

Please join us on the Link at 11:45 a.m. for a pre-meeting performance of art and music by students from Alternative High School.

public agenda

Regular Meeting of the Board of Trustees

June 19, 2018
12:00 p.m.

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

R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions		GC-3	
	4 Results Focus			
15 mins	4.1 Alternative High School Presentation	P. Murphy	R-2	
	5 Operational Expectations			
	6 Public Comment [PDF]		GC-3.2	
Max 20 mins	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Action	Board	GC-3	
15 mins	7.1 CBE Boundary Adjustment - Belmont and Yorkville (West Macleod Area Structure Plan)		OE-7, 9	Page 7-1
	8 Consent Agenda	Board	GC-2.6	
	8.1 OE-1: Global Operational Expectation – Annual Monitoring (<i>THAT the Board approves the Chief Superintendent</i>)		B/CSR-5, OE-8	Page 5-1-A (June 12/18)

Time	Topic	Who	Policy Ref	Attachment
	<i>is in compliance with the provisions of OE-1: Global Operational Expectation.)</i>			
	8.2 Administrative Regulations: Student Code of Conduct (AR 6005) and Welcoming, Caring, Respectful and Safe Learning and Work Environments (AR 6031) <i>(THAT the Board accepts the report as evidence that the CBE is in compliance with section 45.1(6) of the School Act.)</i>		GC-3, B/CSR-4, OE-4, 11	Page 8-71
	8.3 Proposed Amendment of B/CSR-5E <i>(THAT the Board approves the amendment of B/CSR-5E as submitted.)</i>		B/CSR-5E	Page 8-88
	8.4 Items Provided for Board Information		OE-8	
	8.4.1 Correspondence			Page 8-1
	8.4.2 Chief Superintendent's Update		B/CSR-5, OE-8	Page 8-3
	8.4.3 Construction Projects Status Update		OE-7, 9	Page 8-10
	8.4.4 Three-Year System Student Accommodation Plan 2018-2021		OE-7,9	Page 8-23
	8.4.5 Third Quarter Budget Variance Report for the 2017-2018 Budget		OE-5	Page 8-63
	9 In-Camera Session			
3:00 p.m.	10 Adjournment			
	Debrief	Trustees	GC-2.3	

Notice |

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

Archives will be available for a period of two years.
Information is collected under the authority of the School Act and the Freedom of Information and Protection of Privacy Act section 33(c) for the purpose of informing the public.

For questions or concerns, please contact:
Office of the Corporate Secretary at corpsec@cbe.ab.ca.

report to Board of Trustees

CBE Boundary Adjustment – Belmont and Yorkville (West Macleod Area Structure Plan)

Date	June 19, 2018
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Carrie Edwards, Director, Planning & Transportation Anne Trombley, Manager, Planning Paul Mountford, Senior Urban Planner Vidya John, Urban Planner

1 | Recommendation

It is recommended:

- THAT the Board of Trustees authorizes the Chair to correspond with the Minister of Education, as per the letter at Attachment I.

2 | Issue

Urban development is starting to occur in the West Macleod area (Attachment II). The West Macleod Area Structure Plan (ASP) will ultimately include four communities: Belmont, Sirocco, Pine Creek and Yorkville. The West Macleod ASP was approved on June 10, 2014 and will accommodate a population of approximately 34,000 people when complete. This area is within the city limits of Calgary but is currently outside the Calgary Board of Education's jurisdictional boundary.



3 | Background

Annexation of land by the City of Calgary provides the CBE insight into the direction the City will be developing and where new municipal communities and school populations will be located in the future.

The City of Calgary annexed lands in 2005, 2007 and 2010, with the majority of this land remaining outside the CBE's jurisdiction. While the CBE requested to have its jurisdictional boundary changed to match the City's boundary, the Minister of Education, in a letter dated February 23, 2009 (Attachment IV), advised that it was in the best interest of students to leave school jurisdiction boundaries as they were until such time as urban development warranted a change and parts of the annexed lands became subject to area structure plans and real estate development. This has been the Ministry of Education's position since that time.

Prior to this year, the last time the CBE's boundary was changed was in 2009 when the Minister of Education invoked his authority under Section 239 of the *School Act* and incorporated the lands, which now comprise the communities of Walden and Legacy, from the Foothills School Division to the CBE. This change was approved as a result of the residential construction and real estate development occurring in this area at that time. In February 2018, the CBE requested an adjustment in north and northwest Calgary with respect to portions of the Livingston and Crestmont communities that are outside of the CBE's boundary. On June 4, 2018, the Minister advised that the boundary adjustment was approved and would become effective for the 2018-2019 school year.

The lands on which Belmont and Yorkville are being developed currently reside within the Foothills School Division boundaries. CBE staff have had several discussions with the representatives from the Foothills School Division regarding these two new communities throughout the year. Formal notification of CBE's intention to request the Minister of Education incorporate these lands into its boundary was provided in a letter dated June 8, 2018 (Attachment IV).

4 | Analysis

The Ministry of Education's position is to leave school jurisdiction boundaries in place until such time as urban development warrants a change. CBE is supportive of this approach given how the student transportation formula for metro school jurisdictions is not adequate to address the cost of providing transportation services when an area is comprised of sparse rural development.

New communities are regularly assessed for their suitability for transportation services to ensure there is a consistent and safe path clear of obstructions that

may be caused by construction supplies and equipment in newer communities. CBE needs city maintained roads for the yellow school bus to enter, maneuver to pick up students and safely exit the community. Until yellow school bus service is added to new communities, a stop is provided as close as possible in a neighbouring community. This initial bus stop location may not fall within the current CBE guidelines for travel distance to a bus stop.

In both Belmont and Yorkville, the communities are in approved area structure plans and are now seeing roads, underground utilities and homes in various stages of construction. Based on information provided by the developers of Belmont and Yorkville earlier this year, residents were expected to occupying homes in fall 2018 and/or early 2019. This meets the Ministry of Education’s requirements that the lands be subject to area structure plans and real estate development.

The request for a boundary adjustment was initially planned for early fall given the anticipated fall 2018 home occupancies. More recent updates have indicated that there are some “spec” homes in Belmont that will be occupied this summer which has accelerated the timeline for the boundary change request.

The timeline for development in Sirocco and Pine Creek is late 2019 and/or early 2020. Construction of homes in these two communities has not started to date. Development in the communities of Sirocco and Pine Creek will continue to be monitored, with a request to incorporate these communities into CBE boundaries anticipated in 2019.

The community of Belmont is projected to have a population of 7,000 to 7,400 residents, with approximately 520 K-9 CBE students when fully built out. The community of Yorkville is projected to have a population of 9,400 to 10,000 residents, with approximately 650 K-9 CBE students when fully built out.

The table below provides information on the year, number and type of housing units in Belmont and Yorkville over the next few years.

Table I: West MacLeod Communities - Projected Occupied Housing Units by Type (2018 to 2020)

Housing Units	Belmont			Yorkville			TOTAL		
	SF	MF	Total	SF	MF	Total	SF	MF	Total
2018	40	0	40	0	0	0	40	0	40
2019	180	100	280	88	87	175	268	187	455
2020	180	200	380	88-100	87-100	175-200	268-280	287-300	555-580
Total	400	300	700	176-188	174-187	350-375	576-588	474-487	1050-1075

SF=Single Family, MF=Multi Family

The table below provides the total projected number of CBE students expected in Belmont and Yorkville in 2018, 2019 and 2020.

Table II: West MacLeod Communities - Total Number of Projected CBE Students (2018 to 2020)

Projected CBE Students*	Belmont			Yorkville			TOTAL		
	K-4	5-9	Total	K-4	5-9	Total	K-4	5-9	Total
2018	5	5	10	0	0	0	5	5	10
2019	24	23	47	13	12	25	37	35	72
2020	27	26	53	13-15	12-14	25-29	40-42	38-40	78-82
Total	56	54	110	26-28	24-26	50-54	82-84	78-80	160-164

The information in the table is reported for K-4 and GR5-9 grade groupings. The total number of 72 students projected for 2019 represents approximately seven students per grade. Typically, 60% to 80% of CBE students in a community will attend their regular program designated school with the balance attending one of CBE's alternative programs. In the case of Belmont and Yorkville, the K-6 regular program designated school will be in close proximity to the communities therefore is anticipated that 70% of CBE students could be expected to attend the regular program with the remaining 30% choosing to attend a CBE alternative program. In 2019 this means approximately 50 students would be anticipated to attend the regular program designated schools and approximately 20 would attend CBE alternative programs.

CBE has begun to receive inquiries from the public for information regarding designated CBE schools for these communities. Once approval to include these communities within CBE boundaries is received, students will be designated to Ron Southern School for grades K-6 and Harold Panabaker School for grades 7-9. High School students will be designated to Dr. E.P. Scarlett High School.

5 | Financial Impact

The Ministry of Education's position to expand the CBE jurisdictional boundary over time as urban development warrants allows the CBE to adequately plan for new residential communities being brought into the system.

The expansion of the CBE's jurisdictional boundary to include new communities will add to the transportation and accommodation costs of the CBE. This phased in approach is preferable from a transportation perspective as newly annexed areas on the edge of City have low populations when development first starts. Having the same boundaries as the City where no immediate development is occurring could result in multiple buses going to the edges of the City to serve a low number of students.

Transportation costs for Belmont and Yorkville are estimated at \$110,000 once all K-9 students attend their school based on the build out information over the next three school years. The transportation costs for the regular designated program over the next three school years are:

Projected Regular Program Transportation Costs: Belmont and Yorkville

2018-2019	2019-2020	2020-2021
\$55,000	\$55,000	\$110,000

As referenced in the report, we expect 30% of families to choose alternative programs. Students attending alternative programs are subject to congregated stops. It is anticipated that students in Belmont and Yorkville would have to travel to existing congregated stops and would not have a financial implication based on the current service model.

6 | Implementation Consequences

As new area structure plans are approved and urban development commences, the CBE will request the Minister of Education to incorporate these new communities into the CBE's jurisdictional boundary. These new communities will be included in the CBE's capital and operational planning, allowing for comprehensive long-term accommodation, transportation and school planning.

7 | Conclusion

The Ministry of Education, in a letter dated February 23, 2009, advised that it is in the best interest of students to leave school jurisdiction boundaries as they stand until such time as urban development warrants a change and parts of the annexed lands become subject to area structure plans and real estate development. This approach is congruent with the extant student transportation funding model.

As the communities of Belmont and Yorkville are within the City of Calgary boundary in areas, have approved area structure plans and are now seeing real estate development, they now meet the ministry's requirements for inclusion within CBE boundaries.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

- Attachment I: Letter to Minister of Education
- Attachment II: Proposed Belmont and Yorkville Annexation Area
- Attachment III: Letter from Ministry of Education, February 23, 2009
- Attachment IV: Letter to Foothills School Division

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.



1221 – 8 Street S.W., Calgary, AB T2R 0L4

www.cbe.ab.ca

June 20, 2018

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

Dear Minister Eggen,

Re: Calgary Board of Education Jurisdictional Boundary (Belmont and Yorkville)

On behalf of the board of Trustees, I am writing to request an adjustment to the Calgary Board of Education (CBE) jurisdictional boundary.

The two (2) communities the CBE is requesting to be annexed are Belmont and Yorkville. Both of these communities are within the City of Calgary's municipal boundary.

Belmont

This area is located on the south side of the City of Calgary, west of Macleod Trail South, on the south side of 194 Avenue SE. The area is bounded by 194 Avenue SE on the north, the Canadian Pacific Railway and the easterly boundary of SW15-22-1-5 on the east, 210 Avenue SE on the south, and Sheriff King St South on the west.

The legal description is SW15-22-1-5 and portions of NW15-22-1-W5M and NE15-22-1-W5M.

Yorkville

This area is located on the south side of the City of Calgary, west of Macleod Trail South, on the south side of 194 Avenue SW. The area is bounded by the 194 Avenue SW on the north, Sheriff King St South on the east, 210 Avenue SW on the south, and the western boundary of NE16-22-1-5 and SE16-22-1-5 on the west.

The legal description is NE16-22-1-5 and SE16-22-1-5.

The majority of the 36,000 acres annexed by the City of Calgary, from the MD of Foothills in 2005 and the MD of Rocky View in 2007, remain outside of the CBE's jurisdictional boundaries. The Minister of Education, in a letter dated February 23, 2009 (Attachment III), identified that it was in the best interest of students to retain the existing school boundaries until urban development warranted change and parts of the annexed lands become subject to area structure plans and real estate development.

Both Belmont and Yorkville now meet these criteria as they are communities with approved area structure plans that are now seeing roads, underground utilities and homes in various stages of construction. The developer and home builders have advised that some residents are expected to begin occupying homes in these communities starting this summer. The CBE has also begun to receive inquiries from future home owners regarding school designations.

The community of Belmont is projected to have a population of 7,000 to 7,400 residents, with approximately 520 K-9 CBE students when fully built out. The community of Yorkville is projected to have a population of 9,400 to 10,000 residents, with approximately 650 K-9 CBE students when fully built out.

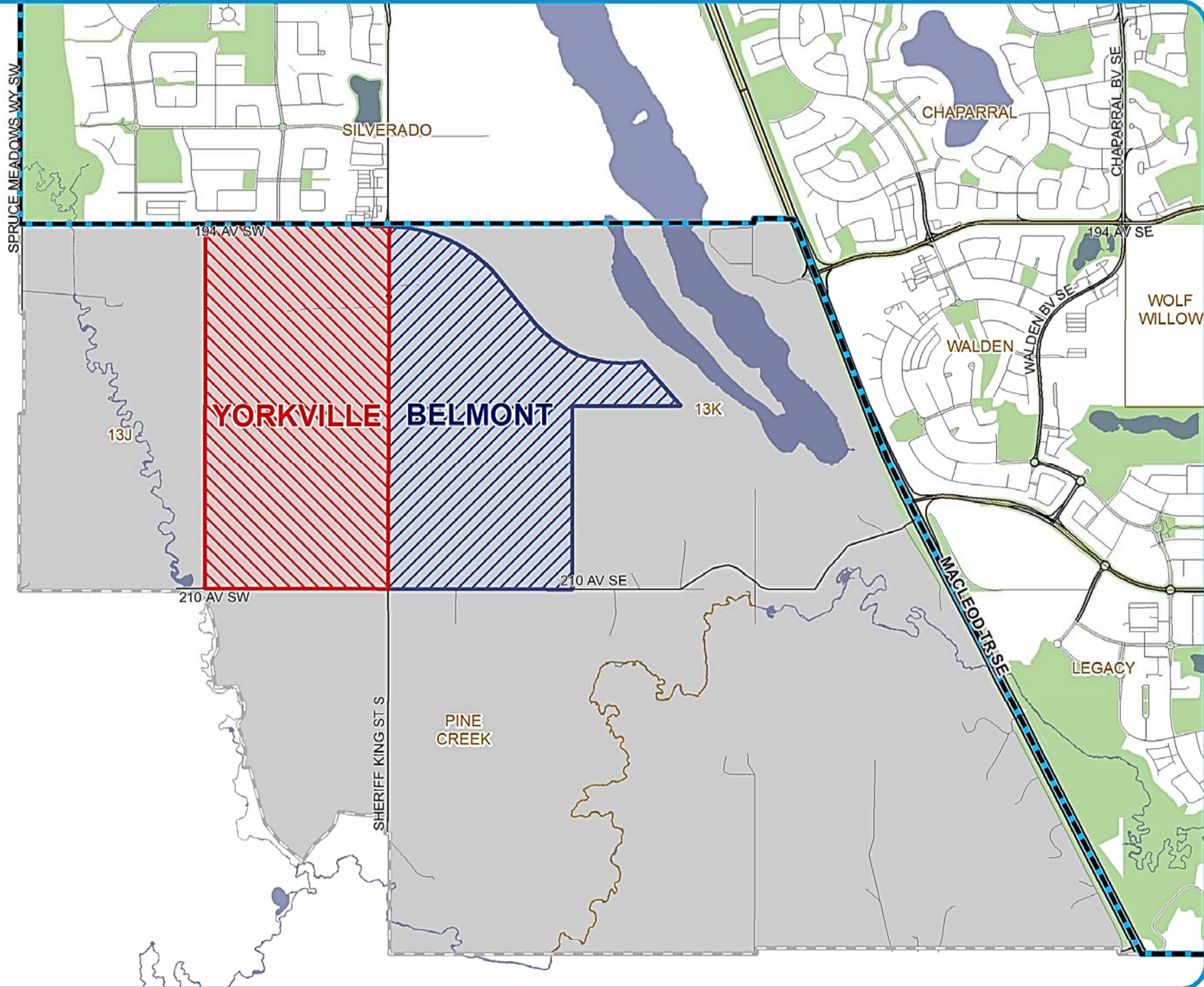
CBE staff have discussed the proposed boundary adjustment with representatives from the Foothills School Division. Formal notification of CBE intent to request the Minister of Education incorporate these lands into its boundary was provided to the Foothills School Division in a letter dated June 8, 2018 (Attachment IV).

Based on the above information, I am respectfully requesting that the Minister of Education invoke his authority under Section 239 of the *School Act* and incorporate these lands into the CBE's jurisdictional boundary.

Thank you for your consideration on this matter.

Yours sincerely,

Trina Hurdman, Chair
Board of Trustees



Calgary Board of Education

Proposed Annexation

Belmont

Yorkville

CBE Boundary

West McLeod ASP

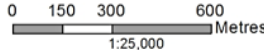
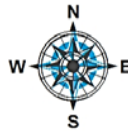
Community

Water Body

Greenspace

Attachment II

Proposed Yorkville and Belmont Annexation Areas (Within West McLeod ASP)



NAD 1983 3TM 114
 Prepared by: Planning & Transportation
 Map: Prop_Yorkville-Belmont_Annex.mxd
 Date: May 30, 2018

ALBERTA
EDUCATION*Office of the Minister*

February 23, 2009

Ms. Pat Cochrane
 Chairman
 Calgary School District
 515 Macleod Trail SE
 Calgary, Alberta
 T2G 2L9

Dear Ms. Cochrane:

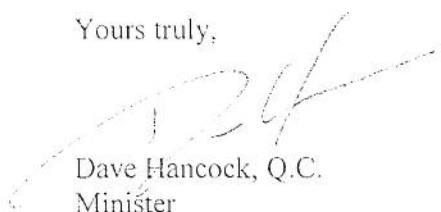
In 2005 and 2007, the City of Calgary annexed land into Foothills School Division, Christ the Redeemer Catholic Separate Regional Division and Rocky View School Division (see attached map).

As a result of municipal annexations, my ministry has been conducting a review of the school jurisdiction boundaries in the Calgary area over the past year, and that review is now complete. I appreciated the opportunity to consider the views expressed by school jurisdictions regarding annexation in the Calgary area. I wish to assure you that the information provided by school jurisdictions regarding their individual perspectives was conveyed to me by my staff and proved to be most helpful. I will not invoke my authority under Section 239 of the *School Act* to add or take lands from the affected school jurisdictions. I believe that it is in the best interest of students to leave school jurisdiction boundaries as they currently are. However, boundaries may be looked at in the future if urban development warrants a further review. Please ensure that your current and long-term planning continues to meet the needs of both current and future resident students.

