



REGULAR MEETING OF THE BOARD OF TRUSTEES

PUBLIC AGENDA

TUESDAY, APRIL 5, 2011

5:00 P.M. – 8:00 P.M.

Board Room, Plaza Level (2nd Floor), Education Centre
515 Macleod Trail SE, Calgary, Alberta

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.

<u>Attach.</u>	<u>TOPIC</u>	<u>Who</u>	<u>Time</u>
	1.0 CALL TO ORDER, NATIONAL ANTHEM AND WELCOME	Chair	5 min.
Agenda	2.0 CONSIDERATION/APPROVAL OF AGENDA	Chair	2 min.
	3.0 SCHOOL/SYSTEM PRESENTATIONS		
	3.1 Marion Carson School	D. Yee	15 min.
	4.0 HONOURS AND RECOGNITIONS		
Verbal	5.0 PUBLIC CONVERSATION AND INFORMATION		30 min.
	5.1 Report from Chair and Trustees		
	5.2 Report from Chief Superintendent		
	5.3 <u>Public Question Period</u> (An opportunity for the public and/or stakeholders to raise questions and seek clarification on educational matters with the trustees. Fill out "Public Question Period" form on the table in the foyer and submit to the Corporate Secretary in writing or electronically to corpsec@cbe.ab.ca no later than 5 hours prior to the scheduled start time of the meeting. This form is also available in Appendix C of the Board Meeting Procedures. The person asking the question must be present at the meeting.)	Public	
	5.4 <u>Stakeholder Reports</u> (An opportunity for stakeholder groups or the public to verbally address the Board for 3 minutes on any educational issue, to a maximum of 5 reports per meeting. Advise the Corporate Secretary at least 10 minutes prior to the commencement of the meeting if you wish to do a stakeholder presentation.)	Public	
	5.5 Trustee Inquiries		

<u>Attach.</u>	<u>TOPIC</u>	<u>Who</u>	<u>Time</u>
	6.0 ACTION ITEMS		
P. 6-13	6.1 Consideration of Closure of Montgomery School and All Programs Contained Therein	F. Coppinger	30 min.
P. 6-1	6.2 Three-Year School Capital Plan 2012-2015	F. Coppinger	45 min.
P. 6-8	6.3 Trustee Taylor's Motion Re: EL-5: Annual Report to the Public	S. Taylor	15 min.
P. 6-6	6.4 Trustee Bazinet's Motion Re: Annual Monitoring of Board-Chief Superintendent Linkage Policies - Amend GP-11E: Board of Trustees Committees – Terms of Reference – Board Evaluation Committee	C. Bazinet	15 min.
P. 6-85	6.5 Trustee Bowen-Eyre's Motion Re: Amendment to GP-5: Board of Trustees' Role Description	J. Bowen-Eyre	15 min.
	7.0 MONITORING AND RESULTS		
P. 7-1	7.1 Annual Monitoring of Ends 3: Citizenship	N. Johnson	60 min.
	8.0 POLICY DEVELOPMENT AND REVIEW		
	9.0 CONSENT AGENDA		5 min.
	9.1 Board Consent Agenda		
P. 9-33	9.1.1 Correspondence <i>(THAT the Board of Trustees receives the correspondence for information and for the record)</i>		
P. 9-12	9.1.2 EducationMatters Quarterly Financial Report <i>(THAT the Board of Trustees receives the report for information and for the record)</i>		
P. 9-38	9.1.3 Annual Monitoring of Governance Process Policies 1, 2 and 5 <i>(THAT the Board of Trustees approves the monitoring reports re GP 1 ,2and 5 as attached to the report)</i>		
P. 9-25	9.1.4 Liaison Report – Calgary Association of Parents & School Councils (CAPSC) <i>(THAT the Board of Trustees receives the report for information)</i>		
P. 9-28	9.1.5 Liaison Report – Alberta School Boards Association (ASBA) <i>(THAT the Board of Trustees receives the report for information)</i>		
P. 9-31	9.1.6 Liaison Report – Board of Trustees Governance Committee <i>(THAT the Board of Trustees receives the report for information)</i>		

<u>Attach.</u>	<u>TOPIC</u>	<u>Who</u>	<u>Time</u>
	9.2 Chief Superintendent Consent Agenda		
P. 9-1	9.2.1 Chief Superintendent's Update <i>(THAT the Board of Trustees receives the report for information)</i>		
P. 9-10	9.2.2 Adjustment to Annual Monitoring Schedule <i>(THAT the Board of Trustees approves the presentation of the monitoring report for EL-6: Instructional Program in November of each year, beginning in the 2011-2012 school year)</i>		
	10.0 TRUSTEE NOTICES OF MOTION		
	11.0 IN-CAMERA ISSUES		
	11.0 ADJOURNMENT	Chair	

CALGARY BOARD OF EDUCATION
REPORT TO REGULAR MEETING OF THE BOARD OF TRUSTEES
PUBLIC AGENDA

April 5, 2011

To: The Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **Consideration of Closure of Montgomery School and all programs contained therein**

Purpose: Information and for the Record, and Approval of the Public Meeting Minutes

Governance Policy Reference: EL-1: General Executive Constraint
EL-3: Information, Counsel and Support to the Board of Trustees
GP- 5E: Closure of Schools

Originator: Frank J. Coppinger, Superintendent, Facilities and Environmental Services

Resource Persons: Calvin Davies, Director, Community Engagement and Operational Planning
Dianne Yee, Director, Area I
Rod Peden, General Counsel and Corporate Secretary
Janice Barkway, Director of Client Services, Legal Affairs

I. RECOMMENDATION

It is recommended:

1. THAT the Minutes of the Public Meeting of March 9, 2011, attached to this report as Attachment I, be approved by the Board of Trustees, and
2. THAT this report be received for information and for the record.

II. ISSUE

The Board of Trustees' Governance Policies and Procedures identify the formal process that must be followed when closure is being considered. Under the direction of the Board of Trustees, the steps necessary to comply with the Board of Trustees' Policies and Procedures relative to school closure have been undertaken. This report is being provided to document compliance and to assist the Board of Trustees with its further deliberations.

III. BACKGROUND

Where the Board is considering closure it must raise the matter through a motion at a regular meeting of the Board. On January 18, 2011, the Board of Trustees passed a motion to proceed with a consideration of closure of Montgomery School, and all programs contained therein.

The attached chart identifies the timelines and actions taken in compliance with the Board of Trustees' Governance Procedures. (Attachment II- *Relevant Excerpts from GP-5E: Board of Trustees' Procedure-Consideration of Closure of Montgomery School*)

IV. CONCLUSION

The Calgary Board of Education has complied with the requirements of the Board of Trustees' Governance Policies and Procedures as set forth herein. The Board of Trustees is now in a position to deliberate and to decide, by resolution, whether to close Montgomery School and all programs contained therein. Any such resolution may be considered as of March 31, 2011 and must be considered before the end of this current school year.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

Attachment I:	Minutes of the Public Meeting Respecting the Consideration of Closure of Montgomery School
Attachment II:	Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of Closure of Montgomery School
Attachment III:	Written Notice Respecting the Consideration of Closure of Montgomery School
Attachment IV:	Record of Signs Respecting the Consideration of Closure of Montgomery School
Attachment V:	Record of Posters Respecting the Consideration of Closure of Montgomery School
Attachment VI:	Record of Newspaper Advertisement Respecting the Consideration of Closure of Montgomery School
Attachment VII:	Agenda Public Meeting for Montgomery School
Attachment VIII:	Letter to His Worship Mayor Nenshi Regarding the Consideration of Closure of Montgomery School and the City's response to this correspondence
Attachment IX:	Written Submissions Received after the Public Meeting Respecting the Consideration of Closure of Montgomery School

**Attachment I: Minutes of the Public Meeting Respecting the Consideration of Closure of
Montgomery School**

**Minutes of the Public Meeting
For the Consideration of Closure of Montgomery School,
and all programs contained therein**

March 9, 2011

Calgary Board of Education

Minutes of the Public Meeting re: Consideration of Closure of Montgomery School and All Programs Contained Therein, held in the Montgomery School Gymnasium, 2116 MacKay Road NW Calgary, Alberta on Wednesday, March 9, 2011 at 7:00 p.m.

PRESENT

Board of Trustees:

Ms. L. Ferguson, Vice-Chair, Trustee – Wards 3 & 4
Ms. C. Bazinet, Trustee – Wards 12 & 14
Ms. J. Bowen-Eyre, Trustee – Wards 1 & 2
Ms. P. King, Trustee – Wards 5 & 10
Ms. S. Taylor, Trustee – Wards 11 & 13

Administration:

Mr. C. Davies, Moderator and Co-Chair of the Public Meeting
Ms. K. Barry, Meeting Co-Chair of the Public Meeting and System Principal, Community Engagement and Operational Planning (CEOP)
Mr. R. Peden, Procedures Chair, General Counsel and Corporate Secretary
Ms. N. Johnson, Chief Superintendent of Schools
Dr. D. Yee, Director, Area I
Ms. J. Barkway, Assistant Corporate Secretary
Ms. D. Doll, Assistant Corporate Secretary
Ms. H. Numrich, Recording Secretary

WELCOME AND INTRODUCTIONS

Copies of the Agenda entitled "Board of Trustees, Calgary Board of Education, Public Meeting, Discussion Respecting Consideration of Closure of Montgomery School and All Programs Contained Therein, Wednesday, March 9, 2011", which also contained information with respect to Purpose of the Meeting, Discussion Guidelines, and Written Submissions and Further Questions, were made available to those present and submitted for the record.

Mr. Davies, Director, Community Engagement and Operational Planning (CEOP) called the meeting to order at 7:02 p.m. and noted he would be Chair of the meeting and that the meeting had been arranged and convened by the Board of Trustees of the Calgary Board of Education. He made introduction of the Trustees present and the Calgary Board of Education (CBE) Administration. He also noted the attendance of Mr. M. MacDonald, Principal of Montgomery School and gave recognition to the teachers and staff members that were in attendance.

Mr. Davies informed that the meeting was being recorded on video for the purpose of maintaining an accurate internal record of the proceedings and he noted that minutes would be available on the website at www.cbe.ab.ca prior to the Board of Trustees making its decision.

OPENING REMARKS

Chief Superintendent N. Johnson expressed her welcome and presented the following information:

"Good evening ladies and gentlemen. My name is Naomi Johnson. I am the Chief Superintendent of the Calgary Board of Education. On behalf of the Calgary Board of Education Administration I'd like to extend my thanks to all of you for attending tonight's meeting and for the significant time commitment that many of you have previously made in relation to this matter.

Tonight's meeting has been convened by the Board of Trustees and our Board Vice-Chair, Lynn Ferguson, who will be speaking to you shortly to outline their role in the closure consideration process. Before you hear from the Board Vice-Chair I wanted to speak with you about the advisory role and the support role that Administration plays leading up to and following the formal legislated closure process.

As many of you will already know, Administration's Community Engagement and Operational Planning department initiated and coordinated the engagement process with the community some time ago, most significantly in October and November, 2010, to address the opportunities and challenges associated with the possible closure of Montgomery School and all programs contained therein.

Many of you here tonight, and many other members of the community, made significant contributions to that initial work, either as a parent representative, as part of focus groups, or simply in attending Open Houses and providing the CBE with your feedback, and I want to express my sincere appreciation to each and every one of you for the thoughtful and carefully considered input you provided Administration to assist in this difficult work. That work was undertaken as part of Administration's advisory role to the Board of Trustees.

That engagement process led to the preparation of an Administrative recommendation that went forward to the Board of Trustees on January 18, 2011 and, after deliberation, the Board of Trustees did decide at that time to consider the closure of the Montgomery School and all programs.

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As I'm certain the Board Vice-Chair will tell you, the fact that the Board of Trustees is prepared to "consider" this closure should in no way suggest that any determination has already been made, and the fact is no decision has been made to date.

Administration of CBE has made "recommendations" in the past, in relation to matters such as this, that the Board has reviewed and as a consequence of input from the public, decided not to follow.

Because the Board of Trustees has sole authority and responsibility for the closure consideration process, Administration's role since January 18, 2011 has been, and will be, to provide the Board of Trustees, the school community and the general public with our full and total support in providing relevant information and answers to questions. I want to offer my assurance to you tonight that throughout the process we will be doing just that.

So once again, on behalf of Calgary Board of Education Administration I welcome any questions or comments that you may wish to direct to me or the team that is assembled here tonight. However, we would ask you to hold them until the open discussion questions and comments portion of this evening.

Thank you."

PURPOSE OF THE MEETING AND ROLE OF THE BOARD OF TRUSTEES

Mr. Davies welcomed Ms. L. Ferguson, Board Vice-Chair and Trustee of Wards 3 & 4. Ms. Ferguson spoke about the Board of Trustees' role in the closure consideration process, presenting the following information on behalf of the Board of Trustees:

"Good evening ladies and gentlemen. As the Meeting Chair has indicated, I'm Lynn Ferguson, Trustee for Wards 3 & 4 and Vice-Chair of the Board of Trustees of the Calgary Board of Education. On behalf of myself and my fellow Trustees, I would like to speak to you briefly about the Board of Trustees' role in the closure consideration process.

On Tuesday, January 18, 2011, after discussion and debate at the regular meeting of the Board of Trustees, a motion was passed by the Board to give consideration to the closure of Montgomery School and all programs contained therein.

The Board of Trustees has the sole responsibility and authority to make closure decisions and I want to make it clear tonight that no decision has been made at this time.

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Based on information provided to us by Administration, a Written Notice Regarding the Consideration of Closure has been issued by the Board of Trustees, but that is only part of the information that has been, and will be, reviewed and considered by Trustees. In accordance with Alberta legislation and the Board of Trustees' Governance Policies and Procedures, before making any final decision on a matter such as this, the Board follows a process to secure additional community input.

That process involves providing important and relevant information to you – the Written Notice – and reviewing it with you. It also involves providing you and other concerned members of the public an opportunity to impact our decision by providing us with your input. Tonight, Trustees want to augment our understanding of the information presented in the Written Notice by hearing your observations, submissions and questions. That is why the Board of Trustees has organized and convened tonight's public meeting. Following tonight's meeting, you will have an additional opportunity to ask further written questions and make further written submissions.

Trustees, as the final decision makers, are here tonight to listen and to observe. Throughout tonight's discussion and throughout the closure consideration process, Trustees will be paying very close attention to what you have to say.

All of the information collected during the closure consideration process will be weighed very carefully by Trustees before any final decision is made.

The Board of Trustees tentatively anticipates debating the merits of this matter and making a decision regarding this program closure consideration on Tuesday, April 5, 2011.

The Board's ongoing commitment is to provide educational programs and services in suitable facilities throughout Calgary. To honour that commitment, we, as a Board, need to take into consideration student populations, the demand for programs, our available resources, and any other factors that may be significant. Although we certainly may consider financial factors, such as costs of the school or the program, there are many other equally important considerations that impact our examination of any school's circumstances --- student enrolment levels, our ability to resource instructional programming, the health and safety of students, accessibility, and on a system-wide basis, serving the overall interests of public education within our jurisdiction.

Consideration of closure is a very serious matter to the Board of Trustees and we clearly appreciate that it is very significant to the students, the parents

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and other concerned members of this community. Because of that, we want to hear your input around this very important matter. We look forward to listening carefully tonight to your comments, observations and questions.

On behalf of the Board of Trustees I thank you."

REVIEW OF THE WRITTEN NOTICE

Mr. Davies indicated that copies of the *Agenda and Written Notice Regarding Consideration of Closure of Montgomery School and All Programs Contained Therein* were available on the table at the back of the gymnasium. He indicated that the public's observations and questions form part of the material that the Board of Trustees will consider as they review the potential closures and ultimately make a decision. It was pointed out that the public also has until 12:00 noon on Monday, April 4th, 2011 to submit written follow-up questions and until 9:00 a.m. on Tuesday, April 5th, 2011 to provide further written submissions to the Trustees regarding this closure consideration.

Ms. K. Barry, Meeting Co-Chair and System Principal, CEOP, gave a PowerPoint presentation that provided an overview of the *Written Notice*. The following is a summary of the presentation given by Ms. Barry.

The Issue

Enrolment at Montgomery School is low and is projected to decline. The low number of grades seven to nine regular program students from the residential districts of Silver Springs and Montgomery makes it challenging to provide regular programming for these students.

Rationale and Opportunities

Enrolment at Montgomery School is low in grades seven to nine making programming, resourcing and organizing for student learning a challenge.

H.D. Cartwright School has the capacity to provide a grade seven to nine regular program for students from the residential districts of Montgomery and/or Silver Springs.

Thomas B. Riley School has the capacity to provide a grade seven to nine regular program for students from the residential district of Montgomery.

F.E. Osborne School has the capacity to provide a grade seven to nine regular program for students from the residential districts of Montgomery and/or Silver Springs. For the 2012-2013 school year, the enrolment at F.E.

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Osborne School will decline as students residing in the residential district of Tuscany will be designated to the new middle school in Tuscany.

Schools and Programs

Montgomery School

On page 2 of the Written Notice, the table provides instructional space and the enrolment information for Montgomery School. The school has instructional space to accommodate 765 students and as of September 30, 2010, had an enrolment of 201 students.

H.D. Cartwright School

The second table on page 2 provides the enrolment at H.D. Cartwright School. The school has instructional space to accommodate 515 students and as of September 30, 2010, had an enrolment of 342 students. H.D. Cartwright School also accommodates a short-term Behavior/Emotional system class known as the Learning Essentials to Achieve Potential (LEAP) class.

ACCESS acronym stands for- Attitude, Community, Competence, Elements of Academic Curriculum and Social Skills.

Bridges is the name of a system class designed for students with emotional and behaviour challenges. (not an acronym)

F.E. Osborne School

The table on page 3 provides information related to the instructional space and enrolment at F.E. Osborne School. The school has the capacity to accommodate 785 students and, as of September 30, 2010, had a total enrolment of 615 students. For the 2012-2013 school year, the enrolment at F.E. Osborne School will decline as students residing in the residential district of Tuscany will be designated to the new middle school in Tuscany.

SECTION A: IMPLICATIONS FOR AFFECTED ATTENDANCE AREAS

Current Attendance Areas

The map on page 3 illustrates the current attendance areas for Montgomery, H.D. Cartwright and F.E. Osborne Schools, for the 2010-2011 school year.

Change of Designation

On page 7 of the Written Notice you will find the student designations that will change if the Board of Trustees decides to close the grade seven to nine program at Montgomery School, and all programs contained therein.

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- Students in grades seven to nine residing in the residential district of Montgomery would be designated to F.E. Osborne School.
- Students in grades seven to nine residing in the residential district of Silver Springs would be designated to H.D. Cartwright School or F.E. Osborne School; with a final designation decision to be determined.
- Move in its entirety, the Learning and Literacy classes to Simon Fraser School.
- Move in its entirety, the Paced Learning Program class to F.E. Osborne School.

Proposed Attendance Areas

The map on page 4 illustrates the proposed attendance area, including the residential district of Montgomery, for the regular program at F.E. Osborne School for the 2011-2012 school year.

The map on page 5 illustrates the proposed attendance area, including the residential district of Silver Springs, for the regular program at H.D. Cartwright School for the 2011-2012 school year.

The map on page 6 illustrates the proposed attendance area, including the residential districts of Silver Springs and Montgomery, for the regular program at F.E. Osborne School for the 2011-2012 school year.

Impact on Attendance at Other Schools

Projected Enrolment at F.E. Osborne School

The table on page 7 provides the projected enrolment at F.E. Osborne School assuming that Montgomery School, and all programs contained therein, is approved for closure and the students from the residential district of Montgomery and the system class are designated to F.E. Osborne School.

Parents from the residential district of Montgomery indicated that programming opportunities, distance to the school and transportation services were high priorities. As a result of the engagement process, the feedback substantiates Administration's recommendation that the students residing in the residential district of Montgomery be designated to F.E. Osborne School.

Designation to H.D. Cartwright School or F.E. Osborne School

Through the community engagement process, parents from the residential districts of Silver Springs and Montgomery were given an opportunity to provide feedback regarding three possible school designations (Thomas B. Riley, H.D. Cartwright, F.E. Osborne). The parents from the residential district of Silver Springs expressed interest in both H.D. Cartwright School and F.E. Osborne School. Programming opportunities, distance to the school

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and transportation services were high priorities for the Silver Springs stakeholders.

As Administration gathers further feedback from the Silver Springs stakeholders, a final determination regarding the designation of the grade seven to nine regular program students from the residential district of Silver Springs will be made and communicated prior to April 5, 2011, based on further parent input.

Projected Enrolment at H.D. Cartwright School

The table on page 8 provides the projected enrolment at H.D. Cartwright School assuming that Montgomery School, and all programs contained therein, is approved for closure and the students from the residential district of Silver Springs are designated to H.D. Cartwright School. H.D. Cartwright School has the capacity to accommodate the additional students from the residential district of Silver Springs.

Projected Enrolment at F.E. Osborne School

The table on page 9 provides the projected enrolment at F.E. Osborne School assuming that Montgomery School, and all programs contained therein is approved for closure, and the students from both the residential districts of Montgomery and Silver Springs are designated to F.E. Osborne School as well as the system class.

F.E. Osborne School has the space to accommodate the additional students from the residential districts of Silver Springs and Montgomery and the students in the Paced Learning Program system class.

As you can see in the highlighted green Tuscany line, for the 2012-2013 school year, the enrolment at F.E. Osborne School will decline as students residing in the residential district of Tuscany will be designated to the new middle school in Tuscany.

INFORMATION SECTION B: IMPLICATIONS RELATIVE TO CBE'S LONG-RANGE CAPITAL PLAN

Capital Plan

A decision to close Montgomery School, and all programs contained therein, would have no implications relative to the CBE's long range capital plan which is comprised of the *School Capital Plan 2011-2014* and the *Ten-Year System Student Accommodation and Facilities Strategy*.

The CBE's *School Capital Plan 2011-2014* identifies project priorities for new school/replacement school construction and preservation/major modernization projects and is submitted to the Province on an annual basis.

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The Calgary Board of Education's *Ten-Year System Student Accommodation and Facilities Strategy* provides the long range future project requests and plans for CBE schools.

As noted on page 9 both documents are available from any CBE school or can be accessed on the CBE website.

The web address is <http://www.cbe.ab.ca/aboutus/documents.asp> and also appears in the Written Notice.

INFORMATION SECTION C: IMPLICATIONS WITH RESPECT TO BUSING

Administration anticipates that all students residing in the residential district of Silver Springs will be eligible for transportation to H.D. Cartwright School or F.E. Osborne School. If Montgomery School and all programs contained therein is approved for closure, it is anticipated that the current cost of \$75,000 for transportation will be reduced to approximately \$63,000, resulting in an approximate savings of \$12,000 to the Calgary Board of Education.

There are no additional costs anticipated for transporting the students from the two Learning and Literacy classes to Simon Fraser School and the students from the Paced Learning Program class to F.E. Osborne School as all three classes will continue to require charter bus service to their designated schools.

The *Administrative Regulation 6095-Student Transportation* (Appendix 1) provides information regarding the administration of transportation services. It is also available on the CBE website and can be found at <http://www.cbe.ab.ca/policies/policies/AR6095.pdf>

Appendix 2 -provides the proposed Walk Zone for F.E. Osborne School

Appendix 3 -provides the Proposed Walk Zone for H.D. Cartwright School

Designated students residing outside the walk zone depicted in the map would be eligible for subsidized transportation.

INFORMATION SECTION D: EDUCATIONAL, PROGRAMMING AND STAFFING IMPACTS

Projected Enrolment for Montgomery School (Status Quo) if the Regular Program is Not Closed

The table on page 10 provides the projected enrolment at Montgomery School for September 2011, assuming that the school remains open (status quo). If the recommendation for the proposed closure of Montgomery School

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and all programs contained therein is not approved, Montgomery School would remain open with the current designations.

Educational Impact if Montgomery School is Not Closed

With less than 150 students in the regular program in the school the ability to meet the learning needs and interests of a small number of regular program students is challenging with fewer staff for the program. Funding is provided on a per student basis via the Resource Allocation Method. Low and declining enrolment makes resource allocation challenging with respect to the number of teachers and the range of learning opportunities and supports available for students.

Educational Impact if Montgomery School is Closed

If Montgomery School and all programs contained therein is approved for closure, students from both the residential districts of Montgomery and Silver Springs would have access to teachers with expertise in a variety of disciplines and a larger cohort of peers, regardless of which school they are designated to. This would provide more opportunities for flexibility in organizing for learning, for grouping of students and for the development of staff professional learning communities. Students would have access to additional staff who offer extra-curricular and co-curricular activities.

If Montgomery School closes it is recommended that the students who are in the Learning and Literacy (L & L) classes move to Simon Fraser School. These students will have opportunities to be included in a larger variety of regular program classroom environments as well as a broad range of extra-curricular and co-curricular activities.

It is recommended that the students from the Paced Literacy Program (PLP) class move to F. E. Osborne School. These students will have opportunities to be included in a larger range of extra-extracurricular and co-curricular activities while also moving with their peers from Montgomery School.

Staffing Impact

Resources are allocated to schools based on a per school base allocation, student enrolment and student profile. Should Montgomery School and all programs contained therein be approved for closure, resource allocation levels would be adjusted at F.E. Osborne School and/or H.D. Cartwright School to reflect the projected student enrolment and profile for 2011-2012. Further adjustments would be made should there be any discrepancy between the projected student enrolment and profile and the actual September 30, 2011 student enrolment.

Based on the number and individual needs of students enrolled at the school, the principal, in consultation with their staff, determines how to effectively

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allocate physical and human resources to best serve the learning needs of students. As with all CBE schools, additional staffing decisions may take place in the fall of each school year, based on September 30 actual student enrolments. Teachers would be transferred as per the teacher transfer process, in accordance with the CBE's current staffing processes. Support staff in schools identified for transfer or layoff will be considered for placement and recall in accordance with the Calgary Board of Education and Staff Association Collective Agreement and current staffing processes. Facility Operations staffing levels will be assessed in accordance with the CBE and CUPE Local 40 Collective Agreement and caretaking staffing formulae and practices.

INFORMATION SECTION E: FINANCIAL & CAPITAL IMPLICATIONS

The following are the Financial and Operational impacts should Montgomery School, and all programs contained therein, close. Administration anticipates a cost savings of approximately \$272,000 related to the administrative cost reductions associated with the proposed closure of the Montgomery School facility.

A net savings of approximately \$12,000 is anticipated due to the changes in transportation for students from the residential districts of Montgomery and Silver Springs (as defined above).

Dependent on the future use of the site, a savings of \$140,000 for caretaking and a decrease in utility costs ranging from \$25,000 to \$110,000 is anticipated.

Capital Impacts

There are no known capital impacts associated with the proposed school closure.

INFORMATION SECTION F: FUTURE FACILITY PLANS

The Calgary Board of Education does not have any plans to utilize the Montgomery School facility for other CBE educational programming. An opportunity to lease the facility or dispose of the building may be considered in the future.

RESPONSES TO PREVIOUSLY SUBMITTED OR ANTICIPATED QUESTIONS

Mr. Davies indicated that the following questions were either received before this evening's public consultation meeting or are anticipated by administration.

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Question: *If Montgomery School closes, when will we know the student designation for Silver Springs?*

Response: Parent and community feedback has been received on a number of occasions. Feedback from tonight's meeting will also be considered when making this administrative designation decision and this will be communicated prior to the April 5th Board Meeting.

Question: *What is the five year projection for F.E. Osborne School should the residential districts of Montgomery Silver Springs be designated there?*

Response: A graph was displayed showing the 5 year projection for F.E. Osborne School if Montgomery School is approved for closure and if the students from both the Montgomery and Silver Springs residential districts are designated to this school. F.E. Osborne School has instructional space for 785 students and 728 students are projected for September 2011. The enrolment at the school decreases significantly in 2012, as the Tuscany Middle School opens. Enrolment at F.E. Osborne School is projected to remain stable into the foreseeable future.

Mr. Davies provided directions on how to find information regarding any proposed CBE closure on the CBE Homepage at www.cbe.ab.ca. At the Board of Trustees webpage click School/Program Closure Consideration link in the navigation pane on the left hand side of the page. Whether you navigate through the CBE Homepage or through the Trustee's webpage, you will come to the School/Program Closure page. All proposed closures are listed with a link to more specific information and links to documents related to each proposed closure.

OPEN DISCUSSION – COMMENTS & QUESTIONS FROM PARENTS AND PUBLIC

Mr. Davies provided a brief review of the discussion guidelines, which are noted on the back of the *Agenda*. He reiterated that the Trustees were present to hear the public's input and that they will ultimately be the sole decision makers regarding the status of the *Consideration of Closure of Montgomery School and all Programs Contained Therein*, and it would not be appropriate in the middle of the process for Trustees to respond directly to questions or to engage in debate. He asked that questions be directed to him as the meeting Chair and he would provide a response or he would direct the question to an appropriate CBE Administrator for response.

Mr. D. Marsh questioned if Montgomery School closes, what would happen to the property, what is the land value and where would the money go if it were sold?

Mr. Davies replied that there is no determination at this point in time as to what the use of the school will be if a decision to close is made. The school closure process will be followed and Trustees will make the final decision. He noted that disposal of property is one option that could be considered and would require approval from the Minister of Education. He also stated that there has been no assessment done of the property value at this point.

Mr. D. Marsh commented on the large size of Montgomery School and the land that it occupies. He suggested the idea of down sizing the school and selling the remaining land to developers. His idea would be to put some of the profit back into the school to make it more viable.

Mr. Davies replied that part of the school closure process includes looking at various options. He noted that capacity is a significant factor affecting this closure consideration. There are various opportunities available for students in Area I, including F.E. Osborne School. He stated that the most crucial point regarding Montgomery School is that the low enrolment makes it difficult to provide adequate programming and resources, which are now being supported by the Area office.

Mr. D. Marsh stated that the enrolment at Montgomery School declined when the Tuscan students left to attend their own new community school. He inquired if it would be less costly to provide busing from the new communities to the inner city schools, rather than building new schools?

Mr. Davies stated that they do realize that a new school in one community, results in low enrolment elsewhere; however, it is important to move students closer to home. He noted that it is a challenge as the new community is pleased, while the other is not.

Ms. M. Wannamaker, a parent of a student at Montgomery School and member of the Montgomery community, questioned the transportation cost savings of \$12,000 noted in the report should this closure consideration be approved. She stated that the Montgomery students who reside in Montgomery walk to school now and that by bussing them to other schools transportation costs would increase.

Mr. Davies replied that a decrease in enrolment is forecasted in both the Silver Springs and Montgomery communities. It is projected that they will only need two buses next year, rather than three for the Silver Springs students. The Montgomery students would be transported by Calgary Transit, amounting to a cost savings to the CBE of \$12,000.

Ms. M. Wannamaker noted that bus training is provided for kindergarten and grade one students who are designated elsewhere and inquired if there would be any bus training for Montgomery students that haven't taken a bus before?

Mr. Davies informed that should Montgomery School close, a transition plan would be developed for students by the principals and staff at the school. He suggested that there is a good possibility that the transition might include a tour of the new school and students could take the transportation that they would be using to get there.

Ms. M. Wannamaker inquired if there had been any consideration given to moving some of the Montgomery School teachers with the students in order to provide some familiarity for students.

Dr. Yee replied that when a school is closed, a process is followed where teachers are asked what their preferences would be as to where they would like to be placed. They also give consideration to moving a group of teachers, when possible, in order to stay with the students.

Ms. M. Wannamaker commented that it is her belief that F.E. Osborne School will also be losing a considerable number of students to the new Tuscany Middle School and that some of the F.E. Osborne teachers may follow those students to the new Tuscany school. She inquired if the number of specialty teachers could be increased in order to ensure that specialty classes such as drama, band, and shop would be available at both schools?

Dr. Yee responded that the specifics have not been dealt with yet. She noted that the principals of both F.E. Osborne and H.D. Cartwright Schools were in the audience and that many parents had already met with them and attended an open house. She stated that the Area 1 junior/middle school leadership meet on a regular basis to ensure that all schools have well rounded programs and teacher expertise.

Ms. M. Wannamaker commented that her grade 7 child is currently in a transition year and that if Montgomery School closes, next year she will transition again and grade 9 will be her only stable year of junior high. She requested that next year students be provided with as much continuity as possible.

Dr. Yee replied that when students are moved as many connections as possible are made with the school they are moving to. This starts in the spring with student/parent groups meeting with administration, guidance counselors, resource teachers, etc. She noted that principals are very caring and it is important for parents to make connections with their child's teachers and principals at whatever school they attend.

Ms. M. Wannamaker inquired if junior high/middle school students could be designated to the same high school in order to stay with their friends.

Dr. Yee responded that the communities of Montgomery and Silver Springs would be designated to Bowness High School. She noted that in 2013 there will be three North West high schools including a new North West high school, Bowness High School and Sir Winston Churchill High School. Transfers are considered when there is space available; however it is not always possible. She noted that another factor is that students are in a variety of alternative programs as well.

Ms. D. Bamlett, a parent of a student at Montgomery School, commented that she has a son with a physical disability who began his schooling at Parkdale Elementary School and experienced that closure. After an unsatisfactory experience at Queen Elizabeth School, she chose to home school her child for the early years and he now attends Montgomery School where he is happy, comfortable, has friends and gets the help that he needs. It is her belief that parents feel that the decision has already been made to close Montgomery School and that they are frustrated as their taxes are going up and their property values going down because they are losing their amenities.

Maddi, a student from Montgomery School, questioned if Administration had considered the effect this transition would have on students?

Mr. Davies replied that their focus is on students. Students come first and the angst, stress and emotion is understood. It is their hope to make the transition as smooth as possible, including the possibility of moving with their friends and possibly some familiar staff as well. He noted that the focus on the climate and culture of how students treat each other is also important at H.D. Cartwright School as well as F.E. Osborne School. He expressed that it is his hope that she will be able to look back and see that her new school has been a great school as well.

Ms. V. Streets, a parent of two children in a special education program, expressed her concern regarding the larger class sizes and a larger school.

Dr. Yee stated that at this point the recommendation is that Paced Learning Program (PLP) students would also move to F.E. Osborne School. She informed that in this type of class the teacher and education assistants usually move with the students; however that is open to parental input. The location of the class would be discussed with the principal to see where it would provide the best security, comfort, etc. for students. Students would be integrated into the larger student body only when ready to do so. She also expressed that it is important for parents to discuss their child's needs with the principal. Dr. Yee shared of her own experience and expertise related to students with exceptional needs. As a former principal at Lord

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Beaverbrook High School of 2,000 students, there were a number of system classes. She expressed her understanding of the initial fear of large numbers but provided reassurance that the teachers and other students care and help to make sure they are safe. She encouraged parents stating they might be pleasantly surprised.

Ms. L. Raubach, a parent of a grade 7 student, inquired why the grade 7 students were designated to Montgomery School this year when the projected enrolment was so low. She noted that there are only two communities assigned to Montgomery School and she believes that this is what contributed to the low enrolment.

Mr. Davies replied that the consideration of closure process began for Montgomery School as far back as 2006. On March 10, 2010 staff from CEOP met with a parent group at Montgomery School, and as this was an election year, the process continued in October, 2010 after the election with the Montgomery and Silver Springs communities.

Dr. Yee informed that enrolment at Montgomery School declined significantly more than was projected resulting in approximately \$200,000 less revenue. The Area office has had to supplement the school in order to offer a viable program to students.

She stated that the 2007/2008 accommodation plan indicated low and declining enrolment in the Regular Program across the Bow corridor and Bowcroft, Montgomery and Terrace Road Schools were identified at that time. The 2009/2010 enrolment at Montgomery School was 313 students. Last spring it was projected that there would be 243 students for 2010/2011 and as a result five teachers were surplus as well as one .6 FTE support staff. The actual enrolment in September, 2010 was 201 students, resulting in a loss of approximately \$200,000 revenue to the school. They have been able to maintain the school by the support of the Area office and very dedicated, hard working staff.

Ms. L. Raubach commented that as a Silver Springs resident it was unfortunate that parents were not informed of the plan, or of a definite closure date. It is her belief that many of her neighbors chose not to send their children to Montgomery School because of the rumors of closure and that if they had been more informed, enrolment might have been higher and the school would be able to stay open longer. She also gave her opinion that the small size of the school is beneficial to students as the students know each other and are able to build relationships, which she believes is much harder to do at a larger school.

Mr. B. Hnatiuk, a Montgomery parent and Silver Springs resident, agreed that the low enrolment could be a result of the closure rumors. He compared

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it to when people hear rumors of a bank closing because it is going bankrupt and people withdraw their money and it does go bankrupt. Mr. Hnatiuk inquired if there was any public advertisement of space availability at Montgomery School and an opportunity for other students to attend from out of area?

Mr. Davies responded that to his knowledge there was no direct signage in this regard, however, he noted that there is always opportunity for out of boundary students to attend all Calgary Board of Education schools if there is space available.

Mr. B. Hnatiuk inquired if there was any opportunity given to the Montgomery School parent council to come up with an alternate plan to attract other students, ie. alternative programs.

Mr. Davies informed that this is a commonly asked question, whether offering an alternative program would lead to increased enrolment. He stated that there are many opportunities in Area I for alternative language programs already. He noted that consideration had been given to offering a science program in Area I, but they did not receive an adequate level of interest when the meetings were held in order to proceed.

Mr. B. Hnatiuk commented that he has friends in other areas of the city where alternative programs were offered and their school was not closed as a result. He commented that he feels short changed as Montgomery School was not given that opportunity, noting that his own daughter attends the Spanish program at Senator Patrick Burns School and that if that program were offered at Montgomery School, she would attend there with her brother.

Mr. B. Hnatiuk questioned why smaller class sizes were seen as a reduced learning opportunity? In his opinion, smaller classes offer a better learning environment.

Mr. Davies explained that provincial funding to a school is based on per student enrolment.

Dr. Yee stated that class size is an issue for students from Kindergarten – Grade 12. The CBE endeavors to keep class sizes as small as possible, but schools need to be sustainable. She stated that right now the Area 1 office, which oversees 35 schools, is spending over one third of its budget to keep the instructional program at Montgomery School operating. She informed that the average class size for middle/junior high is 24-26 students and that in order to run a school effectively, certain class sizes are necessary.

Mr. B. Hnatiuk expressed thanks to the principal at H.D. Cartwright School for the open house held for Montgomery School students. He felt that they did a wonderful job to make them feel welcome.

Ms. S. Evans, a parent of a grade 8 student at Montgomery School, questioned if other communities were considered for designation to Montgomery School in order to increase enrolment?

Mr. Davies informed that they did consider whether there were other communities in Area 1 that could be re-designated to Montgomery School; however, there were none as they are all currently designated to other schools. He stated the challenge is that when new districts have no school, students are bused to schools where there is capacity, then a new school is built and students are moved closer to home. Sometimes established neighborhoods receive students from further away areas and over time space becomes available for students to attend a school closer to home. This is generally seen as very positive by those communities.

Ms. S. Evans commented that the students who reside in the community of Rocky Ridge would be closer to Montgomery School than where they are currently being bused to Simon Fraser School. It is her belief that this contributed to the low enrolment at Montgomery School. She further commented regarding the developmental stage that students are at when they experience transition and requested that this be given consideration. It is her opinion that the small size of Montgomery School enrolment has been very valuable in contributing to a close community. Ms. Evans suggested that if Montgomery School is closed that Montgomery students be designated to H.D. Cartwright School. It is her belief that it would be a better fit because if they move as a cohort group, they will take up a larger percentage of the total student population there than they would at F.E. Osborne School making the transition easier.

Ms. L. Josue, a new community resident, questioned what is the instructional space at Montgomery School and does it include both buildings?

Mr. Davies stated that the two Montgomery school buildings have been combined into one school and that there is instructional space in both. The main building has 16 classrooms, approximately 400 spaces. He informed that at one time there were two schools, Mackay Elementary and Montgomery Junior High School.

Ms. L. Josue expressed her opinion that if a portion of the school were leased or sold it would be good for the community as it would be a capital gain for the neighborhood and the portion of the school that would be still operating would have a lower capacity ratio.

Ms. L. Josue inquired what is the student/teacher ratio at F.E. Osborne School.

Ms. M. Russell, Principal of F.E. Osborne School, responded that there are 32 certified staff at F.E. Osborne School with an average class size of 25-26 students.

Ms. L. Josue commented that she understands the financial situation in that Montgomery School cannot operate with low enrolment; however, it is her belief that the community of Montgomery is a growing, viable neighborhood and that businesses opening in the area will draw more people. She commented that Mayor Nenshi is encouraging growth in the inner city neighborhoods and believes that Montgomery parents also want their children to be able to walk to school. She stated her opinion that it would be a detriment to close the school.

Ms. Josue stated her opinion that it would make more financial sense to close F.E. Osborne School instead of Montgomery School because the Tuscan students will leave F.E. Osborne School to attend the new school in their neighborhood and the other two neighborhoods designated to F.E. Osborne School are mainly from the communities of Varsity and Hawkwood. She noted that Hawkwood is closer to H.D. Cartwright School and expressed her view that it would make better financial sense for them to be bused there.

Ms. Josue shared of her own experience attending a very large school in Calgary, Sir John A. MacDonald, which, at the time, was the largest junior high school in the city with over 900 students. She stated that her experience was not positive as the students were divided in half in order to co-ordinate the time table and many of them did not know each other. She noted that although there were more special programs offered, there was often only one teacher and too many students who wanted to take the class, so they rarely got their first choice.

Ms. C. Sanders, a resident of Montgomery, questioned if consideration had been given to offering a Science School program at Montgomery School and if so, would it have started at Kindergarten or junior high?

Mr. Davies stated that an expression of interest was done in Area 1 to see if there was any interest in a Science School program from Kindergarten – Grade 5. Upon review it was felt that there was not sufficient interest. They will continue to monitor this with the Area director to see if this becomes a possibility in the future.

Ms. L. Josue requested that if Montgomery school were to close that the current grade 8 and 9 students be given the opportunity to finish out their junior high years at Montgomery School.

Ms. L. Raubach inquired if there were any health concerns regarding the age of the Montgomery School building?

Mr. Davies responded that there were no concerns regarding health or the building structure for students and staff at Montgomery School.

Mr. B. Hnatiuk inquired if Montgomery School were to close, would transportation be provided by a chartered school bus for Silver Springs students to H.D. Cartwright School?

Mr. Davies replied that transportation would be provided by chartered buses to H.D. Cartwright School for Silver Springs students, if Montgomery School were to close.

Ms. M. Beach inquired if there had been a questionnaire sent home to every student at Montgomery School to provide their feedback regarding the consideration of closure? She expressed her view that after the considerable amount of time spent on this process, it is her belief that the decision has already been made to close the school.

Mr. Davies responded that there were opportunities for students to provide feedback and that they did get some workbook feedback from some students but that it did not go to all students. He expressed his agreement that it is a good idea to get student feedback and that there will be further opportunity for students as the process continues. He further noted that Administration does not make the final decision regarding school closures and that it is the Board of Trustees who will make the final decision.

Mr. S. Dalgleish, a parent of three students, two that attend Montgomery School in grades 7 and 9, expressed his appreciation for the work of CBE staff and Administration. He questioned in an area with four schools (two small, two large) in close proximity to each other, why was the larger capacity school chosen for closure?

Mr. Davies responded that Administration looks at the bigger picture of the overall capacity in Area 1 as well as the *Ten Year System Student Accommodation and Facilities Strategy* that reaches across all geographic areas of the CBE. Opportunities to have students attend school closer to home are considered.

Mr. S. Dalgleish questioned if flexibility would be lost in the *Ten Year Strategy* if they chose to keep the larger capacity school (Montgomery School) open?

Mr. Davies responded that both the Ten Year Plan and the Three Year Plan are important mechanisms that are used to inform the public of how Administration is trying to plan ahead. Demographics and growing, maturing and developing communities have all been factored in.

Mr. S. Dalgleish questioned if there was potential for the same situation to happen again at F.E. Osborne and H.D. Cartwright schools?

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Mr. Davies responded that he can't say definitely "no", but that the long term (3-5 years) projections look stable for those locations. He also noted that the Ten Year Strategy could assist in enrolment at those locations.

Mr. S. Dalgleish inquired how many of the four schools in Area I rely on portable classrooms?

Mr. Davies responded that F.E. Osborne and H.D. Cartwright Schools each have two portables, while the other two schools do not.

Mr. S. Dalgleish inquired how the energy costs compare at each of the four schools?

Mr. Davies stated that the energy utilization was comparable between Montgomery and F.E. Osborne Schools, but significantly higher for Montgomery as compared to the other two schools.

Mr. S. Dalgleish commented that there was a significant decrease in the enrolment at Montgomery School, from 600 to 200. It is his observation that designation decisions can be made that increase or decrease capacity. He requested that Trustees factor this in to their decision making. He further requested that Trustees be strategic regarding capital assets and their long term use. It is his opinion that it is a good choice to consider closure of one of the four schools, but questions if the process should have been inclusive of more than one school. He again expressed his thanks to the Trustees and staff for their time and for the opportunity to attend the meeting.

CLOSING REMARKS

Mr. Davies thanked everybody for attending the meeting and for providing respectful comments and input. He directed attention to the back of the agenda and reminded those in attendance that follow-up questions from this meeting must be received by the CBE on or before *Monday, April 4, 2011*. He pointed out that it is not possible to direct personal responses to each question; that all questions submitted would be reviewed for relevancy and repetitiveness and those selected for response would be answered on the Calgary Board of Education website at <http://www.cbe.ab.ca>.

Mr. Davies noted that it is anticipated that the board meeting to discuss and make a decision regarding the consideration of closure of Montgomery School and all programs contained therein by *Tuesday, April 5, 2011*. The public's observations, comments and questions are valued and will form part of the material that Trustees will consider as they review the matter and ultimately reach a decision. He advised that the public's input at the meeting this evening has been an important contribution to the Board of Trustees decision-making process.

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Mr. Davies declared the meeting closed at 9:02 p.m.

Note to Reader:

The Minutes of the Public Meeting re: Discussion Respecting Consideration of Closure of Montgomery School, held in the gymnasium, 2116 MacKay Road, NW, Calgary, Alberta on Wednesday, March 9, 2011 at 7:00 p.m. include the major points of discussion - they are not a verbatim transcript of the meeting.

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Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of School Closure:	Action:
<p>1 In this Governance Procedure,</p> <p>(a) “closure” means any action referred to in section 2.</p> <p>2 The Board may</p> <p>(a) close a school permanently or for a specified period of time;</p> <p>(b) close entirely three or more consecutive grades in a school;</p> <p>(c) transfer all students from one school building to one or more other school buildings on a permanent basis;</p> <p>(d) close the entire junior high school program or the entire high school program in a school; or</p> <p>(e) alter the configuration of a school such that a school previously offering a regular program will, in the next year no longer do so; or</p> <p>(f) close the regular program in a school, at a future proposed date, conditional on certain specified factors.</p>	
<p>4(1) Where the Board is considering the closure of a school, the Board shall</p> <p>(a) raise the matter by way of a motion at a Regular Meeting of the Board, and</p>	<p>January 18, 2011 at a Regular Meeting of the Board – The Board of Trustees passed the following motion:</p> <p>BE IT RESOLVED, THAT the Board of Trustees is satisfied that there is cause to proceed with a consideration of closure of Montgomery School, and all programs</p>

Attachment II: Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of Closure of Montgomery School

Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of School Closure:	Action:
	<p>contained therein, in accordance with the Closure of Schools Regulation and the Board of Trustees' Governance Process Policy 5E: <i>Board of Trustees' Procedure – Consideration of School Closure</i>; and</p> <p>THAT THE Board follows the procedures for the closure of schools, as outlined in Governance Policy GP-5E, sections 4 to 7.</p>
<p>(b) in writing notify the parents of every child and student enrolled in the school who, in the opinion of the Board, will be significantly affected by the closure of the school.</p> <p>(2) A notice referred to in subsection (1)(b) shall set out the following:</p> <p>(a) how the closure would affect the attendance area defined for that school;</p> <p>(b) how the closure would affect the attendance at other schools;</p> <p>(b.1) information on the Board's long-range capital plan;</p> <p>(c) the number of students who would need to be relocated as a result of the closure;</p> <p>(d) the need for, and extent of, busing;</p> <p>(e) program implications for other schools and for the students when they are attending other schools;</p>	<p>March 3, 2011– A <i>Written Notice to Parents/Guardians</i> (with enclosures) was provided to the parents/guardians of students currently enrolled at Montgomery School (<i>Attachment III: Written Notice Respecting the Consideration of Closure of Montgomery School - with enclosures</i>) This notice contained the information required by the <i>Board of Trustees Governance Procedures</i>. Further, a copy was posted to the CBE web site.</p> <p>Prior to the public meeting scheduled for March 9, 2011 parents and guardians were provided with an opportunity to submit written questions and comments related to the consideration of closure.</p> <p>The deadline for receipt of these questions to the Director of Area I was on or before 12 noon Tuesday, March 8, 2011.</p> <p>No submissions were received by the Director of Area I, and one submission was received by the Trustees.</p>

Attachment II: Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of Closure of Montgomery School

Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of School Closure:	Action:
<ul style="list-style-type: none"> (f) the educational and financial impact of closing the school, including the effect on operational costs and capital implications; (g) the educational and financial impact if the school were to remain open; (h) the time and location of the public meeting referred to in section 5(1)(a); 	
<p>4 (3) A notice referred to in subsection (1)(b) may set out the following:</p> <ul style="list-style-type: none"> (a) the capital needs of the schools that may have increased enrolment as a result of the closure, and (b) the possible uses of the school building or space in the school building if <ul style="list-style-type: none"> (i) the entire school is being closed, or (ii) three or more consecutive grades in the school are being closed entirely. 	<p>The written material provided to affected parents/guardians supplied information regarding the CBE's <i>School Capital Plan 2011–2014</i> and the <i>Ten-Year System Student Accommodation and Facilities Strategy</i> and indicated the availability of these documents on the CBE web site.</p> <p>The written material provided to affected parents/guardians indicated that, in the event of closure of the grade seven to nine regular program at Montgomery School that the school could be leased or disposed of in the future.</p> <p>Copies of the Written Notice were provided at the public meeting for all attendees.</p>
<p>5 (1) Where the Board has passed a motion at a Regular Meeting of the Board that it is considering the closure of a school, the Board</p> <ul style="list-style-type: none"> (a) shall organize and convene a public meeting for the purpose of discussing the information provided to the parents under section 4, 	<p>March 9, 2011 - A public meeting was held at Montgomery School to discuss the program closure under consideration. (<i>Attachment VII: Agenda Public Meeting for Montgomery School</i>)</p> <p>At the conclusion of the public meeting it was announced that follow up questions could be submitted to the Office</p>

Attachment II: Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of Closure of Montgomery School

Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of School Closure:	Action:
	of the Board of Trustees on or before 12:00 noon on Monday, April 4, 2011 and written submissions by 9:00 a.m. on Tuesday, April 5, 2011.
<p>(b) shall provide an opportunity for the council of the municipality in which the school is located to provide a statement to the Board of the impact the closure may have on the community,</p> <p>(c) may hold other meetings with respect to the closure at times and places as the Board may determine</p>	January 19, 2011 – A letter was sent to the City of Calgary advising of the motion to consider the closure Montgomery School and inviting the Council to provide a statement to the Board of Trustees of the impact the closure may have on the community. <i>(Attachment VIII: Letter to his Worship Mayor Nenshi Regarding the Consideration of Closure of Montgomery School and the City's response to this correspondence)</i>
<p>5 (2) The date and place of the public meeting referred to in subsection (1)(a) shall be</p> <p>(a) posted in five or more conspicuous places in the area or areas of the school or schools affected by the closure, for a period of at least 14 days before the date of the public meeting, and</p>	<p>The information required was posted 14 clear days before the public meeting in the required number of locations, as follows:</p> <p><u>Posters advertising public meeting</u></p> <p>Flyer-size notices indicating the date, place and time of the public meeting were posted on Wednesday, February 22, 2011 the consideration of closure Montgomery School. Locations included:</p> <ul style="list-style-type: none"> • Silver Springs Community Association- 5720 Silver Ridge Dr. N.W • SOKO Out of School Program-5720 Silver Ridge Dr. N.W • Silver Springs School-7235 Silvermead Rd. N.W. • W.O.Mitchell School- 511 Silvergrove Dr. N.W. • Montgomery School- 2116 MacKay Rd. N.W. • Terrace Road School- 2103 46 St. N.W. • Shouldice Memorial Pool- 5303 Bowness Rd. N.W.

Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of School Closure:	Action:
	<ul style="list-style-type: none"> • Canada Safeway- 5048 16th Ave. N.W. • Montgomery Community Association- 5003 16 Ave. N.W. <p><i>(Attachment V: Record of Posters Respecting the Consideration of Closure of Montgomery School)</i></p> <p><u>Road signs</u></p> <p>Five signs were installed by February 22, 2011, and remained until the public meeting on March 9, 2011. The signs for Montgomery School were confirmed at the following locations:</p> <ul style="list-style-type: none"> • Montgomery School- 2116 Mackay Rd. N.W. • Silver springs Blvd. east of Nose Hill Dr. • Corner of Silver Springs Blvd. and Silver Springs Gate • Bowness Rd., between Monserrat Dr. and Home Rd. • Home Rd. and 52nd St. N.W. <p><i>(Attachment IV: Record of Signs Respecting the Consideration of Closure of Montgomery School)</i></p> <p><u>Public Service Announcement</u></p> <ul style="list-style-type: none"> ○ Released on February 3, 2011 <p><u>Web site</u></p> <p>On January 19, 2011</p> <ul style="list-style-type: none"> • Consideration of School/Program Closures web page created • Created Web links to consideration of closure project page from: <ul style="list-style-type: none"> ▪ School web pages

Attachment II: Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of Closure of Montgomery School

Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of School Closure:	Action:
	<ul style="list-style-type: none"> ▪ Area 1 page ▪ CBE main home page <p>As of March 3, 2011</p> <ul style="list-style-type: none"> • The Written Notice to Parents was posted on the closure consideration project page after sent home to parents. <p>On January 19, 2011</p> <ul style="list-style-type: none"> • A notice of the public meeting was located on CBE public meetings calendar. <p>After public meeting was held, the document 'Board of Trustees' e-mail address for submissions' was added to consideration of closure page.</p>
<p>5 (2) The date and place of the public meeting referred to in subsection (1)(a) shall be</p> <p>(b) advertised in a newspaper circulating within the area or areas of the school or schools affected by the proposed closure, on at least 2 occasions as close as it is practicable to the date of the meeting.</p>	<p>Wednesday, March 2, 2011 and Saturday, March 5, 2011 - The required advertisements regarding the date, time and location of the public meeting were placed in the <i>Calgary Herald</i> and in the <i>Calgary Sun</i> newspapers.</p> <p>Information was also posted on the Calgary Board of Education web site prior to the public meeting.</p> <p><i>(Attachment VI: Record of Newspaper Advertisement Respecting the Consideration of Closure of Montgomery School)</i></p>
<p>5 (3) At least two Trustees of the Board shall attend the public meeting referred to in subsection (1)(a)</p>	<p>Five Trustees were in attendance at the March 9, 2011 public meeting.</p>

Attachment II: Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of Closure of Montgomery School

Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of School Closure:	Action:
(4) The Board shall ensure that minutes of all public meetings held under this section are prepared. The minutes of the public meetings shall include the major points of discussion. They are not a verbatim transcript of the meeting.	<p>Minutes of the meeting were prepared (<i>Attachment I: Minutes of Public Meeting Respecting the Consideration of Closure of Montgomery School</i>) and a draft copy of the Minutes of the public meeting was posted on the Calgary Board of Education website.</p> <p>The meeting is recorded audio/visually for internal administrative purposes.</p>
6 (1) A Board shall not make a final decision on the proposed closure until at least three weeks have passed since the date of the public meeting referred to in section 5(1)(a)	The Board has advised the public that it will decide whether to close the of the grade seven to nine regular program at Montgomery School on or about April 5, 2011. As of March 31, 2011 more than three weeks will have passed since the date of the public meeting.
(2) The Board of Trustees shall give due consideration to any written submissions on the proposed closure that it receives after the public meeting referred to in section 5(1)(a).	<p>Monday, April 4, 2011 (before noon.) – This date and time was identified as the last opportunity for the Board of Trustees to receive follow-up questions.</p> <p>Tuesday, April 5, 2011 (by 9:00 a.m.) – This date and time was identified as the last opportunity for the Board of Trustees to receive written submissions. Each Trustee received a copy of each submission. For privacy reasons they are not attached to this report. (<i>Attachment IX: Written Submissions Received after the Public Meeting Respecting the Consideration of Closure of Montgomery School</i>) -these have been circulated only to Trustees and retained for the corporate record. Note: Questions were received and those chosen for response were posted to the website. Copies of all questions and responses are provided to each Trustee.</p> <p>Members of the public were informed that the Board of</p>

Attachment II: Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of Closure of Montgomery School

Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of School Closure:	Action:
	Trustees would give due consideration to any submissions received after the public meeting; at the time of this report, one YourVoice submission and four submissions were received via the Board of Trustees' office.
(3) The Board (a) shall by resolution decide whether to close the school, and	
(b) if the decision is to close the school, shall forthwith notify the Ministers in writing of the decision	
7 (1) All School Closure procedures shall be initiated and completed within the school year in which the decision to close the school is made.	The procedure to consider the Closure of Montgomery School and all programs contained therein began January 18, 2011.
(2) Notwithstanding subsection (1), the Board may request permission in writing from the Ministers to extend the school closure procedures beyond one school year.	



Calgary Board of Education

OFFICE OF THE BOARD OF TRUSTEES

Education Centre

515 Macleod Trail S.E., Calgary, Alberta Phone: 403-294-8487 Fax: 403-294-8282

March 2, 2011

**WRITTEN NOTICE REGARDING
CONSIDERATION OF CLOSURE OF
MONTGOMERY SCHOOL AND
ALL PROGRAMS CONTAINED THEREIN**

INTRODUCTION

At a Regular Meeting on Tuesday, January 18, 2011, the Board of Trustees of the Calgary Board of Education (CBE) passed a motion to consider the closure of Montgomery School and all programs contained therein. Motion to consider closure does not mean that closure will occur – only that the possibility of closure will be considered. No closure decision will be made by the Board of Trustees until parents and the public have had an opportunity to provide input with respect to this important community matter.

A public meeting is scheduled in the **Montgomery School gymnasium on Wednesday, March 9, 2011, at 7:00 p.m.** to discuss the closure under consideration¹. The public meeting will provide those in attendance with an opportunity to participate in a discussion respecting the information provided in this notice. Parents and interested members of the public will also have an opportunity at the public meeting to make statements or ask questions of Calgary Board of Education administration.

The key issue is that enrolment at Montgomery School is low and is projected to decline. The low number of grades seven to nine regular program students from the residential districts of Silver Springs and Montgomery makes it challenging to provide regular programming for these students.

Attachment III: Written Notice Respecting the Consideration of Closure of Montgomery School

BACKGROUND

As a way to effectively use space and resources for both educational programming and plant operations and maintenance, the following were identified as both opportunities and challenges:

- Enrolment at Montgomery School is low in grades seven to nine making programming, resourcing and organizing for student learning a challenge.
- H.D. Cartwright School has the capacity to provide a grade seven to nine regular program for students from the residential districts of Montgomery and/or Silver Springs.
- F.E. Osborne School has the capacity to provide a grade seven to nine regular program for students from the residential districts of Montgomery and/or Silver Springs.
- Thomas B. Riley School has the capacity to provide a grade seven to nine regular program for students from the residential district of Montgomery.
- For the 2012-2013 school year, the enrolment at F.E. Osborne School will decline as students residing in the residential district of Tuscany will be designated to the new middle school in Tuscany.

Schools and Programs

Montgomery School

Instructional space available = 765

Enrolment as of September 30, 2010

	GR7	GR8	GR9	Total
Montgomery	12	11	17	40
Silver Springs	22	39	45	106
Out Of Attendance Area	4	7	12	23
System Classes (Learning and Literacy)	7	7	5	19
System Class (Paced Learning Program)		5	8	13
Total	45	69	87	201

H.D. Cartwright School

Instructional space available = 515

Enrolment as of September 30, 2010

	GR7	GR8	GR9	Total
Dalhousie	37	44	59	140
Ranchlands	33	48	45	126
Sherwood	12	11	21	44
Out Of Attendance Area	5	7	4	16
System Class (ACCESS*)	1	6	2	9
System Class (Bridges)	2	3	2	7
Total	90	119	133	342

*Attitude, Community, Competence, Elements of Academic Curriculum, Social Skills

H.D. Cartwright School also accommodates a short-term Behavior/Emotional system class (LEAP).

Attachment III: Written Notice Respecting the Consideration of Closure of Montgomery School

F.E. Osborne School

Instructional space available = 785

Enrolment as of September 30, 2010

	GR7	GR8	GR9	Total
Varsity	41	54	55	150
University of Calgary	5			5
Hawkwood	56	70	70	196
Tuscany	73	73	85	231
Out of Attendance Area	14	9	10	33
Total	189	206	220	615

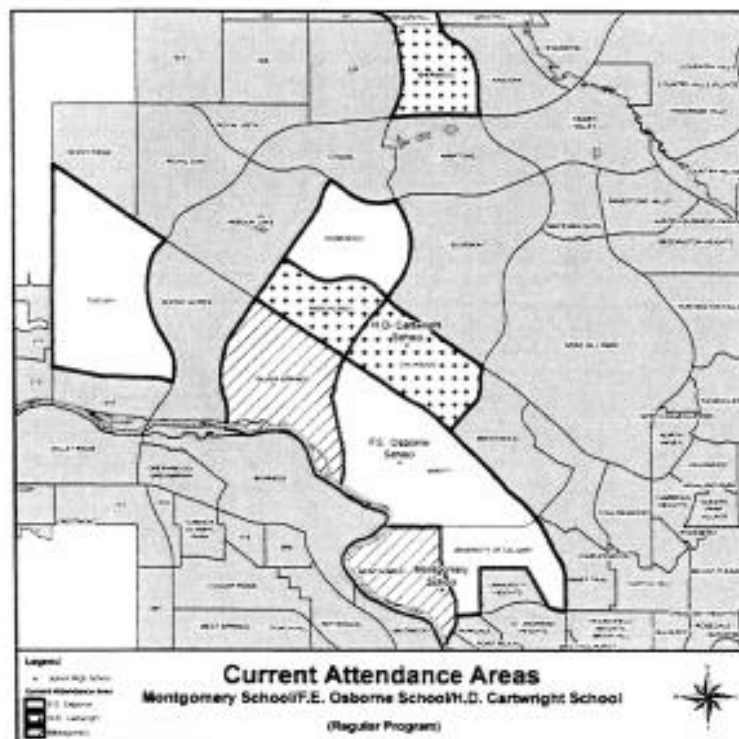
For the 2012-2013 school year, the enrolment at F.E. Osborne School will decline as students residing in the residential district of Tuscany will be designated to the new middle school in Tuscany.

INFORMATION²

Section A: Implications For Affected Attendance Areas³

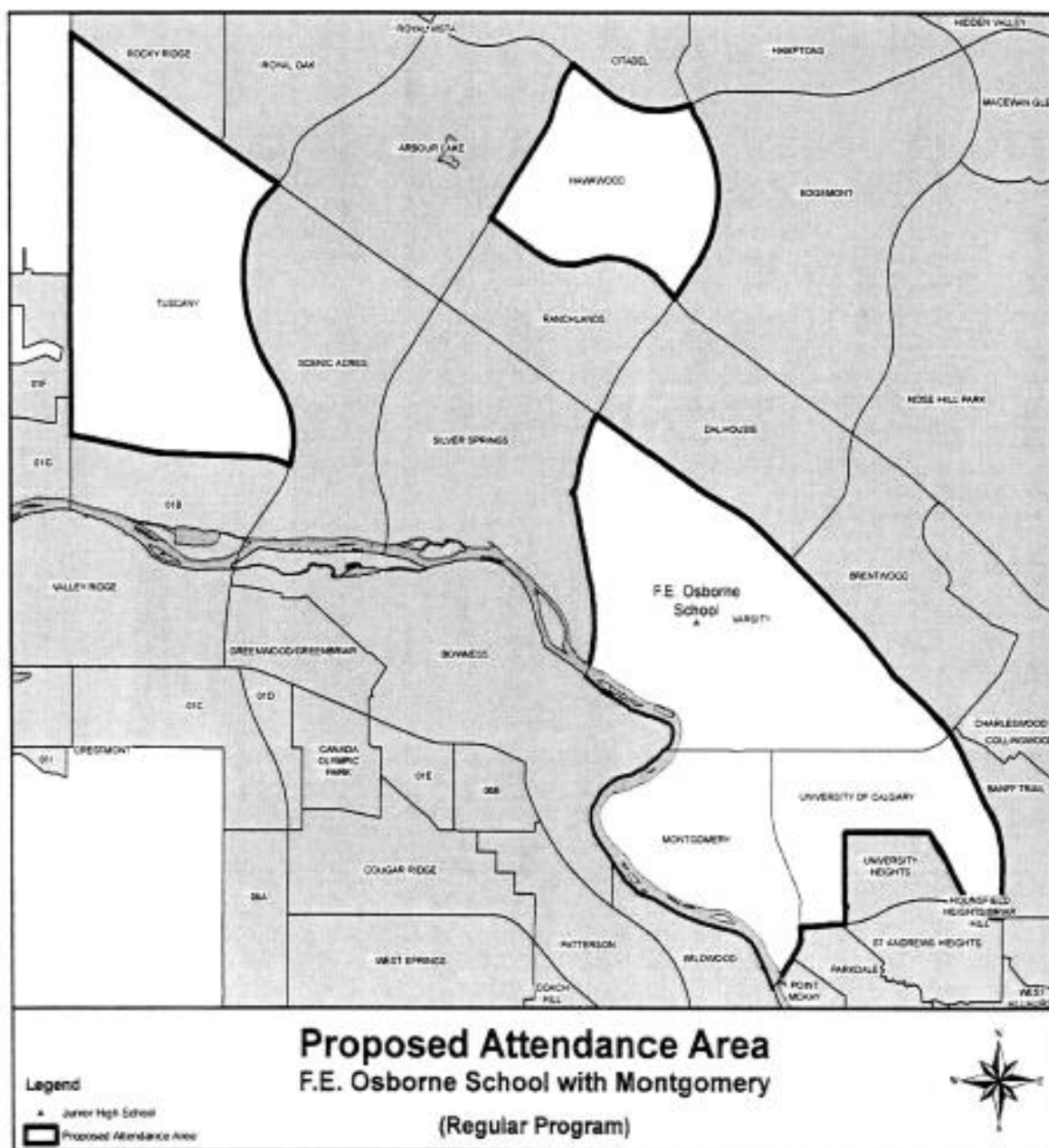
i) A Decision to Close This School Would Affect Attendance Areas⁴

The map below shows the current attendance areas for Montgomery, H.D. Cartwright and F.E. Osborne Schools, for the 2010-2011 school year.



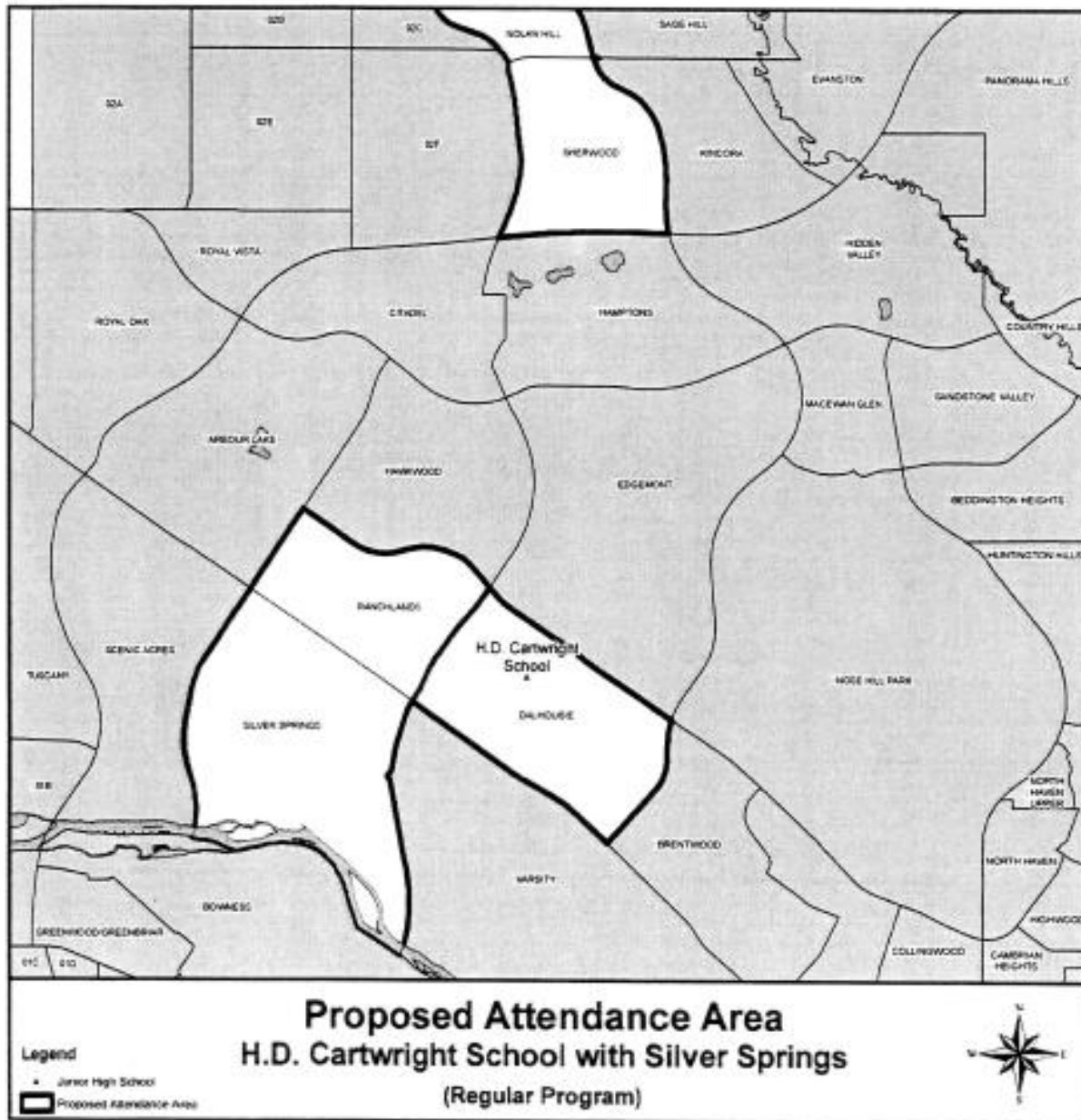
Attachment III: Written Notice Respecting the Consideration of Closure of Montgomery School

The map below illustrates the proposed attendance area, including the residential district of Montgomery, for the regular program at F.E. Osborne School for the 2011-2012 school year.



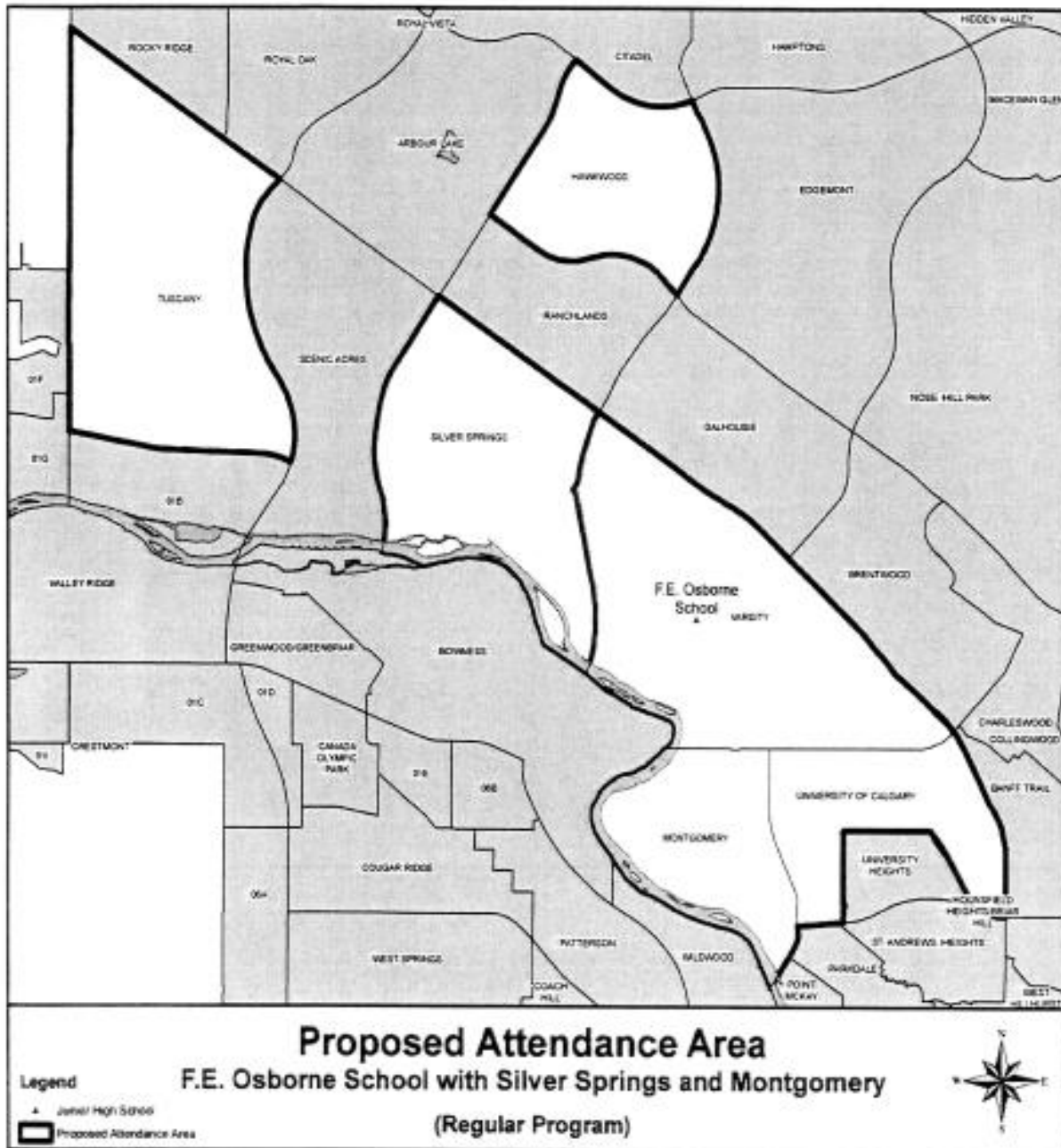
Attachment III: Written Notice Respecting the Consideration of Closure of Montgomery School

The map below illustrates the proposed attendance area, including the residential district of Silver Springs, for the regular program at H.D. Cartwright School for the 2011-2012 school year.



Attachment III: Written Notice Respecting the Consideration of Closure of Montgomery School

The map below illustrates the proposed attendance area, including the residential districts of Silver Springs and Montgomery, for the regular program at F.E. Osborne School for the 2011-2012 school year.



Attachment III: Written Notice Respecting the Consideration of Closure of Montgomery School

ii) *A Decision to Close This School Would Result in a Change in Designation for Some Students*

Should the Board of Trustees decide to close the grade seven to nine regular program at Montgomery School, and all programs contained therein, the students would be designated as follows, effective the 2011-2012 school year:

- Students in grades seven to nine residing in the residential district of Montgomery would be designated to F.E. Osborne School.
- Students in grades seven to nine residing in the residential district of Silver Springs would be designated to H.D. Cartwright School or F.E Osborne School; with a designation decision to be determined.
- Move in its entirety, the Learning and Literacy classes to Simon Fraser School.
- Move in its entirety, the Paced Learning Program class to F.E. Osborne School.

iii) *A Decision to Close This School Would Affect Attendance at Other Schools*

Parents from the residential district of Montgomery indicated that programming opportunities, distance to the school and transportation services were high priorities. As a result of the engagement process, the feedback substantiates Administration's recommendation that the students residing in the residential district of Montgomery be designated to F.E. Osborne School.

The table below provides the projected enrolment at F.E. Osborne School assuming that Montgomery School, and all programs contained therein, is approved for closure and the students from the residential district of Montgomery and the system class are designated to F.E. Osborne School.

F.E. Osborne School

Instructional space available = 785

Projected for September 2011

	GR7	GR8	GR9	Total
Varsity	38	46	58	142
University of Calgary	3	5	0	8
Hawkwood	52	57	76	185
Tuscany	86	74	75	235
Montgomery	14	13	12	39
Out of Attendance Area	0	14	9	23
System Class (Paced Learning Program)	0	3	7	10
Total	193	212	237	642

F.E. Osborne School has the capacity to accommodate the additional students from the Montgomery residential district and the system class.

Attachment III: Written Notice Respecting the Consideration of Closure of Montgomery School

Through the community engagement process, parents from the residential districts of Silver Springs and Montgomery were given an opportunity to provide feedback regarding three possible school designations (Thomas B. Riley, H.D. Cartwright, F.E. Osborne). The parents from the residential district of Silver Springs expressed interest in both H.D. Cartwright School and F.E. Osborne School. Programming opportunities, distance to the school and transportation services were high priorities for the Silver Springs stakeholders. As Administration gathers further feedback from the Silver Springs stakeholders, a final determination regarding the designation of the grade seven to nine regular program students from the residential district of Silver Springs will be made and communicated.

The table below provides the projected enrolment at H.D. Cartwright School assuming that Montgomery School, and all programs contained therein, is approved for closure and the students from the residential district of Silver Springs are designated to H.D. Cartwright School.

H.D. Cartwright School

Instructional space available = 515

Projected for September 2011

	GR7	GR8	GR9	Total
Dalhousie	39	36	45	120
Ranchlands	42	34	47	123
Sherwood	14	12	12	38
Silver Springs	38	21	37	96
Out Of Attendance Area	0	5	7	12
System Class (ACCESS*)	3	2	4	9
System Class (Bridges)	2	2	1	5
Total	138	112	153	403

*Attitude, Community, Competence, Elements of Academic Curriculum, Social Skills

H.D. Cartwright School has the capacity to accommodate the additional students from the residential district of Silver Springs.

Attachment III: Written Notice Respecting the Consideration of Closure of Montgomery School

The table below provides the projected enrolment at F.E. Osborne School assuming that Montgomery School, and all programs contained therein is approved for closure, and the students from both the residential districts of Montgomery and Silver Springs, as well as the system class, are designated to F.E. Osborne School.

F.E. Osborne School

Instructional space available = 785

Projected for September 2011

	GR7	GR8	GR9	Total
Varsity	38	46	58	142
University of Calgary	3	5	0	8
Hawkwood	52	57	76	185
Tuscany	86	74	75	235
Montgomery	14	13	12	39
Silver Springs	38	21	37	96
Out of Attendance Area	0	14	9	23
System Class (Paced Learning Program)	0	3	7	10
Total	231	233	274	738

F.E. Osborne School has the space to accommodate the additional students from the residential districts of Silver Springs and Montgomery as well as the system class. For the 2012-2013 school year, the enrolment at F.E. Osborne School will decline as students residing in the residential district of Tuscany will be designated to the new middle school in Tuscany.

Section B: Implications Relative to CBE's Long Range Capital Plan

A decision to close Montgomery School, and all programs contained therein, would have no implications relative to the CBE's long range capital plan which is comprised of the *School Capital Plan 2011-2014* and the *Ten-Year System Student Accommodation and Facilities Strategy*. The CBE's *School Capital Plan 2011-2014* identifies project priorities for new school/replacement school construction and preservation/major modernization projects and is submitted to the Province on an annual basis. The Calgary Board of Education's *Ten-Year System Student Accommodation and Facilities Strategy* provides the long range future project requests and plans for CBE schools.

These documents are available from any CBE school or can be accessed on the CBE website at <http://www.cbe.ab.ca/aboutus/documents.asp>.

Section C: Implications With Respect to Busing

Administration anticipates that all students residing in the residential district of Silver Springs will be eligible for transportation to H.D. Cartwright School or F.E. Osborne School. If Montgomery School and all programs contained therein is approved for closure, it is anticipated that the current cost of \$75,000 for transportation will be reduced to approximately \$63,000, resulting in an approximate savings of \$12,000 to the Calgary Board of Education.

Attachment III: Written Notice Respecting the Consideration of Closure of Montgomery School

There are no additional costs anticipated for transporting the students from the two Learning and Literacy classes to Simon Fraser School and the students from the Paced Learning Program class to F.E. Osborne School as all three classes will continue to require charter bus service to their designated schools.

Appendix 2 provides the *Proposed Walk Zone Map for F.E. Osborne School*. *Appendix 3* provides the *Proposed Walk Zone Map for H.D. Cartwright School*. Designated students residing outside the walk zone depicted in the map would be eligible for subsidized transportation.

Administrative Regulation 6095-Student Transportation is available on the CBE website at <http://www.cbe.ab.ca/policies/policies/AR6095.pdf> and provides information regarding the administration of transportation services. Also, see *Appendix 1 – Transportation Information 2010-2011* for a summary of transportation eligibility criteria, fees and parent/guardian responsibilities relating to student transportation.

Section D: Educational, Programming and Staffing Impacts

i) The Educational Impact Associated With Non-Closure of This School

Enrolment in the grade seven to nine regular program at Montgomery School is low and projected to decline. The table below provides the projected enrolment at Montgomery School for September 2011, assuming that the school remains open (status quo).

Montgomery School

Instructional space available = 765

Projected for September 2011

	GR7	GR8	GR9	Total
Montgomery	14	13	12	39
Silver Springs	38	21	37	96
Out Of Attendance Area	0	4	7	11
System Classes (Learning and Literacy)	7	7	6	20
System Class (Paced Learning Program)	0	3	7	10
Total	59	48	69	176

If the recommendation for the proposed closure of Montgomery School and all programs contained therein is not approved, Montgomery School would remain open with the current designations. With low enrolment in the school, the ability to meet the learning needs and interests of students is challenging. Funding is provided on a per student basis via the Resource Allocation Method. Low and declining enrolment makes resource allocation challenging with respect to the number of teachers and the range of learning opportunities and supports available for students.

ii) The Educational Impact Associated With Closure of This School

If Montgomery School and all programs contained therein is approved for closure, students from both the residential districts of Montgomery and Silver Springs would have access to teachers with expertise in a variety of disciplines and a larger cohort of peers, regardless of which school they are designated to. This would provide more opportunities for flexibility in organizing for learning, grouping of students and for the development of staff professional learning communities. Students would also have access to staff who could offer extra-curricular and co-curricular activities.

If the Learning and Literacy classes are moved to Simon Fraser School, students will have opportunities to be included in a large variety of regular program classroom environments as well as a broad range of extra-extracurricular and co-curricular activities.

If the Paced Learning Program class is moved to F.E. Osborne School, students will have the opportunity to be included in a larger range of extra-extracurricular and co-curricular activities while also moving with students from Montgomery School.

iii) The Staffing Impact

Resources are allocated to schools based on a per school base allocation, student enrolment and student profile. Should Montgomery School and all programs contained therein be approved for closure, resource allocation levels would be adjusted at F.E. Osborne School and H.D. Cartwright School to reflect the projected student enrolment and profile for 2011-2012. Further adjustments would be made should there be any discrepancy between the projected student enrolment and profile and the actual September 30, 2011 student enrolment.

Based on the number and individual needs of students enrolled at a school, the principal, in consultation with their staff, determines how to effectively allocate physical and human resources to best serve the learning needs of students. As with all CBE schools, teacher staffing decisions take place in the fall of each school year, based on September 30th actual enrolments. Teachers would be transferred as per the teacher transfer process, in accordance with the CBE's current staffing processes.

Support staff would be identified for transfer/layoff and considered for placement and recall in accordance with the Calgary Board of Education and Staff Association Collective Agreement and current staffing processes. Facility Operations staffing levels would be assessed in accordance with the CBE and CUPE Local 40 Collective Agreement and caretaking staffing formulae and practices.

Section E: Financial and Capital Implications

i) General Financial and Operational Impacts

The following are the Financial and Operational impacts should Montgomery School, and all programs contained therein, close. Administration anticipates a cost savings of approximately \$272,000 related to the administrative cost reductions associated with the proposed closure of the Montgomery School facility.

A net savings of approximately \$12,000 is anticipated due to the changes in transportation for students from the residential districts of Montgomery and Silver Springs (as defined above Section C: Implications with Respect to Busing).

Savings will also be realized resulting from a decrease to caretaking staff (\$140,000) and a decrease in utility costs ranging from \$25,000 to \$110,000; dependent on the future use of the site.

i) Capital Impacts

At this time there are no known capital impacts associated with the proposed school closure.

Section F: Future Facility Plans

The Calgary Board of Education does not have any plans to utilize Montgomery School facility for other CBE educational programming. An opportunity to lease the facility or dispose of the building may be considered in the future.

ADDITIONAL INFORMATION

Trustees welcome your views and input and invite you to provide comments to them directly or through administration. Questions regarding the Board of Trustees' consideration of closure of Montgomery School and all programs contained therein may be submitted in writing on the attached form, **prior to 12:00 noon on Tuesday, March 8, 2011.**

Attention: Dianne Yee, Director, Area I
Calgary Board of Education
c/o Parkdale Centre
728-32 St. N.W.
Calgary, Alberta T2N 2V9
Fax: 403-777-8719
OR
E-mail directly to yourvoice@cbe.ab.ca

It is not possible to respond individually to questions or inquiries prior to the public meeting. At the public meeting, having reviewed questions for relevancy and redundancy, selected questions will be answered. Should your specific question(s) not be selected for response at the public meeting, you will have ample opportunity to direct questions to administration and you are invited to do so.

As outlined in the Board of Trustees' Governance Policies and Procedures, the Board of Trustees shall not make a decision on the consideration of closure of Montgomery School and all programs contained therein until at least three weeks have passed from the date of the public meeting. The Board of Trustees will give due consideration to any written submissions on the proposed closure that it receives after the public meeting and prior to the final debate and decision at a meeting of the Board of Trustees.

Yours sincerely,



Pat Cochrane,
Chair of the Board of Trustees
CALGARY BOARD OF EDUCATION

Attachments:
Appendix 1: Transportation Information 2010-2011
Appendix 2: Proposed Walk Zone Map for F.E. Osborne School (if Montgomery School and all programs contained therein are approved for closure)
Appendix 3: Proposed Walk Zone Map for H.D. Cartwright School (if Montgomery School and all programs contained therein are approved for closure)
Form For Return: Question Submission Form

Attachment III: Written Notice Respecting the Consideration of Closure of Montgomery School

Endnotes

¹Pursuant to the School Act, R.S.A. 2000, Chapter S-3 and its associated regulations, the power to close a school or a school building or to transfer three or more consecutive grades in a program at a school housing more than one education program rests solely with the Board of Trustees and cannot be delegated. The Board of Trustees' Governance Policies and Procedures identify the formal process that will be followed when closure is being considered. The Board of Trustees' Governance Policies and Procedures relevant to closure considerations are available on the CBE's website. In accordance with those process requirements, the information in this notice is provided to the parents/guardians of students registered at Montgomery School and is available on the CBE web site.

² The Closure of Schools Regulation (AR 238/97) and the Board of Trustees' Governance Policies and Procedures are directive regarding the content of the Written Notice. The layout of that information is discretionary. For ease of presentation, the specific information set forth at s. 4 (2) and (3) of the Board of Trustees' Governance Process Policy GP5E: Board of Trustees' Procedure – Consideration of School Closure is set forth in this Written Notice in the following fashion: s. 4 (2) (a) (b) &(c) are contained within this document at Section A: Implications For Affected Attendance Areas. Section 4 (2) (b.1) is contained within this document at Section B: Implications Relative to CBE's Long-Range Capital Plan. Section 4 (2) (d) is contained within this document at Section C: Implications With Respect to Busing. Section 4 (2) (e) (f) & (g) are contained within this document at Section D: Educational Programming and Staffing Impacts and Section E: Financial and Capital Implications. Section 4 (3) (b) is contained within this document at Section F: Future Facility Plans.

³ With respect to the information contained throughout this Written Notice, please note that: Enrolment figures are based on September 30, 2010 data from SIRS (Student Information Records System) / enrolment projections for September 2011 are prepared by the Department of Community Engagement and Operational Planning.

⁴ The municipal boundaries associated with the **current attendance area** for **Montgomery School** is as follows:

MONTGOMERY SCHOOL 2116 McKay RD NW, T3B 1C7

North 32AV NW
East Shaganappi TR
South Bow River
West Bow River

⁴ The municipal boundaries associated with the **current attendance area** for **F.E. OSBORNE SCHOOL**

F. E. OSBORNE 5315 Varsity DR NW, T3A 1A7

North Crowchild TR NW
East Crowchild TR NW south to 16 AV NW
South 16 AV NW, University DR, 24 AV NW, south opposite Collegiate RD NW (western edge of University of Calgary boundary) to 16 AV NW, 16 AV NW
West Shaganappi TR NW, 32 AV NW, Bow River, line north, Silver Springs GA NW

Includes Hawkwood and Tuscany communities

Attachment III: Written Notice Respecting the Consideration of Closure of Montgomery School

⁴ The municipal boundaries associated with the **current attendance area** for **H.D. CARTWRIGHT SCHOOL**

H. D. CARTWRIGHT 5500 Dalhart RD NW, T3A 1V6

North John Laurie BV NW
East Shaganappi TR NW
South Crowchild TR NW
West Sarcee TR NW

Includes Ranchlands, Sherwood and Nolan Hill communities

⁴ The municipal boundaries associated with the **proposed attendance area** **F.E. OSBORNE SCHOOL**

F.E. OSBORNE SCHOOL 5315 Varsity DR NW, T3A 1A7

North Crowchild TR NW
East Crowchild TR NW south to 16 AV NW
South 16 AV NW, University DR, 24 AV NW, south opposite Collegiate RD NW (western edge of University of Calgary boundary) to 16 AV NW, 16 AV NW to Shaganappi TR NW, south on Shaganappi TR NW to Bow River
East Bow River, line north to Silver Springs GA NW (western edge of Varsity boundary)

Includes Hawkwood and Tuscany communities

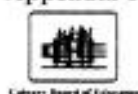
⁴ The municipal boundaries associated with the **proposed attendance area** for **H.D. CARTWRIGHT SCHOOL**

H.D. CARTWRIGHT SCHOOL 5500 Dalhart RD NW, T3A 1V6

North John Laurie BV NW
East Shaganappi TR NW
South Crowchild TR NW
West Sarcee TR NW

Includes Montgomery, Ranchlands, Sherwood and Nolan Hill communities

Appendix 1:



**Transportation Information
2010-2011**

Administrative Regulation 6095 – Student Transportation, section 5, states:

5 (1) The parent or guardian of a student or the independent student receiving subsidized transportation must provide for the supervision and transportation of the student to and from the bus stop on the bus route for eligible students.

5 (2) If a student does not receive subsidized transportation, the parent/guardian of the student or the independent student must provide for the supervision and transportation of the student to and from school.

Eligibility for Subsidized Transportation

The Calgary Board of Education will provide subsidized transportation in accordance with AR6095 for students who attend their attendance area school or directed school and who live within the transportation service area. The transportation service area means the designated zone within an attendance area in which the Calgary Board of Education provides subsidized transportation.

All students receiving charter bus service will be required to pay any applicable transportation fee. Parents of eligible students experiencing financial difficulties may apply for a waiver of the transportation fee(s). This application is available at your child's school or on the CBE website at: www.cbe.ab.ca/parents/forms.asp

ELIGIBLE RIDERS (within Transportation Service Area)

Type of Transportation	Grades K-6 Charter Bus (Southland or First Student)	Grades 7-9 Charter Bus (Southland or First Student) OR Calgary Transit (CT) (only for specific schools listed on the CBE website)	Grades 10-12 Calgary Transit (CT)
Transportation Fee	\$200.00/student Maximum \$400.00/family for charter transportation	\$200.00/student Maximum \$400.00/family for charter transportation OR Cost of CT pass less rebate	Cost of Calgary Transit (CT) pass less rebate
CT Bus Pass (unrestricted) Purchased by student/parent at local vendor		Rebate of \$34.25/month for Calgary Transit pass if charter bus service is not provided	Rebate of \$18.50/month for Calgary Transit pass
Bus Stop Administrative Regulation 6095 11(5) states: Kindergarten, elementary students and junior high school students enrolled in an alternative program, other than a bilingual or immersion program, may be required to travel farther than 800 meters or 1600 meters from their home or daycare centre, as outlined in sections 11(3) and 11(4) to a congregated school bus stop.	Approximately 800 m or more from home "Transportation Change Request Form" can be completed only if there are no stops within approximately 800 meters of the student's home address (see CBE website for details)	Approximately 1600 m or more from home "Transportation Change Request Form" can be completed only if there are no stops within approximately 1600 meters of the student's home address (see CBE website for details)	

Attachment III: Written Notice Respecting the Consideration of Closure of Montgomery School

Bus Routes	Available from the school 3 working days prior to the start of classes	Available by mid-August at schools and online at www.calgarytransit.com
CBE Bus Pass	Students will be issued a bus pass, which is sent to the student's school for distribution. If a student loses a bus pass: <ul style="list-style-type: none"> School will issue a temporary pass \$2.00 fee for replacement pass (to Transportation Services through the school) 	

CONDITIONAL RIDERS

Students who are not attending their attendance area school or who are not within the transportation service area may be able to access existing service if there is a suitable stop on the existing bus route. Fees will not be waived for Conditional Riders.

Criteria for Conditional Riders:

- Must access an existing stop
- Must be room on the bus
- Must pay the transportation fee
- No additional bus routes will be implemented to accommodate conditional riders
- Must wait for written approval from Transportation Services before starting to ride the bus

Note: Approval may take until mid-October so alternative arrangements must be in place prior to approval or in the event that approval cannot be granted.

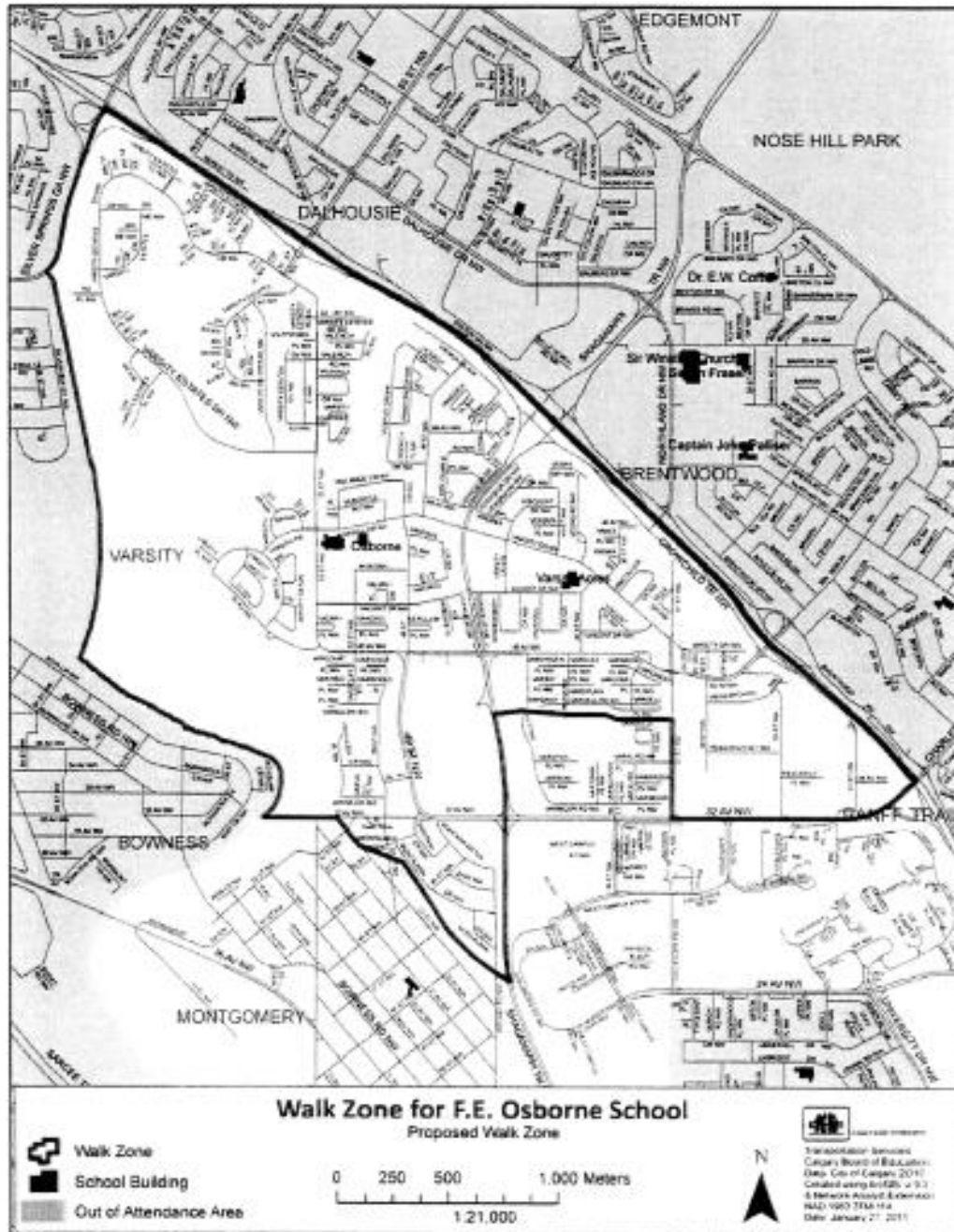
CONDITIONAL RIDERS (not within Transportation Service Area)

	Grades K-6	Grades 7-9	Grades 10-12
Type of Transportation	Charter Bus (Southland or First Student)	Charter Bus (Southland or First Student) OR Calgary Transit (CT) (only for specific schools listed on the CBE website)	Calgary Transit (CT)
Transportation Fee	\$200.00/student No family maximum	\$200.00/student No family maximum OR Cost of CT pass (\$54.25 per month)	Cost of Calgary Transit (CT) pass
Bus Stop	Must access an existing bus stop. No stop changes will be considered	Must access an existing bus stop. No stop changes will be considered	
CT Bus Pass (unrestricted) Purchased by student/parent at local vendor		No rebate on CT pass	No rebate on CT pass
Bus Routes	Available from the school 3 working days prior to the start of classes		Available by mid-August at schools and online at www.calgarytransit.com
CBE Bus Pass	Students will be issued a bus pass, which is sent to the student's school for distribution. If a student loses a bus pass: <ul style="list-style-type: none"> School will issue a temporary pass \$2.00 fee for replacement pass (to Transportation Services through the school) 		

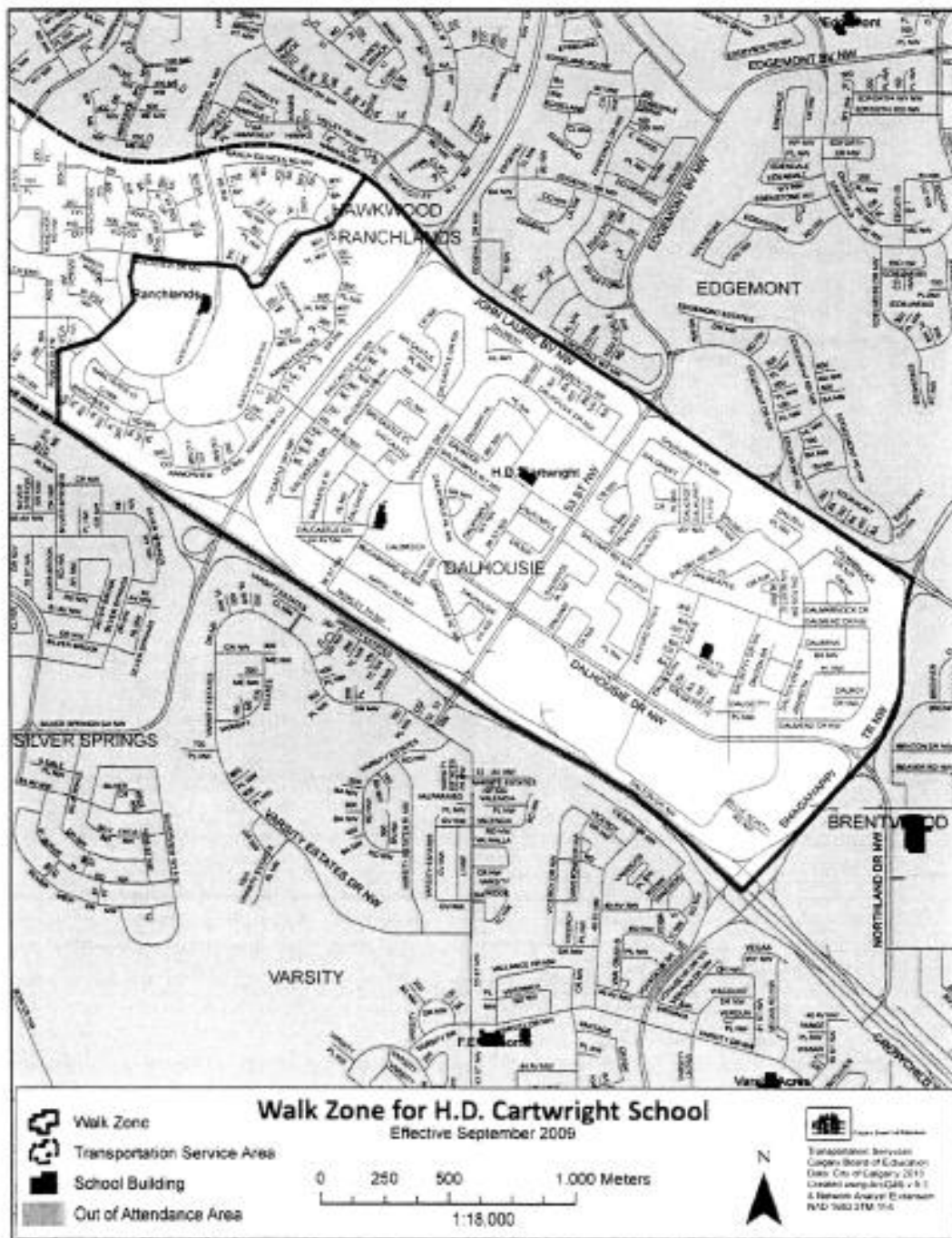
Transportation Fee vs. Lunchroom Fee

<i>STUDENT PAYS FOR LUNCHROOM</i>	<i>STUDENT <u>DOES NOT</u> PAY FOR LUNCHROOM</i>
Student does not live within Transportation Service Area for their designated school and stays for lunch → student pays for lunchroom	Student lives within the Transportation Service Area for their designated school and rides charter bus → student pays for bus; but not for lunchroom
Student does not live within the Transportation Service Area for their designated school but rides the charter bus as a conditional rider and stays for lunch → student pays for bus and lunchroom	Student lives within the Transportation Service Area for their designated school, but parent drives the student to school → student does not pay for bus or lunchroom

Appendix 2:
Proposed Walk Zone Map for F.E. Osborne School
(if Montgomery School and all programs contained therein, is approved for closure)



Appendix 3:
Walk Zone Map for H.D. Cartwright School
(if Montgomery School, and all programs contained therein, is approved for closure)



Attachment IV: Record of Signs Respecting the Consideration of Closure of Montgomery School

Confirmation of Road Sign Postings and Text

Montgomery School

PUBLIC MEETING
CONSIDERATION OF CLOSURE
MONTGOMERY SCHOOL
WEDNESDAY MARCH 9 7:00PM
MONTGOMERY SCHOOL GYMNASIUM
2116 MACKAY ROAD NW

Location	Date	Time	Initial
Silver Springs Blvd, east of Nose Hill Drive <i>Picture #2</i>	<i>Feb. 22/11</i>	<i>5:16</i>	<i>KB</i>
Corner of Silver Springs Blvd & Silver Springs Gate <i>Picture #1</i>	<i>Feb. 22/11</i>	<i>4:11 pm</i>	<i>KB</i>
Bowness Road, between Monserrat Dr & Home Rd			
Home Rd & 52 St			
Montgomery School Site at 2116 Mackay Road NW			

KAREN GALEY

Attachment IV: Record of Signs Respecting the Consideration of Closure of Montgomery School

Confirmation of Road Sign Postings and Text

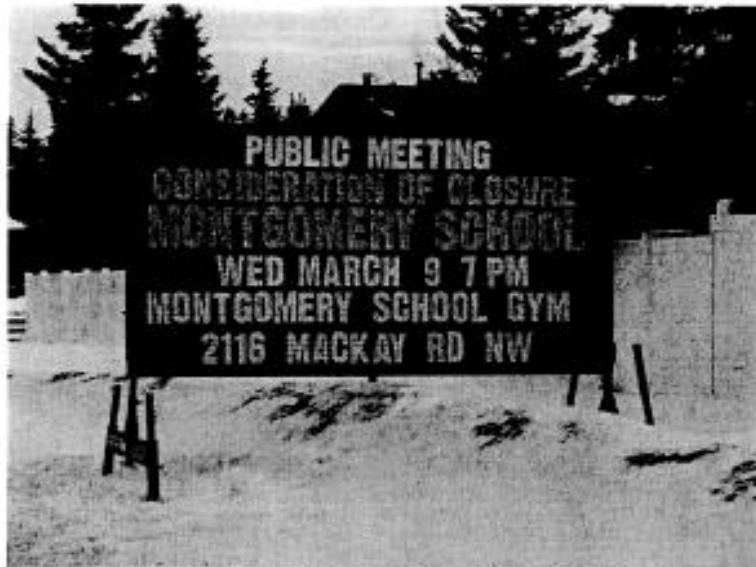
Montgomery School

PUBLIC MEETING
CONSIDERATION OF CLOSURE
MONTGOMERY SCHOOL
WEDNESDAY MARCH 9 7:00PM
MONTGOMERY SCHOOL GYMNASIUM
2116 MACKAY ROAD NW

Location	Date	Time	Initial
Silver Springs Blvd, east of Nose Hill Drive			
Corner of Silver Springs Blvd & Silver Springs Gate			
Bowness Road, between Monserrat Dr & Home Rd	Feb 22/11	4:12 pm	CD
Home Rd & 52 St	Feb 22/11	4:35 pm	CD
Montgomery School Site at 2116 Mackay Road NW	Feb 22/11	3:48 pm	CD

CALVIN
DAVIES

Attachment IV: Record of Signs Respecting the Consideration of Closure of Montgomery School

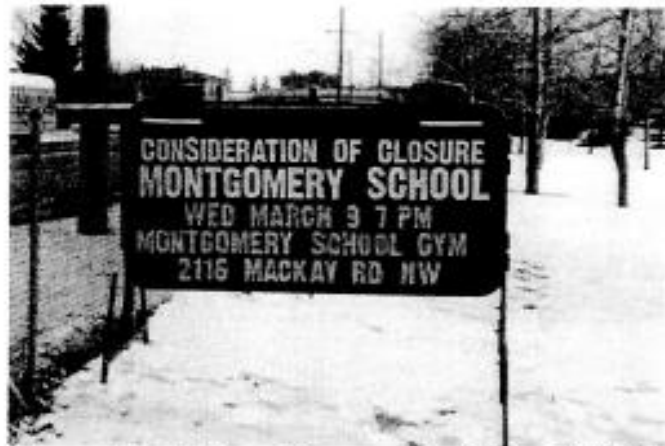


Silver Springs Blvd. east of Nose Hill Drive N.W.



