kishinchandani

Superintendent, Finance & Business/Secretary Treasurer

1
2020/06/02
Name of letter recipient
Subject of letter

ISC: Unrestricted

2020 June 02

Dany Breton, Superintendent
Facilities & Environmental Services
The Calgary Board of Education
1221 – 8 Street SW
Calgary, Alberta T2R 0L4

Dear Mr. Breton,

**Re: The transfer of a reserve school site at 7430 5 ST SW
(3215;HG;C)**

The Joint Use Coordinating Committee, comprised of representatives from the City of Calgary, the Calgary Board of Education, and the Calgary Roman Catholic Separate School District wishes to declare its support for the transfer of a reserve school site at 7430 5 ST SW (3215;HG;C) from the Calgary Board of Education to the Southern Alberta Francophone Education Region 4 (FrancoSud), subject to the approval of the Minister of Education as required by Section 6 (2) of Alberta Regulation 181/2010 School Act Disposition of Property Regulation.

Yours truly,



Scott Lockwood, MURP; MCIP
Manager, Centre West Team
Community Planning, Planning & Development
The City of Calgary | Mail Code: #8075
T 403.268.2423 www.calgary.ca

The City of Calgary | P.O. Box 2100 Stn. M | Calgary, AB, T2P 2M5 | Calgary.ca

AR112416

AUG 3 1 2020

Mr. Christopher Usih
Superintendent
The Calgary School Division
1221 8 Street SW
Calgary AB T2R 0L4

Dear Mr. Usih:

On behalf of the Honourable Adriana LaGrange, Minister of Education, I am pleased to respond to the July 7, 2020 letter from Marilyn Dennis, Board Chair, requesting permission to transfer the Kingsland School property to the City of Calgary and The Southern Francophone Education Region.

In accordance with Section 192(1) of the *Education Act* and the *Disposition of Property Regulation*, I hereby approve the Calgary School Division's request to transfer the Kingsland School property, located at 7430 – 5 Street SW, Calgary, Alberta, and legally described as Plan 3215HG; Block C, to the City of Calgary and The Southern Francophone Education Region.

I have no objection with removing the Habendum Clause “For Public Reserve Purposes and Restrictive Covenant” on this property. The caveat on this property is subject to Section 19(5) of the *Public Lands Act*, RSA 2000, c P-40, and the Minister responsible for the *Public Lands Act* under Section 16 of the *Government Organization Act* is the Minister of Environment (*Designation and Transfer of Responsibility Regulation*, Alta Reg 44/2019 s 10(1)(t)).

As there is no apparent role for the Minister of Education in discharging the caveat in this case, the Calgary School Division, The Southern Francophone Education Region and the City of Calgary may wish to confirm the requirements with Land Titles or contact the department responsible for the *Public Lands Act* about the process for removing the caveat.

.../2

Mr. Christopher Usih
Page Two

In entering into this agreement, please ensure your division complies with the *Disposition of Property Regulation AR 86/2019*. Your division is responsible for ensuring that the final agreements release the school division from any obligation or liability regarding the property after the transfer of ownership and indemnifies the school division from any future liabilities that may arise from this transfer.

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

I wish the Calgary School Division all the best as you proceed with this transaction.

Sincerely,

A handwritten signature in black ink, appearing to read 'Andre Corbould', with a stylized flourish at the end.

Andre Corbould
Deputy Minister

cc: Mr. Daniel Therrien
Superintendent, The Southern Francophone Education Region



Board Chair

Marilyn Dennis Wards 5 & 10

Vice-Chair

Althea Adams Wards 3 & 4

Trustees

Trina Hurdman Wards 1 & 2

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Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

October 28, 2020

Honourable Adriana LaGrange

Minister of Education

10800 – 97 Avenue

Edmonton, AB T5K 2B6

Dear Minister LaGrange:

Re: Kingsland School Property Land Transfer

The CBE is requesting amendment to a previous approval for disposition of lands due to a change in circumstances.

On June 23, 2020, the Calgary Board of Education (CBE) requested Ministerial approval to transfer its Kingsland School property to the City of Calgary and Conseil scolaire Francosud. This request was approved by your Ministry on August 31, 2020.

Unfortunately, Conseil scolaire Francosud has since decided not to proceed with transfer of this property, as confirmed in their September 15, 2020 letter to Deputy Minister Andre Corbould. As a result, the CBE will require a revised letter of approval to reflect disposition to the City of Calgary only.

In reference to this change, the CBE Board of Trustees passed the following motion on October 27, 2020:

- “THAT the Board of Trustees approves the transfer of the Kingsland School property to the City of Calgary”

The Kingsland School property was acquired from the City of Calgary for \$1.00 and therefore cannot be sold for market value. In accordance with the terms of the Joint Use Agreement, the lands will be returned to the municipality for nominal value for consideration of other Reserve Land uses. As part of the land transfer, the City of Calgary has requested that a Habendum Clause currently registered on title which requires the lands be used for school purposes only be removed prior to transfer. We would ask that your Ministry’s approval also confirm approval for removal of the Habendum Clause.