Therefore, Calgary Board of Education, Calgary Roman Catholic Separate School District, Foothills School Division, Christ the Redeemer Catholic Separate Regional Division, and Rocky View School Division will continue to operate with their current educational boundaries.

If you have any questions, please contact my office at 780-427-5010.

Yours truly,




Dave Hancock, Q.C.
 Minister

Attachment



world skills
 Calgary 2009

224 Legislature Building 10800 - 97 Avenue, Edmonton, Alberta Canada T5K 2B6 Telephone 780-427-5010 Fax 780-427-5018
 203, 569 Riverbend Square, Edmonton, Alberta Canada T6R 2E3 Telephone 780-413-5970 Fax 780-413-5971

 Printed on recycled paper



www.cbe.ab.ca

June 8, 2018

Sent Via Email

Monica Kohlhammer
Director of Planning
Foothills School Division No. 38
P.O. Box 5700
129 – 4th Avenue SW, Suite 300
High River, AB T1V 1M7

Dear Ms. Kohlhammer:

Re: Consideration of Changes to Jurisdictional Boundaries

I am writing to follow up on the conversations you have had with CBE planning staff and to formally advise that the Calgary Board of Education (CBE) will be seeking to request approval from the Province of Alberta for a boundary change.

Under previous governments the Minister of Education indicated that it was in the best interest of students to only adjust jurisdiction boundaries when urban development has begun. With urban development advancing in two areas previously annexed by the City of Calgary, the CBE is now requesting corresponding boundary changes.

The areas the CBE will be requesting to annex are the communities of Belmont and Yorkville which are part of the West Macleod Area Structure Plan (ASP) within the City of Calgary’s municipal boundary. A map showing the locations of the communities is provided at the end of this letter.

Belmont

This area is located on the south side of the City of Calgary, west of Macleod Trail South, on the south side of 194 Avenue SE. The area is bounded by 194 Avenue SE on the north, the Canadian Pacific Railway and the easterly boundary of SW15-22-1-5 on the east, 210 Avenue SE on the south, and Sheriff King St South on the west.

The legal description is SW15-22-1-5 and portions of NW15-22-1-W5M and NE15-22-1-W5M.

Yorkville

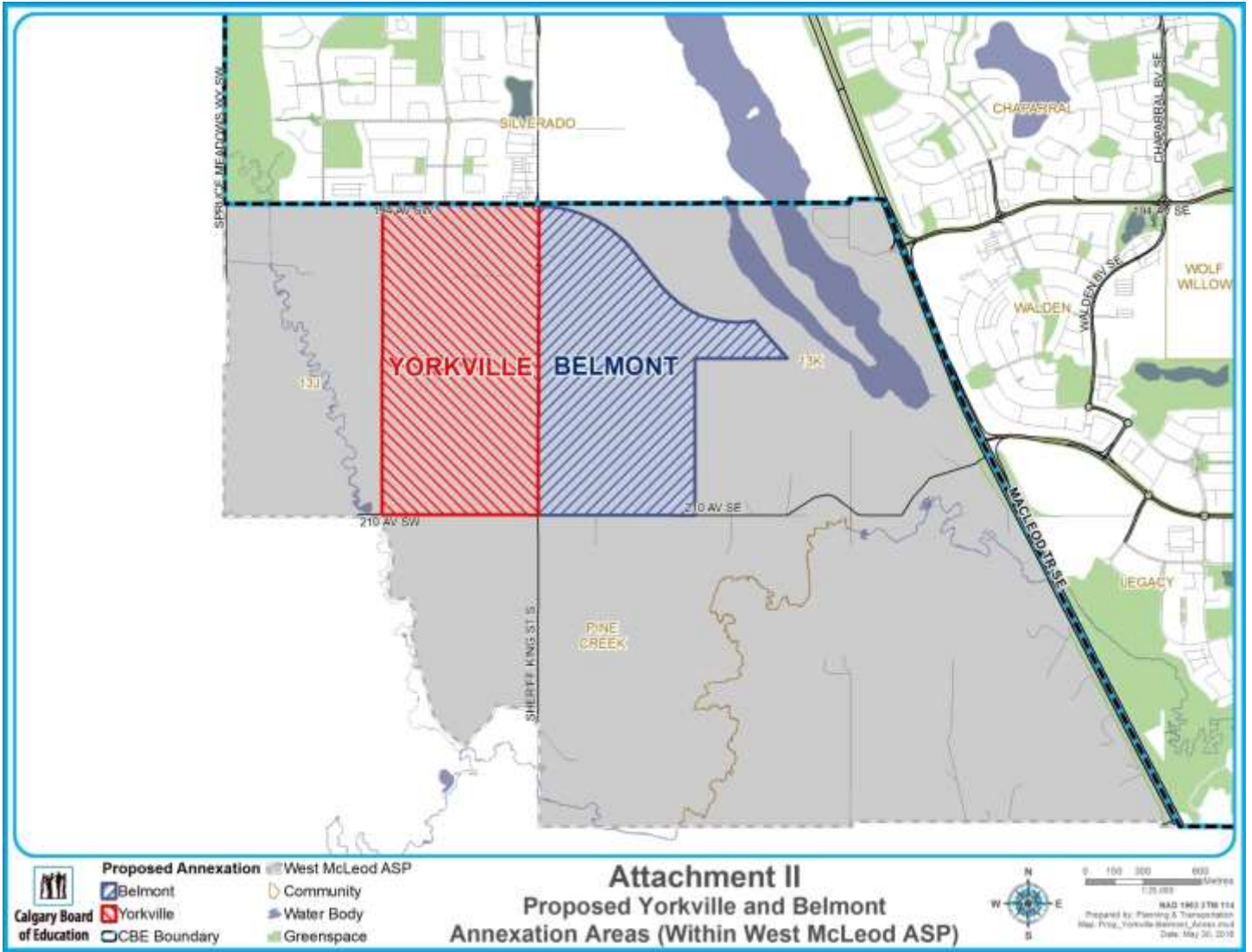
This area is located on the south side of the City of Calgary, west of Macleod Trail South, on the south side of 194 Avenue SW. The area is bounded by the 194 Avenue SW on the north, Sheriff King St South on the east, 210 Avenue SW on the south, and the western boundary of NE16-22-1-5 and SE16-22-1-5 on the west.

The legal description is NE16-22-1-5 and SE16-22-1-5.

The CBE wishes to continue to work in partnership with Foothills School Division No. 38 to ensure the effective planning for current and future students. If you require any further information or have any questions please contact me.

Thank you,

Carrie Edwards
Director, Planning and Transportation
t | 403-817-7225
f | 403-777-8769



operational
expectations
monitoring report

Monitoring report for the
school year 2016-2017

Report date:
June, 12, 2018
Resubmitted:
June 19, 2018

OE-1: Global Operational Expectation

BOARD OF TRUSTEES ACTION

With respect to OE-1: Global Operational Expectation, the Board of Trustees:

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

OE-1: Global Operational Expectations

Executive Summary

The Board of Trustees believes that the credibility of and public confidence in the organization are necessary to contribute positively to student success. The Board expects practices, activities and decisions that are in keeping with the standards, as defined in law and board policies, for an organization responsible for public education.

This Operational Expectation establishes the global values and expectations of the Board of Trustees for the Calgary Board of Education regarding the operation of the organization.

The Chief Superintendent's reasonable interpretation for OE 1: Global Operational Expectations was approved on September 18, 2012 and revised on October 1, 2017. The Board of Trustees last monitored OE 1 on June 13, 2017. This report includes data available from the 2017-2018 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
1.1	1.1.1	Compliant
1.1	1.1.2	Compliant
1.2	1.2.1	Compliant
1.2	1.2.2	Compliant
1.2	1.2.3	Compliant
1.2	1.2.4	Compliant

OE-1: Global Operational Expectations

The Board of Trustees believes that the credibility of and public confidence in the organization are necessary to contribute positively to student success. The Board expects practices, activities and decisions that are in keeping with the standards, as defined in law and board policies, for an organization responsible for public education.

Board-approved Interpretation |

The Chief Superintendent has a responsibility to ensure that the organization operates in such a way that public trust and confidence is maintained. In order to do this, the organization must:

- operate in accordance with the *School Act* and the related regulations, as well as other applicable legislation and regulations;
- operate using standards associated with sound professional and business practice;
- maintain working and learning environments that endeavour to keep employees and students from harm;
- support a respectful work and learning environment for students and employees and considerate, thoughtful interactions with the public;
- meet the expectations set out in the Board of Trustees' Operational Expectations policies; and
- administer its operations in ways that meet or exceed the community's expectations for the conduct of a public institution.

The Chief Superintendent shall:

1.1	Take all reasonable measures to ensure that practices, activities, decisions and organizational conditions are lawful, ethical, safe, respectful, prudent, in compliance with Board policy and preserve the organization's public image and credibility.	Compliant
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OE-1: Global Operational Expectations

The Chief Superintendent is responsible for ensuring the organization operates within the boundaries of law and Board of Trustees policies. Having consistent expectations through regulations aligned with and in support of applicable legislation and policies provides guidance and clarity for employees as they perform their duties.

The Chief Superintendent interprets:

- *reasonable measures* to mean system-wide preventative internal controls.
- *practice, activity, decision or organizational condition* to mean the day-to-day operations of the Calgary Board of Education.

Board-approved Indicators and *Evidence of Compliance* |

<p>1. Employees are informed of the expectations for their conduct in the context of their employment through the CBE Employee Code of Conduct.</p>	<p>Compliant</p>
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The organization is compliant with this indicator

a) at the point of hire, as evidenced by new employee acknowledgement;

All employees newly hired or re-hired to the CBE in the 2017-2018 school year completed a form indicating their acknowledgement and awareness of the employee code of conduct. This is confirmed by a review of the new hire checklist maintained in the Human Resources service unit.

b) annually by school principals;

100 per cent of school principals responded Yes to the following statements:

“I have informed all employees in my school of the expectations for their conduct in the context of their employment within CBE”

“I have shared and discussed the Employee Code of Conduct with all employees at my school.”

c) annually by supervisors.

100 per cent of area directors responded Yes to the following statements:



OE-1: Global Operational Expectations

“I have informed all my direct reports of the expectations for their conduct in the context of their employment within CBE”

“I have shared and discussed the Employee Code of Conduct with all my direct reports.”

100 per cent of service unit directors responded Yes to the following statements:

I have informed all employees in my service unit of the expectations for their conduct in the context of their employment within CBE”

“I have shared and discussed the Employee Code of Conduct with all employees at my service unit.”

2. Administrative Regulations are reviewed and revised accordingly according to the identified work plan.	Compliant
---	-----------

The organization is compliant with this indicator.

The following is an overview of the work completed on Administrative Regulations during the 2017-2018 school year:

<u>Deleted</u>	<u>Revised</u>	<u>New</u>
1020: Travel Accident Insurance	2034: Investment of Cash Resources	2061: Employee Gifts and Appreciation
1039: Continuing Education	2044: Banking	
3033A: Extra-Curricular and Co-Curricular Activities: High School Dances	2060: Employee Expense and Business Travel	
6008: Student Accident Insurance	3021: School Emergency Practices and Procedures	
	3027: Off-site Activities	
	6095: Student Transportation	

Evidence demonstrates all indicators in sub section 1.1 are in compliance.

OE-1: Global Operational Expectations

1.2	Take reasonable actions to ensure that the organization, the Board or employees are not recklessly exposed to legal liability.	Compliant
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The Chief Superintendent interprets:

- *recklessly expose* as allowing conditions to exist which prevent the Calgary Board of Education from obtaining insurance coverage

Board-approved Indicators and *Evidence of Compliance* |

1.	CBE purchases insurance coverage that is comparable to the Ontario School Board Insurance Exchange and therefore considered normal and customary for the operation of a similar school district.	Compliant
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The organization is compliant with this indicator

The CBE is a member of the Urban Schools Insurance Consortium (“USIC”) and insures and manages its risks in cooperation with thirteen other Alberta school districts. USIC’s coverage of risk is greater than or equal to that of the Ontario School Board Insurance Exchange, (OSBIE) based on information provided by OSBIE.

2.	Zero instances of CBE’s insurers refusing to insure the CBE due to the existence of hazardous conditions.	Compliant
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The organization is compliant with this indicator



OE-1: Global Operational Expectations

There were no instances of CBE being refused insurance due to the existence of hazardous conditions.

3. Standard form contracts are available and utilized for master agreements, purchasing.	Compliant
--	-----------

The organization is compliant with this indicator

CBE signed 3 new master agreements this year for a total of 93 system wide. A review of contracts utilized for procurement purposes indicated a common format and process in place to review, update, create and revise such contracts.

4. Clearly defined processes are in place and utilized for approval of offsite activities.	Compliant
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The organization is compliant with this indicator.

CBE has a clearly defined and well communicated process for approving off-site activities of all types. The following chart identifies the process for each classification of activity.

Off-Site Activity Classification	Authorized by	Reviewed by	Reviewed by	Final Approval by
A * (within Calgary region)	Principal	--	--	Principal
B1 * (outside Calgary region, within Alberta, on the list of designated off-site activities)	Principal	--	--	Principal
B2 (outside Calgary region, within Alberta, not on the	Principal	Co-ordinator Off-Site	--	Principal



OE-1: Global Operational Expectations

<i>list of designated off-site activities)</i>				
C <i>(outside Alberta, within Canada)</i>	<i>Principal</i>	<i>Co-ordinator Off-Site</i>	<i>OSAC</i>	<i>Area Director</i>
D <i>(outside Canada)</i>	<i>Principal</i>	<i>Co-ordinator Off-Site</i>	<i>OSAC</i>	<i>Area Director</i>
An off-site activity may only proceed once it has received the appropriate final approval				

Proposals for off-site activities are completed by the Teacher in Charge (TIC) of the activity through the Off-Site Activities Enhanced online program. In their initial review, the Principal will ensure that the documentation is completed and filed in a manner that demonstrates the schools commitment to student safety and education and that the procedures from the Off-Site Activities Manual have been followed and all Administrative Regulations have been adhered to. If the Off-Site Co-ordinator is involved in the review process, they will then provide advice and/or recommendations to the TIC and Principal. They will also provide organizational oversight, system leadership and coordination to schools with regard to the alignment of student learning and risk management for off-site activities. Out of Province and out of Country off-site activities are also reviewed by OSAC (Off-Site Safety Advisory Committee) which includes the Off-Site Co-ordinator and senior Manager from Corporate Risk Management. These “C” and “D” trips also receive final approval from the Area Director.

The following are the numbers of off-site activities for the 2017/2018 school year for each of the classifications of activities as of April 30th, 2018:

Off-Site Activity Classification	Number of Activities	Number of Student Participants
A	18 524	644 955
B (B1 & B2 combined)	848	38 917
C	101 (105 schools)	2 996
D	25 (27 schools)	1048

Evidence demonstrates all indicators in sub section 1.2 are in compliance.

OE-1: Global Operational Expectations

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

Administrative Regulations: Student Code of Conduct and Welcoming, Caring, Respectful and Safe Learning and Work Environments.

Date	June 19, 2018
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson Chief Superintendent of Schools
Purpose	Decision
Originator	Greg Francis Q.C. General Counsel and Superintendent, HR
Governance Policy Reference	GC-3: Board Job Description B/CSR-4: Authority of the Chief Superintendent OE-04: Treatment of Employees OE-11: Learning Environment/Treatment of Students
Resource Person(s)	Christine Davies, Director Learning Kelly Ann Fenney, Director, Legal Services Carol Murray, Coordinator, Policy Dianne Roulson, Director, Learning SOGI Team

1 | Recommendation

It is recommended:

- THAT the Board of Trustees accepts this report as evidence that the CBE is in compliance with section 45.1(6) of the *School Act*.

2 | Issue

This report and the accompanying two administrative regulations are presented to the Board of Trustees for confirmation of review and that the Calgary Board of Education is in compliance with the requirements of Section 45 of the *School Act*.



3 | Background

Bill 24 – An Act to Support Gay Straight Alliances received Royal Assent and came into effect on December 15, 2017. The Bill amended *School Act* in relation to supports for student initiated organizations and activities that promote a welcoming, caring, respectful and safe learning environments that foster diversity and promote a sense of belonging. The amendments include: placing obligations on boards and school principals to support clubs and activities that meet the legislative objectives; mandating yearly of policies, to confirm that review by resolution; and to post and publish the information on websites. Bill 24 - An Act to Support Gay Straight Alliances imposed further requirements on school authorities to strengthen the language and include specific text from the *Act* to ensure the rights of students and staff as provided for under the *Alberta Human Rights Act*, the *Canadian Charter of Rights and Freedoms*, and section 16 of the *School Act*.

The Board of Trustees, through governance police B/CSR-4 – Authority of the Chief Superintendent, 4.3, authorizes the Chief Superintendent to establish regulations appropriate to achieve the Board's Results, without seeking Board approval. Section 45.1(6) of the *School Act* require school authorities to do an annual review of its policies in relation to section 45.1 and to affirm by resolution that such reviews have been undertaken. For the 2017/2018 school year administration is providing this report as evidence that a review has occurred. In future years monitoring and affirmation of the obligations will occur within Board policy - Operational Expectation 2, where administration reports compliance to the Board.

4 | Analysis

The Board of Trustees sets out its expectations for student outcomes in Results policies and for operational conditions in its Operational Expectations. The Chief Superintendent is responsible for creating operational policies and procedures through Administrative Regulations that comply with legislative and other obligations of the Board and that align with the Board's values as set out in the Operational Expectations. To ensure compliance with the amendments to the *School Act* CBE administration completed a review of Administrative Regulation 6006 – Student Code of Conduct to ensure compliance with the new legislative requirements. It also amended Administrative Regulation 6-31 – Safe and Caring Schools to reflect the legislative intent and language in section 45.1 of the *School Act*. The Administrative Regulations are provided to the Board for information and as evidence of compliance with the legislative requirements.

5 | Implementation Consequences

The *Act* requires the administrative regulations and student code of conduct be posted on the public website by June 30 of each year.

6 | Conclusion

It is recommended that the Board of Trustees accept this report as evidence that requirements of the *School Act* as amended by Bill 24 – An Act to Support Gay Straight Alliances have been met in the attached administrative regulations.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: AR 6005 – Student Code of Conduct

Attachment II: AR 6031 – Welcoming, Caring, Respectful and Safe Learning and Work Environments

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.

administrative regulation

Student Code of Conduct

1 | Purpose

The purpose of this Administrative Regulation is:

- To promote positive learning environments for each student.
- To help students learn how to develop empathy and become good citizens both within and outside of the school community.
- To meet the CBE's responsibility to provide students and staff with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging for all members of our school community.
- To outline the roles and expectations related to student conduct.
- To explain the consequences when a student's disruptive behaviour negatively affects the learning environment.

2 | Scope

This Administrative Regulation applies to:

- All CBE students.
- All employees are responsible for being aware of the terms of the Student Code of Conduct.