Corner of Silver Springs Blvd. & Silver Springs Gate N.W.

Attachment IV: Record of Signs Respecting the Consideration of Closure of Montgomery School



Bowness Road between Monserrat Dr. & Home Rd. N.W.



Home Road & 52 Street N.W.

Attachment IV: Record of Signs Respecting the Consideration of Closure of Montgomery School



Montgomery School Site – 2116 Mackay Road N.W.

Attachment V: Record of Posters Respecting the Consideration of Closure of Montgomery School

Confirmation of Poster Postings

*NOTE: A minimum of five posters MUST be posted
Montgomery School
Public Meeting Date: March 9, 2011

[illegible]

Attachment V: Record of Posters Respecting the Consideration of Closure of Montgomery School

Confirmation of Poster Postings

*NOTE: A minimum of five posters MUST be posted

Montgomery School

Public Meeting Date: March 9, 2011

[illegible]

NOTICE OF PUBLIC MEETING
With respect to the Consideration of Closure of
Montgomery School and all
programs contained therein

Wednesday, March 9, 2011

7:00 p.m.

Montgomery School – Gymnasium

2116 MacKay Road N.W.

Calgary, Alberta

The Board of Trustees of the Calgary Board of Education passed a motion at the January 18, 2011 regular board meeting to consider closure of Montgomery School and all programs contained therein.

Pursuant to Alberta legislation and the Board of Trustees' Governance Policies and Procedures, a public meeting will be held for the purpose of discussing the possible closure. At least two Calgary Board of Education Trustees will be present at the public meeting. Until the Board of Trustees makes its decision regarding the possible closure, the public can make written submissions to the Board regarding the closure under consideration. For more information, visit the CBE website at www.cbe.ab.ca.




Calgary Board of Education

Confirmation of Newspaper Ads

Consideration of Closure of Montgomery School

Location	Date	Page	Initial
The Calgary Sun	Mar 2/11	16	DP
Calgary Herald	Mar 2/11	B4	DP
Calgary Herald	Mar 5/11	B2	DP
Calgary Sun	Mar 5/11	26	DP



PUBLIC MEETING NOTICE

**Consideration of Closure of Montgomery School and
All Programs Contained Therein**

The Board of Trustees of the Calgary Board of Education (CBE) passed a motion at its January 18, 2011 regular board meeting to consider the closure of Montgomery School and all programs contained therein.

Pursuant to Alberta government legislation and the Calgary Board of Education Board of Trustees' Governance Policies and Procedures, a public meeting will be held for the purpose of discussing the possible closure under consideration. The date and location for the public meeting is as follows:

**Wednesday, March 9, 2011 7:00 p.m. Montgomery School – Gymnasium
2116 MacKay Road N.W., Calgary, Alberta**

At least two Calgary Board of Education Trustees will be present at the public meeting. Until the Board of Trustees makes its decision regarding the possible closure, the public can make written submissions to the Board regarding the closure under consideration. For more information, visit the CBE website at www.cbe.ab.ca.

Calgary Herald Pg B4, Mar 2, 2011

The Calgary Sun ■ WEDNESDAY, MARCH 2, 2011

own in investigation

blogging officer's been in hot water.

Kropelniski was charged with assault last fall after a prisoner was allegedly assaulted in a jail cell.

Some of the blog postings refer to some women as "second-class working Whores" and "skanks."

In one opus called "why being a police officer sucks," he grumbles about how tough his job is.

"I am held to a higher standard than anyone else in the community," he writes.

"I go into places that would make you s--- your pants if you had to enter alone. I

do this for \$30.00/hr."

The blogger is also critical of Canada's justice system.

The constable's supervisor said the officer would not be permitted to comment.



TANIGUCHI
Comments



Calgary Board of Education

PUBLIC MEETING NOTICE

Consideration of Closure of Montgomery School and All Programs Contained Therein

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B2 Saturday, March 5, 2011



Calgary Board of Education

PUBLIC MEETING NOTICE

Consideration of Closure of Montgomery School and All Programs Contained Therein

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2116 Mackay Road N.W., Calgary, Alberta**

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Calgary Herald

The Calgary Sun ■ SATURDAY, MARCH 5, 2011



Calgary Board of Education

PUBLIC MEETING NOTICE

Consideration of Closure of Montgomery School and All Programs Contained Therein

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At least two Calgary Board of Education Trustees will be present at the public meeting. Until the Board of Trustees makes its decision regarding the possible closure, the public can make written submissions to the Board regarding the closure under consideration. For more information, visit the CBE website at www.cbe.ab.ca.

**Board of Trustees
Calgary Board of Education
Public Meeting**

**Discussion Respecting Consideration of Closure
of Montgomery School and
All Programs Contained Therein**

**Wednesday, March 9, 2011
7:00 p.m. – 10:00 p.m.**

AGENDA

1. Welcome, Introductions and Meeting Outline *Calvin Davies, Meeting Chair*
2. Opening Remarks *Naomi E. Johnson, Chief Superintendent of Schools*
3. Purpose of the Meeting & Role of the Board of Trustees *Lynn Ferguson, Board Vice-Chair*
4. Review of Written Notice *Karen Barry, Meeting Co-Chair*
 - Introduction
 - Background
 - Information
 - Section A: Implications For Affected Attendance Areas
 - Section B: Implications Relative to CBE's Long Range Capital Plan
 - Section C: Implications With Respect to Busing
 - Section D: Educational, Programming and Staffing Impacts
 - Section E: Financial and Capital Implications
 - Section F: Future Facility Plans

Break – 10 minutes (at the discretion of the Chair)

5. Responses to Previously Submitted or Anticipated Questions *Calvin Davies, Meeting Chair*
6. Open Discussion Questions and Comments from Parents and Public
(See Discussion Guidelines on reverse) *Calvin Davies, Meeting Chair*
7. Closing Remarks *Calvin Davies, Meeting Chair*
 - Opportunity for Written Submissions & Further Questions (*see over*)

PURPOSE OF THE MEETING

At a Regular Meeting on Tuesday, January 18, 2011, the Board of Trustees of the Calgary Board of Education passed a motion to formally consider the closure of Montgomery School and all programs contained therein. No decision has yet been made by the Board of Trustees of the Calgary Board of Education and no decision will be made until parents and the public have had an opportunity to provide input with respect to this community matter. The Board of Trustees of the Calgary Board of Education have organized and convened this public meeting in accordance with the Board of Trustees' Governance Policies and Procedure regarding Consideration of School Closure, for the purpose of providing a public opportunity for the discussion of the information contained in the Written Notice Regarding Consideration of Closure of Montgomery School and All Programs Contained Therein.

DISCUSSION GUIDELINES

1. The Chair shall facilitate the meeting and ensure that matters of business raised in the agenda are covered.
2. During the Open Discussion portion of the meeting, all participants are asked to seek recognition from the Chair by proceeding to the designated floor microphone.
3. Upon being recognized by the Chair, all participants are asked to state and spell their name, state the nature of their interest and to indicate if they wish to ask a question, make a comment, or both.
4. The Chair shall be solely responsible to determine whether questions have already been asked and answered, or, if they are relevant, provide a response to the questions or to direct questions to appropriate CBE administrative personnel for response.
5. Speakers from the floor will be limited to three minutes for questions or comments, and the Chair shall exercise discretion in allowing follow-up questions, time permitting.
6. When a speaker's time has expired, they may return to the end of the line and again seek recognition from the Chair.
7. The Chair reserves the right to declare individuals out of order if their conduct or comments are disruptive and to take such action as necessary to restore order.
8. The Chair may confer with the Procedures Chair at any time to resolve any questions arising, and rulings thereafter shall be final.

WRITTEN SUBMISSIONS & FURTHER QUESTIONS

It is not possible to direct personal responses to each question. All questions submitted will be reviewed for relevancy and repetitiveness and those selected for response will be answered on the CBE website at

<http://www.cbe.ab.ca/>.

Please submit all Written Submissions and Questions to:

Office of the Board of Trustees, Re: Montgomery School
Education Centre, 515 Macleod Trail SE, Calgary, Alberta, T2G 2L9

Or email to BoardofTrustees@cbe.ab.ca

**Follow-up Questions must be received on or before 12 noon on Monday, April 4, 2011.
Written Submissions must be received by 9:00 a.m. on Tuesday, April 5, 2010.**



Calgary Board of Education
Building a Collaborative Learning Community
OFFICE OF THE BOARD OF TRUSTEES

Education Centre Building
515 Macleod Trail S.E., Calgary, Alberta T2G 2L9 Telephone: (403) 294-6487 Fax: (403) 294-8282

January 19, 2011

His Worship, Mayor Naheed Nenshi
City of Calgary
P.O. Box 2100 Station M
Calgary, Alberta T2P 2M5

Dear Mayor Nenshi:

On behalf of the Board of Trustees, I am writing to advise you that at its regular meeting on January 18, 2011, the Board of Trustees passed the following motion:

THAT the Board of Trustees is satisfied that there is cause to proceed with a consideration of closure of Montgomery School, and all programs therein contained, in accordance with the Closure of Schools Regulation and the Board of Trustees' Governance Process Policy 5E: Board of Trustees' Procedure – Consideration of School Closure; and

THAT the Board follows the procedures for the closure of schools, as outlined in Governance Policy GP-5E, sections 4 to 7.

It is expected that a decision will be made by the Board of Trustees before the end of this school year. In addition to this official notification regarding consideration of closure of these programs, the *Closure of Schools Regulation* states:

5 (1) Where a board has given notice at a regular meeting of the board that it is considering the closure of a school, the board... (b) shall provide an opportunity for the council of the municipality in which the school is located to provide a statement to the board of the impact the closure may have on the community.

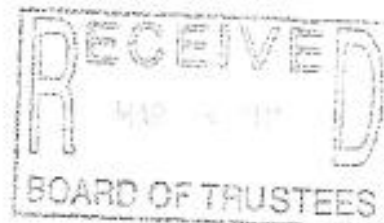
Page 12



THE CITY OF
CALGARY
CITY MANAGER'S OFFICE

2011 February 23

Pat Cochrane, Chair
Board of Trustees
Calgary Board of Education
515 Macleod Trail S.E.
Calgary, AB T2G 2L9



Dear Ms. Cochrane:

**Re: Notice of Proposed School Program Closure
Montgomery School**

Further to your letter of 2011 January 19 to Mayor Nenshi and copied to this office, I would like to advise as follows:

The City acknowledges the fact that it is not the decision maker for school programs or facilities and that decisions on school programs or facilities are the responsibility of the school boards, in consultation with the Province. Further The City acknowledges that the Calgary Board of Education has announced its intent to close Montgomery School and all programs therein contained. As no change of use is proposed for this site at this time, a report to Council will not be required.

Council appreciates the opportunity to comment on school program closures. At this time the Administration has identified that no significant community issues will arise from these proposed changes in programming. Council may, in future, desire to comment specifically on other school program closures.

Should you have any concerns or questions, please contact Glen Radway, Coordinator, City-wide Planning, who may be reached at (403)268-5928 or by email glen.radway@calgary.ca

Thank you for considering The City of Calgary in this matter.

Yours truly,

Owen Tobert
City Manager
T 403.268.8163 | F 403.268.3027 | Mail code #8003
Administration Building, 333 - 7 Avenue SE.

cc: Mayor Naheed Nenshi #8069
Members of Council, #8001
David Watson, General Manager, Planning, Development & Assessment, #8138
Chris Branch, Director, Community and Neighborhood Services, #116
Mary Axworthy, Director, Land Use Planning & Policy, #8117
Sharon Purvis, Director, Corporate Properties, #8052
Franca Gualtieri, Office Manager, Office of the Mayor, #8069

www.calgary.ca call 3-1-1

P.O. Box 2100, 5th Fl., Calgary, AB, Canada T2P 2M5

Equally serving all of Calgary

**Attachment IX: Written Submissions Received After the Public Meeting Respecting the
Consideration of Closure of Montgomery School**

**Written Submissions Received after the Public Meeting
for the Consideration of Closure of Montgomery School**

(NOTE: Submissions are provided to each Trustee in their original format, for privacy reasons they are not included as a part of the public document.)

CALGARY BOARD OF EDUCATION

REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES PUBLIC AGENDA

April 5, 2011

To: Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **Three-Year School Capital Plan 2012-2015**

Purpose: Approval

Governance Policy References: EL-3: Information, Counsel and Support to the Board of Trustees
EL-11: Financial Condition
EL-12: Asset Protection
EL-13: Facilities

Originator: Frank J. Coppinger, Superintendent, Facilities and Environmental Services

Resource Persons: Eugene Heeger, Director, Capital Planning and Development Services
Calvin Davies, Director, Community Engagement and Operational Planning
Karen Barry, System Principal, Community Engagement and Operational Planning
Brent Hughes, Manager, Capital and Urban Planning Services
Robert Ashley, Manager, Architectural and Engineering Services

I. RECOMMENDATIONS

It is recommended:

THAT the Calgary Board of Education's (CBE) *Three-Year School Capital Plan 2012-2015* (Attachment I) be approved and referred to Alberta Education.

II. ISSUE

In accordance with requirements of Alberta Education, Alberta school boards are required to submit a three-year school capital plan on an annual basis. This year's deadline for the *Three-Year School Capital Plan 2012-2015* is May 1, 2011.

The plan must identify two priority capital lists: one for "New School/Replacement School" construction requests; and one for "Preservation/Major Modernization" construction requests.

Alberta Education is not requiring the Board's priorities for modular classrooms to be submitted through the Web Application Program for the May 1, 2011 deadline. New modular classroom requests and modular moves will be dealt with through a separate submission process. The Board of Trustees must approve capital submissions, amendments, and any request for reconsideration before they are forwarded to Alberta Education.

III. BACKGROUND

School boards must review their needs for new space and substantiate their applications annually. 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. Projects are first reviewed for accuracy and clarity and Provincial staff may meet with school jurisdictions to obtain further information as required.

Alberta Education prioritizes project requests by first considering school jurisdiction priorities and then using the following criteria:

- Health and Safety
- Building Condition
- Utilization Rates
- Enrolment Projections
- Education Program Delivery; and
- Additional Information such as studies and regional plans.

Alberta Education then prepares the annual submission for the Provincial Capital Planning Initiative. All government projects are evaluated and prioritized using a Project Rating System which considers program delivery, infrastructure performance, and economic and financial impacts.

An in-depth review of the ranking rationale assigned to each capital project is undertaken by a cross-ministry committee, resulting in a recommendation being submitted to the Deputy Minister Capital Planning Committee, and then to the Treasury Board Capital Planning Committee. Provincial Caucus reviews the Treasury Board's recommendations, and ultimately, approves the Provincial Capital Plan.

The CBE's *School Capital Plan 2011-2014* was approved at the April 13, 2010 meeting of the Board of Trustees. This plan was sent to the Minister of Education and the Minister of Infrastructure on April 23, 2010, and constituted the CBE's annual request for Provincial funding for school building projects.

To date, no Provincial announcements have occurred for the *School Capital Plan 2011-2014*.

The CBE currently has six new schools under construction:

- Four middle schools (Coventry Hills School, Panorama Hills School, Taradale/Coral Springs School and Tuscany School) and one senior high school (Northwest Calgary High School) were approved in January 2008 as part of the ASAP Phase II project and are in the early stages of construction. The Province's schedule is to open all four middle schools for the 2012-2013 school year, and the Northwest Calgary High School for the 2013-2014 school year.
- The City of Calgary, the Province, and the CBE have entered into a memorandum of agreement for the construction of the replacement school for the Ernest Manning High School. Construction is nearing completion and the school is scheduled to open for the 2011-2012 school year.

IV. ANALYSIS

Using the CBE mission, vision, and values as an overarching umbrella for the development of the *School Capital Plan*, Administration is ensuring that the annual *School Capital Plan* aligns with the *Three-Year Education Plan*.

This alignment supports new 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 the following:

- 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 and personalized learning;
- Transition for students with minimal disruption in order to provide continuity of learning with consistent peer cohorts.

The CBE's *Three-Year School Capital Plan 2012-2015* is attached for information and approval for submission to Alberta Education.

The priorities have been listed for New School Construction on Table 1 (Page 29) and consist of 16 new school construction projects for a total estimated cost of \$309.3 million.

Saddle Ridge Middle is the first priority new school construction project followed by Royal Oak/Rocky Ridge Middle. ASAP Phase I elementary schools have opened for the 2010-2011 school year and approvals are needed for high-priority middle schools such as Saddle Ridge and Royal Oak/Rocky Ridge. The Centennial High School addition is strongly recommended as third priority in order to accommodate students living south of Fish Creek Park and relieve capacity pressure at other south high schools. The Northeast High School is recommended as fourth priority due to over 1,250 students being bussed from Area III to Area II schools. Other strong growth communities such as Evanston and New Brighton, require their first elementary school and are the fifth and sixth priorities.

The priorities have been listed for Modernization on Table 2 (Page 29) and consist of 20 modernization projects for a total estimated cost of \$265.5 million.

Chinook Learning Services is the first priority major modernization project and will require modernizations to several CBE buildings to provide accommodation for students. It is anticipated there will be one central location and satellite locations. The second to fifth priority major modernization projects are part of the strategy for the Career and Technology Centres. The Lord Shaughnessy High school modernization in Area IV is under construction and is the first modernization project undertaken for the Career and Technology curriculum.

Piitoayis Family School has been identified as the sixth overall priority. When completed, a study related to aboriginal programming will provide direction regarding facility requirements. Christine Meikle School, which is a unique setting for students with severe and complex needs, is the seventh overall priority. The top seven priorities have been identified on a placement basis as priority program needs for the CBE. The remaining 13 projects on the major modernization list have been identified on a ranking basis.

V. FINANCIAL IMPACT

The financing of new construction and major modernization projects approved by Alberta Education could be funded either through a P3 approach, or by cash grants under the Provincial Capital Block Program. Some projects may also be financed through the use of CBE capital reserves, if available.

Individual project applications would be submitted through the Web Application Program, following the Board's approval of this "paper-based" *Three-Year School Capital Plan 2012-2015*. The plans are to be electronically submitted to Alberta Education on the Web Application Program before May 1, 2011.

The CBE is willing to examine how innovative funding mechanisms could supplement the CBE's traditional funding from the Provincial government.

VI. IMPLEMENTATION CONSEQUENCES

Calgary continues to experience strong growth and increased 115,437 persons between 2005 and 2010, an average of 23,087 persons per year. The five-year population forecast to 2015 represents an average increase of 16,317 persons per year during this period. Although *Plan It Calgary* was recently implemented April 1, 2010, the majority of growth is still expected to continue in the developing communities in the next decade.

To date, projects listed in the *School Capital Plan 2011-2014* have not been approved and this is the third consecutive year that the school capital plan request from the CBE has not obtained project approvals from the Province.

Although the total capacity of the six new schools approved and under construction will total 6,900 student spaces, there will be a need for additional new schools within the next three years for the developing communities. The Three-Year System Student Accommodation Plan and the Ten Year System Student Accommodation and Facilities Strategy will identify potential space consolidation on a rolling basis over the next several years. The estimated capacity of existing facilities in inner-city and established communities, that could be reduced over the next ten years, is in excess of 12,300 student spaces.

VII. CONCLUSION

The approval of the *Three-Year School Capital Plan 2012-2015* would allow the CBE to demonstrate to the Provincial government that a comprehensive analysis of school capital needs has been completed and requires funding.

The priorities for the *Three-Year Capital Plan* total \$309.3 million for new construction projects and \$265.5 million for major modernization projects.

A handwritten signature in black ink, reading "Naomi Johnson". The signature is fluid and cursive, with the first name "Naomi" and last name "Johnson" clearly distinguishable.

NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

Attachment I: Three-Year School Capital Plan 2012-2015

Three-Year School Capital Plan 2012-2015

Prepared by Capital & Urban Planning Services
Prepared for the Regular Meeting of the Board – April 5, 2011



Calgary Board of Education

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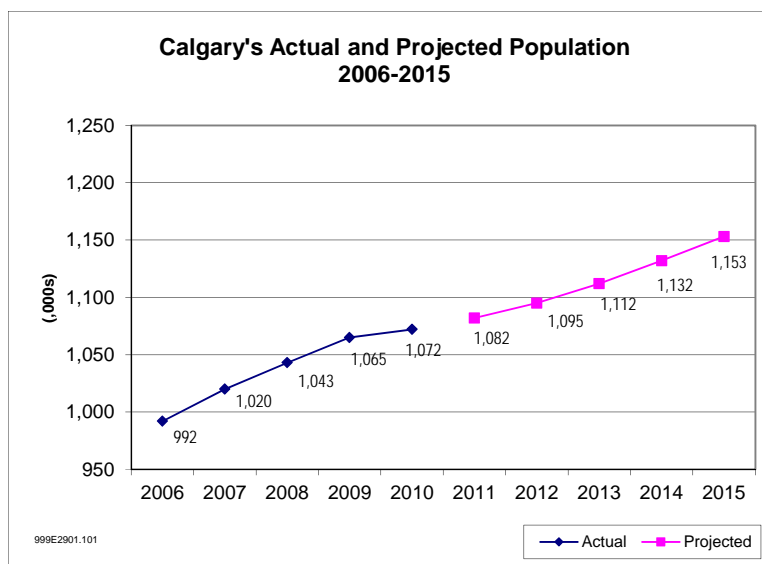
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EXECUTIVE SUMMARY

This Three-Year School Capital Plan 2012-2015 is an analysis of the CBE's forecasted school capital needs, as assessed at the present time.

1. Calgary Population Projections

Calgary has experienced tremendous growth over the past decade. One indicator of the magnitude of growth is the increase in Calgary's population by 115,437 persons in the last five years, an average of 23,087 persons per year. The City of Calgary (the City) has forecast that the total population of Calgary will reach 1,153,100 in 2015 from the total 1,071,515 in April 2010. This five-year forecast represents an average annual increase of 16,317 persons during this period.



2. Student Enrolment

The CBE's current student enrolment of 102,917 is forecast to increase to 108,623 students in 2015. The largest increase over the five-year timeframe will be Grades 1-3 students followed by Grades 4-6 students. The Grades 10-12 enrolments will decline by approximately 1,200 students.

Five-Year Enrolment Projections 2011-2015						
	Actual 2010	Projected				
		2011	2012	2013	2014	2015
Pre-Kindergarten	38	40	40	40	40	40
Kindergarten	7,459	7,627	7,993	8,346	8,013	8,221
Grades 1-3	22,443	23,163	23,797	24,623	25,628	26,035
Grades 4-6	20,436	20,590	20,965	21,720	22,418	23,032
Grades 7-9	21,693	21,549	21,507	21,242	21,401	21,783
Grades 10-12	25,667	25,303	25,009	24,660	24,498	24,453
Outreach Programs & Unique Settings	1,755	1,710	1,710	1,710	1,710	1,710
Sub-Total	99,491	99,982	101,021	102,342	103,708	105,273
Chinook Learning	2,789	2,700	2,700	2,700	2,700	2,700
CBe-learn	637	650	650	650	650	650
Total Student Count	102,917	103,332	104,371	105,692	107,058	108,623

- Chinook Learning Services includes approximately 1,000 students who are 20 years old or older on September 1.
- All projections are subject to annual review and update.
- Projections use September 30, 2010, enrolments as a base, and two-year average trends.

3. Calgary Growth and Development

Extrapolating from City forecasts, the following population increases for suburban locations are identified for the CBE's administrative Area:

City Growth Trends by CBE Area 2010-2014	
Area	Population Forecast
Area I	5,600-5,800
Area II	21,600-24,200
Area III	11,500-12,700
Area IV	11,000-12,200
Area V	52,000-57,500

4. Three-Year Education Plan

Alberta Education requires school boards to maintain three-year plans, updated annually. School boards are responsible for carrying out their education plans; for reporting annually to parents, communities, and government on results and use of their resources; and, for using results information to update plans and improve education for students. The Board of Trustees approved the combined Annual Education Results Report for the 2009-2010 school year and the Three-Year Education Plan 2010-2013 on December 7, 2010.

5. Schools Under Construction and Approvals

The Province provided eleven approvals from the School Capital Plan 2007-2010 for six elementary schools, four middle schools, and one senior high school. The six P3 ASAP I elementary schools: Bridlewood, Cranston, Evergreen, Royal Oak, Saddle Ridge, and West Springs, opened for the 2010-2011 school year.

The Province is constructing four middle schools and one senior high school as part of ASAP Phase II. The City of Calgary, the Province, and the CBE entered into a Memorandum of Agreement for the construction of a high school in west Calgary. This is a replacement school for Ernest Manning High school that will be closed as a result of the west LRT project being undertaken by The City of Calgary.

Future School Openings				
School Year Opening	School/Community	Grade	Approved Capacity	Approval Date
2011-2012	West Calgary High	Grades 10-12	1,800	November 2008
2012-2013	Coventry Hills Middle	Grades 5-9	900	January 30, 2008
	Panorama Hills Middle	Grades 5-9	900	January 30, 2008
	Taradale Middle	Grades 5-9	900	January 30, 2008
	Tuscany Middle	Grades 5-9	900	January 30, 2008
2013-2014	Northwest Calgary High	Grades 10-12	1,500	January 30, 2008
Total School Space Capacity			6,900	

The CBE's current utilization rate by enrolment is 79%. Over the next three school years approximately 6,900 additional student spaces will be built from schools approved, and under construction. It is estimated that capacity reductions over the next ten school years could be approximately 12,300 student spaces.

6. Capital Priorities – New School Construction

There are 16 new school construction projects in the Three-Year School Capital Plan 2012-2015.

Table 1: New School Construction				
Three-Year School Capital Plan 2012-2015 Priorities				
Priority Ranking – Project Description				
Community/School	Grade	Project Type	2011 Cost (\$)	
C-1 Saddle Ridge Middle	Gr. 5-9	New School	23,900,000	
C-2 Royal Oak/Rocky Ridge Middle	Gr. 5-9	New School	23,900,000	
C-3 Centennial High School	Gr. 10-12	Expansion	5,000,000	
C-4 Northeast Calgary High	Gr. 10-12	New School	46,000,000	
C-5 Evanston Elementary	K-4	New School	13,000,000	
C-6 New Brighton Elementary	K-4	New School	13,000,000	
C-7 New Brighton/Copperfield Middle	Gr. 5-9	New School	23,900,000	
C-8 Evergreen Middle	Gr. 5-9	New School	23,900,000	
C-9 Tuscany Elementary ⁽²⁾	K-4	New School	13,000,000	
C-10 Copperfield Elementary	K-4	New School	13,000,000	
C-11 Springbank Hill Elementary	K-4	New School	13,000,000	
C-12 Auburn Bay Elementary	K-4	New School	13,000,000	
C-13 McKenzie Towne Middle	Gr. 5-9	New School	23,900,000	
C-14 Springbank Hill/Discovery Ridge Middle	Gr. 5-9	New School	23,900,000	
C-15 West Springs/Cougar Ridge Middle	Gr. 5-9	New School	23,900,000	
C-16 Panorama Hills Elementary ⁽²⁾	K-4	New School	13,000,000	
Total			309,300,000	

7. Capital Priorities – Major Modernization Projects

There are 20 major modernization projects in the Three-Year School Capital Plan 2012-2015.

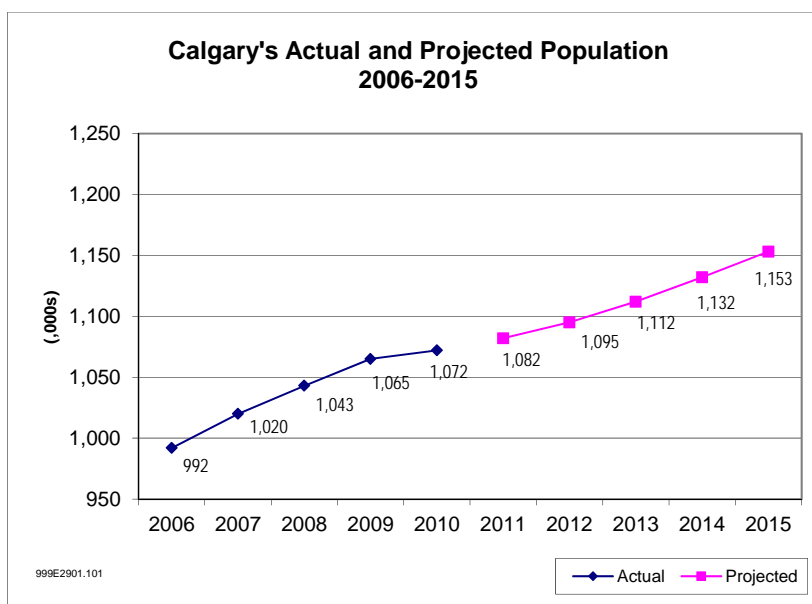
Table 2: School Major Modernizations				
Three-Year School Capital Plan 2012-2013 Priorities				
Community/School	Grade	Project Type	2011 Cost (\$)	
M-1 Chinook Learning Services		Major Modernization	10,500,000	
M-2 Area I High Schools (CTS Program)	Gr. 10-12	Major Modernization	24,250,000	
M-3 Area V High Schools (CTS Program)	Gr. 10-12	Major Modernization	24,250,000	
M-4 Area III High Schools (CTS Program)	Gr. 10-12	Major Modernization	24,250,000	
M-5 Area II High Schools (CTS Program)	Gr. 10-12	Major Modernization	24,250,000	
M-6 Piitoayis Family School	K-6	Major Modernization	12,500,000	
M-7 Christine Meikle School	Gr. 7-12	Major Modernization	7,500,000	
M-8 Altadore School	K-6	Major Modernization	9,000,000	
M-9 Nickle School	Gr. 5-9	Major Modernization	11,000,000	
M-10 Sir Wilfrid Laurier School	Gr. 5-9	Major Modernization	11,000,000	
M-11 Elboya School	K-9	Major Modernization	10,000,000	
M-12 Dr. J.K. Mulloy School	K-6	Major Modernization	6,000,000	
M-13 Henry Wise Wood High School	Gr. 9-12	Major Modernization	23,000,000	
M-14 Senator Patrick Burns School	Gr. 5-9	Major Modernization	11,000,000	
M-15 A.E. Cross School	Gr. 7-9	Major Modernization	11,000,000	
M-16 Sir John A. Macdonald	Gr. 7-9	Major Modernization	11,000,000	
M-17 Thomas B. Riley School	Gr. 5-9	Major Modernization	11,000,000	
M-18 Robert Warren School	Gr. 5-9	Major Modernization	4,000,000	
M-19 Louis Riel School	K-9	Major Modernization	11,000,000	
M-20 Woodman School	Gr. 5-9	Major Modernization	9,000,000	
Total			265,500,000	

1.0 INTRODUCTION

The Calgary Board of Education (CBE) is a global leader in public education. 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 almost 103,000 students (includes Adult Education) through 223 schools with more than 10,000 permanent employees and an operating budget of \$1,044.9 million.

Over the past decade, Calgary has seen tremendous growth and economic prosperity. One simple indicator of the magnitude of the growth is that the population of Calgary increased 115,437 persons between 2005 and 2010, at an average of 23,087 persons per year.

Calgary's population growth has significantly slowed the past year in comparison to previous years. The population grew from 1,065,455 in April 2009 to 1,071,515 in April 2010, an increase of 6,060 (.57%). Low population growth the past year was primarily due to the negative net migration of people moving away from Calgary.



The City of Calgary's report, *Calgary and Region Economic Outlook 2010-2020* (October 2010), identifies continued strong growth for Calgary; however, at a reduced pace. The City forecast indicates the total population of Calgary will reach 1,153,100 in 2015, an increase of 81,585 persons from the 1,071,515 total as at April 2010 by the Civic Census. The

five-year population forecast to 2015 represents an average increase of 16,317 persons per year during this period.

Calgary Total Population (,000s)										
Actual						Projected				
2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
956	992	1,020	1,043	1,065	1,072	1,082	1,095	1,112	1,132	1,153

Calgary and Region Economic Outlook 2010-2020 (October 2010), p. 2

In 2010, Calgary's population grew by 6,060 persons. The natural increase from April 2009 to April 2010 was 10,214 persons. There was a decrease of 4,154 persons in net migration where more people moved away from Calgary than moved to Calgary. The last time Calgary experienced a negative net migration was in 1992.

1.1 CBE Student Enrolment

Total CBE enrolment was 102,917 students on September 30, 2010. There are 99,491 students accommodated in 223 schools and 3,426 students are enrolled at Chinook Learning Services and CBe-learn.

Enrolment increased by 247 students, excluding CBe-learn and Chinook Learning Services, and 541 students including CBe-learn and Chinook Learning Services from September 30, 2009, to September 30, 2010.

Enrolment increased at Kindergarten through Grades 1-3, and declined at Grades 4-6, Grades 7-9, and Grades 10-12.

Over 14,000 births to Calgary mothers were reported for the fourth consecutive year, which should result in strong enrolment in future years. Kindergarten and Grade 1 registrations indicate strong enrolment into the future. Based on the City's census data, CBE's market share for Kindergarten was 58% and 64% for Grade 1. The average over the last five years is 59% and 63%.

Enrolment in French Immersion, Spanish Bilingual, German Bilingual, and Chinese (Mandarin) Bilingual programs was 9,752 students at 35 schools. Enrolment increased by 381 students over last year.

Enrolment reported at other alternative programs (Alice Jamieson Girls' Academy, Arts-Centred Learning, Juno Beach Academy of Canadian Studies, Medicine Wheel, Montessori, Piitoayis Family School, Science Schools and Traditional Learning Centres) was 7,444 students at 26 schools. Enrolment increased by 633 students over the last year.

The following table provides a summary of enrolments including unique settings, outreach programs, Chinook Learning, and CBe-learn from September 30, 2006, to September 30, 2010.

Five-Year History of Enrolments by Division 2006-2010					
	2006	2007	2008	2009	2010
Pre-Kindergarten	0	0	0	0	38
Kindergarten	6,477	6,604	7,082	7,202	7,459
Grades 1-3	21,171	20,773	21,299	21,741	22,443
Grades 4-6	20,933	20,773	20,730	20,742	20,436
Grades 7-9	22,415	22,281	22,194	22,111	21,693
Grades 10-12	26,083	25,843	25,712	25,721	25,667
Outreach and Unique Settings	1,398	1,521	1,634	1,727	1,755
Sub-Total K-12	98,477	97,795	98,651	99,244	99,491
Chinook Learning	2,683	2,589	2,492	2,447	2,789
CBe-learn	525	651	679	685	637
Total	100,118	101,685	101,035	101,822	102,917

Five-Year Enrolment Projections

Total enrolments are expected to increase by 5,706 students from September 2010 to September 2015. A summary of the September 30, 2010, actual student enrolments and September 2011-2015 projected enrolments are below:

Five-Year Enrolment Projections 2011-2015						
	Actual 2010	Projected				
		2011	2012	2013	2014	2015
Pre-Kindergarten	38	40	40	40	40	40
Kindergarten	7,459	7,627	7,993	8,346	8,013	8,221
Grades 1-3	22,443	23,163	23,797	24,623	25,628	26,035
Grades 4-6	20,436	20,590	20,965	21,720	22,418	23,032
Grades 7-9	21,693	21,549	21,507	21,242	21,401	21,783
Grades 10-12	25,667	25,303	25,009	24,660	24,498	24,453
Outreach Programs & Unique Settings	1,755	1,710	1,710	1,710	1,710	1,710
Sub-Total	99,491	99,982	101,021	102,342	103,708	105,273
Chinook Learning	2,789	2,700	2,700	2,700	2,700	2,700
CBe-learn	637	650	650	650	650	650
Total Student Count	102,917	103,332	104,371	105,692	107,058	108,623

- Chinook Learning Services includes approximately 1,000 students who are 20 years old or older on September 1.
- All projections are subject to annual review and update.
- Projections use September 30, 2010, enrolments as a base, and two-year average trends.

1.2 Calgary Growth and Development

The City of Calgary supports an actively competitive land market in all areas of the City and there are 23 new and developing municipal communities (Suburban Residential Growth, May 2010) in various stages of development. The large number of concurrently developing communities puts increased pressure on the CBE to meet the expectations of parents for school construction in their community. In terms of distribution of population growth, the 2009-2010 population increased 13,688 persons in the developing municipal communities and decreased 6,406 persons in the established communities and decreased 1,222 persons in the inner-city communities.

Forecasted Suburban Growth – 2010-2014

The *Suburban Residential Growth 2010-2014* indicates that the majority of the population growth over the past five years has been in the developing communities. The new Calgary Municipal Development Plan supports more intensification into developed areas of Calgary but forecasts used over the next five years estimate the majority, at least 90%, of the population growth is assumed to occur in the new suburbs.

There are 43,400 new housing units forecasted for 2010-2014, city-wide. Of the total units forecast, The City of Calgary estimates that 80% (34,660 total units) is projected to go to new communities.

Although the total population growth to the City as a whole is expected to be 118,693 people, the new suburban areas have traditionally grown at a higher rate. These new areas have historically captured all of the population growth in Calgary and more by pulling additional populations from the built areas of the City. Forecasts for the future are that the new suburbs will capture 90% of the expected population gain over the next five years. This growth means the City will likely add 34,660 units to the new suburban areas of the City and population projections are for 107,000 persons.

The figures in the Suburban Residential Growth 2010-2014 (May 2010) are significantly more optimistic than The City of Calgary's Economic Outlook 2010-2020 (October 2010) that reflect new Census 2010 information. The next future suburban residential growth forecast prepared for this year will have significantly reduced forecasts for population growth.

A summary of the 2010-2014 period forecast for urban growth for suburban locations is as follows (see **Map 1**):

The top ten developing communities to receive residential building permit applications in Calgary for 2010 were:

- Panorama Hills (N)
- New Brighton (SE)
- Auburn Bay (SE)
- Skyview Ranch (NE)
- Silverado (S)
- Cranston (SE)
- Copperfield (SE)
- Sage Hill (N)
- Aspen Woods (W)
- McKenzie Towne (SE)

(Source: Suburban Residential Growth 2010-2014, p. A16, A17)

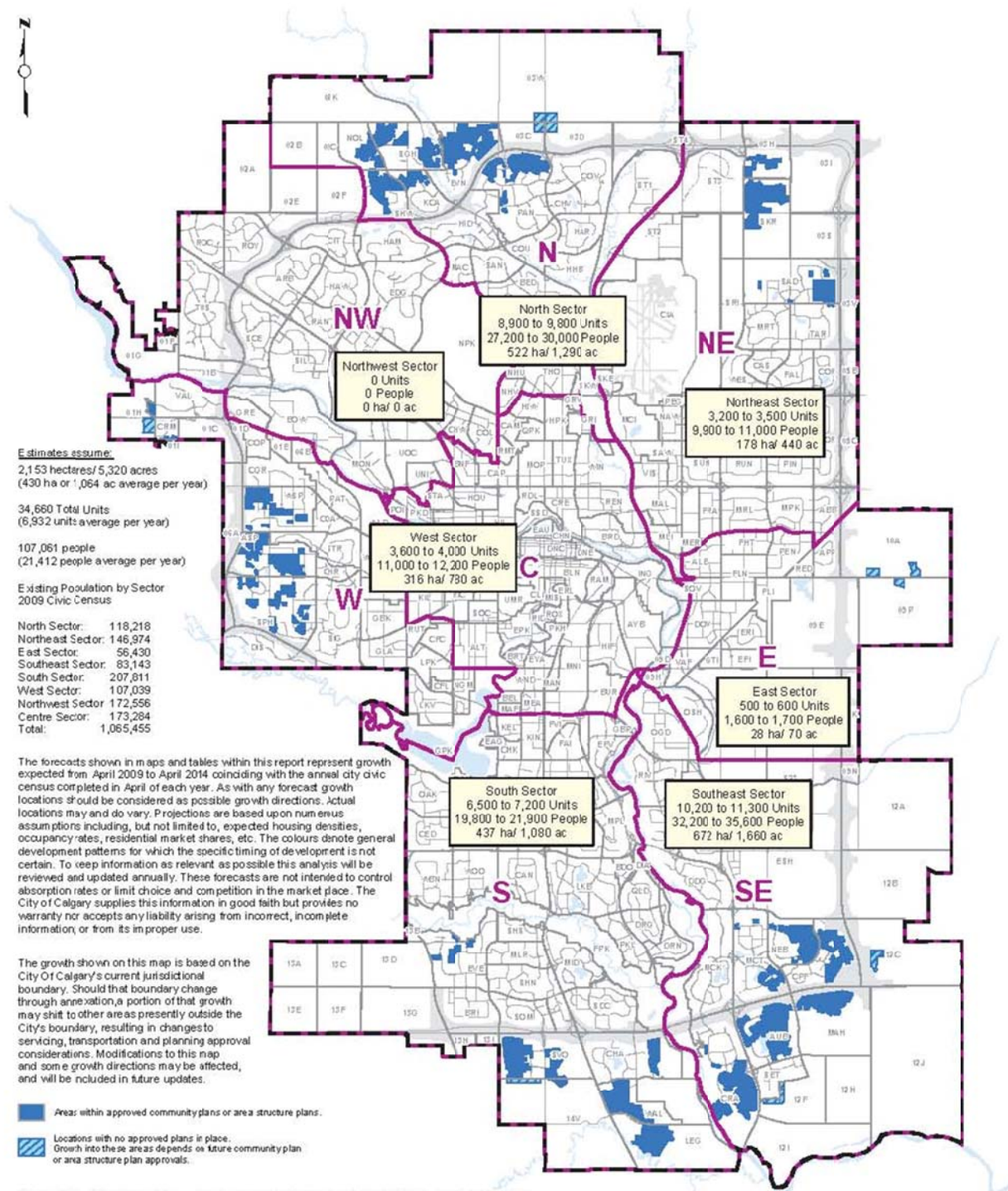
City Growth Trends by City Sector 2010-2014				
Sector	Housing Units	Population Forecast	Hectares	Acres
Northwest	0	0	0	0
North	8,900-9,800	27,200-30,000	522	1,290
Northeast	3,200-3,500	9,900-11,000	178	440
East	500-600	1,600-1,700	28	70
Southeast	10,200-11,300	32,200-35,600	672	1,660
South	6,500-7,200	19,800-21,900	437	1,080
West	3,600-4,000	11,000-12,200	316	780

Extrapolating from these City forecasts, the following population increases for suburban locations were prepared to determine populations by CBE's administrative Area boundary:

City Growth Trends by CBE Area 2010-2014	
Area	Population Forecast
Area I	5,600-5,800
Area II	21,600-24,200
Area III	11,500-12,700
Area IV	11,000-12,200
Area V	52,000-57,500

A portion of the north growth for the communities of Nolan Hill and Sherwood will be in the Area I population forecast. Area III includes the Northeast and East sectors. Area V includes the Southeast and South sectors and indicates that over half of the City's growth will be in these portions of the City.

City of Calgary Planning Sectors City of Calgary, Suburban Residential Growth 2010-2014



1.3 *Plan It Calgary*

Plan It Calgary was implemented April 1, 2010, and is the overarching policy that documents municipal development and transportation. *Plan It Calgary* will result in a long-term integrated land use and mobility plan for the City which is projected to grow by 1.3 million people over the next 50 to 70 years.

The City of Calgary's *Plan It Calgary* document identifies opportunities for greater intensification of older established communities in the future. *Plan It Calgary* intends to reduce the amount of growth allocated to the developing communities which is currently 100% and to intensify the inner-city and established areas with additional population. The 30-year target of the plan for growth into established areas is 33% and the 60-year target is 50% growth to established areas. *Plan It Calgary* will also ensure prioritizing municipal investment to align with its long-term growth management strategy.

As identified in the previous section, the majority of City growth is occurring in the developing communities. In terms of population increases from the April 2009 Census to the April 2010 Census, Panorama Hills was the only new and developing community that exceeded 1,000 in population with an annual increase of 1,455 persons. In the previous year, there were ten communities that exceeded a 1,000-increase in population.

In contrast, the largest increases in the established and inner-city communities were Beltline with a population increase of 561 persons and Spruce Cliff with a population increase of 356 persons. Both these communities have had high density developments (e.g., Westgate Park Towers in Spruce Cliff).

Schools with excess capacity are primarily located in established communities where the lifecycle of the neighbourhood has surpassed the peak of school-age population and is declining. Intensification of built-up areas as advocated by *Plan It Calgary* may impact the population in CBE schools in the established and mature communities.

1.4 City of Calgary Annexation

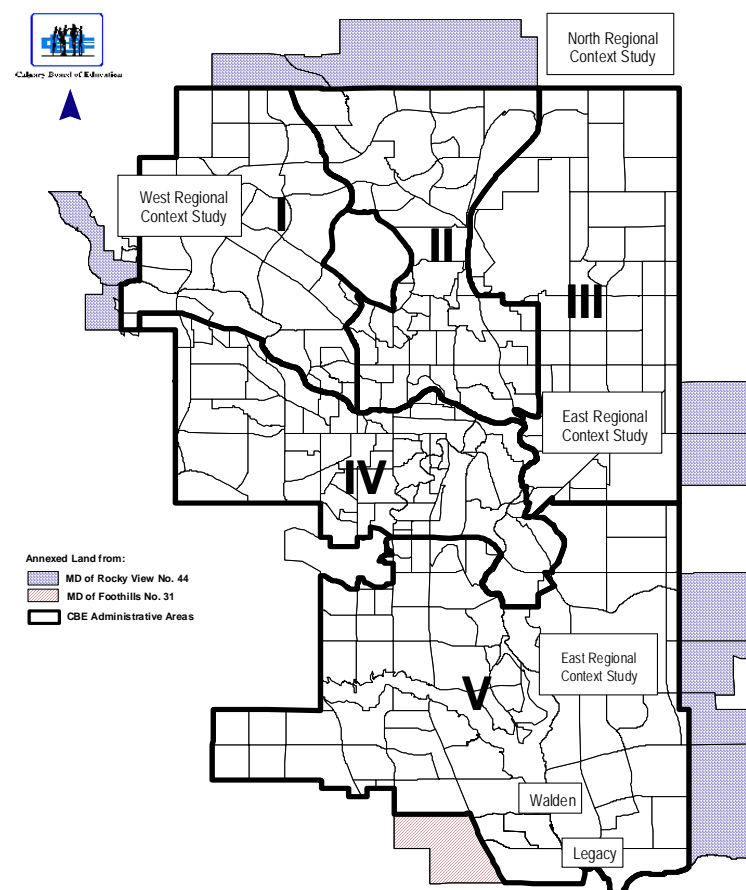
Previously Annexed Lands

The majority of the 36,000 acres annexed to The City of Calgary (the City), from the MD of Foothills in 2005 and MD of Rocky View in 2007, remain outside of the Calgary Board of Education's (CBE) jurisdictional boundary. Only a portion of land in the south from the MD of Foothills has been added to the CBE boundary consisting of the southeastern communities of Walden and Legacy. In June 2009, the Minister of Education gave the order to adjust the CBE jurisdictional boundary to include Walden and Legacy.

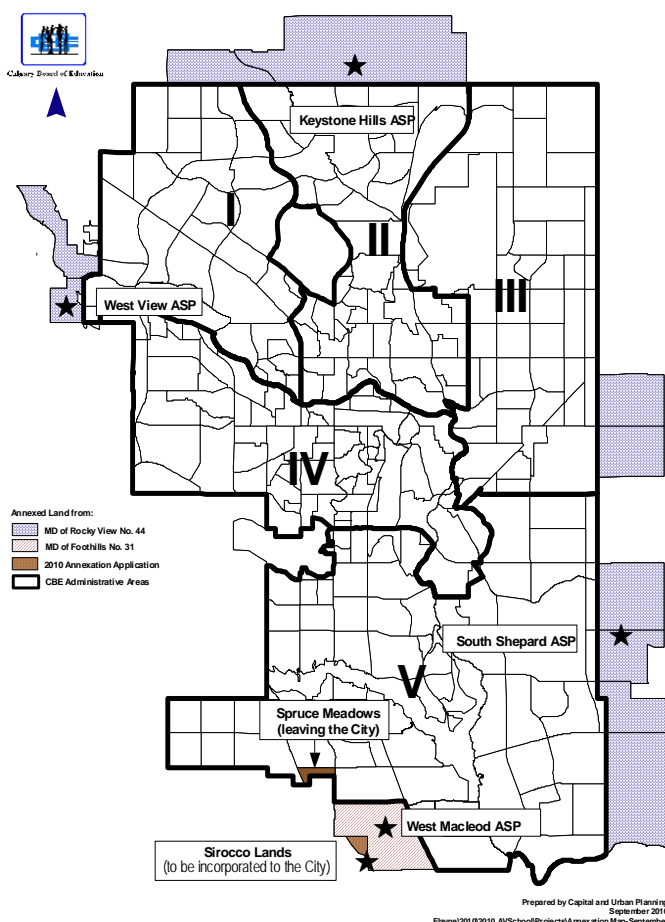
The Minister of Education again reaffirmed this position in 2010 and advised the CBE and Calgary Catholic School District that it is in the best interest of the students to retain the existing school boundaries until urban development warrants change. The Minister also indicated that annexed lands would be brought into the CBE and Calgary Catholic School District inventory as area structure plans are finalized.

The City Administration has been directed by City Council to complete the applicable planning documents to guide development in the newly-annexed lands. CBE planning personnel have been participating in meetings and discussions to allow for long-term school planning in the newly-developed lands. The regional context studies are the broad-based plans to guide development in the annexed areas and have been approved by City Council.

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



The West Macleod Area Structure Plan was approved November 2009; however, outline plans have not been submitted to The City of Calgary. The South Shepard Area Structure Plan and West View Area Structure Plan are expected to be approved in 2011. The Keystone Hills Area Structure Plan is in the early stages of preparation. It is anticipated following approvals of the latter area structure plans, that the CBE and Catholic Separate School District will request the Minister to include these lands as part of their respective school boundaries.



In the next five years, population growth is expected to occur primarily in the developing Calgary communities, as they can still accommodate in excess of 250,000 new residents. It is anticipated that there will be less than 10,000 population growth from the newly-annexed areas. In the long term, the newly-annexed areas will add approximately 350,000 to 400,000 new residents to the City.

Recent Annexation Activities

In June 2010, the City and the Municipal District of Foothills signed a dual annexation agreement and both municipalities initiated the new annexation process. This annexation was prompted by the Spruce Meadows equestrian facility, which desires to operate under one municipal jurisdiction rather than seeking approvals from both the Municipal District of Foothills and The City of Calgary. The Municipal District of Foothills will annex approximately 136 acres to its municipal boundary. In return, the City will annex approximately 177 acres from the Municipal District of Foothills. New planning will likely be undertaken by the City to develop their lands to urban residential densities and standards. Public hearings have been held and the annexations have been approved by the Municipal Government Board. These annexation applications are going to Cabinet for the spring sitting of the Legislature and are expected to be approved retroactive to January 2011.

2.0 CAPITAL STRATEGIES

2.1 Calgary Board of Education

The CBE is pursuing capital funding opportunities which recognize the changing needs of students and is 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 and personalized learning; and
- Transitions for students with minimal disruption in order to provide continuity of learning with consistent peer cohorts.

This approach to planning anticipates a system of core elementary feeder schools for local school communities (attendance areas), complemented with middle/junior high, and senior high schools serving large geographic areas. The CBE defines a school community as the population required to sustain a school.

The following planning strategies will be pursued to more effectively utilize space and resources.

- Prepare annually, a Ten-Year System Student Accommodation and Facilities Strategy.
- Undertake an annual review through the Three-Year System Student Accommodation Plan to identify schools and programs that may lead to consideration of closure.
- Apply to the provincial government to receive capacity exemptions for leased space.
- Respond to demand for alternative programs and system special education classes.
- Review the condition of portables/relocatables and request provincial support for demolition/movements.
- Right-size schools to increase utilization.

2.2 Three-Year Education Plan

Alberta Education requires school boards to maintain three-year plans, updated annually. School boards are responsible for carrying out their education plans; for reporting annually to parents, communities, and government on results and use of their resources; and, for using results information to update plans and improve education for students. The Board of Trustees approved the combined Annual Education Results Report and the Three-Year Education Plan 2010-2013 for the 2009-2010 school year on December 7, 2010.

2.3 Administrative Areas and Space Utilization

The CBE has five administrative Areas as indicated on **Map 2**. Within each of these Areas, this Three-Year School Capital Plan will review all 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 85% utilization rate is not a firm requirement but rather a guideline. Currently the calculation of school capacities, which affects utilization rates, is under review by the Province.

The CBE desires to use their facilities efficiently and continues to work towards an 80% utilization rate. Given the constraints of the existing utilization formula and other influencing factors such as the Class Size Initiative, the CBE considers an 80% utilization rate a reasonable target. Currently, the CBE's overall utilization rate by enrolment is 79.0%. The utilization rate is 75.1% for K-9 students and 91.3% for Grades 10-12 students. The CBE will continue to use planning strategies to improve use of facilities and increase utilization rates in Areas with low utilization.

