



**Calgary Board
of Education**

REGULAR MEETING OF THE BOARD OF TRUSTEES

PUBLIC AGENDA

TUESDAY, MARCH 20, 2012

5:00 P.M. – 8:00 P.M.
Multipurpose Room, Education Centre
1221 – 8th Street SW, 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		
	4.0 HONOURS AND RECOGNITIONS		
P. 4-1	4.1 2012 ASBA Edwin Parr Teacher Award Nominee	N. Johnson	20 min.
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. 6-131	6.1 Consideration of Closure, Roland Michener School and all Programs Contained Therein	Board	60 min.
P. 6-1	6.2 Three Year School Capital Plan, 2013-2016	F. Coppinger	30 min.
P. 6-190	6.3 Education Act 2012 – Summary and Implications	Board	15 min.
	7.0 MONITORING AND RESULTS		
P. 7-1	7.1 Operational Expectations 5: Financial Planning – Reasonable Interpretation	N. Johnson	20 min.
P. 7-8	7.2 2012-2013 Assumptions and Budget Strategies <i>(THAT the assumptions for the Operating Budget and for the Capital Budget be received for information and for the record.)</i>	N. Johnson	20 min.
	8.0 POLICY DEVELOPMENT AND REVIEW		
	9.0 CONSENT AGENDA		5 min.
	9.1 Board Consent Agenda		
	9.1.1 Approval of Minutes		
P. 9-25	• Regular Meeting held January 24, 2012		
P. 9-48	• Regular Meeting held February 21, 2012		
P. 9-8	• Regular Meeting held February 28, 2012 <i>(THAT the Board of Trustees approves the Minutes of the Regular Meetings held January 24, February 21, and February 28, 2012 as submitted.)</i>		
P. 9-16	9.1.2 Correspondence <i>(THAT the Board receives the correspondence as submitted, for information and for the record.)</i>		
P. 9-13	9.1.3 Annual Summative Evaluation of the Chief Superintendent <i>(THAT the Board receives the report and Attachment as information and for the record.)</i>		
P. 9-18	9.1.4 Trustee Liaison Report - ASBA Zone 5 <i>(THAT the Board receives the report for information and for the record, and supports the recommendations re the Edwin Parr event.)</i>		
P. 9-12	9.1.5 Revised Schedule of Regular Meetings of the Board of Trustees <i>(THAT the Board approves the revised Schedule of Regular Meetings, as submitted.)</i>		
	9.2 Chief Superintendent Consent Agenda		
P. 9-1	9.2.1 Chief Superintendent Update <i>(THAT the Board receives the report for information.)</i>		

<u>Attach.</u>	<u>TOPIC</u>	<u>Who</u>	<u>Time</u>
10.0	TRUSTEE NOTICES OF MOTION		
11.0	IN CAMERA ISSUES		
12.0	ADJOURNMENT		

CALGARY BOARD OF EDUCATION

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

March 20, 2012

To: BOARD OF TRUSTEES

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **2012 Alberta School Boards Association (ASBA) Edwin Parr Teacher Award**

Purpose: Approval

Governance Policy Reference: OE-4 – Treatment of Employees

Originator: Christine Davies, Coordinator of Staffing

I. RECOMMENDATION

It is recommended:

- 1) THAT the Board of Trustees approves Stacey Korsbrek as the Calgary Board of Education nominee for the 2012 Alberta School Boards Association Edwin Parr Award.

II. ISSUE

Nominations for the ASBA Edwin Parr Teacher Award are required to be received by the Alberta School Boards Association Zone 5 Chair by April 2, 2012.

III. BACKGROUND

The Alberta School Boards Association (ASBA) provides for an annual presentation of the Edwin Parr Teacher Award in recognition of outstanding teaching performance by a beginning teacher. Each ASBA Zone selects one nominee as a Zone winner. Six Zone winners will be presented at the ASBA Fall General Meeting to be held in November 2012. Nominations are open to any full or part-time first-year teacher.

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

IV. ANALYSIS

A Calgary Board of Education selection committee was convened in February 2012. Schools then submitted nominations for recipients of the Edwin Parr Teacher Award to the Committee.

After reviewing all nominations, the Committee recommended that Stacey Korsbrek be the Calgary Board of Education nominee for this award. Stacey is currently teaching at Forest Lawn High School in the Mental Health “Class” Program where she and her co-teacher are responsible for a group of 27 students. These particular students are in “The Class” because of their medical diagnoses and support for mental health issues. Stacey holds three degrees from The University of Calgary; a Bachelor of Education, a Bachelor of Arts, Communication Studies, with distinction and a Bachelor of Arts, Political Science with distinction. It is important to note that Stacey had limited experience working with students who have exceptional needs before taking on her work with “The Class” at Forest Lawn High School. This nomination is a testament to the exceptional work that she has displayed in meeting the individual needs of her students through her thirst for professional development and her unrelenting passion to ensure that her students reach their maximum potential.

Stacey is aware that educational research reveals the importance of adjusting learning styles to the learner. More importantly, Stacey articulates that the closer the match between students’ learning styles and her teaching styles the more likely it is for students to succeed. In “The Class” Stacey has identified the following factors that need to be paid attention to as they influence a student’s learning style: 1. their immediate environment (sound, light, temperature, and furniture/ setting design); 2. their own emotionality (their inner motivation, persistence to complete assignments, ability to take responsibility for their own behavior and work, or the opportunity to do things in their own way may all play a role in how a student best learns); and 3. their sociological preferences (variations that enhance, or inhibit, learning may include learning alone, in pairs, in small groups, as part of a team, and wanting variety as opposed to patterns and routines).

Working in “The Class” has enabled Stacey to better understand the unique learning needs of each student. Prior to working in the program Stacey states that she had some ideas of how to best approach learning- many based on collaborative, inquiry based models. While still using these teaching methods in “The Class” she recognizes more fully the need to respond to the unique needs of each learner. Stacey scaffolds learning activities in such a way that students are supported to enter the learning activity with their current level of skill and content knowledge, and then gradually have the supports removed as the students develop mastery. A number of Stacey’s students have social phobias and/or anxiety disorders which pose severe limitations in their ability to function in a cooperative learning model. Stacey thinks the benefits of learning in a cooperative model are important for learners with these exceptionalities. Stacey strives to create a learning environment that reflects the needs of these learners to feel safe and supported and allow them to be successful in their learning experience. Offering students choice is one way that she believes students can become more empowered, and better able to engage in learning in ways that may be outside of their comfort zone.

Stacey is very interested in ongoing learning as a teacher. She states that because she is working with such a unique set of learners she feels a responsibility and privilege to participate in professional development sessions so that she is able to support her learners in a program that is responsive to their particular needs. A selection of the professional activities Stacey has been involved in includes but is not limited to:

- Special Education Council Conference in Kananaskis October 2011
- ASIST Suicide Intervention Training November 2011
- Therapeutic Crisis Intervention October 2011
- SPARK PD Session Dr. Ratey Exercise & Neurobiology February 2012.
- Sheldon Chumir Conference: Gender, Culture and Religion – Tackling some difficult questions – October 2010
- ATA Seminar on Global Education: Millennium Development Goals - October 2010
- Red Cross Standard Child Care First Aid & CPR/AED Level C: Date of Issue November 2011

Professional development also occurs within the team environment which is “The Class”. Here Stacey has seen the benefit of working in a robust team to support student learning. She works closely with the other teacher in the area as well as the support staff in “The Class” program. They also work directly with the Hull Family and Education Practitioner and the Calgary Board of Education psychologists to respond to the mental health needs of our students. Stacey uses the services around her to help give students the opportunity to advocate for themselves to support their mental and physical health, which in turn supports their greater engagement in school. Some of the services used to achieve these goals, depending on the student, range from regularly visiting the Alex Health Bus, referring students to the Alberta Health Services Transition Team and facilitating a mentorship through the Boys & Girls Clubs. All of these services involved further learning for Stacey and have contributed to her development as a teacher.

Stacey is very involved in her class with her unique students and she has taken a major role in the school climate and culture by co-sponsoring the Students’ Council. As well she is a member of the Technology Committee, a chaperone for the Speak Out Conference in Edmonton, and she is quick to volunteer for supervision of special events; for example, dance show, basketball tournaments and drama productions.

Stacey utilizes her extra-curricular involvement to facilitate the participation of students from “The Class” for which her relationships with them provide the foundation for their willingness to get engaged in school beyond the classroom.

V. CONCLUSION

The Edwin Parr Award recognizes first year teachers for outstanding performance. To nominate an individual from the Calgary Board of Education for this Award, it is necessary to submit the nomination to the Alberta School Boards Association Zone 5 Chair by April 2, 2012. If successful at the Zone level, the Calgary Board of Education nominee will be recognized and honored at the ASBA Fall General Meeting.



NAOMI E. JOHNSON
Chief Superintendent of Schools

2012 Alberta School Boards Association Edwin Parr Award

Background

Edwin Parr homesteaded in the Meanook area near Athabasca in 1920. Prior to 1925 he began his long career in educational affairs as a member of the board with the George Lake School District. He served as chair of the board with the Athabasca School Division and was on the council of the County of Athabasca from its formation in 1959 until his death in January 1963. Edwin Parr was president of the Alberta School Trustees' Association from 1956 to 1962. Ed Parr, as he was known to all, instituted an "Annual Teacher Award" in his school system. Each year a member of the teaching staff was chosen to receive a gold watch and an appropriate certificate for long and meritorious service.

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

Criteria

- Any first year K-12 teacher is eligible for nomination.
- A minimum of 100 full-time equivalent days of teaching within the current school year is required (i.e.) September 2011 to June 2012.
- May have up to 120 days of teaching service prior to signing a full-time contract.
- An intern teacher is not eligible during his or her internship period but may be eligible in a subsequent year.
- Deadline for nominations is **April 2, 2012**.
- First year teaching experience must be completed in Alberta from a school jurisdiction that is a member of the ASBA.

Procedural Guidelines

Each school board is restricted to nominating one candidate. Supporting evidence, duly signed by the appropriate school board official(s), must accompany each nomination.

Awards Presentation

An appropriate gift will be presented to the six Edwin Parr Teacher Award winners at a zone function in their honor prior to the ASBA Fall General Meeting.

At the Fall General Meeting, each Edwin Parr Teacher Award winner will be recognized and honored.

Selection Criteria

(a)	School board evaluation	40 Points
(b)	Student teaching evaluation	10 Points
(c)	Scholastic history	10 Points
(d)	Interview with zone selection committee	40 Points

Procedures Regarding the Award

1. Initial identification and selection of each candidate will be made by the school board.
2. Upon school board approval of the nomination, the school superintendent or his/her authorized representative, will submit one complete copy of the nomination and a recent photograph of the winner to the appropriate ASBA zone chair by **April 2, 2012** and retain one complete copy of the nomination package at the board office for one year.
3. All information accompanying the nomination will be considered privileged and will be treated in strict confidence.
4. The association will pay expenses for zone winner attendance at the presentation ceremonies during the ASBA Fall General Meeting.
5. The evaluation accorded the nominee by his/her school board shall, at minimum, provide an assessment of the nominee's:
 - (A) Knowledge of student learning styles;
 - (B) Skill in utilizing a variety of instructional methodologies;
 - (C) Skill in utilizing a variety of student evaluation methodologies;
 - (D) Skill in diagnosing the entry knowledge and/or skill of students for a given set of instructional objectives;
 - (E) Skill in assisting students to develop a positive self-concept;
 - (F) Involvement in professional development;
 - (G) Involvement in extra-curricular and community activities.
 - (H) Interpersonal skills with students.

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

March 20, 2012

To: The Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

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

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

Governance Policy Reference: GC-1: Board Purpose
GC-3: Board Job Description
OE-1: Global Operational Expectation
OE-3: Treatment of Owners
OE-8: Communicating With and Support for the Board
OE-9: Communicating With the Public
OE-12: Facilities

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

Resource Persons: Dr. Donna Crawford, Acting System Principal, Planning and Transportation Services
Karen Barry, System Principal, Planning and Transportation Services
Dr. Dianne Yee, Director, Area III
Janice Barkway, Director of Client Services, Legal Affairs

I. RECOMMENDATION

It is recommended:

1. THAT the Minutes of the Public Meeting of February 9, 2012, 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 Province of Alberta School Act, Closure of Schools Regulation (Closure of Schools Regulation) identifies 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 *Closure of Schools Regulation* 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 of Trustees is considering closure it must raise the matter through a motion at a regular meeting of the Board of Trustees. On January 24, 2012, the Board of Trustees passed a motion to proceed with a consideration of closure of Roland Michener School, and all programs contained therein.

The attached chart identifies the timelines and actions taken in compliance with the *Closure of Schools Regulation*. (Attachment II - Relevant Excerpts from *Closure of Schools Regulation* - Consideration of Closure of Roland Michener School)

IV. CONCLUSION

The Calgary Board of Education has complied with the requirements of the *Closure of Schools Regulation*. The Board of Trustees is now in a position to deliberate and to decide, by resolution, whether to close Roland Michener School and all programs contained therein. Any such resolution may be considered as of March 20, 2012 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 Roland Michener School
Attachment II:	Relevant Excerpts from <i>Closure of Schools Regulation</i> – Consideration of Closure of Roland Michener School
Attachment III:	Written Notice Respecting the Consideration of Closure of Roland Michener School
Attachment IV:	Agenda Public Meeting Respecting the Consideration of Closure of Roland Michener School
Attachment V:	Letter to His Worship Mayor Nenshi Regarding the Consideration of Closure of Roland Michener School
Attachment VI:	Written Submissions Received after the Public Meeting Respecting the Consideration of Closure of Roland Michener School

Calgary Board of Education

Minutes of the Public Meeting regarding Consideration of Closure of Roland Michener School and All Programs Contained Therein, held in the Roland Michener School Gymnasium, 5958 – 4 Avenue NE, Calgary, Alberta on Thursday, February 9, 2012 at 7:00 p.m.

PRESENT

Board of Trustees:

Ms. L. Ferguson, Vice-Chair, Trustee – Wards 3 & 4
Ms. J. Bowen-Eyre, Trustee – Wards 1 & 2
Ms. P. King, Trustee – Wards 5 & 10
Mr. G. Lane, Trustee – Wards 6 & 7
Ms. S. Taylor, Trustee – Wards 11 & 13

Administration:

Dr. D. Crawford, Moderator and Chair of the Public Meeting
Dr. D. Yee, Director, Area I, Co-Chair of the Public Meeting
Ms. N. Johnson, Chief Superintendent of Schools
Mr. F. Coppinger, Superintendent, Facilities and Environmental Services
Ms. J. Barkway, Office of the Corporate Secretary, Procedures Chair
Ms. D. Perrier, 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 Roland Michener School and All Programs Contained Therein, Thursday, February 9, 2012", were made available to those present and submitted for the record. The Agenda also contained information with respect to Purpose of the Meeting, Discussion Guidelines, Written Submissions and Further Questions.

Dr. Crawford, Acting System Principal, Planning and Transportation Services called the meeting to order at 7:03 p.m. and noted she 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. She introduced the Trustees present and the Calgary Board of Education (CBE) Administration. She also noted the attendance of Mr. M. Heberton, Principal, and teachers and staff of Roland Michener School, as well as Ms. C. McNiven, Principal, Cappy Smart School, and Mr. R. Patterson, Principal, Dr. Gladys M. Egbert School.

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

OPENING REMARKS

Chief Superintendent Johnson expressed her welcome and thanked everyone for attending the meeting and for the significant time commitment that many people had previously made in relation to this matter. She shared comments about the advisory role and the support role that Administration plays leading up to and following the formal legislated closure consideration process, which is summarized as follows:

Administration's Planning and Transportation Services department initiated and coordinated an engagement process with the community some time ago, most significantly in October, November and December to address the opportunities and challenges associated with the possible closure of Roland Michener School and all programs contained therein.

Many members of the community made significant contributions to that initial work, either as parent representatives, as part of focus groups, or simply in attending Open Houses and providing the Calgary Board of Education with feedback. 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 24, 2012 and, after deliberation, the Board of Trustees decided to consider the closure of Roland Michener School and all programs contained therein.

The fact that the Board of Trustees is prepared to consider the closure of Roland Michener School and all programs contained therein should in no way suggest that any determination has already been made, and the fact is that no decision has been made to date.

Administration 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.

The Board of Trustees has sole authority and responsibility for the closure consideration process. Administration's role since January 24, 2012 has been, and will be, to provide the Board of Trustees, the school community and the general public with full and total support in providing relevant information and answers to questions.

PURPOSE OF THE MEETING AND ROLE OF THE BOARD OF TRUSTEES

Dr. Crawford 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, which is summarized as follows:

On Tuesday, January 24, 2012, after discussion and debate at a regular meeting of the Board of Trustees, a motion was passed by the Board to give consideration to the closure of Roland Michener School and all programs contained therein.

The Board of Trustees has the sole responsibility and authority to make closure decisions. No decision has been made at this time.

Based on information provided by Administration, a *Written Notice Regarding the Consideration of Closure of Roland Michener School and All Programs Contained Therein* was issued by the Board of Trustees, which is only one part of the information that has been, and will be reviewed and considered by Trustees. In accordance with Alberta legislation, 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 the community – the *Written Notice* – and reviewing it with the community. It also involves providing the community and other concerned members of the public an opportunity to impact the Board's decision by providing its input. At the public meeting, Trustees want to augment their understanding of the information presented in the *Written Notice* by hearing the public's observations, submissions and questions. Following the public meeting, the public will have an additional opportunity to ask further written questions and make further written submissions.

Trustees, as the final decision makers, are present to listen and to observe. 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, March 20, 2012.

The Board's ongoing commitment is to provide educational programs and services in suitable facilities throughout Calgary. To honour that commitment, the Board needs to take into consideration student populations,

DRAFT – These Minutes are subject to approval by the Board of Trustees.

the demand for programs, available resources, and any other factors that may be significant. Although it may consider financial factors, such as costs of the school or program, there are many other equally important considerations that impact the Board's examination of any school's circumstances, such as 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 it is very significant to the students, parents and other concerned members of the community. Because of that, the Board wants public input around this very important matter.

REVIEW OF THE WRITTEN NOTICE

Dr. Crawford indicated that copies of the Agenda and the *Written Notice* were available on the table at the back of the gymnasium. She 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 closure and ultimately make a decision. It was pointed out that the public also has until 12:00 noon on Monday, March 19, 2012 to submit written follow-up questions and until 9:00 a.m. on Tuesday, March 20, 2012 to provide further written submissions to the Trustees regarding this closure consideration.

A PowerPoint presentation was given that provided an overview of the *Written Notice*. The following is a summary of the presentation given by Dr. Yee.

Dr. Yee stated that the written submissions that were forwarded to the Area III office by the public have been taken into consideration.

The Issue

Declining enrolment from the residential district of Marlborough Park, provides an opportunity to review the accommodation needs for kindergarten to Grade 9 students. With the excess capacity at Dr. Gladys M. Egbert School there is an opportunity to create a middle school, and to enhance programming opportunities for students.

Marlborough Park community has seen a decline in population and school aged children. Population in 2001 was approximately 9,000. Population as of April 2011 was 8,278.

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Schools and Programs

There are currently three Calgary Board of Education schools in the community of Marlborough Park: Cappy Smart (elementary) School, Roland Michener (elementary) School and Dr. Gladys M. Egbert (junior high) School. Roland Michener School and Cappy Smart School share an attendance area.

The graph on page 2 of the *Written Notice* shows the enrolment at the 3 schools in Marlborough Park from 1985 to present day. The graph also shows projections through to 2016.

Roland Michener School

Roland Michener School, built in 1976, currently offers a regular program for students from kindergarten to Grade 6 residing in the residential district of Marlborough Park and specialized classes for Division II students in Paced Learning programming.

The table on page 3 of the *Written Notice* shows that Roland Michener School has instructional space to accommodate 300 students. As of September 30, 2011, Roland Michener School had an enrolment of 206 students in the regular program and specialized classes.

Cappy Smart School

Cappy Smart School, built in 1978, currently offers a regular program for students from kindergarten to Grade 6 residing in the residential district of Marlborough Park and specialized classes for Division I and II students in SKILL.

The table on page 3 of the *Written Notice* shows that Cappy Smart School has instructional space to accommodate 375 students. As of September 30, 2011, Cappy Smart had a total enrolment of 228 students in the regular program and specialized classes. This does not include students in the Children's Village Transition class who attend on a short term basis.

Dr. Gladys M. Egbert School

Dr. Gladys M. Egbert School, built in 1976, currently offers a regular program for students from Grade 7 to Grade 9 residing in the residential district of Marlborough Park and specialized classes for Division III students in Bridges and Paced Learning. Dr. Gladys M. Egbert School also accommodates students from Grade 7 to Grade 9 residing in the residential district of Abbeydale.

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The table at the top of page 4 of the *Written Notice* shows that Dr. Gladys M. Egbert School has instructional space to accommodate 530 students. As of September 30, 2011, Dr. Gladys M. Egbert School had a total enrolment of 337 students in the regular program and specialized classes. This does not include students in the Hull Outreach class, who attend on a short term basis.

Summary

The three schools in Marlborough Park have instructional space to accommodate 1,205 students. Total enrolment in these three schools as of September 30, 2011 was 771 students, kindergarten to Grade 9. This includes all designated students, students in specialized classes, and students attending from out of attendance area. Two schools in Marlborough Park can accommodate the kindergarten to Grade 9 students in the regular program, as well as some specialized classes, into the foreseeable future.

The following are identified as both opportunities and challenges:

- Student enrolment from the residential district of Marlborough Park is declining and will stabilize over time.
- Cappy Smart School has the capacity to provide a regular program for all kindergarten to Grade 4 students from the residential district of Marlborough Park.
- The excess capacity at Dr. Gladys M. Egbert School provides an opportunity to create a middle school, and to enhance programming opportunities for grade 5 to 9 students.
- The feedback collected from stakeholders indicates that even though parents from both Cappy Smart and Roland Michener schools support their respective kindergarten to Grade 6 schools, there was interest in considering middle school programming at Dr. Gladys M. Egbert School.

SECTION A: How would the closure affect the school attendance and attendance area(s)?

1. How would the closure affect the attendance area defined for Roland Michener School?

The map on page 5 of the *Written Notice* shows the current attendance area for all three schools in Marlborough Park.

The attendance areas for both Roland Michener School and Cappy Smart School include the entire Marlborough Park residential district. All students

residing in Marlborough Park would continue to be designated to schools in Marlborough Park, although the grade configuration would change.

Kindergarten to Grade 4 regular program students residing in Marlborough Park would be designated to Cappy Smart School and Grade 5 to Grade 9 regular program students, would be designated to Dr. Gladys M. Egbert School.

The map on page 6 of the *Written Notice* shows the proposed attendance area for Cappy Smart School and Dr. Gladys M. Egbert School should Roland Michener School close.

2. How would the closure of Roland Michener School affect the attendance at other schools?

If the Board of Trustees decides to close Roland Michener School, there would be a change in attendance at Cappy Smart School and Dr. Gladys M. Egbert School as follows effective the 2012-2013 school year:

- Designate kindergarten to Grade 4 regular program students from the residential district of Marlborough Park, to Cappy Smart School.
- Designate Grade 5 to Grade 9 regular program students to Dr. Gladys M. Egbert School.
- Continue to designate Grade 7 to Grade 9 regular program students from the residential district of Abbeydale to Dr. Gladys M. Egbert School.
- This represents a grade configuration change from the current kindergarten to Grade 6 at Cappy Smart School, and the current Grade 7 to Grade 9 at Dr. Gladys M. Egbert School.

Placement of specialized classes will be reviewed based on student needs and resources. Please note that throughout CBE, the placement of specialized classes is reviewed on an annual basis.

- Copy Smart School currently accommodates two SKILL classes and a Children's Village Transition Class that may need to be relocated.
- Roland Michener School currently accommodates two Paced Learning programming classes that will need to be relocated.
- Dr. Gladys M. Egbert School currently accommodates one Paced Learning class, which will remain at Dr. Gladys M. Egbert School for 2012-2013. The two Bridges classes and one Behavioural/Emotional (Hull Outreach) class may need to be relocated.

An enrolment table on page 8 of the *Written Notice* shows the September 2012 projected enrolment for Cappy Smart School, should the proposed closure of Roland Michener School be approved.

Note: out of attendance area projection includes students from both Cappy Smart School and Roland Michener School.

An enrolment table on page 8 of the *Written Notice* shows the September 2012 projected enrolment for Dr. Gladys M. Egbert School, should the proposed closure of Roland Michener School be approved.

Graphs on page 8 of the *Written Notice* show the projected enrolments over a five (5) year period at Cappy Smart School and at Dr. Gladys M. Egbert School.

The two graphs show there is an opportunity to meet the long term learning needs of students from Marlborough Park, kindergarten to Grade 9, within two schools.

3. How many students would need to be relocated if Roland Michener School were to close?

The table on page 9 of the *Written Notice* shows that the number of students that would need to be relocated, if Roland Michener School were to close is 232: 176 students from Roland Michener School, kindergarten to Grade 5, and 56 students from Cappy Smart School, Grades 4 and 5 would need to be relocated. In addition, the placement of students in specialized classes will be reviewed based on student needs and resources.

SECTION B: Information on the CBE's long range Capital Plan

The CBE's School Capital Plan 2012-2015, identifies project priorities for new school/replacement, school construction and preservation/major modernization projects, and is submitted to the Province on an annual basis.

A decision to close Roland Michener School, and all programs contained therein, would have no implications relative to the CBE's long range capital plan.

The CBE's Ten-Year System Student Accommodation and Facilities Strategy provide the long range future project requests and plans for CBE schools. Marlborough Park schools have been under accommodation review since 2008-2009.

Both 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: Are there implications with respect to busing?

There would be no changes with regards to busing. Currently, there is no busing for students attending the regular program at any of the three CBE schools in Marlborough Park.

The walk zones for all three CBE schools in Marlborough Park include the entire residential district.

If the Board of Trustees were to close Roland Michener School, all Marlborough Park students would continue to be in the walk zone for both Cappy Smart School and Dr. Gladys M. Egbert School.

Transportation will continue to be provided to eligible students enrolled in specialized classes.

Refer to Appendix 1 and 2 on page 13 and 14 of the *Written Notice: Walk Zone Maps* for Cappy Smart School and Dr. Gladys M. Egbert School, including Abbeydale.

SECTION D: Educational, Programming and Staffing Impacts

1. What are the educational impacts if the school were to remain open?

If the recommendation for the proposed closure of Roland Michener School, and all programs contained therein, is not approved, then Roland Michener School would remain open with the current designations, as would Cappy Smart School, and Dr. Gladys M. Egbert School. All three schools would have low enrolment, and the ability to meet the learning needs and interests of students becomes challenging.

Funding is provided on a per student basis via the Resource Allocation Method. Low or declining enrolment limits resource allocation with respect to the number of teachers and range of learning opportunities and supports that schools can make available to students. Students, at all three schools would be impacted.

2. What are the educational impacts if the school were to close?

If Roland Michener School, and all programs contained therein, is approved for closure, students from Marlborough Park would have access to teachers with expertise in a variety of disciplines and a larger cohort of peers, regardless of which school they attend.

Students at Cappy Smart School would experience a vibrant learning community in kindergarten to Grade 4, and students in Grade 5 to Grade 9 would experience a middle school that could provide enhanced opportunities for subject specific expertise, a broader range of complementary courses, and increased access to co-curricular activities.

Many students benefit from remaining in the same school environment for five years, during early adolescence.

3. What would be the impact on staffing if the school were to close?

Resources are allocated to schools through a per school base allocation, student enrolment and student profile.

Should Roland Michener School, and all programs contained therein, be approved for closure, resource allocation levels would be adjusted at Cappy Smart School, and Dr. Gladys M. Egbert School, to reflect the projected student enrolment and profile for 2012-2013.

As with all CBE schools, further adjustments would be made should there be any discrepancy between the projected student enrolments and profiles and the actual September 30, 2012, student enrolments.

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 human and physical resources, to best serve the learning needs of students.

As with all CBE schools, teacher staffing decisions are finalized 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.

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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

1. What are the general financial and operational impacts if Roland Michener School were to close?

Administration anticipates a cost savings of approximately \$303,000 related to reduction in staffing positions, including principal, assistant principal, administrative assistant, library assistant and IT support staff reductions associated with the proposed closure of Roland Michener School.

Savings are anticipated from a decrease to caretaking staff (\$60,000) and a decrease in utility costs of approximately \$110,000.

2. What are the general financial and operational impacts if Roland Michener School were to remain open?

No financial savings would be realized.

Capital Implications:

At this time, there are no known capital implications associated with the proposed school closure. No additional capital needs have been identified at Cappy Smart School or Dr. Gladys M. Egbert School as a result of the closure.

SECTION F: Future Facility Plans

Should Roland Michener School be approved for closure, the CBE does not have any plans at this time to utilize the school facility for other CBE educational programming. Opportunity for CBE use, lease or disposal may be considered in the future.

RESPONSES TO PREVIOUSLY SUBMITTED OR ANTICIPATED QUESTIONS

Dr. Crawford indicated that the following questions were either received before this evening's public consultation meeting or were anticipated by Administration.

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Question: *What would happen if Dr. Gladys M. Egbert School did not become a middle school? Would there still be enough room for all the Marlborough Park kindergarten to Grade 6 students at Cappy Smart School?*

Response: Cappy Smart School would have room to accommodate all Marlborough Park students, but they would not be able to keep out of attendance area students and the specialized classes would need to be relocated.

Question: *My children attend Cappy Smart School and interact with the SKILL class. I see positive impact on them. Will the SKILL class still be part of the school when it changes from kindergarten to grade 4?*

Response: The SKILL class students at Cappy Smart School are in both Division I and Division II. In order for these two classes to remain together at a single location they require a kindergarten to Grade 6 configuration. Therefore it is unlikely that they would remain at Cappy Smart School.

Question: *How are focus group members selected? Why were all people that signed up for the focus group not selected?*

Response: Focus group members are selected to ensure that there is a balance of representation from each school and within each school, from a variety of grades. As a result, not everyone that indicates interest can be selected.

Question: *Many parents do not have English as their first language. In addition, many parents did not understand, from the letter sent home, that these parent meetings were about possible school closure and a change to kindergarten to Grade 4. Why wasn't this made clear in the letter?*

Response: Copies of the initial letter went home to parents in English, Arabic, Vietnamese, Urdu and Chinese. Translators were available at the meetings for any parents who required an interpreter.

When we work with stakeholders to address low and declining enrolment, school closure is not necessarily the outcome. At this early stage of the process school closure is not referenced in any communication with stakeholders, as is it not the only possible solution.

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We have taken the advice from the Marlborough Park community regarding the wording of our letters and all further communications talked about "The Future of Schools in Marlborough Park" rather than "An Accommodation Meeting". In addition, this wording is being used in our work with other communities.

Question: *Why was the overwhelming support for Roland Michener School not considered when making this recommendation?*

Response: Both schools have the support of their parents. Administration must examine all feedback and the needs of the entire community when making recommendations that will serve Marlborough Park into the future.

When the conversation with the Marlborough Park community began, both Cappy Smart and Roland Michener Schools were acceptable locations for a kindergarten to Grade 4 program. A change in vision and leadership at the provincial level suggested there was a possibility of full day kindergarten implementation. In order to be able to plan for this possibility, only Cappy Smart School would have room.

Question: *We were told in a CBE website that portables only have a lifespan of 20 years. Does this mean the now 32 year old portables will need to be replaced at Cappy Smart? Would adding new portables to Roland Michener cost less?*

Response: The construction of a portable classroom meets the same requirements of a residential house. There are many factors to consider when looking at the life span of any building, such as the regularity of proper maintenance; the building material that is used; the building envelope; and site drainage, to name a few. As much as it may be difficult to determine what the average life span is of a portable classroom, 20 years is definitely too short. The statistics of CBE portables today is that there are 438 portables that were built prior to 1992, and today there are 180 portables that are older than the portables at Cappy Smart School. Based on the available information, it is not feasible to consider the portables at Cappy Smart are due for replacement because of their age. A comprehensive review of portables was completed by the CBE recently, and the Cappy Smart units were rated at the acceptable level of 4.3 out of 5; the Roland Michener unit was rated at a marginal condition of 3.3 out of a possible 5.

Question: *Will funding increase to help teachers with the children who are English as a Second Language (or English language learners)?*

Response: Funding is specific to the learning profile of each individual student and follows them to whichever school they attend.

Question: *Roland Michener School is currently on a modified calendar. Will Cappy Smart School be changed to modified or remain on a traditional calendar?*

Response: If Roland Michener School were to close, and Dr. Gladys M. Egbert School were to become Grade 5 to Grade 9, both principals would have the opportunity to talk with parents about what type of school calendar would work best for both schools. Any decision would be based on this conversation with parents.

Question: *How soon will parents be notified of changes to school schedule or setup since this change is slated for the 2012-2013 school year?*

Response: It is anticipated that the Board of Trustees would make a decision on or about March 20, 2012. The Board of Trustees would send a letter regarding any decision following this meeting. Principals would then meet and develop transitions plans for students using staff, student and parent input.

Question: *What will happen to school resources purchased by Roland Michener School Council?*

Response: All moveable resources would move to either Cappy Smart School or Dr. Gladys M. Egbert School.

Question: *What will happen to the Roland Michener School building?*

Response: There are currently no plans for the future use of the school.

Question: *Is it possible to have a tour of Dr. Egbert School?*

Response: Once a decision is made by the Board of Trustees all three schools will create a transition plan for students. Touring the different schools would be part of that transition.

Question: *People say that the community will have a resurgence as retired people move and new families move in. Is this considered in your projections?*

Response: A community sees a resurgence as new couples move in and reaches a second peak in population after forty years. Marlborough Park Community is a developed community approximately forty years old, at the second peak in the life cycle. Any increases in school aged children are reflected in the pre-school census and are accounted for in five year projections for the community.

OPEN DISCUSSION – COMMENTS & QUESTIONS FROM PARENTS AND PUBLIC

Dr. Crawford provided a brief review of the discussion guidelines, which are noted on the back of the Agenda. She 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 Roland Michener 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. She asked that questions be directed to her as the meeting Chair and she would provide a response or she would direct the question to an appropriate CBE Administrator for response.

Ms. S. Herrington, parent, asked how the proposed closure would affect the class sizes, and whether more teacher aides would be considered. She noted that she chose Roland Michener School for her child because the class sizes are smaller and she felt he would get more direct attention.

Dr. Crawford noted that teacher aides, where they are required, follow the students. With respect to class sizes, school enrolment numbers are a key factor in determining the resources that can be provided to a school.

Mr. J. Plato, parent of a child attending Roland Michener School, noted he had attended previous community engagement meetings and of all the people he spoke with, none were interested in the middle school concept. He asked if any consideration or research was done of the daycares and the cost of the service and availability in this area versus other higher income areas. He noted his concern with the growth in this area and the potential difficulty with finding available space for child care.

Dr. Crawford noted that written feedback from the community engagement indicated that some parents were very interested in the middle school concept. She added comments about positive family and staff experiences with other middle schools. Dr. Yee stated that no information was available at this time with respect to daycares in the area, but she would be happy to investigate the matter and report back directly to his question.

Dr. Yee spoke to the previous question on class sizes, noting that in Divisions I and II the class sizes are 19-23 students and in Division III the class sizes are around 25 students, and the high school classes are around 27 students, give or take a few.

Mr. G. Nelson, parent of a child attending Roland Michener, expressed his opinion that a number of important aspects are not being adequately looked at, including the sense of community for families. He noted that his child has improved tremendously since attending this school, and he felt that what's not broken does not need to be fixed.

Dr. Yee shared that parents of both Roland Michener School and Cappy Smart School are great supporters and advocates of their schools.

Ms. N. Decaire, parent of two children attending Cappy Smart School, noted her concern about the closure of CBE schools that have not been reopened or reused. She shared that there is a great need in Marlborough Park for space and programs to be offered to children that is affordable to the families in the area.

Ms. Z. Mograbbe, parent, questioned whether consideration is given to the emotional effects of the children, in regards to their loss of friends and their relationships with their school principal and teachers.

Dr. Yee stated that those issues are taken into consideration. Teachers are often able to transfer to the school that the students are being transferred to. Often, in these situations where students face relocation to another school the principals will get together to talk with the students, to discuss their fears and their joys. She noted that some students will already be familiar with some of the other students because of the close proximity of the schools. Parents would also be involved in communications about the transition process for students.

Ms. Mograbbe shared accolades for the staff and teachers at Roland Michener School and expressed her worry that the teachers may not wish to transfer to the schools that these students may be designated to if the class sizes are larger.

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Mr. R. Elferro, parent, noted that with regard to the middle school there is no mention of integrating the younger students with the older students. He asked if there were any findings of increased bullying or other detrimental effects.

Dr. Crawford shared her experience as a principal of a middle school, noting that in general, things are calmer in a middle school. She noted that older students very quickly take on a leadership role to the younger children. She has not seen an increase in bullying, but she has seen that the configuration of a middle school and the enhanced programming opportunities are advantageous to all students.

Dr. Yee stated that there is a considerable amount of research, and there is a National Middle School Association related to learners who are ages 10 to 15. She noted that she had served as a principal in two middle schools and that her daughter had the experience of a middle school structure. The CBE has a number of different configurations for schools. The four new schools now being built for the CBE will all be either Grades 4 to 9 or Grades 5 to 9 learning environments. She informed that her own grandson will be entering a middle school in Grade 4, and she noted that she has no concerns in regards to bullying, as she is confident that the teachers will look after the children well and will work well with the parents. She pointed out that certain activities for the younger children are kept separate from the older students and, when it is appropriate, there will be shared activities for the entire grade ranges.

Ms. T Loucks, parent of a child currently attending Dr. Gladys M. Egbert School, questioned the age of the school; what the plan is for the learning disabled students; the safety of children using crosswalks and whether the number of children coming from Abbeydale to Dr. Gladys M. Egbert School would increase. She stated her preference for smaller class sizes.

Dr. Yee noted that Dr. Gladys M. Egbert School was built in 1976, it has 22 classrooms and four relocatables, and considerable upgrades were made a few years ago in those spaces. In terms of projections, 384 students are projected for the fall of 2012. With respect to the specialized programs, the CBE reviews them on a yearly basis and some of those programs currently at Dr. Gladys M. Egbert are being contemplated for relocation within Area III. Dr. Yee pointed out that the issue of safety and crosswalks would be reviewed and would form a part of the consultation process between staff, students and parents, and the City of Calgary, if deemed appropriate.

Ms. C. White, parent of a child attending Roland Michener School, expressed her belief that the question to parents about opportunity and interest for

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their children to attend a middle school are two separate questions. She stated that she believes it would be an opportunity for her child to attend a middle school, but not at Dr. Gladys M. Egbert School. Ms. White noted that the parents were informed at a prior meeting that the students in Grades 5 and 6 would not be allowed any option courses until Grade 7.

Dr. Yee responded that there would be some options that are developmentally suitable to the younger students. A review of a variety of options would be done in consultation with the principal. The extra-curricular opportunities are different from Grades 5 to 9.

In response to a question of how the older students might be affected by the change to a middle school configuration, Dr. Yee stated that over the last six or seven years there have been a number of schools that have changed to configurations of either Grades 5 to 9 or Grades 6 to 9. In terms of transitioning for those students, there were no major issues raised. On the CBE website, Area III has posted information about middle schools. The principal and staff together strive to create a positive environment for all of the students, and it is important for there to be a willingness on the part of the parents in order for those transitions to be successful.

Ms. R. Soboh commented that the children in the Paced Learning Program and SKILLS program should be included in these discussions. She noted that each of the schools in this closure consideration are at approximately two-thirds capacity and she questioned whether there were other schools in the CBE that were operating at less capacity. She stated that children in the community deserve enhanced programming and she questioned whether CBE Administration considered alternative programs or second language programs before looking at closure. Ms. Soboh expressed her opinion that the environment at Dr. Gladys M. Egbert School is not ready to bring in Grades 5 and 6 students, and she questioned the ability to get that work done over the summer.

Dr. Crawford pointed out that nothing can proceed until a decision is made by the Board of Trustees; however, she was of the belief that should the closure be approved, this work could be done over a six-month period, and especially if a collaborative effort were made.

Dr. Yee noted that Administration is very aware of the needs of students in specialized education programs. In terms of looking at opportunities for students, one or two special education classes in a school can be enriching, whereas a school with four different special education classes would make it difficult to have opportunities for programming experiences.

Ms. C. Rashke, parent of two children who attend a daycare across the street, noted that her older child is registered for the Kindergarten program at Roland Michener School for the fall. She shared her understanding that the daycare would bus students from the school to the daycare. She expressed her concerns with the proposed closure of Roland Michener School and questioned how she would get her child to and from school, twice a day. Ms. Rashke shared her concern with the proposal for a middle school and with Dr. Gladys M. Egbert School in general.

Mr. A. Soboh commented on the provincial achievement test results for Roland Michener School over the past two years, which he noted showed significant improvements. He expressed his opinion that alternatives and minor changes could be made, instead of closure of the school. Mr. Soboh questioned why the Community Association was not notified of the consideration of closure of the school.

Dr. Crawford expressed an apology to the Community Association and noted that past practice did not put forth specific invitations to the community associations during the engagement process. She noted that this concern has been recognized and that for future meetings, the CBE Administration would directly notify the affected community associations.

Mr. Soboh noted his belief that the schools in the community have a direct impact on property values, and that the closure of a school would also impact potential residents moving into the community in the future. Mr. Soboh questioned what the plan for accommodation of students in the community would be if the school were to close and the numbers of young families moving into the community increased over the next five years. He noted that portables would not be the answer. He also questioned the proposed walk distance for students and whether the lunch break would allow sufficient time for students' walking, and also the impact of inclement weather.

Mr. Soboh commented on the focus group that was selected for the community engagement, of which he was a member, and he questioned fair representation of the community with only six community members in attendance at that meeting. He further questioned the Administration taking two years to review Roland Michener School and yet taking only two months for the closure consideration process.

Ms. L. Mitchell, parent of children attending Roland Michener School, shared concern with Dr. Gladys M. Egbert School, and her concern with the middle school proposal at that school. She commented on the successful fund

raising events that were held by the parent council of Roland Michener School over the years, which included funding for the Arts program and the computer lab. She expressed her belief that the school has required less funding from the CBE because of the hard work put forth by parents and staff of Roland Michener School.

Dr. Yee responded that when there is an amalgamation or a coming together of parent groups, it is usually done in consultation with the principals of the schools, and it is hoped that parents would work together. On behalf of the CBE she expressed appreciation to the involvement of parent groups and noted that the heavy investments by parents for the benefit of students are recognized.

Mr. B. Nicholson shared his view that the demographics of the community are low income and second language profiles. He expressed his belief that the policies of the CBE push students on even when they haven't achieved at grade level, and that families in the community can't afford additional supports for their children's learning. Mr. Nicholson questioned whether the CBE has considered reducing the cuts to front line staff, teachers and schools, and instead take away the funding of upper management and cut back on those salaries.

Ms. D. Kleinsasser, parent of children attending Roland Michener School, questioned the separation of siblings who attend the same school, and wondered if the CBE gives the issue any consideration.

Ms. E. Gordillo, parent of a child who formerly attended Roland Michener School, shared her opinion that closing the school would do a disservice to the neighbourhood. She noted that a number of years ago the school did wonders for her son as a special needs student. She expressed her belief that the benefits he gained at Roland Michener School were lost as a result of his attending Dr. Gladys M. Egbert School. Ms. Gordillo shared her concern about the Grades 5 and 6 students potentially being accommodated with the older students at Dr. Gladys M. Egbert School.

Ms. L. Miller, parent and realtor for the area, shared comments about the strengths and benefits of the community from her point of view. She shared her views that closure of the school would not come easily; that an influx of many people to the city is expected; that the homes and large lot sizes in the community would be a draw for younger families with children. She noted that parking and busing are also strong points for the schools and the community.

Ms. K. Boyce, parent, noted that she has a child who attends the Bridges program at G.W. Skene School and was moving into the Bridges program at Dr. Gladys M. Egbert School. She expressed her concerns about the potential relocation of the Bridges classes out of Dr. Gladys M. Egbert School, and how further transitioning could affect her child. She asked if Cappy Smart School and Dr. Gladys M. Egbert School would accept out-of-boundary students.

Dr. Crawford noted that the principal at each of the schools would consider accepting out-of-boundary students based on the capacity of the school and the resources available.

Ms. Boyce questioned whether there would be a lunch program offered at Dr. Gladys M. Egbert School, if the Grades 5 and 6 students were moved into the school. She also asked if lunch fees would be charged at Cappy Smart School, and noted her belief that there would not be enough time for all of the neighbourhood children to walk home and back over the lunch period.

Dr. Yee commented that should the closure decision be approved by the Board, the school schedules would be reviewed to ensure that all students are accommodated appropriately.

Ms. Boyce commented on the importance that supports be put in place for Grades 5 and 6 students, in the event that Dr. Gladys M. Egbert School is reconfigured to a middle school.

Mr. J. Plato, questioned the issue of staffing and cost savings, should the closure of Roland Michener School be approved and the student accommodation plan goes forward.

Dr. Crawford explained that approximately \$303,000 is the cost of a principal, an assistant principal, an administrative secretary, a library assistant, and of an IT support position, which she noted are currently duplicated in both schools. A single school would typically have one of each of those positions, and any additional resources would be dependent on the number of students enrolled in the school, which is how we are funded by the province.

Mr. Plato shared comments about the positive learning experience his children have received at Roland Michener School and expressed his belief that there is no price that could be put on the quality teachers and staff of the school. He stated that nothing would convince him that Roland Michener School should close for any reason.

Ms. D. Aleef, parent, speaking through an interpreter, shared her concern about the distance her child would have to walk to school.

Dr. Crawford noted that the proposed accommodation plan shows that all students in the community live within the walk limits, which are the same walk limits for all schools across the CBE. She shared that a committee, made up of parents and administrators of the CBE, reviews the walk limits whenever there is a change, such as in this proposed accommodation plan.

Ms. L. Ostrowski, parent, expressed her distress with the potential closure of Roland Michener School, and how the distance and time would directly impact her ability to get her child to and from school. She noted that her child excelled in her learning at Roland Michener School, due to the great teachers.

Ms. C. Rashke, parent of a child enrolled in the Kindergarten program at Roland Michener School in the fall, shared a concern about the employability of the staff at Roland Michener School if it were to close.

Dr. Crawford pointed out that teachers and principals that are permanent employees of the CBE are guaranteed a position. She noted that with respect to future placements for those positions, an individual may ask for a specific position at a specific school, but they are not guaranteed such placement.

Dr. Yee provided additional information, noting that for special needs students, the transition is very carefully planned and generally the teachers and supports transition with those students.

Ms. M. Bayram, questioned the matter of bullying and asked if the staff are aware of bullying taking place at school.

Dr. Yee commented that if parents are aware of bullying at any CBE school, it is important for them to share that information with the principal or with teachers of the school.

Ms. R. Soboh shared that she and her siblings all are graduates of Dr. Gladys M. Egbert School. She shared a portion of an email from Constable Hill, the community liaison officer for District 4, pertaining to events that occurred last year in the area. She asked if Dr. Gladys M. Egbert School is considered to be a safe school. Ms. Soboh asked that the CBE share any

knowledge they have about incidents that have occurred in the past at Dr. Gladys M. Egbert School.

Dr. Yee shared her belief that the information received from the Calgary Police Service is only a snapshot, and that any information about private individuals should not be shared publicly. She asked that any parents who have concerns of bullying should direct them to Mr. R. Patterson, Principal, Dr. Gladys M. Egbert School.

Ms. C. White questioned the numbers for Cappy Smart School and Dr. Gladys M. Egbert School, should Roland Michener School close. She felt that the enrolments would not increase by a great amount and questioned the rationale for closing a school and reorganizing so many students.

Dr. Yee stated that the issue is related to having three schools and needing only two schools in the community, and that Administration is of the belief that the opportunities would significantly impact the students in terms of philosophy of teaching, extra-curricular activities and programs that could be offered for Grades 5 to 9. In response to an additional question, Dr. Yee reviewed the number of classrooms at Roland Michener School.

Ms. White asked why the Administration doesn't just remove the portables at Dr. Gladys M. Egbert School to address the low enrolment at that school.

Superintendent Coppinger responded that the recommendation on this issue is about the programming climate and not about the facility in itself. Dr. Yee commented on programming challenges and difficulty of offering special skills classes in schools that have low enrolment.

Ms. Z. Mograbbe remarked that there are parents who have a huge issue with Dr. Gladys M. Egbert School, and asked the Administration to speak about that and how they plan to alleviate the concerns of parents.

Mr. R. Patterson, Principal, Dr. Gladys M. Egbert School, stated that he has taught in junior high schools for 37 years, and that 98 percent of the students at Dr. Gladys M. Egbert School are doing fabulous work; however, there are about 5 percent who take up about 95 percent of his time. These are students who also challenge their parents and their community. He stated that he is completely open to hearing from parents about any concerns they may have and to have discussions about how to work together. Mr. Patterson noted that when issues arise they are addressed and support is also available through the Area Office. He stated that bullying is a

big concern everywhere and by all. Dr. Yee added that supports are also available through the Area Office.

Ms. L. Miller asked if the Administration, after hearing all the concerns expressed at this meeting, would consider bringing in more services and supports to make Dr. Gladys M. Egbert School a symbol of pride for the community.

Dr. Yee reiterated that the enrolment at a school reflects the money that comes to that school and the services it can provide; higher enrolment equals more services.

Ms. Miller questioned why the CBE doesn't advertise the low enrolment schools and welcome students from the suburbs in to them, rather than close the schools. She felt that portables should not be considered as part of a school and that they should be removed from the schools that have low enrolment. She shared her belief that the CBE needs to raise the status of the school to get the community behind it. She felt that Roland Michener School currently offers quality programming, including the use of a computer lab, and it receives much support from the community. She shared her opinion that the issues surrounding Dr. Gladys M. Egbert School should first be resolved, followed with the work involved to possibly make it a middle school, prior to considering the closure of Roland Michener School.