3 | Principles

The following principles apply:

- All members of the CBE community, including students, parents, staff, and Trustees have a role and a shared responsibility to create and support a welcoming, caring, respectful and safe learning environment.
- All members of the CBE school community have a right to learn and work in an environment free from discrimination, harassment, bullying, and harm.
- Schools will adopt a whole school approach that supports student personal development, character and citizenship by managing discipline through a progression of proactive, preventative, and restorative strategies (reference AR 6006 Progressive Student Discipline).
- Responses to student behaviour include a consistently applied, school-wide approach that includes fair and predictable responses to negative behaviour.

Administrative
Regulation No.
6005

Classification:
Students

Effective Date:
July 11, 2016



4 | Definitions.

Bullying: means repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual's reputation.

Bullying can take different forms including:

- Physical –pushing, hitting
- Verbal – name calling, threats
- Social – exclusion, rumours
- Cyber – using digital technology to harass, demean or threaten

CBE: means The Calgary Board of Education.

Discrimination: means an action or a decision that treats a person or a group negatively for reasons such as race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation.

Diversity: means the full range of uniqueness within humanity. Dimensions of diversity include but are not limited to those identified in the discrimination definition as well as the following:

- culture and linguistic diversity
- family composition
- language
- physical attributes
- socio-economic status

Expulsion: means the removal of a student from school, one or more class periods, courses or education programs or from riding in a school bus, for a period of more than 10 instructional days.

Harassment: means any behaviour or pattern of repeated behaviour that disparages, humiliates or harms another person, or denies an individual's dignity and respect and is demeaning or humiliating to another person.

Suspension: means the removal of a student from school, from one or more class periods, courses or education programs or from riding in a school bus, up to and including 10 instructional days or less.

5 | Regulation Statement

General

- 1) The Calgary Board of Education is committed to providing students and staff with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

- 2) Students have a responsibility under the *School Act* to respect the rights and dignity of others and to proactively participate in promoting and fostering positive relationships with others while:
 - a) on CBE property;
 - b) participating in school activities;
 - c) traveling to and from school; and
 - d) engaging in any electronic communication both on or off CBE property; or
 - e) in any other circumstances that may impact the school environment.
- 3) The CBE expects students to exhibit socially responsible and respectful behaviours so that teaching and learning are maximized.
- 4) Student behaviour must not contravene the rights and provisions identified in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms.

Discrimination

- 5) Discrimination, bullying and harassment in any form will not be tolerated.
- 6) Discriminatory behaviour that breaches the Alberta Human Rights Act or the Canadian Charter of Rights and Freedoms will not be tolerated.

Student Responsibilities for Promoting Positive Behaviours

- 7) Students are expected to behave in a manner that complies with the Student Code of Conduct and contributes to a welcoming, caring, respectful and safe learning environment.
- 8) Examples of acceptable behaviour include, but are not limited to:
 - a) demonstrating respect for self, others and the school environment through:
 - i. respecting differences in people, their ideas and their opinions, including when there is disagreement;
 - ii. embracing all diversities;
 - iii. respecting the needs of others to work in an environment that is conducive to learning and teaching; and
 - iv. respecting the rights of others.
 - b) modeling positive social behaviours in all interpersonal interactions;

- c) being courteous and treating each other with dignity;
 - d) using positive and inclusive language;
 - e) demonstrating good digital citizenship by using technology in ethically and responsible ways;
 - f) taking responsibility for personal belongings and respecting the belongings of others;
 - g) demonstrating caring and compassion for others including:
 - i. showing empathy, being considerate of others and their situation; and
 - ii. creating an environment of kindness.
- 9) Students must comply with the *School Act* including:
- a) being diligent in pursuing their studies;
 - b) attending school regularly and punctually;
 - c) cooperating fully with everyone authorized by the CBE to provide education and other services;
 - d) complying with the rules of the school; and
 - e) accounting to the student's teachers for the student's conduct.
- 10) Students may be held accountable for behavior that impacts the school beyond the hours of school operation when their conduct detrimentally affects the personal safety and well-being of individuals, the learning environment, or the effective operation of the school
- 11) Students engaging in conduct that does not contribute to a welcoming, caring, respectful and safe environment may be subject to discipline up to and including suspension or expulsion.
- 12) Examples of unacceptable behaviour include, but are not limited to:
- a) disruptive or dangerous behavior and defiance of authority;
 - b) encouraging unacceptable conduct and engaging in conduct which endangers others;
 - c) any conduct which is injurious to the physical, social or mental well-being of others;

Unacceptable Student Behaviours

- d) use, display or distribution of improper, obscene or abusive language, messages, gestures or pictures;
- e) discriminatory behavior;
- f) use of technology such as computers, cameras, cell phones, and other digital equipment for purposes that are illegal, unethical, immoral, or inappropriate;
- g) theft, including theft of identity and intellectual property;
- h) use, possession, distribution, or collection of money for illicit drugs, alcohol, or inhalants in school, on school board property or in the context of any school-related activity;
- i) willful damage to school property or the property of others;
- j) involvement in the formation of or affiliation with gangs or other groups which negatively impact the school environment;
- k) hazing and initiation activities;
- l) use, possession, sale, distribution of or active contact with a weapon on a student's person, on or in the vicinity of school board property;
- m) interfering with the orderly conduct of classes or the school;
- n) criminal activity;
- o) failure to comply with CBE Student Code of Conduct; or
- p) failure to comply with section 12 of the School Act.

Bullying

- 13) Students have a responsibility to not participate in or tolerate bullying while on school property, participating in school events, traveling to and from school, or in any other circumstances that may impact the school environment.
- 14) Students who are subject to or a witness of bullying, harassment, unwanted behaviours, or conduct that interferes with maintaining a welcome, caring, respectful and safe environment, should report that conduct to a classroom teacher, an advisor, guidance counsellor, or any other staff member with whom they feel comfortable.
- 15) Reports of bullying, harassment and unwanted behaviors or unacceptable conduct should be made in a timely manner.
- 16) The principal must assess, and where warranted investigate and

respond to all reports of bullying.

- | | |
|---|--|
| Responding to Unacceptable Student Behaviour | 17) Responses to student behaviour must reflect a consistent and school-wide approach that ensures a range of fair and predictable responses to unacceptable behaviour. |
| | 18) When responding to unacceptable student behaviour, the principal or teacher must account for the student's age, maturity and individual circumstances in accordance with the Progressive Student Discipline Administrative Regulation. |
| | 19) School staff must utilize a range of interventions, supports and consequences that also include opportunities for students to learn, make amends and focus on improving behaviour. |
| Student Support | 20) School staff shall support all students impacted by unacceptable conduct, including bullying. |
| Consequences of Unacceptable Behaviour | 21) Consequences of unacceptable behaviour must reflect a progressive approach including both intervention and discipline at the classroom, school and system levels. |
| Classroom Level | 22) It is generally expected that initial responses to student behaviour occur within the context of the classroom and involve the classroom teacher and other classroom staff supporting the student. |
| School Level | 23) Where classroom level responses have been unsuccessful or where the behaviour is sufficiently serious, the classroom teacher will involve the support of other school staff including administration. |
| | 24) A principal may suspend a student from the school environment for up to 5 days in accordance with the applicable Administrative Regulation. |
| System Level | 25) The principal may recommend the removal of a student from the school environment and recommend to not re-instate the student in accordance with the applicable Administrative Regulation. |
| Parent Responsibility | 26) A parent of a student has the responsibility to: <ul style="list-style-type: none">a) take an active role in the student's educational success;b) assist the student in complying with the Student Code of Conductc) promote the prevention of bullyingd) assist the school in addressing disciplinary issues involving their child; ande) ensure the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment. |

Annual Review

- 27) This student code of conduct will be:
- a) published annually;
 - b) made available to students, staff and parents through the school and corporate website; and
 - c) reviewed annually.
- 28) The annual review will be confirmed by the Board of Trustees.

6 | History

DATES	
Approval	April 1, 2016
Next Review	This AR must be reviewed Annually
Revision/Review	

7 | Related Information

- AR 1067 Use of Social Media
- AR 6006 Progressive Student Discipline
- AR 6007 Suspensions and Expulsions
- School Act
- Alberta Human Rights Act

administrative regulation

Welcoming, Caring, Respectful and Safe Learning and Work Environments

1 | Purpose

The purpose of this Administrative Regulation is:

- To outline the roles and expectations related to meeting the CBE's responsibility to provide students and staff with a welcoming, caring, respectful and safe learning and work environment that respects diversity and fosters a sense of belonging for all members.
- To affirm the rights of each student and employee provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*

2 | Scope

This Administrative Regulation applies to:

- All CBE students, employees, parents, volunteers, visitors and contractors while engaging in CBE related activities on or off CBE property.
- All behaviours, whether contact is face to face, by phone, electronic or by any other means of communication.

3 | Compliance

All employees are responsible for knowing, understanding and complying with this Administrative Regulation. Failure to comply with this Administrative Regulation will result in disciplinary action.

4 | Principles

The following principles apply:

- CBE is committed to creating welcoming, caring, respectful and safe learning and work environments that respect diversity and fosters a sense of belonging.
- Emphasis is placed on measures which foster positive attitudes and behaviours when creating welcoming, caring, respectful and safe learning and work environments.
- CBE will respond to behaviour which prohibits, restricts or creates a barrier to a welcoming, caring, respectful and safe learning and work environment.

Administrative
Regulation No.
6031

Classification:
Students

Effective Date:
[Click here to enter text.](#)

5 | Definitions

Bullying: means the repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual's reputation.

Bullying can take different forms including:

- Physical –pushing, hitting
- Verbal – name calling, threats
- Social – exclusion, rumours
- Cyber – using digital technology to harass, demean or threaten

CBE: means The Calgary Board of Education.

Discrimination: means an action or a decision that treats a person or a group of people negatively for reasons such as race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation. These provisions are identified in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*.

Diversity: means the full range of uniqueness within humanity. Dimensions of diversity include but are not limited to those identified in the Discrimination definition as well as the following:

- culture and linguistic diversity
- family composition
- language
- physical attributes
- socio-economic status

Harassment: means any behaviour or pattern of repeated behaviour that disparages, humiliates or harms another person, or denies an individual's dignity and respect and is demeaning or humiliating to another person.

6 | Regulation Statement

General

- 1) The CBE is committed to providing all students and employees with a welcoming, caring, respectful and safe learning and work environment consistent with the *School Act*, *Canadian Charter of Rights and Freedoms*, and the *Alberta Human Rights Act*.
- 2) All students, employees, parents and members of the community have a responsibility to promote and support a welcoming, caring, respectful and safe learning and work environment that respects diversity and fosters a sense of belonging. This includes following the CBE Student Code of

Conduct, the CBE Employee Code of Conduct, progressive discipline practices and all other CBE administrative regulations.

- 3) A welcoming, caring, respectful and safe learning and work environment is one that is physically, emotionally and psychological safe and is characterized by:
 - a) caring and empathy for all individuals and groups;
 - b) a feeling of belonging by all participants;
 - c) freedom from discrimination, bullying and harassment;
 - d) an inviting space that is representative of those who participate;
 - e) respect for and participation in maintaining democratic values, rights and responsibilities;
 - f) respecting and embracing diversity;
 - g) balancing individual concerns with the rights and needs of others;
 - h) development and maintenance of positive relationships with others in order to manage conflict and to reach consensus in the pursuit of common goals;
 - i) community, family, student and employee involvement;
 - j) appropriate modelling by employees, parents and students;
 - k) clear, consistent expectations for behaviour and consequences for misconduct which are communicated to students, parents and employees.

Principals

- 4) A principal of a school must model, foster and maintain a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging for all members of the school community through measures which include:
 - a) developing the support of students, staff and parents for the conditions which characterize a welcoming, caring, respectful and safe learning and work environment;
 - b) developing positive student attitudes towards the school, the community and global community and the

environment;

- c) providing students with an environment and program which provides opportunities for and recognition of success and which fosters self-esteem, self-discipline and sense of responsibility;
- d) assisting students in developing skill to understand different approaches to solving problems and resolving conflicts and be positive members of the school community; and
- e) making students, staff and parents participating in school-related activities aware of expectation for their conduct and the consequences established for misconduct.
- f) advising parents of their responsible under section 16.2 of the *School Act*.

5) A principal of school shall ensure:

- a) all staff members are aware of their shared responsibility for creating and maintaining welcoming, caring, respectful and safe learning and work environments where the rights of students and staff are respected;
- b) learning resources utilized in the school respect and reflect the diversity within the community;
- c) cultural based activities are tied to learning outcomes and respect the culture they are intended to represent; and
- d) all members of the school community are aware of the expectation to model welcoming, caring, respectful and safe behavior.

Students

- 6) All CBE students are subject to the Student Code of Conduct.
- 7) All CBE students share in the responsibility for maintaining a welcoming, caring, respectful and safe learning environment.

Parents

- 8) As set out in Section 16.2 of the *School Act*, parents have a responsibility:
 - a) to ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment; and
 - b) to encourage, foster and advance collaborative,

positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school.

- Employees** 9) Employees have an obligation to support and model behavior that contributes to a welcoming, caring, respectful and safe learning and work environment that respects diversity and fosters a sense of belonging.
- Support for Student organizations intended to promote a welcoming, caring, respectful and safe learning environment (e.g. Diversity clubs/ GSAs)** 10) As stated in Section 16.1 of the School Act, if one or more students attending a CBE school request a CBE staff member for support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the school shall:
- a) immediately grant permission for the establishment of the student organization or the holding of the activity at the school, and
 - b) within a reasonable time from the date that the principal receives the request designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity.
- 11) The principal shall immediately inform the board and the Minister if no staff member is available to serve as a staff liaison and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school.
- Naming of student activities and organizations** 12) The students may select a respectful and inclusive name for the organization or activity, including the name “gay-straight alliance” or “queer-straight alliance”, after consulting with the principal.
- 13) For greater certainty, the principal shall not prohibit or discourage students from choosing a name that includes “gay-straight alliance” or “queer-straight alliance”.
- CBE staff initiated student organizations or activities** 14) A teacher, in consultation with the principal, may initiate a student organization or activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging as described in sections 10, 12 and 13.
- Parent Notification** 15) The principal is responsible for ensuring that notification, if any, respecting a voluntary student organization or activity referred to in section 6(10) of this AR is:

- a) limited to the establishment of the activity or the holding of the activity;
 - b) is otherwise consistent with the usual practices relating to notifications of other student organizations and activities; and
 - c) is consistent with the *School Act* and *Freedom of Information and Protection of Privacy Act* governing disclosure of personal information.
- 16) For greater certainty, parents may receive notification of the establishment of a GSA or QSA, but will not receive notification of any students' participation in the activity or organization.
- 17) Notwithstanding section 16, if student participation in an organization or activity includes an off-site activity, AR 3027 – Off-Site Activities will apply and parents will be required to sign an Acknowledgement of Risk for the activity.
- Compliance**
- 18) Employee conduct that fails to promote a welcoming, caring, respectful and safe learning and work environment that is free from discrimination, harassment or bullying will be subject to disciplinary action.
- 19) Student conduct that fails to promote a welcoming, caring, respectful and safe learning environment that is free from discrimination, harassment or bullying, will be subject to discipline and/or intervention in accordance with AR 6006 - Progressive Discipline.
- 20) Parent and community member conduct that fails to promote a welcoming, caring, respectful and safe learning environment, free from discrimination, harassment or bullying will not be tolerated and will be addressed by the principal in accordance with the *School Act*.

7 | History

DATES	
Approval	June 2018

8 | Related Information

- Results 3 – Citizenship
- Results 4 – Personal Development
- Results 5 – Character
- AR 3027 – Off-site Activities
- AR 4027 Employee Code of Conduct
- AR 6005 Student Code of Conduct
- AR 6006 Progressive Student Discipline
- Alberta School Act
- Alberta Human Rights Act
- Canadian Charter of Rights and Freedoms
- Creating Conditions to Thrive: Guidelines for Attending to Gender Identity, Gender Expression and Sexual Orientation in our Schools



report to Board of Trustees

Proposed Amendment to B/CSR-5E: Annual Summative Evaluation of the Chief Superintendent

Date	June 19, 2018
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
Purpose	Decision
From	Trina Hurdman, Board Chair
Governance Policy Reference	Board/Chief Superintendent Relationship B/CSR-5E: Annual Summative Evaluation of the Chief Superintendent

1 | Recommendation

THAT the Board of Trustees approves the amendment of B/CSR-5E: Annual Summative Evaluation of the Chief Superintendent, Attachment I to this report.

2 | Background

At the March 14, 2017 Regular Meeting of the Board of Trustees the following motion was passed:

THAT the Board of Trustees gives second and final reading and thereby approval of the amendment of the following Operational Expectations Policies, to be effective September 1, 2017, as provided in the Attachment to the report:

- OE-1: Global Operational Expectation
- OE-2: Learning Environment/Treatment of Students (formerly OE-11)
- OE-3: Instructional Program (formerly OE-10)
- OE-4: Treatment of Employees
- OE-5: Financial Planning
- OE-6: Asset Protection (formerly OE-7)
- OE-7: Communication With and Support for the Board (formerly OE-8)
- OE-8: Communicating With the Public (formerly OE-9)
- OE-9: Facilities (formerly OE-12)



The proposed amendment to B/CSR-5E is to align the Operational Expectation Policies stated in B/CSR-5E with the Operational Expectation Policies approved by the Board of Trustees on March 14, 2017.

Attachment I: B/CSR-5E showing proposed amendments

BOARD/CHIEF SUPERINTENDENT RELATIONSHIP
B/CSR-5E: Annual Summative Evaluation of the Chief Superintendent

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

Operational Expectations Policy	Date Monitored	Board Disposition
OE-1 Global Operational Expectation		
OE-2 Learning Environment/Treatment of Students Temporary Chief Superintendent Succession		
OE-3 Instructional Program Treatment of Owners		
OE-4 Treatment of Employees		
OE-5 Financial Planning		
OE-6 Asset Protection Financial Administration		
OE-7 Communication With and Support for the Board Asset Protection		
OE-8 Communicating With the Public Communication With and for the Board		
OE-9 Facilities Communicating With the Public		
OE-10 Instructional Program		
OE-11 Learning Environment/Treatment of Students		
OE-12 Facilities		

Results	Date Monitored	Board Disposition
R-2 Academic Success		
R-3 Citizenship		
R-4 Personal Development		

R-5 Character		
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Based upon the Board’s prior monitoring of these policies and the on-going monitoring of the district’s and the Chief Superintendent’s performance during the preceding year, the Board reaches the following summary conclusions relative to Chief Superintendent performance:

Based upon the foregoing conclusions, the Board establishes the following priorities for the coming year:

Signed: _____ Date: _____
Chair of the Board

Signed: _____ Date: _____
Chief Superintendent

| Adopted: [June 19, 2018](#) ~~January 24, 2012~~

**report to
Board of Trustees**

Correspondence

Date	June 19, 2018
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Kelly Ann Fenney Office of the Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

The following correspondence is being provided to the Board for information:

- Letter dated June 8, 2018 from The Honourable D. Eggen, Education Minister, responding to the Board Chair's letter of May 14, 2018 requesting \$2.1 million to fund full-day Kindergarten at 16 CBE schools for the 2018/19 school year.