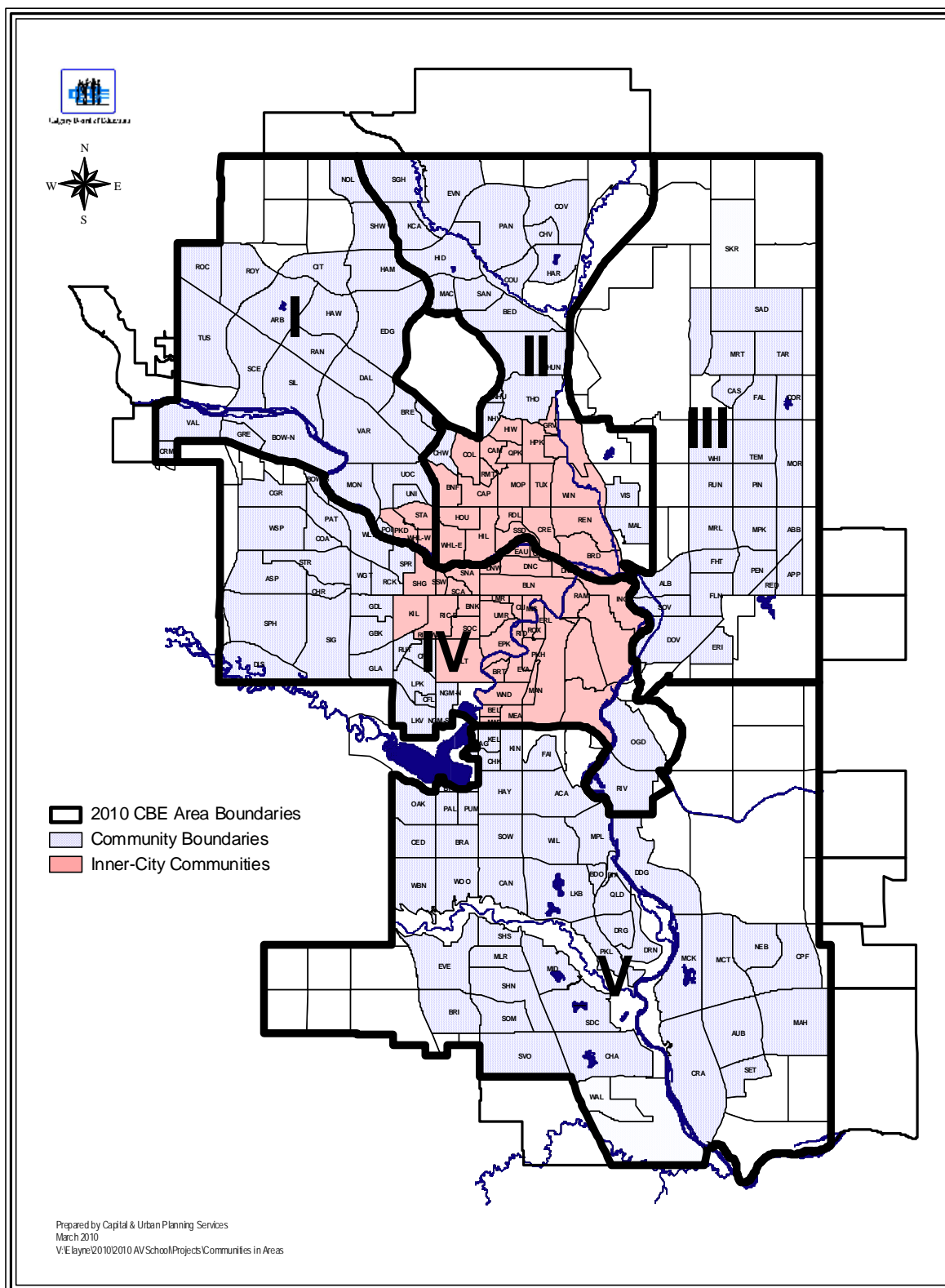
A summary of utilization by enrolment and by residence follows below and is included in detail in Appendix I. Utilization by enrolment identifies the number of students attending schools in an Area expressed as a percentage of the total capacity. Utilization by residence identifies the number of students residing in an Area expressed as a percentage of the total capacity. Projections for 2014-2015 account for additional school capacity through new construction and capacity reductions through school closure and consolidation.

Area Utilization by Student Enrolment				
Area	2010-2011 Actual		2014-2015 Projections	
	K-9 Utilization	Grades 10-12 Utilization	K-9 Utilization	Grades 10-12 Utilization
I	76.75%	108.84%	82.97%	67.82%
II	77.04%	89.54%	77.55%	79.43%
III	79.15%	85.86%	82.07%	76.16%
IV	67.13%	90.20%	74.36%	79.62%
V	72.68%	89.38%	79.50%	79.28%
Total	74.65%	91.30%	79.34%	77.09%

Area Utilization by Student Residence				
Area	2010-2011 Actual		2014-2015 Projections	
	K-9 Utilization	Grades 10-12 Utilization	K-9 Utilization	Grades 10-12 Utilization
I	85.08%	153.05%	91.52%	94.35%
II	65.35%	58.87%	65.45%	51.66%
III	87.67%	137.65%	90.46%	120.78%
IV	67.81%	83.95%	74.73%	73.31%
V	72.98%	95.09%	79.42%	83.45%
Total	75.47%	97.00%	79.81%	81.03%

2010-2011 Municipal Communities in Areas

(See List of Community Code Definitions)



Municipal Community Code Definitions

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

2.4 Planning and Consolidation of Surplus Space

System Student Accommodation Plan

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

Student accommodation needs are identified by the Department of Community Engagement and Operational Planning in consultation with Area Directors. Administration is responsible for engaging internal and external stakeholders regarding student accommodation challenges.

Potential School Space Consolidation

The CBE is strongly committed to effective use of space and resources. Consolidation of schools with low enrolments and the consolidation of programs will continue in future years through the Three-Year System Student Accommodation Plan.

Areas with low enrolments require effective strategies for programming for students and, in some cases this is achieved through a school consolidation. In other Areas, a combination of program consolidation through introduction of alternative programs and other strategies is required. The Three-Year System Student Accommodation Plan identifies future accommodation issues and challenges for the five Areas. Strategies identified in this Three-Year School Capital Plan are consistent with the Three-Year System Student Accommodation Plan.

There are currently six schools that are under construction. There will be 6,900 student spaces added to the CBE over the next three school years and potential school space consolidation will need to be evaluated.

The Three-Year System Student Accommodation Plan will identify issues and challenges that may lead to consideration of closures of schools or programs on an annual basis. The estimated capacity that can be reduced over the next ten years is approximately 12,300 student spaces.

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. They 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. A link to the website is as follows:

<http://www.cbe.ab.ca/Schools/ceop/pdfs/SSAP2010-2013.pdf>

2.5 New School Construction and School Approvals

Six new elementary schools that were part of the ASP Phase I process opened for the 2010-2011 school year:

Recent School Openings					
School Year Opening	School	Grade	Provincial Capacity	Provincial Approval	Day School Opened
2010-2011	Bridlewood	K-6	600	June 14, 2007	2010-Sep-01
	Cranston	K-4	550	June 14, 2007	2010-Sep-01
	Evergreen	K-4	550	June 14, 2007	2010-Sep-01
	Royal Oak	K-4	550	June 14, 2007	2010-Sep-01
	Saddle Ridge	K-3	550	June 14, 2007	2010-Sep-01
	West Springs	K-5	550	June 14, 2007	2010-Sep-01

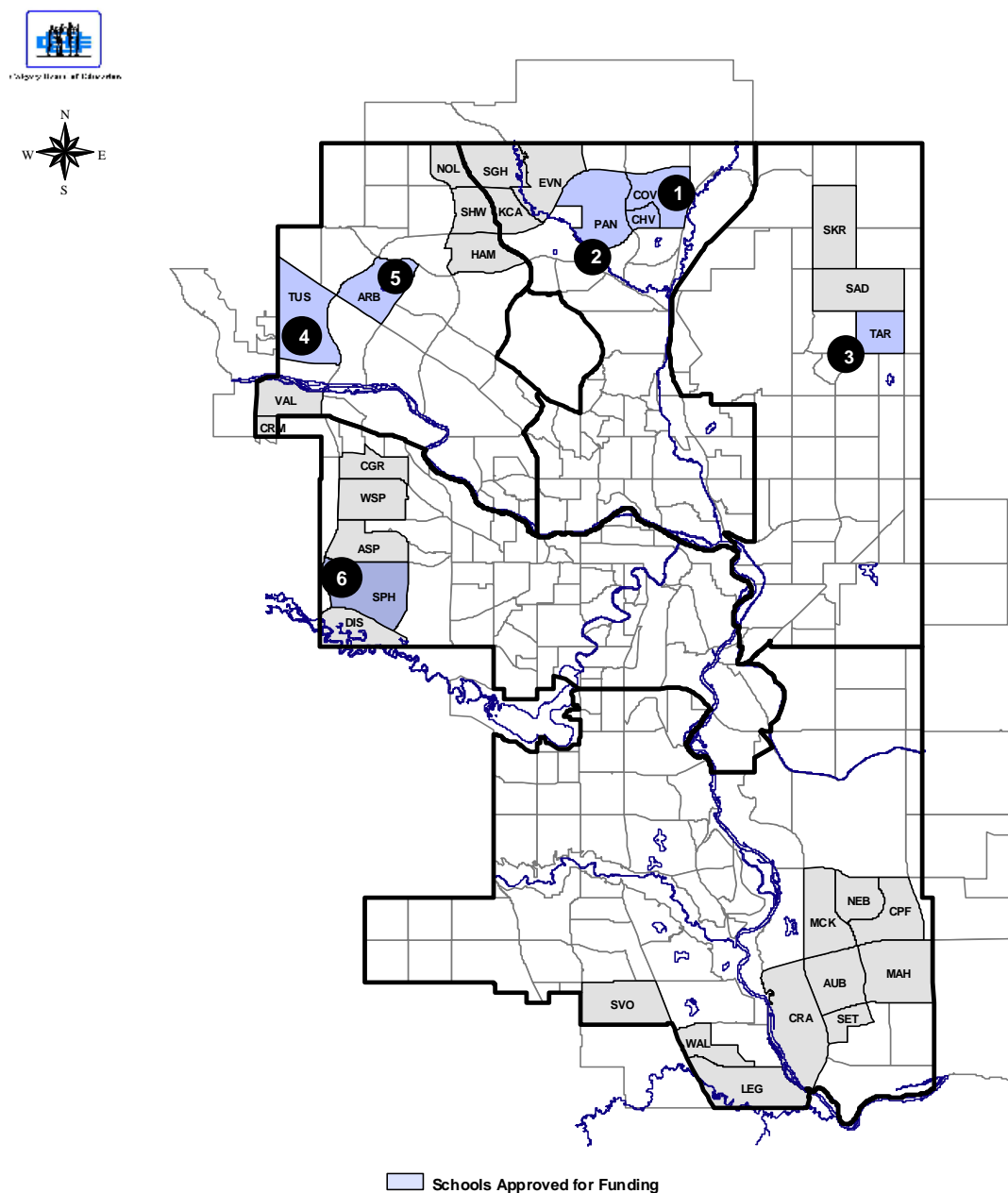
The Province will undertake four middle schools and one senior high school as part of ASAP Phase II. The City of Calgary, the Province, and CBE entered into a Memorandum of Agreement for the construction of a high school in west Calgary. This is a replacement school for Ernest Manning High School that will be closed as a result of the west LRT project being undertaken by The City of Calgary.

Future School Openings				
School Year Opening	School	Grade	Approved Capacity	Approval Date
2011-2012	West Calgary High	Grades 10-12	1,800	November 2008
2012-2013	Coventry Hills Middle	Grades 5-9	900	January 30, 2008
	Panorama Hills Middle	Grades 5-9	900	January 30, 2008
	Taradale Middle	Grades 5-9	900	January 30, 2008
	Tuscany Middle	Grades 5-9	900	January 30, 2008
2013-2014	Northwest Calgary High	Grades 10-12	1,500	January 30, 2008
Total School Capacity			6,900	

Map 3 identifies the location of schools under construction and approved for funding.

Map 3

School Construction Projects



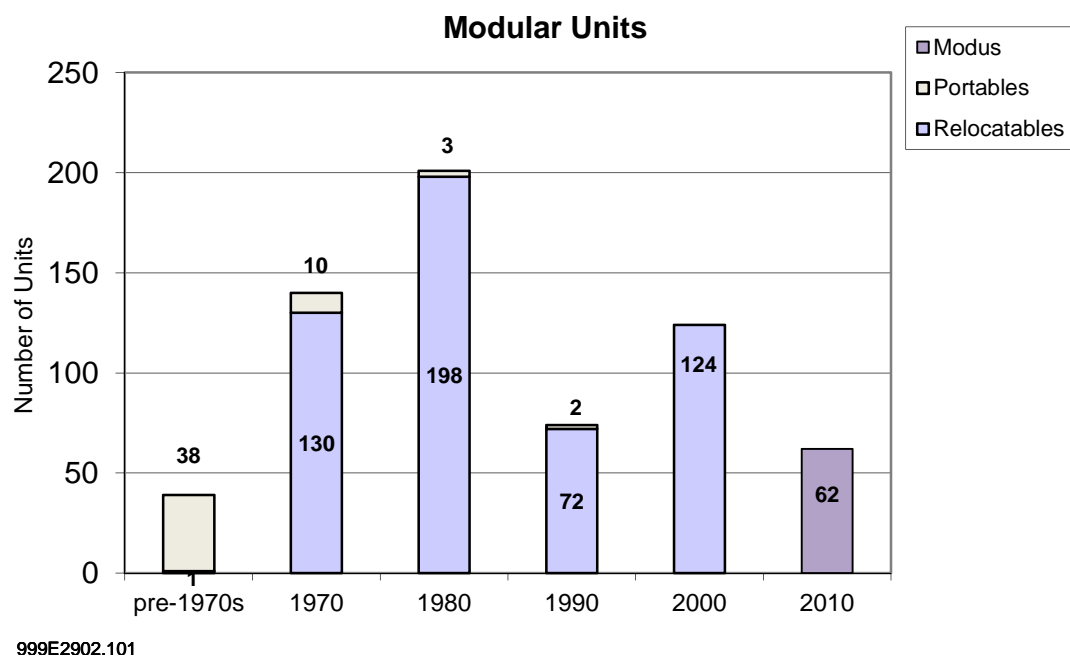
Communities Where Schools Have Been Approved for Funding	
Under Construction	
COV	1 COVENTRY HILLS
PAN	2 PANORAMA HILLS
TAR	3 TARADALE
TUS	4 TUSCANY
ARB	5 NORTHWEST CALGARY HIGH
SPH	6 WEST CALGARY HIGH

Prepared by Capital & Urban Planning Services
August 2010
V:\Elayne\2010\2010 AVSchool\Projects\New School Construction\2012 New Construction

2.6 Modular Units

The CBE defines modular units as being either portable or relocatable units. A portable is a stand-alone unit ranging in age from the 1960s to the 1980s (two portables are from the 1990s). The majority of portable units are in the 1960s. Portable units typically have wood siding, gabled roofs, dual entrances, and are designed to stand alone. In contrast, relocatable units are typically designed with flat roofs and metal siding. Typically, these units are designed to be joined together with other like units via an attaching corridor. This style enables the units to be more easily attached to each other and main school structures.

The lifespan of modular units is approximately 25 to 30 years. Many of the current units in the CBE inventory were constructed prior to 1997 and no longer conform to the 2006 Alberta Building Code. These units, built in the 1960s and 1970s, represent approximately 28% of the inventory, and have exceeded their original lifespan. As a result, many units require significant upgrades and/or reconstruction when relocated and frequently cost more than 75% of the unit replacement value.



In the summer of 2009, the CBE undertook a re-evaluation audit of its complete modular inventory. The intent of this modular audit was to rate the condition of each unit's interior, exterior, and roof condition. Additionally, the report noted the condition of furnaces, skirting, venting, and other notes depicting the condition of each individual unit. The modular audit used the same rating structure as Alberta Infrastructure's *Renewal Capital Asset Planning Process* (RECAPP).

This modular audit has become an important report used by the CBE. The CBE's Facility Services use this audit to continually evaluate conditions of modular units, and then maintain those units. The CBE's Capital Planning and Development Services additionally uses the modular audit to set priorities when evaluating and finding units for demolition with no replacement, as well as demolition with replacement.

School utilization rates, enrolment projections, school functionality, and future accommodation plans play an important part when making decisions about modular units that should otherwise be demolished. By reviewing this background information, in conjunction with the modular audit, the potential list of aging modular units can be narrowed, analyzing the need for those units otherwise designated for demolition or demolition with replacement, meeting priority accommodation needs within the CBE. This annual effort has resulted in the development of the Three-Year Modular Accommodation Strategy 2010-2013 (Strategy).

The Strategy identifies new units, moves, demolitions, and replacements to be taken over a three year period. The Strategy is updated on an annual basis as needs and items come forward and/or are completed. If items within this Strategy become emergent they are brought forward and addressed. In 2010, Year 1 of the Strategy, the CBE demolished 11 modular units, of which eight were of 1960s vintage and three were of 1970s vintage.

In September 2010, six new P3 schools were added to the overall CBE facility inventory and were constructed complete with attached modular units. A total of 62 new modular units were constructed for the six new P3 schools. Bridlewood School has 12 units and the remaining five schools (Cranston, Evergreen, Royal Oak, Saddle Ridge, and West Springs) have 10 modular units each.

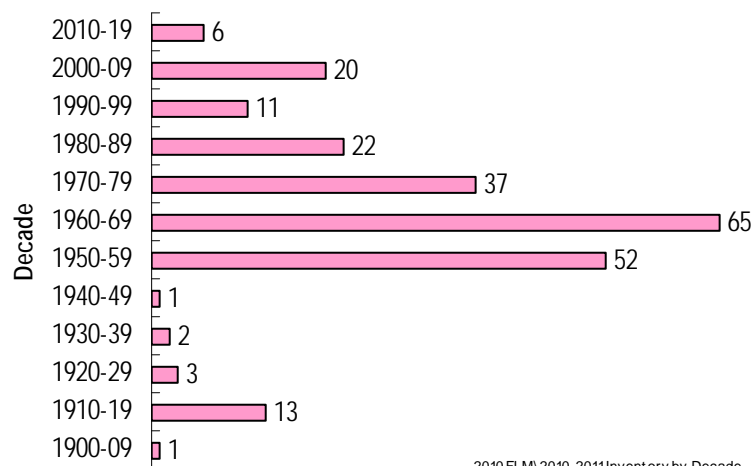
To date, the total current 2010-2011 inventory count is 640 modular units. Over and above this count there are six modular units designated as daycare units, which are owned by the Province but maintained by the CBE. Battalion Park, Chaparral, and Tuscany schools have two units each.

2.7 School Major Modernization

School major modernization projects provide for the renovation of whole or part of a school building to address physical obsolescence and/or improve functional adequacy and suitability for present and future educational programs. School major modernization projects should not exceed 75% of the replacement value of the school building as per provincial guidelines. The approval of Western Canada High School's \$35 million modernization in 2007 has been the only CBE modernization approval in the last eight years. The Western Canada modernization will be substantially completed by the end of 2011.

From the 242 CBE-owned facilities, 233 are schools. One-hundred and forty of the school buildings are more than 40 years old. This represents 60% of the school building inventory. The current inventory by decade of CBE school buildings is shown in the following graph:

Current School Building Inventory by Decade



2010 FLM\2010-2011 Inventory by Decade

In 2004, the Province undertook a rolling condition assessment of schools in the Renewal Capital Asset Planning Process 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 the CBE projects.

The CBE administration has evaluated modernization priorities for this year's Capital Plan. Key factors that are evaluated to determine priorities are:

- Role of the school and accommodation plans.
- Enrolment, utilization rates, and enrolment projections.
- Site features and location.
- Facility condition.
- Ability to upgrade the facility.

There are 20 modernization projects that have been included as part of this year's Capital Plan. Modernization projects are included in Appendix II.

A planned CBE strategy to address the new Career and Technology Studies (CTS) curriculum requires approval of modernization projects to be undertaken in high schools in each of Areas I, II, III and V. These schools require priority placements for major modernization projects in order to deliver CTS courses to students in each of the four Areas. The Lord Shaughnessy High School modernization in Area IV is under construction and is the first modernization project undertaken for the Career and Technology Studies curriculum. As well, Chinook Learning, Piitoayis Family School, and Christine Meikle School have been placed in priority order.

2.8 Property and Leasing Strategies

The property and leasing strategies of the CBE provide the framework for management of surplus school space, responsive to the Three-Year Education Plan and directly correlated with the planning and utilization strategies as contained in the Three-Year School Capital Plan.

Capacity Exemptions

Provincial policy allows for capacity exemptions through facility and/or partial facility closures, as well as lease of surplus school space. The strategy of leasing to receive capacity exemptions is considered a useful alternative to reduce the capacity of schools that are moderately under-utilized. It is not considered a pragmatic alternative for schools that are highly under-utilized and, as a result, leasing policy recommends that lease initiatives be concentrated on those schools with a utilization rate of 60% or higher. Schools with a significantly lower rate of utilization require a systematic review prior to leasing being considered as the solution to reduce the capacity of the school.

Leasing is Cost Neutral

The CBE supports the lease of surplus school space to organizations whose goals and initiatives are aligned with the CBE's vision and mission. Unless otherwise approved by the Board of Trustees, all lease arrangements are provided on a "cost neutral" basis, such that a lease fee is charged to recover costs incurred by the Board in the provision of leased space. Closed facilities which are leased entirely by a third party are assessed a lease rate based on market rates, in accordance with Provincial policies.

The CBE performs an annual review of leases and will adjust lease rates where required to ensure cost recovery for third-party use of surplus school space, as well as conformance to Provincial guidelines.

System Perspective

The complex facility requirements of the CBE require that utilization of facilities be considered on a system-wide basis. Property and leasing strategies are impacted by ongoing system requirements for program and administrative space, as well as provincial and municipal regulations, and market demand.

Closed schools are reviewed on an ongoing basis, in conjunction with system accommodation planning. The facility review process considers system requirements for both the short and long term, and assists in determining whether a property is reoccupied for CBE purposes, leased, or recommended for disposition.

Integrated Workplace System

The CBE maintains a vast amount of data pertaining to a multitude of properties and buildings. Building data is currently being consolidated into an Integrated Workplace Management System, a web-based database for a wide range of property

and building data. The availability of facility information to various service units through a common database will allow for long-term costs savings gained through operational efficiencies.

2.9 Property and Leasing Policy

The CBE's property and leasing policies not only reflect the goals and objectives of the Board, but must also be congruent with provincial policy and regulations, as well as City of Calgary by-laws and the Joint Use Agreement. A challenge exists to develop a property and leasing policy which satisfies all regulatory requirements while addressing Board objectives and allowing for innovative solutions to complex property requirements.

The current property and leasing policy supports the Three-Year Education Plan and allows for alternative uses for surplus school space which may create added value for schools and communities.

2.10 Alternative Funding Models

Six new elementary schools opened for the 2010-2011 school year. Four middle schools and two senior high schools are currently under construction. These capital projects will assist in meeting new school needs for high priority communities where student demand is significant. There is still pressure for CBE capital projects as evidenced by nine new school construction projects and 11 modernization projects in Year 1 of the previous School Capital Plan 2011-2014. The School Capital Plan 2011-2014 was submitted to the Province on April 21, 2010, and there have been no approvals announced to date.

In view of the lack of capital project approvals from the last three School Capital Plan submissions, the CBE continues to be willing to examine alternative funding models with government groups, borrowing money or issuing bonds to address new school construction, and school modernization needs for the City. Alternative funding models could be used to supplement the CBE's funding from the provincial government and ongoing discussions will help to determine future opportunities.

To make effective use of all potential capital funding sources, the CBE must continue to investigate and leverage alternative funding mechanisms to support the mitigation of the significant backlog in deferred maintenance within the CBE. In 2009-2010, administration identified a Phase Four energy savings retrofit project that would again utilize a capital leasing approach to undertake the retrofit of another 15 schools within the CBE commencing in the 2010-2011 school year and in keeping with the characteristics identified above.

This was done through leveraging surplus short-term cash funds held by the CBE resulting in reduced borrowing costs. In addition, changes are required in the Capital Borrowing Regulations to engage school districts to better utilize borrowing mechanisms. The Phase Four Energy Retrofit, to be undertaken by Ameresco, was approved on May 25, 2010, by the Board of Trustees and approved by the Minister of Education.

2.11 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 has been expressed through both city-wide initiatives and specific initiatives focussed on property, leasing, and infrastructure challenges. The following initiatives are examples of the CBE working together with the City:

- The west LRT is currently under construction and is progressing well. The west LRT will have an impact on Ernest Manning High School and the Westbrook Station is planned at this site. An 1,800-student-capacity school (West Calgary High School) will replace Ernest Manning High School in the Springbank Hill community. The CBE allowed the City to access a portion of the Ernest Manning playfields to begin work on the Westbrook LRT Station. Ernest Manning will be closed once students have relocated to the new school.
- The CBE worked with the City on plans for the new ten-storey CBE Administration Centre on 12th Avenue SW and 8th Street SW. A key component of the Administration Building Complex includes the renovation and modernization of the Dr. Carl Safran School, which is one of the CBE's original sandstone structures located on the site (formally known as Central High). The CBE and The City of Calgary reached an agreement to ensure one-third of the site is used for green space and that there is no net loss of functional open space in the community.
- The CBE and the City participated on a Provincial Working Committee with the City of Edmonton's representatives to pursue the use of vacant surplus school envelopes to accommodate a range of community service-based uses. Amendments had been made to the Municipal Government Act to accommodate community uses. The CBE has returned 12 vacant school sites to the City, two of which have been used for other municipal purposes. The City is evaluating the ten remaining sites for open space needs and/or community service uses.
- CBE representatives have been involved in city-wide initiatives such as the new Land Use Bylaw, annexation and *Plan It Calgary*. Annexation was completed in 2007 and the Land Use Bylaw update was completed in mid-2008, while *Plan It Calgary* was implemented April 1, 2010.
- The CBE and the City are involved in ecologically friendly initiatives that represent a mutual commitment to responsible environmental stewardships. In this domain, the CBE's recent initiative to establish an Eco-Team meshes well with the City's commitment to responsible stewardship of the Calgary environment. The CBE's Eco-Team was awarded the 2009 Emerald Award in the Government Institution category.

3.0 NEW SCHOOL CONSTRUCTION CAPITAL PLAN CRITERIA

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

The CBE has developed a standardized process to evaluate new school construction for school attendance areas in the new and developing municipal communities. This approach is designed to be transparent, equitable, and fair to all municipal communities.

3.1 Construction Planning Criteria: Kindergarten to Grade 9 Schools

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 community evaluation 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**

For the Three-Year School Capital Plan 2012-2015 all new and developing municipal communities will be ranked for new school construction. Inner-city and established areas are not ranked.

Most municipal communities have an elementary site and are ranked individually as a school community. In certain cases, two small municipal communities form one school community where they do not exceed the community population threshold of 10,000 people. In the case of middle/junior high schools, adjacent municipal communities can form one school community where they do not exceed the community population threshold of 24,000 people. Large municipal communities that can sustain a middle/junior high school are ranked individually as a school community.

- **Accommodation Options**

This criteria is used to evaluate student accommodation options for eligible school communities. There should be a logical progression from an elementary (K-4) school to a middle school (Grades 5-9) in order to allow students to progress to higher grades. In some cases, an accommodation option may exist and a school community may not need to be ranked for new school construction.

Ranking Criteria

For school communities that meet the eligibility criteria, a ranking is applied based upon criteria identified in three categories: the 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.

- **Community Growth Profile**

Point assignments are given to school communities based on growth factors. Based on this information, three categories have been developed for ranking purposes: preschool census/student enrolment; community build-out potential/student enrolment; and, annual average population growth.

- **Busing and Travel Time**

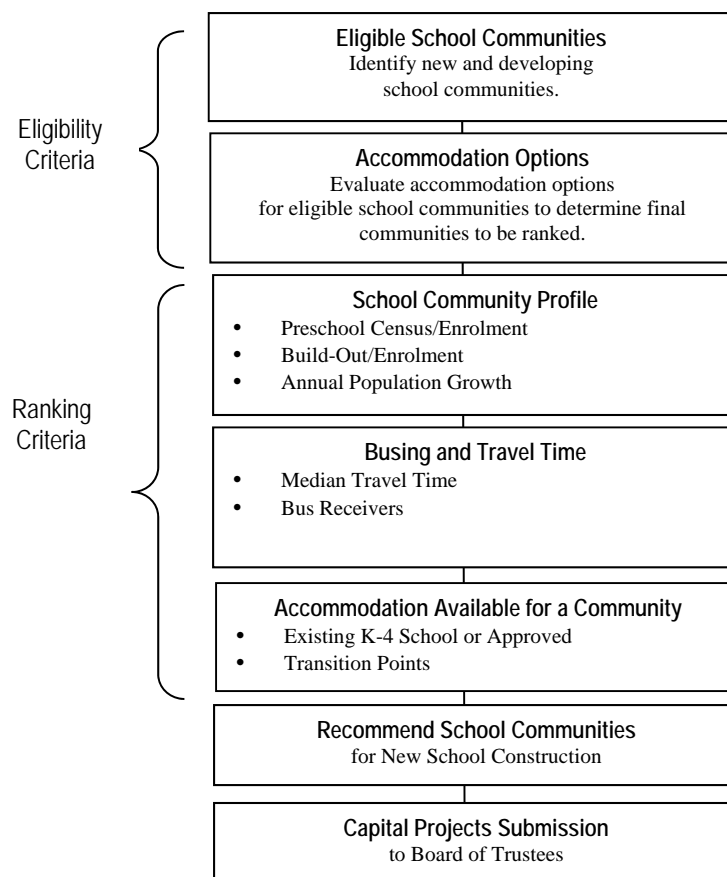
Point assignments are given to school communities based on Busing and Travel Time assessment. Based on this information, two categories have been developed for ranking purposes: median travel time and number of bus receivers.

- **Accommodation Available for a Community**

Two additional categories exist for middle schools to reflect continuity of accommodation plans. Points will be awarded if an existing K-4 school has been approved or constructed in a community. As well, points will be awarded if students have more than two transition points for schools (e.g., K-4, Grades 5-6, and Grades 7-9) rather than one transition point.

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

Three-Year School Capital Plan 2012-2015 New School Construction Evaluation Process



3.2 Construction Planning Criteria: Senior High Schools

The Area-based approach is used to evaluate projects for new senior high capital priorities. Utilization rates are listed below:

Senior High Area Utilization		
Area	Residence Utilization	Enrolment Utilization
Area I	153.05%	108.84%
Area II	58.87%	89.54%
Area III	137.65%	85.86%
Area IV	83.95%	90.20%
Area V	95.09%	89.38%

Notes:

- Student residence and enrolment as at September 30, 2010
- Capacity is based on Alberta Infrastructure's Area, Capacity and Utilization Report dated July 20, 2010

Area I indicated a very strong demand based upon 153% utilization by residence and 109% by utilization, and this demand will be met with construction of the new Northwest Calgary High School to open for the 2013-2014 school year.

The greatest demand for new senior high school construction is an 1,800-capacity senior high in the northeast. Utilization rates for the northeast are 138% utilization by residence and 86% utilization by enrolment. Area III has the greatest priority with only three high schools. One of these schools, Jack James, provides an emphasis on Knowledge and Employability courses. Greater detail related to senior high schools and priorities is discussed in Section 3.4.

There is also demand in Area V based upon 95% utilization by residence and 89% utilization by enrolment. Increased population growth in the developing communities in Area V will put pressure on existing schools and additional capacity at Centennial High School should be considered. Over 50% of the city growth over the next five years is expected to occur in the south and southeast developing communities of the city.

3.3 Construction Ranking: Kindergarten to Grade 9

The list of top-ranked school communities for Kindergarten to Grade 9 to be included in this year's Plan are:

School Communities	
1.	Saddle Ridge Middle
2.	Royal Oak/Rocky Ridge Middle
3.	Evanston Elementary
4.	New Brighton Elementary
5.	New Brighton/Copperfield Middle
6.	Evergreen Middle
7.	Tuscany Elementary ⁽²⁾
8.	Copperfield Elementary
9.	Springbank Hill Elementary
10.	Auburn Bay Elementary
11.	McKenzie Towne Middle
12.	Springbank Hill/Discovery Ridge Middle
13.	West Springs/Cougar Ridge Middle
14.	Panorama Hills Elementary ⁽²⁾

CBE school communities ranked for elementary and middle/junior high schools must have a site available and have a student population large enough to sustain an elementary or middle/junior high school per the ranking criteria. New school construction projects for the top-ranked school communities have been identified in Section 4.0. Details of ranking for all school communities with points are included in Appendix III.

When there are ties in the ranking between communities, the community with the stronger community profile (enrolments, pre-school census) will be placed ahead as was the case of Evanston (#3) over New Brighton (#4). As well for ties in ranking, an elementary school will be placed ahead of a middle school for a community as was the case with New Brighton Elementary (#4) ahead of the New Brighton/Copperfield Middle (#5). In the case of a tie with a second elementary being ranked for a community, the community that does not have an elementary or a middle school (e.g., Evergreen #6) will place ahead of the community being ranked for a second school (e.g., Tuscany #7).

3.4 Construction Priorities: Senior High Schools

Senior high schools (see **Map 4**) are not ranked using point criteria but are recommended on the new school construction priority list based on need.

Centennial High School

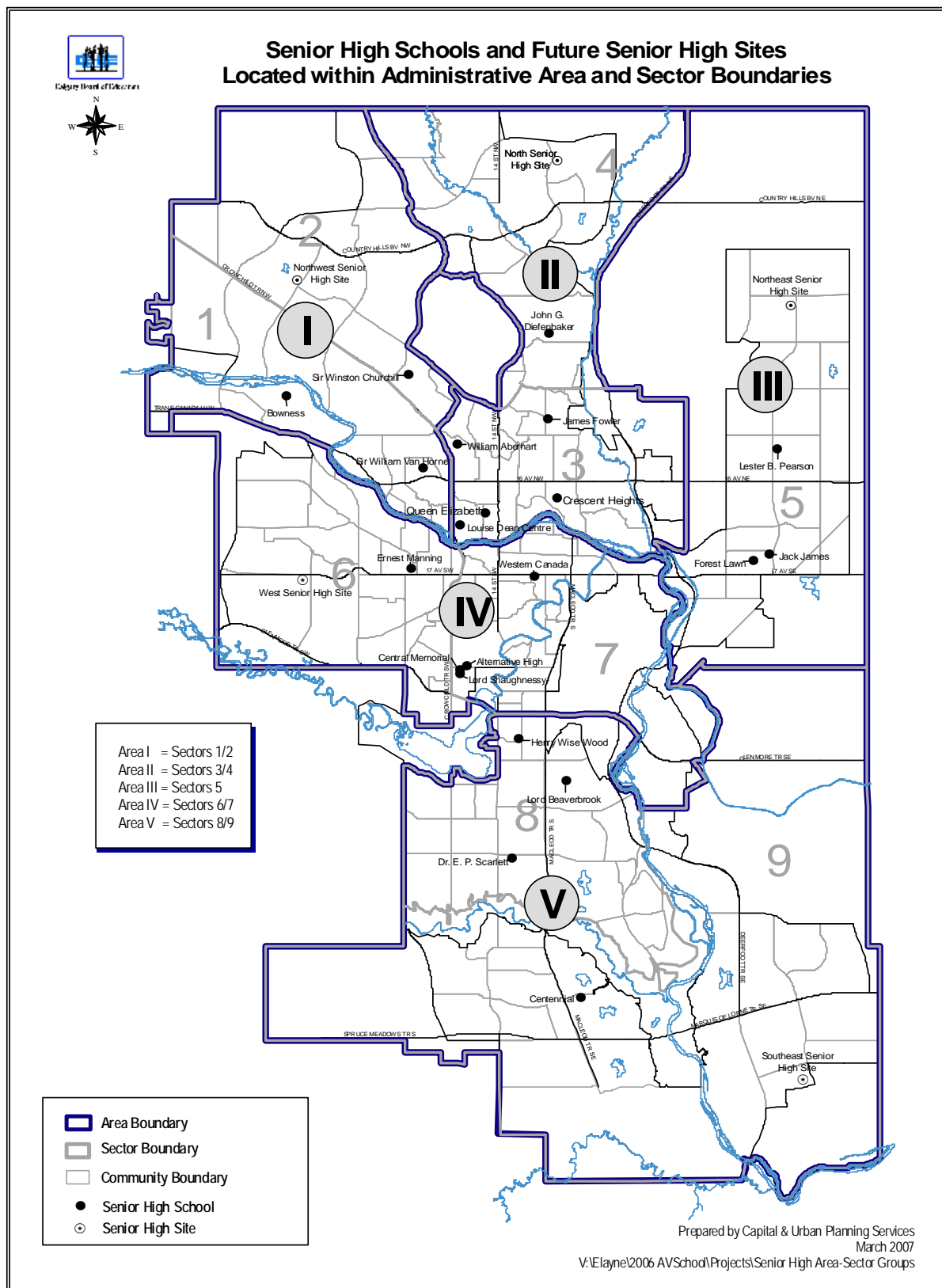
A 400-capacity expansion at Centennial High School is identified as a high priority in this Three-Year School Capital Plan 2012-2015. The current attendance area for Centennial High School includes the communities of Bridlewood, Chaparral, Evergreen, Midnapore, Millrise, Shawnee Slopes, Shawnessy, Somerset, and Sundance. Additional space is required at Centennial High School to accommodate the anticipated growth of the developing communities in Area V.

Northeast High School

A high priority for new high school construction is in the northeast. Lester B. Pearson High School and Forest Lawn High School are currently unable to accommodate all Area III senior high students. Area III has a large student population by residence with 6,629 senior high students. Students residing in the communities of Castleridge, Coral Springs, Falconridge, Martindale, and Taradale are designated to James Fowler, located in the Highland Park community (Area II) and students residing in the community of Saddle Ridge are designated to Crescent Heights, located in the Crescent Heights community (Area II). Skyview Ranch is a new developing community north of Saddle Ridge and students are designated to Lester B. Pearson (Area III).

There are 1,258 students from communities north of McKnight Boulevard NE that attend James Fowler High School and Crescent Heights High School. Communities north of McKnight Boulevard NE will have a build-out population of 70,000 people and generate over 1,800 students in Grades 10-12.

The CBE has an 18.6 acre northeast senior high school site on the north portion of a 48-acre joint use site in the Martindale community. The site will also accommodate the Genesis Centre for Health and Wellness for cultural, recreational, and library uses. Partners of the project are: the Northeast Centre Community Society, YMCA, Public Library, and The City of Calgary. The Genesis Centre project is under construction and is to be completed fall of 2011.



4.0 THREE-YEAR SCHOOL CAPITAL PLAN 2012-2015 – 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. Projects are first reviewed for accuracy and clarity and Provincial staff may meet with school jurisdictions to obtain further information as required.

Alberta Education will prioritize project requests by first considering school jurisdiction priorities and then the following criteria:

- Health and Safety
- Building Condition
- Utilization Rates
- Enrolment Projections
- Education Program Delivery
- Additional Information

Alberta Education then prepares the annual submission for the Provincial Capital Planning Initiative. All government projects are evaluated and prioritized using a Project Rating System consisting of program delivery, infrastructure, performance, economical, and financial impacts.

An in-depth review of the ranking rationale assigned to each capital project is undertaken by a cross-ministry committee, resulting in a recommendation being submitted to the Deputy Minister Capital Planning Committee, and then to the Treasury Board Capital Planning Committee. Provincial Caucus reviews the Treasury Board recommendations and, ultimately, approves the Provincial Capital Plan.

This section provides 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 are based upon 2011 Alberta Infrastructure support prices. Sections 5.0 through 6.0 provide details of the recommended projects.

Projects are listed in order of priority. The CBE has not identified a Year 1, Year 2 and Year 3 category as was done in previous years. No approvals have occurred for three years and one master list is being used for current priorities. 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 to 6.0) describe the community and school profiles in order of priority. The key maps in the top right corner of the page depict the location of the community described for new construction projects. The light-shaded areas represent all the new and developing communities in Calgary.

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

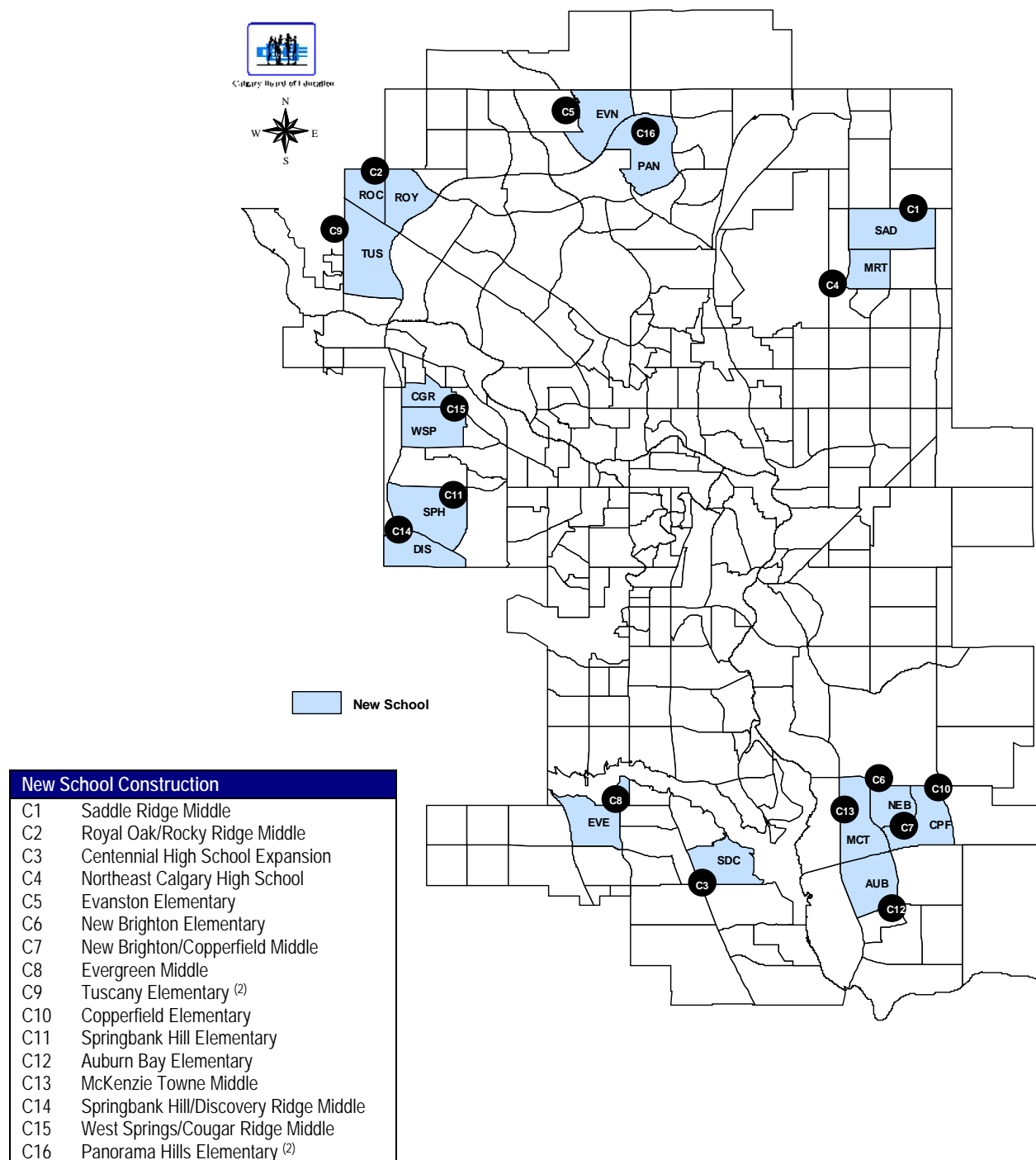
Three-Year School Capital Plan 2012-2015

Table 1: New School Construction			
Three-Year School Capital Plan 2012-2015 Priorities			
Priority Ranking – Project Description			
Community/School	Grade	Project Type	2011 Cost (\$)
C-1 Saddle Ridge Middle	Gr. 5-9	New School	23,900,000
C-2 Royal Oak/Rocky Ridge Middle	Gr. 5-9	New School	23,900,000
C-3 Centennial High School	Gr. 10-12	Expansion	5,000,000
C-4 Northeast Calgary High	Gr. 10-12	New School	46,000,000
C-5 Evanston Elementary	K-4	New School	13,000,000
C-6 New Brighton Elementary	K-4	New School	13,000,000
C-7 New Brighton/Copperfield Middle	Gr. 5-9	New School	23,900,000
C-8 Evergreen Middle	Gr. 5-9	New School	23,900,000
C-9 Tuscany Elementary ⁽²⁾	K-4	New School	13,000,000
C-10 Copperfield Elementary	K-4	New School	13,000,000
C-11 Springbank Hill Elementary	K-4	New School	13,000,000
C-12 Auburn Bay Elementary	K-4	New School	13,000,000
C-13 McKenzie Towne Middle	Gr. 5-9	New School	23,900,000
C-14 Springbank Hill/Discovery Ridge Middle	Gr. 5-9	New School	23,900,000
C-15 West Springs/Cougar Ridge Middle	Gr. 5-9	New School	23,900,000
C-16 Panorama Hills Elementary ⁽²⁾	K-4	New School	13,000,000
Total			309,300,000

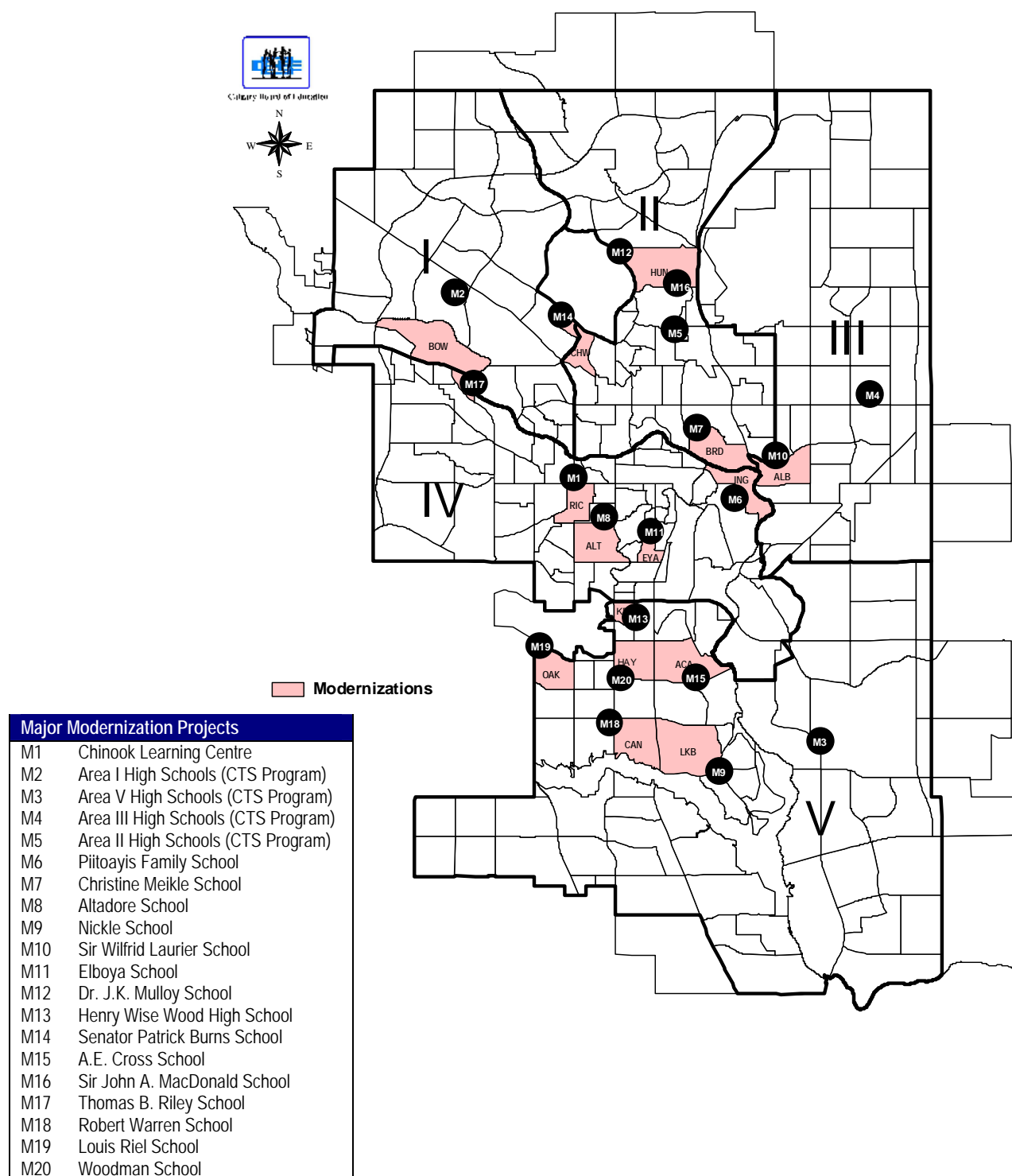
Note: ⁽²⁾ = second elementary school for the community

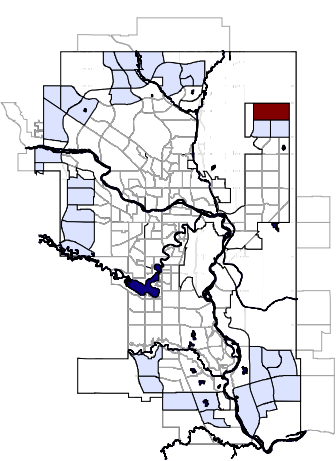
Table 2: School Major Modernizations			
Three-Year School Capital Plan 2012-2013 Priorities			
Community/School	Grade	Project Type	2011 Cost (\$)
M-1 Chinook Learning Services		Major Modernization	10,500,000
M-2 Area I High Schools (CTS Program)	Gr. 10-12	Major Modernization	24,250,000
M-3 Area V High Schools (CTS Program)	Gr. 10-12	Major Modernization	24,250,000
M-4 Area III High Schools (CTS Program)	Gr. 10-12	Major Modernization	24,250,000
M-5 Area II High Schools (CTS Program)	Gr. 10-12	Major Modernization	24,250,000
M-6 Piitoayis Family School	K-6	Major Modernization	12,500,000
M-7 Christine Meikle School	Gr. 7-12	Major Modernization	7,500,000
M-8 Altadore School	K-6	Major Modernization	9,000,000
M-9 Nickle School	Gr. 5-9	Major Modernization	11,000,000
M-10 Sir Wilfrid Laurier School	Gr. 5-9	Major Modernization	11,000,000
M-11 Elboya School	K-9	Major Modernization	10,000,000
M-12 Dr. J.K. Mulloy School	K-6	Major Modernization	6,000,000
M-13 Henry Wise Wood High School	Gr. 9-12	Major Modernization	23,000,000
M-14 Senator Patrick Burns School	Gr. 5-9	Major Modernization	11,000,000
M-15 A.E. Cross School	Gr. 7-9	Major Modernization	11,000,000
M-16 Sir John A. Macdonald	Gr. 7-9	Major Modernization	11,000,000
M-17 Thomas B. Riley School	Gr. 5-9	Major Modernization	11,000,000
M-18 Robert Warren School	Gr. 5-9	Major Modernization	4,000,000
M-19 Louis Riel School	K-9	Major Modernization	11,000,000
M-20 Woodman School	Gr. 5-9	Major Modernization	9,000,000
Total			265,500,000

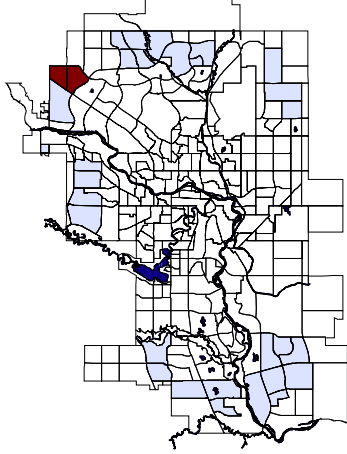
2012-2015 - New School Construction Projects



2012-2015 - Major Modernization Projects

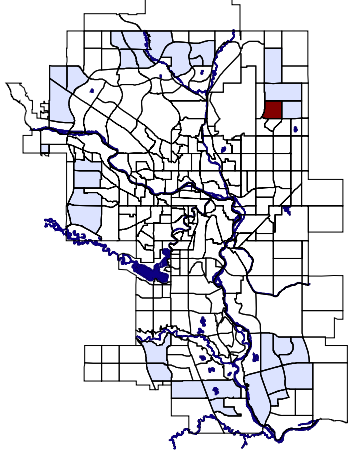


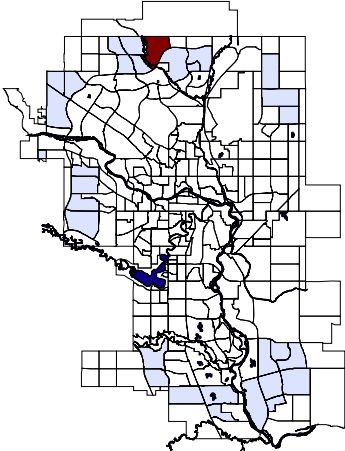
5.0	NEW SCHOOL CONSTRUCTION
Priority 1 - Saddle Ridge Middle School (C-1)	
School Community Profile	
<p>Saddle Ridge Community began development in 1960 and is situated in the Northeast sector of the City immediately west of 68 Street NE and north of the Martindale community.</p> <ul style="list-style-type: none"> • As of the April 2010 Census, the total number of occupied dwelling units in Saddle Ridge was 3,299 with a population of 12,961. • The Saddle Ridge community is planned for an estimated 7,900 housing units with a population capacity of 23,190 to 24,300. • The community had an average annual population growth of 1,177 persons during the past three-year period and has completed approximately 42% of its development. 	
	
Enrolment Profile	
<ul style="list-style-type: none"> • As of September 30, 2010, there were 609 Kindergarten to Grade 4 and 481 Grades 5-9 students residing in the Saddle Ridge community who attended CBE schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> • There are two elementary sites and one middle school site in Saddle Ridge. The Saddle Ridge School (K-3) opened for the 2010-2011 school year. Saddle Ridge (Grades 4-6) students are bussed to Marlborough. • Saddle Ridge junior high students are currently bussed to Bob Edwards School, which is located in the Marlborough community in Area III. Median travel time to Bob Edwards School is 32 minutes. 	
Recommendation	
<ul style="list-style-type: none"> • Construct a middle school for 500 Grades 5-9 students complete with space to support a relocatable addition for 400 students in sixteen units. The capacity of the school will be 900 student spaces. • The total project cost is budgeted at \$23.9 million (January 2011 prices), including the construction of the new relocatable units, funding for CTS space and CTS equipment allowance. 	