Mr. D. Mackie, resident of the community since 1978, shared that his children formerly attended Cappy Smart School and Dr. Gladys M. Egbert School. He noted that he would have found the report from Administration more credible if it had pointed out both the positives and negatives in the same way - the class sizes and multi-grade classes were not treated and the education performance was not treated. He shared that as a small business owner he knows there are different ways to arrange finances and budget constraints. He commented on the population growth in the city over the past number of years, and he questioned the Administration's conclusion and projections. He shared that if Dr. Gladys M. Egbert School has problems, those should be fixed first, before the undertaking of the proposed closure.

Ms. C. White shared a comment about portables, noting her confusion about the addition of portables to a school and when enrolments go up and down for a school, the first consideration is not given to the removal of those portables. She questioned why portables are included in the space calculation of a school.

Mr. A. Campbell, community member, noted his understanding that when Roland Michener School was built, it was to be the core school for the community, and that portables would be added and removed as required; and then the CBE built Cappy Smart School. He shared his opinion that Roland Michener School should not be closed, and noted his disappointment with some of the responses provided by Administration at this meeting, including the statements about problems being worked out later, if the closure of Roland Michener School is approved. He felt there were a number of questions raised at this meeting that were not addressed by Administration, including that of a school patrol for road crossings, and the availability of a lunch program. He questioned what exactly the opportunities are for children currently attending Roland Michener School if this scenario were approved; and he asked for details regarding the pre-school projections provided by Administration.

Mr. C. McGreish noted that according to the City of Calgary census, the number of children residing in Marlborough Park who are eligible for Kindergarten in 2012 is 69 students; in 2013 the projection is 74 students; and in 2014 the projection is 71 students. He pointed out that only a fraction of those students will attend schools in Marlborough Park, as some will chose to attend alternative programs or regular programs at other schools in the city.

Mr. Campbell commented on the cost savings that were addressed in the *Written Notice* and questioned whether those cost savings would remain within the community. He questioned what the costs would be to maintain Roland Michener School, if it were to close and sit empty.

Ms. R. Haniak, resident of the community and staff member at Roland Michener School for over 35 years, commented on the warm atmosphere and the community support for the school. She shared some of the memorable events that occurred at Roland Michener School, and commented on the quality teaching staff and the principal, noting they are very caring and dedicated to their work. She stated that her children grew up in the community and that her grandchildren attended Roland Michener School and Dr. Gladys M. Egbert School. Ms. Haniak expressed her hope that the school would remain open for the community.

Sarah B., a pre-school child, noted that her brother attends Roland Michener School and she wants to as well.

Mr. B. Nicholson shared his opinion that the CBE is reactive instead of proactive, based on the provincial achievement test results. He shared some

statistics on the Grade 3 results, pointing to the failures, and questioned when the CBE might take a different approach from passing all students, to holding them back until they reach their achievement level.

Mr. A. Soboh expressed his belief that the CBE has already made its decision with respect to the closure of Roland Michener School.

Dr. Crawford reiterated that no decision has been made regarding the closure of Roland Michener School, and that the Board of Trustees is the sole decision maker on this matter.

Ida R., a student currently attending Forest Lawn High School, noted that she is a former student of Roland Michener School and Dr. Gladys M. Egbert School. She expressed her opinion that the school should not close and noted that the teachers and staff at Roland Michener School are caring and nurturing and that it is a safe and caring school.

Mr. D. Holmberg, community member, commented that all he hears is closure and cuts and he felt there must be a better answer than this. He asked if it would be possible to have an elementary school, a junior high school and a senior high school in the community, or a combination of such.

Dr. Crawford said that would be a very difficult thing to do, to make a middle school or a junior high facility into a senior high school, to meet the kind of program needs, particularly for the trade areas and CTS areas.

Mr. R. Elferro asked if the public could hear the opinions of trustees.

Dr. Crawford noted that at this point in the process, trustees were present to listen to the public. They will have a public discussion and debate at a formal Board meeting.

Ms. K. Bottineau parent of children that attend Roland Michener School, noted that her belief that her children do very well at Roland Michener School because of the smaller class sizes. She noted that the staff and teachers are like family and she expressed concern for those losses if the school were to close.

Dr. Yee commented that should Roland Michener School close, the class sizes at Cappy Smart School would be similar to what they currently are at Roland Michener School. These are the class size configurations that the CBE uses across the system for the elementary grades.

Ms. Bottineau stressed that she would never send her ten year old child to a school with young adolescents.

Ola A. and **Nini P.**, students of Roland Michener School, asked that the school not be closed. They expressed their desire to continue learning with their teachers, because they are comfortable with them and they are caring teachers. They shared a concern about what would happen to the teachers if the school were to close.

Ms. H. Jomaa, parent and community member, shared that she and her husband bought their home because it backs on to the grounds of Roland Michener School. She asked if the CBE considered expanding Roland Michener School and merging the two elementary schools, and not making the junior high a middle school.

Dr. Crawford noted that the provincial government would have to source a significant amount of money to renovate Roland Michener School for the purpose suggested. Dr. Yee shared that in terms of planning, the CBE has a ten-year student accommodation plan that reviews facility needs and there are no plans for expansion.

Mr. J. Plato shared his intention to get a signed petition from the community to the Board of Trustees to not close Roland Michener School.

Mr. A. Campbell asked why the CBE chose Roland Michener School for consideration of closure.

Dr. Crawford stated that one of the key issues reviewed was the ability to offer a full-day Kindergarten program, and there is less space in Roland Michener School than there is in Cappy Smart School. With respect to a question about the possible addition of portables to Roland Michener School, Dr. Crawford stated that portables are provided by the provincial government, based on need.

Mr. B. Nicholson, parent, asked where the students' needs and requirements come into play when it comes to money for the CBE?

Dr. Crawford noted that having an engineered junior high school become a middle school offers more opportunities to all students in that school, and the community would still have an elementary school offering opportunities for students in Kindergarten through Grade 4. She added that trustees would take all comments, tangible and intangible, into consideration before making a Board decision of closure.

DRAFT – These Minutes are subject to approval by the Board of Trustees.

Ms. R. Soboh asked what the CBE has done to increase enrolment, with the knowledge that enrolments have been decreasing over the past number of years, and what is being done to bring students back into the public system, and particularly, into this area school.

Dr. Yee shared that the CBE looks at system accommodation planning with a 10-year plan, and uses the census data that is available. She noted that there is a declining population in this area. She noted that a review is made on a system-wide basis in terms of language programming and alternative programs, and that the area directors work with planning and transportation services and hold community engagements to determine whether or not enough interest exists within a particular community for a language or alternative program.

Ms. Soboh shared her concern that the CBE did not offer any alternatives to the community of Marlborough Park, other than closure.

Mr. R. Elferro questioned if Roland Michener School did not close following this process, how soon after would it be on the table for consideration again.

Ms. C. Bottineau asked what the enrolment numbers are for CBE high schools. She proposed that Roland Michener School, instead of closing, should be looked at for offering a Kindergarten to Grade 7 program, and Dr. Gladys M. Egbert as a Grade 8 to Grade 10 program, with some of the high school students coming back into the community.

Dr. Crawford noted that if the CBE were to consider bringing the Grade 10 students out of a senior high school and back into a school in the community, it would be necessary to engage those parents to see what their interest was in doing that. She noted further that those Grade 10 students would also not have as many curriculum opportunities that are currently offered in a senior high facility.

Dr. Yee responded that the September 30th enrolment at Forest Lawn High School was 1,574 students and the school has an instructional space of approximately 2,200, and Crescent Heights had an enrolment of 1,518 in the regular program and 281 in the Traditional Learning Centre for a total of 1,799 and it has an instructional space of approximately 2,100 students.

Ms. L. Miller noted that the statistics show that the population of the city is on the rise, and she asked that the CBE not look at the past, but look at what the future is bringing. She expressed that they are trying to improve the community, not bring it down, and she noted that there are many home

owners in the community and she did not agree with comments that were made stating that it is made up of low income earners. Ms. Miller noted that there is a good community bond in Marlborough Park and there is a strong community voice to keep Roland Michener School open.

CLOSING REMARKS

Dr. Crawford thanked everybody for attending the meeting and for providing respectful comments and input. She 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 12 noon on Monday, March 19, 2012. She 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>.

Dr. Crawford noted that it is anticipated that the Board meeting to discuss and make a decision regarding the consideration of closure of Roland Michener School and All Programs Contained Therein would be Tuesday, March 20, 2012. 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. She advised that the public's input at the meeting this evening has been an important contribution to the Board of Trustees decision-making process.

Dr. Crawford declared the meeting closed at 10:02 p.m.

Note to Reader:

The Minutes of the Public Meeting re: *Discussion Respecting Consideration of Closure of Roland Michener School and All Programs Contained Therein*, held in the gymnasium, 5958 – 4 Avenue NE, Calgary, Alberta on Thursday, February 9, 2012 at 7:00 p.m., include the major points of discussion - they are not a verbatim transcript of the meeting.

DRAFT – These Minutes are subject to approval by the Board of Trustees.

Relevant Excerpts from <i>Closure of Schools Regulation</i>	Action:
<p>1 In this Regulation,</p> <p>(a) “closure” means any action referred to in section 2.</p> <p>2 A 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, or</p> <p>(c) repealed AR257/2003 s5,</p> <p>(d) transfer all students from one school building to one or more other school buildings on a permanent basis.</p>	
<p>4(1) Where a 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 24, 2012 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 Roland Michener School, and all programs contained therein, in accordance with the <i>Closure of Schools Regulation</i> and the <i>Board of Trustees' Governance Process Policy 5E: Board of Trustees' Procedure – Consideration of School Closure, sections 4 to 7</i>.</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>4(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>(f) the educational and financial impact of closing the school, including the effect on operational costs and capital implications;</p> <p>(g) the educational and financial impact if the school were to remain open;</p> <p>(h)&(i)repealed AR 257/2003 s7;</p> <p>(j) the time and location of the public meeting referred to in section 5(1)(a).</p>	<p>January 31, 2012 – A written notice to parents/guardians (with attachments) was provided to the parents/guardians of students currently enrolled at Roland Michener School. (<i>Attachment III: Written Notice Respecting the Consideration of Closure of Roland Michener School</i>) This notice contained the information required by the <i>Closure of Schools Regulation</i>. Further, a copy was posted to the CBE web site.</p> <p>Prior to the public meeting scheduled for February 9, 2012 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 III was on or before 12 noon Wednesday, February 8, 2012.</p> <p>Twelve submissions were received by the Director of Area III and five submissions were received by the Board of Trustees' office respecting the consideration of closure of Roland Michener School.</p>
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<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) 3 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 2012–2015</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 regular program at Roland Michener School that the school could be utilized for CBE purposes or leased into the future.</p> <p>Copies of the written notice were provided at the public meeting for all attendees.</p>
<p>5(1) Where a board has given notice of 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>February 9, 2012 - A public meeting was held at Roland Michener School to discuss the program closure under consideration. (<i>Attachment IV: Agenda Public Meeting Respecting the Consideration of Closure of Roland Michener School</i>)</p> <p>At the conclusion of the public meeting it was announced that follow up questions could be submitted to the Office of the Board of Trustees on or before 12:00 noon on Monday, March 19, 2012 and written submissions by 9:00 a.m. on Tuesday, March 20, 2012.</p>
<ul style="list-style-type: none"> (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, and (c) may hold other meetings with respect to the closure at times and places as the board may determine. 	<p>January 31, 2012 – A letter was sent to the City of Calgary advising of the motion to consider the closure Roland Michener 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 V: Letter to his Worship Mayor Nenshi Regarding the Consideration of Closure of Roland Michener School</i>)</p>

- 5(2) The date and place of the public meeting referred to in subsection (1)(a) shall be
- (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

The information required was posted 14 clear days before the public meeting in the required number of locations, as follows:

Posters advertising public meeting

Flyer-size notices indicating the date, place and time of the public meeting regarding the consideration of closure of Roland Michener School were posted on Wednesday, January 25, 2012. As well as on the school's door, locations included:

- Mac's (one at counter and one on window) 6098 Memorial Dr. N.E.
- Marlborough Park Community Centre 6021 Madigan Dr. N.E.
- Safeway 300, 1440 – 52 St. N.E.
- A Child's View Learning Centre 6107 – 4 Ave. N.E.
- Desire Beauty Salon #2, 810 – 68 St. N.E.
- Mac's 838 – 68 St. N.E.
- Marlborough Community Hall 636 Marlborough Way N.E.

Road signs

Five signs were installed on January 25, 2012, and remained until after the public meeting on February 9, 2012. The signs for Roland Michener School were confirmed at the following locations:

- Roland Michener School site – 5958 - 4 Ave N.E.
- Cappy Smart School site – 5808 Madigan Dr. N.E.
- Dr. Gladys M. Egbert School site – 6033 Madigan Dr. N.E.
- East side of 52 St. North of Marlborough Dr. N.E.

	<ul style="list-style-type: none"> • Corner of Madigan Dr. and Memorial Dr. N.E. <p><u>Web site</u> On January 25, 2012</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 ▪ Area III page ▪ CBE main home page <p>As of January 31, 2012</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 February 3, 2012</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>
(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>Wednesday, February 1, 2012 and Saturday, February 4, 2012 - 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>
5(3) At least 2 Trustees of the board shall attend the public meeting referred to in subsection (1)(a)	Five Trustees were in attendance at the February 9, 2012

	public meeting.
5(4) A board shall ensure that minutes of all public meetings held under this section are prepared.	<p>Minutes of the meeting were prepared (<i>Attachment I: Minutes of Public Meeting Respecting the Consideration of Closure of Roland Michener 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 3 weeks have passed since the date of the public meeting referred to in section 5(1)(a)	<p>The Board has advised the public that it will decide whether to close Roland Michener School, and all programs contained therein, on or about March 20, 2012. As of March 2, 2012 more than 3 weeks will have passed since the date of the public meeting.</p>
6(2) A board 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, March 19, 2012 (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, March 20, 2012 (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 VI: Written Submissions Received after the Public Meeting Respecting the Consideration of Closure of Roland Michener 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>

	Trustees would give due consideration to any submissions received after the public meeting; at the writing of this report, one <i>YourVoice</i> submission has been received and two submissions have been received via the Board of Trustees' office.
6(3) A 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 Roland Michener School, and all programs contained therein, began January 24, 2012.
7(2) Notwithstanding subsection (1), on the written request of the board, the Ministers may extend the school closure procedures beyond one school year.	



Calgary Board of Education
OFFICE OF THE BOARD OF TRUSTEES

Education Centre
1221 8th Street SW, Calgary, Alberta T2R 0L4 Telephone: 403-817-7933 Fax: 403-294-8282

Important Notice: Please have someone translate this for you.

ملاحظة مهمة: الرجاء ترجمة هذه المعلومات.

ਜ਼ਰੂਰੀ ਸੂਚਨਾ: ਕਿਰਪਾ ਕਰਕੇ ਇਸਨੂੰ ਆਪਣੇ ਲਈ ਕਿਸੇ ਤੋਂ ਅਨੁਵਾਦ ਕਰਵਾ ਲਵੋ

Aviso Importante: Por Favor entregar a alguien para traducirla para usted

Thông báo quan trọng. Xin quý vị vui lòng hãy tìm người phiên dịch văn kiện này.

**WRITTEN NOTICE REGARDING
CONSIDERATION OF CLOSURE
ROLAND MICHENER SCHOOL**

A public meeting for the purpose of discussing the information contained within this notice will be held:

Date: Thursday, February 9, 2012
Time: 7:00 p.m.
Location: Roland Michener School Gymnasium
5958 – 4 Avenue NE, Calgary, Alberta

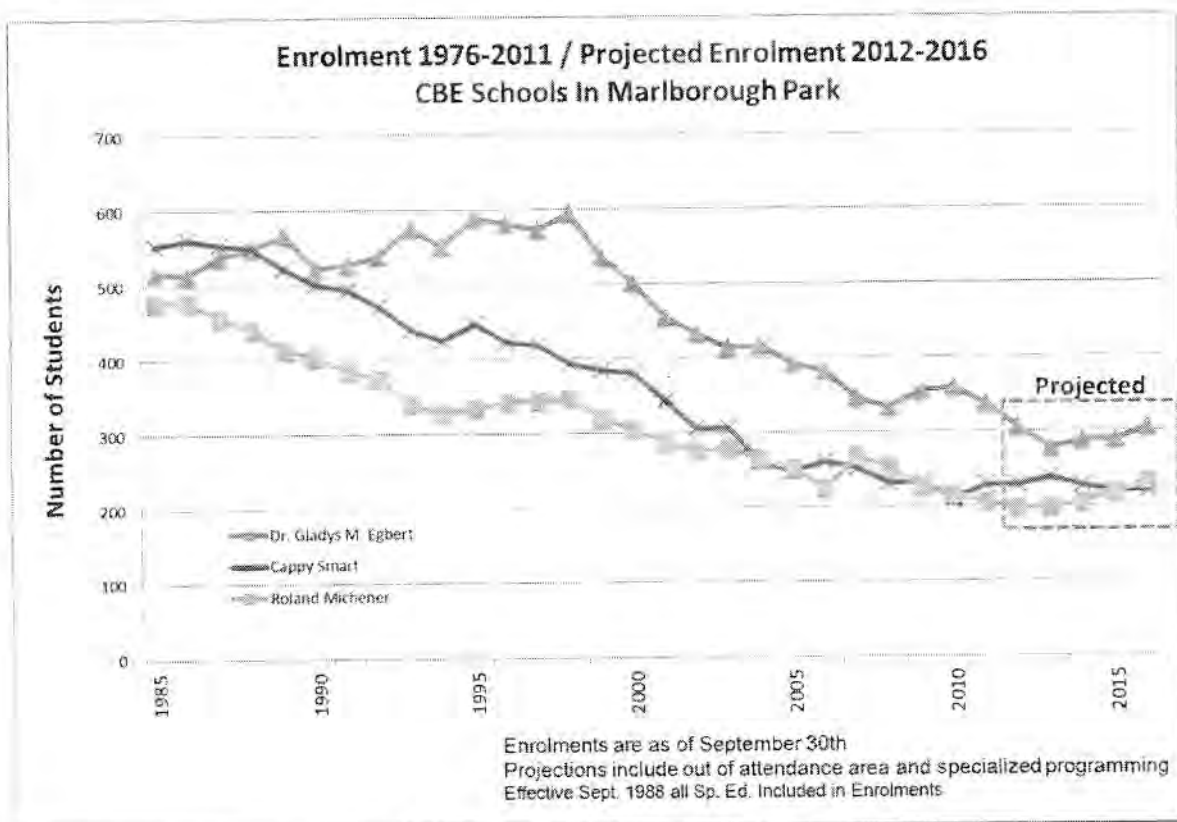
INTRODUCTION

At a Regular Meeting on Tuesday, January 24, 2012, the Board of Trustees of the Calgary Board of Education (CBE) passed a motion to consider the closure of Roland Michener School, and all programs contained therein¹. 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. The public meeting will provide those in attendance with an opportunity to be informed, participate in a discussion, ask questions and make statements respecting the information provided in this notice.

Declining enrolment from the residential district of Marlborough Park provides an opportunity to review the accommodation needs for kindergarten to Grade 9 students. With the excess capacity at Dr. Gladys McKelvie Egbert School (Dr. Gladys M. Egbert School) there is an opportunity to create a middle school and to enhance programming opportunities for students.

BACKGROUND

The Marlborough Park residential district is located in northeast Calgary, north of Memorial Drive, south of 16th Avenue NE, east of 52nd Avenue NE, and west of 68th Street NE. As a developed community approximately 40 years old, Marlborough Park has seen declining population in recent years as well as a decline in the number of students in the community. As the City of Calgary reports no redevelopment plans at this time, the population is projected to remain stable or decline. Marlborough Park had a population of 8,278 as reported in the April 2011 City of Calgary civic census. There are currently three Calgary Board of Education schools in the community of Marlborough Park: Cappy Smart School, Roland Michener School and Dr. Gladys M. Egbert School. Roland Michener School and Cappy Smart School share an attendance area.



Roland Michener School

Roland Michener School, built in 1976, currently offers a regular program for students from kindergarten to Grade 6 residing in the residential district of Marlborough Park and has instructional space to accommodate 300 students. The table below provides enrolment by grade as of September 30, 2011.

Instructional space available = 300 (12 classrooms, includes 1 relocatable)

Enrolment as of September 30, 2011

	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
Marlborough Park	25	34	25	19	19	9	18	149
Out Of Attendance Area	5	5	4	6	4	6	3	33
Paced Learning programming (PLP)					7	8	9	24
TOTAL	30	39	29	25	30	23	30	206

Cappy Smart School

Cappy Smart School, built in 1978, currently offers a regular program for students from kindergarten to Grade 6 residing in the residential district of Marlborough Park and has instructional space to accommodate 375 students. The table below provides enrolment by grade as of September 30, 2011.

Instructional space available = 375 (15 classrooms, includes 4 relocatables)

Enrolment as of September 30, 2011

	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
Marlborough Park	36	35	26	30	34	20	26	207
Out Of Attendance Area	1	1		1	1	1	1	6
SKILL			2	1	2	6	1	15
TOTAL	37	38	27	33	41	22	30	228

Note. Cappy Smart School also accommodates a Children's Village Transition class. Students in the Children's Village Transition class attend Cappy Smart School on a short term basis and are not included in the enrolment tables.

Dr. Gladys M. Egbert School

Dr. Gladys M. Egbert School, built in 1976, currently offers a regular program for students from Grade 7 to Grade 9 residing in the residential district of Marlborough Park. Dr. Gladys M. Egbert School also accommodates students from Grade 7 to Grade 9 residing in the residential district of Abbeydale. The table that follows provides enrolment by grade as of September 30, 2011.

Instructional space available = 530 (22 classrooms, includes 4 relocatables)

Enrolment as of September 30, 2011

	GR7	GR8	GR9	Total
Marlborough Park & Chateau Mobile	37	49	59	145
Abbeydale	42	43	39	124
Out Of Attendance Area	11	15	14	40
Bridges Programming	1	5	10	16
Paced Learning programming (PLP)	3	4	5	12
TOTAL	94	116	127	337

Note: Dr. Gladys M. Egbert School also accommodates a Hull Outreach class.
Students in the Hull Outreach class attend Dr. Gladys M. Egbert School on a
short term basis and are not included in the enrolment tables

The three schools in Marlborough Park have instructional space to accommodate 1,205 students. Total enrolment in these three schools as of September 30, 2011 was 771 students, kindergarten to Grade 9. This includes all designated students, students in specialized programming and students attending from out of attendance area. Two schools in Marlborough Park can accommodate the kindergarten to Grade 9 students in the regular program into the foreseeable future.

The following are identified as both opportunities and challenges:

- Student enrolment from the residential district of Marlborough Park is declining and is expected to stabilize.
- Cappy Smart School has the capacity to provide a regular program for all kindergarten to Grade 4 students from the residential district of Marlborough Park.
- The excess capacity at Dr. Gladys M. Egbert School provides an opportunity to create a middle school and to enhance programming opportunities for students.
- The feedback collected from stakeholders indicated that even though parents from both Cappy Smart and Roland Michener schools supported their respective kindergarten to Grade 6 schools, there was interest in considering middle school programming at Dr. Gladys M. Egbert School.

INFORMATION²

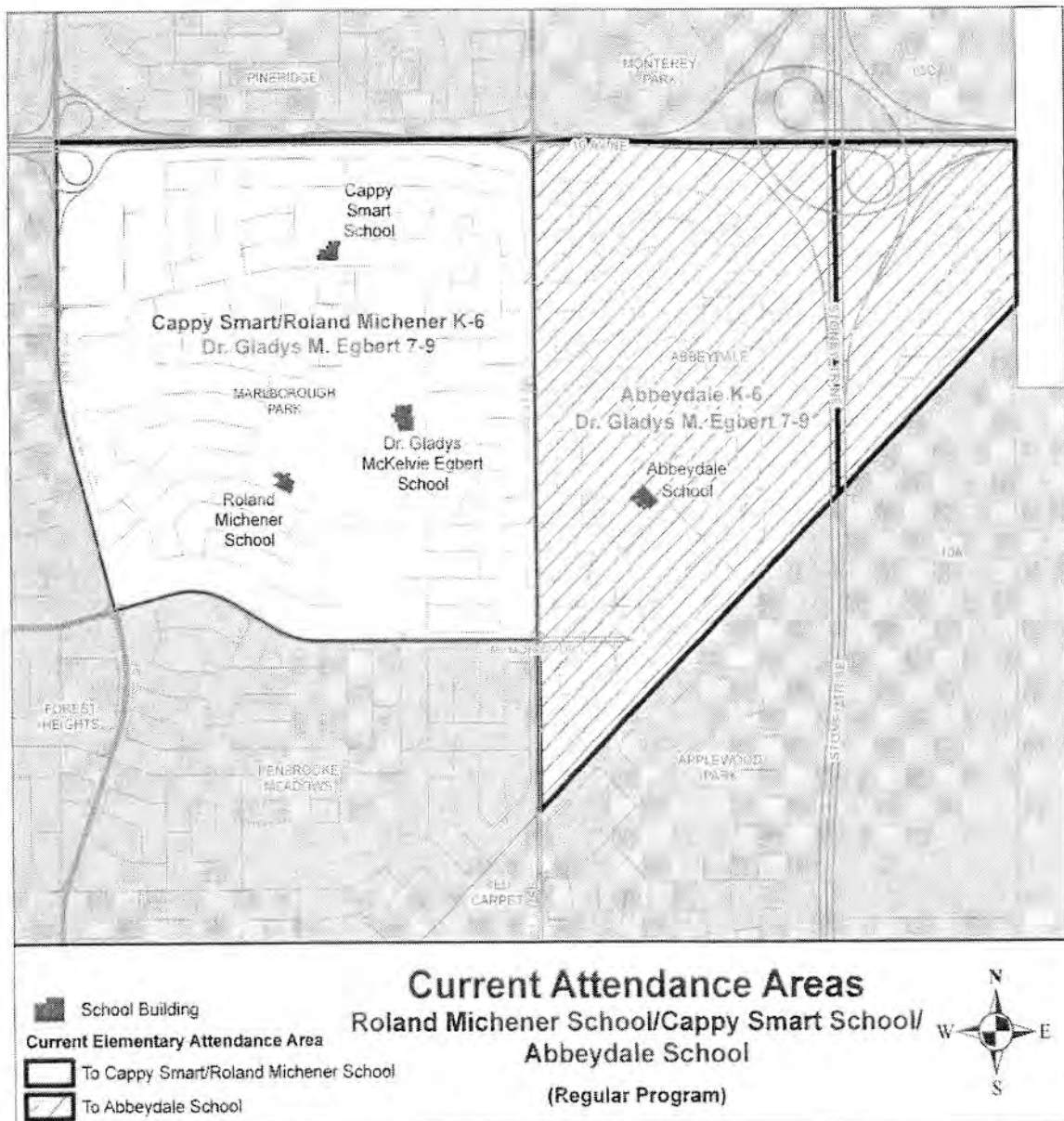
Section A: How would the program closure affect the school attendance and attendance area(s)?³

1. How would the closure affect the attendance area defined for Roland Michener School?⁴

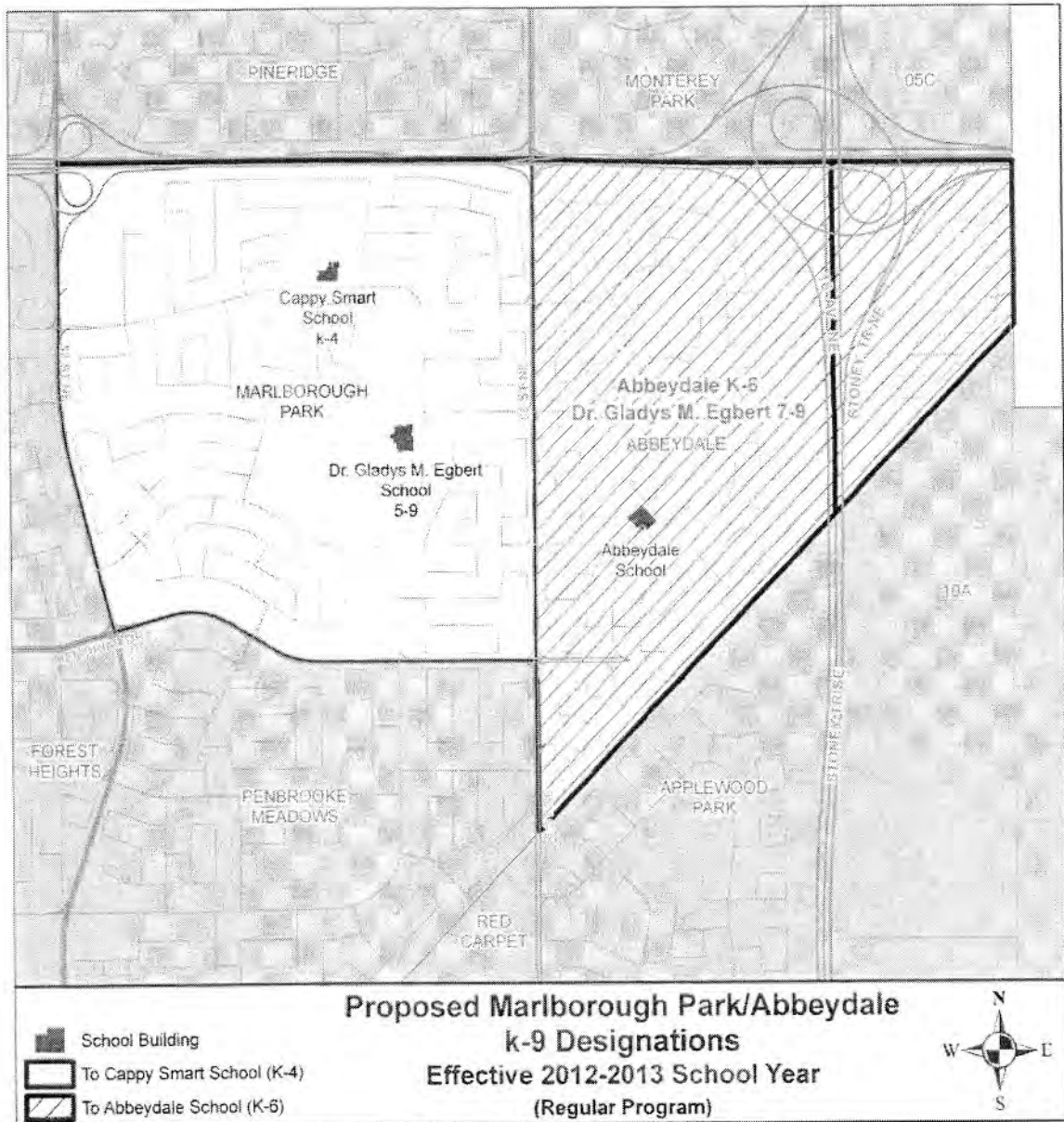
The attendance areas for both Roland Michener School and Cappy Smart School include the entire Marlborough Park residential district. All students residing in Marlborough Park would continue to be designated to schools in Marlborough Park, although the grade configuration would change.

Kindergarten to Grade 4 regular program students residing in Marlborough Park would be designated to Cappy Smart School and Grade 5 to Grade 9 regular program students would be designated to Dr. Gladys M. Egbert School.

The map below shows the current attendance area for all three schools in Marlborough Park:



The map below shows the proposed attendance area for Cappy Smart School and Dr. Gladys M. Egbert School in Marlborough Park should Roland Michener School close:



2. How would the closure of Roland Michener School affect the attendance at other schools?

If the Board of Trustees decides to close Roland Michener School there would be a change in attendance at Cappy Smart School and Dr. Gladys M Egbert School as follows:

- Designate kindergarten to Grade 4 regular program students from the residential district of Marlborough Park to Cappy Smart School effective the 2012-2013 school year.
- Designate Grade 5 to Grade 9 regular program students from the residential district of Marlborough Park to Dr. Gladys M. Egbert School effective the 2012-2013 school year.
- Continue to designate Grade 7 to Grade 9 regular program students from the residential district of Abbeydale to Dr. Gladys M. Egbert School.
- Cappy Smart School currently accommodates two SKILL classes and a Children's Village Transition Class that may need to be relocated.
- Roland Michener School currently accommodates two Paced Learning programming classes that will need to be relocated.
- Dr. Gladys M. Egbert School currently accommodates one Paced Learning class, which will remain at Dr. Gladys M. Egbert School for 2012-2013. The two Bridges classes and one Behavioural/Emotional (Hull Outreach) class may need to be relocated

This represents a grade configuration change from the current kindergarten to Grade 6 at Cappy Smart School and Grade 7 to Grade 9 at Dr. Gladys M. Egbert School.

Placement of specialized classes will be reviewed based on student needs and resources. Please note that throughout CBE, the placement of specialized classes is reviewed on an annual basis.

Cappy Smart School (Proposed)

The enrolment table that follows identifies the September 2012 projected enrolment for Cappy Smart School, should the proposed closure of Roland Michener School be approved:

Instructional space available = 375 (15 classrooms, includes 4 relocatables)

Projected Enrolment September 2012

	K	GR1	GR2	GR3	GR4	Total
Students from Cappy Smart School	59	36	30	26	30	181
Students from Roland Michener School		18	30	20	15	83
Out Of Attendance Area		7	6	4	7	24
TOTAL	59	61	66	50	52	288

Note: Out of attendance area includes students from both Cappy Smart and Roland Michener

Dr. Gladys M. Egbert School (Proposed)

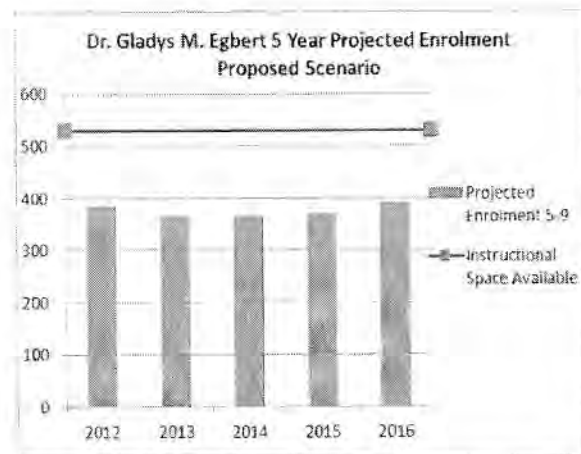
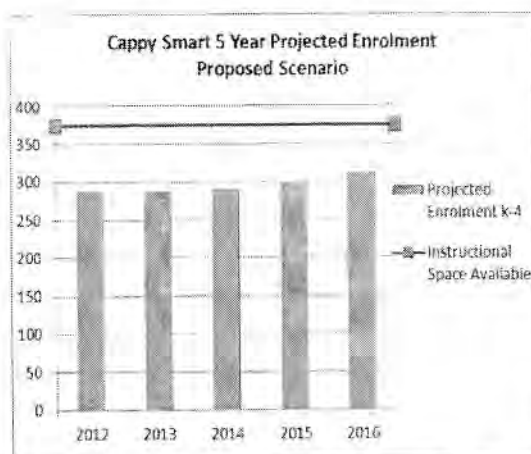
The enrolment table that follows identifies the September 2012 projected enrolment for Dr. Gladys M. Egbert School, should the proposed closure of Roland Michener School be approved:

Instructional space available = 530 (22 classrooms, includes 4 relocatables)

Projected Enrolment September 2012

	GR5	GR6	GR7	GR8	GR9	Total
Marlborough Park			42	36	43	121
Abbeydale & Chateau Mobile			35	40	46	121
Students from Cappy Smart School	36	19				55
Students from Roland Michener School	16	8				24
Out Of Attendance Area	5	7	13	11	15	51
Paced Learning programming (PLP)			5	3	4	12
TOTAL	57	34	95	90	108	384

The graphs below identify the projected enrolment over a five (5) year period for both Cappy Smart School and Dr. Gladys M. Egbert School.



In order to more effectively provide for the long term programming needs of students desiring a regular program, the proposed accommodation plan includes a recommendation that the Board of Trustees consider the closure of Roland Michener

School, and all programs contained therein. This plan provides an opportunity to more effectively meet the long term learning needs of students by establishing a sustainable kindergarten to Grade 9 regular program in the Marlborough Park residential district.

3. How many students would need to be relocated if Roland Michener School were to close?

The number of students in the regular program who would need to be relocated as a result of the closure is listed below:

Students Relocated	Number of Students
Kindergarten to Grade 5 at Roland Michener School	176
Grades 4/5 at Cappy Smart School	56
Total	232

Placement of specialized classes will be reviewed based on student needs and resources.

Section B: Information on the CBE's long range capital plan

A decision to close Roland Michener 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 2012-2015* and the *Ten-Year System Student Accommodation and Facilities Strategy*. The CBE's *School Capital Plan 2012-2015* 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 CBE's *Ten-Year System Student Accommodation and Facilities Strategy* outlines the long range future projects 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: Are there implications with respect to busing?

Currently there is no busing for students attending the regular program at any of the three CBE schools in Marlborough Park. The walk zones for all three CBE schools in Marlborough Park include the entire residential district. If the Board of Trustees closes Roland Michener School, all Marlborough Park students would continue to be in the walk zone for both Cappy Smart School and Dr. Gladys M. Egbert School; therefore there would be no changes with regards to busing. Refer to Appendix 1: Walk Zone Map for Cappy Smart School and Appendix 2: Walk Zone Map for Dr. Gladys M. Egbert School, including Abbeydale.

Transportation will continue to be provided to eligible students enrolled in specialized programming classes.

Section D: Educational, Programming and Staffing Impacts

1. What are the educational impacts if the school were to remain open?

If the recommendation for the proposed closure of Roland Michener School, and all programs contained therein is not approved, then Roland Michener School would remain open with the current designations, as would Cappy Smart School and Dr. Gladys M. Egbert School. All three schools would have low enrolment, and the ability to meet the learning needs and interests of students becomes challenging. Funding is provided on a per student basis via the Resource Allocation Method. Low or declining enrolment limits resource allocation with respect to the number of teachers and range of learning opportunities and supports that schools can make available to students. Students at all three schools would be impacted.

2. What are the educational impacts if the school were to close?

If Roland Michener School, and all programs contained therein, is approved for closure, students from Marlborough Park would have access to teachers with expertise in a variety of disciplines and a larger cohort of peers, regardless of which school they attend. Students at Cappy Smart School would experience a vibrant learning community in kindergarten to Grade 4, and students in Grade 5 to Grade 9 would experience a middle school that could provide enhanced opportunities for subject specific expertise, a broader range of complementary courses, and increased access to co-curricular activities. Many students benefit from remaining in the same school environment for five years during early adolescence.

3. What would be the impact on staffing if the school were to close?

Resources are allocated to schools based on a per school base allocation, student enrolment and student profile. Should Roland Michener School, and all programs contained therein, be approved for closure, resource allocation levels would be adjusted at Cappy Smart School and Dr. Gladys M. Egbert School to reflect the projected student enrolment and profile for 2012-2013. As with all CBE schools, further adjustments would be made should there be any discrepancy between the projected student enrolments and profiles and the actual September 30, 2012 student enrolments.

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 human and physical 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

1. What are the general financial and operational impacts if Roland Michener School were to close?

Administration anticipates a cost savings of approximately \$302,606 related to reduction in staffing positions, including principal, assistant principal, administrative assistant, library assistant and IT support staff reductions associated with the proposed closure of Roland Michener School.

Savings are anticipated from a decrease to caretaking staff (\$60,000) and a decrease in utility costs of approximately \$110,000.

Therefore, total savings for all staffing costs would be approximately \$362,606 and total savings for utility costs would be approximately \$110,000.

2. General Financial and Operational Impacts if Roland Michener School were to remain open?

If Roland Michener School were to remain open, no financial savings would be realized.

3. Capital Implications

At this time there are no known capital implications associated with the proposed school closure. No additional capital needs have been identified at the schools that will have increased enrolment as a result of the closure.

Section F: Future Facility Plans

The Calgary Board of Education does not have any plans to utilize the Roland Michener School facility for other CBE educational programming at this time. An opportunity for future CBE use, lease or disposal 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 at the Area III Office. Questions regarding the Board of Trustees' consideration of closure of Roland Michener School and all programs contained therein may be submitted in writing on the attached form, **prior to 12:00 noon on Wednesday, February 8, 2012.**

Attention: Dianne Yee, Director, Area III
Calgary Board of Education
3743 Dover Ridge Drive S.E.
Calgary, Alberta T2B 2E1
Phone: 403-777-6233 Fax: 403-777-6239
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 Alberta Government Closure of Schools Regulation Section 6(1), the Board of Trustees shall not make a decision on the consideration of closure of Roland Michener 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: Walk Zone Map for Cappy Smart School
- Appendix 2: Walk Zone Map for Dr. Gladys M. Egbert School
- Form For Return: Question Submission Form

Endnotes

¹ Pursuant 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 rests solely with the Board of Trustees and cannot be delegated. The Closure of Schools Regulation identifies the formal process that will be followed when closure is being considered. In accordance with those process requirements, the information in this notice is provided to the parents/guardians of students registered at Roland Michener School and is available on the CBE web site.

² The Closure of Schools Regulation (AR 238/97) is 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 Closure of Schools Regulation (AR 238/97) 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: How would the program closure affect the school attendance and attendance area(s)? Section 4 (2) (b.1) is contained within this document at Section B: Information on the CBE's long range capital plan. Section 4 (2) (d) is contained within this document at Section C: Are there 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) (a) is contained within this document at Section E: Financial and Capital Implications. Section 4 (3) (b) is contained within this document at Section F: Future Facility Plans.

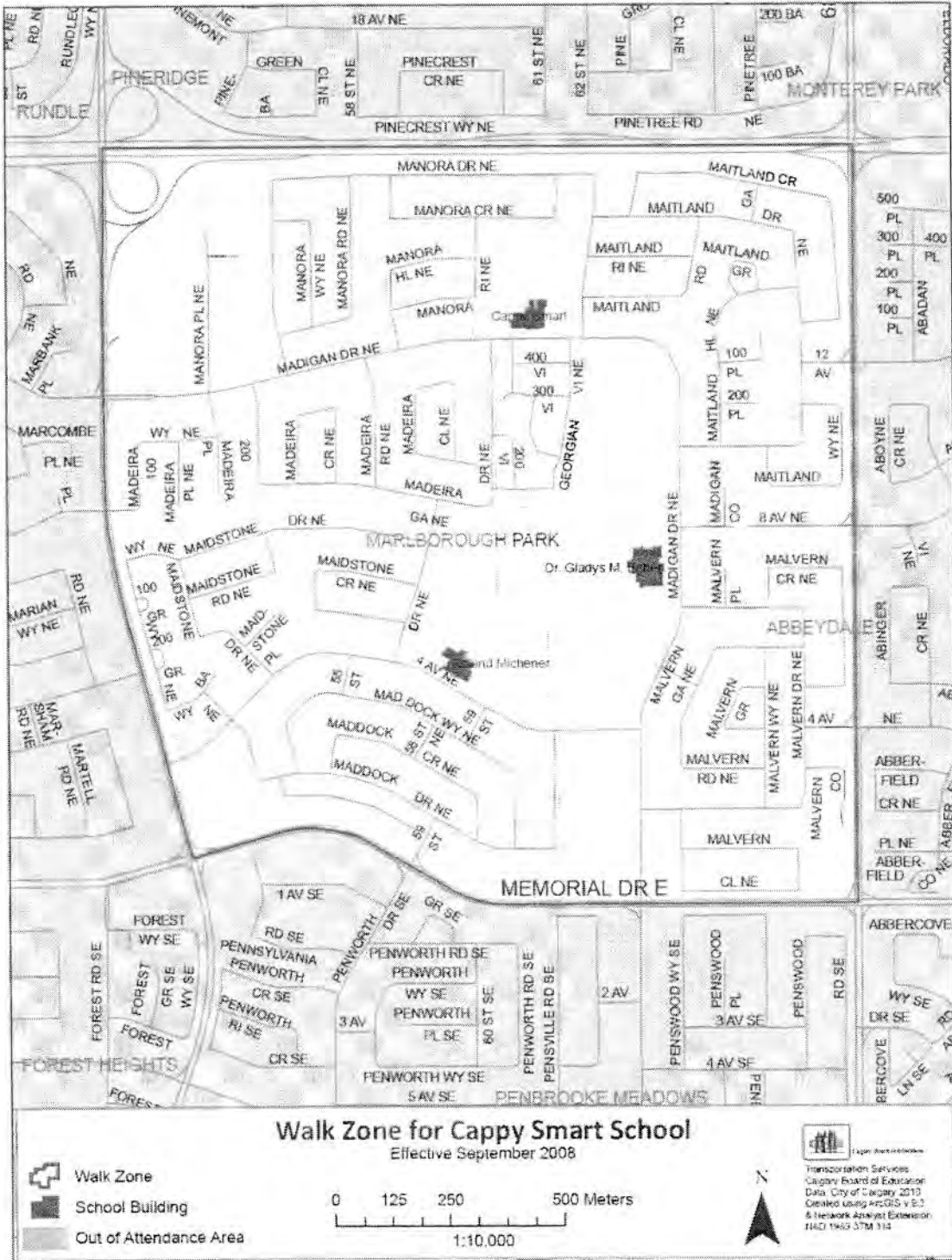
³ With respect to the information contained throughout this Written Notice, please note that: Enrolment figures are based on September 30, 2011 data from SIRS (Student Information Records System) / enrolment projections for September 2011 are prepared by the Department Planning and Transportation Services.

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

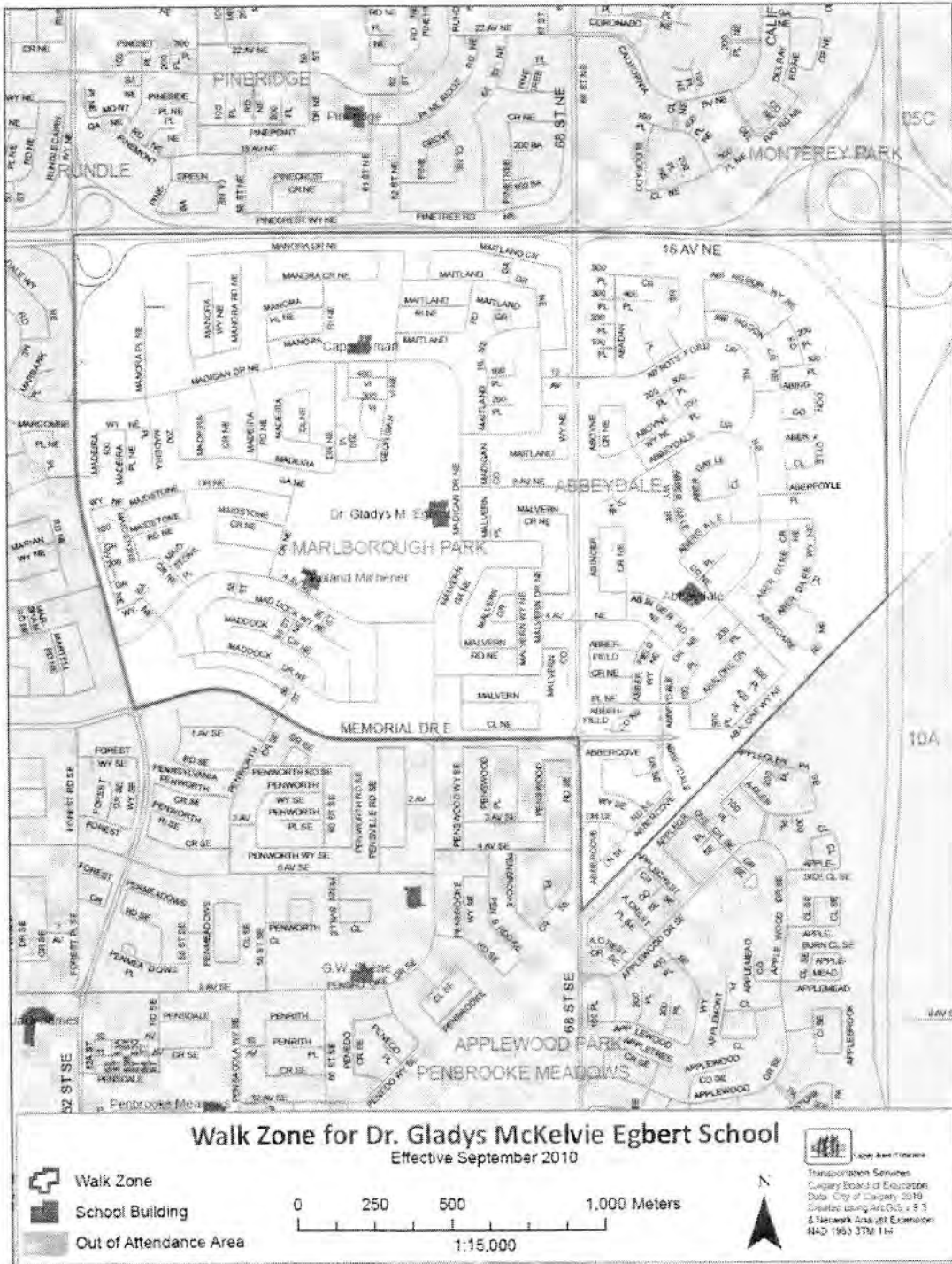
ROLAND MICHENER (Code 250) 5958 - 4 AV NE., T2A 4B1 *Grades K-6*
N 16 AV NE
E 68 ST NE
S Memorial Dr. E
W 52 ST NE

The attendance area boundaries are the same for Cappy Smart School

Appendix 1:
Proposed Walk Zone Map for Cappy Smart School
(if Roland Michener School and all programs contained therein, is approved for closure)



Appendix 2:
Walk Zone Map for Dr. Gladys M. Egbert School
(if Roland Michener School, and all programs contained therein, is approved for closure)



Appendix 3
Question Submission Form



Calgary Board of Education

*Questions regarding the Board of Trustees' consideration of closure of Roland Michener School and all programs contained therein may be submitted in writing **prior to 12:00 noon on Wednesday, February 8, 2012 to:***

*Dianne Yee, Director, Area III
Calgary Board of Education
3743 Dover Ridge Drive S.E.
Calgary, Alberta T2B 2E1
Phone: 403-777-6233 Fax: 403-777-6239*

*The public meeting is scheduled for **Thursday, February 9, 2012 at 7:00 p.m. in the Roland Michener School gymnasium.** 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.*

Name:

Phone:

Board of Trustees Calgary Board of Education Public Meeting

Discussion Respecting Consideration of Closure of Roland Michener School and All Programs Contained Therein

**Thursday, February 9, 2012
7:00 p.m. – 10:00 p.m.**

AGENDA

1. Welcome, Introductions and Meeting Outline *Dr. Donna Crawford, 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 *Dr. Dianne Yee, Meeting Co-Chair*
 - Introduction
 - Background
 - Information
 - Section A: How would the program closure affect the school attendance and attendance area(s)?
 - Section B: Information on the CBE's long range capital plan
 - Section C: Are there 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 *Dr. Donna Crawford, Meeting Chair*
6. Open Discussion Questions and Comments from Parents and Public
(See Discussion Guidelines on reverse) *Dr. Donna Crawford, Meeting Chair*
7. Closing Remarks *Dr. Donna Crawford, Meeting Chair*
 - Opportunity for Written Submissions & Further Questions (*see over*)

PURPOSE OF THE MEETING

At a Regular Meeting on Tuesday, January 24, 2012, the Board of Trustees of the Calgary Board of Education passed a motion to formally consider the closure of Roland Michener 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 as outlined in the Alberta Government *Closure of Schools Regulation Section 5(1)(a)*, for the purpose of providing a public opportunity for the discussion of the information contained in the Written Notice Regarding Consideration of Closure of Roland Michener 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.

