

# public agenda

## Regular Board Meeting

May 28, 2013

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.	<b>1   Call to Order, National Anthem and Welcome</b>			
	<b>2   Consideration/Approval of Agenda</b>		GC-2	
10 mins	<b>3   Awards and Recognitions</b>		GC-3	
	3.1 Lighthouse Award	M. Levy		
	<b>4   Results Focus</b>			
15 mins	4.1 School Presentation – Evergreen School	S. Smith	R-4	
	<b>5   Operational Expectations</b>			
20 mins	5.1 OE-5: Financial Planning – Annual Monitoring	N. Johnson	OE-5	Page 5-1
	<b>6   Public Comment <a href="#">[PDF]</a></b>		GC-3.2	
Max 15 mins	Requirements as outlined in Board Meeting Procedures			
	<b>7   Matters Reserved for Board Action</b>	Board	GC-3.10	
15 mins	7.1 CBE Funding of EducationMatters	N. Johnson	OE-5	Page 7-58
40 mins	7.2 2013-14 Operating Budget	N. Johnson	OE-5	Page 7-1
20 mins	7.3 2013-14 Capital Budget	N. Johnson	OE-5	Page 7-39
20 mins	7.4 Three-Year School Capital Plan, 2014-2017	F. Coppinger	OE-8, 9, 12	Page 7-49



Time	Topic	Who	Policy Ref	Attachment
	<b>8   Board Consent Agenda</b>	Board	GC-2.6	
	8.1 Approval of Minutes <ul style="list-style-type: none"> <li>Regular Meeting held May 21, 2013 (<i>THAT the Board approves the minutes of the Regular Meeting held May 21, 2013, as submitted.</i>)</li> </ul>			Page 8-15
	8.2 Correspondence ( <i>THAT the Board receives the correspondence for information and for the record.</i> )		OE-8	Page 8-1
	8.3 EducationMatters Financial Report ( <i>THAT the Board receives the financial report for information and for the record.</i> )		GC-3	Page 8-4
	<b>9   Chief Superintendent Consent Agenda</b>	Board	GC-2.6	
	9.1 Chief Superintendent Update ( <i>THAT the Board receives the update for information.</i> )		OE-8	Page 9-1
	9.2 Locally Developed Courses ( <i>THAT the Board approves newly developed, newly acquired and adapted, re-acquired, renewed, and withdrawn locally developed courses and resources, as submitted in the report.</i> )		R-2	Page 9-8
	9.3 OE-5: Financial Planning – Reasonable Interpretation ( <i>THAT the Board approves the updated reasonable interpretation.</i> )		OE-5	Page 9-24
	9.4 Over Flow Lottery Process ( <i>THAT the Board receives the report for information.</i> )		OE-9, OE-10, OE-11	Page 9-18
	<b>10   In-Camera Issues</b>			
6:00 p.m.	<b>11   Adjournment</b>			
	<b>Debrief</b>	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](mailto:corpsec@cbe.ab.ca)





operational  
expectations  
monitoring report

## OE-5: FINANCIAL PLANNING

### CHIEF SUPERINTENDENT CERTIFICATION

May 28, 2013

With respect to Operational Expectations 5: Financial Planning, the Chief Superintendent certifies that the proceeding information is accurate and complete, and is:

- ☒ In Compliance
- ☐ In Compliance with exceptions as noted in the evidence
- ☐ Not in Compliance

Signed: *M. Johnson*  
Chief Superintendent

Date: May 28, 2013

### BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 5: Financial Planning, the Board of Trustees:

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

### Summary statement/motion of the Board of Trustees:

Signed: \_\_\_\_\_  
Chair, Board of Trustees

Date: \_\_\_\_\_



## OE-5: FINANCIAL PLANNING

The Chief Superintendent shall develop and maintain a multi-year financial plan that is related directly to the Board's Results priorities and Operational Expectations goals, and that avoids long-term fiscal jeopardy to the organization.

## Board-approved Interpretation |

- The Chief Superintendent interprets *multi-year* to mean a three-year period rolling in synchronization with the Three-Year Education Plan. This multi-year financial plan includes both the operating and capital Budgets.
- The Chief Superintendent interprets *develop and maintain* to mean that the multi-year financial plan will be presented and approved by May 31 of each year.
- The Chief Superintendent interprets *directly related to the Board's Results priorities* to mean in accordance with the Three-Year Education Plan, which is the strategy designed to achieve the Board's Results priorities and Operational Expectation goals. Furthermore, the format will include comparative numbers for the previous year and the forecasted budgets for the ensuing two years.
- The Chief Superintendent interprets *directly related to the Board's Operational Expectations goals* to mean that the processes used in financial planning are conducted, and the format and content of the financial planning document are developed, in compliance with the requirements of Operational Expectations.
- The Chief Superintendent interprets *avoids long-term fiscal jeopardy to the organization* as referring to the ultimate financial decisions reflected in the financial plan. Fiscal jeopardy refers to the ongoing ability of the organization to meet its fiscal obligations. While the organization must produce a balanced budget in accordance with the *School Act*, this in itself does not demonstrate avoidance of fiscal jeopardy as it reflects the financial position at a single point in time.

The Chief Superintendent interprets guarding against fiscal jeopardy while balancing the budget to mean that financial decisions will:

1. Only contemplate a temporary structural deficit if there is a clear, prudent financial plan to eliminate it;
2. Address any structural deficits over an identified time frame appropriate to the circumstances, but usually within a three-year period;



3. Strive to develop and maintain an operating reserve base equal to 1% of jurisdiction revenues, whenever possible; and
4. Be based on acceptable levels of risk, in accordance with the organization's definition of risk tolerance.

**The Chief Superintendent will develop a budget that:**

5.1 Is in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the Results priorities and any Operational Expectations goals for the year.	Compliant
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**Board-approved Interpretation |**

The Chief Superintendent interprets *summary format understandable to the Board* to be the format required by Alberta Education.

The Chief Superintendent interprets *Board understands the relationship between the budget and Results priorities and any Operational Expectations goals for the year* to mean that at the outset of the budget building process, the Board will be presented with a Budget Assumptions Report that demonstrates the linkages.

**Board-approved Indicators of Compliance |**

1. A Budget Assumptions Report that reflects the above interpretation.
2. A Budget Document that reflects the above interpretation.

Two documents are named in the indicators for OE-5: a Budget Assumptions Report and a Budget Document.

The Calgary Board of Education Operating and Capital Budget Assumptions report was presented to the Board of Trustees on April 16, 2013. An attachment to the April 16 report was named "CBE Operating and Capital Budget Assumptions for 2013-14 to 2015-16." This attachment is included in the OE-5 monitoring report as Attachment I and is referred to as the Budget Assumptions Report.

The Budget Document named in the indicators is the Operating Budget for 2013-14 and beyond, as submitted on May 28, 2013, the same day as this monitoring report. As such the budget report is not reproduced here as an attachment. Evidence in this monitoring report will point to specific pages in the budget report. The budget report as a whole is referred to as the Budget Document.



## Evidence of Compliance |

1. Strategies to allocate resources in 2013-14 are shown in the attached Budget Assumptions Report on pages 9 to 15 are derived from the Three-Year Education Plan 2012-2015. The Three-Year Education Plan and resulting strategic actions are purposefully designed to align with and support the Board's Results priorities and Operational Expectations goals. The budget strategies are explicitly aimed at dedicating the maximum possible resources to optimize learning for students in classrooms. By applying this overall strategy we ensure that the budget supports the Three-Year Education Plan. The delineation of specific budget strategies also provides the Board of Trustees with a clear understanding of the relationship between the overall allocation decisions made within the budget and its Results priorities.
2. The Three-Year Financial Plan presented on page 10 of the Budget Document is in the format required by Alberta Education. Detailed mitigation strategies to balance the budget in 2014-15 and 2015-16 are not provided due to the level of uncertainty of provincial funding.

5.2 Credibly describes revenues and expenditures	Compliant
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## Board-approved Interpretation |

The Chief Superintendent interprets that *revenues and expenditures are credibly described* when they summarize revenue by major funding source and expenditure by spending categories typically used in financial statements prepared in accordance with generally accepted accounting principles.

The Chief Superintendent interprets *credible description* to mean the format required by Alberta Education, supplemented by a glossary of terms and explanatory notes.

## Board-approved Indicator of Compliance |

A Budget Document that reflects the above interpretation.

## Evidence of Compliance |

Pages 3 and 11 to 14 of the Budget Document describe revenue by major funding source and pages 3 and 15 to 16 of the Budget Document describe expenditure by spending categories typically used in financial statements prepared in accordance with generally accepted accounting principles, and in the format required by Alberta Education.

Revenue and expenditures are also described as a percentage of total and in terms of the variance from the 2012-13 budget.

A glossary of terms and explanatory notes is found on page 22 and 23 of the Budget Document.

5.3 Shows the amount spent in each budget category for the most recently completed fiscal year, the amount budgeted for the current fiscal year, and the amount budgeted for the next fiscal year.	Compliant
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#### Board-approved Interpretation |

The Chief Superintendent interprets *budget category* to mirror the revenue and expenditure categories.

The Chief Superintendent interprets the requested disclosure to be three fiscal years, being the previous fiscal year actuals, the current fiscal year budget, and the next fiscal year (being the year for which budget approval is required).

In addition, to comply with the overall requirement to present a *multi-year budget*, in accordance with the Chief Superintendent's interpretation, the presentation will include (for information purposes only) the planned amounts for two subsequent years.

#### Board-approved Indicators of Compliance |

A Budget Document that reflects the above interpretation.

#### Evidence of Compliance |

Page 10 of the Budget Document presents the Three-Year Financial Plan for the period 2013-14 to 2015-16 with comparatives for 2011-12 and 2012-13 in the format required by Alberta Education, in accordance with the approved reasonable interpretation.

5.4 Discloses budget-planning assumptions	Compliant
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#### Board-approved Interpretation |

The Chief Superintendent interprets the *budget-planning assumptions* to include:

- financial, economic and other relevant factors where uncertainty exists; and
- resource allocation strategies.

The Chief Superintendent interprets that the *disclosure of budget planning assumptions* shall be a separate document, containing both a description of the assumption and the intended budget impact. Presentation of this document to the

Board of Trustees will take place in advance of the presentation of the resulting budget.

To demonstrate that the ultimate budget document reflects the planned assumptions, the statistics and impacts from the Budget Assumptions Report will be re-calculated using the final budget figures and included with the Budget Document presented to the Board.

Disclosure of assumptions shall be based on materiality of impact. For the purposes of disclosure, the Chief Superintendent interprets *material impact* to be either:

- any assumption having an impact greater than one per cent of the budget; and
- any assumption that is pivotal to the delivery of the Three-Year Education Plan.

By necessity, the level of detail of the assumptions and the confidence in the estimated impacts will be greater for the current year budget being approved than for the ensuing two years provided for information only. These future years will be modified and adjusted in each ensuing year to respond to unforeseen and changing circumstances and formal budget approval by the Board for those years will occur annually.

#### Board-approved Indicators of Compliance |

1. A Budget Assumptions Report that reflects the above interpretation.
2. Recalculation of the statistics and impacts from the report on assumptions, using the final budget figures.

#### Evidence of Compliance |

1. The Budget Assumptions Report provides the following information as required by the above interpretation:
  - Financial, economic and other relevant factors where uncertainty exists are disclosed in the attached Budget Assumption Report on page 8 for the Operating Budget and page 14 for the Capital Budget.
  - Resource allocation strategies are disclosed in the attached Budget Assumption Report on pages 9 to 13 for the Operating Budget and page 15 for the Capital Budget.

All assumptions having an impact greater than one per cent of the budget and all assumptions pivotal to the delivery of the Interim Three-Year Education Plan have been disclosed in the attached Budget Assumptions Report on the above noted pages.

2. Recalculated statistics and impacts from the Budget Assumptions Report, using the final budget figures, are provided commencing on pages 7 and 8 of the Budget Document.





3. Detailed mitigation strategies to balance the budget in 2014-15 and 2015-16 are not provided due to the level of uncertainty of provincial funding. The CBE has significant variable costs which can be reduced, eliminated or deferred to bring future budgets into balance. While the Three-Year Financial Plan on page 10 of the Budget Report shows deficits in 2014-15 and 2015-16, these deficits represent the additional revenue and/or cost reductions needed to balance the budget in the future and are not plans to overspend in future years.

5.5 Plans for fiscal soundness in future years.	Compliant
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#### Board-approved Interpretation |

The Chief Superintendent interprets *fiscal soundness in future years* to mean **ongoing** ability to meet financial obligations.

The Chief Superintendent interprets *plans for* to mean that financial decisions are made in accordance with the previous interpretation of "guarding against fiscal jeopardy while balancing the budget".

#### Board-approved Indicators of Compliance |

A Budget Assumptions Report that reflects the above interpretation.

#### Evidence of Compliance |

The following strategies in the attached Budget Assumptions Report ensure that the budget developed allows the Calgary Board of Education to meet its ongoing financial obligations:

- Operational initiatives within service units to improve productivity, reduce work that is of a lower value, and leverage strategic procurement will result in achieving efficiencies while maintaining services and quality.
- Reduced capital spending as a *temporary* measure to maximize resources to optimize learning for students in classrooms and smooth the impact of eliminating the structure deficit. Resources within the Capital Budget are still allocated to the CBE's top priorities; e.g. payments for energy retrofit projects.

Detailed mitigation strategies to balance the budget in 2014-15 and 2015-16 are not provided due to the level of uncertainty of provincial funding. The CBE has significant variable costs which can be reduced, eliminated or deferred to bring future budgets into balance. While the Three-Year Financial Plan on page 10 of the Budget Report shows deficits in 2014-15 and 2015-16, these deficits represent the additional revenue and/or cost reductions needed to balance the budget in the future and are not plans to overspend in future years.



5.6 Reflects anticipated changes in employee compensation, including inflationary adjustments, step increases, performance increase and benefits.	Compliant
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#### Board-approved Interpretation |

The Chief Superintendent interprets that the financial plan will *reflect anticipated changes in employee compensation, including inflationary adjustments, step increases, performance increases and benefits* by including these estimated changes in the projections for salaries and benefits expenses in each of the three years presented in the financial plan.

#### Board-approved Indicators of Compliance |

A Budget Assumptions Report that reflects the above interpretation.

#### Evidence of Compliance |

Estimated changes in the projections for salaries and benefits expenses are incorporated into the budget assumption on page 8 of the Budget Assumptions Report. These assumptions are reflected in each of the three years provided in the Three-Year Financial Plan on page 10 of the Budget Document.

5.7 Includes amounts determined by the Board to be necessary for the Board to effectively and efficiently perform its governing responsibilities	Compliant
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#### Board-approved Interpretation |

The Chief Superintendent interprets *amounts determined by the Board to be necessary for the Board to effectively and efficiently perform its governing responsibilities* to be the Office of the Trustees' budget allocation.

#### Board-approved Indicators of Compliance |

Board approval of the Office of the Trustees' budget allocation.

#### Evidence of Compliance |

At the meeting on April 23, 2013, the Board of Trustees approved the Office of the Trustees' budget allocation for 2013-2014.



**The Chief Superintendent may not develop a budget that:**

5.8 Plans for the expenditure in any fiscal year of more funds than are conservatively projected to be available during the year.	Compliant
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**Board-approved Interpretation |**

The Chief Superintendent interprets *conservatively projected to be available* to mean that:

- the source of the funding can be specifically identified; and
- the timing for receipt and amount of funding can both be reasonably estimated.

Reasonably estimated means our level of confidence in our projections is:

- high; or
- if moderate, is acceptable given potential alternative actions.

Levels of confidence are defined in the context of the organization's risk tolerance.

**Board-approved Indicators of Compliance |**

1. A Budget Assumptions Report that reflects the above interpretation.
2. A Budget Document that reflects the above interpretation.

**Evidence of Compliance |**

Over 92% of Calgary Board of Education funding is derived from Provincial grants. Revenue projections are based on the Alberta Education Funding Manual, and CBE student projections, which have been extremely reliable on a system-wide basis. Remaining revenues have been budgeted conservatively, as described in the attached Budget Assumptions Report on page 18.

On page 10 of the Budget Document, the Three Year Financial Plan reflects expenses in excess of revenue for 2014-15 to 2015-16. These deficits represent the additional revenue and/or cost reductions needed to balance the budget in the future and are not plans to overspend in future years. Detailed mitigation strategies to balance the budget in 2014-15 and 2015-16 are not provided due to the level of uncertainty of provincial funding.



**ATTACHMENT I: CBE Operating and Capital Budget Assumptions for 2013-14 to 2015-16**

**GLOSSARY – Developed by the Board of Trustees**

**Board:** The Board of Trustees

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

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

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

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

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



## report

## CBE Operating and Capital Budget Assumptions for 2013-14 to 2015-16

### Introduction

April 16, 2013

The negative impact of the provincial budget announced on March 7 will be felt by CBE students, parents and guardians in 2013-14 and beyond.

#### Attachment

The provincial budget provided funding that is flat from one year to the next. Unfortunately, flat funding means we fall short. Inflation, grid movement, negotiated increases for unionized employees—and even enrolment—combine to increase costs for the system. In a world where prices go up, having the same dollars a year later means buying power is reduced.

For example, about half of CBE teachers are eligible for grid movement; time-based increases in salary. Grid movement for teachers will increase costs for the CBE by about \$10 million in 2012-13 and 2013-14. Add to that the grid movement, negotiated increases for employees represented by the Canadian Union of Public Employees and the Staff Association and other salary increases, and the total increase in salaries and benefits is about \$17.8 million for 2013-14.

The budget assumption report is the first glimpse into how CBE administration proposes to optimize student learning and maximize funding directed to classrooms while balancing the budget. In a year when funding is flat and costs are increasing, it is an enormous challenge.

### Values guide our approach

Experience has taught us that budgets are less about numbers than values. The choices we make with the funding we are provided communicate what we hold most dear as a public education system.

Administration's approach to the operating budget is guided by the following values.

- Minimizing the impact on students and parents remains a top priority.
- We will focus our resources on achieving the vision as articulated in the Results Statements, the Three-Year Education Plan, and Inspiring Education.
- We will continue to build on innovation already in progress.
- We will continue to advance the learning agenda. We are committed to the best possible learning for our students today while continuing to move our practice forward.

While we keep these values foremost in our minds, the process of building the 2013-14 operating budget revealed that it is impossible to maintain the level of service in many areas of the organization. We have kept students first by making cuts everywhere else first.

As this report will show, this approach has a huge impact on services and programs delivered by administration.

## Implications of the recent provincial budget

### Implication for policy compliance

The CBE's operational expectation for financial planning (OE-5) requires a rolling three-year funding model. Based on the government revenue data provided for the fiscal period 2013-14 to 2015-16, the CBE complies with OE-5 by providing a three-year projection of revenue and expense. Detailed mitigation strategies to balance the budget in 2014-15 and 2015-16 are not provided due to the level of uncertainty of provincial funding.

### Provincial funding change affects plan to eliminate structural deficit<sup>1</sup>

A year ago the province committed to increase funding for school districts by two per cent for each of 2013-14 and 2014-15. The actual budget for 2013-14 did not follow this plan. In addition to the negative impact on students, the loss of this funding will affect the CBE's ability to eliminate our structural deficit as originally planned in our 2012-13 budget.

### Cap on administration and governance costs

The provincial budget made a significant change to the amount of the operating budget that can be spent on administration and board governance. For 2013-14, the maximum is reduced to 3.6 per cent from four per cent. This change has several consequences for the CBE.

In 2012-13, administration only represents 3.4 per cent of the CBE's total operating cost, enabling the equivalent of 0.6 per cent (about \$7 million) to be directed to classrooms in the current year.

For 2013-14, the province is reducing CBE revenue by the equivalent of 10 per cent of the current maximum allowed for administration. We estimate this represents a \$4.6 million revenue claw-back.

Moreover, while revenue for administration decreases, costs are rising. This creates the need for additional cuts to be within the new admin-spending limit set by the government.

The budget assumptions report will show that the full \$4.6 million claw-back will be taken out of administration—as expected by the provincial government. This does not fully reflect the year-over-over cuts that are required to meet the government's expectation.

The full impact on administration is detailed later in this report.

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<sup>1</sup> A structural deficit results from the use of one-time funds to support ongoing expenditures. The CBE structural deficit in 2013-14 results from the use of unrestricted reserves.



### **Uncontrollable costs increasing**

While funding remains flat year over year, in addition to the administrative claw-back, there are costs that will increase and that cannot be controlled by the CBE. These include, but are not limited to:

- negotiated salary increases for unionized employees;
- grid movement for unionized employees;
- inflation; and
- projected enrolment growth.

Salaries for some employees represented by collective agreements will increase effective Sept. 1, 2013. CBE employees in the Canadian Union of Public Employees (CUPE) and the Staff Association will increase by 2.5 per cent.

In addition, if the tripartite framework proposed in March by the government and the Alberta Teachers' Association comes into effect, there will be increases to teacher salaries. Although the proposed agreement claims there are no increases for the first three years, for the CBE (and 28 other Alberta school districts) there would be increases effective Sept. 1, 2014.

The proposed agreement also includes a two-per-cent increase effective Sept. 1, 2015 and a lump-sum payment equal to one per cent of salary for all teachers in the fourth year of the agreement. The fourth year of the agreement is the third year of this budget assumptions report.

The proposed framework is now accompanied by a "draft comfort letter" provided to the Alberta School Boards Association. The letter "commits to providing continuous funding" for the salary grid increase, the "narrowing of the gap" (0.41 per cent for the CBE) and the one-per-cent lump sum. In these economic times, there is little comfort from a commitment that cannot practically be guaranteed.

### **Specific Funding Changes**

The provincial budget for 2013-14 includes many funding changes. There are increases for enrolment; k-3 class-size funding; and inclusive education. These increases were almost completely offset by specific funding decreases.

A detailed summary of the estimated budget impact is included in Appendix A.<sup>2</sup> The following specific funding changes are highlighted to provide context for decisions to maintain programs in spite of the elimination or reduction in funding.

- The provincial budget cut the funding term for English Language Learning (ELL) to five from seven years. This \$5.3 million reduction affects about 19 per cent of the CBE's ELL students.
- The province eliminated the fuel contingency fund for the 2013-14 school year. If the funding continued, it would have meant \$2.3 million for CBE transportation service. Without the funding, there is a larger gap between service cost and funding that would normally be closed by student transportation fees.

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<sup>2</sup> Appendix A is the same information communicated to employees, parents and the whole CBE community on March 12, 2013.

- The provincial funding for Plant, Operations and Maintenance has historically provided additional funding to support children with severe disabilities by weighting funding for these students at three times the rate for other children. This weighting has been eliminated.

## Overall outcomes and consequences

Based on our values and given the provincial revenue reductions, administration's overall intended outcomes with these budget assumptions are:

- Reserves and one-time funding sources will be used to balance the 2013-14 budget—the legacy of which will be a continued structural deficit for 2014-15. All currently available reserves will be depleted in 2013-14.
- The RAM-rate increase across the system will be two per cent. This year the RAM distribution will be weighted to ensure that current average k-3 class size is maintained.
- As requested by Alberta Education, our administration block has been reduced by \$4.6 million from our 2012-13 budget. This means that the portion of the entire operating budget spent on Administration will effectively be reduced to three per cent—well under the 3.6-per-cent cap. This reduction is explained in detail in the section of this report called “Strategies to Deliver a Balanced Budget.”

The commitment to maximize funding for classrooms has a significant impact on administrative services. These difficult budget realities will be felt system-wide.

Despite the deep cuts to Administration that enabled RAM allocation to rise two per cent, schools will have *2.1 per cent less funding than they need*. As mentioned above, this is further explained later in the report.

Additional detail about the impacts of these strategies is also provided in Appendix B.

At this point in the budget process, these are high-level estimates of what we intend to achieve. Building the actual operating and capital budgets will confirm these “directional” estimates with greater certainty.

By way of overall consequences, it is helpful to keep these facts in mind.

- There will be no operating reserves available beyond 2013-14. Any reserve balances at the end of budget years will only reflect restricted reserves. This means the reserves are earmarked for specific purposes. These reserves represent \$18 million—1.5 per cent of CBE projected 2013-14 revenue (funding).
- After balancing the 2012-13 transportation budget, the entire remaining transportation reserve will be applied to keep student transportation fees at 12-13 rates for another year. Any remaining funding required to freeze current rates will be funded from the global budget.



## Information included in this report

As we move from context to the actual budget assumptions, it is important to keep in mind the report contains three types of information:

- **program and service-delivery decisions** made *as a direct result* of the recent provincial budget and *because*, as a system, we believe the decisions align our resources to what is best for student learning and/or our school community;
- **financial and economic *uncertainties*** expected to affect the budget. For the operating budget, these include factors like inflation and general wage increases; and
- **strategies** to deliver a balanced budget with the greatest possible benefit for student success.

By definition, uncertainties cannot be fully controlled—by anyone. By contrast, strategies are deliberate approaches and decisions proposed by the CBE Administration to achieve one overriding imperative: Dedicate the maximum possible resources to optimize learning for students.

By bringing forward this budget assumptions report, Administration seeks to engage the Board of Trustees in a robust discussion about how we best use public funds for public education. The Board of Trustees has an opportunity to provide strategic guidance early in the budget-building process. With clear direction, Administration will build operating and capital budgets that align with expectations of the Board of Trustees for its final consideration in May.





## Program and service-delivery decisions

The CBE will **continue to allocate resources**—both to schools and for associated central learning supports—by way of the following strategies:

- continue to advance the objectives of *Inspiring Education*, with initiatives such as Iris and High School Flexibility and Success;
- continue programs and supports to meet the needs of students who are English language learners<sup>3</sup> at an approximate cost of \$24 million, in spite of provincial funding reductions to these supports estimated at \$5.3 million;
- maintain 2012-13 transportation fee rates in spite of reduced provincial funding for transportation costs;
- generally maintain noon supervision fees. These are expected to change slightly (either increase or decrease, depending on the program [4 days; 5 days; 4/5 days] based on actual cost experience from 2012-13;
- continue the graduated noon supervision fee plan<sup>4</sup> for students who also ride the bus;
- maintain instructional supplies and materials (ISM) fees at current rates with the exception of slight increases for Chinook Learning, CBe-learn and student parking;
- maintain the kindergarten to Grade 3 current average class size—where class-size funding continues. This should remain below 20 to 1 on average;
- maintain our Plant Maintenance and Operations budget to support school facilities maintenance;
- maintain full-day kindergarten programs in 17 identified schools even though these targeted programs are not funded by the province (the approximate cost is \$2 million);
- continue small-class supports in kindergarten to Grade 3 and high school Career and Technology Strategy (CTS) at an approximate cost of \$47 million;
- maintain First Nations, Métis, and Inuit services and support;
- maintain specialized programs, unique settings and classroom supports at an approximate cost of \$118 million;
- maintain equity supports in identified schools at an approximate cost of \$3 million;

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<sup>3</sup> The CBE prefers to refer to students learning English rather than "English as a Second Language" (ESL) students. In reference to the same students and programs, the government uses the term "ESL" in its funding description.

<sup>4</sup> The 2012-13 noon supervision plan reflects subsidized rates to smooth the introduction of noon supervision fees for bus riders at a graduated rate. See report to the Board of Trustees "Specific Student Fees for 2012-13" dated April 17, 2012 or go to [www.cbe.ab.ca/Parents/Fees.asp](http://www.cbe.ab.ca/Parents/Fees.asp) for more information.



- maintain current five area configuration;
- continue to pursue fund development and partnerships;
- reduce infrastructure maintenance renewal (IMR) projects to reflect provincial funding support decrease of \$3.4 million; and
- eliminate AISI project supports as a consequence of the elimination of provincial funding to these initiatives.



## Operating Budget Assumptions<sup>5</sup> Related to Uncertainties

Compensation Changes	All anticipated changes in employee compensation have been included based on current information. Anticipated changes include: general wage increases, grid increases, performance increases and benefits. At the time of printing, the compensation changes include the financial terms of the proposed agreement between the provincial government and the Alberta Teachers' Association.						
Enrolment	<p>Enrolment projections have been based on the Sept. 30, 2012 actual enrolment of 107,104 and reflect the City of Calgary population changes, market share, and student retention rates (cohort-survival model). Forecasted enrolment figures are:</p> <table><tr><td>▪ 2013-14</td><td>110,376</td></tr><tr><td>▪ 2014-15</td><td>113,612</td></tr><tr><td>▪ 2015-16</td><td>116,650</td></tr></table>	▪ 2013-14	110,376	▪ 2014-15	113,612	▪ 2015-16	116,650
▪ 2013-14	110,376						
▪ 2014-15	113,612						
▪ 2015-16	116,650						
Inflation Rate	The inflation rates used in 2014-15 and 2015-16 budget projections are estimated based on the five-year trend, which averages 1.4 per cent per year in Calgary.						
Contractual Obligations	All known changes in contractual obligations have been included based on current information.						
Investment Income	<p>Investment income is expected to remain constant for 2013-14 based on the following:</p> <ul style="list-style-type: none"><li>▪ cash flow levels are projected to remain the same;</li><li>▪ short-term interest rates are expected to remain at current levels, according to the Bank of Canada; and</li><li>▪ long-term investment returns are expected to remain constant.</li></ul>						
Legislative and Regulatory Framework	The <i>Education Act</i> was passed in December 2012. This new legislation may affect the budget in 2014 and beyond in areas such increased age of funded students and residency requirements. Understanding the full financial impact depends on the regulations that will support the new <i>Act</i> . Until the regulations are developed, the financial impact of the legislation cannot be determined fully.						

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<sup>5</sup> A Glossary of Terms is provided in Appendix C.



## Strategies to Deliver a Balanced Budget

Broadly speaking, Administration strategies for the 2013-14 operating budget support three overall thrusts:

1. balancing the budget;
2. adhering to the reduced limit on Administration set by Alberta Education; and
3. maximizing the funding directed to classrooms, as represented by the resource allocation method (RAM).

### Administration Focus

Administration costs often attract significant attention. For 2013-14, the CBE plans to reduce administrative expenses to three per cent from 3.4 per cent of the operating budget. Before presenting the individual strategies, a detailed discussion is warranted, to put this reduction into context.

1. To understand variances in any expenditure, it is important to recognize that a simple year-over-year comparison does not reflect the true impact in an environment of increasing costs, particularly where some of these costs are non-discretionary. For this reason, administration starts its budgeting process with a "status quo" budget which reflects the current year's budget with adjustments for enrolment changes and known identified changes in commitments for the following year.

So, for example, to maintain costs at the current year level (\$0 variance), reductions in *controllable* costs must be made to offset the required increase in costs *over which we have no control*. Consequently, strategies to balance the budget must consider the projected cost increases that cannot be avoided *and* planned savings must be greater than the simple year-over-year change to make up the difference.

For this reason, our estimation of the impact of our strategies, noted in the following section called "Strategies in detail", reflect *the savings required to manage the projected increase in costs*, as opposed to the difference between the costs from year to year, which are reflected in the summary information provided in Appendix B. To aid this analysis, the variance between our "status quo" budget and the planned balanced budget can be summarized in the table below which shows expenses by block.

#### Expense by Block

	(all figures in \$ millions)		Variance	
	Status Quo 2013-14	Budget 2013-14	(\$millions)	%
Instruction: ECS - grade 12	964	931	(33)	(3.4)
Operation & maintenance	146	141	(5)	(3.4)
Transportation	43	43	0	0.0
Board & System Administration	44	35	(9)	(20.5)
External services	27	27	0	0.0
	1,224	1,177	(47)	(3.8)



The previous table reflects the “true” amount the CBE has had to cut costs—\$47 million—to balance the budget for 2013-14. It should also be noted that these cuts would have been even greater had we not applied \$15 million of reserves in meeting the total, actual shortfall for 2013-14 of \$62 million. Applying the same analysis to the RAM allocation included in the Instruction Block, school RAM is actually 2.1 per cent less than “status quo”. This means schools have \$15 million less than they need to manage enrolment growth.

Another way to look at the full impact of the provincial budget reductions is to look at provincial funding per student.

	2012-13	2013-14
Provincial funding per student	\$10,118	\$9,712
Revenue	\$4,300 million	\$4,300 million
Expenditure	\$4,300 million	\$4,300 million

2. The CBE allocates expenditures to the various blocks based on Alberta Education guidelines. These allocations are reviewed periodically to ensure that the current circumstances accurately reflect the guidelines. This year, administration began a thorough review of its allocations. The review will be done and reflected in the detailed operating budget the Board of Trustees will debate May 28. Allocation changes are not reflected in the figures presented in this report.
3. The Administration block, by its very nature, holds much of the organization's fixed costs.<sup>6</sup> This preponderance of “overhead” limits the ability to respond to cost reduction. This is not to say that we accept these costs and their invariable increases as a given. In fact, we continually look for strategies to reduce such costs. It does, however, underscore a need for such reductions to occur over time, rather than within a single year.
4. Finally, we believe that it is important to consider that Alberta Education's calculation of its administration claw-back was based on its stated cap of four per cent—regardless of whether or not a district had already taken action in prior years to reduce its expenditure in this block below the stated cap. Last year our strategies reduced the administration block by \$2.7 million year over year (not including the savings required to manage increased non-discretionary costs referred to in the first point above), reducing our administrative percentage to 3.4 per cent. For CBE Administration, it is imperative that we continually look to ways to reduce administrative costs. Alberta Education's reduced cap *is not* the reason we develop strategies to reduce our expenditures in this area. We are committed to continuous improvement, operational excellence and a lean administration that focuses on maintaining a system committed to supporting the success of students in the classroom in the most cost-effective manner possible.

<sup>6</sup> More than 30 per cent of costs in the administration block are fixed—such as amortization, insurance, licenses and interest. By contrast, merely two per cent of costs in the instruction block are fixed. For the most part, fixed costs cannot be controlled in a short time period.

### Strategies in detail

Administration plans the following **strategies to balance the budget**. The goal is to dedicate the maximum possible resources to optimize learning for students in classrooms.

Strategy	Description	Impact <sup>7</sup>
Redesign and restructure of service delivery and support	Service units are examining ways to improve the delivery and support of student learning, including a network approach; integrating functions to increase the impact and efficiency with a focus on system-wide priorities; leveraging technology; and consolidation of like services. Our aim is to support the transformation required to meet the vision articulated in <i>Inspiring Education</i> , as well as support our strategies to reduce the administrative burden on teachers and principals.	This strategy is expected to deliver savings of \$2.5 million.
Service Units—Operational Excellence Initiatives	<p>Continuing our efforts from last year, service units have identified initiatives to achieve efficiencies while minimizing the impact on services and quality. For example:</p> <ol style="list-style-type: none"> <li>1. finding ways to improve productivity without making additional demands on existing resources—this means working smarter;</li> <li>2. accepting the challenge of determining work we can stop because it does not add sufficient value at this time;</li> <li>3. improving processes that maximize revenue;</li> <li>4. improving space utilization to maximize revenue;</li> <li>5. saving money for the system by better leveraging strategic procurement and sourcing; and</li> <li>6. identifying cost savings (for example, energy conservation).</li> </ol> <p>A number of these initiatives require several years to fully reap the anticipated savings—especially where benefits are achieved by introducing systems to replace manual processes.</p>	<p>Anticipated 2013-14 savings are \$12 million.</p> <p>In 2013-14 the expenditure decrease will generally occur in salaries and benefits, utilities and contracts, supplies and services.</p>

<sup>7</sup> At this point in the budget process, these are high-level estimates of what we intend to achieve. Building the actual operating and capital budgets will confirm these "directional" estimates with greater certainty. Due to the level of uncertainty with respect to future provincial funding, mitigation strategies are only identified annually.

Delaying capital investments	<p>To balance the budget, we can free up funds by temporarily delaying the spending on non-urgent board-funded capital, such as equipment and technology—which are funded through the application of amortization expense.</p> <p>By definition, board-funded capital excludes school facilities.</p>	<p>We estimate the 2013-14 benefit will be \$6 million.</p> <p>This initiative will not impair our long-term board-funded capital investment nor will this temporary diversion of funding create fiscal jeopardy.</p>
Elimination of AISI funding	Alberta Education eliminated the \$7.3 million in funding for this initiative.	Loss of \$7.3 million funding eliminates all AISI positions.
Reduction in IMR funding	Our lowest priority IMR projects planned for 2013-14 will be delayed.	Projects totalling \$3.4 million will be delayed.
Reduce administrative burden on teachers and principals	<p>Through the evaluation of current administrative requirements, leveraging technology and the provision of supports, we intend to relieve teachers and principals of tasks and/or find more time-efficient means of completing necessary tasks.</p> <p>Efforts to address teacher work load issues are already underway and are led by Administration and the ATA.</p>	While this strategy may not yield funds to assist in balancing the budget, it will effectively free up time that can be redirected to instruction and learning leadership.
Executive Team Salary Freeze	There will be no increases to executive team salaries in 2013-14.	There is no cost savings to this strategy as exempt salary increases are performance based and not automatic. The strategy provides for the avoidance of a potential \$80,000 increase in costs.
Use of Reserves	<p>We anticipate that our use of unrestricted reserves in the current fiscal year will be lower than budget, as a result of gapping tied to unfilled positions and as a result of cost savings identified to assist with the 2013-14 mitigation of provincial funding reductions. These reserves will be available to help balance the 2013-14 budget.</p> <p>We plan to deplete all available operating reserves to assist with balancing the budget. This includes requesting that the Board of Trustees allow for the use of the Continuing Education Stabilization Fund, previously designated for the sole use of Chinook Learning Services.</p>	<p>The use of reserves and one-time funding creates a structural deficit in 2014-15.</p> <p>We anticipate using all unrestricted reserves available at Aug. 31, 2013. This includes the costs savings anticipated in 2012-13, the transportation reserve as well as the proportionate use of the operating lease reserve. This strategy will utilize all available reserves in 2013-14.</p> <p>The only remaining operating reserves—totalling \$18 million—are those reserves restricted by the Board of Trustees for specific purposes and a non-cash reserve for unrealized investment gains and losses.</p> <p>We do not believe this represents “long-term fiscal jeopardy to the organization”. It reflects direction from</p>

		Alberta Education to use all reserves, and our longer term strategies will strive to rebuild reasonable reserve levels.
RAM Allocation	We will apply the RAM allocation in a manner that reflects new and emerging delivery strategies that reinforce flexibility and enquiry and project based environments.	<p>The decision means:</p> <p>(1) a two per cent average RAM-rate increase over last year;</p> <p>(2) the total RAM allocation increases by \$14 million over 2012-13; and</p> <p>K-3 funding enables current average class size to remain the same. Recall, even though the RAM is increasing two per cent, schools will have 2.1 per cent less funding than they need.</p>
Elimination of memberships	We will examine the memberships to ensure they add value. Examples include Alberta School Boards Association (ASBA) and Calgary Educational Partnership Foundation (CEPF).	We anticipate \$0.3 million in savings.
Board of Trustees Budget	The Board of Trustees will reduce their budget by 10 per cent (excluding any previously identified strategies).	We anticipate \$0.15 million in savings.
Education Matters	This strategy entails eliminating the CBE contribution to Education Matters of \$0.75 million.	This provides a savings of \$0.75 million
Reduction in Service	In order to find the \$4.6 million clawed back by Alberta Education from within the Administration block, it was necessary to cut very deeply into administrative service delivery. There will likely be service-delivery reductions accompanied by organizational restructuring. It is impossible to provide additional detail at this time, including the impact on positions.	<p>We anticipate \$3.1 million in savings.</p> <p>Schools will feel some of the impact of this strategy but, by its nature, the administrative block reflects "corporate service." This includes areas where communications, finance, human resources and information technology (IT) provide system-wide services and fulfil corporate responsibilities. Among the impacts, this strategy risks eroding our compliance with governance policy as well as our ability to monitor and report compliance.</p>



## Capital Budget

### Introduction

The Capital Budget (or board-funded capital) includes technology, furniture, equipment, vehicles and all other non-facility assets.

These board-funded capital needs are funded from the amortization reserve, school decentralized funds or capital reserves.

The Capital Budget does not reflect capital needs for school buildings and related facility infrastructure supported by additional capital grants approved and provided by the Provincial Government through a separate Capital Planning Process.

The anticipated funding available for board-funded capital in 2013-14 is \$20.6 million.

Administration—via the capital budget council—categorizes, assesses, and approves its board-funded capital projects based on the business and strategic value that they deliver. The categories used are: strategic, enhancement and maintenance. This enables Administration to monitor its board-funded capital investment mix in order to ensure that sufficient resources are allocated to adequately maintain and enhance existing capital investment to meet the technological requirements for student learning. Further, Administration ensures that the extent of new investment matches the organization's ability to maintain its assets in the future.

Funding may be provided for projects for a single year or over several years, depending on the nature and size of the project and the availability of funding.

### Capital Budget Assumption Related to Uncertainties

#### Capital Project Cost Estimates

Capital project-cost submissions are developed on a project-by-project basis. The costs are based on information available at the time and assumptions vary by project.

The Capital Budget Council regularly reviews project status and adjusts allocations as necessary, based on refined cost projections.





## Capital Budget Strategies

The CBE will **continue to allocate resources** by way of the following strategies:

Administration strives to maintain an investment mix of:

- strategic 25%
- enhancement 10%
- maintenance 65%

Criteria used to prioritize board-funded capital are:

1. For strategic and enhancement projects:
  - impact on the Three-Year Education Plan;
  - impact on the CBE as an organization; and
  - the extent to which the project/purchase will create future cost savings relative to its capital cost.
2. For maintenance projects:
  - mandatory;
  - critical;
  - necessary; and
  - discretionary.

The potential impact on the operating budget is also considered to ensure that projects do not generate unanticipated future operating costs. This is our first step to incorporating a full life-cycle-costing approach to our capital investment decision-making.

After projects have been ranked, they are reviewed again to assess confidence in achieving the intended results (both quantitative and qualitative), and confidence in the organization's capacity to implement the project as planned. The amount of board-funded capital available is then applied to the top-ranked projects.

In addition to the allocation strategies which continue, Administration plans the following **strategy to re-allocate resources**. The goal is to dedicate the maximum possible resources to optimize learning for students in classrooms.

Strategy	Description
Contribution as an Operating budget strategy	<p>The capital strategies have assumed that Administration implements its operating budget strategy to utilize a planned underspend of \$6.0 million for 2013-14.</p> <p>This initiative will neither impair our long-term board-funded capital investment nor will this temporary diversion of funding create fiscal jeopardy.</p> <p>This strategy reduces the board-funded capital for 2013-14 to \$14.6 million. This will support principal payments on energy retrofit projects and the other top priorities recommended by the capital budget council.</p>



## Summary of Revenue

### Alberta Education Grant Funding

On March 7, 2013, the provincial government announced its budget for the fiscal year starting April 1, 2013.

#### Rate Changes

- No grant rate increase for base instruction for the next three years.
- Class-size and inclusive education funding received a two per cent rate increase for the next three years.

#### Discontinued and suspended funding

- Alberta Initiative for School Improvement (AISi) funding is eliminated effective April 1, 2013.
- Fuel price contingency funding is discontinued effective April 1, 2013.
- Learning Resources Credit allocation is discontinued effective Sept. 1, 2013.

#### Other changes

- The maximum expenditure for system administration and school board governance is reduced by 10 per cent (from four per cent to 3.6 per cent of total operating expenses) resulting in a \$4.6 million claw-back.
- The maximum years funded for eligible students in English as a Second Language programs decreases to five years from seven years.
- Inclusive education transition funding, implemented in Budget 2012 with the new Inclusive Education grant, will be renamed Program Equity and will be in place over the period of the 2013-2016 Business Plan.
- Metro school jurisdictions are no longer eligible for Small Schools by Necessity (SSBN) funding.
- FTE Funded enrolment replaces FTE weighted enrolment in the Plant Operations and Maintenance (POM) formula. Metro school jurisdictions are no longer eligible for the SSBN component of this funding.
- A tier four has been added to the Credit Enrolment Unit (CEU) funding tiers table for Work Experience and Special Projects courses.
- Funding for school authorities with students taking Alberta Distance Learning Centre (ADLC) courses, will be reduced to 44 per cent of the respective CEU Tier rate.
- The rate for the per student component of the Equity of Opportunity funding decreases to \$101 from \$156 per student.
- Infrastructure Maintenance Renewal Funding decreases by 20 per cent.



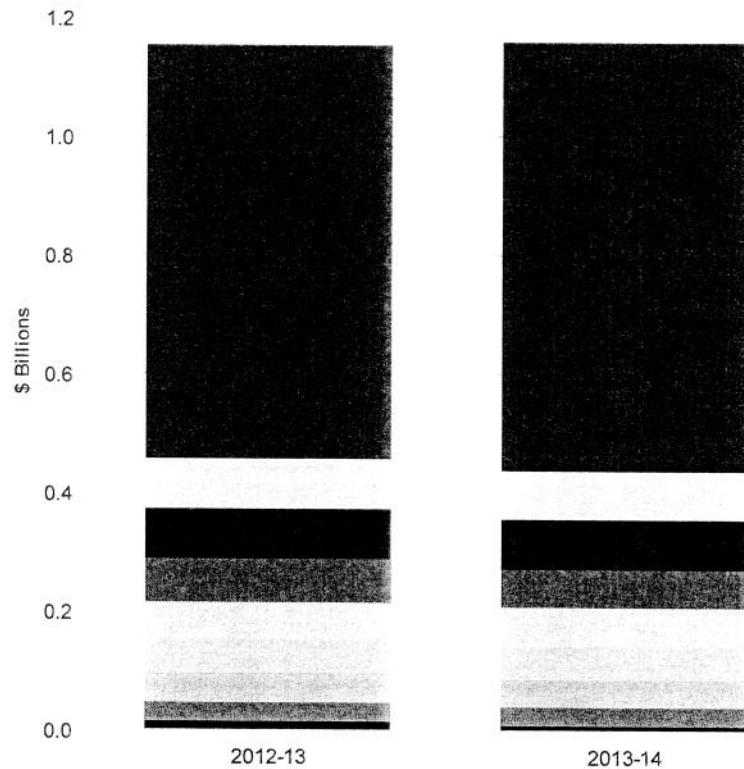
## Government of Alberta Funding Changes

all figures in \$ millions

Description	Actual Changes
	2013-14
Changes due to:	
Enrolment grant increases	32.2
Changes in grant programs:	
1. Class size funding	0.9
2. Inclusive education continued transition funding and 2% increase	7.7
3. Adjustment for tier 4 CEUs and ADLC	(1.5)
4. Provincial clawback for administration costs	(4.6)
5. Elimination of small school by necessity (SSBN)	(2.0)
6. ESL funding reduced to five from seven years	(5.3)
7. Plant, operations and maintenance (removes severe-coding factor)	(4.2)
8. Fuel price contingency fund eliminated	(2.3)
9. AISI funding eliminated	(7.3)
10. Learning resource centre (LRC) funding eliminated	(1.2)
11. Equity of opportunity grant per student reduction	(5.6)
	(25.4)
Total net grant changes	6.8
Infrastructure, maintenance and renewal decrease	(3.4)
	(3.4)
Total increase	3.4



## 2013-14 Breakdown of Total CBE Revenues<sup>8</sup>



	Budget		Variance	
	(all figures in \$ millions)		\$ millions	%
	2012-13	2013-14		
Base funding	698	723	25	3.6
Operations & Maintenance	84	79	(5)	(5.9)
Fees and Other revenue <sup>9</sup>	83	89	6	7.2
Other differential funding	73	65	(8)	(11.0)
Inclusive education funding	60	62	2	3.3
Alberta Teacher Retirement Fund	59	59	0	0.0
IMR & capital support	49	46	(3)	(6.1)
Student transportation	33	32	(1)	(3.0)
Provincial priority targeted funding	14	7	(7)	(50.0)
	1,153	1,162	9	0.8

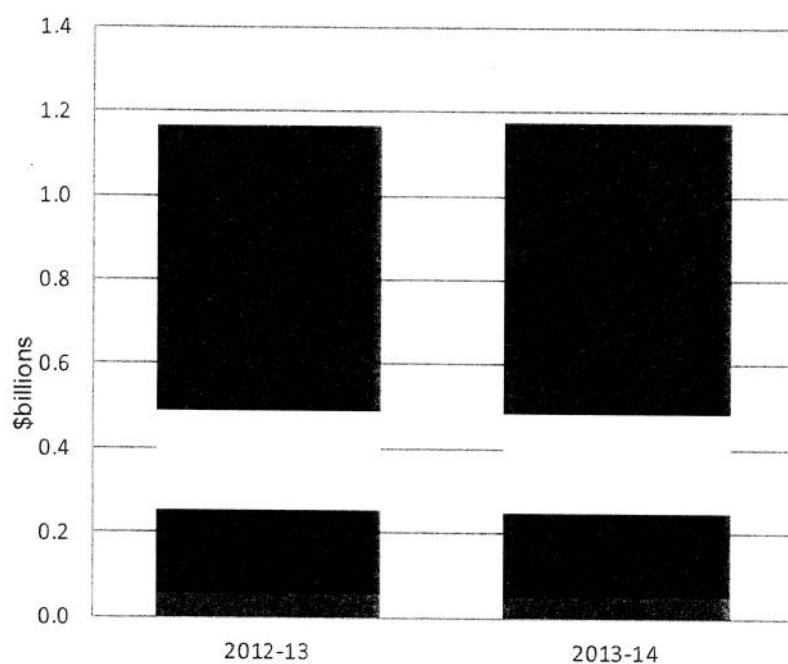
<sup>8</sup> At this point in the budget process, these are high-level estimates of what we intend to achieve. Building the actual operating and capital budgets will confirm these "directional" estimates with greater certainty. The 2012-13 budget figures presented reflect the 2012-13 operating budget approved by the Board of Trustees on May 29, 2012.

<sup>9</sup> Includes school-generated funds and elective fees; discretionary program collections; investment income; rental and leasing revenues; transportation fees; school authorities and other local governments; unrealized investment gains/losses; and gains on disposal of assets.



## Summary of Overall Anticipated 2013-14 Budget Impact<sup>10</sup>

### Expense by Object



	Budget		Variance	
	(all figures in \$ millions)		(\$millions)	%
	2012-13	2013-14		
Certificated salaries & benefits	681	690	9	1.3
Non-certificated salaries & benefits <sup>11</sup>	235	236	1	0.4
Services, contracts	198	199	1	0.5
Amortization and interest expense	55	52	(3)	(5.5)
	1,169	1,177	8	0.7

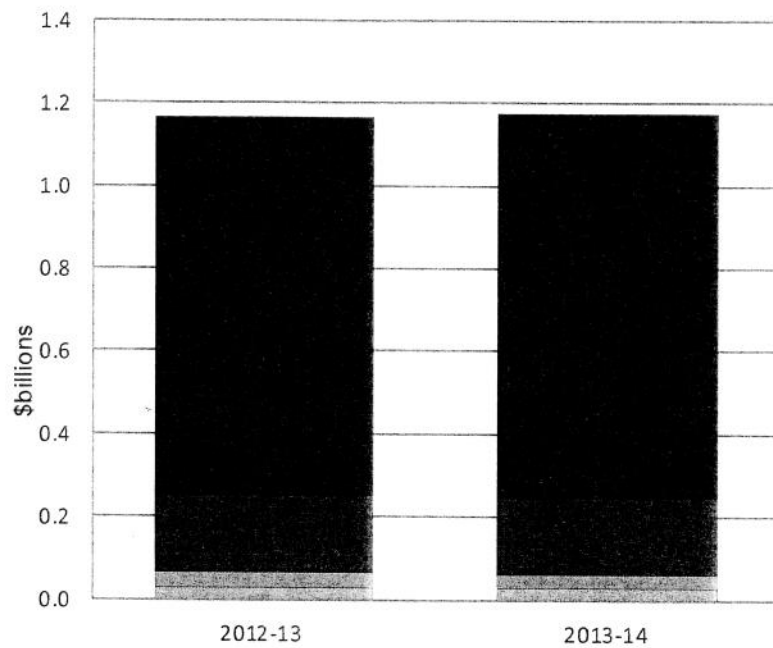
<sup>10</sup> At this point in the budget process, these are high-level estimates of what we intend to achieve. Building the actual operating and capital budgets will confirm these "directional" estimates with greater certainty.

<sup>11</sup> Non-certificated salaries & benefits include a 2.5% rate increase for Staff Association and CUPE.



## Summary of Overall Anticipated 2013-14 Budget Impact<sup>12</sup>

### Expense by Block



	Budget		Variance	
	(all figures in \$ millions)		(\$millions)	%
	2012-13	2013-14		
Instruction: ECS - Grade 12	921	931	10	1.1
Operation & maintenance	142	141	(1)	(0.7)
Transportation	39	43	4	10.3
Board & System Administration	40	35	(5)	(12.5)
External services	27	27	0	0.0
	1,169	1,177	8	0.7

<sup>12</sup> At this point in the budget process, these are high-level estimates of what we intend to achieve. Building the actual operating and capital budgets will confirm these "directional" estimates with greater certainty.



## Glossary of Terms

Amortization	Amortization expenses for both supported and unsupported capital assets ("unsupported" capital assets are board-funded; "supported" capital assets are funded by externally restricted capital funding/contributions).
Interest and charges	Interest expenses charged for both supported and unsupported debenture debt and all other interest charges.
Salaries & Benefits	<ul style="list-style-type: none"> <li>▪ Consists of both certificated and non-certificated salaries and benefits</li> <li>▪ Certificated salaries refer to all salaries paid or accrued for those employees of the jurisdiction who possess a valid Alberta Teaching Certificate, or its equivalent (i.e., certified teachers, Principals and Superintendents).</li> <li>▪ Certificated benefits refer to the employer share of amounts paid on behalf of employees possessing an Alberta Teacher Certificate or equivalent for statutory and pension contributions, and medical and insurance benefits. It also includes allowances which are taxable payments made to (or on behalf of) employees for sabbatical leave, advanced study and training and for negotiable or board-authorized allowances including automobile, subsidized housing, relocation, retirement and supplementary unemployment benefits.</li> <li>▪ Non certificated salaries are salaries and wages paid or accrued for all other employees, who do not possess an Alberta Teaching Certificate or equivalent.</li> </ul>
School-Generated Funds	School-Generated Funds (SGF) are funds raised in the community for student activities that come under the control and responsibility of school management. These funds are usually collected and retained at the school for expenditures paid at the school level. SGF does not include any other funds collected at the school but remitted to central office and accounted for by central office (facility rentals, capital assets purchases, etc.)
Supplies & Equipment Services	Cost of supplies, materials and services rendered not included in the other expense object lines, including expenses and payments related to contracts, agreements, audits, dues, fees and supplies costs.
Provincial Priority Targeted Funding	Funding is comprised of the following: Alberta Initiative for School Improvement (AISI), SuperNet and Student Health. Other funding categories from the province that have prescribed guidelines on their use include: Infrastructure Maintenance Renewal (IMR), Regional Assessment Services (REACH) and Institutional Funding.





## report to Board of Trustees

### Calgary Board of Education funding of EducationMatters

Date	May 28, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Information
Originator	Greg Francis, General Counsel
Governance Policy Reference	OE-5: Financial Planning
Resource Person(s)	Barbara Burggraf, Executive Director, EducationMatters Marsha Levy, System Principal, Corporate Partnerships

#### 1 | Recommendation

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It is recommended:

1. That funding be maintained for EducationMatters for the coming 2013/2014 fiscal year in the amount of \$660,000 (a twelve percent reduction)
2. That the Board directs CBE administration work closely with the Executive Director and Board of Governors of EducationMatters to coordinate and align the activities of EducationMatters and the CBE Department of Corporate Partnerships
3. That a clear and intentional strategic plan be developed by the CBE, in consultation with EducationMatters, regarding future funding for and operational expectations of EducationMatters.
4. That this plan be communicated as early as possible after its development to the Board of Governors of EducationMatters and to the Board of Trustees.





## 2 | Issue

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On April 16, 2013 the Board of Trustees received the 2013-2014 Budget Assumptions report which included a proposal to eliminate the \$750,000 funding to support EducationMatters.

## 3 | Background

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At the April 16, 2013 regular meeting of the Board of Trustees, the Board passed the following motion:

*That the Board of Trustees requests that the Chief Superintendent prepares a report regarding the potential consequences, including legal liabilities, to the Calgary Board of Education of eliminating funding to EducationMatters.*

This report is provided to comply with the motion.

## 4 | Analysis

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### **Background on EducationMatters**

- EducationMatters was established in 2003 as an arm's length public foundation primarily supporting CBE students.
- The mission of EducationMatters is "To promote and facilitate public engagement with public education, to enhance and enrich the education offered to all students – enabling them to fully realize their potential and become valued and contributing citizens, locally and globally."
- EducationMatters is governed through a Trust Indenture by an independent Board of Governors, which includes two appointed CBE Trustees. CBE Trustees approve all Board appointments.

### **EducationMatters Operations Funding**

- In 2003, EducationMatters received a one-time start-up grant from Alberta Learning of \$750,000 and funding from the CBE of \$574,121.
- A reserve fund was created by the Board of Governors (\$400,000) to be used in the event that EducationMatters needed to be wound down. The CBE has continued to fund EducationMatters on an annual basis.
- In 2007, CBE increased EducationMatters funding from \$700,000 annually to \$750,000. In 2012, EducationMatters continued to receive \$750,000 in funding from the CBE.
- The only sources of revenue for EducationMatters are the five percent fee charged on flow through donations and the 1.5 percent sliding fees charged on endowment funds. EducationMatters was modeled on The Calgary Foundation in 2003. Fees have not increased in 10 years.



The following chart outlines the EducationMatters current year budget and proposed 2013-2014 budget.

**2012 - 13 & 2013 - 14**

**EducationMatters**

**Proposed Annual Operating Budget by Cost Centre**

Forecasted opening market value of Funds held by EducationMatters  
 Forecasted closing market value of Funds  
 Available to grant to public education programs

**Revenue:**

CBE Operating Grant  
 Interest & Fee Revenue  
 Sponsorships for Events  
**Total Revenues**

**Expenses:**

Salaries & Employee Benefits  
 Fund Development & Communications  
 G & A and Grants & Scholarships  
 Events  
**Total Expenses**

<b>BUDGET 2012 - 13</b>	<b>BUDGET 2013 - 14</b>
\$ 2,800,000	\$ 3,500,000
3,500,000	4,200,000
800,000	1,000,000
<b>750,000</b>	<b>660,000</b>
<b>54,335</b>	<b>65,000</b>
<b>46,000</b>	<b>46,000</b>
<b>850,335</b>	<b>771,000</b>
<b>546,879</b>	<b>515,000</b>
<b>69,040</b>	<b>60,000</b>
<b>188,416</b>	<b>150,000</b>
<b>46,000</b>	<b>46,000</b>
<b>850,335</b>	<b>771,000</b>



## **Potential Legal Liabilities and Direct Cost for CBE of the dissolution of EducationMatters**

EducationMatters is a separate legal entity from the Calgary Board of Education. As a result, there should be no legal liability to the Calgary Board of Education for any cause of action or complaint that might arise from the dissolution of EducationMatters.

Practically speaking, there should be no liabilities for the direct costs of dissolution, as the Board of Governors of EducationMatters has prudently set aside a reserve fund of \$400,000 in the event of dissolution. The major costs of dissolution are staff severance and legal fees for the transfer of endowments. As there is likely to be a willing recipient of the endowments, transfers should occur in an orderly fashion, possibly on a cost-shared basis. The \$400,000 should adequately cover the dissolution costs.

## **Consequences of the Dissolution of Education Matters**

EducationMatters currently operates as the fund development, granting and student awards office for the Calgary Board of Education. The elimination of the operating grant of \$750,000 and dissolution of EducationMatters will affect the ability of the Calgary Board of Education to provide and develop these beneficial functions.

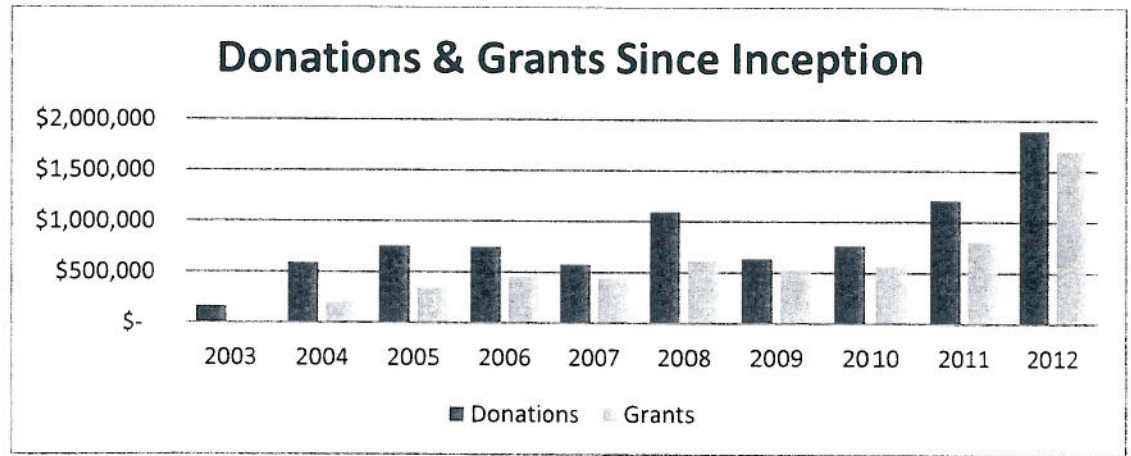
The following information is helpful to assess the impact of dissolution:

### **Fund Development and Granting**

- In 2003, the total fundraising was \$165,142 (\$49,480 endowment and \$115,662 flow through)
- In 2012, fundraising was close to \$2 million and the endowment reached \$2.3 million
- In 2008, the first million-dollar fund was established opening the door to more extensive support of schools. The Allan Markin Healthy Learners Fund supported CBE school comprehensive health. CBE Teaming Up 4 Healthy Learners was a four-year initiative that received an annual \$250,000 grant from EducationMatters which benefited 115 CBE schools.
- In 2012, EducationMatters received a total of \$525,000 in contributions from four donors to support the development of CBE's prototype Career and Technology Centre
- EducationMatters also funds instructional enhancement opportunities identified by CBE teachers. When Heather and Murray Edwards pledged \$100,000 a year for five years in 2009 they chose to support literacy/numeracy projects led by CBE teachers. To date more than 24 teacher-led projects have been funded in diverse CBE schools. In 2013, the final \$100,000 from the Heather and Murray Literacy fund will be received and granted out in December 2013.



The following graph shows the growth of donations and grants since 2003.



### Scholarships for Students

The CBE turned over the administration of student awards to EducationMatters in 2004. This arrangement has been mutually beneficial: Calgary Board of Education finance employees are able to pursue other work and, as indicated by the table below, EducationMatters has been able to increase the awards to provide more financially meaningful scholarships for CBE students.

