

Please join us on the link at 11:50 a.m. for a pre-meeting performance by the Auburn Bay School Choir 🎵 🎵

public agenda

Regular Meeting of the Board of Trustees

March 12, 2019
12:00 p.m.

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

R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions		GC-3	
15 mins	3.1 2019 Alberta School Boards Association (ASBA) Edwin Parr Teacher Nominee	B. Grundy	OE-4	Page 3-1
	4 Results Focus			
	4.1 Auburn Bay School Presentation	S. Monfette		
20 mins	4.2 Results 3: Citizenship – Annual Monitoring	S. Smith	R-3	(March 5/19 Page 4-1)
	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	
	7.1 Three-Year School Capital Plan 2020-2023		OE-7,9	(March 5/19 Page 7-1)

Time	Topic	Who	Policy Ref	Attachment
	8 Consent Agenda	Board	GC-2.6	
	8.1 OE-7: Communication With and Support for the Board – Annual Monitoring <i>(THAT the Board approves that the Chief Superintendent is in compliance with the provisions of OE-7: Communication With and Support for the Board.)</i>		OE-7	(March 5/19 Page 5-1-A)
	8.2 Items Provided for Board Information		OE-7	
	8.2.1 Correspondence			Page 8-1
	8.2.2 Chief Superintendent’s Update		B/CSR-5	Page 8-11
	8.2.3 Second Quarter Budget Variance Report for the 2018-19 Budget		OE-5	Page 8-15
	9 In-Camera Session			
3:00 p.m.	10 Adjournment Debrief			

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**

**2019 Alberta School Boards Association (ASBA) Edwin Parr
Teacher Nominee**

Date	March 12, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Originator	Brad Grundy, Acting Superintendent, Human Resources
Governance Policy Reference	OE-4: Treatment of Employees
Resource Person(s)	Carol Hall, Consultant, Talent Management

1 | Recommendation

It is recommended:

- THAT Jennifer Elmore is the Calgary Board of Education nominee for the 2019 Alberta School Boards Association Edwin Parr Award.

2 | Issue

Nominations for the ASBA Edwin Parr Award are required to be received by the ASBA Zone 5 Chair by March 15, 2019.

3 | Background

The Alberta School Boards Association provides for an annual presentation of the Edwin Parr Teacher Award in recognition of outstanding teaching performance by a beginning teacher. Each ASBA Zone selects one nominee as a Zone winner. Six Zone winners will be presented at the ASBA Fall General Meeting to be held in November 2019. Nominations are open to any full or part-time first-year teacher.

Attachment I to this report outlines the history of this award and the criteria for nomination and ultimate selection of winners.

4 | Analysis

A Calgary Board of Education selection committee was convened in February 2019 (Carol Hall – Chair, Principal members – Teresa Martin, Ryan O’Shaughnessy, Sandy Fowler-Brown). School Principals submitted nominations for recipients of the Edwin Parr Teacher Award to the Committee Chair. After reviewing all nominations, the Committee recommended that Jennifer Elmore be the Calgary Board of Education nominee for this award.

Jennifer is currently teaching Grades 7 – 12 at Christine Meikle school. Jennifer graduated from the University of Winnipeg with a Bachelor of Arts degree in 2015 and a Bachelor of Education degree from the University of Calgary in 2018. She was hired with CBE in a first year temporary teacher contract specifically for working in Special Education in May of 2018.

This nomination is a testament to the exceptional teaching and learning environment that Jennifer has created for her diverse and unique learners. Her principal, Sandy Mann, identifies her as an exemplary teacher who has taken on the challenge of working with a group of non-verbal students and has made her classroom a hub of learning and inclusion.

Ms. Elmore exhibits significant skill in using a variety of instructional methodologies. She is highly responsive to the students’ energy and how they react and behave in class. She is mindful of the importance of routine and predictability for her students and personalizes visual schedules for each of her learners. She welcomes other professionals to enhance her learning community and ensures these colleagues are part of the learning team. Alternative and augmentative communicative approaches, sensory strategies and alternate technology devices provide a platform for student agency and learning success.

Ms. Elmore has been intentional in discovering the learning preferences for each of her students. Her learners have significant physical delays and many are non-verbal; thus, ascertaining their best learning styles can be highly complex. An example is her work with a 14-year old refugee student who is in her second year of formal schooling and is both developmentally delayed and non-verbal. By utilizing a multi-modal approach in a literature activity this student was able to use props, picture cards or a communication switch to share her understanding of the story.

The school therapist team that works closely with Jennifer commented, “*Jennifer uses her keen sense of observation and her formative assessment strategies to adjust her programming to meet the individual needs of her students. She displays all her students’ goals in her classroom to encourage classroom educational assistants to actively contribute to the ongoing assessment of students’ skills.*” Jennifer collects evidence of learning daily and uses this data to create next steps for student success.

At Christine Meikle school, curriculum is created based on the individual needs of the students. Jennifer works closely with her students' previous teachers and parents/guardians to determine the critical learning objectives and individual program planned targets for each student. The school resource teacher comments, *"I have been extremely impressed at how Jennifer takes the time to gain a knowledge of the activities that are highly motivating to her students and result in her students being excited to engage in and participate throughout the lesson."*

Ms. Elmore is intentional in instilling a positive self-concept for each learner through her commitment to using age appropriate language and material in her classroom. All of her students are spoken to with a level of respect for their age, and therefore, students feel that they are valued and safe. She is astutely aware that some of her students are not often given choice in all aspects of the day. Jennifer encourages choice in all aspects of her students' school day. She sets high expectations optimistically focusing on the possibilities rather than the barriers. Her Principal comments, *"it is a joy to see the students strive to meet these expectations."* Another example of how Jennifer provides an inclusive classroom was when she used FaceTime to have a student take part in class when she was unable to attend school due to her medical fragility. The student was actively vocal and visibly excited to be included despite the circumstances she was in.

Ms. Elmore is a highly reflective young professional. She works closely with a multi-disciplinary team and has created a collaborative team environment within her class. Jennifer's Principal states, *"it is often difficult and intimidating for a young teacher to manage both students and a team of older, experienced education assistants, but Jennifer has accomplished this with grace by clearly letting her team feel valued and important."*

Jennifer attends to the relationships with her students first and foremost ensuring everyone in the classroom feels safe and comfortable. Her demeanor exudes her genuine affection for her students. A testament to the relationships she has developed was shared by a parent whose daughter had been absent for some time from school. The parent reported her daughter had not laughed or smiled since she left school and obviously missed class.

Ms. Elmore's observation of student's responses and reactions and her intentional time taken to get to know each student, has resulted in an exceptional learning environment and community. She is a collaborative, reflective and dedicated teacher who has taken on her work with a passion and zeal that is unmatched. She is an outstanding young educator who is most worthy of the CBE Edwin Parr nomination.

5 | Conclusion

The Edwin Parr Committee presents with great pride Jennifer Elmore as the Calgary Board of Education's nominee for the ASBA Edwin Parr teacher award.



Christopher Usih
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: 2019 Alberta School Boards Association Edwin Parr Award

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.

2019 Alberta School Boards Association Edwin Parr Award

Every school board has excellent first year teachers, teachers who deserve to be recognized for their outstanding efforts by being nominated for the Alberta School Boards Association's Edwin Parr Teacher Award. ASBA encourages each school board to participate in the process leading to the selection of the 2019 ASBA Edwin Parr Teacher Award winners.

Background

Edwin Parr homesteaded in the Meanook area near Athabasca in 1920.

Prior to 1925 he began his long career in educational affairs as a member of the board with the George Lake School District. He served as chair of the board with the Athabasca School Division and was on the council of the County of Athabasca from its formation in 1959 until his death in January 1963.

Edwin Parr was president of the Alberta School Trustees' Association from 1956 to 1962. Ed Parr, as he was known to all, instituted an "Annual Teacher Award" in his school system. Each year a member of the teaching staff was chosen to receive a gold watch and an appropriate certificate for long and meritorious service.

In searching for a way in which his memory might be perpetuated and to honor the profession he so dearly respected, the Alberta School Trustees' Association established the Edwin Parr Teacher Award in 1964.

Eligibility Criteria

- Any first year K-12 teacher is eligible for nomination.
- A minimum of 100 full-time equivalent days of teaching within the current school year (i.e. September 2018 to June 2019) is required.
- A teacher may have up to 120 full-time equivalent days of teaching service prior to signing a contract.
- A teacher must hold an Interim Professional Certificate or other valid Alberta teaching authority.
- First year teaching experience must be completed in Alberta with a school jurisdiction that is a member of the ASBA.

Nomination Determination and allocation

- Initial identification and selection of the nominee will be made by the school board.
- Please provide attachment 4 to each nominee.
- Each school board may only nominate on (1) candidate to the zone selection committee.

Required contents of nomination package

The following documentation (in English) must be included in the nomination package:

- Attachment 1 – School Board Nomination Form (completed and signed)
- Attachment 2 – Nominee Consent Form (completed and signed)
- Attachment 3 – School Board Evaluation (completed and signed)
- The nominee’s most recent Advanced Professional Term (APT) Evaluation
- Additional summary remarks from the nominee’s school principal
- Current school staff head and shoulders, high resolution photograph of nominee in electronic format (e.g. jpeg) for printed program (preferably professional quality)
- All forms and evaluations must be completed, and all elements noted above must be provided electronically. Please do not submit electronic productions of the teacher’s work. Consideration of only the materials noted above will inform the zone selection process.
- A paper copy of the nomination package is to be forwarded to the zone representative.

School board submission process and deadline

- Upon school board approval of the nomination, the school superintendent, or his/her authorized representative, will submit one complete electronic copy and a paper copy of the completed nomination package to the chair (or designate) of the ASBA zone in which your jurisdiction is located by March 15, 2019, as below.
- Please retain an electronic record of the nomination information at the nominating board office for a period of one year.
- All information provided in the nomination package will be considered confidential.
- Confirmation of receipt of the nomination package will be provided within 72 hours. If no confirmation is received within that timeframe, please follow up by telephone.

Selection Criteria

- The following criteria and requisite weighting will be used to determine the zone winner;

a) School board evaluation	40 points
b) Student teaching evaluation	5 points
c) Interview with zone selection committee	55 points

Zone recognition and selection

- Each zone hosts a recognition event for all nominees.
- Each zone will select one nominee as the zone winner of the award, with the exception of Zone 2/3, which will select two winners due to the amalgamation of zones 2 and 3.

Alberta School Boards Association recognition

- The provincial ASBA Edwin Parr Teacher Awards (gold watch and framed certificate bearing the Association’s logo) will be presented to each of the six Edwin Parr Teacher Award winners at the ASBA Fall General Meeting, November 17-19, 2019.
- The Association will pay expenses for zone winner attendance at the presentation ceremonies during the ASBA Fall General Meeting.

Results 3: Citizenship

CHIEF SUPERINTENDENT CERTIFICATION

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

- Making reasonable progress toward achieving the desired results.
- Making reasonable progress with exception.
- Not making reasonable progress.



Signed: _____ Date: February 26, 2019

Christopher Usih, Chief Superintendent

BOARD OF TRUSTEES ACTION

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

- Finds the organization to be making reasonable progress.
- Finds the organization to be making reasonable progress with exception.
- Finds the organization not to be making reasonable progress.

Summary statement/motion of the Board of Trustees:

Signed: _____ Date: _____

Trina Hurdman, Chair, Board of Trustees



Results 3: Each student will be a responsible citizen.

Introduction |

Results 3: Citizenship establishes the Board of Trustees' values and expectations for the Calgary Board of Education's work in contributing to the development of informed and engaged community members.

The Chief Superintendent's *Results Policies: Reasonable Interpretations*, most recently approved on March 13, 2018, included Result 3: Citizenship.

The report presented today represents organizational data available since the last monitoring report, for the 2017-18 school year. This report provides the Board of Trustees with three types of information:

- Report Card data

There are four indicators that use report card data. One of the indicators uses K-12 Social Studies report card results and the other three use K-9 Citizenship report card results.

Report card data specific to Citizenship from K-9 report cards (Percentage of students in kindergarten to grade 9 reported: to exercise their democratic rights and responsibilities within the learning community; to demonstrate respect and appreciation for diversity; and to work and collaborate effectively with others) remain at very high levels of achievement. Chi-squared comparisons of the data for these measures are not possible due to the varying percentage of students for whom identified special needs influence the overall results.

- The CBE Student Survey data

The data for these indicators are gathered from students and reflect their own assessment of their skills and success. 2017-18 was the first year the new CBE Student Survey was administered to students in grades 5, 6, 8, 9, 11 and 12.

The CBE Student Survey asks questions related to Results 3: Citizenship, Results 4: Personal Development and Results 5: Character administered in full once every three years, and to a more minor extent during the other year of the cycle. In 2017-18 Results 3: Citizenship was administered in full.

As 2017-18 was the first year the CBE Student Survey was administered, no statistical analysis has been done, however a new baseline has been set for future reports.

- Student Stories

In addition to the monitoring data included in this report, student stories have been added to provide examples of the ways in which individual students have explored Citizenship. These examples are in the students' own words and can be found in Attachment I.

Monitoring information within this report informs the Board of Trustees of the success of Calgary Board of Education students in understanding and acting within the rights and obligations of community membership in and through their learning program.

The twelve Board-approved indicators for monitoring Results 3: Citizenship together demonstrate that the organization is making reasonable progress towards achieving the desired results.

The strong results shown by CBE students within the policy sections of Results 3: Citizenship speak to the welcoming, caring, respectful and safe learning environments of CBE schools and to the ability of students to attend to democratic and civil values on local and global scales.

Monitoring Information |

Evidence of Reasonable Progress |

Students will:

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

Board-approved Interpretation |

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

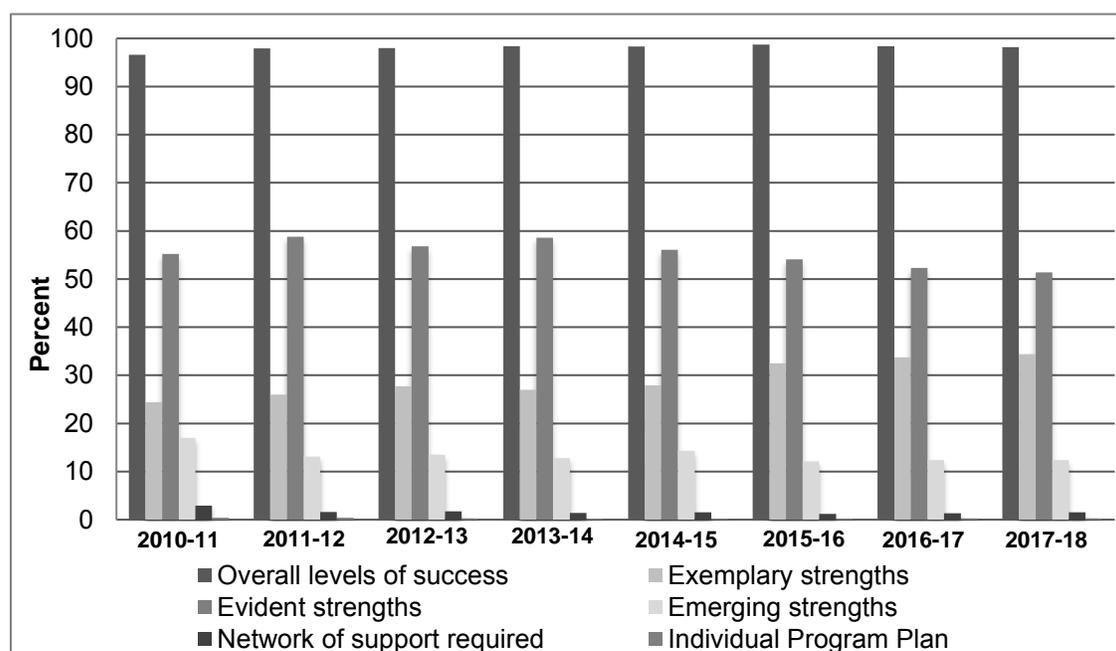
The Chief Superintendent interprets *participate in developing and maintaining our Canadian civil, democratic society* to mean that students will exercise the democratic rights and responsibilities afforded to them by the community, including actions that help to create positive change.

Specifically, this means that students will:

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

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

Exercises democratic rights and responsibilities within the learning community¹ (%)								
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Exemplary Strengths	24.4	26.0	27.7	27.0	27.9	32.5	33.7	34.4
Evident Strengths	55.2	58.8	56.8	58.6	56.1	54.1	52.3	51.4
Emerging Strengths	17.0	13.1	13.5	12.8	14.3	12.1	12.4	12.4
Network of Support Required	2.9	1.6	1.7	1.4	1.5	1.2	1.3	1.5
Individual Program Plan	0.4	0.4	0.3	0.2	0.2	0.2	0.3	0.3
Overall levels of success	96.6	97.9	98.0	98.4	98.3	98.7	98.4	98.2



- Target 2017-18: No target set

¹ The general indicators for this stem are:

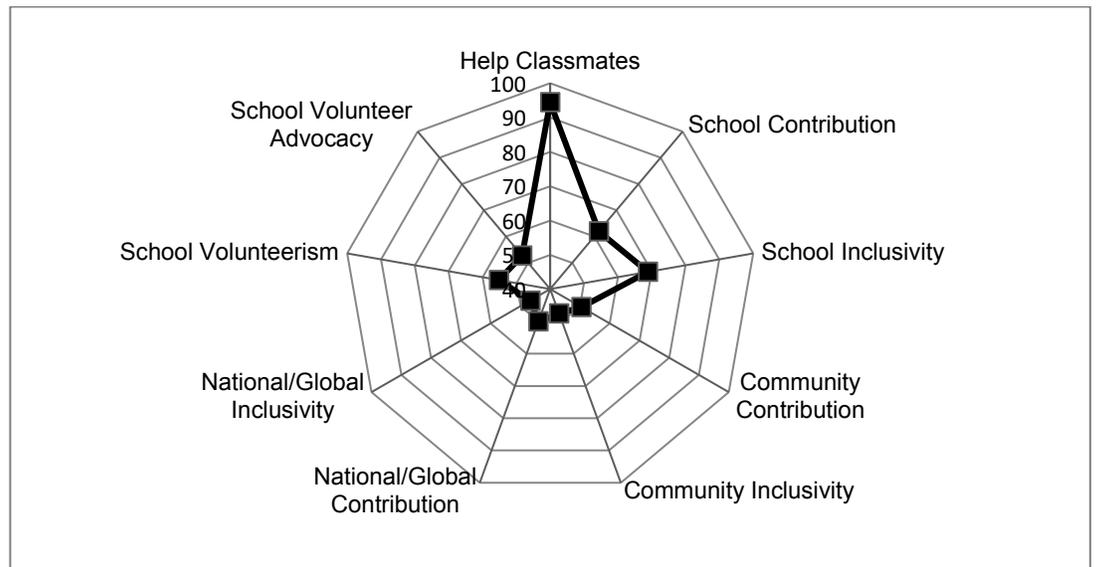
- contributes to events of common concern;
- advocates for self, others and the common good;
- takes responsibility and action to help the group work smoothly; and
- adheres to community expectations and personal convictions in conducting and representing learning.

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

Learning Community Citizenship Summary Measure	
	2017-18
Overall Sample Size	18 690
Overall Agreement (%)	59.3

Learning Community Citizenship Summary Measure by Grade	
Overall Agreement (%)	2017-18
Grade 11	59.4
Grade 12	59.1

Question Theme	Overall Agreement (%)
Help Classmates	94.3
School Contribution	61.9
School Inclusivity	68.8
School Volunteerism	55.2
School Volunteer Advocacy	52.7
Community Contribution	50.4
Community Inclusivity	47.5
National/Global Contribution	49.9
National/Global Inclusivity	46.6



- Target 2017-18: No target set because a new CBE Student Survey was administered in the spring of 2018.

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

Service Summary Measure	
	2017-18
Overall Sample Size	18 184
Overall Agreement (%)	75.7

Service Summary Measure by Grade	
	2017-18
Overall Agreement (%)	
Grade 11	75.7
Grade 12	75.7

Question Theme	Overall Agreement (%)
School Volunteerism - Frequency	71.8
Community Volunteerism - Frequency	79.7

- Target 2017-18: No target set because a new CBE Student Survey was administered in the spring of 2018.

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

Board-approved Interpretation |

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

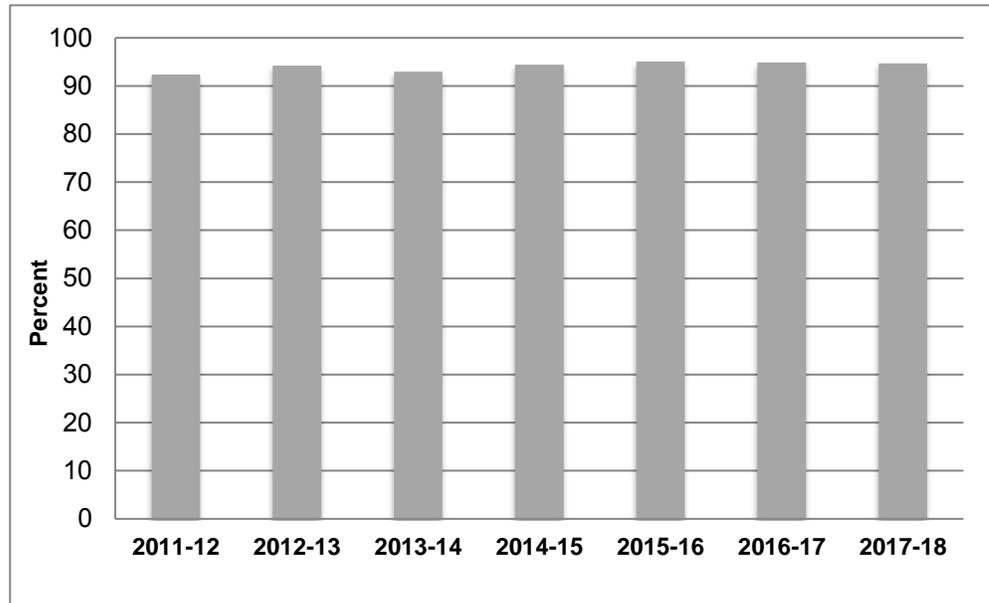
The Chief Superintendent interprets *rights and responsibilities of citizenship* to mean the freedoms and obligations of all Canadian citizens.²

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

² Government of Canada; Immigration, Refugees and Citizenship Department. (2016). *Discover Canada: The rights and responsibilities of citizenship*. Retrieved January 26, 2018 from <https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/discover-canada/read-online/rights-responsibilities-citizenship.html>

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

Students demonstrating understanding of Social Studies issues, information and ideas (%).						
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
92.4	94.2	93.0	94.4	95.1	94.9	94.7



Based on a comparison of the 2017-18 results to the Previous 3-Year Average and using Alberta Education’s Accountability Pillar chi-square range for the Improvement Measure Evaluation, the results above would be considered statistically *Maintained*.

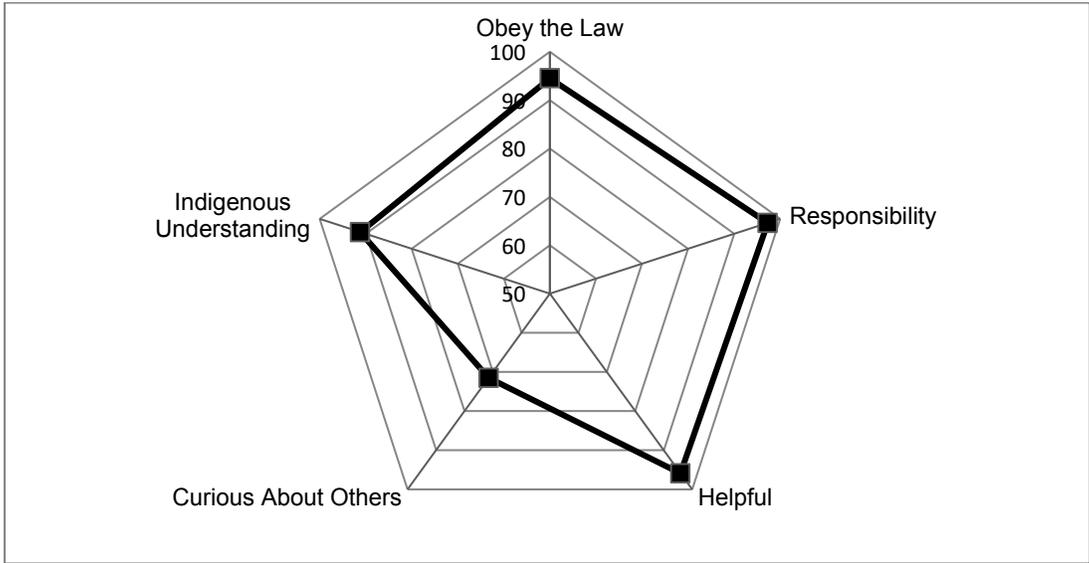
- Target 2017-18: No target set

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

Local and National Citizenship Summary Measure	
	2017-18
Overall Sample Size	74 520
Overall Agreement (%)	89.9

Local and National Citizenship Summary Measure by Grade	
	2017-18
Overall Agreement (%)	
Grade 5	92.7
Grade 6	91.0
Grade 8	89.0
Grade 9	88.6
Grade 11	89.2
Grade 12	89.1

Question Theme	Overall Agreement (%)
Obey the Law	94.5
Responsibility	97.3
Helpful	95.9
Curious About Others in Canada	71.4
Indigenous Understanding	91.1



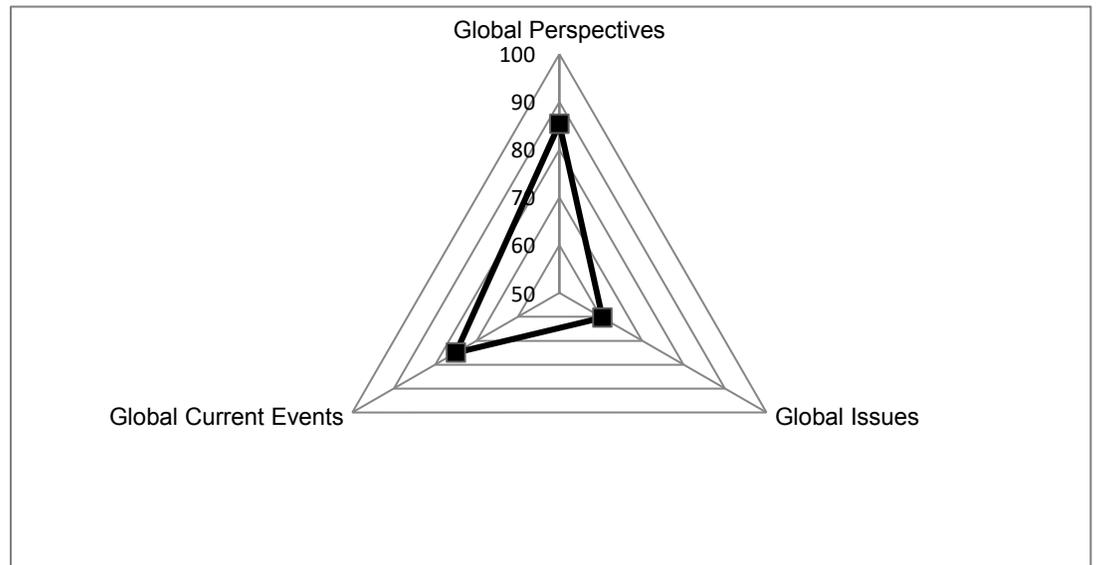
- Target 2017-18: No target set because a new CBE Student Survey was administered in the spring of 2018.

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

Global Citizenship Summary Measure	
	2017-18
Overall Sample Size	70 220
Overall Agreement (%)	73.9

Global Citizenship Summary Measure by Grade	
Overall Agreement (%)	2017-18
Grade 5	76.1
Grade 6	71.6
Grade 8	68.4
Grade 9	69.9
Grade 11	78.1
Grade 12	79.5

Question Theme	Overall Agreement (%)
Global Perspectives	85.4
Global Issues	60.4
Global Current Events	75.0



- Target 2017-18: No target set because a new CBE Student Survey was administered in the spring of 2018.

3.3 Respect and embrace diversity

Board-approved Interpretation |

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

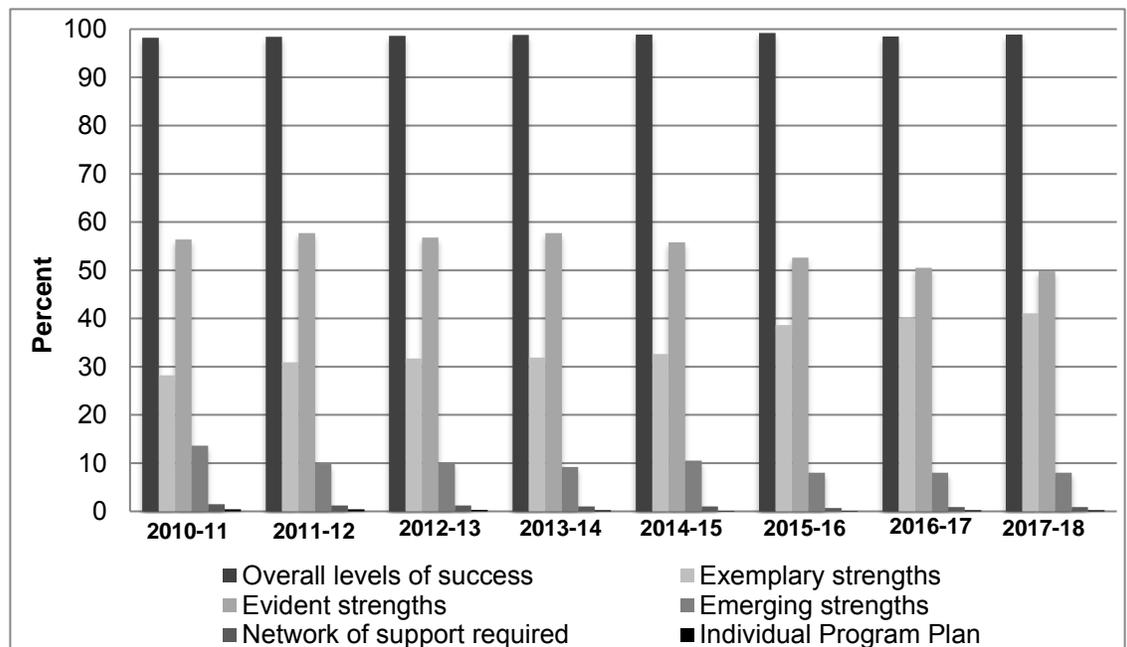
The Chief Superintendent interprets *respect and embrace* to mean to see as equal, learn from and treat with dignity.

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

Board-approved Indicators and 2017-18 Results |

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

Demonstrates respect and appreciation for diversity ³ (%)								
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Exemplary Strengths	28.2	30.9	31.7	31.9	32.6	38.6	40.2	41.1
Evident Strengths	56.4	57.7	56.8	57.7	55.8	52.6	50.7	49.8
Emerging Strengths	13.6	9.8	10.1	9.2	10.5	8.0	8.0	8.0
Network of Support Required	1.5	1.2	1.2	1.0	1.0	0.7	0.9	0.9
Individual Program Plan	0.4	0.4	0.3	0.2	0.1	0.1	0.2	0.2
Overall levels of success	98.2	98.4	98.6	98.8	98.9	99.2	98.9	98.9



- Target 2017-18: No target set

³ The general indicators for this stem are:

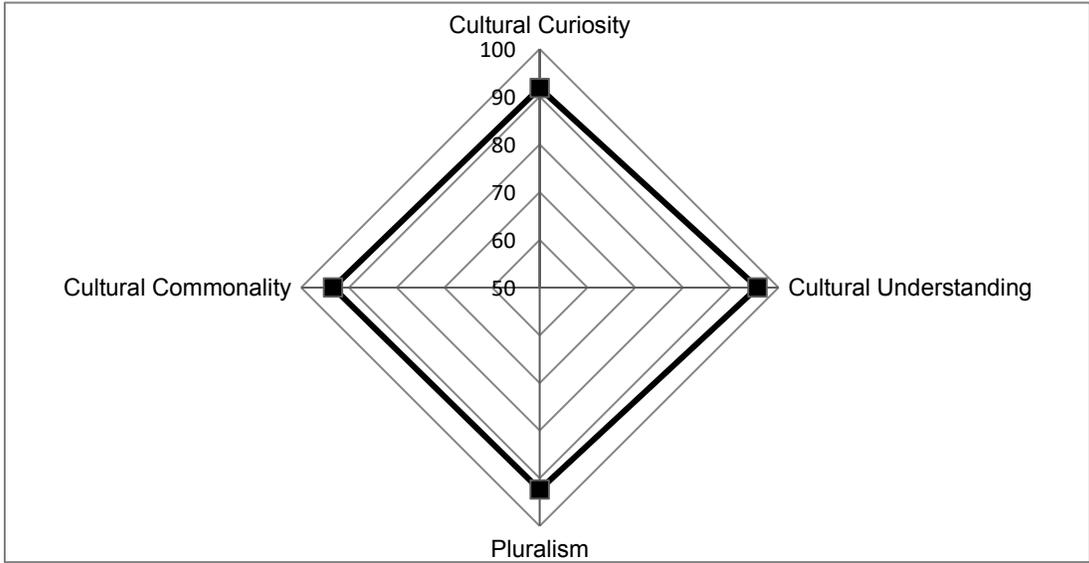
- shows concern for the dignity and equality of all;
- demonstrates appreciation for individual and cultural differences;
- seeks to learn about and from unfamiliar ways of thinking and living; and
- uses diverse viewpoints in a learning context.