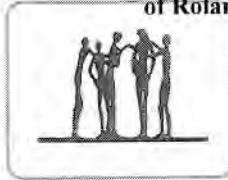
WRITTEN SUBMISSIONS & FURTHER QUESTIONS

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: Roland Michener School
Education Centre, 1221 – 8 Street SW, Calgary, Alberta, T2R 0L4

Or email to BoardofTrustees@cbe.ab.ca

Follow-up Questions must be received on or before 12 noon on Monday, March 19, 2012.
Written Submissions must be received by 9:00 a.m. on Tuesday, March 20, 2012.



Calgary Board of Education
OFFICE OF THE BOARD OF TRUSTEES

Education Centre
1221 8th Street SW, Calgary, Alberta T2R 0L4 Telephone: 403-817-7933 Fax: 403-294-8282

January 31, 2012

His Worship, Mayor Naheed Nenshi
The 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 24, 2011, the Board of Trustees passed the following motions:

1. *THAT the Board of Trustees is satisfied that there is cause to proceed with a consideration of closure of the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin School for the purpose of relocation, 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, sections 4 to 7; and*
2. *THAT the Board of Trustees is satisfied that there is cause to proceed with a consideration of closure of Roland Michener School, and all programs contained therein, 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, 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.

.../2

His Worship, Mayor Naheed Nenshi
January 31, 2012
Page 2

Public meetings to discuss these closure considerations will be held in the near future. The dates and times of the meetings will be advertised.

We look forward to receiving Council's written statement about these considerations of closure. Thank you.

Yours truly,



Pat Cochrane, Chair
Board of Trustees

cc: Mr. Owen Tobert, City Manager, The City of Calgary

**Attachment VI: Written Submissions Received After the Public Meeting
Respecting the Consideration of Closure of Roland Michener School**

**Written Submissions Received after the Public Meeting
for the Consideration of Closure of Roland Michener 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

March 20, 2012

To: Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **Three-Year School Capital Plan (2013-2016)**

Purpose: Approval

Governance Policy References: OE - 5: Financial Planning
OE - 7: Asset Protection
OE - 8: Communication With and for the Board
OE - 12: Facilities

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

Resource Persons: Cathy Faber, Superintendent, Learning Innovation
Elizabeth Gouthro, Director, Learning Services
Eugene Heeger, Director, Capital Planning and Development Services
Brent Hughes, Manager, Capital and Urban Planning Services
Robert Ashley, Manager, Architectural and Engineering Services
Karen Barry, System Principal, Planning and Transportation Services

I. RECOMMENDATION

It is recommended:

THAT the Calgary Board of Education's *Three-Year School Capital Plan 2013-2016* (Attachment VI) be approved and referred to Alberta Education.

II. ISSUE

In accordance with the requirements of Alberta Education, Alberta school boards are required to submit a three-year school capital plan on an annual basis. This year's deadline for the *Three-Year School Capital Plan 2013-2016* is April 2, 2012.

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

The Board of Trustees needs to approve capital submissions, amendments, and any request for reconsideration before they are forwarded to Alberta Education.

New modular classroom requests and modular moves are handled through a separate submission process. The last submission was on November 1, 2011.

III. BACKGROUND

School boards are required to review their needs for new space and substantiate their applications annually. Capital projects are reviewed and prioritized by Alberta Education prior to being submitted to the government's Capital Planning 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 Process. All government projects are evaluated and prioritized using a Project Rating System which considers:

- Program Delivery Impact;
- Infrastructure Performance;
- External Impacts (economic, social, environmental); and
- Budget 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 *Three-Year School Capital Plan 2012-2015* was approved at the April 5, 2011 meeting of the Board of Trustees. This plan was sent to the Minister of Education and the Minister of Infrastructure on April 15, 2011, and constituted the CBE's annual request for provincial funding for school building projects. The only Provincial announcement connected to this plan was the approval of \$10.5 million for the modernization of facilities to accommodate the program deliveries of Chinook Learning Services.

The following three key drivers of the Capital Plan have been identified.

- a) Program Delivery – Projects that are urgently required to enable the delivery of school programs e.g. Career and Technology Studies.
- b) Neighbourhood Schools – New schools which are required in rapidly growing communities in order to minimize student travel times and meet community needs for a local school in their community.
- c) Aging Facilities – Older schools that require modernization, rehabilitation or replacement, in order to provide appropriate learning environments for students. It is estimated the cost for the major maintenance and repair of CBE educational facilities is in excess of \$800 million.

IV. ANALYSIS

Using the CBE mission, vision, and values as an overarching umbrella for the development of the *Three-Year School Capital Plan*, Administration is ensuring that it aligns with the *Three-Year Education Plan*. There is a focus on improved rate of high school completion and an increasing public demand for program alternatives and personalized learning.

The following school programs (Chinook Learning Services, Career and Technology Studies, Special Education and First Nations, Metis and Inuit) have been analyzed to illustrate their priority program modernization needs. New School and Major Modernization projects are ranked in accordance with accepted criteria as outline in the School Capital Plan.

CHINOOK LEARNING SERVICES

It is anticipated that the proposed changes to the *School Act* will result in an increased demand to access high school courses provided by Chinook Learning Services (CLS). The proposed extension of funding beyond the current limit of 19 years of age will provide an increased opportunity for many more students to successfully complete their high school education and transition into post-secondary education.

There is an increasing trend among some students to take longer than the average 12 years to complete high school. There is a variety of reasons to explain this longer completion time. This trend in the Calgary Board of Education is generally valid for the older arriving English Language learners, Aboriginal students, and students impacted by poverty, homelessness, addictions, and mental health issues. Additionally, the CBE has experienced increasing numbers of students, who have already completed high school, who want to upgrade their marks and or courses, in order to be eligible for post-secondary admission.

CLS has demonstrated a steady increase in enrollment over the past few years and this trend can only be expected to continue with these proposed changes to the *School Act*, and with the growing population in Calgary. CLS operates year round and offers both evening and day time courses. There are also growing numbers of students each year attending summer school. CLS is the largest centre in Alberta for diploma examination testing and for generating CEU's. Most students enrolled at CLS only need and want to take one or two courses per semester. They also appear to like the routine of three hour sessions twice weekly, for several months taught by a teacher.

CLS is a significant contributor to the Calgary Board of Education's high school strategy and successfully supports many students to complete high school and transition to post-secondary.

Alberta Education has indicated the possible use of a central site downtown, which will require approximately \$10 million to restore. An estimated additional \$15 million will be required to develop the Kingsland Centre and another school for CLS. This modernization project for two facilities is being assigned the top priority in the School Capital Plan.

The CBE has a plan to vacate the 12 acre Viscount Bennett site currently used by CLS, once the three sites are developed to accommodate their program.

CAREER & TECHNOLOGY STUDIES

Another high need is the modernization of school facilities to enable the program delivery of the Career and Technology Studies (CTS) curriculum to students across Calgary. Refer to an outline of the CTS Strategy in **Attachment I**. It is anticipated that, because of health and safety requirements, the CBE would be unable to deliver the CTS courses in existing schools, unless they were upgraded to meet code specifications.

The integration of academic studies and the technical curriculum, along with new facilities planning, will be instrumental in assisting the CBE in crafting and implementing a new vision of high school design in Calgary and Alberta. The CTS Strategy and the development of Career and Technology Centres (CTCs) offer a response to urgent and persistent concerns expressed throughout the Province and within the CBE Three-Year Education Plan regarding high school completion.

Currently, the three year completion rates for high school remain at a little above 69% across the province and within Calgary. CTCs have been identified by Alberta Education and the CBE, as critical next steps to student engagement, completion, and transition into post-secondary education and the world of work.

The first prototype CTC is being developed at the Lord Shaughnessy High School. Although there is a small addition, the major portion of this modernization project is redesigning and upgrading the facility spaces in order to deliver the curriculum.

In 2010-2011, over 500 students who had an interest in four areas of learning, Auto Body, Cosmetology, Pre-engineering or Fabrication (Welding), registered and were time-tabled to complete courses at their designated high school, as well as attend the Centre to extend and enhance their learning.

This semester one start-up year has identified over 90% completion rates and provides significant early indicators that programs such as these are critical to increase student success and completion in high school.

Programs in Area IV, and more broadly across the CBE, will also be supporting renewed efforts to offer dual credit and/or pre-placement programs, through articulation with post-secondary (e.g., Pre-Engineering), credentialed programs providing pre-apprenticeship education (e.g., Hairstylist Apprentice, Welder Apprentice, Auto Body Pre-Apprentice) and flexible learning opportunities within and outside of the school day and year.

It is clear through the development of the CTC at Lord Shaughnessy, that the CBE has an opportunity to combine rigorous academics with career/technical studies in state of the art CTCs to serve high schools learners from across and within CBE schools. Following recommendations from the Review of Secondary Education, the CBE Three Year Education Plan, and within the context of RESULTS, the proposed expansion of CTCs across all Areas of the CBE would engage and personalize the learning experiences for all learners.

CTCs will prepare more of the CBE students for employment and post-secondary studies. There is urgency for schools to make learning more relevant and help students link to their future. This is the best opportunity that the CBE will have to leverage high school reform. Expanding the model of Centres to the learning of students across the CBE has a high priority, if we are to move to providing access to instruction and choice for current high school students, across the 23 CBE high schools.

NEW SCHOOLS

The CBE recognizes that parents desire to have schools close to their homes, especially for younger students and that communities wish to have new schools in their new developing neighbourhoods. The chart in **Attachment II** lists the fourteen prioritized K-9 schools identified as requiring approval in the three year plan and two high schools which have been placed at ranks 2 and 8 on the new schools list.

It is important to note that there has not been a Provincial approval for an elementary school since June 14, 2007, which is now approaching five years. As well, there has not been a middle school approved since January 30, 2008, which was over four years ago.

The tables in the report indicate the number of years a project has been listed as a capital project request.

MODERNIZATION PROJECTS

The modernization of a school is a complex undertaking that impacts the entire building. The average age of CBE schools is 46 years, and given the accumulated deferred maintenance, any school receiving a modernization will need to have many of its component parts restored and/or replaced in order to optimize the learning environment.

The City of Calgary requires that any building undergoing a modernization be compliant with current building codes and barrier free accessibility standards. This means adding sprinkler systems, with the corresponding water line upgrades, adding/upgrading elevators, and upgrading all fire alarm devices. Hazardous material abatement is common in every modernization, and represents a significant cost to the project.

Most older schools still have their original mechanical and electrical systems. Upgrading these systems during a modernization is a cost effective way to improve indoor air quality and greatly enhance the learning environment. Building envelope upgrades are often needed to improve the comfort of both staff and students, control air infiltration and reduce utility costs. Electrical and data systems upgrades are also needed to address the needs of student and program requirements.

Modernizations are concerned with adapting rigid program spaces, originally designed to an industrial age standard, into spaces that support 21st century learning. This necessitates totally renovating the interior right down to the structure and creating spaces that are both adaptable and flexible. There is also a trend away from fixed millwork to movable furniture, which can be reconfigured into a variety student-based learning opportunities from individual study, to small group collaboration and to large presentations.

A modernization project is urgently needed to address the student learning requirements at the Christine Meikle School, which is a unique setting for severe and complex student needs.

Another modernization project is required to address the needs of students in the First Nations, Métis and Inuit (FNMI) School, which is open to all students who want an Aboriginal-based education.

The current model for Piitoayis Family School is not experiencing the level of student success that was expected when this school was established ten years ago. There is sufficient data on current student success to support a need to revise the model based on research and experience during this time. Research and learning in the Calgary Board of Education would support the importance of early intervention, as being critical to sustained student success.

Consideration is being given to several new models, including an early learning centre for children aged 3-8, whose learning would reflect the seven aspects of holistic learning, as identified by the Canadian Council of Learning (holistic, lifelong, experiential, spiritual

oriented, community based, rooted in Aboriginal languages and cultures, and an integration of Aboriginal and Western knowledge). Consideration will be given to a focus on targeted support for literacy, readiness to learn and functional life skills, support from Elders and community, multi-agency wrap around support at the site for children and their families, community out-reach, and a place for Aboriginal community gatherings.

The major modernization project list, shown in **Attachment III**, provides details of the project requirements for Chinook Learning Services, the three projects related to the provision of career and technology programs, the two projects for FNMI and special education programs, and fourteen aged facilities that require extensive rehabilitation.

THREE YEAR PLAN

The division of the sixteen new schools into three years is driven by an overall objective of maintaining facility utilization at approximately 80 percent of system capacity, as illustrated in **Attachment IV**.

As it will take three to four years for schools to be designed, constructed and commissioned, approval for ten new schools is required for Year One of the plan. In addition, there are six modernization projects that are urgently needed, which are also included in Year One of the plan.

These sixteen projects in Year One, have been priority ranked in a blended list of modernized and new school projects, in order to balance the competing demands for firstly, those projects that will enable the delivery of needed school programs to students and secondly, new neighbourhood schools in new and developing communities. Refer to **Attachment V**.

A modernization project associated with Chinook Learning Services is the first overall priority, as additional funds are required to complete the renovation of facilities to accommodate this program and enable the sale of the Viscount Bennett site.

Saddle Ridge Middle School is ranked second priority overall and will complement the elementary school that opened in Saddle Ridge in September 2010. The Northeast High School is the third ranked project overall due to over 1200 students from the northeast attending James Fowler High School and Crescent Heights High School.

The Area I CTS is ranked fourth overall and is one of the three priority major modernization projects that are part of the strategy for the delivery of the new Career and Technology Studies curriculum. The Lord Shaughnessy High school modernization project in Area IV is under construction and is the first project undertaken to prototype the Career and Technology Studies learning environments.

Elementary schools for Copperfield, Evanston and New Brighton are ranked fifth through seventh priorities and will meet student demand in strong growth communities of the city.

Christine Meikle School, which is a unique setting for severe and complex student needs, is the eighth overall priority.

Middle schools for New Brighton/Copperfield and Royal Oak/Rocky Ridge and Evergreen are the ninth and tenth priorities.

The First Nations, Métis and Inuit (FNMI) School has been identified as the 11th overall priority. The school is open to all students who want an Aboriginal-based education.

A 400 student capacity addition is needed for Centennial High School in the south, including space for the CTS component, and is the 12th overall priority. The CTS modernization project in Area II and Area III is ranked 13th overall priority.

An Evergreen Middle school is the 14th priority and a second elementary school for Panorama Hills is the 15th priority. The CTS modernization project in Area V rounds out the Year One priority projects and is ranked 16th.

Due to the large number of immediate needs that need to be addressed in Year One, there are fourteen aged school rehabilitation projects that will need to be delayed to Years Two and Three. The other six new schools are also scheduled in these years.

The *Three-Year School Capital Plan 2013-2016* is attached for information and approval for submission to Alberta Education. (**Attachment VI**).

V. FINANCIAL IMPACT

The sixteen New School Construction and Major Modernization projects listed in Year One have an estimated capital value of \$370 million.

In Years Two and Three, there are twenty priority projects with an estimated value of \$297 million.

The financing of new construction and major modernization projects approved by Alberta Education is funded either through a Public Private Partnership approach, or by cash grants under the Provincial Capital Block Program.

VI. IMPLEMENTATION CONSEQUENCES

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 2013-2016*. The plans are to be electronically submitted to Alberta Education on the Web Application Program before April 2, 2012.

Calgary has experienced strong growth over the past decade. One indicator of the magnitude of growth is the increase in Calgary's population by 99,177 persons in the last five years, an average of 19,835 persons per year.

Although there has been a population gain of over 100,000 persons in the new and developing communities during this period, there have not been any new schools approved for construction in the last four years. Unless there are approvals of new and modernized school projects, there will be significant learning environment, facility condition and capacity and transportation issues arising.

It can also be anticipated that there will be increasing community concerns regarding these issues.

Further studies are required by Administration, working with Area Directors and School Principals, to identify student learning needs, gaps in program offerings and detailed facility requirements, in order to finalize the design of program spaces and facilities. Detailed financial operating plans will then need to be developed, following completion of the program plans.

VII. CONCLUSION

The Board's approval of the *Three-Year School Capital Plan 2013-2016* would allow the Calgary Board of Education to demonstrate to the Provincial government that a comprehensive analysis of the school capital needs has been completed and requires funding.

The combined priorities for the Year One capital request consist of six major modernization projects and ten new school construction projects, for a total estimated expenditure of \$370 million.

It is recommended that the Board of Trustees approves the *Three-Year School Capital Plan 2013-2016* for submission to Alberta Education.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

- Attachment I: Career and Technology Studies Strategy
- Attachment II: New Schools List
- Attachment III: Modernization Project List
- Attachment IV: System Utilization Chart
- Attachment V: School Capital Plan Priority List
- Attachment VI: Three-Year School Capital Plan 2013-2016

Career and Technology Strategy

The development and implementation of the K-12 Career and Technology (CT) Strategy began in January 2008, as a response to a number of converging demographic, economic and educational trends. The diverse nature of these influencing factors resulted in a broad strategy designed to redefine high school success, as students in the Calgary Board of Education (CBE) prepare for their futures. This jurisdictional strategy also explores a Southern Alberta regional strategy.

Foundational to the phased work of the CT Strategy is the implementation of the revised Career and Technology Studies (CTS) program of studies. The revised curriculum of more than 1400 single credit courses supports a philosophical shift in CTS program design and delivery to CTS pathways.

Through CTS pathway planning, students are able to explore, specialize and credential in occupational areas that engage their interests and passions and connect with post-secondary education and the workplace. CTS pathway planning builds on previous CTS programs models through a more deliberate approach to the personalization of learning and career planning.

Other initiatives complementing and aligning with the implementation of the CT Strategy include the Personalization of Learning with the Alberta Initiative for School Improvement (AIS), Creating Secondary Schools That Serve All Students (AIS), Health Pathways Initiative, Integrated Middle Years Learning Framework Initiative and the disbursement to CBE of the CTS Enhancement Grant, three-year CTS Evergreening and Enhancement Grant and the World Skills Legacy Grant.

In alignment with the CBE Three Year Education Plan, the CT Strategy identifies further areas of focus that articulate personalized learning, building capacity, stewardship of resources and engaging the public. These areas of focus address the following:

- Integrated and expanded programs of study
- Experiential learning through partnerships and employer involvement
- Dual credits through articulation and credentials
- Development of career and technology centres – expanded access, and choice for students throughout the CBE.

The CT Strategy, approved by Trustees in June 2010, includes descriptions and criteria for **three types** of career and technology centres. Each type of centre must be approved through application to the Superintendents' Team. Four key elements guide the establishment of each type of centre:

1. Accessibility through flexible learning opportunities within and outside of the school day and year to students across CBE.
2. Excellence through industry-standard programs, instruction, facilities and equipment leading to industry-standard credentials.
3. Equity through opportunities for students to get what they need, how they need it, when they need it.
4. Choice through continuous planning opportunities for student learning plans, beginning in the middle years and supported by parents, counsellors and career practitioners.

The prototype Career Technology Centre (CTC) is under development at the former Lord Shaughnessy High School.

1. Lord Shaughnessy Centre

The Centre opened its doors for students in September 2010. Key points are:

- Credential programs provided in at least four CTS cluster areas,
- Eight credentials, dual credit and/or preplacement programs offered
- Alignment with four key elements

Four credentialed or specialized programs, with industry-certified teachers and instructors were offered to approximately 250 students from six Area IV high schools. The second semester, February 2011, welcomed a second cohort of students to the same programs and catchment area.

In September 2010, the first phase of the CTC opened its doors to Area IV senior high schools, including

Central Memorial High School –	1,597 students
Western Canada High School –	1,939 students
CBe-Learn online High School –	615 students
Ernest Manning High School –	1,302 students
National Sports School –	155 students
Alternative High School –	142 students
Total:	4,750 students

Student Results in Year 1- Semester 1:

In 2010-2011, over 500 students who had an interest in four areas of learning, Auto body, Cosmetology, Pre-engineering or Fabrication (Welding), registered and were timetabled to complete courses at their designated high school, as well as attend the Centre to extend and enhance their learning. This semester 1 start-up year has identified over 90% completion rates and provides significant early indicators that programs such as these are critical to increase student success and completion in high school.

Students completing first semester courses at Lord Shaughnessy were asked to indicate the level of impact their experiences at the CTC has had on them as students in a number of different areas. The vast majority of students stated the CTC had a 'positive' or 'very positive' impact on all items included in the survey. This included 94% who stated the CTC had a 'positive' or 'very positive' impact on their ability to effectively use the technology, instruments, tools and information systems within the industry they were studying.

- 86% on their desire to continue learning throughout high school and beyond
- 81% on their ability to work with others and seek a team approach when appropriate
- 80% in their comfort with taking risks
- 80% who stated the CTC had a 'positive' or 'very positive' impact on their ability to communicate (read, write, represent, speak) using the language and terminology of the specific industry they were studying
- 79% of the students stated the CTC had a 'positive' or 'very positive' impact on their ability to think critically and act logically to evaluate situations, solve problems, and make decisions
- 78% on their ability to persevere through challenges
- 78% on their ability to identify and suggest new ideas to get tasks done creatively
- 74% on their willingness to take initiative
- 74% on their ability to set goals in school and their personal life
- 64% felt the CTC had a 'positive' or 'very positive' impact on their ability to access and apply knowledge from various subject areas to the industry they were studying.

Teacher Results in Year 1 – Semester 1

Teachers were also asked to indicate the impact they felt the CTC has had on the students within their classes. Results resembled the feedback given by the students with the vast majority of teachers stating the CTC had a 'positive' or 'very positive' impact on their students.

- 100% of teachers who felt the CTC had a 'positive' or 'very positive' impact on their students' desire to continue learning throughout high school, their ability to work with others and seek a team approach when appropriate, their ability to persevere through challenges, their ability to think critically and act logically to evaluate situations, solve problems, and make decisions

- 83% believed the CTC had a 'positive' or 'very positive' impact on their students' ability to communicate (read, write, represent, speak) using the language and terminology of the specific industry they were studying
- 67% on their willingness to take initiative
- 67% on their ability to access and apply knowledge from various subject areas to the industry they were studying.

Parent Testimonial:

As parents, we love this alternative choice for our child's education. Traditional learning wasn't working for our family and now Calgary has this amazing facility to bring great kids new opportunities. With programs at the Career and Technology Centre we have been able to develop an educational plan that allows our daughter a way to get her education in a way that fits her learning style and provides the educational requirements society expects. We were thrilled to see our child's enthusiasm return for school! She feels empowered again to learn, in a way that makes sense to her. Children have to have a good education to compete in the world market and the programs at the Career and Technology Centre let us take back control for giving our daughter the best education available in a world-class environment. Thank you! — *Jean and Tony Knutson*

Going Forward: Phase II

In September 2011 and 2012 the following programs through the CT Centre at Lord Shaughnessy will be offered:

Health, Recreation and Human Services (HRH)

- Culinary Arts
- Cook Apprentice
- Hospitality Tourism
- Food and Beverage Manager
- Food and Beverage Server
- Tourism Essentials
- Health Care Aide
- Emergency Medical Responder
- Cosmetology
- Hairstylist Apprentice

Media, Design and Communication (MDC)

- Audio/Video Production and Broadcasting
- Virtual Media for Film and Game
- Visual Design and Communications
- Adobe Certified Expert (Illustrator, InDesign, Photoshop)
- Adobe Certified Associate
- Autodesk Certification

Natural Resources (NAT)

- Floriculture
- Landscape Design
- Environmental Stewardship
- Primary Resources
-

Business, Administration, Finance and Information Technology (BIT)

- Networking
- CompTIA A+ Certification
- CompTIA Network+ Certification
- Focus on Information Technology
- Information Processing/Business Solutions
- SMART Factory Trained Installer
- SMART Factory Trained Technician
- Financial Management
- Management and Marketing

Trades, Manufacturing and Transportation (TMT)

- Auto Body
- Automotive Service Technician Apprentice
- Welding*
- Welder Apprentice

Continuous Improvement:

High Schools in Area 4 have committed to standardized timetables for the coming school year to enable programs offered at the Centre or at high schools across Area 4 to be open for all students who have an interest and desire to learn within these program areas.

Addressing issues of industry standard facilities, safety concerns, qualified and expert teachers, scarce resources and industry partnership are greatly enhanced through the development of Centres for learning. In the past, high schools have been limited by facilities, teaching expertise, resource availability and industry expertise to support broad offerings that are designed in response to student learning interests.

This year, six industry leaders have stepped forward to provide funding support for facilities, teacher professional development, resource development, and off site work experiences. Post-secondary institutions such as Mount Royal University, the SAIT Polytechnic, University of Calgary, and Bow Valley College have been working to build transition plans for student success into their courses and programs. Agreements have been signed with Bow Valley College in areas of health services, University of Calgary regarding Supply Chain and Transportation, Mount Royal in areas of health services, and SAIT in areas of trades, culinary arts, and health.

Programs in Area 4 and more broadly across the CBE will also be supporting renewed efforts to offer **dual credit and/or pre-placement programs** through articulation with post-secondary (e.g., Pre-Engineering), credentialed programs providing pre-apprenticeship education (e.g., Hairstylist Apprentice, Welder Apprentice, Auto Body Pre-Apprentice) and flexible learning opportunities within and outside of the school day and year

It is clear through the development of the CT Centre at Lord Shaughnessy that CBE has an opportunity to combine rigorous academics with career/technical studies in a state of the art *Career and Technology Centres* to serve high schools learners from across and within CBE schools.

2. High School Centres – yet to be identified

- located in CBE high schools
- credential programs in at least two CTS cluster areas
- offer at least three credentials, dual credit and/or pre-placement programs
- align with four key elements

3. External Affiliate Centres

- located in external sites, e.g., business, post-secondary, etc.
- offer at least one credential, dual credit and/or pre-placement programs
- align with four key elements

The external affiliate centre site at SMART Technologies commenced with its first 10 student cohort. Students completed preparation CTS courses at their home high schools prior to taking six Saturdays of training at SMART Technologies for SMART credential(s) under the instruction of SMART trainers. Successful completion allows a student to install and support SMARTboard technology anywhere SMARTboards are in use.

4. Opportunities and Challenges

Collaboration and consultation with Area directors, principals, learning leaders, specialists and teachers have raised the following opportunities and challenges for consideration, as the CBE moves forward with the CT Strategy: (in no particular order)

- Increase personalization of learning through meaningful and relevant experiences that integrate curricular outcomes
- As students take up more opportunities for learning, expand opportunities and government funding of students until the age of 21.
- Build staff capacity to deliver credentialed pathways and support sustainable CTS programs. Attract, train and retain credentialed and certificated teachers for specialized/credentialed CTS pathway delivery.
- Promote consideration of common high school timetables across the district.

- Facilitate student access to CTS programs and maximize facility use without detriment to student's home school course obligations.
- Determine appropriate student transportation options for students accessing CTS programs away from the home school.
- Expand the "centre" concept beyond the prototype into home high schools.
- Prepare to transition middle years/junior high students for pending implementation of CTF.
- Realize successful student transitions with backwards mapping of CTS pathway choices from high school to middle years/junior high programs.
- Continue to expand understanding and preparedness for integration of K&E courses.
- Integrate CTS and core subject areas.

5. High School Success

Integrating academic studies and technical curriculum along with new facilities planning will be instrumental in assisting the CBE in crafting and implementing a new vision of high school design in Calgary and Alberta.

The Career and Technology Strategy and the development of Career and Technology Centres offers a response to urgent and persistent concerns expressed throughout the province and within the 3 Year Education Plan regarding high school completion.

Currently, three year completion rates for high school remain at a little above 69% across the province and within Calgary. Career and Technology Centers have been identified by Alberta Education and the CBE as critical next steps to student engagement, completion, and transition into post-secondary education and the world.

Following recommendations from the Review of Secondary Education, the CBE Three Year Education Plan, and within the context of RESULTS, the proposed expansion of Career and Technology Centres across all Areas of the CBE will engage and personalize the learning experiences for all learners.

Career and Technology Centres will prepare more students for employment and post-secondary studies. There is urgency for schools to make learning more relevant and help students link to their future. This is the best opportunity the CBE will have to leverage high school reform. Expanding the model of Centres to the learning of students across the CBE has a high priority if we are to move to providing access to instruction and choice for current school students across the 23 CBE high schools.

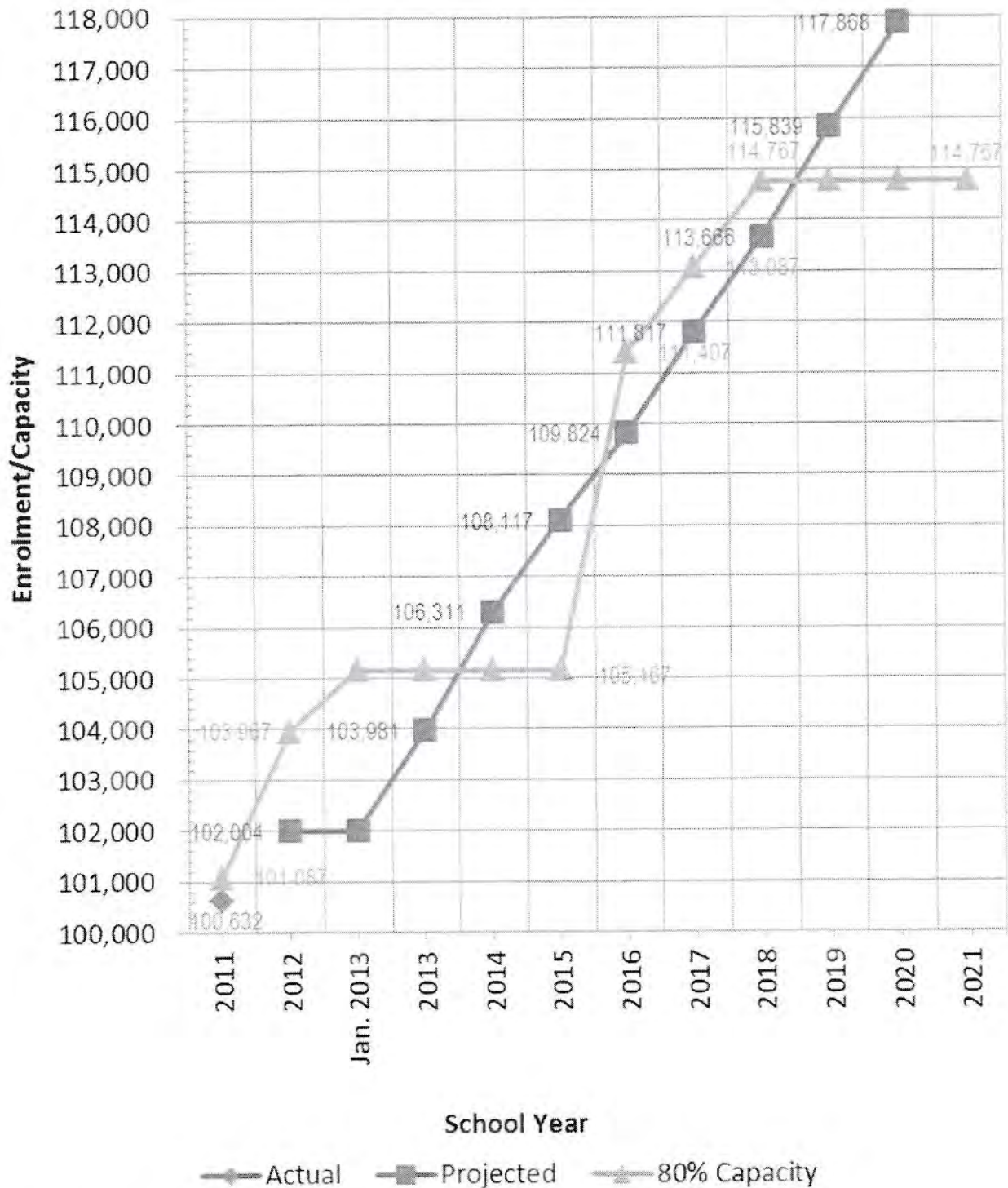
New Schools List

Construction Ranking: Kindergarten to Grade 12				
School Communities				
Rank	Community	Points	Sector	Grade
1.	Saddle Ridge Middle	125	5	5-9
2.	Northeast High School	-	5	10-12
3.	Copperfield Elementary	100	9	K-4
4.	Evanston Elementary	100	4	K-4
5.	New Brighton Elementary	100	9	K-4
6.	New Brighton/Copperfield Middle	95	9	5-9
7.	Royal Oak/Rocky Ridge Middle	95	2	5-9
8.	Centennial HS Addition	-	9	10-12
9.	Evergreen Middle	90	9	5-9
10.	Panorama Hills Elementary	90	4	K-4
11.	Auburn Bay Elementary	85	9	K-4
12.	West Springs/Cougar Ridge Middle	85	6	5-9
13.	Springbank Hill Elementary	80	6	K-4
14.	Aspen Woods Elementary	75	6	K-4
15.	McKenzie Towne Middle	75	9	5-9
16.	Tuscany Elementary	75	1	K-4

Modernization Project List

Rank	Modernization	Area	Grade	Points
1.	Chinook Learning Services	IV	10-12	-
2.	Area I High Schools	I	10-12	-
3.	Christine Meikle School	II	Unique	-
4.	FNMI School	IV	K-4	-
5.	Area II and III High Schools	II & III	10-12	-
6.	Area V High Schools	V	10-12	-
7.	Altadore School	IV	K-6	435
8.	Nickle School	V	5-9	435
9.	Senator Patrick Burns School	II	5-9	430
10.	A.E. Cross School	IV	7-9	430
11.	Sir Wilfrid Laurier School	III	5-9	430
12.	Dr. J.K. Mulloy School	II	K-6	415
13.	Henry Wise Wood High School	V	9-12	410
14.	Simon Fraser School	I	5-9	410
15.	Elboya School	IV	K-9	400
16.	Woodman School	V	5-9	400
17.	Sir John A. Macdonald School	II	7-9	395
18.	Thomas B. Riley School	I	5-9	390
19.	Fairview School	V	5-9	390
20.	Sherwood School	IV	5-9	385

**Calgary Board of Education Actual/Projected Enrolments
and Capacity (2011-2021)**



2013-2016 SCHOOL CAPITAL PLAN PRIORITY LIST

New School Construction and Major Modernizations				Number of Years Listed in Capital Plan
Year 1: 2013-2014 School Capital Plan Priorities				
Priority Ranking – Project Description				
Community/School	Grade	Project Type	Cost (\$)	
1 Chinook Learning Services		Major Modernization	15,000,000	4
2 Saddle Ridge Middle	Gr. 5-9	New School	26,000,000	4
3 Northeast High School	Gr. 10-12	New School	50,000,000	7
4 Area I High Schools (CTS Program)	Gr. 10-12	Major Modernization	32,000,000	3
5 Copperfield Elementary	K-4	New School	14,500,000	6
6 Evanston Elementary	K-4	New School	14,500,000	2
7 New Brighton Elementary	K-4	New School	14,500,000	4
8 Christine Meikle School	Gr. 7-12	Major Modernization	12,000,000	3
9 New Brighton/Copperfield Middle	Gr. 5-9	New School	26,000,000	3
10 Royal Oak/Rocky Ridge Middle	Gr. 5-9	New School	26,000,000	7
11 First Nations, Métis, and Inuit School	K-4	Major Modernization	23,000,000	5
12 Centennial High School Addition	Gr. 10-12	New Addition	8,000,000	3
13 Area II & III High Schools (CTS Program)	Gr. 10-12	Major Modernization	43,000,000	3
14 Evergreen Middle	Gr. 5-9	New School	26,000,000	7
15 Panorama Hills Elementary ⁽²⁾	K-4	New School	14,500,000	1
16 Area V High Schools (CTS Program)	Gr. 10-12	Major Modernization	25,000,000	3
Year 1 Total			370,000,000	
Year 2 and Year 3: 2014-2015 and 2015-2016 School Capital Plan Priorities				
17 Auburn Bay Elementary	K-4	New School	14,500,000	1
18 West Springs/Cougar Ridge Middle	Gr. 5-9	New School	26,000,000	6
19 Springbank Hill Elementary	K-4	New School	14,500,000	4
20 Altadore School	K-6	Major Modernization	9,000,000	4
21 Nickle School	Gr. 5-9	Major Modernization	12,000,000	4
22 Senator Patrick Burns School	Gr. 5-9	Major Modernization	13,000,000	4
23 A.E. Cross School	Gr. 7-9	Major Modernization	16,000,000	3
24 Sir Wilfrid Laurier School	Gr. 5-9	Major Modernization	11,000,000	4
25 Dr. J.K. Mulloy School	K-6	Major Modernization	10,000,000	4
26 Aspen Woods Elementary	K-4	New School	14,500,000	0
27 McKenzie Towne Middle	Gr. 5-9	New School	26,000,000	9
28 Tuscany Elementary ⁽²⁾	K-4	New School	14,500,000	3
29 Henry Wise Wood High School	Gr. 9-12	Major Modernization	20,000,000	3
30 Simon Fraser School	Gr. 5-9	Major Modernization	13,000,000	0
31 Elboya School	K-9	Major Modernization	16,000,000	4
32 Woodman School	Gr. 5-9	Major Modernization	14,000,000	3
33 Sir John A. MacDonald School	Gr. 7-9	Major Modernization	12,000,000	3
34 Thomas B. Riley School	Gr. 5-9	Major Modernization	11,000,000	4
35 Fairview School	Gr. 5-9	Major Modernization	14,000,000	4
36 Sherwood School	Gr. 5-9	Major Modernization	16,000,000	8
Year 2 and Year 3 Total			297,000,000	
GRAND TOTAL			667,000,000	



Calgary Board of Education

Three-Year School Capital Plan

2013 - 2016

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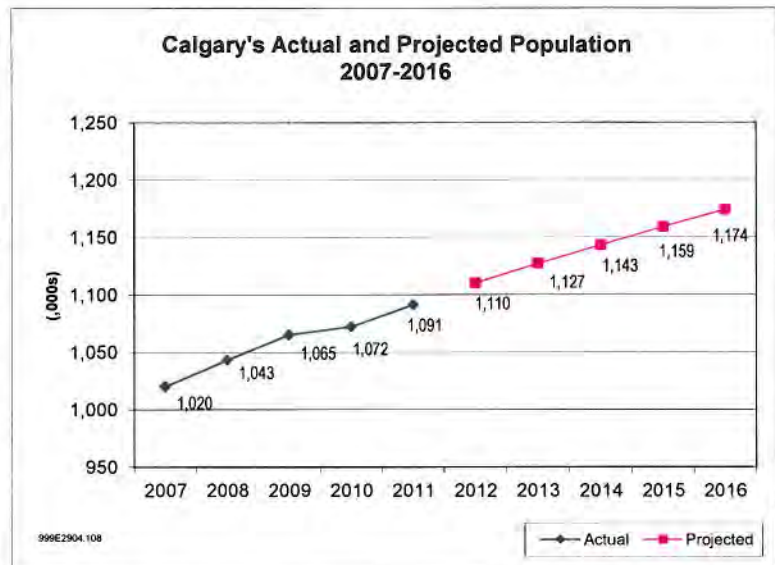
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EXECUTIVE SUMMARY

This Three-Year School Capital Plan 2013-2016 is an analysis of the CBE's forecasted school capital needs, as assessed at the present time.

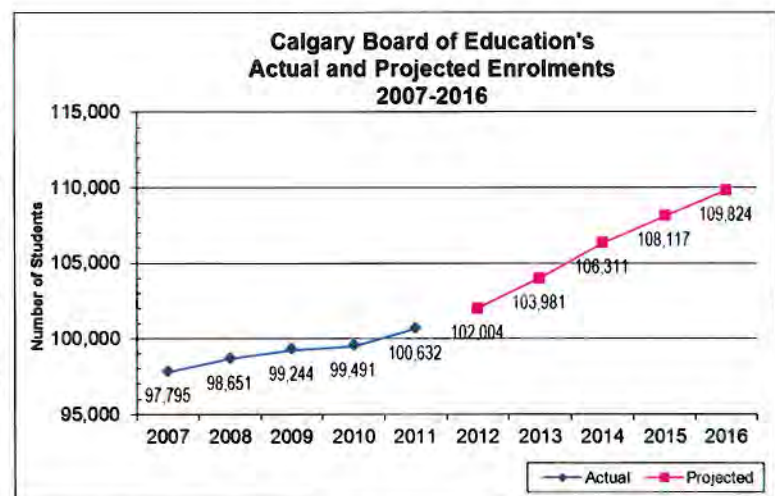
1. Calgary Population

Calgary has experienced tremendous growth over the past decade. One indicator of the magnitude of growth is the increase in Calgary's population by 99,177 persons in the last five years, an average of 19,835 persons per year. The City of Calgary (the City) has forecast that the total population of Calgary will reach 1,174,100 in 2016 up from the total 1,090,936 in April 2011. This five-year forecast represents an average annual increase of 16,633 persons during this period.



2. Student Enrolment

The CBE's current student enrolment of 100,632 is forecast to increase to 109,824 students in 2016. The largest increase over the five-year timeframe will be Grades 1-3 students followed by Grades 4-6 students. The Grades 10-12 enrolment is projected to decline by 693 students.



Note: Enrolment excludes Chinook Learning and CBeLearn

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 2011-2015	
Area	Population Forecast
Area I	5,600-5,800
Area II	16,300-18,400
Area III	8,900-9,800
Area IV	8,000-8,800
Area V	38,000-42,000

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 2010-2011 and the Three-Year Education Plan 2011-2014 on December 6, 2011.

5. Schools Under Construction and Approvals

The Province is constructing four middle schools and one senior high school as part of the Alberta Schools Alternative Procurement Phase II. The schools are well under construction and the middle schools are expected to open for the 2012-2013 school year.

Future School Openings				
School Year Opening	School/Community	Grade	Approved Capacity	Approval Date
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
	Northwest Calgary High	Grades 10-12	1,500	January 30, 2008
Total School Space Capacity			5,100	

Over the next two school years approximately 5,100 additional student spaces will be built from schools approved, and under construction.

6. Capital Priorities – New School Construction

There are 16 new school construction projects in the Three-Year School Capital Plan 2013-2016.

Table 1: New School Construction			
Three-Year School Capital Plan 2013-2016 Priorities			
Priority Ranking – Project Description			
YEAR 1			
Community/School	Grade	Project Type	Cost (\$)
C-1 Saddle Ridge Middle	Gr. 5-9	New School	26,000,000
C-2 Northeast High School	Gr. 10-12	New School	50,000,000
C-3 Copperfield Elementary	K-4	New School	14,500,000
C-4 Evanston Elementary	K-4	New School	14,500,000
C-5 New Brighton Elementary	K-4	New School	14,500,000
C-6 New Brighton/Copperfield Middle	Gr. 5-9	New School	26,000,000
C-7 Royal Oak/Rocky Ridge Middle	Gr. 5-9	New School	26,000,000
C-8 Centennial High School Addition	GR. 10-12	Addition	8,000,000
C-9 Evergreen Middle	Gr. 5-9	New School	26,000,000
C-10 Panorama Hills Elementary (2)	K-4	New School	14,500,000
YEAR 1 TOTAL			220,000,000
YEAR 2 and YEAR 3			
Community/School	Grade	Project Type	Cost (\$)
C-11 Auburn Bay Elementary	K-4	New School	14,500,000
C-12 West Springs/Cougar Ridge Middle	Gr. 5-9	New School	26,000,000
C-13 Springbank Hill Elementary	K-4	New School	14,500,000
C-14 Aspen Woods Elementary	K-4	New School	14,500,000
C-15 McKenzie Towne Middle	Gr. 5-9	New School	26,000,000
C-16 Tuscany Elementary (2)	K-4	New School	14,500,000
YEAR 3 TOTAL			110,000,000
Total			330,000,000

Number of Years Listed in Capital Plan
4
7
6
2
4
3
7
3
7
1

1
6
4
0
9
3

7. Capital Priorities – Major Modernization Projects

There are 20 major modernization projects in the Three-Year School Capital Plan 2013-2016.

Table 2: School Major Modernizations				Number of Years Listed in Capital Plan
Three-Year School Capital Plan 2013-2016 Priorities				
YEAR 1				
Community/School	Grade	Project Type	Cost (\$)	
M-1 Chinook Learning Services		Major Modernization	15,000,000	4
M-2 Area I High Schools (CTS Program)	Gr. 10-12	Major Modernization	32,000,000	3
M-3 Christine Meikle School	Gr. 7-12	Major Modernization	12,000,000	3
M-4 First Nations, Métis, and Inuit School	K-4	Major Modernization	23,000,000	5
M-5 Area II and III High Schools (CTS Program)	Gr. 10-12	Major Modernization	43,000,000	3
M-6 Area V High Schools (CTS Program)	Gr. 10-12	Major Modernization	25,000,000	3
YEAR 1 TOTAL			150,000,000	
YEAR 2 and YEAR 3				
Community/School	Grade	Project Type	Cost (\$)	
M-7 Altadore School	K-6	Major Modernization	9,000,000	4
M-8 Nickle School	Gr. 5-9	Major Modernization	12,000,000	4
M-9 Senator Patrick Burns School	Gr. 5-9	Major Modernization	13,000,000	4
M-10 A.E. Cross School	Gr. 7-9	Major Modernization	16,000,000	3
M-11 Sir Wilfrid Laurier School	Gr. 5-9	Major Modernization	11,000,000	4
M-12 Dr. J.K. Mulloy School	K-6	Major Modernization	10,000,000	4
M-13 Henry Wise Wood High School	Gr. 9-12	Major Modernization	20,000,000	3
M-14 Simon Fraser School	Gr. 5-9	Major Modernization	13,000,000	0
M-15 Elboya School	K-9	Major Modernization	16,000,000	4
M-16 Woodman School	Gr. 5-9	Major Modernization	14,000,000	3
M-17 Sir John A. Macdonald School	Gr. 7-9	Major Modernization	12,000,000	3
M-18 Thomas B. Riley School	Gr. 5-9	Major Modernization	11,000,000	4
M-19 Fairview School	Gr. 5-9	Major Modernization	14,000,000	4
M-20 Sherwood School	Gr. 5-9	Major Modernization	16,000,000	8
YEAR 2 and YEAR 3 TOTAL			187,000,000	
GRAND TOTAL			337,000,000	

8. Projected Opening Dates for Career and Technology Studies Curriculum

The following table indicates the projected opening dates to meet the planned CBE strategy to address the new Career and Technology Studies (CTS) curriculum.

Area	Projected Opening Date
Area I High Schools	September 2013
Area II and III High Schools	September 2014
Area V High Schools	September 2015

9. Capital Priorities – New Construction & Major Modernizations

There are 36 new construction and major modernization projects in the three-Year School Capital Plan 2013-2016.