The Kingsland School property is located at 7430 – 5 Street SW, Calgary, AB, described legally as Plan 3215HG; Block C.

Sincerely,



Marilyn Dennis, Chair
Board of Trustees

cc: Christopher Usih, Chief Superintendent
Dany Breton, Superintendent, Facilities & Environmental Services

Encl: September 15, 2020 letter from Conseil scolaire FrancoSud

September 15th, 2020

BY EMAIL

Mr. Andre Corbould
Deputy Minister of Education

Re: Kingsland School – Correction letter

Dear Mr. Corbould:

This letter is in response to your letter to the Calgary School Division (CSD) Superintendent on August 31st to inform him of the Minister of Education's approval of the transfer of Kingsland School from CSD to the FrancoSud School Board.

On May 21st, at the JUCC meeting, the CSD announced its intention to declare the Kingsland School as surplus. On May 25th, FrancoSud expressed its interest in acquiring this building and informed the CSD that it would submit a formal request within 90 days, if FrancoSud was to decide to go ahead with this project.

FrangoSud carried out an evaluation of the building over the summer. The estimated costs for renovating the building being extremely high, FrancoSud's Board of Trustees decided not to proceed with the transfer as stated in the resolution below, which was adopted at its Extraordinary Meeting last August 18th:

004-200818-3.1

« Marco Bergeron propose de ne pas aller de l'avant avec le projet de récupérer l'école Kingsland, qui a été déclarée comme étant en surplus par le CBE. »

Adopté

The decision of the Board was shared at the JUCC meeting on August 20th.

Please do not hesitate to communicate with me should you need more information regarding the matter.

Sincerely,



Daniel Therrien
Directeur général

CC: Christopher Usih
Superintendent, Calgary School Division
Dany Breton
Superintendent, Facilities and Environmental Services, Calgary School Division
Stéphan De Loof
Executive Director, Operations and Transportation, Conseil scolaire FrancoSud

NOV 17 2020

AR114163

Mr. Christopher Usih
Superintendent
The Calgary School Division
1221 - 8 Street SW
Calgary AB T2R 0L4

Dear Mr. Usih:

On behalf of the Honourable Adriana LaGrange, Minister of Education, I am pleased to respond to the October 28, 2020 letter from Calgary Board of Education Board Chair Marilyn Dennis regarding the Kingsland School property land transfer.

I understand that Southern Francophone Education Region is no longer interested in acquiring the Kingsland School property. In accordance with Section 192(1) of the *Education Act* and the *Disposition of Property Regulation*, I hereby approve the Calgary School Division's request to transfer the Kingsland School property, located at 7430 - 5 Street SW, Calgary, Alberta and legally described as Plan 3215HG; Block C, to the City of Calgary for the nominal sum of one dollar.

I have no objection to removing the Habendum Clause "For Public Reserve Purposes and Restrictive Covenant" on this property. The caveat on this property is subject to Section 19(5) of the *Public Lands Act*, RSA 2000, c P-40, and the Minister responsible for the *Public Lands Act* under Section 16 of the *Government Organization Act* is the Minister of Environment (*Designation and Transfer of Responsibility Regulation*, Alta Reg 44/2019 s 10(1)(t)).

As there is no apparent role for the Minister of Education in discharging the caveat in this case, the Calgary School Division and the City of Calgary may wish to confirm the requirements with Land Titles or contact the department responsible for the *Public Lands Act* about the process for removing the caveat.

In entering into this agreement, please ensure your division complies with *Disposition of Property Regulation AR 86/2019*. Your division is responsible for ensuring that the final agreements release the school division from any obligation or liability regarding the property after the transfer of ownership and indemnifies the school division from any future liabilities that may arise from this transfer.

.../2

Mr. Christopher Usih
Page Two

If you have any further questions or concerns, please contact Roman A. Sus, Capital Planning Manager South, at roman.sus@gov.ab.ca or 780-638-9599 (dial 310-0000 first for toll free access).

I wish you success in completing this transaction.

Sincerely,



Andre Corbould
Deputy Minister

cc: Honourable Adriana LaGrange
Minister of Education

Marilyn Dennis
Board Chair, Calgary Board of Education



Board Chair

Marilyn Dennis Wards 5 & 10

Vice-Chair

Althea Adams Wards 3 & 4

Trustees

Trina Hurdman Wards 1 & 2

Board of Trustees Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

November 12, 2020

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

Dear Minister LaGrange:

Re: Calgary Board of Education (CBE) Jurisdictional Boundary

On behalf of the Board of Trustees, I am writing to follow up on a letter dated November 19, 2019, requesting an adjustment to the CBE's jurisdictional boundary. This request is for the annexation of the entire area of the Haskayne Area Structure Plan (ASP), part of the Belvedere ASP, and the remainder of the West Macleod ASP within the City of Calgary municipal boundary, Attachment I. On January 17, 2020, the CBE received an acknowledgment letter from Alberta Education stating that department staff were undertaking a review of these areas and that an update would be shared in February 2020, Attachment II. To date, the CBE has not received an update or a decision.