Attachments: Relevant Correspondence



ALBERTA
EDUCATION

Office of the Minister

AR102527

JUN 08 2018

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

Dear Ms. Hurdman:

Thank you for your May 14, 2018 letter requesting \$2.1 million to fund full-day Kindergarten at some Calgary Board of Education schools for the 2018/19 school year.

I recognize that Kindergarten is an important part of Early Childhood Services, as it gives young children the opportunity to participate as active learners, build a shared set of experiences and develop knowledge, skills and attitudes that prepare them for subsequent learning. Our government is committed to protecting and improving education, and we understand the importance of giving children a positive start.

As you know, each school board is responsible for responding to the needs of its local community. This includes making a decision about providing full-day Kindergarten programs. Approximately 98 per cent of the Education budget goes directly to school authorities. Decisions to offer full- and/or half-day Kindergarten and pre-Kindergarten are made by local school boards.

We have had to make some difficult choices given our current fiscal reality; therefore, I am unable to provide additional funding to the Calgary Board of Education to offer full-day Kindergarten. I trust your board will make the best decisions for addressing your students' educational needs.

Sincerely,

David Eggen
Minister

**report to
Board of Trustees**

Chief Superintendent's Update

Date	June 19, 2018
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board

1 | Recommendation

This report is being provided for the information of the Board. 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-7: Communication With and Support for the Board requires that "the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern." With other reports submitted to the Board of Trustees, this update meets the requirement of OE-7 for the provision of information in a timely, simple and concise form.

Personalize Learning

SKILLS Competition

On May 31, 2018 and June 1, 2018, 120 students from 13 Calgary Board of Education high schools travelled to Edmonton to compete in the Provincial Skills Canada Competition. This marks CBE's 10th anniversary of participation in this regional event. The goal of this competition is to provide an opportunity for students to develop and display their talents in one of 44 skill or trades areas. Students who earned a gold medal in their respective areas were invited to join Team Alberta to compete at the Skills Canada National Competition on June 3 – June 6, 2018, with the potential of progressing to the World Skills Competition. Skills competitions are judged by industry, labour and post-secondary partners.

Participation in this event allows CBE students who are enrolled in Career and Technology Studies in their high schools, to build their skills and talents and potentially launch their careers. Key objectives of this event are to bring together community partners, the skilled leaders of today, and to develop and recognize the skilled talent of tomorrow – our students.

Exploratory Program Celebration

The fourth annual Exploratory Program Celebration was held on Monday, June 4th, 2018. This year 80 students completed one of the following 11 exploratory programs: Alberta Theatre Projects, Exploring Wood Trades, Floor Covering, Heat & Frost Insulators, Ironworkers, Pipe Trades, Residential Construction, Robotics Mentorship, Theatre Junction, Women in Pipe Trades and Calgary Police Service Auto Mechanics Program. Over 200 students, family, friends, teachers and partners attended the celebration.

This event provides an opportunity to celebrate the unique experience of student learning with parents and community partners. The celebration is an opportunity to acknowledge and recognize the dedication and generosity of CBE partners and their efforts to collaborate in matching student interests and passions with those in the workplace. Students are able to personalize their learning as they work with mentors in community settings to explore pathways and future career options. Many students find that their involvement in the Exploratory Program is a turning point that inspires them to pursue further study and career opportunities with our community partners.

Land-Based Learning

Through the support of EducationMatters, 160 students from five schools have the opportunity to travel to the Pincher Creek area between May and September, for two full days to learn about the intersection between Indigenous laws of the land, history, and diverse perspectives of energy and resources. Elder Saa'kokoto guides students to make observations and develop connections between their personal experiences, the land, and Indigenous ways of knowing. Students also

connect with local experts including an artist, an organic farmer, a wind turbine engineer, and a municipal leader from the area to explore the diverse perspectives of all inhabitants of the land.

Building professional capital through networking and partnerships are key objectives of the Land Based Program. Teachers and students are exploring the Programs of Study in new and innovative ways.

Build Professional Capital

Mental Health Literacy

Mental health literacy complements the work already being done in the Calgary Board of Education to support student mental health and well-being. The Mental Health Literacy model includes Go-To Educators, Curriculum Guide implementation, and interactive parent sessions.

Evidence indicates that the age of onset for 70% of mental health disorders occurs between the ages of 15-25 which is a critical time for prevention, health promotion, early identification and intervention. Go-To Educators are teachers, principals, and support staff that students “go-to” in times of distress. It is our intention to work towards establishing a minimum of two ‘Go-To Educators’ in every CBE middle school, junior high and high school.

With the support of Alberta Health Services, the Calgary Board of Education has a Mental Health Advisor to promote and organize the School Mental Health Improvement in Literacy for Educators and Students (SMILES) Mental Health Literacy project.

The long-term goals of the Mental Health Literacy Project are:

- Understanding mental health and mental illness
- Decreasing stigma
- Identifying possible symptoms of mental illness
- Identifying and accessing appropriate referral pathways to community and health resources for students with mental illness

Student Voice Symposium

On May 16, 2018, the ninth annual *Student Voice Symposium* was held at the CBE Education Centre. Principals of middle schools, junior highs and high schools were invited to send one or two student representatives to the symposium. In total, 84 students attended, representing 42 schools across the city. The focus of the event was the actualization and sharing of student voice through student leadership. This was explored through the guiding question "What does it mean to be a respectful and competent student leader?" Many students remarked that this was a wonderful opportunity to hear and learn from students from both different grades and different schools across our district.

Leadership & Learning

The CBE Leadership and Learning professional learning model supports leadership groups of various memberships who interact regularly to “work on the work” (Elmore, 2006). This year, these include:

- **System Leadership Meetings:** The Office of the Chief Superintendent supports leadership development and builds system coherence through monthly meetings with principals and assistant principals. Participants describe the key impacts of these meetings as networking of leaders, gaining and building knowledge together, and increasing system coherence.
- **Teacher Induction**
448 novice teachers attended four full day and two half day professional learning sessions. Learning focussed on the Program of Studies, task design and assessment. Inclusive practices, Indigenous education, and student engagement well highlighted.
- **Learning Leader Series**
Approximately 750 Learning Leaders / Lead Teachers attended five half day professional learning sessions. These sessions included a focus on the Teaching Quality Standard competencies while building leadership capacity to influence instructional practice to positively impact student learning.
- **New Assistant Principals**
This year, monthly meetings were held with assistant principals new to the role (1st and 2nd year). Current membership in this group includes 106 assistant principals.
- **New Principals**
This year, monthly meetings were held with principals new to the role (1st and 2nd year). The number of participants this year was 68.
- **New Admin E Secretaries**
5 full day sessions were held with 24 Admin E Secretaries who were new to the role (in their first year).

Engage Our Stakeholders

New School Openings

During the 2017-18 school year, CBE opened four new schools – Marshall Springs, Ron Southern, Manmeet Singh Bhullar and Griffith Woods schools. Over the past few months, official openings at each of the schools have been held. In addition to

hearing words of congratulations from special guests, each school shares a unique program that showcases the school and its students.

Employee Engagement

This spring all CBE schools and service units heard detailed results from the CBE's first employee engagement survey. All staff were then offered opportunities to participate in focus groups led by our survey partner, Aon Hewitt.

Twelve focus groups took place around the system, with 133 participants from a broad mix of roles. Aon Hewitt then presented the focus group results to all directors and superintendents in a work session at the end of May.

Directors and superintendents heard the focus group results, along with the information and key themes communicated through meetings at schools, Areas, and service units. The work session included discussion of the focus group results and correlating these results to possible system actions going forward.

Superintendents are further discussing and deciding actions to take as a system as follow-up to the survey results. These broad system actions will be communicated to employees in June, along with a focus group summary and themes from the service unit, school and area conversations.

More details on actions will be communicated to staff this fall. Many schools and service units are already working on localized plans and actions.

Communications and Community Engagement is now leading the project, with ongoing support from the cross-functional core team.

A follow-up survey will be conducted in early 2019.

Steward our Resources

Online Transportation Registration (OTR)

The transportation pre-registration period began on Tuesday, May 22, 2018 and closed on Monday, June 11, 2018. Families are being encouraged to pre-register for transportation using My CBE Account; alternatively, families can use paper forms to register. To be included in the yellow school bus route planning for September, students must be pre-registered by June 11, 2018. The more registrations received by the deadline, the more efficient route planning will be for September, 2018. As of May 31, 2018 the CBE had received 7,887 registrations. Last year at this time, 13,410 pre-registrations were received. This represents a significant decrease between the current and previous year. Schools with low pre-registration rates will be contacted to increase pre-registration numbers. Out of the pre-registrations received, 87% are approved. The primary reasons for a pre-registration not being approved are students are not attending their designated school, students are designated to Calgary Transit, and students are in the walk zone.

My Transit Ride

The Calgary Board of Education and Calgary Transit will be offering training called "My Transit Ride" to Calgary students transitioning to Calgary Transit at the middle school or high school level. This training was developed in response to families' suggestions as a part of the 2015-16 CBE transportation engagement. The training mirrors My 1st Ride, a yellow school bus safety orientation program, and the 2017 Calgary Transit meetings facilitated by the CBE at a number of schools transitioning to Calgary Transit for the 2017-2018 school year. My Transit Ride will be held at:

- Nelson Mandela High School on Thursday, July 26, 2018 from 3-7 pm
- Centennial High School on Wednesday, August 1, 2018 from 3-7 pm

Training is being offered on different weeks, different days of the week, and a combination of afternoon and evening times to increase accessibility.

My Transit Ride will require registration using Eventbrite, similar to My 1st Ride, to allow for efficient flow and organization of the training. There will be five stations for families to visit, and they are in chronological/intuitive order.

1. Registration Station | Sign in and receive My Transit Ride information
2. Home Station | Prepare for riding Calgary Transit (route planning, fares, basic information)
3. Bus Stop Station | How to stay safe waiting for the bus or train
4. Bus Riding Station | How to stay safe while riding a bus or train, how to navigate the transit system, and rider etiquette.
5. Customer Service Station | Stations set up to speak to route planning, safety and security, fares, Fair Entry, Calgary Transit rebate CBE/CSSD, CT route engagement, Student CT group from SPB (TBC), and a thank you station with a gift.

Feedback will be collected and reviewed by Calgary Transit, CBE, and the Calgary Catholic School District to improve future training sessions. This training event will be promoted by the first week of June.

The CBE is excited to offer this safety training and transit orientation in conjunction with Calgary Transit to students with the objective of increasing their comfort level and ability to ride Calgary Transit safely and efficiently.

Payroll Repatriation

CBE Human Resources continues to make good progress on the PeopleSoft Strategic Initiative. The following significant objectives in pursuit of the successful repatriation of services performed by Telus Sourcing Solutions Inc. (TSSi) have been achieved:

- transition of the Employee Contact Centre from TSSi in August 2017
- 90% of the Payroll transition to CBE from TSSi as of May 2018
- a competitively sourced contract with Oracle Canada for Hosting and Applications Management Services (AMS) in December 2017

- start of the transition of Hosting and AMS from TSSi to Oracle Canada Datacentres in March 2018
- preparations have just begun for the PeopleSoft 9.2 upgrade that is set to begin in the fall of 2018.

Payroll transition will be completed by the end of July, 2018.

It should be noted that TSSi has been very collaborative and professional during these transitions.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

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report to Board of Trustees

Construction Projects Status Report

Date	June 19, 2018
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson 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)	Dieter Hoerz, Acting Director, Design & Property Development Robert Ashley, Manager, Design Services

1 | Recommendation

It is recommended:

- This report is being provided for information for the Board. 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 status of new and replacement facilities under development or construction.



3 | Background

The Calgary Board of Education (CBE) is currently undertaking 7 new school construction and modernization projects. Two new schools opened at the start of the 2017-18 school year, one opened in November 2017 and another opened in April 2018. One new high school and two high school modernizations are anticipated to be complete for fall 2018.

On March 21, 2017, the Alberta Government announced the approval of three new elementary schools for Cranston, Evergreen and Coventry Hills, as well as a major modernization for Forest Lawn High School.

On April 12, 2017, the Alberta Government advised that at the CBE's request, the design and construction of the three new elementary schools would be managed by Alberta Infrastructure, and that the Forest Lawn High School Modernization would be Grant Funded and managed by the CBE.

On March 23, 2018, the Alberta Government announced the approval of an elementary school for Mahogany and a K-9 school for Sky View Ranch. They also provided design approval for a middle school in Auburn Bay and a new high school to be located in Coventry Hills.

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**.

There are four Project Steering Committees setup for the current school projects as follows:

- Joane Cardinal-Schubert HS (Seton HS)
- James Fowler HS Modernization
- Lord Beaverbrook HS Modernization
- Forest Lawn HS Modernization

5 | Conclusion

This report provides the current update on the status of new and modernized facilities under development or construction by the CBE.

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



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

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

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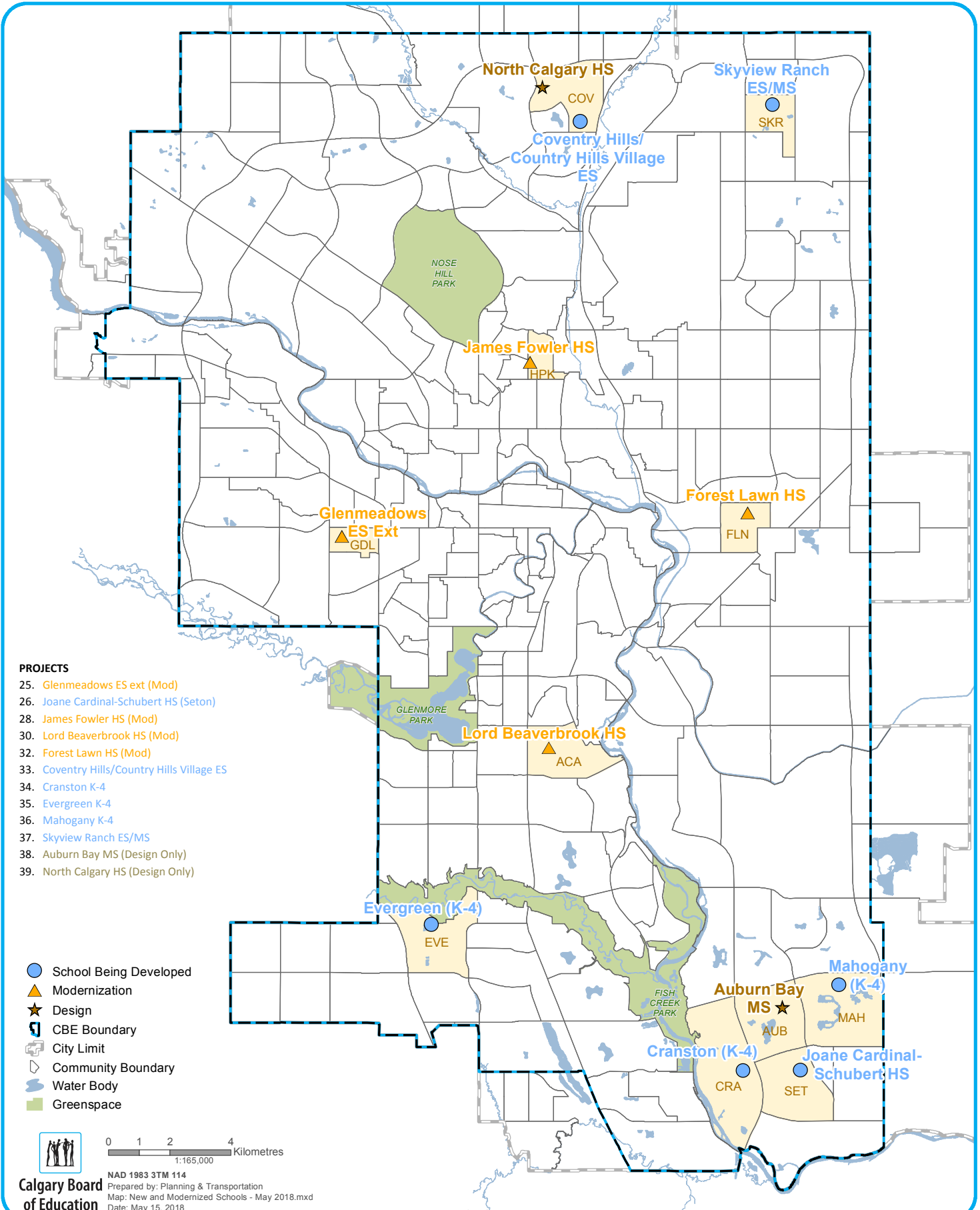
**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
June 2018**

Building	Opening Date	Notes/Comments	
8. (b) Nelson Mandela High School (Northeast High School) Gymnasium	May-18	City Permits	100%
		Construction Award	100%
		Foundations	100%
		Steel Fabrication and Erection (Manufacture)	100%
		Roofing and Membranes	100%
		Building Envelope (Precast Panels)	100%
		Interior Finishes	100%
		Note: Construction is complete. The gymnasium has been in use since May 8 th . Exterior landscaping to commence the first week of June.	
26. Joane Cardinal-Schubert High School (Southeast High School) Grades 10 -12 Capacity 1800 students	Fall-18	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	100%
		Steel Fabrication and Erection	100%
		Roofing and Membranes	98%
		Building Envelope	90%
		Interior Finishes	50%
Note: Work is progressing. Roof is weather tight, however testing indicates remedial work will be required. Additionally, some siding panels are deficient and will need to be replaced. These issues will not impact school opening. Progress on interior finishes is being closely monitored.			
28. James Fowler High School Modernization	Fall-18	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Tender to subtrades	100%
		Award to subtrades	100%
		Construction Progress	85%
		Note: Phased construction proceeding as planned.	
30. Lord Beaverbrook High School Modernization	Fall-18	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Tender to subtrades	100%
		Award to subtrades	95%
		Construction Progress (grant & IMR work)	75%
32. Forest Lawn High School Modernization		Note: Phased construction proceeding as planned. The "award to subtrades" and "construction progress" categories have been expanded to now reflect progress on both the modernization work as well as on major maintenance activities planned.	

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
June 2018**

Building	Opening Date	Notes/Comments						
	Fall-19	<table border="1"> <tr> <td colspan="2">Phases have been identified. Project scope of work has been identified. Phase one pretender review by A.I. underway.</td> </tr> <tr> <td style="text-align: center;">Phase one drawings</td> <td style="text-align: center;">90%</td> </tr> <tr> <td style="text-align: center;">Phase two drawings</td> <td style="text-align: center;">30%</td> </tr> </table>	Phases have been identified. Project scope of work has been identified. Phase one pretender review by A.I. underway.		Phase one drawings	90%	Phase two drawings	30%
Phases have been identified. Project scope of work has been identified. Phase one pretender review by A.I. underway.								
Phase one drawings	90%							
Phase two drawings	30%							
33. Coventry Hills/Country Hills Village School Grades K-4 Capacity 600 students	TBC	Note: Project Managed by Alberta Infrastructure. Consultants have been appointed and the design development process has commenced. Development permits have not yet been issued meaning that the selection of the opening date will be deferred to fall of 2018. Drawings are 65% complete.						
34. Cranston School Grades K-4 Capacity 600 students	TBC	Note: Project Managed by Alberta Infrastructure. Consultants have been appointed and the design development process has commenced. Development permits have not yet been issued meaning that the selection of the opening date will be deferred to fall of 2018. Drawings are 65% complete.						
35. Evergreen School Grades K-4 Capacity 600 students	TBC	Note: Project Managed by Alberta Infrastructure. Consultants have been appointed and the design development process has commenced. Development permits have not yet been issued meaning that the selection of the opening date will be deferred to fall of 2018. Drawings are 65% complete.						