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

Embracing Culture Summary Measure	
	2017-18
Overall Sample Size	18 740
Overall Agreement (%)	93.3

Embracing Culture Summary Measure by Grade	
Overall Agreement (%)	2017-18
Grade 11	93.0
Grade 12	93.6

Question Theme	Overall Agreement (%)
Cultural Curiosity	91.8
Cultural Understanding	95.6
Pluralism	92.4
Cultural Commonality	93.3



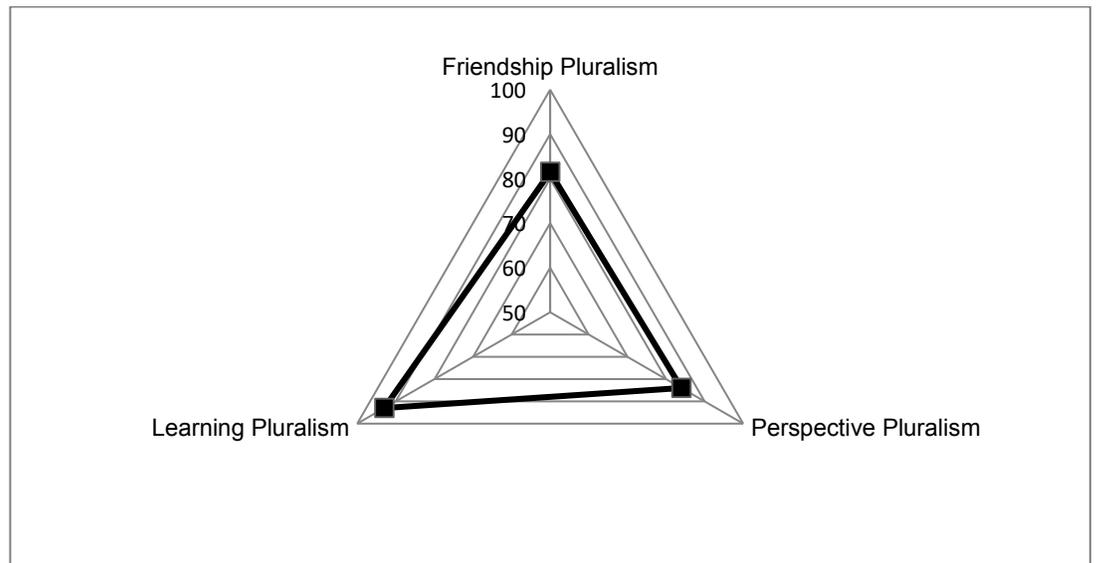
- Target 2017-18: No target set because a new CBE Student Survey was administered in the spring of 2018.

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

Diversity and Inclusion Summary Measure	
	2017-18
Overall Sample Size	17 746
Overall Agreement (%)	86.3

Diversity and Inclusion Summary Measure by Grade	
	2017-18
Overall Agreement (%)	
Grade 11	86.6
Grade 12	85.9

Question Theme	Overall Agreement (%)
Friendship Pluralism	81.5
Perspective Pluralism	84.0
Learning Pluralism	92.9



- Target 2017-18: No target set because a new CBE Student Survey was administered in the spring of 2018.

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

Board-approved Interpretation |

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

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

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

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

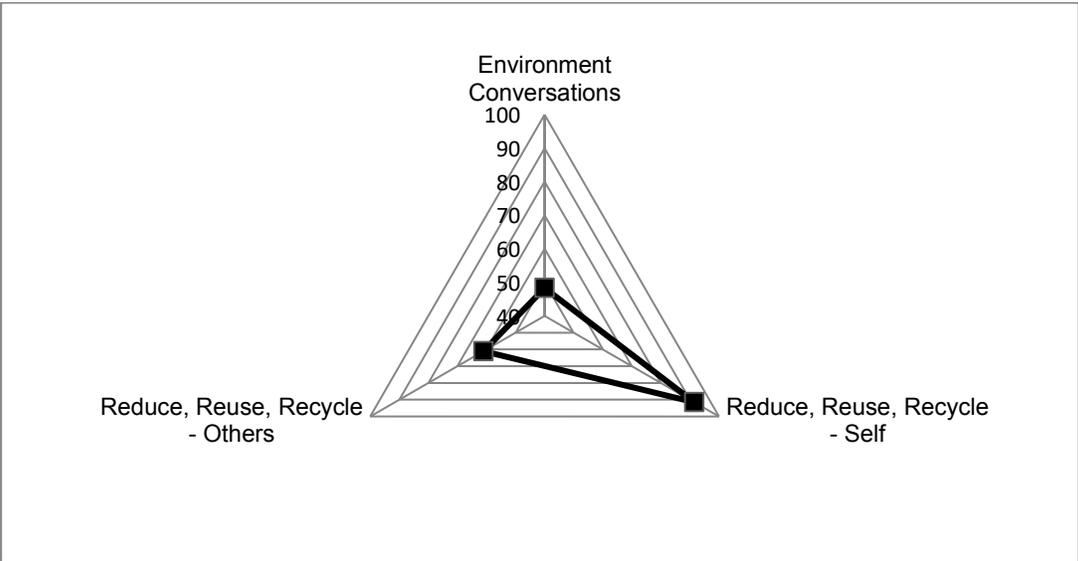
Board-approved Indicators and 2017-18 Results |

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

Environmental Stewardship Summary Measure	
	2017-18
Overall Sample Size	74 044
Overall Agreement (%)	67.1

Environmental Stewardship Summary Measure by Grade	
Overall Agreement (%)	2017-18
Grade 5	76.1
Grade 6	69.7
Grade 8	61.4
Grade 9	60.1
Grade 11	66.8
Grade 12	68.4

Question Theme	Overall Agreement (%)
Environment Conversations	48.3
Reduce, Reuse, Recycle - Self	91.5
Reduce, Reuse, Recycle - Others	61.0



- Target 2017-18: No target set because a new CBE Student Survey was administered in the spring of 2018.

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

Board-approved Interpretation |

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

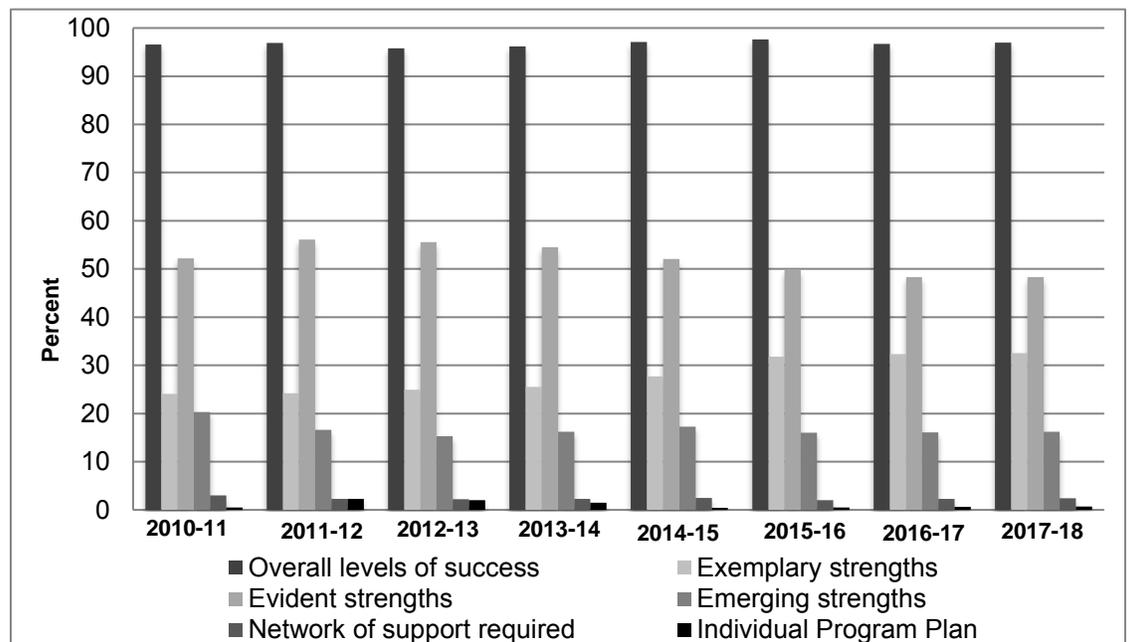
The Chief Superintendent interprets *lead and follow* to mean that students take multiple roles in contributing to the work of a group.

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

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

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

Works and collaborates effectively with others ⁴ (%)								
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Exemplary Strengths	24.1	24.2	24.9	25.5	27.7	31.8	32.5	32.5
Evident Strengths	52.2	56.1	55.6	54.5	52.1	49.8	48.5	48.3
Emerging Strengths	20.3	16.6	15.3	16.2	17.3	16.0	16.2	16.2
Network of Support Required	3.0	1.7	2.2	2.3	2.5	2.0	2.3	2.4
Individual Program Plan	0.5	1.5	2.0	1.5	0.4	0.5	0.6	0.7
Overall levels of success	96.6	96.9	95.8	96.2	97.1	97.6	97.2	97.0



- Target 2017-18: No target set

⁴ The general indicators for this stem are:

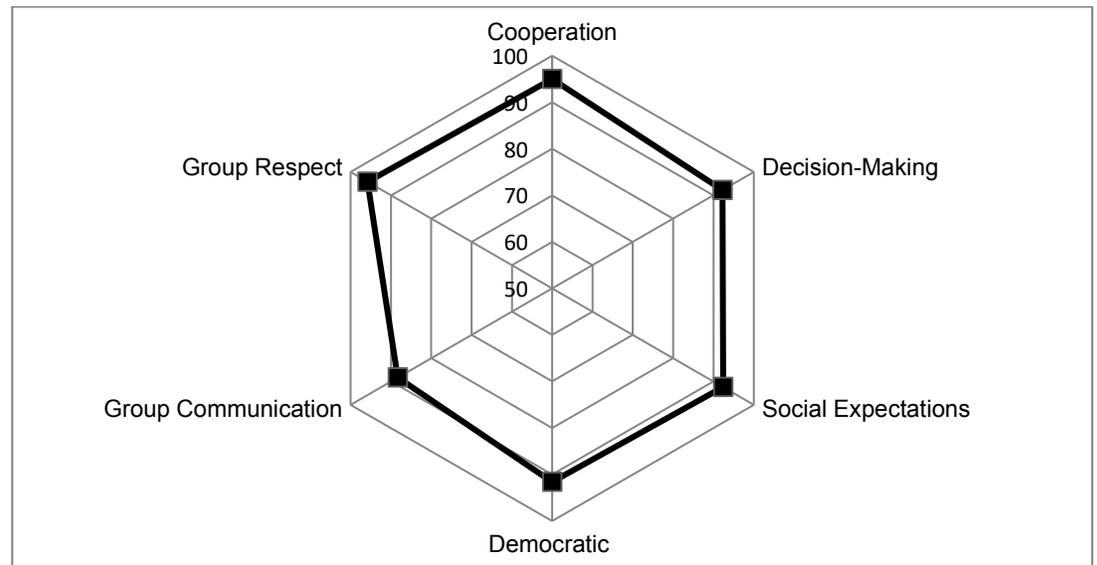
- assumes leadership or contributing roles to advance learning and community goals;
- communicates with others to build understanding; and
- works with others to manage conflict and reach consensus.

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

Collaborative Skills Summary Measure	
	2017-18
Overall Sample Size	18 628
Overall Agreement (%)	92.6

Collaborative Skills Summary Measure by Grade	
Overall Agreement (%)	2017-18
Grade 11	92.4
Grade 12	92.7

Question Theme	Overall Agreement (%)
Cooperation	95.0
Decision-Making	92.2
Social Expectations	92.4
Democratic	91.6
Group Communication	88.3
Group Respect	95.8



Targets | 2018-19

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

Chief Superintendent Targets

Policy 3.1

- Indicator 1 – Target for 2018-19: results at or above 98%
- Indicator 2 – Target for 2018-19: improvement on baseline summary measure
- Indicator 3 – Target for 2018-19: improvement on baseline summary measure

Policy 3.2

- Indicator 1 – Target for 2018-19: results at or above 94%
- Indicator 2 – Target for 2018-19: improvement on baseline summary measure
- Indicator 3 – Target for 2018-19: improvement on baseline summary measure

Policy 3.3

- Indicator 1 – Target for 2018-19: results at or above 98%
- Indicator 2 – Target for 2018-19: improvement on baseline summary measure
- Indicator 3 – Target for 2018-19: improvement on baseline summary measure

Policy 3.4

- Indicator 1 – Target for 2018-19: improvement on baseline summary measure

Policy 3.1

- Indicator 1 – Target for 2018-19: results at or above 97%
- Indicator 2 – Target for 2018-19: improvement on baseline summary measure

Board of Trustees Targets

None

ATTACHMENTS

Attachment I: Student-Contributed Examples of Personal Development in Action

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Monitoring Report: The Board wants to know that its values have driven organizational performance. The Chief Superintendent will present to the Board, for its evaluation, a report that 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.

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.

Student-Contributed Examples of Citizenship in Action

- Students possess a critical appreciation for what it means to be a citizen, particularly in the case of respecting and embracing social diversity. While growing up abroad, I would frequently find myself rather conscious of the colour of my skin. I perceived myself as ‘the odd one out’ in my school community; and in essence, I never quite felt like I belonged. I remember feeling the palpable pressure of a cultural melting-pot, where rigid identity narratives were present. After moving to Calgary, I was amazed to discover an atmosphere of appreciation for cultural diversity, the likes of which I had never before encountered. I received an exceptionally warm welcome from my new classmates. They were not only curious about my background, but also respected who I was and where I came from.

Looking around the classroom a few weeks later, I registered for the first time the true meaning of the proudly Canadian value of diversity. Sitting around me were kids whose backgrounds stemmed from all across the world. Each of them was free to express their heritage and be whoever they desired to be. Being different, in one’s own way, was not just accepted, but encouraged. In that moment, I noticed that the pressures I used to experience in my early life had entirely vanished. It was at that point that I felt truly at home in this country. As a result, I decided to get involved in local leadership opportunities to enact my newfound understanding of what it meant to be a Canadian. I joined the AMA School Safety Patrol; and soon thereafter began volunteering at school-run dances, movie nights, and pep rallies – which is something I have loved doing ever since.

- My school is very culturally diverse, which opens opportunities for many students to develop citizenship. The school is close to downtown, which means that many different types of families live near there because of the close proximity to different workplaces. One of the largest diversities at my school is our deaf and hard of hearing (DHH) program. Everyone at the school has adapted to interpreters, and other needs these students have, in order for them to have a good education. From this, students have learned to develop their own citizenship.
- In the Social Studies curriculum, we are encouraged to learn about how to be a better citizen in not only our democratic society but also to our diverse global society. Many students, including me, have taken what they have learned about contributing to society and created it into a reality. At Western Canada High School, I started an AI club that meets the strong want of high school students to learn about AI through experiential learning and prepare for our AI-integrated future. Over this summer, I started a non-profit organization, AI4Youth Canada, that connects high school students with experts and business leaders in the AI field to learn about AI through hands-on learning. Recently we had our first annual AI4Youth Canada Conference where 350 students from all across the country attended with guest speakers from across North America. Students had the opportunity to ask professionals questions and learn with like-minded friends through high-level presentations. Through this, I was involved in making a change on a national level for our community and society.



- In my opinion, being a good citizen extends beyond your own actions; citizenship is also about your impact on your environment and the people who are surrounding to inspire THEM to make a difference. In grade 10, I joined the Volunteer Churchill Steering Committee. Volunteer Churchill is a club at my school which provides students with volunteer opportunities, both within the school and the community. I can confidently say that it has taught me great lessons regarding human interactions and overcoming inconsistency in large groups, which has in turn contributed to my personal definition of what a citizen is!

Another example of how citizenship has impacted me is a specific time I learned about how an individual's ethnic background may influence their ideas. Often times in my social studies class we have debates regarding political, social, and economic changes happening in the world. One of the more heated debates was regarding immigration; often times throughout this debate people from similar parts of the world shared the same worldviews. Although it gets "passionate", to say the least, I believe it is very important for young people to engage in such discussions to broaden our own horizons of knowledge regarding different opinions and how to deal with an opinion you may not agree with.

- I have always known that Canada is a very diverse country, just by looking into any mall, classroom, or public area you will see countless people from countless countries around the world. But I never truly understood why diversity was a strength until a couple years ago. There was a boy who had just immigrated from Iran and he spoke just a couple words of English, this was the first time he had ever been outside of his country. Our teacher at the time was very diligent and made sure that he had all the resources to help him. She was worried that he would feel alone or isolated. The exact opposite happened, all the kids in our class were very open and treated him no differently than any other student in our class. This was due to the fact that more than half our class had parents who had come from a different country and most of us spoke a different language at home. The new student fit in right away and even without speaking a lot of English he made many of friends.

A couple years later I met the student again and we started to talk. He now spoke English fluently and told me that he was very thankful he had come to Canada. The moment he had arrived he had never felt left out or different. He had never thought that people who were so different in so many ways could get along. After this I truly realized how important diversity was, that by being open-minded and having people from so many different backgrounds is such a huge strength to Canada.

- Last year, four students from our school were given the opportunity to attend a leadership conference in Canmore. We came up with the idea to build a living wall. The wall wasn't just for aesthetics, but to reduce water waste in our school, show the diversity our school has and to develop a new way for students to learn in their science class. We decided that all the gray water from our kitchen will be used to water the living wall and our CASSA team will pick the plants to place in the wall and educate the school community about smudging practices. Smudging is a way to heal the body, mind and soul. By burning herbs and smudging them along parts of their body to bring peace, healing, and love for the weeks to come. We will also incorporate our science classes, for example: during our science 10 course when we learn about phototropism in biology. The students will have the chance to study and grow their own plants in the wall. We are coming together as a school to create something that will leave a legacy, and it all started with four students at a leadership conference having no idea what would come after.

- Through joining an environmental and energy innovation course, I have been given the opportunity to work on multiple projects to improve my school community. I have found that this has been a fantastic way for me to work on responsible citizenship. As soon as I joined the class, I jumped on board with one of my peers to help her develop butterfly houses for the schoolyard. Nearly two years later, we still get compliments on these and how they brighten up the school.

In the ninth grade, I was ready to take on a larger scale project individually. I recognized how one of the schools that my program was based at did not have any type of recycling program, and decided that my focus for the year would be changing that. Today, we have a fully functioning program at this school, with classroom and hallway bins for organic materials, general mixed recycling, and bottle/can recycling. In the parking lot, we now have a large bin for mixed recycling pickup, a couple of organic totes, and a lockbox to store our bottles and cans in. I thoroughly enjoyed creating a project that is both so vital for the environment and a really good way to educate students, and I believe this project was an excellent way for me to build on my citizenship skills.

- At our school, in English and Social Classes, teachers assist students in carrying out Social Action Projects (SAP) in which students act on behalf of their local and global community by implementing a project where they may raise money, collect items, build awareness around social issues, or help improve the lives of others. One example of a Social Action Project that exemplifies citizenship was the “Rethink your Zinc” project. The group of students that spearheaded the “Rethink your Zinc” initiative were inspired by a CBE sponsored trip to We Day. Students were introduced to a program where dead batteries were collected in order to help solve the global issue of zinc deficiency. The program helps tackle global zinc deficiency by providing 6 zinc supplements for every dead battery collected. Over 1850 batteries were collected from our school alone by the group resulting in 11 100 zinc supplements being supplied to those in need of zinc in developing countries.



**report to
Board of Trustees**

Three-Year School Capital Plan 2020-2023

Date	March 5, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih, Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-5: Financial Planning OE-6: Asset Protection OE-7: Communication With and Support for the Board OE-8: Communicating and Engaging with the Public OE-9: Facilities
Resource Person(s)	Carrie Edwards, Director, Planning & Transportation Ming Tian, Acting Director, Facility Projects Anne Trombley, Manager, Planning Erin Hafichuk, Supervisor Project Services

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the Three-Year School Capital Plan 2020-2023, as provided in the report, and authorize its submission to Alberta Education.



2 | Issue

In accordance with the requirements of Alberta Education, Alberta school boards are required to submit a three-year school capital plan on an annual basis. This year's deadline for submission of the Three-Year School Capital Plan 2020-2023 to the Ministry is April 1, 2019.

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

New modular classroom requests and modular moves are handled through a separate submission process. The last submission was due November 1, 2018.

3 | Background

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

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

Eligibility Criteria

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

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

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

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

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

Moreover, for any site irrespective of the grade configuration of the school, if a site has not been developed/serviced to the level at which construction of a school would be possible within a 12-month timeframe, the school will not be ranked as a construction priority for that year's Three-Year School Capital Plan. Site readiness is reviewed and assessed on an annual basis.

Ranking Criteria

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

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

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

- City of Calgary Civic Census (July 2018)
- Pre-School Children Summary by School District Code (July 2018)
- School Enrolment (September 30, 2018)
- School Bus Transportation Times (Fall 2018)
- The City of Calgary Suburban Residential Growth 2018-2022 (Summer 2018)
- Calgary & Region Economic Outlook 2018-2023 (Fall 2018)

CBE's point assessment process is used for K-9 and does not apply in certain circumstances therefore the option exists for the placement of priorities such as:

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

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

- School Programming Requirements
- Five Year Projected School Enrolment

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

As requested by the Province, a combined ranking list of new schools and major school modernizations is also presented in the Three-Year School Capital Plan 2020-2023.

4 | Analysis

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

The CBE mission, vision, and values are used as an overarching umbrella for the development of the Three-Year School Capital Plan 2020-2023. The annual Three-Year School Capital Plan also supports the Three-Year Education Plan 2018-2021.

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

More specifically, the CBE recognizes:

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

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

The City's actual and projected populations for the period 2014 to 2023 are shown on page 1 of the Capital Plan and projected CBE school enrolments for the next five years are shown on page 4.

The new school requests are spread over three years with a goal of maintaining a mid-80% utilization rate. Actual/projected student enrolments and CBE system utilization for the period 2017 to 2024 are illustrated in Appendix IV on page 75.

The priorities over three years have been listed for New School Construction (Table 1) on page 31 and total \$230.8 million. The full list of communities assessed through the points ranking criteria is shown on page 68. Details of the point assignments for potential new schools are shown in Appendix III (Pages 69-74).

The Major Modernizations (Table 2) are on page 31 and total \$133.1 million. The details of the point assignments are located in Appendix II on Pages 66-67.

As the Province requires that the three-year plan has one priority capital list consisting of both “New School Construction” and “Major Modernization” requests, this list is included (Table 3) on page 32, and totals \$363.9million.

These requests will be submitted to the Province on the Web Application Program consistent with **Attachment I** to this report.

Year 1

The combined priorities for Year 1 consist of 4 new school construction projects and 3 major modernization projects for a total estimated cost of \$200 million.

Year 2

The combined priorities for Year 2 consist of 3 new school construction projects and 3 major modernization projects for a total estimated cost of \$108.4 million.

Year 3

The combined priorities for Year 3 consist of 1 new school construction project and 4 major modernization projects for a total estimated cost of \$56.5 million.

The list of new school requests is shorter this year than last year resulting in two requests that were in Year 3 of last year’s plan not being included in this plan. This reduced number of new school requests aligns with the need to optimize learning environments for students while concurrently ensuring the efficient use of resources by maintaining a mid-80% utilization rate. The requests included in the plan represent schools/communities that have current and future populations that will help ensure that a new school will attain the targeted utilization rate upon opening.

If all schools on this plan were approved, CBE’s utilization is projected to reach 84% by 2024. Although the requests in the Three-Year School Capital Plan are separated into three years, the plan is updated and submitted annually. This provides the opportunity for the expansion or contraction of the list as needed when enrolment projections are updated annually.

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

5 | Financial Impact

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

Individual project applications will be submitted through the Web Application Program, following the Board's approval of this "paper-based" Three-Year School Capital Plan 2020-2023.

For the 2016-2017 and 2017-2018 school years, the CBE generally supplemented the allocated Alberta Education funds by \$799,000 for grades K-4 schools, \$1,145,000 for grades 5-9 schools, and \$3,890,500 for grades 10-12. These additional funds largely, but not exclusively, go toward human resources (principals, etc.), technology (devices) and learning resources (curriculum) at the school level. Career and Technology Studies (CTS) at the High School level is typically further supplemented by the CBE by \$1,520,000 to provide a broad and robust CTS experience for these 1,800 student capacity schools.

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

- Elementary Schools: \$558,000
- Middle Schools: \$672,000
- High Schools: \$1,591,000

6 | Implementation Consequences

Over the past decade, Calgary has experienced varying levels of population growth. Over the five years from 2010 to 2015 Calgary's population growth averaged just over 25,000 persons per year.

The population grew from 1,246,337 in April 2017 to 1,267,344 in April 2018, an increase of 21,007 (1.67%). The population growth consisted of a natural increase of 9,416 people with a net migration of 11,588 people.

In the *Calgary & Region Economic Outlook 2018-2023 (Fall 2018)*, the City is forecasting that the population of Calgary will reach 1,399,000 by 2023, an increase of 131,400 people over the next five years. This five-year forecast is an increase from the previous five-year forecast.

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

CBE's current enrolment of 123,419 students is forecast to increase to 130,104 students by 2023. A total increase of 6,685 students is projected averaging approximately 1,337 additional students annually. These enrolment projections assume a conservative level of enrolment growth in the future. Enrolment in

kindergarten to Grade 6 is projected to decrease over the next five years while enrolment increases are projected for Grades 7-9 and Grades 10-12.

Even with the capital funding announcements that have occurred since May 1, 2013 and new schools that have opened in the past three years, CBE still requires new schools to be built in the communities where students are living. The current system utilization rate, which includes the added capacity of new schools that opened this year, is 85% based on September 30, 2018 enrolment. This is an increase of 2 percentage points over the previous year.

The opening of the schools currently approved for funding, but not including the two schools approved for design only, is projected to result in an 88% system utilization rate by the 2023-2024 school year.

The City prepares a suburban residential growth forecast each year and publishes the final version of this report after the timeline for CBE's annual capital plan each year. As such, the suburban growth information used in the Three-Year School Capital Plan 2020-2023 is based on the City's Suburban Residential Growth 2018-2022 document published in August 2018. This document allocates future population growth to the eight city planning sectors. This information provides CBE with a context for where student population growth will be expected in the future. The largest population growth projected over the next five years is in the north, northeast and southeast.

As illustrated in Appendix I of the Capital Plan, the student capacity by planning sectors within Calgary varies widely. In the North Sector for example (page 60), the utilization for K-9 students by residence is 132%, as compared to 63% in the Centre Sector. One consequence of this disparity is that some students residing in North Calgary need to be transported to other sectors.

A similar situation exists with senior high school students. For example, the capacity for senior high students by residence in the North Sector is 283%, as compared to 31% in the Centre sector where five senior high schools are located. The utilization rate, by residence, in the Centre Sector indicates that there is excess space within the sector. Although there is space, it is not located close to the growing communities in the North Sector where student enrolment is increasing and utilization by residence far exceeds the capacity.

Without any additional new school approvals, CBE's system utilization rate is projected to reach 88% by the 2023-24 school year. The approval of the additional schools identified within the plan will ensure the timely accommodation of students close to their homes while concurrently ensuring that school utilization rates are optimized for educational programming purposes.

7 | Conclusion

The approval of the Three-Year School Capital Plan 2020-2023 provides the Provincial government with a comprehensive analysis of CBE school capital needs and the funding required for priority projects to support student learning needs.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Three-Year School Capital Plan 2020-2023

GLOSSARY –

Board: Board of Trustees

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

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

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

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

Three-Year School Capital Plan



2020 – 2023



Calgary Board
of Education

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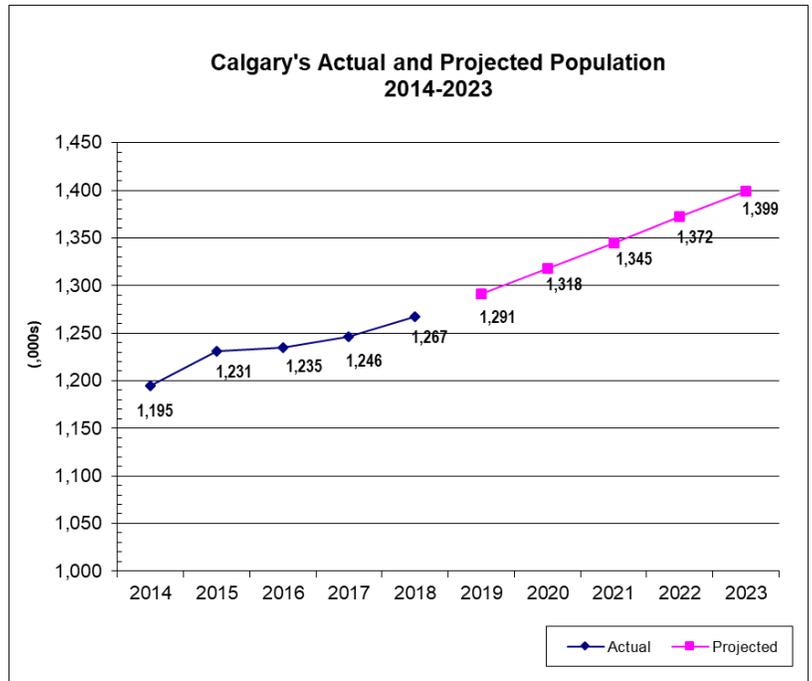
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EXECUTIVE SUMMARY

This Three-Year School Capital Plan 2020-2023 is an analysis of the Calgary Board of Education (CBE's) forecasted school capital needs, as assessed at the present time.

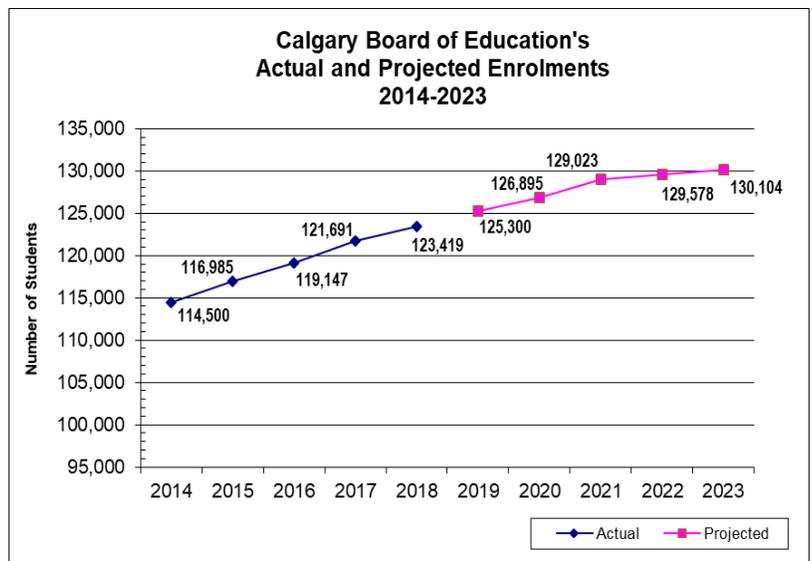
1. Calgary Population

Since 2014 Calgary's population growth has averaged 18,000 people per year. In the *Calgary & Region Economic Outlook 2018-2023 (Fall 2018)*, the City of Calgary (the City) is forecasting that the population of Calgary will reach 1,399,000 by 2023, an increase of 131,400 persons over the next five years. This average yearly increase of approximately 26,000 people per year will be driven primarily by net migration.



2. Student Enrolment

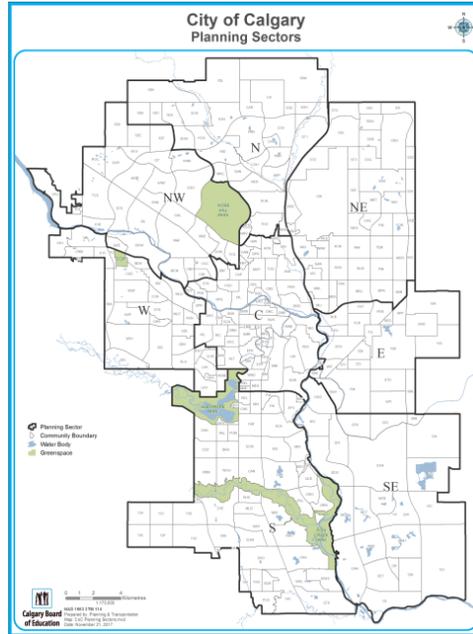
The CBE's current student enrolment of 123,419 is an increase of 1,728 students compared to the previous year. Taking into consideration the past five-year average enrolment increase of just under 1,800 students per year CBE is projecting a conservative level of growth over the next five years. Total enrolment is forecast to increase to 130,104 students by 2023.



