

public agenda

Regular Meeting of the Board of Trustees

March 29, 2022
12:00 p.m.

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

R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions		GC-3	
	4 Results Focus			
	5 Operational Expectations			
	6 Public Comment [PDF] Requirements as outlined in Board Meeting Procedures		GC-3.2	
	7 Board Development Session			
	7.1 Indigenous Education Holistic Lifelong Learning Framework	A. Holowka J. Pitman		Page 7-1
	8 Matters Reserved for Board Information			
	9 Matters Reserved for Board Decision	Board	GC-3	
9.1 Results 3: Citizenship – Annual Monitoring	Board	R-3	Page 4-1 (March 8/22)	
9.2 Three-Year School Capital Plan 2023-2026	Board	OE-5, 6, 7, 8, 9	Page 8-1 (March 8/22)	



Time	Topic	Who	Policy Ref	Attachment
	9.3 OE-7: Communication With and Support for the Board – Annual Monitoring	Board	OE-7	Page 5-1 (March 8/22)
	10 Consent Agenda	Board	GC-2.6	
	10.1 Items Provided for Board Decision			
	10.1.1 Board of Trustees' Committee Appointments – Engagement Planning Committee			Page 10-1
	<i>(THAT the Board approves the appointment of Trustee Dana Downey and Trustee Charlene May to the Engagement Planning Committee, effective March 29, 2022 to June 14, 2022.)</i>			
	10.1.2 Meeting Minutes			L'td distrib'n Page 10-3 Page 10-12
	<ul style="list-style-type: none"> • Regular Meeting held February 8, 2022 • Regular Meeting held February 22, 2022 			
	<i>(THAT the Board approves the minutes of the Regular Meetings held February 8 and 22, 2022, as submitted.)</i>			
	10.2 Items Provided for Board Information		OE-8	
	10.2.1 Second Quarter Budget Variance			Page 10-16
	11 In-Camera Session			
4:30 p.m.	12 Adjournment			
	Debrief	Trustees	GC-2.3	

Notice |

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

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.

Indigenous Education

Holistic Lifelong Learning Framework



learning | as unique | as every student



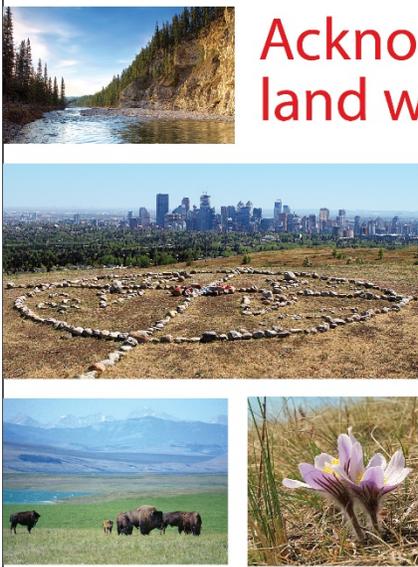
Calgary Board
of Education



Indigenous Education Holistic Lifelong Learning Framework

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Acknowledging the land where we gather

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

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



Elders and Knowledge Keepers have taught us it's important to acknowledge the land where we gather and the First Peoples who traditionally lived here. It shows respect for people, their contributions, and their ways of being, belonging, doing, and knowing, which are reflected through the stories and songs that have lived on this land for thousands of years. We are making this acknowledgment to demonstrate our commitment to work together as a community in laying the foundation for reconciliation through education.

Ayy, Siyisgaas, îsnî'yees, maarsii, hiy hiy, thank you to the following Elders and Knowledge Keepers for holding space with us as we walk together to improve our work on behalf of all students.

- Bastien, Leonard – Piikani Nation
- Bottle, Saa'kokoto Randy – Kainai Nation
- Comstock, Edmee – Métis Nation
- Crowshoe, Dr. Reg – Piikani Nation
- Crowshoe, Rose – Piikani Nation
- Eagletail, Hal – Tsuut'ina Nation
- Holloway, Henry – Stoney Nakoda Nation
- Lerat, Marion – Kahkewistahaw Nation
- Manywounds, Lottie – Tsuut'ina Nation
- Moore, Kerrie – Muskoday Nation & Métis Nation
- Wolfleg, Miiksika'am Dr. Clarence Sr. – Siksika Nation

Note to Educators

Indigenous ways of being, belonging, doing, and knowing enhance learning for all students and staff. As we engage in developing our “knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit” (Alberta Teaching Quality Standard, 2020, p. 5) educators are required to weave in Indigenous knowledge for the benefit of all students. This requires care. As shared by The Alberta Teachers’ Association in “Professional Learning Pebbles” (2017, p. 40):

“Make sure the system protects and delivers Indigenous practices that are ethical, that our students will be proud of” (Dr. Reg Crowshoe, Piikani Elder, 2021).

Misconceptions and stereotypes of Indigenous peoples can be perpetuated with appropriation of cultural practices, symbols, ceremonies and items. Educators must be mindful when choosing to incorporate Indigenous culture into their practice so as not to misrepresent, or inaccurately convey aspects of Indigenous culture. If uncertain, educators should consult local Indigenous community members. Making space for authentic learning experiences from local Indigenous community members might be a better option than trying to teach aspects of culture that an educator does not fully know or understand.

Indigenous teachings belong to Indigenous communities. To ensure we are entering into cultural appreciation ‘in a good way’ we must seek permission and understanding from those to whom the culture belongs. This

“Utilize Elders and Knowledge Keepers in sharing our traditional stories and Indigenous knowledge” (Henry Holloway, Stoney Nakoda Elder, 2021).

may result in an invitation to learn about the culture, participate in the cultural experience led by an Elder or member of the community, or you may gain permission to use or continue these practices on your own. The importance is in ensuring that we are not the ones making the decision in how to proceed in participation, that we must seek permission and guidance from those who hold the cultural practices.

School leaders are encouraged to apply this same lens to decisions regarding school-based logos, professional learning, activities, events, guest speakers, etc.

To learn more, check out the resource [Cultural Appropriation vs. Appreciation](#), developed by the Elementary Teachers’ Federation of Ontario (2019).

For additional support, Calgary Board of Education schools and service units are invited to connect with the Indigenous Education Team via email IndigenousEducation@cbe.ab.ca.

“All employees in the CBE need to be educated and have an understanding of Indigenous ways of knowing” (Lottie Manywounds, Tsuut’ina Elder, 2021).



Looking Back, Walking Forward 'In a Good Way'

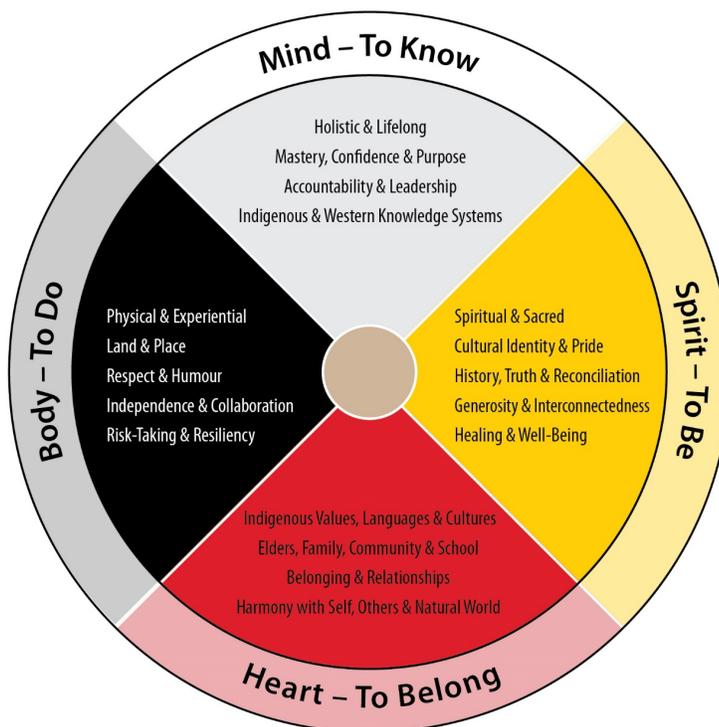
'In a good way' is an expression used by many Indigenous peoples. As defined by Anishinaabe (Saulteaux) scholar, Mizowaykomiguk paypomwayotung Dr. Jacqueline Ottmann:

In a good way. This may sound obvious but for many Indigenous peoples it is still a challenge to be heard, to be taken seriously, and to be included at important decision-making tables...In a good way packs a punch...It reminds us to walk and talk with truth and integrity. In a good way also has us remember our ancestors and to learn from patterns in the past, so we can clearly understand our current realities...as what is decided today will impact our tomorrow. (October 15, 2021)

'In a good way' recognizes where we are located (traditional territories of the Blackfoot Nations, Tsuut'ina Nation, Stoney Nakoda Nations, and Métis Nation Region 3) and our connection and responsibility to this land and place, and the stories and songs that have lived here for thousands of years.

At the Calgary Board of Education (CBE), we are looking back to walk forward 'in a good way' with the creation and implementation of the Indigenous Education Holistic Lifelong Learning Framework. The framework expands on the Indigenous Education Holistic Lifelong Learning Visual (Figure 1) that was inspired by the UNESCO Four Pillars of Education (1996), the work of the Canadian Council on Learning (CCL) (2007), and knowledge shared by Indigenous Elders and Knowledge Keepers. Passed on through stories, Elders and Knowledge Keepers have offered significant wisdom and guidance to design a framework representative of traditional and contemporary Indigenous ways of being, belonging, doing, and knowing. As told to us by Kainai Elder Saa'kokoto Randy Bottle (2021), when receiving teachings from Elders and Knowledge Keepers we must remember that what each individual shares represents and acknowledges "a way of life" for that individual and not all First Nations, Métis, and Inuit peoples. The CBE Indigenous Education Holistic Lifelong Learning Framework is informed by many teachings from many Elders from many nations and does not represent ways of being, belonging, doing and knowing of one singular nation. Rather, the diverse sources of knowledge gathered provide the foundation for the framework in a way that values the many voices and lived experiences of Indigenous peoples living in and around this land and place known as Moh'kins'tsis to the Blackfoot, Guts'ists'i to the Tsuut'ina, Wîchîspa to the Stoney Nakoda, Rivière Coude to the Michif Métis, Otôskwanihk to the Cree, and Calgary to most.

Figure 1 – Indigenous Education Holistic Lifelong Learning Visual with Key Attributes



Outcome

The CBE is committed to acknowledging and supporting the implementation of the [Truth and Reconciliation Commission \(TRC\) 94 Calls to Action](#) specific to education. Namely, we commit to supporting improved achievement, equity, and well-being for students who self-identify as Indigenous, and creating opportunities for all students, staff, and school communities to engage in practices that facilitate reconciliation. To meet these commitments, the Indigenous Education Holistic Lifelong Learning Framework positions us to develop the professional capacity of all CBE staff to work towards achieving the [CBE Education Plan, 2021-24](#) key outcome: **Students who self-identify as Indigenous are supported to experience improved achievement and well-being** through relevant key actions:

"I see the value and impact that the framework will have on student success" (Hal Eagletail, Tsuu'tina Knowledge Keeper, 2021).

- implement CBE Indigenous Education Holistic Lifelong Learning Framework;
- offer professional learning for all CBE staff to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students, staff, and the system as a whole;
- acknowledge and support the implementation of the Truth and Reconciliation Commission Calls to Action;
- enhance the collection and use of holistic data to monitor achievement and well-being for students who self-identify as Indigenous;
- build and sustain relationships with Indigenous parents/caregivers; and
- collaborate with Indigenous Elders, leaders, organizations, and community members to establish strategic policy directions in support of Indigenous student achievement and well-being.

"We need to make ourselves ready to receive this knowledge as we are all part of the Holistic Lifelong Learning Framework" (Miiksika'am Dr. Clarence Wolfleg Sr., Siksika Elder, 2021).

The Indigenous Education Holistic Lifelong Learning Framework sets out the structure of foundational knowledge (four domains) and the underlying attributes essential to ensuring our success as an organization in achieving these key actions over three years and beyond. **This framework is not a "how-to" guide for Indigenous Education or a recipe for closing gaps.** Rather, it provides a foundation upon which individual staff members, teams, schools (including students and community), service units, and our district can meaningfully position and deepen our individual and collective knowledge, decisions, and actions to meet the holistic needs of all students.

Our commitment to support improved achievement and well-being for self-identified Indigenous students can only happen when we do more than incorporate holistic approaches to learning that address students' spiritual, emotional, physical, and intellectual (spirit, heart, body, mind) needs. As a school district, we must prioritize building our collective capacity to engage in reconciliatory, decolonizing, and anti-racist praxis to ensure welcoming, caring, respectful, and safe learning environments that foster a sense of belonging for Indigenous students, staff, families, and community. Building and applying this system-wide professional capacity will require strategic and collaborative efforts across current and future CBE Frameworks ([Literacy](#), [Mathematics](#), [Indigenous Education](#), [Well-being](#), and [Professional Learning](#)), [CBE CARES! \(Collaboration for Anti-Racism and Equity Supports\)](#), and CBE Service Units including School Improvement, Finance and Technology Services, Facilities and Environmental Services, Human Resources, Legal Services, and Communication and Engagement Services. Our collective actions on behalf of the Indigenous students we serve will benefit all CBE students, staff, families, and community.

"...there will need to be much more to our conversations than 'gaps' in educational outcomes" (Métis educator and poet, Rita Bouvier in Battiste, 2013, p. 9).

Sources of Knowledge

Looking back to walk forward ‘in a good way’ requires that we gather the voices and stories of Indigenous Elders, Knowledge Keepers, self-identified Indigenous students, staff, and community to inform our decision-making, planning, implementation, evaluation, and celebratory processes. Our learning, decisions, and actions as a district are also guided by and gain strength from many other sources of knowledge, such as:

- [Truth and Reconciliation Commission of Canada Calls to Action](#)
- [Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls](#)
- [United Nations Declaration on the Rights of Indigenous Peoples](#)
- [Alberta Education Professional Practice Standards](#)
- [Learning: The Treasure Within. Report to UNESCO of the International Commission on Education for the Twenty-first Century](#)

Indigenous scholars and community research have offered significant wisdom and guidance to the design of the Indigenous Education Holistic Lifelong Learning Framework, and we will continue to rely on their knowledge as we walk forward ‘in a good way.’ The incredible work of the CCL (2007) in gathering voices of First Peoples from across Canada to develop three Holistic Lifelong Learning Models ([First Nations](#), [Métis](#), and [Inuit](#)) positioned and supported our work with Elders and Knowledge Keepers and the development of our local Indigenous Education Holistic Lifelong Learning Visual and Framework. In the CCL (2007) document, [Redefining How Success is Measured in First Nations, Metis and Inuit Learning](#), the identified “Key Attributes of [Indigenous] Learning” (p. 5) offered significant inspiration:

- Learning is holistic.
- Learning is a lifelong process.
- Learning is experiential in nature.
- Learning is rooted in [Indigenous] languages and cultures.
- Learning is spiritually oriented.
- Learning is a communal activity involving family, community and Elders.
- Learning is an integration of [Indigenous] and Western Knowledge.

“Every day is a learning experience” (Rose Crowshoe, Piikani Elder, 2021).

“Decolonization is the pathway forward” (Leonard Bastien, Piikani Elder, 2021).

Mi'kmaw scholar Marie Battiste's book, *Decolonizing Education: Nourishing the Learning Spirit* (2013) and additional work has offered critical knowledge and understanding in the development of the framework and supporting resources as we consider approaches to decolonizing education to nourish the learning spirit of all students, staff, and the system as a whole.

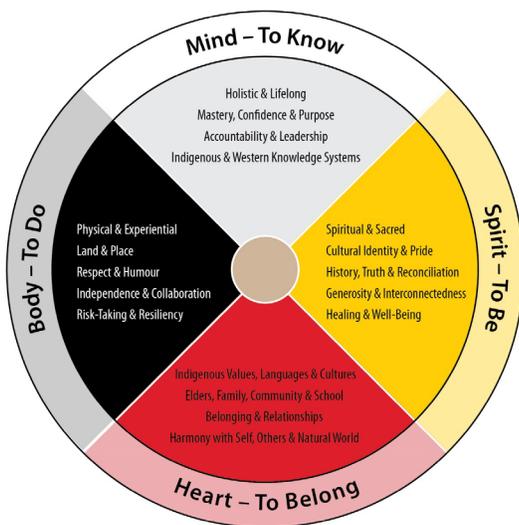
Indigenous Education Holistic Lifelong Learning Visual

The Indigenous Education Holistic Lifelong Learning Visual with key attributes (Figure 1) is the pictorial representation and the primary source of knowledge for the framework, implementation planning, supporting resources, and professional learning. Working with Elders and Knowledge Keepers, we have chosen the medicine wheel to represent our framework based on its holistic, cyclical roots, and how it holds space for us to come together in support of individuals and their learning

“Let’s make our circle strong”
 (Saa’kokoto Randy Bottle, Kainai Elder, 2021).

journey. The circle at the center of the visual represents each individual and is enclosed by the following four interconnected domains:

Figure 1 – Indigenous Education Holistic Lifelong Learning Visual with Key Attributes



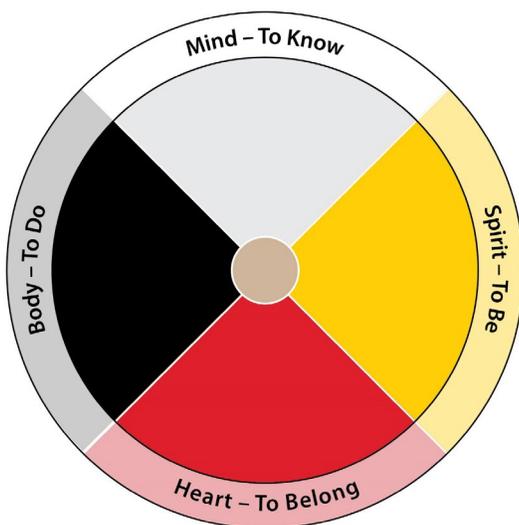
- Spirit – To Be
- Heart – To Belong
- Body – To Do
- Mind – To Know

What is a Medicine Wheel?

As represented in the framework visual, Anishinaabe scholar Dr. Pamela Toulouse (2016, p. 7) defines a medicine wheel as:

...a circle of life that is continuous and never-ending. It demonstrates that everything is connected and everything is sacred. All of life is equal. All of life is deserving of respect, care and love...Each domain reflects aspects of a human being that makes them whole...Balance in each is key.

Figure 2 – Indigenous Education Holistic Lifelong Learning Visual without Attributes



Not all Indigenous people use medicine wheels and not all knowledge systems shared through medicine wheels are alike, which is why it is critical for us to expand and deepen our knowledge from Indigenous Elders and Knowledge Keepers. For now, the Indigenous Education Holistic Lifelong Learning Visual exemplifies the value and importance of Indigenous ways of being, belonging, doing, and knowing, and is how we gather to envision and enact holistic lifelong learning in the CBE. As we continue to learn and apply our understanding of the knowledge systems of the Blackfoot,

“For me, I look at it – it makes sense to me. I have no problem with it based on my Blackfoot knowledge. The holistic lifelong learning attributes that I see here – these are the things that I want taught to the Blackfoot student” (Leonard Bastien, Piikani Elder, 2021).

Tsuut’ina, Stoney Nakoda, Métis, and Cree Nations, we will work with Elders and Knowledge Keepers from these communities to consider and share their local teachings and visuals.

What is Holistic Lifelong Learning?

Intrinsic to its holistic “everything is connected” principle, the medicine wheel also embodies “learning as a lifelong process connected to all stages of human development...Knowledge and wisdom, acquired through a lifetime of learning are transmitted to younger learners in a process that repeats itself with successive generations” (CCL, 2007, p. 6). Holistic lifelong learning means that we will walk forward with a universally balanced framework to honour, support, and enrich learning for each CBE student, employee, and the organization as a whole.

“We are all raised differently so we understand the medicine wheel differently. It’s called a medicine wheel because our medicines are the most important”
(Marion Lerat, Cree Elder, 2021).

In the process of publishing this framework, we planted a seed with the sharing of the visual with key attributes (Figure 1) and the visual without key attributes (Figure 2) with CBE staff. We

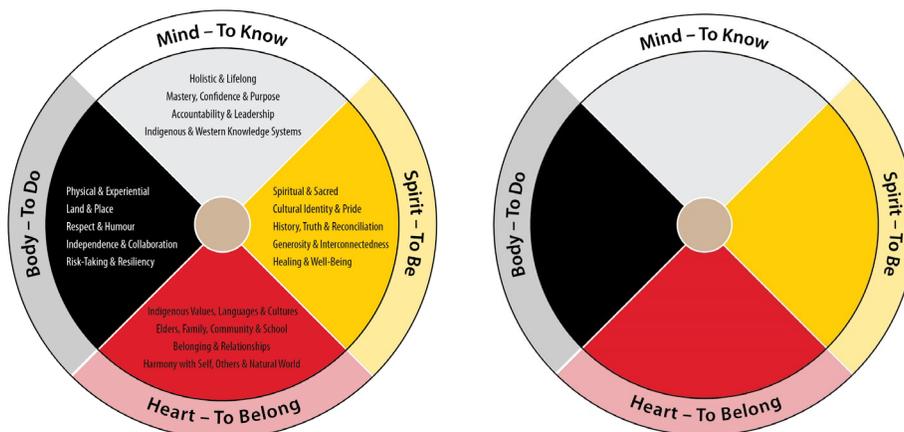
invited them to invest in building and applying knowledge about Indigenous knowledge systems, the medicine wheel and holistic lifelong learning within their unique contexts and environments. In support, we modeled possibilities for reflection, learning, planning, and application. As a result, staff and students across the district have responded in positive and impactful ways. Many have invited Elders and Knowledge Keepers to share teachings with students and staff, while others have engaged in online professional learning, book studies, land-based learning, etc. The incredible response by CBE staff and students signals readiness for implementation across the district. As we look back to walk forward ‘in a good way’ we will plant more seeds, nurture continuous growth, reflect, and renew the Indigenous Education Holistic Lifelong Learning Framework and Visual. We will continue to learn and work with Indigenous Elders and Knowledge Keepers to ensure our responsiveness in meeting the holistic needs of students, staff, and the district as a whole.

The Four Domains

The four domains of the Indigenous Education Holistic Lifelong Learning Framework (Spirit - To Be, Heart – To Belong, Body – To Do, Mind – To Know) represent the essential elements required to achieve the [CBE Education Plan, 2021-24](#) key outcome: **Students who self-identify as Indigenous are supported to experience improved achievement and well-being.** Relevant key actions will be achieved across the CBE via:

- [Alberta’s Programs of Study](#) and [Locally Developed Courses](#)
- [Alberta’s Professional Practice Standards](#)
- [CBE Policies and Regulations](#)
- [Truth and Reconciliation Commission of Canada: Calls to Action](#)

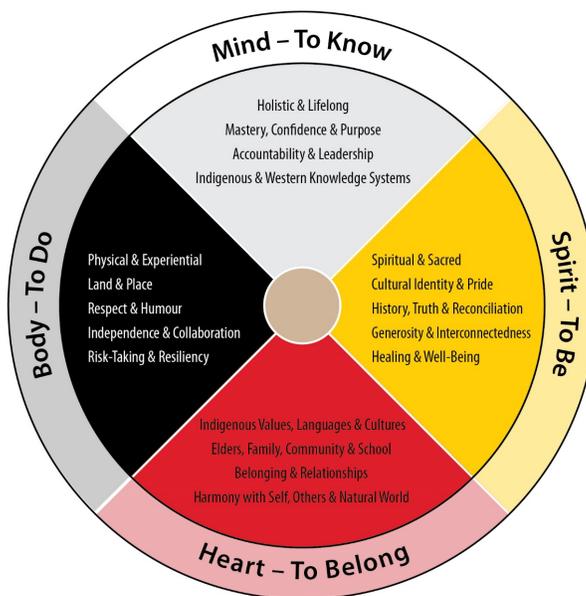
“We must make certain that all student needs connected to Spirit, Heart, and Body are met to ensure they are ready to engage in learning through the Mind. Learning is holistic, and engages all domains of self” (Kerrie Moore, Cree/Métis Elder, 2021).



The four domains of the framework must not be considered in isolation. As symbolized in and through the medicine wheel, the domains are interconnected and reliant on a holistic, balanced approach. Spending too much time focused on one domain will cause an imbalance across others. Implementation of this framework in a balanced way will ensure that “the learning process simultaneously engages and develops all aspects of the individual—emotional, physical, spiritual and intellectual—and of the collective” (CCL, 2007, p. 5). Since the 2015 release of the [Truth and Reconciliation Commission of Canada Final Report](#), former Canadian senator and chair of the Truth and Reconciliation Commission, The Honourable Murray Sinclair has shared widely that there are four questions that all children should be able to explore and answer through their lifetime of learning:

1. Where do I come from?
2. Where am I going?
3. Why am I here?
4. Who am I?

Further to this, he has shared that for children who attended Residential Schools, these “questions went unfulfilled. The answers that they were forced to accept ran counter to much of the knowledge they already carried from their early lives as children in their own families and communities” (Sinclair, 2014, p. 7). Education for Reconciliation calls on education systems to ensure that each Indigenous student is provided with opportunities and support to seek answers to these questions. These learning experiences are equally essential to all students and their success in school and in life.



“We don’t all come from the same place – we all have our own doorways. When you learn that, your life changes because now you know where you come from” (Marion Lerat, Cree Elder, 2021).

“Honouring the four directions is important for Stoney Nakoda people” (Henry Holloway, Stoney Nakoda Elder, 2021).

To support actualization of each domain, several key attributes (CCL, 2007) have been identified and placed in each quadrant. Drawn from the voices of Indigenous Elders, Knowledge Keepers, students, staff, research, and wise practice, applying the key attributes to our professional practice will bring the Indigenous Education Holistic Lifelong Learning Framework to life in schools and service units. Like the domains, the attributes are interconnected and must be considered through a balanced approach. The attributes are not exhaustive or prescriptive, leaving space for additional attributes to be explored.

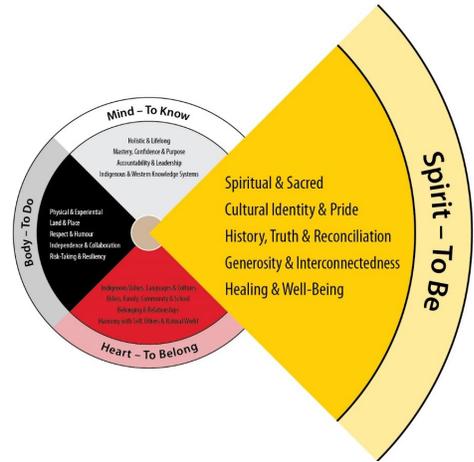
We enter the framework in the East direction, in spirit. Once in spirit, the journey through each domain occurs in a clockwise motion.

Further information for CBE staff, such as guiding documents for schools and service units, exemplars, resources, tools, and professional learning, will continue to be designed and shared on the CBE’s intranet, Insite, on Indigenous Education pages.

Spirit – To Be

Elders and Knowledge Keepers have taught us that entering the Indigenous Education Holistic Lifelong Learning Framework through the eastern door and in spirit is vital in our efforts to ensure that students who self-identify as Indigenous are supported to experience improved achievement and well-being. As we work to implement the TRC Calls to Action, we are committed to offering opportunities for Indigenous students to

engage in learning that supports Indigenous spiritual revitalization following the destructive impact and legacy of policies, practices, and lived experiences related to Residential Schools, the Sixties Scoop, and ongoing settler colonialism via the Indian Act, the Land Claims Policy, etc. Within the **Spirit Domain – To Be**, we hold space for Indigenous students and all CBE students to relate with their ways of being in and through their learning at school.



“Reconciliation means advocating for the power of education, knowing full well, the hurt and harm it has caused” (Métis scholar Yvonne Poitras Pratt, 2021).

The Spirit Domain and key attributes are not synonymous with religion. Siksika Elder Miiksika’am Dr. Clarence Wolfleg Sr. (2021) teaches us that “the Spirit Domain is the spiritual and sacred part. At this time, you start to learn who you are, you learn about yourself and what is your purpose.” CBE students who self-identify as Indigenous have shared that they value and need more opportunities to explore their spiritual and cultural identities at school while sharing pride in their culture for the benefit of all school community members. Alignments with the Spirit Domain can be made to the Alberta Programs of Study with spiritual wellness being identified as one of the five dimensions of wellness in the [Framework for Kindergarten to Grade 12 Wellness Education](#): “Spiritual wellness is an understanding of one’s own values and beliefs leading to a sense of meaning or purpose and a relationship to the community” (Alberta Education, p.3). As taught to us by Cree/Métis Elder Kerrie Moore (2021):

“The Spirit Domain is the spiritual and sacred part. At this time, you start to learn who you are, you learn about yourself and what is your purpose” (Miiksika’am Dr. Clarence Wolfleg Sr., Siksika Elder, 2021).

Everyone, no matter where you come from, has a way of starting in spirit. Love, kindness, respect, accountability all live in spirit. Being in spirit is an awareness of who you are. This creates a sense of belonging, hope, peace and purpose which connects to everything around us.

When we consider how ‘being in spirit’ relates directly to student learning, Mi’kmaw scholar Dr. Marie Battiste (2010) offers guidance through Indigenous knowledge:

“Being able to look back on yourself and see all the things you’ve overcome; being able to say you’re a strong person, better than you were before” (Gathering Indigenous Student Voice, 2021).

What guides our learning (beyond family, community, and Elders) is spirit, our own learning spirits who travel with us and guide us along our earth walk, offering us guidance, inspiration, and quiet unrealized potential to be who we are. It has a hunger and a thirst for learning, and along that path it leads us to discern what is useful for us to know and what is not. Our individual gifts for fulfilling our purpose are expressed in ourselves, in our growing talents, and in our emerging or shifting interests. (p. 15)

Through the Spirit Domain, the learning spirits of Indigenous students, and all students and staff will be honoured through the intentional development of their gifts, capabilities and strengths within and beyond the school environment. Indigenous **ways of being** benefit all CBE learners.

“Every part of the body tells a story, connection of the mind, heart, and spirit. Nourishment is not just food for the body, it is understanding the connection and respect for others” (Edmee Comstock, Métis Elder, 2021).

Key Attributes of the Spirit Domain – To Be

The following key attributes and provocations are offered as possible entry points for bringing the Spirit Domain to life in schools and service units.

- **Spiritual & Sacred** – Be intentional to acknowledge and foster each individual’s unique identity (spiritual) and include community ways of being, belonging, doing, and knowing (sacred).
- **Cultural Identity & Pride** – Engage the school community to create calendars that acknowledge and celebrate significant cultural observances and events (e.g., Winter/Summer Solstice & Spring/Fall Equinox, Treaty 7 Day, Métis Week).
- **History, Truth & Reconciliation** – Acknowledge and respond to the TRC Calls to Action.
- **Generosity & Interconnectedness** – Create opportunities for students and staff to build and nurture a spirit of reciprocity with Indigenous Elders and Knowledge Keepers where we give as much as we take.
- **Healing & Well-Being** – Create physical spaces where students and staff can engage in spiritual and sacred ways of being, belonging, doing, and knowing (e.g., smudging).

“Everyone, no matter where you come from, has a way of starting in spirit. Love, kindness, respect, accountability all live in spirit. Being in spirit is an awareness of who you are. This creates a sense of belonging, hope, peace, and purpose which connects to everything around us” (Kerrie Moore, Cree/Métis Elder, 2021).

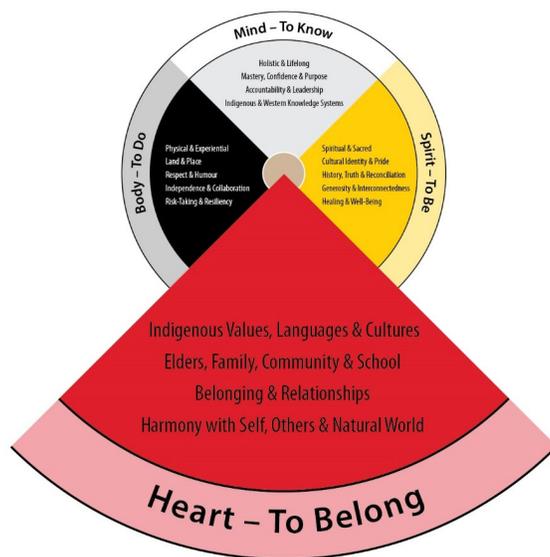
Heart – To Belong

As we move south to the **Heart Domain – To Belong**, emphasis is placed on fostering and strengthening relationships with Indigenous Elders, students, families, and the community required to advance the efforts of schools and service units to value, consider, and include

learning about and through Indigenous ways of being, belonging, doing, and knowing for all CBE students and staff. Through this relationship building, we know that all members of the CBE community

will be provided with a “welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging” (CBE Administrative Regulation 6031 - Welcoming, Caring, Respectful and Safe Learning and Work Environments). Establishing and nurturing these relationships also requires an awareness of what each unique individual requires ‘To Belong.’

“We need to include our stories too” (Rose Crowshoe, Piikani Elder, 2021).



In our work to gather voices of CBE students who self-identify as Indigenous, they have told us that having positive relationships with staff and peers at school directly influences their level of engagement in their learning and participation in academic and extra-curricular activities. This critical insight is supported by Indigenous knowledge:

“I feel like I belong when teachers are open about traditional knowledge & Indigenous histories; discussing it with other students so that there’s understanding” (Gathering Indigenous Student Voice, 2020).

Intrinsic to [Indigenous] learning is the nurturing of relationships among the individual, the family, the community, the nation, and all of Creation. Learning encompasses shared values and identity, developed through the learner’s relationship to other persons and to the environment. Individual development and personal responsibility are viewed within the larger context of contributing to the collective. [Indigenous] learning can be viewed as a process that naturally builds on social capital—a term that generally refers to the development of social relationships and networks based on trust and shared values that ultimately foster community well-being. (CCL, 2007, p. 5)

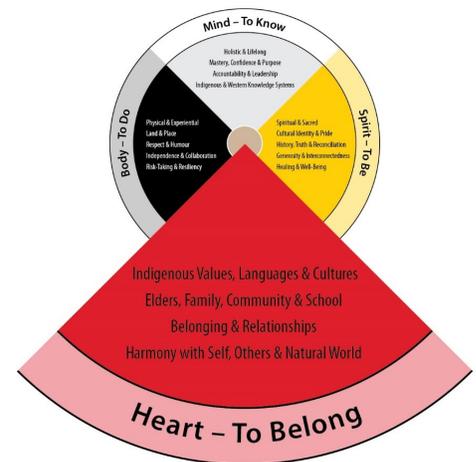
“Students cultivate and maintain healthy relationships with the self, others and the earth; acknowledging the sacredness of all these beings that surround them” (Toulouse, 2016, p. 9).

More explicitly, Indigenous students have shared that having at least one adult at school that they have a meaningful relationship with and can go to when they need guidance and support creates safety and a sense of belonging. This is true for all students. Students’ sense of belonging is further uplifted when their cultures and languages are valued and authentically reflected in their learning environments. Indigenous **ways of belonging** benefit all CBE learners.

Key Attributes of the Heart Domain – To Belong

The following key attributes and provocations are offered as possible entry points for bringing the Heart Domain to life in schools and service units.

- **Indigenous Values, Languages & Cultures** – Offer Indigenous Studies courses and opportunities to learn Indigenous languages in schools.
- **Elders, Family, Community & School** – Invite Indigenous Elders and community members to share knowledge across learning disciplines (Math, Science, Language Arts, Social Studies, Fine Arts, etc.) and CBE service units (Finance, Facilities, Human Resources, Communications, etc.).
- **Belonging & Relationships** – Offer cultural safety training to CBE staff to support the advancement of anti-racist education.
- **Harmony with Self, Others & Natural World** – Be intentional in efforts to establish positive and trusting relationships.

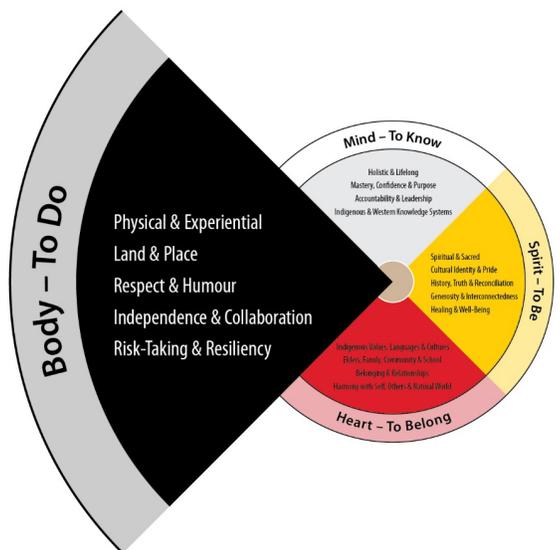


Body – To Do

“It is important to know what our bodies tell us about our well-being. We need to listen” (Hal Eagletail, Tsuu’tina Knowledge Keeper, 2021).

Moving west to the **Body Domain – To Do**, individuals and communities are supported to experience their learning by the physical act of doing that happens through place. This includes the use of the physical body, the physical environment, and the natural environment. For example, when students and staff are provided with consistent opportunities to learn on, from, and with the land, their whole being (spirit, heart, body, and mind) is

nourished. Creating space for Indigenous science knowledge across subject areas and professional learning is central to actualizing the Body Domain. As offered by Battiste (2013, p. 121):



While Indigenous knowledge is as encompassing as Eurocentric knowledge, the science of the Indigenous world view is founded upon an understanding of how humanity fits with nature. Indigenous science is not a collection of observations, facts, and measurements, but rather a dynamic, living process of watching, listening, connecting, responding, and renewing. Indigenous science embodies a holistic view of the world in which all human, animal, and plant life are perceived as being connected, related and interdependent. All things are imbued with spirit and thus have energies that interact at both an earthly level and a spiritual level.

Potawatomi biologist and author, Robin Wall Kimmerer, in her book, “Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teaching of Plants” (2013, Preface), shares the following as an example of the ‘living process’ of learning on, from, and with the land:

Hold out your hands and let me lay upon them a sheaf of freshly picked sweetgrass, loose and flowing, like newly washed hair. Golden green and glossy above, the stems are banded with purple and white where they meet the ground. Hold the bundle up to your nose. Find the fragrance of honeyed vanilla over the scent of river water and black earth and you understand its scientific name: Hierochloa odorata, meaning the fragrant holy grass. In our language is it called wiingaashk, the sweet-smelling hair of Mother Earth. Breathe it in and you start to remember things you didn’t know you’d forgotten.

“When I’m up on Nose Hill it is quiet, and I feel peaceful and calm. I feel a connection to the land and want to explore that some more” (Gathering Indigenous Student Voice, 2020).

Indigenous **ways of doing** benefit all CBE learners. In the example above, the “living process” of learning by doing, positions learners to touch, watch, listen, connect, smell and renew their learning and understanding through Indigenous ways of doing and coming to know. “This type of learning creates a connection and relationship to the land as a living entity worthy of respect and care” (Poitras Pratt, 2022).

Humour and community building are universally important in Indigenous communities, offering opportunities to connect with others and heal. Kainai scholar Leroy Little Bear (2000) shares that these relational connections “create and sustain ‘good feelings.’ Maintaining good feelings is one reason why a sense of humour pervades [Indigenous] societies” (p. 2). It is through these “good feelings” that independence, risk-taking, and resiliency will be promoted.

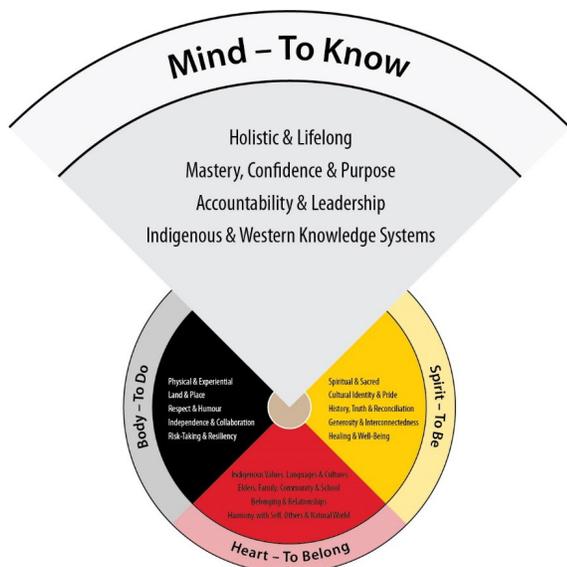
“Métis people laugh a lot. We use humour to heal” (Edmee Comstock, Métis Elder, 2021).

Key Attributes of the Body Domain

The following key attributes and provocations are offered as possible entry points for bringing the Body Domain to life in schools and service units.

- **Physical & Experiential** – Engage in land-based learning (learning on, from, and with the land).
- **Land & Place** – Learn about the land where your school or service unit is located. Share your learning and make a commitment to reconciliation through the [CBE Land Acknowledgement](#).
- **Respect & Humour** – Include learning resources (e.g., books, videos, poetry, oral stories) that include Indigenous humour.
- **Independence & Collaboration** – Empower students to have voice in learning, assessment, and decision-making.
- **Risk-Taking & Resiliency** – Commit to building knowledge to advance truth and reconciliation through un-learning colonial ways (learning the truth) and re-learning (engaging in reconciliation).

Mind – To Know



Moving north to the **Mind Domain – To Know** emphasis is placed on the value and influence of a balanced, holistic, lifelong learning experience for all. Also known as the intellectual domain, coming 'To Know' for students is:

...based in natural curiosity and love for learning...a sense of personal responsibility for their own wellness...and humbly share these strategies with others...students internalize and implement appropriate strategies to solve a multitude of issues/problems, with personal humility and collective integrity at the heart of it. (Toulouse, 2016, pp. 1-11)

CBE students who self-identify as Indigenous have shared that when their teachers have high expectations for their

learning and success, they are more engaged and confident as learners. Engaging the spirit, heart, body, and mind in and through learning is how we locate the uniqueness of each student, build relationships with them and their families, and create space for ways of being, as they build the knowledge and skills that will empower them to achieve their potential.

As we consider accountability, leadership, and the validation of knowledge systems to inform our work on behalf of all students, the CBE Indigenous Education Holistic Lifelong Learning Framework positions us to acknowledge and support the TRC Calls to Action. With a focus on Education for Reconciliation, we are committed to building our knowledge of Indigenous ways of being, belonging, doing, and knowing to ensure a balanced representation of Indigenous and Western knowledge systems within leadership practices,

"I like learning spaces that are structured, but not to the point of "strict"...I like quiet spaces and having choices for an appropriate work space; people supportive of everything I have going on (mental health); people that are fun to be around, engaging, entertaining"
(Gathering Indigenous Student Voice, 2021).

“If we continue to start with Western knowledge, we will continue to get the same result. Indigenous and Western knowledges need to be cross validated. We need an ethical space between them so we can understand and learn from one another” (Dr. Reg Crowshoe, Piikani Elder, 2021).

policies, approaches, and resources. The Indigenous Education Holistic Lifelong Learning Framework calls on us to create ethical spaces where Indigenous and Western paradigms of education sit alongside each other in harmony. Piikani Elder Dr. Reg Crowshoe has taught us that ethical space is a gathering place where two different knowledge systems can understand each other, and that it is within this ethical space that we must gather to support students. Indigenous **ways of knowing** benefit all CBE learners.

Key Attributes of the Mind Domain

The following key attributes and provocations are offered as possible entry points for bringing the Mind Domain to life in schools and service units.