New and Modernized Schools As of May 2018



PROJECTS

- 25. Glenmeadows ES ext (Mod)
- 26. Joane Cardinal-Schubert HS (Seton)
- 28. James Fowler HS (Mod)
- 30. Lord Beaverbrook HS (Mod)
- 32. Forest Lawn HS (Mod)
- 33. Coventry Hills/Country Hills Village ES
- 34. Cranston K-4
- 35. Evergreen K-4
- 36. Mahogany K-4
- 37. Skyview Ranch ES/MS
- 38. Auburn Bay MS (Design Only)
- 39. North Calgary HS (Design Only)

- School Being Developed
- Modernization
- Design
- CBE Boundary
- City Limit
- Community Boundary
- Water Body
- Greenspace



0 1 2 4
1:165,000 Kilometres

**Calgary Board
of Education**

NAD 1983 3TM 114
Prepared by: Planning & Transportation
Map: New and Modernized Schools - May 2018.mxd
Date: May 15, 2018

**Joane Cardinal-Schubert High School
(Southeast High School | Seton School)**



**Joane Cardinal-Schubert High School
(Southeast High School | Seton School)**



James Fowler High School



Lord Beaverbrook High School



Lord Beaverbrook High School



Nelson Mandela High School



Nelson Mandela High School



report to Board of Trustees

Three-Year System Student Accommodation Plan 2018-2021

Date	June 19, 2018
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, 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)	Carrie Edwards, Director, Planning & Transportation Brant Parker, Director, Area 1 Darlene Unruh, Director, Area 2 Scott MacNeill, Director Area 3 Dianne Yee, Director, Area 4 Sylvie Monfette, Director, Area 5 Sydney Smith, Director, Area 6 Calvin Davies, Director, Area 7 Anne Trombley, Manager, Planning Brenda Gibson, Manager, Transportation Karen Drummond, Manager Community Engagement

1 | Recommendation

It is recommended:

- THAT the Three-Year System Student Accommodation Plan 2018-2021, be received for information as presented in the attachments of this report.



2 | Issue

In accordance with the Board of Trustees' Operational Expectation OE-9: Facilities, a Three-Year System Student Accommodation Plan (3 Yr SSAP) is prepared annually to keep the Board informed of accommodation communications and engagements with communities, decisions made to address accommodation challenges and accommodation issues that have been identified for the next three years.

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

3 | Analysis

This report identifies student accommodation challenges that are anticipated for the next three years. It also includes changes that will be implemented for the 2018-2019 school year resulting from initiatives and engagements completed in the 2017-2018 school year.

Student accommodation planning is an ongoing collaborative process that reflects the need for the system to adapt to evolving student needs. Engagement of community stakeholders is undertaken in collaboration with Calgary Board of Education (CBE) Communications and Community Engagement as well as with Area Directors.

Engagement issues may include:

- Attendance area changes
- Grade configuration changes
- Designation changes
- Consideration of closure
- Systemic alternative program changes
- Emergent issues

Accommodation planning decisions take into account feedback from community stakeholders. For many of these issues, responsibility for decision making lies with Administration. In the case where the recommendation involves a consideration of closure, sole responsibility and authority resides with the Board of Trustees and provincial legislation is followed.

The timely flow of information to the public and a commitment to two-way communication that builds understanding and support is essential in all planning work. Not all projects identified on the plan are initiated in the same year. For example, in situations where the need to monitor enrolment has been identified it could be the case that subsequent actions are not taken for several years. Nonetheless it is important for stakeholders to know if their school is identified on the plan and why. A comprehensive communication strategy is used to inform stakeholders, both internal and external, that their school has been identified on

the plan and direct them to where they can access the 3 Yr SSAP on the CBE website.

Often a project is added to the plan when enrolment and capacity issues arise. In these instances, the project summary is listed as 'monitor enrolment'. School enrolment is tracked twice a year; in the fall after the September 30th student count and in the spring in preparation for the next school year. Additionally, principals continually monitor enrolment throughout the year and advise the Area Director and the Planning department if actual enrolment deviates significantly from projections.

When a project is listed as 'monitor enrolment', it can remain at that level for several years to ascertain if this is indicative of a longer-term issue or is a short-term enrolment anomaly. In these instances, communications with the school and the Area as well as the yearly review of pre-school City Census data helps inform future decisions.

In other instances, a school may have an unanticipated influx of students over the course of a year. In a case like this, the fact that the school has been identified to 'monitor enrolment' facilitates action to be taken in a timely manner. If there is more than one possible outcome to the 'monitor enrolment' situation, then engagement with stakeholders will occur; at all times decisions are communicated to impacted communities. Intermediate plans are sometimes required in the shorter term to accommodate students until such time as the broader scale engagement to occur.

When a project identified on the plan is initiated and work begins, a record of each project, including information presented to stakeholders such as growth patterns and assumptions on which accommodation plans are based, is posted on the CBE website and attached to the website of relevant schools.

The *Three-Year System Student Accommodation Plan – Active Projects 2018-2021* (Attachment I) outlines the accommodation issues currently being addressed. Included as well are identified projects where work has not yet started and any newly identified projects. This attachment is organized and grouped based on the seven CBE administrative areas.

Changes that will occur for the 2018-2019 school year are detailed in *Student Designation and Grade Configuration Changes for 2018-2019* (Attachment II).

The *Three-Year System Student Accommodation Plan - Completed Projects 2017-2018* (Attachment III), details the projects that were completed prior to June 1, 2018. This attachment is also organized by the seven CBE administrative areas

The *Communication Roll-Out* (Attachment IV) is new this year and outlines the timeline and responsibility for communicating what inclusion of a school on the plan may mean to that school.

All attachments are updated annually and posted on the CBE website under "[Managing Space for Students](#)".

4 | Financial Impact

The financial impact of any student accommodation changes is dependent upon decisions made for that school community.

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

5 | Conclusion

Student accommodation planning incorporates CBE values to best advance the Three-Year Education Plan. Communication plans are developed to ensure that changes are communicated to internal and external stakeholders in a clear and timely manner.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

- Attachment I: Three-Year System Student Accommodation Plan Active 2018-2021
- Attachment II: Student Designation and Grade Configuration Changes for 2018-2019
- Attachment III: Three-Year System Student Accommodation Plan Completed 2017-2018
- Attachment IV: Communication Plan

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ACTIVE PROJECTS

Attachment I

Three-Year System Student Accommodation Plan 2018-2021

Multiple Areas Timespan	Program / Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
Project M1 Ongoing 2013-2014 AREA 1	National Sport School (NSS)	All Areas	TBD	Construction of a new facility for the National Sport School at Canada Olympic Park is on hold.		Monitor enrolment. Leased space expanded for 2018-19.
Project M2 Ongoing 2013-2014 All Areas	Regular	All Areas	James Fowler, Crescent Heights, Bowness, Lord Beaverbrook, Henry Wise Wood and other high schools as well as junior/middle schools	The opening of new high schools has or will have an impact on enrolment at several high schools.		Engagement work with stakeholders regarding accommodation opportunities for high schools was initially planned for fall 2017. The work done this year on relocation of Chinook Learning Services for 2018-2019 was prioritized. As a result, work with stakeholders is now planned to begin fall 2018 with the goal of implementing changes for the 2021-2022 school year and beyond.
Project M3 Ongoing 2017-2018 Area 1, 2 and 3	French Immersion	Multiple	King George, Banff Trail, Hidden Valley, Varsity, GP Vanier, Branton, Valley Creek and others to be determined	Enrolment in French Immersion at King George School and Banff Trail School is increasing and the schools are nearing capacity.		Active engagement began in the spring of 2018. A proposed plan will be presented in fall 2018 with decisions finalized in time for the January 2019 kindergarten registration process.

ACTIVE PROJECTS

Attachment I

Area 1&2 Year Identified	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
Project 1 Ongoing 2014-2015 Area 1	Regular	Varsity, Hawkwood, Silver Springs, Montgomery	F.E. Osborne And others to be identified	There is excess capacity at F.E. Osborne School.		Monitor enrolment
Project 2 Ongoing 2015-2016 Area 1	Regular	Hawkwood, Sage Hill	Hawkwood	Enrolment at Hawkwood School will continue to increase with the designation of Sage Hill.		Monitor enrolment
Project 3 Ongoing 2015-2016 Area 1	Regular, German Bilingual	Bowness	Bowcroft	There is excess capacity at Bowcroft School.		Monitor enrolment
Project 4 Ongoing 2015-2016 Area 1	Regular	Edgemont	Tom Baines, Edgemont, Captain John Palliser	Enrolment at both Tom Baines and Edgemont Schools is projected to remain near capacity in the next few years.		Monitor enrolment
Project 5 Ongoing 2017-2018 Area 1	Regular	Ranchlands	Ranchlands and others to be determined	Ranchlands School is a bus receiver for two new and developing communities and is nearing capacity.		Work with stakeholders is planned to begin in fall 2018 with the goal of implementing changes for the 2019- 2020 school year.

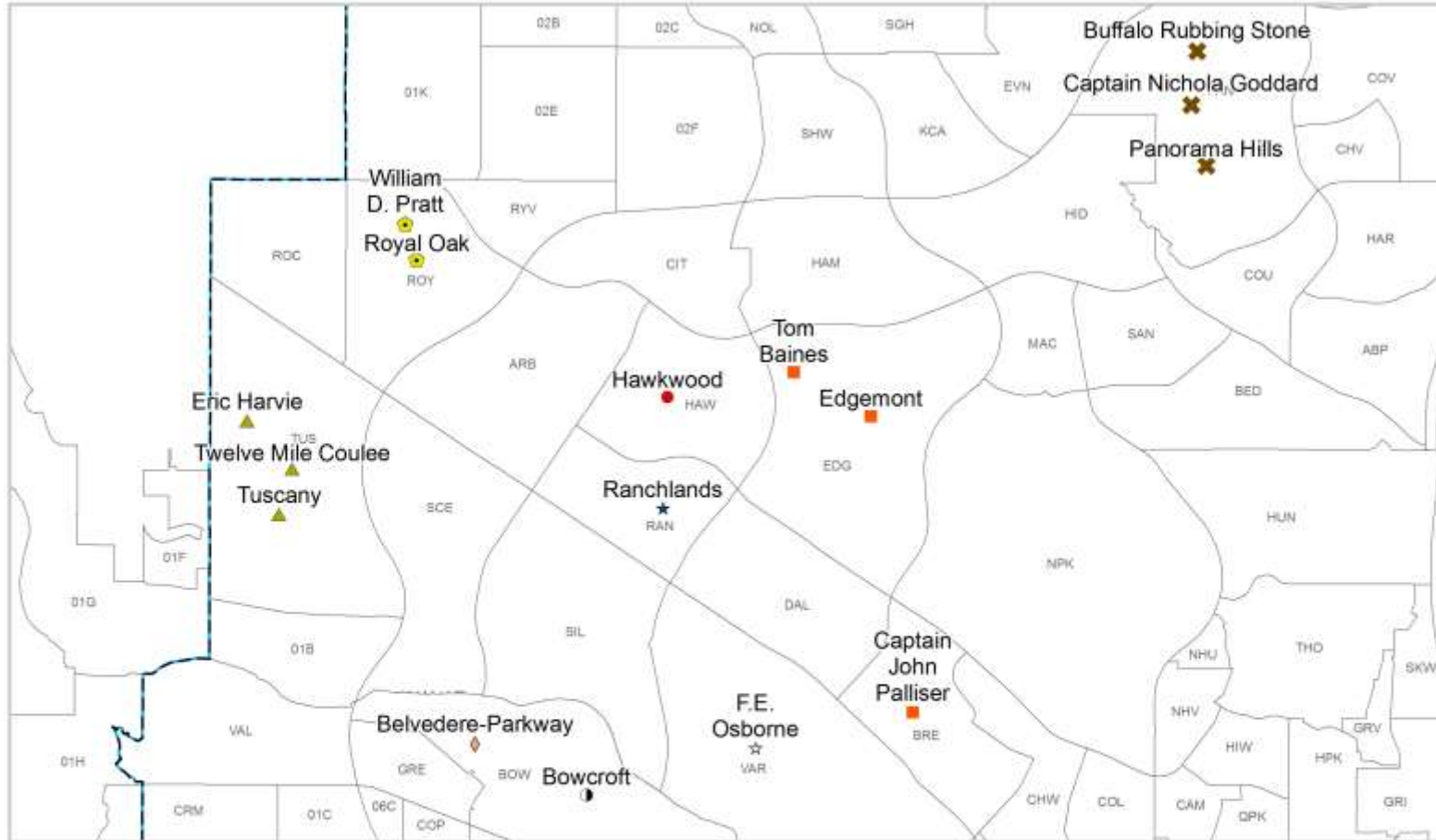
ACTIVE PROJECTS

Attachment I

Area 1&2 Year Identified	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
Project 6 Ongoing 2017-2018 Area 1	Regular	Bowness	Belvedere Parkway	There is excess capacity at Belvedere Parkway School.		Monitor enrolment
Project 7 New 2018-2019 Area 1	Regular	Tuscany	Eric Harvie, Tuscany, Twelve Mile Coulee	Ensuring a balance in enrolment between K-9 in the three schools in Tuscany that allows students to remain within the community.		Monitor Enrolment
Project 8 New 2018-2019 Area 1	Regular	Rocky Ridge/Royal Oak	Royal Oak, William D. Pratt	Ensuring a balance in enrolment between K-9 in the two schools in Rocky Ridge/Royal Oak that allows students to remain within the community.		Monitor Enrolment
Project 9 Ongoing 2017-2018 Area 2	Regular	Panorama Hills	Buffalo Rubbing Stone, Panorama Hills, Captain Nichola Goddard	Ensuring a balance in enrolment between K-9 in the three schools in Panorama that allows students to remain within the community.		Monitor enrolment

ACTIVE PROJECTS

Active Projects - Areas 1 & 2



- ★ Project 1
- Project 2
- Project 3
- Project 4
- ★ Project 5
- ◆ Project 6
- ▲ Project 7
- Project 8
- ✕ Project 9



ACTIVE PROJECTS

Attachment I

Area 3&4 Year Identified	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
Project 10 Ongoing 2017-2018 Area 3	Regular	Coventry Hills, Country Hills Village	Coventry Hills, Nose Creek	The approval of a new elementary school in Coventry Hills/Country Hills Village will have an impact on enrolment at Coventry Hills and Nose Creek Schools.		Monitor enrolment after the new elementary school is opened.
Project 11 Ongoing 2017-2018 Area 3	Regular, Science	Multiple	Ian Bazalgette	Ian Bazalgette School is projected to be at or near capacity.		Monitor enrolment
Project 12 Ongoing 2014-2015 Area 4	Regular	Rundle, Redstone, Cityscape	Rundle and others to be determined	Rundle School is a bus receiver for two new and developing communities and is nearing capacity.		Monitor enrolment
Project 13 Ongoing 2015-2016 Area 4	Regular	Temple, Taradale	Guy Weadick	Guy Weadick School is the overflow bus receiver for K-4 students that cannot be accommodated at Taradale School. Enrolment from Taradale is increasing.		Monitor enrolment

ACTIVE PROJECTS

Attachment I

Area 3&4 Year Identified	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
Project 14 Ongoing 2017-2018 Area 4	Regular	Multiple Communities	Terry Fox, Clarence Sansom, Dr. Gordon Higgins and other to be determined	There is an opportunity to consider grade configuration changes to align with Area 4 middle school program delivery.		Monitor enrolment
Project 15 Ongoing 2017-2018 Area 4	Regular	Saddle Ridge	Hugh A. Bennett, Saddle Ridge, Peter Lougheed	Ensuring a balance in enrolment between K-9 in the three schools in Saddle Ridge that allows students to remain within the community.		Monitor enrolment
Project 16 Ongoing 2017-2018 Area 4	Regular	Multiple	Nelson Mandela and others to be determined	Nelson Mandela High School is projected to be at or near capacity for the 2018-2019 school year.		Monitor enrolment
Project 17 New 2018- 2019 Area 3	Alternative Program	Multiple	Piitoayis and others to be determined	Enrolment in the school is growing		Monitor enrolment

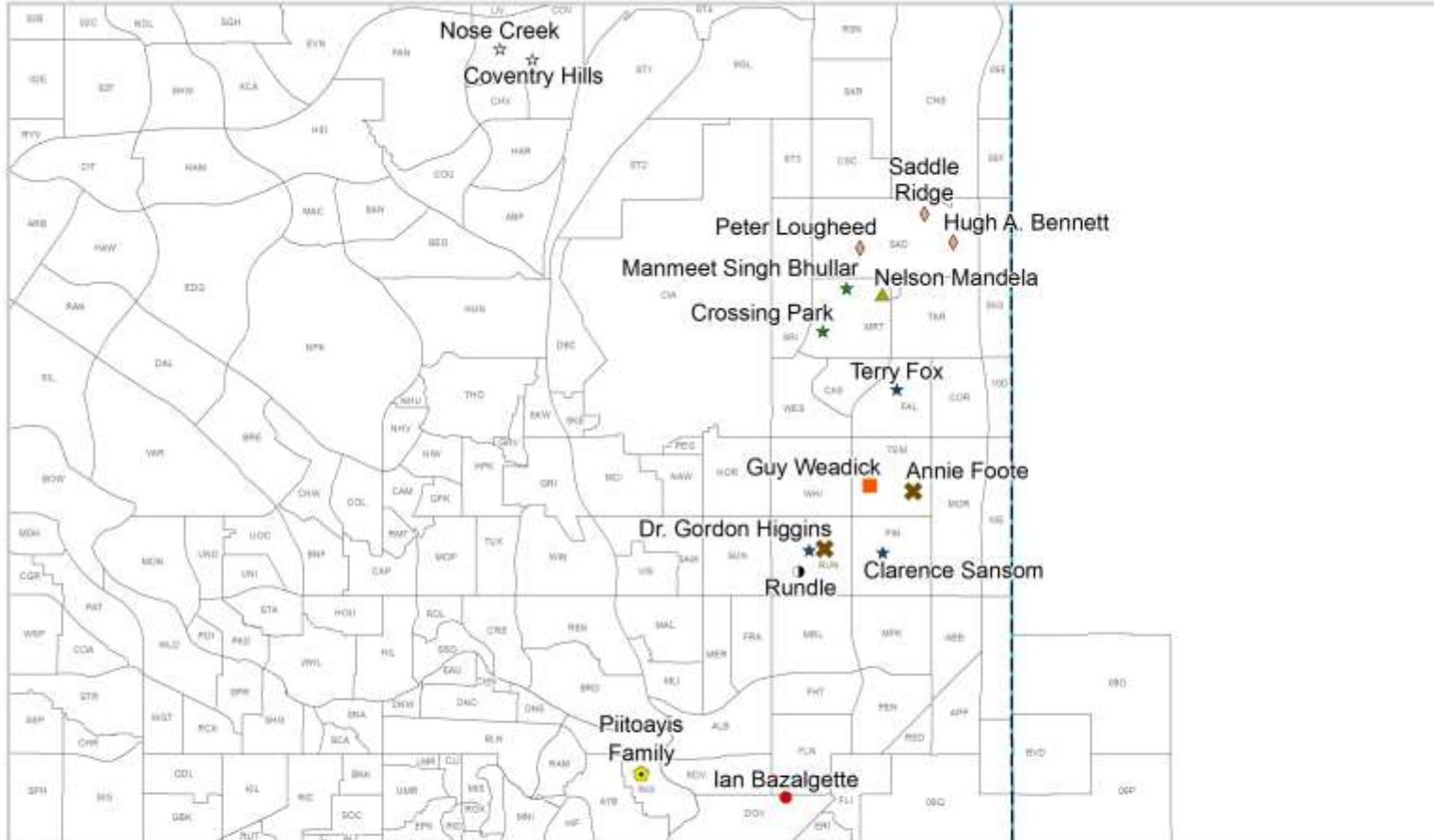
ACTIVE PROJECTS

Attachment I

Area 3&4 Year Identified	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
<p>Project 18</p> <p>New 2018-2019</p> <p>Area 4</p>	<p>Regular Program</p>	<p>Skyview Ranch</p>	<p>Annie Foote, Dr. Gordon Higgins</p>	<p>Annie Foote School is a bus receiver of the Skyview Ranch community. School is at capacity and enrolment from Skyview Ranch is projected to increase in the following years.</p> <p>The approval of a new K-9 school in Skyview Ranch will have an impact on enrolment at Annie Foote and Dr. Gordon Higgins.</p>		<p>Monitor enrolment at Annie Foote School until new school in Skyview Ranch opens.</p>
<p>Project 19</p> <p>New 2018-2019</p> <p>Area 4</p>	<p>Regular Program</p>	<p>Martindale</p>	<p>Crossing Park, Manmeet Singh Bhullar</p>	<p>Ensuring a balance in enrolment between K-9 in the two schools in Martindale that allows students to remain within the community.</p>		<p>Monitor enrolment</p>