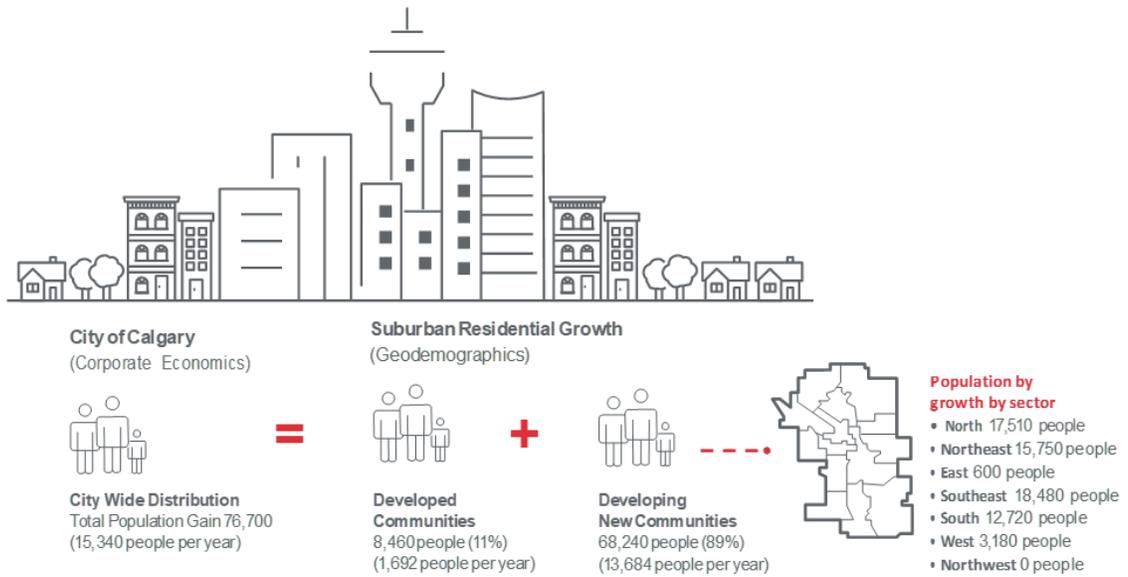
Note: Enrolment includes Home Education, Outreach/Unique Settings, Chinook Learning and CBeLearn.

3. Calgary Suburban Growth and Development

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



The following infographic regarding anticipated distribution of population growth from 2018-2022 is from the City’s *Suburban Residential Growth 2018-2022*.



Source: City of Calgary; Corporate Economics - Calgary & Region Economic Outlook 2017-2026, Planning & Development. Population shares are reviewed jointly between City staff in Geodemographics and members of the development industry. The outcome of this collaboration is reflected in this graphic. Forecasts are from April 2017 to April 2022. Yearly estimates are five year averages.

4. Three-Year Education Plan

Alberta Education requires school boards to maintain and update three-year plans annually. School boards are responsible for carrying out their education plans; for reporting annually to parents, communities, and government on results and use of their resources; and, for using results information to improve education for students. The Board of Trustees approved the combined Annual Education Results Report 2017-2018 and the Three-Year Education Plan 2018-2021 in November 2018.

5. Schools Under Construction and Approvals

Five new school construction projects and one high school major modernization project are currently under development. Two new school construction projects have been approved by the provincial government for the design phase only.

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

Schools Under Construction and Approvals					
Projected School Year Opening	School/Community	Project Type	Grade	Approved Capacity	Approval Date
2019-2020	Forest Lawn High	Modernization	Grades 10-12	n/a	Mar. 21, 2017
2020-2021	Coventry Hills/Country Hills Village Elementary ⁽²⁾	New Construction	Grades K-4	600	Mar. 21, 2017
	Cranston Elementary ⁽²⁾	New Construction	Grades K-4	600	Mar. 21, 2017
	Evergreen Elementary ⁽²⁾	New Construction	Grades K-4	600	Mar. 21, 2017
TBD	Mahogany Elementary	New Construction	Grades K-4	600	Mar. 22, 2018
	Skyview Ranch Elementary/Middle	New Construction	Grades K-9	900	Mar. 22, 2018
TBD	Auburn Bay Middle	Design Only	Grades 5-9	900	Mar. 22, 2018
	North Calgary High School	Design Only	Grades 10-12	1,800	Mar. 22, 2018
Total School Space Capacity				6,000	

6. Capital Priorities – New School Construction

There are 12 new school construction projects identified in the Three-Year School Capital Plan 2020-2023.

Table 1: New School Construction					
Three-Year School Capital Plan 2020-2023 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2019 Cost (\$)	Number of Years Previously Listed in Capital Plan
C-1 Auburn Bay Middle (Design Funded)	5-9	New Request	Full buildout to 900	27,859,000	5
C-2 North Calgary High (Design Funded) ¹	10-12	New Request	Full buildout to 1800	62,000,000	6
C-3 Auburn Bay Elementary ⁽²⁾	K-4	New Request	Full buildout to 600	19,675,000	1
C-4 Evanston Middle	5-9	New Request	Full buildout to 900	31,144,000	6
				YEAR 1 TOTAL	140,678,000
YEAR 2					
Community/School	Grade	Project Status	Request Type	2019 Cost (\$)	Number of Years Previously Listed in Capital Plan
C-5 Evanston Elementary ⁽²⁾	K-4	New Request	Full buildout to 600	19,675,000	1
C-6 Sage Hill Elementary	K-4	New Request	Full buildout to 600	19,675,000	5
C-7 Sherwood/Nolan Hill Middle	5-9	New Request	Full buildout to 900	31,144,000	3
				YEAR 2 TOTAL	70,494,000
YEAR 3					
Community/School	Grade	Project Status	Request Type	2019 Cost (\$)	Number of Years Previously Listed in Capital Plan
C-8 Nolan Hill Elementary	K-4	New Request	Full buildout to 600	19,675,000	2
				YEAR 3 TOTAL	19,675,000
				GRAND TOTAL	230,847,000

Note: ¹ Senior high schools are not ranked using point criteria.

⁽²⁾ = second elementary school for the community

7. Capital Priorities – Major Modernization Projects

There are 10 major modernization projects identified in the Three-Year School Capital Plan 2020-2023.

Table 2: School Major Modernizations					Number of Years Previously Listed in Capital Plan
Three-Year School Capital Plan 2020-2023 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2019 Cost (\$)	
M-1 John G. Diefenbaker High School	10-12	Modernization Request	Major Modernization	27,621,000	10
M-2 Nickle School	5-9	Modernization Request	Major Modernization	14,322,000	11
M-3 Ernest Morrow School	6-9	Modernization Request	Major Modernization	16,368,000	5
			YEAR 1 TOTAL	58,311,000	
YEAR 2					
Community/School	Grade	Project Status	Request Type	2019 Cost (\$)	
M-4 A.E. Cross School	7-9	Modernization Request	Major Modernization	18,414,000	2
M-5 Janet Johnstone School	K-4	Modernization Request	Major Modernization	8,900,000	4
M-6 Annie Foote School	K-6	Modernization Request	Major Modernization	10,639,000	4
			YEAR 2 TOTAL	37,953,000	
YEAR 3					
Community/School	Grade	Project Status	Request Type	2019 Cost (\$)	
M-7 Cedarbrae School	K-6	Modernization Request	Major Modernization	7,980,000	4
M-8 Altadore School	K-6	Modernization Request	Major Modernization	7,980,000	11
M-9 Ranchlands School	K-6	Modernization Request	Major Modernization	11,969,000	4
M-10 Queen Elizabeth School	K-6	Modernization Request	Major Modernization	8,900,000	4
			YEAR 3 TOTAL	36,829,000	
			GRAND TOTAL	133,093,000	

8. Capital Priorities – New Construction & Major Modernizations

There are 22 new construction and major modernization projects identified in the Three-Year School Capital Plan 2020-2023.

Table 3: New School Construction and Major Modernizations					
Three-Year School Capital Plan 2020-2023 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2019 Cost (\$)	Number of Years Previously Listed in Capital Plan
1 Auburn Bay Middle (Design Funded)	5-9	New Request	Full buildout to 900	27,859,000	5
2 North Calgary High (Design Funded) ¹	10-12	New Request	Full buildout to 1800	62,000,000	6
3 Auburn Bay Elementary ⁽²⁾	K-4	New Request	Full buildout to 600	19,675,000	1
4 Evanston Middle	5-9	New Request	Full buildout to 900	31,144,000	6
5 John G. Diefenbaker High School	10-12	Modernization Request	Major Modernization	27,621,000	10
6 Nickle School	5-9	Modernization Request	Major Modernization	14,322,000	11
7 Ernest Morrow School	6-9	Modernization Request	Major Modernization	16,368,000	5
				YEAR 1 TOTAL	198,989,000
YEAR 2					
Community/School	Grade	Project Status	Request Type	2019 Cost (\$)	Number of Years Previously Listed in Capital Plan
8 Evanston Elementary ⁽²⁾	K-4	New Request	Full buildout to 600	19,675,000	1
9 Sage Hill Elementary	K-4	New Request	Full buildout to 600	19,675,000	5
10 A.E. Cross School	7-9	Modernization Request	Major Modernization	18,414,000	2
11 Sherwood/Nolan Hill Middle	5-9	New Request	Full buildout to 900	31,144,000	3
12 Janet Johnstone School	K-4	Modernization Request	Major Modernization	8,900,000	4
13 Annie Foote School	K-6	Modernization Request	Major Modernization	10,639,000	4
				YEAR 2 TOTAL	108,447,000
YEAR 3					
Community/School	Grade	Project Status	Request Type	2019 Cost (\$)	Number of Years Previously Listed in Capital Plan
14 Nolan Hill Elementary	K-4	New Request	Full buildout to 600	19,675,000	2
15 Cedarbrae School	K-6	Modernization Request	Major Modernization	7,980,000	4
16 Altadore School	K-6	Modernization Request	Major Modernization	7,980,000	11
17 Ranchlands School	K-6	Modernization Request	Major Modernization	11,969,000	4
18 Queen Elizabeth School	K-6	Modernization Request	Major Modernization	8,900,000	4
				YEAR 3 TOTAL	56,504,000
				GRAND TOTAL	363,940,000

Note: ¹ Senior high schools are not ranked using point criteria. See page 24.

⁽²⁾ = second elementary school for the community

1.0 INTRODUCTION

The CBE is a global leader in public education. Recognized as the largest school district in Western Canada, the CBE provides a full range of educational services for all instructional programs from kindergarten through to Grade 12. The CBE addresses the complexity and diversity of our 123,419 students in over 245 schools with more than 14,000 staff and an operating budget of \$1.4 billion.

Over the past decade, Calgary has experienced varying levels of population growth. Calgary’s population has increased by 72,000 people since 2014, an average of 18,000 people per year.

The population grew from 1,246,337 in April 2017 to 1,267,344 in April 2018 (2018 Civic Census), an increase of 21,007 (1.67%). The population growth consisted of a natural increase of 9,419 people with a net migration of 11,588 people (2018 Civic Census).

The City’s report, *Calgary and Region Economic Outlook 2018-2023 (Fall 2018)*, identifies continued growth for Calgary. The City forecast contained in the report projects the population of Calgary will reach 1,399,000 by 2023, an increase of 131,400 people from the 2018 total of 1,267,000. This population forecast averages 26,300 people per year during this period and is an increase from the previous five-year forecast. This population increase is expected to be driven primarily by net migration.

Calgary Total Population (,000s)									
Actual					Projected				
2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
1,195	1,231	1,235	1,246	1,267	1,291	1,318	1,345	1,372	1,399

Calgary & Region Economic Outlook 2018-2023 (Fall 2018)

1.1 CBE Student Enrolment

Total enrolment of 123,419 students was reported on September 30, 2018, and consists of 119,161 pre-kindergarten to Grade 12 students plus 4,258 students enrolled in Home Education, Outreach Programs, Unique Settings, Chinook Learning and CBe-learn.

Enrolment increased by 1,729 students from September 30, 2017, to September 30, 2018, with notable increases in Grades 4-6 (1,083 students) and Grades 7-9 (1,054 students). This enrolment growth was lower than the previous enrolment growth of 2,543 students between 2016 and 2017.

Students continue to access program choices offered by the CBE. Enrolment in alternative programs is 25,482 which is an increase of 594 over the previous year. The alternative programs with the highest enrolment are French Immersion (8,811), Traditional Learning Centre (TLC) (6,699) and Spanish Bilingual (3,690).

The following table provides a summary of enrolments including Unique Settings, Outreach Programs, Chinook Learning, and CBe-learn from September 30, 2014, to September 30, 2018.

Five-Year History of CBE Enrolments by Division 2014-2018					
	2014	2015	2016	2017	2018
Pre-Kindergarten	176	180	197	228	195
Kindergarten	9,213	9,209	9,106	9,053	8,740
Grades 1-3	27,649	28,888	29,410	29,080	29,073
Grades 4-6	23,604	24,441	25,715	27,183	28,265
Grades 7-9	22,237	22,624	23,292	24,267	25,321
Grades 10-12	26,420	26,375	26,443	27,035	27,567
Sub-Total (pre-k to grade 12)	109,299	111,717	114,163	116,846	119,161
Home Education	248	270	249	267	262
Outreach and Unique Settings	1,971	2,060	2,066	2,141	2,304
CBe-learn	589	611	458	463	576
Chinook Learning Services	2393	2,327	2,211	1,974	1,116
Sub-Total	5,201	5,268	4,984	4,845	4,258
Total	114,500	116,985	119,147	121,691	123,419

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

In September 2018, CBE implemented a new delivery model for Chinook Learning. Chinook Learning academic success programs (high school classes) were transitioned into James Fowler High School and Lord Beaverbrook High School. In this new model student age is limited to those who are 19 years of age by September 1 in the year they enrol in classes. This year there was a reduction in enrolment at Chinook Learning of 858 students from September 30, 2017 to September 30, 2018.

Five-Year Enrolment Projections

The CBE uses the Cohort-Survival methodology in preparing enrolment projections. The cohort survival projection methodology uses historic birth data and historic student enrolment data to “age” a known population (cohort) through their school grades. The cohort survival ratio is calculated to see how a group of potential students first enter the system at kindergarten and Grade 1 (market share) and how this group of students grows or shrinks over time (retention rates). Enrolment patterns emerge that are used for projections.

Pre-school census information, which is collected annually for all communities, combined with historic intake rates at kindergarten and Grade 1 is used to project how many students will enter our system each year. The annual September 30 enrolment data is used as a base for establishing retention rates that are used to project how existing student populations move through the system from one year to the next.

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

CBE's current enrolment of 123,419 students is forecast to increase to 130,104 students by 2023. A total increase of 6,685 students is projected averaging approximately 1,337 additional students annually. These enrolment projections assume a conservative level of enrolment growth in the future. Enrolment in kindergarten to Grade 6 is projected to decrease over the next five years while enrolment increases are projected for Grades 7-9 and Grades 10-12.

The number of students eligible to start kindergarten each year has declined over the past few years and enrolment in kindergarten has declined accordingly. Data collected during the 2018 census indicate the number of children eligible for kindergarten will continue to decline over the next four years. The peak number of students eligible to start kindergarten was 16,910 in 2017. The number of children eligible to start kindergarten in September 2019 is 15,967 and 14,996 for September 2022.

The government recently announced Bill 28: School Amendment Act and identified that "*establishing a common age of entry*" of five years of age on December 31 will come into effect for the 2020/21 school year. This common age is a change to the end of February date currently established for the CBE and will impact kindergarten enrolment projections in 2020.

Over the past three years, approximately 90% of students enrolled in kindergarten had a birthdate before January 1 of the year they were eligible to start kindergarten. Based on this trend, a one-year reduction of approximately 800 kindergarten students, over and above the decline expected as a result of the reduced pre-school census data, is anticipated in 2020 as students born in January and February will not be eligible for kindergarten until the next year.

A summary of the September 2018 actual student enrolments and September 2019-2023 projected enrolments are below:

CBE Five-Year Enrolment Projections 2018-2023						
	Actual 2018	Projected				
		2019	2020	2021	2022	2023
Pre-Kindergarten	195	245	245	245	245	245
Kindergarten	8,740	8,548	8,081	8,611	8,028	8,028
Grades 1-3	29,073	28,309	28,092	27,865	27,805	27,231
Grades 4-6	28,265	28,616	28,292	27,995	27,266	27,050
Grades 7-9	25,321	26,566	27,920	28,944	29,308	28,976
Grades 10-12	27,567	28,622	29,832	30,895	32,411	34,047
Sub-Total (pre-k to grade 12)	119,161	120,906	122,462	124,555	125,063	125,577
Home Education	262	267	271	275	279	280
Outreach and Unique Settings	2,304	2,350	2,384	2,415	2,456	2,466
CBe-learn	576	577	578	579	580	580
Chinook Learning	1,116	1,200	1,200	1,200	1,200	1,200
Sub-Total	4,258	4,394	4,433	4,468	4,515	4,527
Total Student Count	123,419	125,300	126,895	129,023	129,578	130,104

totals may not add due to rounding

- CBe-learn and Chinook Learning accept registrations on an on-going basis.
- All projections are subject to annual review and update.
- Projections use September 30, 2018 enrolments as a base.

1.2 Calgary Suburban Growth and Development

The City of Calgary supports an actively competitive land market in all areas of the city and there over 29 new and developing municipal communities in various stages of development. The large number of concurrently developing communities puts increased pressure on the CBE to meet the expectations of parents for school construction in their community. Although the number of communities has declined slightly over the last decade, the size of the communities being planned and built today are much larger than they have been historically.

Forecasted Suburban Growth

The City prepares a suburban residential growth forecast each year and publishes the final version of this report after the timeline for CBE's annual capital plan each year. As such, the suburban growth information used in the *Three-Year School Capital Plan 2020-2023* is based on the City's *Suburban Residential Growth 2018-2022* document published in August 2018. This document allocates future population growth to the eight city planning sectors. This information provides CBE with a context for where student population growth will be expected in the future.

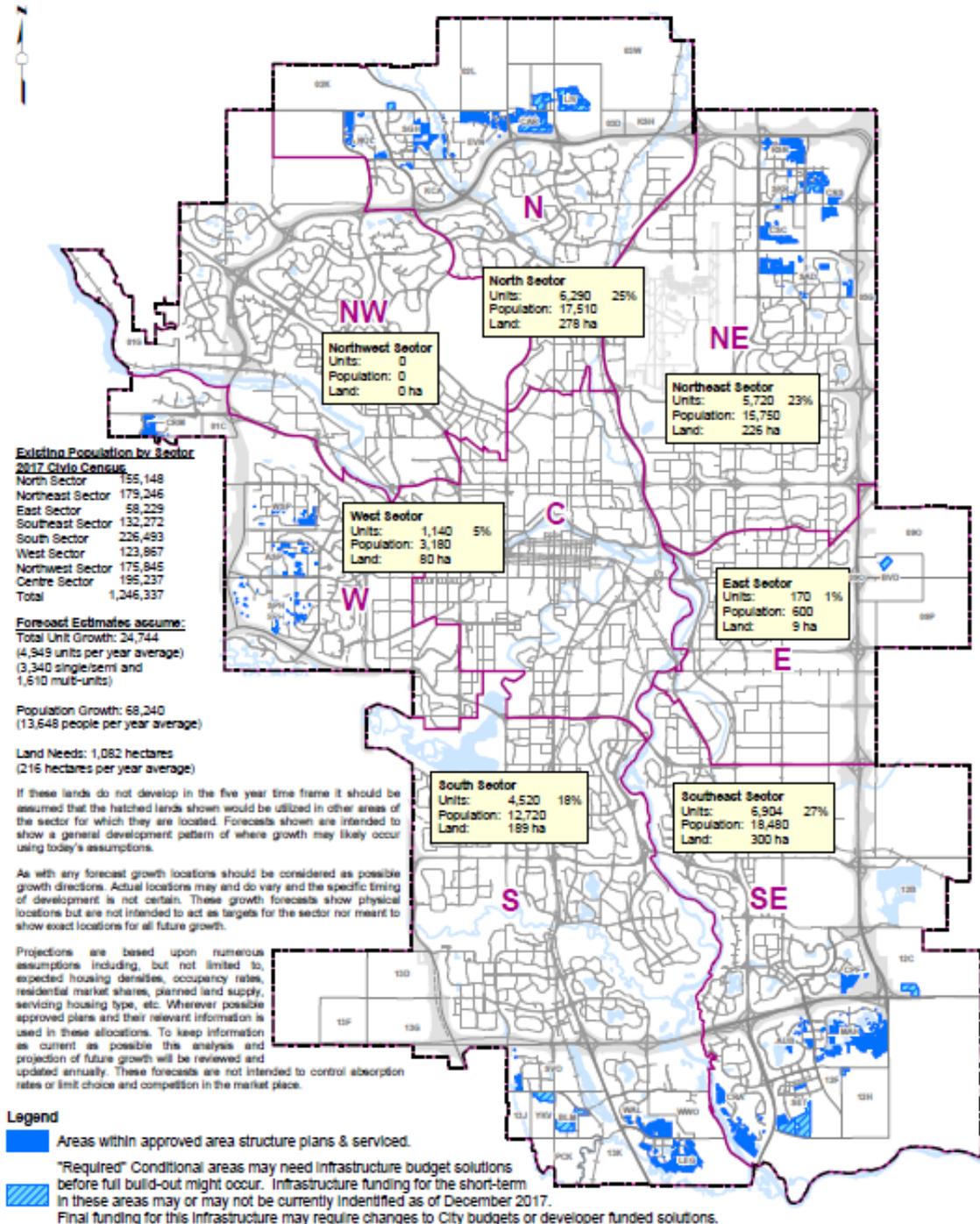
The top ten developing communities to receive residential building permit applications in Calgary for 2017 were:

- Mahogany (SE)
- Legacy (S)
- Livingston (N)
- Sage Hill (N)
- Redstone (NE)
- Kincora (N)
- Nolan Hill (N)
- Cornerstone (NE)
- Seton (SE)
- Walden (S)

(Source: Suburban Residential Growth 2018-2022, p. A2-6, A2-7)

The largest population growth projected over the next five years is in the north, northeast and southeast. A summary of the five-year period forecast from the City's *Suburban Residential Growth 2018-2022* document for suburban locations is as follows:

City of Calgary Planning Sectors New Suburban Growth Forecasts 2018-2022



1.3 Framework for Growth and Change

The Municipal Development Plan (MDP), *Plan It Calgary*, was implemented April 1, 2010, and is the overarching policy that documents municipal development and transportation. *Plan It Calgary* identifies a goal of reducing the amount of growth allocated to the developing communities, which was essentially 100% in the late 1990's and to intensify growth within the inner-city and established areas. The 30-year target of the MDP for growth into established areas is 33% and the 60-year target is 50% growth to established areas. In August 2018 the City indicated although growth is moving in line with the idealized balanced growth in old and new communities, new communities continue to absorb around 80% of population growth each year and it will be challenging to meet the MDP goals in the next 20 years or so.

The City supports an actively competitive land market in all areas of the city and there are over 29 new and developing municipal communities in various stages of development. In August 2018, Calgary City Council voted in favour of developing 14 new Greenfield communities, some of which are part of approved Area Structure Plans (ASP's) within the currently active developments. The large number of developing communities puts increased pressure on the CBE to meet the expectations of parents for new school construction in their community.

Four largest growing communities between 2017 and 2018:

- Beltline (C) - 1,688 people
- Saddle Ridge (NE) - 1,656 people
- Cornerstone (NE) - 1,575 people
- Redstone (NE) - 1,454 people

Additional communities that grew by more than 1,000 residents between 2017 and 2018:

- Mahogany (SE)
- Legacy (S)
- Evanston (N)
- Nolan Hill (N)
- Sage Hill (N)
- Skyview Ranch (NE)

(Source: 2018 Civic Census)

1.4 City of Calgary Annexation

Previously Annexed Lands

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

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

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

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

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

Map 1 on page 8 identifies these locations.

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

- The **West View Area Structure Plan** is currently under development and is anticipated to accommodate a population of approximately 10,500 to 10,800 persons.
- The **Ricardo Ranch Area Structure Plan** is currently under development and is anticipated to accommodate a population of approximately 18,300 persons. This area is currently in the CBE's boundary.
- The **Keystone Hills Area Structure Plan** was approved July 16, 2012 and will accommodate a population of approximately 60,000 persons.
- The **Belvedere Area Structure Plan** on the east was approved April 8, 2013 and will accommodate a future population of approximately 61,000 persons.
- The **South Shepard Area Structure Plan** was approved May 6, 2013 and will accommodate a population of approximately 28,000 persons.
- The **West Macleod Area Structure Plan** was approved June 10, 2014 and will accommodate a population of approximately 34,000 persons.
- The **Haskayne Area Structure Plan** was approved July 22, 2015 and will accommodate a population of approximately 13,000 persons.
- The **Glacier Ridge Area Structure Plan** was approved December 7, 2015 and will accommodate a population of approximately 58,000 persons.

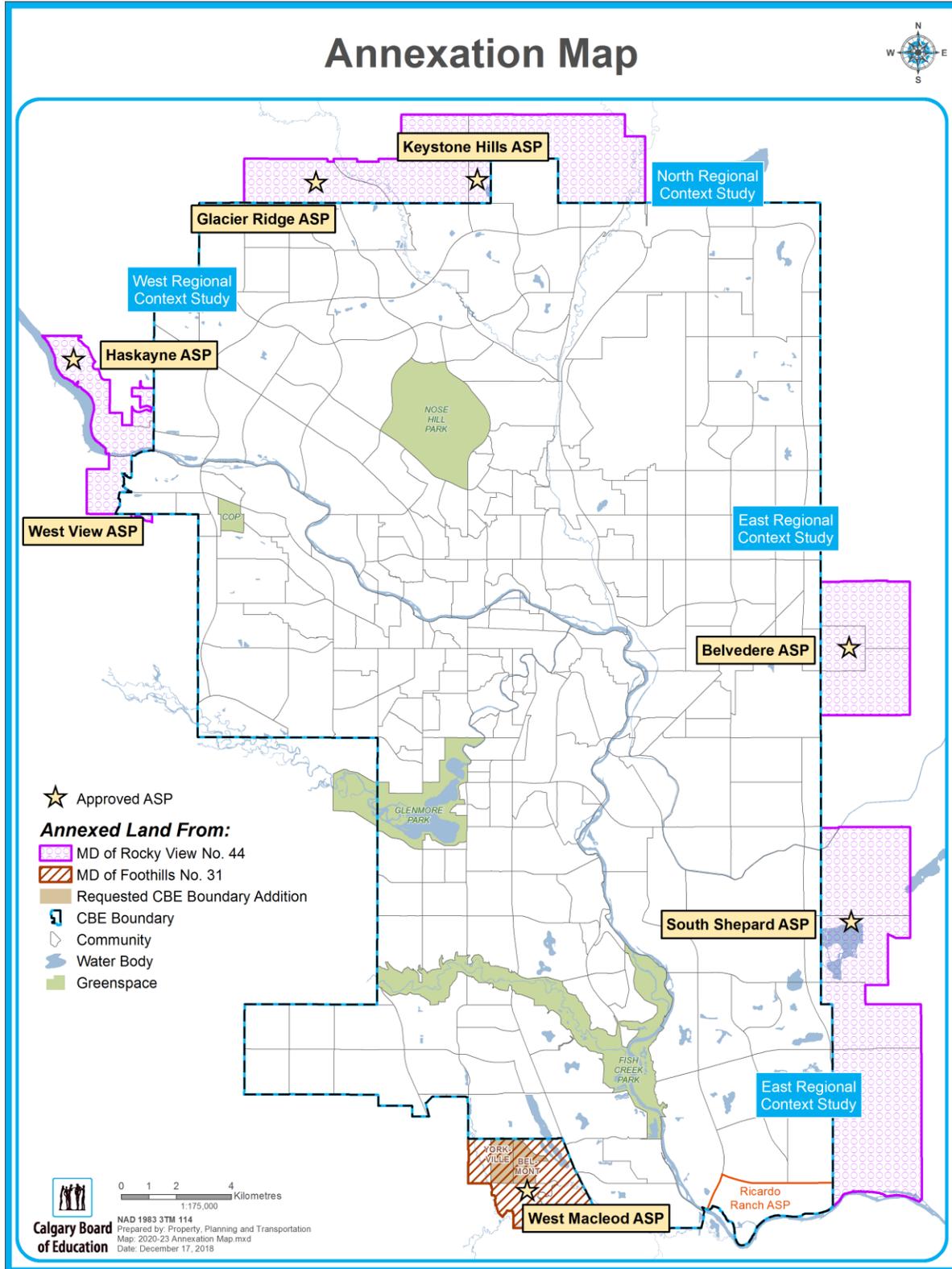
Once house construction begins, CBE will request, on an as required basis, that the Minister include these lands as part of CBE school boundaries.

In alignment with the request by the Ministry of Education that urban development be occurring, in June 2018 the Minister of Education approved that the west section of the Crestmont community and the northern portion of the Livingston community (north of 144 Avenue NE) be incorporated into the CBE boundary.

In addition, the CBE anticipates the addition of the communities of Belmont and Yorkville (in the West Macleod ASP) for the 2019-2020 school year as developers have indicated home possessions began in fall 2018.

The CBE continually monitors growth in the City and anticipates adding the communities of Pine Creek and Pine Bluff (West Macleod ASP), and West Belvedere (Belvedere ASP) for the 2020-21 school year, subject to the rate of residential development. Information on new communities can be found on the City's website.

Map 1



2.0 CAPITAL STRATEGIES

2.1 Calgary Board of Education

CBE has identified the following drivers for capital planning:

- Program Delivery – Projects that are required to enable the delivery of school programs e.g. Career and Technology Studies (CTS) and Career and Technology Framework (CTF).
- Community Schools – New schools required in rapidly growing communities in order to minimize student travel times and meet needs for a local school in their community.
- Aging Facilities – Older schools that require modernization, rehabilitation or replacement to provide appropriate learning environments for students. The Province estimates the value of required major maintenance and repairs in CBE schools to be in excess of \$170 million.
- Optimizing School Utilization Rates – Ensuring appropriate school utilization rates can optimize the programming opportunities available to students within the limited public resources entrusted to the CBE.

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

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

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

Projects are also required to ensure programming requirements are met through school modernizations. High priority program delivery projects are listed below.

- Career and Technology Studies – CBE received funding approval March 21, 2017, for Forest Lawn (northeast sector). Once complete, this modernization will support delivery of CTS curriculum and provide access to state of the art spaces for students living within the northeast sector of the city.

2.2 Three-Year Education Plan

Alberta Education requires school boards to maintain three-year plans, updated annually. School boards are responsible for carrying out their education plans; for reporting annually to parents, communities, and government on results and use of their resources; and, for using results information to update plans and improve education for students. The Board of Trustees approved the combined Annual Education Results Report 2017-2018 and the Three-Year Education Plan 2018-2021 on November 27, 2018. A summary of Facilities and Capital Plans identifying new school construction projects and major modernization projects is included in the Annual Education Results Report.

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

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

2.3 Administrative Areas and Space Utilization

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

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

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

The CBE strives to maintain a utilization rate in a mid-80% range. Ensuring healthy school utilization rates contributes to ensuring that facilities are optimized for educational purposes, maintaining flexibility within the system to meet demand for emergent considerations while balancing the financial obligations and sustainability of the system. Currently, the CBE's overall utilization rate by enrolment is 85%. The utilization rate is 83% for K-GR9 students and 88% for Grades 10-12 students.

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

Utilization by enrolment identifies the number of students attending schools expressed as a percentage of the total capacity. Utilization by enrolment represents the actual utilization currently experienced at schools within the planning sector.

Utilization by residence identifies the number of students residing in the planning sector expressed as a percentage of the total school capacity within that planning sector. Utilization by residence represents the utilization rate that would exist if the CBE were not able to accommodate students in facilities in other planning sectors but rather accommodated the students in the facilities that exist within the planning sector where they live.

