

public agenda

Regular Meeting of the Board of Trustees

March 21, 2023
11:00 a.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
11:00am	1 Call to Order, National Anthem, Acknowledgement of the Land and Welcome	Chair		
	2 Consideration/Approval of Agenda	Board	GC-2	
	3 Awards and Recognitions		GC-3	
	4 Results Focus			
	5 Operational Expectations			
	6 Public Comment Requirements as outlined in Board Meeting Procedures		GC-3.2	
	7 Matters Reserved for Board Information		GC-3	
	8 Matters Reserved for Board Decision	Board	GC-2	
	8.1 Results 3: Citizenship – Annual Monitoring		R-3; OE-7	Page 4-1 (Mar 7/23)
	8.2 Three-Year School Capital Plan 2024-2027	C. Usih D. Brenton	OE-5,6,7,8,9	Page 8-8
	8.3 February 21, 2023 Regular Board Meeting Minutes			Page 8-1
	9 Consent Agenda	Board	GC-2.6	



Time	Topic	Who	Policy Ref	Attachment
9.1	Items Provided for Board Decision			
9.1.1	OE-7: Communication With and Support for the Board – Annual Monitoring		BCSR-5	Page 5-1 (Mar 7/23)
	<p>THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-7: Communicating With and Support for the Board.</p>			
9.2	Items Provided for Information			
9.2.1	2022-23 Second Quarter Budget Variance Analysis		OE-5	Page 9-1
	Private Session			
	Termination of Meeting			
	Debrief	Board	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

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 7, 2023

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

Summary statement/motion of the Board of Trustees:

Signed: _____ Date: _____

Laura Hack, Chair, Board of Trustees



Executive Summary |

Analysis |

The data have indicated that:

- In kindergarten to grade 9, the Overall Level of Success report card results are above 97.0%.
 - Exercise their democratic rights and responsibilities within the learning community (98.5%)
 - Demonstrate respect and appreciation for diversity (99.0%)
 - Work and collaborate effectively with others (97.8%)
- Students in grade 11 and 12 students continue to be in agreement with CBE Student Survey question theme Help Classmates, with the highest agreement levels over time.
- School Volunteer Advocacy showed the most significant decreases among different questions within the Learning Community Citizenship Summary Measure in 2021-22 since 2017-18.
- While students showed high agreement levels toward most of the questions related to understanding what it means to be a responsible citizen in their local and national communities, they displayed significantly lower agreement concerning their interests about other people's lives in Canada.
- Global Perspectives and Global Current Event question themes agreement levels were maintained or increased compared to 2017-18 results. The specific question theme with the lowest levels of student agreement continued to be Global Issues.
- Agreement level for CBE students for the Reduce, Reuse, Recycle - Self question theme were high with results greater than 90%. However CBE students showed less than 60 per cent agreement on the other question themes; Reduce, Reuse, Recycle – Other and Environment Conversations.
- Both the percentage of high school students who reported they value other cultures and the percentage of students in kindergarten to grade 9 reported to demonstrate respect and appreciation for diversity (99 percent of students achieving some strengths in this area) remained high overall.

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.

In the 2020-21 Results 3 Monitoring Report, four indicators were based on report card data and the remaining eight indicators were tied to survey data. Report card results were very high and so, not an opportunity for growth. And as Results 3 was to be a major focus on the 2021-22 CBE Student Survey, it was determined to consider the complete data set that was to be available for 2021-22 results instead of setting targets based on two indicators.

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

Context for Indicators |

It should be noted that report card indicators are summative in nature and represent teacher assessment of a body of evidence collected over the course of the school year and reported on in June report cards.

Conversely, the data associated with the CBE Student Survey, represents student perception data collected during a period of time. The administration of the 2021-22 Student Survey took place in the first few months of 2022, during a time where school communities and the province of Alberta were continuing to experience significant impacts due to COVID-19, including the cancellation of diploma exams, many classrooms moving to on-line learning, and high student and staff absenteeism. As well, international, national, provincial, and local events, including global conflict, political polarization, civil protests, and environmental concerns may have influenced student responses in regard to Citizenship indicators.

As such, caution is needed in any attempt to compare K-9 report card results to student survey perception data, as these are dissimilar data source. Teachers and students would have unique differences related to accurately assessing or self-assessing citizenship.

Given the ongoing COVID-19 pandemic and learning disruptions experienced to date, significant caution should be exercised with respect to report card achievement data 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.



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.
- Report Card Indicators
 - Exemplary Strengths (EX): Strengths are apparent in exemplary and sustained levels of performance. Challenging situations are managed within a pattern of self-regulation
 - Evident Strengths (EV): Strengths are evident and have a positive impact on learning experiences. Areas for improvement do not, or only occasionally, constrain the quality of learning experiences
 - Emerging Strengths (EM): Strengths are evident in some learning situations. Strengths are likely to appear in response to external structure or stimulus. Weaknesses constrain the quality of learning experiences. A plan of action involving school, student and home is required to address the areas for improvement
 - Network of Support Required (SR): Strengths require further development to be realized within the school environment. The student's learning experiences are at risk. Remediation through coordinated action by home, school and possibly outside agencies is required to address areas for improvement.
 - Individual Program Plan (IPP): Used for students with Alberta Education Special Education Coding only when a priority learning cycle on the IPP is directly related to the report card stem in question. Indicates that progress and achievement in relation to that report card stem are included in the IPP.
- 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.



Monitoring Information |

Evidence of Progress |

Board-approved indicators and targets as well as 2021-22 results, analysis and interpretation |

Policy 3.1

Indicator 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.

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.

All Students

Exercises democratic rights and responsibilities within the learning community ² (%)					
Indicator	2017-18	2018-19	2019-20	2020-21	2021-22
Exemplary Strengths	34.4	34.6	36.3	40.7	39.6
Evident Strengths	51.4	51.7	51.5	48.9	49.3
Emerging Strengths	12.4	12.0	10.7	9.1	9.6
Network of Support Required	1.5	1.3	1.1	1.0	1.2
Individual Program Plan	0.3	0.4	0.4	0.3	0.3
Overall Level of Success	98.2	98.3	98.5	98.7	98.5

Division 1

Exercises democratic rights and responsibilities within the learning community (%)					
Indicator	2017-18	2018-19	2019-20	2020-21	2021-22
Exemplary Strengths	31.9	32.9	35.8	42.0	40.9
Evident Strengths	53.2	53.2	52.7	48.6	48.5
Emerging Strengths	12.9	12.0	9.9	8.0	9.0
Network of Support Required	1.5	1.3	0.9	0.9	1.0
Individual Program Plan	0.5	0.6	0.6	0.5	0.5
Overall Level of Success	98.0	98.1	98.4	98.6	98.4

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.

Policy 3.1

Indicator 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.

Division 2

Exercises democratic rights and responsibilities within the learning community (%)					
Indicator	2017-18	2018-19	2019-20	2020-21	2021-22
Exemplary Strengths	39.8	39.2	40.4	44.4	44.4
Evident Strengths	48.6	48.7	48.6	46.0	46.2
Emerging Strengths	10.1	10.7	9.8	8.5	8.2
Network of Support Required	1.1	1.0	0.8	0.8	0.8
Individual Program Plan	0.3	0.4	0.4	0.3	0.3
Overall Level of Success	98.5	98.6	98.8	98.9	98.8

Division 3

Exercises democratic rights and responsibilities within the learning community (%)					
Indicator	2017-18	2018-19	2019-20	2020-21	2021-22
Exemplary Strengths	32.0	31.1	32.3	35.5	33.3
Evident Strengths	51.7	53.2	53.6	52.1	53.2
Emerging Strengths	14.4	13.8	12.6	11.0	11.8
Network of Support Required	1.8	1.9	1.5	1.4	1.7
Individual Program Plan	0.1	0.1	0.1	0.0	0.0
Overall Level of Success	98.1	98.1	98.5	98.6	98.3

- **Target for 2021-22:** No target set
- **Analysis**

All Students: For Overall Level of Success, there was a 0.2 percentage point decrease in 2021-22 after a three-year continuous increase. Similarly, Exemplary Strengths also stopped year-over-year improvement and a 1.1 percentage point decline was found this year. Both decreases were determined to be non-significant when compared to the previous three-year average results. Although the number of students achieving the Exemplary Strengths Indicator decreased in 2021-22, the number of students achieving the Evident Strengths Indicator increased compared to the corresponding result in the 2020-21 school year. To determine improvement in Network of Support Required result, the percentage of students in this category should decrease. Network of Support Required showed continued declines from

Policy 3.1

Indicator 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.

2017-18 to 2020-21 while a 0.2 percentage point increase could be observed in 2021-22.

Note that students in the IPP category for any indicator is not based on lack of success, but rather their exceptionality. Students in this category will not be assessed against the same criteria as other students and they have individualized goals based on their exceptionality. The only way to measure their success is to look at their IPP goal through IRIS.

Division 1: The results were generally similar to All Students with the only one exception in Evident Strengths. In 2021-22, Division 1 students showed a 0.1 percentage point decline in Evident Strengths and the 2021-22 result was significantly lower than the previous three-year average due to a dramatic 4.1 percentage point negative growth in 2020-21.

Division 2: The changing pattern of Overall Level of Success results in Division 2 was similar to All Students and the Division 1 cohorts. Exemplary Strengths showed a generally upward trend over time, and it maintained the highest 44.4 per cent result in 2020-21 and 2021-22. Moreover, Evident Strengths had a 0.2 percentage point positive growth in 2021-22 after two-year declines while Emerging Strengths continued to decline for the previous three years. In addition, both results were significantly lower than the previous three-year averages by Chi-Squared test. The Network of Support Required in Division 2 maintained the lowest results in 2021-22 for the last five years.

Division 3: Division 3 shared the same changing pattern with All Student cohort in 2021-22. Overall Level of Success and Exemplary Strengths showed decreases while Evident Strengths showed positive growth in 2021-22.

■ Interpretation

CBE students continue to be involved members of their communities through acting on behalf of themselves, others and the community while also contributing to events of common concern. Report card data for the “exercises democratic rights and responsibilities within the learning community” indicator remained high at 98.5 per cent. This means that 98.5% of CBE students demonstrated emerging, evident or exemplary strengths in relation to this indicator. The 0.2 percentage point decrease in the Overall Level of Success was found to be insignificant when compared to 2020-21 report card data for this same result. The number of students achieving the Exemplary Strengths Indicator decreased, leading to an increased number of students achieving evident, emerging strengths and network of support required indicators. The number of students achieving IPP for this result remained consistent.

Overall Levels of Success were strong and comparable across all three divisions for this report card stem. Division 2 students had the smallest percentage of students achieving the Network of Support Required Indicator

Policy 3.1

Indicator 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.

and the highest percentage of students achieving the Exemplary Strengths Indicator when compared to other Divisions.

The percentage of students in Division 3 achieving the Exemplary Strengths Indicator was lowest across Divisions 1, 2 and 3 and a network of support was required most often in Division 3.

When considered together, these data tell a story that celebrates the strong commitment CBE students have to being active members and contributors to their learning communities. Moving forward, we can strive towards bringing Division 3 results into greater alignment with Division 1 and 2 results for this report card stem.



Policy 3.1

Indicator 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.

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

Learning Community Citizenship Summary Measure					
	2017-18 ³	2018-19	2019-20 ⁴	2020-21	2021-22
Overall Sample Size	18 690	8 120	n/a	6 730	9 080
Overall Agreement (%)	59.3	57.6	n/a	59.0	55.7

Learning Community Citizenship Summary Measure by Grade					
Overall Agreement (%)	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 11	59.4	56.9	n/a	59.3	57.2
Grade 12	59.1	58.3	n/a	60.7	55.6

Question Theme	Overall Agreement (%)				
	2017-18	2018-19	2019-20	2020-21	2021-22
Help Classmates	94.3	93.9	n/a	95.6	93.2
School Contribution	61.9	65.6	n/a	70.2	64.6
School Inclusivity	68.8	68.5	n/a	72.2	68.8
School Volunteerism	55.2	52.5	n/a	53.5	49.0
School Volunteer Advocacy	52.7	49.1	n/a	48.0	44.5
Community Contribution	50.4	48.5	n/a	49.5	46.4
Community Inclusivity	47.5	46.8	n/a	47.2	43.1
National/Global Contribution	49.9	48.2	n/a	49.6	48.1
National/Global Inclusivity	46.6	45.3	n/a	45.2	43.7

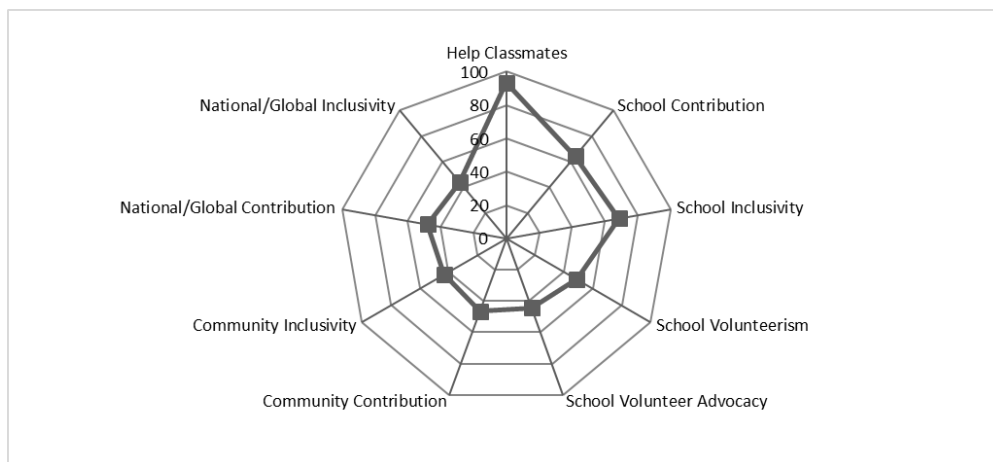
³ As a result of an error in the survey program software, student results were counted twice. This has no effect on the percentage results. The sample size should be half of what is noted here.

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

Policy 3.1

Indicator 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.



- **Target for 2021-22:** No target set

- **Analysis**

When compared to the previous three-year average, overall student agreement for the Learning Community Citizenship Summary Measure decreased significantly in 2021-22. The percentage of Grade 11 and Grade 12 students in agreement with this summary measure were both lower than the corresponding 2020-21 results. Grade 11 students showed a higher percentage of agreement compared to Grade 12 students in 2021-22 whereas Grade 12 students showed higher agreement levels than Grade 11 students last school year.

All survey questions asked in this measure showed decreasing levels of agreement in 2021-22. Among them, Help Classmates continued to have the highest agreement levels over time while School Volunteer Advocacy showed the most noticeable drops since 2017-18.

- **Interpretation**

The number of grade 11 and 12 high school students that perceived themselves as being involved members of their learning community decreased across all survey questions comprising CBE Student Survey's Learning Community Citizenship Summary Measure. This decrease in agreement levels was more pronounced for grade 12 students relative to grade 11 decreases. This cohort of students continued to demonstrate the strongest agreement with the Help Classmates theme within the summary measure.

Policy 3.1

Indicator 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**.

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	2021-22
Overall Sample Size	18 184	7 933	n/a	6 530	8 848
Overall Agreement (%)	75.7	72.8	n/a	69.2	65.8

Service Summary Measure by Grade					
Overall Agreement (%)	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 11	75.7	72.3	n/a	68.2	65.7
Grade 12	75.7	73.4	n/a	70.5	65.8

Question Theme	Overall Agreement (%)				
	2017-18	2018-19	2019-20	2020-21	2021-22
School Volunteerism - Frequency	71.8	69.6	n/a	65.6	62.2
Community Volunteerism - Frequency	79.7	76.1	n/a	72.7	69.3

- **Target for 2021-22:** No target set
- **Analysis**

Overall Agreement on the Service Summary Measure showed a consistent downward trend over time. In 2021-22, the agreement percentage was significantly lower than the previous three-year average. Similar drops could also be noted in each grade and question theme.

- **Interpretation**

The percentage of high school students reporting participation in community service, school service or volunteer work to help others decreased significantly in 2021-22, a continued trend since 2017-18. Decreases were more prominent for Grade 12 student agreement levels when compared to Grade 11 agreement level decreases. Grade 11 and 12 students continued

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.

Policy 3.1

Indicator 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.**

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 2021-22 school year. As opportunities for volunteerism increase moving forward, we can hope to see an increase the percentage of high school students participating in this type of service.



Policy 3.2

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

Policy 3.2

Indicator 1

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

Students demonstrating understanding of Social Studies issues, information and ideas (%)				
2017-18	2018-19	2019-20	2020-21	2021-22
94.7	95.0	96.2	95.5	94.2

- **Target for 2021-22:** No target set

- **Analysis**

After a two-year increase in Social Studies report card grades from 2017-18 to 2019-20, student achievement in Social Studies showed year-over-year declines for the last two years. Specifically, a decrease of 1.3 percentage points was observed when 2021-22 report card data were compared to 2020-21 report card data. The percentage of students demonstrating understanding of Social Studies issues, information and ideas on report cards dropped to 94.2 per cent in 2021-22, which was the lowest result in five years.

- **Interpretation**

While the percentage of students achieving success in understanding Social Studies issues, information and ideas decreased in the 2021-22 school year, overall student achievement in Social Studies continued to be an area of strength for CBE students with over 94 per cent of students experiencing success. Student achievement in Social Studies was lowest in 2021-22 compared to the previous four years. There are many variables that may have contributed to this five-year low ranging from teacher assessment practices, the specific learning profiles of students in this cohort, and attendance impacts due to the ongoing pandemic. While these report card grades show a five-year achievement low, Social Studies report card grades remain strong and comparable year over year.

Policy 3.2

Indicator 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

- 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.

Local and National Citizenship Summary Measure					
	2017-18 ⁷	2018-19	2019-20 ⁸	2020-21	2021-22
Overall Sample Size	74 520	n/a	n/a	n/a	36 573
Overall Agreement (%)	89.9	n/a	n/a	n/a	89.0

Local and National Citizenship Summary Measure					
Overall Agreement (%)	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 5	92.7	n/a	n/a	n/a	91.3
Grade 6	91.0	n/a	n/a	n/a	90.8
Grade 8	89.0	n/a	n/a	n/a	88.5
Grade 9	88.5	n/a	n/a	n/a	89.0
Grade 11	89.2	n/a	n/a	n/a	88.4
Grade 12	89.1	n/a	n/a	n/a	89.0

Question Theme	Overall Agreement (%)				
	2017-18	2018-19	2019-20	2020-21	2021-22
Obey the Law	94.5	n/a	n/a	n/a	94.5
Responsibility	97.3	n/a	n/a	n/a	97.3
Helpful	95.9	n/a	n/a	n/a	95.7
Curious About Others in Canada	71.4	n/a	n/a	n/a	66.0
Indigenous Understanding	91.1	n/a	n/a	n/a	91.9

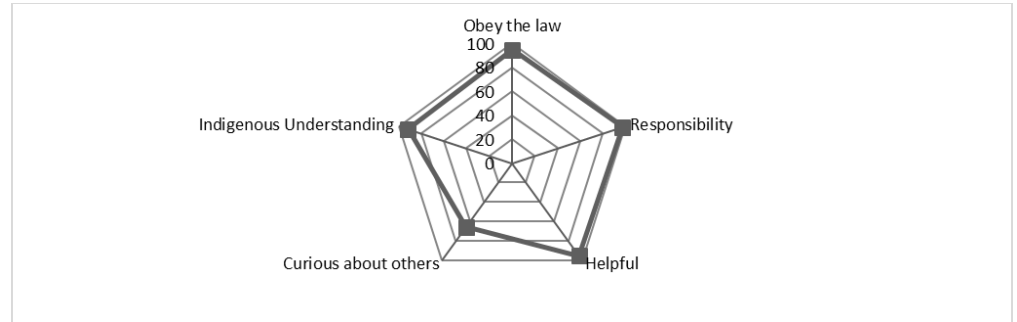
⁷ As a result of an error in the survey program software, student results were counted twice. This has no effect on the percentage results. The sample size should be half of what is noted here.

⁸ CBE Student Survey was not administered in 2019-20.

Policy 3.2

Indicator 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.



- **Target for 2021-22:** No target set

- **Analysis**

Students showed 89.0 per cent overall agreement on this measure in 2021-22. Across grades, Grade 5 and Grade 6 students had higher percentages of agreement than students in higher grades. While students showed high agreement levels toward most of the questions within this measure, they displayed significantly lower agreement concerning their interests about other people's lives in Canada. When looking at this specific survey question in greater detail, Grade 8 students showed the lowest agreement around 60 per cent while Grade 5 and Grade 12 students showed relatively higher agreement levels that were above 70 per cent.

Note | Grade specific data for the Curious About Others in Canada survey question referenced are not shown in the tables above.

- **Interpretation**

The percentage of students who reported they understand what it means to be a responsible citizen in their local and national communities continued to be high (89 per cent) in the 2021-22 school year. Elementary aged students (grade 5 and 6) agreed more strongly to survey questions within this measure compared to students in grades 8 through 12. Consistent with student perceptions in 2017-18, students agreed most strongly (97.3%) with the Responsibility question theme compared to other Question themes. The lowest student agreement levels continued to be in relation to the Curious About Others in Canada question theme (66% agreement) and this was a 5.4 percentage point decrease in agreement levels when compared to student agreement levels to this same Question theme in 2017-18.

Policy 3.2

Indicator 3

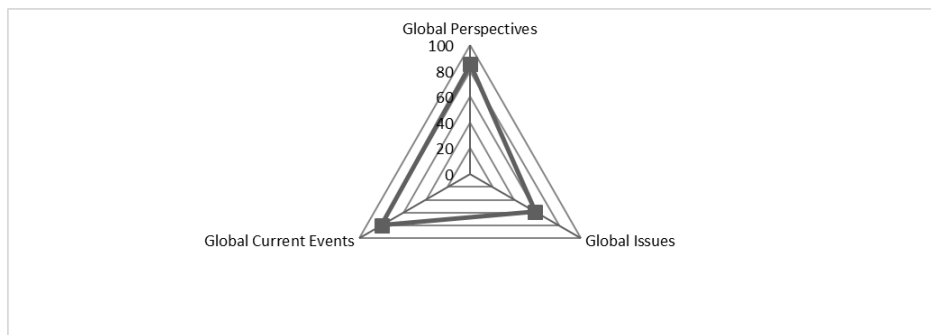
Percentage of students who report they understand what it means to be a responsible global citizen; as indicated by the Overall Agreement of the **Global Citizenship Summary Measure** from the CBE Student Survey.

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.

Global Citizenship Summary Measure					
	2017-18 ⁹	2018-19	2019-20 ¹⁰	2020-21	2021-22
Overall Sample Size	70 220	n/a	n/a	n/a	33 802
Overall Agreement (%)	75.6	n/a	n/a	n/a	74.6

Global Citizenship Summary Measure					
Overall Agreement (%)	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 5	76.1	n/a	n/a	n/a	73.6
Grade 6	71.6	n/a	n/a	n/a	71.2
Grade 8	78.4	n/a	n/a	n/a	69.9
Grade 9	69.9	n/a	n/a	n/a	73.4
Grade 11	78.1	n/a	n/a	n/a	78.6
Grade 12	79.5	n/a	n/a	n/a	80.3

Question Theme	Overall Agreement (%)				
	2017-18	2018-19	2019-20	2020-21	2021-22
Global Perspectives	85.4	n/a	n/a	n/a	85.4
Global Issues	60.4	n/a	n/a	n/a	58.7
Global Current Events	75.0	n/a	n/a	n/a	79.8



⁹ 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.

¹⁰ CBE Student Survey was not administered in 2019-20.

Policy 3.2

Indicator 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.

- **Target for 2021-22: No target set**

- **Analysis**

In 2021-22, Global Citizenship Summary Measure received 74.6 per cent overall agreement. Within grades, Grade 12 students showed the highest degree of agreement while Grade 8 students had the lowest percentage of agreement. Specifically, less than 60 per cent of students agreed on Global Issues question in this measure.

- **Interpretation**

The overall percentage of high school students who reported they understand what it means to be a responsible global citizen was 74.6 per cent, this represents overall lower student agreement, a 14.4 percentage point difference when compared to the Local and National citizenship Summary Measure. The specific question theme with the lowest levels of student agreement continued to be Global Issues and student agreement for this question theme decreased compared to 2017-18 by 1.7 percentage points while Global Perspectives and Global Current Event question themes agreement levels were maintained or increased compared to 2017-18 results. Students in lower grade levels (5,6,8) showed decreases in agreement levels whereas students in higher grades (9,11,12) showed increases in agreement levels for this summary measure when compared to 2017-18 student perception data.



Policy 3.3

Policy 3.3

Indicator 1

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

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

All Students

Demonstrate respect and appreciation for diversity ¹¹ (%)					
Indicator	2017-18	2018-19	2019-20	2020-21	2021-22
Exemplary Strengths	41.1	41.0	43.4	48.5	47.3
Evident Strengths	49.8	50.0	49.2	45.5	45.5
Emerging Strengths	8.0	7.9	6.6	5.3	6.2
Network of Support Required	0.9	0.8	0.7	0.6	0.8
Individual Program Plan	0.2	0.3	0.2	0.1	0.2
Overall Level of Success	98.9	98.9	99.2	99.3	99.0

Division 1

Demonstrate respect and appreciation for diversity (%)					
Indicator	2017-18	2018-19	2019-20	2020-21	2021-22
Exemplary Strengths	37.7	38.9	43.0	50.4	49.4
Evident Strengths	53.2	52.3	50.0	44.3	44.5
Emerging Strengths	8.0	7.7	6.1	4.6	5.2
Network of Support Required	0.8	0.7	0.5	0.5	0.6
Individual Program Plan	0.3	0.4	0.4	0.2	0.2
Overall Level of Success	98.9	98.9	99.1	99.3	99.1

¹¹ The descriptors for this stem are:

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

Policy 3.3

Indicator 1

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

Division 2

Demonstrate respect and appreciation for diversity (%)					
Indicator	2017-18	2018-19	2019-20	2020-21	2021-22
Exemplary Strengths	46.7	46.1	47.6	51.8	52.0
Evident Strengths	45.6	46.2	45.3	42.6	41.9
Emerging Strengths	6.8	6.9	6.2	5.0	5.4
Network of Support Required	0.7	0.7	0.6	0.5	0.5
Individual Program Plan	0.2	0.2	0.3	0.1	0.2
Overall Level of Success	99.1	99.2	99.1	99.4	99.3

Division 3

Demonstrate respect and appreciation for diversity (%)					
Indicator	2017-18	2018-19	2019-20	2020-21	2021-22
Exemplary Strengths	40.2	38.1	39.1	43.0	40.5
Evident Strengths	49.2	50.8	52.5	49.7	50.2
Emerging Strengths	9.4	9.9	7.5	6.4	8.1
Network of Support Required	1.2	1.2	1.0	0.9	1.2
Individual Program Plan	0.0	0.0	0.1	0.0	0.0
Overall Level of Success	98.8	98.8	99.1	99.1	98.8

- **Target for 2021-22:** No target set
- **Analysis**

All Students: Overall Level of Success stopped consecutive improvement from 2017-18 to 2020-21 and dropped to 99 per cent in 2021-22. Similarly, Exemplary Strengths got the highest result in 2020-21 and decreased to 47.3 per cent this year. Moreover, as compared to the previous three-year averages, both results were not significantly lower. After a two-year decrease, Evident Strengths kept the lowest 45.5 per cent results for the previous two years. To determine improvement in Network of Support Required, the percentage of students in this category should decrease. However, the percentage in this indicator increased in 2021-22. Based on the Chi-Square test, the increase was non-significant.



Policy 3.3

Indicator 1

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

Note that students in the IPP category for any indicator is not based on lack of success, but rather their exceptionality. Students in this category will not be assessed against the same criteria as other students and they have individualized goals based on their exceptionality. The only way to measure their success is to look at their IPP goal through IRIS.

Division 1: Similar to the results for All Students, Overall Level of Success in Division 1 showed a generally upward trend within the previous five years, reaching the highest 99.3 per cent in 2020-21 and dropping to 99.1 per cent result in 2021-22. Moreover, Exemplary Strengths had three-year consecutive improvement and reached the highest 50.4 per cent in 2020-21. Additionally, the results of Network of Support Required showed a general decreasing pattern except for 0.1 percentage point increase in 2021-22.

Division 2: The Overall Level of Success in Division 2 fluctuated over time. A 0.1 percentage point decline could be observed in 2021-22 but it was not statistically significant in comparison to three-year average result. Exemplary Strengths showed a continuous increasing pattern for the previous three years and reached the highest 52.0 per cent in 2021-22. However, Evident Strengths decreased significantly due to the three-year decline from 2019-20 to 2021-22. In terms of the results of Network of Support Required, it kept the lowest result for the last two years.

Division 3: Division 3 showed similar patterns to the All Students cohort.

■ Interpretation

The percentage of students in kindergarten to grade 9 reported to demonstrate respect and appreciation for diversity remained high overall with 99 percent of students achieving some strengths in this area. This Overall Level of Success was determined through identifying the total percentage of students achieving Emerging, Evident or Exemplary strengths. These system report card measures are also used at the school level as indicators of improvement tied to Well-Being. For example, six CBE schools identified this report card measure as a school development plan measure intended to show incremental progress towards school-specific well-being goals. This is evidence of alignment between CBE's Education Plan, school development plans and results reporting.



Policy 3.3

Indicator 2

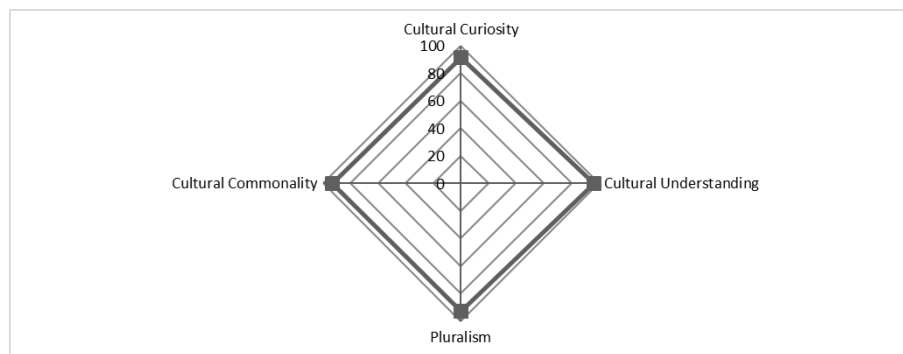
Percentage of high school students who report they value other cultures; as indicated by the Overall Agreement of the **Embracing Culture Summary Measure** from the CBE Student Survey.

- 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.

Embracing Culture Summary Measure					
	2017-18 ¹²	2018-19	2019-20 ¹³	2020-21	2021-22
Overall Sample Size	18 740	n/a	n/a	n/a	9 024
Overall Agreement (%)	93.3	n/a	n/a	n/a	93.4

Embracing Culture Summary Measure					
Overall Agreement (%)	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 11	93.0	n/a	n/a	n/a	93.4
Grade 12	93.6	n/a	n/a	n/a	93.5

Question Theme	Overall Agreement (%)				
	2017-18	2018-19	2019-20	2020-21	2021-22
Cultural Curiosity	91.8	n/a	n/a	n/a	91.5
Cultural Understanding	95.6	n/a	n/a	n/a	96.2
Pluralism	92.4	n/a	n/a	n/a	92.6
Cultural Commonality	93.3	n/a	n/a	n/a	93.4



- Target for 2021-22: No target set

¹² 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.