- **Holistic & Lifelong** – Design student and staff learning tasks that intentionally activate the spirit, heart, body, and mind.
- **Mastery, Confidence & Purpose** – Design and implement structures and processes that maintain and support high expectations for learners and staff.
- **Accountability & Leadership** – Engage all CBE service units in conversations and action planning focused on learning and applying Indigenous knowledges.
- **Indigenous & Western Knowledge Systems** – Decolonize curriculum resources by replacing stories that favour Western worldviews with Indigenous worldviews from Treaty 7 Nations (Blackfoot, Tsuu'tina, Stoney Nakoda), Treaty 6 Nations (Saulteaux, Nakota, Dene), Treaty 8 Nations (Cree, Dene Tha', Danezaa, Denesuline), and the Métis Nation.

Walking Forward...

As we walk forward with Indigenous Elders, Knowledge Keepers, students, staff, families, and community, we will continue to invest in un-learning colonial ways (learning the truth) and then re-learning (engaging in reconciliation) to improve our organization for all students and staff. One way that we are acting on this commitment is through the allocation of an annual day of un-learning and re-learning for all CBE employees. In fall 2021, we held our first system-wide Indigenous Education Professional Learning Day, where we identified through staff self-

“Don't fear the truth. Ask questions” (Lottie Manywounds, Tsuut'ina Elder, 2021).

assessment that while many staff have an emerging foundation of knowledge, we still have significant work to further build and apply this knowledge to our decisions and actions on behalf of all learners. As an organization, we are committed to continuing our un-learning and re-learning, and expect the resulting actions that occur over time to be significant and will support the restoration of relationships between Indigenous and non-Indigenous Canadians.

As we walk forward with Indigenous Elders, Knowledge Keepers, students, staff, families, and community, we will continue to invest in un-learning colonial ways (learning the truth) and then re-learning (engaging in reconciliation) to improve our organization for all students and staff. One way that we are acting on this commitment is through the allocation of an annual day of un-learning and re-learning for all CBE employees. In fall 2021, we held our first system-wide Indigenous Education Professional Learning Day, where we identified through staff self-

Okkaiosato (Oh kia kio sii toap) – “Look Carefully”

When considering how the Indigenous Education Holistic Lifelong Learning Framework can be reflected in classrooms, schools, and service units across the school district, while also influencing the broader community, the following table offers examples of standards that we aspire and expect to see when we “Okkaiosato (Oh kia kio sii toap) – ‘Look Carefully’ in Blackfoot” (Iikiinayookaa Marlene Yellow Horn, 2022).

Classrooms	Schools	School District	Community
Acknowledge history and diversity of students	Establish strong, reciprocal relationships with students, staff, families, Elders, and community	Seek guidance about Indigenous teachings from Indigenous people	Decolonize the curriculum
Develop a sense of purpose for students, reclaiming identity and revitalizing culture	Ensure inclusivity of Indigenous voices	Engage all staff in professional learning	Connect policies and practices of colonialism to intergenerational challenges today
Promote student identity, self-esteem, and self confidence	Balance Indigenous and Western perspectives to create ‘ethical space’	Adopt and implement TRC Calls to Action	Continue engaging all voices in supporting solutions and sharing story and history
Create cultural safety in learning environments	Leverage connections to the land school is situated on and land-based learning	Un-learn colonial ways (learn the truth) and re-learn (engage in reconciliation) together	Provide opportunities for: Student leadership Academic mentorship Youth development Post-secondary support Sport and recreation Indigenous programming
Provide opportunities to explore and practice cultural practices and learn protocols	Design School Development Plans to improve achievement and well-being outcomes for Indigenous students	Maintain and expand on Chief Superintendent Elder Advisory Council	Offer cultural and family wellness programming to strengthen the family circle and build healthy, resilient communities
Design learning connected to student’s lives and experiences	Offer professional learning inclusive of equity, inclusion, diversity, and reconciliation	Consider organizational structures that support equity, inclusion, diversity, and reconciliation: Focus groups Policies Professional learning strategies Action plans	Strengthen and establish internal and external relationships and partnerships with: Students Parents/Guardians Staff Community Agencies Indigenous Community Faculties of Education Other External Organizations
Build relationships with all students	Establish culturally responsive and respectful approaches to learning, school processes, and resources	Allocate budget to Indigenous equity, inclusion, diversity, and reconciliation	
Seek student voice	Understand intergenerational trauma and apply trauma sensitive or trauma informed practices	Commit to Acknowledging the Land in all spaces and places while deepening understanding of what this means and responsibilities	
Create inclusive student leadership opportunities	Promote well-being in indoor and outdoor safe spaces, practices, and activities	Establish opportunities for school, area, service unit, district, community collaboration	
Provide opportunities for land-based learning	Invite and make visible culturally diverse role models	Offer opportunities for staff to foster understanding about cultures and languages other than their own	
Develop strength-based instructional and assessment approaches that examine and celebrate incremental growth and progress	Celebrate significant cultural dates as a school community	Increase inclusive hiring and promotional practices that reflect diversity of communities	
Braid Indigenous pedagogical approaches, perspectives, languages, and cultures in learning tasks and classrooms	Promote formal and informal inclusive learning opportunities	Celebrate significant cultural dates as a district	
Provide multiple entry points for tasks to encourage risk-taking and resiliency	Actively seek community agency support	Establish strong partnerships with community organizations	
Design interdisciplinary learning tasks		Consider re-naming spaces and places	
All: Gather and utilize holistic data sources to monitor progress, inform decision-making, and celebrate success!			

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Indigenous Education Holistic Lifelong Learning Framework



learning | as unique | as every student



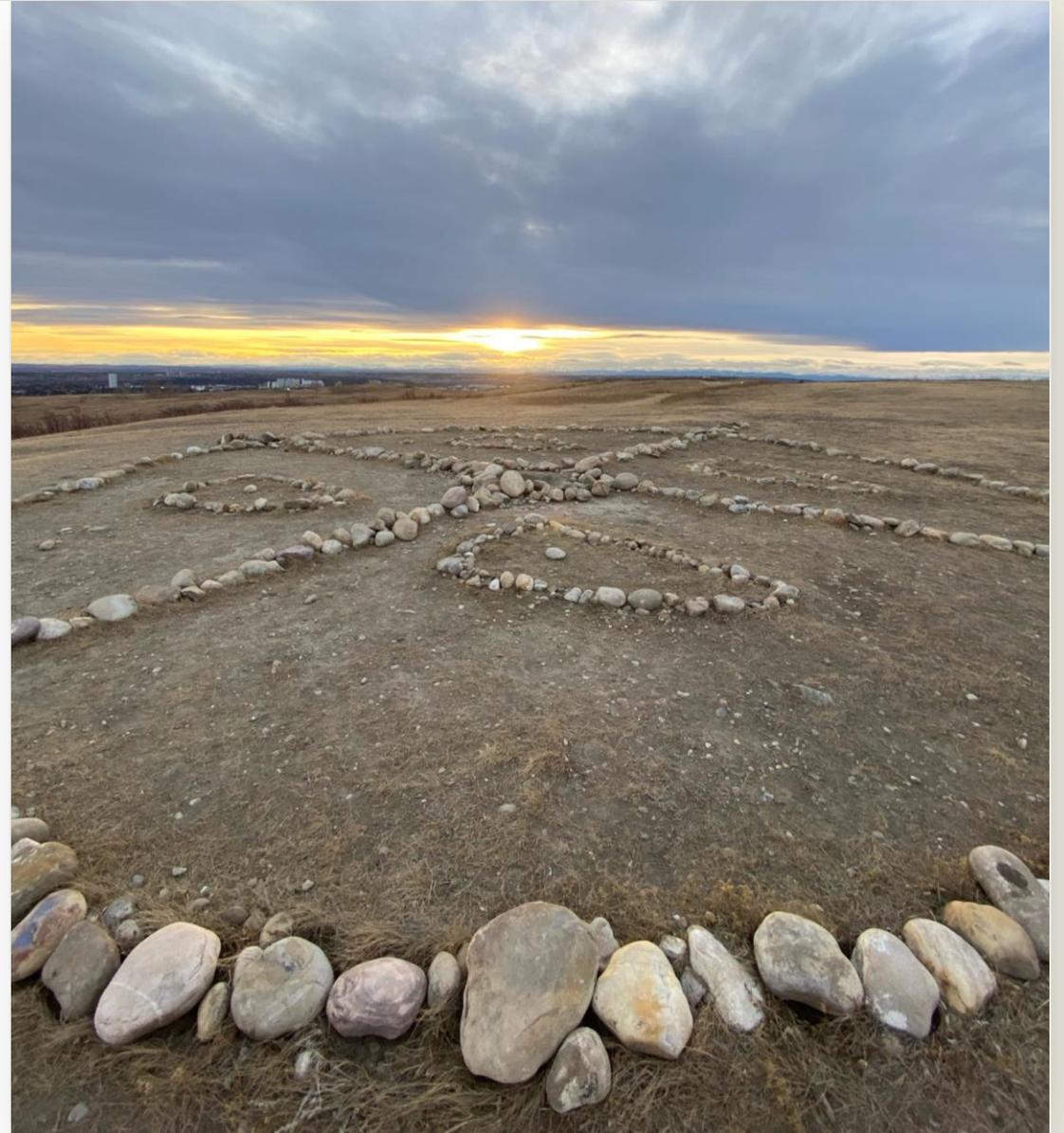
Calgary Board
of Education

Looking Back, Walking Forward 'In a Good Way'

The Honourable Murray
Sinclair's Four Questions:

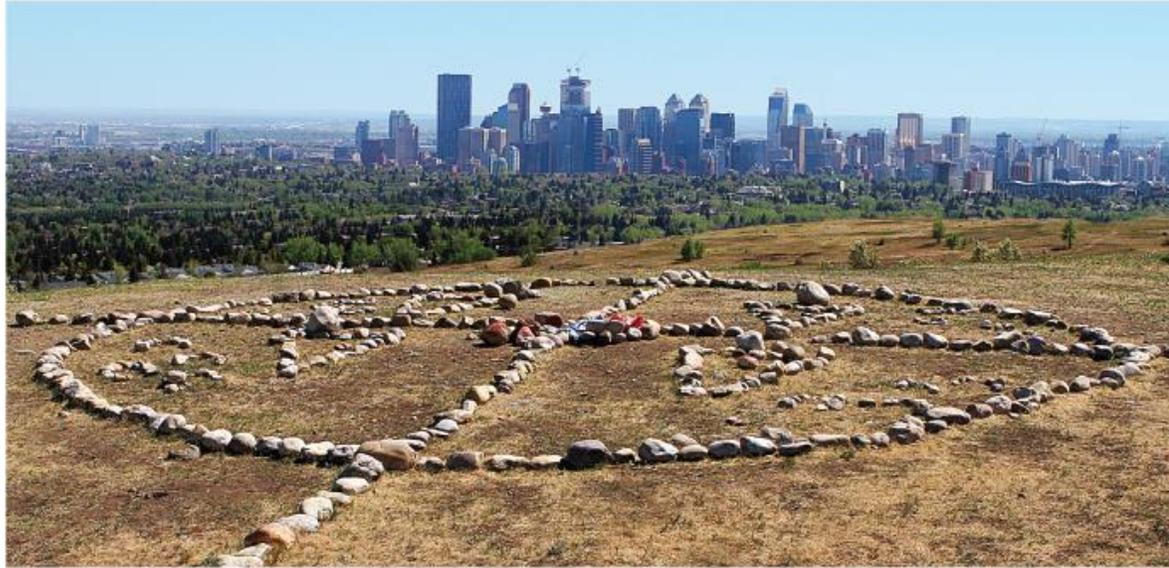
1. Where do I come from?
2. Where am I going?
3. Why am I here?
4. Who am I?

Sunset at Nose Hill Siksikaitstapi Medicine (Sun) Wheel.





Acknowledging the land where we gather



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



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

okī dānit ada umbā-wathtich tawnshi kwai kwe tānisi waachiyaa waachiye tānisi tānisi qey kwei koolamalsi
waachiya Bous-hoū ānīn kwe' aaniin Hadih dāné t'é Bun Dad Hoonzoo dahooja gweta?aghunt'i edlānet'é masi
dēnht'ā? danachea nezu dāgóts'e negha dāgóht'e chachōlon hoti'e wa-é ák-wé drin gwiinzii dānnch'e? déht'ā
nānjit dāhonch'e? do'eent'aa? wotziye umbā-wathtich háu aba washdad háu háu aangai tunngahugit tunngasugit
tunngahugit Ya'wc' Yaù Gilakas'la ʔuʔ ʔii kuu ʔaʔ ʔuʔaʔʔs dačoo ʔaʔq ʔeyicx nit amhl wilawina? Aama hiihlukw
ʔniit n'dawil lawaan sgę:nq:ʔ shé:kon nyaweñha Sgānoñh cwe'n she:kóli' nyawēh Sgēnō' kwe ya tis inacw
ʔi mot tat^o k^wonome ʔaʔjęčx^wot kwéleches éy swayel Uy' skweyul Kalhwáʔacw way xast sxəlxált IY CECIL
ʔiy te kwiwkwiw Weyt-k Hauthl Sqwyl Tun Up ʔéx k^w n kiʔsuʔk wiʔnam Sing.ng.aay l'aa Hello Bonjour

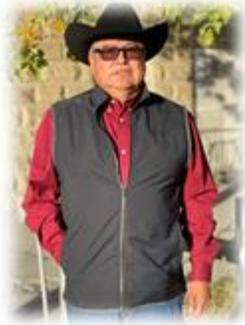
Looking Back

Greeting Wall at Niitsitapi Learning Centre with 68 Indigenous languages represented.

Walking Forward

Sir John A Macdonald School students on Nose Hill.



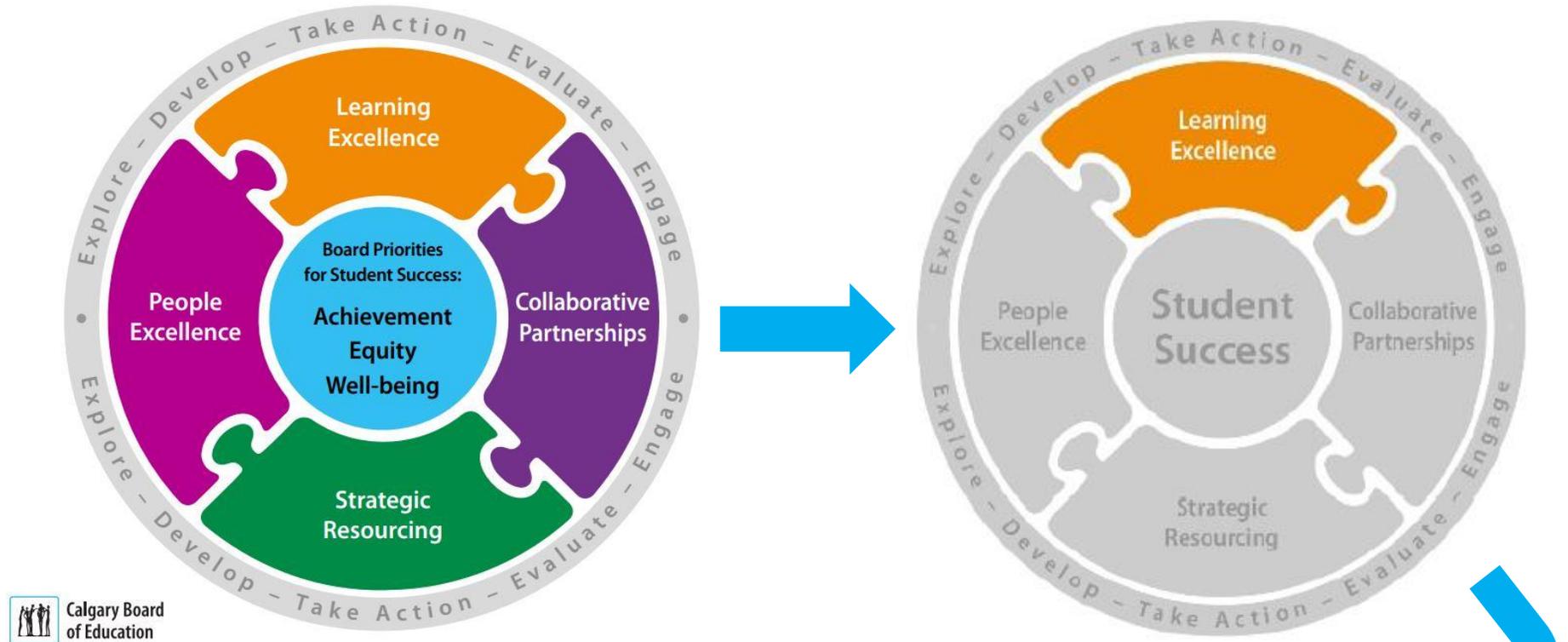


Honouring Elders and Knowledge Keepers

*Calgary Board of Education
Elder Advisory Council*



Outcome



Students who self-identify as Indigenous are supported to experience improved achievement and well-being

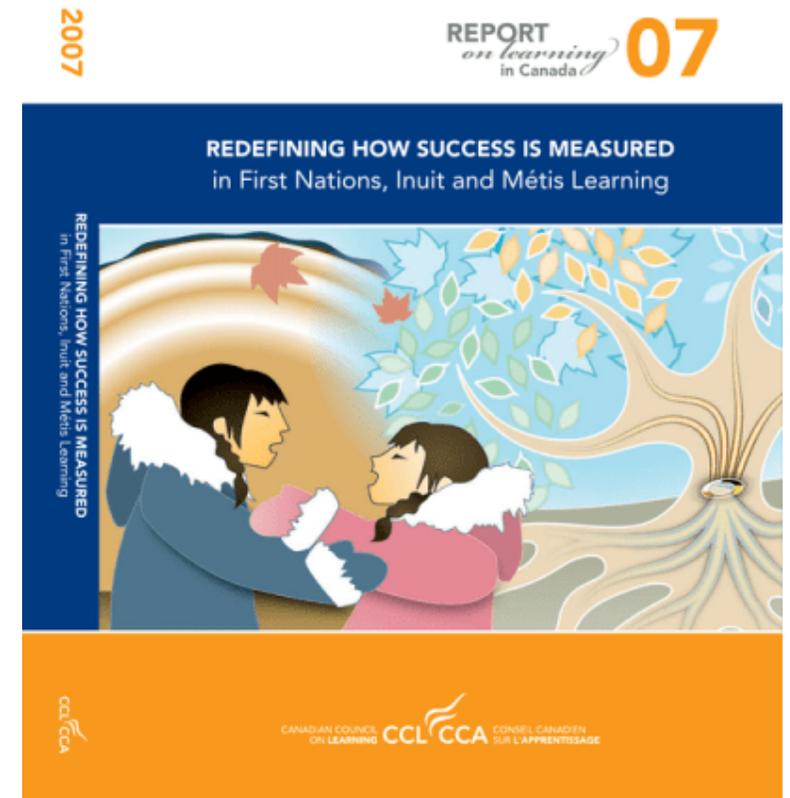
- System-wide implementation of CBE Indigenous Education Holistic Lifelong Learning Framework
- Utilize a professional learning network to support CBE staff to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students
- Acknowledge and support the implementation of the Truth and Reconciliation Commission Calls to Action

Sources of Knowledge



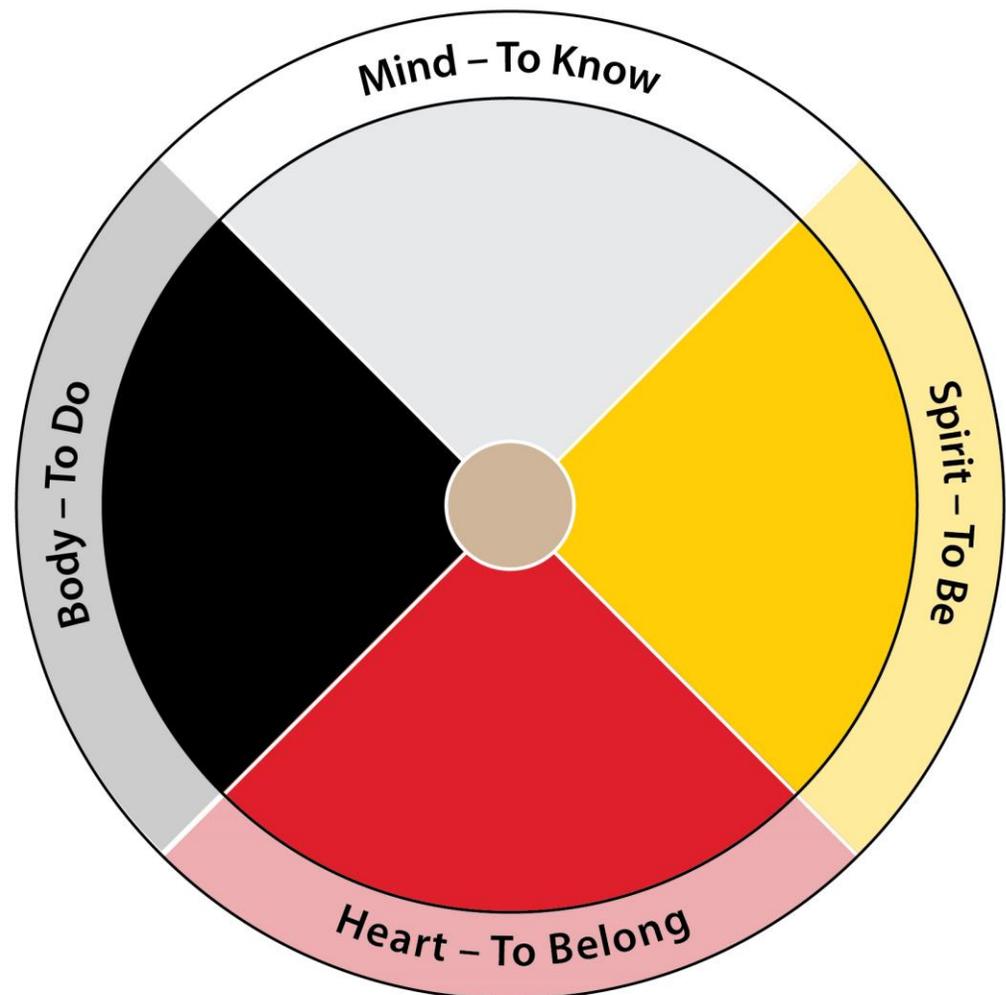
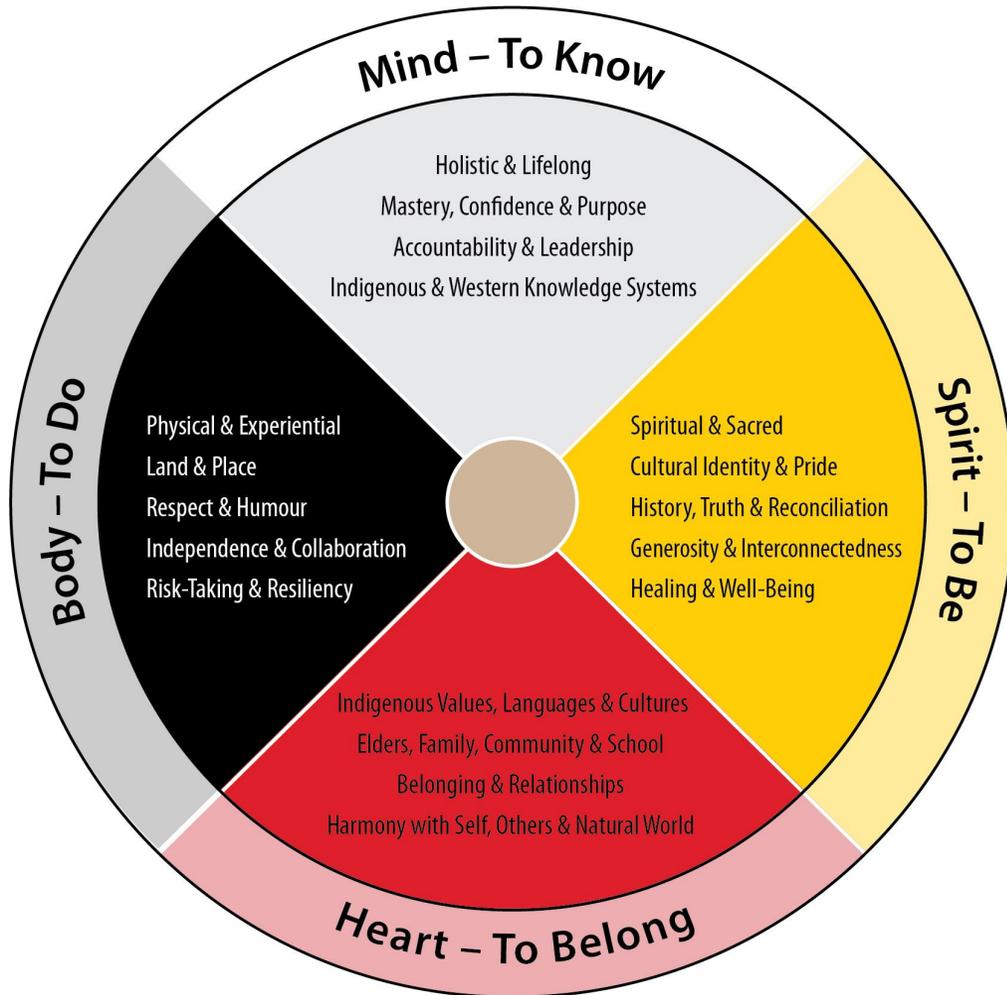
Canadian Council on Learning Key Attributes of [Indigenous] Learning

- Learning is holistic.
- Learning is a lifelong process.
- Learning is experiential in nature.
- Learning is rooted in [Indigenous] languages and cultures.
- Learning is spiritually oriented.
- Learning is a communal activity involving family, community and Elders.
- Learning is an integration of [Indigenous] and Western Knowledge.



*Canadian Council on Learning,
Redefining How Success is
Measured in First Nations, Metis
and Inuit Learning (2007, p. 5)*

Indigenous Education Holistic Lifelong Learning Framework Visual





What is a
Medicine
Wheel?

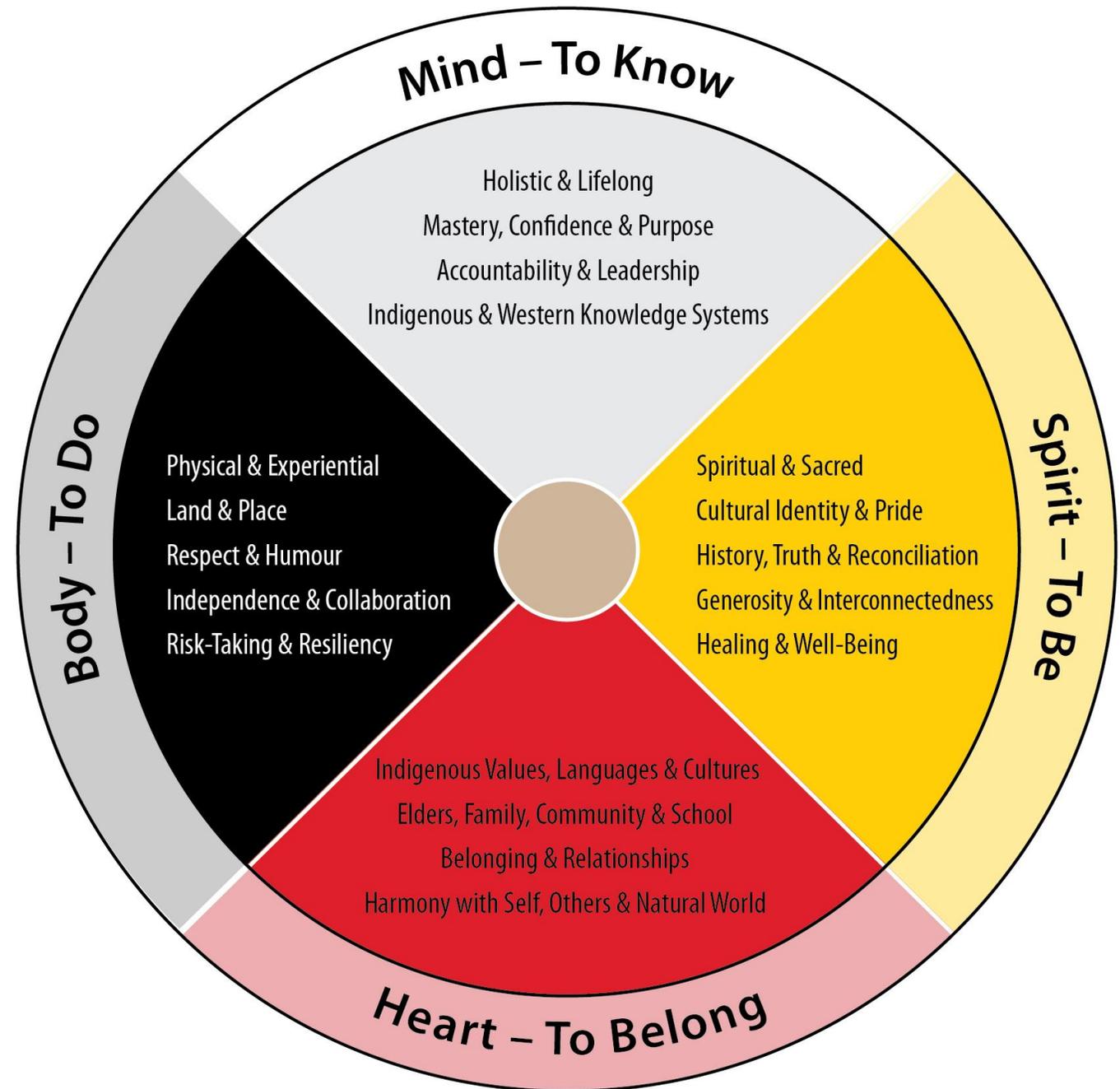
The Nose Hill Siksikaitstapi Medicine (Sun) Wheel. (Google Earth)



What is Holistic Lifelong Learning?

Falconridge School students spending time with Na'a.

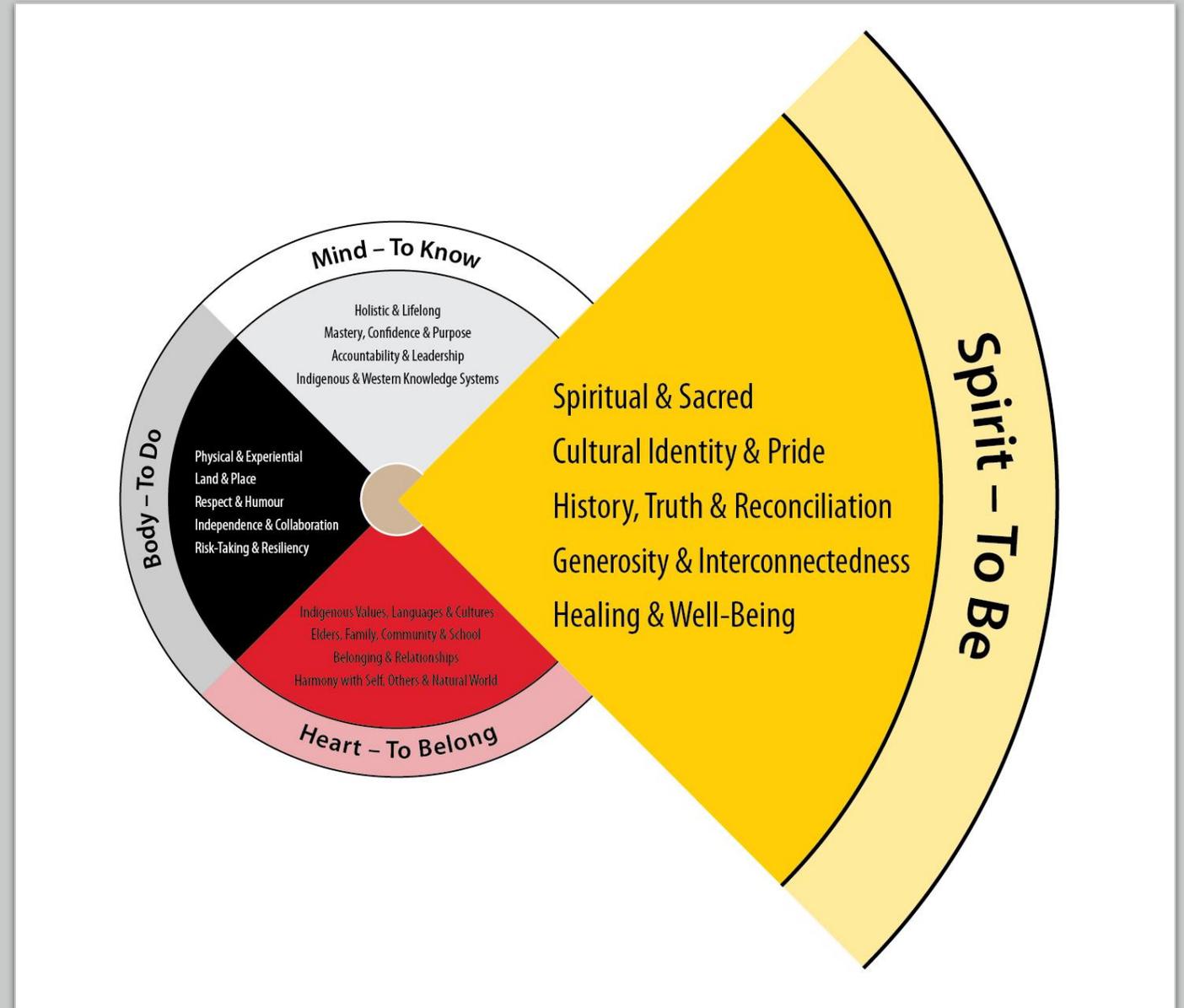
The Four Domains



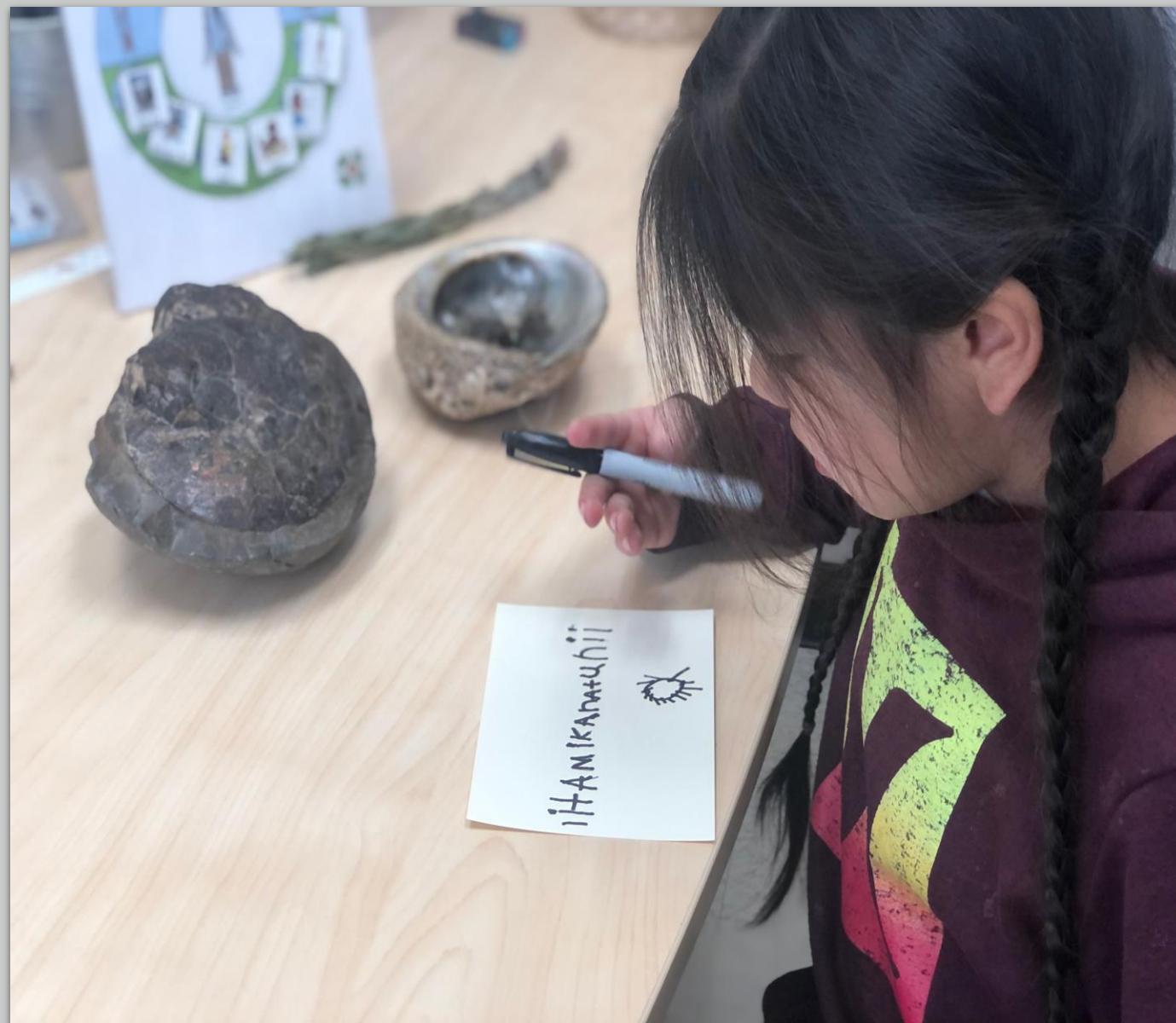
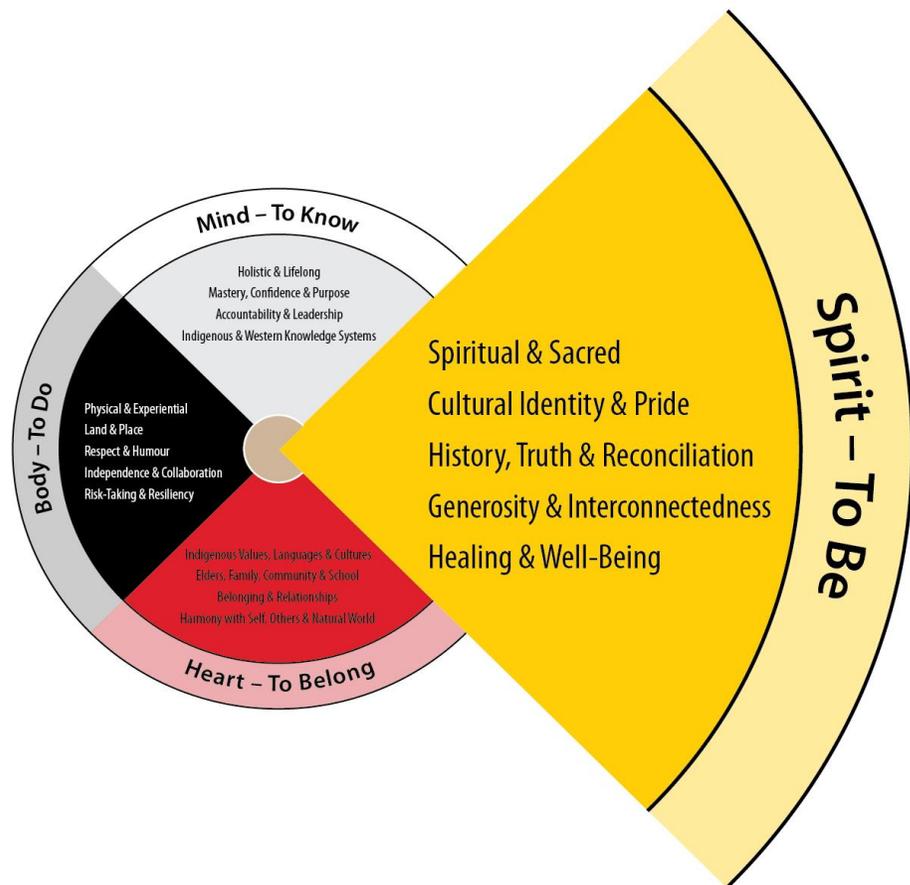
Spirit Domain

“Everyone, no matter where you come from, has a way of starting in spirit. Love, kindness, respect, accountability all live in spirit. Being in spirit is an awareness of who you are. This creates a sense of belonging, hope, peace, and purpose which connects to everything around us.”

Cree/Métis Elder, Kerrie Moore



Spirit Attributes

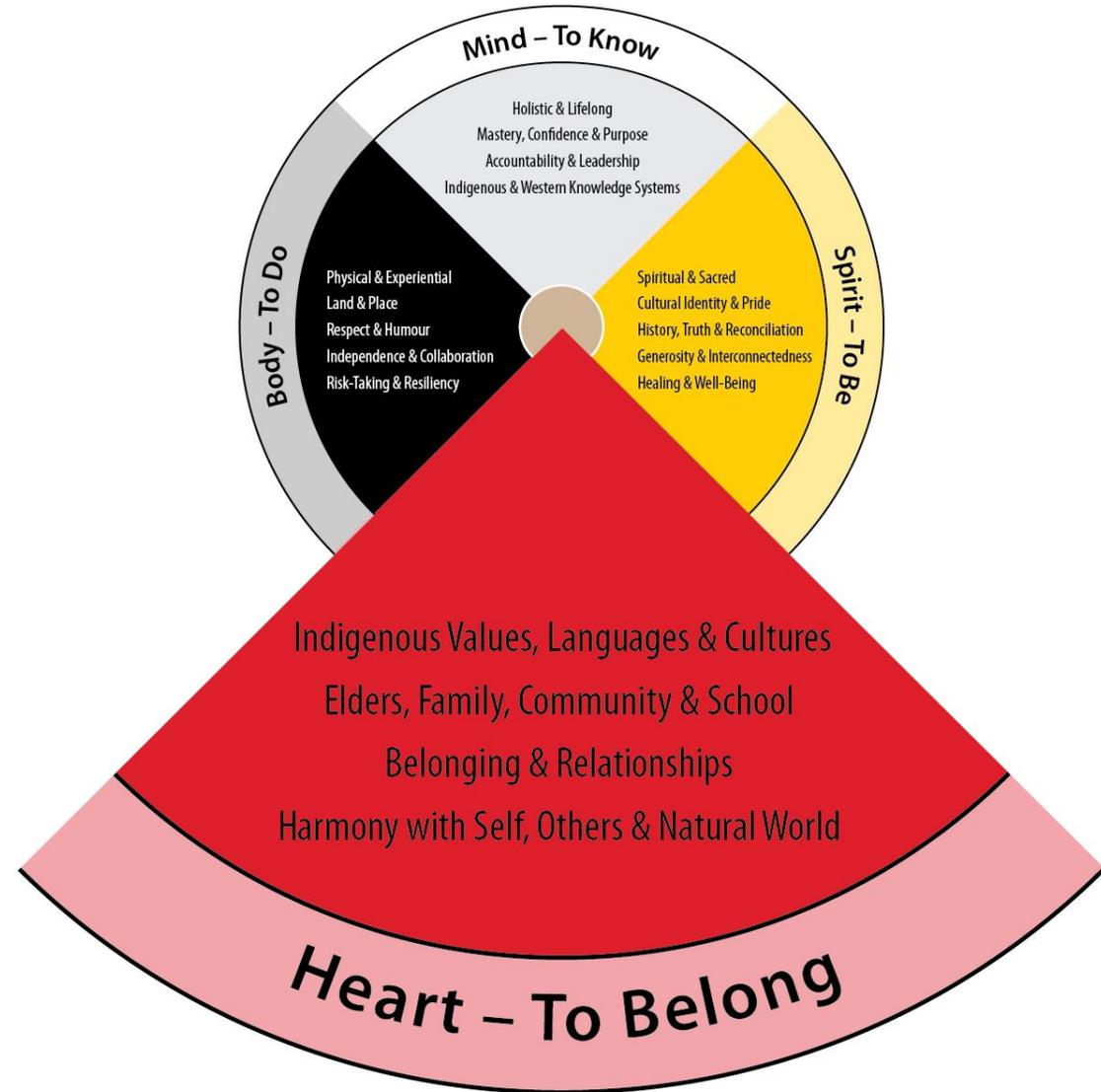


Student at Niitsitapi Learning Centre learning Blackfoot language.