ACTIVE PROJECTS

Active Projects - Areas 3 & 4



- | | | | | | |
|---|------------|---|------------|---|------------|
| ☆ | Project 10 | ■ | Project 13 | ▲ | Project 16 |
| ● | Project 11 | ★ | Project 14 | ● | Project 17 |
| ◐ | Project 12 | ◊ | Project 15 | ✕ | Project 18 |
| | | | | ★ | Project 19 |



ACTIVE PROJECTS

Attachment I

Area 5/6/7 Year Identified	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
Project 20 Ongoing 2013-2014 Area 7	French Immersion	Multiple Communities	William Reid	Enrolment at William Reid School is at or near capacity.		Monitor enrolment
Project 21 Ongoing 2017-2018 Area 7	Regular & French Immersion	Multiple Communities	Elboya	Enrolment at Elboya School is at or near capacity.		Monitor enrolment
Project 22 Ongoing 2014-2015 Area 6	Regular	Multiple Communities	Janet Johnstone	Janet Johnstone School is projected to be at or near capacity.		Continue to monitor enrolment.
Project 23 Ongoing 2016-2017 Area 5	Regular Program	Cranston	Cranston, Dr. George Stanley	The approval of a new elementary school in Cranston will have an impact on enrolment at Cranston and Dr. George Stanley Schools.		Monitor enrolment after the new elementary school is opened.
Project 24 Ongoing 2016-2017 Area 6	Regular Program	Evergreen	Evergreen, Marshall Springs	The approval of a new elementary school in Evergreen will have an impact on enrolment at Evergreen and Marshall Springs Schools.		Monitor enrolment after the new elementary school is opened.

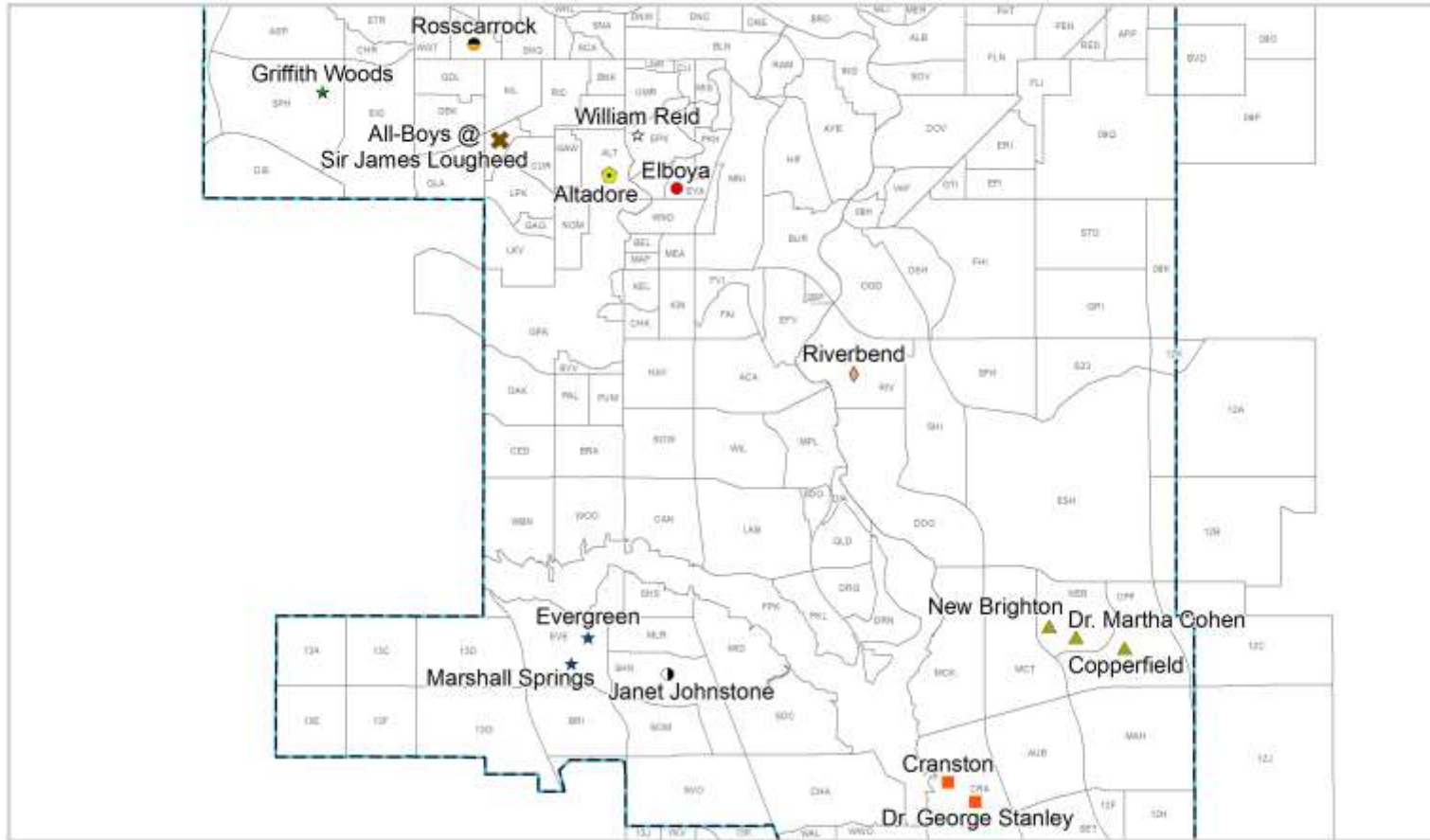
ACTIVE PROJECTS

Attachment I

Area 5/6/7 Year Identified	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
Project 25 New 2018-2019 Area 5	Regular Program	Mahogany	Riverbend	The approval of a new elementary school in Mahogany will have an impact on enrolment Riverbend School.		Monitor enrolment
Project 26 New 2018-2019 Area 5	Regular Program	Copperfield, New Brighton	Copperfield, New Brighton, Dr. Martha Cohen and others to be determined	Enrolment is increasing and schools are at or near capacity.		Monitor enrolment
Project 27 New 2018-2019 Area 6	Regular Program	Altadore and Garrison Woods	Altadore and others to be determined	Altadore School is at or near capacity.		Monitor enrolment
Project 28 New 2018-2019 Area 7	Alternative	Multiple	All Boys at Sir James Lougheed School	Enrolment is declining.		Monitor enrolment
Project 29 New 2018-2019 Area 7	Regular	Springbank Hill and Discovery Ridge	Griffith Woods and others to be determined	Griffith Woods School is projected to be at or near capacity.		Monitor enrolment
Project 30 New 2018-2019 Area 7	Regular	Rosscarrock	Rosscarrock	Enrolment is declining.		Monitor enrolment

ACTIVE PROJECTS

Active Projects - Areas 5, 6 & 7



- | | | | | | |
|---|------------|---|------------|---|------------|
| ☆ | Project 20 | ★ | Project 24 | ✱ | Project 28 |
| ● | Project 21 | ◊ | Project 25 | ☆ | Project 29 |
| ◐ | Project 22 | ▲ | Project 26 | ● | Project 30 |
| ■ | Project 23 | ⊙ | Project 27 | | |





Student Designation and Grade Configuration Changes 2018 – 2019 School Year Area 1

REGULAR PROGRAM

Residential Districts Impacted – Silver Springs Schools Impacted – W.O.Mitchell, Silver Springs

Student enrolment in the regular program has been declining. Due to low registration, it was determined that it was no longer possible to offer a regular program at W.O. Mitchell School. Effective September 2018, W.O. Mitchell School will only offer a Spanish Bilingual program and all students living in the Silver Springs community will be designated to Silver Springs School for the regular program. Students currently in Grade 5 will be able to finish Grade 6 at W.O. Mitchell School in the 2018-2019 school year.

The location and need for complex learning classes is reviewed annually. *Attachment III: Completed Projects* lists changes for the 2018-2019 school year. Information regarding classes for students with exceptional and special needs can be found on the CBE website at <http://www.cbe.ab.ca/programs/supports-for-students/exceptional-and-special-needs/Pages/default.aspx>



Student Designation and Grade Configuration Changes 2018 – 2019 School Year Area 2

REGULAR PROGRAM

Residential Districts Impacted – Silver Springs Schools Impacted – W.O. Mitchell, Silver Springs

Student enrolment in the regular program has been declining. Due to low registration, it was determined that it was no longer possible to offer a regular program at W.O. Mitchell School. Effective September 2018, W.O. Mitchell School will only offer a Spanish Bilingual program and all students living in the Silver Springs community will be designated to Silver Springs School for the regular program. Students currently in Grade 5 will be able to finish Grade 6 at W.O. Mitchell School in the 2018-2019 school year.

Residential Districts Impacted – Evanston, North Haven Schools Impacted – Kenneth D Taylor, Cambrian Heights.

Evanston School is full and the CBE lottery process will be used for kindergarten registration starting January 2018. Cambrian Heights School was identified as the overflow location.

ALTERNATIVE PROGRAMS

Mandarin Bilingual Schools Impacted – Harold Panabaker, Midnapore, Colonel Irvine

For the 2018-19 school year, Grade 5, 6 and 7 students in the south Calgary boundary are designated to Harold Panabaker School.

The location and need for complex learning classes is reviewed annually. *Attachment III: Completed Projects* lists changes for the 2018-2019 school year. Information regarding classes for students with exceptional and special needs can be found on the CBE website at <http://www.cbe.ab.ca/programs/supports-for-students/exceptional-and-special-needs/Pages/default.aspx>



Student Designation and Grade Configuration Changes 2018 – 2019 School Year Area 3

REGULAR PROGRAM

ALTERNATIVE PROGRAMS

Science Schools Impacted – Ian Bazalgette

Ian Bazalgette School will expand to offer the Science Program for Grade 6-8 students in the 2018-2019 school year.

The location and need for complex learning classes is reviewed annually. *Attachment III: Completed Projects* lists changes for the 2018-2019 school year. Information regarding classes for students with exceptional and special needs can be found on the CBE website at <http://www.cbe.ab.ca/programs/supports-for-students/exceptional-and-special-needs/Pages/default.aspx>



Student Designation and Grade Configuration Changes 2018 – 2019 School Year Area 4

REGULAR PROGRAM

Residential Districts Impacted – Cityscape, Marlborough Schools Impacted – Bob Edwards, Dr. Gordon Higgins

GR7-9 students living in Cityscape are designated to Bob Edwards School effective August 2018. Students in GR8 this year are able to remain at Dr. Gordon Higgins to complete GR9 in the 2018-2019 school year.

Residential Districts Impacted – Martindale Schools Impacted – Manmeet Singh Bhullar, Crossing Park

Manmeet Singh Bhullar School will expand to include Grade 6 for the 2018-2019 school year.

Residential Districts Impacted – Saddle Ridge Schools Impacted – Hugh A. Bennett, Saddle Ridge

There is a boundary change between Hugh A. Bennett School and Saddle Ridge School. This includes families with students living between 80th Ave NE to 88th Ave NE and between 60th Street to Saddlemount Blvd. and 60th Street NE to Saddleland Dr. This also includes students residing around Saddletowne Close NE north of 80th Ave NE.

The location and need for complex learning classes is reviewed annually. *Attachment III: Completed Projects* lists changes for the 2018-2019 school year. Information regarding classes for students with exceptional and special needs can be found on the CBE website at <http://www.cbe.ab.ca/programs/supports-for-students/exceptional-and-special-needs/Pages/default.aspx>



Student Designation and Grade Configuration Changes 2018 – 2019 School Year Area 5

REGULAR PROGRAM

Residential Districts Impacted – Sundance Schools Impacted – Sundance, Fish Creek

Student enrolment in the regular program has been declining. Due to low registration, it was determined that it was no longer possible to offer a regular program at Sundance School. Effective September 2018, Sundance School will only offer a French Immersion program and all students living in the Sundance community will be designated to Fish Creek School for the regular program.

Residential Districts Impacted – Auburn Bay Schools Impacted – Auburn Bay, Andrew Sibbald

Auburn Bay School is full and the CBE lottery process was used for kindergarten registration in January 2018. Andrew Sibbald School was identified as the overflow location.

Residential Districts Impacted – Acadia, Fairview Schools Impacted – Acadia, David Thompson

For September 2018 Acadia School will expand to accommodate K-6 students and David Thompson will accommodate GR7-9.

Residential Districts Impacted – Maple Ridge, Willow Park, Acadia, Fairview Schools Impacted – Maple Ridge, RT Alderman, Acadia, David Thompson

For September 2018 Maple Ridge School and R.T Alderman School will only offer a Science program. All students living in the Maple Ridge and Willow Park communities will be designated to Acadia School for K-GR6 and David Thompson School for GR7-9 for the regular program. Students currently in Grade 8 will be able to complete Grade 9 at R.T. Alderman School in the 2018-2019 school year.

Residential Districts Impacted – Auburn Bay, Cranston, Copperfield, Douglasdale/Glen (including Quarry Park), Mahogany, McKenzie Lake, McKenzie Towne, New Brighton, and SETON Schools Impacted – Joane Cardinal-Schubert, Lord Beaverbrook, Dr. EP Scarlett, Henry Wise Wood

For the 2018 school year, for the above listed residential districts Joane Cardinal-Schubert High School will offer Grade 10 and Grade 11 programming expanding to Grade 12 for the 2019 school year.



Student Designation and Grade Configuration Changes 2018 – 2019 School Year Area 5

ALTERNATIVE PROGRAMS

Mandarin Bilingual Schools Impacted – Harold Panabaker, Midnapore, Colonel Irvine

For the 2018-19 school year, Grade 5, 6 and 7 students in the south Calgary boundary are designated to Harold Panabaker School.

Science Schools Impacted – R.T. Alderman

The science program will expand to GR9 for the 2018-2019 school year.

The location and need for complex learning classes is reviewed annually. *Attachment III: Completed Projects* lists changes for the 2018-2019 school year. Information regarding classes for students with exceptional and special needs can be found on the CBE website at <http://www.cbe.ab.ca/programs/supports-for-students/exceptional-and-special-needs/Pages/default.aspx>



Student Designation and Grade Configuration Changes 2018 – 2019 School Year Area 6

REGULAR PROGRAM

Residential Districts Impacted – Sundance Schools Impacted – Sundance, Fish Creek

Student enrolment in the regular program has been declining. Due to low registration, it was determined that it was no longer possible to offer a regular program at Sundance School. Effective September 2018, Sundance School will only offer a French Immersion program and all students living in the Sundance community will be designated to Fish Creek School for the regular program.

Residential Districts Impacted – Auburn Bay Schools Impacted – Auburn Bay, Andrew Sibbald

Auburn Bay School is full and the CBE lottery process was used for kindergarten registration in January 2018. Andrew Sibbald School was identified as the overflow location.

Residential Districts Impacted – Acadia, Fairview Schools Impacted – Acadia, David Thompson

For September 2018 Acadia School will accommodate K-6 students and David Thompson will accommodate GR7-9.

Residential Districts Impacted – Maple Ridge, Willow Park, Acadia, Fairview Schools Impacted – Maple Ridge, RT Alderman, Acadia, David Thompson

For September 2018 Maple Ridge School and R.T Alderman School will only offer a Science program. All students living in the Maple Ridge and Willow Park communities will be designated to Acadia School for K-GR6 and David Thompson School for GR7-9 for the regular program. Students currently in Grade 8 will be able to complete Grade 9 at R.T. Alderman School in the 2018-2019 school year.

Residential Districts Impacted – Auburn Bay, Cranston, Copperfield, Douglasdale/Glen (including Quarry Park), Mahogany, McKenzie Lake, McKenzie Towne, New Brighton, and SETON Schools Impacted – Joane Cardinal-Schubert, Lord Beaverbrook, Dr. EP Scarlett, Henry Wise Wood

For the 2018 school year, for the above listed residential districts Joane Cardinal-Schubert High School will offer Grade 10 and Grade 11 programming expanding to Grade 12 for the 2019 school year.

Residential Districts Impacted – Lake Bonavista, Bonavista Downs Schools Impacted – Andrew Sibbald, Nicke

For September 2018 Andrew Sibbald School will expand to accommodate K-6 students and Nickle will accommodate GR7-9 for students living in Lake Bonavista and Bonavista Downs.



Student Designation and Grade Configuration Changes 2018 – 2019 School Year Area 6

Residential Districts Impacted – Evergreen Schools Impacted – Marshall Springs, Woodman

For September 2018 Marshall Springs School will expand to accommodate Grade 9 students.

Residential Districts Impacted – Silverado Schools Impacted – Ron Southern, Ethel M Johnson

For September 2018 Ron Southern School will expand to accommodate Grade 6 students.

Residential Districts Impacted – Discovery Ridge, Springbank Hill Schools Impacted – Griffith Woods, Bishop Pinkham, A.E. Cross

For September 2018 Griffith Woods School will expand to accommodate Grade 9 students.

