

public agenda

Regular Meeting of the Board of Trustees

June 13, 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			
	4.1 Proud to be CBE School Tours	D. Downey		
	5 Operational Expectations			
	5.1 OE-5: Financial Planning – Annual Monitoring	C. Usih	OE-5	Page 5-1
	5.2 OE-9: Facilities – Annual Monitoring	C. Usih	OE-9	Page 5-10
	6 Public Comment		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Information		GC-3	
	7.1 EducationMatters Presentation and Financial Statements	H. Ladha, M. Field		Page 7-1
	7.2 Three Year System Student Accommodation Plan 2023-2026	C. Usih, D. Breton	OE-7,8,9	Page 7-20



Time	Topic	Who	Policy Ref	Attachment
8	Matters Reserved for Board Decision	Board	GC-2	
9	Consent Agenda	Board	GC-2.6	
9.1	Items Provided for Board Decision			
9.2	Items Provided for Board Information			
9.2.1	Chief Superintendent's Update		OE-2,3,5,8,9	Page 9-1
9.2.2	Construction Projects Update		OE-7,9	Page 9-8
	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.


operational
expectations
monitoring report

OE-5: Financial Planning

CHIEF SUPERINTENDENT CERTIFICATION

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

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

Signed: 
Christopher Usih, Chief Superintendent

Date: June 13, 2023

BOARD OF TRUSTEES ACTION

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

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

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____

OE-5: Financial Planning

Executive Summary

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

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

The Chief Superintendent's reasonable interpretation and indicators for OE 5: Financial Planning were approved on October 10, 2017. The Board of Trustees last monitored OE 5 on June 15, 2021. This report includes data available from the 2021-2022 school year and contains evidence to support the following findings:

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

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

OE-5: Financial Planning

Board-approved Interpretation |

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

The Chief Superintendent interprets:

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

The Chief Superintendent shall:

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

The Chief Superintendent interprets:

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



OE-5: Financial Planning

Board-approved Indicators and *Evidence of Compliance* |

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

Evidence statement

The Budget Assumptions Report was presented to the Board of Trustees on April 5, 2022.

Evidence demonstrates all indicators in subsection 1 are in compliance.

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

OE-5: Financial Planning

The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

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

Evidence statement

Operational Budget 2022-2023, was presented on May 17, 2022 and May 24, 2022 and approval for submission to Alberta Education. The Budget incorporated all material assumptions as set out in the April 5, 2022 Budget Assumptions Report.

Evidence demonstrates all indicators in subsection 2 are in compliance.



OE-5: Financial Planning

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

The Chief Superintendent interprets:

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

Board-approved Indicators and *Evidence of Compliance* |

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

OE-5: Financial Planning*Evidence statement*

Quarterly variance reports provide explanations for variances in excess of 1% and \$500,000. The following quarterly variance reports were presented to the Board of Trustees in the 2021-2022 school year:

- November 23, 2021 – 2020-2021 Fourth Quarter Budget Variance Analysis
- January 25, 2022 – 2021-2022 First Quarter Budget Variance Analysis
- March 29, 2022 – 2021-2022 Second Quarter Budget Variance Analysis
- June 21, 2022 – 2021-2022 Third Quarter Budget Variance Analysis

Evidence demonstrates all indicators in subsection 3 are in compliance.

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

Board-approved Indicators and *Evidence of Compliance* |

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



OE-5: Financial Planning*Evidence statement*

The *Financial Status of Reserves and Designated Funds* at August 31, 2021 was presented to the Board of Trustees on November 9, 2021 and November 23, 2021 and received approval for the use of reserve funds.

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

Evidence statement

The *Financial Status of Reserves and Designated Funds* at August 31, 2021, was presented to the Board of Trustees on November 9, 2021 and November 23, 2021 as evidence of Board of Trustee approval for transfers between reserve funds.

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

Evidence statement

There was no new debt acquired for 2021-2022 school year.

Evidence demonstrates all indicators in subsection 4 are in compliance.



OE-5: Financial Planning

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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



OE-9: Facilities


Monitoring report for the
school year 2021-2022

Report date:
June 20, 2023

CHIEF SUPERINTENDENT CERTIFICATION

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

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

Signed: 
Christopher Usih, Chief Superintendent

Date: June 20, 2023

BOARD OF TRUSTEES ACTION

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

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

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____



OE-9: Facilities

Executive Summary

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

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

The Chief Superintendent's reasonable interpretation and indicators for OE 9: Facilities were approved on October 10, 2017. The Board of Trustees last monitored OE 9 on June 15, 2021. This report includes data available from the 2020-2021 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
9.1	9.1.1	Compliant
9.1	9.1.2	Compliant
9.1	9.1.3	Compliant
9.1	9.1.4	Compliant
9.2	9.2.1	Compliant
9.2	9.2.2	Compliant
9.2	9.2.3	Compliant
9.3	9.3.1	Compliant
9.3	9.3.2	Compliant
9.3	9.3.3	Compliant
9.4	9.4.1	Not Applicable
9.5	9.5.1	Compliant
9.5	9.5.2	Compliant



OE-9: Facilities

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

Board-approved Interpretation |

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

The Chief Superintendent interprets:

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

The Chief Superintendent shall:

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

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

OE-9: Facilities

The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

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

Evidence statement

In the 2021-2022 school year, all Indoor Environmental Quality Concern reports and Hazard reports were responded to within two work/school days or less. These included 45 hazard reports and 45 Indoor Environmental Quality Concern reports.

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

Evidence statement

Maintenance work orders requiring permits were 100% compliant and adhered to provincial codes. A total of 293 work orders required the CBE to request permits and all of these were subsequently inspected and closed by the City as part of the permitting process.



OE-9: Facilities

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

Evidence statement

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

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

Evidence statement

100% of 7883 emergency maintenance and repair work requests were acted on within 24 hours.

Evidence demonstrates all indicators in subsection 1 are in compliance.

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

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

OE-9: Facilities

The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

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

Evidence statement

100% of new construction projects were designed to achieve a minimum LEED Silver certification. In the 2021-22 reporting year, five new schools were in various stages of construction: Mahogany, Bayside, Lakeshore, Prairie Sky and North Trail High School.

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

Evidence statement

In the 2021-22 reporting year, there were no major modernizations in design or construction.



OE-9: Facilities

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

Evidence statement

In the 2021-2022 school year, 100% of school naturalization or garden development requests were completed. Nine schools made requests and completed the approval process to establish their naturalization or garden areas.

Evidence demonstrates all indicators in subsection 2 are in compliance.

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

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

The Chief Superintendent interprets:

- *Board-approved priority* to mean the list of parameters endorsed by the Board of Trustees and utilized by administration to rank each of new school, modernization and modular project requests for provincial funding consideration.
- *effective and efficient use of funding* to mean the fiscally responsible allocation of financial resources on real property that supports student learning.
- *responsible stewardship* to mean the sustainable management of facilities in support of student learning.

OE-9: FacilitiesBoard-approved Indicators and *Evidence of Compliance* |

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

Evidence statement

The Three-Year School Capital Plan 2023-2026 was approved by the Board of Trustees on March 29, 2022. Annual submission to Alberta Education includes one prioritized capital list consisting of both new school construction and major modernization requests.

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

Evidence statement

The 2022-2023 Modular Classroom Plan was approved by the Board of Trustees on January 25, 2022. During the 2021-2022 school year, the Alberta Education call for modular classroom plans came much later than is typical.

3. Triennial submission to the Board of Trustees for approval of a 10 Year Student Accommodation and Facilities Strategy.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The 10 Year Student Accommodation and Facilities Strategy was submitted to the Board of Trustees on June 21, 2022.

Evidence demonstrates all indicators in subsection 3 are in compliance.

OE-9: Facilities

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

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

The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

1. No less than 80% of schools are made available for public use.	N/A
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This indicator is not applicable for the 2021-2022 school year due to the global COVID-19 pandemic.

Evidence statement

Public rentals in CBE schools were suspended due to the global COVID-19 pandemic. This decision was made in consultation with the City of Calgary, other school jurisdictions and is in alignment with Alberta Health Services best practices for the health and welfare of students. Public rentals resumed on September 1, 2022. This resumption of public rentals will be reflected in next year's monitoring report.

Evidence shows this indicator is not applicable for 2021-2022 school year.



OE-9: Facilities

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

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

The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

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

Evidence statement

During the 2021-2022 school year, Board and Ministerial approvals were obtained for disposition of three CBE properties, and approval for registration of municipally required Access Easement Agreements on the land titles of three other school board properties

OE-9: Facilities

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

Evidence statement

During the 2021-2022 reporting year, there were five new construction projects and no major modernizations projects in design or construction. All projects were approved by the Board of Trustees through the Three-Year School Capital Plan and capital reserve approvals.

Evidence demonstrates all indicators in subsection 5 are in compliance.



OE-9: Facilities

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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



**report to
Board of Trustees**

EducationMatters Financial Statements as at December 31, 2022

Date	June 13, 2023
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor Corporate Secretary
Purpose	Information
Originator	Craig Reardon, Director, Finance Administration, EducationMatters
Governance Policy Reference	Governance Culture GC-3: Board Job Description

1 | Recommendation

The financial report for EducationMatters is provided for Board information.

2 | Issue

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

Appendix I: EducationMatters Financial Statement as at December 31, 2022

EDUCATIONMATTERS, CALGARY'S TRUST FOR PUBLIC EDUCATION

FINANCIAL STATEMENTS

DECEMBER 31, 2022

EDUCATIONMATTERS, CALGARY'S TRUST FOR PUBLIC EDUCATION
TABLE OF CONTENTS
DECEMBER 31, 2022

	Page
Independent Auditor's Report	1
Financial Statements	
Statement of Financial Position	4
Statement of Operations	5
Statement of Changes in Fund Balances	6
Statement of Cash Flows	7
Notes to the Financial Statements	8

INDEPENDENT AUDITOR'S REPORT

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

We have audited the financial statements of EducationMatters, Calgary's Trust for Public Education (the "Trust"), which comprise the statement of financial position as at December 31, 2022, and the statement of operations, statement of changes in fund balances and statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Trust as at December 31, 2022, and its results of operations and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations (ASNPO).

Basis for Opinion

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

Information other than the Financial Statements and Auditor's Report thereon

Management is responsible for the other information. The other information is comprised of the information, other than the financial statements and our auditor's report thereon, in the Annual Report.

Our opinion on the financial statements does not cover the other information and we do not and will not express any form of assurance conclusion thereon. In connection with our audit of the financial statements, our responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated.

The Annual Report is expected to be made available to us after the date of this auditor's report. If, based on the work we will perform on this other information, we conclude that there is a material misstatement of this other information, we are required to report that fact to those charged with governance.

INDEPENDENT AUDITOR'S REPORT, continued

Other Matter

The financial statements of EducationMatters, Calgary's Trust for Public Education for the year ended December 31, 2021 were audited by another auditor who expressed an unqualified opinion on those statements on April 28, 2022.

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

Management is responsible for the preparation and fair presentation of the financial statements in accordance with ASNPO, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

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

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

Auditor's Responsibilities for the Audit of the Financial Statements

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

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Trust's internal control.

INDEPENDENT AUDITOR'S REPORT, continued

- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Trust's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Trust to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

**CALGARY, ALBERTA
APRIL 10, 2023**

Baker Tilly Catalyst LLP
**CHARTERED PROFESSIONAL
ACCOUNTANTS**

EDUCATIONMATTERS, CALGARY'S TRUST FOR PUBLIC EDUCATION
STATEMENT OF FINANCIAL POSITION
DECEMBER 31, 2022

	<u>2022</u>	<u>2021</u>
Assets		
Current		
Cash and cash equivalents (Notes 3 and 8)	\$ 2,714,012	\$ 2,831,001
Accounts receivable	625	921
Prepaid expenditures	13,035	-
	<u>2,727,672</u>	<u>2,831,922</u>
Investments (Notes 4 and 8)	6,741,000	7,429,373
Capital assets (Note 5)	3,746	-
	<u>6,744,746</u>	<u>7,429,373</u>
	<u>\$ 9,472,418</u>	<u>\$ 10,261,295</u>

Liabilities and Fund balances

Current		
Accounts payable and accrued liabilities	\$ 24,313	\$ 37,570
Deferred operating contributions (Note 6)	341,000	401,000
	<u>365,313</u>	<u>438,570</u>
Fund balances		
Operating Fund (Note 8)	766,053	931,067
Flow-through fund	2,231,476	1,811,075
Endowment fund (Note 8)	6,109,576	7,080,583
	<u>9,107,105</u>	<u>9,822,725</u>
	<u>\$ 9,472,418</u>	<u>\$ 10,261,295</u>

Commitments (Note 10)

Approved on behalf of the board



Governor

H Ladha

Governor

EDUCATIONMATTERS, CALGARY'S TRUST FOR PUBLIC EDUCATION
STATEMENT OF OPERATIONS
FOR THE YEAR ENDED DECEMBER 31, 2022

	Operating Fund	Flow- Through Fund	Endowment Fund	2022 Total	2021 Total
Revenue					
Contributions	\$ 5,711	\$ 2,722,920	\$ 80,147	\$ 2,808,778	\$ 2,001,361
Calgary Board of Education grants (Note 6)	570,014	-	-	570,014	600,000
Interest and fees	12,165	-	-	12,165	127,055
Realized gain on investments	(71,619)	19,141	291,936	239,458	169,223
Interfund fees (Note 7)	155,265	(60,564)	(94,701)	-	-
	671,536	2,681,497	277,382	3,630,415	2,897,639
Expenditures					
Grants and scholarships (Notes 6 and 9)	-	2,271,046	181,123	2,452,169	1,245,478
Salaries and benefits (Note 9)	639,544	-	-	639,544	585,720
Computer applications and support	65,843	-	-	65,843	103,754
Investment fees (Note 9)	48,453	-	-	48,453	49,250
Office	32,695	-	-	32,695	45,005
Professional fees	22,811	-	-	22,811	38,990
Rent (Note 6)	14,516	-	-	14,516	21,772
Fund development (Note 9)	11,970	-	-	11,970	9,366
Amortization	718	-	-	718	-
	836,550	2,271,046	181,123	3,288,719	2,099,335
Excess (deficiency) of revenues over expenditures before other income (expenditures)	(165,014)	410,451	96,259	341,696	798,304
Other expenditures/(income)					
Unrealized (gain)/loss on investments	-	(9,950)	1,067,266	1,057,316	(400,430)
Excess (deficiencies) of revenue over expenditures	\$ (165,014)	\$ 420,401	\$ (971,007)	\$ (715,620)	\$ 1,198,734

The accompanying notes are an integral part of the financial statements

EDUCATIONMATTERS, CALGARY'S TRUST FOR PUBLIC EDUCATION
STATEMENT OF CHANGES IN FUND BALANCES
FOR THE YEAR ENDED DECEMBER 31, 2022

	Operating Fund	Flow- Through Fund	Endowment Fund	2022 Total	2021 Total
Balance, beginning of year	\$ 931,067	\$ 1,811,075	\$ 7,080,583	\$ 9,822,725	\$ 8,623,991
Excess (deficiencies) of revenue over expenditures	(165,014)	420,401	(971,007)	(715,620)	1,198,734
Balance, ending of year	\$ 766,053	\$ 2,231,476	\$ 6,109,576	\$ 9,107,105	\$ 9,822,725

EDUCATIONMATTERS, CALGARY'S TRUST FOR PUBLIC EDUCATION
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED DECEMBER 31, 2022

	<u>2022</u>	<u>2021</u>
Cash flows from operating activities		
Net Income	\$ (715,620)	\$ 1,198,734
Adjustments for		
Amortization	718	-
Loss (gain) on investments	817,858	(569,653)
	<u>102,956</u>	<u>629,081</u>
Change in non-cash working capital items		
Accounts receivable	296	3,274
Prepaid expenditures	(13,035)	-
Accounts payable and accrued liabilities	(13,257)	(3,627)
Deferred operating contributions	(60,000)	-
	<u>16,960</u>	<u>628,728</u>
Cash flows from investing activities		
Purchase of investments	(550,129)	(172,178)
Proceeds from sale of investments	420,644	129,227
Purchase of capital assets	(4,464)	-
	<u>(133,949)</u>	<u>(42,951)</u>
Increase (decrease) in cash	(116,989)	585,777
Cash, beginning of year	<u>2,831,001</u>	<u>2,245,224</u>
Cash, end of year	<u>\$ 2,714,012</u>	<u>\$ 2,831,001</u>
Cash consists of:		
Cash	\$ 367,999	\$ 387,760
Treasury bills (Note 3)	2,346,013	2,443,241
	<u>\$ 2,714,012</u>	<u>\$ 2,831,001</u>

The accompanying notes are an integral part of the financial statements

EDUCATIONMATTERS, CALGARY'S TRUST FOR PUBLIC EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED DECEMBER 31, 2022

1. Nature of operations

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

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

2. Significant accounting policies

These financial statements are prepared in accordance with Canadian accounting standards for not-for-profit organizations. The significant policies are detailed as follows:

(a) Cash and cash equivalents

Cash and cash equivalents are defined as cash and short-term investments, with terms to maturity of three months or less at the date of purchase.

(b) Investments

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

(c) Capital assets

Capital assets are recorded at cost. The Trust provides for amortization using the declining balance method at rates designed to amortize the cost of the capital assets over their estimated useful lives. One half of the year's amortization is recorded in the year of acquisition. No amortization is recorded in the year of disposal. The annual amortization rates are as follows:

Computer equipment	30%
--------------------	-----

EDUCATIONMATTERS, CALGARY'S TRUST FOR PUBLIC EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED DECEMBER 31, 2022

2. Significant accounting policies, continued

(d) Impairment of long-lived assets

The Trust tests for impairment whenever events or changes in circumstances indicate that the carrying amount of the assets may not be recoverable. Recoverability is assessed by comparing the carrying amount to the projected undiscounted future net cash flows the long-lived assets are expected to generate through their direct use and eventual disposition. When a test for impairment indicates that the carrying amount of an asset is not recoverable, an impairment loss is recognized to the extent carrying value exceeds its fair value.

(e) Revenue recognition

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

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

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

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

(f) Foreign exchange

The Trust uses the temporal method to translate its foreign currency transactions.

Monetary assets and liabilities are translated at the exchange rate in effect at the statement of financial position date. Other assets and liabilities are translated at the rate in effect on the transaction date. Balances for the current year appearing in the statement of operations are translated at average year rates. Exchange gains and losses are included in the statement of operations.

EDUCATIONMATTERS, CALGARY'S TRUST FOR PUBLIC EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED DECEMBER 31, 2022

2. Significant accounting policies, continued

(g) Trust funds

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

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

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

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

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

(h) Interfund fees

Interfund fees are charged to the flow-through and endowment funds in lieu of charging administrative expenses to those funds. Endowment funds are generally charged an interfund fee of 1.5% in accordance with donor agreements and flow-through funds are generally charged an interfund fee of 3.5% of each gift received.

(i) Donated material and services

Donated materials and services are not recorded because the fair market value is not readily determinable.

EDUCATIONMATTERS, CALGARY'S TRUST FOR PUBLIC EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED DECEMBER 31, 2022

2. **Significant accounting policies, continued**

(j) **Financial instruments**

(i) **Measurement of financial instruments**

The Trust initially measures its financial assets and liabilities at fair value, except for certain related party transactions that are measured at the carrying amount or exchange amount, as appropriate.

The Trust subsequently measures all its financial assets and financial liabilities at amortized cost, except for investments in equity instruments that are quoted in an active market, which are measured at fair value. Changes in fair value are recognized in the statement of operations in the period incurred.

Financial assets measured at amortized cost include cash and cash equivalents and accounts receivable.

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

Financial assets measured at fair value include the pooled investment funds.

(ii) **Impairment**

For financial assets measured at amortized cost, the Trust determines whether there are indications of possible impairment. When there is an indication of impairment, and the Trust determines that a significant adverse change has occurred during the period in the expected timing or amount of future cash flows, a write-down is recognized in the statement of operations. A previously recognized impairment loss may be reversed to the extent of the improvement. The carrying amount of the financial asset may not be greater than the amount that would have been reported at the date of the reversal had the impairment not been recognized previously. The amount of the reversal is recognized in the statement of operations.

