

public agenda

Regular Board Meeting

June 19, 2012
3:00 p.m.

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

Mega Result Policy |

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

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

Time	Topic	Who	Policy Ref	Attachment
3:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions		GC-3.2	
15 mins	3.1 Lighthouse Award	M. Levy		
	4 Results Focus			
45 mins	4.1 Overview of Global Learning	D. Stevenson	OE-8	
	5 Operational Expectations			
Maximum 15 mins	6 Public Comment Requirements as outlined in Board Meeting Procedures		GC-3.2	
	7 Matters Reserved for Board Action		GC-3.10	
15 mins	7.1 Proposed Amendments to Governance Policies	Board	GC-3, OE-4	Page 7-1
	8 Board Consent Agenda		GC-2	
	8.1 Approval of Minutes ▪ Regular Meeting held May 29, 2012 (<i>THAT the Board approves the minutes of the Regular Meeting held May 29, 2012.</i>)	Board		Page 8-4
	8.2 Correspondence (<i>THAT the Board receives the correspondence for information and for the record.</i>)			Page 8-1



Time	Topic	Who	Policy Ref	Attachment
9 	Chief Superintendent Consent Agenda		GC-2.6	
9.1	Chief Superintendent Update (<i>THAT the Board receives the report for information.</i>)	Board		Page 9-143
9.2	Ten-Year System Student Accommodation & Facilities Strategy		OE-12	Page 9-59
9.3	Three-Year System Student Accommodation Plan (2012-2015)		OE-12	Page 9-1
10 	In-Camera Issues			
11 	Adjournment			
	Debrief	Trustees	GC-2.3	

Notice |

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

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

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



report to Board of Trustees

Proposed Amendments to Governance Policies

Date	June 19, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
Purpose	Decision
Governance Policy Reference	Operational Expectations OE-4: Treatment of Employees Governance Culture GC-2: Governing Commitments GC-3: Board Job Description

1 | Recommendation

THAT the Board of Trustees approves the amended policies attached as Appendix I, specifically:

- *OE-4: Treatment of Employees, and*
- *GC-3: Board Job Description.*

2 | Background

On January 17, 2012 the Board of Trustees adopted the Coherent Governance Model, and on January 24, 2012 approved the revised governance policies.

GC-2.7 of the Governing Commitment policy states "The Board, by majority vote, may revise or amend its policies at any time. However, as a customary practice, a proposed policy revision will be discussed at one session of the Board prior to being acted upon at a subsequent Board meeting."

At the Board meeting on June 12, 2012, two of the policies that were in place under the former Governance Model and were not replicated in the



Coherent Governance policies were identified as being significant to the Board's work. The former policies stated (excerpts only):

Executive Limitations Policy 9: Employment, Compensation and Benefits:

"With respect to employment, compensation and benefits to employees, consultants, and contract workers, the Chief Superintendent shall not cause or allow jeopardy to the Board of Trustees' fiscal integrity or public image. Accordingly, the Chief Superintendent shall not:

...

3. Fail to receive Board of Trustees' approval for all collective agreements for unionized staff and for total compensation packages for all exempt employees."

and

Governance Process Policy 3: Board of Trustees' Role Description:

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

1....

2. The Board of Trustees also recognizes and holds the authority and responsibility in areas including but not limited to the following and will act to:

...

(e) approve the bargaining mandate for all collective agreements."

3 | Analysis

While the content in the revised governance policies is not identical to the former governance policies, trustees have reviewed past policy and practise, and determined that it would be appropriate for the Board of Trustees to retain ownership of the job noted in the above policies. Therefore, this report proposes to amend the governance policies to clarify that the Board of Trustees must approve the bargaining mandate and ratify all collective agreements for unionized employees, and approve the total compensation packages for all exempt employees of the Calgary Board of Education.

Respectfully Submitted,

Janice R. Barkway
Office of the Corporate Secretary

APPENDICES

Appendix I: OE-4 showing proposed amendments in tracked changes
GC-3 showing proposed amendments in tracked changes



Board of Trustees' Governance Policy

GOVERNANCE CULTURE GC-3: Board Job Description

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

The Board's job is to represent, lead and serve the owners and to govern the organization by establishing expectations for organizational results, expectations for quality operational performance, and monitoring actual performance against those expectations.

The Board will:

- 3.1 Ensure that the *Results* are the dominant focus of organization performance.
- 3.2 Advocate for the organization and the students it serves.
- 3.3 Initiate and maintain constructive two-way dialogue with students, employees, parents and the citizens as a means to engage all stakeholders in the work of the Board and the organization.
- 3.4 Develop written governing policies that address:
 - a. **Results:** The intended outcomes for the students served by the district;
 - b. **Operational Expectations:** Statements of the Board's values about operational matters delegated to the Chief Superintendent, including both actions and conditions to be accomplished and those prohibited;
 - c. **Governance Culture:** Definition of the Board's own work, the processes it will employ and conditions within which it will accomplish that work;
 - d. **Board/Chief Superintendent Relationship:** The role relationship of the Chief Superintendent and the Board, including the specified authority of the Chief Superintendent and the process for monitoring organization and Chief Superintendent performance.



- 3.5 Ensure acceptable Chief Superintendent performance through effective monitoring of *Results* and *Operational Expectations* policies.
- 3.6 Ensure acceptable Board performance through effective evaluation of Board *Governance Culture* and *Board/Chief Superintendent Relationship* policies, actions and processes.
- 3.7 Appoint an independent auditor to conduct an annual external review of the organization's financial condition and report directly to the Board.
- 3.8 Name or rename the organization, schools, portions of schools, school grounds, and other Calgary Board of Education facilities.
- 3.9 Approve the bargaining mandate and ratify all collective agreements for unionized employees.~~for all collective agreements.~~
- 3.10 Approve the total compensation packages for all exempt employees.
- 3.11~~10~~ Perform other duties required by law or not otherwise delegated to the Chief Superintendent.

| ~~Adopted~~Adopted: January 24, 2012

**Board of Trustees'
Governance Policy****OPERATIONAL EXPECTATIONS
OE-4: Treatment of Employees**

Monitoring Method: Internal Report
Monitoring Frequency: Annually

The Chief Superintendent shall ensure the recruitment, employment, development, evaluation and compensation of the organization's employees in a manner necessary to enable the organization to achieve its *Results* policies.

The Chief Superintendent will:

- 4.1 Conduct extensive background inquiries and checks prior to hiring any paid personnel.
- 4.2 Select the most highly qualified and best-suited candidates for all positions.
- 4.3 Ensure that all employees are qualified to perform the responsibilities assigned to them.
- 4.4 Administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions.
- 4.5 Effectively handle complaints and concerns.
- 4.6 Maintain adequate job descriptions for all employee positions.
- 4.7 Protect confidential information.
- 4.8 Develop total compensation plans to attract and retain the highest quality "exempt" employees within available resources.
- 4.9 Honour the terms of negotiated agreements.
- 4.10 Receive Board of Trustees' approval for the bargaining mandate and ratification of all collective agreements for unionized employees.



| 4.11 Receive Board of Trustees' approval for total compensation packages for all exempt employees.

| ~~4.10~~12 Maintain an organizational culture that positively impacts the ability of employees to responsibly perform their jobs and work in an environment of professional support and courtesy.

| ~~4.11~~13 Reasonably include people in decisions that affect them.

| Approved:



report to Board of Trustees

Correspondence

Date	June 19, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Janice R. Barkway Office of the Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

THAT the Board of Trustees receives the following correspondence for information and for the record, in the form as submitted:

- Letter dated June 13, 2012 from Board Chair Pat Cochrane, to the Board of Trustees advising of her resignation as Board of Trustees' liaison to the Calgary Association of Parents and School Councils (CAPSC), effective immediately.

Respectfully submitted,

JANICE R. BARKWAY
OFFICE OF THE CORPORATE SECRETARY

Appendix I: Relevant Correspondence



June 13, 2012

To the Board of Trustees,

I have decided to resign my position as the Calgary Board of Education Board of Trustees' liaison to the Calgary Association of Parents and School Councils (CAPSC), effective immediately. Given the circumstances described in the attached Calgary Herald article of June 13, 2010, I do not believe that I can continue to work with the current President of CAPSC.

Respectfully yours,

Pat Cochrane

Trustee, Wards 8 & 9

CALGARY HERALD

Public school trustees fighting fake websites; Working in a 'poisonous atmosphere'

Calgary Herald
Wed Jun 13 2012
Page: B1 / Front
Section: City & Region
Byline: Richard Cuthbertson
Source: Calgary Herald

Three trustees with **Calgary's** public **school** board have hired a lawyer to fight anonymous rogue websites that have assumed their names, and that highlight quotes and in one case uses an unflattering photo.

Two of the trustees, chair-woman Pat Cochrane and Joy Bowen-Eyre, said they were stunned to learn of the web-sites in early May, months after they were created.

On Tuesday, they called them cowardly, argued they constitute impersonation and say some people have even believed the sites are real. A website is also set up using trustee Pamela King's name.

"We're working in a really poisonous atmosphere," Cochrane said in an interview Tuesday, adding the three trustees are paying the lawyer themselves to try to have the websites removed.

"I think these are examples of that. Why are people doing this? What is the point of this?"

It all adds yet another sour note to what has been a troubling year for the **Calgary** Board of Education, with sharp divisions among trustees and heated criticism.

Adding further intrigue Tuesday was the head of a major parent association, who admitted he knows who registered patcochrane.com, pamking.ca and joyboweneyre.ca, but refused to identify the person.

Robert Hurdman, the president of the **Calgary** Association of Parent and **School** Councils, has been critical of some decisions made by the board of trustees.

His website, roberthurdman.ca, was registered last Dec. 14 using registration company 10dollar.ca.

The websites for King, Bowen-Eyre and Cochrane were also registered the same day, and using the same service.

While refusing to divulge who registered the websites, Hurdman did defend them, and acknowledged the relationship with the **CBE** has been rocky.

"They're not an impersonation," Hurdman said of the websites. "They simply present factual, sourced quotes made by the individuals in question.

"Maybe you could see them more like a fan site. Either way, I don't think there's anything improper about them."

The websites don't appear to be defamatory, but take note of select news stories, decisions, and things the trustees have said.

Cochrane and Bowen-Eyre said their issue is not criticism directed to them, but rather the fact the websites have taken their names.

Google "Pat Cochrane" and the first website listed is patcochrane.com, whose home page features a photo of the **CBE** chairwoman, wide-eyed and with her mouth open.

A quick perusal of the Cochrane website suggests it's reasonably obvious it is not her own. In the case of Bowen-Eyre and King, that line is less clear.

Bowen-Eyre said a long time friend found it, thought it strange, but still assumed the trustee was behind it.

"She said 'I thought this was you,' " Bowen-Eyre said Tuesday.

"I think the person or persons who have done this clearly is unethical, lacks courage, is cowardly and has no integrity whatsoever."

The head of one group that's been critical of some trustee decisions said he has no clue who's behind the website and it's not something the organization would endorse or encourage anyone to do.

"We're not against the trustees, we're for transparency," said Larry Leach, chairman of the Association for Responsive Trusteeship in **Calgary Schools**.

The scenario faced by the three trustees is not that unusual. Setting up unauthorized websites using a public figure's name has become a widespread tactic in the United States.

And there may not be a lot the trustees can do about their situation, according to Zak Muscovitch, a Toronto lawyer who specializes in website domain law.

At issue is the trustees' names are not trademarked. And if the material on the website isn't defamatory, it could well be a case where freedom of speech trumps all else.

"Politicians are used to having criticism of them," he said.

"The solution to this is just to have your own website and put good content on there and compete in the marketplace of ideas."

rcuthbertson@calgaryherald.com

Illustration:

• Grant Black, **Calgary Herald** / **Calgary** public school trustees Pat Cochrane and Joy Bowen-Eyre are concerned that unflattering websites have been created in their names without their consent.

Edition: Final

Length: 646 words

Idnumber: 201206130073

Tone: Negative ■■■

Ad Value: \$4,946 ■

Circulation: 124,613 ■■■

report to Board of Trustees

Chief Superintendent's Update

Date	June 19, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

It is recommended:

THAT the Board of Trustees receives the following report for information.

2 | Issue

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

OE-8: Communication With and Support for the Board requires "the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern." With other reports submitted to the Board of Trustees, this update meets the requirement of OE-8 for the provision of information in a timely, simple and concise form.



Chief Superintendent's Office

CBE Students Successfully Challenge International Language Tests

On May 31, 200 students, parents and staff members gathered at the Education Centre to recognize and celebrate students who independently challenged international language exams.

Students across our system had the opportunity to test their reading, writing, listening and speaking skills in Chinese, German, Spanish and French. As each test is benchmarked with international standards, students are given accurate information as to their language abilities. This is one of the many ways that CBE students are personalizing their learning and coming to understand themselves as language learners.

All examinations are externally evaluated and monitored with the exception of the French Diplôme d'études en langue française (DEL F) examination. This is the second year that the DEL F exam has been successfully delivered by the CBE.

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 called IRIS. The following update is the second report presented in response to this directive.

The design, development and initial implementation plans for the Calgary Board of Education's IRIS web application have met several significant milestones since the quarterly report presented to the Board of Trustees on March 20, 2012.

The visual design work has been completed for each of the four components of IRIS. The student learning plan design incorporates a number of features of social media applications, including a timeline organizational structure, conversation threads, and the ability to support learning artifacts such as text, website links, photos and videos. The design of the learner profile allows teachers and administrators to access, create and organize information about the context, conditions for success and current learning of both individual learners and groups of students. The resource library is organized to represent aspects of the instructional core and to support the connections between information about students, assessment, programs of study and task design. The workspace allows teachers and administrators to bring multiple sources of information together to create data-driven and responsive instructional plans.

Students from pre-kindergarten to grade 12 and teachers and administrators from different settings across the Calgary Board of Education participated in usability

testing with the design. This testing confirmed the appeal and functionality of the design, provided information on some short-term enhancements and direction for possible future expansions. The development of the application is ongoing and on schedule for use at the beginning of the 2012-2013 school year.

Through a consultative decision-making process involving school staffs, principals and Area Directors, 23 schools have been identified to work with IRIS at the beginning of the 2012-2013 school year, with additional schools expected to begin during the fall term. These schools are from across the Calgary Board of Education, represent the K-12 spectrum, and include alternative programs and special settings. Principals from these schools are in the process of identifying their specific starting points within the IRIS suite of applications according to the teaching and learning goals of their school development plans.

Progress with the design of IRIS has been shared with senior leaders in the CBE, with members of the executive of the Alberta Teachers' Association, Local 38 and with representatives from a number of departments within Alberta Education. Information about IRIS is provided for all CBE employees on the new staffroom *insite*.

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 following update is the second report presented in response to this directive.

The creation, establishment, implementation and maintenance of a comprehensive strategic records management program for the Calgary Board of Education is a multi-year process. Development and implementation of systematic processes require analysis, determination and organizational change management. Generally, this represents a multi-year endeavor with many interdependencies and complexities.

The first quarterly report was submitted March 20, 2012 supplying context information on the records management program. This second quarterly reports summarizes records management progression from the March 20, 2012 initial report to date

This and subsequent quarterly reports will reference Generally Accepted Recordkeeping Principles (GARP) as a means of contextualizing the work and overall progress. GARP is an industry standard which is the basis for the Corporate Records Management Program. Following are the GARP principles:

- | | |
|------------------|-----------------|
| ▪ Accountability | ▪ Compliance |
| ▪ Transparency | ▪ Accessibility |
| ▪ Integrity | ▪ Retention |
| ▪ Protection | ▪ Disposition |

Offsite Storage of CBE Records

On April 9, 2012 Superintendents' Team approved plans to utilize commercial storage facilities on a temporary basis for the storage and maintenance of the 126 year Board Meeting minutes history until such time that the Highfield Records Management facility is retrofitted to appropriately store and manage these records. In addition, approval was granted for plans to utilize commercial storage facilities for the storage and maintenance of semi-active and inactive records.

Benefits

- Stores and maintains permanent records in accordance with permanent archival preservation standards. Forty-one boxes of original board minutes dating back 126 years were inventoried, entered into the system and relocated for storage to a secure, temperature and humidity controlled environment with Iron Mountain.
- Begins to address overcrowding at the CBE's onsite facilities together with the related occupational safety concerns.
- Provides facilities appropriate for the maintenance of semi-active and inactive records; primarily fire suppression, protective racking to shield physical boxes from damage and enhanced security.

GARP Principles Impacts

accountability, protection, retention and disposition

Establishment of a Classification and Retention Schedule

On May 7, 2012 Superintendents' Team approved a detailed Records Classification and Retention schedule that categorizes the different types of information that are created and received. The schedule simultaneously defines retention standards in accordance with applicable laws, statutory obligations and other organization-specific requirements.

For the Calgary Board of Education, this collection comprises the following:

- Classification and Retention Schedule;
- Alberta Citations Table; and
- Federal Citations Table.

It is important to acknowledge that while provincial or federal legislation often dictate minimum retention obligations, at times Calgary Board of Education values and strategies define retention obligations that are lengthier.

For example, legislation only necessitates retaining student records for seven (7) years from either graduation date or the date records have been forwarded to another school district. Our understandings of life-long learning requirements and market trends guide us to set our retention of student records as date of expected graduation plus 60 years. While this may appear protracted, it is more consistent with record requests and past-student expectations than the legislated minimums.



Benefits

- The Classification and Retention Schedule is crucial as a means of defining and building awareness of the Calgary Board of Education's obligations for the records and other information assets that are handled.
- The Classification and Retention Schedule forms the basis on which lifecycle management rules for all records can be understood and applied to support informed decision making, 'findability,' confidence and adherence to legislative obligations.
- The Classification and Retention Schedule has definite benefits in terms of containing record asset volumes. There are also less obvious advantages like limiting risks in terms of legal disclosures and discovery exercises, especially when dispositions are defined and performed in relation to an approved schedule.
- The Classification and Retention Schedule establishment signals a crucial turning point for the management of records at the Calgary Board of Education. It creates the context within which a successful records program can be constructed.

GARP Principles Impacts

accountability, transparency, integrity, protection, compliance, accessibility, retention, disposition

Supporting and Reinforcing Records Management Practises

Onsite records management training was developed and delivered to the following:

- administrative secretaries in new schools scheduled to open 2012-2013;
- Elboya School;
- Chinook Learning Records Management Course students;
- Information Technology Services ;
- Chinook Learning – SHRED Program.

Benefits

In order for records management practises to be adopted and become standard organizational practise, they must be supported by appropriate communications and regular training. In particular, new understandings – for example, the Classification and Retention Schedule – and processes require communication and training to all employees to build awareness as a foundation for compliance.

GARP Principles Impacts

accountability, transparency, protection, compliance, accessibility, retention and disposition

Technology

The internal records management database has been reconfigured to accommodate the recently approved Classification and Retention Schedule. Updates to the CBE's current holdings are underway following which the entire holdings will be reclassified under the new scheme.

Benefits

- Systematic automated calculation of retention timeframes for each record type.
- Ability to locate, manage and disposition individual records from 30,000 box holdings is enhanced.

GARP Principles Impacts

accountability, integrity, compliance, accessibility, retention, disposition

2011-2012 Quarterly Budget Variance Reports

Quarterly Operating Budget Variance Report

The 2011/2012 Budget Variance Report (Attachment I) highlights projected variances between the current approved budget and forecasted revenue and expense for the year ended August 31, 2012. Explanations have been provided for variances above 1% of reported line items in accordance with Operational Expectations 6: Financial Administration.

As at the third quarter, the Calgary Board of Education projects a net favourable variance of \$9.4 million on overall expenditures and revenues for the year ending August 31, 2012, including approved reserve provisions, on an approved expenditure budget of \$1.2 billion for 2011/2012.

This will result in a reduced draw on reserves at year end, and free up these resources to be used towards a one-time strategy to balance the 2012/2013 Operating Budget, as reflected in the 2012/2013 Operating Budget.

Quarterly Capital Budget Variance Report

The 2011-2012 Capital Budget Variance Reports highlight projected variances between the current approved budget and estimated capital expenditures for the year ended August 31, 2012. Explanations have been provided for all variances in accordance with our interpretation of OE-6.

The Quarterly Capital Budget Variance Report, Non-Facility Related Assets (Attachment II) reflects Board Funded Capital Projects for systems, vehicles and capital lease principal payments.



The Quarterly Capital Budget Variance Report, Facility Related Assets (Attachment III) reflects Board Funded Capital Projects for non-school buildings and commissioning costs on new schools. It also reflects Alberta Government funded school and portable classroom projects.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENT I: 2011-2012 Operating Budget Variance Report
ATTACHMENTS II and III: 2011-2012 Capital Budget Variance Reports

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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



**CALGARY BOARD OF EDUCATION
OPERATING BUDGET VARIANCE REPORT
FOR THE PERIOD FEBRUARY 29, 2012 TO MAY 31, 2012
AND FORECAST FOR THE YEAR ENDING AUGUST 31, 2012**

Description	2011/2012 Approved Budget ⁽⁷⁾	2011/12 Forecast for year ended Aug 31, 2012	Variance Favourable/ (Unfavourable)	Variance Favourable/ (Unfavourable)	Note
REVENUE	(\$000)	(\$000)	(\$000)	%	
Government of Alberta	1,018,224	1,018,224	-		
Fees	28,481	28,481	-		
Other sales and services revenue	32,948	32,948	-		
Amortization of capital allocations revenue	24,345	24,345	-		
All other revenues	26,458	34,604	8,146	30.8%	(1)
Total revenue	1,130,456	1,138,602	8,146		
EXPENSE					
Certificated salaries, wages and benefits expense	661,285	661,322	(38)	(0.0)%	
Non-certificated salaries, wages and benefits expense	223,627	220,822	2,805	1.3%	(2)
Services, contracts and supplies expense	219,097	214,218	4,879	2.2%	(3)
Amortization expense	42,455	42,455	-		
Interest on capital debt expense	1,464	1,464	-		
All other expenses	1,683	1,683	-		
Total expense	1,149,611	1,141,964	7,647		
Operating excess/(Deficiency) for the year	(19,155)	(3,362)	15,793		
Transfer from/(to) operating reserves/designated funds					
Transfer from/(to) operating reserves	10,300	10,300	-		
Transfer from/(to) designated funds - schools	4,651	4,651	-		
Transfer from/(to) designated funds - service unit	1,672	1,672	-		
	16,623	16,623	-		
Add/(deduct) capital items paid by operating funds					
Capital assets acquired	(25,895)	(25,595)	300	(1.2)%	(4)
Capital asset amortization	18,110	18,110	-		
Capital debt repayments	(4,514)	(1,795)	2,719	(60.2)%	(5)
Transfer from school purchased assets	1,286	-	(1,286)	(100.0)%	(6)
Transfer from capital carry forwards	11,545	11,545	-		
Transfer to capital carry forwards	-	-	-		
	532	2,265	1,733		
Transfer from/(to) capital reserves					
Building and equipment reserves	-	(8,146)	(8,146)		
Net operating (deficit)/surplus					
Add/(draw) to unrestricted net assets	2,000	2,000	-		
Net operating (deficit)/surplus	-	9,380	9,380		

(1) \$8.1M on Q2 disposals of Albert Park and King Edward school site

(2) Variances due to vacancies and the inability to recruit and place staff on short notice.

(3) Majority of \$4.9M variance consists of expected decrease in school supplies

(4) Expected underspend on capital projects in 2011/2012 funded by the Board

(5) Reduction of Capital Lease principal payments due to planned payout of Dr Carl Safran Capital Lease obligation - funding shown as a contribution to the 2011/12 Operating Budget.

(6) Forecasted amount being included in Capital assets acquired

(7) Approved by the Board of Trustees on December 6, 2011

Calgary Board of Education
Quarterly Capital Budget Variance Report
Non-Facility Related Assets
as at May 31, 2012

	Project Budget \$	Cumulative Project Expenditures \$	Budget 01-Dec-11 \$	Expenditures to Date \$	Estimated Costs to Completion \$	Total Estimated Capital Expenditure \$	Forecast Project Variance \$	Estimate 2012-13 \$	Estimate 2013-14 \$
Corporate Finance									
Budget and Reporting System Implementation	542,791	538,166	25,105	20,480	4,625	25,105	-	-	-
Noon Supervision Online Registration System	16,000	-	-	-	16,000	16,000	(16,000) ⁽¹⁾	-	-
Oracle Financials Upgrade (11.5.8)	3,551,261	2,303,648	2,751,920	2,098,907	947,613	3,046,520	(294,600) ⁽²⁾	300,000	-
Future Initiatives (2012/13 & 2013/14)	665,000	-	-	-	-	-	-	50,000	615,000
Capital Planning and Development									
Computerized Maintenance Management System	1,073,764	982,754	180,000	88,990	91,010	180,000	-	-	-
Facilities Strategic IT Plan	1,224,224	348,032	580,000	183,808	396,192	580,000	-	355,000	125,000
Mobile Computing/Plotter	274,710	117,958	226,000	79,248	156,752	236,000	(10,000) ⁽³⁾	-	-
Central Facility Services									
Electronic Door Access	3,515,987	1,782,041	259,599	83,653	175,946	259,599	-	779,000	779,000
Security Cameras - Phase II	1,675,000	753,309	339,748	168,057	171,691	339,748	-	375,000	375,000
Equipment	1,208,721	444,443	569,591	403,901	134,278	538,179	31,412 ⁽⁴⁾	345,000	285,000
Vehicles	778,116	224,116	222,337	224,116	-	224,116	(1,779) ⁽⁵⁾	387,000	167,000
Future Initiatives (2012/13 & 2013/14)	1,183,000	-	-	-	-	-	-	847,000	336,000
Facility Operations									
Equipment	1,030,000	296,423	387,921	277,344	140,577	417,921	(30,000) ⁽⁵⁾	292,000	301,000
Future Initiatives (2012/13 & 2013/14)	333,000	-	-	-	-	-	-	138,000	195,000
Human Resources									
People Soft 9.1 Upgrade	3,031,021	1,217,225	-	1,217,225	1,813,796	3,031,021	(3,031,021) ⁽⁶⁾	-	-
Learning Support									
Inclusion Change Agent Equipment	225,431	225,431	-	225,431	-	225,431	(225,431) ⁽⁷⁾	-	-
Innovation and Learning Technology									
Inclusive Learning Technologies	2,768,000	2,404,434	1,147,670	784,104	363,566	1,147,670	-	-	-
Learning Resource Strategy	2,601,000	477,543	1,251,000	477,543	773,457	1,251,000	-	700,000	650,000
Other Learning Innovation projects	401,439	206,101	562,306	50,968	195,338	246,306	316,000 ⁽⁸⁾	-	-
Future Initiatives (2012/13 & 2013/14)	90,000	-	-	-	-	-	-	70,000	20,000
Information Technology Services									
Data Centre Air Conditioning - Highfield	163,236	163,236	169,181	122,417	-	122,417	46,764 ⁽⁹⁾	-	-
Enterprise Portal Deployment Expansion	7,483,115	5,930,277	2,063,573	510,735	1,552,838	2,063,573	-	-	-
ITS Infrastructure Renewal and Growth	4,937,161	2,076,319	1,664,000	934,158	729,842	1,664,000	-	1,033,000	1,098,000
Print Strategy Cost Containment (Started 07/08)	1,449,786	1,283,691	995,000	828,905	166,095	995,000	-	-	-
Voice over Internet Protocol - School Demonstration	245,505	242,877	17,581	14,953	2,628	17,581	-	-	-
Windows Servers and Desktop	1,024,510	284,630	1,082,371	82,491	739,880	822,371	260,000 ⁽¹⁰⁾	-	-
Future Initiatives (2012/13 & 2013/14)	1,442,000	-	-	-	-	-	-	1,442,000	-
Schools and Educational Resources									
Program Moves & Expansions Commissioning	2,199,180	136,417	1,112,649	136,417	262,763	399,180	713,469 ⁽¹¹⁾	900,000	900,000
School Purchased Assets (current + 2 yrs)	3,750,000	879,381	1,250,000	879,381	370,619	1,250,000	-	1,250,000	1,250,000
Unsupported Debt Principal Payments	27,728,636	3,716,068	4,514,000	294,358	1,500,642	1,795,000	2,719,000 ⁽¹²⁾	4,652,000	4,790,000
Total Non-Facility Capital Assets	76,611,594	27,034,520	21,371,552	10,187,590	10,706,148	20,893,738	477,814	13,915,000	11,886,000

Variance explanation:

- (1)(2) New Systems project funded by cost savings in other projects.
(3) New Emergent equipment required funded by cost savings in other projects.
(4)(5)(8)(9)(10) Reduction of costs tied to reduced scope of work.
(6) New People Soft Upgrade projected funding by identified CBE resources tied to Payroll Services Agreement.
(7) New Systems equipment funded by targeted grant funding.
(11) Reduction of costs tied to reduced # of moves.
(12) Reduction of Capital Lease principal payments due to planned payout of Dr Carl Safran Capital Lease obligation - funding shown as a contribution to the 2011/12 Operating Budget.

Calgary Board of Education
Quarterly Capital Budget Variance Report
Facility Related Assets
as at May 31, 2012

	Budget Dec 1, 2011 \$	Expenditures To Date \$	Estimated Costs to Completion \$	Total Estimated Capital Expenditure \$	Forecast Variance \$
2007/2008 Major Modernization					
Western Canada High Modernization	35,000,000	34,234,021	765,979	35,000,000	-
sub-total	35,000,000	34,234,021	765,979	35,000,000	-
2008/2009 Capital Projects					
P3 Schools (6) Furniture & Equipment (Bridlewood, Cranston, Evergreen, Royal Oak, Saddle Ridge, West Springs)	5,971,500	5,971,500	-	5,971,500	-
sub-total	5,971,500	5,971,500	-	5,971,500	-
2011/12 Capital Projects					
Chinook Learning Centre Modernization	10,500,000	22,768	10,477,232	10,500,000	-
P3 Middle School Equipment (Capitan Nichola Goddard, Ted Harrison, Nose Creek, and Twelve Mile Coulee)	8,631,994	40,496	8,591,498	8,631,994	-
P3 Senior High Equipment (Northwest High)	4,487,560	6,034	4,481,526	4,487,560	-
McKenzie Towne Portables (4)	-	240,468	94,898	335,366	(335,366) ⁽¹⁾
sub-total	23,619,554	309,766	23,645,154	23,954,920	(335,366)
Other Capital Projects					
Lord Shaughnessy Career Technology Centre	9,570,000	8,314,161	1,255,839	9,570,000	-
Dr. Carl Safran/Conference Centre, New Education Centre Furniture and Technology requirements, Connaught Modernization and Addition	53,429,477	52,750,471	679,006	53,429,477	-
West High School - Ernest Manning Replacement	52,460,587	50,967,693	1,492,894	52,460,587	-
Secondary Data Centre (Location TBD)	1,390,000	7,722	1,734,611	1,742,333	(352,333) ⁽²⁾
New School Commissioning (Capitan Nichola Goddard, Ted Harrison, Nose Creek, and Twelve Mile Coulee)	4,000,000	195,923	3,804,077	4,000,000	-
New School Commissioning (P3 Northwest Senior High)	1,500,000	31,510	1,468,490	1,500,000	-
Administration Building Renovations	100,000	6,563	493,437	500,000	(400,000) ⁽³⁾
Westmount Charter Renovation - relocation to Parkdale School	-	5,966	174,034	180,000	(180,000) ⁽⁴⁾
Reallocation of capital interest earned	153,972	-	181,531	181,531	(27,559) ⁽⁵⁾
sub-total	122,604,036	112,280,009	11,283,919	123,563,928	(959,892)
	187,195,090	152,795,296	35,695,052	188,490,348	(1,295,258)

Variance Explanation:

- (1) New project funded by the province.
(2) (3) (4) Increased project costs funded by cost savings in other projects.
(5) Interest earned in first and second quarter to be allocated to projects.

report to Board of Trustees

Ten-Year System Student Accommodation and Facilities Strategy

Date	June 19, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Information
Originator	Frank J. Coppinger, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-7: Asset Protection OE-8: Communication With and Support for the Board OE-9: Communicating With the Public
Resource Person(s)	Eugene Heeger, Director, Capital Planning and Development Karen Barry, System Principal, Planning and Transportation Services Brent Hughes, Manager, Capital and Urban Planning Anne Trombley, Supervisor, Planning and Transportation Services

1 | Recommendation

It is recommended:

- THAT the Board of Trustees receives the following report for information.

2 | Issue

There is a need to have a Ten-Year System Student Accommodation and Facilities Strategy that is flexible and adaptable; both informing and being informed by the following documents:

- Three-Year Education Plan
- Three-Year Student System Accommodation Plan
- Three-Year Capital and Three-Year Modernization Plans



- Three Year Infrastructure Maintenance Renewal Plan
- Modular Accommodation Strategy
- System Budget

3 | Background

The Ten-Year System Student Accommodation and Facilities Strategy that is attached provides the significant background to this report. It is intended to balance the programming and learning needs of students with the CBE's projected accommodation and facility challenges. In particular, the strategy is designed to utilize space and resources by maintaining an 80% system utilization of facilities, with a view ten years out in the future. This plan reflects the priority of personalized learning and places the student and the teacher in the presence of content, at the center of CBE work.

4 | Analysis

Facilities now and in the future, must support high quality personalized learning for students in Early Development Centres through to Grade 12, while taking into account the changing needs of today's learners, curriculum changes and new initiatives.

Learning is our central purpose; hence the strategy must be responsive to the changing facility needs that support learning. This includes the desire for quality regular, alternative, specialized and English Language Learning programming.

In supporting the value of learning comes first, the strategy endeavours to consider the needs of our youngest learners by keeping them closest to home. It factors in efficient and effective transportation within a complex urban environment. The academic, social, physical and emotional needs of all students are reflected in the facilities strategy.

Serving the common good requires that the strategy reflect a fiscally responsible approach to student accommodation and facilities. This is a delicate balance as the system places learning at the heart of its work, in an environment that is dependent on many non-learning related factors and outside influences, not the least of which are economic.

Attachment I describes in detail, the Ten-Year System Student Accommodation and Facilities Strategy, which guides student accommodation and facilities planning for administration.

5 | Financial Impact

The financial impact is reflected annually in the Calgary Board of Education's operational and capital budgeting process and is influenced by the Provincial budget, funding announcements, and overall provincial economic and political conditions.

6 | Implementation Consequences

The ten-year strategy is necessarily flexible and dynamic. It is reviewed annually to reflect changing student needs and fiscal realities.

Administration's challenge is to maintain 80% space utilization system-wide, as new schools add capacities to the CBE system and as facilities and the communities in which they reside age. As well, the demand to modernize existing facilities to meet ever changing student and curricular needs requires the expenditure of limited capital funds. To meet these demands, consideration will continue to be given to program consolidation that will free up current assets for potential modernization, disposition and sale to increase available capital funds.

Administration refers regularly to the ten-year strategy in the development of the district's accommodation and capital planning needs, and publishes it to ensure that the public are fully informed of the intended directions. Continual adjustments are made as required, to meet ever evolving needs.

7 | Conclusion

The Ten-Year System Student Accommodation and Facilities Strategy effectively outlines how the Calgary Board of Education will address both current and anticipated future student accommodation and facility needs.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Ten-Year System Student Accommodation and Facilities Strategy

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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



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

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

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



Attachments available on-line at: <http://www.cbe.ab.ca/Trustees/agendas/a12June19.pdf>

Ten-Year System Student Accommodation and Facilities Strategy (2012/13-2021/22)



Calgary Board
of Education

learning | as unique | as every student

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**Calgary Board
of Education**

*Student
Accommodation
Planning is guided by
CBE's Mission, Vision
and Values*

Mission

*"Educating
Tomorrow's Citizens
Today"*

Vision

*The Calgary Board of
Education is the
dynamic learning
community of choice*

Values

Students come first

*Learning is our
central purpose*

*Public education
serves the common
good*

INTRODUCTION

The Ten-Year System Student Accommodation and Facilities Strategy (2012/13 – 2021/22) reflects the CBE's mission, vision and values and supports the advancement of the Three-Year Education Plan and the system priority of personalized learning.