Year	Scholarship Donations	Amount Granted*
2006	\$172,185	\$86,155
2012	\$477,869	\$248,126

*\* Donations not granted out are the result of: endowed funds where only a small percentage of the donation is distributed each year; the student(s) selected had not yet submitted a claim; and/or the donation was received too late for distribution in the same year it was provided*

Following the dissolution of EducationMatters, the above functions would either disappear, be transferred to another institution, or be assumed by the Calgary Board of Education.

EducationMatters currently manages over 100 donor funds and disperses endowment and flow-through funds that support Calgary Board of Education learning enhancements and student awards. If EducationMatters dissolves, it would have to transfer donor agreements to the Calgary Board of Education or another organization, such as the Calgary Foundation. If the Calgary Board of Education wishes to assume responsibility for this work, it would have to develop the internal capacity and allocate internal resources in order to do so, thus negating some or all of the first year savings from the initial elimination of EducationMatters funding. The transfer of donor

agreements to the Calgary Board of Education or The Calgary Foundation would require the authorization of the donors.

Note that the Calgary Board of Education could be faced with legal costs if EducationMatters is unable to complete the transfer of donor agreements before its dissolution or before the \$400,000 reserve fund is depleted. It is impossible to provide an accurate estimate of costs without knowing the volume of unfinished transfers.

As for scholarships, in June EducationMatters expects to process 1,500 scholarship applications from students in preparation for scholarship selection meetings with donors, schools and the Scholarship Selection Committee. Scholarship payments to post-secondary and accredited educational institutions are made from October to December 31 and beyond since students have up to two years to claim scholarships. Some scholarships are granted for a period of years which requires multiple communications with students and a comprehensive tracking system.

Other consequences of the elimination of EducationMatters funding include:

1. EducationMatters operates a fully integrated automated financial, grants, scholarships, funds management and fund development system called FIMS. If the CBE were to purchase the system today from Micro Edge it would cost over \$100,000. Substantial investment has been made over 10 years in building a Fund Development and Student Awards office.
2. EducationMatters manages a very sophisticated database of more than 6,000 prospects and donors through FIMS. There are over 2,000 subscribers to the E-newsletter. Recently EducationMatters purchased four user licenses to run a Client Relationship Management System (CRM) that fully integrates with FIMS enabling EducationMatters staff to manage the upcoming \$6 million campaign for the National Sport School and the Career and Technology Centre fund development initiatives.
3. FIMS has developed online granting and scholarship capacity called IGAM. EducationMatters is in the process of implementing on-line granting for schools and on-line applications for scholarships, improving service to schools and students.
4. EducationMatters has developed a safe and secure on-line donation and ticketing system through Artez. Online donations require less administration since donors receive electronic tax receipts almost instantly. Online giving is growing at a rapid rate across North America. The Artez online tool has increased EducationMatters' capacity to produce custom built donor and event website pages for specific campaigns and has enabled online ticketing and donations for the CBE Distinguished alumni event and some CBE school events. CBE does not have a safe and secure online donations system.



5. EducationMatters would not be able to run the fall discretionary grants program which supports innovative projects in CBE schools. Last year EducationMatters granted \$157,760 to 14 projects serving more than 25,000 students.
6. EducationMatters has applied for a second \$250,000 grant to support digital learning commons in 10 schools and \$100,000 for CTC from an anonymous donor. By September, EducationMatters will receive confirmation of 2013-14 funding from the anonymous donor based on the detailed reporting required for the 2012 grant. If EducationMatters' future is unclear the anonymous donor will not support these projects.
7. In June EducationMatters will report back to fund donors detailing their fund expenditures for 2012. If EducationMatters funding is cut this would be the last report to donors from EducationMatters and would require sensitive communicates to more than 70 donors regarding their fund held in trust to support CBE students.
8. Trust and long-term relationships are essential to the long-term success of a foundation. The momentum acquired to date in building the foundation has taken ten years to establish. Future support for public education philanthropy could be irreparably damaged with the summary dissolution of EducationMatters.
9. Challenging donor stewardship situations arise from the dissolution of EducationMatters. For example, EducationMatters holds a significant number of highly sensitive funds such as the memorial fund named for Ben Albert, a student who died at 15 in an avalanche accident. This scholarship fund, currently endowed at \$180,000 is held in trust by EducationMatters. The family selects up to five CBE students to receive this very special award. If EducationMatters funding is terminated who will manage this relationship with the family? For another example, in 2012, friends and family of Dustin Peers set up an endowed scholarship fund (\$40,000) in his memory for students at Central Memorial High School. (Dustin was killed in a car accident in July 2012). EducationMatters will be awarding the first scholarships from this fund and communicating results to family and friends of Dustin in July. Currently, in the event of the dissolution of EducationMatters, there is no information as to who will steward the donors and ensure scholarships are administered in an accountable way for donors and in an efficient manner for students.



10. Since 2006, EducationMatters has produced the CBE Distinguished Alumni Awards dinner event raising more than \$250,000 net. The 2013 event is scheduled for November. A contract has been signed with Hotel Arts promising a minimum payment of \$25,000 for meal costs. Promises have been made to the award recipients. The bulk of the event work takes place from August to October. Without operational funding EducationMatters would be unable to produce this event for CBE. This event is a key cultivation opportunity for the CBE. It celebrates the contribution of public education and is a meaningful way to keep connecting to past CBE Distinguished Alumni and donors. CBE does not currently have the capacity to take over this annual event.
11. On April 19, EducationMatters received confirmation from CBE senior management that the top two fundraising priorities are: \$6 million for the replacement National Sport School and new funding for the Career and Technology Centre yet to be identified by CBE. EducationMatters is the lead for these fundraising projects. Terminating EducationMatters funding would have a negative effect on these CBE funding priorities.
12. EducationMatters has sent a request for proposal to five campaign consultants who would provide the additional resources required for tripling EducationMatters' fund development output for the National Sport School campaign. EducationMatters is unable to sign a vendor contract in good faith when funding is in jeopardy.
13. If funding is terminated for EducationMatters, we will lose the skills, knowledge and professionalism that come with its three fund development professionals whose depth of knowledge spans more than 30 years. It will also lose the community connections that come with a well-connected Board of Governors. EducationMatters' fund development team is committed to, and skilled in, identifying, cultivating and soliciting prospective donors to support public education enhancements for CBE students. They are experts in donor stewardship and are professional relationship managers. They are active members of the Association of Fundraising Professionals (AFP) who must subscribe to the North American AFP Code of Ethical Principles and Standards and a Donor Bill of Rights. They are experts in Canada Revenue Agency rules governing fundraising and are knowledgeable regarding Alberta's charitable fundraising act. Fundraising is highly regulated in Canada and it is imperative for fund development staff to keep abreast of current rules and regulations. EducationMatters' Board of Governors subscribes to the Imagine Canada Ethical Code of Accountability which is renewable every two years through a Board motion and adherence to the code. They are accountable for stewardship of the trust and they ensure that the annual financial audit reflects a high standard of staff performance. They are also a strong community voice and are advocates for public education and the CBE.





## 5 | Financial Impact

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The reconstitution of the services, functions and benefits provided by EducationMatters to the Calgary Board of Education associated with the dissolution of EducationMatters is beyond the scope of this report. However, it is reasonable to assume that the transitions costs could reduce or completely offset the anticipated savings.

## 6 | Consequences

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If the Calgary Board of Education eliminates its \$750,000 contribution to the operating budget of EducationMatters, then EducationMatters will be unable to fulfill its most basic legal obligations and will be compelled to wind itself down. Such legal obligations include payment of staff wages, administration of scholarships and endowments, and donor stewardship. Practically speaking, the elimination of \$750,000 from the operating budget causes the dissolution of the EducationMatters foundation.

The suggestion to eliminate the CBE's \$750,000 contribution to EducationMatters arose in response to a significant and unforeseen funding reduction from the province, and was therefore advanced for the Board's consideration in the Budget Assumptions report on April 13, 2013. While such a suggestion satisfies the immediate need to balance the budget for fiscal year 2013/2014, the Board's request for further information on the potential consequences of the elimination of funding for EducationMatters highlights the need for a more expansive consideration of the CBE's relationship with EducationMatters and its role and potential value in the context of the CBE's Three-Year Education Plan.

## 7 | Conclusion

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There are no direct legal liabilities or costs attributable to the Calgary Board of Education arising from the elimination of funding to EducationMatters and its resulting dissolution. There is, however, a history of an unclear relationship between the Calgary Board of Education and EducationMatters which has needed focus for a significant period of time.

There are significant consequences for the Calgary Board of Education and its students if EducationMatters is forced to dissolve as a result of the elimination of all Calgary Board of Education funding. EducationMatters provides significant fund development, granting and student awards administration functions on behalf of the CBE. If eliminated, the benefits of these functions (which accrue directly to students) would be lost, or else would need to be reconstituted within the CBE at substantial cost.



As a result, The Board is encouraged to re-consider the suggestion in the Budget Assumption report of April 13, 2013 to eliminate the \$750,000 funding to support EducationMatters. Instead, the following approach is recommended:

1. That funding be maintained for EducationMatters for the coming 2013/2014 fiscal year in the amount of \$660,000 (a twelve percent reduction)
2. That the Board directs CBE administration work closely with the Executive Director and Board of Governors of EducationMatters to coordinate and align the activities of EducationMatters and the CBE Department of Corporate Partnerships
3. That a clear and intentional strategic plan be developed by the CBE, in consultation with EducationMatters, regarding future funding for and operational expectations of EducationMatters.
4. That this plan be communicated as early as possible after its development to the Board of Governors of EducationMatters and to the Board of Trustees.



NAOMI E. JOHNSON  
CHIEF SUPERINTENDENT OF SCHOOLS

#### GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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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.



## report to Board of Trustees

### 2013-2014 Operating Budget

Date	May 28, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Decision
Originator	Deborah L. Meyers, Superintendent, Chief Financial Officer, Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-5: Financial Planning OE-8: Communication With and Support for the Board
Resource Person	Brad Grundy, Director, Corporate Finance Donna Rogers, Manager, Corporate Planning and Reporting Shay Khan, Acting Manager, Corporate Planning and Reporting Superintendents Corporate Planning and Reporting Staff

#### 1 | Recommendations

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It is recommended:

1. THAT the 2013-14 Operating Budget as presented in Attachment I, of this report, reflecting total planned revenues of \$1,161.6 million and planned spending of \$1,176.9 million be approved and submitted to Alberta Education by May 31, 2013.
2. THAT use of the Continuing Education Fee Stabilization Reserve Fund to support planned 2013-14 spending be approved.



3. THAT application of operating reserves and use of amortization totaling \$15.3 million to support the planned difference between total revenue of \$1,161.6 million and total expenditures of \$1,176.9 million, be approved.

## 2 | Issue

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Section 147(2) of the *School Act* requires that the Calgary Board of Education submit to Alberta Education, by May 31 of each year, a budget approved by the Board of Trustees for the fiscal year beginning on the following September 1.

In accordance with the Board of Trustees' Operational Expectation OE 6: Financial Condition, the chief superintendent is required to seek the Board of Trustees' prior approval for any use of reserves or transfers between reserves.

## 3 | Background

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In accordance with the *School Act* and the intent of Operational Expectation OE 5: Financial Planning, the chief superintendent of schools is required to prepare and submit to the Board of Trustees, for review and approval, an operating budget which is balanced, so that the proposed expenses do not exceed the projected revenues to be received by the Calgary Board of Education or from other identified funding sources such as reserves or unrestricted net assets.

In order to develop the 2013-14 operating budget, superintendents were tasked to formulate and lead all operating budget work including:

- providing full executive oversight of the operating budget process;
- considering service delivery model changes;
- providing succinct and direct stakeholder engagement; and
- making final recommendations to the Board of Trustees concerning all aspects of the 2013-14 operating budget.

The 2013-14 Operating Budget is based upon assumptions provided to the Board of Trustees for information on April 16, 2013.

Administration presented the 2013-14 Operating Budget for information on May 7, 2013. At that meeting the Board of Trustees passed the following motion:

THAT the Board of Trustees directs the Chief Superintendent to maintain funding for Education Matters until the Board receives the report requested by the Board on April 16, 2013, regarding the possible legal liabilities and consequences to the Calgary Board of Education.

Administration provided the above-noted report on, or before, May 28, 2013.

Administration believes that the level of support provided to Education Matters is a decision of the Board of Trustees. Consequently, the approach taken to comply with the above motion was to leave the 2013-14 Operating Budget unchanged from what was submitted for information on May 7, 2013.

The budget strategies included in the 2013-14 Operating Budget report reflect assumptions and are provided for information, not approval. This affords the Board the flexibility to provide Administration with direction as to their desired level of support to Education Matters at the May 28, 2013 meeting, and still approve the 2013-14 Operating Budget, with total expenditures of \$1,176.9 million, without specific amendment to address this matter.

Administration would find the necessary offsetting cost savings, in alignment with the values set out on page one of the 2013-14 Operating Budget, to balance the budget within the revenue and expenditure amounts approved by the Board. Any changes in strategies as a result of the Board's directions would be reflected in the reporting of actual expenditures and would be highlighted in the quarterly reporting as a variance between the approved budget and actual 2013-14 results.

Should the Board of Trustees direct Administration to change its proposed elimination of the \$750,000 contribution to Education Matters, Administration will replace the resulting expenditure increase with equivalent offsetting expenditure reductions elsewhere within the proposed \$1,176.9 million expenditure budget. Options include, but would not necessarily be limited to:

- Adjusting planned delays in hiring to increase gapping savings to match the loss of savings from increased contributions to Education Matters. This would affect blocks across the entire organization rather than solely affecting the Administration Block; and/or
- Finding offsetting savings wholly within the Administration Block. This would mean further staffing reductions which are likely to impair core functions to an extent that may jeopardize operations and/or create risks that are beyond the organization's tolerance levels.

The Calgary Board of Education Results Policies and Operational Expectations, the CBE Three-Year Education Plan 2012-2015, and *Inspiring Education* were the foundational documents used by superintendents' in formulating strategies in support of the personalization of student learning.

This year our strategies aimed to achieve one overriding imperative: Dedicate the maximum possible resources to optimize learning for students in classrooms. A summary of the specific strategies is contained in Attachment I.

The key highlights of the 2013-14 Financial Plan reflected in Attachment I are:

1. The RAM-rate increase across the system is an average of two per cent for 2013-14. The RAM-rate increase, which equates to \$14.0 million, is weighted to ensure that the current average kindergarten to Grade 3 class size is maintained. In spite of the RAM increase, schools will have an average of 2.1 per cent less funding than they require.



2. As requested by Alberta Education, the administration block is reduced by \$4.6 million from the approved 2012-13 budget. This means that the portion of the entire operating budget spent on administrative expenses is effectively reduced from 3.4 per cent in 2012-13 – well under the limit set by the province.
3. Together with the cuts in administration, a review of block allocations across the organization results in the percentage of the operating budget spent on administration being 2.8 per cent<sup>1</sup>. While all of our budget supports students and schools, spending 97.2 per cent of our budget on other blocks means the administration block is extremely lean – perhaps overly so.
4. The use of one-time funding sources and depletion of all available reserves totals \$15.3 million. The consequence of using all available reserves will be a continued structural deficit for 2014-15.
5. As required by law, the operating budget for 2013-14 is balanced.

Subsequent to the submission of the 2013-14 Operating Budget report to the Board of Trustees for information on May 7, 2013, two changes were made to enhance clarity. The changes are summarized as follows:

On page six, the following sentence was added to the end of the second paragraph:

“The deficits for the future years are not plans to overspend, rather, they represent the additional revenue and/or cost reductions needed to balance the budgets in the future.”

On page nine, the sentence at the end of the first paragraph was changed from:

“In other words, the deficit represents the additional revenue and/or cost reductions needed to balance the budget in the projection years.”

to:

“In other words, the deficits represent the additional revenue and/or costs reductions needed to balance the budgets in the future and are not plans to overspend in the future.”

No other changes or adjustments have been made to the 2013-14 Operating Budget report submitted to the Board for information on May 7, 2013.

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<sup>1</sup> Without the reallocation, the administration block for 2013-14 would be three per cent, as targeted in the budget assumptions report.

#### 4 | Analysis

The 2013-14 Operating Budget makes recommendations for program and related support service expense. Highlights include:

- advance the objectives of *Inspiring Education*;
- maintain kindergarten to Grade 3 current average class-size;
- support English Language Learners;
- generally maintain student fees at 2012-13 rates;
- maintain full day kindergarten programs; and
- continued support of facilities maintenance.

Other considerations:

(a) A summary of the organization's financial plan for 2013-14 is as follows:

	<b>Budget</b>	
	2013-14 (\$ millions)	2012-13 (\$ millions)
Planned revenues	\$1,161.6	\$1,152.9
Planned expenses	(1,176.9)	(1,169.0)
Use of operating reserves & UNA <sup>2</sup>	11.8	12.2
School purchased assets <sup>3</sup>	(2.5)	(2.5)
Use of amortization	6.0	6.4 <sup>4</sup>
<b>Net Balanced Position</b>	<b>\$ -</b>	<b>\$ -</b>

(b) Use of Operating Reserves and Amortization:

The recommended use of \$15.3 million of available year-end projected operating reserves and amortization to mitigate the operating shortfall is consistent with the approved terms of reference in the following amounts:

	<u>\$ million</u>
Operating Reserves	
Utility Expense Stabilization	1.6
General Instruction	1.0
Fiscal Stability	1.7
Administrative Systems Renewal	2.2
System Transformation	0.5
Continuing Education Fee Stabilization	1.6
Operating Lease Reserve	1.0
Transportation Fee Reserve	2.2
<b>Total use of Operating Reserves</b>	<u>11.8</u>
Contribution from Capital Amortization	6.0
School Purchased Assets <sup>5</sup>	(2.5)
<b>Total</b>	<u><b>15.3</b></u>

<sup>2</sup> Unrestricted Net Assets

<sup>3</sup> Schools contribute funds from their decentralized budget to fund their capital purchases.

<sup>4</sup> The use of amortization to balance the 2012/13 Operating Budget was reduced to \$2.9 million in the Fall Budget Update.

<sup>5</sup> Schools contribute funds from their decentralized budget to fund their capital purchases.



(c) Targeted Services:

Where funding has been targeted to specific program initiatives (Student Health; High-Speed Networking; and Infrastructure Maintenance Renewal, etc.) expenditures have been matched to available funding.

(d) Service Planning Assumptions:

Within the framework of the high-level budget strategies, programs and services supported in the 2013-14 Operating Budget have been reviewed in the context of school development plans, area Renewal plans and the strategies articulated in the Three-Year Education Plan 2012-2015. Where appropriate, resource reallocations consistent with these plans for 2013-14 have been made, which include regular programs, alternative programs, and unique schools and programs. This is consistent with prior years.

(e) Governance Relationship:

The Operating Budget has been informed by and is consistent with Administration's reasonable interpretations and indicators as articulated in the Board of Trustees' Results, related Operational Expectations, and Alberta Education outcomes.

## 5 | Financial Impact

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### Overall Balanced Position

The CBE will achieve a balanced position for this operating budget for 2013-14 after taking into account:

- projected revenues identified above for 2013-14;
- approved planned use of available operating reserves; and
- use of amortization against the planned expenses for 2013-14.

## 6 | Implementation Consequences

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The approval of the 2013-14 Operating Budget will meet the requirement to balance the budget. The impact of reduced provincial funding, coupled with non-discretionary cost increases will be felt across the system. Increased average class sizes in grades 4 through 12 and reductions in the timeliness and quality of services provided centrally are unavoidable. This risks non-compliance with some Operational Expectations, and delays in progress towards our Results.

## 7 | Conclusion

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The 2013-14 Operating Budget with planned total expenditures of \$1,176.9 million and planned total revenues of \$1,161.6 million is presented to the Board of Trustees for consideration and approval on May 28, 2013. The budget is balanced and complies with the Board of Trustees' policies, as well as the provisions of the Alberta Education Funding Framework, and the *School Act*.



NAOMI E. JOHNSON  
CHIEF SUPERINTENDENT OF SCHOOLS

### ATTACHMENTS

Attachment I: Operating Budget for 2013-14 and beyond

### GLOSSARY – Developed by the Board of Trustees

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# operating budget for 2013-14 and beyond



learning | as unique | as every student



**Calgary Board  
of Education**

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## Budgeting in a challenging environment<sup>1</sup>

The Calgary Board of Education is one of the best public education systems in the world. Outstanding education depends on making wise decisions about how to invest public resources on behalf of more than 110,000 students. It's an important responsibility. The money we spend educating our youth is one of the most important investments communities can make in their future.

The provincial budget provided funding that is essentially flat from one year to the next. In a world where prices go up, having the same dollars a year later means buying power is reduced. There are two significant factors that affect the CBE's buying power for 2013-14: enrolment growth and cost increases. The CBE expects about 3,000 more students (about three per cent). At the same time, inflation, grid movement, negotiated increases for unionized employees and other cost increases combine to increase costs for the system.

The operating budget report for 2013-14 directs as much funding as possible to students in classrooms. To accomplish this, central reorganization and severe cuts to administration were required.

Unfortunately, in the fourth consecutive year of funding reductions, it is impossible to continue to make cuts without negative impacts on students, parents, classrooms, staff, programs and services. The proposed budget may even jeopardize our ability to deliver core service and support functions.

### Values guide our approach

Experience has taught us that budgets are less about numbers than values. The choices we make with the funding we are provided communicates what we hold most dear as a public education system.

Administration's approach to the operating budget is guided by the following values.

- Minimizing the impact on students and parents remains a top priority.
- We will focus our resources on achieving the vision as articulated in the Results Statements, the Three-Year Education Plan, and *Inspiring Education*.
- We will continue to build on innovation already in progress.
- We will continue to advance the learning agenda. We are committed to the best possible learning for our students today while continuing to move our practice forward.

While we keep these values foremost in our minds, the process of building the 2013-14 operating budget revealed that it is impossible to maintain the level of service in many areas of the organization. We have kept students first by making cuts everywhere else first.

As shown in the budget, this approach has a huge impact on services and programs delivered by and within the CBE.

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<sup>1</sup> Throughout this document, the 2012-13 budget figures presented are from the 2012-13 Operating Budget, which was approved by the Board of Trustees on May 29, 2012. Some numbers have been reclassified for comparative purposes.



## Operating Budget Highlights

In consideration of our values and the provincial revenue reductions, administration's overall expected outcomes for the budget are:

- The RAM-rate increase across the system is an average of two per cent for 2013-14.<sup>2</sup> The RAM-rate increase, which equates to \$14 million, is weighted to ensure that current average kindergarten to Grade 3 class size is maintained. In spite of the RAM increase, schools will have an average of 2.1 per cent less funding than they require.
- As requested by Alberta Education, our administration block is reduced by \$4.6 million from our 2012-13 budget. This means that the portion of the entire operating budget spent on administration is effectively reduced from 3.4 per cent in 2012-13—well under the limit set by the province. Details regarding blocks are provided on page 5.
- Together with the cuts in administration, a review of block allocations across the organization results in the percentage of the operating budget spent on administration being 2.8 per cent.<sup>3</sup> While the entire budget supports students and schools, spending 97.2 per cent of our budget on other blocks means the administration block is extremely lean – perhaps overly so.
- The use of one-time funding sources and depletion of all available reserves totals \$15.3 million. The consequence of using all available reserves will be a continued structural deficit for 2014-15.
- As required by law, the operating budget for 2013-14 is balanced.

## School Fees

For 2013-14, school fees have been established and are posted on the website [www.cbe.ab.ca/Parents/Fees.asp](http://www.cbe.ab.ca/Parents/Fees.asp)

Overall, fees have generally been maintained at 2012-13 levels.

The phase-in of the full rate for noon supervision charged to students who take the bus continues as planned. For 2013-14 their rate increases to two thirds of the full rate from one third.

<sup>2</sup> RAM refers to the Resource Allocation Method. This is the name of school-based budgets distributed to principals to make decisions for their schools in consultations with employees, parents, school councils and others. The average RAM-rate change for 2013-14 will be two per cent across the system; some schools receive more while others receive less.

<sup>3</sup> Without the reallocations, the administration block percentage for 2013-14 would be three per cent, as targeted in the budget assumptions report.



## 2013-14 Budget-at-a-Glance

Advance the objectives of *Inspiring Education*

Maintain kindergarten to Grade 3 current average class-size.

Support English language learners

Generally maintain fees at 2012-13 rates

Maintain full-day kindergarten programs

Continued support of facilities maintenance

### Revenue

	Budget	
	all figures in \$ thousands	%
Government grants	1,045,939	90.0
Fees, sales and services	58,333	5.0
Other	27,214	2.4
Capital allocations	30,062	2.6
	<u>\$ 1,161,548</u>	<u>100.0</u>



**Government grants** include provincial and federal operation funding based on enrolment projections for the 2013-14 school year.

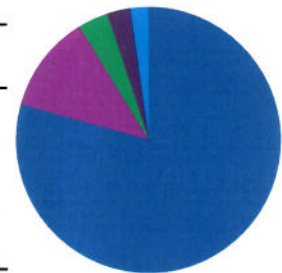
**Fees, sales and services** includes transportation fees, noon supervision fees, instructional supplies and material fees and fees charged at the school level for field trips, athletics, and arts, revenues for Chinook adult education programs, international student fees and general sales at the school level.

**Other** includes gifts and donations, fundraising, leasing revenue, and investment income.

**Capital allocations** represent provincial funding for school building amortization.

### Expenses

	Budget	
	all figures in \$ thousands	%
Instruction: ECS - Grade 12	933,602	79.3
Operations & Maintenance	140,271	11.9
Transportation	43,099	3.7
Board & System Administration	33,348	2.8
External services	26,545	2.3
	<u>1,176,865</u>	<u>100.0</u>



**Instruction** includes teacher and support staff salaries and benefits.

**Board and System Administration** includes administrative functions and central services support for the jurisdiction at the district or system level.

**External services** consists of costs related to education services outside of regular program areas; e.g., international student services and adult learning.

### Reserves

Available reserves totalling \$15.3 million balance the difference between revenue and expenses.





## Budget Background

Budget 2013-14 was crafted within a challenging fiscal environment. The following information helps in understanding the decisions and strategies applied to develop a balanced budget.

### Implications of the recent provincial budget

Funding from Alberta Education is essentially flat. Although a modest two per cent increase was provided for enrolment, class size and inclusive education, the increase was effectively consumed by other funding reductions and eliminations.

For budget 2013-14 the CBE absorbed a range of funding reductions and eliminations, including:

- No grant rate increase for base instruction;
- Alberta Initiative for School Improvement (AISI) funding eliminated (effective April 1, 2013);
- Fuel price contingency funding discontinued (effective April 1, 2013);
- Learning Resources Credit discontinued;
- Maximum years of funded support for English Language Learners reduced;
- Elimination of CBE eligibility for the Small Schools by Necessity funding;
- Reductions to the Plant Operations and Maintenance funding;
- Reduced funding for Work Experience and Special Projects courses;
- Reduced funding for Alberta Distance Learning Centre courses;
- Reduced Equity of Opportunity funding;
- Significant reductions to Infrastructure Maintenance Renewal Funding; and
- Reduced cap on the System Administration and School Board Governance Block, resulting in a \$4.6 million reduction to funding, entirely applied to that block.

### Uncontrollable Factors Affecting the Budget

Even though funding is essentially unchanged, there are costs that will increase and that cannot be controlled by the CBE. These include, but are not limited to:

- projected enrolment growth;
- negotiated salary increases for unionized employees;
- grid movement for unionized employees; and
- inflation.



In addition to increasing costs, a significant portion of CBE expenses are non-discretionary. This refers to costs over which CBE has little or no control in the short term. This creates a challenge and limits the options available for cost reductions.

Finally, administration must deliver a balanced budget and is unable to fund a deficit with debt without ministerial approval.

### Understanding Administrative Expenses

In addition to reporting operating budget expenditures by type of expenditure, the CBE reports on expenditures by "block". The blocks are: instruction; operations & maintenance; transportation; board and system administration; and external services.

In 2012-13, board and system administration costs represent only 3.4 per cent of the CBE's total operating cost against an allowable cap of four per cent. This means that the equivalent of 0.6 per cent of total operating costs (about \$7 million) has been directed to classrooms in the current year.

For 2013-14 the provincial budget made a significant change to the amount of the operating costs that can be spent on administrative expenses. The maximum, which was four per cent, has been reduced to 3.6 per cent. This represents a 10 per cent reduction. In addition to reducing the allowable percentage, Alberta Education removed an equivalent amount from the CBE's funding. That claw-back totals \$4.6 million for 2013-14. This change and claw-back have several significant consequences for the CBE.

Finding an additional \$4.6 million in savings within what are already very lean operations is daunting. Challenges include the fact that administrative expenses, as a block, include a higher proportion of non-discretionary costs (like fixed costs) and a higher proportion of increasing costs, than other blocks.

Finally, the \$4.6 million in cuts had to be found from a base that is already well below the cap. These matters were discussed in detail in the Operating Budget Assumptions Report presented to the Board of Trustees on April 16, 2013.

### Allocation of Costs

The CBE allocates its expenditures to the various blocks based upon guidelines provided by Alberta Education. These allocations are reviewed periodically to ensure that the current circumstances accurately reflect the guidelines.

A review was performed this year and changes are reflected in the 2013-14 budget.

We have reclassified the 2012-13 budget, presented in this report, for comparative purposes. The variances, therefore, reflect actual, year-over-year budget increases or decreases, exclusive of these reallocations.



# Balancing the Budget

## Budget Assumptions and Strategies

On April 16, 2013, the Administration provided the Board of Trustees with the CBE Operating and Capital Budget Assumptions for 2013-14 to 2015-16 (i.e., budget assumptions report). The assumptions report detailed the assumptions and strategies to be incorporated into the 2013-14 operating budget.

Although CBE presents a three-year financial plan, detailed mitigation strategies to balance the budget in 2014-15 and 2015-16 are not provided due to the level of uncertainty of provincial funding. The deficits for the future years are not plans to overspend, rather, they represent the additional revenue and/or cost reductions needed to balance the budgets in the future.

Below are the key assumptions related to uncertainties and strategies introduced in the assumptions report.

## Operating Budget Assumptions Related to Uncertainties

By definition, uncertainties cannot be fully controlled – by anyone. At best, uncertainties can be address by assumptions.

Compensation Changes	All anticipated changes in employee compensation have been included based on current information. Anticipated changes include: general wage increases, grid movement, performance increases and benefits. At the time of printing, the compensation changes include the financial terms of the proposed agreement between the provincial government and the Alberta Teachers' Association.
Enrolment	Enrolment projections have been based on the Sept. 30, 2012 actual enrolment of 107,104 and reflect the City of Calgary population changes, market share, and student retention rates (cohort-survival model). Forecasted enrolment figures are: <ul style="list-style-type: none"><li>2013-14 110,376</li><li>2014-15 113,612</li><li>2015-16 116,650</li></ul>
Inflation Rate	The inflation rates used in 2014-15 and 2015-16 budget projections are estimated based on the five-year trend, which averages 1.4 per cent per year in Calgary.
Contractual Obligations	All known changes in contractual obligations have been included based on current information.





**Investment Income** Investment income is expected to remain constant for 2013-14 based on the following:

- cash flow levels are projected to remain the same;
- short-term interest rates are expected to remain at current levels, according to the Bank of Canada; and
- long-term investment returns are expected to remain constant.

**Legislative and Regulatory Framework** The *Education Act* was passed in December 2012. This new legislation may affect the budget in 2014 and beyond in areas such increased age of funded students and residency requirements. Understanding the full financial impact depends on the regulations that will support the new *Act*. Until the regulations are developed, the financial impact of the legislation cannot be determined fully.

## Operating Budget Assumptions Related to Strategies

Strategies are deliberate approaches and decisions proposed by the CBE Administration to achieve one overriding imperative: Dedicate the maximum possible resources to optimize learning for students.

Anticipated savings  
2013-14  
(all figures in \$ millions)

### Redesign and restructure of service delivery and support

Service units are examining ways to improve the delivery and support of student learning, including a network approach; integrating functions to increase the impact and efficiency with a focus on system-wide priorities; leveraging technology; and consolidation of like services. Our aim is to support the transformation required to meet the vision articulated in *Inspiring Education*, as well as support our strategies to reduce the administrative burden on teachers and principals.

2.5

### Service Units –Operational Excellence Initiative

Service units have identified initiatives to achieve efficiencies while maintaining services and quality. For example:

- finding ways to improve productivity without making additional demands on existing resources – this means working smarter;
- accepting the challenge of determining work we can stop because it does not add sufficient value at this time;
- improving processes that maximize revenue;
- integrating functions to increase the impact and efficiency with a focus on system-wide priorities; and,
- saving money for the system by better leveraging strategic procurement and sourcing.

12.5

A number of these initiatives require several years to fully reap the anticipated savings, especially where benefits are achieved by introducing systems to replace manual processes.



**Executive Team Salary Freeze**

There will be no increases to executive salaries in 2013-14. There is no cost savings to this strategy as exempt salary increases are performance based and not automatic.

0.0

**Delaying capital investments**

To balance the budget, we have freed up funds by temporarily delaying the spending on non-urgent board-funded capital, such as equipment and technology—which are funded through the application of amortization expense.

6.0

By definition, board-funded capital excludes school facilities.

**Elimination of AISI funding**

Alberta Education eliminated the \$7.3 million in funding for this initiative.

7.3

**Reduction in IMR funding**

Our lowest priority IMR projects planned for 2013-14 will be delayed.

3.4

**Use of reserves**

We anticipate that our use of unrestricted reserves in the current fiscal year will be lower than budget, as a result of gapping tied to unfilled positions and as a result of cost savings identified to assist with the 2013-14 mitigation of provincial funding reductions. These reserves will be available to help balance the 2013-14 budget.

12.0

We plan to deplete all available operating reserves to assist with balancing the budget. This includes requesting that the Board of Trustees allow for the use of the Continuing Education Stabilization Fund, previously designated for the sole use of Chinook Learning Services.

**RAM Allocation**

We applied the RAM allocation in a manner that reflects new and emerging delivery strategies that reinforce flexibility and enquiry and project based environments.

13.0

**Elimination of memberships**

We will examine the memberships to ensure they add value. Examples include Alberta School Boards Association (ASBA) and Calgary Educational Partnership Foundation (CEPF).

0.3

**Board of Trustees Budget**

The Board of Trustees reduced their budget by 13.5 per cent.

0.2

**Education Matters**

This strategy entails eliminating the CBE contribution to Education Matters.

0.8

**Reduction in Service**

In order to find the \$4.6 million clawed back by Alberta Education from within the administration block, it was necessary to cut very deeply into administrative service delivery. There will likely be service-delivery reductions accompanied by organizational restructuring. It is impossible to provide additional detail at this time, including the impact on positions.

4.0

62.0



## Three-Year Financial Plan

Operational Expectation 5: Financial Planning requires the development of a three-year financial plan. This year, detailed mitigation strategies to balance the budget in 2014-15 and 2015-16 ("the projection years") are not provided due to the level of uncertainty of provincial funding. Consequently these years show a deficit. This represents the magnitude of mitigation strategies that will be required in each year. In other words, the deficits represent the additional revenue and/or cost reductions needed to balance the budgets in the future and are not plans to overspend in the future.

The Three-Year Financial Plan chart shows the financial plan for the Calgary Board of Education for the next three years. The 2011-12 financial results and the 2012-13 budget are provided for comparative purposes.

The financial plan can be presented in two ways and both are shown. The first breakdown shows expenses by "block." The second breakdown shows expenses by commonly used accounting categories called "objects." Whether viewed by block or by object, the expense total is the same.

The table shows that total revenue for 2013-14 is \$15.3 million less than expenses for the same year. The difference represents the CBE's plan to use \$15.3 million of reserves in 2013-14. This use of reserves eliminates the gap between projected revenue and forecast expenses. More detail is provided on page 17.





## Three-Year Financial Plan\*

for the periods 2013-14 to 2015-16 (with comparatives for 2011-12 and 2012-13)

(all figures in \$ thousands)

	Actuals	Budget		Projection	
	2011-12	2012-13	2013-14	2014-15	2015-16
<b>REVENUES</b>					
Alberta Education	1,026,874	1,039,861	1,042,431	1,075,677	1,113,076
Other - Government of Alberta	2,103	670	614	614	614
Federal Government and First Nations	2,242	2,191	2,381	2,381	2,381
Other Alberta school authorities	731	510	513	513	513
Fees	37,440	30,856	37,795	38,223	38,758
Other sales and services	21,010	20,295	20,538	20,825	21,117
Investment income	5,632	3,198	3,002	3,044	3,087
Gifts and donations	6,151	10,036	5,166	5,238	5,312
Rental of facilities	8,397	7,236	7,954	8,065	8,178
Fundraising	11,035	8,411	11,092	11,247	11,405
Gain on disposal of capital assets	41,337	-	-	-	-
Amortization of capital contributions	24,401	29,606	30,062	30,185	29,158
Other revenue	231	-	-	-	-
<b>Total Revenues</b>	<b>\$ 1,187,584</b>	<b>\$ 1,152,870</b>	<b>\$ 1,161,548</b>	<b>\$ 1,196,012</b>	<b>\$ 1,233,599</b>
<b>EXPENSES BY BLOCK</b>					
Instruction: ECS - grade 12	897,525	922,616	933,602	968,871	1,012,452
Plant operations and maintenance	137,442	141,308	140,271	144,624	146,672
Transportation	37,760	39,012	43,099	43,845	44,507
Board and System Administration	41,652	37,941	33,348	34,520	35,541
External services	23,396	28,073	26,545	26,361	27,068
<b>Total Expenses</b>	<b>\$ 1,137,775</b>	<b>\$ 1,168,950</b>	<b>\$ 1,176,865</b>	<b>\$ 1,218,221</b>	<b>\$ 1,266,240</b>
<b>EXPENSES BY OBJECT</b>					
Certificated salaries and benefits	668,065	681,504	684,171	709,724	747,528
Support staff salaries and benefits	218,576	235,032	239,722	252,184	260,381
Services, contracts and supplies	205,428	197,820	200,678	203,487	206,336
Amortization expenses	42,463	52,101	50,705	51,827	51,385
Interest on capital debt expenses	1,464	1,116	820	560	356
Other interest charges	1,779	1,377	769	439	254
<b>Total Expenses</b>	<b>\$ 1,137,775</b>	<b>\$ 1,168,950</b>	<b>\$ 1,176,865</b>	<b>\$ 1,218,221</b>	<b>\$ 1,266,240</b>
<i>Surplus / (Deficit)</i>	<i>\$ 49,809</i>	<i>\$ (16,080)</i>	<i>\$ (15,317)</i>	<i>\$ (22,209)</i>	<i>\$ (32,641)</i>

\*In accordance with Operational Expectation OE-5: Financial Planning





# Understanding Revenue

## Alberta Education Grant Funding

On March 7, 2013, the provincial government announced its budget for its fiscal year starting April 1, 2013.

The announced rate increases are:

Fiscal year	Base instruction	Inclusive Education and class size grants
2013-14	0%	2%
2014-15	0%	2%
2015-15	0%	2%

The province did not provide any information with respect to funding changes for the projection years. For 2013-14, the province reduced or eliminated:

- Alberta Initiative for School Improvement (AISI) funding is eliminated effective April 1, 2013
- Fuel price contingency funding is discontinued effective April 1, 2013.
- Learning Resources Credit allocation is discontinued effective Sept. 1, 2013.

Other changes for 2013-14:

- The maximum expenditure for system administration and school board governance is reduced by 10 per cent (from four per cent to 3.6 per cent of total operating expenses) resulting in a \$4.6 million claw-back in funding.
- The maximum years funded for eligible students in English as a Second Language programs decreases to five years from seven years.
- Inclusive education transition funding, implemented in Budget 2012 with the new Inclusive Education grant, will be renamed Program Equity and will be in place over the period of the 2013-2016 Business Plan.
- Metro school jurisdictions are no longer eligible for Small Schools by Necessity (SSBN) funding.
- Full Time Equivalent (FTE) Funded enrolment replaces FTE weighted enrolment in the Plant Operations and Maintenance (POM) formula. Metro school jurisdictions are no longer eligible for the SSBN component of this funding.
- A tier four has been added to the Credit Enrolment Unit (CEU) funding tiers table for Work Experience and Special Projects courses, effectively reducing funding for these courses.
- Funding for school authorities with students taking Alberta Distance Learning Centre (ADLC) courses, will be reduced to 44 per cent of the CEU Tier rate.
- The rate for the per student component of the Equity of Opportunity funding decreases to \$101 from \$156 per student.
- Infrastructure Maintenance Renewal Funding decreases by 20 per cent.



The province did not provide any information with respect to funding changes for 2014-15 and 2015-16 beyond the rate changes noted. Therefore, the increases reflected below are likely overstated and subject to change.

### Government of Alberta Grant Funding Changes

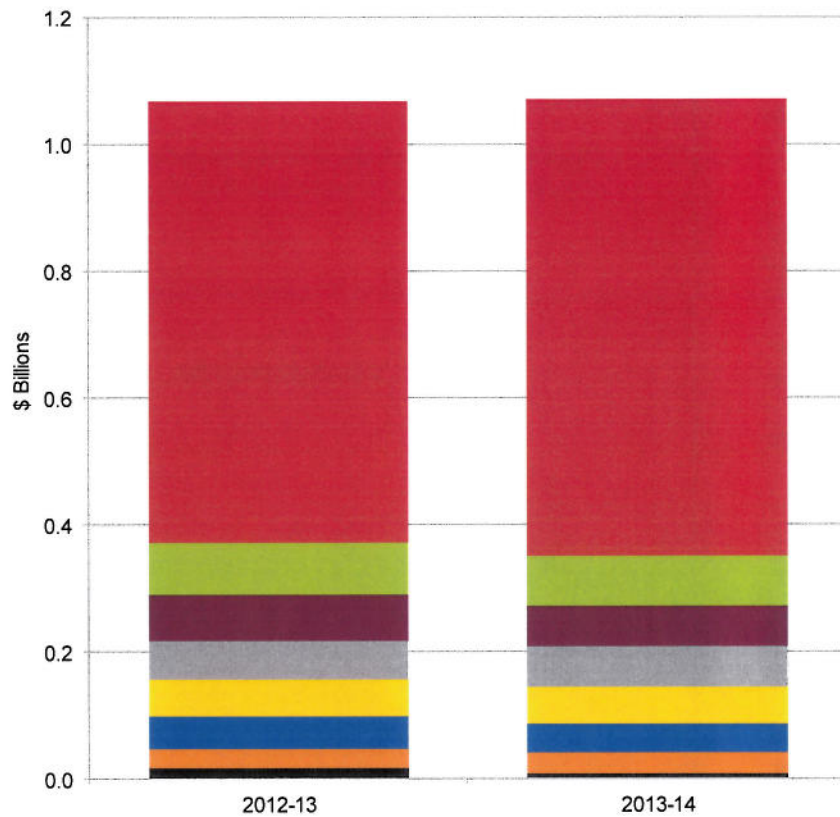
(all figures in \$ millions)

Description	Actual Changes	Projected Changes	
	2013-14	2014-15	2015-16
Changes due to:			
Enrolments/Grant Increases <sup>4</sup>	31.8	33.7	36.4
	<u>31.8</u>	<u>33.7</u>	<u>36.4</u>
Changes in grant programs:			
1. Class-size funding	0.9		
2. Inclusive education continued transition funding and two per cent increase	7.7		
3. Adjustment for tier 4 CEUs and ADLC	(1.5)		
4. Provincial claw back for Administration costs	(4.6)		
5. Elimination of small school by necessity (SSBN)	(2.0)		
6. ESL funding reduced to five from seven years	(5.3)		
7. Plant, operations & maintenance (removes severe-coding factor)	(4.2)		
8. Fuel price contingency fund eliminated	(2.3)		
9. AISI funding eliminated	(7.3)		
10. Learning resource centre (LRC)	(1.2)		
11. Equity of opportunity grant per-student reduction	(5.6)		
	<u>(25.4)</u>	<u>0.0</u>	<u>0.0</u>
Total net grant changes	<u>6.4</u>	<u>33.7</u>	<u>36.4</u>
Capital Support			
Infrastructure, maintenance and renewal (IMR) decrease	(3.4)		
Total increase	<u>3.0</u>	<u>33.7</u>	<u>36.4</u>

<sup>4</sup> The Enrolment/Grant Increases change from 2012-13 has been reclassified from the previously published \$32.2 million to align with new Alberta Education reporting requirements.



## Provincial Grant Revenues



	Budget		Variance	
	(all figures in \$ thousands)		\$	%
	2012-13	2013-14		
Base funding	698,081	722,831	24,750	3.5
Operations & maintenance	84,020	78,782	(5,238)	(6.2)
Other differential funding	73,029	65,070	(7,959)	(10.9)
Inclusive education funding	59,803	62,426	2,623	4.4
Alberta Teacher Retirement Fund	58,560	58,560	-	-
IMR & capital support	49,050	45,827	(3,223)	(6.6)
Student transportation	32,734	32,202	(532)	(1.6)
Provincial priority targeted funding	14,190	6,795	(7,395)	(52.1)
	<b>1,069,467</b>	<b>1,072,493</b>	<b>3,026</b>	<b>0.3</b>





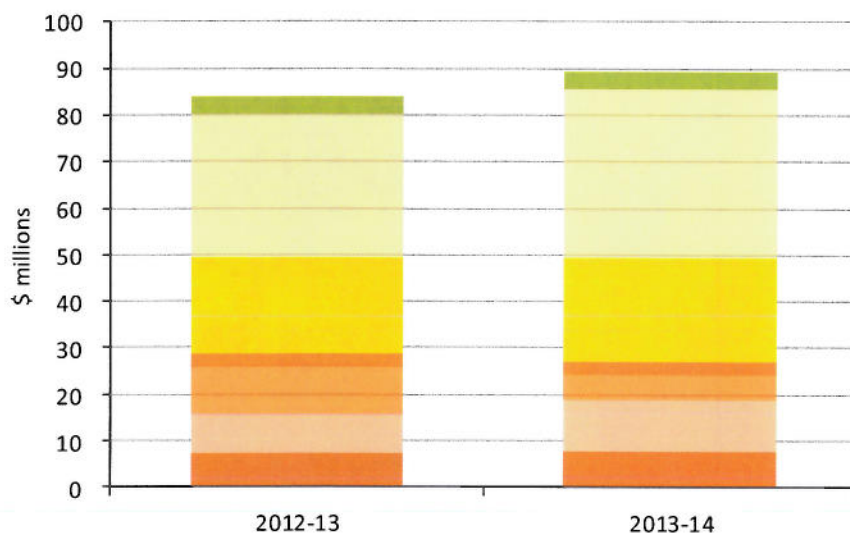
Fees increased approximately \$2.8 million due to increased enrolment and the planned phase in of the full rate for noon supervision charged to students who take the bus. \$3.5 million represents the difference between 2012-13 budget and actuals which has been reflected in the 2013-14 budget. The remaining increase of \$0.6 million relates to school specific activities such as events and field trips.

Gifts, donations and fundraising revenue is inherently variable. The decrease is due to anticipation of a more challenging fund raising environment.

Rental of facilities increased due to planned reorganization of administrative space that would then be available for lease.

## Other Revenue

Other revenues include school-generated funds and elective fees, discretionary program collections, investment income and rental and leasing revenues.



	Budget		Variance	
	2012-13	2013-14	\$	%
Other government funding	3,371	3,508	137	4.1
Fees	30,856	37,795	6,939	22.5
Other sales and services	20,295	20,538	243	1.2
Investment income	3,198	3,002	(196)	(6.1)
Gifts and donations	10,036	5,166	(4,870)	(48.5)
Fundraising	8,411	11,092	2,681	31.9
Rental of facilities	7,236	7,954	718	9.9
	<b>83,403</b>	<b>89,055</b>	<b>5,652</b>	<b>6.8</b>





## Understanding Expenses

The way the Calgary Board of Education uses funding can be presented in two ways and both are shown. The first breakdown shows expenses by "block." Blocks are categories of expenses required by Alberta Education. The second breakdown, also required by Alberta Education, shows expenses by commonly used accounting categories called "objects." Whether viewed by block or by object, the expense total is the same.

As mentioned earlier, this year CBE performed its periodic review of the allocation of expenses among blocks. These reallocations are reflected in the Expenses by Block table. Figures for 2012-13 have been reclassified for comparative purposes. Consequently the variances do not reflect the impact of reallocations and only reflect year-over-year budgeted increases and decreases.

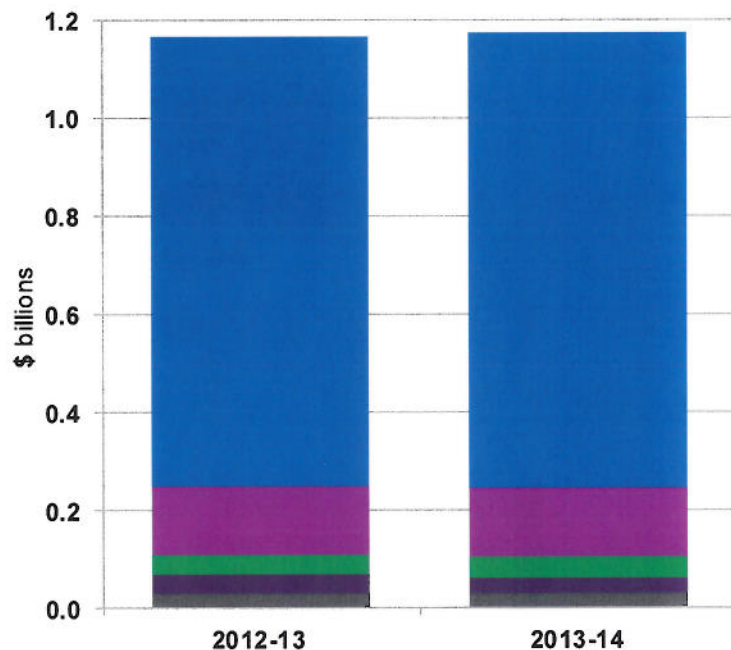
The instruction block increase of 1.2 per cent reflects the growth in enrolment, non-discretionary cost increases offset by cost mitigations.

Operations and Maintenance decreased by 0.7 per cent mainly due to planned energy savings

Transportation increased 10.5% due to forecasted increase in ridership and routes.

Board and System Administration decreased \$4.6 million in keeping with the expectations of Alberta Education, as a result of the mitigation strategies detailed in the Balancing the Budget section of this report

### Expenses by Block

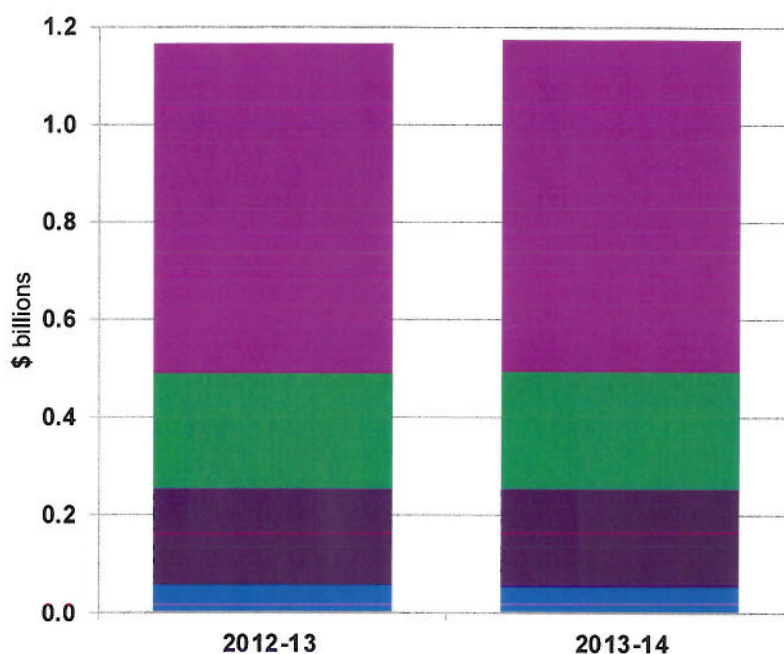


	Budget		Variance	
	(all figures in \$ thousands)		(\$000)	%
	2012-13	2013-14		
Instruction: ECS - grade 12	922,616	933,602	10,986	1.2
Operation & maintenance	141,308	140,271	(1,037)	(0.7)
Transportation	39,012	43,099	4,087	10.5
Board & System Administration	37,941	33,348	(4,593)	(12.1)
External services	28,073	26,545	(1,528)	(5.4)
	<b>1,168,950</b>	<b>1,176,865</b>	<b>7,915</b>	<b>0.7</b>



Salaries and benefits constitute about 78.5 per cent of the CBE's operating budget. The change in salaries and benefits relates to estimates of staffing decisions in schools and service units and compensation assumptions.

### Expenses by Object



### Expense by Object

	Budget		Variance	
	2012-13	2013-14	(\$000)	%
(all figures in \$ thousands)				
Certificated salaries & benefits	681,504	684,171	2,667	0.4
Support staff salaries & benefits	235,032	239,722	4,690	2.0
Services, contracts and supplies	197,820	200,678	2,858	1.4
Amortization expense	52,101	50,705	(1,396)	(2.7)
Interest on capital debt expense	1,116	820	(296)	(26.5)
Other interest charges	1,377	769	(608)	(44.2)
	<b>1,168,950</b>	<b>1,176,865</b>	<b>7,915</b>	<b>0.7</b>



## Reserves

The CBE is required to balance its budget every year. As described throughout this document, administration has diligently evaluated services and implemented strategies to achieve this balance. To help with this work, a funding source that is available to the CBE is to use our savings which we call reserves. During the March 7, 2013 budget announcement the CBE was urged by the Minister of Education to use all reserves to backfill shortfalls that the provincial funding cuts created.

Even though the CBE has budgeted for huge cuts, the provincial funding reductions are so significant that we are forced to deplete all available operating reserves to cover the \$15.3 million difference between revenue and expenses and balance the budget. This includes requesting that the Board of Trustees allow for the use of the Continuing Education Stabilization Fund, previously designated for the sole use of Chinook Learning Services. The following chart details the reserve use for 2013-14.

### Use of Reserves to Balance the 2013-2014 Budget

(all figures in \$ thousands)

#### Operating Reserves

Continuing Education Fee Stabilization	1,593
Utility Expense Stabilization	1,637
Administrative Systems Renewal	2,248
General Instruction	1,000
Fiscal Stability	1,660
System Transformation	500
Transportation Fee Reserve	2,179
Operating Lease Reserve	1,000
	<hr/>
	11,817
Contribution from Amortization Reserve	6,000
School Purchased Assets	(2,500)
	<hr/>
Total	15,317



While the Continuity Table below indicates a closing balance of \$17.8 million at the end of 2013-14, these reserves are not currently available for general use. These funds are set aside for specific purposes including unrealized investment gains and the operating lease reserve which provides \$1.0 million annually to support the costs of the education center lease.

#### Continuity of Operating Reserves

(all figures in \$ thousands)

	Actual 2011-12	Approved Budget 2012-13	Forecast 2012-13	Budget 2013-14	Forecast 2014-15	Forecast 2015-16
<b>Opening Balance</b>	25,282	18,640	28,510	29,590	17,772	16,772
Net increase/(decrease)						
Restricted reserves	(5,513)	-	12,300	(3,179)	(1,000)	(1,000)
Available reserves	8,741	(12,185)	(11,220)	(8,639)	-	-
Net increase/(decrease) in total reserves	3,228	(12,185)	1,080	(11,818)	(1,000)	(1,000)
<b>Closing Balance</b>	<u>28,510</u>	<u>6,455</u>	<u>29,590</u>	<u>17,772</u>	<u>16,772</u>	<u>15,772</u>
<b>Restricted Reserves remaining for 2013-14 to 2015-16</b>						
Unrealized Investment Gains/Losses				3,195	3,195	3,195
Operating Lease Reserve				<u>14,577</u>	<u>13,577</u>	<u>12,577</u>
<b>Total</b>				<u>17,772</u>	<u>16,772</u>	<u>15,772</u>

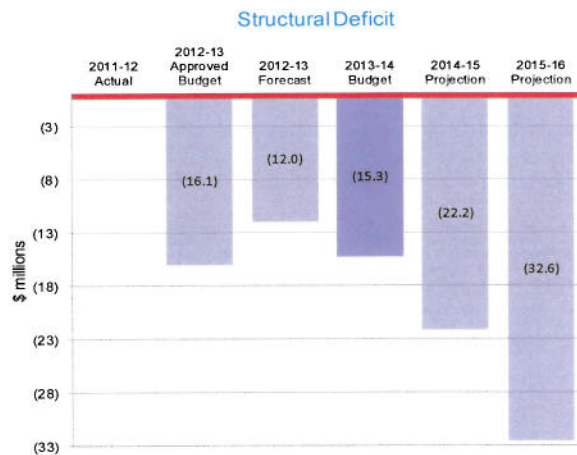




## Structural Deficit and Available Operating Reserves

When one-time funding is used to balance the budget a "structural deficit," is created. This is because we fund ongoing expenses with "one-time" funding. The structural deficit results because, in future years, there is no longer a source to fund these ongoing costs.

For example, our 2012-13 planned use of one-time funding is \$16.1 million and therefore 2013-14 starts with a structural deficit of this amount. The actual 2012-13 structural deficit is expected to be less – forecasted at \$12 million. For 2013-14, CBE needs its strategies to address the opening structural deficit plus the current year's additional shortfall. Structural deficits will continue as long as current year revenues do not match current year expenses.



In the 2012-13 budget we expected to use all available reserves. The most recent forecast anticipates that we will not need to use as much of our reserves as originally planned. This creates a one-time source of funding to help balance the budget for 2013-14, but in doing so, creates a structural deficit. Only restricted operating reserves will remain. Therefore, the 2014-15 opening structural deficit of \$15.3 cannot be funded by reserves.



## Staff complement

More than 13,000 people work for the CBE, or the equivalent of 9,126 full-time equivalents (FTEs).

Each one of our employees plays an important role in providing learning as unique as every student. While teachers, principals and school-based employees work with students to unlock their passions and potential, they are supported by knowledgeable employees who work in a variety of other departments.

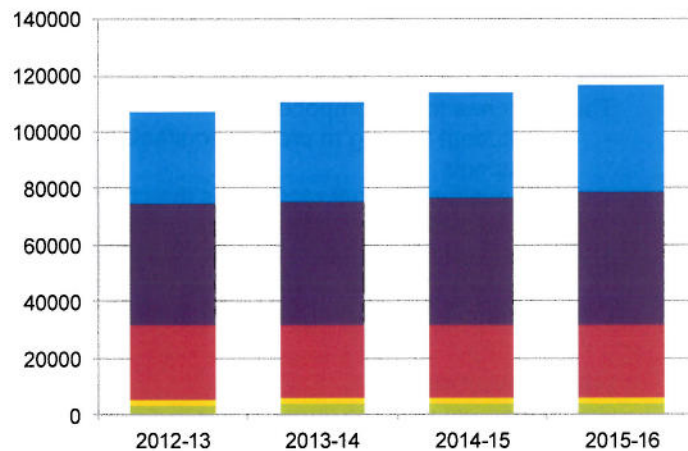
At the time of printing this report, RAM decisions were in progress and service unit reorganizations detail had not been finalized. Therefore, we are unable to provide detail of budgeted FTEs. The total number of FTEs used to build the budget was 9,115.



## Student enrolment

Enrolment projections are based on the September 30, 2012 actual enrolment of 107,104 students, and reflect the City of Calgary population changes, market share, and student retention rates. It is expected that student enrolment will continue to increase between 2.7 per cent and 2.9 per cent annually.

Student Enrolment by year



Student Enrolment by years and program

	2012-13	2013-14		2014-15		2015-16	
	Actual	Projection	Change from prior year	Projection	Change from prior year	Projection	Change from prior year
Kindergarten to Gr. 3	32,776	35,059	2,283	36,738	1,679	37,959	1,221
Gr. 4-9	42,956	43,855	899	45,354	1,499	46,919	1,565
Senior High (Gr. 10-12)	25,896	25,812	(84)	25,697	(115)	25,778	81
Unique Schools & Programs	2,036	2,107	71	2,171	64	2,235	64
Chinook Learning Services	2,760	2,843	83	2,930	87	3,016	86
Cbe-Learn	680	700	20	722	22	743	21
<b>Totals</b>	<b>107,104</b>	<b>110,376</b>	<b>3,272</b>	<b>113,612</b>	<b>3,236</b>	<b>116,650</b>	<b>3,038</b>



## Glossary of terms<sup>5</sup>

### Amortization

Amortization expenses for both supported and unsupported capital assets ("unsupported" capital assets are board-funded; "supported" capital assets are funded by externally restricted capital funding/contributions).

### Cohort-survival

Cohort is a group of students having a statistical factor (e.g., age or grade) in common as part of a demographic study. Cohort-survival looks at these demographic groups to determine any decrease or increase in each grade grouping as they move from Kindergarten to Grade 12 within the CBE.

### Equity of Opportunity Funding

This grant has three components:

- Per student funding to provide equitable access to education programs for all students;
- Distance funding that recognizes the costs of providing services for students who are located far distances from major service centres; and
- Low student density funding that recognizes the costs of providing services for students who live in low populated, remote, rural communities.

CBE is only eligible for the first component.

### Grid Movement

Grid movement refers to time-based salary increases for unionized employees. For example, in the case of teachers, until they reach the top of the salary scale or "grid," there are scheduled increases annually. In budgetary terms, grid movement is not a discretionary expense.

### Interest and charges

Interest expenses charged for both supported and unsupported debenture debt and all other interest charges.

### Provincial Priority Targeted Funding

Funding is comprised of the following: Alberta Initiative for School Improvement (AISI, eliminated April 1, 2013), SuperNet and Student Health. Other funding categories from the province that have prescribed guidelines on their use include: Infrastructure Maintenance Renewal (IMR), Regional Assessment Services (REACH) and Institutional Funding.

### Salaries & Benefits

Consists of both certificated and non-certificated salaries and benefits

Certificated salaries refer to all salaries paid or accrued for those employees of the jurisdiction who possess a valid Alberta Teaching Certificate, or its equivalent (i.e., certified teachers, Principals and Superintendents).

Certificated benefits refer to the employer share of amounts paid on behalf of employees possessing an Alberta Teacher Certificate or equivalent for statutory and pension contributions, and medical and insurance benefits. It also includes allowances which are taxable payments made to (or on behalf of) employees for

<sup>5</sup> Some terms are defined by Alberta Education





sabbatical leave, advanced study and training, and for negotiable or board-authorized allowances including automobile, subsidized housing, relocation, retirement, and supplementary unemployment benefits.

Non certificated salaries are salaries and wages paid or accrued for all other employees, who do not possess an Alberta Teaching Certificate or equivalent.

### School-Generated Funds

School-Generated Funds (SGF) are funds raised in the community for student activities that come under the control and responsibility of school management. These funds are usually collected and retained at the school for expenditures paid at the school level. SGF does not include any other funds collected at the school but remitted to central office and accounted for by central office (facility rentals, capital assets purchases, etc.)