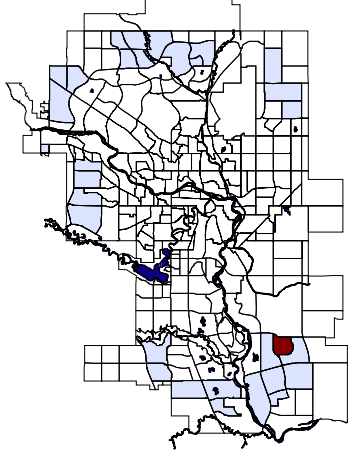
5.0	NEW SCHOOL CONSTRUCTION
Priority 2 - Royal Oak/Rocky Ridge Middle (C-2)	
School Community Profile	
<p>Royal Oak Community began development in 1996 and is situated in the northwest, north of Crowchild Trail NW and west of Stoney Trail NW.</p>	
<ul style="list-style-type: none"> As of the April 2010 Census, the total number of occupied dwelling units was 3,686 with a population of 10,718. The community is planned for an estimated 3,820 housing units with a population capacity of 11,500. The community had an average annual population growth of 677 persons during the past three-year period and has completed approximately 96% of its development. 	
	
<p>Rocky Ridge Community began development in 1995 and is located in the northwest, north of Crowchild Trail and west of Rocky Ridge Road NW.</p>	
<ul style="list-style-type: none"> As of the April 2010 Census, the total number of occupied dwelling units was 2,709 with a population of 7,093. The community is planned for an estimated 3,160 housing units with a population capacity of 8,200. The community had an average annual population growth of 163 persons during the past three-year period and has completed approximately 86% of its development. 	
Enrolment Profile	
<ul style="list-style-type: none"> As of September 30, 2010, there were 441 Kindergarten to Grade 4 students and 357 Grades 5-9 students residing in the Royal Oak community who attended CBE schools. As of September 30, 2010, there were 268 Kindergarten to Grade 4 students and 222 Grades 5-9 students residing in the Rocky Ridge community who attended CBE schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> Royal Oak School (K-4), located on the south portion of the joint use site, opened for the 2010-2011 school year. There is one middle school site in Royal Oak located on the north portion of the joint use site. Royal Oak and Rocky Ridge Grades 5-9 students are bussed to Simon Fraser School, which is located in the Brentwood community in Area I. Median travel time to Simon Fraser is 28 minutes. 	

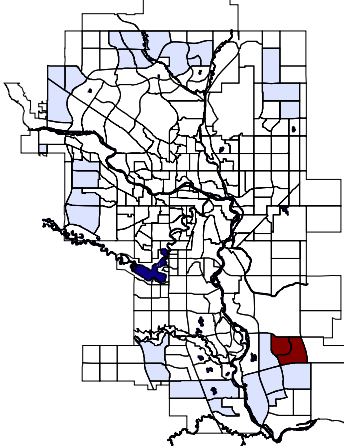
5.0	NEW SCHOOL CONSTRUCTION
	Priority 2 - Royal Oak/Rocky Ridge Middle (C-2)
	Recommendation
	<ul style="list-style-type: none">• Construct a middle school for 500 Grades 5-9 students complete with space to support a relocatable addition for 400 students in sixteen units. The capacity of the school will be 900 student spaces.• The total project cost is budgeted at \$23.9 million (January 2011 prices), including the construction of the new relocatable units, funding for CTS space and CTS equipment allowance.

5.0	NEW SCHOOL CONSTRUCTION
	Priority 3 - Centennial High School (C-3)
	Current and Future Student Accommodation Plan
	<p>Centennial High School is located in southeast Calgary in the community of Sundance, which is an established community.</p> <ul style="list-style-type: none"> Regular Program <p>Centennial High School currently accommodates the Regular program for Grades 10-12 students living in the communities of Bridlewood, Chaparral, Evergreen, Midnapore, Millrise, Shawnee Slopes, Shawnessy, Somerset, and Sundance.</p> <p>Area V consists of southwest and southeast developing communities. These areas will comprise approximately 50% of the City's growth over the next five years.</p> <p>The southwest developing communities' five-year growth is 19,800 to 21,900 people. The southeast developing communities' five-year growth is expected to be 32,200 to 35,600 people. This will put pressure on Area V high schools and accommodation plans will need to be developed. Additional capacity at Centennial High School will be required to ease pressure for student accommodation in the south.</p>
	Facility Description
	<p>The school was built in 2004. The school structure sits on a pile and grade-beam foundation. The super-structure is constructed of concrete slab on grade. The super-structure is comprised of steel columns, exterior curtain walls, concrete block, and steel deck. The exterior façade is both metal siding and masonry.</p> <p>The total area of the building is 15,309 m² consisting of 61 classrooms for instruction. A number of classrooms are internal and do not have access to natural light. Due to its age (younger than ten years of age), Alberta Infrastructure has not evaluated school's facilities through RECAPP, and determines a facility of this age as being in overall excellent condition. There are no evaluation recommendations at this time.</p>
	Expansion
	<p>The expansion project identified will add a fourth classroom wing on the west side of the school. The new wing would be similar in construction and finishing to the other three wings. The fourth wing would be comprised of 16 classrooms (400 student capacity), lockers along the corridors, two staircases, support space (offices and storage rooms) and a small entry addition that would extend the core school's central corridor or street to enclose the north end of the wing addition, thereby relocating the west entry to align with the west edge of the new wing. The fourth wing addition would add approximately 2,300 m² to the school at an estimated cost of \$5 million (January 2011 prices).</p>

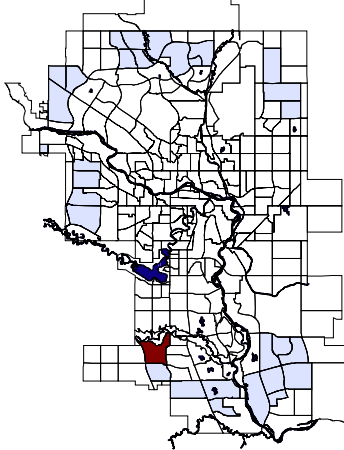
5.0	NEW SCHOOL CONSTRUCTION
Priority 4 - Northeast Calgary High School (C-4)	
School Community Profile	
<p>The Northeast High School will serve the residents of the developing and established communities north of McKnight Boulevard NE.</p> <ul style="list-style-type: none"> Currently, the northeast area is served by Forest Lawn High School, Jack James High School, and Lester B. Pearson High School in Area III, and by Crescent Heights High School and James Fowler High School in Area II. A site is available in Martindale for a new senior high school. The senior high school will be on the north portion of the 48-acre site and the Genesis Centre will be on the south half of the site (see Section 3.4 for details). 	
	
Enrolment Profile	
<ul style="list-style-type: none"> Area III has a utilization rate by residence of 138% and a utilization rate by enrolment of 86%. Lester B. Pearson has a provincial capacity of 1,715 student spaces and a utilization rate by enrolment of 93% and is operating at peak capacity for its design. The provincial capacity is considered to be approximately 200 spaces greater than the school can comfortably accommodate. Jack James has a net capacity of 885 student spaces for a utilization rate by enrolment of 89%. A large number of students are in the Knowledge and Employability classes. Forest Lawn has a utilization rate by enrolment of 79%. Crescent Heights and James Fowler are located in Area II and accommodate additional demand for students from Area III. There are 1,258 students from the northeast communities of Castleridge, Coral Springs, Falconridge, Martindale, and Taradale that attend James Fowler High School. An additional 236 students from Saddle Ridge attend Crescent Heights High School. 	
Site Planning and Transportation	
Several communities in the northeast are bussed to Area II schools.	
Recommendation	
<ul style="list-style-type: none"> Construct a senior high school for 1,800 Grades 10-12 students. The total project cost is budgeted at \$46 million (January 2011 prices); including the CTS space allowance and an allowance for CTS equipment in the amount of \$1 million. 	

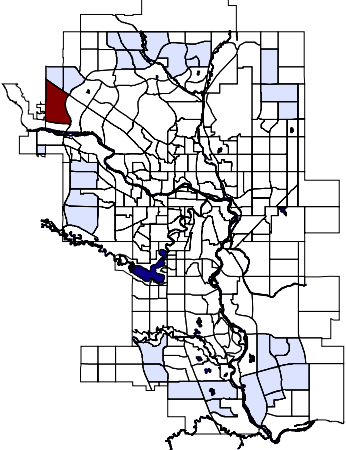
5.0	NEW SCHOOL CONSTRUCTION
Priority 5 - Evanston Elementary School (C-5)	
School Community Profile	
<p>Evanston Community began development in 2002 and is situated in the North sector of the City, north of Stoney Trail and east of Symons Valley Road.</p> <ul style="list-style-type: none"> • As of the April 2010 Census, the total number of occupied dwelling units was 1,675 with a population of 5,183. • The community is planned for an estimated 6,510 housing units with a population capacity of 17,570 to 18,400. • The community has had an average annual population growth of 638 persons during the past three-year period and has completed approximately 26% of its development. 	
	
Enrolment Profile	
<ul style="list-style-type: none"> • As of the April 2010 Census, there were 509 public pre-school-aged children in Evanston. • As of September 30, 2010, there were 210 Kindergarten to Grade 4 students residing in the Evanston community that attended CBE schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> • There are two elementary sites and one middle school site in Evanston. • Evanston elementary students are bussed to Cambrian Heights School, which is located in the Cambrian Heights community in Area II. Median travel time to Cambrian Heights is 33 minutes. 	
Recommendation	
<ul style="list-style-type: none"> • Construct a core elementary K-4 school for 300 students complete with space to support a modular addition for 300 students in twelve units. The capacity of the school will be 600 student spaces. • The total project cost is budgeted at \$13.0 million (January 2011 prices). 	

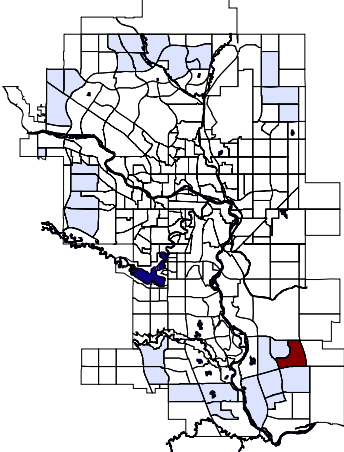
5.0	NEW SCHOOL CONSTRUCTION
Priority 6 - New Brighton Elementary School (C-6)	
School Community Profile	
<p>New Brighton Community began development in 2002 and is located in the Southeast sector of the City, immediately east of the McKenzie Towne community, south of 130 Avenue SE and north of McIvor Boulevard SE.</p> <ul style="list-style-type: none"> • As of the April 2010 Census, the total number of occupied dwelling units in New Brighton was 2,121 with a population of 6,078. • The community is planned for an estimated 4,490 housing units with a population capacity of 12,550 to 13,200. • The community had an average annual population growth of 1,133 persons during the past three-year period and has completed approximately 47% of its development. 	
	
Enrolment Profile	
<ul style="list-style-type: none"> • As of the April 2010 Census, there were 566 public pre-school-aged children. • As of September 30, 2010, there were 234 Kindergarten to Grade 4 students residing in New Brighton who attended CBE schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> • There is one elementary and one middle school site in New Brighton. The middle school site will also serve Copperfield. • New Brighton students are currently accommodated in Acadia School located in the Acadia community in Area V. Median travel time to Acadia is 32 minutes. 	
Recommendation	
<ul style="list-style-type: none"> • Construct a core elementary K-4 school for 300 students complete with space to support a modular addition for 300 students in twelve units. The capacity of the school will be 600 student spaces. • The total project cost is budgeted at \$13.0 million (January 2011 prices). 	

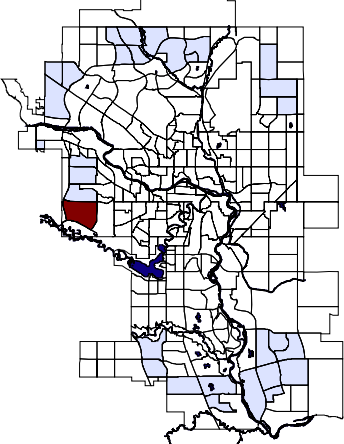
5.0	NEW SCHOOL CONSTRUCTION
Priority 7 - New Brighton/Copperfield Middle School (C-7)	
School Community Profile	
<p>New Brighton Community began development in 2002 and is situated in the southwest, north of McIvor Boulevard SE, south of 130 Avenue SE and east of 52 Street SE.</p> <ul style="list-style-type: none"> As of the April 2010 Census, the total number of occupied dwelling units was 2,121 with a population of 6,078. The community is planned for an estimated 4,490 housing units with a population capacity of 12,550 to 13,200. The community had an average annual population growth of 1,133 persons during the past three-year period and has completed approximately 47% of its development. 	
	
<p>Copperfield Community began development in 2002 and is located in the southwest, north of Marquis of Lorne TR SE and south of 130 Avenue SE.</p> <ul style="list-style-type: none"> As of the April 2010 Census, the total number of occupied dwelling units was 2,296 with a population of 6,428. The community is planned for an estimated 5,220 housing units with a population capacity of 13,090 to 13,700. The community had an average annual population growth of 909 persons during the past three-year period and has completed approximately 44% of its development. 	
Enrolment Profile	
<ul style="list-style-type: none"> As of September 30, 2010, there were 234 Kindergarten to Grade 4 students and 163 Grades 5-9 students residing in the New Brighton community who attended CBE schools. As of September 30, 2010, there were 242 Kindergarten to Grade 4 students and 188 Grades 5-9 students residing in the Copperfield community who attended CBE schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> There is one elementary and one middle school site in the New Brighton community and one elementary site located in the Copperfield community. The new middle school will be located on the middle school site in New Brighton. New Brighton middle school students are bussed to David Thompson School, which is located in the Acadia community in Area V. Copperfield middle school students are bussed to R.T. Alderman School, which is located in the Willow Park community. Median travel time to David Thompson and R.T. Alderman is 32 minutes. 	

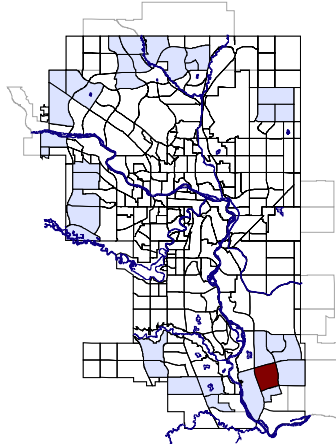
5.0	NEW SCHOOL CONSTRUCTION
	Priority 7 - New Brighton/Copperfield Middle School (C-7)
	Recommendation
	<ul style="list-style-type: none">• Construct a middle school for 500 Grades 5-9 students complete with space to support a relocatable addition for 400 students in sixteen units. The capacity of the school will be 900 student spaces.• The total project cost is budgeted at \$23.9 million (January 2011 prices), including the construction of the new relocatable units, funding for CTS space and CTS equipment allowance.

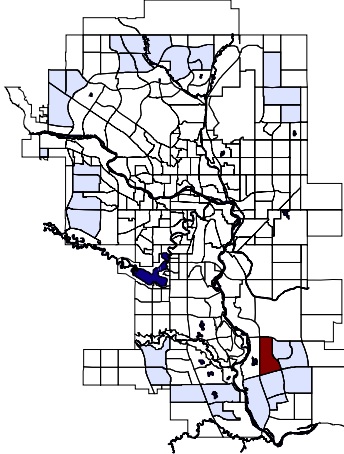
5.0	NEW SCHOOL CONSTRUCTION
Priority 8 - Evergreen Middle (C-8)	
School Community Profile	
<p>Evergreen Community began development in 1990 and is situated approximately 3 kilometres west of Macleod Trail South between 146 Avenue SW and 162 Avenue SW.</p> <ul style="list-style-type: none"> • As of the April 2010 Census, the total number of occupied dwelling units was 6,372 with a population of 18,692. • The community is planned for an estimated 7,490 housing units with a population capacity of 20,960 to 22,000. • The community had an average annual population growth of 1,348 persons during the past three-year period and has completed approximately 85% of its development. 	
	
Enrolment Profile	
<ul style="list-style-type: none"> • As of September 30, 2010, there were 501 Kindergarten to Grade 4 and 536 Grades 5-9 students residing in the Evergreen community (includes Evergreen Estates) who attended CBE schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> • Evergreen School (K-4) opened for the 2010-2011 school year. There is one additional elementary site and one middle school site in Evergreen. • Evergreen Grades 5-9 students are currently bussed to Woodman School, which is located in the Haysboro community in Area V. Median travel time to Woodman School is 24 minutes. 	
Recommendation	
<ul style="list-style-type: none"> • Construct a middle school for 500 Grades 5-9 students complete with space to support a relocatable addition for 400 students in sixteen units. The capacity of the school will be 900 student spaces. • The total project cost is budgeted at \$23.9 million (January 2011 prices), including the construction of the new relocatable units, funding for CTS space and CTS equipment allowance. 	

5.0	NEW SCHOOL CONSTRUCTION
Priority 9 - Tuscany Elementary School ⁽²⁾ (C-9)	
School Community Profile	
<p>Tuscany Community began development in 1995 and is situated in the northwest, south of Crowchild Trail and west of Stoney Trail.</p> <ul style="list-style-type: none"> As of the April 2010 Census, the total number of occupied dwelling units was 6,321 with a population of 18,601. The community is planned for an estimated 6,570 housing units with a population capacity of 19,100. The community has had an average annual population growth of 827 persons during the past three-year period and has completed approximately 96% of its development. 	
	
Enrolment Profile	
<ul style="list-style-type: none"> As of the April 2010 Census, there were 1,765 public pre-school-aged children in Tuscany. As of September 30, 2010, there were 1,010 Kindergarten to Grade 4 students residing in the Tuscany community that attended CBE schools. There is a strong demand for a second elementary school in Tuscany. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> There is one elementary K-4 school located within the south half of Tuscany community. The north elementary site would be used for the second elementary school. The central site has been approved for a middle school for Grades 5-9 and it is anticipated that it will open in the 2012-2013 school year. 	
Recommendation	
<ul style="list-style-type: none"> Construct a core elementary K-4 school for 300 students complete with space to support a modular addition for 300 students in twelve units. The capacity of the school will be 600 student spaces. Tuscany School (K-4) is in the south and has a capacity of 613 student spaces. The site in the north will accommodate long-term enrolment growth for elementary students. The total project cost is budgeted at \$13.0 million (January 2011 prices). 	

5.0	NEW SCHOOL CONSTRUCTION
Priority 10 - Copperfield Elementary (C-10)	
School Community Profile	
<p>Copperfield Community began development in 2002 and is located in the Southeast sector of the City, east of New Brighton and McKenzie Towne and north of Marquis of Lorne Trail SE.</p> <ul style="list-style-type: none"> As of the April 2010 Census, the total number of occupied dwelling units in Copperfield was 2,296 with a population of 6,428. The Copperfield community is planned for an estimated 5,220 housing units with a population capacity of 13,090 to 13,700. The community had an average annual population growth of 909 persons during the past three-year period and has completed approximately 44% of its development. 	
	
Enrolment Profile	
<ul style="list-style-type: none"> As of the April 2010 Census, there were 643 public pre-school-aged children. As of September 30, 2010, there were 242 Kindergarten to Grade 4 students residing in Copperfield who attended CBE schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> There is one elementary school site in Copperfield. Copperfield K-4 students are currently accommodated in Maple Ridge School located in the Maple Ridge community in Area V. Median travel time to Maple Ridge School is 28 minutes. 	
Recommendation	
<ul style="list-style-type: none"> Construct a core elementary K-4 school for 300 students complete with space to support a modular addition for 300 students in twelve units. The capacity of the school will be 600 student spaces. The total project cost is budgeted at \$13.0 million (January 2011 prices). 	

5.0	NEW SCHOOL CONSTRUCTION
Priority 11 – Springbank Hill Elementary School (C-11)	
School Community Profile	
<p>Springbank Hill Community began development in 1997 and is located in the West sector of the City, south of Aspen Woods, west of 69 Street SW., north of Glenmore Trail and east of the City Limits.</p> <ul style="list-style-type: none"> • As of the April 2010 Census, the total number of occupied dwelling units in Springbank Hill was 2,815 with a population of 8,185. • The community is planned for an estimated 4,890 housing units with a population capacity of 13,650 to 14,300. • The community had an average annual population growth of 693 persons during the past three-year period and has completed approximately 58% of its development. 	
	
Enrolment Profile	
<ul style="list-style-type: none"> • As of the April 2010 Census, there were 497 public pre-school-aged children. • As of September 30, 2010, there were 296 Kindergarten to Grade 4 students residing in Springbank Hill who attended CBE schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> • There is one elementary site, one middle site and one senior high site (future Ernest Manning High School under construction) in Springbank Hill. • Springbank Hill students are currently accommodated in Battalion Park School located in the Signal Hill community in Area IV and Glenbrook School located in the community of Glenbrook in Area IV. Median travel time for Battalion Park and Glenbrook is 25 minutes. 	
Recommendation	
<ul style="list-style-type: none"> • Construct a core elementary K-4 school for 300 students complete with space to support a modular addition for 300 students in twelve units. The capacity of the school will be 600 student spaces. • The total project cost is budgeted at \$13.0 million (January 2011 prices). 	

5.0	NEW SCHOOL CONSTRUCTION
Priority 12 – Auburn Bay Elementary (C-12)	
School Community Profile	
<p>Auburn Bay Community began development in 1999 and is located south of Marquis of Lorne Trail SE and east of Deerfoot Trail SE.</p> <ul style="list-style-type: none"> As of the April 2010 Census, the total number of occupied dwelling units in Auburn Bay was 1,403 with a population of 4,217. The community is planned for an estimated 4,280 housing units with a population capacity of 18,040 to 18,900. The community had an average annual population growth of 631 persons during the past three-year period and has completed approximately 21% of its development. 	
	
Enrolment Profile	
<ul style="list-style-type: none"> As of the April 2010 Census, there were 425 public preschool-aged children. As of September 30, 2010, there were 174 Kindergarten to Grade 4 students residing in Auburn Bay that attended CBE schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> There are two elementary sites and one middle school site in Auburn Bay. Auburn Bay elementary students are currently accommodated in Andrew Sibbald Elementary School, which is located in the Lake Bonavista community in Sector 8. Median travel time to Andrew Sibbald is 28 minutes. 	
Recommendation	
<ul style="list-style-type: none"> Construct a core elementary K-4 school for 300 students complete with space to support a modular addition for 300 students in twelve units. The capacity of the school will be 600 student spaces. The total project cost is budgeted at \$13.0 million (January 2011 prices), including the construction of the new relocatable units. 	

5.0	NEW SCHOOL CONSTRUCTION
Priority 13 - McKenzie Towne Middle School (C-13)	
School Community Profile	
<p>McKenzie Towne Community began development in 1995 and is located north of Marquis of Lorne Trail between Deerfoot Trail and 52 Street SE.</p> <ul style="list-style-type: none"> As of the April 2010 Census, the total number of occupied dwelling units was 5,771 with a population of 14,702. The community is planned for an estimated 7,210 housing units with a population capacity of 17,600 to 18,400. The community had an average annual population growth of 966 persons during the past three-year period and has completed approximately 80% of its development. 	
	
Enrolment Profile	
<ul style="list-style-type: none"> As of September 30, 2010, there were 499 Kindergarten to Grade 4 and 387 Grades 5-9 students residing in the McKenzie Towne community who attended CBE schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> McKenzie Towne School (K-4) opened January 2010. There is one middle school site in McKenzie Towne. McKenzie Towne students are currently bussed to David Thompson School (Grades 5-9), which is located in the Acadia community in Area V. Median travel time to David Thompson is 31 minutes. 	
Recommendation	
<ul style="list-style-type: none"> Construct a middle school for 500 Grades 5-9 students complete with space to support a relocatable addition for 400 students in sixteen units. The capacity of the school will be 900 student spaces. The total project cost is budgeted at \$23.9 million (January 2011 prices), including the construction of the new relocatable units, funding for CTS space and CTS equipment allowance. 	

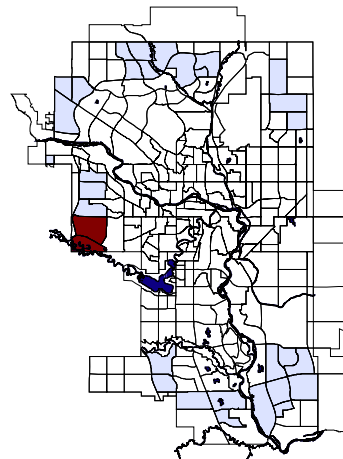
5.0 NEW SCHOOL CONSTRUCTION

Priority 14 - Springbank Hill/Discovery Ridge Middle (C-14)

School Community Profile

Springbank Hill Community began development in 1997 and is situated north of the Discovery Ridge community at Glenmore Trail SW., east of the City Limits, south of 17 Avenue SW., and west of 69 Street SW.

- As of the April 2010 Census, the total number of occupied dwelling units was 2,815 with a population of 8,185. The community is planned for an estimated 4,890 housing units with a population capacity of 13,650 to 14,300.
- The community had an average annual population growth of 693 persons during the past three-year period and has completed approximately 58% of its development.



Discovery Ridge Community began development in 2000 and is located in the West sector of the City, immediately east of the City Limits at 101 Street SW. and south of Glenmore Trail SW.

- As of the April 2010 Census, the total number of occupied dwelling units was 1,613 with a population of 4,333. The community is planned for an estimated 1,860 housing units with a population capacity of 5,500.
- The community had an average annual population growth of 176 persons during the past three-year period and has completed approximately 87% of its development.

Enrolment Profile

- As of September 30, 2010, there were 296 Kindergarten to Grade 4 students and 217 Grades 5-9 students residing in the Springbank Hill community who attended CBE schools.
- As of September 30, 2010, there were 205 Kindergarten to Grade 4 students and 133 Grades 5-9 students residing in the Discovery Ridge community who attended CBE schools.

5.0	NEW SCHOOL CONSTRUCTION
	Priority 14 - Springbank Hill/Discovery Ridge Middle (C-14)
	Site Planning and Transportation
	<ul style="list-style-type: none"> • There is one elementary site and one middle site in Springbank Hill. There is one elementary site in Discovery Ridge. The two communities can only support one middle school. • Springbank Hill Grades 7-9 students are bussed to A.E. Cross School located in the Glenbrook community in Area IV. Discovery Ridge Grades 7-9 students are bussed to Bishop Pinkham School located in the Lakeview community in Area IV. Median travel time for both Springbank Hill and Discovery Ridge is 27 minutes.
	Recommendation
	<ul style="list-style-type: none"> • Construct a middle school for 500 Grades 5-9 students complete with space to support a relocatable addition for 400 students in sixteen units. The capacity of the school will be 900 student spaces. • The total project cost is budgeted at \$23.9 million (January 2011 prices), including the construction of the new relocatable units, funding for CTS space and CTS equipment allowance.

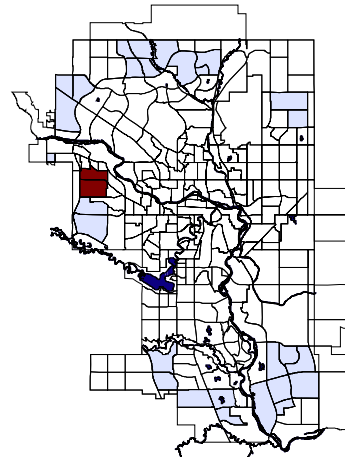
5.0 NEW SCHOOL CONSTRUCTION

Priority 15 - West Springs/Cougar Ridge Middle School (C-15)

School Community Profile

West Springs Community began development in 1999 and is situated north of Aspen Woods at 12 Avenue SW., east of the City Limits, south of the Cougar Ridge community and west of the Coach Hill community.

- As of the April 2010 Census, the total number of occupied dwelling units was 2,354 with a population of 7,204. The community is planned for an estimated 4,700 housing units with a population capacity of 13,080 to 13,700.
- The community had an average annual population growth of 486 persons during the past three-year period and has completed approximately 50% of its development.



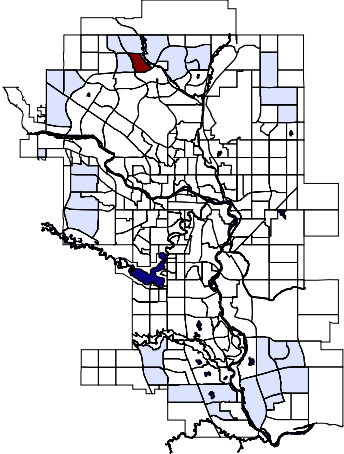
Cougar Ridge Community began development in 2000 and is located in the West sector of the City, north of the Old Banff Coach Road, west of 69 Street SW, south of Canada Olympic Park and east of the City Limits.

- As of the April 2010 Census, the total number of occupied dwelling units was 1,860 with a population of 5,656. The community is planned for an estimated 2,640 housing units with a population capacity of 7,500.
- The community had an average annual population growth of 230 persons during the past three-year period and has completed approximately 70% of its development.

Enrolment Profile

- As of September 30, 2010, there were 301 Kindergarten to Grade 4 students and 187 Grades 5-9 students residing in the West Springs community who attended CBE schools.
- As of September 30, 2010, there were 199 Kindergarten to Grade 4 students and 134 Grades 5-9 students residing in the Cougar Ridge community who attended CBE schools.

5.0	NEW SCHOOL CONSTRUCTION
Priority 15 - West Springs/Cougar Ridge Middle School (C-15)	
Site Planning and Transportation	
<ul style="list-style-type: none"> West Springs School (K-5) opened for the 2010-2011 school year. There is one elementary site and one middle school site in West Springs, both on the same site. The two communities can only support one middle school. There is one elementary site in Cougar Ridge. West Springs and Cougar Ridge Grades 7-9 students are bussed to Vincent Massey School, which is located in the Westgate community in Area IV. Median travel time to Vincent Massey for West Springs' students and Cougar Ridge's students is 19 minutes. 	
Recommendation	
<ul style="list-style-type: none"> Construct a middle school for 500 Grades 5-9 students complete with space to support a relocatable addition for 400 students in sixteen units. The capacity of the school will be 900 student spaces. The total project cost is budgeted at \$23.9 million (January 2011 prices), including the construction of the new relocatable units, funding for CTS space and CTS equipment allowance. 	

5.0	NEW SCHOOL CONSTRUCTION
Priority 16 - Panorama Hills Elementary ⁽²⁾ (C-16)	
School Community Profile	
<p>Panorama Hills Community began development in 1996 and is located north of Coventry Hills Boulevard and west of Harvest Hills Boulevard NW.</p> <ul style="list-style-type: none"> As of the April 2010 Census, the total number of occupied dwelling units in Panorama Hills was 5,620 with a population of 17,899. The community is planned for an estimated 8,370 housing units with a population capacity of 24,310 to 25,500. The community had an average annual population growth of 2,001 persons during the past three-year period and has completed approximately 67% of its development. 	
Enrolment Profile	
<ul style="list-style-type: none"> As of the April 2010 Census, there were 1,200 public pre-school-aged children. As of September 30, 2010, there were 799 Kindergarten to Grade 4 students residing in Panorama Hills who attended CBE schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> Panorama Hills K-4 students are currently accommodated in Panorama Hills School. There is one additional elementary school site in Panorama Hills. A site has been approved for a middle school for Grades 5-9 and it is anticipated that it will open in the 2012-2013 school year. 	
Recommendation	
<ul style="list-style-type: none"> Construct a core elementary K-4 school for 300 students complete with space to support a modular addition for 300 students in twelve units. The capacity of the school will be 600 student spaces. The total project cost is budgeted at \$13.0 million (January 2011 prices). 	

6.0 SCHOOL MAJOR MODERNIZATIONS

Priority 1 - Chinook Learning Services (M-1)

Mandate for Chinook Learning Services

Chinook Learning Services provides older adolescent and adult high school upgrading, Adult ESL, and Continuing Education programs for the CBE. Chinook Learning Services provides high school upgrading to over 9,000 part-time students over the course of a year, including summer school. It serves students from all Areas of the City and from the greater Calgary region.

Chinook Learning Services			
Program	Annual	Daily	Location
High School Credit	9,000 students (13,500 registrations)	1,600	Viscount Bennett Centre
ESL	450	200	Tuxedo Park School
LINC*	360	260	Six city locations (Balmoral Bungalow, Killarney School, Calgary Achievement Centre for Youth, Calgary City Church, Tuxedo Park School, Tuxedo Park Community Centre)
Continuing Education	12,000	Varies	Approximately 25 CBE locations across Calgary

*Language Instruction for Newcomers to Canada

High School Upgrading

- Largest high school upgrading centre in Alberta.
- Plays a key role in addressing high school completion.
- Serves more than 9,000 high school upgrading students annually. Two-thirds are school-aged (19 years of age and younger) and supported by Alberta Education CEUs (credit enrolment units); one-third are 20 years and older and pay tuition.
- A large proportion of students plan to, and a few already do, attend post-secondary institutions.

Adult ESL

- About 425 adult English-as-a-Second Language students are funded by Alberta Immigration and Employment (AEI) and another 360 are funded by Citizenship and Immigration Canada (CIC).
- Students come from across the City and would benefit from a central location that is well-served by public transit.

Non-Credit Continuing Education

Continuing Education administration would be located at the replacement school but most of the estimated 12,000 annual clients will continue to be served at approximately 25 locations across the City.

6.0	SCHOOL MAJOR MODERNIZATIONS
Priority 1 - Chinook Learning Services (M-1)	
Current Status	
<p>Over the past several years, the CBE has been in the process of planning for the move of Chinook Learning Services from Viscount Bennett Centre and its five other locations to a proposed Urban Campus initiative in the East Village of downtown Calgary. The Urban Campus was a proposed P3 project led by the University of Calgary and included: Athabasca University, Bow Valley College, the Chinook Learning Services, the University of Lethbridge, and SAIT Polytechnic.</p> <p>On October 14, 2008, Alberta Education advised that the Minister of Advanced Education and Technology approved financial support for the expansion of SAIT and Bow Valley College and the lease of space for the University of Calgary in downtown Calgary. As a result of this approach to increasing access to the post-secondary institutions, government support for the Urban Campus Learning Village would not be forthcoming.</p>	
Recommended Modernization	
<p>Chinook Learning Services needs to vacate its main campus at Viscount Bennett Centre as the 57-year-old building is in need of major renovations and upgrading. Alberta Infrastructure conducted a detailed architectural and engineering study in 2000 and determined that \$23 million was required to renovate the existing building to meet educational needs and building code requirements. The conclusion of Architectural and Engineering Services was that it was uneconomical to restore the building. The CBE plans to sell the Viscount Bennett site.</p> <p>Chinook students come from all five Areas of the City. It is therefore desirable to have a central location for Chinook Learning Services plus satellite locations in order to best meet the needs of students.</p> <p>Following the October 2008 announcement, the CBE has evaluated a range of options for meeting the needs of Chinook Learning Services. Chinook Learning Services requires 12,080 m² and options are being investigated by the CBE to renovate existing school buildings for their accommodation. The estimated cost of renovations is \$10.5 million.</p>	

6.0	SCHOOL MAJOR MODERNIZATIONS
	Priority 2 – Area I High Schools – CTS Program (M-2)
	Priority 3 – Area V High Schools – CTS Program (M-3)
	Priority 4 – Area III High Schools – CTS Program (M-4)
	Priority 5 – Area II High Schools – CTS Program (M-5)
	Current and Future Student Accommodation Plan
	<p>A planned CBE strategy to address the new Career and Technology Studies (CTS) curriculum requires approval of modernization projects to be undertaken in high schools in each of Areas I, II, III and V. These schools require priority placements for major modernization projects in order to deliver CTS courses to students in each of the four Areas. The Lord Shaughnessy High School modernization in Area IV is under construction and is the first modernization project undertaken for the Career and Technology Studies curriculum.</p> <p>Career development requires students to develop enthusiasm for lifelong learning that carries them beyond learning in school. Ultimately, students make their links between school, career development and post-secondary options. Creating personalized pathways in CTS allows students the opportunity to expand their career goals and interests and make connections among CTS courses and other subjects.</p> <p>The Career and Technology Centres will combine hands-on learning with personalized education, where classroom theory can be implemented into projects selected by students.</p>
	Modernization
	<p>The proposed projects will modernize the related spaces and enhance the teaching environment. The modernizations will also include the replacement of worn architectural elements (finishes and/or fixtures) and include select program space renovation, hazardous material abatement, and building code upgrades. Mechanical and electrical equipment upgrades are also included in the scope of work. The total project cost is estimated to be \$24.25 million (January 2011 prices).</p>

6.0	SCHOOL MAJOR MODERNIZATIONS
	Priority 6 - Piitoayis Family School (M-6)
	Current and Future Student Accommodation Plan
	<p>Calgary's Aboriginal population is the third largest among Canadian metropolitan centres. CBE's Administrative Regulation 3079, Aboriginal Education, outlines the importance of improving the success rate of Aboriginal students and increasing the understanding and acceptance of Aboriginal cultures of all students. Alberta's Commission on Learning specifically recommended that parents be able to access a variety of educational settings for Aboriginal students including separate settings where both parents and students may learn in a facility dedicated to the Aboriginal culture and history.</p> <p>Open to all students who want an Aboriginal-based education, the Piitoayis Family School offers Blackfoot and Cree languages, as well as cultural classes such as drumming, singing, and dancing.</p> <p>The future student accommodation plan is to provide a facility that meets the needs of students, family, and community programming. As Colonel Walker School also accommodates the Regular program for elementary students residing in the community of Inglewood, there is limited space to expand the Piitoayis Family School at Colonel Walker School that includes the vision for students, families, and community needs.</p>
	Facility Description
	The Piitoayis Family School is temporarily located within Colonel Walker School in the community of Inglewood. The school has shared the building with the Colonel Walker School since 2005.
	Replacement/Modernization
	The estimated cost for modernizing an existing school with an addition as a replacement school to accommodate the Aboriginal program would be \$12.5 million (January 2011 prices). A more detailed estimate can be provided once a final school has been determined.

6.0	SCHOOL MAJOR MODERNIZATIONS
	Priority 7 - Christine Meikle School (M-7)
	Current and Future Student Accommodation Plan
	<p>Christine Meikle School, located in the community of Bridgeland/Riverside, is a unique setting for students with severe and complex needs. This program draws junior/senior high school students (ages 12 to 19) from all areas of Calgary.</p> <p>The curriculum includes development of communication skills, sensory-motor skills, functional academics, work experience and pre-vocational abilities, travel training, and adaptive physical education. A modified curriculum is implemented based on the individual needs of each student. Instructional accommodations may include the use of assistive technology, augmentative communication systems and individual small group instruction. The staff, students, and their families also receive consultative support from Regional, Educational, Assessment and Consultation Services (REACH) for program development.</p>
	Facility Description
	<p>The Christine Meikle School facility is leased from The City of Calgary. The lease agreement was renewed for a 25-year period, expiring in 2034. A long-term facility is required for the school program in a modernized or new facility.</p> <p>The total area of the building is 2,464 m² consisting of 13 classrooms for instruction. These classrooms are small in size accommodating 6-10 students each. There are three pods that focus on flexible groupings and team teaching to best meet student needs: Emerging, Developing and Maturing.</p> <p>In 2009, 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"> • Roof elements require upgrading (drain and gutter modifications, etc.) • Exterior requires upgrades (replace metal siding, painting, etc.) • Interior spaces require upgrading (door panic bars, accordion styled partitions, screens, automated door openers, painting, millwork, bathroom fixtures, flooring, etc.) • Mechanical systems require upgrading (shower stalls, fountains, plumbing fixtures, hot water heaters, boiler, etc.) • Electrical systems require upgrading (secondary panels, motor control center, master light fixtures, etc.).

6.0	SCHOOL MAJOR MODERNIZATIONS
Priority 7- Christine Meikle School (M-7)	
Modernization	
<p>The modernization considers a student population of 90-100 students:</p> <ul style="list-style-type: none"> • four classes (25 +/-) non-ambulatory emerging pod/developing pod students • six classes (40 +/-) ambulatory developing pod students • five classes (35 +/-) ambulatory maturing pod students (including space for higher functioning Autism Spectrum Disorder students from the Communication, Sensory and Social Interaction program). <p>Design considerations include best practices from other institutions such as:</p> <ul style="list-style-type: none"> • Natural light (no metal mesh on external window) • Sound dampening • Wide hallways to accommodate wheelchairs, walkers, rails on walls • Ready access to all materials that may be required by students • Wheelchair access to all materials that may be required by students • Storage for large footprint equipment – either in storage with classrooms or in other storage locations. <p>The estimated cost for a school modernization at an existing school would be in the range of \$7.5 million (January 2011 prices). An estimated cost of a new school would be \$14 million.</p>	

6.0	SCHOOL MAJOR MODERNIZATIONS
	Priority 8 – Altadore School (M-8)
	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 Area IV.</p> <ul style="list-style-type: none"> Regular Program <p>Altadore School currently accommodates the Regular program for Kindergarten to Grade 6 students living in Altadore which includes Garrison Woods.</p> <p>The long-term student accommodation plan for Altadore School is to accommodate students from Altadore (including Garrison Woods). Garrison Woods is part of the Canada Lands redevelopment of the old Canadian Forces Base (CFB). This redevelopment has resulted in an increased number of families with children moving into the Altadore community. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that enrolment will be at or near capacity.</p>
	Facility Description
	<p>The one-storey building was constructed in 1952 with a wood frame on a concrete foundation. The school was renovated in 2002 with new exterior cladding, windows, doors, skylights and roof. A barrier-free washroom was provided in 2002; however, the remainder of the school requires barrier-free renovations. The total area of the building is 2,737 m² consisting of 14 classrooms for instruction. Most of the classrooms are similar to current standards and have good natural light.</p>
	Modernization
	<p>In 2010, Alberta Infrastructure evaluated school facilities through RECAP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendation: mechanical systems require upgrading (hot water tanks, boiler, ventilators, etc.).</p> <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 with full barrier-free accessibility. The total project cost is estimated to be \$9 million (January 2011 prices).</p>

6.0	SCHOOL MAJOR MODERNIZATIONS
Priority 9 – Nickle School (M-9)	
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.</p> <ul style="list-style-type: none"> Regular Program Nickle School currently accommodates the Regular program for Grades 5-9 students living in Bonavista Downs and Lake Bonavista and students from the communities of Auburn Bay and Cranston. 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 Area V. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that enrolment will be at or near capacity.</p>	
Facility Description	
<p>The original school building was completed in 1970 with masonry and steel construction. The two additions were built in 1976 and 1985.</p> <p>The total area of the building is 6,951 m² consisting of 26 classrooms plus three portables for instruction. The classrooms range in size and have minimum access to natural light. The mechanical and electrical systems have exceeded their lifecycle expectancy and need upgrading or replacement.</p> <p>In 2007, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> Replace parts of roof that have not already been replaced Replace damaged caulking around perimeter Incorporate barrier-free items where applicable (i.e., automatic door openers) Mechanical features need upgrading (i.e., hot water tanks, exhaust fans, sprinklers) Upgrade various electrical various components, i.e., lights, exit signs, etc. 	
Modernization	
<p>A scope for modernization improvements is required due to the age and condition of the building components. The modernization would replace some of mechanical systems and damaged lockers, upgrade electrical system, finishes and millwork, reconfigure internal spaces, and renovate washrooms. The addition of a mechanical control system and start/stop automation is recommended. Barrier-free accessibility and exiting would be addressed as well. The scope of this modernization strategy also includes upgrading of all the interior program spaces as required. The total project cost is estimated to be \$11 million (January 2011 prices).</p>	

6.0	SCHOOL MAJOR MODERNIZATIONS
	Priority 10 - Sir Wilfrid Laurier School (M-10)
	Current and Future Student Accommodation Plan
	<p>Sir Wilfrid Laurier School is located in southeast Calgary in the community of Albert Park/Radisson Heights, which is an established community.</p> <ul style="list-style-type: none"> • Regular Program Sir Wilfrid Laurier School currently accommodates the Regular program for Grades 5-9 students living in Albert Park/Radisson Heights and part of Forest Heights. • System Classes Sir Wilfrid Laurier School accommodates Learning and Literacy classes. • Traditional Learning Centre (TLC) Alternative Program Sir Wilfrid Laurier School and Chris Akkerman School are the designated schools for the Traditional Learning Centre (TLC) alternative program for students residing in Area III. <p>The long-term student accommodation plan for Sir Wilfrid Laurier School is to accommodate students from their home area and the Traditional Learning Centre alternative program for Area III students. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that enrolment will be at or near capacity.</p>
	Facility Description
	<p>The building was originally completed in 1966 as a masonry building with a brick and stucco exterior. An addition was built in 1983. Upgrades in 1997 replaced the original ceilings with acoustic suspended tile. In 2003 barrier-free renovations were undertaken. The total area of the building is 5,258 m² consisting of 21 classrooms for instruction. The classrooms are slightly smaller than the current standard and have moderate access to natural light. Generally the facility is in reasonable condition. The electrical and mechanical systems require upgrading or replacement. The breakout rooms, library and computer lab were upgraded in the 2006-2007 renovations.</p> <p>In 2006, 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"> • Roof requires replacement • Exterior requires upgrades (doors, seals, stucco, windows, hardware, etc.) • Interior spaces require upgrading (floor tiles, acoustic panels, painting, millwork, flooring, etc.) • Mechanical systems require upgrading (plumbing fixtures, boilers, HVAC equipment, etc.) • Electrical systems require upgrading (secondary panels, motor starters, master clock system, etc.).

6.0	SCHOOL MAJOR MODERNIZATIONS
	Priority 10 - Sir Wilfrid Laurier School (M-10)
	Modernization
	<p>The proposed modernization will enhance the teaching spaces and upgrade the school and its aging systems. The modernization includes an upgrade of mechanical systems and all electrical systems (panel upgrades, interior and parking lot lighting, and emergency lighting). All finishes (flooring, ceilings, and painting) will be upgraded or replaced. Envelope upgrades to include roof and door repair and replacement. Washroom and change room upgrades and locker replacement are also part of the modernization.</p> <p>Teaching space upgrades include science, art, and computer rooms, cafeteria kitchen, library, art, and CTS space. Millwork, display cases, fixtures, and blinds should be replaced. This modernization will address safety and security concerns with a front entry renovation, stairway, and corridor door hardware upgrades controlling unauthorized access to the school. An estimate cost of the modernization is \$11 million (January 2011 prices).</p>

6.0	SCHOOL MAJOR MODERNIZATIONS
Priority 11 – Elboya School (M-11)	
Current and Future Student Accommodation Plan	
<p>Elboya School offers Kindergarten to Grade 9 programming and is located in southwest Calgary, in the inner-city community of Elboya.</p> <ul style="list-style-type: none"> Regular Program – Kindergarten to Grade 6 Currently, Elboya School accommodates the Kindergarten to Grade 6 Regular program for students living in Bel-Aire, Britannia, Elboya, Manchester, Mayfair, Meadowlark Park, and Windsor Park. Regular Program – Grades 7-9 Elboya School accommodates the Grades 7-9 Regular program for students living in the communities of Bel-Aire, Britannia, Elboya, Manchester, Mayfair, Meadowlark Park, and Windsor Park. French Immersion Elboya School accommodates the Grades 5-9 French Immersion program for Area IV students living south of the Bow River, east of Crowchild Trail, and north of the Glenmore Reservoir, excluding the communities of North Glenmore Park, Ogden, Richmond/Knob Hill, Riverbend, Scarboro, and Sunalta. GATE Elboya School accommodates Gifted and Talented Education (GATE) for elementary and junior high students residing in Area IV. Area IV serves southeast and southwest Calgary and contains approximately 55 communities including several new and developing communities. <p>The long-term student accommodation plan for Elboya School is to continue to accommodate a K-9 Regular program, a Grades 5-9 French Immersion program and system GATE classes for all Area IV students. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that enrolment will be at or near capacity.</p>	
Facility Description	
<p>The original one-storey building was built in 1953 and two, two-storey additions were completed in 1956 and 1958. The school was partially renovated in 1990 and 1998. A barrier-free washroom was provided in the building; however, the remainder of the building requires barrier-free renovations.</p> <p>The total area of the building is 3,907 m² consisting of 28 classrooms for instruction. The classrooms have a range of sizes and good natural light. In 2010, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition.</p>	

6.0	SCHOOL MAJOR MODERNIZATIONS
Priority 11 – Elboya School (M-11)	
Facility Description	
<p>The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> • Required improvements to the out-of-date electrical systems • Facility contains a single boiler with no backup system in place should failure occur • Ventilation systems should be updated along with boiler <p>Significant problems are an inadequate gymnasium for junior high physical education programs and inadequate science labs. Windows and doors were replaced in 2006-2007.</p>	
Modernization	
<p>The school is identified as requiring major modernization to meet junior high school programming requirements. A modernization, including a new junior high gymnasium and redistribution of existing space will improve functionality and security while reducing noise level at the same time. The project will replace flooring, fixtures, ceilings and lighting, and upgrade building code deficiencies with full barrier-free accessibility. It will also add data/power to teaching spaces and upgrade the school to meet City of Calgary bylaw requirements. The estimate includes an allowance for phasing-in the project in an occupied building. An estimated cost of the modernization is \$10 million (January 2011 prices).</p> <p>This school could also be a replacement school, which could be built on the site. The old school could be demolished when the new school is built. The new school would be more energy-efficient and have a more effective layout. The estimated cost of a 700-capacity K-9 replacement school for Elboya School would be \$20 million (January 2011 prices).</p>	

6.0	SCHOOL MAJOR MODERNIZATIONS
	Priority 12 - Dr. J. K. Mulloy School (M-12)
	Current and Future Student Accommodation Plan
	<p>Dr. J.K. Mulloy School is located in northeast Calgary in the community of Huntington Hills which is an established community.</p> <ul style="list-style-type: none"> • Regular Program <p>Dr. J.K. Mulloy School currently accommodates the TLC alternative program for Kindergarten to Grade 4 students. Dr. J.K. Mulloy School also accommodates Grades 5-6 students residing in the new and developing community of Panorama Hills.</p> <p>The long-term student accommodation plan for Dr. J.K. Mulloy School is to accommodate students in the TLC alternative program. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that enrolment will be at or near capacity.</p>
	Facility Description
	<p>The two-storey building was constructed in 1969 with pre-cast concrete construction and masonry exterior. The total area of the building is 4,067 m² consisting of 20 classrooms for instruction. Many classrooms do not have access to natural light due to primarily open area classrooms. Electrically, the fire alarm system is in need of upgrading. The existing lighting system is in fair condition and should be replaced. Computer cabling and dedicated circuits should be added to the classrooms.</p> <p>In 2006, 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 (doors, seals, stucco, windows, hardware, etc.) • Interior spaces require upgrading (floor tiles, acoustic panels, painting, millwork, carpet flooring, etc.) • Mechanical systems require upgrading (plumbing fixtures, boilers, HVAC equipment, etc.) • Electrical systems require upgrading (secondary panels, motor starters, master clock system, light fixtures, public access system, etc.).