An urgent decision is needed to meet the requirements for the 2021 municipal election. Under Section 76(4) of the *Education Act*, the Board is required to establish and implement a policy regarding the process used by the Board to determine ward boundaries. It is important for the CBE to have a decision on the boundary before the Ward Boundary Bylaw process commences.

As the Ward Boundary Bylaw must be submitted to the Minister prior to December 31, 2020, the bylaw is scheduled to be presented at a public Board meeting on November 24, for first and second reading. The third reading is scheduled to occur at a public Board meeting on December 8.

Based on the above information, I am respectfully requesting that the Minister of Education invoke her authority under the *Education Act* and incorporate these lands into the CBE jurisdictional boundary so our

Board can include these areas in the Ward Boundary Bylaw and meet the *Education Act* submission deadline of before December 31, 2020.

Thank you for your consideration of this matter.

Yours truly,



Marilyn Dennis, Chair
Board of Trustees

cc: Christopher Usih, Chief Superintendent
Dany Breton, Superintendent, Facilities & Environmental Services

Encls.

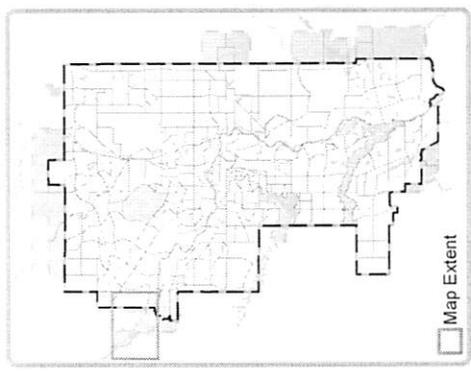


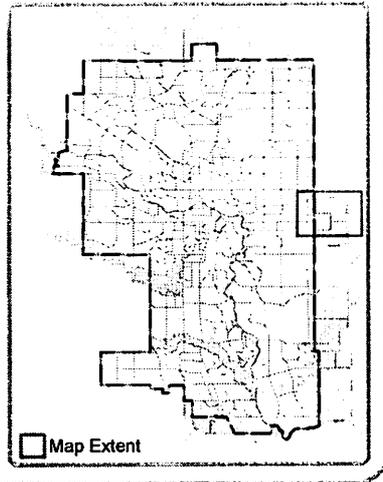
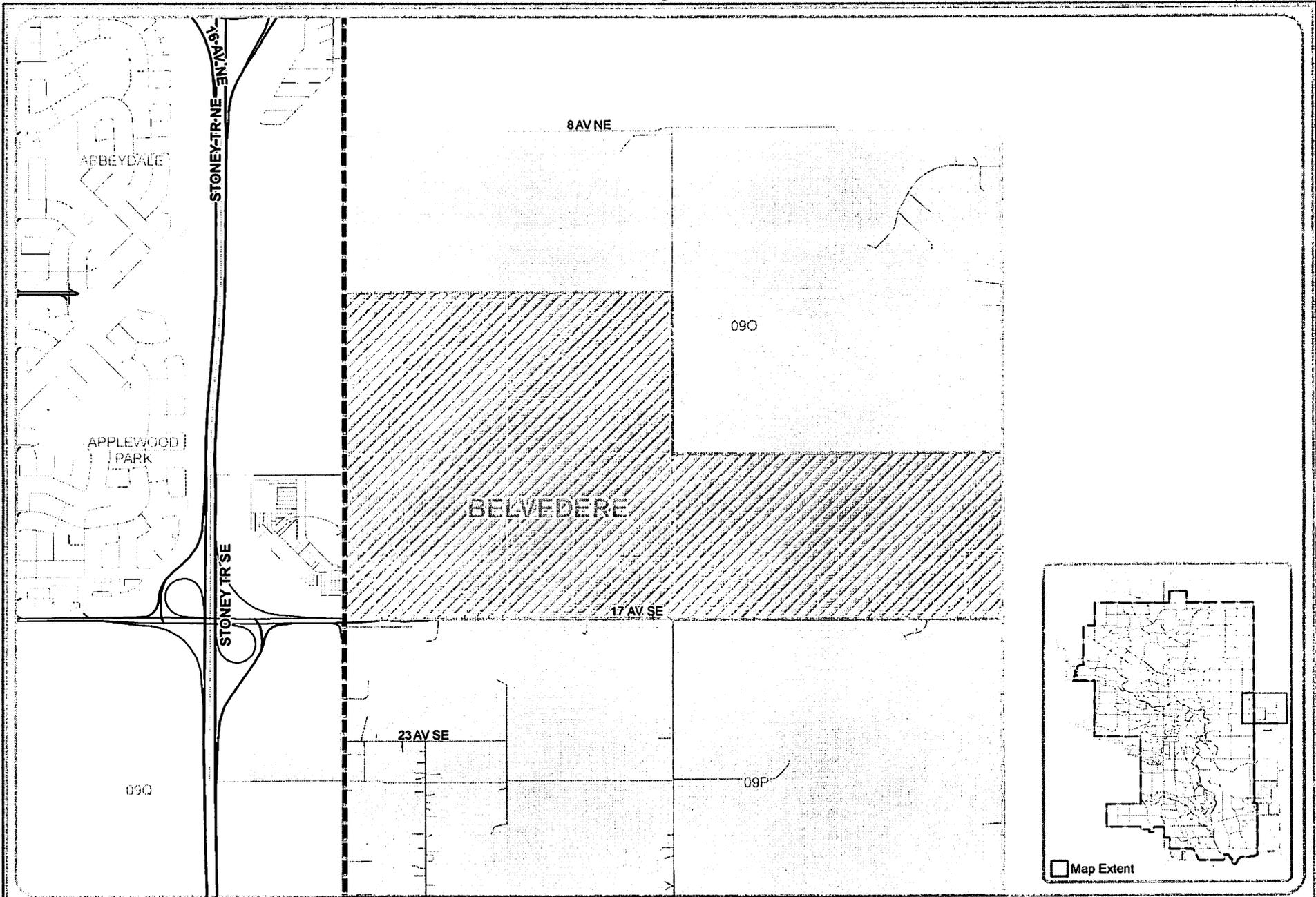