## Appendix I - Alberta Education

School Jurisdiction Code:

# BUDGET REPORT FOR THE YEAR ENDING AUGUST 31, 2014

[School Act, Sections 147(2)(b) and 276]

Legal Name of School Jurisdiction

Telephone and Fax Numbers

<input type="text"/> Name	BOARD CHAIR	<input type="text"/> Signature
<input type="text"/> Name	SUPERINTENDENT	<input type="text"/> Signature
<input type="text"/> Name	SECRETARY TREASURER	<input type="text"/> Signature
Certified An accurate summary of the year's budget approved by the Board of Trustees at its meeting held <input type="text"/> . Date		



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## Color coded cells:

blue cells: require the input of data/descriptors wherever applicable.  
salmon cells: contain referenced juris. information - protected

Grey cells: data not applicable - protected  
white cells: within text boxes REQUIRE the input of points and data.

**HIGHLIGHTS, PLANS, ASSUMPTIONS AND RISKS SUMMARY- 2013/2014 BUDGET REPORT**

The following were presented to the Board and approved as underlying the budget. These key points and assumptions used in development of the budget take into consideration the economic environment of the jurisdiction, focus on anticipated changes from current year, and are realistic and consistent with the three year Education Plan. At a minimum, they disclose key budget assumptions, financial & business risks, and specific strategies explaining how this budget will support the jurisdiction's plans.

**Budget Highlights, Plans & Assumptions:**

Administration's approach to the operating budget is guided by the following values:

- Minimizing the impact on students and parents remains a top priority.
- We will focus our resources on achieving the vision as articulated in the Results Statements, the Three-Year Education Plan, and Inspiring Education.
- We will continue to build on innovation already in progress.
- We will continue to advance the learning agenda. We are committed to the best possible learning for our students today while continuing to move our practice forward.

The key highlights of the 2013-14 Financial Plan are:

- The RAM-rate increase across the system is an average of two per cent and is weighted to ensure that current average kindergarten to Grade class size is maintained.
- As requested by Alberta Education, our administration block is reduced by \$4.6 million from our 2012-13 budget.
- The use of one-time funding sources and depletion of all available reserves totals \$15.3 million.
- The operating budget for 2013-14 is balanced.

The CBE will **continue to allocate resources**—both to schools and for associated central learning supports—by way of the following strategies:

- Advance the objectives of Inspiring Education
- Maintain kindergarten to Grade 3 current average class-size.
- Support English language learners
- Generally maintain fees at 2012-13 rates
- Maintain full-day kindergarten programs
- Continued support of facilities maintenance

**Significant Business and Financial Risks:**

- Compensation changes, including compensation increases, grid movements, performance increases and benefits, have been planned based on current information. Negotiated salary and wage settlements may differ from the current information.
- Enrolment projections have been based on the Sept. 30, 2012 actual enrolment and will be different from actual Sept. 30, 2013
- The inflation rates were estimated based on the 5-year trend in Calgary at 1.4 per cent per year.
- All known changes in contractual obligations have been included based on current information.
- The financial impact of any potential legislative changes cannot be determined at this time.

**Note:** We have reclassified the 2012-13 budget, presented in this report, for comparative purposes.





**BUDGETED STATEMENT OF OPERATIONS**  
for the Year Ending August 31

	Approved Budget 2013/2014	Final Approved Budget 2012/2013	Actual 2011/2012
<b>REVENUES</b>			
Government of Alberta	\$1,043,045,403	\$1,040,530,774	\$1,028,977,351
Federal Government and/or First Nations	\$2,380,519	\$2,191,185	\$2,241,955
Other Alberta school authorities	\$512,650	\$509,850	\$731,359
Out of province authorities	\$0	\$0	\$0
Alberta Municipalities-special tax levies	\$0	\$0	\$0
Fees	\$37,794,985	\$30,855,920	\$37,440,265
Other sales and services	\$20,537,952	\$20,295,454	\$21,010,468
Investment income	\$3,002,000	\$3,198,197	\$5,631,824
Gifts and donations	\$5,166,000	\$10,035,797	\$6,151,370
Fundraising	\$11,092,000	\$8,411,026	\$11,034,757
Rental of facilities	\$7,954,128	\$7,236,414	\$8,397,249
Gain on disposal of capital assets	\$0	\$0	\$41,336,714
Amortization of capital allocations	\$30,061,928	\$29,605,490	\$24,401,064
Other revenue	\$0	\$0	\$230,514
<b>TOTAL REVENUES</b>	<b>\$1,161,547,565</b>	<b>\$1,152,870,107</b>	<b>\$1,187,584,889</b>
<b>EXPENSES</b>			
ECS - Grade 12 Instruction	\$933,601,459	\$922,616,230	\$897,524,916
Operations & Maintenance of Schools and Maintenance Shops	\$140,270,851	\$141,308,192	\$137,442,579
Transportation	\$43,099,338	\$39,011,849	\$37,759,933
Board & System Administration	\$33,348,497	\$37,940,673	\$41,652,025
External Services	\$26,544,682	\$28,072,837	\$23,396,410
<b>TOTAL EXPENSES</b>	<b>\$1,176,864,827</b>	<b>\$1,168,949,781</b>	<b>\$1,137,775,863</b>
<b>ANNUAL SURPLUS (DEFICIT)</b>	<b>(\$15,317,262)</b>	<b>(\$16,079,674)</b>	<b>\$49,809,026</b>

**BUDGETED ALLOCATION OF EXPENSES (BY OBJECT)**  
for the Year Ending August 31

	Approved Budget 2013/2014	Final Approved Budget 2012/2013	Actual 2011/2012
<b>EXPENSES</b>			
Certificated salaries	\$561,261,227	\$561,119,704	\$555,900,110
Certificated benefits	\$122,909,705	\$120,384,600	\$112,166,346
Non-certificated salaries and wages	\$189,985,891	\$189,075,276	\$177,419,009
Non-certificated benefits	\$49,735,962	\$45,957,067	\$41,156,457
Services, contracts, and supplies	\$200,677,811	\$197,819,377	\$205,428,454
<b>Capital and debt services</b>			
Amortization of capital assets			
supported	\$30,061,928	\$29,605,490	\$23,396,410
unsupported	\$20,643,449	\$22,495,281	\$19,066,307
Interest on capital debt			
supported	\$819,977	\$1,116,395	\$1,463,720
unsupported	\$0	\$0	\$0
Other interest charges	\$768,877	\$1,376,591	\$1,779,050
Loss on disposal of capital assets	\$0	\$0	\$0
Other expense	\$0	\$0	\$0
<b>TOTAL EXPENSES</b>	<b>\$1,176,864,827</b>	<b>\$1,168,949,781</b>	<b>\$1,137,775,863</b>



**PROJECTED STATEMENT OF CHANGES IN NET ASSETS (SUMMARY)**  
for the Year Ending August 31

	(1)	(2)	(3)	(4)	(5)	(6)
	TOTAL NET ASSETS (2+3+6)	INVESTMENT IN CAPITAL ASSETS	ACCUMULATED OPERATING SURPLUS (4+5)	UNRESTRICTED NET ASSETS	INTERNALLY RESTRICTED NET ASSETS	
					OPERATING RESERVES	CAPITAL RESERVES
<b>Actual balances per AFS at August 31, 2012</b>	\$199,703,559	\$119,570,333	\$28,510,326	\$2,810,336	\$25,699,990	\$51,622,900
<b>2012/2013 Estimated impact to net assets for:</b>						
Estimated surplus(deficit)	(\$11,998,000)			(\$11,998,000)		
Estimated Board funded capital asset additions		\$30,653,000		(\$19,280,000)	\$15,577,461	(\$26,950,461)
Estimated Amortization of capital assets (expense)		(\$47,902,000)		\$47,902,000		
Estimated Amortization of capital allocations (revenue)		\$28,912,000		(\$28,912,000)		
Estimated Unsupported debt principal repayment		\$2,210,000		(\$2,210,000)		
Estimated reserve transfers (net)				\$11,687,664	(\$11,687,664)	\$0
Estimated Assumptions/Transfers of Operations	\$0	\$0	\$0	\$0	\$0	\$0
<b>Estimated Balances for August 31, 2013</b>	\$187,705,559	\$133,443,333	\$29,589,787	\$0	\$29,589,787	\$24,672,439
<b>2013/2014 Budget projections for:</b>						
Budgeted surplus(deficit)	(\$15,317,262)			(\$15,317,262)		
Projected Board funded capital asset additions		\$14,035,449		(\$14,035,449)	\$0	\$0
Budgeted Amortization of capital assets (expense)		(\$50,705,377)		\$50,705,377		
Budgeted Amortization of capital allocations (revenue)		\$30,061,928		(\$30,061,928)		
Budgeted Unsupported debt principal repayment		\$3,108,000		(\$3,108,000)		
Projected reserve transfers (net)				\$11,817,262	(\$11,817,262)	\$0
Projected Assumptions/Transfers of Operations	\$0	\$0	\$0	\$0	\$0	\$0
<b>Projected Balances for August 31, 2014</b>	\$172,388,297	\$129,943,333	\$17,772,525	\$0	\$17,772,525	\$24,672,439

**ANTICIPATED CHANGES IN NET ASSETS SUMMARY- 2013/2014 BUDGET REPORT**

The following explains the anticipated changes to Unrestricted Net Assets, Investment in Capital Assets, Operating Reserves and Capital Reserves for 2012/2013 and 2013/2014 and breaks down the planned additions to unsupported capital.

- The \$2.8 M of Unrestricted Net Assets is anticipated to fund the projected deficit of 2012-13. No changes to 2013-14.
- The reduction of \$27.0 M from capital reserves in the 2012 year is a combination of the transfer of \$15.6 M to the Operating Lease reserve as approved by the Minister and \$11.4 M in to fund capital projects that were carried forward from the prior year.
- Operating reserves are reduced by \$11.7 M and \$11.8 M respectively for 2012-13 and 2013-14 to fund the projected deficits.
- Additions to Board funded capital assets are:

2012-13  
 Building 3,651,520  
 Vehicles 1,026,000  
 Equipment 28,185,480  
\$32,863,000

2013-14  
 Building 3,861,000  
 Vehicles 152,000  
 Equipment 13,130,000  
\$ 17,143,000



**PROJECTED STUDENT STATISTICS  
FULL TIME EQUIVALENT (FTE) ENROLLED STUDENTS**

	Budgeted 2013/2014 (Note 2)	Actual 2012/2013	Actual 2011/2012	Notes
<b>GRADES 1 TO 12</b>				
<b>Eligible Funded Students:</b>				
Grades 1 to 9	70,242	67,725	65,722	Head count
Grades 10 to 12	28,864	28,881	28,701	Note 3
Total	99,106	96,606	94,423	Grades 1-12 students eligible for base instruction funding from Alberta Education.
<b>Other Students:</b>				
Total	1,948	1,900	1,850	Note 4
<b>Total Net Enrolled Students</b>	101,054	98,506	96,273	
<b>Home Ed and Blended Program Students</b>	254	247	140	Note 5
<b>Total Enrolled Students, Grades 1-12</b>	101,308	98,753	96,413	
<b>Of the Eligible Funded Students:</b>				
Severely Disabled Students served	4,368	4,692	4,293	Total eligible funded severely disabled student FTEs; including Code 40s (excluding Code 47s).
<b>EARLY CHILDHOOD SERVICES (ECS)</b>				
<b>Eligible Funded Children</b>	9,068	8,351	7,718	ECS children eligible for ECS base instruction funding from Alberta Education.
<b>Other children</b>	-	-	51	ECS children not eligible for ECS base instruction funding from Alberta Education.
<b>Total Enrolled Children - ECS</b>	9,068	8,351	7,769	
<b>Program Hours</b>	475	475	475	Minimum: 475 Hours
<b>FTE Ratio</b>	0.500	0.500	0.500	Actual hours divided by 950
<b>FTE's Enrolled, ECS</b>	4,534	4,176	3,885	
<b>Of the Eligible Funded Children:</b>				
Severely Disabled Children served	423	399	345	Total eligible funded severely disabled children FTEs, including Code 40 children in program units
<b>NOTES:</b>				
1) Enrolment is to be completed WHEREVER APPLICABLE and are 'as at September 30th' for each year.				
2) Budgeted enrolment is to be based on best information available at time of the 2013/2014 budget report preparation.				
3) The # of FTE grade 10-12 students is determined by taking the total # of students' credits / 35; where 35 CEUs = 1 FTE.				
4) Other Grade 1-12 students that are not eligible for base instruction funding from Alberta Education include First Nations students living on reserves for which tuition fee payments are made from Band or INAC (Code 330), students younger than 5 1/2 or older than 20, and out-of-province and foreign students.				
5) Because they are funded separately, Home Education students are not included with total net enrolled students. In the blended program, funding per student is pro-rated on the percentage of the student's program which is taken at school and at home; home education students are assigned a weighting of 0.25 FTE for base funding.				



**PROJECTED STAFFING STATISTICS  
FULL TIME EQUIVALENT (FTE) PERSONNEL**

	Budgeted 2013/2014	Actual 2012/2013	Actual 2011/2012	Notes
<b>CERTIFICATED STAFF</b>				
School Based	5,727.2	5,738.3	5,649.7	Teacher certification required for performing functions at the school level.
Non-School Based	115.1	124.7	127.1	Teacher certification required for performing functions at the system/central office level.
Total Certificated Staff FTE	5,842.3	5,863.0	5,776.8	FTE for personnel possessing a valid Alberta teaching certificate or equivalency.
<b>Certificated Staffing Change due to:</b>				
Enrolment Change	152.7	88.6	43.2	If negative change impact, the small class size initiative is to include any/all teachers retained.
Other Factors	(173.4)	(2.5)	(162.1)	Descriptor (required): Budget reduction *
Total Change	(20.7)	86.1	(118.9)	Year-over-year change in Certificated FTE
<b>Breakdown, where total change is Negative:</b>				
Continuous contracts terminated	-	-	-	FTEs
Non-permanent contracts not being renewed	-	-	-	FTEs
Other (retirement, attrition, etc.)	(20.7)	-	(118.9)	Descriptor (required): Budget reduction *
Total Negative Change in Certificated FTEs	(20.7)	-	(118.9)	Breakdown required where year-over-year total change in Certificated FTE is 'negative' only.
<b>NON-CERTIFICATED STAFF</b>				
Instructional	1,921.7	1,916.5	1,853.2	Personnel providing instruction support for schools under 'Instruction' program areas.
Non-Instructional	1,298.5	1,294.0	1,331.5	Personnel in Transportation, Board & System Admin., O&M and External service areas.
Total Non-Certificated Staff FTE	3,220.2	3,210.5	3,184.7	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
<b>Non-Certificated Staffing Change due to:</b>				
Enrolment Change	26.9	-	-	FTEs
Other Factors	(17.2)	25.8	12.5	Descriptor (required): Budget reduction *
Total Change	9.7	25.8	12.5	Year-over-year change in Non-Certificated FTE
<p>*At the time of generating this report, school-based decisions were in progress and service unit reorganization details had not been finalized. The FTEs provided are based on 2012-13 actuals projected forward based on enrolment growth and other budget changes, excluding the results of the decisions in progress. The total number of FTEs of 9,062.5 excludes 52.5 staff on leaves and secondments (9,062.5 + 52.5 = 9,115.0 FTE reported in Operating Budget for 2013-14 and Beyond).</p>				





**report to  
Board of Trustees**

**CALGARY BOARD OF EDUCATION  
2013-14 Capital Budget  
With 2014-15 & 2015-16 Capital Budget Estimates**

Date	May 28, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Decision
Originator	Frank J. Coppinger, Superintendent, Facilities and Environmental Services Deborah L. Meyers, Superintendent, Chief Financial Officer, Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-5: Financial Planning OE-7: Asset Protection
Resource Persons	Brad Grundy, Director, Corporate Finance Shay Khan, Acting Manager, Corporate Planning and Reporting Members of The Capital Budget Council

## 1 | Recommendations

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It is recommended:

- THAT the 2013-14 Capital Budget expenditures for the identified capital needs outlined in Attachments I to V be approved.
- THAT the 2014-15 and 2015-16 Capital Expenditure Estimates be received for information.



## 2 | Issue

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The Board of Trustees' Operational Expectation OE-5: Financial Planning requires that the Chief Superintendent shall develop and maintain a multi-year financial plan that is related directly to the Board's Results priorities and Operational Expectations goals, and that avoids long-term fiscal jeopardy to the organization.

The ongoing provision of educational services to students requires significant and ongoing investment in capital infrastructure, including equipment, technology, furniture and accommodation needs of new schools and programs. This infrastructure must be maintained, upgraded, or renewed, to accommodate both growth and changes in required service levels. Additional and strategic investments are regularly required due to changes in programs, student enrolment, technology and curriculum enhancements, or other identified improvements required to meet the needs of students and staff as reflected in the CBE's Three-Year Education Plan. The planned expenditures and funding sources to provide the required investments are reflected in the Capital Budget presented annually to the Board of Trustees for their consideration and approval.

## 3 | Background

---

The Capital Budget (or board-funded capital) includes technology, furniture, equipment, vehicles and all other non-facility assets.

The Capital Budget does not reflect capital needs for school buildings and related facility infrastructure supported by additional capital grants approved and provided by the Provincial Government through a separate capital planning process. The Three Year School Capital Plan 2014-17 is presented to the Board of Trustees for approval on May 28, 2013 and will be submitted to Alberta Education by June 1, 2013.

Board-funded capital needs are funded from the amortization reserve, school decentralized funds and/or targeted funds.

Administration—via the Capital Budget Council—categorizes, assesses, and approves its board-funded capital projects based on the business and strategic value that they deliver. The categories used are: strategic, enhancement, and maintenance. This allows Administration to monitor its board-funded capital investment mix in order to ensure that sufficient resources are allocated to adequately maintain and enhance existing capital investment to meet the technological requirements for student learning. Further, Administration also ensures that the extent of new investment matches the organization's ability to maintain its assets in the future.

Funding may be provided for projects for a single year or over several years, depending on the nature and size of the project and the availability of funding.

## 4 | Analysis

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The 2013-14 Capital Budget, together with the 2014-15 and 2015-16 Capital Budget Estimates for capital needs funded from the amortization reserve, targeted funds and/or decentralized funds is attached as Attachments I through V. These projects and needs reflect a capital requirement for the 2013-14 school year of approximately \$21.3 million, as recommended by the Capital Budget Council.

A summary of the planned board-funded capital investment for 2013-14 and the funding sources is presented in Attachment I.

The initial requests for 2013-14 totaled \$28.0 million; including school funded assets and required capital lease payments for the energy retrofits. The requests were reviewed and prioritized using the following criteria. Details are provided in Attachment II.

1. For strategic and enhancement projects:
  - impact on the Three-Year Education Plan;
  - impact on the CBE as an organization; and
  - the extent to which the project/purchase will create future savings relative to its capital cost.
2. For maintenance projects:
  - mandatory
  - critical
  - necessary
  - discretionary

Administration strives to maintain an investment mix of:

- |               |     |
|---------------|-----|
| ■ strategic   | 25% |
| ■ enhancement | 10% |
| ■ maintenance | 65% |

The planned expenditures itemized in Attachments III, IV, & V represent the work of highest priority for the organization in support of the Three-Year Education Plan. A portion of available funds were set aside to provide some flexibility to respond to emerging needs.

The 2013-14 Capital Budget and the 2014-15 & 2015-16 Capital Budget Estimates include a provision for required capital lease payments for existing energy performance contracts, over the next three years, in the amount of \$10.9 million.



## 5 | Financial Impact

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The total Amortization Reserve for 2013-14 is \$20.6 million. Of that amount, \$6.0 million represents a contribution from the Amortization Reserve that is being used to cover, in part, the difference between revenue and expenses and balance the 2013-14 budget. The remaining \$14.6 million (\$20.6 million less \$6.0 million) finances, in part, the total capital expenditures for 2013-14 as summarized in Attachment I.

The recommended 2013-14 Capital Budget, in the amount of \$21.3 million (\$18.6 million in 2012-13) will be funded from the following sources:

- Amortization Reserve of \$14.6 million;
- Technology Funding<sup>1</sup> of \$4.2 million; and
- School Decentralized Funds of \$2.5 million.

The approval of this recommended 2013-14 Capital Budget will result in an approximately \$1.0 million net increase in the CBE's annual amortization costs in each of the next four years.

## 6 | Implementation Consequences

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Approval of these projects will enable the CBE to replace, initiate or upgrade various information technology systems, support the needs of program moves and expansions, invest in certain strategic initiatives aligned with the Three-Year Education Plan, and fund previously approved projects undertaken through a capital lease arrangement. The Calgary Board of Education must continue to replace and upgrade its multi-million dollar infrastructure and related equipment in order to accommodate growth, program changes and curriculum changes. These projects will also enable the CBE to avoid higher maintenance costs, minimize any down-time due to the potential failure of capital assets, and be compliant with Operational Expectations 7: Asset Protection.

## 7 | Conclusion

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This report reflects a Capital Budget request for 2013-14 of \$21.3 million (with Capital Expenditure Estimates for 2014-15 and 2015-16), based on asset investments which are considered essential and affordable.

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<sup>1</sup> Due to an accounting policy change in 2012-13, expenditures related to the replacement of technology are categorized as capital rather than an operating charge.





NAOMI E. JOHNSON  
CHIEF SUPERINTENDENT OF SCHOOLS

#### ATTACHMENTS

- Attachment I: Summary of Board-Funded Capital Investment
- Attachment II: Capital Project Priority Categories and Criteria
- Attachment III: Strategic Non-Facility Related Capital Projects
- Attachment IV: Enhancement Non-Facility Related Capital Projects
- Attachment V: Maintenance Non-Facility Related Capital Projects

#### 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**  
**2013 - 2016 Capital Budget and Estimates**  
**Summary of Board-Funded Capital Investment**

	Attachment Number	2013/14 \$(000)	Capital Budget 2014/15 Estimate \$(000)	2015/16 Estimate \$(000)
<b>Capital Lease Payments (Contracts)</b>				
Performance Contracts		3,108	2,747	5,059
<b>Total Capital Lease Payments (Contracts)</b>		<b>3,108</b>	<b>2,747</b>	<b>5,059</b>
<b>Non-Facility Related Projects</b>				
Strategic	III	1,542	498	493
Enhancement	IV	5,797	5,151	4,443
Maintenance	V	10,749	11,773	10,582
<b>Total Non-Facility Related Projects</b>		<b>18,088</b>	<b>17,422</b>	<b>15,518</b>
<b>Funding Held for Projects to be Identified (1)</b>				
		147	8,173	8,350
		<b>147</b>	<b>8,173</b>	<b>8,350</b>
<b>Total Capital Expenditures</b>		<b>21,343</b>	<b>28,342</b>	<b>28,927</b>
<b>Financed by the Following:</b>				
Total Amortization Reserve		20,643	21,642	22,227
Less Contribution to Operations		(6,000)	-	-
Available Amortization Reserve		14,643	21,642	22,227
Technology Funds (2)		4,200	4,200	4,200
School Purchased Assets		2,500	2,500	2,500
<b>Total Capital Financing</b>		<b>21,343</b>	<b>28,342</b>	<b>28,927</b>

**Notes:**

(1) Held in reserve as we assess the Technology evergreen position of the system.

(2) Due to an accounting policy change in 2012-13, expenditures related to the replacement of technology are categorized as capital rather than an operating charge.

# Calgary Board of Education

## 2013 - 2016 Capital Budget and Estimates

### Capital Project Priority Categories and Criteria

Attachment II

The Capital Budget Council established criteria for prioritizing capital budget projects/equipment requests from schools and service units by project categories & priorities. The following four Project Categories have been identified:

1. **Strategic (S)** - projects that open up new horizons, learning methods, organizational models, and value propositions that cut across the organization or physical facility.
2. **Enhancement (E)** - projects that improve or extend the functionality of existing systems, technologies and processes.
3. **Maintenance (M)** - projects that are required to maintain current systems and keep them working in good conditions.

Projects are then prioritized by urgency. The Priority rankings are:

1. **Mandatory (M)** - projects for which there is a legislated requirement and/or contractual agreement that obligates the CBE to provide a service or physical facility.
2. **Critical (C)** – projects for which the need to start within one or two years is critical. Conditions which make a project critical include safety concerns, avoidance of greater replacement costs in the future, and operational requirements.
2. **Necessary (N)** – projects needed to ensure provision of well maintained facilities, systems equipment to support the CBE mission and/or normal business functions.
3. **Discretionary (D)** – projects identified as desirable, but not necessary, in terms of the CBE mission and/or normal business functions.

Projects are also prioritized by Return on Investment (ROI), impact on the Three-Year Education Plan, and impact on the organization as a whole.

1. **Return on Investment (ROI)** – a calculation that attempts to capture the value or efficiencies garnered from a capital project. (Operational cost savings over 5 years post-implementation/Capital cost of project)
2. **Impact on 3 Year Education Plan** -identifying capital projects that impact students in ways that provide a tangible support for their learning, strategies associated with the personalization of learning and/stewarding resources of learning, health and well-being of students, and bringing continuous benefits of learning.
3. **Impact on the Organization** - identifying the system wide impact capital projects requested have that affects students and service units.

*Continuing multi-year projects commenced in a previous year to their conclusion are generally considered approved unless deemed not viable at the preliminary stage of*

**Calgary Board of Education**  
**2013 - 2016 Capital Budget and Estimates**  
**Strategic - Non-Facility Related Capital Projects**

	Capital Budget		
	2013/14 \$(000)	2014/15 Estimate \$(000)	2015/16 Estimate \$(000)
<b>Strategic</b>			
Integrated Workplace System (5 year plan)	\$ 492	\$ 498	\$ 493
Learning Resources Strategy	650	-	-
Disk Encryption	350	-	-
Enterprise Contract Management	50	-	-
<b>Total Strategic - Non-Facility Related</b>	<b>\$ 1,542</b>	<b>\$ 498</b>	<b>\$ 493</b>



**Calgary Board of Education**  
**2013 - 2016 Capital Budget and Estimates**  
**Enhancement - Non-Facility Related Capital Projects**

Description	Capital Budget		
	2013/14 \$(000)	2014/15 Estimate \$(000)	2015/16 Estimate \$(000)
<b>Enhancement</b>			
Security Cameras	\$ 650	\$ 700	\$ 750
Electronic Door Access	325	350	350
School Portal Solution	265	120	120
Budget, Forecasting and Reporting System	500	1,000	700
CBE Fee Central + Online Registration System	397	473	-
Deploy Employee Kiosks in Schools	344	-	-
HR Spring Staffing Tool Integration	124	-	-
IRIS	500	-	-
Other Enhancement Items < \$120K	192	8	23
School Purchase Assets	2,500	2,500	2,500
<b>Total Enhancement - Non Facility Related</b>	<b>\$ 5,797</b>	<b>\$ 5,151</b>	<b>\$ 4,443</b>

**Calgary Board of Education**  
**2013 - 2016 Capital Budget and Estimates**  
**Maintenance - Non-Facility Related Capital Projects**

	Capital Budget		
	2013/14	2014/15 Estimate	2015/16 Estimate
	\$(000)	\$(000)	\$(000)
<b>Maintenance</b>			
Program Moves and Expansions	\$ 900	\$ 900	\$ 900
Infrastructure Renewal & Growth	1,609	1,111	1,138
Fall Protection (OH&S compliance)	290	272	-
Technology Evergreening	5,900	7,900	7,900
Core Switch Replacement	502	424	-
Auto Scrubbers (38,31,36)	238	194	225
Service Trucks (3)	225	-	-
Highfield VOIP Conversion	287	-	-
School Financial Management Systems	-	250	-
Other Maintenance Items < \$120k	798	722	419
<b>Total Maintenance - Non-Facility Related</b>	<b>\$ 10,749</b>	<b>\$ 11,773</b>	<b>\$ 10,582</b>

## report to Board of Trustees

### Three-Year School Capital Plan 2014-2017

Date	May 28, 2013
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: Communication with the Public OE-12: Facilities
Resource Person(s)	Eugene Heeger, Director, Capital Planning and Development Services Brent Hughes, Manager, Capital and Urban Planning Services Robert Ashley, Manager, Architectural and Engineering Services Anne Trombley, Senior Supervisor, Planning, Transportation and Environmental Services

#### 1 | Recommendation

---

It is recommended:

- THAT the Calgary Board of Education's (CBE) Three-Year School Capital Plan 2014-2017 (**Attachment I**) be approved and referred to Alberta Education.

#### 2 | Issue

---

In accordance with the requirements of Alberta Education, Alberta school boards are required to submit a three-year school capital plan on an annual basis.



This year's deadline for submission of the Three-Year School Capital Plan 2014-2017 to the Ministry is June 1, 2013.

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

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

New modular classroom requests and modular moves are handled through a separate submission process. The last submission was on November 1, 2012.

### 3 | Background

---

School boards are required to review their needs for new space and substantiate their applications annually. Capital projects are reviewed and prioritized by Alberta Education prior to being submitted to the government's Capital Planning Prioritization Process led by the Treasury Board. Projects are first reviewed for accuracy and clarity and Provincial staff may meet with school jurisdictions to obtain further information as required.

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

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

Alberta Education then prepares the annual submission for the government's Capital Planning Prioritization Process. All government projects are evaluated and prioritized using a Project Rating System which considers:

- Program Delivery Impact;
- Infrastructure Performance;
- External Impacts (economic, social, environmental); and
- Budget Impacts.

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



The CBE's Three-Year School Capital Plan 2013-2016 was approved at the March 20, 2012 meeting of the Board of Trustees. This plan was sent to the Minister of Education and the Minister of Infrastructure on March 27, 2012, and constituted the CBE's annual request for Provincial funding for school building projects.

The Province has announced a 50/70 Plan, which consists of more than \$500 million funding over three years for the construction of 50 new schools and the modernization of another 70 existing facilities, with an estimated total investment of over \$2 billion. Projects are to be selected through a comprehensive assessment of various factors including school boards' priorities, health and safety of students and staff, enrolment projections, current utilization, facility conditions and capacity for program delivery.

The government is also to work closely with local school boards and stakeholders to explore potential community partnerships and innovative ways of maximizing use of existing and new school spaces.

In early May 1, 2013, the Province announced the first phase of their 50/70 Plan. This covered 23 new schools, 5 replacement schools and 2 modernizations throughout Alberta. It is assumed that the Province will announce the remaining 22 new schools and 68 modernizations at some time in the next two years.

The May announcement included the following six new school construction approvals for the Calgary Board of Education, which are related to the *Three-Year School Capital Plan 2013-2016*.

- Copperfield Elementary (K-4)
- Evanston Elementary (K-4)
- New Brighton Elementary (K-4)
- Royal Oak/Rocky Ridge Middle (Grades 5-9)
- Saddle Ridge Middle (Grades 5-9)
- Northeast High School (Grades 10 -12)

To date, the timing and cost details of the first phase of the 50/70 Plan implementation have not been announced, other than the initial approvals for Alberta school boards.

The CBE has developed a standardized process to evaluate new school construction for communities. The ranking priorities for the Three-Year School Capital Plan were first developed in the fall 2001 and have been used to rank community priorities for the past eleven Three-Year School Capital Plans.

There were reviews of the School Capital Plan criteria in the fall of 2006 and the spring of 2010 by Administration, in order to keep the criteria current for CBE long-term planning of new school construction.

A review of the ranking methodology has been undertaken and used for preparation of the Three-Year School Capital Plan 2014-2017.

The following has been considered in the review of the methodology.

- At the time of the review (January 2013), there had not been a new elementary school approval for five and a half years (June 2007) or a middle school approval for five years (January 2008). The lack of school approvals has resulted in large numbers of pre-school students, K-4 students, and Grades 5-9 students who have moved beyond the pre-school and K-9 student thresholds of the new school construction ranking criteria.

As well, the maximum capacities of elementary schools and middle schools have increased over the years. Upper threshold for points has been increased to account for ever increasing pre-school children, K-4 and Grades 5-9 enrolments and larger school capacities.

- Community sizes have been increasing the past ten years. This is documented in the City's Suburban Residential Growth 2012-2016 document and some new communities are projected to exceed 30,000 population (Mahogany, Skyview Ranch).

Communities in the 25,000 population plus range will have a significant advantage over average to large sized communities of 10,000 - 20,000 on annual community growth and percent build-out measures. The matrix for percentage build-out of future community growth has been removed and the number of CBE K-4 and Grades 5-9 students is only considered.

- The annual three-year community growth measure is still considered a factor, but lessens the impact of growth with 10 points instead of 15 points.
- Median Travel Time, Bus Receivers, Existing K-4 Schools and Grades 5-9 Accommodation continue to be retained as important measures. Points will be given to bus receiver plans for communities that are anticipated to have greater than one bus receiver within two years of the current school year, rather than the current year that was previously used.

Details of the new point assignments are included in **Appendix III** (page 122) of the Three-Year School Capital Plan 2014-2017.

The ranking points are based on the following data sources:

- 2012 City of Calgary Civic Census (July 2012)
- Pre-School Children Summary by School District Code (July 2012)
- 2012-2013 School Enrolment (September 30, 2012)
- School Bus Transportation Times (Fall 2012)

## 4 | Analysis

---

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

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

More specifically, the CBE recognizes:

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

The CBE's Three-Year School Capital Plan 2014-2017 is attached for information and approval for submission to Alberta Education.

As illustrated on pages 115 to 120 of the Plan, the student capacity of sectors of Calgary varies widely. For example, the capacity for K-9 students by residence in Sector 9 is 139%, as compared to 43% in Sector 8. The consequence of this disparity is that many students resident in Sector 9 need to be transported by school bus to Sector 8.

A similar situation exists with senior high school students. For example, the capacity for senior high students by residence in Sector 4 is 252%, as compared to 24% in Sector 3.

These variances illustrate that, even with an average system capacity of 80%, the CBE is unable to meet a core value of locating students near their place of residence. The difficulties would be exaggerated for students for system capacities higher than 80%.

As shown on page 3 of the Plan, CBE student enrolments are expected to increase from 107,104 students in 2012 to 121,133 students by 2017, an increase of 14,029 students. These enrolments include Home Education, Outreach and Unique Settings, Chinook Learning and CBe-learn.

The ranking of new schools per community is shown on page 122 and their proposed locations on page 35. The modernization projects are listed on Page 121 and their locations on page 36.

Given that the six elementary, middle and senior high schools will not come on stream for at least three to four years from Provincial announcements, no new capacity other than Robert Thirsk High School (2013) will be added until 2016.

If there are no other new schools approved in the next few years, it is forecast that the system utilization will exceed 90% (Refer to page 130).

A summary of new capacity based on approvals, projected enrolments and utilization rates is summarized on the chart below. The graph on page 131 identifies student projections and utilization rates based on recent new school announcements and needed new approvals in the future.

Year	New Capacity	CBE Capacity	Students	% Utilization
2012		129,724	103,664	79.9%
2013	1,500	131,224	106,832	81.4%
2014		131,224	109,960	83.8%
2015		131,224	112,891	86.0%
2016	1,800	133,024	114,956	86.4%
2017	5,700	138,724	117,203	84.5%
2018	7,500	146,224	119,264	81.6%
2019	4,600	150,824	121,621	80.6%
2020	4,800	155,624	123,698	79.5%
2021	900	156,524	125,251	80.0%
2022	1,800	158,324	126,681	80.0%

As the chart and graph indicate, the utilization rate will peak at 86.4% in 2016 and will not return to the 80% range until 2019. This will require the approval of 25 new schools in the next three years to move towards the system target of 80%.

To maintain 80% system utilization will require additional approvals of four new schools in 2017 and 2018 beyond the Three-Year School Capital Plan 2014-2017 time frame.

Elementary schools are considered to take three years to complete for the P3 process, design, construction and commissioning. Middle schools and senior high schools are considered to take four years to complete for the P3 process, design, construction and commissioning.



The priorities have been listed for New School Construction (Table 1) on page 31 and total \$530 million. The Major Modernizations (Table 2) are on page 32 and total \$330 million. The Province requires that the plan has one priority capital list consisting of both "New School Construction" and "Major Modernization" requests and this list is included on pages 33 and 34, and totals \$860 million.

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

#### Year 1

The combined priorities for Year 1 consist of 11 new school construction projects and 14 major modernization projects for a total estimated cost of \$453 million

Christine Meikle School is a unique setting for severe and complex student needs and is the first new construction priority. The school is currently in a leased space that is in overcrowded and in poor condition. A new custom facility is urgently required to meet the special needs of these students, who are growing in number each year. Refer to page 37 of the Plan.

Panorama Hills and Tuscany are the next two new construction priorities and require new school construction in their communities. Although these are the second elementary schools for these communities, each of the communities has essentially a full school of students being bussed out of their community. Panorama Hills has 1,122 K-4 students and Tuscany has 1,199 K-4 students attending CBE schools with only one elementary school in each community in the 600 capacity range.

During the past ten years only two major modernization projects have received Provincial approval (Western Canada High School and the Booth Centre -Chinook Learning Services). Funding for the Lord Shaughnessy Career and Technology Services Modernization was primarily funded from CBE capital reserves.

The top priority modernization project is the Aboriginal Family Community School at Harold W. Riley School to meet particularly the early childhood education needs for aboriginal students.

The next two priority modernization projects are for Jack James High School and Bowness High School. The modernizations will enable delivery of the new Career and Technology curriculum and update the condition of the buildings, and meet current facility standards (page 33).

#### Year 2

The combined priorities for Year 2 consist of seven new school construction projects and five major modernization projects for a total estimated cost of \$176 million (page 34).

#### Year 3

The combined priorities for Year 3 consist of seven new school construction projects and five major modernization projects for a total estimated cost of \$231 million.

## 5 | Financial Impact

---

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

Individual project applications would be submitted through the Web Application Program, following the Board's approval of this "paper-based" Three-Year School Capital Plan 2014-2017. The plans are to be electronically submitted to Alberta Education on the Web Application Program before June 1, 2013.

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

## 6 | Implementation Consequences

---

Calgary has experienced strong growth over the past decade. One indicator of the magnitude of growth is the increase in Calgary's population by 100,283 persons in the last five years, an average of 20,057 persons per year. The City forecasts continued growth of 118,575 persons over the next five years to 2017, an average of 23,715 persons per year.

Consequently, the Calgary Board of Education projects an increase of 14,029 students during this period from 2012 to 2017.

Although the new Calgary Municipal Development Plan supports more intensification into the developed areas, forecasts over the next five years estimate 95% of the growth will continue to occur in the new suburbs.

Until the recent announcements on May 1, 2013, there have not been any new school approvals for over five years. Robert Thirsk High School is the last of the ASAP Phase 2 new school construction projects, announced in January 2008, and will open for the 2013-2014 school year. Although six schools have been recently announced by the Province, there will be a gap in new school openings for at least another three years until September 2016.

## 7 | Conclusion

---

The Board's approval of the Three-Year School Capital Plan 2014-2017 would allow the CBE to demonstrate to the Provincial government that a comprehensive analysis of school capital needs has been completed and requires funding.

The combined priorities for Year 1 consist of 11 new school construction projects and 14 major modernization projects for a total estimated cost of \$453 million.



NAOMI E. JOHNSON  
CHIEF SUPERINTENDENT OF SCHOOLS

#### ATTACHMENTS

Attachment I: Three-Year School Capital Plan 2014-2017

#### GLOSSARY –

Board: Board of Trustees

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

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

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

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



cbe.ab.ca

## Three-Year School Capital Plan



2014 - 2017



Calgary Board  
of Education

May 28, 2013



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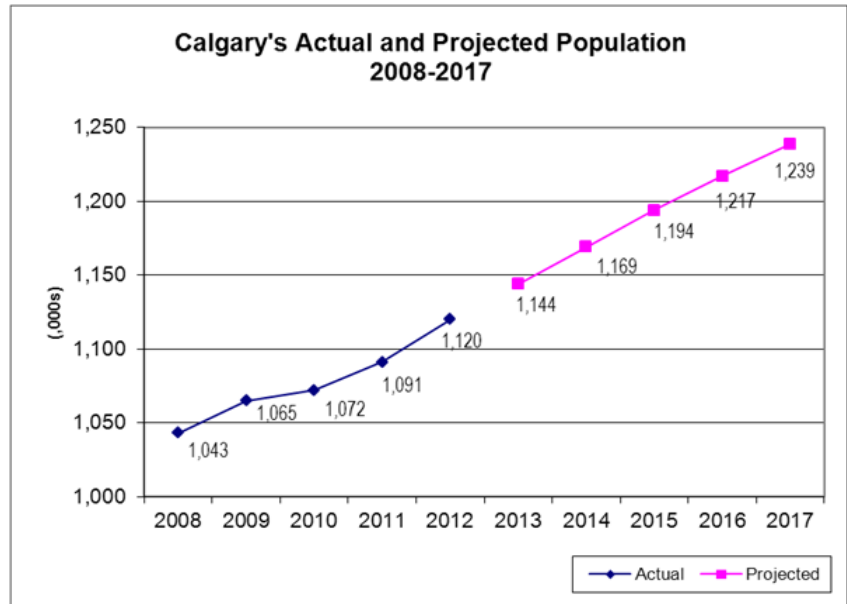
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## EXECUTIVE SUMMARY

This Three-Year School Capital Plan 2014-2017 is an analysis of the CBE's forecasted school capital needs, as assessed at the present time.

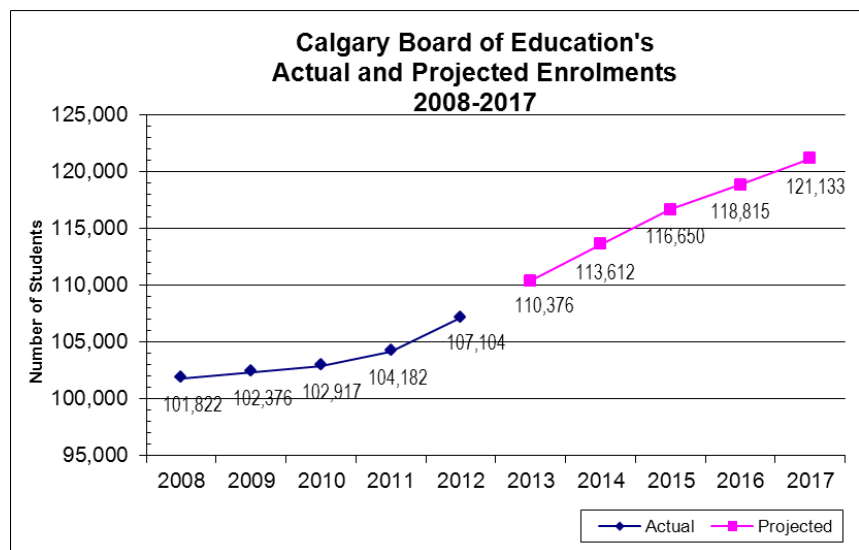
### 1. Calgary Population

Calgary has experienced tremendous growth over the past decade. One indicator of the magnitude of growth is the increase in Calgary's population by 100,283 persons in the last five years, an average of 20,057 persons per year. The City of Calgary (the City) has forecast that the total population of Calgary will reach 1,238,800 in 2017, an increase of 118,575 persons from 2012. The five-year forecast to 2017 represents an average annual increase of 23,715 persons during this period.



### 2. Student Enrolment

The CBE's current student enrolment of 107,104 is forecast to increase to 121,133 students in 2017. The largest increase over the five-year timeframe will be Grades 1-3 students and Grades 4-6 students. The Grades 10-12 enrolment is projected to decline slightly over 2013 to 2016 and then increase slightly in 2017.

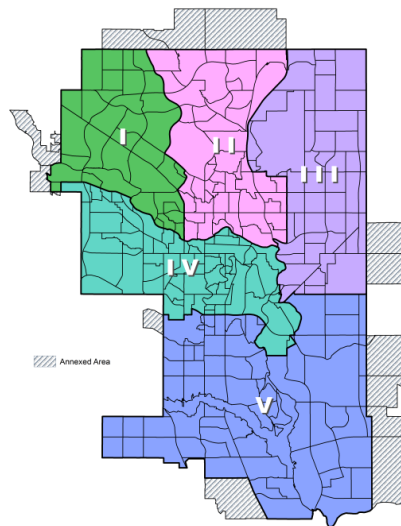


Note: Enrolment includes Home Education, Outreach/Unique Settings, Chinook Learning and CBeLearn.

### 3. Calgary Growth and Development

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

City Growth Trends by CBE Area 2012-2016	
Area	Population Forecast
Area I	7,500-8,300
Area II	13,200-14,800
Area III	8,200-9,100
Area IV	8,900-9,800
Area V	41,200-45,600



### 4. Three-Year Education Plan

Alberta Education requires school boards to maintain three-year plans, updated annually. School boards are responsible for carrying out their education plans; for reporting annually to parents, communities, and government on results and use of their resources; and, for using results information to update plans and improve education for students. The Board of Trustees approved the combined Annual Education Results Report 2011-2012 and the Three-Year Education Plan 2012-2015 on December 4, 2012.

### 5. Schools Under Construction and Approvals

The Province is constructing one senior high school as part of the Alberta Schools Alternative Procurement Phase II. Robert Thirsk High School has been turned over to the Calgary Board of Education for fit-up and is to open for the 2013-2014 school year. Nose Creek, Captain Nichola Goddard, Ted Harrison, and Twelve Mile Coulee, opened at 900 student capacity each for the 2012 – 2013 school year as part of the Alberta Schools Alternative Procurement Phase II.

The following schools have been recently approved by the Province: Copperfield Elementary; Evanston Elementary; New Brighton Elementary; Royal Oak/Rocky Ridge Middle; Saddle Ridge Middle and Northeast High School.

## 6. Capital Priorities – New School Construction

There are 25 new school construction projects in the Three-Year School Capital Plan 2014-2017.

Table 1: New School Construction				
Three-Year School Capital Plan 2014-2017 Priorities				
Priority Ranking – Project Description				
YEAR 1				
Community/School		Grade	Project Type	2013 Cost (\$)
C-1	Christine Meikle School	Gr. 7-12	New School	24,000,000
C-2	Panorama Hills Elementary <sup>(2)</sup>	K-4	New School	14,000,000
C-3	Tuscany Elementary <sup>(2)</sup>	K-4	New School	14,000,000
C-4	New Brighton/Copperfield Middle	Gr. 5-9	New School	24,000,000
C-5	Auburn Bay Elementary	K-4	New School	14,000,000
C-6	McKenzie Towne Middle	Gr. 5-9	New School	24,000,000
C-7	Evergreen Middle	Gr. 5-9	New School	24,000,000
C-8	Cranston Middle	Gr. 5-9	New School	24,000,000
C-9	Springbank Hill Elementary	K-4	New School	14,000,000
C-10	West Springs/Cougar Ridge Middle	Gr. 5-9	New School	24,000,000
C-11	Southeast Calgary High	Gr. 10-12	New School	50,000,000
YEAR 1 TOTAL				250,000,000

Table 1: New School Construction				
Three-Year School Capital Plan 2014-2017 Priorities				
Priority Ranking – Project Description				
YEAR 2				
Community/School		Grade	Project Type	2013 Cost (\$)
C-12	Saddle Ridge Elementary <sup>(2)</sup>	K-4	New School	14,000,000
C-13	Cougar Ridge Elementary	K-4	New School	14,000,000
C-14	Martindale Elementary <sup>(2)</sup>	K-4	New School	14,000,000
C-15	Harvest Hills/Country Hills Elementary/Middle	K-9	New School	24,000,000
C-16	Silverado Elementary	K-4	New School	14,000,000
C-17	Aspen Woods Elementary	K-4	New School	14,000,000
C-18	Stampede Youth Campus	Gr. 10-12	New School	22,000,000
YEAR 2 TOTAL				116,000,000
YEAR 3				
Community/School		Grade	Project Type	2013 Cost (\$)
C-19	Evanston Middle	Gr.5-9	New School	24,000,000
C-20	Springbank Hill/Discovery Ridge Middle	Gr.5-9	New School	24,000,000
C-21	Signal Hill Middle	Gr.5-9	New School	24,000,000
C-22	North Calgary High	Gr. 10-12	New School	50,000,000
C-23	Kincora Elementary	K-4	New School	14,000,000
C-24	Skyview Ranch Elementary	K-4	New School	14,000,000
C-25	Evergreen <sup>(2)</sup> Elementary	K-4	New School	14,000,000
YEAR 3 TOTAL				164,000,000
GRAND TOTAL				530,000,000

Number of Years Listed in Capital Plan
4
2
4
4
2
10
8
0
5
7
0

Number of Years Listed in Capital Plan
0
0
0
0
0
1
0

0
4
0
0
1
0
0

Note: <sup>(2)</sup> = second elementary school for the community



## 7. Capital Priorities – Major Modernization Projects

There are 24 major modernization projects in the Three-Year School Capital Plan 2014-2017.

Table 2: School Major Modernizations				
Three-Year School Capital Plan 2014-2017 Priorities				
Priority Ranking – Project Description				
YEAR 1				
Community/School		Grade	Project Type	2013 Cost (\$)
M-1	Aboriginal Family Community School (H.W. Riley)	Pre K-9	Major Modernization	16,000,000
M-2	Jack James - CTS Program	Gr. 10-12	Major Modernization	13,000,000
M-3	Bowness High - CTS Program	Gr. 10-12	Major Modernization	20,000,000
M-4	Kingsland Centre - Chinook Learning Services	Gr. 10-12	Major Modernization	9,000,000
M-5	James Fowler - CTS Program & Chinook Learning Services	Gr. 10-12	Major Modernization	15,000,000
M-6	Lord Beaverbrook - CTS Program	Gr. 10-12	Major Modernization	25,000,000
M-7	Forest Lawn - CTS Program	Gr. 10-12	Major Modernization	15,000,000
M-8	John Diefenbaker - CTS Program	Gr. 10-12	Major Modernization	15,000,000
M-9	Nickle School	Gr. 5-9	Major Modernization	12,000,000
M-10	Altadore School	K-6	Major Modernization	9,000,000
M-11	Senator Patrick Burns School	Gr. 5-9	Major Modernization	13,000,000
M-12	A.E. Cross School	Gr. 7-9	Major Modernization	16,000,000
M-13	Sir Wilfrid Laurier School	Gr. 5-9	Major Modernization	11,000,000
M-14	Woodman School	Gr. 5-9	Major Modernization	14,000,000
YEAR 1 TOTAL				203,000,000
YEAR 2				
Community/School		Grade	Project Type	2013 Cost (\$)
M-15	Dr. J.K. Mulloy School	K-6	Major Modernization	10,000,000
M-16	Henry Wise Wood High School	Gr. 9-12	Major Modernization	20,000,000
M-17	Simon Fraser School	Gr. 5-9	Major Modernization	13,000,000
M-18	Robert Warren School	Gr. 5-9	Major Modernization	5,000,000
M-19	Sir John A. MacDonald School	Gr. 7-9	Major Modernization	12,000,000
YEAR 2 TOTAL				60,000,000
YEAR 3				
Community/School		Grade	Project Type	2013 Cost (\$)
M-20	Thomas B. Riley School	Gr. 5-9	Major Modernization	11,000,000
M-21	Fairview School	Gr. 5-9	Major Modernization	14,000,000
M-22	Colonel Irvine School	Gr. 7-9	Major Modernization	12,000,000
M-23	Sherwood School	Gr. 5-9	Major Modernization	15,000,000
M-24	Louis Riel School	K-9	Major Modernization	15,000,000
YEAR 3 TOTAL				67,000,000
GRAND TOTAL				330,000,000

Number of Years Listed in Capital Plan
9
4
11
5
4
4
4
4
5
5
5
4
5
4
5
4
5
4
1
5
4
5
5
0
9
5

## 8. Capital Priorities – New Construction & Major Modernizations

There are 49 new construction and major modernization projects in the Three-Year School Capital Plan 2014-2017.

Table 3: New School Construction and Major Modernizations				
Year 1: 2014-2015 School Capital Plan Priorities				
Priority Ranking – Project Description				
Community/School		Grade	Project Type	2013 Cost (\$)
1	Christine Meikle School	Gr. 7-12	New School	24,000,000
2	Aboriginal Family Community School (H.W. Riley)	Pre K-9	Major Modernization	16,000,000
3	Jack James - CTS Program	Gr. 10-12	Major Modernization	13,000,000
4	Bowness High - CTS Program	Gr. 10-12	Major Modernization	20,000,000
5	Kingsland Centre - Chinook Learning Services	Gr. 10-12	Major Modernization	9,000,000
6	James Fowler - CTS Program & Chinook Learning Services	Gr. 10-12	Major Modernization	15,000,000
7	Panorama Hills Elementary <sup>(2)</sup>	K-4	New School	14,000,000
8	Tuscany Elementary <sup>(2)</sup>	K-4	New School	14,000,000
9	New Brighton/Copperfield Middle	Gr. 5-9	New School	24,000,000
10	Auburn Bay Elementary	K-4	New School	14,000,000
11	McKenzie Towne Middle	Gr. 5-9	New School	24,000,000
12	Evergreen Middle	Gr. 5-9	New School	24,000,000
13	Cranston Middle	Gr. 5-9	New School	24,000,000
14	Lord Beaverbrook - CTS Program	Gr. 10-12	Major Modernization	25,000,000
15	Forest Lawn - CTS Program	Gr. 10-12	Major Modernization	15,000,000
16	John Diefenbaker - CTS Program	Gr. 10-12	Major Modernization	15,000,000
17	Springbank Hill Elementary	K-4	New School	14,000,000
18	West Springs/Cougar Ridge Middle	Gr. 5-9	New School	24,000,000
19	Southeast Calgary High School	Gr. 10-12	New School	50,000,000
20	Nickle School	Gr. 5-9	Major Modernization	12,000,000
21	Altadore School	Gr. K-6	Major Modernization	9,000,000
22	Senator Patrick Burns School	Gr. 5-9	Major Modernization	13,000,000
23	A.E. Cross School	Gr. 7-9	Major Modernization	16,000,000
24	Sir Wilfrid Laurier School	Gr. 5-9	Major Modernization	11,000,000
25	Woodman School	Gr. 5-9	Major Modernization	14,000,000
Year 1 Total				453,000,000

Number of Years Listed in Capital Plan
4
9
4
11
5
4
2
4
4
2
10
8
0
4
4
4
5
7
0
5
5
5
4
5
4

Table 3: New School Construction and Major Modernizations				
Year 2 : 2015-2016 School Capital Plan Priorities				
Priority Ranking – Project Description				
Community/School	Grade	Project Type	2013 Cost (\$)	Number of Years Listed in Capital Plan
26 Saddle Ridge Elementary <sup>(2)</sup>	K-4	New School	14,000,000	
27 Cougar Ridge Elementary	K-4	New School	14,000,000	
28 Martindale (2) Elementary	K-4	New School	14,000,000	
29 Dr. J.K. Mulloy School	Gr. K-6	Major Modernization	10,000,000	
30 Henry Wise Wood High School	Gr. 9-12	Major Modernization	20,000,000	
31 Simon Fraser School	Gr. 5-9	Major Modernization	13,000,000	
32 Harvest Hills/Country Hills Elementary/Middle	K-9	New School	24,000,000	
33 Silverado Elementary	K-4	New School	14,000,000	
34 Robert Warren School	Gr. 5-9	Major Modernization	5,000,000	
35 Sir John A. MacDonald School	Gr. 7-9	Major Modernization	12,000,000	
36 Aspen Woods Elementary	K-4	New School	14,000,000	
37 Stampede Youth Campus	Gr. 10-12	New School	22,000,000	
Year 2 Total			176,000,000	
Year 3: 2016-2017 School Capital Plan Priorities				
Priority Ranking – Project Description				
Community/School	Grade	Project Type	2013 Cost (\$)	Number of Years Listed in Capital Plan
38 Evanston Middle	Gr. 5-9	New School	24,000,000	
39 Springbank Hill/Discovery Ridge Middle	Gr. 5-9	New School	24,000,000	
40 Signal Hill Middle	Gr. 5-9	New School	24,000,000	
41 North Calgary High	Gr. 10-12	New School	50,000,000	
42 Thomas B. Riley School	Gr. 5-9	Major Modernization	11,000,000	
43 Fairview School	Gr. 5-9	Major Modernization	14,000,000	
44 Colonel Irvine School	Gr. 7-9	Major Modernization	12,000,000	
45 Sherwood School	Gr. 5-9	Major Modernization	15,000,000	
46 Louis Riel School	K-9	Major Modernization	15,000,000	
47 Kincora Elementary	K-4	New School	14,000,000	
48 Skyview Ranch Elementary	K-4	New School	14,000,000	
49 Evergreen <sup>(2)</sup> Elementary	K-4	New School	14,000,000	
Year 3 Total			231,000,000	
GRAND TOTAL			860,000,000	

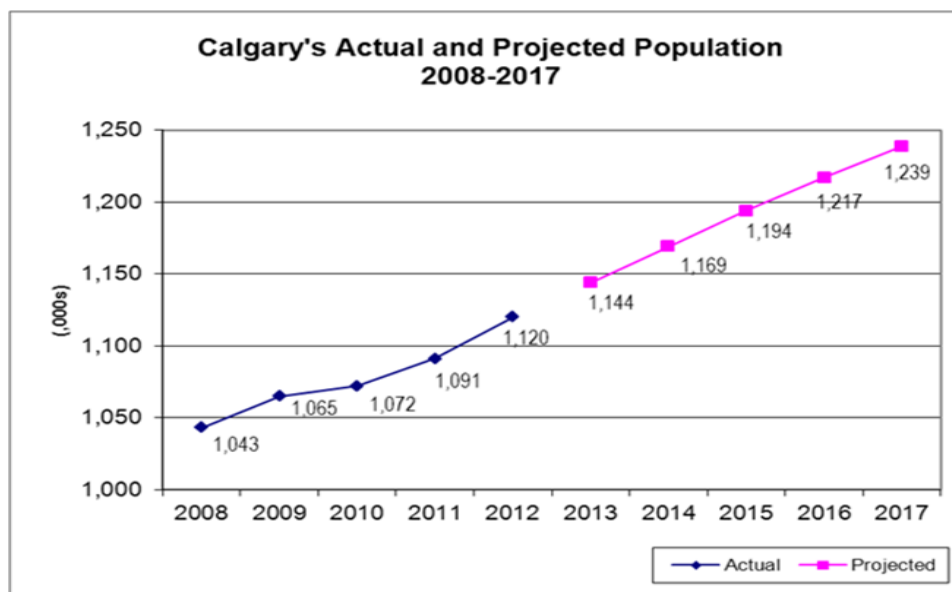
## 1.0 INTRODUCTION

The Calgary Board of Education (CBE) is a global leader in public education. The largest school district in Western Canada, the CBE provides a full range of educational services for all instructional programs from Kindergarten through to Grade 12. The CBE addresses the complexity and diversity of 107,104 students (includes Adult Education) through 225 schools with 9,177 permanent employees and an operating budget of \$1,169 million.

Over the past decade, Calgary has seen tremendous growth and economic prosperity. One simple indicator of the magnitude of the growth is that the population of Calgary increased 100,283 persons between 2007 and 2012, at an average of 20,057 persons per year.

The population grew from 1,090,936 in April 2011 to 1,120,225 in April 2012, an increase of 29,289 (2.7%). The population growth consisted of natural increase (9,631 persons) representing approximately 30% and net migration (19,658 persons) which represented approximately 70%.

The City of Calgary's report, Calgary and Region Economic Outlook 2012-2017 (Fall 2012), identifies continued strong growth for Calgary. The economic growth rate is forecast to be approximately 3% to 4% over the next five years. The City forecast indicates the total population of Calgary will reach 1,238,800 in 2017, an increase of 118,575 persons from 2012 total of 1,120,225. The five-year population forecast to 2017 represents an average increase of 23,715 persons per year during this period and represents an increased pace from the previous five-year period.



Calgary Total Population (,000s)										
Actual						Projected				
2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
1,020	1,043	1,065	1,072	1,091	1,120	1,144	1,169	1,194	1,217	1,239

Calgary and Region Economic Outlook 2012-2017 (Fall 2012)



## 1.1 CBE Student Enrolment

Total enrolment of 107,104 students was reported on September 30, 2012, and 101,628 pre-Kindergarten to Grade 12 plus 5,476 enrolled in Home Education, Outreach and Unique Settings at Chinook Learning Services and CBe-learn. This count included 1,039 students 20 years old or older on September 1 who are currently not eligible for funding.

Total enrolment increased by 2,922 students from September 30, 2011 to September 30, 2012, with notable increase at Kindergarten, Division I (Grades 1-3) and Division II (Grades 4-6). This increase is mainly due to high birth rates, higher than anticipated net migration and a slight increase in CBE's market share.

Parents and students continue to access program choices offered by the Calgary Board of Education. From September 30, 2011, to September 30, 2012, enrolment in alternative programs increased by 1,234 students or 7%. Enrolment in alternative programs is 19,558 of which 10,924 are enrolled in language programs (French Immersion, Spanish Bilingual, German Bilingual and Chinese Bilingual), 5,078 in Traditional Learning Centres and 3,556 in other programs.

The following table provides a summary of enrolments including Unique settings, Outreach Programs, Chinook Learning, and CBe-learn from September 30, 2008, to September 30, 2012.

Five-Year History of Enrolments by Division 2008-2012					
	2008	2009	2010	2011	2012
Pre-Kindergarten		22	38	51	80
Kindergarten	7,082	7,180	7,459	7,718	8,252
Grades 1-3	21,247	21,693	22,393	23,362	24,444
Grades 4-6	20,680	20,690	20,379	20,525	21,333
Grades 7-9	22,151	22,075	21,647	21,457	21,623
Grades 10-12	25,654	25,670	25,634	25,533	25,896
<b>Sub-Total (pre-k to grade 12)</b>	<b>96,814</b>	<b>97,330</b>	<b>97,550</b>	<b>98,646</b>	<b>101,628</b>
Home Education	203	187	186	189	247
Outreach and Unique Settings	1,634	1,727	1,755	1,797	1,789
Chinook Learning Services	2,492	2,447	2,789	2,935	2,760
CBe-learn	679	685	637	615	680
<b>Sub-Total</b>	<b>5,008</b>	<b>5,046</b>	<b>5,367</b>	<b>5,536</b>	<b>5,476</b>
<b>Total</b>	<b>101,822</b>	<b>102,376</b>	<b>102,917</b>	<b>104,182</b>	<b>107,104</b>

### Five-Year Enrolment Projections

CBE's current enrolment of 107,104 students is forecast to increase to 121,133 students by 2017. An increase of 14,029 students is projected averaging 2,800 additional students annually. The largest increase over this five-year timeframe is projected to be in Division I (Grades 1-3) and by Division II (Grades 4-6). Junior high enrolment (Grades 7-9) is projected to decline slightly over the next year and increase again starting in 2014. Senior high enrolment (Grades 10-12) is projected to decline slightly over the next four years and begin to increase slightly starting in 2017.