6.0	SCHOOL MAJOR MODERNIZATIONS
	Priority 12 - Dr. J. K. Mulloy School (M-12)
	Modernization
	<p>The modernization will improve functionality, security, and safety and will upgrade building infrastructure. The modernization includes some mechanical system upgrades, a major electrical systems upgrade (power, interior lighting fixtures, and controls) and envelope upgrades (roof and door). All finishes (flooring, ceilings) and worn fixtures (operable wall between gym and stage) will be replaced. Washroom upgrades and millwork replacement are part of the work.</p> <p>Teaching space upgrades include adding walls and doors to address acoustic problems and adding electric blinds and acoustic panels in the library. This modernization will address barrier-free issues (handicap washroom) and security concerns (front entry-administration renovation to control access to the school). Replacing gravel with asphalt, adding an exterior stair for safe access downhill will address the safety issues. Replacement of the open garbage containers with closed containers on site is required. An estimate cost of the modernization is \$6 million (January 2011 prices).</p>

6.0	SCHOOL MAJOR MODERNIZATIONS
	Priority 13 - Henry Wise Wood High School (M-13)
	Current and Future Student Accommodation Plan
	<p>Henry Wise Wood High School is located in southwest Calgary in the community of Kelvin Grove, which is an established community.</p> <ul style="list-style-type: none"> Regular Program <p>Henry Wise Wood High School currently accommodates the Regular program for Grades 10-12 students living in Bayview, Braeside, Chinook Park, Eagle Ridge, Haysboro, Kelvin Grove, Kingsland, Oakridge, Palliser, Parkhill, Pump Hill, and Southwood. Students residing in Woodlands and Woodbine currently have the option to attend either Henry Wise Wood High School or Dr. E.P. Scarlett High School. The new and developing community of Mahogany is also designated to Henry Wise Wood High School for Grades 10-12 students. Henry Wise Wood High School currently accommodates the International Baccalaureate (IB) for senior high residing in Area V.</p> System Classes <p>Henry Wise Wood High School currently accommodates Gifted and Talented, Literacy English and Academic Development, Paced Learning, and ACCESS classes.</p> Traditional Learning Centre (TLC) Alternative Program <p>Henry Wise Wood High School currently accommodates the Traditional Learning Centre (TLC) alternative program for students residing in Area IV and Area V.</p> <p>The long-term student accommodation plan for Henry Wise Wood High School is to accommodate students residing in Areas IV and V for Regular and TLC programs. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that enrolment will be at or near capacity.</p>
	Facility Description
	<p>The original building was constructed in 1961 with an open courtyard that was enclosed in 1964 to form a large library, a study and a lunchroom area. The original school structure sits on a combination of pile foundation and basement foundation walls. The main floor is concrete slab on grade. The super-structure is constructed of cast-in-place concrete columns, floor, and roof slabs. There are single-storey portions of the super-structure comprised of steel joists and metal decking. The courtyard infill is comprised of steel joists and metal decking. The super-structure is capable of a significantly longer life than the other major components. Minor renovations were made to the building in 1999, upgrading two CTS areas, some science labs, and the home economics area, as well as the drama change rooms. Handicap accessibility in the building has also been addressed.</p>

6.0	SCHOOL MAJOR MODERNIZATIONS
	Priority 13 - Henry Wise Wood High School (M-13)
	Facility Description
	<p>In 2005, upgrades were made to the ceilings in second and third floor classrooms.</p> <p>The total floor area is 15,804 m² and the school has 74 classrooms. The provincial capacity of the school is 1,946 student spaces. The teaching spaces are different sizes and have good natural light.</p> <p>In 2007, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable-to-marginal condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> • Exterior requires upgrades (curtain walls require replacement, painting, etc.) • Interior spaces require upgrading (barrier-free accessibility features, paint, etc.) • Mechanical systems require upgrading (HVAC system (old), boilers, roof top vent systems, hot water system, etc.) • Electrical systems require upgrading (security systems, master clock system, exit signs, receptacles, vapour fixtures in cafeteria, motor starters, main distribution switchgear in school, etc.). <p>The most pressing need identified within the facility is the lack of adequate space for larger performances and presentations where more than 50 students can gather at a time. The most pressing need identified was the inadequate performance and presentation spaces. Particularly lacking was a space that could be used for presentations to medium-sized audiences (100 to 300 persons). Modernization should include developing a multi-purpose presentation space/theatre.</p>
	Modernization
	<p>The scope of the modernization will include developing a multi-purpose presentation and exhibition space, as there is no space within the school where gatherings/meetings for more than 50 students can take place. The scope will include mechanical and electrical upgrades that will address thermal comfort, energy efficiency, provide additional power and data outlets, and building envelope upgrades. The scope will also include upgrading worn finishes and fixtures (e.g., paint, lockers), doors and hardware, replacement and washroom upgrades. Select program space renovation, hazardous material abatement, and building code and barrier-free accessibility upgrades will be part of the modernization. The project proposed will enhance the teaching environment. The total project cost is estimated to be \$23 million (January 2011 prices).</p>

6.0	SCHOOL MAJOR MODERNIZATIONS
	Priority 14 – Senator Patrick Burns School (M-14)
	Current and Future Student Accommodation Plan
	<p>Senator Patrick Burns School is located in northwest Calgary in the community of Collingwood, which is an established community.</p> <ul style="list-style-type: none"> • Regular Program Senator Patrick Burns School currently accommodates the Regular program for Grades 7-9 students living in Banff Trail, Charleswood, Collingwood, and Capitol Hill (west of 14 Street). Senator Patrick Burns also accommodates the National Sport Academy. • Spanish Bilingual Program Senator Patrick Burns School currently accommodates Grades 5-9 students for the Spanish Bilingual alternative program for students residing in Areas I to III. <p>The long-term student accommodation plan for Senator Patrick Burns School is to accommodate Spanish Bilingual students residing in Areas I, II, and III. Senator Patrick Burns School will continue to accommodate Regular program students and the National Sport Academy. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that enrolment will be at or near capacity.</p>
	Facility Description
	<p>The two-storey building was constructed in 1961 as a concrete, steel, and masonry structure. An addition in 1966 created an exterior courtyard between the original two U-shaped wings. A renovation in 1999 replaced linoleum and acoustic ceiling tile in five classrooms and the staff lounge. The total area of the building is 7,989 m² consisting of 32 classrooms for instruction. The classrooms are slightly smaller than the current standard and have moderate access to natural light.</p> <p>In 2007, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in overall acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> • Interior spaces need upgrading (all components) • Exterior façade requires upgrading (windows, doors, siding) • Electrical systems in general require upgrading (exit signs, panels, transformer, etc.).

6.0	SCHOOL MAJOR MODERNIZATIONS
	Priority 14 – Senator Patrick Burns School (M-14)
	Modernization
	<p>Since the evaluation, it has been found that the original curtain wall is in poor condition and the majority of original finishes are showing signs of deterioration. Different preservation projects have since been undertaken and completed. Such projects have included upgrading lockers and the communication systems.</p> <p>Numerous areas in the school require renovations such as the visual communication lab, the fashion lab, the music room, and CTS spaces. Wiring and data enhancements are required as part of improvements to the electrical systems. Renovations would also be carried out to the mechanical systems. Finishes and millwork throughout the school are aging and in need of replacement. The school would be upgraded to be barrier-free by providing an elevator and related upgrades such as barrier-free accessible washrooms. The original curtain wall exterior cladding is deteriorated and should be replaced. The roof must be replaced. Some site work is also required. The cost estimate for this modernization is \$11 million (January 2011 prices).</p>

6.0	SCHOOL MAJOR MODERNIZATIONS
	Priority 15 - A.E. Cross School (M-15)
	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.</p> <ul style="list-style-type: none"> Regular Program <p>A.E. Cross School currently accommodates the Regular program for Grades 7-9 students living in Glenbrook, Glamorgan, Killarney, Glengarry, Lincoln Park, Richmond, CFB Lincoln Park/Garrison Green, and Rutland Park. Students residing in Signal Hill and Springbank Hill are also currently designated to A.E. Cross School for Grades 7-9.</p> System Classes <p>A.E. Cross School accommodates Paced Learning and Learning and Literacy classes for Area IV students.</p> <p>The long-term student accommodation plan for A.E. Cross School is to accommodate students from their home area and to continue to accommodate students residing in new and developing communities in southwest Calgary. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that enrolment will be at or near capacity.</p>
	Facility Description
	<p>The original building was built in 1961 with a two-storey classroom wing 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 has been set at 1,066 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 classroom standards which would account for the higher capacity for the facility's rating.</p> <p>The structure is considered to be in good condition. Many of the classrooms have good natural lighting. 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 good condition with some repair needed.</p>

6.0	SCHOOL MAJOR MODERNIZATIONS
Priority 15 - A.E. Cross School (M-15)	
Facility Description	
<p>In 2009, 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 (stucco, painting, caulking, etc.) • Interior spaces require upgrading (some items require repair or replacement) • Mechanical systems require upgrading (HVAC system, ventilation, etc.) <p>Electrical systems require upgrading (expand current circuit system).</p>	
Modernization	
<p>The modernization will address building envelope deficiencies (e.g., replacement of the curtain wall), mechanical and electrical upgrades (improving thermal comfort, and energy efficiency), and provide additional power and data outlets. 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 also include select program space renovation, hazardous material abatement, and code and accessibility upgrades. The proposed project will modernize the whole facility and enhance the teaching environment. The total project cost is estimated to be \$11 million (January 2011 prices).</p>	

6.0	SCHOOL MAJOR MODERNIZATIONS
Priority 16 - Sir John A. Macdonald School (M-16)	
Current and Future Student Accommodation Plan	
<p>Sir John A. Macdonald School is located in north-central Calgary in the community of Huntington Hills, which is an established community.</p> <ul style="list-style-type: none"> Regular Program Sir John A. Macdonald School currently accommodates the Regular program for Grades 7-9 students living in Greenview (north of McKnight Boulevard), Huntington Hills and Thorncliffe, and students from Panorama Hills. System Classes Sir John A. Macdonald School accommodates Paced Learning classes and Learning and Literacy. <p>The long-term student accommodation plan for Sir John A. Macdonald School is to accommodate students from their home area. When the new middle school in Panorama Hills opens, there will be an opportunity to designate other students to Sir John A. Macdonald School closer to home. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that enrolment will be at or near capacity.</p>	
Facility Description	
<p>The 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.</p> <p>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 2006, 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	SCHOOL MAJOR MODERNIZATIONS
Priority 16 - Sir John A. Macdonald School (M-16)	
Modernization	
<p>The modernization will include upgrading building systems, mechanical and electrical equipment. The scope will include replacement of all worn finishes and fixtures (i.e., flooring, paint, and lockers); windows, doors, and hardware will be replaced and washrooms upgraded. The modernization will include select program space renovation, hazardous material abatement, building code and handicap accessibility upgrades, and site improvements (parking lot and landscape upgrades). The proposed project will modernize the whole facility and enhance the teaching environment. The total project cost is estimated to be \$11 million (January 2011 prices).</p>	

6.0	SCHOOL MAJOR MODERNIZATIONS
	Priority 17 – Thomas B. Riley School (M-17)
	Current and Future Student Accommodation Plan
	<p>Thomas B. Riley School is located in northwest Calgary in the community of Bowness, which is an established community.</p> <ul style="list-style-type: none"> Regular Program Thomas B. Riley School currently accommodates the Regular program for Grades 7-9 students living in Bowness and Greenwood/Greenbriar and students from the communities of Valley Ridge and Crestmont. System Classes Thomas B. Riley School accommodates Paced Learning and Adapted Learning classes. German Bilingual Program Thomas B. Riley School is the designated school for junior high students for the German bilingual program residing in the CBE boundary. Traditional Learning Centre (TLC) Alternative Program Thomas B. Riley School and Brentwood School are the designated schools for the Traditional Learning Centre (TLC) alternative program for Kindergarten to Grade 8 students residing in Area I. Brentwood School accommodates K-4 students and Grades 5-8 students are accommodated at Thomas B. Riley School. <p>The long-term student accommodation plan for Thomas B. Riley School is to accommodate students residing in the northwest quadrant of Calgary for Regular and 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 enrolment will be at or near capacity.</p>
	Facility Description
	<p>The facility is a split two-storey building comprised of load-bearing masonry and steel and was originally constructed in 1967. Both a modernization and an addition to the school were completed in 1985. The modernization upgraded the industrial arts shop, administration, library, and second floor ancillary rooms. The total area of the building is 6,188 m² consisting of 22 classrooms for instruction. Most of the classrooms are smaller than the current standard (80 m²) with good natural light.</p> <p>In 2006, 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: interior spaces to be upgraded; mechanical and electrical systems are aging and require considerable revision; lighting systems are obsolete and require replacement to maintain required lighting levels.</p>

6.0	SCHOOL MAJOR MODERNIZATIONS
	Priority 17 – Thomas B. Riley School (M-17)
	Facility Description
	<p>Many of the components of the facility were noted as needing typical lifecycle upgrades. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> • Interior spaces require upgrading (i.e., wood flooring, repainting of concrete flooring, etc.) • Interior fire-stopping requires localized repairs • Mechanical and electrical systems are aging and require lifecycle upgrading and recertification of components.
	Modernization
	<p>This school requires upgrades in certain rooms, such as the science rooms, foods room, and drama room. Millwork, fixtures, and blinds should be replaced. Carpet should be replaced in areas like the library and main office. All of the lockers in the school should be replaced with two-tier lockers. New front doors with less glazing would prevent ongoing breakage from vandalism. Ceiling acoustic tiles in certain areas are surface mounted and are falling down, requiring a retrofit. Electrical systems should be upgraded, as well as lighting in various parts of the building. Mechanical systems including plumbing need upgrades or replacement. The cost estimate for this modernization is \$11 million (January 2011 prices).</p>

6.0	SCHOOL MAJOR MODERNIZATIONS
	Priority 18 – Robert Warren School (M-18)
	Current and Future Student Accommodation Plan
	<p>Robert Warren School is located in southwest Calgary in the community of Canyon Meadows, which is an established community.</p> <ul style="list-style-type: none"> • Regular Program Robert Warren School currently accommodates the Regular program for Grades 7-9 students living in Canyon Meadows. • Spanish Bilingual Program Robert Warren School currently accommodates Grades 5-9 students for the Spanish Bilingual alternative program for students residing in Area V. <p>The long-term student accommodation plan for Robert Warren School is to accommodate Spanish Bilingual students residing in Area V. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that enrolment will be at or near capacity.</p>
	Facility Description
	<p>The one-storey building was completed in 1974 with masonry and steel construction. The addition was built in 1991 with barrier-free access. The building was partially renovated in 1999. As of October 2008, four new relocatable units were located on the school site, replacing the previous five outdated units. The total area of the building is 4,711 m² consisting of 20 classrooms (including the four new relocatables) for instruction. The classrooms are smaller than the current standard and internal ones do not have access to natural light. The layout of the main office creates security concerns.</p> <p>In 2007, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> • Replace caulking of exterior of building • Incorporate barrier-free items where applicable (i.e., automatic door openers) • Upgrading pneumatic controls and extend sprinkler system • Upgrade electrical components (i.e., exit signs and sub-distribution panels).
	Modernization
	<p>The school's modernization strategy was divided into two phases, with the first phase being completed in 2009 for a total cost of \$1.4 million. The first phase addressed the removal of five obsolete portables, replacing them with four new relocatable units. This construction included a connecting corridor, complete with lockers and a barrier-free ramp-way into the new units. The administration area was improved, the library was expanded, and school safety modifications were additionally incorporated.</p>

6.0	SCHOOL MAJOR MODERNIZATIONS
	Priority 18 – Robert Warren School (M-18)
	Modernization
	<p>When the remaining funds become available, Phase II of the modernization will complete the rest of the overall upgrading of the school and its aging systems. Work will include a full upgrade of the electrical and mechanical systems (heating and cooling systems, electrical systems, all lighting and emergency lighting). All finishes (flooring, ceilings, and painting) will be upgraded or replaced. Envelope upgrades to include roof and door repair and upgrades. Washroom and change room upgrades and locker replacement are also part of the modernization. The project costs of Phase II are projected at \$4 million (January 2011 prices).</p>

6.0	SCHOOL MAJOR MODERNIZATIONS
	Priority 19 – Louis Riel School (M-19)
	Current and Future Student Accommodation Plan
	<p>Louis Riel School is located in southeast Calgary in the community of Oakridge, which is an established community.</p> <ul style="list-style-type: none"> Regular Program <p>Louis Riel School currently accommodates the Regular program for Kindergarten to Grade 9 students living in Oakridge and Grades 7-9 students residing in Cedarbrae. Louis Riel School is also the designated school for Tsuu T'ina Nation students.</p> Science Program <p>Louis Riel School accommodates the Science alternative program for students residing in Area V. The Science program will continue to expand by a grade each year until 2012 when it will accommodate Kindergarten to Grade 9 students.</p> System Classes <p>Louis Riel School accommodates Learning and Literacy classes.</p> <p>The long-term student accommodation plan for Louis Riel School is to accommodate students from Oakridge, Tsuu T'ina Nation, and Cedarbrae and the Science alternative program for students residing in Area V. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that enrolment will be at or near capacity.</p>
	Facility Description
	<p>The original building was constructed in 1971 with masonry and steel construction. The additions were built in 1976 and 1993. Portables were added in 1979.</p> <p>The total area of the building is 7,931 m² consisting of 29 classrooms for instruction. The classrooms are smaller than the current standard with minimal natural light. Many areas have limited vision of exit and emergency lights due to the design of the open classroom concept. In 2007, Alberta Infrastructure evaluated school facilities through RECAP 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"> Interior and exterior spaces need upgrading (barrier-free accessibility items, stucco, etc.) Roof replacement in some areas Mechanical systems in require upgrading (replace furnaces, cooling system, etc.) Electrical systems require upgrading (exit lights, fixtures, emergency lighting, etc.).

6.0	SCHOOL MAJOR MODERNIZATIONS
Priority 19 – Louis Riel School (M-19)	
Facility Description	
<p>As noted in the evaluation the school building requires barrier-free renovations. Since the evaluation, a preservation project was undertaken in 2006-2007. This upgraded fixtures, heating coils, gym curtain, fire, and electrical panel. A modernization project was undertaken in 2007-2008 which provided two classrooms in the library, upgraded the administration area, enclosed two open classrooms, and upgraded the science and preparation rooms.</p>	
Modernization	
<p>The proposed modernization will upgrade building infrastructure and improve its functionality. The modernization includes both mechanical and electrical work. Additionally, the finishes (flooring, ceilings) will be replaced, and all walls painted. Exterior walls need some repair work (patch stucco and replace a few doors). Renovation work is required to improve functionality. The total project cost is estimated to be \$11 million (January 2011 prices).</p>	

6.0	SCHOOL MAJOR MODERNIZATIONS
	Priority 20 - Woodman School (M-20)
	Current and Future Student Accommodation Plan
	<p>Woodman School is located in southwest Calgary in the community of Haysboro, which is an established community.</p> <ul style="list-style-type: none"> Regular Program <p>Woodman School currently accommodates the Regular program for Grades 7-9 students living in Chinook Park, Eagle Ridge, and Kingsland, as well as students from Woodlands, Woodbine, and Walden. Woodman School also accommodates Grades 5-9 students from Evergreen.</p> <p>The long-term student accommodation plan for Woodman School is to accommodate students from their home area, Woodlands, Woodbine, and Evergreen. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that enrolment will be at or near capacity.</p>
	Facility Description
	<p>The original building was constructed in 1960 with wood framing and a stucco and masonry exterior. An addition was completed in 1968 with a masonry and steel construction exterior and is capable of a longer life than other major components. A renovation was completed in 2003, including a barrier-free upgrade consisting of an elevator, handicap lift, and washroom renovation. The facility is in reasonable condition for its age; however, finishes and furnishings have become dated and are showing wear. Windows have been replaced and the roof was replaced approximately four years ago.</p> <p>The gross building area is 8,744 m² consisting of 34 classrooms. Most of the teaching spaces are sized to current standards and have good natural light. The gym, by Alberta Education standards, is small for a junior high school of this capacity. The school has an efficient layout, but allows little real flexibility in the use of the building. Internal reconfiguration of spaces would be required to better address the needs of junior high students.</p> <p>In 2008, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in good condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> Exterior requires upgrades (barrier-free accessibility ramp features, replacement of windows and doors, painting, etc.) Interior spaces require lifecycle upgrading (doors, hardware, shower stalls, etc.) Mechanical systems require upgrading (most mechanical systems are past lifecycle) Electrical systems require upgrading (many components are past lifecycle, but still functional).

6.0	SCHOOL MAJOR MODERNIZATIONS
	Priority 20 - Woodman School (M-20)
	Modernization
	<p>The modernization will include replacement and upgrading of all building systems, and mechanical equipment. All worn finishes and fixtures (e.g., flooring, ceilings, paint, and millwork) will be replaced, and washrooms upgraded. The modernization would include select program space renovation, hazardous material abatement, building code, and handicap accessibility upgrades. The proposed project will modernize the whole facility and enhance the teaching environment. The total project cost is estimated to be \$9 million (January 2011 prices).</p>

APPENDIX I

Capacity and Utilization

There are Sectors associated with each Area that provide for smaller units of analysis.

Table 1: Capacity for Elementary/Junior High by Residence (%)

Elementary/Junior High Students by Residence 2010-2011				
Area	Sector	Senior High Students	Senior High Capacity	% Utilization
AREA I	Sector 1	5,178	6,985	74.13%
	Sector 2	7,680	8,127	94.50%
TOTAL		12,858	15,112	85.08%
AREA II	Sector 3	3,796	13,040	29.11%
	Sector 4	9,382	7,126	131.66%
TOTAL		13,178	20,166	65.35%
AREA III	Sector 5	17,604	20,080	87.67%
TOTAL		17,604	20,080	87.67%
AREA IV	Sector 6	6,469	9,059	71.41%
	Sector 7	4,290	6,808	63.01%
TOTAL		10,759	15,867	67.81%
AREA V	Sector 8	7,335	16,696	43.93%
	Sector 9	11,443	9,036	126.64%
TOTAL		18,778	25,732	72.98%
GRAND TOTAL		73,177	96,957	75.47%

Notes:

- Student numbers are based on ArcView data as at September 30, 2010 (K@FTE to Grade 9).
- Capacity as per Alberta Infrastructure's ACU Report dated July 20, 2010, assuming exemptions.
- Under-utilized and over-utilized are shown on Map 7.

**% Capacity by Elementary/Junior High Residence
Showing Both Areas and Sectors**

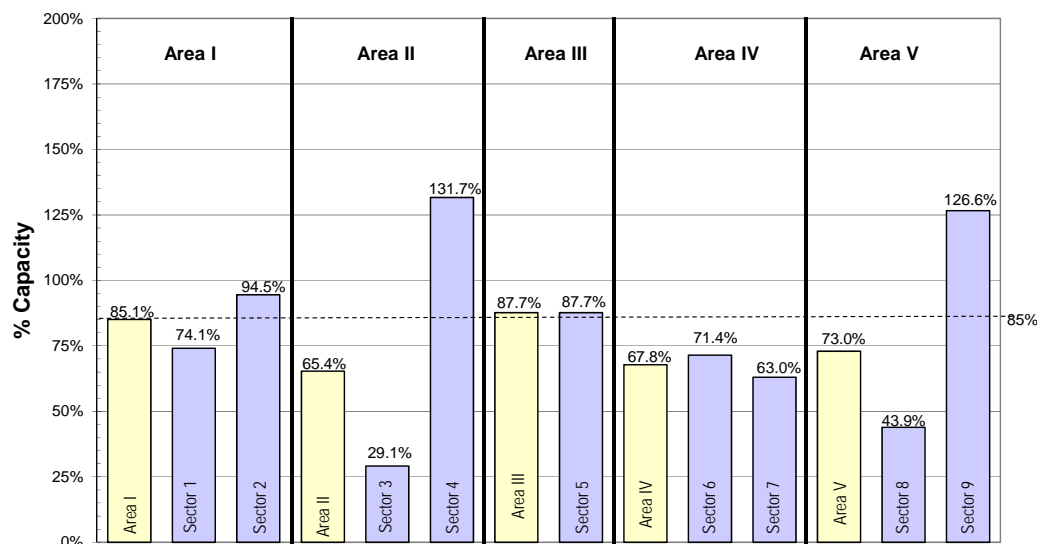


Table 2: Capacity by Residence Senior High (%)

Senior High Students by Residence 2010-2011				
Area	Sector	Senior High Students	Senior High Capacity	% Utilization
AREA I	Sector 1	2,023	1,525	132.66%
	Sector 2	3,395	2,015	168.49%
Total		5,418	3,540	153.05%
AREA II	Sector 3	1,503	6,619	22.71%
	Sector 4	3,159	1,300	243.00%
Total		4,662	7,919	58.87%
AREA III	Sector 5	6,629	4,816	137.65%
Total		6,629	4,816	137.65%
AREA IV	Sector 6	2,719	1,743	156.00%
	Sector 7	2,224	4,145	53.66%
Total		4,943	5,888	83.95%
AREA V	Sector 8	3,542	6,278	56.42%
	Sector 9	4,146	1,807	229.44%
Total		7,688	8,085	95.09%
Grand Total		29,340	30,248	97.00%

Notes:

- Student numbers are based on ArcView data as at September 30, 2010
- Capacity as per Alberta Infrastructure's ACU Report dated July 20, 2010, assuming exemptions.
- Under-utilized and over-utilized are shown on Map 8.

Senior High Area Utilization Rates by Residence

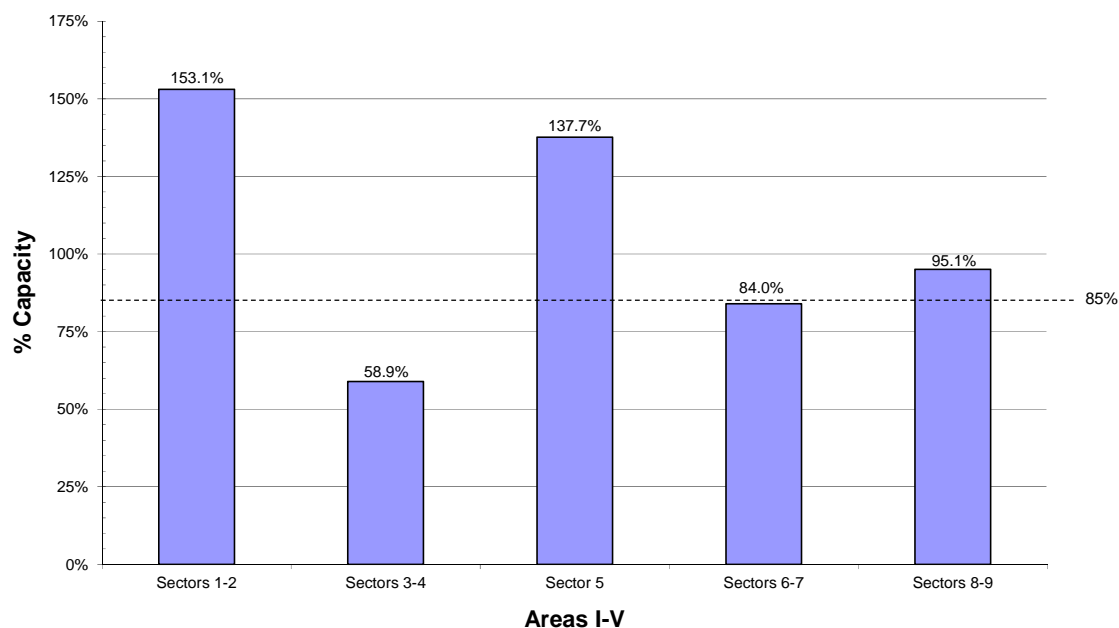


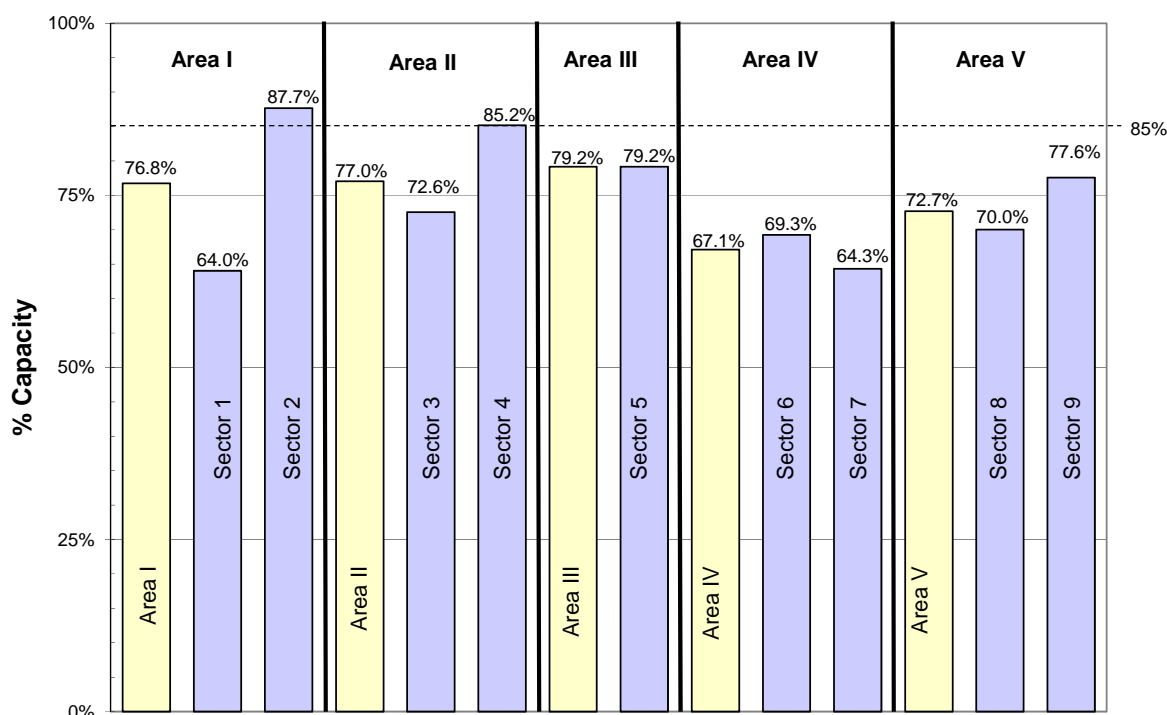
Table 3: % Capacity for Elementary/Junior High by Enrolment

Elementary/Junior High Students by Enrolment 2010-2011				
Area	Sector	Elementary/ Junior Students	Elementary/ Junior Capacity	Utilization
AREA I	Sector 1	4,473	6,985	64.04%
	Sector 2	7,125	8,127	87.67%
Total		11,598	15,112	76.75%
AREA II	Sector 3	9,465	13,040	72.58%
	Sector 4	6,070	7,126	85.18%
Total		15,535	20,166	77.04%
AREA III	Sector 5	15,893	20,080	79.15%
Total		15,893	20,080	79.15%
AREA IV	Sector 6	6,273	9,059	69.25%
	Sector 7	4,379	6,808	64.32%
Total		10,652	15,867	67.13%
AREA V	Sector 8	11,690	16,696	70.02%
	Sector 9	7,011	9,036	77.59%
Total		18,701	25,732	72.68%
Grand Total		72,379	96,957	74.65%

Notes:

- Student numbers are based on ArcView data as at September 30, 2010 (K@FTE to Grade 9).
- Capacity as per Alberta Infrastructure's ACU Report dated July 20, 2010, assuming exemptions.

**% Capacity by Elementary/Junior High Enrolment
Showing Both Areas and Sectors**



Areas I-V and Sectors 1-9

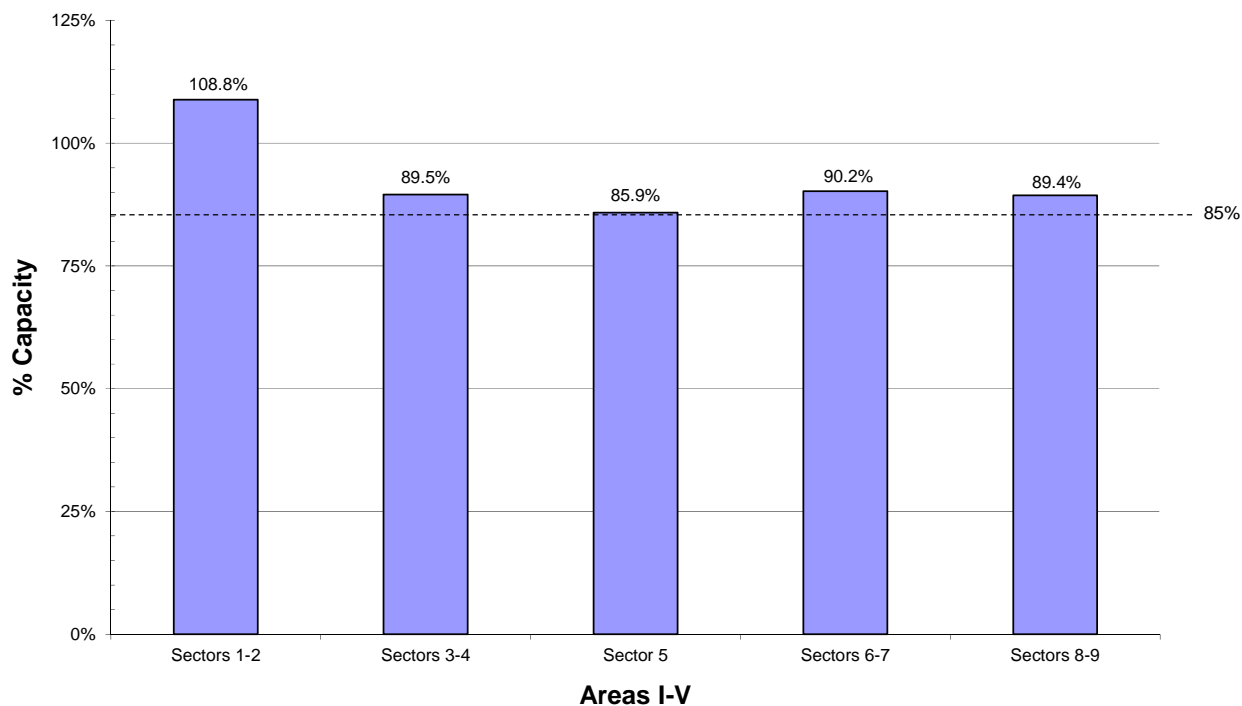
Table 4: % Capacity by Enrolment – Senior High

Senior High Students by Enrolment 2010-2011				
Area	Sector	Senior High Students	Senior High Capacity	% Utilization
AREA I	Sector 1	1,747	1,525	114.56%
	Sector 2	2,106	2,015	104.52%
Total		3,853	3,540	108.84%
AREA II	Sector 3	5,594	6,619	84.51%
	Sector 4	1,497	1,300	115.15%
Total		7,091	7,919	89.54%
AREA III	Sector 5	4,135	4,816	85.86%
Total		4,135	4,816	85.86%
AREA IV	Sector 6	1,152	1,743	66.09%
	Sector 7	4,159	4,145	100.34%
Total		5,311	5,888	90.20%
AREA V	Sector 8	5,370	6,278	85.54%
	Sector 9	1,856	1,807	102.71%
Total		7,226	8,085	89.38%
TOTAL		27,616	30,248	91.30%

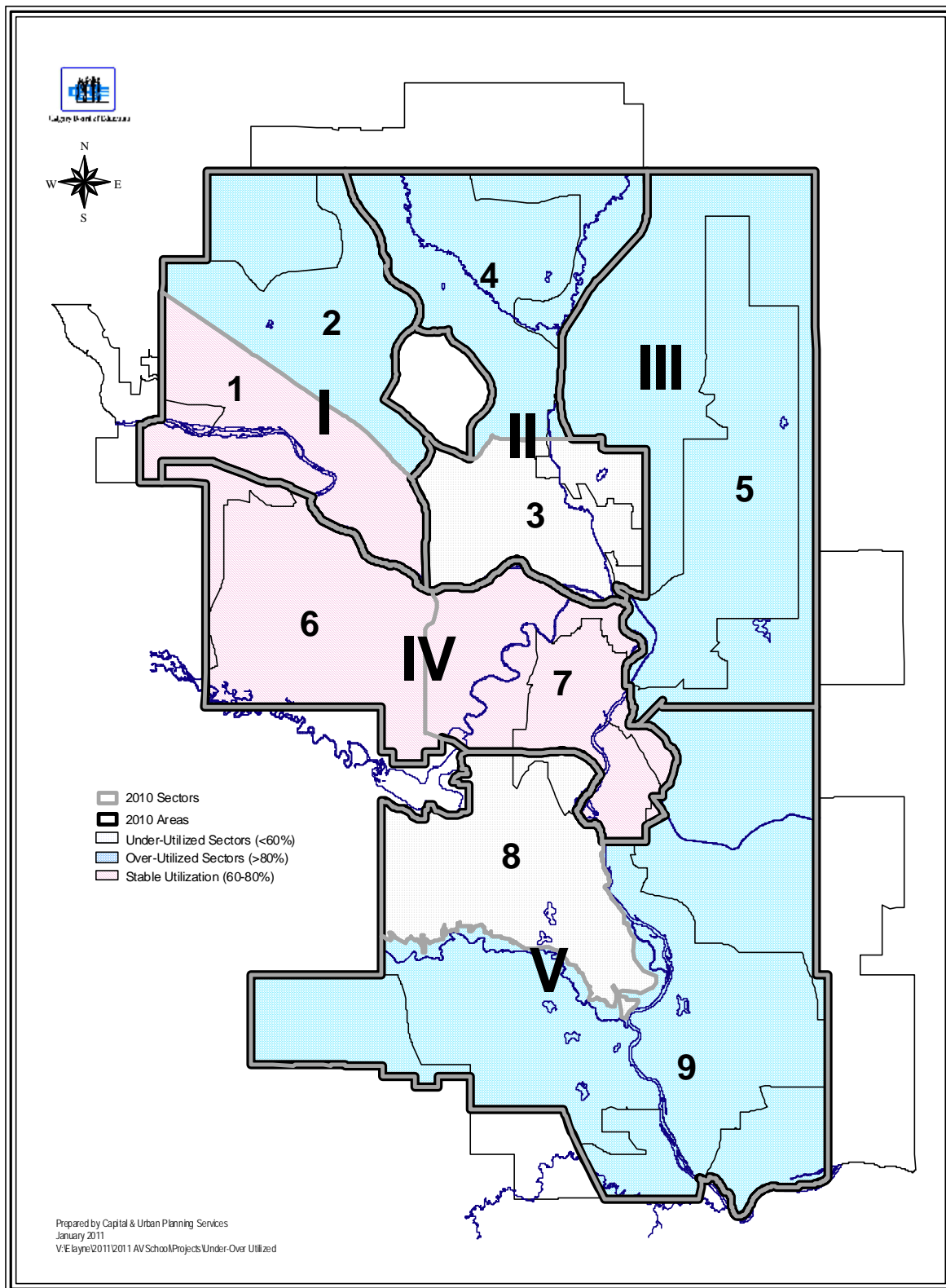
Notes:

- Student numbers are based on ArcView data as at September 30, 2010
- Capacity as per Alberta Infrastructure's ACU Report dated July 20, 2010, assuming exemptions.

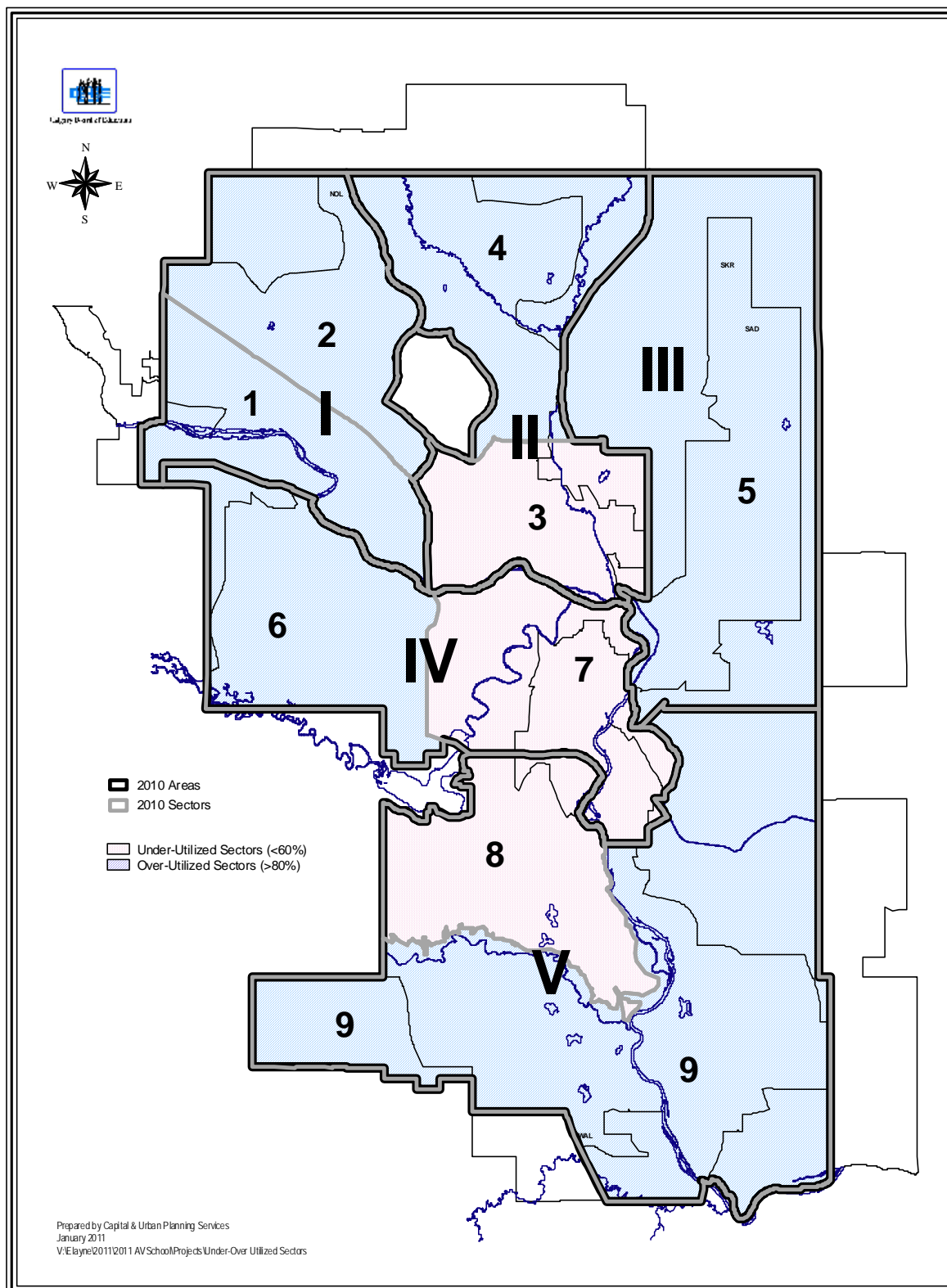
Senior High Area Utilization Rates by Enrolment



Sector Utilization Residence for Kindergarten to Grade 9



Sector Utilization by Residence for Grades 10-12



APPENDIX II

Modernization Information

Modernization	Area	Grade	Points	Rank
Chinook Learning Services	IV			1
Area I High Schools	I	Grades 10-12		2
Area II High Schools	II	Grades 10-12		3
Area III High Schools	III	Grades 10-12		4
Area V High Schools	V	Grades 10-12		5
Piitoayis Family School	IV	Grades K-6		6
Christine Meikle School	II	Grades 7-12		7
Altadore School	IV	Grades K-6	435	8
Nickle School	V	Grades 5-9	435	9
Sir Wilfrid Laurier School	III	Grades 5-9	430	10
Elboya School*	IV	Grades K-9	420	11
Dr. J.K. Mulloy School	II	Grades K-6	415	12
Henry Wise Wood High School	V	Grades 9-12	410	13
Senator Patrick Burns School	II	Grades 5-9	410	14
A.E. Cross School	IV	Grades 7-9	410	15
Sir John A. Macdonald School	II	Grades 7-9	395	16
Thomas B. Riley School	I	Grades 5-9	390	17
Robert Warren School	V	Grades 5-9	385	18
Louis Riel School	V	Grades K-9	380	19
Woodman School	V	Grades 5-9	380	20
Fairview School	V	Grades 5-9	370	
Sherwood School	IV	Grades 5-9	365	
Ernest Morrow School	III	Grades 7-9	355	

Note:

- *Recommended as replacement school.
- The top twenty modernizations are in the Three-Year School Capital Plan 2012-2015.

The CBE administration has evaluated modernization priorities for this year's Capital Plan. The first seven priorities are placements based on priority program needs for the CBE. The remaining projects have been ranked on a priority basis. Key factors that are evaluated to determine priorities are:

- Role of the school and accommodation plans (30% weighting).
- Enrolment, utilization rates, and enrolment projections (25% weighting).
- Site features and location (5% weighting).
- Facility condition (20% weighting).
- Ability to upgrade the facility (20% weighting).

Maximum points = 500

APPENDIX III

Community Ranking for New Schools

Community	Area	Grade	Points	Rank
Saddle Ridge	III	Grades 5-9	120	1
Royal Oak/Rocky Ridge	I	Grades 5-9	105	2
Evanston	II	K-4	90	3
New Brighton	V	K-4	90	4
New Brighton/Copperfield	V	Grades 5-9	90	5
Evergreen	V	Grades 5-9	85	6
Tuscany ⁽²⁾	I	K-4	85	7
Copperfield	V	K-4	80	8
Springbank Hill	IV	K-4	75	9
Auburn Bay	V	K-4	75	10
McKenzie Towne	V	Grades 5-9	75	11
Springbank Hill/Discovery Ridge	IV	Grades 5-9	70	12
West Springs/Cougar Ridge	IV	Grades 5-9	60	13
Panorama Hills ⁽²⁾	II	K-4	60	14
Cougar Ridge	IV	K-4	50	15
Martindale ⁽²⁾	III	K-4	50	16
Signal Hill	IV	Grades 5-9	45	17
Cranston	V	Grades 5-9	45	18
Harvest Hills/Country Hills	II	K-4	40	19
Bridlewood	V	Grades 5-9	40	20
Harvest Hills/Country Hills	II	Grades 5-9	40	21
Silverado	V	K-4	40	22
Evergreen ⁽²⁾	V	K-4	40	23
Saddle Ridge ⁽²⁾	V	K-4	40	24
Valley Ridge/Crestmont	I	K-4	35	25
Kincora	II	K-4	30	26
Discovery Ridge	IV	K-4	30	27
Aspen Woods	IV	K-4	30	28
Evanston	II	Grades 5-9	30	29
Cranston ⁽²⁾	V	K-4	30	30
Hamptons	I	K-4	20	31
Aspen Woods	IV	Grades 5-9	10	32

Notes:

- ⁽²⁾ Indicates second K-4 school.
- In the case of ties, see description on pages 25 and 26.
- The top 14 priorities are in the Three-Year School Capital Plan 2012-2015.

2012-2015 Ranking for Capital Submission – K-4

Community	Community Growth Profile (points)			Busing and Travel Time (points)		Total Points
	Pre-School Census	Build-Out/Elementary (K-GR4) Enrolment	Annual Population Growth 3-Yr Average	Median Travel Time	Bus Receivers	
Area I						
Hamptons	0	20	0	0	0	20
Sherwood	0	0	0	0	0	0
Tuscany ⁽²⁾	35	40	10	0	0	85
Valley Ridge/Crestmont	15	10	0	10	0	35
Area II						
Country Hills/Harvest Hills	15	20	0	5	0	40
Evanston	25	40	5	20	0	90
Kincora	15	0	0	15	0	30
Panorama Hills ⁽²⁾	25	20	15	0	0	60
Area III						
Martindale ⁽²⁾	15	20	0	5	10	50
Saddle Ridge ⁽²⁾	25	0	15	0	0	40
Area IV						
Aspen Woods	5	0	5	10	10	30
Cougar Ridge	25	20	0	5	0	50
Discovery Ridge	5	10	0	15	0	30
Springbank Hill	15	40	5	5	10	75
Area V						
Auburn Bay	15	40	5	15	0	75
Copperfield	25	30	10	15	0	80
Cranston ⁽²⁾	15	0	15	0	0	30
Evergreen ⁽²⁾	25	0	15	0	0	40
New Brighton	25	30	15	20	0	90
Silverado	5	0	15	20	0	40

- Notes:
1. 0 points in Community Growth Profile = 0 points in Busing, Safety and Travel Time
 2. Preschool Census includes Public, Public/Separate and Unknown
 3. Communities that have a new school constructed or approved and can only support one K-4 school are not ranked.
 4. School ⁽²⁾ = the community has a new school constructed or approved and can support a second K-4 school.

2012-2015 Ranking for Capital Submission – Middle/Junior (Grades 5-9)

Community	Community Growth Profile (points)			Accommodation Plan		Busing and Travel Time (points)		Total Points
	Elementary (K-GR4) Enrolment	Build Out/ Middle (GR 5-9) Enrolment	Annual Population Growth 3-Yr Average	Existing K-4 School	GR 5-9 Accommodation N/A	Median Travel Time	Bus Receivers	
Area I								
Royal Oak/ Rocky Ridge	35	40	10	5	0	15	0	105
Area II								
Harvest Hills/ Country Hills	5	20	0	0	0	15	0	40
Evanston	5	0	5	0	0	20	0	30
Area III								
Saddle Ridge	25	50	15	5	5	20	0	120
Area IV								
Aspen Woods	0	0	5	0	0	5	0	10
Signal Hill	15	20	0	5	0	5	0	45
Springbank Hill/ Discovery Ridge	25	20	10	0	0	15	0	70
West Springs/ Cougar Ridge	15	30	5	5	0	5	0	60
Area V								
Bridlewood	15	10	5	5	0	5	0	40
Cranston	15	0	15	5	0	10	0	45
Evergreen	25	30	15	5	0	10	0	85
McKenzie Towne	15	30	10	5	0	15	0	75
New Brighton/ Copperfield	15	40	15	0	0	20	0	90

Notes: Communities that have a new middle school constructed or approved are not ranked.

CBE Point Assignments

Kindergarten – Grade 4, September 30, 2010				
Preschool Census (Age 1-5)				
200-350	5 points			
351-500	15 points			
501-650	25 points			
> 650	35 points			
	Current K-4 Enrolment			
% Build Out of Community	150-250	251-350	351-450	>450
20-40	40 points	50 points	60 points	70 points
41-60	30 points	40 points	50 points	60 points
61-80	20 points	30 points	40 points	50 points
>80	10 points	20 points	30 points	40 points
Annual Population Growth – Three-Year Average of Community				
600-800	5 points			
801-1,000	10 points			
> 1,000	15 points			
Median Travel Time to Bus Receiver				
16-20 minutes	5 points			
21-25 minutes	10 points			
26-30 minutes	15 points			
31-35 minutes	20 points			
36-40 minutes	25 points			
>40 minutes	30 points			
Bus Receiver – Elementary				
Greater than one bus receiver school (no phase-outs)	10 points			

Three-Year School Capital Plan 2012-2015

Middle/Junior High, September 30, 2010				
Elementary (K-4) Enrolment				
200-350	5 points			
351-500	15 points			
501-650	25 points			
> 650	35 points			
Current Grades 5-9 Enrolment				
% Build Out of Community	250-350	351-450	451-550	> 550
20-40	40 points	50 points	60 points	70 points
41-60	30 points	40 points	50 points	60 points
61-80	20 points	30 points	40 points	50 points
>80	10 points	20 points	30 points	40 points
Annual Population Growth – Three-Year Average of Community				
600-800	5 points			
801-1,000	10 points			
>1,000	15 points			
Existing K-4	5 points			
GR5-9 Accommodation Available	5 points			
Median Travel Time to Bus Receiver				
16-20 minutes	5 points			
21-25 minutes	10 points			
26-30 minutes	15 points			
31-35 minutes	20 points			
36-40 minutes	25 points			
>40 minutes	30 points			
Bus Receiver – Elementary				
Greater than one bus receiver school (no phase-outs)	10 points			

Glossary of Terms and Definitions

CBE Definitions

Additions/Expansions:	Changes the gross area of building
CTS:	Career and Technology Studies
Modernization:	Supports modernization of a building
Provincial Capacity:	Gross square metres of a school divided by the area per student as per Alberta Education/Alberta Infrastructure's School Capital Manual Look-Up Table
RECAPP:	Renewal Capital Asset Planning Process
School Community	Attendance Area Boundary

CBE Formulas

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

CALGARY BOARD OF EDUCATION
REGULAR MEETING OF THE BOARD OF TRUSTEES
PUBLIC AGENDA
APRIL 5, 2011

TOPIC: Policy Amendment Recommendations

Recommendations:

1. THAT the Board of Trustees gives first reading to the deletion of *Governance Policy Executive Limitations 5: Annual Report to the Public*, in its entirety, as shown in the attached Appendix I; and
2. THAT the Board of Trustees gives first reading to the amendment of *Governance Policy Executive Limitations 3: Information, Counsel and Support to the Board of Trustees*, by the addition of the following sub-point under point 3:

“Report annually to the public on progress towards achieving the Board of Trustees’ Ends policies.”

Background:

Under the Policy Governance model,

"the board, in order to optimally control the operating organization, creates policies with a peculiar but very important characteristic: these policies tell the CEO what not to do rather than what to do." (Carver, John and Carver, Miriam. *The Policy Governance Model and the Role of the Board Member*, Jossey-Bass, 2009.)

"the Policy Governance board does not make policies about the means that the CEO should use, ... but about the means that the CEO is not authorized to use." (Carver, John and Carver, Miriam. *Implementing Policy Governance and Staying on Track*, Jossey-Bass, 2009.

EL-5 requires that the Chief Superintendent must publish, on behalf of the Board of Trustees, an annual progress report that includes three categories of information. I feel that this is information that is provided to and readily available to the public in many ways, including, but not limited to the following:

1. *Student performance data indicating student progress toward accomplishing the Board of Trustees’ Ends policies;*

Student achievement information is available through the annual monitoring reports that are prepared for board meetings throughout the year. This includes the provision of the provincial achievement tests and diploma exam results, as well as information regularly reported on all Ends. In addition, the Annual Education Results Report provides this information on an annual basis.

2. *Information about school district strategies, programs and operations intended to accomplish the Board of Trustees’ Ends policies;*

The Three Year Education Plan is provided to and approved by the Board of Trustees. This document is available in a printed format as well as on the CBE internet. In addition annual monitoring reports

are provided for each of the Executive Limitations. All monitoring reports are available on the CBE internet.

3. *Revenues, expenditures and costs of major programs and elements of district operations.*

The Board of Trustees approves the operating and capital budgets, which are made available on the CBE internet. In addition, the Board receives quarterly financial updates. In November of each year, the annual audited financial statements are made available to the public, through the board reports and on the CBE internet.

Requiring the provision of all of this information in an *Annual Report to the Public* duplicates the efforts of Administration and is not an efficient use of resources.

Administration provided the costs associated with the production of the Annual Report as \$2,500 for printing the hard copy, in addition to the \$17,000 in human resources' time.

In accordance with Governance Process Policy 3, subsection 9, should the Board approve first reading of this suggested amendment, the Chief Superintendent would then provide impact statements to the Board prior to second reading.