(iii) **Transaction costs**

The entity recognizes its transaction costs in the statement of operations in the period incurred. However, financial instruments that will not be subsequently measured at fair value are adjusted by the transactions costs that are directly attributable to their organization, issuance or assumption.

EDUCATIONMATTERS, CALGARY'S TRUST FOR PUBLIC EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED DECEMBER 31, 2022

2. **Significant accounting policies, continued**

(k) **Measurement uncertainty**

The preparation of financial statements in accordance with Canadian accounting standards for not-for-profit organizations requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the period. Significant areas requiring the use of estimates include: useful lives of capital assets. Actual results may differ from management's best estimates as additional information becomes available in the future.

3. **Cash and cash equivalents**

Cash and cash equivalents include short-term investments of \$2,346,013 (2021 - \$2,443,241) consisting entirely of investments in Canadian treasury bills with maturity dates of 90 days or less. Short-term investments yield an average interest rate of 1.70% (2021 - 0.10%).

4. **Investments**

	2022	2021
Pooled Funds - Endowment Fund	\$ 6,036,171	\$ 6,849,473
Pooled Funds - Long-Term Self-Sustainability Fund	704,829	579,900
	\$ 6,741,000	\$ 7,429,373

Investments are comprised of \$6,741,000 (2021 - \$7,429,373) in pooled investment funds measured at fair value. The Trust's policy is to liquidate gifted shares on the same day as they are received. There were gifted shares measured at fair value of \$526,892 (2021 - \$23,717) held at December 31, 2022.

During the year the Board approved the repurposing and renaming of the previous Pooled Funds - Operating Fund as the Long-Term Self-Sustainability Fund. The Board also approved the transfer of \$200,000 from cash to the Pooled Funds - Long-Term Self-Sustainability Fund.

EDUCATIONMATTERS, CALGARY'S TRUST FOR PUBLIC EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED DECEMBER 31, 2022

5. **Capital assets**

	Cost	Accumulated Amortization	2022 Net Book Value
Computer equipment	\$ 4,464	\$ 718	\$ 3,746

6. **Related party transactions**

The Trust is economically dependent on contributions from the Calgary Board of Education ("CBE") and is committed to provide services to CBE in fund development, grants and student awards. During the year, the Trust received \$570,014 (2021 - \$600,000) from the CBE. Contributions in the amount of \$341,000 (2021 - \$400,000) were deferred to 2022 in accordance with spending the funds over a twelve-month period and are included in the deferred operating contributions on the statement of financial position.

The Trust rented office space and purchased services of \$14,516 (2021 - \$21,772) and \$12,744 (2021 - \$12,119), respectively, from the CBE.

Grants awarded to CBE schools by the Trust are distributed to recipients by way of the CBE. In 2022, this amount was \$1,919,437 (2021 - \$751,260).

These transactions are in the normal course of operations and have been valued in these financial statements at the exchange amount which is the amount of consideration established and agreed to by the related parties.

7. **Interfund fees**

The Flow-Through Fund generated fees of \$60,564 and the Endowment Fund generated fees of \$94,701, all of which were transferred to the Operating Fund.

EDUCATIONMATTERS, CALGARY'S TRUST FOR PUBLIC EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED DECEMBER 31, 2022

8. Endowment and Operating funds

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

	2022	2021
Cash and cash equivalents	\$ 6,726	\$ 231,110
Investments	6,036,171	6,849,473
	\$ 6,042,897	\$ 7,080,583

Operating funds are invested to provide long-term sustainability and are comprised of the following:

	2022	2021
Cash and cash equivalents	\$ 61,224	\$ 351,167
Investments	704,829	579,900
	\$ 766,053	\$ 931,067

9. Additional information on fund development

(a) Expenditures incurred to raise funds

	2022	2021
Fund development expenditures	\$ 11,970	\$ 9,366
Fund development salaries and benefits	233,055	159,496
	\$ 245,025	\$ 168,862

(b) Funds raised during 2022 were \$2,808,778 (2021 - \$2,001,361).

(c) Summary of disbursements:

	2022	2021
Grants	\$ 1,919,437	\$ 751,260
Scholarships	532,732	494,218
	\$ 2,452,169	\$ 1,245,478

EDUCATIONMATTERS, CALGARY'S TRUST FOR PUBLIC EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED DECEMBER 31, 2022

9. **Additional information on fund development, continued**

(d) Allocation of total expenditures and disbursements

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

	2022	2021
Grant disbursements	\$ 2,452,169	\$ 1,245,478
Fund development expenditures, excluding events	245,025	168,862
Program expenditures	542,354	635,745
Investment fees	48,453	49,250
Amortization expense	718	-
	\$ 3,288,719	\$ 2,099,335

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

10. **Commitments**

The Trust's office lease with the CBE was renewed in September 2022 for an additional one-year term to August 31, 2023 and requires monthly rental payments of \$1,814.

In February 2021, the Trust entered into a software subscription services agreement for a five-year term with annual payments of \$15,500 USD. The Trust records foreign currency transactions at the spot rate in effect as of the transaction date.

11. **Comparative figures**

The financial statements for the year ended December 31, 2021 were audited by another practitioner and are presented for comparative purposes only.

The financial statements have been reclassified, where applicable, to conform to the presentation used in the current year. The changes do not affect prior year earnings.

12. **Financial instruments**

Transactions in financial instruments may result in an entity assuming or transferring to another party one or more of the financial risks described below. The required disclosures provide information that assists users of financial statements in assessing the extent of risk related to financial instruments.

EDUCATIONMATTERS, CALGARY'S TRUST FOR PUBLIC EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED DECEMBER 31, 2022

12. **Financial instruments, continued**

(a) **Market risk**

Market risk is the risk that the value of a financial instrument will fluctuate as a result of changes in market prices (other than those arising from interest rate risk or currency risk), whether those changes are caused by factors specific to the individual financial instrument or its issuer, or factors affecting all similar financial instruments traded in the market. The Trust is exposed to market risk through its pooled investments invested in equity securities traded in an active market.

(b) **Credit risk**

Credit risk is the risk that one party to a transaction will fail to discharge an obligation and cause the other party to incur a financial loss. The financial instruments that potentially subject the Trust to significant concentration of credit risk primarily consist of cash and cash equivalents and investments.

(c) **Interest rate risk**

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates. The Trust is exposed to interest rate risk on its fixed income instruments within the pooled investment account. Fixed-rate financial instruments subject the Trust to a fair value risk.

Unless otherwise noted, it is management's opinion that the Trust is not exposed to significant other price risks arising from these financial instruments.

report to Board of Trustees

Three-Year System Student Accommodation Plan 2023-2026

Date	June 13, 2023
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih, Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-7: Communication with and Support for the Board OE-8: Communicating and Engaging with the Public OE-9: Facilities
Resource Person(s)	Education Directors Brooke Boser, Planning Analyst, Planning Lindsay Cova-Martinez, Planning Analyst, Planning Conor McGreish, Planning Analyst, Planning Lawrence Quan, Planning Analyst, Planning Jen Pooley, Community Planning Technician Brenda Gibson, Manager, Transportation Catherine Ford, Director, Planning

1 | Recommendation

It is recommended:

- That this report is brought forward as information to the Board. No decision is required at this time.



2 | Issue

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

- student accommodation initiatives completed since the last 3yr SSAP and up to May 15, 2023; and
- decisions made to address student accommodation challenges that will be implemented in the 2023-24 school year; and
- student accommodation issues that have been identified for monitoring and potential planning over the next three years.

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

3 | Background

Student accommodation planning is an ongoing process that reflects the need for the system to adapt to evolving student needs. The timely flow of information to the public regarding these needs and a commitment to two-way communication that builds understanding and support for decisions is important. Identifying schools on the 3yr SSAP triggers the flow of information to schools. It also serves as an indicator to school communities that changes may need to happen in the future. Schools identified on the plan are generally schools with a high utilization or low utilization. When utilization is too high or too low, it can have effects on teaching and learning at schools. The 3yr SSAP highlights schools where utilization and use of space at a school may be a concern presently or into the future. While utilization is one guideline for determining placement on the plan, schools may also be identified as requiring changes due to educational need. The plan also identifies schools that may require adjustments to their attendance area due to the opening of new schools. Lastly, emergent issues may develop over the course of the year that need immediate attention. These are managed in real time, with outcomes placed on the completed section of the 3yr SSAP the following year.

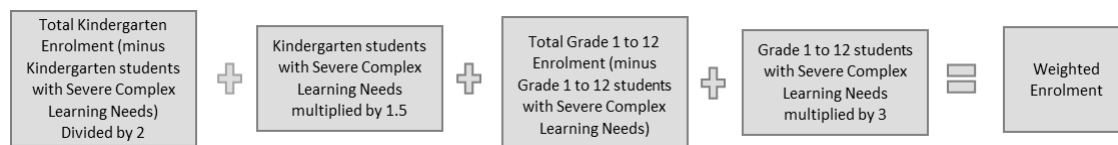
Most schools listed on the 3yr SSAP have a current utilization rate of less than 70 per cent or greater than 95 per cent or are projected to be less than 70 per cent or greater than 95 per cent by the 2025-26 school year. Using these utilization thresholds allow for a comprehensive list of schools that may require accommodation plans.

Utilization is calculated using an Alberta Education formula that incorporates a weighted factor according to space needs. The following groups are weighted enrolments:

- kindergarten students who typically attend half day; and

- K-12 students who are coded as having severe complex learning needs.

The diagram below illustrates how weighted enrolment is determined.



Utilization is calculated by dividing the weighted enrolment by the Provincial capacity of a school. By working in coordination with the Modular Classroom Program and the Three-Year School Capital Plan, the 3yr SSAP guides system accommodation planning to ensure students have efficient and effective schools in the right places.

4 | Analysis

The *Active Projects* (Attachment I) outlines ongoing accommodation issues, projects where work has not yet started and any newly identified projects. These are organized into the following groupings:

- System Initiatives;
- Short Term Student Accommodation Challenges – Decision Required by 2024-2025 School Year;
- Long Term Student Accommodation Challenges - No Changes Anticipated within Next 18 Months; and
- Plan In Place.

Guided by Calgary Board of Education (CBE) planning principles listed in the Student Accommodation Planning Process Administrative Regulation ([AR 1090](#)), and the need to align learning offerings to maximize programmatic and operational efficiencies, all projects identified fall in one of the following categories:

- Fiscal Responsibility/Facility Optimization
 - Applies to schools where there may be opportunity for improved resource management and cost savings.
- Low Enrolment and/or Excess Capacity
 - Schools currently under 70% utilization or anticipated to be under 70% over the next 3 years.
- Balance Enrolment
 - There may be opportunity to balance enrolment between this school and nearby schools.
- Overcapacity and/or Nearing Capacity
 - Schools currently over 95% utilization or anticipated to be over 95% utilization over the next 3 years.
- New School Projects
 - Schools that will be affected by new school openings.
- Plan in Place

- Schools that may have a lottery in place to limit enrolment at the school or may have been involved in recent accommodation planning.

A map of the projects by category is included as Attachment III. These categories will be used to update the online story map tool entitled “SSAP Dashboard” available on the “[Three Year System Student Accommodation Plan](#)” webpage. The dashboard provides access to additional information for each school on the plan, including a three-year enrolment and utilization rate projection.

Below is a list of projects and associated schools for both System Initiatives and Short-Term Projects listed in Attachment I.

System Initiatives

- Project 19-P6 - Louise Dean Centre
- Project 23-P1 - Chinook Learning Services
- Project 20-P3 - Home Education
- Project 18-P7 - All Boys Program

Short Term Projects

- Project 18-P23 - Eric Harvie School, Tuscany School, Twelve Mile Coulee School
- Project 23-P2 - Royal Oak School
- Project 19-P28 - Captain Nichola Goddard School, Panorama Hills School, Buffalo Rubbing Stone School
- Project 22-P3 - Colonel Irvine School
- Project 23-P9 - James Fowler High School
- Project 22-P15 - Hidden Valley School, Valley Creek School
- Project 23-P12 - Keeler School
- Project 22-P4 - James Short Memorial School, G.W. Skene School
- Project 23-P13 – Stanley Jones School
- Project 18-P15 - Manmeet Singh Bhullar School
- Project 22-P20 - Saddle Ridge School
- Project 22-P9 - Chief Justice Milvain School, Colonel J. Fred Scott School
- Project 22-P5 - Grant MacEwan School, O.S. Geiger School
- Project 23-P20 - Hugh A. Bennett School
- Project 23-P22 - Ted Harrison School
- Project 23-P23 - Terry Fox School
- Project 23-P24 - Cranston School
- Project 23-P25 - Lakeshore School
- Project 23-P26 - Mahogany School, Bayside School
- Project 23-P29 - Ron Southern School
- Project 23-P32 - A.E. Cross School, Mount Royal School, Vincent Massey School
- Project 23-P33 - Connaught School, Ramsay School, Earl Grey School
- Project 22-P27 - Simons Valley School
- Project 23-P34 - Killarney School, Captain John Palliser School
- Project 23-P35 - Dr. Roberta Bondar School
- Project 23-P36 - Richmond School
- Project 23-P45 – Lord Beaverbrook High School

The *Completed Projects* (Attachment II) details the projects completed before May 15th, 2023.

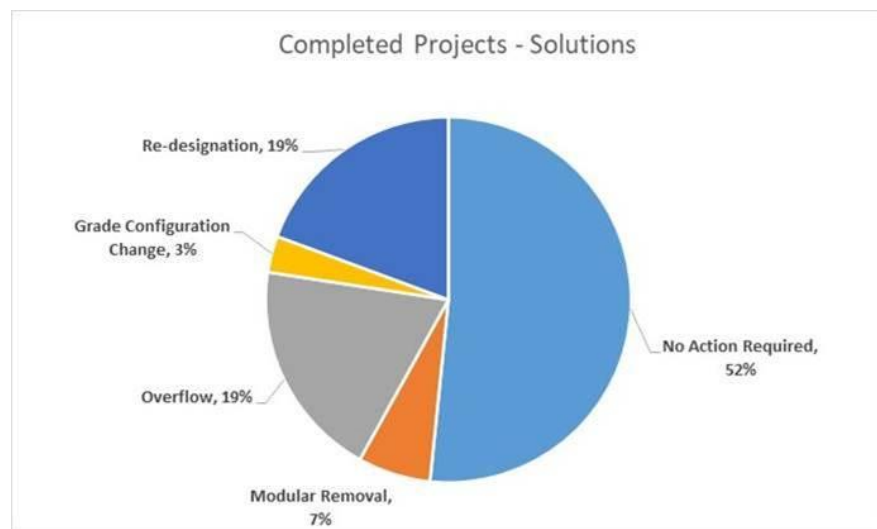
- Emergent - Sir Winston Churchill High School
- Project 20-P2 - START Outreach

- Project 20-P6 - Westbrook Outreach, Alternative High School
- Project 20-P8 - Scenic Acres School
- Project 22-P10 - F.E. Osborne School
- Project 22-P12 - Simon Fraser School
- Project 20-P12 - North Haven School
- Project 21-P39 - Northern Lights School
- Project 22-P17 - Sunnyside School
- Project 18-P76b - Monterey Park School
- Project 22-P7 - Douglas Harkness School, Pineridge School
- Project 22-P8 - Annie Foote School, Guy Weadick School
- Project 18-P76 - Annie Foote School
- Project 22-P22 - Samuel W. Shaw School
- Project 22-P23 - A.E. Cross School
- Project 20-P69 - Earl Grey School
- Project 20-P70 - Ramsay School

Additionally, the following projects are considered complete and removed from the SSAP list because they are not anticipated to be below 70% utilization or above 95% utilization in the next three years:

- Project 15-P4 - Bowcroft School
- Project 22-P11 - Ranchlands School
- Project 21-P32 - Banff Trail School
- Project 22-P18 - Valley View School
- Project 20-P14b - Roland Michener School
- Project 21-P42 - Belfast School
- Project 22-P14 - Erin Woods School
- Project 22-P16 - Radisson Park School
- Project 21-P51 - Acadia School
- Project 22-P21 - Midnapore School
- Project 20-P19b - Andrew Sibbald School
- Project 20-P60 - Glenbrook School
- Project 21-P22 - Haysboro School
- Project 22-P26 - Woodbine School

Note: Projects tagged “b” are completed components of a project still underway.



Graph 1: Completed projects by solution.

From the above listed completed projects there were several different solutions to accommodation challenges. The “No Action Required” category includes schools affected by new school construction, Board decisions regarding the modular classroom plan that address utilization rate pressures as well as those that resolved themselves through natural increases or decreases in enrolment to bring them above 70% or below 95%.

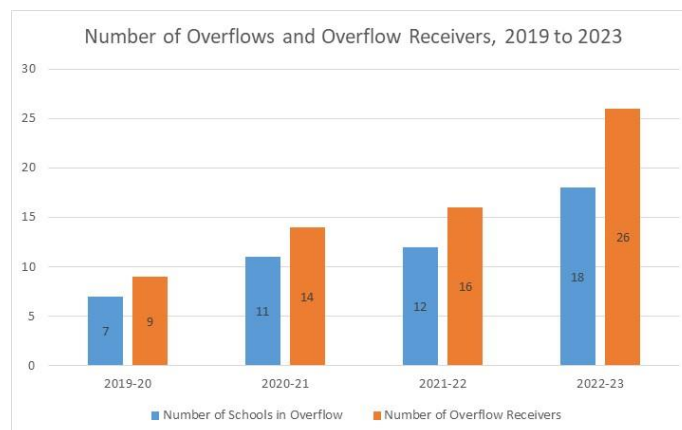
Maps of Projects by Category (Attachment III) includes maps for each project category and their locations within the City of Calgary.

Enrolment Status (Attachment IV) has been included to inform and provide transparency around schools with the capacity to accommodate out of attendance area students. These are defined as follows:

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

Schools in Overflow

The number of schools reaching capacity increased during the 2022-23 school year. Record enrolment growth, largely due to new migrants to Calgary, both interprovincial and international, continues to pressure the system. This has caused the number of schools in overflow status to rise. Below is a 4-year trend of schools in overflow. It shows the number of schools in an overflow status, as well as the number of schools receiving overflowed students. We expect this trend to continue without new school construction.



Graph 2: Number of overflow schools and schools that receiver students.

The total count includes overflows and receivers that occurred at any time in the school year and may be different from the total count at year end. Overflows may be rescinded and implemented throughout a school year.

5 | Financial Impact

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

Within Attachment II, the projects that resulted in movement of students through new school opening, changes in designation or overflow are noted. Reported impacts may include the number of students affected by the change, an increase or decrease of transportation costs, and anticipated costs of programming moves and/or expansions.