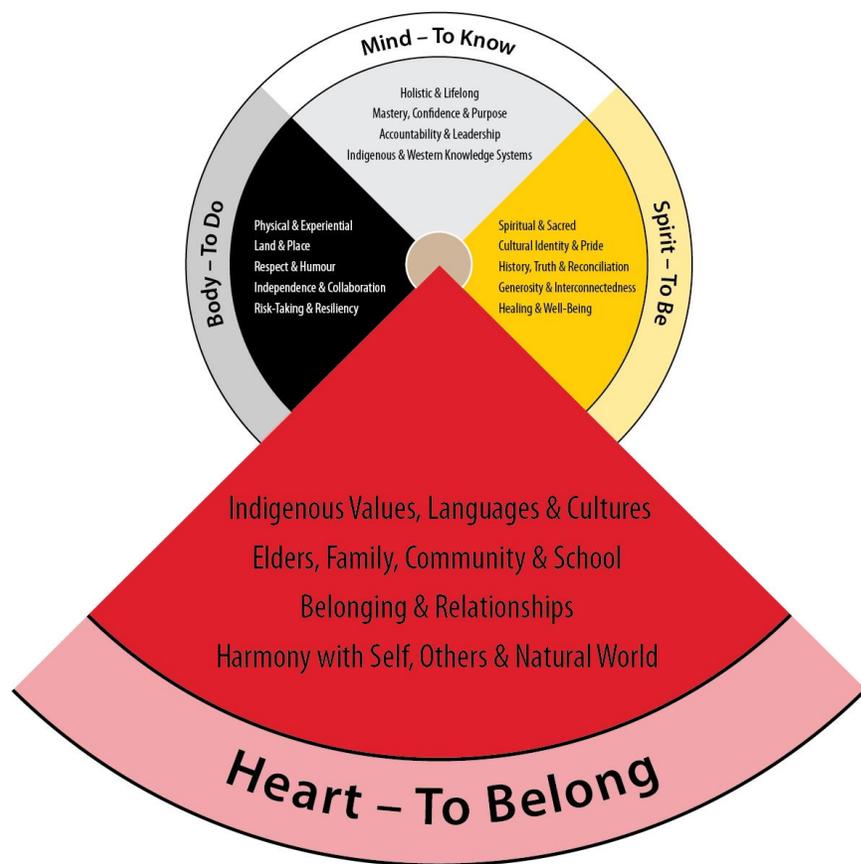
Heart Domain

“Be proud of who you are and make all feel welcome. Teachers must speak from the heart.”

Tsuut'ina Elder, Lottie Many Wounds



Heart Attributes

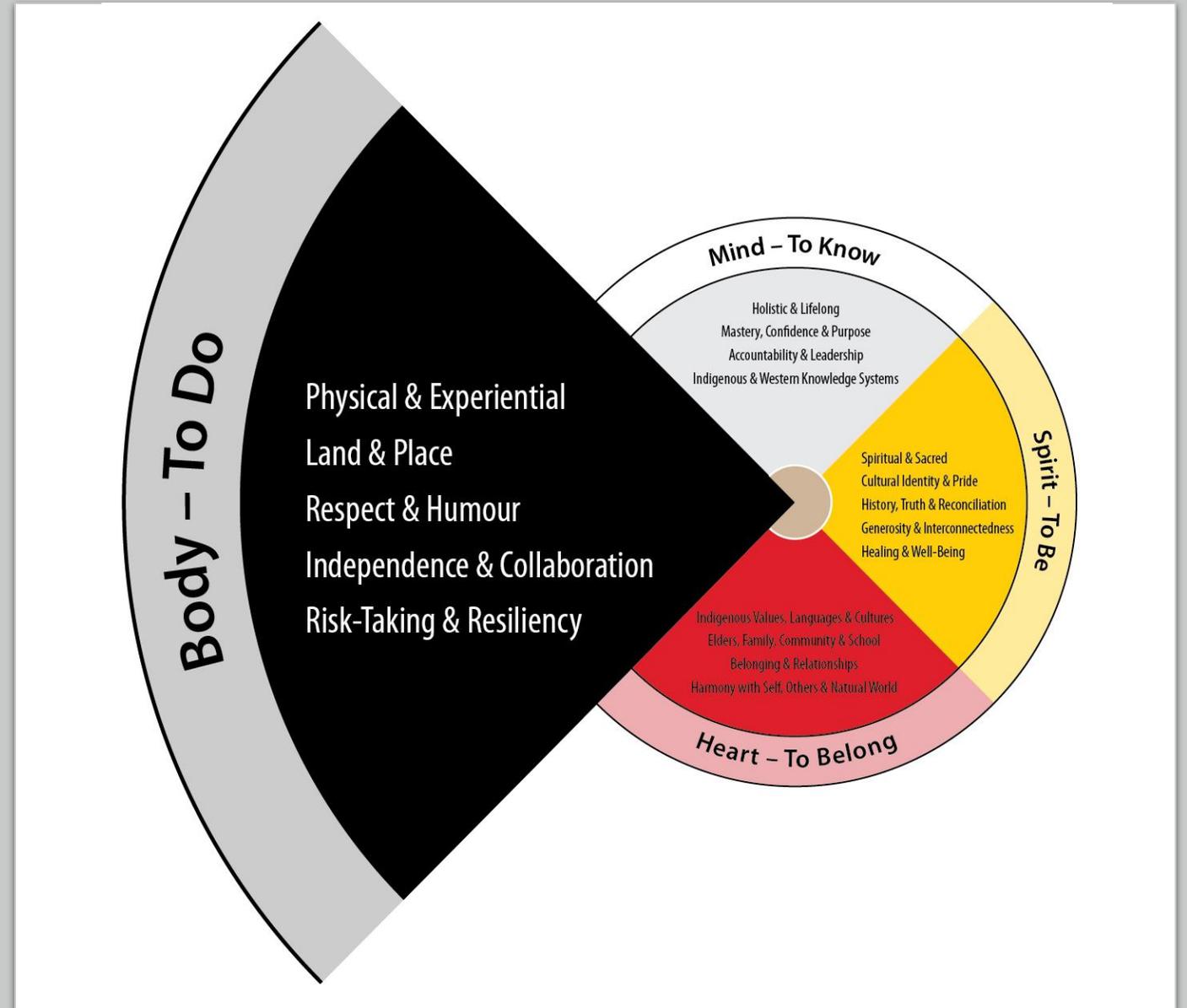


Students, families & staff at Ernest Morrow, Jack James & Forest Lawn School's round dancing with Frank & Darcy Turning Robe.

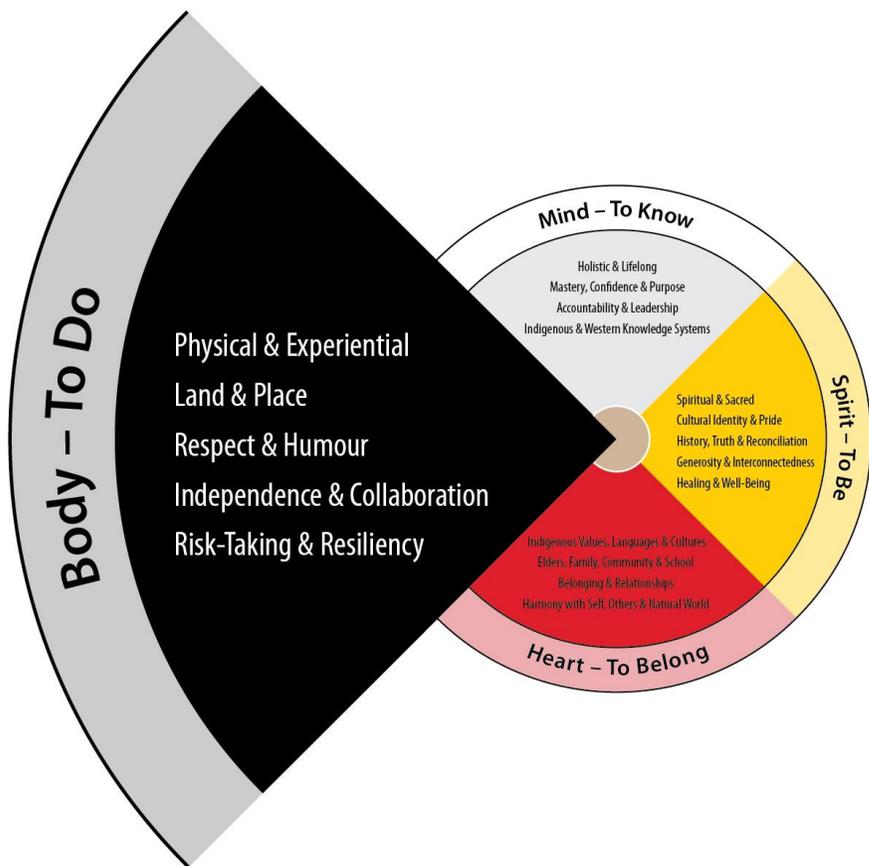
Body Domain

“It is important to know what our bodies tell us about our well-being, we need to listen.”

Tsuut'ina Knowledge Keeper,
Hal Eagletail



Body Attributes

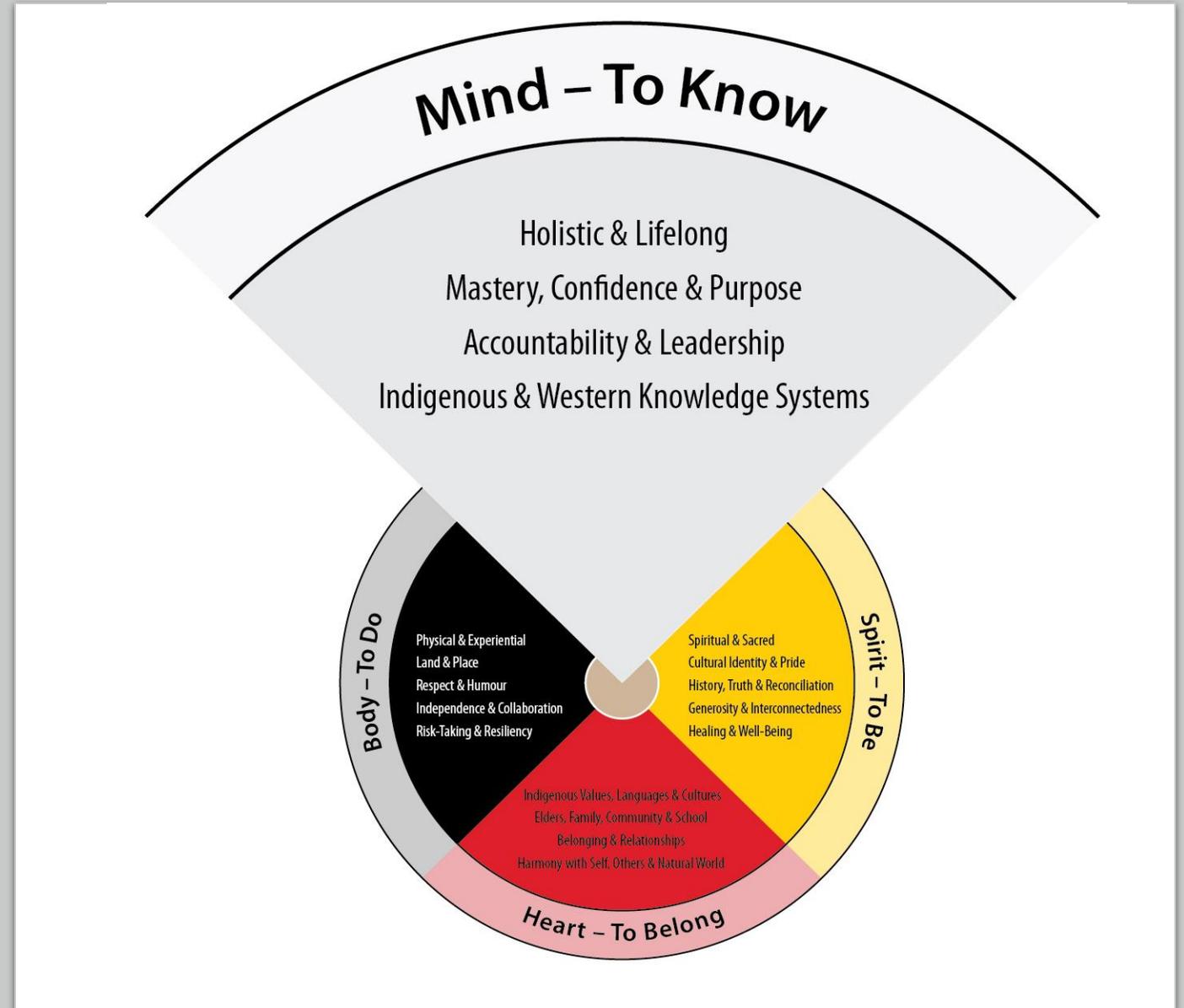


Students at Piitoayis Family School at traditional medicine garden.

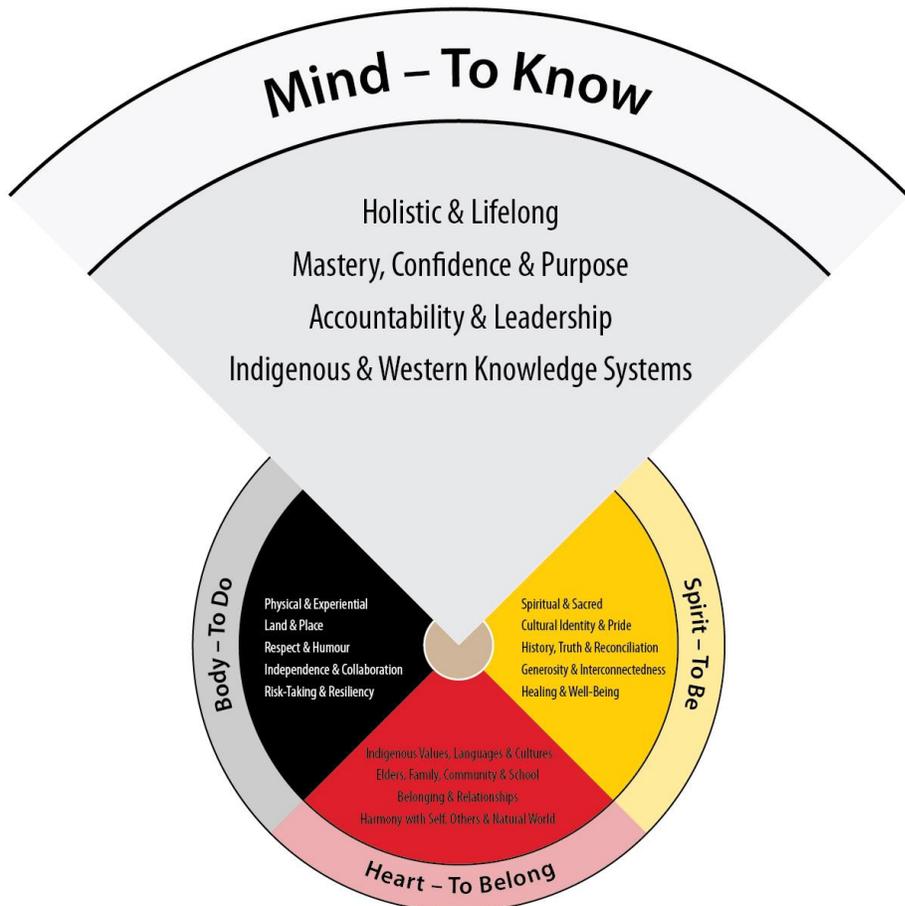
Mind Domain

“We need two parallel systems, Indigenous and Western, to provide ethical space while protecting Indigenous values and beliefs.”

Piikani Elder, Dr. Reg Crowshoe



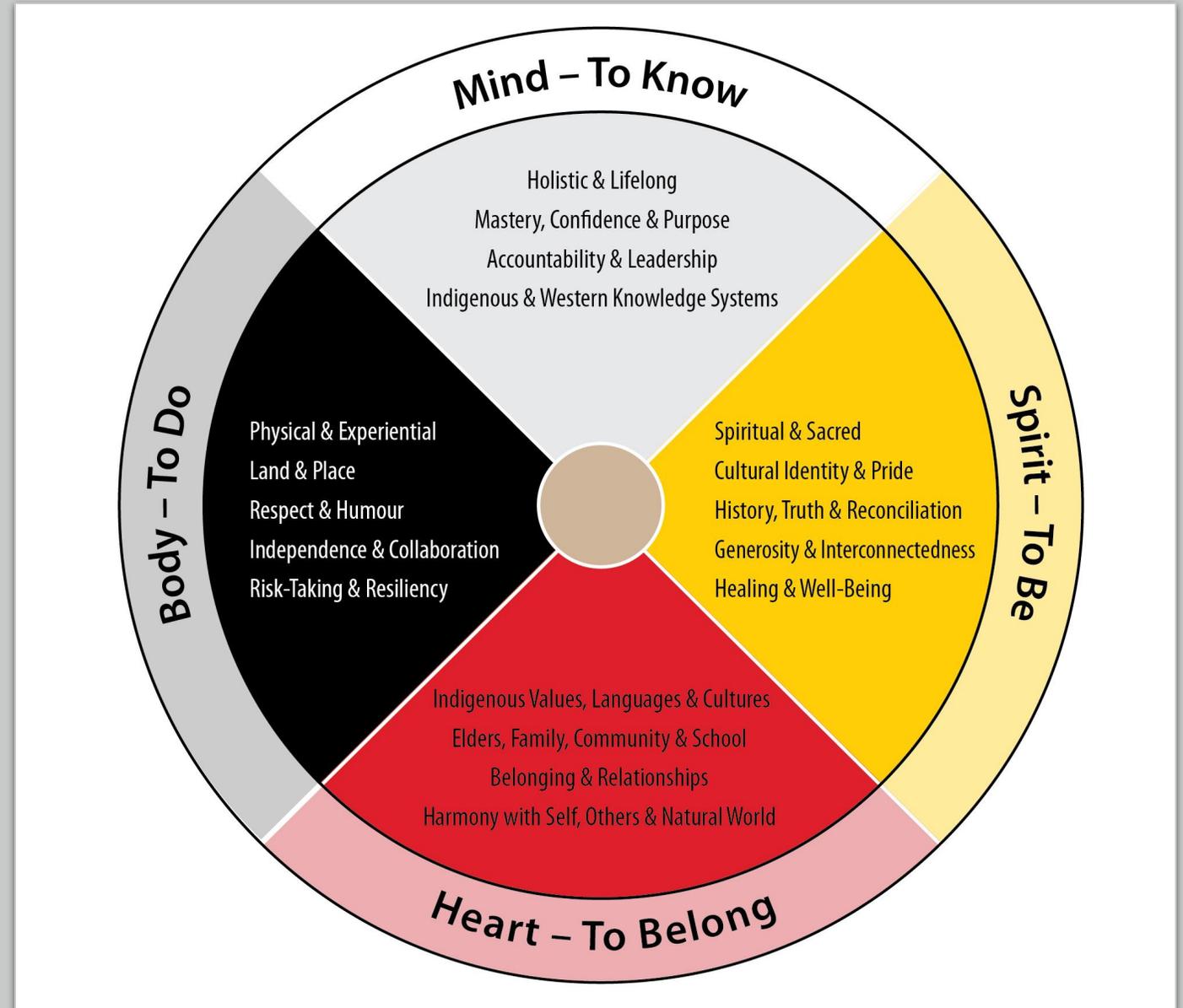
Mind Attributes

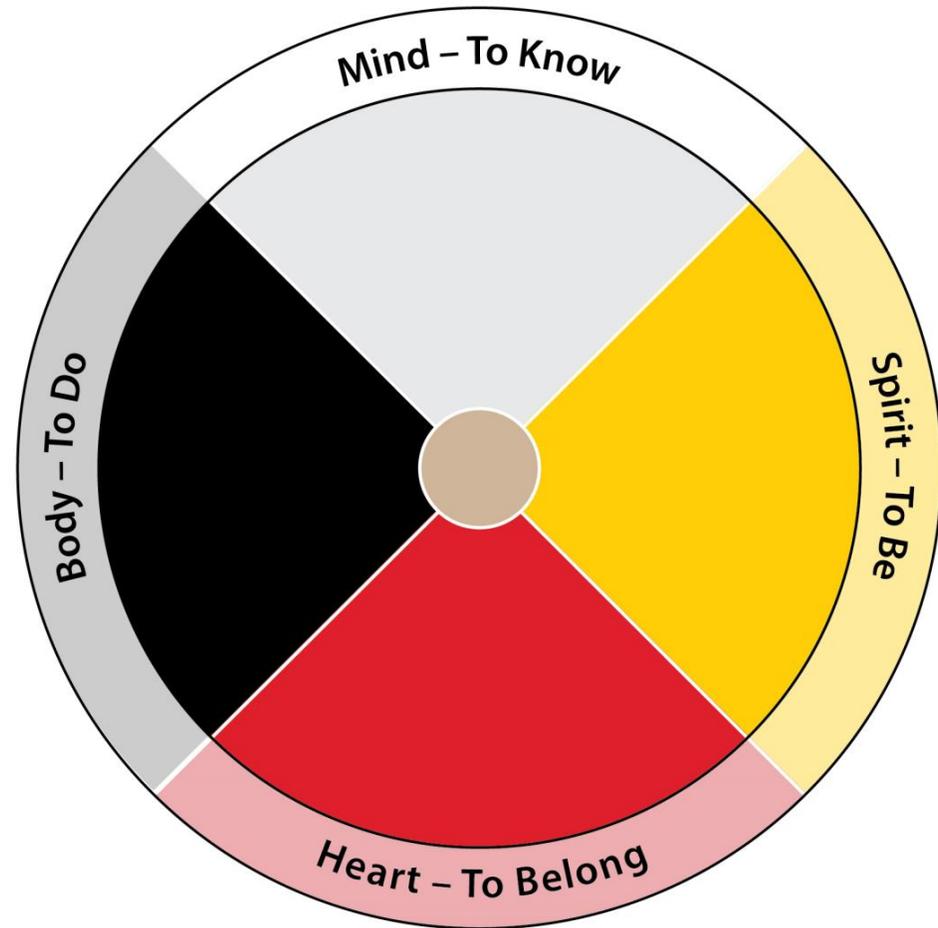


Grade 12 Indigenous Student Graduation 2019 at Forest Lawn High School.

Supporting Documents

- Implementation Plan
- Story Document
- Data Document
- Companion Guides
- Professional Learning Plan
- Resource Development



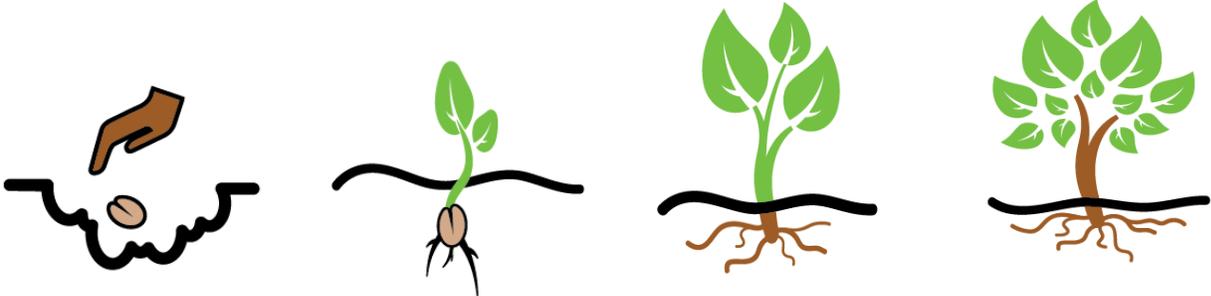
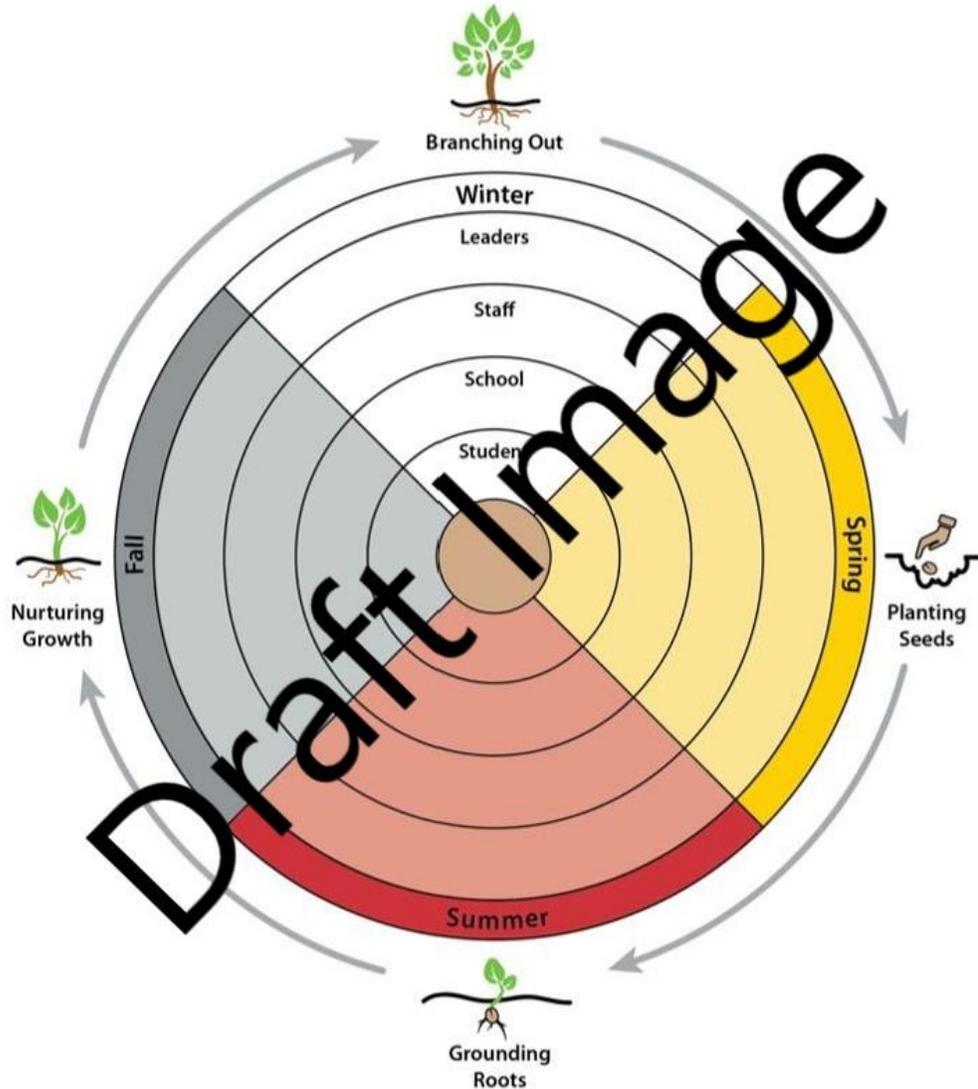


Story & Data Documents

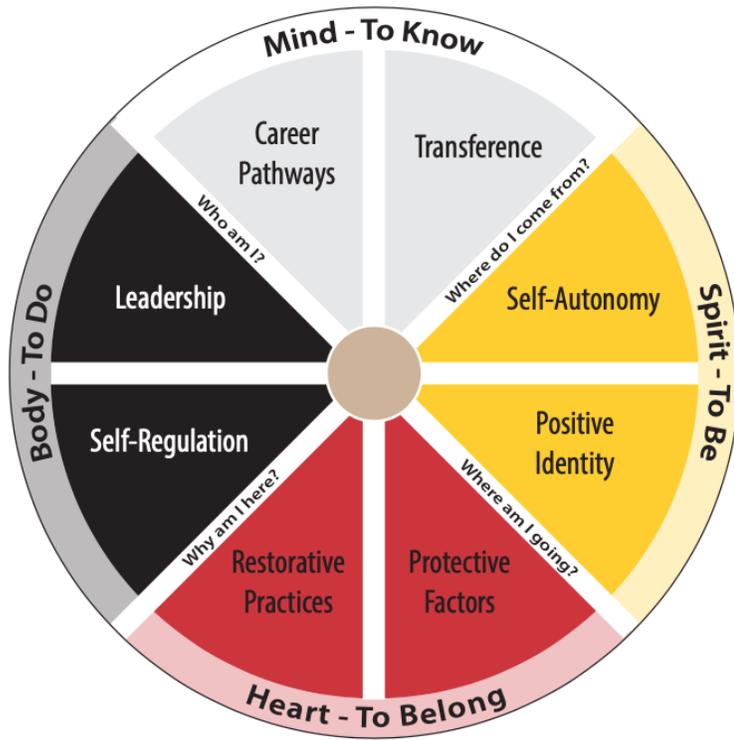
"Within each person lies a story that has the power to change their lives, and if shared, the potential to transform the world of others."

Métis scholar, Yvonne Poitras Pratt

Companion Guides & Professional Learning



Resource Development



INDIGENOUS EDUCATION

RESOURCES AND TEACHINGS TO SUPPORT CLASSROOM LEARNING

Twitter: @Indigenous_cbe
CBE Insite: Indigenous Education

Issue #4 | March/April 2022

MARCH 8:
INTERNATIONAL WOMEN'S DAY

International Women's Day is an International movement which aims to "Celebrate women's achievement, raise awareness against bias, and take action for equality." This year, International Women's Day (IWD) takes place on March 8th. The campaign theme for 2022 is "Break The Bias", a social media slogan which encourages individuals to use the #IWD and #BreaktheBias hashtags on social media while posting images of themselves striking the IWD 2022 pose of crossing their arms in an "X" in front of them to show solidarity. In addition, we encourage all CBE staff and students to take the time to learn about or celebrate inspiring Indigenous women who are making a difference in their communities by breaking down biases. <https://www.internationalwomensday.com/>

BLACKFOOT MOON TEACHINGS

Moto means spring in Blackfoot. The Spring equinox on March 20th will mark the first day of the season, bringing with it promises of new life, growth, and transformation. Na'a (Mother Earth) will begin to wake up and our non-human relations will share seasonal teachings for us to learn from. If we are wisely aware, we will notice ducks returning during the next lunar cycle; this is sa'uiki'somm (duck moon). Blackfoot Elder, Anita Eagle Bear, has also shared that the moon in April is called motsiyikapsaiki'somm (frog moon). How might these teachings and stories from land and sky enhance our learning experiences this season?

Curricular Connections:
[Grade 1: Seasonal Changes](#)
[Grade 6: Sky Science](#)
[Grade 9: Space](#)

FEATURED ANIMAL:
WAPOS/RABBIT

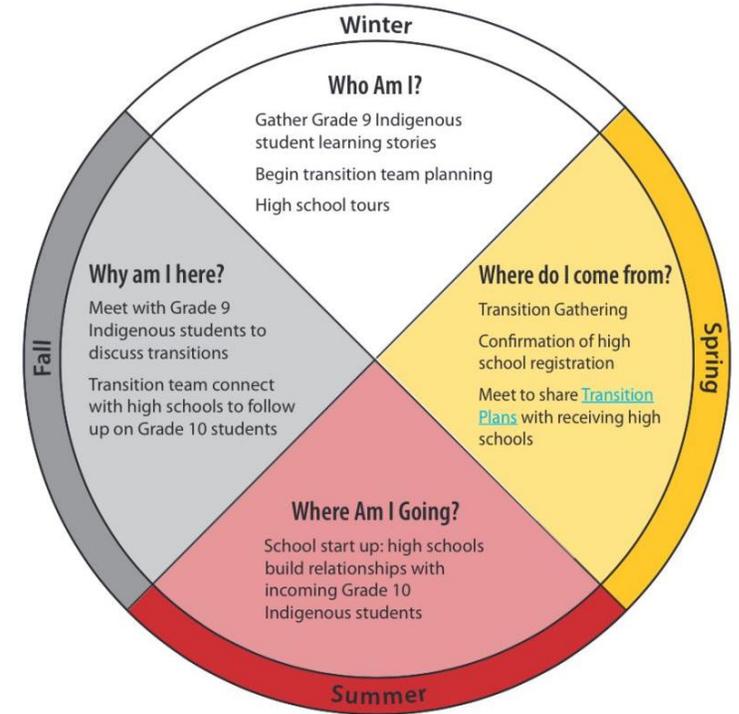
RABBIT'S SNOW DANCE

Rabbit's Snow Dance is a Mohawk/Cree story told through digital storytelling by Barb Horsefall and her son Bear. Check out this beautiful story and the teaching given to rabbit when he wants more snow to fall. Let's wait and see if we get lots of snow in March and April if we sing along with rabbit!

The above picture is an example of a loose parts kit from Nilitstapi Learning Centre. These kits are used to engage students in retelling the story of Rabbit's Snow Dance by inviting students to retell a story with the integration of play material. This supports creativity, meaningful connections, and comprehension.

MARCH & APRIL KEY DATES:

- March 8: International Women's Day
- March 18: Spring Equinox Celebration (Watch for a registration link in coming weeks)
- March 20: Spring Equinox
- April 22: Earth Day



Okkaiosatoo (Oh kia kio sii toap) – “Look Carefully”

When considering how the Indigenous Education Holistic Lifelong Learning Framework can be reflected in classrooms, schools, and service units across the school district, while also influencing the broader community, the following table offers examples of standards that we aspire and expect to see when we “Okkaiosatoo (Oh kia kio sii toap) – ‘Look Carefully’ in Blackfoot” (likiinayookaa Yellow Horn, 2022).

Classrooms	Schools	School District	Community
Acknowledge history and diversity of students	Establish strong, reciprocal relationships with students, staff, families, Elders, and community	Seek guidance about Indigenous teachings from Indigenous people	Decolonize the curriculum
Develop a sense of purpose for students, reclaiming identity and revitalizing culture	Ensure inclusivity of Indigenous voices	Engage all staff in professional learning	Connect policies and practices of colonialism to intergenerational challenges today
Promote student identity, self-esteem, and self confidence	Balance Indigenous and Western perspectives to create ‘ethical space’	Adopt and implement TRC Calls to Action	Continue engaging all voices in supporting solutions and sharing story and history
Create cultural safety in learning environments	Leverage connections to the land school is situated on and land-based learning	Un-learn colonial ways (learn the truth) and re-learn (engage in reconciliation) together	Provide opportunities for: Student leadership Academic mentorship Youth development Post-secondary support Sport and recreation Indigenous programming
Provide opportunities to explore and practice cultural practices and learn protocols	Design School Development Plans to improve achievement and well-being outcomes for Indigenous students	Maintain and expand on Chief Superintendent Elder Advisory Council	
Design learning connected to student’s lives and experiences	Offer professional learning inclusive of equity, inclusion, diversity, and reconciliation	Consider organizational structures that support equity, inclusion, diversity, and reconciliation: Focus groups Policies Professional learning strategies Action plans	Offer cultural and family wellness programming to strengthen the family circle and build healthy, resilient communities
Build relationships with all students	Establish culturally responsive and respectful approaches to learning, school processes, and resources	Allocate budget to Indigenous equity, inclusion, diversity, and reconciliation	Strengthen and establish internal and external



Student at Niitsitapi Learning Centre.



learning | as unique | as every student



Calgary Board
of Education

Results 3: Citizenship

CHIEF SUPERINTENDENT CERTIFICATION

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

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



Signed: _____

Date: March 1, 2022

Christopher Usih, Chief Superintendent

BOARD OF TRUSTEES ACTION

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

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

Summary statement/motion of the Board of Trustees:

Signed: _____

Date: _____

Laura Hack, Chair, Board of Trustees

Monitoring report for the school year 2020-21

Report date:
March 8, 2022



Executive Summary |

Analysis |

The data have indicated that:

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

Targets |

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

Results 3 was a minor focus on the CBE Student Survey in 2020-21. Targets were set for CBE Student Survey indicators in Policy 3.1 only.

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

Context for Indicators |

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

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

Glossary of Terms |

- Board: Board of Trustees
- Monitoring Report: The Board wants to know that its values have driven organizational performance. The Chief Superintendent will present to the Board, for its evaluation, a report that summarizes how either compliance has been achieved on *Operational Expectations* or how reasonable progress has been made in *Results*. Each monitoring report requires: a re-statement of the full policy, by section; a reasonable interpretation of each section; data sufficient to prove compliance or progress; and a signed certification from the Chief Superintendent of the status.
- Reasonable Interpretation: Once the Board has stated its values in policy, the Chief Superintendent is required to “interpret” policy values, saying back to the Board, “here is what the Board’s value means to me.” The Board then judges whether this interpretation is reasonable. In other words, does the Chief Superintendent “get it?” This reasonable interpretation is the first step required in monitoring compliance on *Operational Expectations* and monitoring reasonable progress on *Results*.
- Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent’s and the organization’s performance targets and form the basis for judging organization and Chief Superintendent performance.



Policy |

Results 3: Each student will be a responsible citizen.

Interpretation |

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

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



Students will:

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

Interpretation |

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

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

Specifically, this means that students will:

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

Indicators |

1. Percentage of students in kindergarten-grade 9 reported to exercise their democratic rights and responsibilities within the learning community; as measured by student report cards.
2. Percentage of high school students who report that they exercise their democratic rights and responsibilities within the learning community; as indicated by the Overall Agreement of the **Learning Community Citizenship Summary Measure** from the CBE Student Survey.
3. Percentage of high school students who report that they have participated in community service, school service or volunteer work to help others; as indicated by the Overall Agreement of the **Service Summary Measure** from the CBE Student Survey.

Students will:

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

Interpretation |

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

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

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

Indicators |

1. Percentage of students successfully demonstrating understanding of Social Studies issues, information and ideas; as measured by school report cards.
2. Percentage of students who report they understand what it means to be a responsible citizen in their local and national communities; as indicated by the Overall Agreement of the **Local and National Citizenship Summary Measure** from the CBE Student Survey.
3. Percentage of students who report they understand what it means to be a responsible global citizen; as indicated by the Overall Agreement of the **Global Citizenship Summary Measure** from the CBE Student Survey.

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

Students will:

3.3 Respect and embrace diversity.

Interpretation |

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

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

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

Indicators |

1. Percentage of students in kindergarten-grade 9 reported to demonstrate respect and appreciation for diversity; as measured by student report cards.
2. Percentage of high school students who report they value other cultures; as indicated by the Overall Agreement of the **Embracing Culture Summary Measure** from the CBE Student Survey.
3. Percentage of high school students who report they appreciate and learn from the perspectives of others; as indicated by the Overall Agreement of the **Diversity and Inclusion Summary Measure** from the CBE Student Survey.

Students will:

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

Interpretation |

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

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

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

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

Indicator |

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



Students will:

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

Interpretation |

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

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

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

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

Indicators |

1. Percentages of students in kindergarten-grade 9 reported to work and collaborate effectively with others; as measured by student report cards.
2. Percentage of high school students who report they work and communicate effectively with others; as measured by the Overall Agreement of the **Collaborative Skills Summary Measure** from the CBE Student Survey.



CBE Student Survey Administration Cycle | Background

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

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

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

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

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

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

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

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

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

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

Monitoring Information |

Evidence of Progress |

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

Policy 3.1

Policy 3.1 Indicator 1

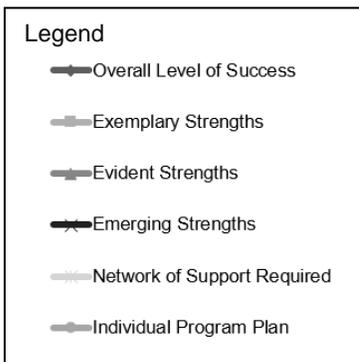
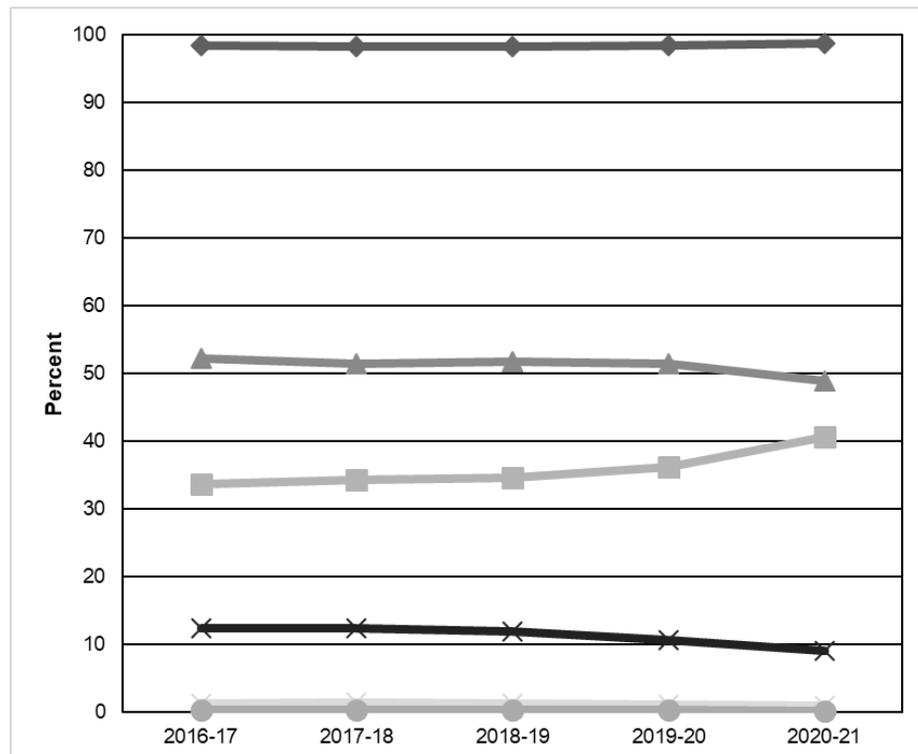
1. Percentage of students in kindergarten to grade 9 reported to exercise their democratic rights and responsibilities within the learning community; as measured by student report cards.