The following documents collectively influence the strategy and guide both short and long term planning for Planning and Transportation Services and Capital and Urban Planning:

- Annual Education Results Report 2010-2011
- Three-Year Education Plan 2011-2014
- Preparing Students for Life
- Getting to Know the Value of Calgary's Public Schools

The following documents are influenced by the Ten-Year System Student Accommodation and Facilities Strategy:

- Three Year System Student Accommodation Plan
- Three-Year School Capital Plan
- Three Year Modular Strategy
- Three Year Infrastructure Maintenance and Renewal Plan

The Ten-Year System Student Accommodation and Facilities Strategy aligns with the Reasonable Interpretation, Operational Expectations OE 12: Facilities, and the overall goal of ensuring that physical facilities support the accomplishments of the Board's *Results* policies in the following ways:

- Existing and planned school facilities provide physical learning and working environments conducive to student learning
- New, modernized and renovated schools to remove learning hindrances, improve functionality to meet curricular and program requirements and address essential asset lifecycle maintenance
- Facilities are operationally sound and compliant with related regulations and legislation
- Learning environments are kept operational and minimize long term hindrances to learning
- Physical facilities enhance the opportunity for students to learn and complete high school.

As OE-12 directs, the Ten-Year System Student Accommodation and Facilities Strategy specifically is presented to show compliance and

develops a plan that establishes priorities for construction, renovation and maintenance projects based on 5 priorities:

- Correction of unsafe conditions as the highest priority
- Preventive maintenance and replacement
- Disclosure of plan assumptions, including human and financial costs
- Consideration of environmental impacts
- Effective and responsible stewardship of resources

Further detailed information may be found on the CBE's website at www.cbe.ab.ca

PROVINCIAL GOVERNMENT'S PRIORITIES

20 Year Strategic Capital Plan

The Provincial Government's *Alberta's 20 Year Strategic Capital Plan*, published in January 2008, communicates a vision that is consistent with the District's school building needs, as the Province strives towards maintaining and improving existing schools. To ensure delivery of quality education to Alberta students, the Provincial Government sets out the following four key objectives:

- Locate schools close to where students live, particularly including schools in high growth new communities, to meet the growth in Alberta's student-aged population.
- Support increased opportunities for career and technology studies (CTS) through the development of regional skill centres and mobile career and technology studies labs.
- Continue to support and use steel-framed modular classrooms to provide flexibility and respond to growing student populations.
- Increase the capital maintenance and renewal investments to ensure that the quality of Alberta schools is maintained.

10 Point Plan for Education

In January 2012, the education minister released a 10 Point Plan for Education. The plan was developed after consultation with thousands of Albertans regarding their vision for the Alberta education system. The ten initiatives are intended to provide practical solutions to challenges students face every day.

1. Reducing travel time for students who spend more than one hour on a bus and enabling students to better use technology when they travel.

2. Creating more opportunities for students to earn credits in high school and post-secondary institutions at the same time.
3. Updating school design specifications to better support communities.
4. Co-ordinating building playgrounds and new schools.
5. Reducing the administrative burden for charter schools.
6. Supporting First Nations students by working more closely with the federal government.
7. Creating a stronger voice for parents in the education system.
8. Providing better information to increase transparency, clarity and accountability in the education system.
9. Reviewing provincial achievement tests.
10. Examining the operational requirements of full-day kindergarten.

Opening 2012

*Twelve Mile Coulee
Captain Nichola Goddard
Nose Creek
Ted Harrison*

Opening 2013

Northwest High

The long range objectives in the province's *Alberta's 20 Year Strategic Capital Plan*, as well as the relevant strategies contained in the 10 Point Plan for Education, provide context when determining priorities for requesting funding for capital projects and when working with stakeholders to address student accommodation challenges.

In April of 2012, the newly elected government promised to build 50 new schools and upgrade 70 existing schools over the next four years. The \$2.4 billion dollars in funding required would come from budgetary surpluses. Under this proposal, planning and construction of the new schools will begin in 2013. At this time it is unknown what the specific implications for the CBE will be.

CBE'S PLANNING PRINCIPLES

The Calgary Board of Education is divided into five administrative Areas (Areas I, II, III, IV and V). Within these Areas, the CBE offers educational choice through the provision of a broad range of programs in a variety of settings.

A long term strategy has been developed to address student needs ensuring that long range planning incorporates the mission, vision and values of the

Calgary Board of Education aligns with the *Three-Year Education Plan*. The *Three-Year Education Plan* guides the CBE's work and connects each CBE employee to the Mega End and the desired outcome of student success. Our task is to create an environment in which each student has the opportunity to become an engaged learner, prepared for success in life, work and future learning. We therefore focus on four objectives: personalize learning; build our capacity; engage our public; and steward our resources.

The *Ten-Year System Student Accommodation and Facilities Strategy 2012/13 – 2021/22* is the system's foundational document to frame student accommodation.

This strategy includes the following guiding principles for accommodation planning:

- Balance among equity, access, excellence and choice
- Minimum disruption for students
- Learning continuum
- Attending school as close to a student's residence as possible
- Efficient use of space and resources
- Utilization factors at both the system and school level

OE-12: Facilities, addresses physical facilities that provide physical learning and working environments conducive to students learning and the achievement of the Board's Results. Each of the six strategies above is aligned to ensure that planning activities support this Operational Expectation throughout the entire organization and that the results are accomplished in ways that allow students to learn and complete high school.

The CBE also prepares a school capital plan on an annual basis for submission to the Province. The following drivers have been identified in the Three-Year School Capital Plan 2013-2016:

- a) 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.
- b) Program Delivery – Projects that were urgently required to enable the delivery of school programs e.g. Career and Technology Studies
- 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.

NEIGHBOURHOOD SCHOOLS

New Capacity

By 2013, the CBE's capacity will increase by 5,100 student spaces with the opening of four middle schools (3,600) and one senior high school (1,500). As a consequence of the new capacity in new growth areas, the amount of unused or excess space in the City's mature neighbourhood schools will increase.

With the continued focus on providing schools where students live, funding for new schools in new and developing neighbourhoods will be required. The table below provides the year in which the 20 requested new schools are required to open to allow the CBE to maintain an 80% utilization rate. (see map on following page)

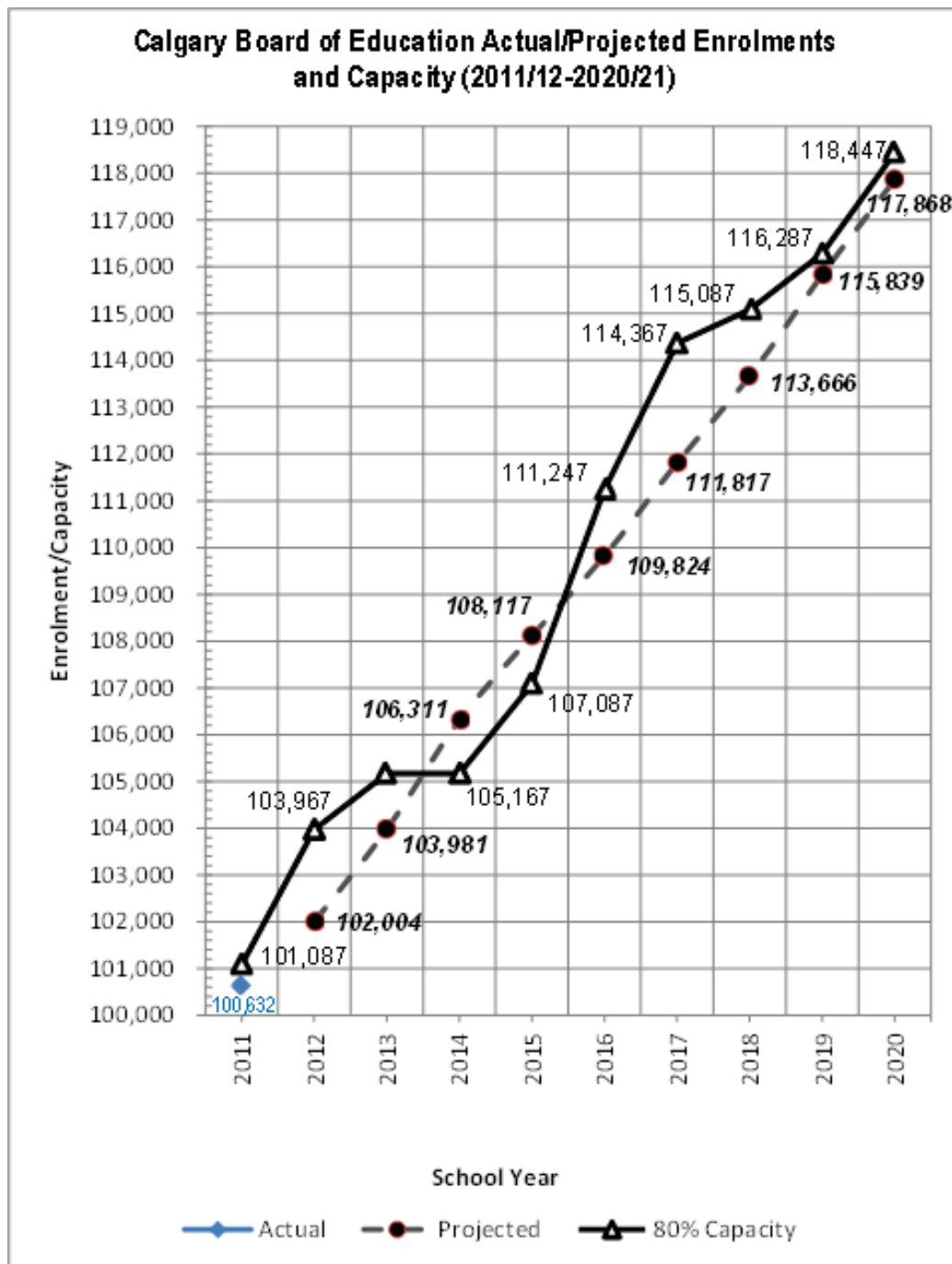
2011/12 - 2020/21 REQUESTED AND FUTURE NEW CONSTRUCTION PROJECTS

AREA	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Area I		Rocky Ridge/Royal Oak ^(Gr. 5-9)	Tuscany (2) ^(K-4)			
Area II	Evanston ^(K-4) Panorama Hills (2) ^(K-4)				Kincora ^{(K-4)*}	
Area III		Saddle Ridge ^(Gr. 5-9)	Northeast Calgary High ⁽¹⁰⁻¹²⁾			
Area IV		Springbank Hill ^(K-4)	West Springs/Cougar Ridge ⁽⁵⁻⁹⁾ Aspen Woods ^(K-4)		Springbank Hill ^{(5-9)*}	
Area V	Copperfield ^(K-4) New Brighton ^(K-4)	New Brighton/Copperfield ^(Gr. 5-9) Evergreen ⁽⁵⁻⁹⁾ Centennial Addition Auburn Bay ^(K-4)		McKenzie Towne ⁽⁵⁻⁹⁾		Seton High ^{(10-12)*} Cranston ^{(5-9)*}
Total Capacity	2,400	5,200	3,900	900	1,500	2,700

2013-2016 Capital Plan - Requested New Construction Projects

* Future New Construction Projects

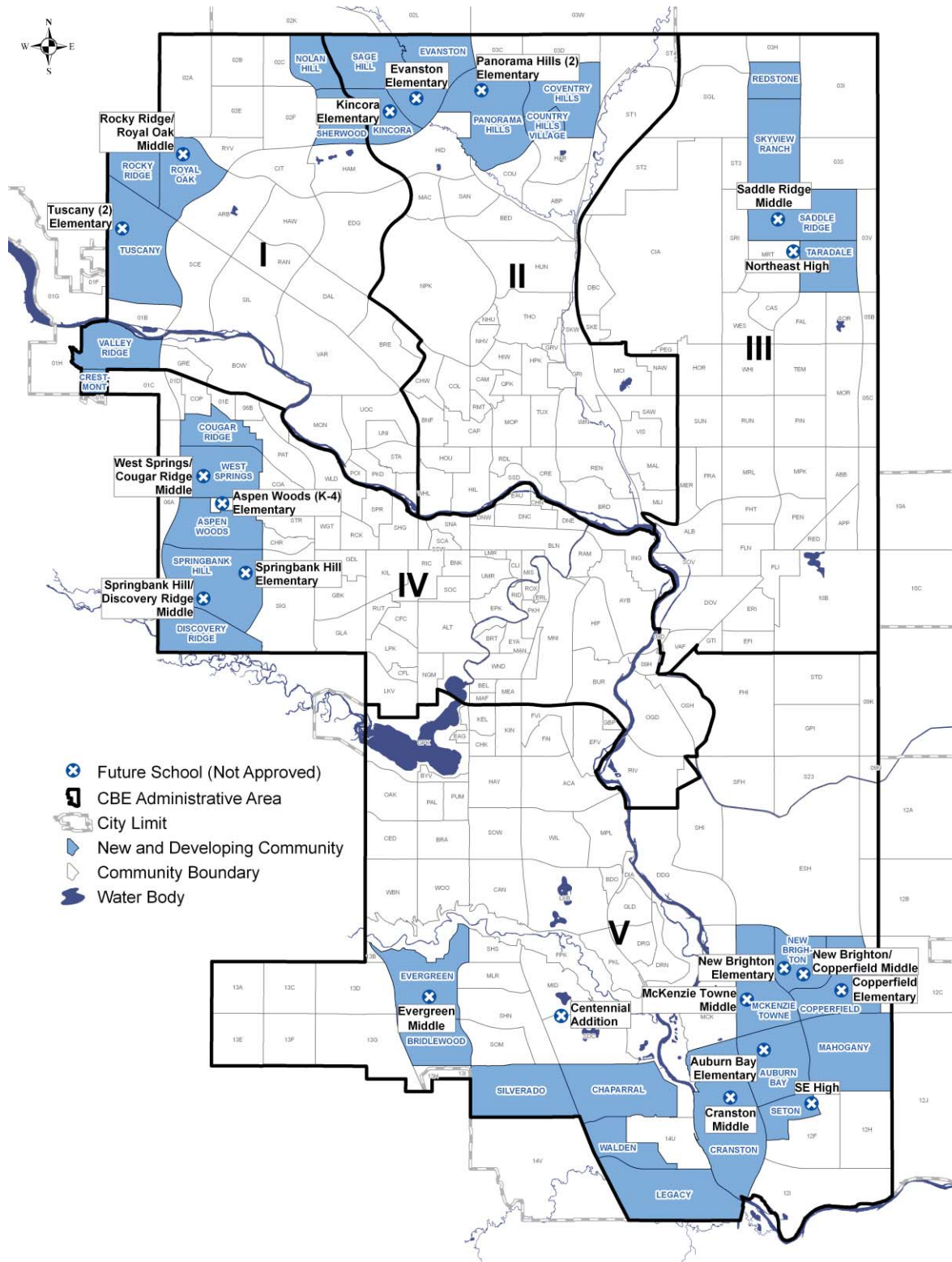
The following chart demonstrates how the CBE will continue to maintain an 80% utilization rate over the next 10 years given projected enrolment and the projected opening of 20 new schools.



Excess Capacity

The CBE has identified 16 new school construction priorities in the Three-Year Capital Plan and an additional 4 schools that are required in the next ten years that have not yet been included in our capital submission. Approval and construction of all 20 schools over the next ten years combined with forecasted enrolment growth for the same period will result in a projected utilization rate of 80% by 2021.

Although the overall system utilization rate is projected to remain at 80% over the next 10 years, the CBE will continue to use strategies to improve use of facilities and address challenges to program delivery which arise as a result of low and/or declining enrolment as required. Depending on the outcome of the system alternative program review and resulting principles and decisions, there may be a need to consolidate regular programs in some areas to accommodate growth in alternative programs.

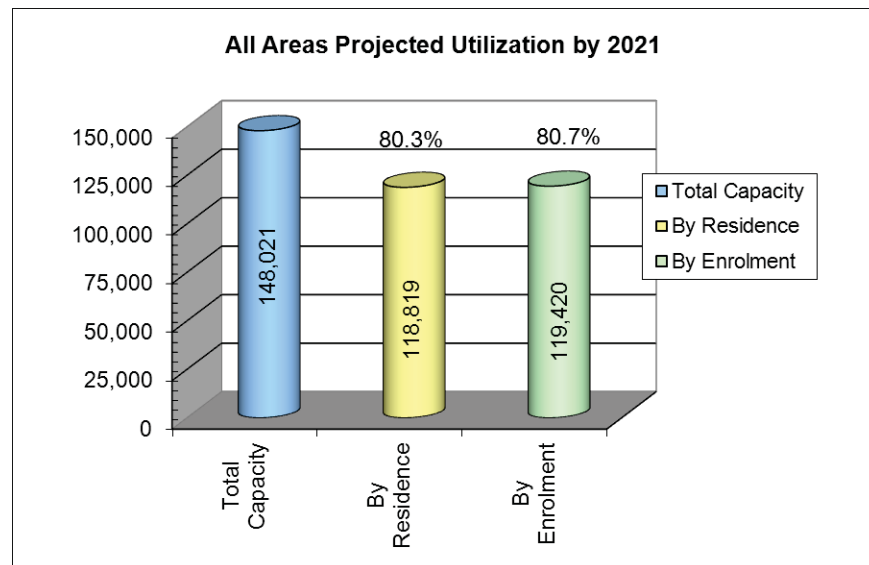


Utilization

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. A system wide utilization rate of 80% is desired for not only the efficient use of space and plant operations and maintenance but also to provide flexibility to be responsive to a variety of student programming and learning needs.

An 80% utilization rate, system wide, is a delicate balance between revenue, fixed costs, variable costs, and levels of service and facility functionality with respect to teaching and learning. Hence, CBE Administration has developed a long-term (ten-year) system student accommodation and facilities strategy, which addresses the learning needs of current and future students with a direction towards maintaining an 80% utilization.

CBE's utilization rate is projected to remain at 80% over the next ten years assuming that enrolment continues to increase and the Province continues to approve new schools, which are requested by the CBE



The following table provides a breakdown of projected utilization by Area. Area utilization by residence identifies the number of students residing in an Area, expressed as a percentage of the total capacity. Area utilization by enrolment in schools identifies the number of students attending schools in an Area expressed as a percentage of the total capacity.

Projected by 2021

Areas	Capacity	Enrolment by Residence Utilization		Enrolment in Schools Utilization	
I	21,798	18,947	86.9%	16,941	77.7%
II	31,652	21,824	68.9%	24,057	76.0%
III	28,433	25,568	89.9%	23,344	82.1%
IV	24,734	17,134	69.3%	18,805	76.0%
V	41,404	35,345	85.4%	36,272	87.6%
Sub-Total	148,021	118,819	80.3%	119,420	80.7%
Non-Resident		601		-	
Chinook Learning		4,000		4,000	
CBe-learn		650		650	
Total	148,021	124,070		124,070	

PROGRAM DELIVERY

Full-Day Kindergarten

The 10 Point Plan for Education indicates the province will be examining the operational requirements for full-day kindergarten. Currently, 16 out of 141 CBE elementary schools offer full day kindergarten programming and there will be 18 schools offering such programming in September, 2012. The implementation of full-day kindergarten may have a significant impact on CBE elementary schools, dependent on whether it is mandated in all schools or not.

If full day kindergarten is directed for all schools, there are approximately 50 CBE schools that would require one or more classrooms beyond their current capacity to meet the demand. Impacts could include a change in grade level configurations for some schools and increased bus transportation for some students. A detailed review of the impacts will be undertaken once the province communicates their direction to school boards.

Chinook Learning Services (CLS)

Chinook Learning Services operates year round and offers evening, day-time and summer school courses. CLS is the largest centre in Alberta for diploma examination testing and for generating CEU's.

Chinook Learning Services has demonstrated a steady increase in enrolments over the past several years and this trend is expected to continue into the future. Students are frequently taking longer than the average 12 years to complete high school, especially older-arriving English Language Learners, Aboriginal students, and students impacted by homelessness, poverty, addictions and mental health issues. An increasing number of students who have completed high school wish to return and upgrade their marks or courses, in order to be eligible for post-secondary admission. CLS is a significant contributor to the CBE's high school strategy.

It is also anticipated that proposed changes to the School Act will extend student funding beyond 19 years of age. This too will result in increased enrolment for Chinook Learning Services and increased opportunities for many more students to successfully complete their high school education and transition to post-secondary education.

The CBE vision is to operate a major central campus with two other locations within the city. Alberta Education has indicated the possible use of a central downtown site, which will require approximately \$10 million to restore. An estimated additional \$15 million will be required to develop two other sites 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 the program.

Career and Technology Studies (CTS)

The overall Career and Technology (CT) Strategy, which began in January 2008, enables students to explore, specialize, and credential in occupational areas that engage their interests and passions and connect with post-secondary education and the workplace. The modernization of school facilities to enable the program delivery of the Career and Technology Studies (CTS) curriculum therefore presents another significant modernization need. It is anticipated that because of health and safety requirements, the CBE would be unable to deliver CTS courses in existing schools, unless they were upgraded to meet code specifications.

The CT Strategy, approved by Trustees in June 2010, includes description and criteria for three types of career and technology centres. Four key elements guide the establishment of each type of centre:

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

The first prototype CTC is being developed at the Lord Shaughnessy High School, which opened its door for students in September 2010. Additional courses were offered, and increased numbers of students from across Area IV had the opportunity to attend during the 2011-2012 year, as renovations continued. On a variety of measures, students, parents and teachers report positive outcomes for these first participants.

Although there is a small addition to the building, the major ongoing work is redesigning and upgrading the existing facility spaces in order to best deliver the curriculum in a large variety of career strands.

It is clear that through the development of the CTC at Lord Shaughnessy the CBE has an opportunity to combine rigorous academics and career/technical studies, which will in turn engage and personalize learning experiences for all participants.

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. Once funding approval is received, selected schools will be modernized to support CTS courses and programs at exploratory, specialized and credential levels.

First Nations, Metis and Inuit (FNMI)

The CBE is working very closely with the province, our community partners, system specialists, Area Directors, school administrators and teachers, Elder Advisory Council, students, and parents of Aboriginal students to address identified areas of concern for FNMI education.

Funding for a major modernization is required for students in the current FNMI School. The school is open to all students who want an Aboriginal-

based education. The current model for Piitoayis School is not experiencing the level of student success that was expected when this school opened 10 years ago. There is sufficient data on current student success to support a need to revise the model based on research and experience. Research and learning particularly supports early intervention as being critical to 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 identified by the Canadian Council of Learning: holistic, lifelong, experiential, spiritual oriented, community based, rooted in Aboriginal languages and cultures, and demonstrating 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.

Alternative Programs

In order to personalize student learning, the CBE currently offers 12 programs of choice (alternative programs), based on language of instruction, cultural emphasis, subject matter and/or teaching philosophy and learning style. Such programs have arisen based on the values of equity, excellence, success and choice.

Ten year plans for programs of choice are based on current circumstances, and may evolve in the future as a result of principles and decisions arising out of the planned 2012-2013 public engagement on this topic. Further, it is unknown at this time whether changes in enrolment will occur based on decisions arising from the 2011-2012 public engagement on fees, which will alter the transportation costs of attending programs of choice. It is anticipated that overall, this will not have a significant effect, as the CBE is committed to providing access to all students where a program is appropriate and desired by the student and their parent/guardian.

In general, expansion, location changes and new alternative programs are reviewed on an annual basis. The vision for alternative programs will be further developed following extensive consultation with the public in the 2012-2013 school year.

Language Programs

French Immersion

French Immersion programs have a history of more than 35 years in CBE, and enrolment is expected to remain stable at about seven percent of the population. French immersion programs, offered in 24 schools across all quadrants of Calgary, are the longest running and largest of the CBE's alternative programs. French Immersion is designed for student whose first language is not French, with the outcome that students will attain a high level of functional fluency by the end of Grade 12. French Immersion programs are not intended for Francophone students, whose mother tongue is French and have specific constitutional rights met by the Southern Alberta Francophone School District.

The French immersion program has two entry points: Early Immersion, beginning in kindergarten or Grade 1 and Late Immersion, beginning in Grade 7. No additional programs are expected to open in the future, but program locations may change to meet changing demographics.

Bilingual Programs

Students develop functional fluency, an appreciation of culture and the skills and attitudes to be effective citizens through 50% instruction in an additional language and 50% in English. Entry points are kindergarten and Grade 1. Bilingual languages offered are:

- Chinese (Mandarin): 3 sites for 2012-13
- German: 2 sites
- Spanish: 7 sites

German Bilingual program enrolment is not increasing significantly and remains low, especially at the junior high level. Decisions are made on a yearly basis as to the opening of a new Grade 7 class. There will not be a class for the 2012-2013 school year.

Chinese (Mandarin) Bilingual programs continue to grow, with kindergarten numbers increasing each year. The newest site in Midnapore continues to attract students, and the Highwood site will be at capacity in the fall of 2012. Junior High programming will move to Colonel Irvine from Langevin School for 2012, following a closure of that program for the purpose of relocation in spring of 2012.

Spanish Bilingual program numbers continue to grow overall, with classes moving through high school as numbers warrant. A community engagement with parents at the Senator Patrick Burns site and its feeder schools is underway, and will be completed in 2012-13, due to future capacity issues at that school.

Cultural Emphasis/Language

Aboriginal

Aboriginal education is coordinated by the Aboriginal Education Team, which facilitates opportunities for Aboriginal student to feel pride and experience success by focusing on their academic, cultural and individual growth. Two alternative programs reside under this umbrella: Medicine Wheel kindergarten and Piitoayis Family School which provides Aboriginal education to kindergarten to Grade 6. Blackfoot and Cree languages are offered through Aboriginal Education at The Medicine Wheel kindergarten and Piitoayis Family School.

Subject Matter

Science

Students from kindergarten to Grade 9 can apply to an alternative program that engages students in scientific inquiry, environmental education and technology application. Alberta Education program of studies is taught through a focus on science. This program is offered at two sites. There is an application process and students are required to wear a uniform.

Science programs (k-9) continue to attract students, and there is consideration of expansion into other Areas, should expansion be an outcome of the system alternative program review and resulting principles and decisions.

Juno Beach Academy of Canadian Studies

Students from all across Calgary may apply, Grades 7 to 12, to develop a deeper sense of Canada through applying the foundational principles of Canadian citizenship, leadership development, personal fitness and academic endeavour. There is an application process and students are required to wear a uniform. Juno Beach Academy for Canadian Studies continues to experience low enrolment. Enrolment will be monitored to determine the impact this continued low enrolment has on the delivery of instruction.

Arts-Centred Learning

The Arts-Centred Learning program focuses on learning in and through the arts in core subjects from Grade 5 to Grade 12. There is an application process at 4 sites; 2 middle schools and 2 high schools. Arts Centred

Learning (5-9) remains stable in numbers, with wait lists often in place for programs in the south.

Teaching Philosophies and Learning Styles

All Boys

This program for boys from kindergarten to Grade 5 commenced in 2011. The program focus is on the social, emotional, physical and intellectual development of boys. The program is anticipated to grow over the next three years, as the public becomes more aware of its existence and offerings.

All Girls'

The Alice Jamieson Girls Academy offers a research-based opportunity for single-gender education for girls. The program is tailored to opportunities for leadership, science and technology through modelling and mentorship. Girls from Grades 4 to 9 may apply. Students are required to wear a uniform. Enrollment has reached the maximum classroom space at Stanley Jones School. Enrolment and space will be monitored and consideration of an expression of interest for a program serving Areas IV and V will take place, if alternative program expansion becomes desirable following the outcome of the system alternative program review.

Montessori

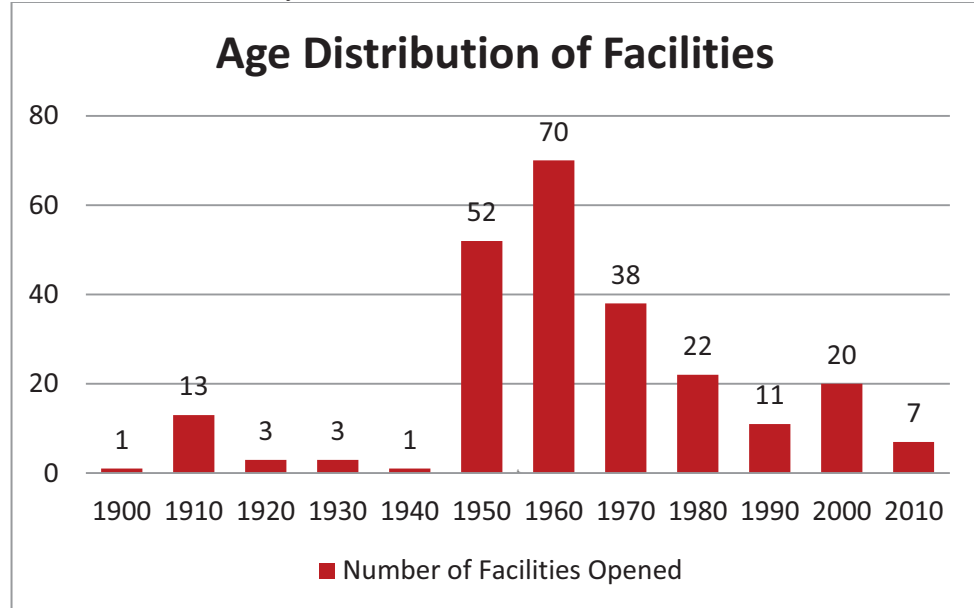
Three sites across Calgary provide the opportunity for kindergarten to Grade 6 students to study the Alberta Education program of studies through Montessori philosophy and materials. There is an application process. Parents of students in the Montessori program have asked the CBE to consider expanding the program into junior high in the future.

Traditional Learning Centre

The Traditional Learning Centre (TLC) K-12 program offers a liberal arts education and is committed to providing an excellent academic program, along with character education, to students who are at or above grade level. There is an application process and students are required to wear a uniform. There are 13 sites across the city serving roughly three percent of the CBE population. Many locations continuing to have wait lists for enrolment.

AGING FACILITIES

In general, the original design life of CBE schools has been in the range of 50 years. One hundred and forty-three facilities, or 59%, of CBE schools, will be older than 50 years within the next decade.



The components that make up a building have different life expectancies. In order to achieve the design life of a facility, ongoing capital investments are required to replace the various building components once they reach the end of their lifecycle. Continued investment in component replacement makes it possible to utilize a facility beyond the original design life. However, funding allocations have not facilitated regular component lifecycle replacements and the net effect of deferring and accumulating the work was last identified in the Province’s facility audit as valued at \$462 million.

Educational initiatives such as personalized learning, or a general change in the curriculum delivery method requiring the introduction of new technology or equipment, can render an older facility functionally unsuitable. The absence of requisite upgrades to reconfigure the learning suite would compromise the optimization of the educational program.

Over time technical research affects the knowledge base of the building sciences, impacting building techniques and building codes. Technical understandings improve with regard to building materials such as PCB and asbestos, constraining the breadth of their safe application. Historical alterations to construction methods have occasionally revealed some inappropriate approaches that have proven to be less durable. Changes in the broader understanding of building technology and performance often place an older facility into a legal, non-conforming status with regard to

codes and best practices. For many older facilities, major renovations would be required in order to have the building adhere to the most current of building requirements and guidelines.

Modernization projects identified primarily for the updating of an aged facility would embrace a wide range of work resulting from the deterioration or end-of-life replacement of building components or the upgrading of the facility to current standards. The scope of work could include:

- the repair or replacement of such things as window frames, heating systems, life-safety systems, the building envelope, flooring, interior and exterior doors, roofing and architectural features
- the introduction of new features such as an elevator, accessible washrooms, and energy efficient fixtures

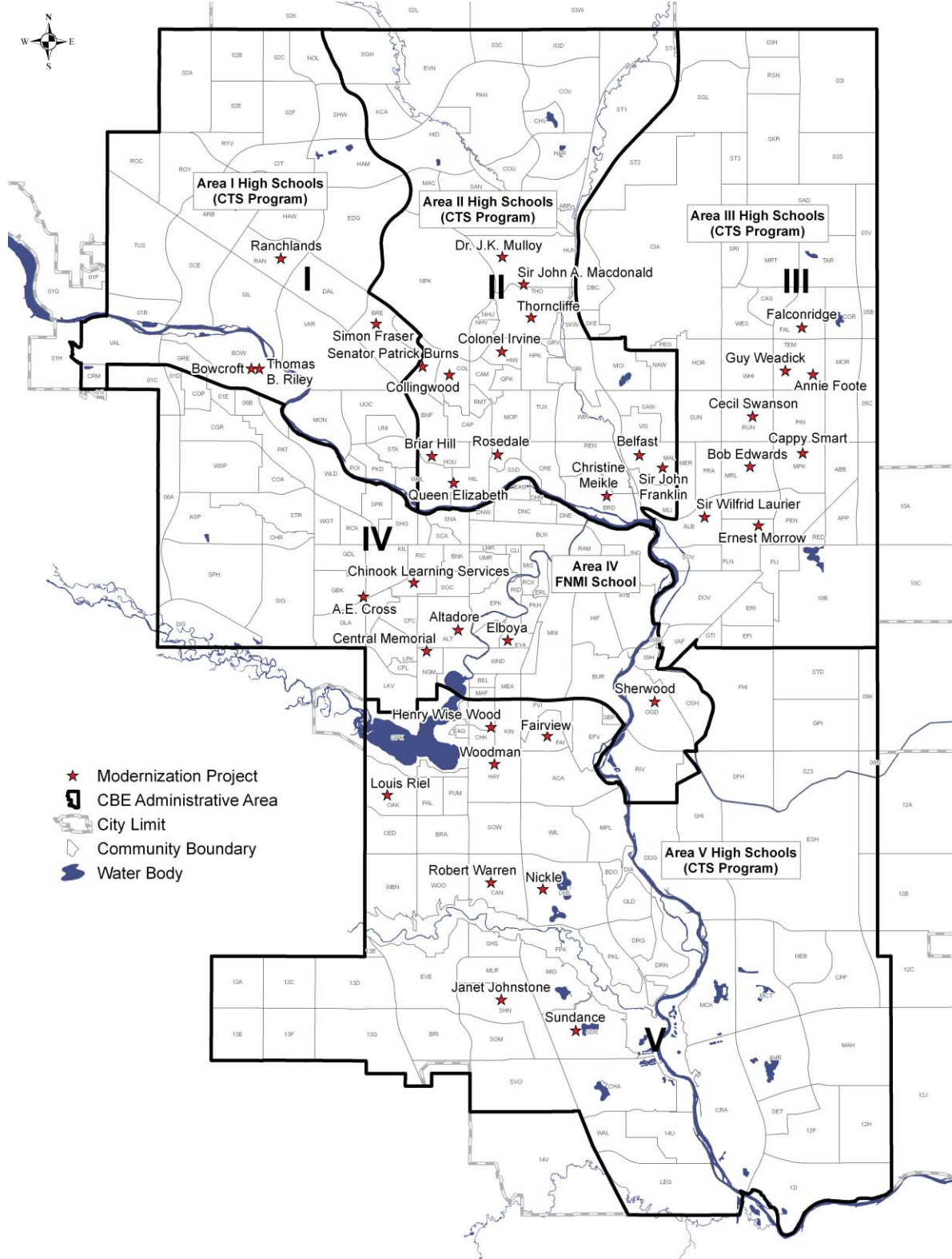
Using the generally accepted 2% guide for reinvestment in facility recapitalization, the CBE should undertake four to five major school renovations per annum. Over a ten year period this would translate into forty-two modernizations. The need for a modernization project is driven by two primary considerations; upgrading for program needs and upgrading to attend to facility maintenance needs. In the development of this ten year strategy both types of modernizations were considered. CBE schools were evaluated for a modernization project priority using a five point matrix, where educational programming needs substantially influence the priority because changing curriculum and teaching methods can render a facility functionally unsuitable, even though it may be in a good state of repair. The rating of the five categories of evaluation and the final ‘score’ used to establish the priority for modernization for forty-two CBE schools are tabulated on the following page.

The map on the subsequent page identifies the location of each of the schools on the current modernization project priority listing. Although there are priority schools in each of the CBE’s five Areas of Schools, the process has identified additional schools in some of the older parts of the City.

