

public agenda

Regular Meeting of the Board of Trustees

March 9, 2021
12:00 p.m.

Microsoft Teams
Calgary, AB

R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions		GC-3	
	4 Results Focus			
	4.1 Results 3: Citizenship – Annual Monitoring Report	C. Usih	R-3	Page 4-1
	5 Operational Expectations			
	5.1 OE-7: Communication With and Support for the Board – Annual Monitoring Report	C. Usih	B/CSR 5, OE-7	Page 5-1
	6 Public Comment [PDF]		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Information			
7.1 Three-Year School Capital Plan 2022-2025	C. Usih	OE-5,6,7,8, 9	Page 7-1	
8 Matters Reserved for Board Decision				
8.1 2021 ASBA Edwin Parr Teacher Nominee	Board R. Armstrong	GC-3 OE-4	Page 8-1	



Time	Topic	Who	Policy Ref	Attachment
	9 Consent Agenda	Board	GC-2.6	
	9.1 Items Provided for Board Decision			
	9.2 Items Provided for Board Information		OE-8	
	9.2.1 Chief Superintendents Update		B/CSR-5	Page 9-1
	9.2.2 Correspondence		OE-7	Page 9-6
	10 In-Camera Session			
4:30 p.m.	11 Adjournment			
	Debrief	Trustees	GC-2.3	

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

Information is collected under the authority of the Education Act and the Freedom of Information and Protection of Privacy Act section 33(c) for the purpose of informing the public.

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

results monitoring report

Results 3: Citizenship

CHIEF SUPERINTENDENT CERTIFICATION

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

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

Based on the fact that data is available on four of 12 indicators only, I cannot make a determination on reasonable progress.



Signed: _____ Date: March 3, 2021

Christopher Usih, Chief Superintendent

BOARD OF TRUSTEES ACTION

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

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

Summary statement/motion of the Board of Trustees:

Signed: _____ Date: _____

Marilyn Dennis, Chair, Board of Trustees

Executive Summary |

As the CBE Student Survey was not administered in 2019-20, the corresponding questions for the policy and indicators were not asked and no statistical analysis has been done.

Analysis |

Due to the move to remote learning mid-March 2020, report card data in this report is based on the first six and a half months of the school year only. Further, due to the interruption of in-person learning, the CBE Student Survey was not administered in 2019-20. It is this context in which the analysis is situated.

The report card data indicates that Overall Levels of Success are at a fairly constant level. Work needs to continue on helping students who are assessed with an indicator of Network of Support Required or Individual Program Plan, better understand how to meet with success on the Results 3 report card stems.

The one policy (3.1) that was the focus of the CBE Student Survey was not measured due to the interruption of in-person learning and the move to remote learning for mid-March through June 2020.

Targets |

Targets will be considered annually and finalized based on the identified areas of concern. What follows is a summary of the targets for 2019-20 and whether they were met or not.

Policy 3.1

- Indicator 2 – Target for 2019-20: improvement on baseline summary measure
Due to COVID-19 and the move to remote learning, the CBE Student Survey was not administered in 2019-20.
- Indicator 3 – Target for 2019-20: improvement on baseline summary measure
Due to COVID-19 and the move to remote learning, the CBE Student Survey was not administered in 2019-20.

Context for Indicators |

Due to the cancellation of in-school classes on March 15, the CBE Student Survey, which was set to be administered in April/May 2020, was cancelled. Of the 12 indicators for Results 3 monitoring, eight are based on the CBE Student Survey. The CBE Student Survey is expected to be administered in the 2020-21 school year.

Student achievement of Results 3 is demonstrated in and through learning. The summative indicators of success are based on evidence collected from learning situations and the quality of learning experiences managed by the student.

The collection of these data require significant and sustained face-to-face interactions between teachers and students. Remote learning impacted the collection of data from mid-March to June 2020, as such the report card achievement is based on interactions up to the time when remote learning started.

Given the context, this monitoring report does not have a complete data set. There are data for only four of the 12 indicators, specifically those tied to report card data. The data for these four indicators were determined on approximately 65% of a standard year

With respect to the move to remote learning, on March 15, 2020, Alberta's Minister of Education informed school divisions that due to the COVID-19 pandemic, in-school classes were cancelled and that teacher-directed learning would continue.

The following is an excerpt from the Alberta Education News Release:

Continuity of student learning and content delivery

For all kindergarten to Grade 12 students, school authorities will offer at-home learning opportunities, either through online means or through other accommodations, such as course packages and telephone check-ins. Government expects that every student, regardless of their geographic location or socioeconomic status, will continue to learn while in-school classes across the province are cancelled. This includes students in public, separate, Francophone, charter and independent schools, and Indigenous students attending provincial schools.

To identify what content needs to be delivered, teachers will evaluate curricular outcomes that have not yet been covered, prioritize remaining outcomes based on what is manageable for students working from home, and will plan specific tasks and projects for students.

Content delivery for each grade is broken down as follows:

- Kindergarten – Grade 3
 - Education content will focus on language/literacy and mathematics/numeracy outcomes of the provincial curriculum.
 - Teachers will assign an average of five hours of work per student per week, and will be expected to work with their students and parents on the delivery of these materials.
- Grades 4-6
 - Education content will continue to focus on language/literacy and mathematics/numeracy outcomes, and there will be opportunity to incorporate science and social studies outcomes through cross-curricular learning.
 - Teachers will assign an average of five hours of work per student per week and will be expected to work with their students and parents on the delivery of these materials.
- Grades 7-9
 - Education content will focus on core mathematics, language/literacy, science and social studies curriculum outcomes.
 - Teachers will assign an average of 10 hours of work per student per week and will be expected to work with their students and parents on the delivery of these materials.

- Grades 10-12
 - Education content will focus on specified and core courses required for high school graduation requirements, including language (English, French and French language arts), social studies, mathematics, biology, chemistry and physics.
 - Content from other courses will be delivered where possible, and accommodations for students unable to complete courses are in place.

Grade progression and report cards

Every student will receive final grades and will receive a report card, appropriate to their grade level. Teachers will be responsible for assessing a student's progress and assigning a final grade. School authorities have committed to ensuring parents are consulted and kept informed of how assessment will be determined in this unique circumstance. All students who were on track to progress to the next grade will.

– Alberta Ministry of Education | News Release | March 20, 2020

Glossary of Terms |

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

Policy |

Results 3: Each student will be a responsible citizen.

Interpretation |

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

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

Students will:

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

Interpretation |

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

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

Specifically, this means that students will:

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

Indicators |

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

The following indicators could not be measured due to the interruption of in-person learning, and the move to remote learning for mid-March through June 2020.

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

Students will:

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

Interpretation |

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

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

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

Indicators |

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

¹ Government of Canada, Citizenship and Immigration Canada, Study Guide – Discover Canada: The rights and responsibilities of citizenship. Retrieved February 10, 2020 from <https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/discover-canada/read-online/rights-responsibilities-citizenship.html>

The following indicators that were the focus of the CBE Student Survey were not measured due to the interruption of in-person learning, and the move to remote learning for mid-March through June 2020.

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

Students will:

3.3 Respect and embrace diversity.

Interpretation |

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

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

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

Indicators |

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

The following indicators that were the focus of the CBE Student Survey were not measured due to the interruption of in-person learning, and the move to remote learning for mid-March through June 2020.

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

Students will:

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

Interpretation |

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

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

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

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

Indicator |

The following indicator that was the focus of the CBE Student Survey was not measured due to the interruption of in-person learning, and the move to remote learning for mid-March through June 2020.

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

Students will:

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

Interpretation |

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

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

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

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

Indicators |

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

The following indicator that was the focus of the CBE Student Survey was not measured due to the interruption of in-person learning, and the move to remote learning for mid-March through June 2020.

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

Monitoring Information |

Evidence of Progress |

Board-approved indicators and targets as well as 2019-20 results, analysis and capacity building |

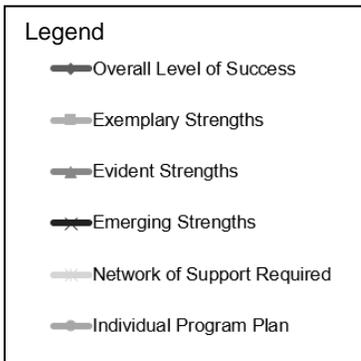
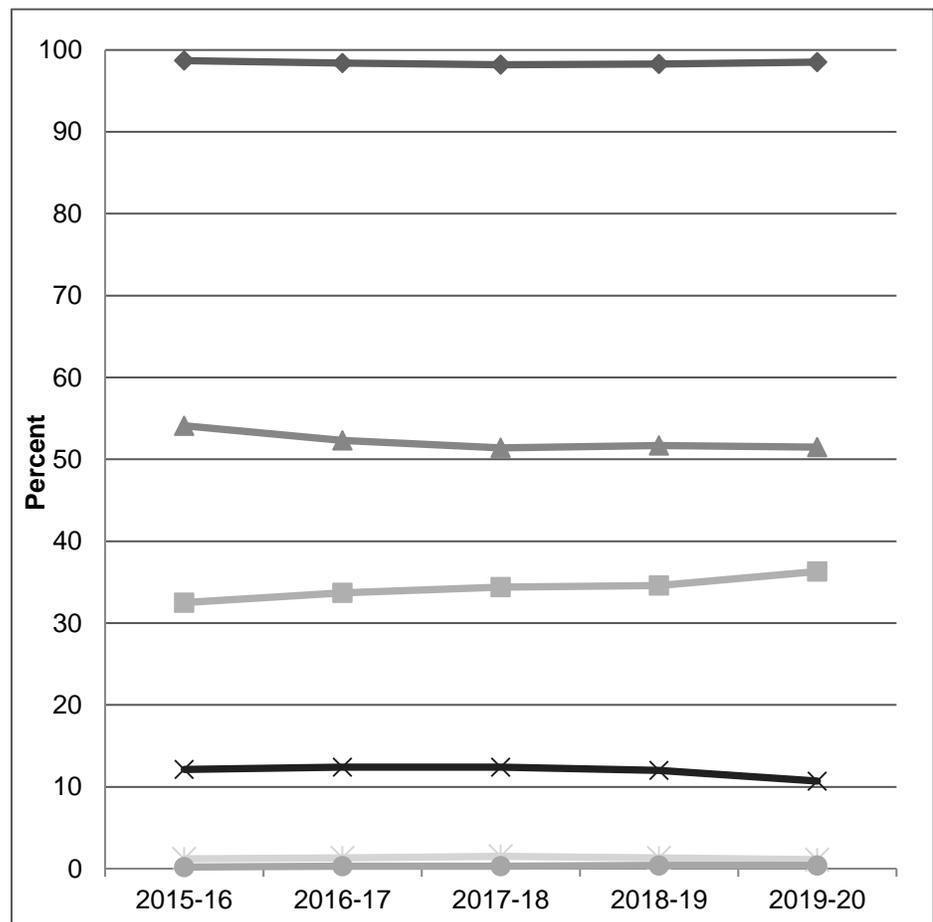
Policy 3.1

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

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All Students

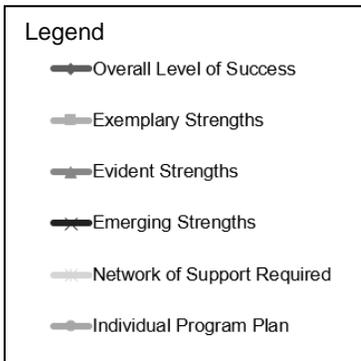
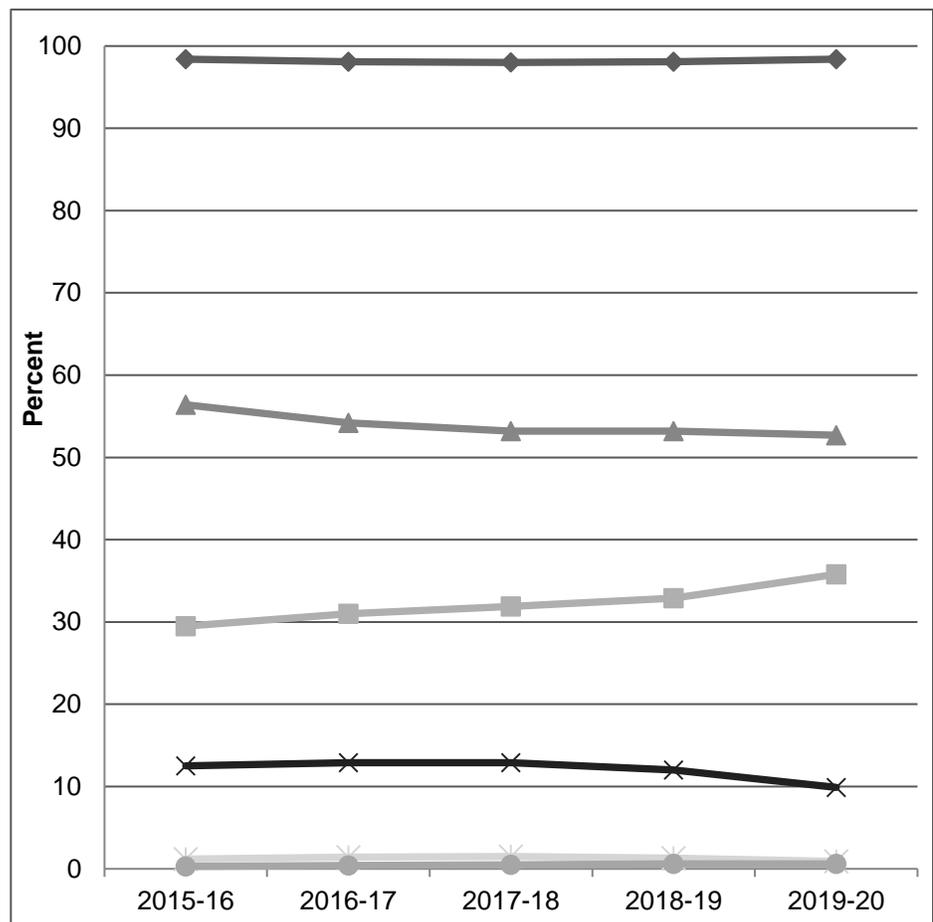
Exercises democratic rights and responsibilities within the learning community ² (%)					
	2015-16	2016-17	2017-18	2018-19	2019-20
Exemplary Strengths	32.5	33.7	34.4	34.6	36.3
Evident Strengths	54.1	52.3	51.4	51.7	51.5
Emerging Strengths	12.1	12.4	12.4	12.0	10.7
Network of Support Required	1.2	1.3	1.5	1.3	1.1
Individual Program Plan	0.2	0.3	0.3	0.4	0.4
Overall levels of success	98.7	98.4	98.2	98.3	98.5



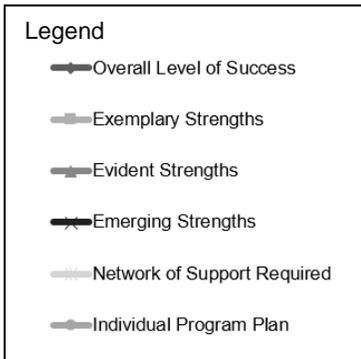
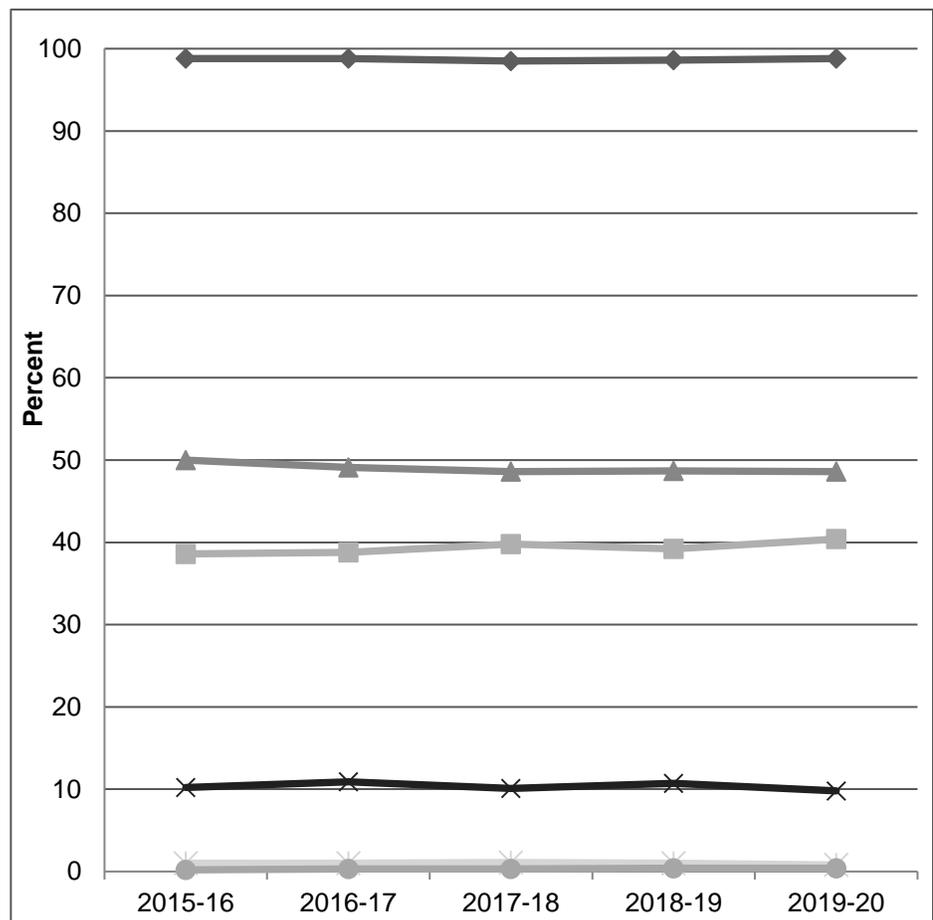
² The general indicators for this stem are:

- 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.

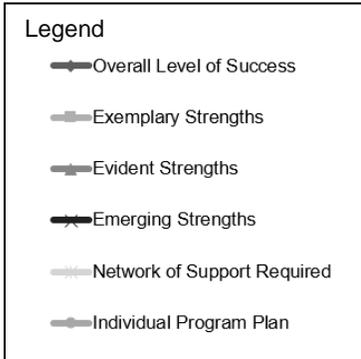
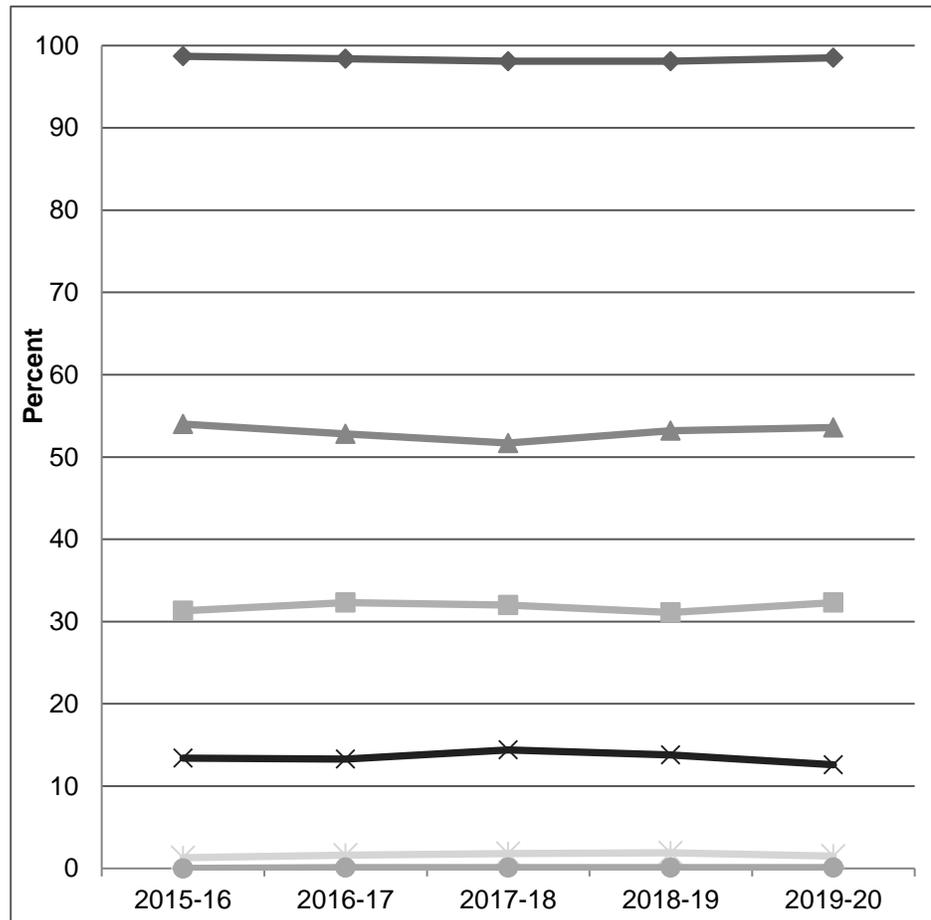
Exercises democratic rights and responsibilities within the learning community (%).					
	2015-16	2016-17	2017-18	2018-19	2019-20
Exemplary Strengths	29.5	31.0	31.9	32.9	35.8
Evident Strengths	56.4	54.2	53.2	53.2	52.7
Emerging Strengths	12.5	12.9	12.9	12.0	9.9
Network of Support Required	1.2	1.4	1.5	1.3	0.9
Individual Program Plan	0.3	0.4	0.5	0.6	0.6
Overall levels of success	98.4	98.1	98.0	98.1	98.4



Exercises democratic rights and responsibilities within the learning community (%).					
	2015-16	2016-17	2017-18	2018-19	2019-20
Exemplary Strengths	38.6	38.8	39.8	39.2	40.4
Evident Strengths	50.0	49.1	48.6	48.7	48.6
Emerging Strengths	10.2	10.9	10.1	10.7	9.8
Network of Support Required	1.0	1.0	1.1	1.0	0.8
Individual Program Plan	0.2	0.3	0.3	0.4	0.4
Overall levels of success	98.8	98.8	98.5	98.6	98.8



Exercises democratic rights and responsibilities within the learning community (%).					
	2015-16	2016-17	2017-18	2018-19	2019-20
Exemplary Strengths	31.3	32.3	32.0	31.1	32.3
Evident Strengths	54.0	52.8	51.7	53.2	53.6
Emerging Strengths	13.4	13.3	14.4	13.8	12.6
Network of Support Required	1.3	1.6	1.8	1.9	1.5
Individual Program Plan	0.0	0.1	0.1	0.1	0.1
Overall levels of success	98.7	98.4	98.1	98.1	98.5



- Target 2019-20

No target was set.

- Analysis

All Students: A strong upward trend was observed in the Exemplary Strengths over the last five years and reached a significantly increased 36.3 per cent in 2019-20 based on a Chi-Squared comparison to the previous three-year average. The Overall Level of Success in 2019-20 was also significantly higher than the previous three-year average.

To determine improvement in Network of Support Required and Individual Program Plan, the percentage of students in these categories should decrease. In 2019-20, the result of Network of Support Required reached the lowest percentage over the last five years.

Division 1: Similar patterns to All Students are seen in these data.

Division 2: Recovered from the 0.6 percentage point decline in 2018-19, Exemplary Strengths experienced a significant increase of 1.2 percentage points in 2019-20 and maintained an upward trend across five years. The 2019-20 Overall Level of Success result matched the highest result of 98.8 per cent over the last three years and the result was significantly higher than the previous three-year average by test. Division 2 students Network of Support Required results for 2019-20 are their lowest in five years.

Division 3: The same 1.2 percentage point increase was seen in the Exemplary Strengths result for both Division 2 and Division 3 students in 2019-20 while based on a Chi-Squared comparison to the previous three-year average, only the increase in Division 2 was significant. The results of Individual Program Plan remained stable at a low level.

The 2019-20 division comparison results are the following:

- Highest Overall Level of Success result: Division 2
- Highest Exemplary Strengths result: Division 2
- Highest Evident Strengths result: Division 3
- Highest Emerging Strengths result: Division 3
- Lowest Network of Support Required result: Division 2
- Lowest Individual Program Plan result: Division 3

- Interpretation

This indicator continues to be an area of strength for the All Students cohort with stable overall levels of success above 98%. CBE students exercise democratic rights and responsibilities within their learning communities, particularly in those experiences that are embedded in the daily activity and work of the classroom, to a very high degree.

The differences from year to year are small and can be attributed to changes in the population of students within each Division. Exemplary Strengths continues to improve in Division 1, 2 and 3.

It is noted that the indicator Network of Support Required has decreased in all divisions as compared to the previous year.

Policy 3.1 Indicator 2

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.

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

Policy 3.1 Indicator 3

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.

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

Policy 3.2

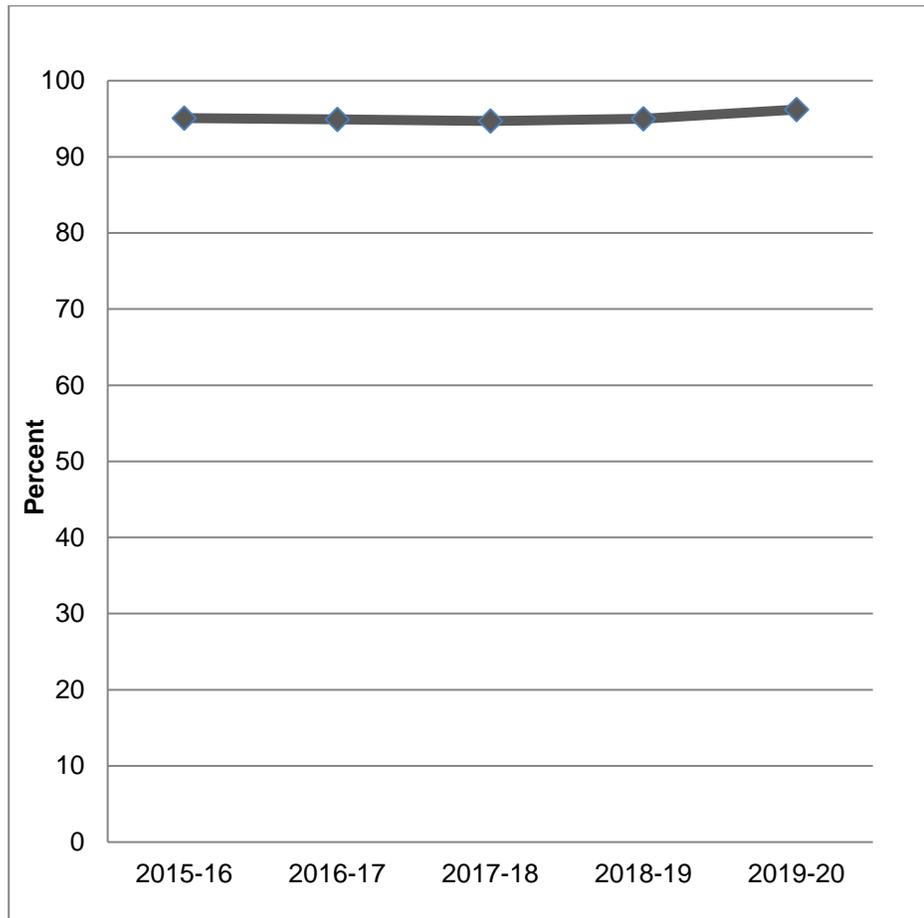
1. Percentage of students successfully demonstrating understanding of Social Studies issues, information and ideas; as measured by school report cards.

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Policy 3.2 Indicator 1

Students demonstrating understanding of Social Studies issues, information and ideas (%)				
2015-16	2016-17	2017-18	2018-19	2019-20
95.1	94.9	94.7	95.0	96.2



- Target 2019-20
No target was set.
- Analysis
After the first notable increase in 2018-19, a significant increase of 1.2 percentage points was observed in the 2019-20 result and reached the highest performance level across five years. The five-year trend is slightly upward.
- Interpretation
Successfully demonstrating understanding of Social Studies issues, information and ideas as measured by pass rates in Social Studies courses, continues to be an area of stability and strength for CBE students, with success rates at 96.2%.

Policy 3.2 Indicator 2

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

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

Policy 3.2 Indicator 3

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

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

Policy 3.3

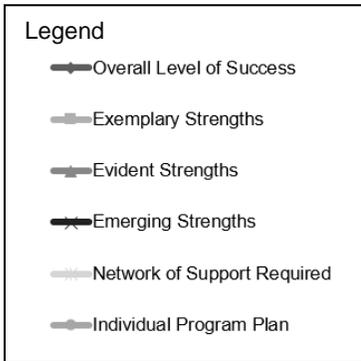
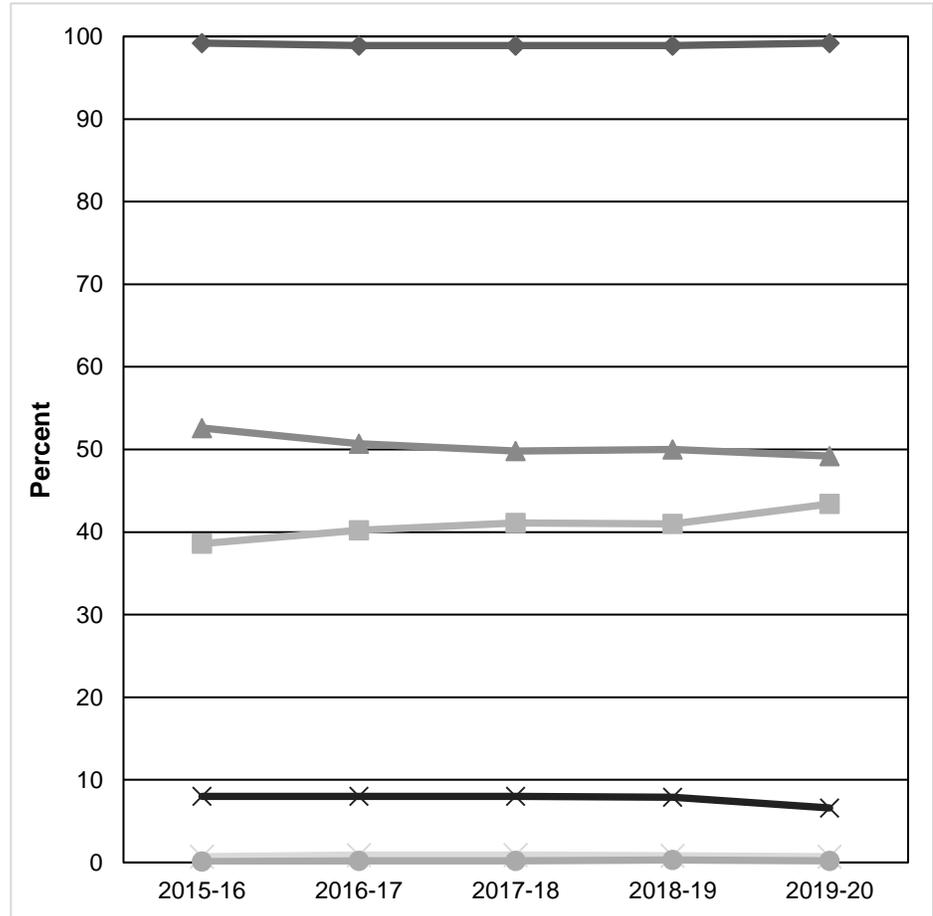
1. Percentage of students in kindergarten to grade 9 reported to demonstrate respect and appreciation for diversity; as measured by student report cards.

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All Students

Demonstrates respect and appreciation for diversity ³ (%)					
	2015-16	2016-17	2017-18	2018-19	2019-20
Exemplary Strengths	38.6	40.2	41.1	41.0	43.4
Evident Strengths	52.6	50.7	49.8	50.0	49.2
Emerging Strengths	8.0	8.0	8.0	7.9	6.6
Network of Support Required	0.7	0.9	0.9	0.8	0.7
Individual Program Plan	0.1	0.2	0.2	0.3	0.2
Overall Level of Success	99.2	98.9	98.9	98.9	99.2

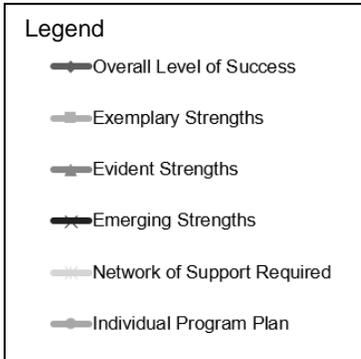
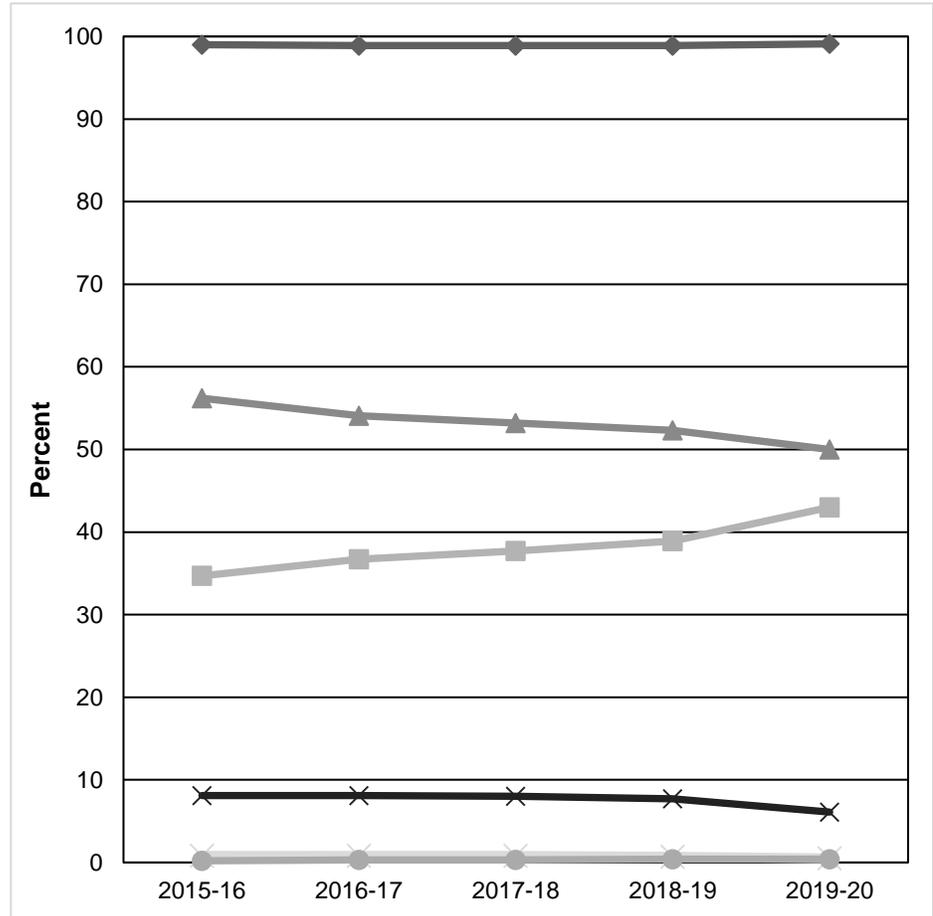


³ The general indicators for this stem are:

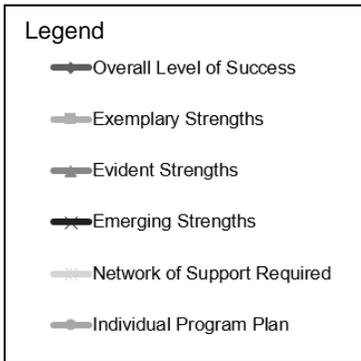
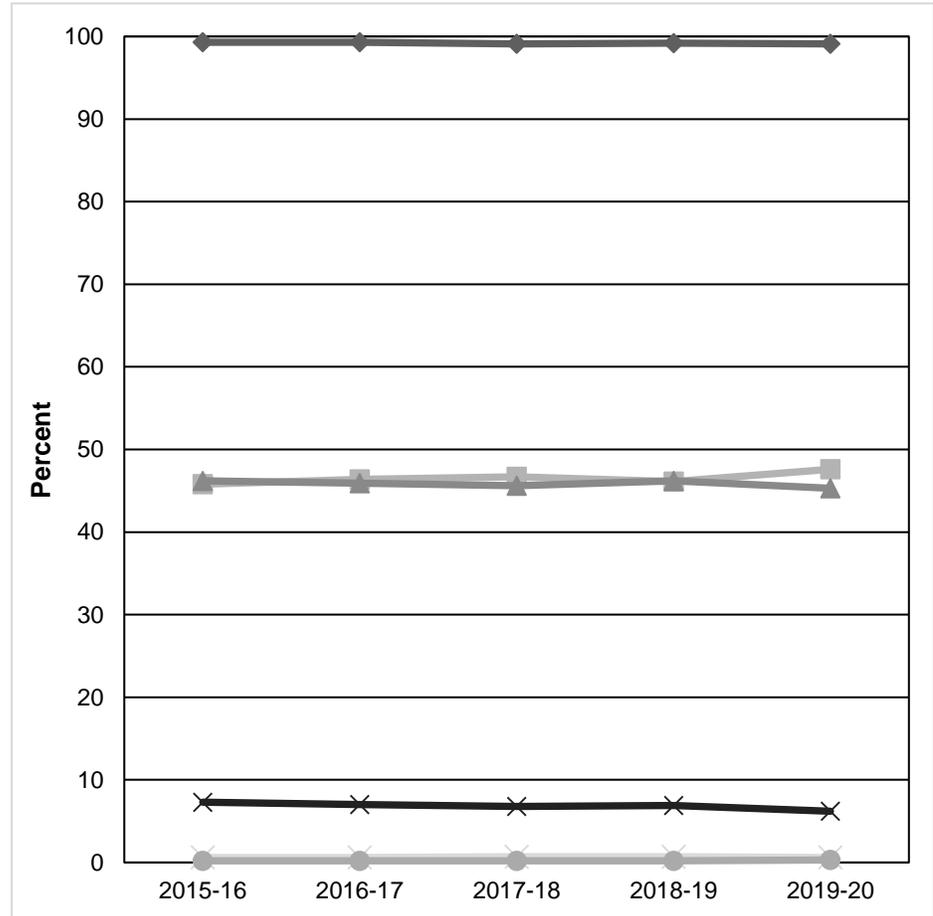
- shows concern for the dignity and equality of all;
- demonstrates appreciation for individual and cultural differences;
- seeks to learn about and from unfamiliar ways of thinking and living; and
- uses diverse viewpoints in a learning context.