6 | Conclusion

Student accommodation planning founded upon CBE values is essential to best advance the Education Plan, particularly with respect to maximizing programmatic and operational efficiencies. Communication plans are developed for each undertaking, as required to communicate changes to internal and external stakeholders in a clear and timely manner.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

Attachments

Attachment I: Active Projects
Attachment II: Completed Projects
Attachment III: Maps of Projects by Category
Attachment IV: Enrolment Status

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

System Initiatives

<p>Project 19-P6</p> <p>Ongoing</p> <p>Area 4</p>	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	Louise Dean Centre
	Category	Fiscal Responsibility/Facility Optimization
	Issue	Louise Dean Centre is currently located in Kensington School. The facility requires significant infrastructure investments and has one of the highest operating costs per student in the system.
	Summary	<p>On September 27, 2022, the Calgary Board of Education (CBE) Board of Trustees accepted a recommendation from CBE Administration to commence the public input process.</p> <p>At the November 29, 2022, regular meeting of the Board of Trustees of The (CBE), the Board passed the following motion: "THAT the Board of Trustees approves the closure of the Louise Dean School effective June 28, 2024, for the purpose of relocation."</p> <p>On April 12, 2023, the Province of Alberta announced partial funding to renovate the Jack James High School site to enhance the space to include Louise Dean Centre. A plan is in place and implementation is ongoing.</p>
<p>Project 20-P3</p> <p>Ongoing</p> <p>Area 5</p>	Program	Regular
	Communities Impacted	All Communities
	Schools Involved	Home Education
	Category	Fiscal Responsibility/Facility Optimization
	Issue	Need to optimize the use of existing facilities to better align with the funding framework.
	Summary	CBE continues to review how to best support the learning needs of students in a fashion that optimizes the use of CBE facilities to better align with the funding framework.
<p>Project 23-P1</p> <p>New</p> <p>Area 5</p>	Program	Regular
	Communities Impacted	All Communities
	Schools Involved	Chinook Learning Services
	Category	Fiscal Responsibility/Facility Optimization
	Issue	Chinook Learning Services is located in CBE high schools which have increasingly limited space.
	Summary	<p>CBE will review current locations for Chinook Learning Services and how to best support the learning needs of students in a fashion that optimizes the use of CBE facilities.</p> <p>Chinook Learning Services is currently located at James Fowler High School (Project 23-P9), Lord Beaverbrook High School (Project 23-P45) and Lord Shaughnessy High School. For the 2023-2024 school year Chinook Learning Services will expand to another location at Forest Lawn High School.</p>

<p>Project 18-P7</p> <p>Ongoing</p> <p>Area 7</p>	Program	Alternative
	Communities Impacted	Multiple
	Schools Involved	All Boys Program
	Category	Fiscal Responsibility/Facility Optimization
	Issue	The school utilization is at or anticipated to be below 70%. Enrolment in the program peaked at just over 175 students in 2016 but has been declining since.
	Summary	<p>All Boys Program at Sir James Lougheed School is a single-track Kindergarten to Grade 6 alternative program school. September 2022 enrolment was 64 students, and the September 2023 enrolment projection is 61 students.</p> <p>This program is being assessed for its sustainability. There are possible changes to delivery or location being considered to better support the learning needs of students.</p>

Short Term Student Accommodation Challenges – 2023-2026

<p>Project 18-P23</p> <p>Ongoing</p> <p>Area 1</p>	Program	Regular/Alternative
	Communities Impacted	Tuscany
	Schools Involved	Eric Harvie School, Tuscany School, Twelve Mile Coulee School
	Category	Balance Enrolment
	Issue	Twelve Mile Coulee School is near capacity. Tuscany School and Eric Harvie School have capacity.
	Summary	There is an opportunity to consider a grade configuration change between schools.

<p>Project 23-P2</p> <p>New</p> <p>Area 1</p>	Program	Regular
	Communities Impacted	Rocky Ridge, Royal Oak, Glacier Ridge
	Schools Involved	Royal Oak School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	Designation of the Glacier Ridge community was completed on June 22, 2022, to Royal Oak School. Enrolment from this community is still low but will increase in future years.

<p>Project 23-P34</p> <p>New</p> <p>Area 1</p>	Program	Alternative
	Communities Impacted	Northeast Calgary Communities
	Schools Involved	Captain John Palliser School, Killarney School
	Category	Balance Enrolment
	Issue	Students in northeast Calgary are currently designated to Killarney School for Montessori programming.
	Summary	There is an opportunity for students in northeast Calgary to be designated to a school closer to home at Captain John Palliser School.

<p>Project 19-P28</p> <p>Ongoing</p> <p>Area 2</p>	Program	Regular
	Communities Impacted	Panorama Hills
	Schools Involved	Buffalo Rubbing Stone School, Captain Nichola Goddard School, Panorama Hills School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>A grade configuration change that came into effect for September 2019 resulted in more balanced utilization between the three schools. Prior to this change, utilization at the two elementary schools was under 90% and the utilization at the middle school was over 115%.</p> <p>An accommodation plan may be needed to relieve continued enrolment pressures.</p>

<p>Project 22-P3</p> <p>Ongoing</p> <p>Area 2</p>	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	Colonel Irvine School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Colonel Irvine School accommodates students from the new and developing communities of Carrington and Livingston.</p> <p>A re-designation of the Carrington community for the 2023 school year from Colonel Irvine to Nose Creek School was communicated to Parents October 28, 2022.</p> <p>The school is dual track Regular and Mandarin program, which requires further accommodation and programming considerations. Further accommodation planning may be needed for Colonel Irvine School.</p>

<p>Project 23-P9</p> <p>New Area 2</p>	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	James Fowler High School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>James Fowler High School became the overflow bus receiver school for students in the communities of Martindale, Saddle Ridge, and Taradale designated to Nelson Mandela High School.</p> <p>James Fowler High School is one of the locations for Chinook Learning Services (Project 23-P1). Chinook Learning Services is expanding to another location for the 2023-2024 school year. This new location will mean fewer classrooms needed at James Fowler High School. Future accommodation planning may have an effect on space at James Fowler High School.</p> <p>Enrolment at James Fowler High School has been increasing and is anticipated to be over 100% for the 2023-2024 school year.</p>

<p>Project 22-P15</p> <p>Ongoing Area 3</p>	Program	Regular/Alternative
	Communities Impacted	Ambleton, 02L
	Schools Involved	Hidden Valley School, Valley Creek School
	Category	Balance Enrolment
	Issue	Designated areas between French Immersion programs are unbalanced.
	Summary	<p>There may be an opportunity to re-designate communities to align both Regular and French Immersion program boundaries.</p> <p>Currently the communities of Ambleton and 02L are designated to Hidden Valley and Valley Creek Schools for Regular program and to King George and Dr. G.P. Vanier Schools for French Immersion program. There may be an opportunity to align the designations.</p>

<p>Project 22-P4</p> <p>Ongoing Area 3</p>	Program	Regular
	Communities Impacted	Penbrook Meadows, Applewood Park
	Schools Involved	G. W. Skene School, James Short Memorial School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70%.
	Summary	<p>The current utilization rate at James Short Memorial School is 41% and at G.W. Skene School is 68%.</p> <p>There is an opportunity to use space in the school for system programs, to help alleviate other accommodation pressures, or to consider consolidation with schools in proximity.</p>

<p>Project 23-P12</p> <p>New Area 3</p>	Program	Regular
	Communities Impacted	Forest Heights, Redstone
	Schools Involved	Keeler School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95%.
	Summary	Keeler School accommodates students from the new and developing community of Redstone and enrolment is projected to increase as the community continues to build-out.

<p>Project 23-P13</p> <p>New Area 3</p>	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	Stanley Jones School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Stanley Jones is a dual-track school offering both the Alice Jamieson Girls' Academy and a Regular Program. Enrolment in the regular program has been increasing. There may be an opportunity to relocate Alice Jamieson Girls' Academy.</p> <p>Stanley Jones School has a utilization of 98% for the 2022-2023 school year and is anticipated to be 100% for the 2023-2024 school year.</p>

<p>Project 18-P15</p> <p>Ongoing Area 4</p>	Program	Regular
	Communities Impacted	Martindale
	Schools Involved	Manmeet Singh Bhullar School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95%.
	Summary	Enrolment from the Martindale community is anticipated to exceed the available space at Manmeet Singh Bhullar School.

<p>Project 22-P20</p> <p>Ongoing Area 4</p>	Program	Regular
	Communities Impacted	Saddle Ridge
	Schools Involved	Saddle Ridge School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95%.
	Summary	Saddle Ridge School is a bus receiver for the Savanna development in the Saddle Ridge community and enrolment is anticipated to exceed the available space at the school as the community continues to build-out.

<p>Project 22-P5</p> <p>Ongoing</p> <p>Area 4</p>	Program	Regular
	Communities Impacted	Castleridge, Falconridge, Cornerstone
	Schools Involved	Grant MacEwan School, O. S. Geiger School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95%.
	Summary	Designation of the Cornerstone community overflow for kindergarten to Grade 6 Regular Program students from Grant MacEwan School to O.S. Geiger School was implemented for the 2022-2023 school year. Enrolment from the Cornerstone community attending O.S. Geiger School is anticipated to exceed the available space at the school as the community continues to build-out.

<p>Project 22-P9</p> <p>Ongoing</p> <p>Area 4</p>	Program	Regular/Alternative
	Communities Impacted	Whitehorn
	Schools Involved	Chief Justice Milvain School, Colonel J. Fred Scott School
	Category	Balance Enrolment
	Issue	The current option boundary for the community of Whitehorn presents a challenge with the introduction of online registration through SchoolEngage.
	Summary	There is an opportunity to balance enrolment at the schools through implementation of individual boundaries for both schools.

<p>Project 23-P20</p> <p>New</p> <p>Area 4</p>	Program	Regular
	Communities Impacted	Saddle Ridge
	Schools Involved	Hugh A. Bennett School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95%.
	Summary	Boundary changes were made for the 2021-2022 school year to reduce the designated area for Hugh A Bennett School. At the time of the boundary change, it was communicated that as the community of Saddle Ridge continues to grow, is anticipated that students from this community may be re-designated to other schools in the future.

<p>Project 23-P22</p> <p>New</p> <p>Area 4</p>	Program	Regular
	Communities Impacted	Taradale
	Schools Involved	Ted Harrison School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95%.
	Summary	Enrolment from the Taradale community is anticipated to exceed the available space at Ted Harrison School.

<p>Project 23-P23</p> <p>New</p> <p>Area 4</p>	Program	Regular
	Communities Impacted	Falconridge, Castleridge, Cornerstone
	Schools Involved	Terry Fox School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95%.
	Summary	Terry Fox School accommodates students from the new and developing community of Cornerstone and enrolment is anticipated to exceed the available space at Terry Fox School.

<p>Project 23-P24</p> <p>New</p> <p>Area 5</p>	Program	Regular
	Communities Impacted	Cranston, Seton
	Schools Involved	Cranston School
	Category	Over Capacity and/or Nearing Capacity
	Issue	Cranston School is a bus receiver for the community of Seton and is anticipated to be above 95% utilization.
	Summary	<p>Cranston School accommodates students from the new and developing community of Seton and enrolment is anticipated to exceed the available space at Cranston School.</p> <p>Cranston School has a utilization of 90% for the 2022-2023 school year and is anticipated to be 95% for the 2023-2024 school year.</p>

<p>Project 23-P25</p> <p>New</p> <p>Area 5</p>	Program	Regular
	Communities Impacted	Auburn Bay, Mahogany
	Schools Involved	Lakeshore School
	Category	Over Capacity and/or Nearing Capacity
	Issue	Lakeshore School is a bus receiver for the community of Mahogany and is anticipated to be above 95% utilization.
	Summary	<p>Lakeshore School opened for the 2022-2023 school year as a Grade 5-9. Lakeshore School will change to a Grade 6-9 for the 2023-2024 school year.</p> <p>An accommodation plan will be needed to relieve enrolment pressures.</p> <p>Lakeshore School has a utilization of 105% for the 2022-2023 school year and is anticipated to be 102% for the 2023-2024 school year.</p>

<p>Project 23-P26</p> <p>New Area 5</p>	Program	Regular
	Communities Impacted	Mahogany
	Schools Involved	Bayside School, Mahogany School
	Category	Over Capacity and/or Nearing Capacity
	Issue	Mahogany School is anticipated to be above 95% utilization.
	Summary	<p>Mahogany School opened for the 2022-2023 school year as a kindergarten to Grade 4 school.</p> <p>To align with the middle school designation Mahogany School will change to a Kindergarten to Grade 5 for the 2023-2024 school year.</p> <p>On January 11, 2023, an overflow was implemented to Bayside School in Auburn Bay. Further accommodation planning will be necessary if there is insufficient space at Bayside School in the future.</p>

<p>Project 23-P45</p> <p>New Area 5</p>	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	Lord Beaverbrook High School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>The community of New Brighton is re-designated to Lord Beaverbrook for the 2024-2025 school year. As well Lord Beaverbrook High School is one of the locations for Chinook Learning Services.</p> <p>Chinook Learning Services is expanding to another location for the 2023-2024 school year (Project 23-P1). Future accommodation planning may have an effect on space at Lord Beaverbrook High School.</p> <p>Enrolment at Lord Beaverbrook High School has been increasing and is anticipated to be 86% for the 2023-2024 school year.</p>

<p>Project 23-P29</p> <p>New Area 6</p>	Program	Regular
	Communities Impacted	Silverado, Belmont, Yorkville
	Schools Involved	Ron Southern School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	Ron Southern School accommodates students from the new and developing communities of Belmont and Yorkville and enrolment is anticipated to increase as the communities continue to build-out. Enrolment from the communities attending Ron Southern School is anticipated to exceed the available space at the school

Project 23-P32 New Area 7	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	A. E. Cross School, Mount Royal School, Vincent Massey School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Mount Royal School enrolment increased from 315 in 2021 to 412 in 2022. This has led to a utilization rate of 103%. As a result, two overflow schools, A.E. Cross School and Vincent Massey School are accommodating students who are unable to attend Mount Royal School.</p> <p>We will continue to monitor enrolment at all three schools in order to balance enrolment pressures.</p>
Project 22-P27 Ongoing Area 7	Program	Regular
	Communities Impacted	MacEwan Glen, Sandstone Valley, Kincora
	Schools Involved	Simons Valley School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Simons Valley School enrolment continues to increase due to the growing communities of Kincora and MacEwan Glen. This has led to a utilization rate of 112%.</p> <p>With the approval of the 2022-23 Modular Classroom Program four modular units are being added to the school. This will result in an increase in capacity at the school and a decrease in utilization.</p>
Project 23-P33 New Area 7	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	Connaught School, Earl Grey School, Ramsay School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Connaught School enrolment increased from 358 in 2021 to 498 in 2022. This has led to a utilization rate of 121%. As a result, two overflow schools, Ramsay School and Earl Grey School are accommodating students who are unable to attend Connaught School.</p> <p>We will continue to monitor enrolment at all three schools in order to balance enrolment pressures.</p>

<p>Project 23-P35</p> <p>New</p> <p>Area 7</p>	Program	Regular
	Communities Impacted	Aspen Woods
	Schools Involved	Dr. Roberta Bondar School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Monitor Enrolment</p> <p>Dr. Roberta Bondar School enrolment increased from 548 in 2021 to 580 in 2022. Dr. Roberta Bondar School has a utilization of 101% for the 2022-2023 school year and is anticipated to be 104% for the 2023-2024 school year.</p>

<p>Project 23-P36</p> <p>New</p> <p>Area 7</p>	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	Richmond School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Monitor Enrolment</p> <p>Richmond School enrolment increased from 230 in 2021 to 256 in 2022. Richmond School has a utilization of 96% for the 2022-2023 school year and is anticipated to be 106% for the 2023-2024 school year.</p>

Long Term Student Accommodation Challenges – 2023-2026

<p>Project 15-P9</p> <p>Ongoing</p> <p>Area 1</p>	Program	Regular
	Communities Impacted	Hawkwood, Sage Hill
	Schools Involved	Hawkwood School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Hawkwood School has a utilization of 98% for the 2022-2023 school year and is anticipated to be 106% for the 2023-2024 school year.</p> <p>Hawkwood community Grade 6 students designated to Arbour Lake Middle School for the 2024-2025 school year.</p>

<p>Project 20-P24</p> <p>Ongoing</p> <p>Area 1</p>	Program	Regular
	Communities Impacted	Edgemont, The Hamptons
	Schools Involved	Tom Baines School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Tom Baines School has a utilization of 114% for the 2022-2023 school year and is anticipated to be 114% for the 2023-2024 school year.</p>

<p>Project 20-P26</p> <p>Ongoing</p> <p>Area 1</p>	Program	Regular
	Communities Impacted	Montgomery, Bowness
	Schools Involved	Terrace Road School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% in the near future.
	Summary	<p>The CBE will monitor enrolment.</p> <p>Low enrolment impacts the richness and variety of program offerings. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies</p> <p>Terrace Road School has a utilization of 59% for the 2022-2023 school year and is anticipated to be 63% for the 2023-2024 school year.</p>

<p>Project 23-P3</p> <p>New Area 1</p>	Program	Regular
	Communities Impacted	Arbour Lake, Citadel, Hawkwood, Scenic Acres
	Schools Involved	Arbour Lake School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Arbour Lake School has a utilization of 96% for the 2022-2023 school year and is anticipated to be 85% for the 2023-2024 school year.</p> <p>Utilization will increase in future years as Hawkwood community is phased in.</p>
<p>Project 23-P4</p> <p>New Area 1</p>	Program	Regular
	Communities Impacted	Bowness, Nolan Hill
	Schools Involved	Belvedere Parkway School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Belvedere Parkway School has a utilization of 88% for the 2022-2023 school year and is anticipated to be 90% for the 2023-2024 school year.</p> <p>Utilization will increase in future years as Nolan Hill community grows.</p>
<p>Project 23-P5</p> <p>New Area 1</p>	Program	Regular
	Communities Impacted	Arbour Lake, Citadel
	Schools Involved	Citadel Park School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Citadel Park School has a utilization of 86% for the 2022-2023 school year and is anticipated to be 107% for the 2023-2024 school year, and is expected to decline slowly in future years.</p> <p>The school is expanding from kindergarten to Grade 4 school to a kindergarten to Grade 5 grade configuration for the 2023-24 school year.</p>

<p>Project 23-P6</p> <p>New Area 1</p>	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	Robert Thirsk High School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Robert Thirsk High School has a utilization of 102% for the 2022-2023 school year and is anticipated to be 111% for the 2023-2024 school year.</p>
<p>Project 23-P7</p> <p>New Area 1</p>	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	Sir Winston Churchill High School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Sir Winston Churchill High School has a utilization of 121% for the 2022-2023 school year and is anticipated to be 119% for the 2023-2024 school year.</p>
<p>Project 23-P8</p> <p>New Area 1</p>	Program	Regular
	Communities Impacted	Rocky Ridge, Royal Oak, Evanston
	Schools Involved	William D. Pratt School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>William D. Pratt School has a utilization of 89% for the 2022-2023 school year and is anticipated to be 92% for the 2023-2024 school year.</p> <p>Utilization will increase in future years as enrolment increases from the Evanston community overflow.</p>

<p>Project 20-P27</p> <p>Ongoing</p> <p>Area 2</p>	Program	Regular
	Communities Impacted	Huntington Hills
	Schools Involved	Alex Munro School, Catherine Nichols Gunn School, Huntington Hills School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% in the near future.
	Summary	<p>The CBE will monitor enrolment.</p> <p>Low enrolment impacts the richness and variety of program offerings. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies</p> <p>Alex Munro School has a utilization of 65% for the 2022-2023 school year and is anticipated to be 67% for the 2023-2024 school year.</p>

<p>Project 22-P13</p> <p>Ongoing</p> <p>Area 2</p>	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	Sir John A. Macdonald School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Sir John A. Macdonald School has a utilization of 100% for the 2022-2023 school year and is anticipated to be 104% for the 2023-2024 school year.</p>

<p>Project 23-P10</p> <p>New</p> <p>Area 2</p>	Program	Alternative
	Communities Impacted	Multiple
	Schools Involved	King George School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>King George School has a utilization of 92% for the 2022-2023 school year and is anticipated to be 95% for the 2023-2024 school year.</p>

<p>Project 23-P11</p> <p>New Area 2</p>	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	John G. Diefenbaker High School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>John G. Diefenbaker High School has a utilization of 117% for the 2022-2023 school year and is anticipated to be 107% for the 2023-2024 school year.</p>
<p>Project 18-P35</p> <p>Ongoing Area 3</p>	Program	Alternative
	Communities Impacted	Multiple
	Schools Involved	Piitoayis Family School
	Category	Low Enrolment and Excess Capacity
	Issue	Enrolment at Piitoayis Family School has decreased in recent years and there is excess of capacity at Colonel Walker School, where it is located.
	Summary	<p>The CBE will monitor enrolment.</p> <p>Low enrolment impacts the richness and variety of program offerings. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies</p> <p>The Colonel Walker School facility accommodates both the Piitoayis Family School and Colonel Walker School (Regular Program).</p> <p>If enrolment levels do not return to previous levels, there is an opportunity to use space in the school for system programs, to help alleviate other accommodation pressures, or to consider consolidation with schools in proximity in the future.</p>
<p>Project 20-P14</p> <p>Ongoing Area 3</p>	Program	Regular
	Communities Impacted	Abbeydale, Belvedere, Twin Hills
	Schools Involved	Abbeydale School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% in the near future.
	Summary	<p>The CBE will monitor enrolment.</p> <p>Low enrolment impacts the richness and variety of program offerings. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies</p> <p>Abbeydale School has a utilization of 64% for the 2022-2023 school year and is anticipated to be 69% for the 2023-2024 school year.</p>