ALTERNATIVE PROGRAMS

Mandarin Bilingual Schools Impacted – Harold Panabaker, Midnapore, Colonel Irvine

For the 2018-19 school year, Grade 5, 6 and 7 students in the south Calgary boundary are designated to Harold Panabaker

Spanish Bilingual Schools Impacted – Glenmeadows, Westgate, Rosscarrock

Kindergarten to Grade 6 students in the Spanish Bilingual Program currently attending Rosscarrock and Westgate Schools will be accommodated at Glenmeadows School.

Spanish Bilingual Schools Impacted – A.E. Cross, Bishop Pinkham

The Spanish Bilingual program at A.E. Cross will expand to include Grade 8 for the 2018 school year and will expand to Grade 9 for the 2019 school year.

Spanish Bilingual Schools Impacted – Eugene Coste

Eugene Coste School will expand to include Grade 5 for the 2018-2019 school year.

The location and need for complex learning classes is reviewed annually. *Attachment III: Completed Projects* lists changes for the 2018-2019 school year. Information regarding classes for students with exceptional and special needs can be found on the CBE website at <http://www.cbe.ab.ca/programs/supports-for-students/exceptional-and-special-needs/Pages/default.aspx>



Student Designation and Grade Configuration Changes

2018 – 2019 School Year

Area 7

REGULAR PROGRAM

Residential Districts Impacted – West Springs, Cougar Ridge Schools Impacted – West Ridge, Wildwood, Rosscarrock

K-GR4 students residing in Cougar Ridge are designated to West Springs School for the regular program effective September 2018. Cougar Ridge students who cannot be accommodated at West Springs School will be overflowed to Wildwood School.

Residential Districts Impacted – Aspen Woods Schools Impacted – Dr. Roberta Bondar, Olympic Heights

Dr. Roberta Bondar School will expand to accommodate Grade 6 students starting September 2018.

Residential Districts Impacted – Discovery Ridge, Springbank Hill Schools Impacted – Griffith Woods, Bishop Pinkham, A.E. Cross

For September 2018 Griffith Woods School will expand to accommodate Grade 9 students.

Residential Districts Impacted – Shaganappi, Sunalta/Scarboro West, Glendale, Killarney/Glengarry, Richmond Schools Impacted – Glendale, Alexander Ferguson, Richmond.

Effective June 30, 2018, the K-GR6 regular program option area in Killarney will have defined boundaries with students being designated to Glendale, Alexander Ferguson or Richmond Schools.

ALTERNATIVE PROGRAMS

Spanish Bilingual Schools Impacted – Glenmeadows, Westgate, Rosscarrock

Kindergarten to Grade 6 students in the Spanish Bilingual Program currently attending Rosscarrock and Westgate Schools will be accommodated at Glenmeadows School.

Spanish Bilingual Schools Impacted – A.E. Cross, Bishop Pinkham

The Spanish Bilingual program at A.E. Cross will expand to include Grade 8 for the 2018 school year and will expand to Grade 9 for the 2019 school year.



Student Designation and Grade Configuration Changes
2018 – 2019 School Year
Area 7

**French Immersion
Schools Impacted – Westgate, Bishop Pinkham**

Westgate school will expand to accommodate Grade 6 students in the French Immersion Program.

The location and need for complex learning classes is reviewed annually. *Attachment III: Completed Projects* lists changes for the 2018-2019 school year. Information regarding classes for students with exceptional and special needs can be found on the CBE website at <http://www.cbe.ab.ca/programs/supports-for-students/exceptional-and-special-needs/Pages/default.aspx>

COMPLETED PROJECTS

Attachment III

Three-Year System Student Accommodation Plan 2017-2018

Multiple Areas Timespan	Program/Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
<p>Project M1</p> <p>Originally Identified 2014-2015</p> <p>Area 3</p> <p>Area 7</p>	<p>Deaf and Hard of Hearing (DHH)</p>	<p align="center">All</p>	<p>Stanley Jones, Queen Elizabeth Elementary, Jennie Elliott</p>	<p>Enrolment in DHH classes is increasing at the elementary level. There is an opportunity to discuss program delivery and effective utilization of resources.</p>	<p>Approximately 50 GR1 - GR6 students are projected to attend DHH classes at Jennie Elliott School for the 2018-2019 school year.</p> <p>Six classrooms at the school have been identified for use by DHH students. The anticipated cost of renovations to accommodate these classes in the school is approximately \$425,000</p> <p>Transportation savings cannot be quantified at this time because many students at Stanley Jones use the Alice Jamieson Academy bussing.</p>	<p>The elementary DHH classes at Stanley Jones and Queen Elizabeth will move to Jennie Elliott School for September 2018.</p>

COMPLETED PROJECTS

Attachment III

Multiple Areas Timespan	Program/Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
<p>Project M3</p> <p>Originally Identified 2012-2013</p> <p>All Areas</p>	<p>Chinook Learning Services</p>	<p>Multiple Communities</p>	<p>Lord Beaverbrook, James Fowler, Lord Shaughnessy</p>	<p>Chinook Learning Services is relocating out of Viscount Bennett and the Erlton Centre.</p>	<p>This change is projected to reduce enrolment for 2018 by approximately 550 students compared to September 30, 2017 enrolment.</p>	<p>For September 2018, CBE is implementing a new accommodation plan for Chinook Learning. As part of the model going forward Chinook Learning academic success programs (high school classes) will be transitioned into James Fowler High School and Lord Beaverbrook High School.</p>
<p>Project Emergent in 2017-2018</p> <p>Originally Identified 2017-2018</p> <p>All Areas</p>	<p>Unique Setting</p>	<p>Multiple Communities</p>	<p>Niisitapi Learning Centre (NLC)</p>	<p>Current enrolment trends combined with the needs of students attending indicate that the school will be able to best serve these students by adjusting its current Early Development Centre (EDC) to Grade 3 configuration to an EDC to Grade 2 configuration.</p>	<p>For September 2018, there are approximately 1710 pre-K to Grade 3 students projected to attend the NLC which includes 40 students in pre-K.</p>	<p>The NLC will accommodate students in pre-K to Grade 3 for the 2018-19 school year and starting with the 2019-2020 school year change to a pre-K to Grade 2 grade configuration.</p> <p>In a letter dated May 8, 2018 families were informed of this grade configuration change for the 2019-2020 school year and were invited to attend a meeting at the school on June 7, 2018 to discuss the changes.</p>

COMPLETED PROJECTS

Area 1&2 Timespan	Program/Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
<p>Project 1</p> <p>Originally Identified 2014-2015</p> <p>Area 1&2</p>	<p>Regular</p>	<p>Silver Springs</p>	<p>W.O. Mitchell, Silver Springs</p>	<p>A large number of students from the Silver Springs community choose to register in the Spanish Bilingual program at W.O. Mitchell School.</p>	<p>For the 2018-2019 School year approximately 15 Grade 4 students from the W.O. Mitchell regular program attendance area are projected to move to Silver Springs School for Grade 5 next year.</p> <p>There is no anticipated transportation financial implication because an existing Silver Springs bus can accommodate the extra students.</p>	<p>As a result of the continued inability to offer a regular program at lower grades it was determined that it was no longer possible to provide a regular program at W.O. Mitchell School. Effective September 2018, W.O. Mitchell School will only offer a Spanish Bilingual program and all students living in the Silver Springs community will be designated to Silver Springs School for the regular program.</p> <p>As a result of one program remaining in the building and all students in the regular program being designated to the same school, this was considered an exception under the Closure of Schools Regulation.</p> <p>In January 2018, CBE administration met with parents to discuss transition possibilities for GR4-GR5 regular program students as they move into GR5 and GR6 for September 2018.</p> <p>In a letter dated March 21, 2018 families were informed all current Grade 4 students will be designated to Silver Springs School for the Grade 5 next year. Students currently in Grade 5 will be able to remain at W.O. Mitchell School for Grade 6 next year.</p>

COMPLETED PROJECTS

Attachment III

Area 1&2 Timespan	Program/Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
<p>Project 2 Originally Identified 2014-2015 Area 1</p>	<p>Regular</p>	<p>Arbour Lake, Citadel, Scenic Acres</p>	<p>Arbour Lake and others to be determined</p>	<p>Arbour Lake School is at or near capacity.</p>	<p>Arbour Lake School has instructional space for 915 students. September 30, 2017 enrolment was 811 students and projected enrolment for September 2018 is 760 students.</p>	<p>The five year enrolment projection indicates that enrolment will decrease in the future and the school is no longer anticipated to operate at capacity.</p>
<p>Project 10 Originally Identified 2017-2018 Area 2</p>	<p>Regular</p>	<p>Evanston</p>	<p>Kenneth D. Taylor and others to be identified.</p>	<p>Enrolment in Kenneth D. Taylor School is increasing. The school will be near capacity for the 2018-2019 school year.</p>	<p>Approximately 65 K-GR4 students from Evanston are projected to be overflowed to Cambrian Heights School for September 2018. A cost increase of \$27,500 is anticipated for September 2018 as a new bus will be required to transport overflowed students.</p>	<p>In a notice dated December 13, 2017 families were informed that Evanston School was full and that the CBE lottery process would be used for kindergarten registration in January 2018. Cambrian Heights School was identified as the overflow location. A meeting was held on January 17, 2018 to share information about this decision and answer questions.</p>

COMPLETED PROJECTS

Attachment III

Area 3&4 Timespan	Program/Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
<p>Project 12</p> <p>Originally Identified 2014-2015</p> <p>Area 3</p>	<p>Regular</p>	<p>All Areas</p>	<p>Stanley Jones (Alice Jamieson)</p>	<p>Enrolment at Stanley Jones School is increasing and nearing capacity.</p>	<p>Stanley Jones School has instructional space for 600 students. September 30, 2017 enrolment was 513 students and projected enrolment for September 2018 is 491 students.</p>	<p>Effective September 2018, DHH classes will move from Stanley Jones School to Jennie Elliott School.</p>
<p>Project 18</p> <p>Originally Identified 2017-2018</p> <p>Area 4</p>	<p>Regular</p>	<p>Marlborough</p>	<p>Bob Edwards and others to be determined</p>	<p>Enrolment in the regular program at Bob Edwards School is low.</p>	<p>There are approximately 30 GR7-GR8 students from Cityscape designated to Bob Edwards School for the 2018-2019 school year.</p> <p>A cost increase of \$27,500 is anticipated for September 2018 as a new bus will be required to transport newly designated students.</p>	<p>In a notice dated March 9, 2018 families were informed that GR7-9 students living in Cityscape were designated to Bob Edwards School effective August 2018. Students in GR8 this year are able to remain at Dr. Gordon Higgins to complete GR9 in the 2018-2019 school year.</p> <p>A meeting was held on March 14, 2018 to share information about this decision and answer questions.</p>

COMPLETED PROJECTS

Attachment III

Area 5/6/7 Timespan	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
<p>Project 29</p> <p>Originally Identified 2013- 2014</p> <p>Area 5&6</p>	<p>Mandarin Bilingual</p>	<p>Multiple Communities</p>	<p>Midnapore and others to be determined</p>	<p>Enrolment in Mandarin Bilingual is growing. There is a need to monitor enrolment and identify a south middle and/or junior high school site in the future.</p>	<p>Approximately 50 students are projected in GR5-7 Mandarin Bilingual for September 2017.</p> <p>The cost of bussing for this new location is \$55,000 because two partnered busses are required.</p> <p>The one-time cost of this program expansion is approximately \$51,000</p>	<p>In February 2017, Harold Panabaker School was identified as the future location for a south middle school for Mandarin Bilingual.</p> <p>For the 2018-19 school year, Grade 5, 6 and 7 students in the south Calgary boundary are designated to Harold Panabaker School.</p>

COMPLETED PROJECTS

Area 5/6/7 Timespan	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
<p>Project 30</p> <p>Originally Identified 2014- 2015</p> <p>Area 5/6</p>	<p>Regular</p>	<p>Sundance</p>	<p>Sundance, Fish Creek</p>	<p>Enrolment in the kindergarten regular program at Sundance is low.</p>	<p>For the 2018-2019 School year approximately 35 GR4-GR6 students from Sundance School are projected to attend Fish Creek School.</p> <p>A cost increase of \$27,500 is anticipated for September 2018 as a new bus will be required to transport newly designated students.</p>	<p>As a result of the continued inability to offer a regular program at lower grades it was determined that it was no longer possible to provide a regular program at Sundance School. Effective September 2018, Sundance School will only offer a French Immersion program and all students living in the Sundance community will be designated to Fish Creek School for the regular program.</p> <p>As a result of one program remaining in the building and all students in the regular program being designated to the same school, this was considered an exception under the Closure of Schools Regulation.</p> <p>In January 2018, CBE administration met with parents to discuss transition possibilities for GR3-GR5 regular program students as they move into GR4- GR6 for September 2018.</p> <p>In a letter dated March 21, 2018 families were informed all current regular program students will be designated to Fish Creek School effective Sept 2018.</p>

COMPLETED PROJECTS

Attachment III

Area 5/6/7 Timespan	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
<p>Project 32</p> <p>Originally Identified 2016- 2017</p> <p>Area 5</p>	<p>Regular Program</p>	<p>Auburn Bay</p>	<p>Auburn Bay, and others to be identified.</p>	<p>Enrolment in Auburn Bay school is increasing. The school will be near capacity for the 2017- 2018 school year.</p>	<p>Approximately 60 students from Auburn Bay are projected to be overflowed to Andrew Sibbald School for September 2018.</p> <p>A cost increase of \$27,500 is anticipated for September 2018 as a new bus will be required to transport newly designated students.</p>	<p>In a notice dated December 5, 2017 families were informed that Auburn Bay School was full and that the CBE lottery process would be used for kindergarten registration in January 2018. Andrew Sibbald School was identified as the overflow location.</p> <p>A meeting was held on January 11, 2018 to share information about this decision and answer questions.</p>

COMPLETED PROJECTS

Area 5/6/7 Timespan	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
<p>Project 33</p> <p>Originally Identified 2016- 2017</p> <p>Area 5</p>	<p>Regular Program</p>	<p>Maple Ridge, Willow Park</p>	<p>Maple Ridge, and others to be identified.</p>	<p>Enrolment in the regular program is declining with the opening of the science program.</p>	<p>For the 2018-2019 School year approximately 10 K-GR6 students from Maple Ridge and Willow Park are projected to attend Acadia School and approximately 5 GR7- GR8 are projected to attend David Thompson School.</p> <p>A cost increase of \$27,500 is anticipated for September 2018 as a new bus will be required to transport newly designated students.</p>	<p>As a result of the opening of a Science alternative program in Maple Ridge and RT Alderman schools last year, regular program enrolment dropped significantly this year. Effective September 2018, Maple Ridge School and R.T Alderman School will only offer a Science program. All students living in the Maple Ridge and Willow Park communities will be designated to Acadia School K-GR6 and David Thompson School for GR7-9 for the regular program.</p> <p>As a result of one program remaining in the building and all students in the regular program being designated to the same school, this was considered an exception under the Closure of Schools Regulation.</p> <p>In a letter dated March 21, 2018 families were informed all current regular program students in K-GR7 had the option to transfer to the Science program or move to Acadia School or David Thompson School effective Sept 2018. Students currently in GR8 in the regular program are able to complete GR9 in the 2018-2019 school year at R.T. Alderman School.</p> <p>A meeting was held on April 18, 2018 to share information about this decision and answer questions.</p>

COMPLETED PROJECTS

Area 5/6/7 Timespan	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
<p>Project 21</p> <p>Originally Identified 2013-2014</p> <p>Area 7</p>	<p>Regular</p>	<p>West Springs, Cougar Ridge</p>	<p>West Springs, Rosscarrock, Wildwood, Vincent Massey</p>	<p>The approval of a new middle school for West Springs and Cougar Ridge will have an impact on enrolment at West Springs, Rosscarrock, Wildwood and Vincent Massey schools.</p>	<p>For the 2018-2019 School year approximately 100 K-GR4 students from Cougar Ridge are projected to attend West Springs School.</p> <p>No students are projected to be overflowed to Wildwood School for the 2018-2019 school year.</p> <p>This change will be cost neutral for transportation services.</p>	<p>As a result of the impacted school engagement:</p> <p>K-GR4 students residing in Cougar Ridge are designated to West Springs School for the regular program effective September 2018. Cougar Ridge students who cannot be accommodated at West Springs School will be overflowed to Wildwood School.</p>
<p>Project 26</p> <p>Originally Identified 2015-2016</p> <p>Area 7</p>	<p>Regular</p>	<p>Aspen Woods Strathcona</p>	<p>Olympic Heights, Wildwood, Jennie Elliott and others to be determined</p>	<p>The approval of a new elementary school in Aspen Woods will have an impact on enrolment at Olympic Heights, Jennie Elliott and Wildwood Schools.</p>	<p>All students K-GR6 can be accommodated at Dr. Roberta Bondar School.</p>	<p>Dr. Roberta Bondar will expand to Grade 6 for September 2018.</p>

COMPLETED PROJECTS

Area 5/6/7 Timespan	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
<p>Project 27</p> <p>Originally Identified 2015- 2016</p> <p>Area 6&7</p>	<p>Regular</p>	<p>Springbank Hill, Discovery Ridge</p>	<p>Battalion Park, Glenbrook, Jennie Elliott, A.E. Cross, Bishop Pinkham</p>	<p>The approval of a new K-9 school in Springbank Hill will have an impact on enrolment at Battalion Park, Glenbrook, Jennie Elliott, A.E. Cross, and Bishop Pinkham schools.</p>	<p>Approximately 50 GR1-6 students are projected to attend DHH classes at Jennie Elliott School for the 2018-2019 school year.</p> <p>Six classrooms at the school have been identified for use by DHH students. The anticipated cost of renovations to accommodate these classes in the school is approximately \$425,000</p> <p>Transportation savings cannot be quantified at this time because many students at Stanley Jones use the Alice Jamieson Academy bussing.</p>	<p>Through the impacted schools engagement it was determined that no further changes were required at this group of schools beyond decisions that had been made previously:</p> <ul style="list-style-type: none"> ▪ DHH classes will move from Stanley Jones School and Queen Elizabeth School to Jennie Elliott School for September 2018. This decision was communicated in the 2016-2017 school year. ▪ The Spanish Bilingual program at AE Cross will expand to Gr8 for next year and to GR9 for the 2019-2020 school year and beyond.
<p>Project 24</p> <p>Originally Identified 2014- 2015</p> <p>Area 7</p>	<p>Montessori</p>	<p>Multiple Communities</p>	<p>Killarney</p>	<p>Enrolment at Killarney School is at or near capacity.</p>	<p>Killarney School has instructional space for 375 students. September 30, 2017 enrolment was 334 students and projected enrolment for September 2018 is 332 students.</p>	<p>Enrolment for September 2017 was lower than projected and the school was able to accommodate all students interested in the Montessori program. It is anticipated the school will be able to continue accommodating all interested students in the future</p>

COMPLETED PROJECTS

Attachment III

Area 5/6/7 Timespan	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
<p>Project 25</p> <p>Originally Identified 2014- 2015</p> <p>Area 7</p>	Regular	Macewan, Sandstone Valley, Kincora	Simons Valley	Enrolment continues to increase as Kincora grows.	Simons Valley School has instructional space for 700 students. September 30, 2017 enrolment was 681 students and projected enrolment for September 2018 is 672 students.	Enrolment has stabilized and monitoring is no longer required.
<p>Project 28</p> <p>Pending 2016-2017</p> <p>Area 6&7</p>	Regular	Glenbrook, Killarney, Glendale	Central Memorial / Ernest Manning	Ernest Manning is nearing capacity. Currently the cohort group of students attending A.E. Cross School for junior high is split after Grade 9 with approximately half students designated to Ernest Manning and the other half to Central Memorial.		Engagement work with stakeholders regarding accommodation opportunities for high schools was initially planned for fall 2017. The work done this year on relocation of Chinook Learning Services for 2018-2019 was prioritized. As a result, work with stakeholders is now planned to begin fall 2018 with the goal of implementing changes for the 2021-2022 school year and beyond.