Division 1

Demonstrates respect and appreciation for diversity (%).					
	2015-16	2016-17	2017-18	2018-19	2019-20
Exemplary Strengths	34.7	36.7	37.7	38.9	43.0
Evident Strengths	56.2	54.1	53.2	52.3	50.0
Emerging Strengths	8.1	8.1	8.0	7.7	6.1
Network of Support Required	0.8	0.8	0.8	0.7	0.5
Individual Program Plan	0.2	0.3	0.3	0.4	0.4
Overall Level of Success	99.0	98.9	98.9	98.9	99.1

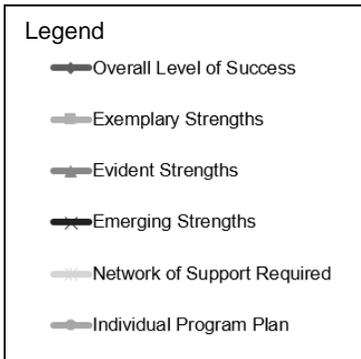
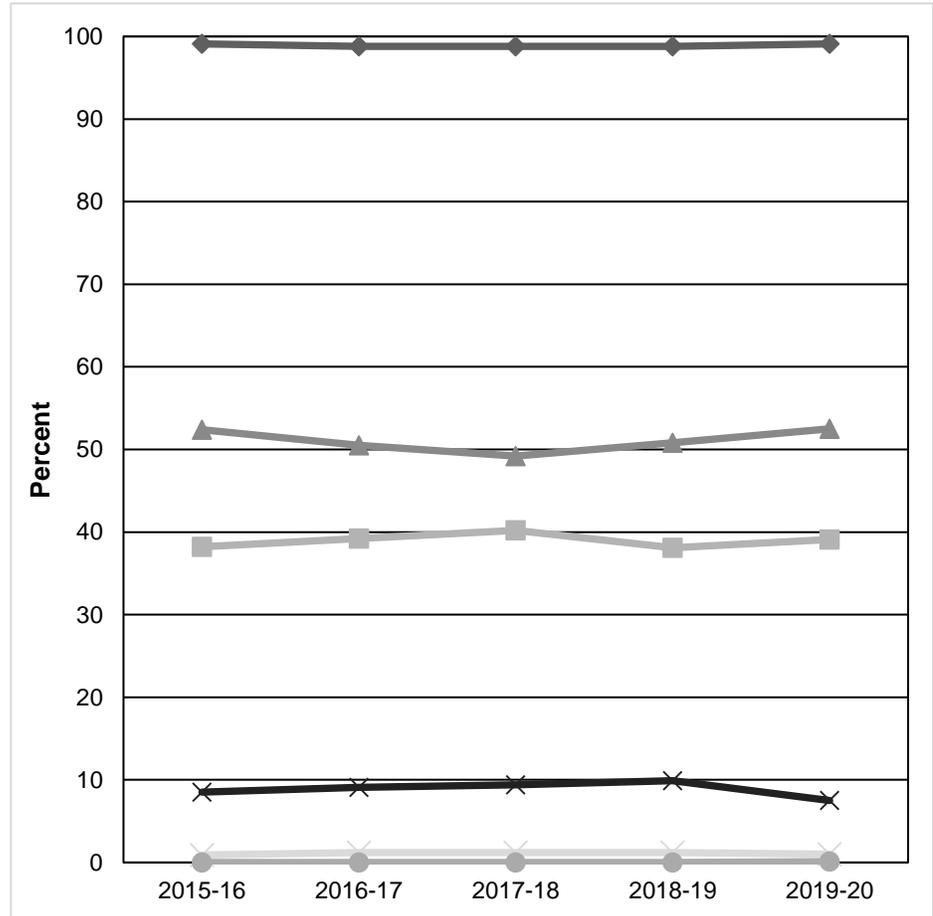


Demonstrates respect and appreciation for diversity (%).					
	2015-16	2016-17	2017-18	2018-19	2019-20
Exemplary Strengths	45.8	46.4	46.7	46.1	47.6
Evident Strengths	46.2	45.9	45.6	46.2	45.3
Emerging Strengths	7.3	7.0	6.8	6.9	6.2
Network of Support Required	0.6	0.6	0.7	0.7	0.6
Individual Program Plan	0.2	0.2	0.2	0.2	0.3
Overall Level of Success	99.3	99.3	99.1	99.2	99.1



Division 3

Demonstrates respect and appreciation for diversity (%).					
	2015-16	2016-17	2017-18	2018-19	2019-20
Exemplary Strengths	38.2	39.2	40.2	38.1	39.1
Evident Strengths	52.4	50.5	49.2	50.8	52.5
Emerging Strengths	8.5	9.1	9.4	9.9	7.5
Network of Support Required	0.9	1.2	1.2	1.2	1.0
Individual Program Plan	0.0	0.0	0.0	0.0	0.1
Overall Level of Success	99.1	98.8	98.8	98.8	99.1



- Target 2019-20

No target was set.

- Analysis

All Students: Following a steady performance of 98.9 per cent in the Overall Level of Success over the previous three years, a significant increase of 0.3 percentage points was observed in 2019-20 and matched the highest result in 2015-16. Exemplary Strengths showed an upward trend across five years despite the moderate decline in 2018-19.

To determine improvement in Network of Support Required and Individual Program Plan, the percentage of students in these categories should decrease. In 2019-20, the result of Network of Support Required reached the lowest percentage over the last five years. After a gradual increase in the results of Individual Program Plan starting from 2015-16, the first decrease over the last five years was observed in 2019-20.

Division 1: Similar to the performances for All Students, the Overall Level of Success maintained a stable performance of 98.9 per cent over the previous three years while a significant increase was observed in 2019-20 and reached the highest result of 99.1 per cent across five years. Exemplary Strengths showed a strong upward trend over time with a notable increase of about 4.0 percentage points in 2019-20. The results of Network of Support Required show a downward trend.

Division 2: In 2019-20, a decrease of 0.1 percentage points was observed in the Overall Level of Success and reached the lowest result of 99.1 per cent across five years. However, based on a Chi-Squared comparison to the previous three-year average, the result in 2019-20 was not significantly declined. Despite the notable decrease in 2018-19, the Exemplary Strengths showed an upward trend over time with a significant increase of 1.5 percentage points in 2019-20. Moreover, the results of Network of Support Required and Individual Program Plan showed relatively stable performances over the five years.

Division 3: Similar to All Students and Division 1, while maintaining the 98.8 per cent Overall Level of Success from 2016-17 to 2018-19, a significant increase of 0.3 percentage points was observed in 2019-20. Recovered from the noticeable decrease in 2018-19, the Exemplary Strengths result showed a significant increase in 2019-20 and achieved a result that was statistically similar to the previous three-year average by test. After maintaining the 1.2 per cent Network of Support result for three years, a notable improvement was observed in 2019-20.

Policy 3.3 Indicator 1

The 2019-20 division comparison results are the following:

- Highest Overall Level of Success result: Divisions 1, 2, 3
- Highest Exemplary Strengths result: Division 2
- Highest Evident Strengths result: Division 3
- Highest Emerging Strengths result: Division 3
- Lowest Network of Support Required result: Division 1
- Lowest Individual Program Plan result: Division 3

- Interpretation

Demonstrating respect and appreciation for diversity continues to be an area of stability and strength for CBE students, with a 2019-20 Overall Level of Success at 99.2% and only minor fluctuations in the past 5 years.

It is noted that students in Division 2 continue to demonstrate high levels of Exemplary Strengths compared to the All Students, Division 1 and Division 3 cohorts. In K-6 settings, Division 2 students are often positioned as school leaders who exemplify demonstrating respect and appreciation for diversity.

It is worth noting that the Network of Support Required has decreased in each of the divisions. Students in divisions 2 and 3 had a slight increase in the Individual Program Plan.

Policy 3.3 Indicator 2

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

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

Policy 3.3 Indicator 3

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

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

Policy 3.4

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

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

Policy 3.5

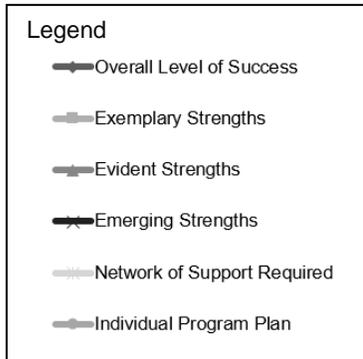
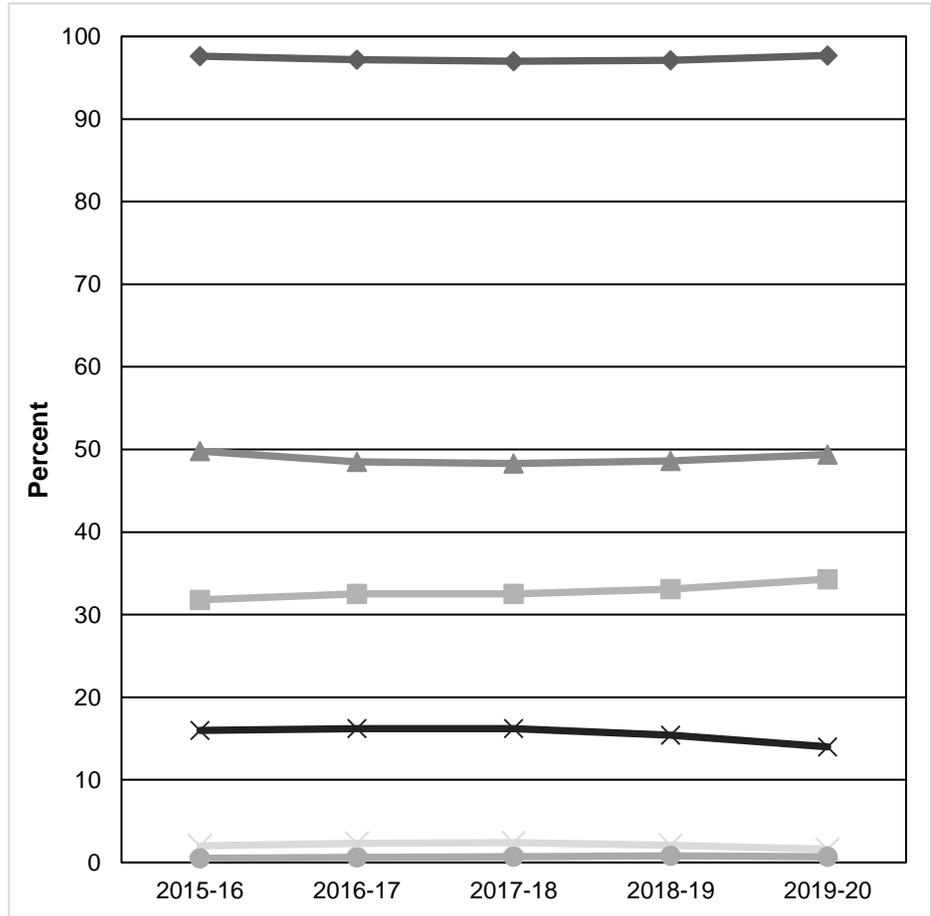
1. Percentage of students in kindergarten to grade 9 reported to work and collaborate effectively with others; as measured by student report cards.

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All Students

Works and collaborates effectively with others ⁴ (%)					
	2015-16	2016-17	2017-18	2018-19	2019-20
Exemplary Strengths	31.8	32.5	32.5	33.1	34.3
Evident Strengths	49.8	48.5	48.3	48.6	49.4
Emerging Strengths	16.0	16.2	16.2	15.4	14.0
Network of Support Required	2.0	2.3	2.4	2.1	1.6
Individual Program Plan	0.5	0.6	0.7	0.8	0.7
Overall levels of success	97.6	97.2	97.0	97.1	97.7

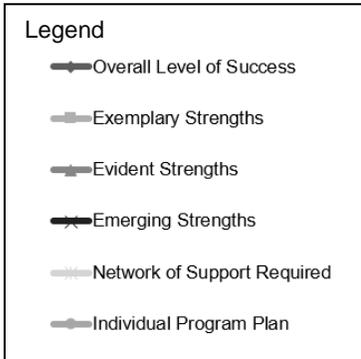
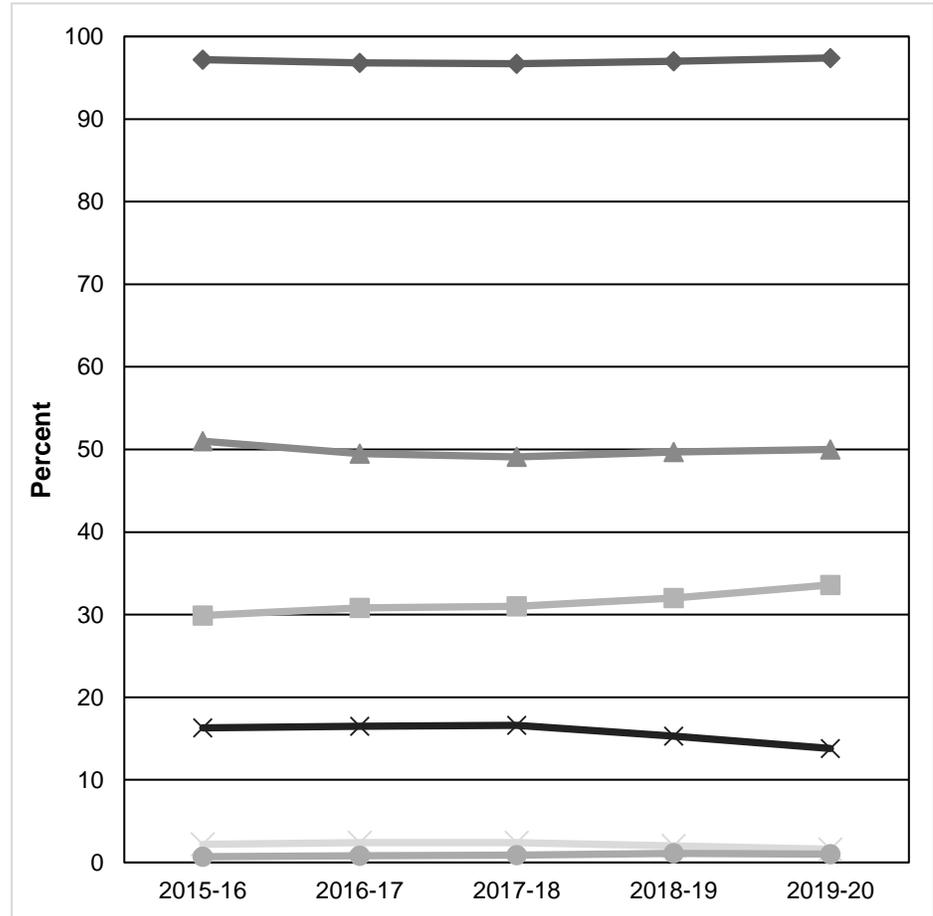


⁴ The general indicators for this stem are:

- 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.

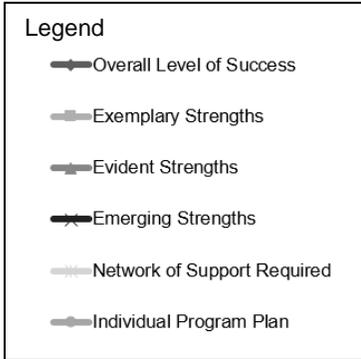
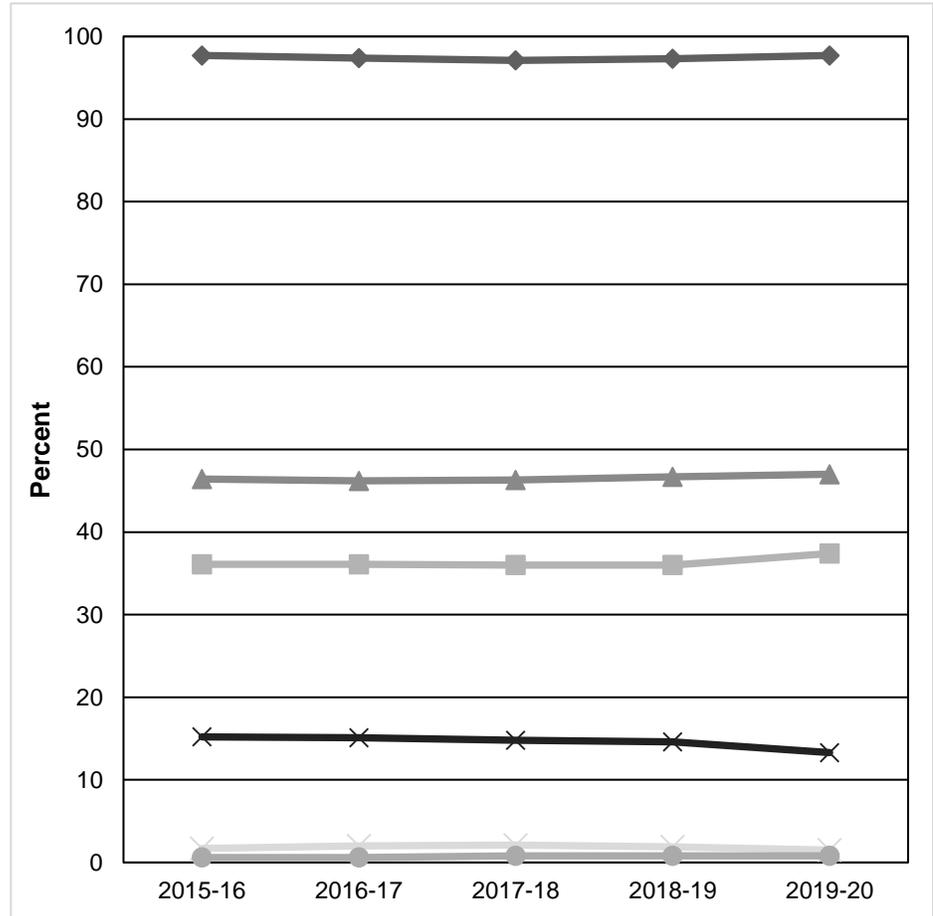
Division 1

Works and collaborates effectively with others (%).					
	2015-16	2016-17	2017-18	2018-19	2019-20
Exemplary Strengths	29.9	30.8	31.0	32.0	33.6
Evident Strengths	51.0	49.5	49.1	49.7	50.0
Emerging Strengths	16.3	16.5	16.6	15.3	13.8
Network of Support Required	2.2	2.4	2.4	2.0	1.6
Individual Program Plan	0.7	0.8	0.9	1.1	1.0
Overall levels of success	97.2	96.8	96.7	97.0	97.4

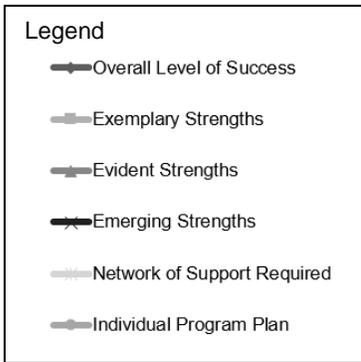
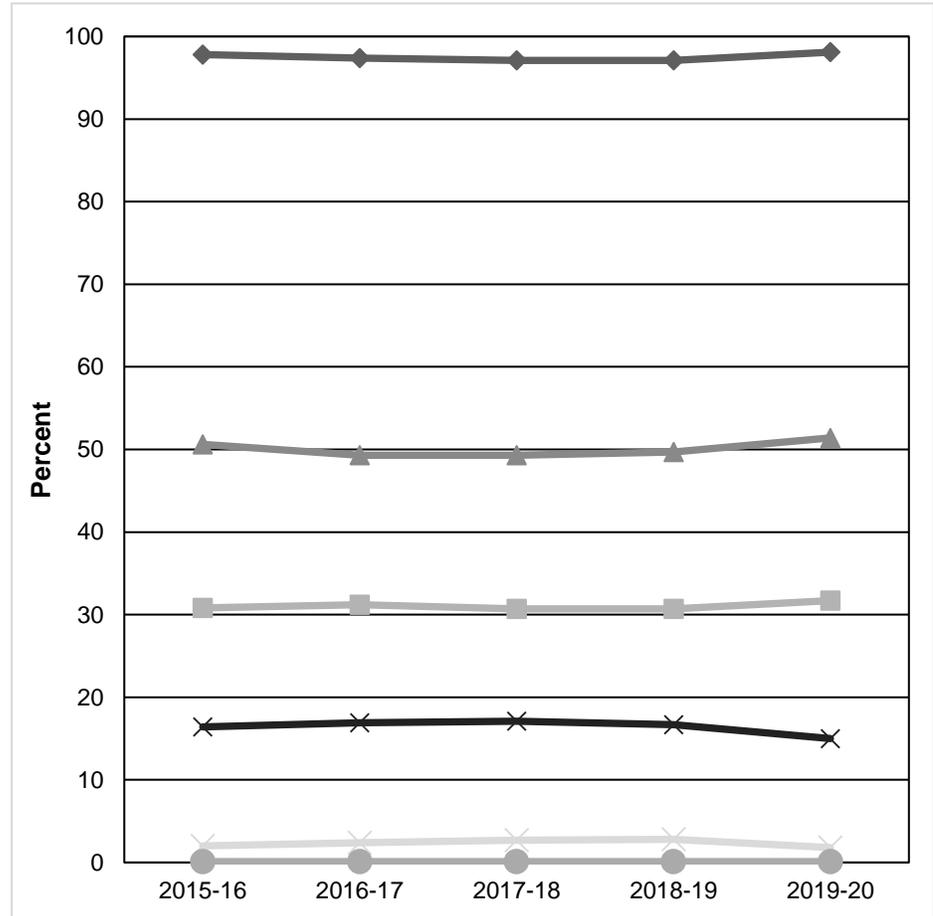


Division 2

Works and collaborates effectively with others (%).					
	2015-16	2016-17	2017-18	2018-19	2019-20
Exemplary Strengths	36.1	36.1	36.0	36.0	37.4
Evident Strengths	46.4	46.2	46.3	46.7	47.0
Emerging Strengths	15.2	15.1	14.8	14.6	13.3
Network of Support Required	1.7	2.0	2.1	1.9	1.5
Individual Program Plan	0.6	0.6	0.8	0.8	0.8
Overall levels of success	97.7	97.4	97.1	97.3	97.7



Works and collaborates effectively with others (%)					
	2015-16	2016-17	2017-18	2018-19	2019-20
Exemplary Strengths	30.8	31.2	30.7	30.7	31.7
Evident Strengths	50.6	49.3	49.3	49.7	51.4
Emerging Strengths	16.4	16.9	17.1	16.7	15.0
Network of Support Required	2.0	2.4	2.7	2.8	1.8
Individual Program Plan	0.1	0.1	0.1	0.1	0.1
Overall levels of success	97.8	97.4	97.1	97.1	98.1



- Target 2019-20

No target was set.

- Analysis

All Students: Beginning with the 2015-16 school year, Overall Level of Success experienced a two-year decelerated decrease with the last two years showing a continuous increase. Moreover, based on the Chi-Squared comparisons to the previous three-year averages, the results of the Overall Level of Success were consistently and significantly improved in 2019-20. Moreover, Exemplary Strengths showed a statistically strong upward trend over time.

To determine improvement in Network of Support Required and Individual Program Plan, the percentage of students in these categories should decrease. The results of Network of Support experienced two significant changes in results from the highest result in 2017-18 to the lowest result in 2019-20.

Division 1: The measures shared similar patterns to All Students.

Division 2: After a two-year continuous decline from 97.7 per cent in 2015-16, the Overall Level of Success showed a two-year continuous increase and achieved the same 97.7 per cent in 2019-20. While maintaining a level around 36 per cent over the previous four years, a significant 1.4 percentage point increase in the Exemplary Strengths result was observed in 2019-20. The Network of Support Required results showed notable decreases over the last two years and achieved the lowest result in five years.

Division 3: In 2019-20, the Overall Level of Success showed the first significant increase and achieved the highest result across five years. Similarly, Exemplary Strengths experienced some fluctuations over time and achieved the highest performance in 2019-20. While the results of Network of Support Required continued to accumulate over the previous four years, a significant decrease of 1.0 percentage point was observed in 2019-20.

The 2019-20 division comparison results are the following:

- Highest Overall Level of Success result: Division 3
- Highest Exemplary Strengths result: Division 2
- Highest Evident Strengths result: Division 3
- Highest Emerging Strengths result: Division 3
- Lowest Network of Support Required result: Division 2
- Lowest Individual Program Plan result: Division 3

Policy 3.5 Indicator 1

- Interpretation

The Overall levels of success for this indicator in 2019-20 were higher than the Overall levels of success in 2018-19 for the All Students, Division 1, Division 2, and Division 3 cohorts. In 2019-20, the All Students cohort had the highest level of Exemplary Strengths in this stem across the past 5 years.

It is noted that students in Division 2 continue to demonstrate high levels of Exemplary Strengths compared to the All Students, Division 1 and Division 3 cohorts.

Given that this stem has the lowest results of the three stems in R3: Citizenship, schools will need to consider how to increase student success on each of the general indicators for this stem.

Policy 3.5 Indicator 2

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

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

Building Capacity |

For the 2019-20 report, Building Capacity sections have been combined as most are applicable to each Indicator with data in this report. When data from the CBE Student Survey is available again, this section will return to being included for each individual indicator.

Professional Learning

Create and employ professional learning focused on:

- advancing actions and recommendations from CBE CARES: Collaboration for Anti-Racism and Equity Supports (CARES) to advance inclusion and anti-racism within CBE;
- rolling out of the Bullying Awareness and Prevention Program across the system;
 - Bullying Framework was created and published for all schools and available on Insite.
 - Established use of continuum of behaviours as a system wide expectation.
 - Mandated training on Bullying Awareness and Prevention for all employees on Public SchoolWorks.
 - Established documentation processes for reporting bullying incidences for administrators and teachers for implementation in the 2021-2022 school year.
- developing and implementing a Scope and Sequence guide for core curriculum;
- updating curriculum support pages for Social Studies to include internal and external task design and planning resources and professional learning opportunities for teachers and school leaders;

- Indigenous Education learning requests being supported by Indigenous Education specialists and the system principal approached through a holistic universal, targeted and intensive structure;
 - Holistic universal learning supports offered through ongoing system professional learning for further development of TQS/LQS Competency #5 and Reconciliation through Education (e.g., Acknowledgement of Land, Seasonal Elder teachings, land-based, subject specific, Métis Week, Orange Shirt Day).
 - Holistic targeted learning supports offered to all schools by members of the Indigenous Education Team through personalized support of school based professional learning, including land-based learning and the Indigenous Education Holistic Lifelong Learning Framework Professional Learning focused on LQS Competency #5 is offered at all leadership cohort sessions.
 - Holistic intensive learning supports provided to 17 K-12 core schools across 5 Areas, focused on Indigenous student achievement and well-being, and incorporating Indigenous knowledge into teaching and learning across disciplines. School-based resources include allocation of targeted learning strategist and DLSA support.
- the Indigenous Education team is continuing to provide a wealth of resources and professional learning that build teacher capacity to engage in topics specific to Social Studies dealing with Indigenous histories, perspectives and experiences. The land-based learning series, now in its third year, provides opportunities for teachers to improve their task design by accessing a variety of land, place and seasonal-based learning resources. This work supports teachers in including Indigenous perspectives in their classroom work across the disciplines, particularly in Social Studies, as well as in their broader school learning communities;
- developing a Functional Behaviour Assessment (FBA) process to be implemented by psychologists and strategists. This process focuses on providing Tier 2 supports to schools while addressing students' behavioral issues within the classroom setting. Training has occurred in two online sessions with an additional session scheduled for April;
- increasing understanding of Response to Intervention (RTI) model and RTI interventions (i.e., executive functioning, emotion regulation); and
- leveraging the use of technology in learning environments to meet the needs of diverse learners.

Structures & Processes

- Focus on well-being for learning goals in School Development Plans that include:
 - supporting students with communicating emotions and solving problems effectively;
 - teaching explicit self-regulation and resiliency skills;
- Promote student voice through the design and use of student perception tools including:
 - administration of the OurSCHOOL Survey with students in grades 4-12, Alberta Education Assurance Survey and resume administration of CBE Student Survey;
 - creating an optional K-3 Well-Being Survey so that schools have the option of collecting perception data on this topic from students not included in the Our SCHOOL survey;
 - having the Chief Superintendent hold student voice gathering sessions with students in Elementary, Middle/Junior and High Schools across all seven CBE Areas as a measure of the Three-Year Education Plan. Within that plan, the CBE has a commitment to improve achievement and well-being through enhancing student voice in learning, assessment and decision making. During the spring

sessions, Chief Superintendent Usih will focus on the following questions:

- What does it look like when you have a voice in your learning?
- What does it look like when you have a voice in the assessment of your learning?
- What does it look like when you have a voice in the decision making at your school?
- having Chief Usih meet with Chief Superintendent's Student Advisory Council (CSSAC) alumni on Feb. 17, 2021, to seek their voices related to CBE CARES work. Former CSSAC members, who are now current grade 12 students, provided insight to Chief Usih around the following three questions:
 - What issues, barriers, or concerns prevent students, teachers, and staff from enjoying an inclusive and supportive experience in the current environment?
 - What is currently working within CBE to address racism, equity, diversity, and inclusion?
 - What wise practices and approaches to address issues and barriers are you aware of that could be incorporated in CBE?
- creating the IndigenousEducation@cbe.ab.ca inbox to streamline the process for schools to contact the Indigenous Education Team when requiring support related to student learning;
- improving collaborative process for gathering, analyzing, and sharing holistic data as it relates to Indigenous student achievement and well-being, followed by adjustment of work based on data stories. Indigenous student demographic, achievement and student voice snapshots will be created for 17 core schools and all 7 Areas;
- piloting the Niitsitapi Spirit Model in 6 of the 17 core schools;
- developing DRAFT Indigenous Well-Being Framework and resources;
- continuing to build and nurture relationships with Indigenous community members and supporting community agencies;
- having Inclusive Learning, in collaboration with the ELL Team, develop a new intake form for screening students, with complex learning needs, coming to the Welcome Centre with their family. The outcomes of the new process have been as follows:
 - student is connected to their community school sooner;
 - supporting documentation gathered informs who needs to be engaged in a discussion regarding a possible specialized placement;
 - early engagement of the multidisciplinary team ensures that supports and services are in place, facilitating student access and participation; and
 - collaborative work has resulted in both the ELL and Inclusive Education specialists having enhanced knowledge and understanding of processes and diverse learning profiles;
- a brief and structured model of counselling emphasizing important therapeutic issues that help to mitigate risk factors and to promote well-being in gender diverse students has been developed, and all psychologists will be trained in this approach this April; and
- restructuring School Based Mental Health Counselling services to focus on short-term solution-focused interventions that address the presenting concern in a timely and effective manner. This approach will ensure that mental health services are provided to as many students as possible.

Resources

- Develop and utilize teacher guides for text selection and discussion as a support for the use of diverse texts.
- Create a text and video resource with traditional teachings and connections to Alberta Programs of Study to support school use of Indigenous Education Traditional Games kits.

- Update Indigenous Cultural Protocols document, available on public website and staff Insite.
- Collaboratively support development of Mount Royal University Indigenous Studies dual credit course.
- Maintain the Chief Superintendent Elder Advisory Council with regular online meetings (1-1 and as a group).
- Establish CBE Truth and Reconciliation Circle to advise on CBE efforts to meet Calls to Action related to education for reconciliation. The Truth and Reconciliation Circle will be an internal group made up of school and system leaders (APs, Principals, System Principals, Directors and others) to support and guide our collective efforts to improve academic achievement and well-being for students who self-identify as Indigenous. The Truth and Reconciliation Circle will gather on a regular basis to monitor and adjust the CBE's Indigenous Education Holistic Lifelong Learning Framework and supporting actions and provide four annual updates to the CBE and greater community.
- The Global Learning Team will provide opportunities and experiences for students and staff to gain cross-cultural experiences and understandings.
 - Concentration on expansion of sending countries to provide diversification of our international student population (Spain, Italy, Germany, and Japan).
 - Worked with federal and provincial governments on quarantine plans to be approved to continue to receive international students.
 - Continued promotion of the International Certificate to high school students
 - Celebration of International Education Week.

Targets |

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

Results 3 will be a minor focus on the CBE Student Survey in 2020-21.