Respectfully Submitted,

Sheila Taylor, Trustee
Wards 11 and 13

Attachments:

EL-5: Annual Report to the Public

EL-3: Information, Counsel and Support to the Board of Trustees, with proposed Amendments



CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Executive Limitations

EL-5: Annual Report to the Public

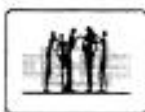
Monitoring Method: Internal

Monitoring Frequency: Annual

The Chief Superintendent shall not fail to prepare and publish, on behalf of the Board of Trustees, prior to the end of January each year, an annual progress report to the public, in a summary format understandable to a reasonably informed layperson, that includes the following items:

1. Student performance data indicating student progress toward accomplishing the Board of Trustees' Ends policies;
2. Information about school district strategies, programs and operations intended to accomplish the Board of Trustees' Ends policies;
3. Revenues, expenditures and costs of major programs and elements of district operations;

Adopted: May 3, 2005



CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Executive Limitations

EL-3: Information, Counsel and Support to the Board of Trustees

Monitoring Method: Internal

Monitoring Frequency: Annual

With respect to providing timely information, prudent counsel and support to the Board of Trustees, the Chief Superintendent shall not allow the Board of Trustees, as a whole (except when fulfilling individual requests for information), to be uninformed or unsupported in its work. Accordingly, the Chief Superintendent shall not fail to:

1. provide the following information in timely, accurate and understandable manner:
 - a) relevant monitoring information directly addressing provisions of policies being monitored;
 - b) relevant trends affecting the school district;
 - c) significant events that occur in the schools or the school district;
 - d) all civil or criminal charges laid or about to be laid by or against the Board of Trustees, all significant proceedings before boards, tribunals or agencies, statutory investigations, and significant internal investigations. Regular updates on all such proceedings will also be provided to the Board of Trustees;
 - e) significant civil, criminal investigations or charges laid or about to be laid against employees of the Calgary Board of Education;
 - f) changes to the Administrative Regulations of the Calgary Board of Education;
 - g) material external and internal changes to the school system, particularly changes in the assumptions upon which any Board of Trustees' policy has previously been established;
 - h) significant and relevant changes in provincial or federal legislation, government policy or municipal bylaws, and the impact that those changes will have on the Calgary Board of Education;
 - i) anticipated adverse or significant media coverage;
 - j) any correspondence or other communication to or from a Minister of the Crown, a Deputy Minister or any other elected official;
 - k) any correspondence or notices that administration provides to all CBE school councils;
 - l) all items delegated to the Chief Superintendent that are required by law or contract to be Board-approved, along with adequate information necessary to keep the Board of Trustees informed (on Consent Agenda); and



CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Executive Limitations

Page 2 to EL-3: Information, Counsel and Support to the Board of Trustees

- m) an annual report, by November 30th, regarding how the Calgary Board of Education is currently contributing towards achieving the 30-year targets of imagineCALGARY and how the Calgary Board of Education is actively involved in the working committees of the imagineCALGARY governance structure.
- 2. provide wise counsel to the Board of Trustees in the following areas:
 - a) if in the Chief Superintendent's opinion, the Board of Trustees is not in compliance with its own policies on Governance Process and Board-Chief Superintendent Linkage, particularly in the case of Board of Trustees' behaviour that is detrimental to the working relationship between the Board of Trustees and the Chief Superintendent;
 - b) in a timely manner, actual or anticipated non-compliance with any policy of the Board of Trustees and relevant provincial government departments; and
 - c) as many staff and external points of view, issues and options as reasonably needed to keep the Board of Trustees fully informed.
- 3. provide support to the Board of Trustees in the following areas:
 - a) a public affairs strategy that recognizes the particular communication needs of the Board of Trustees, which shall include:
 - i. effective two-way communication tools to support public engagement and linkages with stakeholders by the Board of Trustees (ex. web-site, promotional materials and meetings);
 - ii. a media strategy that recognizes the political sensitivities of the Board of Trustees and fosters effective media relationships and outcomes; and
 - iii. expert media training and advice.
 - b) legal opinions, advice and representation to the Board of Trustees; and
 - c) Report annually to the public on progress towards achieving the Board of Trustee's Ends policies
 - e)d) _____ expertise in the Board's role of developing governance policies.
- 4. provide any other information, counsel, and/or support that in his/her opinion should be provided to the Board of Trustees.

Adopted:

CALGARY BOARD OF EDUCATION
REGULAR MEETING OF THE BOARD OF TRUSTEES
PUBLIC AGENDA

April 5, 2011

To: BOARD OF TRUSTEES

From: Trustee Carol Bazinet

Re: Recommendations for Amendment of Governance Policy

I. RECOMMENDATION

THAT the Board of Trustees approves the amended GP-11E: Board of Trustees Committees – Terms of Reference – Board Evaluation Committee as attached to this report.

II. ISSUE

The Board of Trustees is committed to self-evaluation through the monitoring of its governance process policies, the policies with which the Board instructs itself and subparts of itself, such as officers of the Board and committees, about its own job. In governance process policies, the Board describes standards of group and individual behaviour to which it agrees to hold itself. The Board Evaluation Committee is responsible for arranging the conducting of the evaluation of the GPs. As the Board-Chief Superintendent Linkage Policies govern how the Board of Trustees and the Chief Superintendent relate to each other, I am proposing that the Board Evaluation Committee also be responsible for arranging the conducting of the evaluation of these policies.

Respectfully submitted,

Carol Bazinet, Trustee
Chair, Board Evaluation Committee

Attachments:
GP – 11E showing proposed amendments in tracked changes



CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Governance Process GP-11E: Board of Trustees' Committees – Terms of Reference

BOARD EVALUATION COMMITTEE

PURPOSE

The Board Evaluation Committee is responsible for:

1. ensuring that the Board of Trustees conducts the retrospective review stipulated by Governance Process Policy GP-4: Board of Trustees' Annual Planning Cycle; and
2. arranging for the conducting of an evaluation of the Board's performance throughout a school year relative to:
 - (a) its Governance Process policies (GP 1-13); and
 - (b) Board-Chief Superintendent Linkage policies (B-1 – B-5); and
 - (c) whatever goals it has set for such year and for its term of office; and
3. recommending to the Board of Trustees the processes to be used for such evaluation.

The Committee shall make its recommendations regarding the evaluation processes to be used no later than May 31 of each year.

The annual evaluation shall be conducted no later than thirty days following the end of the school year for which performance is being evaluated.

MEMBERSHIP

The committee shall consist of not less than two trustees appointed annually by the Board of Trustees at its organizational meeting. The Chair of the Board of Trustees shall serve as ex officio member of the Committee.

All committee members shall commit to: ethical conduct, proper use of authority, decorum, and professional conduct.

BUDGET

There is no identified budget for this committee. However, should there be an occasion whereby financial resources are required, the Board Evaluation Committee shall bring forward a recommendation to the Board of Trustees.

Adopted: December 1, 2009

CALGARY BOARD OF EDUCATION
REGULAR MEETING OF THE BOARD OF TRUSTEES
PUBLIC AGENDA

April 5, 2011

TOPIC: Recommendations for Amendment of Governance Policy

Recommendations:

1. THAT the Board of Trustees gives first reading to the amended policies attached as Appendix I, specifically:
 - Governance Process 5 – Board of Trustees' Role Description, as amended in tracked changes.
2. THAT the Board of Trustees gives second reading to the amended policies attached as Appendix I, specifically:
 - Governance Process 5 – Board of Trustees', Role Description, as amended in tracked changes.
3. THAT the Board of Trustees approves that amendments to these policies be given more than two readings at this meeting; and

If Recommendation # 3 is unanimously approved, the Board can proceed to the next Recommendation at this meeting.

4. THAT the Board of Trustees gives third reading and thereby final approval to the policies in Attachment 1, specifically:
 - Governance Process 5 – Board of Trustees' Role Description, as amended in tracked changes.

Background:

The Board of Trustees is committed to self-evaluation through the monitoring of its governance process policies, the policies with which the Board instructs itself and subparts of itself, such as officers of the Board and committees, about its own job. In governance process policies, the Board describes standards of group and individual behaviour to which it agrees to hold itself.

As part of the annual monitoring process of its governance policies, Trustees review the wording of the policies to ensure that the Board's words continue to reflect the Board's vision. The attachment for GP-5: Board of Trustees' Role Description contains amendments that have been recommended by Trustees in the process of this review. Trustees feel that the proposed amendments would provide more clarity in the functioning of the Board of Trustees. The proposed changes to GP-5 reflect the desire to make the Board of Trustees' Role Description more action-oriented and less passive in language.

Respectfully Submitted,

Trustee Joy Bowen-Eyre,
Chair, Board Evaluation Committee

Attachments:
GP-5 showing proposed changes in tracked changes



CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Governance Process GP-5: Board of Trustees' Role Description

Monitoring Method: Self-Assessment
Monitoring Frequency: Annual

The role of the Board of Trustees is to represent, lead and inspire the school district by determining and expecting appropriate and excellent organizational performance. The Board of Trustees will act in accordance with the relevant Province of Alberta statutes and regulations, and the Board of Trustees' own policies and procedures.

1. The role of the Board of Trustees is to govern, advocate and represent. As such, its primary work will be to:
 - (a) provide the link between the Calgary Board of Education and citizens of Calgary;
 - (b) partner with the Ministers of Education and Infrastructure so that the Ministers are informed about perspectives relevant to public education in Calgary;
 - (c) advocate on behalf of students, the school system and citizens of Calgary with other governments, agencies and organizations to ensure a strong and appropriate legislative environment for public education in Calgary;
 - (d) produce, review and monitor written governance policies, which, at the broadest levels, address:
 - (i) Ends: Organizational products, impacts, benefits, outcomes, recipients, and their relative worth (what good, for which people, at what cost);
 - (ii) Executive Limitations: Limitations on executive authority, which establish the prudence and ethics boundaries within which all executive activity and decisions must take place;
 - (iii) Governance Process: How the Board of Trustees conceives, executes and monitors its own performance;
 - (iv) Board-Chief Superintendent Linkage: Chief Superintendent's role, authority, responsibility and accountability, and how authority and responsibility are delegated and the process of monitoring those delegations;
 - (e) require that the Ends are the focus of organizational performance;



CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Governance Process Page 2 to GP-5: Board of Trustees' Role Description

- (f) define ~~three-year~~system priorities to drive district performance in all four policy areas, reviewing or revising those priorities annually, to reflect current district needs and to drive the following year's resource allocations. As such, it shall be the job of the Board of Trustees to:
 - ~~(i) approve a Three Year Education Plan; approve Annual Education Results Report (3 yrs) and Three Year Education Plan;~~
 - ~~(ii) approve a Three Year Annual Education Results Report; and~~
 - (ii) approve an annual operating and capital budget for the organization;
 - ~~(iii) 3 year school capital plan~~prior to submission to the relevant Minister(s);
 - (g) hire the Chief Superintendent and evaluate the Chief Superintendent's performance through monitoring Ends and Executive Limitations policies;
 - (h) give consideration to authorizing the Chief Superintendent to do any act or thing or exercise any power that the board may or is required to do or exercise, subject to the School Act, and formally authorize, by resolution, those powers that the Board wishes to delegate. Such resolution shall be recorded in the Governance Policy regarding Delegation to the Chief Superintendent.
2. The Board of Trustees also recognizes and holds the authority and responsibility in areas including but not limited to the following and will act to:
- (a) appoint an auditor and examine the auditor's report;
 - (b) approve the number, and locations of schools to be established, and maintained, in a manner that is open to community input and participation as the Board of Trustees considers appropriate, while demonstrating responsible stewardship of all resources;
 - (c) name or rename the organization, schools, portions of schools, rooms within a school, school grounds, other Calgary Board of Education facilities or educational programs;
 - (d) authorize a plebiscite to consider taxation requisitions from a municipality;
 - (e) approve the bargaining mandate for all collective agreements;
 - (f) accept the resignations of all teaching staff;



**Board of Trustees' Policy – Governance Process
Page 3 to GP-5: Board of Trustees' Role Description**

- (g) terminate the services of a teacher;
 - (h) hold hearings for the purpose of appeals to teacher transfers;
 - (i) approve all locally developed/authorized courses for use in the CBE;
 - (j) make by-laws pursuant to legislation;
 - (k) make rules governing its internal procedure and its meetings;
 - (l) approve the ranking criteria that will determine the priorities for construction of new Kindergarten to Grade 9 schools in the School Capital Plan; and
 - (m) authorize the successful tender for school buildings prior to submission to the appropriate Minister for approval.
3. The Board of Trustees shall establish and be accountable for an annual budget for its own governance functions, within the constraints of the administrative envelope and public acceptability.

Adopted: November 2, 2010

CALGARY BOARD OF EDUCATION
REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES
PUBLIC AGENDA

April 5, 2011

To: Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **Annual Monitoring Report for Ends 3: Citizenship**

Originator: Cathy Faber, Superintendent, Learning Innovation

Resource Persons: Elizabeth Gouthro, Director, Learning Support
Sheila McLeod, Director, Global Learning Services, Learning Innovation
Brant Parker, Director, Innovation and Learning Technology, Learning Innovation
Pat Kover, System Assistant Principal, Research and Innovation
Johanna de Leeuw, Specialist, Research and Innovation

I. PURPOSE OF THE REPORT

The Chief Superintendent is required to provide an annual monitoring report for the Board of Trustees with respect to Ends 3: Citizenship.

The purpose of this report is to provide evidence demonstrating the accomplishment of the Chief Superintendent's Reasonable Interpretation for Ends 3: Citizenship.

II. RECOMMENDATION

It is recommended:

1. THAT the Board of Trustees receive the information in this monitoring report as evidence of the accomplishment of the Chief Superintendent's Reasonable Interpretation for Ends 3: Citizenship.
2. THAT the Board of Trustees approve the recommended changes to the Reasonable Interpretation of Ends 3: Citizenship as described in Section VI of this report.

III. REASONABLE INTERPREATION

The Chief Superintendent's Reasonable Interpretation for Ends 3: Citizenship, approved by the Board of Trustees on April, 2010, is included below.

The Calgary Board of Education Ends 3: Citizenship states:

Each student will be a responsible citizen by being an informed and involved member in his or her local, national and global communities.

Accordingly, each student will:

1. Participate in developing and maintaining our Canadian civil, democratic society;
2. Understand the responsibilities of citizenship in local, national and international contexts;
3. Respect and embrace cultural diversity;
4. Develop the skills necessary to work and communicate effectively with others;
5. Actively contribute to creating a better local and global community.

*Citizenship is about who we are, how we live together, and what kind of people our children are to become.*¹

Most historical interpretations of the concept of citizenship have encompassed a wider definition of that term than simply referring to the rights of birthplace or homeland. Historically, four basic facets of citizenship education have been identified; the civil domain of citizenship, the political domain of citizenship, the socio-economic domain of citizenship and the cultural domain of citizenship.² Each of these domains has evolved over time, leading to an ongoing reframing of the notion of citizenship, as increased globalization has produced a need for greater social responsibility in the global community. The five policy provisions of Ends 3: *Citizenship* encompass this variety of skills, within the context of the four domains of citizenship as we work towards developing each student's capacity for effective participation in local, national and international contexts.

The Chief Superintendent believes citizenship education must combine understandings of one's own community with broader understandings of communities around the world; including governance, laws and societal norms.³ This view coincides with the recently

¹ Hebert, Y. & Sears, A. *Citizenship Education*. Canadian Education Association, p. 2.

² The civil domain of citizenship includes tenets such as freedom of speech and the rights of individual citizens. The political domain of citizenship refers to political participation in a democracy including the right to vote. The socio-economic domain of citizenship refers to social and economic rights like minimum wage, the right to work, social security and the development of labour laws. The cultural domain of citizenship refers to how societies deal with cultural diversity and an individual's rights against all forms of discrimination. Hebert, Y. & Sears, A. *Citizenship Education*. Canadian Education Association, pp. 1-2.

³ The concept of a responsible citizen is often connected with the concept of being a well educated person. For example, in the McKinsey Education report from July 2009, Michael Barber discusses a well-educated person as one with an ethical underpinning to wield influence for the good of society. Barber's equation

revised Alberta Education Social Studies Programs of Study wherein it states that students leaving Grade 12 will have been provided with a number of opportunities to explore concepts and ideas relative to their own identities, and within the world around them.

The Social Studies Programs of Study provide examples of learning outcomes that promote the understanding and analysis of multiple perspectives, both historical and contemporary, so that students might develop reasoned positions informed by evidence. Along with these understandings, citizenship education encourages actions one might perform in order to be a contributing member of a global community; a concept some educators term “worldmindedness.” Along with the fostering of understandings and action, citizenship education must work to develop students’ abilities to analyze and critique causes of social problems⁴ and responsibly address injustices they have recognized.⁵

In this way, the very definition of what it means to be a responsible citizen has changed over time. Rather than seeing citizenship education as simply developing understandings of what it means to be a good citizen, citizenship education has come to be viewed within a context of *citizenship-as-practice*. “Citizenship-as-practice suggests that young people learn to be citizens as a consequence of their participation in the actual practices that make up their lives.”⁶ This participation must be accompanied by scaffolded, directed learning opportunities, as students do not become responsible citizens merely through the act of participation. Citizenship as practice requires increased participation of students in the learning process, and the contextualization of knowledge gained. **Citizenship is a concept that must be lived to be measured.**

Citizenship as practice cannot be taught as an independent topic of study, just as a student’s learnings in all curricular areas cannot be compartmentalized. As discussed in the Reasonable Interpretation for Ends 2: *Academic Success*, the Program of Studies for each curricular area is not an entity unto itself, as each one is related to others in a myriad of ways. Literacy development, for example, does not only take place in an English class, just as mathematics learning is not contained within the mathematics block in a student’s schedule. In fact, literacy, it has been said, empowers the individual “both in the psychological and the social sense, and...sharpens consciousness, creates discontent with

demonstrating his conceptualization of what constitutes a well-educated citizen was used as a model in the Chief Superintendent’s Reasonable Interpretation for Ends 1: *Mega End*, as it encompasses knowledge, thinking and leadership within an ethical framework. This framework mirrors the interplay between all of the Calgary Board of Trustees’ Ends policy statements, reinforcing the idea that all must work together to develop a well educated citizen.

⁴ Westheimer, J. & Kahne, J. (2004). What Kind of Citizen? The Politics of Educating for Democracy. *American Educational Research Journal*. Volume 41, No. 2, p. 21,

⁵ Alberta Education Social Studies Program of Studies at <http://education.alberta.ca/media/774377/soc30.pdf>

⁶ Lawy, R. & Biesta, G., 2006, Citizenship-as-Practice: The Educational Implications of an Inclusive and Relational Understanding of Citizenship. *British Journal of Educational Studies*. Vol. 54, No. 1, p. 45.

the unacceptable, and adds potential to individual capacity for participation.” In short, literacy makes modern democracy possible.⁷ Just as all curricular areas can contribute to one’s citizenship education, citizenship education -- to be practiced and lived -- will cross all curricular boundaries. It will serve, not as a subject to be studied, but to address the many issues pertinent to student lives. “The issues themselves should be viewed as interconnected or mutually embedded...(and) learners should be helped to understand that their perspective on any issue is but one among many.”⁸

The interplay between and amongst the concepts in the five Ends not only contribute to the development of a person who is “well-educated,” but also to illustrate the forces at play within the concept of citizenship itself, as each of the other Ends contributes to the development of our young citizens. Guiding students in becoming responsible citizens requires the acquisition of knowledge and understandings described in the reasonable interpretation for Ends 2: *Academic Success*, the development of participatory and communication skills and values described in Ends 4: *Personal Development* and Ends 5: *Character* and the ethical framework and personalization of learning described in Ends 1: *Mega End*.

The *Mega End* describes processes whereby students engage deeply in the learning process through the personalization of student learning; developing foundations needed to function effectively in life, work and continued learning. These foundations are the tenets stated in the policy provisions of the four CBE Ends leading to the *Mega End*: *Academic Success*, *Citizenship*, *Personal Development* and *Character*. With these necessary foundations developed in synergy with one another, students can become citizens of the world who contribute to the common good. These student citizens are ethical, builders of trusting relationships, open minded team players, and effective communicators. They are engaged, life-long learners, who are able to adapt to change with optimism and hope. They are entrepreneurs, confident and bold explorers striving for excellence. Calgary Board of Education students are supported in developing these attributes that contribute to healthy, sustainable and inclusive communities.

The development of desired attributes of responsible citizens can be most effectively realized through the personalization of student learning; meeting each student’s needs in becoming informed and involved members of their communities. Being informed denotes an individual who seeks information, considers conflicting discourse, is reflective and uses critical thinking skills. In addition to being informed, a responsible citizen is also involved; active in seeking both knowledge and experience. The combination of

⁷ Bhola, H.S. *Literacy for Survival and for More Than Mere Survival*. International Bureau of Education, UNESCO, Geneva, 1990.

⁸ Selby, D., & Pike, G. (2000). Civil Global Education : Relevant Learning for the Twenty-First Century. *Convergence*, 33(1/2), 138. Retrieved January 31, 2008, from Professional Development Collection database. p. 2. Linked at: <http://login.ezproxy.library.ualberta.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=tfh&AN=3500292&loginpage=Login.asp&site=ehost-live&scope=site>

these attributes serves to foster the development of social and critical-thinking capabilities in each of our students.

Monitoring and measuring reasonable progress towards Ends 3: *Citizenship* requires a balanced examination of our students' understandings and actions; how they are informed and involved. Current research also suggests the addition of monitoring student values within the realm of citizenship education. Evaluating values is complex as it involves appraising what constitutes *responsible* or *good* citizenship; the definition of which may change over time or in different contexts. For example, one would usually not advocate for breaking the law, however positive examples of law-breakers like Rosa Parks, Nelson Mandela and Mahatma Gandhi cannot be overlooked when examining the history of human rights and what constitutes a *responsible* citizen.⁹

The Chief Superintendent believes that the monitoring of a student's values should primarily reside within families, guided by familial morals and expectations. Public education has a role in complementing those family-based value systems by guiding students in the development of societal values. Although schools cannot assess the values students hold, they can monitor and assess attitudes and behaviours displayed in the context of responsible citizenship in school.

All three aspects of citizenship education -- understandings, actions and values -- are reflected in the outcomes, measures and data sources listed below.

Outcomes

- Students demonstrate understandings of local, national and international political processes pertinent to their age and stage of development, as per outcomes in the Alberta Program of Studies for Social Studies
- Students demonstrate understandings of a variety of perspectives on local, national and international issues
- Students demonstrate understanding of membership obligations in communities
- Student actions demonstrate understanding of local, national and global value systems
- Students participate in decision-making involving issues directly affecting their lives
- Students participate in community service, school service and volunteer work

⁹ Sears, A. (2004). In *Search of Good Citizens: Citizenship Education and Social Studies in Canada. Challenges & Prospects for Canadian Social Studies*. Pacific Educational Press, Chapter 5.

Measures

- Percentages of students who achieve the acceptable standard and the standard of excellence on Provincial Achievement Tests and Diploma Exams in Social Studies
- Percentage of students who report having had opportunities to participate in classroom or school decisions that affect them
- Percentage of students who report participating in political or social causes in order to improve the community
- Percentage of students who report that they believe they can make a difference in the local, national and international community
- Percentage of students who report having been encouraged through public education to appreciate multiple perspectives
- Percentage of students who report participating in community service, school service or volunteer work
- Percentage of students who understand digital citizenship requirements and use them effectively
- Percentage of students who are reported to exercise democratic rights and responsibilities within the learning community
- Percentage of students who are reported to demonstrate respect and appreciation for diversity as measured through school report cards
- Percentage of students who are reported to work and communicate effectively with others

Data Sources

- Alberta Education Accountability Pillar Overall Summary
- Provincial Achievement Test and Diploma Exam results
- CBE Mega End Symposia data
- CBE Student Survey
- CBE Student Report Card Data
- Media reports involving CBE schools or students
- School based digital citizenship reporting

IV. RESULTS

Introduction

The Chief Superintendent's Reasonable Interpretation for Ends 3 describes a model for citizenship that has two components: 1) student understanding of the concept of citizenship, not only as implicit in attitudes and behaviours but as a deeply held value in Canadian society; 2) student actions that reflect this learning.

As our understanding of optimal ways of measuring citizenship increases, our data sources continue to evolve and mature. Behind the data presented in this report lies the picture or image of how Calgary Board of Education students demonstrate the attitudes, values and actions that constitute citizenship as described in the Reasonable Interpretation of Ends 3. The information presented in this report creates a model for the achievement of citizenship that is principled and praiseworthy, a model which Calgary Board of Education students aspire to consistently achieve year after year.

For the purposes of this report, four data sources were used for the measures in the monitoring report for Ends 3. First, results from the Diploma Examinations and Provincial Achievement Tests provide the data for measure 1.1 where student understanding of local, national and international political processes pertinent to their age and stage of development as per outcomes in the Alberta Program of Studies for Social Studies is demonstrated.

Second, the Accountability Pillar survey results are used to measure the percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

Third, results from the Calgary Board of Education Student Survey provide student perceptions of their own performance in a number of measures ranging from their understandings of citizenship on a local and global level to participation in a variety of citizenship activities. Each measure indicates the number and percentage of students agreeing with the statements provided in the survey. The percentage of students indicated as having missed the question is a percentage of those who responded to the survey, not a percentage of all grade twelve students. The survey also included one open ended question related to citizenship. Observations on student responses to this question are included in the conclusion of this report.

Fourth, data from the Pilot Ends Assessment Reporting for the first reporting period of 2009 were used in three outcomes that measure student participation in the school community, appreciation for diversity and work and ability to communicate effectively with others. Ninety-eight elementary and middle schools participated in the Pilot Ends Reporting for the first reporting period of 2009 with the total number of students involved estimated at 25% of Calgary Board of Education student population. Although the

duration of the pilot project was the full school year, only data from the first reporting period offered consistency in criteria reported and number of schools participating.

Outcome 1

Students demonstrate understandings of local, national and international political processes pertinent to their age and stage of development, as per outcomes in the Alberta Program of Studies for Social Studies

Measure 1.1

Percentages of students who achieve the acceptable standard and the standard of excellence on Provincial Achievement Tests and Diploma Exams in Social Studies

Rationale 1.1

Citizenship and identity are the core concepts that form the basis for skills and learning outcomes in The Alberta Program of Studies for Social Studies¹⁰. The role of the programme is to develop “key values and attitudes, knowledge and understanding, and skills and processes necessary for students to become active and responsible citizens, engaged in the democratic process and aware of their capacity to effect change in their communities, society and world” (Alberta Education, 2005, p. 1). The program vision emphasises “the importance of diversity and respect for differences as well as the need for social cohesion and the effective functioning of society. It promotes a sense of belonging and acceptance in students as they engage in active and responsible citizenship at the local, community, provincial, national and global level” (p.1). Evaluating student understanding of political processes by way of performance in social studies exams is a one way of providing evidence for the accomplishment of Outcome 1, Ends 3.

Result 1.1

On October 1, 2010, in the Accountability Pillar Overall Summary, Alberta Education released details of the Diploma Examination and Provincial Achievement Test results for each school and for the jurisdiction.

The 2009-2010 school year saw the full implementation of the revised Grade 6 and 9 Social Studies Provincial Achievement Tests. The new Social Studies Program of Study is identified by Alberta Education as a major change in teaching pedagogy and teaching practice. New exams mean that trend analysis is not possible. The 2009-2010 reporting year will provide the baseline data for future trend analysis.

¹⁰ Alberta Education. (2005). *Social Studies (Kindergarten to grade 12) programme of studies*. Edmonton, AB: Government of Alberta. <http://education.alberta.ca/teachers/program/english/programs.aspx>

New diploma exams were introduced in 2009-2010 school year for the new programs of study in Social Studies 30-1 and Social Studies 30-2. As these are new exams, trend analysis is not possible. The 2009-2010 reporting year will provide the baseline data for future trend analysis.

The tables below show the percentage of grades 6, 9 and 12 students achieving the acceptable standard and standard of excellence in the Social Studies Provincial Achievement tests and Diploma exams. At both grades six and nine levels, over 76% of Calgary Board of Education students achieved at or above the acceptable standard, and in the diploma exams, over 85% of students achieved at or above the acceptable level.

Table 1		Calgary School District		Alberta	
Provincial Achievement Test Results		2010	2007-2009 Average	2010	2007-2009 Average
Social Studies 6	Number Writing	6,536	n/a	39,393	n/a
	Acceptable Standard %	79.3	n/a	78.6	n/a
	Standard of Excellence %	16.7	n/a	18.2	n/a

Table 2		Calgary School District		Alberta	
Provincial Achievement Test Results		2010	2007-2009 Average	2010	2007-2009 Average
Social Studies 9	Number Writing	6,932	n/a	39,489	n/a
	Acceptable Standard %	76.1	n/a	76.4	n/a
	Standard of Excellence %	20.7	n/a	20.8	n/a

Table 3		Calgary School District		Alberta	
Diploma Exam Results		2010	2007-2009 Average	2010	2007-2009 Average
Social Studies 30-1	Number Writing	4,769	n/a	23,484	n/a
	Acceptable Standard %	86.4	n/a	84.5	n/a
	Standard of Excellence %	19.2	n/a	16.1	n/a

Table 4		Calgary School District		Alberta	
Diploma Exam Results		2010	2007-2009 Average	2010	2007-2009 Average
Social Studies 30-2	Number Writing	2,952	n/a	14,903	n/a
	Acceptable Standard %	85.7	n/a	85	n/a
	Standard of Excellence %	17.4	n/a	13.7	n/a

Outcome 2

Students demonstrate understandings of a variety of perspectives on local, national and international issues

Measure 2.1

Percentage of students who report having been encouraged through public education to appreciate multiple perspectives

Rationale 2.1

Three questions from the Calgary Board of Education High School survey were selected as data for measuring Outcome two. While students reporting on their own understanding of a variety of perspectives on local national and international issues directly addresses the outcome as stated, questions five (valuing other cultures) and six (participating in cultural events and activities) provide a broader perspective. The implication of question six (in the chart on the following page) which addresses student participation, investigates “citizenship-as-practice [where] young people learn to be citizens as a consequence of their participation in the actual practices that make up their lives.”¹¹ (from the Chief Superintendent’s Reasonable Interpretation of Ends 3).

Result 2.1

The Calgary Board of Education Student Survey was conducted with grade twelve students in June 2010. Table 5 below demonstrates that 84.2% of the students who responded to question four agree or strongly agree that public education enabled them to appreciate multiple perspectives. For question five, 88.3% of the students who responded to the question agree or strongly agree that public education allowed them to learn to value other cultures. For question six, 65.5% of the students who responded indicated that they participated in cultural events and activities.

Table 5 Questions 4, 5 & 6 from CBE Student Survey	Strongly agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		Missing
	count	%	count	%	count	%	count	%	%
Questions 4, 5 & 6 from CBE Student Survey									
4. I have been encouraged through public education to appreciate multiple perspectives.	1250	30.5	2199	53.7	440	10.7	164	4.0	1.1
5. I have learned to value other cultures.	1772	43.3	1844	45.0	286	7.0	157	3.8	.9
6. I have participated in cultural events and activities.	890	21.7	1795	43.8	1036	25.3	331	8.1	1.1

¹¹ Lawy, R. & Biesta, G., 2006, Citizenship-as-Practice: The Educational Implications of an Inclusive and Relational Understanding of Citizenship. *British Journal of Educational Studies*. Vol. 54, No. 1, p. 45.

Outcome 3

Students demonstrate understanding of membership obligations in communities

Rationale for Measures 3.1 to 3.4

Eight questions from the Calgary Board of Education High School survey were selected as data for measures 3.1 to 3.4. These survey questions are seen to reflect the development of an understanding of membership obligations in communities. Members of communities learn what it means to understand membership obligations by developing the knowledge and skills necessary to become responsible citizens (measure 3.1), exercising democratic rights and responsibilities within a community (measure 3.2), observing and supporting appropriate protocols in specific environments as in digital citizenship (measure 3.3), as well as learning essential communication skills and working effectively with others (measure 3.4). As pointed out in the rationale for Outcome 2, students reporting on their own understandings (questions 7 and 8 of the Student Survey) more directly addresses the outcome as stated. However, this report also provides evidence of the ways in which students see themselves translating understanding into action, thus addressing citizenship as practice (questions 11,12,13,16 & 17 of the Student Survey).

Measure 3.1

Percentage of students who report that they understand the knowledge and skills necessary to become responsible citizens

Result 3.1

Question seven from the Student Survey was used to demonstrate this measure. Most students (93.4%) responded positively to the statement “I understand the knowledge and skills necessary to become a responsible citizen”.

Table 6	Strongly agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		Missing
	count	%	count	%	count	%	count	%	
Question 7 from CBE Student Survey									
7. I understand the knowledge and skills necessary to become a responsible citizen.	1672	40.8	2154	52.6	146	3.6	79	1.9	1.1

Measure 3.2

Percentage of students who are reported to exercise democratic rights and

responsibilities within the learning community

Result 3.2

The data provided for measure 3.2 from the Calgary Board of Education Student Survey is derived from students reporting on themselves rather than teacher reports (see recommendation for change Section VI). Student self assessment is seen as a valid source of information as well as important component of the assessment process¹². The Student Survey results show that of the students who responded to question thirteen, 70.5% agreed or strongly agreed with statement, “I learned how to challenge policies or political decisions that I may not agree with”.

Table 7	Strongly agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		Missing
	count	%	count	%	count	%	count	%	%
Question 13 from CBE Student Survey									
13. I learned how to challenge policies or political decisions that I may not agree with.	917	22.4	1971	48.1	925	22.6	237	5.8	1.1

Measure 3.3

Percentage of students who understand digital citizenship requirements and use them effectively

Result 3.3

Results from questions eleven and twelve of the Student Survey showed varying responses. While 89.5% of students reported feeling confident in taking personal responsibility for using technology appropriately, only 70.2% of students felt confident in recognising inappropriate uses of technology and taking action to correct them. Since this latter incorporates two questions within one, it is not possible to ascertain whether students felt unable to recognise inappropriate uses of technology or felt unable to take action in a peer group setting or whether the response reflects an equal combination of both scenarios. This question has been adjusted in the 2011-2012 Calgary Board of Education Student Survey.

¹² Taras, M. (2003). To Feedback or Not to Feedback in Student Self-assessment. *Assessment & Evaluation in Higher Education*, 28(5), 549-565. Retrieved from EBSCOhost, February 14, 2011.

Table 8	Strongly agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		Missing
	count	%	count	%	count	%	count	%	
Questions 11 & 12 from CBE Student Survey									
11. I take responsibility for using technology appropriately.	1333	32.5	2335	57.0	252	6.2	123	3.0	1.3
12. I recognize inappropriate uses of technology and take action to correct them.	788	19.2	2090	51.0	898	21.9	272	6.6	1.2

Measure 3.4

Percentage of students are reported to work and communicate effectively with others

Result 3.4.1

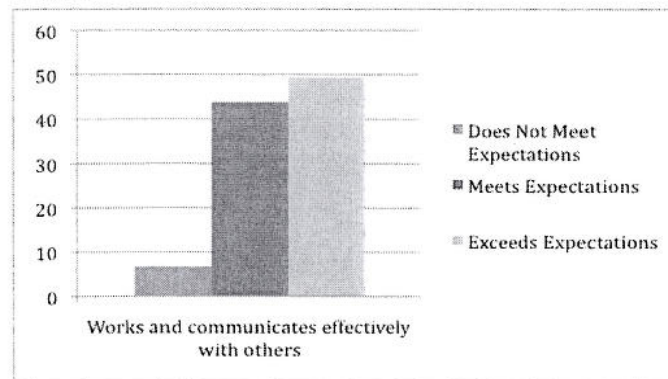
The data provided below for measure 3.4 from the Calgary Board of Education Student Survey is derived from students reporting on themselves rather than teacher reports (see recommendation for change Section VI). Results from the four Student Survey questions (Table 10 below) that speak to development of communication skills show that an average of 89.4% of students agree that they have learned to work and communicate effectively with others.

Table 10	Strongly agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		Missing
	count	%	count	%	count	%	count	%	
Questions 8,15,16,17 from CBE Student Survey									
8. I work to understand how other people feel through listening, speaking and observing.	1660	40.5	2096	51.2	215	5.2	80	2.0	1.1
15. I learned how to communicate effectively with others.	1464	35.7	2211	54.0	281	6.9	92	2.2	1.2
16. I learned how to work effectively with others.	1503	36.7	2164	52.8	259	6.3	114	2.8	1.4
17. I know how I learn best and I am able to work well with those who learn in different ways.	1430	34.9	2120	51.7	382	9.3	114	2.8	1.2

Result 3.4.2

Results from the Pilot Ends Reporting for the first reporting period of 2009 provide a partial data picture in that not all Calgary Board of Education schools participated in this trial of the Ends assessment and reporting process. Students were assessed on a one to five scale according to the descriptor on the report card. Level three was established as the mean (meeting expectations) and levels four and five were combined to demonstrate exceeding expectations. Students assessed at levels one and two were assessed as needing to improve. Results indicated in Table 9 below show that teachers reported the majority of students (93.17%) work and communicate effectively with others at or above expectations.

Table 9



Outcome 4

Student actions demonstrate understanding of local, national and global value systems

Rationale for Measures 4.1, 4.2 and 4.3

By asking that student actions demonstrate understanding of local, national and global value systems, outcome four addresses the concept of citizenship as practice. Citizenship education involves more than developing understandings; it is a “concept that must be lived to be measured” (Chief Superintendent’s Reasonable Interpretation, Ends 3). Both the Calgary Board of Education Student Survey question and the Accountability Pillar question speak to this concept. The Student Survey question is more specific asking students to report on their own belief that they can make a difference in local, national and international communities. By contrast, the Accountability Pillar is a provincial measure and asks the question on a more general level. Teachers, parents and students are asked whether they believe our students model the characteristics of active citizenship.

Measure 4.1

Percentage of students who report that they believe they can make a difference in the local, national and international community

Result 4.1

When asked, 72.8% of students agreed that they can make a difference in the local, national and international communities.

Table 11	Strongly agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		Missing
	count	%	count	%	count	%	count	%	
Question 3 from CBE Student Survey									
3. I believe I can make a difference in the local, national and international communities.	793	19.4	2189	53.4	842	20.6	238	5.8	.9

Measure 4.2

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship

Result 4.2

Alberta Education asks responses from parents, students and teachers at each of the grade 4, 7 and 10 levels regarding the degree to which believe that students model the characteristics of active citizenship. The overall percentages shown below reflect the combined results from three grade levels and of parents, students and teachers. The results below indicate that Calgary Board of Education students have improved significantly in this performance measure.

Table 12

Accountability Pillar Performance Measure	Results (in percentages)					Evaluation		
	2006	2007	2008	2009	2010	Achievement	Improvement	Overall
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	75.4	74.5	75.6	78.1	79.4	High	Improved Significantly	Good

Measure Details										
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	75.4	74.5	75.6	78.1	79.4	76.8	76.6	77.9	80.3	81.4
Teacher	88.7	87.5	87.9	90.0	91.7	90.3	89.9	90.6	91.8	93.0
Parent	70.5	70.1	71.9	73.6	75.8	72.4	72.6	74.7	77.4	78.5
Student	66.9	65.7	67.0	70.6	70.7	67.5	67.1	68.5	71.8	72.7

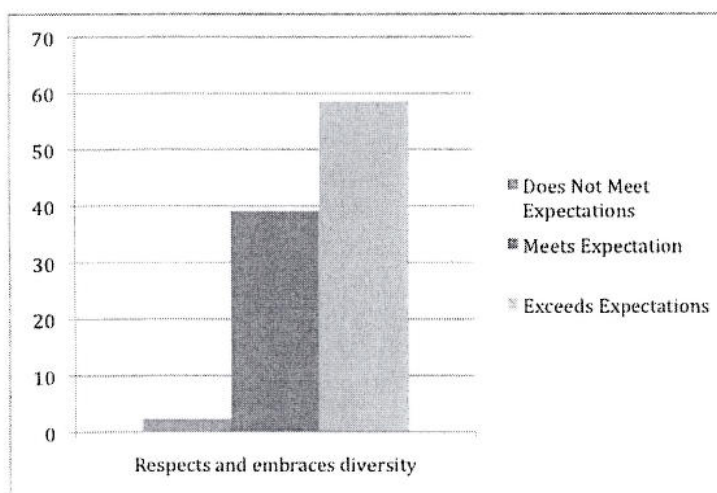
Measure 4.3

Percentage of students who are reported to demonstrate respect and appreciation for diversity as measured through school report cards

Result 4.3

Results from the Pilot Ends Reporting for the first reporting period of 2009 provide a partial data picture in that not all schools participated in this trial of the Ends assessment and reporting process. Students were assessed on a one to five scale according to the descriptor on the report card. Level three was established as the mean (meeting expectations) and levels four and five were combined to demonstrate exceeding expectations. Students assessed at levels one and two were assessed as needing to improve. Results shown in Table 13 indicate that teachers report the majority of students (97.64%) respect and embrace diversity at or above expectations.

Table 13



Outcome 5

Students participate in decision-making involving issues directly affecting their lives

Measure 5.1

Percentage of students who report having had opportunities to participate in classroom or school decisions that affect them

Rationale 5.1

Question one from the Calgary Board of Education Student Survey directly addresses Outcome five and as noted before, the survey gives student perception of their involvement with decision making.

Result 5.1

Results from the Calgary Board of Education Student Survey indicate that 79.4% of students believe they have had opportunities to participate in classroom or school decisions that affect them.

Table 14	Strongly agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		Missing
	count	%	count	%	count	%	count	%	%
Question 1 from CBE Student Survey									
1. I have had opportunities to participate in classroom or school decisions that affect me.	944	23.0	2312	56.4	631	15.4	173	4.2	.9

Measure 5.2

Percentage of students who are reported to contribute to creating a positive school community

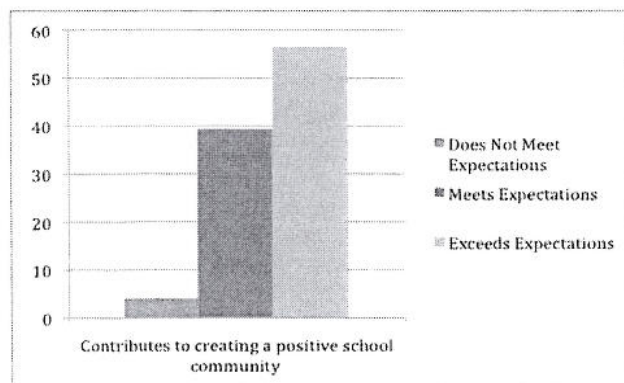
Rationale 5.2

Data from the Pilot Ends Assessment and Reporting provide teacher assessment of student contribution to creating a positive school climate. When students make the choice to contribute to a positive school community, they can be seen to participate in decision making that affects their lives.

Result 5.2

Results from the Pilot Ends Reporting for the first reporting period of 2009 provide a partial data picture in that not all schools participated in this trial of the Ends assessment and reporting process. Students were assessed on a one to five scale according to the descriptor on the report card. Level three was established as the mean (meeting expectations) and levels four and five were combined to demonstrate exceeding expectations. Students assessed at levels one and two were assessed as needing to improve. Results shown in Table 15 indicate that teachers report the majority of students (95.92%) contributed to a positive school community at or above expectations.

Table 15



Outcome 6

Students participate in community service, school service and volunteer work

Measure 6.1

Percentage of students who report participating in community service, school service or volunteer work

Rationale 6.1

The measure is explicit in the outcome.

Result 6.1

Students reported favourably on participating in community service and volunteer work. A combined percentage result from Student Survey questions nine and ten indicate that over 68% of Calgary Board of Education students are actively involved in community and volunteer work.

Table 17	Strongly agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		Missing
	count	%	count	%	count	%	count	%	%
Questions 9 & 10 from the CBE Student Survey									
9. I do community service, school service or volunteer work to help others.	916	22.4	1675	40.9	1023	25.0	444	10.8	1.0
10. I take action to protect the environment.	79.3	19.4	2237	54.6	759	18.5	265	6.5	1.0

Measure 6.2

Percentage of students who report participating in political or social causes in order to improve the community

Rationale:

The measure is explicit in the outcome.

Result 6.2

Question fourteen on the student survey is open to a range of interpretations. Students might consider that voting in a school election qualifies as participating in social or political change or they may feel a greater commitment is required to answer this question favourably. This is the context in which 58.8% of students agreed with the question.

Table 18	Strongly agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		Missing
	count	%	count	%	count	%	count	%	%
Question 14, CBE Student Survey									
14. I participated in changing something in our school community for the better.	631	15.4	1780	43.4	1251	30.5	384	9.4	1.2

Conclusion

The Chief Superintendent's Reasonable Interpretation suggests that although it is essential to develop an understanding of what it means to be an informed and productive citizen in a global community, "citizenship is a concept that must be lived to be measured".¹³ In addition, citizenship as practice cannot be taught as an independent topic; rather, it is embedded in the way students live their lives in school and the community. Monitoring citizenship relies on perception data both by students themselves and to some extent, teachers and parents. 'Hard' data such as exam results are applicable in only one measure where student understandings rather than student actions are addressed.

Results from each measure are presented as evidence for the accomplishment of the outcomes listed in the Chief Superintendent's Reasonable Interpretation of Ends 3. Results show that students demonstrate awareness and sensitivity in considering the needs of others and that an increasing number are translating words into actions by volunteering within their schools and the greater community. As well, students are embracing leadership opportunities. In the open comment section of the Calgary Board of Education Student Survey, many reported that opportunities to develop leadership capacities through volunteering, sports or involvement in school politics was instrumental in developing their citizenship skills. Participation in the Mega End Symposia more than tripled, from 47 students representing seven high schools in 2009, to 166 students representing all CBE high schools in 2010.

Calgary Board of Education media releases also highlight some outstanding examples of students as leaders in citizenship. To name only three recent instances: students from Tom Baines School were chosen from 550 applicants across Canada to receive the Green Grant from the World Wildlife Fund Canada's leading conservation organisation; two student groups from Le Roi Daniels and F.E. Osborne schools, were nominated in the International Youth category of the 2010 YMCA Calgary Peace Medal for their leadership in raising funds for youth in need in the developing world; in October 2010, eight CBE high school students participated in the Youth Advisory to the Premier's Council for Economic Strategy. Perhaps opportunities provided in our schools for students to learn the value of citizenship and to grow and develop as citizens can be best summed up by the words of one Calgary Board of Education student:

I have learned to value and respect others as well as their ideas. It [my school experience] has made me more capable of interacting and communicating with other people and the knowledge I have gained is priceless. Because of my experiences here, whether they be frightening, exhilarating, inspiring or even strengthening, I have grown as a student as I am now an adult. This school really helped me develop as a human being and reminded us all that character, virtues, and kindness are critical aspects of life which we all must remember throughout our lives.¹⁴

¹³ The Chief Superintendent's Reasonable Interpretation for Ends 3: *Citizenship*

¹⁴ Student Comment from Calgary Board of Education Student Survey, 2010

V. SUMMARY STATEMENT

The information in this report is presented as evidence of the accomplishment of the Chief Superintendent's Reasonable Interpretation of Ends 3: Citizenship.

VI. ADMINISTRATIVE RECOMMENDATIONS FOR CHANGES TO THE CHIEF SUPERINTENDENT'S REASONABLE INTERPRETATION

Administration respectfully requests the Board of Trustees consider the following changes to the Reasonable Interpretation for Ends 3: Citizenship for use in future monitoring of this Ends.

1. **Change:** Wording of measures 3.2, 3.4 and 4.3 (as identified in this report) from "students who are reported..." to "students who report exercising (communicating, demonstrating) and/or who are reported to..."

Reason for Change: The new wording provides more flexibility regarding use of data. Data from student self reporting data as well as data from teacher reporting can be used. Providing different types of data for one measure increases reliability of results.

2. **Change:** Wording from "Data Sources" to "Suggested Data Sources".

Reason for Change: As our understanding of optimal ways of measuring citizenship increases, our data sources continue to evolve and mature. Changing the wording allows data sources to be added when needed or disregarded when no longer applicable.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

CALGARY BOARD OF EDUCATION
REGULAR MEETING OF THE BOARD OF TRUSTEES
PUBLIC AGENDA

APRIL 5, 2011

CORRESPONDENCE

RECOMMENDATION:

THAT the Board of Trustees receives the following correspondence for information and for the record, in the form as submitted:

- Correspondence dated March 9, 2011 from The Honourable Dave Hancock, Minister of Alberta Education, to Board Chair Pat Cochrane, regarding changes to the policy governing leasing of jurisdiction-owned facilities to other jurisdictions and attachment of an estimate of the anticipated effect on related funding streams of the CBE.
- Correspondence dated March 18, 2011 from Keray Henke, Deputy Minister of Alberta Education, to Board Chair Pat Cochrane, advising of capital project approval of furniture and equipment for Coventry Hills, Taradale, Panorama and Tuscany Middle Schools and the North West High School.

Respectfully Submitted,

J.R. Barkway,
Corporate Secretary's Office



Office of the Minister



March 9, 2011

Ms. Pat Cochrane
Chair
Calgary Board of Education
515 Macleod Trail SE
Calgary, Alberta
T2G 2L9

Dear Ms. Cochrane:

As noted in my Budget 2011 conference call on February 24, 2011, changes to the policy governing the leasing of jurisdiction-owned facilities to other jurisdictions will be phased in beginning with the 2011/2012 school year.

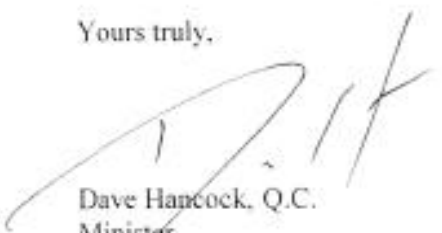
This policy change is the result of a review of current leasing policy and practice and reflects a need to create consistency and equity in support of leased arrangements, while also ensuring the education system remains fiscally responsible to taxpayers. In some cases, government is paying twice for publicly owned and financed school facilities.

Please note that the new policy also requires that school jurisdictions include any other requests for lease support (i.e., to lease space in privately owned facilities) in their three-year capital plans, prioritized against requests for other capital funding. A further review is currently underway regarding a new policy to govern the leasing of privately owned facilities by school jurisdictions.

The attached table provides an estimate of the anticipated effect on the related funding streams of the Calgary Board of Education in year one and upon full implementation once all of the affected leases have expired and been switched to Infrastructure Maintenance and Renewal funding. This estimate is based on lease support data from 2010/2011.

This new policy puts in place a more consistent and reasonable framework to help government meet its responsibility to ensure all Alberta students have appropriate school facilities. For further information about the new leasing policy, please contact Dr. Avi Habinski, Director, Capital Planning South, at 780-427-2272 (toll-free by first dialing 310-0000) or by e-mail at avi.habinski@gov.ab.ca.

Yours truly,



Dave Hancock, Q.C.
Minister

Attachment

cc: Naomi Johnson
Superintendent, Calgary Board of Education

Calgary Board of Education		
Leases: 12 Schools - Charter		
	Year One	Full Implementation
A. Reduction in lease support	(\$0.43 million)	(\$5.89 million)
B. Anticipated increase to IMR Funding as a result of policy change.	\$0.27 million	\$1.56 million
A+B = Net (loss)/gain in jurisdiction income	(\$0.16 million)	(\$4.33 million)



AR68907

March 18, 2011

Ms. Pat Cochrane
Chair
Calgary Board of Education
515 Macleod Trail SE
Calgary, Alberta
T2G 2L9

Dear Ms. Cochrane:

H. Pat!

On behalf of the Honourable Dave Hancock, Minister of Education, I am pleased to advise you of the following capital project approval for Calgary Board of Education.

Total approval of \$13,119,554 for furniture and equipment and Career and Technology Studies (CTS) equipment for the following schools under the Alberta Schools Alternative Procurement Project - Phase II:

- Coventry Hills (Grades 5-9) – \$1,839,996 for Furniture and Equipment and \$318,000 for CTS, for a total of \$2,157,996;
- Taradale (Grades 5-9) – \$1,839,996 for Furniture and Equipment and \$318,000 for CTS, for a total of \$2,157,996;
- Tuscany (Grades 5-9) – \$1,839,996 for Furniture and Equipment and \$318,000 for CTS, for a total of \$2,157,996;
- Panorama (Grades 5-9) – \$1,839,996 for Furniture and Equipment and \$318,000 for CTS, for a total of \$2,157,996; and
- Northwest High School (Grades 10-12) – \$3,639,560 for Furniture and Equipment and \$848,000 for CTS, for a total of \$4,487,560.

It is anticipated that payment will be made in two installments, with a portion being provided in 2011/2012 and the balance in 2012/2013. I trust this will enable you to begin planning for the ordering of your furniture and equipment for Coventry Hills, Taradale, Panorama and Tuscany Middle Schools and North West High School.

.../2

Alberta ■

Ms. Pat Cochrane
Page Two

If you have any questions in regard to this approval, please contact Patricia Cox, Director, Strategic Planning, at 780-415-5854 (toll-free by first dialing 310-0000) or by e-mail at pat.cox@gov.ab.ca.

Sincerely,

A handwritten signature in black ink, appearing to read "Keray Henke", with a stylized flourish at the end.

Keray Henke
Deputy Minister
Alberta Education

cc: Naomi Johnson
Superintendent, Calgary Board of Education

Barry Day
Deputy Minister, Infrastructure

CALGARY BOARD OF EDUCATION
REPORT TO THE BOARD OF TRUSTEES
PUBLIC AGENDA

APRIL 5, 2011

To: BOARD OF TRUSTEES

From: J.R. Barkway, Assistant Corporate Secretary

Re: EducationMatters Quarterly Financial Report

Purpose: Information

Governance Policy Reference: GP-13: Board of Trustees' Linkages

I. RECOMMENDATION

THAT the financial report for EducationMatters be received for information and for the record, in the form as submitted.

II. ISSUE

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

Respectfully submitted,

J.R. Barkway
Asst. Corporate Secretary



Financial Statements

December 31, 2010

Collins Barrow Calgary LLP
1400 First Alberta Place
777 - 8th Avenue S.W.
Calgary, Alberta, Canada
T2P 3R5

T. 403.298.1500
F. 403.298.5814
email: calgary@collinsbarrow.com

Independent Auditors' Report

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

We have audited the accompanying financial statements of EducationMatters, Calgary's Public Education Trust, which comprise the financial position as at December 31, 2010, and the statements of operations and changes in fund balances and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our qualified audit opinion.

Basis for Qualified Opinion

In common with many not-for-profit organizations, the Trust derives revenue from donations, the completeness of which is not susceptible to satisfactory audit verification. Accordingly, our verification of these revenues was limited to the amounts recorded in the records of the Trust and we were not able to determine whether any adjustments might be necessary to revenue, excess of revenue over expenditures, assets and fund balances.