<p>Project 20-P37</p> <p>Ongoing</p> <p>Area 3</p>	Program	Regular
	Communities Impacted	Penbrooke Meadows, Red Carpet, Forest Lawn
	Schools Involved	Penbrooke Meadows School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% in the near future.
	Summary	<p>The CBE will monitor enrolment.</p> <p>Low enrolment impacts the richness and variety of program offerings. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies</p> <p>Penbrooke Meadows School has a utilization of 66% for the 2022-2023 school year and is anticipated to be 69% for the 2023-2024 school year.</p> <p>There is an opportunity to use space in the school for system programs, to help alleviate other accommodation pressures, or to consider consolidation with schools in proximity.</p>

<p>Project 20-P40</p> <p>Ongoing</p> <p>Area 3</p>	Program	Regular
	Communities Impacted	Dover, Southview
	Schools Involved	West Dover School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% in the near future.
	Summary	<p>The CBE will monitor enrolment.</p> <p>Low enrolment impacts the richness and variety of program offerings. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies</p> <p>West Dover School has a utilization of 47% for the 2022-2023 school year and is anticipated to be 49% for the 2023-2024 school year.</p> <p>There is an opportunity to use space in the school for system programs, to help alleviate other accommodation pressures, or to consider consolidation with schools in proximity.</p>

<p>Project 23-P14</p> <p>New</p> <p>Area 3</p>	Program	Regular
	Communities Impacted	Coventry Hills, Harvest Hills, Carrington
	Schools Involved	Northern Lights School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Northern Lights School has a utilization of 70% for the 2022-2023 school year and is anticipated to be 92% for the 2023-2024 school year.</p>

<p>Project 23-P15</p> <p>New Area 3</p>	Program	Regular
	Communities Impacted	Coventry Hills
	Schools Involved	Coventry Hills School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Coventry Hills School has a utilization of 98% for the 2022-2023 school year and is anticipated to be 99% for the 2023-2024 school year.</p>
<p>Project 23-P16</p> <p>New Area 3</p>	Program	Regular
	Communities Impacted	Coventry Hills, Harvest Hills, Carrington
	Schools Involved	Nose Creek School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Nose Creek School has a utilization of 91% for the 2022-2023 school year and is anticipated to be 97% for the 2023-2024 school year.</p>
<p>Project 23-P17</p> <p>New Area 3</p>	Program	Regular
	Communities Impacted	Rosedale, Crescent Heights, Capitol Hill, Sunnyside
	Schools Involved	Rosedale School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Rosedale School has a utilization of 106% for the 2022-2023 school year and is anticipated to be 108% for the 2023-2024 school year.</p>

<p>Project 23-P18</p> <p>New Area 3</p>	Program	Regular
	Communities Impacted	Country Hills, Country Hills Village, Coventry Hills, Harvest Hills, Hidden Valley, Panorama Hills
	Schools Involved	North Trail High School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>North Trail High School utilization is anticipated to be 88% for the 2023-2024 school year.</p>
<p>Project 22-P19</p> <p>Ongoing Area 4</p>	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	Bob Edwards School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Bob Edwards School has a utilization of 85% for the 2022-2023 school year and is anticipated to be 90% for the 2023-2024 school year.</p> <p>Bob Edwards School accommodates students from the new and developing community of Cityscape and enrolment is projected to increase as the community continues to build-out. The school is dual-track Regular and French Immersion Program.</p>
<p>Project 23-P21</p> <p>New Area 4</p>	Program	Regular
	Communities Impacted	Pineridge, Monterey Park, Saddle Ridge, Martindale
	Schools Involved	Clarence Sansom School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Clarence Sansom School has a utilization of 81% for the 2022-2023 school year and is anticipated to be 91% for the 2023-2024 school year.</p> <p>Clarence Samson School is the designated overflow bus receiver for Peter Lougheed School and Crossing Park School Grade 7-9 students. Enrolment is projected to increase as the Savanna development in the Saddle Ridge community continues to build-out.</p>

<p>Project 23-P44</p> <p>New Area 4</p>	Program	Regular
	Communities Impacted	Rundle, Temple, Redstone, Homestead
	Schools Involved	Dr. Gordon Higgins School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Dr. Gordon Higgins School has a utilization of 91% for the 2022-2023 school year and is anticipated to be 96% for the 2023-2024 school year.</p> <p>Dr. Gordon Higgins School accommodates students from the new and developing communities of Cityscape and Homestead and enrolment is projected to increase as the communities continue to build-out.</p>

<p>Project 20-P46</p> <p>Ongoing Area 5</p>	Program	Regular
	Communities Impacted	Somerset
	Schools Involved	Somerset School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% in the near future.
	Summary	<p>The CBE will monitor enrolment.</p> <p>Low enrolment impacts the richness and variety of program offerings. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies</p> <p>Somerset School has a utilization of 59% for the 2022-2023 school year and is anticipated to be 58% for the 2023-2024 school year.</p> <p>With Provincial approval of the 2022-23 Modular Classroom Program four modular units are being removed from the school. This will result in a decrease in capacity at the school and an increase in utilization.</p>

<p>Project 20-P47</p> <p>Ongoing Area 5</p>	Program	Regular
	Communities Impacted	Queensland Downs
	Schools Involved	Haultain Memorial School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% in the near future.
	Summary	<p>The CBE will monitor enrolment.</p> <p>Low enrolment impacts the richness and variety of program offerings. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies</p> <p>Haultain Memorial School has a utilization of 69% for the 2022-2023 school year and is anticipated to be 67% for the 2023-2024 school year.</p>

<p>Project 23-P27</p> <p>New Area 5</p>	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	Centennial High School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Centennial High School has a utilization of 107% for the 2022-2023 school year and is anticipated to be 115% for the 2023-2024 school year.</p> <p>Review of Centennial High School floor plans is expected to increase capacity of the school and result in a lower utilization.</p>

<p>Project 23-P28</p> <p>New Area 5</p>	Program	Regular
	Communities Impacted	Parkland, Legacy
	Schools Involved	Prince Of Wales School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Prince Of Wales School has a utilization of 78% for the 2022-2023 school year and is anticipated to be 82% for the 2023-2024 school year.</p> <p>Prince of Wales School is the bus receiver for the new and developing community of Legacy.</p>

<p>Project 23-P43</p> <p>New Area 5</p>	Program	Regular
	Communities Impacted	Chaparral
	Schools Involved	Chaparral School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Chaparral School has a utilization of 101% for the 2022-2023 school year and is anticipated to be 105% for the 2023-2024 school year.</p>

<p>Project 18-P18</p> <p>Ongoing</p> <p>Area 6</p>	Program	Regular
	Communities Impacted	Riverbend
	Schools Involved	Riverbend School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% in the near future.
	Summary	<p>The CBE will monitor enrolment.</p> <p>Low enrolment impacts the richness and variety of program offerings. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies</p> <p>Riverbend School has a utilization of 57% for the 2022-2023 school year and is anticipated to be 63% for the 2023-2024 school year.</p>

<p>Project 20-P19</p> <p>Ongoing</p> <p>Area 6</p>	Program	Regular
	Communities Impacted	Lake Bonavista, Bonavista Downs
	Schools Involved	Nickle School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% in the near future.
	Summary	<p>The CBE will monitor enrolment.</p> <p>Low enrolment impacts the richness and variety of program offerings. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies</p> <p>Nickle School has a utilization of 30% for the 2022-2023 school year and is anticipated to be 28% for the 2023-2024 school year.</p> <p>With Provincial approval of the 2022-23 Modular Classroom Program four modular units are being removed from the school. This will result in a decrease in capacity at the school and an increase in utilization.</p>

<p>Project 20-P20</p> <p>Ongoing</p> <p>Area 6</p>	Program	Regular
	Communities Impacted	Ogden
	Schools Involved	Banting and Best School, Sherwood School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% in the near future.
	Summary	<p>Monitor Enrolment.</p> <p>Balancing enrolment between schools helps CBE manage class sizes and programming amongst schools. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies.</p> <p>Banting and Best School has a utilization of 64% for the 2022-2023 school year and is anticipated to be 56% for the 2023-2024 school year.</p> <p>Sherwood School has a utilization of 58% for the 2022-2023 school year and is anticipated to be 63% for the 2023-2024 school year.</p>

<p>Project 20-P21</p> <p>Ongoing</p> <p>Area 6</p>	Program	Regular/Alternative
	Communities Impacted	Chinook Park, Eagle Ridge, Kelvin Grove, Kingsland
	Schools Involved	Chinook Park School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% in the near future.
	Summary	<p>The CBE will monitor enrolment.</p> <p>Low enrolment impacts the richness and variety of program offerings. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies</p> <p>Chinook Park School has a utilization of 60% for the 2022-2023 school year and is anticipated to be 63% for the 2023-2024 school year.</p>

<p>Project 20-P55</p> <p>Ongoing</p> <p>Area 6</p>	Program	Regular
	Communities Impacted	Braeside
	Schools Involved	Braeside School
	Category	Balance Enrolment
	Issue	Enrolment between schools and programs is unbalanced.
	Summary	<p>Monitor Enrolment.</p> <p>Balancing enrolment between schools helps CBE manage class sizes and programming amongst schools. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies.</p> <p>Braeside School has a utilization of 37% for the 2022-2023 school year and is anticipated to be 41% for the 2023-2024 school year.</p>

<p>Project 20-P59</p> <p>Ongoing</p> <p>Area 6</p>	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	Woodman School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% in the near future.
	Summary	<p>The CBE will monitor enrolment.</p> <p>Low enrolment impacts the richness and variety of program offerings. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies</p> <p>Woodman School has a utilization of 59% for the 2022-2023 school year and is anticipated to be 60% for the 2023-2024 school year.</p>

<p>Project 21-P61</p> <p>Ongoing</p> <p>Area 6</p>	Program	Regular
	Communities Impacted	Canyon Meadows, Southwood
	Schools Involved	Ethel M. Johnson School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% in the near future.
	Summary	<p>The CBE will monitor enrolment.</p> <p>Low enrolment impacts the richness and variety of program offerings. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies</p> <p>Ethel M. Johnson School has a utilization of 67% for the 2022-2023 school year and is anticipated to be 60% for the 2023-2024 school year.</p>
<p>Project 21-P62</p> <p>Ongoing</p> <p>Area 6</p>	Program	Regular
	Communities Impacted	Oakridge, Palliser, Pump Hill
	Schools Involved	Nellie McClung School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% in the near future.
	Summary	<p>The CBE will monitor enrolment.</p> <p>Low enrolment impacts the richness and variety of program offerings. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies</p> <p>Nellie McClung School has a utilization of 68% for the 2022-2023 school year and is anticipated to be 68% for the 2023-2024 school year.</p>
<p>Project 21-P63</p> <p>Ongoing</p> <p>Area 6</p>	Program	Alternative
	Communities Impacted	Multiple
	Schools Involved	Glenmeadows School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% in the near future.
	Summary	<p>The CBE will monitor enrolment.</p> <p>Low enrolment impacts the richness and variety of program offerings. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies</p> <p>Glenmeadows School has a utilization of 56% for the 2022-2023 school year and is anticipated to be 60% for the 2023-2024 school year.</p>

<p>Project 21-P64</p> <p>Ongoing</p> <p>Area 6</p>	Program	Alternative
	Communities Impacted	Multiple
	Schools Involved	Eugene Coste School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% in the near future.
	Summary	<p>The CBE will monitor enrolment.</p> <p>Low enrolment impacts the richness and variety of program offerings. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies</p> <p>Eugene Coste School has a utilization of 52% for the 2022-2023 school year and is anticipated to be 53% for the 2023-2024 school year.</p>
<p>Project 22-P24</p> <p>Ongoing</p> <p>Area 6</p>	Program	Alternative
	Communities Impacted	Multiple
	Schools Involved	Sam Livingston School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% in the near future.
	Summary	<p>The CBE will monitor enrolment.</p> <p>Low enrolment impacts the richness and variety of program offerings. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies</p> <p>Sam Livingston School has a utilization of 64% for the 2022-2023 school year and is anticipated to be 65% for the 2023-2024 school year.</p> <p>With Provincial approval of the 2022-23 Modular Classroom Program a modular unit is being removed from the school. This will result in a decrease in capacity at the school and an increase in utilization.</p>
<p>Project 22-P25</p> <p>Ongoing</p> <p>Area 6</p>	Program	Regular
	Communities Impacted	Woodlands
	Schools Involved	Woodlands School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% in the near future.
	Summary	<p>The CBE will monitor enrolment.</p> <p>Low enrolment impacts the richness and variety of program offerings. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies</p> <p>Woodlands School has a utilization of 68% for the 2022-2023 school year and is anticipated to be 68% for the 2023-2024 school year.</p>

<p>Project 23-P30</p> <p>New Area 6</p>	Program	Regular/Alternative
	Communities Impacted	Acadia, Fairview, Willow Park
	Schools Involved	David Thompson School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>David Thompson School has a utilization of 91% for the 2022-2023 school year and is anticipated to be 89% for the 2023-2024 school year.</p>
<p>Project 23-P31</p> <p>New Area 6</p>	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	Dr. E. P. Scarlett High School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Dr. E. P. Scarlett High School has a utilization of 100% for the 2022-2023 school year and is anticipated to be 101% for the 2023-2024 school year.</p>
<p>Project 18-P35b</p> <p>Ongoing Area 7</p>	Program	Regular
	Communities Impacted	Inglewood
	Schools Involved	Colonel Walker School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% in the near future.
	Summary	<p>The CBE will monitor enrolment.</p> <p>Low enrolment impacts the richness and variety of program offerings. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies</p> <p>Colonel Walker School has a utilization of 54% for the 2022-2023 school year and is anticipated to be 59% for the 2023-2024 school year.</p> <p>With Provincial approval of the 2022-23 Modular Classroom Program a modular unit is being removed from the school. This will result in a decrease in capacity at the school and an increase in utilization.</p>

<p>Project 20-P66</p> <p>Ongoing</p> <p>Area 7</p>	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	Rideau Park School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Rideau Park School has a utilization of 93% for the 2022-2023 school year and is anticipated to be 94% for the 2023-2024 school year.</p>
<p>Project 21-P73</p> <p>Ongoing</p> <p>Area 7</p>	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	University School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% in the near future.
	Summary	<p>The CBE will monitor enrolment.</p> <p>Low enrolment impacts the richness and variety of program offerings. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies</p> <p>University School has a utilization of 59% for the 2022-2023 school year and is anticipated to be 65% for the 2023-2024 school year.</p>
<p>Project 23-P37</p> <p>New</p> <p>Area 7</p>	Program	Regular/Alternative
	Communities Impacted	Lakeview, Garrison Green, North Glenmore Park
	Schools Involved	Bishop Pinkham School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Bishop Pinkham School has a utilization of 80% for the 2022-2023 school year and is anticipated to be 87% for the 2023-2024 school year.</p> <p>Bishop Pinkham is an overflow receiver for Griffith Woods, which continues to see high growth. The near-future trend is that utilization at this school will continue to grow.</p>

<p>Project 23-P38</p> <p>New Area 7</p>	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	Elboya School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Elboya School has a utilization of 92% for the 2022-2023 school year and is anticipated to be 99% for the 2023-2024 school year.</p>
<p>Project 23-P39</p> <p>New Area 7</p>	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	Queen Elizabeth School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Queen Elizabeth School has a utilization of 89% for the 2022-2023 school year and is anticipated to be 90% for the 2023-2024 school year.</p>
<p>Project 23-P40</p> <p>New Area 7</p>	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	Ernest Manning High School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Ernest Manning High School has a utilization of 95% for the 2022-2023 school year and is anticipated to be 100% for the 2023-2024 school year.</p>

Plan in Place

<p>Plan in Place Regular A-E Ongoing</p>	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	Cambrian Heights School, Cappy Smart School, Copperfield School, Crossing Park School, Dr. Freda Miller School, Dr. Gladys Mckelvie Egbert School, Dr. Martha Cohen School, Evergreen School
	Category	Long Term Student Accommodation Challenges
	Issue	There is a previously communicated accommodation plan in place.
	Summary	<p>Cambrian Heights School - Carrington community re-designated for 2023; The community of Livingston overflowed to North Haven School. Project 22-P2.</p> <p>Cappy Smart School - The school accommodates several Specialized Classes, and all available space is fully used for student accommodation. It is not recommended to make changes to increase student enrolment at this time. Project 20-P14</p> <p>Copperfield School - Overflow in place to Sibylla Kiddle School.</p> <p>Crossing Park School - Grade 7-9 students living in the Martindale community who cannot be accommodated at Crossing Park School are now be designated to Clarence Samson. Project 18-P15</p> <p>Dr. Freda Miller School – Recently designated the community of Walden.</p> <p>Dr. Gladys McKelvie Egbert School - The school anticipated to remain above 95% utilization. Status quo is recommended as the school can accommodate the existing student population. Project 20-P14</p> <p>Dr. Martha Cohen School – Change in grade configuration at the school and an overflow to Mountain Park / Dr. George Stanley Schools.</p> <p>Evergreen School – Recently designated the community of Alpine Park.</p>

<p>Plan in Place Regular F-Z Ongoing</p>	Program	Regular
	Communities Impacted	Multiple Communities
	Schools Involved	Griffith Woods School, Kenneth D. Taylor School, Nelson Mandela High School, New Brighton School, Peter Lougheed School, Prairie Sky, Taradale School, West Springs School, Western Canada High School
	Category	Plan In Place
	Issue	There is a previously communicated accommodation plan in place.
	Summary	<p>Kenneth D. Taylor School – Overflow in place to Cambrian Heights School.</p> <p>Nelson Mandela School - Overflow in place to James Fowler High School Project 22-P6</p> <p>New Brighton School - Overflow in place to McKenzie Lake School</p> <p>Peter Lougheed School – Overflow in place to Pineridge School and Clarence Sansom School.</p> <p>Prairie Sky School - Overflow in place to Annie Foote School.</p> <p>Taradale School – Overflow in place to Guy Weadick School</p> <p>West Springs School - Olympic Heights School will continue to serve as the overflow receiver for West Springs School.</p> <p>Western Canada High School - There is a cap in place for the IB Program in order to manage enrolment, which will remain in place moving forward.</p>

<p>Plan In Place - Alternative</p> <p>Ongoing</p>	Program	Alternative
	Communities Impacted	Multiple Communities
	Schools Involved	Balmoral School, Chief Justice Milvain School, Chris Akkerman School, Colonel Sanders School, Dalhousie School, Dr. J. K. Mulloy School, Glamorgan School, Ian Bazalgette School, Louis Riel School, R. T. Alderman School, Riverside School, Thomas B. Riley School, Thorncliffe School, William Reid School, Willow Park School
	Category	Plan In Place
	Issue	There is a previously communicated accommodation plan in place.
	Summary	<p>Monitor enrolment. Enrolment at many of the schools is capped and an annual lottery is held for accepting new students into the programs. The CBE lottery process will continue to be used to manage enrolment.</p> <p>Note: Includes previous projects Project 20-P28, Project 22-P1</p>

Completed Projects

<p>Emergent Completed Area 1</p>	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	Sir Winston Churchill High School
	Category	Completed
	Issue	Sir Winston Churchill High School is over capacity and the school is 121% utilized for the 2022-2023 school year.
	Summary	<p>In August 2022, a decision was made to overflow new student registrations for the 2022-2023 school year to Robert Thirsk High School.</p> <p>Further changes were necessary and students from the Nolan Hill community were designated to Robert Thirsk High School for the 2023-2024 school year and beyond.</p> <p>Approximately 250 students will be re-designated from Sir Winston Churchill High School to Robert Thirsk High School.</p> <p>There are no transportation implications as students ride Calgary Transit.</p>