Policy 3.1

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

APPENDIX

Appendix I: Results 3 | CBE Student Survey Questions & 2019-20 Results

appendix

Results 3 | CBE Student Survey Questions & 2019-20 Results

The CBE Student Survey was **not** administered in 2019-20, as such, the corresponding questions for the policy and indicators were not asked.

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

Policy 3.1

Indicator 2 – Learning Community Citizenship Summary Measure

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



Indicator 3 – Service Summary Measure

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

Policy 3.2

Indicator 2 – Local and National Citizenship Summary Measure

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

Indicator 3 – Global Citizenship Summary Measure

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

Policy 3.3

Indicator 2 – Embracing Culture Summary Measure

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

Indicator 3 – Diversity and Inclusion Summary Measure

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

Policy 3.4

Indicator 1 – Environmental Stewardship Culture Summary Measure

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

Policy 3.5

Indicator 2 – Collaborative Skills Summary Measure

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

operational
expectations
monitoring report

Monitoring report for the
school year 2019-2020

Report date:
March 9, 2021

OE-7: Communication With and Support for the Board

CHIEF SUPERINTENDENT CERTIFICATION

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

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



Signed: _____
 Christopher Usih, Chief Superintendent

Date: March 1, 2021

BOARD OF TRUSTEES ACTION

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

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

Summary statement/motion of the Board of Trustees:

Signed: _____
 Chair, Board of Trustees

Date: _____



OE-7: Communication With and Support for the Board

Executive Summary

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

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

The Chief Superintendent's reasonable interpretation and indicators for OE 7: Communication With and Support for the Board were approved on October 10, 2017. The Board of Trustees last monitored OE 7 on March 3, 2020. This report includes data available from the 2019-2020 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	Non-compliant
7.2	7.2.3	Compliant
7.2	7.2.4	Compliant
7.2	7.2.5	Compliant
7.3	7.3.1	Compliant
7.4	7.4.1	Compliant
7.4	7.4.2	Compliant



OE-7: Communication With and Support for the Board

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

Board-approved Interpretation |

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

The Chief Superintendent shall:

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

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

The Chief Superintendent interprets:

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



OE-7: Communication With and Support for the Board

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

Board-approved Indicators and *Evidence of Compliance* |

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

Evidence statement

Between September 17, 2019 and June 30, 2020, administration presented 15 monitoring reports to the Board of Trustees. These reports were presented at the Board of Trustees' meetings according to the annual work plan. Adjustments were made to the annual work plan for the months of April – June due to the COVID pandemic.

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 15 annual monitoring reports presented to the Board of Trustees between September 17, 2019 and June 30, 2020 contained all the required elements. The monitoring reports for Operational Expectations contained the Board approved reasonable interpretations as well as the evidence of compliance. The Results monitoring reports contained the Board approved reasonable interpretations, the baseline and approved targets, and the evidence of reasonable progress.



OE-7: Communication With and Support for the Board

Evidence demonstrates all indicators in subsection 1 are in compliance.

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

Board-approved Interpretation |

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

The Chief Superintendent interprets:

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

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

Other Information:

Beginning in January 2020, the Chief Superintendent provided the Board of Trustees updates and information on a regular basis regarding the COVID pandemic and the potential impact on schools, students, and the system.

The Board of Trustees and our senior leaders receive a media outlook at the end of each day that summarizes all media requests received, as well as a summary of any responses or statements issued. The outlook also includes a summary of any system-wide communication issued during that day. If a major unforeseen event occurs mid-day, the chief superintendent may opt to inform the Board of Trustees before the end of the day.

Trend information was provided through:

- Board Development Session | Part 1 – Student Mental Health – October 8, 2019
- Board Development Session | Assessment and Reporting in CBE – January 14, 2020
- Summary of 2018-2019 Provincial Achievement Test and Diploma Examinations results – November 5, 2019
- CBE Annual Education Results Report 2018-2019 and the Three-Year Education Plan 2019-2022 – January 7, 2020
- Results 2 | Academic Success - Targets – October 8, 2019
- Results 2 | Academic Success – Annual Monitoring Part 1 (indicators 1-3) - January 14, 2020
- Results 2 | Academic Success – Annual Monitoring Part 2 (indicators 4-5) – February 4, 2020
- Results 2 | Academic Success – Annual Monitoring – February 11, 2020
- 2019-2020 School Enrolment Report – December 3, 2019
- Results 3 Citizenship – March 3 & 10, 2020
- Results 4 Personal Development – April 26, 2020
- Results 5 | Character – June 9, 2020
- Locally Developed Authorized Courses – May 19, 2020



OE-7: Communication With and Support for the Board

Facts were presented through:

- 2020-2021 Modular Classroom Program – October 27, 2019
- Financial Status of Reserves and Designated Funds – November 5, 2019
- 2018-2019 Year-end Financial Results and Audited Financial Statements – November 26, 2019
- Three Year School Capital Plan 2021-2024 – March 10, 2020
- Budget Assumptions Report – December 3 & 10, 2020
- Students Come First Budget Report for 2019-2022 – May
- Three-Year System Accommodation Plan – June 9, 2020

2. A minimum of once per month, a written update report from the Chief Superintendent will be presented at a Board of Trustee meeting.	Not Compliant
--	---------------

The organization is non-compliant with this indicator.

Evidence statement

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

- September 17, 2019
- October 22, 2019
- November 12, 2019
- December 3, 2019
- January 14, 2020
- February 11, 2020
- March 10, 2020

The Alberta Government cancelled in person classes March 15, 2020 due to the COVID pandemic and CBE transitioned all students to online learning. A revised *Schedule of Regular Meetings for April–June* was approved by the Board of Trustees on April 28, 2020. Reporting timelines were altered and the Chief Superintendent’s Update was cancelled for the remainder of the year.

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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OE-7: Communication With and Support for the Board

The organization is compliant with this indicator.

Evidence statement

The following schools supported a Results focus through presentations at the Board meetings until cancellation of school in March due to the COVID pandemic:

- Saddle Ridge – October 22, 2019
- RT Alderman – January 14, 2020
- Maple Ridge – January 14, 2020
- A.E. Cross – March 10, 2020
- Dr. E.P. Scarlett – March 10, 2020
- Chinook Park – March 10, 2020
- Sam Livingston – March 10, 2020

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

- Summary of the 2018-2019 Provincial Achievement Tests and Diploma Examination Results – November 5, 2019
- CBE Annual Education Results Report 2018-2019 – January 7, 2020
- Three-Year Education Plan 2018-2021 – January 7, 2020
- Results 2 | Academic Success - Targets – October 8, 2019
- Results 2 | Academic Success – Annual Monitoring Part 1 (indicators 1-3) - January 14, 2020
- Results 2 | Academic Success – Annual Monitoring Part 2 (indicators 4-5) – February 4, 2020
- Results 2 | Academic Success – Annual Monitoring – February 11, 2020
- Results 3 Citizenship – March 3 & 10, 2020
- Results 4 Personal Development – April 26, 2020
- Results 5 | Character – June 9, 2020

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

The organization is compliant with this indicator.

Evidence statement

The Three-Year System Student Accommodation Plan was presented to the Board of Trustees June 9, 2020. This plan outlines accommodation issues related to capital projects, student designation and grade configuration changes, new

OE-7: Communication With and Support for the Board

alternative programs, and communication plans around student accommodation to inform our stakeholders.

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

Evidence statement

The Three-Year System Student Accommodation Plan was presented to the Board of Trustees June 9, 2020.

Evidence demonstrates 4 of the 5 indicators in subsection 2 are in compliance.

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

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

The Chief Superintendent interprets:

- *inform* to mean that the Chief Superintendent may exercise judgment to bring specific information to the attention of individual Trustees or the Board as a whole.
- *opinion* to mean judgment or assessment based on observation and experience.



OE-7: Communication With and Support for the Board

- *encroached into areas of responsibility assigned to the Chief Superintendent* to mean that the Board or a Trustee has stepped into an operational area delegated by the Board of Trustees through its policies to the Chief Superintendent.
- *Board or its members are non-compliant* to mean the Board or a Trustee has violated the policies established by the Board of Trustees.

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

Evidence statement

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

Evidence demonstrates all indicators in subsection 3 are in compliance.

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

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

The Chief Superintendent interprets:

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



OE-7: Communication With and Support for the BoardBoard-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 nine Operational Expectations monitoring reports and the five Results monitoring reports. The Board noted compliance with all nine Operational Expectation Monitoring Reports. The Board concluded that reasonable progress was being made towards achievement of the Results policies, with exceptions to:

- students who identify as indigenous were noted by the Board in Results 2 | Academic Success; and
- policy subsection 4.5 were noted by the Board in Results 4 | Personal Development.

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 2019-2020 school year, there were no instances of noncompliance or lack of reasonable progress for an entire policy identified by administration.

Evidence demonstrates all indicators in subsection 4 are in compliance.



OE-7: Communication With and Support for the Board

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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



report to Board of Trustees

Three-Year School Capital Plan 2022-2025

Date	March 9, 2021
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih, Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-5: Financial Planning OE-6: Asset Protection OE-7: Communication With and Support for the Board OE-8: Communicating and Engaging with the Public OE-9: Facilities
Resource Person(s)	Latosia Campbell-Waters, Director, Planning Marc Aquin, Director, Facility Projects, Risk and Central Facilities Erin Hafichuk, Supervisor Project Services Paul Mountford, Senior Urban Planner

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the Three-Year School Capital Plan 2022-2025, as provided in the report, and authorizes its submission to Alberta Education.



2 | Issue

Alberta Education requires that school boards submit a three-year school capital plan on an annual basis. The deadline for the submission of this year's Three-Year School Capital Plan 2022-2025 to the Ministry is April 1, 2021.

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

New modular classroom requests and modular moves are handled through a separate submission process. The last submission was approved by the Board of Trustees on October 27, 2020.

3 | Background

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

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

Eligibility Criteria

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

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

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

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

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

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

Ranking Criteria

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

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

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

- City of Calgary Civic Census (August 2019)
- Pre-School Children Summary by School District Code (August 2019)
- School Enrolment (September 30, 2020)
- School Bus Transportation Times (Fall 2020)
- The City of Calgary Suburban Residential Growth 2020-2024 (Fall 2020)
- Calgary & Region Economic Outlook 2020-2025 (Fall 2020)

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.

A combined ranking list of new schools and major school modernizations, as requested by the Province, is presented in the Three-Year School Capital Plan 2022-2025.

4 | Analysis

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

The CBE mission and values are used as an overarching umbrella for the development of the Three-Year School Capital Plan 2022-2025. The annual Three-Year School Capital Plan also supports the Three-Year Education Plan 2020-2023 and is informed by the Ten Year Student Accommodation and Facilities Strategy.

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

More specifically, the CBE recognizes:

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

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

The new school and modernization requests are spread over three years with a goal of maintaining a high 80% utilization rate. Important information such as:

- Actual/projected student enrolments and CBE system utilization for the period 2019 to 2026 are illustrated in Appendix IV on page 82.
- The City's actual and projected populations for the period 2015 to 2025 are shown on page 1.
- Actual/projected CBE school enrolments for the period 2019 to 2024 are shown on page 4.
- New School Construction priorities, totalling \$128.3 million, are shown in Table 1 on page 32.
- Major Modernizations priorities, totalling \$148.8 million, are shown in Table 2 on page 32.
- The combined priorities list, as the Province requires that the three-year plan has one priority capital list consisting of both "New School Construction" and "Major Modernization" requests, totaling \$277.2 million, are shown in Table 3 on page 33 and below:

Table 3: New School Construction and Major Modernizations				
Three-Year School Capital Plan 2022-2025 Priorities				
Priority Ranking – Project Description				
YEAR 1				
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)
1 Evanston Middle	5-9	New Request	Full buildout to 900	32,133,000
2 John G. Diefenbaker High School	10-12	Modernization Request	Major Modernization	27,970,000
3 Nickle School	5-9	Modernization Request	Major Modernization	14,500,000
4 A.E. Cross School	7-9	Modernization Request	Major Modernization	18,645,000
			YEAR 1 TOTAL	93,248,000
YEAR 2				
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)
5 Saddle Ridge Middle ⁽²⁾	5-9	New Request	Design for 900	1,161,000
6 Cornerstone High School	10-12	New Request	Design for 1800	2,322,000
7 Sir John A. Macdonald School	7-9	Modernization Request	Major Modernization	13,500,000
8 Annie Gale School	7-9	Modernization Request	Major Modernization	7,800,000
9 Cedarbrae School	K-6	Modernization Request	Major Modernization	8,234,000
10 Altadore School	K-6	Modernization Request	Major Modernization	8,080,000
			YEAR 2 TOTAL	41,097,000
YEAR 3				
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)
11 Saddle Ridge Middle ⁽²⁾	5-9	New Request	Construction for 900	28,743,000
12 Cornerstone High School	10-12	New Request	Construction for 1800	63,968,000
13 Annie Foote School	K-6	Modernization Request	Major Modernization	10,772,000
14 Janet Johnstone School	K-4	Modernization Request	Major Modernization	9,010,000
15 Ranchlands School	K-6	Modernization Request	Major Modernization	12,120,000
16 Queen Elizabeth School	K-6	Modernization Request	Major Modernization	9,010,000
17 Ernest Morrow School	6-9	Modernization Request	Major Modernization	9,200,000
			YEAR 3 TOTAL	142,823,000
			GRAND TOTAL	277,168,000

- The full list of communities assessed through the points ranking criteria is shown on page 75.
- Details of the point assignments for potential new schools are shown in Appendix III on pages 75-81.
- Details of the point assignments for potential modernizations are shown in Appendix II on pages 73-74.

The approved plan will be submitted to the Province on the Web Application Program consistent with **Attachment I** to this report.

Only a small number of new school requests are included on this year's plan in an effort to highlight the need for modernizations of existing schools and maintain a high 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, the CBE's utilization rate is projected to reach 87% by 2026. Although the requests in the Three-Year School Capital Plan are separated into three years, the plan is updated and submitted annually. This provides the opportunity for the expansion or contraction of the list to reflect changes in annual enrolment projections.

5 | Financial Impact

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

Individual project applications are submitted through the Web Application Program, following the Board's approval of the Three-Year School Capital Plan 2022-2025.

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

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

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

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

- Elementary Schools: \$235,000

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

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

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

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

6 | Implementation Consequences

Over the past decade, Calgary has experienced varying levels of population growth. Since 2016 Calgary's population growth averaged just over 12,750 persons per year.

The population grew from 1,285,711 in April 2019 (2019 Civic Census) to an estimated population of 1,306,700 in 2020 (Calgary and Region Economic Outlook 2020-2025 (Fall 2020)), an increase of 21,000 (1.63%). The population growth consisted of a natural increase of 8,700 people with a net migration of 12,300 people (Calgary and Region Economic Outlook 2020-2025 (Fall 2020)).

In the *Calgary & Region Economic Outlook 2020-2025 (Fall 2020)*, the City is forecasting that the population of Calgary will reach 1,392,000 by 2025, an increase of 85,000 people over the next five years. This five-year forecast is a decrease from the previous five-year forecast.

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

CBE's current enrolment of 122,641 students is forecast to increase to 133,314 students by 2025. A total increase of 10,673 students is projected averaging approximately 2,135 additional students annually. These enrolment projections assume a moderate level of enrolment growth in the future. Of note, enrolment in kindergarten to Grade 3 is projected to decrease over the next five years, while enrolment increases are projected for Grades 7-9 and Grades 10-12.

Even with the opening of over two dozen new schools since the 2016-17 school year, the CBE still requires new schools to be built in the communities where students are living. The current system utilization rate is 83% based on September 30, 2020 enrolment. This is a decrease of 4 percentage points over

the previous year due to a notable decrease in kindergarten and pre-kindergarten enrolment as a result of Covid-19.

The opening of the schools currently approved for funding is projected to result in an 87% system utilization rate by the 2026-2027 school year.

The City's most recent Suburban Residential Growth 2020-2025 document allocates population growth to eight (8) city planning sectors. This information provides the CBE with a context for where student population growth will be expected in the future. The largest population growth projected over the next five years is in the northeast, southeast, and north.

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 67), the utilization for K-9 students by residence is 128%, as compared to 63% in the South Sector. One consequence of this disparity is that some students residing within sectors with high utilization rates need to be transported to other sectors.

A similar situation exists with senior high school students. For example, the number of senior high students by residence in the North Sector is 280% over the high school capacity, as compared to 34% in the Centre sector where five senior high schools are located. The utilization rate, by residence, in the Centre Sector indicates that there is excess space within the sector. Although there is space, it is not located close to the growing communities in the North Sector where student enrolment is increasing and utilization by residence far exceeds the capacity. This will change with the opening of the North High School that is currently under construction, adding new capacity to the North Sector.

Without any additional new school approvals, CBE's system utilization rate is projected to reach 88% by the 2025-26 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.

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

7 | Conclusion

The approval of the Three-Year School Capital Plan 2022-2025 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 2022-2025

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



2022 – 2025

March 9, 2021

TABLE OF CONTENTS

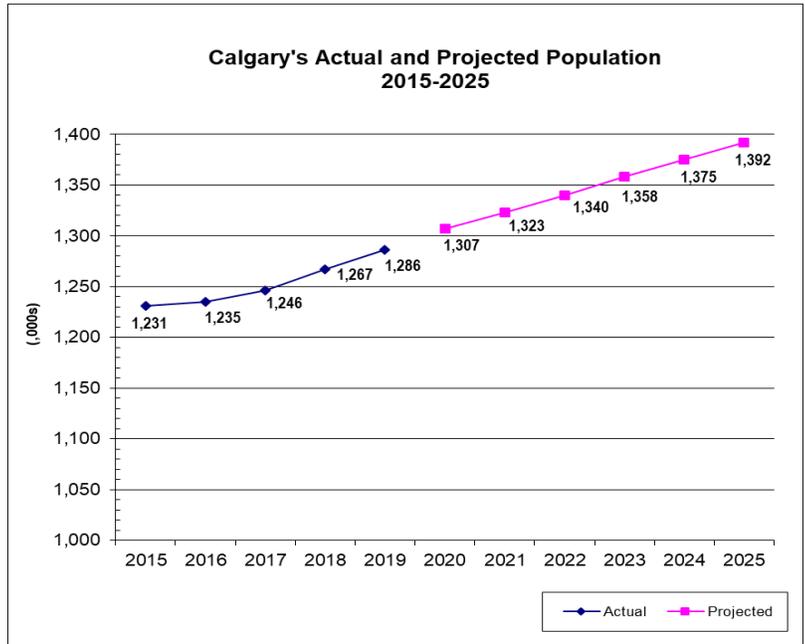
EXECUTIVE SUMMARY	i
1.0 INTRODUCTION	1
1.1 CBE Student Enrolment.....	1
1.2 Calgary Suburban Growth and Development.....	4
1.3 Framework for Growth and Change	6
1.4 City of Calgary Annexation.....	6
2.0 CAPITAL STRATEGIES	9
2.1 Calgary Board of Education	9
2.2 Three-Year Education Plan.....	10
2.3 Administrative Areas and Space Utilization	11
2.4 Planning for Students.....	16
2.5 New School Construction and School Approvals.....	18
2.6 School Major Modernization.....	20
2.7 Collaborative Initiatives with The City of Calgary.....	21
3.0 NEW SCHOOL CONSTRUCTION CAPITAL PLAN CRITERIA	21
3.1 Construction Planning Criteria.....	22
3.2 Construction Ranking: Kindergarten to GR9	27
3.3 Construction Planning Criteria: Senior High Schools.....	28
3.4 Construction Priorities: Senior High Schools	28
4.0 THREE-YEAR SCHOOL CAPITAL PLAN 2022-2025 - SUMMARY	31
5.0 2022-2025 SCHOOL CAPITAL PLAN NEW CONSTRUCTION	36
6.0 2022-2025 SCHOOL CAPITAL PLAN MAJOR MODERNIZATION	40
APPENDIX I: Capacity and Utilization	61
APPENDIX II: Modernization Information.....	73
APPENDIX III: Community Ranking for New Schools	75
APPENDIX IV: CBE System Utilizations	82
GLOSSARY OF TERMS	83

EXECUTIVE SUMMARY

This Three-Year School Capital Plan 2022-2025 is an analysis of the Calgary Board of Education’s (CBE) forecasted school capital needs, as assessed at the present time.

1. Calgary Population

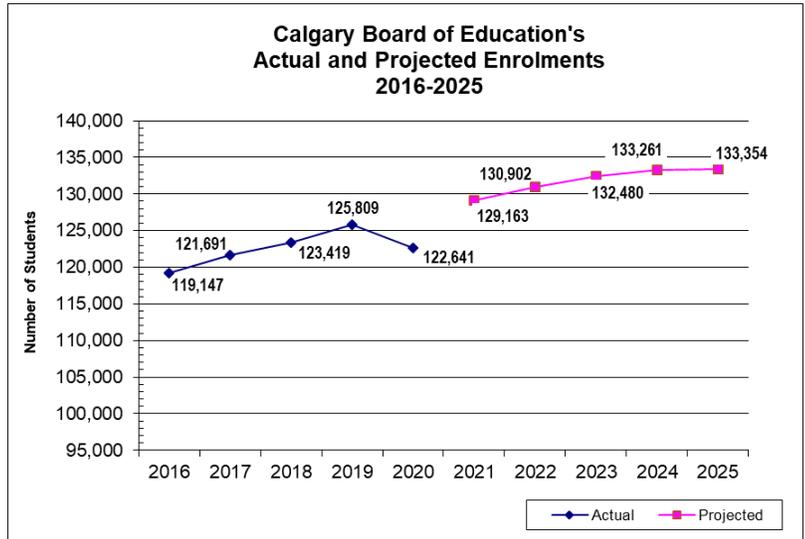
Since 2016 Calgary’s population growth has averaged an estimated 12,750 people per year. In the *Calgary & Region Economic Outlook 2020-2025 (Fall 2020)*, the City of Calgary (the City) is forecasting that the population of Calgary will reach 1,392,000 by 2025, an increase of 85,000 persons over the next five years. This represents an average yearly increase of approximately 17,000 people, which will be driven primarily by net migration.



Source: Calgary & Region Economic Outlook 2020-2025 (Fall 2020)

2. Student Enrolment

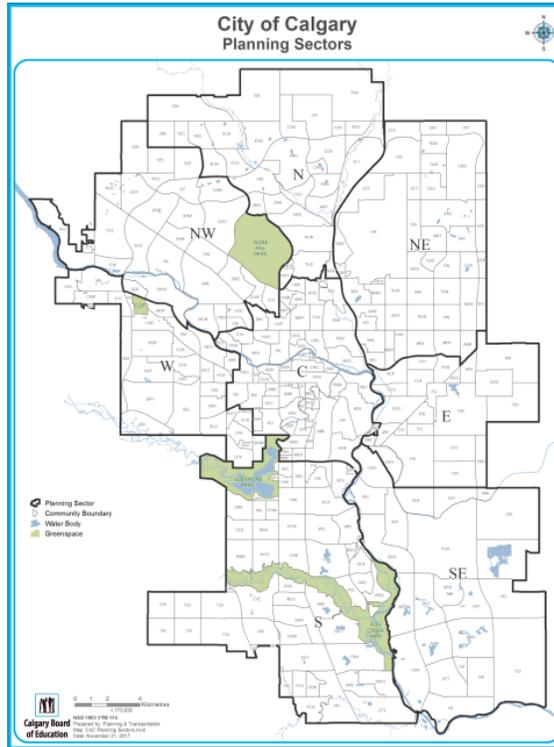
The CBE’s current student enrolment of 122,641 is a decrease of 3,168 students compared to the previous year. Taking into consideration an average enrolment increase of just over 2,200 students per year from 2016-2019 and a decrease of 3,168 this year, the CBE is projecting a moderate level of growth over the next five years. Total enrolment is projected to increase to 133,314 students by 2025.



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 City of Calgary planning sectors for capital planning purposes. The map below shows the planning sectors.



The table below shows the anticipated distribution of population growth from 2020-2024 :

City Growth Trends by CBE Planning Sector 2020-2024	
Planning Sector	Population Growth Forecast
Centre	8,630
East	2,320
North	19,630
Northeast	20,620
Northwest	1,980
South	16,980
Southeast	20,510
West	4,330

Source: Suburban Residential Growth Report 2020-2024

4. Three-Year Education Plan

Alberta Education requires school boards to maintain and update three-year plans annually. School boards are responsible for carrying out their education plans; reporting annually to parents, communities, and government on results and use of their resources; and, using results information to improve education for students. The Board of Trustees approved the combined Annual Education Results Report 2019-2020 and the Three-Year Education Plan 2020-2023 in November 2020.

5. Schools Under Construction and Approvals

Five new school construction projects are currently under development. A major modernization at Forest Lawn High School has recently completed construction.

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

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

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

6. Capital Priorities – New School Construction

There are three (3) new school construction projects identified in the Three-Year School Capital Plan 2022-2025. Two (2) of the projects (Saddle Ridge Middle and Cornerstone High School) are being requested for design funding initially in Year 2 and then construction funding in Year 3 (see Table 1).

Table 1: New School Construction					
Three-Year School Capital Plan 2022-2025 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	Number of Years Previously Listed in Capital Plan*
C-1 Evanston Middle	5-9	New Request	Full buildout to 900	32,133,000	
YEAR 1 TOTAL				32,133,000	8
YEAR 2					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	Number of Years Previously Listed in Capital Plan*
C-2 Saddle Ridge Middle ⁽²⁾	5-9	New Request	Design for 900	1,161,000	
C-3 Cornerstone High School	10-12	New Request	Design for 1800	2,322,000	1
YEAR 2 TOTAL				3,483,000	1
YEAR 3					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	Number of Years Previously Listed in Capital Plan*
C-4 Saddle Ridge Middle ^{(2)^}	5-9	New Request	Construction for 900	28,743,000	
C-5 Cornerstone High School [^]	10-12	New Request	Construction for 1800	63,968,000	1
YEAR 3 TOTAL				92,711,000	
GRAND TOTAL				128,327,000	

Note: ¹ Senior high schools are not ranked using point criteria. See page 28.

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

[^] Year could change, dependent on when site is ready for construction.

* Number of Years was calculated incorrectly in the 2021-2024 Capital Plan.

7. Capital Priorities – Major Modernization Projects

There are twelve (12) major modernization projects identified in this Plan totalling over \$151 million (see Table 2).

Table 2: School Major Modernizations					
Three-Year School Capital Plan 2022-2025 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	Number of Years Previously Listed in Capital Plan
M-1 John G. Diefenbaker High School	10-12	Modernization Request	Major Modernization	28,498,000	12
M-2 Nickle School	5-9	Modernization Request	Major Modernization	14,777,000	13
M-3 A.E. Cross School	7-9	Modernization Request	Major Modernization	18,999,000	4
				YEAR 1 TOTAL	62,274,000
YEAR 2					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	Number of Years Previously Listed in Capital Plan
M-4 Sir John A. Macdonald School	7-9	Modernization Request	Major Modernization	13,500,000	0
M-5 Annie Gale School	7-9	Modernization Request	Major Modernization	7,800,000	0
M-6 Cedarbrae School	K-6	Modernization Request	Major Modernization	8,234,000	6
M-7 Altadore School	K-6	Modernization Request	Major Modernization	8,234,000	13
				YEAR 2 TOTAL	37,768,000
YEAR 3					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	Number of Years Previously Listed in Capital Plan
M-8 Annie Foote School	K-6	Modernization Request	Major Modernization	10,977,000	6
M-9 Janet Johnstone School	K-4	Modernization Request	Major Modernization	9,182,000	6
M-10 Ranchlands School	K-6	Modernization Request	Major Modernization	12,349,000	6
M-11 Queen Elizabeth School	K-6	Modernization Request	Major Modernization	9,182,000	6
M-12 Ernest Morrow School	6-9	Modernization Request	Major Modernization	9,200,000	7
				YEAR 3 TOTAL	50,890,000
				GRAND TOTAL	150,932,000

8. Capital Priorities – New Construction & Major Modernizations

Overall, fifteen (15) new construction and major modernization projects are identified in the Three-Year School Capital Plan 2022-2025. Included in this list are two (2) new school projects that are requested for design funding initially in Year 2 and construction funding in Year 3 (see Table 3).

Table 3: New School Construction and Major Modernizations					
Three-Year School Capital Plan 2022-2025 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	Number of Years Previously Listed in Capital Plan
1 Evanston Middle	5-9	New Request	Full buildout to 900	32,133,000	8*
2 John G. Diefenbaker High School	10-12	Modernization Request	Major Modernization	28,498,000	12
3 Nickle School	5-9	Modernization Request	Major Modernization	14,777,000	13
4 A.E. Cross School	7-9	Modernization Request	Major Modernization	18,999,000	4
				YEAR 1 TOTAL	94,407,000
YEAR 2					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	Number of Years Previously Listed in Capital Plan
5 Saddle Ridge Middle ⁽²⁾	5-9	New Request	Design for 900	1,161,000	1*
6 Cornerstone High School	10-12	New Request	Design for 1800	2,322,000	1*
7 Sir John A. Macdonald School	7-9	Modernization Request	Major Modernization	13,500,000	0
8 Annie Gale School	7-9	Modernization Request	Major Modernization	7,800,000	0
9 Cedarbrae School	K-6	Modernization Request	Major Modernization	8,234,000	6
10 Altadore School	K-6	Modernization Request	Major Modernization	8,234,000	13
				YEAR 2 TOTAL	41,251,000
YEAR 3					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	Number of Years Previously Listed in Capital Plan
11 Saddle Ridge Middle ⁽²⁾	5-9	New Request	Construction for 900	28,743,000	1*
12 Cornerstone High School	10-12	New Request	Construction for 1800	63,968,000	1*
13 Annie Foote School	K-6	Modernization Request	Major Modernization	10,977,000	6
14 Janet Johnstone School	K-4	Modernization Request	Major Modernization	9,182,000	6
15 Ranchlands School	K-6	Modernization Request	Major Modernization	12,349,000	6
16 Queen Elizabeth School	K-6	Modernization Request	Major Modernization	9,182,000	6
17 Ernest Morrow School	6-9	Modernization Request	Major Modernization	9,200,000	7
				YEAR 3 TOTAL	143,601,000
				GRAND TOTAL	279,259,000

Note: ¹ Senior high schools are not ranked using point criteria. See page 28.

⁽²⁾ = second elementary school for the community

* Number of Years was calculated incorrectly for New Requests in the 2021-2024 Capital Plan.

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 122,641 students in over 249 schools with approximately 10,000 full time equivalent staff and an operating budget of \$1.38 billion.

Over the past decade, Calgary has experienced varying levels of population growth. Calgary’s population has increased by approximately 51,000 people since 2016, an average of 12,750 people per year.

The population grew from 1,285,711 in April 2019 (2019 Civic Census) to an estimated population of 1,306,700 in 2020 in the Calgary and Region Economic Outlook 2020-2025 (Fall 2020), an increase of 21,000 (1.63%). The population growth consisted of a natural increase of 8,700 people with a net migration of 12,300 people.

The City of Calgary’s report, *Calgary and Region Economic Outlook 2020-2025 (Fall 2020)*, identifies continued growth for Calgary. The City forecasts that Calgary’s population will reach 1,392,000 by 2025, an increase of 85,000 people from the estimated population of 1,307,000 in 2020. This population forecast averages 17,000 people per year during this period and is a decrease from the previous five-year forecast. This population increase is expected to be driven primarily by net migration.

Calgary Total Population (,000s)										
Actual					Projected					
2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
1,231	1,235	1,246	1,267	1,286	1,307	1,323	1,340	1,358	1,375	1,392

Calgary & Region Economic Outlook 2020-2025 (Fall 2020)

1.1 CBE Student Enrolment

Total enrolment of 122,641 students was reported on September 30, 2020, and consists of 118,703 pre-kindergarten to Grade 12 students plus 3,938 students enrolled in Home Education, Outreach Programs, Unique Settings, Chinook Learning and CBe-learn. The pandemic is believed to have contributed to the decrease in enrolment experienced in the 2020-2021 school year as all metro boards experienced similar enrolment drops.

Enrolment decreased by 3,168 students from September 30, 2019, to September 30, 2020, with a notable decrease in Kindergarten (-2,237 students). Kindergarten and Pre-Kindergarten are optional programs and accounted for 75% of the total enrolment decrease between 2019 and 2020.

Students continue to access program choices offered by the CBE. Enrolment in alternative programs is 25,680; this is a decrease of 523 students over the previous year. The alternative programs with the highest enrolment are French Immersion (8,889), Traditional Learning Centre (TLC) (6,635) and Spanish Bilingual (3,665).

The table below provides a summary of enrolments including Unique Settings, Outreach Programs, Chinook Learning, and CBe-learn from September 30, 2016, to September 30, 2020.

Five-Year History of CBE Enrolments by Division 2016-2020					
	2016	2017	2018	2019	2020
Pre-Kindergarten	197	228	195	215	65
Kindergarten	9,106	9,053	8,740	9,030	6,793
Grades 1-3	29,410	29,080	29,073	28,972	28,329
Grades 4-6	25,715	27,183	28,265	28,626	28,006
Grades 7-9	23,292	24,267	25,321	26,696	27,507
Grades 10-12	26,443	27,035	27,567	27,988	28,003
Sub-Total (pre-k to grade 12)	114,163	116,846	119,161	121,527	118,703
Home Education	249	267	262	209	422
Outreach and Unique Settings	2,066	2,141	2,304	2,408	2,140
CBe-learn	458	463	576	541	619
Chinook Learning Services	2,211	1,974	1,116	1,124	757
Sub-Total	4,984	4,845	4,258	4,282	3,938
Total	119,147	121,691	123,419	125,809	122,641

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

In September 2018, CBE implemented a new delivery model for Chinook Learning. Chinook Learning academic success programs (high school classes) transitioned into James Fowler High School and Lord Beaverbrook High School. In this new model, student age is limited to those who are 19 years of age by September 1 in the year they enrol in classes. This year there was a decrease in enrolment at Chinook Learning of 367 students from September 30, 2019 to September 30, 2020.

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 currently 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.

City of Calgary population projections are not a direct factor in CBE's enrolment projections but they 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 122,641 students is forecast to increase to 133,314 students by 2025. A total increase of 10,673 students is projected averaging approximately 2,135 additional students annually. These enrolment projections assume a moderate level of enrolment growth in the future. Enrolment in kindergarten to Grade 3 is projected to decrease over the next five years, with increases projected for Grades 7-9 and Grades 10-12 during the same period.

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

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

Between the years 2016-2019, approximately 90% of students enrolled in kindergarten had a birthdate before January 1 of the year they were eligible to start kindergarten. Based on this trend, a one-year increase of approximately 900 kindergarten students, over and above the decline expected as a result of the reduced pre-school census data, is anticipated in 2021 as students born in January and February 2020 will not be eligible for kindergarten until the next year.