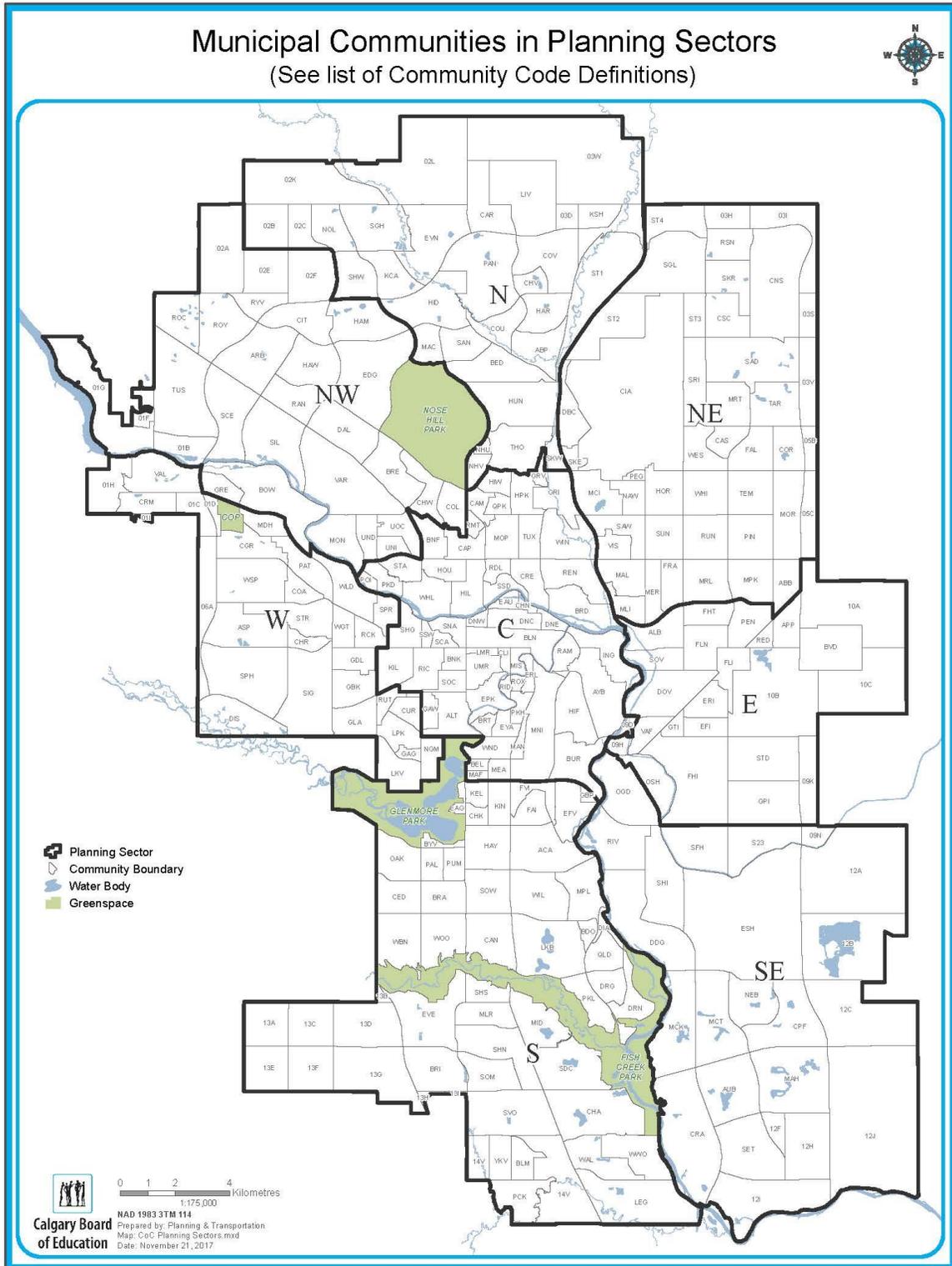
Projections for 2023-2024, in the charts below, account for additional school capacity that has been approved and is currently under construction but does not include additional capacity for schools approved for design only or requested in this capital plan:

Planning Sector Utilization by Student Enrolment (Actual & Projected)		
Sector	2018-2019 Actual K-12 Utilization	2023-2024 Projections K-12 Utilization
Centre	85%	88%
East	73%	74%
North	92%	102%
NorthEast	90%	94%
NorthWest	88%	88%
South	79%	82%
SouthEast	86%	94%
West	83%	85%
Total	85%	88%

Planning Sector Utilization by Student Residence (Actual & Projected)		
Sector	2018-2019 Actual K-12 Utilization	2023-2024 Projections K-12 Utilization
Centre	51%	54%
East	66%	66%
North	150%	155%
NorthEast	101%	103%
NorthWest	79%	79%
South	67%	69%
SouthEast	126%	126%
West	81%	82%
Total	84%	87%

Map 2

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



Municipal Community Code Definitions

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

2.4 Planning for Students

Sites for New Schools

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

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

In the case of land for elementary and middle schools, school boards calculate the amount of land developers must allocate for K-9 school sites. The number and type of school sites required is based on the Joint Use Site Calculation Methodology. This methodology uses the estimated number of single and multi-family units in an Area Structure Plan (ASP) multiplied by the average number of children aged 5-14 per housing unit by type.

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

Working with Stakeholders

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

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

System Student Accommodation Plan

The CBE prepares a Three-Year System Student Accommodation Plan annually to inform appropriate decision-making and timely engagement for community members and parents in CBE accommodation planning. The process applies to and informs recommendations regarding all school and program accommodation issues. The Three-Year System Student Accommodation Plan is developed to

support and reflect the Three-Year Education Plan, Three-Year School Capital Plan, and the Ten-Year Student Accommodation and Facilities Strategy.

Student accommodation needs are identified by the Property, Planning & Transportation department in consultation with Area Directors. Administration is responsible for using CBE's Dialogue framework to engage internal and external stakeholders regarding student accommodation challenges. The Three Year System Student Accommodation Plan 2018-2021 was presented for information at the June 19, 2018, Board of Trustees meeting and is available on the CBE website at: <https://www.cbe.ab.ca/FormsManuals/Three-Year-System-Student-Accommodation-Plan.pdf>

Program Opportunities for Students

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

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

2.5 New School Construction and School Approvals

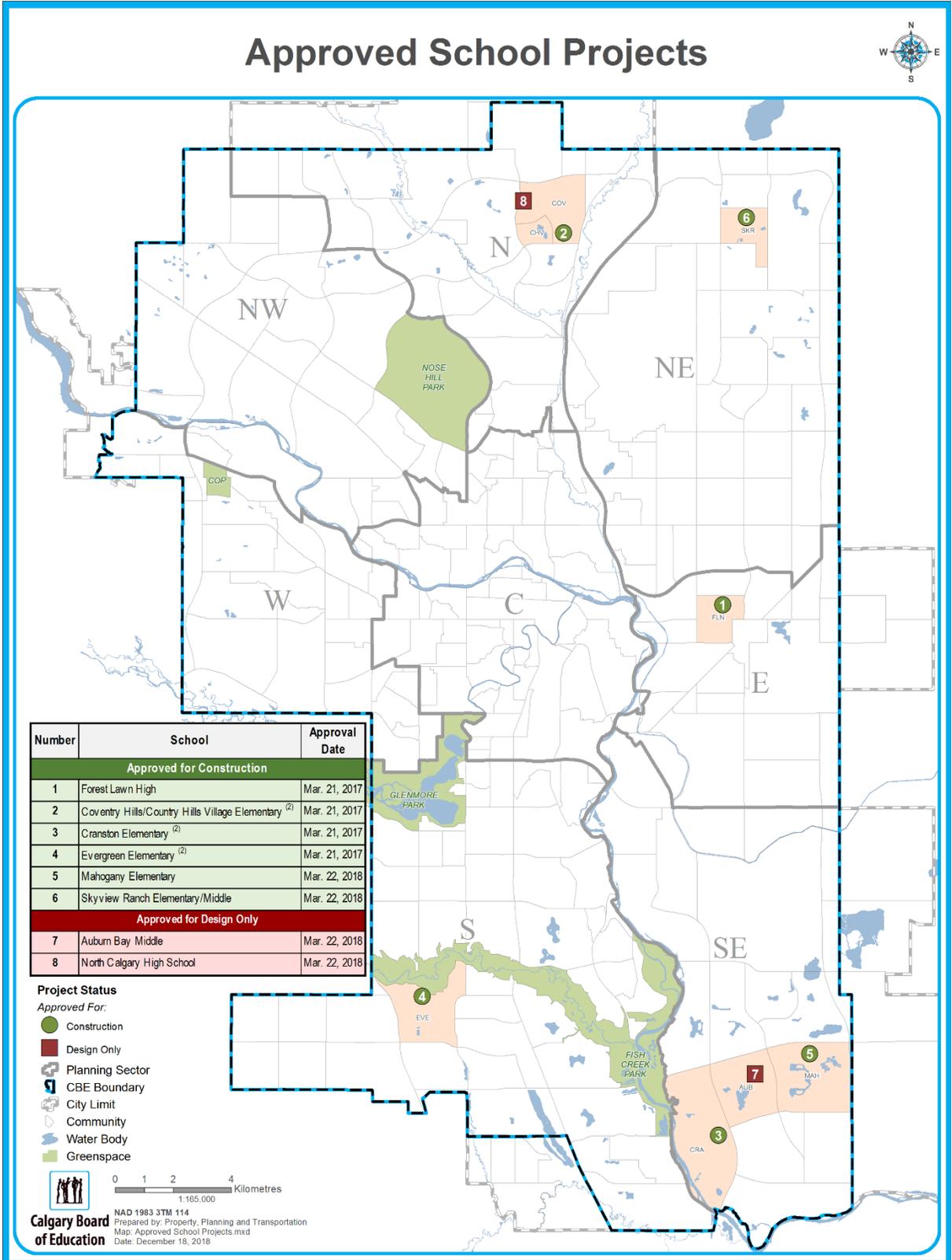
Five new school construction projects and one high school major modernization project are currently under development. Two new school construction projects have design funding only.

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

Schools Under Construction and Approvals					
Projected School Year Opening	School/Community	Project Type	Grade	Approved Capacity	Approval Date
2019-2020	Forest Lawn High	Modernization	Grades 10-12	n/a	Mar. 21, 2017
2020-2021	Coventry Hills/Country Hills Village Elementary ⁽²⁾	New Construction	Grades K-4	600	Mar. 21, 2017
	Cranston Elementary ⁽²⁾	New Construction	Grades K-4	600	Mar. 21, 2017
	Evergreen Elementary ⁽²⁾	New Construction	Grades K-4	600	Mar. 21, 2017
TBD	Mahogany Elementary	New Construction	Grades K-4	600	Mar. 22, 2018
	Skyview Ranch Elementary/Middle	New Construction	Grades K-9	900	Mar. 22, 2018
TBD	Auburn Bay Middle	Design Only	Grades 5-9	900	Mar. 22, 2018
	North Calgary High School	Design Only	Grades 10-12	1,800	Mar. 22, 2018
Total School Space Capacity				6,000	

Map 3 identifies the location of future school projects approved since March 21, 2017.

Map 3



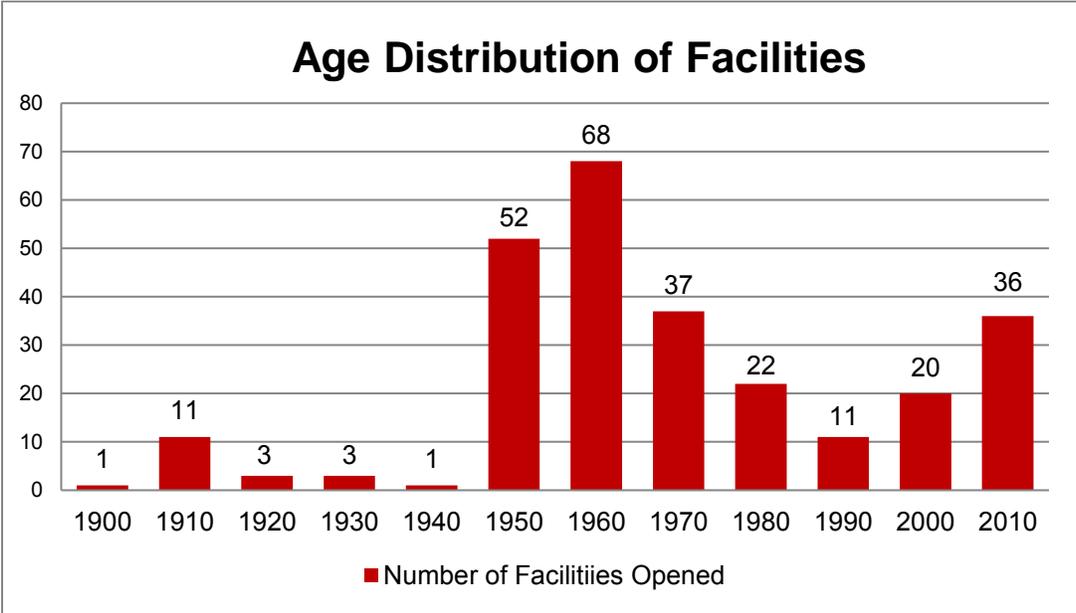
2.6 School Major Modernization

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

To support the delivery of new CTS curriculum, a modernization of Forest Lawn High school has been approved to include the following improvements:

- Focus on upgrading CTS spaces
- Partial mechanical and electrical systems upgrades
- Minor building envelope and interior upgrades
- Building code and barrier free access upgrades

The CBE has a current count of over 265 owned facilities of which 176 were built before 1980. This represents approximately 66% of CBE's school building inventory. The current inventory by decade of CBE school buildings is shown in the following graph:



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

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

2.7 Collaborative Initiatives with The City of Calgary

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

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

3.0 NEW SCHOOL CONSTRUCTION CAPITAL PLAN CRITERIA

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

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

3.1 Construction Planning Criteria

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

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

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

Eligibility Criteria

Eligible School Communities

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

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

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

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

Accommodation Options

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

One example would be the accommodation of Bridlewood GR7-9 students in Samuel W. Shaw School which is located in the adjacent community of Shawnessy. As a result of this accommodation option, the CBE does not currently rank Bridlewood as a priority for a middle/junior high school.

Site Availability and Readiness

High school sites require larger land parcels that will service multiple communities. As such the land required for these sites is acquired under the Joint Use Agreement, a tripartite agreement between the City, CBE and CCSD. The requirement to purchase land for a high school is identified during the regional context study phase when developments that are planned for a minimum of 50,000 to 60,000 residents are considered for approval by the City of Calgary. Accordingly, new high school construction is only considered where a site is available - see **Map 4** on page 29 for locations of CBE high school sites.

Moreover, for any site irrespective of the grade configuration of the school, if a site has not been developed/serviced to the level at which construction of a school would be possible within a 12-month timeframe, the school will not be ranked as a construction priority for that year's Three-Year School Capital Plan. Site readiness is reviewed and assessed on an annual basis.

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

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

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

Ranking Criteria:

For school communities that meet the eligibility criteria, an analysis is undertaken using criteria in three categories: Community Growth Profile, Busing and Travel Time, and Accommodation. Points for each of the profiles are totalled and used to rank priorities for new school construction.

Design Only

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

Preschool Census

Total preschool census numbers are used for each community not just public school supporters. This provides a true reflection of the total number of potential students in a community.

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

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

Population Growth

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

Travel Time

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

Bus Receivers

Points are assigned to a community where there is a need for more than one bus receiver to accommodate the established grade configuration for the regular program (examples include but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9).

Existing or Approved School(s) in Community

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

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

Transition Points

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

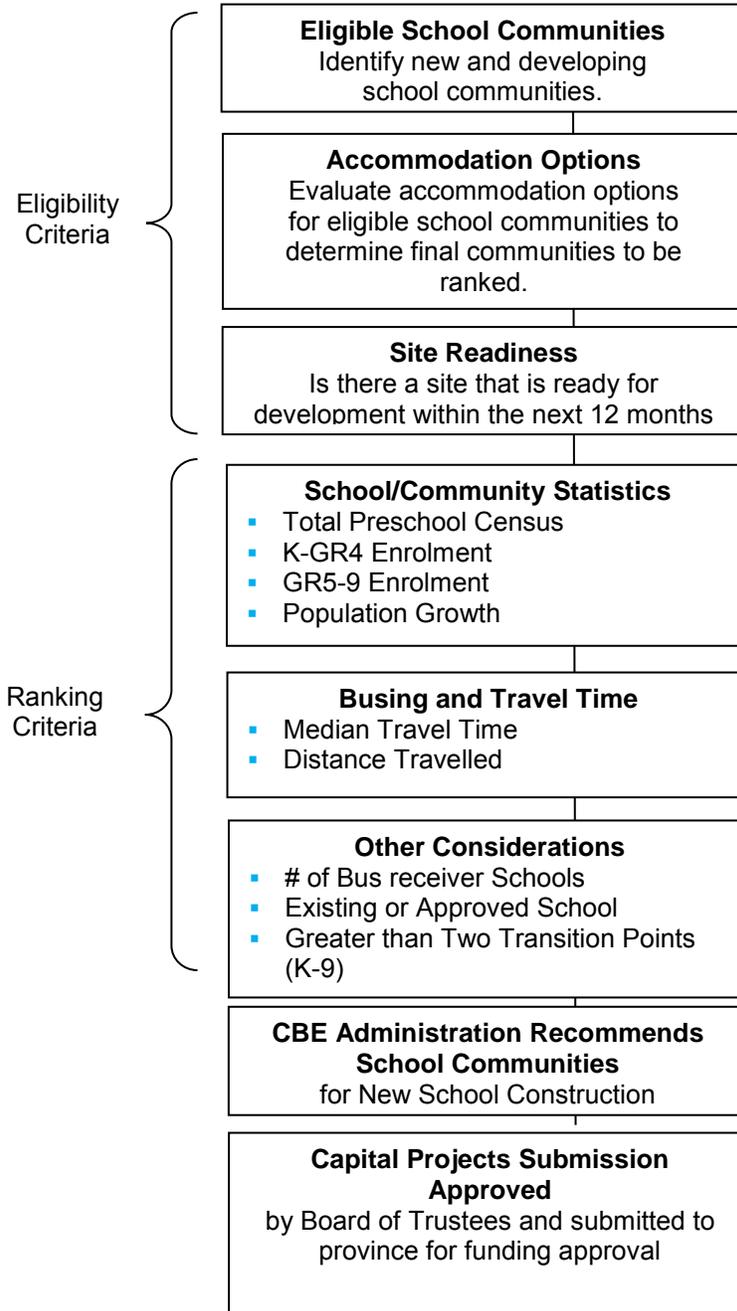
In some cases a K-GR9 grade configuration will be recommended. Examples of when this may occur include, but are not limited to, when community demographics demonstrate that a 900 student K-GR9 school is sufficient to accommodate students or when there is only one school site in a community and the site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

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

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

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

Three-Year School Capital Plan New School Construction Evaluation Process



3.2 Construction Ranking: Kindergarten to Grade 9

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

School Communities				
Rank	Community	Points	Planning Sector	Grade
1	Auburn Bay Elementary ⁽²⁾	1757	SE	K-4
2	Evanston Elementary ⁽²⁾	1716	N	K-4
3	Evanston Middle	1548	N	5-9
4	Sage Hill Elementary	1239	N	K-4
5	Sherwood/Nolan Hill Middle	1089	N	5-9
6	Nolan Hill Elementary	1066	N	K-4

Notes: ⁽²⁾ Indicates second K-4 school
 Only communities where their school site is ready for building construction have been included in the ranking analysis.

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

CBE school communities ranked for new school construction must have a site available and have a student population large enough to sustain an elementary or middle/junior high school.

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

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

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

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

3.3 Construction Planning Criteria: Senior High Schools

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

Senior High Planning Sector Utilization		
Planning Sector	2018-2019 Residence Utilization	2018-2019 Enrolment Utilization
Centre	31%	78%
East	57%	77%
North	283%	102%
NorthEast	153%	112%
NorthWest	98%	98%
South	72%	80%
SouthEast	182%	78%
West	86%	102%

Notes:

- Student numbers are based on ArcView data as at September 30, 2018
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)

The greatest demand for new senior high school space based on where students are living (by residence) continues to be in the north sector. A new high school in north Calgary, located in the community of Coventry Hills, was approved in March 2018 for design funding and is ranked as the number two priority in this School Capital Plan for construction.

3.4 Construction Priorities: Senior High Schools

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

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

North High School

Construction of a new high school will allow CBE to accommodate high school students who live in the far northern communities at a school that is closer to where they live. The north sector is projected to be one of the fastest growing areas in the city, with an expected increase of approximately 17,500 people by 2022. This represents approximately 25% of the forecasted suburban residential growth in terms of total population.

The north sector includes many new and developing communities and has a large student population by residence. Overall, there are a total of 3,844 senior

high students living in the north sector enrolled at CBE schools this year. John G. Diefenbaker is the only high school in this sector and it has a provincial capacity of 1,503 student spaces. If all high school students living in this sector attended the only high school in the sector, the utilization rate would be 283%.

The primary catchment population for a north high school would be the Northern Hills communities, consisting of Harvest Hills, Coventry Hills (including Country Hills Village), Country Hills (north/south) and Panorama Hills, as well as the Hidden Valley community to the west. Combined, these five communities have a population of approximately 70,000 people. There are currently 1,415 students from these communities attending CBE high schools for Grades 10 - 12.

Students living in the northern hills communities currently attend four different CBE schools. Three of the schools are located in the centre sector and one is in the north sector.

- Crescent Heights (Coventry Hills, including Country Hills Village, Hidden Valley);
- Queen Elizabeth (Country Hills - south);
- James Fowler (Country Hills – north); and
- John G. Diefenbaker (Panorama Hills, Harvest Hills).

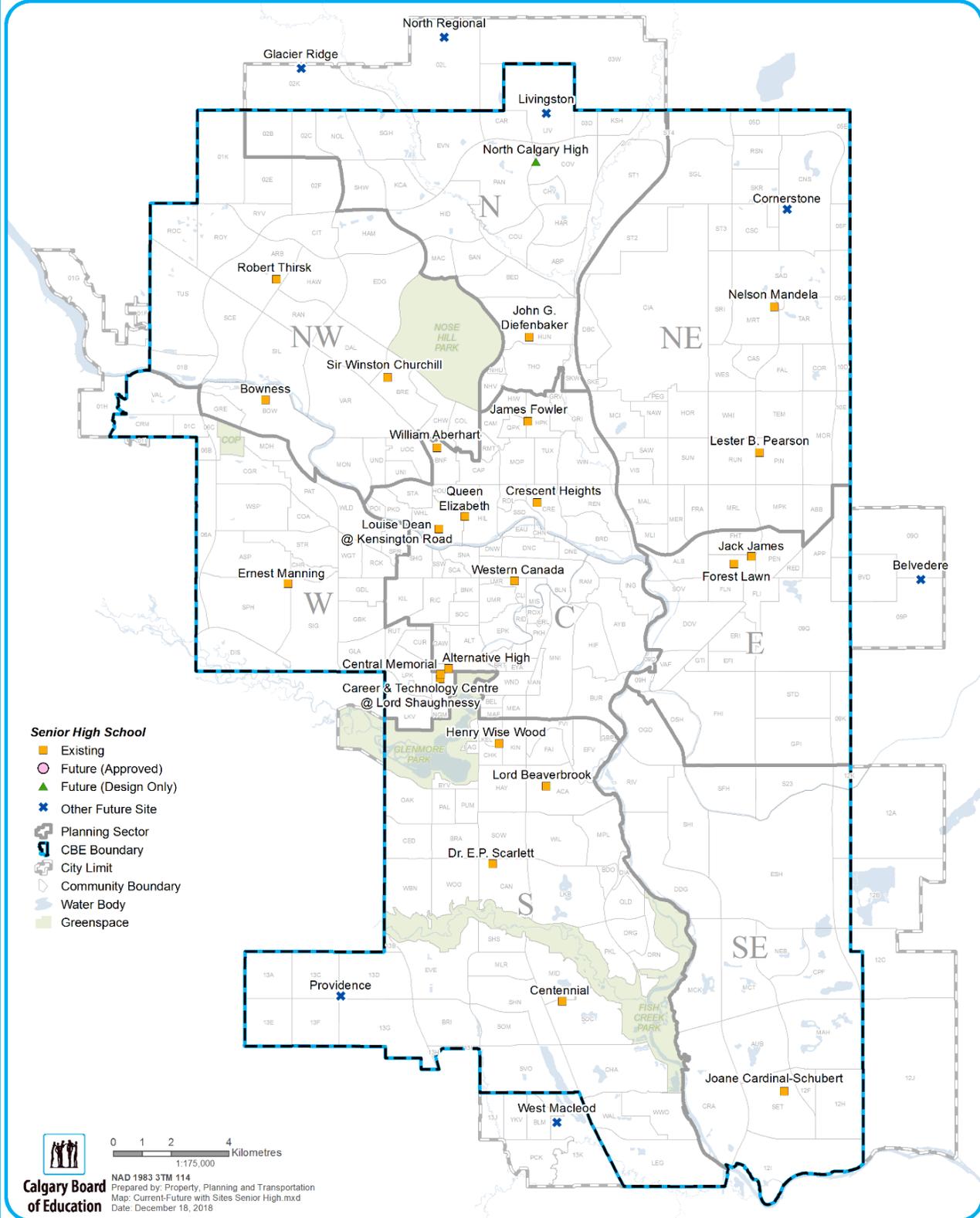
John G. Diefenbaker is the closest school and is located in the Huntington Hills community. Students attending Crescent Heights and Queen Elizabeth have long travel times to the inner city communities of Crescent Heights and West Hillhurst.

In addition to the Northern Hills communities there are several communities further north in the sector that are travelling long distances to attend high school. These communities are Carrington, Evanston, Kincora, Livingston, Nolan Hill, Sage Hill and Sherwood. All of these communities are still developing and the total population build-out is approximately 118,000 people over the next 15 to 20 years. Currently there are 860 GR10-12 students enrolled in CBE schools from these seven communities. This number will increase over the next five to ten years. One or more of these communities could be considered for designation to a new north high school if it is not at capacity with students from the Northern Hills communities.

A 23.6 acre senior high school site is located in the Coventry Hills community on Coventry Hills Way NE. Once constructed and open, a new high school in north Calgary is anticipated to operate at capacity for many years.

Map 4

Existing and Future Senior High Schools/Sites By Planning Sector



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



**Calgary Board
of Education**

NAD 1983 3TM 114
Prepared by: Property, Planning and Transportation
Map: Current-Future with Sites Senior High.mxd
Date: December 18, 2018



4.0 THREE-YEAR SCHOOL CAPITAL PLAN 2020-2023 – SUMMARY

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

Phase 1: Capital Plan Submission

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

Phase 2: Project Evaluation & Prioritization

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

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

Phase 2: Project Drivers

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

Phase 2: Level of need

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

Phase 3: Project Definition

Preliminary site assessment and value scoping sessions if required

Phase 4: Budget and Scope

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

Phase 5: Provincial Capital Planning process

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

Following is a summary of recommended new school construction and major modernization projects. Table 1 (New School Construction) and Table 2 (School Modernizations) provides a summary of the recommended projects and project costs based on information from Alberta Infrastructure and taking into account the 2018 inflation rate. Sections 5.0 and 6.0 provide details of the recommended projects.

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

The sections that follow this summary (Sections 5.0 and 6.0) describe the community and school profiles in order of priority. The maps in the top right corner of each page depict the location of the community described for new construction projects.

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

Table 1: New School Construction					Number of Years Previously Listed in Capital Plan
Three-Year School Capital Plan 2020-2023 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2019 Cost (\$)	
C-1 Auburn Bay Middle (Design Funded)	5-9	New Request	Full buildout to 900	27,859,000	5
C-2 North Calgary High (Design Funded) ¹	10-12	New Request	Full buildout to 1800	62,000,000	6
C-3 Auburn Bay Elementary ⁽²⁾	K-4	New Request	Full buildout to 600	19,675,000	1
C-4 Evanston Middle	5-9	New Request	Full buildout to 900	31,144,000	6
				YEAR 1 TOTAL	140,678,000
YEAR 2					
Community/School	Grade	Project Status	Request Type	2019 Cost (\$)	
C-5 Evanston Elementary ⁽²⁾	K-4	New Request	Full buildout to 600	19,675,000	1
C-6 Sage Hill Elementary	K-4	New Request	Full buildout to 600	19,675,000	5
C-7 Sherwood/Nolan Hill Middle	5-9	New Request	Full buildout to 900	31,144,000	3
				YEAR 2 TOTAL	70,494,000
YEAR 3					
Community/School	Grade	Project Status	Request Type	2019 Cost (\$)	
C-8 Nolan Hill Elementary	K-4	New Request	Full buildout to 600	19,675,000	2
				YEAR 3 TOTAL	19,675,000
				GRAND TOTAL	230,847,000

Note: ¹ Senior high schools are not ranked using point criteria.

⁽²⁾ = second elementary school for the community

Table 2: School Major Modernizations					Number of Years Previously Listed in Capital Plan
Three-Year School Capital Plan 2020-2023 Priorities					
Priority Ranking – Project Description					
YEAR 1					
	Grade	Project Status	Request Type	2019 Cost (\$)	
M-1 John G. Diefenbaker High School	10-12	Modernization Request	Major Modernization	27,621,000	10
M-2 Nickle School	5-9	Modernization Request	Major Modernization	14,322,000	11
M-3 Ernest Morrow School	6-9	Modernization Request	Major Modernization	16,368,000	5
				YEAR 1 TOTAL	58,311,000
YEAR 2					
Community/School	Grade	Project Status	Request Type	2019 Cost (\$)	
M-4 A.E. Cross School	7-9	Modernization Request	Major Modernization	18,414,000	2
M-5 Janet Johnstone School	K-4	Modernization Request	Major Modernization	8,900,000	4
M-6 Annie Foote School	K-6	Modernization Request	Major Modernization	10,639,000	4
				YEAR 2 TOTAL	37,953,000
YEAR 3					
Community/School	Grade	Project Status	Request Type	2019 Cost (\$)	
M-7 Cedarbrae School	K-6	Modernization Request	Major Modernization	7,980,000	4
M-8 Altadore School	K-6	Modernization Request	Major Modernization	7,980,000	11
M-9 Ranchlands School	K-6	Modernization Request	Major Modernization	11,969,000	4
M-10 Queen Elizabeth School	K-6	Modernization Request	Major Modernization	8,900,000	4
				YEAR 3 TOTAL	36,829,000
				GRAND TOTAL	133,093,000

Table 3: New School Construction and Major Modernizations

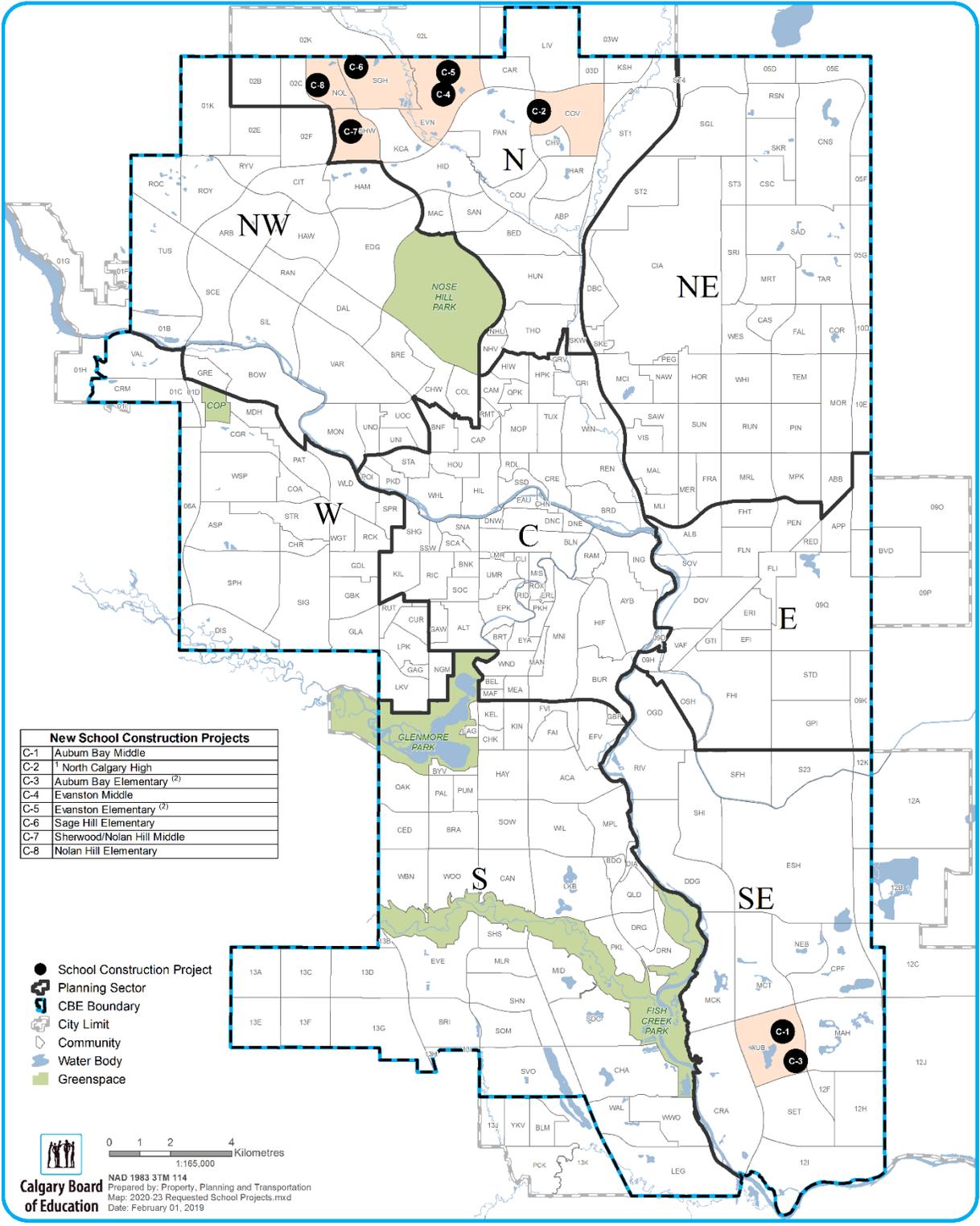
Three-Year School Capital Plan 2020-2023 Priorities					
Priority Ranking -- Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2019 Cost (\$)	Number of Years Previously Listed in Capital Plan
1 Auburn Bay Middle (Design Funded)	5-9	New Request	Full buildout to 900	27,859,000	5
2 North Calgary High (Design Funded) ¹	10-12	New Request	Full buildout to 1800	62,000,000	6
3 Auburn Bay Elementary ⁽²⁾	K-4	New Request	Full buildout to 600	19,675,000	1
4 Evanston Middle	5-9	New Request	Full buildout to 900	31,144,000	6
5 John G. Diefenbaker High School	10-12	Modernization Request	Major Modernization	27,621,000	10
6 Nickle School	5-9	Modernization Request	Major Modernization	14,322,000	11
7 Ernest Morrow School	6-9	Modernization Request	Major Modernization	16,368,000	5
				YEAR 1 TOTAL	198,989,000
YEAR 2					
Community/School	Grade	Project Status	Request Type	2019 Cost (\$)	Number of Years Previously Listed in Capital Plan
8 Evanston Elementary ⁽²⁾	K-4	New Request	Full buildout to 600	19,675,000	1
9 Sage Hill Elementary	K-4	New Request	Full buildout to 600	19,675,000	5
10 A.E. Cross School	7-9	Modernization Request	Major Modernization	18,414,000	2
11 Sherwood/Nolan Hill Middle	5-9	New Request	Full buildout to 900	31,144,000	3
12 Janet Johnstone School	K-4	Modernization Request	Major Modernization	8,900,000	4
13 Annie Foote School	K-6	Modernization Request	Major Modernization	10,639,000	4
				YEAR 2 TOTAL	108,447,000
YEAR 3					
Community/School	Grade	Project Status	Request Type	2019 Cost (\$)	Number of Years Previously Listed in Capital Plan
14 Nolan Hill Elementary	K-4	New Request	Full buildout to 600	19,675,000	2
15 Cedarbrae School	K-6	Modernization Request	Major Modernization	7,980,000	4
16 Altadore School	K-6	Modernization Request	Major Modernization	7,980,000	11
17 Ranchlands School	K-6	Modernization Request	Major Modernization	11,969,000	4
18 Queen Elizabeth School	K-6	Modernization Request	Major Modernization	8,900,000	4
				YEAR 3 TOTAL	56,504,000
				GRAND TOTAL	363,940,000

Note: ¹ Senior high schools are not ranked using point criteria. See page 24.