A summary of the September 2012 actual student enrolments and September 2013-2017 projected enrolments are below:

<b>Five-Year Enrolment Projections 2012-2016</b>						
	<b>Actual 2012</b>	<b>Projected</b>				
		<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Pre-Kindergarten	80	140	140	140	140	140
Kindergarten	8,252	8,904	8,958	8,811	7,951	7,951
Grades 1-3	24,444	26,015	27,640	29,008	29,378	28,330
Grades 4-6	21,333	22,313	23,376	24,299	25,856	27,471
Grades 7-9	21,623	21,542	21,978	22,621	23,660	24,787
Grades 10-12	25,896	25,812	25,697	25,778	25,677	26,199
<b>Sub-Total (pre-k to grade 12)</b>	<b>101,628</b>	<b>104,725</b>	<b>107,788</b>	<b>110,656</b>	<b>112,661</b>	<b>114,877</b>
Home Education	247	254	262	270	277	282
Outreach and Unique Settings	1,789	1,853	1,909	1,965	2,018	2,044
Chinook Learning	2,760	2,843	2,930	3,016	3,096	3,153
CBe-learn	680	700	722	743	763	777
<b>Sub-Total</b>	<b>5,476</b>	<b>5,651</b>	<b>5,823</b>	<b>5,994</b>	<b>6,154</b>	<b>6,255</b>
<b>Total Student Count</b>	<b>107,104</b>	<b>110,376</b>	<b>113,612</b>	<b>116,650</b>	<b>118,815</b>	<b>121,133</b>

- CBe-learn and Chinook Learning Services accept registrations on an on-going basis.
- All projections are subject to annual review and update.
- Projections use September 30, 2012, enrolments as a base.

Enrolment in Outreach Programs, Unique Settings and CBe-learn assumes current enrolment patterns. Enrolment at Chinook Learning Services is projected to increase slightly over the next five years. Projections for Early Development Centres (pre-k) have been prepared in consultation with the Administration responsible for these programs and are reflective of the growth anticipated over the forecast period.

Projections for Home Education, CBe-learn, Outreach Programs, Unique Settings and Chinook Learning are reflective of the growth anticipated and assume the same level of growth experienced in 2012 will occur over the forecast period. The above mentioned programs/settings are all unique in nature. Chinook Learning and CBe-learn register students continually throughout the year.

Proposed changes to the Alberta School Act, that will give students the option of remaining in school until the age of 21, as well as changes to the definition of student residence will have an impact on future enrolment projections. If passed, the corresponding legislation and policies will be reviewed by the province to ensure a successful transition and implementation. At this time, these changes are not anticipated to take effect until 2014 or more likely 2015 and as such are not reflected in the projections. Once the changes are passed and the timing and implementation are known, the impacts will be included in future district projections.

## 1.2 Calgary Growth and Development

The City of Calgary supports an actively competitive land market in all areas of the city and there are 24 new and developing municipal communities (Suburban Residential Growth, April 2012) 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. The report notes that although the number of communities has declined over the last decade, the size of the communities being planned and built today are much larger than they have been historically. Although there are nine fewer actively developing communities today, the land supply is essentially the same as 15 years ago.

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

- Skyview Ranch (NE)
- Auburn Bay (SE)
- Aspen Woods (W)
- Panorama Hills (N)
- Cranston (SE)
- Saddle Ridge (NE)
- New Brighton (SE)
- Evanston (N)
- Copperfield (SE)
- Sage Hill (N)

(Source: Suburban Residential Growth 2012-2016, p. A16, A17)

### Forecasted Suburban Growth – 2012-2016

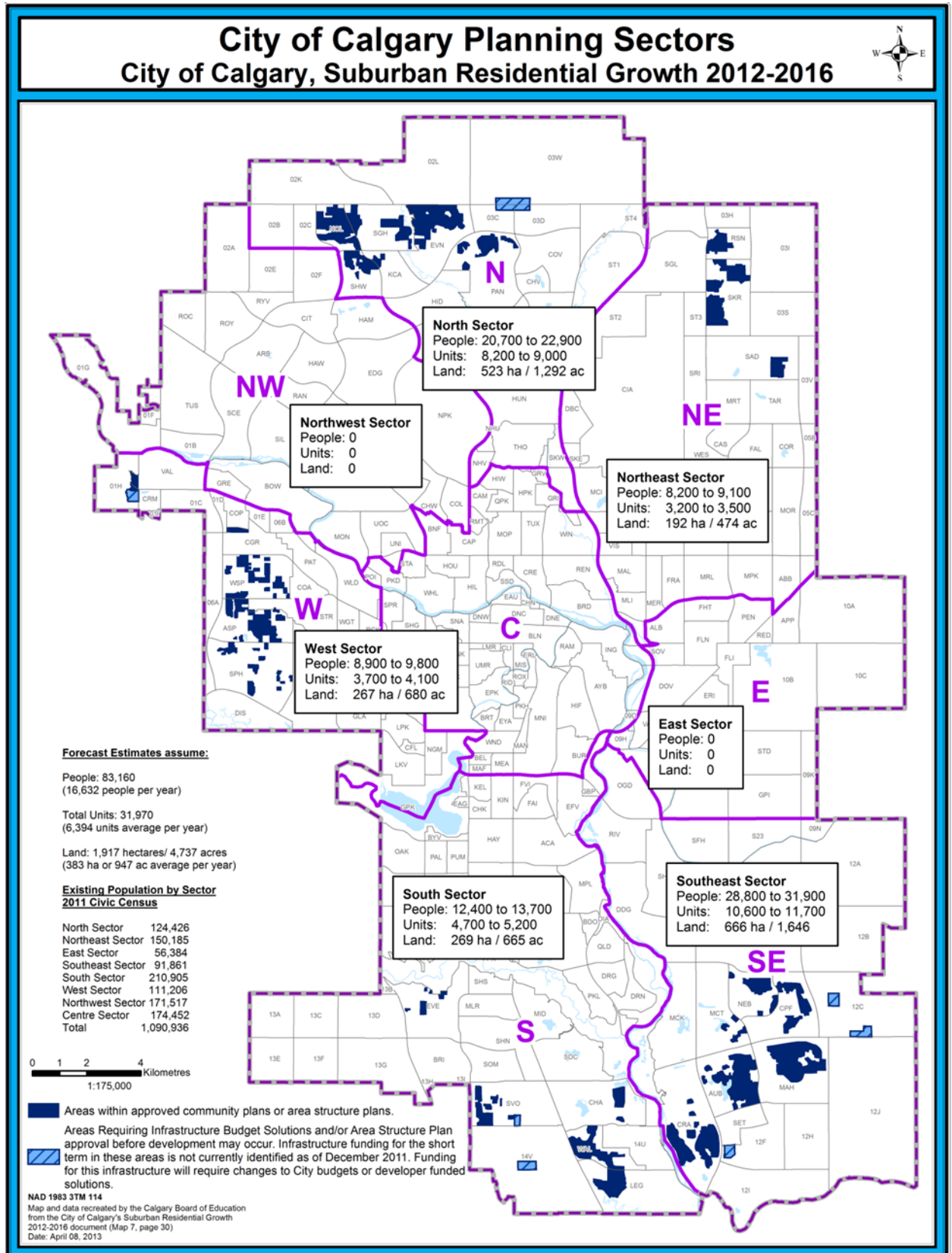
The Suburban Residential Growth 2012-2016 indicates that 100% of the population growth over the past five years (2007-2011) has been in the developing communities. Although the new Calgary Municipal Development Plan supports more intensification into developed areas of Calgary, forecasts over the next five years estimate approximately 95% of the population growth will continue to occur in the new suburbs.

The above report indicates the new suburban areas could accommodate approximately 260,000 persons on the future residential lands, based upon approved plans in place, which represents a 12 to 14 year land supply. In terms of ready to use fully serviced land, approximately 123,600 people could be accommodated which represents an approximate four to six year supply of land.

The figures in the Suburban Residential Growth 2012-2016 (April 2012) are less optimistic than The City of Calgary's Economic Outlook 2012-2017 (Fall 2012) that reflects the new 2012 Census information. The Suburban Residential Growth 2013-2017 that will be prepared by mid 2013 can be expected to have increased population growth to reflect new assumptions.

A summary of the five-year period forecast from the Suburban Residential Growth 2012-2016 for suburban locations is as follows (see Map 1):

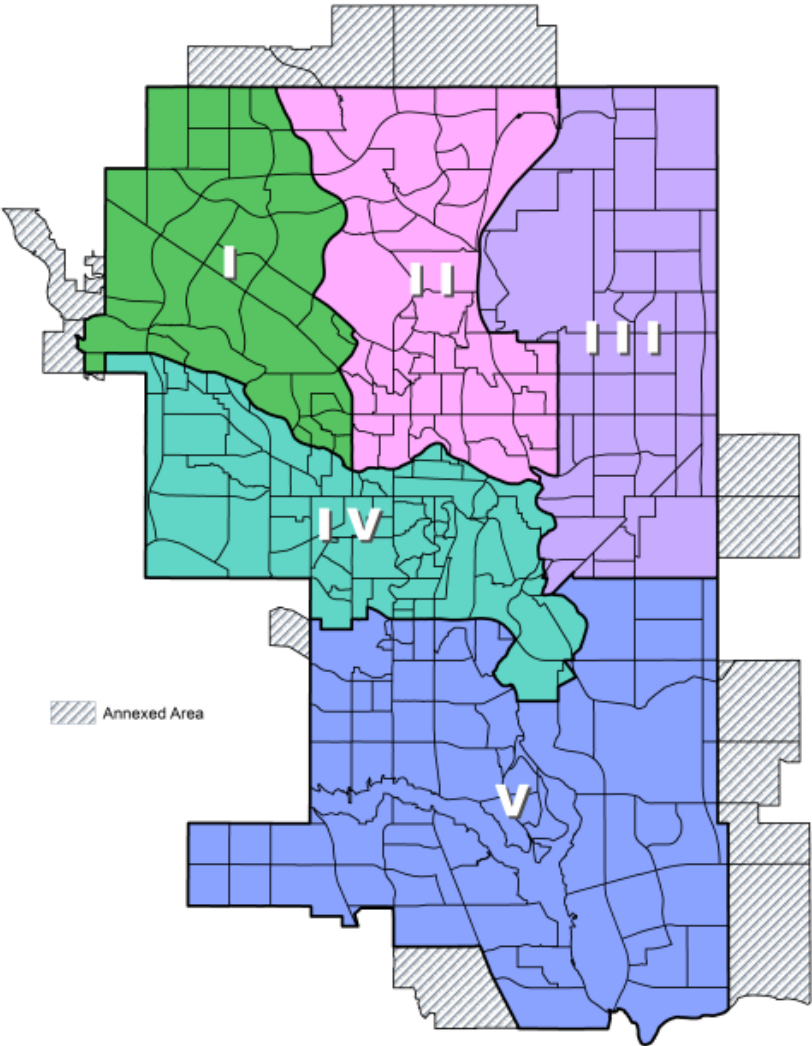
City Growth Trends by City Sector 2012-2016				
Sector	Housing Units	Population Forecast	Hectares	Acres
Northwest	0	0	0	0
North	8,200-9,000	20,700-22,900	523	1,292
Northeast	3,200-3,500	8,200-9,100	192	474
East	0	0	0	0
Southeast	10,600-11,700	28,800-31,900	666	1,646
South	4,700-5,200	12,400-13,700	269	665
West	3,700-4,100	8,900-9,800	267	650



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

City Growth Trends by CBE Area 2012-2016	
Area	Population Forecast
Area I	7,500 - 8,300
Area II	13,200 - 14,600
Area III	8,200 - 9,100
Area IV	8,900 - 9,800
Area V	41,200 - 45,600

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





### 1.3 Framework for Growth and Change

The new Municipal Development Plan (MDP), *Plan It Calgary*, was implemented April 1, 2010, and is the overarching policy that documents municipal development and transportation. *Plan It Calgary* intends to reduce the amount of growth allocated to the developing communities, which is essentially 100%, and to intensify the inner-city and established areas with additional population. The 30-year target of the plan for growth into established areas is 33% and the 60-year target is 50% growth to established areas.

Part 5 of *Plan It Calgary* established a framework for growth and change. This is to ensure reprioritizing municipal investment to align with its long-term growth management strategy on how Calgary will grow and develop over the next 60 years. Calgary City Council directed the City Administration to develop a decision framework to determine when to commence planning, financing, and servicing.

The CBE participated in the stakeholder meetings during fall 2011 and all of 2012 as part of the City's "Framework for Growth and Change" process. The City Administration has reported back to the Standing Policy Committee on Land Use, Planning and Transportation (LPT) and City Council throughout 2011 and 2012 on the process and results.

On October 15, 2012 City Council received and approved the growth management prioritization process. This represents an important milestone in the establishment of the complete growth management system for the city of Calgary. There is still significant work that needs to be done for this process to inform Council's planning and infrastructure investment decisions. Specific deliverables over the next year are:

- Land Supply principles (December 2012)
- An analysis of stakeholder feedback on the PUD2012-690 report (February 2013)
- Financing & Funding strategy (Quarter 2 2013)
- Land Supply strategy (June 2013)
- Sequenced GMIS (Fall 2013)

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

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

In terms of population increased from the April 2011 Census to the April 2012 Census, there were four developing communities that exceeded 1,000 persons population growth. Panorama Hills had the largest annual increase of 2,396 persons followed by Auburn Bay (1,424 persons), Skyview Ranch (1,185 persons) and Cranston (1,026 persons).

The largest increase in the established communities was Bankview with a population increase of 467 persons. There were seven other inner city and established communities that exceeded an increase of 300 population consisting of Hillhurst (377), Crescent Heights (376), University (370), Penbrooke Meadows (359), Bridgeland/Riverside (340), Bowness (312) and Chinatown (308).

## **1.4 City of Calgary Annexation**

### **Previously Annexed Lands**

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

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

The Minister has indicated that annexed lands would be brought into the CBE and Calgary Catholic School District inventory as area structure plans are finalized.

To date, the following areas of the new annexation lands have been added to the CBE jurisdictional boundaries:

- Annexed land in the south was added to the CBE boundary June 25, 2009 and consists of the communities of Walden and Legacy. These future communities will build out to a population of approximately 24,500 to 25,800 persons.
- Recently annexed land in the northwest has been added for a small extension to the Valley Ridge community that will add approximately 500 persons when fully built-out. A ministerial order was received September 26, 2011 to adjust the CBE boundaries.
- Approximately 177 acres of land in the south have been removed from the City and CBE boundaries as part of the Spruce Meadows lands being added to the MD of Rocky View. A ministerial order was received in September 12, 2011 to adjust the CBE boundaries affected by the Spruce Meadows lands.

A map on page 10 identifies these latter locations.

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

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

In the next five years, population growth is expected to occur primarily in the developing Calgary communities, and there is a planned land supply that can accommodate approximately 260,000 persons. In the long term, the newly-annexed areas will also add approximately 350,000 to 400,000 new residents to the City.

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

The **West Macleod Area Structure Plan** was approved November 30, 2009 and will accommodate a population of approximately 28,000 persons. Planning since that date has been delayed. There currently is an ASP amendment in process for an additional 12,500 persons to the south. The plan amendment is expected at City Council in Spring 2013.

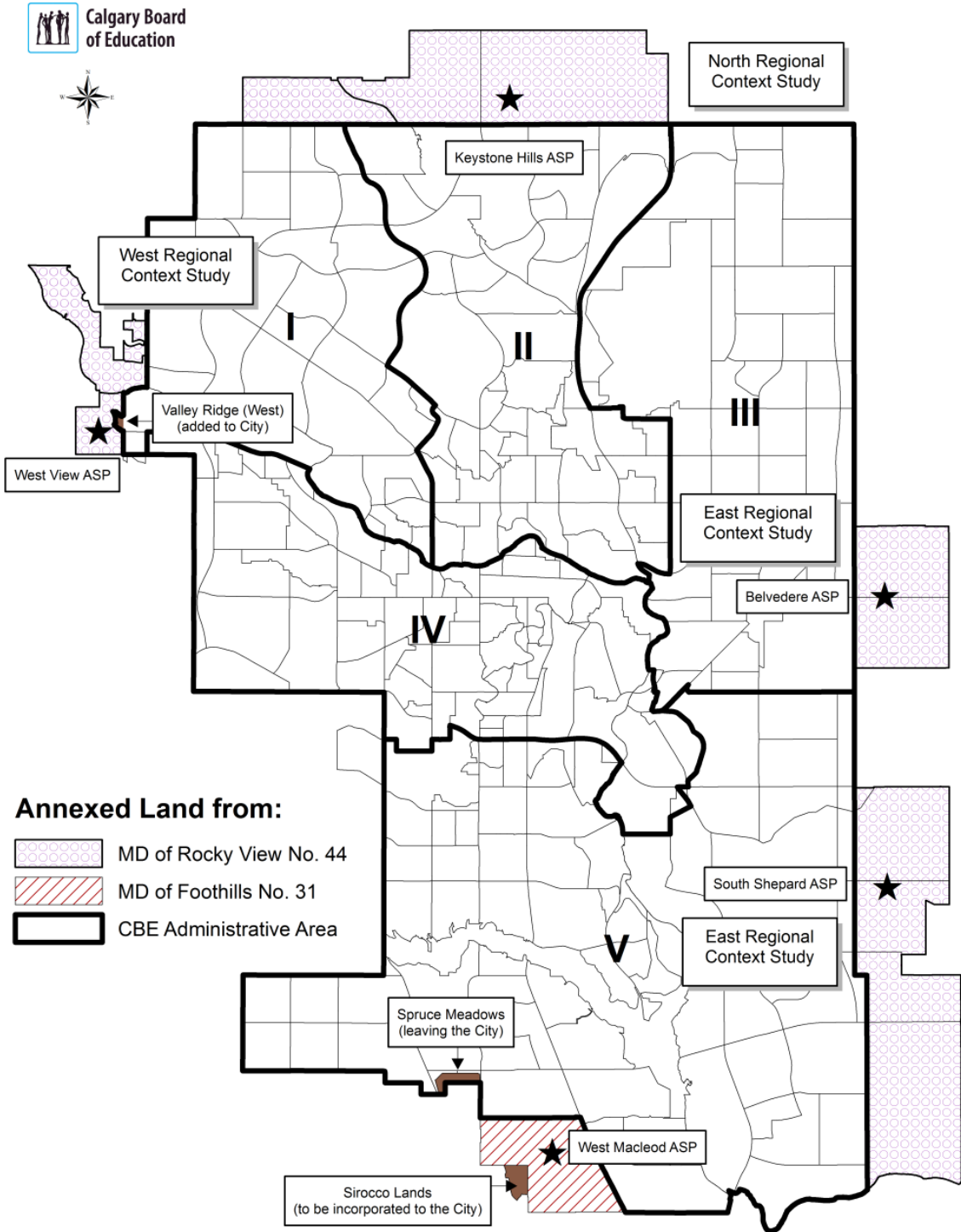
The **Keystone Hills Area Structure Plan** in the north was approved July 16, 2012 and will accommodate a population of approximately 60,000 persons. Outline plans are expected to be submitted in the near future.

The **West View Area Structure Plan** will accommodate a population of approximately 8,300 persons. The ASP was initiated following approval of the West Regional Context Study. The ASP has been on hold since December 2010 while the Province conducts a functional study to determine the location of an interchange that will provide access to the West View area.

The **South Shepard Area Structure Plan** will accommodate a population of approximately 29,000 persons for the north portion of the plan. This plan has been broken into two parts as there are issues related to environmental studies and the landfill site within the study area. The north portion of the plan is expected to be at City Council in spring 2013.

The **Belvedere Area Structure Plan** on the east will accommodate a future population of approximately 61,000 persons. The plan is in nearing completion and timing for approval is to occur in spring 2013.

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



Prepared by: Planning, Transportation and Environmental Services  
November 2012  
Map: Annexation Map.mxd

## 2.0 CAPITAL STRATEGIES

### 2.1 Calgary Board of Education

The CBE is pursuing capital funding opportunities which recognize the changing needs of students and is focused on building strong ties with parents, partners, and the community. More specifically, the CBE recognizes:

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

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

The key drivers of the *Three-Year School Capital Plan 2014-2017* will be to undertake the following types of projects:

- Program Delivery – Projects that were urgently required to enable the delivery of school programs e.g. Career and Technology Studies.
- Community Schools – New schools required in rapidly growing communities in order to minimize student travel times and meet needs for a local school in their community.
- Aging Facilities – Older schools that require modernization, rehabilitation or replacement 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 \$920 million.

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

- Chinook Learning Services (CLS) – CLS has demonstrated a steady increase in enrolments over the past several years and this trend is expected to continue with changes to the Education Act to extend student funding to 21 years of age. The CBE vision is a major central campus and two other locations in the city.
- Career and Technology Studies – A planned CBE strategy to address new Career and Technology Studies (CTS) curriculum requires approval of modernization projects to be undertaken in schools in each of Areas I, II, III and V. Selected schools will deliver CTS courses and programs at exploratory, specialized and credential levels.
- Christine Meikle School – A replacement school is needed for this unique setting for severe and complex student needs for 12 – 19 year old school students.



- Aboriginal Family Community Centre – A modernization at a school is needed for this program which is open to all students who want an Aboriginal-based education.

## 2.2 Three-Year Education Plan

Alberta Education requires school boards to maintain three-year plans, updated annually. School boards are responsible for carrying out their education plans; for reporting annually to parents, communities, and government on results and use of their resources; and, for using results information to update plans and improve education for students. The Board of Trustees approved the combined Annual Education Results Report 2011-2012 and Three-Year Education Plan 2012-2015 on December 4, 2012. A summary of Facilities and Capital Plans identifying new school constructions projects and major modernization projects are included in the Three-Year Education Plan.

Long-range education plans will continue to be developed and these plans will form the basis of the annual School Capital Plan and the Ten-Year System Student Accommodation and Facilities Strategy to ensure that programs and services for students are provided in suitable facilities in appropriate locations. Education planning information will be based on: the Three-Year Education Plan; Area Renewal Plans and other program development undertaken through the Chief Superintendent's office, School Support Services, and the respective Area Offices. This information, in conjunction with the Three-Year School Capital Plan, Three-Year System Student Accommodation Plan and facility information, will be used to determine the school programs and facility upgrade strategies for each school.

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

## 2.3 Administrative Areas and Space Utilization

The CBE has five administrative Areas as indicated on **Map 2**. Within each of these Areas, this Three-Year School Capital Plan will review all new and developing communities for new school construction eligibility. The Province has indicated that utilization is reviewed when evaluating a jurisdiction's capital priorities; however, the 85% utilization rate is not a firm requirement but rather a guideline. Currently, the calculation of school capacities, which affects utilization rates, is under review by the Province.

The CBE desires to use their facilities efficiently and continues to work towards an average 80% utilization rate. Given the constraints of the existing utilization formula and other influencing factors such as the Class Size Initiative, the CBE considers an 80% utilization rate a reasonable target. Currently, the CBE's overall utilization rate by enrolment is 80%. The utilization rate is 75.8% for K-9 students and 94.8% for Grades 10-12 students. The CBE will continue to use planning strategies to improve use of facilities and increase utilization rates in Areas with low utilization.

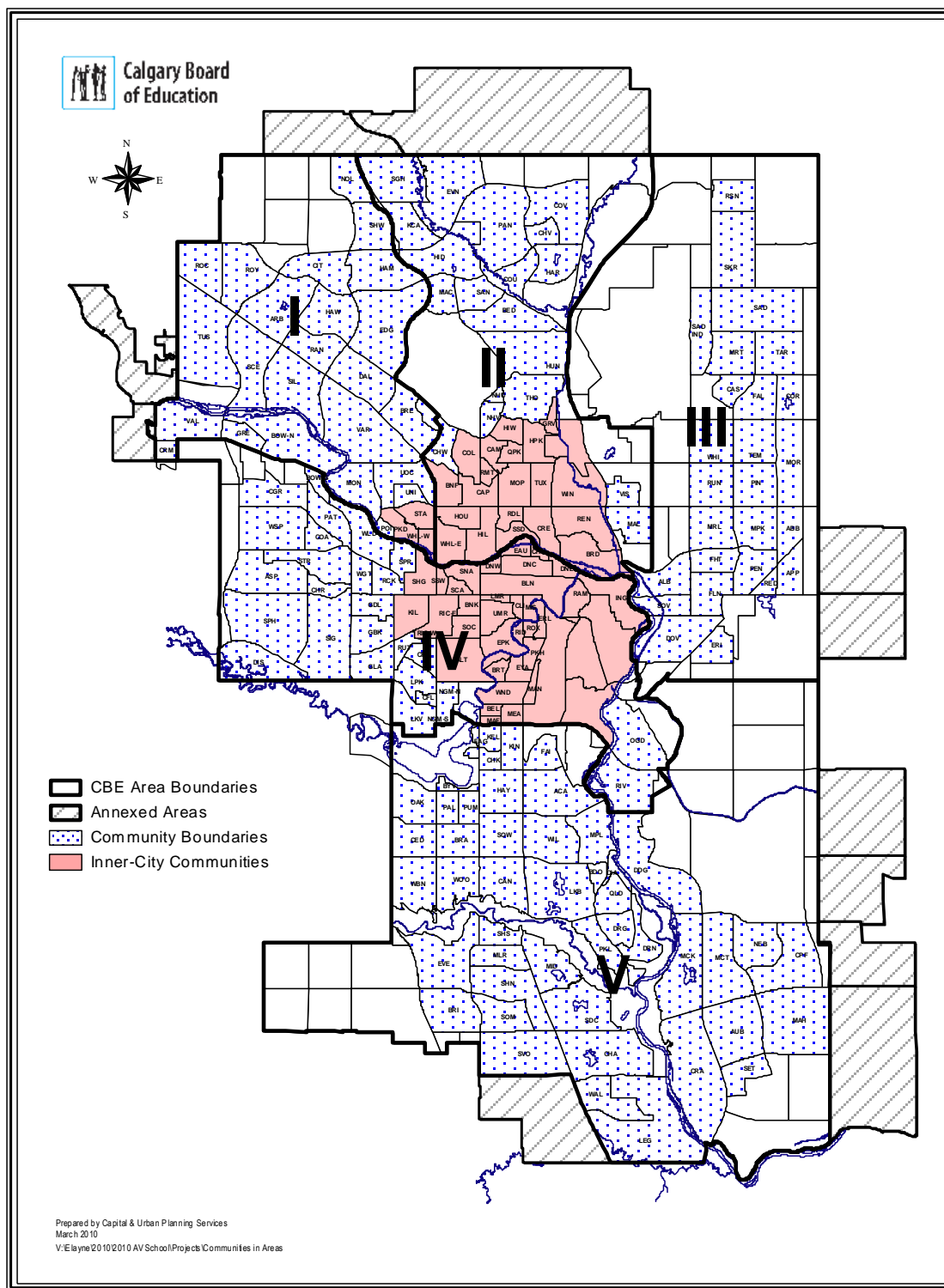
A summary of utilization by enrolment and by residence follows below and is included in detail in Appendix I. Utilization by enrolment identifies the number of students attending schools in an Area expressed as a percentage of the total capacity. Utilization by residence identifies the number of students residing in an Area expressed as a percentage of the total capacity. Projections for 2017-2018 account for additional school capacity through new construction.

Area Utilization by Student Enrolment (Actual & Projected)			
Area	Sector	2012-2013 Actual K-12 Utilization	2017-2018 Projections K-12 Utilization
Area I	Sector 1	68.62%	71.37%
	Sector 2	94.64%	85.33%
<b>Total</b>		<b>82.65%</b>	<b>79.40%</b>
Area II	Sector 3	80.80%	80.32%
	Sector 4	83.78%	84.65%
<b>Total</b>		<b>81.82%</b>	<b>81.92%</b>
Area III	Sector 5	79.04%	84.92%
<b>Total</b>		<b>79.04%</b>	<b>84.92%</b>
Area IV	Sector 6	79.40%	84.66%
	Sector 7	75.47%	76.96%
<b>Total</b>		<b>77.42%</b>	<b>82.27%</b>
Area V	Sector 8	75.78%	83.31%
	Sector 9	87.60%	84.24%
<b>Total</b>		<b>79.57%</b>	<b>83.64%</b>
<b>Total</b>		<b>80.07%</b>	<b>82.39%</b>

Area Utilization by Student Residence (Actual & Projected)			
Area	Sector	2012-2013 Actual K-12 Utilization	2017-2018 Projections K-12 Utilization
Area I	Sector 1	84.92%	87.64%
	Sector 2	113.17%	99.94%
<b>Total</b>		<b>100.15%</b>	<b>94.71%</b>
Area II	Sector 3	28.16%	31.04%
	Sector 4	130.75%	129.57%
<b>Total</b>		<b>63.47%</b>	<b>67.45%</b>
Area III	Sector 5	97.17%	96.69%
<b>Total</b>		<b>97.17%</b>	<b>96.69%</b>
Area IV	Sector 6	93.54%	97.03%
	Sector 7	58.08%	61.08%
<b>Total</b>		<b>75.66%</b>	<b>80.49%</b>
Area V	Sector 8	46.43%	50.72%
	Sector 9	155.93%	147.63%
<b>Total</b>		<b>81.62%</b>	<b>85.19%</b>
<b>Total</b>		<b>82.20%</b>	<b>84.06%</b>

# Municipal Communities in Areas

(See List of Community Code Definitions)



## Municipal Community Code Definitions

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

## **2.4 Planning and Consolidation of Surplus Space**

### **System Student Accommodation Plan**

The CBE has a Three-Year System Student Accommodation Plan to inform appropriate decision-making and timely engagement for community members and parents in CBE accommodation planning. The process applies to and informs recommendations regarding all school and program accommodation issues. A Three-Year System Student Accommodation Plan is developed to support and reflect the Three-Year Education Plan, Three-Year School Capital Plan, and the Ten-Year System Student Accommodation and Facilities Strategy.

Student accommodation needs are identified by the Planning, Transportation & Environmental Services department in consultation with Area Directors. Administration is responsible for engaging internal and external stakeholders regarding student accommodation challenges. The System Student Accommodation Plan 2012-2015 was received for information at the June 19, 2012, Board of Trustees meeting.

### **Full Day Kindergarten**

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

In terms of the CBE schools, the mandating of full day kindergarten in all elementary schools would have significant planning, accommodation, staffing, transportation, community engagement and cost implications.

Currently, 137 elementary schools provide kindergarten programs. Of these, only 18 elementary schools, the Children's Village School and Emily Follensbee School offer full day kindergarten. Should there be a provincial requirement for full day kindergarten, a number of schools at or near full capacity would have emergent space issues.

Possible impacts on highly utilized schools would be a change in grade levels provided in the schools and increased bus transportation of students. The overall CBE school utilization rate is estimated to increase by approximately three percent with full day kindergarten and there are significant implications for many schools that are approaching, or at 100% utilization. Further detailed reviews of each school, and the cost implications involved, would need to be undertaken by the CBE.



## Potential School Space Consolidation

The CBE is strongly committed to effective use of space and resources. Consolidation of schools with low enrolments and the consolidation of programs will continue in future years through the Three-Year System Student Accommodation Plan. Potential school space consolidation will be dependent upon future direction associated with full day kindergarten. The Three-Year System Student Accommodation Plan will identify issues and challenges that may lead to consideration of closures of schools or programs on an annual basis.

Areas with low enrolments require effective strategies for programming for students and, in some cases this is achieved through a school consolidation. In other Areas, a combination of program consolidation through introduction of alternative programs and other strategies is required.

The Robert Thirsk High School is currently being fit-up by the CBE and will be operational for the 2013-2014 school year. This will add 1,500 student spaces to the CBE inventory and programs and accommodation plans for Area I senior high schools will reflect the new high school opening.

The Three-Year System Student Accommodation Plan identifies future accommodation issues and challenges for the five Areas. Strategies identified in this Three-Year School Capital Plan are consistent with the Three-Year System Student Accommodation Plan.

## Program Opportunities for Students

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

<http://www.cbe.ab.ca/Schools/ceop/pdfs/SSAP2011-2014.pdf>

### 2.5 New School Construction and School Approvals

The Province undertook four middle schools and one senior high school as part of the Alberta Schools Alternative Procurement Phase II.

The four middle schools; Nose Creek, Captain Nichola Goddard, Ted Harrison, and Twelve Mile Coulee, opened at 900 student capacity each, for the 2012 - 2013 school year.

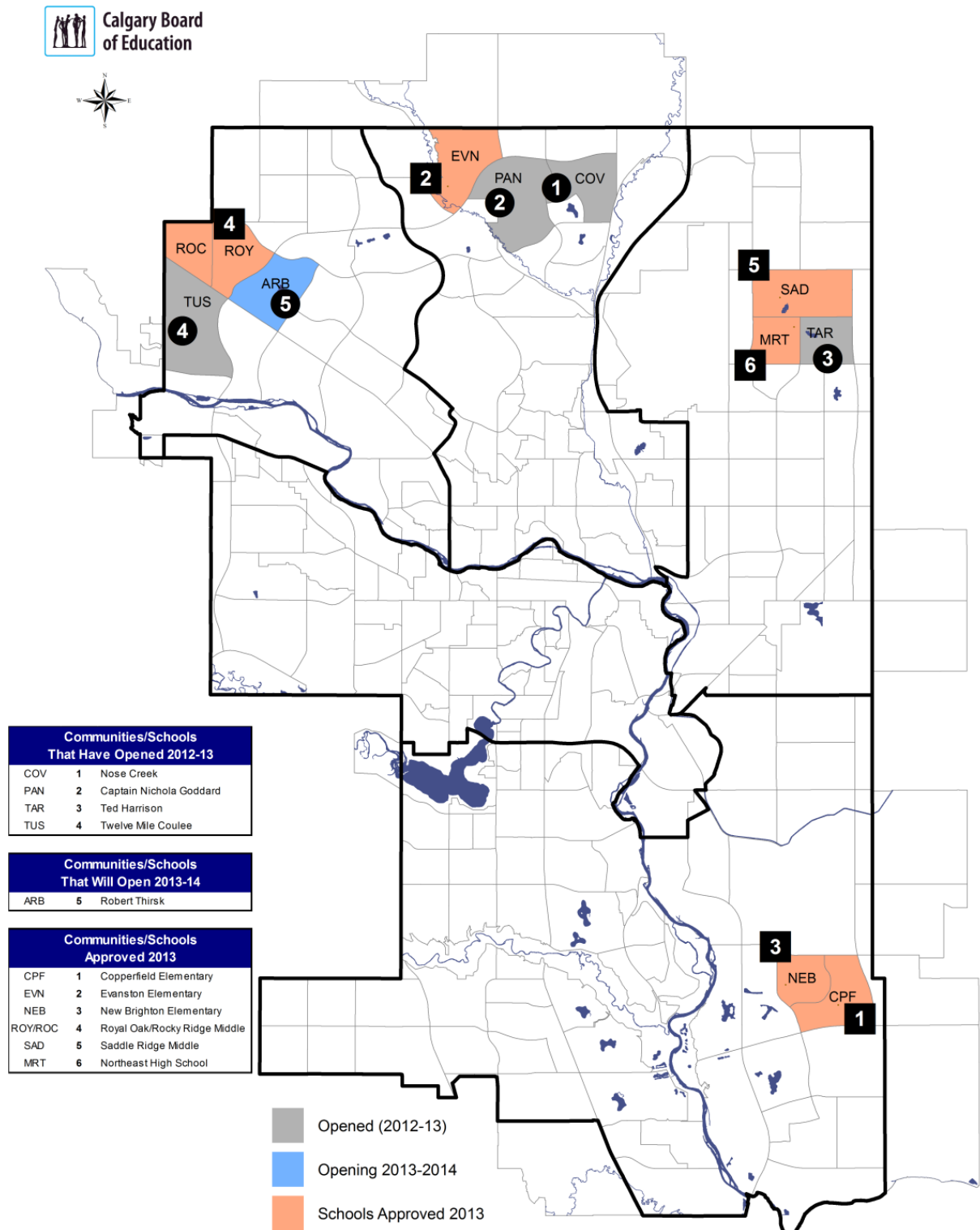
The Robert Thirsk High School with a 1,500 student capacity for Grades 10-12 is to open for the 2013-2014 school year.

The following schools have been recently approved by the Province: Copperfield Elementary; Evanston Elementary; New Brighton Elementary; Royal Oak/Rocky Ridge Middle; Saddle Ridge Middle and Northeast High School.

**Map 3** identifies the location of schools that opened for the 2012-2013 school year, and the future school opening for the 2013-2014 school year.

**Map 3**

## School Construction Projects



Prepared by: Planning, Transportation and Environmental Services  
April 8, 2013  
Map: School Construction Projects.mxd

## 2.6 School Major Modernization

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

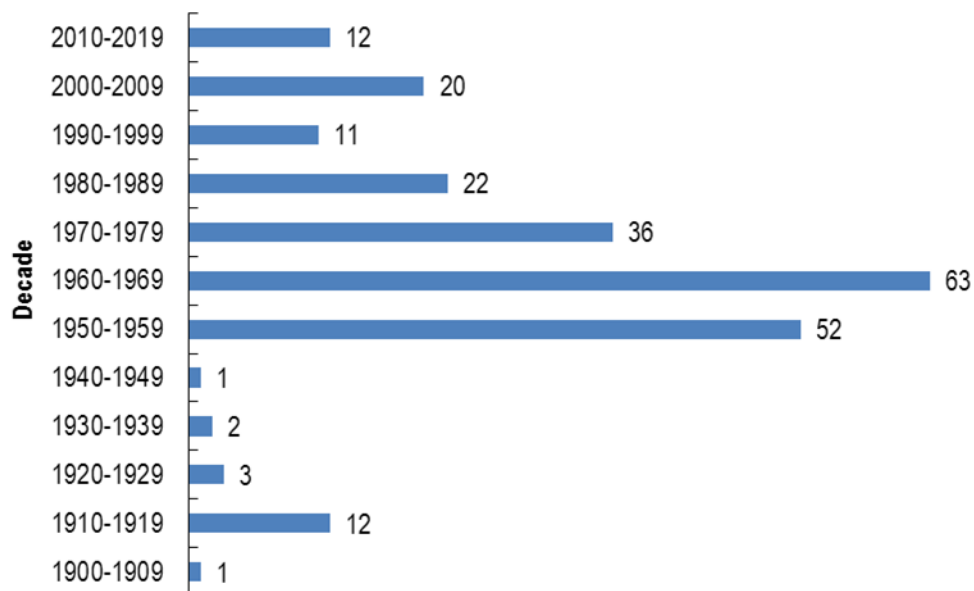
A modernization of Lord Shaughnessy High School to enable the delivery of the new Career and Technology Curriculum that was started in April 2010, is complete. The completed construction achieved the following modernizations:

- New entranceway and foyer addition
- Learning Commons (completely new construction)
- Modernized all shop areas
- Complete interior renovation upgrades

A modernization of three school facilities to accommodate Chinook Learning Services was approved in 2011 for \$10.5 million. This project is currently in the planning stages and additional funds to complete the project are requested as part of this plan.

From the 239 CBE-owned facilities, 235 are school buildings. One hundred and thirty-five of the school buildings were built before 1970. This represents 57% of the school building inventory. The current inventory by decade of CBE school buildings is shown in the following graph:

### Current School Building Inventory by Decade



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

There are 25 modernization projects that have been included as part of this year's Capital Plan.

A planned CBE strategy to address the new Career and Technology Studies (CTS) curriculum requires approval of modernization projects to be undertaken in high schools in each of Areas I, II, III and V. These schools require priority placements for major modernization projects in order to deliver CTS courses to students in each of the four Areas. The Lord Shaughnessy High School modernization in Area IV is the first modernization project undertaken for the Career and Technology Studies curriculum. As well, the Chinook Learning locations and the Aboriginal Family Community School have been placed in priority order. The remaining modernization priorities for the School Capital Plan are ranked. Key factors for ranking and the schools are in Appendix II.

## **2.7 Collaborative Initiatives with The City of Calgary**

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

- The CBE is on the Joint Use Coordinating Committee with the City and the Calgary Catholic School District that deal with joint-use school reserve sites.
- The CBE and the City participated on a Provincial Working Committee with the City of Edmonton's representatives to pursue the use of vacant surplus school envelopes to accommodate a range of community service-based uses. The CBE has returned vacant school sites to the City, and the City is evaluating sites for open space needs and/or community service uses.
- CBE representatives have been involved in city-wide initiatives such as the new Land Use Bylaw, annexation and *Plan It Calgary*. The CBE has participated recently with other stakeholder groups on "Framework for Growth and Change" activities that are currently being dealt with at City Council.
- The CBE and Calgary Catholic School District are involved with the City on a study to review traffic, parking and safety around school sites. The study is in the early stages to develop a scope and work plan, and the City is undertaking the lead role on the study.
- The CBE and the City are involved in ecologically friendly initiatives that represent a mutual commitment to responsible environmental stewardships. In this domain, the CBE's Eco-Team meshes well with the City's commitment to responsible stewardship of the Calgary environment. The CBE's Eco-Team was awarded the 2009 Emerald Award in the Government Institution category.

### 3.0 NEW SCHOOL CONSTRUCTION CAPITAL PLAN CRITERIA

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

A review of the ranking methodology has been undertaken and used for preparation of the Three-Year School Capital Plan 2014-2017. The following has been considered in the review of the methodology.

- At the time of the review (January 2013) there had not been a new elementary school approval for over five and a half years (June 2007) or a middle school approval for over five years (January 2008). The lack of school approvals has resulted in large numbers of pre-school students, K-4 students, and Grade 5-9 students that have moved beyond the pre-school and K- 9 student thresholds of the new school construction ranking criteria.

As well, the maximum capacities of elementary schools and middle schools have increased over the years. Upper threshold for points has been increased to account for ever increasing pre-school children, K-4 and Grade 5-9 enrolments and larger school capacities.

- Community sizes have been increasing the past ten years. This is documented in the City's Suburban Residential Growth 2012-2016 document and some new communities are projected to exceed 30,000 population (Mahogany, Skyview Ranch).

Communities in the 25,000 population plus range will have a significant advantage over average to large sized communities of 10,000 - 20,000 on annual community growth and percent build-out measures. The matrix for percentage build-out of future community growth has been removed and the number of CBE K-4 and Grade 5-9 students is only considered.

- The annual three-year community growth measure is still considered but lessens the impact of growth with 10 points instead of 15 points.
- Median Travel Time, Bus Receivers, Existing K-4 Schools and Grade 5-9 Accommodation continue to be retained as important measures. Points will be given to bus receiver plans for communities that are anticipated to have greater than one bus receiver within two years of the current school year, rather than the current year that was previously used.



### 3.1 Construction Planning Criteria: Kindergarten to Grade 9 Schools

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

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

#### Eligibility Criteria

##### Eligible School Communities

For the Three-Year School Capital Plan 2014-2017, all new and developing municipal communities will be ranked for new school construction. Inner-city and established areas are not ranked.

Most municipal communities have an elementary site and are ranked individually as a school community. In certain cases, two small municipal communities form one school community where they do not exceed the community population threshold of approximately 10,000 people. In the case of middle/junior high schools, adjacent municipal communities can form one school community where they do not exceed the community population threshold of approximately 24,000 people. Community build-out projections may vary from year to year due to ongoing adjustments to densities and other factors as determined by the City. Large municipal communities that can sustain a middle/junior high school are ranked individually as a school community.

##### Accommodation Options

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

#### Ranking Criteria

For school communities that meet the eligibility criteria, a ranking is applied based upon criteria identified in three categories: the Community Growth Profile; Busing and Travel Time; and Accommodation. Points for each of the profiles are totalled and used to rank priorities for new school construction.

- **Community Enrolment and Growth Profile**

Point assignments are given to school communities based on growth factors. Based on this information, three categories have been developed for ranking purposes:

- **K-4 Ranking**

- Declared public pre-school census
    - K-4 students
    - Three-year community population growth

- **Grade 5-9 Ranking**

- K-4 students
    - Grades 5-9 students
    - Three-year community population growth

- **Busing and Travel Time**

Point assignments are given to school communities based on Busing and Travel Time assessment. Based on this information, two categories have been developed for ranking purposes for elementary and middle school ranking:

- Median travel time
  - Number of bus receivers projected to occur within the next two year period

- **Accommodation Available for a Community**

Two additional categories exist for middle school ranking to reflect continuity of accommodation plans:

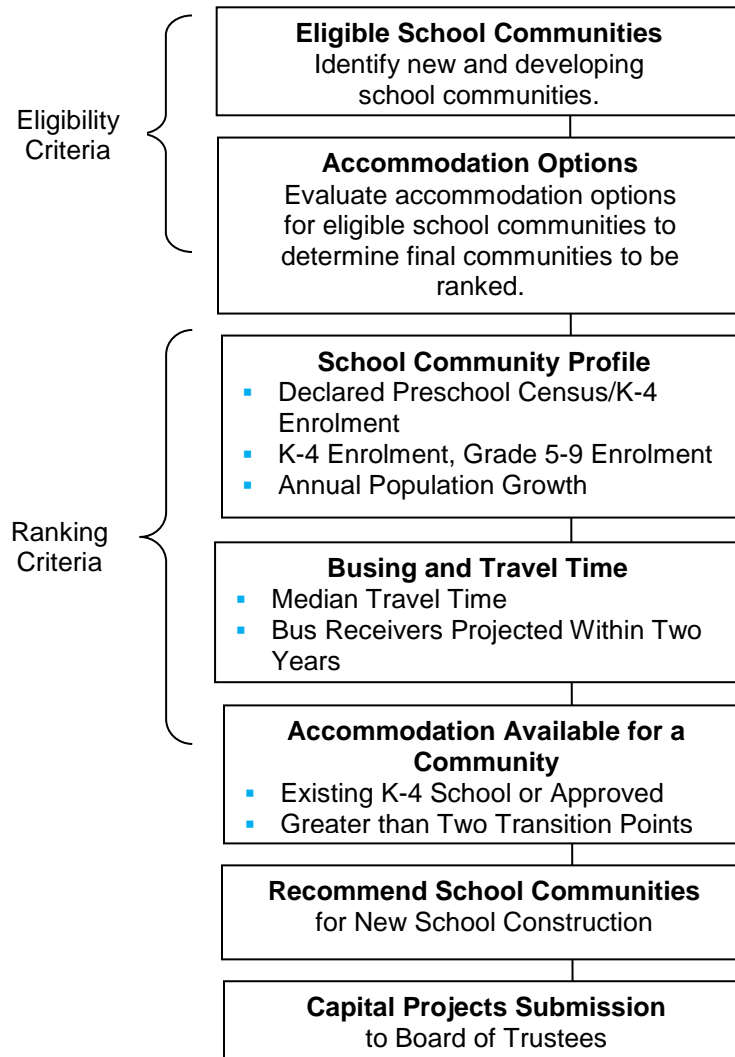
- Points will be awarded if an existing K-4 school has been approved or constructed in a community.
  - Points will be awarded if students have more than two transition points for schools (e.g., K 4, Grades 5-6, and Grades 7-9) rather than one transition point. (e.g. K-4, Grades 5-9)

The option exists for the placement of priorities for new school construction.

- Senior high schools are not ranked using point criteria, but are recommended on the priority list based on need.
  - Schools with unique settings or enrolments that cannot be easily ranked are also placed on a priority basis.
  - Extenuating circumstances may require a placement priority (i.e. site not ready, provincial approval not aligned with CBE priorities) for an elementary or middle school.

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

### Three-Year School Capital Plan 2014-2017 New School Construction Evaluation Process



### 3.2 Construction Ranking: Kindergarten to Grade 9

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

School Communities					
Rank	Community	Points	Area	Sector	Grade
1	Panorama Hills <sup>(2)</sup>	145	II	4	K-4
2	Tuscany <sup>(2)</sup>	135	II	1	K-4
3	New Brighton/Copperfield Middle	100	V	9	GR5-9
4	Auburn Bay	95	V	9	K-4
5	McKenzie Towne Middle	95	V	9	GR5-9
6	Evergreen Middle	90	V	9	GR5-9
7	Cranston Middle	90	V	9	GR5-9
8	Springbank Hill	85	IV	6	K-4
9	West Springs/Cougar Ridge Middle	75	IV	6	GR5-9
10	Saddle Ridge <sup>(2)</sup>	75	III	5	K-4
11	Cougar Ridge	70	IV	6	K-4
12	Martindale <sup>(2)</sup>	70	III	5	K-4
13	Country Hills/Harvest Hills**	65	II	4	K-4
14	Silverado	65	V	9	K-4
15	Aspen Woods	65	IV	6	K-4
16	Evanston Middle	65	II	4	GR5-9
17	Bridlewood Middle*	65	V	9	GR5-9
18	Springbank Hill/Discovery Ridge Middle	60	IV	6	GR5-9
19	Signal Hill Middle	55	IV	6	GR5-9
20	Kincora	50	II	4	K-4
21	Skyview Ranch	45	III	5	K-4
22	Harvest Hills/Country Hills**	45	II	4	GR5-9
23	Evergreen <sup>(2)</sup>	45	V	9	K-4

**Notes:** <sup>(2)</sup> Indicates second K-4 school.

\* Accommodation strategy to another community

\*\* Combined Country Hills/Harvest Hills into K-9 grade configuration

A K-4 elementary school will typically have a 600 student capacity consisting of a 300 student capacity core and a 300 student capacity modular addition in 12 units. A Grade 5-9 middle school will typically have a 900 student capacity consisting of a 500 student capacity core and a 400 student capacity modular addition in 16 units. Adjustments to school capacities may occur, as required, for smaller sized communities.

CBE school communities ranked for elementary and middle/junior high schools must have a site available and have a student population large enough to sustain an elementary or middle/junior high school per the ranking criteria. New school construction projects for the top-ranked school communities have been identified

in Section 4.0. Details of ranking for all school communities with points are included in Appendix III.

In the case of a tie in ranking:

- An elementary school ranking for a community will have priority over a middle school ranking.
- A community without a school will be given priority over a community with an approved school or existing school.
- A community with a middle school ranking will be given priority over a community with an approved or existing elementary and middle school.
- Further ties will be broken on total points of the first two community ranking categories. In the case where it is still tied, the first community ranking category points only will be used.

### 3.3 Construction Planning Criteria: Senior High Schools

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

Senior High Area Utilization		
Area	Residence Utilization	Enrolment Utilization
Area I	153.22%	100.90%
Area II	64.09%	99.35%
Area III	141.67%	88.52%
Area IV	84.01%	93.20%
Area V	100.74%	92.86%

Notes:

- Student residence and enrolment as at September 30, 2012
- Capacity is based on Alberta Infrastructure's Area, Capacity and Utilization Report

Area I indicated a very strong demand based upon 153% utilization by residence and 101% utilization by enrolment. This demand will be met with the opening of the new Robert Thirsk High School to open in the northwest for the 2013-2014 school year.

The greatest demand for new senior high school construction is a 1,800-capacity senior high in the northeast in Area III. This demand will be met by the recent approval of the Northeast High School to be constructed for the September 2017-2018 school year. Utilization rates for the northeast are 142% utilization by residence and 89% utilization by enrolment. Area III has the greatest priority with only three high schools. This approval will enable students from Castleridge, Coral Springs, Falconridge, Martindale, Taradale and Saddle Ridge to be able to be accommodated closer to home. Currently these students are bussed to Area II high schools.

There is also demand in Area V based upon 101% utilization by residence and 93% utilization by enrolment. Sector 9 has a utilization rate of 242% by residence (Appendix I), and is only served by Centennial High School in the south. There is no high school in the far southeast.



There is a demand in Area II, as well to locate students closer to home. Sector 4 has an utilization by residence of 252%, and is only served by John G. Diefenbaker. Area II has a utilization by residence of 64% and utilization by enrolment of 99%.

### **3.4 Construction Priorities: Senior High Schools**

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

#### **Southeast High School**

A new high school is required in the far southeast. The southeast sector is the fastest growing area in the city, which is expected to increase approximately 28,800 - 31,900 persons over the next five year time frame. This represents 35% of the forecast city growth in terms of total housing units. Development in the five to ten year time frame is expected to continue in the 35% range. Sector 9 of Area V has a large student population by residence with 4,373 senior high students and is only served by Centennial High School in the far south with a capacity of 1,807 students.

Southeast communities, north of Highway 22X, consist of McKenzie Lake, Douglasdale/Glen, McKenzie Towne, New Brighton, Copperfield, and all students are designated to Lord Beaverbrook High, located in the Acadia community. These communities have a build-out population of 72,000 persons and currently have 1,278 students attending CBE high schools for Grades 10 -12. Three of these communities are early in their growth cycle and student numbers will continue to be in this range and/or greater over time.

Students residing in the communities south of highway 22X consist of Cranston (designated to Lord Beaverbrook High), Auburn Bay (designated to Dr. E.P. Scarlett High) and Mahogany (designated to Henry Wise Wood High). These three communities have a build-out population of 70,000 persons and currently have 289 students attending CBE high schools for Grades 10 -12. Auburn Bay and Mahogany are in the early stages of development while Cranston is approximately 50% built-out. Student high school numbers will increase significantly over time.

A 25 acre senior high school site is located in the Seton community near the new Southeast Hospital. A future City recreation centre is on the same site as the high school. A build-out population of 60,000 - 70,000 people can generate 1,800 students in Grades 10-12 to be accommodated in the high school. Based on a mixture of established, new and developing communities, a new high school will operate at 100% capacity for many years to come. Future accommodation plans and designated communities will be developed over time based on the timing of the new school opening and number of students in nearby communities.

#### **North High School**

A new high school is also required in the far north to provide accommodation closer to home for students in outlying areas. The north sector is the second fastest growing area in the city, which is expected to increase approximately

20,700 - 22,900 persons over the next five year time frame. This represents approximately 27% of the forecast city growth in terms of total housing units.

Area II is the least utilized area in the City at the high school level with a 64% utilization rate (Appendix 1, Table 2); however, the schools are not in close proximity to where the students reside. Sector 4 of Area II, consists of the northernmost communities and has a large student population by residence with 3,278 senior high students and utilization by residence of 252%. John G. Diefenbaker, located at 64 Avenue and Centre Street N is the only high school in Sector 4 with a capacity of 1,300 students.

Sector 3 is also in Area II and has four senior high schools and a very low utilization by residence of 24%. This is due to four high schools in Sector 3 with a capacity of 6,082 student spaces and only 1,453 students in the sector. This large amount of capacity makes the North High School less of a pressure point than the Southeast High School. This capacity is somewhat misleading as William Aberhart High, with a capacity of 1,599 student spaces, is in Sector 3 and essentially serves northwest students in Area I; however, utilization by residence would be still in the 32% range with William Aberhart removed from capacity.

The primary catchment population for a north high school would be the Northern Hills communities, consisting of Harvest Hills, Coventry Hills, Country Hills Village, Country Hills (north/south) and Panorama Hills as well, the Hidden Valley community to the west. These five communities have a build-out population in the range of 65,000 persons and currently have 1,527 students attending CBE high schools for Grades 10 - 12. Four of the above communities are essentially built-out and Panorama Hills is nearing completion at 85% built-out.

The communities above attend four different CBE schools in Area II consisting of Crescent Heights (Coventry Hills, including Country Hills Village, Hidden Valley), Queen Elizabeth (Country Hills - south) James Fowler (Country Hills – north) and John G. Diefenbaker (Panorama Hills, Harvest Hills). John G. Diefenbaker is the closest school in the Huntington Hills community. Students attending Crescent Heights and Queen Elizabeth having long travel times to the inner city communities north of the Bow River in Crescent Heights and West Hillhurst.

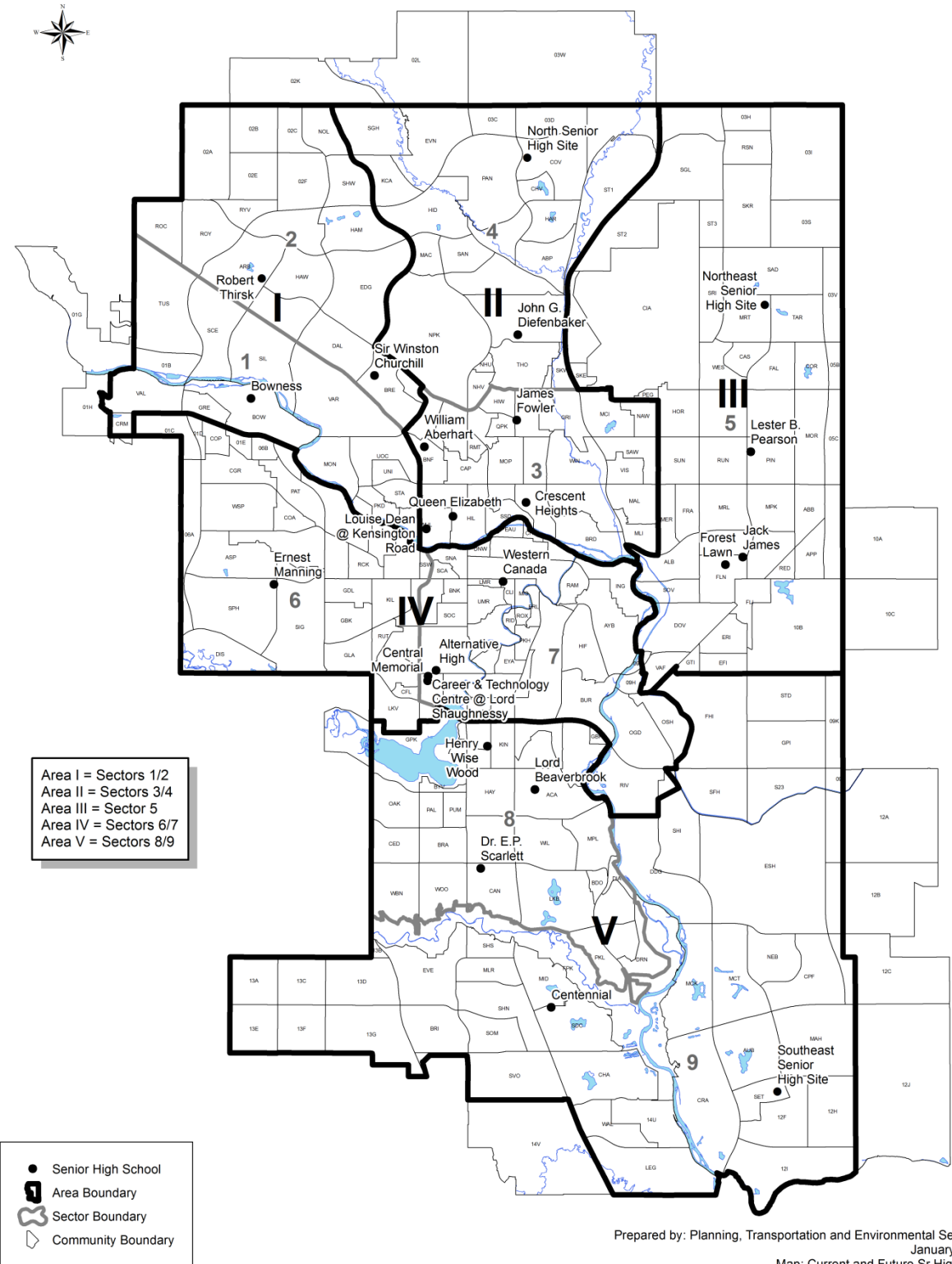
The earliest a Northeast High School could be expected to open will be by the 2017- 2018 school year. There are currently 1,059 students from the northeast communities attending James Fowler High. Projections in this range will continue and it is expected James Fowler will lose up to 1,000 students when the Northeast High School opens. This will enable space in James Fowler to be available for students from communities of Coventry Hills, Country Hills Village, Hidden Valley and/or Country Hills south as space permits.

A 23.6 acre senior high school site is located in the Coventry Hills community on Coventry Hills Way NE. Based on a mixture of established, new and developing communities, a new North High School will operate at 100% capacity for many years to come.



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### Senior High Schools and Future Senior High Sites Located within Administrative Area and Sector Boundaries



Area I = Sectors 1/2  
Area II = Sectors 3/4  
Area III = Sector 5  
Area IV = Sectors 6/7  
Area V = Sectors 8/9

- Senior High School
- Area Boundary
- ⬭ Sector Boundary
- ⬭ Community Boundary

Prepared by: Planning, Transportation and Environmental Services  
January 2013  
Map: Current and Future Sr High.mxd

## 4.0 THREE-YEAR SCHOOL CAPITAL PLAN 2014-2017 – SUMMARY

Capital projects are reviewed and prioritized by the Ministry of Education prior to being submitted to the government's Capital Planning Initiative process led by the Treasury Board. Projects are first reviewed for accuracy and clarity and Provincial staff may meet with school jurisdictions to obtain further information as required.

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

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

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

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

This section provides a summary of recommended new school construction and major modernization projects. Table 1 (New School Construction) and Table 2 (School Modernizations) provides a summary of the recommended projects and project costs are based upon 2012 Alberta Infrastructure support prices. Sections 5.0 and 6.0 provide details of the recommended projects.

Projects are listed in order of priority. Until recent approvals on May 1, 2013, there has not been an approval since January 30, 2008, for new school construction. Despite the approvals, there is still a large backlog of priorities. Details of modernization rankings are in Appendix II and details of new school construction priority rankings are identified in Appendix III.

The sections that follow this summary (Sections 5.0 and 6.0) describe the community and school profiles in order of priority. The key maps in the top right corner of the page depict the location of the community described for new construction projects. The light-shaded areas represent all the new and developing communities in Calgary.