MODERNIZATION PROJECT LIST

Priority No.	School	A. Role, Accommodation Plans (30% weighted)	B. Enrolment, Utilization, Projections (25% weighted)	C. Site Features, Location (5% weighted)	D. Ability to Upgrade (20% weighted)	E. Facility Needs (20% weighted)	Grand Score (max 500 points)
1	Chinook Learning	-	-	-	-	-	-
2	AREA I CTS	-	-	-	-	-	-
3	Christine Meikle	-	-	-	-	-	-
4	FNMI	-	-	-	-	-	-
5	AREA III CTS	-	-	-	-	-	-
6	AREA V CTS	-	-	-	-	-	-
7	Altadore	150	125	20	80	60	435
8	Nickle	150	125	20	80	60	435
9	Senator Patrick	150	125	15	60	80	430
10	A.E. Cross	150	100	20	80	80	430
11	Sir Wilfrid Lauier	150	125	15	80	60	430
12	Dr. J.K. Mulloy	150	125	20	60	60	415
13	Henry Wise Wood	150	100	20	80	60	410
14	Simon Fraser	150	125	15	60	60	410
15	Elboya	150	125	25	40	60	400
16	Woodman	150	100	10	80	60	400
17	Sir John A Macdonald	150	125	20	40	60	395
18	Thomas B. Riley	150	100	20	60	60	390
19	Fairview	150	100	20	40	80	390
20	Sherwood	150	75	20	60	80	385
21	Robert Warren	150	100	15	60	60	385
22	Louis Riel	150	75	15	80	60	380
23	Sir John Franklin	150	75	15	60	80	380
24	Colonel Irvine	150	100	15	40	60	365
25	Ernest Morrow	150	75	15	40	80	360
26	Rosedale	120	125	15	40	60	360
27	Briar Hill	120	100	15	60	60	355

Priority No.	School	A. Role, Accommodation Plans (30% weighted)	B. Enrolment, Utilization, Projections (25% weighted)	C. Site Features, Location (5% weighted)	D. Ability to Upgrade (20% weighted)	E. Facility Needs (20% weighted)	Grand Score (max 500 points)
28	Bob Edwards	120	100	20	40	60	340
29	Belfast	90	75	20	60	80	325
30	Annie Foote	90	75	15	60	60	300
31	Falconridge	90	75	15	60	60	300
32	Ranchlands	90	75	10	60	60	295
33	Guy Weadick	90	75	20	40	60	285
34	Collingwood	90	75	15	40	60	280
35	Janet Johnstone	90	75	10	40	60	275
36	Sundance	90	75	10	40	60	275
37	Bowcroft	60	50	20	40	100	270
38	Cecil Swanson	60	50	15	80	60	265
39	Central Memorial	60	50	15	60	60	245
40	Queen Elizabeth	90	50	15	40	40	235
41	Thorncliffe	60	75	20	40	40	235
42	Cappy Smart	60	50	15	40	60	225



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

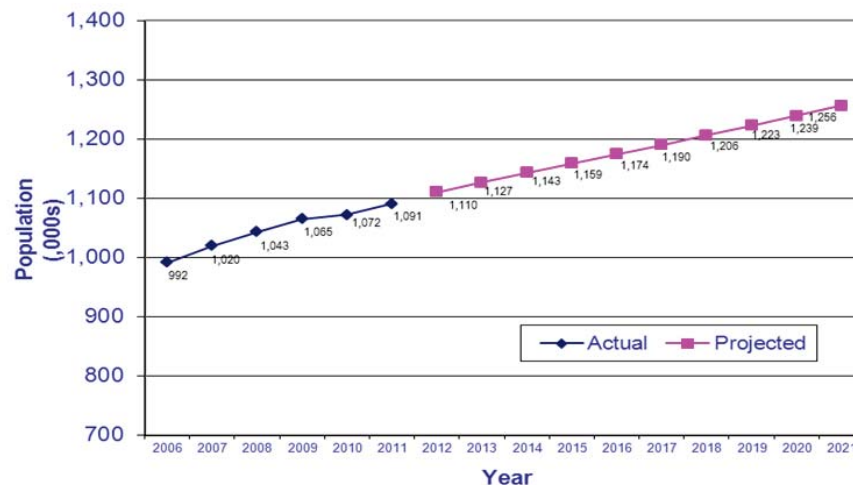
- Panorama Hills (N)
- Auburn Bay (SE)
- McKenzie Towne (SE)
- Skyview Ranch (NE)
- Cranston (SE)
- Sherwood (NW)
- New Brighton (SE)
- Sage Hill (N)
- Aspen Woods (W)
- Silverado (S)

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

CITY OF CALGARY POPULATION PROJECTIONS

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. The ten-year population forecast will be similar, and Calgary's population will reach 1,256,000 by 2021, an average increase of approximately 16,500 persons during this period.

**Calgary's Actual and Projected Population
2006-2021**



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 *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.

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 2012-2021			
Area	Population Forecast			% Mid
	Low	Mid	High	
Area I	7,500	7,900	8,300	5.3
Area II	30,500	32,100	33,700	21.5
Area III	18,700	19,700	20,700	13.2
Area IV	13,900	14,600	15,300	9.8
Area V	71,300	75,100	78,900	50.2
Total	141,900	149,400	156,900	100.0

CITY OF CALGARY ANNEXATION

The majority of the 36,000 acres annexed to the City of Calgary (the City) from the MD of Foothills in 2005 and MD of Rocky View in 2007 remain outside of the Calgary Board of Education's (CBE) jurisdictional boundary. The annexed lands that have been added to the CBE's jurisdictional boundaries over the past five years are as follows:

- Land in the south from the MD of Foothills has been added to the CBE boundary consisting of the southeastern communities of Walden and Legacy and will accommodate approximately 25,000 residents when fully built-out. The CBE jurisdictional boundary change was approved in June 2009.
- Land in the northwest added an additional 35 acres of land for the Valley Ridge extension and will accommodate approximately 500 residents when fully built-out. The CBE jurisdictional boundary change was approved in September 2011.

In June 2011, 136 acres of land were removed from the CBE jurisdictional boundary for the Spruce Meadow equestrian facility as part of a dual annexation agreement between the City of Calgary and the Municipal District of Foothills. In exchange the City of Calgary received 177 acres of Sirocco 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.

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

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

STUDENT ENROLMENT

As part of the budgeting process, the District prepares an annual enrolment projection using external demographic data and a review of historical and current enrolment data. This projection is prepared for the District as a whole, and on a school-by-school basis. City of Calgary census data is used extensively to monitor pre-school populations and residency data, while historical and current enrolment data is used to project enrolments into the future.

Student enrolment is projected to increase by 19,888 students (19%) over the next decade. Most of the enrolment growth is anticipated in Areas II, III and V.

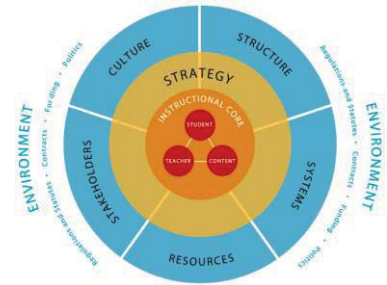
The enrolment chart below provides a student count by residence. Current enrolment is as of September 30, 2011 and projected enrolment is for the 2021/2022 school year.



Area	Current	Projected	Change
I	17,953	18,946	993
II	17,787	21,824	4,037
III	23,091	25,568	2,477
IV	15,298	17,134	1,836
V	25,901	35,345	9,444
Sub-Total	100,030	118,818	18,788
Non-Resident	602	602	0
Chinook Learning	2,935	4,000	1,065
CBe-learn	615	650	35
Total	104,182	124,070	19,888

A summary by Area of new student capacity (approved and required) and excess capacity is as follows:

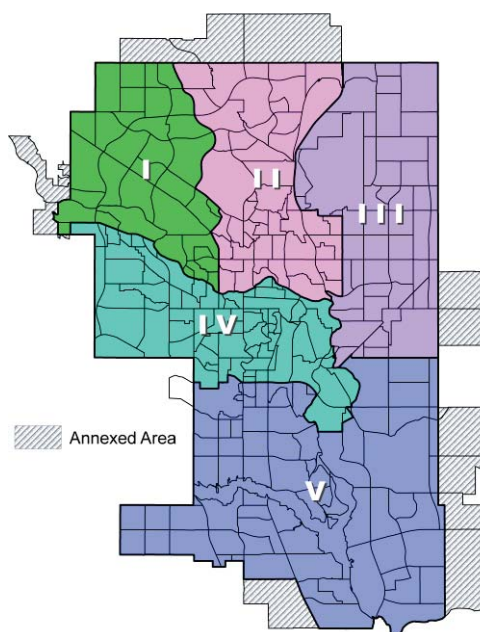
Areas	New Capacity Approved	New Capacity Required but not Approved
I	2,400	1,500
II	1,800	1,800
III	900	2,700
IV	-	3,000
V	-	7,600
Total	5,100	16,600
Total Capacity Increase		21,700



ANALYSIS BY ADMINISTRATIVE AREAS

For the purpose of the Ten-Year System Student Accommodation and Facilities Strategy 2012/13 – 2021/22, an analysis by administrative Areas includes:

- Population data for new and developing communities
- Current and projected utilization rates
- Student accommodation strategy
- Facility condition assessment
- Modernization needs
- Modular strategy



AREA I

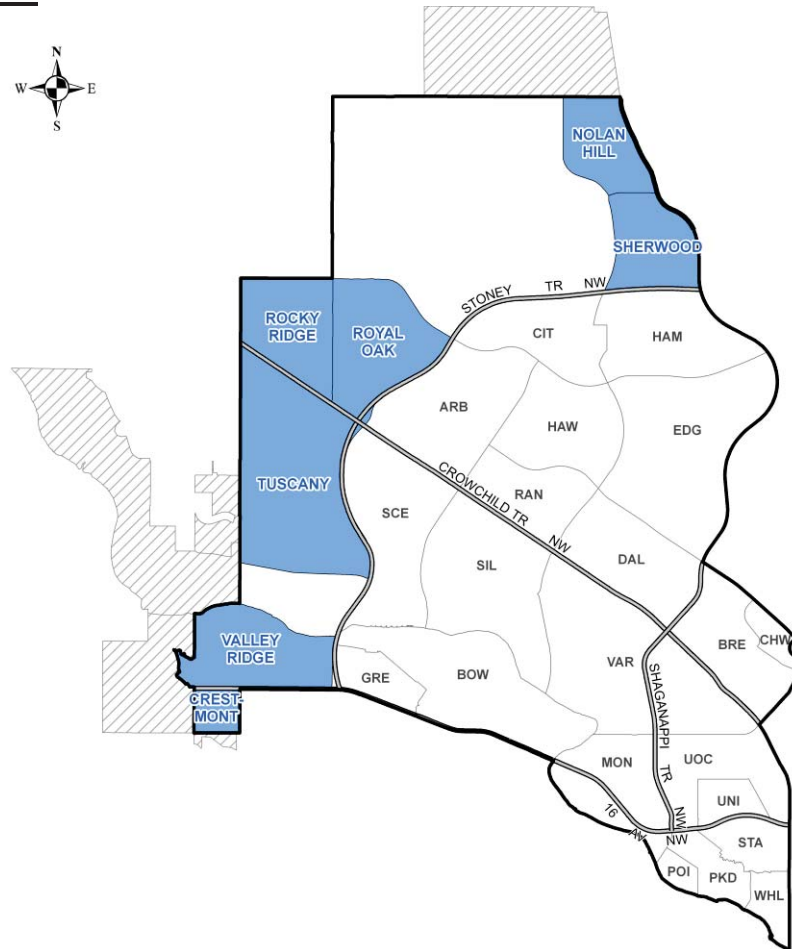


Change in Population April 2010 to April 2011

(+/- 100)

Sherwood +309
Tuscany +237
Royal Oak +261
Rocky Ridge +173

Edgemont -108
Varsity -109
University Heights -116
Hamptons -148
Scenic Acres -155



A1.1 Population

Area I is comprised of 26 communities located in the northwest part of the City. Many established communities are experiencing slow growth or a decline in population. The majority of northwest communities are nearing build-out, with the exception of Sherwood and Nolan Hill, until annexation lands are developed at a future date.

New and developing communities are experiencing low growth with no communities in Area I growing by more than 400 residents. Most new growth will be in Sherwood and Nolan Hill. The new and developing communities are expected to increase approximately 7,500 - 8,300 residents over the next ten years.

Area	New and Developing Community	2011 Population	Projected Population	Housing Units Occupied	Housing Units Projected	Build-Out % of
I	Crestmont	1,430	1,600	437	500	87%
I	Nolan Hill	0	8,400	0	3,380	0%
I	Rocky Ridge	7,266	8,200	2,776	3,160	88%
I	Royal Oak	10,979	11,500	3,753	3,820	98%
I	Sherwood	2,109	6,300	591	2,460	24%
I	Tuscany	18,838	19,100	6,337	6,570	96%
I	Valley Ridge	5,042	5,100	1,694	1,790	95%
	Total	45,664	60,200	15,588	21,680	

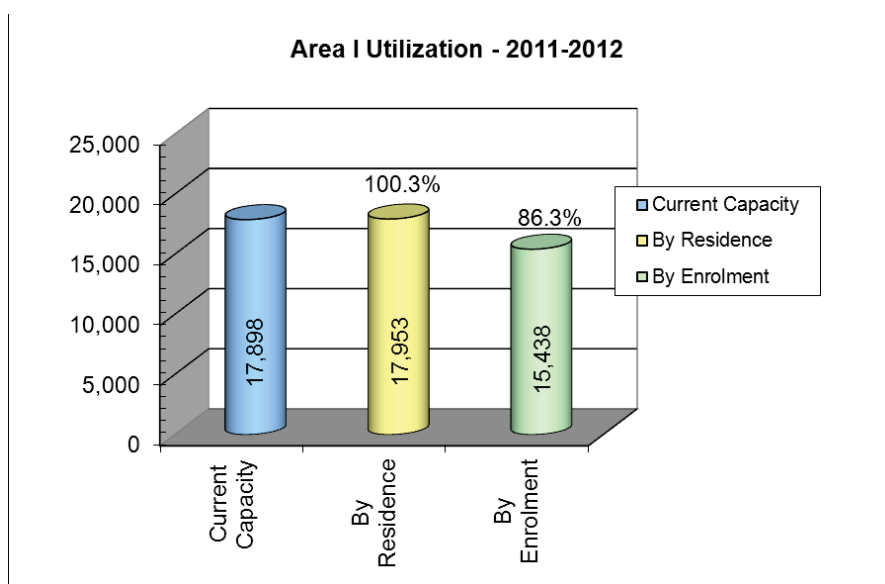
*based on Occupied Housing Units

A1.2 Utilization

A summary of Area utilization by enrolment and residence follows. Area utilization by “residence” refers to the number of students residing in an Area, expressed as a percentage of the total capacity (enrolment includes students attending unique settings and outreach programs). Area utilization by “enrolment” represents the number of students attending schools in an Area expressed as a percentage of the total capacity (enrolment includes students outside of CBE’s boundary).

The graph below represents the utilization rate as of September 30, 2011 using the provincial formula. The provincial formula is based on square metres of space, exemptions for full-time leases and administrative use, and weighted enrolment, which makes allowance for kindergarten at full-time equivalent and special education students at 3:1.

Current



City of Calgary population growth in Area I is projected to increase between 7,500-8,300 people capturing 5.3% of the growth in new and developing areas over the next decade.

The graph below represents the projected utilization rate for the 2021-2022 school year. Projected capacity includes new schools in the new and developing communities and assumes school closures in communities with excess capacity (see section 1.3). Projection by enrolment assumes current attendance patterns, which are subject to annual review and update.

**Projected Capacity
Includes:**

Additional Capacity
Approved

Twelve Mile Coulee 4-9
(900)

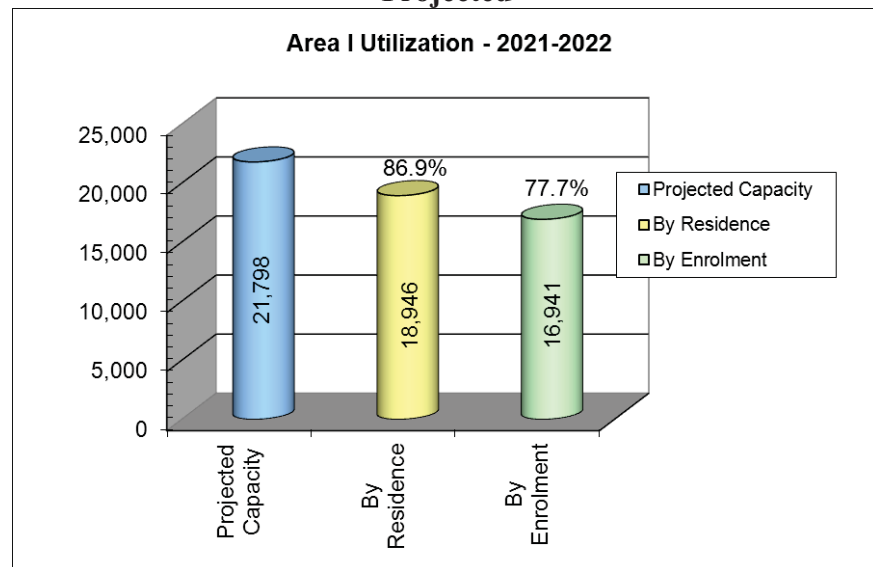
Northwest High 10-12
(1500)

Additional Capacity
Not Approved

RockyRidge/RoyalOak
5-9 (900)

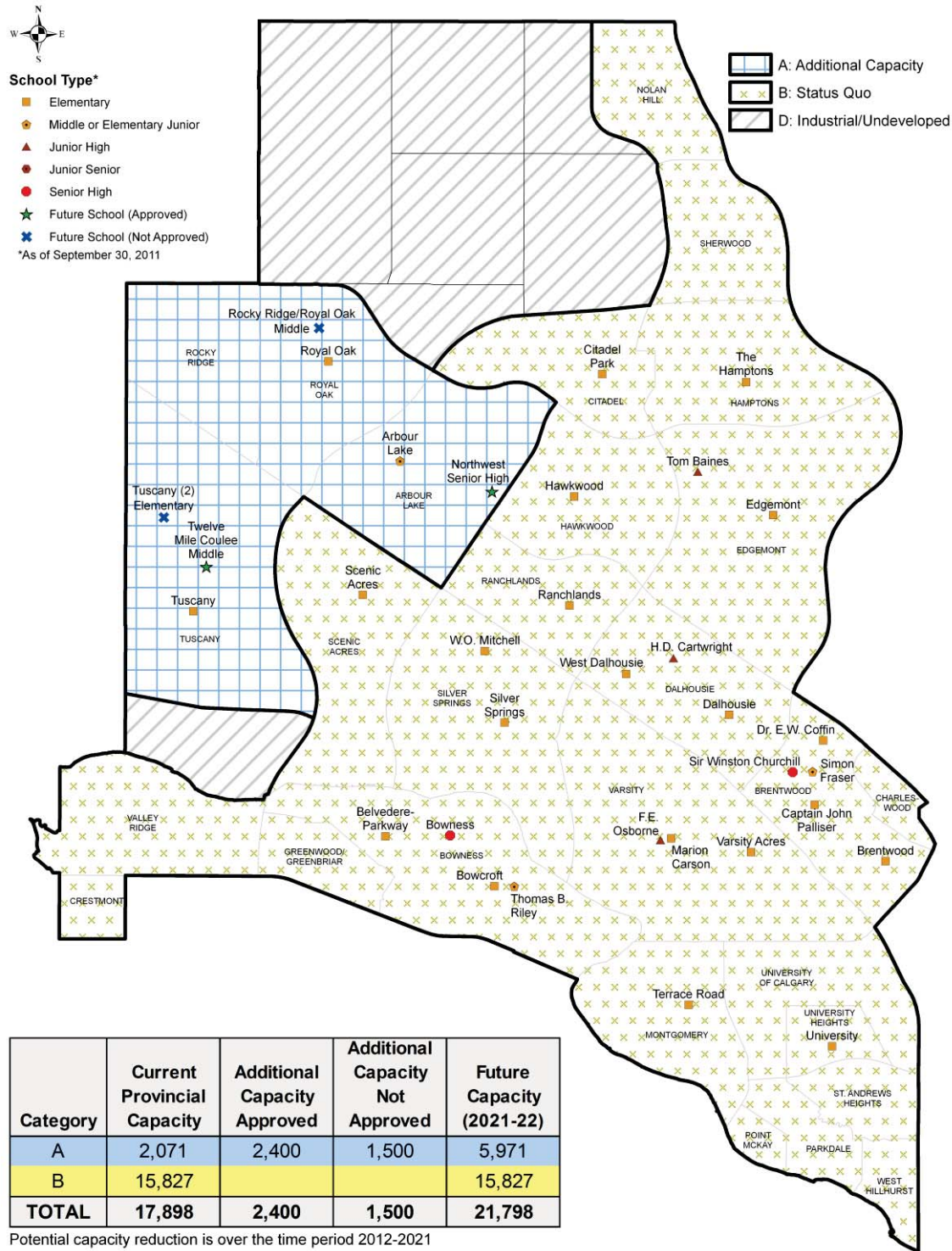
Tuscany (2) k-4 (600)

Projected



A1.3 Capacity

Each administrative Area has been divided into four categories: A - Additional Capacity, B - Status Quo, C - Capacity Reduction, D - Industrial/Undeveloped. Residential districts with excess capacity have been identified using CBE's planning principles. Communities with potential excess capacity are analyzed in



System Student
Accommodation
Planning Criteria

*Balance among
equity, access,
excellence and
choice*

*Minimum
disruption for
students*

*Learning
continuum*

*Attending
school as close
to a student's
residence as
possible*

*Efficient use of
space and
resources*

*Utilization
factors at both
the system and
school level*

Through the Three Year Capital Planning process, the CBE has identified the need for 2 new schools in Area I. Although the approval and construction of these schools combined with the projected enrolment growth for the area does not indicate a need to consolidate programs to achieve an overall system utilization rate of 80%, Planning and Transportation Services will continue to work with the Area Director to address situations where low enrolment results in challenges to delivering quality programming for students. Depending on the outcome of the system alternative program review and resulting principles and decisions, there may be a need to consolidate regular programs in some areas to accommodate growth in alternative programs. These challenges will continue to be identified in the annual Three-Year System Student Accommodation Plan.

The following Alternative Programs are located in Area I:

Area I Alternative Programs

German Bilingual – Bowcroft, Thomas B. Riley

Montessori – Captain John Palliser

French Immersion – Varsity Acres

Spanish Bilingual – Dalhousie

Traditional Learning Centres – Brentwood and Thomas B. Riley

Expansion of existing alternative programs and consideration of new alternative programs will be addressed within the context of the system alternative program review and resulting principles and decisions. The following changes have been identified from within existing programs:

- Spanish Bilingual program enrolment at Dalhousie, Collingwood and Senator Patrick Burns Schools are all being monitored, with a public engagement underway for all Senator Patrick Burns programs including Spanish Bilingual. Enrolment is now capped at Dalhousie School.
- Spanish Bilingual High school programs in the north will remain at William Aberhart High School.
- Science program possible expansion to Area I
- Arts-Centred Learning possible expansion to Area I

The following Unique Settings and Outreach Programs are located in Area I:

Area I Unique Settings and Outreach Programs

Dr. Gordon Townsend

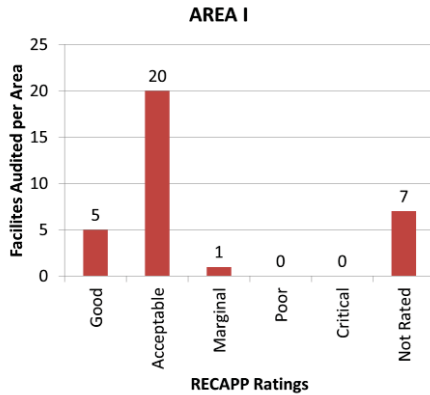
Start Outreach

West View Secondary

Wood's Homes

Young Adult Program

The location and need for special education classes is reviewed on an annual basis. A list of system classes for the current school year is attached. Information regarding special education classes can be found on the CBE website at www.cbe.ab.ca/programs/spec_ed/default.asp.



A1.4 Facility Condition Assessment

Renewal Capital Asset Planning Process (RECAPP)

The Province undertakes a rolling condition assessment of CBE schools on a five-year-basis as part of the RECAPP. The RECAPP audits evaluate architectural, mechanical, electrical, and other components of facilities. A summary listing of the RECAPP overall condition rating of schools in Area I are shown in the chart.

School	2011 Capacity	2011-2012 Utilization	Age of Facility	RECAPP Rating	Projected 10 Year RECAPP Rating
AREA I					
Arbour Lake	909	92%	5	Not Rated	Good
Belvedere Bungalow	25	Leased	80	Not Rated	Not Rated
Belvedere-Parkway	615	40%	55	Acceptable	Acceptable
Bowcroft	498	60%	60	Acceptable	Marginal
Bowness	1,525	95%	57	Marginal	Poor
Brentwood	645	82%	50	Acceptable	Marginal
Captain John Palliser	603	65%	48	Acceptable	Marginal
Citadel Park	456	97%	6	Not Rated	Good
Dalhousie	532	96%	42	Acceptable	Acceptable
Dr. E.W. Coffin	204	95%	38	Acceptable	Acceptable
Edgemont	631	109%	22	Good	Acceptable
F.E. Osborne	780	103%	45	Acceptable	Marginal
H.D. Cartwright	496	79%	41	Acceptable	Marginal
Hamptons, The	209	93%	13	Good	Good
Hawkwood	614	71%	20	Good	Good
Marion Carson	504	103%	44	Acceptable	Marginal
Montgomery	742	closed	59	Acceptable	Acceptable
Parkdale	718	Admin	58	Not Rated	Not Rated
Ranchlands	545	46%	32	Acceptable	Acceptable
Royal Oak	550	86%	2	Not Rated	Good
Scenic Acres	175	77%	7	Not Rated	Good
Silver Springs	309	57%	36	Acceptable	Acceptable
Simon Fraser	664	107%	48	Acceptable	Acceptable
Sir William Van Horne	965	leased	45	Acceptable	Acceptable
Sir Winston Churchill	2,015	104%	44	Acceptable	Marginal
Terrace Road	302	35%	60	Acceptable	Acceptable
Thomas B. Riley	664	60%	45	Acceptable	Marginal

Condition Rating

Good
Meets all present requirements;
no deficiencies.

Acceptable
Meets present requirements,
has minor deficiencies.
Average
operating/maintenance costs.

Marginal
Meets minimum requirements;
has significant deficiencies.
May have above average
operating maintenance costs.

Poor
Does not meet requirements,
has significant deficiencies.
May have high
operating/maintenance costs.

Critical
Unsafe; high risk of injury or
critical system failure.

Not Rated
Not yet rated by RECAPP.

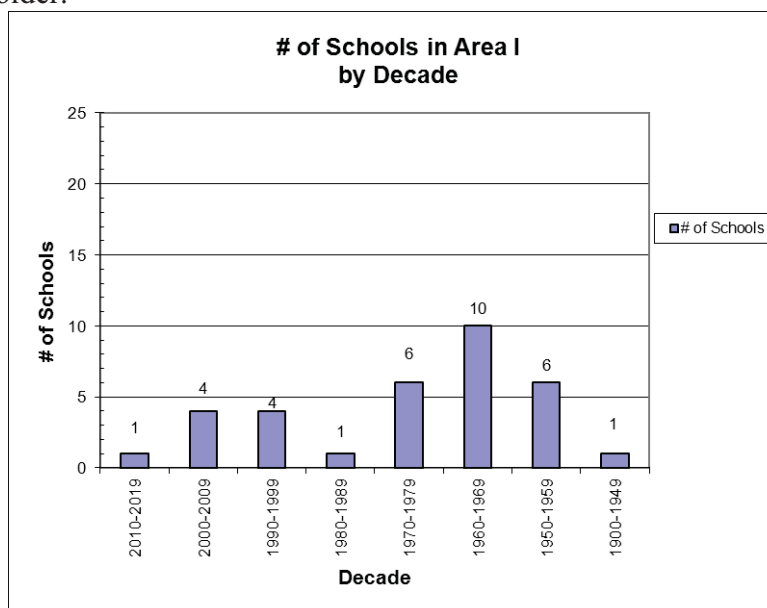
School	2011 Capacity	2011-2012 Utilization	Age of Facility	RECAPP Rating	Projected 10 Year RECAPP Rating
AREA I					
Tom Baines	714	118%	16	Acceptable	Acceptable
Tuscany	612	115%	6	Not Rated	Good
University	758	44%	45	Acceptable	Marginal
Varsity Acres	580	88%	47	Acceptable	Acceptable
W.O. Mitchell	505	39%	35	Good	Good
West Dalhousie	373	103%	36	Good	Acceptable

A1.5 Modernization/Rehabilitation Needs

There are currently 33 facilities in Area I, 17 of these facilities are 42 years old or older.



University School



In Area I, the following major modernization projects have been identified in the School Capital Plan (2013-2016):

Priority	School	Project Description	Cost (2012 prices)
2	Area I Schools - CTS Program	Upgrade: architectural elements (finishes/fixtures); hazardous material abatement; building code upgrades; mechanical and electrical systems.	\$32 million

Priority	School	Project Description	Cost (2012 prices)
14	Simon Fraser	Upgrade: exterior infrastructure and walls; interior finishes (flooring, ceilings, paint); mechanical and electrical systems.	\$13 million
18	Thomas B. Riley	Upgrade: interior spaces and finishes, mechanical and electrical systems.	\$11 million

Additionally, in Area I, the following modernization projects have been identified for further scope and cost:

Priority	School	Project Description	Cost (2012 prices)
32	Ranchlands	To be Scope/identified	T.B.D.
37	Bowcroft	To be Scope/identified	T.B.D.

A1.6 Modular Units



Tom Baines School

- Two portable units at F.E. Osborne School have been approved for demolition during summer 2012.

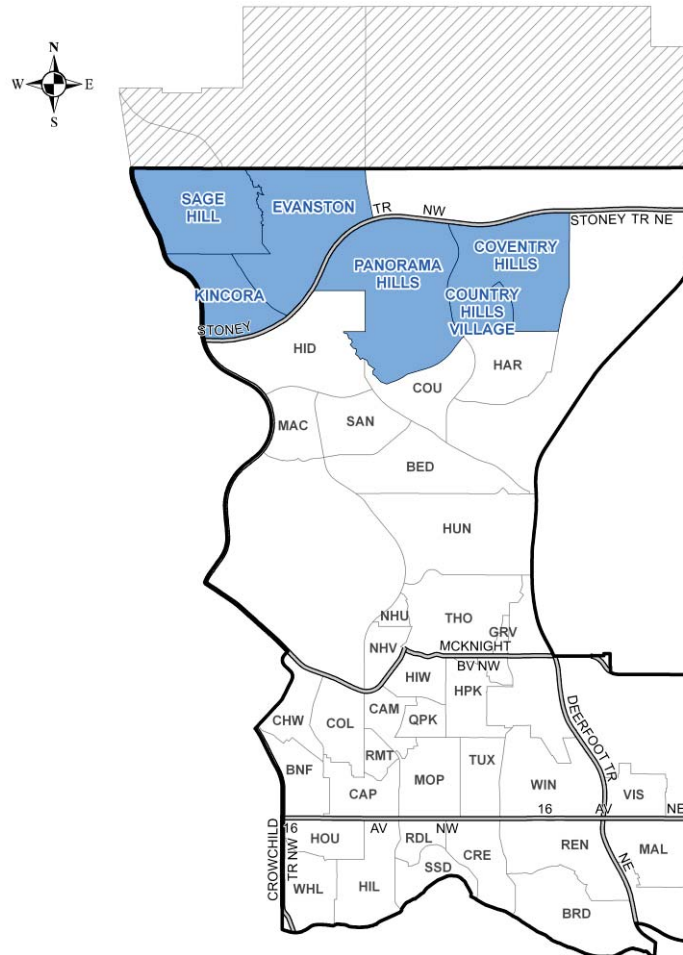
As part of the Three-Year Modular Accommodation Strategy the following is planned to be undertaken for Area I schools:

- Demolish three portables at Dalhousie School and replace with four new modular units.

Beyond the Three-Year Modular Accommodation Strategy new modular units, modular moves, and demolitions in this Area will be reviewed on an annual basis.

AREA II

Change in Population	
April 2010 to April 2011	
(+/- 100)	
Panorama Hills	+1,952
Sage Hill	+718
Evanston	+706
Kincora	+619
Mount Pleasant	+313
Sunnyside	+118
Tuxedo Park	-109
Hidden Valley	-123
Huntington Hills	-132
Sandstone Valley	-237
Beddington Heights	-304



A2.1 Population

Area II is comprised of 39 residential communities located in the north and inner- north areas of the City. Many established communities are experiencing slow growth or a decline in population, whereas the new and developing areas are experiencing Calgary’s highest growth rates.

Panorama Hills was the strongest growing community and had a population increase of 1,952 residents, followed by Sage Hill and Evanston that both exceeded an annual growth of 700 residents. There is still significant capacity in new and developing communities of Panorama Hills, Evanston, Kincora and Sage Hill which are expected to absorb most of the growth in the north of approximately 30,500 - 33,700 new residents over the next ten years.

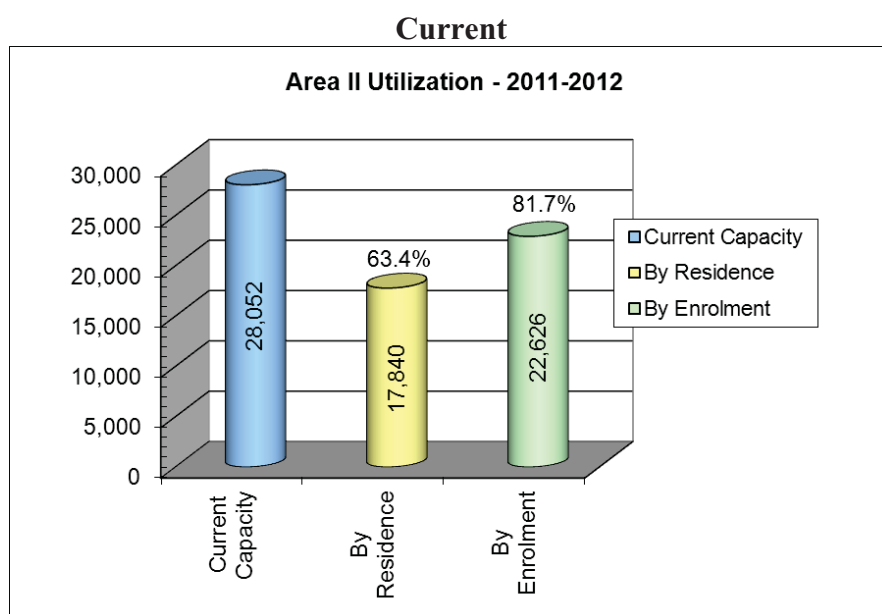
Area	New and Developing Community	2011 Population	Projected Population	Housing Units Occupied	Housing Units Projected	Build-Out % of
II	Coventry Hills/Village	18,064	16,600	6,471	6,890	94%
II	Evanston	5,889	16,650	1,896	6,480	29%
II	Kincora	4,625	10,250	1,442	4,760	30%
II	Panorama Hills	19,851	23,900	6,257	8,450	74%
II	Sage Hill	1,425	20,100	546	9,950	5%
	Total	49,854	87,500	16,612	36,530	

*based on Occupied Housing Units

A2.2 Utilization

A summary of Area utilization by enrolment and residence follows. Area utilization by “residence” refers to the number of students residing in an Area, expressed as a percentage of the total capacity (enrolment includes students attending unique settings and outreach programs). Area utilization by “enrolment” represents the number of students attending schools in an Area expressed as a percentage of the total capacity (enrolment includes students outside of CBE’s boundary).

The graph below represents the utilization rate as of September 30, 2011 using the provincial formula. The provincial formula is based on square metres of space, exemptions for full-time leases and administrative use, and weighted enrolment, which makes allowance for kindergarten at full-time equivalent and special education students at 3:1.



City of Calgary population growth in Area II is projected to increase between 30,500-33,700 people capturing 21.5% of the total growth in the new and developing areas over the next decade.