<p>Project 15-P4 Completed Area 1</p>	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	Bowcroft School
	Category	Completed
	Issue	Bowcroft School is a dual track K-6 school offering both German Bilingual and the Regular program. Enrolment in the German Bilingual program is low and has not exceeded 150 students for more than 10 years. Overall Bowcroft School utilization (including German) was 69% for the 2022-2023 school year
	Summary	<p>This project is being removed from the Three Year System Student Accommodation Plan.</p> <p>The school is no longer anticipated to be below 70% utilization.</p>

<p>Project 20-P2 Completed Area 1</p>	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	START Outreach
	Category	Completed
	Issue	Changes to the funding framework, low enrolment and high cost.
	Summary	At the regular meeting of the Calgary Board of Education Board of Trustees held on June 21st, 2022, the Board of Trustees decided not to relocate these programs

<p>Project 20-P6</p> <p>Completed</p> <p>Area 1</p>	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	Alternative High School, Westbrook Outreach
	Category	Completed
	Issue	Enrolment at Alternative High School has decreased from just over 150 students in 2014 to 95 students in September 2021.
	Summary	At the regular meeting of the Calgary Board of Education Board of Trustees held on June 21st, 2022, the Board of Trustees decided not to relocate these programs

<p>Project 20-P8</p> <p>Completed</p> <p>Area 1</p>	Program	Regular
	Communities Impacted	Scenic Acres
	Schools Involved	Scenic Acres School
	Category	Completed
	Issue	The utilization rate at Scenic Acres School is below 70% and there is excess capacity. There is an opportunity to use space in the school for system programs, to help alleviate other accommodation pressures or to consider consolidation with schools in proximity.
	Summary	<p>Beginning the 2023-2024 school year a grade configuration change will occur. Scenic Acres School will change from a kindergarten to Grade 4 school to a kindergarten to Grade 5 school.</p> <p>Approximately 30 students will remain at Scenic Acres School for Grade 5.</p> <p>A net savings of \$32,500 is projected for the 2023-2024 school year as the equivalent of 1 fewer bus will be required to transport students to Arbour Lake School.</p>

<p>Project 22-P10</p> <p>Completed</p> <p>Area 1</p>	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	F. E. Osborne School
	Category	Completed
	Issue	The utilization rate at F.E. Osborne School was 114% for the 2022 school year.
	Summary	<p>The community of Hawkwood was re-designated from F.E. Osborne School to Arbour Lake School.</p> <p>Approximately 140 students will be re-designated from F.E. Osborne School to Arbour Lake School.</p> <p>Transportation will be added for the 2023-2024 school year from the Hawkwood community to Arbour Lake School.</p>

<p>Project 22-P11</p> <p>Completed</p> <p>Area 1</p>	Program	Regular
	Communities Impacted	Ranchlands, Sherwood
	Schools Involved	Ranchlands School
	Category	Completed
	Issue	The utilization rate at Ranchlands School is below 70%.
	Summary	<p>This project is being removed from the Three Year System Student Accommodation Plan.</p> <p>The school is no longer anticipated to be below 70% utilization.</p>

<p>Project 22-P12</p> <p>Completed</p> <p>Area 1</p>	Program	Regular
	Communities Impacted	Brentwood, Evanston
	Schools Involved	Simon Fraser School
	Category	Completed
	Issue	Simon Fraser School is a bus receiver for the large community of Evanston and is anticipated to be above 95% utilization in the next few years.
	Summary	<p>Beginning the 2023-2024 school year all new Grade 5 to 9 students from the community of Evanston who cannot be accommodated at Simon Fraser School will be designated to William D. Pratt School.</p> <p>Approximately 100 students will be overflowed to William D. Pratt School.</p> <p>There are no transportation implications because students that would be transported to Simon Fraser School will now be transported to William D. Pratt School.</p>

<p>Project 20-P12</p> <p>Completed</p> <p>Area 2</p>	Program	Regular
	Communities Impacted	North Haven, North Haven Upper
	Schools Involved	North Haven School
	Category	Completed
	Issue	The utilization rate at North Haven School is below 70% and there is excess capacity. There is an opportunity to use space in the school for system programs, to help alleviate other accommodation pressures or to consider consolidation with schools in proximity.
	Summary	<p>This project is being removed from the Three Year System Student Accommodation Plan.</p> <p>North Haven School will be the overflow bus receiver for the new developing community of Livingston.</p> <p>Approximately 100 students will be overflowed to North Haven School.</p> <p>There are no transportation implications because students that would be transported to Cambrian Heights School will now be transported to North Haven School.</p>

<p>Project 21-P32</p> <p>Completed</p> <p>Area 2</p>	Program	Alternative
	Communities Impacted	Multiple
	Schools Involved	Banff Trail School
	Category	Completed
	Issue	The utilization rate at Banff Trail School is below 70%.
	Summary	<p>This project is being removed from the Three Year System Student Accommodation Plan.</p> <p>The school is no longer anticipated to be below 70% utilization.</p>

<p>Project 20-P14b</p> <p>Completed</p> <p>Area 3</p>	Program	Regular
	Communities Impacted	Marlborough Park
	Schools Involved	Roland Michener School
	Category	Completed
	Issue	The utilization rates at Cappy Smart School, Abbeydale School and Roland Michener School are below 70%. There is excess capacity. The utilization rate at Dr. Gladys M. Egbert is over 95%. There is an opportunity to consider a grade configuration change between schools.
	Summary	<p>This school is being removed from the Three Year System Student Accommodation Plan.</p> <p>The school is no longer anticipated to be below 70% utilization.</p>

<p>Project 21-P39</p> <p>Completed</p> <p>Area 3</p>	Program	Regular
	Communities Impacted	Coventry Hills, Carrington
	Schools Involved	Northern Lights School
	Category	Completed
	Issue	The utilization rate at Northern Lights School is below 70%.
	Summary	<p>The community of Carrington was re-designated from Cambrian Heights School to Northern Lights School.</p> <p>Approximately 100 students will be re-designated from Cambrian Heights School to Northern Lights School.</p> <p>There are no transportation implications because students that would be transported to Cambrian Heights School will now be transported to Northern Lights School.</p>

<p>Project 21-P42</p> <p>Completed</p> <p>Area 3</p>	Program	Regular
	Communities Impacted	Mayland Heights
	Schools Involved	Belfast School
	Category	Completed
	Issue	The utilization rate at Belfast School is below 70%.
	Summary	<p>This project is being removed from the Three Year System Student Accommodation Plan.</p> <p>With the approval of the 2022-23 Modular Classroom Program a modular unit is being removed from the school. This will result in a decrease in capacity at the school and an increase in utilization.</p> <p>The school is no longer anticipated to be below 70% utilization.</p>

<p>Project 22-P14</p> <p>Completed</p> <p>Area 3</p>	Program	Regular
	Communities Impacted	Erin Woods
	Schools Involved	Erin Woods School
	Category	Completed
	Issue	The utilization rate at Erin Woods School is below 70%
	Summary	<p>This project is being removed from the Three Year System Student Accommodation Plan.</p> <p>The school is no longer anticipated to be below 70% utilization.</p>

<p>Project 22-P16</p> <p>Completed</p> <p>Area 3</p>	Program	Regular
	Communities Impacted	Albert Park, Radisson Park
	Schools Involved	Radisson Park School
	Category	Completed
	Issue	The utilization rate at Radisson Park School is below 70%.
	Summary	<p>This project is being removed from the Three Year System Student Accommodation Plan.</p> <p>The school is no longer anticipated to be below 70% utilization.</p>

<p>Project 22-P17</p> <p>Completed</p> <p>Area 3</p>	Program	Regular
	Communities Impacted	Sunnyside
	Schools Involved	Sunnyside School
	Category	Completed
	Issue	The utilization rate at Sunnyside School is below 70%.
	Summary	<p>Effective September 2022, students residing West of 4th Steet and North of 4th Ave SW were re-designated from Connaught School to Sunnyside School.</p> <p>There are no transportation implications because students who have been re-designated can walk to Sunnyside School and there are no fewer busses serving Connaught School as a result of the change.</p>
<p>Project 22-P18</p> <p>Completed</p> <p>Area 3</p>	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	Valley View School
	Category	Completed
	Issue	The utilization rate at Valley View School is below 70%.
	Summary	<p>This project is being removed from the Three Year System Student Accommodation Plan.</p> <p>The school is no longer anticipated to be below 70% utilization.</p>
<p>Project 18-P76</p> <p>Completed</p> <p>Area 4</p>	Program	Regular
	Communities Impacted	Skyview Ranch, Temple
	Schools Involved	Annie Foote School
	Category	Completed
	Issue	The opening of a new elementary school in the community of Skyview Ranch has had an impact on Annie Foote School.
	Summary	<p>Students from the community of Skyview Ranch are designated to Prairie Sky School for the 2023 school year and beyond. Priarie Sky School opereated as a school within a school at Annie Foote School until April 3, 2023 when students moved into Praire Sky School facility.</p> <p>Due to continued and unanticipated enrolment growth at Prairie Sky School, the school is over capacity. New students who are unable to be accomodated at Prairie Sky School will be designated to Annie Foote School for the 2023-24 school year and beyond.</p>

<p>Project 18-P76b</p> <p>Completed</p> <p>Area 4</p>	Program	Regular
	Communities Impacted	Monterey Park
	Schools Involved	Monterey Park School
	Category	Completed
	Issue	The opening of a new elementary school in the community of Skyview Ranch has had an impact on Monterey Park School.
	Summary	<p>This project is being removed from the Three Year System Student Accommodation Plan.</p> <p>With the opening of Prairie Sky School, Monterey Park School will continue to operate above 70% utilization.</p> <p>A net savings of \$97,500 is projected for the 2023-2024 school year as the equivalent of 3 fewer partnered buses will be required to transport students.</p>

<p>Project 22-P7</p> <p>Completed</p> <p>Area 4</p>	Program	Regular
	Communities Impacted	Pineridge
	Schools Involved	Douglas Harkness School, Pineridge School
	Category	Completed
	Issue	The current option boundary for the community of Pineridge presents a challenge with the introduction of online registration through School Engage.
	Summary	<p>Effective September 2023, there will be a new regular program designation boundary for students residing in the Pineridge community.</p> <p>There are no transportation implications because students will continue to walk to Douglas Harkness School or Pineridge School.</p>

<p>Project 22-P8</p> <p>Completed</p> <p>Area 4</p>	Program	Regular
	Communities Impacted	Temple
	Schools Involved	Annie Foote School, Guy Weadick School
	Category	Completed
	Issue	The current option boundary for the community of Temple presents a challenge with the introduction of online registration through School Engage.
	Summary	<p>Effective September 2023, there will be a new regular program designation boundary for students residing in the Temple community.</p> <p>There are no transportation implications because students will continue to walk to Guy Weadick School or Annie Foote School.</p>

<p>Project 21-P51</p> <p>Completed</p> <p>Area 5</p>	Program	Regular
	Communities Impacted	Acadia
	Schools Involved	Acadia School
	Category	Completed
	Issue	The utilization rate at Acadia School is below 70%.
	Summary	<p>This project is being removed from the Three Year System Student Accommodation Plan.</p> <p>The school is no longer anticipated to be below 70% utilization.</p>

<p>Project 22-P21</p> <p>Completed</p> <p>Area 5</p>	Program	Regular/Alternative
	Communities Impacted	Midnapore
	Schools Involved	Midnapore School
	Category	Completed
	Issue	The utilization rate at Midnapore School is below 70%.
	Summary	<p>This project is being removed from the Three Year System Student Accommodation Plan.</p> <p>The school is no longer anticipated to be below 70% utilization.</p>

<p>Project 22-P22</p> <p>Completed</p> <p>Area 5</p>	Program	Regular
	Communities Impacted	Shawnessy Slopes, Millrise, Shawnessy, Somerset. Bridlewood, Pine Creek
	Schools Involved	Samuel W. Shaw School
	Category	Completed
	Issue	The utilization at Samuel W. Shaw is anticipated to be below 70% in the next few years.
	Summary	<p>In June 2022, the new and developing community of Pine Creek was designated to Samuel W. Shaw School.</p> <p>With the approval of the 2022-23 Modular Classroom Program four modular units are being removed from the school. This will result in a decrease in capacity at the school and an increase in utilization.</p> <p>School no longer anticipated to be below 70% utilization.</p>

<p>Project 20-P19b</p> <p>Completed</p> <p>Area 6</p>	Program	Regular
	Communities Impacted	Lake Bonavista, Bonavista Downs
	Schools Involved	Andrew Sibbald School
	Category	Completed
	Issue	Two new school openings in Auburn Bay will affect enrolment at both Nickle and Andrew Sibbald schools
	Summary	<p>This project is being removed from the Three Year System Student Accommodation Plan.</p> <p>There are no changes planned with the opening of the new schools. Andrew Sibbald is anticipated to operate above 70% utilization and below 95% utilization.</p>

<p>Project 20-P60</p> <p>Completed</p> <p>Area 6</p>	Program	Regular
	Communities Impacted	Glenbrook
	Schools Involved	Glenbrook School
	Category	Completed
	Issue	The utilization rate at Glenbrook School is below 70%
	Summary	<p>This project is being removed from the Three Year System Student Accommodation Plan.</p> <p>The school is no longer anticipated to be below 70% utilization.</p>

<p>Project 21-P22</p> <p>Completed</p> <p>Area 6</p>	Program	Regular
	Communities Impacted	Haysboro
	Schools Involved	Haysboro School
	Category	Completed
	Issue	Utilization is above 70% at Haysboro however there is excess capacity at nearby schools.
	Summary	<p>This project is being removed from the Three Year System Student Accommodation Plan.</p> <p>There are no changes planned for Haysboro School.</p>

<p>Project 22-P23</p> <p>Completed</p> <p>Area 6</p>	Program	Regular/Alternative
	Communities Impacted	Glamorgan, Glenbrook, Lincoln Park, Richmond, Rutland Park, Signal Hill
	Schools Involved	A. E. Cross School
	Category	Completed
	Issue	The utilization rate at A.E. Cross School is below 70%.
	Summary	<p>This project is being removed from the Three Year System Student Accommodation Plan.</p> <p>The school is no longer anticipated to be below 70% utilization.</p>

<p>Project 22-P26</p> <p>Completed</p> <p>Area 6</p>	Program	Regular
	Communities Impacted	Woodbine
	Schools Involved	Woodbine School
	Category	Completed
	Issue	Woodbine School is anticipated to be above 95% utilization in the next few years.
	Summary	<p>This project is being removed from the Three Year System Student Accommodation Plan.</p> <p>School no longer anticipated to be above 95% utilization.</p>

<p>Project 20-P69</p> <p>Completed</p> <p>Area 7</p>	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	Earl Grey School
	Category	Completed
	Issue	The utilization rate at Earl Grey School is below 70%.
	Summary	<p>Effective March 2023, any new students who were unable to be accommodated at the Connaught School primary overflow of Ramsay School were designated to Earl Grey School.</p> <p>A cost of \$9,750 was incurred for the 2022-2023 school year as the equivalent of 1 more buses was required to transport students to Earl Grey School for 3 months.</p>

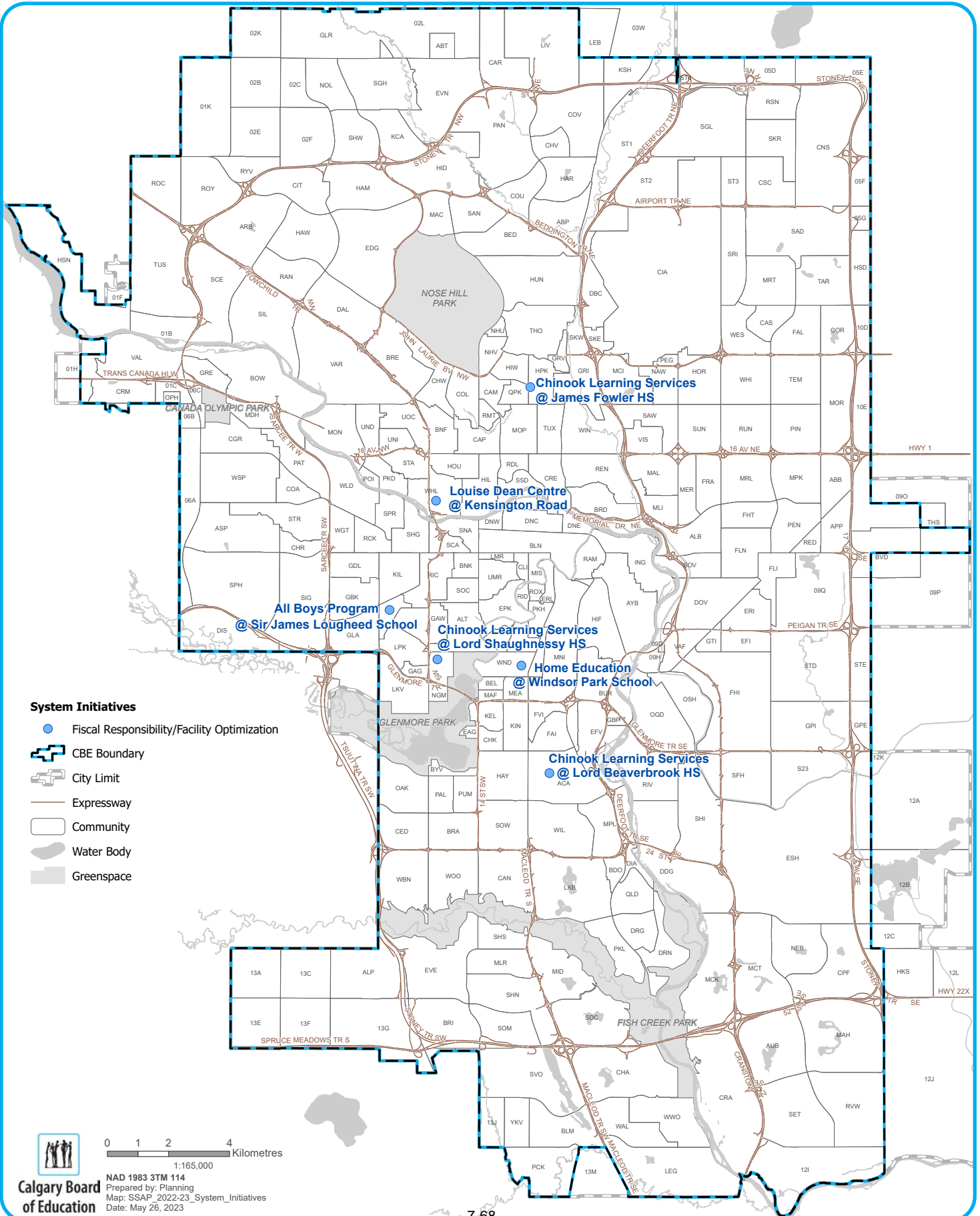
<p>Project 20-P70</p> <p>Completed</p> <p>Area 7</p>	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	Ramsay School
	Category	Completed
	Issue	The utilization rate at Ramsay School is below 70%.
	Summary	<p>Effective September 2022, new students residing East of 4th Street SW and North of railway tracks were re-designated from Connaught School to Ramsay school.</p> <p>Additionally, any new students who were unable to be accommodated at Connaught School from the new smaller boundary were overflowed to Ramsay School.</p> <p>A cost of \$32,500 was incurred for the 2022-2023 school year as the equivalent of 1 more buses was required to transport students to Ramsay School.</p>