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

Table 1: New School Construction			
Three-Year School Capital Plan 2014-2017 Priorities			
Priority Ranking – Project Description			
YEAR 1			
Community/School	Grade	Project Type	2013 Cost (\$)
C-1 Christine Meikle School	Gr. 7-12	New School	24,000,000
C-2 Panorama Hills Elementary <sup>(2)</sup>	K-4	New School	14,000,000
C-3 Tuscany Elementary <sup>(2)</sup>	K-4	New School	14,000,000
C-4 New Brighton/Copperfield Middle	Gr. 5-9	New School	24,000,000
C-5 Auburn Bay Elementary	K-4	New School	14,000,000
C-6 McKenzie Towne Middle	Gr. 5-9	New School	24,000,000
C-7 Evergreen Middle	Gr. 5-9	New School	24,000,000
C-8 Cranston Middle	Gr. 5-9	New School	24,000,000
C-9 Springbank Hill Elementary	K-4	New School	14,000,000
C-10 West Springs/Cougar Ridge Middle	Gr. 5-9	New School	24,000,000
C-11 Southeast Calgary High	Gr. 10-12	New School	50,000,000
YEAR 1 TOTAL			250,000,000
Table 1: New School Construction			
Three-Year School Capital Plan 2014-2017 Priorities			
Priority Ranking – Project Description			
YEAR 2			
Community/School	Grade	Project Type	2013 Cost (\$)
C-12 Saddle Ridge Elementary <sup>(2)</sup>	K-4	New School	14,000,000
C-13 Cougar Ridge Elementary	K-4	New School	14,000,000
C-14 Martindale Elementary <sup>(2)</sup>	K-4	New School	14,000,000
C-15 Harvest Hills/Country Hills Elementary/Middle	K-9	New School	24,000,000
C-16 Silverado Elementary	K-4	New School	14,000,000
C-17 Aspen Woods Elementary	K-4	New School	14,000,000
C-18 Stampede Youth Campus	Gr. 10-12	New School	22,000,000
YEAR 2 TOTAL			116,000,000
YEAR 3			
Community/School	Grade	Project Type	2013 Cost (\$)
C-19 Evanston Middle	Gr. 5-9	New School	24,000,000
C-20 Springbank Hill/Discovery Ridge Middle	Gr. 5-9	New School	24,000,000
C-21 Signal Hill Middle	Gr. 5-9	New School	24,000,000
C-22 North Calgary High	Gr. 10-12	New School	50,000,000
C-23 Kincora Elementary	K-4	New School	14,000,000
C-24 Skyview Ranch Elementary	K-4	New School	14,000,000
C-25 Evergreen <sup>(2)</sup> Elementary	K-4	New School	14,000,000
YEAR 3 TOTAL			164,000,000
GRAND TOTAL			530,000,000

Note: <sup>(2)</sup> = second elementary school for the community

Number of Years Listed in Capital Plan
4
2
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Number of Years Listed in Capital Plan
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Table 2: School Major Modernizations				
Three-Year School Capital Plan 2014-2017 Priorities				
Priority Ranking – Project Description				
YEAR 1				
Community/School		Grade	Project Type	2013 Cost (\$)
M-1	Aboriginal Family Community School (H.W. Riley)	Pre K-9	Major Modernization	16,000,000
M-2	Jack James - CTS Program	Gr. 10-12	Major Modernization	13,000,000
M-3	Bowness High - CTS Program	Gr. 10-12	Major Modernization	20,000,000
M-4	Kingsland Centre - Chinook Learning Services	Gr. 10-12	Major Modernization	9,000,000
M-5	James Fowler - CTS Program & Chinook Learning Services	Gr. 10-12	Major Modernization	15,000,000
M-6	Lord Beaverbrook - CTS Program	Gr. 10-12	Major Modernization	25,000,000
M-7	Forest Lawn - CTS Program	Gr. 10-12	Major Modernization	15,000,000
M-8	John Diefenbaker - CTS Program	Gr. 10-12	Major Modernization	15,000,000
M-9	Nickle School	Gr. 5-9	Major Modernization	12,000,000
M-10	Altadore School	K-6	Major Modernization	9,000,000
M-11	Senator Patrick Burns School	Gr. 5-9	Major Modernization	13,000,000
M-12	A.E. Cross School	Gr. 7-9	Major Modernization	16,000,000
M-13	Sir Wilfrid Laurier School	Gr. 5-9	Major Modernization	11,000,000
M-14	Woodman School	Gr. 5-9	Major Modernization	14,000,000
YEAR 1 TOTAL				203,000,000
YEAR 2				
Community/School		Grade	Project Type	2013 Cost (\$)
M-15	Dr. J.K. Mulloy School	K-6	Major Modernization	10,000,000
M-16	Henry Wise Wood High School	Gr. 9-12	Major Modernization	20,000,000
M-17	Simon Fraser School	Gr. 5-9	Major Modernization	13,000,000
M-18	Robert Warren School	Gr. 5-9	Major Modernization	5,000,000
M-19	Sir John A. MacDonald School	Gr. 7-9	Major Modernization	12,000,000
YEAR 2 TOTAL				60,000,000
YEAR 3				
Community/School		Grade	Project Type	2013 Cost (\$)
M-20	Thomas B. Riley School	Gr. 5-9	Major Modernization	11,000,000
M-21	Fairview School	Gr. 5-9	Major Modernization	14,000,000
M-22	Colonel Irvine School	Gr. 7-9	Major Modernization	12,000,000
M-23	Sherwood School	Gr. 5-9	Major Modernization	15,000,000
M-24	Louis Riel School	K-9	Major Modernization	15,000,000
YEAR 3 TOTAL				67,000,000
GRAND TOTAL				330,000,000

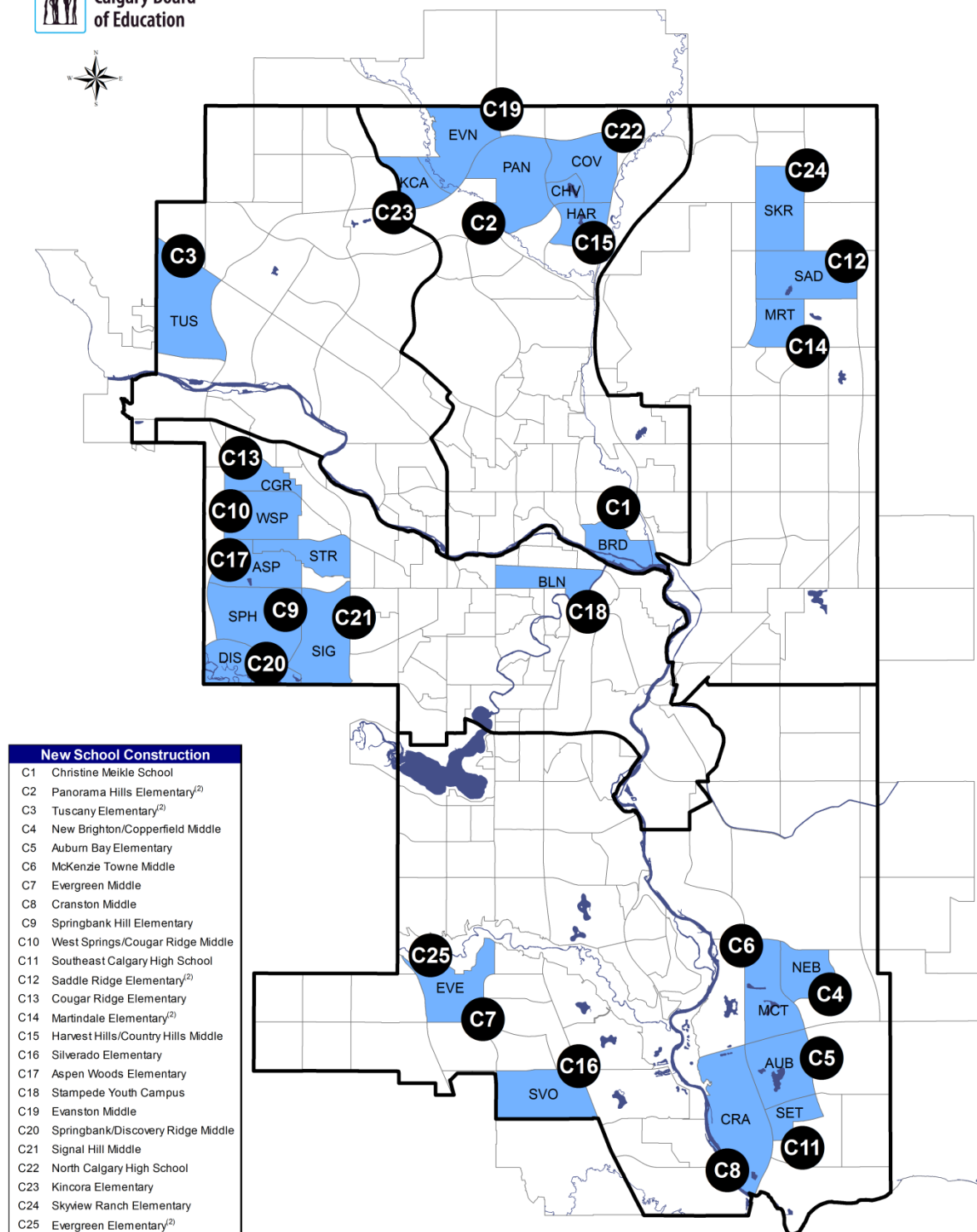
Number of Years Listed in Capital Plan
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Table 3: New School Construction and Major Modernizations				
Year 1: 2014-2015 School Capital Plan Priorities				
Priority Ranking – Project Description				
Community/School		Grade	Project Type	2013 Cost (\$)
1	Christine Meikle School	Gr. 7-12	New School	24,000,000
2	Aboriginal Family Community School (H.W. Riley)	Pre K-9	Major Modernization	16,000,000
3	Jack James - CTS Program	Gr. 10-12	Major Modernization	13,000,000
4	Bowness High - CTS Program	Gr. 10-12	Major Modernization	20,000,000
5	Kingsland Centre - Chinook Learning Services	Gr. 10-12	Major Modernization	9,000,000
6	James Fowler - CTS Program & Chinook Learning Services	Gr. 10-12	Major Modernization	15,000,000
7	Panorama Hills Elementary <sup>(2)</sup>	K-4	New School	14,000,000
8	Tuscany Elementary <sup>(2)</sup>	K-4	New School	14,000,000
9	New Brighton/Copperfield Middle	Gr. 5-9	New School	24,000,000
10	Auburn Bay Elementary	K-4	New School	14,000,000
11	McKenzie Towne Middle	Gr. 5-9	New School	24,000,000
12	Evergreen Middle	Gr. 5-9	New School	24,000,000
13	Cranston Middle	Gr. 5-9	New School	24,000,000
14	Lord Beaverbrook - CTS Program	Gr. 10-12	Major Modernization	25,000,000
15	Forest Lawn - CTS Program	Gr. 10-12	Major Modernization	15,000,000
16	John Diefenbaker - CTS Program	Gr. 10-12	Major Modernization	15,000,000
17	Springbank Hill Elementary	K-4	New School	14,000,000
18	West Springs/Cougar Ridge Middle	Gr. 5-9	New School	24,000,000
19	Southeast Calgary High School	Gr. 10-12	New School	50,000,000
20	Nickle School	Gr. 5-9	Major Modernization	12,000,000
21	Altadore School	Gr. K-6	Major Modernization	9,000,000
22	Senator Patrick Burns School	Gr. 5-9	Major Modernization	13,000,000
23	A.E. Cross School	Gr. 7-9	Major Modernization	16,000,000
24	Sir Wilfrid Laurier School	Gr. 5-9	Major Modernization	11,000,000
25	Woodman School	Gr. 5-9	Major Modernization	14,000,000
Year 1 Total				453,000,000

Number of Years Listed in Capital Plan
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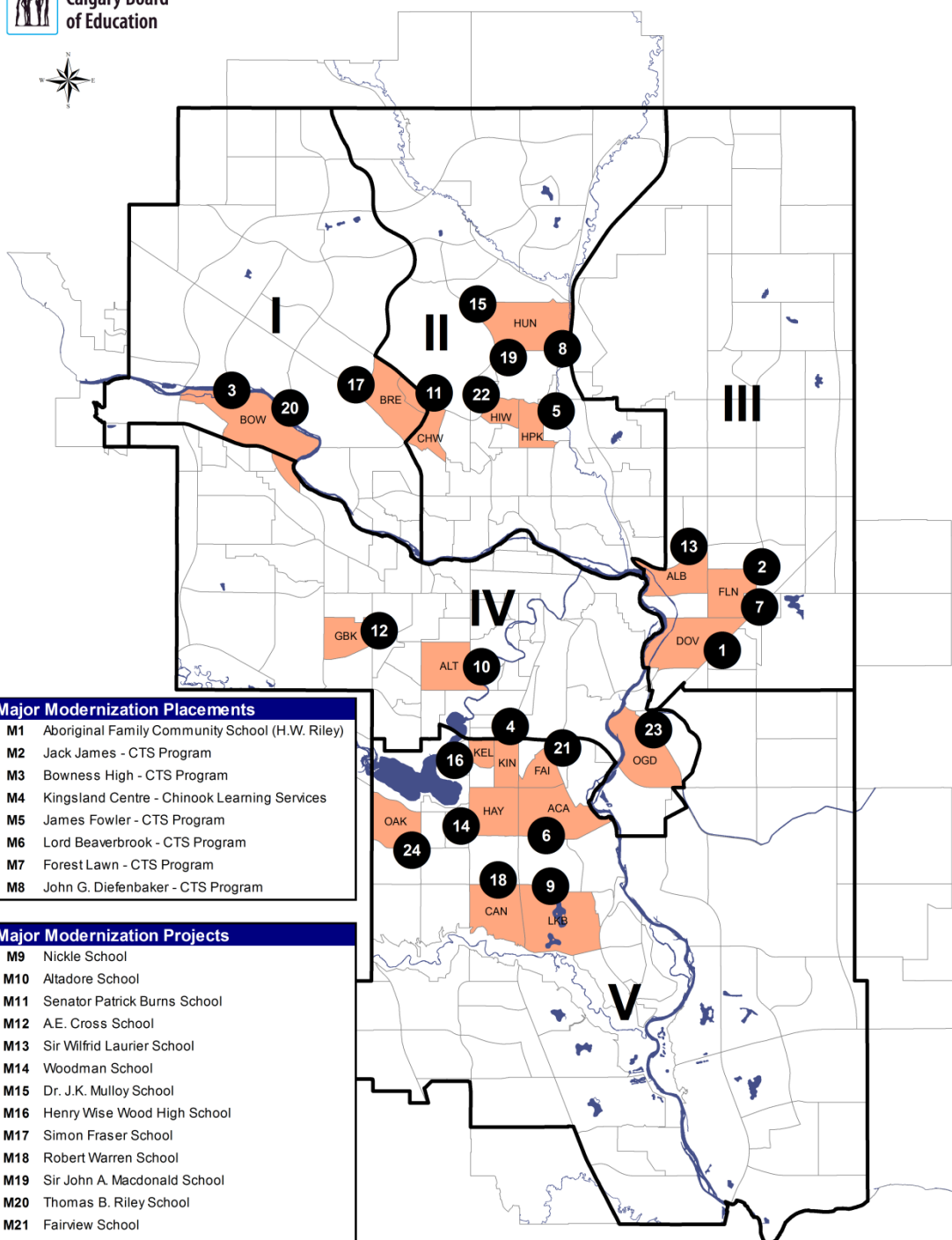
Table 3: New School Construction and Major Modernizations				
Year 2 : 2015-2016 School Capital Plan Priorities				
Priority Ranking – Project Description				
Community/School	Grade	Project Type	2013 Cost (\$)	Number of Years Listed in Capital Plan
26 Saddle Ridge Elementary <sup>(2)</sup>	K-4	New School	14,000,000	
27 Cougar Ridge Elementary	K-4	New School	14,000,000	
28 Martindale (2) Elementary	K-4	New School	14,000,000	
29 Dr. J.K. Mulloy School	Gr. K-6	Major Modernization	10,000,000	
30 Henry Wise Wood High School	Gr. 9-12	Major Modernization	20,000,000	
31 Simon Fraser School	Gr. 5-9	Major Modernization	13,000,000	
32 Harvest Hills/Country Hills Elementary/Middle	K-9	New School	24,000,000	
33 Silverado Elementary	K-4	New School	14,000,000	
34 Robert Warren School	Gr. 5-9	Major Modernization	5,000,000	
35 Sir John A. MacDonald School	Gr. 7-9	Major Modernization	12,000,000	
36 Aspen Woods Elementary	K-4	New School	14,000,000	
37 Stampede Youth Campus	Gr. 10-12	New School	22,000,000	
Year 2 Total			176,000,000	
Year 3: 2016-2017 School Capital Plan Priorities				
Priority Ranking – Project Description				
Community/School	Grade	Project Type	2013 Cost (\$)	
38 Evanston Middle	Gr. 5-9	New School	24,000,000	
39 Springbank Hill/Discovery Ridge Middle	Gr. 5-9	New School	24,000,000	
40 Signal Hill Middle	Gr. 5-9	New School	24,000,000	
41 North Calgary High	Gr. 10-12	New School	50,000,000	
42 Thomas B. Riley School	Gr. 5-9	Major Modernization	11,000,000	
43 Fairview School	Gr. 5-9	Major Modernization	14,000,000	
44 Colonel Irvine School	Gr. 7-9	Major Modernization	12,000,000	
45 Sherwood School	Gr. 5-9	Major Modernization	15,000,000	
46 Louis Riel School	K-9	Major Modernization	15,000,000	
47 Kincora Elementary	K-4	New School	14,000,000	
48 Skyview Ranch Elementary	K-4	New School	14,000,000	
49 Evergreen <sup>(2)</sup> Elementary	K-4	New School	14,000,000	
Year 3 Total			231,000,000	
GRAND TOTAL			860,000,000	

## 2014-2017 - New School Construction Projects

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Prepared by: Planning, Transportation and Environmental Services  
May 14, 2013  
Map: New School Construction Projects.mxd

# 2014-2017 – Major Modernization Projects



## Major Modernization Placements

- M1 Aboriginal Family Community School (H.W. Riley)
- M2 Jack James - CTS Program
- M3 Bowness High - CTS Program
- M4 Kingsland Centre - Chinook Learning Services
- M5 James Fowler - CTS Program
- M6 Lord Beaverbrook - CTS Program
- M7 Forest Lawn - CTS Program
- M8 John G. Diefenbaker - CTS Program

## Major Modernization Projects

- M9 Nickle School
- M10 Altadore School
- M11 Senator Patrick Burns School
- M12 A.E. Cross School
- M13 Sir Wilfrid Laurier School
- M14 Woodman School
- M15 Dr. J.K. Mulloy School
- M16 Henry Wise Wood High School
- M17 Simon Fraser School
- M18 Robert Warren School
- M19 Sir John A. Macdonald School
- M20 Thomas B. Riley School
- M21 Fairview School
- M22 Colonel Irvine School
- M23 Sherwood School
- M24 Louis Riel School

Prepared by: Planning, Transportation and Environmental Services  
May 14, 2013  
Map: Major Modernization Projects.mxd

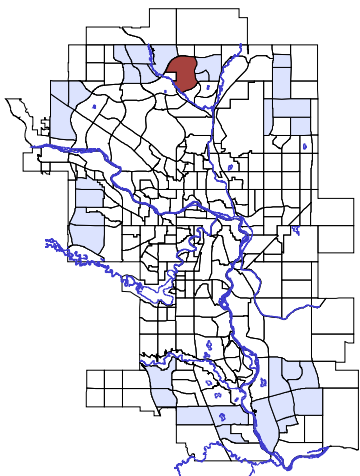


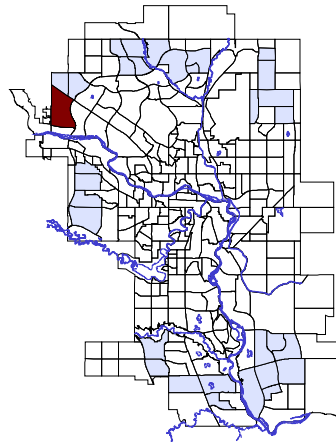
<b>5.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-1 Christine Meikle</b>	
<b>School Community / Enrolment Profile</b>	
<p>The current Christine Meikle School facility is located in the community of Bridgeland/Riverside, and is presently leased from the City of Calgary. This program functions as a unique setting for students with severe and complex needs. The program draws junior/senior high school students (ages 12 to 19) from all areas of Calgary.</p> <p>The curriculum includes development of communication skills, sensory-motor skills, functional academics, work experience and pre-vocational abilities, travel training, and adaptive physical education. A personalized progressive curriculum is implemented based on the individual needs of each student. Instructional accommodations may include the use of assistive technology, augmentative communication systems and individual small group instruction. The staff, students, and their families also receive consultative support from Regional, Educational, Assessment and Consultation Services (REACH) for program development.</p> <p>The new school considers a student population of 90 to 125 students with a weighted enrolment of 375 (by 2018):</p> <ul style="list-style-type: none"> <li>four classes (25 +/-) non-ambulatory emerging pod/developing pod students</li> <li>six classes (40 +/-) ambulatory developing pod students</li> <li>five classes (35 +/-) ambulatory maturing pod students (including space for higher functioning Autism Spectrum Disorder students from the Communication, Sensory and Social Interaction program).</li> </ul>	
<b>Facility Description</b>	
<p>Due to the size and condition of the current leased building that is being used, a long-term dedicated facility is required for the school program in a new facility.</p>	

### Projected Enrolment (2013 – 2021)

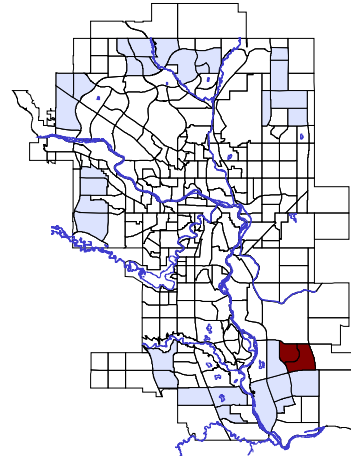
Year	GR7	GR8	GR9	GR10	GR11	GR12	19 YRS	20 YRS	21YRS	Total GR7 to Age 21
2012	3	13	11	17	14	18				76
2013	8	10	16	18	18	18				88
2014	12	14	12	18	20	20	18			114
2015	13	15	16	14	19	20	20	18		135
2016	16	15	17	20	16	21	20	20	18	163
2017	16	19	18	20	21	17	21	20	20	172
2018	17	20	22	21	21	23	18	21	20	183
2019	17	20	23	26	22	23	23	18	21	193
2020	18	21	24	27	27	24	23	23	18	205
2021	19	22	24	28	29	30	24	23	23	222

<b>5.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-1 Christine Meikle</b>	
<b>Recommendation</b>	
<p>The proposed new school facility for the current Christine Meikle program will consider a student population for up to 125 students by 2018. Because of the needs of each the student and staff member, the focus of this special education program, considering the cross-over it has with special needs/medical requirements, will create a state-of-art sustainable facility.</p> <p>This new school facility will incorporate more than just barrier-free accessibility, but focus on the key aspect of open space and flow. The open spaces and special dedicated rooms will function to meet the specific needs of both students and staff. The required estimated space for the facility is approximately 4000 m<sup>2</sup>.</p> <p>The new school facility will consider the following aspects:</p> <ul style="list-style-type: none"> <li>▪ Appropriate site: the sought site should be one that is flat/level with ample space for loading and unloading of buses; provides adequate on-site parking; vehicle flow and turn around space; playground and open space amenities (i.e.: naturalization areas).</li> <li>▪ Structurally appropriate facility: single storey structure with high walls to create internal open spaces that are visually pleasing and observable; sound barrier materials will be incorporated; rooms will have access to natural lighting. Such a facility will require load bearing elements to accommodate both health care and mobility equipment.</li> <li>▪ Architectural components will provide: a covered exterior entrance way for vehicle pick-up/drop-off; large exterior windows and doors for natural light and access. The facility will accommodate space for water therapy; work experience and life skills training; recreational/play spaces (both internal and external). There will be dedicated rooms for: education training, behavioral management, administration, care-providing, medical provision services, etc.</li> <li>▪ Interior spaces are to be large and functional. Hallways and corridors are to be broad and open to allow for both people and equipment flow. Ample storage and resource areas will be provided for. There will be dedicated sensory rooms for educational and recreational applications.</li> <li>▪ Mechanical systems are to include: high volume HVAC systems for rapid air exchange, cooling and heating; mechanical rooms and service areas will be segregated from the operational aspects of the facility; large enough to accommodate water therapy (swimming pools, etc.); LEED elements will be incorporated in the facility.</li> <li>▪ Electrical systems are to include: state of the art monitoring systems; sensory lighting systems with LEED elements; applicable sound and communication systems; electrical components to provide services and mobility (ie; chair lifts, hoists, etc.).</li> </ul> <p>The total project cost is estimated to be \$24,000,000.</p>	

<b>5.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-2 Panorama Hills Elementary <sup>(2)</sup></b>	
<b>School Community Profile</b>	
<p><b>Panorama Hills Community</b> began development in 1996 and is located north of Coventry Hills Boulevard and west of Harvest Hills Boulevard NW.</p> <ul style="list-style-type: none"> <li>As of the April 2012 Census, the total number of occupied dwelling units in Panorama Hills was 6,949 with a population of 22,247.</li> <li>The community is planned for an estimated 8,219 housing units with a population capacity of 23,500 to 24,700.</li> <li>The community had an average annual population growth of 1,934 persons during the past three-year period.</li> </ul>	
	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>As of the April 2012 Census, there were 1,312 public declared preschool aged children.</li> <li>As of September 30, 2012, there were 1,122 Kindergarten to Grade 4 students residing in Panorama Hills who attended CBE schools.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>Panorama Hills K-3 students are currently accommodated in Panorama Hills School, with a capacity of 603 student spaces. There is one additional elementary school site in Panorama Hills.</li> <li>Captain Nichola Goddard School for Grades 4-9 opened in the 2012-2013 school year.</li> <li>Based upon projected student growth a second bus receiver school will be needed within two years.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>Construct a core elementary Grades K-4 school for 300 students complete with space to support a modular addition for 300 students in 12 units. The capacity of the school will be 600 student spaces.</li> <li>Panorama Hills School (K-Grade 3) is located in the southerly portion of Panorama Hills community. The site in the north will accommodate long-term enrolment growth for elementary students.</li> <li>The total project cost is budgeted at \$14 million.</li> </ul>	

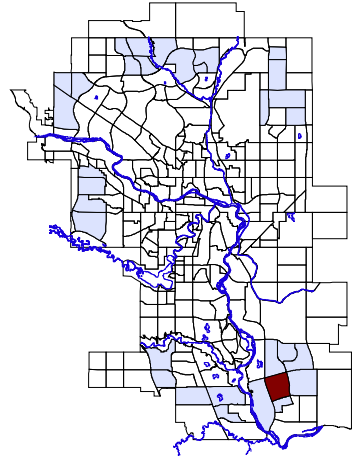
<b>5.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-3 Tuscany Elementary <sup>(2)</sup></b>	
<b>School Community Profile</b>	
<p><b>Tuscany Community</b> began development in 1995 and is situated in the northwest, south of Crowchild Trail and west of Stoney Trail.</p> <ul style="list-style-type: none"> <li>As of the April 2012 Census, the total number of occupied dwelling units was 6,396 with a population of 19,013.</li> <li>The community is planned for an estimated 6,570 housing units with a population capacity of 19,100.</li> <li>The community has had an average annual population growth of 247 persons during the past three-year period.</li> </ul>	
	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>As of the April 2012 Census, there were 1,402 public declared preschool-aged children in Tuscany.</li> <li>As of September 30, 2012, there were 1,199 Kindergarten to Grade 4 students residing in the Tuscany community that attended CBE schools. There is a strong demand for a second elementary school in Tuscany.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>There is an elementary K-Grade 3 school located within the south half of Tuscany community, with a capacity of 612 student spaces. The north elementary site would be used for the second elementary school.</li> <li>Twelve Mile Coulee School for Grades 4-9 opened in the 2012-2013 school year.</li> <li>Based upon projected student growth, a second bus receiver school will be needed within two years.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>Construct a core elementary K-Grade 4 school for 300 students complete with space to support a modular addition for 300 students in 12 units. The capacity of the school will be 600 student spaces.</li> <li>Tuscany School (K-Grade 3) is located in the southerly portion of Tuscany community. The site in the north will accommodate long-term enrolment growth for elementary students.</li> <li>The total project cost is budgeted at \$14 million.</li> </ul>	

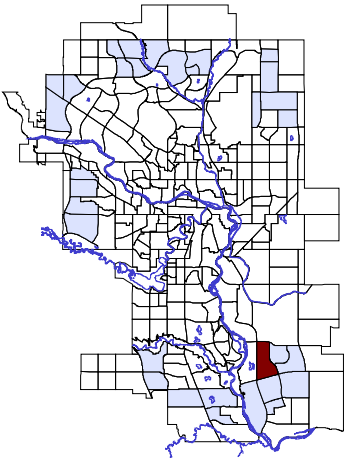
<b>5.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-4 New Brighton/Copperfield Middle</b>	
<b>School Community Profile</b>	
<p><b>New Brighton Community</b> began development in 2002 and is situated in the southwest, north of McIvor Boulevard SE, south of 130 Avenue SE and east of 52 Street SE.</p> <ul style="list-style-type: none"> <li>As of the April 2012 Census, the total number of occupied dwelling units was 2,927 with a population of 8,303. The community is planned for an estimated 4,282 housing units with a population capacity of 11,500 to 12,000.</li> <li>The community had an average annual population growth of 1,054 persons during the past three-year period.</li> </ul> <p><b>Copperfield Community</b> began development in 2002 and is located in the southwest, north of Marquis of Lorne TR SE and south of 130 Avenue SE.</p> <ul style="list-style-type: none"> <li>As of the April 2012 Census, the total number of occupied dwelling units was 2,765 with a population of 7,834. The community is planned for an estimated 5,202 housing units with a population capacity of 12,600 to 13,300.</li> <li>The community had an average annual population growth of 742 persons during the past three-year period.</li> </ul>	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>As of September 30, 2012, there were 319 Kindergarten to Grade 4 students and 231 Grades 5-9 students residing in the New Brighton community who attended CBE schools.</li> <li>As of September 30, 2012, there were 284 Kindergarten to Grade 4 students and 232 Grades 5-9 students residing in the Copperfield community who attended CBE schools.</li> </ul>	

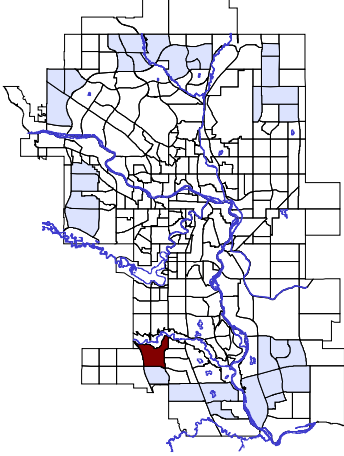


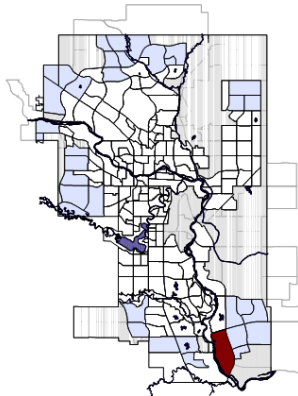


<b>5.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-4 New Brighton/Copperfield Middle</b>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>There is one elementary site and one middle school site in the New Brighton community and one elementary school site located in the Copperfield community. The new middle school will be located on the middle school site in New Brighton.</li> <li>New Brighton middle school students are bussed to David Thompson School, which is located in the Acadia community in Area V. Copperfield middle school students are bussed to R.T. Alderman School, which is located in the Maple Ridge community. Median travel time to David Thompson School and R.T. Alderman School is 28 minutes.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>Construct a middle school for 500 Grades 5-9 students complete with space to support a relocatable addition for 400 students in 16 units. The capacity of the school will be 900 student spaces.</li> <li>The total project cost is budgeted at \$24 million, including the construction of the new relocatable units, funding for CTS space and CTS equipment allowance.</li> </ul>	

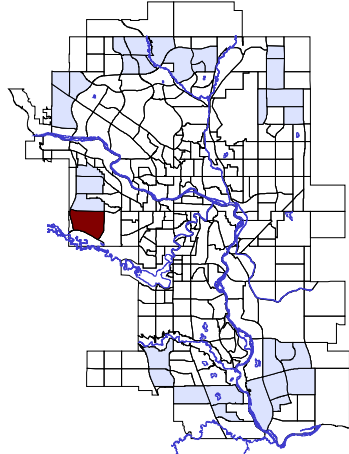
<b>5.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-5 Auburn Bay Elementary</b>	
<b>School Community Profile</b>	
<p><b>Auburn Bay Community</b> began development in 2005 and is located south of Marquis of Lorne Trail SE and east of Deerfoot Trail SE.</p> <ul style="list-style-type: none"> <li>As of the April 2012 Census, the total number of occupied dwelling units in Auburn Bay was 2,467 with a population of 7,193.</li> <li>The community is planned for an estimated 6,867 housing units with a population capacity of 17,200 to 18,100.</li> <li>The community had an average annual population growth of 1,242 persons during the past three-year period.</li> </ul>	
	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>As of the April 2012 Census, there were 556 public declared preschool-aged children.</li> <li>As of September 30, 2012, there were 290 Kindergarten to Grade 4 students residing in Auburn Bay that attended CBE schools.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>There are two elementary sites and one middle school site in Auburn Bay.</li> <li>Auburn Bay elementary students are currently accommodated in Andrew Sibbald School, which is located in the Lake Bonavista community in Area V. Median travel time to Andrew Sibbald School is 28 minutes.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>Construct a core elementary school Kindergarten to Grade 4 school for 300 students complete with space to support a modular addition for 300 students in 12 units. The capacity of the school will be 600 student spaces.</li> <li>The total project cost is budgeted at \$14 million, including the construction of the new relocatable units.</li> </ul>	

<b>5.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-6 McKenzie Towne Middle</b>	
<b>School Community Profile</b>	
<p><b>McKenzie Towne Community</b> began development in 1995 and is located north of Marquis of Lorne Trail between Deerfoot Trail and 52 Street SE.</p> <ul style="list-style-type: none"> <li>As of the April 2012 Census, the total number of occupied dwelling units was 6,308 with a population of 16,102.</li> <li>The community is planned for an estimated 7,255 housing units with a population capacity of 17,000 to 17,900.</li> <li>The community had an average annual population growth of 678 persons during the past three-year period.</li> </ul>	
	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>As of September 30, 2012, there were 671 Kindergarten to Grade 4 and 394 Grades 5-9 students residing in the McKenzie Towne community who attended CBE schools.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>McKenzie Towne School (K - 4) opened January 2010. There is one middle school site in McKenzie Towne.</li> <li>McKenzie Towne students are currently bussed to David Thompson School (Grades 5-9), which is located in the Acadia community in Area V. Median travel time to David Thompson School is 35 minutes.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>Construct a middle school for 500 Grades 5-9 students complete with space to support a relocatable addition for 400 students in 16 units. The capacity of the school will be 900 student spaces.</li> <li>The total project cost is budgeted at \$24 million including the construction of the new relocatable units, funding for CTS space and CTS equipment allowance.</li> </ul>	

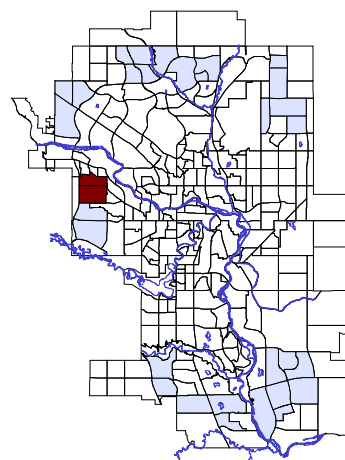
<b>5.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-7 Evergreen Middle</b>	
<b>School Community Profile</b>	
<p><b>Evergreen Community</b> began development in 1990 and is situated approximately 3 kilometers west of Macleod Trail South between 146 Avenue SW and 162 Avenue SW.</p> <ul style="list-style-type: none"> <li>As of the April 2012 Census, the total number of occupied dwelling units was 6,766 with a population of 20,110.</li> <li>The community is planned for an estimated 7,457 housing units with a population capacity of 20,600 to 21,700.</li> <li>The community had an average annual population growth of 654 persons during the past three-year period.</li> </ul>	
	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>As of September 30, 2012, there were 630 Kindergarten to Grade 4 and 580 Grades 5-9 students residing in the Evergreen community (includes Evergreen Estates) who attended CBE schools.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>Evergreen School (K-4) opened for the 2010-2011 school year. There is one additional elementary site and one middle school site in Evergreen.</li> <li>Evergreen Grades 5-9 students are currently bussed to Woodman School, which is located in the Haysboro community in Area V. Median travel time to Woodman School is 24 minutes.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>Construct a middle school for 500 Grades 5-9 students complete with space to support a relocatable addition for 400 students in 16 units. The capacity of the school will be 900 student spaces.</li> <li>The total project cost is budgeted at \$24 million, including the construction of the new relocatable units, funding for CTS space and CTS equipment allowance.</li> </ul>	

<b>5.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-8 Cranston Middle</b>	
<b>School Community Profile</b>	
<p><b>Cranston Community</b> began development in 1999 and is located south of Marquis of Lorne Trail SE and west of Deerfoot Trail SE.</p> <ul style="list-style-type: none"> <li>As of the April 2012 Census, the total number of occupied dwelling units was 4,139 with a population of 11,857.</li> <li>The community is planned for an estimated 8,641 housing units with a population capacity of 22,000 to 23,100.</li> <li>The community had an average annual population growth of 906 persons during the past three-year period.</li> </ul> 	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>As of September 30, 2012, there were 601 Kindergarten to Grade 4 and 364 Grades 5-9 students residing in the Cranston community who attended CBE schools.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>Cranston School (K-4) opened January 2010. There is one middle school site in Cranston and one more elementary site.</li> <li>Cranston students are currently bussed to Nickle School (Grades 5-9), which is located in the Lake Bonavista community in Area V. Median travel time to Nickle School is 35 minutes.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>Construct a middle school for 500 Grades 5-9 students complete with space to support a relocatable addition for 400 students in 16 units. The capacity of the school will be 900 student spaces.</li> <li>The total project cost is budgeted at \$24 million including the construction of the new relocatable units, funding for CTS space and CTS equipment allowance.</li> </ul>	

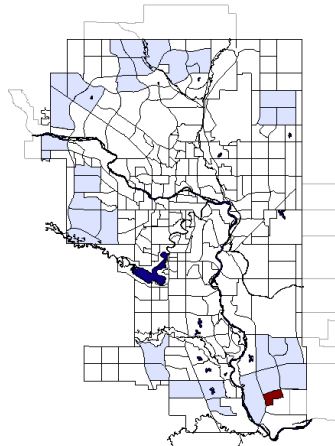


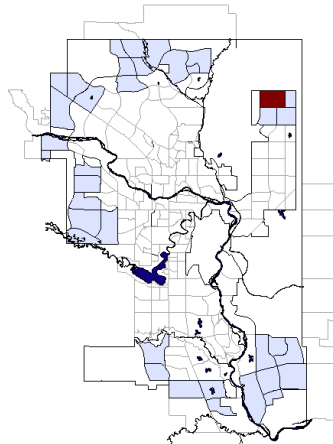
<b>5.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-9 Springbank Hill Elementary</b>	
<b>School Community Profile</b>	
<p><b>Springbank Hill Community</b> began development in 1997 and is located in the West sector of the City, south of Aspen Woods, west of 69 Street SW., north of Glenmore Trail and east of the City Limits.</p> <ul style="list-style-type: none"> <li>As of the April 2012 Census, the total number of occupied dwelling units in Springbank Hill was 2,996 with a population of 8,783.</li> <li>The community is planned for an estimated 4,820 housing units with a population capacity of 13,300 to 14,000.</li> <li>The community had an average annual population growth of 303 persons during the past three-year period.</li> </ul>	
	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>As of the April 2012 Census, there were 445 public declared preschool-aged children.</li> <li>As of September 30, 2012, there were 323 Kindergarten to Grade 4 students residing in Springbank Hill who attended CBE schools.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>There is one elementary site and one middle site in Springbank Hill.</li> <li>Ernest Manning High School is in Springbank Hill and opened for the 2011-2012 school year.</li> <li>Springbank Hill students are currently accommodated in Battalion Park School located in the Signal Hill community in Area IV and Glenbrook School located in the community of Glenbrook in Area IV. Median travel time for Battalion Park School and Glenbrook School is 17 minutes.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>Construct a core elementary K-4 school for 300 students complete with space to support a modular addition for 300 students in 12 units. The capacity of the school will be 600 student spaces.</li> <li>The total project cost is budgeted at \$14 million.</li> </ul>	

<b>5.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-10 West Springs/Cougar Ridge Middle</b>	
<b>School Community Profile</b>	
<p><b>West Springs Community</b> began development in 1999 and is situated north of Aspen Woods at 12 Avenue SW, east of the city limits, south of the Cougar Ridge community and west of the Coach Hill community.</p> <ul style="list-style-type: none"> <li>As of the April 2012 Census, the total number of occupied dwelling units was 2,668 with a population of 8,228. The community is planned for an estimated 4,956 housing units with a population capacity of 13,200 to 13,900.</li> <li>The community had an average annual population growth of 525 persons during the past three-year period.</li> </ul> <p><b>Cougar Ridge Community</b> began development in 2000 and is located in the West sector of the city, north of the Old Banff Coach Road, west of 69 Street SW, south of Canada Olympic Park and east of the City Limits.</p> <ul style="list-style-type: none"> <li>As of the April 2012 Census, the total number of occupied dwelling units was 1,878 with a population of 5,874. The community is planned for an estimated 2,640 housing units with a population capacity of 7,500.</li> <li>The community had an average annual population growth of 116 persons during the past three-year period.</li> </ul>	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>As of September 30, 2012, there were 435 Kindergarten to Grade 4 students and 259 Grades 5-9 students residing in the West Springs community who attended CBE schools.</li> <li>As of September 30, 2012, there were 233 Kindergarten to Grade 4 students and 170 Grades 5-9 students residing in the Cougar Ridge community who attended CBE schools.</li> </ul>	

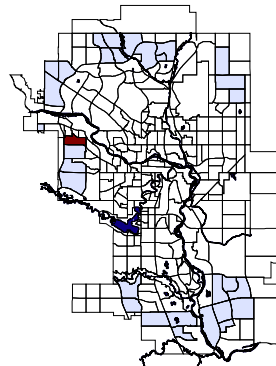


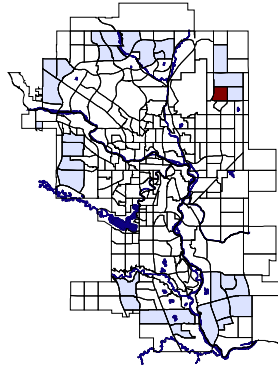
<b>5.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-10 West Springs/Cougar Ridge Middle</b>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>West Springs School (K-6) opened for the 2010-2011 school year. There is one elementary site and one middle school site in West Springs; both on the same site. The two communities can support one middle school. There is one elementary site in Cougar Ridge.</li> <li>Based upon projected student growth a second bus receiver school will be needed within two years for Cougar Ridge.</li> <li>West Springs and Cougar Ridge Grades 7-9 students are bussed to Vincent Massey School, which is located in the Westgate community in Area IV. Median travel time to Vincent Massey School is 19 minutes.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>Construct a middle school for 500 Grades 5-9 students complete with space to support a relocatable addition for 400 students in 16 units. The capacity of the school will be 900 student spaces.</li> <li>The total project cost is budgeted at \$24 million, including the construction of the new relocatable units, funding for CTS space and CTS equipment allowance.</li> </ul>	

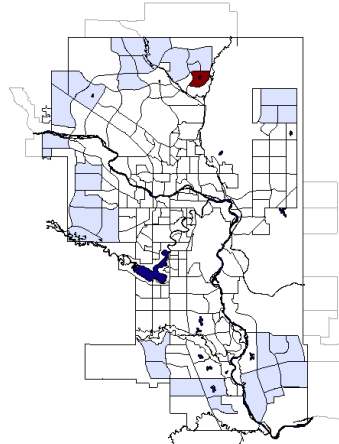
<b>5.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-11 Southeast Calgary High</b>	
<b>School Community Profile</b>	
<p><b>The Southeast High School</b> will serve the residents of the developing and established southeast communities south and north of Highway 22X and east of the Bow River.</p> <ul style="list-style-type: none"> <li>Southeast students attend Lord Beaverbrook High, Dr. E.P. Scarlett and Henry Wise Wood High. The closest high school, Centennial High, is full and accommodates communities in the south.</li> <li>A 25 acre senior high school site is located in the Seton community near the new southeast hospital. A future city recreation centre is on the same site.</li> </ul>	
	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>Area V is comprised of Sector 8 and 9 and has a utilization rate by residence of 101%. Sector 9, consisting of new communities has a utilization rate of 242% by residence.</li> <li>Centennial High School has a utilization rate by enrolment of 105% and cannot accommodate southeast communities.</li> <li>Lord Beaverbrook High School has a provincial capacity of 2,415 student spaces and a utilization rate by enrolment of 82%. Currently, five new and developing southeast communities are designated to this school. Auburn Bay and Mahogany cannot be accommodated in the long term and are directed to other high schools.</li> <li>Dr. E.P. Scarlett High School has a net capacity of 1760 student spaces for a utilization rate by enrolment of 99%.</li> <li>The five communities north of Highway 22X currently have 1,278 students attending CBE high schools for Grades 10 -12. These three communities south of Highway 22X currently have 289 students attending CBE high schools for Grades 10 -12. Henry Wise Wood High School is a long bus ride for Mahogany students.</li> </ul>	
<b>Site Planning and Transportation</b>	
Communities in the southeast are bussed to three different Area V schools.	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>Construct a senior high school for 1,800 Grades 10-12 students.</li> <li>The total project cost is budgeted at \$50 million, including the CTS space allowance and an allowance for CTS equipment in the amount of \$400,000.</li> </ul>	

<b>5.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-12 Saddle Ridge Elementary <sup>(2)</sup></b>	
<b>School Community Profile</b>	
<p><b>Saddle Ridge Community</b> began development in 2000 and is situated in the northeast sector of the city immediately west of 68 Street NE and north of the Martindale community.</p> <ul style="list-style-type: none"> <li>As of the April 2012 Census, the total number of occupied dwelling units was 3,585 with a population of 14,372.</li> <li>The community is planned for an estimated 8,253 housing units with a population capacity of 23,600 to 24,900.</li> <li>The community has had an average annual population growth of 706 persons during the past three-year period.</li> </ul>	
	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>As of the April 2012 Census, there were 896 public declared preschool-aged children in Saddle Ridge.</li> <li>As of September 30, 2012, there were 724 Kindergarten to Grade 4 students residing in the Saddle Ridge community that attended CBE schools. There will be a strong demand over time for a second elementary school in Saddle Ridge as the community builds out.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>There is an elementary K-3 school located within the central portion of Saddle Ridge community, with a capacity of 550 student spaces. Grade 4's cannot be accommodated and are bused to Colonel Macleod School with the Grade 5 - 9's.</li> <li>There is a middle school site in Saddle Ridge in the west part of the community. The east elementary site would be used for the second elementary school.</li> <li>Based upon projected student growth a second bus receiver school will be needed within two years.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>Construct a core elementary K-4 school for 300 students complete with space to support a modular addition for 300 students in 12 units. The capacity of the school will be 600 student spaces.</li> <li>The east elementary site will accommodate long-term enrolment growth for elementary students.</li> <li>The total project cost is budgeted at \$14 million.</li> </ul>	

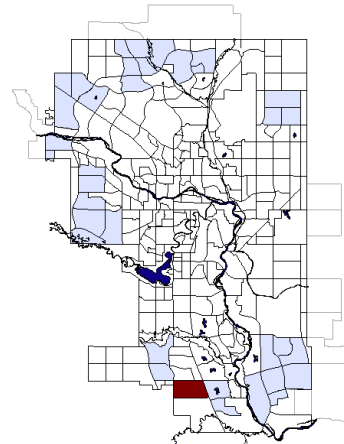


<b>5.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>New School Construction</b>	
<b>Priority C-13 Cougar Ridge Elementary</b>	
<b>School Community Profile</b>	
<ul style="list-style-type: none"> <li>▪ <b>Cougar Ridge Community</b> began development in 2000 and is situated in southwest Calgary, south of Canada Olympic Road SW.</li> <li>▪ As of the April 2012 Census, the total number of occupied dwelling units in Cougar Ridge was 1,878 with a population of 5,874.</li> <li>▪ The community is planned for an estimated 2,640 housing units with an estimated population capacity of 7,500.</li> <li>▪ The community had an average annual population growth of 116 persons during the past three-year period.</li> </ul>	
	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>▪ As of the April 2012 Census, there were 394 public declared preschool-aged children.</li> <li>▪ As of September 30, 2012, there were 233 Kindergarten to Grade 4 students residing in Cougar Ridge that attended CBE Schools.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>▪ There is one elementary school site in Cougar Ridge.</li> <li>▪ Cougar Ridge students are currently bussed to Wildwood Elementary, which is located in the Wildwood community in Area IV. Median travel time to Wildwood is 20 minutes.</li> </ul>	
<b>Accommodation Planning</b>	
<ul style="list-style-type: none"> <li>▪ Construct a core elementary K-4 school for 300 students complete with space to support a relocatable addition for 300 students in four units. The capacity of the school will be 600 student spaces.</li> <li>▪ The total project cost is budgeted at \$14 million.</li> </ul>	

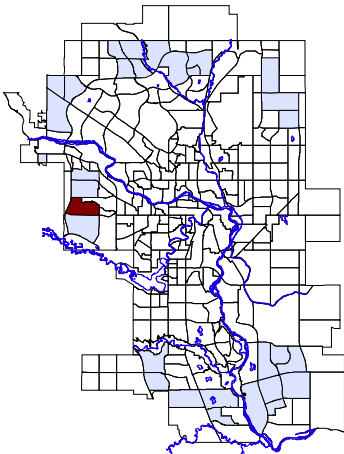
<b>5.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>New School Construction</b>	
<b>Priority C-14 Martindale Elementary</b>	
<b>School Community Profile</b>	
<ul style="list-style-type: none"> <li>The <b>Martindale Community</b> began development in 1983 and is located in the northeast sector of the City, immediately east of the Martindale community, south of 80 Avenue NE and north of the communities of Falconridge and Coral Springs.</li> <li>As of the April 2012 Census, the total number of occupied dwelling units in Martindale was 3,776 with a population of 13,674.</li> <li>The community had an average annual population growth of 423 persons during the past three-year period.</li> </ul>	
	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>As of the April 2012 Census, there were 845 public declared preschool-aged children.</li> <li>As of September 30, 2012, there were 851 Kindergarten to Grade 4 students residing in the Martindale community that attended CBE schools. There is a demand for a stand-alone elementary school in Martindale.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>There is one elementary/junior high school (Crossing Park School), one elementary site and one senior high site in Martindale. Crossing Park School (K-9) has a capacity of 1,129 students.</li> <li>Not all elementary students can be accommodated in Crossing Park School. Martindale elementary students are bussed to Grant MacEwan Elementary located in the Falconridge community. Median travel time to Grant MacEwan is 10 minutes.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>Construct a core elementary K-4 school for 300 students complete with space to support a modular addition for 300 students in 12 units. The capacity of the school will be 600 student spaces.</li> <li>Once the new elementary school is constructed, Crossing Park School will be reconfigured to become a middle school that will serve the Martindale community. The two schools will operate as separate schools with appropriate grade configurations to accommodate student demand.</li> <li>The total project cost is budgeted at \$14 million.</li> </ul>	

<b>5.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>New School Construction</b>	
<b>Priority C-15 Harvest Hills/Country Hills Elementary/Middle</b>	
<b>School Community Profile</b>	
<p><b>Harvest Hills Community</b> began development in 1990 and is located south of Country Hills Boulevard NW and east of Harvest Hills Boulevard NW.</p> <ul style="list-style-type: none"> <li>As of the April 2012 Census, the total number of occupied dwelling units was 2,538 with a population of 7,402. The population has been stable the past three years.</li> </ul> <p><b>Country Hills Community</b> began development in 1990 and is located south of Country Hills Boulevard NW and west of Harvest Hills Boulevard NW.</p> <ul style="list-style-type: none"> <li>As of the April 2012 Census, the total number of occupied dwelling units was 1,408 with a population of 3,728. The population has been stable the past three years.</li> </ul>	
	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>As of September 30, 2012, there were 129 Kindergarten to Grade 4 students and 217 Grades 5-9 students residing in the Harvest Hills community who attended CBE schools.</li> <li>As of September 30, 2012, there were 126 Kindergarten to Grade 4 students and 143 Grades 5-9 students residing in the Country Hills community who attended CBE schools.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>There is an elementary/middle site in Harvest Hills. Due to the size of the two communities a combined elementary/middle K-9 school is recommended.</li> <li>Harvest Hills K-4 students are bussed to North Haven School and median travel time is 30 minutes. Country Hills K-4 students are bussed to Alex Munro School and median travel time is 22 minutes.</li> <li>Harvest Hills Grades 5-9 students are bussed to Colonel Irvine School and median travel time is 30 minutes. Country Hills North Grades 5-9 students are bussed to Colonel Irvine School and median travel time is 21 minutes. Country Hills South Grades 5-9 students are bussed to Simon Fraser School and median travel time is 30 minutes.</li> </ul>	

<b>5.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>New School Construction</b>	
<b>Priority C-15 Harvest Hills/Country Hills Elementary/Middle</b>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>Construct an elementary/ middle school for 500 Kindergarten - Grade 9 students complete with space to support a relocatable addition for 400 students in 16 units. The capacity of the school will be 900 student spaces.</li> <li>The total project cost is budgeted at \$ 24 million, including the construction of the new relocatable units, funding for CTS space and CTS equipment allowance.</li> </ul>	

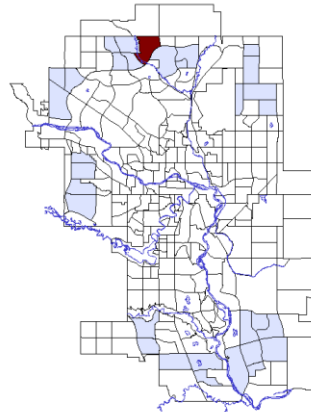
<b>5.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>New School Construction</b>	
<b>Priority C-16 Silverado Elementary</b>	
<b>School Community Profile</b>	
<p><b>Silverado Community</b> began development in 2005 and is located south of Highway 22X, east of Spruce Meadows and west of MacLeod Trail SW.</p> <ul style="list-style-type: none"> <li>As of the April 2012 Census, the total number of occupied dwelling units was 1,715 with a population of 5,136.</li> <li>The community is planned for an estimated 6,145 housing units with a population capacity of 16,000 to 16,800.</li> <li>The community had an average annual population growth of 839 persons during the past three-year period.</li> </ul>	
	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>As of the April 2012 Census, there were 352 public declared preschool-aged children.</li> <li>As of September 30, 2012, there were 168 Kindergarten to Grade 4 students residing in the Silverado community who attended CBE schools.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>Silverado students are currently bussed to Ethel M. Johnson School, which is located in the Southwood community. Travel time to Ethel M. Johnson is 27 minutes.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>Construct a core elementary K-4 school for 300 students complete with space to support a modular addition for 300 students in 12 units. The capacity of the school will be 600 student spaces.</li> <li>The total project cost is budgeted at \$14 million.</li> </ul>	



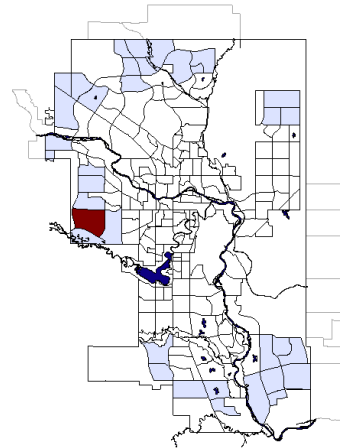
<b>5.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-17 Aspen Woods Elementary</b>	
<b>School Community Profile</b>	
<p><b>Aspen Woods Community</b> began development in 2001 and is located north of 17 Avenue SE, south of 12 Avenue SE, west of 69 Street SE, and east of the City Limits.</p> <ul style="list-style-type: none"> <li>As of the April 2012 Census, the total number of occupied dwelling units was 1,751 with a population of 5,271.</li> <li>The community is planned for an estimated 4,150 housing units with a population capacity of 10,600 to 11,200.</li> <li>The community had an average annual population growth of 814 persons during the past three-year period.</li> </ul>	
	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>As of the April 2012 Census, there were 293 public declared preschool-aged children.</li> <li>As of September 30, 2012, there were 205 Kindergarten to Grade 4 students residing in the Aspen Woods community who attended CBE schools.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>Aspen Woods students are currently bussed to Olympic Heights School, which is located in the Strathcona Park community and Wildwood School, located in the Wildwood community in Area IV. Median travel time to Olympic Heights and Wildwood is 17 minutes.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>Construct a core elementary K-4 school for 300 students complete with space to support a modular addition for 300 students in 12 units. The capacity of the school will be 600 student spaces.</li> <li>The total project cost is budgeted at \$14 million.</li> </ul>	

<b>5.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-18 Stampede Youth Campus</b>	
<b>School Community / Enrolment Profile</b>	
<p>The CBE plans to work collaboratively and in partnership with the Calgary Stampede Foundation and Board of Directors and others, to create a world-class learning centre for young people, located on the Stampede Grounds as part of the Youth Campus agenda.</p> <p>In creating year-round, flexible and personalized learning programs for each student, the CBE and the Stampede Board are able to deliver on exceptional experiences specific to the performing arts that bring the community together and celebrate the unique contributions of our province and heritage.</p> <p>Performing arts education has been part of the mainstream of CBE high schools for decades and continues to provide excellent program opportunities for students across the city. Working with the Calgary Stampede Board and Foundation will strengthen our ability to expand and attract the very best of Calgary youth to new and dynamic learning opportunities. This will forge new ways of connecting students to their talents and their leadership potential.</p>	
<b>Facility Description</b>	
<p>The CBE has undertaken very preliminary plans for a facility located on the Stampede grounds that would comply with standards and expectations of new school facilities approved through Alberta Education for secondary school students.</p> <p>A core school is envisaged as a 400 student capacity secondary school facility with 16 classrooms, a gym and Learning Commons. The estimated cost for the school is \$14 million. Details are for a school with a gross area of approximately 4,100 m<sup>2</sup> for Grades 10-12 students. Key components are:</p> <p>Standard secondary school core curriculum courses:</p> <ul style="list-style-type: none"> <li>▪ English language arts, mathematics, sciences, biology, chemistry, physics, computer studies, social studies, languages</li> </ul> <p>Physical Education: daily requirement (potential off site location)</p> <ul style="list-style-type: none"> <li>▪ Main Gym with bleachers</li> <li>▪ Boys and Girls Change Rooms with showers and washroom</li> <li>▪ Gym storage and chair storage</li> </ul> <p>Learning Commons</p> <ul style="list-style-type: none"> <li>▪ Multi-functional technology rich space, multiple groups of various sizes use the space together</li> <li>▪ Hardwired computers</li> </ul>	

<b>5.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-18 Stampede Youth Campus</b>	
<b>Facility Description</b>	
<p>In addition to the core school, the need for an adjacent Performing Arts Theatre was evaluated.</p> <p>This facility could include an 800 seat theatre with drama, dance and fitness rooms. Besides spaces for a music and arts program, career and technology program spaces to support the program are considered.</p> <p>The components of a 2200 M<sup>2</sup> Theatre, costing approximately \$8 million, would include the following:</p> <ul style="list-style-type: none"> <li>■ Foyer lobby/ticket office</li> <li>■ 800 seat auditorium/theatre 0.75 m<sup>2</sup> per seat</li> <li>■ Stage</li> <li>■ Back of Stage</li> </ul> <p>In keeping with flexible and authentic learning requirements for programming, flexible timelines and year round programs would expand the number of students served in this facility and complement events and expectations of these performing artists in local and international venues.</p> <p>The total project cost is estimated to be \$22,000,000.</p>	

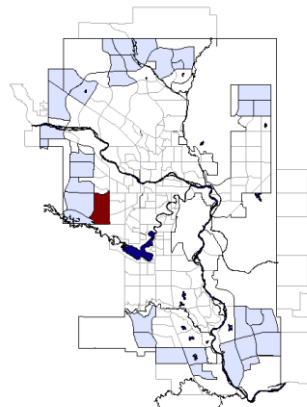
<b>5.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-19 Evanston Middle</b>	
<b>School Community Profile</b>	
<p><b>Evanston Community</b> began development in 2002 and is situated in the North sector of the city, north of Stoney Trail and east of Symons Valley Road.</p> <ul style="list-style-type: none"> <li>As of the April 2012 Census, the total number of occupied dwelling units was 2,133 with a population of 6,594.</li> <li>The community is planned for an estimated 6,618 housing units with a population capacity of 17,800 to 18,700.</li> <li>The community had an average annual population growth of 665 persons during the past three-year period.</li> </ul>	
	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>As of September 30, 2012, there were 315 Kindergarten to Grade 4 and 196 Grades 5-9 students residing in the Evanston community who attended CBE schools.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>There are two elementary sites and one middle school site in Evanston.</li> <li>Evanston students are currently bussed to G.P. Vanier, which is located in the Winston Heights community in Area II. Median travel time to G.P. Vanier School is 38 minutes.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>Construct a middle school for 500 Grades 5-9 students complete with space to support a relocatable addition for 400 students in 16 units. The capacity of the school will be 900 student spaces.</li> <li>The total project cost is budgeted at \$24 million including the construction of the new relocatable units, funding for CTS space and CTS equipment allowance.</li> </ul>	

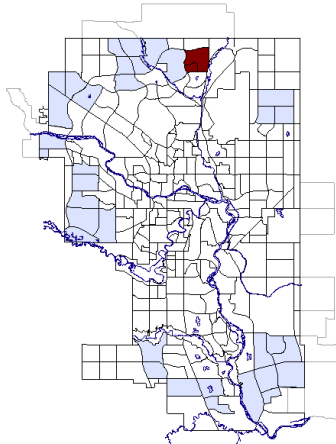
<b>5.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-20 Springbank Hill/Discovery Ridge Middle</b>	
<b>School Community Profile</b>	
<p><b>Springbank Hill Community</b> began development in 1997 and is located west of 69 Street SW, north of Glenmore Trail SW/Highway 8, and east of the City Limits.</p> <ul style="list-style-type: none"> <li>As of the April 2012 Census, the total number of occupied dwelling units was 2,996 with a population of 8,783. The community is planned for an estimated 4,820 housing units with a population capacity of 13,300 to 14,000.</li> <li>The community had an average annual population growth of 303 persons during the past three-year period.</li> </ul> <p><b>Discovery Ridge Community</b> began development in 1995 and is located in the West sector of the City, south of Glenmore Trail SW/Highway 8, at 69 Street SW and north of the Elbow River.</p> <ul style="list-style-type: none"> <li>As of the April 2012 Census, the total number of occupied dwelling units was 1,606 with a population of 4,350.</li> <li>The population has been stable the past three years.</li> </ul>	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>As of September 30, 2012, there were 323 Kindergarten to Grade 4 students and 254 Grades 5-9 students residing in the Springbank Hill community who attended CBE schools.</li> <li>As of September 30, 2012, there were 194 Kindergarten to Grade 4 students and 153 Grades 5-9 students residing in the Discovery Ridge community who attended CBE schools.</li> </ul>	