The graph below represents the projected utilization rate for the 2021-2022 school year. Projected capacity includes new schools in the new and developing communities and assumes school closures in communities with excess capacity (see section 2.3). Projection by enrolment assumes current attendance patterns, which are subject to annual review and update.

Projected Capacity Includes:

Additional Capacity Approved

Nose Creek 4-9 (900)

Captain Nichola Goddard 4-9 (900)

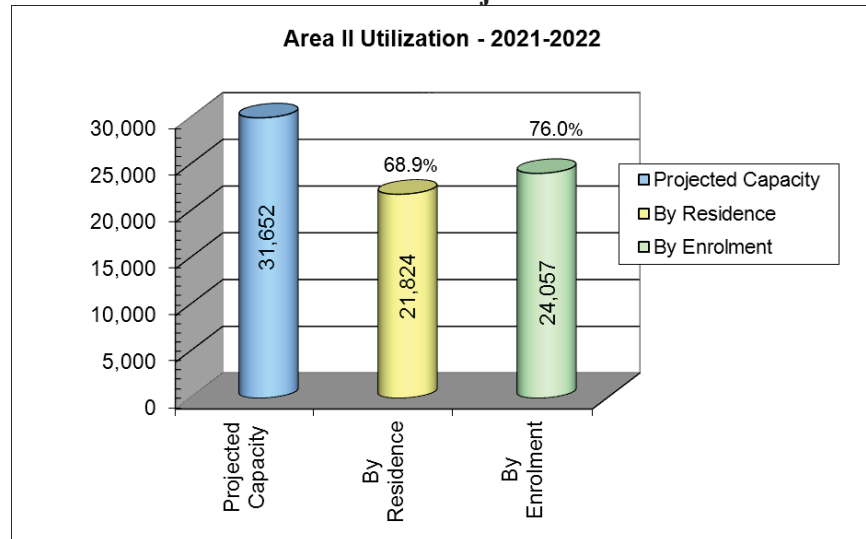
Additional Capacity Not Approved

Evanston k-4 (600)

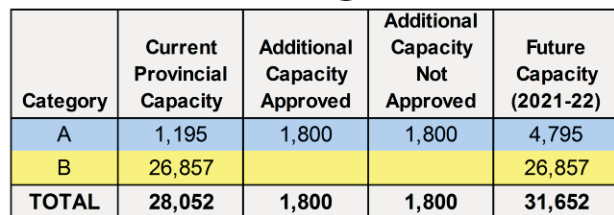
Panorama Hills (2) k-4 (600)

Kincora k-4 (600)

Projected



Each administrative Area has been divided into four categories: A - Additional Capacity, B - Status Quo, C - Capacity Reduction, D - Industrial/Undeveloped. Residential districts with excess capacity have been identified using CBE's planning principles. Communities with potential excess capacity are analyzed in



“Optimizing the Quality of the Learning Environment”

System Student
Accommodation
Planning Criteria

*Balance
among equity,
access,
excellence and
choice*

*Minimum
disruption for
students*

*Learning
continuum*

*Attending
school as close
to a student's
residence as
possible*

*Efficient use of
space and
resources*

Through the Three Year Capital Planning process, the CBE has identified the need for 3 new schools in Area II. Although the approval and construction of these schools combined with the projected enrolment growth for the area does not indicate a need to consolidate programs to achieve an overall system utilization rate of 80%, Planning and Transportation Services will continue to work with the Area Director to address situations where low enrolment results in challenges to delivering quality programming for students. Depending on the outcome of the system alternative program review and resulting principles and decisions, there may be a need to consolidate regular programs in some areas to accommodate growth in alternative programs. These challenges will continue to be identified in the annual Three-Year System Student Accommodation Plan.

The following Alternative Programs are located in Area II:

Area II Alternative Programs

Alice Jamieson Girls' Academy – Stanley Jones
Arts Centred Learning – Sir John Franklin, James Fowler
Chinese (Mandarin) Bilingual – Highwood, Colonel Irvine
French Immersion – Banff Trail, Hidden Valley, King George, Mayland Heights, Valley Creek, Georges P. Vanier, Branton, William Aberhart
Science - Langevin
Spanish Bilingual – Collingwood, Senator Patrick Burns, William Aberhart
Traditional Learning Centres - Thorncliffe, Colonel Sanders, Dr. J.K Mulloy, Balmoral, Crescent Heights

Expansion of existing alternative programs and consideration of new alternative programs will be addressed within the context of the system alternative program review and resulting principles and decisions. The following changes have been identified from within existing programs:

- Chinese (Mandarin) Bilingual enrolment will be monitored at Highwood School, to determine if grade configurations need to be revisited in alignment with the move of the junior high program to Colonel Irvine School for 2012-2013.
- Spanish Bilingual program enrolment at Dalhousie, Collingwood and Senator Patrick Burns Schools are all being monitored, with a public engagement underway for all Senator Patrick Burns programs including Spanish Bilingual. Enrolment is now capped at Dalhousie School.
- French Immersion Enrolment and grade configurations at Hidden Valley School and Valley Creek School will be reviewed.
- Science Program will have slight increases in enrolment projected for the program at Langevin, based on more space to accommodate students as a result of the relocation of Grade 7 to Grade 9 Chinese (Mandarin) bilingual for 2012-2013.

- Traditional Learning Centre students attending Dr. J.K. Mulloy School in Grades 5/6 in the 2012-2013 school year will attend Colonel Irvine School in the 2013-14 school year, leading to a 5-8 program over time and a possible decrease in enrolment at Balmoral School.

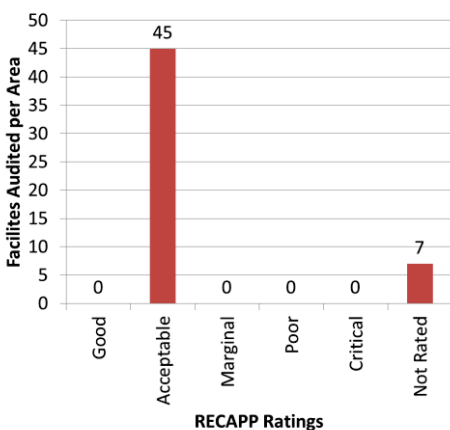
The following Unique Settings and Outreach Programs are located in Area II:

Area II Unique Settings

AADAC, Children's Village, Christine Meikle, Louise Dean, Nexus/Trust Treatment

The location and need for special education classes is reviewed on an annual basis. A list of system classes for the current school year is attached. Information regarding special education classes can be found on the CBE website at www.cbe.ab.ca/programs/spec_ed/default.asp.

AREA II



Ten-Year System Student Accommodation and Facilities Strategy (2012/13 – 2021/22)

A2.4 Facility Condition Assessment

Renewal Capital Asset Planning Process (RECAPP)

The Province undertakes a rolling condition assessment of CBE schools on a five-year-basis as part of the RECAPP. The RECAPP audits evaluate architectural, mechanical, electrical, and other components of facilities. A summary listing of the RECAPP overall condition rating of schools in Area II are shown in the chart.

School	2011 Capacity	2011-2012 Utilization	Age of Facility	RECAPP Rating	Projected 10 Year RECAPP Rating
AREA II					
Alex Munro	410	85%	41	Acceptable	Acceptable
Balmoral Bungalow	641	88%	99	Not Rated	Not Rated
Balmoral Jr High School	56	Admin	99	Acceptable	Acceptable
Banff Trail	406	85%	53	Acceptable	Acceptable
Beddington Heights	545	75%	32	Acceptable	Acceptable
Belfast	251	86%	52	Acceptable	Acceptable
Branton	764	94%	56	Acceptable	Acceptable
Briar Hill	301	68%	58	Acceptable	Acceptable
Buchanan	304	51%	62	Acceptable	Acceptable
Cambrian Heights	383	107%	55	Acceptable	Acceptable
Capitol Hill	302	82%	62	Acceptable	Marginal
Catherine Nichols Gunn	413	93%	40	Acceptable	Acceptable
Christine Meikle	188	128%	55	Acceptable	Acceptable
Collingwood	552	68%	53	Acceptable	Acceptable
Colonel Irvine	903	54%	56	Acceptable	Acceptable
Colonel Macleod	686	79%	56	Acceptable	Acceptable
Colonel Sanders	301	127%	57	Acceptable	Marginal
Coventry Hills	637	87%	7	Not Rated	Good
Crescent Heights	2,150	88%	84	Acceptable	Marginal
Dr. J.K. Mulloy	501	85%	43	Acceptable	Marginal
Georges P. Vanier	685	68%	52	Acceptable	Marginal
Greenview	607	Leased	51	Acceptable	Acceptable
Hidden Valley	383	108%	9	Not Rated	Good
Highwood	350	77%	46	Acceptable	Acceptable
Hillhurst	404	75%	100	Acceptable	Acceptable
Huntington Hills	319	60%	44	Acceptable	Marginal
James Fowler	1,980	75%	50	Acceptable	Acceptable
John G. Diefenbaker	1,300	115%	41	Acceptable	Marginal

Condition Rating

Good
Meets all present requirements;
no deficiencies.

Acceptable
Meets present requirements,
has minor deficiencies.
Average operating/maintenance
costs.

Marginal
Meets minimum requirements;
has significant deficiencies.
May have above average
operating maintenance costs.

Poor
Does not meet requirements,
has significant deficiencies.
May have high
operating/maintenance costs.

Critical
Unsafe; high risk of injury or
critical system failure.

Not Rated
Not yet rated by RECAPP.

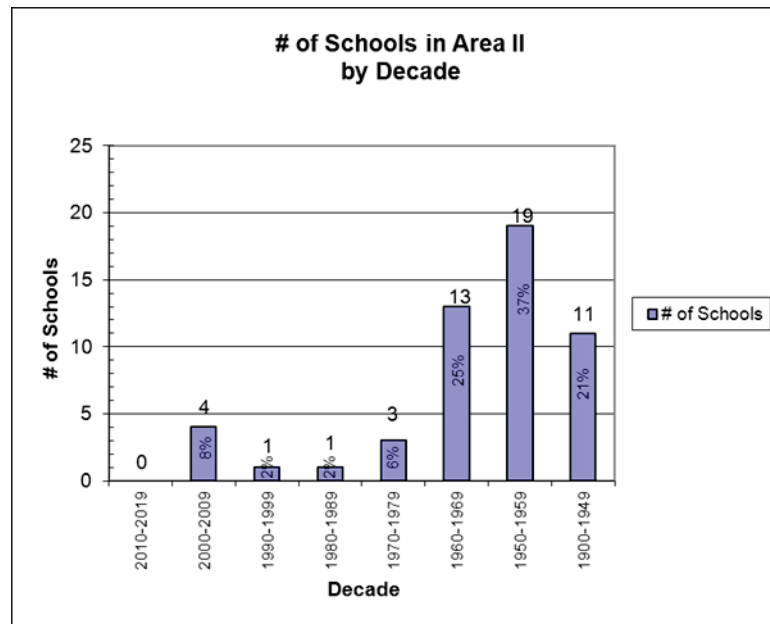
School	2011 Capacity	2011-2012 Utilization	Age of Facility	RECAPP Rating	Projected 10 Year RECAPP Rating
AREA II					
King George	728	52%	100	Acceptable	Acceptable
Langevin	666	96%	57	Acceptable	Marginal
Louise Dean	210	90%	58	Acceptable	Acceptable
Mayland Heights	517	56%	45	Acceptable	Marginal
Mount View	209	60%	66	Acceptable	Marginal
North Haven	411	60%	48	Acceptable	Marginal
Panorama Hills	558	103%	3	Not Rated	Good
Queen Elizabeth Elm.	372	54%	82	Acceptable	Acceptable
Queen Elizabeth High	1,405	86%	55	Acceptable	Marginal
Renfrew	324	43%	58	Acceptable	Marginal
Riverside Bungalow	55	Admin	99	Not Rated	Not Rated
Rosedale	216	115%	57	Acceptable	Acceptable
Rosemont	269	41%	53	Acceptable	Acceptable
Senator Patrick Burns	955	61%	51	Acceptable	Marginal
Simons Valley	610	88%	21	Acceptable	Acceptable
Sir John A. Macdonald	905	85%	46	Acceptable	Marginal
Sir John Franklin	640	65%	47	Acceptable	Marginal
Stanley Jones	616	74%	99	Acceptable	Marginal
Sunnyside	255	55%	93	Acceptable	Acceptable
Thornccliffe	232	103%	55	Acceptable	Acceptable
Tuxedo Park	475	Admin	100	Not Rated	Not Rated
Valley Creek	896	87%	9	Not Rated	Good
Vista Heights	214	74%	48	Acceptable	Acceptable
William Aberhart	1,599	98%	55	Acceptable	Marginal

A2.5 Modernization/Rehabilitation Needs

There are 52 facilities in Area II, 43 of these facilities are 42 years old or older.



Balmoral School



In Area II, the following modernization projects have been identified in the School Capital Plan (2013-2016):

Priority	School	Project Description	Cost (2012 prices)
3	Christine Meikle Program (facility to be determined)	Upgrade: interior spaces (includes hallways, lighting, sound dampening, storage, etc.) to meet student needs and accessibility.	\$12 million
5	Area II Schools - CTS Program (Allocated in part with Area III)	Upgrade: architectural elements (finishes/fixtures); hazardous material abatement; building code upgrades; mechanical and electrical systems.	\$21.5 million
9	Senator Patrick Burns	Upgrade: exterior structural components and finishes; interior elements (lockers, millwork, finishes), communication systems, classrooms, CTS spaces; mechanical and electrical systems; barrier-free accessibility.	\$13 million
12	Dr. J.K. Mulloy	Upgrade facility site, building envelope (roof and doors), and interior spaces (flooring, millwork, lighting, acoustics, blinds, etc.). Upgrade barrier free accessibility overall.	\$10 million
17	Sir John A. Macdonald	Upgrade: exterior windows and doors; hazardous material abatement, building code upgrades; barrier free accessibility; site improvements (parking lot and landscape upgrades); interior elements (finishes and fixtures), washrooms; mechanical and electrical systems.	\$12 million

Additionally, in Area II, the following modernization projects have been identified for further scope and cost:

Priority	School	Project Description	Cost (2012 prices)
23	Sir John Franklin	To be Scope/identified	T.B.D.
24	Colonel Irvine	To be Scope/identified	T.B.D.
26	Rosedale	To be Scope/identified	T.B.D.
27	Briar Hill	To be Scope/identified	T.B.D.
29	Belfast	To be Scope/identified	T.B.D.
34	Collingwood	To be Scope/identified	T.B.D.
40	Queen Elizabeth	To be Scope/identified	T.B.D.
41	Thornccliffe	To be Scope/identified	T.B.D.

A2.6 Modular Units

- Two new modular units approved for Panorama Hills School will be added during the 2012-2013 school year.

As part of the Three-Year Modular Accommodation Strategy the following is planned to be undertaken for Area II schools:

- Demolish four portables at John G. Diefenbaker High School and replace with four new modular units.

Beyond the Three-Year Modular Accommodation Strategy new modular units, modular moves, and demolitions in this Area will be reviewed on an annual basis.



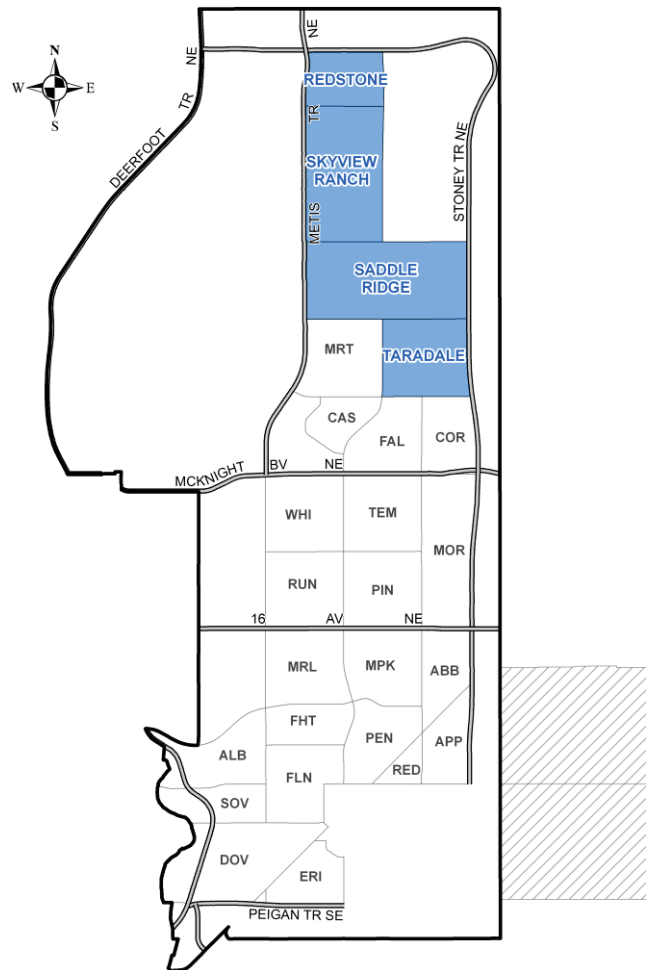
William Aberhart High School

AREA III

Change in Population April 2010 to April 2011 (+/- 100)

Skyview Ranch +1,093
Taradale +706
Saddle Ridge +427
Falconridge +372
Albert Park/ Rad Hts +188
Castleridge +151
Marlborough +140

Abbeydale -105
Pineridge -117
Temple -144
Rundle -151



A3.1 Population

Area III is comprised of 25 residential communities located in the northeast and east area of the City. Many established communities are experiencing slow growth or a decline in population, whereas the new and developing areas are experiencing Calgary's highest growth rates.

Skyview Ranch was the strongest growing community and had a population increase of 1,093 residents followed by Taradale with an annual growth of 706 residents. There is still significant capacity in the new and developing communities of Saddle Ridge, Skyview Ranch and Redstone which are expected to absorb most of the growth of approximately 18,700 - 20,700 residents over the next ten years. The Northeast Area Structure Plan and East Annexation lands are also available for future development.

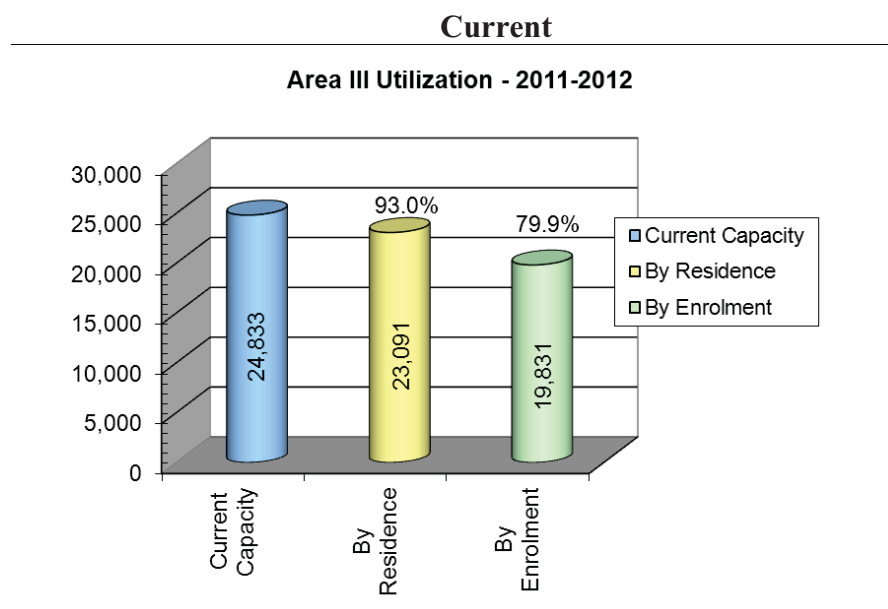
Area	New and Developing Community	2011 Population	Projected Population	Housing Units Occupied	Housing Units Projected	Build-Out % of
III	Redstone	-	10,650	-	4,760	0%
III	Saddle Ridge	13,388	23,350	3,370	7,930	42%
III	Skyview Ranch	1,805	30,400	555	14,730	4%
III	Taradale	16,110	15,250	4,206	4,490	94%
	Total	31,303	79,650	8,131	31,910	

*based on Occupied Housing Units

A3.2 Utilization

A summary of Area utilization by enrolment and residence follows. Area utilization by “residence” refers to the number of students residing in an Area expressed as a percentage of the total capacity (enrolment includes students attending unique settings and outreach programs). Area utilization by “enrolment” represents the number of students attending schools in an Area expressed as a percentage of the total capacity (enrolment includes students outside of CBE’s boundary).

The graph below represents the utilization rate as of September 30, 2011 using the provincial formula. The provincial formula is based on square metres of space, exemptions for full-time leases and administrative use, and weighted enrolment which makes allowance for kindergarten at full-time equivalent and special education students at 3:1.



City of Calgary population growth in Area III is projected to increase between 18,700 and 20,700 people capturing 13.2% of the total growth in new and developing areas over the next decade.

The graph below represents the projected utilization rate for the 2021-2022 school year. Projected capacity includes new schools in the new and developing communities and assumes school closures in communities with excess capacity (see section 3.3). Projection by enrolment assumes current attendance patterns which are subject to annual review and update.

**Projected Capacity
Includes:**

Additional Capacity
Approved

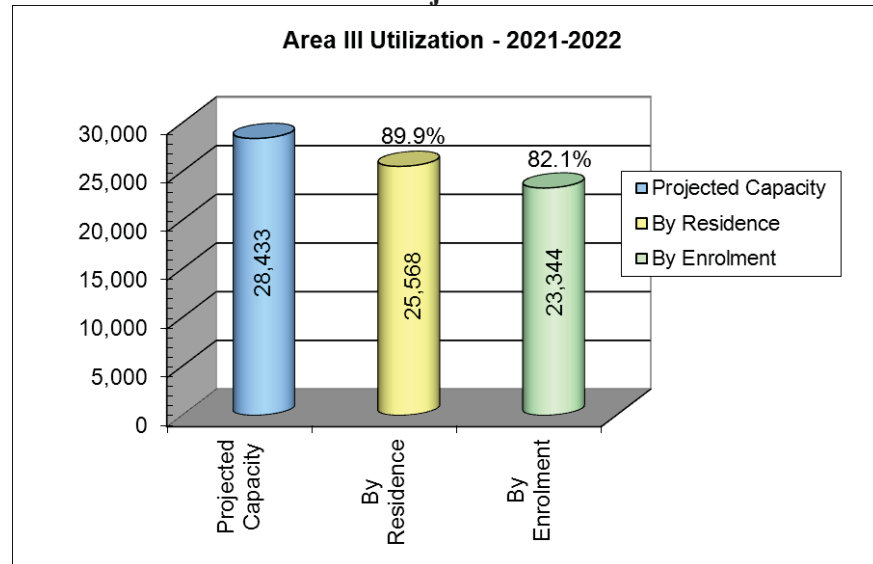
Ted Harrison 5-9 (900)

Additional Capacity
Not Approved

Saddle Ridge 5-9 (900)

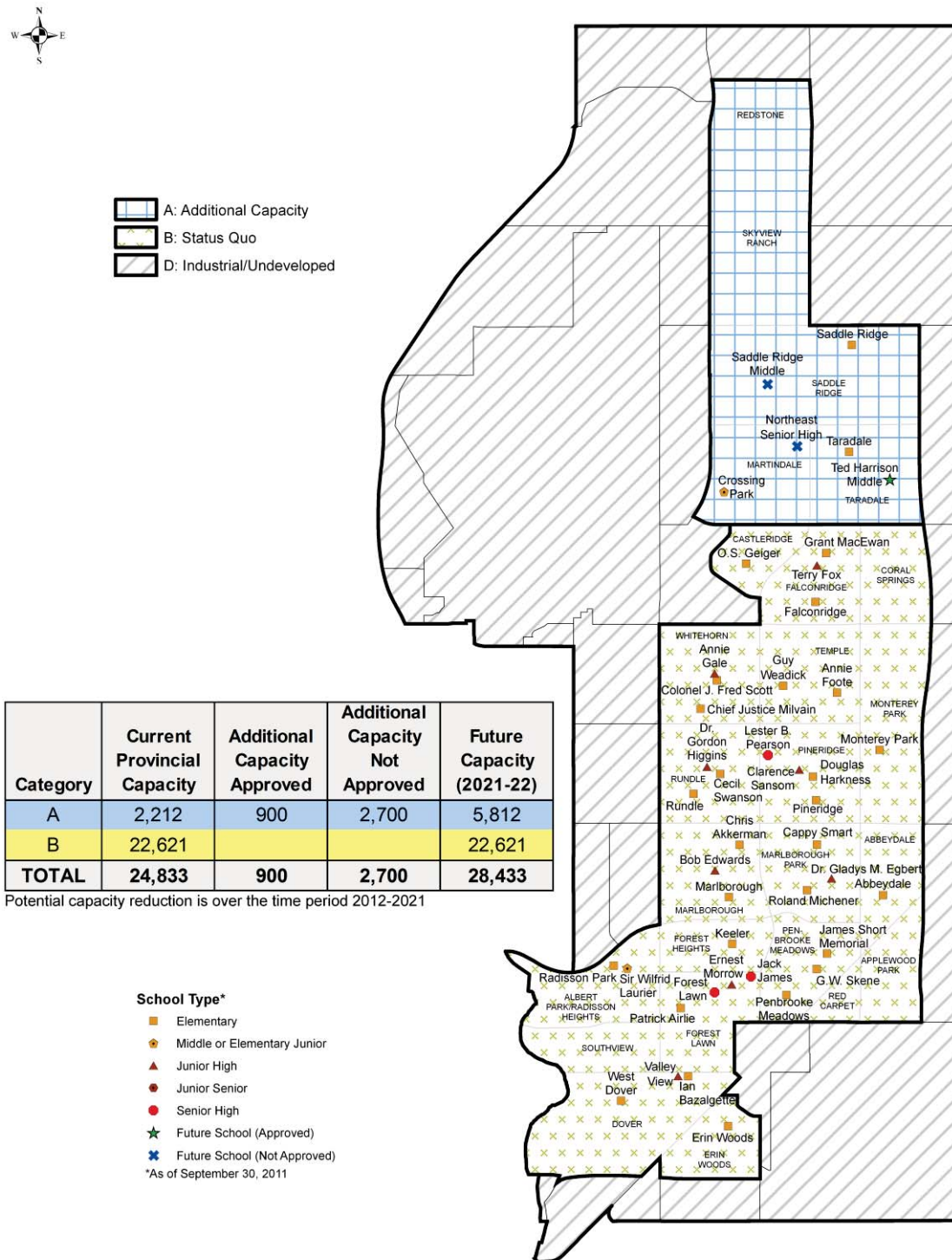
*Northeast High 10-12
(1800)*

Projected



A3.3 Capacity

Each administrative Area has been divided into four categories: A - Additional Capacity, B - Status Quo, C - Capacity Reduction, D - Industrial/Undeveloped. Residential districts with excess capacity have been identified using CBE's planning principles. Communities with potential excess capacity are analyzed in



System Student
Accommodation
Criteria
Planning Criteria

*Balance
among equity,
access,
excellence and
choice*

*Minimum
disruption for
students*

*Learning
continuum*

*Attending
school as close
to a student's
residence as
possible*

*Efficient use of
space and
resources*

Through the Three Year Capital Planning process, the CBE has identified the need for 2 new schools in Area III. Although the approval and construction of these schools combined with the projected enrolment growth for the area does not indicate a need to consolidate programs to achieve an overall system utilization rate of 80%, Planning and Transportation Services will continue to work with the Area Director to address situations where low enrolment results in challenges to delivering quality programming for students. Depending on the outcome of the system alternative program review and resulting principles and decisions, there may be a need to consolidate regular programs in some areas to accommodate growth in alternative programs. These challenges will continue to be identified in the annual Three-Year System Student Accommodation Plan.

The following Alternative Programs are located in Area III:

Area III Alternative Programs

French Immersion – Bob Edwards, Lester B. Pearson

Traditional Learning Centres – Chris Akkerman, Sir Wilfrid Laurier

Expansion of existing alternative programs and consideration of new alternative programs will be addressed within the context of the system alternative program review and resulting principles and decisions. The following changes have been identified from within existing programs:

- There is a desire to investigate the repatriation of elementary French Immersion programs back to Area III and review grade configurations for the Area.
- The location of Medicine Wheel will be reviewed, pending other decisions related to First Nation, Metis Inuit (FNMI) education and program locations.
- Science program possible expansion to Area III
- Arts-Centred Learning possible expansion to Area III
- Traditional Learning Centre enrolment is projected to exceed capacity at Sir Wilfrid Laurier. This will be monitored and addressed pending the outcome of the system alternative program review.

The following Unique Settings and Outreach Programs are located in Area III:

Area III Outreach Program

Discovering Choices II

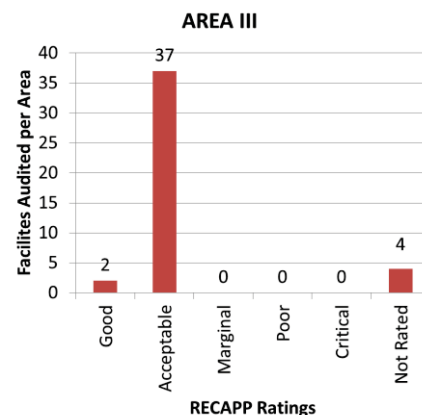
The location and need for special education classes is reviewed on an annual basis. A list of system classes for the current school year is attached. Information regarding special education classes can be found on the CBE website at www.cbe.ab.ca/programs/spec_ed/default.asp.

A3.4 Facility Condition Assessment

Renewal Capital Asset Planning Process (RECAPP)

The Province undertakes a rolling condition assessment of CBE schools on a five-year-basis as part of the RECAPP. The RECAPP audits evaluate architectural, mechanical, electrical, and other components of facilities. A summary listing of the RECAPP overall condition rating of schools in Area III are shown in the chart.

School	2011 Capacity	2011-2012 Utilization	Age of Facility	RECAPP Rating	Projected 10 Year RECAPP Rating
AREA III					
Abbeydale	421	78%	32	Acceptable	Acceptable
Annie Foote	473	75%	32	Acceptable	Acceptable
Annie Gale	747	85%	29	Acceptable	Acceptable
Bob Edwards	564	82%	41	Acceptable	Acceptable
Cappy Smart	402	65%	34	Acceptable	Acceptable
Cecil Swanson	423	78%	32	Acceptable	Acceptable
Chief Justice Milvain	492	92%	31	Acceptable	Marginal
Chris Akkerman	414	131%	39	Acceptable	Marginal
Clarence Sansom	747	74%	30	Acceptable	Marginal
Colonel J. Fred Scott	446	104%	36	Acceptable	Acceptable
Crossing Park	1,029	106%	10	Not Rated	Good
Douglas Harkness	352	86%	36	Acceptable	Marginal
Dr. Gladys M. Egbert	695	60%	36	Acceptable	Marginal
Dr. Gordon Higgins	614	78%	36	Acceptable	Acceptable
Erin Woods	479	85%	30	Acceptable	Marginal
Ernest Morrow	964	61%	49	Acceptable	Marginal
Falconridge	546	94%	32	Acceptable	Acceptable
Forest Lawn	2,216	80%	44	Acceptable	Marginal
G.W. Skene	415	54%	34	Acceptable	Marginal
Grant MacEwan	575	96%	24	Acceptable	Marginal
Guy Weadick	418	59%	39	Acceptable	Acceptable
Harold W. Riley	310	Admin	40	Acceptable	Marginal
Ian Bazalgette	634	70%	52	Acceptable	Acceptable
Jack James	885	93%	32	Acceptable	Marginal
James Short Memorial	423	73%	40	Acceptable	Acceptable
Keeler	344	82%	50	Acceptable	Marginal
Lester B. Pearson	1,715	96%	23	Acceptable	Acceptable
Marlborough	494	94%	44	Acceptable	Marginal
Monterey Park	626	90%	9	Not Rated	Good



Condition Rating

Good
Meets all present requirements;
no deficiencies.

Acceptable
Meets present requirements,
has minor deficiencies.
Average
operating/maintenance costs.

Marginal
Meets minimum requirements;
has significant deficiencies.
May have above average
operating maintenance costs.

Poor
Does not meet requirements,
has significant deficiencies.
May have high
operating/maintenance costs.

Critical
Unsafe; high risk of injury or
critical system failure.

Not Rated
Not yet rated by RECAPP.

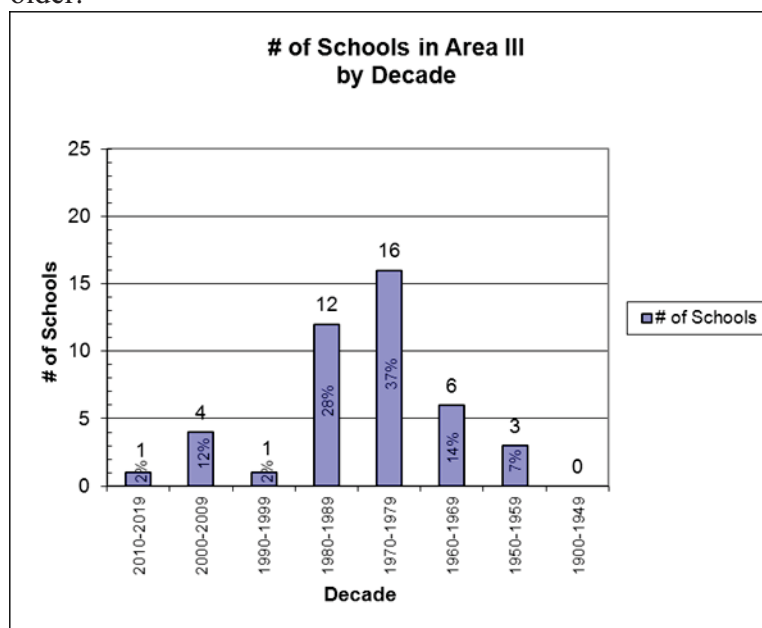
School	2011 Capacity	2011-2012 Utilization	Age of Facility	RECAP Rating	Projected 10 Year RECAP Rating
AREA III					
Mountain View	421	Leased	54	Acceptable	Marginal
O.S. Geiger	483	84%	29	Acceptable	Acceptable
Patrick Airlie	246	74%	55	Acceptable	Marginal
Penbrooke Meadows	376	67%	41	Acceptable	Marginal
Pineridge	432	66%	34	Acceptable	Acceptable
Radisson Park	400	70%	6	Acceptable	Marginal
Roland Michener	330	69%	36	Acceptable	Marginal
Rundle	482	71%	34	Acceptable	Marginal
Saddle Ridge	550	67%	2	Not Rated	Good
Sir Wilfrid Laurier	593	83%	46	Acceptable	Acceptable
Taradale	633	108%	3	Not Rated	Good
Terry Fox	743	104%	18	Good	Good
Valley View	633	49%	53	Acceptable	Marginal
West Dover	411	86%	41	Good	Good

A3.5 Modernization/Rehabilitation Needs

There are 43 facilities in Area III, 9 of these facilities are 42 years old or older.



Annie Foote School



In Area III, the following modernization projects have been identified in the School Capital Plan (2013-2016):

Priority	School	Project Description	Cost
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			(2012 prices)
5	Area III Schools - CTS Program (Allocated in part with Area II)	Upgrade: architectural elements (finishes/fixtures); hazardous material abatement; building code upgrades; mechanical and electrical systems.	\$21.5 million
11	Sir Wilfrid Laurier	Upgrade: exterior entry, stairway, and corridor door; interior classrooms for CTS applications (art, computer, cafeteria, etc.), washrooms, library, lockers, etc.; safety and security concerns; mechanical systems and all electrical systems.	\$11 million

Additionally, in Area III, the following modernization projects have been identified for further scope and cost:

Priority	School	Project Description	Cost (2012 prices)
25	Ernest Morrow	To be Scope/identified	T.B.D.
28	Bob Edwards	To be Scope/identified	T.B.D.
30	Annie Foote	To be Scope/identified	T.B.D.
31	Falconridge	To be Scope/identified	T.B.D.
33	Guy Weadick	To be Scope/identified	T.B.D.
38	Cecil Swanson	To be Scope/identified	T.B.D.
42	Cappy Smart	To be Scope/identified	T.B.D.