¹³ CBE Student Survey was not administered in 2019-20.

Policy 3.3

Indicator 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.

- **Analysis**

Overall student agreement to the suite of questions comprising the **Embracing Culture Summary Measure** on the CBE Student Survey was 93.4 per cent in 2021-22. Grade 12 student agreement levels were a 0.1 percentage point higher than Grade 11 student agreement levels. All questions asked in this measure resulted in strong student agreement levels, and Culture Understanding (96.2%) and Cultural Curiosity (91.5) had both the highest and lowest agreement levels respectively.

- **Interpretation**

The percentage of high school students who reported they value other cultures remained high in 2021-22. Compared to overall agreement levels on this same measure in 2017-18, a 0.1 percentage point increase is evident, suggesting relatively stable and consistent agreement levels. When student agreement levels to specific question themes are compared to 2017-18 results, three of the four question themes experienced an increase in agreement while Cultural Curiosity showed a 0.3 percentage point decrease. Generally speaking, CBE students in grades 11 and 12 continue to show a strong and sustained commitment to embracing cultures other than their own and we can continue to explore ways to improve opportunities for high school students to build capacity in the area of Cultural Curiosity moving forward.

Policy 3.3

Indicator 3

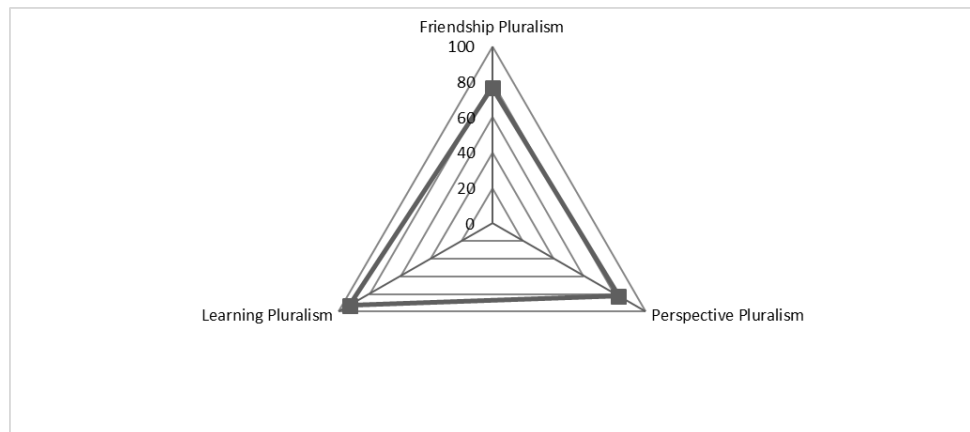
Percentage of high school students who report they appreciate and learn from the perspectives of others; as indicated by the Overall Agreement of the **Diversity and Inclusion Summary Measure** from the CBE Student Survey.

- 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.

Diversity and Inclusion Summary Measure					
	2017-18 ¹⁴	2018-19	2019-20 ¹⁵	2020-21	2021-22
Overall Sample Size	17 746	n/a	n/a	n/a	8 680
Overall Agreement (%)	86.0	n/a	n/a	n/a	84.1

Diversity and Inclusion Summary Measure					
Overall Agreement (%)	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 11	86.6	n/a	n/a	n/a	84.0
Grade 12	85.3	n/a	n/a	n/a	84.8

Question Theme	Overall Agreement (%)				
	2017-18	2018-19	2019-20	2020-21	2021-22
Friendship Pluralism	81.5	n/a	n/a	n/a	76.8
Perspective Pluralism	84.0	n/a	n/a	n/a	82.6
Learning Pluralism	92.9	n/a	n/a	n/a	93.0



¹⁴ 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.

¹⁵ CBE Student Survey was not administered in 2019-20.

Policy 3.3

Indicator 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.

- **Target for 2021-22:** No target set

- **Analysis**

In terms of Diversity and Inclusion Summary Measure, CBE students showed 84.1 per cent overall agreement in 2021-22 and the percentage in Grade 12 was 0.8 percentage points higher than Grade 11. Among different questions themes, students performed highest agreement in Learning Pluralism while the lowest percentage of agreement was found in the Friendship Pluralism question theme.

- **Interpretation**

Overall, 84.1 per cent of high school students reported they appreciate and learn from the perspectives of others in the 2021-22 school year. Agreement levels were comparable in grades 11 and 12, as there was less than one percentage point difference in agreement levels between grade levels. When student agreement levels to specific question themes were compared to 2017-18 results, Learning Pluralism experienced a small increase in agreement levels while Perspective and Friendship Pluralism showed decreases in student agreement. While most grade 11 and 12 students perceive themselves as capable of learning and appreciating new perspectives, the Friendship Pluralism question theme yielded the lowest student agreement levels when different question theme results were compared. This may be an area worthy of further exploration moving forward.



Policy 3.4

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

Policy 3.4

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.

Environmental Stewardship Summary Measure					
	2017-18 ¹⁶	2018-19	2019-20 ¹⁷	2020-21	2021-22
Overall Sample Size	74 044	n/a	n/a	n/a	34 245
Overall Agreement (%)	67.1	n/a	n/a	n/a	63.8

Environmental Stewardship Summary Measure					
Overall Agreement (%)	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 5	76.1	n/a	n/a	n/a	73.6
Grade 6	69.7	n/a	n/a	n/a	67.1
Grade 8	61.4	n/a	n/a	n/a	58.5
Grade 9	60.1	n/a	n/a	n/a	59.5
Grade 11	66.8	n/a	n/a	n/a	64.4
Grade 12	68.4	n/a	n/a	n/a	65.6

Question Theme	Overall Agreement (%)				
	2017-18	2018-19	2019-20	2020-21	2021-22
Environment Conversations	48.3	n/a	n/a	n/a	44.7
Reduce, Reuse, Recycle - Self	91.5	n/a	n/a	n/a	91.1
Reduce, Reuse, Recycle - Others	61.0	n/a	n/a	n/a	55.6

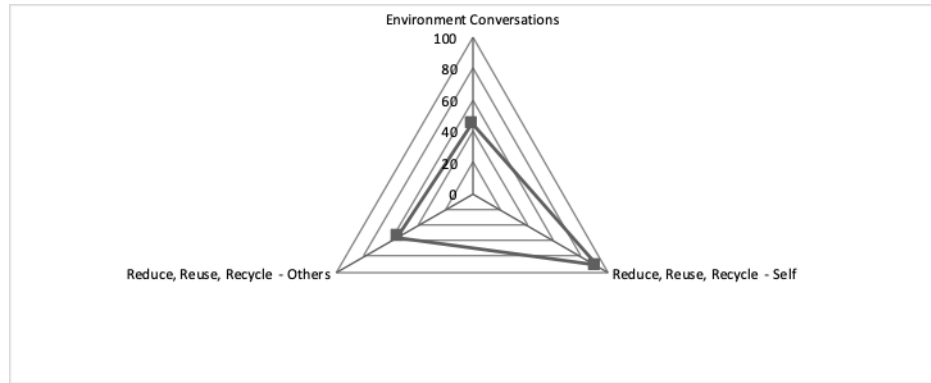
¹⁶ As a result of an error in the survey program software, student results were counted twice. This has no effect on the percentage results. The sample size should be half of what is noted here.

¹⁷ CBE Student Survey was not administered in 2019-20.

Policy 3.4

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.



- **Target for 2021-22:** No target set
- **Analysis**

An overall 63.8 per cent agreement was observed in 2021-22. Across grades, Grade 5 students showed the highest 73.6 per cent agreement while only 58.5 per cent of Grade 8 students agreed on the questions in this measure. Except for Reduce, Reuse, Recycle - Self question theme with a results greater than 90%, CBE students showed less than 60 per cent agreement results on the other question themes.

- **Interpretation**

The overall percentage of grade 11 and 12 students who reported they take action to protect the environment and use resources responsibly was only 63.8 per cent in 2021-22. When these student perception data results are disaggregated by grade level, grade 8 and 9 students showed the lowest levels agreement at 58.5 and 59.5 respectively. Whereas grade 5 and 6 student agreement levels were highest at 73.6 and 67.1 respectively. When different question themes are considered, a high percentage of students agreed with the Except for Reduce, Reuse, Recycle - Self theme (91.1 per cent) while Reduce, Reuse, Recycle – Other and Environment Conversations questions yielded much lower agreement levels.



Policy 3.5

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

Policy 3.5

Indicator 1

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

All Students

Works and collaborates effectively with others ¹⁸ (%)					
Indicator	2017-18	2018-19	2019-20	2020-21	2021-22
Exemplary Strengths	32.5	33.1	34.3	39.0	37.6
Evident Strengths	48.3	48.6	49.4	47.2	47.0
Emerging Strengths	16.2	15.4	14.0	11.8	13.2
Network of Support Required	2.4	2.1	1.6	1.4	1.7
Individual Program Plan	0.7	0.8	0.7	0.5	0.5
Overall Level of Success	97.0	97.1	97.7	98.0	97.8

Division 1

Works and collaborates effectively with others (%)					
Indicator	2017-18	2018-19	2019-20	2020-21	2021-22
Exemplary Strengths	31.0	32.0	33.6	40.8	39.0
Evident Strengths	49.1	49.7	50.0	46.2	46.3
Emerging Strengths	16.6	15.3	13.8	10.9	12.4
Network of Support Required	2.4	2.0	1.6	1.3	1.5
Individual Program Plan	0.9	1.1	1.0	0.8	0.8
Overall Level of Success	96.7	97.0	97.4	97.9	97.7

¹⁸ 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.



Policy 3.5

Indicator 1

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

Division 2

Works and collaborates effectively with others (%)					
Indicator	2017-18	2018-19	2019-20	2020-21	2021-22
Exemplary Strengths	36.0	36.0	37.4	41.1	40.7
Evident Strengths	46.3	46.7	47.0	45.4	45.3
Emerging Strengths	14.8	14.6	13.3	11.7	12.0
Network of Support Required	2.1	1.9	1.5	1.1	1.4
Individual Program Plan	0.8	0.8	0.8	0.7	0.7
Overall Level of Success	97.1	97.3	97.7	98.2	98.0

Division 3

Works and collaborates effectively with others (%)					
Indicator	2017-18	2018-19	2019-20	2020-21	2021-22
Exemplary Strengths	30.7	30.7	31.7	35.0	33.0
Evident Strengths	49.3	49.7	51.4	50.1	49.4
Emerging Strengths	17.1	16.7	15.0	12.9	15.4
Network of Support Required	2.7	2.8	1.8	1.8	2.1
Individual Program Plan	0.1	0.1	0.1	0.1	0.1
Overall Level of Success	97.1	97.1	98.1	98.0	97.8

- **Target for 2021-22:** No target was set

- **Analysis**

All Students: The Overall Level of Success and Exemplary Strengths shared the same change pattern over time. Both of the results declined in 2021-22 after three-year continuous improvement, but the decreases were not statistically significant. Moreover, as compared to the previous three-year average, the 2021-22 Evident Strengths result was significantly lower.

To determine improvement in Network of Support Required, the percentage of students in this category should decrease. Network of Support Required kept year-over-year decreases except for 2021-22.

Note that students in the IPP category for any indicator is not based on lack of success, but rather their exceptionality. Students in this category will not be assessed against the same criteria as other students and they have



Policy 3.5

Indicator 1

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

individualized goals based on their exceptionality. The only way to measure their success is to look at their IPP goal through IRIS.

Division 1: Division 1 shared a similar pattern to All Students cohort with the only one exception in Evident Strengths. After a noticeable 3.8 percentage point decrease in 2020-21, Evident Strengths result showed a 0.1 percentage point improvement in 2021-22.

Division 2: Measures for Division 2 showed similar patterns to those surfaced in the All Students.

Division 3: The Overall Level of Success and Evident Strengths experienced continuous negative growth for the last two years but they were not statistically significant. Additionally, Exemplary Strengths showed a 2.0 percentage point decline in 2021-22 after a three-year improvement.

After maintaining the lowest 1.8 per cent result from 2019-20 to 2020-21, Network of Support Required had a 0.3 percentage point increase in 2021-22.

■ Interpretation

The percentage of students in kindergarten through grade 9 that reported to work and collaborate effectively with others remained high with 97.8 per cent of students demonstrating some strength (Emerging, Evident or Exemplary) in this area, as measured by report cards. While the Overall Level of Success decreased by 0.2 percentage points compared to 2020-21 report card data, this was not considered a significant decline.

Division 2 students continued to demonstrate the highest Overall Level of Success and highest levels of Exemplary Strengths when compared to other Divisions. A network of support was required more often to support Division 3 students in working and collaborating effectively with others. Whereas, Division 2 students continued to require a network of support least often to communicate and collaborate effectively with others, compared to other Divisions.



Policy 3.5

Indicator 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.

- 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.

Collaborative Skills Summary Measure					
	2017-18 ¹⁹	2018-19	2019-20 ²⁰	2020-21	2021-22
Overall Sample Size	18 628	n/a	n/a	n/a	8 920
Overall Agreement (%)	92.6	n/a	n/a	n/a	89.5

Collaborative Skills Summary Measure					
Overall Agreement (%)	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 11	92.4	n/a	n/a	n/a	89.3
Grade 12	92.7	n/a	n/a	n/a	89.9

Question Theme	Overall Agreement (%)				
	2017-18	2018-19	2019-20	2020-21	2021-22
Cooperation	95.0	n/a	n/a	n/a	93.2
Decision-Making	92.2	n/a	n/a	n/a	90.4
Social Expectations	92.4	n/a	n/a	n/a	86.3
Democratic	91.6	n/a	n/a	n/a	90.3
Group Communication	88.3	n/a	n/a	n/a	82.5
Group Respect	95.8	n/a	n/a	n/a	94.3

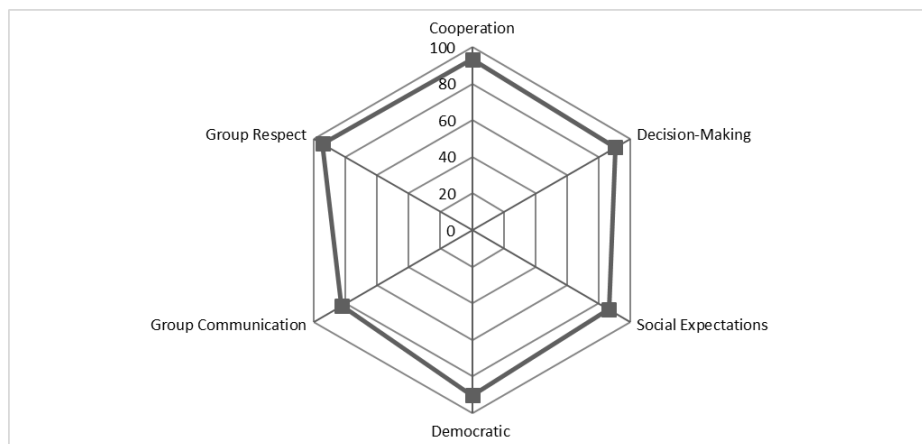
¹⁹ As a result of an error in the survey program software, student results were counted twice. This has no effect on the percentage results. The sample size should be half of what is noted here.

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

Policy 3.5

Indicator 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.



- **Target for 2021-22:** No target set

- **Analysis**

The overall agreement on the Collaborative Skills Summary Measure was 89.5 per cent in 2021-22. Grade 12 students showed higher percentage of agreement than Grade 11 students with a difference of 0.6 percentage points. Additionally, students showed high agreement levels across different questions within the measure.

- **Interpretation**

A high overall percentage (89.5 per cent) of grade 11 and 12 students reported that they work and communicate effectively with others on the 2021-22 CBE Student Survey. Agreement levels were comparable across the two grade levels and the grade 12 students agreed to a greater degree than grade 11 students. When agreement levels in 2021-22 are compared to those in 2017-18, decreases in the percentage of students agreeing are evident across all question themes for this measure. In alignment with 2017-18 results, Group Respect and Cooperation maintained the highest levels of agreements compared to all other question themes. Decreases in agreement were most evident for Question themes Social Expectations and Group Communication when 2021-22 survey results were compared to 2017-18 CBE Student Survey results. Decreases in these specific areas can possibly be attributed to the impact of a global pandemic on student perceptions about these themes at school.

Overall Summary |

- **Celebrate**
 - Across divisions and report card indicators, most K-9 CBE students demonstrated strengths. In particular, Division 2 students consistently had the smallest percentage of students achieving the Network of Support Required Indicator and the highest percentage of students achieving the Exemplary Strengths Indicator.
 - Most grade 11 and 12 students continued to be in agreement with CBE Student Survey question theme Help Classmates within the **Learning Community Citizenship Summary Measure**.
 - When compared to other question themes in CBE Student Survey's **Local and National Citizenship Summary Measure** student agreement levels for the question theme Indigenous Understanding increased compared to 2017-18 results while other question themes remained the same or decreased.
 - High school students continued to be in strong agreement to CBE Student Survey questions related to the **Embracing Culture Summary Measure**.

- **Areas of Growth**
 - Across report card stems, the percentage of students in Division 3 achieving the Exemplary Strengths Indicator was consistently lower and a network of support was required more often compared to Divisions 1 and 2.
 - In alignment with previous years' results, question themes related to inclusivity on the **Learning Community Citizenship Summary Measure** showed distinct variation in agreement in that School Inclusivity questions had much higher agreement levels than Global/Community Inclusivity questions on which less than half of grade 11 and 12 students were in agreement.
 - When compared to other question themes in CBE Student Survey's **Local and National Citizenship Summary Measure** student agreement levels were lowest for the Curious About Others in Canada question theme.
 - Less than 60 per cent of grade 11 and 12 students report they understand what it means to be a responsible global citizen within the Global Issues question theme on the CBE Student Survey.
 - Overall student agreement Levels were lowest for both the **Learning Community Citizenship Summary** and the **Measure Environmental Stewardship Summary Measure** on the CBE Student Survey.



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:

- All school and service unit staff will participate in Maatoomsii'Pookaiks (Children First), the system-wide Indigenous Education Professional Day of Learning, focused on building and applying foundational knowledge of First Nations, Métis, and Inuit ways of being, belonging, doing and knowing. The theme for the 2022-23 school year is Truth and Reconciliation.
- School and service unit staff will be invited to participate in multiple professional learning sessions throughout the school year to build their capacity in implementing the *Indigenous Education Holistic Lifelong Learning Framework* (including Indigenous land-based learning, working with Elders and Knowledge Keepers, and acknowledging the land) in their work on behalf of students.
- School-based and service unit leaders will engage in further professional learning opportunities aimed at enhancing their understanding of anti-racist strategies, diversity and inclusion.
- School administrators and teachers will enhance their understanding of English language learners' (ELLs) culture and cultural identity, language proficiency, learner profile and interest and readiness levels within a welcoming, caring, respectful, safe and inclusive learning environment.
- Middle years teachers and school administrators are participating in system-wide professional learning sessions with a focus on middle level learner identity that include both the science and social studies disciplines through the lens of disciplinary literacy and interdisciplinary work in to deepen their understanding of the social studies and science disciplines.
- Social studies and science high school learning leaders are engaging in a professional learning series to deepen their understanding of assessment practices and learning outcomes.

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:

- Increase opportunities for students in bilingual and immersion programs, focused on extending their language and culture learning beyond the classroom. For example:
 - intensive language camps or experiences – elementary/middle school.
 - reciprocal exchange program with French speaking students in Quebec - junior high school.

- reciprocal exchange program in a country of the target language or with school learning the target language – high school
- Review of CBE attendance codes to be more inclusive of self-identified Indigenous students' traditional practices.
- Lead anti-racism, diversity and inclusion actions through new School Improvement portfolio to continue to advance equity and inclusion.
- Support staff in anti-racist strategies and actions through Diversity and Inclusion specialist to continue to advance equity and inclusion.
- Design and implement a system plan to hold space for Indigenous student voice in our planning and implementation of actions to support their success.
- Expand on the implementation of CBE's Land Acknowledgment to support individual staff members across schools and service units to identify actions in support of Truth and Reconciliation through Education.
- Action school-based Truth and Reconciliation (TRC) Commitments to acknowledge and support the implementation of the *Truth and Reconciliation Commission of Canada: Calls to Action*.
- Develop partnerships with international organizations whose mandate is to support language and culture learning (e.g., Instituto Cervantes, Alliance Française, Hanban, Goethe Institute) for authentic student learning experiences.
- Renewal of a reciprocal international homestay program to support the international or national language and culture experience for students in bilingual and immersion programs.
- Work with Indigenous Elder Advisory Council focused on learning and working together to implement the *Indigenous Education Holistic Lifelong Learning Framework*.
- Hire a social studies specialist and a science specialist to support system work related to new curriculum, middle years learner identity, high impact strategies, and outcomes-based assessment, focused specifically on these two subject disciplines.
- Middle years teachers and school administrators utilize system-created professional learning content packages that include social studies and science outcomes related to high impact strategies to deepen their understanding of learning outcomes.
- K-6 teachers and school administrators utilize system-created professional learning content packages and resources that include social studies and science content related to deepen their understanding of learning outcomes.

Resources

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

- Purchase key resources for all leaders aimed at deepening their ability to lead anti-racism, diversity and inclusion.

- Design a resource and tools focused on supporting schools to gather and action Indigenous student voice.
- Refine, design and share video and print resources throughout the school year to highlight and support schools with acknowledging significant events (e.g., Secret Path Week, Métis Week, Indigenous Veteran’s Day, Solstice/Equinox, National Indigenous Peoples Day).
- Develop new partnerships with Indigenous community agencies focused on providing cultural resources and supports to students, families and staff.
- Develop an Indigenous Elders, Knowledge Keepers and Community Supports Roster to support schools and service units with accessing, learning and working with the Indigenous community.
- Create a Diversity and Inclusion Newsletter four times a year that highlights diverse texts and resources in order to support teachers when planning.
- Design a toolkit to support schools in planning tasks that are culturally appreciative so that students see their cultures represented within the texts and resources selected.

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 continue to be very high and so, not an opportunity for growth. Since Results 3 will not be a major focus on the 2022-23 CBE Student Survey, instead of setting targets based on a limited data set, we would need to wait until we have a full data set from survey results again to provide comparative analysis.

It is for these reasons no targets have been set for 2022-23 in this report.

APPENDIX

Appendix I: Results 3 | CBE Student Survey Questions & 2021-22 Results



Results 3 | CBE Student Survey Questions & 2021-22 Results

appendix

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.	93.2
2 [11,12] When there is a decision in my school that will impact students, I contribute my ideas to the discussion.	64.6
3 [11,12] When there is a decision in my school that will impact students, I encourage others to share their ideas.	68.8
4 [11,12] When there's an opportunity to volunteer within my school to help others, I join in.	49.0
5 [11,12] When there's an opportunity to volunteer within my school to help others, I try to get others to join in.	44.5
6 [11,12] When my school organizes an activity to help others in our local community, I join in.	46.4
7 [11,12] When my school organizes an activity to help others in our local community, I try to get others to join in.	43.1
8 [11,12] When my school organizes an activity to help others nationally or internationally, I join in.	48.1
9 [11,12] When my school organizes an activity to help others nationally or internationally, I try to get others to join in.	43.7



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]	16.9
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]	25.2

Policy 3.2

Indicator 2 – Local and National Citizenship Summary Measure

Question	Overall Achievement (%)
1 I think it is important to obey the law.	94.5
2 I am responsible for myself and my actions.	97.3
3 I think it's important to help other students when they need it.	95.7
4 I want to know how people in the rest of Canada live their lives.	66.0
5 I recognize that it is my responsibility to help develop respect and understanding between Indigenous peoples and other Canadians.	91.9

Indicator 3 – Global Citizenship Summary Measure

Question	Overall Achievement (%)
1 I am interested in how people of other cultures see the world.	85.4
2 I talk to people about issues like peace and climate change.	58.7
3 [8,9,11,12] I talk to people about what is happening in other countries.	79.8

Policy 3.3

Indicator 2 – Embracing Culture Summary Measure

Question	Overall Achievement (%)
1 [11,12] I find ideas from other cultures to be interesting.	91.5
2 [11,12] People's different cultures and identities should be valued.	96.2
3 [11,12] I like to be around people from different cultures and identities than mine.	92.6
4 [11,12] In the classroom, it's important that students from different cultures and identities learn the similarities that exist between them.	93.4

Indicator 3 – Diversity and Inclusion Summary Measure

Question	Overall Achievement (%)
1 [11,12] I easily make friends with people with different perspectives than I.	76.8
2 [11,12] I sometimes try to understand my classmates better by imagining how things look from their perspective.	82.6
3 [11,12] I can learn with and from people who look, think, or behave differently than me.	93.0

Policy 3.4

Indicator 1 – Environmental Stewardship Culture Summary Measure

Question	Overall Achievement (%)
1 I use resources responsibly by reducing, reusing, and recycling.	91.1
2 I try to get others to reduce, reuse, and recycle in my school.	55.6
3 I talk to my fellow students about ways we can protect the environment.	44.7

Policy 3.5

Indicator 2 – Collaborative Skills Summary Measure

Question	Overall Achievement (%)
1 [11,12] I cooperate with people around me.	93.2
2 [11,12] I think about how my decisions will affect other people.	90.4
3 [11,12] I know what's expected of me in different social situations.	86.3
4 [11,12] When working with others, I encourage everyone to have their say.	90.3
5 [11,12] When working with others, I communicate my thoughts and opinions even if they are different than the rest of the group.	82.5
6 [11,12] When working with others, I treat them respectfully even if they think differently than I do.	94.3

**report to
Board of Trustees**

Three-Year School Capital Plan 2024-2027

Date	March 21, 2023
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)	Catherine Ford, Director, Planning Trevor Fenton, Director, Facility Projects Natalie Campbell, Manager, Planning Peter Jeffrey, Manager, Infrastructure Asset Management

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the Three-Year School Capital Plan 2024-2027 as provided in the report, and authorizes its submission to Alberta Education.



2 | Issue

Alberta Education requires that school jurisdictions 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 2024-2027 to the Ministry is April 1, 2023.

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 submitted electronically to Alberta Education using their Web Application Program.

New modular classroom requests, modular moves, and modular disposition are requested through a separate submission process. The Board of Trustees approved the last submission on October 25, 2022.

3 | Background

School jurisdictions are required to review their needs for new space and substantiate their applications annually. Capital projects are reviewed and prioritized by Alberta Education, and then subjected to the government's Capital Planning Prioritization Process that includes consideration by the Treasury Board.

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

Eligibility Criteria

To be considered for prioritization, the CBE uses several eligibility criteria 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, land necessary for these sites is acquired under the Joint Use and Planning Agreement (JUPA), an Agreement between the City of Calgary (the City), Calgary Board of Education (CBE), Calgary Catholic School District (CCSD), and Southern Francophone Education Region (FrancoSud). 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 the Three-Year School Capital Plan. However, if a site is expected to be ready for school construction in a 2-3 year period, it may 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. 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 (2022), provided by Baragar Systems;
- School Enrolment (September 29, 2022);
- School Bus Transportation Times (Fall 2022);
- The City of Calgary Suburban Residential Growth 2022-2026 (November 2022); and
- Calgary & Region Economic Outlook 2022-2027 (Fall 2022).

The CBE's point assessment process is used for schools that offer programming from kindergarten to Grade 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. As the

curriculum changes, older facilities may become unsuitable in their current configuration so the modernization aims to improve functional adequacy and suitability. In accordance with provincial guidelines, while school major modernization projects should not exceed 75 per cent of the school replacement value, other factors that are considered include: site suitability, enrolment pressures, operational efficiencies, community impacts, and ease of implementation.

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 2024-2027.

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. Beginning 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 2024-2027. 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 close 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 healthy school utilization rates. Well utilized schools contribute to supporting educational programming richness and variety, maintain flexibility within the system for sudden enrolment movement, all while balancing the financial obligations and sustainability of the system.

The new school and modernization requests reflect a three-year time horizon. With an aging portfolio of schools, the plan also emphasizes modernizations to ensure that older schools continue to meet the programming needs of students.

Overall, fifteen (15) new construction and modernization projects are identified on the 2024-2027 Capital Plan. There are six (6) new construction requests and nine (9) major modernization requests for existing facilities. The new school requests are for the following schools:

1. Year 1 - Evanston Elementary⁽²⁾, Cornerstone High School (Construction), Redstone Elementary and Saddle Ridge Middle⁽²⁾ (Design)
2. Year 2 - Saddle Ridge Middle⁽²⁾ (Construction) and Sage Hill/Kincora Middle
3. Year 3 - Mahogany Middle

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

1. Year 1 – Annie Gale, Crescent Heights High, A.E. Cross, and Sir John A. Macdonald
2. Year 2 – Annie Foote, Altadore and Cedarbrae
3. Year 3 – Janet Johnstone and Ranchlands

The 2023-2026 Capital Plan included a modernization request for Queen Elizabeth School. This school was removed from this year's list of modernization requests due to recent Infrastructure Maintenance Renewal (IMR) and Capital Maintenance and Renewal (CMR) investments that were required in that school to maintain a safe and welcoming environment, that ultimately reduced the score for this school.

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

The Saddle Ridge Middle School new school project is listed as distinct design and construction funding requests, as while there is an enrolment need, the site is not currently construction ready. The school site is not expected to be fully serviced and construction ready before December 31, 2025. In an attempt to expedite completion of this school once the site is ready, design funding is being requested ahead of construction funding, such that the design phase can be completed prior to achieving site readiness.

Key information given in the Three-Year School Capital Plan 2024-2027 includes:

- The City's actual, estimated, and projected populations for the period 2017 to 2027, shown on page 1.
- Actual/projected CBE school enrolments for the period 2022 to 2027, shown on page 3.
- New School Construction priorities, shown in Table 1 on page 32.
- Major Modernizations priorities, shown in Table 2 on page 32.

- The combined capital priorities list for both “New School Construction” and “Major Modernization” requests, which the Province requires in the Three-Year Capital Plan, shown in Table 3 on page 33.
- The full list of communities assessed through the points ranking criteria, shown in Appendix III on page 71.
- Details of the point assignments for potential new schools, shown in Appendix III on pages 72-77.
- Details of the point assignments for potential modernizations, shown in Appendix II on pages 69-70.

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 2024-2027.

The CBE supplements the allocated Alberta Education new school construction grant funding through board-approved capital reserves for new schools. The average additional funding required from the CBE for new schools is approximately:

- \$2.0 - \$2.5 million for elementary schools;
- \$2.5 - \$3.5 million for middle and K-9 schools; and
- \$8.0 - \$9.0 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: \$250,000;
- Middle Schools: \$400,000; and
- High Schools: \$950,000.

The CBE also supplements the allocated Alberta Education modernization grant through Board-approved capital reserves or IMR/CMR. 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 2017, Calgary's population growth has averaged an estimated 19,400 persons per year.