The table below shows actual enrolment for September 2020 and projected enrolment for September 2021-2025:

CBE Five-Year Enrolment Projections 2020-2025						
	Actual 2020	Projected				
		2021	2022	2023	2024	2025
Pre-Kindergarten	65	100	100	100	100	100
Kindergarten	6,793	9,637	8,840	8,445	8,445	8,445
Grades 1-3	28,329	28,938	29,608	29,637	28,732	27,939
Grades 4-6	28,006	28,259	27,953	27,924	28,203	28,858
Grades 7-9	27,507	28,839	29,243	29,017	29,072	28,763
Grades 10-12	28,003	29,290	30,744	32,734	34,029	34,523
Sub-Total (pre-k to grade 12)	118,703	125,063	126,488	127,857	128,581	128,628
Home Education	422	310	327	331	334	336
Outreach and Unique Settings	2,140	2,245	2,365	2,392	2,417	2,431
CBe-learn	619	645	672	700	729	759
Chinook Learning	757	900	1,050	1,200	1,200	1,200
Sub-Total	3,938	4,100	4,414	4,623	4,680	4,726
Total Student Count	122,641	129,163	130,902	132,480	133,261	133,354

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, 2020 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 26 new and developing communities at various stages of development. The large number of concurrently developing communities puts increased pressure on the CBE to meet the expectations of parents for school construction in their community. Although the number of communities has declined slightly over the last decade, the size of the communities being planned and built today are much larger than they have been historically.

Forecasted Suburban Growth

The City of Calgary prepares a suburban residential growth forecast each year and publishes the final version of this report after the completion of the CBE's annual capital plan. As such, the suburban growth information in the *Three-Year School Capital Plan 2022-2025* is based on the City's *Suburban Residential Growth 2020-2024* document published in October 2020. This document allocates future population growth to eight city planning sectors. This information provides CBE with a context for where student population growth will be expected in the future.

The top ten developing communities by number of units from new residential building permit applications in Calgary for 2019 were:

- Sage Hill (N)
- Cornerstone (NE)
- Seton (SE)
- Carrington (N)
- Nolan Hill (N)
- Livingston (N)
- Walden (S)
- Saddle Ridge (NE)
- Skyview Ranch (NE)
- Mahogany (SE)

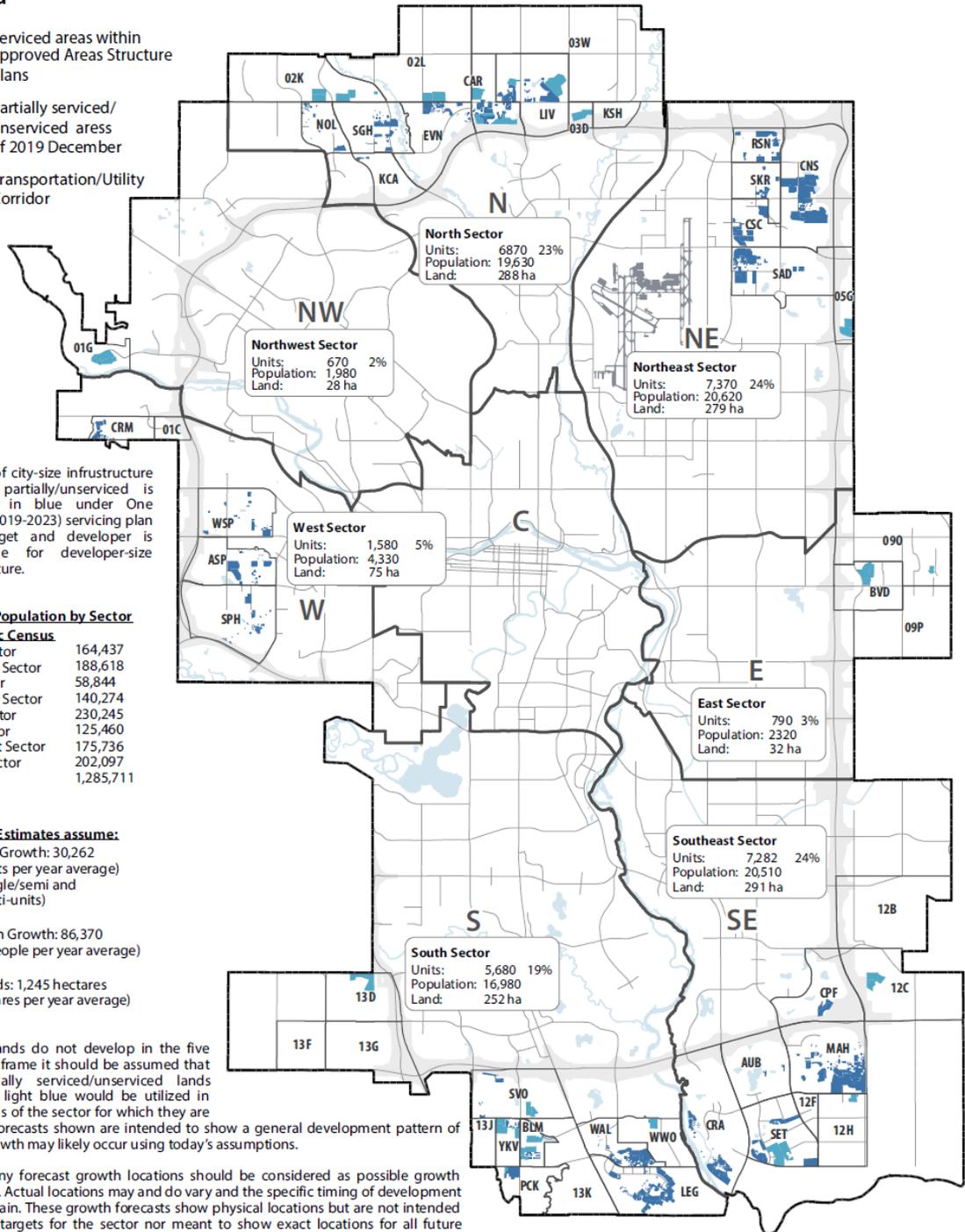
(Source: City of Calgary, Suburban Residential Growth 2020-2024)

The largest population growth projected over the next five years is in the Northeast, Southeast, and North sectors (see diagram below):

City of Calgary Planning Sectors New Suburban Growth Forecasts 2020-2024

Legend

- Serviced areas within approved Areas Structure Plans
- Partially serviced/unserved areas of 2019 December
- Transportation/Utility Corridor



Source: Suburban Residential Growth Report 2020-2024

1.3 Framework for Growth and Change

The Municipal Development Plan (MDP), *Plan It Calgary*, implemented April 1, 2010, is the overarching policy that guides municipal development and transportation planning. *Plan It Calgary* identifies a goal of reducing the amount of growth allocated to the developing communities, which was essentially 100% in the late 1990's and to intensify growth within the inner-city and established areas. The 30-year target of the MDP for growth into established areas is 33%, and the 60-year target is 50% growth to established areas. In August 2018 the City indicated that although development is moving in line with the idealized balanced growth in established and new areas, new communities captured 91% of the population growth from 2014-2018, making it challenging to meet the MDP goals in the next 20 years or so.

The City supports an actively competitive land market in all areas of the city with 26 new and developing municipal communities at various stages of development. In August 2018, Calgary City Council voted in favour of developing 14 new Greenfield communities, some of which are part of approved Area Structure Plans (ASP's) within the currently active developments. The large number of developing communities puts increased pressure on the CBE to meet the expectations of parents for new school construction in their community.

The communities that grew by more than 1,000 residents between 2018 and 2019 were:

- Mahogany (SE): 1,948
- Legacy (S): 1,116
- Nolan Hill (N): 1,051
- Cornerstone (NE): 1,019
- Redstone (NE): 1,002

(Source: 2019 Civic Census)

1.4 City of Calgary Annexation

Previously Annexed Lands

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

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

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

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

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

Map 1 on page 8 identifies these locations.

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

- The **Keystone Hills Area Structure Plan** was approved July 16, 2012 and will accommodate a population of approximately 60,000 persons.
- 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.
- The **Ricardo Ranch Area Structure Plan** was approved November 18, 2019 and will accommodate a population of approximately 16,000 to 20,000 persons. This area is currently in the CBE's boundary.
- The **West View Area Structure Plan** was approved February 24, 2020 and will accommodate a population of approximately 10,400 persons.

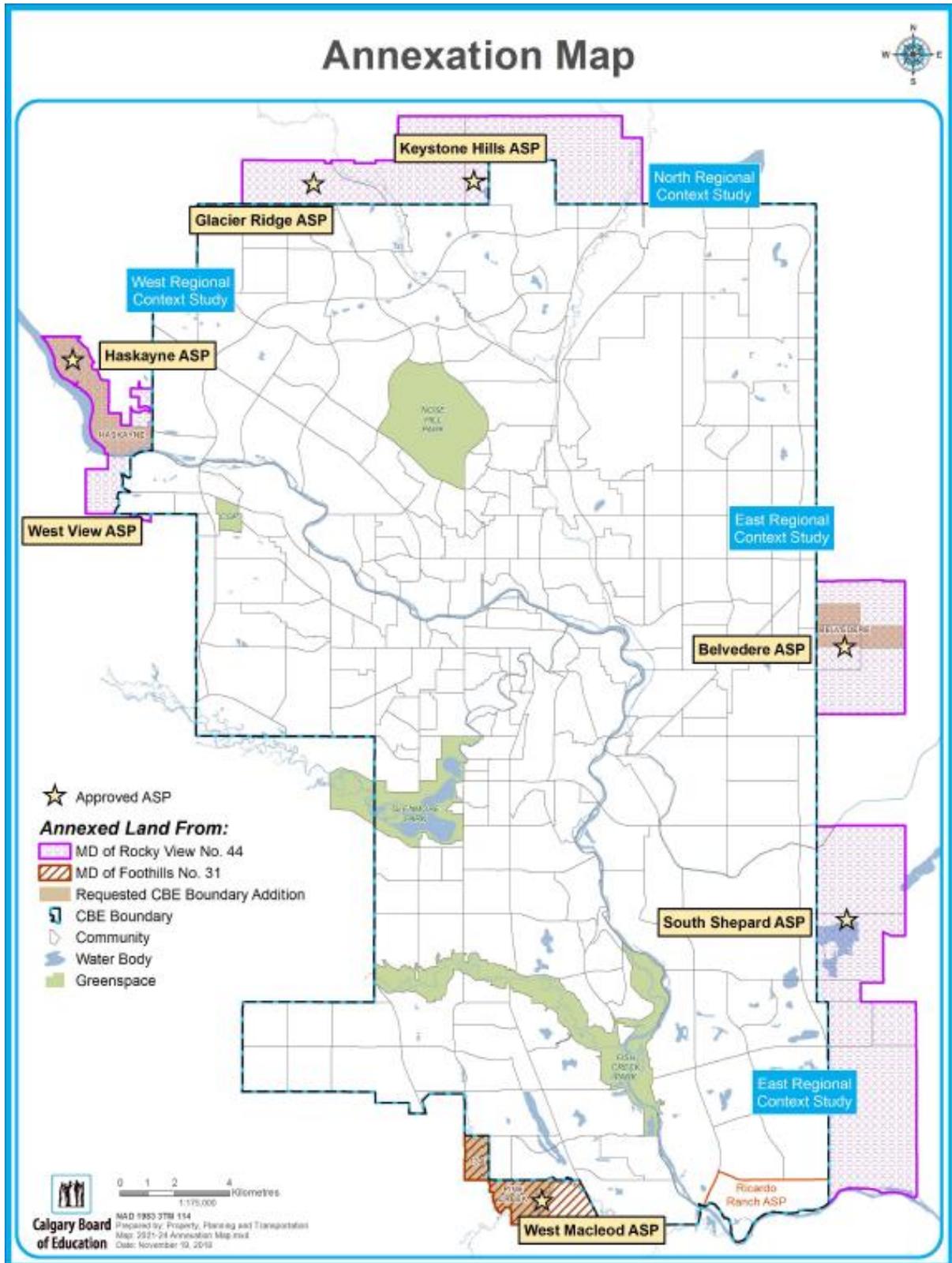
Once house construction begins, CBE will request, on an as required basis, that the Minister include these lands as part of CBE school boundaries.

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

The CBE continually monitors growth in the City and on November 19, 2019 requested the addition of the Haskayne ASP, part of the Belvedere ASP, and the remainder of West Macleod ASP for the 2020-21 school year. To date, the Ministry of Education has not made it known if this request is approved. 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 the needs for a local school in their community.
- **Aging Facilities** – Older schools that require modernization, rehabilitation or replacement to provide appropriate learning environments for students. The province estimates the value of required deferred maintenance in CBE schools to be in excess of \$160 million.
- **Optimizing School Utilization Rates** – Ensuring appropriate school utilization rates can optimize the programming opportunities available to students within the limited public resources entrusted to the CBE.

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

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

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

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

2.2 Three-Year Education Plan

Alberta Education requires school boards to maintain three-year plans, updated annually. School boards are responsible for carrying out their education plans; reporting annually to parents, communities, and government on results and use of their resources; and, using results information to update plans and improve education for students. The Board of Trustees approved the combined Annual Education Results Report 2019-2020 and the Three-Year Education Plan 2020-2023 on November 24, 2020.

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

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

2.3 Administrative Areas and Space Utilization

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

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

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

The CBE strives to maintain a utilization rate in the high 80% range. Having healthy school utilization rates contributes to ensuring that facilities are optimized for educational purposes, maintaining flexibility within the system while balancing the financial obligations and sustainability of the system. Currently, the CBE's overall utilization rate by enrolment is 83%. The utilization rate is 82% for K-GR9 students (77% K-GR4, 86% GR5-9) and 87% for Grades 10-12 students.

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

Projections for 2025-2026, in the following tables, account for additional school capacity that has been approved and is currently under construction but does not include additional capacity for schools approved for design only or requested in this capital plan:

Planning Sector Utilization by Student Enrolment (Actual & Projected)		
Sector	2020-2021 Actual K-12 Utilization	2025-2026 Projections K-12 Utilization
Centre	84%	85%
East	73%	76%
North	86%	99%
NorthEast	91%	98%
NorthWest	87%	88%
South	75%	81%
SouthEast	88%	92%
West	83%	87%
Total	83%	88%

Planning Sector Utilization by Student Enrolment (Actual & Projected)		
Sector	2020-2021 Actual K-9 Utilization	2025-2026 Projections K-9 Utilization
Centre	85%	89%
East	71%	74%
North	84%	104%
NorthEast	89%	95%
NorthWest	85%	86%
South	75%	81%
SouthEast	84%	86%
West	80%	83%
Total	82%	87%

Planning Sector Utilization by Student Enrolment (Actual & Projected)		
Sector	2020-2021 Actual GR 10-12 Utilization	2025-2026 Projections GR 10-12 Utilization
Centre	81%	78%
East	77%	81%
North	101%	83%
NorthEast	103%	116%
NorthWest	94%	95%
South	74%	81%
SouthEast	112%	139%
West	95%	99%
Total	87%	90%

Planning Sector Utilization by Student Enrolment (Actual & Projected)		
Sector	2020-2021 Actual K-4 Utilization	2025-2026 Projections K-4 Utilization
Centre	76%	83%
East	66%	67%
North	76%	93%
NorthEast	90%	95%
NorthWest	80%	83%
South	69%	77%
SouthEast	81%	83%
West	76%	79%
Total	77%	84%

Planning Sector Utilization by Student Enrolment (Actual & Projected)		
Sector	2020-2021 Actual GR 5-9 Utilization	2025-2026 Projections GR 5-9 Utilization
Centre	93%	94%
East	76%	81%
North	96%	120%
NorthEast	88%	95%
NorthWest	89%	88%
South	80%	84%
SouthEast	88%	89%
West	83%	86%
Total	86%	91%

Planning Sector Utilization by Student Residence (Actual & Projected)		
Sector	2020-2021 Actual K-12 Utilization	2025-2026 Projections K-12 Utilization
Centre	52%	56%
East	64%	68%
North	146%	144%
NorthEast	102%	109%
NorthWest	76%	77%
South	64%	71%
SouthEast	125%	124%
West	83%	87%
Total	83%	88%

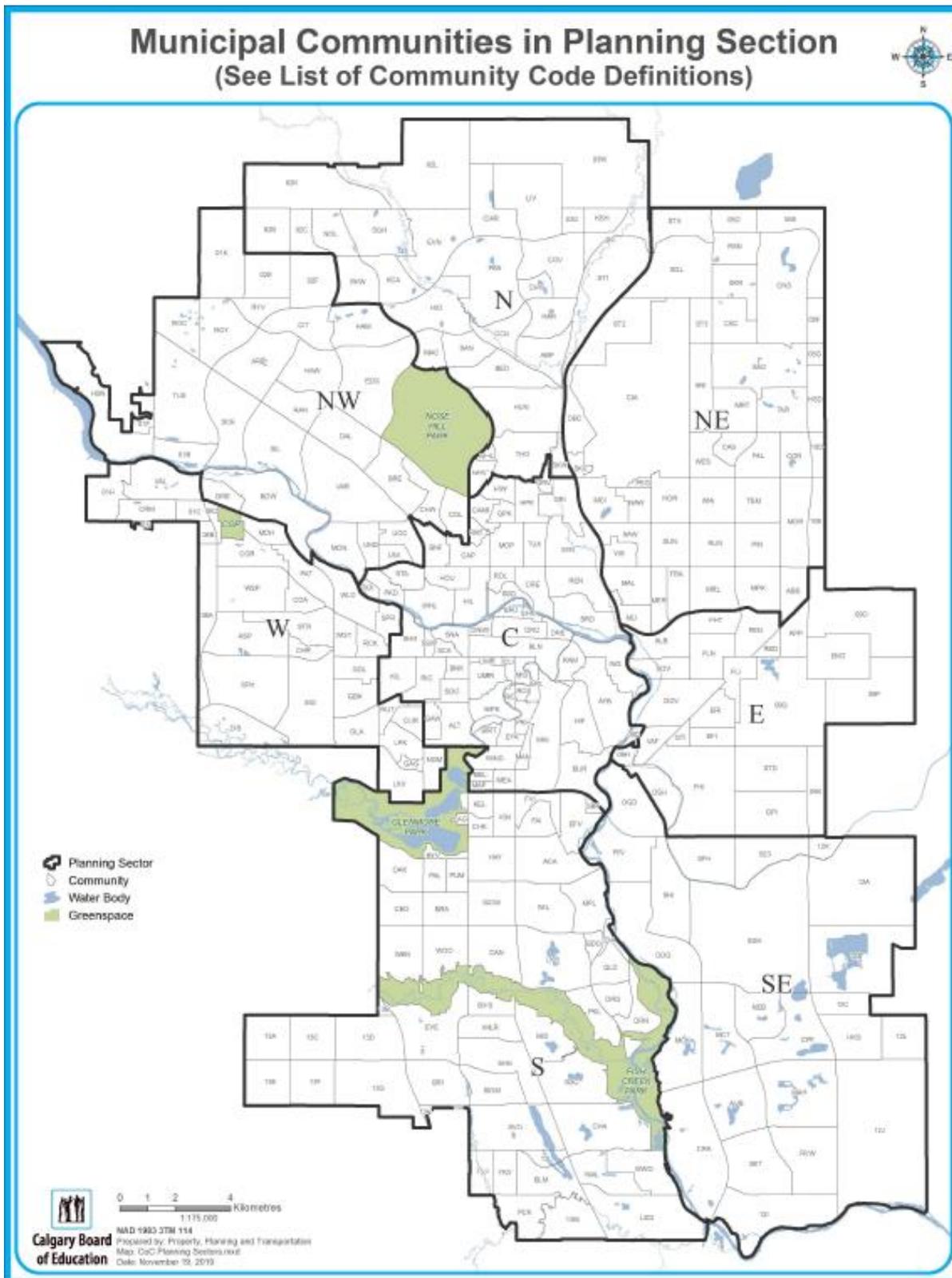
Planning Sector Utilization by Student Residence (Actual & Projected)		
Sector	2020-2021 Actual K-9 Utilization	2025-2026 Projections K-9 Utilization
Centre	64%	68%
East	68%	72%
North	128%	144%
NorthEast	93%	98%
NorthWest	71%	72%
South	63%	69%
SouthEast	114%	110%
West	80%	83%
Total	82%	87%

Planning Sector Utilization by Student Residence (Actual & Projected)		
Sector	2020-2021 Actual GR 10-12 Utilization	2025-2026 Projections GR 10-12 Utilization
Centre	34%	37%
East	55%	58%
North	280%	144%
NorthEast	152%	169%
NorthWest	94%	96%
South	67%	75%
SouthEast	190%	226%
West	93%	97%
Total	88%	92%

Planning Sector Utilization by Student Residence (Actual & Projected)		
Sector	2020-2021 Actual K-4 Utilization	2025-2026 Projections K-4 Utilization
Centre	71%	76%
East	64%	67%
North	100%	114%
NorthEast	92%	98%
NorthWest	62%	63%
South	60%	66%
SouthEast	103%	98%
West	77%	80%
Total	77%	82%

Planning Sector Utilization by Student Residence (Actual & Projected)		
Sector	2020-2021 Actual GR 5-9 Utilization	2025-2026 Projections GR 5-9 Utilization
Centre	57%	61%
East	73%	77%
North	169%	190%
NorthEast	93%	99%
NorthWest	79%	80%
South	66%	72%
SouthEast	127%	124%
West	83%	86%
Total	86%	91%

Map 2



Municipal Community Code Definitions

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

2.4 Planning for Students

Sites for New Schools

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

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

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

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

Working with Stakeholders

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

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

System Student Accommodation Plan

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

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

Student accommodation needs are identified by Planning in consultation with Education Directors in each area. Administration is responsible for using CBE's Dialogue framework to engage internal and external stakeholders regarding student accommodation challenges that may be resolved through one or more possible scenarios. The *Three Year System Student Accommodation Plan 2020-2023* was presented for information at the June 9, 2020, 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 are currently under development. A major modernization at Forest Lawn High School has recently completed construction.

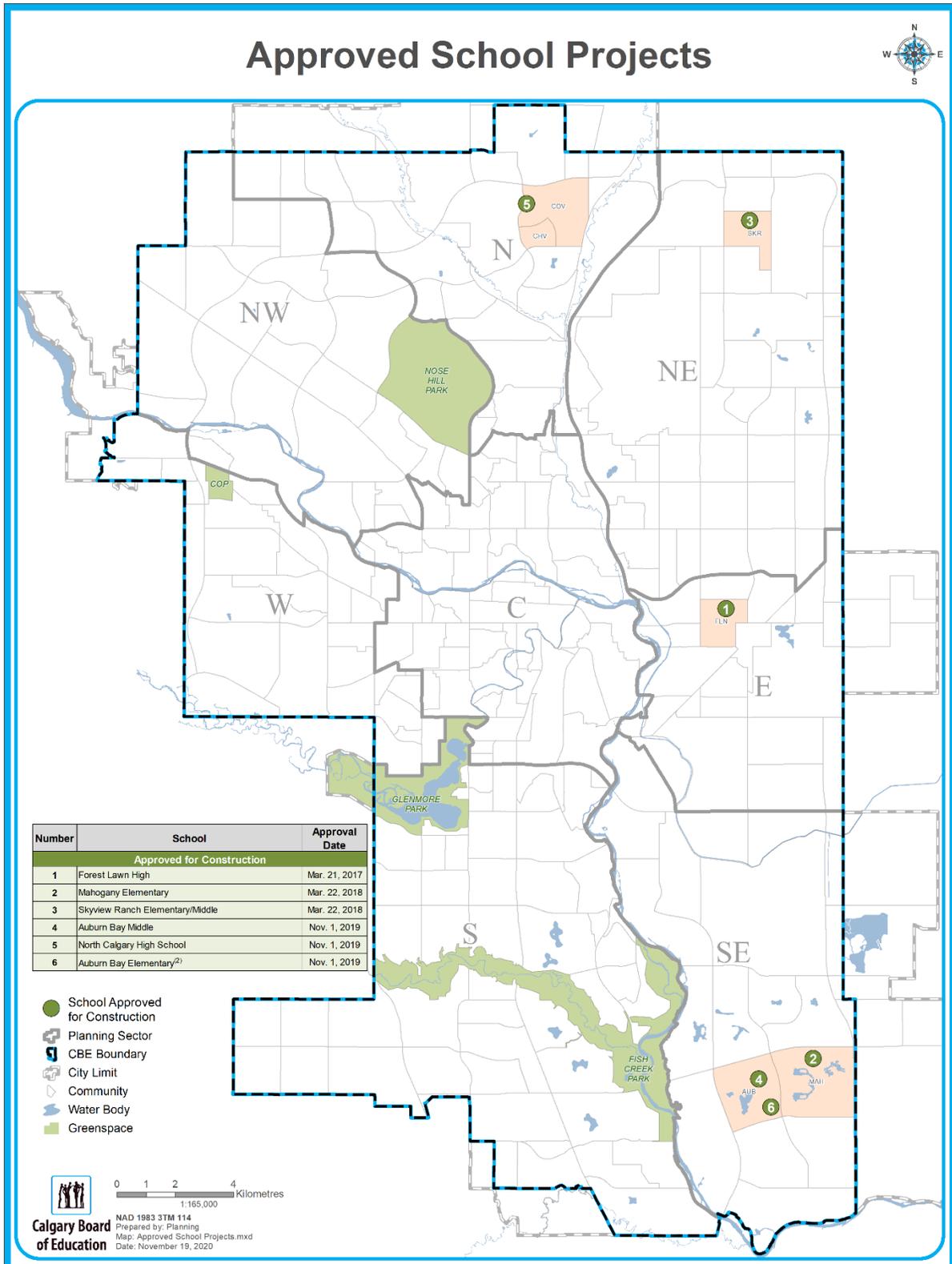
The table below summarizes the projects under development, their approval dates and their projected opening/completion date.

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

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

Map 3 identifies the location of future new school projects approved since March 22, 2018 and the recently completed Forest Lawn High School modernization.

Map 3



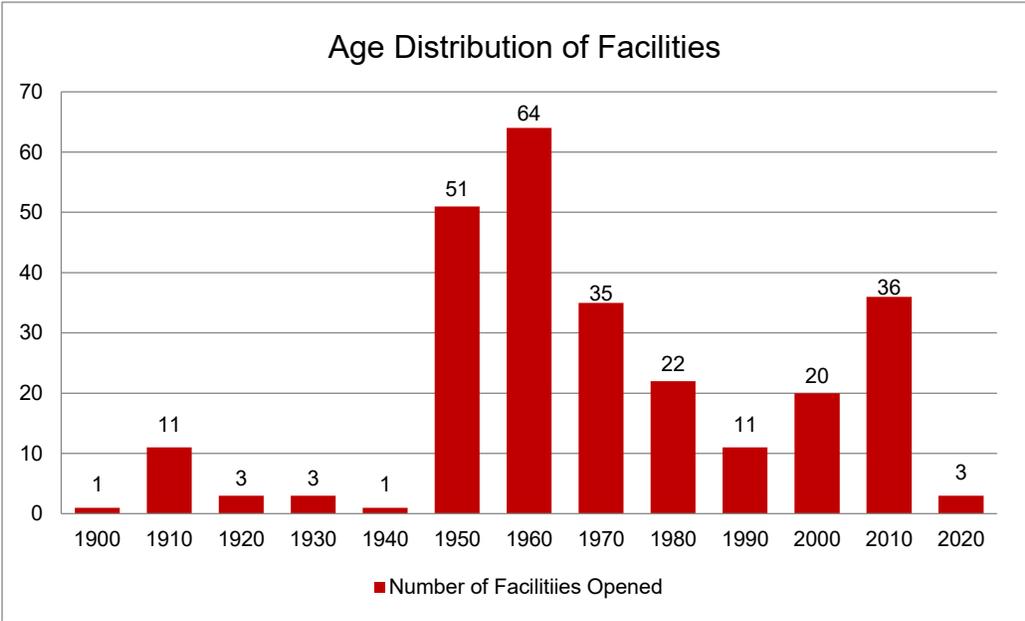
2.6 School Major Modernization

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
- Improvements to the Learning Commons and development of new computer lab 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 261 owned facilities of which 169 were built before 1980. This represents approximately 65% of CBE's school building inventory. The current inventory by decade of CBE school buildings is shown in the following graph:



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

Provincial audit information, now called VFA, factors into CBE's assessment in determining modernization priorities.

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

2.7 Collaborative Initiatives with The City of Calgary

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

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

3.0 NEW SCHOOL CONSTRUCTION CAPITAL PLAN CRITERIA

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

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

3.1 Construction Planning Criteria

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

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

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

Eligibility Criteria

Eligible School Communities

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

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

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

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

Accommodation Options

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

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

Site Availability and Readiness

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

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

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

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

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

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

Ranking Criteria:

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

Design Only

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

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

Travel Time

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

Bus Receivers

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

Existing or Approved School(s) in Community

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

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

Transition Points

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

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

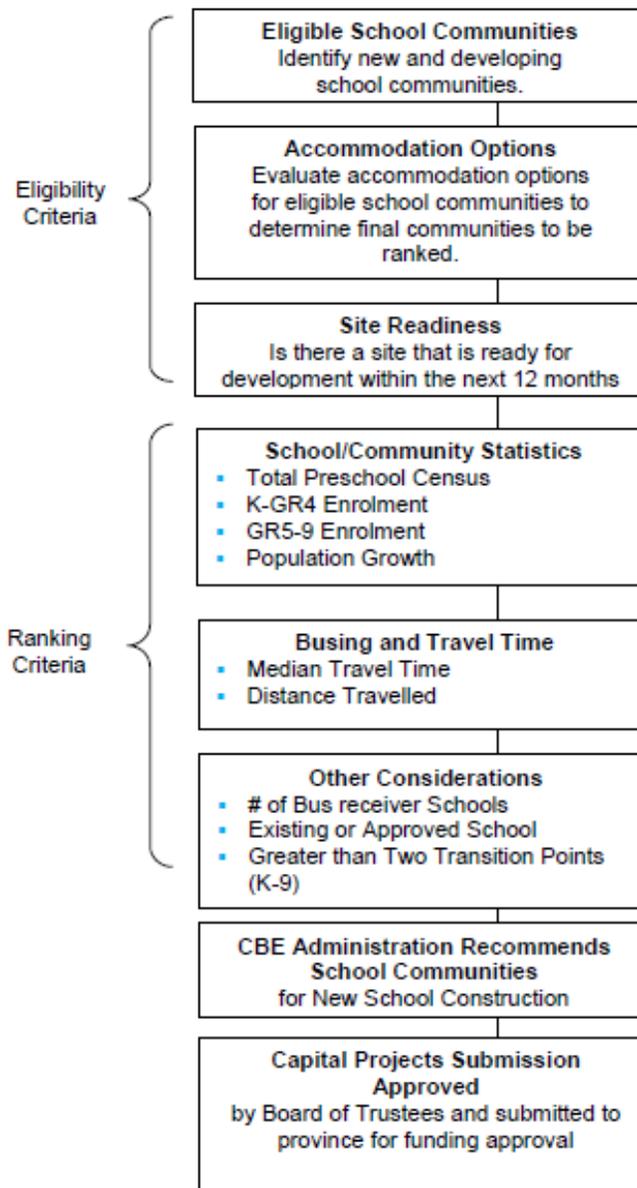
CBE's point assessment process is used for K-9 and does not apply in certain unique circumstances therefore the option exists for the placement of priorities for new school construction.

- Senior high schools are not ranked using point criteria, but are recommended on the priority list based on analysis of multiple factors such as:

- availability of a site to construct a high school
 - high school utilization rates
 - student enrolment
 - community demographics
- Schools with unique settings or enrolments that do not lend themselves to the aforementioned ranking criteria may also be placed on a priority basis. Previous examples include Christine Meikle and Niitsitapi Learning Centre.

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

Three-Year School Capital Plan New School Construction Evaluation Process



3.2 Construction Ranking: Kindergarten to Grade 9

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

School Communities				
Rank	Community	Points	Planning Sector	Grade
1	Evanston Middle (full buildout)	1694	N	5-9
2	Saddle Ridge Middle ⁽²⁾ (design Year 2, construction Year 3)	1681	NE	5-9

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

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

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

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

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

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

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

3.3 Construction Planning Criteria: Senior High Schools

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

Senior High Planning Sector Utilization		
Planning Sector	2020-2021 Residence Utilization	2020-2021 Enrolment Utilization
Centre	34%	81%
East	55%	77%
North	280%	101%
NorthEast	152%	103%
NorthWest	94%	94%
South	67%	74%
SouthEast	190%	112%
West	93%	95%

Notes:

- Student numbers are based on ArcView data as at September 30, 2020
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)

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

The SouthEast sector has the next highest level of utilization by residence at 190%. However, there are four (4) high schools in the adjacent South sector which has a utilization by residence of 67%. Students from the SouthEast sector can be accommodated in those schools.

The NorthEast sector has the third highest utilization by residence at 152%.

3.4 Construction Priorities: Senior High Schools

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

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

Cornerstone High School

Construction of the new Cornerstone High School will allow CBE to accommodate high school students who live in the northern northeast communities at a school that is closer to where they live. The northeast sector is projected to be the fastest growing area in the city, with an expected increase of

approximately 20,620 people by 2024. This represents approximately 24% of the forecasted suburban residential growth in terms of total population.

The northeast sector includes many new and developing communities and has a large student population by residence. Overall, there are 5,300 senior high students living in the northeast sector enrolled at CBE schools this year. There are only two high schools in this sector, Nelson Mandela and Lester B. Pearson, with provincial capacities of 1,795 and 1,739 student spaces respectively. If all high school students living in this sector attended the only two high schools in the sector, the utilization rate would be 152%.

The primary catchment population for the Cornerstone high school would be the northern northeast communities, consisting of Cityscape, Cornerstone, Redstone and Skyview Ranch. These communities are less than 50% built-out, but are developing quickly. When fully built-out over the next 5 to 10 years they will have a combined population of approximately 77,600 - 81,000 people. There are currently 319 students from these communities attending CBE high schools for Grades 10-12.

Additional communities that may have a portion of, or the entire community, designated to this school include Saddle Ridge, Castleridge, Falconridge, Coral Springs, and/or Homestead. There are currently 1,233 high school students from these communities. The community of Saddle Ridge is only 58% built out, based on 2019 occupied dwellings, and when fully built-out over the next 5 to 10 years it will have a population of approximately 31,500 - 31,800 people.