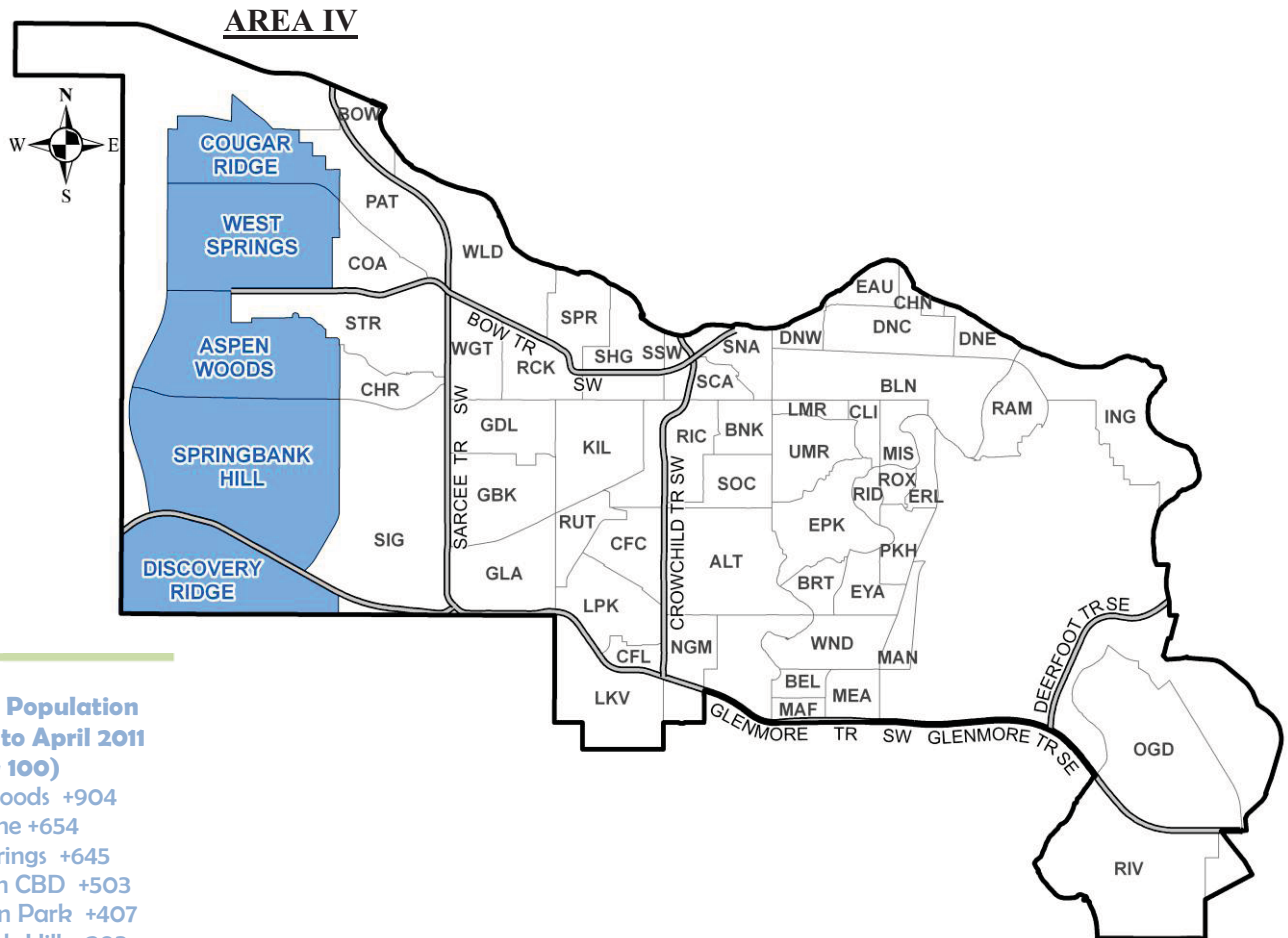
A3.6 Modular Units

- Two portable units at Patrick Airlie School have been approved for demolition during summer 2012.
- One portable unit at Falconridge School has been approved for demolition during summer 2012.

New modular units, modular moves, and demolitions in this Area will be reviewed as part of the Three-Year Modular Accommodation Strategy.



Crossing Park School



A4.1 Population

Area IV is comprised of 58 communities located primarily in the west and inner-city south part of the City. Within Area IV, the Beltline and Downtown Core are experiencing moderate growth and both exceeded a 500 person population increase the past year. Aspen Woods with a 904 annual population increase had the strongest growth of the developing communities and there is still significant capacity in Aspen Woods, West Springs and Springbank Hill. The new and developing communities are expected to increase approximately 13,900 - 14,600 residents over the next ten years.

Area	New and Developing Community	2011 Population	Projected Population	Housing Units Occupied	Housing Units Projected	Build-Out % of
IV	Aspen Woods	4,469	10,600	1,511	4,150	36%
IV	Cougar Ridge	5,813	7,500	1,874	2,640	71%
IV	Discovery Ridge	4,321	5,500	1,605	1,860	86%
IV	Springbank Hill	8,388	13,600	5,101	5,570	92%
IV	West Springs	7,849	13,250	2,558	4,980	51%
	Total	30,840	50,450	12,649	19,200	

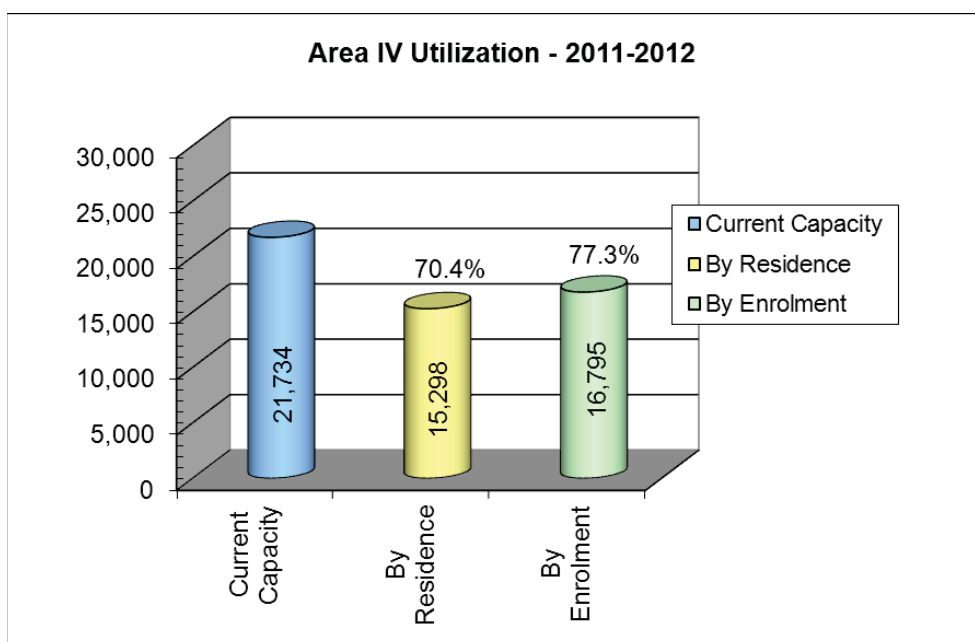
*based on Occupied Housing Units

A4.2 Utilization

A summary of Area utilization by enrolment and residence follows. Area utilization by “residence” refers to the number of students residing in an Area, expressed as a percentage of the total capacity (enrolment includes students attending unique settings and outreach programs). Area utilization by “enrolment” represents the number of students attending schools in an Area, expressed as a percentage of the total capacity (enrolment includes students outside of CBE’s boundary).

The graph below represents the utilization rate as of September 30, 2011 using the provincial formula. The provincial formula is based on square metres of space, exemptions for full-time leases and administrative use, and weighted enrolment, which makes allowance for kindergarten at full-time equivalent and special education students at 3:1.

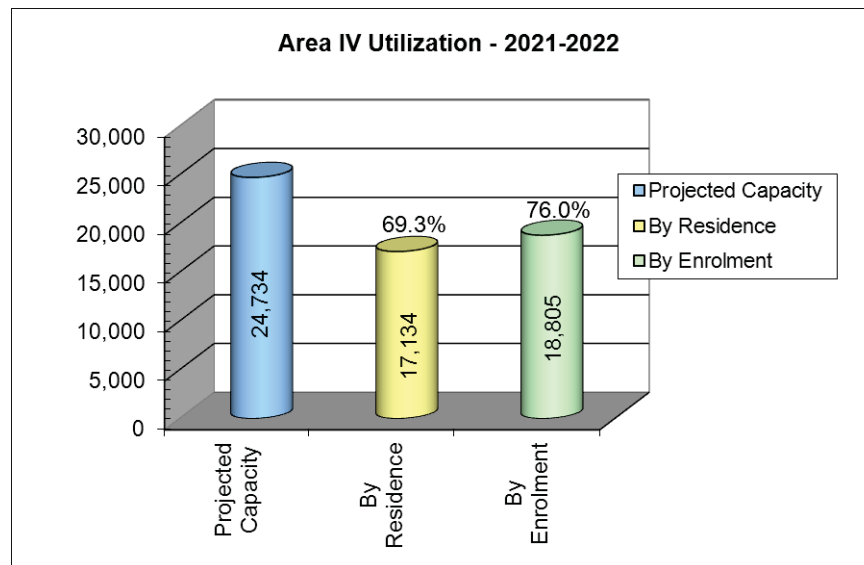
Current



City of Calgary population growth in Area IV is projected to increase between 13,900 and 15,300 people capturing 9.8% of the total growth in new and developing areas over the next decade.

The graph below represents the projected utilization rate for the 2021-2022 school year. Projected capacity includes new schools in the new and developing communities and assumes school closures in communities with excess capacity (see section 4.3). Projection by enrolment assumes current attendance patterns, which are subject to annual review and update.

Projected



Projected Capacity Includes:

Additional Capacity Approved

Additional Capacity Not Approved

Aspen Woods k-4 (600)

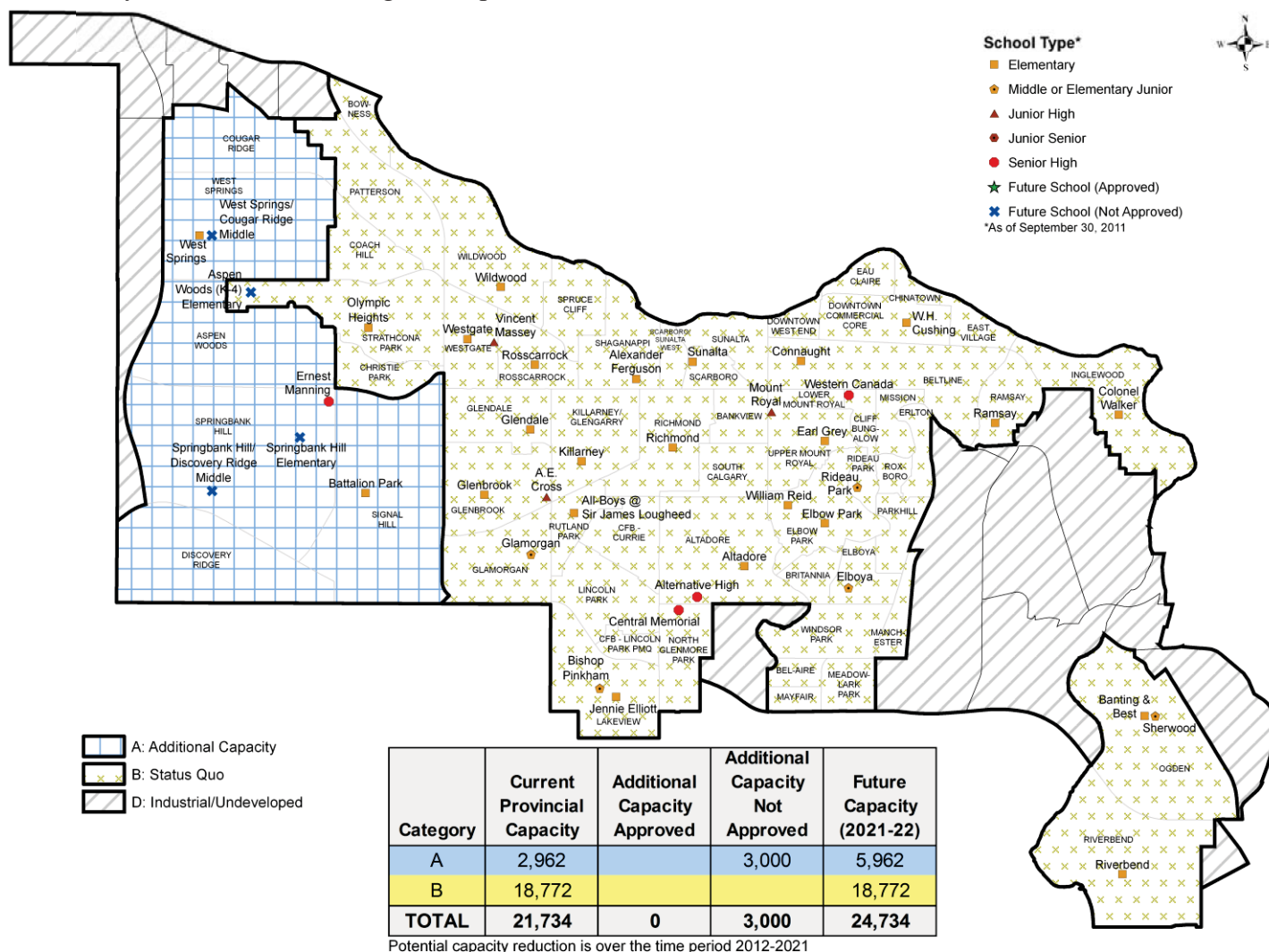
West Springs/Cougar
Ridge 5-9 (900)

Springbank Hill k-4
(600)

Springbank
Hill/Discovery Ridge
Middle 5-9 (900)

A4.3 Capacity

Each administrative Area has been divided into four categories: A - Additional Capacity, B - Status Quo, C - Capacity Reduction, D - Industrial/Undeveloped. Residential districts with excess capacity have been identified using CBE's planning principles. Communities with potential excess capacity are analyzed in detail following the map.



**System Student
Accommodation
Planning Criteria***Balance among
equity, access,
excellence and
choice**Minimum
disruption for
students**Learning
continuum**Attending
school as close
to a student's
residence as
possible**Efficient use of
space and
resources**Ten-Year System Student Accommodation and Facilities Strategy (2012/13 – 2021/22)*

Through the Three Year Capital Planning process, the CBE has identified the need for 4 new schools in Area IV. Although the approval and construction of these schools combined with the projected enrolment growth for the area does not indicate a need to consolidate programs to achieve an overall system utilization rate of 80%, Planning and Transportation Services will continue to work with the Area Director to address situations where low enrolment results in challenges to delivering quality programming for students. Depending on the outcome of the system alternative program review and resulting principles and decisions, there may be a need to consolidate regular programs in some areas to accommodate growth in alternative programs. These challenges will continue to be identified in the annual Three-Year System Student Accommodation Plan.

The following Alternative Programs are located in Area IV:

Area IV Alternative Programs

Traditional Learning Centre – Glamorgan

French Immersion – William Reid, Westgate, Elboya, Bishop Pinkham, Western Canada

Spanish Bilingual – Westgate, Bishop Pinkham

Montessori – Killarney

Piitoayis Family School – Colonel Walker

All Boys – Sir James Lougheed

Expansion of existing alternative programs and consideration of new alternative programs will be addressed within the context of the system alternative program review and resulting principles and decisions. The following changes have been identified from within existing programs:

- There is a desire to investigate repatriation of Late French Immersion students back to Area IV.
- Piitoayis location will be reviewed pending other decisions related to (FNMI) education and announcements with regard to the capital plan by the provincial government. Colonel Walker and Ramsay schools will be reviewed at that time.

The following Unique Settings and Outreach Programs are located in Area IV:

Area IV Unique Settings and Outreach Programs

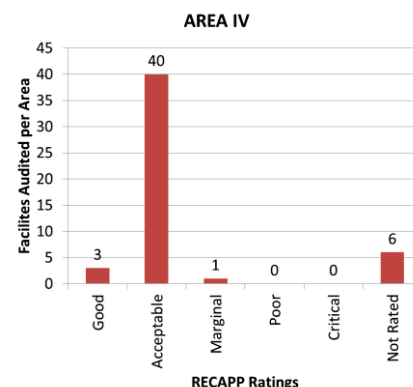
Discovering Choices, Westbrook Outreach, Dr. Oakley, Emily Follensbee

The location and need for special education classes is reviewed on an annual basis. A list of system classes for the current school year is attached. Information regarding special education classes can be found on the CBE website at www.cbe.ab.ca/programs/spec_ed/default.asp.

A4.4 Facility Condition Assessment

Renewal Capital Asset Planning Process (RECAPP)

The Province undertakes a rolling condition assessment of CBE schools on a five-year-basis as part of the RECAPP. The RECAPP audits evaluate architectural, mechanical, electrical, and other components of facilities. A summary listing of the RECAPP overall condition rating of schools in Area IV are shown in the chart.



School	2011 Capacity	2011-2012 Utilization	Age of Facility	RECAPP Rating	Projected 10 Year RECAPP Rating
AREA IV					
A.E. Cross	1,066	54%	48	Acceptable	Acceptable
Alexander Ferguson	227	110%	56	Acceptable	Marginal
Altadore	301	77%	60	Acceptable	Marginal
Alternative	170	144%	56	Acceptable	Acceptable
Banting and Best	304	87%	32	Good	Good
Battalion Park	634	104%	5	Not Rated	Good
Bel-Aire	131	Leased	47	Good	Good
Bishop Pinkham	797	66%	48	Acceptable	Marginal
Central Memorial	1,795	93%	44	Acceptable	Acceptable
Clem Gardner	738	Leased	47	Good	Good
Colonel Walker	783	32%	100	Acceptable	Acceptable
Connaught	593	43%	101	Acceptable	Not Rated
Dr. Carl Safran	470	Admin	104	Not Rated	Not Rated
Dr. Oakley	679	21%	53	Acceptable	Marginal
Earl Grey	274	66%	60	Acceptable	Marginal
Elbow Park	248	87%	93	Acceptable	Acceptable
Elboya	442	118%	59	Acceptable	Acceptable
Emily Follensbee	375	63%	48	Acceptable	Acceptable
Erlton	40	Admin	51	Not Rated	Not Rated
Ernest Manning (new)	1,800	78%	1	Not Rated	Good
Glamorgan	654	72%	54	Acceptable	Marginal
Glenbrook	500	51%	53	Acceptable	Acceptable
Glendale	305	65%	56	Acceptable	Marginal
Glenmeadows	317	Leased	53	Acceptable	Acceptable
Jennie Elliott	650	72%	50	Acceptable	Marginal
Killarney	325	55%	58	Acceptable	Marginal

Condition Rating

Good
Meets all present requirements;
no deficiencies.

Acceptable
Meets present requirements,
has minor deficiencies.
Average
operating/maintenance costs.

Marginal
Meets minimum requirements;
has significant deficiencies.
May have above average
operating maintenance costs.

Poor
Does not meet requirements,
has significant deficiencies.
May have high
operating/maintenance costs.

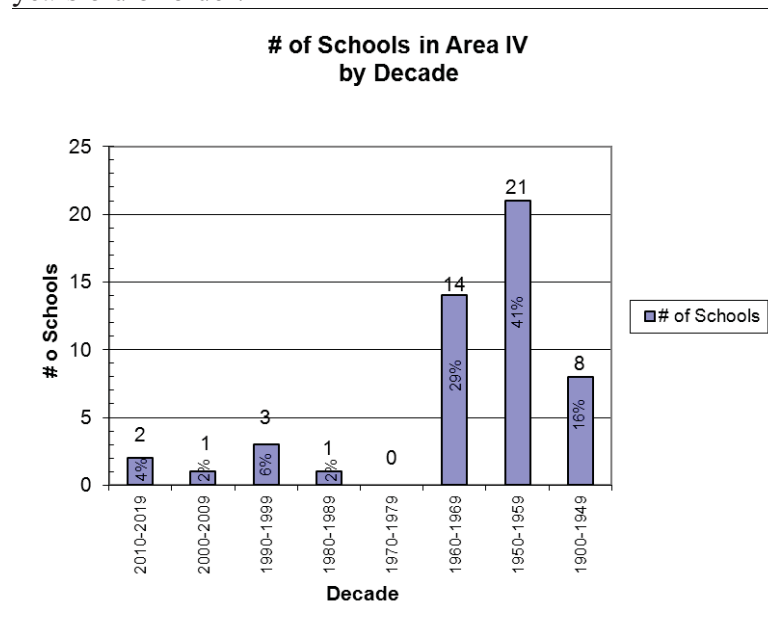
Critical
Unsafe; high risk of injury or
critical system failure.

Not Rated
Not yet rated by RECAPP.

School	2011 Capacity	2011-2012 Utilization	Age of Facility	RECAPP Rating	Projected 10 Year RECAPP Rating
AREA IV					
Knob Hill	253	Leased	53	Acceptable	Marginal
Lakeview	450	Leased	51	Acceptable	Acceptable
Lord Shaughnessy	970	CTS/Admin	46	Acceptable	Marginal
Mount Royal	438	65%	60	Acceptable	Acceptable
Ogden	619	Leased	51	Acceptable	Marginal
Olympic Heights	638	108%	21	Acceptable	Acceptable
Ramsay	302	30%	99	Acceptable	Marginal
Richmond	304	49%	62	Acceptable	Marginal
Rideau Park	442	96%	82	Acceptable	Acceptable
Riverbend	548	60%	17	Acceptable	Acceptable
Rosscarrock	394	43%	52	Acceptable	Acceptable
Sherwood	993	44%	56	Acceptable	Marginal
Sir James Lougheed	227	37%	55	Acceptable	Marginal
Spruce Cliff	276	Leased	49	Marginal	Marginal
Sunalta	599	60%	90	Acceptable	Marginal
Vincent Massey	930	72%	57	Acceptable	Marginal
Viscount Bennett	1,821	Leased/Adm in	58	Acceptable	Acceptable
W.H. Cushing Workplace	125	66%	16	Not Rated	Good
West Springs	550	56%	2	Not Rated	Good
Western Canada	2,180	90%	84	Acceptable	Not Rated
Westgate	674	87%	52	Acceptable	Marginal
Wildwood	551	81%	56	Acceptable	Marginal
William Reid	224	84%	58	Acceptable	Marginal
Windsor Park	198	Leased/Adm in	56	Acceptable	Acceptable

A4.5 Modernization/Rehabilitation Needs

There are currently 50 facilities in Area IV, 44 of these facilities are 42 years old or older.



Colonel Walker School

In Area IV, five schools have been identified for replacement or modernization in the School Capital Plan (2013-2016).

Priority	School	Project Description	Cost (2012 prices)
1	Chinook Learning Services (Locations to be determined)	Renovate existing school facilities to accommodate Chinook Learning Services programs.	\$15 million
4	First Nations, Métis and Inuit Schools (Location to be determined)	Modernize an existing school facility with an addition to accommodate the Aboriginal program.	\$23 million
7	Altadore	Upgrade: interior spaces; mechanical and electrical systems; barrier-free accessibility; building code upgrades.	\$9 million
10	A.E. Cross	Upgrade: exterior structural elements; interior finishes and fixtures (flooring, lockers, millwork, etc.); hazardous material abatement; building code upgrades; barrier free accessibility; mechanical and electrical systems.	\$16 million
15	Elboya	Upgrade: all major building elements – full modernization upgrade.	\$16 million
20	Sherwood	Upgrade: architectural elements; program space renovations; mechanical and electrical systems; hazardous material abatement, building code upgrade, barrier free accessibility.	\$16 million

Additionally, in Area IV, the following modernization projects have been identified for further scope and cost:

Priority	School	Project Description	Cost (2012 prices)
39	Central Memorial	To be Scope/identified	T.B.D.



Ernest Manning High School

A4.6 Modular Units

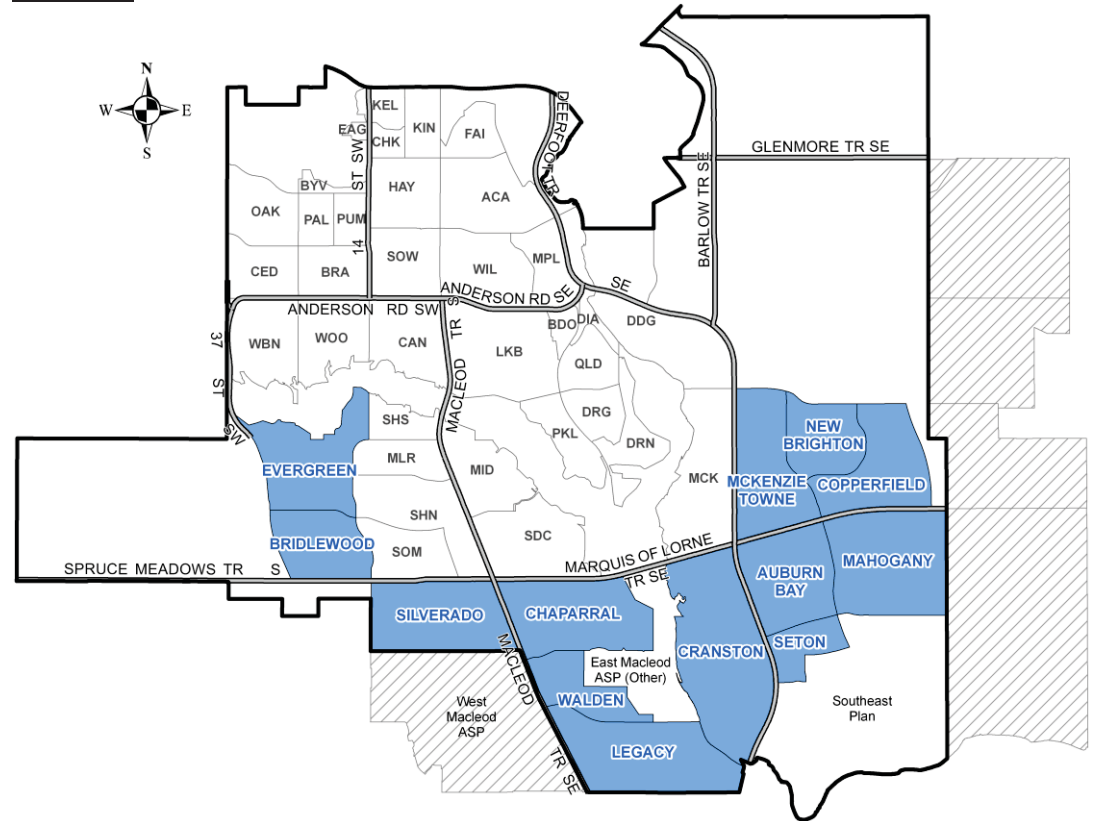
New modular units, modular moves, and demolitions in this Area will be reviewed as part of the Three-Year Modular Accommodation Strategy.

AREA V

Change in Population April 2010 to April 2011 (+/- 100)

Auburn Bay +1552
New Brighton +1236
Cranston +1186
Silverado +982
Evergreen +795
Copperfield +734
McKenzie Towne +693
Mahogany +530
Walden +384
Chaparral +346
Bridlewood +324
Douglasdale/glen +222
Haysboro +185
Palliser +103

McKenzie Lake -127
Lake Bonavista -128
Sundance -150
Woodbine -292



A5.1 Population

Area V is comprised of 47 residential communities located in the south and southeast part of the City. Many established communities are experiencing slow growth or a decline in population, whereas the new and developing communities in the south and southeast are experiencing Calgary's highest growth rates.

The southeast community of Auburn Bay had the strongest growth with an annual population increase of 1,552 residents followed by New Brighton and Cranston that both exceeded a 1,000 resident increase. The south community of Silverado had a 982 annual resident increase followed by Evergreen with a 795 resident increase.

The new and developing communities of the south and southeast are expected to increase approximately 71,300 - 78,900 residents over the next ten years which will account for approximately 50% of the city growth.

Area	New and Developing Community	2011 Population	Projected Population	Housing Units Occupied	Housing Units Projected	Build-Out % of
V	Auburn Bay	5,769	17,300	1,927	6,830	28%
V	Bridlewood	11,641	11,700	4,030	4,280	94%
V	Chaparral	11,151	12,750	3,512	4,160	84%
V	Copperfield	7,162	12,850	2,557	5,250	49%
V	Cranston	10,831	21,500	3,793	8,430	45%
V	East Macleod ASP (Other)	-	6,530	-	-	0%
V	Evergreen	19,487	20,850	6,597	7,480	88%
V	Legacy	11	15,200	4	6,040	0%
V	Mahogany	788	29,700	263	12,150	2%
V	McKenzie Towne	15,395	17,250	5,987	7,210	83%
V	New Brighton	7,314	11,650	2,590	4,330	60%
V	Seton	0	2,550	-	1,500	0%
V	Silverado	4,337	16,100	1,504	6,260	24%
V	Southeast Policy Plan	-	41,100	-	-	0%
V	Walden	594	10,150	247	4,080	3%
V	West Macleod ASP	-	28,000	-	-	0%
	Total	94,480	275,180	33,011	78,000	

*based on Occupied Housing Units

A5.2 Utilization

A summary of Area utilization by enrolment and residence follows. Area utilization by “residence” refers to the number of students residing in an Area, expressed as a percentage of the total capacity (enrolment includes students attending unique settings and outreach programs). Area utilization by “enrolment” represents the number of students attending schools in an Area expressed as a percentage of the total capacity (enrolment includes students outside of CBE’s boundary).

The graph below represents the utilization rate as of September 30, 2011 using the provincial formula. The provincial formula is based on square metres of space, exemptions for full-time leases and administrative use, and weighted enrolment which makes allowance for kindergarten at full-time equivalent and special education students at 3:1.

Current

Projected Capacity Includes:

Additional Capacity Not Approved

Auburn Bay k-4 (600)

Centennial High School
(Additional Wing) 10-
12 (400)

Copperfield k-4 (600)

Evergreen 5-9 (900)

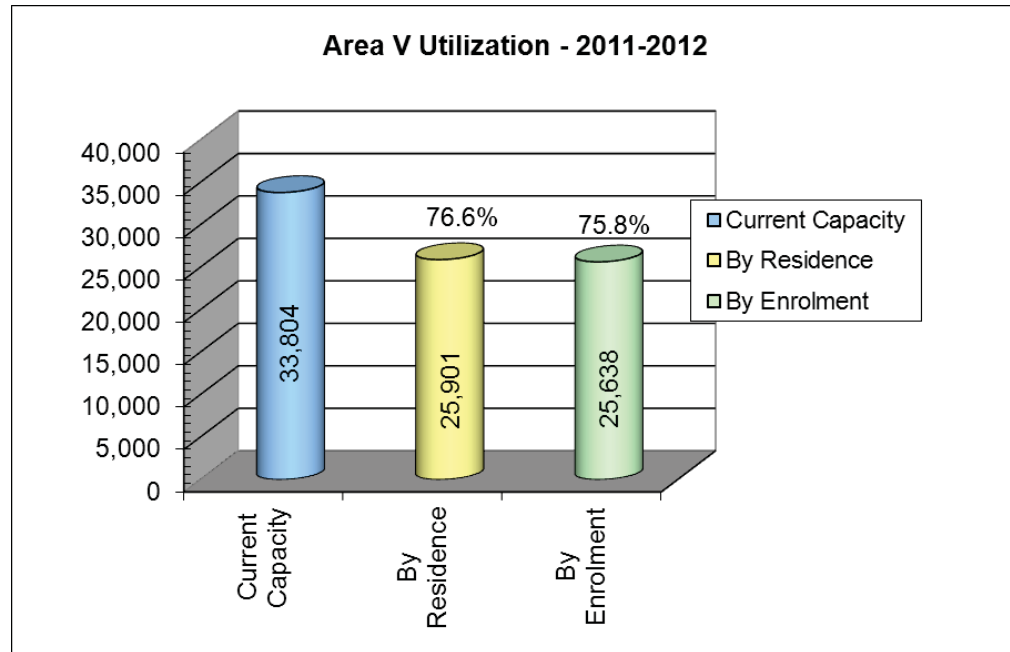
New Brighton k-4 (600)

Copperfield/New
Brighton 5-9 (900)

McKenzie Towne 5-9
(900)

Cranston Middle 5-9
(900)

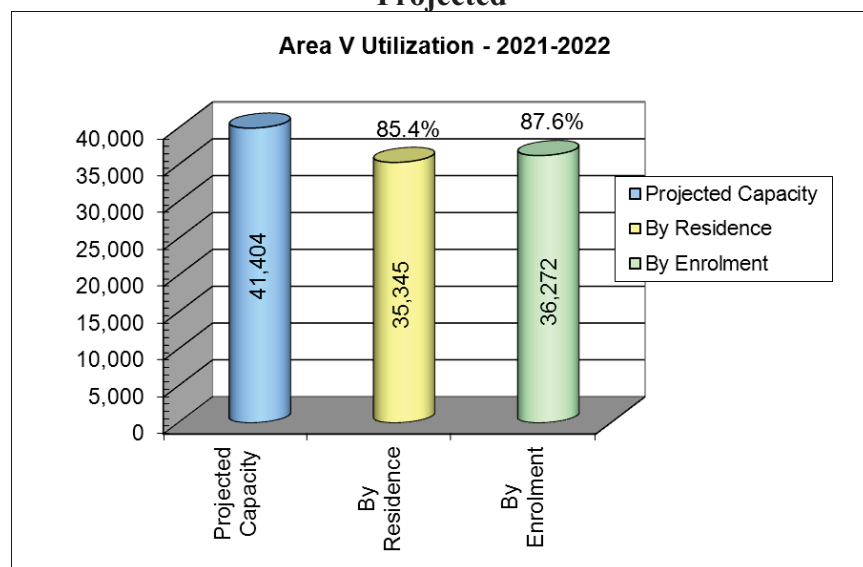
Seton Senior High 10-12
(1,800)



City of Calgary population growth in Area V is projected to increase between 71,300 and 78,900 people capturing 50.2% of the growth in new and developing areas over the next decade.

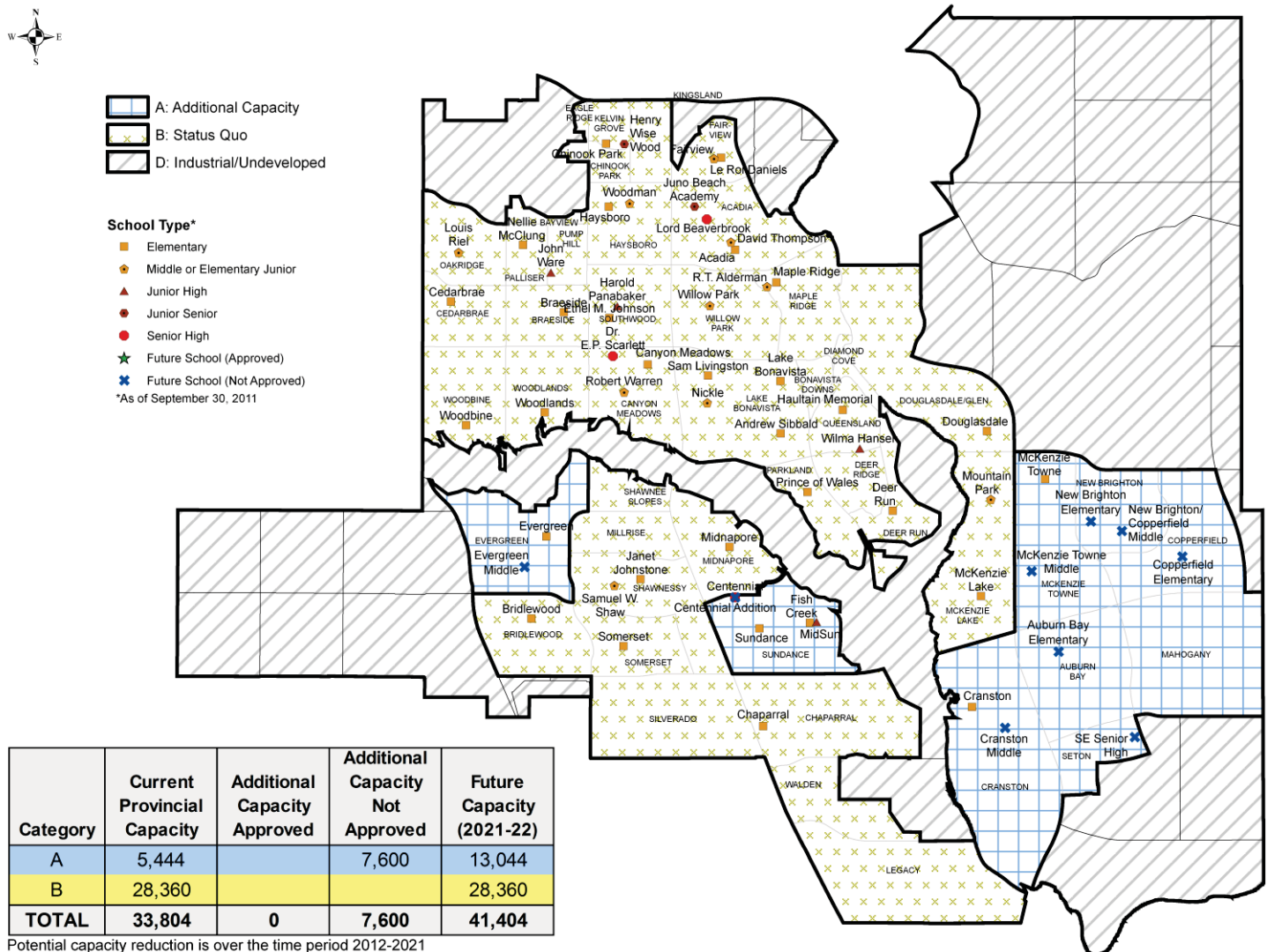
The graph below represents the projected utilization rate for the 2020-2021 school year. Projected capacity includes new schools in the new and developing communities and assumes school closures in communities with excess capacity (see section 5.3). Projection by enrolment assumes current attendance patterns, which are subject to annual review and update.