The population grew from an estimated 1,321,300 in 2021 to an estimated population of 1,343,500 in 2022 (Calgary and Region Economic Outlook 2022-2027 (Fall 2022)), an increase of 22,200 (1.7 per cent). The population growth consisted of an estimated natural increase of 8,600 people and a net migration of 13,700 people (Calgary and Region Economic Outlook 2022-2027 (Fall 2022)).

In the *Calgary & Region Economic Outlook 2022-2027 (Fall 2022)*, the City is forecasting that the population of Calgary will reach 1,454,400 by 2027, an increase of 110,900 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 131,215 students is forecast to increase to 144,206 students by 2027. A total increase of 12,991 students is projected, averaging approximately 2,598 additional students annually. These enrolment projections assume a strong level of enrolment growth in the future. Of note, enrolment in kindergarten to Grade 3 is projected to decrease over the next five years, while enrolment increases are projected for Grades 4-12.

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 87 per cent based on September 29, 2022 enrolment data.

The City's most recent Suburban Residential Growth 2022-2026 document allocates population growth to eight (8) city planning sectors. This information provides the CBE with context for where student population growth is expected in the future. The largest population growth projected over the next five years involves the Northeast, Southeast, North, and South sectors.

As illustrated in Appendix I of the Capital Plan, student capacity by planning sector varies widely. In the North Sector, for example (page 63), the utilization rate for kindergarten to Grade 9 students by residence is 137 per cent, compared to 66

per cent in the South Sector. A consequence of this disparity requires transportation of students residing within sectors with high utilization rates to other sectors with lower utilization rates.

A similar situation exists with senior high school students. For example, the number of senior high students by residence in the North Sector (page 64) is 317 per cent of its high school capacity, compared to 35 per cent of the high school 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, schools in the Centre Sector are not located close to the growing communities in the North Sector where student enrolment is increasing and the utilization rate by residence far exceeds the Sector capacity. This will change with the opening of the North High School that is currently under construction, adding new capacity to the North Sector.

The CBE's system utilization rate is projected to be 94 per cent by 2027-28 without the approval of any additional new schools. If all new schools requested in the 2024-2027 Capital Plan are approved, the system utilization rate is projected to be 89 per cent for the 2027-2028 school year (Appendix IV). Approval of the new school projects identified in the Capital Plan will ensure timely accommodation of students close to their homes. This will still require concurrent student accommodation initiatives within existing schools to balance enrolment resulting from new school openings and demographic changes/imbances within the City.

Modernization priorities that have been identified for the next three years reflect schools with high utilization and/or significant life cycle costs. These schools will continue to be prioritized based on demographic requirements, life cycle costs, and educational program needs. Validation of immediate repairs for critical systems are being undertaken for all modernization projects on the Three-Year Capital Plan 2024-2027.

7 | Conclusion

The approval of the Three-Year School Capital Plan 2024-2027 provides the Provincial government with a comprehensive analysis of CBE school capital needs to support student learning.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Three-Year School Capital Plan 2024-2027

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



2024 – 2027

March 21, 2023

TABLE OF CONTENTS

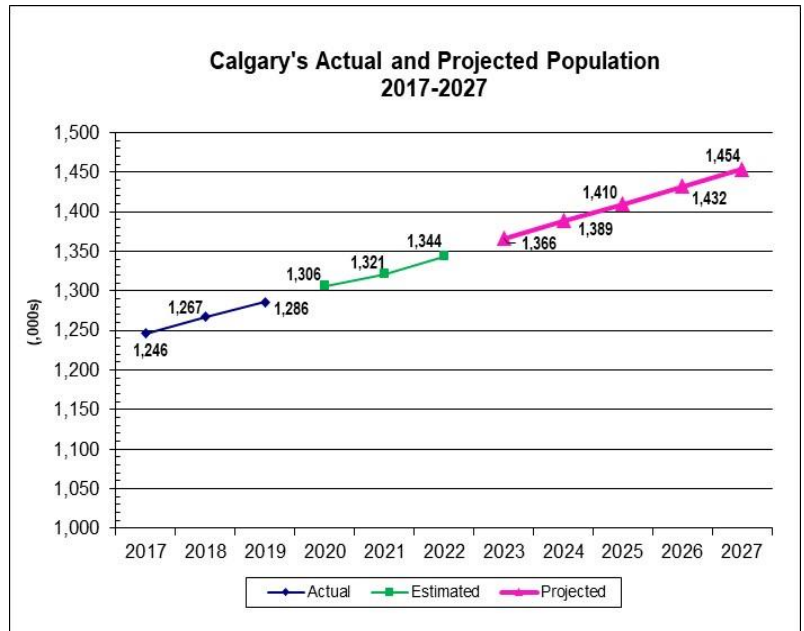
EXECUTIVE SUMMARY	i
1.0 INTRODUCTION	1
1.1 CBE Student Enrolment.....	1
1.2 Calgary Suburban Growth and Development.....	3
1.3 Framework for Growth and Change	4
1.4 City of Calgary Annexation.....	4
2.0 CAPITAL STRATEGIES	8
2.1 Calgary Board of Education	8
2.2 Three-Year Education Plan.....	9
2.3 Administrative Areas and Space Utilization	10
2.4 Planning for Students.....	15
2.5 New School Construction and School Approvals.....	17
2.6 School Major Modernization.....	20
2.7 Collaborative Initiatives with The City of Calgary.....	21
3.0 NEW SCHOOL CONSTRUCTION CAPITAL PLAN CRITERIA	21
3.1 Construction Planning Criteria.....	21
3.2 Construction Ranking: Kindergarten to GR9	27
3.3 Construction Planning Criteria: Senior High Schools.....	28
3.4 Construction Priorities: Senior High Schools	28
4.0 THREE-YEAR SCHOOL CAPITAL PLAN 2024-2027 - SUMMARY	31
5.0 2024-2027 SCHOOL CAPITAL PLAN NEW CONSTRUCTION	36
6.0 2024-2027 SCHOOL CAPITAL PLAN MAJOR MODERNIZATION	43
APPENDIX I: Capacity and Utilization	57
APPENDIX II: Modernization Information.....	69
APPENDIX III: Community Ranking for New Schools	71
APPENDIX IV: CBE System Utilization	78
GLOSSARY OF TERMS	79

EXECUTIVE SUMMARY

This Three-Year School Capital Plan 2024-2027 is an analysis of the Calgary Board of Education's (CBE) forecasted school capital needs, as assessed at the present time.

1. Calgary Population

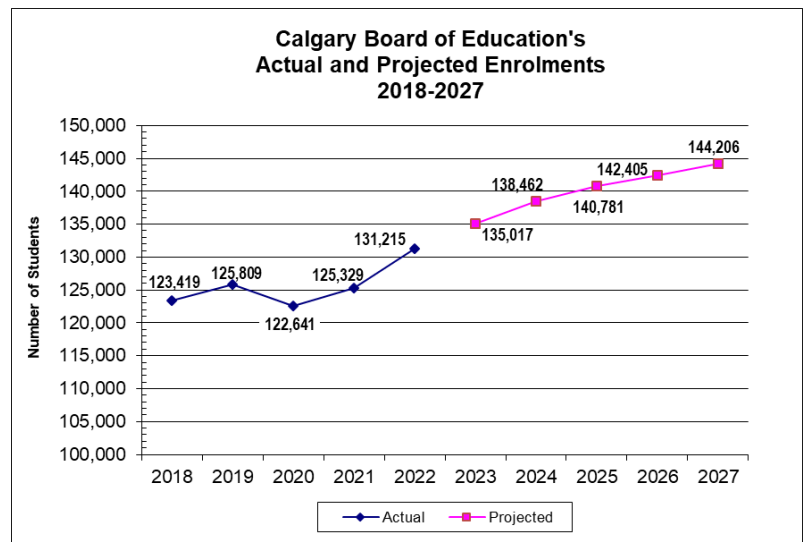
Between 2017 and 2022, Calgary's population growth has averaged an estimated 19,400 people per year. In the *Calgary & Region Economic Outlook 2022-2027 (Fall 2022)*, the City of Calgary (the City) forecasts that the population of Calgary will reach 1,454,400 by 2027, an increase of 110,900 persons over the next five years. This represents an average yearly increase of approximately 22,180 people, which will be driven primarily by net migration.



Source: Calgary & Region Economic Outlook 2022-2027 (Fall 2022)

2. Student Enrolment

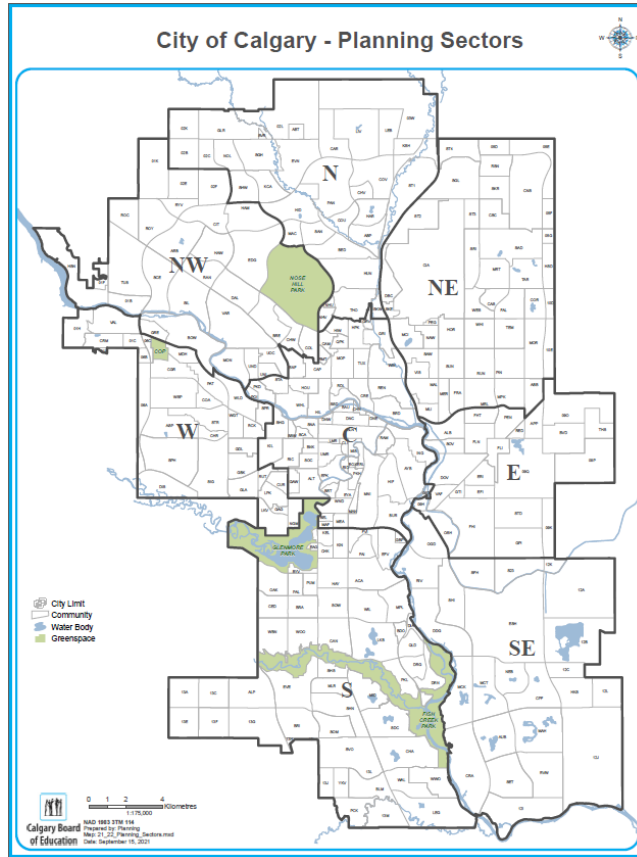
The CBE's current student enrolment of 131,215 is an increase of 5,886 students compared to the previous year. Taking into consideration an average enrolment increase of approximately 1,949 students per year from 2018-2022, the CBE is projecting a strong growth rate over the next five years. Total enrolment is projected to increase during this 5-year forecast period to 144,206 students in 2027.



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 2022-2026 for new communities by Planning Sector from the City's *Suburban Residential Growth Report 2022-2026*:

City Growth Trends New Communities by Planning Sector 2022-2026	
Planning Sector	Population Growth Forecast
Northwest	2,409
North	18,678
Northeast	19,850
East	5,324
Southeast	19,042
South	18,880
West	3,541

Source: Suburban Residential Growth Report 2022-2026

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 2021-22 on December 13, 2022.

5. Schools Under Construction and Approvals

Three (3) new school construction projects and one (1) modernization project are currently under development, and five (5) schools which have received Planning or Pre-planning approvals.

The tables 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
2022-2023	Prairie Sky School	New Construction	Grades K-9	900	Mar. 22, 2018
2023-2024	North Calgary High School	Design Only	Grades 10-12	1,800	Mar. 22, 2018
		New Construction			Nov 1, 2019
TBD	Evanston Middle	New Construction	Grades 5-9	900	Mar 4, 2022
TBD	John G. Diefenbaker High School	Modernization	Grades 10-12	N/A	Mar 1, 2023
Total School Space Capacity				3,600	

Schools with Planning and Pre Planning Approvals					
Projected School Year Opening	School/Community	Project Type	Grade	Approved Capacity	Approval Date
TBD	Cornerstone High School	Planning (New School)	Grades 10-12	1,800	Mar 1, 2023
TBD	Annie Gale School	Planning (Modernization)	Grades 7-9	N/A	Mar 1, 2023
TBD	Saddle Ridge Middle	Pre-Planning (New School)	Grades 5-9	900	Mar 1, 2023

Schools with Planning and Pre Planning Approvals					
Projected School Year Opening	School/Community	Project Type	Grade	Approved Capacity	Approval Date
TBD	A.E. Cross School	Pre-Planning (Modernization)	Grades 7-9	N/A	Mar 1, 2023
TBD	Sir John A. Macdonald School	Pre-Planning (Modernization)	Grades 7-9	N/A	Mar 1, 2023
Total School Space Capacity				2,700	

Note: Planning – funding activities include site analysis and scope of development activities.
 Pre-planning – funding allows a conceptual project to define scope elements, programming priorities and includes activities such as community engagement.

6. Capital Priorities – New School Construction

There are six (6) new school construction projects identified in the Three-Year School Capital Plan 2024-2027. Saddle Ridge Middle is being requested for design funding initially in Year 1 and full construction in Year 2, due to lack of site readiness.

Table 1: New School Construction					
Three-Year School Capital Plan 2024-2027 Priorities					
Priority Ranking – Project Description					Number of Years Previously Listed in Capital Plan
YEAR 1					
Community/School	Grade	Project Status	Request Type		
C-1 Evanston Elementary ⁽²⁾	K-4	New Request	Full Construction	0	
C-2 Cornerstone High School	10-12	Planning	Full Construction	3	
C-3 Redstone Elementary	K-4	New Request	Full Construction	0	
C-4 Saddle Ridge Middle ^{(2)^}	5-9	Pre-Planning	Design Funding	3	
YEAR 2					
Community/School	Grade	Project Status	Request Type		
C-5 Saddle Ridge Middle ^{(2)^}	5-9	Design Funding	Full Construction	3	
C-6 Sage Hill / Kincora Middle	5-9	New Request	Full Construction	0	
YEAR 3					
Community/School	Grade	Project Status	Request Type		
C-7 Mahogany Middle	5-9	New Request	Full Construction	0	

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

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

[^]This project is 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 nine (9) major modernization projects identified in this Plan (see Table 2).

Table 2: School Major Modernizations				
Three-Year School Capital Plan 2024-2027 Priorities				
Priority Ranking – Project Description				Number of Years Previously Listed in Capital Plan
YEAR 1				
Community/School	Grade	Project Status	Request Type	
M-1 Annie Gale School	7-9	Planning	Major Modernization	2
M-2 Crescent Heights High School	10-12	Modernization Request	Major Modernization	0
M-3 A. E. Cross School	7-9	Pre-Planning	Major Modernization	5
M-4 Sir John A. Macdonald School	7-9	Pre-Planning	Major Modernization	2
YEAR 2				
Community/School	Grade	Project Status	Request Type	
M-5 Annie Foote School	K-6	Modernization Request	Major Modernization	8
M-6 Altadore School	K-6	Modernization Request	Major Modernization	15
M-7 Cedarbrae School	K-6	Modernization Request	Major Modernization	8
YEAR 3				
Community/School	Grade	Project Status	Request Type	
M-8 Janet Johnstone School	K-4	Modernization Request	Major Modernization	8
M-9 Ranchlands School	K-6	Modernization Request	Major Modernization	8

8. Capital Priorities – New Construction & Major Modernizations

Overall, fifteen (15) new construction and major modernization projects are identified in the Three-Year School Capital Plan 2024-2027. One (1) of the new school project's funding is requested over two years in a design phase and then construction phase (see Table 3).

Table 3: New School Construction and Major Modernizations					
Three-Year School Capital Plan 2024-2027 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2023 Cost (\$M)	Number of Years Previously Listed in Capital Plan
1 Evanston Elementary ⁽²⁾	K-4	New Request	Full Construction	15.8-18.9	0
2 Cornerstone High School	10-12	Planning	Full Construction	54-60	3
3 Redstone Elementary	K-4	New Request	Full Construction	15.8-18.9	0
4 Saddle Ridge Middle ^{(2)^}	5-9	Pre-Planning	Design Funding	1.2-1.3	3
5 Annie Gale School	7-9	Planning	Major Modernization	8.6	2
6 Crescent Heights High School	10-12	Modernization Request	Major Modernization	65-75	0
7 A.E. Cross School	7-9	Pre-Planning	Major Modernization	19.8	5
8 Sir John A. Macdonald School	7-9	Pre-Planning	Major Modernization	14.9	2
Total Cost				195.1-217.4	
YEAR 2					
Community/School	Grade	Project Status	Request Type	2023 Cost (\$M)	Number of Years Previously Listed in Capital Plan
9 Saddle Ridge Middle ^{(2)^}	5-9	Design Funding	Full Construction	24-26	3
10 Annie Foote School	K-6	Modernization Request	Major Modernization	12.1	8
11 Sage Hill / Kincora Middle	5-9	New Request	Full Construction	25.2-27.3	0
12 Altadore School	K-6	Modernization Request	Major Modernization	9.1	15
13 Cedarbrae School	K-6	Modernization Request	Major Modernization	9.1	8
Total Cost				79.5-83.6	
YEAR 3					
Community/School	Grade	Project Status	Request Type	2023 Cost (\$M)	Number of Years Previously Listed in Capital Plan
14 Mahogany Middle	5-9	New Request	Full Construction	25.2 - 27.3	0
15 Janet Johnstone School	K-4	Modernization Request	Major Modernization	10.2	8
16 Ranchlands School	K-6	Modernization Request	Major Modernization	13.7	8
Total Cost				49.1-51.2	

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

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

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

Planning – funding activities include site analysis and scope of development activities.

Pre-planning – funding allows a conceptual project to define scope elements, programming priorities and includes activities such as community engagement.

1.0 INTRODUCTION

The CBE is a global leader in public education. Recognized as the largest school jurisdiction 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 131,215 students in over 251 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 97,200 people between 2017 and 2022, an average of 19,400 people per year (Calgary and Region Economic Outlook 2022-2027 (Fall 2022)).

The population grew from an estimated 1,321,300 in 2021 to an estimated population of 1,343,500 in 2022 in the Calgary and Region Economic Outlook 2022-2027 (Fall 2022), an increase of 22,200 (1.7%).

The City of Calgary’s report, *Calgary and Region Economic Outlook 2022-2027 (Fall 2022)*, anticipates continued growth for Calgary. The City forecasts that Calgary’s population will reach 1,454,400 by 2027, an increase of 110,900 people from the estimated population of 1,343,500 in 2022. This population forecast averages 22,180 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				
2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
1,246	1,267	1,286	1,306	1,321	1,344	1,366	1,389	1,410	1,431	1,454

Calgary & Region Economic Outlook 2022-2027 (Fall 2022)

1.1 CBE Student Enrolment

Total enrolment of 131,215 students was reported on September 29, 2022, and consists of 128,746 pre-kindergarten to Grade 12 students plus 2,469 students enrolled in Self Contained Special Education. The COVID-19 pandemic is believed to have contributed to the decrease in enrolment experienced in the 2020-2021 school year, as all metro school jurisdictions experienced similar enrolment drops.

Enrolment increased by 5,886 students from September 29, 2021, to September 29, 2022, with a notable increase in Grades 1-3 (1,898 students) and Grades 10-12 (1,590 students).

Students continue to access program choices offered by the CBE. Enrolment in alternative programs is 26,274; this is a decrease of 44 students over the previous year. The alternative programs with the highest enrolment are French Immersion (9,277), Traditional Learning Centre (TLC) (6,921) and Spanish Bilingual (3,635).

The table below provides a summary of enrolments from September 29, 2018, to September 29, 2022.

Five-Year History of CBE Enrolments by Division 2018-2022					
	2018	2019	2020	2021	2022
Pre-Kindergarten	240	267	97	130	71
Kindergarten	8,789	9,089	6,839	8,878	9,051
Grades 1-3	29,063	28,923	28,441	27,859	29,757
Grades 4-6	28,002	28,321	27,837	27,941	28,855
Grades 7-9	24,860	26,179	27,021	27,719	28,860
Grades 10-12	30,201	30,634	30,060	30,562	32,152
Sub-Total (pre-k to grade 12)	121,155	123,413	120,295	123,089	128,746
Self Contained Special Ed.	2,264	2,396	2,346	2,240	2,469
Total	123,419	125,809	122,641	125,329	131,215

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. Self Contained Special Ed. represents system classes at the school level such as ACCESS, ALP, CSSI, etc.

Five-Year Enrolment Projections

The CBE is using Baragar Systems for its projections, which it first used in 2021. Previously the CBE did its own projections using the Cohort-Survival methodology.

CBE's current enrolment of 131,215 students is forecasted to increase to 144,206 students by 2027. A total increase of 12,991 students is projected during this timeframe, averaging approximately 2,598 additional students annually. These enrolment projections assume a strong level of enrolment growth in the future. Enrolment in kindergarten to Grade 3 is projected to decrease over the next five years, with increases projected for Grades 4-12 during the same period.

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 was a change to the end of February date previously established for the CBE.

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

Between 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 2022 and projected enrolment for September 2023-2027:

CBE Five-Year Enrolment Projections 2023-2027						
	Actual 2022	Projected				
		2023	2024	2025	2026	2027
Pre-Kindergarten	71	40	40	40	40	40
Kindergarten	9,051	8,536	8,560	8,015	8,378	8,378
Grades 1-3	29,757	30,238	30,512	29,565	28,482	28,288
Grades 4-6	28,855	30,008	30,485	32,197	32,715	32,989
Grades 7-9	28,860	29,323	30,251	30,962	32,202	32,710
Grades 10-12	32,152	34,314	36,020	37,364	37,920	39,098
Sub-Total (pre-k to grade 12)	128,746	132,487	135,867	138,143	139,736	141,503
Self Contained Special Ed.	2,469	2,530	2,595	2,638	2,668	2,702
Total Student Count	131,215	135,017	138,462	140,781	142,405	144,206

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.

- 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 38 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 that are 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. The suburban growth information in the *Three-Year School Capital Plan 2024-2027* is based on the City's *Suburban Residential Growth 2022-2026* document published in November 2022. This document allocates future population growth by city planning sectors. This information provides CBE with a context for where student population growth is expected in the future.

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

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

(Source: City of Calgary, Suburban Residential Growth 2022-2026)

The largest population growth projected over the next five years is in the Northeast, Southeast, North and South sectors as outlined below:

Total Units - Forecast Estimates for Growth Into New Communities										
Sector	Average Historical Share		2022	2023	2024	2025	2026	Forecast Share 2022-2026		
	5 year	2 year						Units		
NORTH	24%	21%	1,500	1,390	1,410	1,400	1,400	21%	7,100	18,678
NORTHEAST	26%	24%	1,530	1,500	1,490	1,620	1,575	23%	7,715	19,850
EAST	0%	1%	140	330	370	490	630	6%	1,960	5,324
SOUTHEAST	23%	22%	1,530	1,440	1,480	1,440	1,400	22%	7,290	19,042
SOUTH	17%	20%	1,300	1,390	1,420	1,510	1,450	21%	7,070	18,880
WEST	8%	10%	300	310	280	220	220	4%	1,330	3,541
NORTHWEST	1%	2%	110	160	190	190	190	3%	840	2,409
TOTAL	100%	100%	6,410	6,520	6,640	6,870	6,865	100%	33,305	87,724

Average number of total units and population to new communities each year =

6,661 17,545

Source: City of Calgary, Suburban Residential Growth 2022-2026

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 nearly 100% in the late 1990's and to intensify growth within the inner-city and established areas. The 30-year target of the MDP for growth into established areas is 33%, and the 60-year target is 50% growth to established areas. In August 2018 the City indicated that although development is moving in line with the idealized balanced growth in established and new areas, new communities captured 63% of the total city wide growth over the last five years.

The City supports an actively competitive land market in all areas of the city with 38 actively developing municipal communities at various stages of development. In August 2018, Calgary City Council voted in favour of developing 14 new Greenfield communities, and in September 2022 voted in favour of an additional 5 new 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: 5
- East: 2
- Northwest: 2

(Source: Suburban Residential Growth Report 2022-2026)

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, remains outside the CBE's jurisdictional boundary.

The Minister of Education has identified that it is in the best interest of 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 7 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. Most of this area is currently within the CBE 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 within the CBE 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. This area is currently within the CBE 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 within the CBE boundary.
- The **Glacier Ridge Area Structure Plan** was approved December 7, 2015 and will accommodate a population of approximately 58,000 persons. This area is currently within the CBE boundary.

- 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 within the CBE boundary.
- The **West View Area Structure Plan** was approved February 24, 2020 and will accommodate a population of approximately 10,400 persons.

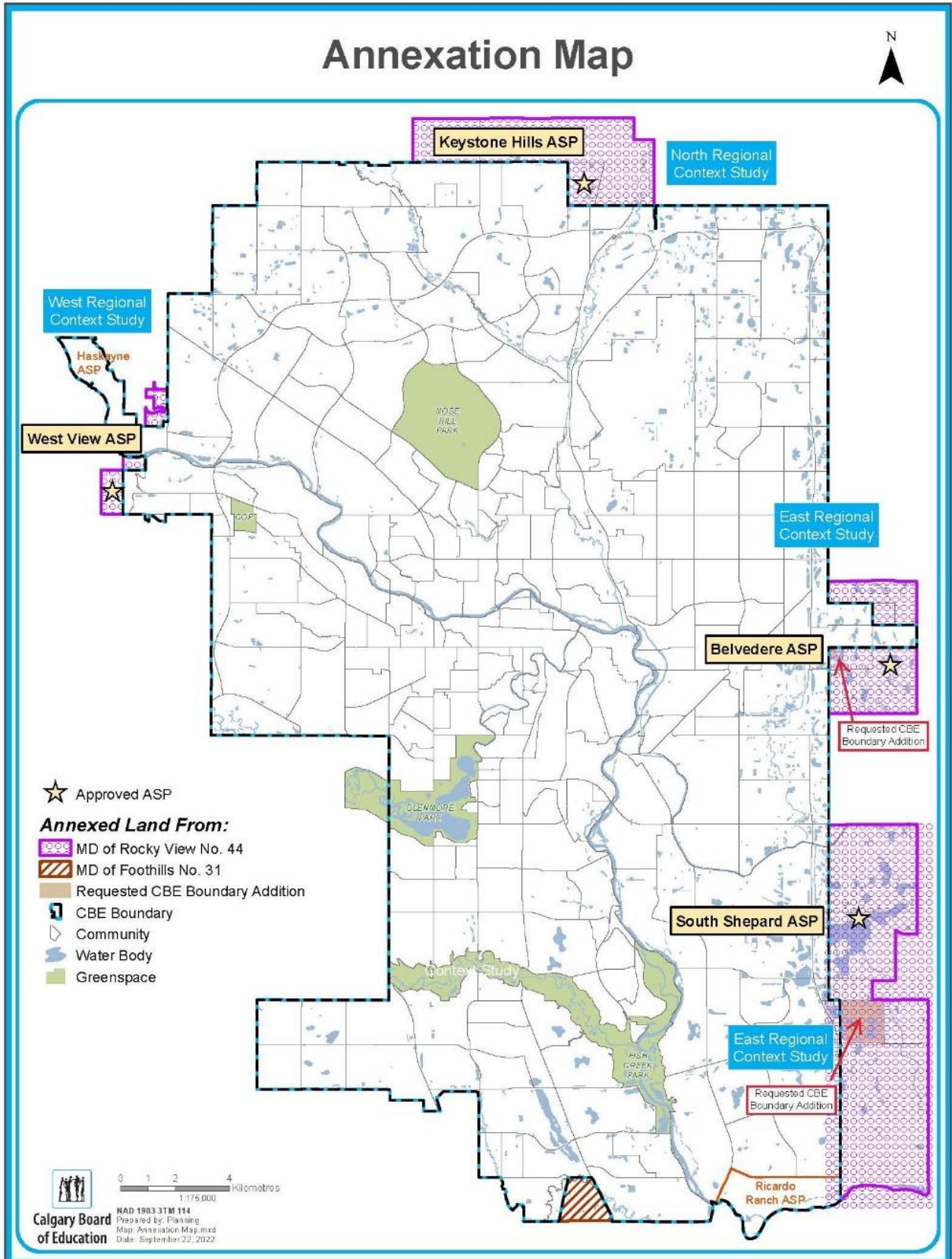
Once house construction begins, the CBE will request, on an as required basis, that the Minister includes these lands as part of the CBE school boundary.

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

Most recently, on May 2, 2022, the Minister of Education approved boundary adjustments for the Glacier Ridge ASP, Carrington north of 144 Ave NW, the Crestmont remnant lands, and the remainder of the West Macleod ASP for the 2022-2023 school year.

The CBE continually monitors growth in the City and on November 15, 2022, requested the addition of a small parcel in the Belvedere ASP on the southeast corner of 17th Avenue SE and 84th Street SE, as well as the community of Hotchkiss for the 2023-24 school year.

Map 1



2.0 CAPITAL STRATEGIES

2.1 Calgary Board of Education

The 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 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 stopped doing facility condition audits in 2020. At that time, they estimated the value of required deferred maintenance in CBE schools to be in excess of \$160 million. Without the annual provincial audits, the CBE estimates that the deferred maintenance continues to grow.
- **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 close 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 2021-22 on December 13, 2022.

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

The CBE is divided into seven administrative areas. This area structure is based on relationships between schools as opposed to geography.

A geographical reporting and analysis of data is required to understand where population and student enrolment growth will occur in the future. The CBE uses City of Calgary planning sectors for capital planning purposes (See Map 2 for neighborhood communities by sector).

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 rates are reviewed when evaluating a jurisdiction's capital priorities.

The CBE uses two (2) different types of utilization rates:

- **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.

The CBE strives to maintain healthy school utilization rates. Well utilized schools contribute to supporting educational programming richness and variety, and maintain flexibility within the system for sudden enrolment movement, all while balancing the financial obligations and sustainability of the system. Currently, the CBE's overall utilization rate by enrolment is 87%, with a utilization rate of 85% for K-GR9 students (80% K-GR4, 89% GR5-9) and 94% for Grades 10-12 students.

The following tables show 2022-2023 Actual and 2027-2028 Projected Enrolment and Residence utilization rates by grade groupings and by Planning Sector. Projections for 2027-2028 account for additional school capacity that has been approved or is currently under construction, but does not include additional capacity for schools approved for design only or requested in this capital plan.

A summary of the 2022-2023 utilization by Enrolment and by Residence is included in detail in Appendix I.