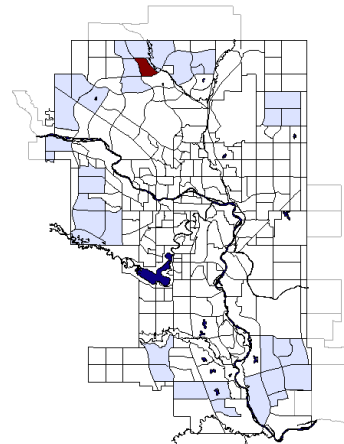


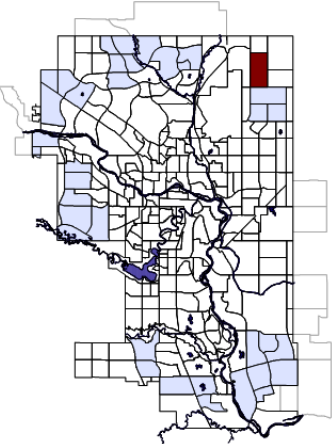


<b>5.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-20 Springbank Hill/Discovery Ridge Middle</b>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>There is one elementary site and one middle school site in Springbank Hill. The Ernest Manning High School is also in Springbank Hill. There is one elementary site in Discovery Ridge. The two communities can support one middle school.</li> <li>Springbank Hill students are bussed to A.E. Cross School which is located in the Glenbrook community. Median travel time to A.E. Cross is 19 minutes.</li> <li>Discovery Ridge Students are bussed to Bishop Pinkham School which is located in the Lakeview community. Median travel time to Bishop Pinkham is 23 minutes.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>Construct a middle school for 500 Grades 5-9 students complete with space to support a relocatable addition for 400 students in 16 units. The capacity of the school will be 900 student spaces.</li> <li>The total project cost is budgeted at \$24 million, including the construction of the new relocatable units, funding for CTS space and CTS equipment allowance.</li> </ul>	

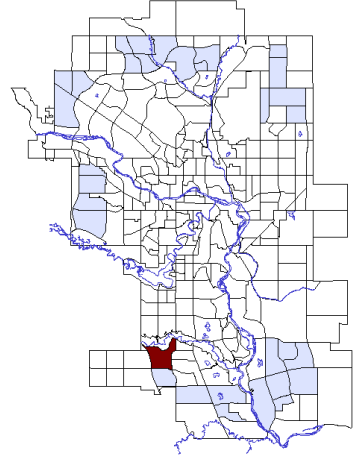
<b>5.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-21 Signal Hill Middle</b>	
<b>School Community Profile</b>	
<p><b>Signal Hill Community</b> began development in 1986 and is located west of Sarcee Trail SW and north of Glenmore Trail SW.</p> <ul style="list-style-type: none"> <li>As of the April 2012 Census, the total number of occupied dwelling units was 5,168 with a population of 13,914.</li> <li>The population has been stable the past three years.</li> </ul>	
	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>As of September 30, 2012, there were 414 Kindergarten to Grade 4 and 414 Grades 5-9 students residing in the Signal Hill community who attended CBE schools.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>The Battalion Park School has been open since 2000 and serves K-6 students. There is one middle school site in Signal Hill and one more elementary site.</li> <li>Once the new middle school is constructed, Battalion Park School will be reconfigured to become a K – 4 school. The two schools will operate as separate schools with appropriate grade configurations to accommodate student demand.</li> <li>Signal Hill students are currently bussed to A.E. Cross School (Grades 7-9), which is located in the Glenbrook community in Area IV. Median travel time to A.E. Cross School is 21 minutes.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>Construct a middle school for 500 Grades 5-9 students complete with space to support a relocatable addition for 400 students in 16 units. The capacity of the school will be 900 student spaces.</li> <li>The total project cost is budgeted at \$24 million including the construction of the new relocatable units, funding for CTS space and CTS equipment allowance.</li> </ul>	

<b>5.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-22 North Calgary High</b>	
<b>School Community Profile</b>	
<p><b>The North High School</b> will serve the residents of the Northern Hills communities and other select communities south of Country Hills Boulevard NW.</p> <ul style="list-style-type: none"> <li>Currently, the north area is served by four high schools consisting of: Crescent Heights (Coventry Hills, Country Hills Village, Hidden Valley), Queen Elizabeth (Country Hills - south) James Fowler (Country Hills - north) and John G. Diefenbaker (Panorama Hills, Harvest Hills).</li> <li>A 24 acre site in the west portion of Coventry Hills is available for a new senior high school.</li> </ul>	
	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>Area II is comprised of Sector 3 and 4 and has a utilization rate by residence of 64% and a utilization rate by enrolment of 99%. Sector 4 has a utilization rate by residence of 252% and is served by only John G. Diefenbaker High School.</li> <li>John G. Diefenbaker has a provincial capacity of 1300 student spaces a utilization of 110%.</li> <li>Crescent Heights has a provincial capacity of 2,150 student spaces and utilization of 92%. This bus ride is long for Coventry Hills, Country Hills Village and Hidden Valley students with over 500 students attending from these communities.</li> <li>James Fowler has a provincial capacity of 1980 student spaces and a utilization of 79%.</li> <li>The Northern Hills communities (Harvest Hills, Country Hills, Country Hills Village, Coventry Hills -north/south, Panorama Hills) and Hidden Valley currently have 1,527 students attending CBE high schools for Grades 10 - 12.</li> </ul>	
<b>Site Planning and Transportation</b>	
Several communities in the north are bussed significant distances.	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>Construct a senior high school for 1,800 Grades 10-12 students.</li> <li>The total project cost is budgeted at \$50 million; including the CTS space allowance and an allowance for CTS equipment in the amount of \$400,000.</li> </ul>	

<b>5.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-23 Kincora Elementary</b>	
<b>School Community Profile</b>	
<p><b>Kincora Community</b> began development in 2006 and is located north of Stoney Trail and west of Symons Valley Road NW.</p> <ul style="list-style-type: none"> <li>As of the April 2012 Census, the total number of occupied dwelling units was 1,508 with a population of 4,876.</li> <li>The community is planned for an estimated 4,773 housing units with a population capacity of 10,300 to 10,800.</li> <li>The community had an average annual population growth of 497 persons during the past three-year period.</li> </ul>	
	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>As of the April 2012 Census, there were 315 public declared preschool-aged children.</li> <li>As of September 30, 2012, there were 225 Kindergarten to Grade 4 students residing in the Kincora community who attended CBE schools.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>Kincora students are currently bussed to Simons Valley School, which is located in the Sandstone community. Travel time to Simons Valley is 14 minutes.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>Construct a core elementary K-4 school for 300 students complete with space to support a modular addition for 300 students in 12 units. The capacity of the school will be 600 student spaces. Based on growth, a decision can be made on a K-6 grade configuration.</li> <li>The total project cost is budgeted at \$14 million.</li> </ul>	

<b>5.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-24 Skyview Ranch Elementary</b>	
<b>School Community Profile</b>	
<p><b>Skyview Ranch Community</b> began development in 2008 and is located south of 128 Avenue NE, and east of Metis Trail NE.</p> <ul style="list-style-type: none"> <li>As of the April 2012 Census, the total number of occupied dwelling units was 941 with a population of 2,964.</li> <li>The community is planned for an estimated 14,745 housing units with a population capacity of 30,100 to 31,600.</li> <li>The community had an average annual population growth of 988 persons during the past three-year period.</li> </ul>	
	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>As of the April 2012 Census, there were 172 public declared preschool-aged children.</li> <li>As of September 30, 2012, there were 115 Kindergarten to Grade 4 students residing in the Skyview Ranch community who attended CBE schools.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>Skyview Ranch students are currently bussed to Rundle School, which is located in the Rundle community. Travel time to Rundle School is 28 minutes.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>Construct a core elementary K-4 school for 300 students complete with space to support a modular addition for 300 students in 12 units. The capacity of the school will be 600 student spaces.</li> <li>The total project cost is budgeted at \$14 million.</li> </ul>	



<b>5.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-25 Evergreen Elementary <sup>(2)</sup></b>	
<b>School Community Profile</b>	
<p><b>Evergreen Community</b> began development in 1990 and is situated west of James McKevitt Road SW and north of 162 Avenue SW.</p> <ul style="list-style-type: none"> <li>As of the April 2012 Census, the total number of occupied dwelling units was 6,766 with a population of 20,110.</li> <li>The community is planned for an estimated 7,457 housing units with a population capacity of 20,600 to 21,700.</li> <li>The community has had an average annual population growth of 654 persons during the past three-year period and is nearing completion.</li> </ul>	
	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>As of the April 2012 Census, there were 1,015 public declared preschool-aged children in Saddle Ridge.</li> <li>As of September 30, 2012, there were 630 Kindergarten to Grade 4 students residing in the Evergreen community that attended CBE schools.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>There is an elementary K-4 school located along Fish Creek Boulevard SW with a capacity of 550 student spaces.</li> <li>The north elementary site would be used for the second elementary school. There is a middle school site in Evergreen in the central part of the community.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>Construct a core elementary K-4 school for 300 students complete with space to support a modular addition for 300 students in 12 units. The capacity of the school will be 600 student spaces.</li> <li>The north elementary site will accommodate long-term enrolment growth for elementary students.</li> <li>The total project cost is budgeted at \$14 million.</li> </ul>	

<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-1 Aboriginal Family Community School - Harold W. Riley</b>	
<b>Current and Future Student Accommodation Plan</b>	
<p>Calgary's Aboriginal population is the third largest among Canadian metropolitan centres. CBE's Administrative Regulation 3079, Aboriginal Education, outlines the importance of improving the success rate of Aboriginal students and increasing the understanding and acceptance of Aboriginal cultures of all students. Alberta's Commission on Learning specifically recommended that parents be able to access a variety of educational settings for Aboriginal students including separate settings where both parents and students may learn in a facility dedicated to the Aboriginal culture and history.</p> <p>The future student accommodation plan is to provide a facility that meets the needs of students, family and community programming. As Colonel Walker School also accommodates the Regular Program for elementary students residing in the community of Inglewood, there is limited space to expand the Piitoayis Family School at Colonel Walker School that includes the vision for students, families, and community needs.</p> <p>The Piitoayis Family School is located within Colonel Walker School in the community of Inglewood. The school has shared the building with Colonel Walker School since 2005.</p> <p>The CBE is committed to improving results for our Aboriginal learners. The next step in this important work is the development of an Early Learning Centre for Aboriginal families. The centre would be a place of holistic support and healing for families while providing high quality early learning and intervention for young children. The centre would include the following components:</p> <ul style="list-style-type: none"> <li>▪ Preschool programs for children from two years six months to four years six months</li> <li>▪ Full day Kindergarten</li> <li>▪ Child care for before and after school hours</li> <li>▪ Room for parent/community programs <ul style="list-style-type: none"> <li>▪ Space for commercial food preparation</li> <li>▪ Space for community gatherings</li> </ul> </li> <li>▪ Mental health services</li> <li>▪ Parenting support</li> <li>▪ Cultural opportunities – language, dance, etc.</li> </ul> <p>This project is a collaboration involving many community partners and will evolve over a period of time. For the 2014–2015 school year, our goal is to open the preschool and kindergarten component of the program.</p>	

<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-1 Aboriginal Family Community School - Harold W. Riley</b>	
<b>Facility Description</b>	
<p>The original single storey building, complete with gymnasium, was constructed in 1972. There have been no significant renovations or additions to the building since construction. Overall construction comprises a foundation of footings and grade beams complete with concrete slab on grade. The superstructure, both exterior and interior, is masonry supporting open web steel joists with steel roof decking.</p> <p>The exterior is clad in masonry 'big-block' brick complete with exposed aggregate stucco finish. Windows are typically insulated glazing units (IGUs), aluminum and metal framed. Some have metal security mesh on the exterior. Exterior doors are wood or insulated hollow metal. The roof assembly is two-ply modified bitumen membrane with granular surfaced cap sheet and flashing.</p> <p>Roof assembly was last replaced in 1997. Parapet flashing and roof divider have factory-finished metal coping and flashing. The total area of the main building is 2,813 m<sup>2</sup> consisting of 16 classrooms. The classrooms range in size and have access to natural light.</p> <p>In 2007, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation consisted of the following recommendations:</p> <ul style="list-style-type: none"> <li>■ Exterior: requires upgrades (repair cladding; there is no barrier-free accessibility entrance, etc.)</li> <li>■ Interiors: require upgrading (fire doors and electrical door holders, replace door knobs with barrier-free handles, barrier-free washroom, etc.)</li> <li>■ Mechanical: requires upgrades (exhaust fans, gas meter ventilation, auto-flush urinals and water closets, barrier-free faucets)</li> <li>■ Electrical: systems require upgrading (fluorescent lights and monitors, exit signs, exterior lighting, etc.)</li> </ul>	
<b>Modernization</b>	
<p>A modernization is required due to the age and condition of the building components. Modernization of instructional spaces and a building extension is required to enhance the learning environment for the Aboriginal program. The project will include upgrading the building envelope and mechanical/electrical equipment. The scope will also include replacement of worn architectural finishes and fixtures, program space renovations including a library to learning commons conversion to bring the school into alignment with 21<sup>st</sup> century learning. Additional project items include building and fire code upgrades, hazardous material abatement, barrier-free accessibility, and safety/security concerns. The total project cost is estimated to be \$16 million.</p>	

<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-2 Jack James – CTS Program</b>	
<p>A planned CBE strategy to address the new Career and Technology Studies curriculum requires approval of modernization projects to be undertaken in high schools in each of Areas I, II, III and V. These schools require priority placements for major modernization projects in order to deliver Career and Technology Studies courses and programs to students at exploratory, specialized and credentialed levels.</p> <p>The Lord Shaughnessy High School modernization in Area IV is the first modernization project undertaken to prototype Career and Technology learning environments.</p> <p>Career and Technology Courses are designed to engage students in learning in authentic, relevant and personalized learning environments. Through this approach to learning, students transition from their high school experience more successfully into the world of work or into post-secondary education. Creating these personalized pathways through Career and Technology courses and programs allow students the opportunity to examine their career goals and expand their interests in future success.</p> <p>The Career and Technology Centres combine authentic and relevant learning opportunities with personalized education, where classroom theory can be move into performance related activities.</p>	
<b>Facility Description</b>	
<p>The original two storey building complete with gymnasium was constructed in 1980. There have been several renovations throughout the building since construction. Overall construction comprises a foundation of piles and grade beams complete with concrete slab on grade. The superstructure is a combination of reinforced concrete columns supporting suspended concrete floor and roof structure. The (current) CTS section of the facility has a roof structure of steel girders and beams.</p> <p>The mezzanine area is comprised of concrete flooring on top of steel decking on web steel joists on steel columns. It has been noted that the second storey section of the building (not CTS) has post-tensioned reinforced slab. The exterior is clad in brick complete with metal siding accents. Windows are insulated and aluminum and metal framed. Exterior doors are both wood and metal painted. Roof is membrane on styrene insulation on steel decking complete with crushed aggregate finish.</p> <p>The total area of the main building is 10,118 m<sup>2</sup> consisting of 37 classrooms. The classrooms range in size and have access to natural light.</p> <p>In 2007, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> <li>Exterior: requires upgrades (main building roof structure shows wear – was scheduled to be repaired in 2011; joint sealers and mortar joints need attention; and post-tension floor sections require inspection, etc.)</li> </ul>	

<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-2 Jack James – CTS Program</b>	
<b>Facility Description (cont'd)</b>	
<ul style="list-style-type: none"> <li>▪ Interiors: require upgrading (repair fire protection on steel columns, fire stops, etc.)</li> <li>▪ Mechanical: requires upgrades (auto-urinal flush and water closets)</li> <li>▪ Electrical: systems require upgrading (additional circuits required for CTS, computer, and LAN spaces, fluorescent lights and monitors)</li> </ul>	
<b>Modernization</b>	
<p>Due to the age and condition of the building components, a modernization will improve functionality, security, safety and will upgrade building infrastructure. There is also a need to modernize instructional spaces in order to enhance the learning environment. This modernization focuses on upgrading CTS space throughout the school, and includes partial upgrading of the building envelope and mechanical/electrical systems. The scope will also include replacement of worn architectural finishes and fixtures, program space renovations, including a library to learning commons conversion to bring the school into alignment with 21<sup>st</sup> century learning. Additional project items include building and fire code upgrades, hazardous material abatement, and addressing barrier-free accessibility. The total project cost is estimated to be \$12 million.</p>	



<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-3 Bowness High – CTS Program</b>	
<p>A planned CBE strategy to address the new Career and Technology Studies curriculum requires approval of modernization projects to be undertaken in high schools in each of Areas I, II, III and V. These schools require priority placements for major modernization projects in order to deliver Career and Technology Studies courses and programs to students at exploratory, specialized and credentialed levels.</p> <p>The Lord Shaughnessy High School modernization in Area IV is the first modernization project undertaken to prototype Career and Technology learning environments.</p> <p>Career and Technology Courses are designed to engage students in learning in authentic, relevant and personalized learning environments. Through this approach to learning, students transition from their high school experience more successfully into the world of work or into post-secondary education . Creating these personalized pathways through Career and Technology courses and programs allow students the opportunity to examine their career goals and expand their interests in future success.</p> <p>The Career and Technology Centres combine authentic and relevant learning opportunities with personalized education, where classroom theory can be move into performance related activities.</p>	
<b>Facility Description</b>	
<p>The original two-storey school was built in 1955 with a wood-frame structure and stucco exterior. Major additions were completed in 1959 and 1964 and minor additions were completed in 1972 and 1986. The additions were built in concrete and steel construction with masonry cladding. In 2003, a barrier-free renovation was undertaken.</p> <p>The total area of the building is 16,580 m<sup>2</sup> consisting of 57 classrooms. A number of classrooms are internal and do not have access to natural light. Major portions of the wood-frame facility are nearing the end of their useful life. The concrete structure is of concern and considerable work is required on the building envelope, as well as the interior.</p> <p>In 2010, Alberta Infrastructure evaluated school facilities through RECAP and rated the overall condition of the facility as being in marginal condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> <li>▪ Exterior: requires upgrades (many exterior and structural components are nearing the end of their life-cycle; structural components are showing signs of movement and stress)</li> <li>▪ Interior: requires upgrading (some elements have been upgraded, i.e. ceiling tiles; other components are nearing life cycle end, i.e. doors)</li> <li>▪ Mechanical: systems require upgrading (HVAC equipment, etc.)</li> <li>▪ Electrical: systems require upgrading (lighting system, exit signs, etc.)</li> </ul>	

<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-3 Bowness High – CTS Program</b>	
<b>Modernization</b>	
<p>The modernization will improve functionality, security, and safety and will upgrade building infrastructure. This modernization will focus on upgrading CTS space throughout the school. This will include partial mechanical and major electrical systems upgrades (power, interior lighting fixtures, and controls), as well as building envelope upgrades (roof and door). All finishes (flooring, ceilings) and worn fixtures (operable wall between gym and stage) will be replaced. Washroom upgrades and millwork replacement are part of the work.</p> <p>Teaching space upgrades include: adding walls and doors to address acoustic problems, adding electric blinds and acoustic panels, and a library to learning commons conversion. This modernization will address barrier-free issues (handicap washroom) and security concerns (front entry administration renovation to control access to the school). Replacing gravel with asphalt and adding an exterior stair for safe access downhill will address the safety issues. Replacement of on-site open garbage containers with closed containers is required. An estimate cost of the modernization is \$20 million.</p>	

6.0

2013-2016 SCHOOL CAPITAL PLAN

Major Modernizations

Priority M-4 Kingsland Centre - Chinook Learning Services

Chinook Learning Services Mandate

Chinook Learning Services provides older adolescent and adult high school academic upgrading, Adult ESL, and Continuing Education programs for the CBE. Chinook Learning Services provides high school upgrading to over 10,000 part-time students over the course of a year, including summer school. It serves students from all Areas of the city and from the greater Calgary region. The present demographics of Chinook Learning Services students (Fall 2012) indicate that student population is split evenly among all four quadrants of the city.

Chinook Learning Services			
Program	Annual	Daily	Location
High School Credit	10,000 students (13,500 registrations)	1,600	Viscount Bennett Centre
ESL	300	125	Tuxedo Park School
LINC*	540	360	4 sites: Viscount Bennett Centre, Tuxedo Park School, Calgary Achievement Centre for Youth, Christian City Church
Continuing Education	7,000	Varies	10 school sites across Calgary

\*Language Instruction for Newcomers to Canada

The changes to the School Act in October 2012 extended funding to 21 years of age. This change will potentially increase the population at Chinook Learning Services as there will be an opportunity for many more students to successfully complete their high school education and transition into post-secondary programs and the work force. In addition, the present Alberta Education initiatives support the trend among some students to take longer than the average 12 years to complete to the end of high school.

The population of Chinook Learning Services is diverse. Although some students attend Chinook Learning Services to upgrade academic courses for University entrance, many students struggle with learning issues which may or may not have been diagnosed at an earlier age.

Chinook Learning Services (CLS) has demonstrated a steady increase in enrolment over the past few years. This trend is expected to continue with the changes to the School Act and with the growing population of Calgary. CLS operates year round, offering both evening and daytime courses. During the summer, Chinook Learning Services offers Summer School. The enrolment is approximately 4500 students (primarily high school age). In addition to Viscount Bennett Centre campus, four regular high schools act as satellites during July to provide adequate facilities for students living in different quadrants of the city. Chinook Learning Services also runs an International Summer School for students from Taiwan. This program is

<b>6.0</b>	<b>2013-2016 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-4 Kingsland Centre - Chinook Learning Services</b>	
<b>Chinook Learning Services Mandate (cont'd)</b>	
<p>run out of a high school in the SW part of the city. The demand for summer school programs has increased over the past several years.</p> <p>Chinook Learning Services is the largest centre in Alberta for diploma examination testing centre and for generating CEU's. Presently students at Chinook Learning Services take an average of one to two courses a semester. Presently courses are timetabled in three hour sessions twice a week for each semester. Based on learner need, there is a consideration to adjust the timetable to provide a more suitable program.</p> <p>Chinook Learning Services is a significant contributor to the CBE's high school strategy successfully supporting many students to complete high school and transition to post-secondary.</p>	
<b>Current Status</b>	
<p>Chinook Learning Services needs to vacate its main campus at Viscount Bennett Centre as the 58-year-old building is in need of major renovations and upgrading. Alberta Infrastructure conducted a detailed architectural and engineering study in 2000 and determined that \$23 million was required to renovate the existing building to meet educational needs and building code requirements. The conclusion of Architectural and Engineering Services was that it was uneconomical to restore the building. The CBE plans to sell the Viscount Bennett site.</p> <p>As of December 2012, the CBE officially obtained the property of the Booth Centre located in the East Village in the downtown. Conceptual plans for the renovation of this building have been drawn up in order to work through the City of Calgary's approval process. A steering committee oversees development of this project. As the East Village location will only accommodate a portion of the Academic portion of the student population, it is clear that more space will be required at future sites.</p> <p>The CBE had \$10.5 million approved toward the Chinook Learning Services capital project from last year's School Capital Plan 2012-2015. The CBE has been in the process of planning for the move of Chinook Learning Services from Viscount Bennett Centre. The CBE vision for Chinook Learning Services is a central campus in or in close proximity to the Downtown with two other locations in the city of Kingsland Centre (M-4) and James Fowler High School (M-5).</p>	

<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-4 Kingsland Centre - Chinook Learning Services (cont'd)</b>	
<b>Facility Description</b>	
<p>Kingsland School is a single storey facility with partial basement was completed in 1958. Overall construction comprises of a foundation of concrete slab floors on both foundational walls on strip footings and piles. The super-structure consists of load bearing masonry block walls throughout. The roof structure is constructed of open web-framed steel trusses and steel flange beams all supporting the above steel decking and roof membrane. The exterior is finished with brick, stucco and exposed cast-in-place concrete. Doors are typically wood, windows are double glazed and metal framed; both are painted.</p> <p>The total area of the main building is 4818.6 m<sup>2</sup> consisting of 22 classrooms. The classrooms range in size and have access to natural light.</p> <p>In 2007, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> <li>▪ Exterior: requires upgrades (refinish exterior finishes, caulking, replace SBS roof system)</li> <li>▪ Mechanical: systems require life cycle upgrading (install sprinkler system, roof drains, hot water system, etc.)</li> <li>▪ Electrical: systems require upgrading (starter motors, sub-distribution panels, fluorescent system upgrades, exit signs, etc.)</li> </ul>	
<b>Modernization</b>	
<p>A school modernization is required due to the age and condition of the Kingsland Centre building components, and the need to modernize instructional spaces in order to enhance the learning environment. This facility and site will be adapted to accommodate Chinook Learning Services (south location).</p> <p>The modernization will include partial upgrading of the building envelope, and mechanical/electrical equipment. The scope will also include replacement of worn architectural finishes and fixtures, program space renovations, including a library to learning commons conversion to bring the school into alignment with 21<sup>st</sup> century learning. Additional project items include building and fire code upgrades, hazardous material abatement and addressing barrier-free accessibility and safety/security concerns. The total project cost is estimated to be \$4.5 million.</p>	



<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-5 James Fowler – CTS Program &amp; Chinook Learning Services</b>	
<p>A planned CBE strategy to address the new Career and Technology Studies curriculum requires approval of modernization projects to be undertaken in high schools in each of Areas I, II, III and V. These schools require priority placements for major modernization projects in order to deliver Career and Technology Studies courses and programs to students at exploratory, specialized and credentialed levels.</p> <p>The Lord Shaughnessy High School modernization in Area IV is the first modernization project undertaken to prototype Career and Technology learning environments.</p> <p>Career and Technology Courses are designed to engage students in learning in authentic, relevant and personalized learning environments. Through this approach to learning, students transition from their high school experience more successfully into the world of work or into post-secondary education. Creating these personalized pathways through Career and Technology courses and programs allow students the opportunity to examine their career goals and expand their interests in future success.</p> <p>The Career and Technology Centres combine authentic and relevant learning opportunities with personalized education, where classroom theory can be move into performance related activities. There will be available space for Chinook Learning Services to operate in the school over the long term.</p>	
<b>Facility Description</b>	
<p>The original three storey split level building, complete with gymnasium, basement, and performance space was constructed in 1962. Elevations of the building differ due to the contour and slope of the site. An elevator and small addition were added to the building in 1998, complete with an exterior entry stairway and canopy.</p> <p>Overall construction comprises a foundation of grade beams, strip footings, footing pads and foundational walls. The superstructure consists of both exterior and interior masonry load bearing block and concrete columns. Floors consist of pre-cast concrete T-beams with concrete topping. The roof structure is comprised of concrete T-beams complete with built up bitumen membrane assembly. The 1998 roof construction comprises a bitumen membrane assembly on steel deck roofing on steel beams on masonry block.</p> <p>Exterior is a combination pre-cast concrete fascia panels, red brick, vertical curtain wall sections and painted masonry block walls. The 1998 addition is finished in steel cladding and masonry block. Windows are typically sealed and insulated aluminum framed units. Exterior doors are typical steel framed (with or without glazing), and painted. Some doors are metal set in aluminum frames. The total area of the main building is 24,701.8 m<sup>2</sup> consisting of 77 classrooms. The classrooms range in size and have access to natural light.</p>	

<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-5 James Fowler – CTS Program &amp; Chinook Learning Services</b>	
<b>Facility Description (cont'd)</b>	
<p>In 2011, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> <li>■ Exterior: requires upgrades (repair masonry block, sealants and parging; replace windows in curtain wall sections and floors. Upgrade original entrances)</li> <li>■ Interior: requires upgrades (repair masonry block, fire penetrations, concrete flooring, and acoustic tiles)</li> <li>■ Mechanical: requires upgrades (replace sinks, washroom fixtures, damaged pipe insulation and fan coils)</li> <li>■ Electrical: systems require upgrading (install surveillance and new fire alarm devices)</li> </ul>	
<b>Modernization</b>	
<p>A school modernization is required due to the age and condition of the building components, and the need to modernize instructional spaces in order to enhance the learning environment. The modernization will focus on CTS program spaces, including upgrades to the building envelope, mechanical and electrical equipment.</p> <p>The scope will also include replacement of worn architectural finishes and fixtures, program space renovations, including a library to learning commons conversion to bring the school into alignment with 21<sup>st</sup> century learning. Additional project items include building and fire code upgrades, hazardous material abatement and addressing barrier-free accessibility and safety/security concerns. The total project cost is estimated to be \$15 million.</p>	

<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-6 Lord Beaverbrook – CTS Program</b>	
<p>A planned CBE strategy to address the new Career and Technology Studies curriculum requires approval of modernization projects to be undertaken in high schools in each of Areas I, II, III and V. These schools require priority placements for major modernization projects in order to deliver Career and Technology Studies courses and programs to students at exploratory, specialized and credentialed levels.</p> <p>The Lord Shaughnessy High School modernization in Area IV is the first modernization project undertaken to prototype Career and Technology learning environments.</p> <p>Career and Technology Courses are designed to engage students in learning in authentic, relevant and personalized learning environments. Through this approach to learning, students transition from their high school experience more successfully into the world of work or into post-secondary education. Creating these personalized pathways through Career and Technology courses and programs allow students the opportunity to examine their career goals and expand their interests in future success.</p> <p>The Career and Technology Centres combine authentic and relevant learning opportunities with personalized education, where classroom theory can be move into performance related activities.</p>	
<b>Facility Description</b>	
<p>The original two storey building, complete with gymnasium, partial lower level basement, performance space, and mezzanine was constructed in 1966. A two storey addition was built in 1979, and another single storey addition was built 1985.</p> <p>Overall construction comprises a foundation of grade beams, strip footings, and footing pads. The superstructure consists of both exterior and interior masonry load bearing block and concrete columns. Upper floors consist of pre-cast concrete T-beams and concrete topping. The roof structure is comprised of concrete T-beams complete with built up bitumen membrane assembly.</p> <p>The exterior is a combination of red brick and concrete panels. Rooftop mechanical has steel cladding. Windows are typically single glazed units and aluminum framed. Exterior doors are typical wood panel and frame, and painted. Main entrance doors have glazing in aluminum frames. The total area of the main building is 27506.5 m<sup>2</sup> consisting of 100 classrooms. The classrooms range in size and have access to natural light.</p>	

<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-6 Lord Beaverbrook – CTS Program</b>	
<b>Facility Description (cont'd)</b>	
<p>In 2012, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> <li>■ Exterior: requires upgrades (repair or replace exterior finish components, windows, doors, wood panels below windows, skylights, roof membrane, etc.)</li> <li>■ Interior: requires upgrades (shower stalls, repainting, general repairs, interior doors, chalkboards, ceiling tiles, etc.)</li> <li>■ Mechanical: requires upgrades (install larger buffer glycol tank; outdated heating and cooling system components, drain lines, ventilation system upgrades)</li> <li>■ Electrical: systems require upgrading (review and replace as required all life-cycle components, i.e. electrical panels)</li> </ul>	
<b>Modernization</b>	
<p>Due to the age and condition of the building components, a modernization will improve functionality, security and safety, and will upgrade building infrastructure. There is a need to modernize instructional spaces in order to enhance the learning environment. This modernization will focus on upgrading CTS space throughout the school and will include partial upgrading of the building envelope, mechanical and electrical systems, and replacement of worn architectural finishes and fixtures.</p> <p>This project will also include a library to learning commons conversion to bring the school into alignment with 21<sup>st</sup> century learning. Additional project items include building and fire code upgrades, hazardous material abatement and addressing barrier-free accessibility. The total project cost is estimated to be \$25 million.</p>	

<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-7 Forest Lawn – CTS Program</b>	
<p>A planned CBE strategy to address the new Career and Technology Studies curriculum requires approval of modernization projects to be undertaken in high schools in each of Areas I, II, III and V. These schools require priority placements for major modernization projects in order to deliver Career and Technology Studies courses and programs to students at exploratory, specialized and credentialed levels.</p> <p>The Lord Shaughnessy High School modernization in Area IV is the first modernization project undertaken to prototype Career and Technology learning environments.</p> <p>Career and Technology Courses are designed to engage students in learning in authentic, relevant and personalized learning environments. Through this approach to learning, students transition from their high school experience more successfully into the world of work or into post-secondary education. Creating these personalized pathways through Career and Technology courses and programs allow students the opportunity to examine their career goals and expand their interests in future success.</p> <p>The Career and Technology Centres combine authentic and relevant learning opportunities with personalized education, where classroom theory can be moved into performance related activities.</p>	
<b>Facility Description</b>	
<p>The original two storey split level building, complete with gymnasium and partial basement, was constructed in 1968. A single storey addition was added in 1984. Since construction, there have been only minor renovations, including a barrier-free access ramp. Overall construction comprises of foundation of footing pads, strip footings, and foundation walls complete with concrete slabs.</p> <p>The superstructure consists of both exterior and interior masonry load bearing block. Concrete columns also support suspended floors and roof structures. Suspended floors and roof are precast T-Beam complete with concrete topping. The 1984 addition comprises metal roof decking on steel beams on masonry block walls. Exterior is a combination of pre-cast concrete exposed aggregate, concrete fascia panels and red brick curtain wall sections. Windows are typically insulated glazing units (IGUs), and aluminum framed. Exterior doors are wood core set in steel frames and painted.</p> <p>The total area of the main building is 22,068 m<sup>2</sup> consisting of 87 classrooms. The classrooms range in size and have access to natural light. In 2012, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation included the following recommendations:</p>	



<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-7 Forest Lawn – CTS Program</b>	
<b>Facility Description</b>	
<ul style="list-style-type: none"> <li>▪ Exterior: requires upgrades (repair of floor construction fire-stopping, cracked floor sections of the concrete and flooring finishes is required; repair seals of windows and roof sections; repair brick damage)</li> <li>▪ Interiors: require upgrading (repaint central ramps and concrete floors; replace worn carpets, ceiling tiles, lockers, and some interior doors)</li> <li>▪ Mechanical: requires upgrades (minor maintenance items: repair or replace AHU servicing wood shop and dust collector unit, repair leaking water fountains)</li> <li>▪ Electrical: systems require upgrading (replace natural gas generator with diesel; remove open wiring in main hallway; and install dedicated circuitry in each classroom)</li> </ul>	
<b>Modernization</b>	
<p>Due to the age and condition of the building components, a modernization will improve functionality, security, safety and will upgrade building infrastructure. There is a need to modernize instructional spaces in order to enhance the learning environment. This modernization will focus on upgrading CTS space throughout the school and will include partial upgrading of the building envelope and mechanical/electrical systems. It will also replace worn architectural finishes and fixtures. This includes a library to learning commons conversion, bringing the school into alignment with 21<sup>st</sup> century learning. Additional project items include building and fire code upgrades, hazardous material abatement and addressing barrier-free accessibility. The total project cost is estimated to be \$15 million.</p>	

<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-8 John G. Diefenbaker – CTS Program</b>	
<p>A planned CBE strategy to address the new Career and Technology Studies curriculum requires approval of modernization projects to be undertaken in high schools in each of Areas I, II, III and V. These schools require priority placements for major modernization projects in order to deliver Career and Technology Studies courses and programs to students at exploratory, specialized and credentialed levels.</p> <p>The Lord Shaughnessy High School modernization in Area IV is the first modernization project undertaken to prototype Career and Technology learning environments.</p> <p>Career and Technology Courses are designed to engage students in learning in authentic, relevant and personalized learning environments. Through this approach to learning, students transition from their high school experience more successfully into the world of work or into post-secondary education . Creating these personalized pathways through Career and Technology courses and programs allow students the opportunity to examine their career goals and expand their interests in future success.</p> <p>The Career and Technology Centres combine authentic and relevant learning opportunities with personalized education, where classroom theory can be move into performance related activities.</p>	
<b>Facility Description</b>	
<p>The original two storey building, complete with gymnasium, partial lower level (walkout) basement, performance space, and mechanical penthouse was constructed in 1971. In 1990, a single storey addition with lower level was added. Additionally, there are four dated modular units located on site. There have been several interior renovations over the years to improve existing spaces.</p> <p>Overall construction comprises a foundation of grade beams and strip footings complete with reinforced concrete slabs on grade. The superstructure consists of both exterior and interior masonry load bearing block, or poured in place walls and columns. Roof structure is steel deck on steel joists on bearing walls. The majority of the roof assembly is a bituminous built-up (BUR) system (last replaced in 1988).</p> <p>The exterior is a combination of red brick, ribbed block, and stucco. Windows are typically double glazed units and aluminum framed. Exterior doors are steel and painted.</p> <p>The total area of the main building is 13876 m<sup>2</sup> consisting of 54 classrooms. The classrooms range in size and have access to natural light.</p>	

<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-8 John G. Diefenbaker – CTS Program</b>	
<b>Facility Description (cont'd)</b>	
<p>In 2007, Alberta Infrastructure evaluated school facilities through RECAP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> <li>▪ Mechanical: requires upgrades (some space temperature controls require repair or replacement; life-cycle issues are soon to be an issue)</li> <li>▪ Electrical: systems require upgrading (review and replace as required all life-cycle components)</li> </ul>	
<b>Modernization</b>	
<p>Due to the age and condition of the building components, a modernization will improve functionality, security, safety and will upgrade building infrastructure. There is a need to modernize instructional spaces in order to enhance the learning environment. This modernization will focus on upgrading CTS space throughout the school, and will include partial upgrading of the building envelope, mechanical and electrical systems, and replacement of worn architectural finishes and fixtures.</p> <p>This project will include a library to learning commons conversion, bringing the school into alignment with 21<sup>st</sup> century learning. Additional project items include building and fire code upgrades, hazardous material abatement and addressing barrier-free accessibility. The total project cost is estimated to be \$15 million.</p>	

<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-9 Nickle School</b>	
<b>Current and Future Student Accommodation Plan</b>	
<p>Nickle School is located in southeast Calgary in the community of Lake Bonavista, which is an established community.</p> <ul style="list-style-type: none"> <li>▪ <b>Regular Program</b> Nickle School currently accommodates the Regular program for Grades 5-9 students living in Bonavista Downs and Lake Bonavista and students from the communities of Auburn Bay and Cranston.</li> <li>▪ <b>System Classes</b> Nickle School currently accommodates Bridges and Learning and Literacy classes.</li> </ul> <p>The long-term student accommodation plan for Nickle School is to accommodate students from their home area and students residing in new and developing communities in Area V. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that enrolment will be at or near capacity.</p>	
<b>Facility Description</b>	
<p>The original school building was completed in 1970 with masonry and steel construction. The two additions were built in 1976 and 1985.</p> <p>The total area of the building is 6,951 m<sup>2</sup> consisting of 26 classrooms plus three portables for instruction. The classrooms range in size and have minimum access to natural light. The mechanical and electrical systems have exceeded their lifecycle expectancy and need upgrading or replacement.</p> <p>In 2007, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> <li>▪ Replace parts of roof that have not already been replaced</li> <li>▪ Replace damaged caulking around perimeter</li> <li>▪ Incorporate barrier-free items where applicable (i.e., automatic door openers)</li> <li>▪ Mechanical features need upgrading (i.e., hot water tanks, exhaust fans, sprinklers)</li> <li>▪ Upgrade various electrical various components, i.e., lights, exit signs, etc.</li> </ul>	
<b>Modernization</b>	
<p>A scope for modernization improvements is required due to the age and condition of the building components. The modernization would replace some of mechanical systems and damaged lockers, upgrade electrical system, finishes and millwork, reconfigure internal spaces, and renovate washrooms. The addition of mechanical control system and start/stop automation is recommended. Barrier-free accessibility and exiting would be addressed as well. The scope of this modernization strategy also includes upgrading of all the interior program spaces, and a library to Learning Commons conversion. The total project cost is estimated to be \$12 million.</p>	

<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-10 Altadore School</b>	
<b>Current and Future Student Accommodation Plan</b>	
<p>Altadore School is located in southwest Calgary in the community of Altadore which is in the inner city in Area IV. Altadore School currently accommodates the Regular program for Kindergarten to Grade 6 students living in Altadore which includes Garrison Woods.</p> <p>The long-term student accommodation plan for Altadore School is to accommodate students from Altadore (including Garrison Woods). Garrison Woods is part of the Canada Lands redevelopment of the old Canadian Forces Base (CFB). This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that enrolment will be at or near capacity.</p>	
<b>Facility Description</b>	
<p>The one-storey building was constructed in 1952 with a wood frame on a concrete foundation. The school was renovated in 2002 with new exterior cladding, windows, doors, skylights and roof. A barrier-free washroom was provided in 2002; however, the remainder of the school requires barrier-free renovations. The total area of the building is 2,737 m<sup>2</sup> consisting of 14 classrooms for instruction. Most of the classrooms are similar to current standards and have good natural light.</p> <p>In 2010, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made this recommendation:</p> <p>Mechanical: systems require upgrading (hot water tanks, boiler, ventilators, etc.)</p>	
<b>Modernization</b>	
<p>The modernization would upgrade the entire mechanical systems: replace hot water tanks, steam boilers, breeching, steam piping, controls, exhaust fans, radiation system, and unit ventilators. Electrical upgrades would consist of cabling and electrical wiring upgrades. The project would also upgrade building code deficiencies with full barrier-free accessibility, and a library to Learning Commons conversion. The total project cost is estimated to be \$9 million.</p>	

<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-11 Senator Patrick Burns School</b>	
<b>Current and Future Student Accommodation Plan</b>	
<p>Senator Patrick Burns School is located in northwest Calgary in the community of Collingwood, which is an established community.</p> <ul style="list-style-type: none"> <li>▪ <b>Regular Program</b> Senator Patrick Burns School currently accommodates the Regular program for Grades 7-9 students living in Banff Trail, Charleswood, Collingwood, and Capitol Hill (west of 14 Street). Senator Patrick Burns also accommodates the National Sport Academy.</li> <li>▪ <b>Spanish Bilingual Program</b> Senator Patrick Burns School currently accommodates Grades 5-9 students for the Spanish Bilingual alternative program for students residing in Areas I to III.</li> </ul> <p>The long-term student accommodation plan for Senator Patrick Burns School is to accommodate students in Regular and/or Alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that enrolment will be at or near capacity.</p>	
<b>Facility Description</b>	
<p>The two-storey building was constructed in 1961 as a concrete, steel, and masonry structure. An addition in 1966 created an exterior courtyard between the original two U-shaped wings. A renovation in 1999 replaced linoleum and acoustic ceiling tile in five classrooms and the staff lounge. The total area of the building is 7,989 m<sup>2</sup> consisting of 32 classrooms for instruction. The classrooms are slightly smaller than the current standard and have moderate access to natural light.</p> <p>In 2011, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in overall acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> <li>▪ Exterior: requires upgrading (windows, doors, siding)</li> <li>▪ Interior: requires upgrading (all components)</li> <li>▪ Mechanical: systems require upgrading (ending lifecycle)</li> <li>▪ Electrical: requires upgrading (exit signs, panels, transformer, etc.)</li> </ul>	



<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-11 Senator Patrick Burns School</b>	
<b>Modernization</b>	
<p>Since the evaluation, it has been found that the original curtain wall is in poor condition and the majority of original finishes are showing signs of deterioration. Different preservation projects have since been undertaken and completed. Such projects have included upgrading lockers and the communication systems.</p> <p>The facility requires renovations to such areas as: the visual communication lab, the fashion lab, the music room, CTS spaces, and a library to learning commons conversion. Wiring and data enhancements are required as part of improvements to the electrical systems. Renovations would also be carried out to the mechanical systems. Finishes and millwork throughout the school are aging and in need of replacement. The school would be upgraded to be barrier-free by providing an elevator and related upgrades such as barrier-free accessible washrooms. The original curtain wall exterior cladding is deteriorated and should be replaced. The roof must be replaced. Some site work is also required. The cost estimate for this modernization is \$13 million.</p>	

<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-12 A.E. Cross School</b>	
<b>Current and Future Student Accommodation Plan</b>	
<p>A.E. Cross School is located in southwest Calgary in the community of Glenbrook, which is an established community.</p> <ul style="list-style-type: none"> <li>▪ <b>Regular Program</b> A.E. Cross School currently accommodates the Regular program for Grades 7-9 students living in Glenbrook, Glamorgan, Killarney, Glengarry, Lincoln Park, Richmond, CFB Lincoln Park/Garrison Green, and Rutland Park. Students residing in Signal Hill and Springbank Hill are also currently designated to A.E. Cross School for Grades 7-9.</li> <li>▪ <b>System Classes</b> A.E. Cross School accommodates Paced Learning and Learning and Literacy classes for Area IV students.</li> </ul> <p>The long-term student accommodation plan for A.E. Cross School is to accommodate students from their home area and to continue to accommodate students residing in new and developing communities in southwest Calgary. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that enrolment will be at or near capacity. A.E. Cross School currently accommodates the Area IV office.</p>	
<b>Facility Description</b>	
<p>The original building was built in 1961 with a two-storey classroom wing added in 1966. The building has a masonry and steel construction, wood-roof deck with masonry and curtain wall exterior. A modernization took place in 1983. The gross building area is 9,064 m<sup>2</sup> consisting of 36 classrooms, with the majority of the classrooms being slightly smaller than current standards. The provincial capacity of A.E. Cross School has been set at 1,066 student spaces. The gym, library, and administration space are typical size for a school of this capacity. The ancillary spaces are quite large compared to classroom standards which would account for the higher capacity of the facility's rating.</p> <p>The structure is considered to be in good condition. Many of the classrooms have good natural lighting. The building exterior is finished with low maintenance materials; however, the wood portions of the exterior are in need of maintenance. Floors are generally in good condition with some needing repair.</p>	

<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-12 A.E. Cross School</b>	
<b>Facility Description (cont'd)</b>	
<p>In 2009, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> <li>■ Exterior: requires upgrades (stucco, painting, caulking, etc.)</li> <li>■ Interior: requires upgrading (some items require repair or replacement)</li> <li>■ Mechanical: systems require upgrading (HVAC system, ventilation, etc.)</li> <li>■ Electrical: systems require upgrading (expand current circuit system)</li> </ul>	
<b>Modernization</b>	
<p>The modernization will address building envelope deficiencies (e.g., replacement of the curtain wall), mechanical and electrical upgrades (improving thermal comfort, and energy efficiency), and provide additional power and data outlets. The scope will include replacement of old and worn finishes and fixtures (e.g., vinyl-asbestos-tile flooring, wood flooring, and lockers), door and hardware replacement, and washroom upgrades. The modernization will include select program space renovations, library to learning commons conversion, hazardous material abatement, and building code and accessibility upgrades. The proposed project will modernize the whole facility and enhance the teaching environment. The total project cost is estimated to be \$16 million.</p>	

<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-13 Sir Wilfrid Laurier School</b>	
<b>Current and Future Student Accommodation Plan</b>	
<p>Sir Wilfrid Laurier School is located in southeast Calgary in the community of Albert Park/Radisson Heights, which is an established community.</p> <ul style="list-style-type: none"> <li>▪ <b>Regular Program</b> Sir Wilfrid Laurier School currently accommodates the Regular program for Grades 6-9 students living in Albert Park/Radisson Heights and part of Forest Heights.</li> <li>▪ <b>System Classes</b> Sir Wilfrid Laurier School accommodates Learning and Literacy classes.</li> <li>▪ <b>Traditional Learning Centre (TLC) Alternative Program</b> Sir Wilfrid Laurier School and Chris Akkerman School are the designated schools for the Traditional Learning Centre (TLC) alternative program for students residing in Area III.</li> </ul> <p>The long-term student accommodation plan for Sir Wilfrid Laurier School is to accommodate students in the Regular and/or Alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that enrolment will be at or near capacity.</p>	
<b>Facility Description</b>	
<p>The building was originally completed in 1966 as a masonry building with a brick and stucco exterior. An addition was built in 1983. Upgrades in 1997 replaced the original ceilings with acoustic suspended tile. In 2003, barrier-free renovations were undertaken. The total area of the building is 5,258 m<sup>2</sup> consisting of 21 classrooms for instruction. The classrooms are slightly smaller than the current standard and have moderate access to natural light. Generally the facility is in reasonable condition. The electrical and mechanical systems require upgrading or replacement. The breakout rooms, library and computer lab were upgraded in the 2006-2007 renovations.</p> <p>In 2011, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> <li>▪ Roof: will require major maintenance in the next five to ten years</li> <li>▪ Exterior: requires upgrades (doors, seals, stucco, windows, hardware, etc.)</li> <li>▪ Interior: requires upgrading (floor tiles, acoustic panels, painting, millwork, flooring, etc.)</li> <li>▪ Mechanical: systems require upgrading (plumbing fixtures, boilers, HVAC equipment, monitoring systems, etc.)</li> <li>▪ Electrical: systems require upgrading (secondary panels, motor starters, master clock system, etc.)</li> </ul>	

<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-13 Sir Wilfrid Laurier School</b>	
<b>Modernization</b>	
<p>The proposed modernization will enhance the teaching spaces and upgrade the school and its aging systems. The modernization includes an upgrade of mechanical systems and all electrical systems (panel upgrades, interior and parking lot lighting, and emergency lighting). All finishes (flooring, ceilings, and painting) will be upgraded or replaced. Envelope upgrades to include roof and door repair and replacement. Washroom and change room upgrades and locker replacement are also part of the modernization.</p> <p>Teaching space upgrades include science, art, and computer rooms, cafeteria kitchen, CTS spaces, and library to learning commons conversion. Millwork, display cases, fixtures, and blinds should be replaced. This modernization will address safety and security concerns with a front entry renovation, stairway, and corridor door hardware upgrades controlling unauthorized access to the school. An estimate cost of the modernization is \$11 million.</p>	

<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-14 Woodman School</b>	
<b>Current and Future Student Accommodation Plan</b>	
<p>Woodman School is located in southwest Calgary in the community of Haysboro, which is an established community. Woodman School currently accommodates Grades 7-9 students living in Haysboro, part of Southwood, Chinook Park, Eagle Ridge, Kelvin Grove and Kingsland. Woodman School is the bus receiver school for Grades 7-9 students living in Woodlands, Woodbine and Walden. Woodman School is also the bus receiver school for Grades 5-9 students living in Evergreen.</p> <p>The long-term student accommodation plan for Woodman School is to accommodate students in the Regular program.</p>	
<b>Facility Description</b>	
<p>The original building was constructed in 1960 with wood framing and a stucco and masonry exterior. An addition was completed in 1968 with a masonry and steel construction exterior and is capable of a longer life than other major components. A renovation was completed in 2003, including a barrier-free upgrade consisting of an elevator, handicap lift, and washroom renovation. The facility is in reasonable condition for its age; however, finishes and furnishings have become dated and are showing wear. Windows have been replaced and the roof was replaced approximately four years ago.</p> <p>The gross building area is 8,744 m<sup>2</sup> consisting of 34 classrooms. Most of the teaching spaces are sized to current standards and have good natural light. The gym, by Alberta Education standards, is small for a junior high school of this capacity. The school has an efficient layout, but allows little real flexibility in the use of the building. Internal reconfiguration of spaces would be required to better address the needs of junior high students.</p> <p>In 2008, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in good condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> <li>▪ Exterior: requires upgrades (barrier-free accessibility ramp features, replacement of windows and doors, painting, etc.)</li> <li>▪ Interior: requires lifecycle upgrading (doors, hardware, shower stalls, etc.)</li> <li>▪ Mechanical: systems require upgrading (most mechanical systems are past lifecycle)</li> <li>▪ Electrical: systems require upgrading (many components are past lifecycle, but still functional)</li> </ul>	



<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority 14 Woodman School</b>	
<b>Modernization</b>	
<p>A school modernization is required due to the age and condition of the building components. The modernization of instructional spaces will enhance the facility's learning environment. This will include upgrading the building envelope, and the mechanical and electrical equipment. The scope will also include replacement of worn architectural elements (finishes and fixtures), program space renovations, and a library to learning commons conversion. This will bring the school into alignment with 21<sup>st</sup> century learning. Additional project items include building code upgrades, hazardous material abatement, barrier-free accessibility, and safety/security concerns. The total project cost is estimated to be \$14 million.</p>	

<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-15 Dr. J.K. Mulloy School</b>	
<b>Current and Future Student Accommodation Plan</b>	
<p>Dr. J.K. Mulloy School is located in northeast Calgary in the community of Huntington Hills which is an established community.</p> <ul style="list-style-type: none"> <li>▪ <b>Traditional Learning Centre (TLC)</b> Dr. J.K. Mulloy School currently accommodates students living in Area II for the Traditional Learning Centre. The Traditional Learning Centre is an alternative program committed to providing excellent academic program and character education to students who are at or above grade level.</li> </ul> <p>The long-term student accommodation plan for Dr. J.K. Mulloy School is to accommodate students in the Traditional Learning Centre alternative program. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that enrolment will be at or near capacity.</p>	
<b>Facility Description</b>	
<p>The two-storey building was constructed in 1969 with pre-cast concrete construction and masonry exterior. The total area of the building is 4,067 m<sup>2</sup> consisting of 20 classrooms for instruction. Many classrooms do not have access to natural light due primarily to the open area classroom design. Electrically, the fire alarm system is in need of upgrading. The existing lighting system is in fair condition and should be replaced. Computer cabling and dedicated circuits should be added to the classrooms.</p> <p>In 2011, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> <li>▪ Exterior: requires upgrades (doors, seals, stucco, windows, hardware, etc.)</li> <li>▪ Interior: requires upgrading (floor tiles, acoustic panels, painting, millwork, carpet flooring, etc.)</li> <li>▪ Mechanical: systems require upgrading (plumbing fixtures, boilers, HVAC equipment, etc.)</li> <li>▪ Electrical: systems require upgrading (secondary panels, motor starters, master clock system, light fixtures, public access system, etc.).</li> </ul>	

<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-15 Dr. J.K. Mulloy School</b>	
<b>Modernization</b>	
<p>The modernization will improve functionality, security, and safety and will upgrade building infrastructure. The modernization includes some mechanical system upgrades, a major electrical systems upgrade (power, interior lighting fixtures, and controls) and envelope upgrades (roof and door). All finishes (flooring, ceilings) and worn fixtures (operable wall between gym and stage) will be replaced. Washroom upgrades and millwork replacement are part of the work.</p> <p>Teaching space upgrades include: adding walls and doors to address acoustic problems, adding electric blinds and acoustic panels, and a library to learning commons conversion. This modernization will address barrier-free issues (handicap washroom) and security concerns (front entry-administration renovation to control access to the school). Replacing gravel with asphalt, adding an exterior stair for safe access downhill will address the safety issues. Replacement of the open garbage containers with closed containers on site is required. An estimate cost of the modernization is \$10 million.</p>	

<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-16 Henry Wise Wood High School</b>	
<b>Current and Future Student Accommodation Plan</b>	
<p>Henry Wise Wood High School is located in southwest Calgary in the community of Kelvin Grove, which is an established community.</p> <ul style="list-style-type: none"> <li> <b>Regular Program</b>  Henry Wise Wood High School currently accommodates the Regular program for Grades 10-12 students living in Bayview, Braeside, Cedarbrae, Chinook Park, Eagle Ridge, Haysboro, Kelvin Grove, Kingsland, Oakridge, Palliser, Parkhill, Pump Hill, and Southwood. Students residing in Woodlands and Woodbine currently have the option to attend either Henry Wise Wood High School or Dr. E.P. Scarlett High School. The new and developing community of Mahogany is also designated to Henry Wise Wood High School for Grades 10-12 students. Henry Wise Wood High School currently accommodates the International Baccalaureate (IB) for senior high students residing in Area V. </li> <li> <b>System Classes</b>  Henry Wise Wood High School currently accommodates Gifted and Talented, Literacy English and Academic Development, Paced Learning, and ACCESS classes. </li> <li> <b>Traditional Learning Centre (TLC) Alternative Program</b>  Henry Wise Wood High School currently accommodates the Traditional Learning Centre alternative program for students residing in Area IV and Area V.   The long-term student accommodation plan for Henry Wise Wood High School is to accommodate students residing in Areas IV and V for Regular and TLC programs. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that enrolment will be at or near capacity. </li> </ul>	
<b>Facility Description</b>	
<p>The original building was constructed in 1961 with an open courtyard that was enclosed in 1964 to form a large library, a study and a lunchroom area. The original school structure sits on a combination of both pile and concrete wall foundations. The main floor is concrete slab on grade. The super-structure is constructed of cast-in-place concrete columns, floor, and roof slabs. There are single-storey portions of the super-structure comprised of steel joists and metal decking. The courtyard infill is comprised of steel joists and metal decking. The super-structure is capable of a significantly longer life than the other major components. Minor renovations were made to the building in 1999, upgrading two CTS areas, some science labs, and the home economics area, as well as the drama change rooms. Handicap accessibility in the building has also been addressed.</p>	

<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-16 Henry Wise Wood High School</b>	
<b>Facility Description</b>	
<p>In 2005, upgrades were made to the ceilings in second and third floor classrooms.</p> <p>The total floor area is 15,804 m<sup>2</sup> and the school has 74 classrooms. The provincial capacity of the school is 1,946 student spaces. The teaching spaces are different sizes and have good natural light.</p> <p>In 2011, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable-to-marginal condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> <li>▪ Exterior: requires upgrades (curtain walls require replacement, painting, etc.)</li> <li>▪ Interior: requires upgrading (barrier-free accessibility features, paint, etc.)</li> <li>▪ Mechanical: systems require upgrading (HVAC system (old), boilers, roof top vent systems, hot water system, etc.)</li> <li>▪ Electrical: systems require upgrading (security systems, exit signs, receptacles, fixtures in cafeteria, motor starters, main distribution switchgear in school, etc.)</li> </ul> <p>The most pressing need identified was the inadequate performance and presentation space for large groups. Space large enough for presentations and medium-sized audiences (100 to 300 persons) is required.</p>	
<b>Modernization</b>	
<p>The scope of the modernization will include developing a multi-purpose presentation and exhibition space, as there is no space within the school where gatherings/meetings for more than 50 students can take place. The scope will include mechanical and electrical upgrades that will address thermal comfort, energy efficiency, provide additional power and data outlets, and building envelope upgrades. The scope will also include upgrading worn finishes and fixtures (e.g., paint, lockers), doors and hardware, replacement and washroom upgrades. Select program space renovation, hazardous material abatement, and building code and barrier-free accessibility upgrades will be part of the modernization. The project proposed will enhance the teaching environment. The total project cost is estimated to be \$20 million.</p>	

<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-17 Simon Fraser School</b>	
<b>Current and Future Student Accommodation Plan</b>	
<p>Simon Fraser School is located in northwest Calgary in the community of Brentwood, which is an established community in Area I.</p> <ul style="list-style-type: none"> <li>▪ <b>Regular Program</b> Simon Fraser School currently accommodates Grades 7-9 students living in Brentwood and Charleswood (partial). Simon Fraser School is the bus receiver school for Grades 7-9 students living in MacEwan Glen, Sandstone Valley and Country Hills (south of the golf course). Simon Fraser School is the bus receiver school for Grades 5-9 students living in Rocky Ridge and Royal Oak.</li> <li>▪ <b>System Classes</b> Simon Fraser School currently accommodates two Learning and Literacy classes.</li> </ul> <p>The long-term student accommodation plan for Simon Fraser School is to accommodate students in the regular program. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that the school will operate at or near capacity.</p>	
<b>Facility Description</b>	
<p>The original two-storey school building, with partial basement, was completed in 1964. Its construction comprises masonry block, as well as combination of both cast and poured-in-place concrete with reinforced steel (for foundations, main floor slab, and grade beams). The exterior consists of brick cladding and concrete facades with cased awning windows. An elevator and stair lift were added to the facility in 2005 to increase barrier-free accessibility.</p> <p>The total area of the building is 5,627 m<sup>2</sup> consisting of 28 classrooms plus four portables for instruction. The classrooms range in size and have access to natural light.</p> <p>In 2009, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> <li>▪ Structural: monitor suspension rods supporting precast canopy – east elevation</li> <li>▪ Exterior: sealant of all windows, doors, and cladding; replace old doors</li> <li>▪ Interior: replace ceiling tiles, continue to improve barrier-free accessibility</li> <li>▪ Mechanical: upgrade old fixtures, etc.</li> <li>▪ Electrical: upgrade old components (boards, lighting, energy efficient items)</li> </ul>	



<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-17 Simon Fraser School</b>	
<b>Modernization</b>	
<p>The scope of the modernization will include developing a multi-purpose presentation and exhibition space, as there is no space within the school where gatherings/meetings for more than 50 students can take place. The scope will include mechanical and electrical upgrades that will address thermal comfort, energy efficiency, provide additional power and data outlets, and building envelope upgrades. The scope will also include upgrading worn interior finishes and fixtures (e.g., paint, lockers), doors and hardware, replacement and washroom upgrades. There will be select program space renovations, a library to learning commons conversion, hazardous material abatement, and building code and barrier-free accessibility upgrades. Additionally, the main entry located below street level would be upgraded. The project proposed will enhance the teaching environment. The total project cost is estimated to be \$13 million.</p>	

<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-18 Robert Warren School</b>	
<b>Current and Future Student Accommodation Plan</b>	
<p><b>Robert Warren School</b></p> <p>Robert Warren School is located in southwest Calgary in the community of Canyon Meadows, which is an established community in Area V.</p> <ul style="list-style-type: none"> <li>▪ <b>Regular Program</b> Robert Warren School currently only accommodates Grade 9 students in the Regular program as a staged closure was implemented in September 2011. The staged closure allows students to finish their junior high program at Robert Warren School. Effective June 30, 2013, Robert Warren School will no longer accommodate students in the regular program.</li> <li>▪ <b>Spanish Bilingual Program</b> Robert Warren School currently accommodates Grades 5-9 Area V students in the Spanish Bilingual program.</li> </ul> <p>The long-term student accommodation plan for Robert Warren School is to accommodate students in the Spanish Bilingual program. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that the school will operate at or near capacity.</p>	
<b>Facility Description</b>	
<p>The one-storey building was completed in 1974 with masonry and steel construction. The addition was built in 1991 with barrier-free access. The building was partially renovated in 1999. As of October 2008, four new relocatable units were located on the school site, replacing the previous five outdated units. The total area of the building is 4,711 m<sup>2</sup> consisting of 20 classrooms (including the four new relocatables) for instruction. The classrooms are smaller than the current standard and internal ones do not have access to natural light. The layout of the main office creates security concerns.</p> <p>In 2007, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> <li>▪ Structural: replace caulking of exterior of building</li> <li>▪ Exterior: incorporate barrier-free items where applicable (automatic door openers, etc.)</li> <li>▪ Mechanical: upgrade pneumatic controls and extend sprinkler system</li> <li>▪ Electrical: upgrade components (i.e., exit signs and sub-distribution panels)</li> </ul>	

<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-18 Robert Warren School</b>	
<b>Modernization</b>	
<p>The school's modernization strategy was divided into two phases with the first phase being completed in 2009 for a total cost of \$1.4 million. The first phase addressed the removal of five obsolete portables, replacing them with four new relocatable units. This construction included a connecting corridor, complete with lockers and a barrier-free ramp-way into the new units. The administration area was improved, the library was expanded, and safety modifications were also incorporated.</p> <p>When the remaining funds become available, Phase II of the modernization will complete the rest of the overall upgrading of the school and its aging systems. Work will include a full upgrade of the electrical and mechanical systems (heating and cooling systems, electrical systems, all lighting and emergency lighting). All finishes (flooring, ceilings, and painting) will be upgraded or replaced. A library to learning commons conversion will be included. Envelope upgrades include roof and door repair and upgrades. Washroom and change room upgrades as well as locker replacements are also part of the modernization. The project costs of Phase II are projected at \$5 million.</p>	