⁽²⁾ = second elementary school for the community

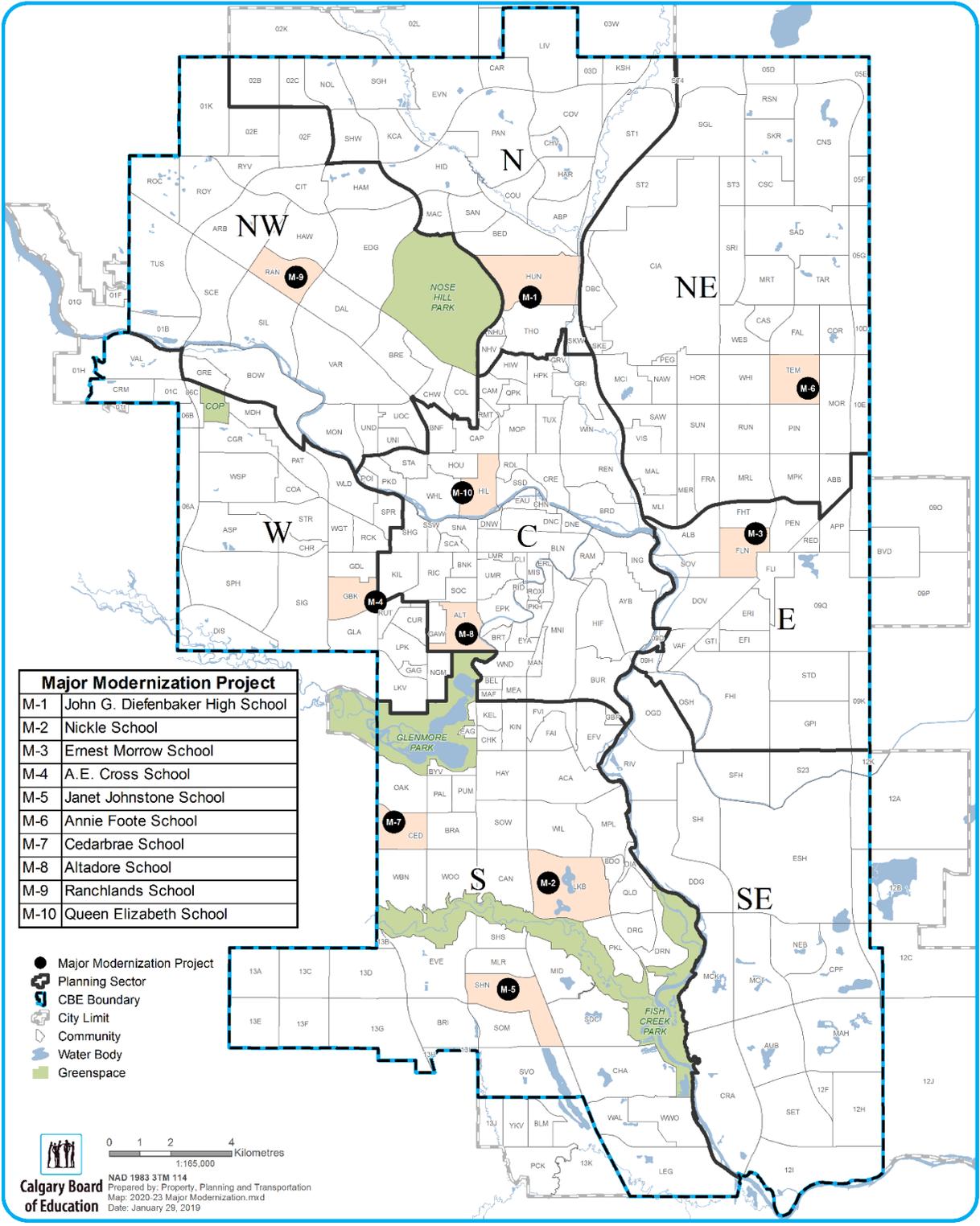
Map 5

New School Construction Projects 2020-2023



Map 6

Major Modernization Projects 2020-2023

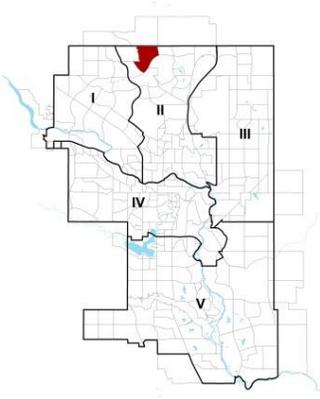


5.0	2020-2023 SCHOOL CAPITAL PLAN
New Construction	
Priority C-1 Auburn Bay Middle	
School Community Profile	
<p>Auburn Bay Community began development in 2005 and is located in the southeast sector of the City.</p> <ul style="list-style-type: none"> ▪ As of the April 2018 Census, the total number of occupied dwelling units was 5,807 with a population of 17,251. ▪ The community is planned for an estimated 6,557 housing units with a population capacity of 16,100 to 16,700. ▪ The community had an average annual population growth of 1,353 persons during the past three-year period. 	
	
Enrolment Profile	
<ul style="list-style-type: none"> ▪ As of the September 30, 2018, there were 925 kindergarten to Grade 4 and 541 Grades 5-9 students residing in the Auburn Bay community who attended CBE schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> ▪ Auburn Bay School (K-GR4) opened September 2016. The school is full and starting September 2018, K-4 students who cannot be accommodated at the school are overflowed to Andrew Sibbald School in Lake Bonavista. There is one more elementary site and one middle school site in Auburn Bay. ▪ Auburn Bay students in GR 5-9 are currently bused to Nickle School, which is located in the Lake Bonavista community in Area 5. 	
Recommendation	
<ul style="list-style-type: none"> ▪ Construct a middle school for 900 GR 5-9 students. ▪ The total project cost is budgeted at \$27,859,000. This does not include the design only costs which are currently funded at \$1,125,000. 	

5.0	2020-2023 SCHOOL CAPITAL PLAN
New Construction	
Priority C-2 North Calgary High	
School Community Profile	
<p>The North Calgary High School will serve the residents of the Northern Hills communities.</p> <ul style="list-style-type: none"> ▪ Currently, the north area is served by four high schools consisting of: Crescent Heights (Coventry Hills, Country Hills Village, Hidden Valley), Queen Elizabeth (Country Hills - south) James Fowler (Country Hills - north) and John G. Diefenbaker (Panorama Hills, Harvest Hills). 	
	
Enrolment Profile	
<ul style="list-style-type: none"> ▪ There are over 3,800 high school students living in the north sector of Calgary and only one high school located in that sector. John G. Diefenbaker High School has a provincial capacity of 1,503 student spaces and a utilization of 102%. ▪ If all high school students living in the north sector were accommodated at John G. Diefenbaker High School, the utilization rate by residence would be 283%. ▪ Combined, the Northern Hills communities (Harvest Hills, Country Hills, Country Hills Village, Coventry Hills (north/south), Panorama Hills and Hidden Valley currently have 1,415 students attending four different CBE high schools for Grades 10 - 12. ▪ There are seven additional new and developing communities in the north sector (Carrington, Evanston, Kincora, Livingston, Nolan Hill, Sage Hill and Sherwood) with many less than 50% built-out. When fully built-out over the next 15 to 20 years, there will be approximately 118,000 people living in these communities. Currently there are 860 GR10-12 students from these communities enrolled in CBE high schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> ▪ A 23.6 acre site in the west portion of Coventry Hills is available for a new senior high school. ▪ The bus ride is long for the more than 600 high school students living in Coventry Hills, Country Hills (south), Country Hills Village and Hidden Valley students who are currently designated to Crescent Heights and Queen Elizabeth High schools in the centre sector. ▪ Several communities in the north are bused significant distances. 	
Recommendation	
<ul style="list-style-type: none"> ▪ Construct a senior high school for 1,800 students. ▪ The total project cost is budgeted at \$62,000,000. This does not include the design only costs which are currently funded at \$2,250,000. 	

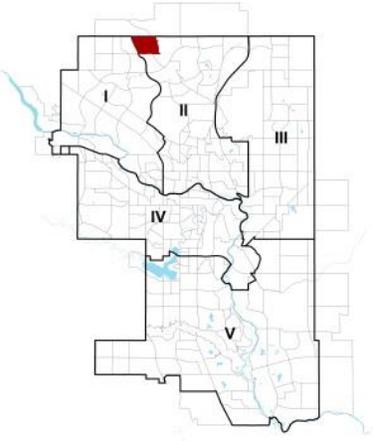
5.0	2020-2023 SCHOOL CAPITAL PLAN
New Construction	
Priority C-3 Auburn Bay Elementary⁽²⁾	
School Community Profile	
<p>Auburn Bay Community began housing construction in 2005 and is located in the southeast sector of the City.</p> <ul style="list-style-type: none"> ▪ As of the April 2018 Census, the total number of occupied dwelling units was 5,807 with a population of 17,251. ▪ The community is planned for an estimated 6,557 housing units with a population capacity of 16,100 to 16,700. ▪ The community had an average annual population growth of 1,353 persons during the past three-year period. 	
	
Enrolment Profile	
<ul style="list-style-type: none"> ▪ As of the April 2018 Census, there were a total of 2,065 preschool-aged children. ▪ As of September 30, 2018, there were 925 kindergarten to Grade 4 students residing in the Auburn Bay community who attended CBE schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> ▪ Auburn Bay Elementary (K-4) opened September 2016. The school is full and starting September 2018, K-4 students who cannot be accommodated at the school are overflowed to Andrew Sibbald School in Lake Bonavista. ▪ There is one more elementary site, which will be used for the second elementary school. 	
Recommendation	
<ul style="list-style-type: none"> ▪ Construct an elementary K-GR4 school for 600 students. ▪ The total project cost is budgeted at \$19,675,000. 	

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

5.0	2020-2023 SCHOOL CAPITAL PLAN
New Construction	
Priority C-4 Evanston Middle	
School Community Profile	
<p>Evanston Community began development in 2002 and is situated in the north sector of the city, north of Stoney Trail and east of Symons Valley Road.</p> <ul style="list-style-type: none"> As of the April 2018 Census, the total number of occupied dwelling units was 5,222 with a population of 17,251. The community is planned for an estimated 6,195 housing units with a population capacity of 18,300 to 18,800. The community had an average annual population growth of 1,456 persons during the past three-year period. 	
Enrolment Profile	
<ul style="list-style-type: none"> As of September 30, 2018, there were 875 kindergarten to Grade 4 and 533 Grades 5-9 students residing in the Evanston community who attended CBE schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> Kenneth D. Taylor School (K-GR4) opened September 2016. The school is full and starting September 2018, K-4 students who cannot be accommodated at the school are overflowed to Cambrian Heights School in Cambrian Heights. There is one more elementary site and one middle school site in Evanston. Evanston GR7-9 students are currently bused to Simon Fraser, which is located in the Brentwood community. 	
Recommendation	
<ul style="list-style-type: none"> Construct a middle school for 900 GR 5-9 students. The total project cost is budgeted at \$31,144,000. 	

5.0	2020-2023 SCHOOL CAPITAL PLAN
New Construction	
Priority C-5 Evanston Elementary⁽²⁾	
School Community Profile	
<p>Evanston Community began housing construction in 2002 and is located in the southeast sector of the City.</p> <ul style="list-style-type: none"> ▪ As of the April 2018 Census, the total number of occupied dwelling units was 5,222 with a population of 17,251. ▪ The community is planned for an estimated 6,195 housing units with a population capacity of 18,300 to 18,800. ▪ The community had an average annual population growth of 1,456 persons during the past three-year period. ▪ 	
	
Enrolment Profile	
<ul style="list-style-type: none"> ▪ As of the April 2018 Census, there were a total of 1,899 preschool-aged children. ▪ As of September 30, 2018, there were 875 kindergarten to Grade 4 students residing in the Evanston community who attended CBE schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> ▪ Kenneth D. Taylor (K-4) opened September 2016. The school is full and starting September 2018, K-4 students who cannot be accommodated at the school are overflowed to Cambrian Heights School in Cambrian Heights. ▪ There is one more elementary site, which will be used for the second elementary school. 	
Recommendation	
<ul style="list-style-type: none"> ▪ Construct an elementary K-GR4 school for 600 students. ▪ The total project cost is budgeted at \$19,675,000. 	

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

5.0	2020-2023 SCHOOL CAPITAL PLAN
New Construction	
Priority C-6 Sage Hill Elementary	
School Community Profile	
<p>Sage Hill Community began development in 2006 and is located in the north sector of the City.</p> <ul style="list-style-type: none"> As of the April 2018 Census, the total number of occupied dwelling units was 2,568 with a population of 7,219. The community is planned for an estimated 8,832 housing units with a population capacity of 20,100 to 20,900. The community had an average annual population growth of 880 persons during the past three-year period. 	
Enrolment Profile	
<ul style="list-style-type: none"> As of the April 2018 Census, there were a total of 822 preschool-aged children in Sage Hill. As of September 30, 2018, there were 287 kindergarten to Grade 4 students residing in the Sage Hill community who attended CBE schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> Sage Hill students are currently bused to Hawkwood School, which is located in the Hawkwood community. 	
Recommendation	
<ul style="list-style-type: none"> Construct an elementary K-GR4 school for 600 students. The total project cost is budgeted at \$19,675,000. 	

5.0 2020-2023 SCHOOL CAPITAL PLAN

New School Construction

Priority C-7 Sherwood/Nolan Hill Middle

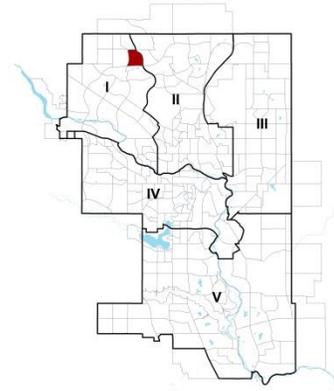
School Community Profile

Sherwood Community began development in 2006 and is located in the north sector of the City.

- As of the April 2018 Census, the total number of occupied dwelling units was 1,835 with a population of 5,864.
- The community is planned for an estimated 2,130 housing units with an estimated population capacity of 6,400 to 6,500.
- The community had an average annual population growth of 555 persons during the past three-year period.

Nolan Hill Community began development in 2009 and is located in the north sector of the City.

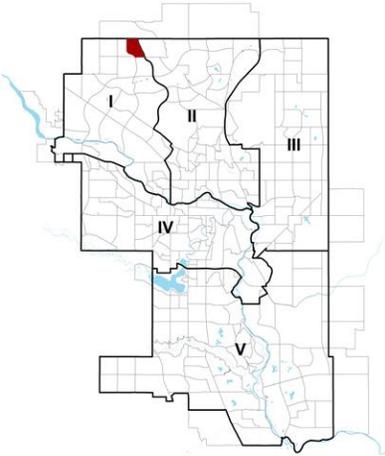
- As of the April 2018 Census, the total number of occupied dwelling units was 2,096 with a population of 6,454.
- The community is planned for an estimated 3,368 housing units with an estimated population capacity of 8,500 to 9,300.
- The community had an average annual population growth of 1,577 persons during the past three-year period.



Enrolment Profile

- As of September 30, 2018, there were 191 kindergarten to Grade 4 students and there were 246 Grades 5-9 students residing in the Sherwood community who attended CBE schools.
- As of September 30, 2018, there were 269 kindergarten to Grade 4 students and there were 253 Grades 5-9 students residing in the Nolan Hill community who attended CBE schools.
- As of September 30, 2018, the combined enrolment from the two communities was 455 kindergarten to Grade 4 students and 499 Grades 5-9 students attended CBE schools.

5.0	2020-2023 SCHOOL CAPITAL PLAN
New School Construction	
Priority C-7 Sherwood/Nolan Hill Middle	
Site Planning and Transportation	
<ul style="list-style-type: none"> ▪ There is a middle school site in Sherwood which is also intended to serve the community of Nolan Hill. ▪ Sherwood and Nolan Hill GR 7-9 students take City Transit to H.D. Cartwright School in the community of Ranchlands. 	
Recommendation	
<ul style="list-style-type: none"> ▪ Construct a middle school for 900 GR 5-9 students. ▪ The total project cost is budgeted at \$31,144,000. 	

5.0	2020-2023 SCHOOL CAPITAL PLAN
New Construction	
Priority C-8 Nolan Hill Elementary	
School Community Profile	
<p>Nolan Hill Community began development in 2009 and is located in the north sector of the City.</p> <ul style="list-style-type: none"> ▪ As of the April 2018 Census, the total number of occupied dwelling units was 2,096 with a population of 6,454. ▪ The community is planned for an estimated 3,368 housing units with an estimated population capacity of 8,500 to 9,300. ▪ The community had an average annual population growth of 1,577 persons during the past three-year period. 	
	
Enrolment Profile	
<ul style="list-style-type: none"> ▪ As of the April 2018 Census, there were a total of 667 preschool-aged children. ▪ As of September 30, 2018, there were 269 kindergarten to Grade 4 students residing in the Nolan Hill community who attended CBE schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> ▪ Nolan Hill students are currently bused to Ranchlands School, which is located in the Ranchlands community. Ranchlands School is full and starting in the 2019/2020 school year students will be bused to Belvedere Parkway School, which is located in the community of Bowness. 	
Recommendation	
<ul style="list-style-type: none"> ▪ Construct an elementary K-GR4 school for 600 students. ▪ The total project cost is budgeted at \$19,675,000. 	

6.0	2020-2023 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-1 John G. Diefenbaker High School	
<p>The school's current CTS programs require upgrading to meet current industry and CBE standards.</p> <p>CTS courses are designed to engage students in learning in authentic, relevant and personalized learning environments. Through this approach to learning, students transition from their high school experience more successfully into the world of work or into post-secondary education. Creating these personalized pathways through CTS courses and programs allow students the opportunity to examine their career goals and expand their interests in future success.</p>	
Facility Description	
<p>The original two storey building, complete with gymnasium, partial lower level (walkout) basement, performance space, and mechanical penthouse was constructed in 1971. In 1990, a single storey addition with lower level was added. Additionally, there are four dated modular units located on site. There have been several interior renovations over the years to improve existing spaces.</p> <p>Overall construction comprises a foundation of grade beams and strip footings complete with reinforced concrete slabs on grade. The superstructure consists of both exterior and interior masonry load bearing block, or poured in place walls and columns. Roof structure is steel deck on steel joists on bearing walls. The majority of the roof assembly is a bituminous built-up (BUR) system (last replaced in 1988).</p> <p>The exterior is a combination of red brick, ribbed block, and stucco. Windows are typically double glazed units and aluminum framed. Exterior doors are steel and painted.</p> <p>The total area of the main building is 13876 m² consisting of 54 classrooms. The classrooms range in size and have access to natural light.</p> <p>In 2007, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> ▪ Mechanical: requires upgrades (some space temperature controls require repair or replacement; life-cycle issues are soon to be an issue) ▪ Electrical: systems require upgrading (review and replace as required all life-cycle components) 	

6.0	2020-2023 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-1 John G. Diefenbaker High School	
Modernization	
<p>Due to the age and condition of the building components, a modernization will improve functionality, security, safety and will upgrade building infrastructure. There is a need to modernize instructional spaces in order to enhance the learning environment. This modernization will focus on upgrading CTS space throughout the school, and will include partial upgrading of the building envelope, mechanical and electrical systems, and replacement of worn architectural finishes and fixtures.</p> <p>This project will include a library to Learning Commons conversion, bringing the school into alignment with 21st century learning. Additional project items include building and code upgrades (sprinkler system), hazardous material abatement and addressing all gender washrooms and barrier-free accessibility.</p> <p>The total project cost is estimated to be \$27,621,000.</p>	

6.0	2020-2023 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-2 Nickle School	
Current and Future Student Accommodation Plan	
<p>Nickle School is located in southeast Calgary in the community of Lake Bonavista, which is an established community in the south planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program Nickle School currently accommodates the Regular program for Grades 7-9 students living in Bonavista Downs and Lake Bonavista and students in Grades 5-9 from the community of Auburn Bay. ▪ System Classes Nickle School currently accommodates Bridges and Learning and Literacy classes. <p>The long-term student accommodation plan for Nickle School is to accommodate students from their home area and students residing in new and developing communities in either the south or southeast planning sector. This school has been identified as one that is required by the CBE to accommodate students into the future.</p>	
Facility Description	
<p>The original school building was completed in 1970 with masonry and steel construction. The two additions were built in 1976 and 1985.</p> <p>The total area of the building is 6,951 m² consisting of 26 classrooms plus three portables for instruction. The classrooms range in size and have minimum access to natural light. The mechanical and electrical systems have exceeded their lifecycle expectancy and need upgrading or replacement.</p> <p>In 2007, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> ▪ Replace parts of roof that have not already been replaced ▪ Replace damaged caulking around perimeter ▪ Incorporate barrier-free items where applicable (i.e., automatic door openers) ▪ Mechanical features need upgrading (i.e., hot water tanks, exhaust fans, sprinklers) ▪ Upgrade various electrical various components, i.e., lights, exit signs, etc. 	
Modernization	
<p>A scope for modernization improvements is required due to the age and condition of the building components. The modernization would replace some of mechanical systems and damaged lockers, upgrade electrical system, finishes and millwork, reconfigure internal spaces, and renovate washrooms. The addition of mechanical control system and start/stop automation is recommended. Barrier-free accessibility, all gender washrooms, exiting and code upgrades (sprinkler system) would be addressed as well. The scope of this modernization strategy also includes upgrading of all the interior program spaces, and a library to Learning Commons conversion. The total project cost is estimated to be \$14,322,000.</p>	

6.0	2020-2023 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-3 Ernest Morrow School	
Current and Future Student Accommodation Plan	
<p>Ernest Morrow School is located in southeast Calgary in the community of Forest Heights which is an established community in the east planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program Ernest Morrow School currently accommodates the regular program for Grades 6-9 students living in Applewood, Forest Heights, Forest Lawn, Penbrooke Meadows and the area north of 17 Ave. S.E. and east of 52 St. S.E. ▪ System Classes Ernest Morrow School currently accommodates students in LEAD and Paced Learning Program classes. <p>The long-term student accommodation plan for Ernest Morrow is to accommodate students from the home area in the regular program. This school has been identified as one that is required by the CBE to accommodate students into the future.</p>	
Facility Description	
<p>The single-storey building was originally constructed in two parts, linked via a corridor. The first part was constructed in 1964, the second in 1966, and the corridor in 1976. The foundation consists of slab-on-grade floors on strip footings. The superstructure comprises concrete block walls and suspended concrete floors over the gymnasium. The roof structure consists of glulam beams complete with a bituminous membrane (SBS) system. The building is clad in brick and pre-finished metal siding. Many classrooms have access to natural light. The total area of the building is 8,120m² consisting of 67 classrooms for instruction.</p> <p>In 2011, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> ▪ Exterior: requires upgrades (painting, roof maintenance, etc.) ▪ Interior: requires upgrading (concrete floors in boiler room, barrier free features) ▪ Mechanical: systems require upgrading (chimney, roof drains, dampers, exhaust fans, etc.) ▪ Electrical: systems require upgrading (light fixtures, emergency lighting system) 	

6.0	2019-2022 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-3 Ernest Morrow School	
Modernization	
<p>The modernization will improve functionality, security and safety and will upgrade building infrastructure. The modernization includes upgrades of major mechanical and minor electrical systems upgrade and envelope upgrades (roof, windows and foundation repair). All worn finishes (flooring, ceilings, and paint) and worn fixtures will be replaced. Washroom upgrades and millwork replacement are part of the work.</p> <p>Instructional space upgrades are part of the modernization including a library to Learning Commons conversion and CTS upgrades. This modernization will address acoustic, barrier-free accessibility issues and security concerns. Site circulation/parking issues need to be addressed to ensure safety of staff and students accessing the site.</p> <p>The total project cost is estimated to be \$16,368,000.</p>	

6.0	2020-2023 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-4 A.E. Cross School	
Current and Future Student Accommodation Plan	
<p>A.E. Cross School is located in southwest Calgary in the community of Glenbrook, which is an established community in the west planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program A.E. Cross School currently accommodates the Regular program for Grades 7-9 students living in Glenbrook, Glamorgan, Killarney, Glengarry, Lincoln Park, Richmond, CFB Lincoln Park/Garrison Green, and Rutland Park. Students residing in Signal Hill are also currently designated to A.E. Cross School for Grades 7-9. ▪ Spanish Bilingual Starting in 2017, A.E. Cross began accommodating Grade 7 students and the program continues to expand by a grade each year until it reaches Grade 9 in September 2019. ▪ System Classes A.E. Cross School accommodates Paced Learning classes for Area 6 students. ▪ CBE Administration (Area 7) A.E. Cross School also currently accommodates the Area 7 office. <p>The long-term student accommodation plan for A.E. Cross School is to accommodate students from their home area and Grades 7-9 Spanish Bilingual students. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that enrolment will be at or near capacity.</p>	
Facility Description	
<p>The original building was built in 1961 with a major two-storey addition added in 1966. The building has a masonry and steel construction, wood-roof deck with masonry and curtain wall exterior. A modernization took place in 1983. The gross building area is 9,064 m² consisting of 36 classrooms, with the majority of the classrooms being slightly smaller than current standards. The provincial capacity of A.E. Cross School has been set at 878 student spaces. The gym, library, and administration space are typical size for a school of this capacity. The ancillary spaces are quite large compared to a classroom.</p> <p>The structure is considered to be in acceptable condition. Many of the classrooms have good natural lighting. Most of the building exterior is finished with low maintenance materials; however, the wood portions of the exterior are in need of maintenance. Floors are generally in acceptable condition with some needing repair/replacement.</p>	

6.0	2020-2023 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-4 A.E. Cross School	
Facility Description (cont'd)	
<p>In 2015, Alberta Infrastructure evaluated school facilities through VFA (formerly RECAPP) and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> ▪ Exterior: minor upgrades/repairs required (caulking, etc.) ▪ Interior: requires upgrading (worn and aging finishes) ▪ Mechanical: aging systems (50+years old) require replacement (HVAC system: steam boilers, ventilation, etc.) ▪ Electrical: systems require upgrading (expand current circuit system) 	
Modernization	
<p>The modernization will address replacement of major mechanical systems and electrical upgrades to improve thermal comfort and energy efficiency, and provide additional power and data outlets to address technology needs. The scope will include replacement of old and worn finishes and fixtures (e.g., vinyl-asbestos-tile flooring, wood flooring, and lockers), door and hardware replacement, and washroom upgrades. The modernization will include select program space renovations, library to Learning Commons conversion, hazardous material abatement, and building code and accessibility upgrades. The proposed project will modernize the whole facility and enhance the teaching environment.</p> <p>The total project cost is estimated to be \$18,414,000.</p>	

6.0	2020-2023 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-5 Janet Johnstone School	
Current and Future Student Accommodation Plan	
<p>Janet Johnstone School is located in southwest Calgary in the community of Shawnessy, which is in the south planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program Janet Johnstone School currently accommodates kindergarten to Grade 4 students living in Shawnessy, Millrise and Shawnee Slopes. ▪ French Immersion Janet Johnstone School accommodates kindergarten to Grade 4 French Immersion students from the communities of Evergreen, Millrise, Shawnee Slopes, Bridlewood, Shawnessy, Somerset and Silverado. <p>The long-term student accommodation plan for Janet Johnstone School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that the school will operate at or near capacity.</p>	
Facility Description	
<p>The one-storey building with a mezzanine was constructed in 1982 with a steel frame on a concrete foundation. The total area of the building is 3203.5 m² consisting of 12 core classrooms and 8 portable classrooms for instruction. The classrooms are slightly under current standards and have good natural light.</p> <p>In 2012, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made this recommendation:</p> <ul style="list-style-type: none"> ▪ Exterior: requires upgrades and replacement (metal siding, joint sealers, doors, windows, roof, skylights etc.) ▪ Interior: requires upgrading (paint, flooring, ceiling tiles, barrier free features, , replace room divider panels, lockers, toilet partitions, white boards and tack boards, millwork) ▪ Mechanical: systems require upgrading (controls system, fixtures, valves, replace hot water heater, boilers, HVAC upgrade, exhaust fans, etc.) ▪ Electrical: systems require upgrading (main electrical switchboard, circuit panels and motors, light fixtures, fire alarm panel, emergency lighting and life safety devices) 	
Modernization	
<p>The modernization would upgrade the entire mechanical and electrical systems as noted above in the facility description. The project would also upgrade building code deficiencies to add barrier-free accessibility, all gender washrooms and a library to Learning Commons conversion. The modernization includes replacement of worn architectural finishes, fixtures and millwork.</p> <p>The total project cost is estimated to be \$8,900,000.</p>	

6.0	2020-2023 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-6 Annie Foote School	
Current and Future Student Accommodation Plan	
<p>Annie Foote School is located in northeast Calgary in the community of Temple, which is an established community in the northeast planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program <ul style="list-style-type: none"> Annie Foote School currently accommodates kindergarten to Grade 6 students living in Temple. The school also accommodates kindergarten to Grade 6 students from the new and developing community of Skyview Ranch. <p>The long-term student accommodation plan for Annie Foote School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that the school will operate at or near capacity.</p>	
Facility Description	
<p>The single storey brick building was constructed in 1980 with a total gross floor area of 3904 m². The Provincial capacity is 473 students from pre-school through Grade 6. There are 9 relocatable classrooms with a total area of 841.5 m², located on the northwest side of the original building. Eight of those classrooms were installed in 1980, with the 2 blocks of 4 separated by an outdoor courtyard. The final relocatable classroom was attached to the north of the east wing later.</p> <p>In 2012, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> ▪ Exterior: requires upgrades (replace wood soffit and windows, etc.) ▪ Interior: requires upgrading (painting, barrier free features, seal all fire separation penetrations, replace gym divider and damaged doors, white boards) ▪ Mechanical: systems require upgrading (controls system, replace water heater, condensing unit, air handling unit, etc.) ▪ Electrical: systems require upgrading (light fixtures, fire alarm panel, emergency lighting and life safety devices) 	