Planning Sector Utilization by Student Enrolment

Planning Sector Utilization by Student Enrolment (Actual & Projected)		
Sector	2022-2023 Actual K-12 Utilization	2027-2028 Projections K-12 Utilization
Centre	89%	99%
East	79%	89%
North	93%	93%
NorthEast	92%	103%
NorthWest	91%	93%
South	79%	87%
SouthEast	85%	104%
West	85%	89%
Total	87%	94%

Planning Sector Utilization by Student Enrolment (Actual & Projected)		
Sector	2022-2023 Actual K-9 Utilization	2027-2028 Projections K-9 Utilization
Centre	90%	99%
East	76%	85%
North	89%	101%
NorthEast	90%	101%
NorthWest	88%	89%
South	76%	84%
SouthEast	83%	101%
West	83%	86%
Total	85%	93%

Planning Sector Utilization by Student Enrolment (Actual & Projected)		
Sector	2022-2023 Actual GR 10-12 Utilization	2027-2028 Projections GR 10-12 Utilization
Centre	89%	99%
East	87%	99%
North	117%	66%
NorthEast	102%	116%
NorthWest	104%	106%
South	89%	98%
SouthEast	100%	122%
West	92%	96%
Total	94%	99%

Planning Sector Utilization by Student Enrolment (Actual & Projected)		
Sector	2022-2023 Actual K-4 Utilization	2027-2028 Projections K-4 Utilization
Centre	83%	91%
East	72%	80%
North	80%	98%
NorthEast	88%	100%
NorthWest	82%	83%
South	73%	80%
SouthEast	75%	93%
West	80%	83%
Total	80%	89%

Planning Sector Utilization by Student Enrolment (Actual & Projected)		
Sector	2022-2023 Actual GR 5-9 Utilization	2027-2028 Projections GR 5-9 Utilization
Centre	96%	105%
East	80%	89%
North	103%	104%
NorthEast	91%	102%
NorthWest	93%	94%
South	80%	87%
SouthEast	93%	111%
West	86%	89%
Total	89%	97%

Planning Sector Utilization by Student Residence

Planning Sector Utilization by Student Residence (Actual & Projected)		
Sector	2022-2023 Actual K-12 Utilization	2027-2028 Projections K-12 Utilization
Centre	57%	66%
East	63%	73%
North	159%	148%
NorthEast	106%	118%
NorthWest	78%	79%
South	68%	76%
SouthEast	116%	135%
West	87%	90%
Total	87%	94%

Planning Sector Utilization by Student Residence (Actual & Projected)		
Sector	2022-2023 Actual K-9 Utilization	2027-2028 Projections K-9 Utilization
Centre	70%	81%
East	67%	77%
North	137%	143%
NorthEast	95%	106%
NorthWest	72%	73%
South	66%	74%
SouthEast	104%	121%
West	83%	86%
Total	84%	93%

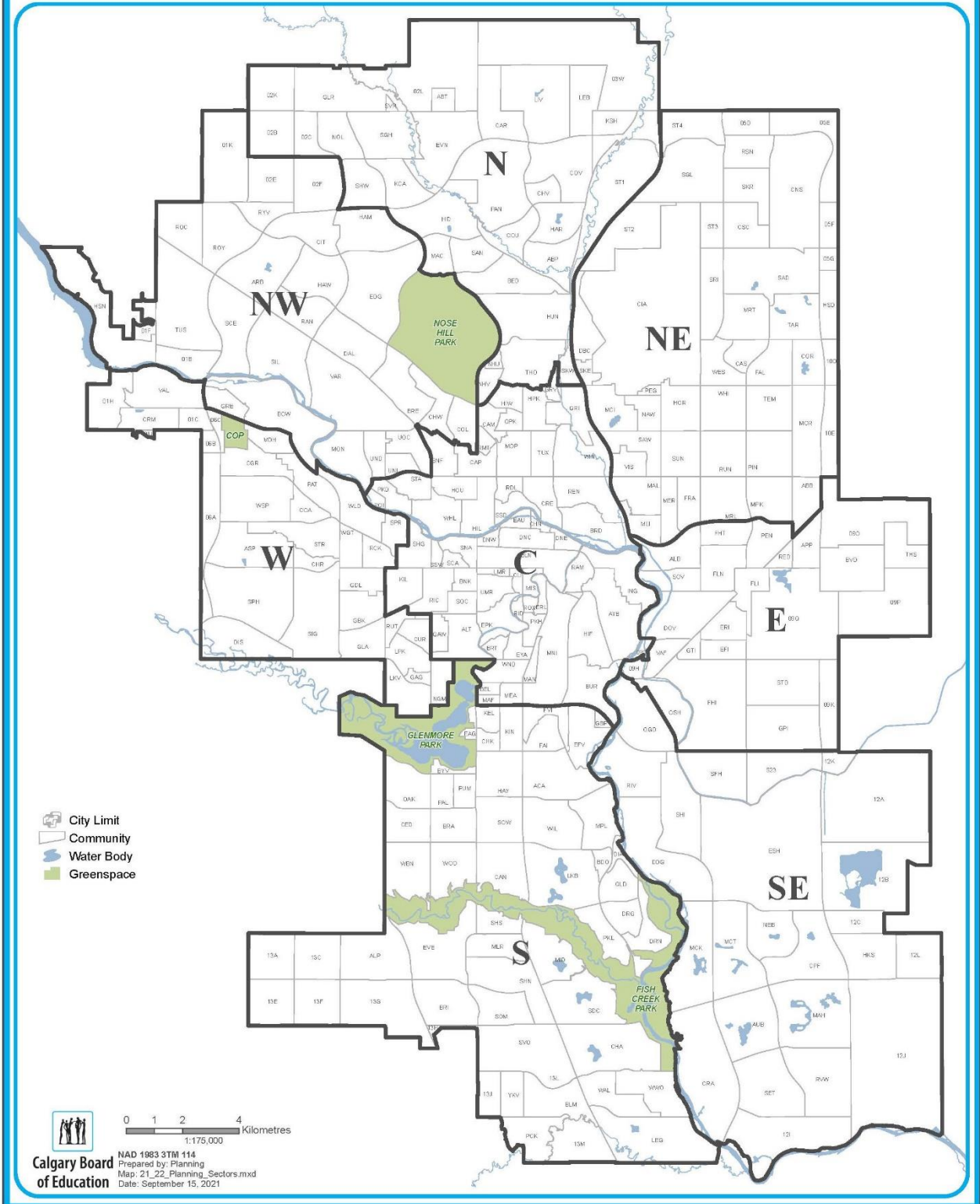
Planning Sector Utilization by Student Residence (Actual & Projected)		
Sector	2022-2023 Actual GR 10-12 Utilization	2027-2028 Projections GR 10-12 Utilization
Centre	35%	41%
East	53%	62%
North	317%	165%
NorthEast	166%	186%
NorthWest	101%	103%
South	72%	81%
SouthEast	198%	233%
West	97%	100%
Total	94%	97%

Planning Sector Utilization by Student Residence (Actual & Projected)		
Sector	2022-2023 Actual K-4 Utilization	2027-2028 Projections K-4 Utilization
Centre	78%	90%
East	64%	74%
North	107%	121%
NorthEast	93%	104%
NorthWest	63%	65%
South	64%	71%
SouthEast	91%	106%
West	81%	84%
Total	79%	88%

Planning Sector Utilization by Student Residence (Actual & Projected)		
Sector	2022-2023 Actual GR 5-9 Utilization	2027-2028 Projections GR 5-9 Utilization
Centre	64%	73%
East	70%	80%
North	183%	171%
NorthEast	98%	108%
NorthWest	79%	81%
South	69%	76%
SouthEast	120%	138%
West	86%	89%
Total	89%	97%

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), the Southern Francophone Education Region (FrancoSud), 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

The CBE is committed to working with stakeholders and has developed a Dialogue Framework to guide this work. This framework guides public engagement when the 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 of 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 the

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 2022-2025* was presented for information at the May 24, 2022, 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

Three (3) new school construction projects and one (1) modernization project are currently under development, and five (5) school have received Planning or Pre-planning approvals.

The tables below shows these projects, 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
2022-2023	Prairie Sky School	New Construction	Grades K-9	900	Mar. 22, 2018
2023-2024	North Calgary High School	Design Only	Grades 10-12	1,800	Mar. 22, 2018
		New Construction			Nov 1, 2019
TBD	Evanston Middle	New Construction	Grades 5-9	900	Mar 4, 2022
TBD	John G. Diefenbaker High School	Modernization	Grades 10-12	N/A	Mar 1, 2023
Total School Space Capacity				3,600	

Schools with Planning and Pre Planning Approvals					
Projected School Year Opening	School/Community	Project Type	Grade	Approved Capacity	Approval Date
TBD	Cornerstone High School	Planning (New School)	Grades 10-12	1,800	Mar 1, 2023
TBD	Annie Gale School	Planning (Modernization)	Grades 7-9	N/A	Mar 1, 2023
TBD	Saddle Ridge Middle	Pre-Planning (New School)	Grades 5-9	900	Mar 1, 2023
TBD	A.E. Cross School	Pre-Planning (Modernization)	Grades 7-9	N/A	Mar 1, 2023
TBD	Sir John A. Macdonald School	Pre-Planning (Modernization)	Grades 7-9	N/A	Mar 1, 2023
Total School Space Capacity				2,700	

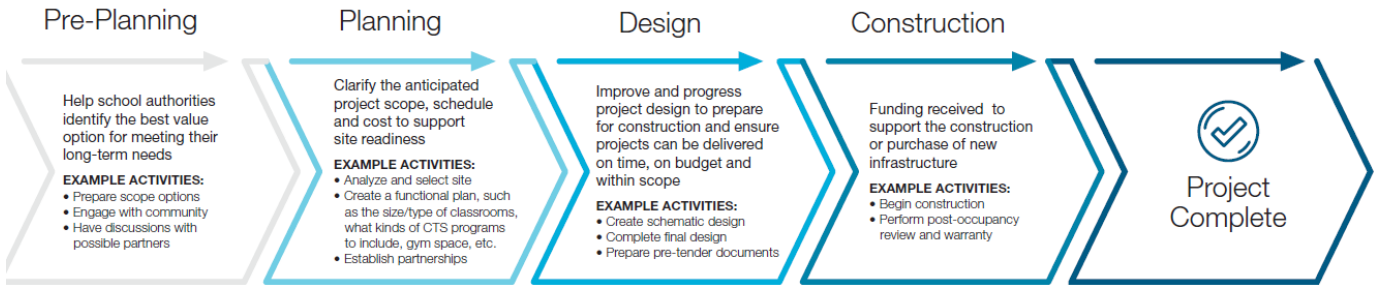
Note: Planning – funding activities include site analysis and scope of development activities.

Pre-planning – funding allows a conceptual project to define scope elements, programming priorities and includes activities such as community engagement.

As part of the Minister of Education’s March 1, 2023 school capital announcement, two (2) new categories of funding were introduced: Planning and Pre-Planning. The graphic below outlines the revised process with the new categories.

Investing in School Projects |

This process outlines the activities that school authorities need to complete in order to ensure they can proceed to construction in a timely manner when construction funding is provided.

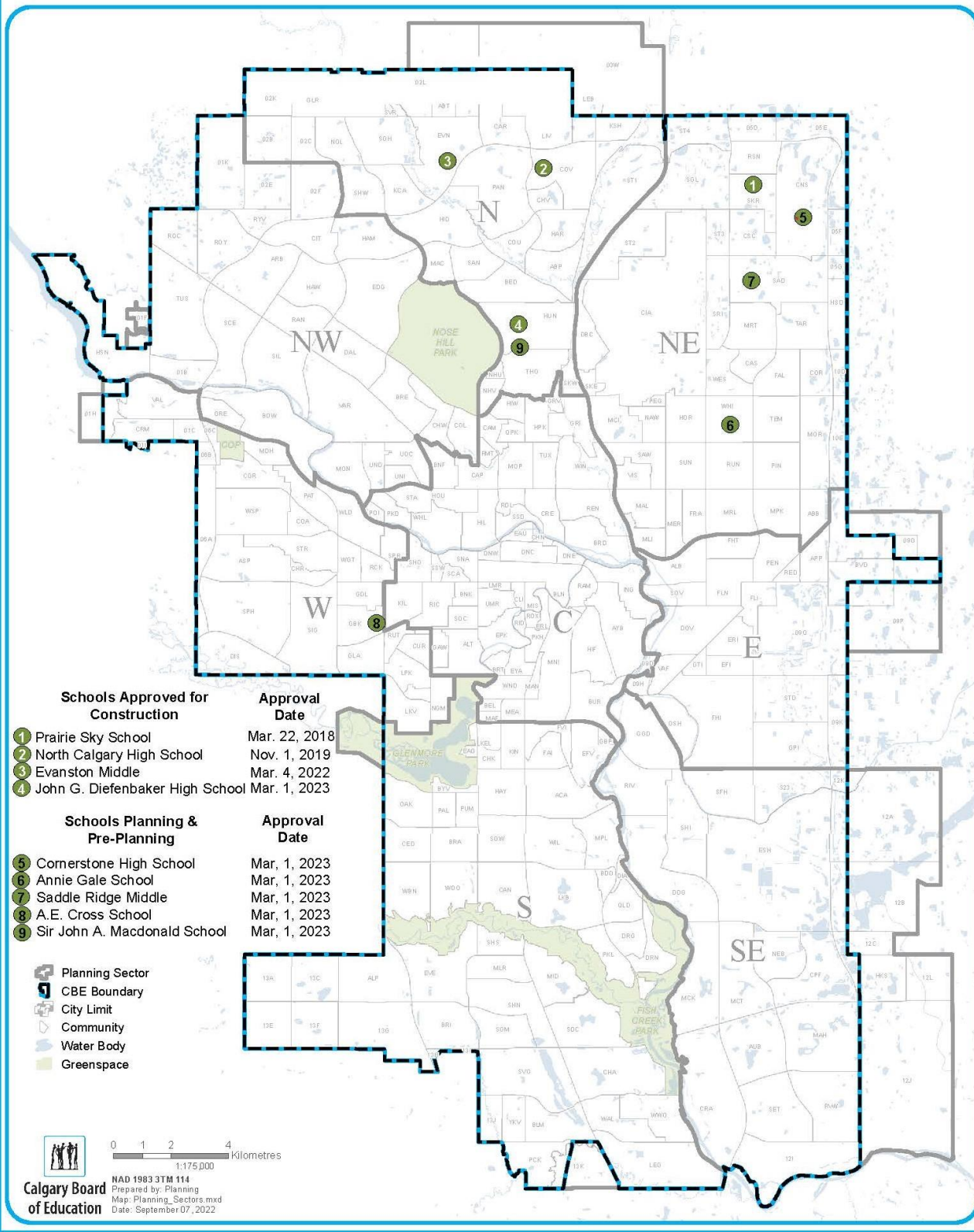


** NOTE: School authorities are not required to complete every stage before going to construction funding. Depending on readiness and ability to complete the required steps prior to construction, projects may accelerate at different rates. For example, if a school authority completes both pre-planning and planning stages at the same time, they could move from pre-planning straight through to design or full. If school authorities are able to progress early design elements while in planning they could move from planning to a full funding approval.*

Source: Alberta Ministry of Education

Map 3

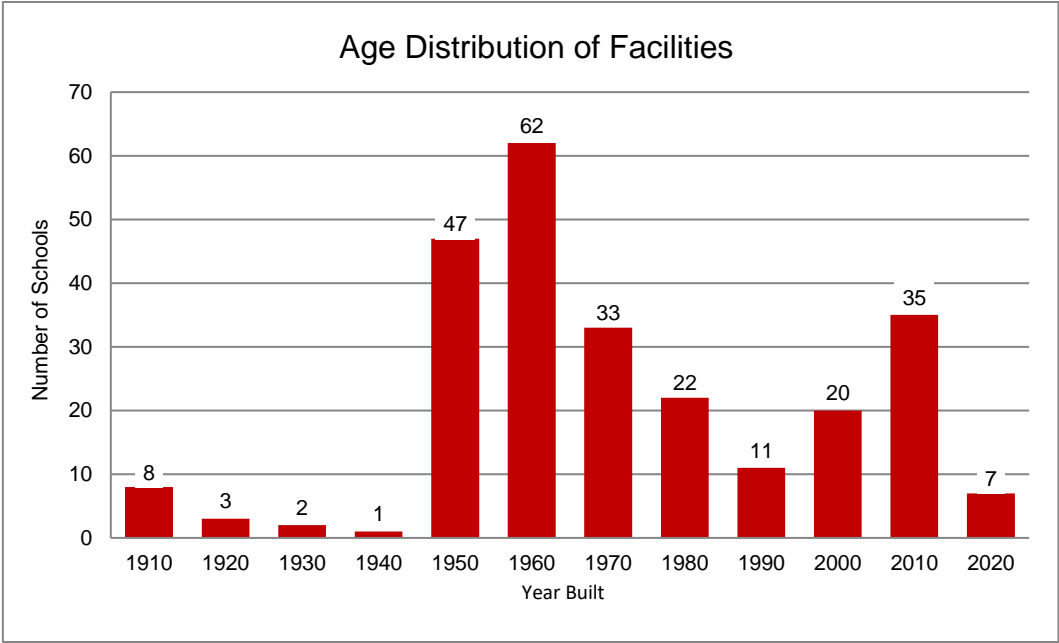
Approved School Projects



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. As the curriculum changes, older facilities may become unsuitable in their current configuration so the modernization aims to improve functional adequacy and suitability. In accordance with provincial guidelines, while school major modernization projects should not exceed 75% of the school replacement value, other factors that are considered include: site suitability, enrolment pressures, operational efficiencies, community impacts and ease of implementation.

In general, the original design life of CBE facilities is in the range of 50 years. The CBE has a current count of 251 schools of which 14 are leased to charter schools and 10 are managed under a P-3 contract. 156 were built before 1980. This represents approximately 62% of CBE's school building inventory that exceeds the 50 year design life. The current inventory by decade of CBE school buildings is shown in the following graph:



Alberta Infrastructure formerly conducted facility audits on an annual basis. Prior to 2014, all schools were audited on a five year rotational basis. Between 2014 and 2020, the province reduced the number of schools audited each year which increased the audit cycle from five to eight years. In 2020 the province indicated that the 2020 cycle would be the last year for conducting audits.

The Board of Trustees approved the criteria used to rank facilities for major modernizations on October 7, 2014. The criteria is periodically reviewed to ensure it aligns with the requirements outlined in Alberta Education's School Capital Manual.

Major modernization ranking details 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, CCSD, and FrancoSud on matters involving municipal and school reserve sites.
- CBE representatives were involved in updating the Joint Use Agreement with the City, the CCSD, and FrancoSud.
- The CBE is a member of the Site Planning Team (SPT) with the City and the CCSD that convenes bi-weekly 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 Traffic Safety Community meetings, review of new Area Structure Plans, neighbourhood redevelopment plans, and main street initiatives.

3.0 NEW SCHOOL CONSTRUCTION CAPITAL PLAN 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 recommended revisions were presented to the Board of Trustees and approved on October 7, 2014.

3.1 Construction Planning Criteria

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.

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 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, and as they become available.

In 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.

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. Communities may sometimes request to be grouped together if they both agree to it and accept that one of the communities may never have its own elementary and/or middle schools. When reviewing such a request, the CBE uses the projected population based on the full build-out of a community, not the existing population in any given year. If two communities are 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, which would students to another school.

The CBE may 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. For elementary school rankings, two small municipal communities may be combined where they do not exceed a combined projected community population threshold of approximately 10,000 people.

For 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

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.

The accommodation of Bridlewood community GR7-9 students at Samuel W. Shaw School, located in the adjacent community of Shawnessy, is one such example. 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 Planning Agreement (JUPA), an agreement between the City, the

CBE, CCSD and FrancoSud. 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.

As the Province provides both full and staged funding for new schools, the CBE can request design funding before a site is ready, subject to site availability 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.

Where a site is not ready and design funding only is requested, the school site is ranked using the ranking criteria and 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, such that sites are ready for building construction. Site readiness includes, but is not limited to:

- Receipt of the 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
- 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 that the site exists outside of the 1:500 year floodplain
- adequate access for both construction and usage

The CBE prefers to receive sites with both FAC and CCC finalized. However, 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 and the obligations are transferred to the CBE to complete. Examples of these obligations include 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 the government approves design funding for a school in advance of construction funding, an exception to the standard ranking methodology is 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. The project 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 ranking each community. The data 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. The data replaces the preschool census numbers from the annual Civic Census that were previously used, as the City has not conducted a census since 2019.

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

Actual student enrolment numbers pulled on September 29 of the given school year are used for community ranking purposes. This data includes 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 attending the CBE and an existing 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 to take 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. These sector population projections take future growth into consideration. The use of these two measures together in a matrix results in the greatest number of points, in this category, 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 to take into account median travel time and distance from the community to a designated school. Bus Planner software calculates the distance 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 desirable. 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.

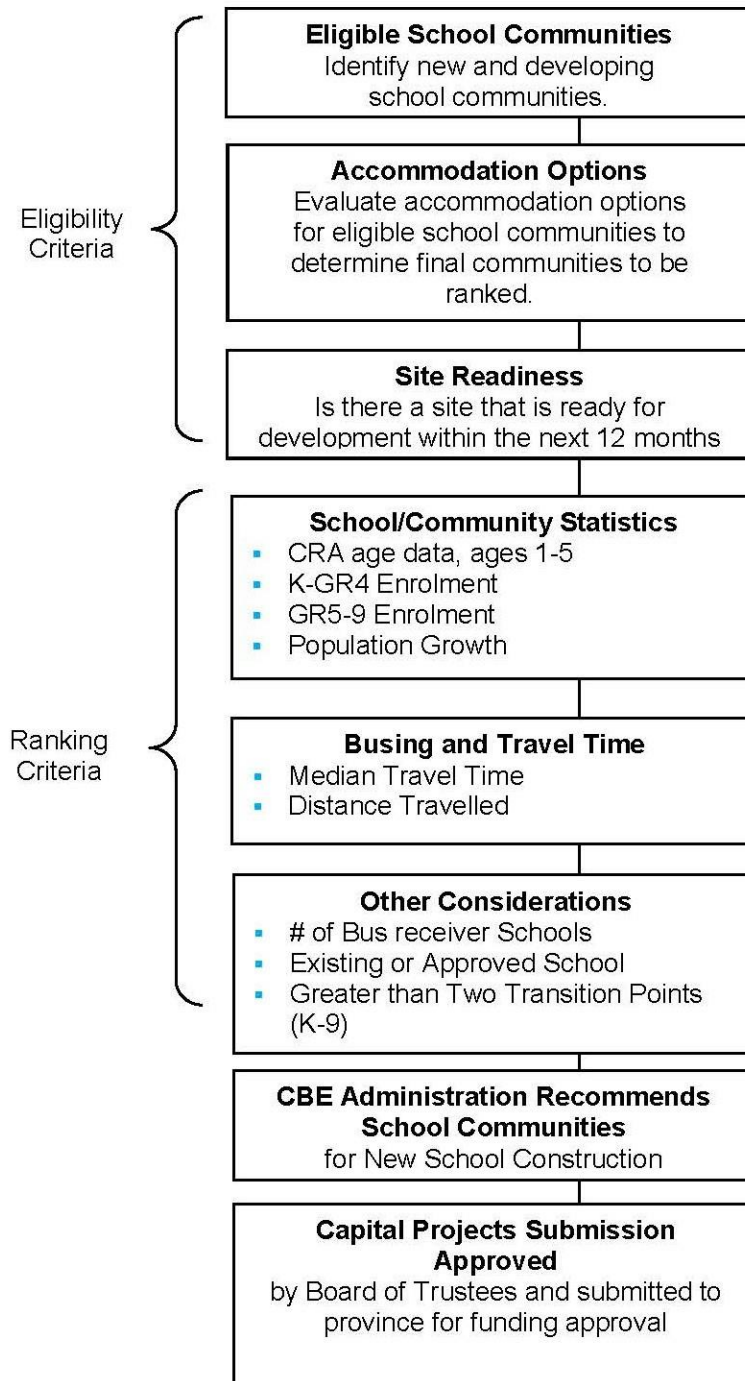
CBE's point assessment process is used for K-9 and does not apply in certain unique circumstances therefore the option exists for the placement of priorities for new school construction.

- 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 Elementary ⁽²⁾ (Full Construction)	1800	N	K-4
2	Redstone Elementary (Full Construction)	1428	NE	K-4
3	Saddle Ridge Middle ⁽²⁾ (design Year 1, construction Year 2)	1991	NE	5-9
4	Sage Hill / Kincora Middle (Full Construction)	1435	N	5-9
5	Mahogany Middle (Full Construction)	1385	SE	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 preferred because:

1. 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; and
2. These 300 additional learning spaces provide space for more students to attend school close 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.

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 criteria 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 (CRA data Ages 1-5, Elementary Enrolment, Middle Enrolment).
- In the case where it is still tied, only the first community ranking category points will be used (CRA data Ages 1-5, Elementary Enrolment).

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	2022-2023	2022-2023
	Residence Utilization	Enrolment Utilization
Centre	35%	89%
East	53%	87%
North	317%	117%
NorthEast	166%	102%
NorthWest	101%	104%
South	72%	89%
SouthEast	198%	100%
West	97%	92%
Total	94%	94%

- Student numbers are based on ArcView data as at September 30, 2022
- 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 2023, which will reduce both utilization rates. Students in this sector can be accommodated in the five (5) high schools in the Centre sector, which has a utilization rate of 35%.

The SouthEast sector has the next highest level of utilization by residence at 198%. However, there are four (4) high schools in the adjacent South sector which has a utilization by residence of 72%. Students from the SouthEast sector can be accommodated in those schools.

The NorthEast sector has the third highest utilization by residence, at 166%.

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 would allow the 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 18,360 people by 2026. 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 5,800 senior high students living in the northeast sector enrolled at CBE schools this year. There are only two (2) 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 166%.

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 464 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 1,483 high school students from these communities. The community of Saddle Ridge is only 68% built out, based on 2019 occupied dwellings and new units from building permits issued 2019-2021, 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 CBE high schools. One of the schools is located in the centre sector and one is in the east sector:

- James Fowler High School (Cornerstone, Redstone, Skyview Ranch); and
- Forest Lawn High School (Cityscape).

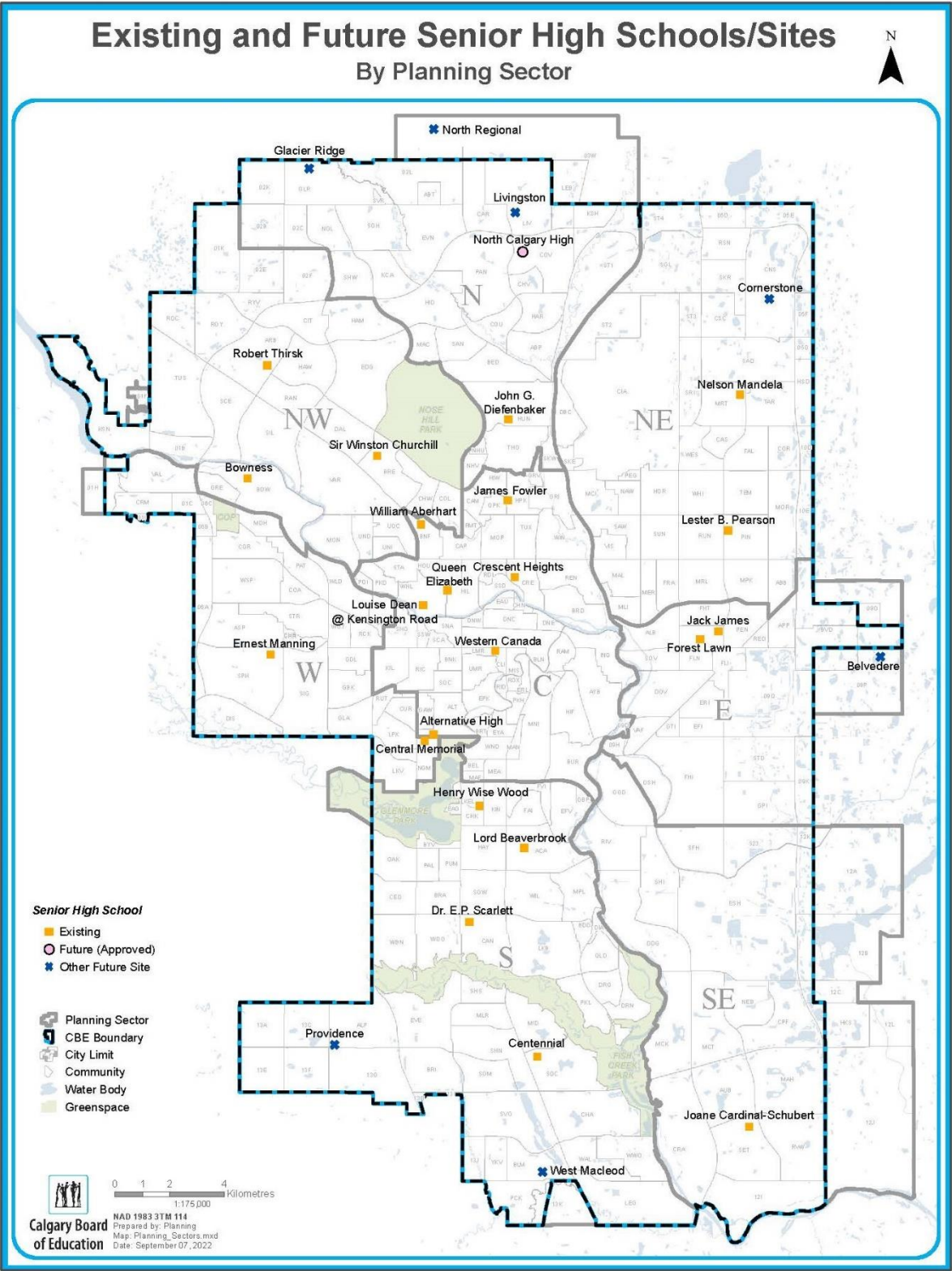
Students living in the communities of Martindale, Saddle Ridge and Taradale attend Nelson Mandela High School while students from the communities of Castleridge, Coral Springs and Falconridge attend James Fowler High School.

James Fowler High School is to the west in the Centre Sector community of Highland Park, while Forest Lawn High School is to the south in the East Sector community of Forest Lawn. These commutes involve long travel times for 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. This community could be designated to the new Cornerstone High School, depending on utilization rates at Nelson Mandela and Forest Lawn High Schools at the time of construction completion.

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

Map 4



4.0 THREE-YEAR SCHOOL CAPITAL PLAN 2024-2027 – SUMMARY

Capital projects are reviewed and prioritized by Alberta Education, and then subjected to the government's Capital Planning Prioritization Process which includes consideration by the Treasury Board. The Capital Planning Approval Process involves the following phases:

Phase 1: Capital Plan Submission

School jurisdictions submit an Annual School Capital Plan to the Province by April 1 of each year.

Phase 2: Project Evaluation & Prioritization

Projects are assessed for accuracy and clarity, and prioritized based on Project Drivers.

Provincial staff may meet with school jurisdictions to obtain further information as required and the level of need for a project.

Project Drivers include:

- Building Condition
- Community Renewal
- Efficiency Solutions
- Enrolment Pressures
- Functionality and Programming
- Health and Safety
- Legal Implications

Phase 3: Project Definition

Preliminary site assessment and value scoping sessions are conducted, if required.

Phase 4: Budget and Scope

Functional plan, scope and budget development. Refinement of scope from the Project Definition stage.

Phase 5: Provincial Capital Planning process

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

The following is a summary of recommended new school construction and major modernization projects that constitute CBE capital project requests. Table 1 (New School Construction) and Table 2 (School Modernizations) provides a summary of the recommended projects. Sections 5.0 and 6.0 provide details of the recommended projects.

Projects are listed in order of priority. Details of modernization rankings are in Appendix II. Details of new school construction 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.

While there are fewer new school requests than modernization requests, there remains a need for schools located where students live, and projected to live in the future.