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

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

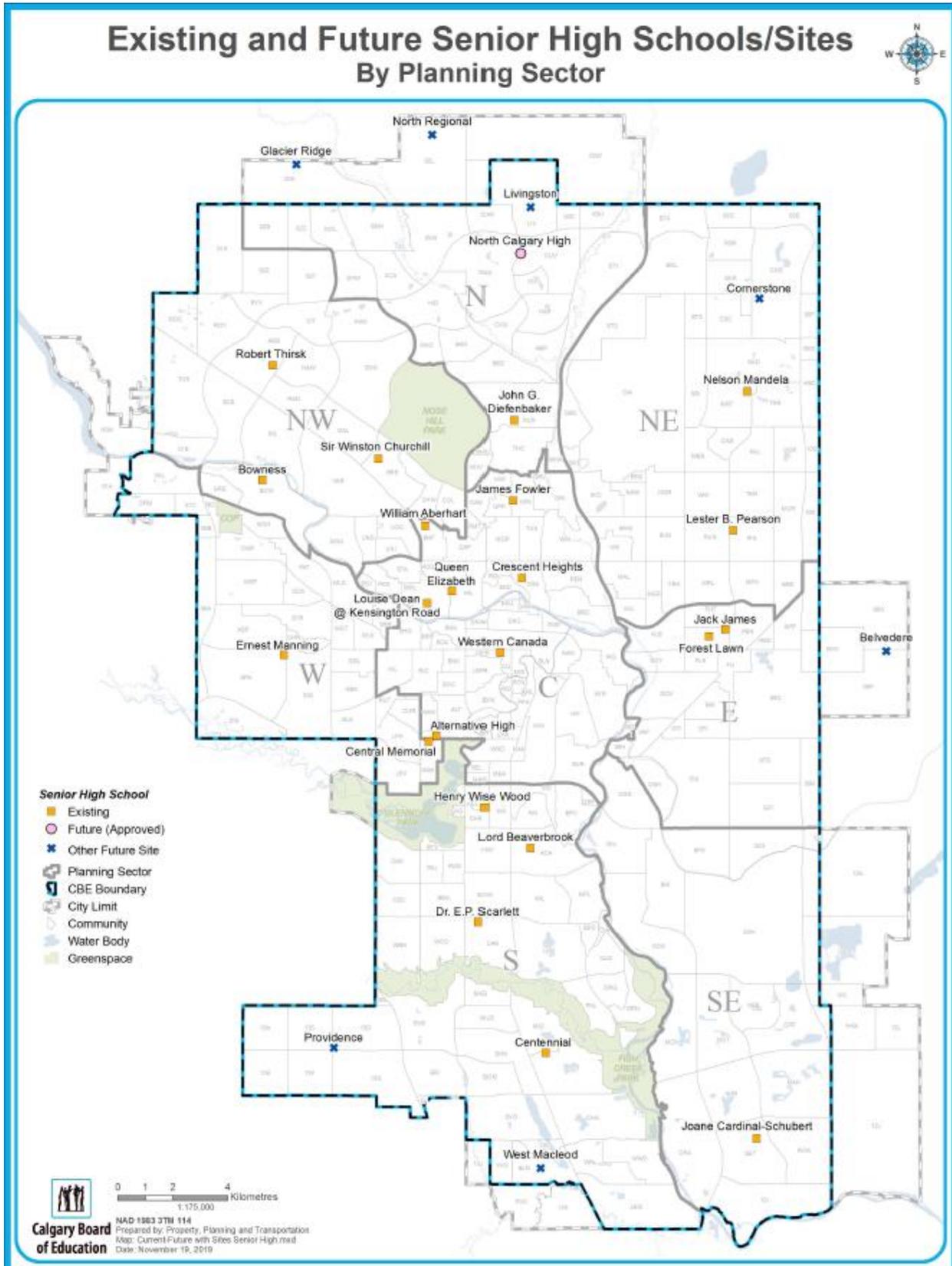
Students living in the communities of Castleridge, Coral Springs, Falconridge Martindale, Saddle Ridge and Taradale attend Nelson Mandela High School.

Lester B. Pearson High School, located in the Pineridge community, is the next closest school south of Nelson Mandela High School, while Forest Lawn High School is even further south in the East Sector community of Forest Lawn. This commute involves long travel times for all these students.

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

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

Map 4



4.0 THREE-YEAR SCHOOL CAPITAL PLAN 2022-2025 – SUMMARY

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

Phase 1: Capital Plan Submission

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

Phase 2: Project Evaluation & Prioritization

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

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

Phase 2: Project Drivers

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

Phase 2: Level of need

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

Phase 3: Project Definition

Preliminary site assessment and value scoping sessions if required

Phase 4: Budget and Scope

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

Phase 5: Provincial Capital Planning process

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

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

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

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

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

Table 1: New School Construction					Number of Years Previously Listed in Capital Plan*
Three-Year School Capital Plan 2022-2025 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	
C-1 Evanston Middle	5-9	New Request	Full buildout to 900	32,133,000	8
YEAR 1 TOTAL				32,133,000	
YEAR 2					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	
C-2 Saddle Ridge Middle ⁽²⁾	5-9	New Request	Design for 900	1,161,000	1
C-3 Cornerstone High School	10-12	New Request	Design for 1800	2,322,000	1
YEAR 2 TOTAL				3,483,000	
YEAR 3					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	
C-4 Saddle Ridge Middle ^{(2)^}	5-9	New Request	Construction for 900	28,743,000	1
C-5 Cornerstone High School [^]	10-12	New Request	Construction for 1800	63,968,000	1
YEAR 3 TOTAL				92,711,000	
GRAND TOTAL				128,327,000	

Note: ¹ Senior high schools are not ranked using point criteria. See page 28.

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

[^] Year could change, dependent on when site is ready for construction.

* Number of Years was calculated incorrectly in the 2021-2024 Capital Plan.

Table 2: School Major Modernizations					Number of Years Previously Listed in Capital Plan
Three-Year School Capital Plan 2022-2025 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	
M-1 John G. Diefenbaker High School	10-12	Modernization Request	Major Modernization	28,498,000	12
M-2 Nickle School	5-9	Modernization Request	Major Modernization	14,777,000	13
M-3 A.E. Cross School	7-9	Modernization Request	Major Modernization	18,999,000	4
YEAR 1 TOTAL				62,274,000	
YEAR 2					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	
M-4 Sir John A. Macdonald School	7-9	Modernization Request	Major Modernization	13,500,000	0
M-5 Annie Gale School	7-9	Modernization Request	Major Modernization	7,800,000	0
M-6 Cedarbrae School	K-6	Modernization Request	Major Modernization	8,234,000	6
M-7 Altadore School	K-6	Modernization Request	Major Modernization	8,234,000	13
YEAR 2 TOTAL				37,768,000	
YEAR 3					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	
M-8 Annie Foote School	K-6	Modernization Request	Major Modernization	10,977,000	6
M-9 Janet Johnstone School	K-4	Modernization Request	Major Modernization	9,182,000	6
M-10 Ranchlands School	K-6	Modernization Request	Major Modernization	12,349,000	6
M-11 Queen Elizabeth School	K-6	Modernization Request	Major Modernization	9,182,000	6
M-12 Ernest Morrow School	6-9	Modernization Request	Major Modernization	9,200,000	7
YEAR 3 TOTAL				50,890,000	
GRAND TOTAL				150,932,000	

Table 3: New School Construction and Major Modernizations

Three-Year School Capital Plan 2022-2025 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	
1 Evanston Middle	5-9	New Request	Full buildout to 900	32,133,000	
2 John G. Diefenbaker High School	10-12	Modernization Request	Major Modernization	28,498,000	
3 Nickle School	5-9	Modernization Request	Major Modernization	14,777,000	
4 A.E. Cross School	7-9	Modernization Request	Major Modernization	18,999,000	
				YEAR 1 TOTAL	94,407,000
YEAR 2					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	
5 Saddle Ridge Middle ⁽²⁾	5-9	New Request	Design for 900	1,161,000	
6 Cornerstone High School	10-12	New Request	Design for 1800	2,322,000	
7 Sir John A. Macdonald School	7-9	Modernization Request	Major Modernization	13,500,000	
8 Annie Gale School	7-9	Modernization Request	Major Modernization	7,800,000	
9 Cedarbrae School	K-6	Modernization Request	Major Modernization	8,234,000	
10 Altadore School	K-6	Modernization Request	Major Modernization	8,234,000	
				YEAR 2 TOTAL	41,251,000
YEAR 3					
Community/School	Grade	Project Status	Request Type	2021 Cost (\$)	
11 Saddle Ridge Middle ⁽²⁾	5-9	New Request	Construction for 900	28,743,000	
12 Cornerstone High School	10-12	New Request	Construction for 1800	63,968,000	
13 Annie Foote School	K-6	Modernization Request	Major Modernization	10,977,000	
14 Janet Johnstone School	K-4	Modernization Request	Major Modernization	9,182,000	
15 Ranchlands School	K-6	Modernization Request	Major Modernization	12,349,000	
16 Queen Elizabeth School	K-6	Modernization Request	Major Modernization	9,182,000	
17 Ernest Morrow School	6-9	Modernization Request	Major Modernization	9,200,000	
				YEAR 3 TOTAL	143,601,000
				GRAND TOTAL	279,259,000

Number of Years Previously Listed in Capital Plan
8*
12
13
4
1*
1*
0
0
6
13
1*
1*
6
6
6
6
7

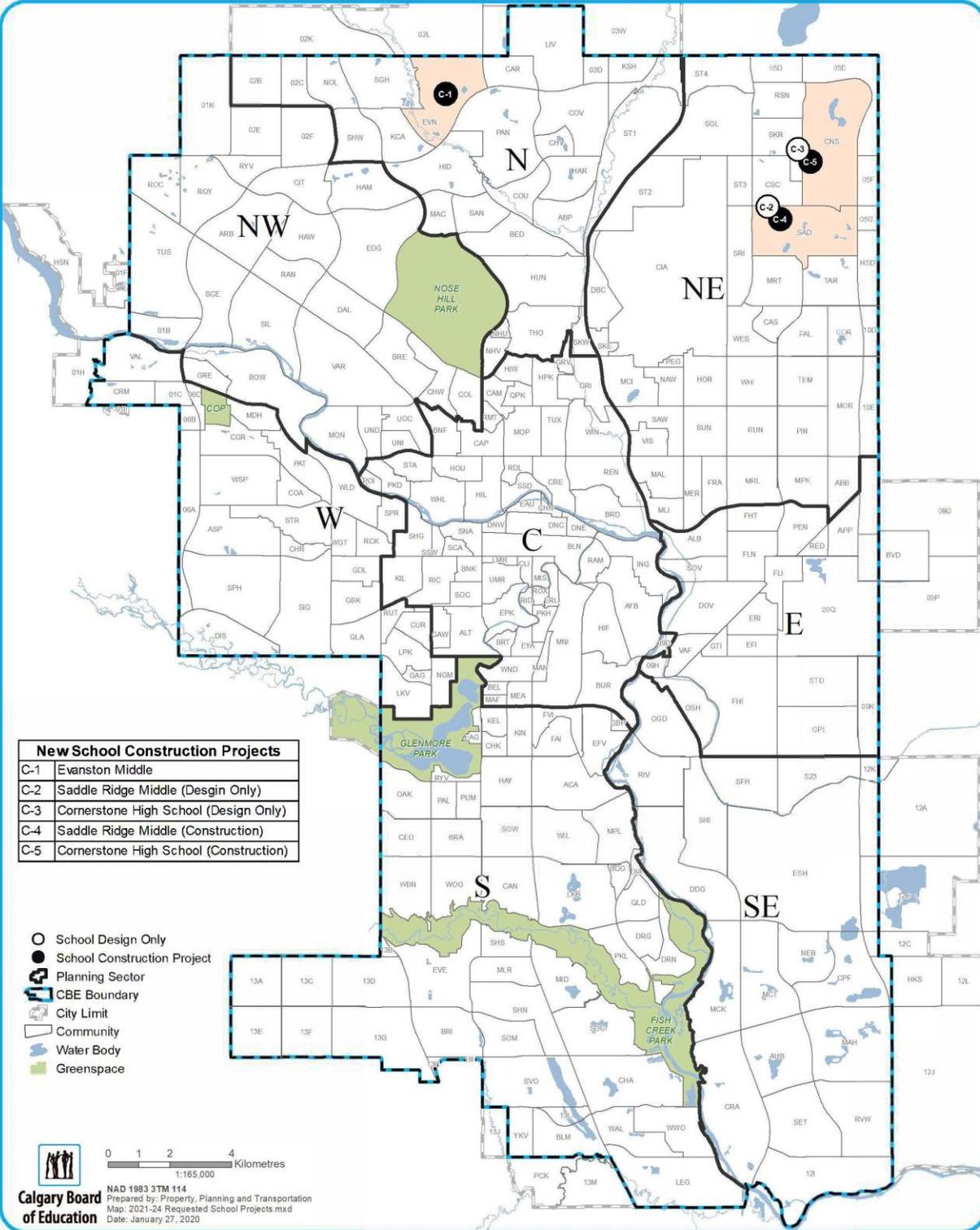
Note: ¹ Senior high schools are not ranked using point criteria. See page 28.

⁽²⁾ = second elementary school for the community

* Number of Years was calculated incorrectly for New Requests in the 2021-2024 Capital Plan.

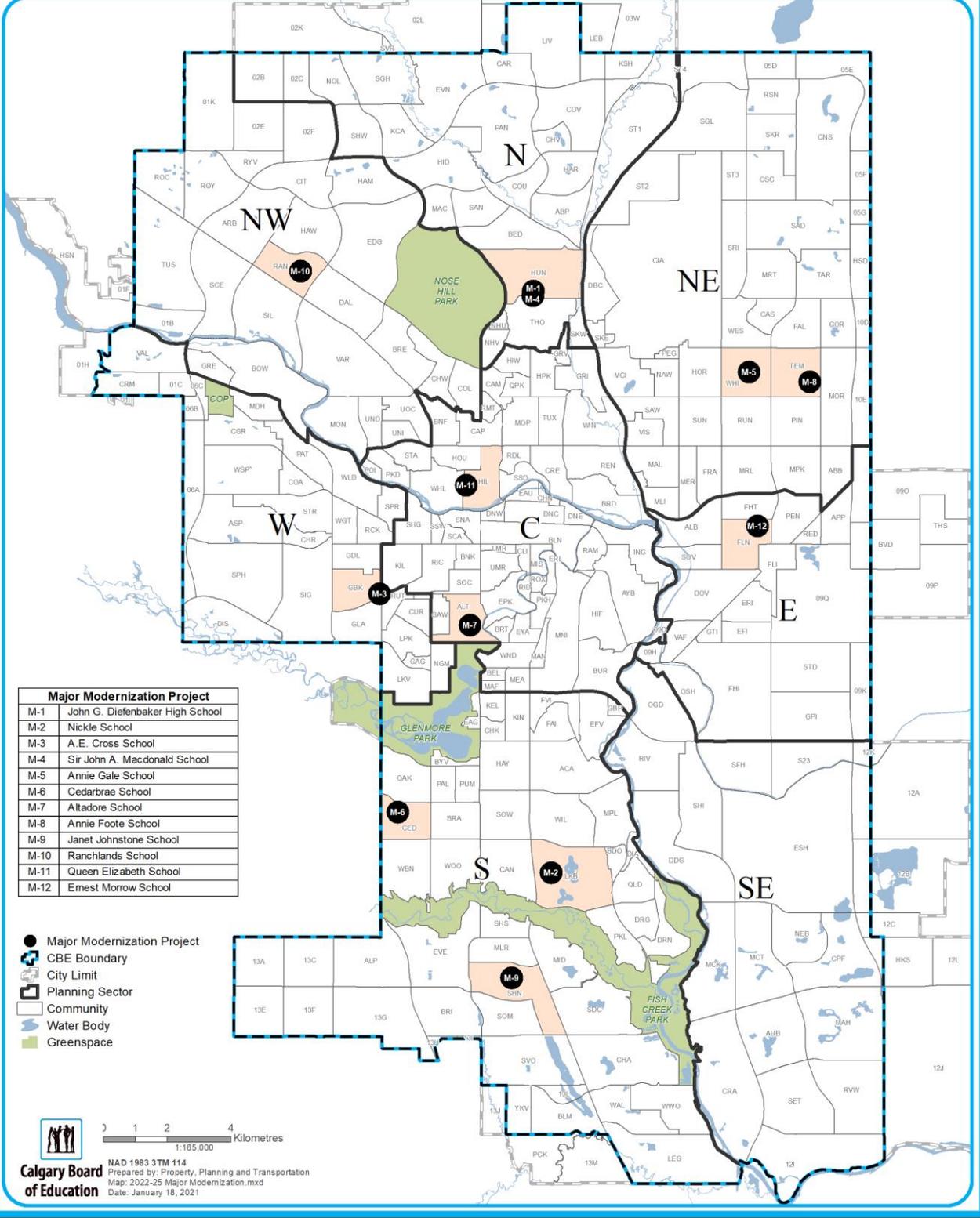
Map 5

New School Construction Projects 2022-2025



Map 6

Major Modernization Projects 2022-2025



Major Modernization Project	
M-1	John G. Diefenbaker High School
M-2	Nickle School
M-3	A.E. Cross School
M-4	Sir John A. Macdonald School
M-5	Annie Gale School
M-6	Cedarbrae School
M-7	Aitadore School
M-8	Annie Foote School
M-9	Janet Johnstone School
M-10	Ranchlands School
M-11	Queen Elizabeth School
M-12	Ernest Morrow School

- Major Modernization Project
- ▬ CBE Boundary
- ▬ City Limit
- ▬ Planning Sector
- ▬ Community
- ▬ Water Body
- ▬ Greenspace



NAD 1983 3TM 114
 Prepared by: Property, Planning and Transportation
 Map: 2022-25 Major Modernization.mxd
 Date: January 18, 2021

5.0	2022-2025 SCHOOL CAPITAL PLAN
New Construction	
Priority C-1 Evanston Middle	
School Community Profile	
<p>Evanston Community began development in 2002 and is situated in the north sector of the city, north of Stoney Trail and east of Symons Valley Road.</p> <ul style="list-style-type: none"> ▪ As of the April 2019 Census, the total number of occupied dwelling units was 5,334 with a population of 17,685. ▪ The community is planned for an estimated 6,171 housing units with a population capacity of 19,200 to 19,800. ▪ The community had an average annual population growth of 1,140 persons during the past three-year period. 	
Enrolment Profile	
<ul style="list-style-type: none"> ▪ As of September 30, 2020, there were 906 kindergarten to Grade 4 and 658 Grades 5-9 students residing in the Evanston community who attended CBE schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> ▪ Kenneth D. Taylor School (K-GR4) opened September 2016. The school is full and starting September 2018, K-4 students who cannot be accommodated at the school are overflowed to Cambrian Heights School in Cambrian Heights. There is one more elementary site and one middle school site in Evanston. ▪ Evanston GR5-9 students are currently bused to Simon Fraser, which is located in the Brentwood community. 	
Recommendation	
<ul style="list-style-type: none"> ▪ Construct a middle school for 900 GR 5-9 students. ▪ The total project cost is budgeted at \$32,133,000. 	

5.0	2022-2025 SCHOOL CAPITAL PLAN
New Construction	
Priorities C-2 (design) & C-4 (construction) Saddle Ridge Middle⁽²⁾	
School Community Profile	
<p>Saddle Ridge Community began development in 2000 and is located in the northeast sector of the City.</p> <ul style="list-style-type: none"> ▪ As of the April 2019 Census, the total number of occupied dwelling units was 5,576 with a population of 22,321. ▪ The community is planned for an estimated 9,584 housing units with a population capacity of 31,500 to 31,800. ▪ The community had an average annual population growth of 1,022 persons during the past three-year period. 	
Enrolment Profile	
<ul style="list-style-type: none"> ▪ As of the September 30, 2020, there were 1,226 kindergarten to Grade 4 and 1,242 Grades 5-9 students residing in the Saddle Ridge community who attended CBE schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> ▪ Peter Loughheed School (GR5-9) opened September 2016. The school is full and starting September 2021 students in GR5-6 will be designated to Pineridge School, and students in GR7-9 will be designated to Clarence Samson School. Both schools are in the community of Pineridge. ▪ There is one more middle site, which will be used for the second middle school. ▪ This site is currently not ready for construction, but it is anticipated to be ready to construct a school in the next 2-3 years. 	
Recommendation	
<ul style="list-style-type: none"> ▪ A staged design and construction of a middle school for 900 GR 5-9 students. ▪ Priority C-2 = The total design cost is budgeted at \$1,161,000. ▪ Priority C-4 = The total construction cost is budgeted at \$28,743,000. ▪ The total project cost is budgeted at \$29,904,000. 	

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

5.0	2022-2025 SCHOOL CAPITAL PLAN
New Construction	
Priorities C-3 (design) & C-5 (construction) Cornerstone High	
School Community Profile	
<p>The Cornerstone High School will serve the residents of the northern northeast communities.</p> <ul style="list-style-type: none"> ▪ Currently, the northern northeast area is served by two high schools consisting of: Forest Lawn (Cityscape, Homestead, Redstone, Skyview Ranch) and Lester B. Pearson (Cornerstone). 	
Enrolment Profile	
<ul style="list-style-type: none"> ▪ There are over 4,800 high school students living in the northeast sector of Calgary and only two high schools located in that sector. Nelson Mandela High School has a provincial capacity of 1,795 student spaces and a utilization of 104%. Lester B. Pearson High School has a provincial capacity of 1,739 student spaces and a utilization of 93%. ▪ Combined, the northern northeast communities of Cityscape, Cornerstone, Redstone and Skyview Ranch currently have 319 Grades 10-12 students. This number has increased 17% from 2019. ▪ The northeast sector of the City is projected to account for 24% of all growth in the City from 2020-2024 with a population increase of 20,620 according to the City of Calgary's <i>Suburban Residential Growth 2020-2024</i> document published in October 2020. ▪ In the 2019 Civic Census, Cornerstone and Redstone had the 4th and 5th highest community population increases in the City from 2018 to 2019, at 1,019 and 1,002 respectively. ▪ Cityscape, Cornerstone, Redstone and Skyview Ranch are less than 50% built-out, but are developing quickly. When fully built-out over the next 5 to 10 years there will be, combined, approximately 77,600 - 81,000 people from these communities. ▪ The community of Saddle Ridge is 58% built out and when fully built-out over the next 5 to 10 years there will be approximately 31,500 - 31,800 people. ▪ Saddle Ridge currently has 664 high school students and that number is projected to increase over the next 5 years. ▪ Homestead is a developing new community on the east side of Stoney Trail and at full build out it is expected to have a population of 4,900 - 5,200 people. 	

Site Planning and Transportation

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

Recommendation

- A staged design and construction of a senior high school for 1,800 students.
- Priority C-3 = The total design cost is budgeted at \$2,322,000.
- Priority C-5 = The total construction cost is budgeted at \$63,968,000.
- The total project cost is budgeted at \$66,290,000.

6.0	2022-2025 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-1 John G. Diefenbaker High School	
<p>The school's current CTS programs require upgrading to meet current industry and CBE standards.</p> <p>CTS courses are designed to engage students in learning in authentic, relevant and personalized learning environments. Through this approach to learning, students transition from their high school experience more successfully into the world of work or into post-secondary education. Creating these personalized pathways through CTS courses and programs allow students the opportunity to examine their career goals and expand their interests in future success.</p>	
Facility Description	
<p>The original two storey building, complete with gymnasium, partial lower level (walkout) basement, performance space, and mechanical penthouse was constructed in 1971. In 1990, a single storey addition with lower level was added. Additionally, there are four dated modular units located on site. There have been several interior renovations over the years to improve existing spaces.</p> <p>Overall construction comprises a foundation of grade beams and strip footings complete with reinforced concrete slabs on grade. The superstructure consists of both exterior and interior masonry load bearing block, or poured in place walls and columns. Roof structure is steel deck on steel joists on bearing walls. The majority of the roof assembly is a bituminous built-up (BUR) system (last replaced in 1988).</p> <p>The exterior is a combination of red brick, ribbed block, and stucco. Windows are typically double glazed units and aluminum framed. Exterior doors are steel and painted.</p> <p>The total area of the main building is 13876 m² consisting of 54 classrooms. The classrooms range in size and have access to natural light.</p> <p>In 2018, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> ▪ Mechanical: requires upgrades (some space temperature controls require repair or replacement; life-cycle issues are soon to be an issue) ▪ Electrical: systems require upgrading (review and replace as required all life-cycle components). 	

6.0	2022-2025 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 \$28,498,000.</p>	

6.0	2022-2025 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 communities of Auburn Bay and Seton. ▪ 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 sectors. 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 2018, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> ▪ 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 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 all the interior program spaces, CTS upgrades, and a library to Learning Commons conversion.</p> <p>The total project cost is estimated to be \$14,777,000.</p>	

6.0	2022-2025 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-3 A.E. Cross School	
Current and Future Student Accommodation Plan	
<p>A.E. Cross School is located in southwest Calgary in the community of Glenbrook, which is an established community in the West planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program A.E. Cross School currently accommodates the regular program for Grades 7-9 students living in Garrison Green, Glamorgan, Glenbrook, Killarney/Glengarry, Lincoln Park, Richmond and Rutland Park. Students residing in Signal Hill are also currently designated to A.E. Cross School for Grades 7-9. ▪ Spanish Bilingual A.E. Cross accommodates Grades 7-9 students. ▪ System Classes A.E. Cross School accommodates Paced Learning Program classes. ▪ CBE Administration (Area 7) A.E. Cross School also currently accommodates the Area 7 office. <p>The long-term student accommodation plan for A.E. Cross School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future.</p>	
Facility Description	
<p>The original building was built in 1961 with a major two-storey addition added in 1966. The building has a masonry and steel construction, wood-roof deck with masonry and curtain wall exterior. A modernization took place in 1983. The gross building area is 9,064 m² consisting of 36 classrooms, with the majority of the classrooms being slightly smaller than current standards. The provincial capacity of A.E. Cross School has been set at 878 student spaces. The gym, library, and administration space are typical size for a school of this capacity. The ancillary spaces are quite large compared to a classroom.</p> <p>The structure is considered to be in acceptable condition. Many of the classrooms have good natural lighting. Most of the building exterior is finished with low maintenance materials; however, the wood portions of the exterior are in need of maintenance. Floors are generally in acceptable condition with some needing repair/replacement.</p>	

6.0	2022-2025 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-3 A.E. Cross School	
Facility Description (cont'd)	
<p>In 2015, Alberta Infrastructure evaluated school facilities through VFA (formerly RECAPP) and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> ▪ Exterior: minor upgrades/repairs required (caulking, etc.). ▪ Interior: requires upgrading (worn and aging finishes). ▪ Mechanical: aging systems (50+years old) require replacement (HVAC system: steam boilers, ventilation, etc.). ▪ Electrical: systems require upgrading (expand current circuit system). 	
Modernization	
<p>The modernization will address replacement of major mechanical systems and electrical upgrades to improve thermal comfort and energy efficiency, and provide additional power and data outlets to address technology needs. The scope will include replacement of old and worn finishes and fixtures (e.g., vinyl-asbestos-tile flooring, wood flooring, and lockers), door and hardware replacement, and washroom upgrades. The modernization will include select program space renovations, library to Learning Commons conversion, CTS upgrades, hazardous material abatement, and building code and accessibility upgrades. The proposed project will modernize the whole facility and enhance the teaching environment.</p> <p>The total project cost is estimated to be \$18,999,000.</p>	

6.0	2022-2025 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-4 Sir John A. Macdonald School	
Current and Future Student Accommodation Plan	
<p>Sir John A. Macdonald School is located in north Calgary in the community of Huntington Hills, which is an established community in the North planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program Sir John A. Macdonald School currently accommodates Grades 7-9 students living in Beddington Heights, part of Greenview, Huntington Hills, MacEwan Glen, Sandstone Valley and part of Thorncliffe. ▪ System Classes Sir John A. Macdonald School accommodates Adapted Learning Program, Paced Learning Program, and Teaching of Attitude, Social Skills, and Communication classes. <p>The long-term student accommodation plan for Sir John A. Macdonald School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that the school will continue to operate at or over capacity into the near future.</p>	
Facility Description	
<p>The two-storey facility was originally built in 1966 as a masonry building with a mixed material exterior. An addition, completed in 1970, increased the building area by a total of 50%. Four relocatables were added in the fall of 2007 to accommodate growth pressures. The school is exhibiting age-related deficiencies in finishes, mechanical, and electrical systems. Upgrades to building systems and finishes, including window replacement, are needed to restore this well-used building to feasible condition. The gross building area is 7,814 m² consisting of 32 classrooms, with a provincial capacity of 905 student spaces. Most of the teaching spaces are smaller than current standards; however, most have good natural light. The gym is small, by Alberta Education standards, for a junior high school of this capacity. The school has CTS labs (for graphics, construction, information processing, and foods and fashion), as well as fine and performing arts (music, drama, art, and French).</p> <p>In 2012, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> ▪ Exterior requires lifecycle upgrades (painting, caulking, etc.) ▪ Interior spaces require upgrading (main entranceway, barrier-free accessibility features, etc.) ▪ Mechanical systems require upgrading (HVAC system, boilers, hot water system, etc.) ▪ Electrical systems require upgrading (switchboard, motor starters, emergency battery packs, etc.). 	

6.0	2022-2025 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-4 Sir John A. Macdonald School	
Modernization	
<p>The modernization will improve functionality, security, safety and will upgrade building infrastructure. The modernization includes upgrades of mechanical and electrical systems and envelope upgrades (windows, doors and walls). All worn finishes (flooring, ceilings, and paint) and worn fixtures will be replaced. Washroom upgrades and millwork replacement are part of the work. Code upgrades will be included in the modernization.</p> <p>Instructional space upgrades are part of the modernization including a library to Learning Commons conversion. This modernization will address acoustic, barrier-free accessibility issues, all gender washrooms and security concerns.</p> <p>The total project cost is estimated to be \$13,500,000.</p>	

6.0	2022-2025 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-5 Annie Gale School	
Current and Future Student Accommodation Plan	
<p>Annie Gale School is located in northeast Calgary in the community of Whitehorn, which is an established community in the Northeast planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program Annie Gale School currently accommodates Grades 7-9 students living in Whitehorn. Students residing in Coral Springs are also currently designated to Annie Gale School fro Grades 7-9. ▪ Traditional Learning Community (TLC) Program Annie Gale School currently accommodates Grades 6-9. ▪ System Classes Annie Gale School accommodates Learning and Literacy classes. <p>The long-term student accommodation plan for Annie Gale School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that the school will operate at or near capacity into the future.</p>	
Facility Description	
<p>The two-storey building was constructed in 1983 complete with concrete footings and foundation walls. The structure comprises slab-on-grade floors, load bearing block walls, open web steel joist and metal roof deck.</p> <p>The original built-up-roof (BUR) roof was replaced with SBS roofing in 2009. The building is brick, metal panels, and pre-finished metal siding. Most classrooms have access to natural light. The total area of the building is 6,101 m² consisting of 29 classrooms for instruction.</p> <p>In 2013, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition with the exception of the electrical systems which were marginal. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> ▪ Exterior: requires upgrades (replace windows, brick, doors, metal panels, sealants, water leaks in basement). ▪ Interior: requires upgrading (finishes, millwork, window coverings, lockers, replace folding/accordion partition doors, white/tack boards, toilet partitions, acoustic wall panels). ▪ Mechanical: requires upgrading (replace control valves, DHW tank+pumps, fixtures, boilers, chimney, condensing unit, AHU, HW distribution system, fans, humidifiers, fin tube radiation system, and controls system). ▪ Electrical: systems require upgrading (Main MDP & breaker panel boards, motor controls, speaker system, life safety systems. security system including panel). 	

6.0	2022-2025 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-5 Annie Gale School	
Modernization	
<p>The modernization will improve functionality, security, safety and will upgrade building infrastructure. The modernization includes upgrades of mechanical and electrical systems and envelope upgrades (windows, doors and walls). All worn finishes (flooring, ceilings, and paint) and worn fixtures will be replaced. Washroom upgrades and millwork replacement are part of the work. Code upgrades will be included in the modernization.</p> <p>Instructional space upgrades are part of the modernization including improvements to science, art and foods labs. This modernization will address acoustic, barrier-free accessibility issues, all gender washrooms and security concerns.</p> <p>The total project cost is estimated to be \$7,800,000.</p>	

6.0	2022-2025 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-6 Cedarbrae School	
Current and Future Student Accommodation Plan	
<p>Cedarbrae School is located in southwest Calgary in the community of Cedarbrae, which is an established community in the South planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program Cedarbrae School currently accommodates kindergarten to Grade 6 students living in Cedarbrae. ▪ System Classes Cedarbrae School currently accommodates Bridges classes. <p>The long-term student accommodation plan for Cedarbrae School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future.</p>	
Facility Description	
<p>The single-storey building was constructed in 1976 complete with concrete footings and foundational walls. The structure comprises slab-on-grade floors, steel frame with masonry columns, open web steel joist and metal roof deck.</p> <p>The original built-up-roof (BUR) roof was replaced with SBS roofing in 2011. The building is clad brick and stucco, pre-finished metal flashing, with cladding below windows. Many classrooms have access to natural light. The total area of the building is 2,852 m² consisting of 11 classrooms for instruction.</p> <p>In 2012, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition with the exception of the electrical systems which were marginal. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> ▪ Exterior: requires upgrades (replace windows, skylights, doors, roof access door, stucco/wood soffits and metal siding; seals around openings and control joints, fix water leaks in basement). ▪ Interior: requires upgrading (finishes, millwork, window coverings refinish wood floor, replace folding/accordion partition doors, white/tack boards, toilet partitions, acoustic wall panels). ▪ Mechanical: requires upgrading (replace control valves, DHW tank+pumps, fixtures, boilers, chimney, condensing unit, AHU, HW distribution system, fans, humidifiers, fin tube radiation system, and controls system). ▪ Electrical: systems require upgrading (light fixtures, Main MDP & breaker panel boards, motor controls, speaker system, security system including panel). 	

6.0	2022-2025 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-6 Cedarbrae School	
Modernization	
<p>The modernization will improve functionality, security, safety and will upgrade building infrastructure. The modernization includes upgrades of mechanical and electrical systems and envelope upgrades (windows, doors and walls). All worn finishes (flooring, ceilings, and paint) and worn fixtures will be replaced. Washroom upgrades and millwork replacement are part of the work. Code upgrades will be included in the modernization.</p> <p>Instructional space upgrades are part of the modernization including a library to Learning Commons conversion. This modernization will address acoustic, barrier-free accessibility issues, all gender washrooms and security concerns.</p> <p>The total project cost is estimated to be \$8,234,000.</p>	

6.0	2022-2025 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-7 Altadore School	
Current and Future Student Accommodation Plan	
<p>Altadore School is located in southwest Calgary in the community of Altadore which is in the inner city in the Centre planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program <p>Altadore School currently accommodates for kindergarten to Grade 6 students living in Altadore.</p> <p>The long-term student accommodation plan for Altadore School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future.</p> 	
Facility Description	
<p>The one-storey building was constructed in 1952 with a wood frame on a concrete foundation. The school was renovated in 2002 with new exterior cladding, windows, doors, skylights and roof. A barrier-free washroom was provided in 2002; however, the remainder of the school requires barrier-free renovations. The total area of the building is 2,737 m² consisting of 15 classrooms for instruction. Most of the classrooms are similar to current standards and have good natural light.</p> <p>In 2010, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made this recommendation:</p> <p>Mechanical: systems require upgrading (hot water tanks, boiler, ventilators, etc.).</p>	
Modernization	
<p>The modernization would upgrade the entire mechanical systems: replace hot water tanks, steam boilers, breeching, steam piping, controls, exhaust fans, radiation system, and unit ventilators. Electrical upgrades would consist of cabling and electrical wiring upgrades. The project would also upgrade building code deficiencies (including sprinkler systems) with full barrier-free accessibility, and a library to Learning Commons conversion and all gender washrooms.</p> <p>The total project cost is estimated to be \$8,234,000.</p>	

6.0	2022-2025 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-8 Annie Foote School	
Current and Future Student Accommodation Plan	
<p>Annie Foote School is located in northeast Calgary in the community of Temple, which is an established community in the Northeast planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program Annie Foote School currently accommodates kindergarten to Grade 6 students living in Temple. The school also accommodates kindergarten to Grade 6 students from the new and developing community of Skyview Ranch. <p>The long-term student accommodation plan for Annie Foote School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students in their home area and from new and developing communities in the Northeast planning sector. It is anticipated that the school will operate at or near capacity into the future.</p>	
Facility Description	
<p>The single storey brick building was constructed in 1980 with a total gross floor area of 3904 m². The Provincial capacity is 473 students from pre-school through Grade 6. There are 9 relocatable classrooms with a total area of 841.5 m², located on the northwest side of the original building. Eight of those classrooms were installed in 1980, with the 2 blocks of 4 separated by an outdoor courtyard. The final relocatable classroom was attached to the north of the east wing later.</p> <p>In 2012, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> ▪ Exterior: requires upgrades (replace wood soffit and windows, etc.). ▪ Interior: requires upgrading (painting, barrier free features, seal all fire separation penetrations, replace gym divider and damaged doors, white boards). ▪ Mechanical: systems require upgrading (controls system, replace water heater, condensing unit, air handling unit, etc.). ▪ Electrical: systems require upgrading (light fixtures, fire alarm panel, emergency lighting and life safety devices). 	