<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-19 Sir John A. Macdonald School</b>	
<b>Current and Future Student Accommodation Plan</b>	
<p>Sir John A. Macdonald School is located in north-central Calgary in the community of Huntington Hills, which is an established community.</p> <ul style="list-style-type: none"> <li>▪ <b>Regular Program</b> Sir John A. Macdonald School currently accommodates Grades 7-9 students living in Greenview (north of McKnight Boulevard), Huntington Hills, Beddington and Thorncliffe.</li> <li>▪ <b>System Classes</b> Sir John A. Macdonald School currently accommodates Paced Learning (PLP) and Learning and Literacy (L&amp;L) classes.</li> </ul> <p>The long-term student accommodation plan for Sir John A. Macdonald School is to accommodate students in the Regular program. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that enrolment will be at or near capacity.</p>	
<b>Facility Description</b>	
<p>The facility was originally built in 1966 as a masonry building with a mixed material exterior. An addition, completed in 1970, increased the building area by a total of 50%. Four relocatables were added in the fall of 2007 to accommodate growth pressures. The school is exhibiting age-related deficiencies in finishes, mechanical, and electrical systems. Upgrades to building systems and finishes, including window replacement, are needed to restore this well-used building to feasible condition.</p> <p>The gross building area is 7,814 m<sup>2</sup> consisting of 32 classrooms, with a provincial capacity of 905 student spaces. Most of the teaching spaces are smaller than current standards; however, most have good natural light. The gym is small, by Alberta Education standards, for a junior high school of this capacity. The school has Career and Technology labs (for graphics, construction, information processing, and foods and fashion), as well as fine and performing arts (music, drama, art, and French).</p>	

<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-19 Sir John A. Macdonald School</b>	
<b>Facility Description</b>	
<p>In 2011, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> <li>■ Exterior: requires lifecycle upgrades (painting, caulking, etc.)</li> <li>■ Interior: spaces require upgrading (main entranceway, barrier-free accessibility features, etc.)</li> <li>■ Mechanical: systems require upgrading (HVAC system, boilers, hot water system, etc.)</li> <li>■ Electrical: systems require upgrading (switchboard, motor starters, emergency battery packs, etc.)</li> </ul>	
<b>Modernization</b>	
<p>A school modernization is required due to the age and condition of the building components. This will modernize instructional spaces, enhancing the learning environment. The modernization will include upgrading the building envelope and mechanical and electrical equipment. The scope will also include replacement of worn architectural finishes and fixtures (e.g., flooring, paint, and lockers), program space renovation, including a library to learning commons conversion to bring the school into alignment with 21<sup>st</sup> century learning. Additional project items include building code upgrades, hazardous material abatement and addressing barrier-free accessibility and safety/security concerns. The total project cost is estimated to be \$12 million.</p>	

<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-20 Thomas B. Riley School</b>	
<b>Current and Future Student Accommodation Plan</b>	
<p>Thomas B. Riley School is located in northwest Calgary in the community of Bowness, which is an established community.</p> <ul style="list-style-type: none"> <li> <b>Regular Program</b>  Thomas B. Riley School currently accommodates the Regular program for Grades 7-9 students living in Bowness and Greenwood/Greenbriar and students from the communities of Valley Ridge and Crestmont. </li> <li> <b>System Classes</b>  Thomas B. Riley School accommodates Paced Learning and Adapted Learning classes. </li> <li> <b>German Bilingual Program</b>  Thomas B. Riley School is the designated school for junior high students for the German bilingual program residing in the CBE boundary. This program will close as of June 30, 2013. </li> <li> <b>Traditional Learning Centre (TLC) Alternative Program</b>  Thomas B. Riley School and Brentwood School are the designated schools for the Traditional Learning Centre alternative program for Kindergarten to Grade 8 students residing in Area I. Brentwood School accommodates K-4 students and Grades 5-8 students are accommodated at Thomas B. Riley School. </li> </ul> <p>The long-term student accommodation plan for Thomas B. Riley School is to accommodate students residing in the northwest quadrant of Calgary for Regular and Alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that enrolment will be at or near capacity.</p>	
<b>Facility Description</b>	
<p>The facility is a split two-storey building comprised of load-bearing masonry and steel and was originally constructed in 1967. Both a modernization and an addition to the school were completed in 1985. The modernization upgraded the industrial arts shop, administration, library, and second floor ancillary rooms. The total area of the building is 6,188 m<sup>2</sup> consisting of 22 classrooms for instruction. Most of the classrooms are smaller than the current standard (80 m<sup>2</sup>) with good natural light.</p> <p>In 2011, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition.</p>	



<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-20 Thomas B. Riley School</b>	
<b>Facility Description</b>	
<p>The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> <li>▪ Interior: spaces require upgrading (i.e., wood flooring, repainting of concrete flooring, etc.); Interior fire-stopping requires life cycle repairs</li> <li>▪ Mechanical: many components require life cycle upgrading and repairs (i.e., replace lab sinks, etc.)</li> <li>▪ Electrical: systems are aging and require lifecycle upgrading and recertification of components.</li> </ul>	
<b>Modernization</b>	
<p>A school modernization is required due to the age and condition of the building components, and the need to modernize instructional spaces in order to enhance the learning environment. The modernization will include upgrading the building envelope, mechanical and electrical equipment. The scope will also include replacement of worn architectural elements (finishes and fixtures), program space renovations, such as: Career and Technology Studies spaces, library to learning commons conversion, and performing arts areas. These modernizations will bring the school into alignment with 21<sup>st</sup> century learning. Additional project items include building code upgrades, hazardous material abatement and addressing barrier-free accessibility and safety/security concerns. The total project cost is estimated to be \$11 million.</p>	

<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-21 Fairview School</b>	
<b>Current and Future Student Accommodation Plan</b>	
<p>Fairview School is located in southeast Calgary in the community of Fairview, which is an established community in Area V.</p> <ul style="list-style-type: none"> <li>▪ <b>Traditional Learning Centre (TLC)</b> The Traditional Learning Centre is an alternative program committed to providing excellent academic program and character education to students who are at or above grade level. Fairview School currently accommodates Grades 5-8 students who live in Area V.</li> <li>▪ <b>French Immersion Program</b> Fairview School currently accommodates Grades 5-9 students for early French Immersion. French Immersion students living in Area V east of Macleod Trail are designated to Fairview School for French Immersion.</li> </ul> <p>The long-term student accommodation plan for Fairview School is to accommodate students in alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that the school will operate near capacity.</p>	
<b>Facility Description</b>	
<p>The original two storey school building, with multi-levels and partial basement, was completed in 1961. There were two additions constructed in 1967.</p> <p>Its construction comprises concrete grade beams and spread footings, slab on grade, and concrete foundation walls. The super-structure is constructed of steel columns with concrete infill and concrete and masonry block load bearing walls. The roof structure is wood decking on steel joists. The exterior includes masonry brick, stucco, and insulated metal and glazed curtain walls.</p> <p>The total area of the main building is 9,599 m<sup>2</sup> consisting of 39 classrooms. The classrooms range in size and have access to natural light.</p> <p>In 2009, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> <li>▪ Mechanical: upgrade furnaces and fans</li> <li>▪ Electrical: upgrade old components (boards, lighting, duplexes, etc.)</li> </ul>	

<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-21 Fairview School</b>	
<b>Modernization</b>	
<p>A school modernization is required due to the age and condition of the building components, and the need to modernize instructional spaces in order to enhance the learning environment. The modernization will include upgrading the building envelope, mechanical and electrical equipment. The scope will also include replacement of worn architectural elements (finishes and fixtures), program space renovations, Career and Technology Studies spaces, and a library to learning commons conversion. These modernizations will bring the school into alignment with 21<sup>st</sup> century learning. Additional project items include building code upgrades, hazardous material abatement and addressing barrier-free accessibility and safety/security concerns. The total project cost is estimated to be \$14 million.</p>	

<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-22 Colonel Irvine School</b>	
<b>Current and Future Student Accommodation Plan</b>	
<p><b>Colonel Irvine School</b></p> <p>Colonel Irvine School is located in northeast Calgary in the community of Highwood, which is an established community in Area II.</p> <ul style="list-style-type: none"> <li>▪ <b>Regular Program</b> Colonel Irvine School currently accommodates Grades 7-9 students living in North Haven, Highwood, Cambrian Heights, Rosemont and Thorncliffe (partial). Colonel Irvine School is the bus receiver school for Grades 7-9 students living in Harvest Hills and Country Hills.</li> <li>▪ <b>System Classes</b> Colonel Irvine School currently accommodates PLP (Paced Learning Program) and TASC (Training in Attitude, Social Skills and Communication) classes.</li> <li>▪ <b>Traditional Learning Centre (TLC)</b> Colonel Irvine School has been identified as a new Traditional Learning Centre for students residing in Area II effective for the 2013-2014 school year. Colonel Irvine School will accommodate Grades 5-8 students. The Traditional Learning Centre is an alternative program committed to providing excellent academic program and character education to students who are at or above grade level.</li> <li>▪ <b>Chinese (Mandarin) Bilingual Program</b> Colonel Irvine School became the location for Grades 7-9 Chinese (Mandarin) Bilingual programming for the 2012-2013 school year. Colonel Irvine accommodates students north of 17th Ave south.</li> </ul> <p>The long-term student accommodation plan for Colonel Irvine School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that the school will operate at or near capacity.</p>	

<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-22 Colonel Irvine School</b>	
<b>Facility Description</b>	
<p>The original single storey facility, with partial basement, was completed in 1957. Two additions were added, first in 1960 (southeast corner) and then in 1968 (southwest corner). Due to the differing topography of the overall site, the north and south wings of the school vary in elevations creating a split level (stepped) structure. Both additions comprise two storeys. The 1968 addition (southwest corner) caps the original U-shaped structure.</p> <p>Due to its multi-levels and dates of construction, construction applications vary. Overall, construction comprises concrete slabs on grade with spread footings, concrete columns and foundation walls (basement and crawl spaces). Floor slabs are suspended on concrete piles or columns. Walls are primarily masonry block. Exterior finishes are brick and stucco. Roofs vary from steel trusses and steel decking to timber joists and wood decking (original structure). Windows are aluminum framed (three panes with hoper-type sections). Older building sections have metal framed windows.</p> <p>The total area of the main building is 8,714.7 m<sup>2</sup> consisting of 32 classrooms. The classrooms range in size and have access to natural light.</p> <p>In 2009, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> <li>▪ Exterior: roof requires lifecycle replacement and additional roofing drains</li> <li>▪ Interior: spaces require upgrading (new fire rated doors and barrier-free accessibility features, etc.)</li> <li>▪ Mechanical: systems require life cycle upgrading (HVAC system, boilers, hot water system, etc.)</li> <li>▪ Electrical: systems require upgrading (light fixtures, etc)</li> </ul>	
<b>Modernization</b>	
<p>A school modernization is required due to the age and condition of the building components, and the need to modernize instructional spaces in order to enhance the learning environment. The modernization will include upgrading the building envelope, mechanical and electrical equipment. The scope will also include replacement of worn architectural finishes and fixtures, program space renovations, including a library to learning commons conversion, to bring the school into alignment with 21<sup>st</sup> century learning. Additional project items include building and fire code upgrades, hazardous material abatement and addressing barrier-free accessibility and safety/security concerns. The total project cost is estimated to be \$12 million.</p>	

<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-23 Sherwood School</b>	
<b>Current and Future Student Accommodation Plan</b>	
<p>Sherwood School is located in southeast Calgary in the community of Ogden, which is an established community in Area IV.</p> <ul style="list-style-type: none"> <li>▪ <b>Regular Program</b> Sherwood School currently accommodates Grades 5-9 students living in Ogden. Sherwood School is also the bus receiver school for Grades 7-9 students living in Riverbend and Mahogany.</li> <li>▪ <b>System Classes</b> Sherwood School currently accommodates a Bridges class and a Hull Outreach class for Behavioural/Emotional students.</li> </ul> <p>The long-term student accommodation plan for Sherwood School is to accommodate students in the Regular program. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that the school will operate near capacity.</p>	
<b>Facility Description</b>	
<p>The original one storey school building, with partial basement and small second storey, was completed in 1956. Two additions were constructed in both 1959 and 1966. A gymnasium was constructed in 1980, as well as other renovations.</p> <p>Its construction comprises cast in place strip footings, slab on grade, and load bearing masonry interior and exterior walls. The second storey is constructed from wood beams, columns, and joists. The gymnasium is a combination of steel decking with concrete topping and supportive steel structure. The exterior is a combination of painted stucco, brick, and prefinished metal siding. Windows are aluminum framed glazing and steel doors.</p> <p>The total area of the building is 8205 m<sup>2</sup> consisting of 30 classrooms. The classrooms range in size and have access to natural light.</p> <p>In 2011, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> <li>▪ Exterior: general aging and neglect – sighting required upgrading.</li> <li>▪ Interior: improve barrier-free accessibility</li> </ul>	



<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
	<b>Major Modernizations</b>
	<b>Priority M-23 Sherwood School</b>
	<b>Modernization</b>
	<p>A school modernization is required due to the age and condition of the building components, and the need to modernize instructional spaces in order to enhance the learning environment. The modernization will include upgrading the building envelope, mechanical and electrical equipment. The scope will also include replacement of worn architectural finishes and fixtures, program space renovations, including a library to learning commons conversion, to bring the school into alignment with 21<sup>st</sup> century learning. Additional project items include building and fire code upgrades, hazardous material abatement and addressing barrier-free accessibility and safety/security concerns. The total project cost is estimated to be \$15 million.</p>

<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-24 Louis Riel School</b>	
<b>Current and Future Student Accommodation Plan</b>	
<p>Louis Riel School is located in southwest Calgary in the community of Oakridge, which is an established suburb.</p> <ul style="list-style-type: none"> <li> <b>Regular Program and System Special Education – Kindergarten to Grade 9</b>  Louis Riel School currently accommodates the regular program for Kindergarten-Grade 9 students living in Oakridge and Grades 7-9 students residing in Cedarbrae. Louis Riel School is also the designated school for students living on the Tsuu T'ina Nation. </li> <li> <b>Science Program</b>  Louis Riel School accommodates the K-grade 9 Science alternative program for students residing in Area V.   This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that enrolment will be at or near capacity. </li> </ul>	
<b>Facility Description</b>	
<p>The original two storey building, complete with two gymnasiums, basement and performance space was constructed in 1970. An addition was added to the building in 1975 to provide space for an elementary program. There have been several modernizations to this building since its original construction, including the removal of eight modular units and a classroom renovation in 2010.</p> <p>Overall construction comprises a foundation of grade beams and footing pads. The superstructure consists of both exterior and interior masonry load bearing block complete with cast-in-place reinforced concrete floors. The roof structure is comprised of steel decking and membrane on open webbed steel joists and wide flanged beams.</p> <p>The exterior is a combination red brick, horizontal painted metal siding, stucco, and painted stone. Windows are typically double paned fixed and operable glazed units in aluminium frames. Exterior doors are typical steel framed (with or without glazing), painted.</p> <p>The total area of the main building is 7630.8 m<sup>2</sup> consisting of 33 classrooms. The classrooms are smaller than standard size. There is a combination of perimeter classrooms which have access to natural light; other rooms are internal space.</p>	

<b>6.0</b>	<b>2014-2017 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-24 Louis Riel School</b>	
<b>Facility Description (cont'd)</b>	
<p>In 2007, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> <li>▪ Exterior: requires upgrades (repair concrete stairs, re-roof areas as required, repair stucco finish)</li> <li>▪ Interior: requires upgrades (implement barrier-free items such as bathroom, install elevator, auto door openers)</li> <li>▪ Mechanical: requires upgrades (repair roof drains, replace original furnaces and cold air condenser)</li> <li>▪ Electrical: systems require upgrading (upgrade lighting fixtures, replace exit light fixtures and battery packs, etc.)</li> </ul>	
<b>Modernization</b>	
<p>Due to the age and condition of the building components, a modernization will improve functionality, security, safety and will upgrade building infrastructure. There is a need to modernize instructional spaces in order to enhance the learning environment.</p> <p>This modernization will include upgrading of the building envelope, mechanical and electrical systems. It will also replace worn architectural finishes and fixtures. This includes a library to learning commons conversion, bringing the school into alignment with 21<sup>st</sup> century learning. Additional project items include building and fire code upgrades, hazardous material abatement and addressing barrier-free accessibility including an elevator. The total project cost is estimated to be \$15 million.</p>	

## Capacity and Utilization

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

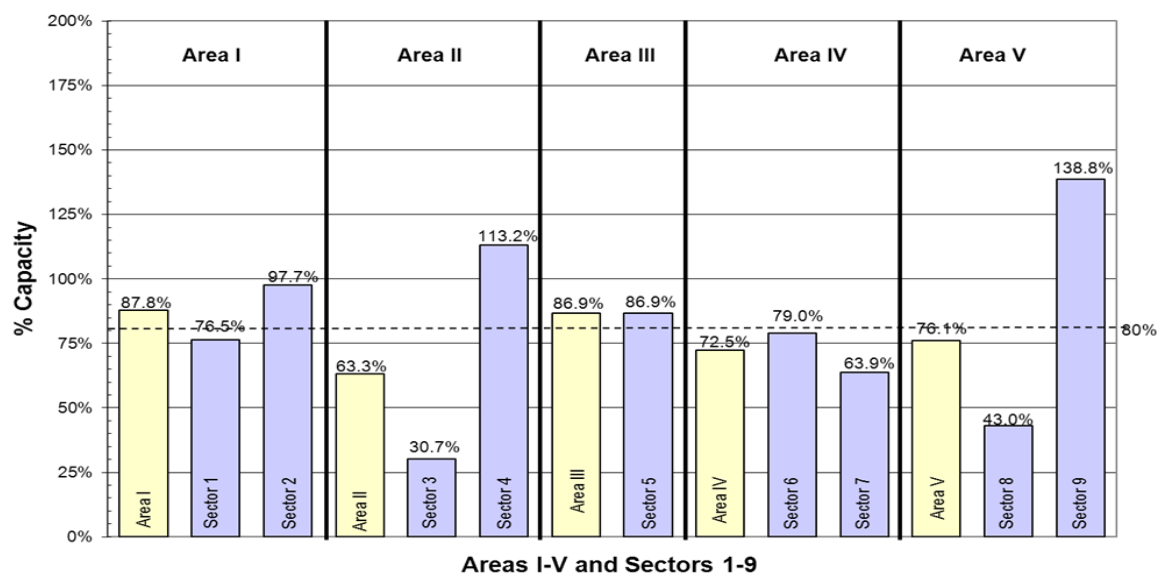
**Table 1: Capacity for K-9 by Residence (%)**

K-9 Students by Residence 2012-2013				
Area	Sector	Elementary/Junior High Students	Elementary/Junior High Capacity	% Utilization
AREA I	Sector 1	5,453	7,125	76.53%
	Sector 2	7,922	8,105	97.74%
<b>TOTAL</b>		<b>13,375</b>	<b>15,230</b>	<b>87.82%</b>
AREA II	Sector 3	4,065	13,513	30.08%
	Sector 4	10,167	8,983	113.18%
<b>TOTAL</b>		<b>14,232</b>	<b>22,496</b>	<b>63.26%</b>
AREA III	Sector 5	18,061	20,793	86.86%
<b>TOTAL</b>		<b>18,061</b>	<b>20,793</b>	<b>86.86%</b>
AREA IV	Sector 6	7,072	8,947	79.04%
	Sector 7	4,316	6,758	63.87%
<b>TOTAL</b>		<b>11,388</b>	<b>15,705</b>	<b>72.51%</b>
AREA V	Sector 8	7,373	17,163	42.96%
	Sector 9	12,584	9,068	138.77%
<b>TOTAL</b>		<b>19,957</b>	<b>26,231</b>	<b>76.08%</b>
<b>GRAND TOTAL</b>		<b>77,013</b>	<b>100,455</b>	<b>76.66%</b>

**Notes:**

- Student numbers are based on ArcView data as at September 30, 2012 (K@FTE to Grade 9).
- Capacity as per Alberta Infrastructure's ACU Report dated March 29, 2012, assuming exemptions.
- Under-utilized and over-utilized are shown on **Map 7**.

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



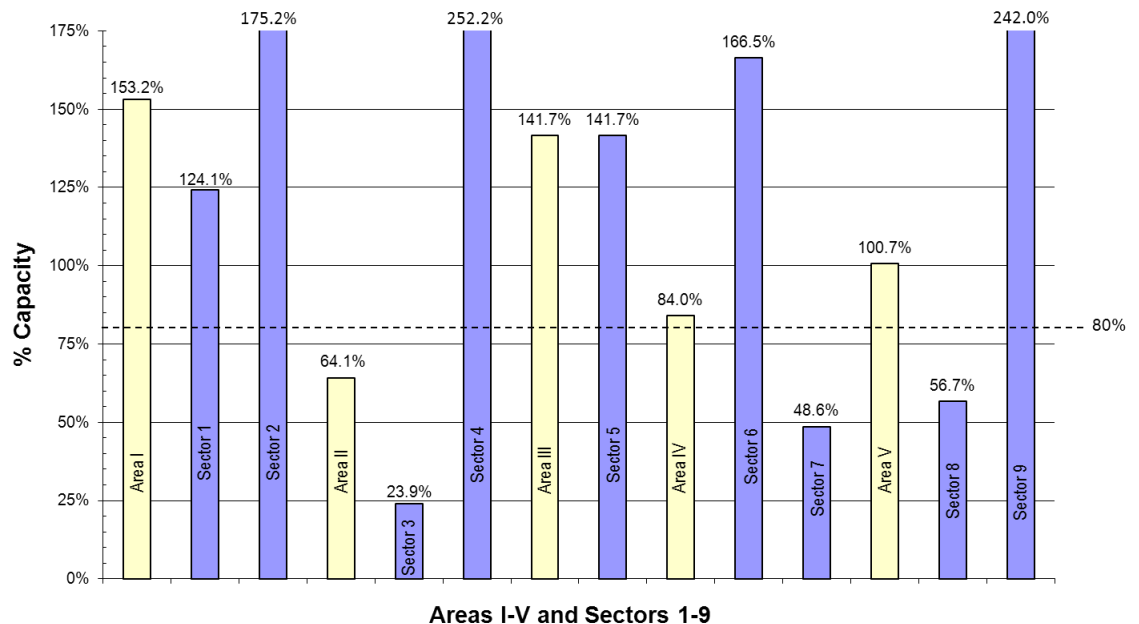
**Table 2: Capacity by Residence Senior High (%)**

Senior High Students by Residence 2012-2013				
Area	Sector	Senior High Students	Senior High Capacity	% Utilization
AREA I	Sector 1	1,893	1,525	124.13%
	Sector 2	3,531	2,015	175.24%
<b>Total</b>		<b>5,424</b>	<b>3,540</b>	<b>153.22%</b>
AREA II	Sector 3	1,453	6,082	23.89%
	Sector 4	3,278	1,300	252.15%
<b>Total</b>		<b>4,731</b>	<b>7,382</b>	<b>64.09%</b>
AREA III	Sector 5	6,823	4,816	141.67%
<b>Total</b>		<b>6,823</b>	<b>4,816</b>	<b>141.67%</b>
AREA IV	Sector 6	2,960	1,778	166.48%
	Sector 7	2,016	4,145	48.64%
<b>Total</b>		<b>4,976</b>	<b>5,923</b>	<b>84.01%</b>
AREA V	Sector 8	3,289	5,801	56.70%
	Sector 9	4,373	1,807	242.00%
<b>Total</b>		<b>7,662</b>	<b>7,608</b>	<b>100.74%</b>
<b>Grand Total</b>		<b>29,616</b>	<b>29,269</b>	<b>101.19%</b>

**Notes:**

- Student numbers are based on ArcView data as at September 30, 2012
- Capacity as per Alberta Infrastructure's ACU Report dated March 29, 2012, assuming exemptions.
- Under-utilized and over-utilized are shown on **Map 8**.

**Senior High Area Utilization Rates by Residence**



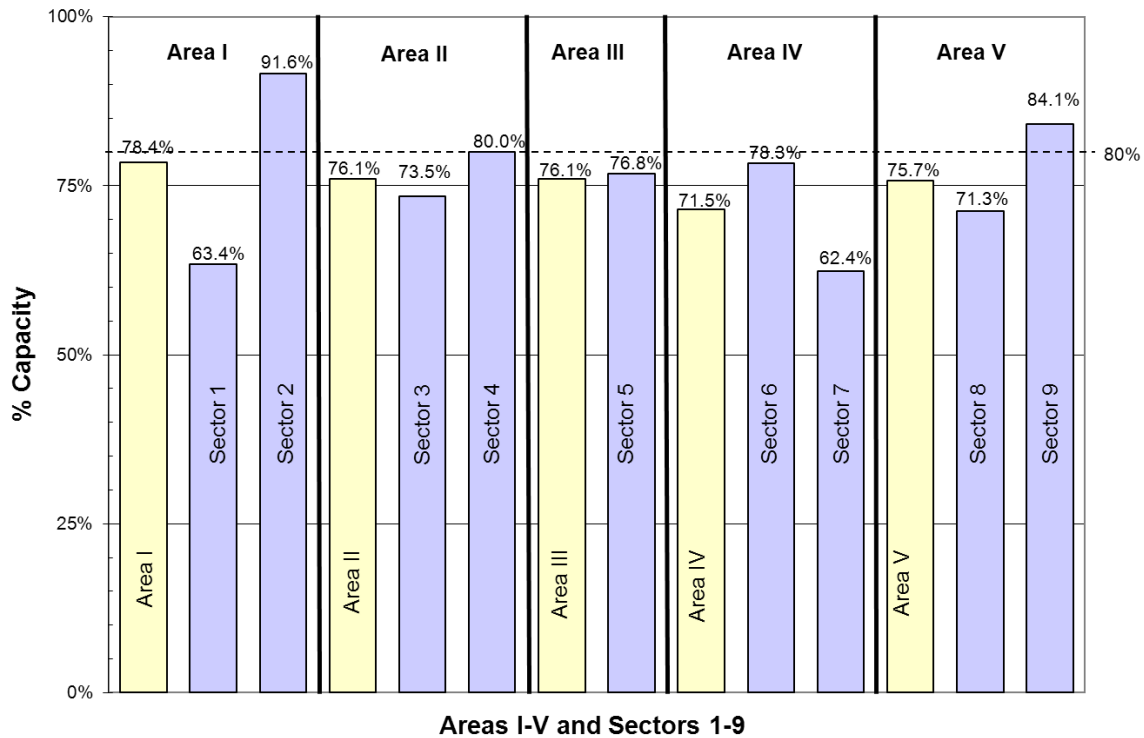
**Table 3: % Capacity for K-9 by Enrolment**

<b>K-9 Students by Enrolment 2012-2013</b>				
<b>Area</b>	<b>Sector</b>	<b>Elementary/Junior High Students</b>	<b>Elementary/Junior High Capacity</b>	<b>% Utilization</b>
<b>AREA I</b>	Sector 1	4,515	7,125	63.37%
	Sector 2	7,427	8,105	91.63%
<b>Total</b>		<b>11,942</b>	<b>15,230</b>	<b>78.41%</b>
<b>AREA II</b>	Sector 3	9,928	13,513	73.47%
	Sector 4	7,185	8,983	79.98%
<b>Total</b>		<b>17,113</b>	<b>22,496</b>	<b>76.07%</b>
<b>AREA III</b>	Sector 5	15,978	20,793	76.84%
<b>Total</b>		<b>15,978</b>	<b>20,793</b>	<b>76.84%</b>
<b>AREA IV</b>	Sector 6	7,007	8,947	78.32%
	Sector 7	4,217	6,758	62.40%
<b>Total</b>		<b>11,224</b>	<b>15,705</b>	<b>71.47%</b>
<b>AREA V</b>	Sector 8	12,239	17,163	71.31%
	Sector 9	7,623	9,068	84.06%
<b>Total</b>		<b>19,862</b>	<b>26,231</b>	<b>75.72%</b>
<b>Grand Total</b>		<b>76,119</b>	<b>100,455</b>	<b>75.77%</b>

**Notes:**

- Student numbers are based on ArcView data as at September 30, 2012 (K@FTE to Grade 9).
- Capacity as per Alberta Infrastructure's ACU Report dated March 29, 2012, assuming exemptions.

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





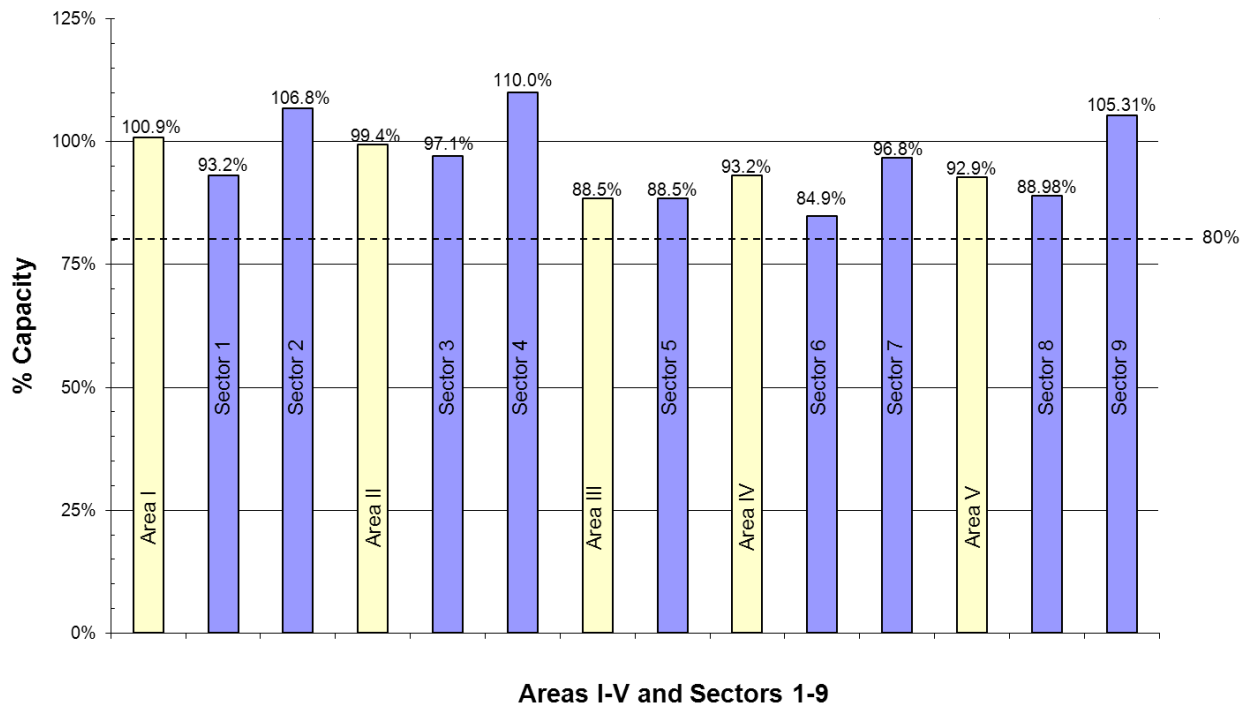
**Table 4: % Capacity by Enrolment – Senior High**

Senior High Students by Enrolment 2012-2013				
Area	Sector	Senior High Students	Senior High Capacity	% Utilization
AREA I	Sector 1	1,421	1,525	93.18%
	Sector 2	2,151	2,015	106.75%
<b>Total</b>		<b>3,572</b>	<b>3,540</b>	<b>100.90%</b>
AREA II	Sector 3	5,904	6,082	97.07%
	Sector 4	1,430	1,300	110.00%
<b>Total</b>		<b>7,334</b>	<b>7,382</b>	<b>99.35%</b>
AREA III	Sector 5	4,263	4,816	88.52%
<b>Total</b>		<b>4,263</b>	<b>4,816</b>	<b>88.52%</b>
AREA IV	Sector 6	1,509	1,778	84.87%
	Sector 7	4,011	4,145	96.77%
<b>Total</b>		<b>5,520</b>	<b>5,923</b>	<b>93.20%</b>
AREA V	Sector 8	5,162	5,801	88.98%
	Sector 9	1,903	1,807	105.31%
<b>Total</b>		<b>7,065</b>	<b>7,608</b>	<b>92.86%</b>
<b>TOTAL</b>		<b>27,754</b>	<b>29,269</b>	<b>94.82%</b>

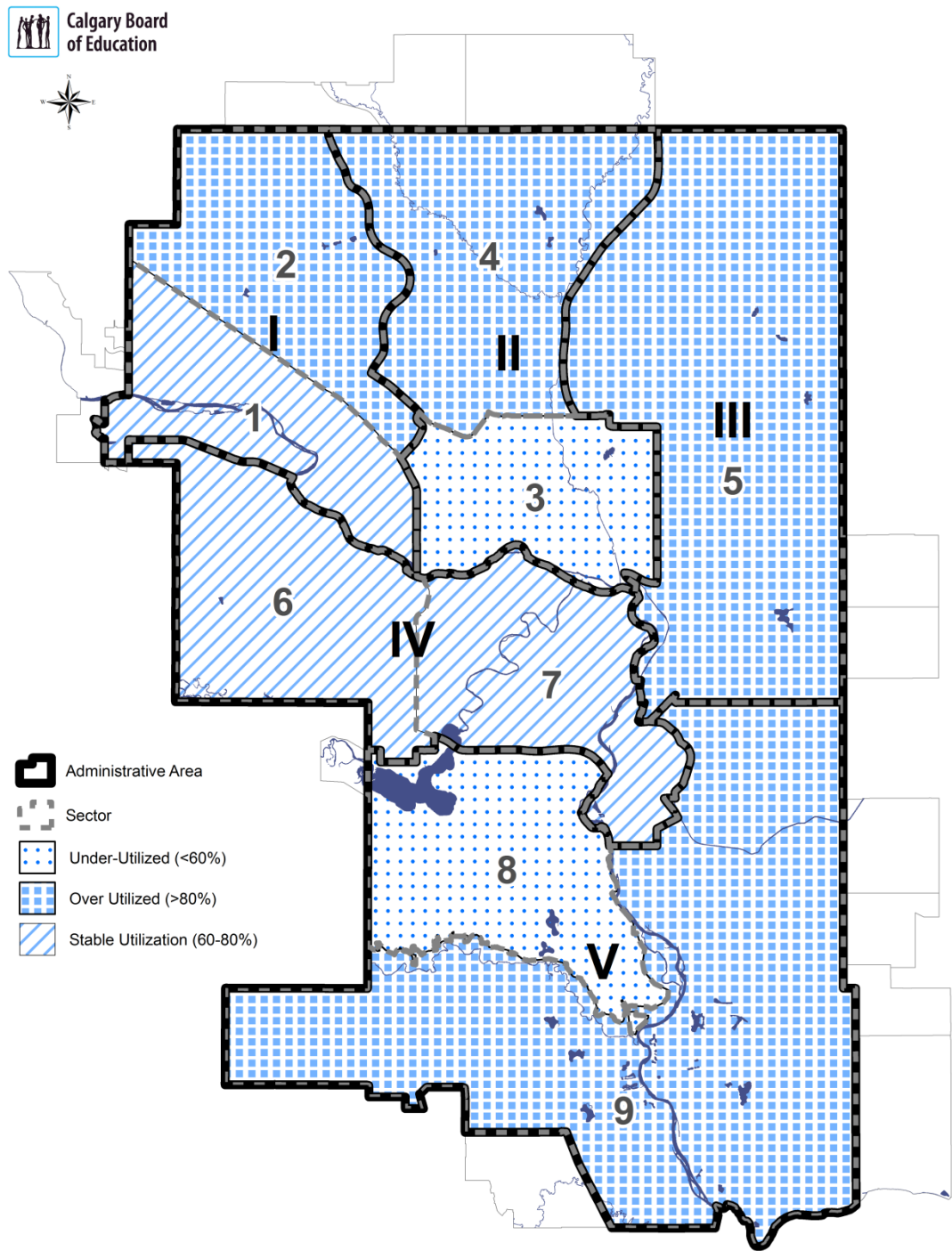
**Notes:**

- Student numbers are based on ArcView data as at September 30, 2012
- Capacity as per Alberta Infrastructure's ACU Report dated March 29, 2012, assuming exemptions.

**Senior High Area Utilization Rates by Enrolment**

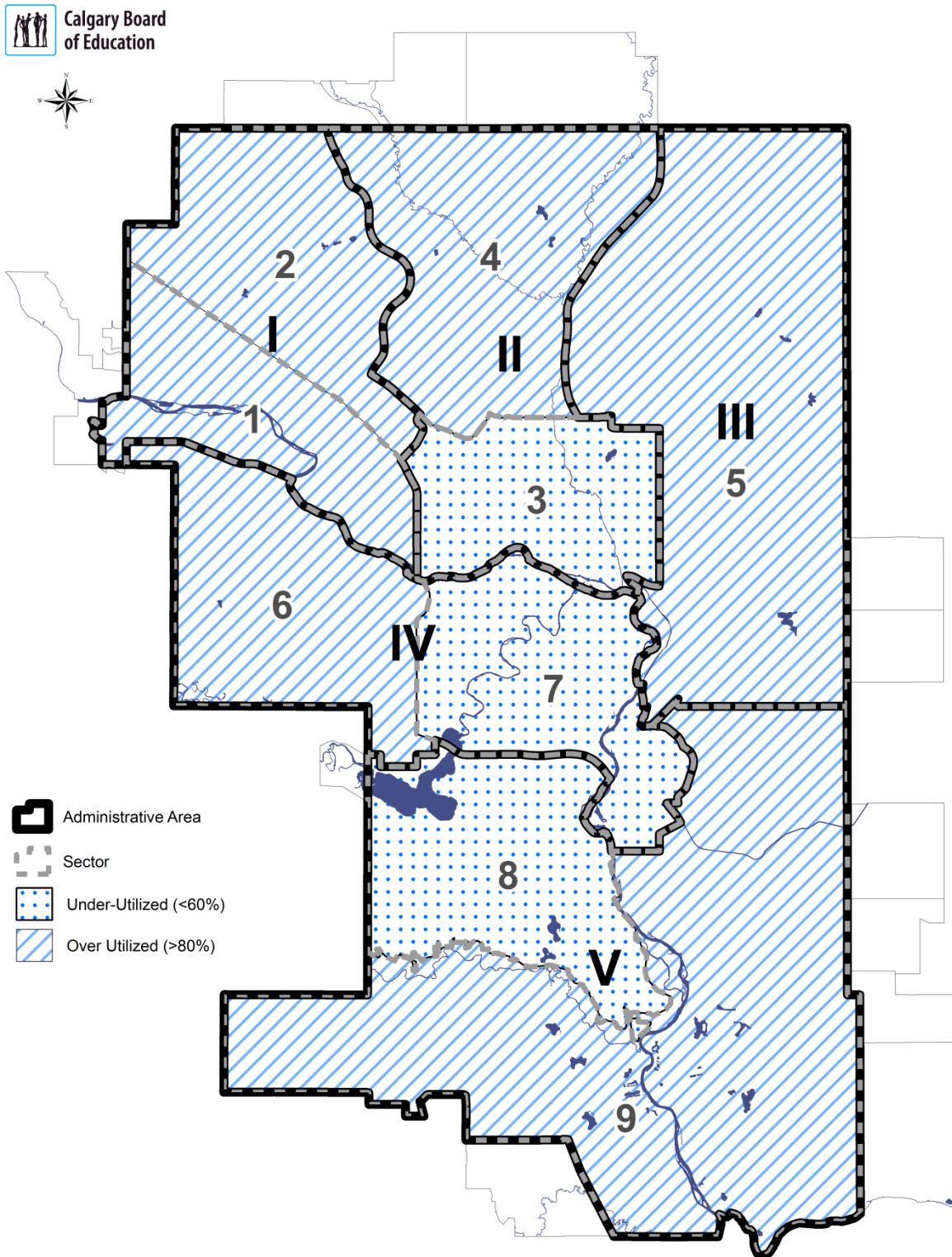


Sector Utilization by Residence  
for Kindergarten to Grade 9



Prepared by: Planning, Transportation and Environmental Services  
November 2012  
Map: K-9 Sector Utilization.mxd

# Sector Utilization by Residence for Grades 10-12



Prepared by: Planning, Transportation and Environmental Services  
March 6, 2013  
Map: 10-12 Sector Utilization.mxd

## Modernization Information

Rank	Modernization	Area	Grade	Points
1	Aboriginal Family Community School	IV	Pre K - 9	-
2	Jack James - CTS Program	III	Grades 10-12	-
3	Bowness High - CTS Program	I	Grades 10-12	-
4	Kingsland - Chinook Learning Services	V	Grades 10-12	-
5	James Fowler - CTS Program & Chinook Learning Services	II	Grades 10-12	-
6	Lord Beaverbrook - CTS Program	V	Grades 10-12	-
7	Forest Lawn - CTS Program	III	Grades 10-12	-
8	John Diefenbaker - CTS Program	II	Grades 10-12	-
9	Nickle School	V	Grades 5-9	435
10	Altadore School	IV	Grades K-6	435
11	Senator Patrick Burns School	II	Grades 5-9	430
12	A.E. Cross School	IV	Grades 7-9	430
13	Sir Wilfrid Laurier School	III	Grades 5-9	430
14	Woodman School	V	Grades 5-9	420
15	Dr. J.K. Mulloy School	II	Grades K-6	415
16	Henry Wise Wood High School	V	Grades 9-12	410
17	Simon Fraser School	I	Grades 5-9	410
18	Robert Warren School	V	Grades 5-9	405
19	Sir John A. Macdonald School	II	Grades 7-9	395
20	Thomas B. Riley School	I	Grades 5-9	390
21	Fairview School	V	Grades 5-9	390
22	Colonel Irvine School	II	Grades 7-9	385
23	Sherwood School	IV	Grades 5-9	385
24	Louis Riel School	V	Grades K-9	380
25	Sir John Franklin School	II	Grades 5-9	380
26	Elboya School	IV	Grades K-9	380
27	Rosedale School	II	Grades K-9	360
28	Ernest Morrow School	III	Grades 7-9	355
29	Briar Hill School	II	Grades 1-6	355
30	Bob Edwards School	III	Grades 7-9	340

The first eight priorities are placements based on priority program needs for the CBE. The remaining projects have been ranked on a priority basis. Key factors that are evaluated to determine priorities are:

- Role of the school and accommodation plans (30% weighting)
- Enrolment, utilization rates, and enrolment projections (25% weighting)
- Site features and location (5% weighting)
- Facility condition (20% weighting)
- Ability to upgrade the facility (20% weighting)
- The top 25 priorities are in the Three-Year School Capital Plan 2014-2017

Maximum points = 500

## Community Ranking for New Schools

Community	Points	Rank	Area	Sector	Grade
Panorama Hills <sup>(2)</sup>	145	1	II	4	K-4
Tuscany <sup>(2)</sup>	135	2	II	1	K-4
New Brighton/Copperfield Middle	100	3	V	9	GR5-9
Auburn Bay	95	4	V	9	K-4
McKenzie Towne Middle	95	5	V	9	GR5-9
Evergreen Middle	90	6	V	9	GR5-9
Cranston Middle	90	7	V	9	GR5-9
Springbank Hill	85	8	IV	6	K-4
West Springs/Cougar Ridge Middle	75	9	IV	6	GR5-9
Saddle Ridge <sup>(2)</sup>	75	10	III	5	K-4
Cougar Ridge	70	11	IV	6	K-4
Martindale <sup>(2)</sup>	70	12	III	5	K-4
Country Hills/Harvest Hills**	65	13	II	4	K-4
Silverado	65	14	V	9	K-4
Aspen Woods	65	15	IV	6	K-4
Evanston Middle	65	16	II	4	GR5-9
Bridlewood Middle*	65	17	V	9	GR5-9
Springbank Hill/Discovery Ridge Middle	60	18	IV	6	GR5-9
Signal Hill Middle	55	19	IV	6	GR5-9
Kincora	50	20	II	4	K-4
Skyview Ranch	45	21	III	5	K-4
Harvest Hills/Country Hills**	45	22	II	4	GR5-9
Evergreen <sup>(2)</sup>	45	23	V	9	K-4
Valley Ridge/Crestmont	40	24	I	1	K-4
Sherwood	40	25	I	2	K-4
Mahogany	40	26	V	9	K-4
Aspen Woods Middle	40	27	I	6	GR5-9
Cranston <sup>(2)</sup>	40	28	V	9	K-4
Sage Hill Middle	35	29	II	4	GR5-9
Hamptons	30	30	I	2	K-4
Skyview Ranch Middle	30	31	III	5	GR5-9
Discovery Ridge	25	32	IV	6	K-4
Sage Hill	20	33	II	4	K-4
Nolan Hill	0	n/a	I	2	K-4
Redstone	0	n/a	III	5	K-4
Legacy	0	n/a	V	9	K-4
Walden	0	n/a	V	9	K-4
Sherwood/Nolan Hill Middle	0	n/a	I	2	GR5-9
Legacy Middle	0	n/a	V	9	GR5-9
Walden Middle	0	n/a	V	9	GR5-9

- Notes:**
- \* Accommodation strategy to another community
  - \*\* Combined Country Hills/Harvest Hills into K-9 grade configuration
  - <sup>(2)</sup> Indicates second K-4 school.
  - In the case of ties, see description in Section 3.2.
  - n/a - schools with 0 points not ranked.
  - The top 21 priorities are in the Three-Year School Capital Plan 2014-2017.  
Excludes Bridlewood Middle (17) and Harvest Hills/Country Hills Middle (22)

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## 2014-2017 Ranking for Capital Submission – K-4 Statistics

Community	Community Growth Profile (statistics)			Busing and Travel Time (statistics)	
	2012 Pre-school Census (Public Declared)	Elementary (K-GR4) Enrolment	Annual Population Growth 3-Yr Average	Median Travel Time (minutes)	Greater than one Bus Receiver within two school years
<b>Area I</b>					
Hamptons	159	242	-60	nbr	no
Nolan Hill	0	0	0	nbr	no
Sherwood	112	118	323	33	no
Tuscany <sup>(2)</sup>	790*	587*	247	26	yes
Valley Ridge/Crestmont	272	192	11	22	no
<b>Area II</b>					
Country Hills/Harvest Hills	388	255	4	26	no
Kincora	315	225	497	14	no
Panorama Hills <sup>(2)</sup>	709*	519*	1934	25	yes
Sage Hill	154	82	641	19	no
<b>Area III</b>					
Martindale <sup>(2)</sup>	330*	336*	423	10	yes
Redstone	0	0	0	46	no
Saddle Ridge <sup>(2)</sup>	346*	174*	706	30	yes
Skyview Ranch	172	115	988	28	no
<b>Area IV</b>					
Aspen Woods	293	205	814	17	yes
Cougar Ridge	394	233	116	20	yes
Discovery Ridge	166	194	21	17	no
Springbank Hill	445	323	303	17	yes
<b>Area V</b>					
Auburn Bay	556	290	1242	28	no
Cranston <sup>(2)</sup>	274*	51*	906	nbr	yes
Evergreen <sup>(2)</sup>	465*	80*	654	nbr	no
Legacy	0	0	0	nbr	no
Mahogany	103	51	418	40	no
Silverado	352	168	839	27	no
Walden	39	35	312	37	no

Notes: 1. Preschool Census includes Public Declared Only. (Statistics from the City of Calgary "Number of Pre-School Children").  
2. School <sup>(2)</sup> = the community has a new school constructed or approved and can support a second K-4 school.  
3. Annual Population Growth information from The City of Calgary "2012 Civic Census".  
4. Median Travel Time – "nbr" no bus receiver for that community.  
5. Bus Receivers – community receives points if they have greater than one bus receiver school within two school years. (Busing and Travel Time information as per Transportation Services)

\* **Tuscany**<sup>(2)</sup> – deducted 612 (current provincial capacity) from pre-school (1402-612=790) total & K-4 (1199-612=587) total, as it would be their second elementary.  
**Panorama**<sup>(2)</sup> – deducted 603 (current provincial capacity) from pre-school (1312-603=709) total & K-4 (1122-603=519) total, as it would be their second elementary.  
**Martindale**<sup>(2)</sup> – deducted 515 (current provincial capacity) from pre-school (845-515=330) total & K-4 (851-515=336) total, as it would be their second elementary.  
**Saddle Ridge**<sup>(2)</sup> – deducted 550 (current provincial capacity) from pre-school (896-550=346) total & K-4 (724-550=174) total, as it would be their second elementary.  
**Cranston**<sup>(2)</sup> – deducted 550 (current provincial capacity) from pre-school (824-550=274) total & K-4 (601-550=51) total, as it would be their second elementary.  
**Evergreen**<sup>(2)</sup> – deducted 550 (current provincial capacity) from pre-school (1015-550=465) total & K-4 (630-550=80) total, as it would be their second elementary.

## 2014-2017 Ranking for Capital Submission – K-4

Community	Community Growth Profile (points)			Busing and Travel Time (points)		
	2012 Pre-school Census (Public Declared)	Elementary (K-GR4) Enrolment	Annual Population Growth 3-Yr Average	Median Travel Time	Bus Receivers	Total Points
<b>Area I</b>						
Hamptons	10	20	0	0	0	30
Nolan Hill	0	0	0	0	0	0
Sherwood	10	10	0	20	0	40
Tuscany <sup>(2)</sup>	60	50	0	15	10	135
Valley Ridge/Crestmont	20	10	0	10	0	40
<b>Area II</b>						
Country Hills/Harvest Hills	30	20	0	15	0	65
Kincora	30	20	0	0	0	50
Panorama Hills <sup>(2)</sup>	60	50	10	15	10	145
Sage Hill	10	0	5	5	0	20
<b>Area III</b>						
Martindale <sup>(2)</sup>	30	30	0	0	10	70
Redstone	0	0	0	0	0	0
Saddle Ridge <sup>(2)</sup>	30	10	5	20	10	75
Skyview Ranch	10	10	10	15	0	45
<b>Area IV</b>						
Aspen Woods	20	20	10	5	10	65
Cougar Ridge	30	20	0	10	10	70
Discovery Ridge	10	10	0	5	0	25
Springbank Hill	40	30	0	5	10	85
<b>Area V</b>						
Auburn Bay	50	20	10	15	0	95
Cranston <sup>(2)</sup>	20	0	10	0	10	40
Evergreen <sup>(2)</sup>	40	0	5	0	0	45
Legacy	0	0	0	0	0	0
Mahogany	10	0	0	30	0	40
Silverado	30	10	10	15	0	65
Walden	0	0	0	0	0	0

- Notes:
- 0 points in Community Growth Profile = 0 points in Busing, Safety and Travel Time.
  - Preschool Census includes Public Declared Only. (Statistics from the City of Calgary "Number of Pre-School Children".
  - Communities that have a new school constructed or approved and can only support one K-4 school are not ranked.
  - School <sup>(2)</sup> = the community has a new school constructed or approved and can support a second K-4 school.  
For communities that already have an elementary school, their current actual capacity is deducted from their Pre-School and K-4 enrolments.
  - Bus Receivers – community receives points if they have greater than one bus receiver school within two school years.

## 2014-2017 Ranking for Capital Submission – Middle/Junior (Grades 5-9) Statistics

Community	Community Growth Profile (statistics)			Accommodation Plan		Busing and Travel Time (Statistics)	
	Elementary (K-GR4) Enrolment	Middle (GR 5-9) Enrolment	Annual Population Growth 3-Yr Average	Existing K-4 School	Greater Than Two Transition Points	Median Travel Time (minutes)	Greater than one Bus Receiver within two school years
<b>Area I</b>							
Sherwood/Nolan Hill	118	137	323	no	no	21	no
<b>Area II</b>							
Harvest Hills/ Country Hills	255	360	4	no	no	29	no
Evanston	315	196	665	yes	no	38	no
Sage Hill	82	46	641	no	no	47	no
<b>Area III</b>							
Skyview Ranch	115	99	988	no	no	30	no
<b>Area IV</b>							
Aspen Woods	205	153	814	no	no	24	no
Signal Hill	414	414	1	yes	no	21	no
Springbank Hill/ Discovery Ridge	517	407	324	no	no	21	no
West Springs/ Cougar Ridge	668	429	641	yes	no	19	no
<b>Area V</b>							
Bridlewood	498	345	282	yes	no	20	no
Cranston	601	364	906	yes	no	25	no
Evergreen	630	580	654	yes	no	24	no
Legacy	0	0	0	no	no	n/a	no
McKenzie Towne	671	394	678	yes	no	35	no
New Brighton/ Copperfield	603	463	1795	yes	no	28	no
Walden	35	40	312	no	no	37	no

- Notes: 1. Annual Population Growth information from The City of Calgary "2012 Civic Census".  
2. Bus Receivers – community receives points if they have greater than one bus receiver school within two school years.  
(Busing and Travel Time information as per Transportation Services)

## 2014-2017 Ranking for Capital Submission – Middle/Junior (Grades 5-9)

Community	Community Growth Profile (points)			Accommodation Plan		Busing and Travel Time (points)		Total Points
	Elementary (K-GR4) Enrolment	Middle (GR 5-9) Enrolment	Annual Population Growth 3-Yr Average	Existing K-4 School	Greater Than Two Transition Points	Median Travel Time	Bus Receivers	
<b>Area I</b>								
Sherwood/Nolan Hill	0	0	0	0	0	0	0	0
<b>Area II</b>								
Harvest Hills/ Country Hills	10	20	0	0	0	15	0	45
Evanston	20	10	5	5	0	25	0	65
Sage Hill	0	0	5	0	0	30	0	35
<b>Area III</b>								
Skyview Ranch	0	0	10	0	0	20	0	30
<b>Area IV</b>								
Aspen Woods	10	10	10	0	0	10	0	40
Signal Hill	20	20	0	5	0	10	0	55
Springbank Hill/ Discovery Ridge	30	20	0	0	0	10	0	60
West Springs/ Cougar Ridge	40	20	5	5	0	5	0	75
<b>Area V</b>								
Bridlewood	30	20	0	5	0	10	0	65
Cranston	40	20	10	5	0	15	0	90
Evergreen	40	30	5	5	0	10	0	90
Legacy	0	0	0	0	0	0	0	0
McKenzie Towne	40	20	5	5	0	25	0	95
New Brighton/ Copperfield	40	30	10	5	0	15	0	100
Walden	0	0	0	0	0	0	0	0

- Notes: 1. 0 points in Community Growth Profile = 0 points in Busing, Safety and Travel Time.  
2. Bus Receivers – community receives points if they have greater than one bus receiver school within two school years.

## CBE Point Assignments

<b>Kindergarten - Grade 4, September 30, 2012</b>	
<b>Preschool Census (Age 1-5) (Public Declared)</b>	
100-199	10 points
200-299	20 points
300-399	30 points
400-499	40 points
500-599	50 points
≥600	60 points
<b>Current K-GR4 Enrolment (September 30, 2012)</b>	
100-199	10 points
200-299	20 points
300-399	30 points
400-499	40 points
500-599	50 points
≥600	60 points
<b>Annual Population Growth Three-Year Average of Community</b>	
600-799	5 points
≥800	10 points
<b>Median Travel Time to Bus Receiver</b>	
15-19 minutes	5 points
20-24 minutes	10 points
25-29 minutes	15 points
30-34 minutes	20 points
35-39 minutes	25 points
≥40 minutes	30 points
<b>Bus Receiver - Elementary</b>	
Greater than one bus receiver school required within two school years (no phase-outs)	10 points

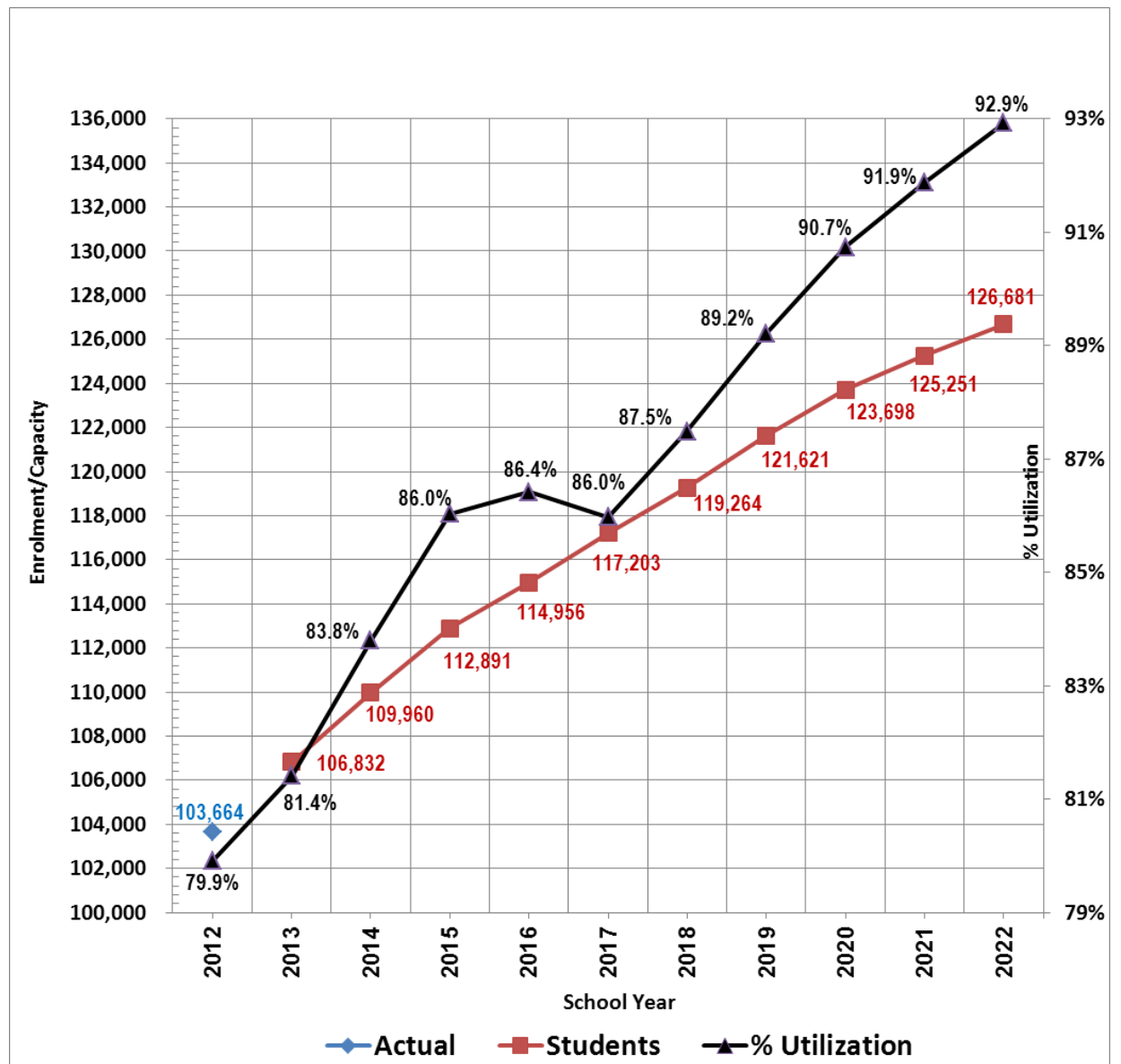
## CBE Point Assignments

Middle (Grade 5-9), September 30, 2012	
Elementary (K-GR4) Enrolment	
150-299	10 points
300-449	20 points
450-599	30 points
600-749	40 points
750-899	50 points
≥900	60 points
Current GR5-9 Enrolment (September 30, 2012)	
150-299	10 points
300-449	20 points
450-599	30 points
600-749	40 points
750-899	50 points
≥900	60 points
Existing K-4 School	5 points
Greater Than Two Transition Points	5 points
Annual Population Growth Three-Year Average of Community	
600-799	5 points
≥800	10 points
Median Travel Time to Bus Receiver	
15-19 minutes	5 points
20-24 minutes	10 points
25-29 minutes	15 points
30-34 minutes	20 points
35-39 minutes	25 points
≥40 minutes	30 points
Bus Receiver - Middle	
Greater than one bus receiver school required	10 points
within two school years (no phase-outs)	



**CBE SYSTEM UTILIZATION – (2012 – 2022)**  
**NO NEW SCHOOL ANNOUNCEMENTS**

Year	New Capacity	CBE Capacity	Students	% Utilization
2012		129,724	103,664	79.9%
2013	1,500	131,224	106,832	81.4%
2014		131,224	109,960	83.8%
2015		131,224	112,891	86.0%
2016	1,800	133,024	114,956	86.4%
2017	3,300	136,324	117,203	86.0%
2018	-	136,324	119,264	87.5%
2019	-	136,324	121,621	89.2%
2020	-	136,324	123,698	90.7%
2021	-	136,324	125,251	91.9%
2022	-	136,324	126,681	92.9%



## CBE SYSTEM UTILIZATION – (2012 – 2022)

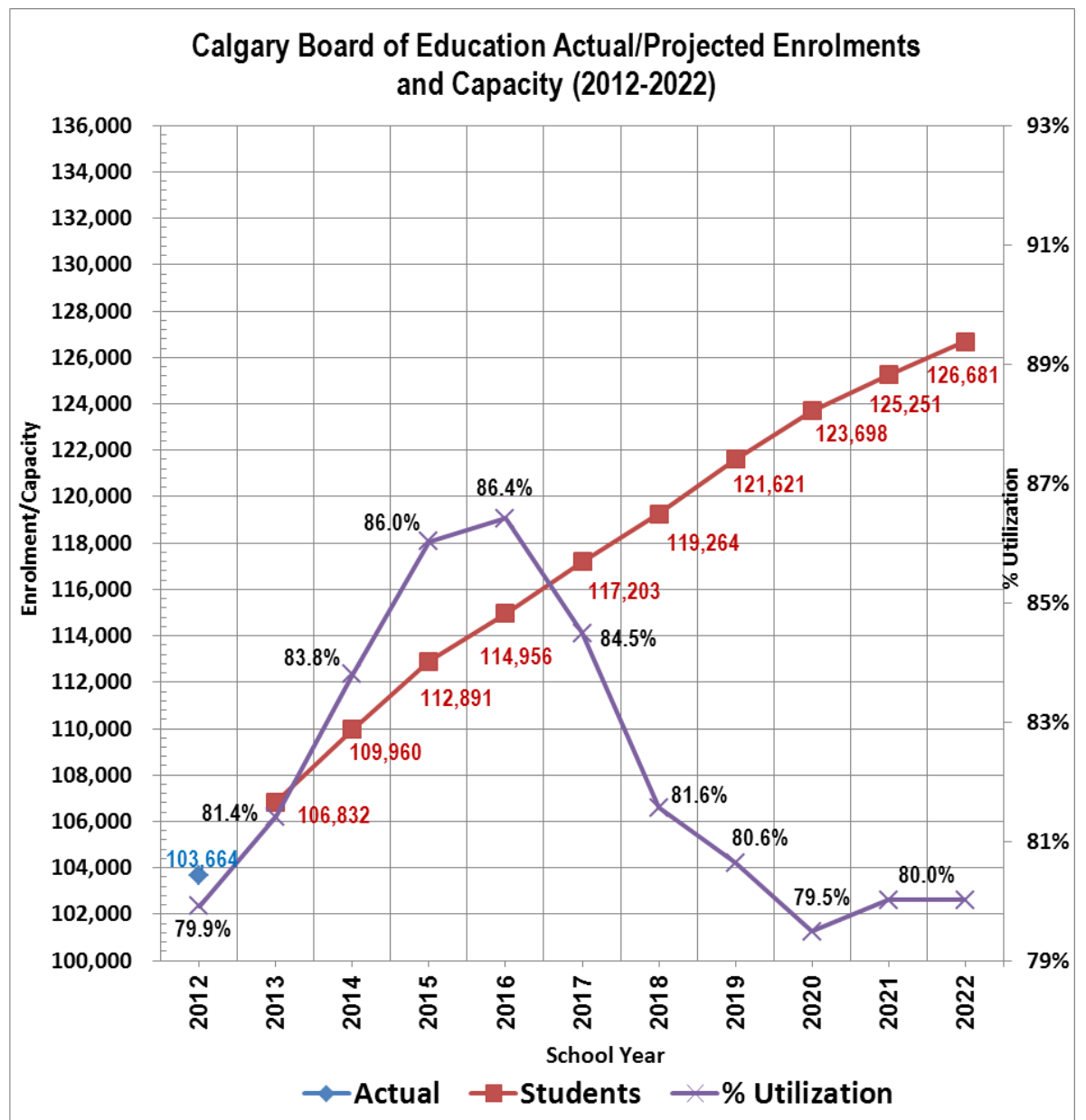
### BEST CASE SCENARIO – 25 NEW SCHOOLS

**Assumptions:** 1) New schools approved in the following years:

- 2013 - 6 announcements
- Year 1 (2014) - 11 approvals
- Year 2 (2015) - 7 approvals
- Year 3 (2016) - 7 approvals
- 2017 - 2 approvals
- 2018 - 2 approvals

2) School completion times

- 3 years - Elementary (P3 process, design, construction, commissioning)
- 4 years - Middle (P3 process, design, construction, commissioning)
- 4 years - Senior High (P3 process, design, construction, commissioning)



## Glossary of Terms and Definitions

### CBE Definitions

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

### CBE Formulas

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

### Alberta Education/Alberta Infrastructure School Capital Manual Definitions

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

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

<b>Site Development</b>	Provision of utility services, access, location of buildings, playfields and landscaping.
<b>Utilization Ratio</b>	The ratio determined by dividing a jurisdiction's total FTE student enrolment by its net capacity.