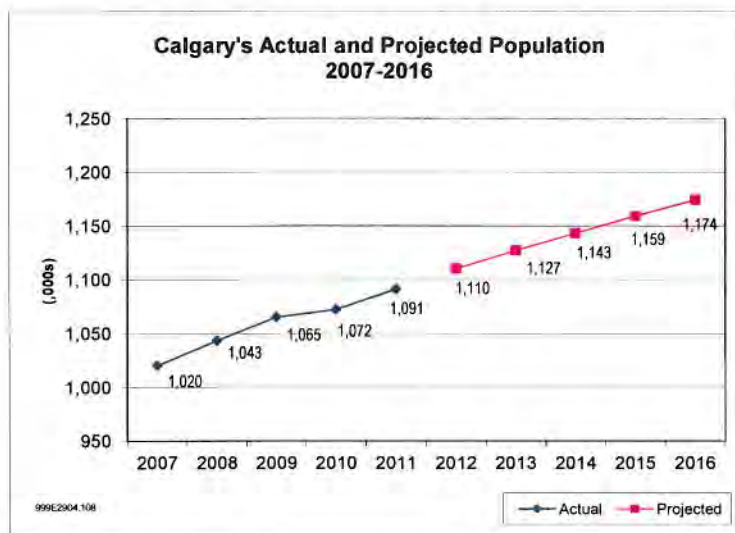
Table 3: New School Construction and Major Modernizations				Number of Years Listed in Capital Plan
Year 1: 2013-2014 School Capital Plan Priorities				
Priority Ranking – Project Description				
Community/School	Grade	Project Type	Cost (\$)	
1 Chinook Learning Services		Major Modernization	15,000,000	4
2 Saddle Ridge Middle	Gr. 5-9	New School	26,000,000	4
3 Northeast High School	Gr. 10-12	New School	50,000,000	7
4 Area I High Schools (CTS Program)	Gr. 10-12	Major Modernization	32,000,000	3
5 Copperfield Elementary	K-4	New School	14,500,000	6
6 Evanston Elementary	K-4	New School	14,500,000	2
7 New Brighton Elementary	K-4	New School	14,500,000	4
8 Christine Meikle School	Gr. 7-12	Major Modernization	12,000,000	3
9 New Brighton/Copperfield Middle	Gr. 5-9	New School	26,000,000	3
10 Royal Oak/Rocky Ridge Middle	Gr. 5-9	New School	26,000,000	7
11 First Nations, Métis, and Inuit School	K-4	Major Modernization	23,000,000	5
12 Centennial High School Addition	Gr. 10-12	New Addition	8,000,000	3
13 Area II & III High Schools (CTS Program)	Gr. 10-12	Major Modernization	43,000,000	3
14 Evergreen Middle	Gr. 5-9	New School	26,000,000	7
15 Panorama Hills Elementary ⁽²⁾	K-4	New School	14,500,000	1
16 Area V High Schools (CTS Program)	Gr. 10-12	Major Modernization	25,000,000	3
Year 1 Total			370,000,000	
Year 2 and Year 3: 2014-2015 and 2015-2016 School Capital Plan Priorities				
17 Auburn Bay Elementary	K-4	New School	14,500,000	1
18 West Springs/Cougar Ridge Middle	Gr. 5-9	New School	26,000,000	6
19 Springbank Hill Elementary	K-4	New School	14,500,000	4
20 Altadore School	K-6	Major Modernization	9,000,000	4
21 Nickle School	Gr. 5-9	Major Modernization	12,000,000	4
22 Senator Patrick Burns School	Gr. 5-9	Major Modernization	13,000,000	4
23 A.E. Cross School	Gr. 7-9	Major Modernization	16,000,000	3
24 Sir Wilfrid Laurier School	Gr. 5-9	Major Modernization	11,000,000	4
25 Dr. J.K. Mulloy School	K-6	Major Modernization	10,000,000	4
26 Aspen Woods Elementary	K-4	New School	14,500,000	0
27 McKenzie Towne Middle	Gr. 5-9	New School	26,000,000	9
28 Tuscany Elementary ⁽²⁾	K-4	New School	14,500,000	3
29 Henry Wise Wood High School	Gr. 9-12	Major Modernization	20,000,000	3
30 Simon Fraser School	Gr. 5-9	Major Modernization	13,000,000	0
31 Elboya School	K-9	Major Modernization	16,000,000	4
32 Woodman School	Gr. 5-9	Major Modernization	14,000,000	3
33 Sir John A. MacDonald School	Gr. 7-9	Major Modernization	12,000,000	3
34 Thomas B. Riley School	Gr. 5-9	Major Modernization	11,000,000	4
35 Fairview School	Gr. 5-9	Major Modernization	14,000,000	4
36 Sherwood School	Gr. 5-9	Major Modernization	16,000,000	8
Year 2 and Year 3 Total			297,000,000	
GRAND TOTAL			667,000,000	

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 104,182 students (includes Adult Education) through 221 schools with 8,783 permanent employees and an operating budget of \$1,120 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 99,177 persons between 2006 and 2011, at an average of 19,835 persons per year.

The population grew from 1,071,515 in April 2010 to 1,090,936 in April 2011, an increase of 19,421 (1.8%). The population growth was contributable to an equal balance of natural increase (9,858) and net migration (9,563).



The City of Calgary's report, *Calgary and Region Economic Outlook 2011-2021* (October 2011), identifies continued strong growth for Calgary. The City forecast indicates the total population of Calgary will reach 1,174,100 in 2016, an increase of 83,164 persons from the 1,090,936 total as at April 2011 by the Civic Census. The five-year population forecast to 2016 represents an average

increase of 16,633 persons per year during this period and represents a reduced pace from the previous five-year period.

Calgary Total Population (,000s)										
Actual						Projected				
2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
992	1,020	1,043	1,065	1,072	1,091	1,110	1,127	1,143	1,159	1,174

Calgary and Region Economic Outlook 2011-2016 (October 2011)

1.1 CBE Student Enrolment

Total enrolment of 104,182 students was reported on September 30, 2011, and consists of 100,632 pre-Kindergarten to Grade 12 plus 3,550 enrolled at Chinook Learning Services and CBe-learn. This count included 1,041 students 20 years old or older on September 1 who are currently not eligible for funding.

Enrolment increased by 1,265 students from September 30, 2010, to September 30, 2011, with notable increase at Kindergarten and Division I (Grades 1-3). This increase is mainly due to high birth rates and a slight increase in CBE's market share.

Parents and students continue to access program choices offered by the Calgary Board of Education. From September 30, 2010, to September 30, 2011, enrolment in alternative programs increased by 1,128 students or 6%. Enrolment in alternative programs is 18,324 of which 10,275 are enrolled in language programs (French Immersion, Spanish Bilingual, German Bilingual and Chinese (Mandarin) Bilingual) and 4,628 in Traditional Learning Centres.

The following table provides a summary of enrolments including Unique settings, Outreach Programs, Chinook Learning, and CBe-learn from September 30, 2007, to September 30, 2011.

Five-Year History of Enrolments by Division 2007-2011					
	2007	2008	2009	2010	2011
Pre-Kindergarten	0	0	0	38	51
Kindergarten	6,604	7,082	7,202	7,459	7,718
Grades 1-3	20,773	21,299	21,741	22,443	23,421
Grades 4-6	20,773	20,730	20,742	20,436	20,593
Grades 7-9	22,281	22,194	22,111	21,693	21,505
Grades 10-12	25,843	25,712	25,721	25,667	25,547
Outreach and Unique Settings	1,521	1,634	1,727	1,755	1,797
Sub-Total	97,795	98,651	99,244	99,491	100,632
Chinook Learning Services	2,589	2,492	2,447	2,789	2,935
CBe-learn	651	679	685	637	615
Total	101,685	101,035	101,822	102,917	104,182

Five-Year Enrolment Projections

CBE's current enrolment of 104,182 students is forecast to increase to 114,424 students by 2016. An increase of 10,242 students is projected averaging 2,000 additional students annually. The largest increase over this five-year timeframe is projected to be in Division I (Grades 1-3) followed by Division II (Grades 4-6). Junior high enrolment (Grades 7-9) is projected to decline slightly over the next two years and increase again starting in 2014. Senior high enrolment (Grades 10-12) is projected to decline over this timeframe; however, looking ahead to 2018, it is anticipated that enrolment will return to current numbers and increase into the future.

Enrolment in Outreach Programs, Unique Settings and CBe-learn assumes current enrolment patterns. The increase at Chinook Learning Services assumes that the Education Act changes to include funding for 21-year-olds, effective 2014. A summary of the September 2011 actual student enrolments and September 2012-2016 projected enrolments are below:

Five-Year Enrolment Projections 2012-2016						
	Actual 2011	Projected				
		2012	2013	2014	2015	2016
Pre-Kindergarten	51	60	60	60	60	60
Kindergarten	7,718	8,157	8,646	8,835	8,283	8,283
Grades 1-3	23,421	24,003	25,081	26,325	27,749	27,883
Grades 4-6	20,593	21,000	21,786	22,736	23,301	24,347
Grades 7-9	21,505	21,465	21,221	21,383	21,800	22,616
Grades 10-12	25,547	25,541	25,408	25,192	25,143	24,854
Outreach and Unique Settings	1,797	1,780	1,780	1,780	1,780	1,780
Sub-Total	100,632	102,004	103,981	106,311	108,117	109,824
Chinook Learning	2,935	3,000	3,150	3,310	3,800	3,950
CBe-learn	615	650	650	650	650	650
Total Student Count	104,182	105,654	107,781	110,271	112,567	114,424

- CBe-learn and Chinook Learning Services accept registrations on an on-going basis.
- All projections are subject to annual review and update.
- Projections use September 30, 2011, enrolments as a base.

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 24 new and developing municipal communities (Suburban Residential Growth, April 2011) in various stages of development. The large number of concurrently developing communities puts increased pressure on the CBE to meet the expectations of parents for school construction in their community. Although the number of communities has declined over the last decade, it is somewhat impacted by the size of the communities being planned and built today. Today's communities are much larger than they have been historically. Although there are fewer communities, the land supply is essentially the same.

The top ten developing communities to receive residential building permit applications in Calgary for 2011 were:

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

(Source: Suburban Residential Growth 2011-2015, p. A16, A17)

Forecasted Suburban Growth – 2011-2015

The *Suburban Residential Growth 2011-2015* indicates that 99% of the population growth over the past five years (2006-2010) has been in the developing communities. The new Calgary Municipal Development Plan supports more intensification into developed areas of Calgary; however, forecasts over the next five years estimate 99% of the population growth will continue to occur in the new suburbs.

There are 40,500 new housing units forecasted for 2011-2015, city-wide. Of the total units forecast, The City of Calgary estimates that 75% (30,390 total units) is projected to go to new communities.

A summary of the 2011-2015 period forecast for urban growth for suburban locations is as follows (see **Map 1**):

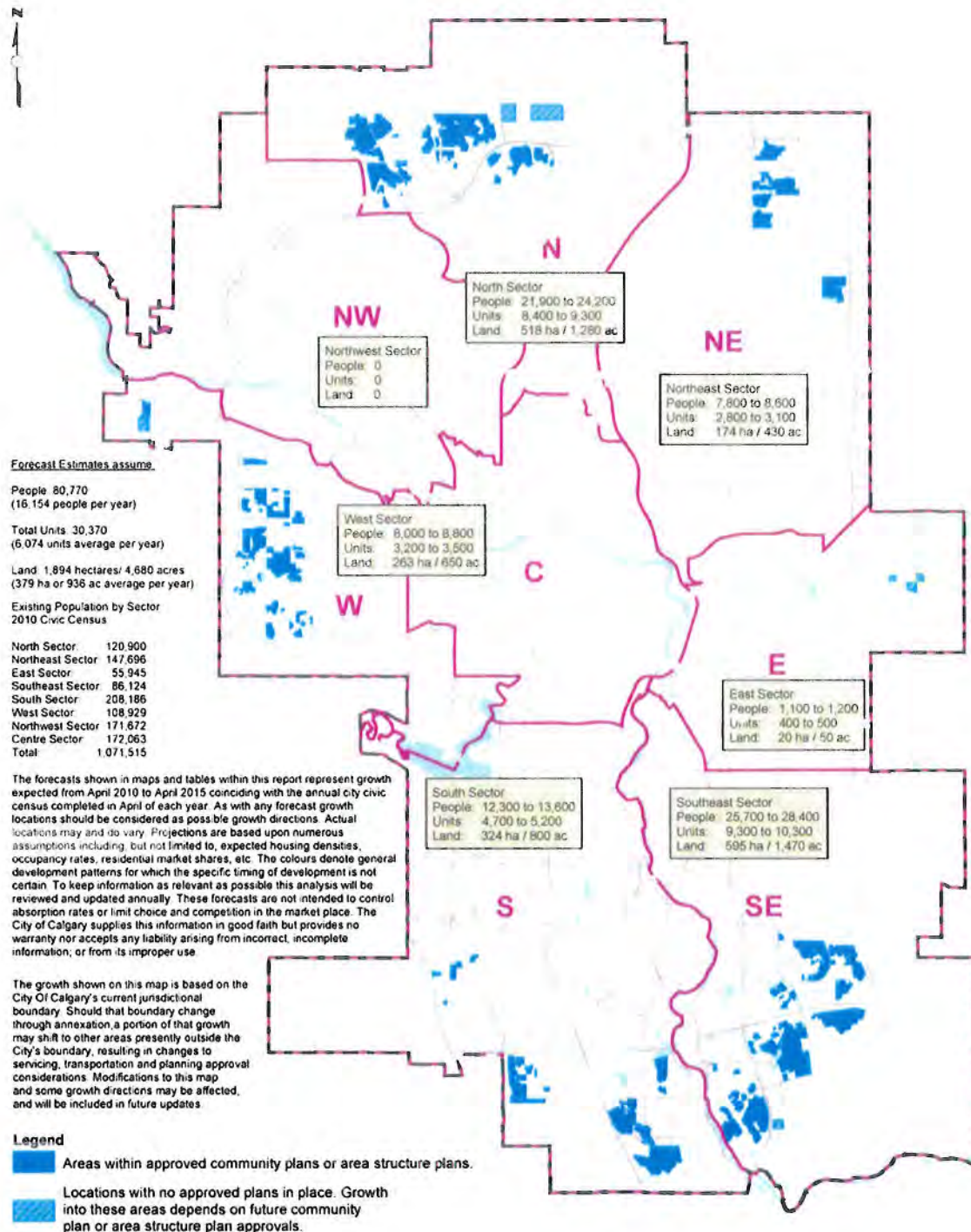
City Growth Trends by City Sector 2011-2015				
Sector	Housing Units	Population Forecast	Hectares	Acres
Northwest	0	0	0	0
North	8,400-9,300	21,900-24,200	518	1,280
Northeast	2,800-3,100	7,800-8,600	174	430
East	400-500	1,100-1,200	20	50
Southeast	9,300-10,300	25,700-28,400	595	1,470
South	4,700-5,200	12,300-13,600	324	800
West	3,200-3,500	8,000-8,800	263	650

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 2011-2015	
Area	Population Forecast
Area I	5,600-5,800
Area II	16,300-18,400
Area III	8,900-9,800
Area IV	8,000-8,800
Area V	38,000-42,000

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 approximately 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 2011-2015



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* intends to reduce the amount of growth allocated to the developing communities which is essentially 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 reprioritizing municipal investment to align with its long-term growth management strategy.

Calgary City Council has directed the City Administration to develop criteria for prioritization and sequencing of growth for the City. The intent is to develop a framework that will be used to make decisions on how Calgary will grow and develop over the next 60 years. The CBE participated in the stakeholder forums during fall 2011 as part of the City's growth management criteria development. The City Administration has reported back to the Standing Policy Committee on Land Use, Planning and Transportation (LPT) on December 14, 2011, with recommended criteria. Work is ongoing with this project to establish how growth and change will be managed by the City in the future.

The CBE has advocated, as part of the growth management process, that the City should have more short-term targets of 5, 10 and 15 years to monitor progress toward growth allocated to the developing communities in relation to the inner-city and established areas. This would enable monitoring of short-term and mid-term benchmarks in reaching the 30-year target of the plan for growth into established areas of 33% and the 60-year target of 50% growth to established areas. Intensification of built-up areas, as advocated by *Plan It Calgary*, may positively impact the population in the established and mature communities and may increase student enrolments for CBE schools in these areas.

The CBE has identified concerns over the past decade, in annual school capital plans, regarding the large number of concurrently developing communities. The City supports an actively competitive land market in all areas of the city and there are 24 new and developing municipal communities in various stages of development. Although the number of communities has been reduced over the years, the CBE has indicated more orderly growth could be achieved by phasing growth into a smaller number of communities that are fully completed on a timely basis. The large number of communities in varying stages of development puts increased pressure on the CBE to meet the expectations of parents for new school construction in their community.

In terms of population increased from the April 2010 Census to the April 2011 Census, there were five communities that exceeded 1,000 persons population growth. Panorama Hills had the largest annual increase of 1,952 persons followed by Auburn Bay (1,552 persons), New Brighton (1,236 persons), Cranston (1,186 persons) and Skyview Ranch (1,093 persons).

In contrast, the largest increases in the established and inner-city communities were Beltline with a population increase of 654 persons, Downtown Commercial Core with a population increase of 503 persons and the CFB - Lincoln Park with 407 people. The Beltline and downtown have benefitted from higher density developments in these areas, while the CFB Lincoln Park community has been through intensification of Canadian Forces Base lands.

1.4 City of Calgary Annexation

Previously Annexed Lands

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

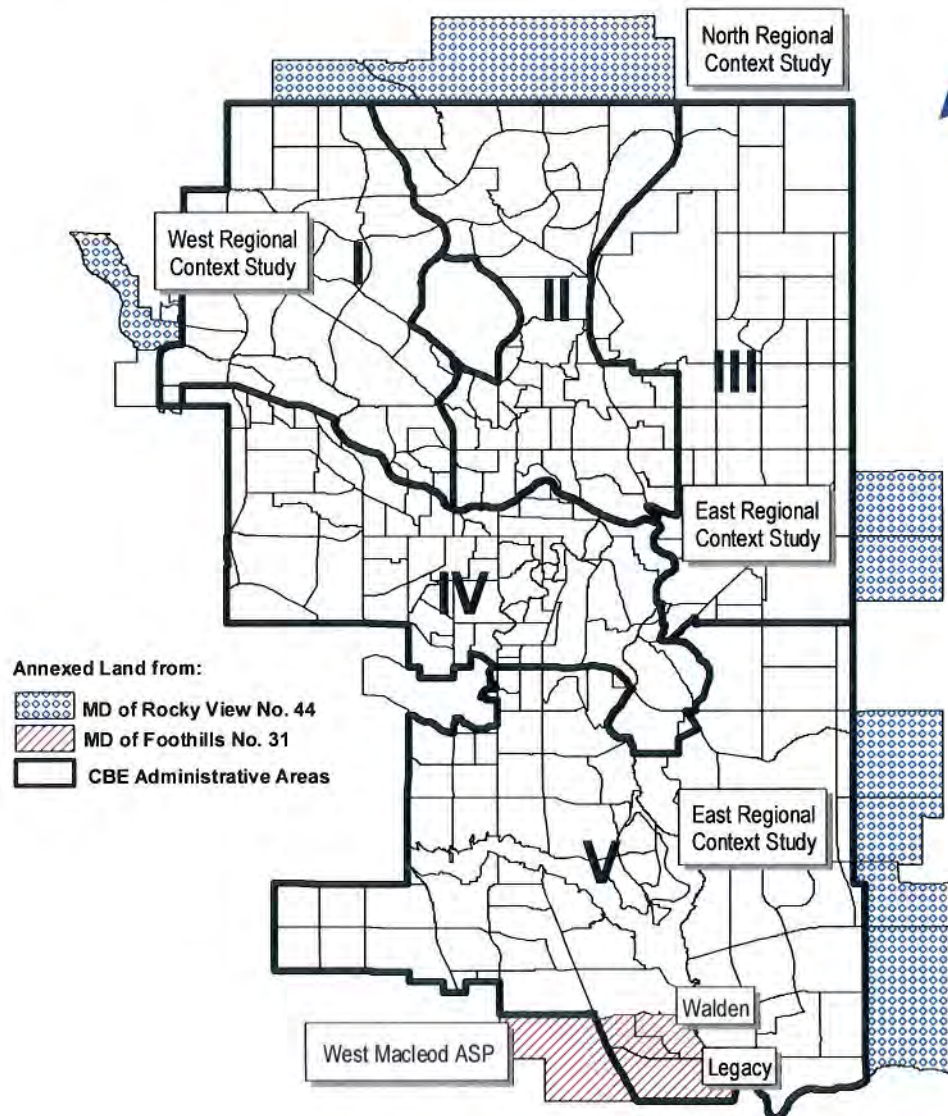
Annexed land in the south was added to the CBE boundary in June 2009 and consists of the communities of Walden and Legacy. Recently annexed land in the northwest has been added for a small extension to the Valley Ridge community in September 2011. Approximately 177 acres of land in the south have been removed from the City and CBE boundaries as part of the Spruce Meadows lands being added to the MD of Rocky View. These latter two changes are detailed at the end of this section in recent annexation activities.

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

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

- 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.

More detailed area structure plans are being undertaken to guide future planning in the annexed lands. CBE planning personnel have been participating in meetings, discussions and plan preparation, to enable long-term school planning in these new plan areas.



Prepared by Capital and Urban Planning
March 2010
Elayne\2010\2010 AVSchoo\Projects\Annexation Map

The **West Macleod Area Structure Plan** was approved November 2009 and will accommodate a population of approximately 28,000 persons. Planning since that date has been delayed. However, outline plans are expected to be submitted in the near future for development.

The **South Shepard Area Structure Plan** will accommodate a population of approximately 29,000 persons for the north

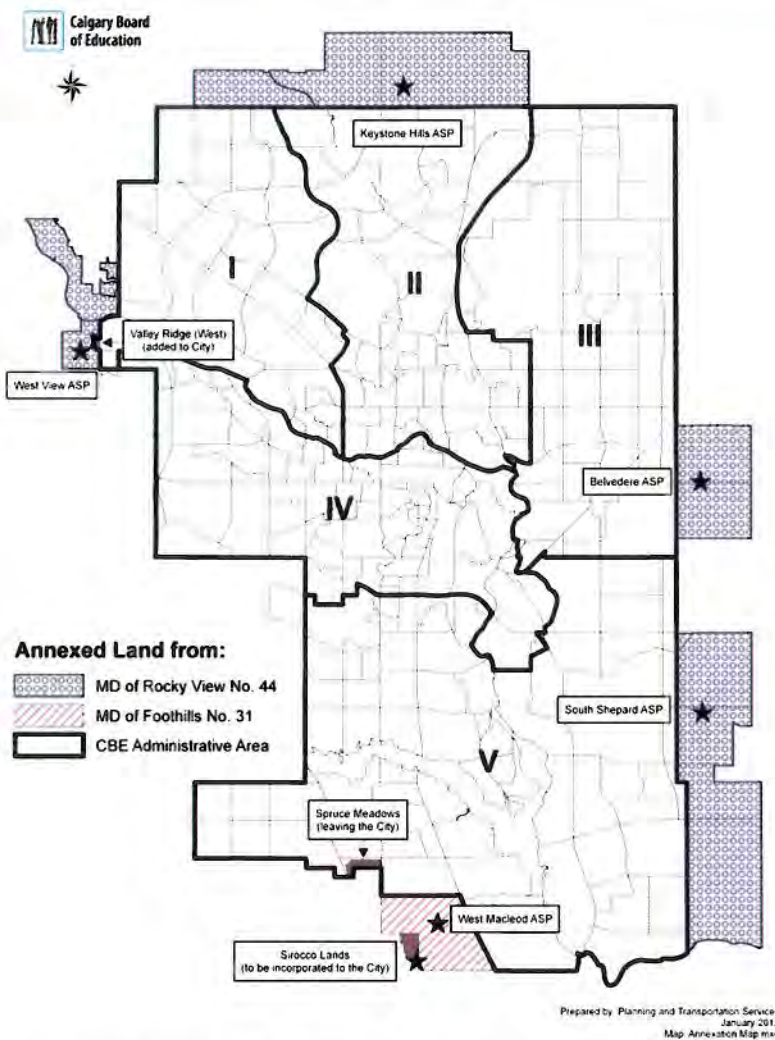
portion of the plan. This plan has been broken into two parts as there are issues related to environmental studies and the landfill site within the study area. The north portion of the plan is expected to be at City Council in spring 2012.

The **West View Area Structure Plan** will accommodate a population of approximately 8,300 persons. This ASP was to have been approved in 2011 but has been delayed due to issues related to an interchange at 133 Street NW and the TransCanada Highway.

The **Keystone Hills Area Structure Plan** in the north will accommodate a population of approximately 61,000 persons. The plan is currently in the approval stage and is expected to be at City Council in spring 2012.

The **Belvedere Area Structure Plan** on the east will accommodate a future population of approximately 57,000 persons. The plan is in the early stages of preparation and timings for approval are to be determined.

It is anticipated following approvals of the area structure plans and subsequent outline plans, that the CBE and Catholic Separate School District will request the Minister to include these lands as part of their respective school boundaries.



Prepared by Planning and Transportation Services
January 2012
Map: Annexation Map.mxd

In the next five years, population growth is expected to occur primarily in the developing Calgary communities, and there is a planned land supply that can accommodate approximately 270,000 persons. In the long term, the newly-annexed areas will also add approximately 350,000 to 400,000 new residents to the City.

Recent Annexation Activities

Spruce Meadows and Sirocco Lands

In June 2010, the City of Calgary 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 desired 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 annexed approximately 136 acres to its municipal boundary. In return, the City annexed approximately 177 acres (Sirocco Lands) from the Municipal District of Foothills.

The annexations have been approved by the Municipal Government Board and were approved by the Legislature retroactive to January 2011. A ministerial order was received September 12, 2011, to the CBE and other affected Boards related to the annexation and adjustments to school boundaries. The CBE school boundaries will be affected by the removal of the Spruce Meadows Lands.

The Sirocco Lands are outside of the CBE boundaries and will be part of the West Macleod Area Structure Plan within the City of Calgary boundaries. The West Macleod ASP lands will be incorporated into CBE boundaries when urban development warrants change.

Valley Ridge Extension

An extension to the Valley Ridge community had been approved by the City consisting of 35 acres of lands from the west annexation lands. The proposed development identified 175 housing units with a population of 510 people. Construction and house sales are ongoing and approximately 10-12 units were occupied between September and December 2011.

A ministerial order was received September 26, 2011, by the CBE Board Chair and other adjacent Board Chairs related to the annexation and adjustments to school boundaries. The CBE school boundaries will be adjusted by the addition of the Valley Ridge extension and removal from the Rocky View School Division. The extension is part of the Valley Ridge community and students are designated to the same schools as Valley Ridge community students.

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 key drivers of the *Three-Year School Capital Plan 2013-2016* will be to undertake the following types of projects:

- a) Program Delivery – Projects that were urgently required to enable the delivery of school programs e.g. Career and Technology Studies
- b) Neighbourhood Schools – New schools required in rapidly growing communities in order to minimize student travel times and meet community needs for a local school in their community.
- c) Aging Facilities – Older schools that require modernization, rehabilitation or replacement in order to provide appropriate learning environments for students. It is estimated the cost for the major maintenance and repair of CBE educational facilities is in excess of \$800 million.

A balanced approach for the plan will be developed to ensure CBE requirements are met through new school construction, school modernizations and projects to meet program delivery. High priority program delivery projects are listed below.

- Chinook Learning Services (CLS) – CLS has demonstrated a steady increase in enrolments over the past several years and this trend is expected to continue with changes to the Education Act to extend student funding beyond 19 years of age. The CBE vision is a major central campus and two other locations in the city.
- Career and Technology Studies – A planned CBE strategy to address new Career and Technology Studies (CTS) curriculum requires approval of modernization projects to be undertaken in schools in each of Areas I, II, III

and V. Selected schools will deliver CTS courses and programs at exploratory, specialized and credential levels.

- Christine Meikle School – A modernization at a school is needed for this unique setting for severe and complex student needs for 12 – 19 year old school students.
- First Nations, Métis and Inuit Schools – A modernization at a school is needed for this program which is open to all students who want an Aboriginal-based education.

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 2010-2011 and Three-Year Education Plan 2011-2014 on December 6, 2011. A summary of Facilities and Capital plans new school constructions projects and major modernization projects are included in the Three-Year Education Plan.

Long-range education plans will continue to be developed and these plans will form the basis of the annual School Capital Plan and the Ten-Year System Student Accommodation and Facilities Strategy to ensure that programs and services for students are provided in suitable facilities in appropriate locations.

Education planning information will be based on: the Three-Year Education Plan; Area Renewal Plans and other program development undertaken through the Chief Superintendent's office, School Support Services, and the respective Area Offices. This information, in conjunction with the Three-Year School Capital Plan, Three-Year System Student Accommodation Plan and facility information, will be used to determine the school programs and facility upgrade strategies for each school.

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

2.3 Administrative Areas and Space Utilization

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.

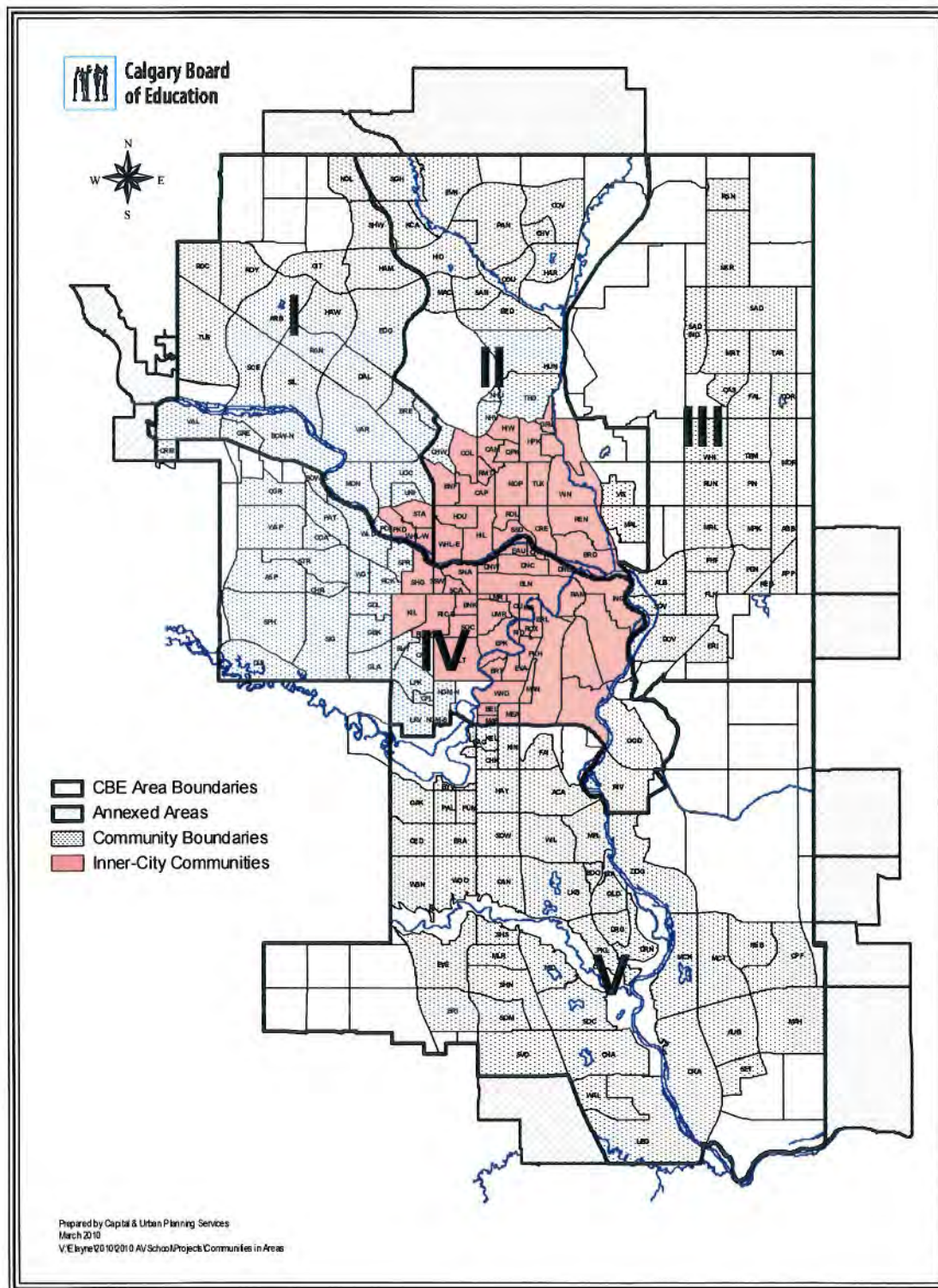
The CBE desires to use their facilities efficiently and continues to work towards an average 80% utilization rate. Given the constraints of the existing utilization formula and other influencing factors such as the Class Size Initiative, the CBE considers an 80% utilization rate a reasonable target. Currently, the CBE's overall utilization rate by enrolment is 80%. The utilization rate is 76.8% for K-9 students and 90.4% 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 2015-2016 account for additional school capacity through new construction and capacity reductions through school closure and consolidation.

Area Utilization by Student Enrolment		
Area	2011-2012 Actual K-12 Utilization	2015-2016 Projections K-12 Utilization
I	85.27%	79.58%
II	83.05%	76.81%
III	81.33%	88.84%
IV	74.00%	77.02%
V	77.70%	81.71%
Total	80.03%	80.89%

Area Utilization by Student Residence		
Area	2011-2012 Actual K-12 Utilization	2015-2016 Projections K-12 Utilization
I	102.77%	94.20%
II	65.10%	63.98%
III	98.14%	98.67%
IV	72.91%	75.49%
V	79.79%	83.02%
Total	82.21%	82.24%

Municipal Communities in Areas (See List of Community Code Definitions)



Municipal Community Code Definitions

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

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 Planning and Transportation Services department in consultation with Area Directors. Administration is responsible for engaging internal and external stakeholders regarding student accommodation challenges. The System Student Accommodation Plan 2011-2014 was received for information at the June 14, 2011, Board of Trustees meeting.

Full Day Kindergarten

The Province has recently indicated they would like to review the learning benefits of full-day kindergarten. The Province plans to undertake a review of operational issues to better understand the implications of this possible future programming change.

In terms of the CBE schools, the mandating of full day kindergarten in all elementary schools would have significant planning, accommodation, staffing, transportation, community engagement and cost implications. Currently, 141 elementary schools provide kindergarten programs. Of these, only sixteen elementary schools and the Children's Village School offer full day kindergarten.

Should there be a provincial requirement for full day kindergarten, a number of schools at or near full capacity would have emergent space issues. There are approximately 50 schools where there would be insufficient space for a proposed full day kindergarten, and one or more classrooms would be needed beyond current capacity to meet this mandate. Possible impacts on 50 plus schools would be a change in grade levels provided in the schools and increased bus transportation of students.

The overall CBE school utilization rate would increase by three percent from 80% to 83% with full day kindergarten and, there are significant implications for many schools that are approaching, or at 100% utilization. Further detailed reviews of each school, and the cost implications involved, would need to be undertaken by the CBE.

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. Potential school space consolidation will be dependent upon future direction associated with full day kindergarten.

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 five schools that are under construction. There will be 5,100 student spaces added to the CBE over the next two 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.

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/SSAP2011-2014.pdf>

2.5 New School Construction and School Approvals

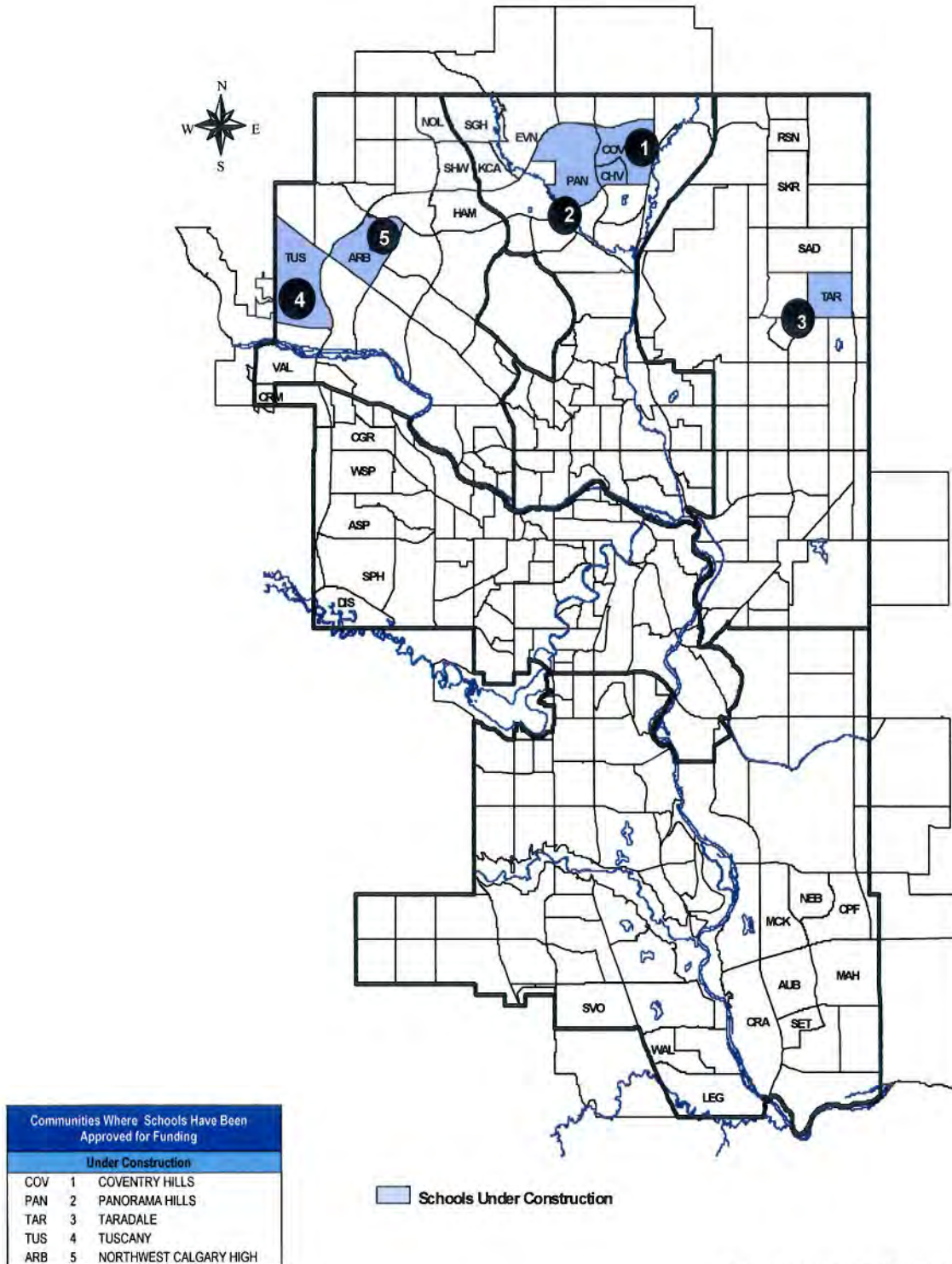
The Province undertook four middle schools and one senior high school as part of the Alberta Schools Alternative Procurement Phase II. The schools are well into construction and the middle schools are expected to open for the 2012-2013 school year.

Future School Openings				
School Year Opening	School	Grade	Approved Capacity	Approval Date
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			5,100	

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

Map 3

School Construction Projects



Prepared by Capital & Urban Planning Services
September 2011

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2.6 School Major Modernization

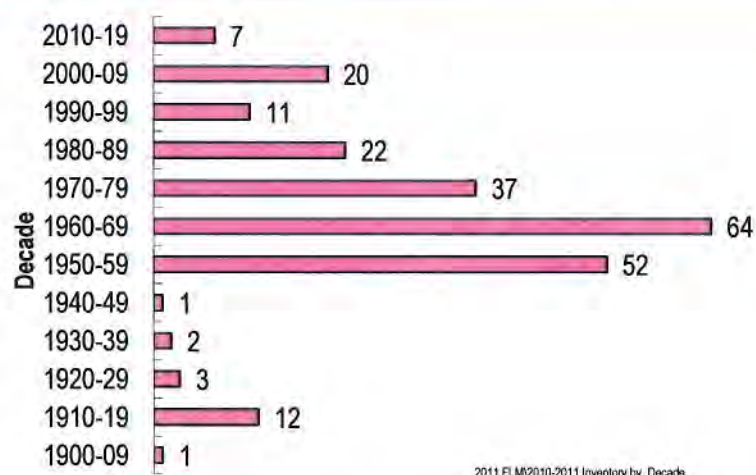
School major modernization projects provide for the renovation of whole or part of a school building for present and future educational programs to address physical obsolescence and/or improve functional adequacy and suitability. School major modernization projects should not exceed 75% of the replacement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

A modernization of Lord Shaughnessy High School to enable the delivery of the new Career and Technology Curriculum was approved for \$9 million. This project started in April 2010 and the projected completion date is scheduled for fall 2012.

A modernization of three school facilities to accommodate Chinook Learning Services was approved in 2011 for \$10.5 million. This project is currently in the planning stages.

From the 241 CBE-owned facilities, 232 are school buildings. One-hundred and thirty-eight 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



2011 FLM2010-2011 Inventory by Decade

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

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

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, Piitoayis Family School and Christine Meikle School have been placed in priority order. The remaining modernization priorities for the School Capital Plan are ranked. Key factors for ranking and the schools evaluated are in Appendix II.

2.7 Alternative Funding Models

In view of the lack of capital project approvals from the last four 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.

The CBE will actively engage the various levels of government to reduce and possibly eliminate the various regulatory barriers that exist, and prohibit the implementation of innovative and supplementary capital funding models and mechanisms. Administration continues to encourage the Provincial Government to make changes to the Capital Borrowing Regulation, to facilitate additional opportunities in support of alternative funding mechanisms in school districts. There is a need to reopen the School Act to facilitate these changes. The revisions to the School Act and subsequent revisions to the Capital Borrowing Regulations have now been further delayed until at least the spring of 2012.

To make effective use of all potential capital funding sources, the CBE continues to investigate and leverage alternative funding mechanisms to support the mitigation of the significant backlog in deferred maintenance within the CBE. Administration will continue to consider Performance Contracting in cases where this could be a viable financial model for attending to maintenance work that benefits the school learning environment.

2.8 Collaborative Initiatives with The City of Calgary

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

- The CBE sits on the Joint Use Coordinating Committee with the City and the Calgary Catholic School District that deal with joint-use school reserve sites.

- 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. The CBE has returned vacant school sites to the City, and the City is evaluating 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*. The CBE has participated recently with other stakeholder groups on "Framework for Growth and Change" activities that are currently being dealt with at City Council.
- 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 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 ranking criteria was approved by the Board of Trustees on November 16, 2010. 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 2013-2016 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**

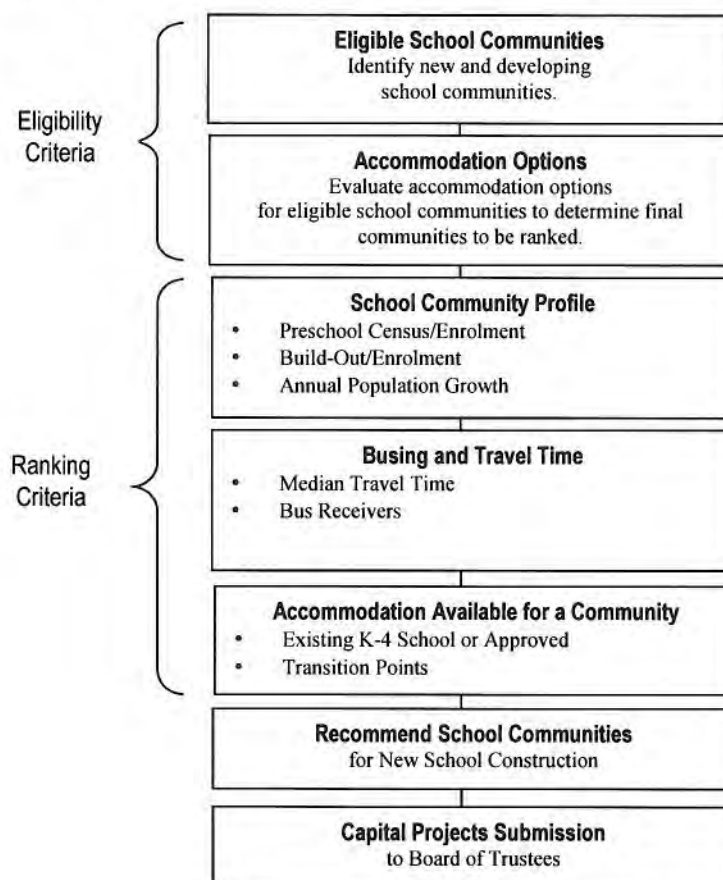
Point assignments are given to school communities based on Busing and Travel Time assessment. Based on this information, two categories have been developed for ranking purposes: median travel time and number of bus receivers.

- **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 2013-2016 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	150.06%	100.59%
Area II	58.57%	90.97%
Area III	139.95%	88.19%
Area IV	82.86%	89.02%
Area V	94.69%	87.68%

Notes:

- Student residence and enrolment as at September 30, 2011
- Capacity is based on Alberta Infrastructure's Area, Capacity and Utilization Report

Area I indicated a very strong demand based upon 150% utilization by residence and 101% utilization by enrolment 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 a 1,800-capacity senior high in the northeast. Utilization rates for the northeast are 140% utilization by residence and 88% 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 88% utilization by enrolment. Increased population growth in the developing communities in Area V will put pressure on existing schools. 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				
Rank	Community	Points	Sector	Grade
1	Saddle Ridge Middle	125	5	Gr. 5-9
2	Copperfield Elementary	100	9	K-4
3	Evanston Elementary	100	4	K-4
4	New Brighton Elementary	100	9	K-4
5	New Brighton/Copperfield Middle	95	9	Gr. 5-9
6	Royal Oak/Rocky Ridge Middle	95	2	Gr. 5-9
7	Evergreen Middle	90	9	Gr. 5-9
8	Panorama Hills Elementary ⁽²⁾	90	4	K-4
9	Auburn Bay Elementary	85	9	K-4
10	West Springs/Cougar Ridge Middle	85	6	Gr. 5-9
11	Springbank Hill Elementary	80	6	K-4
12	Aspen Woods Elementary	75	6	K-4
13	McKenzie Towne Middle	75	9	Gr. 5-9
14	Tuscany Elementary ⁽²⁾	75	1	K-4

Note:

- (2) is second elementary

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, preschool census) will be placed ahead as was the case of Copperfield (#2) over Evanston (#3) and New Brighton (#4). In the case of a tie of communities having schools, a middle school for Evergreen (#7) will rank ahead of Panorama Hills which has an elementary and a middle school (approved and under construction).

3.4 Construction Priorities: Senior High Schools

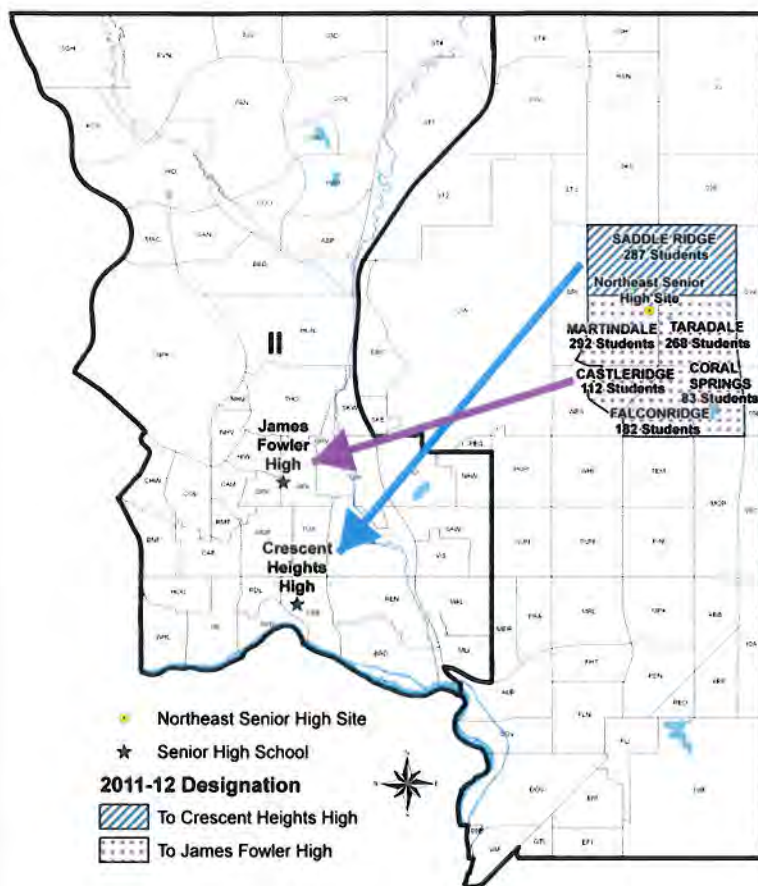
Senior high schools (see **Map 4**) are not ranked using point criteria but are recommended on the new school construction priority list based on need.

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 6,740 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 Forest Lawn (Area III).



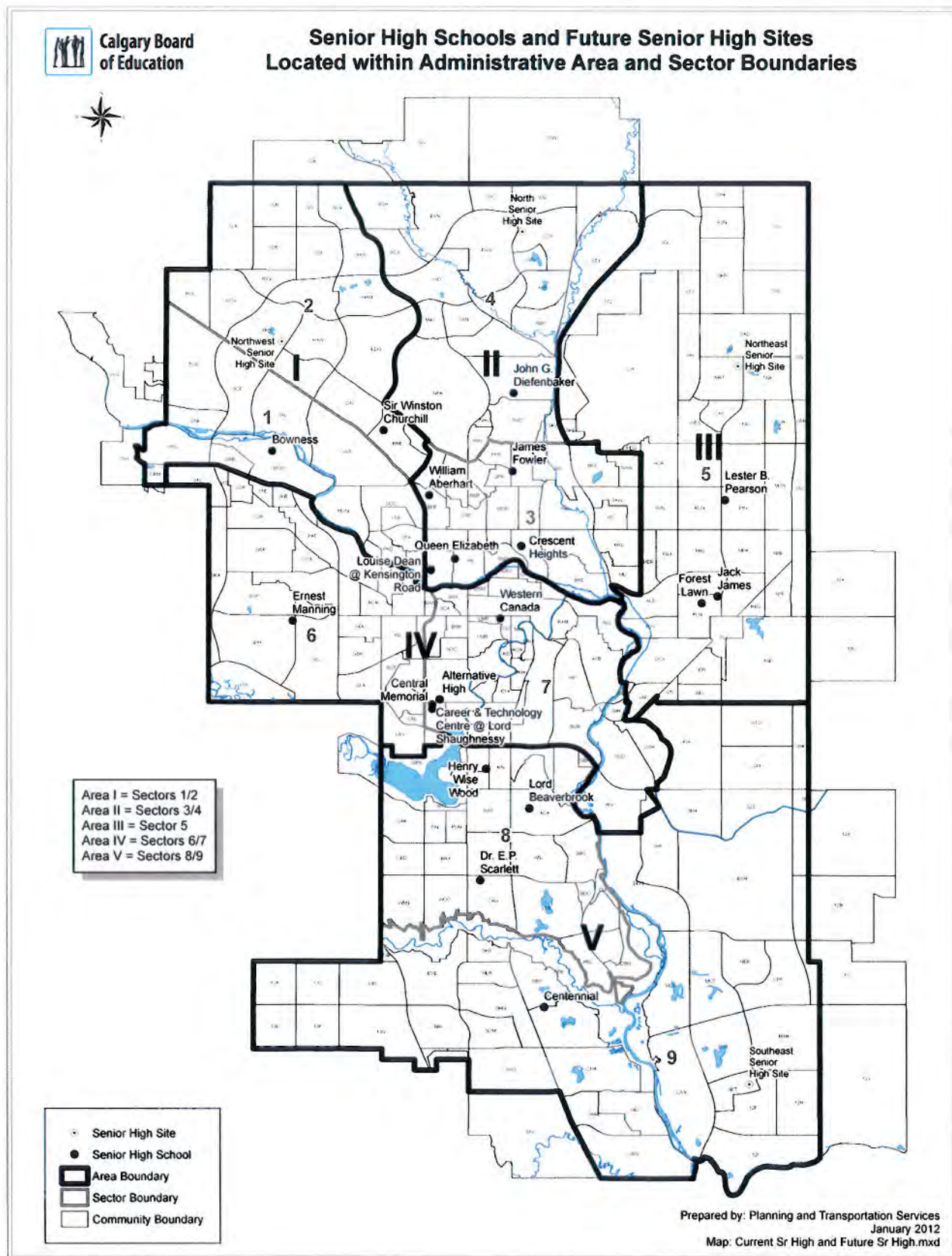
There are 1,224 students from communities north of McKnight Boulevard NE that attend James Fowler High School and Crescent Heights High School. Communities north of McKnight Boulevard NE will have a build-out population of 70,000 people and generate over 1,800 students in Grades 10-12.