6.0	2020-2023 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-6 Annie Foote School	
Modernization	
<p>The modernization will improve functionality, security, safety and will upgrade building infrastructure. The modernization includes upgrades of major mechanical and minor electrical systems upgrade and envelope upgrades (roof, windows and foundation repair). All worn finishes (flooring, ceilings, and paint) and worn fixtures will be replaced. Washroom upgrades and millwork replacement are part of the work. Code upgrades will be included in the modernization.</p> <p>Instructional space upgrades are part of the modernization including a library to Learning Commons conversion. This modernization will address acoustic, barrier-free accessibility issues, all gender washrooms and security concerns. Site circulation/parking issues need to be addressed to ensure safety of staff and students accessing the site.</p> <p>The total project cost is estimated to be \$10,639,000.</p>	

6.0	2020-2023 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-7 Cedarbrae School	
Current and Future Student Accommodation Plan	
<p>Cedarbrae School is located in southwest Calgary in the community of Cedarbrae, which is an established community in the south planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program - Cedarbrae School currently accommodates kindergarten to Grade 6 students living in Cedarbrae. <p>The long-term student accommodation plan for Cedarbrae School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that the school will operate at or near capacity.</p>	
Facility Description	
<p>The single-storey building was constructed in 1976 complete with concrete footings and foundational walls. The structure comprises slab-on-grade floors, steel frame with masonry columns, open web steel joist and metal roof deck.</p> <p>The original built-up-roof (BUR) roof was replaced with SBS roofing in 2011. The building is clad brick and stucco, pre-finished metal flashing, with cladding below windows. Many classrooms have access to natural light. The total area of the building is 2,852 m² consisting of 11 classrooms for instruction.</p> <p>In 2012, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition with the exception of the electrical systems which were marginal. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> ▪ Exterior: requires upgrades (replace windows, skylights, doors, roof access door, stucco/wood soffits and metal siding; seals around openings and control joints, fix water leaks in basement). ▪ Interior: requires upgrading (finishes, millwork, window coverings refinish wood floor, replace folding/accordion partition doors, white/tack boards, toilet partitions, acoustic wall panels) ▪ Mechanical: requires upgrading (replace control valves, DHW tank+pumps, fixtures, boilers, chimney, condensing unit, AHU, HW distribution system, fans, humidifiers, fin tube radiation system, and controls system). ▪ Electrical: systems require upgrading (light fixtures, Main MDP & breaker panel boards, motor controls, speaker system, security system including panel). 	
Modernization	
<p>The modernization will improve functionality, security, safety and will upgrade building infrastructure. The modernization includes upgrades of mechanical and electrical systems upgrade and envelope upgrades (windows, doors and walls). All worn finishes (flooring, ceilings, and paint) and worn fixtures will be replaced. Washroom upgrades and millwork replacement are part of the work. Code upgrades will be included in the modernization.</p> <p>Instructional space upgrades are part of the modernization including a library to Learning Commons conversion. This modernization will address acoustic, barrier-free accessibility issues, all gender washrooms and security concerns.</p> <p>The total project cost is estimated to be \$7,980,000.</p>	

6.0	2020-2023 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-8 Altadore School	
Current and Future Student Accommodation Plan	
<p>Altadore School is located in southwest Calgary in the community of Altadore which is in the inner city in the Centre planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program - Altadore School currently accommodates the Regular program for kindergarten to Grade 6 students living in Altadore and Garrison Woods. <p>The long-term student accommodation plan for Altadore School is to accommodate students from Altadore and Garrison Woods. Garrison Woods was part of the Canada Lands redevelopment of the old Canadian Forces Base (CFB). This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that enrolment will be at or near capacity.</p>	
Facility Description	
<p>The one-storey building was constructed in 1952 with a wood frame on a concrete foundation. The school was renovated in 2002 with new exterior cladding, windows, doors, skylights and roof. A barrier-free washroom was provided in 2002; however, the remainder of the school requires barrier-free renovations. The total area of the building is 2,737 m² consisting of 15 classrooms for instruction. Most of the classrooms are similar to current standards and have good natural light.</p> <p>In 2010, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made this recommendation:</p> <p>Mechanical: systems require upgrading (hot water tanks, boiler, ventilators, etc.)</p>	
Modernization	
<p>The modernization would upgrade the entire mechanical systems: replace hot water tanks, steam boilers, breeching, steam piping, controls, exhaust fans, radiation system, and unit ventilators. Electrical upgrades would consist of cabling and electrical wiring upgrades. The project would also upgrade building code deficiencies (including sprinkler systems) with full barrier-free accessibility, and a library to Learning Commons conversion and all gender washrooms.</p> <p>The total project cost is estimated to be \$7,980,000.</p>	

6.0	2020-2023 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-9 Ranchlands School	
Current and Future Student Accommodation Plan	
<p>Ranchlands School is located in northwest Calgary in the community of Ranchlands, which is an established community in the northwest planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program Ranchlands School currently accommodates kindergarten to Grade 6 students living in Ranchlands. The school is also a bus receiver school for students living in the new and developing communities of Sherwood. ▪ Complex Learning Classes Ranchlands School accommodates PLP (Paced Learning Program) classes. PLP classes are classes for students in Grades 4-12 who have been identified with mild or moderate cognitive (intellectual) development disabilities. <p>The long-term student accommodation plan for Ranchlands School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that the school will operate at or near capacity.</p>	
Facility Description	
<p>The permanent 2-storey building was constructed in 1980. Eight relocatables (4 two-storey blocks) were included as part of the original construction.</p> <p>The core building construction includes concrete footings and grade beams, load-bearing masonry perimeter and interior walls and open webbed steel joists and metal Q-deck. Boiler room is below-grade. The total area of the building is 4,285 m² consisting of 11 classrooms and 8 relocatable classrooms for instruction. Core floor area is 3,476 m² with a relocatable area of 809 m².</p> <p>In 2013, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations that would need to be addressed as the building passes its 35 year:</p> <ul style="list-style-type: none"> ▪ Exterior: requires upgrades (envelope restoration, repoint mortar joints, replace metal siding, joint sealer, windows, doors, gutters & downspouts, skylights.) ▪ Interior: requires upgrading (replace folding partitions, flooring, acoustic panels, ceiling tiles, elevator and lift, white/tack boards, toilet partitions, paint walls, fire stop penetrations through walls, millwork , window coverings) ▪ Mechanical: requires upgrades (replace fixtures, valves, DHW Heater, boilers, chimney, condensing and air distribution units, HW distribution unit, exhaust fans, finned tube radiation units, upgrade BAS controls) ▪ Electrical: systems require upgrading (replace light fixtures, emergency/fire and security systems, switch and panel boards, motor controls, speaker system). 	

6.0	2019-2022 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-9 Ranchlands School	
Modernization	
<p>The modernization will improve functionality, security, safety and will upgrade building infrastructure. The modernization includes upgrades of mechanical and electrical systems and envelope upgrades (windows, doors and walls). All worn finishes (flooring, ceilings, and paint) and worn fixtures will be replaced. Washroom upgrades and millwork replacement are part of the work.</p> <p>Instructional space upgrades are part of the modernization including a library to Learning Commons conversion. This modernization will address acoustic, barrier-free accessibility issues, code issues, all gender washrooms and security concerns.</p> <p>The total project cost is estimated to be \$11,969,000.</p>	

6.0	2019-2022 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-10 Queen Elizabeth School	
Current and Future Student Accommodation Plan	
<p>Queen Elizabeth School is located in north central Calgary in the community of West Hillhurst, which is an established community in the Centre planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program Queen Elizabeth School currently accommodates kindergarten to Grade 6 students living in West Hillhurst and a portion of Hillhurst. <p>The long-term student accommodation plan for Queen Elizabeth School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that the school will operate at or near capacity.</p>	
Facility Description	
<p>The two-storey brick veneer building with partial basement was constructed in 1957. Structurally the building consists of poured concrete foundation walls, footings and slabs-on-grade, the crawl space & basement walls consist of masonry block or concrete assembly. The second floor has a poured concrete floor supported by masonry block walls, concrete columns and steel columns. Structural reinforced concrete block walls support the roof assembly. Open web steel joists support wood decking over second floor classrooms and gymnasium. The total area of the building is 3,197 m² consisting of 15 classrooms for instruction.</p> <p>In 2009, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition, except the electrical systems that are in marginal condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> ▪ Exterior: requires upgrades (replace metal siding, reseal all joints, seal exposed concrete, replace wood windows and shading devices, skylights, partial roof replacement, pave parking lot,) ▪ Interior: requires upgrading (refinish wood doors, replace toilet partitions, worn stair surfaces, handrails, wall panelling and tile, flooring, acoustic panelling, and ceiling tiles, millwork, window coverings, elevator) ▪ Mechanical: requires upgrades (replace fixtures, valves, steam boilers and entire steam distribution system, chimney, exhaust fans, gym HVAC unit, controls system) ▪ Electrical: systems require upgrading (light fixtures and switches, panel boards, motor controls, branch wiring, emergency lighting, fire alarm and security system, speaker system). 	

6.0	2019-2022 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-10 Queen Elizabeth School	
Modernization	
<p>The modernization will improve functionality, security, safety and will upgrade building infrastructure. The modernization includes upgrades of mechanical and electrical systems upgrade and envelope upgrades (windows, doors and walls). All worn finishes (flooring, ceilings, and paint) and worn fixtures will be replaced. Washroom upgrades and millwork replacement are part of the work.</p> <p>Instructional space upgrades are part of the modernization including a library to Learning Commons conversion. This modernization will address acoustic, barrier-free accessibility issues including an elevator, all gender washroom and security concerns and code upgrades (including a sprinkler system).</p> <p>The total project cost is estimated to be \$8,900,000.</p>	

Capacity and Utilization

Table 1: Capacity by Residence for K-GR9 (%)

K-GR9 Students by Residence 2018-2019			
Planning Sector	Elementary/Junior High Students	Elementary/Junior High Capacity	% Utilization
Centre	9,199	14,604	63.0%
East	4,219	6,047	69.8%
North	13,836	10,522	131.5%
NorthEast	16,929	18,635	90.8%
NorthWest	13,918	18,772	74.1%
South	16,018	24,391	65.7%
SouthEast	10,574	9,144	115.6%
West	9,007	11,462	78.6%
Total	93,700	113,577	82.5%

Notes:

- Student numbers are based on ArcView data as at September 30, 2018 (K@FTE to Grade 9)
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)
- Under-utilized and over-utilized are shown on **Map 7**

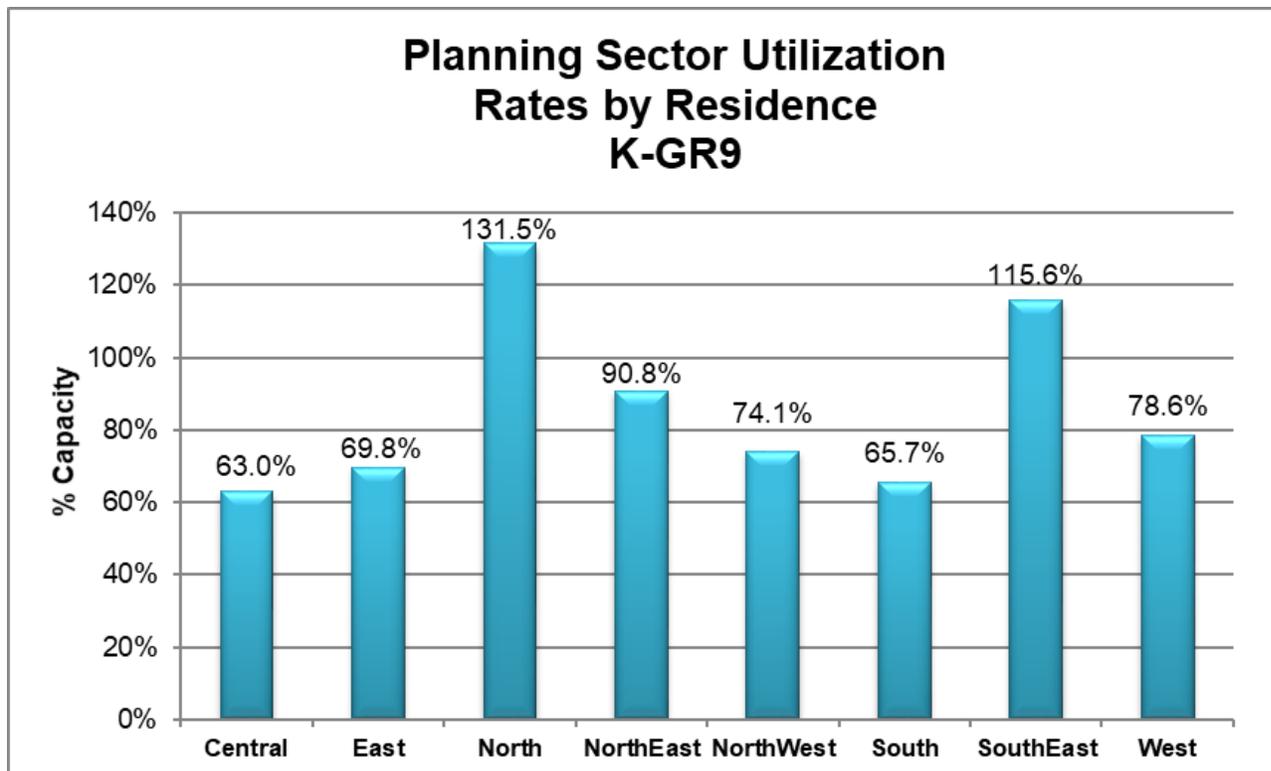


Table 2: Capacity by Residence for Senior High (%)

Senior High (GR10-12) Students by Residence 2018-2019			
Planning Sector	Senior High Students	Senior High Capacity	% Utilization
Centre	2,927	9,323	31.4%
East	1,484	2,609	56.9%
North	4,248	1,503	282.6%
NorthEast	5,381	3,527	152.6%
NorthWest	5,181	5,272	98.3%
South	5,790	8,014	72.2%
SouthEast	3,064	1,680	182.4%
West	3,218	3,727	86.3%
Total	31,293	35,655	87.8%

Notes:

- Student numbers are based on ArcView data as at September 30, 2018
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)
- Under-utilized and over-utilized are shown on **Map 8**

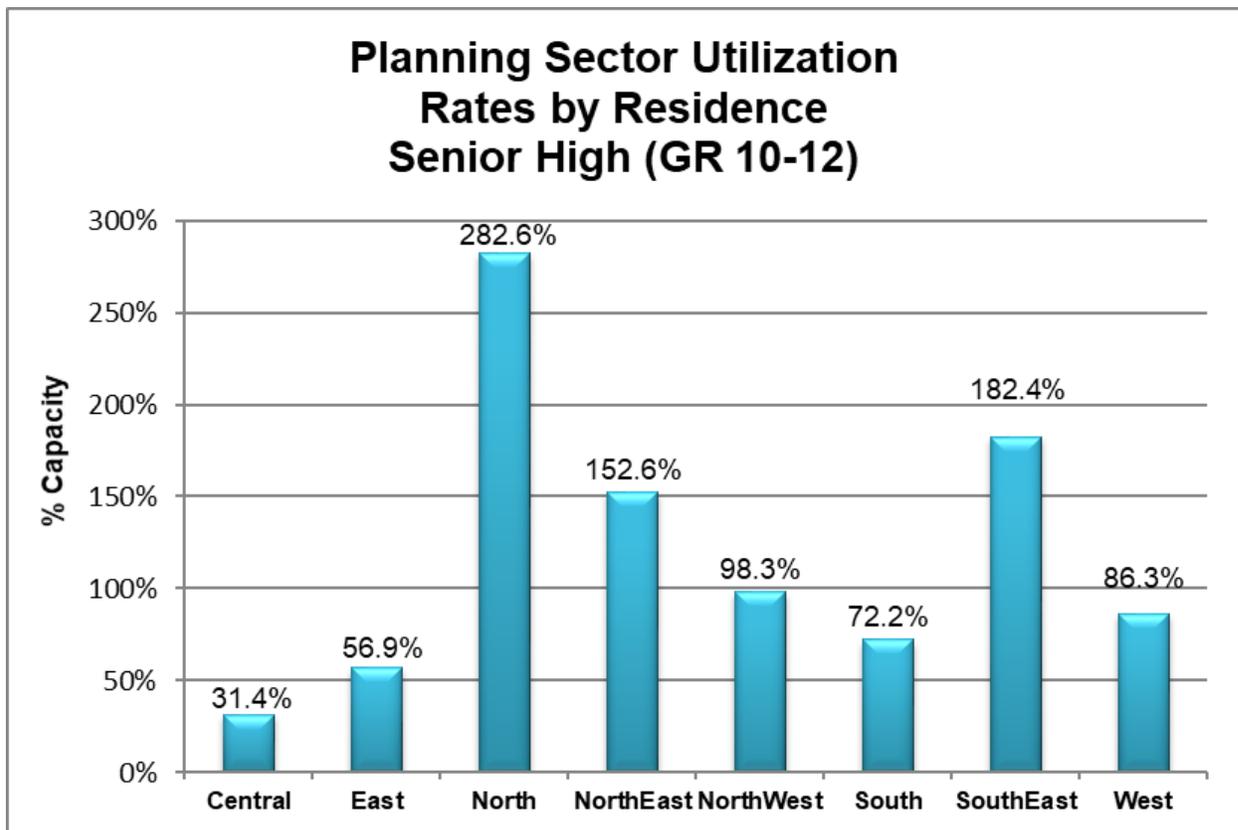


Table 3: Capacity by Enrolment for K-GR9 (%)

K-GR9 Students by Enrolment 2018-2019			
Planning Sector	Elementary/Junior High Students	Elementary/Junior High Capacity	% Utilization
Centre	12,424	14,604	85.1%
East	4,336	6,047	71.7%
North	9,466	10,522	90.0%
NorthEast	16,066	18,635	86.2%
NorthWest	16,067	18,772	85.6%
South	18,735	24,391	76.8%
SouthEast	7,993	9,144	87.4%
West	8,856	11,462	77.3%
Total	93,943	113,577	82.7%

Notes:

- Student numbers are based on ArcView data as at September 30, 2018 (K@FTE to Grade 9)
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)

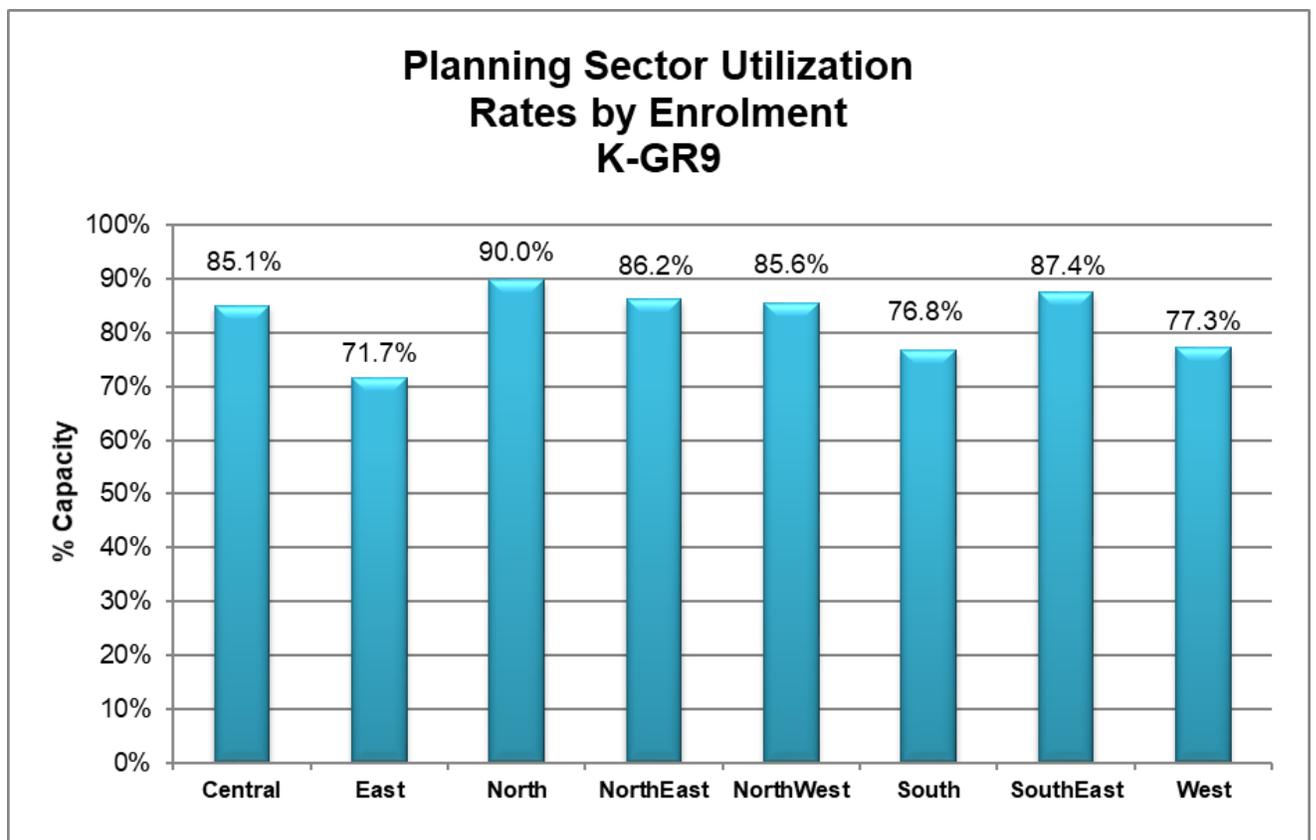
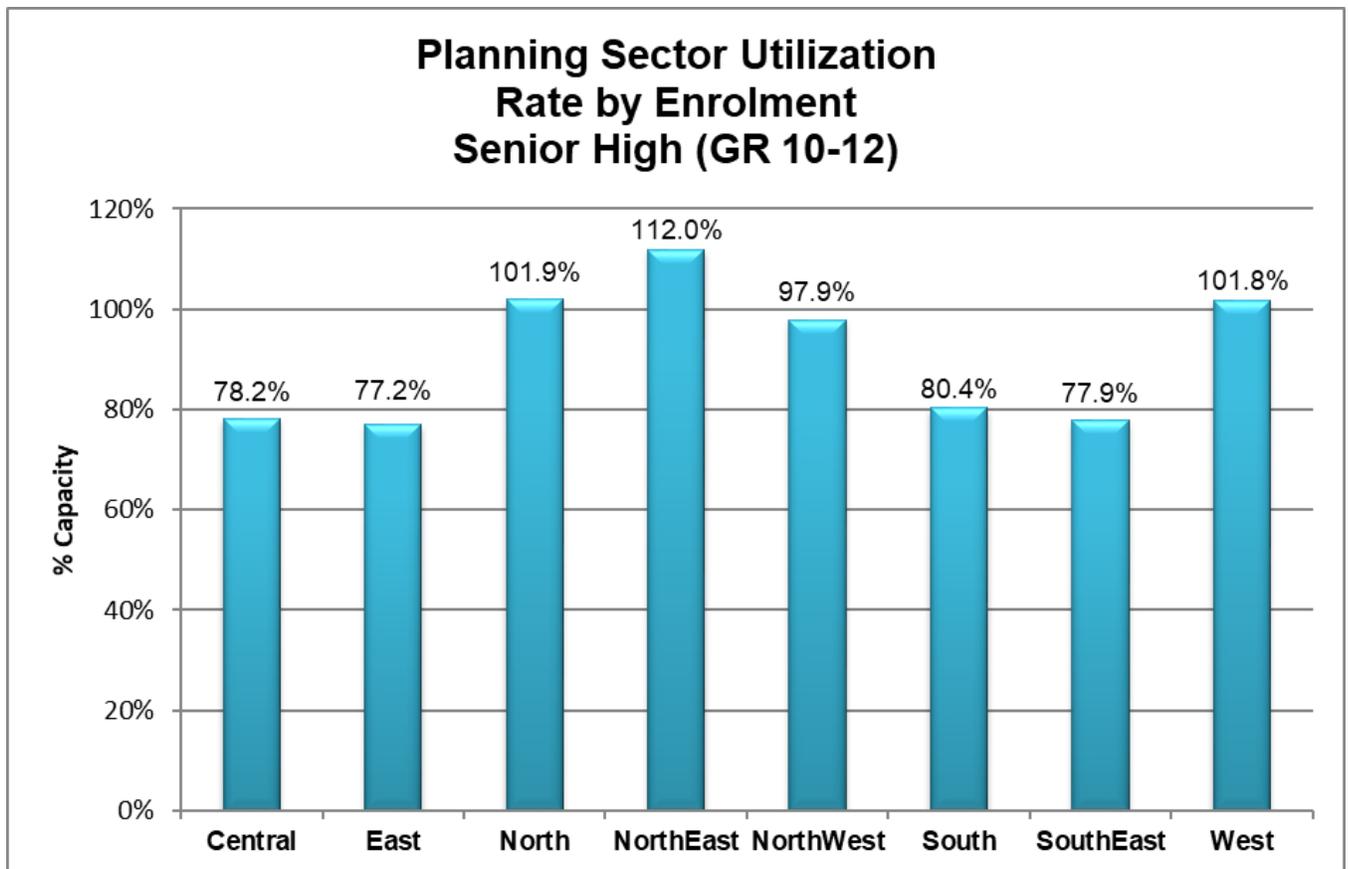


Table 4: Capacity by Enrolment for Senior High (%)

Senior High (GR10-12) Students by Enrolment 2018-2019			
Planning Sector	Senior High Students	Senior High Capacity	% Utilization
Centre	7,288	9,323	78.2%
East	2,013	2,609	77.2%
North	1,532	1,503	101.9%
NorthEast	3,949	3,527	112.0%
NorthWest	5,159	5,272	97.9%
South	6,441	8,014	80.4%
SouthEast	1,308	1,680	77.9%
West	3,795	3,727	101.8%
Total	31,485	35,655	88.3%

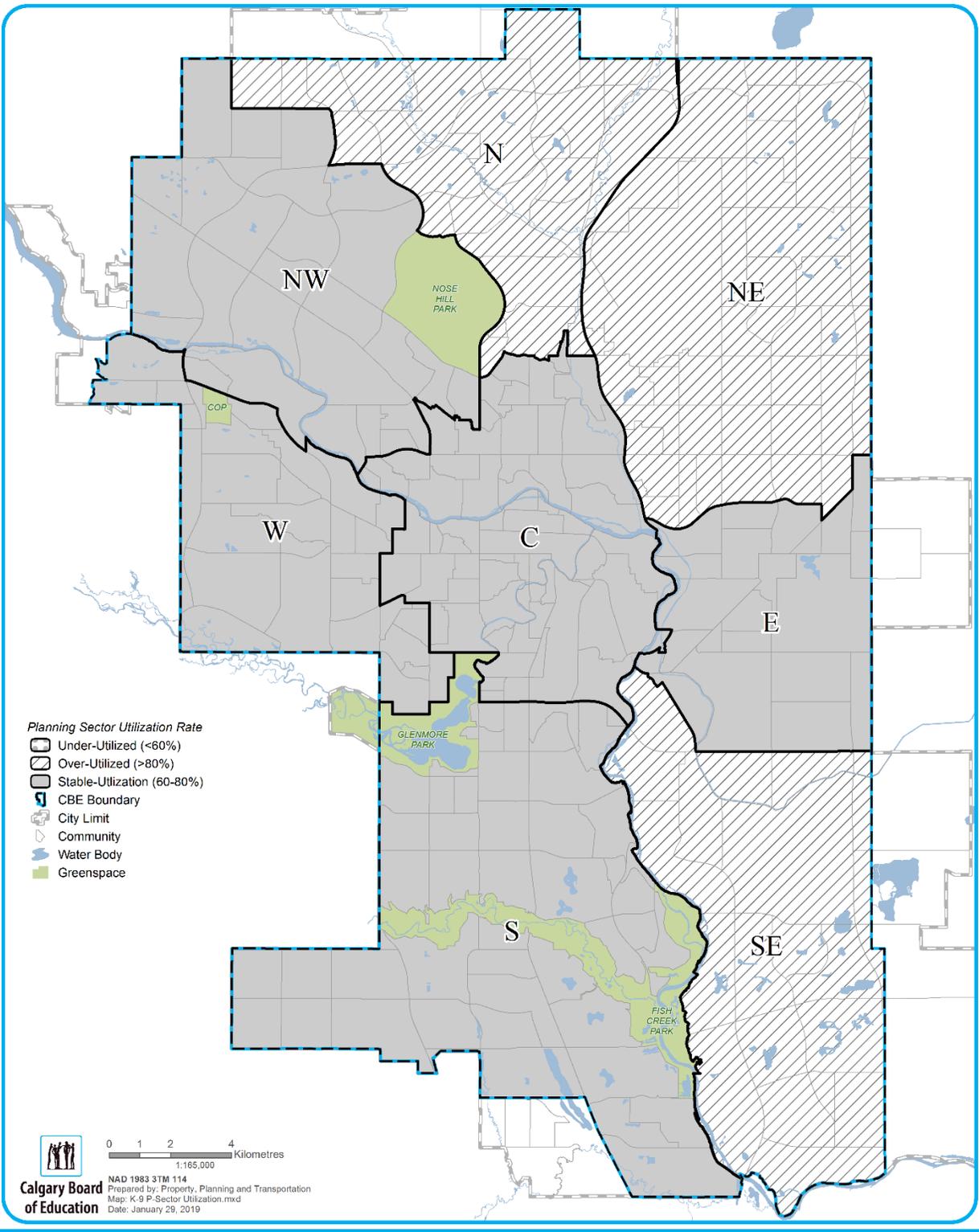
Notes:

- Student numbers are based on ArcView data as at September 30, 2018
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)



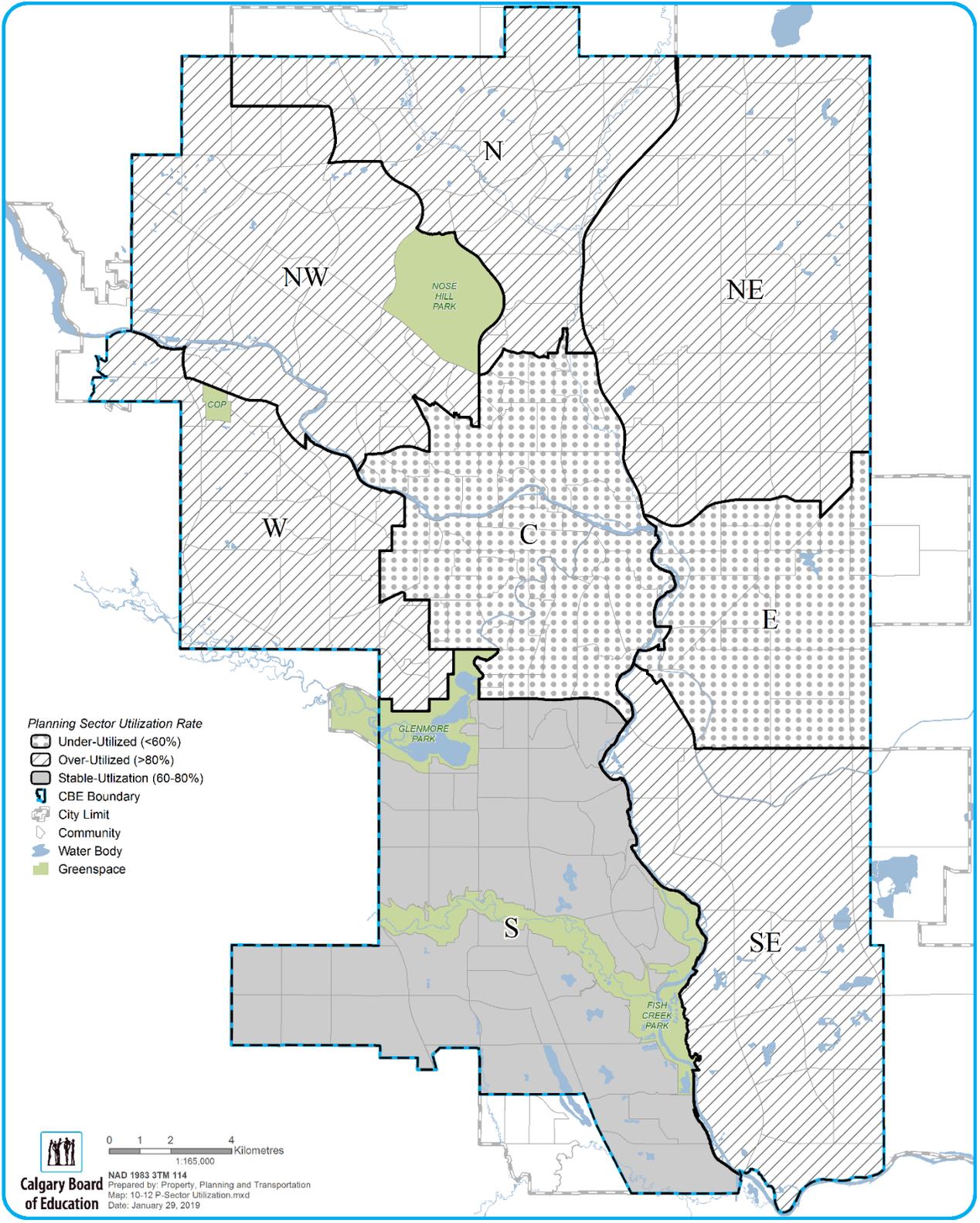
Map 7

Planning Sector Utilization by Residence Kindergarten to Grade 9



Map 8

Planning Sector Utilization by Residence Grades 10 to 12



APPENDIX II

Modernization Information

Rank	Modernization	Points	Planning Sector	Grade
1	John G. Diefenbaker High School	78	North	10-12
2	Nickle School	59	South	5-9
3	Ernest Morrow School	53	East	6-9
4	A.E. Cross School	51	West	7-9
5	Janet Johnstone School	46	South	K-4
6	Annie Foote School	40	Northeast	K-6
7	Cedarbrae School	47	South	K-6
8	Altadore School	43	Centre	K-6
9	Ranchlands School	44	Northwest	K-6
10	Queen Elizabeth School	38	Centre	K-6

**Major Modernization Ranking Points
2020-2023 Capital Submission**

School	Programming Requirements	5 Year Projected Enrolment	Quality of Site to Serve Students	Ability to Upgrade	Facility Maintenance Based on RECAPP adjusted for time	Total Points
John G. Diefenbaker High School	35	10	4	9	20	78
Nickle School	10	10	7	12	20	59
Ernest Morrow School	10	10	3	10	20	53
A.E. Cross School	10	6	6	9	20	51
Janet Johnstone School	-	10	4	12	20	46
Annie Foote School	-	10	4	11	15	40
Cedarbrae School	-	10	4	13	20	47
Altadore School	-	10	4	9	20	43
Ranchlands School	-	10	3	11	20	44
Queen Elizabeth School	-	10	6	7	15	38

MAJOR MODERNIZATION RANKING CRITERIA

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

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

Community Ranking for New Schools

Rank	Community	Points	Planning Sector	Grade
1	Auburn Bay Elementary ⁽²⁾	1757	SE	K-4
2	Evanston Elementary ⁽²⁾	1716	N	K-4
3	Evanston Middle	1548	N	5-9
4	Sage Hill Elementary	1239	N	K-4
5	Sherwood/Nolan Hill Middle	1089	N	5-9
6	Nolan Hill Elementary	1066	N	K-4
7	Kincora Elementary	968	N	K-4
8	Cougar Ridge Elementary	926	W	K-4
9	Signal Hill Middle	903	W	5-9
10	Country Hills/Harvest Hills Elementary**	885	N	K-4
11	Walden Elementary	865	S	K-4
12	Redstone Elementary	801	NE	K-4
13	Aspen Woods Middle	760	W	5-9
14	Sherwood Elementary	732	N	K-4
15	Cityscape/Redstone Middle	672	NE	5-9
16	Valley Ridge/Crestmont Elementary	625	W	K-4
17	Country Hills/Harvest Hills Middle**	588	N	K-4
18	Legacy Middle	325	S	5-9
19	Livingston Elementary	127	N	K-4

- Notes:
- ⁽²⁾ Indicates second K-4 school
 - ** Combined Country Hills/Harvest Hills into K-9 grade configuration
(Communities under consideration for a K-GR9 school are assessed through both the K-GR4 and GR5-9 point assessment process. The priority order is determined by the highest number of points in either of these two categories not by the combined number of points)
 - Only communities where their school site is ready for building construction have been included in the ranking analysis.
 - Projects that have received Design funding are not be assessed through the points ranking criteria and will be retained at the top of the next year's list.