6.0	2022-2025 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-8 Annie Foote School	
Modernization	
<p>The modernization will improve functionality, security, safety and will upgrade building infrastructure. The modernization includes upgrades of major mechanical and minor electrical systems and envelope upgrades (roof, windows and foundation repair). All worn finishes (flooring, ceilings, and paint) and worn fixtures will be replaced. Washroom upgrades and millwork replacement are part of the work. Code upgrades will be included in the modernization.</p> <p>Instructional space upgrades are part of the modernization including a library to Learning Commons conversion. This modernization will address acoustic, barrier-free accessibility issues, all gender washrooms and security concerns. Site circulation/parking issues need to be addressed to ensure safety of staff and students accessing the site.</p> <p>The total project cost is estimated to be \$10,977,000.</p>	

6.0	2022-2025 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-9 Janet Johnstone School	
Current and Future Student Accommodation Plan	
<p>Janet Johnstone School is located in southwest Calgary in the community of Shawnessy, which is in the South planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program Janet Johnstone School currently accommodates kindergarten to Grade 4 students living in Millrise, Shawnee Slopes and Shawnessy, ▪ French Immersion Janet Johnstone School accommodates kindergarten to Grade 4 students. <p>The long-term student accommodation plan for Janet Johnstone School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future.</p>	
Facility Description	
<p>The one-storey building with a mezzanine was constructed in 1982 with a steel frame on a concrete foundation. The total area of the building is 3203.5 m² consisting of 12 core classrooms and 8 portable classrooms for instruction. The classrooms are slightly under current standards and have good natural light.</p> <p>In 2012, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made this recommendation:</p> <ul style="list-style-type: none"> ▪ Exterior: requires upgrades and replacement (metal siding, joint sealers, doors, windows, roof, skylights etc.). ▪ Interior: requires upgrading (paint, flooring, ceiling tiles, barrier free features, , replace room divider panels, lockers, toilet partitions, white boards and tack boards, millwork). ▪ Mechanical: systems require upgrading (controls system, fixtures, valves, replace hot water heater, boilers, HVAC upgrade, exhaust fans, etc.). ▪ Electrical: systems require upgrading (main electrical switchboard, circuit panels and motors, light fixtures, fire alarm panel, emergency lighting and life safety devices). 	
Modernization	
<p>The modernization would upgrade the entire mechanical and electrical systems as noted above in the facility description. The project would also upgrade building code deficiencies to add barrier-free accessibility, all gender washrooms and a library to Learning Commons conversion. The modernization includes replacement of worn architectural finishes, fixtures and millwork.</p> <p>The total project cost is estimated to be \$9,182,000.</p>	

6.0	2022-2025 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-10 Ranchlands School	
Current and Future Student Accommodation Plan	
<p>Ranchlands School is located in northwest Calgary in the community of Ranchlands, which is an established community in the Northwest planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program Ranchlands School currently accommodates kindergarten to Grade 6 students living in Ranchlands. The school is also receives students from the new and developing community of Sherwood. ▪ System Classes Ranchlands School accommodates Paced Learning Program classes. <p>The long-term student accommodation plan for Ranchlands School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future.</p>	
Facility Description	
<p>The permanent 2-storey building was constructed in 1980. Eight relocatables (4 two-storey blocks) were included as part of the original construction.</p> <p>The core building construction includes concrete footings and grade beams, load-bearing masonry perimeter and interior walls and open webbed steel joists and metal Q-deck. Boiler room is below-grade. The total area of the building is 4,285 m² consisting of 11 classrooms and 8 relocatable classrooms for instruction. Core floor area is 3,476 m² with a relocatable area of 809 m².</p> <p>In 2013, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations that would need to be addressed as the building passes its 35 year:</p> <ul style="list-style-type: none"> ▪ Exterior: requires upgrades (envelope restoration, repoint mortar joints, replace metal siding, joint sealer, windows, doors, gutters & downspouts, skylights). ▪ Interior: requires upgrading (replace folding partitions, flooring, acoustic panels, ceiling tiles, elevator and lift, white/tack boards, toilet partitions, paint walls, fire stop penetrations through walls, millwork , window coverings). ▪ Mechanical: requires upgrades (replace fixtures, valves, DHW Heater, boilers, chimney, condensing and air distribution units, HW distribution unit, exhaust fans, finned tube radiation units, upgrade BAS controls). ▪ Electrical: systems require upgrading (replace light fixtures, emergency/fire and security systems, switch and panel boards, motor controls, speaker system). 	

6.0	2022-2025 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-10 Ranchlands School	
Modernization	
<p>The modernization will improve functionality, security, safety and will upgrade building infrastructure. The modernization includes upgrades of mechanical and electrical systems and envelope upgrades (windows, doors and walls). All worn finishes (flooring, ceilings, and paint) and worn fixtures will be replaced. Washroom upgrades and millwork replacement are part of the work.</p> <p>Instructional space upgrades are part of the modernization including a library to Learning Commons conversion. This modernization will address acoustic, barrier-free accessibility issues, code issues, all gender washrooms and security concerns.</p> <p>The total project cost is estimated to be \$12,349,000.</p>	

6.0	2022-2025 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-11 Queen Elizabeth School	
Current and Future Student Accommodation Plan	
<p>Queen Elizabeth School is located in north central Calgary in the community of West Hillhurst, which is an established community in the Centre planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program Queen Elizabeth School currently accommodates kindergarten to Grade 6 students living in a portion of West Hillhurst and Hillhurst. <p>The long-term student accommodation plan for Queen Elizabeth School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future.</p>	
Facility Description	
<p>The two-storey brick veneer building with partial basement was constructed in 1957. Structurally the building consists of poured concrete foundation walls, footings and slabs-on-grade, the crawl space & basement walls consist of masonry block or concrete assembly. The second floor has a poured concrete floor supported by masonry block walls, concrete columns and steel columns. Structural reinforced concrete block walls support the roof assembly. Open web steel joists support wood decking over second floor classrooms and gymnasium. The total area of the building is 3,197 m² consisting of 15 classrooms for instruction.</p> <p>In 2009, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition, except the electrical systems that are in marginal condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> ▪ Exterior: requires upgrades (replace metal siding, reseal all joints, seal exposed concrete, replace wood windows and shading devices, skylights, partial roof replacement, pave parking lot). ▪ Interior: requires upgrading (refinish wood doors, replace toilet partitions, worn stair surfaces, handrails, wall panelling and tile, flooring, acoustic panelling, and ceiling tiles, millwork, window coverings, elevator). ▪ Mechanical: requires upgrades (replace fixtures, valves, steam boilers and entire steam distribution system, chimney, exhaust fans, gym HVAC unit, controls system). ▪ Electrical: systems require upgrading (light fixtures and switches, panel boards, motor controls, branch wiring, emergency lighting, fire alarm and security system, speaker system). 	

6.0	2022-2025 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-11 Queen Elizabeth School	
Modernization	
<p>The modernization will improve functionality, security, safety and will upgrade building infrastructure. The modernization includes upgrades of mechanical and electrical systems and envelope upgrades (windows, doors and walls). All worn finishes (flooring, ceilings, and paint) and worn fixtures will be replaced. Washroom upgrades and millwork replacement are part of the work.</p> <p>Instructional space upgrades are part of the modernization including a library to Learning Commons conversion. This modernization will address acoustic, barrier-free accessibility issues including an elevator, all gender washroom and security concerns and code upgrades (including a sprinkler system).</p> <p>The total project cost is estimated to be \$9,182,000.</p>	

6.0	2022-2025 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-12 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 Albert Park/Radisson Heights, Forest Heights, Forest Lawn, Penbrooke Meadows and Red Carpet. ▪ System Classes Ernest Morrow School currently accommodates Literary, English and Academic Development, and Paced Learning Program classes. <p>The long-term student accommodation plan for Ernest Morrow is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future.</p>	
Facility Description	
<p>The single-storey building was 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 prefinished 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). <p>However, significant investment has been made in Ernest Morrow School over the past several years to replace major mechanical and life safety systems. These investments have improved the overall condition of the building and resulted in a lowered priority ranking for the building.</p>	

6.0	2022-2025 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-12 Ernest Morrow School	
Modernization	
<p>The modernization will improve functionality, security, safety and will upgrade building infrastructure. The modernization includes upgrades of electrical systems and envelope upgrades (windows, doors and walls). All worn finishes (flooring, ceilings, and paint) and worn fixtures will be replaced. Washroom upgrades and millwork replacement are part of the work. Code upgrades will be included in the modernization.</p> <p>Instructional space upgrades are part of the modernization including a library to Learning Commons conversion. This modernization will address acoustic, barrier-free accessibility issues, all gender washrooms and security concerns.</p> <p>The total project cost is estimated to be \$9,200,000.</p>	

Capacity and Utilization

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

K-GR4 Students by Enrolment 2020-2021			
Planning Sector	K-GR4 Students	K-GR4 Capacity	% Utilization
Centre	5,219	6,835	76.4%
East	1,907	2,904	65.7%
North	5,026	6,579	76.4%
NorthEast	8,064	9,012	89.5%
NorthWest	7,257	9,095	79.8%
South	8,150	11,760	69.3%
SouthEast	4,221	5,234	80.6%
West	4,141	5,484	75.5%
Total	43,985	56,903	77.3%

Notes:

- Student numbers are based on ArcView data as at September 30, 2020 (K@FTE to Grade 9)
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)

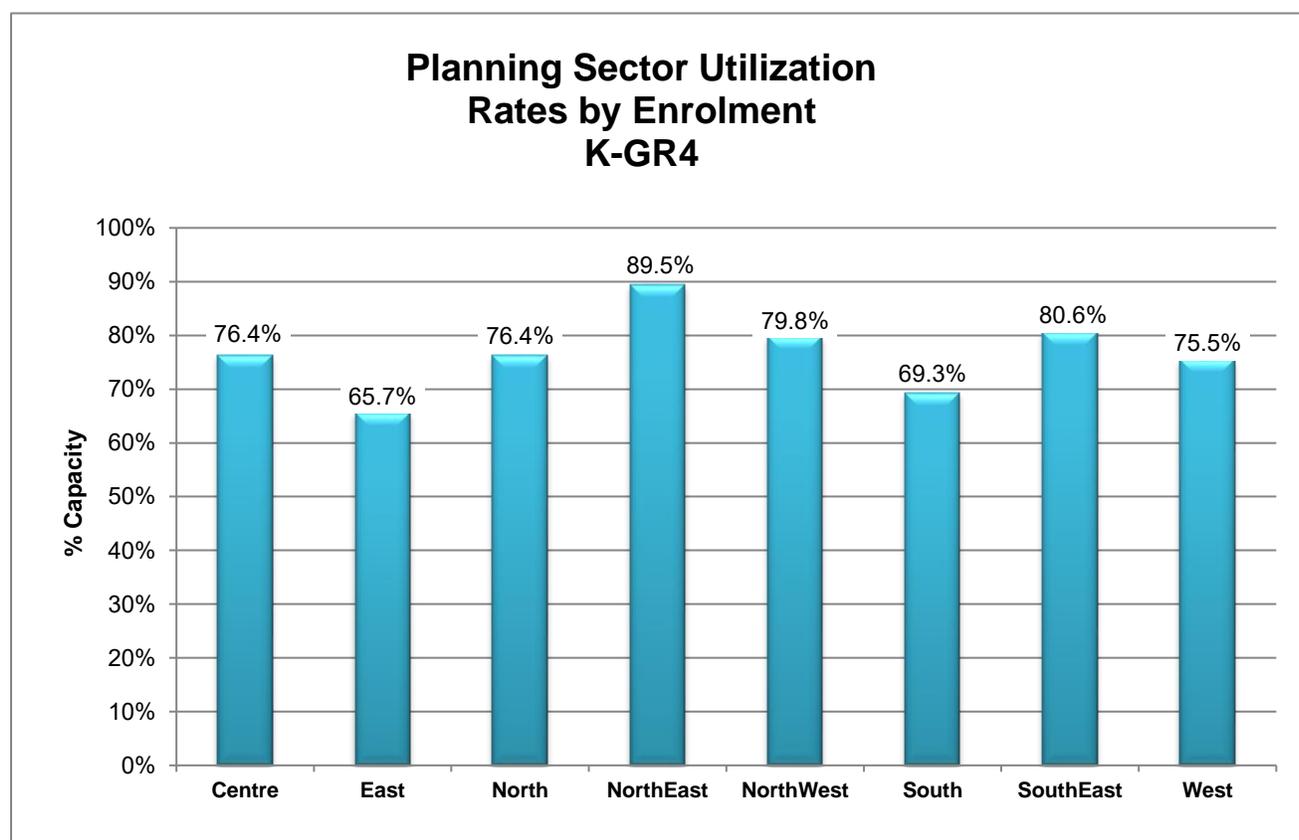


Table 2: Capacity by Enrolment for GR 5-9 (%)

GR5-GR9 Students by Enrolment 2020-2021			
Planning Sector	GR 5-9 Students	GR 5-9 Capacity	% Utilization
Centre	7,399	7,975	92.8%
East	2,347	3,103	75.6%
North	4,336	4,513	96.1%
NorthEast	8,526	9,688	88.0%
NorthWest	8,690	9,754	89.1%
South	10,510	13,220	79.5%
SouthEast	3,954	4,483	88.2%
West	4,974	5,982	83.1%
Total	50,736	58,718	86.4%

Notes:

- Student numbers are based on ArcView data as at September 30, 2020 (K@FTE to Grade 9)
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)

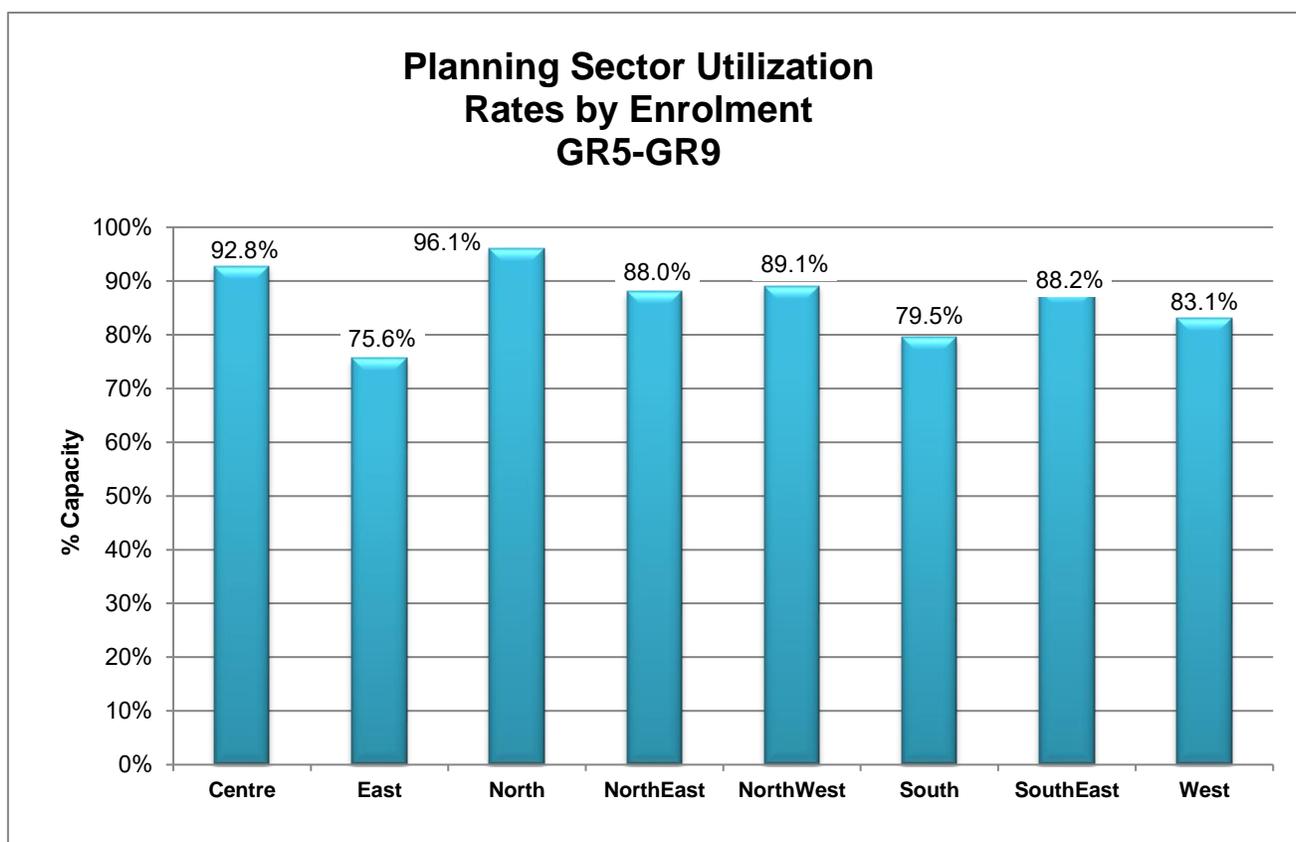


Table 3: Capacity by Enrolment for K-GR9 (%)

K-GR9 Students by Enrolment 2020-2021			
Planning Sector	Elementary/Junior High Students	Elementary/Junior High Capacity	% Utilization
Centre	12,618	14,810	85.2%
East	4,254	6,007	70.8%
North	9,362	11,092	84.4%
NorthEast	16,590	18,700	88.7%
NorthWest	15,947	18,849	84.6%
South	18,660	24,980	74.7%
SouthEast	8,175	9,717	84.1%
West	9,115	11,466	79.5%
Total	94,721	115,621	81.9%

Notes:

- Student numbers are based on ArcView data as at September 30, 2020 (K@FTE to Grade 9)
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)

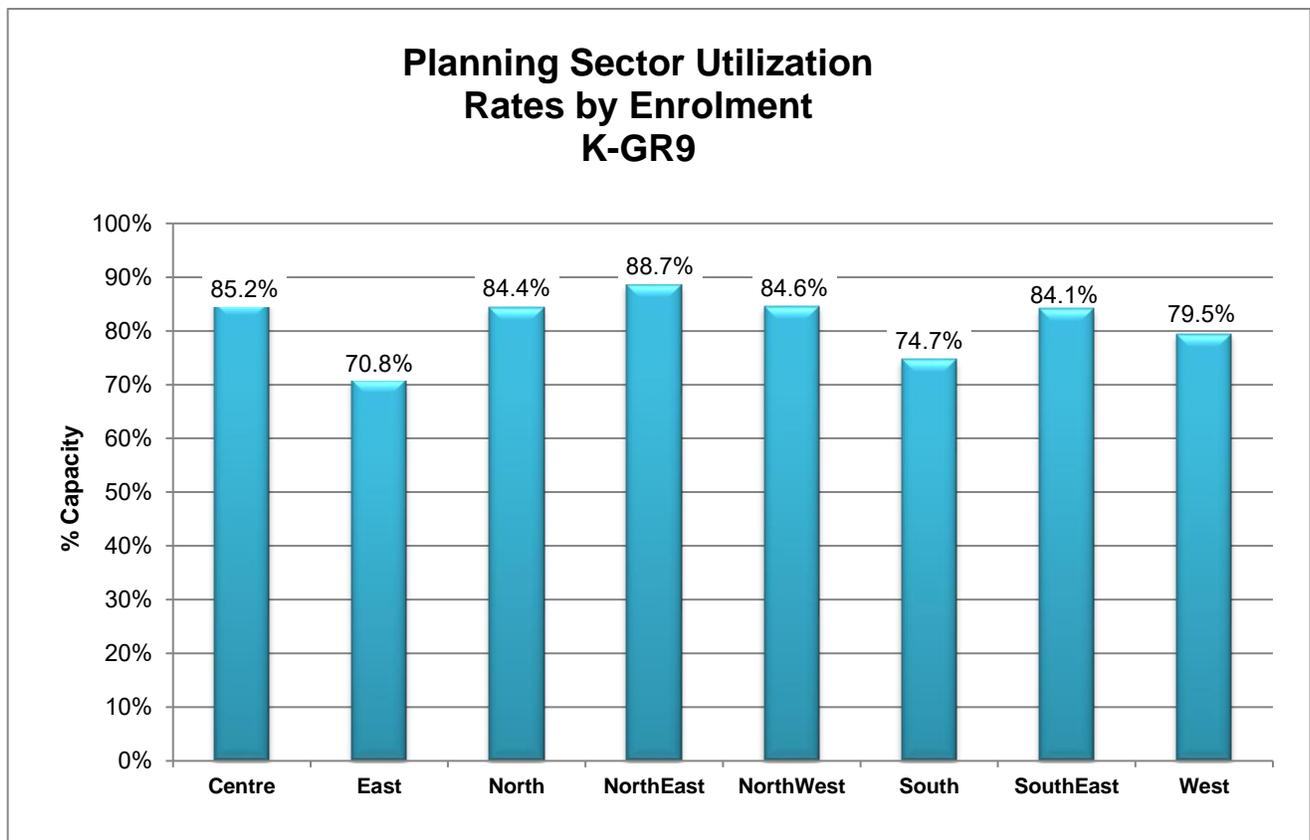


Table 4: Capacity by Enrolment for Senior High (%)

Senior High (GR10-12) Students by Enrolment 2020-2021			
Planning Sector	Senior High Students	Senior High Capacity	% Utilization
Centre	7,512	9,230	81.4%
East	1,986	2,593	76.6%
North	1,520	1,503	101.1%
NorthEast	3,654	3,534	103.4%
NorthWest	4,929	5,272	93.5%
South	5,935	8,013	74.1%
SouthEast	1,879	1,680	111.8%
West	3,542	3,727	95.0%
Total	30,957	35,552	87.1%

Notes:

- Student numbers are based on ArcView data as at September 30, 2020
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)

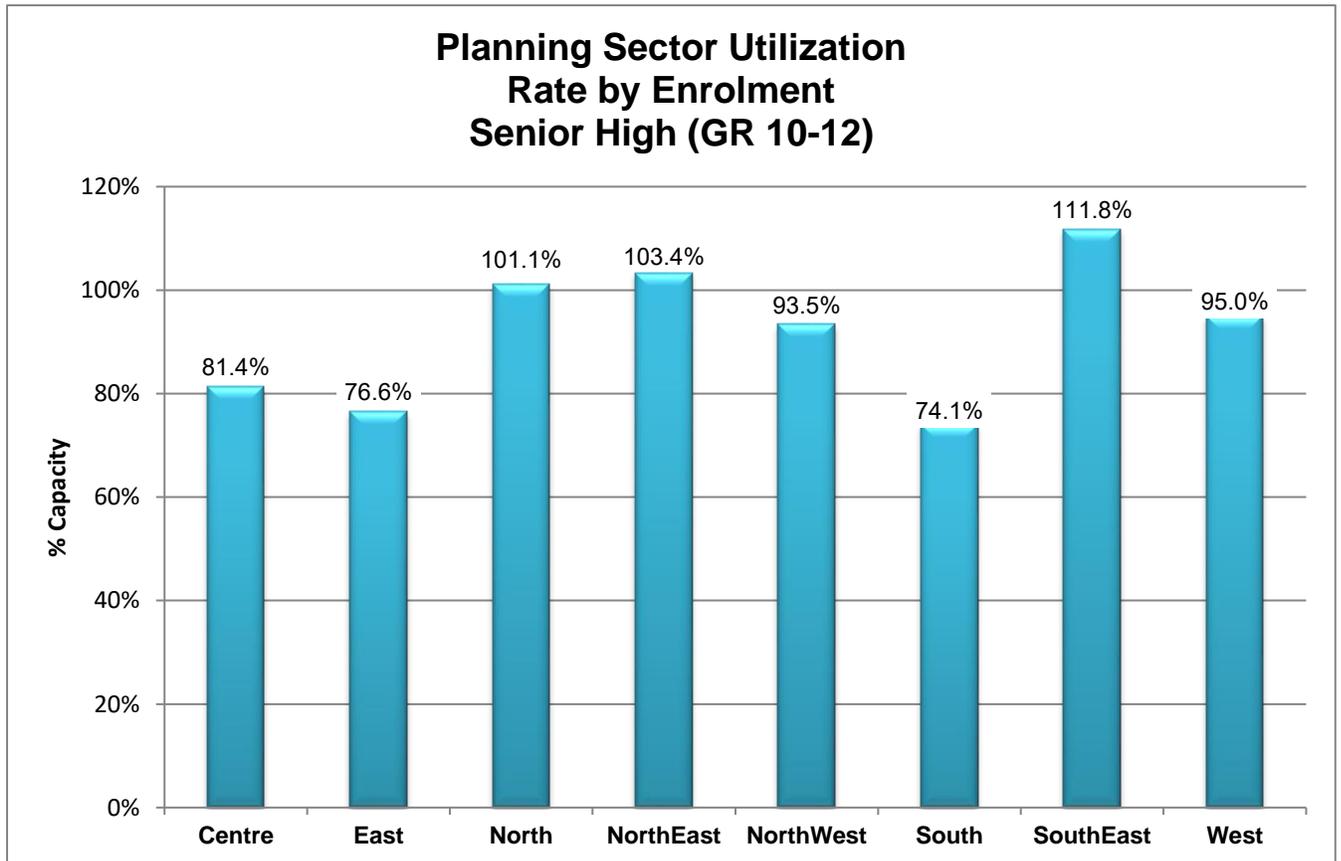


Table 5: Capacity by Residence for K-GR4 (%)

K-GR9 Students by Residence 2020-2021			
Planning Sector	K-GR4 Students	K-GR4 Capacity	% Utilization
Centre	4,836	6,835	70.8%
East	1,851	2,904	63.7%
North	6,599	6,579	100.3%
NorthEast	8,331	9,012	92.4%
NorthWest	5,674	9,095	62.4%
South	7,037	11,760	59.8%
SouthEast	5,367	5,234	102.5%
West	4,204	5,484	76.7%
Total	43,899	56,903	77.1%

Notes:

- Student numbers are based on ArcView data as at September 30, 2020 (K@FTE to Grade 9)
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)
- Under-utilized and over-utilized are shown on **Map 7**

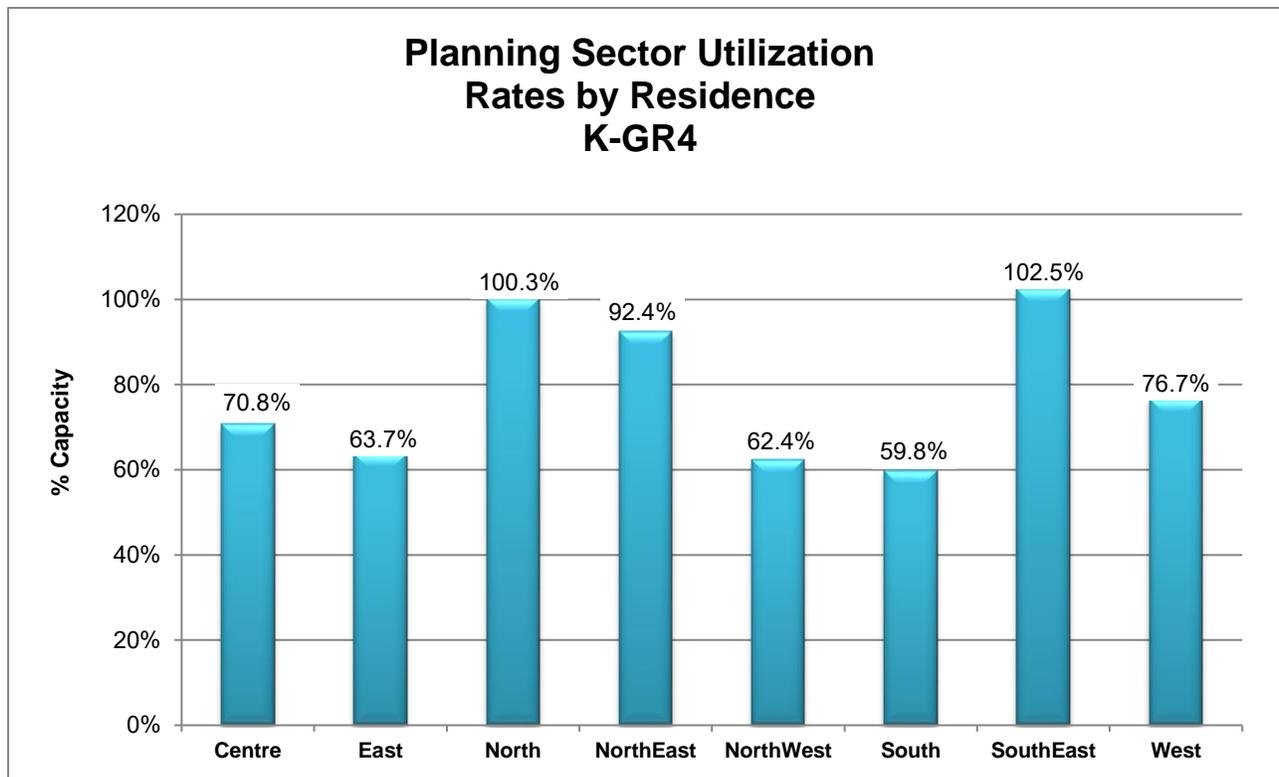


Table 6: Capacity by Residence for GR 5-9 (%)

K-GR9 Students by Residence 2020-2021			
Planning Sector	GR 5-9 Students	GR 5-9 Capacity	% Utilization
Centre	4,579	7,975	57.4%
East	2,255	3,103	72.7%
North	7,604	4,513	168.5%
NorthEast	9,046	9,688	93.4%
NorthWest	7,716	9,754	79.1%
South	8,731	13,220	66.0%
SouthEast	5,705	4,483	127.3%
West	4,969	5,982	83.1%
Total	50,605	58,718	86.2%

Notes:

- Student numbers are based on ArcView data as at September 30, 2020 (K@FTE to Grade 9)
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)
- Under-utilized and over-utilized are shown on **Map 8**

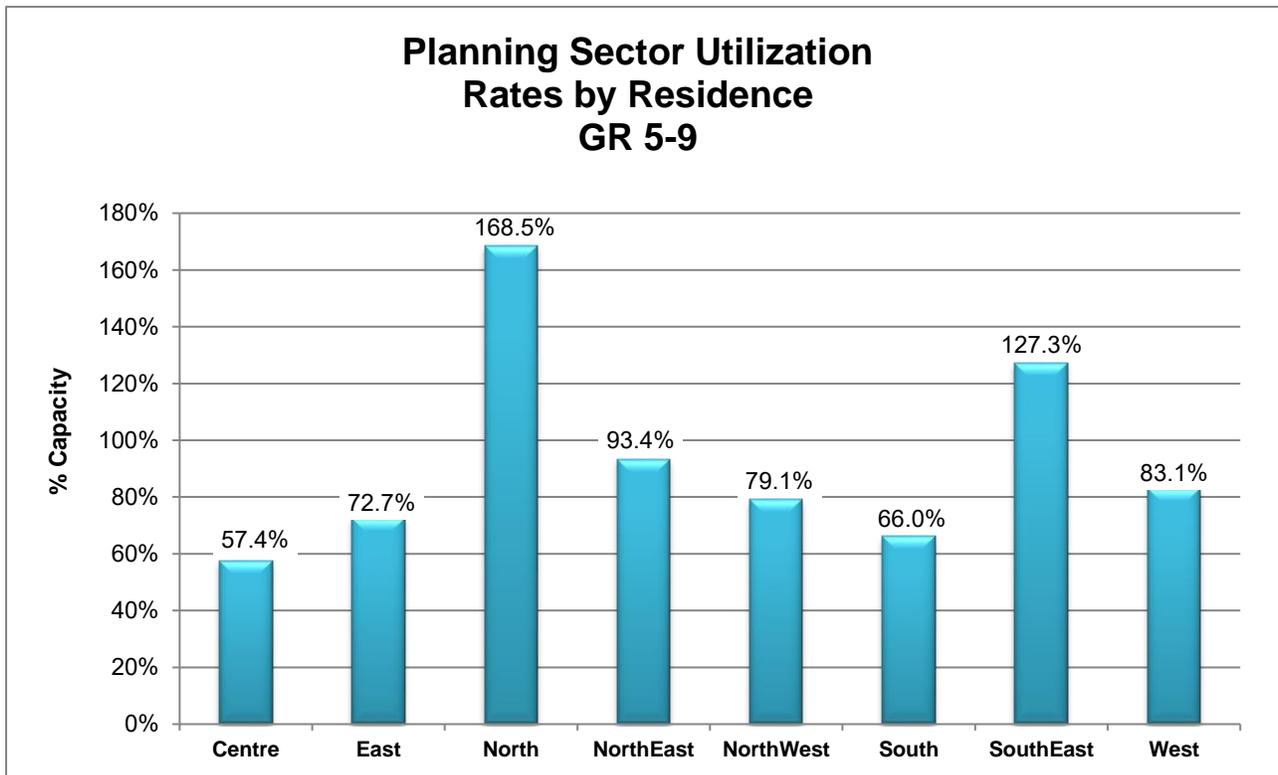


Table 7: Capacity by Residence for K-GR9 (%)

K-GR9 Students by Residence 2020-2021			
Planning Sector	Elementary/Junior High Students	Elementary/Junior High Capacity	% Utilization
Centre	9,415	14,810	63.6%
East	4,106	6,007	68.4%
North	14,203	11,092	128.0%
NorthEast	17,377	18,700	92.9%
NorthWest	13,390	18,849	71.0%
South	15,768	24,980	63.1%
SouthEast	11,072	9,717	113.9%
West	9,173	11,466	80.0%
Total	94,414	115,621	81.7%

Notes:

- Student numbers are based on ArcView data as at September 30, 2020 (K@FTE to Grade 9)
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)
- Under-utilized and over-utilized are shown on **Map 9**