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 also accommodates the recently opened Genesis Centre of Community Wellness. Partners of the project are: the Northeast Centre Community Society, YMCA, Public Library, and The City of Calgary.

Centennial High School

The current attendance area for Centennial High School includes the communities of Bridlewood, Chaparral, Evergreen, Midnapore, Millrise, Shawnee Slopes, Shawnessy, Somerset, and Sundance. The school has a capacity of 1807 students and is currently at 104% utilization rate based on September 30, 2011 enrolments. Additional space is required at Centennial High School to accommodate the anticipated growth of the developing communities in Area V.

A 400 student capacity addition at Centennial High School is identified as a priority project in this Three-Year School Capital Plan 2013-2016. The addition will also include space to deliver Career and Technology Study courses and programs to students at exploratory, specialized and credential levels.



4.0 THREE-YEAR SCHOOL CAPITAL PLAN 2013-2016 – 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. There has not been an approval since January 30, 2008, for new school construction and there is a backlog of 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 7.0) 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 2013-2016

Table 1: New School Construction				
Three-Year School Capital Plan 2013-2016 Priorities				
Priority Ranking – Project Description				
Community/School	Grade	Project Type	2011 Cost (\$)	
C-1 Saddle Ridge Middle	Gr. 5-9	New School	26,000,000	
C-2 Northeast Calgary High	Gr. 10-12	New School	50,000,000	
C-3 Copperfield Elementary	K-4	New School	14,500,000	
C-4 Evanston Elementary	K-4	New School	14,500,000	
C-5 New Brighton Elementary	K-4	New School	14,500,000	
C-6 New Brighton/Copperfield Middle	Gr. 5-9	New School	26,000,000	
C-7 Royal Oak/Rocky Ridge Middle	Gr. 5-9	New School	26,000,000	
C-8 Centennial High School	Gr. 10-12	New Addition	8,000,000	
C-9 Evergreen Middle	Gr. 5-9	New School	26,000,000	
C-10 Panorama Hills Elementary ⁽²⁾	K-4	New School	14,500,000	
C-11 Auburn Bay Elementary	K-4	New School	14,500,000	
C-12 West Springs/Cougar Ridge Middle	Gr. 5-9	New School	26,000,000	
C-13 Springbank Hill Elementary	K-4	New School	14,500,000	
C-14 Aspen Woods Elementary	K-4	New School	14,500,000	
C-15 McKenzie Towne Middle	Gr. 5-9	New School	26,000,000	
C-16 Tuscany Elementary ⁽²⁾	K-4	New School	14,500,000	
Total			330,000,000	

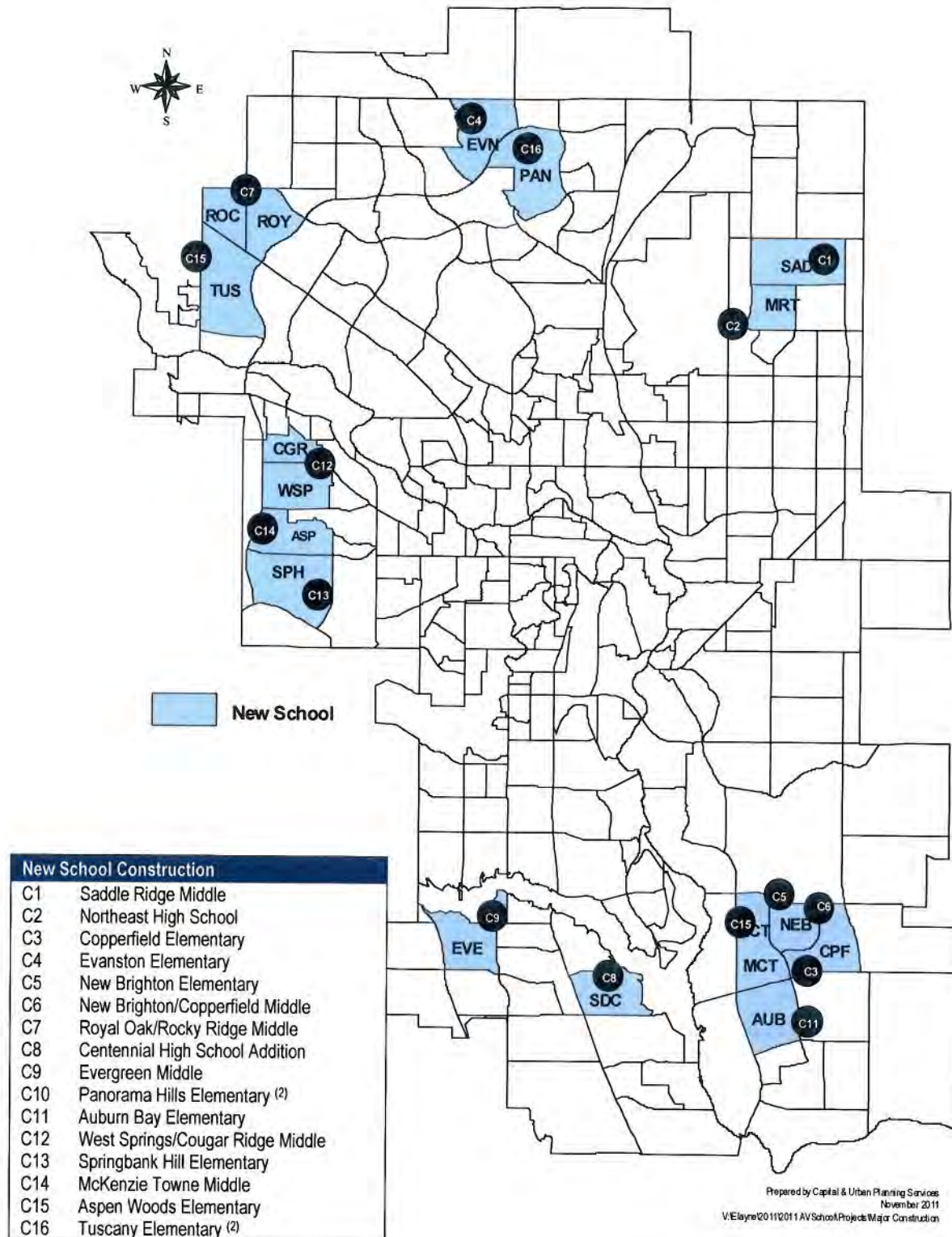
Note: ⁽²⁾ = second elementary school for the community

Table 2: School Major Modernizations				
Three-Year School Capital Plan 2013-2016 Priorities				
Community/School	Grade	Project Type	2012 Cost (\$)	
M-1 Chinook Learning Services		Major Modernization	15,000,000	
M-2 Area I High Schools (CTS Program)	Gr. 10-12	Major Modernization	32,000,000	
M-3 Christine Meikle School	Gr. 7-12	Major Modernization	12,000,000	
M-4 First Nations, Métis and Inuit Schools	K-6	Major Modernization	23,000,000	
M-5 Area II and III High Schools (CTS Program)	Gr. 10-12	Major Modernization	43,000,000	
M-6 Area V High Schools (CTS Program)	Gr. 10-12	Major Modernization	25,000,000	
M-7 Altadore School	K-6	Major Modernization	9,000,000	
M-8 Nickle School	Gr. 5-9	Major Modernization	12,000,000	
M-9 Senator Patrick Burns School	Gr. 5-9	Major Modernization	13,000,000	
M-10 A.E. Cross School	Gr. 7-9	Major Modernization	16,000,000	
M-11 Sir Wilfrid Laurier School	Gr. 5-9	Major Modernization	11,000,000	
M-12 Dr. J.K. Mulloy School	K-6	Major Modernization	10,000,000	
M-13 Henry Wise Wood High School	Gr. 9-12	Major Modernization	20,000,000	
M-14 Simon Fraser School	Gr. 5-9	Major Modernization	13,000,000	
M-15 Elboya School	K-9	Major Modernization	16,000,000	
M-16 Woodman School	Gr. 5-9	Major Modernization	14,000,000	
M-17 Sir John A. Macdonald School	Gr. 7-9	Major Modernization	12,000,000	
M-18 Thomas B. Riley School	Gr. 5-9	Major Modernization	11,000,000	
M-19 Fairview School	Gr. 5-9	Major Modernization	14,000,000	
M-20 Sherwood School	Gr. 5-9	Major Modernization	16,000,000	
Total			337,000,000	

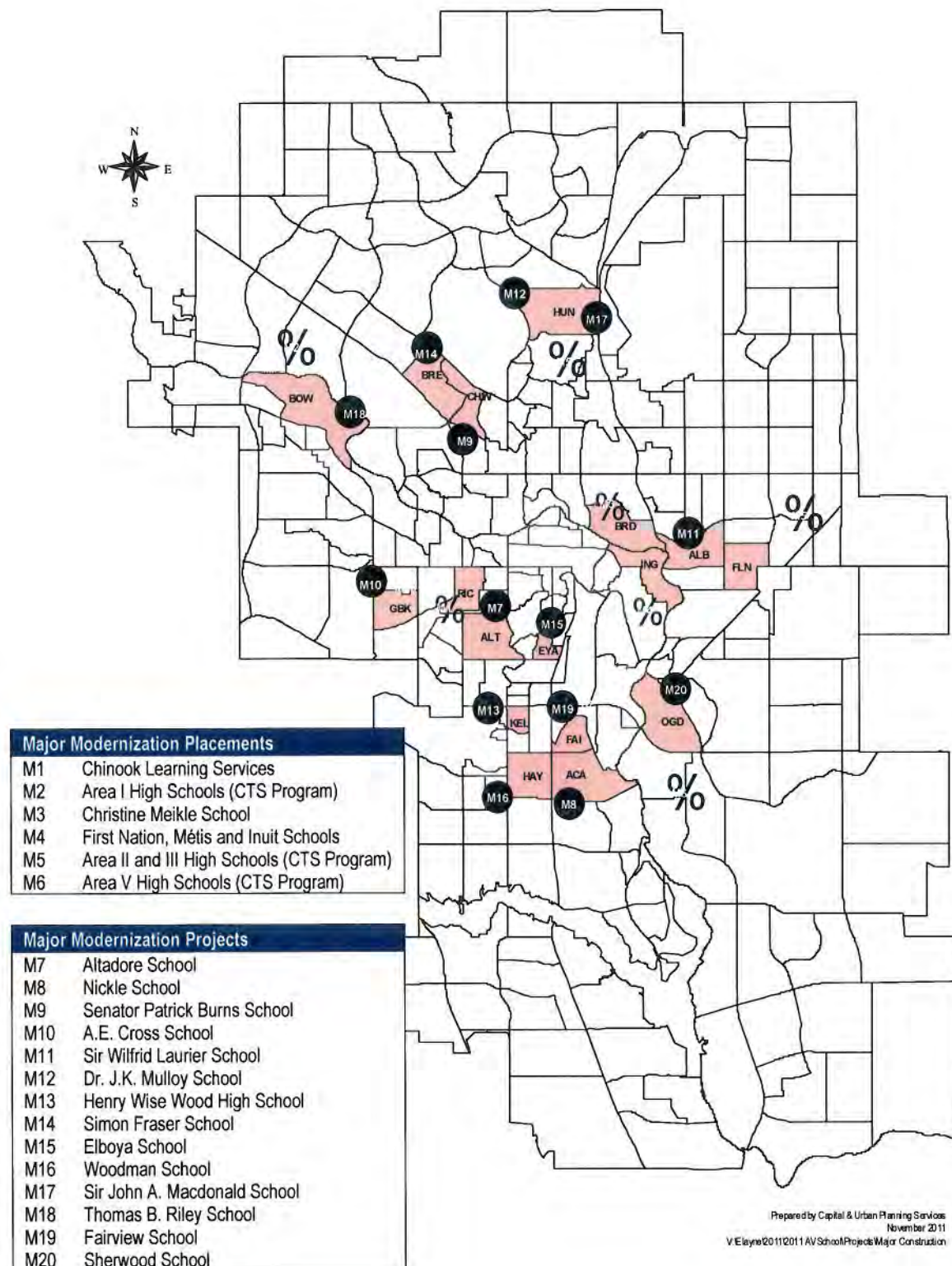
Three-Year School Capital Plan 2013-2016

Table 3: New School Construction and Major Modernizations				Number of Years Listed in Capital Plan
Year 1: 2013-2014 School Capital Plan Priorities				
Priority Ranking – Project Description				
Community/School	Grade	Project Type	Cost (\$)	
1 Chinook Learning Services		Major Modernization	15,000,000	4
2 Saddle Ridge Middle	Gr. 5-9	New School	26,000,000	4
3 Northeast High School	Gr. 10-12	New School	50,000,000	7
4 Area I High Schools (CTS Program)	Gr. 10-12	Major Modernization	32,000,000	3
5 Copperfield Elementary	K-4	New School	14,500,000	6
6 Evanston Elementary	K-4	New School	14,500,000	2
7 New Brighton Elementary	K-4	New School	14,500,000	4
8 Christine Meikle School	Gr. 7-12	Major Modernization	12,000,000	3
9 New Brighton/Copperfield Middle	Gr. 5-9	New School	26,000,000	3
10 Royal Oak/Rocky Ridge Middle	Gr. 5-9	New School	26,000,000	7
11 First Nations, Métis, and Inuit School	K-4	Major Modernization	23,000,000	5
12 Centennial High School Addition	Gr. 10-12	New Addition	8,000,000	3
13 Area II & III High Schools (CTS Program)	Gr. 10-12	Major Modernization	43,000,000	3
14 Evergreen Middle	Gr. 5-9	New School	26,000,000	7
15 Panorama Hills Elementary ⁽²⁾	K-4	New School	14,500,000	1
16 Area V High Schools (CTS Program)	Gr. 10-12	Major Modernization	25,000,000	3
Year 1 Total			370,000,000	
Year 2 and Year 3: 2014-2015 and 2015-2016 School Capital Plan Priorities				
17 Auburn Bay Elementary	K-4	New School	14,500,000	1
18 West Springs/Cougar Ridge Middle	Gr. 5-9	New School	26,000,000	6
19 Springbank Hill Elementary	K-4	New School	14,500,000	4
20 Altadore School	K-6	Major Modernization	9,000,000	4
21 Nickle School	Gr. 5-9	Major Modernization	12,000,000	4
22 Senator Patrick Burns School	Gr. 5-9	Major Modernization	13,000,000	4
23 A.E. Cross School	Gr. 7-9	Major Modernization	16,000,000	3
24 Sir Wilfrid Laurier School	Gr. 5-9	Major Modernization	11,000,000	4
25 Dr. J.K. Mulloy School	K-6	Major Modernization	10,000,000	4
26 Aspen Woods Elementary	K-4	New School	14,500,000	0
27 McKenzie Towne Middle	Gr. 5-9	New School	26,000,000	9
28 Tuscany Elementary ⁽²⁾	K-4	New School	14,500,000	3
29 Henry Wise Wood High School	Gr. 9-12	Major Modernization	20,000,000	3
30 Simon Fraser School	Gr. 5-9	Major Modernization	13,000,000	0
31 Elboya School	K-9	Major Modernization	16,000,000	4
32 Woodman School	Gr. 5-9	Major Modernization	14,000,000	3
33 Sir John A. MacDonald School	Gr. 7-9	Major Modernization	12,000,000	3
34 Thomas B. Riley School	Gr. 5-9	Major Modernization	11,000,000	4
35 Fairview School	Gr. 5-9	Major Modernization	14,000,000	4
36 Sherwood School	Gr. 5-9	Major Modernization	16,000,000	8
Year 2 and Year 3 Total			297,000,000	
GRAND TOTAL			667,000,000	

2013-2016 - New School Construction Projects



2013-2016 – Major Modernization Projects



5.0 2013-2016 SCHOOL CAPITAL PLAN

New Construction

Priority 1 – Saddleridge Elementary (C-1) Overall Priority 2

School Community Profile

Saddle Ridge Community began development in 2000 and is situated in the Northeast sector of the City immediately west of 68 Street NE and north of the Martindale community.

- As of the April 2011 Census, the total number of occupied dwelling units in Saddle Ridge was 3,370 with a population of 13,388.
- The Saddle Ridge community is planned for an estimated 7,930 housing units with a population capacity of 22,200 to 24,500.
- The community had an average annual population growth of 801 persons during the past three-year period and has completed approximately 42% of its development.



Enrolment Profile

- As of September 30, 2011, there were 657 Kindergarten to Grade 4 and 497 Grades 5-9 students residing in the Saddle Ridge community who attended CBE schools.

Site Planning and Transportation

- 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 34 minutes.

Recommendation

- 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 \$26 million, including the construction of the new relocatable units, funding for CTS space and CTS equipment allowance.

5.0 2013-2016 SCHOOL CAPITAL PLAN

New Construction

Priority 2 - Northeast Calgary High (C-2) Overall Priority 3

School Community Profile

The Northeast High School will serve the residents of the developing and established communities north of McKnight Boulevard NE.

- 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

- Area III has a utilization rate by residence of 140% and a utilization rate by enrolment of 88%.
- Lester B. Pearson has a provincial capacity of 1,715 student spaces and a utilization rate by enrolment of 97% 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 93%. A large number of students are in the Knowledge and Employability classes.
- Forest Lawn has a utilization rate by enrolment of 80%.
- Crescent Heights and James Fowler are located in Area II and accommodate additional demand for students from Area III. There are 1,224 students from the northeast communities of Castleridge, Coral Springs, Falconridge, Martindale, Saddle Ridge and Taradale that attend James Fowler and Crescent Heights.

Site Planning and Transportation

Several communities in the northeast are bussed to Area II schools.

Recommendation

- Construct a senior high school for 1,800 Grades 10-12 students.
- The total project cost is budgeted at \$50 million; including the CTS space allowance and an allowance for CTS equipment in the amount of \$1 million.

5.0 2013-2016 SCHOOL CAPITAL PLAN

New Construction

Priority 3 - Copperfield Elementary (C-3) Overall Priority 5

School Community Profile

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.

- As of the April 2011 Census, the total number of occupied dwelling units in Copperfield was 2,557 with a population of 7,162.
- The Copperfield community is planned for an estimated 5,250 housing units with a population capacity of 12,200 to 13,500.
- The community had an average annual population growth of 830 persons during the past three-year period and has completed approximately 49% of its development.



Enrolment Profile

- As of the April 2011 Census, there were 712 public preschool-aged children.
- As of September 30, 2011, there were 265 Kindergarten to Grade 4 students residing in Copperfield who attended CBE schools.

Site Planning and Transportation

- 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

- 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 \$14.5 million.

5.0 2013-2016 SCHOOL CAPITAL PLAN

New Construction

Priority 4 - Evanston Elementary (C-4) Overall Priority 6

School Community Profile

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.

- As of the April 2011 Census, the total number of occupied dwelling units was 1,896 with a population of 5,889.
- The community is planned for an estimated 6,480 housing units with a population capacity of 15,800 to 17,500.
- The community has had an average annual population growth of 713 persons during the past three-year period and has completed approximately 29% of its development.



Enrolment Profile

- As of the April 2011 Census, there were 565 public preschool-aged children in Evanston.
- As of September 30, 2011, there were 260 Kindergarten to Grade 4 students residing in the Evanston community that attended CBE schools.

Site Planning and Transportation

- 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

- 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 \$14.5 million.

5.0 2013-2016 SCHOOL CAPITAL PLAN

New Construction

Priority 5 - New Brighton Elementary (C-5) Overall Priority 7

School Community Profile

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.

- As of the April 2011 Census, the total number of occupied dwelling units in New Brighton was 2,590 with a population of 7,314.
- The community is planned for an estimated 4,330 housing units with a population capacity of 11,100 to 12,200.
- The community had an average annual population growth of 1,124 persons during the past three-year period and has completed approximately 60% of its development.



Enrolment Profile

- As of the April 2011 Census, there were 631 public preschool-aged children.
- As of September 30, 2011, there were 273 Kindergarten to Grade 4 students residing in New Brighton who attended CBE schools.

Site Planning and Transportation

- 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

- 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 \$14.5 million.

5.0 2013-2016 SCHOOL CAPITAL PLAN

New Construction

Priority 6 - New Brighton/Copperfield Middle (C-6) Overall Priority 9

School Community Profile

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.

- As of the April 2011 Census, the total number of occupied dwelling units was 2,590 with a population of 7,314. The community is planned for an estimated 4,330 housing units with a population capacity of 11,100 to 12,200.
- The community had an average annual population growth of 1,133 persons during the past three-year period and has completed approximately 60% of its development.



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.

- As of the April 2011 Census, the total number of occupied dwelling units was 2,557 with a population of 7,162. The community is planned for an estimated 5,250 housing units with a population capacity of 12,200 to 13,500.
- The community had an average annual population growth of 830 persons during the past three-year period and has completed approximately 49% of its development.

Enrolment Profile

- As of September 30, 2011, there were 273 Kindergarten to Grade 4 students and 189 Grades 5-9 students residing in the New Brighton community who attended CBE schools.
- As of September 30, 2011, there were 265 Kindergarten to Grade 4 students and 220 Grades 5-9 students residing in the Copperfield community who attended CBE schools.

5.0	2013-2016 SCHOOL CAPITAL PLAN
	New Construction
	Priority 6 - New Brighton/Copperfield Middle (C-6) Overall Priority 9
	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 Maple Ridge community. Median travel time to David Thompson and R.T. Alderman is 28 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 \$26 million, including the construction of the new relocatable units, funding for CTS space and CTS equipment allowance.

5.0 2013-2016 SCHOOL CAPITAL PLAN

New Construction

Priority 7 - Royal Oak/Rocky Ridge Middle (C-7) Overall Priority 10

School Community Profile

Royal Oak Community began development in 1996 and is situated in the northwest, north of Crowchild Trail NW and west of Stoney Trail NW.

- As of the April 2011 Census, the total number of occupied dwelling units was 3,753 with a population of 10,979. 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 356 persons during the past three-year period and has completed approximately 98% of its development.



Rocky Ridge Community began development in 1995 and is located in the northwest, north of Crowchild Trail and west of Rocky Ridge Road NW.

- As of the April 2011 Census, the total number of occupied dwelling units was 2,776 with a population of 7,266. 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 178 persons during the past three-year period and has completed approximately 88% of its development.

Enrolment Profile

- As of September 30, 2011, there were 549 Kindergarten to Grade 4 students and 371 Grades 5-9 students residing in the Royal Oak community who attended CBE schools.
- As of September 30, 2011, there were 312 Kindergarten to Grade 4 students and 250 Grades 5-9 students residing in the Rocky Ridge community who attended CBE schools.

Site Planning and Transportation

- 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 30 minutes.

5.0 | 2013-2016 SCHOOL CAPITAL PLAN

New Construction

Priority 7 - Royal Oak/Rocky Ridge Middle (C-7) Overall Priority 10

Recommendation

- 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 \$26 million, including the construction of the new relocatable units, funding for CTS space and CTS equipment allowance.

5.0 2013-2016 SCHOOL CAPITAL PLAN
New Construction
Priority 8 – Centennial High School Addition (C-8) Overall Priority 12
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 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. Centennial High School has a provincial capacity of 1,807 student spaces and a utilization rate of 104% based on September 30, 2011 enrolments. <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 12,300 to 13,600 people. The southeast developing communities' five-year growth is expected to be 25,700 to 28,400 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 10 years of age), Alberta Infrastructure has not evaluated the 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>

5.0	2013-2016 SCHOOL CAPITAL PLAN
	New Construction
	Priority 8 – Centennial High School Addition (C-8) Overall Priority 12
	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 addition will also include spaces to deliver CTS courses and programs to students at exploratory, specialized, and credential levels. 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 2,200 m² to the school at an estimated cost of \$8 million.</p>

5.0 2013-2016 SCHOOL CAPITAL PLAN

New Construction

Priority 9 - Evergreen Middle (C-9) Overall Priority 14

School Community Profile

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.

- As of the April 2011 Census, the total number of occupied dwelling units was 6,597 with a population of 19,487.
- The community is planned for an estimated 7,480 housing units with a population capacity of 19,800 to 21,900.
- The community had an average annual population growth of 821 persons during the past three-year period and has completed approximately 88% of its development.



Enrolment Profile


- As of September 30, 2011, there were 578 Kindergarten to Grade 4 and 557 Grades 5-9 students residing in the Evergreen community (includes Evergreen Estates) who attended CBE schools.

Site Planning and Transportation

- 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

- 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 \$26 million, including the construction of the new relocatable units, funding for CTS space and CTS equipment allowance.

5.0	2013-2016 SCHOOL CAPITAL PLAN
	New Construction
	Priority 10 - Panorama Hills Elementary ⁽²⁾ (C-10) Overall Priority 15
	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 2011 Census, the total number of occupied dwelling units in Panorama Hills was 6,257 with a population of 19,851. The community is planned for an estimated 8,450 housing units with a population capacity of 22,700 to 25,100. The community had an average annual population growth of 1,854 persons during the past three-year period and has completed approximately 74% of its development. 
	Enrolment Profile
	<ul style="list-style-type: none"> As of the April 2011 Census, there were 1,384 public preschool-aged children. As of September 30, 2011, there were 937 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 \$14.5 million.

5.0 2013-2016 SCHOOL CAPITAL PLAN

New Construction

Priority 11 – Auburn Bay Elementary (C-11) Overall Priority 17

School Community Profile

Auburn Bay Community began development in 1999 and is located south of Marquis of Lorne Trail SE and east of Deerfoot Trail SE.

- As of the April 2011 Census, the total number of occupied dwelling units in Auburn Bay was 1,927 with a population of 5,769.
- The community is planned for an estimated 6,830 housing units with a population capacity of 16,500 to 18,100.
- The community had an average annual population growth of 768 persons during the past three-year period and has completed approximately 28% of its development.



Enrolment Profile

- As of the April 2011 Census, there were 627 public preschool-aged children.
- As of September 30, 2011, there were 217 Kindergarten to Grade 4 students residing in Auburn Bay that attended CBE schools.

Site Planning and Transportation

- 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

- 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 \$14.5 million, including the construction of the new relocatable units.

5.0 2013-2016 SCHOOL CAPITAL PLAN

New Construction

Priority 12 - West Springs/Cougar Ridge Middle (C-12) Overall Priority 18

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 2011 Census, the total number of occupied dwelling units was 2,558 with a population of 7,849. The community is planned for an estimated 4,980 housing units with a population capacity of 12,600 to 13,900.
- The community had an average annual population growth of 555 persons during the past three-year period and has completed approximately 51% 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 2011 Census, the total number of occupied dwelling units was 1,874 with a population of 5,813. 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 193 persons during the past three-year period and has completed approximately 71% of its development.

Enrolment Profile

- As of September 30, 2011, there were 366 Kindergarten to Grade 4 students and 223 Grades 5-9 students residing in the West Springs community who attended CBE schools.
- As of September 30, 2011, there were 193 Kindergarten to Grade 4 students and 144 Grades 5-9 students residing in the Cougar Ridge community who attended CBE schools.

5.0	2013-2016 SCHOOL CAPITAL PLAN
	New Construction
	Priority 12 - West Springs/Cougar Ridge Middle (C-12) Overall Priority 18
	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 is 22 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 \$26 million, including the construction of the new relocatable units, funding for CTS space and CTS equipment allowance.

5.0 2013-2016 SCHOOL CAPITAL PLAN

New Construction

Priority 13 – Springbank Hill Elementary (C-13) Overall Priority 19

School Community Profile

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.

- As of the April 2011 Census, the total number of occupied dwelling units in Springbank Hill was 2,861 with a population of 8,388.
- The community is planned for an estimated 4,830 housing units with a population capacity of 12,900 to 14,300.
- The community had an average annual population growth of 379 persons during the past three-year period and has completed approximately 59% of its development.



Enrolment Profile

- As of the April 2011 Census, there were 522 public preschool-aged children.
- As of September 30, 2011, there were 292 Kindergarten to Grade 4 students residing in Springbank Hill who attended CBE schools.

Site Planning and Transportation

- There is one elementary site and one middle site in Springbank Hill.
- Ernest Manning High School opened for the 2011-2012 school year.
- 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 19 minutes.

Recommendation

- 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 \$14.5 million.

5.0 2013-2016 SCHOOL CAPITAL PLAN

New Construction

Priority 14 – Aspen Woods Elementary (C-14) Overall Priority 26

School Community Profile

Aspen Woods Community began development in 2001 and is located north of 17 Avenue S.E., south of 12 Avenue S.E., west of 69 Street S.E., and east of the City Limits.

- As of the April 2011 Census, the total number of occupied dwelling units was 1,511 with a population of 4,469.
- The community is planned for an estimated 4,510 housing units with a population capacity of 10,100 to 11,100.
- The community had an average annual population growth of 807 persons during the past three-year period and has completed approximately 36% of its development.



Enrolment Profile

- As of the April 2011 Census, there were 316 public preschool-aged children.
- As of September 30, 2011, there were 168 Kindergarten to Grade 4 students residing in the Aspen Woods community who attended CBE schools.

Site Planning and Transportation

- Aspen Woods students are currently bussed to Olympic Heights School, which is located in the Strathcona Park community and Wildwood School, located in the Wildwood community in Area IV. Median travel time to Olympic Heights and Wildwood is 22 minutes.

Recommendation

- 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 \$14.5 million.

5.0 2013-2016 SCHOOL CAPITAL PLAN

New Construction

Priority 15 - McKenzie Towne Middle (C-15) Overall Priority 27

School Community Profile

McKenzie Towne Community began development in 1995 and is located north of Marquis of Lorne Trail between Deerfoot Trail and 52 Street SE.

- As of the April 2011 Census, the total number of occupied dwelling units was 5,987 with a population of 15,395.
- The community is planned for an estimated 7,210 housing units with a population capacity of 16,400 to 18,100.
- The community had an average annual population growth of 759 persons during the past three-year period and has completed approximately 83% of its development.



Enrolment Profile

- As of September 30, 2011, there were 601 Kindergarten to Grade 4 and 405 Grades 5-9 students residing in the McKenzie Towne community who attended CBE schools.

Site Planning and Transportation

- 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

- 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 \$26 million including the construction of the new relocatable units, funding for CTS space and CTS equipment allowance.

5.0 2013-2016 SCHOOL CAPITAL PLAN

New Construction

Priority 16 Tuscany Elementary ⁽²⁾ (C-16) Overall Priority 28

School Community Profile

Tuscany Community began development in 1995 and is situated in the northwest, south of Crowchild Trail and west of Stoney Trail.

- As of the April 2011 Census, the total number of occupied dwelling units was 6,337 with a population of 18,838.
- 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 544 persons during the past three-year period and has completed approximately 96% of its development.



Enrolment Profile

- As of the April 2011 Census, there were 1,744 public preschool-aged children in Tuscany.
- As of September 30, 2011, there were 1,102 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

- 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

- 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 located in the southerly portion of Tuscany community and has a capacity of 612 student spaces. The site in the north will accommodate long-term enrolment growth for elementary students.
- The total project cost is budgeted at \$14.5 million.

6.0 2013-2016 SCHOOL CAPITAL PLAN

Major Modernizations

Priority 1 – Chinook Learning Services (M-1) Overall Priority 1

Chinook Learning Services Mandate

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

It is anticipated that the proposed changes to the School Act will result in an increased demand to access high school courses provided by Chinook Learning Services. This proposed extension of funding beyond its current limit of 19 years of age will provide an increased opportunity for many more students to successfully complete their high school education and transition into the post-secondary .

There is an increasing trend among some students to take longer than the average 12 years to complete high school. There is a variety of reasons to explain this longer completion time . This trend is generally valid for our older arriving English Language learners, Aboriginal students , and students impacted by poverty, homelessness, addictions, and mental health issues .Additionally we have experienced increasing numbers of students wanted to upgrade marks and or courses who have already completed high school in order to be eligible for post-secondary admission .

Chinook Learning Services(CLS)has demonstrated a steady increase in enrollment over the past few years and this trend can only be expected to continue with these proposed changes to the School Act and with the growing population in our city. CLS operates year round, offering both evening and day time courses, expect for the month of July . There is also a growing number of students each year attending summer school. It is the largest centre in Alberta for diploma examination testing centre and for generating CEU's. Most students enrolled at CLS only need and want to take 1-2 courses per semester. They also appear to like the routine of 3 hour sessions twice of week for 3-4 months taught by a teacher .

6.0 2013-2016 SCHOOL CAPITAL PLAN

Major Modernizations

Priority 1 – Chinook Learning Services (M-1) Overall Priority 1

Chinook Learning Services Mandate (con't)

CLS is a significant contributor to the Calgary Board of Education's high school strategy successfully supporting many students to complete high school and transition to post-secondary.

Current Status

Chinook Learning Services needs to vacate its main campus at Viscount Bennett Centre as the 58-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.

The CBE had \$10.5 million approved toward the Chinook Learning Services capital project from last year's School Capital Plan 2012-2015. 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 several campuses throughout the City. The CBE vision for Chinook Learning is a major central campus in or in close proximity to the Downtown with two other locations in the city. The project is currently in the program development stage. In addition to last year's approvals, increased funds are required to complete this project.

Modernization

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 all students. Options being investigated by the CBE are to renovate an existing office or institutional building for the central campus and existing school buildings for the satellite offices. The estimated costs of renovations are \$15 million.

6.0 2013-2016 SCHOOL CAPITAL PLAN

Major Modernizations

Priority 2 – Area I High Schools – CTS Program (M-2) Overall Priority 4

Current and Future Student Accommodation Plan

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 and programs to students at exploratory, specialized and credentialed levels.

The Lord Shaughnessy High School modernization in Area IV is under construction and is the first modernization project undertaken to prototype Career and Technology learning environments.

Career and Technology Courses are designed to engage students in learning in authentic, relevant and personalized learning environments. Through this approach to learning students transition from their high school experience more successfully into the world of work or into post-secondary education. Creating these personalized pathways through Career and Technology courses and programs allow students the opportunity to examine their career goals and expand their interests in future success.

The Career and Technology Centres combine authentic and relevant learning opportunities with personalized education, where classroom theory can be move into performance related activities.

Modernization

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 \$32,000,000.

6.0 2013-2016 SCHOOL CAPITAL PLAN

Major Modernizations

Priority 3- Christine Meikle School (M-3) Overall Priority 8

Modernization

The modernization considers a student population of 90-100 students:

- 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).

Design considerations include best practices from other institutions such as:

- 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.

The estimated cost for a major school modernization at the existing school, or another school that could provide the same program, would be in the range of \$12 million. The modernization would address all deferred maintenance, code upgrades, functional and program needs and would include some demolition, extensive renovation and an addition to the existing facility. This would create a learning environment that would optimize the opportunities for student success.

Current and Future Student Accommodation Plan

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.

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.

6.0 2013-2016 SCHOOL CAPITAL PLAN
Major Modernizations
Priority 3- Christine Meikle School (M-3) Overall Priority 8
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 2013-2016 SCHOOL CAPITAL PLAN

Major Modernizations

Priority 4 – First Nations, Métis, and Inuit Schools (M-4) Overall Priority 11

Current and Future Student Accommodation Plan

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.

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.

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 providing a facility in an existing school to accommodate the Aboriginal-based program would be \$23 million. This would require a combination of demolition and extensive renovation of the existing facility with a significant addition, thus consolidating the elements that would support this program and optimize the Aboriginal students' learning environment.

6.0 2013-2016 SCHOOL CAPITAL PLAN

Major Modernizations

Priority 5 – Area II and III High Schools – CTS Program (M-5) Overall Priority 13

Current and Future Student Accommodation Plan

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 and programs to students at exploratory, specialized and credentialed levels.

The Lord Shaughnessy High School modernization in Area IV is under construction and is the first modernization project undertaken to prototype Career and Technology learning environments.

Career and Technology Courses are designed to engage students in learning in authentic, relevant and personalized learning environments. Through this approach to learning students transition from their high school experience more successfully into the world of work or into post-secondary education. Creating these personalized pathways through Career and Technology courses and programs allow students the opportunity to examine their career goals and expand their interests in future success.

The Career and Technology Centres combine authentic and relevant learning opportunities with personalized education, where classroom theory can be move into performance related activities.

Modernization

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 \$43,000,000.

6.0	2013-2016 SCHOOL CAPITAL PLAN
	Major Modernizations
	Priority 6 – Area V High Schools – CTS Program (M-6) Overall Priority 16
	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 and programs to students at exploratory, specialized and credentialed levels.</p> <p>The Lord Shaughnessy High School modernization in Area IV is under construction and is the first modernization project undertaken to prototype Career and Technology learning environments.</p> <p>Career and Technology Courses are designed to engage students in learning in authentic, relevant and personalized learning environments. Through this approach to learning students transition from their high school experience more successfully into the world of work or into post-secondary education. Creating these personalized pathways through Career and Technology courses and programs allow students the opportunity to examine their career goals and expand their interests in future success.</p> <p>The Career and Technology Centres combine authentic and relevant learning opportunities with personalized education, where classroom theory can be move into performance related activities.</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 \$25,000,000.</p>

6.0 2013-2016 SCHOOL CAPITAL PLAN

Major Modernizations

Priority 7 – Altadore School (M-7) Overall Priority 20

Current and Future Student Accommodation Plan

Altadore School is located in southwest Calgary in the community of Altadore which is in the inner city in Area IV. Altadore School currently accommodates the Regular program for Kindergarten to Grade 6 students living in Altadore which includes Garrison Woods.

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 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.

Facility Description

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.

In 2010, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the recommendation that the mechanical systems require upgrading (hot water tanks, boiler, ventilators, etc.).

Modernization

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.

6.0	2013-2016 SCHOOL CAPITAL PLAN
	Major Modernizations
	Priority 8 – Nickle School (M-8) Overall Priority 21
	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.

6.0	2013-2016 SCHOOL CAPITAL PLAN
	Major Modernizations
	Priority 8 – Nickle School (M-8) Overall Priority 21
	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 \$12 million.</p>

6.0 2013-2016 SCHOOL CAPITAL PLAN

Major Modernizations

Priority 9 – Senator Patrick Burns School (M-9) Overall Priority 22

Current and Future Student Accommodation Plan

Senator Patrick Burns School is located in northwest Calgary in the community of Collingwood, which is an established community.

- **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.

The long-term student accommodation plan for Senator Patrick Burns School is to accommodate students in Regular and/or Alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that enrolment will be at or near capacity.

Facility Description

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.

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:

- 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 2013-2016 SCHOOL CAPITAL PLAN

Major Modernizations

Priority 9 – Senator Patrick Burns School (M-9) Overall Priority 22

Modernization

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.

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 \$13 million.

6.0 2013-2016 SCHOOL CAPITAL PLAN

Major Modernizations

Priority 10 - A.E. Cross School (M-10) Overall Priority 23

Current and Future Student Accommodation Plan

A.E. Cross School is located in southwest Calgary in the community of Glenbrook, which is an established community.

- **Regular Program**

A.E. Cross School currently accommodates the Regular program for Grades 7-9 students living in Glenbrook, Glamorgan, Killarney, Glengarry, Lincoln Park, Richmond, CFB Lincoln Park/Garrison Green, and Rutland Park. Students residing in Signal Hill and Springbank Hill are also currently designated to A.E. Cross School for Grades 7-9.

- **System Classes**

A.E. Cross School accommodates Paced Learning and Learning and Literacy classes for Area IV students.

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.

Facility Description

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.

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.

6.0 2013-2016 SCHOOL CAPITAL PLAN

Major Modernizations

Priority 10 - A.E. Cross School (M-10) Overall Priority 23

Facility Description

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:

- 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.)

Electrical systems require upgrading (expand current circuit system).

Modernization

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 \$16 million.

6.0 2013-2016 SCHOOL CAPITAL PLAN

Major Modernizations

Priority 11 - Sir Wilfrid Laurier School (M-11) Overall Priority 24

Current and Future Student Accommodation Plan

Sir Wilfrid Laurier School is located in southeast Calgary in the community of Albert Park/Radisson Heights, which is an established community.

- **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.

The long-term student accommodation plan for Sir Wilfrid Laurier School is to accommodate students in the Regular and/or Alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that enrolment will be at or near capacity.

Facility Description

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.

In 2006, 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:

- 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 2013-2016 SCHOOL CAPITAL PLAN

Major Modernizations

Priority 11 - Sir Wilfrid Laurier School (M-11) Overall Priority 24

Modernization

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.

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.

6.0 2013-2016 SCHOOL CAPITAL PLAN

Major Modernizations

Priority 12 - Dr. J. K. Mulloy School (M-12) Overall Priority 25

Current and Future Student Accommodation Plan

Dr. J.K. Mulloy School is located in northeast Calgary in the community of Huntington Hills which is an established community.

- **Regular Program**

Dr. J.K. Mulloy School currently accommodates only Grade 6 students as a staged closure of the regular program was implemented in September 2010. The staged closure allows students to finish their elementary program at Dr. J.K. Mulloy School.

- **Traditional Learning Centre (TLC)**

Dr. J.K. Mulloy School currently accommodates students living in Area II for the Traditional Learning Centre (TLC). The TLC is an alternative program committed to providing excellent academic program and character education to students who are at or above grade level.

The long-term student accommodation plan for Dr. J.K. Mulloy School is to accommodate students in the Traditional Learning Centre (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.

Facility Description

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.

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:

- 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 2013-2016 SCHOOL CAPITAL PLAN

Major Modernizations

Priority 12 - Dr. J. K. Mulloy School (M-12) Overall Priority 25

Modernization

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.

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 \$10 million.

6.0 2013-2016 SCHOOL CAPITAL PLAN

Major Modernizations

Priority 13 - Henry Wise Wood High School (M-13) Overall Priority 29

Current and Future Student Accommodation Plan

Henry Wise Wood High School is located in southwest Calgary in the community of Kelvin Grove, which is an established community.

- **Regular Program**

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 currently accommodates the International Baccalaureate (IB) for senior high students residing in Area V.

- **System Classes**

Henry Wise Wood High School currently accommodates Gifted and Talented, Literacy English and Academic Development, Paced Learning, and ACCESS classes.

- **Traditional Learning Centre (TLC) Alternative Program**

Henry Wise Wood High School currently accommodates the Traditional Learning Centre (TLC) alternative program for students residing in Area IV and Area V.

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.

Facility Description

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.

6.0 2013-2016 SCHOOL CAPITAL PLAN

Major Modernizations

Priority 13 - Henry Wise Wood High School (M-13) Overall Priority 29

Facility Description

In 2005, upgrades were made to the ceilings in second and third floor classrooms.

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.

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:

- 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.).

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.

Modernization

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 \$20 million.

6.0 2013-2016 SCHOOL CAPITAL PLAN

Major Modernizations

Priority 14 – Simon Fraser School (M-14) Overall Priority 30

Current and Future Student Accommodation Plan

Simon Fraser School is located in northwest Calgary in the community of Brentwood, which is an established community in Area I.

- **Regular Program**

Simon Fraser School currently accommodates Grades 7-9 students living in Brentwood and Charleswood (partial). Simon Fraser School is the bus receiver school for Grades 7-9 students living in MacEwan Glen, Sandstone Valley and Country Hills (south of the golf course). Simon Fraser School is the bus receiver school for Grades 5-9 students living in Rocky Ridge and Royal Oak.

- **System Classes**

Simon Fraser School currently accommodates two Learning and Literacy classes.

The long-term student accommodation plan for Simon Fraser School is to accommodate students in the regular program. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that the school will operate at or near capacity.

Facility Description

The original two-storey school building, with partial basement, was completed in 1964. Its construction comprises masonry block, as well as combination of both cast and poured-in-place concrete with reinforced steel (for foundations, main floor slab, and grade beams). The exterior consists of brick cladding and concrete facades with cased awning windows. An elevator and stair lift were added to the facility in 2005 to increase barrier-free accessibility.

The total area of the building is 5,627 m² consisting of 28 classrooms plus four portables for instruction. The classrooms range in size and have access to natural light.

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:

- Structural: monitor suspension rods supporting precast canopy – east elevation
- Envelope: sealant of all windows, doors, and cladding. Replace old doors
- Interior: replace ceiling tiles, continue to improve barrier-free accessibility
- Mechanical: upgrade old fixtures, etc.
- Electrical: upgrade old components (boards, lighting, energy efficient items)

6.0 2013-2016 SCHOOL CAPITAL PLAN

Major Modernizations

Priority 14 – Simon Fraser School (M-14) Overall Priority 30

Modernization

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 \$13 million.

6.0 2013-2016 SCHOOL CAPITAL PLAN

Major Modernizations

Priority 15 – Elboya School (M-15) Overall Priority 31

Current and Future Student Accommodation Plan

Elboya School is located in southwest Calgary in the community of Elboya, which is an established community in Area IV.

Elboya School offers Kindergarten to Grade 9 programming and is located in southwest Calgary, in the inner-city community of Elboya.

- **Regular Program**

Elboya School accommodates Kindergarten to Grade 9 students living in Bel-Aire, Britannia, Elboya, Manchester, Mayfair, Meadowlark Park and Windsor Park.

- **French Immersion**

Elboya School accommodates Grades 5-9 students for Early French Immersion and Grades 7-9 students for Late French Immersion. Students living in Area IV are designated to Elboya School or Bishop Pinkham School based on catchment areas.

The long-term student accommodation plan for Elboya School is to accommodate students in the Regular and French Immersion 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 near capacity.

Facility Description

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.

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.

The evaluation made the following recommendations:

- 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

Significant problems are an inadequate gymnasium for junior high physical education programs and inadequate science labs. Windows and doors were replaced in 2006-2007.

6.0 2014-2015 and 2015-2016 SCHOOL CAPITAL PLAN

New Construction/Major Modernization

Priority 15 – Elboya School (M-15) Overall Priority 31

Modernization

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 2012 prices).

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 \$16 million.

6.0 2013-2016 SCHOOL CAPITAL PLAN

Major Modernizations

Priority 16 - Woodman School (M-16) Overall Priority 32

Current and Future Student Accommodation Plan

Woodman School is located in southwest Calgary in the community of Haysboro, which is an established community. Woodman School currently accommodates Grades 7-9 students living in Haysboro, part of Southwood, Chinook Park, Eagle Ridge, Kelvin Grove and Kingsland. Woodman School is the bus receiver school for Grades 7-9 students living in Woodlands, Woodbine and Walden. Woodman School is also the bus receiver school for Grades 5-9 students living in Evergreen.

The long-term student accommodation plan for Woodman School is to accommodate students in the Regular program.

Facility Description

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.

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.

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:

- 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 2013-2016 SCHOOL CAPITAL PLAN

Major Modernizations

Priority 16 - Woodman School (M-16) Overall Priority 32

Modernization

A school modernization is required due to the age and condition of the building components, and the need to modernize instructional spaces in order to enhance the learning environment. The modernization will include upgrading the building envelope, mechanical and electrical equipment. The scope will also include replacement of worn architectural elements (finishes and fixtures), program space renovation to bring the school into alignment with 21st century learning. Additional project items include building code upgrades, hazardous material abatement and addressing barrier free accessibility and safety/security concerns. The total project cost is estimated to be \$14 million.

6.0 2013-2016 SCHOOL CAPITAL PLAN

Major Modernizations

Priority 17 - Sir John A. Macdonald School (M-17) Overall Priority 33

Current and Future Student Accommodation Plan

Sir John A. Macdonald School is located in north-central Calgary in the community of Huntington Hills, which is an established community.

- **Regular Program**

Sir John A. Macdonald School currently accommodates Grades 7-9 students living in Greenview (north of McKnight Boulevard), Huntington Hills and Thorncliffe. Sir John A. Macdonald School is the bus receiver school for Grades 7-9 students living in Panorama Hills; however, these students are being redirected to the new school in Panorama Hills. Students living in Beddington Heights will be designated to Sir John A. Macdonald School, effective for the 2012-2013 school year.

- **System Classes**

Sir John A. Macdonald School currently accommodates Paced Learning (PLP) and Learning and Literacy (L&L) classes.

The long-term student accommodation plan for Sir John A. Macdonald School is to accommodate students in the Regular program. 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.

Facility Description

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.

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).

6.0 2013-2016 SCHOOL CAPITAL PLAN

Major Modernizations

Priority 17 - Sir John A. Macdonald School (M-17) Overall Priority 33

Facility Description

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:

- 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.).

Modernization

A school modernization is required due to the age and condition of the building components, and the need to modernize instructional spaces in order to enhance the learning environment. The modernization will include upgrading the building envelope, mechanical and electrical equipment. The scope will also include replacement of worn architectural finishes and fixtures (e.g., flooring, paint, and lockers), program space renovation to bring the school into alignment with 21st century learning. Additional project items include building code upgrades, hazardous material abatement and addressing barrier free accessibility and safety/security concerns. The total project cost is estimated to be \$12 million.