## report to Board of Trustees

## Correspondence

Date	May 28, 2013
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

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

- Email dated May 6, 2013 to Board Chairs and Superintendents from the Honourable Jeff Johnson, Minister, Alberta Education, regarding the Provincial Dual Credit Strategy.

Attachment: I: Relevant Correspondence





**From:** Education Minister [<mailto:Education.Minister@gov.ab.ca>]  
**Sent:** May-06-13 2:06 PM  
**Subject:** Provincial Dual Credit Strategy

**Dear Board Chairs and Superintendents of School Authorities:**

As we continue to collectively build on Alberta's strong education system by working towards realizing the vision of *Inspiring Education* and increased student mobility and success, we are pleased to take a moment to announce our Government's support for the Provincial Dual Credit Strategy.

This Provincial Dual Credit Strategy is an important initiative supported and funded by the Ministries of Education, Enterprise and Advanced Education, and Human Services. It further delivers on our commitment to providing relevant and engaging learning opportunities for Alberta high school students that facilitate diverse learner pathways into, within and beyond the post-secondary system. The strategy will invest more than \$11 million over three years in dual credit opportunities, resources, pathways and partnerships to support the success of Alberta students. This investment includes \$5.35 million to increase dual credit opportunities for high school students, to be developed by school authorities, post-secondary institutions and business and industry.

The strategy is designed to enable Alberta high school students to participate in post-secondary courses, while earning both high school and post-secondary credits for the same course(s). By allowing young Albertans to explore their interests and career options while studying in high school, the initiative sets the stage for positive outcomes, such as introducing youth to post-secondary programs, connecting students with local employers, and helping to build an innovative and entrepreneurial workforce. It also reflects the continued shift in our education system towards focusing on competencies that support diverse learner pathways by allowing all students to have the opportunity to earn credit while applying knowledge and skills to real-life scenarios.

As you may know, dual credit opportunities are currently available to students in some pockets of our province. These innovative partnerships between school jurisdictions, post-secondary institutions and local industry partners are playing a key role in supporting students to reach their full potential. The primary objective of the Provincial Dual Credit Strategy is to further build on this positive momentum.

We encourage schools and school authorities, publicly funded post-secondary institutions and businesses and industry to consider establishing partnerships for delivering dual credit learning opportunities. Further details on how to submit applications for dual credit opportunities, as well as supporting information, such as the *e-Toolkit* (including the application form, application evaluation criteria and dates), Frequently Asked Questions, and the *Provincial Dual Credit*

*Strategy: Call to Action* are available at the Provincial Dual Credit website. Applications for funding will be reviewed by the Provincial Dual Credit Steering Committee, which is comprised of representatives from school jurisdictions, post-secondary institutions, and business and industry.

On behalf of the Government of Alberta, we would like to thank you for your continued efforts in helping to ensure our education system remains responsive to the needs of today's learners. We look forward to continuing to work with you to expand learner pathways by providing dual credit opportunities that support the success of all learners in our schools and communities.

Sincerely,

Jeff Johnson  
Minister of Education  
MLA for Athabasca-Sturgeon-Redwater  
Phone: 780-427-5010  
Email: [education.minister@gov.ab.ca](mailto:education.minister@gov.ab.ca)

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**report to  
Board of Trustees****EducationMatters Financial Statements March 31, 2013**

Date	May 28, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Janice R. Barkway Office of the Corporate Secretary
Purpose	Information
Originator	Barbara Burggraf, Executive Director, EducationMatters
Governance Policy Reference	Governance Culture GC-3: Board Job Description

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**1 | Recommendation**

It is recommended:

- THAT the Board of Trustees receives the financial report for EducationMatters for information and for the record, in the form as submitted.

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**2 | Background**

The Board of Trustees has requested quarterly reporting from EducationMatters. The attached report is provided in response to this request.

Appendix I: Education Matters Financial Statements as at March 31, 2013



May 21, 2013

To the Calgary Board of Education Trustees

EducationMatters is pleased to share its March 31, 2013 unaudited internal financial report (the "Report") with you.

EducationMatters' management ("Management") has prepared the Report to the Trustees based on its internal reports and accounting records. While Management has used its best estimates in preparing the Report, please be advised that the Report has not been audited or reviewed nor have notes to the statements been prepared. Other readers may require additional information in order to rely on the Report for their own purposes.

The Report contains the following special purpose financial statements and other information:

- Unaudited Statement of Financial Position as at March 31, 2013 and audited December 31, 2012
- Unaudited Statement of Operations for the period ended March 31, 2013 and comparative for the year ended December 31, 2012
- Unaudited Operating Budget Comparison to March 31, 2013
- Statement of EducationMatters Funds Established as at March 31, 2013
- Statement of Grants Awarded for the year to date March 31, 2013
- A discussion of some of the amounts and transactions summarized in the statements

Respectfully submitted,

Monica Bryan - Director, Finance & Administration, EducationMatters  
Mark Saar - Treasurer, EducationMatters

**EducationMatters**  
**Statement of Financial Position**

As at March 31, 2013

\$'000

(unaudited)

	<b>As At Mar 31/13</b>	<b>As At Dec 31/12</b>
<b>ASSETS</b>	(unaudited)	(audited)
Cash and cash equivalents	200	162
Investments	4,234	3,837
Accounts receivable	-	2
Prepaid expenses	-	5
Capital assets	5	6
Total assets	<u>4,439</u>	<u>4,012</u>
<b>LIABILITIES</b>		
Accounts payable	22	87
Deferred Contributions	-	125
Total liabilities	<u>22</u>	<u>212</u>
<b>FUND BALANCES</b>		
Endowment funds	2,457	2,333
Flow through funds	1,084	935
Operating funds	<u>876</u>	<u>532</u>
Total fund balances	4,417	3,800
Total liabilities and fund balances	<u>4,439</u>	<u>4,012</u>

**EducationMatters**  
**Statement of Operations**  
Year to Date to March 31, 2013

\$'000

(unaudited)

(audited)

	<u>Endowment</u>	<u>Flow-Thru</u>	<u>Operating</u>	<u>Total</u>	<u>Dec 31/12</u>
	\$	\$	\$	\$	\$
<b>REVENUES</b>					
Contributions	13	216	11	240	2,279
CBE grants			500	500	500
Gains/losses on investments	128	(1)	3	130	230
Interest & fees			9	9	31
Total revenue	141	215	523	879	3,040
 <b>GRANTS</b>					
Grants issued	10	63		73	1,699
 <b>EXPENSES</b>					
Salaries & benefits			137	137	527
Consulting & professional fees			8	8	31
Administrative expenses	8		35	43	231
Advertising & communications			1	1	13
Total expenses	8		181	189	802
 <b>FUND BALANCES</b>					
Change during the period	123	152	342	617	539
Beginning balance	2,333	935	532	3,800	3,261
Balance, end of period	2,456	1,087	874	4,417	3,800

Total contributions since inception:

2013 YTD	240
2012	2,279
2011	1,288
2010	862
2009	733
2008	1,197
2007	641
2006	865
2005	786
2004	612
2003	356
	<u>9,859</u>



**EducationMatters**  
**Operating Budget Comparison**  
**Year-to-Date March 31, 2013**  
(thousands of dollars)

	<b>2013 BUDGET</b>	<b>31 - Mar Actual</b> (unaudited)
	\$	\$
Operating Expenses by function:		
Salaries and Employee Benefits	568	137
Events	79	-
Fund Development & Communications	68	3
Organizational Administration	216	41
	<hr/>	<hr/>
Total Expenses	<u>931</u>	<u>181</u>

**EducationMatters**  
**Funds Established**  
as at March 31, 2013

	<b>Fund Balance \$</b>
<b>Flow Thru Funds (Grants):</b>	
Allan Markin Healthy Learners Fund	157,706
Athletics Flow Thru Fund, Helping Students in Need	225
Benjamin (Ben) Albert Legacy Fund	-
Beverley Hubert Global Citizenship Fund	-
Bowness High School Enhancement Flow Thru Fund	-
Bridlewood School Enhancement Fund	-
Calgary Flames Ambassadors Supports for Kids with the Gift of Dyslexia Fund	-
Campus Calgary Programs Flow Thru Fund	-
Career Pathways Flow Thru Projects Fund	13,460
Christine Meikle School Flow Thru Fund	-
Civil Society & Citizenship Flow Thru Fund	141
Cornerstone Fund, Enhancing Education for Economically Disadvantaged Students	7,601
Distinguished Alumni Fund	-
Dr. Brendan Croskery Aboriginal Culture Fund	48
Ernest Manning HS Enhancement Flow Thru Fund	-
Family Literacy Program Flow Thru Fund	279
French for the Future Program Fund	-
Fuel for School Program Flow Thru Fund	1,649
Future Leaders Flow Thru Fund	15,582
Heather and N. Murray Edwards Literacy Fund	59,362
High School Transition Program	-
Integro Legacy Fund	15,641
James Fowler HS Art Program Equipment Enhancement Fund	-
Lord Shaughnessy High School Enhancement Flow Thru Fund	4
Louise Dean School Fund	2,467
McGill University Faculty of Agricultural and Environmental Sciences Fund	4,750
Mawer Investment Management Literacy Flow Thru Fund	17,014
Public Education Enhancement Flow Thru Fund (Designated)	284,074
Public Education Enhancement Flow Thru Fund	5,430
Schools Helping Schools Fund	1,368
SPIRIT Program Fund	-
Stampede Foundation Fund	-
Students with Special Needs Flow Thru Fund	-
Supports for Students with Fetal Alcohol Spectrum Disorder Flow Thru	48
TEAM Leadership Flow Thru Fund	-
Tyler Zeer Flow Thru Fund	1,178
West Springs School Enhancement Fund	3,360
Willow Park School Program Enhancement Flow Thru Fund	33
Youth Mentorship Flow Thru Fund	-
<b>Total Flow Thru Funds (Grants)</b>	<b>\$591,420</b>
<b>Endowment Funds (Grants):</b>	
Athletics Endowment Fund, Helping Students in Need	17,753
Bob Bannerman Memorial Fund	11,706
Beverley Hubert Global Citizenship Fund	17,602
Career Pathways Field of Interest Endowment Fund	62,836
Civil Society & Citizenship Education Endowment Fund	16,446
ConocoPhillips World Schools Debate Development Endowment Fund	39,631

	<b>Fund Balance \$</b>
Cornerstone Fund, Enhancing Education for Economically Disadvantaged Students	56,320
Creagh Family Fund	18,895
Dr. Brendan Croskery Aboriginal Culture Fund	28,971
EducationMatters Admin Endowment Fund	31,103
Enhancing Education for Students with Special Needs Endowment Fund	27,928
Enhancing ESL Education Endowment Fund	42,358
Future Leaders Endowment Fund	33,801
Georgie C Higgins Junior High Memorial School Fund	8,797
Georgie C Higgins Investment Fund for Lester B Pearson High School	8,583
Governors' Endowment Fund	6,153
Jason and Jane Louie Memorial Fund	5,838
Lehew-Wyman Family Endowment Fund	30,606
M.P. Hess Fund	6,981
Margaret and Bill Whelan Endowment Fund	53,157
Mary Nelson Memorial Fund	49,847
Mawer Investment Management Literacy Fund	21,400
McGill University Faculty of Agricultural and Environmental Sciences Fund	6,126
Public Education Enhancement Endowment Fund	254,737
Public Education Enhancement Endowment Fund (Designated)	46
Schools Helping Schools Fund	26,356
Southland Transportation Career Pathways Endowment Fund	5,902
Sunnyside Community School Endowment Fund	22,730
Supports for Students Born with Fetal Alcohol Spectrum Disorder Fund	28,723
TEAM Leadership Lord Beaverbrook HS Endowment Fund	5,765
Terry Wright Endowment Fund	6,579
Tiberious Publishing Program Fund	12,061
Tyler Zeer Endowment Fund	27,351
William Reid School Endowment Fund	16,809
Youth Mentorship Endowment Fund	7,654
<b>Total Endowment Funds (grant availability capped @ 4.5%)</b>	<b>\$1,017,551</b>

**EducationMatters**  
**Funds Established**  
as at March 31, 2013

	<b>Fund Balance \$</b>
<b>Flow Thru Funds (Scholarships):</b>	
Aaron Family Scholarship Fund	-
Aberhart Alumni Scholarship Fund	900
Aboriginal Students Award Fund	9,614
Accomplished Angels Student Award Fund	50,003
Arrata Family Award for New Canadians	1,791
Ataturk Peace Scholarship	-
Benjamin (Ben) Albert Legacy Fund	-
Bennett Jones Scholarship Fund	-
Calgary Bridge Foundation for Youth Student Awards Fund	5,500
Calgary Chamber of Commerce Play with the Presidents Scholarship Fund	1,000
City of Calgary Degree Granting Scholarship Fund	28,903
City of Calgary Post Secondary Scholarships	15,300
ConocoPhillips Canada Awards	16,695
CTS Scholarship Flow Thru Fund	663
David James Anderson Memorial Award Fund	533
EducationMatters Scholarship Flow Thru Fund	24,119
EllisDon Student Award Fund	6,634
ENMAX Scholarship Fund	21,969
Future Leaders Scholarship Flow Thru Fund	2,004
Gary Weimann Award for Community Service	237
Green & Gold Flow Thru Scholarship Fund	9,462
Hal Winlaw Health & Nutrition Legacy Award	-
Haworth & Heritage Bus Interiors Architecture/Interior Design Scholarship Fund	6,000
Henry Wise Wood Warriors Legacy Flow Thru Fund	7,345
Henry Wise Wood Class of 1970 Scholarship Fund	6,295
Hopewell Scholarship Fund	2,375
Integro Legacy Scholarship Fund	24,985
Ivy & Len Freeston Student Award Flow Thru Fund	238
Jennifer Ellen Shepherd Memorial Award Fund	15,156
Jim Hoepfner Award	1,520
Kermet Archibald & Jacoba Van Den Brink Memorial Scholarship at The Cgy Found	15,000
The Marguerite Patricia P. Bannister Scholarship Fund at The Calgary Foundation	208,609
Marofke Family Aberhart Music Scholarship	116
Queen Eliz Deaf and Hard of Hearing Scholarship and Program Enhancement Fund	1,024
Richard D. Tingle Student Award Flow Thru Fund	750
Southland Transportation Scholarship Flow Thru Fund	3,744
Verna Hart Toole Legacy Award Fund	1,767
William & Toshimi Sembo Badminton Scholarship Fund	2,238
<b>Total Flow Thru Funds (Scholarships)</b>	<b>\$492,489</b>

	<b>Fund Balance \$</b>
<b>Endowment Funds (Scholarships):</b>	
Aaron Family Scholarship Fund	10,926
Aberhart Alumni Scholarship Fund	58,724
Accomplished Angels Student Award Fund	10,253
Archie McKillop Student Award Endowment Fund	27,543
Arrata Family Award for New Canadians	37,771
Benjamin (Ben) Albert Legacy Fund	175,914
Bennett Jones Scholarship Fund	6,638
Bruce Leidl Composition Award Fund	10,814
Carolyn Baxter Memorial Award Fund	6,133
CTS Scholarship Endowment Fund	62,605
David James Anderson Memorial Award Fund	12,312
Dr. Gordon Higgins Student Award Fund	15,782
Dustin Peers Memorial Visual Arts Award	41,069
Edith Berger Memorial Scholarship Fund	14,687
EducationMatters Endowed Scholarship Fund	1,104
Future Leaders Scholarship Endowment Fund	22,299
Gary Weimann Award for Community Service	18,143
George Morley Memorial Scholarship	8,146
Green & Gold Endowment Scholarship Fund	149,524
Hal Winlaw Health & Nutrition Legacy Award Fund	3,526
Haworth & Heritage Business Interiors Architecture/Interior Design Scholarship Fund	26,389
Henry Wise Wood Warriors Legacy Endowment Scholarship Fund	25,227
Hugh Robertson Science Award Fund	11,853
Ivy & Len Freeston Student Award Endowment Fund	15,275
James Fowler School Award Fund	12,118
Joan Ethier Women in Science Scholarship	323,514
Keith Yu Memorial Scholarship Fund	22,564
Marjorie Taylor Memorial Scholarship Fund	51,735
Marofke Family Aberhart Music Scholarship	25,232
Mary Belkin Memorial Scholarship Fund	19,726
MW & JR Tebo Memorial Journalism Fund	15,191
Queen Elizabeth Deaf and Hard of Hearing Scholarship and Prog Enhancement Fund	24,146
Richard D. Tingle Student Award Fund	23,105
Rick Theriault Outstanding Athletic Contribution Award Fund	13,643
Ruth Ursula Leipziger Scholarship Fund	25,765
Shawn Whitney Memorial Award Fund	9,962
Southland Transportation Scholarship Endowment Fund	6,163
Steven Irving Memorial Music Scholarship	29,649
Susy Devlin Memorial Award Fund	23,211
Thomas Moore Memorial Bursary Fund	13,898
Viscount Bennett Band Parents Association Award Fund	7,786
William Keir MacGougan Memorial Bursary	19,600
<b>Total Endowment Funds (scholarship availability capped @ 4.5%)</b>	<b>\$1,439,665</b>

**EducationMatters**  
**Statement of Grants & Scholarships Awarded**  
**Year-to-Date March 31, 2013**

	\$
Alex Munro School - Naturalization Project	450
Sir John A MacDonald School - Grounds Refurbishment	450
<b>Total Program Grants</b>	<b>\$900</b>
<b>Total Scholarships</b>	<b>71,533</b>
<b>Total Grants and Scholarships</b>	<b>\$72,433</b>
<b>Total Grants since Inception</b>	<b>\$4,658,847</b>
<b>Total Scholarships since Inception</b>	<b>\$1,105,881</b>



## **EducationMatters**

### **Discussion of Financial Position and Results of Operations**

#### ***Statement of Financial Position***

As a result of CBE and EducationMatters having different fiscal years, a portion of our operating grant contributions are deferred each year end to reflect the fiscal year for which we have received operating funds.

At December 31, 2012 we deferred \$125,000 of CBE operating contributions received in 2012 that relate to our fiscal year 2013. In February, 2013, we received \$375,000, the second half of our operating funds for the period September 1, 2012 to August 31, 2013.

Capital assets consist primarily of office equipment.

#### ***Statement of Operations***

Based on March 31, 2013 financial information and budget to actual fund development comparisons, we feel confident that we will achieve the fund development targets set for 2013.

As is common with most not for profit or charitable organizations, donations are recognized only when they are received and not accrued as promises receivable.

#### ***Operating Budget Comparison***

Expenditures reported include only cash expenses for budget comparison purposes.

#### ***Funds Established and Grants Awarded***

Our report on Funds Established and their balances to March 31, 2013 reflect both realized and unrealized gains on funds. For the long term EducationMatters expects steady growth of their investments.

The majority of granting and scholarship activities occur in the fall of each year. Grants and scholarships, of which \$1.7 million were issued in 2012, continue to provide a significant contribution back to public school students and systems at the CBE.

## report to Board of Trustees

## Chief Superintendent's Update

Date	May 28, 2013
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

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It is recommended:

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

### 2 | Issue

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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.



#### Finance

##### 2012-2013 2<sup>nd</sup> Quarter Operating Budget Variance Report

- The 2012-13 second quarter forecast incorporates the changes related to September 30, 2012 enrolment counts. This results in increased revenues and expenses over the budget approved in May 2012.
- The Calgary Board of Education is forecasting a reduction in the operating deficiency of \$4.4 million (from \$16.1 million to \$11.7 million) despite the elimination of AISI and the Fuel Price Contingency grants as announced on March 7, 2013. As a result, funding is available to maintain AISI programming in 2012-13 and to reduce the use of amortization reserves to support operations.
- Attachment I highlights variances between the approved budget and the forecasted revenue and expense for the year ended August 31, 2013. Explanations have been provided for variances above 1% in accordance with Operational Expectations 6 – Financial Administration. In alignment with the 2012-13 Operating Budget, expenditures are reported by program (also known as “block”) and by object.
- This spring, the CBE performed its periodic review of the allocation of expenses among blocks. These reallocations are reflected in the 2012-23 forecast for the year ended August 31, 2013, and the 2012-13 figures have been reclassified for comparative purposes.

##### 2012-2013 2<sup>nd</sup> Quarter Capital Budget Variance Report

- The 2012-13 Quarterly Capital Budget Status & Variance Report highlights variances between the current approved budget and estimated capital expenditures for the year ended August 31, 2013. Explanations have been provided for all variances above 1% in accordance with our interpretation of Operational Expectations 6 – Financial Administration.
- Attachment II - Quarterly Capital Budget Status Report, Summary of Board Funded Capital Investments - Non-Facility, provides an overall summary of the non-facility capital projects and their related funding.



- Attachment III - Quarterly Capital Budget Status Report, Summary of Multi Year Facility Projects, reflects Alberta Government funded school and portable classroom projects and Board Funded Capital Projects for non-school buildings and commissioning costs on new schools, and their related funding.

*Naomi Johnson*

NAOMI E. JOHNSON  
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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



# Attachment I – Operating Budget Variance Report Q2 2012-13

Description	2012-2013 Approved Budget (A)	Forecast for the year ended Aug 31, 2013 (B)	Variance Favourable/ (Unfavourable)	Variance Favourable/ (Unfavourable)	Note
<b>REVENUE</b>	(\$000's)	(\$000's)	(\$000's)	%	Variances >1%
Government of Alberta	1,040,531	1,051,921	11,390	1.1%	(1)
Fees	30,856	31,562	706	2.3%	(2)
Other sales and services revenue	20,295	21,011	716	3.5%	(3)
Amortization of capital allocations revenue	29,606	28,912	(694)	(2.3)%	(4)
All other revenues	31,582	33,336	1,754	5.6%	(5)
<b>Total revenue</b>	<b>1,152,870</b>	<b>1,166,742</b>	<b>13,872</b>	<b>1.2%</b>	
<b>EXPENSE BY PROGRAM</b>					
Instruction	922,616	927,157	(4,541)	(0.5)%	
Plant operations and maintenance	141,308	142,153	(845)	(0.6)%	
Transportation	39,012	40,551	(1,539)	(3.9)%	(6)
Administration	37,941	40,227	(2,286)	(6.0)%	(7)
External services	28,073	28,324	(251)	(0.9)%	
<b>Total expense</b>	<b>1,168,950</b>	<b>1,178,412</b>	<b>(9,462)</b>	<b>(0.8)%</b>	
<b>EXPENSE BY OBJECT</b>					
Certificated salaries, wages and benefits expense	681,504	685,042	(3,538)	(0.5)%	
Non-certificated salaries, wages and benefits expense	235,032	234,262	770	0.3%	
Services, contracts and supplies expense	197,820	208,713	(10,894)	(5.5)%	(8)
Amortization expense	52,101	47,902	4,199	8.1%	(9)
Interest on capital debt expense	1,116	1,116	-	0.0%	
All other expenses	1,377	1,377	-	0.0%	
<b>Total expense</b>	<b>1,168,950</b>	<b>1,178,412</b>	<b>(9,462)</b>	<b>(0.8)%</b>	
<b>Operating excess/(Deficiency) for the year</b>	<b>(16,080)</b>	<b>(11,670)</b>	<b>4,410</b>	<b>(27.4)%</b>	
<b>Transfer from/(to) operating reserves/designated funds</b>					
Transfer from/(to) operating reserves	10,001	9,345	(656)	(6.6)%	(10)
Transfer from/(to) designated funds - schools	-	1,127	1,127	100.0%	(11)
Transfer from/(to) designated funds - Service unit	-	1,514	1,514	100.0%	(11)
	<b>10,001</b>	<b>11,986</b>	<b>1,985</b>	<b>19.8%</b>	
<b>Add/(deduct) capital items paid by operating funds</b>					
Capital assets acquired	(18,500)	(33,153)	(14,653)	(79.2)%	(12)
Transfer from school purchased assets	2,500	2,500	-	0.0%	
Capital asset amortization	22,495	18,990	(3,505)	(15.6)%	(13)
Debt repayments	(2,600)	(2,210)	390	15.0%	(14)
Transfer from capital carry forwards	-	11,373	11,373	100.0%	(15)
Transfer (to) capital carry forwards	-	-	-	0.0%	
	<b>3,895</b>	<b>(2,500)</b>	<b>(6,395)</b>	<b>(164.2)%</b>	
<b>Transfer from/(to) capital reserves</b>					
Building and equipment reserves	-	-	-	0.0%	
Draw from (add to) unrestricted net assets	2,184	2,184	-	0.0%	
<b>Net operating (deficit)/surplus</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>0.0%</b>	

(A) Approved by the Board of Trustees on May 29, 2012. Some numbers have been reclassified for comparative purposes.

(B) The 2012-13 forecast reflected the reallocations of expenses among blocks as determined by the CBE's periodic review.

## Notes to Attachment I:

### Revenue:

- (1) The increase of Government of Alberta revenues is the result of:
  - enrolment growth above projections;
  - recognition of revenue for long term projects where completion was delayed from 2011-12. This revenue offsets the related unbudgeted costs, and;
  - grant reductions of \$3.8M related to AISI and the fuel contingency grant supporting transportation services for students as announced in the March 7, 2013 Provincial Budget.
- (2) The increase in Fees is due to an increase in transportation fees based on a higher number of bused students than projected.
- (3) The increase in Other sales and services revenue is related to the recognition of revenue for long term projects like Energy Literacy in Action and Open Minds where completion was delayed from 2011-12. This revenue offsets the related unbudgeted costs.
- (4) The decrease in Amortization of capital allocation revenue is due to delayed completion of capital projects in 2011-12. The recognition of capital allocation revenue does not commence until the asset is substantially complete and has been put into use.
- (5) The increase in All other revenue is due to higher than planned donation revenues. Donation revenue is inherently variable and subject to school specific circumstances.

### Expense by program:

- (6) The increase in Transportation costs is due to a greater number of attendants on buses than budgeted.
- (7) The increase in Administration costs consists of higher than expected election costs from the City of Calgary, completion of 2011-12 projects as described in Note (1) and costs associated with service delivery transformation.

### Expense by object:

- (8) The increase in Services, contracts and supplies expenses consists of increased program needs due to higher than planned enrolment, the carry forward of designated funds from 2011-12, spending to support safety code compliance at school shops and the Career & Technology Centre.
- (9) The decrease in Amortization expenses is due to delayed completion of capital projects in 2011-12.

### Other:

- (10) The decrease in the Transfer from operating reserves is the result of the \$4.4M reduction in operating deficiency in the year offset by the use of reserves to cover the Mar 7, 2013 budget cuts to AISI and the fuel price contingency grant.
- (11) The increase is due to anticipated use of designated funds approved by the Board of Trustees on November 6, 2012.
- (12) The increase in Capital assets acquired consists of \$11.3M anticipated use of designated funds approved by the Board of Trustees on November 6, 2012, and additional operating funds being made available to reduce the use of amortization reserves to support operations.
- (13) The decrease in Capital asset amortization is due to delayed completion of capital projects in 2011-12.
- (14) The decrease in Debt repayments is due to actual spending in 2011-12 related to energy retrofit projects being lower than expected, resulting in lower than budgeted payments in 2012-13.
- (15) The increase in Transfer from capital carry forwards is due to \$11.3M anticipated use of designated funds approved by the Board of Trustees on November 6, 2012 due to delay in completion of capital projects that were carried forward.



# Attachment II – 2012-13 2<sup>nd</sup> Quarter Capital Budget Status Report, Summary of Board Funded Capital Investments - Non-Facility

	Total Approved Budget and Carry Forwards <sup>(A)</sup>	Costs to Date (\$000's)	Forecast Costs to Complete	Total Costs	Variance Favorable / (Unfavorable) (\$000's)	% Variance >1% Note	Estimate 2013-14 (\$000's)	Estimate 2014-15 (\$000's)
Capital Lease Payments (Contracts)								
Performance Contracts	2,600	303	1,907	2,210	390	15.0%	3,158	3,664
Total Capital Lease Payments (Contracts)	\$ 2,600	303	1,907	2,210	390	15.0%	3,158	3,664
Non-Facility Related Projects								
Strategic	3,200	799	2,265	3,064	136	4.3%	1,175	400
Enhancement	9,868	2,100	7,648	9,747	121	1.2%	7,040	5,160
Maintenance	7,509	1,637	6,361	7,998	(489)	(6.5)%	4,438	2,836
Total Non-Facility Related Projects	\$ 20,577	4,535	16,274	20,809	(232)	(1.1)%	12,653	8,396
Funding Held for Projects to be Identified	45	-	3,092	3,092	(3,047)	(6771.1)%	3,347	7,604
	\$ 45	-	3,092	3,092	(3,047)	(6771.1)%	3,347	7,604
Total Non-Facility Capital Expenditures	\$ 23,222	4,838	21,273	26,111	(2,889)	(12.4)%	19,158	19,664
Financed by the Following:								
Targeted Grant	-	-	754	754			-	-
Amortization Reserve	16,100	2,280	15,955	18,235			11,058	17,164
Capital Reserve	4,622	2,299	2,323	4,622			5,600	-
School Purchased Assets	2,500	259	2,241	2,500			2,500	2,500
Total Non-Facility Capital Financing	\$ 23,222	4,838	21,273	26,111			19,158	19,664

<sup>(A)</sup> Non - Facility budget of \$18,600 approved by Board of Trustees on May 15, 2012. Carryforward budget amount of \$4,622 approved by Board of Trustees on Nov6, 2012

1) Actual spending in 2011-12 relating to energy retrofits was lower than expected, resulting in lower than budgeted payments in 2012-13.

2) Reduced scope on the Parent/Partner ID/Access Management project.

3) Cost of Anti Virus Infrastructure Upgrade was less due to use of in-house resources.

4) Cost increase on Finance systems upgrade projects and CTC Safety Infrastructure.

5) Additional operating funds being made available to reduce the use of amortization reserves to support operations.

## Definitions:

Strategic - Projects that open up new horizons, learning methods, organization models, and value propositions that cut across the organization or physical facility.

Enhancement - Projects that improve or extend the functionality of existing systems, technologies, and processes.

Maintenance - Projects that are required to maintain current systems and keep them in good working condition.

# Attachments III – 2012-13 2<sup>nd</sup> Quarter Capital Budget Status Report – Multi Year Facility Projects

	Total Approved Budget and Carry Forwards	Costs To Date	Forecast Costs to Complete	Total Costs	Variance Favorable / (Unfavorable) (\$'000's)	Variance > 1% Note
<b>2012/13 Capital Projects - AI Funded</b>						
West High School - Ernest Manning Replacement	52,461	51,416	1,044	52,461	-	-
Chinook Learning Centre Modernization	10,500	23	10,477	10,500	-	-
P3 Middle School Equipment (Nose Creek, Cap Nichola Goddard, Ted Harrison, and Twelve Mile Coulee)	8,632	7,165	1,467	8,632	-	-
P3 Senior High Equipment (Robert Thirsk Senior high)	4,488	29	4,458	4,488	-	-
McKenzie Towne Portables	216	182	33	216	-	-
Panorama Portables	307	278	28	307	-	-
<b>Sub-total</b>	<b>\$ 76,602</b>	<b>59,094</b>	<b>17,509</b>	<b>76,602</b>	<b>-</b>	<b>-</b>
<b>2012/13 Other Capital Projects - Board Funded</b>						
Dr. Carl Safran/Conference Centre, New Education Centre Furniture and Technology Requirements, Connaught Modernization and Addition Administration Building Renovations	53,429	52,990	439	53,429	-	(1)
Secondary Data Centre	270	119	151	270	-	-
New School Commissioning (P3 4 Middle Schools)	1,605	217	2,141	2,359	(754)	(47.0)%
New School Commissioning (P3 Robert Thirsk Senior High)	2,881	798	2,083	2,881	-	-
	1,411	275	1,136	1,411	-	-
<b>Sub-total</b>	<b>\$ 59,596</b>	<b>54,399</b>	<b>5,951</b>	<b>60,350</b>	<b>(754)</b>	<b>(1.3)%</b>
<b>Total - Facility Related Capital Expenditures</b>	<b>\$ 136,199</b>	<b>113,493</b>	<b>23,460</b>	<b>136,953</b>	<b>(754)</b>	<b>(1.3)%</b>
<b>Financed by the Following:</b>						
Alberta Infrastructure Funded Approvals	76,602	59,094	17,508	76,602		
Charges made to Operations/Capital Reserve in Previous Years	52,845	52,845	0	52,845		
Designated Funds - Capital Carry Forward	6,752	1,554	5,198	6,752		
Amortization Reserve			754	754		
<b>Total Facility Related Capital Financing</b>	<b>\$ 136,199</b>	<b>113,493</b>	<b>23,460</b>	<b>136,953</b>		

(1) Increased costs identified from re-evaluation of project scope.

## report to Board of Trustees

### Locally Developed Courses

Date	May 28 , 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Decision
Originator	Elizabeth Gouthro, Acting Superintendent Learning Services
Governance Reference	Policy Locally Developed Courses R-2: Academic Success OE-11: Instructional Program
Resource Person(s)	Michelle Bastock, System Assistant Principal, Learning Services

#### 1 | Recommendation

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It is recommended:

1. THAT the Board of Trustees approves the following, **newly developed** for the Calgary Board of Education, senior high locally developed courses and resources, as listed in the course outline submitted to Alberta Education, for use in Calgary Board of Education schools for **September 1, 2013 to August 31, 2016**:

Biology (IB)

Level: 25

Credits: 3

Chemistry (AP)

Level: 35

Credits: 5

Physics (IB)

Level: 25

Credits: 3 and 5



*Alberta Education is currently reviewing these courses for significant overlap and adherence to Alberta Education Policy 1.2.1 – Locally Developed Course. Trustee approval of the above locally developed course is requested, provisional on confirmation of a successful review by Alberta Education.*

2. THAT the Board of Trustees approves the following, **newly acquired and adapted** for Calgary Board of Education senior high locally developed courses and resources, as listed in the course outline submitted to Alberta Education, for use in Calgary Board of Education schools for **September 1, 2013 to August 31, 2016**:

**From Edmonton Public School District No. 7:**

Arabic Language and Culture

Level: 15, 25, 35 Credits: 5

**From Rocky View School Division No. 41:**

Geology

Level: 25 Credits: 3

*Alberta Education is currently reviewing these courses for significant overlap and adherence to Alberta Education Policy 1.2.1 – Locally Developed Course. Trustee approval of the above locally developed course is requested, provisional on confirmation of a successful review by Alberta Education.*

3. THAT the Board of Trustees approves the following, **newly acquired and adapted** for Calgary Board of Education senior high locally developed courses and resources, as listed in the course outline submitted to Alberta Education, for use in Calgary Board of Education schools for **September 1, 2013 to August 31, 2014**:

**From Edmonton Public School District No. 7:**

Drill and Parade

Level: 15, 25, 35 Credits: 15-3, 25-3, 35-3 & 35-5

4. THAT the Board of Trustees approves the following, **newly acquired** Calgary Board of Education senior high locally developed courses and resources, as listed in the course outline submitted to Alberta Education, for use in Calgary Board of Education schools for **September 1, 2013 to August 31, 2016**:

**From Edmonton Catholic Separate School District No. 7:**

Biology (IB)

Level: 25 Credits: 3

**From Edmonton Public School District No. 7:**

Works in Translation (IB)

Level: 35 Credits: 3

**From Red Deer Public School District No. 104:**

Mathematics (IB)

Level: 25 Credits: 3



**From St. Albert Public School District No. 5565:**

European History (AP)

Level: 35

Credits: 3

5. THAT the Board of Trustees approves the following **re-acquired** Calgary Board of Education senior high locally developed courses and the resources, as listed in the course outline, submitted to Alberta Education, for use in Calgary Board of Education schools from **September 1, 2013 to August 31, 2016:**

**From Edmonton Public School District No. 7:**

American Sign Language – Language Arts

Level: 15, 25, 35

Credits: 5

Directing

Level: 25, 35

Credits: 5

**From Calgary Roman Catholic School District No. 1:**

Biology (IB)

Level: 35

Credits: 5

Physics (IB)

Level: 25, 35

Credits: 25 – 3; 35 – 5

6. THAT the Board of Trustees approves the following **re-acquired**, Calgary Board of Education senior high locally developed courses and the resources, as listed in the course outline, submitted to Alberta Education, for use in Calgary Board of Education schools from **September 1, 2013 to August 31, 2014:**

**From Edmonton Public School District No. 7:**

Forensic Science Studies

Level: 25, 35

Credits: 3

Sports Performance

Level: 35

Credits: 3 and 5

7. THAT the Board of Trustees approves the following renewed Calgary Board of Education junior high locally developed course and resources required to teach them for use in Calgary Board of Education schools for the period September 1, 2013 to August 31, 2016:

Aboriginal Studies

Grades: 7, 8, 9

ESL Introduction to Math

Grades: 7, 8, 9

Exploration in Film

Grades: 7, 8, 9



8. THAT the Board of Trustees approves the following **re-acquired** Calgary Board of Education junior high locally developed courses and resources, as listed in the course outline submitted to Alberta Education, for use in Calgary Board of Education schools for the period listed within each course outline:

**From Edmonton Public School District No.7:**

American Sign Language (Language Arts)

Grades: 7, 8, 9

Military History

Grades: 7, 8

9. THAT the Board of Trustees approves the **withdrawal** of the following expiring or expired Calgary Board of Education senior and junior high locally developed courses from the list of approved courses available for use in Calgary Board of Education schools:

**Senior High Courses:**

Biology (IB)

Level 15 Credits: 3

Physics (IB)

Level 15 Credits: 3

World Literature (IB)

Level 35 Credits: 3

**Junior High Courses:**

Drill & Parade

Grades: 7, 8, 9

Math 94

Grades: 9

2 | Issue

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Alberta Education Policy 1.2.1 – *Locally Developed/Acquired and Authorized Junior and Senior High Complementary Courses* (4) requires that, "Approval of a locally developed/acquired and authorized course (junior and/or senior high) shall be by Board motion and shall be for a maximum duration of three years."



### 3 | Analysis

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In November 2012, Instructional Services reviewed the number of enrollments in Calgary Board of Education Locally Developed Courses to determine the future use of courses that require renewal. Courses were then reviewed and revised to meet the current needs of our students and the requirements of Alberta Education Policy 1.2.1.

#### **Senior High Courses:**

##### Arabic Language and Culture 15, 25, 35 (acquired and adapted)

The Calgary Board of Education is preparing to offer an Arabic Locally Developed Course to high school students beginning in the 2013-14 school year. The course has been adapted and acquired from Edmonton Public. The course is being offered in response to community interest, and will serve as an addition to the array of second language alternatives currently available in the Calgary Board of Education.

##### Biology (IB) 15 (removal) and Biology (IB) 25 (CBE new)

The Biology (IB) 25 course is the replacement course for the previous Biology (IB) 15 course. This new course meets the requirements set by International Baccalaureate Organization and Alberta Education.

##### Biology (IB) 25 (Acquired)

Calgary Board of Education requested permission from Edmonton Catholic Separate School District to acquire this course when Calgary Catholic School District opted not to renew the previously acquired Biology (IB) 25-3. The course will enable students to take the Biology (IB) Programme with additional content at the 25 level.

##### Chemistry (AP) 35-5 (new)

The Calgary Board of Education has an existing 3 credit Chemistry (AP) 35 LDC and is developing the new 5-Credit Chemistry AP 35 course. This course will provide the opportunity for students to engage in a 3 credit or a 5 credit option.

##### Drill & Parade 15, 25, 35 (acquired and adapted) (Senior High)

There are schools in Calgary Board of Education that offer Drill & Parade 15, 25, 35 and Edmonton Public School District has opted not to renew this Locally Developed Course once it expires on August 31, 2013. In consultation with the Calgary Board of Education schools that are offering this course to Calgary Board of Education students, Calgary Board of Education requested permission from



Edmonton Public School District to acquire and adapt this course. Permission was granted and the Calgary Board of Education has now become the Board of Record. The Calgary Board of Education has a one year extension on Drill & Parade by Alberta Education and will work with Alberta Education to update the course.

#### European History (AP) (new)

The Calgary Board of Education will acquire the European History (AP) 35 Locally Developed course from St Albert School Division. This three credit course is designed as a course for students studying in schools offering the Advanced Placement (AP) program and is made available as an option to students in other contexts as well. The European History Locally Developed Course will offer Calgary Board of Education students the opportunity to attain credit as they extend and deepen their study of history, including, and beyond that within the Alberta Education Social Studies program of studies.

#### Geology 25 (acquired and adapted)

Rocky View School Division has opted not to renew this Locally Developed Course once it expires on August 31, 2013. Calgary Board of Education requested permission from Rocky view School Division to acquire and adapt this course. Permission was granted and the Calgary Board of Education will become the Board of Record.

Geology 25 is a Science discipline relevant to the Calgary and the Alberta contexts. This course will provide students with the opportunity to learn geological concepts that extend beyond the Alberta Education Science Program of Studies.

#### Mathematics (IB) 25 (new)

Mathematics (IB) 25 is a locally developed course to support students pursuing either a diploma or certificate in the International Baccalaureate program. This course provides students the opportunity to extend their learning beyond the content of the Alberta Program of Studies in Mathematics.

#### Physics (IB) 15 (removal) and 25 (CBE new)

The Physics IB 25 course is the replacement course for the previous Physics IB 15 course. This new course meets the requirements set by International Baccalaureate Organization and Alberta Education.

#### Sports Performance

*"After consultations, Alberta Education will reinstate Sports Performance 35 (3 & 5 credits) developed by Edmonton School District, for the 2013/2014 school year. Sports Performance 35 will be available to school jurisdictions until the completion of the review of the Recreation Leadership (REC) occupational cluster within Career and Technology Studies (CTS)."*

Taken from taken from the letter from Jennifer Bushrod, Director, Cross Curriculum Infusion, Alberta Education addressed to Locally Developed Course Contact dated November 16, 2012.

Works in Translation (IB) 35 (new) and World Literature (IB) 35 (removal)

The International Baccalaureate has designed new curriculum and Edmonton Public School District has developed Works in Translation (IB) 35 to replace World Literature (IB) 35 to meet the new (IB) curriculum requirements. The Calgary Board of Education, after consultation, has decided not to pursue acquiring World Literature (IB) from Edmonton Public School District. Works in Translation (IB) 35 will be acquired to align with the new International Baccalaureate requirements.

**Junior High Courses:**

Drill & Parade 7, 8, 9 (removal) (Junior High)

As a result of no student enrollment in this Junior High course, acquired from Edmonton Public School District, and after consultation with the principals who may potentially offer this course, it was decided that Drill & Parade 7, 8, 9 would not be re-acquired from Edmonton Public School District. Should there be a need in the future; the course can once again be requested.

Math 94 - 9 (removal)

With no student enrolment in this LDC during the 2009-10 and 2010-11 school years, it was determined that Mathematics 94 was no longer required.

Alberta Education Information

Alberta Education Submission Criteria for Newly Developed or Re-authorized Locally Developed Courses – taken from an e-mail from Jennifer Bushrod, Director, Cross Curriculum Infusion, Alberta Education dated October 19, 2012.

<b><i>Courses to be Taught in Semester 1 of the 2013/2014 School Year</i></b>
<i>Submission of <b>developed</b> (both currently authorized and newly developed) locally developed courses: <b>March 1, 2013</b></i>
<b><i>Board Motion: on or before March 31, 2013</i></b>
<i>Submission of <b>acquired</b> (both currently authorized and newly acquired) locally developed courses: <b>May 30, 2013</b></i>
<b><i>Board Motion: on or before May 31, 2013</i></b>



## LDCOMS Board Motion Requirements

*The board motion detail provided in LDCOMS should include the following information:*

- 1. name of the school authority*
- 2. date of the board meeting during which the motion was passed*
- 3. board motion number (if used in the jurisdiction)*
- 4. course titles, levels and credits being offered*
- 5. resources being used to teach the course*
- 6. whether the course is developed, acquired or acquired/adapted and if acquired or acquired/adapted from whom*
- 7. authorization period (must match permission letter if acquired or acquired/adapted)*

Taken from e-mail dated January 13, 2012 from Therese deChamplain-Good, Manager, Locally Developed Courses.

## 4 | Implementation Consequences

Calgary Board of Education Operational Expectations OE-11: Instructional Program states,

“The Chief Superintendent shall maintain a program of instruction that offers challenging and relevant opportunities for all students to achieve at levels defined in the Board’s Results policies.

10.6 Is inclusive of new and innovative programs to meet students’ interests and passions and accommodates different learning styles and needs.

10.7 Is regularly evaluated and modified as necessary to assure its continuing effectiveness.”

Alberta Education Policy 1.2.1 – *Locally Developed/Acquired and Authorized Junior and Senior High Complementary Courses* states,

“Alberta Learning supports the local development and authorization of junior high school and senior high school complementary courses, which do not duplicate provincially authorized courses, to further develop and cultivate the unique interests and abilities of students, to foster educational improvement and excellence through innovation at the local level to meet the unique needs of a local community.”

Alberta Education Policy 1.2.1 further states,

“...in the interest of increasing local flexibility to meet the needs of students, local school authorities will authorize senior high locally developed/acquired

and authorized courses and provide Alberta Learning with information regarding these authorizations.”

Alberta Education requires a copy of the Board of Trustee motion showing specific information about the Board authorization of senior high locally developed courses. In order to meet provincial requirements, the motion must be received by Alberta Education on or before May 31 of a given year for course implementation in the first semester of the next school year.

Locally developed courses (LDC) are approved and authorized for a maximum period of three years. When a course is expiring, it must be reviewed in the context of local student need and a decision made by the originating district about whether to go forward with the renewal process.

All locally developed and acquired courses are approved by the Director, Instructional Services and the Superintendent, Learning Services. The intention of the Calgary Board of Education process is to facilitate seamless access for students by renewing expiring courses and authorizing new courses for September 1, 2013.

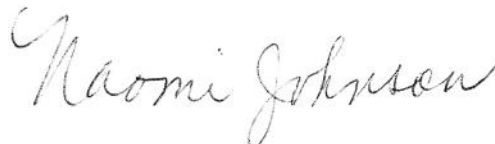
Notice of authorization of the recommendations in this report will be provided to Alberta Education’s Curriculum Branch and appropriate Calgary Board of Education staff. Copies of the new or revised course outlines will be made available to all schools through the web site in the Portal – “*staff insite*”.

## 5 | Conclusion

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Board of Trustee’s approval of the listed locally developed acquired courses will ensure that the Calgary Board of Education is compliant with Alberta Education Policy 1.2.1. Approval of the renewed courses will enable the Calgary Board of Education to be innovative and responsive in personalizing learning to address the individual needs of our students.

Notice of approval of the recommendations in this report will be provided to the appropriate Alberta Education and Calgary Board of Education staff. Copies of the new course outlines will be made available to all junior and senior high schools through the Calgary Board of Education web page.



NAOMI E. JOHNSON

CHIEF SUPERINTENDENT OF SCHOOLS



## GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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





## report to Board of Trustees

### Reasonable Interpretation Operational Expectations 5: Financial Planning

Date	May 28, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Decision
Originator	Deborah L. Meyers, Superintendent, Chief Financial Officer, Corporate Treasurer
Governance Policy Reference	Board/Chief Superintendent Relationship B/CSR 5: Chief Superintendent Accountability  Operational Expectations OE-8: Communication With and Support for the Board
Resource Persons	Chantelle Wellock-Bolt, Manager, Performance Management & Corporate Initiatives

#### 1 | Recommendation

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It is recommended:

THAT the Board of Trustees approves the updated reasonable interpretation of OE-5: Financial Planning.

#### 2 | Issue

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The Chief Superintendent's Reasonable Interpretation currently includes reference to a fall update of the financial plan in the second bullet under the over-arching provision. Public Sector Accounting Standards require that the original approved budget must be used for reporting as a comparison to actual results.



Therefore, the fall updating of the budget approved by the Board of Trustees is no longer performed, and this reference should be removed from the Reasonable Interpretation.

### 3 | Conclusion

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The attached report presents an update of the reasonable interpretation of OE-5 for the Board of Trustees' approval.



NAOMI E. JOHNSON  
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENT: Reasonable Interpretation of OE-5: Financial Planning

#### GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

• Governance: Defining values in policy that establish the vision and *Results* to be achieved by students. Defines organizational performance of the district's employees, holding them accountable for that stated standard of performance.

Board/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.

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.

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.

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



operational  
expectations  
monitoring report

OE-5: FINANCIAL PLANNING  
REASONABLE INTERPRETATION REPORT

May 28, 2013

Attachment

**The Chief Superintendent shall develop and maintain a multi-year financial plan that is related directly to the Board's Results priorities and Operational Expectations goals, and that avoids long-term fiscal jeopardy to the organization.**

Interpretation |

- The Chief Superintendent interprets *multi-year* to mean a three-year period rolling in synchronization with the Three-Year Education Plan. This multi-year financial plan includes both the operating and capital budgets.
- The Chief Superintendent interprets *develop and maintain* to mean that the multi-year financial plan will be presented and approved by May 31 of each year. ~~The financial plan will be updated to reflect Fall enrollments and year end audit results, finalized and submitted for approval by November 30 of each year. No further changes to approved budgeted amounts will be made during the year.~~
- The Chief Superintendent interprets *directly related to the Board's Results priorities* to mean in accordance with the Three-Year Education Plan, which is the strategy designed to achieve the Board's Results priorities and Operational Expectation goals. Furthermore, the format will include comparative numbers for the previous year and the forecasted budgets for the ensuing two years.
- The Chief Superintendent interprets *directly related to the Board's Operational Expectations goals* to mean that the processes used in financial planning are conducted, and the format and content of the financial planning document are developed, in compliance with the requirements of Operational Expectations.
- The Chief Superintendent interprets *avoids long-term fiscal jeopardy to the organization* as referring to the ultimate financial decisions reflected in the financial plan. Fiscal jeopardy refers to the ongoing ability of the organization to meet its fiscal obligations. While the organization must produce a balanced budget in accordance with the *School Act*, this in itself does not demonstrate avoidance of fiscal jeopardy as it reflects the financial position at a single point in time.

The Chief Superintendent interprets guarding against fiscal jeopardy while balancing the budget to mean that financial decisions will:

1. Only contemplate a temporary structural deficit if there is a clear, prudent financial plan to eliminate it;



## OE-5: FINANCIAL PLANNING REASONABLE INTERPRETATION REPORT

2. Address any structural deficits over an identified time frame appropriate to the circumstances, but usually within a three-year period;
3. Strive to develop and maintain an operating reserve base equal to 1% of jurisdiction revenues, whenever possible; and
4. Be based on acceptable levels of risk, in accordance with the organization's definition of risk tolerance.



## report to Board of Trustees

## Over Flow Lottery Process

Date	May 28, 2013
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-9: Communication with the Public OE-10: Instructional Program OE-11: Learning Environment/Treatment of Students
Resource Person(s)	Dr. Donna Crawford, Acting Director, Planning, Transportation and Environmental Services Directors, Areas 1, II, III, IV, and V

### 1 | Recommendation

It is recommended:

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

### 2 | Issue

With the lack of new school construction and significant growth in the school- age population, a number of CBE schools can no longer accommodate all students designated to them.

Similarly, with increased demand for a number of alternative programs, many CBE schools can no longer accommodate all students designated to them for alternative programs.



As a result, there is a need for lottery guidelines to inform parents and direct the work of administrators, in the best interests of student learning.

### 3 | Background

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Regular program schools that are unable to accommodate all designated students have one or more overflow sites to which students are assigned. Over time, each school has developed their own methods for managing this situation, but there has been no system-wide set of operating guidelines to which either parents or administrators can refer. Although a first choice is re-drawing boundaries to manage such situations, this is not always practical, nor is it the wish of the majority of parents in such situations.

Many alternative programs have application rates that exceed available space. Over time, if there are sufficient resources and a desire by Superintendents' Team, new sites can be designated. In the interim, there is no systemic or even program consistent, method for managing demand.

All such schools use a lottery system, but there is no common method of implementation.

### 4 | Analysis

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Superintendents' Team has previously discussed at length the values and assumptions that are the basis for the attached recommended guidelines. Along with the general CBE and Alberta Education values, the assumptions include but are not limited to: acknowledging a priority for students in the walk limit for a given school; honouring sibling and family rights; aligning regular and alternative program lottery guidelines to the degree that is possible and generally allowing schools to plan for student learning in reasonably predictable ways.

A lack of guidelines has led to a lack of clarity and consistency for parents and administrators who face a space/demand issue. Some schools face this situation for the first time, others have been following a personal protocol for many years, and have had promises made to parents along the way. Continuing in this fashion is neither good planning nor does it lead to optimal education for students.

Although there is unlikely to ever be complete agreement on the content of the guidelines, those that are being recommended have been well discussed by principals, education directors, planning, transportation, a sampling of school councils, and Superintendents' Team.

Writing the report is not the full value of the process. The greatest value comes from thinking and reflection. The analysis section may contain recommendations to continually improve.





## 5 | Financial Impact

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There is no specific financial impact to having guidelines to manage situations where a lottery process needs to be implemented. Every child needs to have a designated school by law, and transportation to that school if they are eligible. By ensuring through these guidelines that students who can walk to school do so, and families all go to the same school where possible, some transportation costs are mitigated.

## 6 | Implementation Consequences

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All schools will need to make the new guidelines clear to existing and prospective parents. In some cases, the guidelines will represent a change of process for students attending the 2014-15 school year.

For the 2013-14 school year, school administration will have to pay particular attention to the cut-off dates for call back of students, to ensure stability within sending and receiving schools.

Planning and area directors will continue to monitor each overflow situation, to determine if lottery is the only solution to the problem, or alternatives can be presented to Superintendents' Team.

Administrative Regulations with regard to student registration will need adjustment for the guidelines to be in compliance. This work is already scheduled to take place in fall of 2013.

A communication plan for rolling out the overflow protocols to all stakeholders has been developed.

## 7 | Conclusion

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School administration, area directors and parents need guidance with regard to the fair treatment of students, when there is an excess of demand over available space for a particular school or alternative program. The attached guidelines are a first step to providing such direction, and will be reviewed after a full year of implementation. These guidelines represent the best collaborative and collective wisdom on this contentious issue and a positive step forward from current practice.



NAOMI E. JOHNSON  
CHIEF SUPERINTENDENT OF SCHOOLS



## ATTACHMENTS

- Attachment I: Regular Programs Lottery Process
- Attachment II: Alternative Programs Lottery Process

## 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.

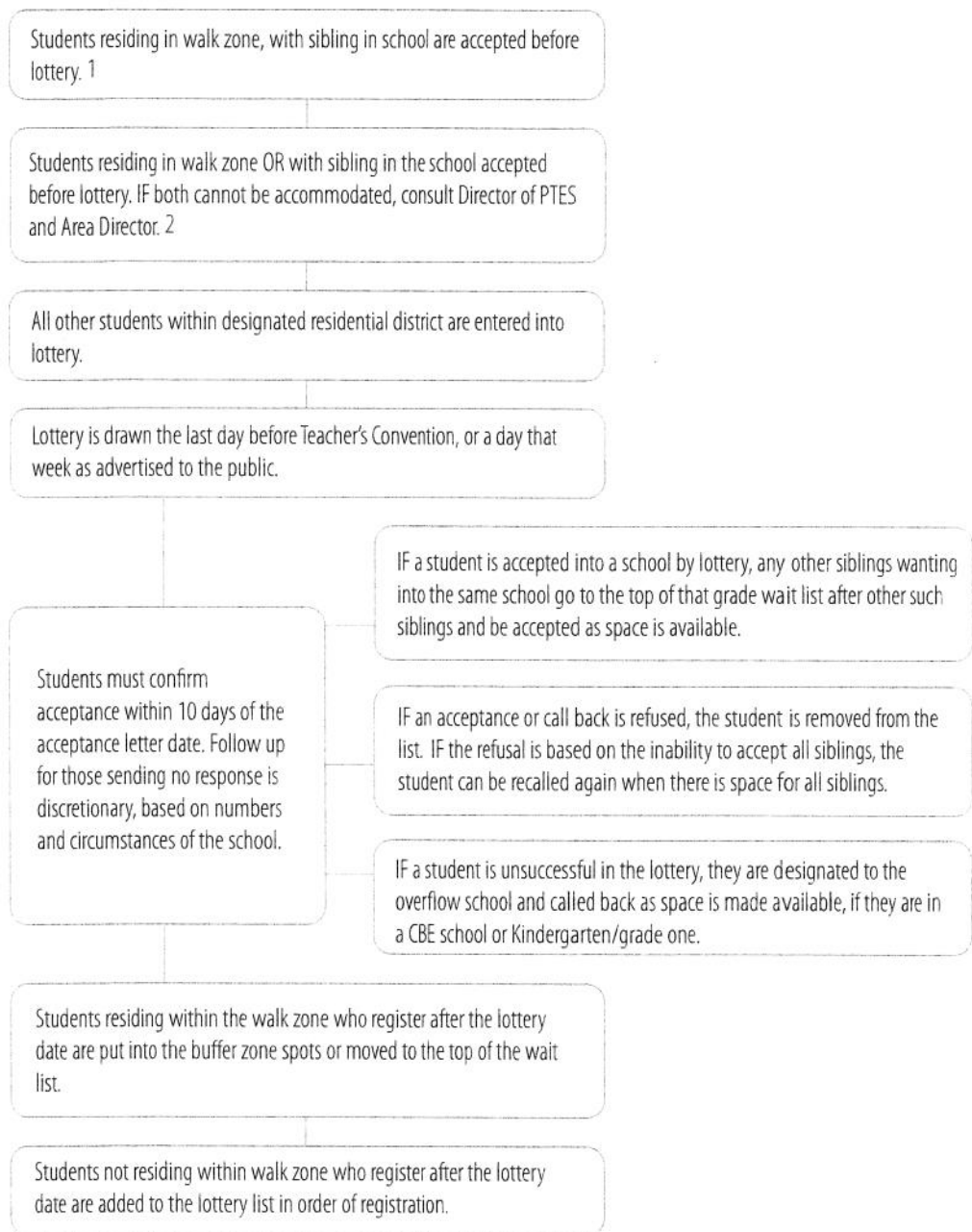
**Operational Expectations:** These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

**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.



## regular programs lottery process

Once a student qualifies by residence, follow these steps.



### notes

1 | A sibling is a brother/sister (half or step, but not cousins) designated to and attending the school at the time the next sibling registers in a regular program. If a principal is unsure as to whether a student qualifies as a sibling by relationship, they are to consult with the Area Director.

2 | Royal Oak/Rocky Ridge do not have a walk limit for lottery purposes. Siblings are the only category outside the lottery.

## alternative programs lottery process

Once a student qualifies by residence or other application criteria, follow these steps.

Students residing in walk zone, with sibling in school are accepted before lottery. 1

Students residing in walk zone OR with sibling in the school accepted before lottery. IF both cannot be accommodated, consult Director of PTES and Area Director. 2

Students on waitlist from previous year who have reapplied and qualified for the current year move forward.

All other students are entered into lottery.

Lottery is drawn March 1st, or the closest school date as advertised to the public.

Students must confirm acceptance within 10 days of the acceptance letter date. Follow up for those sending no response is discretionary, based on numbers and circumstances of the school.

IF a student is accepted into a school by lottery, any other siblings wanting into the same school go to the top of that grade wait list after other such siblings and be accepted as space is available.

IF an acceptance or call back is refused, the student is removed from the list. IF the refusal is based on the inability to accept all siblings, the student can be recalled again when there is space for all siblings.

IF a student is unsuccessful in the lottery, they are placed on the wait list and called back as space is made available, if they are in a CBE school or kindergarten/grade one.

Students residing within the walk zone who register after the lottery date are put into the buffer zone spots or moved to the top of the wait list.

Students not residing within walk zone who register after the lottery date are added to the lottery list in order of registration.

Mid-year transfers within CBE alternative programs are to be accepted in the same program regardless of space, where the new location becomes the designated school because of a move of residence.

### notes

1 | A sibling is a brother/sister (half or step, but not cousins) designated to and attending the school at the time the next sibling registers. If a principal is unsure as to whether a student qualifies as a sibling by relationship, they are to consult with the Area Director. For an alternative program where entrance can occur after grade 1, siblings must be attending the same school; or grades k-4, or no more than two grades apart in the same program, even if located at different sites.

2 | Community is best defined as the area for which the school would have drawn the regular program. Where this is unclear, the Area Director and Principal shall inform applicants what constitutes community, based upon agreements previously made. This applies to: Willow Park: Willow Park or Maple Ridge. Glamorgan: Glamorgan residential community.