K-GR4 Statistics 2020-2023 Capital Submission

Community	Community Growth Profile (statistics)				Busing and Travel Time (statistics)			Existing K-GR4 School Awarded in Phases or Design Only School Approved
	2018 Total Pre-school Census	Elementary (K-GR4) Enrolment	Projected Population Growth by Sector (%)	Ratio of K-GR4 CBE Enrolment to # of Housing Units in Community (%)	Median Travel Time (minutes)	Direct Distance Travelled (km's)	More than one Bus Receiver within two school years	
North Planning Sector								
Country Hills / Harvest Hills	543	282	25	8	17	6	yes	no
*Evanston ⁽²⁾	*1310	*286	25	17	nbr	nbr	no	no
Kincora	518	330	25	16	14	6	no	no
Livingston	0	17	25	7	38	12	yes	no
Nolan Hill	667	269	25	13	20	9	yes	no
Sage Hill	822	287	25	11	23	9	yes	no
Sherwood	411	191	25	10	20	8	yes	no
Northeast Planning Sector								
Redstone	450	191	23	15	32	14	yes	no
South Planning Sector								
Walden	527	218	18	11	24	5	yes	no
Southeast Planning Sector								
*Auburn Bay ⁽²⁾	*1316	*321	27	16	nbr	nbr	yes	no
West Planning Sector								
Cougar Ridge	579	307	5	14	7	2	no	no
Valley Ridge / Crestmont	386	199	5	9	21	6	no	no

- Notes:
1. Pre-school Census is the "Total" number of pre-school children 2013-2017. (Statistics from the City of Calgary "Pre-School Children 2018").
 2. School ⁽²⁾ = the community has a new school constructed or approved and can support a second K-GR4 school.
 3. Housing Units information from The City of Calgary "2018 Civic Census".
 4. Median Travel Time – "nbr" no bus receiver for that community.
 5. More than one bus receiver school required for established grade configuration within two school years.
(examples include, but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9)
(Busing and Travel Time information as per Transportation Services)
 6. Only communities where their school site is ready for building construction have been included in the ranking analysis.

* **Evanston⁽²⁾** – deducted 589 (current provincial capacity) from pre-school (1899-589=1310) total & K-GR4 (875-589=286) total, as it would be their second elementary.
Auburn Bay⁽²⁾ – deducted 604 (current provincial capacity) from pre-school (1920-604=1316) total & K-GR4 (925-604=321) total, as it would be their second elementary.

K-GR4 Ranking Points 2020-2023 Capital Submission

Community	Community Growth Profile (points)			Busing and Travel Time (points)			
	2018 Total Pre-school Census	Elementary (K-GR4) Enrolment	Projected Population Growth / K-GR4 Enrolment to Housing Units	Median Travel Time / Direct Distance Travelled	More than one Bus Receiver within two school years	Existing K-GR4 School Awarded in Phases or Design Only School Approved	Total Points
North Planning Sector							
Country Hills/Harvest Hills	543	282	50	10	0	0	885
Evanston ⁽²⁾	1310	286	70	0	50	0	1716
Kincora	518	330	70	0	0	0	918
Livingston	0	17	50	60	0	0	127
Nolan Hill	667	269	60	20	50	0	1066
Sage Hill	822	287	60	20	50	0	1239
Sherwood	411	191	60	20	50	0	732
Northeast Planning Sector							
Redstone	450	191	60	50	50	0	801
South Planning Sector							
Walden	527	218	50	20	50	0	865
Southeast Planning Sector							
Auburn Bay ⁽²⁾	1316	321	70	0	50	0	1757
West Planning Sector							
Cougar Ridge	579	307	40	0	0	0	926
Valley Ridge/Crestmont	386	199	30	0	0	0	615

- Notes:
- 0 points in Community Growth Profile = 0 points in Busing and Travel Time.
 - Pre-school Census includes "Total" number of pre-school children 2013-2017. (Statistics from the City of Calgary "Pre-School Children 2018").
 - Communities that have a new school constructed or approved and can only support one K-GR4 school are not ranked.
 - School ⁽²⁾ = the community has a new school constructed or approved and can support a second K-GR4 school. For communities that already have an elementary school, their current provincial capacity is deducted from their Pre-School and K-GR4 enrolments.
 - Bus Receivers – More than one bus receiver school required for established grade configuration within two school years (examples include, but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9).
 - Only communities where their school site is ready for building construction have been included in the ranking analysis.

Middle/Junior (Grades 5-9) Statistics 2020-2023 Capital Submission

	Community Growth Profile (statistics)				Busing and Travel Time (statistics)			Accommodation Plan	
	Elementary (K-GR4) Enrolment	Middle (GR 5-9) Enrolment	Projected Population Growth by Sector (%)	Ratio of GR5-9 CBE Enrolment to # of Housing Units in Community (%)	Median Travel Time (minutes)	Direct Distance Travelled (km's)	More than one Bus Receiver within two school years	Existing K-GR4 or Design Only School Approved or in Existence	Greater Than Two Transition Points
North Planning Sector									
Country Hills/ Harvest Hills	282	256	25	7	14	8	no	no	no
Evanston	875	533	25	10	19	15	no	yes	no
Sage Hill	287	203	25	8	27	12	no	no	no
Sherwood/Nolan Hill	460	499	25	13	22	8	no	no	no
Northeast Planning Sector									
Cityscape/Redstone	325	227	23	12	44	14	no	no	no
South Planning Sector									
Legacy	153	102	18	5	23	13	no	no	no
Silverado	300	185	18	8	21	12	no	yes	no
Southeast Planning Sector									
**Auburn Bay	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
West Planning Sector									
Aspen Woods	369	301	5	10	13	4	no	yes	no
Signal Hill	415	388	5	7	22	4	no	yes	no

- Notes:
1. Housing information from The City of Calgary "2018 Civic Census".
 2. Bus Receivers – More than one bus receiver school required for established grade configuration within two years. (examples include, but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9).
 3. Only communities where their school site is ready for building construction have been included in the ranking analysis.

** Received Design Funding in 2018 and therefore is not be assessed through the points ranking criteria and will be retained at the top of the next year's list.

Middle/Junior (Grades 5-9) Ranking Points 2020-2023 Capital Submission

Community	Community Growth Profile (points)			Busing and Travel Time (points)		Accommodation Plan (points)		Total Points
	Elementary (K-GR4) Enrolment	Middle (GR 5-9) Enrolment	Projected Population Growth / GR5-9 Enrolment to Housing Units	Median Travel Time / Direct Distance Travelled	Greater than one Bus Receiver within two school years	Existing K-GR4 or Design Only School Approved or in Existence	Greater Than Two Transition Points	
North Planning Sector								
Country Hills/ Harvest Hills	282	256	50	0	0	0	0	588
Evanston	875	533	60	30	0	50	0	1548
Sage Hill	287	203	50	40	0	0	0	580
Sherwood/Nolan Hill	460	499	60	20	0	0	0	1039
Northeast Planning Sector								
Cityscape/Redstone	325	227	50	70	0	0	0	672
South Planning Sector								
Legacy	153	102	40	30	0	0	0	325
Silverado	300	185	40	30	0	50	0	605
Southeast Planning Sector								
Auburn Bay**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
West Planning Sector								
Aspen Woods	369	301	40	0	0	50	0	760
Signal Hill	415	388	30	20	0	50	0	903

- Notes: 1. 0 points in Community Growth Profile = 0 points in Busing and Travel Time.
2. Bus Receivers – More than one bus receiver school required for established grade configuration within two school years. (examples include, but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9).
5. Only communities where their school site is ready for building construction have been included in the ranking analysis.

** Received Design Funding in 2018 and therefore is not be assessed through the points ranking criteria and will be retained at the top of the next year's list.

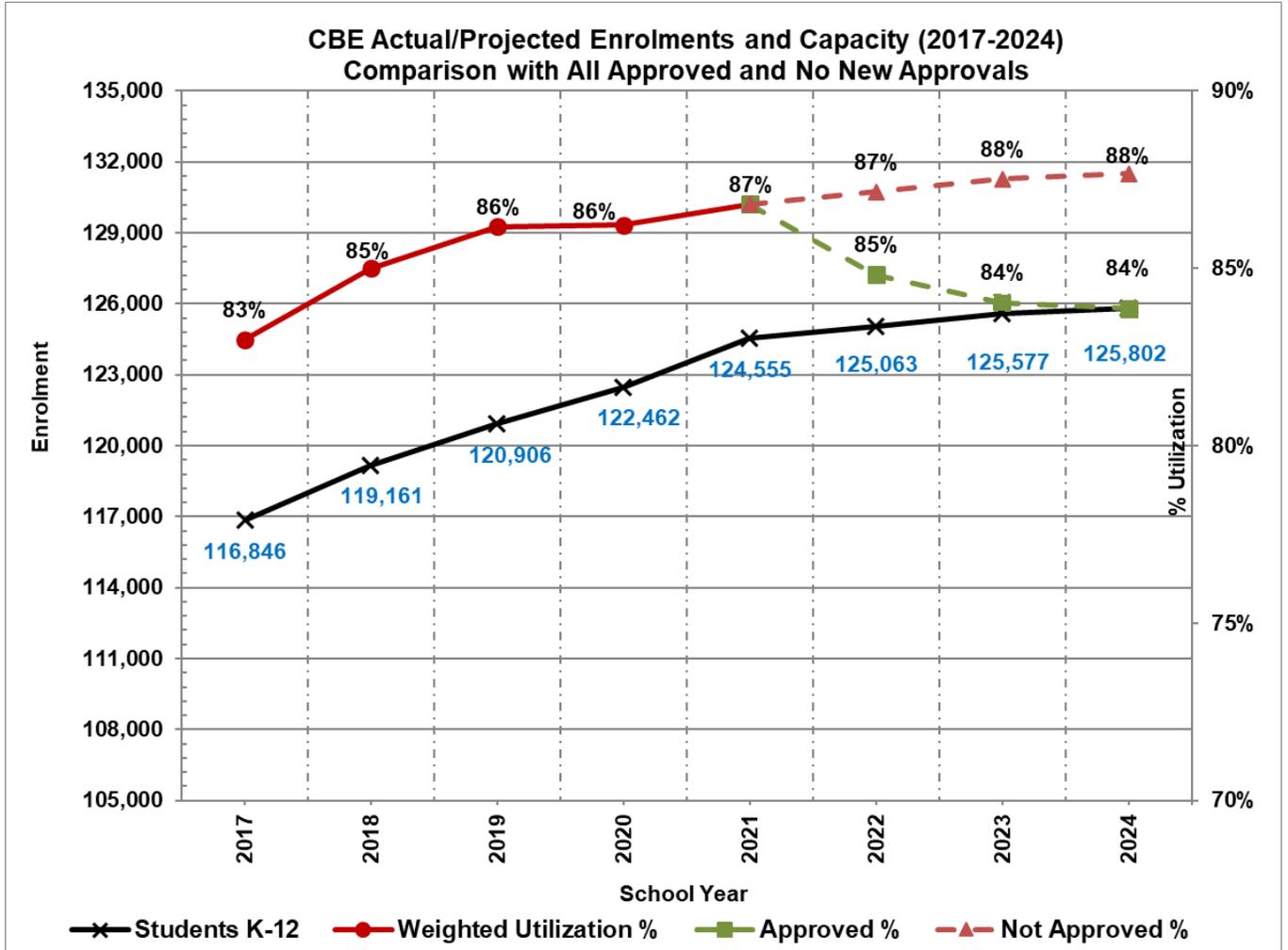
CBE Point Assignments

Kindergarten - Grade 4						
Pre-school Census (Age 1-5)						
Pre-school Census (Age 1-5)*					Actual Value	
<i>* Prepared by the City of Calgary annually</i>						
Current K-GR4 Enrolment						
Current K-GR4 Enrolment - September 30, 2017 enrolment					Actual Value	
Projected Population / Ratio of Enrolment to Housing Units						
Ratio of K-GR4 Enrolment to # of Housing Units in Community (%) (September 30th of each year)						
	≤4%	5 to 9%	10 to 14%	15 to 19%	20 to 24%	≥25 %
Projected 5 Year Sector Population Growth (%)**						
Less than 5%	10 points	20 points	30 points	40 points	50 points	60 points
5 to 14%	20 points	30 points	40 points	50 points	60 points	70 points
15 to 24%	30 points	40 points	50 points	60 points	70 points	80 points
Greater than 25 %	40 points	50 points	60 points	70 points	80 points	90 points
<i>** Based on City of Calgary Suburban Residential Growth (Prepared Annually)</i>						
Median Travel Time / Distance Travelled						
Distance Travelled (km's)*						
	≤9	10 to 14	15 to 19	20 to 24	≥25	
Median Travel Time						
15-19 minutes	10 points	20 points	30 points	40 points	50 points	
20-24 minutes	20 points	30 points	40 points	50 points	60 points	
25-29 minutes	30 points	40 points	50 points	60 points	70 points	
30-34 minutes	40 points	50 points	60 points	70 points	80 points	
35-39 minutes	50 points	60 points	70 points	80 points	90 points	
≥40 minutes	60 points	70 points	80 points	90 points	100 points	
<i>* Distance travelled calculated using ARCGIS to determine "centre" of the community to bus receiver school</i>						
Other Considerations:						
Bus Receiver - Elementary						
More than one bus receiver school required for established grade configuration within two school years (examples include but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9)					50 points	
Existing K-GR4 School or Design Only School approved or in existence					50 points	
Notes:						
1. If a community already has a school or a design only school, the capacity of the school will be subtracted from the number of students enrolled in the CBE.						
2. When there is a design only school in a community, an exception to the standard ranking methodology will be made.						

CBE Point Assignments

Middle (Grade 5-9)						
K-GR4 Enrolment						
Current K-GR4 Enrolment - September 30, 2017 enrolment					Actual Value	
GR5-9 Enrolment						
Current GR5-9 Enrolment - September 30, 2017 enrolment					Actual Value	
Projected Population / Ratio of Enrolment to Housing Units						
Ratio of GR5-9 Enrolment to # of Housing Units in Community (%) (September 30th of each year)						
	≤4%	5 to 9%	10 to 14%	15 to 19%	20 to 24%	≥25 %
Projected 5 Year Sector Population Growth (%)*						
Less than 5%	10 points	20 points	30 points	40 points	50 points	60 points
5 to 14%	20 points	30 points	40 points	50 points	60 points	70 points
15 to 24%	30 points	40 points	50 points	60 points	70 points	80 points
Greater than 25 %	40 points	50 points	60 points	70 points	80 points	90 points
* Based on City of Calgary Suburban Residential Growth (Prepared Annually)						
Median Travel Time / Distance Travelled						
Distance Travelled (km's)**						
	≤9	10 to 14	15 to 19	20 to 24	≥25	
Median Travel Time						
15-19 minutes	10 points	20 points	30 points	40 points	50 points	
20-24 minutes	20 points	30 points	40 points	50 points	60 points	
25-29 minutes	30 points	40 points	50 points	60 points	70 points	
30-34 minutes	40 points	50 points	60 points	70 points	80 points	
35-39 minutes	50 points	60 points	70 points	80 points	90 points	
≥40 minutes	60 points	70 points	80 points	90 points	100 points	
** Distance travelled calculated using GIS to determine "centre" of the community to bus receiver school						
Other Considerations:						
Bus Receiver More than one bus receiver school required for established grade configuration within two years (examples include but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9)					50 points	
Existing K-GR4 School or Design Only School approved or in existence					50 points	
Greater than 2 Transition Points (K-GR9)					50 points	
Notes:						
1. If a community already has a school or a design only school, the capacity of the school will be subtracted from the number of students enrolled in the CBE.						
2. When there is a design only school in a community, an exception to the standard ranking methodology will be made.						

CBE System Utilization



CBE Definitions

Additions/Expansions:	Changes the gross area of building
CTS:	Career and Technology Studies
Modernization:	Supports modernization of a building
Provincial Net Capacity:	Determined by dividing the total instructional area by an area per student grid based on their grade configuration (as per Alberta Education/Alberta Infrastructure’s School Capital Manual), plus CTS, gym and library space.
RECAPP:	Renewal Capital Asset Planning Process
VFA:	The name of the software used by Alberta Infrastructure for facility assessments
School Community	Attendance Area Boundary

CBE Formulas

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

Alberta Education/Alberta Infrastructure School Capital Manual Definitions

Area Capacity and Utilization Report	A report from Infrastructure that provides total capacity and utilization rates for a jurisdiction and its school facilities.
Barrier-Free	The <i>Alberta Building Code</i> defines the requirements to ensure that a school facility can accommodate people with special needs.
Capacity	The capacity of a new school and the method by which it is established as approved by Alberta Infrastructure. Records of capacity for all Alberta schools are maintained by Infrastructure and reflect the capacity established at the time of construction, minus any exclusions or exemptions subsequently approved by Infrastructure.
Capital Funding	Funding provided to school jurisdictions for school building projects in accordance with Alberta Education’s approved budget schedule.
Code Requirements	The minimum requirements for construction defined by the <i>Alberta Building Code</i> and those standards referenced in the <i>Code</i> .
Core School	A school building that is constructed with a permanent core and can be expanded or contracted by the addition or removal of modular classrooms.
Facilities Plan	A general or broad plan for facilities and facility development within a school jurisdiction.

Facility Evaluation	Assessment of facility characteristics, which includes site, architectural and engineering components, maintenance planning, safety, space adequacy and environment protection, to determine the ability of the building to accommodate current and future needs.
Full-time Equivalent Occupancy	Is used as a measurement of space utilization. Enrolment is calculated on the number of student spaces occupied throughout the school day. Part time student use is expressed in terms of full-time equivalent students (FTEs).
Furniture & Equipment	Includes basic furnishings such as desks, seating, storage cabinets, tables and fixtures that are normally provided under a contract separate from the general construction contract.
Infrastructure Maintenance and Renewal (IMR) program	Provides funding to (a) replace building and site components which have failed and pose health and safety problems for students and staff, (b) extend the useful life of school facilities and sites and (c) maintain the quality of the school environment.
Instructional Area	Those areas of a school building that are designated for purposes of instruction, examinations and other student activities where direct or indirect student-teacher interaction is maintained or scheduled. Also included are storage areas considered directly related to various instructional areas (i.e. gym storage, drama storage and science preparation areas).
Inventory of Space	A listing of a school jurisdiction's owned or leased facilities, which include facility area and usage.
Life Cycle Costing	Process that examines all costs associated with a facility project for the extent of its lifetime.
Modernization Project	The restoration of an entire or a portion of a school facility to improve its functional adequacy and suitability for present and future educational programs.
Modular Classroom	Prototypical portable classroom units built at a central location and transported to schools across Alberta. These units are based on specifications that ensure significantly improved heating and ventilation, soundproofing, resistance to mould, cost of serviceability and several other factors that differentiate them from the older portables that are also part of schools across the province.
New Capacity	In the event that a new construction project adjusts the capacity rating, a new capacity will be incorporated to reconcile the school jurisdiction's total capacity one year after the date of Ministerial approval of the tender or alternate to tender scheme of construction.
Right-Sizing	Reduction in capacity of an existing school to provide a more efficient use of the facility due to declining enrolments.
School Building Project	Means (i) the purchase, erection, relocation, renovation, furnishing or quipping of, (ii) making of structural changes in, (iii) the addition to or extension of a school building, or (iv) the building of access roads or site preparation for a school building.

Site Development

Provision of utility services, access, location of buildings, playfields and landscaping.

Utilization Ratio

The ratio determined by dividing a jurisdiction's total FTE student enrolment by its net capacity.

**operational
expectations
monitoring report**

OE-7: Communication With and Support for the Board

BOARD OF TRUSTEES ACTION

Monitoring report for the school year 2017-2018

Report Date

March, 5, 2019

Resubmitted

March 12, 2019

With respect to OE-7: Communication With and Support for the Board, the Board of Trustees:

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

operational
expectations
monitoring report

OE-7: Communication With and Support for the Board

Monitoring report for the
school year 2017-2018

Report date:
March 5, 2019

CHIEF SUPERINTENDENT CERTIFICATION

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

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



Signed: _____
Christopher Usih, Chief Superintendent

Date: February 26, 2019

BOARD OF TRUSTEES ACTION

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

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

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____

OE-7: Communication With and Support for the Board

Executive Summary

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

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

The Chief Superintendent's reasonable interpretation for OE 7: Communication With and Support for the Board (formerly OE 8) was approved on May 15, 2012 and revised on October 10, 2017. The Board of Trustees last monitored OE 7 on March 6, 2018. This report includes data available from the 2017-2018 school year and contains evidence to support the following findings:

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

OE-7: Communication With and Support for the Board

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

Board-approved Interpretation |

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

The Chief Superintendent shall:

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

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

The Chief Superintendent interprets:

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



OE-7: Communication With and Support for the Board

- baseline and Board approved targets and
- evidence of reasonable progress.

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

Board-approved Indicators and Evidence of Compliance |

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

Evidence statement

Between September 12, 2017 and June 26, 2018, administration presented seventeen monitoring reports to the Board of Trustees. These reports were presented at the Board of Trustee’s meetings according to the annual work plan.

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

Evidence statement

All seventeen annual monitoring reports presented to the Board of Trustees between September 12, 2017 and June 26, 2018 contained all the required elements. All Operational Expectations monitoring reports contained Board approved reasonable interpretations and evidence of compliance. All Results monitoring reports contained Board approved reasonable interpretations, baselines, targets, and evidence of reasonable progress.

OE-7: Communication With and Support for the Board

Evidence demonstrates all indicators in sub section 1 are in compliance.

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

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

The Chief Superintendent interprets:

- *timely* to mean promptly once administration becomes aware of and has validated information.
- *trends* to mean how internal and external data or factors move over time.
- *facts and other information* to mean qualitative and quantitative data.
- *accommodation planning* to mean the strategic process utilized to identify issues and responses related to providing learning spaces for CBE students.
- *significant modifications of any instructional program* to mean the removal, cancellation, introduction or extension of:
 - any prescribed programs of study in the regular education program or in alternative or special education programs that would materially impact the Board's work; and
 - any entire alternative or special education program.
- *anticipated significant media coverage* to mean expectation of material enquires or events related to the organization that would be reported or commented on by professional journalists and their print, broadcast and online outlets.
- *relevant to the Board's work* to mean matters pertaining to governance as described in the governance policies.



OE-7: Communication With and Support for the Board

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

Evidence statement

Administration provided information, in a timely manner, to the Board of Trustees during the 2017-2018 school year on numerous occasions.

Trend information was provided through:

- Diploma Examinations and Provincial Achievement Test results – October
- 2017-2018 School Enrolment Report – November
- Locally Developed Authorized Courses – May

Factual and other information was provided through:

- 2018-2019 Modular Classroom Plan – October
- Financial Status of Reserves and Designated Funds – October
- Budget Assumptions Report – April
- Operating and Capital budget – May
- Three-Year Student Accommodation Plan – June
- Ten-Year System Accommodation and Facilities Strategy – June
- Construction Projects Status Reports: September 19; October 31; November 28; January 23; February 13; March 13; April 10; May 15; and June 19.

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

Evidence statement

There were 10 update reports from the Chief Superintendent to the Board of Trustees during the 2017-2018 school year. All updates were written as indicated in the posted agenda and minutes of the Board of Trustees meetings on the following dates: September 19, 2017; October 31, 2017; November 14, 2017; December 5, 2017; January 16, 2018; February 13, 2018; March 13, 2018; April 10, 2018; May 22, 2018; and June 19, 2018.



OE-7: Communication With and Support for the Board

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

Evidence statement

Administration provided a Results focus through regular presentations from individual schools for a total of 9 presentations:

- Western Canada High School – September 19, 2017
- Keeler School – November 14, 2017
- Louis Riel School – December 5, 2017
- Samuel W. Shaw School – January 23, 2018
- Grant MacEwan – February 13, 2018
- Christine Meikle School – March 13, 2018
- North Haven School – April 10, 2018
- Bridlewood School – May 22, 2018
- Alternative High School – June 19, 2018

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

- Board Development Session on Mathematics Strategy – November 7, 2017
- CBE Annual Education Results Report 2016-2017 – November 28, 2017
- Three-Year Education Plan 2017-2020 – November 28, 2017
- Board Development Session on Corporate Partnerships – February 13, 2018
- Results Policies Reasonable Interpretations – March 6, 2018
- Board Development Session on Global Learning – April 10, 2018
- Strategy Update-Literacy, Mathematics, Indigenous Education – April 10, 2018

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

Evidence statement

The Three-Year System Student Accommodation Plan was presented to the Board of Trustees June 19, 2018. This plan outlines accommodation issues related to capital projects, student designation and grade configuration changes, new alternative programs, and communication plans around student accommodation to inform our stakeholders.



OE-7: Communication With and Support for the Board

5. A Three Year System Student Accommodation Plan will be provided annually to the Board of Trustees.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The Three-Year System Student Accommodation Plan was presented to the Board of Trustees June 19, 2018.

Evidence demonstrates all indicators in sub section 2 are in compliance.

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

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

The Chief Superintendent interprets:

- *inform* to mean that the Chief Superintendent may exercise judgment to bring specific information to the attention of individual Trustees or the Board as a whole.
- *opinion* to mean judgment or assessment based on observation and experience.
- *encroached into areas of responsibility assigned to the Chief Superintendent* to mean that the Board or a Trustee has stepped into an



OE-7: Communication With and Support for the Board

operational area delegated by the Board of Trustees through its policies to the Chief Superintendent.

- *Board or its members are non-compliant* to mean the Board or a Trustee has violated the policies established by the Board of Trustees.

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

Evidence statement

During the 2017-2018 year, the Chief Superintendent provided timely information to the Board of Trustees and/or individual trustees. These communications, initiated by the Chief Superintendent, took place verbally or on a one-to-one basis.

Evidence demonstrates all indicators in sub section 3 are in compliance.

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

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

The Chief Superintendent interprets:

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



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- *anticipated* to mean expected to occur.

Board-approved Indicators and *Evidence of Compliance* |

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

Evidence statement

All monitoring reports included any exceptions to compliance in each of the twelve Operational Expectations monitoring reports and each of the four Results monitoring reports. Two Operational Expectations monitoring reports noted exception to specific policy provisions.

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

Evidence statement

During the 2017-2018 school year, there were no instances of noncompliance or lack of reasonable progress for an entire policy identified by administration.

Evidence demonstrates all indicators in sub section 4 are in compliance.



OE-7: Communication With and Support for the Board

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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



**report to
Board of Trustees**

Correspondence

Date	March 12, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trish Minor, Associate Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board

1 | Recommendation

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

- Letters dated December 13, 2018, January 29, 2019, and March 4, 2019; between the Ministers of Education, Minister of Infrastructure, and the Board of Trustees Chair regarding capital funding shortfalls for capital projects already delivered.

Attachments: Relevant Correspondence





Board of Trustees

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

December 13, 2018

www.cbe.ab.ca

Board Chair

Trina Hurdman Wards 1 & 2

Vice-Chair

Marilyn Dennis Wards 5 & 10

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Althea Adams Wards 3 & 4

Lisa Davis Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

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

Dear Minister Eggen:

RE: November 14 Meeting

On behalf of the Board of Trustees for the Calgary Board of Education (CBE), thank you for meeting with us on November 14, 2018. We appreciate your making yourself available to meet with our Board, our Chief Superintendent, David Stevenson and our Superintendent of Facilities and Environmental Services, Dany Breton to discuss issues of concern to our Board, and in particular around how the CBE needs to be reimbursed for \$38.6M in capital project costs.

Increasing Operating Costs

We appreciate your government's commitment to funding student enrolment growth as our system continues to grow by over 2,000 K-12 students per year. While this has meant an increase in year-over-year funding, it has not been sufficient to maintain service levels, as funding for growth does not address the cost of salary grid movement (approximately \$15M per year) or inflation. Even with the province fully funding the teacher salary increase in 2015, as well as providing funding to replace the loss of fee revenue and to initiate the Classroom Improvement Fund, our per-student funding is still lower than it was in 2011. The CBE has made significant cuts to non-school based service units over the past five years in order to direct as many dollars to the classroom as possible. A financial review conducted by Alberta Education released earlier this year concluded that CBE's spending is comparable to the other three metro school boards and did not contain any recommendations for further efficiencies. Underfunded and unfunded costs still must be paid and this has an impact on the resources and supports available to our students.

Complex Learning Needs Funding

The CBE has the privilege of serving the most complex and diverse student population in the province. Within the CBE complexity and diversity are:

- 21,000 students with identified special education needs (17% of our population);
- 30,000 English Language Learners (25% of our population)
- over 5,000 students who have self-identified as Indigenous

We have a responsibility to meet the learning needs of these students and we continue to do our best within our limited resources. We are experiencing significant gaps between what we receive in funding and what it costs to support these learners. Attached is the breakdown of these funding shortfalls that we presented to you, of which the most significant is the \$58M funding gap between the \$78M provided in provincial funding for students with complex learning needs and the \$136M that the CBE spends to support these students. By closing these funding gaps for our most vulnerable students, your government would significantly impact our ability to direct

much needed resources to other areas of need. You mentioned that you would be looking for input from the metro boards regarding the funding model in relation to our complex learners. We would be pleased to participate in that work with Alberta Education.