System Class Moves

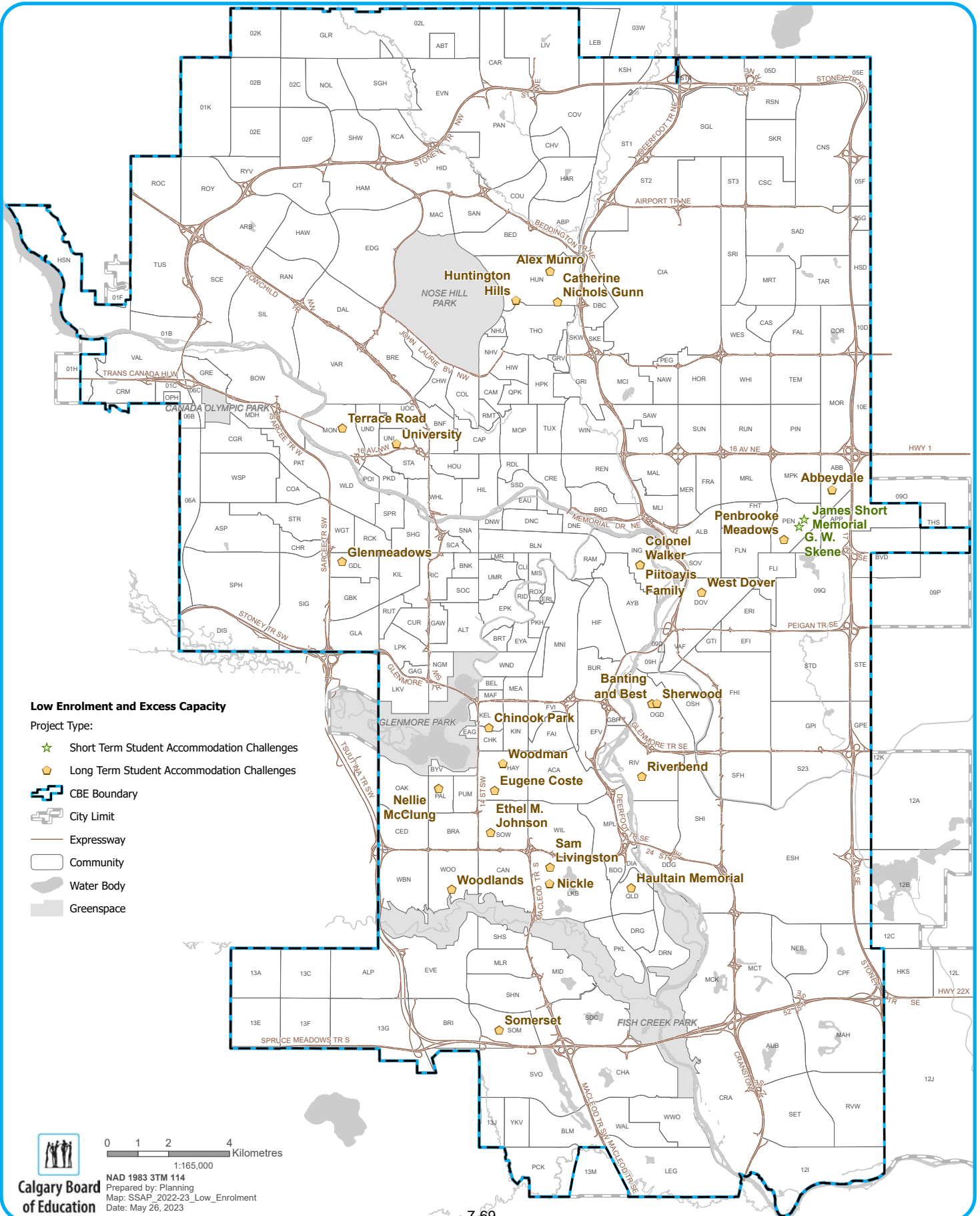
Program locations for students with complex learning needs are reviewed on an annual basis. Programming is placed in a school based on the needs of the students, the proximity to home and the impacts of transportation.

Area		Summary
Multiple		One Bridges classes to move from Grant MacEwan School to Roland Michener School
1		One Bridges class to move from Hawkwood School to Ranchlands School
2		One new ALP class to open at William Aberhart High School One new CSSI class to open at William Aberhart High School One PLP class to move from Cambrian Heights School to North Haven School The Class to move from Thorncliffe School to Beddington Heights School
3		Two new CSSI classes to open at North Trail High School One new CSSI class to open at Nose Creek School EDC classes to close at James Short Memorial School One new LEAD class to open at Colonel Macleod School Two new LEAD classes to open at North Trail High School One new LEAD class to open at Belfast School One new LEAD class to open at Mount View School One new PLP class to open at Crescent Heights High School The Class to close at Stanley Jones School
4		One Bridges class to close at Cecil Swanson School One new CSSI class to open at Sir Wilfrid Laurier School EDC classes to close at Guy Weadick School One new EES class to open at Monterey Park School
5		One Bridges class to move from Prince of Wales School to Deer Run School
6		One new CSSI class to open at Marshall Springs School One new EES class to open at Evergreen School One new LEAD class to open at Sherwood School Two The Class to move from Henry Wise Wood High School to Alternative High School
7		The Class to move from Olympic Heights School to Queen Elizabeth High School

System Initiatives Projects











Low Enrolment and Excess Capacity Projects



Low Enrolment and Excess Capacity

Project Type:

-  Short Term Student Accommodation Challenges
-  Long Term Student Accommodation Challenges
-  CBE Boundary
-  City Limit
-  Expressway
-  Community
-  Water Body
-  Greenspace

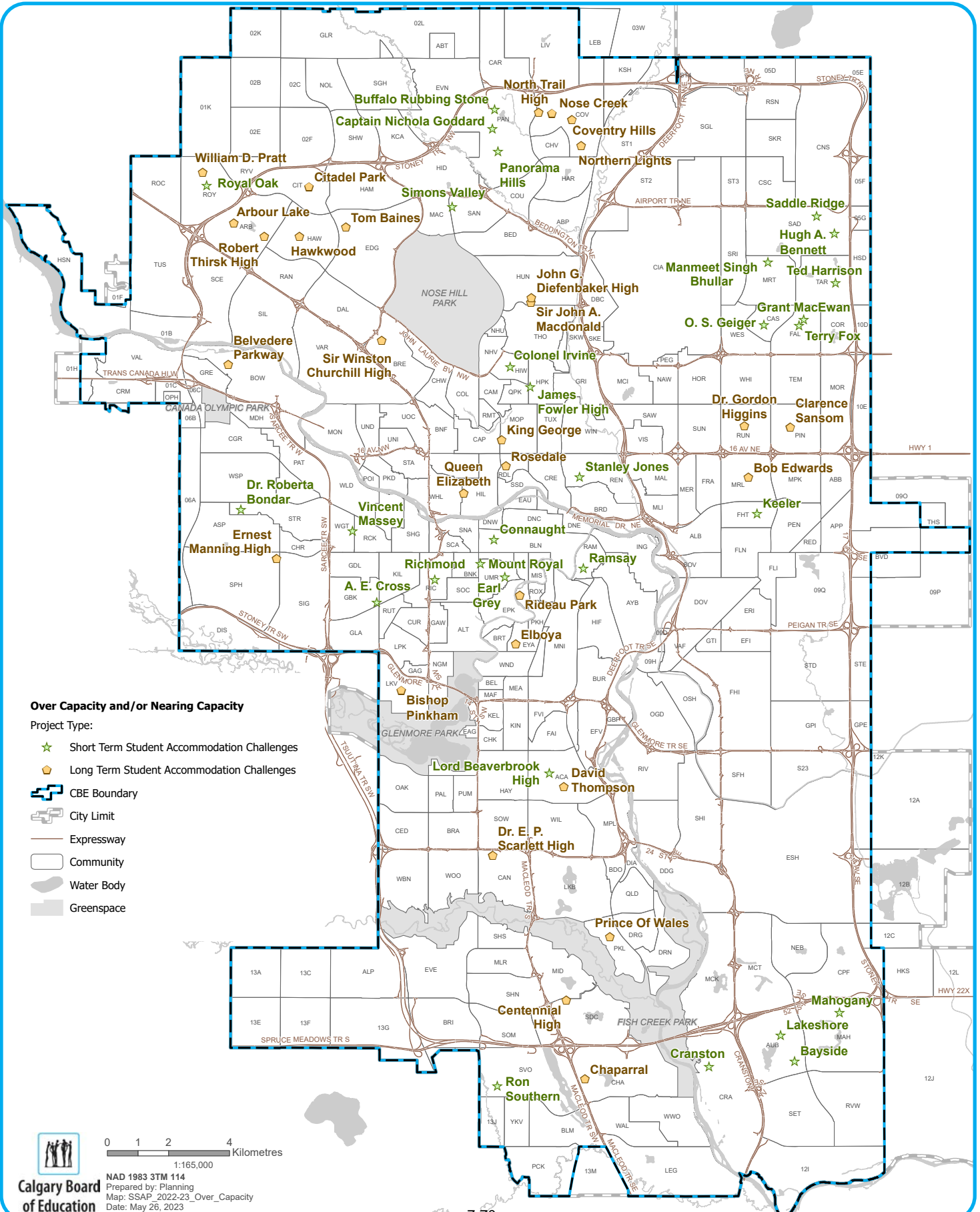


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Calgary Board of Education

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Prepared by: Planning
Map: SSAP 2022-23_Low_Enrolment
Date: May 26, 2023

Over Capacity and/or Nearing Capacity Projects



Over Capacity and/or Nearing Capacity

Project Type:

★ Short Term Student Accommodation Challenges

★ Long Term Student Accommodation Challenges

▬ CBE Boundary

▬ City Limit

▬ Expressway

▬ Community

▬ Water Body

▬ Greenspace

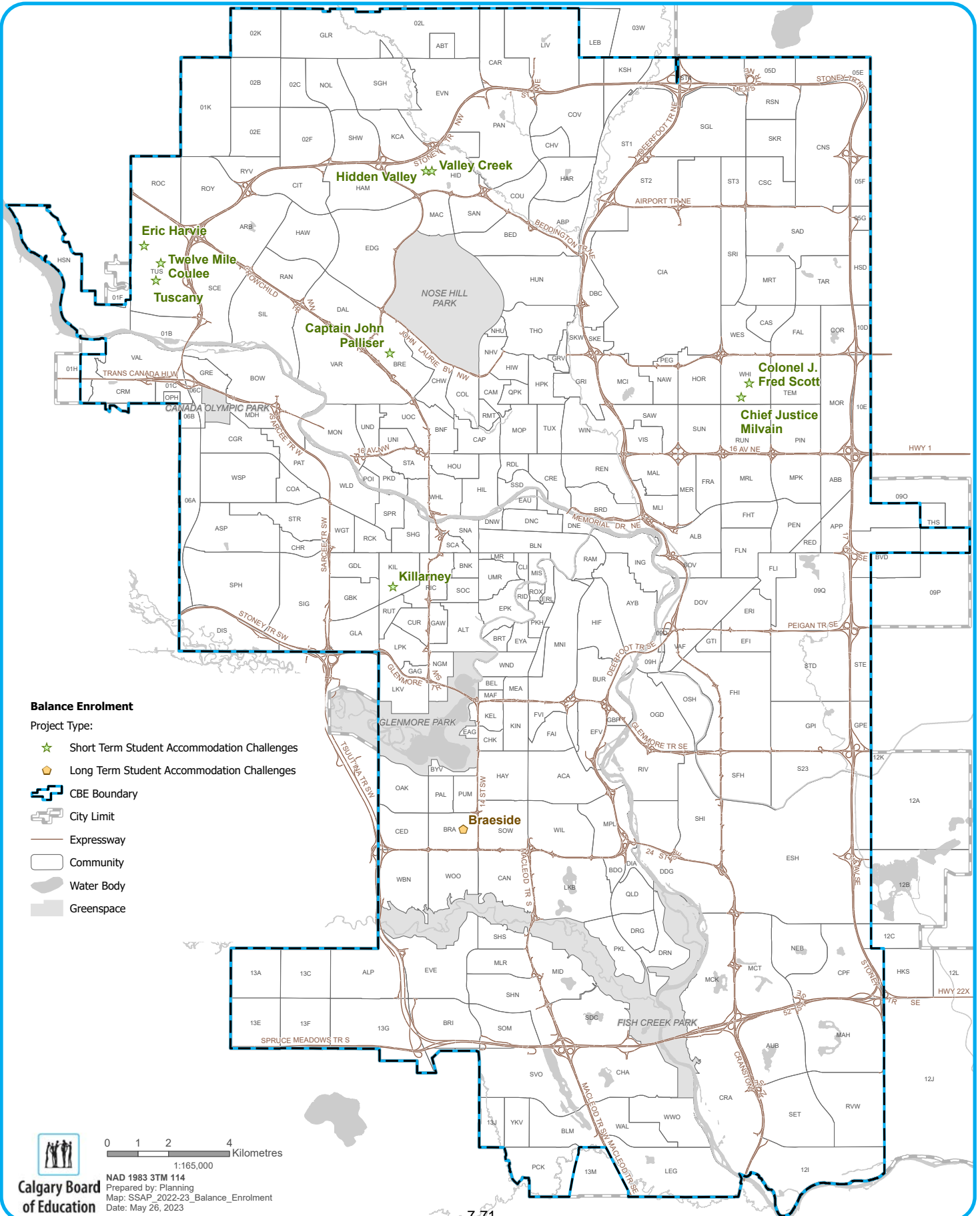


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Map: SSAP: 2022-23_Over_Capacity
Date: May 26, 2023

Balance Enrolment Projects



Balance Enrolment

Project Type:

- ★ Short Term Student Accommodation Challenges
- 🏠 Long Term Student Accommodation Challenges

📐 CBE Boundary

🏠 City Limit

🛣️ Expressway

🏠 Community

🌳 Water Body

🌳 Greenspace

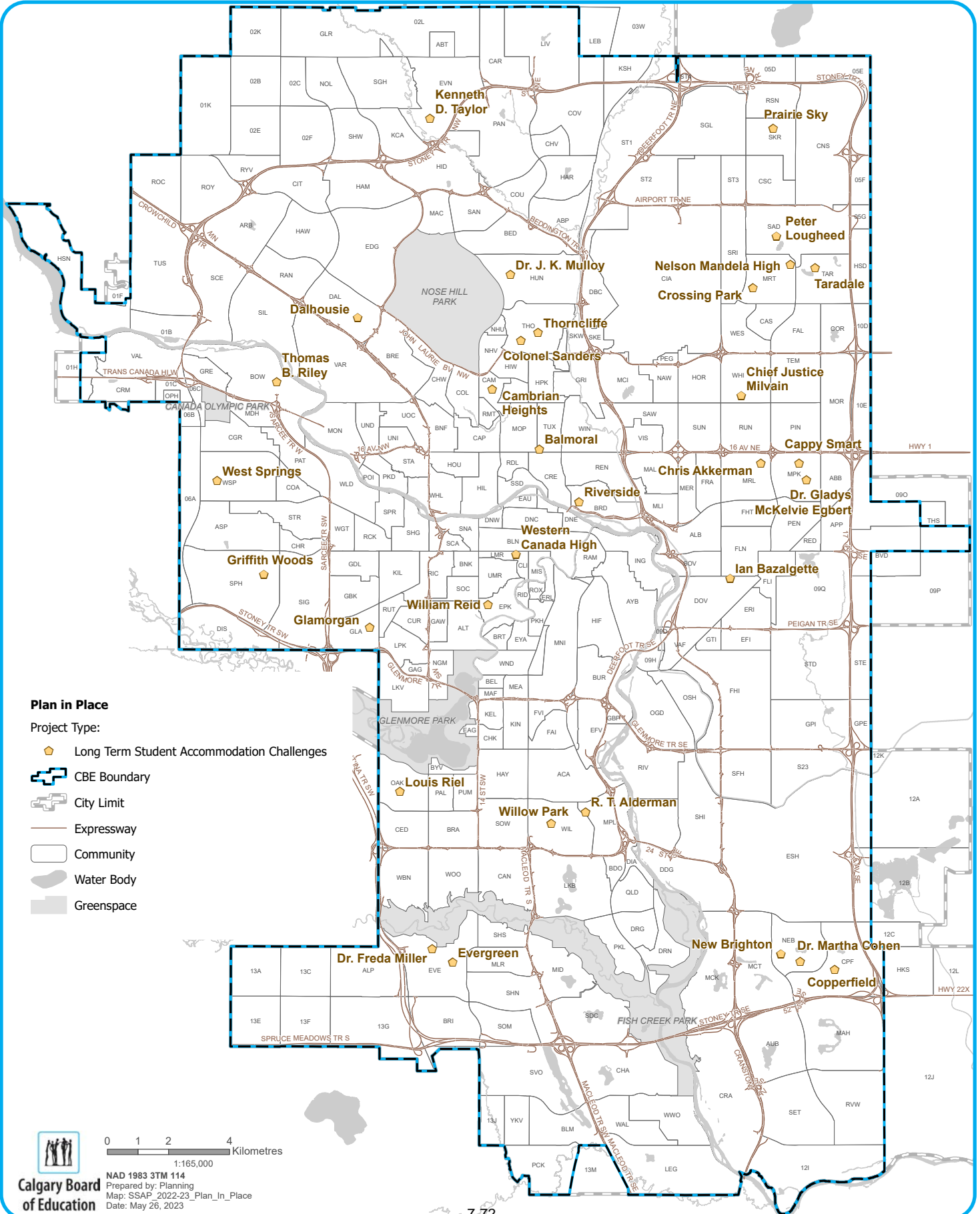


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Prepared by: Planning
Map: SSAP: 2022-23_Balance_Enrolment
Date: May 26, 2023

Plan in Place Projects



Plan in Place

Project Type:

-  Long Term Student Accommodation Challenges
-  CBE Boundary
-  City Limit
-  Expressway
-  Community
-  Water Body
-  Greenspace