Projected



A5.3 Capacity

Each administrative Area has been divided into four categories: A - Additional Capacity, B - Status Quo, C - Capacity Reduction, D - Industrial/Undeveloped. Residential districts with excess capacity have been identified using CBE's planning principles. Communities with potential excess capacity are



**System Student
Accommodation
Planning
Criteria**

*Balance
among equity,
access,
excellence
and choice*

*Minimum
disruption for
students*

*Learning
continuum*

*Attending
school as
close to a
student's
residence as
possible*

*Efficient use
of space and
resources*

Ten-Year System Student Accommodation and Facilities Strategy (2012/13 – 2021/22)

Through the Three Year Capital Planning process, the CBE has identified the need for 8 new schools and one addition to an existing school in Area IV. Although the approval and construction of these schools combined with the projected enrolment growth for the area does not indicate a need to consolidate programs to achieve an overall system utilization rate of 80%, Planning and Transportation Services will continue to work with the Area Director to address situations where low enrolment results in challenges to delivering quality programming for students. Depending on the outcome of the system alternative program review and resulting principles and decisions, there may be a need to consolidate regular programs in some areas to accommodate growth in alternative programs. These challenges will continue to be identified in the annual Three-Year System Student Accommodation Plan.

The following Alternative Programs are located in Area V:

Area V Alternative Programs

Arts-Centred Learning – Willow Park, Lord Beaverbrook

Juno Beach Academy of Canadian Studies – Dr. Norman Bethune

Montessori – Lake Bonavista

French Immersion – Chinook Park, Sam Livingston, Sundance, Janet Johnstone, Fairview, Harold Panabaker, Dr. E.P. Scarlett

Science – Louis Riel

Spanish Bilingual – Canyon Meadows, Robert Warren

Traditional Learning Centres – Le Roi Daniels, Fairview, Henry Wise Wood

Chinese (Mandarin) Bilingual - Midnapore

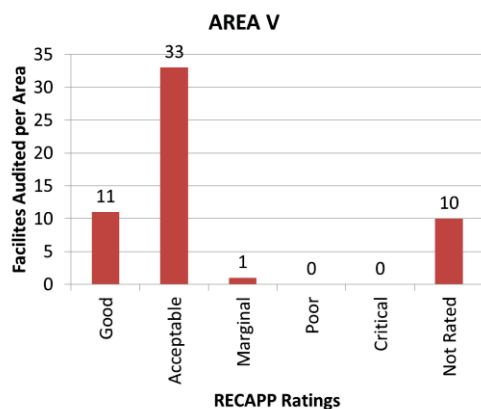
Expansion of existing alternative programs and consideration of new alternative programs will be addressed within the context of the system alternative program review and resulting principles and decisions. The following changes have been identified from within existing programs:

- The Chinese (Mandarin) Bilingual program at Midnapore School opened for kindergarten to Grade 1 students in September 2011. It is anticipated that Midnapore School will expand by a grade each year, with a decision being made as to the location of a Middle/junior high program being made in the future.
- There will not be a full program of Spanish Bilingual for the first class graduating from Robert Warren School to Dr. E. P. Scarlett High School, for September 2012, as there are less than 10 students. Enrolment each year will be reviewed with a high school class opening when warranted; it is anticipated to be no later than 2014-15.

The following Unique Settings and Outreach Programs are located in Area V:

<u>Area V Unique Settings</u> William Roper Hull School
--

The location and need for special education classes is reviewed on an annual basis. A list of system classes for the current school year is attached. Information regarding special education classes can be found on the CBE website at www.cbe.ab.ca/programs/spec_ed/default.asp.



A5.4 Facility Condition Assessment

Renewal Capital Asset Planning Process (RECAPP)

The Province undertakes a rolling condition assessment of CBE schools on a five-year-basis as part of the RECAPP. The RECAPP audits evaluate the architectural, mechanical, electrical, and other components of facilities. A summary listing of the RECAPP overall condition rating of schools is shown in this graph.

School	2011 Capacity	2011-2012 Utilization	Age of Facility	RECAPP Rating	Projected 10 Year RECAPP Rating
Area V					
Acadia	554	66%	49	Good	Good
Alice M. Curtis	407	Leased	48	Acceptable	Acceptable
Andrew Davison	483	Leased	51	Marginal	Poor
Andrew Sibbald	410	51%	41	Good	Good
Braeside	543	45%	44	Acceptable	Acceptable
Bridlewood	600	75%	2	Not Rated	Good
Canyon Meadows	479	96%	41	Good	Acceptable
Cedarbrae	314	63%	36	Acceptable	Acceptable
Centennial	1,807	104%	8	Not Rated	Good
Chaparral	496	79%	6	Not Rated	Good
Chinook Park	630	71%	52	Acceptable	Marginal
Cranston	550	65%	2	Not Rated	Good
David Thompson	937	72%	50	Acceptable	Acceptable
Deer Run	453	77%	31	Good	Good
Douglasdale	525	68%	6	Not Rated	Good
Dr. E.P. Scarlett	1,760	95%	43	Acceptable	Marginal
Dr. Norman Bethune	331	43%	40	Acceptable	Acceptable
Ethel M. Johnson	446	93%	46	Acceptable	Marginal
Eugene Coste	647	Closed	53	Acceptable	Acceptable
Evergreen School	550	62%	2	Not Rated	Good
Fairview	1,140	65%	52	Acceptable	Acceptable
Fish Creek	614	95%	20	Acceptable	Acceptable
Harold Panabaker	595	62%	48	Acceptable	Marginal
Haultain Memorial	332	64%	32	Acceptable	Acceptable
Haysboro	320	49%	53	Acceptable	Marginal

Condition Rating

Good
Meets all present requirements;
no deficiencies.

Acceptable
Meets present requirements,
has minor deficiencies.
Average
operating/maintenance costs.

Marginal
Meets minimum requirements;
has significant deficiencies.
May have above average
operating maintenance costs.

Poor
Does not meet requirements,
has significant deficiencies.
May have high
operating/maintenance costs.

Critical
Unsafe; high risk of injury or
critical system failure.

Not Rated
Not yet rated by RECAPP.

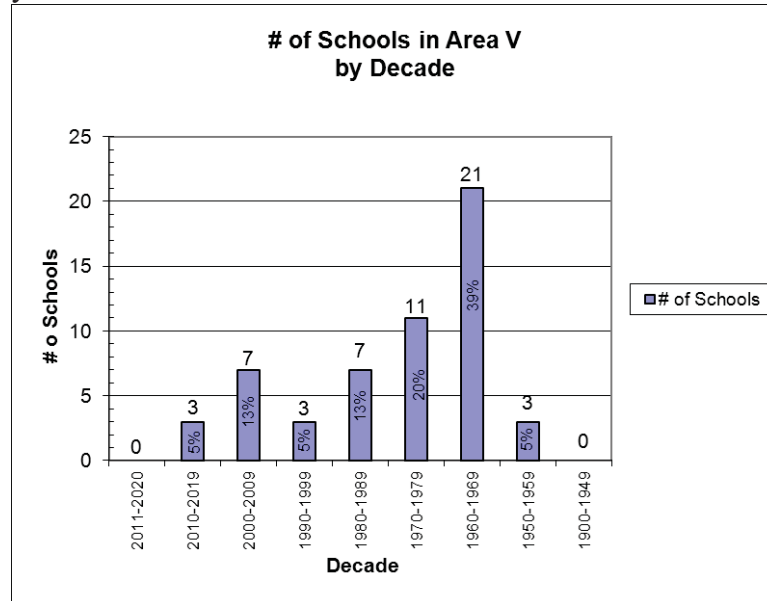
School	2011 Capacity	2011-2012 Utilization	Age of Facility	RECAPP Rating	Projected 10 Year RECAPP Rating
Area V					
Henry Wise Wood	1,946	76%	51	Acceptable	Marginal
Janet Johnstone	473	84%	30	Acceptable	Acceptable
John Ware	516	85%	44	Acceptable	Acceptable
Kingsland	610	Admin	54	Acceptable	Acceptable
Lake Bonavista	309	90%	43	Acceptable	Marginal
Le Roi Daniels	372	101%	49	Acceptable	Marginal
Lord Beaverbrook	2,415	86%	46	Acceptable	Acceptable
Louis Riel	936	56%	41	Acceptable	Acceptable
Maple Ridge	400	67%	45	Acceptable	Marginal
McKenzie Lake	608	78%	17	Acceptable	Acceptable
McKenzie Towne	607	73%	3	Not Rated	Good
Midnapore	506	46%	34	Acceptable	Acceptable
MidSun	843	93%	14	Good	Good
Mountain Park	937	99%	6	Not Rated	Good
Nellie McClung	452	100%	43	Acceptable	Acceptable
Nickle	779	85%	42	Acceptable	Acceptable
Prince of Wales	384	84%	36	Acceptable	Acceptable
Queensland Downs	344	Closed	36	Acceptable	Acceptable
R.T. Alderman	843	60%	46	Acceptable	Acceptable
Robert Warren	467	60%	38	Acceptable	Marginal
Sam Livingston	528	78%	40	Good	Acceptable
Samuel W. Shaw	861	94%	3	Not Rated	Good
Somerset	395	77%	9	Not Rated	Good
Southwood	525	Leased	50	Acceptable	Marginal
Sundance	473	95%	30	Good	Good
Willow Park	766	90%	47	Acceptable	Marginal
Wilma Hansen	747	62%	29	Good	Good
Woodbine	455	71%	31	Good	Good
Woodlands	409	63%	32	Good	Good
Woodman	1,018	64%	52	Good	Good

A5.5 Modernization/Rehabilitation Needs

There are currently 55 facilities in Area V, 25 of these facilities are 42 years old or older.



Janet Johnstone School



In Area V, six schools have been identified for modernization in the School Capital Plan (2013-2016).

Priority	School	Project Description	Cost (2012 prices)
6	Area V Schools - CTS Program	Upgrade: architectural elements (finishes/fixtures); hazardous material abatement; building code upgrades mechanical and electrical systems.	\$25 million
8	Nickle	Upgrade: interior spaces (lockers, millwork, washrooms, etc.); mechanical and electrical systems; barrier-free upgrades.	\$12 million
13	Henry Wise Wood	Upgrade: building envelope; interior finishes and fixtures (paint, lockers, washrooms); mechanical and electrical systems; hazardous material abatement; building code upgrades; barrier-free accessibility. Modernize a multi-purpose presentation and exhibition space.	\$20 million
16	Woodman	Upgrade: exterior infrastructure and walls; interior finishes (flooring, ceilings, paint, washrooms) and teaching spaces; mechanical and electrical systems; hazardous material abatement, building code upgrade, barrier free accessibility.	\$14 million
19	Fairview	Upgrade: exterior infrastructure and walls; interior finishes (flooring, ceilings, paint, washrooms) and teaching spaces; mechanical and electrical systems; hazardous material abatement, building code upgrade, barrier free accessibility.	\$14 million

Additionally, in Area V, the following modernization projects have been identified for further scope and cost:

Priority	School	Project Description	Cost (2012 prices)
21	Robert Warren	To be Scope/identified	T.B.D.
22	Louis Riel	To be Scope/identified	T.B.D.
35	Janet Johnstone	To be Scope/identified	T.B.D.
36	Sundance	To be Scope/identified	T.B.D.

A5.6 Modular Units

- Four new modular units are being attached to McKenzie Towne School and will be ready for the September 2012-2013 school year
- Two new modular units approved for McKenzie Towne School will be added during the 2012-2013 school year.

As part of the Three-Year Modular Accommodation Strategy the following is planned to be undertaken for Area V schools:

- Add two new modular units at McKenzie Towne School.
- Add four existing units from other schools to David Thompson School.

Beyond the Three-Year Modular Accommodation Strategy new modular units, modular moves, and demolitions in this Area will be reviewed on an annual basis.



Woodbine School

fgdfds

**SPECIAL EDUCATION CLASSES AS OF September 30, 2011
(Excluding Unique Settings)**

Area	School	PROGRAM	# of Classes
I	Arbour Lake	Learning & Literacy (L&L)	2
I	Bowness	Paced Learning Program (PLP)	2
I	Brentwood	Communication, Sensory and Social Interaction (CSSI)	2
I	Captain John Palliser	Learning & Literacy (L&L)	1
I	Captain John Palliser	Head Start Braille	1
I	F E Osborne	Paced Learning Program (PLP)	1
I	H.D. Cartwright	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
I	H.D. Cartwright	Bridges	1
I	Hawkwood	Bridges	1
I	Ranchlands	Paced Learning Program (PLP)	1
I	Simon Fraser	Learning & Literacy (L&L)	2
I	Sir Winston Churchill	Mental Health	1
I	Terrace Road	Paced Learning Program (PLP)	1
I	Thomas B. Riley	Adapted Learning Program (ALP)	1
I	Thomas B. Riley	Paced Learning Program (PLP)	1
I	University	Communication, Sensory and Social Interaction (CSSI)	2
II	Banff Trail	Learning & Literacy (L&L)	1
II	Briar Hill	Social Knowledge, Independent Living and Language (SKILL)	1
II	Buchanan	Social Knowledge, Independent Living and Language (SKILL)	2
II	Cambrian Heights	Paced Learning Program (PLP)	1
II	Capitol Hill	Bridges	1
II	Capitol Hill	Teaching of Attitude, Social Skills and Communication (TASC)	2
II	Colonel Irvine	Paced Learning Program (PLP)	1
II	Colonel Macleod	Bridges	1
II	Crescent Heights High	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
II	Crescent Heights High	Bridges	1
II	Georges P Vanier	Paced Learning Program (PLP)	1
II	Georges P. Vanier	Learning & Literacy (L&L)	2
II	Hillhurst	Gifted and Talented Education (GATE)	6
II	Huntington Hills	Learning & Literacy (L&L)	2
II	Huntington Hills	Paced Learning Program (PLP)	1
II	James Fowler High	Paced Learning Program (PLP)	2
II	Langevin	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1

Ten-Year System Student Accommodation and Facilities Strategy (2012/13 – 2021/22)

Area	School	PROGRAM	# of Classes
II	North Haven	Bridges	1
II	Queen Elizabeth	Deaf and Hard of Hearing	2
II	Queen Elizabeth High	Deaf and Hard of Hearing	4
II	Queen Elizabeth High	Gifted and Talented Education (GATE)	12
II	Queen Elizabeth High	Gifted and Talented Education (GATE)	7
II	Simons Valley	Mental Health	1
II	Sir J A MacDonald	Learning & Literacy (L&L)	1
II	Sir John A. Macdonald	Paced Learning Program (PLP)	1
II	Sir John Franklin	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
II	Sir John Franklin	Mental Health	2
II	Sir John Franklin	Communication, Sensory and Social Interaction (CSSI)	1
II	Stanley Jones	Deaf and Hard of Hearing	3
II	William Aberhart High	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
II	William Aberhart High	Adapted Learning Program (ALP)	2
II	Colonel Irvine	Teaching of Attitude, Social Skills and Communication (TASC)	1
III	Annie Foote	Bridges	1
III	Annie Gale	Learning & Literacy (L&L)	1
III	Annie Gale	Paced Learning Program (PLP)	1
III	Cappy Smart	Social Knowledge, Independent Living and Language (SKILL)	2
III	Cecil Swanson	Social Knowledge, Independent Living and Language (SKILL)	2
III	Clarence Sansom	Bridges	1
III	Dr. Gladys M. Egbert	Bridges	2
III	Dr. Gladys M. Egbert	Paced Learning Program (PLP)	1
III	Dr. Gordon Higgins	Paced Learning Program (PLP)	2
III	Ernest Morrow	Learning & Literacy (L&L)	1
III	Ernest Morrow	Paced Learning Program (PLP)	2
III	Forest Lawn High	Mental Health	2
III	Forest Lawn High	Paced Learning Program (PLP)	2
III	G.W. Skene	Bridges	1
III	Guy Weadick	Bridges	1
III	Ian Bazalgette	Bridges	2
III	Jack James High	Paced Learning Program (PLP)	2
III	James Short Memorial	Bridges	1
III	James Short Memorial	Early Development Centre	4
III	Keeler	Learning & Literacy (L&L)	2
III	Keeler	Paced Learning Program (PLP)	1
III	Lester B. Pearson High	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1

Ten-Year System Student Accommodation and Facilities Strategy (2012/13 – 2021/22)

Area	School	PROGRAM	# of Classes
III	Pineridge	Communication, Sensory and Social Interaction (CSSI)	3
III	Roland Michener	Paced Learning Program (PLP)	2
III	Sir Wilfrid Laurier	Learning & Literacy (L&L)	2
III	Valley View	Bridges	1
IV	AE Cross	Learning & Literacy (L&L)	2
IV	AE Cross	Paced Learning Program (PLP)	2
IV	Alternative High	HERA	1
IV	Alternative High	Re-engaging Academically Disconnected Adolescents Respectfully (RADAR)	1
IV	Bishop Pinkham	Communication, Sensory and Social Interaction (CSSI)	1
IV	Earl Grey	Learning & Literacy (L&L)	1
IV	Ernest Manning High	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
IV	Ernest Manning High	Mental Health	1
IV	Ernest Manning High	Paced Learning Program (PLP)	2
IV	Jennie Elliott	Teaching of Attitude, Social Skills and Communication (TASC)	2
IV	Mount Royal	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
IV	Richmond	Bridges	1
IV	Rosscarrock	Paced Learning Program (PLP)	1
IV	Sherwood	Paced Learning Program (PLP)	1
IV	Sunalta	Autism Spectrum Disorder (ASD) cluster	1
IV	Sunalta	Bridges	1
IV	Vincent Massey	Bridges	1
IV	Wildwood	Social Knowledge, Independent Living and Language (SKILL)	2
V	Braeside	Bridges	1
V	Braeside	Bridges	1
V	Centennial High	Mental Health	1
V	Centennial High	Paced Learning Program (PLP)	2
V	Chinook Park	Communication, Sensory and Social Interaction (CSSI)	2
V	Deer Run	Early Development Centre	4
V	Douglasdale	Communication, Sensory and Social Interaction (CSSI)	3
V	Dr EP Scarlett High	Communication, Sensory and Social Interaction (CSSI)	1
V	Ethel M. Johnson	Learning & Literacy (L&L)	2
V	Ethel M. Johnson	Paced Learning Program (PLP)	2
V	Ethel M. Johnson	Social Knowledge, Independent Living and Language (SKILL)	2
V	Harold Panabaker	Learning & Literacy (L&L)	2
V	Henry Wise Wood High	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
V	Henry Wise Wood High	Gifted and Talented Education (GATE)	7

Ten-Year System Student Accommodation and Facilities Strategy (2012/13 – 2021/22)

Area	School	PROGRAM	# of Classes
V	Henry Wise Wood High	Paced Learning Program (PLP)	1
V	John Ware	Gifted and Talented Education (GATE)	12
V	John Ware	Mental Health	1
V	Lord Beaverbrook High	Adapted Learning Program (ALP)	2
V	Lord Beaverbrook High	Mental Health	1
V	Louis Riel	Learning & Literacy (L&L)	1
V	Maple Ridge	Early Learning Opportunity	1
V	Midsun	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
V	Midsun	Adapted Learning Program (ALP)	1
V	Nellie McClung	Gifted and Talented Education (GATE)	7
V	Nellie McClung	Mental Health	1
V	Nickle	Bridges	2
V	Nickle	Learning & Literacy (L&L)	2
V	R T Alderman	Autism Spectrum Disorder (ASD) cluster	2
V	Samuel W. Shaw	Paced Learning Program (PLP)	2
V	Wilma Hansen	Paced Learning Program (PLP)	1

Source: Learning Support, May 2, 2011

report to Board of Trustees

Three-Year System Student Accommodation Plan (2012-2015)

Date	June 19, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Information
Originator	Frank J. Coppinger, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board OE-9: Communicating With the Public OE-12: Facilities
Resource Person(s)	Jeannie Everett, Director, Area I Susan Church, Director, Area II Dr. Dianne Yee, Director, Area III Sydney Smith, Director, Area IV Jane Rogerson, Director, Area V Elizabeth Gouthro, Director, Learning Services Karen Barry, System Principal, Planning and Transportation Services Anne Trombley, Supervisor, Planning and Transportation Services Adelle Palmer, Community Engagement Consultant, Planning and Transportation Services

1 | Recommendation

It is recommended:

- THAT the Board of Trustees receives the following report for information.



2 | Issue

In order to keep the Board informed in a timely manner of trends, facts and other information relevant to the Board's work, a Three-Year System Student Accommodation Plan is produced on a yearly basis, and published on behalf of the Board for the public. This report discloses assumptions on which the plan is based, including growth patterns and the financial and human impact individual projects will have on other parts of the organization.

3 | Analysis

This report identifies student accommodation challenges for the 2012-2015 school years. It includes changes to be implemented for the 2012-2013 school year resulting from initiatives and engagements completed in the 2011-2012 school year and anticipated challenges for the next three years.

Student accommodation planning is an on-going process that reflects the ever-changing needs of the system. In consultation with Area Directors and the Director of Learning Services, accommodation challenges have been identified for the 2012-2015 school years. It is in this context that Superintendents' Team utilizes a whole system perspective and provides strategic direction with respect to educational programming and student accommodation planning.

Engagement of community stakeholders is undertaken by the members of Planning and Transportation Services, in collaboration with Area Directors.

Engagement issues may include:

- Attendance area changes
- Grade configurations changes
- Designations changes
- Consideration of closure
- Emergent issues

Accommodation planning decisions take into account feedback from community stakeholders when considering scenarios and implementing accommodation changes. For many of these issues, responsibility for decision making lies with Administration. In the case where the recommendation involves a consideration of closure, sole responsibility and authority resides with the Board of Trustees.

In order to ensure a timely flow of information to the public and commitment to two-way communication that builds understanding and support for organizational efforts, a comprehensive record of each project, including information presented to stakeholders such as growth patterns and assumptions on which accommodation plans are based is posted on the system website.

Although various stakeholders will inevitably hold differing opinions on the outcome of any individual accommodation decision, the process will be clear and

opportunities for stakeholder engagement will be provided in alignment with the appropriate level of engagement for the initiative.

The *Three-Year System Student Accommodation Plan – Active Projects 2012-2015* (Attachment I) outlines the accommodation issues that Planning and Transportation Services and the Area Offices are currently working on, as well as projects that have been identified but have not yet been started. It also includes newly identified projects.

Changes that will occur for the 2012-2013 school year are detailed in *Student Designation and Grade Configuration Changes for 2012-2013* (Attachment II).

The *Three-Year System Students Accommodation Plan Completed Projects 2011-2012* (Attachment III), details the projects that were completed prior to May 31, 2012. All three of these attachments are updated annually and are also posted on the CBE website.

Community Engagement Initiatives 2011-2012 (Attachment IV), is a summary of the work with communities over the past year. This information is posted on the website during the engagement process and allows stakeholders access to all information presented at meetings and feedback collected throughout the engagement process. <http://www.cbe.ab.ca/Schools/ceop/projects.asp>

4 | Financial Impact

The financial impact of any attendance area and designation changes will reflect the results of the preceding community engagements, be dependent upon decisions made through the student accommodation planning process and reflect each individual accommodation challenge.

With the change from executive limitations to operational expectations, the addition of an impacts column in Attachment I provides the human and financial impact, where possible, of student accommodation decisions. Reported impacts may include: number of students affected by the change, increase or decrease of transportation costs, anticipated increase or decrease in staffing.

5 | Conclusion

Directors and Planning and Transportation Services team members work jointly on student accommodation plans to ensure that the overall system perspective is achieved within the values and policies of the Calgary Board of Education. The Area Directors and the Planning and Transportation Services team develop communication plans so that all changes are appropriately communicated to internal and external stakeholders in a timely and understandable manner.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

- Attachment I: Three-Year System Student Accommodation Plan Active 2012-2015
- Attachment II: Student Designation and Grade Configuration Changes for 2012-2013
- Attachment III: Three-Year System Student Accommodation Plan Completed 2011-2012
- Attachment IV: Community Engagement Initiatives 2011-2012

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

Attachments available on-line at: <http://www.cbe.ab.ca/Trustees/agendas/a12June12.pdf>

ACTIVE PROJECTS

Attachment I
Page 1

Three-Year System Student Accommodation Plan 2012-2015

Multiple Areas Year Identified	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
Ongoing 2011-2012	Alternative Spanish Bilingual Program	Areas I & II	Dalhousie, Senator Patrick Burns and others TBD	There is a need to identify a second site and review grade configuration for students in the Spanish Bilingual Program in Area I & II	Capping enrolment limits the number of students able to take Spanish Bilingual programming.	Enrolment capped at 125/grade at Dalhousie. Any future change to the designation for the program is pending the outcome of the Alternative program engagement.
Ongoing 2010-2011	Career and Technology Studies Strategy	Areas I, II, III, & V	Junior, Middle and Senior High	The Career and Technology Studies Strategy could impact student accommodation in some schools.	CBE has requested \$32 million in capital funding in the 2013-2016 School Capital Plan.	Other costs and impacts TBD once provincial funding approved.
Pending 2008-2009	Alternative All Girls'	Areas IV & V	TBD	Exploration is required to determine the desirability of expanding the All Girls' School for students residing in Areas IV and V.		Any future expansion of alternative programs is pending the outcome of the Alternative program engagement.
Pending 2010-2011	Alternative Science	Areas II & III	Langevin and others TBD	Area III students continue to access kindergarten to Grade 9 Science programming at a school in Area II. Opportunities to move these students closer to their homes will be explored.		Any future expansion of alternative programs is pending the outcome of the Alternative program engagement.
Pending 2011-2012	Alternative French Immersion	Mayland Heights, Vista Heights, Area III	Mayland Heights and others TBD	Area III students continue to access kindergarten to Grade 6 French Immersion programming at a school in Area II. Opportunities to move these students closer to their homes will be explored.	201 students from Area III currently attend Mayland Heights School in French Immersion.	There is a need to review the student designations for Area III elementary students currently designated to Area II schools for French Immersion programming

ACTIVE PROJECTS

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Multiple Areas Year Identified	Program/Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
Pending 2011-2012	Alternative Medicine Wheel	All	West Dover & Catherine Nichols Gunn	There is a need to review the location of the Medicine Wheel Alternative Program.	One teacher required. Transportation to the program provided by Metis Calgary Family Services Society (MCFSS).	A Medicine Wheel class will open tat Catherine Nichols Gunn for September 2012.
New 2012-2013	Home Education	All Areas	Windsor Park and others TBD	There is a need to identify a new site for Home Education to allow for anticipated growth of the program.	Additional facility costs.	8 classroom spaces, administrative space and access to a gymnasium are required.
New 2012-2013	Chinook Learning Services	Kingsland and others TBD	Kingsland and others TBD	Partial provincial funding has been received to support the relocation of Chinook Learning Services from Viscount Bennett School.	Staff at Viscount Bennett School will be relocated. Engagement with Kingsland and other communities required.	
New 2012-2013	Regular	Mahogany	Riverbend, Sherwood, Haultain Memorial, Wilma Hansen	There is an opportunity to designate kindergarten to Grade 9 regular program students from Mahogany to schools in Area V.	40 students from Mahogany are currently attending either Riverbend School or Sherwood School.	
New 2012-2013	Alternative French Immersion Late-Grade 7	Riverbend and Ogden	Fairview, Elboya	There is a need to review the designation for Grade 7 Late Immersion for Area IV students living in Riverbend and Ogden.	There are 3 students in late French Immersion from Riverbend and Ogden.	

ACTIVE PROJECTS

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Multiple Areas Year Identified	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
New 2012-2013	Full Day Kindergarten	All Areas	TBD	The province has indicated a desire to expand full day kindergarten programming opportunities. The implementation of full-day kindergarten may have a significant impact on CBE elementary schools depending on whether it is mandated in all schools or not.		Detailed review of the impacts will be undertaken once the province communicates their direction to school boards.
New 2012-2013	First Nations, Metis and Inuit (FNMI)	All Areas	TBD	Funding for a major modernization is required for students in the FNMI School.		

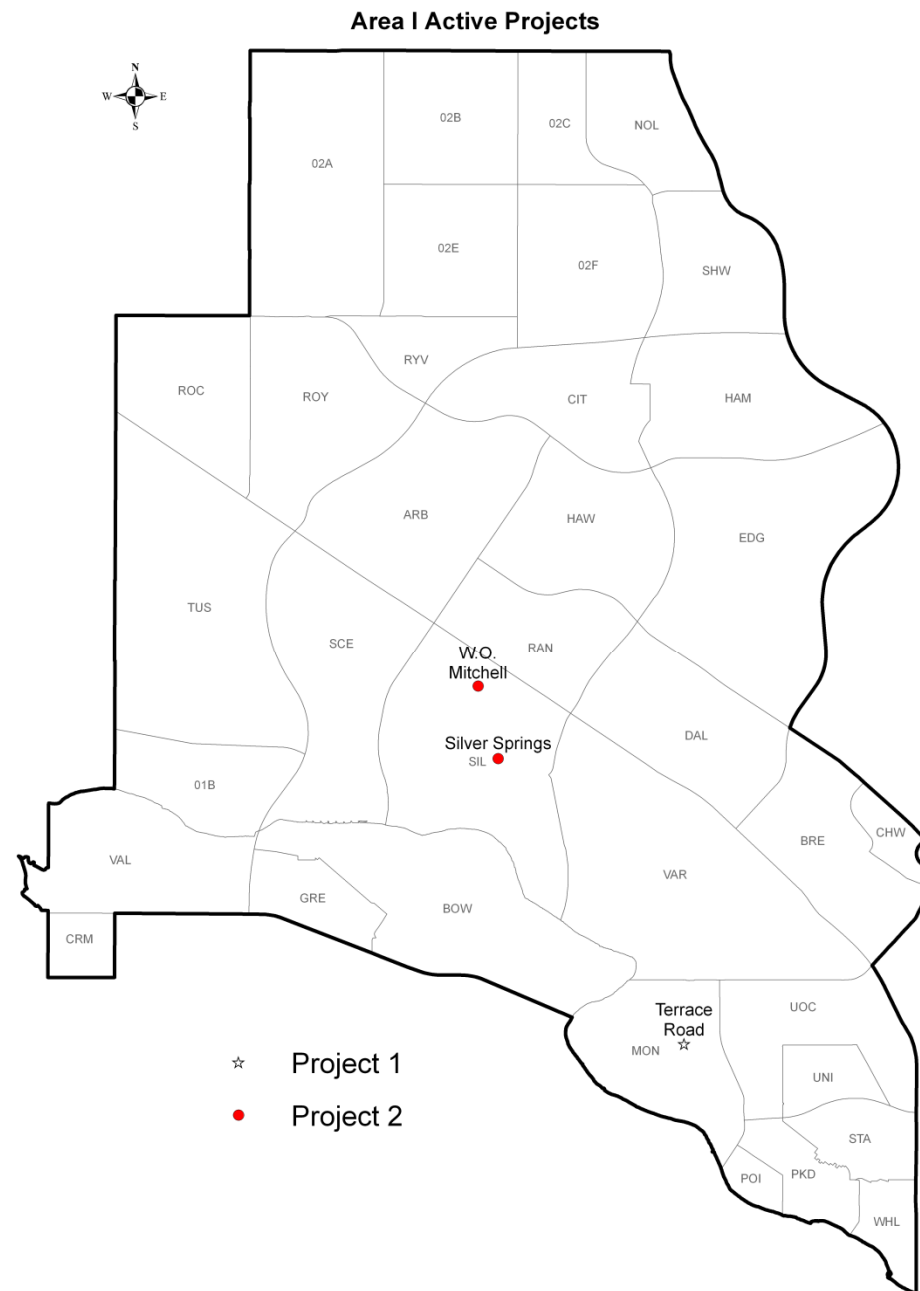
ACTIVE PROJECTS

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Area I Year Identified	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
Project 1 Ongoing 2007-2008	Regular	Bowness, Crestmont, Montgomery, Valley Ridge	Terrace Road	There is low and declining enrolment in the regular program at Terrace Road School.	The average cost of staff and materials for an Early Childhood Development Centre (EDC) is \$221,000 2 buses required to transport students to the EDC. Increased transportation costs of \$110,000 for Sept. 2012.	After Administration's review of feedback from stakeholders during the engagement process it was determined that Terrace Road School will use 2 classrooms to accommodate an Early Childhood Development Centre (EDC). Letter sent to parents in Jan. 2012 advising that kindergarten students would be designated to Marion Carson school if there are insufficient registrations for Sept. 2012. Enrolment in the kindergarten program will continue to be monitored annually.
Project 2 Ongoing 2007-2008	Regular	Silver Springs	Silver Springs, W.O. Mitchell	There is excess capacity at W.O. Mitchell and Silver Springs Schools.	217 stakeholders have participated in 5 meetings to date.	The Area I office and the department of Planning and Transportation Services have met with parents and community members from Silver Springs during an engagement process that will continue to examine options for Silver Springs School and W.O. Mitchell School into the 2012-2013 school year.

ACTIVE PROJECTS

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ACTIVE PROJECTS

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Area II Year Identified	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
Project 1 Pending 2010-2011	Regular	Mayland Heights	Mayland Heights and other TBD	Enrolment in the regular program at Mayland Heights School is low.	63 students are projected in the regular program at Mayland Heights School for Sept. 2012.	Administration continues to monitor the regular program enrolment at Mayland Heights School.
Project 2 Pending 2007-2008	Regular	Harvest Hills, Country Hills North	Alex Munro, Colonel Irvine, North Haven, James Fowler, John G. Diefenbaker	There is a need to review the current designations for elementary, junior and senior high students residing in Country Hills (North) and Harvest Hills and examine opportunities to keep cohort groups of students together and designate students closer to home.	.	
Project 3 Pending 2010-2011	Regular	Rosemont	Rosemont	Regular program enrolment from the designated attendance area of Rosemont School is low.	115 students are projected in the regular program at Rosemont School for Sept. 2012.	
Project 4 Ongoing 2010-2011	Regular	Evanston	Cambrian Heights and others TBD	Evanston is a new and developing community and enrolment is projected to increase. Second bus receiver school will be required in the future.		Monitor enrolment at Cambrian Heights School.
Project 5 Ongoing 2011-2012	Regular	Banff Trail, Capitol Hill, Charleswood, Collingwood	Senator Patrick Burns	Senator Patrick Burns School is projected to be at or near capacity by Sept. 2014.	Over 170 stakeholders have participated in the engagement process to date.	This engagement process will continue into the 2012-2013 school year.
Project 6 Ongoing 2011-2012	Regular & Alternative French Immersion	Hidden Valley	Hidden Valley, Valley Creek	There is an opportunity to designate some additional French Immersion students to Hidden Valley School and Valley Creek School.		