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

Table 1: New School Construction					
Three-Year School Capital Plan 2024-2027 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	Number of Years Previously Listed in Capital Plan	
C-1 Evanston Elementary ⁽²⁾	K-4	New Request	Full Construction		0
C-2 Cornerstone High School	10-12	Planning	Full Construction		3
C-3 Redstone Elementary	K-4	New Request	Full Construction		0
C-4 Saddle Ridge Middle ^{(2)^}	5-9	Pre-Planning	Design Funding		3
YEAR 2					
Community/School	Grade	Project Status	Request Type	Number of Years Previously Listed in Capital Plan	
C-5 Saddle Ridge Middle ^{(2)^}	5-9	Design Funding	Full Construction		3
C-6 Sage Hill / Kincora Middle	5-9	New Request	Full Construction	0	
YEAR 3					
Community/School	Grade	Project Status	Request Type	Number of Years Previously Listed in Capital Plan	
C-7 Mahogany Middle	5-9	New Request	Full Construction	0	

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

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

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

Table 2: School Major Modernizations					
Three-Year School Capital Plan 2024-2027 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	Number of Years Previously Listed in Capital Plan	
M-1 Annie Gale School	7-9	Planning	Major Modernization		2
M-2 Crescent Heights High School	10-12	Modernization Request	Major Modernization		0
M-3 A. E. Cross School	7-9	Pre-Planning	Major Modernization		5
M-4 Sir John A. Macdonald School	7-9	Pre-Planning	Major Modernization	2	
YEAR 2					
Community/School	Grade	Project Status	Request Type	Number of Years Previously Listed in Capital Plan	
M-5 Annie Foote School	K-6	Modernization Request	Major Modernization		8
M-6 Altadore School	K-6	Modernization Request	Major Modernization		15
M-7 Cedarbrae School	K-6	Modernization Request	Major Modernization	8	
YEAR 3					
Community/School	Grade	Project Status	Request Type	Number of Years Previously Listed in Capital Plan	
M-8 Janet Johnstone School	K-4	Modernization Request	Major Modernization		8
M-9 Ranchlands School	K-6	Modernization Request	Major Modernization	8	

Table 3: New School Construction and Major Modernizations

Three-Year School Capital Plan 2024-2027 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2023 Cost (\$M)	Number of Years Previously Listed in Capital Plan
1 Evanston Elementary ⁽²⁾	K-4	New Request	Full Construction	15.8-18.9	0
2 Cornerstone High School	10-12	Planning	Full Construction	54-60	3
3 Redstone Elementary	K-4	New Request	Full Construction	15.8-18.9	0
4 Saddle Ridge Middle ^{(2)^}	5-9	Pre-Planning	Design Funding	1.2-1.3	3
5 Annie Gale School	7-9	Planning	Major Modernization	8.6	2
6 Crescent Heights High School	10-12	Modernization Request	Major Modernization	65-75	0
7 A.E. Cross School	7-9	Pre-Planning	Major Modernization	19.8	5
8 Sir John A. Macdonald School	7-9	Pre-Planning	Major Modernization	14.9	2
Total Cost				195.1-217.4	
YEAR 2					
Community/School	Grade	Project Status	Request Type	2023 Cost (\$M)	Number of Years Previously Listed in Capital Plan
9 Saddle Ridge Middle ^{(2)^}	5-9	Design Funding	Full Construction	24-26	3
10 Annie Foote School	K-6	Modernization Request	Major Modernization	12.1	8
11 Sage Hill / Kincora Middle	5-9	New Request	Full Construction	25.2-27.3	0
12 Altadore School	K-6	Modernization Request	Major Modernization	9.1	15
13 Cedarbrae School	K-6	Modernization Request	Major Modernization	9.1	8
Total Cost				79.5-83.6	
YEAR 3					
Community/School	Grade	Project Status	Request Type	2023 Cost (\$M)	Number of Years Previously Listed in Capital Plan
14 Mahogany Middle	5-9	New Request	Full Construction	25.2 - 27.3	0
15 Janet Johnstone School	K-4	Modernization Request	Major Modernization	10.2	8
16 Ranchlands School	K-6	Modernization Request	Major Modernization	13.7	8
Total Cost				49.1-51.2	

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

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

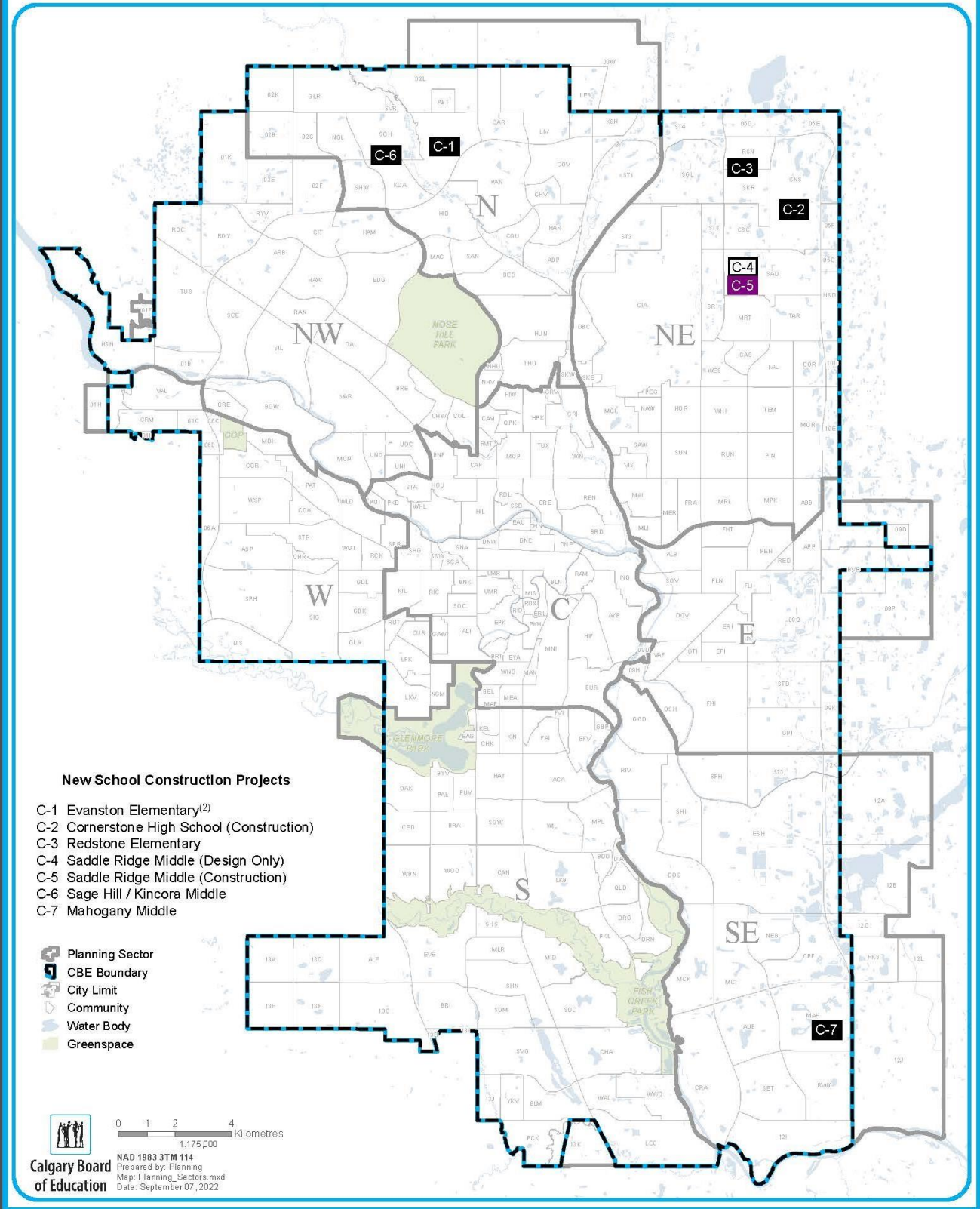
[^]This project is broken into 2 phases due to lack of site readiness. Year could change, dependent on when site is ready for construction.

Planning – funding activities include site analysis and scope of development activities.

Pre-planning – funding allows a conceptual project to define scope elements, programming priorities and includes activities such as community engagement.

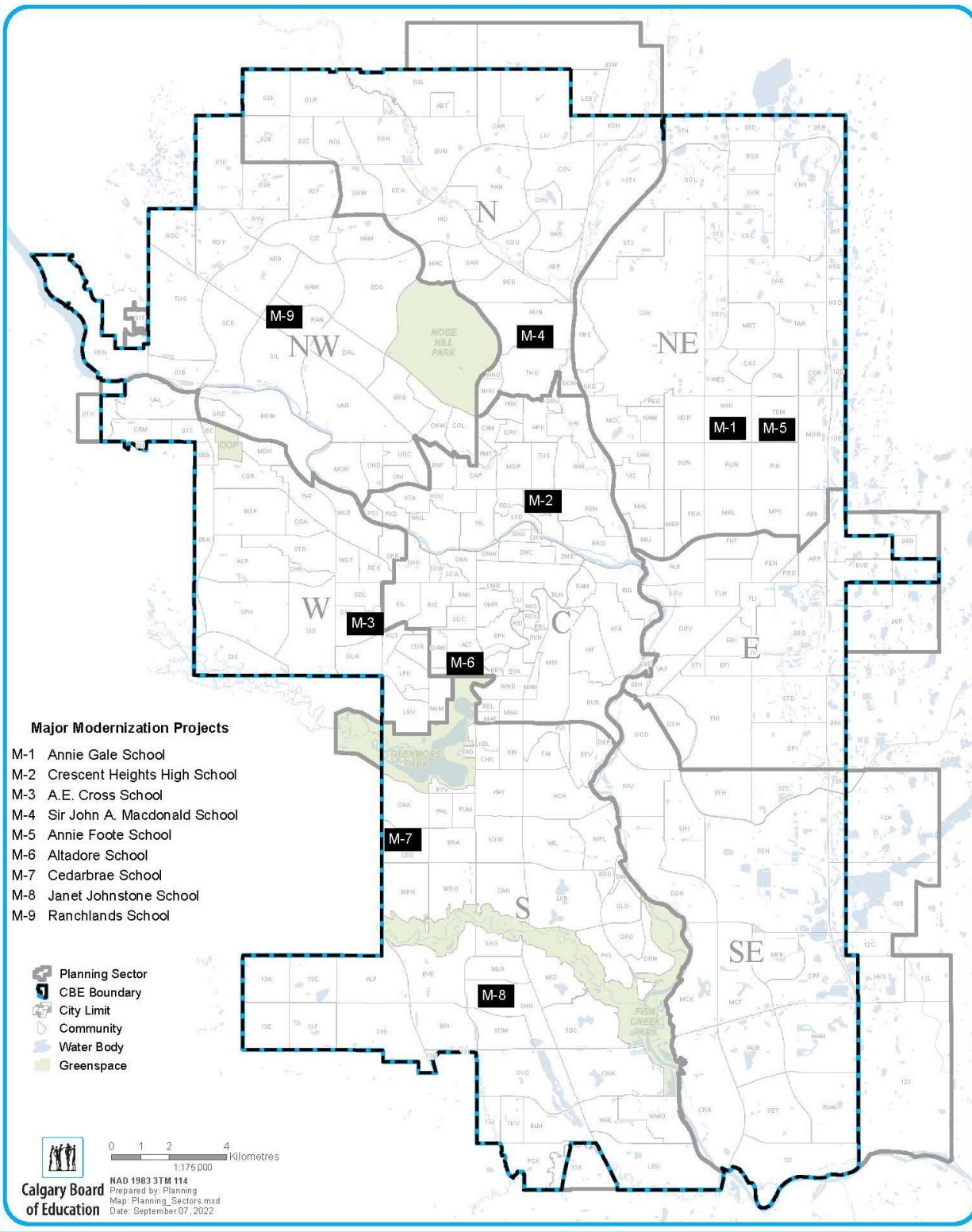
Map 5

New Construction Projects 2024-2027



Map 6

Major Modernization Projects 2024-2027



5.0	2024-2027 SCHOOL CAPITAL PLAN
New Construction	
Priority C-1 Evanston Elementary⁽²⁾	
School Community Profile	
<p>The Evanston Community began development in 2002 and is situated in the north sector of the City.</p> <ul style="list-style-type: none"> ▪ Per 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 29, 2022, there were 1,770 children aged 1-5 living in the Evanston community, based on Canada Revenue Agency data provided by Baragar systems. ▪ As of September 29, 2022, there were 986 kindergarten to Grade 4 students residing in the Evanston community who attended CBE schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> ▪ Kenneth D. Taylor (K-4) opened in September 2016. The school is at capacity and as of September 2018, K-4 students who cannot be accommodated at the school are overflowed to Cambrian Heights School in Cambrian Heights. ▪ A second elementary site remains available in Evanston, which will be used for the second elementary school. 	
Recommendation	
<ul style="list-style-type: none"> ▪ Construction of an elementary K-4 school for 600 students. 	

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

5.0	2024-2027 SCHOOL CAPITAL PLAN
New Construction	
Priorities C-2 (construction) Cornerstone High School	
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: James Fowler High School serving the Cornerstone, Redstone, and Skyview Ranch communities, and Forest Lawn High School serving the Cityscape and Homestead communities. 	
Enrolment Profile	
<ul style="list-style-type: none"> ▪ There are over 5,800 high school students living in the northeast sector of Calgary and only two high schools located in this sector. Nelson Mandela High School has a provincial capacity of 1,795 student spaces and a utilization rate of 109%. Lester B. Pearson High School has a provincial capacity of 1,739 student spaces and a utilization rate of 95%. ▪ Combined, the northern northeast communities of Cityscape, Cornerstone, Redstone and Skyview Ranch currently have 464 Grades 10-12 students. This number has increased 15% from 2021. ▪ The northeast sector of the City is projected to account for 23% of all growth in the City from 2022-2026, with an expected population increase of 18,360 over this period, according to the City of Calgary's <i>Suburban Residential Growth 2022-2026</i> document published in November 2022. ▪ 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 persons, 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, approximately 77,600 - 81,000 people are expected to live in 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, approximately 31,500 - 31,800 people are expected to live in this community. ▪ Saddle Ridge currently has 926 high school students, and the number is projected to increase over the next 5 years. ▪ Homestead is a developing new community on the east side of Stoney Trail. At full build out it is expected to have a population of 4,900 - 5,200 people. 	

5.0	2024-2027 SCHOOL CAPITAL PLAN
New Construction	
Priorities C-2 (construction) Cornerstone High School	
Site Planning and Transportation	
<ul style="list-style-type: none"> ▪ 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 is anticipated to be ready to construct a school in the next 1-2 years. ▪ The communities in northern northeast Calgary are bused long distances. 	
Recommendation	
<ul style="list-style-type: none"> ▪ Construction of a senior high school for 1,800 students. 	

5.0	2024-2027 SCHOOL CAPITAL PLAN
New Construction	
Priority C-3 Redstone Elementary	
School Community Profile	
<p>The Redstone Community began development in 2014 and is situated in the northeast sector of the City.</p> <ul style="list-style-type: none"> ▪ Per the April 2019 Census, the total number of occupied dwelling units was 1,468, with a population of 5,848. ▪ The community is planned for an estimated 3,635 housing units with a population capacity of 10,700 to 11,200. ▪ The community had an average annual population growth of 1,158 persons between 2016-2019. 	
Enrolment Profile	
<ul style="list-style-type: none"> ▪ As of September 29, 2022, there were 955 children aged 1-5 living in the Redstone community, based on Canada Revenue Agency data provided by Baragar systems. ▪ As of September 29, 2022, there were 353 kindergarten to Grade 4 students residing in the Redstone community who attended CBE schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> ▪ Redstone students are currently bussed to Keeler School, which is located in the community of Forest Heights. 	
Recommendation	
<ul style="list-style-type: none"> ▪ Construction of an elementary K-GR4 school for 600 students. 	

5.0	2024-2027 SCHOOL CAPITAL PLAN
New Construction	
Priorities C-4 (design) & C-5 (construction) Saddle Ridge Middle⁽²⁾	
School Community Profile	
<p>The Saddle Ridge Community began development in 2000 and is located in the northeast sector of the City.</p> <ul style="list-style-type: none"> ▪ Per 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 September 29, 2022, there were 1,341 kindergarten to Grade 4 and 1,367 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 at capacity and since September 2021, students in GR5-6 who cannot be accommodated at Peter Lougheed School are overflowed to Pineridge School, and students in GR7-9 who cannot be accommodated at Peter Lougheed School are overflowed to Clarence Samson School. Both overflow schools are in the community of Pineridge. ▪ There is a middle school site available, which will be used for the second middle school in the Saddle Ridge community. ▪ This site is currently not ready for construction, but it is anticipated to be ready to construct a school by the end of December 2025. 	
Recommendation	
<ul style="list-style-type: none"> ▪ Staged design and construction of a middle school for 900 GR 5-9 students. ▪ Priority C-4 = Design Phase ▪ Priority C-5 = Construction Phase 	

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

5.0	2024-2027 SCHOOL CAPITAL PLAN
New Construction	
Priority C-6 Sage Hill/Kincora Middle	
School Community Profile	
<p>The Sage Hill Community began development in 2006 and is located in the north sector of the City.</p> <ul style="list-style-type: none"> ▪ Per the April 2019 Census, the total number of occupied dwelling units was 2,803, with a population of 7,924. ▪ The community is planned for an estimated 8,794 housing units with a population capacity of 20,500 to 21,400. ▪ The community had an average annual population growth of 810 persons between 2016-2019. <p>The Kincora Community began development in 1990 and is located in the north sector of the City.</p> <ul style="list-style-type: none"> ▪ Per the April 2019 Census, the total number of occupied dwelling units was 2,293, with a population of 6,889. ▪ The community is planned for an estimated 4,414 housing units with a population capacity of 11,000 to 11,400. ▪ The community had an average annual population growth of 241 persons between 2016-2019. 	
Enrolment Profile	
<ul style="list-style-type: none"> ▪ As of September 29, 2022, there were 691 kindergarten to Grade 4 students, and 604 Grade 5-9 students, residing in the Sage Hill and Kincora communities who attended CBE schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> ▪ Grade 5-9 students from the Sage Hill community are currently bussed to Hawkwood School for GR K-6 in the community of Hawkwood, and F.E. Osborne for GR 7-9 in the community of Varsity. ▪ Grade 5-9 students from the Kincora community are currently bussed to Simons Valley School for GR K-6 in the community of Sandstone Valley, and Colonel Irvine School for GR 7-9 in the community of Highwood. ▪ There is one middle school site available in the community of Sage Hill. 	
Recommendation	
<ul style="list-style-type: none"> ▪ Construction of a middle school for 900 GR 5-9 students. 	

5.0	2024-2027 SCHOOL CAPITAL PLAN
New Construction	
Priority C-7 Mahogany Middle	
School Community Profile	
<p>The Mahogany Community began development in 2009 and is located in the southeast sector of the City.</p> <ul style="list-style-type: none"> ▪ Per the April 2019 Census, the total number of occupied dwelling units was 3,990, with a population of 11,784. ▪ The community is planned for an estimated 8,794 housing units, with a population capacity of 28,300 to 30,400. ▪ The community had an average annual population growth of 1,595 persons between 2016-2019. 	
Enrolment Profile	
<ul style="list-style-type: none"> ▪ As of September 29, 2022, there were 728 kindergarten to Grade 4 students, and 517 Grade 5-9 students, residing in the Mahogany community who attended CBE schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> ▪ Grade 5-9 students from the Mahogany community are currently bussed to Lakeshore School in the community of Auburn Bay. ▪ There is one middle school site available in the community of Mahogany. 	
Recommendation	
<ul style="list-style-type: none"> ▪ Construction of a middle school for 900 GR 5-9 students. 	

6.0	2024-2027 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-1 Annie Gale School	
Building 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>	
Project Scope based on Building Condition	
<p>Replacement of aged infrastructure based on building condition includes:</p> <ul style="list-style-type: none"> • The building envelope is in poor condition and has not been upgraded since original construction. All components, with the exception of the exterior doors, have exceeded their expected life cycle including windows, walls, skylights, roofing, hazardous materials abatement and site lighting. • The boiler plant along with the associated heating distribution piping. • Roof-top air handling units • Building automation systems • Under-slab drainage piping • Condensing units • Fans • Humidifiers • Domestic hot water distribution system • Power distribution, emergency lighting, lighting control, exit signs • Fire alarm • Low voltage systems • Public address system • Barrier Free accessibility upgrades throughout • New elevator • Worn interior finishes as required <p>Additional scope items:</p> <ul style="list-style-type: none"> • Upgrade washrooms • Improved security monitoring. 	

6.0	2024-2027 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-2 Crescent Heights School	
Building Description	
<p>Crescent Heights High School was originally constructed in 1928 with additions added in 1950, 1951, 1956, 1959 1966, 1968 and 1985.</p> <p>The total area including all additions is 29,158.2 m².</p>	
Project Scope based on Building Condition	
<p>Replacement of aged infrastructure based on building condition includes:</p> <ul style="list-style-type: none"> • The building envelope is in poor condition and has not been upgraded since original construction. All components, with the exception of the exterior doors, have exceeded their expected life cycle, including windows, walls, skylights, roofing, hazardous materials abatement and site lighting. • The boiler plant in the vocational wing along with the associated heating distribution piping. • Cooling tower • 90 heat pumps • Roof top air handling units • Worn interior finishes as required • Building automation systems • Washrooms and drainage piping • Improved security monitoring • Power distribution. • Emergency generator, emergency lighting, lighting control, exit signs, • Public address system, • Both gym floors, main and auxiliary • Elevator and Barrier Free accessibility throughout 	
Functionality and Programming	
<p>The following program upgrades required to enhance 21st century learning:</p> <ul style="list-style-type: none"> • The central kitchen is currently not in use. Renovate for the school to offer basic services such as a lunch program and to offer the culinary arts program. • The foods lab is in need of an upgrade/renovation. The current configuration of the foods room severely limits the number of students that can take this course. A renovation would allow twice as many students to take this important, popular complimentary course. • The construction lab is in need of modernization. This is a large space that could be repurposed to provide access to traditional construction courses while also providing space to cross-over with pre-engineering, robotics, and fabrication. • Update science labs. Only one fume hood is operational in the science labs which limits the course offerings and activities that can take place in those spaces. 	

6.0	2024-2027 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-2 Crescent Heights School	
Health and Safety	
<p>The school still has original infrastructure that is nearly 100 years old.</p> <ul style="list-style-type: none"> • The original windows on the east side of the school let cold in during the winter months and allow too much heat in the summer, making it difficult to program in that part of the building. • Two separate sections of the school have three floors with no elevators in the school, which limit staff and students from accessing a great deal of the school, especially the upper floors and basement areas. The lack of elevators is especially limiting to any students with mobility issues that wish to take classes such as band, drama, art, automotive, Indigenous studies, ceramics and some math classrooms. • The security camera system is limited and should be updated to enhance safety. 	

6.0	2024-2027 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-3 A.E. Cross School	
Building Description	
<p>The original building was built in 1961 with a major two-storey addition added in 1966. A modernization was completed in 1983.</p> <p>The gross building area is 9,064 m² consisting of 36 classrooms, with a capacity of 878 student spaces. The majority of the classrooms are slightly smaller than current standards. The gym, library, and administration space are typical size for a school of this capacity.</p> <p>In addition to the regular program offered for Grades 7-9 students, the school offers Spanish bilingual and Paced Learning classes. The long-term student accommodation plan for A.E. Cross School is to continue to accommodate students in regular and/or alternative programs.</p> <p>The school also accommodates the CBE's administration offices for area 7.</p> <p>The building construction consists of a masonry and steel structure with wood-roof deck and curtain wall exterior which was replaced in 2016. Many of the classrooms have good natural lighting.</p>	
Project Scope based on Building Condition	
<p>Replacement of aged infrastructure based on building condition includes:</p> <ul style="list-style-type: none"> • Replace worn interior finishes • Upgrade the primary electrical infrastructure. • Replace door hardware throughout • Washroom and change room upgrades • Improve exterior insulation on the shop wing • Building code and accessibility upgrades 	
Functionality and Programming	
<p>Program upgrades required to enhance 21st century learning:</p> <ul style="list-style-type: none"> • The CTF construction lab requires a major upgrade to improve performance of the dust extraction system to allow more tools to be connected. • Paint room upgrades are required to improve ventilation and exhaust. • Convert the library to a learning commons • Provide additional power and data outlets to address technology needs. 	

6.0	2024-2027 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-3 A.E. Cross School	
Health and Safety	
<p>Upgrades to the following systems will improve the overall health and safety for students:</p> <ul style="list-style-type: none"> • Replace worn asbestos floor tile • Improve air quality in the CTF shops • Improve sound attenuation in various parts of the school • New public address system for improved safety and security • Improved security monitoring • Upgrade accessibility needs 	

6.0	2024-2027 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-4 Sir John A. Macdonald School	
Building 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.</p> <p>The gross building area is 7,814 m² consisting of 32 classrooms, with a capacity of 905 student spaces. Most of the teaching spaces are smaller than current standards. 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>	
Project Scope based on Building Condition	
<p>Replacement of aged infrastructure based on building condition includes:</p> <ul style="list-style-type: none"> • Building Envelope including doors, windows, walls, composite panels and hazardous material abatement. • Additional windows for natural light • Roof • Underground drainage piping • Power distribution, lighting, lighting control, • Motor starters • Emergency battery packs • Low voltage systems • Public address system • Elevator • Barrier Free accessibility upgrades throughout • Worn interior finishes as required <p>Additional scope items:</p> <ul style="list-style-type: none"> • Upgrade washrooms • Improved security monitoring • Redevelop: <ul style="list-style-type: none"> ○ Kitchen area ○ Drama space ○ Construction space • Develop: <ul style="list-style-type: none"> ○ Additional fitness space 	

6.0	2024-2027 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-4 Sir John A. Macdonald School	
Functionality and Programming	
<p>The following program upgrades required to enhance 21st century learning:</p> <ul style="list-style-type: none"> • Current Drama / Construction rooms are not functional side by side with current wall/ventilation system. Student Services space/front office/staff room/work room (too big) and would benefit from a reconfiguration. Potential 'stealing of' space for a larger student lounge/breakout space. • Front foyer is a 'gym' when the weather is cold. Adding additional 'fitness' spaces (e.g. weight room) would be an asset allowing possible offer of a 'sports performance' complementary course or enhance physical education. There is an area under the stage that could be utilized - ceiling work required. • Storage spaces for PE are limited - potential shift to outside storage areas and/or knock down exterior wall to create larger spaces - could potentially 'steal' from locker room area stairs. • The current 'kitchen' as you enter the school should be redeveloped. 	
Health and Safety	
<ul style="list-style-type: none"> • Gender neutral bathrooms are currently insufficient. Ideally, all bathrooms would be 'gender neutral' (e.g. MidSun Junior High). • Additions to the lockdown “magic button” recommended. • Redevelop kitchen area. • Add stairs to the back field for safe access to back fields during the winter for PE classes. 	

6.0	2024-2027 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-5 Annie Foote School	
Building Description	
<p>The single storey brick building was constructed in 1980 with a total gross floor area of 3,904 m². The capacity is 473 students for pre-school through Grade 6. There are nine 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 2 blocks of 4 separated by an outdoor courtyard. The final relocatable classroom was attached to the north of the east wing later.</p>	
Project Scope based on Building Condition	
<p>Replacement of aged infrastructure based on building condition includes:</p> <ul style="list-style-type: none"> • The building envelope is original and with the exception of the brick. Required replacements include doors, windows, walls, composite panels and hazardous material abatement. • Roof • Upgrade washrooms and underground drainage piping • Roof top air handling units • Building controls • Condensing units • Fans • Domestic hot water distribution system • Improved security monitoring • Power distribution, emergency lighting, lighting control, exit signs • Fire alarm • Barrier Free accessibility upgrades throughout • Worn interior finishes as required 	

6.0	2024-2027 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-6 Altadore School	
Building 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>	
Project Scope based on Building Condition	
<p>Replacement of aged infrastructure based on building condition includes:</p> <ul style="list-style-type: none"> • Roof • Exhaust fans • Radiation system • Unit ventilators • Leaking basement • Boilers and ancillary piping • Barrier free accessibility upgrades throughout • Worn interior finishes as required: finishes, millwork, window coverings, refinish wood floor, replace folding/accordion partition doors, white/tack boards, acoustic wall panels. <p>Additional scope items:</p> <ul style="list-style-type: none"> • Upgrade washrooms • Improved security monitoring • Code upgrades 	

6.0	2024-2027 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-7 Cedarbrae School	
Building 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>	
Project Scope based on Building Condition	
<p>Replacement of aged infrastructure based on building condition includes:</p> <ul style="list-style-type: none"> • Building envelope: windows, doors, roof access door, stucco/wood soffits and metal siding (seals around openings and control joints) fix water leaks in basement. • Roof • Skylights • Underground drainage piping • Roof top air handling units • Building automation systems • Condensing units • Fans • Domestic hot water distribution system • Power distribution • Emergency lighting • Lighting fixtures • Lighting control • Exit signs • Fire alarm • Barrier free accessibility throughout • Worn interior finishes as required: finishes, millwork, window coverings, refinish wood floor, replace folding/accordion partition doors, white/tack boards, acoustic wall panels. <p>Additional scope items:</p> <ul style="list-style-type: none"> • Upgrade washrooms • Improved security monitoring • Code upgrades 	
Functionality and Programming	
<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>	

6.0	2024-2027 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-8 Janet Johnstone School	
Building 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 3,203.5 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>	
Project Scope based on Building Condition	
<p>Replacement of aged infrastructure based on building condition includes:</p> <ul style="list-style-type: none"> • Building envelope: exterior doors, windows & hazardous materials abatement • Domestic hot water system • Exhaust fans • Radiation system • Unit ventilators • Leaking basement • Boilers and ancillary piping • Under-slab piping • Main electrical switchboard • Circuit panels • Motors • Light fixtures • Life safety devices • Barrier free accessibility upgrades throughout • Worn interior finishes as required: finishes, millwork, window coverings, refinish wood floor, replace folding/accordion partition doors, white/tack boards, acoustic wall panels. • Public address system <p>Additional scope items:</p> <ul style="list-style-type: none"> • Upgrade washrooms • Improved security monitoring • Code upgrades • Remove all lockers and showers • Remove Climber in gym • Make the phys. Ed office a complex needs washroom/gender neutral washroom (has a shower, sink, plumbing and space for changing) • Add window to stage door in hallway • Remove all old smartboards and wall mounts • Add sound dampening in music room on stage if carpet is removed • Create a music room that isn't on the stage • Remove kitchen/cafeteria curtain that opens to room 14 • Room 19 - remove all science/lab equipment and apparatuses • Office configuration - height of the counter is too high for the students (visibility issues) • Improve access to gender neutral washroom 	

6.0	2024-2027 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-8 Janet Johnstone School	
Project Scope based on Building Condition con't	
<ul style="list-style-type: none"> • Wiring, outlet, ventilation for a dryer • Increase number of washrooms/stalls • Remove display case in room 19 that opens to the hallway • Matching flooring throughout 	
Functionality and Programming	
<ul style="list-style-type: none"> • Retractable doors between rooms 1&2, 3&4, 8&9, 11&12, 14&15 • Make Kindergarten bathroom accessible as a Complex Needs bathroom 	
Health and Safety	
<ul style="list-style-type: none"> • Stage/Music room not wheelchair accessible • Remove all coat room walls in classrooms (increase line of site) • Remove carpeting on stage and in offices • Room 19- uneven flooring • Add sinks to all rooms • Temperature control in portables • Windows that open in all classrooms • Improve lockdown capability in some rooms • Redesign front door to open into main foyer • Windows on all exit doors • Portables entrance is from parking lot • Add window in door of resource room 	

6.0	2024-2027 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-9 Ranchlands	
Building 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>	
Project Scope based on Building Condition	
<p>Replacement of aged infrastructure based on building condition includes:</p> <ul style="list-style-type: none"> • Building envelope: exterior doors, windows, metal siding & hazardous materials • Roof • Skylights • Domestic hot water system • Ventilation and exhaust systems • Boilers and ancillary piping • Building automation system • Under-slab piping • Main electrical switchboard • Circuit panels • Motor control • Light fixtures • Life safety devices • Fire alarm • Barrier free accessibility throughout • Worn interior finishes as required: finishes, millwork, window coverings, refinish wood floor, white/tack boards, acoustic wall panels. • Public address system <p>Additional scope items:</p> <ul style="list-style-type: none"> • Upgrade washrooms • Improved security monitoring • Code upgrades 	
Functionality and Programming	
<ul style="list-style-type: none"> • Reconfiguration of office, there is a conference room that has a washroom connected. This washroom is not accessible anytime the conference room is in use. A reconfiguration could create access to the washroom without going through the conference room. It would create a more private meeting space and possibly also create an infirmary/health room (which school presently does not have) with washroom access. 	