- Proposed Annexation
- Community Boundary
- Water Body
- Greenspace
- Calgary Board of Education
- City Limit

Attachment I Proposed Haskayne Annexation Area

Prepared by: Property Promotion & Transportation
 Map: Prop. Haskayne Area.mxd
 Date: September 19, 2013
 1:20,000
 0 150 300 600 Metres



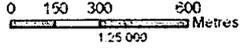


-  Calgary Board of Education
-  Proposed Annexation
-  Community Boundary
-  CBE Boundary
-  Water Body
-  City Limit
-  Greenspace

Attachment II

Proposed Belvedere Annexation Area





1:25 000

HAD 1983 3TM 114
Prepared by Property Planning and Transportation
Map: Prop. Belvedere Annex mod
Date: September 19, 2012



ALBERTA
EDUCATION

Office of the Minister

NOV 30 2020

AR114342

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

Dear Ms. Dennis:

Thank you for your November 12, 2020 letter regarding an adjustment to the Calgary Board of Education's jurisdictional boundaries and its impacts on finalizing ward structure for the 2021 municipal election.

The request by the Calgary Board of Education to add the land in the Haskayne Area Structure Plan (ASP), a portion of the Belvedere ASP and the remainder of the West MacLeod ASP is still under review by department staff. I recognize the urgency of this request, and I will provide you with my decision very soon.

I appreciate your patience as we complete the review of this matter.

Sincerely,

Adriana LaGrange
Minister



www.cbe.ab.ca

Board Chair

Marilyn Dennis Wards 5 & 10

Vice-Chair

Althea Adams Wards 3 & 4

Trustees

Trina Hurdman Wards 1 & 2

Board of Trustees Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

February 11, 2021

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

Dear Minister LaGrange:

Re: Utility Right of Way – Arbour Lake School

The Calgary Board of Education (CBE) is requesting Ministerial approval for registration of a General Utility Right of Way on CBE school lands.

Enmax has requested a Utility Right of Way related to installation of a small utility box along the perimeter of the lands pertaining to CBE’s Arbour Lake School. The utility box is required to serve community electricity needs and will be located adjacent to an existing Roadway Right of Way.

The above noted lands are Reserve Lands, owned jointly by the City of Calgary and the CBE. Registration of a General Utility Right of Way will not impact CBE’s occupation or use of the school property. There is no financial compensation to the CBE for allowing registration of the Utility Right of Way on the property’s land title.

On February 9, 2021, the CBE Board of Trustees passed the following motion: “THAT the Board of Trustees approves registration of a General Utility Right of Way on the Arbour Lake School lands”

In accordance with Section 192 of the *Education Act*, Alberta Land Titles requires Ministerial approval for registration of a Utility Right of Way on a school property. As such, the CBE is requesting approval for registration of a General Utility Right of Way on the Arbour Lake School lands, located at 27 Arbour Crest Drive NW, Calgary, Alberta, described legally as Plan 0112962; Block 1; Lot 2MSR.

Sincerely,

Marilyn Dennis, Chair
Board of Trustees

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

AR115115

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

Dear Mr. Usih:

I am writing in response to the February 11, 2021 letter from Board Chair Marilyn Dennis to the Honourable Adriana LaGrange, Minister of Education, requesting approval for the registration of a General Utility Right of Way on the Arbour Lake School site.