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All Students

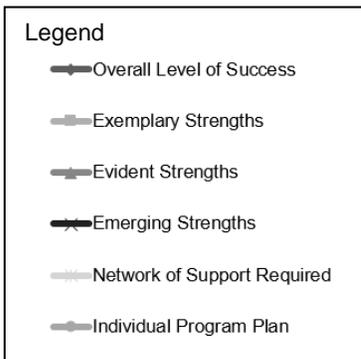
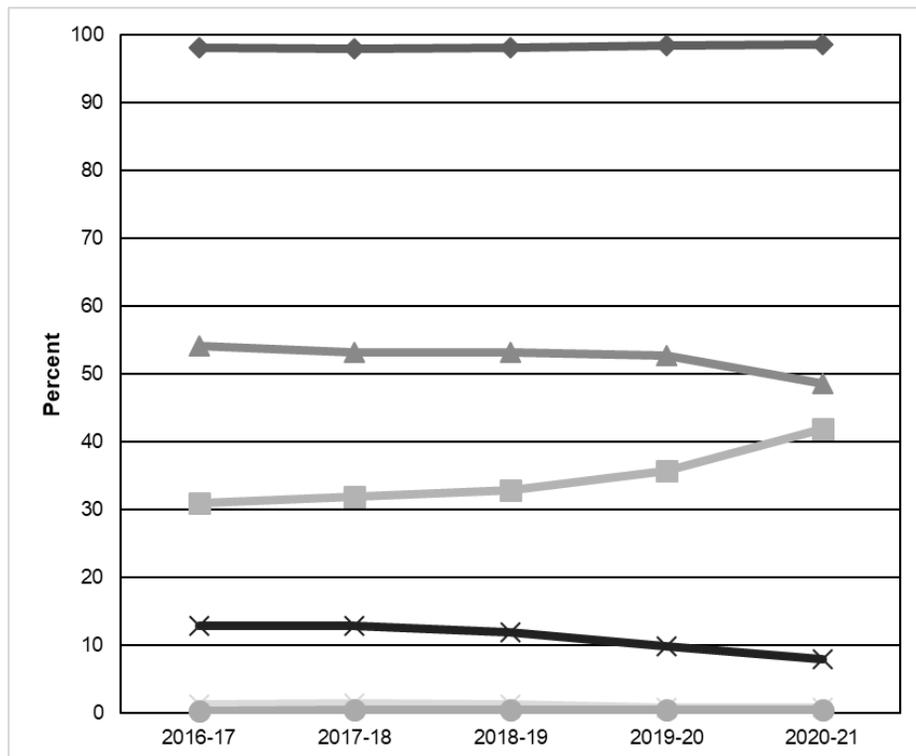
Exercises democratic rights and responsibilities within the learning community ² (%)					
Indicator	2016-17	2017-18	2018-19	2019-20	2020-21
Exemplary Strengths	33.7	34.4	34.6	36.3	40.7
Evident Strengths	52.3	51.4	51.7	51.5	48.9
Emerging Strengths	12.4	12.4	12.0	10.7	9.1
Network of Support Required	1.3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



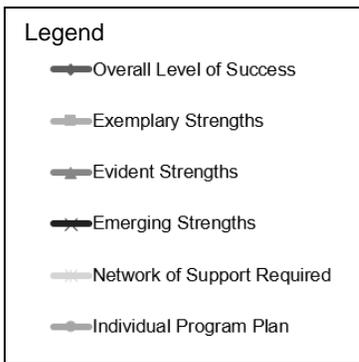
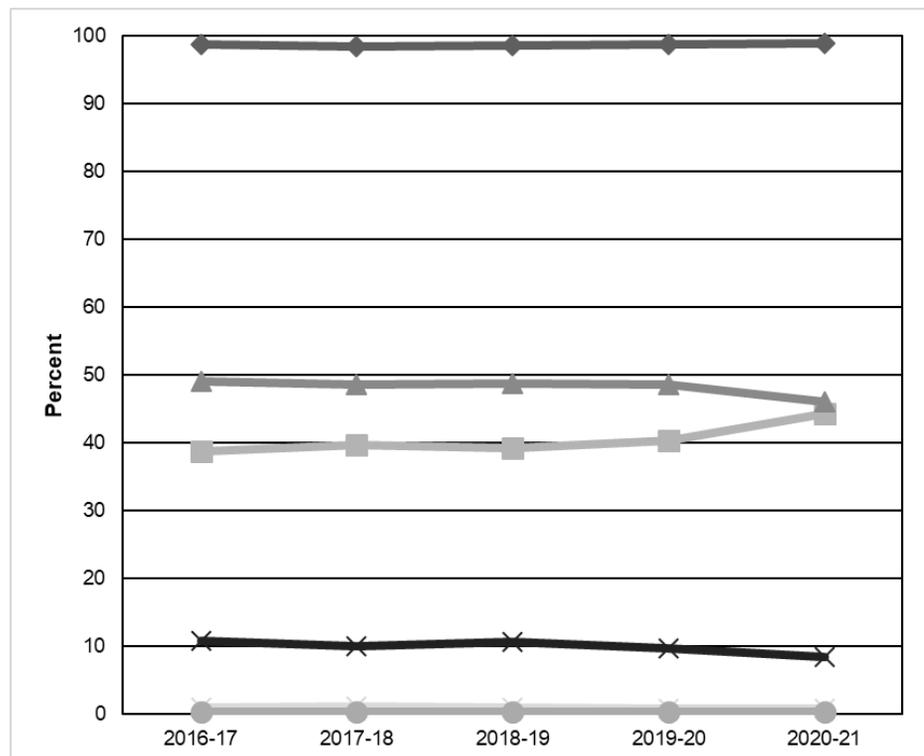
² The descriptors for this stem are:

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

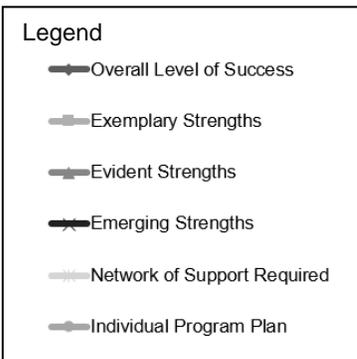
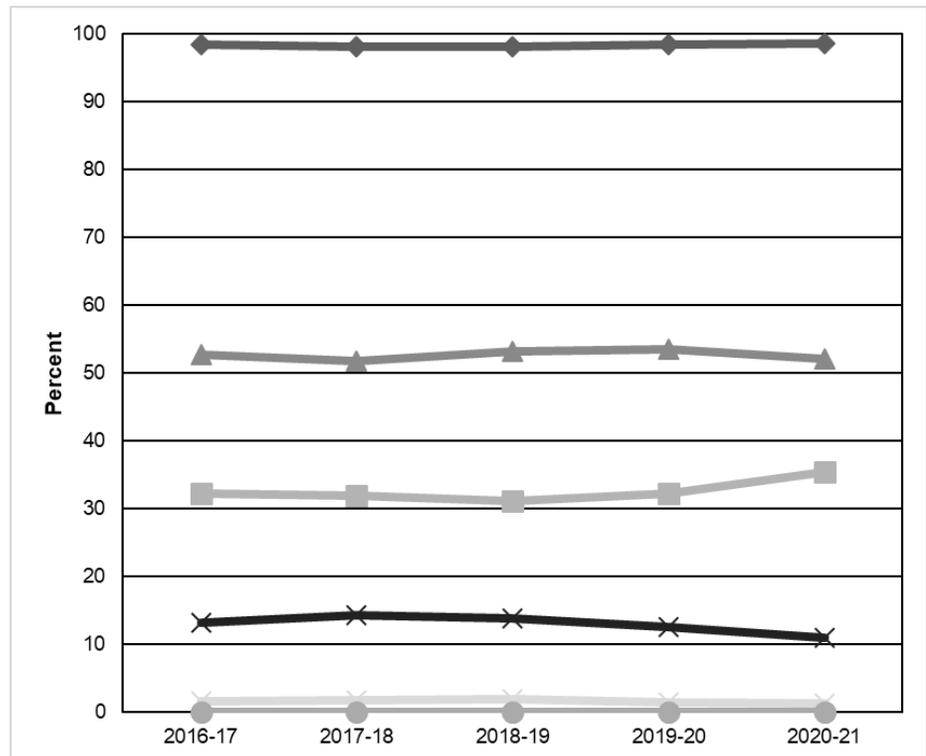
Exercises democratic rights and responsibilities within the learning community (%)					
Indicator	2016-17	2017-18	2018-19	2019-20	2020-21
Exemplary Strengths	31.0	31.9	32.9	35.8	42.0
Evident Strengths	54.2	53.2	53.2	52.7	48.6
Emerging Strengths	12.9	12.9	12.0	9.9	8.0
Network of Support Required	1.4	1.5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



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



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



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

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

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

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

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

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

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

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

- **Interpretation**

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

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



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

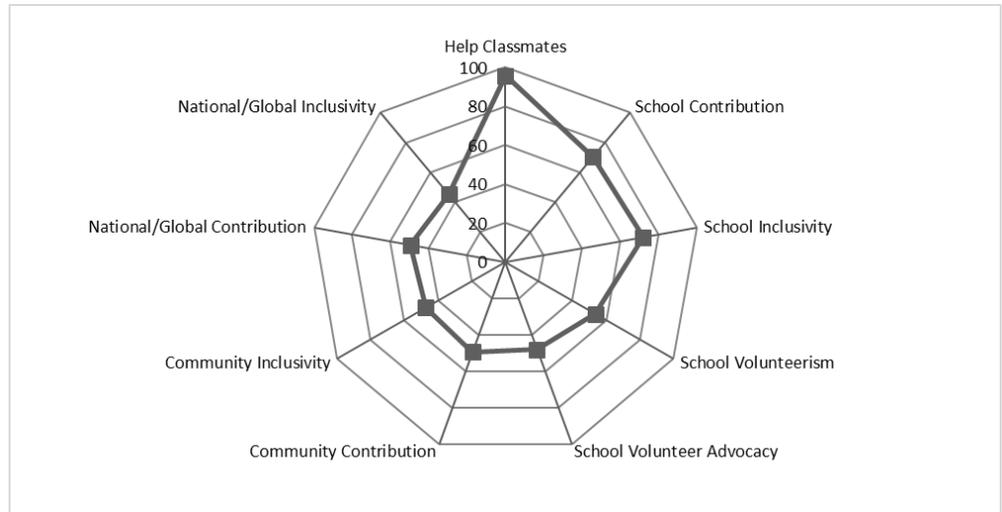
Learning Community Citizenship Summary Measure				
	2017-18³	2018-19	2019-20⁴	2020-21
Overall Sample Size	18 690	8120	n/a	6730
Overall Agreement (%)	59.3	57.6	n/a	59.0

Learning Community Citizenship Summary Measure by Grade				
Overall Agreement (%)	2017-18	2018-19	2019-20⁵	2020-21
Grade 11	59.4	56.9	n/a	59.3
Grade 12	59.1	58.3	n/a	60.7

Question Theme	Overall Agreement (%)			
	2017-18	2018-19	2019-20⁵	2020-21
Help Classmates	94.3	93.9	n/a	95.6
School Contribution	61.9	65.6	n/a	70.2
School Inclusivity	68.8	68.5	n/a	72.2
School Volunteerism	55.2	52.5	n/a	53.5
School Volunteer Advocacy	52.7	49.1	n/a	48.0
Community Contribution	50.4	48.5	n/a	49.5
Community Inclusivity	47.5	46.8	n/a	47.2
National/Global Contribution	49.9	48.2	n/a	49.6
National/Global Inclusivity	46.6	45.3	n/a	45.2

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

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



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

- **Analysis**

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

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

- **Interpretation**

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

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

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

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

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

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

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

- **Analysis**

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

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

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

- **Interpretation**

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

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



Policy 3.2

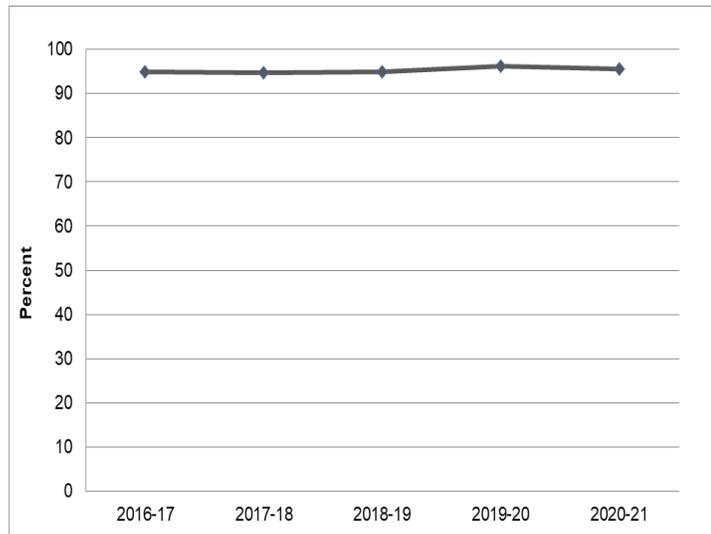
Policy 3.2 Indicator 1

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

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



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

- **Analysis**

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

- **Interpretation**

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

Policy 3.2 Indicator 2

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

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

Policy 3.2 Indicator 3

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

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



Policy 3.3

Policy 3.3 Indicator 1

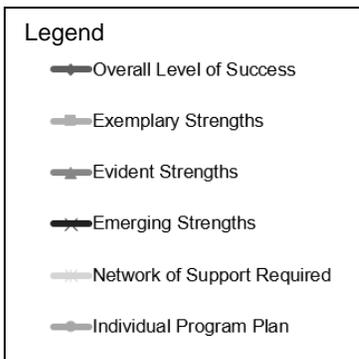
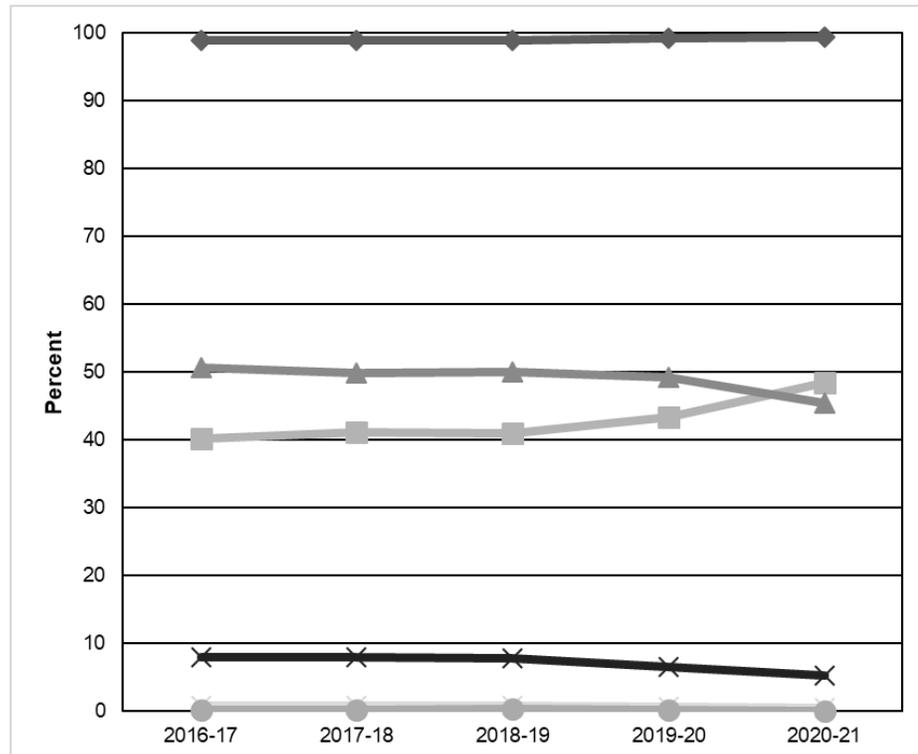
1. Percentage of students in kindergarten to grade 9 reported to demonstrate respect and appreciation for diversity; as measured by student report cards.

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All Students

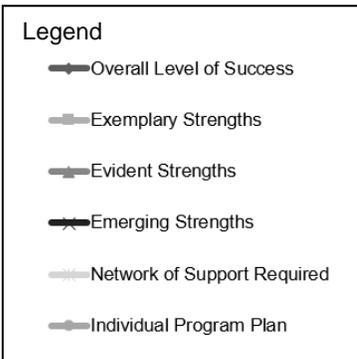
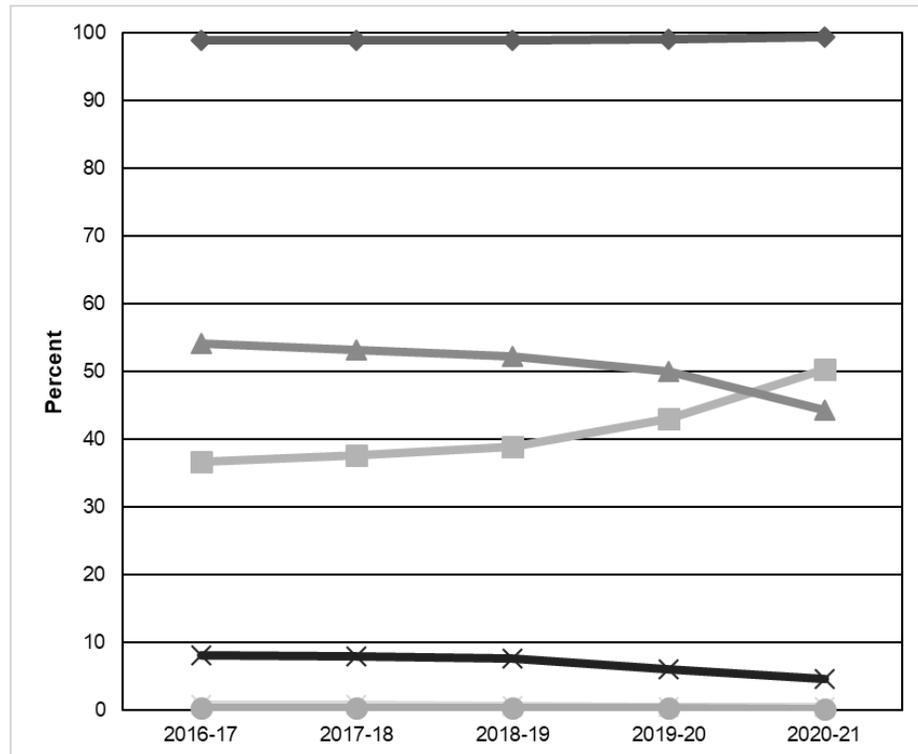
Demonstrate respect and appreciation for diversity ⁷ (%)					
Indicator	2016-17	2017-18	2018-19	2019-20	2020-21
Exemplary Strengths	40.2	41.1	41.0	43.4	48.5
Evident Strengths	50.7	49.8	50.0	49.2	45.5
Emerging Strengths	8.0	8.0	7.9	6.6	5.3
Network of Support Required	0.9	0.9	0.8	0.7	0.6
Individual Program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



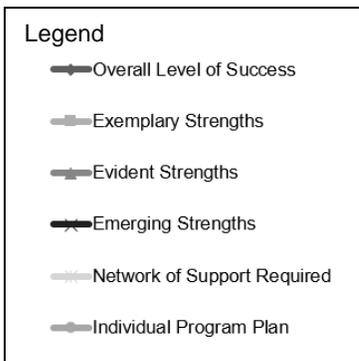
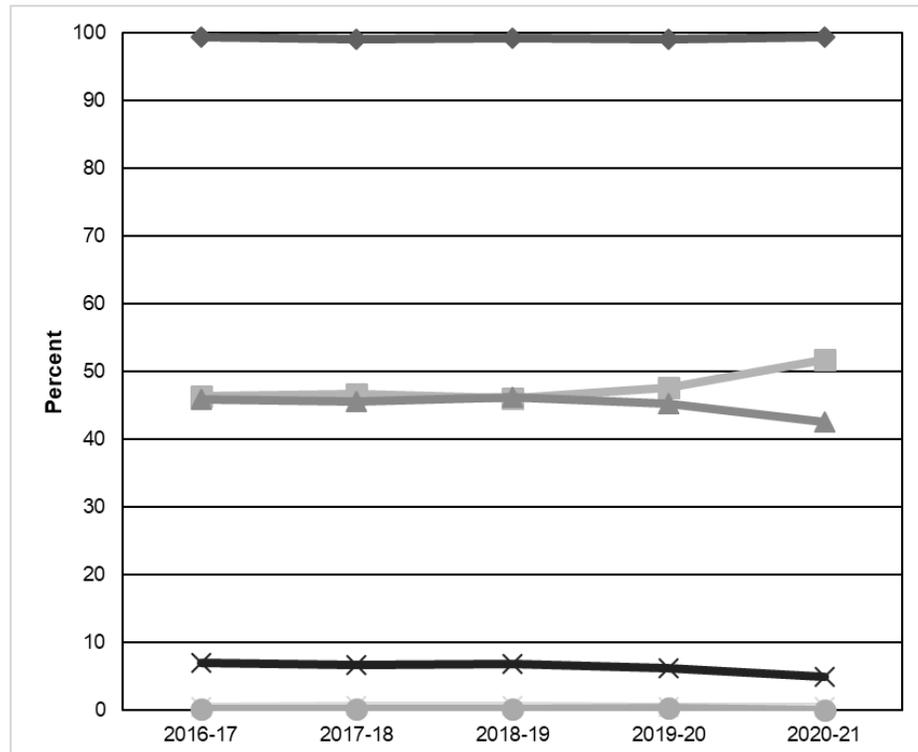
⁷ The descriptors for this stem are:

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

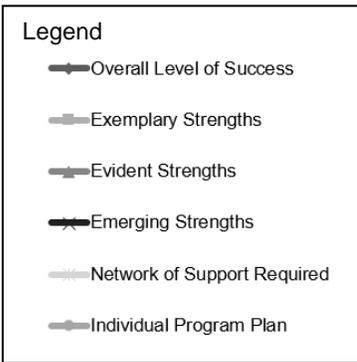
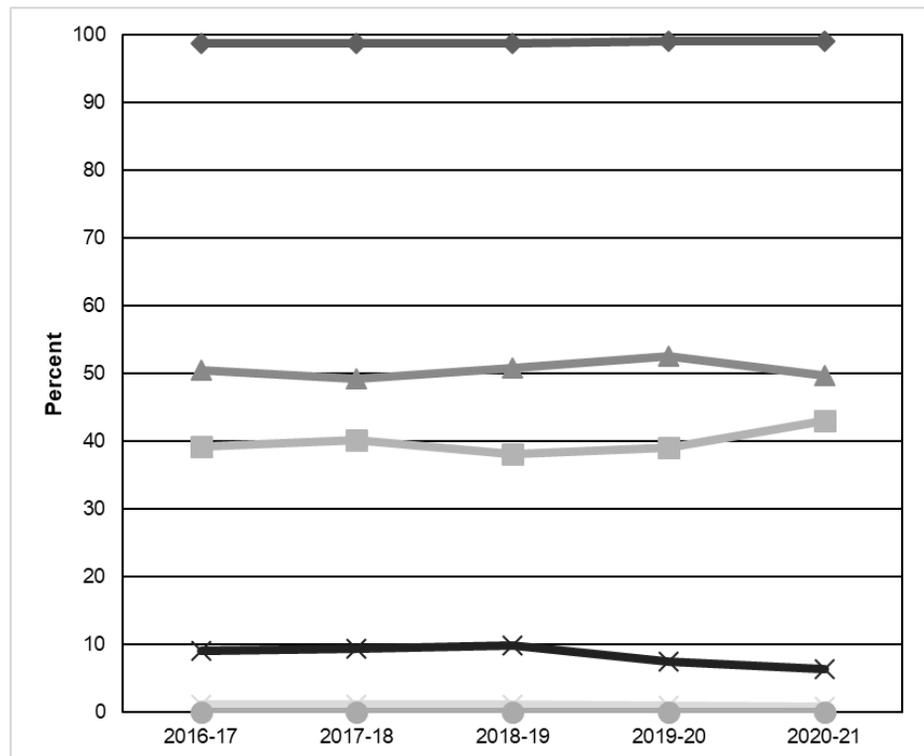
Demonstrate respect and appreciation for diversity (%)					
Indicator	2016-17	2017-18	2018-19	2019-20	2020-21
Exemplary Strengths	36.7	37.7	38.9	43.0	50.4
Evident Strengths	54.1	53.2	52.3	50.0	44.3
Emerging Strengths	8.1	8.0	7.7	6.1	4.6
Network of Support Required	0.8	0.8	0.7	0.5	0.5
Individual Program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



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



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



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

- **Analysis**

All Students: After keeping at a stable 98.9% level from 2016-17 to 2018-19, the Overall Level of Success results saw a consecutive two-year increase and reached the highest result of 99.3%, in 2020-21. It is also notable that Overall Level of Success results increased significantly based on Chi-Square comparison to the previous three-year average. Exemplary Strengths results showed a general upward trend across five years. To determine improvement in Network of Support Required and Individual Program Plan results, the percentage of students in these categories should decrease. The results of Network of Support Required showed a consistent downward tendency over time and Individual Program Plan results decreased gradually from the highest result in 2018-19 to the lowest percentage in 2020-21. Based on the Chi-Square tests, the decreases in these two indicators were both significant.

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

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

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

- **Interpretation**

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

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

Policy 3.3 Indicator 2

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

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

Policy 3.3 Indicator 3

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

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

Policy 3.4

Policy 3.4 Indicator 1

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

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

Policy 3.5

Policy 3.5 Indicator 1

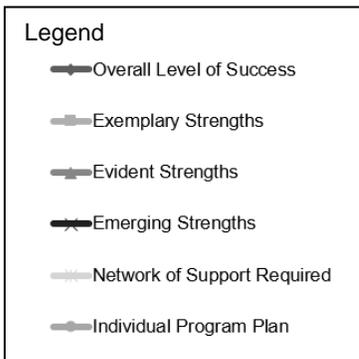
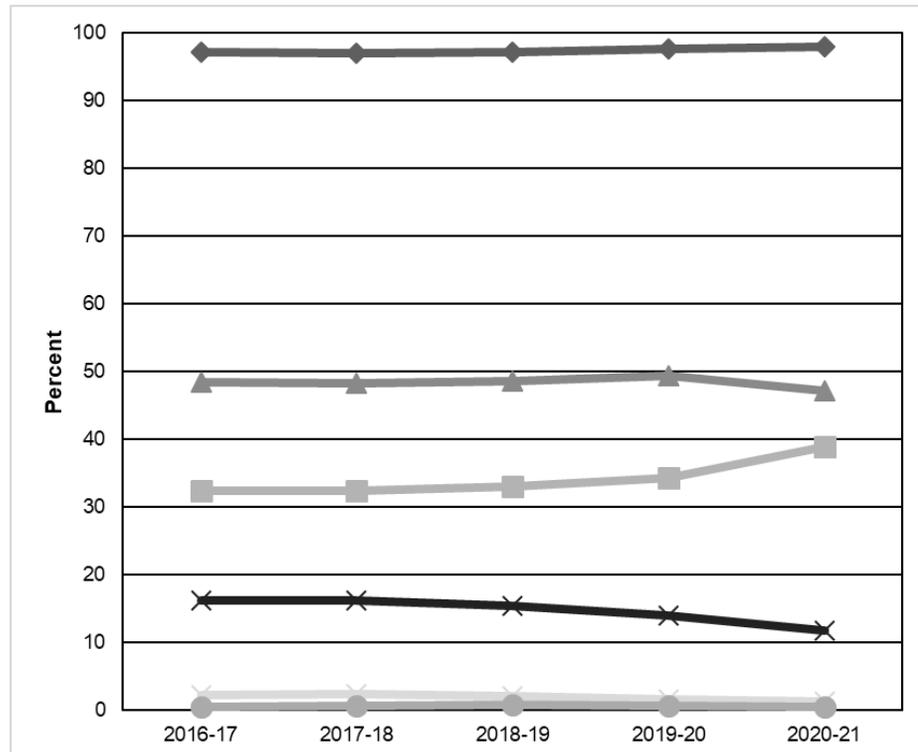
1. Percentage of students in kindergarten to grade 9 reported to work and collaborate effectively with others; as measured by student report cards.

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All Students

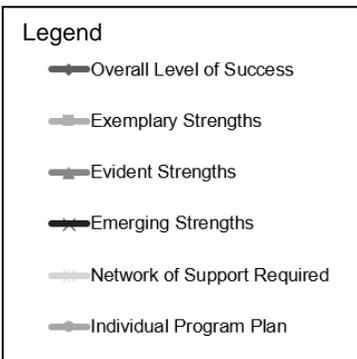
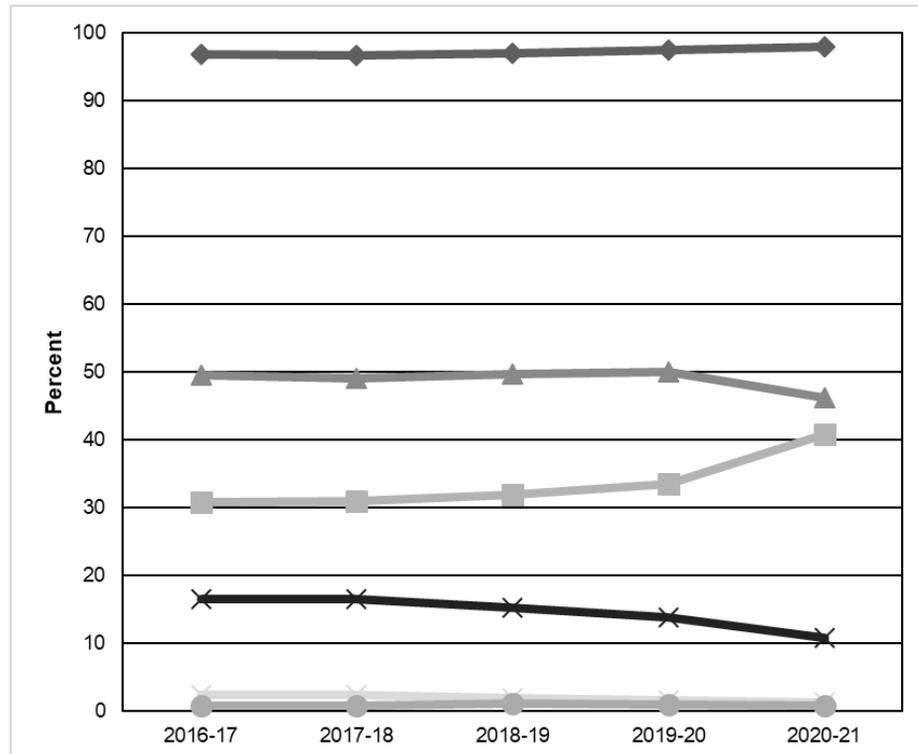
Works and collaborates effectively with others ⁸ (%)					
Indicator	2016-17	2017-18	2018-19	2019-20	2020-21
Exemplary Strengths	32.5	32.5	33.1	34.3	39.0
Evident Strengths	48.5	48.3	48.6	49.4	47.2
Emerging Strengths	16.2	16.2	15.4	14.0	11.8
Network of Support Required	2.3	2.4	2.1	1.6	1.4
Individual Program Plan	0.6	0.7	0.8	0.7	0.5
Overall Level of Success	97.2	97.0	97.1	97.7	98.0



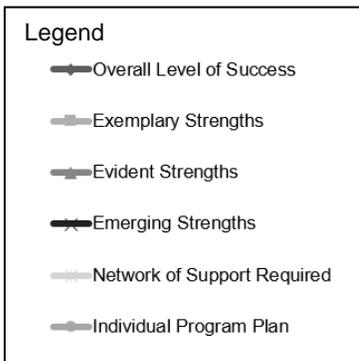
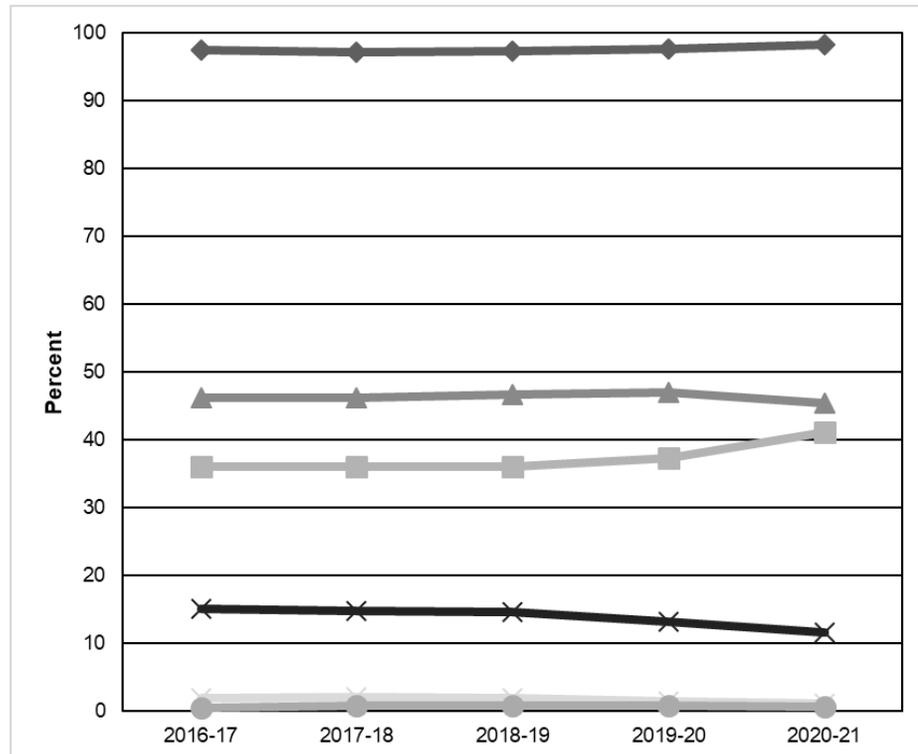
⁸ The descriptors for this stem are:

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

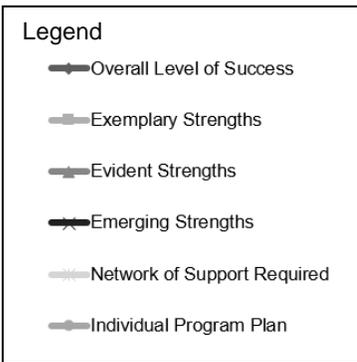
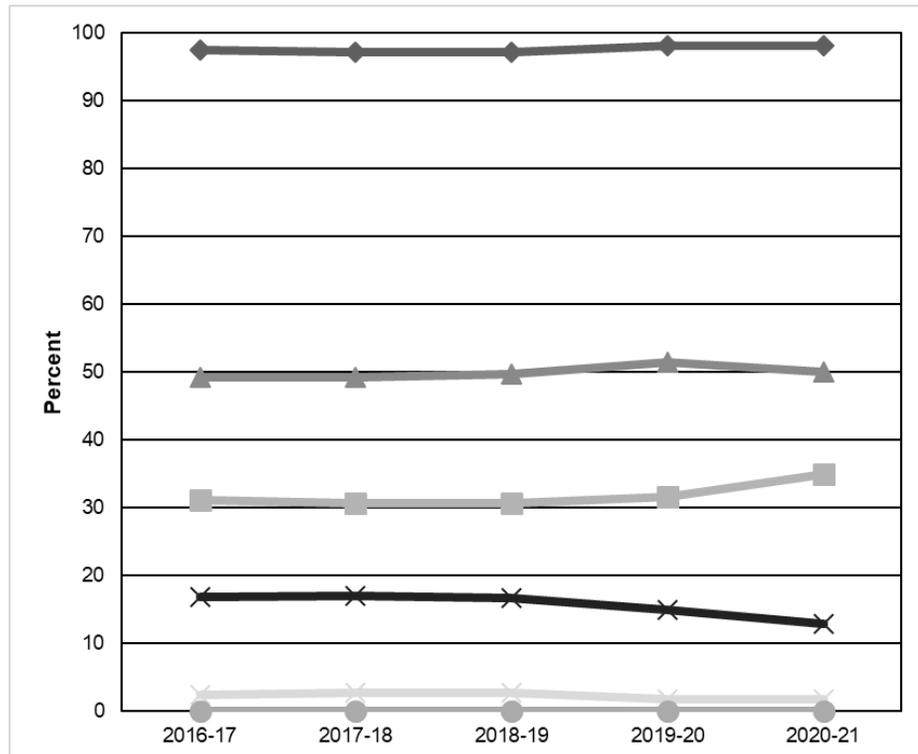
Works and collaborates effectively with others (%)					
Indicator	2016-17	2017-18	2018-19	2019-20	2020-21
Exemplary Strengths	30.8	31.0	32.0	33.6	40.8
Evident Strengths	49.5	49.1	49.7	50.0	46.2
Emerging Strengths	16.5	16.6	15.3	13.8	10.9
Network of Support Required	2.4	2.4	2.0	1.6	1.3
Individual Program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



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



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



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

- **Analysis**

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

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

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

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

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

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

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

- **Interpretation**

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

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

Policy 3.5 Indicator 2

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

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

Building Capacity |

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

Professional Learning

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

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

Structures & Processes

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

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

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

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

Resources

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

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

Targets |

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

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

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

APPENDIX

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

appendix

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

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

Policy 3.1

Indicator 2 – Learning Community Citizenship Summary Measure

Question	Overall Achievement (%)
1 [11,12] When a classmate needs help, I help them.	95.6
2 [11,12] When there is a decision in my school that will impact students, I contribute my ideas to the discussion.	70.2
3 [11,12] When there is a decision in my school that will impact students, I encourage others to share their ideas.	72.2
4 [11,12] When there's an opportunity to volunteer within my school to help others, I join in.	53.5
5 [11,12] When there's an opportunity to volunteer within my school to help others, I try to get others to join in.	48.0
6 [11,12] When my school organizes an activity to help others in our local community, I join in.	49.5
7 [11,12] When my school organizes an activity to help others in our local community, I try to get others to join in.	47.2
8 [11,12] When my school organizes an activity to help others nationally or internationally, I join in.	49.6
9 [11,12] When my school organizes an activity to help others nationally or internationally, I try to get others to join in.	45.2



Indicator 3 – Service Summary Measure

Question	Overall Achievement (%)
1 [11,12] How often do you volunteer your time to help out in your school? [Always, Often, Sometimes, Never, Don't Know]	65.6
2 [11,12] When given the opportunity, how often do you participate as a volunteer in a community organization? [Always, Often, Sometimes, Never, Don't Know]	72.7

Policy 3.2

Indicator 2 – Local and National Citizenship Summary Measure

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

Indicator 3 – Global Citizenship Summary Measure

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

Policy 3.3

Indicator 2 – Embracing Culture Summary Measure

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

Indicator 3 – Diversity and Inclusion Summary Measure

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

Policy 3.4

Indicator 1 – Environmental Stewardship Culture Summary Measure

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

Policy 3.5

Indicator 2 – Collaborative Skills Summary Measure

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



report to Board of Trustees

Three-Year School Capital Plan 2023-2026

Date	March 8, 2022
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih, Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-5: Financial Planning OE-6: Asset Protection OE-7: Communication With and Support for the Board OE-8: Communicating and Engaging with the Public OE-9: Facilities
Resource Person(s)	Latosia Campbell-Waters, Director, Planning Sanjeev Sharma, Acting Director, Facility Projects, Risk and Central Facilities Conor McGreish, Acting Manager, Planning Erin Hafichuk, Manager, Capital Planning and Development

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the Three-Year School Capital Plan 2023-2026, as provided in the report, and authorizes its submission to Alberta Education.



2 | Issue

Alberta Education requires that school boards submit a three-year school capital plan on an annual basis. The deadline for the submission of this year's Three-Year School Capital Plan 2023-2026 to the Ministry is April 1, 2022.

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

New modular classroom requests and modular moves are handled through a separate submission process. The last submission was approved by the Board of Trustees on January 25, 2022.

3 | Background

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

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

Eligibility Criteria

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

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

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

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

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

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

Ranking Criteria

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

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

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

- City of Calgary Civic Census (August 2019);
- Canada Revenue Agency aggregated age data (2021), provided by Baragar Systems;
- School Enrolment (September 30, 2021);
- School Bus Transportation Times (Fall 2021);
- The City of Calgary Suburban Residential Growth 2021-2025 (Fall 2021); and
- Calgary & Region Economic Outlook 2021-2026 (Fall 2021).

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

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

School major modernization projects provide for the renovation of whole or part of a school building for both present and future educational programs. These modernizations address physical obsolescence and/or improve functional

adequacy and suitability. School major modernization projects should not exceed 75% of the replacement value of the school building as per provincial guidelines. The ranking of major school modernization priorities are based on the following:

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

A combined ranking list of new schools and major school modernizations, as requested by the Province, is presented in the Three-Year School Capital Plan 2023-2026.

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

The CBE mission and values are used as an overarching umbrella for the development of the Three-Year School Capital Plan 2023-2026. The annual Three-Year School Capital Plan also supports the Education Plan 2021-2024 and is informed by the Ten Year Student Accommodation and Facilities Strategy.

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

More specifically, the CBE recognizes:

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

4 | Analysis

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

The new school and modernization requests are spread over three years to maintain a high 80% utilization rate. There has been a shift in the Capital

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

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

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

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

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

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

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

Although the requests in the Three-Year School Capital Plan are separated into three years, the plan is updated and submitted annually. This provides the opportunity for the expansion or contraction of the list to reflect changes in annual enrolment projections.

Important information such as:

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

- New School Construction priorities, totalling \$133.8 million, are shown in Table 1 on page 32.
- Major Modernizations priorities, totalling \$131.2 million, are shown in Table 2 on page 32.
- The combined priorities list, as the Province requires that the three-year plan has one priority capital list consisting of both “New School Construction” and “Major Modernization” requests, totaling \$265.1 million, are shown in Table 3 on page 33.
- The full list of communities assessed through the points ranking criteria is shown Appendix III on page 72.
- Details of the point assignments for potential new schools are shown in Appendix III on pages 73-78.
- Details of the point assignments for potential modernizations are shown in Appendix II on pages 70-71.

5 | Financial Impact

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

Individual project applications are submitted through the Web Application Program, following the Board’s approval of the Three-Year School Capital Plan 2023-2026.

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

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

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

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

- Elementary Schools: \$235,000
- Middle Schools: \$380,000
- High Schools: \$950,000.

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

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

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

6 | Implementation Consequences

Over the past decade, Calgary has experienced varying levels of population growth. Since 2016 Calgary's population growth has averaged an estimated 18,600 persons per year.

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

In the *Calgary & Region Economic Outlook 2021-2026 (Fall 2021)*, the City is forecasting that the population of Calgary will reach 1,414,400 by 2026, an increase of 90,700 people over the next five years. This five-year forecast is an increase from the previous five-year forecast.

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

CBE's current enrolment of 125,329 students is forecast to increase to 126,822 students by 2026. A total increase of 1,493 students is projected, averaging approximately 299 additional students annually. These enrolment projections assume a moderate level of enrolment growth in the future. Of note, enrolment in kindergarten to Grade 6 is projected to decrease over the next five years, while enrolment increases are projected for Grades 10-12.

Even with the opening of over two dozen new schools since the 2016-17 school year, the CBE still requires new schools to be built in the communities where students are living. The current system utilization rate is 83% based on September 30, 2021 enrolment.

The City's most recent Suburban Residential Growth 2021-2026 document allocates population growth to eight (8) city planning sectors. This information

provides the CBE with a context for where student population growth will be expected in the future. The largest population growth projected over the next five years is in the north, northeast, southeast, and south.

As illustrated in Appendix I of the Capital Plan, the student capacity by planning sectors within Calgary varies widely. In the North Sector for example (page 64), the utilization for K-9 students by residence is 129%, as compared to 63% in the South Sector. One consequence of this disparity is that some students residing within sectors with high utilization rates need to be transported to other sectors.

A similar situation exists with senior high school students. For example, the number of senior high students by residence in the North Sector (page 65) is 295% of its high school capacity, as compared to 33% capacity in the Centre sector where five senior high schools are located. The utilization rate, by residence, in the Centre Sector indicates that there is excess space within the sector. Although there is space, it is not located close to the growing communities in the North Sector where student enrolment is increasing and utilization by residence far exceeds the capacity. This will change with the opening of the North High School that is currently under construction, adding new capacity to the North Sector.