6.0 2013-2016 SCHOOL CAPITAL PLAN

Major Modernizations

Priority 18 – Thomas B. Riley School (18) Overall Priority 34

Current and Future Student Accommodation Plan

Thomas B. Riley School is located in northwest Calgary in the community of Bowness, which is an established community.

- **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.

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.

Facility Description

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.

In 2006, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition.

6.0	2013-2016 SCHOOL CAPITAL PLAN
	Major Modernizations
	Priority 18 – Thomas B. Riley School (M-18) Overall Priority 34
	Facility Description
	<p>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>A school modernization is required due to the age and condition of the building components, and the need to modernize instructional spaces in order to enhance the learning environment. The modernization will include upgrading the building envelope, mechanical and electrical equipment. The scope will also include replacement of worn architectural elements (finishes and fixtures), program space renovation, such as CTS spaces, learning commons and performing arts areas, to bring the school into alignment with 21st century learning. Additional project items include building code upgrades, hazardous material abatement and addressing barrier free accessibility and safety/security concerns. The total project cost is estimated to be \$11 million.</p>

6.0 2013-2016 SCHOOL CAPITAL PLAN

Major Modernizations

Priority 19 – Fairview School (M-19) Overall Priority 35

Current and Future Student Accommodation Plan

Fairview School is located in southeast Calgary in the community of Fairview, which is an established community in Area V.

- **Traditional Learning Centre (TLC)**

The Traditional Learning Centre is an alternative program committed to providing excellent academic program and character education to students who are at or above grade level. Fairview School currently accommodates Grades 5-8 students who live in Area V.

- **French Immersion Program**

Fairview School currently accommodates Grades 5-9 students for early French Immersion. French Immersion students living in Area V east of Macleod Trail are designated to Fairview School for French Immersion.

The long-term student accommodation plan for Fairview School is to accommodate students in alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that the school will operate near capacity.

Facility Description

The original two storey school building, with multi-levels and partial basement, was completed in 1961. There were two additions constructed in 1967.

Its construction comprises concrete grade beams and spread footings, slab on grade, and concrete foundation walls. The super-structure is constructed of steel columns with concrete infill and concrete and masonry block load bearing walls. The roof structure is wood decking on steel joists. The exterior includes masonry brick, stucco, and insulated metal and glazed curtain walls.

The total area of the main building is 9,599 m² consisting of 39 classrooms. The classrooms range in size and have access to natural light.

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:

- Mechanical: upgrade furnaces and fans.
- Electrical: upgrade old components (boards, lighting, duplexes, etc.)

6.0	2013-2016 SCHOOL CAPITAL PLAN
	Major Modernizations
	Priority 19 – Fairview School (M-19) Overall Priority 35
	Modernization
	<p>A school modernization is required due to the age and condition of the building components, and the need to modernize instructional spaces in order to enhance the learning environment. The modernization will include upgrading the building envelope, mechanical and electrical equipment. The scope will also include replacement of worn architectural finishes and fixtures, program space renovation (CTS spaces, learning commons, etc.) to bring the school into alignment with 21st century learning. Additional project items include building code upgrades, hazardous material abatement and addressing barrier free accessibility and safety/security concerns. The total project cost is estimated to be \$14 million.</p>

6.0 2013-2016 SCHOOL CAPITAL PLAN

Major Modernizations

Priority 20 – Sherwood School (M-20) Overall Priority 36

Current and Future Student Accommodation Plan

Sherwood School is located in southeast Calgary in the community of Ogden, which is an established community in Area IV.

- **Regular Program**

Sherwood School currently accommodates Grades 5-9 students living in Ogden. Sherwood School is also the bus receiver school for Grades 7-9 students living in Riverbend and Mahogany.

- **System Classes**

Sherwood School currently accommodates a PLP (Paced Learning Program) class and a Hull Outreach class for Behavioural/Emotional students.

The long-term student accommodation plan for Sherwood School is to accommodate students in the Regular program. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that the school will operate near capacity.

Facility Description

The original one storey school building, with partial basement and small second storey, was completed in 1956. Two additions were constructed in both 1959 and 1966. A gymnasium was constructed in 1980, as well as other renovations.

Its construction comprises cast in place strip footings, slab on grade, and load bearing masonry interior and exterior walls. The second storey is constructed from wood beams, columns, and joists. The gymnasium is a combination of steel decking with concrete topping and supportive steel structure. The exterior is a combination of painted stucco, brick, and prefinished metal siding. Windows are aluminum framed glazing and steel doors.

The total area of the building is 8205 m² consisting of 30 classrooms. The classrooms range in size and have access to natural light.

In 2011, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:

- Envelope: general aging and neglect – sighting required upgrading.
- Interior: improve barrier-free accessibility.

6.0	2013-2016 SCHOOL CAPITAL PLAN
	Major Modernizations
	Priority 20 – Sherwood School (M-20) Overall Priority 36
	Modernization
	<p>A school modernization is required due to the age and condition of the building components, and the need to modernize instructional spaces in order to enhance the learning environment. The modernization will include upgrading the building envelope, mechanical and electrical equipment. The scope will also include replacement of worn architectural finishes and fixtures, program space renovation to bring the school into alignment with 21st century learning. Additional project items include building code upgrades, hazardous material abatement and addressing barrier free accessibility and safety/security concerns. The total project cost is estimated to be \$16 million.</p>

Capacity and Utilization

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

Table 1: Capacity for K-9 by Residence (%)

K-9 Students by Residence 2011-2012				
Area	Sector	Elementary/Junior High Students	Elementary/Junior High Capacity	% Utilization
AREA I	Sector 1	5,277	6,235	84.64%
	Sector 2	7,806	8,124	96.09%
TOTAL		13,083	14,359	91.11%
AREA II	Sector 3	3,993	12,995	30.73%
	Sector 4	9,618	7,120	135.08%
TOTAL		13,611	20,115	67.67%
AREA III	Sector 5	17,633	20,020	88.08%
TOTAL		17,633	20,020	88.08%
AREA IV	Sector 6	6,687	9,034	74.02%
	Sector 7	4,249	6,776	62.71%
TOTAL		10,936	15,810	69.17%
AREA V	Sector 8	7,356	16,677	44.11%
	Sector 9	11,977	9,064	132.14%
TOTAL		19,333	25,741	75.11%
GRAND TOTAL		74,596	96,045	77.67%

Notes:

- Student numbers are based on ArcView data as at September 30, 2011 (K@FTE to Grade 9).
- Capacity as per Alberta Infrastructure's ACU Report dated May 19, 2011, assuming exemptions.
- Under-utilized and over-utilized are shown on Map 7.

**% Capacity by K-9 Residence
Showing Both Areas and Sectors**

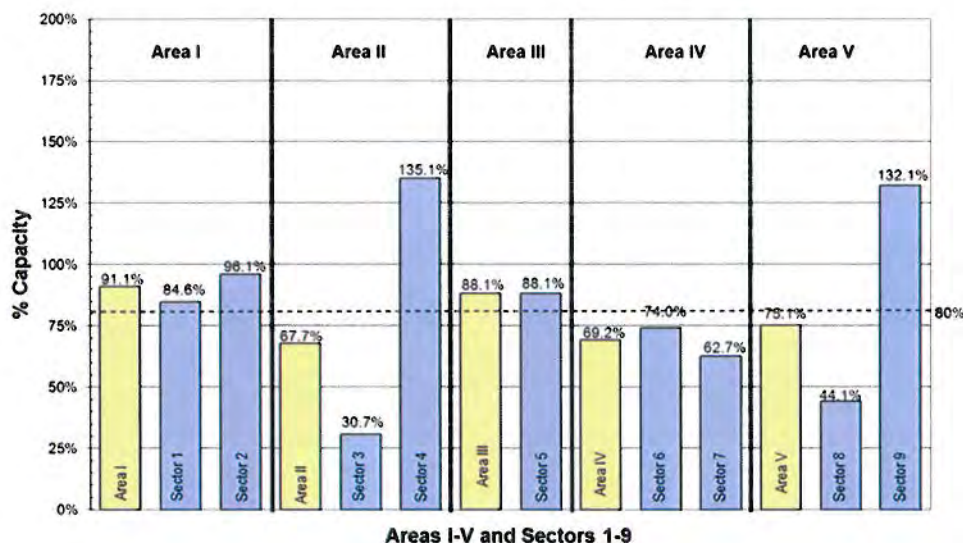


Table 2: Capacity by Residence Senior High (%)

Senior High Students by Residence 2011-2012				
Area	Sector	Senior High Students	Senior High Capacity	% Utilization
AREA I	Sector 1	1,965	1,525	128.85%
	Sector 2	3,347	2,015	166.10%
	Total	5,312	3,540	150.06%
AREA II	Sector 3	1,428	6,619	21.75%
	Sector 4	3,210	1,300	246.92%
	Total	4,638	7,919	58.57%
AREA III	Sector 5	6,740	4,816	139.95%
	Total	6,740	4,816	139.95%
AREA IV	Sector 6	2,871	1,800	159.50%
	Sector 7	2,055	4,145	49.58%
	Total	4,926	5,945	82.86%
AREA V	Sector 8	3,480	6,278	55.35%
	Sector 9	4,184	1,807	231.54%
	Total	7,664	8,094	94.69%
Grand Total		29,280	30,314	96.59%

Notes:

- Student numbers are based on ArcView data as at September 30, 2011
- Capacity as per Alberta Infrastructure's ACU Report dated May 19, 2011, assuming exemptions.
- Under-utilized and over-utilized are shown on Map 8.

Senior High Area Utilization Rates by Residence

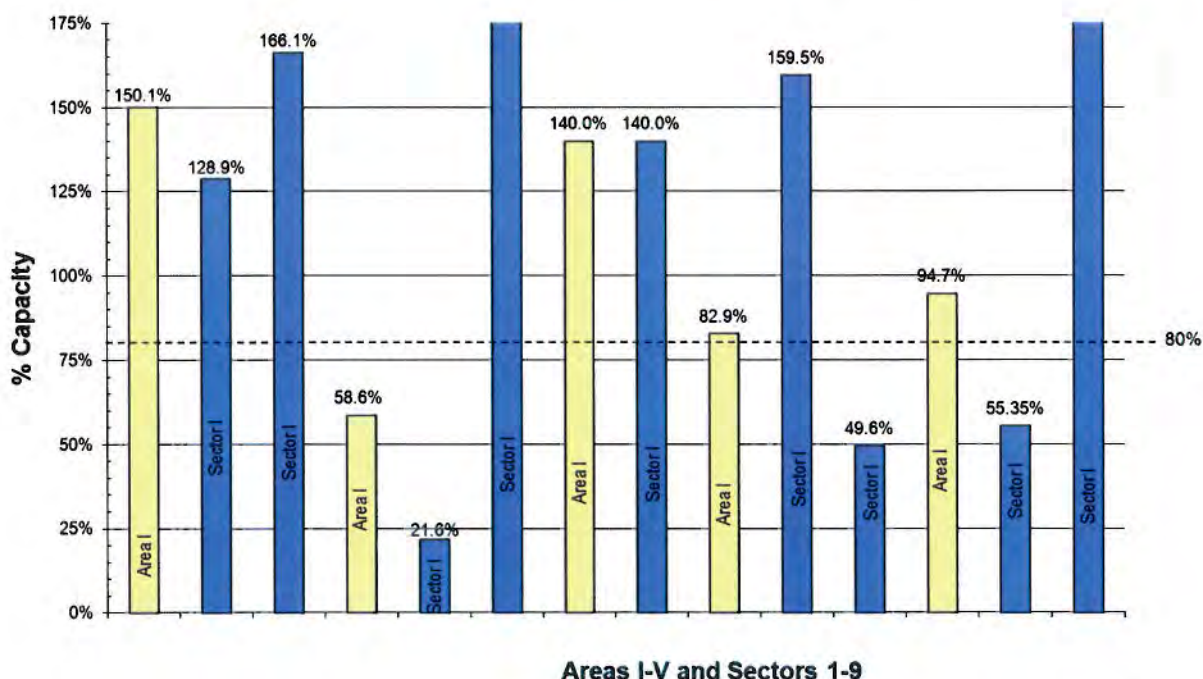


Table 3: % Capacity for K-9 by Enrolment

K-9 Students by Enrolment 2011-2012				
Area	Sector	Elementary/ Junior Students	Elementary/ Junior Capacity	Utilization
AREA I	Sector 1	4,431	6,235	71.07%
	Sector 2	7,270	8,124	89.49%
	Total	11,701	14,359	81.49%
AREA II	Sector 3	9,850	12,995	75.80%
	Sector 4	6,227	7,120	87.46%
	Total	16,077	20,115	79.93%
AREA III	Sector 5	15,953	20,020	79.69%
	Total	15,953	20,020	79.69%
AREA IV	Sector 6	6,556	9,034	72.57%
	Sector 7	4,250	6,776	62.72%
	Total	10,806	15,810	68.35%
AREA V	Sector 8	11,883	16,677	71.25%
	Sector 9	7,309	9,064	80.64%
	Total	19,192	25,741	74.56%
Grand Total		73,729	96,045	76.77%

Notes:

- Student numbers are based on ArcView data as at September 30, 2011 (K@FTE to Grade 9).
- Capacity as per Alberta Infrastructure's ACU Report dated May 19, 2011, assuming exemptions.

**% Capacity by K-9 Enrolment
Showing Both Areas and Sectors**

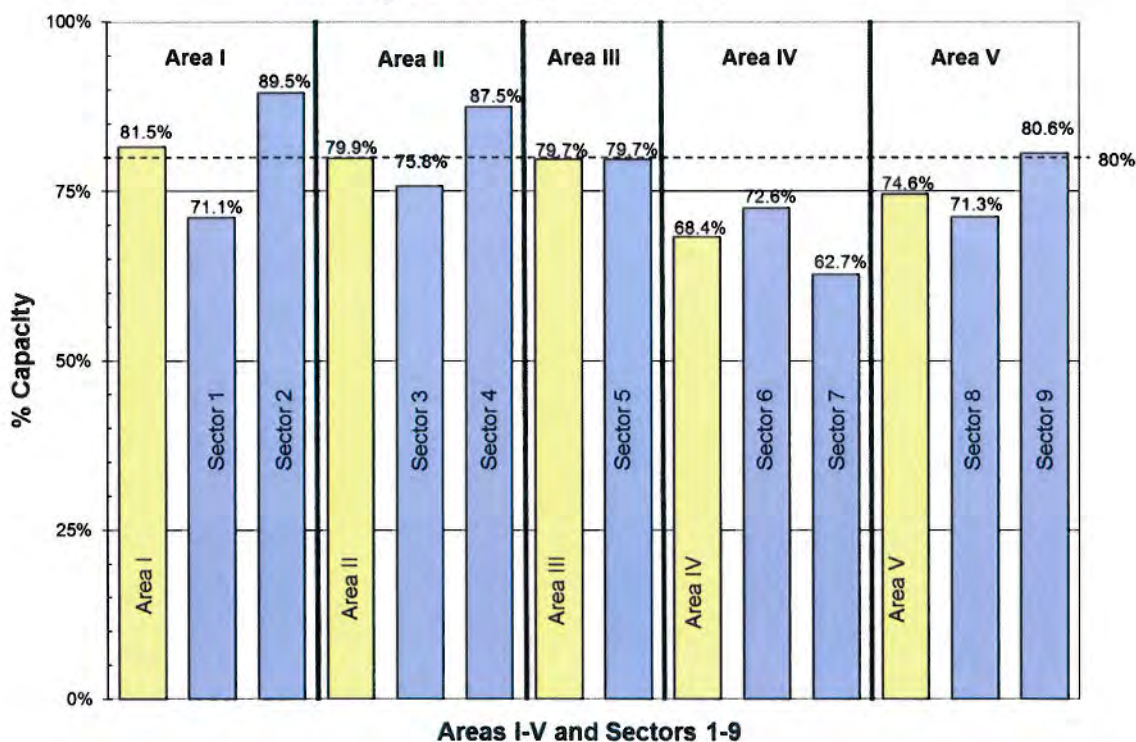


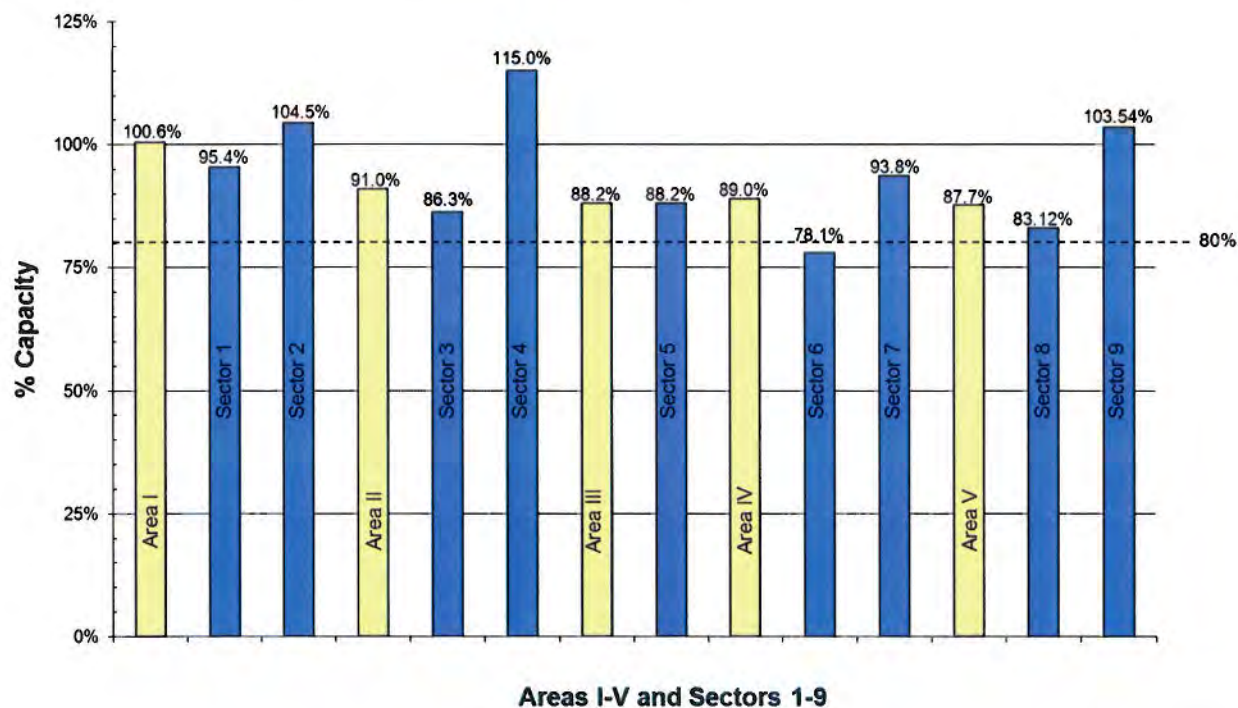
Table 4: % Capacity by Enrolment – Senior High

Senior High Students by Enrolment 2011-2012				
Area	Sector	Senior High Students	Senior High Capacity	% Utilization
AREA I	Sector 1	1,455	1,525	95.41%
	Sector 2	2,106	2,015	104.52%
	Total	3,561	3,540	100.59%
AREA II	Sector 3	5,709	6,619	86.25%
	Sector 4	1,495	1,300	115.00%
	Total	7,204	7,919	90.97%
AREA III	Sector 5	4,247	4,816	88.19%
	Total	4,247	4,816	88.19%
AREA IV	Sector 6	1,406	1,800	78.11%
	Sector 7	3,886	4,145	93.75%
	Total	5,292	5,945	89.02%
AREA V	Sector 8	5,226	6,287	83.12%
	Sector 9	1,871	1,807	103.54%
	Total	7,097	8,094	87.68%
TOTAL		27,401	30,314	90.39%

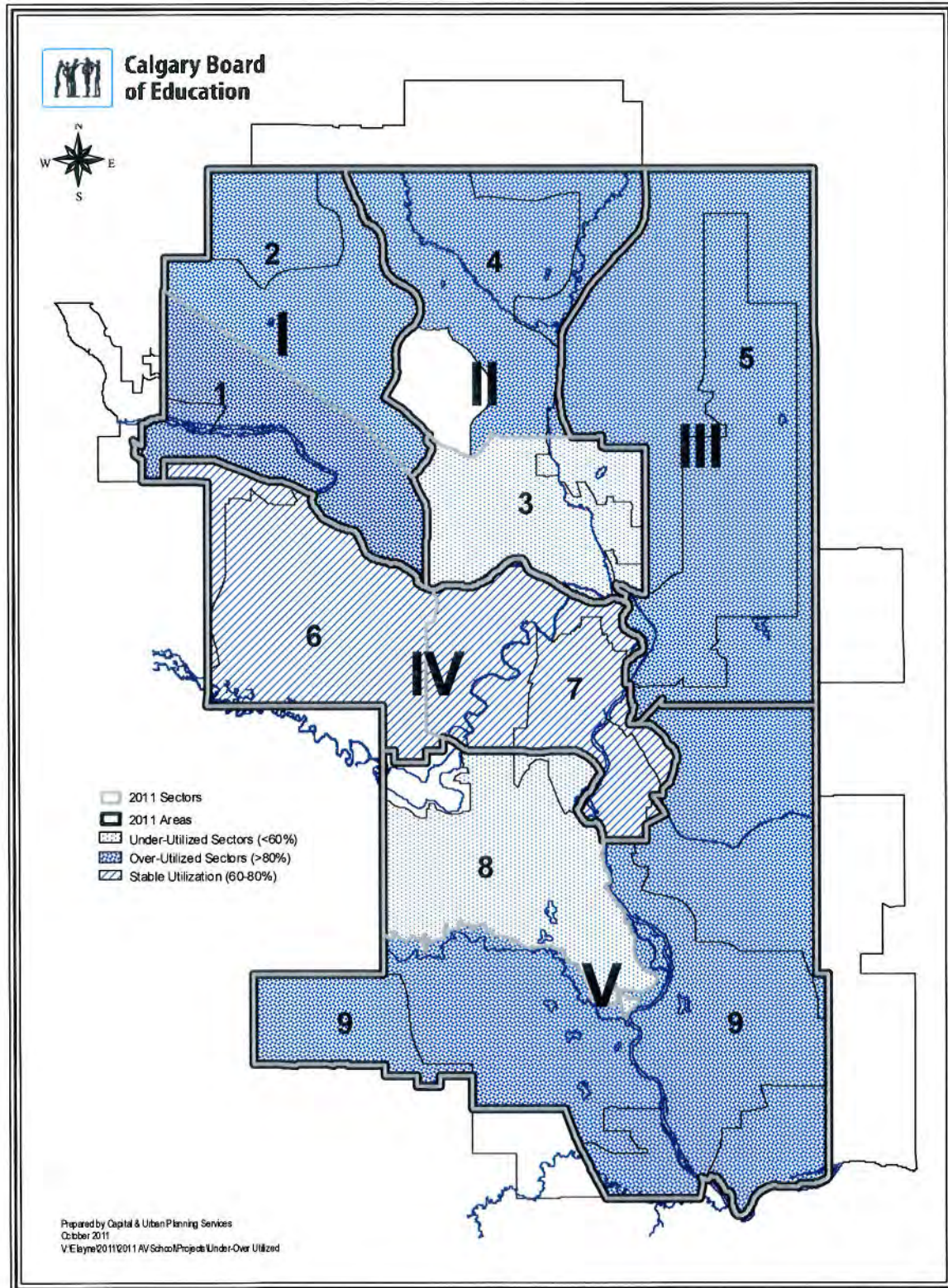
Notes:

- Student numbers are based on ArcView data as at September 30, 2011
- Capacity as per Alberta Infrastructure's ACU Report dated May 19, 2011, assuming exemptions.

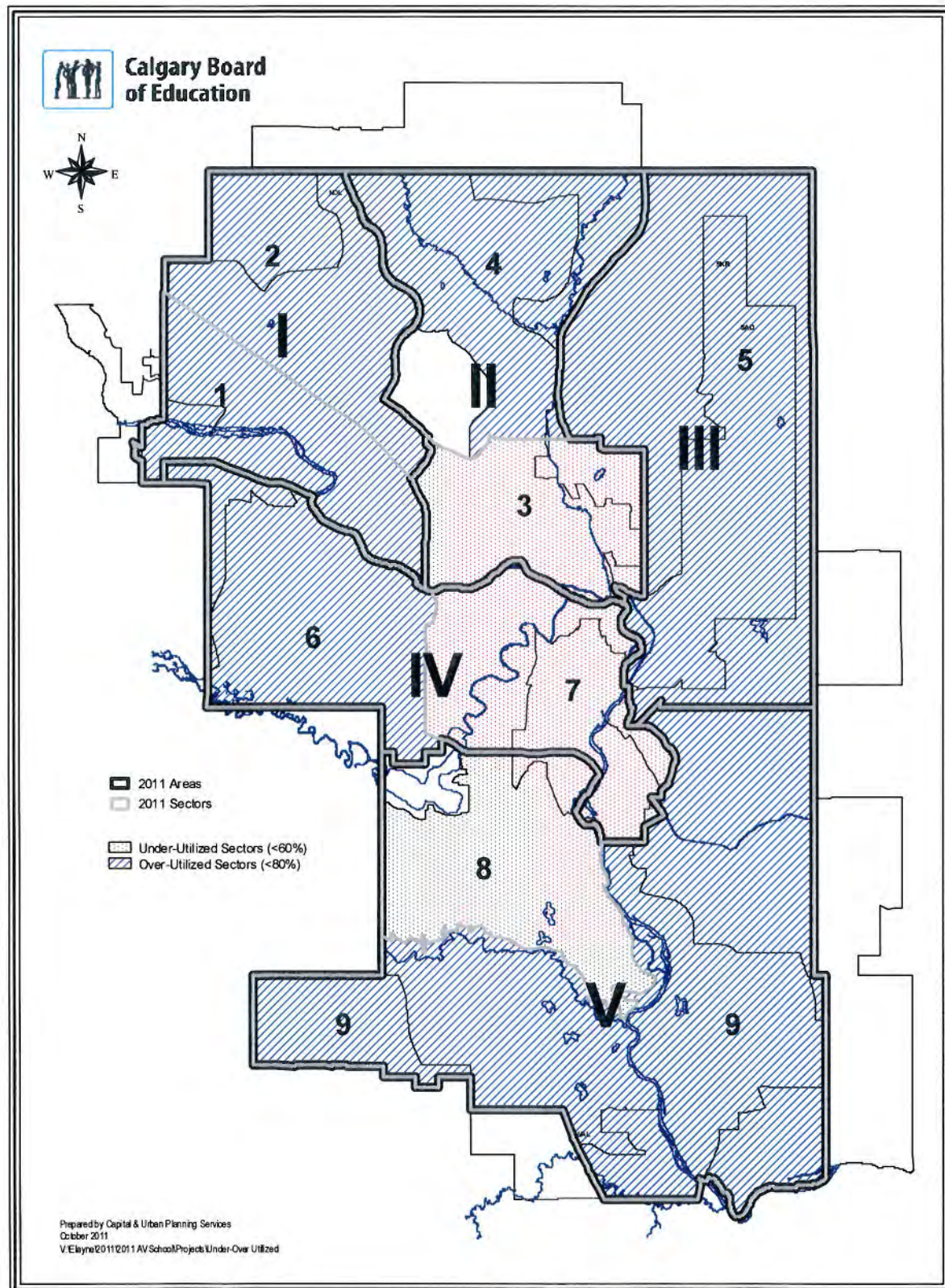
Senior High Area Utilization Rates by Enrolment



Sector Utilization by Residence for Kindergarten to Grade 9



Sector Utilization by Residence
for Grades 10-12



Modernization Information

Rank	Modernization	Area	Grade	Points
1	Chinook Learning Services	IV	Grades 10-12	-
2	Area I High Schools	I	Grades 10-12	-
3	Christine Meikle School	II	Grades 7-12	-
4	First Nations, Métis, and Inuit Schools	IV	Grades K-4	-
5	Area II and III High Schools	II/III	Grades 10-12	-
6	Area V High Schools	V	Grades 10-12	-
7	Altadore School	IV	Grades K-6	435
8	Nickle School	V	Grades 5-9	435
9	Senator Patrick Burns School	II	Grades 5-9	430
10	A.E. Cross School	IV	Grades 7-9	430
11	Sir Wilfrid Laurier School	III	Grades 5-9	430
12	Dr. J.K. Mulloy School	II	Grades K-6	415
13	Henry Wise Wood High School	V	Grades 9-12	410
14	Simon Fraser School	I	Grades 5-9	410
15	Elboya School	IV	Grades K-9	400
16	Woodman School	V	Grades 5-9	400
17	Sir John A. Macdonald School	II	Grades 7-9	395
18	Thomas B. Riley School	I	Grades 5-9	390
19	Fairview School	V	Grades 5-9	390
20	Sherwood School	IV	Grades 5-9	385
21	Robert Warren School	V	Grades 5-9	385
22	Louis Riel School	V	Grades K-9	380
23	Sir John Franklin School	II	Grades 5-9	380
24	Colonel Irvine School	II	Grades 7-9	365
25	Ernest Morrow School	III	Grades 7-9	360
26	Rosedale School	II	Grades K-9	360
27	Briar Hill School	II	Grades 1-6	355
28	Bob Edwards School	III	Grades 7-9	340

The first six 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).
- The top 20 priorities are in the Three-Year School Capital Plan 201-2016.

Maximum points = 500

Community Ranking for New Schools

Community	Points	Rank	Sector	Grade
Saddle Ridge	125	1	5	GR5-9
Copperfield	100	2	9	K-4
Evanston	100	3	4	K-4
New Brighton	100	4	9	K-4
New Brighton/Copperfield	95	5	9	GR5-9
Royal Oak/Rocky Ridge	95	6	2	GR5-9
Evergreen	90	7	9	GR5-9
Panorama Hills ⁽²⁾	90	8	4	K-4
Auburn Bay	85	9	9	K-4
West Springs/Cougar Ridge	85	10	6	GR5-9
Springbank Hill	80	11	6	K-4
Aspen Woods	75	12	6	K-4
McKenzie Towne	75	13	9	GR5-9
Tuscany ⁽²⁾	75	14	1	K-4
Kincora	70	15	4	K-4
Cranston	70	16	9	GR5-9
Springbank Hill/Discovery Ridge	55	17	6	GR5-9
Cougar Ridge	50	18	6	K-4
Martindale ⁽²⁾	50	19	5	K-4
Evergreen ⁽²⁾	45	20	9	K-4
Signal Hill	45	21	6	GR5-9
Country Hills/Harvest Hills	40	22	4	GR5-9
Silverado	40	23	9	K-4
Valley Ridge/Crestmont	35	24	1	K-4
Bridlewood	35	25	9	GR5-9
Evanston	35	26	4	GR5-9
Country Hills/Harvest Hills	30	27	4	K-4
Discovery Ridge	30	28	6	K-4
Saddle Ridge ⁽²⁾	25	29	5	K-4
Cranston ⁽²⁾	25	30	9	K-4
Hamptons	20	31	2	K-4
Aspen Woods	15	32	6	GR5-9

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 2013-2016.

2013-2016 Ranking for Capital Submission – K-4

Community	Community Growth Profile (points)			Busing and Travel Time (points)		Total Points
	Preschool 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	0	0	0	75
Valley Ridge/Crestmont	15	10	0	10	0	35
Area II						
Country Hills/Harvest Hills	15	10	0	5	0	30
Evanston	25	50	5	20	0	100
Kincora	15	40	0	15	0	70
Panorama Hills ⁽²⁾	35	40	15	0	0	90
Sage Hill	0	0	0	0	0	0
Area III						
Martindale ⁽²⁾	25	20	0	5	0	50
Saddle Ridge ⁽²⁾	15	0	10	0	0	25
Skyview Ranch	0	0	0	0	0	0
Area IV						
Aspen Woods	5	40	10	10	10	75
Cougar Ridge	25	20	0	5	0	50
Discovery Ridge	5	10	0	15	0	30
Springbank Hill	25	40	0	5	10	80
Area V						
Auburn Bay	25	40	5	15	0	85
Copperfield	35	40	10	15	0	100
Cranston ⁽²⁾	15	0	10	0	0	25
Evergreen ⁽²⁾	35	0	10	0	0	45
New Brighton	25	40	15	20	0	100
Silverado	5	0	15	20	0	40
Walden	0	0	0	0	0	0

- 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.

2013-2016 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	0	5	0	15	0	95
Area II								
Harvest Hills/ Country Hills	5	20	0	0	0	15	0	40
Evanston	5	0	5	0	0	25	0	35
Area III								
Saddle Ridge	35	50	10	5	5	20	0	125
Area IV								
Aspen Woods	0	0	10	0	0	5	0	15
Signal Hill	15	20	0	5	0	5	0	45
Springbank Hill/ Discovery Ridge	15	30	0	0	0	10	0	55
West Springs/ Cougar Ridge	25	40	5	5	0	10	0	85
Area V								
Bridlewood	15	10	0	5	0	5	0	35
Cranston	15	30	10	5	0	10	0	70
Evergreen	25	40	10	5	0	10	0	90
McKenzie Towne	25	20	5	5	0	20	0	75
New Brighton/ Copperfield	25	40	15	0	0	15	0	95

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

CBE Point Assignments

Kindergarten – Grade 4, September 30, 2011				
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			

CBE Point Assignments

Middle Grade 5-9, September 30, 2011				
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)

Alberta Education/Alberta Infrastructure School Capital Manual Definitions

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

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

Right-Sizing	Reduction in capacity of an existing school to provide a more efficient use of the facility due to declining enrolments.
School Building Project	Means (i) the purchase, erection, relocation, renovation, furnishing or quipping of, (ii) making of structural changes in, (iii) the addition to or extension of a school building, or (iv) the building of access roads or site preparation for a school building.
Site Development	Provision of utility services, access, location of buildings, playfields and landscaping.
Utilization Ratio	The ratio determined by dividing a jurisdiction's total FTE student enrolment by its net capacity.

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

MARCH 20, 2012

To: Board of Trustees

Re: Review of Proposed Education Act, Changes and Impacts

Purpose: Information and Action, as Required

Governance Policy References: GC - 3: Board Job Description

RECOMMENDATION:

THAT the Board of Trustees receives this report for information and the record.

BACKGROUND:

In order to guide future actions prior to the finalization of the new Education Act, Trustees requested further information regarding the proposed Education Act and the resultant changes to the legislative scheme as currently provided for in the School Act, and the potential impact of these major changes on The Calgary Board of Education.

The attached chart and the following analysis was prepared to support the Board of Trustees in its ongoing advocacy with the Minister of Education. The Board has corresponded with the Minister of Education regarding the Proposed Act and its potential implications on The Calgary Board of Education. A copy of the correspondence is attached to this report.

ANALYSIS

Outlined in the attached table is a summary of the numerous potential implications of the significant changes proposed in the Education Act 2012 (the "Proposed Act") which has been introduced in Bill 2. The first two columns of the chart contain information circulated in an Alberta Education document titled "What has Changed in the Education Act". These include the subject matter and a brief explanation of what the actual change was, as provided by Alberta Education. The third column provides brief highlights of the potential impact that each of these changes may have on The Calgary Board of Education.

The most important of these implications are highlighted and summarized below under the following five key headings: (1) student residency, (2) inclusive education, (3) the

creation of welcoming, caring, respectful and safe environments, (4) trustee appointments, elections and responsibilities and (5) natural person powers.

1. Student Residency

The significant changes in the concept of "student residency" require very careful consideration given the many definitions introduced to the obligation to educate, and could have a profound effect for CBE, potentially resulting in:

- a significant increase in the number of students who may be considered "resident students" of the CBE
- significant loss of revenue for CBE as the number of students for whom CBE can charge tuition fees and obtain education programming fees from other jurisdictions may be correspondingly reduced
- significant duty of care issues associated with the significant increase in resident students of CBE

2. Inclusive Education

There are references throughout the Proposed Act to the school board's statutory obligation to provide a continuum of specialized supports and services for students consistent with the principles of inclusive education, but "inclusive education" has not been defined. The result is that there is a risk that this obligation could be read quite broadly and could result in:

- more students being identified as needing, or claiming to need specialized supports and services than under the present system
- significant funding and resourcing challenges for CBE as it strives to provide these specialized supports and services
- confusion as to where the responsibilities of the CBE end and the responsibilities of the agencies providing "wrap-around services" begin (importantly, who has the obligation to provide and fund the supports that are not directly related to learning), particularly if CBE is providing the facilities and infrastructure to deliver such services, with a high standard of care required of it (*in loco parentis*)
- questions about how this impacts CBE's ability to place cohort groups of students requiring specialized supports and services together

3. Creating welcoming, caring, respectful and safe environments

Each of the three major partners in education (parents, school board and students) has an obligation under the Proposed Act to do their part to create welcoming, caring, respectful and safe environments. The school board's obligation is to "ensure" that it creates this type of environment. This absolute obligation could result in:

- many different interpretations and expectations because of the vagueness of the terms "welcoming" and "caring" and the fact there are no definitions associated with these terms

- the Board shouldering the responsibility despite not being able to meet this obligation without the cooperation of each and every member of the school community

In addition, there is a significant emphasis on "bullying" in the Proposed Act which serves to detract from other duty of care and safety responsibilities and initiatives which are required to create a welcoming, caring, respectful and safe environment.

4. Trustee Appointments, Elections and Responsibilities

The Proposed Act gives the Minister the ability to appoint trustees in certain limited situations, gives non-resident declared Catholic persons the ability to run for election as a trustee of the CBE and delineates certain responsibilities specific to trustees outside their role as a member of the collective Board of Trustees. These changes could result in:

- one or more trustees on the Board of Trustees being appointed by the Minister to represent the interests of a specific group of people
- the election of non-resident, declared Catholic individuals to the Board of Trustees
- confusion between the obligations of individual trustees to represent the views of the constituents who elected them at board meetings and the trustee's fiduciary obligation to act in the best interest of the Board as a whole.

5. Natural Person Power

While the Proposed Act grants school boards natural person powers, several provisions in the Proposed Act restrict the board's power more than the limits currently in place. These limitations result in:

- boards having to seek approval of the Minister with respect to borrowing for operational or capital expenditures
- restrictions and conditions on a board's ability to contract to provide educational services to certain specified groups of students
- boards having to act in a manner consistent with their delineated obligations in the Proposed Act and in regulations (of which there appear to be many)

This change is supposedly intended to have a positive outcome and empower boards to conduct their business without the need for specific legislative authority; however, the real impact cannot be understood until the regulations are issued.

Conclusion

In summary, we believe that if this legislation is enacted, it will result in significant implications to the current governance and administration of school districts. Ideally the timelines for any such major legislative changes would allow school districts and Alberta Education to undertake a full review process prior to the final reading. The major issues

that we have identified cannot be “fixed” by minor wording adjustments; rather, we believe that they would require substantial amendments. We would highly recommend that more time be allowed for such review and consideration of the impacts of these very substantial changes. We also recognize that altering a school board’s current governance and administrative operations to adhere to the new legislative obligations will be a significant undertaking that will take time to accomplish.

Respectfully Submitted,

Pat Cochrane, Chair
Board of Trustees

Attachments:

- Potential CBE Implications Chart
- Letter from the Board of trustees to the Minister of Education

THE EDUCATION ACT 2012 AND WHAT IT MEANS FOR THE CALGARY BOARD OF EDUCATION AND ITS SCHOOLS

Subject Matter	Education Act 2012 (Bill 2)	Potential Impact of Education Act 2012 on CBE
Preamble and Definitions		
General	The Preamble of the proposed Education Act 2012 (the "proposed Act") was rewritten to more closely reflect the outcomes of discussions in Inspiring Education and Inspiring Action.	1) Certain key concepts and terms in the proposed Act have not been defined and may be subject to interpretation. By way of an example, what is meant by "inclusive education"? How will that be measured?
Subject Matter	Education Act 2012 (Bill 2)	Potential Impact of Education Act 2012 on CBE
Access to education		
Access to education (s.3)	<ul style="list-style-type: none"> •The age limit for access to education has been increased to include individuals who are younger than 21 years of age as of September 1. This will encourage more students to complete their education. 	<p>1) CBE will require additional facilities, staffing and resources to provide a program of study for the significant number of students who will continue to take courses or receive education programming up to the age of 21.</p> <p>2) CBE anticipates the need for a new funding formula in response to this change. The full financial impact of this change will not be known until the funding formula is developed.</p>
Compulsory age of attendance (s. 7)	<ul style="list-style-type: none"> •Every person who is six years of age or older as of September 1 in a year and is younger than 17 years of age must attend school. This change will also encourage more Alberta students to complete high school. 	<p>1) CBE faces substantial challenges in ensuring that at-risk students do not leave school or the CBE's out-reach programs before completing high school. The increase in the compulsory age of attendance will put additional pressure on CBE to retain these students for one more year and to find programming that will help keep them in school.</p> <p>2) It is possible that these measures may require expansion of CBE's off-campus schools or out-reach programs.</p> <p>3) CBE expects there will be additional issues with respect to enforcement of attendance and more resources required to be directed for this purpose.</p>
Student residency (s. 3, s. 4, s. 12 and s. 13)	<ul style="list-style-type: none"> •Residency will now be determined by where the student lives, as opposed to the present situation where residency is determined by where the student's parents live. This change will create a more student-centered system and enhance student access to a 	<p>1) These provisions may have the effect of significantly increasing the number of students who will now be found to be "resident students" of the CBE. This may have a corresponding effect of significantly reducing the number of students for whom CBE is permitted to charge tuition fees and increase the burden on Alberta taxpayers.</p> <p>2) CBE also provides education programs to</p>

Education Act 2012 (Bill 2)		
Subject Matter		Potential Impact of Education Act 2012 on CBE
	funded education,	<p>students who reside in certain group residential settings in Calgary, but whose parents reside in British Columbia, Saskatchewan or other provinces. In the past, CBE had certain funding options whereby it could receive funding from the other jurisdictions or provinces in which these parents reside. As per the new residency provisions, these students could be considered resident students of CBE and therefore Alberta Education may be expected to fund the education of these students.</p> <p>3) CBE educates a number of students who are the children of refugee claimants. Under the current School Act these children did not have an automatic right to access education, but they did have a right to education under the federal <i>Immigration and Refugee Protection Act</i>. That meant that CBE was providing education programming for these children of refugee claimants without funding being provided by Alberta Education. Although s. 3 may be an attempt to address this issue, it is not clear whether children of refugee claimants will actually have a right of access to education and consequently, whether CBE would receive funding with respect to them.</p> <p>4) The change in student residency in the proposed Act may also have implications for CBE's duty of care towards students. As the number of ECS and Grade 1-9 students in CBE schools who are now considered "resident students" of CBE increases, CBE may have to dedicate additional staffing and resources to supervise such students.</p>
Student success and opportunities for learning		
Inclusion (s. 33(1)(e))	<ul style="list-style-type: none"> The Act will enable boards and schools to be flexible in the delivery of specialized supports and services to students with identified needs within a collaborative and inclusive education system. 	<p>1) The proposed Act requires CBE to provide a continuum of specialized supports and services to students that is consistent with the principles of inclusive education. As "inclusive education" is not defined in the Proposed Act, CBE may need to make its own determination about what an "inclusive education system" means and includes.</p> <p>2) In addition, the CBE will need to determine what mechanisms will be used to determine if it is meeting its obligations to be an "inclusive education system".</p> <p>3) The principle of inclusion may be viewed as an extension of CBE's "personalized learning" philosophy and may extend CBE's current</p>

Subject Matter	Education Act 2012 (Bill 2)	Potential Impact of Education Act 2012 on CBE
		<p>obligation to provide specialized supports and services to students who have been coded as "special education students", to a much broader group of CBE students. If this is the case, this could have significant funding implications for CBE. Without any concrete definition, it is difficult for CBE to determine how widely or narrowly to interpret the requirement. Also, please see comments under "specialized support and services" below.</p> <p>4) CBE will need to consider what the implications of having an "inclusive education system" means with respect to its model of placing cohort groups of students requiring similar specialized supports and services. Will this model continue to be accepted by parents and the Minister?</p>
Welcoming, caring, respectful, and safe environment (s. 33(1)(d))	<p>•Boards will be required to develop policies obliging them to provide a welcoming, caring, respectful and safe environment – one that addresses all forms of bullying, including cyber bullying, and discrimination, both in and out of school. Boards will be expected to share these policies and the consequences of unacceptable behaviour with students, teachers and parents. (Section 33(2)(3)(4)). Specifics of what should be contained in the Code of Conduct were added in Bill 2.</p>	<p>1) Terms like "welcoming" and "caring" have not been defined in the proposed Act and may therefore be subject to interpretation. CBE, in collaboration with parents and staff, will need to determine its own reasonable interpretations of these terms in order to ensure uniformity across all of CBE's 200+ schools.</p> <p>2) Furthermore, the Proposed Act requires school boards to "<u>ensure</u>" that each student enrolled in a school operated by the school board is provided with a welcoming, caring, respectful and safe environment that respects diversity and fosters a sense of belonging". While CBE may use best efforts to try to meet these requirements, it cannot "ensure" compliance 100% of the time. CBE must rely on the cooperation of others in the school community to meet this obligation and it has no way to enforce the behaviours of everyone in the school community.</p> <p>3) Each CBE school has a Code of Conduct already, but if these provisions come into force, each of these Codes of Conduct will need to be reviewed to ensure that they meet the specific requirements set out in the proposed Act. One of the requirements is that the Code must contain one or more statements about what is acceptable behaviour and what is unacceptable behaviour, <u>whether or not it occurs within the school building, during the school day or by electronic means</u> and one or more statements about the <u>consequences of such unacceptable behaviour</u>. This has significant implications for CBE schools. Schools may find it extremely difficult to enforce their Codes</p>

Subject Matter	Education Act 2012 (Bill 2)	Potential Impact of Education Act 2012 on CBE
		with respect to unacceptable behaviours by electronic means. Schools have limited access to students' electronic devices, have limited ability to monitor students continually and do not possess the sophisticated forensic systems or have the required expertise to track down the source of any unacceptable behaviour of students utilizing the internet, email, Skype or Twitter. This may have implications for CBE with respect to its plan to integrate the use of technology into learning.
Bullying Awareness and Prevention Week (s. 35)	<ul style="list-style-type: none"> •The Act proclaims the third week in November in each year as Bullying Awareness Week to promote awareness and understanding of bullying and its consequences in the school community. 	<p>1) As most CBE schools already have bullying awareness programs and activities in their schools, this is not a significant change, although the timing has now been directed and cannot be changed without an amendment to the proposed Act. A more flexible approach would have been to leave it out of the Act and to have the Minister proclaim the week separately.</p> <p>2) On a related note, the definition of "bullying" in the proposed Act refers to behaviour by a student affecting another individual in the school community. This definition does not extend to the behaviours of those in the school community (other than students) affecting students.</p> <p>3) The emphasis on "bullying" throughout several sections of the proposed Act may serve to narrow the broad concept of providing caring, respectful, safe schools, which entails doing much more than developing strategies to deal with bullying.</p>
Specialized supports and services (s. 33(1)(e))	<ul style="list-style-type: none"> •School boards will have the responsibility to provide a continuum of specialized supports and services to students that is consistent with the principles of inclusive education. Where it is determined by a board that a student's behavioural, intellectual, learning, communications or physical characteristics, or a combination of any of these, impair the student's ability and opportunity to learn, the student is entitled to specialized supports and services in an education program. Supports will be available to staff to adapt the programs of study and 	<p>1) The requirement to provide a continuum of specialized supports and services to students that is consistent with the principles of inclusive education, potentially broadens the number of students that may need specialized supports and services to a much larger group of CBE students, rather than the narrower group of "special needs students" who had been coded for certain specialized supports and services. This has significant implications in terms of facilities, staffing and resources.</p> <p>2) Without benefit of being able to review the funding model proposed by the Minister to reflect these new provisions, CBE cannot fully understand the impact of these provisions. New funding formulae will need to be developed.</p> <p>3) The adoption of these provisions may require CBE to adjust what it offers as part of the</p>

Subject Matter	Education Act 2012 (Bill 2)	Potential Impact of Education Act 2012 on CBE
	resources, provide wrap-around services as needed, and assist in all aspects of programming. A funding model that recognizes the varying needs of students and school systems in providing specialized supports and services will be developed.	<p>continuum of specialized supports and services, as well as how it delivers these supports and services.</p> <p>4) While the Minister has indicated there will be supports for staff to adapt the programs of study and to provide "wrap-around services", the extent of these supports or how they may be accessed is currently unknown. Similarly, there is no indication as to what is considered a "wrap-around service" or how the various entities (government or not-for-profit) who offer these services will coordinate with schools and school staff.</p>
Natural person powers (s. 51, 52)	<ul style="list-style-type: none"> •The Act grants school boards natural person powers. These provide boards, as legal entities created under the proposed Act, the authority to do any legal thing that a natural person may do. Board activities must be consistent with the responsibilities of boards as outlined in the proposed Act and boards may not do those things that are expressly prohibited by the Act or by regulation. 	<p>1) Having natural person powers means that the CBE now has all the rights and responsibilities that a natural person would have. These powers are limited in several ways, including the following:</p> <p>(a) CBE cannot engage in or carry on any activity that is not consistent with the responsibilities of the school board as set out in section 33 (which is the section setting out the responsibilities of the school board);</p> <p>(b) CBE must act in compliance with the limitations or prohibitions set out in the Act or by regulations established by the Minister of Education; and</p> <p>(c) CBE must seek Ministerial approval to borrow to meet operational and capital expenditures.</p> <p>2) The limitations on the natural person powers will not be known until the regulations are developed. CBE will not, therefore, be able to assess the full impact of being granted natural person powers until then.</p>
Governance and collaboration		
Responsibilities of students (s. 31)	<ul style="list-style-type: none"> •The Act sets out student responsibilities which include actively participating in their learning, the learning of those around them, and the pursuit of educational success. They also emphasize that students are a partner in education and are expected to contribute to a caring, respectful, and safe environment. 	<p>1) One of the overarching implications of this provision is that it may create for CBE an expectation, and possibly an obligation, to hold CBE students accountable for a breach of any or some of these articulated responsibilities. If that is the case, how will these responsibilities be enforced? What resolution process will be put in place to deal with breaches?</p> <p>2) CBE students must, in accordance with these provisions, "actively engage in and diligently pursue the student's education". CBE will need to consider what it means by "active engagement" as this term is vague. Similarly, the CBE students must "positively contribute to the student's school and community". CBE will need to determine what a reasonable interpretation of this is and how this intersects with the CBE Board of Trustees' Results</p>

Subject Matter	Education Act 2012 (Bill 2)	Potential Impact of Education Act 2012 on CBE policies.
		<p>3) CBE will need to ensure its policies and administrative regulations are consistent with the responsibilities of the students outlined in the proposed Act if, and when, it comes into force.</p>
Responsibilities of parents (s. 32)	<p>•The Act sets out parent responsibilities which recognize the crucial role parents play in their children's education and support greater cooperation and communication between parents and school personnel. They also state that parents are a partner in education, have the responsibility to make informed decisions respecting the education of their children and to play an active role in their child's educational success.</p>	<p>1) CBE will need to ensure its policies and administrative regulations (including AR 5002 - <i>Responsibilities of Parents</i>) are consistent with the responsibilities of parents set out in the proposed Act once it comes into force.</p> <p>2) CBE will need to determine what, if any, recourse would be available if parents are not behaving in a caring, respectful and safe manner, don't ensure their child attends school regularly or don't take an active role in their child's educational success. It is unclear whose responsibility it would be to enforce these obligations.</p> <p>3) CBE will need to determine, in light of the parental obligations "to take an active role in the child's educational success" and "engage in the child's school community" whether any new actions on the part of schools are required to assist parents in meeting their obligations or whether the engagement opportunities currently in place are sufficient.</p>
Responsibilities of school boards (s. 33)	<p>•As a partner in education, board responsibilities emphasize community engagement; the promotion of a caring, respectful and safe environment; the provision of a continuum of specialized supports and services consistent with the principles of inclusive education; collaboration with municipalities, other boards, and community-based service agencies to effectively address the needs of all students and manage the use of public resources; collaborate with post-secondary institutions and the community to enable smooth transitions for students; and the creation of a code of conduct for trustees. The Act also requires boards to establish a code of conduct for students which addresses bullying</p>	<p>1) The board responsibilities set out in the proposed Act may impact the Board of Trustees' current governance structure and policies to the extent that the Board of Trustees determines to retain or delegate these functions.</p> <p>2) The proposed Act requires the Board of Trustees to "recruit the superintendent and entrust the day-to-day management of the school division to the staff through the superintendent". This obligation to delegate operational matters to the Superintendent appears to be consistent with CBE Board of Trustees' existing governance model and policies, but further clarification may be required as to what constitutes "day-to-day management" as contemplated by the Minister.</p> <p>2) The CBE Board of Trustees is required under the proposed Act to develop and implement a Code of Conduct that applies to the trustees of the board, including definitions of breaches and sanctions, in accordance with principles set out by the Minister by order. While the Board of Trustees</p>

Education Act 2012 (Bill 2)		
Subject Matter		Potential Impact of Education Act 2012 on CBE
	behaviour.	<p>currently has a Code of Conduct, it may need to be revised to reflect the principles which the Minister establishes by order pursuant to the proposed Act.</p> <p>3) Currently, under the Board of Trustees' Process for Addressing Board Member Violations, the process includes: having a discussion with the offending member and the Board Chair and/or the Board; removing the offending trustee from leadership or committee positions; or censure the offending member. In a Board meeting, if a trustee refuses to remain quiet when called to order, the Board can require that the trustee be removed. If a trustee now has a statutory obligation pursuant to section 34 of the proposed Act to "be present and participate in meetings of the board and committees of the board", is removal or suspension for a meeting of the board or committee of the board a viable sanction? This will need consideration.</p>
Responsibilities of trustees (s. 34)	<ul style="list-style-type: none"> As a partner in education, the responsibilities of trustees state that they are to fulfill the responsibilities of the board, participate in board meetings and committees of the board, comply with the board's code of conduct, and engage parents, students, and community on matters related to education. 	<p>1) The proposed Act introduces the notion that individual trustees have obligations which are distinct from trustee's obligations as collective members of the Board of Trustees. This is potentially confusing because a trustee currently has no individual legal authority or responsibility, and only acts as a part of the Board of Trustees. The addition of this section implies the need for school boards (including CBE) to find the appropriate balance between recognizing the individual trustee's obligation to represent the views of the constituents who elected him/her and the trustee's obligations to act in the best interest of all students within CBE.</p> <p>2) As the wording in this section of the proposed Act is subject to interpretation, there is uncertainty about what the role of the individual trustee is and the role of the board of trustees, collectively, with respect to the engagement of parents, students, staff and the community on board matters. The proposed Act currently provides that the board is responsible for engagement of these groups "on board matters, including the board's plans and the achievement of goals and targets within those plans" and that the individual trustee is responsible for engagement of these groups "on matters related to education". Clarification from the Minister or the development by CBE of a reasonable interpretation of a trustee's individual responsibility to "engage parents, students and the community on matters related to education" may</p>

Subject Matter	Education Act 2012 (Bill 2)	Potential Impact of Education Act 2012 on CBE
		be necessary. How will the public know whether a trustee is engaging parents, students, staff and the community as an individual trustee or with the authority of the Board of Trustees?
Student Advisory Council (s.38)	<ul style="list-style-type: none"> •Provides the Minister with the authority to establish a Student Advisory Council so that the student voice may be heard more directly. 	1) This provision is not expected to impact CBE as it is for the Minister's benefit only. The Chief Superintendent already has a Student Advisory Council which meets on a regular basis.
School Councils (s. 55)	<ul style="list-style-type: none"> •The Act provides legislative authority for school councils to advise the Minister on issues of relevance. 	<p>1) The role of school councils, to provide advice and to support the learning initiatives undertaken by the principal and staff of the school for the benefit of the students, has been expanded under the proposed Act. Each school council, working collaboratively with the school's principal, will need to consider how best to take on its new role as an advisor to the Minister of Education.</p> <p>2) Amendments may be required to Administrative Regulation - <i>School Councils and School/Parent Societies</i> to reflect the provisions of the proposed Act.</p>
Charter Schools (s. 25)	<ul style="list-style-type: none"> •The Act provides criteria around the establishment of charter schools, expands who may establish them and provides, through regulation, the ability for charter schools to become continuing programs. 	<p>1) Whereas in the School Act, the Minister had the authority to issue a charter for a Charter School for a specified and limited period of time, the proposed Act permits the Minister to issue a charter on a continuing basis.</p> <p>2) Persons wishing to start a Charter School no longer need to apply to the resident board to establish an alternative program prior to seeking a determination from the Minister.</p>
Separate school board establishment (s.74)	<ul style="list-style-type: none"> •There have been several changes proposed that are designed to modernize the establishment process and allow for greater community engagement while not altering constitutionally entrenched minority denominational rights. •Proposed changes include: early notification to the operating separate school division, the public school division, and the municipalities affected of the wish to establish a separate school district; the initiating separate school electors, the 	1) No known impact on CBE at this time.