In accordance with Section 192(1) of the *Education Act* and on behalf of the Minister of Education, I hereby approve the Calgary Board of Education's request for the registration of a General Utility Right of Way on the Arbour Lake School lands, located at 27 Arbour Crest Drive NW, Calgary, and legally described as Plan 0112962; Block 1; Lot 2MSR.

In entering into this right of way agreement, please ensure that your board complies with *Disposition of Property Regulation AR 86/2019*. Your board is also responsible for ensuring that the final right of way agreement, at a minimum, releases the school board from any obligation or liability regarding the affected property after the registration, and indemnifies the school board from any future liabilities related to any environmental condition of the affected property.

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

I wish you success in completing this transaction.

Regards,



Andre Tremblay
Deputy Minister

cc: Honourable Adriana LaGrange, Minister of Education
Marilyn Dennis, Chair, Board of Trustees



www.cbe.ab.ca

Board Chair

Marilyn Dennis Wards 5 & 10

Vice-Chair

Althea Adams Wards 3 & 4

Trustees

Trina Hurdman Wards 1 & 2

Board of Trustees Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

February 11, 2021

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

Dear Minister LaGrange:

Re: Capital Maintenance Renewal and Infrastructure Maintenance Renewal

We know that well maintained schools contribute in an important way towards student achievement. The Government of Alberta has demonstrated its commitment to ensuring that schools offer safe and welcoming learning environments through your ongoing support of the Infrastructure Maintenance Renewal (IMR) grant, and more recently with the creation of the Capital Maintenance Renewal (CMR) stimulus grant. Together, the IMR and CMR grants provided funding to the Calgary Board of Education (CBE) that met the industry standard threshold of 1 to 2 per cent of the realty replacement value, thereby benefiting schools and the students they serve tremendously.

Last week, we learned that Alberta Treasury Board and Finance is contemplating replacing the IMR grant with the CMR grant. If IMR was replaced entirely by a CMR grant similar to the one that was rolled out during the spring of 2020, we believe such a decision would create challenges for the CBE including:

- The alignment of CMR with the provincial fiscal year versus the school year. Aligning to the fiscal year would deleteriously impact the ability to design, secure requisite City permits, tender, award and undertake approved recapitalization work in schools over the months of July and August. The accelerated timelines required would also negatively affect market competitiveness and reduce the amount of work that can be performed for every dollar invested. The IMR grant, in comparison, is aligned with the school year, something that promotes sound planning and execution of preventative maintenance;
- The CMR project-specific approval approach limits a school jurisdiction's ability to address emergent maintenance requirements that can arise during a school year. The IMR grant, on the other hand, provides flexibility to school jurisdictions to attend to shifting maintenance priorities during the school year;
- Project-specific approvals for CMR would be detrimental to the funding predictability the government has sought to enhance under the assurance and funding framework it implemented this school year. Conversely, the methodology utilized to determine IMR provides school jurisdictions with much greater funding stability, further enhancing our ability to pro-actively attend to school needs;

- The need to capitalize 100% of CMR undertakings means some maintenance activities currently possible under IMR would no longer be supported. The IMR grant requires at least 30% of the total amount to be capitalized, while the remaining 70% can be immediately expensed towards operational needs; and
- Preliminary indications that the total value of the CMR grant will be much lower than the IMR grant, thereby reducing school jurisdictions ability to attend to the deferred maintenance needs of schools. To put the impact of such a reduction into perspective, the estimated replacement value of CBE school facilities stands at \$5.3 billion. The industry standard for major maintenance and renewal is 1 to 2 percent of the realty replacement value. Applying this standard, between \$53 million to \$106 million per annum in IMR should be invested, however over the past five years the CBE has received an average of only \$30 million annually. Under investment results in a gradual deterioration of schools as deferred maintenance increases.

The Calgary Board of Education (CBE) recognizes the important fiscal challenges that face this province. We offer our collaboration to find ways to mitigate these areas of concern to ensure that our mutual commitment to students and their achievement is protected and promoted. We look forward to an opportunity to discuss this matter with you directly, or for your administration to contact our own to pursue our common objective of advancing student opportunities within the finite resources available to us.

Sincerely,



Marilyn Dennis, Chair
Board of Trustees

cc: Andre Tremblay, Deputy Minister of Education
Lorrie Jess, President, Alberta School Board Association
Dr. Vivian Abboud, Chief Executive Officer, Alberta School Board Association
Christoper Usih, Chief Superintendent
Dany Breton, Superintendent, Facilities & Environmental Services



Office of the Minister



AR115133

MAY 27 2021

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

Dear Ms. Dennis:

Thank you for your February 11, 2021 letter regarding Infrastructure Maintenance and Renewal (IMR) funding for school buildings. I apologize for the delay in responding.