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

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

7 | Conclusion

The approval of the Three-Year School Capital Plan 2023-2026 provides the Provincial government with a comprehensive analysis of CBE school capital needs and the funding required for priority projects to support student learning needs.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Three-Year School Capital Plan 2023-2026

Attachment II: CBE System Utilization

GLOSSARY –

Board: Board of Trustees

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

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

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

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

Three-Year School Capital Plan



2023 – 2026

March 8, 2022



Calgary Board
of Education

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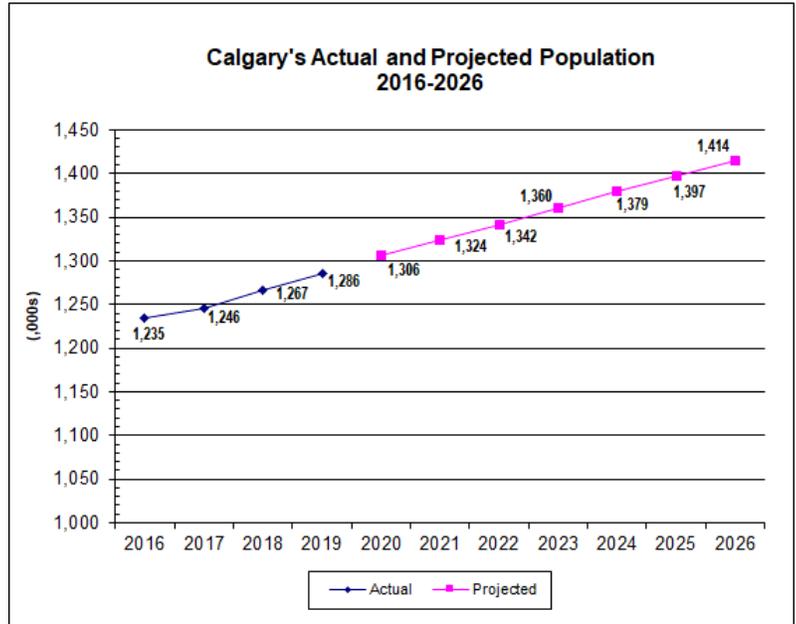
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EXECUTIVE SUMMARY

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

1. Calgary Population

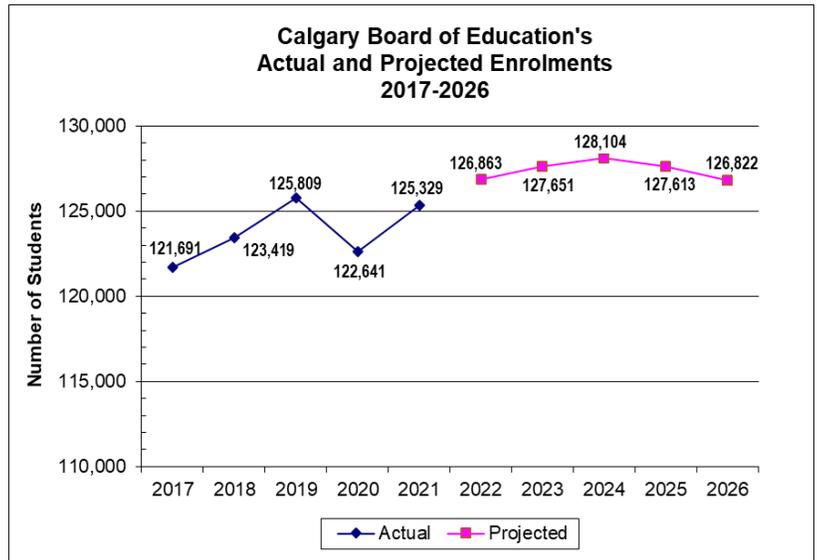
Between 2016 and 2021 Calgary's population growth has averaged an estimated 18,600 people per year. In the *Calgary & Region Economic Outlook 2021-2026 (Fall 2021)*, the City of Calgary (the City) is forecasting that the population of Calgary will reach 1,414,400 by 2026, an increase of 90,700 persons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



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

2. Student Enrolment

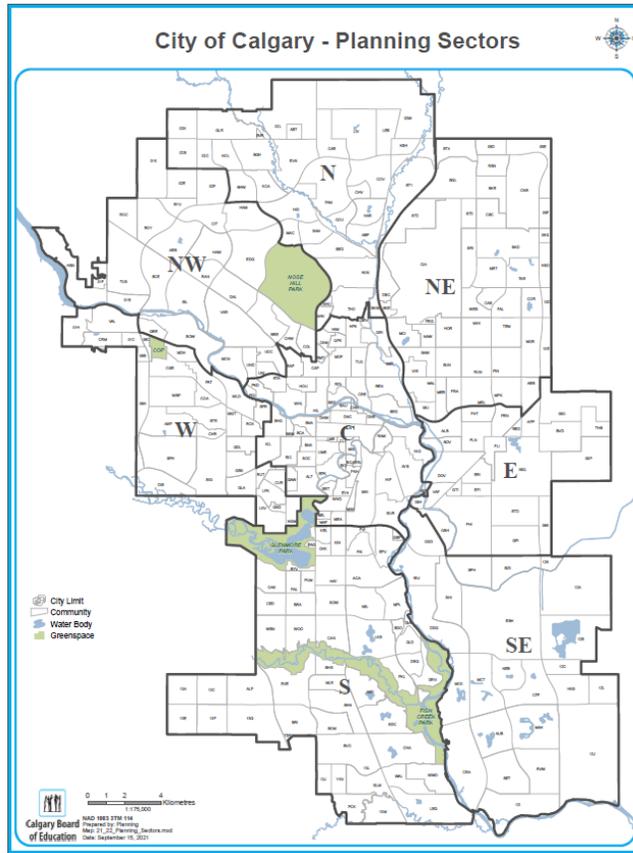
The CBE's current student enrolment of 125,329 is an increase of 2,688 students compared to the previous year. Taking into consideration an average enrolment increase of just over 910 students per year from 2017-2021, the CBE is projecting a moderate level of growth over the next five years. Total enrolment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



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

3. Calgary Suburban Growth and Development

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



The table below shows the anticipated distribution of population growth from 2021-2025:

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

Source: Suburban Residential Growth Report 2021-2025

4. Three-Year Education Plan

Alberta Education requires school boards to maintain and update three-year plans annually. School boards are responsible for carrying out their education plans; reporting annually to parents, communities, and government on results and use of their resources; and, using results information to improve education for students. The Board of Trustees approved the Education Plan 2021-2024 on May 20, 2021, and the Annual Education Results Report 2020-21 on November 23, 2021.

5. Schools Under Construction and Approvals

Five new school construction projects are currently under development

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

Schools Under Construction and Approvals					
Projected School Year Opening	School/Community	Project Type	Grade	Approved Capacity	Approval Date
Sept. 2022	Mahogany School	New Construction	Grades K-4	600	Mar. 22, 2018
Sept. 2022	Skyview Ranch Elementary/Middle	New Construction	Grades K-9	900	Mar. 22, 2018
Sept. 2022	Auburn Bay Middle	Design Only	Grades 5-9	900	Mar. 22, 2018
		New Construction			Nov 1, 2019
Sept. 2024	North Calgary High School	Design Only	Grades 10-12	1,800	Mar. 22, 2018
		New Construction			Nov 1, 2019
Sept. 2022	Auburn Bay Elementary ⁽²⁾	New Construction	Grades K-4	600	Nov 1, 2019
Total School Space Capacity				4,800	

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

6. Capital Priorities – New School Construction

There are three (3) new school construction projects identified in the Three-Year School Capital Plan 2023-2026. Two (2) of the projects (Saddle Ridge Middle and Cornerstone High School) are being requested for design funding initially in Year 2 and then construction funding in Year 3 (see Table 1) due to lack of site readiness.

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

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

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

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

7. Capital Priorities – Major Modernization Projects

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

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

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

8. Capital Priorities – New Construction & Major Modernizations

Overall, thirteen (13) new construction and major modernization projects are identified in the Three-Year School Capital Plan 2023-2026. Included in this list are two (2) new school projects that are requested for design funding initially in Year 2 and construction funding in Year 3 (see Table 3).

Table 3: New School Construction and Major Modernizations					
Three-Year School Capital Plan 2023-2026 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	Number of Years Previously Listed in Capital Plan
1 Evanston Middle	5-9	New Request	Full buildout to 900	33,514,000	9
2 John G. Diefenbaker High School	10-12	Modernization Request	Major Modernization	29,723,000	13
3 Annie Gale School	7-9	Modernization Request	Major Modernization	8,110,000	1
4 A.E. Cross School	7-9	Modernization Request	Major Modernization	18,695,000	4
				YEAR 1 TOTAL	90,042,000
YEAR 2					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	Number of Years Previously Listed in Capital Plan
5 Saddle Ridge Middle ^{(2)^}	5-9	New Request	Design for 900	1,211,000	2
6 Cornerstone High School [^]	10-12	New Request	Design for 1800	2,422,000	2
7 Sir John A. Macdonald School	7-9	Modernization Request	Major Modernization	14,081,000	1
8 Annie Foote School	K-6	Modernization Request	Major Modernization	11,449,000	7
9 Altadore School	K-6	Modernization Request	Major Modernization	8,588,000	14
10 Cedarbrae School	K-6	Modernization Request	Major Modernization	8,588,000	7
				YEAR 2 TOTAL	46,339,000
YEAR 3					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	Number of Years Previously Listed in Capital Plan
11 Saddle Ridge Middle ^{(2)^}	5-9	New Request	Construction for 900	29,979,000	2
12 Cornerstone High School [^]	10-12	New Request	Construction for 1800	66,718,000	2
13 Ranchlands School	K-6	Modernization Request	Major Modernization	12,880,000	7
14 Janet Johnstone School	K-4	Modernization Request	Major Modernization	9,577,000	7
15 Queen Elizabeth School	K-6	Modernization Request	Major Modernization	9,577,000	7
				YEAR 3 TOTAL	128,731,000
				GRAND TOTAL	265,112,000

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

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

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

1.0 INTRODUCTION

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

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

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

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

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

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

1.1 CBE Student Enrolment

Total enrolment of 125,329 students was reported on September 30, 2021, and consists of 119,363 pre-kindergarten to Grade 12 students plus 5,966 students enrolled in Home Education, Outreach Programs, Unique Settings, Chinook Learning and CBe-learn. The pandemic is believed to have contributed to the decrease in enrolment experienced in the 2020-2021 school year as all metro boards experienced similar enrolment drops.

Enrolment increased by 2,688 students from September 30, 2020, to September 30, 2021, with a notable increase in Kindergarten (2,034 students) and CBe-learn (2,202 students).

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

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

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

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

In September 2018, CBE implemented a new delivery model for Chinook Learning. Chinook Learning academic success programs (high school classes) transitioned into James Fowler High School and Lord Beaverbrook High School. In this new model, student age is limited to those who are 19 years of age by September 1 in the year they enrol in classes. This year there was an increase in enrolment at Chinook Learning of 2 students from September 30, 2020 to September 30, 2021.

Five-Year Enrolment Projections

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

CBE’s current enrolment of 125,329 students is forecast to increase to 126,822 students by 2026. A total increase of 1,493 students is projected averaging approximately 299 additional students annually. These enrolment projections assume a moderate level of enrolment growth in the future. Enrolment in kindergarten to Grade 6 is projected to decrease over the next five years, with increases projected for Grades 10-12 during the same period.

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

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

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

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

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

Totals may not add due to rounding.

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

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

1.2 Calgary Suburban Growth and Development

The City of Calgary supports an actively competitive land market in all areas of the city, and there are 36 actively developing communities at various stages of development. The large number of concurrently developing communities puts increased pressure on the CBE to meet the expectations of parents for school construction in their community. Although the number of communities has declined slightly over the last decade, the size of the communities being planned and built today are much larger than they have been historically.

Forecasted Suburban Growth

The City of Calgary prepares a suburban residential growth forecast each year and publishes the final version of this report after the completion of the CBE's annual capital plan. As such, the suburban growth information in the *Three-Year School Capital Plan 2023-2026* is based on the City's *Suburban Residential Growth 2021-2025* document published in November 2021. This document allocates future population growth to eight city planning sectors. This information provides CBE with a context for where student population growth will be expected in the future.

The largest population growth projected over the next five years is in the North, Northeast, Southeast, and South sectors (see diagram on page 5).

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

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

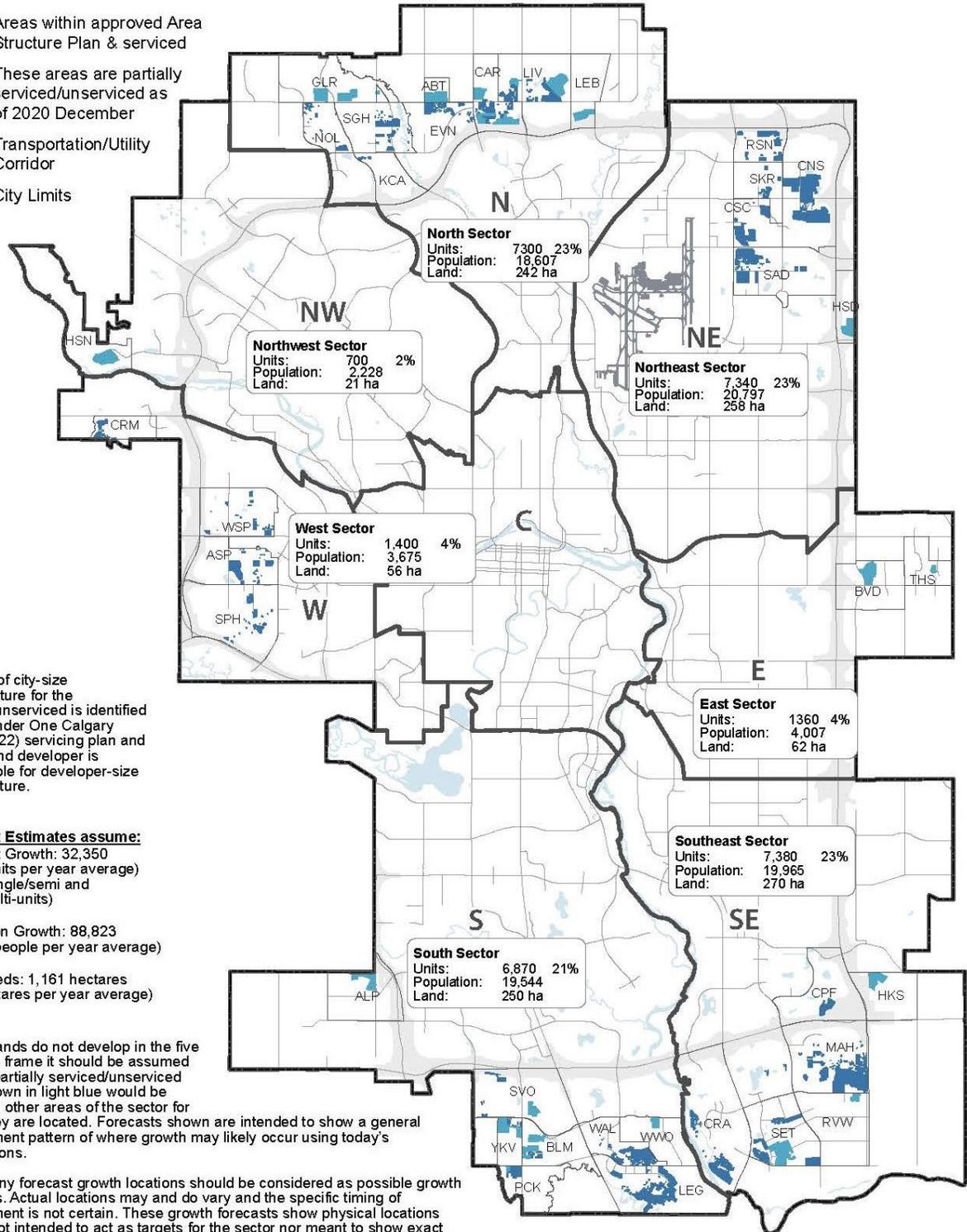
(Source: City of Calgary, *Suburban Residential Growth 2021-2025*)

City of Calgary Planning Sectors

New Suburban Growth Forecasts 2021-2025

Legend

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



Funding of city-size infrastructure for the partially/un serviced is identified in blue under One Calgary (2019-2022) servicing plan and budget and developer is responsible for developer-size infrastructure.

Forecast Estimates assume:
 Total Unit Growth: 32,350
 (6,470 units per year average)
 (3,770 single/semi and 2,700 multi-units)

Population Growth: 88,823
 (17,765 people per year average)

Land Needs: 1,161 hectares
 (232 hectares per year average)

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

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

Source: Suburban Residential Growth Report 2021-2025

1.3 Framework for Growth and Change

The Municipal Development Plan (MDP), *Plan It Calgary*, implemented April 1, 2010, is the overarching policy that guides municipal development and transportation planning. *Plan It Calgary* identifies a goal of reducing the amount of growth allocated to the developing communities, which was essentially 100% in the late 1990's and to intensify growth within the inner-city and established areas. The 30-year target of the MDP for growth into established areas is 33%, and the 60-year target is 50% growth to established areas. In August 2018 the City indicated that although development is moving in line with the idealized balanced growth in established and new areas, new communities are anticipated to capture more than 100% of the forecasted population growth from 2021-2025, making it challenging to meet the MDP goals in the next 20 years or so.

The City supports an actively competitive land market in all areas of the city with 36 actively developing municipal communities at various stages of development. In August 2018, Calgary City Council voted in favour of developing 14 new Greenfield communities, some of which are part of approved Area Structure Plans (ASP's) within the currently active developments. The large number of developing communities puts increased pressure on the CBE to meet the expectations of parents for new school construction in their community.

Number of actively developing communities by Planning Sector 2021:

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

(Source: Suburban Residential Growth Report 2021-2025)

1.4 City of Calgary Annexation

Previously Annexed Lands

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

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

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

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

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

Map 1 on page 8 identifies these locations.

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

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

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

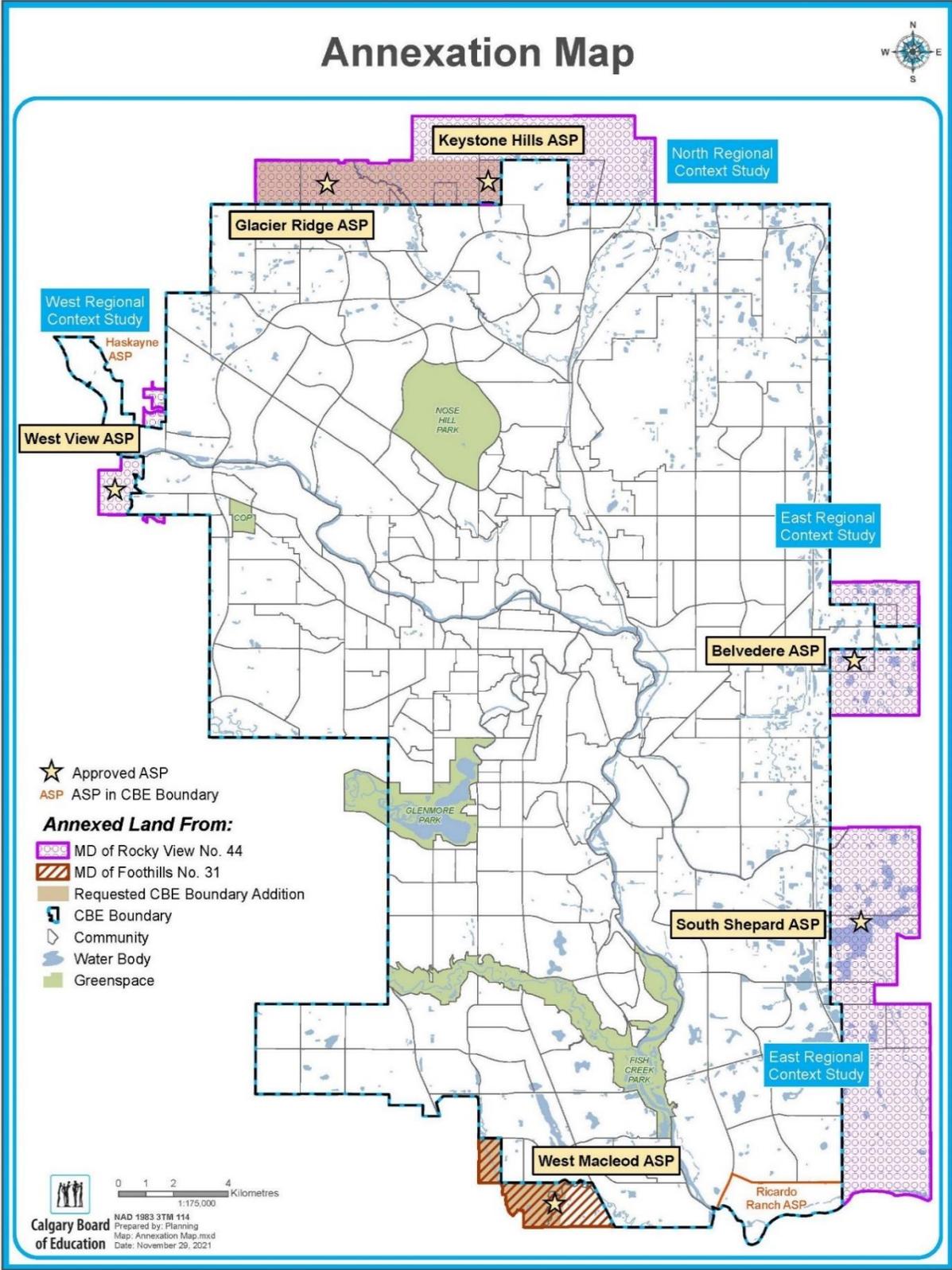
In alignment with the request by the Ministry of Education that urban development is occurring, in June 2019 the Minister of Education approved the communities of Belmont and Yorkville (in the West McLeod ASP) be incorporated into the CBE boundary for the 2019-2020 school year.

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

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

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

Map 1



2.0 CAPITAL STRATEGIES

2.1 Calgary Board of Education

CBE has identified the following drivers for capital planning:

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

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

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

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

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

2.2 Three-Year Education Plan

Alberta Education requires school boards to maintain three-year plans, updated annually. School boards are responsible for carrying out their education plans; reporting annually to parents, communities, and government on results and use of their resources; and, using results information to update plans and improve education for students. The Board of Trustees approved the Education Plan 2021-2024 on May 20, 2021, and the Annual Education Results Report 2020-21 on November 23, 2021.

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

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

2.3 Administrative Areas and Space Utilization

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

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

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

The CBE strives to maintain a utilization rate in the high 80% range. Having healthy school utilization rates contributes to ensuring that facilities are optimized for educational purposes, maintaining flexibility within the system while balancing the financial obligations and sustainability of the system. Currently, the CBE's overall utilization rate by enrolment is 83%. The utilization rate is 81% for K-GR9 students (77% K-GR4, 86% GR5-9) and 88% for Grades 10-12 students.

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

Projections for 2026-2027, in the following tables, account for additional school capacity that has been approved and is currently under construction but does not include additional capacity for schools approved for design only or requested in this capital plan.

Planning Sector Utilization by Student Enrolment (Actual & Projected)		
Sector	2021-2022 Actual K-12 Utilization	2026-2027 Projections K-12 Utilization
Centre	83%	83%
East	72%	73%
North	87%	79%
NorthEast	89%	87%
NorthWest	86%	86%
South	76%	77%
SouthEast	86%	76%
West	84%	84%
Total	83%	81%

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

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

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

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

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

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

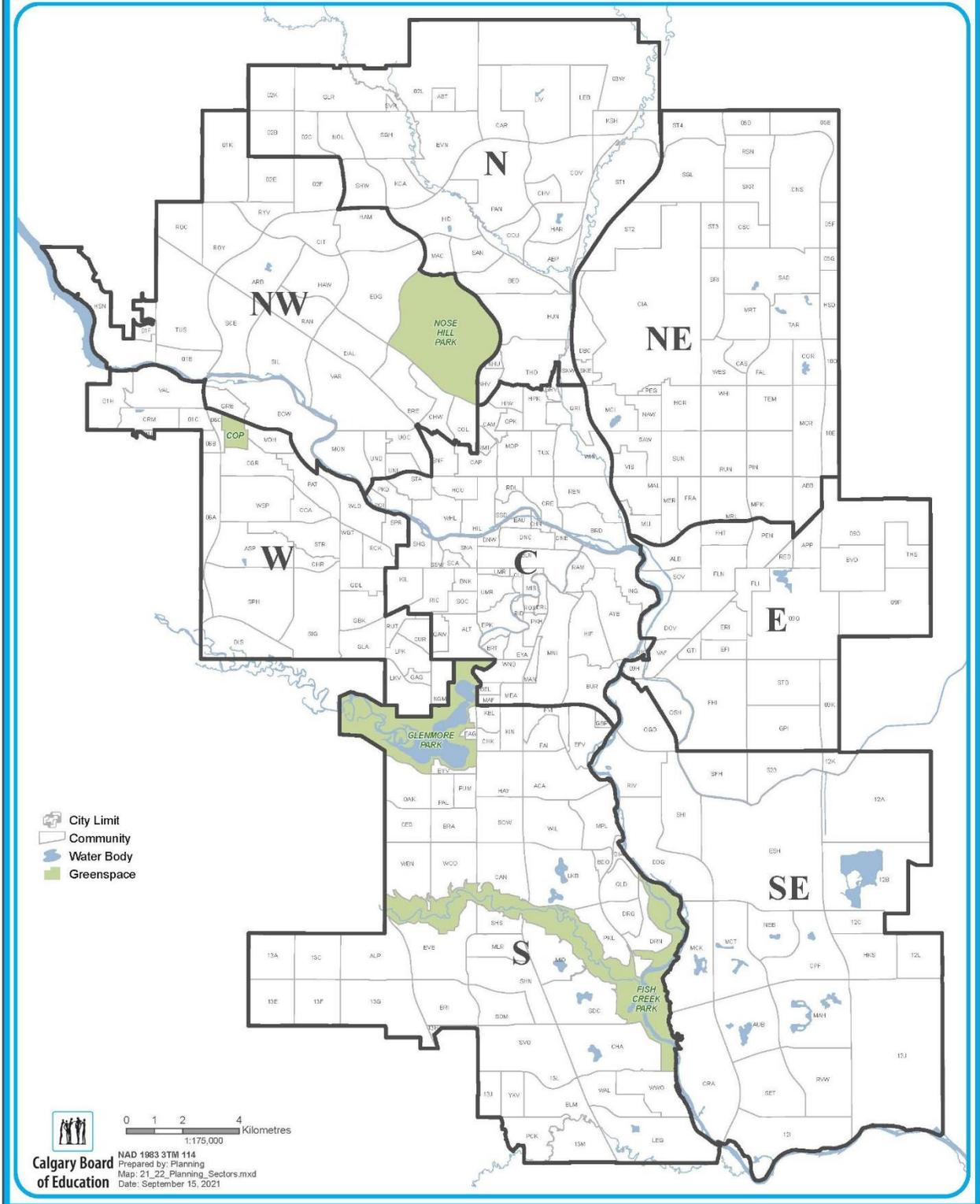
Planning Sector Utilization by Student Residence (Actual & Projected)		
Sector	2021-2022 Actual GR 10-12 Utilization	2026-2027 Projections GR 10-12 Utilization
Centre	33%	33%
East	53%	54%
North	295%	137%
NorthEast	153%	156%
NorthWest	94%	94%
South	68%	69%
SouthEast	182%	188%
West	93%	93%
Total	88%	85%

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

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

Map 2

Municipal Communities in Planning Sectors (See List of Community Code Definitions)



Municipal Community Code Definitions

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

2.4 Planning for Students

Sites for New Schools

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

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

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

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

Working with Stakeholders

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

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

System Student Accommodation Plan

The CBE prepares a Three-Year System Student Accommodation Plan annually to inform appropriate decision-making and engagement for community members and parents in CBE accommodation planning. The process applies to and informs recommendations regarding all school and program accommodation issues. The Three-Year System Student Accommodation Plan is developed to support and reflect the Three-Year Education Plan, Three-Year School Capital Plan, and the Ten-Year Student Accommodation and Facilities Strategy.

Student accommodation needs are identified by Planning in consultation with Education Directors in each area. Administration is responsible for using CBE's Dialogue framework to engage internal and external stakeholders regarding student accommodation challenges that may be resolved through one or more possible scenarios. The *Three Year System Student Accommodation Plan 2021-2024* was presented for information at the June 22, 2021, Board of Trustees meeting and is available on the CBE website at:

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

Program Opportunities for Students

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

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

2.5 New School Construction and School Approvals

Five (5) new school construction projects are currently under development.

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

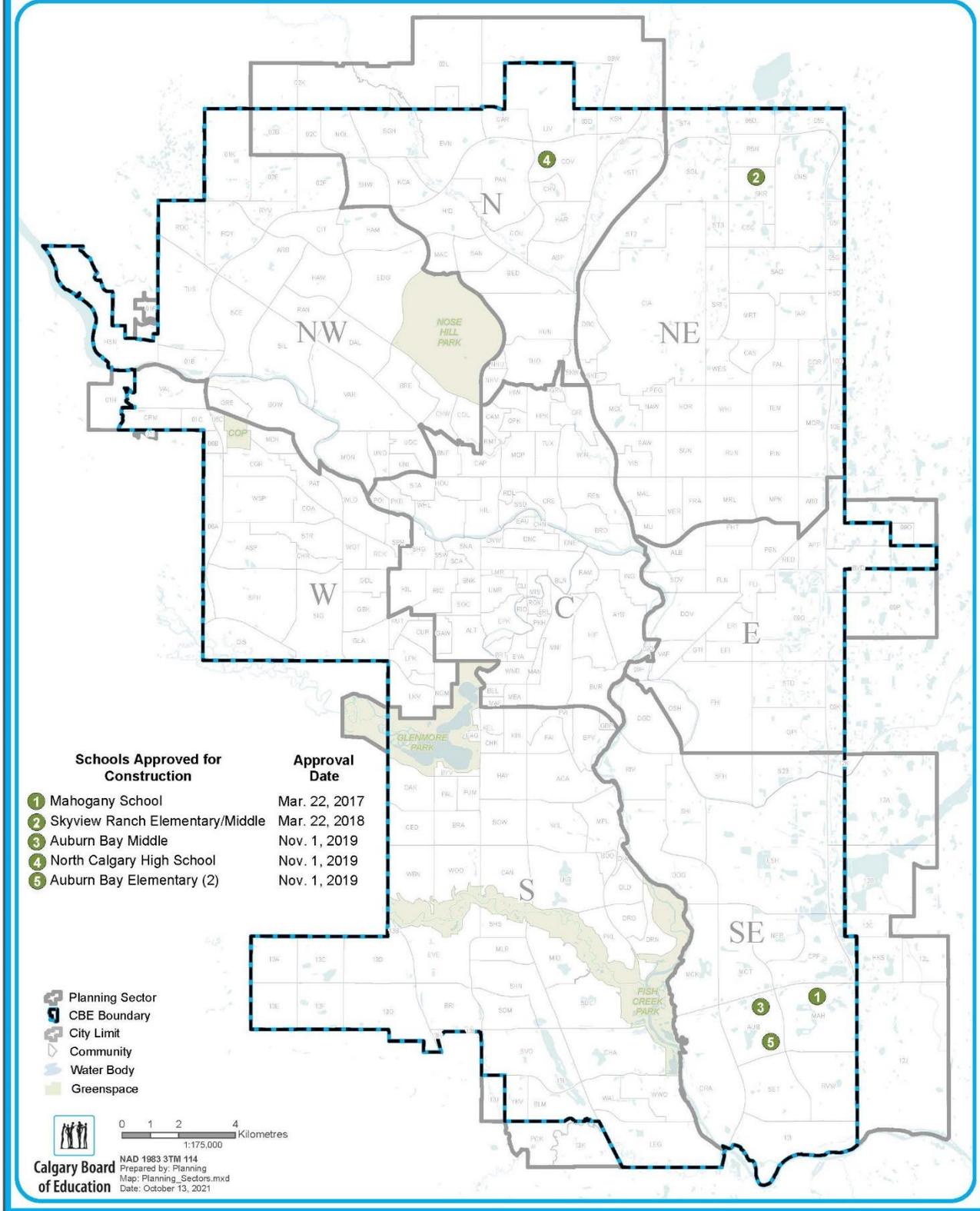
Map 3 identifies the location of future new school projects approved since March 22, 2018.

Schools Under Construction and Approvals					
Projected School Year Opening	School/Community	Project Type	Grade	Approved Capacity	Approval Date
Sept. 2022	Mahogany School	New Construction	Grades K-4	600	Mar. 22, 2018
Sept. 2022	Skyview Ranch Elementary/Middle	New Construction	Grades K-9	900	Mar. 22, 2018
Sept. 2022	Auburn Bay Middle	Design Only	Grades 5-9	900	Mar. 22, 2018
		New Construction			Nov 1, 2019
Sept. 2024	North Calgary High School	Design Only	Grades 10-12	1,800	Mar. 22, 2018
		New Construction			Nov 1, 2019
Sept. 2022	Auburn Bay Elementary ⁽²⁾	New Construction	Grades K-4	600	Nov 1, 2019
Total School Space Capacity				4,800	

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

Map 3

Approved School Projects

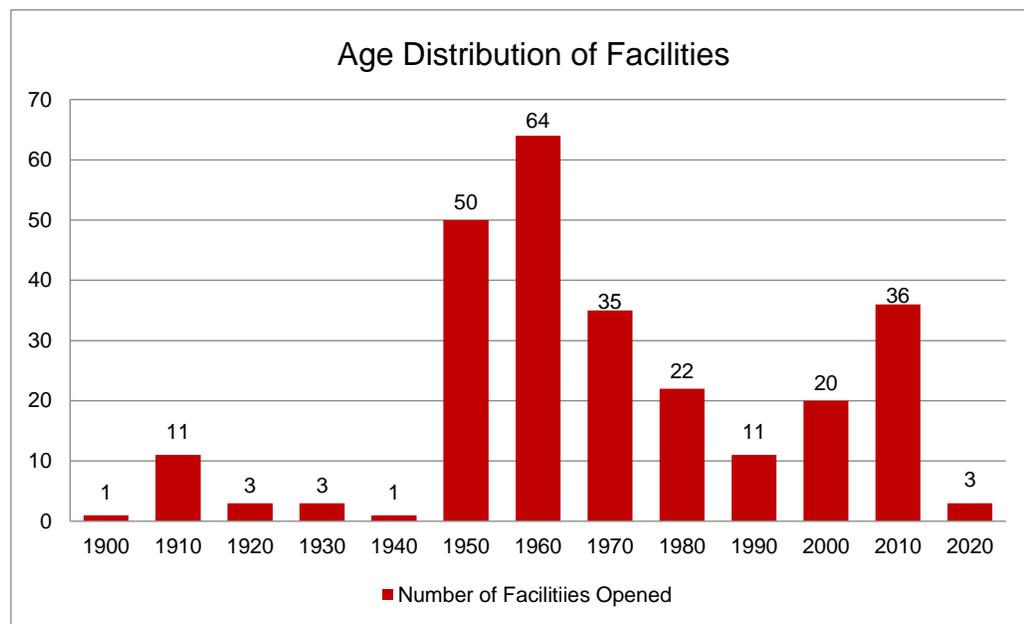


2.6 School Major Modernization

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

The CBE has a current count of over 260 owned facilities of which 168 were built before 1980. This represents approximately 65% of CBE's school building inventory. The current inventory by decade of CBE school buildings is shown in the following graph:

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



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

2.7 Collaborative Initiatives with The City of Calgary

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

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

3.0 NEW SCHOOL CONSTRUCTION CAPITAL PLAN CRITERIA

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

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

3.1 Construction Planning Criteria

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

recommended due to the review were presented to the Board of Trustees and approved on October 7, 2014.

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

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

Eligibility Criteria

Eligible School Communities

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

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

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

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

Accommodation Options

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

One example would be the accommodation of Bridlewood GR7-9 students in Samuel W. Shaw School, located in the adjacent community of Shawnessy. As

a result of this accommodation option, the CBE does not currently rank Bridlewood as a priority for a middle/junior high school.

Site Availability and Readiness

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

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

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

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

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

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

Ranking Criteria:

For school communities that meet the eligibility criteria, an analysis is undertaken using criteria in three categories: Community Growth Profile, Busing and Travel

Time, and Accommodation. Points for each of the profiles are totalled and used to rank priorities for new school construction.

Design Only

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

Canada Revenue Agency Data

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

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

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

Population Growth

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

Travel Time

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

Bus Receivers

Points are assigned to a community where there is a need for more than one bus receiver to accommodate the established grade configuration for the regular

program (examples include but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9).

Existing or Approved School(s) in Community

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

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

Transition Points

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

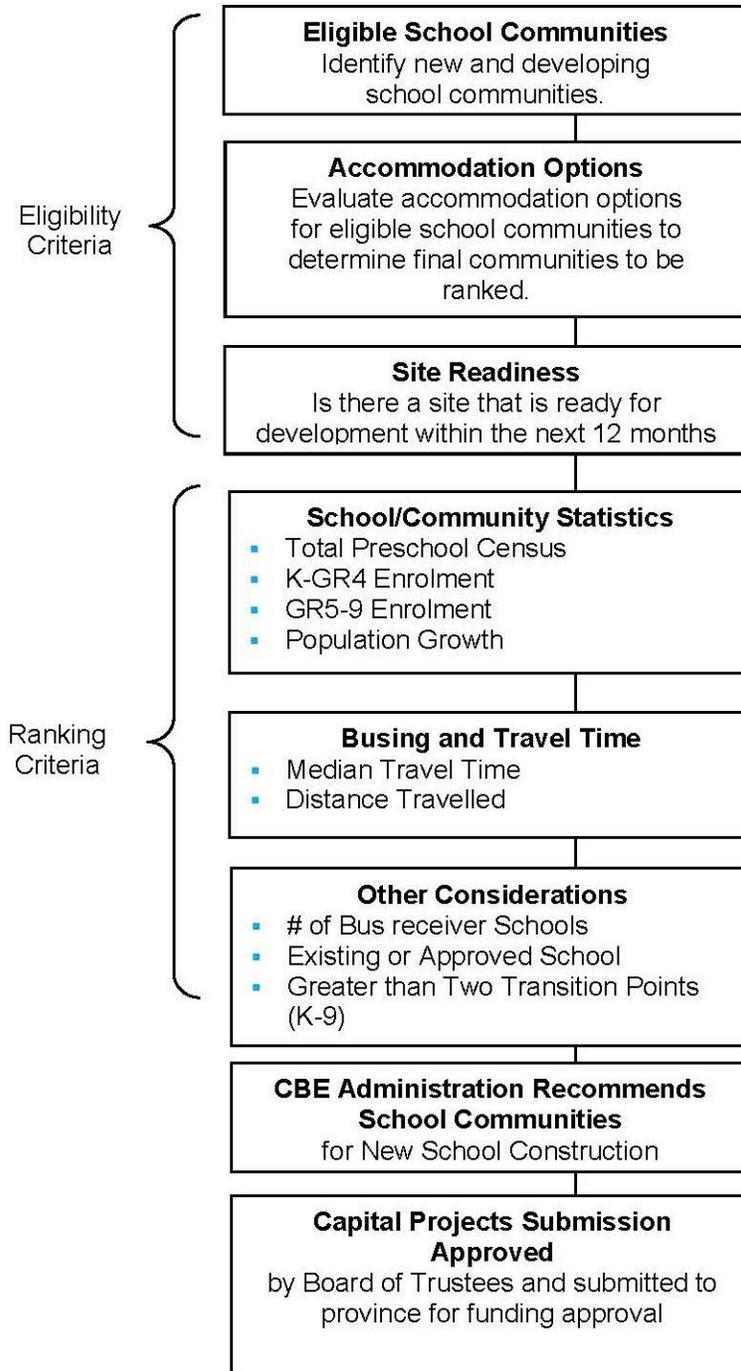
In some cases a K-GR9 grade configuration will be recommended. Examples of when this may occur include, but are not limited to, when community demographics demonstrate that a 900 student K-GR9 school is sufficient to accommodate students or when there is only one school site in a community and the site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

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

- Senior high schools are not ranked using point criteria, but are recommended on the priority list based on analysis of multiple factors such as:
 - availability of a site to construct a high school
 - high school utilization rates
 - student enrolment
 - community demographics
- Schools with unique settings or enrolments that do not lend themselves to the aforementioned ranking criteria may also be placed on a priority basis. Previous examples include Christine Meikle and Niitsitapi Learning Centre.

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

Three-Year School Capital Plan New School Construction Evaluation Process



3.2 Construction Ranking: Kindergarten to Grade 9

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

School Communities				
Rank	Community	Points	Planning Sector	Grade
1	Evanston Middle (full buildout)	1789	N	5-9
2	Saddle Ridge Middle ⁽²⁾ (design Year 2, construction Year 3)	1786	NE	5-9

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

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

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

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

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

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

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

3.3 Construction Planning Criteria: Senior High Schools

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

Senior High Planning Sector Utilization		
Planning Sector	2021-2022	2021-2022
	Residence Utilization	Enrolment Utilization
Centre	33%	83%
East	53%	80%
North	295%	108%
NorthEast	153%	103%
NorthWest	94%	96%
South	68%	79%
SouthEast	182%	98%
West	93%	94%

Notes:

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

The greatest demand for new senior high school space based on where students are living (by residence) continues to be in the North sector. A new high school in north Calgary, located in the community of Coventry Hills, was approved in March 2018 for design funding and for construction on November 1, 2019. It is anticipated to open in September 2024.

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

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

3.4 Construction Priorities: Senior High Schools

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

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

Cornerstone High School

Construction of the new Cornerstone High School will allow CBE to accommodate high school students who live in the northern northeast communities at a school that is closer to where they live. The northeast sector is projected to be the fastest growing area in the city, with an expected increase of approximately 20,797 people by 2025. This represents approximately 23% of the forecasted suburban residential growth in terms of total population.

The northeast sector includes many new and developing communities and has a large student population by residence. Overall, there are 5,400 senior high students living in the northeast sector enrolled at CBE schools this year. There are only two high schools in this sector, Nelson Mandela and Lester B. Pearson, with provincial capacities of 1,795 and 1,739 student spaces respectively. If all high school students living in this sector attended the only two high schools in the sector, the utilization rate would be 153%.

The primary catchment population for the Cornerstone high school would be the northern northeast communities, consisting of Cityscape, Cornerstone, Redstone and Skyview Ranch. These communities are developing quickly, with Redstone and Skyview Ranch expected to be complete in the next few years. When fully built-out over the next 5 to 10 years they will have a combined population of approximately 77,600 - 81,000 people. There are currently 405 students from these communities attending CBE high schools for Grades 10-12.

Additional communities that may have a portion of, or the entire community, designated to this school include Saddle Ridge, Castleridge, Falconridge, Coral Springs, and/or Homestead. There are currently 1,365 high school students from these communities. The community of Saddle Ridge is only 58% built out, based on 2019 occupied dwellings, and when fully built-out over the next 5 to 10 years it will have a population of approximately 31,500 - 31,800 people.

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

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

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

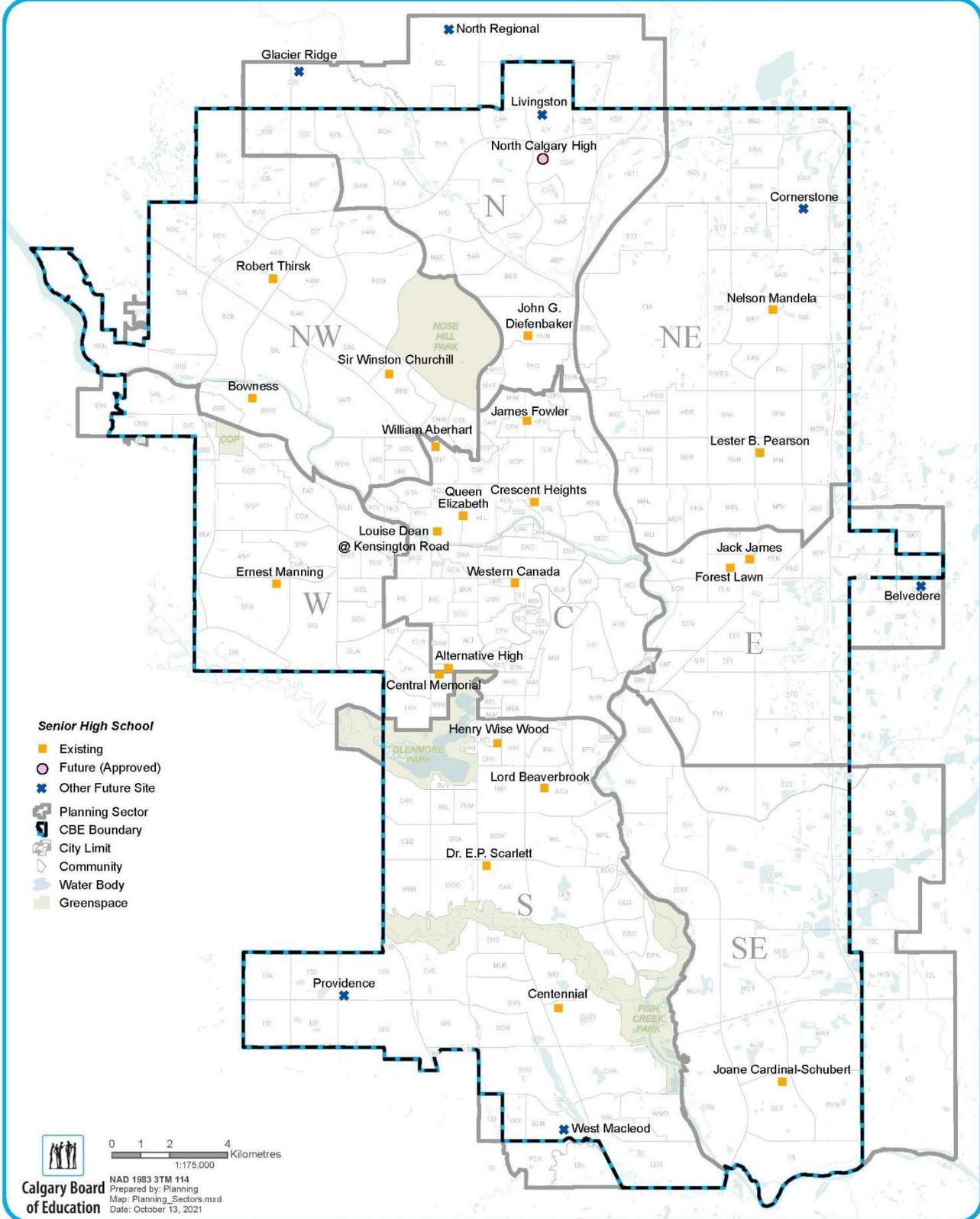
Lester B. Pearson High School, located in the Pineridge community, is the next closest school south of Nelson Mandela High School, while Forest Lawn High School is even further south in the East Sector community of Forest Lawn, and James Fowler High School is to the west in the Centre Sector community of Highland Park. These commutes involve long travel times for all these students.

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

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

Map 4

Existing and Future Senior High Schools/Sites By Planning Sector



- Senior High School**
- Existing
 - Future (Approved)
 - * Other Future Site
- Planning Sector**
- ▭ CBE Boundary
 - ▭ City Limit
 - ▭ Community
 - ▭ Water Body
 - ▭ Greenspace




Calgary Board of Education
 NAD 1983 3TM 114
 Prepared by: Planning
 Map: Planning_Sectors.mxd
 Date: October 13, 2021

4.0 THREE-YEAR SCHOOL CAPITAL PLAN 2023-2026 – SUMMARY

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

Phase 1: Capital Plan Submission

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

Phase 2: Project Evaluation & Prioritization

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

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

Phase 2: Project Drivers

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

Phase 2: Level of need

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

Phase 3: Project Definition

Preliminary site assessment and value scoping sessions if required

Phase 4: Budget and Scope

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

Phase 5: Provincial Capital Planning process

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

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

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

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

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

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

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

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

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

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

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

Table 3: New School Construction and Major Modernizations

Three-Year School Capital Plan 2023-2026 Priorities					Number of Years Previously Listed in Capital Plan
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	
1 Evanston Middle	5-9	New Request	Full buildout to 900	33,514,000	9
2 John G. Diefenbaker High School	10-12	Modernization Request	Major Modernization	29,723,000	13
3 Annie Gale School	7-9	Modernization Request	Major Modernization	8,110,000	1
4 A.E. Cross School	7-9	Modernization Request	Major Modernization	18,695,000	4
				YEAR 1 TOTAL	90,042,000
YEAR 2					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	
5 Saddle Ridge Middle ^{(2)^}	5-9	New Request	Design for 900	1,211,000	2
6 Cornerstone High School [^]	10-12	New Request	Design for 1800	2,422,000	2
7 Sir John A. Macdonald School	7-9	Modernization Request	Major Modernization	14,081,000	1
8 Annie Foote School	K-6	Modernization Request	Major Modernization	11,449,000	7
9 Altadore School	K-6	Modernization Request	Major Modernization	8,588,000	14
10 Cedarbrae School	K-6	Modernization Request	Major Modernization	8,588,000	7
				YEAR 2 TOTAL	46,339,000
YEAR 3					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	
11 Saddle Ridge Middle ^{(2)^}	5-9	New Request	Construction for 900	29,979,000	2
12 Cornerstone High School [^]	10-12	New Request	Construction for 1800	66,718,000	2
13 Ranchlands School	K-6	Modernization Request	Major Modernization	12,880,000	7
14 Janet Johnstone School	K-4	Modernization Request	Major Modernization	9,577,000	7
15 Queen Elizabeth School	K-6	Modernization Request	Major Modernization	9,577,000	7
				YEAR 3 TOTAL	128,731,000
				GRAND TOTAL	265,112,000

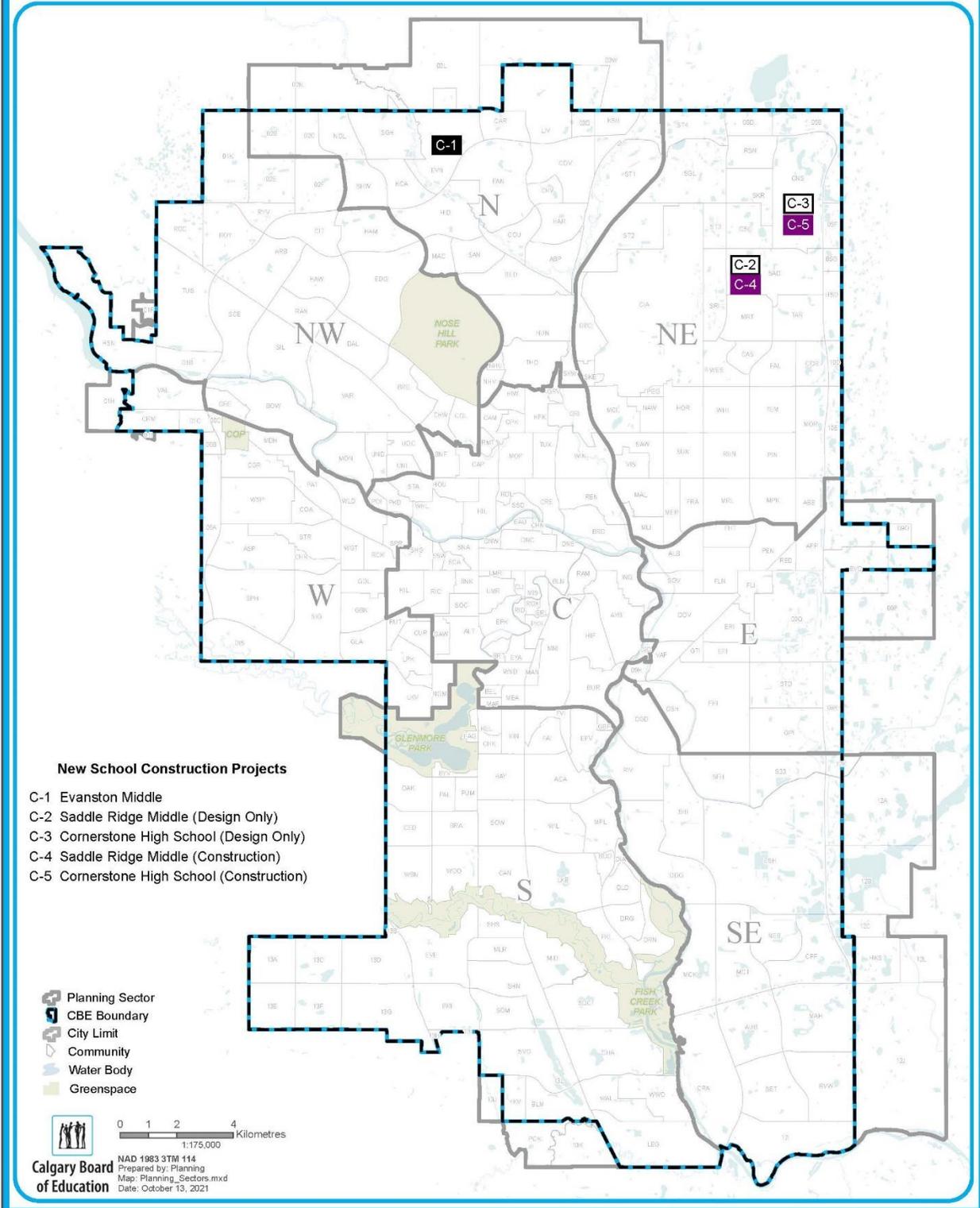
Note: Senior high schools are not ranked using point criteria. See page 28.

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

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

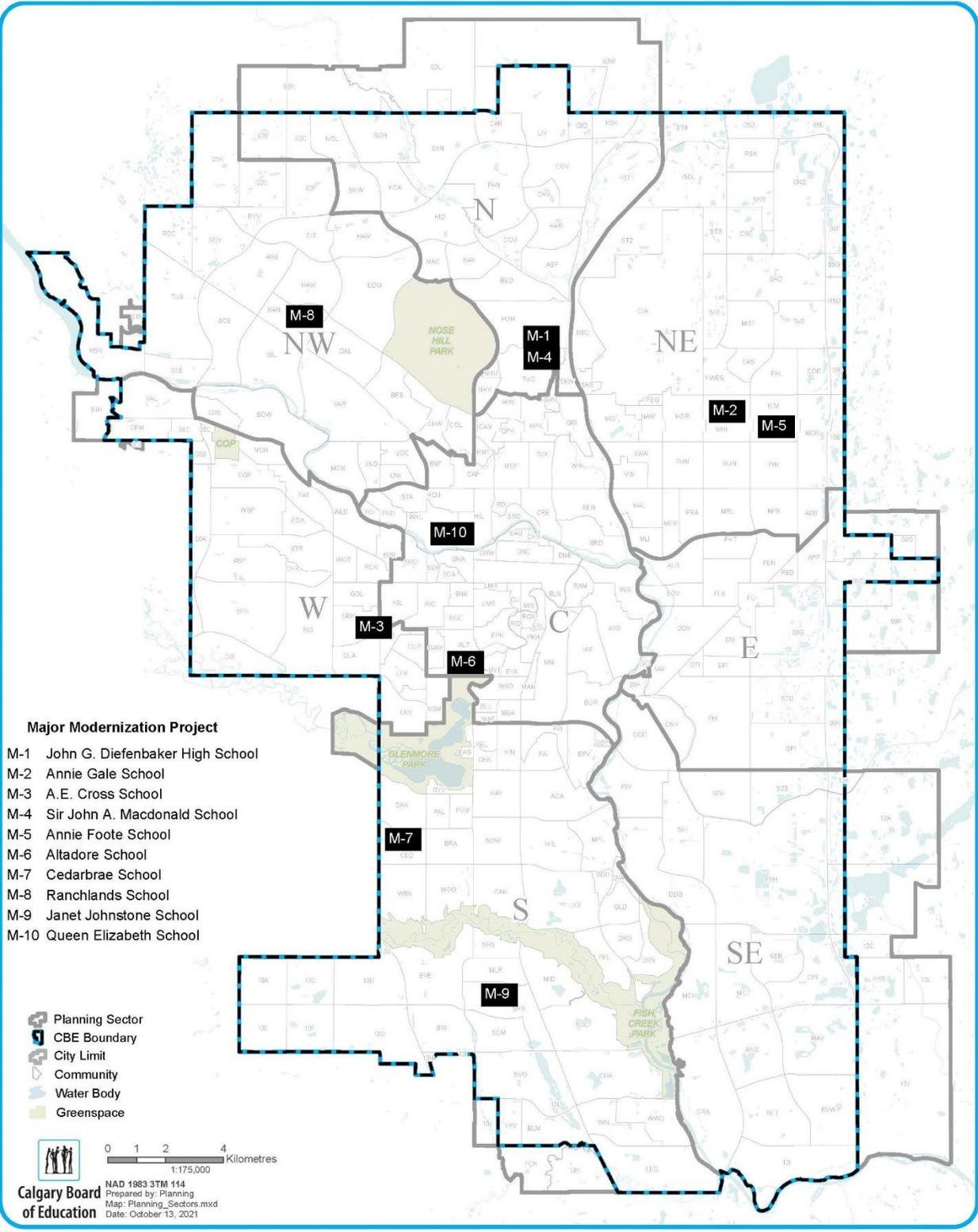
Map 5

New Construction Projects 2023-2026



Map 6

Major Modernization Projects 2023-2026



Major Modernization Project

- M-1 John G. Diefenbaker High School
- M-2 Annie Gale School
- M-3 A.E. Cross School
- M-4 Sir John A. Macdonald School
- M-5 Annie Foote School
- M-6 Altadore School
- M-7 Cedarbrae School
- M-8 Ranchlands School
- M-9 Janet Johnstone School
- M-10 Queen Elizabeth School

- Planning Sector
- CBE Boundary
- City Limit
- Community
- Water Body
- Greenspace



**Calgary Board
of Education**

NAD 1983 3TM 114
Prepared by: Planning
Map: Planning_Sectors.mxd
Date: October 13, 2021



5.0	2023-2026 SCHOOL CAPITAL PLAN
New Construction	
Priority C-1 Evanston Middle	
School Community Profile	
<p>Evanston Community began development in 2002 and is situated in the north sector of the city, north of Stoney Trail and east of Symons Valley Road.</p> <ul style="list-style-type: none"> ▪ As of the April 2019 Census, the total number of occupied dwelling units was 5,334 with a population of 17,685. ▪ The community is planned for an estimated 6,171 housing units with a population capacity of 19,200 to 19,800. ▪ The community had an average annual population growth of 1,140 persons between 2016-2019. 	
Enrolment Profile	
<ul style="list-style-type: none"> ▪ As of September 30, 2021, there were 949 kindergarten to Grade 4 and 710 Grades 5-9 students residing in the Evanston community who attended CBE schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> ▪ Kenneth D. Taylor School (K-GR4) opened September 2016. The school is full and starting September 2018, K-4 students who cannot be accommodated at the school are overflowed to Cambrian Heights School in Cambrian Heights. There is one more elementary site and one middle school site in Evanston. ▪ Evanston GR5-9 students are currently bused to Simon Fraser, which is located in the Brentwood community. 	
Recommendation	
<ul style="list-style-type: none"> ▪ Construct a middle school for 900 GR 5-9 students. ▪ The total project cost is budgeted at \$33,514,000. 	

5.0	2023-2026 SCHOOL CAPITAL PLAN
New Construction	
Priorities C-2 (design) & C-4 (construction) Saddle Ridge Middle⁽²⁾	
School Community Profile	
<p>Saddle Ridge Community began development in 2000 and is located in the northeast sector of the City.</p> <ul style="list-style-type: none"> ▪ As of the April 2019 Census, the total number of occupied dwelling units was 5,576 with a population of 22,321. ▪ The community is planned for an estimated 9,584 housing units with a population capacity of 31,500 to 31,800. ▪ The community had an average annual population growth of 1,022 persons between 2016-2019. 	
Enrolment Profile	
<ul style="list-style-type: none"> ▪ As of the September 30, 2021, there were 1,265 kindergarten to Grade 4 and 1,258 Grades 5-9 students residing in the Saddle Ridge community who attended CBE schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> ▪ Peter Lougheed School (GR5-9) opened September 2016. The school is full and starting September 2021 students in GR5-6 will be designated to Pineridge School, and students in GR7-9 will be designated to Clarence Samson School. Both schools are in the community of Pineridge. ▪ There is one more middle site, which will be used for the second middle school. ▪ This site is currently not ready for construction, but it is anticipated to be ready to construct a school in 2024. 	
Recommendation	
<ul style="list-style-type: none"> ▪ A staged design and construction of a middle school for 900 GR 5-9 students. ▪ Priority C-2 = The total design cost is budgeted at \$1,211,000. ▪ Priority C-4 = The total construction cost is budgeted at \$29,979,000. ▪ The total project cost is budgeted at \$31,190,000. 	

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

5.0	2023-2026 SCHOOL CAPITAL PLAN
New Construction	
Priorities C-3 (design) & C-5 (construction) Cornerstone High	
School Community Profile	
<p>The Cornerstone High School will serve the residents of the northern northeast communities.</p> <ul style="list-style-type: none"> ▪ Currently, the northern northeast area is served by two high schools consisting of: Forest Lawn (Cityscape, Homestead, Redstone, Skyview Ranch) and Lester B. Pearson (Cornerstone). 	
Enrolment Profile	
<ul style="list-style-type: none"> ▪ There are over 5,400 high school students living in the northeast sector of Calgary and only two high schools located in that sector. Nelson Mandela High School has a provincial capacity of 1,795 student spaces and a utilization of 110%. Lester B. Pearson High School has a provincial capacity of 1,739 student spaces and a utilization of 95%. ▪ Combined, the northern northeast communities of Cityscape, Cornerstone, Redstone and Skyview Ranch currently have 405 Grades 10-12 students. This number has increased 27% from 2019. ▪ The northeast sector of the City is projected to account for 23% of all growth in the City from 2021-2025 with a population increase of 20,797 according to the City of Calgary's <i>Suburban Residential Growth 2021-2025</i> document published in November 2021. ▪ In the 2019 Civic Census, Cornerstone and Redstone had the 4th and 5th highest community population increases in the City from 2018 to 2019, at 1,019 and 1,002 respectively. ▪ Cityscape, Cornerstone, Redstone and Skyview Ranch are less than 50% built-out (2019 Civic Census), but are developing quickly. When fully built-out over the next 5 to 10 years there will be, combined, approximately 77,600 - 81,000 people from these communities. ▪ The community of Saddle Ridge is 58% built out (2019 Civic Census) and when fully built-out over the next 5 to 10 years there will be approximately 31,500 - 31,800 people. ▪ Saddle Ridge currently has 833 high school students and that number is projected to increase over the next 5 years. ▪ Homestead is a developing new community on the east side of Stoney Trail and at full build out it is expected to have a population of 4,900 - 5,200 people. 	

Site Planning and Transportation

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

Recommendation

- A staged design and construction of a senior high school for 1,800 students.
- Priority C-3 = The total design cost is budgeted at \$2,422,000.
- Priority C-5 = The total construction cost is budgeted at \$66,718,000.
- The total project cost is budgeted at \$69,140,000.

6.0	2023-2026 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-1 John G. Diefenbaker High School	
<p>The school's current CTS programs require upgrading to meet current industry and CBE standards.</p> <p>CTS courses are designed to engage students in learning in authentic, relevant and personalized learning environments. Through this approach to learning, students transition from their high school experience more successfully into the world of work or into post-secondary education. Creating these personalized pathways through CTS courses and programs allow students the opportunity to examine their career goals and expand their interests in future success.</p>	
Facility Description	
<p>The original two storey building, complete with gymnasium, partial lower level (walkout) basement, performance space, and mechanical penthouse was constructed in 1971. In 1990, a single storey addition with lower level was added. Additionally, there are four dated modular units located on site. There have been several interior renovations over the years to improve existing spaces.</p> <p>Overall construction comprises a foundation of grade beams and strip footings complete with reinforced concrete slabs on grade. The superstructure consists of both exterior and interior masonry load bearing block, or poured in place walls and columns. Roof structure is steel deck on steel joists on bearing walls. The majority of the roof assembly is a bituminous built-up (BUR) system (last replaced in 1988).</p> <p>The exterior is a combination of red brick, ribbed block, and stucco. Windows are typically double glazed units and aluminum framed. Exterior doors are steel and painted.</p> <p>The total area of the main building is 13876 m² consisting of 54 classrooms. The classrooms range in size and have access to natural light.</p> <p>In 2018, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> ▪ Mechanical: requires upgrades (some space temperature controls require repair or replacement; life-cycle issues are soon to be an issue) ▪ Electrical: systems require upgrading (review and replace as required all life-cycle components). 	

6.0	2023-2026 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-1 John G. Diefenbaker High School	
Modernization	
<p>Due to the age and condition of the building components, a modernization will improve functionality, security, safety and will upgrade building infrastructure. There is a need to modernize instructional spaces in order to enhance the learning environment. This modernization will focus on upgrading CTS space throughout the school, and will include partial upgrading of the building envelope, mechanical and electrical systems, and replacement of worn architectural finishes and fixtures.</p> <p>This project will include a library to Learning Commons conversion, bringing the school into alignment with 21st century learning. Additional project items include building and code upgrades (sprinkler system, new stairs and updated fire separations), hazardous material abatement and addressing all gender washrooms and barrier-free accessibility.</p> <p>The total project cost is estimated to be \$29,723,000.</p>	

6.0	2023-2026 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-2 Annie Gale School	
Current and Future Student Accommodation Plan	
<p>Annie Gale School is located in northeast Calgary in the community of Whitehorn, which is an established community in the Northeast planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program Annie Gale School currently accommodates Grades 7-9 students living in Whitehorn. Students residing in Coral Springs are also currently designated to Annie Gale School fro Grades 7-9. ▪ Traditional Learning Community (TLC) Program Annie Gale School currently accommodates Grades 6-9. ▪ System Classes Annie Gale School accommodates Learning and Literacy classes. <p>The long-term student accommodation plan for Annie Gale School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that the school will operate at or near capacity into the future.</p>	
Facility Description	
<p>The two-storey building was constructed in 1983 complete with concrete footings and foundation walls. The structure comprises slab-on-grade floors, load bearing block walls, open web steel joist and metal roof deck.</p> <p>The original built-up-roof (BUR) roof was replaced with SBS roofing in 2009. The building is brick, metal panels, and pre-finished metal siding. Most classrooms have access to natural light. The total area of the building is 6,101 m² consisting of 29 classrooms for instruction.</p> <p>In 2013, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition with the exception of the electrical systems which were marginal. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> ▪ Exterior: requires upgrades (replace windows, brick, doors, metal panels, sealants, water leaks in basement). ▪ Interior: requires upgrading (finishes, millwork, window coverings, lockers, replace folding/accordion partition doors, white/tack boards, toilet partitions, acoustic wall panels). ▪ Mechanical: requires upgrading (replace control valves, DHW tank+pumps, fixtures, boilers, chimney, condensing unit, AHU, HW distribution system, fans, humidifiers, fin tube radiation system, and controls system). ▪ Electrical: systems require upgrading (Main MDP & breaker panel boards, motor controls, speaker system, life safety systems. security system including panel). 	

6.0	2023-2026 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-2 Annie Gale School	
Modernization	
<p>The modernization will improve functionality, security, safety and will upgrade building infrastructure. The modernization includes upgrades of mechanical and electrical systems and envelope upgrades (windows, doors and walls). Some renewal and replacement of critical mechanical system components has been undertaken over the previous year, however, significant investment is still required for the mechanical system. All worn finishes (flooring, ceilings, and paint) and worn fixtures will be replaced. Washroom upgrades and millwork replacement are part of the work. Code upgrades will be included in the modernization.</p> <p>Instructional space upgrades are part of the modernization including improvements to science, art and foods labs. This modernization will address acoustic, barrier-free accessibility issues, all gender washrooms and security concerns.</p> <p>The total project cost is estimated to be \$8,110,000.</p>	

6.0	2023-2026 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-3 A.E. Cross School	
Current and Future Student Accommodation Plan	
<p>A.E. Cross School is located in southwest Calgary in the community of Glenbrook, which is an established community in the West planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program A.E. Cross School currently accommodates the regular program for Grades 7-9 students living in Garrison Green, Glamorgan, Glenbrook, Killarney/Glengarry, Lincoln Park, Richmond and Rutland Park. Students residing in Signal Hill are also currently designated to A.E. Cross School for Grades 7-9. ▪ Spanish Bilingual A.E. Cross accommodates Grades 7-9 students. ▪ System Classes A.E. Cross School accommodates Paced Learning Program classes. ▪ CBE Administration (Area 7) A.E. Cross School also currently accommodates the Area 7 office. <p>The long-term student accommodation plan for A.E. Cross School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future.</p>	
Facility Description	
<p>The original building was built in 1961 with a major two-storey addition added in 1966. The building has a masonry and steel construction, wood-roof deck with masonry and curtain wall exterior. A modernization took place in 1983. The gross building area is 9,064 m² consisting of 36 classrooms, with the majority of the classrooms being slightly smaller than current standards. The provincial capacity of A.E. Cross School has been set at 878 student spaces. The gym, library, and administration space are typical size for a school of this capacity. The ancillary spaces are quite large compared to a classroom.</p> <p>The structure is considered to be in acceptable condition. Many of the classrooms have good natural lighting. Most of the building exterior is finished with low maintenance materials; however, the wood portions of the exterior are in need of maintenance. Floors are generally in acceptable condition with some needing repair/replacement.</p>	

6.0	2023-2026 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-3 A.E. Cross School	
Facility Description (cont'd)	
<p>In 2015, Alberta Infrastructure evaluated school facilities through VFA (formerly RECAPP) and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> ▪ Exterior: minor upgrades/repairs required (caulking, etc.). ▪ Interior: requires upgrading (worn and aging finishes). ▪ Mechanical: aging systems (50+years old) require replacement (HVAC system: steam boilers, ventilation, etc.). ▪ Electrical: systems require upgrading (expand current circuit system). 	
Modernization	
<p>The modernization will address replacement of major mechanical systems and electrical upgrades to improve thermal comfort and energy efficiency, and provide additional power and data outlets to address technology needs. Some renewal and replacement of critical mechanical and electrical system components occurred over the previous year; however, significant investment is still required for the mechanical and electrical systems. The scope will include replacement of old and worn finishes and fixtures (e.g., vinyl-asbestos-tile flooring, wood flooring, and lockers), door and hardware replacement, and washroom upgrades. The modernization will include select program space renovations, library to Learning Commons conversion, CTS upgrades, hazardous material abatement, and building code and accessibility upgrades. The proposed project will modernize the whole facility and enhance the teaching environment.</p> <p>The total project cost is estimated to be \$18,695,000.</p>	

6.0	2023-2026 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-4 Sir John A. Macdonald School	
Current and Future Student Accommodation Plan	
<p>Sir John A. Macdonald School is located in north Calgary in the community of Huntington Hills, which is an established community in the North planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program Sir John A. Macdonald School currently accommodates Grades 7-9 students living in Beddington Heights, part of Greenview, Huntington Hills, MacEwan Glen, Sandstone Valley and part of Thorncliffe. ▪ System Classes Sir John A. Macdonald School accommodates Adapted Learning Program, Paced Learning Program, and Teaching of Attitude, Social Skills, and Communication classes. <p>The long-term student accommodation plan for Sir John A. Macdonald School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that the school will continue to operate at or over capacity into the near future.</p>	
Facility Description	
<p>The two-storey facility was originally built in 1966 as a masonry building with a mixed material exterior. An addition, completed in 1970, increased the building area by a total of 50%. Four relocatables were added in the fall of 2007 to accommodate growth pressures. The school is exhibiting age-related deficiencies in finishes, mechanical, and electrical systems. Upgrades to building systems and finishes, including window replacement, are needed to restore this well-used building to feasible condition. The gross building area is 7,814 m² consisting of 32 classrooms, with a provincial capacity of 905 student spaces. Most of the teaching spaces are smaller than current standards; however, most have good natural light. The gym is small, by Alberta Education standards, for a junior high school of this capacity. The school has CTS labs (for graphics, construction, information processing, and foods and fashion), as well as fine and performing arts (music, drama, art, and French).</p> <p>In 2012, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> ▪ Exterior requires lifecycle upgrades (painting, caulking, etc.) ▪ Interior spaces require upgrading (main entranceway, barrier-free accessibility features, etc.) ▪ Mechanical systems require upgrading (HVAC system, boilers, hot water system, etc.) ▪ Electrical systems require upgrading (switchboard, motor starters, emergency battery packs, etc.). 	

6.0	2023-2026 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-4 Sir John A. Macdonald School	
Modernization	
<p>The modernization will improve functionality, security, safety and will upgrade building infrastructure. The modernization includes upgrades of mechanical and electrical systems and envelope upgrades (windows, doors and walls). All worn finishes (flooring, ceilings, and paint) and worn fixtures will be replaced. Washroom upgrades and millwork replacement are part of the work. Code upgrades will be included in the modernization.</p> <p>Instructional space upgrades are part of the modernization including a library to Learning Commons conversion. This modernization will address acoustic, barrier-free accessibility issues, all gender washrooms and security concerns.</p> <p>The total project cost is estimated to be \$14,081,000.</p>	

6.0	2023-2026 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-5 Annie Foote School	
Current and Future Student Accommodation Plan	
<p>Annie Foote School is located in northeast Calgary in the community of Temple, which is an established community in the Northeast planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program Annie Foote School currently accommodates kindergarten to Grade 6 students living in Temple. The school also accommodates kindergarten to Grade 6 students from the new and developing community of Skyview Ranch. <p>The long-term student accommodation plan for Annie Foote School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students in their home area and from new and developing communities in the Northeast planning sector. It is anticipated that the school will operate at or near capacity into the future.</p>	
Facility Description	
<p>The single storey brick building was constructed in 1980 with a total gross floor area of 3904 m². The Provincial capacity is 473 students from pre-school through Grade 6. There are 9 relocatable classrooms with a total area of 841.5 m², located on the northwest side of the original building. Eight of those classrooms were installed in 1980, with the 2 blocks of 4 separated by an outdoor courtyard. The final relocatable classroom was attached to the north of the east wing later.</p> <p>In 2012, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> ▪ Exterior: requires upgrades (replace wood soffit and windows, etc.). ▪ Interior: requires upgrading (painting, barrier free features, seal all fire separation penetrations, replace gym divider and damaged doors, white boards). ▪ Mechanical: systems require upgrading (controls system, replace water heater, condensing unit, air handling unit, etc.). ▪ Electrical: systems require upgrading (light fixtures, fire alarm panel, emergency lighting and life safety devices). 	

6.0	2023-2026 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-5 Annie Foote School	
Modernization	
<p>The modernization will improve functionality, security, safety and will upgrade building infrastructure. The modernization includes upgrades of major mechanical and minor electrical systems and envelope upgrades (roof, windows and foundation repair). All worn finishes (flooring, ceilings, and paint) and worn fixtures will be replaced. Washroom upgrades and millwork replacement are part of the work. Code upgrades will be included in the modernization.</p> <p>Instructional space upgrades are part of the modernization including a library to Learning Commons conversion. This modernization will address acoustic, barrier-free accessibility issues, all gender washrooms and security concerns. Site circulation/parking issues need to be addressed to ensure safety of staff and students accessing the site.</p> <p>The total project cost is estimated to be \$11,449,000.</p>	

6.0	2023-2026 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-6 Altadore School	
Current and Future Student Accommodation Plan	
<p>Altadore School is located in southwest Calgary in the community of Altadore which is in the inner city in the Centre planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program <p>Altadore School currently accommodates for kindergarten to Grade 6 students living in Altadore.</p> <p>The long-term student accommodation plan for Altadore School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future.</p> 	
Facility Description	
<p>The one-storey building was constructed in 1952 with a wood frame on a concrete foundation. The school was renovated in 2002 with new exterior cladding, windows, doors, skylights and roof. A barrier-free washroom was provided in 2002; however, the remainder of the school requires barrier-free renovations. The total area of the building is 2,737 m² consisting of 15 classrooms for instruction. Most of the classrooms are similar to current standards and have good natural light.</p> <p>In 2010, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made this recommendation:</p> <p>Mechanical: systems require upgrading (hot water tanks, boiler, ventilators, etc.).</p>	
Modernization	
<p>The modernization would upgrade the entire mechanical systems: replace hot water tanks, steam boilers, breeching, steam piping, controls, exhaust fans, radiation system, and unit ventilators. Electrical upgrades would consist of cabling and electrical wiring upgrades. The project would also upgrade building code deficiencies (including sprinkler systems) with full barrier-free accessibility, and a library to Learning Commons conversion and all gender washrooms.</p> <p>The total project cost is estimated to be \$8,588,000.</p>	

6.0	2023-2026 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-7 Cedarbrae School	
Current and Future Student Accommodation Plan	
<p>Cedarbrae School is located in southwest Calgary in the community of Cedarbrae, which is an established community in the South planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program Cedarbrae School currently accommodates kindergarten to Grade 6 students living in Cedarbrae. ▪ System Classes Cedarbrae School currently accommodates Bridges classes. <p>The long-term student accommodation plan for Cedarbrae School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future.</p>	
Facility Description	
<p>The single-storey building was constructed in 1976 complete with concrete footings and foundational walls. The structure comprises slab-on-grade floors, steel frame with masonry columns, open web steel joist and metal roof deck.</p> <p>The original built-up-roof (BUR) roof was replaced with SBS roofing in 2011. The building is clad brick and stucco, pre-finished metal flashing, with cladding below windows. Many classrooms have access to natural light. The total area of the building is 2,852 m² consisting of 11 classrooms for instruction.</p> <p>In 2012, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition with the exception of the electrical systems which were marginal. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> ▪ Exterior: requires upgrades (replace windows, skylights, doors, roof access door, stucco/wood soffits and metal siding; seals around openings and control joints, fix water leaks in basement). ▪ Interior: requires upgrading (finishes, millwork, window coverings refinish wood floor, replace folding/accordion partition doors, white/tack boards, toilet partitions, acoustic wall panels). ▪ Mechanical: requires upgrading (replace control valves, DHW tank+pumps, fixtures, boilers, chimney, condensing unit, AHU, HW distribution system, fans, humidifiers, fin tube radiation system, and controls system). ▪ Electrical: systems require upgrading (light fixtures, Main MDP & breaker panel boards, motor controls, speaker system, security system including panel). 	

6.0	2023-2026 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-7 Cedarbrae School	
Modernization	
<p>The modernization will improve functionality, security, safety and will upgrade building infrastructure. The modernization includes upgrades of mechanical and electrical systems and envelope upgrades (windows, doors and walls). All worn finishes (flooring, ceilings, and paint) and worn fixtures will be replaced. Washroom upgrades and millwork replacement are part of the work. Code upgrades will be included in the modernization.</p> <p>Instructional space upgrades are part of the modernization including a library to Learning Commons conversion. This modernization will address acoustic, barrier-free accessibility issues, all gender washrooms and security concerns.</p> <p>The total project cost is estimated to be \$8,588,000.</p>	

6.0	2023-2026 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-8 Ranchlands School	
Current and Future Student Accommodation Plan	
<p>Ranchlands School is located in northwest Calgary in the community of Ranchlands, which is an established community in the Northwest planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program Ranchlands School currently accommodates kindergarten to Grade 6 students living in Ranchlands. The school is also receives students from the new and developing community of Sherwood. ▪ System Classes Ranchlands School accommodates Paced Learning Program classes. <p>The long-term student accommodation plan for Ranchlands School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future.</p>	
Facility Description	
<p>The permanent 2-storey building was constructed in 1980. Eight relocatables (4 two-storey blocks) were included as part of the original construction.</p> <p>The core building construction includes concrete footings and grade beams, load-bearing masonry perimeter and interior walls and open webbed steel joists and metal Q-deck. Boiler room is below-grade. The total area of the building is 4,285 m² consisting of 11 classrooms and 8 relocatable classrooms for instruction. Core floor area is 3,476 m² with a relocatable area of 809 m².</p> <p>In 2013, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations that would need to be addressed as the building passes its 35 year:</p> <ul style="list-style-type: none"> ▪ Exterior: requires upgrades (envelope restoration, repoint mortar joints, replace metal siding, joint sealer, windows, doors, gutters & downspouts, skylights). ▪ Interior: requires upgrading (replace folding partitions, flooring, acoustic panels, ceiling tiles, elevator and lift, white/tack boards, toilet partitions, paint walls, fire stop penetrations through walls, millwork , window coverings). ▪ Mechanical: requires upgrades (replace fixtures, valves, DHW Heater, boilers, chimney, condensing and air distribution units, HW distribution unit, exhaust fans, finned tube radiation units, upgrade BAS controls). ▪ Electrical: systems require upgrading (replace light fixtures, emergency/fire and security systems, switch and panel boards, motor controls, speaker system). 	

6.0	2023-2026 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-8 Ranchlands School	
Modernization	
<p>The modernization will improve functionality, security, safety and will upgrade building infrastructure. The modernization includes upgrades of mechanical and electrical systems and envelope upgrades (windows, doors and walls). All worn finishes (flooring, ceilings, and paint) and worn fixtures will be replaced. Washroom upgrades and millwork replacement are part of the work.</p> <p>Instructional space upgrades are part of the modernization including a library to Learning Commons conversion. This modernization will address acoustic, barrier-free accessibility issues, code issues, all gender washrooms and security concerns.</p> <p>The total project cost is estimated to be \$12,880,000.</p>	

6.0	2023-2026 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-9 Janet Johnstone School	
Current and Future Student Accommodation Plan	
<p>Janet Johnstone School is located in southwest Calgary in the community of Shawnessy, which is in the South planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program Janet Johnstone School currently accommodates kindergarten to Grade 4 students living in Millrise, Shawnee Slopes and Shawnessy, ▪ French Immersion Janet Johnstone School accommodates kindergarten to Grade 4 students. <p>The long-term student accommodation plan for Janet Johnstone School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future.</p>	
Facility Description	
<p>The one-storey building with a mezzanine was constructed in 1982 with a steel frame on a concrete foundation. The total area of the building is 3203.5 m² consisting of 12 core classrooms and 8 portable classrooms for instruction. The classrooms are slightly under current standards and have good natural light.</p> <p>In 2012, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made this recommendation:</p> <ul style="list-style-type: none"> ▪ Exterior: requires upgrades and replacement (metal siding, joint sealers, doors, windows, roof, skylights etc.). ▪ Interior: requires upgrading (paint, flooring, ceiling tiles, barrier free features, , replace room divider panels, lockers, toilet partitions, white boards and tack boards, millwork). ▪ Mechanical: systems require upgrading (controls system, fixtures, valves, replace hot water heater, boilers, HVAC upgrade, exhaust fans, etc.). ▪ Electrical: systems require upgrading (main electrical switchboard, circuit panels and motors, light fixtures, fire alarm panel, emergency lighting and life safety devices). 	
Modernization	
<p>The modernization would upgrade the entire mechanical and electrical systems as noted above in the facility description. The project would also upgrade building code deficiencies to add barrier-free accessibility, all gender washrooms and a library to Learning Commons conversion. The modernization includes replacement of worn architectural finishes, fixtures and millwork.</p> <p>The total project cost is estimated to be \$9,577,000.</p>	

6.0	2023-2026 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-10 Queen Elizabeth School	
Current and Future Student Accommodation Plan	
<p>Queen Elizabeth School is located in north central Calgary in the community of West Hillhurst, which is an established community in the Centre planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program Queen Elizabeth School currently accommodates kindergarten to Grade 6 students living in a portion of West Hillhurst and Hillhurst. <p>The long-term student accommodation plan for Queen Elizabeth School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future.</p>	
Facility Description	
<p>The two-storey brick veneer building with partial basement was constructed in 1957. Structurally the building consists of poured concrete foundation walls, footings and slabs-on-grade, the crawl space & basement walls consist of masonry block or concrete assembly. The second floor has a poured concrete floor supported by masonry block walls, concrete columns and steel columns. Structural reinforced concrete block walls support the roof assembly. Open web steel joists support wood decking over second floor classrooms and gymnasium. The total area of the building is 3,197 m² consisting of 15 classrooms for instruction.</p> <p>In 2009, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition, except the electrical systems that are in marginal condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> ▪ Exterior: requires upgrades (replace metal siding, reseal all joints, seal exposed concrete, replace wood windows and shading devices, skylights, partial roof replacement, pave parking lot). ▪ Interior: requires upgrading (refinish wood doors, replace toilet partitions, worn stair surfaces, handrails, wall panelling and tile, flooring, acoustic panelling, and ceiling tiles, millwork, window coverings, elevator). ▪ Mechanical: requires upgrades (replace fixtures, valves, steam boilers and entire steam distribution system, chimney, exhaust fans, gym HVAC unit, controls system). ▪ Electrical: systems require upgrading (light fixtures and switches, panel boards, motor controls, branch wiring, emergency lighting, fire alarm and security system, speaker system). 	

6.0	2023-2026 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-10 Queen Elizabeth School	
Modernization	
<p>The modernization will improve functionality, security, safety and will upgrade building infrastructure. The modernization includes upgrades of mechanical and electrical systems and envelope upgrades (windows, doors and walls). All worn finishes (flooring, ceilings, and paint) and worn fixtures will be replaced. Washroom upgrades and millwork replacement are part of the work.</p> <p>Instructional space upgrades are part of the modernization including a library to Learning Commons conversion. This modernization will address acoustic, barrier-free accessibility issues including an elevator, all gender washroom and security concerns and code upgrades (including a sprinkler system).</p> <p>The total project cost is estimated to be \$9,577,000.</p>	

Capacity and Utilization

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

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

Notes:

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

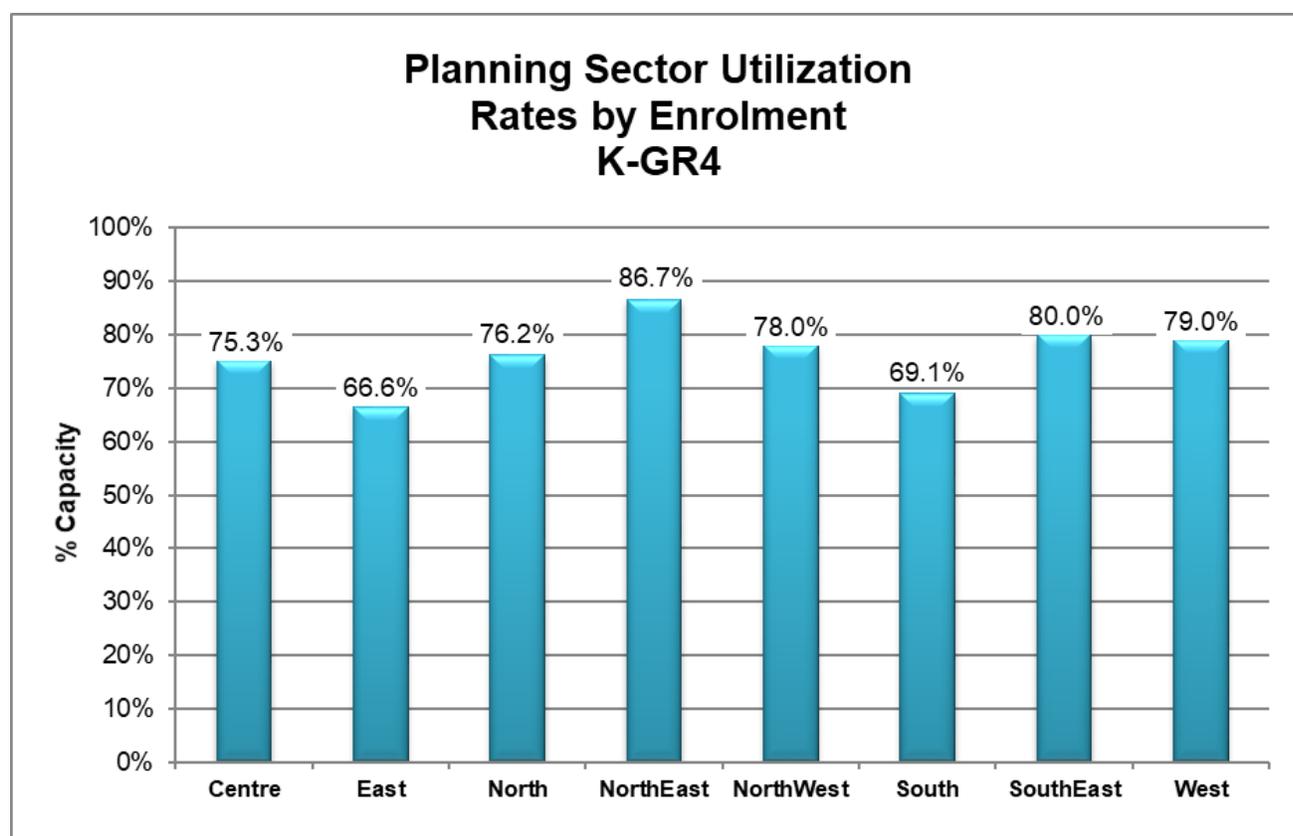


Table 2: Capacity by Enrolment for GR 5-9 (%)

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

Notes:

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

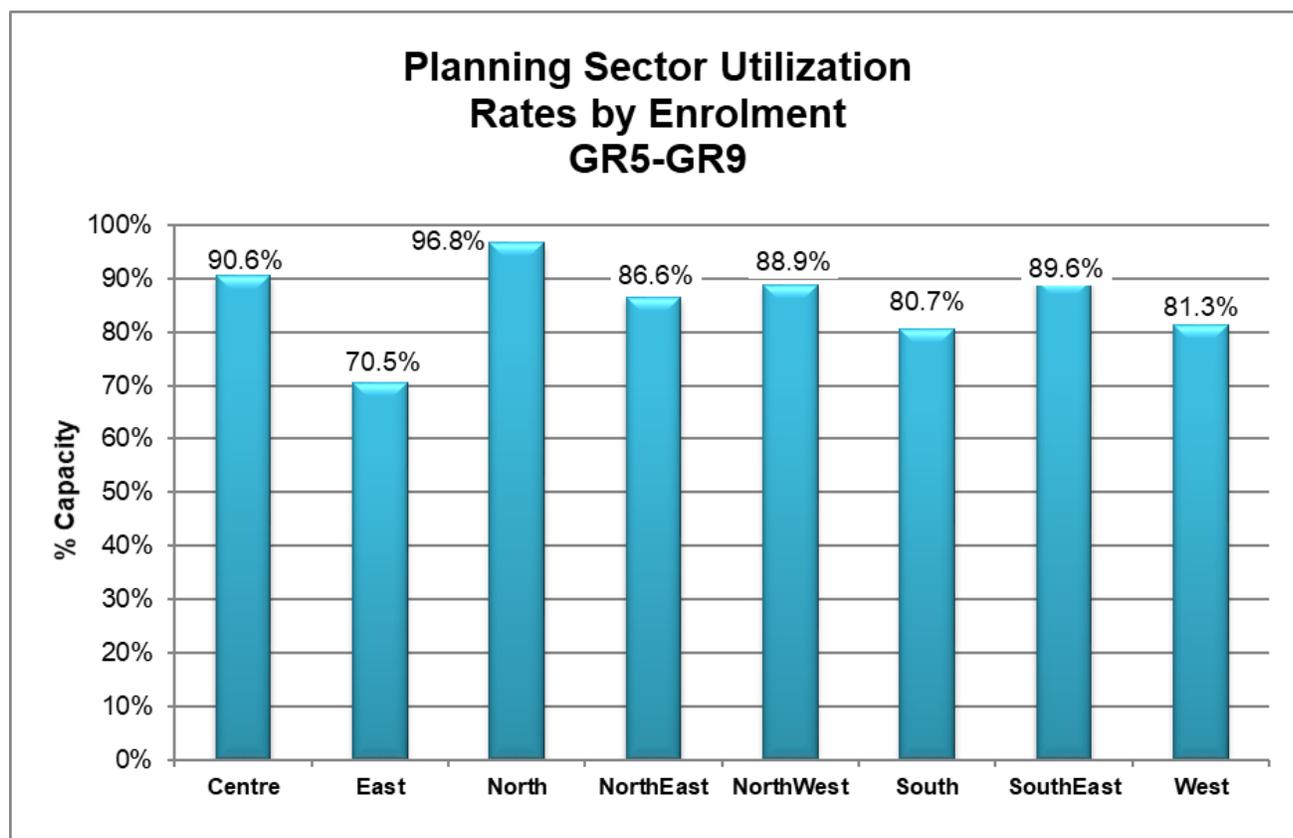


Table 3: Capacity by Enrolment for K-GR9 (%)

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

Notes:

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

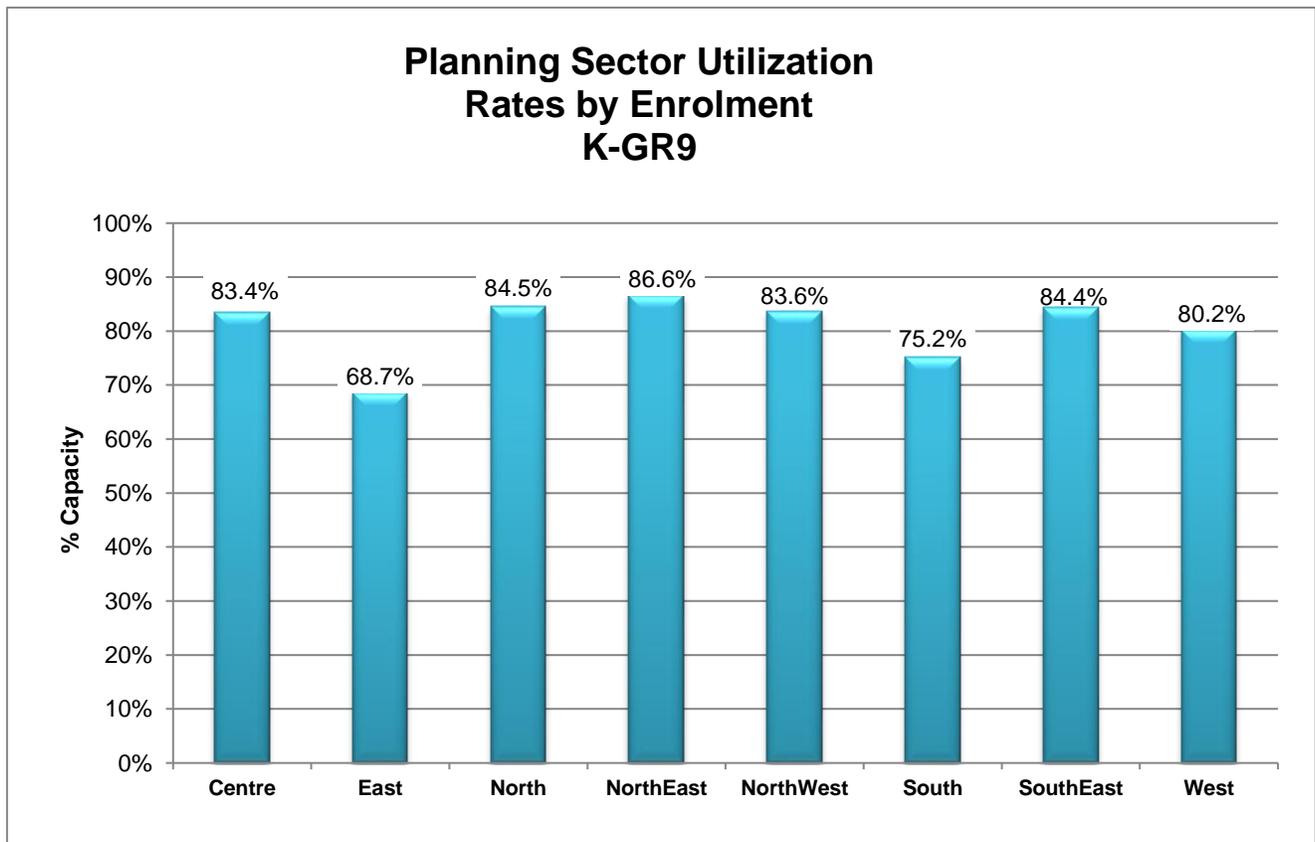


Table 4: Capacity by Enrolment for Senior High (%)

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

Notes:

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

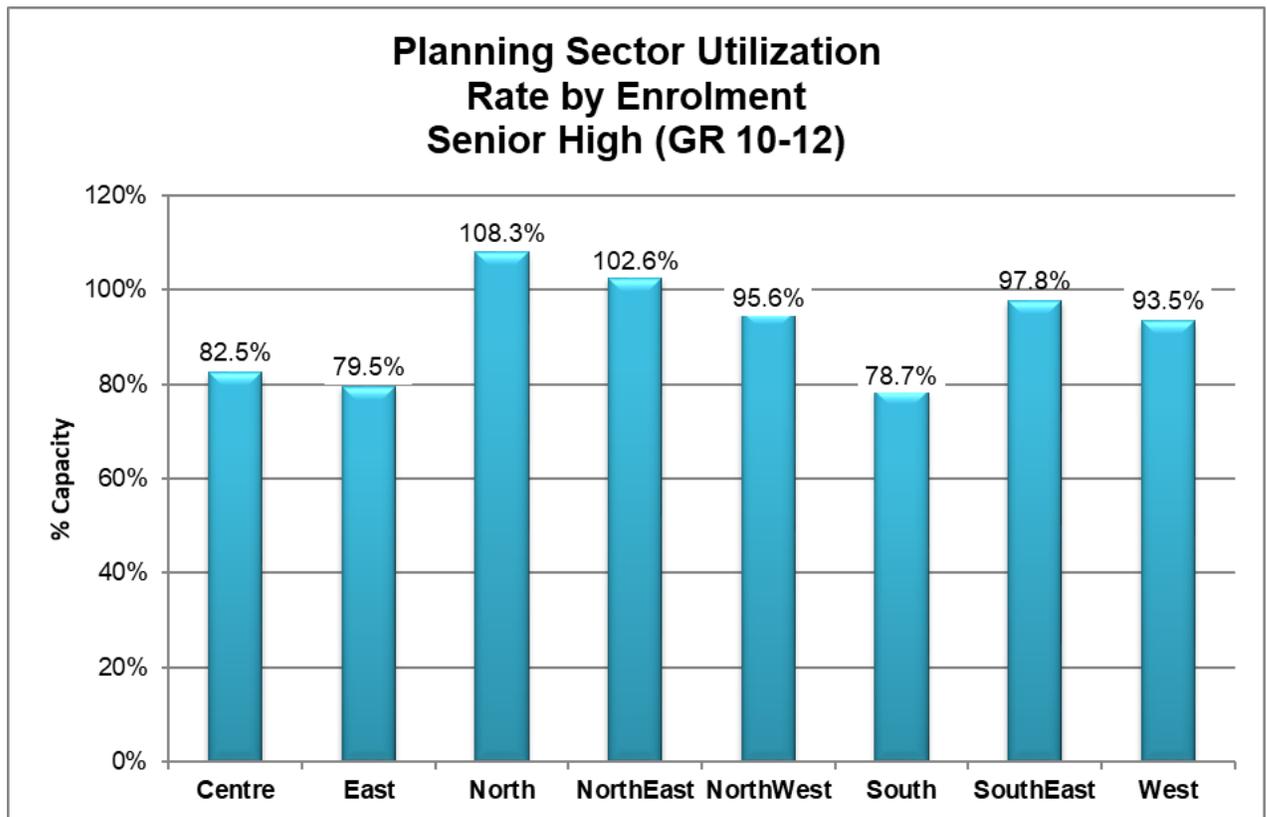


Table 5: Capacity by Residence for K-GR4 (%)

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

Notes:

- Student numbers are based on ArcView data as at September 30, 2021 (K@FTE to Grade 9)
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)
- Under-utilized and over-utilized are shown on **Map 7**

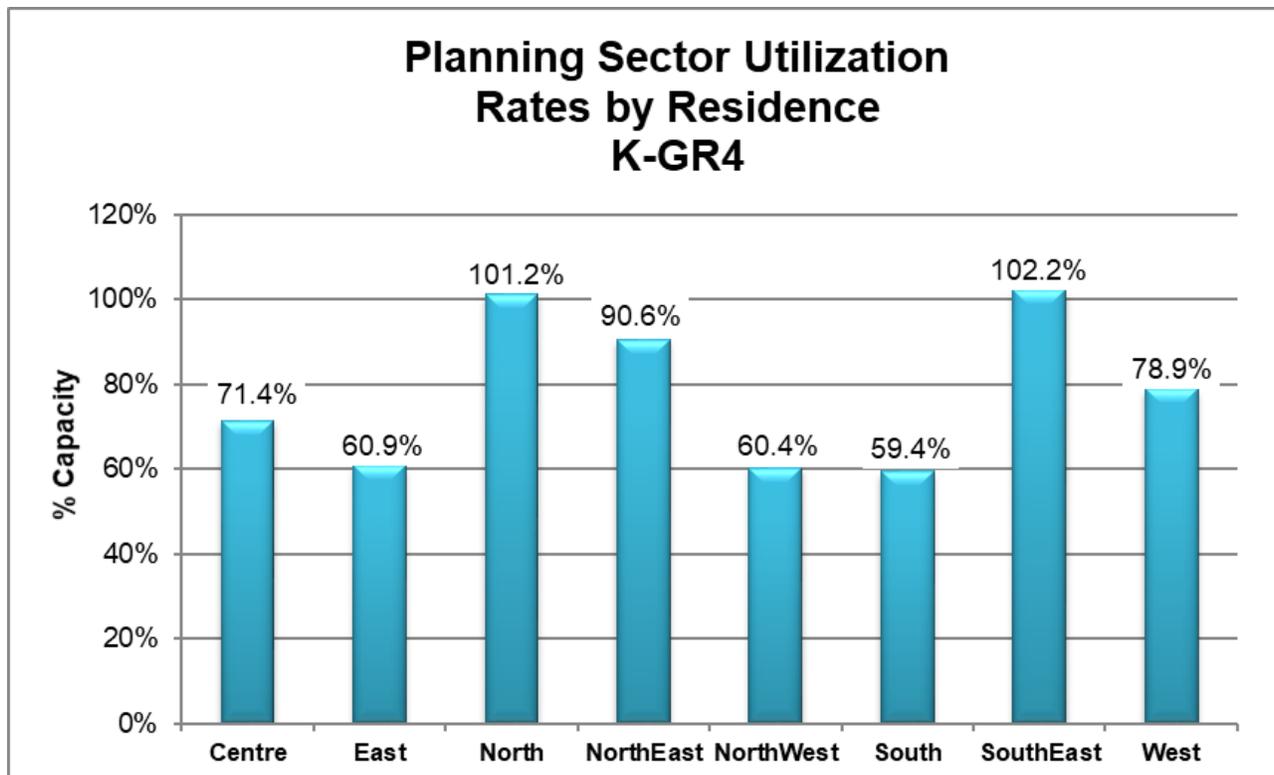


Table 6: Capacity by Residence for GR 5-9 (%)

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

Notes:

- Student numbers are based on ArcView data as at September 30, 2021 (K@FTE to Grade 9)
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)
- Under-utilized and over-utilized are shown on **Map 8**

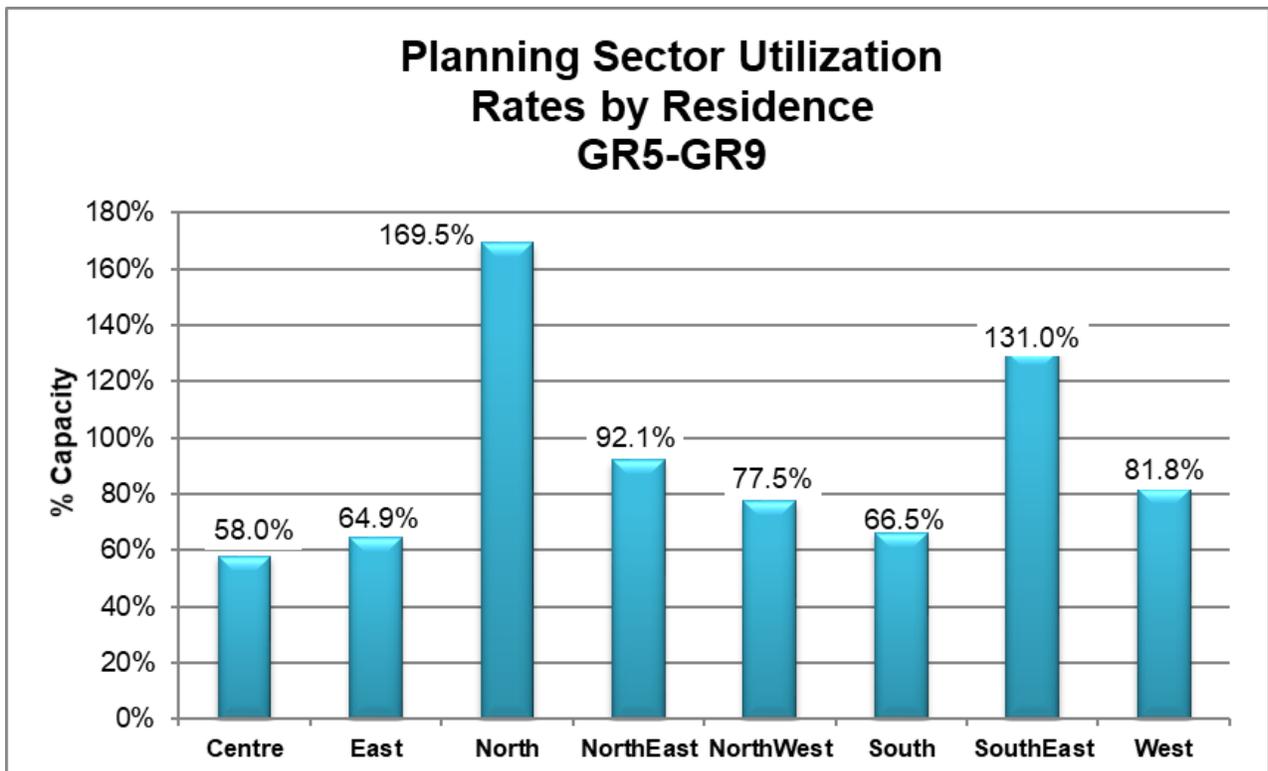


Table 7: Capacity by Residence for K-GR9 (%)

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

Notes:

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

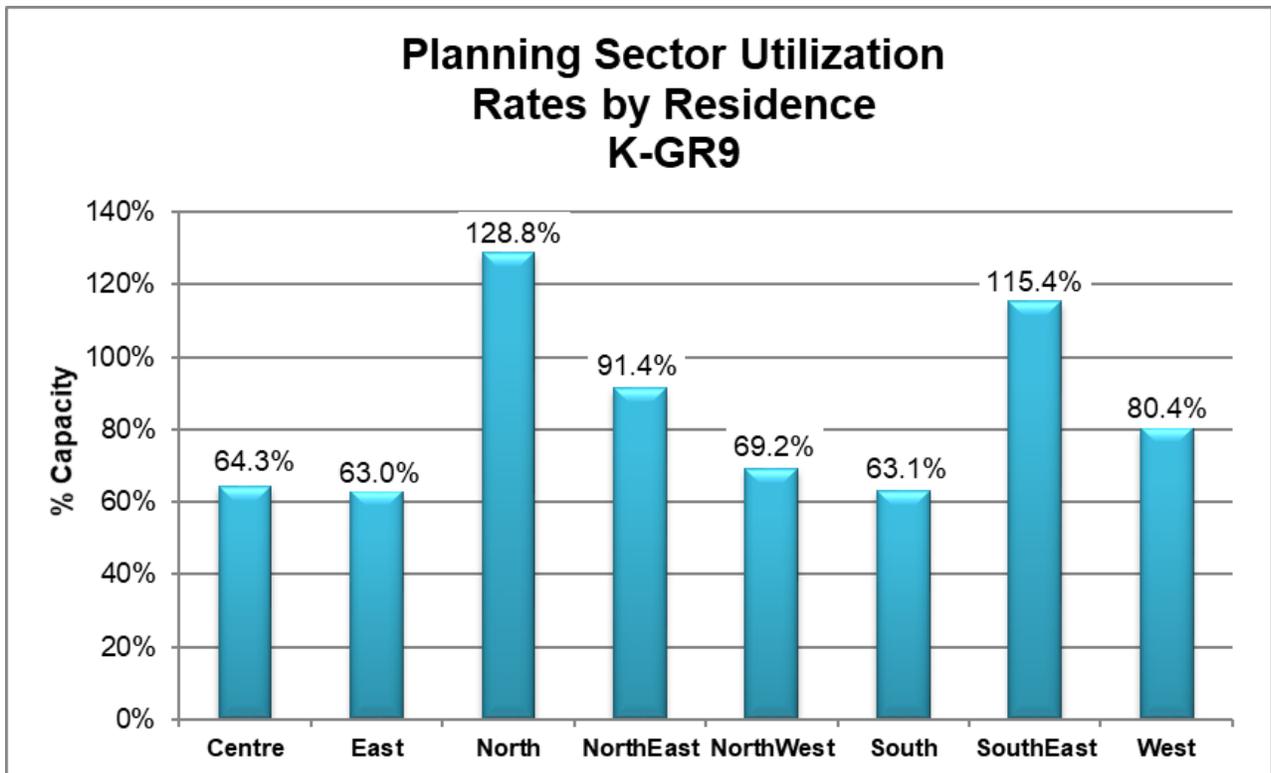
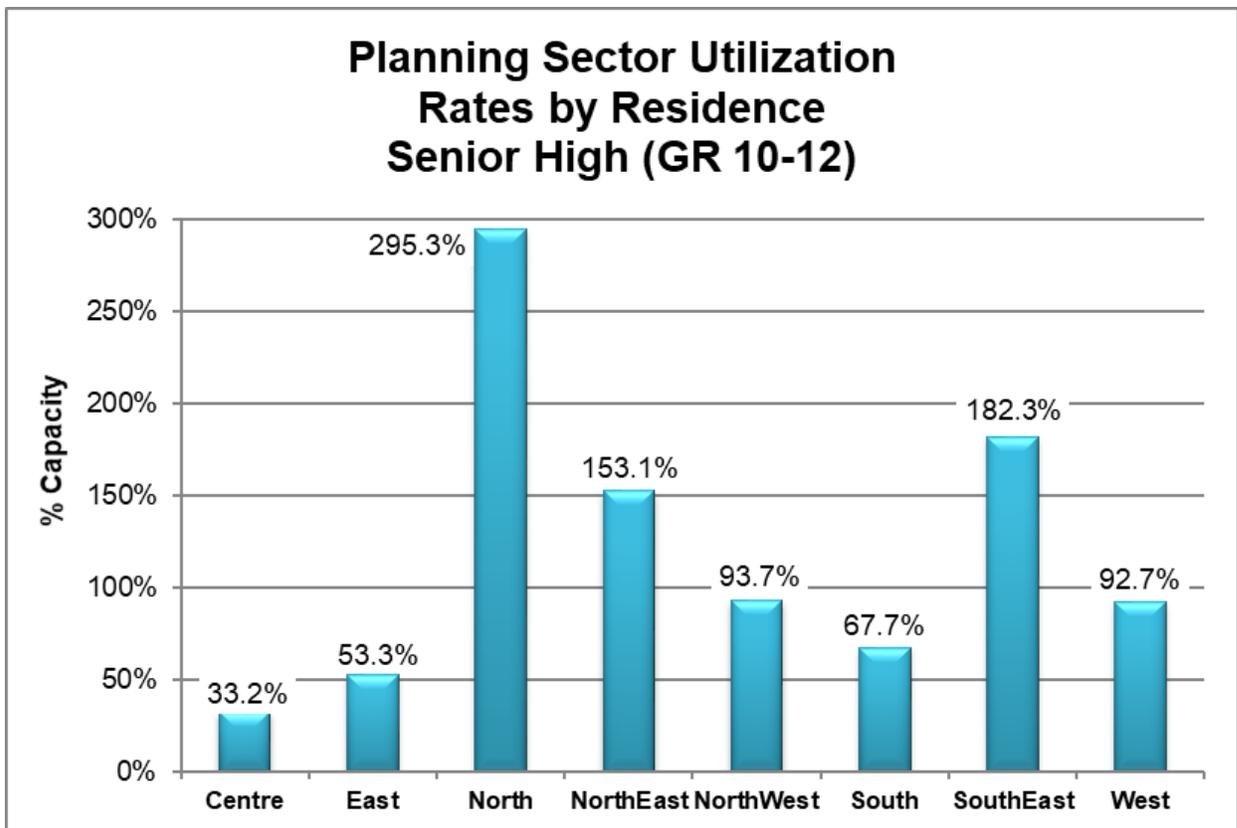


Table 8: Capacity by Residence for Senior High (%)

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

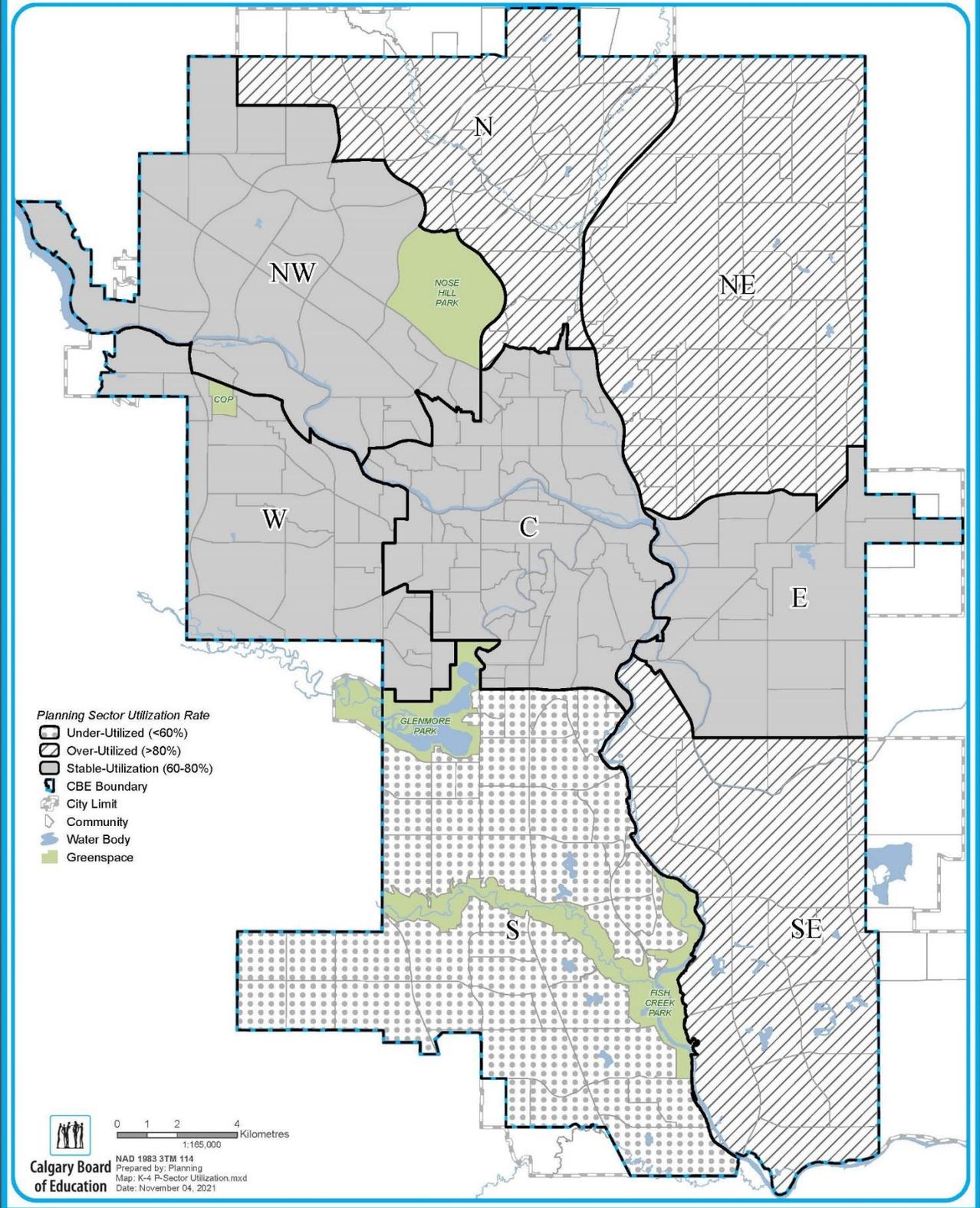
Notes:

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



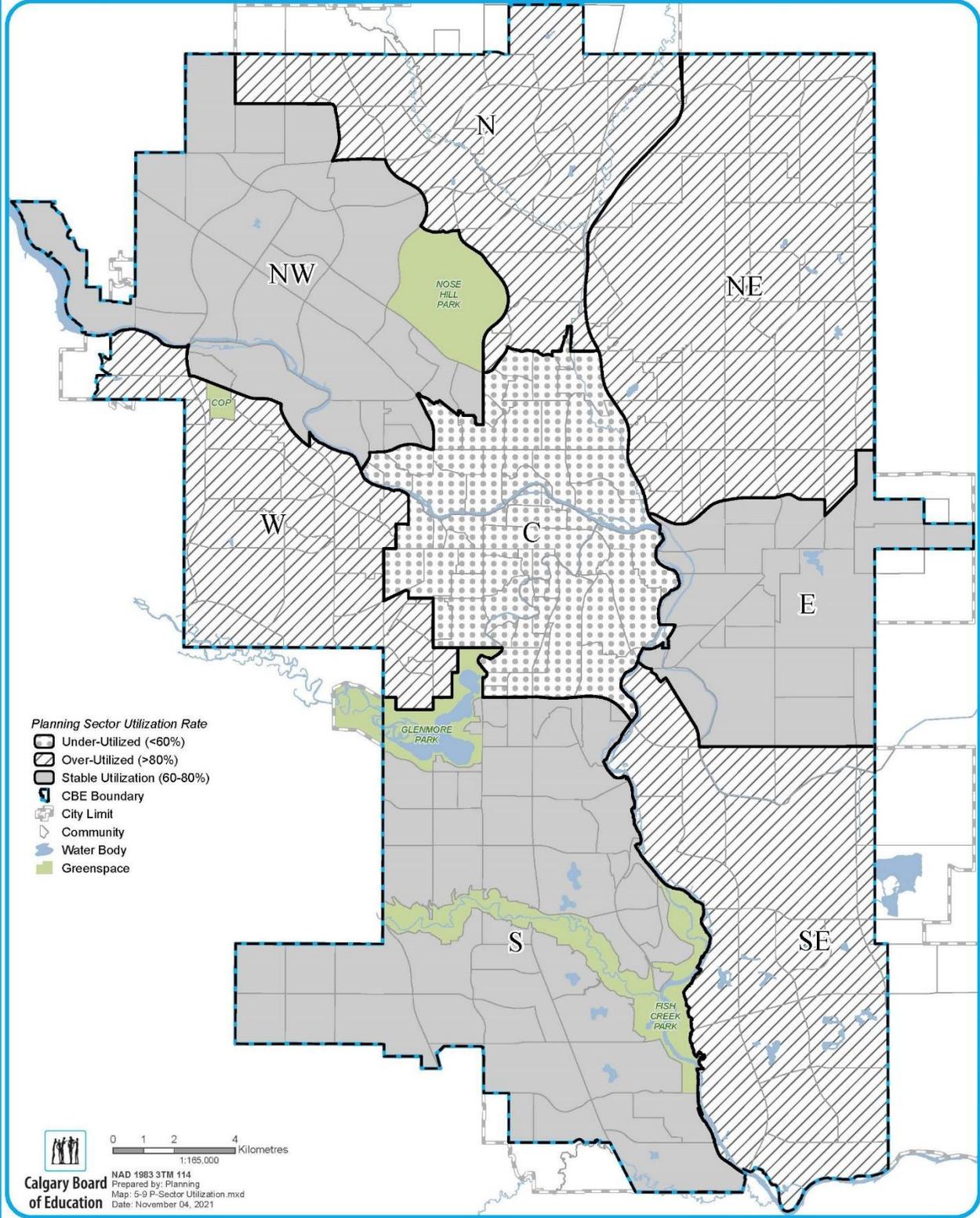
Map 7

Planning Sector Utilization by Residence Kindergarten to Grade 4



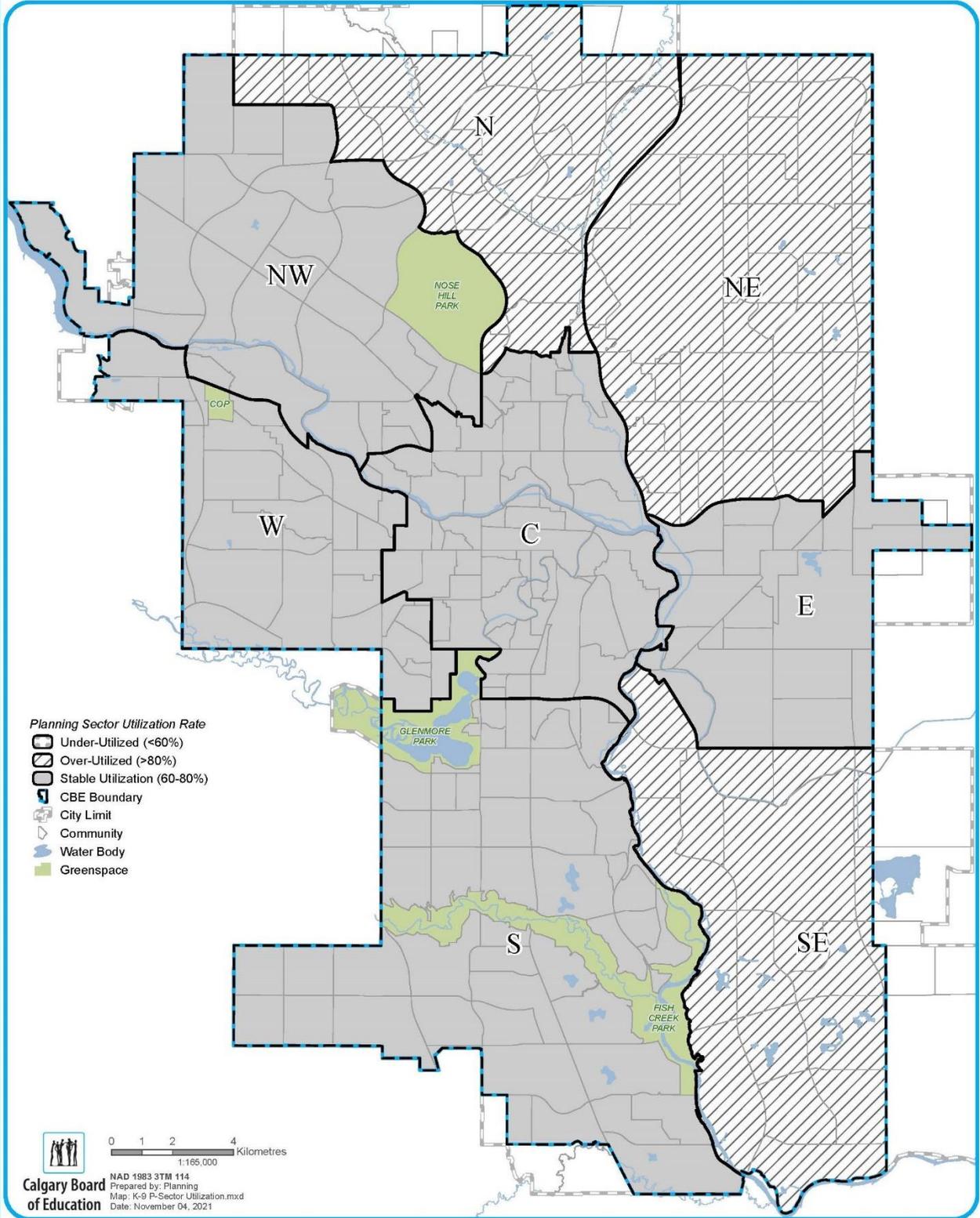
Map 8

Planning Sector Utilization by Residence Grades 5 to 9



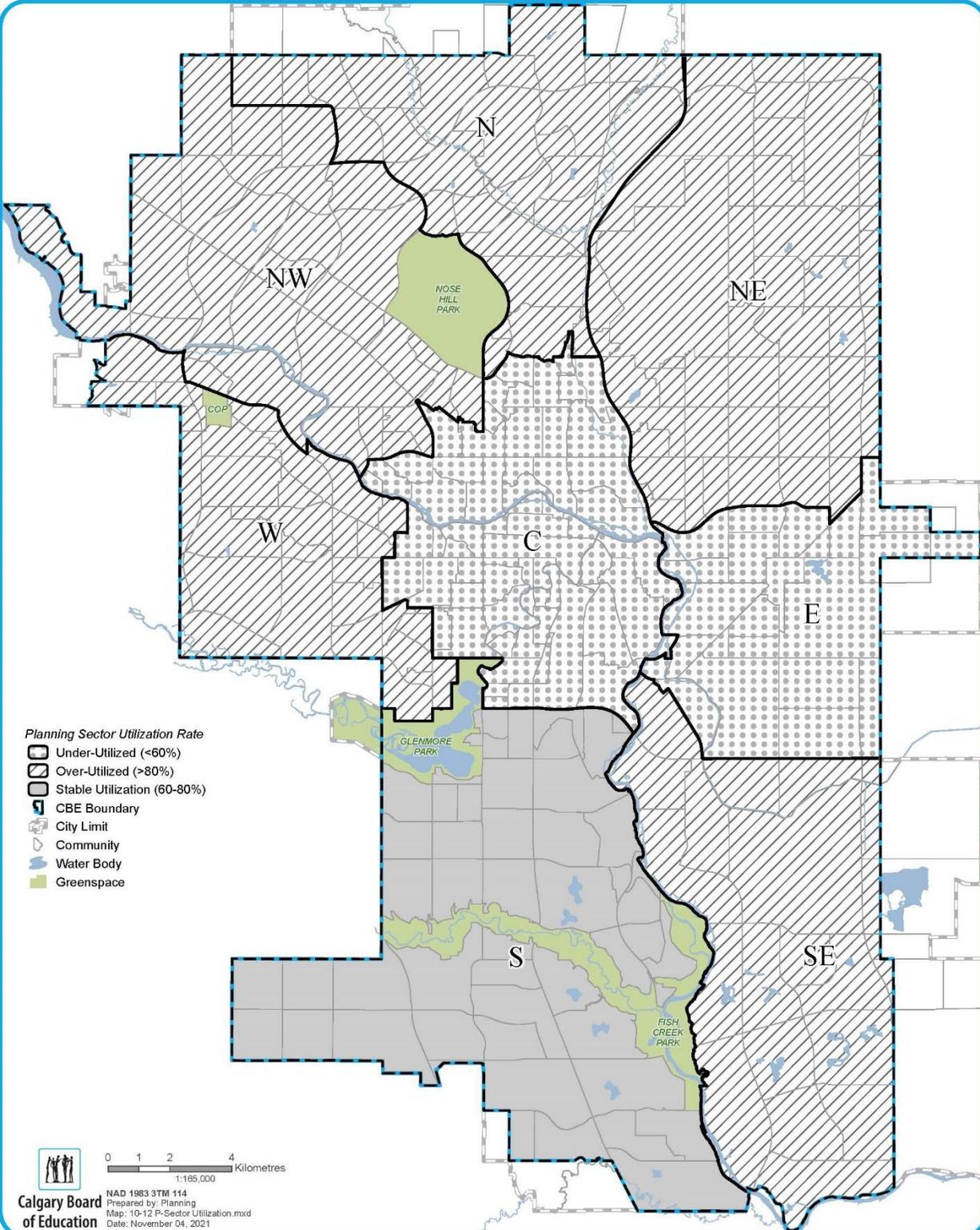
Map 9

Planning Sector Utilization by Residence Kindergarten to Grade 9



Map 10

Planning Sector Utilization by Residence Grades 10 to 12



APPENDIX II

Modernization Information

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

**Major Modernization Ranking Points
2023-2026 Capital Submission**

School	Programming Requirements	5 Year Projected Enrolment	Quality of Site to Serve Students	Ability to Upgrade	Facility Maintenance Based on RECAPP adjusted for time	Total Points
Centre Planning Sector						
Altadore School	-	6	4	9	20	39
Queen Elizabeth School	-	2	6	7	15	30
East Planning Sector						
-	-	-	-	-	-	-
North Planning Sector						
Sir John A. Macdonald School	5	10	10	8	15	48
Northeast Planning Sector						
Annie Foote School	-	10	4	11	15	40
Annie Gale School	5	8	6	10	20	49
Northwest Planning Sector						
Ranchlands School	-	4	3	11	20	38
South Planning Sector						
Cedarbrae School	-	2	4	13	20	39
Janet Johnstone School	-	2	4	12	20	38
Southeast Planning Sector						
-	-	-	-	-	-	-
West Planning Sector						
A.E. Cross School	10	2	7	9	20	48

MAJOR MODERNIZATION RANKING CRITERIA

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

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

Community Ranking for New Schools

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

Notes:

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

K-GR4 Statistics 2023-2026 Capital Submission

Community	Community Growth Profile (statistics)				Busing and Travel Time (statistics)			Existing K-GR4 School Awarded in Phases or Design Only School Approved
	2021 CRA data Ages 1-5	Elementary (K-GR4) Enrolment	Projected Population Growth by Sector (%)	Ratio of K-GR4 CBE Enrolment to # of Housing Units in Community (%)	Median Travel Time (minutes)	Direct Distance Travelled (km's)	More than one Bus Receiver within two school years	
East Planning Sector								
-	-	-	-	-	-	-	-	-
North Planning Sector								
Country Hills**	174	97	23	7	14	3	no	no
*Evanston ⁽²⁾	*1247	*361	23	17	34	14	no	yes
Kincora	476	282	23	12	22	5	no	no
Livingston	305	136	23	10	28	13	no	no
Nolan Hill	788	328	23	13	25	11	no	no
Sage Hill	826	384	23	11	21	8	yes	no
Sherwood	401	209	23	10	17	7	no	no
Northeast Planning Sector								
Redstone	802	293	23	16	24	16	no	no
Northwest Planning Sector								
-	-	-	-	-	-	-	-	-
South Planning Sector								
Walden	554	262	21	10	22	11	no	no
Southeast Planning Sector								
-	-	-	-	-	-	-	-	-
West Planning Sector								
Cougar Ridge	444	312	4	14	7	2	no	no
Valley Ridge/Crestmont	453	199	4	7	19	10	no	no

Notes:

1. Canada Revenue Agency data, ages 1-5, provided by Baragar Systems.
2. **Country Hills is a K-9 grade configuration. Communities under consideration for a K-GR9 school are assessed through both the K-GR4 and GR5-9 point assessment process. The priority order is determined by the highest number of points in either of these two categories, not by the combined number of points.
3. ⁽²⁾ indicates second school of that type in the community. For communities that already have an elementary school, their current provincial capacity is deducted from their CRA data and K-GR4 enrolments.
4. Housing Units information from The City of Calgary "2019 Civic Census" and building permits issued for 2019 and 2020.
5. More than one bus receiver school required for established grade configuration within two school years (examples include, but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9).
6. Busing and Travel Time information as per Transportation Services.
7. Only communities where their school site is ready or anticipated to be ready in the next 2-3 years (^) for building construction have been included in the ranking analysis.

*Evanston⁽²⁾ – deducted 588 (current provincial capacity) from CRA data total (1835-588=1247) & K-GR4 total (949-588=361), as it would be their second elementary.

K-GR4 Ranking Points 2023-2026 Capital Submission

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

Notes:

- 0 points in Community Growth Profile = 0 points in Busing and Travel Time.
- Canada Revenue Agency data, ages 1-5, provided by Baragar Systems.
- **Country Hills is a K-9 grade configuration. Communities under consideration for a K-GR9 school are assessed through both the K-GR4 and GR5-9 point assessment process. The priority order is determined by the highest number of points in either of these two categories, not by the combined number of points.
- ⁽²⁾ indicates second school of that type in the community. For communities that already have an elementary school, their current provincial capacity is deducted from their CRA data and K-GR4 enrolments.
- Bus Receivers – More than one bus receiver school required for established grade configuration within two school years (examples include, but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9).
- Only communities where their school site is ready or anticipated to be ready in the next 2-3 years (^) for building construction have been included in the ranking analysis.