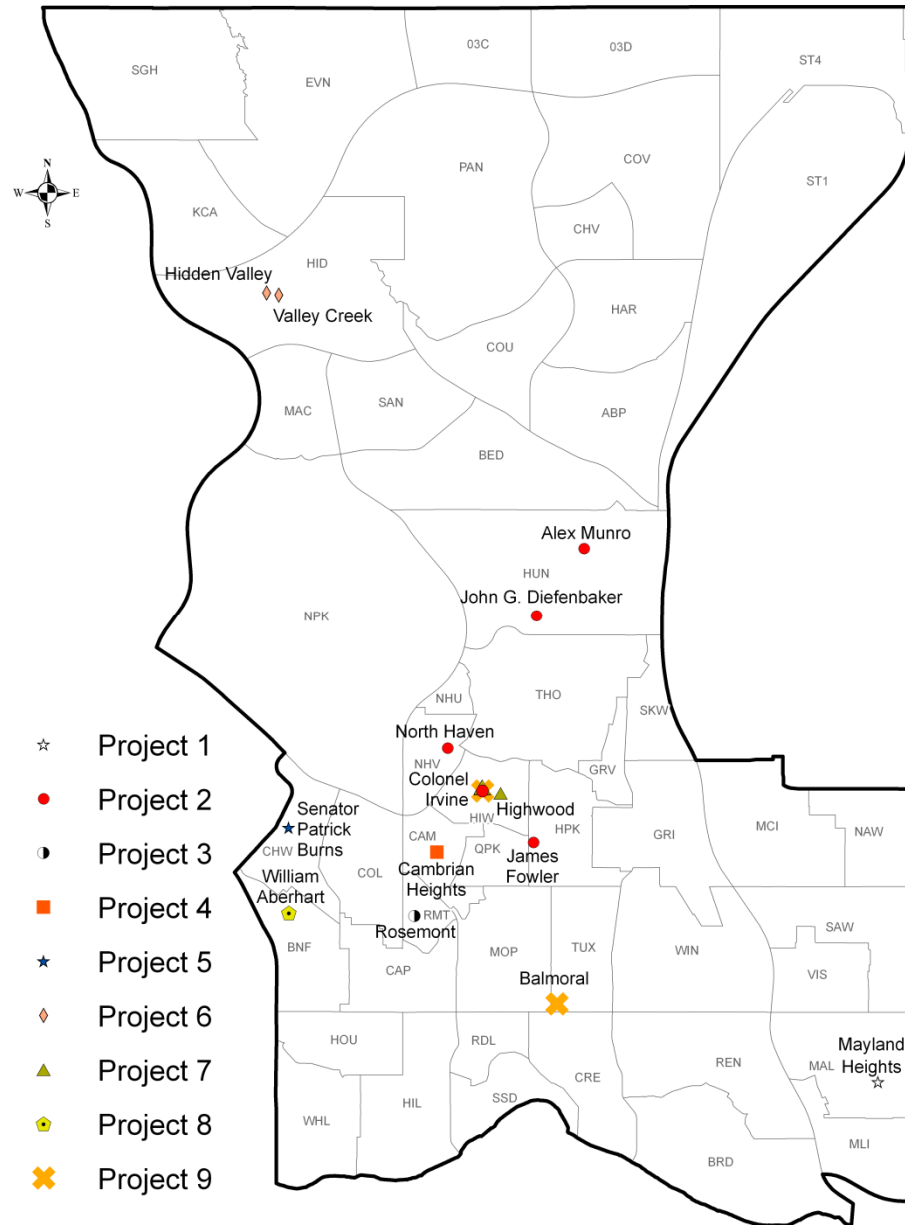
ACTIVE PROJECTS

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Area II Year Identified	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
Project 7 New 2012-2013	Alternative Chinese (Mandarin) Bilingual	Areas I, II & III	Highwood, Colonel Irvine	Highwood School is projected to be over capacity for Sept. 2013.		
Project 8 New 2012-2013	Regular	Charleswood, Collingwood, Banff Trail	William Aberhart	Opening of the new High School in NW Calgary will have an impact on regular program enrolment at William Aberhart High School. The new high school is anticipated to open in 2013.	For Sept. 2014 enrolment in the regular program is projected to be approximately 140 students.	
Project 9 New 2012-2013	Traditional Learning Centre (TLC)	Highwood	Balmoral, Colonel Irvine	A Grade 5-8 TLC program is opening at Colonel Irvine School for Sept. 2013. There is a need to review student designations.		

ACTIVE PROJECTS

Area II Active Projects



ACTIVE PROJECTS

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Area III Year Identified	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
Project 1 Ongoing 2007-2008	Regular	Albert Park, Applewood Park, Forest Heights Forest Lawn, Penbrooke Meadows, Radisson Heights, Red Carpet	Ernest Morrow, G.W. Skene, James Short Memorial, Keeler, Patrick Airlie, Penbrooke Meadows, Radisson Park, Sir Wilfrid Laurier	Enrolments from the residential districts South of Memorial Dr. S.E. provide an opportunity to explore programming options for Kindergarten to grade 9 students.		An initial Stakeholder meeting was held on May 31, 2012. This issue will continue to be addressed with stakeholders during the 2102-2013 school year.
Project 2 Ongoing 2009-2010	Regular	Dover	Ian Bazalgette, Valley View	Enrolment from the residential district of Dover provides an opportunity to review the accommodation needs for kindergarten to Grade 9 students.		An initial Stakeholder meeting was held on May 31, 2012. This issue will continue to be addressed with stakeholders during the 2102-2013 school year.
Project 3 Pending 2011-2012	Regular	Redstone	TBD	A designation will be required for the new and developing residential district of Redstone when housing construction begins.		
Project 4 Ongoing 2010-2011	Alternative (Traditional Learning Centre)	Area III	Chris Akkerman, Sir Wilfrid Laurier and others TBD	There is a need to continue to monitor enrolment and grade configurations for the Traditional Learning Centre Program.		
Project 5 New 2012-2013	Regular	Castleridge, Falconridge, Martindale	O.S. Geiger, Grant Macewan, Falconridge, Terry Fox	The opening of Ted Harrison School in Taradale will have an impact on the enrolment Terry Fox school and provide an opportunity to review grade configurations for schools in Falconridge.		

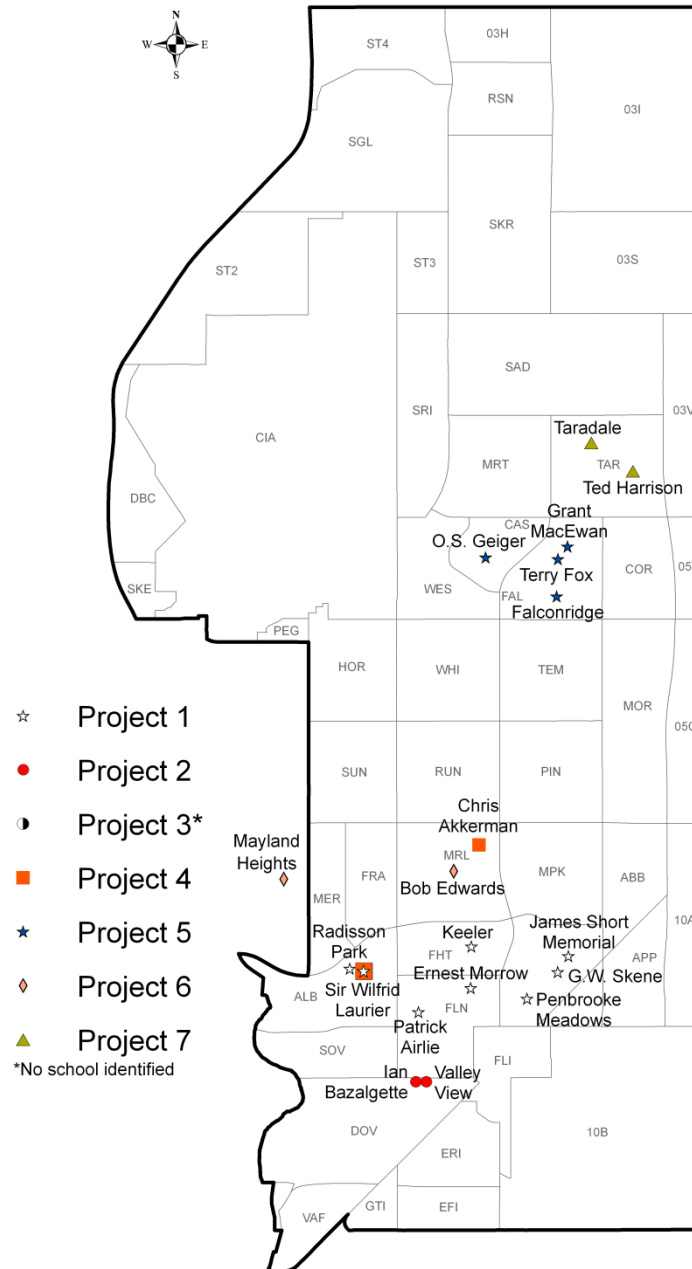
ACTIVE PROJECTS

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Area III Year Identified	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
Project 6 New 2012-2013	French Immersion	All Area III	Bob Edwards, Mayland Heights	The redesignation of Saddle Ridge Grade 4-9 students to Colonel Macleod School provides an opportunity to move some French Immersion students to Area III.	201 students from Area III currently attend Mayland Heights School in French Immersion.	
Project 7 New 2012-2013	Regular	Taradale	Taradale, Ted Harrison	There is a need to monitor the enrolment for kindergarten to Grade 9 regular programming at both schools in Taradale.		

ACTIVE PROJECTS

Area III Active Projects



ACTIVE PROJECTS

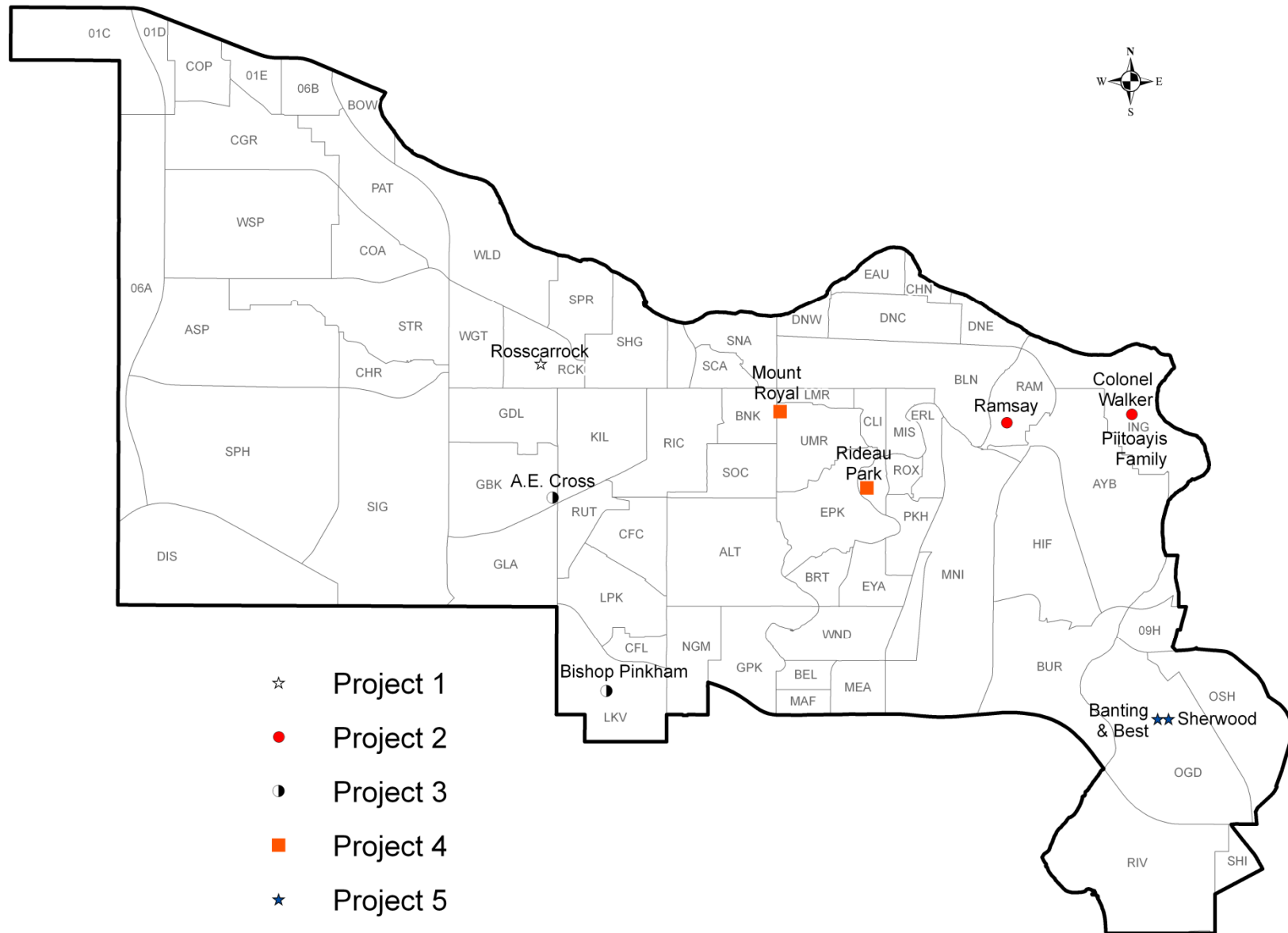
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Area IV Year Identified	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
Project 1 Pending 2009-2010	Regular	Rosscarrock	Rosscarrock	There is excess capacity at Rosscarrock School.		
Project 2 Ongoing 2009-2010	Regular	Inglewood, Ramsay	Colonel Walker, Piitoayis, Ramsay	Regular program enrolment at Ramsay School and Colonel Walker School is low.	95 students are projected at Ramsay School and 110 student are projected at Colonel Walker School for Sept. 2012.	
Project 3 Pending 2011-2012	Regular	CFB Currie Lincoln Park PMQ, Lakeview, Lincoln Park (south of Mount Royal University)	A.E. Cross, Bishop Pinkham	With the change to the elementary designation, there is a need to review the junior high designation for CFB Currie Lincoln Park PMQ, Lincoln Park (south of Mount Royal University).		
Project 4 New 2012-2013	Regular	Ramsay, Inglewood, Mount Royal, Beltline	Mount Royal, Rideau Park	There is an opportunity to review the current designations for junior high students residing in Inglewood and Ramsay.		
Project 5 New 2012-2013	Regular	Ogden	Banting and Best, Sherwood	There is an opportunity to consolidate the regular programs from Banting and Best School and Sherwood School at Sherwood School.		

ACTIVE PROJECTS

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Area IV Active Projects



ACTIVE PROJECTS

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Area V Year Identified	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
Project 1 Pending 2007-2008	Regular	Braeside, Cedarbrae, Oakridge	Braeside, Cedarbrae, Louis Riel	Regular program enrolment from the residential districts of Braeside, Cedarbrae and Oakridge is declining and suggests a need for a review of student accommodation for kindergarten to Grade 6.		
Project 2 Ongoing 2011-2012	Regular	McKenzie Towne, New Brighton	David Thompson and others TBD	Enrolment at David Thompson School is projected to exceed instructional space available by Aug. 2012. In anticipation, CBE's Three-Year Modular Accommodation Strategy identified the need for four modular classrooms.	Should the funding not be realized or delayed, an overflow bus receiver school will be needed.	Current enrolment projections do not indicate a need for additional capacity at David Thompson School for the 2012-2013 school year. Administration will continue to monitor enrolment at David Thompson School.
Project 3 Pending 2011-2012	Regular	Legacy	TBD	A designation will be required for the new and developing residential district of Legacy when housing construction begins.		
Project 4 Ongoing 2011-2012	Regular	Silverado	Centennial, Dr. E.P. Scarlett, Henry Wise Wood, Lord Beaverbrook	The high school designation for the residential district of Silverado will be reviewed when sufficient space is available at Centennial High School.		
Project 5 New 2012-2013	Regular	Walden	Woodbine, Woodman , Chaparral, Fish Creek, Midsun	There is an opportunity to review the kindergarten to Grade 12 regular program designations to allow students to attend schools closer to home and provide a kindergarten to Grade 12 continuum of learning.	19 students from Walden are currently attending either Woodbine or Woodman School.	

ACTIVE PROJECTS

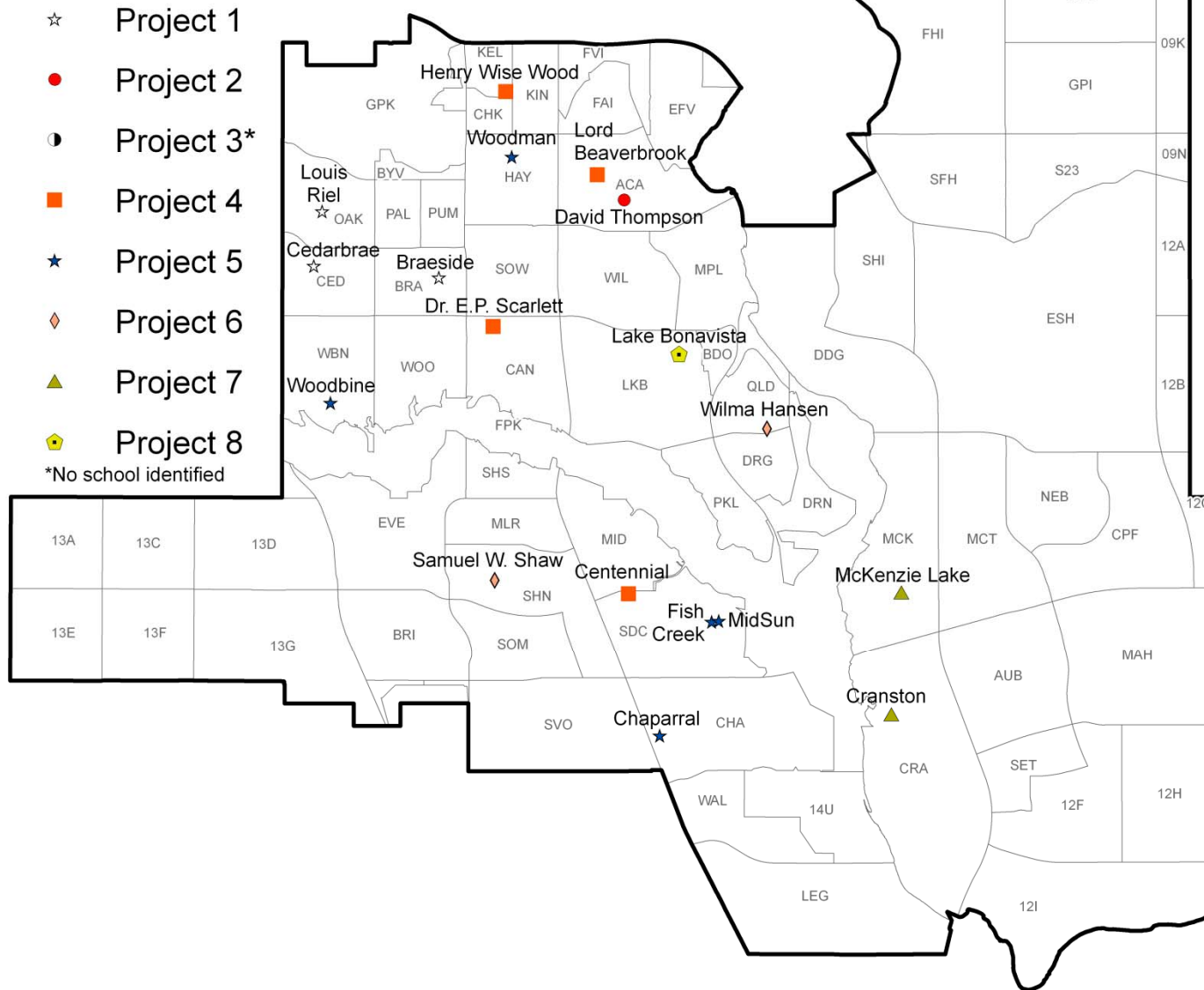
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Area V Year Identified	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
Project 6 New 2012-2013	Regular	Bridlewood	Wilma Hansen, Samuel W. Shaw	There is an opportunity to review the Grade 7-9 regular program designation to allow students to attend schools closer to home and provide a kindergarten to Grade 12 continuum of learning.	88 students from Bridlewood are currently attending Wilma Hansen School.	
Project 7 New 2012-2013	Regular	Cranston	Cranston, Mackenzie Lake	Enrolment at Cranston School is projected to exceed instructional space available for the 2013-2014 school year. An overflow bus receiver for kindergarten to Grade 4 students in Cranston is required.		.
Project 8 New 2012-2013	Regular	Lake Bonavista	Lake Bonavista and others TBD	Enrolment in the regular program at Lake Bonavista School is low.	76 kindergarten to Grade 4 students are projected in the regular program for September 2012.	

ACTIVE PROJECTS



Area V Active Projects





Student Designation and Grade Configuration Changes **2012 – 2013 School Year** **Area I**

REGULAR PROGRAM

Residential District Impacted – Sherwood

Schools Impacted – Ranchlands, West Dalhousie

Students residing in Sherwood will be designated to Ranchlands School for kindergarten to grade 6 effective for the 2012-2013 school year. Students from Sherwood attending West Dalhousie School for the 2011-2012 school year are able to finish to the end of kindergarten, Grade 3 or Grade 6 at Dalhousie School.

Residential Districts Impacted – Sage Hill

Schools Impacted – Cambrian Heights, Hawkwood

Students residing in Sage Hill will be designated to Hawkwood School for kindergarten to Grade 6 effective for the 2012-2013 school year. Students from Sage Hill attending Cambrian Heights School for the 2011-2012 school year are able to finish to the end of kindergarten, Grade 3 or Grade 6 at Cambrian Heights School.

Residential Districts Impacted – Tuscany

School Impacted – Marion Carson, F.E. Osborne

For the 2012-2013 school year, students in kindergarten to Grade 3 will be designated to Tuscany School, students in Grades 4 to 8 will be designated to the new middle school and students in Grade 9 will continue to be designated to F.E. Osborne School.

Residential Districts Impacted – Tuscany

School Impacted – Tuscany, W.O. Mitchell

For 2012-2013 school year Tuscany School has reached the projected number of students that the school can accommodate. Enrolment at Tuscany School will be capped at 175 students per grade. All students currently attending Tuscany School will be able to remain at Tuscany School until the end of Grade 3. Students who cannot be accommodated at Tuscany School will be designated to W.O. Mitchell School.

Residential Districts Impacted – Rocky Ridge, Royal Oak

Schools Impacted – Belvedere-Parkway, Royal Oak, Thomas B. Riley, Simon Fraser

Effective September 2012, Royal Oak School will continue to accommodate kindergarten to Grade 4 students from both Rocky Ridge and Royal Oak with enrolment capped at 100 students per grade. Simon Fraser School will continue to accommodate Grade 5 to Grade 9 students from Rocky Ridge and Royal Oak who complete Grade 4 at Royal Oak School. Students who cannot be accommodated at Royal Oak School and/or Simon Fraser School will be designated to Belvedere Parkway School for kindergarten to Grade 6 and Thomas B. Riley School for Grade 7 to Grade 9.



Calgary Board of Education

Student Designation and Grade Configuration Changes

2012 – 2013 School Year

Area I

Residential Districts Impacted – Arbour Lake, Citadel, Scenic Acres, Hawkwood, Ranchlands, Rocky Ridge and Royal Oak

Schools Impacted – Sir Winston Churchill, William Aberhart

Students residing in Arbour Lake, Citadel, Scenic Acres, Hawkwood, Ranchlands, Rocky Ridge and Royal Oak will be designated to the new northwest high school. All other students residing in Area I will continue to be designated to Sir Winston Churchill High School, Bowness High School or Queen Elizabeth Junior/Senior High School.

The location and need for special education classes is reviewed annually. The attachment includes a list reporting the system classes as of September 30, 2011 and changes for the 2012-2013 school year. Information regarding special education classes can be found on the CBE website at www.cbe.ab.ca/programs/spec_ed/default.asp.



Student Designation and Grade Configuration Changes **2012 - 2013 School Year** **Area II**

REGULAR PROGRAM

Residential District Impacted – Kincora

Schools Impacted – Cambrian Heights, Simons Valley

Students in the residential district of Kincora in kindergarten to Grade 6 will be designated to Simons Valley School effective the 2012-2013 school year. Students from Kincora attending Cambrian Heights School for the 2011-2012 school year are able to finish to the end of kindergarten, Grade 3 or Grade 6 at Cambrian Heights School.

Residential District Impacted – Panorama Hills

Schools Impacted – Panorama Hills, Alex Munro, Sir John A. Macdonald, Captain Nicola Goddard

For the 2012-2013 school year, students in kindergarten to Grade 3 will be designated to Panorama Hills School, students in Grades 4 to 8 will be designated to the Captain Nicola Goddard School and student in Grade 9 will continue to be designated to Sir John A. Macdonald School.

Alex Munro School has been designated as the overflow bus receiver school for any new students residing in Panorama Hills and will remain the overflow school for Panorama Hills for the 2012-2013 school year. Students currently in kindergarten to Grade 4 at Panorama Hills School, and any new kindergarten students, will continue to be accommodated at Panorama Hills School.

Residential District Impacted – Coventry Hills, Country Hills Village

Schools Impacted – Coventry Hills, Colonel Macleod, Nose Creek

For the 2012-2013 school year, students in kindergarten to Grade 3 will be designated to Coventry Hills School, students in Grades 4 to 8 will be designated to the new middle school and students in Grade 9 will continue to be designated to Colonel Macleod School.

Residential District Impacted – Saddle Ridge

Schools Impacted – Bob Edwards, Colonel Macleod, Marlborough

Effective the 2012-2013 school year, students residing in Saddle Ridge in Grades 4 to 9 will be designated to Colonel Macleod School. Students currently attending Bob Edwards School are able to finish until the end of Grade 9.

Residential Districts Impacted – Sage Hill

Schools Impacted – Cambrian Heights, Hawkwood

Students residing in Sage Hill will be designated to Hawkwood School for kindergarten to grade six effective for the 2012-2013 school year. Students from Sage Hill attending Cambrian Heights School for the 2011-2012 school year are able to finish to the end of kindergarten, Grade 3 or Grade 6 at Cambrian Heights School.



Student Designation and Grade Configuration Changes **2012 - 2013 School Year** **Area II**

ALTERNATIVE PROGRAMS

Chinese (Mandarin) Bilingual

Schools Impacted – Langevin, Colonel Irvine

On April 3, 2012 the Board of Trustees approved the closure of the Chinese (Mandarin) Bilingual Program at Langevin School effective June 30, 2012. The program will be relocated to Colonel Irvine School effective for the 2012-2013 school year.

Traditional Learning Centre

School Impacted – Dr. J.K. Mulloy

The Traditional Learning Centre at Dr. J.K. Mulloy School will expand to accommodate Kindergarten to grade six students for the 2012-2013 school year.

The location and need for special education classes is reviewed annually. The attachment includes a list reporting system classes as of September 30, 2011 and changes for the 2012-2013 school year. Information regarding special education classes can be found on the CBE website at www.cbe.ab.ca/programs/spec_ed/default.asp.



Student Designation and Grade Configuration Changes **2012 – 2013 School Year** **Area III**

REGULAR PROGRAM

Residential District Impacted – Albert Park, Radisson Heights

Schools Impacted – Radisson Park, Sir Wilfrid Laurier

Radisson Park School will expand to Grade 5 for the 2012-2013 school year. Sir Wilfrid Laurier will accommodate students in Grade 6 to Grade 9.

Residential District Impacted – Taradale

Schools Impacted – Annie Gale, Chief Justice Milvain, Taradale, Ted Harrison, , Terry Fox

Effective the 2012-2013 school year, Taradale School will accommodate kindergarten to Grade 4 students. Students that cannot be accommodated at Taradale School will be designated to Chief Justice Milvain School. Effective the 2012-2013 school year students in Grades 5 to 8 will be designated to Ted Harrison School and students in Grade 9 will continue to be designated to Terry Fox School and Annie Gale School.

Residential District Impacted – Skyview Ranch

Schools Impacted – Forest Lawn, Lester B. Pearson

All Grade 10 students and any new students residing in Skyview Ranch are designated to Forest Lawn High School effective 2012-2013. Grade 10 and Grade 11 students currently attending Lester B. Pearson High School are able to complete their high school programming at their school.

Residential District Impacted – Saddle Ridge

Schools Impacted – Bob Edwards, Colonel Macleod, Marlborough

Effective the 2012-2013 school year, students in Grades 4 to 9 will be designated to Colonel Macleod School. Students currently attending Bob Edwards School are able to finish until the end of Grade 9.

The location and need for special education classes is reviewed annually. The attachment includes a list reporting the system classes as of September 30, 2011 and changes for the 2012-2013 school year. Information regarding special education classes can be found on the CBE website at www.cbe.ab.ca/programs/spec_ed/default.asp.



Student Designation and Grade Configuration Changes

2012-2013 School Year

Area IV

REGULAR PROGRAM

Residential Districts Impacted – Aspen Woods
Schools Impacted – Olympic Heights, Wildwood

Effective September 2012, any new students residing in Aspen Woods west of 85th Street SW will be designated to Wildwood School for the kindergarten to Grade 6 regular program.

Residential Districts Impacted – Springbank Hill
Schools Impacted – Battalion Park, Glenbrook

Effective the 2012-2013 school year students who reside in Springbank Hill and live within the walk zone for Battalion Park School will be given priority for acceptance to Battalion Park School

ALTERNATIVE PROGRAMS

All Boys' Alternative Program
Schools Impacted – Sir James Lougheed

The All Boys' Alternative Program at Sir James Lougheed School will expand to Grade 6 for the 2012-2013 school year.

Traditional Learning Centre
School Impacted – Glamorgan

The Traditional Learning Centre at Glamorgan School will expand to accommodate Kindergarten to Grade 8 students for the 2012-2013 school year.

Spanish Bilingual
Schools Impacted – Westgate, Bishop Pinkham

The Spanish Bilingual Program at Bishop Pinkham School will expand to accommodate grade six and grade 7 students for the 2012-2013 school year.

The location and need for special education classes is reviewed annually. The attachment includes a list reporting system classes as of September 30, 2011 and changes for the 2012-2013 school year. Information regarding special education classes can be found on the CBE website at www.cbe.ab.ca/programs/spec_ed/default.asp.



Student Designation and Grade Configuration Changes 2012 – 2013 School Year Area V

REGULAR PROGRAM

Residential District Impacted – Tsuu T'ina

Schools Impacted – Dr. E.P. Scarlett, Lord Beaverbrook, Henry Wise Wood

Effective the 2012-2013 school year, students living on Tsuu T'ina Nation reserve lands will be designated to Henry Wise Wood High School for Grades 10-12.

Residential District Impacted – McKenzie Towne

Schools Impacted – McKenzie Towne, Douglasdale

For 2012-2013 school year McKenzie Towne School has reached the projected number of students that the school can accommodate. Enrolment at McKenzie Towne School will be capped. All students currently attending McKenzie Towne School will be able to remain at McKenzie Towne School until the end of Grade 3. Effective September 2012, students who cannot be accommodated at McKenzie Towne School will be designated to Douglasdale School.

ALTERNATIVE PROGRAMS

Chinese (Mandarin) Bilingual

School Impacted – Midnapore

The Chinese (Mandarin) Bilingual Program at Midnapore School will expand to grade two for the 2012-2013 school year and expand by one grade each school year.

French Immersion (Grade 7 - Late)

Schools Impacted – Fairview, Harold Panabaker

Fairview School will not offer a Grade 7 Late French Immersion class for September 2012. For the 2012-2013 school year, Grade 7 Late French Immersion students are designated to Harold Panabaker School.

The location and need for special education classes is reviewed annually. The attachment includes a list reporting system classes as of September 30, 2011 and changes for the 2012-2013 school year. Information regarding special education classes can be found on the CBE website at www.cbe.ab.ca/programs/spec_ed/default.asp.

COMPLETED PROJECTS

Attachment III
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Three-Year System Student Accommodation Plan 2012-2015

Multiple Areas Timespan	Program/Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
2010-2012	Alternative Chinese (Mandarin) Bilingual – Division III	All Areas	Langevin, Colonel Irvine	There is a need to review the location of the Chinese (Mandarin) Bilingual junior high program at Langevin School as Langevin School cannot continue to accommodate the Science Program and Mandarin Bilingual Program.	Facility operational costs are negligible as both affected schools remain operational. Transportation costs increase by approximately \$55,000 for Sept. 2012. Capital needs for Colonel Irvine School are not impacted	On Apr. 3, 2012, The Board of Trustees approved the closure of the Chinese (Mandarin) Bilingual program at Langevin School for the purpose of relocation to Colonel Irvine School.
2011-2012	Alternative Arabic Bilingual Program	All Areas	TBD	An expression of interest for an Arabic Bilingual Alternative Program was requested by CBE administration. Exploration is required to determine the desirability of opening an Arabic Bilingual Program.	More than 250 stakeholders attended the meeting. Staffing and materials required for Language and Culture class at high school level	An expression of interest for an Arabic Bilingual Program was held by CBE Administration on May 19, 2011. A Language and Culture class will be offered at the high school level in 2013.
2009-2012	Regular	Areas I & II	Bowness, Sir Winston Churchill, William Aberhart	The opening of the new northwest high school in 2013 will impact programming, student designations and accommodation for high school students residing in Area I.	More than 150 stakeholders attended a parent meeting on June 1, 2011.	A <i>Notice to Parents</i> was distributed on Oct. 4, 2011 advising parents and students of the attendance area for the new NW High School.

COMPLETED PROJECTS

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Multiple Areas Timespan	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
2010-2012	Regular	MacEwan Glen, Sandstone Valley, Rocky Ridge, Royal Oak	Simon Fraser	There is a need to monitor enrolment at Simon Fraser School and review the designation of students residing in Area II.	N/A	No changes are planned for Area II students attending Simon Fraser School at this time.
2011-2012	Alternative French Immersion	Areas I & II	William Aberhart and others TBD	There is a need to initiate a review of student designations for Area I high school students currently designated to Area II schools for French Immersion programming.	Students from Area I will not have access to a school in Area I.	Area I & II students will continue to be designated to William Aberhart High School for French Immersion programming.
2010-2012	Regular	Areas IV & V	West Calgary High School (Ernest Manning) and other high schools	With the opening of the new West Calgary High School (Ernest Manning), there is a need to review the attendance areas for all high schools in Area IV.	N/A	High School designation for students residing in Area IV will remain as established when Ernest Manning High School was opened in 2011.

COMPLETED PROJECTS

Attachment III
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Area I Timespan	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
2011-2012	Regular	Royal Oak, Rocky Ridge	Royal Oak, Simon Fraser, Belvedere- Parkway, and T.B. Riley	Projected enrolment over the next three years indicates that Royal Oak School will be at capacity. An overflow bus receiver school may need to be identified.	114 stakeholders attended a parent meeting and provided feedback. 60 kindergarten to Grade 6 students are projected to be overflowed for Sept. 2012, One morning and afternoon bus and mid-day transportation required for Sept 2012. Increased cost of \$67,000.	The decision to overflow kindergarten to Grade 4 students from Rocky Ridge/Royal Oak to Belvedere-Parkway School effective Sept. 2012 was communicated in a <i>Notice to Parents</i> dated Dec. 19, 2011.
2010-2012	Alternative (Late French Immersion- grade 5)	Tuscany	Twelve Mile Coulee	Emergent Issue: Exploration is required to determine the desirability of implementing a Late French Immersion Program beginning in Grade 5 for the students in the residential district of Tuscany.	More than 90 parents provided feedback at this expression of interest.	An expression of interest was held in the residential district of Tuscany. A decision was made not to start a Late French Immersion at Twelve Mile Coulee School. This decision was communicated in a <i>Notice To Parents</i> dated Oct. 4, 2011.