Government recognizes the importance of IMR, and for this reason has provided annual funding to all Alberta school boards to support safe and healthy school environments for students and staff in the province. In 2020, Alberta Education provided an additional \$250 million in Capital Maintenance and Renewal (CMR) Stimulus funding, which allowed for the completion of hundreds of additional projects in school facilities across the province. The Calgary Board of Education's participation in this stimulus initiative was appreciated, and I trust it has been beneficial.

In the Budget 2021 capital plan, the government has committed to investing \$103 million in the CMR program in continued support of the maintenance and renewal of school buildings. For the 2021/22 government fiscal year, a new CMR program aligned with the fiscal year has been implemented. The program will provide funding for specific maintenance and renewal projects identified by school jurisdictions in November 2020. Further information regarding the CMR and IMR programs, as well as your board's specific funding allocations, was provided on March 31, 2021.

I appreciate you taking the time to share your perspectives on CMR and IMR funding, and I look forward to continuing to work with you on this important topic.

Sincerely,

Adriana LaGrange
Minister



ALBERTA
EDUCATION

Office of the Minister

AR114954

FEB 25 2021

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

Dear Ms. Dennis:

Thank you for your January 27, 2021 letter regarding the permanent closure of the Discovering Choices 2 (Marlborough) outreach school program with the Calgary Board of Education (CBE).

In Alberta, school boards have the autonomy and accountability to make decisions about programming and the operation of their schools, including decisions about school closures, as locally elected trustees are in the best position to evaluate and respond to the unique circumstances and priorities of the communities they serve.

Section 62 of the *Education Act* outlines details of the closure of schools process, including that the school board shall establish, implement and make publicly available policies regarding school closures. Under Section 62(6), if a board decides to close a school permanently, the board shall notify the Minister in writing and include the name of the school and the effective date of the closure.

I see from the January 26, 2021 board meeting highlights that the Board of Trustees of the CBE approved a motion regarding the permanent closure and relocation of students to the proposed space in Northgate Village, effective June 30, 2021. It is my understanding that the CBE Board of Trustees made these decisions following a public consultation on January 13, 2021 and that public comments or concerns were accepted until January 19, 2021. I also understand that CBE has provided written notification to parents of every student enrolled in the Discovering Choices 2 (Marlborough) outreach school program.

.../2

Ms. Marilyn Dennis
Page Two

Should you require further assistance from Alberta Education staff, please contact Todd Sieben, Field Services Consultant, South Services Branch, at todd.sieben@gov.ab.ca or 403-297-6239 (toll-free by first dialing 310-0000).

I wish you all the best as you proceed with the school closure process.

Sincerely,

A handwritten signature in black ink, appearing to read 'Adriana LaGrange', written in a cursive style.

Adriana LaGrange
Minister

cc: Christopher Usih, Chief Superintendent of Schools
Calgary Board of Education

Dany Breton, Superintendent, Facilities and Environmental Services
Calgary Board of Education



Board Chair

Marilyn Dennis Wards 5 & 10

Vice-Chair

Althea Adams Wards 3 & 4

Trustees

Trina Hurdman Wards 1 & 2

Board of Trustees Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

March 1, 2021

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

Dear Minister LaGrange:

Re: Public Access Easement Agreement – Auburn Bay

The Calgary Board of Education (CBE) is requesting Ministerial approval for registration of a Public Access Easement Agreement on CBE school lands.

The Public Access Easement Agreement is required by the municipality as a condition for development of a school building in the community of Auburn Bay (approved second elementary school currently under construction). The purpose of the Easement Agreement is to allow for the construction of public infrastructure (sidewalk) on school lands. The sidewalk will run alongside a parent parking layby area serving the school building.

The impacted lands are Reserve Lands, owned jointly by the City of Calgary and the CBE. Registration of the Public Access Easement Agreement will not negatively impact CBE’s occupation or use of the school property. There is no financial compensation to the CBE for allowing registration of the Easement Agreement on the property’s land title.

At the February 23, 2021 meeting of the Board of Trustees the following motion was passed:

“THAT the Board of Trustees approves registration of a Public Access Easement Agreement on a future elementary school site in the community of Auburn Bay”.

In accordance with Section 192 of the Education Act, Alberta Land Titles requires Ministerial approval for registration encumbrances on school lands. As such, the CBE is requesting approval for registration of a

Public Access Easement Agreement on a school property under development, described legally as Plan 1212233, Block 80, Lot 1 MSR.