*Evanston⁽²⁾ – deducted 588 (current provincial capacity) from CRA data total (1835-588=1247) & K-GR4 total (949-588=361), as it would be their second elementary.

Middle/Junior (Grades 5-9) Statistics 2023-2026 Capital Submission

Community	Community Growth Profile (statistics)				Busing and Travel Time (statistics)			Accommodation Plan	
	Elementary (K-GR4) Enrolment	Middle (GR 5-9) Enrolment	Projected Population Growth by Sector (%)	Ratio of GR5-9 CBE Enrolment to # of Housing Units in Community (%)	Median Travel Time (minutes)	Direct Distance Travelled (km's)	More than one Bus Receiver within two school years	Existing K-GR4 or Design Only School Approved or in Existence	Greater Than Two Transition Points
East Planning Sector									
-	-	-	-	-	-	-	-	-	-
North Planning Sector									
Country Hills**	97	116	23	8	20	4	no	no	no
Evanston	949	710	23	13	23	12	no	yes	no
Sage Hill/Kincora	666	565	23	10	28	12	yes	no	no
Sherwood/Nolan Hill	537	572	23	12	33	9	no	no	no
Northeast Planning Sector									
Cityscape/Redstone	504	414	23	14	22	12	no	no	no
Cornerstone^	238	180	23	12	17	8	no	no	no
*Saddle Ridge ⁽²⁾ ^	1265	*301	23	21	6	2	yes	yes	yes
Northwest Planning Sector									
-	-	-	-	-	-	-	-	-	-
South Planning Sector									
Legacy	260	172	21	6	28	11	no	no	no
Southeast Planning Sector									
Mahogany	518	362	23	8	29	15	no	yes	no
West Planning Sector									
Aspen Woods^	333	325	4	11	15	5	no	yes	no
**Signal Hill	385	**168	4	7	28	4	no	yes	no

Notes:

- Housing information from The City of Calgary "2019 Civic Census" and building permits issued for 2019 and 2020.
- **Country Hills is a K-9 grade configuration. Communities under consideration for a K-GR9 school are assessed through both the K-GR4 and GR5-9 point assessment process. The priority order is determined by the highest number of points in either of these two categories, not by the combined number of points.
- ⁽²⁾ indicates second school of that type in the community. For communities that already have a middle school, their current provincial capacity is deducted from their GR5-9 enrolments.
- ^ Site not ready, but anticipated to be in 2-3 years.
- Bus Receivers – More than one bus receiver school required for established grade configuration within two years. (examples include, but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9).
- Busing and Travel Time information as per Transportation Services.
- Only communities where their school site is ready or anticipated to be ready in the next 2-3 years (^) for building construction have been included in the ranking analysis.

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

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

Middle/Junior (Grades 5-9) Ranking Points 2023-2026 Capital Submission

Community	Community Growth Profile (points)			Busing and Travel Time (points)		Accommodation Plan (points)		Total Points
	Elementary (K-GR4) Enrolment	Middle (GR 5-9) Enrolment	Projected Population Growth / GR5-9 Enrolment to Housing Units	Median Travel Time / Direct Distance Travelled	Greater than one Bus Receiver within two school years	Existing K-GR4 or Design Only School Approved or in Existence	Greater Than Two Transition Points	
East Planning Sector								
-	-	-	-	-	-	-	-	-
North Planning Sector								
Country Hills	97	116	40	20	0	0	0	273
Evanston	949	710	50	30	0	50	0	1789
Sage Hill/Kincora	666	565	50	40	50	0	0	1371
Sherwood/Nolan Hill	537	572	50	40	0	0	0	1199
Northeast Planning Sector								
Cityscape/Redstone	504	414	50	30	0	0	0	998
Cornerstone [^]	238	180	50	10	0	0	0	478
*Saddle Ridge ^{(2)^}	1265	*301	70	0	50	50	50	1786
Northwest Planning Sector								
-	-	-	-	-	-	-	-	-
South Planning Sector								
Legacy	260	172	40	40	0	0	0	512
Southeast Planning Sector								
Mahogany	518	362	40	50	0	50	0	1020
West Planning Sector								
Aspen Woods [^]	333	325	30	10	0	50	0	748
**Signal Hill	385	**168	20	30	0	50	0	653

Notes:

- 0 points in Community Growth Profile = 0 points in Busing and Travel Time.
- **Country Hills is a K-9 grade configuration. Communities under consideration for a K-GR9 school are assessed through both the K-GR4 and GR5-9 point assessment process. The priority order is determined by the highest number of points in either of these two categories, not by the combined number of points.
- ⁽²⁾ indicates second school of that type in the community. For communities that already have a middle school, their current provincial capacity is deducted from their GR5-9 enrolments.
- [^] Site not ready, but anticipated to be in 2-3 years.
- Bus Receivers – More than one bus receiver school required for established grade configuration within two school years. (examples include, but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9).
- Only communities where their school site is ready or anticipated to be ready in the next 2-3 years ([^]) for building construction have been included in the ranking analysis.

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

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

CBE Point Assignments

Kindergarten - Grade 4						
Canada Revenue Agency (Age 1-5)						
Canada Revenue Agency Data (Ages 1-5)*	Actual Value					
<i>* Provided by Baragar Systems</i>						
Current K-GR4 Enrolment						
Current K-GR4 Enrolment - September 30, 2021 enrolment	Actual Value					
Projected Population / Ratio of Enrolment to Housing Units						
Ratio of K-GR4 Enrolment to # of Housing Units in Community (%)						
(September 30th of each year)						
	≤4%	5 to 9%	10 to 14%	15 to 19%	20 to 24%	≥25 %
Projected 5 Year Sector Population Growth (%)**						
Less than 5%	10 points	20 points	30 points	40 points	50 points	60 points
5 to 14%	20 points	30 points	40 points	50 points	60 points	70 points
15 to 24%	30 points	40 points	50 points	60 points	70 points	80 points
Greater than 25 %	40 points	50 points	60 points	70 points	80 points	90 points
<i>** Based on City of Calgary Suburban Residential Growth (Prepared Annually)</i>						
Median Travel Time / Distance Travelled						
Distance Travelled (km's)*						
	≤9	10 to 14	15 to 19	20 to 24	≥25	
Median Travel Time						
15-19 minutes	10 points	20 points	30 points	40 points	50 points	
20-24 minutes	20 points	30 points	40 points	50 points	60 points	
25-29 minutes	30 points	40 points	50 points	60 points	70 points	
30-34 minutes	40 points	50 points	60 points	70 points	80 points	
35-39 minutes	50 points	60 points	70 points	80 points	90 points	
≥40 minutes	60 points	70 points	80 points	90 points	100 points	
<i>* Distance travelled calculated using ARCGIS to determine "centre" of the community to bus receiver school</i>						
Other Considerations:						
Bus Receiver - Elementary						
More than one bus receiver school required for established grade configuration within two school years (examples include but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9)						50 points
Existing K-GR4 School or Design Only School approved or in existence						50 points
Notes:						
1. If a community already has a school or a design only school, the capacity of the school will be subtracted from the number of students enrolled in the CBE.						
2. When there is a design only school in a community, an exception to the standard ranking methodology will be made.						

CBE Point Assignments

Middle (Grade 5-9)						
K-GR4 Enrolment						
Current K-GR4 Enrolment - September 30, 2021 enrolment					Actual Value	
GR5-9 Enrolment						
Current GR5-9 Enrolment - September 30, 2021 enrolment					Actual Value	
Projected Population / Ratio of Enrolment to Housing Units						
Ratio of GR5-9 Enrolment to # of Housing Units in Community (%)						
(September 30th of each year)						
	≤4%	5 to 9%	10 to 14%	15 to 19%	20 to 24%	≥25 %
Projected 5 Year Sector Population Growth (%)*						
Less than 5%	10 points	20 points	30 points	40 points	50 points	60 points
5 to 14%	20 points	30 points	40 points	50 points	60 points	70 points
15 to 24%	30 points	40 points	50 points	60 points	70 points	80 points
Greater than 25 %	40 points	50 points	60 points	70 points	80 points	90 points
<i>* Based on City of Calgary Suburban Residential Growth (Prepared Annually)</i>						
Median Travel Time / Distance Travelled						
Distance Travelled (km's)**						
	≤9	10 to 14	15 to 19	20 to 24	≥25	
Median Travel Time						
15-19 minutes	10 points	20 points	30 points	40 points	50 points	
20-24 minutes	20 points	30 points	40 points	50 points	60 points	
25-29 minutes	30 points	40 points	50 points	60 points	70 points	
30-34 minutes	40 points	50 points	60 points	70 points	80 points	
35-39 minutes	50 points	60 points	70 points	80 points	90 points	
≥40 minutes	60 points	70 points	80 points	90 points	100 points	
<i>** Distance travelled calculated using GIS to determine "centre" of the community to bus receiver school</i>						
Other Considerations:						
Bus Receiver More than one bus receiver school required for established grade configuration within two years (examples include but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9)					50 points	
Existing K-GR4 School or Design Only School approved or in existence					50 points	
Greater than 2 Transition Points (K-GR9)					50 points	
Notes:						
1. If a community already has a school or a design only school, the capacity of the school will be subtracted from the number of students enrolled in the CBE.						
2. When there is a design only school in a community, an exception to the standard ranking methodology will be made.						

Glossary of Terms and Definitions

CBE Definitions

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

CBE Formulas

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

Alberta Education/Alberta Infrastructure School Capital Manual Definitions

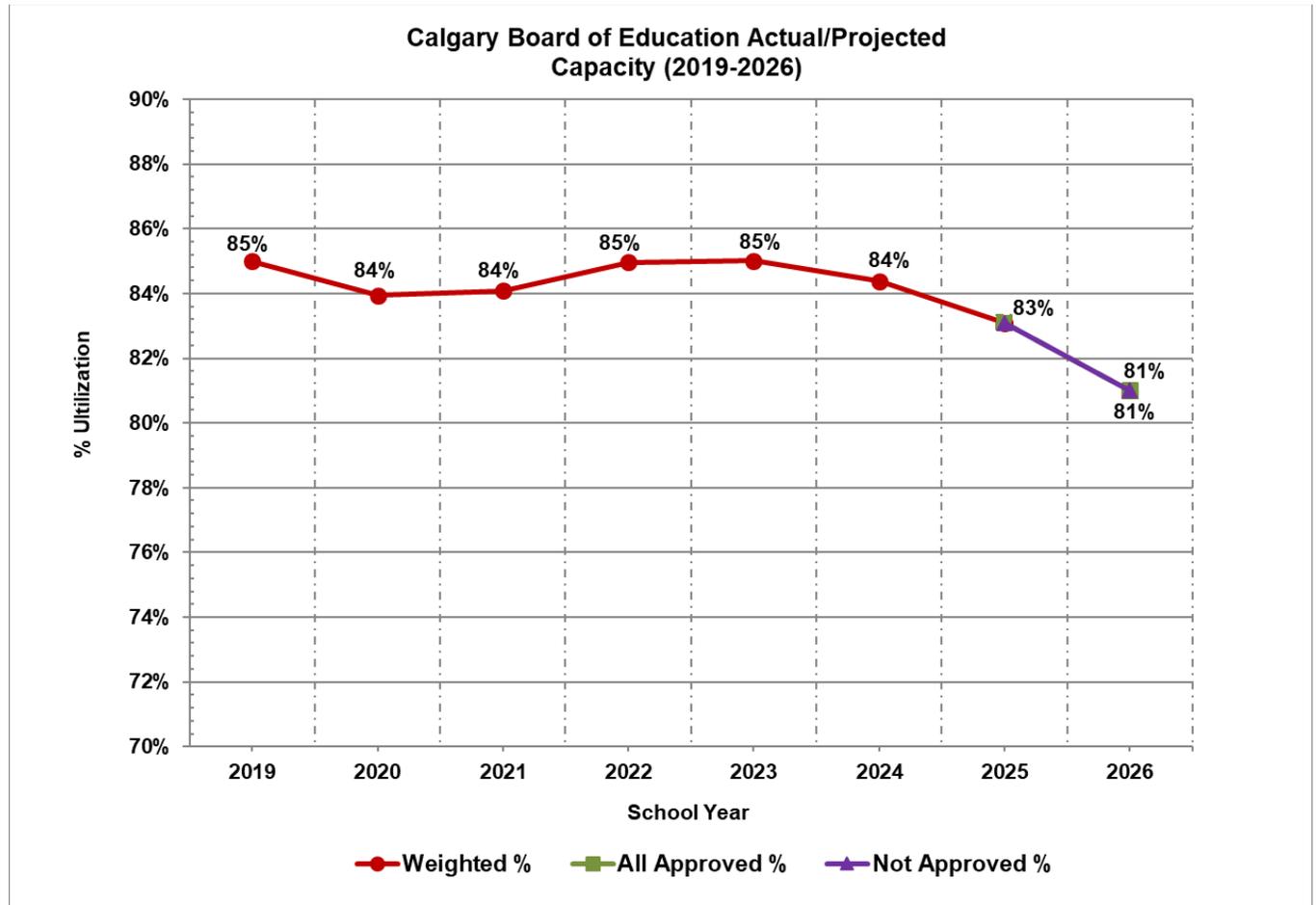
Area Capacity and Utilization Report	A report from Infrastructure that provides total capacity and utilization rates for a jurisdiction and its school facilities.
Barrier-Free	The <i>Alberta Building Code</i> defines the requirements to ensure that a school facility can accommodate people with special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

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

New Capacity	In the event that a new construction project adjusts the capacity rating, a new capacity will be incorporated to reconcile the school jurisdiction's total capacity one year after the date of Ministerial approval of the tender or alternate to tender scheme of construction.
Right-Sizing	Reduction in capacity of an existing school to provide a more efficient use of the facility due to declining enrolments.
School Building Project	Means (i) the purchase, erection, relocation, renovation, furnishing or quipping of, (ii) making of structural changes in, (iii) the addition to or extension of a school building, or (iv) the building of access roads or site preparation for a school building.
Site Development	Provision of utility services, access, location of buildings, playfields and landscaping.
Utilization Ratio	The ratio determined by dividing a jurisdiction's total FTE student enrolment by its net capacity.

Attachment II

CBE System Utilization



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

operational
expectations
monitoring report

OE-7: Communication With and Support for the Board

Monitoring report for the
school year 2020-2021

Report date:
March 8, 2022

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 7: Communication With and Support for the Board, the Chief Superintendent certifies that the proceeding information is accurate and complete.

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



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

BOARD OF TRUSTEES ACTION

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

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

Summary statement/motion of the Board of Trustees:

Signed: _____ Date: _____
Chair, Board of Trustees

OE-7: Communication With and Support for the Board

Executive Summary

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

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

The Chief Superintendent's reasonable interpretation and indicators for OE 7: Communication With and Support for the Board were approved on October 10, 2017. The Board of Trustees last monitored OE 7 on March 9, 2021. This report includes data available from the 2020-2021 school year and contains evidence to support the following findings:

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



OE-7: Communication With and Support for the Board

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

Board-approved Interpretation |

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

The Chief Superintendent shall:

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

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

The Chief Superintendent interprets:

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



OE-7: Communication With and Support for the Board

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

Board-approved Indicators and *Evidence of Compliance* |

1. 100 per cent of annual monitoring reports will be presented in accordance with the Board's annual work plan schedule.	Compliant
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The organization is compliant with this indicator.

Evidence statement

Between September 15, 2020 and June 30, 2021, administration presented 13 monitoring reports to the Board of Trustees. These reports were presented at the Board of Trustees' meetings according to the annual work plan.

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

Evidence statement

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

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



OE-7: Communication With and Support for the Board

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

Evidence demonstrates all indicators in subsection 1 are in compliance.

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

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

The Chief Superintendent interprets:

- *timely* to mean promptly once administration becomes aware of and has validated information.
- *trends* to mean how internal and external data or factors move over time.
- *facts and other information* to mean qualitative and quantitative data.
- *accommodation planning* to mean the strategic process utilized to identify issues and responses related to providing learning spaces for CBE students.
- *significant modifications of any instructional program* to mean the removal, cancellation, introduction or extension of:
 - any prescribed programs of study in the regular education program or in alternative or special education programs that would materially impact the Board's work; and
 - any entire alternative or special education program.



OE-7: Communication With and Support for the Board

- *anticipated significant media coverage* to mean expectation of material enquires or events related to the organization that would be reported or commented on by professional journalists and their print, broadcast and online outlets.
- *relevant to the Board’s work* to mean matters pertaining to governance as described in the governance policies.

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

Evidence statement

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

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

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

Trend information was provided through:

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

Facts were presented through:

OE-7: Communication With and Support for the Board

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

<p>2. A minimum of once per month, a written update report from the Chief Superintendent will be presented at a Board of Trustee meeting.</p>	<p>Compliant</p>
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The organization is compliant with this indicator.

Evidence statement

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

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

OE-7: Communication With and Support for the Board

3. Once per month or as required by the Board of Trustees' meeting agendas, administration will support the Results focus at Board of Trustees public meetings.	Compliant
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The organization is compliant with this indicator.

Evidence statement

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

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

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

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

Evidence statement

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

5. A Three Year System Student Accommodation Plan will be provided annually to the Board of Trustees.	Compliant
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OE-7: Communication With and Support for the Board

The organization is compliant with this indicator.

Evidence statement

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

Evidence demonstrates all indicators in subsection 2 are in compliance.

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

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

The Chief Superintendent interprets:

- *inform* to mean that the Chief Superintendent may exercise judgment to bring specific information to the attention of individual Trustees or the Board as a whole.
- *opinion* to mean judgment or assessment based on observation and experience.
- *encroached into areas of responsibility assigned to the Chief Superintendent* to mean that the Board or a Trustee has stepped into an operational area delegated by the Board of Trustees through its policies to the Chief Superintendent.
- *Board or its members are non-compliant* to mean the Board or a Trustee has violated the policies established by the Board of Trustees.



OE-7: Communication With and Support for the Board

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

Evidence statement

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

Evidence demonstrates all indicators in subsection 3 are in compliance.

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

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

The Chief Superintendent interprets:

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

Board-approved Indicators and *Evidence of Compliance* |



OE-7: Communication With and Support for the Board

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

Evidence statement

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

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

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

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

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



OE-7: Communication With and Support for the Board

Evidence statement

During the 2020-2021 school year, there were no instances of noncompliance or lack of reasonable progress for an entire policy identified by administration.

Evidence demonstrates all indicators in subsection 4 are in compliance.



OE-7: Communication With and Support for the Board

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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



report to Board of Trustees

Board of Trustees' Committee Appointments – Engagement Planning Committee

Date	March 29, 2022
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 GC-5: Board Committees GC-5E: Engagement Planning Committee Terms of Reference

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the appointment of Trustee Dana Downey and Trustee Charlene May to the Engagement Planning Committee, effective March 29, 2022 to June 14, 2022.

2 | Background

On March 8, 2022, the Board of Trustees approved amendments to GC-5E: Strategic Dialogue and Public Engagement Committee Terms of Reference including the reduction of the trustee membership on the Committee from seven trustees to three trustees, and renaming the Committee to the Engagement Planning Committee.

As a result of the reduction in the trustee membership on the Engagement Planning Committee, the Board is required to appoint two trustees to the Committee to serve along Trustee Nancy Close, who was appointed as Committee Chair at the Board's October 29, 2021 organizational meeting.



3 | Conclusion

The Board of Trustees to consider the trustee membership appointments to the Engagement Planning Committee.

Second Quarter Budget Variance Report

Date	March 29, 2022
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Originator	Brad Grundy, Superintendent Chief Financial Officer and Corporate Treasurer
Governance Policy Reference	OE-5: Financial Planning GC-5E: Board Committees
Resource Person(s)	Tanya Scanga, Manager of Corporate Planning & Reporting Tauha Pasha, Financial Reporting Supervisor

1 | Recommendation

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

2 | Issue

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

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



3 | Background

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

Included in this report:

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

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

4 | Analysis



The second-quarter budget variance report reflects impacts of changes in actual student enrolment from student enrolment projections incorporated into the budget. Attachment I summarizes the forecasted activity compared with budgeted revenues and expenses, reserve transfers and capital transactions.

COVID-19 continues to impact the CBE's operations in the second quarter. The situation continues to be dynamic and subject to radical and significant change within short timelines. The emergence of the Omicron variant is the latest example of the evolving nature of the pandemic. Increased immunization rates of school-aged children and the general population provide hope that a return to normal is not too far away. As the province plans to lift the majority of COVID-19 restrictions, the CBE continues to monitor additional spending related to pandemic mitigation.

In response to COVID-19 the CBE sought and received approval of the Minister of Education to access operating reserves of up to \$14 million to offset the additional cost of COVID-19 mitigation activities. To the extent possible the CBE will absorb COVID-19 mitigation costs against the Board approved 2021-22 budget. Having access to operating reserves ensures that the CBE is able to seamlessly support the continuity of school based operations.

Operating deficit

The forecasted deficit for the year is \$3.4 million (0.2% of budgeted expenditures), inclusive of estimated COVID-19 mitigation costs. To be clear, this forecast deficit is before the application of any approved operating reserves. This is an unfavourable variance of \$3.4 million from the initial balanced budget projection. The 2021-22 budget did not include COVID-19 mitigation costs due to significant uncertainty at the time the budget was approved. In addition to COVID-19 mitigation costs, this \$3.4 million unfavourable variance is comprised of a number of offsetting revenue and expense factors that are outlined in this report.

Overall forecasted revenues are lower than budgeted by \$17.2 million, and expenses have decreased by \$13.8 million. Revenue decreased mainly due to the deferral of provincial grant funding based on the difference between forecasted and actual student enrolment. That is, projected enrolment for 2021-22 exceeded actual 2021-22 enrolment.

Overall revenue was further impacted by the decision to eliminate student transportation fees for the 2021-22 school year. The revenue reduction was partially offset by a Learning Disruption Grant received to mitigate pandemic-related learning disruptions. The Learning Disruption Grant is a targeted grant that will fund targeted expenditures. This grant is not available to offset other costs.

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

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

Capital Activities

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

The board-funded capital expenditures are expected to be \$40.9 million, which is an increase of \$12.6 million from the budgeted expenditures of \$28.3 million. This increase from the budget is due to \$18.0 million in board-funded capital projects initiated in 2020-21 and continued into the 2021-22 fiscal year. These capital expenses carried-forward include new school commissioning, landscaping, solar power system, and various technology upgrade and maintenance projects. This is offset by a \$5.4 million in decrease due to a change in amortization estimate and savings from various project.

The forecasted board-funded capital expense of \$40.9 million includes:

- \$18.7 million for various maintenance projects including Client Access Technology Refresh, school wiring closets remediation, transition to SharePoint online, and technology infrastructure maintenance project (IPV6);
- \$13.5 million for new school commissioning, landscaping, modernization, and solar power projects;
- \$3.5 million for principal repayments of capital leases;
- \$3.0 million for the purchase of custodial and trades equipment, recycling equipment, rental software and new library system; and
- \$2.2 million for strategic investments such as Enterprise Resource Planning software upgrade and Online Forms.

A total of \$18.0 million in expenses, included above, are related to board-funded capital projects initiated in 2020-21 and continued into the 2021-22 fiscal year. These capital expenses carried-forward include new school commissioning, landscaping, solar power system, and various technology upgrade and maintenance projects.

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

Use of reserves and balancing

The CBE submitted a balanced 2021-22 budget that did not require a draw from operating reserves. The second-quarter forecasts a draw of \$6.1 million from operating reserves and designated funds, and \$13.5 million from capital reserves. The withdrawal from designated operating reserves and capital reserves represents expenditures initiated in the previous fiscal year, but carried-forward to the current fiscal year. Any expenditures approved for carry-forward as of August 31, 2022, will be shown as an offsetting contribution to the reserves and may result in a request to access operating reserves.

Operating Reserve

The forecasted operating reserve balance of \$32.6 million is a decrease of \$6.1 million from \$38.7 million at August 31, 2021. Management anticipates the actual ending balance for operating reserves will be higher as some expenditures will be carried-forward into the next fiscal year. The CBE's reserves will continue to be deployed to maintain core programs, services and supports through these challenging times. Access to operating and capital reserves is subject to approval from the Minister of Education and is required until August 31, 2022. However it is possible that the government may extend this authority at some point prior to expiry.

As noted previously, The CBE has received the ministerial approval to access up to \$14 million in operating reserves to fund COVID – 19 related costs for the current fiscal year. This forecast does not include the use of any of the approved withdrawals from the CBE's operating reserves.

Traditionally, Alberta Education has recommended that school jurisdictions maintain operating reserves between 3% to 5% of total expenditures. The CBE has adequate operating reserves at 2.4% of expenditures to address most non-grant funding risks and operational needs. The anticipated operating reserves are below the 3% of operating reserve target set out in the Board of Trustees' policy regarding operating reserves. Given the ongoing global pandemic, using operating reserves at this time is prudent and necessary to maintain school operations.

Anticipated new guidance from Alberta Education will likely cap the school district's operating reserves at a percentage of total expenditures equivalent to the System Administration grant. For the CBE the System Administration grant is 3.15%. There are also indications that Alberta Education may recover any operating reserves in excess of the cap. Discussions continue with Alberta Education on this issue.

Capital Reserve

The forecasted capital reserves balance of \$28.3 million represent a decrease of \$13.5 million from the \$41.8 million as of August 31, 2021. This draw represents board-funded projects carried forward from the previous year. Management anticipates that this will be partially offset by any expenditures carried-forward from the current fiscal year. Management is unable to reliably estimate the expenditure carry-forward amounts at this time.

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

Revenue

(in \$ thousands)	
Q2 Forecast Revenue	1,354,016
Budget 2021-22 Revenue	1,371,240
Variance Favourable / (Unfavourable)	(17,224)

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

- Unfavourable variance of \$8.3 million in Government of Alberta funding resulting from the net impact of:
 - \$14.7 million of deferred revenue to reflect of the difference between the projected (129,123) and the actual (125,329) enrolment as per the September 30 student counts for the current school year;
 - \$0.6 million decrease in provincial COVID-19 mitigation support funding as compared to the budget estimate;
 - The variance is partially offset by:
 - \$5.9 million from the Learning Disruption Grant intended to provide target support for COVID-19 related learning disruptions; and
 - \$1.1 million in anticipated funding recoveries as a result of compliance reviews by Alberta Education, in line with revised WMA allocation.
- Favourable variance of \$0.4 million in Federal Government and First Nations revenue.
- Favourable variance of \$0.1 million in Other Sales and Services revenue.
- Unfavourable variance of \$8.5 million in Fees due to:
 - \$7.5 million in transportation fees were eliminated for the school year. The decision was made due to lower ridership which resulted in a significant decrease in overall cost for the service and a related surplus in the student transportation program. This decision does not impact funding available to support teaching and learning in schools; and
 - \$1.0 million for forecasted lower enrolment in noon supervision program.
- Unfavourable variance of \$0.9 million in All Other Revenues due to:
 - \$1.8 million due to declining facility rental revenues impacted by COVID-19;
 - The variance is partially offset by:
 - \$0.4 million from unbudgeted corporate donations; and
 - \$0.5 million from disposal value of old laptops.

Expenses

(in \$ thousands)	
Q2 Forecast Expense	1,357,406
Budget 2021-22 Expense	1,371,240
Variance Favourable / (Unfavourable)	13,834

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

- Favourable variance of \$1.8 million in Certificated salaries, wages and benefits resulting from the net impact of:

- \$9.0 million adjustments due to budget redeployment decisions made by principals to accommodate for students' learning needs based on actual enrolment. This adjustment is a normal part of the CBE's budget cycle;
 - \$1.2 million in savings related to position vacancies, and average salaries and benefits cost;
 - Partially offset by:
 - \$5.2 million of the Learning Disruption Grant allocation intended to provide targeted support for COVID-19 learning disruptions; and
 - \$3.2 million increase due to additional substitute coverage and sick-leave costs related to COVID-19.
- Unfavourable variance of \$4.2 million in Non-certificated salaries, wages and benefits resulting from the net impact of:
 - \$6.4 million for additional hiring of temporary cleaners for COVID-19;
 - \$1.1 million for an increase in custodial overtime and coverage related to COVID-19 cleaning requirements;
 - \$0.5 million of the Learning Disruption Grant allocation intended to provide target support for COVID-19 learning disruptions;
 - \$0.4 million increased expenses for non-certificated staff assisting with COVID-19 related responsibilities
 - Partially offset by:
 - \$2.4 million decrease due to average salaries and benefits rate trending lower than budget, and vacancies across service units;
 - \$1.0 million decrease in overtime costs for staff supporting public rentals that have decreased as a result of COVID-19;
 - \$0.5 million decrease in noon supervision program costs due to lower forecasted enrolment; and
 - \$0.3 million adjustments due to budget redeployment decisions made by principals to accommodate for students' learning needs based on actual enrolment;
- Favourable variance of \$10.2 million in Services, Contracts and Supplies resulting from the net impact of:
 - \$6.1 million decrease due to school-based staffing decisions made by principals to accommodate for students' learning needs based on actual enrolment;
 - \$4.6 million due to lower ridership in transportation, which resulted in a significant decrease in overall cost for the service;
 - \$3.2 million due to transportation budget carried-forward from the prior year. This enabled management to eliminate transportation fees for 2021-22;
 - \$3.3 million as decentralized school spend is projected for potential carryforward;
 - \$2.4 million in savings due to decreased insurance premium costs compared to budget;
 - \$0.4 million due to forecasted slow down of the records management project;
 - Partially offset by:
 - \$6.0 million related to school-based expenses carried-forward from the previous fiscal year;
 - \$0.5 million net increase in electricity and natural gas costs compared to the budget;
 - \$0.6 million in utilities cost for increased usage of heating and ventilation systems to mitigate COVID-19 spread.
 - \$0.9 million in additional cleaning fees for student transportation services related to COVID-19;
 - \$0.6 million for the purchase of additional cleaning wipes due to COVID-19;
 - \$0.5 million for various expenditures such as Jigsaw, myBlueprint, Early Learning, Reading Readiness Screen Tool, Future of Work and Service Desk;
 - \$0.5 million in additional costs for Service Desk and hybrid meeting rooms project; and

- \$0.2 million for Learning Disruption Grant allocation intended to provide target support for COVID-19 learning disruptions.
- Favourable variance of \$5.9 million in Other (Interest, Amortization and Bad Debt) due to:
 - \$3.5 million due to adjustments in estimated amortization expense for the year as asset capitalization was lower than expected from the budget;
 - \$2.2 million decrease in bad debt, uncollectible and waiver expenses due to lower enrolment in noon supervision program, and elimination of transportation fees; and
 - \$0.2 million savings on bank charges.

5 | Conclusion

Quarterly variance and annual financial reports are reviewed by the Audit and Risk Committee on behalf of the Board of Trustees under Governance Culture 5E: Board Committees. The Board of Trustees review the report for information under Operational Expectations OE-5: Financial Planning.

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

Looking forward, the CBE is closely monitoring the evolving COVID-19 pandemic. The situation is very dynamic and is subject to abrupt and significant change. The prudent financial decision making, including additional guidance to our schools, mentioned above and the adequate operating reserve balances mean the CBE is well positioned. With the increased pressure of expenses related to COVID-19, the CBE has been approved by the Minister of Education to access up to \$14 million in operating reserves.

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



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

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

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

Attachment I: First-quarter budget variance report

Description	2021-22	Forecast for the	Variance	
	Budget ^(A)	year ending Aug 31, 2022	Favourable/ (Unfavourable) ^(B)	
	(in \$ thousands)			%
Revenues				
Government of Alberta	1,295,082	1,286,783	(8,299)	(1%)
Federal Government and First Nations	609	975	366	60%
Other sales and services	15,769	15,853	84	1%
Fees	44,751	36,230	(8,521)	(19%)
Investment income	1,911	1,911	0	0%
All other	13,118	12,264	(854)	(7%)
Total revenues	1,371,240	1,354,016	(17,224)	(1%)
Expenses				
Certificated salaries, wages and benefits	811,094	809,304	1,790	0%
Non-certificated salaries, wages and benefits	254,903	259,086	(4,183)	(2%)
Services, contracts and supplies	216,350	206,075	10,275	5%
Amortization	81,279	77,742	3,537	4%
Interest	1,834	1,609	225	12%
All other	5,780	3,590	2,190	38%
Total expenses	1,371,240	1,357,406	13,834	1%
Projected annual deficit	-	(3,390)	(3,390)	(100%)
Transfer from operating reserves/designated funds	-	6,147	(6,147)	(100%)
Add/(deduct) capital items paid by operating funds				
Capital assets acquired	(28,260)	(40,912)	(12,651)	31%
Board funded amortization	28,260	24,606	(3,654)	(15%)
Transfer from / (to) capital reserves	-	13,548	13,548	100%
	-	(2,757)	(2,757)	100%
Net operating surplus / (deficit)	-	-		

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

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

Attachment II: Spending by schools and service units



	Forecast 2021-22	Salaries and benefits	Supplies and services	Other (interest, amortization and uncollectible accounts)	Q1 Forecast 2021-22	Budget 2021-22	Increase/ (decrease)	
	FTEs	(in \$ thousands)						%
Schools and Areas	8,874	948,988	63,930	25	1,012,943	1,010,993	1,950	0% (1)
Service Unit System Budgets	27	7,229	125,509	74,891	207,629	221,395	(13,766)	(6%) (2)
Facilities and Environmental Services	198	20,715	8,805	2,247	31,767	32,349	(582)	(2%) (3)
School Improvement	391	50,178	3,341	53	53,572	52,720	852	2% (4)
Finance and Technology Services	194	23,536	1,578	5,719	30,833	33,581	(2,748)	(8%) (5)
Human Resources	102	12,961	1,421	-	14,382	13,905	477	3%
Communications	20	2,314	49	-	2,363	2,364	(1)	(0%)
General Counsel	11	1,500	81	6	1,587	1,612	(25)	(2%)
Chief Superintendent's Office	3	507	242	-	749	749	-	0%
Board of Trustees	-	462	1,119	-	1,581	1,572	9	1%
Total	9,821	1,068,390	206,075	82,941	1,357,406	1,371,240	(13,834)	(1%)

- (1) **Schools and Areas:** Increase due to additional hiring of temporary cleaners and increase in custodial overtime and coverage related to COVID cleaning requirements, partially offset by budget redeployment decisions made by principals to accommodate for students' learning needs based on actual enrolment
- (2) **Service Units Systems Budget:** Decrease due to lower transportation expenses, lower amortization, decrease in bad debt, uncollectible and waiver expenses due to lower enrolment in noon supervision program, and management's cost-saving initiatives.
- (3) **Facilities and Environmental Services:** Decrease mainly due to amortization adjustment, and lower overtime relates to public rentals. Partially offset by additional supplies for Covid-19.
- (4) **School Improvement:** Increase is due to a net-zero change for realignment of reporting structure to cost centres between Schools and School Improvement.
- (5) **Finance and Technology Services:** Decrease mainly due to change in amortization expense.

Attachment III: Use of reserves

<u>Description</u>	Reserves balance Sep. 1, 2021	2021-22 Budget planned use of reserves ⁽¹⁾	Forecasted use of reserves	Forecasted reserves balance Aug. 31, 2022
Accumulated operating reserves				
<i>Available for use reserves</i>				
Fiscal stabilization reserve	37,364	-	3,262	40,626
<i>Restricted reserves</i>				
EducationMatters flow-through funds ⁽²⁾	2,168	-		2,168
Changes in accounting policy reserve	(10,164)	-		(10,164)
Total operating reserves	29,368	-	3,262	32,630
Designated operating reserves				
School decentralized budgets	7,504		(7,504)	-
Instructional and service unit initiatives	1,905		(1,905)	-
Total designated funds	9,409	-	(9,409)	-
Total operating reserves and designated	38,777	-	(6,147)	32,630
Capital reserves				
Building reserve	17,388	-		17,388
Other capital reserves ⁽³⁾	23,677		(13,548)	10,129
Plant, operations and maintenance	798	-		798
Total capital reserves	41,863	-	(13,548)	28,315
Total reserves	80,640	-	(19,695)	60,945

1. Approved by the Board of Trustees on May 20, 202.
2. This reserves is the result of consolidating EducationMatters into the CBE's financial statements in accordance with accounting standards.
3. Includes designated capital funds of \$18 million carried forward for projects that were in progress and will continue into 2021-22.

Attachment IV: Capital budget report

	Budget 2021-22	Approved carryforward and revisions	Forecast 2021-22	Variance Favourable/ (Unfavourable)	
(in \$ thousands)					
Capital lease payments (contracts)					
Performance contracts	3,500	-	3,500	-	-
Total Capital Lease Payments	3,500	-	3,500	-	-
Non-facility related projects					
Strategic	2,774	-	2,162	612	22%
Enhancement	2,010	956	2,966	-	-
Maintenance	15,769	2,767	18,736	(200)	(1%)
Total non-facility related projects	20,553	3,722	23,863	412	2%
Capital reserve projects					
New school Commissioning	-	4,289	3,553	735	17%
Landscaping Commissioning	-	625	625	-	-
Solar Power System	-	9,370	9,370	-	-
Total capital reserve projects	-	14,284	13,548	735	5%
Unallocated board funded projects	4,207	-	-	4,207	100%
Total non-facility capital expenditures	28,260	18,006	40,912	5,354	12%
Financed by the following:					
Contribution to operating activities			2,757	(2,757)	-
Total amortization expense (non-cash)	28,260	(3,654)	24,606	-	-
Transfer from capital reserves	-	18,006	13,548	4,458	25%
Total board-funded financing	28,260	14,352	40,912	1,701	4%

Definitions:

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

Attachment V: Impact of COVID-19

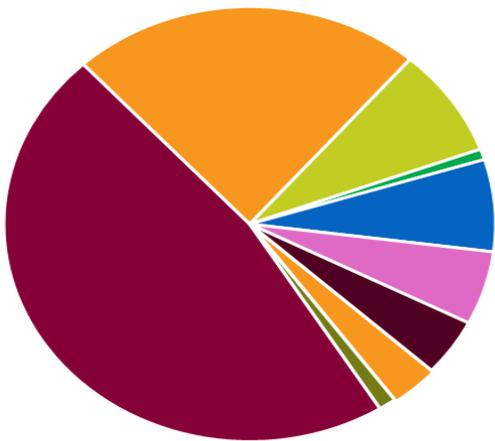
In January 2020, the World Health Organization declared the Novel Coronavirus (“COVID-19”) outbreak a global health emergency and on March 11, 2020, it was declared a global pandemic. The CBE will be following guidelines provided by Alberta Health Services (AHS).

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

During the 2020-21 fiscal year, the CBE incurred \$46.9 million in expenses directly attributable to the pandemic, and this was substantially funded by the \$45.7 million federal Safe Return to Class grant. The current estimated costs related to the pandemic are estimated at \$13.6 million and are subject to material changes depending on how the situation evolves.

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

Covid Cost Impacts



COVID Cost Impacts	End of year Projections	%
Temporary cleaners	\$ 6,400,000	47%
Substitutes	\$ 3,150,000	23%
Cleaning staff overtime	\$ 1,100,000	8%
Non-certificated sick leaves	\$ 108,617	1%
Transportation cleaning costs	\$ 931,000	7%
Cleaning supplies & Masks	\$ 745,000	5%
Facilities HVAC costs	\$ 576,000	4%
Positions assisting with Covid	\$ 438,000	3%
Service Desk and Future of Work projects	\$ 155,000	1%
Total	\$ 13,603,617	100%

Attachment VI: Financial Health Matrix

Financial Health Matrix

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

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

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

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

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

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

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

Financial Health Indicators
Current Year – Short Term

	Status: Favourable		Trend: Neutral		Q2	
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22*
Liquidity Ratio:	1.20	1.15	1.19	1.25	1.24	1.24

Liquidity Ratio:

(Financial Assets / Liabilities less Spent Deferred Capital Contributions)

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

	Status: Favourable		Trend: Neutral		Q2	
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22*
Net Asset: (in millions)	\$ 217	\$ 214	\$ 213	\$ 225	\$ 217	\$ 217

Net Asset: (in millions)

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

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

	Status: Favourable		Trend: Neutral		Q2	
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22*
Debt-to-Asset Ratio:	0.95%	0.87%	0.88%	0.86%	0.86%	0.86%

Debt-to-Asset Ratio:

(Total Debt / Total Assets)

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

	Status: Favourable		Trend: Favourable		Q2	
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22*
Cash Asset Ratio:	0.74	1.22	1.22	1.77	1.72	1.72

Cash Asset Ratio:

(Cash and Cash Equivalents / Current Liabilities)

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

	Status: Favourable		Trend: Favourable		Q2	
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22*
Working capital per student:	\$ 294	\$ 219	\$ 256	\$ 370	\$ 415	\$ 415

Working capital per student:

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

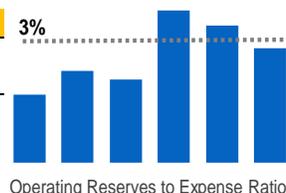
	Status: Neutral		Trend: Neutral		Q2	
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22*
Expense (\$ millions)	1,172	1,168	1,186	1,126	1,169	1,176
Operating Reserves to Expense Ratio	1.6%	2.2%	2.0%	3.7%	3.3%	2.8%

Expense (\$ millions)

Operating Reserves to Expense Ratio

(Operating Reserves / Expenditures less External, Transportation block, EDCR and ATRF)

Operating reserves provide the CBE with short-term flexibility to address unanticipated unfunded costs. Operating Reserve to Expense ratio determines the Board's ability to react to emergent situations and fund special initiatives. Alberta Education recommends maintaining this ratio between 3% to 5%.



Financial Health Indicators
Medium - Long Term

	Status: Favourable		Trend: Neutral			
	Q2					
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Capital Reserves (\$ millions)	32,401	24,200	28,846	34,342	41,863	28,315
Capital Reserves per Student	272	199	234	273	341	226

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

	Status: Unfavourable		Trend: Neutral			
	Q2					
(in \$ millions)	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22*
Estimated Deferred Maintenance	162	162	173	173	171	171
IMR Carryforward less Deferred Maintenance	157	155	168	163	141	141

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

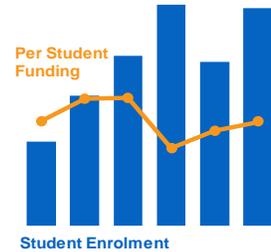
	Status: Neutral		Trend: Neutral			
	Q2					
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Revenues (\$ millions)	1,340	1,363	1,390	1,323	1,332	1,354
Expenses (\$ millions)	1,355	1,365	1,391	1,311	1,341	1,357
Surplus/(Deficit) (\$ millions)	(15.1)	(2.1)	(0.8)	11.5	(9.1)	(3.4)

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

	Status: Neutral		Trend: Unfavourable			
	Q2					
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Per Student Funding	8,861	9,048	9,054	8,638	8,783	8,859
Student Enrolment	118,172	120,438	122,400	124,939	122,117	124,802

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

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



	Status: Neutral		Trend: Neutral			
	Q2					
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Percent of Expenses						
Salaries & Benefits	77%	78%	78%	79%	81%	79%
Supplies & Services	18%	16%	17%	14%	13%	15%
Other	5%	5%	6%	6%	6%	6%

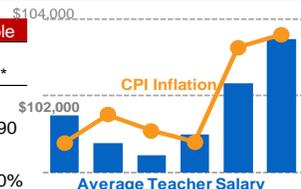
This chart shows the percentage of CBE's budget allocated to various expenditure categories over the last 5 years. Salaries and Benefits have steadily increased as a percentage of total expenses, which is offset by a similar decrease in Supplies and Services.

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

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

	Status: Unfavourable		Trend: Unfavourable			
	Q2					
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22**
Average Teacher Salary	101,500	100,771	100,453	101,000	102,334	103,490
CPI Inflation	1.16%	2.26%	1.64%	1.19%	4.90%	5.40%

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



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

** January 2022 CPI