Subject Matter	Education Act 2012 (Bill 2)	Potential Impact of Education Act 2012 on CBE
	operating separate school division, and the public school division are expected to meet to collectively determine the proposed separate school establishment area; following the preparation of a petition for establishment a community information meeting will be held; the vote on establishment will be held during a day-long poll, on a different date than the community information meeting; and the minimum requirements for the number of eligible electors has been maintained. Regulations will be reviewed through a consultative process following the passing of the proposed Act.	
Separate school elector choice (s. 74)	<ul style="list-style-type: none"> • Separate school electors will have a choice as to which jurisdiction, public or separate, they may vote or run for election as a trustee. This allows members of the minority faith, whose interests lie with public schools, to have representation on the public board or be on the public board themselves. This change is a response to feedback received from the general public. 	1) If adopted, this change means that the CBE Board of Trustees could be comprised of individuals who are non-resident declared separate school supporters.
Appointment of trustees (s. 82, 84)	<ul style="list-style-type: none"> • There are two circumstances under which the Minister may appoint a trustee: where two attempts to fill a vacancy on a board have been made and no nominations have been put forward the Minister may, in consultation with the board, appoint a trustee to fill that vacancy; and where an education services agreement exists between a board and a First Nations band, the board by resolution, or the Minister at the request of the board or in consultation with the board and the band, may appoint a trustee 	<p>1) CBE does have several written educational services agreements in place with First Nation's Bands and FNMI organizations and has a significant number of FNMI students attending education programming provided by CBE. Given this, there is a possibility that the Minister of Education may appoint one or more trustees to represent students from neighbouring First Nation's Bands who are receiving education programming from CBE and their parents</p> <p>2) CBE has not experienced a circumstance where it has not been able to fill a vacancy on the board, so it is unlikely that the Minister would ever be required to exercise his power to fill a vacancy in the other specific situation contemplated by the proposed Act.</p>

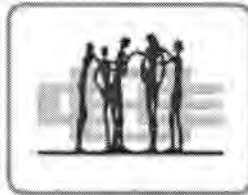
Education Act 2012 (Bill 2)		
Subject Matter		Potential Impact of Education Act 2012 on CBE
	to represent First Nations students and parents on the board. A person appointed as a trustee is in the same position as the person would have been had the person been elected.	
Administrative and financial responsibility		
Audit Committee (s. 142)	<ul style="list-style-type: none"> Requires boards to establish a five-person audit committee with one of each of the following: (a) a public member of business community who is (b) not a trustee, or a member of the adult learning community who is not a trustee and (c) a trustee, meant to highlight the importance of partnerships and collaboration. Audit Committee to recommend external auditors, review annual financial statements and conduct other matters directed by board. 	1) The CBE Board of Trustees has established an Audit Committee which recommends external auditors, reviews annual financial statements and conducts other matters directed by the Board, but the current composition of the Committee does not meet the criteria set out in the proposed Act. There is not a member of the "adult learning community who is not a trustee". As it is not clear who would generally fall within this category, further clarification may be required from the Minister.
Appointment of superintendents (s. 222)	<ul style="list-style-type: none"> School boards will have the authority to appoint the superintendent and to set out the process by which it will select the superintendent. The board shall provide the Minister with notice, in writing, of the appointment of a superintendent. The appointment of an individual as a superintendent of schools shall not be for a period of more than five years. 	<p>1) Whereas CBE is currently required to seek the prior approval from the Minister for superintendent candidates, the proposed Act would only require notification of the appointment. The same maximum five-year term would apply, with a renewal term of a maximum of five years being possible.</p> <p>2) This change, if adopted, will require revisions to CBE's Administrative Regulations.</p>
Dispute resolution regarding actions taken in relation to students (s. 41, 42)	<ul style="list-style-type: none"> Matters of concern will be dealt with and resolved locally by the people most directly affected. Boards shall establish a policy respecting the resolution of disputes or concerns at the school level between parents and school staff in an informal and co-operative manner. A parent of a student or child may appeal to a board a decision of an employee which significantly affects the education of the 	<p>1) CBE has established Administration Regulation 5007 - <i>Concerns and Complaints</i>, outlining the processes which parents should follow to resolve disputes or concerns. AR 5007 will need to be reviewed to ensure it meets the dispute resolution requirements set out in the proposed Act and any subsequent direction provided by the Minister.</p> <p>2) Under the proposed Act, appeals to the Board of Trustees are limited to those relating to "a decision, made by an employee of CBE or an employee authorized by the board, that significantly affects the education of a student or of a child enrolled in</p>

Subject Matter	Education Act 2012 (Bill 2)	Potential Impact of Education Act 2012 on CBE
	<p>student or child. Requests by a parent to have the Minister review the decision of a board are limited to decisions respecting the provision of specialized supports and services to a student or child and to the expulsion of a student.</p>	<p>an ECS program operated by CBE". CBE must establish an appeal process for such matters by resolution.</p> <p>3) Ministerial review of a decision by the Board of Trustees is limited to those matters dealing with the "provision of specialized supports and services to a student or child enrolled in an ECS program" or the expulsion of a student. However, as the number of students who receive specialized supports and services expands due to the philosophical shift by the CBE toward "personalized learning" and the requirement in the proposed Act for inclusion, this limitation may not be so narrow.</p>
<p>Early Childhood Services records and appeals (s. 56)</p>	<p>•Certain provisions that apply to a 'student' will now apply to a child enrolled in an early childhood services (ECS) program. These provisions include: the establishment and maintenance of a student record, the parent's right to appeal to the board regarding the child's programming, and the parent's right to request a Ministerial review regarding the specialized supports and services being offered.</p>	<p>1) These proposed changes move ECS programs down the continuum toward becoming part of CBE's regular educational programming. Currently, CBE can elect to deliver ECS programming, but is not obligated to do so.</p> <p>2) ECS teachers may have added responsibilities to ensure that they have the specialized supports and services they require for ECS students and about keeping appropriate student records.</p>
<p>Attendance Boards (s. 9) (Division 7)</p>	<p>•Added s.9(3) to provide for notice to student of duty to attend school and ensuring all reasonable efforts are made.</p> <p>•Student attendance issues will be dealt with through earlier and more encompassing interventions at the local level. Where a matter is referred to the Attendance Board, the Attendance Board may attempt to mediate the matter through a case conference with the student, the student's parent and school staff. One-member panels may be established and issue orders to allow for a faster and more responsive process.</p>	<p>1) The proposed statutory requirement that the CBE "ensure all reasonable efforts are made to enforce the student's attendance at school" before submitting the matter to the Attendance Board, may impact the processes and procedures CBE's principals and attendance officers use to ensure a students' attendance at school, as well as the way they record their "reasonable efforts".</p> <p>2) Administrative Regulation 6020 - <i>Attendance of Students</i> may require revisions as a result of the provisions of the proposed Act.</p>
<p>Alternative programs offered outside of</p>	<p>•The proposed Act clarifies that a board may offer an alternative program that operates within the</p>	<p>1) There could be more educational entities applying to other school boards to operate within CBE's boundaries.</p>

Education Act 2012 (Bill 2)		
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geographic boundaries (s. 19)	geographic boundaries of another board if the other board has refused to offer the alternative program when requested to do so.	<p>2) It remains unclear about how virtual schools or non-resident home schools will be treated under the proposed Act.</p> <p>3) If more educational entities are approved as offering alternative programs, this could have funding implications for CBE as the money will follow the students.</p> <p>4) The full impact of this clarification in the proposed Act will be dependent on any changes to the regulations for alternative programs because the requirements are found in the regulations rather than the proposed Act.</p>
School closures (s. 62)	<ul style="list-style-type: none"> Consistent with the principle of local autonomy, the proposed Act states explicitly that school boards have the authority to make school closure decisions. Boards will be expected to establish and implement a policy on school closures, make this policy available to the public, notify parents and other affected people if they plan to close a school, and notify the Minister of any closure decision. The proposed Act puts boards in the position to make decisions about school buildings which support student achievement and make appropriate use of space. 	<p>1) As the proposed Act requires each school board to implement a policy on school closures, CBE will need to re-instate or re-introduce in a modified form the school closure policy which it removed on January 24, 2012.</p>
Private school financial stability (s. 29(4)(e))	<ul style="list-style-type: none"> The Act allows the Minister to close a private school where the financial administration of the school is unstable and threatens student learning. 	<p>1) No impact anticipated, except to the extent some of these students may return to the CBE.</p>
Borrowing (s.180)	<ul style="list-style-type: none"> School boards may borrow to meet the operational and capital expenditures only with the prior approval of the Minister. However, the Minister may make regulations respecting circumstances in which boards will not be required to obtain prior approval of the Minister before borrowing to meet expenditures. Regulations will 	<p>1) Under the School Act, school boards can borrow to meet current expenditures, without the prior approval of the Minister, <i>provided</i> the aggregate amount to be borrowed and the total amount owing under previous borrowings does not exceed the amount of the board's accounts receivable as shown in the most recent audited financial statements, but required Ministerial approval to borrow to meet capital expenditures. Under the proposed Act, Ministerial approval is required to borrow to meet operational and capital</p>

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	be reviewed through a consultative process following the passing of the proposed Act.	expenditures. 2) The full impact of the changes to the borrowing provisions will not be known until the regulations are developed and circulated.
FNMI education service agreements (s. 63)	<ul style="list-style-type: none"> The Minister may, by order, establish requirements or standards that apply to education services agreements between a board and the Government of Canada or a band council. When a board does enter into such an agreement, it must meet the requirements or standards established by the Minister. The intent is that education services agreements will include accountability for educational outcomes, the recognition of the unique needs of First Nations students and commit to engage all parties to the agreement. Further information would be in a Ministerial Order which would be made publically available. 	<p>1) The implications of these provisions will depend on the requirements and standards imposed by the Minister. Consideration will need to be given as to whether it is possible to "grandfather" education services agreements between CBE and certain Band councils or organizations or whether it is essential to bring them into line with the requirements and standards set by Minister.</p> <p>2) Any new education service agreements with the FNMI community will need to follow the requirements and standards set out by the Minister.</p> <p>3) Without benefit of knowing what requirements or standards the Minister is contemplating, it is difficult to assess the implications of these provisions.</p>
Determination of wards (s.76)	<ul style="list-style-type: none"> This change will simplify the language referring to public and separate school board governance structures. It will eliminate wards that were based on the existence of school authorities prior to regionalization and allow school boards greater opportunity to determine wards and electoral sub-divisions. Ward determination will be done by bylaw and will address local needs and reduce electoral underrepresentation within some school divisions. 	<p>1) Under the current School Act, the Board of Trustees may establish boundaries for electoral wards with Ministerial approval. The proposed Act would permit the Board of Trustees to establish electoral boundaries without Ministerial approval, unless the Minister requires approval in particular circumstances in the regulations which are to be developed</p>
Student fees (s.57)	<ul style="list-style-type: none"> The Minister may make regulations respecting school fees and that school boards may charge a parent fees in accordance with those regulations. Following the 	<p>1) Depending on the regulations established by the Minister, CBE may need to adjust: (a) the types of fees it charges, (b) the amount of fees it charges or (c) such other matters in connection with fees that the regulations address. The implications for CBE will not be known until the regulations are</p>

Subject Matter	Education Act 2012 (Bill 2)	Potential Impact of Education Act 2012 on CBE
	<p>passing of the proposed Act, a regulatory review of all present and new regulations will take place. This review process will include consultation with stakeholders. Any changes to fees and what they may be charged for would be contained in future regulations.</p>	<p>developed and circulated for review.</p> <p>2) Depending on what the regulations state, CBE may have less ability to collect fees and this may impact educational programming i.e. field trips, the provision of school supplies, band programs and lunch hour supervision programs.</p>
Student Transportation (s. 59)	<ul style="list-style-type: none"> •School boards shall establish, maintain and implement a policy respecting the safe and appropriate transportation of students. Specific requirements, including the 2.4 km walk distance, will no longer be legislated. The intent is to provide boards with greater flexibility in determining the needs of their communities in providing transportation. The Act also states that the Minister may make regulations respecting the transportation of students. 	<p>1) CBE will continue its review of the guidelines and principles it will use to determine who gets transportation to where and at what cost and ensure its policy reflects these, as well as the matters set out in the regulations respecting transportation of students under the proposed Act.</p>
Pecuniary Interest of Trustees (s.85(3))	<ul style="list-style-type: none"> •The proposed Act specifically states that a person does not have a pecuniary interest by reason only of any interest that the person may have "as a parent of a child registered as a student or receiving early childhood services in the school division". 	<p>1) When the proposed Act comes into force this change may impact the Board of Trustees' budget processes.</p>



Calgary Board of Education

OFFICE OF THE BOARD OF TRUSTEES

Education Centre Building

1221 8th Street, SW, Calgary, Alberta T2R 0L4 Telephone: 403-817-7933 Fax: 403-294-8282

March 14, 2012

Honourable Thomas Lukaszuk

Minister of Education
423 Legislature Building
10800 – 97 Avenue
Edmonton, AB T5K 2B6

Dear Minister Lukaszuk:

Re: Bill 2 (Education Act 2012)

I am writing to you on behalf of the Board of Trustees of The Calgary Board of Education ("CBE") in connection with the anticipated enactment into law of Bill 2 as the Education Act 2012 (the "**Proposed Act**") and the resultant impact that the Proposed Act will have on student learning in Alberta.

At the request of the Board of Trustees of CBE, the administration of CBE has undertaken an analysis of the Proposed Act and identified certain key provisions that are of considerable interest to CBE and, we expect, other school boards. We have provided below a summary of our comments and concerns on these provisions, which have been grouped into five categories: (1) student residency; (2) inclusive education; (3) the creation of welcoming, caring, respectful and safe environments; (4) trustee appointments, elections and responsibilities; and (5) natural person powers.

Overall, we believe that if the Proposed Act is enacted, it will result in significant implications to the current governance and administration of school districts in Alberta. Ideally, the timelines for any such major legislative changes would allow school districts and Alberta Education to engage in a meaningful dialogue, and undertake a full review and consultation process prior to final reading. In our view, the major issues that we have identified regarding the current version of the Proposed Act, as set out below, cannot be addressed by minor wording adjustments but rather would require substantial changes. Accordingly, we would highly recommend that more time be allowed for such a review and consideration of the impacts of this very important legislation. We believe that Albertans would benefit from the issues identified below being fully addressed before the Proposed Act proceeds to final reading.

1. Student Residency

The Proposed Act brings a welcome change to the legislative scheme by making students the focal point. We note that one of the most significant changes in this direction under the Proposed Act is to give higher relevance to the residency of the student as opposed to the student's parents or guardians. CBE anticipates that implementation of this change will allow a greater number of students access to the education system in Alberta and anticipates a commensurate increase in enrolment levels at CBE schools. In light of these changes, CBE would greatly appreciate clarification on the following items:

- Is it intended under the Proposed Act that international students that meet the residency criteria, such as by the appointment of a guardian resident in Alberta or elsewhere in Canada, would thereafter be treated as resident students? We believe that this would have a significant impact on Alberta taxpayers, who would then be required to fund the education of these students.
- We would respectfully request clarity around school districts being able to continue to charge tuition fees from students that enrolled as international students, and that such students would not qualify as resident students.

2. Inclusive Education

In keeping with the focus on students, "inclusive education" has been made the central theme of the Proposed Act and therefore a core consideration for how students learn in the future. However, we note that "inclusive education" has not been explicitly defined under the Proposed Act. Therefore, in order to provide inclusive education consistent with the Proposed Act, as well as to ensure that the new scheme benefits those in the greatest need, CBE would appreciate guidance with respect to the following matters:

- The ability of a school board to deliver specialized support and services to cohort groups of students that require the same or similar specialized supports and services.
- The manner in which additional funding and other resources will be made available in order to deliver the specialized support and services to a potentially larger group than under the current legislation.
- Coordination with other agencies for the provision of "wrap-around" services and delineation of responsibilities, particularly in situations where CBE will provide the facilities and infrastructure to deliver such services.

3. Creating welcoming, caring, respectful and safe environments

CBE is pleased to see that each of the three major partners in education (parents, school board and students) has an obligation under the Proposed Act to do their part to create welcoming, caring, respectful and safe environments. We note under the Proposed Act, a school board has an obligation to "ensure" that it provides this type of environment.

CBE would welcome an opportunity to participate in discussions related to and provide input during the drafting of regulations to give shape to this objective and identify the components of a welcoming, caring, respectful and safe environment. In particular, CBE would welcome direction regarding cooperation and coordination between the various partners to implement this objective. This will also assist in a uniform application of the Proposed Act consistent with the vision behind the legislation.

In addition, there is a significant emphasis on "bullying" in the Proposed Act, which serves to detract from other duty of care and safety responsibilities and initiatives which are required to create a more welcoming, caring, respectful and safe environment. We believe that a more flexible approach for addressing bullying (as well as a Bullying Awareness and Prevention Week) would be to leave it out of the Proposed Act and instead include it in the regulations to be put in place under the Proposed Act. This will help to ensure that the provision of a welcoming, caring, respectful and safe environment is not limited to providing a bullying-free environment, but goes beyond that to address issues referred to as harassment.

4. Trustee Appointments, Elections and Responsibilities

The Proposed Act gives the Minister the ability to appoint trustees in certain limited situations; gives separate school electors the right to run for election as a trustee of the public school board; and identifies certain responsibilities of individual trustees.

In connection with this, CBE would greatly appreciate clarification in relation to the following matters:

- It is possible that trustees may be appointed to represent the interests of a specific group of people. In this situation, what is the optimum way to ensure that trustees balance their obligation to the specific group of people and their fiduciary obligations to CBE as a whole, as is required of all trustees?
- Similarly, there may be confusion between the responsibilities specific to individual trustees outside their role as a member of the collective board of trustees.

5. Natural Person Powers

CBE is pleased to note that the Proposed Act grants school boards the long-awaited natural person powers. This will provide school boards with a significant degree of operational freedom, and empower boards to conduct their business without the need for specific legislative authority, subject to certain limitations including boards having to act in a manner consistent with their delineated obligations in the Proposed Act. In addition, the rights, powers and privileges exercisable by school boards are subject to regulations made by the Minister. Such regulations may restrict or provide terms and conditions subject to which such rights, powers and privileges may be exercised.

Since the actual scope and extent of the natural person powers are subject to regulation, CBE would welcome an opportunity to participate in the process of framing the regulations governing the exercise of these powers.

CBE recognizes that the aims and objectives of the Proposed Act are designed to make students the focal point of the education system and dovetail the educational and operational objectives long sought to be achieved by CBE and other school boards with the aspirations of parent groups and other stake-holders in the education system in Alberta. It is in the best interests of all stake-holders that the aims and objectives of the Proposed Act are implemented in the most effective and cost efficient manner to meet the needs of all students. At the same time, given the significant impact that these proposed legislative changes will have on student learning in Alberta, we highly recommend that more time be allowed for review and consideration by stakeholders before the Proposed Act proceeds to final reading.

We look to the Proposed Act to provide enabling legislation in support of school success and to make explicit the need to support the personalization of learning to ensure that each and every student across Alberta completes their K-12 experience with confidence and optimism for their future.

We sincerely hope that you find the above comments helpful. We would be glad to provide further information on any matter or answer any questions you may have with respect to the above.

Respectfully Submitted,



Pat Cochrane, Chair
Board of Trustees

Attachment: *The Education Act 2012 and What it Means for the Calgary Board of Education and Its Schools*

cc Calgary MLA's
cc J. Hansen, President, ASBA

CALGARY BOARD OF EDUCATION

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

March 20, 2012

To: Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **Reasonable Interpretation for Operational Expectations 5:
Financial Planning**

Purpose: Decision – Approval of Reasonable Interpretation

Governance Policy References: Board/Chief Superintendent Relationship
B/CSR 5: Chief Superintendent Accountability

Operational Expectations
OE-8: Communication With and Support for the Board

Originator: Deborah L. Meyers, Superintendent, Chief Financial Officer, Corporate Treasurer

I. RECOMMENDATION

It is recommended:

That the Board of Trustees approves the reasonable interpretation of OE-5:
Financial Planning.

II. ISSUE

Board of Trustees' governance policy B/CSR 5 states the "Board will acquire monitoring data on *Results* and *Operational Expectations* policies by one or more of three methods." One of these methods is "by *Internal Report*, in which the Chief Superintendent submits information that certifies and documents to the Board compliance or reasonable progress."

Board of Trustees' governance policy OE-8: Communication With and Support for the Board asks the chief superintendent to "submit required monitoring data in a thorough, accurate and understandable fashion, according to the Board's annual work plan schedule, and including both Chief Superintendent interpretations and relevant data to substantiate compliance or reasonable progress."

This report presents a reasonable interpretation, including interpretations and indicators, for Board of Trustees' approval prior to monitoring OE-5: Financial Planning.



Naomi E. Johnson
CHIEF SUPERINTENDENT OF SCHOOLS

Report: Reasonable Interpretation of OE-5: Financial Planning (attached)

Glossary: Developed by the Board of Trustees

Governance: Defining values in policy that establish the vision and *Results* to be achieved by students. Defines organizational performance of the district's employees, holding them accountable for that stated standard of performance.

Board: The Board of Trustees

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

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

OE-5: FINANCIAL PLANNING
REASONABLE INTERPRETATION REPORT

The Chief Superintendent shall develop and maintain a multi-year financial plan that is related directly to the Board's *Results* priorities and *Operational Expectations* goals, and that avoids long-term fiscal jeopardy to the organization.

Interpretation |

- The Chief Superintendent interprets *multi-year* to mean a three-year period rolling in synchronization with the Three-Year Education Plan. This multi-year financial plan includes both the operating and capital Budgets.
- The Chief Superintendent interprets *develop and maintain* to mean that the multi-year financial plan will be presented and approved by May 31 of each year. The financial plan will be updated to reflect Fall enrollments and year end-audit results, finalized and submitted for approval by November 30 of each year. No further changes to approved budgeted amounts will be made during the year.
- The Chief Superintendent interprets *directly related to the Board's Results priorities* to mean in accordance with the Three-Year Education Plan, which is the strategy designed to achieve the Board's Results priorities and Operational Expectation goals. Furthermore, the format will include comparative numbers for the previous year and the forecasted budgets for the ensuing two years.
- The Chief Superintendent interprets *directly related to the Board's Operational Expectations goals* to mean that the processes used in financial planning are conducted, and the format and content of the financial planning document are developed, in compliance with the requirements of Operational Expectations.
- The Chief Superintendent interprets *avoids long-term fiscal jeopardy to the organization* as referring to the ultimate financial decisions reflected in the financial plan. Fiscal jeopardy refers to the ongoing ability of the organization to meet its fiscal obligations. While the organization must produce a balanced budget in accordance with the *School Act*, this in itself does not demonstrate avoidance of fiscal jeopardy as it reflects the financial position at a single point in time.

The Chief Superintendent interprets guarding against fiscal jeopardy while balancing the budget to mean that financial decisions will:

1. Only contemplate a temporary structural deficit if there is a clear, prudent financial plan to eliminate it;
2. Address any structural deficits over an identified time frame appropriate to the circumstances, but usually within a three-year period;
3. Strive to develop and maintain an operating reserve base equal to 1% of jurisdiction revenues, whenever possible; and

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OE-5: FINANCIAL PLANNING REASONABLE INTERPRETATION REPORT

4. Be based on acceptable levels of risk, in accordance with the organization's definition of risk tolerance.

The Chief Superintendent will develop a budget that:

- 5.1 Is in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the *Results* priorities and any *Operational Expectations* goals for the year.

Interpretation |

- The Chief Superintendent interprets *summary format understandable to the Board* to be the format required by Alberta Education.
- The Chief Superintendent interprets *Board understands the relationship between the budget and Results priorities and any Operational Expectations goals for the year* to mean that at the outset of the budget building process, the Board will be presented with a Budget Assumptions Report that demonstrates the linkages.

Indicators of Compliance |

- A Budget Assumptions Report that reflects the above interpretation.
- A Budget Document that reflects the above interpretation.

- 5.2 Credibly describes revenues and expenditures.

Interpretation |

- The Chief Superintendent interprets that *revenues and expenditures are credibly described* when they summarize revenue by major funding source and expenditure by spending categories typically used in financial statements prepared in accordance with generally accepted accounting principles.
- The Chief Superintendent interprets *credible description* to mean the format required by Alberta Education, supplemented by a glossary of terms and explanatory notes.

Indicator of Compliance |

- A Budget Document that reflects the above interpretation.



OE-5: FINANCIAL PLANNING
REASONABLE INTERPRETATION REPORT

- 5.3 Shows the amount spent in each budget category for the most recently completed fiscal year, the amount budgeted for the current fiscal year, and the amount budgeted for the next fiscal year.

Interpretation |

- The Chief Superintendent interprets *budget category* to mirror the revenue and expenditure categories.
- The Chief Superintendent interprets the requested disclosure to be three fiscal years, being the previous fiscal year actuals, the current fiscal year budget, and the next fiscal year (being the year for which budget approval is required).
- In addition, to comply with the overall requirement to present a *multi-year budget*, in accordance with the Chief Superintendent's interpretation, the presentation will include (for information purposes only) the planned amounts for two subsequent years.

Indicator of Compliance |

- A Budget Document that reflects the above interpretation.

- 5.4 Discloses budget-planning assumptions

Interpretation |

The Chief Superintendent interprets the *budget-planning assumptions* to include:

1. financial, economic and other relevant factors where uncertainty exists; and
 2. resource allocation strategies.
- The Chief Superintendent interprets that the *disclosure of budget planning assumptions* shall be a separate document, containing both a description of the assumption and the intended budget impact. Presentation of this document to the Board of Trustees will take place in advance of the presentation of the resulting budget.
 - To demonstrate that the ultimate budget document reflects the planned assumptions, the statistics and impacts from the Budget Assumptions Report will be re-calculated using the final budget figures and included with the Budget Document presented to the Board.



OE-5: FINANCIAL PLANNING REASONABLE INTERPRETATION REPORT

- Disclosure of assumptions shall be based on materiality of impact. For the purposes of disclosure, the Chief Superintendent interprets *material impact* to be either:
 - any assumption having an impact greater than one per cent of the budget; and
 - any assumption that is pivotal to the delivery of the Three-Year Education Plan.
- By necessity, the level of detail of the assumptions and the confidence in the estimated impacts will be greater for the current year budget being approved than for the ensuing two years provided for information only. These future years will be modified and adjusted in each ensuing year to respond to unforeseen and changing circumstances and formal budget approval by the Board for those years will occur annually.

Indicators of Compliance |

- A Budget Assumptions Report that reflects the above interpretation.
- Recalculation of the statistics and impacts from the Report on Assumptions, using the final budget figures.

5.5 Plans for fiscal soundness in future years.

Interpretation |

- The Chief Superintendent interprets *fiscal soundness in future years* to mean **ongoing** ability to meet financial obligations.
- The Chief Superintendent interprets *plans for* to mean that financial decisions are made in accordance with the previous interpretation of "guarding against fiscal jeopardy while balancing the budget".

Indicator of Compliance |

- A Budget Assumptions Report that reflects the above interpretation.

5.6 Reflects anticipated changes in employee compensation, including inflationary adjustments, step increases, performance increase and benefits.

Interpretation |

- The Chief Superintendent interprets that the financial plan will *reflect anticipated changes in employee compensation, including inflationary adjustments, step increases, performance increases and benefits* by including these estimated changes in the projections for salaries and benefits expenses in each of the three years presented in the financial plan.



OE-5: FINANCIAL PLANNING REASONABLE INTERPRETATION REPORT

Indicator of Compliance |

- A Budget Assumptions Report that reflects the above interpretation.

5.7 Includes amounts determined by the Board to be necessary for the Board to effectively and efficiently perform its governing responsibilities.

Interpretation |

- The Chief Superintendent interprets *amounts determined by the Board to be necessary for the Board to effectively and efficiently perform its governing responsibilities* to be the Office of the Trustees' budget allocation.

Indicator of Compliance |

- Board approval of the Office of the Trustees' budget allocation.

The Chief Superintendent may not develop a budget that:

5.8 Plans for the expenditure in any fiscal year of more funds than are conservatively projected to be available during the year.

Interpretation |

- The Chief Superintendent interprets *conservatively projected to be available* to mean that:
 - the source of the funding can be specifically identified; and
 - the timing for receipt and amount of funding can both be reasonably estimated.
- Reasonably estimated means our level of confidence in our projections is:
 - high; or
 - if moderate, is acceptable given potential alternative actions.
- Levels of confidence are defined in the context of the organization's risk tolerance

Indicators of Compliance |

- A Budget Assumptions Report that reflects the above interpretation.
- A Budget Document that reflects the above interpretation.



CALGARY BOARD OF EDUCATION

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

March 20, 2012

To: Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: Calgary Board of Education Operating and Capital Budget Assumptions

Purpose: Information

Governance Policy Reference: Operational Expectations
OE-5: Financial Planning

Originator: Deborah L. Meyers, Superintendent, Chief Financial Officer, Corporate Treasurer

Resource Persons: Wayne T. Braun, Director, Finance
Superintendents' Team
Corporate Planning and Reporting Staff

I. RECOMMENDATIONS

It is recommended

THAT the Operating Budget Assumptions be received for information and the record.

THAT the Capital Budget Assumptions be received for information and the record.

II. ISSUE

Operational Expectation 5: Financial Planning, sub-provision 5.4 requires the Chief Superintendent to disclose budget-planning assumptions. The Chief Superintendent interprets this sub-provision as follows:

- The Chief Superintendent interprets the *budget-planning assumptions* to include:
 1. financial, economic and other relevant factors where uncertainty exists; and
 2. resource allocation strategies.
- The Chief Superintendent interprets that the *disclosure of budget planning assumptions* shall be a separate document, containing both a description of the assumption and the intended budget impact. Presentation of this document to the

Board of Trustees will take place in advance of the presentation of the resulting budget.

- To demonstrate that the ultimate budget document reflects the planned assumptions, the statistics and impacts from the Budget Assumptions Report will be re-calculated using the final budget figures and included with the Budget Document presented to the Board.
- Disclosure of assumptions shall be based on materiality of impact. For the purposes of disclosure, the Chief Superintendent interprets material impact to be either:
 - any assumption having an impact greater than one per cent of the budget; and
 - any assumption that is pivotal to the delivery of the Three-Year Education Plan.
- By necessity, the level of detail of the assumptions and the confidence in the estimated impacts will be greater for the current year budget being approved than for the ensuing two years provided for information only. These future years will be modified and adjusted in each ensuing year to respond to unforeseen and changing circumstances and formal budget approval by the Board for those years will occur annually.

III. CONCLUSION

The attached report on operating and capital budget assumptions accomplishes the above-noted provision and interpretation and is submitted for consideration by the Board of Trustees.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

Attachment: CBE Operating and Capital Budget Assumptions for 2012-13 to 2014-15

report

CBE Operating and Capital
Budget Assumptions for 2012-13 to 2014-15

March 20, 2012

Attachment

Introduction

The Calgary Board of Education is one of the best public education systems in the world. What sets us apart is our commitment to learning as unique as every student.

Our vision for student success considers the whole person and well-rounded education. This vision is reflected in the Board of Trustees' "Results." The Board of Trustees expects student learning to include academic success, citizenship, personal development, and character. The success of the whole student is captured by the "Mega Result"

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

The CBE Three-Year Education Plan describes how these Results—*how student success*—will be achieved. The plan breaks down efforts and investments into four areas that support the Mega Result:

1. Personalize Learning for each and every student;
2. Build our Capacity to remain educational leaders;
3. Engage our Publics, which includes the students, parents, employees and the whole community of Calgary; and
4. Steward our resources.

Stewarding our resources means that we recognize our responsibility to ensure public funding delivers the best possible public education for more than 104,000 students. Our responsibility to use resources wisely is a constant consideration. Building balanced budgets—both operating and capital—is an opportunity to demonstrate how we connect funding and student success.

The most recent provincial budget kept its promise for sustainable funding. The Alberta government provided three-year budgets to enable long-term planning. For the first time, school boards can project their financial plans beyond the next fiscal year. For the first time, the Three-Year Education Plan is complemented by a three-year funding model. A three-year funding model allows us to be more strategic.

For example, we are able to estimate that our Provincial funding for each of the next three fiscal years will be: \$1.068 billion; \$1.105 billion; and \$1.150 billion.



It is true that the Calgary Board of Education continues to anticipate a \$19.2 million structural deficit¹ going into the 2012-13 school year. A long-term view of funding enables the CBE to:

- find strategies that eliminate existing deficits; and
- plan in a way that prevent deficits in the future.

To use a household example, it is harder to budget if you cannot predict your income from one month to the next. In some months you may have more money than you need; in others, you may not have enough.

When you know your income further in advance, you can plan better. You understand that you may be able to be short one month because you can catch up a month later. Or you might also recognize that your costs are too high so you need to figure out ways to reduce your expenses for good. The budget provided by the provincial government and Alberta Education in February 2012 has the same benefit for Alberta school districts.

The CBE budget process is evolving. We believe the process will be more effective for our system, students, employees, parents, Board of Trustees and communities.

The budget process for 2012-13 and the subsequent years began when the provincial budget was announced on Feb. 9. In May, Administration will present operating and capital budgets to the CBE Board of Trustees for consideration. The budgets will fulfill all of the reporting requirements of the Board of Trustees and Alberta Education. Alberta Education expects to receive Board of Trustee-approved budgets by May 31, 2012.

The CBE operating and capital budget will be directed by the Board of Trustees' public discussions and debate about the assumptions contained in this report.

The budget assumptions include two types of information:

1. financial and economic *uncertainties* expected to affect the budget. For the operating budget, these include factors like inflation and general wage increases; and
2. *strategies* to deliver balanced budgets with the greatest possible benefit for student success.

By definition, uncertainties cannot be fully controlled—by anyone. By contrast, strategies are deliberate approaches and decisions proposed by the CBE Administration to achieve one overriding imperative: Dedicate the maximum possible resources to optimize learning for students in classrooms.

By bringing forward this budget assumptions report, Administration seeks to engage the Board of Trustees in a robust discussion about how we best use public funds for public education. The Board of Trustees has an opportunity to provide strategic guidance early in the budget-building process. With clear direction, Administration will build operating and capital budgets that align with expectations of the Board of Trustees for its final consideration in May.

Before we dive into the detail of the assumptions—both uncertainties *and* strategies—it is worthwhile to highlight planned outcomes of these strategies.

¹ A structural deficit results from the use of one-time funds to support ongoing expenditures. The CBE structural deficit in 2012-13 results from the depletion of unrestricted reserves.

Overall, Administration's intent with these assumptions is that:

1. The \$19.2 million structural deficit (described above) is eliminated.
2. The RAM-rate increase for schools will be more than four per cent—a full percentage point higher than the current year.
3. The portion of the entire operating budget spent on Administration will drop to 3.4 per cent from 3.7 per cent—making the CBE one of the most efficient school-district administrations in the province.

Additional detail about the impacts of these assumptions is provided in Appendix B.

At this point in the budget process, these are high-level estimates of what we intend to achieve. Building the actual operating and capital budgets will confirm these "directional" estimates with greater certainty.

By way of additional background, it is helpful to keep these facts in mind:

1. The \$19.2 million of one-time funding provided in October was not technically sustained in the funding for 2012-14 and beyond. Specifically, this means that the \$4.2 million portion for Alberta Initiative for School Improvement (AISi) projects will expire at the end of the current fiscal year as expected. The remaining \$15 million was effectively incorporated into the new 'Equity of Opportunity' grant.
2. Reserve balances at the end of budget years will only reflect restricted reserves. This means the reserves are earmarked for specific purposes. These reserves represent \$5 million—or a mere 0.4 per cent of CBE budgeted revenue (funding).

The budget process is a journey. On its journey, the CBE resolves to be an operationally efficient organization that dedicates the maximum possible resources to optimize learning for students in classrooms.

Operating Budget Assumptions¹ Related to Uncertainties

Compensation Changes	All anticipated changes in employee compensation have been included based on current information. Anticipated changes include: general wage increases, step increases, performance increases and benefits.
Enrolment	<p>Enrolment projections have been based on the September 30, 2011 actual enrolment of 104,182 and reflect the City of Calgary population changes, market share, and student retention rates (cohort-survival model). Forecasted enrolment figures are:</p> <ul style="list-style-type: none"> - 2012-13 105,654 - 2013-14 107,781 - 2014-15 110,271
Inflation Rate	The inflation rates were estimated based on the 20-year trend, which averages two per cent per year in Calgary.
Contractual Obligations	All known changes in contractual obligations have been included based on current information.
Investment Income	<p>Investment income is expected to remain constant for 2012-15 based on the following:</p> <ul style="list-style-type: none"> - cash flow levels are projected to remain the same; - short-term interest rates are expected to remain at current levels according to the Bank of Canada; and - long-term investment returns are expected to remain constant.
Legislative and Regulatory Framework	The Alberta Government has passed second reading of legislation intended to replace the <i>School Act</i> . The proposed Education Act may affect the budget in areas such as full-day kindergarten, increased age of funded students, and residency requirements. The financial impact of these potential changes cannot be determined at this time.

¹ A Glossary of Terms is provided in Appendix C.

Operating Budget Strategies

The CBE will **continue to allocate resources**—both to schools and for associated central supports—by way of the following strategies:

- full-day Kindergarten programs in 16 identified schools at an approximate cost of \$2 million without provincial funding;
 - First Nations, Métis, and Inuit (FNMI) programs primarily handled through centralized services at an approximate cost of \$3 million;
 - English as a Second Language (ESL) and English-Language Learner (ELL) programs and supports at an approximate cost of \$23 million;
 - specialized programs, unique settings and classroom supports at an approximate cost of \$115 million;
 - small-class supports in Kindergarten to Grade 3 and high school Career and Technology Strategy (CTS) at an approximate cost of \$42 million;
 - AISI project supports at an approximate cost of \$7 million;
 - equity supports in identified schools at an approximate cost of \$3 million; and
 - infrastructure maintenance renewal (IMR) projects at an approximate cost of \$16 million.
- We expect Grade 4 to 12 class sizes to remain below the guideline. Kindergarten to Grade 3—where class-size funding continues—should remain below 20 to 1 on average.

In addition to the allocation strategies which continue, Administration plans the following **strategies to re-allocate resources**. The goal is to dedicate the maximum possible resources to optimize learning for students in classrooms.

Strategy	Description	Impact ²
Service Units — Operational Excellence Initiatives	<p>Service units have identified initiatives to achieve efficiencies while maintaining services and quality. For example:</p> <ol style="list-style-type: none"> 1. finding ways to improve productivity without making additional demands on existing resources—this means working smarter; 2. accepting the challenge of determining work we can stop because it does not add sufficient value at this time; 3. improving processes that maximize revenue; 4. integrating functions to increase the impact and efficiency with a focus on system-wide priorities; and 5. saving money for the system by better leveraging strategic procurement and sourcing <p>A number of these initiatives require several years to fully reap the anticipated savings—especially where benefits are achieved by introducing systems to replace manual processes.</p>	<p>Anticipated savings are:</p> <ul style="list-style-type: none"> • 2012-13 \$9 million • 2013-14 \$14 million • 2014-15 \$18 million <p>It is anticipated the cost of System Administration and Board Governance as a portion of the total operating budget will decrease to 3.4 per cent for 2012-13 from 3.7 per cent in 2011-12 (a total of \$2.7 million reduction).</p> <p>In 2012-13 the expenditure decrease will generally occur in utilities and contracts, supplies and services.</p>
Delaying capital investments and elimination of lease payments	<p>To eliminate the structural deficit and balance the budget, we can free up funds by temporarily delaying the spending on non-urgent board-funded capital, such as equipment and technology,—which are funded through the application of amortization expense</p> <p>By definition, board-funded capital excludes school facilities.</p> <p>The sale of the former Education Centre, which is assumed to happen during the 2011-12 fiscal year, would enable us to eliminate required lease payments in 2011-12 going forward</p> <p>On the assumption that the Education Centre will be sold sometime this spring, this eliminates currently required lease payments, which will help to balance the budget going forward</p>	<p>We estimate the benefit will be:</p> <ul style="list-style-type: none"> • 2012-13 \$6 million • 2013-14 \$5 million • 2014-15 \$5 million <p>This initiative will not impair our long-term board-funded capital investment nor will this temporary diversion of funding create fiscal jeopardy</p> <p>We estimate the one-time lease-payment savings would be \$3 million in 2012-13.</p> <p>We believe the lease-payment elimination is likely to occur by Aug. 31, 2012.</p>

² At this point in the budget process, these are high-level estimates of what we intend to achieve. Building the actual operating and capital budgets will confirm these "directional" estimates with greater certainty.

Expiration of one-time AISI funding	<p>Alberta Education provided the CBE with \$4.2 million of one-time funding for AISI projects in October 2011. All of the one-time funding was directed to schools for staffing—positions were temporary by definition. The recent provincial budget confirmed this specific funding expires on Aug. 31, 2012. Consequently and as planned from the outset, the related positions will be eliminated for 2012-13.</p>	Loss of \$4.2 million which involves 45 FTEs funded on a temporary basis
School Fees	<p>In response to the community engagement for fees, we will amend our fee framework to reflect two "levels" of principles. In the context of fees, more than 4,000 stakeholders specified their expectations for words like transparency, accountability and consistency. These expectations will be addressed in our fees framework. In addition, we will incorporate these principles from the community engagement process:</p> <ul style="list-style-type: none"> • Users are charged for the services they use. • The fees for the stated service are based on the cost of providing a <i>consistent</i> service to the system. • Fees will reflect the difference between fees associated with educational necessity and fees associated with personal choice. • All fees will be eligible for waivers. • Waivers will be funded through the CBE "global budget," reflecting the ethic that the "community pays" for students who may be financially disadvantaged. • There will be no cross-subsidy from named fees. • School-based, employee parking fees will achieve full-cost recovery over the next year for a consistent service level. 	The financial impact of this strategy will be precisely determined when the fees for 2012-13 are set. It is anticipated that this strategy will produce at least \$1 million for re-allocation.
Use of Reserves	<p>Despite best efforts, we anticipate that schools will have unused and unencumbered reserves (also known as "carry forwards") at 2011-12 fiscal year end. This is partly attributable to an inability to recruit and place staff on short notice when new funds were made available by Alberta Education in October, 2011.</p> <p>This means reserves are available to help balance the 2012-13 budget. Specific details on the inclusion of these funds in the resource allocation method (RAM) are being finalized.</p>	<p>The forecasted reserves to be applied to RAM rollout is \$6 million in 2012-13. This amount will be adjusted in the fall RAM to reflect actual reserve balances at year end.</p> <p>While this use of reserves creates a structural deficit in 2013-14—similar to our use of central reserves last year—it smooths the impact of eliminating the current \$19.2 million structural deficit over three years.</p>

Use of Reserves <i>continued</i>	We also anticipate that our use of unrestricted reserves in the current fiscal year will be lower than budget, as a result of gapping tied to unfilled positions (outside of schools). We have applied this projection to balance the 2012-13 budget.	<p>We anticipate \$1 million unrestricted reserves will remain available at Aug. 31, 2012. This strategy will utilize all available reserves in 2012-13.</p> <p>The only remaining reserves—totalling \$5 million—are restricted reserves dedicated to specific purposes.</p> <p>We do not believe this represents "long-term fiscal jeopardy to the organization". It reflects direction from Alberta Education in 2011-12 to use all reserves, and our longer term strategies will strive to build reasonable reserve levels.</p>
RAM Allocation	We maximize the RAM allocation for all schools. We have applied the new equity-of-opportunity funding across all of our RAM-rate categories.	The decision means: (1) a 4 per cent average RAM-rate increase over last year; (2) the total RAM allocation increases by \$21 million over 2011-12, and (3) an estimated increase in school-based employees of 103 FTEs.