COMPLETED PROJECTS

Attachment III

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	Bridges I class moving from Capitol Hill to Rosemont Bridges III moved from Sherwood to Terry Fox One PLP class moving from Gladys M. Egbert to Ted Harrison The Class moving from Briar Hill to Stanley Jones The Class moving from Western Canada to Henry Wise Wood Elementary DHH classes moving from Stanley Jones and Queen Elizabeth to Jennie Elliott
1	Two Early Development Centre (EDC) classes moving from Terrace Road to Tuscany
2	One new Communication, Sensory and Social Interaction (CSSI) class opening at Sir John Franklin One new Communication, Sensory and Social Interaction (CSSI) class opening at Panorama Hills One L&L class discontinued at Banff Trail One Social Knowledge, Independent Living and Language (SKILL) class moving from Buffalo Rubbing Stone to Panorama Hills
3	Autism Spectrum Disorder (ASD) Cluster discontinued at Radisson Park Bridges III class discontinued at Ian Bazalgette One Communication, Sensory and Social Interaction (CSSI) class opening at Vista Heights Two LEAD classes closed at Cappy Smart Two LEAD classes moving from Forest Lawn to Crescent Heights One LEAD class discontinued at Penbrooke Meadows One PLP class moving from Forest Lawn to Jack James
4	Two LEAD classes closed at Clarence Sansom
5	No changes

COMPLETED PROJECTS

Attachment III

Area	Summary
6	One Communication, Sensory and Social Interaction (CSSI) class discontinued at Woodman One Teaching of Attitude, Social Skills and Communication (TASC) class discontinued at Central Memorial One The Class opening at Andrew Sibbald
7	One additional LEAD class opened at Wildwood in February 2018 One additional LEAD class opened at Vincent Massey in February 2018



Month	Actions
September 2018	<ul style="list-style-type: none"> ▪ Opening Day enrolment is monitored and compared with projections. ▪ Internal meetings occur to evaluate enrolment numbers and determine communications and engagement needed for the current school year for schools identified on the 2018-21 System Student Accommodation Plan (SSAP).
October	<ul style="list-style-type: none"> ▪ Conversations occur with school principals to inform them that their school is being monitored, provide direction and respond to questions. ▪ Internal meetings to make plans for specific schools. ▪ Discussions could start with school communities facing changes for the 2019-20 school year. These could occur throughout the school year as required. In some instances, communities will be informed about decisions and in other instances, there may be opportunities to provide input and feedback before decisions are finalized.
November	<ul style="list-style-type: none"> ▪ Updates provided to school community to explain that their school is facing an accommodation challenge based on student enrolment (current and projected) and available space at the school. ▪ Discussions could take place with school staff and at school council meetings to provide more detail and opportunity for people to ask questions.
December	<ul style="list-style-type: none"> ▪ Schools continue to monitor school community feedback and respond to queries. ▪ Accommodation decisions made and announced to school communities before winter break.
January	<ul style="list-style-type: none"> ▪ Registration for next school year begins January 14, 2019. ▪ Schools inform all new families who register that the school is being monitored and respond to questions from new and potential parents. ▪ Staff monitor enrolment numbers.
February	<ul style="list-style-type: none"> ▪ Lottery draws, when required, take place the Wednesday before Teachers' Convention.
March	<ul style="list-style-type: none"> ▪ Additional accommodation decisions for the next school year should be made and communicated before spring break.
April - May	<ul style="list-style-type: none"> ▪ Internal meetings take place to evaluate the actions that have occurred at identified schools and determine if they should continue to be monitored for the next school year. Identify new schools to be monitored based on projections and new developments. ▪ Schools are informed if they are being added or removed from the SSAP. ▪ Schools provide an update to their school community on the status of their accommodation challenge. ▪ Discussions occur at school council meetings as required.
June	<ul style="list-style-type: none"> ▪ New SSAP is presented to the Board of Trustees. ▪ Website is updated.

report to Board of Trustees

Third Quarter Budget Variance Report for the 2017-18 Budget

Date	June 19, 2018
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Decision and Information
Originator	Brad Grundy, Superintendent, Chief Financial Officer and Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-5: Financial Planning
Resource Persons	Ed Sutlic, Director, Corporate Finance Donna Rogers, Manager, Corporate Planning and Reporting

1 | Recommendation

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

2 | Issue

Operational Expectations 5 – Financial Planning requires that quarterly variance reports are prepared and explanations are provided for variances in excess of 1% and \$500,000. This report serves as the third quarter report for the 2017-18 fiscal year.



3 | Background

Quarterly and annual reports are presented to the Board of Trustees to provide updates on the results of operations. These results are compared to the Fall Budget Update to comply with Operational Expectations 5: Financial Planning.

Included in this report are operating budget variance analyses (see Attachment I and II), the forecasted use of operating reserves and designated funds (Attachment III) and capital budget status report (Attachment IV).

4 | Analysis

The Fall Budget Update is adopted as the comparative budget for all subsequent budget and variance reports as it is the most accurate reflection of planned spending based on actual student enrolment. The First Quarter Budget Variance Report (i.e. the Fall Budget Update to the spring budget) primarily reports the budget impacts of changes in student enrolment from what was estimated during the budget preparation in the previous spring.

This variance report provides projections for actual results based on current year spending trends and decisions as well as variance analysis as compared to the budget.

Spending by schools and service units is provided in Attachment II with explanations of significant variances from the Fall Budget Update. Attachment I summarizes the forecasted changes to the budgeted revenues and expenses, reserve transfers and capital transactions. Explanations have been provided for variances above 1% and \$500,000 of reported line items in accordance with Operational Expectations 5.

Operating Deficit

CBE's forecasted deficit for the year is \$14.2 million. This is a \$2.8 million favourable variance from the budgeted deficit of \$17.0 million from the Fall Budget Update (0.2 per cent variance from total revenues). This is comprised of several impacts, many of which are offsetting. Management of actual costs to budget is ongoing.

LINE ITEM ANALYSIS

In support of OE-5, the following summarizes individual line item changes in the financial results (see Attachment I).

Revenues

- I. \$23.8 million unfavourable variance in *Alberta Education* revenue mainly due to IMR funding being capitalized rather than being expensed through operations. As a result the revenue recognition occurs on a systematic basis in line with the related amortization expense of the asset. This unfavourable variance in revenue is offset by the services, contracts and supplies expense line.
- II. \$1.4 million favourable variance in *other sales and services* revenue is the result of general sales and services increases at the school level due to increased sales activity and increased grant funding offset by corresponding unfavourable variances in expenses.

III. \$2.2 million favourable variance in *investment income* from the sale of investments. Due to projected operational and capital project funding requirements it was deemed prudent to convert equity and bond investments into cash.

IV. \$0.8 million net favourable variance in *all other revenue* is due to:

- \$1.3 million favourable variance in tax receipted gifts and donation revenue. Gifts and donation variances are offset by corresponding unfavourable variances in expenses.
- \$0.5 million unfavourable variance in rental revenues as a result of subleases expiring and unfavourable variances in public rentals of schools.

Expenses

I. A net favourable variance of \$1.2 million in *Certificated salaries wages and benefits* is due to:

- \$3.5 million favourable variance in schools and school support as a result of actual salary and benefit rates trending lower than the averages used when preparing the Fall Budget Update.
- \$2.3 million unfavourable variance in schools as a result of school redeployment between salaries and services, contracts and supplies.

II. A net \$20.5 million favourable variance for *Services, contracts and supplies* includes:

- \$23.8 million favourable variance in IMR expenditures which have been assessed to be capital in nature and offset by unfavourable IMR revenue.
- \$1.7 million favourable variance mainly from lower negotiated information technology contracts and licensing costs.
- \$1.2 million favourable variance as a result of school redeployment between salaries and services, contracts and supplies.
- \$1.2 million unfavourable variance for the commissioning of Joane Cardinal-Schubert and offset by savings in the capital budget.
- \$2.7 million unfavourable variance from increased supplies spending which is offset by favourable variances in all other revenues and other sales and services.
- \$1.0 million unfavourable variance in transportation costs for complex needs students and the Calgary Transit rebate program.
- \$1.0 million unfavourable variance from costs that were budgeted as capital but are deemed to be operating in nature.
- \$0.3 million unfavourable variance for the Chinook Learning Services relocation from Viscount Bennett and Erlton to various sites throughout the city.

USE OF RESERVES

The 2017-18, Fall Budget Update included planned draws of \$7.0 million from operating reserves and \$21.7 million capital reserves, for a total of \$28.7 million. CBE has forecasted a draw of \$7.0 million from operating reserves and \$20.5 million from capital reserves for a total draw of \$27.5 million.

The *forecasted use of operating reserves* (Attachment III) shows a forecasted reserve balance of \$24.0 million which represents roughly two per cent of total revenue which is not a significant reserve value considering that the CBE spends \$7.5 million per instructional day. Current anticipated reserve levels are approximately three days.

Further details are provided in the forecasted use of operating reserves and designated funds (Attachment III).

CAPITAL ACTIVITIES

The 2017-18 third quarter capital budget status report, summary of board funded capital investments (Attachment IV) highlights variances between the Fall Budget Update and estimated capital expenditures for the year ended August 31, 2018.

5 | Financial Impact

The forecast anticipates a deficit of approximately \$14.2 million and the use of \$7.0 million operating reserves and \$20.5 million capital reserves to maintain a balanced position. There are changes in anticipated draws on reserves from what was initially planned as the projected deficit has changed. This report contains forward-looking information including our assessment of information available at the time of the report and is subject to change.

6 | Conclusion

This report represents information to the Board of Trustees in connection with Operational Expectations 5: Financial Planning.

The Chief Superintendent asked for the implementation of cost containment measures while maintaining focus on our core values of; students come first, learning is our central purpose and public education serves the common good. The CBE has always practiced careful financial decision making and will continue scrutinizing our operations to identify areas where additional cost cutting measures may be implemented without impacting student learning.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

Attachments

Attachment I: 2017-18 third quarter operating budget variance analysis

Attachment II: 2017-18 third quarter expense budget variance analysis by service unit

Attachment III: 2017-18 forecasted use of operating reserves and designated funds

Attachment IV: 2017-18 third quarter capital budget status report, summary of board funded capital investments

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

Attachment I: 2017-18 third quarter operating budget variance analysis

CALGARY BOARD OF EDUCATION Q3 BUDGET VARIANCE REPORT (in \$ thousands)

Description	2017-18 Fall Update Budget ^(A)	Forecast for the year ended Aug 31, 2018	Variance Favourable/ (Unfavourable)	
Revenues				
Alberta Education	1,290,857	1,267,101	(23,756)	(2)%
Other - Government of Alberta	328	328	()	(0)%
Federal Government and First Nations	3,207	3,373	166	5%
Other sales and services	22,731	24,149	1,418	6%
Fees	42,594	42,604	10	0%
Investment income	3,167	5,361	2,194	69%
All other	21,137	21,896	759	4%
Total revenues	1,384,021	1,364,812	(19,209)	(1)%
Expenses				
Certificated salaries, wages and benefits	814,655	813,467	1,188	0%
Non-certificated salaries, wages and benefits	274,438	274,206	232	0%
Services, contracts and supplies	240,060	219,516	20,544	9%
Amortization	66,436	66,436	-	0%
Interest	1,630	1,596	34	2%
All other	3,802	3,801	1	0%
Total expenses	1,401,021	1,379,022	21,999	2%
Operating deficiency for the year	(17,000)	(14,210)	2,790	16%
Transfer from operating reserves/designated funds				
Transfer from operating reserves	7,000	7,022	22	0%
Add/(deduct) capital items paid by operating funds				
Capital assets acquired	(39,197)	(40,809)	(1,612)	(4)%
Board funded amortization	27,524	27,524	-	0%
Use of capital designated funds	16,913	16,913	-	0%
Use of capital reserves	4,760	3,560	(1,200)	(25)%
	10,000	7,188	(2,812)	(28)%
Net operating surplus	-	-	-	0%

^(A) Approved by the Board of Trustees on November 28, 2017.



Attachment II: 2017-18 third quarter expense budget variance analysis by service unit

The following table provides additional information as to the planned spending of schools and service units. Expense and FTE details are provided by major expense category and operating unit:

	2017-18 Forecast										
	Schools & Areas	Service Unit System Accounts	Learning	Facilities and Environmental Services	Legal	Communi-cations	Finance and Technology Services	Human Resources	Chief Supt's Office	Board of Trustees	Total
FTEs by:											
Staff (incl ATA, Staff Assn, CUPE, trades)	9,363	17	227	173	1	10	140	46	1	-	9,978
Exempt Staff	-	-	10	39	7	8	39	31	2	-	136
Managers	-	-	7	12	2	3	11	7	-	-	42
Directors	7	-	6	4	1	-	4	4	-	-	26
Superintendent	-	-	1	1	1	1	1	-	2	-	7
Total FTEs	9,370	17	251	229	12	22	195	88	5	-	10,189
2017-18 Forecast											
Salaries and benefits	971,488	12,980	36,073	25,484	1,708	2,548	24,749	11,281	912	450	1,087,673
Supplies and services	82,744	117,091	6,338	9,536	137	84	1,348	1,114	242	882	219,516
Other (interest, amortization and uncollectible accounts)	44	63,198	748	3,190	15	-	4,622	14	2	-	71,833
	1,054,276	193,269	43,159	38,210	1,860	2,632	30,719	12,409	1,156	1,332	1,379,022
2017-18 Fall Update	1,055,677	212,877	44,102	38,014	1,897	2,694	30,920	12,388	1,156	1,296	1,401,021
Favourable/(Unfavourable) ⁽¹⁾	1,401	19,607	943	(196)	37	62	201	(21)	-	(36)	21,999
	(a)	(b)	(c)	(d)			(e)			(f)	

Variance explanations include:

- Schools and Areas have forecasted a favourable variance of \$1.4 million due to savings on salary and benefit rates and offset by increased spending on supplies and services.
- Service Unit System Accounts have forecasted a favourable variance mainly as a result of IMR funding being capitalized rather than expensed.
- Learning has forecasted a favourable variance of \$0.9 million primarily due to savings on salary and benefit rates.
- Facilities and Environmental Services have forecasted an unfavourable variance of \$0.2 million due to rental expense increases of \$0.5 million and offset by savings in staffing of \$0.3 million.
- Finance/Technology Services have forecasted a favourable variance of \$0.2 million which is due to savings on vacant positions.
- Board of Trustees have forecasted an unfavourable variance in salaries and benefits due to increased benefit and retirement accruals and costs associated with hiring a new Chief Superintendent of Schools offset by savings on the trustee election costs.

Attachment III: 2017-18 forecasted use of operating reserves and designated funds

**CALGARY BOARD OF EDUCATION
2017-18 FORECASTED USE OF OPERATING RESERVES**

<u>Description</u>	<u>Reserve Balance Sept 1, 2017</u>	<u>2017-18 Fall Update use of Reserves⁽¹⁾</u>	<u>2017-18 Forecast Use of Reserves</u>	<u>Forecasted Reserve Balance Aug 31, 2018</u>
Accumulated operating reserves				
Unrestricted reserves ⁽³⁾	21,803	(7,000)	(7,022)	14,781
Restricted reserves ⁽⁴⁾	(8,246)			(8,246)
Designated operating reserves ⁽⁵⁾	5,531		-	5,531
Total operating reserves	19,088	(7,000)	(7,022)	12,066
Capital reserves				
Building reserve	9,019	(2,200)	(2,200)	6,819
Other capital reserves ⁽²⁾	22,584	(19,473)	(18,273)	4,311
Plant, operations and maintenance asset replacement	798	-	-	798
Total capital reserves	32,401	(21,673)	(20,473)	11,928
Total reserves	51,489	(28,673)	(27,495)	23,994

(1) Approved by the Board of Trustees on November 28, 2017.

(2) Included in Other capital reserves is designated capital funds - capital funds carried forward for projects that were in progress and will continue into 2017-18. The Designated Capital Funds balance at Aug 31, 2017 is \$16.9 million.

(3) Unrestricted reserves are funded from operations and are available for general use.

(4) Included in Restricted reserves are surpluses from EducationMatters and a provision for employee future benefits.

(5) Included in designated operating reserves are school "decentralized budget "reserves and "instructional and service unit initiatives" reserves which were designated as such by the Board of Trustees.



Attachment IV: 2017-18 third quarter capital budget status report, summary of board funded capital investments

Board-funded capital budget					
	2017-18 Total Fall Budget	Forecast for the ended 31-Aug-18	Variance Favorable / (Unfavorable)		Variance
	(\$ thousands)		%		>1% & \$500k Note
Total capital lease payments (contracts)	\$ 3,191	3,191	-	0%	
Board-funded capital projects					
Strategic	2,387	3,308	(921)	-39%	(1)
Enhancement	7,404	10,472	(3,068)	-41%	(2)
Maintenance	21,455	20,278	1,177	5%	(3)
Total board-funded projects	\$ 31,246	34,058	(2,812)	-75%	(4)
Reserve projects					
Nelson Mandela HS Gym	2,200	2,200	-	0%	
New School Commissioning	2,560	1,360	1,200	47%	(5)
Total reserve projects	4,760	3,560	1,200	25%	
Total Capital Expenditures	\$ 39,197	40,809	(1,612)	-4%	
Financed by the following:					
Contribution from/(to) operating activities	(10,000)	(7,188)			
Total Amortization Expense (non-cash)	27,524	27,524			
Designated Capital Funds	16,913	16,913			
Capital Reserves	4,760	3,560			
	\$ 39,197	40,809			

- (1) Chinook Learning Services is being relocated from Viscount Bennett and Erlton sites to various high schools throughout the city. Capital costs of \$0.9 million are anticipated to accommodate for construction and new technology devices at the new sites.
- (2) The cost of air conditioning units installed in new schools does not qualify for funding from Alberta Infrastructure under the new school construction grant agreements. The cost must be recorded as a CBE board-funded capital addition, resulting in the unfavourable variance.
- (3) Certain projects have been deemed to be of an operating nature and have been reclassified as an operating expense. These savings are offset by an anticipated additional capital spend of \$1.4 million to address new school construction deficiencies.
- (4) It is anticipated that there will be project savings at year-end for projects in progress and to be carried forward to 2018-19. These amounts are not yet determinable.
- (5) New School Commissioning has a favorable variance of \$1.2 million. This is the portion of the Joane Cardinal Schubert commissioning budget related to staff salaries and consumables that will be expensed and will therefore be charged to the operating budget.