6.0	2024-2027 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-9 Ranchlands	
Functionality and Programming con't	
<ul style="list-style-type: none"> • Staffroom relocation, would like to explore options as the present location (on the stage) has poor lighting (no windows) and accessibility. • Extend walls and add doors to rooms 7 & 8 (main floor north of library) - These rooms are noisy for students being open to the library. 	
Health and Safety	
<ul style="list-style-type: none"> • Landscaping and grading on the north side of the building by door 4. This area is on an incline and gets very little sun. During winter (freeze thaw times) it gets icy with minimal opportunity to clear and is a high traffic area for students. • Accessibility button at main entrance doors. • Lighting and camera at the rear (north) side of school to prevent graffiti and vandalism. 	

Capacity and Utilization

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

K-GR4 Students by Enrolment 2022-2023			
Planning Sector	K-GR4 Students	K-GR4 Capacity	% Utilization
Centre	5,754	6,975	82.5%
East	2,094	2,921	71.7%
North	5,227	6,540	79.9%
NorthEast	8,345	9,473	88.1%
NorthWest	7,520	9,143	82.2%
South	8,660	11,900	72.8%
SouthEast	4,879	6,530	74.7%
West	4,213	5,250	80.2%
Total	46,692	58,732	79.5%

Notes:

- Student numbers are based on ArcView data as of September 29, 2022 (K@FTE to Grade 9)
- Capacity per the Government of Alberta's Utilization Formula (assuming exemptions)

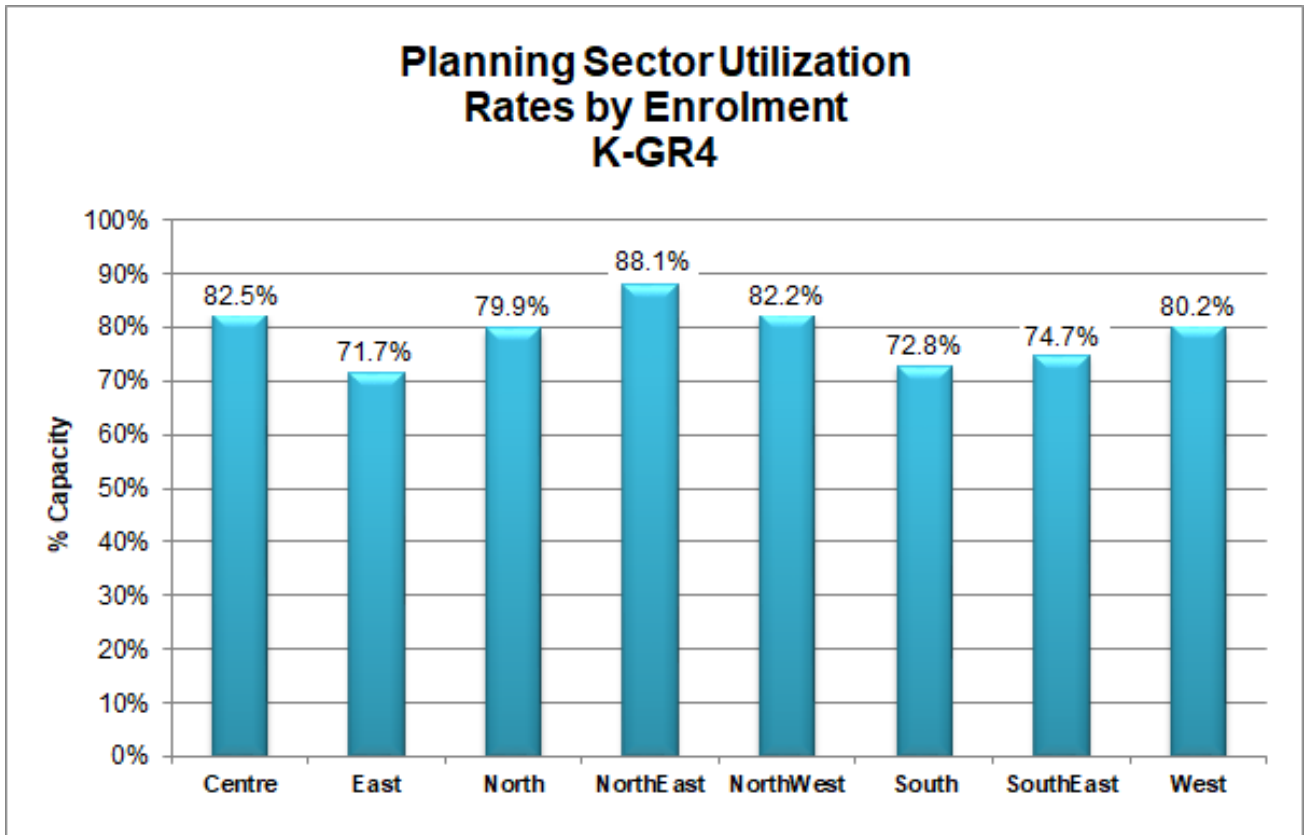


Table 2: Capacity by Enrolment for GR 5-9 (%)

GR5-GR9 Students by Enrolment 2022-2023			
Planning Sector	GR 5-9 Students	GR 5-9 Capacity	% Utilization
Centre	7,604	7,947	95.7%
East	2,541	3,170	80.2%
North	4,515	4,390	102.8%
NorthEast	9,211	10,128	90.9%
NorthWest	9,015	9,683	93.1%
South	10,439	13,101	79.7%
SouthEast	4,957	5,335	92.9%
West	5,028	5,868	85.7%
Total	53,310	59,622	89.4%

Notes:

- Student numbers are based on ArcView data as of September 29, 2022 (K@FTE to Grade 9)
- Capacity per the Government of Alberta's Utilization Formula (assuming exemptions)

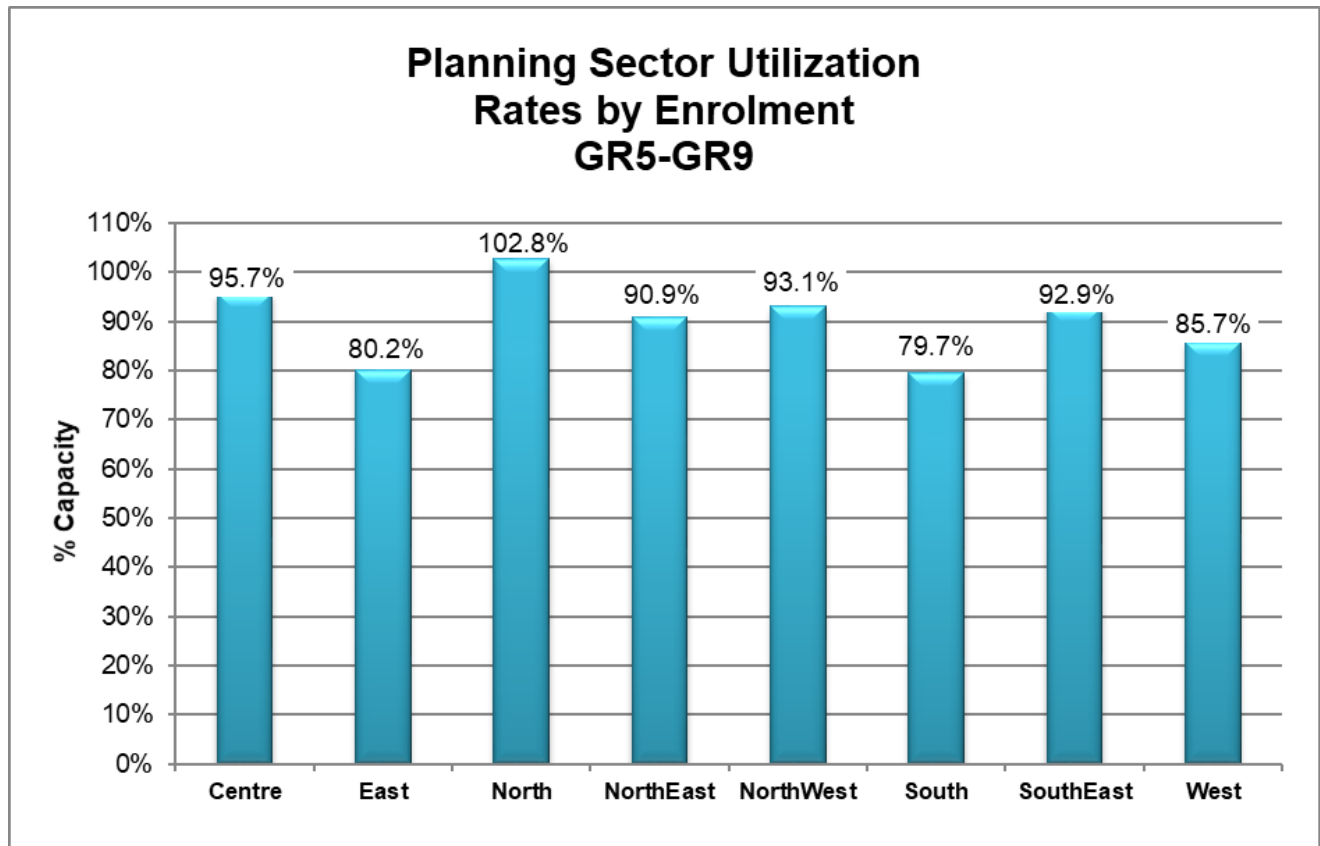


Table 3: Capacity by Enrolment for K-GR9 (%)

K-GR9 Students by Enrolment 2022-2023			
Planning Sector	Elementary/Junior High Students	Elementary/Junior High Capacity	% Utilization
Centre	13,358	14,922	89.5%
East	4,635	6,091	76.1%
North	9,742	10,930	89.1%
NorthEast	17,556	19,601	89.6%
NorthWest	16,535	18,826	87.8%
South	19,099	25,001	76.4%
SouthEast	9,836	11,865	82.9%
West	9,241	11,118	83.1%
Total	100,002	118,354	84.5%

Notes:

- Student numbers are based on ArcView data as of September 29, 2022 (K@FTE to Grade 9)
- Capacity per the Government of Alberta's Utilization Formula (assuming exemptions)

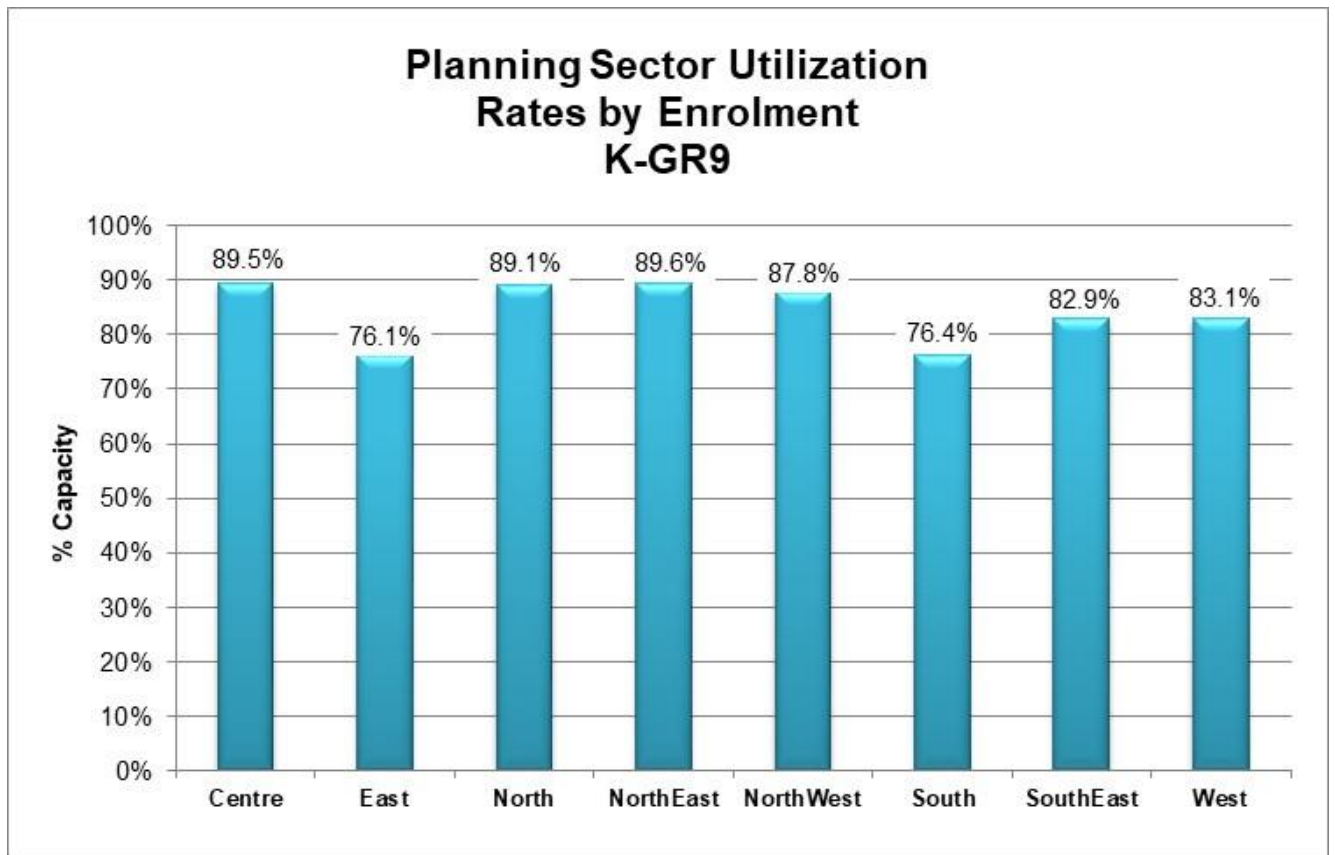


Table 4: Capacity by Enrolment for Senior High (%)

Senior High (GR10-12) Students by Enrolment 2022-2023			
Planning Sector	Senior High Students	Senior High Capacity	% Utilization
Centre	8,149	9,195	88.6%
East	2,257	2,593	87.0%
North	1,764	1,503	117.4%
NorthEast	3,614	3,534	102.3%
NorthWest	5,476	5,272	103.9%
South	7,127	8,013	88.9%
SouthEast	1,757	1,766	99.5%
West	3,424	3,727	91.9%
Total	33,568	35,603	94.3%

Notes:

- Student numbers are based on ArcView data as of September 29, 2022
- Capacity per the Government of Alberta's Utilization Rate Formula (assuming exemptions)

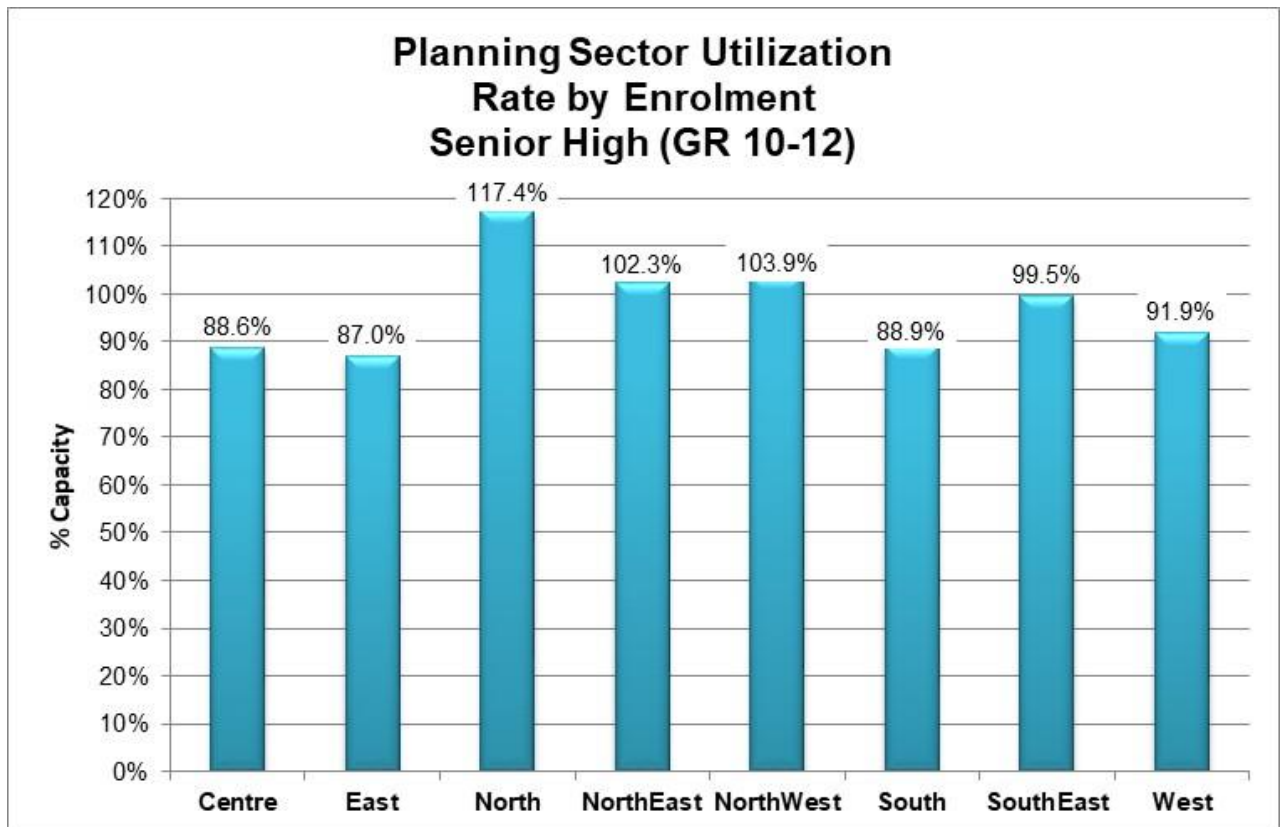


Table 5: Capacity by Residence for K-GR4 (%)

K-GR9 Students by Residence 2022-2023			
Planning Sector	K-GR4 Students	K-GR4 Capacity	% Utilization
Centre	5,429	6,975	77.8%
East	1,877	2,921	64.3%
North	6,968	6,540	106.5%
NorthEast	8,803	9,473	92.9%
NorthWest	5,801	9,143	63.4%
South	7,600	11,900	63.9%
SouthEast	5,937	6,530	90.9%
West	4,235	5,250	80.7%
Total	46,650	58,732	79.4%

Notes:

- Student numbers are based on ArcView data as of September 29, 2022 (K@FTE to Grade 9)
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)
- Under-utilized and over-utilized sectors are shown on **Map 7**

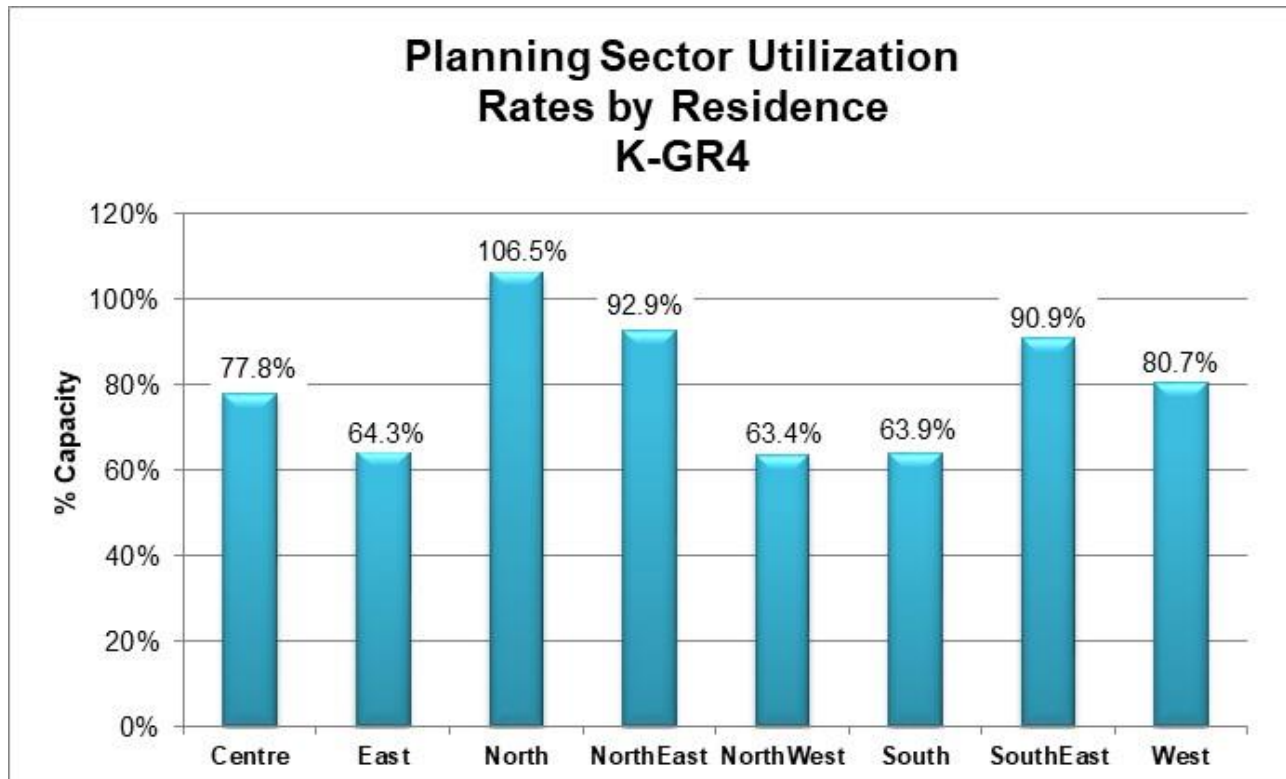


Table 6: Capacity by Residence for GR 5-9 (%)

K-GR9 Students by Residence 2022-2023			
Planning Sector	GR 5-9 Students	GR 5-9 Capacity	% Utilization
Centre	5,055	7,947	63.6%
East	2,205	3,170	69.6%
North	8,036	4,390	183.1%
NorthEast	9,901	10,128	97.8%
NorthWest	7,664	9,683	79.1%
South	8,984	13,101	68.6%
SouthEast	6,377	5,335	119.5%
West	5,026	5,868	85.7%
Total	53,248	59,622	89.3%

Notes:

- Student numbers are based on ArcView data as of September 29, 2022 (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**

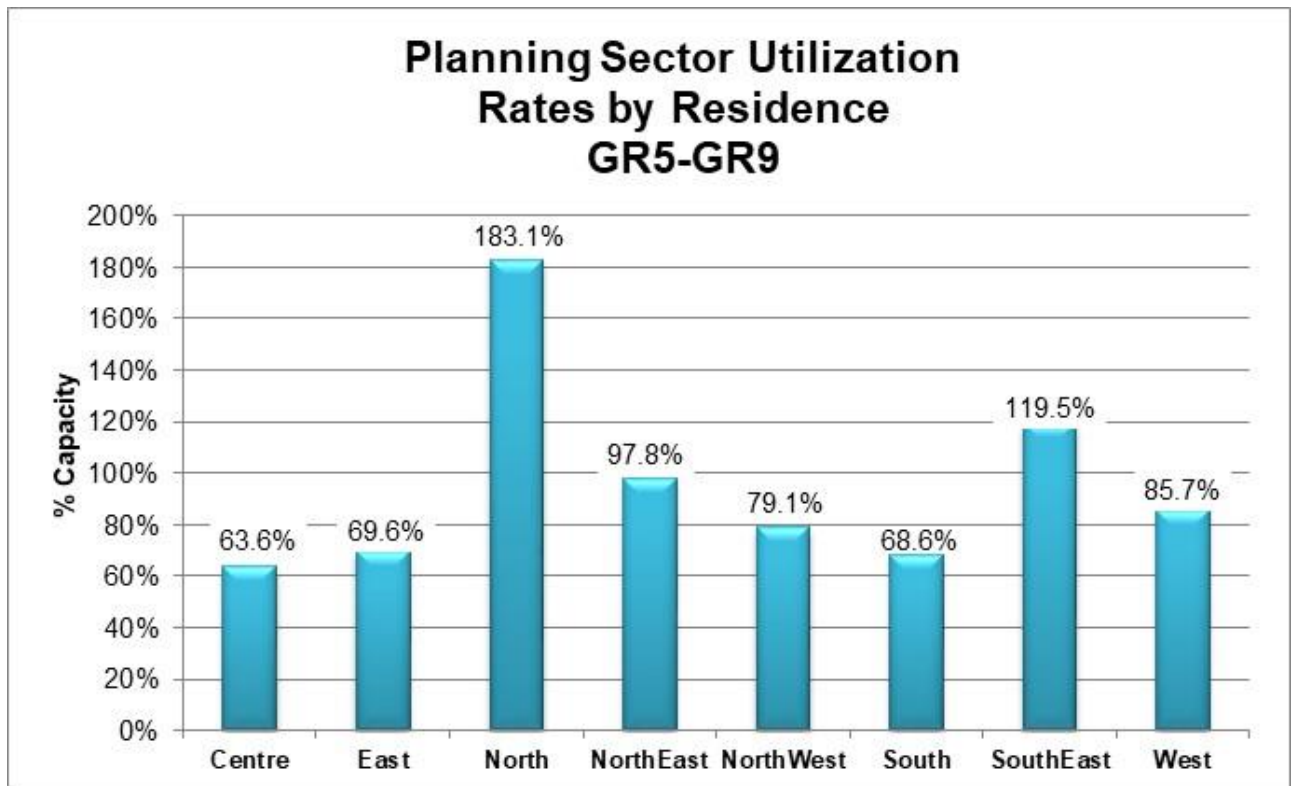


Table 7: Capacity by Residence for K-GR9 (%)

K-GR9 Students by Residence 2022-2023			
Planning Sector	Elementary/Junior High Students	Elementary/Junior High Capacity	% Utilization
Centre	10,484	14,922	70.3%
East	4,082	6,091	67.0%
North	15,004	10,930	137.3%
NorthEast	18,704	19,601	95.4%
NorthWest	13,465	18,826	71.5%
South	16,584	25,001	66.3%
SouthEast	12,314	11,865	103.8%
West	9,261	11,118	83.3%
Total	99,898	118,354	84.4%

Notes:

- Student numbers are based on ArcView data as at September 29, 2022 (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**

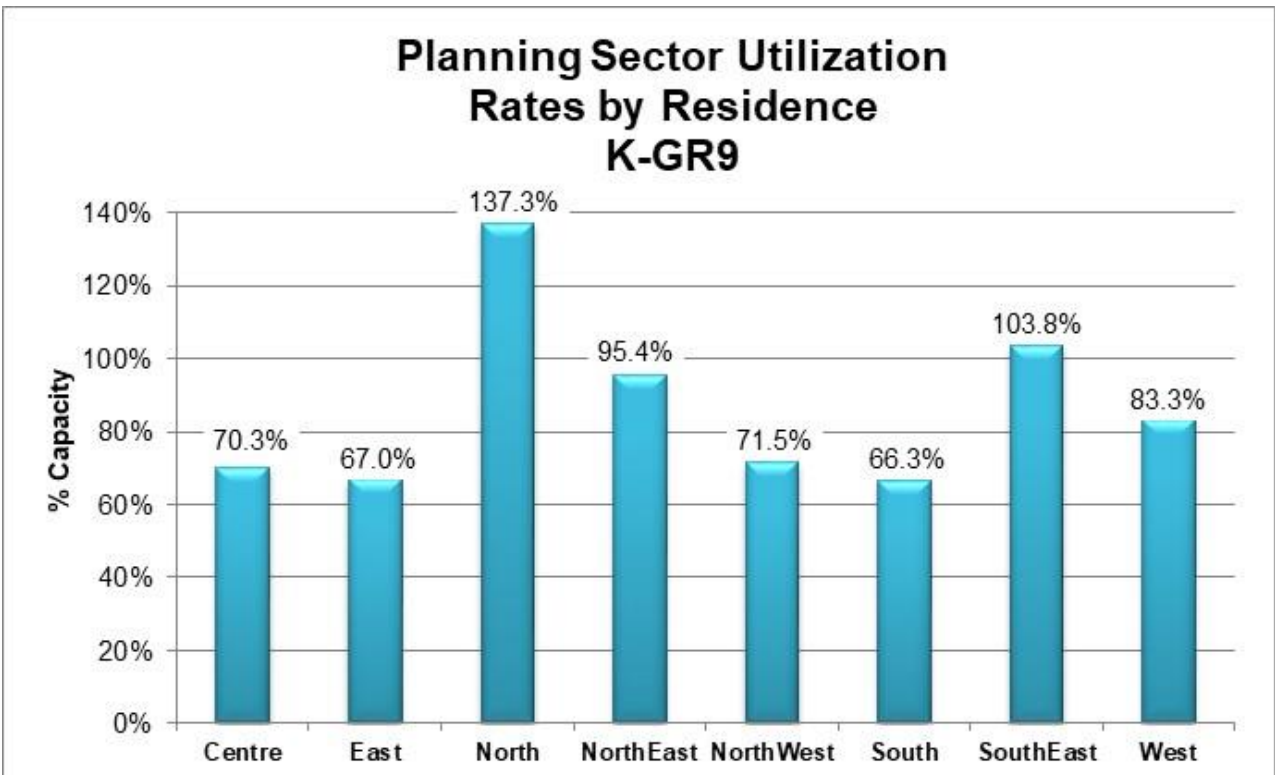
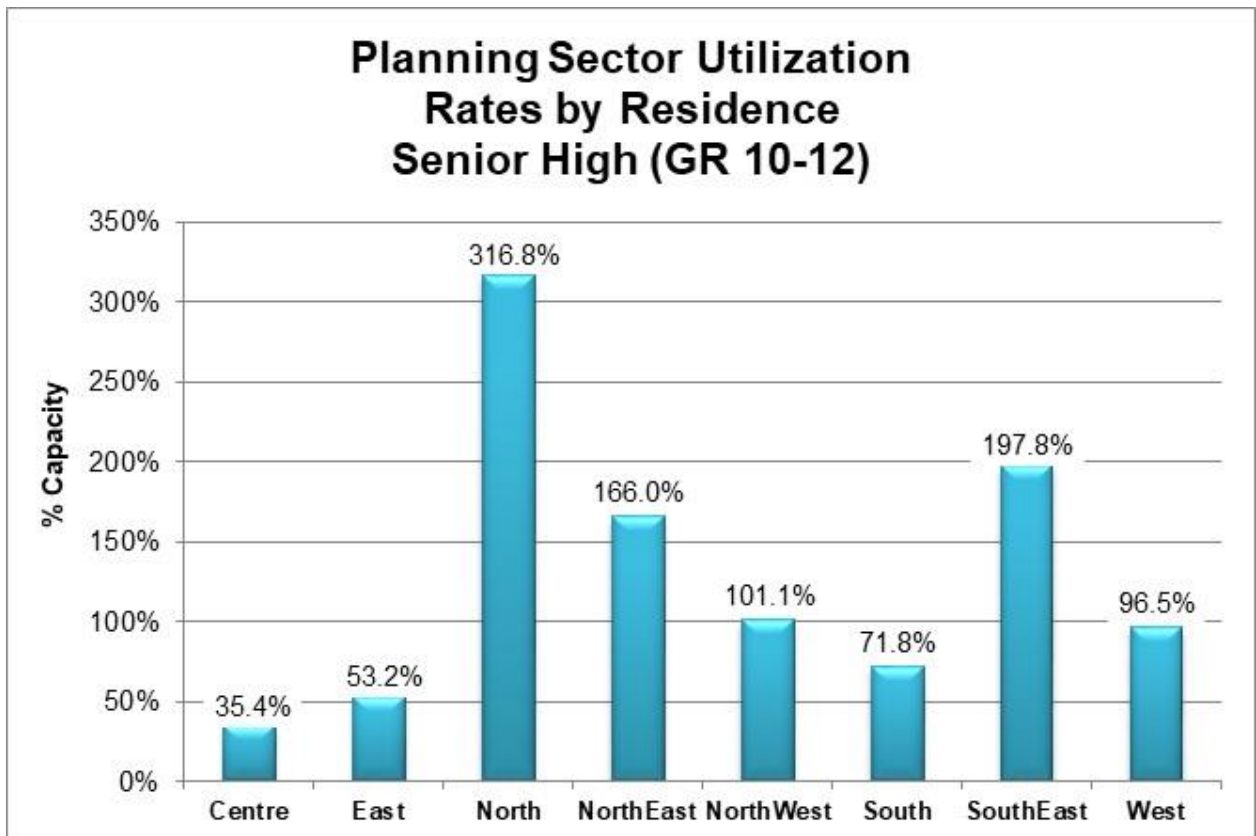