Capital Budget Introduction

The Capital Budget (or board-funded capital) includes technology, furniture, equipment, vehicles and all other non-facility assets.

The Capital Budget does not reflect capital needs for school buildings and related facility infrastructure supported by additional capital grants approved and provided by the Provincial Government through a separate Capital Planning Process.

These board-funded capital needs are funded from the amortization reserve, school decentralized funds or capital reserves.

The anticipated funding available for board-funded capital in 2012-13 is \$22.5 million.

Administration—via the capital budget council—categorizes, assesses, and approves its board-funded capital projects based on the business and strategic value that they deliver. The categories used are: strategic, enhancement, and maintenance. This allows Administration to monitor its board-funded capital investment mix in order to ensure that sufficient resources are allocated to adequately maintain and enhance existing capital investment to meet the technological requirements for student learning. Further, Administration also ensures that the extent of new investment matches the organization's ability to maintain its assets in the future.

Funding may be provided for projects for a single year or over several years, depending on the nature and size of the project and the availability of funding.

Capital Budget Assumption Related to Uncertainties

Capital Project Cost Estimates

Capital project-cost submissions are developed on a project-by-project basis. The costs are based on information available at the time and assumptions vary by project.

The Capital Budget Council regularly reviews project status and adjusts allocations as necessary, based on refined cost projections.

Capital Budget Strategies

The CBE will **continue to allocate resources** by way of the following strategies:

Administration strives to maintain an investment mix of:

- strategic 25%
- enhancement 10%
- maintenance 65%

Criteria used to prioritize board-funded capital are:

- 1 For strategic and enhancement projects;
 - impact on the Three-Year Education Plan;
 - impact on the CBE as an organization; and
 - the extent to which the project/purchase will create future cost savings relative to its capital cost.
- 2 For maintenance projects:
 - mandatory
 - critical
 - necessary
 - discretionary

The potential impact on the operating budget is also considered to ensure that projects do not generate unanticipated future operating costs. This is our first step to incorporating a full life-cycle-costing approach to our capital investment decision-making.

Once projects have been ranked, they are again reviewed to assess confidence in achieving the intended results (both quantitative and qualitative), and confidence in the organization's capacity to implement the project as planned.

The amount of board-funded capital available is then applied to the top-ranked projects.

In addition to the allocation strategies which continue, Administration plans the following **strategy to re-allocate resources**. The goal is to dedicate the maximum possible resources to optimize learning for students in classrooms.

Strategy	Description						
Contribution as an Operating budget strategy	<p>The capital strategies have assumed that Administration implements its operating budget strategy to utilize a planned underspend of</p> <table><tr><td>• 2012-13</td><td>\$6 million</td></tr><tr><td>• 2013-14</td><td>\$5 million</td></tr><tr><td>• 2014-15</td><td>\$5 million</td></tr></table> <p>This initiative will neither impair our long-term board-funded capital investment nor will this temporary diversion of funding create fiscal jeopardy.</p> <p>This strategy reduces the board-funded capital for 2012-13 to \$16.5 million. This will support principal payments on energy retrofit projects and the other top priorities recommended by the capital budget council.</p>	• 2012-13	\$6 million	• 2013-14	\$5 million	• 2014-15	\$5 million
• 2012-13	\$6 million						
• 2013-14	\$5 million						
• 2014-15	\$5 million						

Alberta Education Grant Funding

The announced rate increases are:

Fiscal Year	Base instruction and class-size grants	Other grant areas
2012-13	1%	2%
2013-14	2%	2%
2014-15	2%	2%

Exceptions to these increases are:

1. severe disabilities profile, and Early Childhood Services (ECS) mild/moderate/gifted/talented was eliminated and are now part of the Inclusive Education grant, and
2. the Infrastructure Maintenance and Renewal and the SuperNet which remain constant.

The new Inclusive Education Grant is comprised of two components:

1. 75 per cent is for supports and services (e.g., Instructional Support, Learning Coaches, Speech and Language, etc.) and is based on a common formula tied to total enrolment. This approach assumes a standard level of support and services across all students.
2. 25 per cent is for supporting diversity factors and is based on Stats Canada and Alberta Government data on demographics for 10 identified factors (e.g., average income, mother's average year of education, refugee, etc.). Funding is only provided where a district's data is below/above provincial averages.

A comprehensive review of our Resource Allocation Method (RAM) is planned for fall 2012. Although the current RAM model already addresses a broad array of diversity factors this review of the model is considered appropriate.

The new Equity of Opportunity grant has three components:

1. per student funding to provide equitable access to education programs for all students;
2. distance funding that recognizes the costs of providing services for students who are located far distances from major service centres; and
3. low student density funding that recognizes the costs of providing services for students who live in low populated, remote, rural communities.

The last two components of the Equity of Opportunity grant do not apply to the CBE.

The CBE is concerned that Infrastructure Maintenance and Renewal (IMR) funding has been frozen, given the CBE's increasing deferred maintenance needs. At current funding levels for IMR, the CBE is unable to manage the annual growth in maintenance in schools.

The following chart is an analysis of the Alberta Education funding and its changes for the next three years.

Commitment to Address Growing Funding Gaps:
2012/13 Budget Year 3, 2013/14, 2014/15 Forecasts

Description	2012/13 Actual Changes in Provincial Grants (\$M)	2013/14 Forecast Change in Provincial Grants (\$M)	2014/15 Forecast Changes in Provincial Grants (\$M)
Changes due to:			
Enrolments	13	14	21
Grant Rate Increases	16	32	18
	29	32	39
Changes in grant programs:			
Elimination of RCPA inflation protection	(8)		
Loss of one time fund (CBE share - \$107M)	(19)		
New equity of opportunity	16		
Loss of severe disabilities profiles	(52)		
Loss of Early Childhood Schooling: mild & moderate	(3)		
New inclusive education funding	60		
	(4)	-	-
Total net grant changes	25	-	-
Capital support			
Infrastructure Maintenance Renewal	-	-	-
Amortization – school buildings portion	5	-	-
	5	-	-
Alberta Teachers Retirement Fund – flowthrough	5	5	5
Total increase	35	37	45

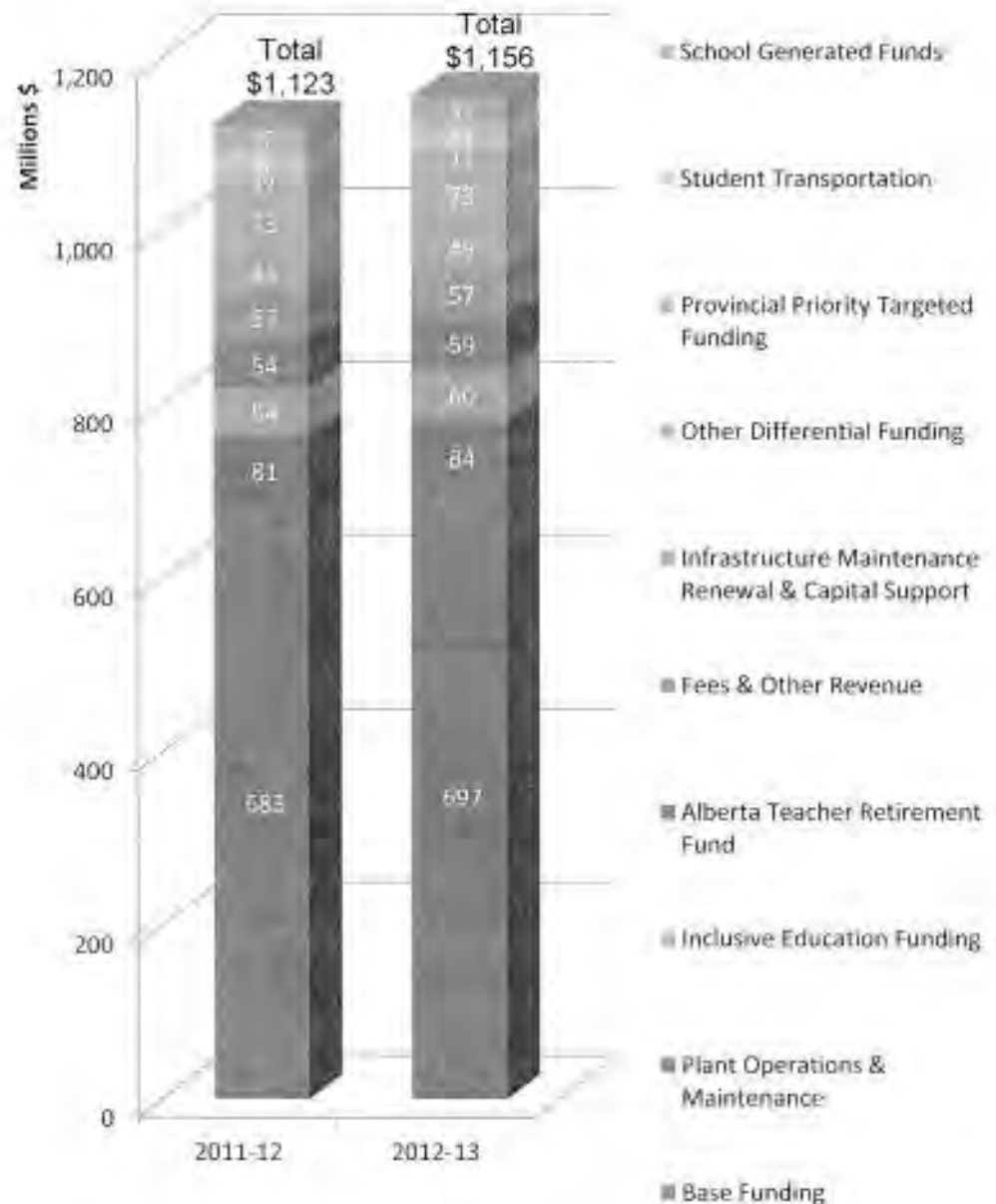
Other Revenue and Funding

All other revenues will be budgeted at levels consistent with prior year. These other revenues include school-generated funds and elective fees, discretionary program collections, investment income and rental and leasing revenues.

Other income is expected to remain essentially the same with an expected reduction in charter lease revenue from the province offset by small increases in most other categories tied to enrolment changes. Major components are as follows: sales and services to organizations and individuals; rentals; leases; student fees; transportation

fees; investment income; school authorities and other local governments; unrealized investment gains/losses; and gains on disposal of assets.

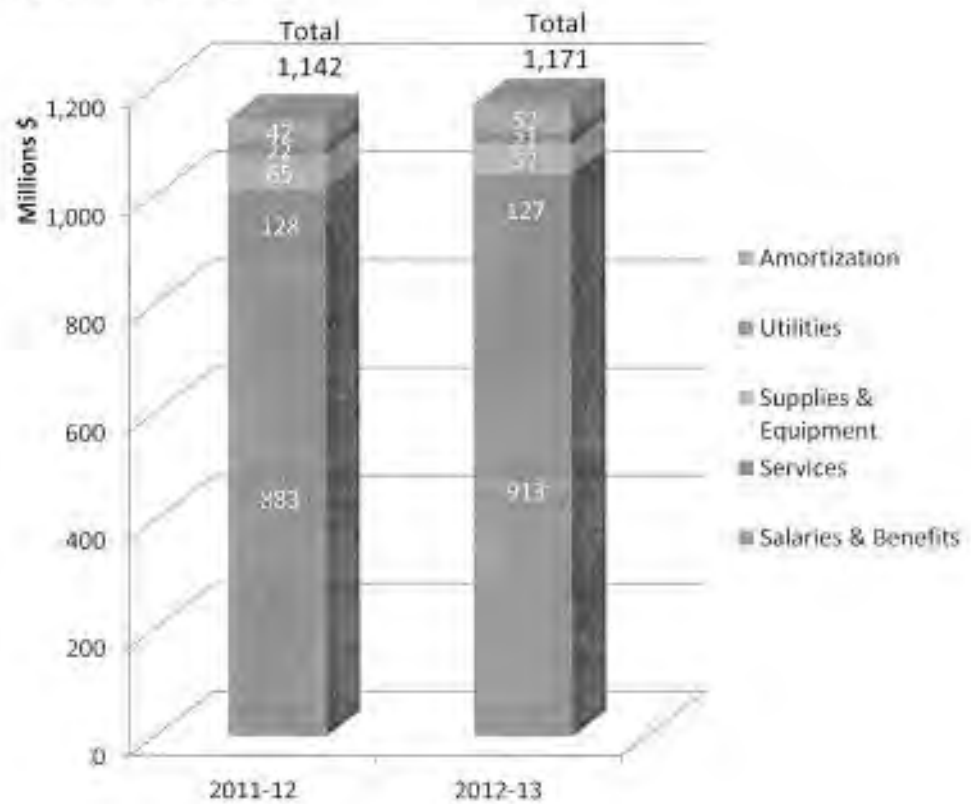
2012-13 Breakdown of Total CBE Funding Sources⁴



⁴ At this point in the budget process, these are high-level estimates of what we intend to achieve. Building the actual operating and capital budgets will confirm these "directional" estimates with greater certainty.

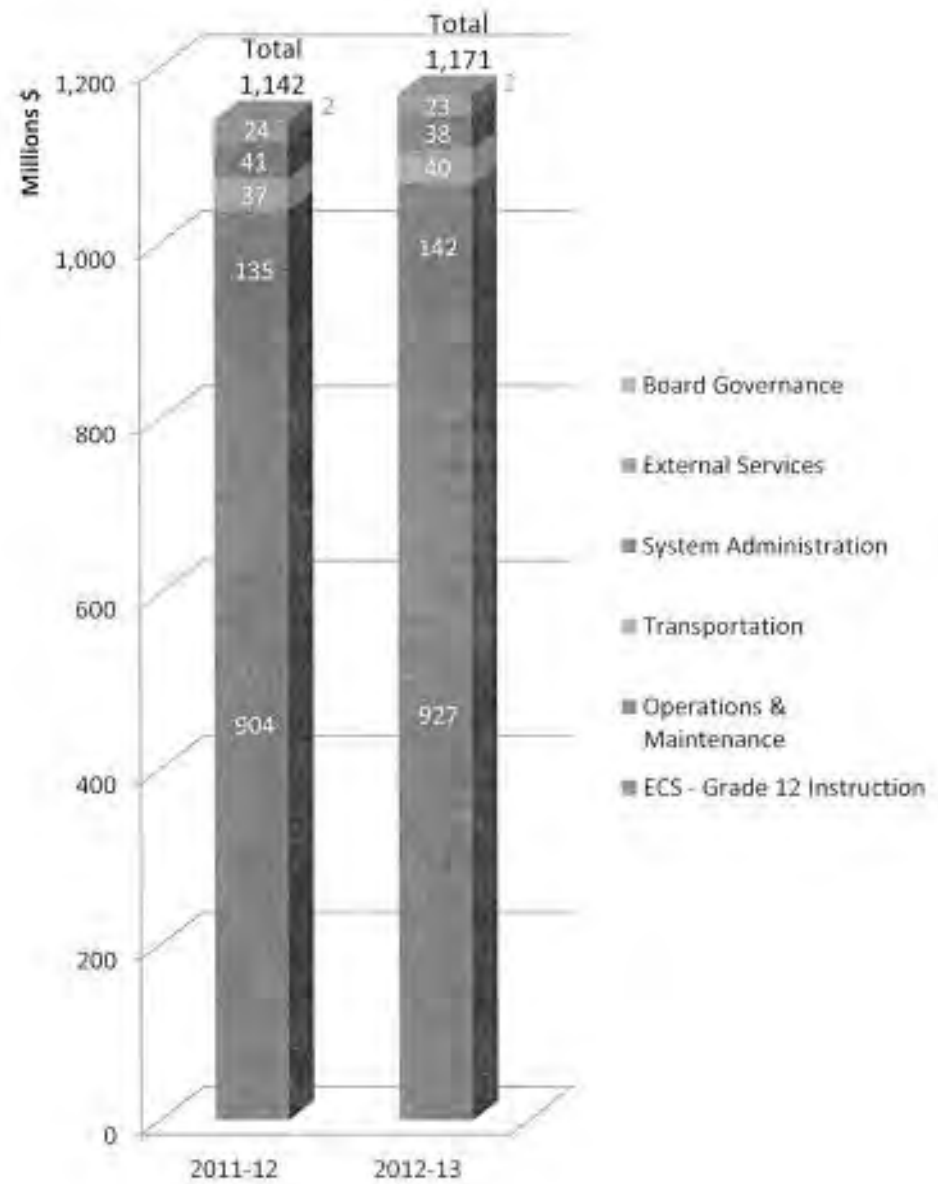
Appendix B—Summary of Overall Anticipated 2012-13 Budget Impact⁶

Expense by Object

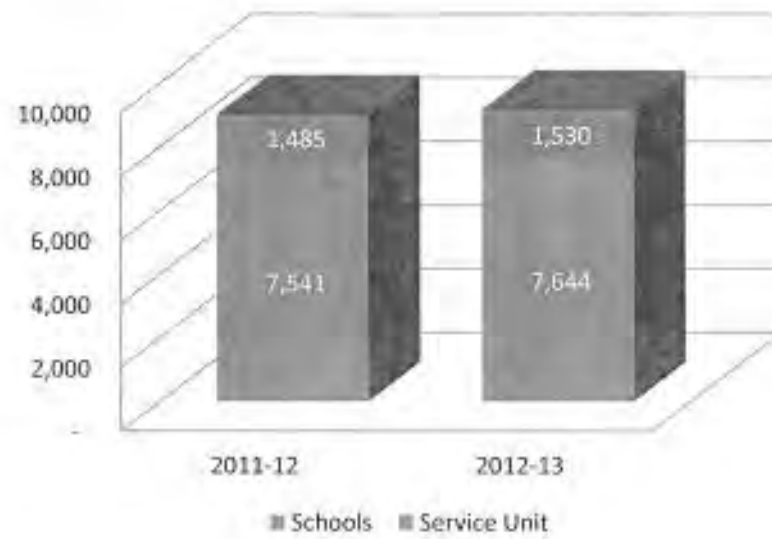


⁶ At this point in the budget process, these are high-level estimates of what we intend to achieve. Building the actual operating and capital budgets will confirm these "directional" estimates with greater certainty.

Expense by Block



FTE Comparison



Appendix C: Glossary of Terms^a

Amortization	Amortization expenses for both supported and unsupported capital assets ("unsupported" capital assets are board-funded; "supported" capital assets are funded by externally restricted capital funding/contributions).
Cohort-survival	Cohort is a group of students having a statistical factor (e.g., age or grade) in common as part of a demographic study. Cohort-survival looks at these demographic groups to determine any decrease or increase in each grade grouping as they move from Kindergarten to Grade 12 within the CBE.
Interest and charges	Interest expenses charged for both supported and unsupported debenture debt and all other interest charges.
Salaries & Benefits	<ul style="list-style-type: none"> - Consists of both certificated and non-certificated salaries and benefits - Certificated salaries refer to all salaries paid or accrued for those employees of the jurisdiction who possess a valid Alberta Teaching Certificate, or its equivalent (i.e., certified teachers, Principals and Superintendents) - Certificated benefits refer to the employer share of amounts paid on behalf of employees possessing an Alberta Teacher Certificate or equivalent for statutory and pension contributions, and medical and insurance benefits. It also includes allowances which are taxable payments made to (or on behalf of) employees for sabbatical leave, advanced study and training, and for negotiable or board-authorized allowances including automobile, subsidized housing, relocation, retirement, and supplementary unemployment benefits - Non certificated salaries are salaries and wages paid or accrued for all other employees, who do not possess an Alberta Teaching Certificate or equivalent.
School-Generated Funds	School-Generated Funds (SGF) are funds raised in the community for student activities that come under the control and responsibility of school management. These funds are usually collected and retained at the school for expenditures paid at the school level. SGF does not include any other funds collected at the school but remitted to central office and accounted for by central office (facility rentals, capital assets purchases, etc.)
Supplies & Equipment Services	Cost of supplies, materials and services rendered not included in the other expense object lines, including expenses and payments related to contracts, agreements, audits, dues, fees, and supplies costs.

^a Based on Alberta Education definitions

Provincial
Priority Targeted
Funding

Funding is comprised of the following: Alberta Initiative for School Improvement (AISI), SuperNet and Student Health. Other funding categories from the province that have prescribed guidelines on their use include: Infrastructure Maintenance Renewal (IMR), Regional Assessment Services (REACH) and Institutional Funding.

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

March 20, 2012

CORRESPONDENCE

RECOMMENDATION:

THAT the Board of Trustees receives the following correspondence for information and for the record, in the form as submitted:

- Email dated March 8, 2012, from The Honourable Thomas Lukaszuk, Minister of Education, regarding an invite to parent representatives on School Councils to participate in a conference call with him to continue the discussion on priorities for Alberta's education system.

Respectfully Submitted,

Janice R. Barkway,
Office of the Corporate Secretary

From: Education Minister [mailto:Education.Minister@gov.ab.ca]

Sent: Thursday, March 08, 2012 11:49 AM

Subject: Minister of Education will be hosting a teleconference with parent representatives on School Councils



EDUCATION
Office of the Minister

**TO: Board Chairs of Public, Separate, Francophone and Charter School Boards
Presidents of the following Provincial Associations:**
ASCA (Alberta School Councils' Association)
Federation des parents francophones de l'Alberta
Federation des conseils scolaires francophones
ASCA Board and Provincial Directors

I am inviting parent representatives on School Councils to participate in a conference call with me to continue the discussion on priorities for Alberta's education system. I believe that parents play an important role in their child's learning, and I am interested in hearing your ideas and perspectives.

The call will begin at **6:00 p.m. on Monday, March 19, 2012** and will take approximately 1.5 hours. When you dial in, you will be greeted by a conference operator asking for the participant pass code, as well as your name and school. I will open the conference call, make a few remarks and follow with a question-and-answer session with you.

All questions and responses will be heard by all participants, and I will try to answer as many questions as possible in the time allotted. If you experience any problems during the conference call, please stay on the line to speak to the operator.

Due to the number of telephone lines available, school council members are encouraged to assemble and call in as a group. For parent groups participating in the call, please have one member register on behalf of the group. To participate in the call, individuals and groups must register in advance online at www.education.alberta.ca/apps/Registration/TeleConferenceMarch19/. A call-in number and participant pass code will be provided to the representative by email once registration is complete.

If you have any questions regarding the teleconference, please contact Maureen Melnyk, Education Manager, Learning Supports and Information Management. Ms. Melnyk can be reached at 780-415-8324 (dial 310-0000 first for toll-free access in Alberta) or by email at maureen.melnik@gov.ab.ca.

Thomas A. Lukaszuk
Minister of Education
MLA, Edmonton – Castle Downs

**cc: Superintendents of Public, Separate, Francophone and Charter School Boards
Executive Directors of the following Provincial Associations:**
ASCA (Alberta School Councils' Association)
Federation des parents francophones de l'Alberta
Federation des conseils scolaires francophones

423 Legislature Building 10800 – 97 Avenue, Edmonton, Alberta T5K 2B6 Canada
Telephone 780-427-5010 Fax 780-427-5018 Email Education.Minister@gov.ab.ca

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

March 20, 2012

TOPIC: Annual Summative Evaluation of the Chief Superintendent 2011

RECOMMENDATION:

It is recommended:

THAT this report and Attachment I be received as information and for the record.

BACKGROUND:

For the purposes of this evaluation and report, the Board of Trustees' used the Governance Policies that were in effect until January 24, 2012.

The Board of Trustees' *Board -Chief Superintendent Linkage Policy B-3: Accountability of the Chief Superintendent* states that:

The Board of Trustees shall view Chief Superintendent performance as identical to organizational performance, so that organizational accomplishment of Board-stated Ends and avoidance of Board-proscribed means shall be viewed as successful Chief Superintendent performance.

The Board of Trustees' *Board -Chief Superintendent Linkage Policy B-5: Monitoring Executive Performance*) requires that:

Each January, the Board of Trustees shall conduct a formal summative evaluation of the Chief Superintendent. The summative evaluation shall be based upon data collected during the year from the monitoring of Ends and Executive Limitations policies. A written evaluation shall be prepared and approved by the Board of Trustees. The Chief Superintendent and the Board of Trustees shall review the document in private.

The attached report is the result of this process.

Respectfully submitted,

Pat Cochrane, Chair
Board of Trustees

Attachment

2011 Annual Summative Evaluation of the Chief Superintendent of Schools Calgary Board of Education

Point 5 of the Board-Chief Superintendent Linkage Policy B-5, Monitoring Executive Performance, states:

"5. Each January, the Board of Trustees shall conduct a formal summative evaluation of the Chief Superintendent. The summative evaluation shall be based upon data collected during the year from the monitoring of Ends and Executive Limitations' policies. A written evaluation shall be prepared and approved by the Board of Trustees. The Chief Superintendent and the Board of Trustees shall review the document in private."

The purpose of the annual evaluation of the Chief Superintendent is to summarize the actions previously taken by the Board of Trustees as it monitored Ends and Executive Limitations policies during the year, and to draw conclusions on that basis. The following policies were monitored by the Board of Trustees. Acceptance is evidence of satisfactory organizational and CEO performance.

Ends	Date Monitored	Reasonable Progress Achieved?
E-1 Mega End	June 28, 2011	Yes
E-2 Academic Success	December 20, 2011	Yes
E-3 Citizenship	April 5, 2011	Yes
E-4 Personal Development	May 3, 2011	Yes
E-5 Character	June 28, 2011	Yes

Executive Limitations	Date Monitored	Compliance?
EL-1 General Executive Constraint	June 14, 2011	Yes
EL-2 Executive Succession and Backup	September 6, 2011	Yes
EL-3 Information, Counsel, and Support to the Board of Trustees	November 15, 2011	Yes
EL-4 Treatment of Parents and Citizens	October 4, 2011	Yes, with exception of subpart 1
EL-5 Annual Report to the Public	February 15, 2011	Yes
EL-6 Instructional Program	March 15, 2011 November 15, 2011	Yes
EL-7 Treatment of Staff and Volunteers	October 18, 2011	Yes

Executive Limitations	Date Monitored	Compliance?
EL-8 Staff Evaluation	May 17, 2011	No
EL-9 Employment, Compensation and Benefits	February 1, 2011	Yes, with exception of subpart 6
EL-10 Budgeting Process	September 20, 2011	Yes
EL-11 Financial Condition	December 20, 2011	Yes
EL-12 Asset Protection	January 18, 2011	Yes, with exception of subpart 5
EL-13 Facilities	December 20, 2011	Yes
EL-14 Student Accommodation	April 19, 2011	Yes
EL-15 Transportation	April 19, 2011	Yes
EL-16 Learning Environment/Treatment of Students	October 18, 2011	Yes
EL-18 Student Fees	February 15, 2011	Yes

Based upon the Board of Trustees' prior acceptance of these reports and the ongoing monitoring of the organization's and the Chief Superintendent's performance during the preceding evaluation period, the Board of Trustees reaches the following conclusions relative to the Chief Superintendent performance based on a ranking of satisfactory or unsatisfactory performance:

That satisfactory performance has been achieved at both the Chief Superintendent and organizational level for the evaluation period January 1, 2011 to December 31, 2011.

Following is a summary of the Chief Superintendent's performance relative to organizational operations within boundaries established by the **Executive Limitations** policies and progress toward achieving the Board of Trustees' **Ends** policies.



Signed: _____

Chair of the Board of Trustees

Date: _____

March 6, 2012



Signed: _____

Chief Superintendent of Schools

Date: _____

March 6, 2012

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

MARCH 20, 2012

TOPIC: ALBERTA SCHOOL BOARDS ASSOCIATION (ASBA) ZONE 5 –
LIAISON REPORT

RECOMMENDATION:

BE IT RESOLVED THAT the Alberta School Boards Association (ASBA) Representative Report with respect to the ASBA – Zone 5 dated March 20, 2012, be received for information and for the record; and

THAT the Calgary Board of Education supports the recommendations of the Zone 5 Advocacy Committee related to the Edwin Parr event.

BACKGROUND:

As the CBE Board of Trustees representative on the ASBA Zone 5, I am providing this report for your information.

ASBA Zone 5 Advocacy Committee recommends that the following steps be taken by the zone and has requested that Boards comment on the approach:

1. Invite all Zone 5 MLAs to attend an event one hour prior to the 2012 Edwin Parr dinner and awards in order to introduce the MLAs to area trustees and socialize. MLAs will also be invited to the dinner.
2. Each MLA will be given a one-page information sheet explaining the Edwin Parr event, some background on ASBA and information on Zone 5. The advocacy committee will prepare this 'highlights' sheet.

Attached to this report are the Minutes of the ASBA Zone 5 meeting held February 3, 2012.

Respectfully submitted,

Trustee Sheila Taylor
CBE Representative, ASBA Zone 5

Attachment: 1

Alberta School Boards Association – Zone 5
Friday, February 3, 2012
Rocky View Schools
2651 Chinook Winds Drive
Airdrie, AB

In Attendance:

Helen Clease (Chair)
Carol Bazinet (Vice-Chair)
Sylvia Eggerer
Jerry Muelaner
Laurie Copland
Diana Froc
Randy Clarke
Jacquie Hansen
Scott McCormack
Colleen Munro
Don Thomas
Sheila Taylor
Joanne Van Donzel
Rosemarie Goerlitz
Lynn Ferguson
Sheila Snowsell
Larry Tucker
Angie Warwick
Sylvie Roth
Bev LePeare
Mary Martin

Rocky View Schools
Calgary Board of Education
Rocky View Schools
Foothills School Division
Foothills School Division
Foothills School Division
Alberta Education
ASBA
ASBA
Rocky View Schools
Rocky View Schools
Calgary Board of Education
Christ the Redeemer
Calgary Catholic
Calgary Board of Education
Canadian Rockies
Golden Hills School Division
Prairie Land School Division
CSCFSA
Rocky View Schools
Calgary Catholic

Call to Order

Chair Helen Clease called the meeting to order at 9:31 a.m. Introductions.

Approval of Agenda

Moved by Rosemarie Goerlitz that the agenda be approved as submitted. **Carried**

Approval of Minutes

Moved by Jerry Muelaner that the Minutes dated January 6, 2012, be approved as submitted. **Carried**

Business Arising from the Minutes:

- Still looking for a member on the Advocacy Committee.
- Update on Bragg Creek: Helen indicated that she will remain in Education... for now. In other words, she is not seeking to serve on the M.D. of Rocky View's Council.
- Trustees were encouraged to provide their boards' comments with respect to Generative Governance/Community Engagement to Rita in preparation for the P.D. session on March 2.
 - Will not be inviting municipal governments to next month's meeting.
- Edwin Parr – take note of the information provided by ASBA.
- Start thinking about any policies you'd like to bring forward. Reps to go to their boards.

Chair Report:

- Zone Chair meeting – March 12.
- Reviewed work plan – on track.
- Helen advised she may not be at the May meeting.

Directives for Action

- None

Financial Update

- Carol reviewed the financial statement ending January 15, 2012. Pretty much on target in every line item.

Moved by Joanne Van Donzel that the Financial Statement for period ending January 15, 2012 be approved.

Carried

- Another update will be provided in May.

Professional Development

- Carol advised that Jim Gibbons will be coming in March. She asked if there was any interest in doing 'Framework for Student Learning'. Discussion. This will be a session in either April or May.

REPORTS

ASBA Director's Report, Anne-Marie Boucher (*absent*)

- Scott McCormack & Helen Clease reviewed the 'homework' questions. (*See separate document for responses*).

ASBA Executive, Jacquie Hansen

- Thanked trustees for their support while she was running for the PC nomination in her riding (she was unsuccessful).
- Bargaining Boot Camp – Calgary (February 8 & 9).
- Vis-à-vis – noon-1:30, February 23 (deadline to register is Feb 15). The newsletter talks about acting to stop hazing.
- Board of Directors Meeting – February 17.
- Scott – re Boot Camp: 53 boards registered (over 200 people with good mix of admin & trustees). Reviewed the agenda for these sessions.

Alberta Education, Randy Clarke

- Most of this information provided is for reading & taking away. Reviewed important dates coming up including the rescheduled Consultation and Information sessions.
- Encouraged trustees to read the document provided. Highlighted **Action on Inclusion** – Early Child Development Mapping Initiative (in 4th year of the pilot).
- Student Health, Children and Youth with Complex Needs, and Regional Educational Consulting Services – discussions are happening and there is a desire to implement some changes but no decisions as yet.
- MHCB – Connecting for Kids Training Event: February 16 & 17 at the Westin Hotel in Edmonton. The theme is *The Art of Building Mental Health* which focuses on creative and evidence-based ways of supporting the mental health of children, youth and families.
- Collaboration and Mentoring in Educational Environments – a course that teachers might enroll in. 50 spots available at no cost.
- Northern Student Teacher Bursary – A program designed to attract and retain teachers in northern Alberta schools.
- Education Act consultations lead to a 10-point plan – discussion.
 - Charter schools are pressing the Minister for a more permanent existence (remove 5-year renewal requirement). Facilities also a concern for them – want government to assure permanency. Discussion revealed that public schools don't have security and access either.

- Community hubs as it pertains to older facilities. Calgary has issues with what to do with their older facilities.
- WiFi on buses – will it be funded? Playgrounds – is there funding attached to that. Randy responded that the Minister’s work will likely be pilot work in both cases. Unlikely he will roll that out province-wide before testing it out. Wants to address the anomaly of a new school without a playground included.
- Full-day kindergarten needs to be defined. What does it mean?
- Coordinating building playgrounds and new schools – recommend to the Minister that he carefully review the quality of construction/contractor.
- An idea: Teachers making home visits – it is done in other countries and a great benefit to child, parent and teacher. Don’t know how this could be implemented, but want to put it out there.
- Funding for Action on Inclusion – felt it was a discussion on funding for special needs students. Jacquie advised that the meetings never really finished; don’t really know how it ended.
- Concern – are we going big that will change the greater education system, or focusing on smallish issues that only change certain areas in the education system? Response: Minister does have some ideas that he wants to share. This is the Minister is saying that he has heard from Albertans and he’ll be doing more talking and planning.

Second Language Caucus

- No report

Advocacy, (Sylvia Eggerer)

- Would like one more member on the Committee. Need to find what our goal is. Joanne nominated Diana Froc. Diana indicated she would need to review the scope of the job and spend some time with Sylvia to review the criteria - will let you know. Helen encouraged others to volunteer – could have more than 3 members. Please ask other trustees on your boards.

Edwin Parr, (Sylvia Eggerer)

- May 17 – information will be coming out for the banquet soon. Encouraged everyone to get going on selecting their candidates. Deadline for applications is April 1.

Labour Relations, Jerry Muelaner

- Nothing new to report.

Health Initiatives, Mary Martin

- All zones were represented at their latest video-conference meeting. Good support from ASBA. Marilyn Brugstra from Zone 2/3 and Mary Martin from Calgary Catholic. Joanne is also involved and are looking for other volunteers. Looking at creating an online portal to keep everyone updated (www.ACHSC.org). The conference will be held in Banff at the end of September.

Field Experience, Sheila Snowsell

- No report – last meeting cancelled.

Regional Consortium, Joanne van Donzel

- Attempt is to change the model. Change is based on financial model and IT support. Still important for the directors of the region to work with each other. Meeting dates are not set yet for the spring. Requested an alternate to attend the meeting dates as she will be away from March to beginning of May. Carol Bazinet volunteered.

Moved by Sheila Taylor that the reports be accepted as presented.

Carried

Recessed at 11:05 a.m.

Reconvened at 11:15 a.m.

BOARD SHARING

Christ the Redeemer

- New school in Drumheller will open at the end of February.

Calgary Catholic

- Foundation that was started in 2009 built on volunteers – first grant was in 2010 for \$1 million and second grant \$800,000 was distributed yesterday.
- Selected Gary Strother as new superintendent effective March 2012.

CBE

-

Canadian Rockies

- Still in the process of searching for a new superintendent. Had 27 applicants and hope to have a new superintendent selected by the end of the month.
- Working on the 3-year calendar... again.

Foothills

- Have begun staffing for the new P3 school in Okotoks. A great new school.

Golden Hills

- Interesting presentation by Calgary Catholic on community engagement. Have started all over again with a new approach.

Prairie Land

- Formed an Adhoc committee – teacher and 2 board members addressing teacher issues.
- Part of the Remote Rural Symposium.

Rocky View

- In a cycle of PD and evaluations. Thanked CBE for the tour of the new Ernest Manning School.
- Building Williamstown – 3 weeks behind.

Moved by Rosemarie Goerlitz that Board reports be accepted as presented. Carried

ASBA

- Scott provided an update from the Labour Relations Department of ASBA.

IN-CAMERA SESSION

Moved by Joanne Van Donzel to go in-camera at 11:45 a.m.

Carried

Moved by Sheila Taylor to come out of in-camera at 12:10 p.m.

Carried

The Chair reminded Zone 5 reps that:

- need 1 more member on Advocacy Committee
- send comments re Generative Governance/Community Engagement to Rita.

ADJOURNMENT

Moved by Jerry Muelaner that the meeting be adjourned at 12:15 p.m.

Carried

CALGARY BOARD OF EDUCATION
REGULAR MEETING OF THE BOARD OF TRUSTEES
PUBLIC AGENDA
MARCH 20, 2012

TOPIC: REVISED SCHEDULE OF REGULAR BOARD MEETINGS

RECOMMENDATIONS:

1. THAT the Board of Trustees approves the revised Schedule of Regular Meetings, as follows:

PUBLIC AGENDAS
3:00 p.m. to 6:00 p.m.

PRIVATE AGENDAS
11:00 a.m. to 2:00 p.m.

April 3, 2012
April 17, 2012

April 10, 2012

May 1, 2012
May 15, 2012
May 29, 2012

May 22, 2012

June 12, 2012
June 19, 2012

June 26, 2012

September 4, 2012
September 18, 2012

September 25, 2012

October 2, 2012
October 16, 2012

*Next Organizational Meeting proposed for October 16, 2012, at 3:00 p.m.,
prior to commencement of the Regular Meeting

2. THAT the Regular Meetings, Public Agenda, will take place in the Multipurpose Room at the Education Centre, 1221 – 8 Street SW, Calgary, Alberta.
3. THAT the Regular Meetings, Private Agenda, will take place in Room T224 at the Education Centre, 1221 – 8 Street SW, Calgary, Alberta.

BACKGROUND:

Section 66(2) of the *School Act* requires a resolution of the Board to establish the regular meetings of the Board. The resolution must state the date, time and place of the regular meeting. The Board Meeting Procedures approved on March 6th to be effective April 4, 2012 change the time of the Board Meetings, with public agendas commencing at 3:00 p.m. rather than 5:00 p.m. and private agendas commencing at 11:00 a.m. rather than 3:00 p.m. An additional regular meeting has also been established for May 29, 2012, to accommodate the timing required for Board approval of the budget prior to it being submitted to the Minister on May 31st.

Respectfully submitted,

Janice R. Barkway
Office of the Corporate Secretary

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

March 20, 2012

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 receives the contents of this report as information.

II. BACKGROUND

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

Operational Expectations 8: Communication With and Support for the Board requires the provision of timely information about trends, facts and other information relevant to the Board's work." With other reports submitted to the Board of Trustees, this update meets the requirement of OE-8 for the provision of information in a timely, simple and concise form.

III. TIMELY INFORMATION

Instructional Design and Assessment Web Application (IRIS)

At the Board of Trustees' meeting on January 17, 2012, administration was directed to provide quarterly updates to the Board regarding information shared at the Board Development Session that same meeting. The development session was about the Calgary Board of Education's internal assessment system. The following update is the first report presented in response to this directive.

As an identified Alberta Education Change Agent supporting innovative and inclusive educational practice, and in keeping with the strategies of the Calgary Board of Education's Three-Year Education Plan, the Calgary Board of Education (CBE) is undertaking the design of a suite of web applications that support personalized instructional and assessment practices. This work includes the creation of a student learning plan, learner profile, and teacher and administrator workspaces.

Significant work has been done to advance the development of these web-based resources since they were last brought to the attention of the Board of Trustees at the public Board meeting of January 17, 2012 and to coordinate these resources with the teaching and learning goals they serve.

The Calgary Board of Education has established oversight committees to provide leadership to the introduction of the web applications to both the teaching and learning and technological environments in the CBE.

Through a Request for Proposal (RFP) process, the Calgary Board of Education has secured Habañero Consulting Group, a software development company, to work collaboratively on the design, development and implementation of a technological response to the specific functional requirements and overall strategic intent of this work. The following list highlights work that has been done to prepare the CBE's technology infrastructure for the introduction of the new web application and to transition from the design to the development phases of the overall scope of work.

- The Calgary Board of Education and Habañero have engaged in an assessment of the CBE's technology infrastructure to ensure the successful development and implementation of the new application and to ensure coordination between the new application and existing applications components within the CBE's existing infrastructure.
- Previously planned infrastructure upgrades, including an upgrade to the CBE's Sharepoint environment, have been coordinated with the new application's development plans and requirements.
- CBE's production infrastructure environment has also been upgraded.
- Initial planning has begun for the application's technical support system and long-term sustainment.

The Calgary Board of Education and Habañero have also advanced the visual design of the application, coordinating CBE visual identity standards, strategic intentions, functional requirements, input from potential users with usability guidelines and best practices.

Calgary Board of Education principals have been given an update on the development of the web-application and initial information about how use of the web-application will be supported as it is taken up by schools.

In consultation with their staff and Area Directors, principals are engaged in a process of assessing the potential of the web-application in relation to the goals and capacities of their individual schools. The introduction of the web-application to schools will be based in a clear understanding of the teaching and learning goals a school has identified on behalf of student and professional learning.

Service units are preparing for their role in supporting schools based on the school's identified teaching and learning goals and self-assessment of the capacities, enablers and constraints that impact their work to reach those goals.

In addition to the work taking place within the organization, the Calgary Board of Education has been actively participating with Alberta Education and other identified

Change Agent jurisdictions throughout the province in advancing the understandings and practices that lead to success for all students. The Calgary Board of Education recently participated in the making of Minister Lukaszuk's video "Diversity in Alberta Schools: A Journey to Inclusion" and in an Alberta Education province-wide webcast for teachers on inclusive education practices.

Over the next few months the first group of schools to make use of the web-applications will be identified, and development and testing of the student learning plan, profile and workspaces will proceed, with the applications expected to be available for school use in the fall of 2012. In addition, continued work with Alberta Education will support community engagement on the principles and practices of inclusive education.

Records Management

At the Board of Trustees' meeting on January 24, 2012, administration was directed to provide quarterly updates to the Board regarding the Calgary Board of Education's progress to address records management and retention issues. The request arose from the monitoring report for Executive Limitation 12: Asset Protection. The following update is the first report presented in response to this directive.

Records are the foundation of business process, policy and sound decision making. They are an important strategic asset for the Calgary Board of Education – comparable to people, capital and technologies – and require similar management and protection to leverage, through sharing and re-use, the public investment made in creating and maintaining these assets.

This first quarterly report seeks to strike the balance between providing the Board of Trustees with context information on the Records Management Program and its progress to date. Subsequent quarterly reports are expected to focus on supplying progress information.

Records Management (RM) is the systematic control of records from creation or receipt through to final disposition. Successfully implementing records management is a complex task. Often it can mean implementing new business practices and changing the way staff and the organization view and therefore manage the information created and received on a daily basis.

Records management at the Calgary Board of Education has historically focused on record warehousing and end-of-life functions with limited attention to the strategic or system-wide oversight. Managed hardcopy record holdings consist of approximately 30,000 boxes of records stored at the Highfield Records Centre (with some overflow storage at Harold W. Riley School). There are limited protocols and accountabilities defined for records. Traditionally, classification and retention considerations only occur once records have been received at the Highfield Records Centre. Related foundational elements therefore require revision to assure compliance with legislative and operational realities.

The creation, establishment, implementation and maintenance of a comprehensive, strategic records management program for the Calgary Board of Education is a multi-year process and 2010 was the first year of that process.

In February 2010, the Records Analyst position underwent a major revision to reposition it at a more strategic level and to assure compliance with Section 09 (a), and (b) of Student Record Regulation, Alta. Reg. 225/2006 (between Aug 24, 2009 and Feb 10, 2012 (current)):

"Compliance

9 A board shall designate one of its employees to be responsible for ensuring that the policies and procedures established by the board relating

- (a) to student records, and
- (b) to information referred to in section 3 comply with this Regulation and the Freedom of Information and Protection of Privacy Act."

Staff at the Highfield Records Centre comprises Supervisor - Records, Records Coordinator and two Records Clerks. The Supervisor - Records maintains overall oversight and management for the CBE's Records Management Program while the Records Coordinator, with assistance from the Record Clerks, performs many of the day to day operations of the Centre.

Records Management Highlights

2009-2010

- Assessed and analysed the CBE Records Management Program in accordance with industry standards.
- Identified gaps related to the standards.
- Developed and documented metrics for the storage facility.
- Reviewed existing records management governance and communications to internal staff.

2010-2011 - Strategic

- Obtained approval in principle for the Corporate Records Management Program Charter (Superintendents' Team approval November 22, 2010). The Program Charter acts as a license for the Corporate Records Management Program to advance important records management initiatives.
- Developed a records management framework based on Generally Accepted Recordkeeping Principles (GARP).
- Assessed current Records Program against the GARP maturity model.
- Developed draft system imaging protocols for document scanning and image management.
- Developed draft shared network drive restructure protocols.
- Developed and submitted Records Management protocols for closed schools.
- Developed and submitted Records Management component for School Information Package 2011-2012.
- Developed and submitted draft interim Administrative Regulations (AR) for Records and Information Management.
- Developed a staffing resource model to support the Records Management framework.

2010-2011 - Operational

- Developed a draft system-wide classification and retention schedule that is consistent with the draft Records Management interim AR and harmonizing with the work of the Privacy Information Model for Ontario (PIM) School Boards.
- Created a draft legal citation table for each record category in the classification and retention schedule.
- Worked with Legal Affairs on approvals required for schedule implementation.
- Created and implemented a SHRED pilot project to remove inefficiencies and risk associated with the destruction of transitory records at their source.

SHRED Pilot Highlights

Participating Schools	36
Number of Bins deployed	145
Total Bins tipped (Mar. 2011 – Dec. 2011)	2761

- Surveyed participant SHRED pilot schools.
- Based on the results of the SHRED pilot, recommended system-wide implementation and developed a Request for Proposal (RFP) to select an appropriate vendor to provide the service.
- Engaged consultant to research and provide recommendations related to the CBE Archives.
- Investigated (in conjunction with Strategic Sourcing) outsourcing the box storage/warehousing elements of the Records Management program.
- Coordinated the Records Management components of the Education Centre relocation.
- Decommissioned the semi-active storage facility located in the 515 Macleod Trail S.E. parkade and moved all records to Highfield Records Centre.

Record Centre Highlights

	Boxes/Bins
Records entered (recorded folder by folder/box basis for retention)	1242
Record storage and data entry backlog	1320
Total boxes received at Records Centre	2562
Boxes for Shredding received at the Records Centre (assessed and destroyed)	3927
Total Shred Bins picked up for disposition	3322
Total Records Boxes - formal disposition	953

	Requests
Total Records Requests satisfied - <i>Past Students</i>	803
Total Records Requests satisfied - <i>Administrative</i>	92
Backlog Request (<i>impacted by storage and data entry backlog</i>)	22

2011/2012 - Strategic and Operational

- Engaged qualified and experienced consultant to provide a legal review of the draft classification and retention schedule using recognized industry standard tools (FileLaw) to perform provincial and federal citation searches/references.
- Developed and submitted a draft interim AR related to Student Records.
- Used archival standards to pack and moved archives (excluding Board Minutes) from the 515 Macleod Trail S.E. location to specialized space at Highfield.
- Completed/awarded Request for Proposal for the SHRED Program.
- Developed communications and system-wide deployment plans for SHRED Program roll-out. Scheduled to be completed by April 2012.
- Collaborated with Human Resources and Contracts Administration on the HR E-Records Project to repatriate employee records assuring scanning standards are met.
- Developed and delivered onsite training:
 - Corporate Business Services
 - Chinook Learning
 - Trades/Drivers/Caretakers (at annual Conference)
 - Staff Association (at SA Annual Convention)
 - Areas I and IV Administrative Staff meeting
 - 29 onsite school training visits
 - 17 onsite administrative training visits
 - open house event to all staff.
- Created and distributed training and communications material such as newsletters, pamphlets and quick tips with emphasis on protocols related to introductory records management, office moves and transitory records.

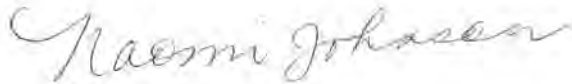
Conclusion

Without systematic processes that address records creation to final disposition, no records program can maintain, control, protect, share, preserve and appropriately dispose of information assets. Development and implementation of systematic processes require analysis, determination and organizational change management. Generally, this represents a multi-year endeavour with many interdependencies and complexities.

The Calgary Board of Education is addressing these issues by embarking on an approach that encourages actions that remove risks and liabilities. In addition, this strategy will be strengthened by system-wide communications that reiterate best practises for managing the organization's information assets.

Over the past two years the Records Management program has developed at a relatively fast pace while ensuring that operational effectiveness is not compromised. More needs to be accomplished as historically schools have not been sufficiently empowered with tools and supports to facilitate the management of the organization's records in a collaborative fashion within an overarching records program

Those tools and supports are being developed and the introduction of the SHRED program together with the development of the Classification and Retention schedule represent encouraging initial steps.

A handwritten signature in cursive script that reads "Naomi Johnson".

Naomi E. Johnson
Chief Superintendent of Schools
CALGARY BOARD OF EDUCATION