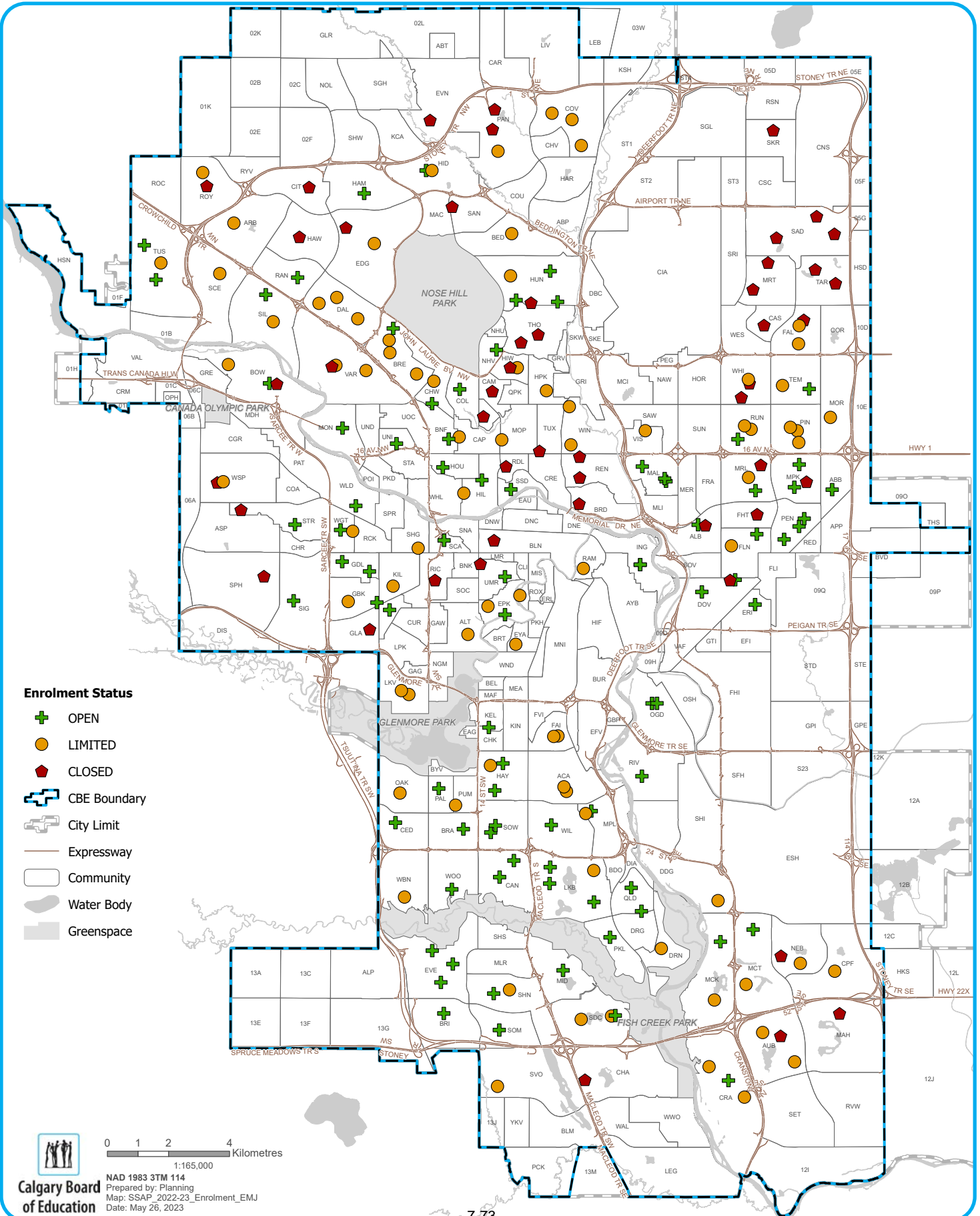


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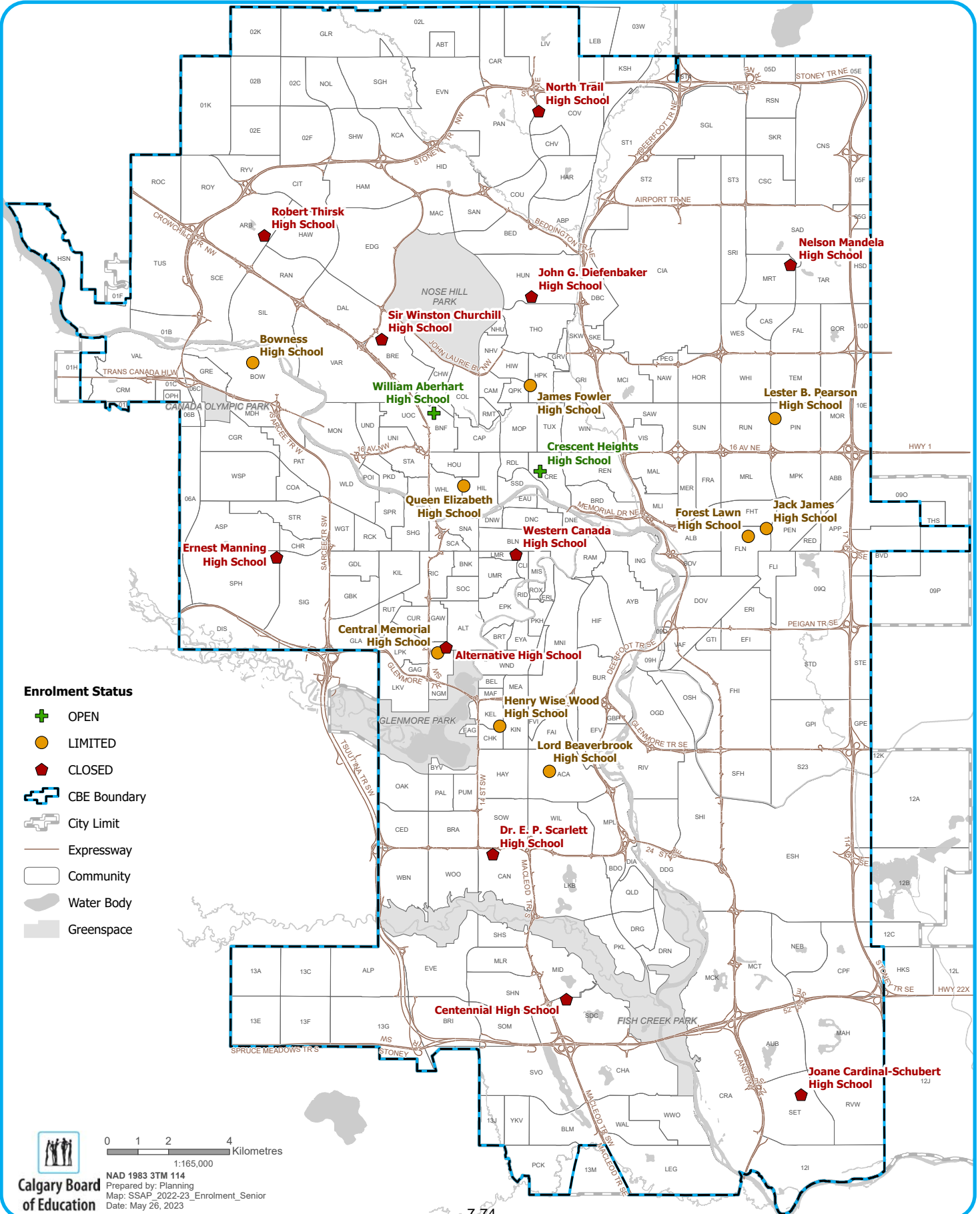
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Prepared by: Planning
Map: SSAP: 2022-23_Plan_In_Place
Date: May 26, 2023










Enrolment Status Elementary, Middle and Junior Schools





Enrolment Status High Schools



Enrolment Status

-  OPEN
-  LIMITED
-  CLOSED
-  CBE Boundary
-  City Limit
-  Expressway
-  Community
-  Water Body
-  Greenspace

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 Prepared by: Planning
 Map: SSAP: 2022-23_Enrolment_Senior
 Date: May 26, 2023

Enrolment Status for Elementary, Middle and Junior High Schools

Area	School	2023 Enrolment Status
6	A.E. Cross School	OPEN
3	Abbeydale School	OPEN
5	Acadia School	LIMITED
2	Alex Munro School	OPEN
7	Alexander Ferguson School	LIMITED
7	All Boys Program	OPEN
6	Altadore School	LIMITED
6	Andrew Sibbald School	OPEN
4	Annie Foote School	OPEN
4	Annie Gale School	LIMITED
1	Arbour Lake School	LIMITED
5	Auburn Bay School	LIMITED
2	Balmoral School	CLOSED
2	Banff Trail School	OPEN
6	Banting and Best School	OPEN
7	Battalion Park School	OPEN
5	Bayside School	LIMITED
2	Beddington Heights School	LIMITED
3	Belfast School	OPEN
1	Belvedere Parkway School	LIMITED
7	Bishop Pinkham School	LIMITED
4	Bob Edwards School	LIMITED
1	Bowcroft School	OPEN
6	Braeside School	OPEN
2	Branton School	OPEN
1	Brentwood School	LIMITED
7	Briar Hill School	OPEN
5	Bridlewood School	OPEN
2	Buchanan School	LIMITED
2	Buffalo Rubbing Stone School	CLOSED
2	Cambrian Heights School	CLOSED
6	Canyon Meadows School	OPEN
2	Capitol Hill School	LIMITED
3	Cappy Smart School	OPEN
1	Captain John Palliser School	LIMITED
2	Captain Nichola Goddard School	CLOSED
2	Catherine Nichols Gunn School	OPEN
4	Cecil Swanson School	LIMITED
6	Cedarbrae School	OPEN
5	Chaparral School	CLOSED
4	Chief Justice Milvain School	CLOSED
6	Chinook Park School	OPEN
4	Chris Akkerman School	CLOSED
1	Citadel Park School	CLOSED
4	Clarence Sansom School	LIMITED
2	Collingwood School	OPEN
2	Colonel Irvine School	CLOSED
4	Colonel J. Fred Scott School	CLOSED
3	Colonel Macleod School	CLOSED
2	Colonel Sanders School	CLOSED

Enrolment Status for Elementary, Middle and Junior High Schools

Area	School	2023 Enrolment Status
7	Colonel Walker School	OPEN
7	Connaught School	CLOSED
5	Copperfield School	LIMITED
3	Coventry Hills School	LIMITED
5	Cranston School	LIMITED
4	Crossing Park School	CLOSED
2	Dalhousie School	LIMITED
6	David Thompson School	LIMITED
5	Deer Run School	LIMITED
4	Douglas Harkness School	LIMITED
5	Douglasdale School	LIMITED
1	Dr. E. W. Coffin School	OPEN
6	Dr. Freda Miller School	OPEN
5	Dr. George Stanley School	OPEN
3	Dr. Gladys McKelvie Egbert School	CLOSED
4	Dr. Gordon Higgins School	LIMITED
2	Dr. J. K. Mulloy School	LIMITED
5	Dr. Martha Cohen School	LIMITED
7	Dr. Roberta Bondar School	CLOSED
7	Earl Grey School	OPEN
1	Edgemont School	LIMITED
7	Elbow Park School	OPEN
7	Elboya School	LIMITED
1	Eric Harvie School	OPEN
3	Erin Woods School	OPEN
3	Ernest Morrow School	OPEN
6	Ethel M. Johnson School	OPEN
6	Eugene Coste School	OPEN
6	Evergreen School	OPEN
1	F.E. Osborne School	CLOSED
5	Fairview School	LIMITED
4	Falconridge School	LIMITED
5	Fish Creek School	LIMITED
3	G. W. Skene School	OPEN
2	Georges P. Vanier School	LIMITED
7	Glamorgan School	CLOSED
6	Glenbrook School	LIMITED
7	Glendale School	OPEN
6	Glenmeadows School	OPEN
4	Grant MacEwan School	CLOSED
7	Griffith Woods School	CLOSED
4	Guy Weadick School	LIMITED
1	H.D. Cartwright School	LIMITED
6	Harold Panabaker School	OPEN
5	Haultain Memorial School	OPEN
1	Hawkwood School	CLOSED
6	Haysboro School	LIMITED
3	Hidden Valley School	OPEN
2	Highwood School	LIMITED
7	Hillhurst School	OPEN

Enrolment Status for Elementary, Middle and Junior High Schools

Area	School	2023 Enrolment Status
4	Hugh A. Bennett School	CLOSED
2	Huntington Hills School	OPEN
3	Ian Bazalgette School	CLOSED
3	James Short Memorial School	OPEN
6	Janet Johnstone School	LIMITED
7	Jennie Elliott School	LIMITED
6	John Ware School	LIMITED
3	Keeler School	CLOSED
2	Kenneth D. Taylor School	CLOSED
7	Killarney School	LIMITED
2	King George School	LIMITED
5	Lake Bonavista School	LIMITED
5	Lakeshore School	CLOSED
5	Le Roi Daniels School	LIMITED
6	Louis Riel School	LIMITED
4	Louise Dean Centre	OPEN
5	Mahogany School	CLOSED
4	Manmeet Singh Bhullar School	CLOSED
5	Maple Ridge School	OPEN
1	Marion Carson School	LIMITED
4	Marlborough School	OPEN
6	Marshall Springs School	OPEN
4	Mayland Heights School	OPEN
5	McKenzie Highlands School	LIMITED
5	McKenzie Lake School	LIMITED
5	McKenzie Towne School	OPEN
5	Midnapore School	OPEN
5	Midsun School	OPEN
4	Monterey Park School	LIMITED
7	Mount Royal School	CLOSED
3	Mount View School	LIMITED
5	Mountain Park School	OPEN
6	Nellie McClung School	OPEN
5	New Brighton School	CLOSED
6	Nickle School	OPEN
2	North Haven School	OPEN
3	Northern Lights School	LIMITED
3	Nose Creek School	LIMITED
4	O. S. Geiger School	CLOSED
7	Olympic Heights School	OPEN
2	Panorama Hills School	LIMITED
3	Patrick Airlie School	LIMITED
3	Penbrooke Meadows School	OPEN
4	Peter Loughheed School	CLOSED
3	Piitoayis Family School	OPEN
4	Pineridge School	LIMITED
4	Prairie Sky School	CLOSED
5	Prince Of Wales School	OPEN
7	Queen Elizabeth School	LIMITED
5	R.T. Alderman School	LIMITED

Enrolment Status for Elementary, Middle and Junior High Schools

Area	School	2023 Enrolment Status
3	Radisson Park School	OPEN
7	Ramsay School	LIMITED
1	Ranchlands School	OPEN
7	Richmond School	CLOSED
7	Rideau Park School	LIMITED
6	Riverbend School	OPEN
3	Riverside School	CLOSED
6	Robert Warren School	OPEN
3	Roland Michener School	OPEN
6	Ron Southern School	LIMITED
3	Rosedale School	CLOSED
3	Rosemont School	CLOSED
1	Royal Oak School	CLOSED
4	Rundle School	OPEN
4	Saddle Ridge School	CLOSED
6	Sam Livingston School	OPEN
5	Samuel W. Shaw School	OPEN
1	Scenic Acres School	LIMITED
2	Senator Patrick Burns School	LIMITED
6	Sherwood School	OPEN
5	Sibylla Kiddle School	LIMITED
1	Silver Springs School	LIMITED
1	Simon Fraser School	LIMITED
7	Simons Valley School	CLOSED
2	Sir John A. Macdonald School	CLOSED
2	Sir John Franklin School	OPEN
4	Sir Wilfrid Laurier School	CLOSED
5	Somerset School	OPEN
3	Stanley Jones School	CLOSED
7	Sunalta School	OPEN
6	Sundance School	LIMITED
3	Sunnyside School	OPEN
4	Taradale School	CLOSED
4	Ted Harrison School	CLOSED
1	Terrace Road School	OPEN
4	Terry Fox School	LIMITED
1	The Hamptons School	OPEN
1	Thomas B. Riley School	CLOSED
2	Thornccliffe School	CLOSED
1	Tom Baines School	CLOSED
1	Tuscany School	OPEN
1	Twelve Mile Coulee School	LIMITED
7	University School	OPEN
3	Valley Creek School	LIMITED
3	Valley View School	OPEN
2	Varsity Acres School	LIMITED
7	Vincent Massey School	LIMITED
3	Vista Heights School	LIMITED
2	W. O. Mitchell School	OPEN
1	West Dalhousie School	LIMITED

Enrolment Status for Elementary, Middle and Junior High Schools

Attachment IV - Enrolment Status

Area	School	2023 Enrolment Status
3	West Dover School	OPEN
7	West Ridge School	LIMITED
7	West Springs School	CLOSED
7	Westgate School	OPEN
7	Wildwood School	OPEN
1	William D. Pratt School	LIMITED
7	William Reid School	LIMITED
5	Willow Park School	OPEN
5	Wilma Hansen School	OPEN
6	Woodbine School	LIMITED
6	Woodlands School	OPEN
6	Woodman School	OPEN

Enrolment Status for High Schools

Attachment IV - Enrolment Status

Area	School	2023 Enrolment Status
6	Alternative High School	CLOSED
1	Bowness High School	LIMITED
5	Centennial High School	CLOSED
6	Central Memorial High School	LIMITED
3	Crescent Heights High School	OPEN
6	Dr. E. P. Scarlett High School	CLOSED
7	Ernest Manning High School	CLOSED
3	Forest Lawn High School	LIMITED
6	Henry Wise Wood High School	LIMITED
3	Jack James High School	LIMITED
2	James Fowler High School	LIMITED
5	Joane Cardinal-Schubert High School	CLOSED
2	John G. Diefenbaker High School	CLOSED
4	Lester B. Pearson High School	LIMITED
5	Lord Beaverbrook High School	LIMITED
4	Nelson Mandela High School	CLOSED
3	North Trail High School	CLOSED
7	Queen Elizabeth Jr/Sr High School	LIMITED
1	Robert Thirsk High School	CLOSED
1	Sir Winston Churchill High School	CLOSED
7	Western Canada High School	CLOSED
2	William Aberhart High School	OPEN

report to
Board of Trustees

Chief Superintendent’s Update

Date June 13, 2023

Meeting Type Regular Meeting, Public Agenda

To Board of Trustees

From Christopher Usih
Chief Superintendent of Schools

Purpose Information

Governance Policy Reference
 OE-2: Learning Environment/Treatment of Students
 OE-3: Instructional Program
 OE-5: Financial Planning
 OE-8: Communicating and Engaging with the Public
 OE-9: Facilities

1 | Recommendation

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

2 | Issue

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

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

OE-3: Instructional Program states that “providing high quality programming for all students is essential for student success, as defined in the Results”. With

other reports submitted to the Board of Trustees, this update meets the requirement of OE-3 in planning for and providing challenging, relevant and high quality programming opportunities that consider the educational needs of students.

OE-5: Financial Planning states that “prudent financial planning and management are essential for student success and public confidence”. With other reports submitted to the Board of Trustees, this update meets the requirement of OE-5 in focusing on student learning, incorporating key assumptions and presenting information that furthers understanding of the use of resources.

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

OE-9: Facilities states that “in order to meet the needs of the entire organization, the responsible stewardship of resources requires effective and efficient use of funding for real property”. With other reports submitted to the Board of Trustees, this update meets the requirement of OE-9 in the effective and efficient use of capital funding and demonstrates responsible stewardship of resources.

3 | Timely information

Learning Excellence | Grade 1 - 3 Interventions

The conditions of the pandemic and its impact on students, families and staff continue to surface a wide range of issues and questions related to student learning in our schools. In response to some of these questions, the Government of Alberta announced continued funding for additional supports for Grade 1 to Grade 4 students focused on literacy and math. This initiative was intended to help school districts and educators measure how classroom disruptions caused by the COVID-19 pandemic are affecting student learning and to provide some additional supports.

Our Grade 2 and 3 teachers collected information about students and assessed their literacy and numeracy skills and knowledge before the end of September. Grade 1 numeracy and literacy assessments were completed by the end of January. Data from these assessments were collected centrally by CBE and shared with Alberta Education.

At the individual school level, diagnostic assessment results were used by teachers to help identify and address gaps in student foundational understanding of numbers and skills required for reading as well as helped inform planning for next steps.

The core curriculum specialists, in collaboration with other teams, created a professional learning plan to support administrators and teachers with

interventions. This professional learning support plan included Universal Interventions, and Targeted Interventions.

A total of five Universal and Targeted Intervention sessions were provided to teachers and administrators. These informative and collaborative sessions to support universal and targeted interventions within schools had a total attendance of approximately 522 teachers. The recordings of these sessions and their supporting documents were also made available to teachers and administrators on Insite.

Learning Excellence | Grade 12 Graduation Celebration for Indigenous Students

On June 2, students, families, Elders, and staff gathered at Niitsitapi Learning Centre for the annual Indigenous student graduation. The gathering was held for students who self-identify as Indigenous and are expected to graduate high school with a diploma or certificate of completion in June 2023. Elder Aapaa'mahkaa Leonard Weasel Traveller (Bastien) opened the celebration, which included a traditional stew and bannock prepared by students in the Central Memorial High School culinary program. Students were provided time to acknowledge who supported them in their education journey in circle, along with Elders from the CBE Elder Advisory Council, who each provided words of encouragement. Each graduate was presented with a blanket and the choice of a Métis sash or a beaded CBE medallion. All Indigenous students who are graduating in 2022/23 were honoured in a slideshow with their name, school, and personalized message. This was the first year the graduation gathering was held at Niitsitapi Learning Centre.

Learning Excellence | Indigenous Education Newsletters

The Indigenous Education Team shared the summer issues of the system and community newsletters. The newsletters highlighted our system plans for National Indigenous History Month, Summer Solstice, the Blackfoot teaching of liststii'ik (to listen), highlighted our work with Actua InSTEM, and shared information and resources to support significant dates in May & June. The community newsletter is posted on our public site and is circulated within the Indigenous community, including the Indigenous community agencies that support our schools.

Learning Excellence | Niitsitapi Iitsiniimatsinii Land-Based Summit & Forward Summit

Twenty-five Indigenous high school students from the six high schools with Indigenous Education strategists (James Fowler, John Diefenbaker, Forest Lawn, Jack James, Central Memorial, Henry Wise Wood) participated in the Niitsitapi Iitsiniimatsinii or The Real People (Indigenous) Ways of Knowing Land-Based Summit on May 13 to 16, and then the Forward Summit on May 17 and 18. During the land-based summit, students spent time learning from Indigenous knowledge keepers at the Brown Bear Woman Centre on Tsuut'ina Nation and at Blackfoot Crossing on Siksika Nation. Following this, students then spent a day at the University of Calgary Minds in Motion exploring the Western STEM connections and completed a digital map to document what they have learned and the location of their learning. Students each earned two credits. During the Forward Summit, students spent two days engaged in learning about economic reconciliation with

government and industry leaders from across Canada. Four of the 25 students participated in a youth panel discussion and received a standing ovation from the more than 1000 participants. These four students each earned an additional one credit. This experience was made possible through a partnership between Actua and the CBE Indigenous Education Team and is expected to continue next year.