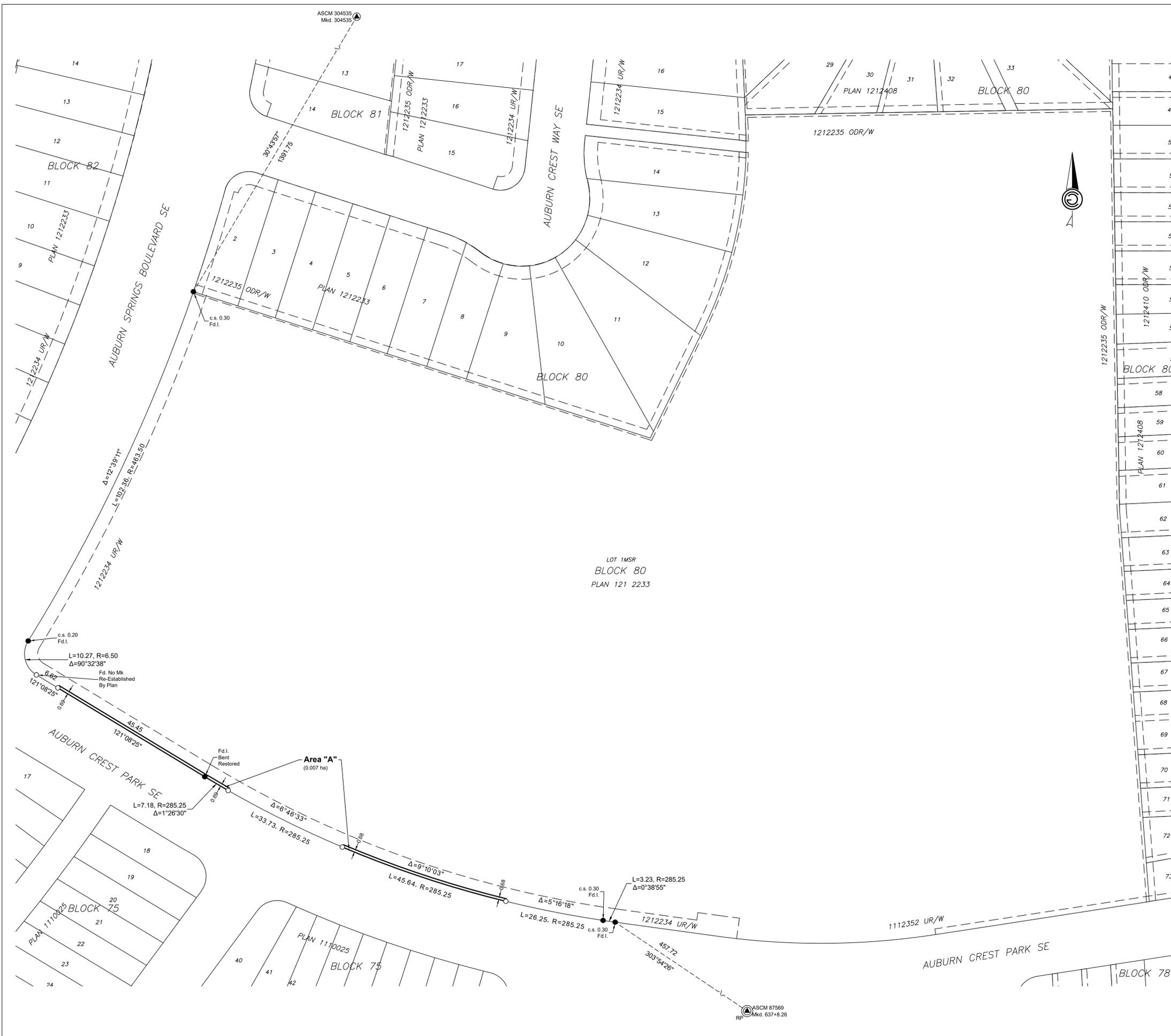
Sincerely,



Marilyn Dennis, Chair
Board of Trustees

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



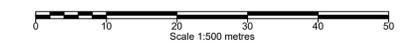


Land Titles Office
 Registrar: _____
 Plan No. _____
 Entered and Registered
 on _____
 Instrument No. _____

 A.D. REGISTRAR

CALGARY, ALBERTA
AUBURN BAY
 PLAN SHOWING SURVEY OF
 ACCESS RIGHT-OF-WAY
 AFFECTING
 LOT 1MSR, BLOCK 80
 PLAN 121 2233
 WITHIN THE
 N.W. 1/4 SEC.22, TWP.22, RGE.29, W.4th M.

Schedule A



GORDON M. LINNELL, A.L.S.
 2020

Notes:
 The Basis of this Plan is as follows:
 Datum - North American Datum 1983
 Projection - 3° Transverse Mercator
 Combined Factor - 0.999738
 Reference Meridian - 114° West Longitude

Distances are in metres and decimals thereof.
 All curves are tangent unless shown otherwise.
 All distance on curves are arc lengths.
 Statutory iron post placed in pursuit of this plan are c.s. 0.15 unless noted otherwise.
 Bearings are Grid and are derived from GNSS observations.
 The Geo-Referenced point is ASCM 87569 and
 its Grid coordinates are: N: 5638739.877m. and E: 4165.635m.