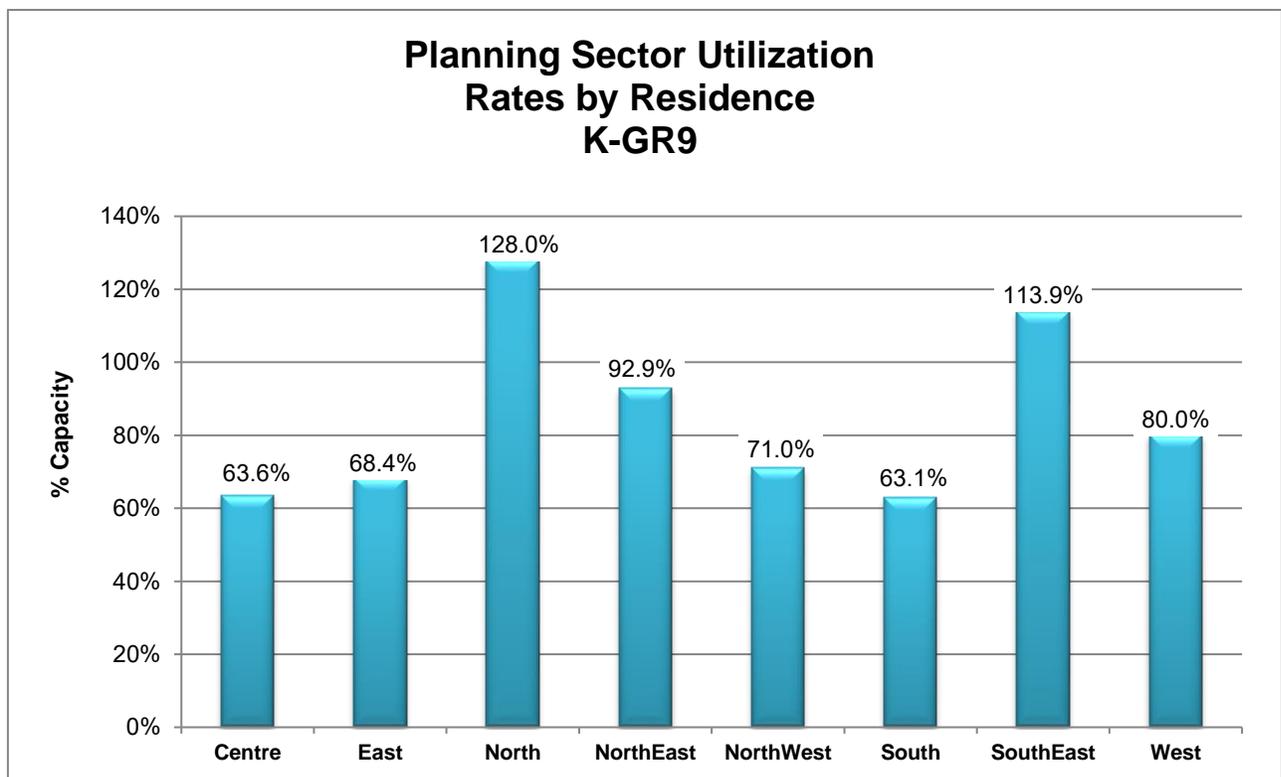
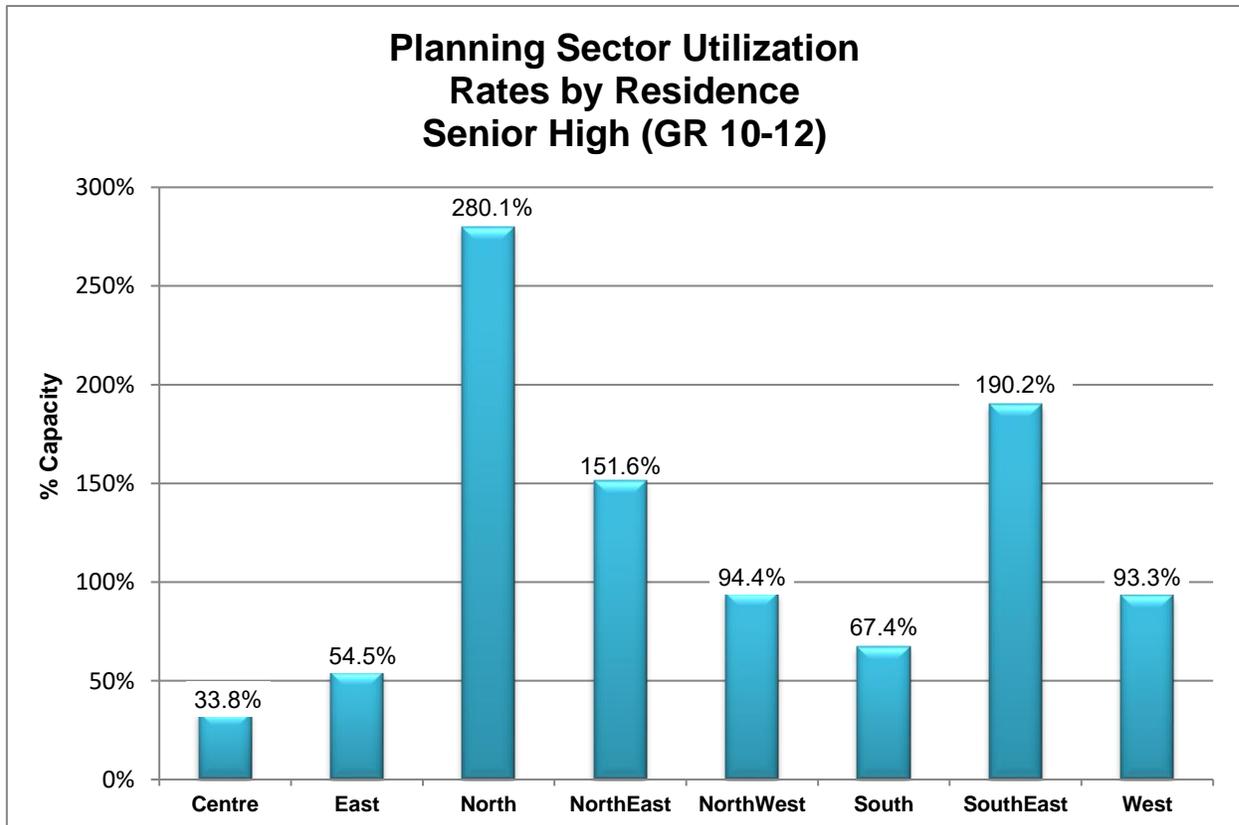


Table 8: Capacity by Residence for Senior High (%)

Senior High (GR10-12) Students by Residence 2020-2021			
Planning Sector	Senior High Students	Senior High Capacity	% Utilization
Centre	3,118	9,230	33.8%
East	1,413	2,593	54.5%
North	4,210	1,503	280.1%
NorthEast	5,358	3,534	151.6%
NorthWest	4,978	5,272	94.4%
South	5,404	8,013	67.4%
SouthEast	3,196	1,680	190.2%
West	3,479	3,727	93.3%
Total	31,156	35,552	87.6%

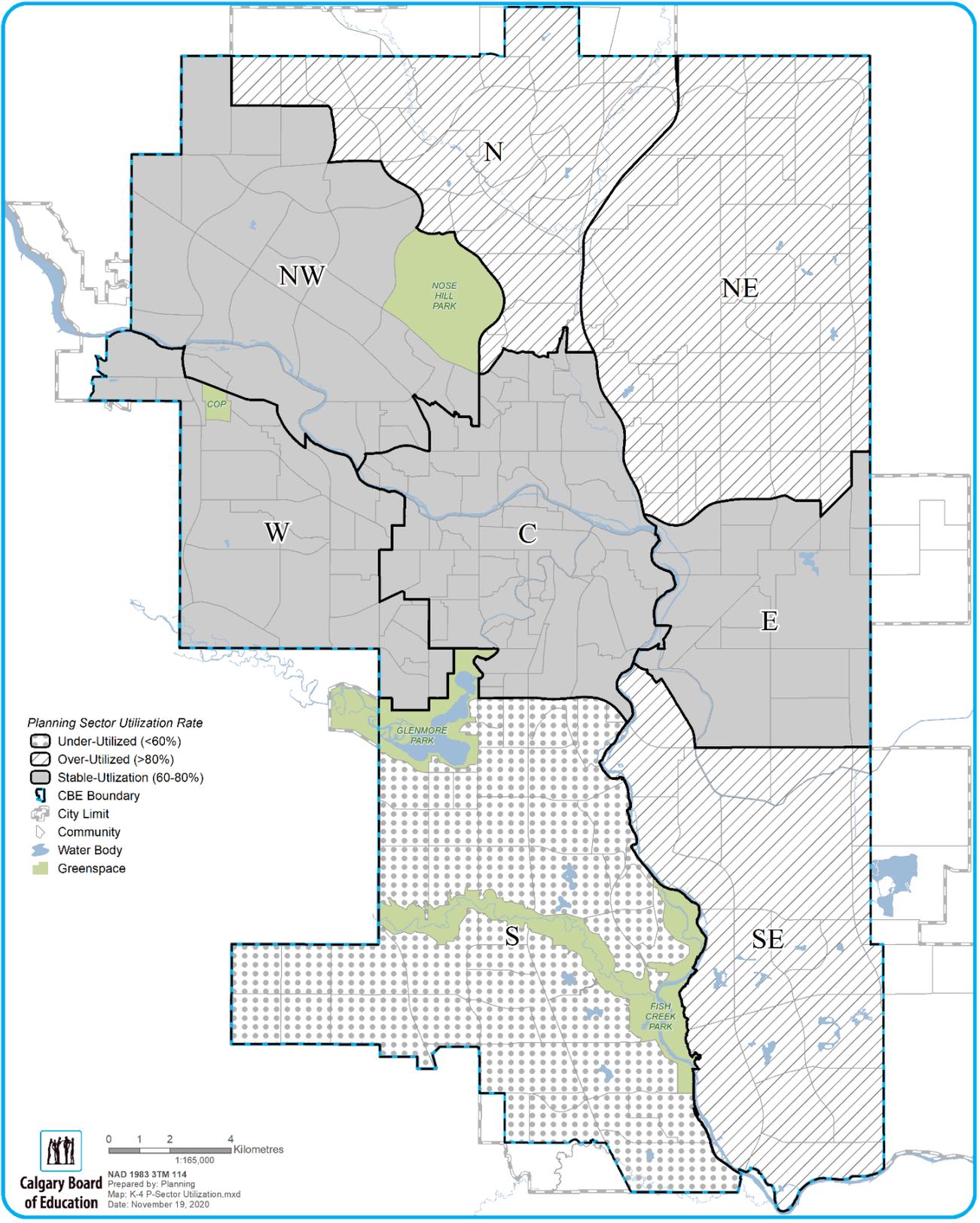
Notes:

- Student numbers are based on ArcView data as at September 30, 2020
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)
- Under-utilized and over-utilized are shown on **Map 10**



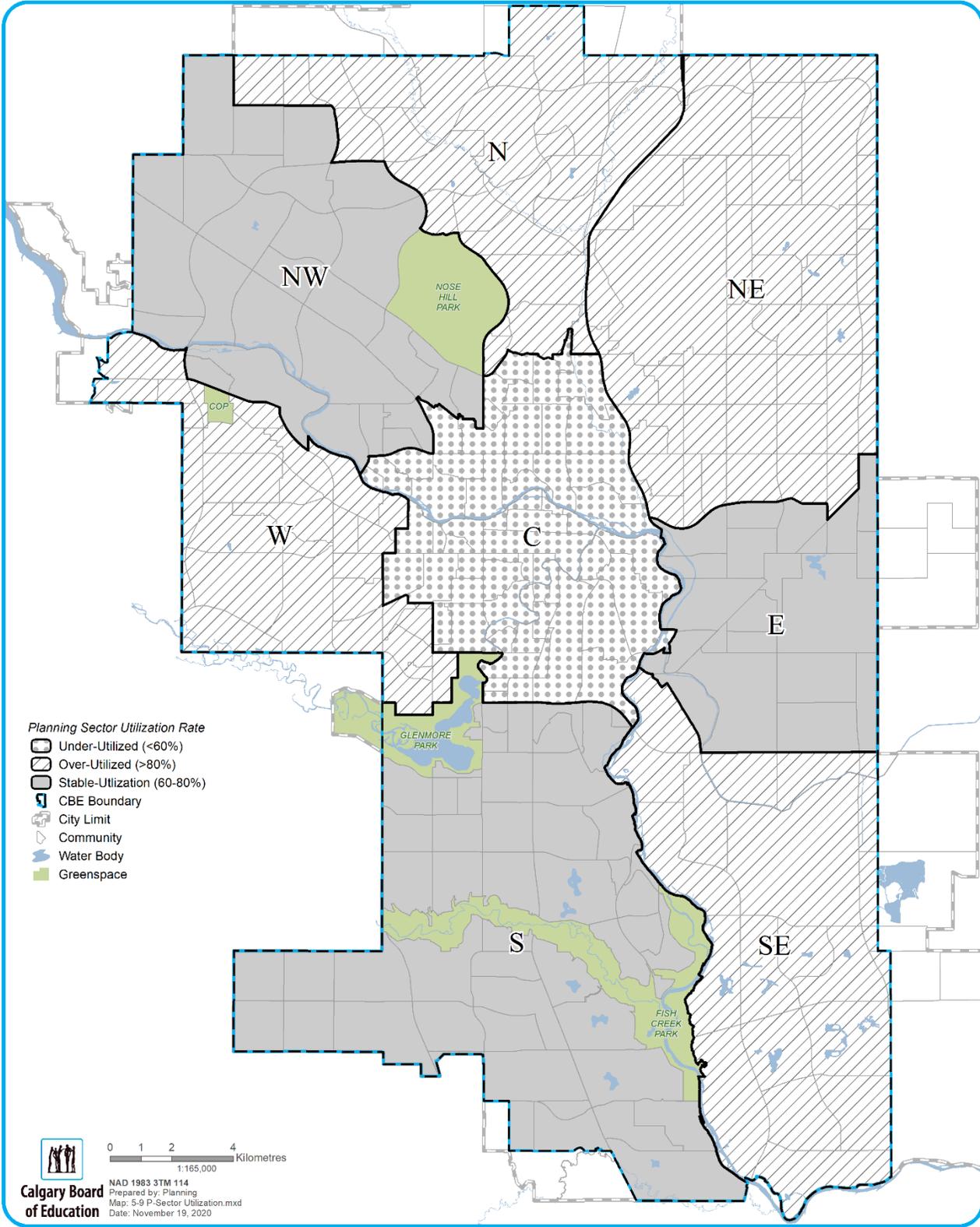
Map 7

Planning Sector Utilization by Residence Kindergarten to Grade 4



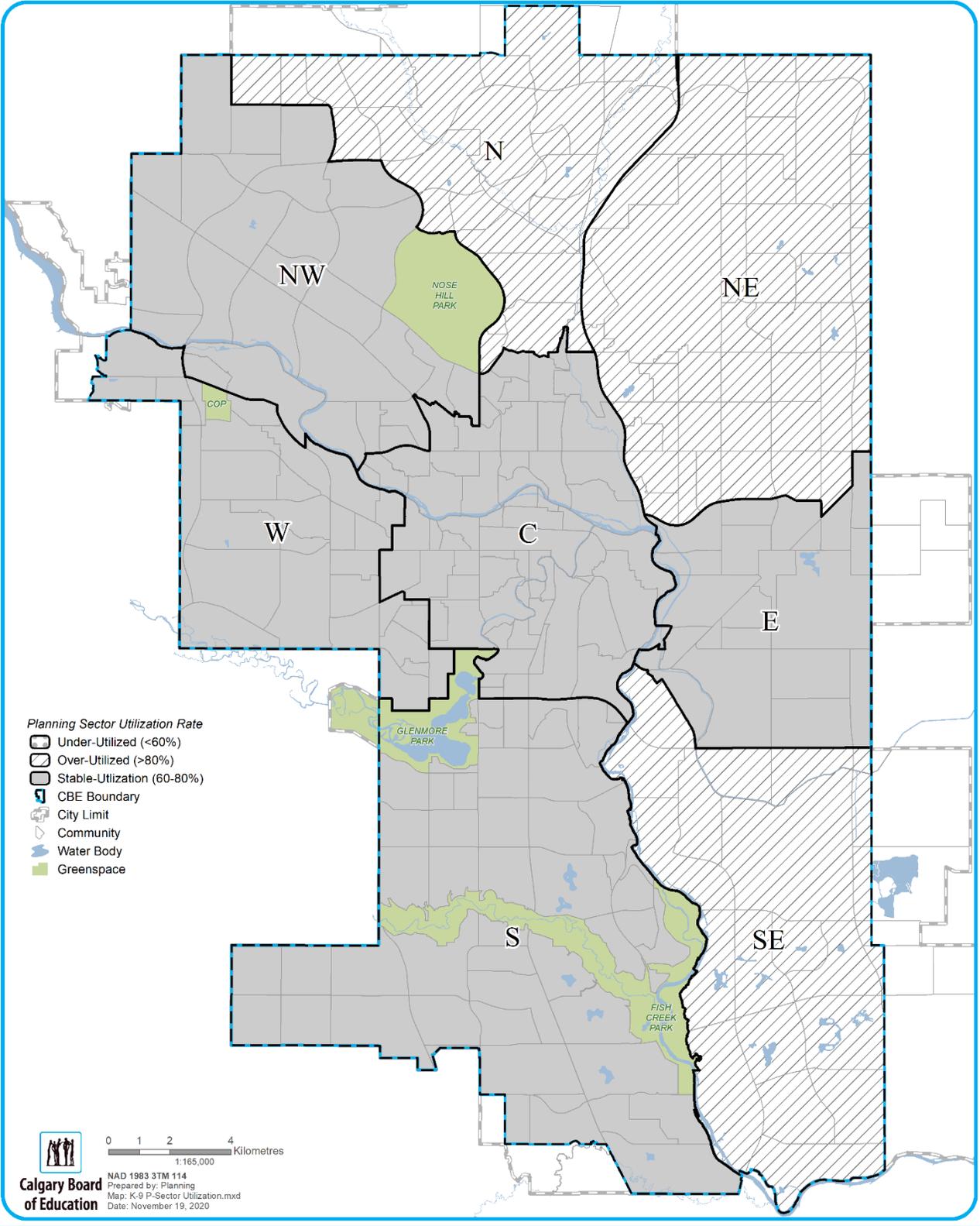
Map 8

Planning Sector Utilization by Residence Grades 5 to 9



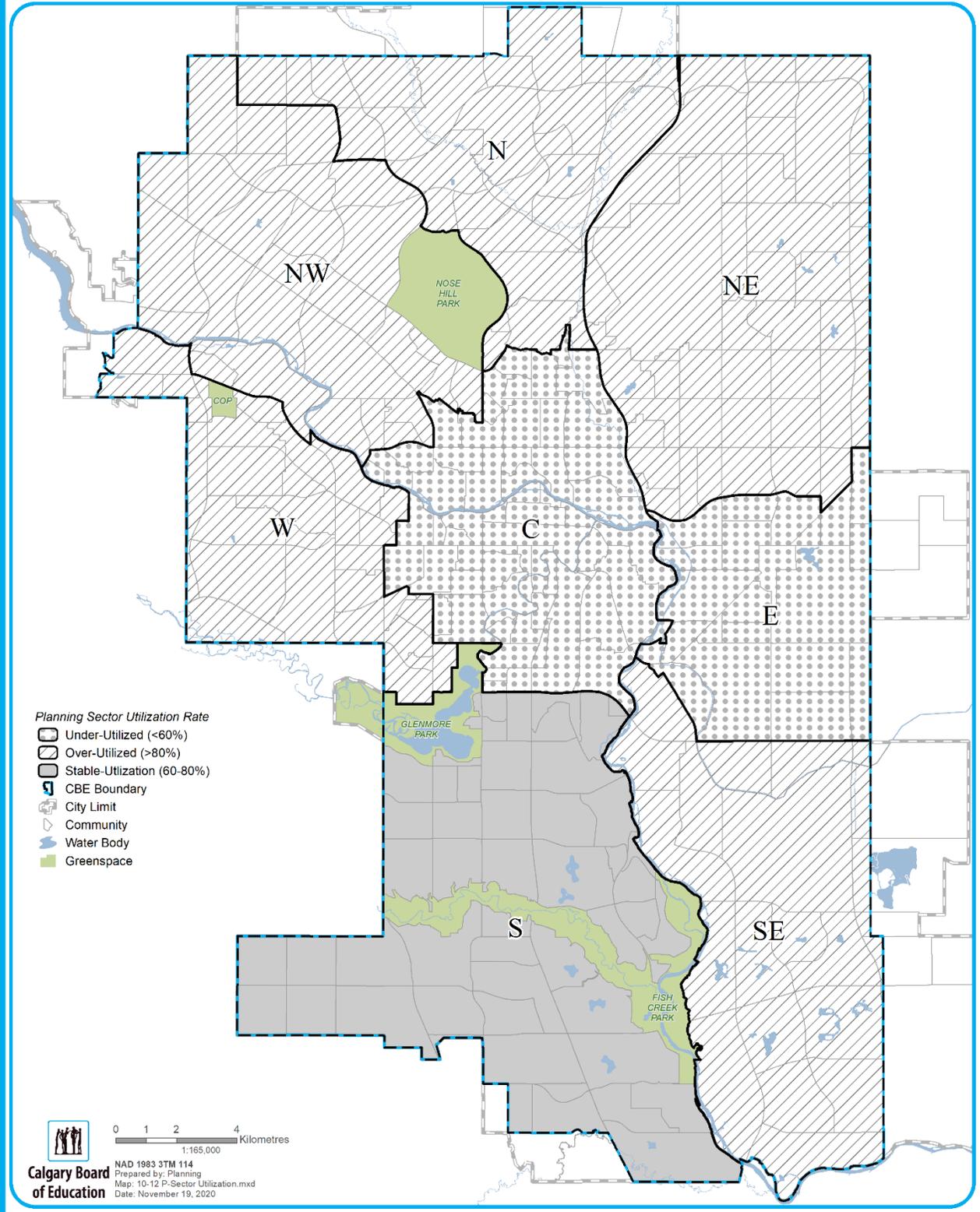
Map 9

Planning Sector Utilization by Residence Kindergarten to Grade 9



Map 10

Planning Sector Utilization by Residence Grades 10 to 12



APPENDIX II

Modernization Information

Rank	Modernization	Points	Planning Sector	Grade
1	Nickle School	57	South	5-9
2	A.E. Cross School	48	West	7-9
3	Sir John A. Macdonald School	48	North	7-9
4	Annie Gale School	47	Northeast	7-9
5	Cedarbrae School	47	South	K-6
6	Altadore School	41	Centre	K-6
7	Annie Foote School	40	Northeast	K-6
8	Janet Johnstone School	40	South	K-4
9	Ranchlands School	36	Northwest	K-6
10	Queen Elizabeth School	32	Centre	K-6
11	Ernest Morrow School	28	East	6-9

**Major Modernization Ranking Points
2022-2025 Capital Submission**

School	Programming Requirements	5 Year Projected Enrolment	Quality of Site to Serve Students	Ability to Upgrade	Facility Maintenance Based on RECAPP adjusted for time	Total Points
Centre Planning Sector						
Altadore School	-	8	4	9	20	41
Queen Elizabeth School	-	4	6	7	15	32
East Planning Sector						
Ernest Morrow School	-	4	10	4	10	28
North Planning Sector						
Sir John A. Macdonald School	5	10	10	8	15	48
Northeast Planning Sector						
Annie Foote School	-	10	4	11	15	40
Annie Gale School	5	6	6	10	20	47
Northwest Planning Sector						
Ranchlands School	-	2	3	11	20	36
South Planning Sector						
Cedarbrae School	-	10	4	13	20	47
Janet Johnstone School	-	4	4	12	20	40
Nickle School	10	8	7	12	20	57
Southeast Planning Sector						
-	-	-	-	-	-	-
Southwest Planning Sector						
-	-	-	-	-	-	-
West Planning Sector						
A.E. Cross School	10	2	7	9	20	48

MAJOR MODERNIZATION RANKING CRITERIA

Programming requirements (maximum number of points = 35)	Points
Superintendent's Team to identify and prioritize modernization projects that are required to meet CBE system programming priorities	35
5 Year projected enrolment (maximum number of points = 10)	
Projected utilization is less than 79%	0
Projected utilization is between 80 to 84%	2
Projected utilization is between 85 to 89%	4
Projected utilization is between 90 to 94%	6
Projected utilization is between 95 to 99%	8
Projected utilization is greater than 100%	10
Quality of site location to serve students (maximum number of points = 10)	
Usable frontages	2
Site location	2
Site constraint factors	2
Grand-fathered clauses	2
Ability to adjust/reconfigure site	2
<i><u>Ranking Range for this category: 0 (difficult to upgrade) to 2 (very easy to upgrade)</u></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><u>Ranking Range for this category: 0 (difficult to upgrade) to 2 (very easy to upgrade)</u></i>	
Facility Maintenance based on Provincial RECAPP (maximum number of points = 25)	
Excellent	5
Very Good	10
Good	15
Fair	20
Poor	25

Note: the higher the number, the poorer the facility

Community Ranking for New Schools

Rank	Community	Points	Planning Sector	Grade
1	Evanston Middle	1694	N	5-9
2	Saddle Ridge Middle ^{(2)^}	1681	NE	5-9
3	Evanston Elementary ⁽²⁾	1463	N	K-4
4	Sage Hill Elementary	1219	N	K-4
5	Sherwood/Nolan Hill Middle	1177	N	5-9
6	Nolan Hill Elementary	1123	N	K-4
7	Mahogany Middle	910	SE	5-9
8	Cityscape/Redstone Middle	860	NE	5-9
9	Redstone Elementary	839	NE	K-4
10	Kincora Elementary	832	N	K-4
11	Walden Elementary	823	S	K-4
12	Cougar Ridge Elementary	805	W	K-4
13	Aspen Woods Middle [^]	761	W	5-9
14	Valley Ridge/Crestmont Elementary	698	W	K-4
15	Signal Hill Middle	666	W	5-9
16	Sage Hill Middle	664	N	5-9
17	Sherwood Elementary	654	N	K-4
18	Legacy Middle	411	S	5-9
19	Country Hills Elementary	333	N	K-4
20	Livingston Elementary	292	N	K-4
21	Country Hills Middle	268	N	5-9

Notes:

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

K-GR4 Statistics 2022-2025 Capital Submission

Community	Community Growth Profile (statistics)				Busing and Travel Time (statistics)			Existing K-GR4 School Awarded in Phases or Design Only School Approved
	2019 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	
East Planning Sector								
-	-	-	-	-	-	-	-	-
North Planning Sector								
Country Hills	180	113	23	8	11	5	no	no
*Evanston ⁽²⁾	*1085	*318	23	17	nbr	nbr	no	no
Kincora	487	285	23	12	16	6	no	no
Livingston	136	76	23	14	22	12	no	no
Nolan Hill	733	310	23	13	25	9	no	no
Sage Hill	763	336	23	12	21	9	yes	no
Sherwood	378	216	23	11	16	8	no	no
Northeast Planning Sector								
Redstone	479	270	24	18	21	14	no	no
Northwest Planning Sector								
-	-	-	-	-	-	-	-	-
South Planning Sector								
Walden	518	235	19	11	22	6	no	no
Southeast Planning Sector								
-	-	-	-	-	-	-	-	-
Southwest Planning Sector								
-	-	-	-	-	-	-	-	-
West Planning Sector								
Cougar Ridge	434	321	5	15	5	2	no	no
Valley Ridge/Crestmont	405	203	5	15	30	6	no	no

Notes:

1. Pre-school Census is the "Total" number of pre-school children 2015-2019. (Statistics from the City of Calgary "Pre-School Children 2019").
2. ⁽²⁾ indicates second school of that type in the community. For communities that already have an elementary school, their current provincial capacity is deducted from their Pre-School and K-GR4 enrolments.
3. Housing Units information from The City of Calgary "2019 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 or anticipated to be ready in the next 2-3 years (^) for building construction have been included in the ranking analysis.

*Evanston⁽²⁾ – deducted 588 (current provincial capacity) from pre-school (1673-588=1085) total & K-GR4 (906-588=318) total, as it would be their second elementary.

K-GR4 Ranking Points 2022-2025 Capital Submission

Community	Community Growth Profile (points)			Busing and Travel Time (points)			
	2019 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
East Planning Sector							
-	-	-	-	-	-	-	-
North Planning Sector							
Country Hills	180	113	40	0	0	0	333
*Evanston ⁽²⁾	1085	318	60	0	0	0	1463
Kincora	487	285	50	10	0	0	832
Livingston	136	76	50	30	0	0	292
Nolan Hill	733	310	50	30	0	0	1123
Sage Hill	763	336	50	20	50	0	1219
Sherwood	378	216	50	10	0	0	654
Northeast Planning Sector							
Redstone	479	270	60	30	0	0	839
Northwest Planning Sector							
-	-	-	-	-	-	-	-
South Planning Sector							
Walden	518	235	50	20	0	0	823
Southeast Planning Sector							
-	-	-	-	-	-	-	-
Southwest Planning Sector							
-	-	-	-	-	-	-	-
West Planning Sector							
Cougar Ridge	434	321	50	0	0	0	805
Valley Ridge/Crestmont	405	203	50	40	0	0	698

Notes:

- 0 points in Community Growth Profile = 0 points in Busing and Travel Time.
- Pre-school Census includes "Total" number of pre-school children 2015-2019. (Statistics from the City of Calgary "Pre-School Children 2019").
- ⁽²⁾ indicates second school of that type in the community. For communities that already have an elementary school, their current provincial capacity is deducted from their 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 or anticipated to be ready in the next 2-3 years (^) for building construction have been included in the ranking analysis.

*Evanston⁽²⁾ – deducted 588 (current provincial capacity) from pre-school (1673-588=1085) total & K-GR4 (906-588=318) total, as it would be their second elementary.

Middle/Junior (Grades 5-9) Statistics 2022-2025 Capital Submission

Community	Community Growth Profile (statistics)				Busing and Travel Time (statistics)			Accommodation Plan	
	Elementary (K-GR4) Enrolment	Middle (GR 5-9) Enrolment	Projected Population Growth by Sector (%)	Ratio of GR5-9 CBE Enrolment to # of Housing Units in Community (%)	Median Travel Time (minutes)	Direct Distance Travelled (km's)	More than one Bus Receiver within two school years	Existing K-GR4 or Design Only School Approved or in Existence	Greater Than Two Transition Points
East Planning Sector									
-	-	-	-	-	-	-	-	-	-
North Planning Sector									
Country Hills	113	105	23	8	16	7	no	no	no
Evanston	906	658	23	12	21	14	no	yes	no
Sage Hill	336	248	23	9	27	12	no	no	no
Sherwood/Nolan Hill	526	571	23	13	28	9	no	no	no
Northeast Planning Sector									
Cityscape/Redstone	443	327	24	15	22	14	no	no	no
*Saddle Ridge ^{(2)^}	1226	285	24	22	6	3	yes	yes	no
Northwest Planning Sector									
-	-	-	-	-	-	-	-	-	-
South Planning Sector									
Legacy	196	135	19	5	29	13	no	no	no
Southeast Planning Sector									
Mahogany	436	324	24	8	30	19	no	yes	no
Southwest Planning Sector									
-	-	-	-	-	-	-	-	-	-
West Planning Sector									
Aspen Woods [^]	328	343	5	12	11	6	no	yes	no
**Signal Hill	363	193	5	8	26	4	no	yes	no

Notes:

- Housing information from The City of Calgary "2019 Civic Census".
- ⁽²⁾ indicates second school of that type in the community. For communities that already have a middle school, their current provincial capacity is deducted from their GR5-9 enrolments.
- [^] Site not ready, but anticipated to be in 2-3 years.
- Bus Receivers – More than one bus receiver school required for established grade configuration within two years. (examples include, but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9).
- Only communities where their school site is ready or anticipated to be ready in the next 2-3 years ([^]) for building construction have been included in the ranking analysis.

***Saddle Ridge⁽²⁾** – deducted 957 (current provincial capacity) from GR5-9 (1242-957=285) total, as it would be their second middle.

****Signal Hill** – deducted 200 (current provincial capacity is 691, GR5-6=29% of capacity) from GR5-9 (393-200=193) total, as Battalion Park School is K-6.

Middle/Junior (Grades 5-9) Ranking Points 2022-2025 Capital Submission

Community	Community Growth Profile (points)			Busing and Travel Time (points)		Accommodation Plan (points)		Total Points
	Elementary (K-GR4) Enrolment	Middle (GR 5-9) Enrolment	Projected Population Growth / GR5-9 Enrolment to Housing Units	Median Travel Time / Direct Distance Travelled	Greater than one Bus Receiver within two school years	Existing K-GR4 or Design Only School Approved or in Existence	Greater Than Two Transition Points	
East Planning Sector								
-	-	-	-	-	-	-	-	-
North Planning Sector								
Country Hills	113	105	40	10	0	0	0	268
Evanston	906	658	50	30	0	50	0	1694
Sage Hill	336	248	40	40	0	0	0	664
Sherwood/Nolan Hill	526	571	50	30	0	0	0	1177
Northeast Planning Sector								
Cityscape/Redstone	443	327	60	30	0	0	0	860
*Saddle Ridge ^{(2)^}	1226	285	70	0	50	50	0	1681
Northwest Planning Sector								
-	-	-	-	-	-	-	-	-
South Planning Sector								
Legacy	196	135	40	40	0	0	0	411
Southeast Planning Sector								
Mahogany	436	324	40	60	0	50	0	910
Southwest Planning Sector								
-	-	-	-	-	-	-	-	-
West Planning Sector								
Aspen Woods [^]	328	343	40	0	0	50	0	761
**Signal Hill	363	193	30	30	0	50	0	666

Notes:

- 0 points in Community Growth Profile = 0 points in Busing and Travel Time.
- ⁽²⁾ indicates second school of that type in the community. For communities that already have a middle school, their current provincial capacity is deducted from their GR5-9 enrolments.
- [^] Site not ready, but anticipated to be in 2-3 years.
- Bus Receivers – More than one bus receiver school required for established grade configuration within two school years. (examples include, but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9).
- Only communities where their school site is ready or anticipated to be ready in the next 2-3 years ([^]) for building construction have been included in the ranking analysis.

***Saddle Ridge⁽²⁾** – deducted 957 (current provincial capacity) from GR5-9 (1242-957=285) total, as it would be their second middle.