Table 8: Capacity by Residence for Senior High (%)

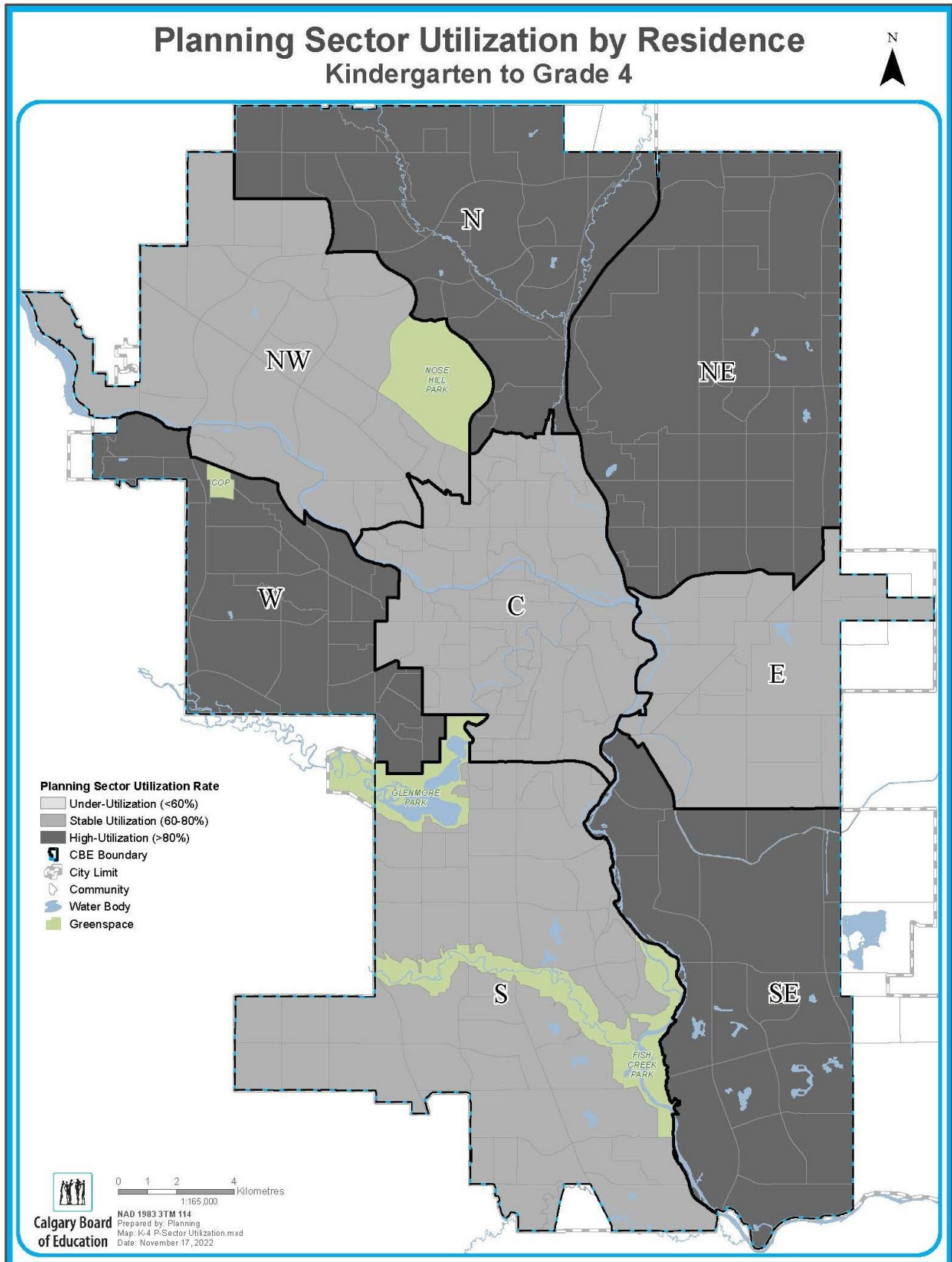
Senior High (GR10-12) Students by Residence 2022-2023			
Planning Sector	Senior High Students	Senior High Capacity	% Utilization
Centre	3,256	9,195	35.4%
East	1,379	2,593	53.2%
North	4,762	1,503	316.8%
NorthEast	5,866	3,534	166.0%
NorthWest	5,329	5,272	101.1%
South	5,751	8,013	71.8%
SouthEast	3,493	1,766	197.8%
West	3,596	3,727	96.5%
Total	33,432	35,603	93.9%

Notes:

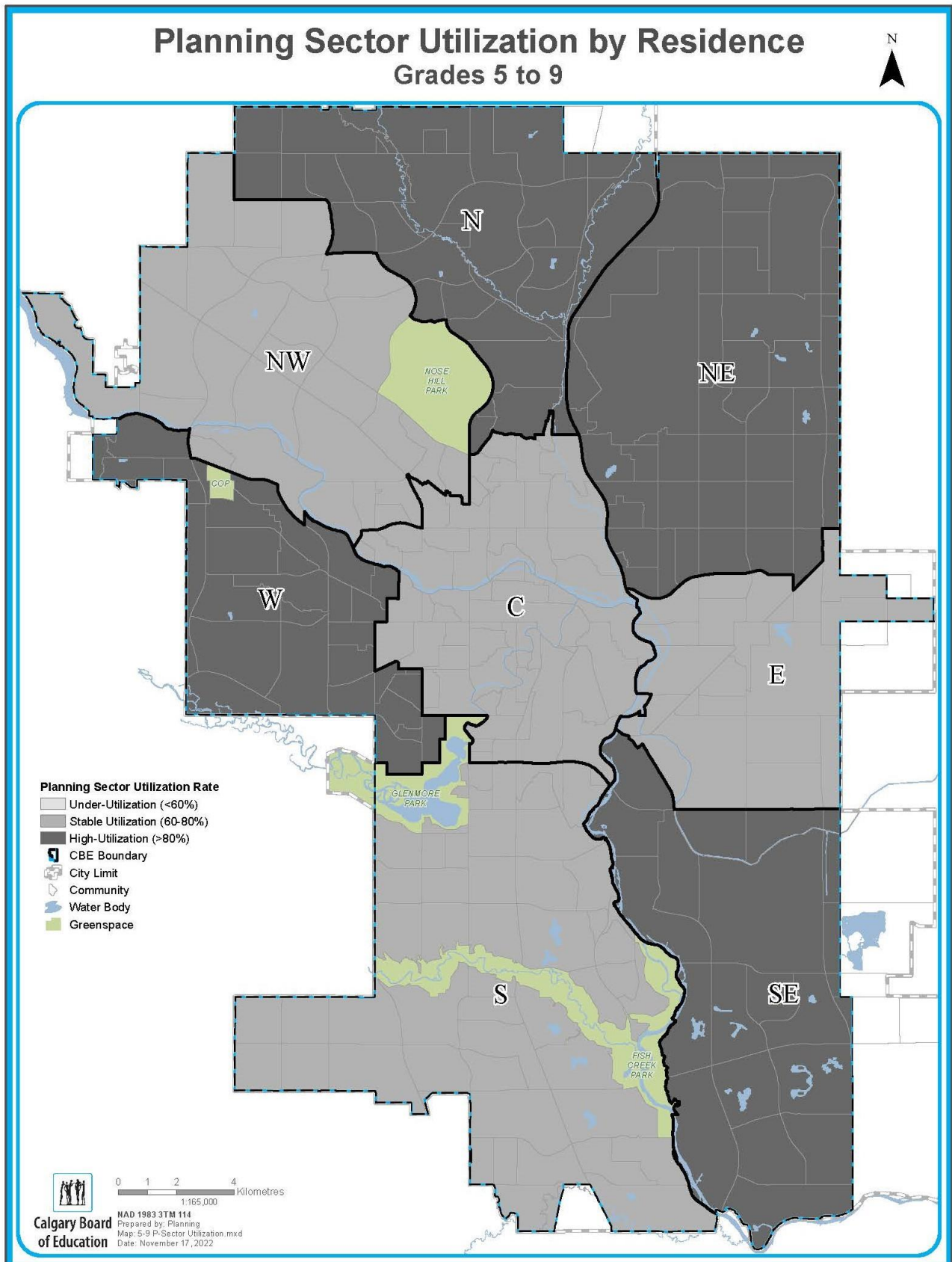
- Student numbers are based on ArcView data as at September 29, 2022
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)
- Under-utilized and over-utilized are shown on **Map 10**



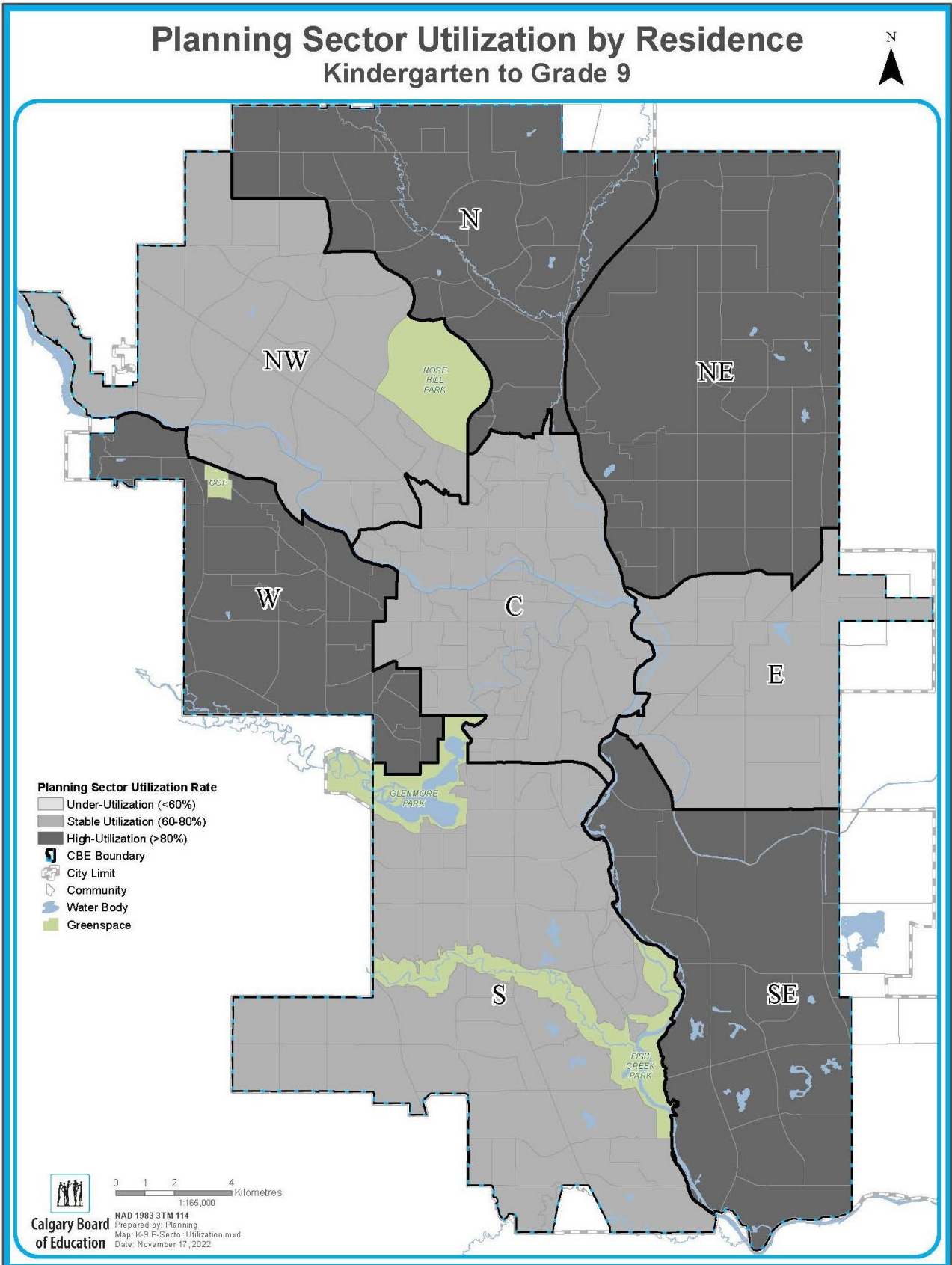
Map 7



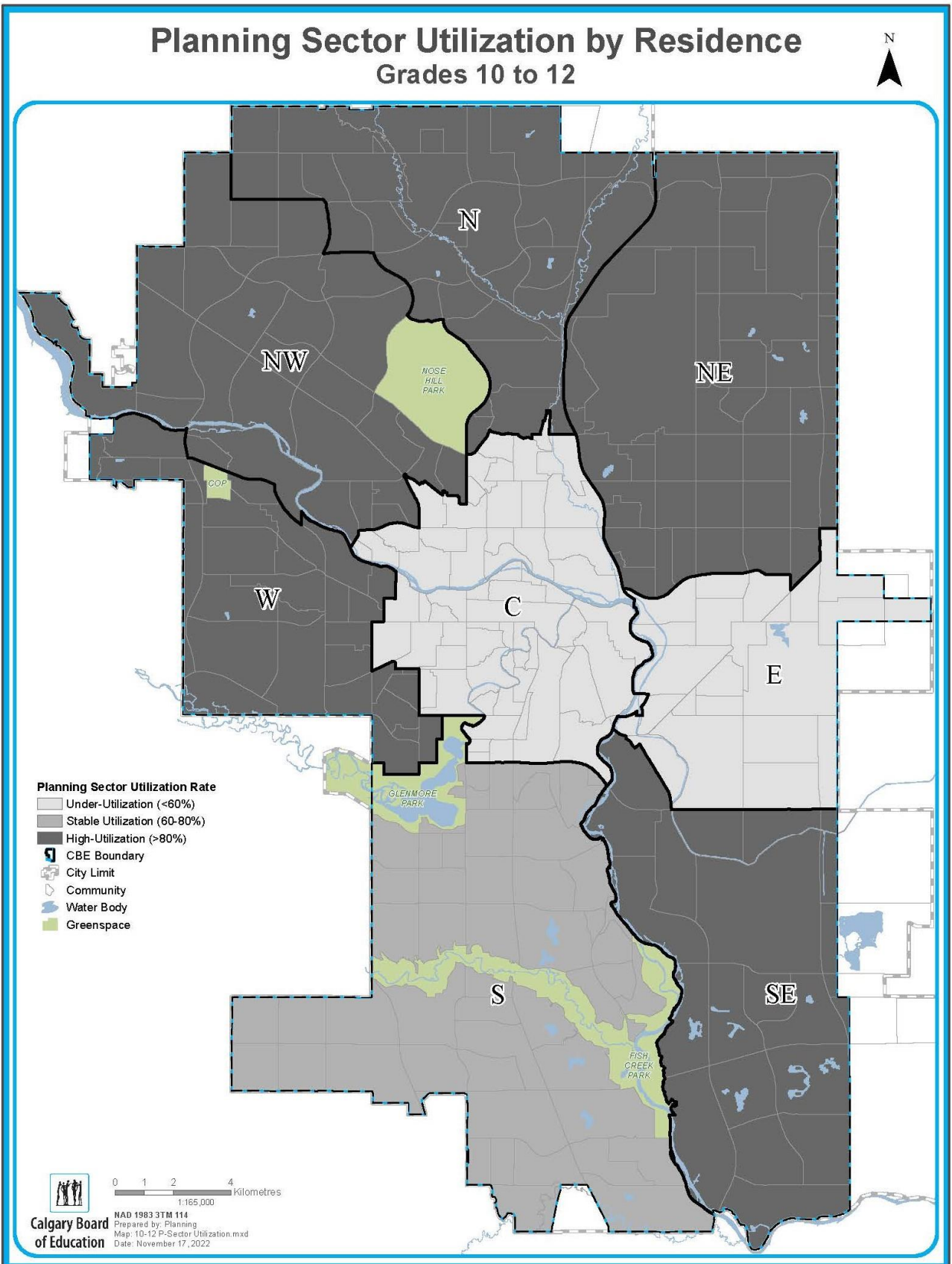
Map 8



Map 9



Map 10



APPENDIX II				
Modernization Information				
Rank	Modernization	Points	Planning Sector	Grade
1	Annie Gale School	51	Northeast	7-9
2	Crescent Heights High School	64	Centre	10-12
3	A.E. Cross School	48	West	7-9
4	Sir John A. Macdonald School	47	North	7-9
5	Annie Foote School	43	Northeast	K-6
6	Cedarbrae School	40	South	K-6
7	Altadore School	39	Centre	K-6
8	Janet Johnstone School	39	South	K-4
9	Ranchlands School	38	Northwest	K-6

**Major Modernization Ranking Points
2024-2027 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	0	4	4	11	20	39
Crescent Heights HS	15	6	5	13	25	64
-	-	-	-	-	-	-
-	-	-	-	-	-	-
North Planning Sector						
Sir John A. Macdonald School	5	10	10	12	10	47
Northeast Planning Sector						
Annie Foote School	0	10	4	14	15	43
Annie Gale School	5	6	6	14	20	51
Northwest Planning Sector						
Ranchlands School	0	2	3	13	20	38
South Planning Sector						
Cedarbrae School	0	0	4	16	20	40
Janet Johnstone School	0	2	4	13	20	39
Southeast Planning Sector						
-	-	-	-	-	-	-
West Planning Sector						
A.E. Cross School	10	2	7	9	20	48

MAJOR MODERNIZATION RANKING CRITERIA

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

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

Community Ranking for New Schools

Rank	Community	Points	Planning Sector	Grade
1	Saddle Ridge Middle ^{(2)^}	1991	NE	5-9
2	Evanston Elementary ⁽²⁾	1800	N	K-4
3	Sage Hill/Kincora Middle	1435	N	5-9
4	Redstone Elementary	1428	NE	K-4
5	Mahogany Middle	1385	SE	5-9
6	Sage Hill Elementary	1361	N	K-4
7	Nolan Hill Elementary	1327	N	K-4
8	Sherwood/Nolan Hill Middle	1256	N	5-9
9	Cityscape/Redstone Middle	1220	NE	5-9
10	Walden Elementary	1153	S	K-4
11	Kincora Elementary	815	N	K-4
12	Aspen Woods Middle	807	W	5-9
13	Livingston Elementary	785	N	K-4
14	Cougar Ridge Elementary	747	W	K-4
15	Cornerstone Middle	717	NE	5-9
16	Sherwood Elementary	691	N	K-4
17	Valley Ridge/Crestmont Elementary	650	W	K-4
18	Signal Hill Middle	615	W	5-9
19	Legacy Middle	613	S	5-9
20	Country Hills Elementary	341	N	K-4
21	Country Hills Middle	260	N	5-9

Notes:

- ⁽²⁾ Indicates second school of that type.
- ^ Site not ready, expected to be by the end of December 2025.
- 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 2024-2027 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**	200	101	21	7	14	6	no	no
*Evanston ⁽²⁾	*1182	*398	21	18	36	14	yes	yes
Kincora	460	285	21	12	23	5	no	no
Livingston	485	190	21	8	36	15	no	no
Nolan Hill	865	362	21	14	33	14	no	no
Sage Hill	835	406	21	10	22	9	yes	no
Sherwood	425	206	21	10	16	7	no	no
Northeast Planning Sector								
Redstone	955	353	23	17	25	21	no	no
Northwest Planning Sector								
-								
South Planning Sector								
Walden	760	323	21	11	17	11	no	no
Southeast Planning Sector								
-								
West Planning Sector								
Cougar Ridge	415	302	4	14	9	2	no	no
Valley Ridge/Crestmont	395	205	4	8	29	6	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 2019-2021.
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 (1770-588=1182) & K-GR4 total (986-588=398), as it would be their second elementary.

K-GR4 Ranking Points 2024-2027 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**	200	101	40	0	0	0	341
*Evanston ⁽²⁾	*1182	*398	60	60	50	50	1800
Kincora	460	285	50	20	0	0	815
Livingston	485	190	40	70	0	0	785
Nolan Hill	865	362	50	50	0	0	1327
Sage Hill	835	406	50	20	50	0	1361
Sherwood	425	206	50	10	0	0	691
Northeast Planning Sector							
Redstone	955	353	60	60	0	0	1428
Northwest Planning Sector							
-							
South Planning Sector							
Walden	760	323	50	20	0	0	1153
Southeast Planning Sector							
-							
West Planning Sector							
Cougar Ridge	415	302	30	0	0	0	747
Valley Ridge/Crestmont	395	205	20	30	0	0	650

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.
- Housing Units information from The City of Calgary "2019 Civic Census" and building permits issued for 2019-2021.
- ⁽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 (1770-588=1182) & K-GR4 total (986-588=398), as it would be their second elementary.

Middle/Junior (Grades 5-9) Statistics 2024-2027 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**	101	109	21	8	16	8	no	no	no
Sage Hill/Kincora	691	604	21	11	25	12	yes	no	no
Sherwood/Nolan Hill	568	618	21	13	21	8	no	no	no
Northeast Planning Sector									
Cityscape/Redstone	582	488	23	15	25	13	yes	no	no
Cornerstone	370	278	23	12	20	9	no	no	no
*Saddle Ridge ⁽²⁾ ^	1,341	*410	23	21	23	9	yes	yes	yes
Northwest Planning Sector									
-	-	-	-	-	-	-	-	-	-
South Planning Sector									
Legacy	300	213	21	6	35	14	no	no	no
Southeast Planning Sector									
Mahogany	728	517	22	9	10	4	yes	yes	no
West Planning Sector									
Aspen Woods	360	357	4	12	18	6	no	yes	no
**Signal Hill	382	**163	4	7	8	4	no	yes	no

Notes:

1. Housing information from The City of Calgary "2019 Civic Census" and building permits issued for 2019- 2021.
2. **Country Hills is a K-9 grade configuration. Communities under consideration for a K-GR9 school are assessed through both the K-GR4 and GR5-9 point assessment process. The priority order is determined by the highest number of points in either of these two categories, not by the combined number of points.
3. ⁽²⁾ indicates second school of that type in the community. For communities that already have a middle school, their current provincial capacity is deducted from their GR5-9 enrolments.
4. ^ Site not ready, but anticipated to be in 2-3 years.
5. Bus Receivers – More than one bus receiver school required for established grade configuration within two years. (examples include, but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9).
6. Busing and Travel Time information as per Transportation Services.
7. Only communities where their school site is ready or anticipated to be ready in the next 2-3 years (^) for building construction have been included in the ranking analysis.

***Saddle Ridge**⁽²⁾ – deducted 957 (current provincial capacity) from GR5-9 (1,367-957=410) 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 (362-199=163) total, as Battalion Park School is K-6.

Middle/Junior (Grades 5-9) Ranking Points 2024-2027 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**	101	109	40	10	0	0	0	260
Sage Hill/Kincora	691	604	50	40	50	0	0	1,435
Sherwood/Nolan Hill	568	618	50	20	0	0	0	1,256
Northeast Planning Sector								
Cityscape/Redstone	582	488	60	40	50	0	0	1,220
Cornerstone	370	277	50	20	0	0	0	717
*Saddle Ridge ^{(2)^}	1,341	*410	70	20	50	50	50	1,991
Northwest Planning Sector								
-	-	-	-	-	-	-	-	-
South Planning Sector								
Legacy	300	213	40	60	0	0	0	613
Southeast Planning Sector								
Mahogany	728	517	40	0	50	50	0	1,385
West Planning Sector								
Aspen Woods	360	357	30	10	0	50	0	807
**Signal Hill	382	**163	20	0	0	50	0	615

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 (1,367-957=410) 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 (362-199=163) total, as Battalion Park School is K-6.

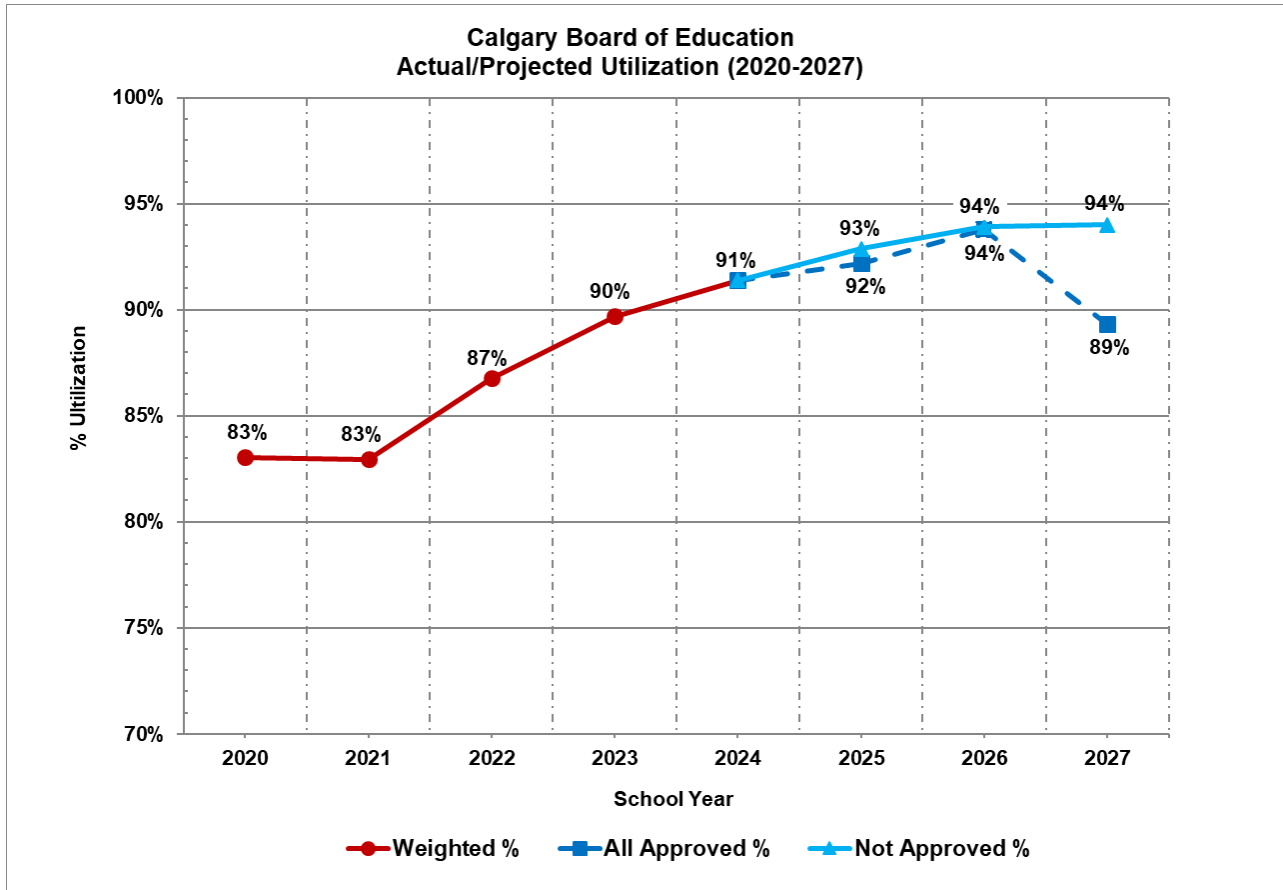
CBE Point Assignments

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 29, 2022 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 29, 2022 enrolment					Actual Value	
GR5-9 Enrolment						
Current GR5-9 Enrolment - September 30, 2022 enrolment					Actual Value	
Projected Population / Ratio of Enrolment to Housing Units						
Ratio of GR5-9 Enrolment to # of Housing Units in Community (%)						
(September 30th of each year)						
	≤4%	5 to 9%	10 to 14%	15 to 19%	20 to 24%	≥25 %
Projected 5 Year Sector Population Growth (%)*						
Less than 5%	10 points	20 points	30 points	40 points	50 points	60 points
5 to 14%	20 points	30 points	40 points	50 points	60 points	70 points
15 to 24%	30 points	40 points	50 points	60 points	70 points	80 points
Greater than 25 %	40 points	50 points	60 points	70 points	80 points	90 points
<i>* Based on City of Calgary Suburban Residential Growth (Prepared Annually)</i>						
Median Travel Time / Distance Travelled						
	Distance Travelled (km's)**					
	≤9	10 to 14	15 to 19	20 to 24	≥25	
Median Travel Time						
15-19 minutes	10 points	20 points	30 points	40 points	50 points	
20-24 minutes	20 points	30 points	40 points	50 points	60 points	
25-29 minutes	30 points	40 points	50 points	60 points	70 points	
30-34 minutes	40 points	50 points	60 points	70 points	80 points	
35-39 minutes	50 points	60 points	70 points	80 points	90 points	
≥40 minutes	60 points	70 points	80 points	90 points	100 points	
<i>** Distance travelled calculated using GIS to determine "centre" of the community to bus receiver school</i>						
Other Considerations:						
Bus Receiver More than one bus receiver school required for established grade configuration within two years (examples include but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9)					50 points	
Existing K-GR4 School or Design Only School approved or in existence					50 points	
Greater than 2 Transition Points (K-GR9)					50 points	
Notes:						
1. If a community already has a school or a design only school, the capacity of the school will be subtracted from the number of students enrolled in the CBE.						
2. When there is a design only school in a community, an exception to the standard ranking methodology will be made.						