Transportation

There are many parents who are looking forward to the release of the new School Transportation Regulation. Parents with students in our alternative programs continue to express concern around how their children are being treated differently than those children attending their designated, regular program school. We also request that the transportation funding of students with complex needs be examined as the province is only providing \$9M of the \$21M needed to cover this cost. Adequately funding transportation services for these students would enable us to improve service levels for all students. Should any regulatory changes be made, we ask that the CBE be provided with sufficient time for implementation and that all changes be adequately funded.

Unfunded Capital Project Costs

Our need for new and modernized learning spaces continues. While our student enrolment is growing by approximately four elementary schools per year, we also need to maintain our current facilities. Over 50% of our schools are over 50 years old. Your government's support for the construction of 23 new schools and 4 major modernizations has helped to address this demand. As you are aware, the CBE delivered these 23 new schools and 4 modernizations in accordance with public expectations, in a timely manner, and \$10M under the grant budget of \$554M. At 2.3% of total cost, CBE project management costs easily fall within industry standards of 2-4%. Even with this success, we find ourselves in the position of having to ask for the final \$38.6M in construction costs to be paid. Since our meeting, a revised Statement of Final Cost has been provided to Alberta Infrastructure and we appreciate your commitment to meeting with Alberta Infrastructure to ensure that the funds already expended in good faith by the CBE, in accordance with all known provincial requirements, be reimbursed in the near future. We are eagerly awaiting an update from you in this regard.

Related to our new schools are unfunded commissioning costs. With these recent builds, the CBE has incurred commissioning costs of \$26.8M. This is the cost of technology, furniture and equipment necessary to meet the demands of a modern program of studies, salaries for school administration and facility operators required to get the school ready to welcome students, and air conditioning to ensure a comfortable learning environment. We have asked for provincial support in the past for these commissioning costs as currently the CBE must absorb these unfunded costs of opening new schools.

We recognize the work Alberta Education is doing around updating the K-12 curriculum, and the CBE would be pleased to support this effort and work with Alberta Education around field testing this curriculum.

We appreciate the positive working relationship we have with yourself and Alberta Education and look forward to our continued collaboration as we strive to support success for all students.

Sincerely,



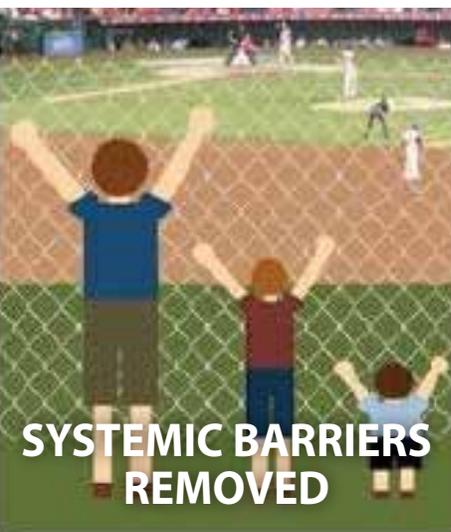
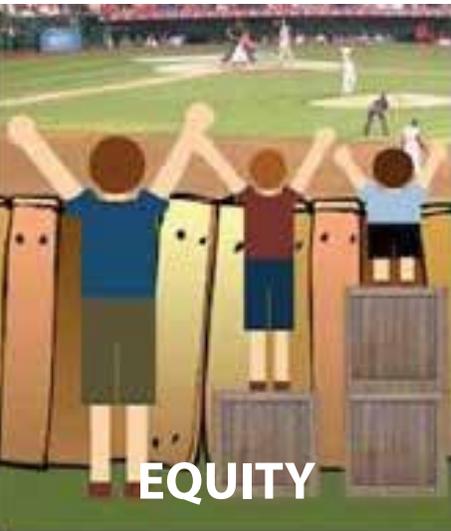
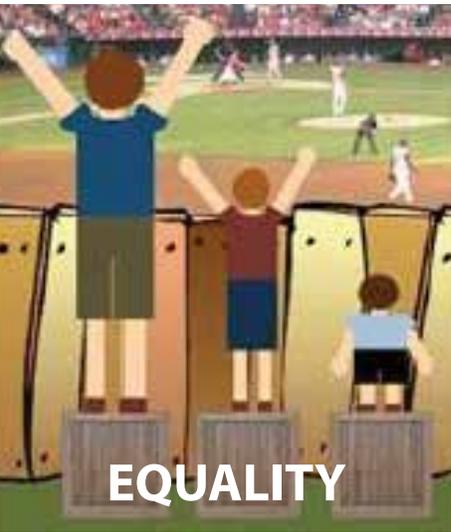
Trina Hurdman
Chair, Board of Trustees

cc: David Stevenson, Chief Superintendent
Dany Breton, Superintendent, Facilities and Environmental Services

Attachment



Adequate Supports for Students



All CBE students have the right to be successful in their learning. However, CBE teachers have identified that classrooms are becoming increasingly complex, creating barriers for learning. Schools provide support for a wide range of learning, behavioral, physical and mental health needs, but as this complexity continues to grow, the gap between what is provided and what it costs to support students and their learning is also increasing.

Students with complex learning needs



* The CBE spends approximately \$136 M every year to adequately support students with complex learning needs. This creates an annual shortfall of about \$58 M.

Students go through a rigorous process to be identified with special or exceptional needs. About 21,000 students have identified special needs (17% of CBE students). This is equal to the size of the Rockyview school district. Students who meet the criteria receive programming and supports to ensure they can succeed in their learning in community schools, specialized classes or a special setting school.

Specialized supports include braille assistants, deaf and hard of hearing specialists, mental health specialists, occupational and physical therapists, speech language pathologists, cultural diversity advisors and more. These supports eliminate systemic barriers to success and are critical to our students.

Transportation for students with complex learning needs



* The CBE spends approximately \$21 M every year to transport students with complex needs to school. This creates an annual shortfall of about \$12 M.

Every year, the CBE transports about 2,400 students requiring specialized transportation. The cost is more than double the funding received. Those families do not pay fees because they attend their designated school.

* All figures from the 2017-18 budget.

Adequate Supports for Students



English Language Learners (ELL)



* The CBE spends approximately \$31 M every year to fully support English Language Learners. This creates an annual shortfall of about \$7.5 M.

One in four (more than 29,000) students are identified as an English Language Learner. Our schools offer many different kinds of programming and supports. Refugee students often require additional services to help them deal with trauma. In 2013-14, the government reduced the funding support for ELL students from seven years to five. The CBE funds seven years to establish a foundation in academic English.



Indigenous education



* The CBE spends approximately \$6.7 M every year to support success for Indigenous students. This creates an annual shortfall of about \$1.2 M.

We receive a grant to support the nearly 5,000 self-identified Indigenous students. We provide schools with high Indigenous populations with graduation coaches and other school-based supports to help students complete school, and to build staff capacity. We also offer three unique settings to provide early intervention and support for our youngest Indigenous learners (pre-K and K) and their families.



Let's work together

By working together, we can better identify the needs of our communities and the solutions required. With limited resources, it is critical that we direct funds to the areas of greatest need. Collaboration will be essential to ensuring the best outcomes for our students.

[learn more](#) |
visit our website at cbe.ab.ca

Calgary Board of Education
1221 - 8 Street S.W., Calgary AB T2R 0L4
t | 403-817-4000



Board Chair

Trina Hurdman Wards 1 & 2

Vice-Chair

Marilyn Dennis Wards 5 & 10

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Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

January 29, 2019

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

Honourable Sandra Jansen
Minister of Infrastructure
127 Legislature Building
10800 - 97 Avenue
Edmonton, AB T5K 2B6

Dear Minister Eggen and Minister Jansen:

RE: CBE New School Project Closure

The matter of the financial challenge being posed by the 30 school projects continues to be an issue of great concern to the Calgary Board of Education (CBE). As it is our understanding that Alberta Infrastructure and Education staff will be bringing this to you both for decision in the near future, we felt it important to reach out to you once again.

The Board of Trustees appreciates the time both of you have spent these past few months considering what approach should be taken to resolve this significant problem, including our meetings on November 9, 2018 with Minister Jansen and November 14 with Minister Eggen. To help with context, you will recall how during the 2013-2014 school year, the government announced an unprecedented number of school projects for the CBE. The CBE chose to manage these exciting new builds under a provincial project delivery methodology that at that time allowed for a great degree of financial flexibility.

In August of 2015, the CBE was notified by the province that this methodology would change and shortly thereafter the province issued reduced grant agreements for these projects. This change was especially difficult to adapt to given how by this time, more than half of the 30 CBE projects were already well underway. Recognizing how the provincial government has made students and their learning a priority, the CBE expended its own funds to ensure the timely and successful realization of these endeavours. Concurrently, the CBE sought clarification from the province to ensure compliance with the new process and was advised that details would be made known upon review of the statements of final cost (SFC).

When the CBE submitted SFC documentation, the preliminary provincial review alarmed us greatly. In our assessment, the CBE may have to fund for approximately \$39M in construction costs. Note that this figure is in addition to the \$26.8M the CBE has already invested to fit up these new student learning spaces with technology, furniture and equipment and other valuable investments that enhance student learning opportunities.

The government's commitment to students these past four years has been unwavering. You will also recognize that the province is by-and-large the CBE's only revenue source; every dollar that the CBE must divert towards construction and fit up costs is one less dollar that can be invested in supporting the day-to-day operations and supports required for students and schools. As such, we appeal to you to make a decision that will continue to place students first and reimburse the monies the CBE, in good faith, has invested in school projects.

Sincerely,



Trina Hurdman
Chair, Board of Trustees

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





ALBERTA
INFRASTRUCTURE

*Office of the Minister
MLA, Calgary - Northwest*

MAR 04 2019

AR 47600

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

Dear Ms. Hurdman:

Thank you for your letter of January 29, 2019, regarding the Calgary Board of Education's (CBE) request for additional government support for costs incurred on capital projects delivered by your school board. We recognize and appreciate the work CBE has done in the delivery of these critical capital projects.

I have consulted with my colleague, the Honourable David Eggen, Minister of Education, and as you are likely aware our departments have been working closely with your Board's staff to review the Statement of Final Costs and supporting information that your Board has provided for the 15 completed, CBE-delivered school capital projects to date.

Given the importance of your request, the analysis has required a comprehensive review of the applicable planning and funding manuals/agreements relevant during this time frame including but not limited to the Ministry of Education's School Capital Planning Manual, grant agreements and any executed grant agreement amendments.

The nature of the School Capital Program and Phase 2 and 3 capital announcements placed some pressure on the school jurisdictions to accept or deliver schools in a relatively constrained timeline. We recognize that decisions were taken in this context to move projects in a timely manner given the enrolment pressures that were already underway. We also recognize that your original grant agreements did not specify funding for project management. In light of this, an additional \$9.8 million will be allocated to your Board through augmentation of your operating grant. As well, we recognize that approaching your school build as a total portfolio as opposed to individual projects allows you to realize efficiencies and make enhancements to certain projects, as such, we are willing to allow you to utilize a portfolio management approach.

.../2

We appreciate you taking the time to share your thoughts, and for your patience as Infrastructure and Education reviewed your request.

Sincerely,



Honourable Sandra Jansen
Minister of Infrastructure



Honourable David Eggen
Minister of Education

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

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

report to
Board of Trustees

Chief Superintendent's Update

Date	March 12, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	OE-3: Instructional Program OE-8: Communicating and Engaging With the Public OE-9: Facilities

1 | Recommendation

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

2 | Issue

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

OE-3: Instructional Program states that "providing high quality programming for all students is essential for student success, as defined in the Results". With other reports submitted to the Board of Trustees, this update meets the requirement of OE-3 in planning for and providing challenging, relevant and high quality programming opportunities that consider the educational needs of students, the choices of families, and the fiscal and operational capacity of the organization.



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

OE-9: Facilities states that “learning is optimized in facilities that are safe, clean and properly maintained”. With other reports submitted to the Board of Trustees, this update meets the requirement of OE-9 in focusing on responsible stewardship of resources.

3 | Timely Information

Personalized Learning| Engage our Stakeholders | RAP and Skilled Trades Fair

On Wednesday, February 20, 2019, over 200 students and parents attended the *Registered Apprenticeship Program (RAP) and Skilled Trades Fair* at Lord Beaverbrook High School. The event was presented by CAREERS: The Next Generation, in collaboration with the Calgary Board of Education and other partners.

Junior and senior high school students were invited to participate, and students were introduced to various industries and career opportunities. Over 45 community partners were present to share information about their skilled trade and/or employment opportunities. Many of the partners that CBE collaborates with to provide exploratory programs and high school internship opportunities were in attendance including: Local 496 – Plumbers & Pipefitters, Rocky Mountain Air, Local 146 - Boilermakers and SAIT. Representatives from the City of Calgary and the Youth Employment Centre were also present.

CBE students may work towards registered apprenticeships, while also earning high school credits, as part of their personalized learning plan.

Personalize Learning | Steward our Resources| Library to Learning Commons

The Calgary Board of Education, with the support of Education Matters grant funding, is supporting an additional five K-12 schools in their transition from Library to Learning Commons this year. Over the past seven years, 51 CBE schools have benefited from Learning Commons grants and the associated supports provided through professional learning opportunities. In addition, eight schools were supported this year in integrating Maker Spaces and Mindsets into their practice through Education Matters Maker Funded Project grants. Over the past five years, 33 CBE schools have benefited from this initiative.

The learning commons philosophy offers an emphasis on the creation, rather than consumption of knowledge in collaboration with students and community. The physical and virtual learning hubs are student-centric spaces that focus on personalizing learning. Learning resources empower students through collaborative and engaging experiences that make learning visible throughout the school community.

These projects enhance the CBE's vision of personalizing learning for all students through the development of optimal, student-centered learning spaces and effective instructional design.

Personalize Learning| Build Professional Capital| CommuniTea

During the 2018/19 school year, the Indigenous Education Team is offering CommuniTea, a series of seven professional learning opportunities hosted during the early evening at different schools throughout the district.

CommuniTea provides a welcoming venue for all interested CBE staff to engage in conversation around topics that have emerged from work in schools, visit over coffee/tea and bannock, and share wisdom and stories as they consider applications for practice. Each gathering is centered around a focused topic and grounded in advancing the CBE Indigenous Education Strategy and the Teaching/Leadership Quality Standards. The approach is rooted in Indigenous ways of knowing and pedagogical practices that strengthen the learning experiences of all students. Topics to date have included: building relationships for learning with students, families and community; building relationships across the disciplines that are rooted in culturally responsive practice; building relationships that support early intervention and transitions; and building relationships that cultivate restorative practices.

Upcoming topics include: building relationships that foster school connectedness; building relationships between Indigenous and western pedagogies; and building relationships with the land.

Steward our Resources| Modular Classroom Program 2019-2020 Submission

The purpose of the Alberta Education Modular Classroom Program is to relieve student accommodation pressures within a school through the addition of modular classrooms.

Every year the Calgary Board of Education typically has over 75 schools with a utilization rate of 90% or higher. As a system the CBE continues to grow as does the City of Calgary despite slower economic times. The CBE process for prioritizing modular classroom requests across the system is rigorous and transparent. In 2014, a series of eligibility criteria was developed as part of an engagement process. Using these criteria, the CBE prepares an annual submission for Board approval. Once approved, the plan is submitted to Alberta Education.

Only Alberta Education has the authority and funding to approve the procurement and installation of modular classrooms for the Calgary Board of Education and all provincially funded schools. Alberta Education also retains ownership of modular classrooms procured and installed under this program, meaning that modular classrooms identified as surplus to the needs of a school are reassigned as part of the government modular classroom program. To fulfil this responsibility, Alberta Education requires a prioritized list of modular classroom requests for all school jurisdictions by November 1 of every year.

The 2019-20 Modular Classroom Program submission was discussed at the October 23, 2018 Board meeting. At that meeting, the Board of Trustees approved the CBE submission for three modular classrooms at Elboya School, a school with a 2018-19 utilization rate of 100%. In February 2019, the CBE was notified by Alberta Education that its submission had been denied as the school's utilization rate did not meet the threshold requirements established by the government this year. Of note, the Alberta Education school utilization rate threshold can fluctuate based upon such factors as the total demand for modular classrooms across the province and the size of the budget allocated for this purpose.

The 2019-20 student enrolment projections for Elboya School indicate that the school utilization rate could rise a few more percentage points. As a result, work will be initiated this spring with the Area Director and School Principal to discuss possible strategies to cope with the enrolment pressures anticipated. The results of this preliminary work will help inform the nature of school community communications and possible engagement opportunities that will follow.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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



Second Quarter Budget Variance Report for the 2018-19 Budget**report to
Board of Trustees**

Date	March 12, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih, Chief Superintendent of Schools
Purpose	Information
Originator	Brad Grundy, Superintendent, Chief Financial Officer and Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-5: Financial Planning
Resource Persons	Ed Sutlic, Director, Corporate Finance Tanya Scanga, Manager, Corporate Planning and Reporting

1 | Recommendation

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

2 | Issue

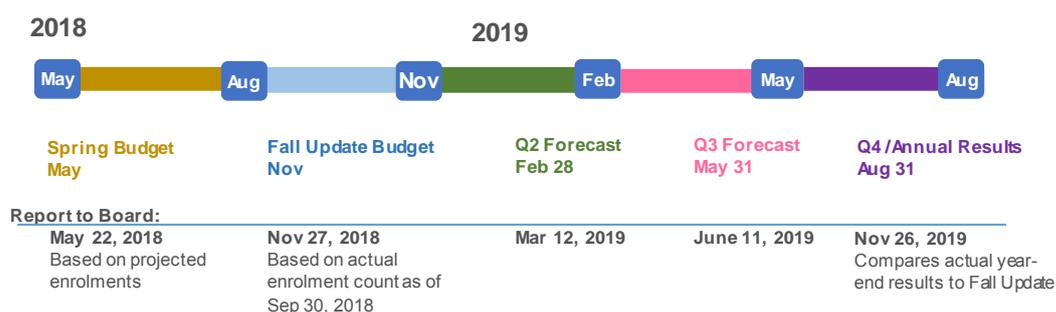
Operational Expectations OE-5: Financial Planning requires that quarterly variance reports are prepared and explanations provided for variances in excess of 1% and \$500,000. This report serves as the second quarter report for the 2018-19 fiscal year.

3 | Background

Quarterly and annual reports presented to the Board of Trustees provide updates on the results of operations. These results compare actual and forecast results to the 2018-19 Fall Update Budget to meet the Operational Expectations OE-5: Financial Planning.

Included in this report is the second quarter budget variance report in Attachment I, spending by schools and service units in Attachment II, the forecasted use of reserves in Attachment III and capital budget report in Attachment IV.

4 | Analysis



The Fall Update Budget reports budgetary impacts due to changes in actual student enrolment from estimates made during the Spring Budget. Fall Update Budget is the comparator for all subsequent quarterly variance reports based on current year spending trends.

Attachment I summarizes the forecasted activity compared with budgeted revenues and expenses, reserve transfers and capital transactions. Explanations are provided for variances above 1% and \$500,000 of reported line items in accordance with Operational Expectations OE-5.

Operating deficit

CBE's forecasted deficit for the year is \$7.9 million (0.6% of total Fall Update Budget expenditures), an unfavorable variance of \$1.9 million (0.1% of total Fall Update Budget expenditures). This variance comprises a number of offsetting factors that are set out in this report.

Salaries and benefits rate changes net to a favorable variance (savings) of \$3.9 million. Due to increased ridership and complex needs, an increase in transportation costs result in a \$3 million unfavorable variance (over spend). Continuing projects result in an increase in expenses to a net effect of \$3.3 million which are offset slightly by savings of \$1 million in the utility forecast. An additional \$0.5 million resulting from a number of other timing differences results in a net \$1.9 million unfavorable variance.

Refer to "Line Item Analysis" for further details.

Spending by schools and service units is provided in Attachment II with explanations of significant variances from the Fall Update Budget.

Use of reserves and balancing

The Fall Update Budget included planned draws of \$2.5 million from operating reserves and \$8.7 million from capital reserves, for a total draw of \$11.2 million. The CBE's updated forecast anticipates a draw of \$4.4 million from operating reserves and \$8.7 million from capital reserves for a total draw of up to \$13.1 million.

The 2018-19 second quarter forecasted use of reserves (Attachment III) shows a forecasted reserve balance of \$37.1 million (operating and capital reserves combined) that represents roughly two percent of total revenues, which is not a significant reserve value considering the CBE spends \$7.7 million per instructional day. Current anticipated reserve levels are approximately five days of operations.

Further details are provided in Attachment III – forecasted use of reserves.

Capital activities

The 2018-19 Second Quarter Capital Budget status report in Attachment IV highlights variances between the Fall Update Budget and forecasted capital expenditures for the year ended August 31, 2019.

Line Item Analysis

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

Revenues

Forecasted revenues are \$1,383.3 million, which is a decrease of \$10.6 million (0.8%) from budgeted revenues of \$1,393.9 million. Significant contributions to this decrease include:

- An unfavourable variance in *Alberta Education* revenue of \$14.2 million includes:
 - \$1.5 million in differential cost funding primarily due to a decrease of 918 actual funded students enrolled in the English Language Learners (ELL) program.
 - \$8.5 million from IMR funding due to capitalized spending rather than expensed, in compliance with direction from Alberta Education. As a result, the revenue recognition occurs on a systematic basis in line with the related amortization expense of the asset. This is offset by favourable variance in *Service, contacts and supplies* expense line.
 - \$4.2 million in the ATRF grant reflecting a decrease in the current service cost and is offset with a favourable variance in *Certified salaries, wages and benefits*.
- A favourable variance in *Other sales and services* of \$0.9 million includes:
 - \$0.5 million increased billings to other school boards due to a higher enrollment of complex needs students.
 - \$0.4 million due to higher rebates from Workers' Compensation Board.
- A favourable variance in *Fees* of \$0.6 million due to increased enrolment in noon supervision program.
- A favourable increase in *Investment income* of \$1.3 million as a result of a higher revised estimate for interest income from investments.
- *All other* revenue favorable variance of \$1.2 million is due to the results of activities for fundraising, gifts and donations which are inherently variable depending on events and school specific circumstances.

Expenses

Forecasted expenses are \$1,391.2 million, which is a decrease of \$8.7 million (0.6%) as compared to \$1,399.9 million in expenses budgeted in the Fall Update Budget. Significant contributions to this decrease include:

Unfavourable variance of \$1.8 million in *Certificated salaries, wages and benefits* is the net impact of:

- Increase of \$6.8 million, which includes:
 - \$6.0 million in schools as a result of school redeployment from *Services, contracts and supplies* to *Certificated salaries, wages and benefits*.*
 - \$0.8 million for employee health costs as staff levels are increased from reallocated of *Services, contracts and supplies* budget.
- Offset by a decrease of \$5.0 million, which primarily includes:
 - \$4.2 million for ATRF expenses reflecting a decrease in the current service cost and offset with reduced revenue recognized.
 - \$0.5 million due to realignment of Professional Improvement Fellowship (PIF) budget. This is offset by an unfavourable variance in *Services, contracts and supplies*.

Favourable variance of \$3.2 million in *Non-certificated salaries, wages and benefits* is the net impact of:

- Increase of \$5.7 million, which includes:
 - \$5.0 million for redeployment decisions at the school level to accommodate for additional substitute teachers and support staff.*
 - \$0.7 million due to increased use of employee health, backfill for absent school staff and other employment costs.
- Offset by a decrease of \$8.9 million, which includes:
 - \$5.9 million for salary and benefits due to actual average employee costs being lower than budget, including reduced employer contribution rate for the Local Authorities Pension Plan (LAPP).
 - \$3.0 million from position vacancies in service units.

A favourable variance of \$7.6 million for *Services, contracts and supplies* is mainly the net impact of:

- Increase of \$12.9 million, which includes:
 - \$5.1 million related to carry forwards from prior years to be spent in the current year by schools.
 - \$3.0 million for transportation costs primarily related to increase in ridership and higher demand for complex needs transportation services.
 - \$2.0 million related to dental, health and medical service charges that were not included in the Fall Update Budget.
 - \$1.3 million due to delays in repatriation of human resource payroll services.
 - \$1.0 million as result of budget transfer of tax-receipted donations to schools. This is offset by a favourable variance in *All other revenues*.
 - \$0.5 million due to realignment of Professional Improvement Fellowship (PIF) budget from salaries. This is offset by a favourable variance in *Certified salaries, wages and benefits*.
- Offset by a decrease of \$20.5 million, which includes:
 - \$11.0 million due to redeployment of supplies and services budget towards school staff.*
 - \$8.5 million in IMR expenditures which have been assessed to be capital in nature and offset by unfavourable IMR revenue.
 - \$1.0 million mainly from lower negotiated contracts for utilities costs.

* Redeployment of supplies and services budget to staffing is a common practice during the year as schools look to reallocate the initial conservative staff budgets.

7 | Conclusion

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

In response to the economic conditions within Alberta, and the anticipated financial challenges that will be faced by the Government and subsequently passed on to Alberta Education, the CBE will continue to practice careful financial decision making and scrutinize our operations to identify areas where additional cost cutting measures may be implemented while minimizing the impact on student learning.

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



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

Attachments

Attachment I: 2018-19 second quarter budget variance report

Attachment II: 2018-19 second quarter planned spending by schools and service units

Attachment III: 2018-19 second quarter forecasted use of reserves

Attachment IV: 2018-19 second quarter forecasted capital budget report

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.

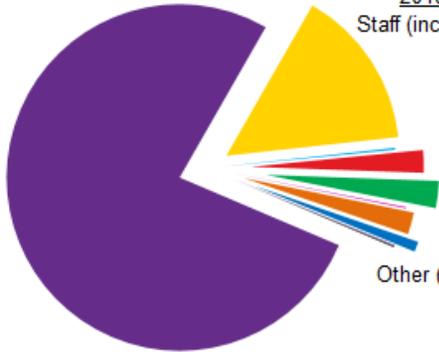
Attachment I: 2018-19 second quarter budget variance report

Description	2018-19 Fall Update Budget ^(A)	Forecast for the year ended Aug 31, 2019	Variance Favourable/ (Unfavourable)	
			(in \$ thousands)	
Revenues				
Alberta Education	1,306,807	1,292,606	(14,201)	(1)%
Other - Government of Alberta	432	152	(280)	(65)%
Federal Government and First Nations	2,822	2,650	(172)	(6)%
Other sales and services	20,410	21,335	925	5%
Fees	41,159	41,804	645	2%
Investment income	1,649	2,968	1,319	80%
All other	20,650	21,808	1,158	6%
Total revenues	1,393,929	1,383,323	(10,606)	(1)%
Expenses				
Certificated salaries, wages and benefits	816,909	818,681	(1,772)	(0)%
Non-certificated salaries, wages and benefits	264,177	260,995	3,181	1%
Services, contracts and supplies	243,297	235,709	7,588	3%
Amortization	70,366	70,366	-	-
Interest	1,384	1,344	40	3%
All other	3,796	4,111	(315)	(8)%
Total expenses	1,399,929	1,391,206	8,723	1%
Annual surplus / (deficit)	(6,000)	(7,883)	(1,883)	(31)%
Transfer from / (to) operating reserves	2,500	4,383	1,883	75%
Add/(deduct) capital items paid by operating funds				
Capital assets acquired	(32,347)	(30,111)	2,236	7%
Board funded amortization	27,136	24,900	(2,236)	(8)%
Transfer from / (to) capital reserves	8,711	8,711	-	-
	3,500	3,500	-	-
Net operating surplus / (deficit)	-	-	-	-

^(A) Approved by the Board of Trustees on November 27, 2018.

Attachment II: 2018-19 second quarter planned spending by schools and service units

	Schools and Areas	Service Unit System Budgets	Communications and Engagement Services	Learning (including Chinook Learning Services)	Facilities and Environmental Services	Legal Services	Finance and Technology Services	Human Resources	Chief Supt's Office	Board of Trustees	Total
2018-19 Fall Update FTEs by:											
Staff (incl ATA, Staff Assn, CUPE, trades)	9,521	18	13	179	168	3	154	79	1	-	10,136
Exempt staff	-	-	8	10	39	7	39	31	2	-	136
Superintendent	-	-	1	1	1	1	1	-	2	-	7
	9,521	18	22	190	208	11	194	110	5	-	10,279
2018-19 Q2 Forecast:											
Salaries and benefits	985,394	7,858	2,486	23,558	22,140	1,348	23,669	11,911	888	424	1,079,676
Supplies and services	84,388	131,827	66	5,077	9,997	124	1,506	1,407	242	1,074	235,709
Other (interest, amortization and uncollectible accounts)	50	68,756	-	623	2,928	24	3,394	45	2	-	75,820
2018-19 Q2 Forecast:	1,069,833	208,440	2,552	29,258	35,065	1,496	28,569	13,364	1,132	1,498	1,391,206
2018-19 Fall Update Budget	1,072,291	212,341	2,524	30,293	35,271	1,699	28,553	14,327	1,132	1,498	1,399,929
Increase / (decrease)	(2,458)	(3,901)	29	(1,036)	(206)	(202)	16	(963)	-	-	(8,723)
	(a)	(b)		(c)				(d)			



Variance explanations include:

- (a) Schools and Areas are lower than budgeted due to actual salary and benefit rates trending lower than previously budgeted averages, this includes lower rates for ATRF and LAPP contributions. Also contributing to this favourable variance are position vacancies in custodial staff. These favourable variances are partially offset by additional costs for dental, health and medical benefits administration, and increase in long-term sick leaves within schools.
- (b) Service Unit System budget is lower primarily due to IMR funding being capitalized rather than expensed. This is offset by anticipated increase in transportation costs due to a higher demand from complex needs students and additional costs incurred due to delays in repatriation of payroll services.
- (c) Learning budget is lower due to reduction in space and programming by Chinook Learning Services and savings from vacant positions, along with lower salary and benefit rates.
- (d) Human Resources has forecasted a favourable variance because of savings from vacant positions.

Attachment III: 2018-19 second quarter forecasted use of reserves

Reserve balance Sept 1, 2018	Fall Update planned transfers from reserves	Forecasted use of Reserves	Anticipated reserve balance Aug. 31, 2019	% of Fall update budgeted expenses (Note)
(all figures in \$ thousands)				
Operating reserves				
Unrestricted reserves	28,311	(2,500)	(4,383)	23,928
Restricted reserves	(8,237)	-	-	(8,237)
Designated operating funds	5,902	-	-	5,902
Total operating reserves	25,976	(2,500)	(4,383)	21,593 1.5%
Capital reserves				
Building reserve	9,019	-	-	9,019
Other capital reserves	14,383	(8,711)	(8,711)	5,672
Plant, operations and maintenance asset replacement	798	-	-	798
Total capital reserves	24,200	(8,711)	(8,711)	15,489 1.1%
Total reserves	50,176	(11,211)	(13,094)	37,082 2.6%

Note: Alberta Education suggests maintaining operating reserves between 3% to 5%. Although somewhat low at 1.5%, the current balance in operating reserves reflect the significant investment the CBE has made over the last three years in bringing 27 new schools into operation.

Attachment IV: 2018-19 second quarter forecasted capital budget report

	2018-19 Total Fall Budget	Forecast for the year ended Aug 31, 2019	Variance Favourable/ (Unfavourable)	
	(in \$ thousands)		%	
Capital lease payments (contracts)				
Performance contracts	1,484	1,484	-	0%
Total Capital Lease Payments (contracts)	1,484	1,484	-	0%
Non-facility related projects				
Strategic	4,586	3,608	978	21% (1)
Enhancement	6,030	4,771	1,259	21% (2)
Maintenance	18,827	18,827	-	0%
Total non-facility related projects	29,442	27,205	2,237	8%
Capital reserve projects				
New school commissioning	1,422	1,422	-	0% (3)
Total capital reserve projects	1,422	1,422	-	0%
Total non-facility capital expenditures	32,347	30,111	2,237	7%
Financed by the following:				
Contribution to operating activities	(3,500)	(3,500)		
Total amortization expense (non-cash)	27,136	24,900		
Designated capital funds	8,711	8,711		
Capital reserves	-	-		
Total board-funded financing	32,347	30,111		

(1) Strategic: The Reporting Upgrade and Network Access Control (NEC) projects were deferred with planned modifications for the future.

(2) Enhancement: Enterprise Portal Lifecycle Upgrade was underway, but it will not be completed by the end of 2018-19 and carry forward will be requested.

(3) New School Commissioning funding included budget for Joane Cardinal-Schubert High School which opened in September 2018. The schools are allowed to carry forward commissioning funds to provide support for resource needs that are not apparent until post occupancy of new space.