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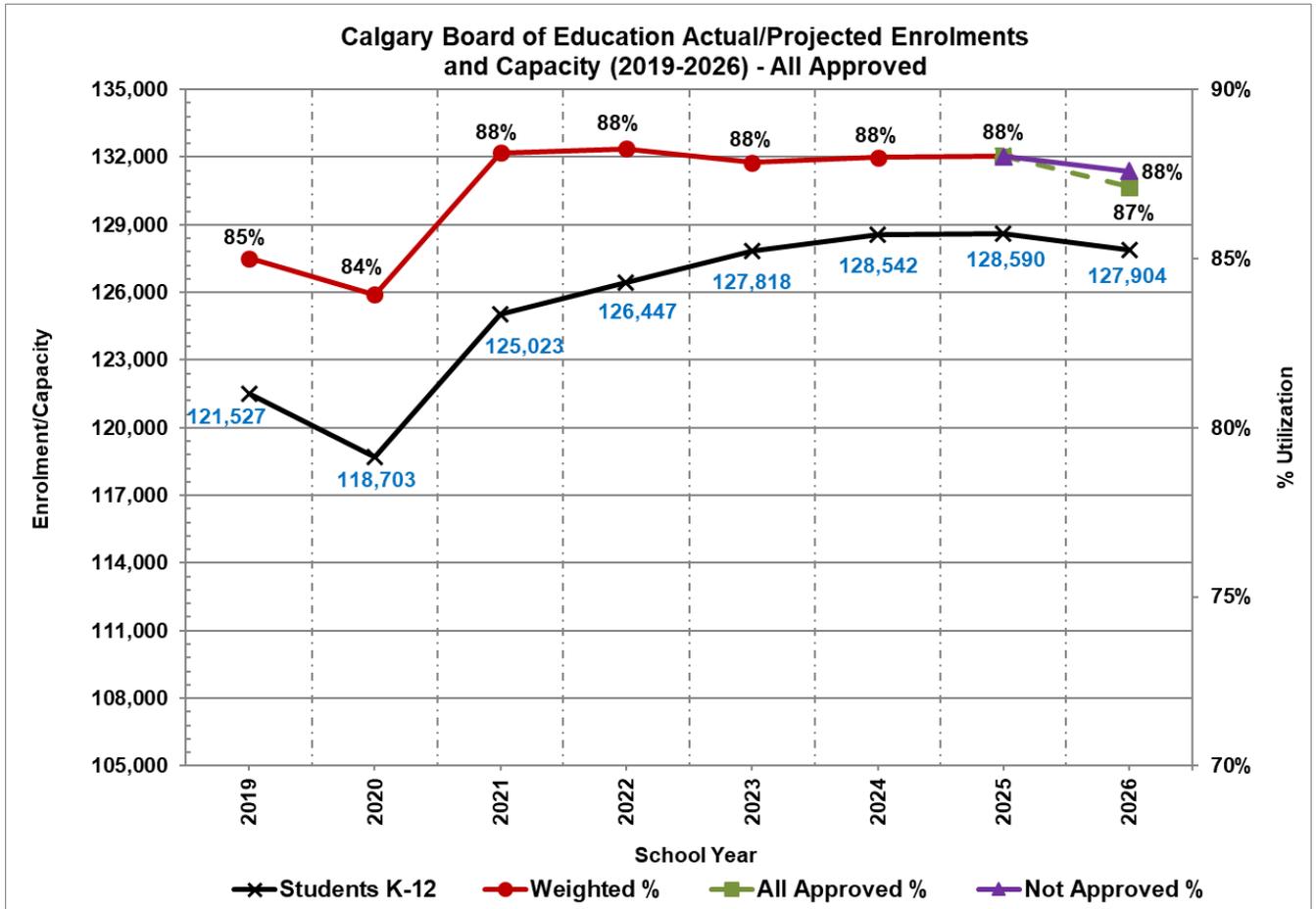
CBE Point Assignments

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, 2019 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, 2019 enrolment					Actual Value	
GR5-9 Enrolment						
Current GR5-9 Enrolment - September 30, 2019 enrolment					Actual Value	
Projected Population / Ratio of Enrolment to Housing Units						
Ratio of GR5-9 Enrolment to # of Housing Units in Community (%) (September 30th of each year)						
	≤4%	5 to 9%	10 to 14%	15 to 19%	20 to 24%	≥25 %
Projected 5 Year Sector Population Growth (%)*						
Less than 5%	10 points	20 points	30 points	40 points	50 points	60 points
5 to 14%	20 points	30 points	40 points	50 points	60 points	70 points
15 to 24%	30 points	40 points	50 points	60 points	70 points	80 points
Greater than 25 %	40 points	50 points	60 points	70 points	80 points	90 points
<i>* Based on City of Calgary Suburban Residential Growth (Prepared Annually)</i>						
Median Travel Time / Distance Travelled						
	Distance Travelled (km's)**					
	≤9	10 to 14	15 to 19	20 to 24	≥25	
Median Travel Time						
15-19 minutes	10 points	20 points	30 points	40 points	50 points	
20-24 minutes	20 points	30 points	40 points	50 points	60 points	
25-29 minutes	30 points	40 points	50 points	60 points	70 points	
30-34 minutes	40 points	50 points	60 points	70 points	80 points	
35-39 minutes	50 points	60 points	70 points	80 points	90 points	
≥40 minutes	60 points	70 points	80 points	90 points	100 points	
<i>** Distance travelled calculated using GIS to determine "centre" of the community to bus receiver school</i>						
Other Considerations:						
Bus Receiver More than one bus receiver school required for established grade configuration within two years (examples include but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9)					50 points	
Existing K-GR4 School or Design Only School approved or in existence					50 points	
Greater than 2 Transition Points (K-GR9)					50 points	
Notes:						
1. If a community already has a school or a design only school, the capacity of the school will be subtracted from the number of students enrolled in the CBE.						
2. When there is a design only school in a community, an exception to the standard ranking methodology will be made.						

CBE System Utilization



Note: Assumes all schools approved in the 2022-2025 Capital Plan.

Glossary of Terms and Definitions

CBE Definitions

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

CBE Formulas

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

Alberta Education/Alberta Infrastructure School Capital Manual Definitions

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

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

- New Capacity** In the event that a new construction project adjusts the capacity rating, a new capacity will be incorporated to reconcile the school jurisdiction's total capacity one year after the date of Ministerial approval of the tender or alternate to tender scheme of construction.
- Right-Sizing** Reduction in capacity of an existing school to provide a more efficient use of the facility due to declining enrolments.
- School Building Project** Means (i) the purchase, erection, relocation, renovation, furnishing or quipping of, (ii) making of structural changes in, (iii) the addition to or extension of a school building, or (iv) the building of access roads or site preparation for a school building.

Site Development

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

Utilization Ratio

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

report to Board of Trustees

2021 Alberta School Boards Association (ASBA) Edwin Parr Teacher Nominee

Date	March 9, 2021
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Originator	Rob Armstrong, Superintendent, Human Resources
Governance Policy Reference	OE-4: Treatment of Employees
Resource Person(s)	Doug Swift, Consultant, Talent Management

1 | Recommendation

It is recommended:

- THAT **John Barrett** is the Calgary Board of Education nominee for the 2021 Alberta School Boards Association (ASBA) 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 19, 2021.

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 recognized at the ASBA Fall General Meeting to be held in November, 2021. Nominations are open to any full or part-time first-year teacher (as defined by ASBA).

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 2021 (Doug Swift – Chair, Carrie Edwards (West Citadel School), Bobbi Kivi (Janet Johnstone School), Sébastien Picard (Bishop Pinkham School), and Payal Tuli (Banting and Best School). During the month of January, school principals submitted nominations for recipients of the Edwin Parr Teacher Award to the Committee Chair. After evaluating all eligible all nominations, the Committee recommends **John Barrett** as the Calgary Board of Education nominee for this award.

Mr. Barrett is currently teaching Grade 10 Science, Grade 11 Social Studies, and LEAD/ELL classes on a temporary contract at Crescent Heights High School. Mr. Barrett graduated with a Bachelor of Science degree from the University of British Columbia in 2007 and a Bachelor of Education from the University of Calgary in 2020. He was hired to the substitute roster in March 2020.

This nomination is a testament to the exceptional teaching and learning environment that John has created for his students. His principal, Mr. Mike Wilson, decided to nominate John "...because of his outstanding commitment to students...", and because "...he demonstrates expertise beyond his years."

Prior to teaching with the CBE, Mr. Barrett ran an organic farm outside of Calgary. As well, he is the founder of *The Good Life Community Cycle Shop*, a not-for-profit social enterprise focused on the principles of social justice and inclusion. The organization provides maintenance workshops to repair bicycles to at-risk youth, new Canadians, and people with disabilities. As the founder of this program, John received the *Program Director and Designer of the Year Award*. John has also held roles as Trip Lead with Two Wheel View, as well as a Youth Worker with the Enviros Wilderness School Association. John continues to sit on the Board of Directors of YYC Growers. John's skillset is rounded out with certification in Avalanche Skills Training, Mental Health First Aid, Non-Profit Management, Permaculture Design, Wilderness Survival, Therapeutic Crisis Intervention and Suicide Intervention Training. Finally, John is bilingual in French and English.

Mr. Barrett continues his active engagement in his educational life at his school on two teacher committees as well as the student GSA group. He is a member of the Global, Environmental and Outdoor Education (GEOEC) ATA Specialist Council as

well as actively participating in the Diversity, Inclusion, and Indigenous Education Professional Development Series at the CBE.

The nomination and selection committee noted important ways that John has impacted student success in his classes. Through the use of effective formative and summative assessments, John demonstrates a passion for Science and Social Studies. He engages in personalized learning opportunities with each of his students to support them. Included in his daily learning intentions written on the board for his students is “I am here for you!”

Mr. Barrett fosters effective relationships with his students, colleagues and families in important ways. One student commented that Mr. Barrett “cares a lot about his students’ learning.” Mr. Barrett is identified as joyful, encouraging, skilled, non-judgmental, and cleverly uses his “dad jokes” to connect with students.

Creating safety in learning through intentional attention to inclusive learning environments was identified by his principal as one of John’s greatest strengths. Respect and predictability are two facets of his classes each day, and his students acknowledge these pieces by engaging in his lessons to them. His evaluation included evidence of success through online teaching during the ongoing COVID-19 pandemic. As an example, he tells students to “do some yoga stretches” while participating in class and that “he would do the same!”

It is important to note Mr. Barrett’s strong relationship with the land which goes beyond a foundational knowledge of the traditional ways of knowing of the Blackfoot people. He is intentional in his work with students to acknowledge his role as a “settler” in Southern Alberta. The paralleled theme of resiliency and perseverance are delivered to students between the challenges faced by Indigenous people and the feelings that many students are having while living through the pandemic. His lessons encourage students to reach out for support and focus on their own well-being while simultaneously providing context for lived experiences of the First Nations, Metis and Inuit people.

5 | Conclusion

The Edwin Parr Committee presents with great pride John Barrett as the Calgary Board of Education’s nominee for the ASBA Edwin Parr teacher award for 2021.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: 2021 Alberta School Boards Association Edwin Parr Award

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.

2021 Alberta School Boards Association Edwin Parr Award

Introduction

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 (ASBA) Edwin Parr Teacher Award. ASBA encourages each school board to participate in the process leading to the selection of the ASBA Edwin Parr Teacher Award recipients.

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 (now ASBA) 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 a certificate for long and meritorious service.

To honour his memory and to honour the profession he so dearly respected, the Alberta School Trustees' Association (now ASBA) 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 service within the current school year (i.e. September 2020 – June 2021) is required.
- A teacher may have up to a maximum of 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.
- Each school board may only nominate one (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 final student teaching evaluation (e.g. APT)
- Additional summary remarks from the nominee's school principal
- Current school staff photograph of nominee with head and shoulders, in high resolution 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.

School board submission process and deadline

Upon school board approval of the nomination, the school superintendent, or his/her authorized representative, will submit one (1) complete electronic copy and one (1) paper copy of the completed nomination package to the zone chair (or designate) of the ASBA zone in which your jurisdiction is located by March 19, 2021, as shown 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:

- School board evaluation
- Final student teaching evaluation
- Interview with zone selection committee

The Teacher Quality Standards competencies will be used as part of the school board evaluation and integrated into the interview:

TQS1: Fostering Effective Relationships	A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.
TQS2: Engaging in Career-Long Learning	A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.
TQS3: Demonstrating a Professional Body of Knowledge	A teacher applies a current and comprehensive repertoire of effective planning, instruction and assessment practices to meet the learning needs of every student.
TQS4: Establishing Inclusive Learning Environments	A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.
TQS5: Applying Foundational Knowledge about First Nations, Métis and Inuit	A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students
TQS6: Adhering to Legal Frameworks and Policies	A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.

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 (smart 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 15-17, 2020.
- The Association will pay expenses for zone winner attendance at the presentation ceremonies during the ASBA Fall General Meeting.

**report to
Board of Trustees**

Chief Superintendent's Update

Date	March 9, 2021
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	OE-2: Learning Environment/Treatment of Students OE-3: Instructional Program OE-9: Facilities

1 | Recommendation

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

2 | Issue

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

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



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

OE-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 the effective and efficient use of capital funding and demonstrates responsible stewardship of resources.

3 | Timely Information

Organizational Effectiveness & Service Transformation | CBE Staff Make Schools a Safe Place to Work and Learn

Last month marked the 16th consecutive year that the CBE was awarded a Certificate of Recognition (COR), presented by the Alberta Ministry of Labour & Immigration, for the responsible stewardship of an Occupational Health & Safety Management System (OHSMS).

The COR proves that the CBE is an organization where employees and employers collaborate to promote safe and healthy workplaces. A COR is awarded to employers who have successfully developed and implemented an OHSMS that meets or exceeds the applicable legislation, standards and best practices for their particular industry. A COR is shown to contribute directly to a safer workplace for the protection of all staff, students and visitors by initiating a proactive approach for identifying and controlling workplace hazards.

Being awarded the COR is only possible thanks to the dedication and efforts of all CBE employees; a truly remarkable feat given the size of this organization and the numerous activities that take place when delivering quality learning through well over 200 worksites across the city. As such, all staff at the CBE share in the recognition for achieving this celebratory milestone.

Benefits of maintaining a COR are numerous and include:

- Reduced injuries by focusing on working safely and reporting hazards.
- A system wide approach for ensuring continual improvement of our OHSMS.
- A demonstrated commitment to a strong culture of safety thereby attracting safety-conscious workers, driving employee morale and engagement while encouraging collaboration among all staff for identifying and controlling hazards in the workplace.
- Access to industry leading injury prevention initiatives and best practices.
- Incentives through Workers' Compensation Board (WCB) premium rebates that can be reinvested into the CBE OHSMS.

Organizational Effectiveness & Service Transformation | Safe Student Travel Advisory Group (SSTAG)

Student safety is a priority for the Calgary Board of Education (CBE), and in recognition that this responsibility is also a shared one, in 2018 the CBE established the Safe Student Travel Advisory Group (SSTAG).

The SSTAG brings together professionals passionate about improving student safety and include representatives from the CBE, Calgary Catholic School District, Southland Transportation, City of Calgary, Calgary Police Services, AMA – School Safety Patrol, Ever Active, Safer Roads, and many other organizations. To date the group has completed site visits, reviewed concerns at over 50 schools and identified issues. Each issue is assigned to a group participant to explore, action if feasible, and report back to the group during the regularly scheduled monthly meetings. At each meeting existing action items are reviewed and any new concerns are discussed.

CBE Transportation is pleased to chair the SSTAG as yet another way it can support student well-being across the City – this through fostering collaboration and understanding with community partners.

Organizational Effectiveness & Service Transformation | Elder Advisory Conversations

In January and February, the Indigenous Education Team hosted one-to-one conversations with the ten Chief Superintendent Elder Advisory Elders and Elder Leonard Bastien. The topic of January conversations was to reflect and expand on the Holistic Lifelong Learning Framework. Elders shared some insightful knowledge and questions that will result in some small tweaks to the current framework.

In February, Elders were asked to share back on specific questions in alignment with those discussed during CBE CARES Advisory meetings. Guidance, advice and questions from these one-to-one Elder conversations will be shared in a written report by mid-March. Two large group EAC virtual gatherings have been scheduled on Monday May 3 and Monday June 10.

Organizational Effectiveness & Service Transformation | High School Transfer Process

Effective for the 2021-22 school year and onwards, the high school transfer process has changed. The changes help ensure a clear, consistent and equitable process for all students, and support balanced enrolment across our schools. Each CBE student is designated to a high school based on their home address on file with the CBE. By March 15, 2021, a parent/legal guardian /independent student can request for a student to transfer to another school in order to enrol in an education program or sequence of courses not offered at the designated school. Some CBE high schools are getting quite full, which impacts

the number of student transfers that can be accommodated. We will do our best to provide students with the programming or courses they desire whenever possible; however, it may not be at their preferred location.

Achievement & Well-Being | Supporting Students and Families in Need

COVID-19 has had a serious impact on many students and their families because of illness, isolation and other prevention measures. Prior to winter break, EducationMatters supported two key fundraisers: Team Giordano and CBeats cookbook with more than \$30,000 of the funds raised going to 32 schools that provided gift cards to families for basic needs.

This February, CBE is supporting families in need by providing grocery store gift cards using a portion of the government's School Nutrition Program funding. Sixty-seven schools will be distributing a total of 3,490 gift cards to families dealing with emergent situations. Schools can distribute these gift cards to support students who are in isolation due to a positive case, who are coping with food insecurity, and/or who are struggling because of the pandemic. Students who are isolating may be missing out on the nutritious breakfast or lunch they would typically receive at their school.

Developing our Employees | Indigenous Education Professional Learning

The Indigenous Education Team continues to design and offer professional learning opportunities for staff through all leadership cohorts, a professional learning network for 17 schools, and system and school requests. Some of the most recent sessions have included:

- Traditional Teachings and Storytelling with Shirley Hill: On January 21, 52 CBE staff participated in a learning offering with Shirley Hill connected to building Foundational Knowledge of First Nations, Métis & Inuit through storytelling & traditional teachings.
- Holistic Strategies for Supporting Indigenous Students: On February 5, 45 CBE staff attended a learning offering hosted by the Indigenous Education Diversity & Learning Support Advisors who offered strategies for supporting Indigenous students and families.
- Professional Learning with Elder Audrey Weasel Traveller: On February 19, 155 CBE staff participated in a learning offering connected to developing Foundational Knowledge of First Nations, Métis & Inuit through the screening of the documentary, Home Fire followed by a dialogue supported by Elder Audrey.
- Leadership cohort topics in January & February focused on expanding on the Holistic Lifelong Learning Framework with school based examples from all areas, K-12.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

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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.

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report to Board of Trustees

Correspondence

Date	March 9, 2021
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor, Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board

1 | Recommendation

This report is being provided for the information of the Board.

2 | Background

The following is a summary of the correspondence provided to the Board:

- Letter dated September 26, 2019 to The Hon. A. LaGrange, Education Minister, re: disposition of Booth Centre property.
- Letter dated December 3, 2019 to The Hon. A. LaGrange, Education Minister, re: Booth Centre modernization grant.
- Letter dated January 29, 2020 from The Hon. Dr. C. Clarke, Deputy Minister, re: approving the disposal of the Booth Centre property.
- Letter dated May 28, 2020 from The Hon. A. LaGrange, Education Minister, re: Booth Centre modernization grant.
- Letter dated December 22, 2020 to The Hon. A. LaGrange, Education Minister and The Hon. T. Shandro, Health Minister, re: Alberta Health Services changes.
- Letter dated February 4, 2021 from The Hon. A. LaGrange, Education Minister, re: Alberta Health Services changes.
- Letter dated January 21, 2021 from The Hon. A. LaGrange, Education Minister, re: Ministerial Order #016/2020.

Attachments: Relevant Correspondence





Board Chair

Marilyn Dennis Wards 5 & 10

Vice-Chair

Althea Adams Wards 3 & 4

Trustees

Trina Hurdman Wards 1 & 2

Lisa Davis Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

September 26, 2019

The Honourable Adriana LaGrange
Minister of Education
228 Legislature Building
10800 - 97 Avenue
Edmonton, AB T5K 2B6

Dear Minister LaGrange:

Re: **Disposition of Booth Centre Property**

The Calgary Board of Education (CBE) is requesting Ministerial approval to dispose of the Booth Centre property.

The Booth Centre property was acquired by the CBE from the Government of Alberta (Infrastructure) in 2012 as a potential future location for Chinook Learning Services (CLS). CLS is the CBE provider of High School Upgrading, Adult English Language Learning and non-credit Continuing Education (professional development and corporate training). The property is no longer required for this intended use, and the CBE wishes to dispose of the property.

The terms of the original land transfer to the CBE included a residual option for the Minister of Infrastructure to re-acquire the property in the event the CBE did not require the property for school purposes. Should this request for disposition be approved, the CBE will be required to provide formal notification to the Minister of Infrastructure pertaining to their residual option, as outlined in the original Offer to Purchase agreement.

Further to the above, on September 24, 2019, the CBE Board of Trustees approved the following motion:

THAT the Board of Trustees approve disposition of the Booth Centre property to the Government of Alberta (Infrastructure)

The Booth Centre property is located at 631 – 7 Avenue SE, Calgary, Alberta, and described legally as:

Plan A;
Block fifty-six (56);
Those portions of the east one half (1/2) of Lot Eleven (11) and Lots Twelve (12) to Seventeen (17) inclusive which lie to the south of the northerly seven (7) feet throughout and that portion of Lot Eighteen (18) which lies to the south of the northerly seven (7) feet and to the west of the easterly seventeen (17) feet of the said Lot Eighteen (18).

Disposition of the above mentioned property is being requested, along with acknowledgement of the CBE requirement to provide the Minister of Infrastructure with an option to purchase the property based on terms as set out in the original Offer to Purchase agreement. A transfer of lands between the CBE and the Government of Alberta would be for a nominal sum.

Sincerely,



Marilyn Dennis, Chair
Board of Trustees

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





Board Chair

Marilyn Dennis Wards 5 & 10

Vice-Chair

Althea Adams Wards 3 & 4

Trustees

Trina Hurdman Wards 1 & 2

Lisa Davis Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

December 3, 2019

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

Dear Minister Adriana LaGrange:

RE: Booth Centre Modernization Grant

Further to our letter dated September 26, 2019 requesting Ministerial approval to dispose of the Booth Centre, the objective of this letter to make it known that the remaining grant funding provided to modernize this facility is no longer required.

In summary, on June 22, 2012, Alberta Education gave the Calgary Board of Education (CBE) authority to use a \$10.5M grant to perform necessary upgrades to the Booth Centre (attachment I). In June 2013, the Booth Centre was flooded and experience significant damage, meaning the facility would need to be demolished and the site redeveloped. As a result of zoning requirements for the site and redevelopment costs anticipated to be an order of magnitude higher than the value of the original grant, the CBE subsequently identified other ways to provide the educational services originally envisaged for the Booth Centre.

Approximately \$725K of the Booth Centre modernization grant has been expended. This is reflective of work in support of making the Booth Centre safe following the flooding experienced in 2013 followed by the need to create a redevelopment plan for the Booth Centre after this event. In light of today's financially constrained times coupled with our aforementioned request to dispose of the Booth Centre, we felt it was important to confirm to you that the remainder of the Booth Centre modernization grant was no longer required.

Should you require more information regarding this matter, please feel free to have your staff contact Dany Breton, Superintendent of Facilities and Environmental Services at fes@cbe.ab.ca or 403-817-6331.

Sincerely,

Marilyn Dennis
Chair, Board of Trustees

Attachment: Minister's Approval – Transfer of Booth

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



ALBERTA
EDUCATION

Office of the Minister
MLA, Athabasca-Sturgeon-Redwater



Ministry file

AR76718

June 22, 2012

Ms. Pat Cochrane
Chair
Calgary Board of Education
1221 - 8 Street SW
Calgary, AB T2R 0L4

Dear Ms. Cochrane:

I am pleased to advise that government has granted approval to transfer the Booth Centre in Calgary to the Calgary Board of Education for a nominal fee in order to accommodate the Chinook Learning Services program.

As a result of this, I hereby give approval for Calgary Board of Education to use the \$10.5 million approved on May 26, 2012 to perform necessary upgrades to this facility. The transfer of the Booth Centre and approval to contribute funding toward the necessary facility upgrades is conditional on Calgary Board of Education making Montgomery School available to Foundations for the Future Charter Academy for a 15-year nominal lease. As well, it is understood that Almadina Charter School will occupy the Ogden School and will assume the lease formerly held by Foundations for the Future Charter Academy starting in the 2012/2013 school year.

If you have any questions, please contact Dr. Avi Habinski, Director, Capital Planning South, Alberta Education at 780-427-2272 (toll-free by first dialing 310-0000).

Sincerely,

Jeff Johnson
Minister
MLA, Athabasca-Sturgeon-Redwater

AR107674

JAN 29 2020

Mr. Christopher Usih
Superintendent
Calgary Board of Education
1221 - 8 Street SW
Calgary AB T2R 0L4

Dear Mr. Usih:

The Honourable Adriana LaGrange, Minister of Education forwarded the September 26, 2019 letter from Board Chair Marilyn Dennis requesting ministerial approval to dispose of the property commonly known as the Booth Centre, which is legally defined as:

Plan "A"
Block fifty six (56)
Those portions of the east one half (1/2) of Lot Eleven (11) and Lots Twelve (12) to Seventeen (17) inclusive which lie to the south of the northerly seven (7) feet throughout
and that portion of Lot Eighteen (18) which lies to the south of the northerly seven (7) feet and to the west of the easterly seventeen (17) feet of the said Lot Eighteen (18).

I approve the Calgary Board of Education's request to dispose of the Booth Centre property. As the December 12, 2012 sales agreement between Alberta Infrastructure and the Calgary Board of Education includes an option that would allow Alberta Infrastructure to reacquire the Booth Centre, your school jurisdiction should notify Alberta Infrastructure that the property is no longer required for its intended use.

Should Alberta Infrastructure exercise its option to reacquire the building, I approve of the disposition of the Booth Centre to Alberta Infrastructure for a nominal sum.

RECEIVED .../2

FEB - 6 2020

CHIEF SUPERINTENDENT'S OFFICE

Mr. Christopher Usih
Page Two

Should Alberta Infrastructure choose not to exercise its option, your division will have to comply with the provisions of the *Education Act* and the *Disposition of Property Regulation* to dispose of this property.

If you have any questions, please contact Roman A. Sus, Manager, Capital Planning South, at roman.sus@gov.ab.ca or 780-638-9599 (toll-free by first dialing 310-0000).

I wish you success in completing this transaction.

Sincerely,

A handwritten signature in black ink, appearing to read 'C. Clarke', written in a cursive style.

Curtis Clarke, PhD
Deputy Minister

cc: Shannon Flint, Deputy Minister
Alberta Infrastructure



Office of the Minister



AR108859

MAY 28 2020

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

Dear Ms. Dennis:

Thank you for your December 3, 2019 letter regarding the Booth Centre modernization grant.

I understand that the Calgary Board of Education (CBE) does not want to proceed with the modernization of the Booth Centre, which was approved in May 2012, as Chinook Learning Services no longer requires this facility. Therefore, I approve the cancellation of this capital project.

In order to complete the financial accounting for the Booth Centre modernization capital project, the unexpended capital funding provided to CBE in the amount of approximately \$1.4 million for this project is to be retained by CBE as a restricted capital grant, subject to prior ministerial approval, for CBE capital needs. This will allow CBE and Alberta Instructure to complete the financial reporting and close this capital project.

If you have any questions, please contact Roman A. Sus, Manager, Capital Planning South, at roman.sus@gov.ab.ca or 780-638-9599 (toll-free by first dialing 310-0000).

I trust this information is satisfactory.

Sincerely,

Adriana LaGrange
Minister

cc: Honourable Prasad Panda, Minister of Infrastructure



Board of Trustees

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

www.cbe.ab.ca

Board Chair

Marilyn Dennis Wards 5 & 10

Vice-Chair

Althea Adams Wards 3 & 4

Trustees

Trina Hurdman Wards 1 & 2

Board of Trustees Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

December 22, 2020

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

Honourable Tyler Shandro
Minister of Health
423 Legislature Building
10800 – 97 Avenue NW
Edmonton, AB T5K 2B6

Dear Minister LaGrange and Minister Shandro:

RE: Changes to Services Provided to Students through Alberta Health Services

The implementation of a new provincial funding framework for 2020-21 has resulted in changes in a number of key areas. We value the flexibility intended with the restructured grants.

With the removal of the regional collaborative services delivery grant structure (RCSD), Alberta Education has provided school authorities with the ability to determine how best to allocate funding for specialized services. The CBE has maintained the majority of services previously funded through RCSD. These services range from speech language pathology for complex needs, mental health supports for students, occupational therapy, physical therapy, and educational supports for Deaf/Hard of Hearing, and Blind/Visually Impaired students.

We would like to raise awareness of the impacts of decisions made by Alberta Health Services (AHS) that impact key supports and services for students. In particular, we want to share our concerns about the loss of Speech Language Pathology services previously provided by AHS.

Since 1988, AHS pediatric rehabilitation services funded and provided Speech Language Pathology (SLP) services to students age 6 – 18. A cross-ministry working committee and cross-sector stakeholder advisory committee were created in July 2003. The Executive Summary of the literature review in the final report (November 2004) states: “Speech and language delays and disorders have negative effects on school achievement and can be associated with social, emotional and behavioral problems” (Law, Garrett & Nye, 2003).

Given the impact identified in the November 2004 Executive Summary, the speech-language services were and are invaluable; the CBE has over 1840 students coded with a Communication Disability/Disorder – Code 57, with almost 1300 of those students in grades 1 - 4. By offering these services, students had access to approximately 21 FTE of AHS Speech Language Pathologists. These positions provided direct services in schools and were funded separately by AHS.

In September 2020, AHS provided a letter to all CBE families who previously received SLP services indicating that they would no longer be providing these services due to the removal of RCSD funding and the reallocation of funds directly to school authorities. We express deep concern about two issues:

1. The removal of important developmental services to the children of Calgary funded by AHS.
2. Attributing this change in service to the restructured RCSD grant rather than an AHS decision to end services. This is misleading to families.

We recognize each health zone has unique ways of working, collaborating and delivering services; however, pediatric rehabilitation services are supported by provincial direction. These services are central to improving academic and developmental outcomes for students. The negative impact of removing these services that have been cannot be overstated.

We fully acknowledge the budgetary pressures along with the competing priorities and additional needs because of the COVID-19 pandemic. We would welcome an opportunity to be part of a collaborative discussion to support future solutions to leverage the resources across ministries in service to children

Sincerely,



Marilyn Dennis, Chair
Board of Trustees

Encl.

cc: Lorrie Jess, President, ASBA
Dr. Vivian Abboud, Chief Executive Officer, ASBA
Christopher Usih, Chief Superintendent of Schools



Healthy Albertans.
Healthy Communities.
Together.



September 2020

RE: AHS Pediatric Rehabilitation, School Services

Dear Parent/Guardian,

Alberta Education has released a new funding model for the 2020/21 fiscal year which has redirected Regional Collaborative Service Delivery (RCSD) funding previously allocated to Alberta Health Services (AHS) to individual school authorities with complete flexibility in how the school authorities choose to use the funding.

We recognize this is a change for everyone, including students, families, school districts, partners and AHS, and that the in-school supports currently provided will be different next year. Alberta Education has advised AHS that school authorities are responsible for meeting the needs of their students.

AHS will no longer provide school-based supports. With this change, AHS is refining pediatric rehabilitation, addiction and mental health and some home care services to children and youth ages 0 to 18 to ensure an equitable service model across Alberta. Some areas of the province may experience changes in access while AHS' workforce and services transition.

Albertans are always central to what we do and we appreciate your understanding as we begin to rollout these changes.

For more information, please read our Frequently Asked Questions on ahs.ca/pedrehab or ahs.ca/AMH. If you have questions about in-school services for the fall, we encourage you to contact your school.

For Families in the Calgary Area :

As a result of these provincial changes, Alberta Health Services (AHS) will no longer be providing school-based supports for Speech, Occupational, and Physical Therapy services. AHS will be closing your child's school based therapy file, and no longer providing supports for the upcoming school year.

Impacts from the Covid-19 pandemic have made it difficult for us to communicate these service changes personally to families. All school-based AHS Speech, Occupational, and Physical Therapy staff have been and continue to be redeployed to assist with the Covid-19 response since mid-March and services were suspended at that time. Given these circumstances our therapists are unable to complete final service documentation. We apologize and thank you for your understanding.

We encourage you to connect with your school administrator for information about accessing future service for your child. It has truly been a pleasure working with your child.

Sincerely,

Joanne Kuzyk, Program Manager, Pediatric Community Rehabilitation

Katherine Bennett, Care Manager, Pediatric Community Rehabilitation

Deann Plouffe, Care Manager, Pediatric Community Rehabilitation

Siju John, Care Manager, Pediatric Community Rehabilitation

East Calgary Health Centre
4715-8 Ave S.E
Calgary, Alberta, T2A 3N4
p: (403)-955-1301
Pediatric.RehabilitationCalgary@albertahealthservices.ca



Office of the Minister

AR114726

FEB 04 2021

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

Dear Ms. Dennis: *Marilyn,*

Thank you for your December 22, 2020 letter, which you also sent to the Honourable Tyler Shandro, Minister of Health, regarding changes to services provided to students through Alberta Health Services (AHS). As Minister of Education, I am pleased to respond.

Education continues to be a top priority for our government. As you are aware, during the 2019/20 school year, Alberta Education conducted a review of its funding and assurance frameworks, resulting in a new education funding model that was released in February 2020 and came into effect for the 2020/21 school year. The updated model provides flexible and sustainable funding to school authorities to support children, students and families.

As part of the new funding model, Regional Collaborative Service Delivery funding was transferred directly to school authorities and incorporated into the new Specialized Learning Support Grant. Budget 2020 provides \$556 million in specialized learning support for Kindergarten to Grade 12 students to assist school boards in fulfilling their mandate to deliver the appropriate education programming to meet the needs of all enrolled children and students and enable their success; provide a continuum of supports and services that is consistent with the principles of inclusive education; provide specialized supports and services to students who require them; and collaborate with municipalities, other boards and community-based service agencies in order to effectively address the needs of all students and manage the use of public resources.

At the local level, school boards have the option of hiring specialized health professionals and/or approaching AHS and private health contractors to contract specialized supports and services.

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Ms. Marilyn Dennis
Page Two

Alberta Health recognizes the importance of providing appropriate supports and services to meet children's health care needs, including supporting families and children in understanding lifelong health management and prevention habits that can help individuals to be as healthy as possible. This is particularly true for children with chronic conditions and complex care needs, including those needing speech-language pathology services.

In light of the transition to a new funding model for 2020/2021, AHS changed the way it provides pediatric rehabilitation services to children. AHS implemented a standardized pediatric rehabilitation model that provides a range of services that focus on addressing health and developmental needs of children from birth to 5 years of age, as well as health-focused pediatric rehabilitation services for children and youth ages 6 to 18.

These services are provided in community, outpatient (outside hospital) and specialized rehabilitation settings. They may include services such as audiology, occupational therapy, physiotherapy, psychology, recreation therapy, respiratory therapy, speech-language pathology, social work and spiritual health.

With a family's consent, AHS will co-ordinate with other providers, including therapists from private or school settings or therapists with the Family Support for Children with Disabilities program, to facilitate information sharing and smooth transitions. A listing of pediatric rehabilitation services available by zone can be found at www.albertahealthservices.ca/info/Page16633.aspx.

As you have expressed concern about access to speech-language pathology services available in your Alberta Health zone, I would encourage you to contact Darren Ness, Director, Allied Health, AHS, at darren.ness@albertahealthservices.ca to discuss opportunities for the Calgary Board of Education and AHS to work together at the local level to support the needs of your students.

Alberta Education encourages school authorities and school leaders to continue to be flexible as they navigate the changes to the funding model. We remain confident their professional skills, creativity and experience will allow them to effectively meet the needs of their children and students.

I hope this information is helpful, and I appreciate you taking the time to write.

Sincerely,



Adriana LaGrange
Minister

cc: Honourable Tyler Shandro
Minister of Health



ALBERTA
EDUCATION

Office of the Minister

AR114896

January 21, 2021

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

Dear Ms. Dennis:

I am writing to acknowledge the progress the Calgary Board of Education has made to improve governance and financial management while completing the directives as laid out in Ministerial Order 016/2020.

I want to express my appreciation for your completion of the directives and charting a path forward to success. Complying with the ministerial order shows your school board is moving in the right direction. To ensure this work continues and that the lessons learned continue into the future, I will connect with the Board Chair in six months and one year to confirm success on the implementation of the directives. Also, my administration will check in with your administration within the same timeframe. Deputy Minister Andre Tremblay will continue to be the primary contact for Alberta Education. If your administration has any questions, please have them contact him.

Thank you for your co-operation on the ministerial order. I wish you all the best for continued success, and I look forward to continuing to work with your board in the future.

Sincerely,

Adriana LaGrange
Minister