CBE System Utilization



Note: All Approved assumes all new school requests in the 2024-2027 Plan are approved.

Glossary of Terms and Definitions

CBE Definitions

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

CBE Formulas

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

Alberta Education/Alberta Infrastructure School Capital Manual Definitions

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

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

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

Alberta Education/Alberta Infrastructure School Capital Funding Definitions


Full Construction	funding activities include construction and post-occupancy review.
Design	funding activities include the preparation of construction tender documents such as drawings and specifications.
Planning	funding activities include site analysis and scope development activities.
Pre-Planning	funding allows a conceptual project to define scope elements, programming priorities and includes activities such as community engagement.

OE-7: Communication With and Support for the Board

CHIEF SUPERINTENDENT CERTIFICATION

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

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

Signed: 
Christopher Usih, Chief Superintendent

Date: March 7, 2023

BOARD OF TRUSTEES ACTION

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

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

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____



OE-7: Communication With and Support for the Board**Executive Summary**

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

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

The Chief Superintendent's reasonable interpretation and indicators for OE 7: Communication With and Support for the Board were approved on October 10, 2017. The Board of Trustees last monitored OE 7 on March 8, 2022. This report includes data available from the 2021-2022 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
-----	--	-----------

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
--	-----------

The organization is compliant with this indicator.

Evidence statement

Between September 14, 2021 and June 14, 2022, 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
---	-----------

The organization is compliant with this indicator.

Evidence statement

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 and the evidence of reasonable progress on the indicators with the exception of Students who Self-Identify as Indigenous in all academic areas. Monitoring reports for Results 3 – Citizenship, Results 4 – Personal Development and Results 5 – Character, provided evidence of reasonable progress based on the indicators and approved targets.

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
-----	---	-----------

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



OE-7: Communication With and Support for the Board

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

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

The organization is compliant with this indicator.

Evidence statement

Administration provided information, in a timely manner, to the Board of Trustees during the 2021-2022 school year, on numerous occasions.

Throughout the 2021-2022 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.

Trend information was provided through:

- Board Development Session | K-12 Mathematics and Literacy Frameworks – March 8, 2022
- Indigenous Education Holistic Lifelong Learning Framework - March 29, 2022
- Board Development Session | Covid-19 Update
- Annual Education Results Report 2020-2021 - November 23, 2021
- CBE Education Plan 2021-2024 – May 17, 2022
- Hub Online Learning – January 12, 2021
- 2021-2022 School Enrolment Report – December 7, 2021
- Locally Developed Authorized Courses – April 26, 2022



OE-7: Communication With and Support for the Board

Facts were presented through:

- Financial Status of Reserves and Designated Funds – November 9, 2021
- 2020-2021 Year-end Financial Results and Audited Financial Statements – November 23, 2021
- Budget Assumptions Report 2022-2023 – May 24, 2022
- Budget Report for 2022-2023 – May 24, 2022
- Second Quarter Variance Report – March 29, 2022
- Third Quarter Variance Report – June 21, 2022
- Fourth Quarter Variance Report – November 24, 2021
- Shaping the Future of CBE High Schools – February 23, 2022
- Covid-19 Update – January 25, 2022
- Three Year School Capital Plan 2023-2026 – March 8, 2022
- Three-Year System Student Accommodation Plan 2022-2025 – May 24, 2022
- 2022-2023 Modular Classroom Program – January 25, 2022
- First Quarter Budget Variance Report – January 25, 2022
- New School Fit Up Funding – December 7, 2021
- Construction Project Status Report – June 21, 2022

2. A minimum of once per month, a written update report from the Chief Superintendent will be presented at a Board of Trustee meeting.	Compliant
--	-----------

The organization is compliant with this indicator.

Evidence statement

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

- September 14, 2021
- October 12, 2021
- November 9, 2021
- December 7, 2021
- January 11, 2022
- February 8, 2022
- March 8, 2022
- April 5, 2022
- May 17, 2022
- June 14, 2022



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
---	-----------

The organization is compliant with this indicator.

Evidence statement

Due to the COVID pandemic, administration provided a Results focus through regular presentations by individual schools, via pre-recorded video, at board meetings during the 2021-2022 school year. In person presentations will resume in the 2022-2023 school year.

- February 8, 2022, Harold Panabaker School, Marshall Springs School, David Thompson School and Sherwood School Presentation, Results-3 Citizenship
- March 8, 2022, Simon Fraser School, Results-3 Citizenship
- April 26, 2022, Varsity Acres School, Bob Edwards School and Western High School Results-4 Personal Development
- May 17, 2022 McKenzie Lake School, Results-5 Character

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

- Annual Education Results Report 2020-2021
- CBE Education Plan 2021-2024 – May 24, 2022
- Results 2 | Academic Success – Annual Monitoring Part 1 (indicators 1 and 2) - January 11, 2022
- Results 2 | Academic Success – Annual Monitoring Part 2 (indicators 4) – January 25, 2022
- Results 3 | Citizenship – March 8, 2022
- Results 4 | Personal Development Annual Monitoring – April 5, 2022
- Results 5 | Character Annual Monitoring - May 24, 2022

OE-7: Communication With and Support for the Board

4. 100 per cent of reportable instructional program changes will be provided to the Board of Trustees.	Compliant
--	-----------

The organization is compliant with this indicator.

Evidence statement

The Three-Year System Student Accommodation Plan was presented to the Board of Trustees on May 24, 2022. 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
---	-----------

The organization is compliant with this indicator.

Evidence statement

The Three-Year System Student Accommodation Plan was presented to the Board of Trustees May 24, 2022.

Evidence demonstrates all indicators in subsection 2 are in compliance.



OE-7: Communication With and Support for the Board

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
-----	--	-----------

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.

1. 100 per cent of reportable events will be addressed in an appropriate venue.	Compliant
---	-----------

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.

OE-7: Communication With and Support for the Board

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
-----	--	-----------

Board-approved Interpretation |

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

The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

OE-7: Communication With and Support for the Board

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

The organization is compliant with this indicator.

Evidence statement

For all nine Operational Expectation (OE) monitoring reports for the 2021-2022 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 8, subsection 8.4.3, was noted as non-compliant due to decreased response of parents to the Alberta Education's Accountability Pillar Survey and a decrease in parents responding positively.
- Operational Expectation 2, subsection 2.1.2 was noted as non-compliant due to the impact of COVID-19 and Calgary Police Service and Calgary Fire Department were not in a position to support the drills.
- Operational Expectation 9, subsection 9.2.1 was noted as non-compliant due to Eric Harvie School not achieving LEED silver certification due to construction activity pollution

The Board concluded that reasonable progress towards achievement of the Results 2 policy. An exception 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.

OE-7: Communication With and Support for the Board

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

The organization is compliant with this indicator.

Evidence statement

During the 2021-2022 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

Second Quarter Budget Variance Report

Date	March 21, 2023
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Originator	Brad Grundy, Superintendent Chief Financial Officer and Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-5: Financial Planning Governance Culture GC-5E: Board Committees
Resource Person(s)	Tanya Scanga, Manager of Corporate Planning & Reporting

1 | Recommendation

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

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 budget and this forecasted quarter. This report serves as the second-quarter report for the 2022-23 fiscal year ending August 31st, 2023.

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.

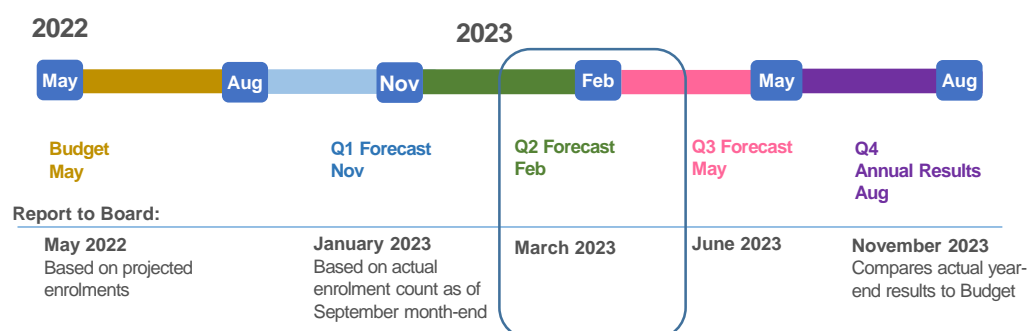
3 | Background

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 the 2022-23 second-quarter forecast to the 2022-23 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: Financial Health Matrix

4 | Analysis



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

Operating deficit

The projected deficit for the year is \$3.7 million (0.3% of budgeted expenditures). This is an unfavourable variance of \$0.5 million from the 2022-23 budget, which included a request to draw from reserves of \$3.2 million. The projected deficit of \$3.7million is a \$7.2 million improvement from the Q1 projected deficit of \$10.9 million. Service units worked diligently to bring the deficit in line with the Budget.

Overall revenues are higher than budgeted by \$61.1 million and expenses have increased by \$61.6 million. Revenue increased mainly due to the accrual of provincial grant funding based on higher actual enrolment from forecasted enrolment in Budget 2022-23, the ATA salary increase settlement funding, Supplemental Enrolment Growth grant, revenue recognition for the asset retirement obligation, increase in school activity/ event costs with matching expenses from school

generated funds, Learning Disruption Funding, Low Incidence Funding, exception funding to support displaced Ukrainian students and new curriculum funding.

Expenditures increased mainly due to additional staffing costs due to higher enrolment, the ATA salary increase settlement, increase in utility rates, increase in school activity/ event costs with matching expenses from school generated funds, board approved carry forward expenditures from the 2021-22 school year, new curriculum development costs, complexity in schools, amortization for the asset retirement obligation and Learning Disruption Funding related costs.

Please refer to the line-item analysis for further details. Spending by schools and service units is provided in Attachment II with explanations of significant variances from Budget 2022-23.

Capital Activities

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

The board-funded capital expenditures are expected to be \$47.8 million, which is an increase of \$27.3 million from the budgeted expenditures of \$20.5 million.

The forecasted board-funded capital expense of \$47.8 million includes:

- \$22.7 million for various maintenance projects including Client Access Technology Refresh, information technology infrastructure renewal and growth, transition to SharePoint Online and Next Generation Solutions;
- \$13.3 million for new school commissioning, and solar power projects;
- \$5.3 million for strategic projects including CCTV upgrade and enterprise implementation, learning management system, and Oracle upgrade;
- \$3.4 million for the purchase of custodial and trades equipment, recycling equipment, School wiring closets remediation;
- \$2.5 million for principal repayments of capital leases;
- \$0.6 million for future board funded projects;

A total of \$21.9 million in expenses, included above, is related to board-funded capital projects initiated in 2021-22, to be continued into the 2022-23 fiscal year. These capital expenses carried forward include new school commissioning, solar power system and various technology upgrade and maintenance projects.

The 2022-23 second-quarter capital budget report in Attachment IV highlights significant variances from the Budget.

Use of reserves and balancing

The CBE submitted a balanced 2022-23 budget that required a draw of \$3.2 million from operating reserves. The second quarter forecasts a draw of \$12.3 million from operating reserves and designated funds, and a draw of \$21.9 million from capital reserves. Expenditures forecasted for carry-forward as of August 31, 2022, are shown as an offsetting contribution to the reserves and any changes in the forecast may result in a request to access operating reserves. Any access to operating reserves will require Board of Trustee and Ministerial approval.

Operating Reserve

The forecasted operating reserve balance of \$25.1 million is a decrease of \$12.3 million from \$37.4 million at August 31, 2022. This is a forecast and only incorporates the net difference

between revenue and expenses at this point. The CBE has consistently carried forward projects of operating and capital nature and given how early we are in the year, no forecast has been established for carryforwards. This carryforward will potentially reduce the draw on operating reserves. 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 until August 31, 2023.

Guidance from Alberta Education's Funding Manual mandates a prescribed level of operating reserves that each jurisdiction must maintain. Each jurisdiction must maintain a minimum operating reserve percentage of 1% and a maximum of 3.15% (equivalent to the System Administration grant) of its prior-year operating expenses. Any operating reserve balance in excess of the operating reserve maximum will be recovered by Alberta Education through a reduction in scheduled payments.

The CBE's forecasted operating reserve percentage of 1.7% is within the mandated guidelines. The CBE has adequate operating reserves to address most non-grant funding risks and operational needs.

Capital Reserve

Alberta Education has not mandated a minimum or maximum level of capital reserves that each jurisdiction must maintain. The forecasted capital reserves balance of \$27.9 million represents a decrease of \$21.9 million from \$49.9 million as a result of new school commissioning and solar panel projects. As a result of the recent sales of CBE properties, net proceeds will be added to the capital reserves. This will be reflected in future quarter reporting for the 2022-23 school year.

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

Revenue

(in \$ thousands)	
Q2 Forecast Revenue	1,432,168
Budget 2022-23 Revenue	1,371,098
Variance Favourable / (Unfavourable)	61,070

Significant contributions to this favourable (increase) in revenue include:

- Favourable variance of \$51.7 million in Government of Alberta funding resulting from the net impact of:
 - \$14.9 million for the accrual of provincial grant funding based on higher than forecasted enrolment in Budget 2022-23;
 - \$11.6 million for ATA salary increase settlement cost;
 - \$11.0 million asset retirement obligation with matching amortization expense;
 - \$5.6 million from the Supplemental Enrolment Growth Grant;
 - \$5.0 million exceptional funding for displaced Ukrainian students;
 - \$4.8 million for the development of new curriculum material with offsetting expense;
 - \$2.1 million for targeted Learning Disruption Grant for received to mitigate pandemic-related learning disruptions. This is a targeted grant for grades 2 - 4 students;
 - \$1.1 million additional funding for the Official Languages in Education Program with matching expenditures;
 - \$1.1 million additional funding from the Fuel Contingency Program;
 - \$0.6 million targeted funding for Low Incidence Support and Services Program;
 - \$0.4 million additional expansion funding received for the Adolescent Mental Health Program;
 - \$0.4 million top up funding to support leasing costs of the Outreach Program;

- \$0.4 million Safe Indoor Air Funding;
- Partially offset by:
 - \$6.0 million decreased expense with offsetting expense for IMR deferral; and
 - \$1.3 million decrease in amortization expense due to delay of 2 new school openings.
- Favourable variance of \$0.7 million in Federal Government and First Nations revenue due to increased funding for Jordan's Principle.
- Unfavourable variance of \$0.4 million in Other Sales and Services revenue due to lower Continuing Education and international student registrations.
- Favourable variance of \$6.2 million in Fees from the net impact of:
 - \$5.0 million increase in school activity/ event costs with matching expenses from school generated funds;
 - \$1.9 million increase fee revenue from lunchroom supervision and student supplies fee due to an increase in enrolment;
 - Partially offset by:
 - \$0.7 million net decrease in transportation fee revenue. Although there is an increase in ridership, due to the ongoing disruption to transportation services, the CBE has made the decision to reduce transportation fees by 20 per cent for the school year.
- Favourable variance of \$2.8 million in Investment Income due to an increase in interest rates.

Expenses

(in \$ thousands)	
Q2 Forecast Expense	1,435,848
Budget 2022-23 Expense	1,374,253
Variance Favourable / (Unfavourable)	(61,595)

Significant contributions to this unfavourable (increase) in expenses include:

- Unfavourable variance of \$36.6 million in Certificated salaries, wages and benefits due to:
 - \$18.1 million Staff and supply 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;
 - \$12.9 million for ATA salary increase settlement cost;
 - \$2.1 million for targeted Learning Disruption Grant for received to mitigate pandemic-related learning disruptions. This is a targeted grant for grades 2 - 4 students;
 - \$2.0 million for the development of new curriculum material with offsetting revenue;
 - \$0.5 million board approved carry forward expenditures from the 2021-22 school year;
 - \$0.5 million additional funding for the Official Languages in Education Program with matching expenditures; and
 - \$0.5 million for increase staff at the Welcome Centre to ensure timely placement of the recent influx of immigrant students.
- Unfavourable variance of \$6.9 million in Non-certificated salaries, wages and benefits due to:
 - \$8.9 million staff and supply 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;
 - \$0.8 million carried pressure based on the historical vacancies calculated at budget. Anticipated offset with realized vacancies throughout the year;
 - \$0.4 million lunchroom supervision increase as a result of increased enrolment; and
 - \$0.2 million for increase staff at the Welcome Centre.

- Partially offset by:
 - \$3.4 million actual average salaries and benefits rate trending lower than budget.
- Unfavourable variance of \$10.5 million in Services, Contracts and Supplies resulting from the net impact of:
 - \$6.0 million board approved carry forward expenditures from the 2021-22 school year;
 - \$5.0 million increase in school activity/ event costs with matching expenses from school generated funds;
 - \$3.5 million increase rates and usage of utilities;
 - \$2.8 million for the development of new curriculum material with offsetting revenue;
 - \$1.5 million for high cost filters;
 - \$0.6 million additional funding for the Official Languages in Education Program with matching revenues;
 - \$0.6 million related to Low Incidence Support and Services Program;
 - \$0.5 million support for complex needs Indigenous students;
 - \$0.5 million flow-through tax receipted donations administered by EducationMatters;
 - \$0.4 million Safe Indoor Air Funding;
 - \$0.5 million net additional costs associated with transportation. Due to bus driver shortages, the number of operating routes have decreased compared to budget. These savings are offset by additional route rate and fuel rate increases as well as increased taxi transportation;
 - \$0.2 million due to a change in Alberta School Employee Benefit Plan (ASEBP), ATA and CUPE employees are no longer covered under the Employee and Family Assistance Program (EFAP). To ensure continued coverage, the CBE has extended coverage to ATA and CUPE employees;
 - \$0.2 million increase in education centre operating costs.
 - Partially offset by:
 - \$6.0 million decreased expense with matching decrease in revenue for IMR deferral;
 - \$4.0 million staff and supply 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;
 - \$1.1 million due to reduced activity at schools and various cost-savings initiatives implemented by management across various service units;
 - \$0.4 million for various change in estimates to contracts compared to budget; and
 - \$0.3 million decrease in global learning costs due to lower international student enrolment.
- Unfavourable variance of \$7.6 million in Other (Interest, Amortization and Bad Debt) resulting from the net impact of:
 - \$11.0 million asset retirement obligation with matching revenue; and
 - \$0.7 million due to changes in bad debt estimates and waivers because of enrolment increase and decreased transportation fee.
 - Partially offset by:
 - \$4.1 million due to adjustments in estimated amortization expense for the year as asset capitalization was lower than expected from the budget.

Conclusion

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

The CBE will continue to practice prudent financial decision making and maximize 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.

The CBE will maintain focus on our core values: 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:** Financial Health Matrix

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined in policy the individual and collective behaviour required to establish a culture of good governance. These policies establish standards for how the Board performs its work, including policies that define the Board's job, its purpose and its accountability.

Board/Chief Superintendent Relationship: The Board defined in policy the degree of authority delegated to the Chief Superintendent, and set out how the Chief Superintendent's performance, and ultimately the organization's performance, will be evaluated.

Results: These policies define the outcome the organization is expected to achieve for each student it serves. The Results policies are the performance targets for the Chief Superintendent and the organization, and form the basis for judging the success of the organization and the Chief Superintendent on reasonable progress towards achieving the Results.

Operational Expectations: These policies define both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. The Chief Superintendent is required to comply with the Board's stated values about operational conditions and actions as set out in these policies.

Attachment I: Second-quarter budget variance report

Description	2022-23	Forecast for the	Variance	
	Budget ^(A)	year ending	Favourable/	(Unfavourable) ^(B)
	(in \$ thousands)			%
Revenues				
Government of Alberta	1,288,174	1,339,840	51,666	4%
Federal Government and First Nations	631	1,289	658	104%
Other sales and services	16,789	16,439	(350)	(2%)
Fees	46,099	52,402	6,303	14%
Investment income	3,682	6,482	2,800	76%
All other	15,723	15,716	(7)	(0%)
Total revenues	1,371,098	1,432,168	61,070	4%
Expenses				
Certificated salaries, wages and benefits	811,902	848,455	(36,553)	(5%)
Non-certificated salaries, wages and benefits	254,220	261,090	(6,870)	(3%)
Services, contracts and supplies	215,834	226,387	(10,553)	(5%)
Amortization	85,629	92,448	(6,819)	(8%)
Interest	1,715	1,773	(58)	(3%)
All other	4,953	5,695	(742)	(15%)
Total expenses	1,374,253	1,435,848	(61,595)	(4%)
Projected annual deficit	(3,155)	(3,680)	(525)	(17%)
Transfer from operating reserves/designated funds	-	(12,342)	12,342	(100%)
Add/(deduct) capital items paid by operating funds				
Capital assets acquired	(25,830)	(56,392)	(30,562)	54%
Board funded amortization	25,830	25,830	0	0%
Transfer from / (to) capital reserves	-	21,900	21,900	100%
	-	(8,662)	(8,662)	100%

^(A) Approved by the Board of Trustees on May 24, 2022.

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

Attachment II: Spending by schools and service units



	Forecast 2022-23	Salaries and benefits	Supplies and services	Other (interest, amortization and uncollectible accounts)	Q2 Forecast 2022-23	Budget 2022-23	Increase/ (decrease)	
	FTEs	(in \$ thousands)						%
Schools and Areas	9,176	985,712	77,794	-	1,063,506	1,016,486	47,020	5% (1)
Service Unit System Budgets	15	9,294	127,992	89,746	227,032	217,325	9,707	4% (2)
Facilities and Environmental Services	207	22,230	9,323	2,313	33,866	33,227	639	2%
School Improvement	401	51,262	7,080	128	58,470	52,649	5,821	11% (3)
Finance and Technology Services	196	23,514	1,666	7,729	32,909	33,854	(945)	(3%) (4)
Human Resources	108	12,537	1,171	-	13,708	14,038	(330)	(2%)
Communications	21	2,549	42	-	2,591	2,598	(7)	(0%)
General Counsel	12	1,519	74	-	1,593	1,769	(176)	(10%)
Chief Superintendent's Office	3	494	99	-	593	744	(151)	(20%)
Board of Trustees	-	435	1,144	-	1,580	1,562	18	1%
Total	10,139	1,109,545	226,387	99,916	1,435,848	1,374,253	61,595	4%

- (1) **Schools and Areas:** Increase is mainly due to the settlement cost of ATA salary increase, additional staffing due to the increase in enrolment, additional costs for Learning Disruption Grant, and board approved school carry forwards; partially offset with lower than budgeted average salaries in support staffing.
- (2) **Service Unit System Budgets:** increase is mainly due to amortization expense related to the Asset Retirement Obligation with offsetting revenue, increased utilities cost, partially offset with a decreased expense with offsetting revenue for IMR deferral.
- (3) **School Improvement:** Increase is mainly due to new curriculum expenses, additional costs for Learning Disruption Grant, additional costs for Low Incidence Grant, increase Welcome Centre staff due to the increase of new immigrant students.
- (4) **Finance and Technology Services:** decrease in amortization adjustments in estimated amortization expense for the year as asset capitalization was lower than expected from the budget, partially offset with board approved carry forward expenditures from the 2021-22 school year.

Attachment III: Use of reserves

CALGARY BOARD OF EDUCATION 2022-23 PROPOSED USE OF OPERATING RESERVES (in \$ thousands)

<u>Description</u>	Reserves balance Sep. 1, 2022	2022-23 Budget planned use of reserves ⁽¹⁾	Forecasted use of reserves	Forecasted reserves balance Aug. 31, 2023
Accumulated operating reserves				
<u>Available for use reserves</u>				
Fiscal stabilization reserve	37,364	-	(4,040)	33,324
<u>Restricted reserves</u>				
EducationMatters flow-through funds ⁽²⁾	1,929	-	-	1,929
Changes in accounting policy reserve	(10,164)	-	-	(10,164)
Total operating reserves	29,129	-	(4,040)	25,089
Designated operating reserves				
School decentralized budgets	3,700	-	(3,700)	-
Instructional and service unit initiatives	4,602	-	(4,602)	-
Total designated funds	8,302	-	(8,302)	-
Total operating reserves and designated	37,431	-	(12,342)	25,089
Capital reserves				
Building reserve	21,481	-	-	21,481
Other capital reserves ⁽³⁾	27,603	-	(21,900)	5,703
Plant, operations and maintenance	798	-	-	798
Total capital reserves	49,882	-	(21,900)	27,982
Total reserves	87,313	-	(34,242)	53,071

- (1) Approved by the Board of Trustees on May 24, 2022.
- (2) This reserve is the result of consolidating EducationMatters into the CBE's financial statements in accordance with accounting standards.
- (3) The forecasted use of reserves is the amount of the carry forward from prior year board funded assets.

The forecasted operating reserve balance of \$25.1 million is a decrease of \$12.3 million from \$37.4 million at August 31, 2022. This is a forecast and only incorporates the net difference between revenue and expenses at this point. The CBE has consistently carried forward projects of operating and capital nature and given how early we are in the year, no forecast has been established for carryforwards. This carryforward will potentially reduce the draw on operating reserves. 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 until August 31, 2023.

Attachment IV: Capital Budget

	Budget 2022-23	Approved carryforward and revisions	Forecast 2022-23	Variance Favourable/ (Unfavourable)	
(in \$ thousands)					
Capital lease payments (contracts)					
Performance contracts	2,500	-	2,500	-	-
Total Capital Lease Payments	2,500	-	2,500		0%
Non-facility related projects					
Strategic	4,096	1,231	5,327	(1,231)	(23%)
Enhancement	2,505	927	3,432	(927)	(27%)
Maintenance	16,125	6,504	22,629	(6,504)	(29%)
Total non-facility related projects	22,727	8,662	31,388	(8,661)	(28%)
Capital reserve projects					
New school Commissioning	8,632	6,514	15,146	(6,514)	(43%)
Solar Power System	-	6,754	6,754	(6,754)	(100%)
Total capital reserve projects	8,632	13,268	21,900	(13,268)	(61%)
Unallocated board funded projects	604		604	-	0%
Total non-facility capital expenditures	34,462	21,930	56,392	(21,930)	(39%)
Financed by the following:					
Contribution to operating activities			8,662	(8,662)	-
Total amortization expense (non-cash)	25,830		25,830	-	0%
Transfer from capital reserves	8,632		21,900	(13,268)	(154%)
Total board-funded financing	34,462		56,392	(21,930)	(64%)

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: Financial Health Matrix

Financial Health Matrix

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, and 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 over \$160 million, the effective utilization of IMR and CMR funds is 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 support to students.

At this time, the most significant area of concern relates to the overall level of government funding. In addition to inflationary pressures, enrolment and complexity of students has outpaced the rate of funding. 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					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23*
Liquidity Ratio:	1.15	1.24	1.19	1.24	1.22	1.22

(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 one would indicate the need to borrow money to meet current obligations.

	Status: Favourable		Trend: Neutral			
	Q2					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23*
Net Asset: (in millions)	\$ 214	\$ 213	\$ 225	\$ 217	\$ 204	\$ 204

(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					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23*
Debt-to-Asset Ratio:	0.87%	0.88%	0.86%	0.86%	0.87%	0.87%

(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					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23*
Cash Asset Ratio:	1.22	1.22	1.77	1.72	1.77	1.77

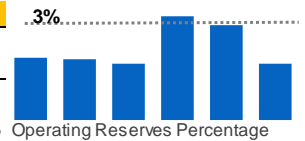
(Cash and Cash Equivalents / Current Liabilities)

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					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23*
Working capital per student:	\$ 219	\$ 310	\$ 251	\$ 415	\$ 346	\$ 346

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					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23*
Expense (\$ millions)	1,365	1,391	1,311	1,341	1,371	1,436
Operating Reserves Percentage	1.9%	1.9%	1.7%	3.2%	2.9%	1.7%



(Operating Reserves / Expenditures)

Operating reserves provide the CBE with short-term flexibility to address unanticipated unfunded costs. Operating Reserve to Expense percentage determines the Board's ability to react to emergent situations and fund special initiatives. Alberta Education mandates a minimum Operating Reserves Percentage of 1% and a maximum of 3.15%. Any Operating Reserves in excess of the maximum would be deducted from future payment by Alberta Education.

Financial Health Indicators
Medium - Long Term

	Status: Neutral		Trend: Favourable			
	Q2					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23

Capital Reserves (\$ millions)	24,200	15,887	28,846	41,863	49,882	27,982
Capital Reserves per Student	199	129	229	341	398	213

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)	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23*

Estimated Deferred Maintenance	162	173	173	171	162	162
IMR Carryforward less Deferred Maintenance	155	168	163	141	152	152

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.

*Note: Alberta Infrastructure has ceased performing facility condition assessments used to determine deferred maintenance values in 2021.

	Status: Neutral		Trend: Unfavourable			
	Q2					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23

Revenues (\$ millions)	1,363	1,390	1,323	1,332	1,360	1,432
Expenses (\$ millions)	1,365	1,391	1,311	1,341	1,371	1,436
Surplus/(Deficit) (\$ millions)	(2.1)	(0.8)	11.5	(9.1)	(10.9)	(3.7)

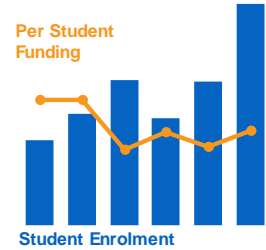
The CBE relies on a steady and predictable stream of revenues in order to effectively plan expenditures. Any unexpected fluctuations in funding can cause a significant variance in budgeted annual surplus/deficit. Revenues are primarily impacted by enrolment and grants rates, while expenditures are mainly impacted by staffing decisions.

	Status: Neutral		Trend: Unfavourable			
	Q2					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23

Per Student Funding	9,048	9,054	8,638	8,783	8,662	8,790
Student Enrolment	120,438	122,400	124,939	122,117	124,802	130,654

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					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23

Percent of Expenses						
Salaries & Benefits	78%	78%	79%	81%	79%	77%
Supplies & Services	16%	17%	14%	13%	15%	16%
Other	5%	6%	6%	6%	6%	7%

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
--	-----	---------------------------

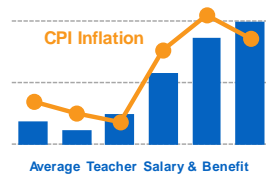
Salaries & Benefits as % of Total System Administration Expenses	47%	77%
---	-----	-----

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					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23**

Average Teacher Salary & Benefit	100,771	100,453	101,000	102,334	103,490	103,990
CPI Inflation	2.26%	1.64%	1.19%	4.90%	6.70%	5.50%

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 2023 Calgary CPI