Legend:
 Alberta Survey Control Marker Shown Thus.....
 Statutory Iron Posts Found Shown Thus.....
 Statutory Iron Posts Placed and Marked P330 Shown Thus.....
 Geo-Referenced Point Shown Thus.....
 Boundary of Area to be Registered by this Plan are Outlined Thus.....

Denotes:
 A.L.S..... Alberta Land Surveyor
 N..... North
 E..... East
 S..... South
 W..... West
 c.s..... Countersunk
 Δ..... Central Angle of Curve
 R..... Radius
 Mkd..... Marked
 Mk..... Mark
 OD..... Overland Drainage
 SEC..... Section
 TWP..... Township
 RGE..... Range
 M..... Meridian
 Fd..... Found
 I..... Iron Post
 R/W..... Right of Way
 MSR..... Municipal & School Reserve
 L..... Arc Length
 U..... Utility

PREPARED FOR: CANA Group of Companies

SURVEYOR:
 GORDON M. LINNELL, A.L.S.
 SURVEYED BETWEEN THE DATES OF
 October 29th, 2020 AND _____, 2020
 IN ACCORDANCE WITH THE PROVISIONS
 OF THE SURVEYS ACT.



CONTINENTAL
 GEOMATICS
 (71) 403-388-2828 (E) info@continentalgeomatics.ca

Drawn By: _____ Chk'd By: _____
 Drawing File: 20-162 Legal.dwg
 Job Number: _____
 Date: November 30, 2020

MAR 26 2021

ARI15271

Mr. Christopher Usih
Chief Superintendent
Calgary School Division
1221 - 8 Street SW
Calgary AB T2R 0L4

Dear Mr. Usih:

I am writing in response to the March 1, 2021 letter from Board Chair Marilyn Dennis to the Honourable Adriana LaGrange, Minister of Education, requesting approval for the registration of a Public Access Easement on the property commonly known as the Auburn Bay School site.

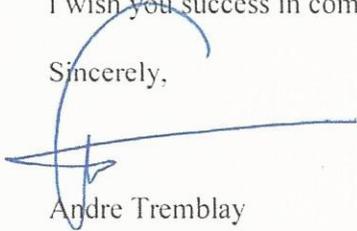
In accordance with Section 192(1) of the *Education Act*, I approve the Calgary Board of Education's request for the registration of a Public Access Easement on the Auburn Bay property located at Auburn Springs Boulevard SE and Auburn Crest Park SE in the City of Calgary and legally described as Plan 1212233, Block 80, Lot 1 MSR.

In entering into this agreement, please ensure that your board complies with the Disposition of Property Regulation AR 86/2019. Your board is also responsible for ensuring that the final agreement, at a minimum, releases the school board from any obligation or liability regarding the affected property after the registration, and indemnifies the school board from any future liabilities related to any environmental condition of the affected property.

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

I wish you success in completing this transaction.

Sincerely,



Andre Tremblay
Deputy Minister



www.cbe.ab.ca

Board Chair

Marilyn Dennis Wards 5 & 10

Vice-Chair

Althea Adams Wards 3 & 4

Trustees

Trina Hurdman Wards 1 & 2

Board of Trustees Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

May 25, 2021

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

Dear Minister LaGrange:

Re: Public Access Easement Agreement on School Lands

The Calgary Board of Education (CBE) is requesting approval to register a Public Access Easement Agreement on school board lands.

The Public Access Easement Agreement has been requested by the municipality to facilitate construction of a public transit bus stop pad and sidewalk on the future North Calgary High School site, which is currently under construction. The municipality has made the registration of a Public Access Easement Agreement a Development Permit condition for construction of the school.

The CBE has no concerns with the Public Access Easement Agreement as it will benefit CBE students and will not impact school construction nor future use of the site. As such, on May 20, 2021 the CBE Board of Trustees passed the following motion:

- *“THAT the Board of Trustees approves registration of a Public Access Easement Agreement on the North Calgary High School lands”*

The Public Access Easement Agreement will be registered on the land title for lands legally described as Plan 0611768; Block 30; Lot 91MSR.

Sincerely,

Marilyn Dennis, Chair
Board of Trustees

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

AR116039

JUN - 9 2021

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

Dear Mr. Usih:

I am writing in response to the May 25, 2021 letter from Ms. Marilyn Dennis, Board Chair, requesting written approval for the registration of a Public Access Easement Agreement on the North Calgary High School site.

In accordance with Section 192(1) of the *Education Act*, I hereby approve the Calgary Board of Education's request for the registration of a Public Access Easement Agreement on the North Calgary High School site, legally described as Plan 0611768, Block 30, Lot 91MSR.

In entering into this Public Access Easement Agreement, please ensure that your board complies with *Disposition of Property Regulation* AR 86/2019. Your board is also responsible for ensuring that the final right of way agreement, at a minimum, releases the school board from any obligation or liability regarding the affected property after the registration, and indemnifies the school board from any future liabilities related to any environmental condition of the affected property

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

Sincerely,



Andre Tremblay
Deputy Minister

for