COMPLETED PROJECTS

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Area I Timespan	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
2008-2012	Regular	Tuscany, Varsity Acres	F.E. Osborne, Marion Carson, Tuscany, Twelve Mile Coulee	Construction of the approved middle school in Tuscany will have an impact on enrolment at Marion Carson and F.E. Osborne Schools. The anticipated opening date of the middle school in Tuscany is for the 2012-2013 school year.	615 Grade 4-8 students projected at Twelve Mile Coulee School for Sept. 2012. 73 Grade 9 students from Tuscany projected at F.E. Osborne School for Sept 2012. Net cost savings of \$165,000 as 3 less buses are required.	Grade 4-8 students from Tuscany are designated to Twelve Mile Coulee School for Sept. 2012. Grade 9 students from Tuscany will continue to be accommodated at FE Osborne School for the 2012-2013 school year. This decision was communicated in a <i>Notice To Parents</i> dated Oct. 4, 2011.
2011-2012	Regular	Brentwood, Charleswood, Edgemont, Hamptons	Captain John Palliser, Edgemont, The Hamptons	There is a need to review the current designation for Grade 5-6 students residing in the residential district of Hamptons and examine opportunities to designate students closer to home.	N/A	Projections show that there will not be space to move the Grade 5-6 students from the Hamptons to Edgemont School in the next five years. Grade 5-6 students from the Hamptons will continue to be designated to Captain John Palliser School.
2011-2012	Regular	Brentwood, Hamptons	Captain John Palliser, Dr. E.W. Coffin	Captain John Palliser School's regular program enrolment would be impacted should the Grade 5-6 students residing in the residential district of Hamptons be designated closer to home.	N/A	Projections show that there will not be space to move the Grade 5-6 students from the Hamptons to Edgemont School in the next 5 years. Grade 5-6 students from the Hamptons will continue to be designated to Captain John Palliser School

COMPLETED PROJECTS

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Area I Timespan	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
2010-2012	Alternative (Spanish Bilingual)	Area I	Dalhousie and other TBD	There is a need to monitor the enrolment in the Spanish Bilingual Program at Dalhousie School.	Capping enrolment limits the number of students able to take Spanish Bilingual programming	Enrolment capped at 125/grade.
2007-2012	Regular	Bowness, Crestmont, Montgomery, Valley Ridge	Belvedere-Parkway, Bowcroft, Terrace Road	There is low and declining enrolment in the regular programs at Bowcroft, Terrace Road, Belvedere-Parkway Schools.	60 kindergarten to Grade 6 students are projected to be overflowed for September 2012. One morning and afternoon bus and mid-day transportation required for Sept 2012. Increased cost of \$67,000.	Belvedere Parkway School is the identified bus receiver school for Rocky Ridge and Royal Oak students who cannot be accommodate at Royal Oak School. The decision was communicated in a <i>Notice to Parents</i> dated Dec. 19, 2011. No changes planned for Bowcroft School. See Summary for Terrace Road School below.
2011-2012	Regular	Tuscany	Tuscany, WO Mitchell	Emergent Issue: For the 2012-2013 school year, Tuscany School has reached the projected number of students the school can accommodate.	10 students from Tuscany are projected to be overflowed to W.O. Mitchell School for Sept. 2012. One morning and afternoon bus and mid-day transportation required for Sept 2012. Increased cost of \$67,000.	Effective Mar. 22, 2012, enrolment in kindergarten to Grade 3 at Tuscany School is capped at 175 students. Students, who cannot be accommodated at Tuscany School, are designated to WO Mitchell School. The decision was communicated in a <i>Notice to Parents</i> dated Apr. 2, 2012.

COMPLETED PROJECTS

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Area I Timespan	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
2011-2012	Regular	Edgemont	Edgemont, Captain John Palliser	Emergent Issue: For the 2012-2013 school year, Edgemont School has reached the projected number of students the school can accommodate.	Minimal enrolment increase at Captain John Palliser and possible increase in staffing for Sept. 2012. No additional costs for transportation as students can access existing bus from the Hamptons or the Montessori program.	Parents were advised in a letter dated April 10, 2012 that some students who register for the 2012-2013 school year after Apr. 10, 2012 may be designated to Captain John Palliser School. Parents who registered student(s) after Apr. 10, 2012 will be informed by mid-June if their child(ren) can be accommodated at Edgemont School or will be designated to Captain John Palliser School.
2011-2012	Regular	Sherwood, Dalhousie, Ranchlands	West Dalhousie, Ranchlands	Emergent Issue: Based on September 30, 2011 enrolment, West Dalhousie School was operating at capacity.	Enrolment increase at Ranchlands School and possible increase in staffing for Sept. 2012. 55 kindergarten to Grade 6 students from Sherwood are projected at Ranchlands School for Sept. 2012. One morning and afternoon bus and mid-day transportation required for Sept. 2012. Increased cost of \$67,000.	Effective September 2012, kindergarten to Grade 6 students from Sherwood are designated to Ranchlands School. This decision was communicated in a <i>Notice to Parents</i> dated November 11, 2011.

COMPLETED PROJECTS

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Area II Timespan	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
2008-2012	Regular	Bridgeland/ Riverside, Country Hills Village, Coventry Hills, Mayland Heights, Renfrew, Vista Heights, Marlborough	Nose Creek, Bob Edwards, Marlborough, Colonel Macleod	Construction of the approved middle school in Coventry Hills will have an impact on enrolment at Colonel Macleod School. The anticipated opening date of the middle school in Coventry Hills is for the 2012-2013 school year.	<u>Coventry Hills and Country Hills Village</u> 430 Grade 4-8 students from Coventry Hills and Country Hills Village projected at Nose Creek School for Sept. 2012. 71 Grade 9 students from Coventry Hills and Country Hills Village projected at Colonel Macleod School for Sept 2012. Net cost savings of \$330,000 as 6 less buses are required Teaching and support staff required for Nose Creek School. <u>Saddle Ridge</u> 280 Grade 4-9 students from Saddle Ridge projected at Colonel Macleod School for Sept. 2012. Reduction of staff at Marlborough, Bob Edwards and Colonel Macleod Schools.	<u>Coventry Hills and Country Hills Village</u> Grade 4-8 students from Coventry Hills and Country Hills Village are designated to Nose Creek School for Sept. 2012. Grade 9 students from Coventry Hills and Country Hills Village are designated to Colonel MacLeod School for Sept. 2012. Decision communicated in a <i>Notice to Parents</i> dated Oct. 3, 2011. <u>Saddle Ridge</u> Kindergarten to Grade 9 students residing in the residential district of Saddle Ridge are designated to Colonel Macleod School effective the 2012-2013 school year. Grade 8 & 9 students currently attending Bob Edwards School are able to finish their division at that school. Decision communicated in a <i>Notice to Parents</i> dated Nov. 18, 2011.

COMPLETED PROJECTS

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Area II Timespan	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
2008–2012	Regular	Panorama Hills, Beddington	Captain Nichola Goddard, Sir John A. Macdonald, Colonel Irvine	Construction of the approved middle school in Panorama Hills will have an impact on enrolment at Sir John A. Macdonald School. The anticipated opening date of the middle school in Panorama Hills is for the 2012-2013 school year.	<u>Panorama Hills</u> 458 Grade 4-8 students projected at Captain Nichola Goddard School for Sept. 2012 88 Grade 9 students from Panorama Hills projected at Sir John A. Macdonald School for Sept 2012. Net cost savings of approximately \$175,000 as more students are within the walk zone for their designated school and therefore fewer students are eligible for charter bus service, eligible for transit rebates and/or qualify for fee waivers. Teaching and support staff required for Captain Nichola Goddard School Reduction of staff at Sir John A. MacDonald School. <u>Beddington</u> 73 Grade 7-9 students from Beddington projected at Sir John A. MacDonald School for Sept. 2012. No additional transportation costs. Reduction of staff at Colonel Irvine School.	<u>Panorama Hills</u> Grade 4-8 students from Panorama Hills are designated to Captain Nichola Goddard School for Sept. 2012. Grade 9 students from Panorama Hills are designated to Sir John A. MacDonald School for Sept. 2012. Decision communicated in a <i>Notice to Parents</i> dated Oct. 3, 2011. <u>Beddington</u> Effective 2012-2013, Grade 7-9 students residing in the residential district of Beddington are designated to Sir John A. Macdonald School. Decision communicated in a <i>Notice to Parents</i> dated Nov. 2, 2010.

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Area II Timespan	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
2010-2012	Regular	Kincora, Sage Hill	Cambrian Heights and others TBD	There is a need to monitor enrolment from the residential districts of Kincora and Sage Hill.	<u>Kincora</u> 50 kindergarten to Grade 6 students from Kincora are projected at Simons Valley School for Sept. 2012. One morning and afternoon bus and mid-day transportation required for Sept. 2012. Increased cost of \$67,000. <u>Sage Hill</u> 23 kindergarten to Grade 6 students from Sage Hill are projected at Hawkwood School for Sept. 2012. One morning and afternoon bus and mid-day transportation required for Sept 2012. Increased cost of \$67,000.	<u>Kincora</u> Effective 2012-2013, kindergarten, Grade 1 and Grade 4 students residing in the residential district of Kincora are designated to Simons Valley School. Decision communicated in a <i>Notice to Parents</i> dated Nov. 16, 2012. <u>Sage Hill</u> Effective 2012-2013, kindergarten, Grade 1 and Grade 4 students residing in the residential district of Sage Hill are designated to Hawkwood School. Decision communicated in a <i>Notice to Parents</i> dated Nov. 17, 2012.
2010-2012	Regular	Briar Hill, Hillhurst, Houndsfield Heights, West Hillhurst	Briar Hill, Hillhurst	Regular program enrolment from the designated attendance areas of Briar Hill and Hillhurst Schools is low.	None	Projections indicate that enrolment at both Briar Hill and Hillhurst School will remain stable in the future.

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Area II Timespan	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
2011-2012	Regular	Panorama	Panorama Hills, Alex Munro, Captain Nichola Goddard	Emergent Issue: There is a need to monitor the enrolment for kindergarten to Grade 9 regular programming at both schools in Panorama.	60 kindergarten to Grade 6 students projected at Alex Munro School from Panorama Hills Sept. 2012. Increase in staff at Alex Munro School for Sept. 2012. In the 2011-2012 school year, 5 buses were required to transport Panorama Hills kindergarten to Grade 4 overflow and Grade 5 students, as well as Country Hills North students, to Alex Munro School. In the 2012-2013 school year, 3 busses are required to transport kindergarten to Grade 3 overflow and Country Hills North students to Alex Munro School. Net cost savings of \$110,000.	Effective Jan. 26, 2012, enrolment at Panorama Hills School was capped. Students, who cannot be accommodated at Panorama Hills School, are designated to Alex Munro School. Decision communicated in a <i>Notice to Parents</i> dated Jan. 26, 2012.

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Area III Timespan	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
2008-2012	Regular	Marlborough Park	Cappy Smart, Dr. Gladys Egbert, Roland Michener	Enrolment from the residential district of Marlborough Park suggests a need to review the accommodation needs for kindergarten to Grade 9 students.	No anticipated impact.	On Mar. 20, 2012 a motion to consider the closure of the Regular Program at Roland Michener School was not supported by Board of Trustees.
2011-2012	Regular	Saddle Ridge	Bob Edwards, Marlborough, Saddle Ridge, Colonel Macleod	There is a need to review the designation for students in grades 4-9 residing in the residential district of Saddle Ridge.	280 Grade 4-9 students from Saddle Ridge projected at Colonel Macleod School for Sept. 2012. Net cost savings of \$55,000 as 1 less bus is required Reduction of staff at Marlborough, Bob Edwards and Colonel Macleod Schools.	Effective Sept. 2012, Saddle Ridge students are re-designated to Colonel Macleod for Grades 4-9. Grade 7 to Grade 9 students attending Bob Edwards in the 2011-2012 school year may finish at the school until the end of Grade 9 if they choose.

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Area III Timespan	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
2009-2012	Regular	Coral Springs, Taradale	Annie Gale, Dr. Gordon Higgins, Terry Fox, Ted Harrison, Taradale	Construction of the approved middle school in Taradale will have an impact on enrolment at Terry Fox, Dr. Gordon Higgins and Annie Gale Schools. The anticipated opening date of the middle school in Taradale is for the 2012-2013 school year.	474 Grade 5-8 students from Taradale projected at Ted Harrison School for Sept. 2012. Net cost savings of approximately \$120,000 as more students are within the walk zone for their designated school and therefore fewer students are eligible for charter bus service, eligible for transit rebates and/or qualify for fee waivers. Reduction of staff at Taradale, Terry Fox and Annie Gale Schools. Teaching and support staff required for Ted Harrison School	Stakeholder meetings were held on Oct. 6, 2011. Feedback did not support a change in designation for Grade 7-9 students in Coral Springs.

COMPLETED PROJECTS

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Area III Timespan	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
2011-2012	Regular	Monterey Park, Pineridge, Rundle, Skyview Ranch, Temple, Whitehorn	Lester B. Pearson	There is a need to monitor enrolment at Lester B. Pearson High School.	20 students from Skyview Ranch projected at Forest Lawn High School for Sept. 2012.	Parents and students were informed in a <i>Notice to Parents</i> dated October 5, 2011 that any new Grade 10-12 students from Skyview Ranch would be designated to Forest Lawn High School effective Oct. 5, 2012. Parents and students were informed in a <i>Notice to Parents</i> dated Ap. 10, 2012 that any students registering at Lester B Pearson School after the Mar. 15th transfer deadline would be designated to Forest lawn High School for the 2012-2013 school year.
2011-2012	Regular	Pineridge	Clarence Samson, Douglas Harkness, Pineridge	Enrolment from the residential district of Pineridge suggests a need to review the accommodation needs for kindergarten to Grade 9 students.	N/A	Held initial meeting with Area Director and Principals; no changes planned at this time.
2007-2012	Regular	Albert Park/ Radisson Heights, Forest Heights	Keeler, Radisson Park, Sir Wilfrid Laurier	There is a need to review the attendance area and grade configuration for Radisson Park and Sir Wilfrid Laurier Schools.	41 Grade 5 students projected at Radisson Heights School for Sept. 2012. Increase in teaching staff at Radisson Park School.	Parents and students were informed in a <i>Notice to Parents</i> dated January 20, 2012 that Grade 4 students attending Radisson Park school in the 2011-2012 school year will remain at Radisson Park School for Grade 5 in the 2012-2013 school year.

COMPLETED PROJECTS

Attachment III

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Area IV Timespan	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
2008-2012	Regular	Beltline, Downtown, Eau Claire	Connaught and others TBD	There is a need to monitor enrolment at Connaught School as enrolment is projected to increase.	LEAD class students will be able to access a class closer to home.	One LEAD class at Connaught School is being relocated to Annie Foote School to provide access to the program closer to where the students live.
2010-2012	Regular	Bankview, Richmond, South Calgary	Richmond	Low enrolment at Richmond School suggests a need for a review of student accommodation for kindergarten to Grade 6 regular program students.		Projections indicate that enrolment at Richmond School will increase in the future.

COMPLETED PROJECTS

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Area V Timespan	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
2009-2012	Regular	Tsuu T'ina Nation	Dr. E.P. Scarlett, Lord Beaverbrook, Henry Wise Wood	There is a need to review the designation of Tsuu T'ina Nation students for senior high as kindergarten to Grade 9 students were designated to Louis Riel School effective for the 2009-2010 school year.	No anticipated impact.	Tsuu T'ina Nation re-designated to Henry Wise Wood for 2012-2013. Parents and students were notified of this decision in a <i>Notice to Parents</i> dated Jan. 30, 2012.
2011-2012	Regular	McKenzie Towne	McKenzie Towne, Douglasdale	Enrolment at McKenzie Towne School is projected to exceed instructional space available by August 2012. In anticipation, CBE's Three-Year Modular Accommodation Strategy identified the need for four modular classrooms for September 2012. Should the funding not be realized or delayed, an overflow bus receiver school will be needed.	Minimal enrolment increase at Douglasdale School and possible increase in staffing for Sept. 2012. One morning and afternoon bus and mid-day transportation required for Sept 2012. Increased cost of \$67,000.	CBE was informed in February 2012 that 2 of the 4 modular classrooms requested for Sept. 2012 were approved. Parents and students were informed in a <i>Notice to Parents</i> dated Apr. 16, 2012 that students who cannot be accommodate at McKenzie Towne School will be designated to Douglasdale School effective Sept. 2012.
2011-2012	Alternative (Late French Immersion – grade 5)	Area V	Fairview, Harold Panabaker	Exploration is required to determine the interest in implementing a Late French Immersion Program beginning in Grade 5, for students in Area V.	None	Administration is not implementing a Grade 5 Late Immersion program at Fairview School due to limited space..

COMPLETED PROJECTS

Specialized Class(es) Changes for 2012-2013

Special Education and Diversity programming are reviewed on an annual basis. Programming is placed in a school based on the needs of the students, the proximity to home and the impacts of transportation.

Area	Summary
All	Two Adapted Learning Program (ALP) classes are starting at Bowness High School for Sept. 2012. One class is moving from William Aberhart High School and one class is new. The Learning and Literacy (L&L) class will be fully transitioned from Louis Riel School to Sir John A. Macdonald School for Sept. 2012. There is one Literacy, English and Academic Development (LEAD) class moving from Connaught School to Annie Foote School for Sept. 2012. There is one Attitude, Community, Competence, Elements (of Academic Curriculum), Social Skills (ACCESS) class being discontinued at Ernest Manning High School for Sept. 2012.
II	There is one Literacy, English and Academic Development (LEAD) class moving from Senator Patrick Burns School to Sir John A. Macdonald School for Sept. 2012. There is one Paced Learning Program (PLP) being discontinued at Cambrian Heights School for Sept. 2012 There is one Paced Learning (PLP) class starting at Nose Creek School for Sept. 2012.
III	There is one new Adapted Learning Program (ALP) class starting at Lester B Pearson High School for Sept. 2012. There are two Bridges classes moving from Dr. Gladys M. Egbert School to Terry Fox School for Sept. 2012. The Learning and Literacy (L&L) class at Ernest Morrow School is being transitioned to Annie Gale School beginning in Sept. 2012. There is one Communication, Sensory and Social Interaction (CSSI) class moving from Pineridge School to Cecil Swanson School for Sept. 2012.

COMPLETED PROJECTS

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Area	Summary
IV	The Bridges class is moving from Vincent Massey School to Sherwood School for Sept. 2012. There is one Literacy, English & Academic Development (LEAD) class moving from Mount Royal School to Vincent Massey School for Sept. 2012. There is one Mental Health class moving from Ernest Manning High School to Western Canada High School for Sept. 2012. There is one Paced Learning Program (PLP) class being discontinued at Sherwood School consolidating at A.E. Cross School for Sept. 2012. There is one new Teaching of Attitude, Social Skills and Communication (TASC) class starting at Central Memorial High School for Sept. 2012. There is one new Teaching of Attitude, Social Skills and Communication (TASC) class starting at Mount Royal School for Sept 2012.
V	The Early Learning Opportunity (ELO) class is being discontinued at Maple Ridge School for Sept. 2012. There is one Mental Health class moving from Nellie McClung School to Woodlands School for Sept. 2012.

Community Engagement Initiatives 2011-2012

Community Engagement Initiatives 2011-2012 is a summary of the work with communities over the past year. This information is posted on the website during the engagement process and allows stakeholders access to all information presented at meetings and feedback collected throughout the engagement process.

<http://www.cbe.ab.ca/Schools/ceop/projects.asp>

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Community Engagement Initiatives 2011-2012

AREA I

Area I Accommodation

The department of Planning and Transportation Services monitors and identifies student enrolment and accommodation challenges in Area I and all other Calgary Board of Education Areas on an annual basis. To keep stakeholders informed about those challenges an initial meeting was held to give an overview of trends within the city of Calgary and specifically Area I.

Please view the [PowerPoint presentation](#) to see what was presented.

Area I accommodation challenges that were specifically presented for feedback were:

- Silver Springs – W.O. Mitchell School | [Feedback](#) (PDF)
 - [Parent Meeting: Dec. 12, 2011 Invitation](#) (PDF)
- Bow Corridor - Belvedere-Parkway, Bowcroft, T.B. Riley, Terrace Road Schools | [Feedback](#) (PDF)
- F.E. Osborne, Marion Carson, Tuscany Schools | [Feedback](#) (PDF)
- Spanish Bilingual Program | [Feedback](#) (PDF)
- Royal Oak School | [Feedback](#) (PDF)
- Simon Fraser School | [Feedback](#) (PDF)
- Captain John Palliser, Dr. E.W. Coffin, Edgemont and The Hamptons | [Feedback](#) (PDF)
- General Information | [Feedback](#) (PDF)
- [Follow up](#) (PDF)

Feedback received from stakeholder representatives will be reviewed by Planning and Transportation Services and the Area I director. Initiatives to be completed during the 2011-2012 school year will then be identified, future stakeholder meetings will be announced and the broader community will have opportunities to provide feedback. 38 parents attended and provided feedback at this parent meeting.

AREA I

Royal Oak School

Royal Oak School accommodated students from the residential districts of Royal Oak and Rocky Ridge for kindergarten to grade 4. Royal Oak School will be over capacity in 2012 and will need an overflow for some students. The Area I office and the department of Planning and Transportation Services presented this PowerPoint to parents on Tuesday, November 22, 2011.

- [Presentation](#)
- [Designation Letter December 19, 2011](#)

Summary

113 parents completed the sign-in sheet. Parents that attended these meetings were able to give their feedback on proposed scenarios in person, complete a feedback form that was available at the school office or submit their feedback to yourvoice@cbe.ab.ca. In total 114 people submitted either a feedback form or sent their feedback into the email address. The feedback was used to determine the designated overflow schools for new regular program students in the communities of Rocky Ridge and Royal Oak.

AREA I

Silver Springs Community

Project Information

The department of Planning and Transportation Services and the Area I Office has identified the need to address student enrolment in the residential district of Silver Springs.

Why has this student accommodation issue been identified?

- There is excess capacity at both Silver Springs and W.O. Mitchell Schools

In order to effectively use space and resources for both educational programming and plant operations and maintenance, there is a need to provide:

- Sustainable regular programming for students in grades k-6 from the residential district of Silver Springs
- Effective use of space and resources
- For both educational programming and plant operations & maintenance

The department of Planning and Transportation Services and the Area I Office is working with school and community stakeholders to address this issue. See below for the community engagement strategy and meeting documents to help you stay informed.

Community Engagement Strategy

Our goal is to involve you by obtaining your feedback to develop possible scenarios to address this accommodation challenge and implementation of any recommendation.

By involve, we mean that we will:

- Seek your input on the development of possible options for students in the residential district of Silver Springs
- Keep you and other identified stakeholders informed
- Listen to and acknowledge concerns
- Be open to feedback regarding any proposed administrative recommendation

Your input may influence the possible options considered and final implementation plan. However, the final decision on any attendance area changes will be made by the Area I Director in conjunction with the System Principal of Planning and Transportation Services. Any decisions regarding consideration of closure of programs and/or schools will be made by the Board of Trustees upon a recommendation from the Area I Director and the System Principal of Planning and Transportation Services. We will also provide you with an opportunity to offer feedback on this engagement process.

Meetings and Communication

Date	Meeting/Communication Type	Documents (PDF)
	Community engagement plan	• Community engagement plan
Oct. 12, 2011 38 attended	Area I student accommodation meeting with parent representatives to share information with their school communities.	• Presentation
Dec. 12, 2011 113 Signed-in	Meeting with principals, and parents of identified schools to present issue and seek feedback.	• Presentation • Parent feedback • Priorities survey
		• Focus group survey
Jan. 30, 2012 22 attended	Focus Group Meeting #1	• Presentation • Parent feedback • Sticky notes • Questions • Update
Mar. 12, 2012 13 attended	Focus Group Meeting #2	• Presentation • Questions • Values and principles • Update • Scenarios and Q & A
Apr. 11, 2012 11 attended	Focus Group Meeting #3	• Presentation • Update
Apr. 18 – May 17	Survey	• Silver Springs scenarios survey

Summary

The Area I office and the department of Planning and Transportation Services have met with parents and community members from Silver Springs during an engagement process that will continue to examine options for Silver Springs School and W.O. Mitchell School into the 2012-2013 school year. The focus group has met three times and possible scenarios were discussed and compiled into a survey that community members and interested stakeholders are able to complete between April 18 and May 17, 2012. The Area I office and the department of Planning and Transportation Services will meet with these stakeholders again in the fall of 2012.

AREA I

Terrace Road School

Project Information

The Department of Community Engagement and Operational Planning has identified the need to address student enrolment at Terrace Road School in Area I.

Why has this student accommodation issue been identified?

- Declining enrolment in regular Kindergarten to Grade 6 program.
- Programming, resourcing and organizing for student learning is challenging when student numbers are low.

In order to effectively use space and resources for both educational programming and plant operations and maintenance, there is a need to provide:

- Sustainable regular programming for students in Kindergarten to Grade 6 from the residential district of Montgomery.
- Effective use of space and resources.
- For both educational programming and plant operations and maintenance.

The Department of Community Engagement and Operational Planning is working with school and community stakeholders to address this issue. See below for the community engagement strategy and meeting documents to help you stay informed.

Community Engagement Strategy

Our goal is to engage with you by obtaining your feedback on:

- The student accommodation issues at Terrace Road School and the residential district of Montgomery.

By engage, we mean that we will:

- Keep you and other identified stakeholders informed.
- Listen to and acknowledge concerns.
- Seek your input on possible options for students attending Terrace Road School.
- Be open to feedback regarding any proposed administrative recommendation.

Your input may influence the possible options considered and final implementation plan. However, the final decision on any attendance area changes will be made by the Area I Director in conjunction with the Director of Community Engagement and Operational Planning. Any decisions regarding consideration of closure of programs and/or schools will be made by the Board of Trustees upon a recommendation from the Area I Director and the Director of Community Engagement and Operational Planning. We will also provide you with an opportunity to offer feedback on this engagement process.

Meetings and Communication - Terrace Road School

Date	Meeting/Communication Type	Documents (PDF)
	Community engagement plan	• Community engagement plan
Nov. 3, 2010 14 Attended	School Council meeting with principals and parent representatives to present and discuss student accommodation at Terrace Road School.	• Presentation • Feedback Sheet • Workbook • Feedback
Jan. 10, 2011	Stakeholder meeting to talk with parent representatives regarding the Science Alternative Program Expression of Interest open house	• Flyer
Nov. 9, 2011 22 Attended	Parent Meeting	• Presentation • Feedback
Dec. 5, 2011 82 Signed-in	Open House	• Invitation • Presentation • Questions and answers from Nov. 9 • Transportation information 2011-2012 • Transportation vs. lunchroom fees • Bowcroft fact sheet • Marion Carson fact sheet • Feedback • Feedback options
Jan, 26, 2012 14 Attended	Parent Meeting	• Invitation • Letter to parents

Summary

After administrations review of feedback from stakeholders during the engagement process it was determined that Terrace Road School would use 2 classrooms to accommodate an Early Childhood Development Centre. Enrolment numbers in the regular program kindergarten will be monitored and if by June 15, 2012 numbers are not sufficient to ensure the provision of quality programming, applicants may be redirected to Marion Carson School or another kindergarten of parents' choice for the 2012-2013 school year.

AREA II

Chinese (Mandarin) Bilingual Program Grade 7-9

Project Information

The department of Planning and Transportation Services and the Area II Office has identified the need to examine the accommodation and programming needs of the Chinese (Mandarin) Bilingual Program for Grades 7-9 in Area II, serving Areas I, II and III. Why has this student accommodation issue been identified?

- Current location at Langevin School with the Science Program is challenging
 - Ability to program for Mandarin is difficult
 - Science numbers are high
- A new location that will allow for continued growth is required.

In order to effectively use space and resources for educational programming there is a need to provide:

1. Sustainable Kindergarten to Grade 9 Chinese (Mandarin) Bilingual programming for students north of the Bow River
2. Effective use of space and resources.
 - o For both educational programming and plant operations and maintenance
3. Consideration of effective and efficient transportation and walk zones.

The department of Planning and Transportation Services and the Area II Office is working with school and community stakeholders to address this issue. See below for the community engagement strategy and meeting documents to help you stay informed.

Community Engagement Strategy

Our goal is to involve you by obtaining your feedback on:

- The proposed student accommodation scenario
- The proposed administrative recommendation
- The implementation plan

By involve, we mean that we will:

- Work with you to ensure your concerns and aspirations are directly reflected in the alternatives developed.
- Provide feedback on how your input was used to influence the final decision.

Your input may influence details of the accommodation plan's final implementation. The final decision on any attendance area changes will be made by the Area II Director in conjunction with the System Principal of Planning and Transportation. Any decisions regarding consideration of closure of programs and/or schools will be made by the Board of Trustees upon a recommendation from the Area II Director and the System Principal of Planning and Transportation Services. We will also provide you with an opportunity to offer feedback on this engagement process.

Meetings and Communication

Date	Meeting/Communication Type	Documents (PDF)
	Community engagement plan	• Community engagement plan
Sept. 22, 2011	Mandarin Parent Meeting - Highwood School	
Nov. 17, 2011	Mandarin Parent Meeting - Langevin School	• Notes
Dec. 8, 2011	Open House - Langevin School	• Invitation • Presentation • Colonel Irvine fact sheet • Transportation information • Feedback
Dec. 22, 2011	Recommendation Letter	• Recommendation Letter, Dec. 22

Summary

As result of a motion made by the Board of Trustees on Tuesday, April 3, 2012, the Grade 7-9 Chinese (Mandarin) Bilingual Program will be relocated commencing fall 2012 to Colonel Irvine School.

AREA II

Senator Patrick Burns School

Project Information

With the continued interest and strong enrolment in the Spanish Bilingual Program in Areas I and II there is a need to ensure there is a long term/sustainable plan to accommodate these students for Grade 5 to Grade 9. Senator Patrick Burns School also has a regular program and a National Sports Academy partnership. The National Sport Academy would like to be able to grow their membership at a location that is in close proximity to a variety of sport facilities.

The Department of Planning and Transportation Services and the Area II Office is working with school and community stakeholders to address this issue. See below for the community engagement plan and meeting documents to help you stay informed.

Community Engagement Strategy

Our goal is to “Involve” stakeholders, by working directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered. By involve we mean that we will ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how stakeholder input influenced the decision.

Your input may influence the possible options considered and final implementation plan. However, the final decision on any attendance area changes will be made by the Area Director in conjunction with Planning and Transportation Services. Any decisions regarding consideration of closure of programs and/or schools will be made by the Board of Trustees upon a recommendation from the Area Director and Planning and Transportation Services.

Meetings and Communication

Date	Meeting/Communication Type	Documents (PDF)
	Community engagement plan	• Community engagement plan
Mar. 13 & 14 75 signed-in	Parent meetings Regular Program, NSA, Spanish.	• Presentation • Regular program parent meeting • NSA program parent meeting • Spanish program parent meeting • Questions and answers
Apr. 10 & 11 95 signed-in	Parent meetings Dalhousie, Collingwood, Capitol Hill, Dr. E.W. Coffin	• Presentation • Collingwood values and principles • Regular elementary values and principles • Dalhousie values and principles

Summary

The Area II Office and the department of Planning and Transportation Services held six parent meetings with over 170 stakeholders. Feedback collected from these stakeholders will be used by administration to develop alternatives for the programs currently accommodated at Senator Patrick Burns School. This engagement process will continue into the 2012-2013 school year.

AREA III

Marlborough Park Schools

Project Information

The department of Planning and Transportation Services has identified the need to address student enrolment in the residential district of Marlborough Park in Area III.

Why has this student accommodation issue been identified?

- Declining enrolment in regular Grade K-9 program
- Programming, resourcing and organizing for student learning is challenging when student numbers are low.

In order to effectively use space and resources for both educational programming and plant operations and maintenance, there is a need to provide:

- Sustainable regular programming for students in Grades K-9 from the residential district of Marlborough Park
- Effective use of space and resources
- For both educational programming and plant operations & maintenance

The department of Planning and Transportation Services is working with school and community stakeholders to address this issue. See below for the community engagement strategy and meeting documents to help you stay informed.

Community Engagement Strategy

Our goal is to involve you by obtaining your feedback to develop possible scenarios to address this accommodation challenge and implementation of any recommendation.

By involve, we mean that we will:

- Seek your input on the development of possible options for students in the residential district of Marlborough Park.
- Keep you and other identified stakeholders informed.
- Listen to and acknowledge concerns.
- Be open to feedback regarding the proposed administrative recommendation.

Your input may influence the possible options considered and final implementation plan. However, the final decision on any attendance area changes will be made by the Area III director in conjunction with the director of Planning and Transportation Services. Any decisions regarding consideration of closure of programs and/or schools will be made by the Board of Trustees upon a recommendation from the Area III director and the director of Planning and Transportation Services. We will also provide you with an opportunity to offer feedback on this engagement process.

Meetings and Communication

Date	Meeting/Communication Type	Documents (PDF)
	Community engagement plan	• Community engagement plan
Oct. 20, 2011 41 signed-in	Meeting with principals, and parents of identified schools to present issue and seek input on possibilities.	• Presentation Online survey link in PowerPoint presentation • Feedback • Questions and answers
Nov. 8, 2011 21 applied 13 invited 7 attended	Focus Group Meeting to review possibilities and plan for open house	• Presentation • Feedback • Questions
Nov. 23, 2011 37 signed-in	Open House	• Invitation
Dec. 7, 2011 21 attended	Follow-up Meeting	• Invitation • Presentation • Questions and answers from Nov. 23 • Feedback from Nov. 23 • Presentation Dec. 7 • Parent feedback Dec. 7
Dec. 15, 2011	Recommendation Letter	• Recommendation Letter, Dec. 15

Summary

After the engagement process administration recommended the closure of Roland Michener School and grade configuration changes at Cappy Smart School and Dr. Gladys M. Egbert School. At the March 20, 2012 meeting the Board of Trustees made the decision not to close the kindergarten to grade 6 regular program at Roland Michener School.

AREA III

Saddle Ridge School Information Meeting

Students in Saddle Ridge School were designated to Marlborough School 2001-2009. Saddle Ridge School opened in 2010 and currently accommodates Kindergarten to Grade 3 with Grades 4-6 designated to Marlborough School and Grades 7-9 designated to Bob Edwards School. Saddle Ridge School is projected to be over capacity in 2013. There is an opportunity to designate all Grades 4-9 students to one school for fall 2012.

The Area III Office and the department of Planning and Transportation Services presented the following information to parents on November 28, 2011:

- [invitation](#)
- [PowerPoint](#)
- [designation notice and Q&As](#)
- [feedback](#)

Summary

79 parents attended an information session to learn about a new designation for students in the Saddle Ridge community. The presentation was translated for parents in both Urdu and Punjabi. Parents were also able to give feedback regarding the designation. The feedback received was used to develop questions and answers that were attached to the designation letter and helped to provide clarity to the change.

AREA III

Taradale and Coral Springs Information Meeting

With the opening of the new middle school in Taradale there is a need to determine the grade configurations at both Taradale School, currently grades Kindergarten to Grade 6, and the new middle school (yet to be named). When the new middle school was originally approved for construction in 2007 the population of the communities of Taradale and Coral Springs were combined as part of the criteria for receiving a new middle school. In the past four years the population of Taradale has significantly exceeded projections.

The Area III office and the department of Planning and Transportation Services presented this PowerPoint to parents on Thursday, October 6, 2011.

- [Taradale](#)
- [Coral Springs](#)

The 90 parents that attended these meetings were gave their feedback on proposed scenarios in person or via an online survey. The feedback is below:

- [Feedback, October 6, 2011](#)

Taradale Parent Meeting

- Tuesday, November 29, 2011
- 6:30 – 8:00 p.m.
- Taradale School – 170 Taravista Drive NE
- [Invitation](#) (PDF)
- [Presentation](#) (PDF)

- [Feedback](#) (PDF)
- [Designation Notice](#) (PDF)

Summary

Based on the feedback received from over 90 parents at the October 6, 2011 meeting the grade configuration and designation changes were made. Parents were invited to an additional meeting on November 29th, 2012 to hear about the changes and ask questions of the Area III Office and the department of Planning and Transportation. The presentation was translated for parents in both Urdu and Punjabi. Parents were also asked for their thoughts on what is needed for a smooth transition for this new designation.