Learning Excellence | Strategic Resourcing | Curriculum Resource Guides Published for K-3 English Language Arts and Literature, K-3 Mathematics, and K-6 Physical Education and Wellness

In collaboration with Curriculum Specialists and Procurement Services, the Learning Resources team has published Curriculum Resource Guides internally on the staff Insite page. The guides provide schools with foundational and supplementary resource recommendations for new curriculum implementation and encourage consistent use of learning resources across CBE schools. Other foundational learning resources such as MathUP Classroom have also been included in system-provided professional learning opportunities. The Curriculum Resource Guides promote effective and efficient use of CBE funds, as well as clear processes for schools to acquire learning resources.

Learning Excellence | People Excellence | K-6 Professional Learning Series

During the 2022-2023 school year, approximately 3000 K-6 teachers and administrators participated in a four-part online professional learning series designed to develop understanding and support implementation of the new K-6 English Language Arts and Literature, Mathematics and Physical Education and Wellness curriculums. Over the course of the year there was collaboration with the Early Learning team, English Language Learners team, Inclusive Education team, Indigenous Education team, and the Complementary and Diversity teams to design and deliver quality professional learning. Each session focused on a different aspect of implementing the curriculum. The four areas of focus included: Building New Curriculum Content Knowledge, Inclusive Education: Supporting All Learners, Integrating Indigenous Ways of Being, Belonging, Knowing and Doing, and Interdisciplinary Connections. These online sessions provided participants opportunities to reflect on their own teaching and assessment practices.

These online sessions were further supported by content packages that allowed schools to personalize their school-based professional learning to meet their own contextual needs and to delve deeper into the concepts presented in the online session. The content packages included editable PowerPoints, resource materials, and thinking guides.

Learning Excellence | People Excellence | Middle Years Professional Learning Series

During the 2022-2023 school year, approximately 575 grade 5-9 teachers and administrators participated in four online professional learning sessions as part of a series designed to further develop understanding of middle years' learners.

Over the course of the year there was collaboration with the English Language Learners team, Inclusive Education team, Indigenous Education team, Teaching and Learning with Technology team, and the Complementary and Diversity teams to design and deliver quality professional learning. Each session focused on different aspects of the identity of middle years' learners. The four areas of focus

included: sense of belonging, adolescent development, fostering relationships and nurturing resilience. The online sessions provided participants opportunities to reflect on their own teaching and assessment practices. The series also included breakout sessions for Literacy, Mathematics and Physical Education and Wellness. These breakout sessions focused on High Impact Strategies to provide responsive teaching and learning.

The online sessions were further supported by content packages that allowed schools to personalize their school-based professional learning to meet their own needs as related to their school development plans, and to delve deeper into the concepts presented in the online sessions. The content packages included editable PowerPoints, resource, and research materials, as well as thinking guides.

Learning Excellence | People Excellence | High School Professional Learning Series

During the 2022-2023 school year, the High School Professional Learning Series was offered to two groups this year, Principal with Education Directors, and Learning Leaders with Administrators. The focus of the High School Professional Learning series was Outcome Based Assessment. Approximately 50 High School Principals and Educational Directors participated in the five in-person learning sessions that focused on instructional leadership to implement Outcome Based assessment in high school. Approximately 200 Learning Leaders and Administrative designates participated in five in-person learning sessions that focused on building capacity to lead outcome-based assessment practices. These sessions focused on the five guiding principles of assessment and reporting as identified in Assessment and Reporting in CBE to establish the foundation for outcome-based assessment.

Learning Excellence | People Excellence | First CBE High School Esports Tournament

Building on the successful pilot initiative the Teaching and Learning with Technology team conducted last year with two high schools, Esports has expanded to eight high schools this year as teams from each school competed online from March until May in the multiplayer game League of Legends. On May 12, the CBE's first Esports tournament was held at Forest Lawn High School, representing the thrilling culmination of this year's competitive season. The league saw active participation from over 70 students, 40 of which participated in the tournament.

Esports clubs and teams offer a valuable platform for students to cultivate a profound sense of belonging by fostering connections with like-minded peers. Emerging research indicates that up to 80% of students who engage in Esports have not previously participated in any other extracurricular activities within their school ([National School Boards Association](#), 2020). While there are some distinct differences between Esports and traditional sports, they share fundamental elements such as competition, teamwork, community, and critical thinking skills. All participating schools expressed an expectation for their involvement to grow and it is expected that more schools will add Esports in the 2023-24 school year as a valuable opportunity for their students.

Learning Excellence | People Excellence | Guidelines for Using AI for Learning

Through collaboration with the Teaching and Learning with Technology and Core Curriculum and Assessment teams, a teacher resource was created to provide key understandings and considerations to support teachers and administrators in the use of Artificial Intelligence tools, such as ChatGPT, for teaching and learning. Additional teacher resources and professional learning opportunities are currently being developed for fall 2023.

Learning Excellence | People Excellence | Balearic Island Educator Visit

During the week of May 22, CBE welcomed over twenty educators and delegates from the Balearic Islands in partnership with SMART Technologies. The purpose of the visit was for CBE to share how our organization leverages technology for learning including SMART Boards and Lumio by SMART. CBE gained an understanding of the education system in Spain, exploring topics such as curriculum development, technology deployment, robotics programming, and professional learning. Throughout the week, educators toured Nelson Mandela High School, Robert Thirsk High School, Lakeshore School, and Mahogany School with supplemental round table discussions held at the Education Centre.

Learning Excellence | People Excellence | Collaborative Partnerships | Minecraft Education

We are pleased at the continued success of Level Up Calgary with over 15,000 CBE students from 206 schools participating in Season 2. On April 24, school-based Minecraft Designates submitted their two-minute video entries for review by the Minecraft Advisory Group which consists of Specialists, teachers, and Learning Leaders. This group will select and submit three finalists spanning the four build site categories including Fort Calgary, Sien Lok Park, Calgary Public Library, and Green Line. The City of Calgary will hold a virtual award ceremony to announce the winners in June 2023.

Strategic Resourcing | Funds to Support New School Openings

The Government of Alberta provides funding for the construction of new schools and specific furniture and equipment described within the School Capital Manual. However there are many additional expenses that are not covered including information technology devices for students and staff, learning resources and software licences, musical instruments, and career and technology equipment beyond the \$100K allocation per Career and Technology Studies program. In addition to these learning needs, funding for human resources required to support school and their opening are not included. Specifically, school administration salaries to set-up a new school and funding for the CBE capital development team that serves as the interface between Alberta Infrastructure and the CBE during construction. All of these items are examples of expenses not covered under the government construction grant.

The CBE supplements the allocated Alberta Education funding through accessing 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.

One method of generating funds in support of new school openings is through the sale of surplus properties. Over the last six months, the CBE finalized the sale of three surplus properties:

Property Name	Disposition Date
Tuxedo Park School	December 5, 2022
Montgomery School	December 6, 2022
Viscount Bennett Centre	May 24, 2023

The properties listed above had not been used by the CBE for many years, and the buildings – each being 70 years or older – had surpassed their useful life. Sale of these properties has provided the CBE with an important additional source of capital funding, while also reducing recurring operation and maintenance funding demands.

The CBE possess only a small number of properties that can be sold at fair market value. The majority of CBE schools are located on lands acquired under the terms of the Joint Use and Planning Agreement, meaning they cannot be sold for market value, but instead will automatically revert to the City of Calgary when the CBE no longer requires them.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

**report to
Board of Trustees**

Construction Projects Status Report

Date	June 13, 2023
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Trevor Fenton, Director, Facility Projects David Jaimes, Project Manager, Facility Projects

1 | Recommendation

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

2 | Issue

The Chief Superintendent is required to provide the Board of Trustees with an update regarding the project status of new schools and facility modernizations under development or construction.



3 | Background

The Calgary Board of Education (CBE) has received approval for full construction on six new school construction projects, one modernization and one redevelopment for the purpose of relocation. Additionally, “planning” activities are approved for one modernization and one new school, while “pre-planning” activities are approved for two modernizations and one new school.

On March 23, 2018, the Alberta Government announced the approval of an elementary school for Mahogany (Mahogany School) and a K-9 school for Skyview Ranch (Prairie Sky School). They also provided design approval for a middle school in Auburn Bay (Lakeshore School) and a new high school in Coventry Hills (North Trail High School). Mahogany School opened on September 1, 2022 and work is ongoing to address deficiencies under warranty. Prairie Sky School recently completed construction and was opened on April 3, 2023, also with ongoing work to address deficiencies

On November 1, 2019, the Government of Alberta approved full construction funding for Lakeshore School and North Trail High School. The Government of Alberta also announced the approval of a second elementary school for Auburn Bay (Bayside School). Bayside School opened on September 1, 2022 and Lakeshore School opened on October 11, 2022. Work is ongoing at both schools to address deficiencies under their respective warranty periods. North Trail High School is nearing 90% completion with a target opening date of August 31, 2023.

On March 4, 2022, the Government of Alberta announced the approval of a middle school for Evanston. On December 14, 2022, Alberta Infrastructure advised the CBE that Evanston middle will be delivered via a Design-Build delivery method. Schematic design activities are complete and design development phase is ongoing. Tendering of the project is expected in 2023.

On November 29, 2022, the Board of Trustees approved the closure of the Louise Dean Centre at Kensington School effective June 28, 2024 for the purpose of relocation to Jack James High School. Preliminary schematic design is complete and work has commenced on the detailed design and tender documents. Phase 1 construction tender closed on June 2nd and construction is expected to commence on July 3rd.

On March 1, 2023, the Government of Alberta announced the approval for full construction of the modernization of John G. Diefenbaker High School. Additional commitments included approval for “Planning” of the modernization of Annie Gale School and a new high school in the community of Cornerstone, as well as approval for “Pre-Planning” of modernizations at A.E. Cross School and Sir John A. MacDonald School and a new middle school located in the community of Saddle Ridge. We have recently been advised that Alberta Infrastructure will deliver the modernization project at John G. Diefenbaker with an approved construction budget of \$33.1M plus \$2.5M for hazardous materials abatement. The tender for consulting services closed on June 7th.

4 | Analysis

Information on the current status of the projects under development and being administered by the CBE and Alberta Infrastructure is provided in **Attachment I**.

The locations of the various new school and modernization capital projects under development are shown in **Attachment II**.

Attachment III provides a series of onsite photographs to visually convey the construction progress for North Trail High School and the recently completed Prairie Sky School. No material changes were made to the schools opened in 2022, thus progress photos are excluded.

There are three Project Steering Committees set up for the current school projects as follows:

- New Elementary/Middle Schools (Mahogany, Prairie Sky, Lakeshore & Bayside);
- North Trail HS; and
- Louise Dean Centre Relocation.

5 | Conclusion

This report provides the current update on the project status of new schools and facility modernizations within the CBE currently under development or construction.

It is provided to the Board of Trustees for informational purposes in compliance with Operational Expectation 7: Communication With and Support for the Board.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I:	New/Modernized Facility Construction Status
Attachment II:	Project Location Map
Attachment III:	Construction Photos

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

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
June 13 2023**

Building	Opening Date	Notes/Comments
36. Mahogany School Grades K-4 Capacity 600 students	Sept. 1 2022	Design and Specifications 100%
		Construction Award 100%
		Construction Progress 100%
		Note: Project managed by Alberta Infrastructure. School complete; warranty issue remediation underway.
37. Prairie Sky School Grades K-9 Capacity 900 students	April 3 2023	Design and Specifications 100%
		Construction Award 100%
		Construction Progress 99%
		Note: Project managed by Alberta Infrastructure. School complete with exception of Foods Lab, correction of deficiencies / warranty issue remediation underway, exterior landscaping started May 5
38. Lakeshore School Grades 5-9 Capacity 900 students	Oct. 11 2022	Design and Specifications 100%
		Construction Award 100%
		Construction Progress 100%
		Note: Project managed by Alberta Infrastructure. School complete, correction of deficiencies / warranty issues ongoing, landscaping started week of May 1.
39. North Trail High School Grades 10-12 Capacity 1800 students	Aug. 31, 2023	Design and Specifications 100%
		Construction Award 100%
		Construction Progress 88%
		Note: Project managed by Alberta Infrastructure. Building envelope nearly complete, electrical and mechanical ongoing, gym floor installation complete, interior masonry complete, millwork installation ongoing, exterior landscaping ongoing
40. Bayside School Grades K-4 Capacity 600 students	Sept. 1 2022	Design Build - Basis of Design/Bid package 100%
		Construction Award 100%
		Design and Specifications 100%
		Construction Progress 100%
		Note: Project managed by Alberta Infrastructure. School complete; warranty issue remediation underway.

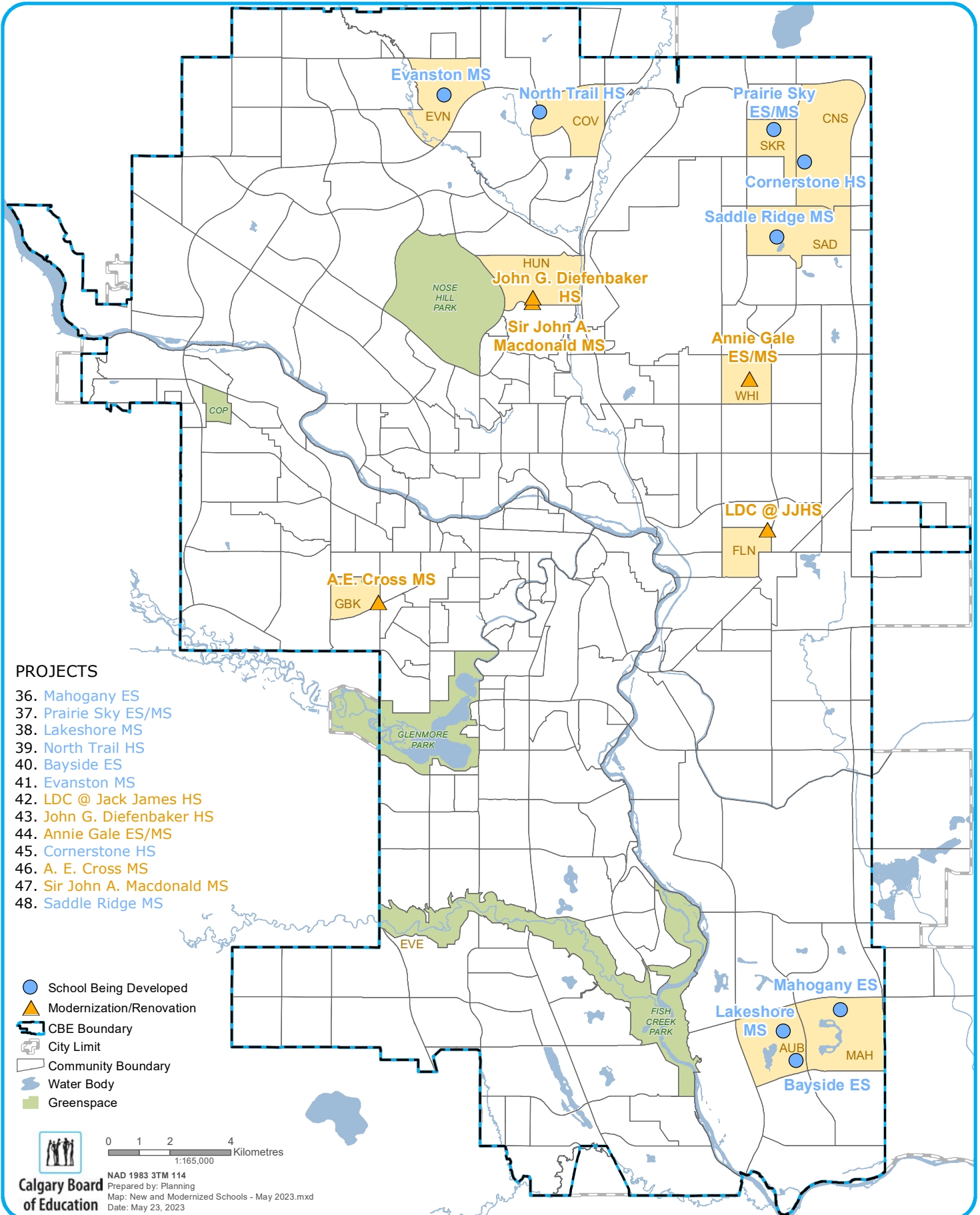
**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
June 13, 2023**

Building	Opening Date	Notes/Comments	
41. Evanston School Grades 5-9 Capacity 900 students	TBD	Design Build – RFP Package (includes drawing package to approx. 40% CD level and Performance Specifications)	40%
		Construction Award	0%
		Design and Specifications	40%
		Construction Progress	0%
		Note: Project managed by Alberta Infrastructure – Initial design concluded, finalizing documents for DB RFP	
42. Louise Dean Centre Grades 9-12	Fall 2024	Design and Specifications	40%
		Construction Award	0%
		Construction Progress	0%
		Note: Project managed by Calgary Board of Education Phase 1 tender issued 08 May, Phase 2 drawings @ 50%, under review	
43. John G. Diefenbaker School Grades 10-12 Modernization	TBD	Design and Specifications	0%
		Construction Award	0%
		Construction Progress	0%
		Note: Project Managed by Alberta Infrastructure Approved construction budget of \$33.1M plus \$2.5M for HAZMAT abatement. Tender for consulting services closed on June 7 th	
44. Annie Gale School Grades 6-9 Modernization	TBD	Note: Planning approved on March 1, 2023 Awaiting for further details from AB Ed and AB Infra.	
45. Cornerstone High School TBD	TBD	Note: Planning approved on March 1, 2023 Awaiting for further details from AB Ed and AB Infra.	

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
June 13, 2023**

Building	Opening Date	Notes/Comments	
46. A.E. Cross School Grades 7-9 Modernization	TBD	Note: Pre- Planning approved on March 1, 2023 Awaiting for further details from AB Ed and AB Infra.	
47. Sir John A. MacDonald School Grades 6-9 Modernization	TBD	Note: Pre- Planning approved on March 1, 2023 Awaiting for further details from AB Ed and AB Infra.	
48. Saddle Ridge Middle School TBD	TBD	Note: Pre- Planning approved on March 1, 2023 Awaiting for further details from AB Ed and AB Infra.	

New and Modernized Schools As of May 2023



North Trail High School



South-East Elevation – Automotives



North-West Elevation (classroom wing)



Automotive Shop



Main Gym



Learning Commons



Main Gathering Space - Ceiling

Prairie Sky School



Main Entrance – North elevation



Staff Entrance – South Elevation



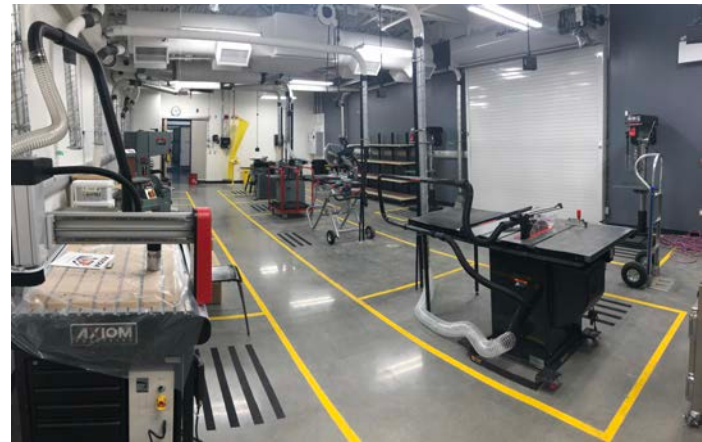
Foods Lab



Learning Commons



Classroom - Kindergarten



Construction Shop