Qualified Opinion

In our opinion, except for the effects of the matter described in the basis for qualified opinion paragraph, the financial statements present fairly, in all material respects, the financial position of EducationMatters, Calgary's Public Education Trust as at December 31, 2010, and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

Collins Barrow Calgary LLP


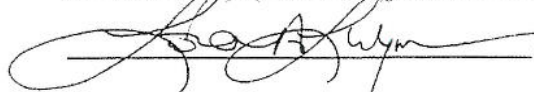
CHARTERED ACCOUNTANTS

Calgary, Alberta
March 17, 2011

EducationMatters, Calgary's Public Education Trust
Statement of Financial Position
December 31, 2010

	2010	2009
Assets		
Current assets		
Cash and cash equivalents (notes 3 and 6)	\$ 1,836,289	\$ 1,676,140
Accounts receivable	88	176
Goods and Services Tax recoverable	3,551	4,341
Prepaid expenses	<u>700</u>	<u>-</u>
	1,840,628	1,680,657
Investments (notes 4 and 6)	1,497,343	1,368,107
Property and equipment (note 5)	<u>10,401</u>	<u>17,311</u>
	<u>\$ 3,348,372</u>	<u>\$ 3,066,075</u>
Liabilities		
Current liabilities		
Accounts payable and accrued liabilities	\$ 14,745	\$ 59,937
Deferred operating contributions (note 7)	<u>500,000</u>	<u>500,000</u>
	<u>514,745</u>	<u>559,937</u>
Funds		
Operating funds (including investment in capital assets)	589,717	581,831
Flow-through funds	573,886	533,360
Endowment funds (note 6)	<u>1,670,024</u>	<u>1,390,947</u>
	<u>2,833,627</u>	<u>2,506,138</u>
	<u>\$ 3,348,372</u>	<u>\$ 3,066,075</u>
Commitments (note 8)		

On behalf of the Board,

 Governor
 Governor

EducationMatters, Calgary's Public Education Trust
Statement of Operations and Changes in Fund Balances
Year Ended December 31, 2010

	2010				2009
	Operating Funds	Flow-Through Funds	Endowment Funds	Total	
Revenue					
Contributions (note 7)	\$ 842,722	\$ 555,008	\$ 214,283	\$ 1,612,013	\$ 1,483,272
Gains on investments	1,124	6,272	80,079	87,475	184,913
Interest, dividends and fee revenue	<u>20,486</u>	<u>-</u>	<u>55,794</u>	<u>76,280</u>	<u>24,218</u>
	<u>864,332</u>	<u>561,280</u>	<u>350,156</u>	<u>1,775,768</u>	<u>1,692,403</u>
Expenditures					
Grants (note 7)	-	519,438	50,593	570,031	527,447
Salaries and benefits (note 10)	520,348	-	-	520,348	545,184
Communications	136,558	-	-	136,558	83,888
Fund expenses	-	1,316	20,486	21,802	33,259
Fund development (note 10)	37,284	-	-	37,284	18,184
Office	43,525	-	-	43,525	51,791
Professional fees	38,752	-	-	38,752	40,789
Special events (note 10)	38,465	-	-	38,465	83,463
Computer applications & support	26,901	-	-	26,901	27,987
Rent	7,703	-	-	7,703	7,055
Amortization	<u>6,910</u>	<u>-</u>	<u>-</u>	<u>6,910</u>	<u>6,672</u>
	<u>856,446</u>	<u>520,754</u>	<u>71,079</u>	<u>1,448,279</u>	<u>1,425,719</u>
Excess of revenue over expenditures	7,886	40,526	279,077	327,489	266,684
Fund balance, beginning of year	<u>581,831</u>	<u>533,360</u>	<u>1,390,947</u>	<u>2,506,138</u>	<u>2,239,454</u>
Fund balance, end of year	<u>\$ 589,717</u>	<u>\$ 573,886</u>	<u>\$ 1,670,024</u>	<u>\$ 2,833,627</u>	<u>\$ 2,506,138</u>

EducationMatters, Calgary's Public Education Trust
Statement of Cash Flows
Year Ended December 31, 2010

	2010	2009
Cash provided by (used in):		
Operating activities		
Excess of revenue over expenditures	\$ 327,489	\$ 266,684
Add (deduct) items not affecting cash		
Amortization	6,910	6,672
Change in deferred operating contributions	-	(2,500)
Unrealized gain on investments	<u>(81,203)</u>	<u>(117,945)</u>
	<u>253,196</u>	<u>152,911</u>
Changes in non-cash working capital		
Accounts receivable and Goods and Services Tax recoverable	878	416
Prepaid expenses	(700)	-
Accounts payable and accrued liabilities	<u>(45,192)</u>	<u>5,460</u>
	<u>(45,014)</u>	<u>5,876</u>
	<u>208,182</u>	<u>158,787</u>
Investing activities		
Purchase of equipment	-	(14,300)
Proceeds from (purchase) sale of investments, net	<u>(48,033)</u>	<u>17,978</u>
	<u>(48,033)</u>	<u>3,678</u>
Cash inflow	160,149	162,465
Cash and cash equivalents, beginning of year	<u>1,676,140</u>	<u>1,513,675</u>
Cash and cash equivalents, end of year	<u>\$ 1,836,289</u>	<u>\$ 1,676,140</u>
Cash and cash equivalents is comprised of:		
Cash	\$ 49,175	\$ 262,656
Term deposits	<u>1,787,114</u>	<u>1,413,484</u>
	<u>\$ 1,836,289</u>	<u>\$ 1,676,140</u>

EducationMatters, Calgary's Public Education Trust

Notes to Financial Statements

December 31, 2010

1. Nature of Trust

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

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

2. Significant accounting policies

(a) Revenue

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

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

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

The Trust recognizes interest and fee revenue when the amounts are earned.

(b) Trust funds

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

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

Operating funds

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

Flow-through funds

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

EducationMatters, Calgary's Public Education Trust
Notes to Financial Statements
December 31, 2010

Endowment Funds

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

(c) Cash and cash equivalents

Cash and cash equivalents comprise cash on hand and temporary investments with a maturity date of three months or less.

(d) Investments

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

(e) Property and equipment

The Trust capitalizes administrative assets, consisting of computer equipment and furniture and fixtures, at cost and amortizes them over their estimated useful lives of five years on a straight-line basis.

(f) Measurement uncertainty

The valuation of property and equipment is based on management's best estimates of the future recoverability of these assets and the determination of costs subject to classification as property and equipment. The amounts recorded for amortization of the property and equipment are based on management's best estimates of the remaining useful lives and period of future benefit of the related assets.

The valuation of accrued liabilities is based on management's best estimates of expenses incurred during the year that will be payable in future periods.

By their nature, these estimates are subject to measurement uncertainty and the effect on the financial statements of changes in such estimates in future periods could be significant.

(g) Financial instruments

Financial instruments include cash and cash equivalents, accounts receivable, accounts payable and accrued liabilities. There are no significant differences between the carrying values of these amounts and their estimated market values due to the short-term nature of these instruments. It is management's opinion that the Trust is not exposed to significant interest or credit risk arising from these financial instruments. Financial instruments also include investments, which are carried at their fair value.

EducationMatters, Calgary's Public Education Trust

Notes to Financial Statements

December 31, 2010

Canadian Institute of Chartered Accountants ("CICA") Section 3861 *"Financial Instruments - Disclosure and Presentation"* requires the Trust to make the following classifications:

- Cash and cash equivalents and investments are classified as assets "held-for-trading" and are measured at fair value. Gains and losses resulting from periodic revaluation are recorded in excess of revenue over expenditures.
- Accounts receivable are classified as "loans and receivables" and are recorded at cost, which approximates fair value.
- Accounts payable and accrued liabilities are classified as "other financial liabilities" and are recorded at cost, which approximates fair value.

(h) Expenditures

Administrative expenses are charged to endowment funds in accordance with donor agreements. Interest income earned on flow-through funds is allocated to the operating fund in lieu of an administration fee. Expenses incurred for a specific fund are charged to that fund.

(i) Future accounting pronouncements

As of January 1, 2011, the Trust will be required to adopt changes to Canadian Institute of Chartered Accountants ("CICA") Handbook Section 1582 - *"Business Combinations"*, which will replace Section 1581 - *"Business Combinations"*, and which harmonize the Canadian standards related to business combinations with International Financial Reporting Standards ("IFRS"). This new standard establishes revised standards on the recognition and measurement of identifiable assets acquired, the liabilities assumed and any non-controlling interest in the acquiree, as well as recognition and measurement guidance for goodwill acquired in the business combination or the gain from a bargain purchase option. The new standard also provides guidance on identifying the acquirer and identifying the acquisition date (being the date at which control is acquired), and on presentation and disclosure to enable users of the financial statements to evaluate the nature and financial effects of the business combination.

As of January 1, 2011, the Trust will be required to adopt changes to CICA Handbook Section 1601 - *"Consolidated Financial Statements"* and Section 1602 - *"Non-Controlling Interests"* which, together, replace Section 1600 - *"Consolidated Financial Statements"*. These sections establish revised standards for the preparation of consolidated financial statements and specifically discuss the consolidation accounting following a business combination involving the purchase of an equity interest of one company by another. These sections also provide guidance in situations involving a combination or consolidation other than through purchase of an equity interest or involving unincorporated businesses.

EducationMatters, Calgary's Public Education Trust

Notes to Financial Statements

December 31, 2010

The Accounting Standards Board ("AcSB") has issued a new accounting framework for not-for-profit organizations. Not-for-profit organizations must choose to apply for this new framework or IFRS to fiscal years beginning on or after January 1, 2012. Early adoption is permitted. The standards in this new framework did not substantially change from the existing CICA Handbook Section 4400 and the Trust believes the implementation of the new framework will not have a significant impact on the financial statements.

3. Cash and cash equivalents

Cash and cash equivalents include short-term investments of \$1,787,114 (2009 - \$1,413,484) consisting entirely of investments in Canadian treasury bills with maturity dates of 90 days or less. Short-term investments yield an average interest rate of 0.37% (2009 - 0.55%).

4. Investments

Investments include pooled investment funds that have a market-based unit value that is used to allocate income to participants and to value contributions and withdrawals. Investments comprise \$1,497,343 (2009 - \$1,368,107) in mutual funds measured at fair value. The Trust's policy is to liquidate gifted shares on the same day as they are received. There were no shares held at December 31, 2010.

5. Property and equipment

	Net Book Value			
	Cost	Accumulated Amortization	2010	2009
Computer equipment	\$ 14,300	\$ 5,482	\$ 8,818	\$ 11,679
Furniture and fixtures	<u>20,250</u>	<u>18,667</u>	<u>1,583</u>	<u>5,632</u>
	<u>\$ 34,550</u>	<u>\$ 24,149</u>	<u>\$ 10,401</u>	<u>\$ 17,311</u>

6. Endowment Funds

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

	2010	2009
Cash and cash equivalents	\$ 172,681	\$ 22,840
Investments	<u>1,497,343</u>	<u>1,368,107</u>
	<u>\$ 1,670,024</u>	<u>\$ 1,390,947</u>

EducationMatters, Calgary's Public Education Trust

Notes to Financial Statements

December 31, 2010

7. Transactions with the Calgary Board of Education

The Trust is economically dependent on contributions from The Calgary Board of Education ("CBE") to cover general and administrative expenditures. During the year, the CBE contributed \$750,000 (2009 - \$750,000) to the Trust, \$500,000 of which was deferred to 2011, in accordance with spending of the funds over a one-year period and this amount is included in deferred operating contributions on the statement of financial position. The Trust rented office space and purchased services costing \$7,703 (2009 - \$7,056) and \$8,266 (2009 - \$11,904), respectively, from the CBE. These transactions were recorded at the amounts established and agreed to by the parties.

Grants awarded to CBE schools by the Trust are distributed to recipients by way of the CBE. In 2010, this amount was \$421,062 (2009 - \$322,681), of which \$NIL (2009 - \$29,598) is included in accounts payable and accrued liabilities.

8. Commitments

The Trust's office lease with the CBE was renewed on August 9, 2010 for an additional one-year term to August 31, 2011 and requires annual rental payments of \$7,860.

9. Capital disclosures

In managing capital, the Trust focuses on liquid resources available for operations. The Trust's objective is to have sufficient liquid resources to continue operating despite adverse financial events and to provide it with the flexibility to take advantage of opportunities that will advance its purposes. The need for sufficient liquid resources is considered in the preparation of an annual budget and in the monitoring of cash flows and actual operating results compared to the budget. As at December 31, 2010, the Trust has met its objective of having sufficient liquid resources to meet its current obligations. The Trust is not subject to any externally imposed capital requirements.

10. Additional information on Fund Development

(a) Expenses incurred to solicit contributions.

	2010	2009
Fundraising event	\$ 38,424	\$ 66,691
Fund Development expenses	37,284	18,184
Fund Development salaries and benefits	<u>98,813</u>	<u>154,270</u>
	<u>\$ 174,521</u>	<u>\$ 239,145</u>

(b) Gross contributions received in 2010 were \$769,291 (2009 - \$638,355).

EducationMatters, Calgary's Public Education Trust
Notes to Financial Statements
December 31, 2010

(c) Summary of dispositions of contributions.

	2010	2009
Grants	\$ 439,423	\$ 379,443
Scholarships	<u>130,608</u>	<u>148,004</u>
	<u>\$ 570,031</u>	<u>\$ 527,447</u>

There was one disposition of contributions greater than 10% of the gross contributions received in 2010 and 2009 to support the CBE Healthy Learning system-wide initiative and to further support each CBE school's personalized action plan and healthy learning goals which include healthy eating, active living and developing positive social environments (\$138,550 granted in 2010; \$126,950 in 2009).

(d) Allocation of total expenditures:

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

	2010	2009
Communications expenses	\$ 213,760	\$ 178,040
Fund development expenses, excluding events	136,097	172,454
Events	38,465	83,463
Grants	570,031	527,447
Program expenses	483,016	457,643
Amortization expense	<u>6,910</u>	<u>6,672</u>
	<u>\$ 1,448,279</u>	<u>\$ 1,425,719</u>

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

11. Comparative figures

Certain comparative figures have been reclassified to conform with the current year's presentation.

CALGARY BOARD OF EDUCATION

**REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES
PUBLIC AGENDA**

April 5, 2011

To: Board of Trustees

From: Trustee Joy Bowen-Eyre
Trustee Sheila Taylor

Re: Monitoring of Governance Process Policies 1, 2 and 5

Purpose: Annual Monitoring

I. RECOMMENDATION:

THAT the Board of Trustees approves the Governance Process Policy Monitoring reports for Governance Process Policies 1, 2 and 5 in the form as submitted as Attachment I to the report dated April 5, 2011.

II. ISSUE:

The Board of Trustees is required to annually monitor each of its policies, as scheduled in GP-4E: Annual Agenda Planning.

III. BACKGROUND

The Board of Trustees is committed to self-evaluation through the monitoring of its governance process policies, the policies with which the Board instructs itself and subparts of itself, such as offices and committees, about its own job. In governance process policies, the Board describes standards of group and individual behaviour to which it agrees to hold itself.

The Board monitored the following policies during the month of March:

- Governance Process Policy 1: Global Governing Process
- Governance Process Policy 2: Governing Style
- Governance Process Policy 5: Board of Trustees' Role Description

Respectfully submitted,

Bowen-Eyre, Trustee
Chair, Board Evaluation Committee

Attachment I: GP 1, 2 and 5 Monitoring Reports
Attachment II: Board Evaluation Committee – Meeting Minutes March 3, March 16, and March 22, 2011



CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Governance Process

GP- 1: Global Governing Process

Monitoring Method: Self-Assessment

Monitoring Frequency: Annual

Monitoring Time Period: up to February 28, 2011

For this policy, instead of reviewing for compliance or non-compliance, the questions for trustees to respond to are:

1. Have we clearly articulated our foundational statements? Yes - 7 No

Trustee comments: Unanimous

2. Do the statements still stand? Yes - 7 No

Trustee comments: Unanimous

The Board of Trustees is a democratically elected body that holds in trust the education of students on behalf of the citizens of Calgary and provides leadership for the Calgary Board of Education through defining the mission, vision, values and expectations of the organization on behalf of its community.

Effective governance requires that appropriate Ends are determined for the Calgary Board of Education, that those Ends are achieved, and that unacceptable actions and situations are avoided.

The Board of Trustees, on behalf of the citizens, is accountable for acting in a manner that is consistent with law and with the Board's own policies.

Our Mission

Educating tomorrow's citizens today.

Our Vision

The Calgary Board of Education is the dynamic learning community of choice.

We provide quality learning opportunities and options. Our learners take ownership by discovering and developing their potential, passions and gifts. They take their place as lifelong learners and make a significant contribution within a complex, changing world.

Our Values

Students come first.

We believe that everyone can learn. Each student is unique and worthwhile. We acknowledge, recognize and celebrate the diversity of our learners. Success for each and every student is the goal of our work.

Learning is our central purpose.

We believe that learning empowers students to achieve their potential. Attention to continuous improvement, high expectations, innovation and relationships will enable all students to reach their potential. Student learning is at the heart of everyone's work at the Calgary Board of Education.

Public education serves the common good.

We believe public education is essential for a vibrant democracy. The principles of democracy drive our accountability to the public and the public's participation in our work. Our school system is owned by and accountable to Calgarians and, therefore, the Calgary Board of Education is accountable to Calgary taxpayers for using resources wisely to meet students' learning needs.

Board Comments:



CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Governance Process GP- 2: Governing Style

Monitoring Method: Self-Assessment

Monitoring Frequency: Annual

Monitoring Time Period: up to February 28, 2011

Governance Process Policy 2 – Governing Style	Compliance	Non Compliance
<p>The Board of Trustees values the importance of strategic leadership, policy governance and accountability for governance performance. The Board of Trustees shall direct, control, and inspire the district through the careful establishment of written policies.</p> <p>The Board of Trustees shall govern with an emphasis on strategic leadership. This means a focus on:</p>		
1. aligning decisions with mission, vision, values and Ends;	7	
2. the future more than the past;	5	2
3. proactivity rather than reactivity;	1	6
4. collective rather than individual decisions;	6	1
5. encouraging diversity in viewpoints;	5	2
6. clear understanding of Board of Trustees' and Chief Superintendent roles;	4	3
7. monitoring, reporting and publicly discussing the Calgary Board of Education's performance.	7	
<p>The Board of Trustees' major policy focus shall be on the intended long-term benefits for students, not on the administrative or programmatic means of attaining those benefits. Individual trustees shall not:</p>		
1. assume authority for resolving operational problems or complaints;	6	1
2. give personal direction to any part of the operational organization.	2	5

Governance Process Policy 2 – Governing Style Page Two	Compliance	Non Compliance
The Board of Trustees shall hold itself accountable for the quality of its governance performance in Board meetings. This self-discipline shall apply to attendance, preparation for meetings, adherence to the principles of the Board of Trustees' governing model, respect for roles, and ensuring the long-term capacity for excellent governance in the district. To ensure that the Board of Trustees' Board meetings are conducted with maximum effectiveness and efficiency, trustees shall:		
1. come to meetings adequately prepared;	7	
2. speak only when recognized;	6	1
3. not interrupt each other;	7	
4. not engage in side conversations;	6	1
5. support the Chair's efforts to facilitate an orderly meeting.	7	
The Board of Trustees shall review its meeting process and performance through a debriefing process.	7	
Continuous Board of Trustees' development shall include orientation of potential candidates for new members of the Board of Trustees about the Board of Trustees' governance process.	7	
The Board of Trustees shall allow no officer, individual, or committee of the Board of Trustees to hinder its performance.	3	4

Board Comments:

- Board would like to focus more on Ends, less on monitoring EL's
- Board does not have work plan or strategic priorities completed
- Board will make an effort to return from Board meeting recess on time



CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Governance Process GP-5: Board of Trustees' Role Description

Monitoring Method: Self-Assessment

Monitoring Frequency: Annual

Governance Process 5: Board of Trustees' Role Description	Compliance	Non Compliance
The role of the Board of Trustees is to represent, lead and inspire the school district by determining and expecting appropriate and excellent organizational performance. The Board of Trustees will act in accordance with the relevant Province of Alberta statutes and regulations, and the Board of Trustees' own policies and procedures.		
1. The role of the Board of Trustees is to govern, advocate and represent. As such, its primary work will be to:		
(a) provide the link between the Calgary Board of Education and citizens of Calgary;	7	
(b) partner with the Ministers of Education and Infrastructure so that the Ministers are informed about perspectives relevant to public education in Calgary;	7	
(c) advocate on behalf of students, the school system and citizens of Calgary with other governments, agencies and organizations to ensure a strong and appropriate legislative environment for public education in Calgary;	7	

Governance Process 5: Board of Trustees' Role Description Page Two	Compliance	Non Compliance
<p>(d) produce, review and monitor written governance policies, which, at the broadest levels, address:</p> <p>(i) Ends: Organizational products, impacts, benefits, outcomes, recipients, and their relative worth (what good, for which people, at what cost);</p> <p>(ii) Executive Limitations: Limitations on executive authority, which establish the prudence and ethics boundaries within which all executive activity and decisions must take place;</p> <p>(iii) Governance Process: How the Board of Trustees conceives, executes and monitors its own performance;</p> <p>(iv) Board-Chief Superintendent Linkage: Chief Superintendent's role, authority, responsibility and accountability, and how authority and responsibility are delegated and the process of monitoring those delegations;</p>	7	
<p>(e) require that the Ends are the focus of organizational performance;</p>	7	
<p>(f) define three-year<u>system</u> priorities to drive district performance in all four policy areas, reviewing or revising those priorities annually, to reflect current district needs and to drive the following year's resource allocations. As such, it shall be the job of the Board of Trustees to:</p> <p>(i) approve a Three Year Education Plan<u>Approve Annual Education Results Report (3 yrs) and Three Year Education Plan;</u></p> <p>(ii) approve a Three Year Annual Education Results Report; and</p> <p>(iii)<u>(ii)</u> approve an annual operating and capital budget for the organization;</p> <p>prior to submission to the relevant Minister(s);</p> <p><u>(iii) 3 year school capital plan</u></p>	6	1

Governance Process 5: Board of Trustees' Role Description Page Three		Compliance	Non Compliance
(g) hire the Chief Superintendent and evaluate the Chief Superintendent's performance through monitoring Ends and Executive Limitations policies;	7		
(h) give consideration to authorizing the Chief Superintendent to do any act or thing or exercise any power that the board may or is required to do or exercise, subject to the School Act, and formally authorize, by resolution, those powers that the Board wishes to delegate. Such resolution shall be recorded in the Governance Policy regarding Delegation to the Chief Superintendent.	7		
2. The Board of Trustees also recognizes and holds the authority and responsibility in areas including but not limited to the following and will act to:			
(a) appoint an auditor and examine the auditor's report;	7		
(b) approve the number, and locations of schools to be established, and maintained, in a manner that is open to community input and participation as the Board of Trustees considers appropriate, while demonstrating responsible stewardship of all resources;	7		
(c) name or rename the organization, schools, portions of schools, rooms within a school, school grounds, other Calgary Board of Education facilities or educational programs;	7		
(d) authorize a plebiscite to consider taxation requisitions from a municipality;	7 – n/a		
(e) approve the bargaining mandate for all collective agreements;	7		
(f) accept the resignations of all teaching staff;	7		
(g) terminate the services of a teacher;	7		
(h) hold hearings for the purpose of appeals to teacher transfers;	7		

Governance Process 5: Board of Trustees' Role Description Page Four		Compliance	Non Compliance
(i)	approve all locally developed/authorized courses for use in the CBE;	7	
(j)	make by-laws pursuant to legislation;	7	
(k)	make rules governing its internal procedure and its meetings;	7	
(l)	approve the ranking criteria that will determine the priorities for construction of new Kindergarten to Grade 9 schools in the School Capital Plan; and	7	
(m)	authorize the successful tender for school buildings prior to submission to the appropriate Minister for approval.	7	
3.	The Board of Trustees shall establish and be accountable for an annual budget for its own governance functions, within the constraints of the administrative envelope and public acceptability.	7	

Board Comments:

2 (d) Board has not exercised this authority

2 (m) In regard to the ASAP schools, provincial government is now responsible for tendering of contracts

Board Evaluation Committee – Meeting Minutes

Date of Meeting: March 3, 2011

Time: 10:00-12:00 pm

Location: Trustees' Lounge

In Attendance: Trustees - Cochrane, Ferguson, Lane, Bazinet, King, Bowen-Eyre, Taylor

1. Items Discussed

Trustees discussed compliance related to GP-1 and GP-2 for each policy subsection

2. Actions Required

In future, the template for the report will include a section at the top for "Monitoring Time Period"

See attached report for compliance by section and comments.

Note: Comments for GP-1:

Section 2: Board would like to focus more on ends and less on executive limitations

Section 3: Board does not have work plan or strategic priorities completed

Section 4: Board will make an effort to return from Board Meeting recess on time in future

The next committee meeting to review GP-5 is scheduled for March 16th at 11:00 am in Trustees' Lounge

Board Evaluation Committee – Meeting Minutes

Date of Meeting: March 16, 2011

Time: 11:00-11:30 am

Location: Trustees' Lounge

In Attendance: Trustees - Cochrane, Ferguson, Lane, Bazinet, King, Bowen-Eyre, Taylor

1. Items Discussed

Trustees discussed compliance related to GP-5 up to GP-5 1 (e)

2. Actions Required

See attached report for compliance by section and comments

The next committee meeting to continue monitoring GP-5 is March 22 at 1:30 pm

Board Evaluation Committee – Meeting Minutes

Date of Meeting: March 22, 2011

Time: 1:30-2:30 pm

Location: Trustees' Lounge

In Attendance: Trustees - Cochrane, Ferguson, Lane, Bazinet, King, Bowen-Eyre, Taylor

3. Items Discussed

Trustees discussed compliance related to GP-5 1 (f) up to subsection 3

4. Actions Required

See attached report for compliance by section and comments

The following policy changes were requested:

1 (f) define system priorities to drive district performance, reviewing or revising those priorities annually, to reflect current district needs and to drive the following year's resource allocations. As such, it shall be the job of the Board of Trustees to:

- (i) Approve the Annual Education Results Report and Three Year Education Plan*
- (ii) Three Year School Capital Plan*

Comments:

2 (d) Board has not exercised this authority

2 (m) With regards to the ASAP schools, provincial government is now responsible for tendering of contracts

The next committee meeting to begin monitoring GP 3,4,8,9 and 12 will be held April 28 at 1:00 pm

CALGARY BOARD OF EDUCATION

REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES

PUBLIC AGENDA

April 5, 2011

To: BOARD OF TRUSTEES

From: Trustee Sheila Taylor

Re: **Liaison Report – Calgary Association of Parents & School Councils (CAPSC)**

Purpose: Information

Governance Policy Reference: GP-13: Board of Trustees' Linkages

I. RECOMMENDATION

THAT the attachments with respect to the Calgary Association of Parents and School Councils (CAPSC) be received for information and be considered as the liaison report for that organization.

II. ISSUE

The attached is a report provided by the Calgary Association of Parents and School Councils. As the Board of Trustees' representative for CAPSC, I am providing this report for your information.

Respectfully submitted,

Trustee Sheila Taylor
Liaison Representative

Calgary Association of Parents and School Councils
Audited Statement of Revenue and Expenses
To June 30, 2010 and July 2009 Comparison

	July 1 09 to June 30 10	July 1 08 to June 30 09
REVENUE		
CBE Grant	\$ 7,800.00	\$ 7,800.00
Interest Revenue ¹	22.40	51.68
Member Fees ²	2, 430.00	2,000.00
Total Revenue	\$10,252.40	\$ 9,851.68
EXPENSES		
Bank Charges	\$ 59.40	\$ 145.52
Communications Contract ³	7,195.00	7,615.00
Depreciation	0	38.86
Education Forum ⁴	146.01	0
GST	226.95	53.68
Honoraria	0	300.00
Insurance ⁵	930.00	1,030.00
Mailbox	191.00	191.00
Office Supplies	162.00	79.64
Promotional	0	294.00
Telephone	0	333.31
Trustee Forums	0	0
Website/e-newsletter ⁶	1,387.00	1,249.42
Total Expenses	\$10,297.36	\$11,330.43
REVENUE-EXPENSES	-\$44.96	-\$1,478.75

Notes:

Deficit will be covered by CAPSC accumulated surplus

1 Interest from GIC Term Deposit

2 Membership Fees: (60 member schools x \$40) + (2 individual members x \$15) = \$2,430

3 Communications Contract (359.75 hrs x \$20/hr = \$7,195)+GST

4 Education Forum with Hon. Dave Hancock, January 27, 2010, Facility Rental Fee

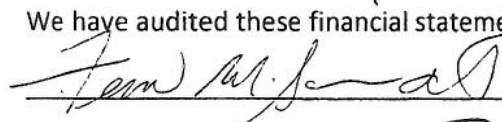

5 Insurance is for General Liability (\$2M) required by CBE for meeting space in their buildings

6 Web Hosting and E-Newsletter deployment by SDMG

Calgary Association of Parents and School Councils
Audited Balance Sheet
To June 30, 2010 and 2009 Comparison

	June 30 2010	June 30 2009
ASSETS		
CURRENT ASSETS		
Cash	\$ 877.72	\$ 420.63
Term Deposit	8,074.08	8,051.68
Accounts Receivable	0	737.09
Total Current Assets	\$ 8,951.80	\$ 9,209.40
FURNITURE & EQUIPMENT		
Computer Equipment	\$ 4,793.74	\$ 4,793.74
Office Furniture & Equipment	1,054.95	1,054.95
Total	\$ 5,848.69	\$ 5,848.69
Less Depreciation Allowance	5,848.69	5,848.69
Net Furniture and Equipment	0	0
TOTAL ASSETS	\$ 8,951.80	\$ 9,209.40
LIABILITIES AND SURPLUS		
CURRENT LIABILITIES		
Accounts Payable	0	0
GST Payable(Receivable)	(\$ 226.95)	(\$ 159.06)
Total Liabilities	(\$ 226.95)	(\$ 159.06)
DEFERRED REVENUE		
Jacket Racket Fund	0	\$ 144.75
Prior Year End Operations Surplus(Deficit)	\$ 9,223.71	\$ 10,702.46
Current Year Surplus(Deficit)	(\$ 44.96)	(\$ 1,478.75)
Current Year End Operations Surplus(Deficit)	\$ 9,178.75	\$ 9,223.71
Total Surplus	\$ 9,178.75	\$ 9,368.46
TOTAL LIABILITIES AND SURPLUS	\$ 8,951.80	\$ 9,209.40

We have audited these financial statements on behalf of the membership –

 Director
  Director

Dated Feb 23 2011

CALGARY BOARD OF EDUCATION
REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES

PUBLIC AGENDA
April 5, 2011

To: BOARD OF TRUSTEES

From: Trustee Lynn Ferguson

Re: Liaison Report – Alberta School Boards Association (ASBA)

Purpose: Information

Governance Policy Reference: GP-13: Board of Trustees' Linkages

I. RECOMMENDATION

THAT the Alberta School Boards Association (ASBA) liaison report containing the ASBA Board of Directors' Meeting Highlights dated March 10-11, 2011 be received for information.

II. ISSUE

The attached is a report provided by the Alberta School Boards Association (ASBA) with respect to their work. As the Board of Trustees' representative on the ASBA Board of Directors, I am providing this report for your information.

Respectfully submitted,

Trustee Lynn Ferguson
Liaison Representative

ASBA Board of Directors Meeting

Board Highlights are circulated to the ASBA Board of Directors and ASBA staff after each meeting. Directors are asked to share Board Highlights with their respective constituencies. See the ASBA website www.asba.ab.ca for draft and official minutes. For more information contact **Marian Johnson** at 1.780.451.7101.

Budget proposes 1 per cent increase in membership fees

Board approves draft 2011-12 budget for presentation to members

The ASBA Board of Directors approved the following measures to establish a draft \$5,684,467million budget for the 2011-12 year. Under the proposed budget:

- Membership fees will rise by one per cent to generate an extra \$28,634
- Fee for service rates will increase:
 - o Legal services from \$225 to \$250
 - o Labour services from \$176 to \$200
 - o Education services from \$200 to \$210
- The staff's annual conference of choice is suspended again this year
- The association will not conduct a telephone survey of school boards; it will explore other options for gathering member input
- Fewer board of directors meetings will be held. Next year, the board will meet seven times instead of 10.
- The annual invitational Leadership Retreat will be reworked with a view to making it a revenue-generating event.
- Based on a review of comparable organizations and given the current fiscal climate, the per diems and honoraria for trustees doing ASBA work will be held to 2010-11 levels.

The board of directors is proposing a deficit budget for the coming year and proposes to draw \$30,455 from the association's building reserve (created when the ASBA sold its building some years ago) to balance the 2011-12 budget.

Dates for budget presentation to Zones

Next steps will see directors **Johnette Lemke** (Zone 2/3) and **Keith Warren** (Zone 4) present the proposed budget in Zones. School boards will consider and vote on the budget at the Spring General Meeting in Red Deer.

Zone 1	March 24	Peace River
Zone 2/3	April 29	Edmonton
Zone 4	April 18	Rocky Mountain House
Zone 5	May 20	Airdrie
Zone 6	May 11	Taber

For more information:

The draft budget will be posted on the ASBA website shortly.

Contact **Heather Rogers**, Director Finance and Administration at hrogers@asba.ab.ca.

Board of directors responds to Wild Rose Public Schools request

A school board or Zone may propose Directives for Action for consideration by the ASBA Board of Directors. Wild Rose Public Schools asked the ASBA Board to adopt the following Directive for Action:

Be it resolved that in order to support an integrated approach to mental health promotion and prevention for all school children of Alberta, the government of Alberta should ensure continued funding for the Mental Health Capacity Building projects which have been initiated throughout the province.

The Policy Development Action Committee (Vice-president **Cheryl Smith**, **Lisa Brower** Zone 2/3 Director, **Becky Kallal**, Edmonton Catholic Schools and **Anne-Marie Boucher** Zone 5 Director) reviewed this request and recommended the following response which the ASBA Board of Directors approved:

As the provincial budget did include continued funding for this initiative, the ASBA will send a letter to the minister of health and wellness expressing appreciation for the additional funding and reiterating the importance of continued support for an integrated approach to mental health promotion and prevention for all school children in Alberta.

Board of directors adopts 2011-14 Strategic Plan

The ASBA's new strategic plan identifies four priorities specifically:

The ASBA will provide leadership and support to school boards:

- to provide successful learning opportunities for all students with emphasis on meeting the needs of the whole child
- to enable school boards to understand and implement effective governance that is informed by their local public's views and values
- to advocate on behalf of school boards and to support school boards' advocacy efforts
- to help school boards respond to the transformation of public education in Alberta

The board identified 15 key results to support these priorities and several strategies.

The 2011-14 strategic plan will be posted on the ASBA website shortly.

Board of directors appoints auditor

Collins Barrow LLP has been re-appointed as the auditors for the ASBA for the year ending August 31, 2011.

**CALGARY BOARD OF EDUCATION
REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES
PUBLIC AGENDA**

April 5, 2011

To: BOARD OF TRUSTEES

From: Trustee Bowen-Eyre

Re: Board of Trustees' Governance Committee

Purpose: Information

Governance Policy Reference: GP-11E Board of Trustees' Committees

I. RECOMMENDATION

That the Board of Trustees receives this report for information and for the record.

II. BACKGROUND

Attached please find the minutes of the March 16, 2011 meeting of the Board of Trustees' Governance Committee. I would be pleased to address any questions that may arise from these minutes.

Respectfully submitted,

Trustee Joy Bowen-Eyre,
Chair, Board of Trustees' Governance Committee

**CALGARY BOARD OF EDUCATION
GOVERNANCE COMMITTEE MEETING**

MINUTES OF THE GOVERNANCE COMMITTEE MEETING HELD ON WEDNESDAY, MARCH 16, 2011
AT 9:45 A.M., TRUSTEES' LOUNGE, EDUCATION CENTRE

Present:

Trustee Carol Bazinet
Trustee Pat Cochrane
Trustee Pamela King
Trustee Sheila Taylor

Trustee Joy Bowen-Eyre
Trustee Lynn Ferguson
Trustee George Lane

1. Review of Agenda

The agenda was reviewed and approved as written.

2. Review of Committee Terms of Reference

The terms of reference were reviewed.

3. Appointment of Chair

Action: The Committee recommends that Trustee Bowen-Eyre be named Chair, Trustee Cochrane be named Vice Chair and Trustee King be named Second Vice Chair.

4. Meeting Dates and Times

The Committee will meet each Wednesday from 9:30 - 11:30 a.m. The Committee will not meet on March 30, 2011.

5. External Facilitation of Meetings

Action: S. Wasylyshyn will bring forward names of potential external facilitators for the Committee's review at the March 23, 2011 meeting.

6. Governance Research

Committee members agreed to continue to research governance models.

7. Next meeting: March 23, 2011 - 9:30 a.m.

8. Adjournment

The meeting adjourned at 11:00 a.m.

CALGARY BOARD OF EDUCATION

REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES PUBLIC AGENDA

April 5, 2011

To: Board of Trustees
From: Naomi E. Johnson, Chief Superintendent of Schools
Re: Chief Superintendent's Update
Purpose: Information

I. RECOMMENDATION

It is recommended that the Board of Trustees receive this report for information.

II. PURPOSE OF THE UPDATE REPORT

As the Board's Chief Executive Officer, the Chief Superintendent is accountable for meeting the expectations set by the Board of Trustees. These expectations are stated in Ends and Executive Limitations (EL) policies.

Executive Limitation 3: Information, Counsel and Support to the Board of Trustees requires the provision of timely information, prudent counsel and support to the Board of Trustees. Along with other reports submitted to the Board of Trustees, this update meets the requirement of EL-3 for the provision of information in a timely, accurate and understandable manner.

III. TIMELY INFORMATION

OFFICE OF THE CHIEF SUPERINTENDENT

Volunteer Calgary Leaders of Tomorrow Award

Ends 3: Citizenship

EL-3: Information, Counsel and Support to the Board of Trustees

Eighteen CBE students were nominated for the Volunteer Calgary Leaders of Tomorrow Award. This award, sponsored by Encana, recognizes youth who make a difference in Calgary through their volunteer activities. This year's overall winner of the senior high division, Jocelyn Stock, is an outstanding student and citizen from Western Canada High School. Jocelyn will be recognized for her achievements at the Leadership Awards Gala on April 13.

Change to the Disposition of Property Regulation

EL-3: Information, Counsel and Support to the Board of Trustees

Executive Limitation 3: Information, Counsel and Support to the Board of Trustees 1. h) requires that the Chief Superintendent shall not fail to provide information regarding “significant and relevant changes in provincial or federal legislation, government policy or municipal bylaws, and the impact that those changes will have on the Calgary Board of Education.” The following information is shared with the Board of Trustees in the context of this EL-3 provision.

The Disposition of Property Regulation under the *School Act* has been amended to support clarity and efficiency around the issue of surplus lands and buildings, and to support changes to the *Municipal Government Act*.

The amended regulation requires that every school board put into place a process to determine if a school building and/or reserve land is surplus to its needs. By requiring school boards to establish a process, government can more easily identify surplus lands that could be used for other public education needs. For example, surplus lands could be transferred to another school board or the Francophone Regional Authority, and surplus school buildings could be transferred to another school board, the Francophone Regional Authority or leased to a charter school. Under the *Municipal Government Act*, if no other public education purpose is identified, surpluses could be used for alternative municipal needs. The amendments do not affect a school board’s ability to sell non-reserve lands.

The amendments provide school boards with a more streamlined process by eliminating additional bureaucracy. Under the previous regulation, the Ministry of Infrastructure had jurisdiction over the disposition of lands and buildings; responsibility for the disposition of all school board property will now rest with Education.

Amendments to the Disposition of Property Regulation are in effect and CBE administration is formalizing our current process. The entire regulation can be viewed at: <http://education.alberta.ca/departement/policy/legislation/regulations.aspx>

FACILITIES AND ENVIRONMENTAL SERVICES

Citizenship and Environmental Stewardship

Ends 3: Citizenship

EL-3: Information, Counsel and Support to the Board of Trustees

The Ends 3 policy describes citizenship as active, informed involvement in local and global communities. Facilities and Environmental Services have been actively supporting students to develop citizenship attributes that contribute to

creating a better local and global community. Student agency is a key component of the many examples of student engagement with environmental learning projects in CBE schools.

Students at Western Canada High School have been working to make the world a better place through a variety of student-led environmental action projects. Western Canada High School student leaders have organized monthly natural world remediation and improvement projects at local parks and natural spaces to beautify and help preserve spaces for local residents and other living things. This same group of students is planning a bike to school day in May 2011 including a pancake breakfast. The event is planned to engage the Western Canada High School student population to use active modes of transportation as an alternative to vehicles.

The school's student leaders are also investigating the environmental impact of electric hand dryers versus paper towel use in washrooms. After their investigation, the students plan to take action based on their findings by organizing a campaign to use the best options available to reduce their school's ecological footprint. Western students are also organizing an Earth Hour event for the school, encouraging the school population to shut off their lights for an hour on April 21, 2011. The leadership of Western Canada High School students is a good example of citizenship development in CBE schools.

Hillhurst School's Destination Conservation Club has made and displayed posters throughout the school to educate and promote action regarding recycling. The school is involved with a system-wide fiber recycling initiative focused on using paper on both sides. Student club members have also researched, designed and implemented a composting program. Student leaders collect compost, which is eventually used as soil for the school's naturalization project. Parents and teachers are actively involved with both initiatives that are diverting significant amounts of waste from the landfill. Students created skits and presentations to celebrate the school's success and shared their work at school assemblies and in classrooms over the course of the school year.

Citizenship is a key component of environmental stewardship. Students are actively supported in their environmental stewardship work through the development of the EcoSites initiative and through providing capacity building and information sharing with staff and students.

Calgary Board of Education students at Western Canada High School and Hillhurst School are exemplars of how our students are making the world a better place through active environmental stewardship initiatives.

LEARNING INNOVATION

Global Citizenship Showcased at Annual Provincial AISI Conference

Ends 3: Citizenship

EL-3: Information, Counsel and Support to the Board of Trustees

EL-6: Instructional Program

One of the Calgary Board of Education's presentations at the February AISI Conference in Edmonton showcased the journey of two grade 3 classes at Sam Livingston School as students actively engaged in inquiry-based learning. The presentation told the story of how learning was personalized for the students through authentic engagement in a 5 month inquiry into "How has the quality of life in Haiti been impacted by the January 2010 earthquake?"

Within the content and framework of the grade 3 Social Studies curriculum, students developed critical thinking skills through investigating pictures, exploring powerful questions, researching children's rights and investigating the difference between partnerships and charity. Demonstrating active citizenship, students brainstormed and acted upon how they themselves could support the quality of life in Haiti. Empowered by the depth and meaning the inquiry process brought to their learning, students built a personal understanding of how children can be agents of change. In the words of one student, "Anyone who wants to can make a difference. You're more powerful than you think."

Career and Technology Strategy Updates

Ends 1: Mega End

Ends 2: Academic Success

Ends 4: Personal Development

EL-3: Information, Counsel and Support to the Board of Trustees

EL-6: Instructional Program

- SMART Technical Training Certificate

The first group of students has begun their journey towards a SMART Technical Training Certificate. The certificate begins with CTS courses at the home high school and progresses to on-site training at SMART Technologies. Students work with industry experts for an industry credential to install and support Smartboards anywhere in the world. This new component of the Career and Technology Strategy is the result of a partnership between the Calgary Board of Education and SMART Technologies.

- APEGGA Partnership

CBE and the Association of Professional Engineers, Geologists and Geophysicists of Alberta (APEGGA) have signed a 10 year agreement to support and expand opportunities for students in engineering, science and math. More information about this initiative will be shared as the work builds out.

Responsible Citizenship in Safety Education

Ends 3: Citizenship

EL-3: Information, Counsel and Support to the Board of Trustees

EL-6: Instructional Program

At our city's annual Safety Expo, a group of CBE students focused their attention on graffiti. Students from Marlborough, Hawkwood and Belfast schools took on the role of detectives to collect evidence and deduce answers to these three questions: What is graffiti? What is the impact of graffiti? What can you do about graffiti? Students demonstrated their inquiry skills and shared their findings.

This inquiry project is linked to "value others" one of the three pillars of Teaming UP 4 Healthy Learners, the CBE's comprehensive school health strategy. For further information and "Think Challenges" about safety outcomes in the health curriculum, students and teachers access www.thinkresponsibly.ca, developed in partnership between the CBE and the City of Calgary.

Beyond Learning and Literacy

Ends 1: Mega End

Ends 2: Academic Success

EL-3: Information, Counsel and Support to the Board of Trustees

EL-6: Instructional Program

The offering of site licenses to schools for Read & Write Gold and Dragon Naturally Speaking, two of our speech to text programs, has both peaked interest in the software and allowed schools to affordably purchase the software.

Teachers and school-based administrators were provided eight professional development sessions to build their capacity on the mac and pc platforms.

Breakfast Clubs of Canada

Ends 1: Mega End

Ends 2: Academic Success

EL-3: Information, Counsel and Support to the Board of Trustees

The Calgary Board of Education has six new schools this year and four schools from last year that have been accepted into the Breakfast Clubs of Canada sponsorship program. This sponsorship includes donations of equipment such as fridges, freezers, dishwashers, toasters and dishes. Schools will also receive dairy, bread and juice donations on a weekly basis. This sponsorship by Breakfast Clubs of Canada is in addition to our Fuel for School program and allowed us to expand our support of students.

Student Assessment in the Context of the Ends

Ends 1: Mega End

Ends 2: Academic Success

EL-3: Information, Counsel and Support to the Board of Trustees

EL-6: Instructional Program

Data from the first term report cards (Fall 2010) as well as feedback from teachers and administrators has been compiled. This data is currently being used to plan next supports and resources for schools to build understanding and refine practices for assessing the Ends in student report cards.

Principals, assistant principals and school-based learning leaders worked collaboratively with Curriculum Design & Assessment staff to analyze report card comments from their schools. The process involved key adjustment-cycle questions: What does the evidence show? How will we respond to successes? How will we respond to areas of need?

As they worked through this process, administrators clarified their understanding of the relationship between assessment, reporting practices and student learning, and determined how the information gathered will inform the role of school principal as the leader of assessment. The information will also frame the focus of professional learning opportunities for teachers and support next steps for Ends assessment and reporting.

IV. ENDS STATEMENT FOCUS

The focus of this report is on Ends 3: Citizenship. The Board of Trustees has stated that, "Each student will be a responsible citizen by being an informed and involved member in his or her local, national and global communities."

Calgary Board of Education schools have provided illustrative examples of how personalized student learning that supports the Board of Trustees' Ends is lived in classrooms across the district.

AREA I

Thomas B. Riley School has been hosting recognition assemblies each term that are linked to when report cards go out to students. Initially, the assemblies were designed as one way to intentionally build a greater sense of community among the students attending the various programs at the school. This goal was indeed achieved with the usual types of categories recognized at the assemblies. Over time, however, something unique began to evolve: the assemblies became a vehicle for the school-wide development of ways to give back to the community.

A community need is usually identified by students in their classes. The assemblies raise the awareness of all students about a particular need and encourage all of the students to become involved in the initiative. In addition to fund raising, opportunities arise that promote active positive citizenship among our student body. It is quite evident when one attends one of these assemblies, and then experiences the following days and weeks, that there is an enhanced view of what it means to be a positive contributing citizen of Thomas B. Riley School. Students' awareness of the needs of others is heightened and they are actively involved, demonstrating citizenship in meaningful productive ways—locally, within our city and even internationally. It has brought the concept of citizenship to life in concrete ways for our students. It has also become a part of the essence of what they are learning in their various subjects, with real world connections they can relate to and identify.

Positive citizenship at Thomas B. Riley School is part of the school's culture that we continue to work on each and every day with our students, staff and parents.

AREA II

North Haven School is a "Circle of Courage" school. As this philosophy focuses on the four pillars of belonging, generosity, mastery and independence, it lends nicely to helping our students understand what citizenship is and how it connects to their world of learning. In particular, the pillar of generosity is closely linked to the concepts of citizenship. Each of the students knows that generosity is about lending materials, volunteering, helping to clean up without being asked, sharing with others, offering praise and encouragement, and offering to help others. Our students know that generosity sounds like: "Good work!", "You can use mine.", "Let me help you.", "Can I help you with anything?" and "I can share...". Students are encouraged to use this language in all aspects of their learning.

Once a month, our students have the opportunity to engage in learning activities that focus on the pillars of the Circle of Courage with other students within their grade group. Recently, our grade 3 students decided to collect donations for the Canadian Red Cross in support of those affected by the tragedy in Japan. In the short span of a week they were able to raise a total of \$478.

AREA III

Over the past few weeks, the students of Roland Michener School prepared to host a Citizenship Ceremony to welcome and celebrate people who have chosen to make Canada their new home. Students asked the question, "What does it mean to be a Canadian Citizen?" Though the answers varied, responses often focused around the safety and security students feel in their school, their community, the City of Calgary and our country of Canada. Many Roland

Michener students have come from elsewhere and have become Canadian Citizens themselves, while others look forward to participating in this kind of ceremony one day.

During the Citizenship Ceremony, students and staff came to truly understand the meaning of citizenship. The entire learning community took part in our country's democratic process and collectively valued our democracy. It was a time to be reflective and a time to witness the joy of others who have chosen to take the Oath of Citizenship and make Canada their home. For those born in Canada it was a proud moment to stand with right hands raised and take the Oath of Citizenship for the first time. This simple act was powerful and reminded young and old of our responsibility as citizens to our country. As one of the platform guests stated, "Our country gives us so much. We must also remember to give back to our country, and this is our responsibility." In the pursuance of Ends 3: Citizenship, students at Roland Michener School participated in a ceremony in which they moved beyond themselves to see their roles as citizens and had the opportunity to fully understand their response-ability to be engaged and informed citizens in our city, in our province and in the country in which they live.

AREA IV

At W. H. Cushing Workplace School, we are working to instill citizenship within our students through our 'BE' campaign. Each month we focus on an appropriate quality decided on in each classroom. This month we are focusing on 'BE GIVING.' Students are encouraged to demonstrate their personalization of this quality. Some examples of discussion topics are:

- Students think about how important it is to 'BE GIVING' and how their actions impact others.
- 'BE GIVING' in the ways you can be helpful.
- 'BE GIVING' in the ways in which you can make a difference in your own classroom.
- 'BE GIVING' to our downtown community with displays and thoughtful sentiments for all to see as they pass by.

As students move throughout their day examples of giving are witnessed and acknowledged by each other and the staff. Students begin to realize that even small acts of giving make a difference in our lives.

Citizenship is a central focus of our inquiry work this year, "Be the change you want to see in the world . . . Create." Students explore the possibilities and dreams that inspire them to be an informed and involved member of the community. As responsible citizens our students began this month with their project 'Giving from the Heart.' Students are encouraging parents and family members to bring in non-perishable food items during the month of February.

These food items will be delivered to the Interfaith Food Bank. To support our February 'BE GIVING' campaign students also created individual valentines and mailed each one them to veterans for Valentine's Day. Students understand that the contributions of our veterans should be remembered on November 11 and throughout the year. Students continue to explore the important role they each play in ensuring the well-being of others. They are encouraged to dream big, create change and ultimately leave a legacy.

AREA V

In response to the earthquake in Haiti, students at Le Roi Daniels School have been involved in a project to support an orphanage called Heart to Heart Orphanage. This project was initiated by our Grade 4 students in the spring of 2010. These students undertook the task of raising money and awareness of the hardships faced by the children in Haiti. The students developed a working motto "Kids helping Kids" and focused on supporting the children of the orphanage. Last spring the students' efforts raised over \$2000 and, as a result, they were nominated for a Peace Award from the YWCA.

This year, the kindness continues and has grown to include the entire school. Students created backpacks that were themed and then used in an activity to raise money for the orphanage. In the last months of this year, one grade per month will have the opportunity to choose an activity and plan and implement it to raise funds. Some of the activities will include a Penny Drive, PJ Day, and a Water Walk. We have purchased musical instruments and gym equipment, and will be purchasing a water filtration system for the use of the orphanage and the people in the surrounding community. It is amazing to witness the compassion and commitment of our students, staff and parents who have come together to support the children of the Heart to Heart Orphanage in having the things we take for granted.



Naomi E. Johnson
Chief Superintendent of Schools
CALGARY BOARD OF EDUCATION

CALGARY BOARD OF EDUCATION
REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES
PUBLIC AGENDA

April 5, 2011

To: Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **Adjustment to Annual Monitoring Schedule**

Purpose: Approval

Governance Policy Reference: Governance Process 4E: Annual Agenda Planning

Originator: Naomi E. Johnson, Chief Superintendent of Schools

Resource Person: Ronna Mosher, Director, Office of the Chief Superintendent

I. RECOMMENDATION

It is recommended:

THAT the Board of Trustees approves the presentation of the monitoring report for Executive Limitation 6: Instructional Program in November of each year, beginning in the 2011-2012 school instructional year.

II. ISSUE

The Board of Trustees sets the monitoring interval and timing for Executive Limitation (EL) policies.

III. BACKGROUND

The schedule contained in Governance Process 4E: Annual Agenda Planning requires an annual monitoring report in March for Executive Limitation 6: Instructional Program.

One of the data sources accessed to inform the monitoring of EL-6 is the Student Data Mart, the data warehouse connected to the Student Information Record System (SIRS). When a report spans two school instructional years, the resources required to analyze the data and ensure quality is compounded. To facilitate accurate results-reporting using

existing resources effectively and efficiently, administration is proposing the presentation of this report take place in November of each year. This will align the monitoring report contents with a school instructional year.

VI. IMPLEMENTATION CONSEQUENCES

With approval of Board of Trustees for this proposed adjustment, the 2011 monitoring report for Executive Limitation 6: Instructional Program year will be presented in March 2011 and in November of each following school instructional year. The focus of these monitoring reports will be on the preceding school instructional year rather than report date to report date.

The monitoring report for EL-6 provided in November 2011 will cover the time period February 2011 to June 2011.

A handwritten signature in cursive script that reads "Naomi Johnson".

NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS