

Student Accommodation and Facilities Strategy 2016-2026



Table of Contents

1.0 	Introduction.....	2
2.0 	CBE Values and Planning Principles.....	5
3.0 	Engaging our Public.....	6
4.0 	Transportation Strategies.....	7
5.0 	Community Schools.....	8
6.0 	Program Delivery.....	15
7.0 	Aging Facilities.....	19
8.0 	City of Calgary.....	22
9.0 	Student Enrolment.....	25
10.0 	Analysis by Administrative Area.....	27
10.1	Area I.....	28
10.1.1	Population.....	28
10.1.2	Utilization.....	28
10.1.3	Capacity.....	31
10.1.4	Facility Condition.....	32
10.2	Area II.....	34
10.2.1	Population.....	34
10.2.2	Utilization.....	35
10.2.3	Capacity.....	38
10.2.4	Facility Condition Assessment.....	39
10.3	Area III.....	42
10.3.1	Population.....	42
10.3.2	Utilization.....	43
10.3.3	Capacity.....	46
10.3.4	Facility Condition Assessment.....	47
10.4	Area IV.....	50
10.4.1	Population.....	50
10.4.2	Utilization.....	52
10.4.3	Capacity.....	54
10.4.4	Facility Condition Assessment.....	55
10.5	Area V.....	58
10.5.1	Population.....	58
10.5.2	Utilization.....	60
10.5.3	Capacity.....	62
10.5.4	Facility Condition Assessment.....	63

1.0 | INTRODUCTION

Student Accommodation Planning is guided by the Calgary Board of Education's (CBE) mission, results and values:

- Mission:** 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.
- Results:** academic success, citizenship, personal development and character
- Values:** Students come first.
Learning is our central purpose.
Public education serves the common good.

The Student Accommodation and Facilities Strategy 2016 – 2026 (SAFS) reflects the CBE's mission, results and values and supports the advancement of the Three-Year Education Plan and the system priority of personalized learning.

The purpose of this strategic plan is to identify, plan for and facilitate a sufficient mix of quality student accommodations that integrates with the community and advances sound planning and city development.

The SAFS aligns with Operational Expectation OE 12: Facilities, and the overall goal of ensuring that physical facilities support the accomplishment of the Board's *Results* policies in the following ways:

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

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

- Annual Education Results Report <http://www.cbe.ab.ca/about-us/provincial-tests-and-reports/Pages/default.aspx>
- Three-Year Education Plan <http://www.cbe.ab.ca/about-us/policies-and-regulations/Pages/default.aspx>
- Community Report - Results | commitment to success <http://www.cbe.ab.ca/FormsManuals/2015-Community-Report.pdf>

The following documents are influenced by and align with the Student Accommodation and Facilities Strategy 2016-2025:

- Three-Year System Student Accommodation Plan (SSAP)
- Three-Year School Capital Plan
- Annual Modular Classroom Plan
- Three-Year Infrastructure Maintenance and Renewal Plan

As OE-12 directs, the SAFS is presented to show compliance and provides a strategy that establishes priorities for construction, renovation and maintenance projects based upon the needs of the entire organization that:

- assigns highest priority to the correction of unsafe conditions:
- includes preventive maintenance and system replacement cost estimates as necessary to enable facilities to reach their intended life cycles
- discloses assumptions on which the plan is based, including growth patterns and financial and human impact individual projects will have on other parts of the organization
- ensures that facility planning and design decisions appropriately consider environmental impacts, including eco-efficiency and sustainability
- ensures the effective and efficient use of capital funding that demonstrates responsible stewardship of resources

Provincial Government's Priorities

In the most recent provincial election held in May 2015, a new NDP government was elected. Over time, the strategic direction of this new government will unfold. In the interim, the CBE continues to reference existing publications and strategies.

In April 2010, the Minister of Education released a report entitled, 'Inspiring Education-A Dialogue with Albertans'. This report outlines a long-term vision for Alberta's Education system. Albertans' vision for education through specific outcomes has been summarized as 'the Three E's' of education. Kindergarten to Grade 12 education should strive to encourage the following qualities and abilities in all students:

- Engaged Thinker
- Ethical Citizen
- Entrepreneurial Spirit

The CBE's delivery of education has shifted and expanded beyond the traditional concept of schooling. Today's education model is student centered with shared responsibility and accountability for results. Communities are engaged to ensure that there is inclusive, equitable access for all students. Delivery of instruction is responsive and flexible to meet the needs of all students.



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

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

Over the last three years, the provincial government has announced five major modernizations and more than 20 new school construction projects for the CBE.

Even with the capital funding announcements that have occurred since May 2013, the CBE still requires more schools to be built in communities where students are living. The CBE continues to prepare an annual Three Year School Capital Plan and submits the plan in the spring of each year to the Province. The CBE's Three Year School Capital Plan 2017-2020 was approved by the Board of Trustees on March 8, 2016 and was submitted to the province on April 1, 2016.

Charter Schools

Alberta is the only Canadian province to have charter schools. Alberta's charter schools are not-for-profit. They receive the same public funding per student as public schools and do not charge tuition. Charter schools began in the 1990's under the leadership of Premier Ralph Klein to provide innovative or enhanced education programs. Charter schools meet the needs of a particular group of students through a specific program or teaching/learning approach while following Alberta Education's Program of Studies. Alberta's charter enrolment for the 2014-2015 school year totalled just over 9,000 students.

Alberta's 13 charter schools occupy 23 school buildings, 20 of which are owned by school districts, mainly in Calgary and Edmonton. There are six charter schools in Calgary: Calgary Science School, Foundations for the Future, Calgary Girls' School, Calgary Arts Academy, Westmount Charter, and Almadina Charter School. Teachers at charter schools are not part of the Alberta Teachers' Association and are not unionized.

Charter Schools are maintained by the province; as a result, school boards are requested to lease spaces to Charters where appropriate. Recently, three charter schools were targeted for modernization, ranging from mechanical, electrical and security upgrades to increased career and technology spaces.

2.0 | CBE VALUES AND PLANNING PRINCIPLES

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

A long term strategy has been developed to address student needs ensuring that long range planning incorporates the mission, vision and values of the Calgary Board of Education and aligns with the Three-Year Education Plan.



Values which guide the student accommodation process.

The Three-Year Education Plan guides the CBE's work and connects each CBE employee to the desired outcome of student success. Our task is to create an environment in which each student has the opportunity to become an engaged learner, prepared for success in life, work and future learning. We therefore focus on four strategies: personalize learning; build professional capital; engage our stakeholders; and steward our resources.

The Student Accommodation and Facilities Strategy 2016-2026 is the system's foundational document to frame student accommodation.

This strategy includes the following guiding principles for accommodation planning:

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

Some of these guiding principles are mutually exclusive and it is not possible to meet them all at the same time. When addressing student accommodation challenges, the CBE strives to meet as many of these principles as possible. In some cases there are a limited number of principles that are able to be met.

OE-12: Facilities, addresses physical facilities that provide physical learning and working environments conducive to students learning and the achievement of the Board's Results. Each of the guiding principles supports this Operational Expectation and the achievement of solutions that allow students to learn and complete high school.

The CBE also prepares a school capital plan on an annual basis for submission to the Province. The following drivers have been identified in the Three-Year School Capital Plan 2017-2020.

- a) Community Schools – New schools required in rapidly growing communities in order to minimize student travel times and meet community needs for a local school in their community.
- b) Program Delivery – Projects that are urgently required to enable the delivery of school programs, e.g. Career and Technology Studies.
- c) Aging Facilities – Older schools that require modernization, rehabilitation or replacement in order to provide appropriate learning environments for students. It is estimated the cost for the major maintenance and repair of CBE educational facilities is in excess of \$1 billion.

Further detailed information may be found on the CBE's website at:

www.cbe.ab.ca/FormsManuals/Three-Year-School-Capital-Plan.pdf

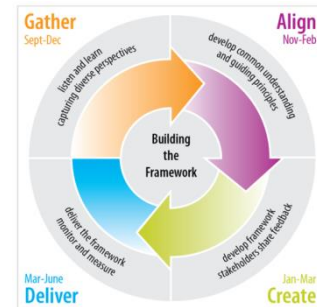
3.0 | ENGAGING OUR PUBLIC

The CBE is committed to involving people in decisions that affect them. To do this more effectively, we are developing an Engagement Framework, which is a new system-wide approach to public engagement.

Last fall, the CBE invited employees, parents, students and the general public to share their perspectives on public engagement at the CBE. The response was outstanding with more than 6,500 people responding. This feedback was considered in the creation of the Framework.

The Framework will help people understand how their contributions influence decisions within the CBE, clarify roles and responsibilities and allow us to have a consistent approach across our system.

Public engagement is defined as a two-way process, involving interaction and listening, with the goal of generating sound decisions. It is reciprocal and requires active involvement in the learning and sharing of information.



Accommodation and planning decisions affect the public; students, parents, staff and the community at large. In an effort to provide information to the public and plan for smooth transitions for families and staff, Planning & Transportation provides opportunities to share information to enhance understanding and gather feedback on changes that are expected in the future. Feedback from stakeholders becomes an important part of the decision making process when making accommodation changes.

Opening new schools is an exciting time for the CBE and for Calgary. However, it brings future changes to some of our schools. Extra space will open up in existing schools as students leave them to attend the new schools in their communities. Principals throughout the CBE were asked to identify possibilities for using this additional space in established areas to meet the learning needs of students. Stakeholders were then invited to provide their feedback on those possibilities at public engagements and in an online survey.

The possibilities identified for use of extra learning space were:

- Community Schools
- Alternative Language Programs
- Non-language Alternative Programs
- Changing optional programming for high schools
- Unique Settings
- Early Learning
- Other Opportunities
 - Before and After School Care
 - Adult Learning

As a steward of public funds, CBE makes decisions to appropriately manage resources and provide high quality education to students. Some of the constraints that the CBE will face while making these decisions may be:

- There is a finite number of students in the CBE system
- Provincial requests for school space
- Availability of qualified teachers for some of our alternative programs
- Long term sustainability of the opportunity
- Need for specialized learning space from some programming
- We receive funding on a per student basis
- Other system needs - for example: accommodation of Syrian refugees, Chinook Learning

Feedback from both internal and external stakeholders will inform the development of scenarios that can be implemented in schools with extra learning space.

4.0 | TRANSPORTATION STRATEGIES

The CBE will engage with parents, staff, students and community members as it develops a master strategy for student transportation.

At the beginning of the 2015-16 school year, concerns were raised after changes were made to the travel distance from homes to bus stops for some students. The CBE responded and took the necessary steps to ensure that all students riding yellow school buses could access stops no more than 1.6 and 1.8 km from home respectively for elementary and junior high students. This was a one-year solution. Now the CBE is working with parents, students, staff and other stakeholders to develop a sustainable, long-term transportation strategy.

For the 2016-17 school year, the CBE is anticipating a \$13.2 million budget gap between provincial funding and the costs of delivering transportation services to students at current levels. In December 2015, the CBE contracted leading experts in the field to conduct a technical review regarding how transportation services are delivered. The findings of the review will help frame conversations during engagement sessions with the public. Information can be found on the CBE website at <http://www.cbe.ab.ca/get-involved/public-engagement/Pages/Transportation.aspx>

Consultations with stakeholders began in spring 2016 with the goal of establishing a master transportation strategy. The strategy will help CBE deliver a safe, reliable and sustainable transportation system that provides equitable access to high-quality learning for all students.

Feedback will be collected on:

- Travel distances from home to bus stop
- Bus ride time
- Eligibility for yellow bus ridership
- Number and location of bus stops
- User fees
- Access to waivers
- Low ridership routes
- Bell times
- Two-year or three-year implementation for changes

CBE has established a Transportation Engagement Advisory Committee (TEAC) comprised of various stakeholder groups and will also offer several forums such as in person and online opportunities for the greater public to participate in this process.



5.0 | COMMUNITY SCHOOLS

Calgary is a rapidly growing city with many areas growing at different rates. A challenge that will continue in the future is having schools where the students live. The ranking of new school construction priorities is an important issue for all community stakeholders. The CBE first established ranking criteria for new construction priorities in January 2002. The model was designed to be transparent, objective and impart equity and fairness to all Calgary communities. Periodic reviews ensure the ranking criteria are kept current for planning of new school construction.

New Capacity

By 2019, the CBE will add spaces for students through:

- the opening of ten new elementary schools
- the opening of seven new middle schools
- the opening of one new K-9 school
- the opening of two new senior high schools
- the addition of 9 new modular classrooms
- the opening of a new Aboriginal Learning Centre in the community of Dover
- the re-opening of Glenmeadows School for Spanish Bilingual in Area IV

As a consequence of this new capacity, the amount of unused or excess space in some of the City's mature neighborhood schools will increase.

With the continued focus on providing schools where students live, funding for new schools in new and developing neighborhoods continues to be a priority. Even with the increasing densification, approximately 70% of new residents are still projected to be moving in to new and developing communities over the next five years. One of the challenges in Calgary is the large number of new communities that are all developing at the same time – currently there over 20. Families living in these new communities want their children to attend schools in their community. There is increasing pressure to meet the expectations of parents to build and open a school in every new community in Calgary. The CBE requires approval of new school construction projects from the Province to meet these expectations.

New School Construction Projects

Planning for new schools and the identification of future school sites is a joint endeavour between the City of Calgary, the CBE, the Calgary Catholic School Division (CCSD) and developers. The number of school sites required in a particular community is identified during the Outline Plan stage of development with actual locations finalized during the Area Structure Plan phase. This work is all completed well in advance of any homes being built in a community. Typically, the CBE is eligible for an elementary school for every 10,000 residents, a middle school for every 15,000 to 20,000 residents and a high school for every 50,000 to 60,000 residents. Many of the new communities in Calgary are large enough that once full build out has been achieved, the community will require a minimum of one elementary and one middle school to accommodate the students living in the community. Larger communities will require two elementary schools and one middle school to accommodate students once they are fully built-out.

Once a school has been approved for construction, there are several steps the CBE must undertake including applying for a development permit to construct the school. The development permit process is a City of Calgary process and can take anywhere from three to nine months to complete. There are also several approval processes in place from the Provincial government that must be satisfied prior to putting

a capital project out to tender and starting to build the facility. All three levels of government recognize the need for new schools for students to be constructed as quickly as possible and work collaboratively to stream line processes wherever and whenever possible.

The CBE is currently managing over 30 major capital projects that include new school construction, major modernizations, modular classroom installations and replacement schools. The involvement of both internal CBE stakeholders, as well as external community stakeholders, is a key part of the CBE's project management process. Each project has a steering committee comprised of key stakeholders who meet on a regular basis to ensure school designs meet the educational programming needs of our students. Periodically, open houses are held for external stakeholders to share information such as school design and layout, school boundaries and walk zones for schools.

The table below indicates the year in which new schools requested in the *Three-Year School Capital Plan 2017-2020* are required to open to allow the CBE to maintain an 80% system utilization rate. On page 85 of the plan CBE has ranked 29 new school construction priorities and has requested 19 for funding approval. These priorities are indicated in the table below with required opening dates by 2021-2022. In order to maintain the desired utilization rate of 80%, additional schools not yet identified will be required beyond the timeframe considered in the annual *Three-Year School Capital Plan*. The table below also includes "placeholders" that identify the school type and the CBE Area where these as yet to be identified schools will be required.

REQUESTED AND FUTURE NEW CONSTRUCTION PROJECTS

	AREA I	AREA II	AREA III	AREA IV	AREA V
2018-2019					
2019-2020		Coventry Hills / Country Hills Village Elementary ^{(2) (K-4)} Evanston Middle ^(Gr. 5-9)	Skyview Ranch Elementary / Middle ^(K-9)		Auburn Bay Middle ^(Gr. 5-9) Cranston Elementary ^{(2) (K-4)} Evergreen Elementary ^{(2) (K-4)} Mahogany Elementary ^(K-4)
2020-2021		Kincora Elementary ^(K-4) Harvest Hills/Country Hills ^(K-9) North Calgary High ^(Gr. 10-12) Sage Hill Elementary ^(K-4)		Cougar Ridge Elementary ^(K-4) Performing Arts School ^(Gr. 10-12) Signal Hill Middle ^(Gr. 5-9)	
2021-2022	Sherwood Elementary ^(K-4) Sherwood/Nolan Hill Middle ^(Gr. 5-9) Valley Ridge / Crestmont Elementary ^(K-4)			Aspen Woods Middle ^(Gr. 5-9)	Silverado Middle ^(Gr. 5-9)
2022-2023	Elementary ^{(K-4)*}		Elementary ^{(K-4)*}		Elementary ^{(K-4)*} Middle ^{(Gr. 5-9)*}
2023-2024		Middle ^{(Gr. 5-9)*}	Elementary ^{(K-4)*}		Elementary ^{(K-4)*}
2024-2025					Middle ^{(Gr. 5-9)*}
2025-2026			Middle ^{(Gr. 5-9)*}		Middle ^{(Gr. 5-9)*}

* Future New Construction Projects

In order to achieve an 80% system utilization rate given the anticipated increase in the students over the next ten years, the CBE needs to add capacity equivalent to 3 to 4 new schools per year. This requires a net capacity increase of approximately 38,400 student spaces. A summary by Area of the required new student capacity over the next ten years (net capacity approved and required) is as follows:

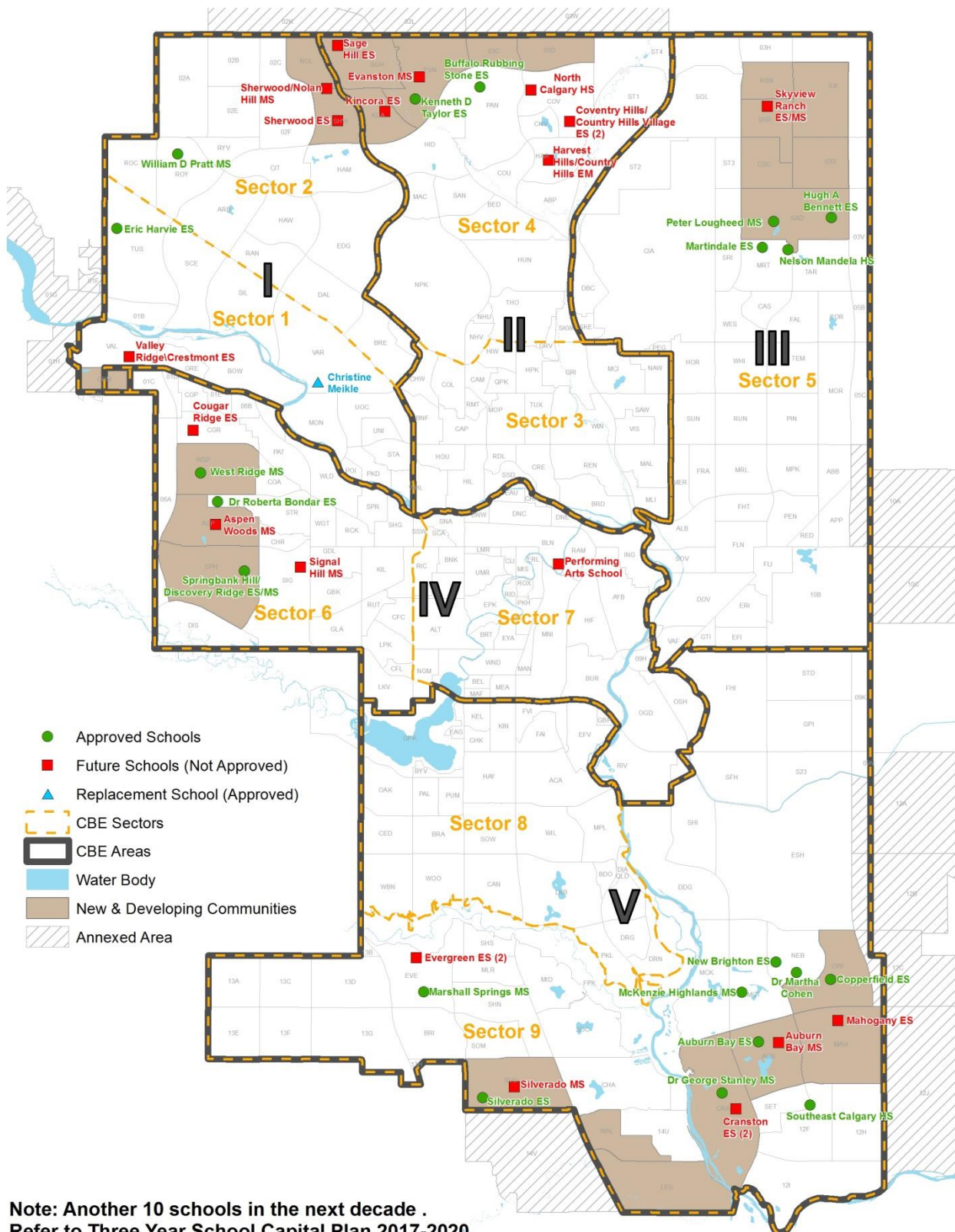
Areas	Current Capacity	Capacity Approved	Capacity Required (not approved)	Projected Capacity
I	20,378	1,500	2,700	24,578
II	30,430	1,250	5,700	37,380
III	25,688	4,330	3,000	33,018
IV	21,282	2,852	2,200	26,334
V	34,365	7,975	6,900	49,240
Total	132,143	17,907	20,500	170,550

The following is a list of the schools currently approved or under construction and their anticipated opening date:

Schools Under Construction and Approvals				
Projected School Year Opening	School/Community	Project Type	Grade	Approval Date
2016-2017	Copperfield Elementary	New Construction	Grades K-4	May 1, 2013
	Kenneth D. Taylor Elementary	New Construction	Grades K-4	May 1, 2013
	Nelson Mandela High	New Construction	Grades 10-12	May 1, 2013
	New Brighton Elementary	New Construction	Grades K-4	May 1, 2013
	Peter Lougheed Middle	New Construction	Grades 5-9	May 1, 2013
	William D. Pratt Middle	New Construction	Grades 5-9	May 1, 2013
	Aboriginal Learning Centre	Modernization	Grades K-3	Jan. 21, 2014
	Bowness High	Modernization	Grades 10-12	Jan. 21, 2014
	Christine Meikle	Replacement School	Grades 7-12	Jan. 21, 2014
	Jack James High	Modernization	Grades 10-12	Jan. 21, 2014
	Auburn Bay Elementary	New Construction	Grades K-4	Feb. 10, 2014
	Buffalo Rubbing Stone Elementary	New Construction	Grades K-4	Feb. 10, 2014
	Dr. Martha Cohen Middle	New Construction	Grades 5-9	Feb. 10, 2014
	Eric Harvie Elementary	New Construction	Grades K-4	Feb. 10, 2014
	McKenzie Highlands Middle	New Construction	Grades 5-9	Feb. 10, 2014
	Dr. George Stanley Middle	New Construction	Grades 5-9	Oct. 8, 2014
	Dr. Roberta Bondar Elementary	New Construction	Grades K-4	Oct. 8, 2014
	Hugh A. Bennett Elementary	New Construction	Grades K-4	Oct. 8, 2014
	West Ridge Middle	New Construction	Grades 5-9	Oct. 8, 2014
2017-2018	Marshall Springs Middle	New Construction	Grades 5-9	Feb. 10, 2014
	Martindale Elementary ⁽²⁾	New Construction	Grades K-4	Oct. 8, 2014
	Silverado Elementary	New Construction	Grades K-4	Oct. 8, 2014
	Springbank Hill/Discovery Ridge	New Construction	Grades K-9	Oct. 8, 2014
2018-2019	James Fowler High	Modernization	Grades 10-12	Oct. 8, 2014
	Lord Beaverbrook High	Modernization	Grades 10-12	Oct. 8, 2014
	Southeast Calgary High	New Construction	Grades 10-12	Oct. 8, 2014

The following is a consolidated map showing schools currently under construction and requested new construction projects.

2016-2026 Approved and Future New Construction Projects

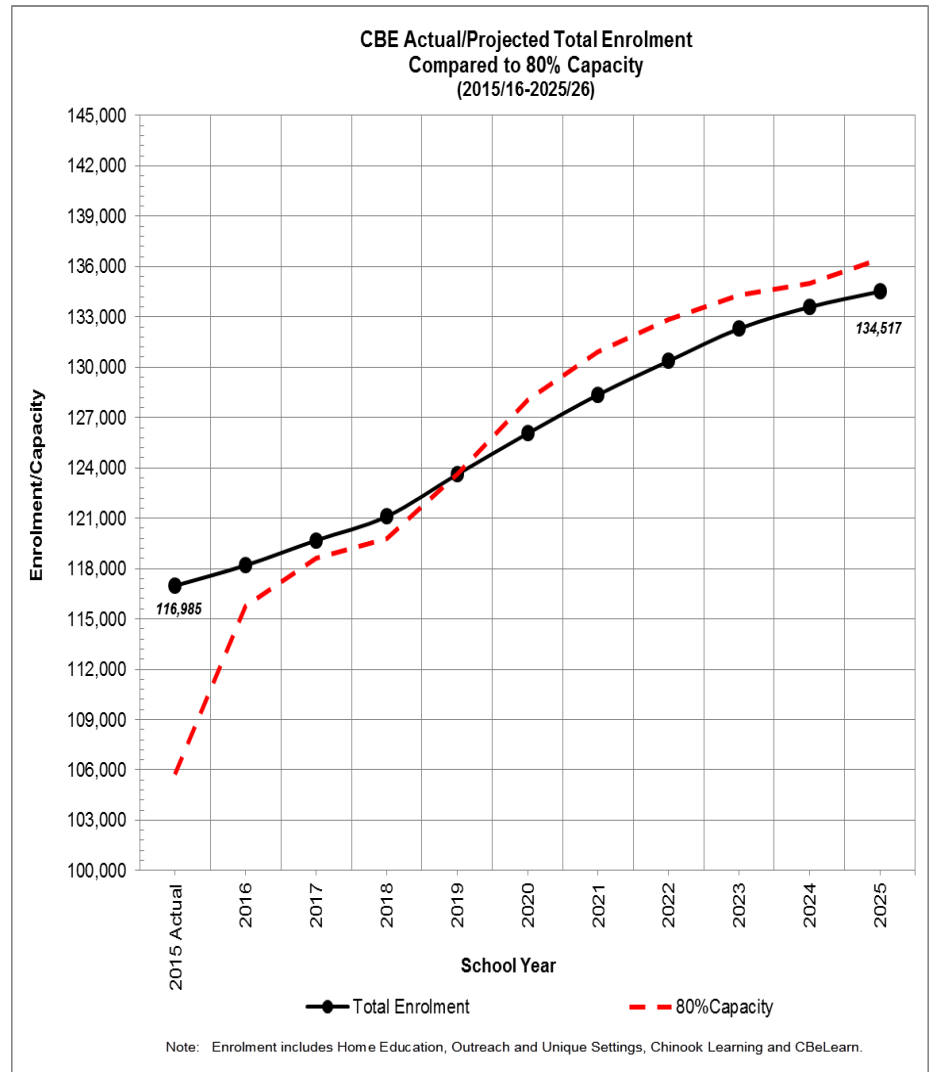


Note: Another 10 schools in the next decade .
Refer to Three Year School Capital Plan 2017-2020

Excess Capacity

The CBE has identified 19 new school construction priorities in the Three-Year Capital Plan (2017-2020) and an additional ten schools that are required in the next ten years that have not yet been included in our capital submission. Approval and construction of all 29 schools over the next ten years combined with forecasted enrolment growth for the same period will result in a projected system utilization rate of 80% by the 2025-2026 school year. The chart illustrates how the addition of new capacity over the next ten years is required to achieve and maintain an 80% system utilization rate.

The overall system utilization rate is projected to reach 80% over the next ten years and the CBE will continue to use strategies to improve use of facilities and address challenges to program delivery which arise as a result of either low and/or declining enrolment as a result of high and/or increased enrolment as required.



Provincial Utilization

The calculation of utilization is based on a Provincial formula which “weighs” students based on whether they are kindergarten students or they have severe complex learning needs. The graphic below illustrates how actual weighted enrolment is calculated based on September 30 student enrolment each year:



Once the weighted enrolment is determined, utilization is calculated by dividing the weighted enrolment by the Provincial capacity. Provincial utilization for the current school year is shown in the table below.

Not all students attend a school that is located in the CBE Administrative Area in which they live.

- Area utilization by residence identifies the number of students residing in an Area, expressed as a percentage of the total capacity. The utilization rate by residence indicates what the utilization of schools in the Area would be if all students living in that Area attended school there.
- Area utilization by enrolment in schools identifies the number of students attending schools in an Area expressed as a percentage of the total capacity. This utilization rate identifies what the combined utilization of all schools in the Area will be based on current and projected enrolment.

The following table provides a breakdown of current utilization by Area.

Current Enrolment and Utilization (Based on September 30, 2015)

Area	Capacity	Enrolment by Residence	Weighted Enrolment by Residence	Utilization	Enrolment in Schools	Weighted Enrolment	Utilization
I	20,378	19,403	19,861	97%	17,584	17,971	88%
II	30,430	20,869	21,382	70%	26,462	27,245	90%
III	25,688	24,855	25,731	100%	20,719	21,421	83%
IV	21,282	16,568	16,967	80%	17,808	18,361	86%
V	34,365	29,584	30,671	89%	29,144	30,106	88%
Sub-Total	132,143	111,279	114,612	87%	111,717	115,104	87%
Non-Resident		438	-	-	-	-	-
Home Education, Outreach & Unique Settings		2,330	-	-	2,330	-	-
Chinook Learning		2,327	-	-	2,327	-	-
CBe-learn		611	-	-	611	-	-
Total	132,143	116,985	-	-	116,985	-	-

Note: Utilization is calculated based on weighted enrolment using the Provincial formula

The table below illustrates projected enrolment for 2025-26 and indicates the projected number of students as well as the projected weighted enrolment and utilization based on the anticipated student numbers.

Projected Enrolment and Provincial Utilization by 2025-26 School Year

Area	Capacity	Weighted			Enrolment in Schools	Weighted Enrolment	Provincial Utilization
		Enrolment by Residence	Enrolment by Residence	Provincial Utilization			
I	24,578	20,622	21,108	86%	17,303	17,668	72%
II	37,380	25,311	25,927	69%	29,704	30,280	81%
III	33,018	27,207	28,166	85%	25,771	26,644	81%
IV	26,334	19,451	19,929	76%	20,091	20,704	79%
V	49,240	35,343	36,600	74%	35,503	36,294	74%
Sub-Total	170,550	127,934	131,730	77%	128,372	131,590	77%
Non-Resident		438	-	-	-	-	-
Home Education, Outreach & Unique Settings		2,719	-	-	2,719	-	-
Chinook Learning		2,715	-	-	2,715	-	-
CBe-learn		713	-	-	713	-	-
Total	170,550	134,517	-	-	134,517	-	-

totals may not add due to rounding

Note: Utilization is calculated based on weighted enrolment using the Provincial formula

The CBE has identified 80% as the target utilization rate necessary to optimize facilities for educational purposes while maintaining flexibility within the system to meet demand for other ongoing considerations such as: classes for students with complex learning needs, early development centres (EDC's), full day kindergarten for selected populations, and before and after school care leases in facilities. Currently, the CBE's overall utilization rate by enrolment is 87%. The utilization rate is 86% for K-9 students and 89% for Grades 10-12 students. A system wide utilization rate of 80% is desired for not only the efficient use of space for learning and plant operations and maintenance but also to provide flexibility to be responsive to a variety of student programming and learning needs. Achieving this target utilization rate is a delicate balance between revenue, fixed costs, variable costs, and levels of service and facility functionality with respect to teaching and learning.

6.0 | PROGRAM DELIVERY

Full-Day Kindergarten

In a previous ten point plan for education, the Provincial Government indicated they would examine the operational requirements of funding full day kindergarten throughout the province. To date, funding for full day kindergarten programs has not been provided by the province. In 2012, the CBE identified that mandating full day kindergarten in all elementary schools would have a significant impact, as many CBE elementary schools simply do not have the space to accommodate kindergarten students for the full school day. Given the significant enrolment increases experienced over the past three years, there is less space to implement full day kindergarten programs in all CBE schools than there was three years ago. The CBE continues to allocate a portion of their overall budget to funding approximately 15-20 full day kindergarten programs in areas identified with the highest need, which have space to accommodate the students. Information about Full-Day Kindergarten may be found on the CBE website at:

<http://www.cbe.ab.ca/programs/kindergarten/Pages/default.aspx>

Changes to the School Act

A change in provincial government in the spring of 2015 has delayed implementation of previously anticipated School Act changes. CBE Administration continues to work on committees and provide input to the new NDP government as requested as they contemplate changes to the School Act.

The two changes that are anticipated to have an impact on CBE enrolment are:

- Proposed changes that will give students access to provincially funded high school education until the age of 21.
- Proposed changes to residency requirements for students.

Enrolment in classes for students with complex learning needs is anticipated to increase in the event that students are able to remain in CBE until the age of 21. The impact on enrolment for students in regular programs is less clear. Will these students choose to continue attending their designated high school until age 21 or will they choose to access programming at Chinook Learning Services (CLS) between the ages of 19 and 21?

Once a final decision is made by the provincial government regarding any changes to the School Act and the CBE strategy for accommodating these older students is determined, the anticipated impacts on specific schools/programs can be more clearly determined.

International Student Program

During the 2015-2016 school year, there were 951 international students from 42 countries who attended 74 CBE schools. The International student program attracts and supports students from all over the world, offers a professional homestay program, and provides professional development training to teachers from around the world. Top source countries are: China, Korea, Vietnam, Japan, Hong Kong, Taiwan, Brazil and Mexico.

Chinook Learning Services (CLS)

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

Students are frequently taking longer than the average 12 years to complete high school, especially older-arriving English Language Learners, Aboriginal students, and students impacted by homelessness, poverty, addictions and mental health issues. An increasing number of students who have completed high school wish to return and upgrade their marks or courses, in order to be eligible for post-secondary admission. CLS is a significant contributor to the CBE's high school strategy.

Changes to the School Act may extend student funding beyond 19 years of age in the future. If implemented, this is anticipated to result in increased enrolment for CLS and increased opportunities for many more students to successfully complete their high school education and transition to post-secondary education.

CLS has demonstrated a slight decline in enrolments over the past several years. One reason for the decline may have been the strong job market in Alberta for the past five years. The current economic situation may result in more young adults accessing programming at CLS in the coming years.

The CBE vision is to operate a central campus with two other locations within the city. Alberta Education has indicated the possible use of a central downtown site. The CBE plans to vacate the 12 acre Viscount Bennett site currently used by CLS, once the three sites are developed to accommodate the program. Engagement related to the vision for Chinook Learning Services will begin Fall 2016.

Information about Chinook Learning Services can be found on the CBE website at:

<http://www.cbe.ab.ca/programs/adult-education/Pages/default.aspx>

Career and Technology Studies (CTS)

The Career and Technology (CT) Strategy, continues to be refined within our district. Students primarily access CTS and Knowledge and Employability (K&E) programming at their community school or at a nearby school within their Area. The high school registration guide identifies the CBE schools that offer CTS/K&E courses. (Appendix D, pg. 88)

<http://www.cbe.ab.ca/programs/high-school/Documents/Detailed-High-School-Course-Guide.pdf>

In order for students to access programming in their community or Area schools, the modernization of school facilities is essential. It is anticipated that because of health and safety requirements, the CBE may be unable to deliver CTS courses in existing schools, and upgrades may be needed to meet code specifications. A primary focus of the recently approved modernization projects for Bowness, Jack James, James Fowler and Lord Beaverbrook High Schools is on CTS course requirements and programs at exploratory, specialized and credentialled levels.

Students also access CTS or K&E occupational programming at the Career and Technology Centre (CTC). In 2014/15, 652 students from 18 different schools attended the CTC and completed 4,617 credits in a variety of CTS career clusters. Several strategies have been incorporated to facilitate student access to courses at the CTC - common timetables to facilitate travel time, partnership funds/grants to offset travel costs and the development of personal learning/career plans for those students involved.

The integration of academic studies and the CTS/KE curriculum; student access to various off-campus or post-secondary opportunities/partnerships along with new facilities planning, will continue to be instrumental in assisting the CBE in evolving a vision for high school success that supports the personalization of learning for students.

Aboriginal Education

The CBE is working very closely with the province, our community partners, system specialists, Area Directors, school administrators and teachers, Elder Advisory Council, students, and parents of Aboriginal students to address identified areas of concern. The recent approval of funding to renovate and modernize Harold W. Riley School in NE Calgary for an Aboriginal Learning Centre is an important step in the CBE's ability to meet the needs of our Aboriginal students in the future.

The school will be an early learning centre for students aged three to eight and will reflect the seven aspects of holistic learning identified by the Canadian Council of Learning: holistic, lifelong, experiential, spiritual, community based, rooted in Aboriginal languages and cultures, and demonstrating an integration of Aboriginal and western knowledge. Consideration will be given to: a focus on targeted support for literacy, readiness to learn and functional life skills, support from Elders community, multi-agency wrap-around support at the site for children and their families, community out-reach, and a place for Aboriginal community gatherings.

Information about Aboriginal Education can be found on the CBE website at:

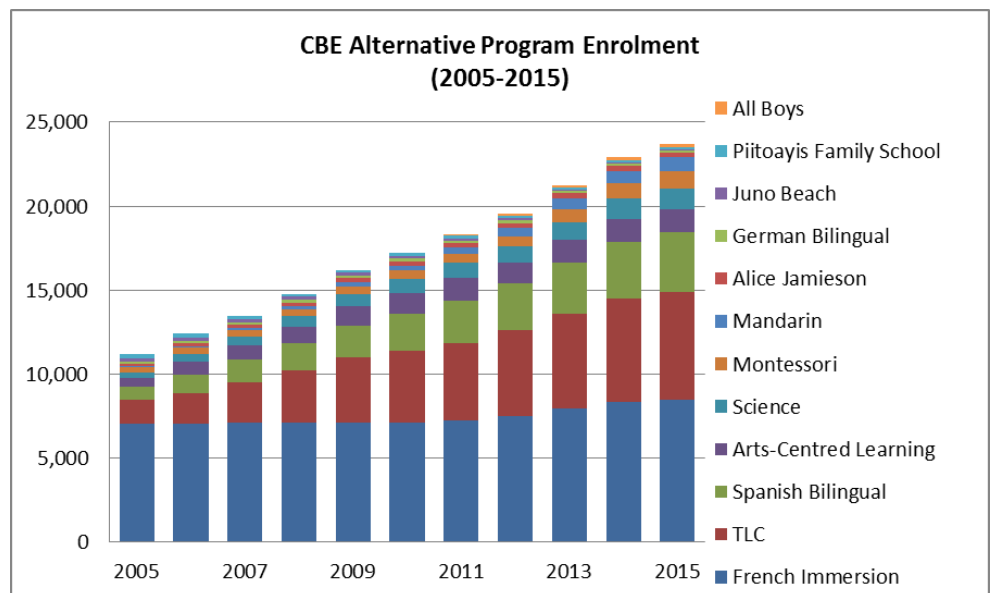
<http://www.cbe.ab.ca/programs/program-options/teaching-philosophy/Pages/Aboriginal-Focus.aspx>

Alternative Programs

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

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

Enrolment in alternative programs has increased significantly in the last 10 years. During that time there has been a shift between the proportion of students in the regular program and those in alternative programs. In the past ten years enrolment in alternative programs has increased by more than 12,500 students. Ten years ago alternative program enrolment was 11% of pre-K to Grade 12 enrolment and for the past two years it has accounted for 21%.

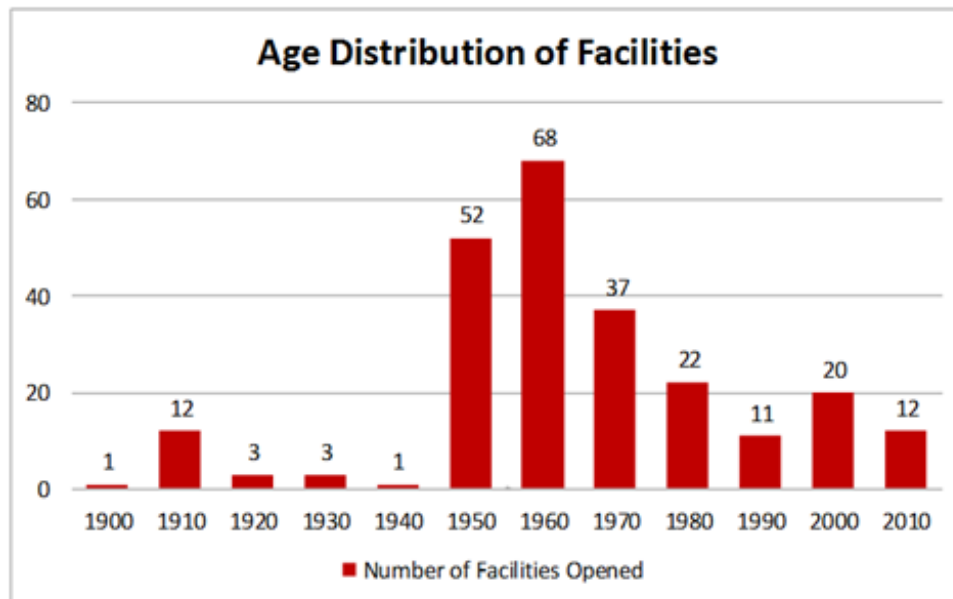


Several alternative programs are currently at capacity and are unable to accept all students applying for the programs. Over the next ten years, demand for access to alternative programs will continue. When alternative program schools are at capacity and expansion of the program is not feasible, capping of enrolment will need to be considered.

Opportunities to expand alternative programs to meet demand will be explored when space becomes available as new schools are built over the next ten years. It is anticipated that alternative programs will continue to be offered in some schools in developed areas of the city that have low or declining student populations due to losses from the community lifecycle effect – children moving out of the family home. Balancing the competing values of some parents for alternative programs closer to their homes with the values of other parents for access to their community school for the regular program will continue to pose challenges. In general, expansion, location changes and new alternative programs are reviewed on an annual basis and will be dependent on the availability of resources to expand and the availability of appropriate facilities.

More detailed information about programming opportunities for students can be found on the CBE website at: <http://www.cbe.ab.ca/programs/program-options/Pages/default.aspx>

7.0 | AGING FACILITIES



In general, the original design life of CBE schools has been in the range of 50 years. One hundred and sixty facilities, or 66%, of CBE schools, will be older than 50 years within the next decade. The components that make up a building have different life expectancies. In order to achieve the design life of a facility, ongoing capital investments are required to replace the various building components once they reach the end of their lifecycle. Continued investment in component replacement makes it possible to utilize a facility beyond the original design life. However, over the years funding allocations have not facilitated regular component lifecycle replacements and the net effect of deferring and accumulating the work was last identified in the Province's facility audit as valued at over \$605 million.

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

Over time technical research affects the knowledge base of the building sciences, impacting building techniques and building codes. Evolutions in construction methods have occasionally revealed some inappropriate approaches that have later proven to be less durable. Changes in the broader understanding of building technology and performance may place an older facility into a legal, non-conforming status with regard to codes and best practices. For many older facilities, major renovations would be required in order to have the building adhere to the most current of building requirements and guidelines.

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

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

Using the generally accepted 2% guide for reinvestment in facility recapitalization, the CBE should undertake four to five major school renovations per annum. Over a ten year period this would translate into more than 40 modernizations. The need for a modernization project is driven by two primary considerations; upgrading for program needs and renovating to attend to facility maintenance needs. In the development of this ten year strategy both types of modernization were considered. CBE schools are evaluated for modernization priority using a five point matrix, where educational programming needs substantially influence the priority because changing curriculum and teaching methods may render the facility functionally unsuitable, even though it may be in a good state of repair.

School Modernization Projects

There are 10 major modernization projects identified in the *Three-Year School Capital Plan 2017-2020*. As of 2015, 72% of the CBE's school building inventory was built before 1980 and it is currently estimated that the cost for major maintenance and repair of these educational facilities is in excess of \$1 billion.

School major modernization projects provide for the renovation of whole or part of a school building; for both present and future educational programs. These modernizations address physical obsolescence and/or improve functional adequacy and suitability and ensure the delivery of new Career and Technology Studies (CTS) programs. School major modernization projects should not exceed 75% of the replacement value of the school building as per Provincial guidelines.

In 2004, the Province undertook a rolling condition assessment of schools and audited CBE facilities every five years. In the spring of 2009, Alberta Infrastructure recommended 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. This Provincial audit contributes to the selection and prioritizing of modernizations for the CBE.

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

Modular Classrooms

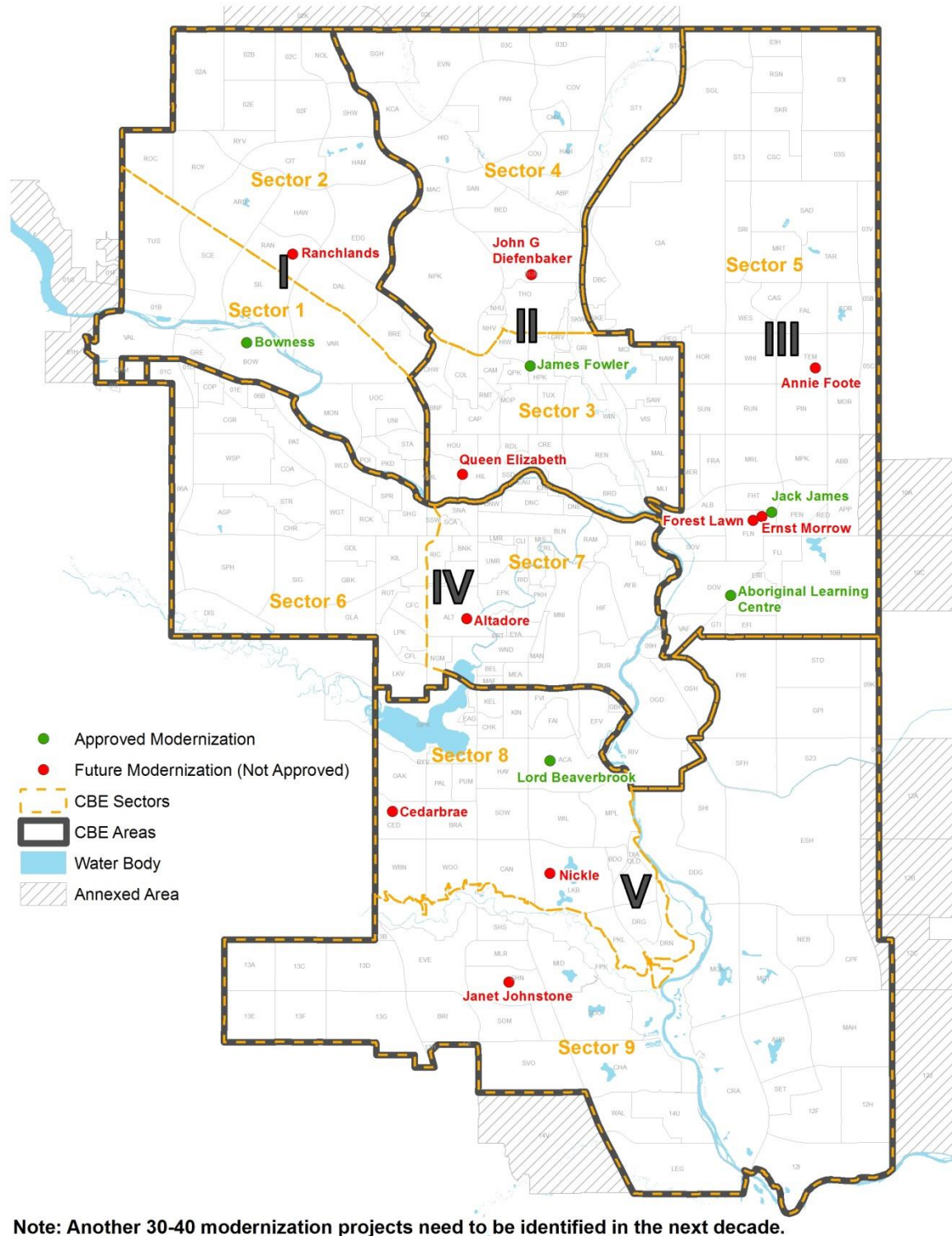
The CBE has over 700 modular classrooms within its buildings portfolio. These units are located at various schools sites throughout the city of Calgary. Modular classrooms are situated at a school when the permanent facility has reached its capacity and there is a desire to house additional students.

Over time, as the student population changes, modular classrooms may fall into disuse and are potentially available for redeployment to other schools. However, some modular classroom structures are significantly older, have exceeded their design life and currently evidence the significant wear of time and usage. Approximately 60 of the CBE's modular classrooms have been assessed to be in an overall condition of marginal or poor. These structures are not deemed suitable to be moved to an alternate school that has a need for classroom space.

The CBE's student population continues to grow each year and the pressures to provide learning spaces increases along with that growth. Older modular classrooms need to be replaced and redeployed. Alternatively, the modular units could be disposed of and the equivalent space replaced with permanent school facilities suitably located within the growing communities of greater Calgary.

The CBE strategic direction is to demolish approximately 12 modular classroom units per year during the second half of the next decade. Over a six year period, an estimated 70 modular classrooms would be disposed of. This would generate a need for learning spaces equivalent to 3 new schools, which could be strategically located to serve the expanding Calgary population

Modernization Projects Approved/Future 2016-2026



8.0 | City of Calgary

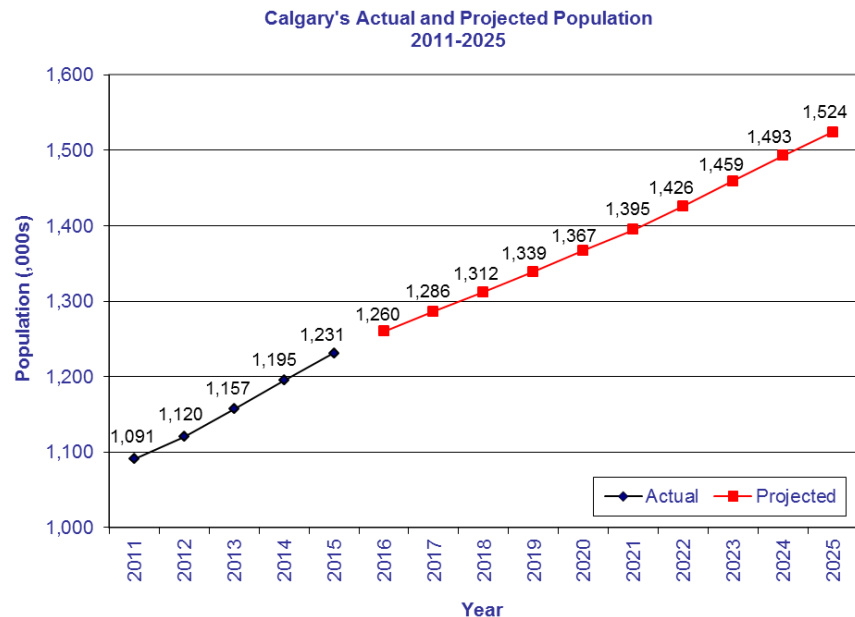
The City of Calgary prepares several planning documents addressing population, housing and economic growth for the City such as:

- Suburban Residential Growth (updated annually in Spring)
- Calgary and Region Economic Outlook (updated annually in Spring and Fall)
- Civic Census Results (Annually in Summer)
- Develop Areas Growth & Change (updated Triennially)

The CBE utilizes these resource documents to provide context when projecting enrolment monitoring growth trends. In addition, the CBE and the Calgary Catholic School District (CCSD) contract the City of Calgary to conduct an annual pre-school census based on school/community boundaries. Pre-school census information allows the CBE to have the most up to date information about our future students and where they live.

The City of Calgary is projecting the population will increase by approximately 29,000 people per year for the next ten years. The City forecast indicates the total population of Calgary will reach 1,524,000 by 2025, an increase of almost 300,000 people.

Population growth in Calgary will not be distributed evenly between the developed and the new and developing communities. The new Calgary Municipal Development Plan supports more intensification into developed areas of Calgary. Much of the growth in the developed communities is due to new housing units often replacing older units through intensification and redevelopment efforts. Although this move to increasing densification of established areas will continue to result in increased numbers of housing units in the future, as single family homes are replaced, the population growth has not matched the housing growth and is not projected to do so in the future. Essentially, the density of established areas is increasing with construction of additional housing units but the units are occupied by a lower number of people/unit than suburban housing and therefore the City projects the suburbs will continue to absorb most of the population growth in the future.



The City of Calgary's current estimates are that new suburbs will attract approximately 70% of the city-wide population growth or just over 200,000 people by 2025. In comparison, the new suburban areas will account for 65% of the overall increase in housing units over the same time period. The fact that new suburban communities are projected for a lower percentage of housing unit growth (65%) than population growth (70%) is reflective of the fact that there are more people per unit projected to be living in the housing units in new suburbs than in the housing units constructed in the developed areas.

The City of Calgary supports an actively competitive land market in all areas of the city and there are 25 new and developing municipal communities (Draft Suburban Residential Growth 2016-2020, dated

February 2016) 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.

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

City Growth Trends by CBE Area 2015-2025			
Area	Population Increase Forecast by 2020	Population Increase Forecast by 2025	%
Area I	9,925	21,480	7%
Area II	36,165	78,271	27%
Area III	19,150	41,446	14%
Area IV	23,470	50,795	17%
Area V	46,890	101,483	35%
Total	135,600	293,475	100%

City of Calgary Annexation

The City of Calgary has annexed land over the years to accommodate projected growth and ensure an adequate supply of developable land. Up until the late 1980s it was the standard policy to automatically revise school jurisdiction boundaries at the same time municipal boundaries were changed. This was particularly true in the case of urban districts. This was an unwritten policy of Alberta Education that was the informal practice of the day.

In 2005 and 2007 the City of Calgary annexed more land. The Minister of Education at that time advised the CBE that he would not invoke his authority to add or take lands from affected school jurisdictions. The rationale being it was in the best interest of students to leave them in the jurisdiction they were in until such time as urban development warranted a further review and lands were subject to area structure plans and real estate development. This direction has been followed to the current day and 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.

Below is a summary of the areas annexed to the City of Calgary since 1989:

Lynx Ridge

This development was annexed to the City of Calgary in January 2005 and students were designated to CBE schools. Residents wrote to the Minister of Education to have the re-designation reversed. The request was granted and Ministerial Order #007/2006, dated January 25, 2006, identified that this development would be designated back to the Rocky View School Division. Lynx Ridge continues to be designated to schools in Rocky View School Division.

Glacier Ridge, Keystone Hills, Belvedere, South Shepard, West Macleod (west of McLeod Trail), West View and Haskayne Area Structure Plans (ASPs)

These lands were annexed by the City of Calgary in 2005 and 2007. In a letter from the Minister of Education dated February 23, 2009 these areas were to remain in their current school jurisdictions.

The first of these areas to begin development will be Keystone and West McLeod (west of McLeod Trail) with development expected to begin within the next year or so. Once homes begin to be built, CBE will approach the Minister of Education to have these students re-designated to CBE.

There are currently 52 students attending the Rocky View School District in the annexed areas outside the CBE boundary.

West Macleod ASP (east of Macleod Trail)

This land was annexed by the City of Calgary in 2005. In a letter from the Minister of Education dated June 30, 2009 the lands lying east of Macleod Trail were included in the CBE's boundary as development of Walden had begun and the first show homes were built.

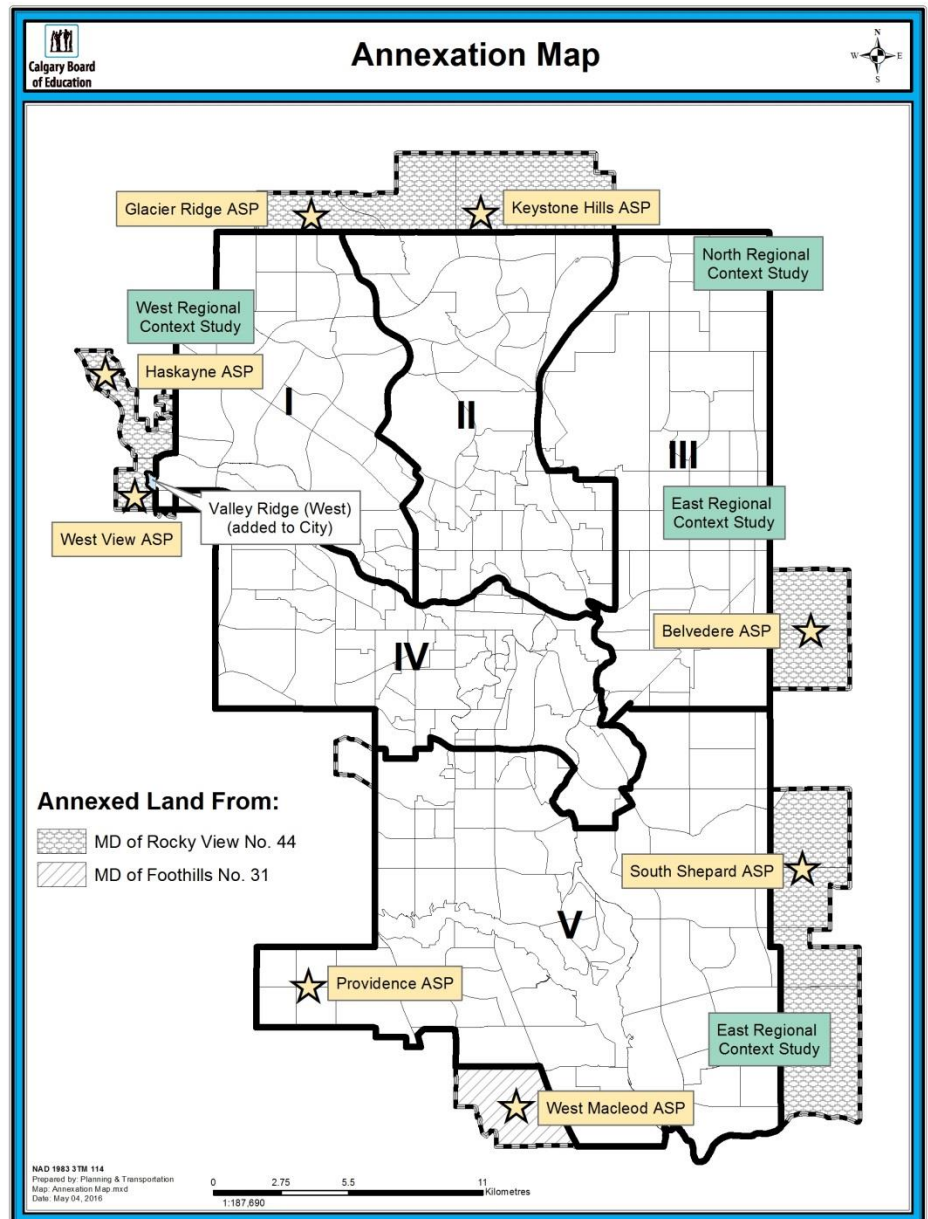
Providence ASP

This land was annexed by the City of Calgary in 1989. At that time it was the unwritten policy to automatically revise school jurisdiction boundaries at the same time municipal boundaries were changed. This was particularly true in the case of urban districts. This explains why CBE maps were changed to include this area.

Even though CBE updated their boundary map, based on subsequent discussions with the Foothills School Division it was decided that students would remain within their current school jurisdictions until such time as the progress of urban development had advanced to a level that warranted further review. It is anticipated that this will happen when area structure plans are approved and real estate development begins. At this time, this is not anticipated to happen for at least 10 years.

There are currently 12 students attending Foothills School Division schools from this area.

At this time development has not proceeded far enough to warrant requesting the Minister of Education to either change student designations (e.g. Providence) and/or change the CBE's boundary (e.g. Keystone Hills and West McLeod (west of McLeod Trail). Incorporating the small numbers of students currently living in these areas into the CBE boundaries in advance of community development would be costly from a transportation perspective. Students would not be within the walk zone of an existing school and would most likely be designated to schools a significant distance from where they live. Even if there was a school in an adjacent new and developing community, the likelihood that there would be space for students from outside that community is low.



CBE will continue to work with the City of Calgary through the Site Planning Team and JUCC (Joint Use Coordinating Committee) and will monitor development in areas such as Keystone Hills and West Macleod to determine when development reaches a stage whereby a boundary change request would be feasible.

Detailed information regarding annexation can be found on pages 8 and 9 of the CBE's *Three Year School Capital Plan 2017-2020*.

9.0 | Student Enrolment

As part of the budgeting process, an annual enrolment projection is prepared using external demographic data and a review of historical and current enrolment data. This projection is prepared for the District as a whole, and then broken down into a school-by-school basis. The total of all school/program projections cannot exceed the district projection. The school/program projections are used to establish the amount of funding each school/program is eligible to receive as part of the annual Resource Allocation Model (RAM).

CBE enrolment projections are prepared using data that is student focused. Every year the CBE receives up to date pre-school census information from the City of Calgary for every community in Calgary. This tells us how many students to expect in the future and where they will live. The CBE uses an Information System to geo-code our September 30th enrolment each year. This allows us to know where our current students live and what programming choices they are making. Together this preschool census and student enrolment information is used to “age” our current student population (also known as a cohort) as they move through our system. Knowing how the current group of students will grow or shrink over time allows the CBE to prepare accurate enrolment projections on both a system and individual school basis and to plan accordingly.

Student enrolment is projected to increase by just over 17,500 students (15%) over the next decade. The highest growth in student population is anticipated in Area V with the next highest growth projected for Areas II. The enrolment chart below provides a student count by residence. Current enrolment is as of September 30, 2015 and projected enrolment is for 2025/2026 school year.

Projected Enrolment By Residence (by 2025-2026 School Year)

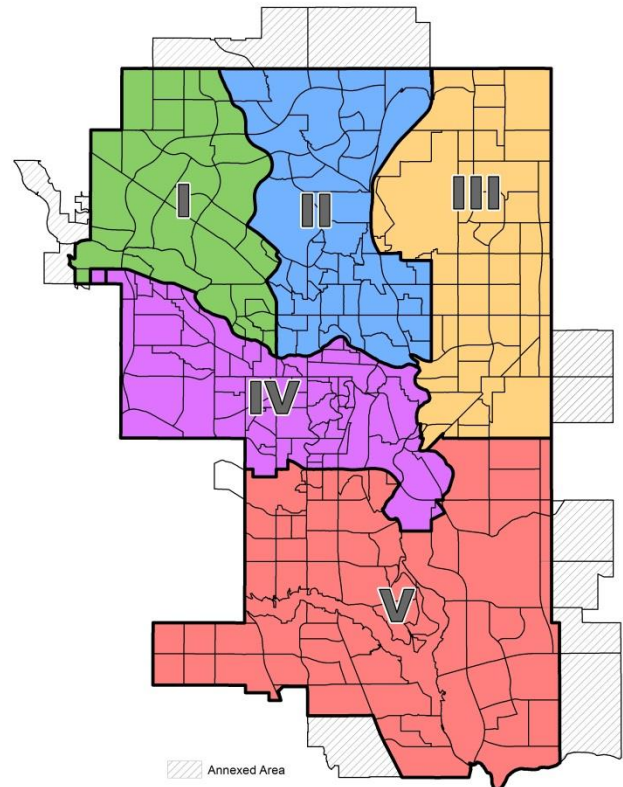
Area	Current	Projected	Change
Area I	19,403	20,622	1,219
Area II	20,869	25,311	4,442
Area III	24,855	27,207	2,352
Area IV	16,568	19,451	2,883
Area V	29,584	35,343	5,759
Sub-Total	111,279	127,934	16,655
Non-Resident	438	438	-
Home Education, Outreach & Unique Settings	2,330	2,719	389
Chinook Learning	2,327	2,715	388
Cbe-Learn	611	713	102
Total	116,985	134,517	17,534

totals may not add due to rounding

Analysis by Administrative Area

For the purpose of the *Student Accommodation & Facilities Strategy 2016-2025*, the remainder of the report is broken down into an analysis of CBE administrative areas and includes:

- Map of communities in the administrative area
- Population data for new and developing communities
- Current and projected utilization rates for the administrative area
- Graphs of current and projected utilization rates by sector
- Map illustrating future additional capacity approved/requested, status quo areas and areas with potential excess capacity
- Facility condition assessments



10.0 | Analysis by Administrative Area

10.1 Area I

10.1.1 Population

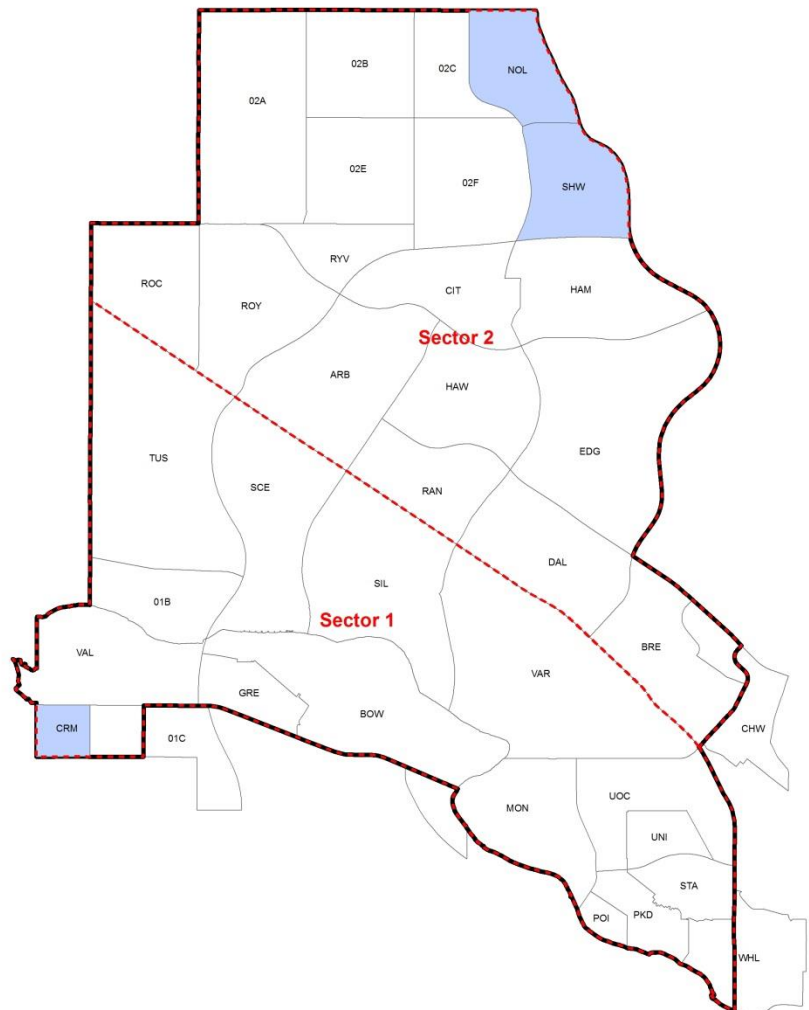
Area I is comprised of 28 residential communities located in the northwest part of the City. Many of the established communities are experiencing moderate or slowing growth. There was a 2% increase in population growth, or 3,289 people, between 2014 and 2015. The majority of the growth came from the new and developing communities of Nolan Hill and Sherwood, as well as in the established community of Brentwood. Intensification efforts within developed communities will also promote growth in some of the developed communities in Area I, but not as significant as the newer suburban communities. Over the next 10 years Area I is projected to have an increase over 21,000 people and will account for 7% of the growth in Calgary.

Dwelling Units

Growth in terms of dwelling units between 2014 and 2015 was 1,984 units or 3%. The majority of this came from the communities of Nolan Hill and Brentwood. The growth in the number of new units in Royal Oak and Rocky Ridge is slowing as they have nearly reached build-out (over 97%).

Future Growth

Future Area Structure Plans (ASP) within the Area I are the council approved Haskayne ASP which is planned to accommodate 13,000 people, and the Westview ASP which is currently on hold and is planned to accommodate 8,300 people (see Annexation map on page 25).



The following table demonstrates growth and build out percentages in the most active developing communities within Area I:

Area	New and Developing Community	2015 Population	Projected Population	Housing Units Occupied	Housing Units Projected	Build-Out % of
I	Nolan Hill	1,723	8,900	558	3,371	17%
I	Sherwood	4,200	6,250	1,249	1,978	63%
	Total	5,923	15,150	1,807	5,349	

Note: Build-out is calculated based on occupied housing units

The table below indicates the communities in Area I that experienced an increase or decrease of more than 100 residents between the 2014 and 2015 civic census.

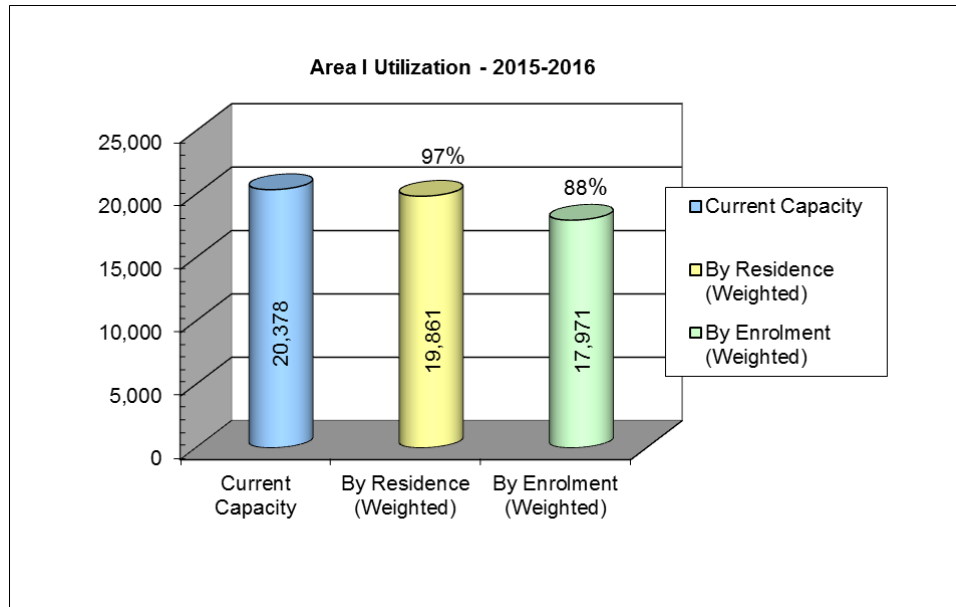
Communities with a +/- 100 increase/ decrease from April 2014-April 2015

Community	Change in Population (April 2014 to April 2015)
Nolan Hill	1,173
Brentwood	735
Sherwood	422
Tuscany	272
Valley Ridge	184
Dalhousie	176
Montgomery	142
Citadel	126
Varsity	116
Bowness	-376

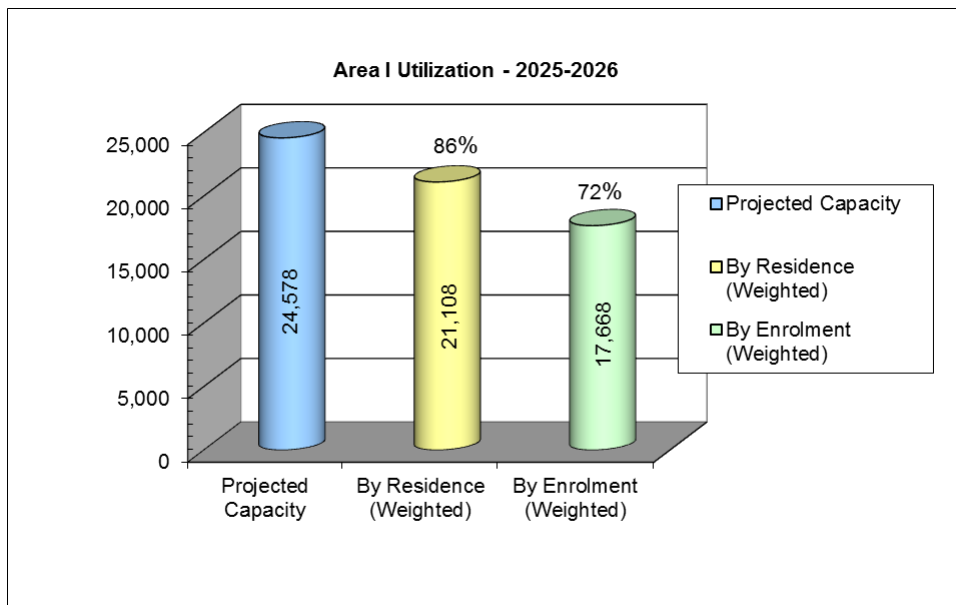
10.1.2 Utilization

A summary of Area utilization by enrolment and residence follows. Not all students attend a school that is located in the CBE Administrative Area in which they live. Area utilization by “residence” refers to the number of students residing in an Area, expressed as a percentage of the total capacity. The utilization rate by residence indicates what the utilization of schools in the Area would be if all students living in that Area attended school there. Area utilization by “enrolment” represents the number of students attending schools in an Area expressed as a percentage of the total capacity (enrolment includes students outside of CBE’s boundary). This utilization rate identifies what the combined utilization of all schools in the Area actually is based on current enrolment.

The graph below represents the utilization rate as of September 30, 2015 using the provincial formula. The current provincial formula is based on square metres of instructional space, exemptions for full-time leases and administrative use, and weighted enrolment, which makes allowance for kindergarten at full-time equivalent and special education students at 3:1.



The graph below represents the projected utilization rate for the 2025-2026 school years. Projected capacity includes new schools in the new and developing communities. Projection by enrolment assumes current attendance patterns, which are subject to annual review and update.



Area I is comprised of two sectors and the sectors are divided by Crowchild Trail – Sector 1 is south of Crowchild Trail and Sector 2 is north of Crowchild Trail.

By 2018, capacity in Area I will increase by 1,500 student spaces:

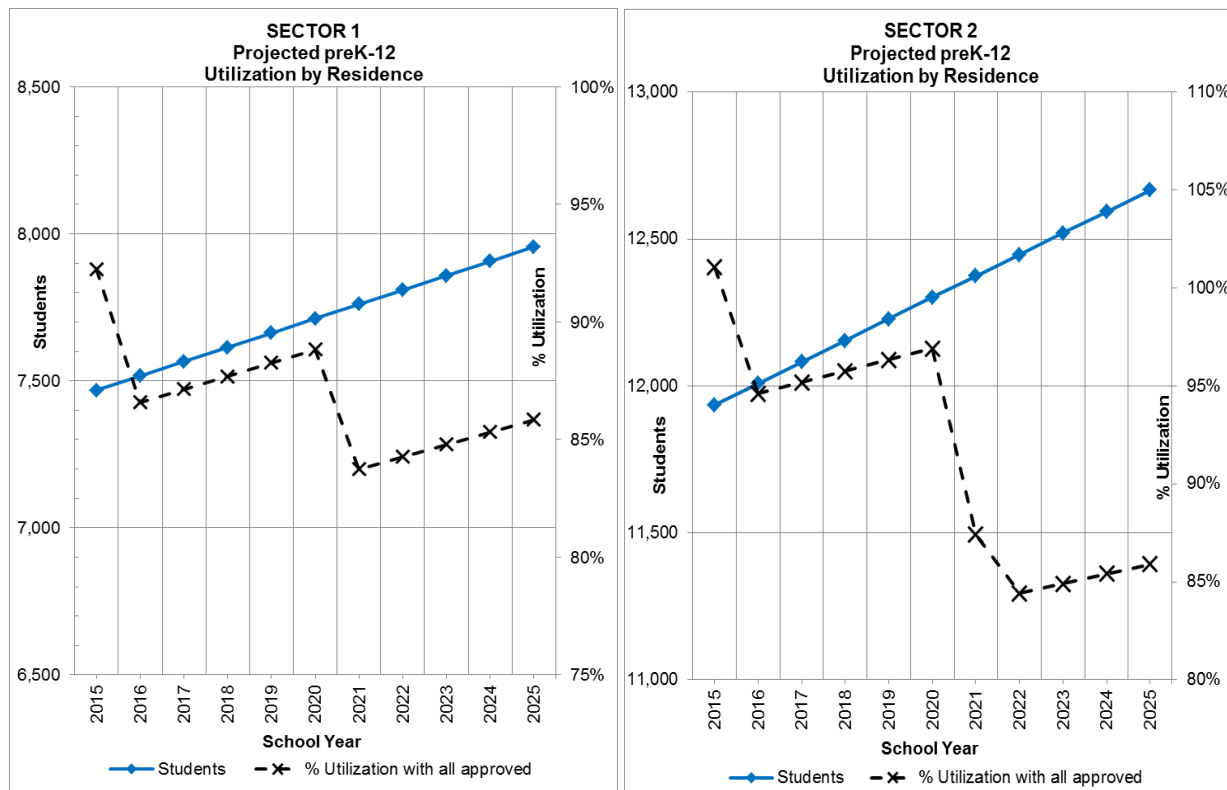
- Eric Harvie Elementary in sector 1
- William D. Pratt Middle in sector 2

By the 2025-26 school year, the CBE anticipates the need for:

- one elementary school (600 student spaces) in sector 1
- two elementary schools (1,200 student spaces) in sector 2
- one middle school (900 student spaces) in sector 2

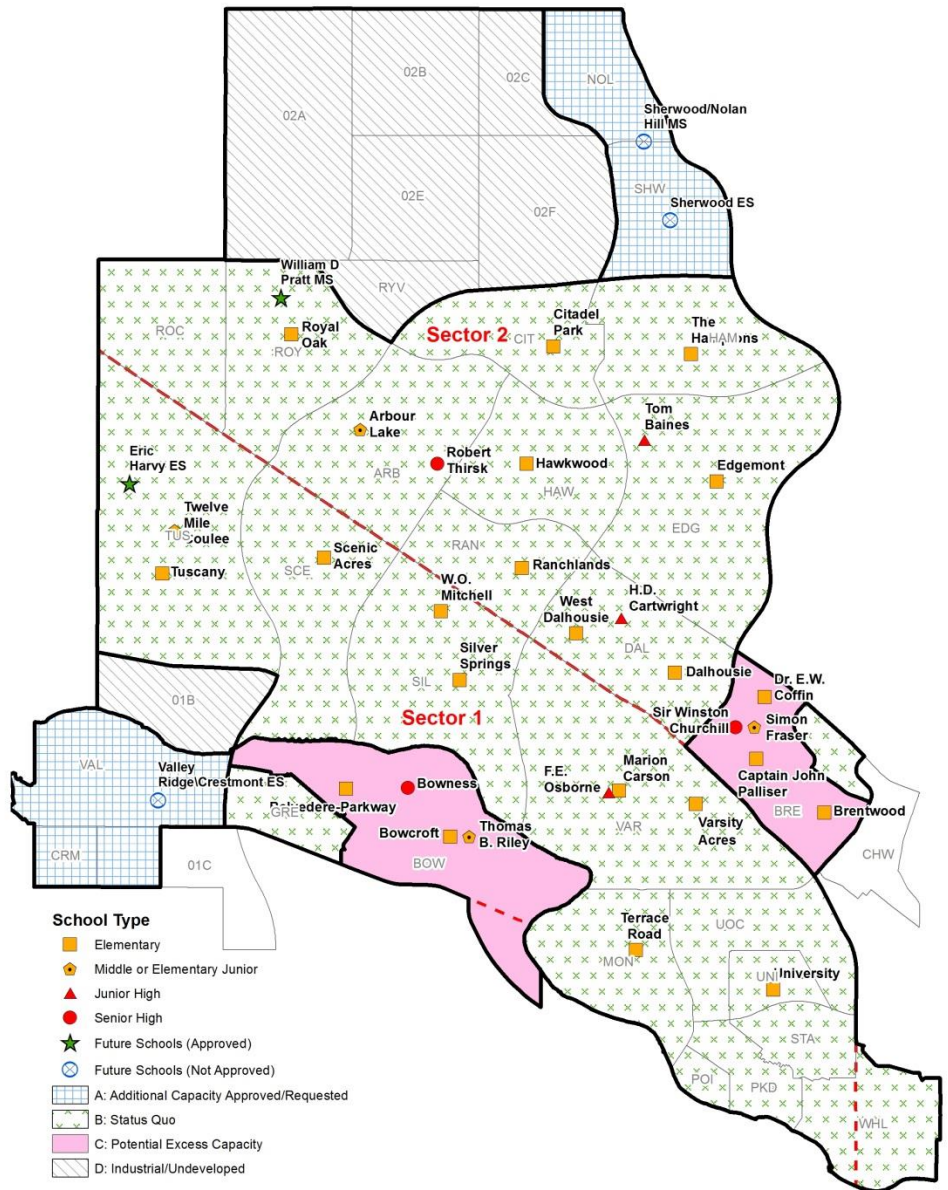
The two graphs below indicated the projected enrolment and utilization rate (by residence) for the sectors in Area I.

Current and Projected Enrolment and Utilization Rate (by residence) by Sector



31 | 66

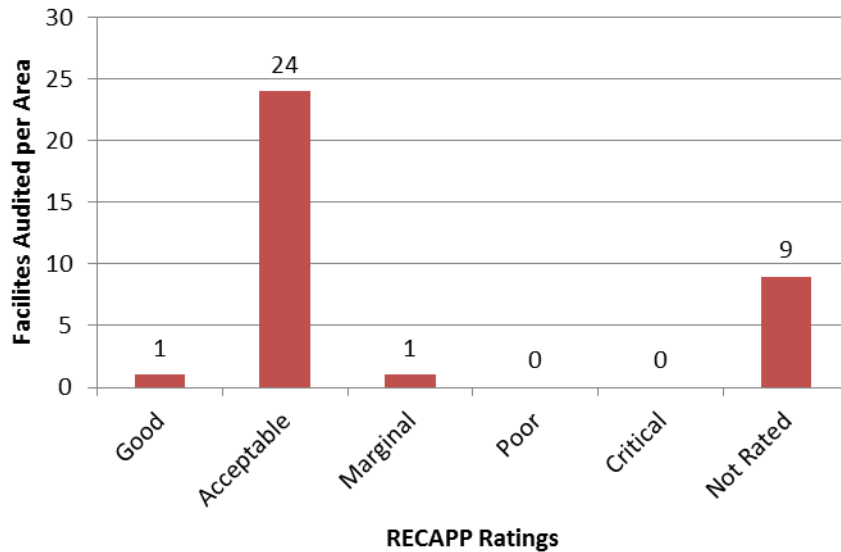
Through the Three Year System Student Accommodation Plan (SSAP), the CBE identifies accommodation challenges to keep stakeholders informed of potential changes in their school community. Planning & Transportation will continue to work with Area Directors to identify student challenges and work with stakeholders as plans are developed to address these challenges and ensure quality educational programming for students.



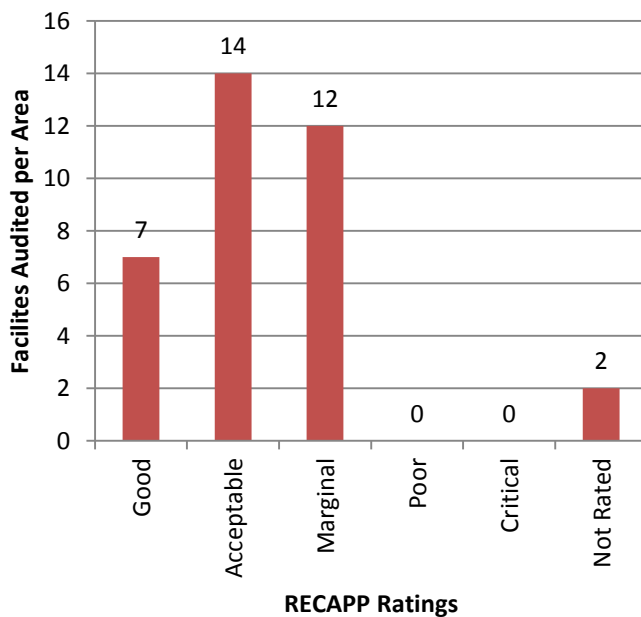
10.1.4 Facility Condition

The Province undertakes a rolling condition assessment of CBE Schools on a five-year-basis as part of the Renewal Capital Asset Planning Process (RECAPP). The RECAPP audits architectural, mechanical, electrical, and other components of facilities. A summary listing of the RECAPP overall condition rating of schools by Area are shown in chart and graph form (current and projected):

Current RECAPP Ratings - AREA I



Projected RECAPP Ratings – AREA I



School	2015 Provincial Capacity	2015-2016 Utilization	2016/17 Age of Facility	RECAPP Rating	Projected 10 Year RECAPP Rating	
AREA I						RECAPP Condition Rating
Arbour Lake	847	112%	9	n/a	Good	Definitions
Belvedere-Parkway	498	66%	59	Acceptable	Acceptable	
Belvedere Bungalow	N/A	Leased	84	n/a	n/a	
Bowcroft	455	48%	64	Acceptable	Marginal	Good Meets our present requirements no deficiencies
Bowness	1,513	53%	61	Marginal	Acceptable	
Brentwood	771	79%	54	Acceptable	Marginal	
Captain John Palliser	622	102%	52	Acceptable	Marginal	Acceptable Meets present requirements, has minor deficiencies. Average operating/maintenance costs.
Citadel Park	456	95%	10	n/a	Good	
Dalhousie	625	87%	46	Acceptable	Marginal	
Dr. E.W. Coffin	218	87%	42	Acceptable	Marginal	Marginal Meets minimum requirements, has significant deficiencies. May have above average operating maintenance costs.
Edgemont	650	107%	26	Acceptable	Acceptable	
F.E. Osborne	770	56%	49	Acceptable	Marginal	
H.D. Cartwright	571	76%	45	Acceptable	Marginal	Poor Does not meet requirements, has significant deficiencies. May have high operating /maintenance costs.
Hawkwood	611	100%	24	Good	Acceptable	
Marion Carson	526	91%	48	Acceptable	Marginal	
Montgomery	N/A	Leased	63	Acceptable	Acceptable	Critical Unsafe; high risk of injury or critical system failure.
Parkdale	N/A	Leased	62	n/a	n/a	
Ranchlands	499	81%	36	Acceptable	Marginal	
Robert Thirsk	1,527	98%	3	n/a	Good	Not Rated
Royal Oak	537	95%	6	n/a	Good	
Scenic Acres	183	71%	11	n/a	Good	
Silver Springs	277	77%	40	Acceptable	Acceptable	
Simon Fraser	760	97%	52	Acceptable	Acceptable	
Sir William Van Horne	N/A	Leased	49	Acceptable	Acceptable	
Sir Winston Churchill	2,007	110%	48	Acceptable	Marginal	
Terrace Road	286	52%	64	Acceptable	Acceptable	
The Hamptons	240	86%	17	Acceptable	Acceptable	
Thomas B. Riley	628	101%	49	Acceptable	Marginal	
Tom Baines	814	87%	20	Acceptable	Acceptable	
Tuscany Elem	647	93%	10	n/a	Good	
Twelve Mile Coulee	895	110%	4	n/a	Good	
University	537	69%	49	Acceptable	Marginal	
Varsity Acres	628	85%	51	Acceptable	Acceptable	
W.O. Mitchell	452	80%	39	Acceptable	Acceptable	
West Dalhousie	328	107%	40	Acceptable	Acceptable	

10.2 Area II

10.2.1 Population

Area II is comprised of 39 communities located in the north and inner-north sectors of the City. There was a 4% increase in population growth, or 8,348 people, between 2014 and 2015. Evanston accounted for a large share of this growth as it grew by 2,853 residents within the last year. Many of the established communities in the inner-north sectors of the city are experiencing moderate or slowing growth. Over the next 10 years Area II is projected to have an increase of over 78,000 people and will account for 27% of the growth in Calgary.

Dwelling Units

Growth in terms of dwelling units between 2014 and 2015 was 2,627 units or 3%. The majority of growth came from the new communities of Evanston, Sage Hill, and inner city communities of Bridgeland, Renfrew and Sunnyside.

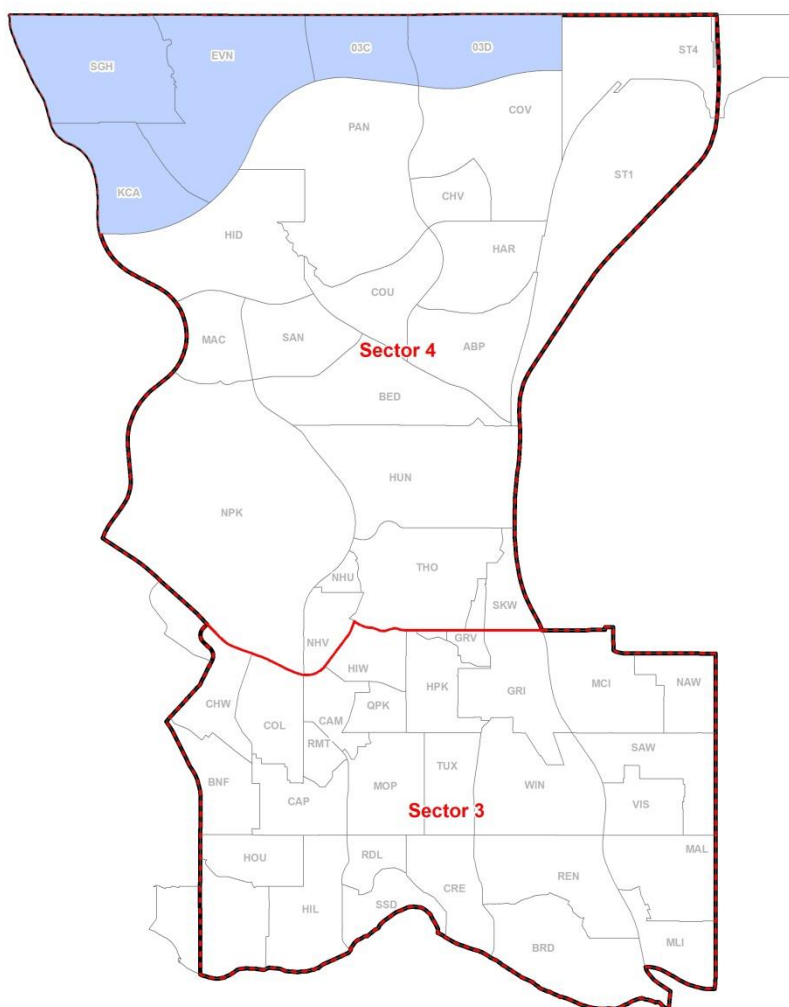
Future Growth

The majority of the North Regional Context Study planning area falls within Area II. Within this study area are the council approved Keystone Hills ASP which is planned to accommodate 60,000 people, Glacier Ridge ASP which is planned to accommodate 58,800 people, and Nose Creek ASP which is planned to accommodate 9,000 people (see Annexation map on page 25).

The following table demonstrates growth and build out percentages in the most active developing communities within Area II:

Area	New and Developing Community	2015 Population	Projected Population	Housing Units Occupied	Housing Units Projected	Build-Out % of
II	Evanston	12,883	18,550	4,057	6,114	66%
II	Kincora	5,974	12,100	1,828	4,579	40%
II	Sage Hill	4,578	22,150	1,595	9,266	17%
	Total	23,435	52,800	7,480	19,959	

Note: Build-out is calculated based on occupied housing units



The table below indicates the communities in Area II that experienced an increase or decrease of more than 100 residents between the 2014 and 2015 civic census.

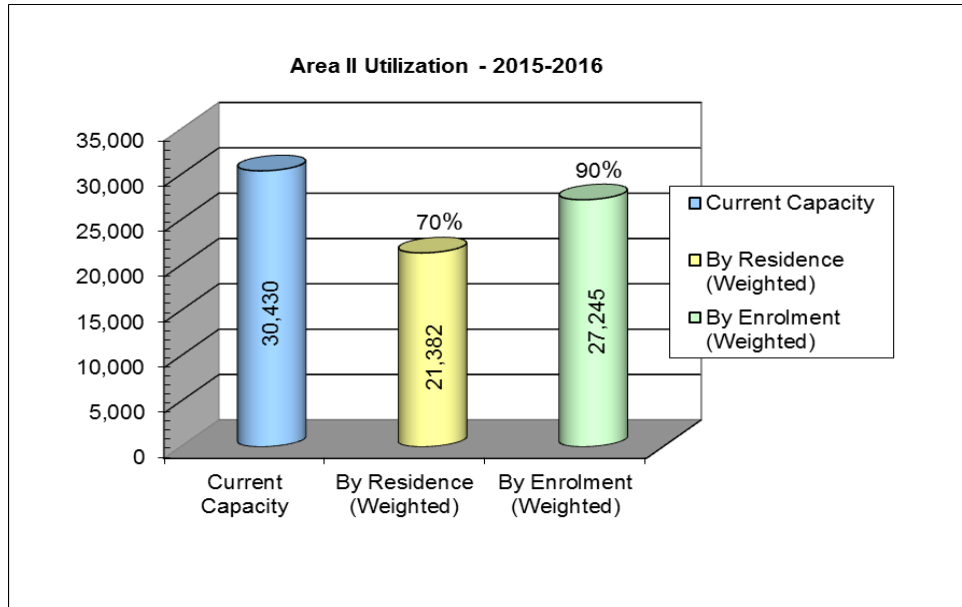
Communities with a +/- 100 increase/ decrease from April 2014-April 2015

Community	Change in Population (April 2014 to April 2015)
Evanston	2,853
Panorama Hills	863
Sage Hill	678
Coventry Hills	605
Kincora	576
Renfrew	505
Huntington Hills	245
Tuxedo Park	241
Hillhurst	240
Winston Heights/Mountainview	190
Mount Pleasant	175
Highland Park	174
Crescent Heights	145
Monterey Park	132
Banff Trail	131
West Hillhurst	110
Vista Heights	108
Beddington	106
Mayland Heights	-200

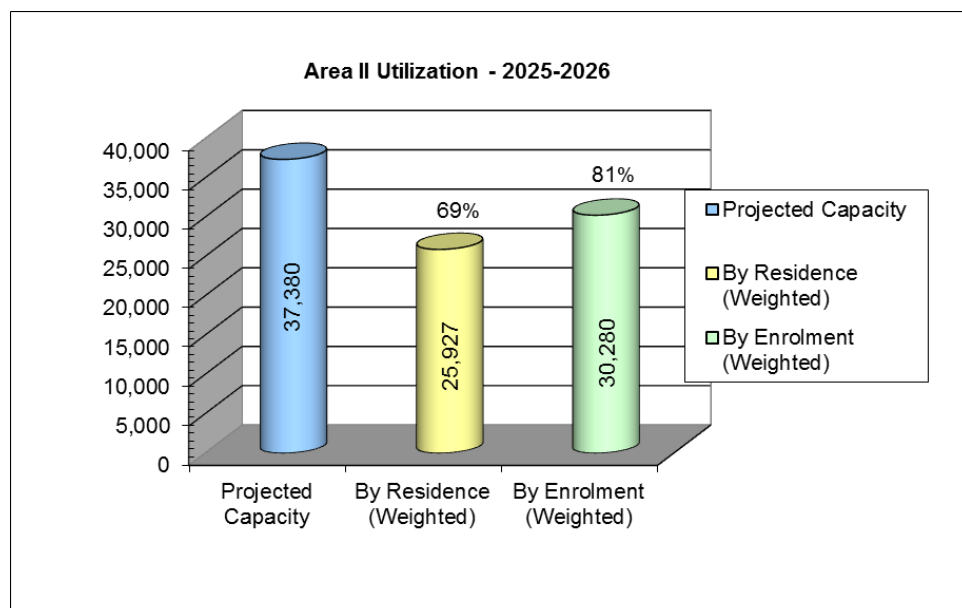
10.2.2 Utilization

A summary of Area utilization by enrolment and residence follows. Not all students attend a school that is located in the CBE Administrative Area in which they live. Area utilization by “residence” refers to the number of students residing in an Area, expressed as a percentage of the total capacity. The utilization rate by residence indicates what the utilization of schools in the Area would be if all students living in that Area attended school there. Area utilization by “enrolment” represents the number of students attending schools in an Area expressed as a percentage of the total capacity (enrolment includes students outside of CBE’s boundary). This utilization rate identifies what the combined utilization of all schools in the Area actually is based on current enrolment.

The graph below represents the utilization rate as of September 30, 2015 using the provincial formula. The current provincial formula is based on square metres of space, exemptions for full-time leases and administrative use, and weighted enrolment, which makes allowance for kindergarten at full-time equivalent and special education students at 3:1.



The graph below represents the projected utilization rate for the 2025-2026 school years. Projected capacity includes new schools in the new and developing communities. Projection by enrolment takes into consideration the opening of the new NE High School in 2016. Currently, many Area III students who will be designated to the new NE High School attend high schools located in Area II.



Area II is comprised of two sectors and the sectors are divided by McKnight Boulevard – Sector 3 is south of McKnight Boulevard and Sector 4 is north of McKnight Boulevard.

By 2018, capacity in Area II will increase by 1,250 student spaces:

- an addition of two modular classrooms at Queen Elizabeth School in Sector 3
- Kenneth D. Taylor Elementary in Sector 4
- Buffalo Rubbing Stone Elementary in Sector 4

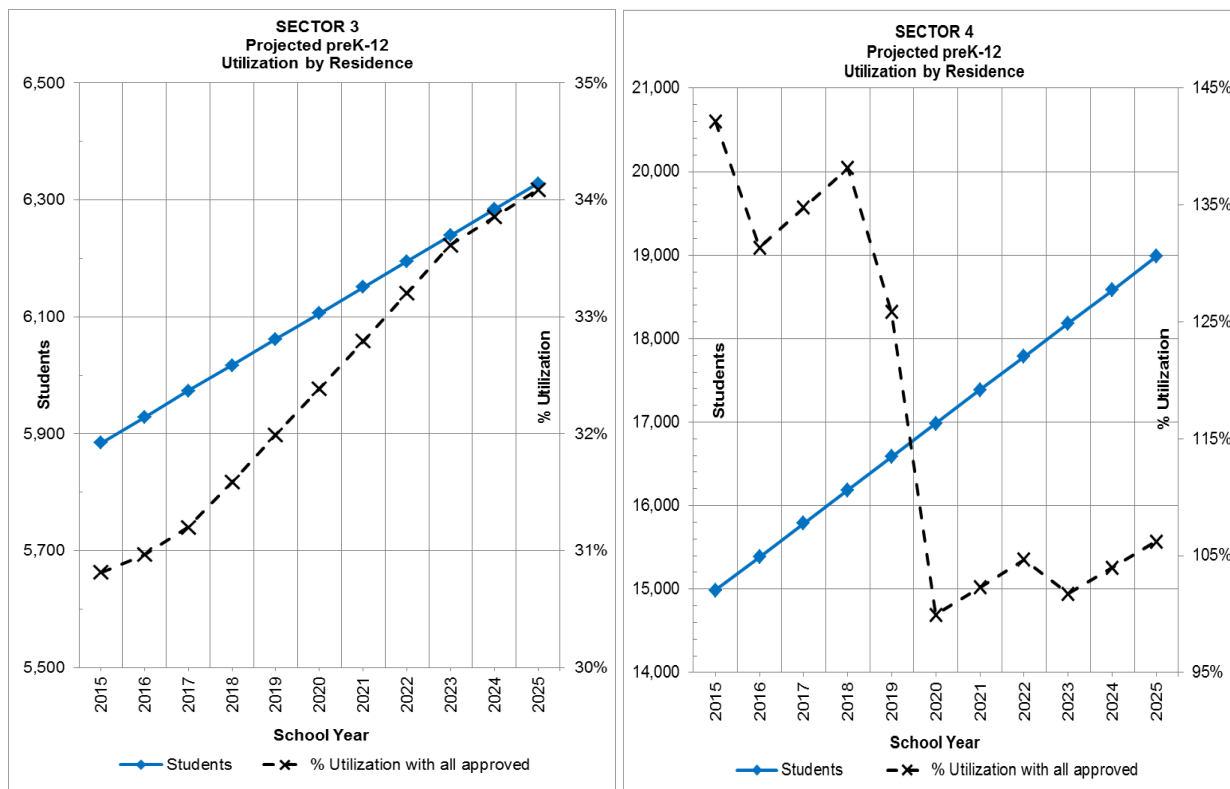
By the 2025-26 school year, the CBE anticipates the need for the following in Sector 4:

- three additional elementary schools (1,800 student spaces)
- three additional middle schools (2,700 students spaces)
- one additional high school (1,800 student spaces)

Sector 3 is not projected for any additional student spaces.

The two graphs below indicated the projected enrolment and utilization rate (by residence) for the sectors in Area II.

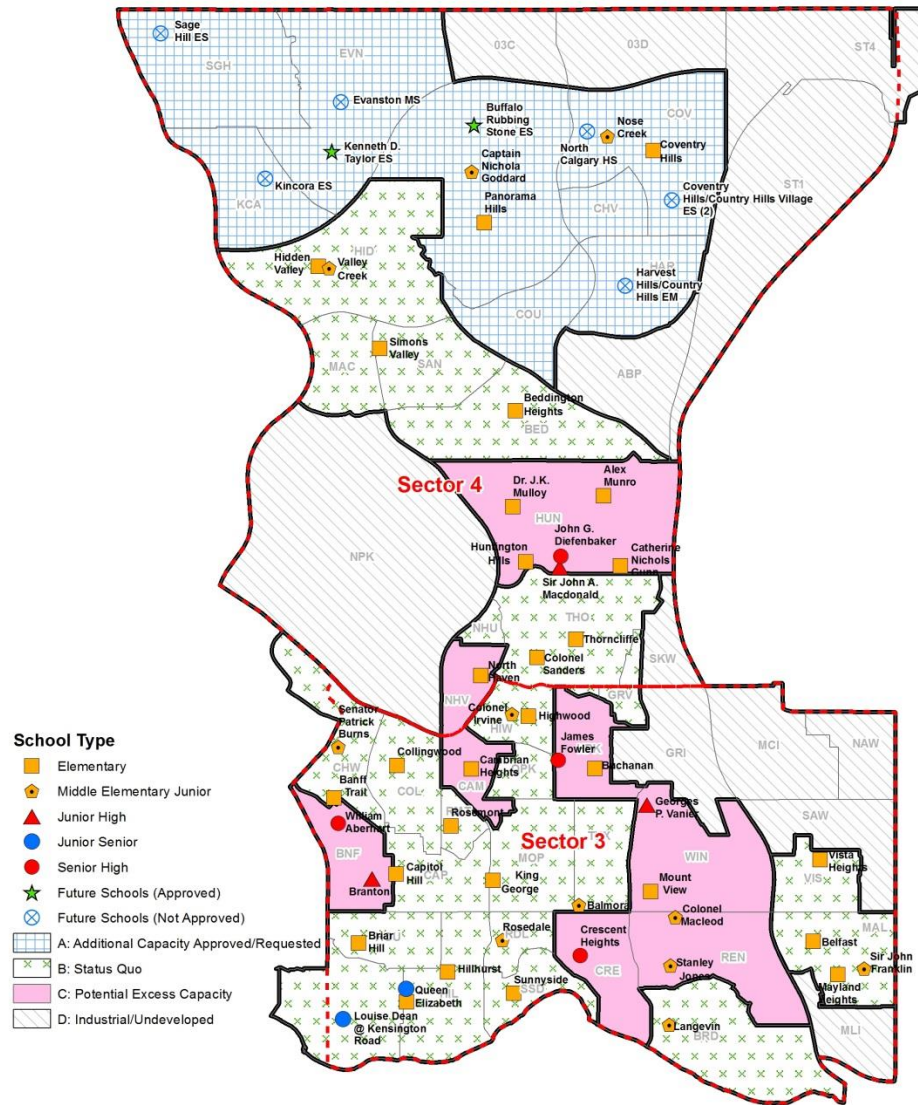
Current and Projected Enrolment and Utilization Rate (by residence) by Sector



10.2.3 Capacity

Map of Area Illustrating: Additional Capacity Requested/Approved, Status Quo, and Potential Excess Capacity by 2025

The CBE is faced with the challenge of providing access to educational programming for students as close to where they live as possible. The majority of CBE schools are located in developed suburbs of the city. As the City grows, the new and developing suburbs are projected to absorb 72% of the population growth. As funding for new school construction is requested (through the Three Year School Capital Plan), approved and the schools are built, schools in established suburbs that act as bus receivers for students from the new communities will experience decreased enrolment. Some of the impacts of excess capacity created by new schools opening may be program consolidation, opportunities for expansion of alternative programs and or identification of space for other system needs.

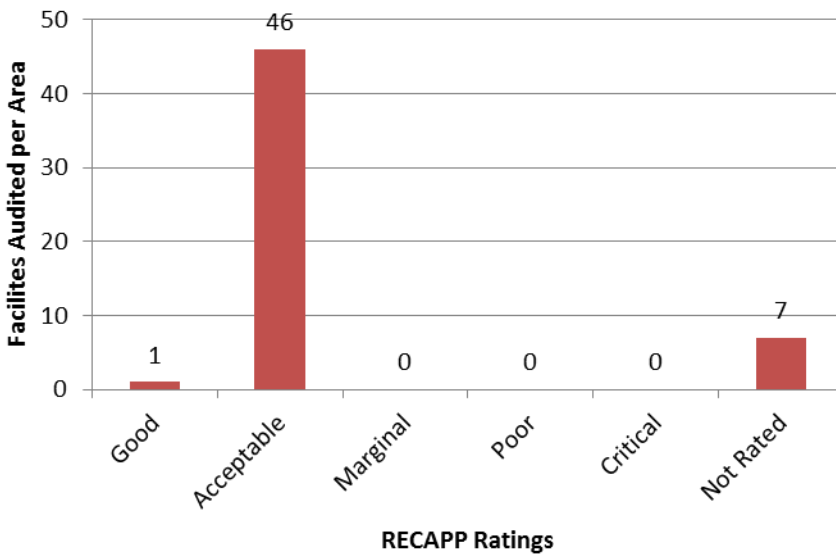


Through the Three Year System Student Accommodation Plan (SSAP), the CBE identifies accommodation challenges to keep stakeholders informed of potential changes in their school community. Planning & Transportation will continue to work with Area Directors to identify student accommodation challenges and work with stakeholders as plans are developed to address these challenges and ensure quality educational programming for students.

10.2.4 Facility Condition

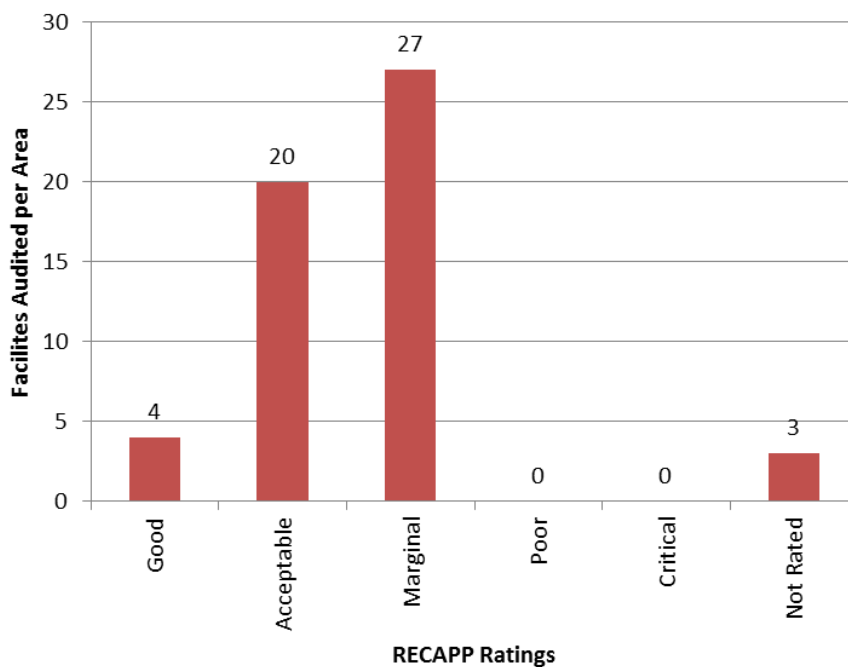
The Province undertakes a rolling condition assessment of CBE Schools on a five-year-basis as part of the Renewal Capital Asset Planning Process (RECAPP). The RECAPP audits architectural, mechanical, electrical, and other components of facilities. A summary listing of the RECAPP overall condition rating of schools by Area are shown in chart and graph form (current and projected):

Current RECAPP Ratings - AREA II



A listing of the 10 year of Projected RECAPP of schools by Area are shown in chart and graph form:

Projected RECAPP Ratings - AREA II



School	2015 Provincial Capacity	2015-2016 Utilization	2016/17 Age of Facility	RECAPP Rating	Projected 10 Year RECAPP Rating
AREA II					
Alex Munro	451	86%	45	Acceptable	Acceptable
Balmoral Bungalow	82	Admin	103	n/a	n/a
Balmoral	547	113%	103	Acceptable	Acceptable
Banff Trail	456	89%	57	Acceptable	Acceptable
Beddington Heights	507	84%	36	Acceptable	Marginal
Belfast	285	89%	56	Acceptable	Marginal
Branton	831	88%	60	Acceptable	Acceptable
Briar Hill	278	86%	62	Acceptable	Acceptable
Buchanan	243	75%	66	Acceptable	Marginal
Cambrian Heights	429	92%	59	Acceptable	Acceptable
Capitol Hill	362	91%	66	Acceptable	Marginal
Capt. Nichola Goddard	895	109%	4	n/a	Good
Catherine Nichols Gunn	458	84%	44	Acceptable	Acceptable
Christine Meikle	227	Unique	59	Acceptable	Acceptable
Collingwood	562	83%	57	Acceptable	Acceptable
Colonel Irvine	757	91%	60	Acceptable	Marginal
Colonel Macleod	670	100%	60	Acceptable	Marginal
Colonel Sanders	363	99%	61	Acceptable	Marginal
Coventry Hills	621	93%	11	n/a	Good
Crescent Heights	2,345	89%	88	Acceptable	Marginal
Dr. J.K. Mulloy	496	84%	47	Acceptable	Marginal
Georges P. Vanier	653	81%	56	Acceptable	Marginal
Greenview	N/A	Leased	55	Acceptable	Acceptable
Hidden Valley	523	84%	13	Good	Acceptable
Highwood	364	99%	50	Acceptable	Acceptable
Hillhurst	336	93%	104	Acceptable	Acceptable
Huntington Hills	365	63%	48	Acceptable	Marginal
James Fowler	1,953	84%	54	Acceptable	Marginal
John G. Diefenbaker	1,480	102%	45	Acceptable	Marginal
King George	615	77%	104	Acceptable	Acceptable
Langevin	648	102%	61	Acceptable	Marginal
Louise Dean	184	118%	62	Acceptable	Marginal
Mayland Heights	552	80%	49	Acceptable	Marginal
Mount View	188	85%	70	Acceptable	Marginal
North Haven	452	93%	52	Acceptable	Marginal
Nose Creek	895	97%	4	n/a	Good
Panorama Hills	572	103%	7	n/a	Good
Queen Elizabeth Elm.	361	90%	59	Acceptable	Acceptable
Queen Elizabeth High	1,375	74%	86	Acceptable	Marginal
Renfrew	352	Unique	62	Acceptable	Marginal

RECAPP Condition Rating**Definitions****Good**

Meets our present requirements
no deficiencies

Acceptable

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

Marginal

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

Poor

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

Critical

Unsafe; high risk of injury or
critical system failure.

Not Rated

Not rated by RECAPP

School	2015 Provincial Capacity	2015-2016 Utilization	2016/17 Age of Facility	RECAPP Rating	Projected 10 Year RECAPP Rating
Riverside Bungalow	N/A	Admin	103	n/a	n/a
Rosedale	259	103%	61	Acceptable	Marginal
Rosemont	242	82%	57	Acceptable	Acceptable
Senator Patrick Burns	862	66%	55	Acceptable	Marginal
Simons Valley	694	101%	25	Acceptable	Marginal
Sir John A. Macdonald	921	77%	50	Acceptable	Marginal
Sir John Franklin	570	98%	51	Acceptable	Marginal
Stanley Jones	581	101%	103	Acceptable	Marginal
Sunnyside	165	88%	97	Acceptable	Acceptable
Thornccliffe	231	102%	59	Acceptable	Acceptable
Tuxedo Park	N/A	Admin	104	n/a	n/a
Valley Creek	856	89%	13	Acceptable	Acceptable
Vista Heights	224	73%	52	Acceptable	Acceptable
William Aberhart	1,753	92%	59	Acceptable	Marginal

10.3 Area III

10.3.1 Population

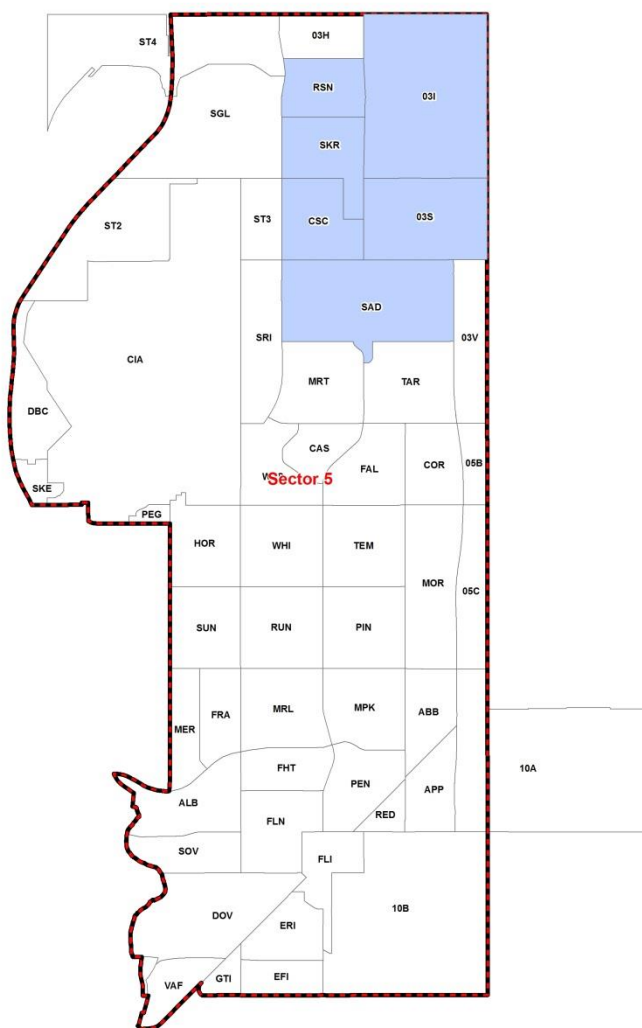
Area III is comprised of 26 residential communities located in the northeast and east parts of the City. Many of the established communities are experiencing moderate or slowing growth. There was a 3% increase in population growth, or 6,708 people, between 2014 and 2015. The majority of the growth came from the new communities of Saddle Ridge, Redstone, and Skyview Ranch. There are 4 new and developing communities in Area III and are located in the north. Over the next 10 years Area III is projected to have an increase of over 40,000 people and will account for 14% of the growth in Calgary.

Dwelling Units

Growth in terms of dwelling units between 2014 and 2015 was 2,033 units or 3%. The majority of this came from the new communities of Skyview Ranch, Cityscape, Saddle Ridge and Redstone.

Future Growth

Future Area Structure Plans (ASP) within Area III include the council approved Cornerstone ASP which is planned to accommodate 30,700 people and Belvedere ASP which is planned to accommodate 61,000 people (see Annexation map on page 25).



The following table demonstrates growth and build out percentages in the most active developing communities within Area III:

Area	New and Developing Community	2015 Population	Projected Population	Housing Units Occupied	Housing Units Projected	Build-Out % of
III	Cityscape	627	12,400	164	4,711	3%
III	Redstone	1,944	11,900	588	4,492	13%
III	Saddle Ridge	18,944	31,500	4,710	9,380	50%
III	Skyview Ranch	7,333	26,950	2,284	11,108	21%
	Total	28,848	82,750	7,746	29,691	

Note: Build-out is calculated based on occupied housing units

The table below indicates the communities in Area III that experienced an increase or decrease of more than 100 residents between the 2014 and 2015 civic census.

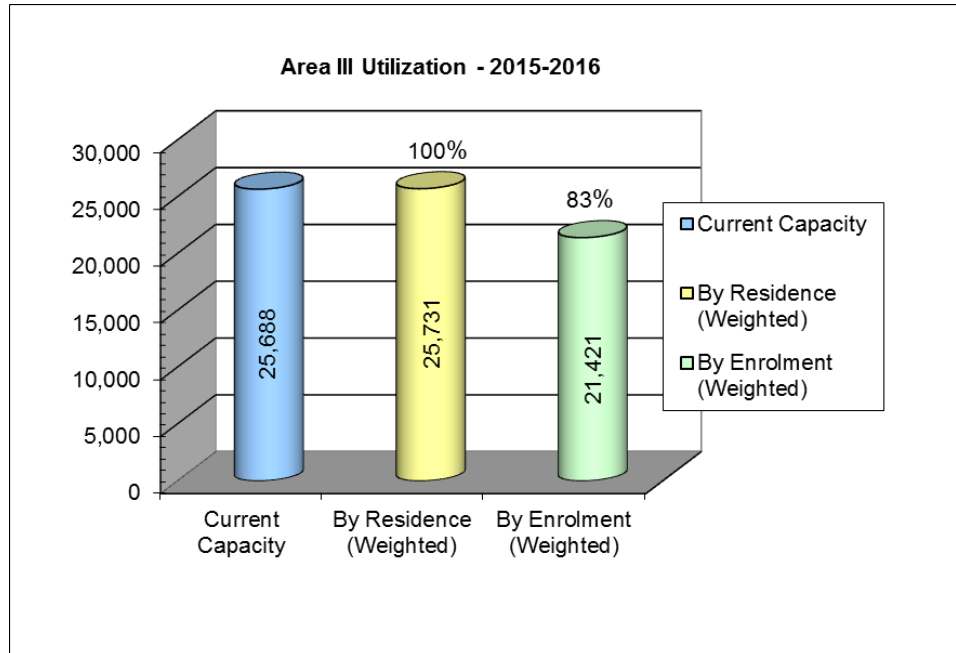
Communities with a +/- 100 increase/ decrease from April 2014-April 2015

Community	Change in Population (April 2014 to April 2015)
Saddle Ridge	1,219
Redstone	1,120
Skyview Ranch	1,055
Cityscape	627
Taradale	542
Rundle	404
Martindale	294
Falconridge	248
Erin Woods	163
Forest Lawn	142
Forest Heights	137
Marlborough Park	137
Temple	130
Penbrooke Meadows	104
Coral Springs	-165

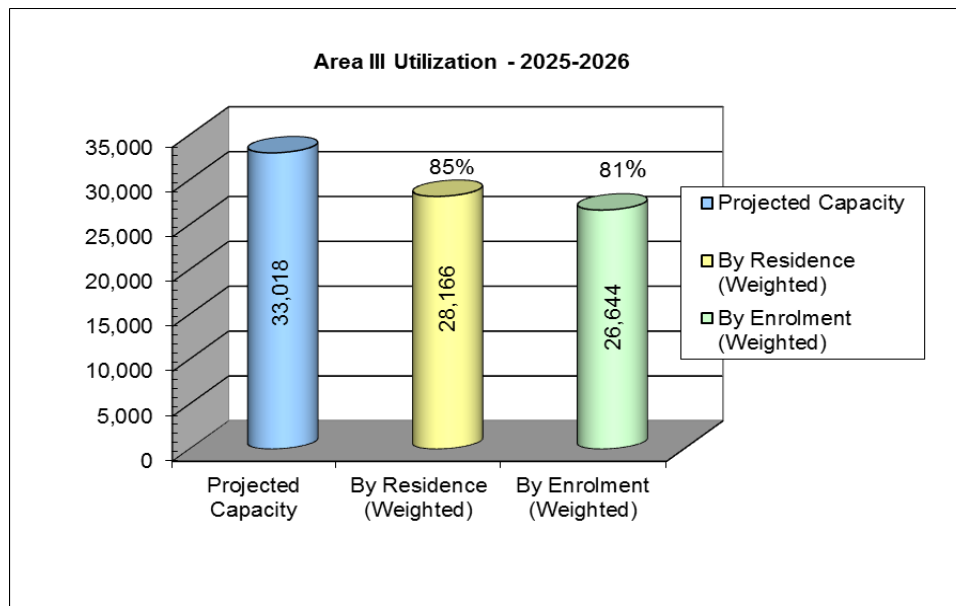
10.3.2 Utilization

A summary of Area utilization by enrolment and residence follows. Not all students attend a school that is located in the CBE Administrative Area in which they live. Area utilization by “residence” refers to the number of students residing in an Area, expressed as a percentage of the total capacity. The utilization rate by residence indicates what the utilization of schools in the Area would be if all students living in that Area attended school there. Area utilization by “enrolment” represents the number of students attending schools in an Area expressed as a percentage of the total capacity (enrolment includes students outside of CBE’s boundary). This utilization rate identifies what the combined utilization of all schools in the Area actually is based on current enrolment.

The graph below represents the utilization rate as of September 30, 2015 using the provincial formula. The current provincial formula is based on square metres of instructional space, exemptions for full-time leases and administrative use, and weighted enrolment, which makes allowance for kindergarten at full-time equivalent and special education students at 3:1.



The graph below represents the projected utilization rate for the 2025-2026 school years. Projected capacity includes new schools in the new and developing communities. Projection by enrolment takes into consideration the opening of the new NE High School in 2016. Currently, many Area III students who will be designated to the new NE High School attend high schools located in Area II.



Area III is comprised of one sector – Sector 5.

By 2018, capacity in Area III (Sector 5) will increase by 4,330 student spaces:

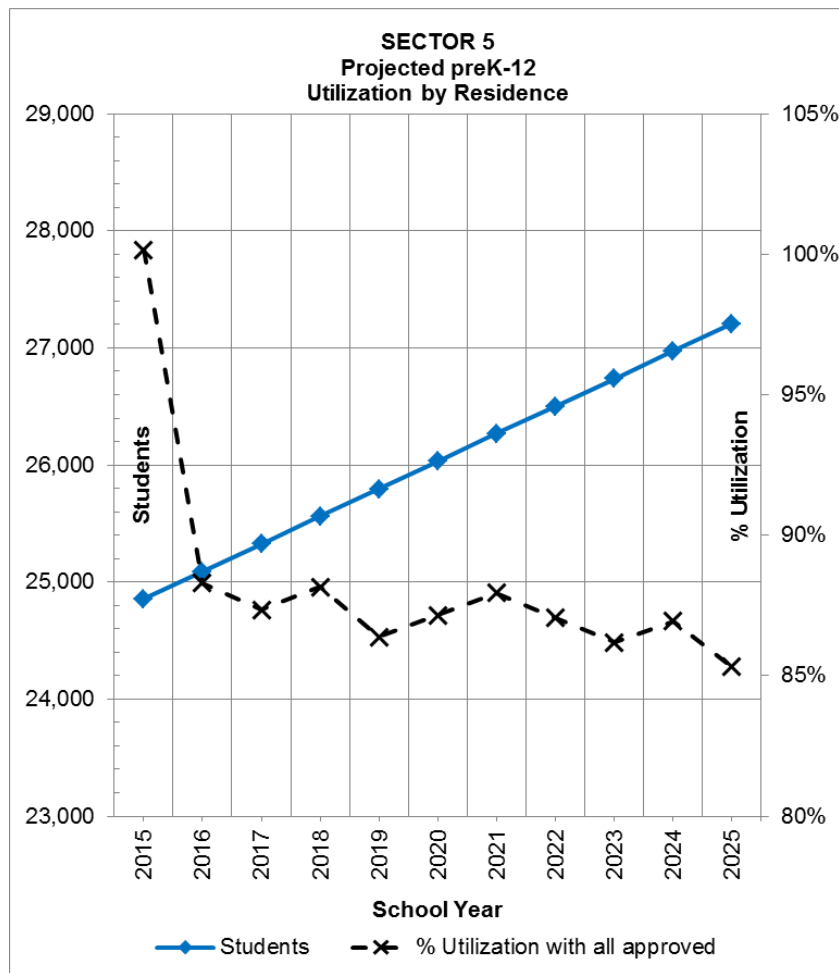
- Peter Lougheed Middle
- Nelson Mandela High School
- Hugh A. Bennett Elementary
- Martindale⁽²⁾ K-4
- opening of Aboriginal Learning Centre

⁽²⁾ indicates second elementary school for the community

By the 2025-26 school year, the CBE anticipates the need for the following in Sector 5:

- two additional elementary schools (1200 student spaces)
- two additional middle schools (1800 student spaces)

Current and Projected Enrolment and Utilization Rate (by residence) by Sector

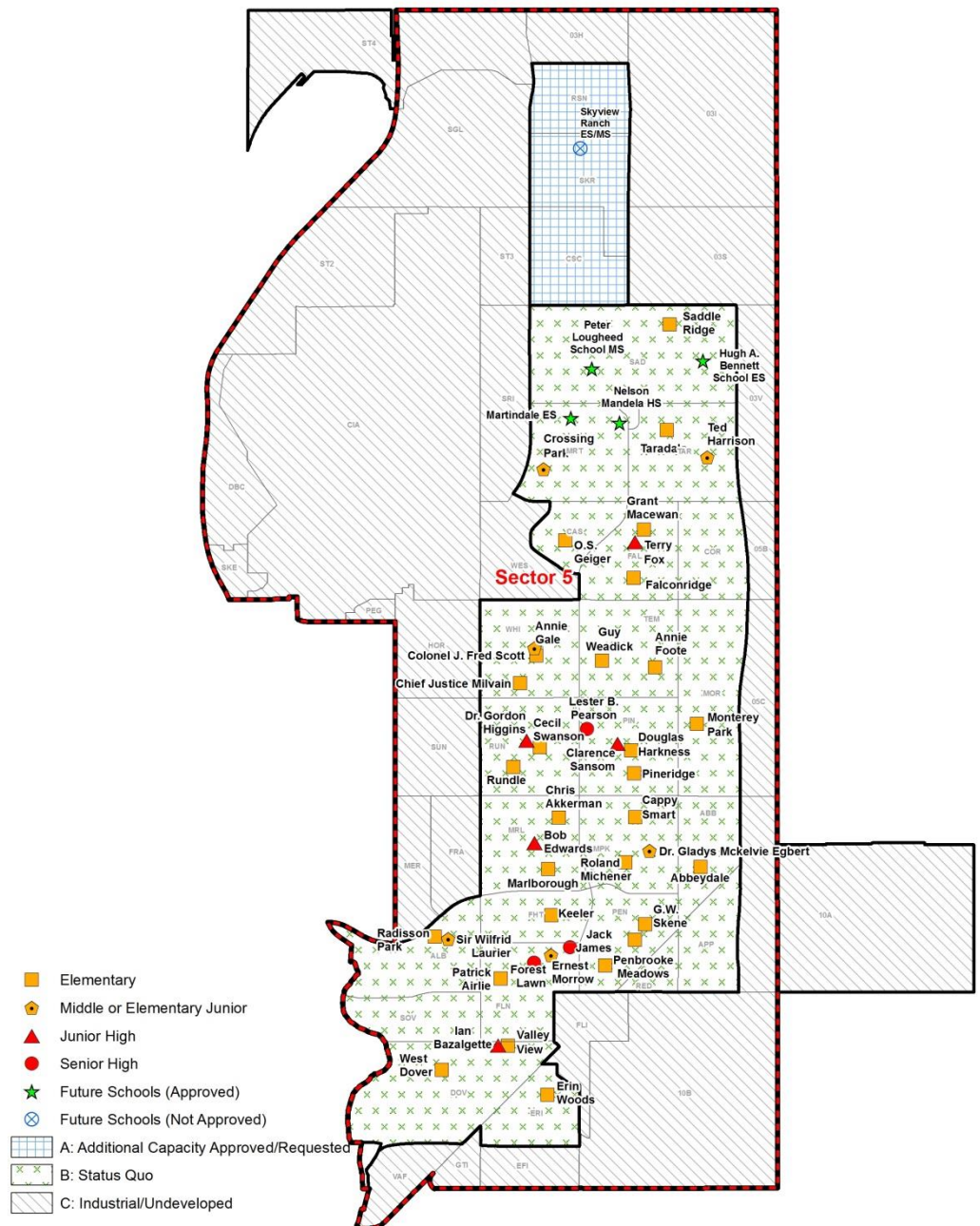


10.3.3 Capacity

Map of Area Illustrating: Additional Capacity Requested/Approved, Status Quo, and Potential Excess Capacity by 2025

The CBE is faced with the challenge of providing access to educational programming for students as close to where they live as possible. The majority of CBE schools are located in developed suburbs of the city. As the City grows, the new and developing suburbs are projected to absorb 72% of the population growth. As funding for new school construction is requested (through the Three Year School Capital Plan), approved and the schools are built, schools in established suburbs that act as bus receivers for students from the new communities will experience decreased enrolment. Some of the impacts of excess capacity created by new schools opening may be program consolidation, opportunities for expansion of alternative programs and or identification of space for other system needs.

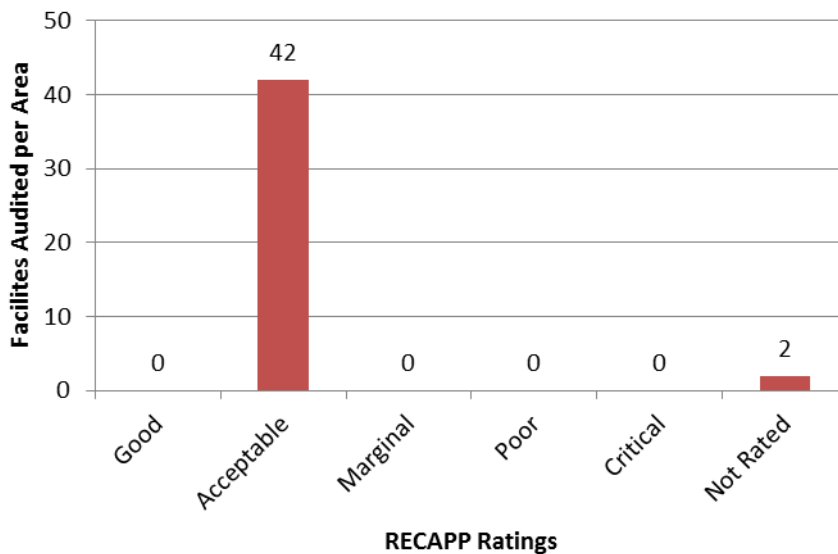
Through the Three Year System Student Accommodation Plan (SSAP), the CBE identifies accommodation challenges to keep stakeholders informed of potential changes in their school community. Planning & Transportation will continue to work with Area Directors to identify student accommodation challenges and work with stakeholders as plans are developed to address these challenges and ensure quality educational programming for students.



10.3.4 Facility Condition

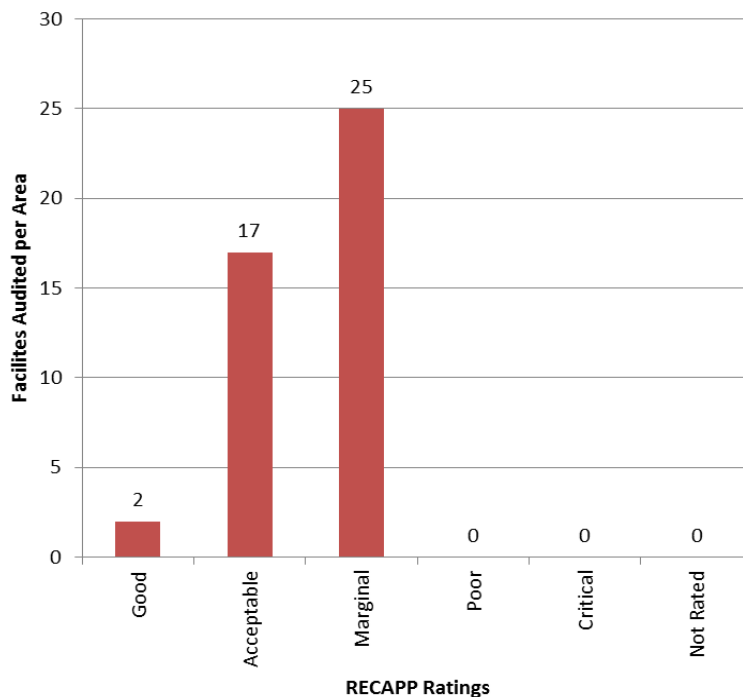
The Province undertakes a rolling condition assessment of CBE Schools on a five-year-basis as part of the Renewal Capital Asset Planning Process (RECAPP). The RECAPP audits architectural, mechanical, electrical, and other components of facilities. A summary listing of the RECAPP overall condition rating of schools by Area are shown in chart and graph form (current and projected):

Current RECAPP Ratings - AREA III



A listing of the 10 year of Projected RECAPP of schools by Area are shown in chart and graph form:

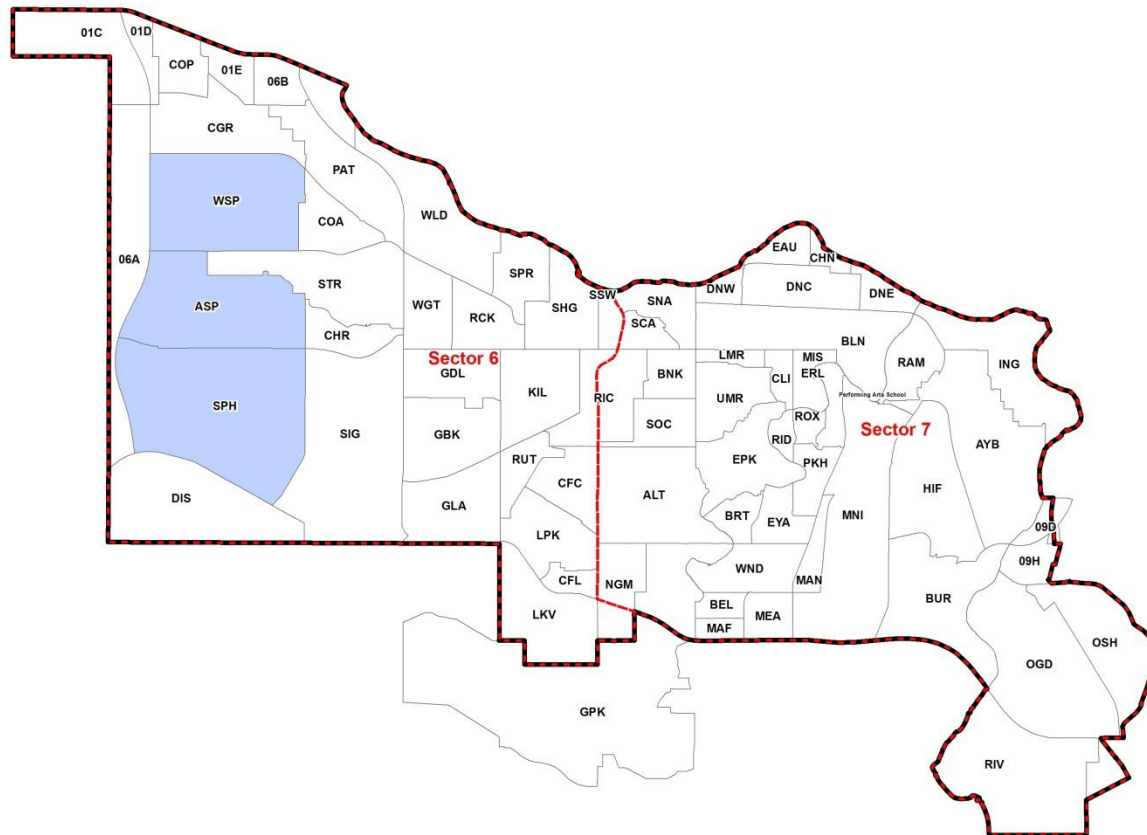
Projected RECAPP Ratings - AREA III



School	2015 Provincial Capacity	2015-2016 Utilization	2016/17 Age of Facility	RECAPP Rating	Projected 10 Year RECAPP Rating	
AREA III						RECAPP Condition Rating
Abbeydale	403	77%	36	Acceptable	Marginal	Definitions
Annie Foote	510	85%	36	Acceptable	Acceptable	
Annie Gale	617	91%	33	Acceptable	Marginal	
Bob Edwards	598	73%	45	Acceptable	Acceptable	Good Meets our present requirements no deficiencies
Cappy Smart	380	58%	38	Acceptable	Marginal	
Cecil Swanson	443	97%	36	Acceptable	Marginal	
Chief Justice Milvain	535	96%	35	Acceptable	Marginal	Acceptable Meets present requirements, has minor deficiencies. Average operating/maintenance costs.
Chris Akkerman	534	108%	43	Acceptable	Marginal	
Clarence Sansom	768	65%	34	Acceptable	Marginal	
Colonel J. Fred Scott	474	105%	40	Acceptable	Acceptable	Marginal Meets minimum requirements, has significant deficiencies. May have above average operating maintenance costs.
Crossing Park	990	112%	14	Acceptable	Acceptable	
Douglas Harkness	335	84%	40	Acceptable	Acceptable	
Dr. Gladys M. Egbert	538	78%	40	Acceptable	Marginal	Poor Does not meet requirements, has significant deficiencies. May have high operating /maintenance costs.
Dr. Gordon Higgins	686	74%	40	Acceptable	Acceptable	
Erin Woods	482	80%	34	Acceptable	Marginal	
Ernest Morrow	870	97%	53	Acceptable	Marginal	Critical Unsafe; high risk of injury or critical system failure.
Falconridge	576	91%	36	Acceptable	Acceptable	
Forest Lawn	2,133	72%	48	Acceptable	Marginal	
G.W. Skene	328	68%	38	Acceptable	Marginal	Not Rated Not yet rated by RECAPP.
Grant MacEwan	578	104%	28	Acceptable	Marginal	
Guy Weadick	430	98%	43	Acceptable	Acceptable	
Harold W. Riley	331	Closed	44	Acceptable	Marginal	
Ian Bazalgette	652	85%	56	Acceptable	Acceptable	
Jack James	863	86%	36	Acceptable	Marginal	
James Short Memorial	471	63%	44	Acceptable	Acceptable	
Keeler	609	53%	54	Acceptable	Marginal	
Lester B. Pearson	1,732	100%	27	Acceptable	Acceptable	
Marlborough	297	67%	48	Acceptable	Marginal	
Monterey Park	644	89%	13	Acceptable	Acceptable	
Mountain View	N/A	Leased	58	Acceptable	Marginal	
O.S. Geiger	511	82%	33	Acceptable	Marginal	
Patrick Airlie	252	74%	59	Acceptable	Marginal	
Penbrooke Meadows	378	60%	45	Acceptable	Marginal	
Pineridge	457	66%	38	Acceptable	Acceptable	
Radisson Park	388	87%	10	Acceptable	Marginal	
Roland Michener	263	88%	40	Acceptable	Marginal	

School	2015 Provincial Capacity	2015-2016 Utilization	2016/17 Age of Facility	RECAPP Rating	Projected 10 Year RECAPP Rating
Rundle	536	108%	38	Acceptable	Marginal
Saddle Ridge	585	115%	6	n/a	Good
Sir Wilfrid Laurier	522	87%	50	Acceptable	Acceptable
Taradale	627	99%	7	Acceptable	Acceptable
Ted Harrison	895	87%	4	n/a	Good
Terry Fox	762	78%	22	Acceptable	Acceptable
Valley View	588	48%	57	Acceptable	Marginal
West Dover	448	65%	45	Acceptable	Acceptable

10.4 Area IV



10.4.1 Population

Area IV is comprised of 59 residential communities located in the west and inner-city south parts of the City. Many of the established communities are experiencing moderate or slowing growth. There was a 2% increase in population growth, or 5,125 people, between 2014 and 2015. The new and developing communities of Aspen Woods and West Springs, and the Beltline and Killarney/Glengarry communities accounted for the majority of this growth. There are 3 new and developing communities in Area IV and they are all located on the west side. Intensification efforts within developed communities such as Beltline, Downtown Commercial Core, Downtown East and Currie Barracks will also promote growth in this Area. Over the next 10 years Area IV is projected to have an increase of over 50,000 people and will account for 17% of the growth in Calgary.

Dwelling Units

Growth in terms of dwelling units between 2014 and 2015 was 3,415 units or 3%. The majority of this came from the inner-city Beltline and Downtown East Village communities.

Future Growth

There is Area Redevelopment Plans (ARP) for the Beltline, Downtown and the Downtown East Village that will increase growth in these communities.

The following table demonstrates growth and build out percentages in the most actively developing communities within Area IV:

Area	New and Developing Community	2015 Population	Projected Population	Housing Units Occupied	Housing Units Projected	Build-Out % of
IV	Aspen Woods	8,271	11,400	2,637	3,817	69%
IV	Springbank Hill	9,874	13,450	3,224	4,528	71%
IV	West Springs	9,529	16,100	2,988	5,472	55%
	Total	27,674	40,950	8,849	13,817	

Note: Build-out is calculated based on occupied housing units

The table below indicates the communities in Area IV that experienced an increase or decrease of more than 100 residents between the 2014 and 2015 civic census.

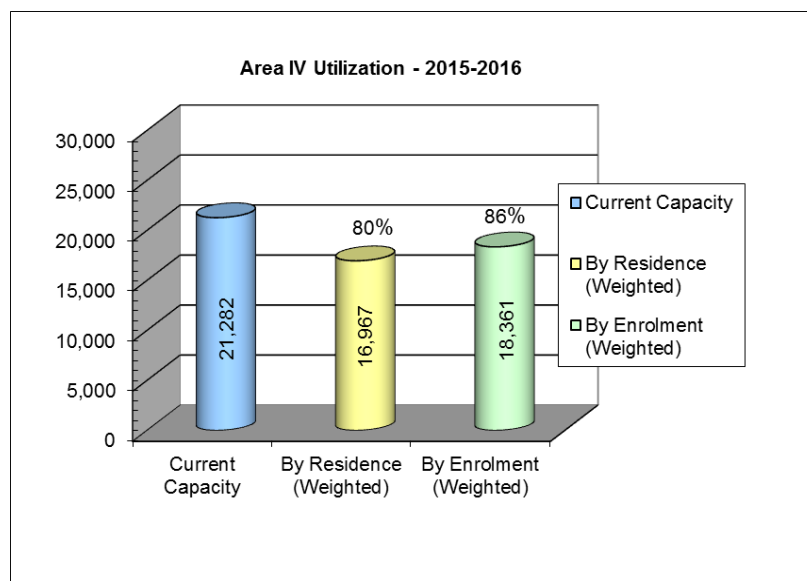
Communities with a +/- 100 increase/ decrease from April 2014-April 2015

Community	Change in Population (April 2014 to April 2015)
Aspen Woods	775
Beltline (Victoria Park & Connaught)	582
Killarney/Glengarry	446
West Springs	443
Glenbrook	397
Altadore	349
Inglewood	288
Cougar Ridge	252
Springbank Hill	234
Downtown West	214
Spruce Cliff	189
Elbow Park	178
Lower Mount Royal	161
Roxboro	159
Mission	144
Downtown East	133
Rideau Park	125
Elboya	113
Richmond	112
Lincoln Park	103
Bankview	100
Signal Hill	-150
Eau Claire	-203
Manchester	-266

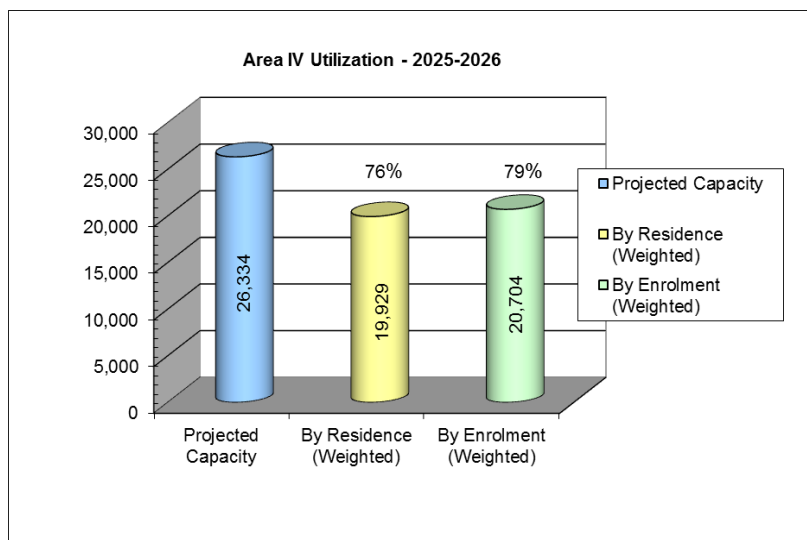
10.4.2 Utilization

A summary of Area utilization by enrolment and residence follows. Not all students attend a school that is located in the CBE Administrative Area in which they live. Area utilization by “residence” refers to the number of students residing in an Area, expressed as a percentage of the total capacity. The utilization rate by residence indicates what the utilization of schools in the Area would be if all students living in that Area attended school there. Area utilization by “enrolment” represents the number of students attending schools in an Area expressed as a percentage of the total capacity (enrolment includes students outside of CBE’s boundary). This utilization rate identifies what the combined utilization of all schools in the Area actually is based on current enrolment.

The graph below represents the utilization rate as of September 30, 2015 using the provincial formula. The current provincial formula is based on square metres of instructional space, exemptions for full-time leases and administrative use, and weighted enrolment, which makes allowance for kindergarten at full-time equivalent and special education students at 3:1.



The graph below represents the projected utilization rate for the 2025-2026 school years. Projected capacity includes new schools in the new and developing communities. Projection by enrolment assumes current attendance patterns, which are subjected to annual review and update.



Area IV is comprised of two sectors and the sectors are divided by Crowchild Trail – Sector 6 is west of Crowchild Trail and Sector 7 is east of Crowchild Trail.

By 2018, capacity in Area IV (Sector 6) will increase by 2,925 student spaces:

- Aspen Woods K-4
- West Springs/Cougar Ridge Middle 5-9
- Springbank Hill/Discovery Ridge Middle K-9
- Re-opening of Glenmeadows School

By 2018, capacity in Area IV (Sector 7) is not projected for any additional student spaces.

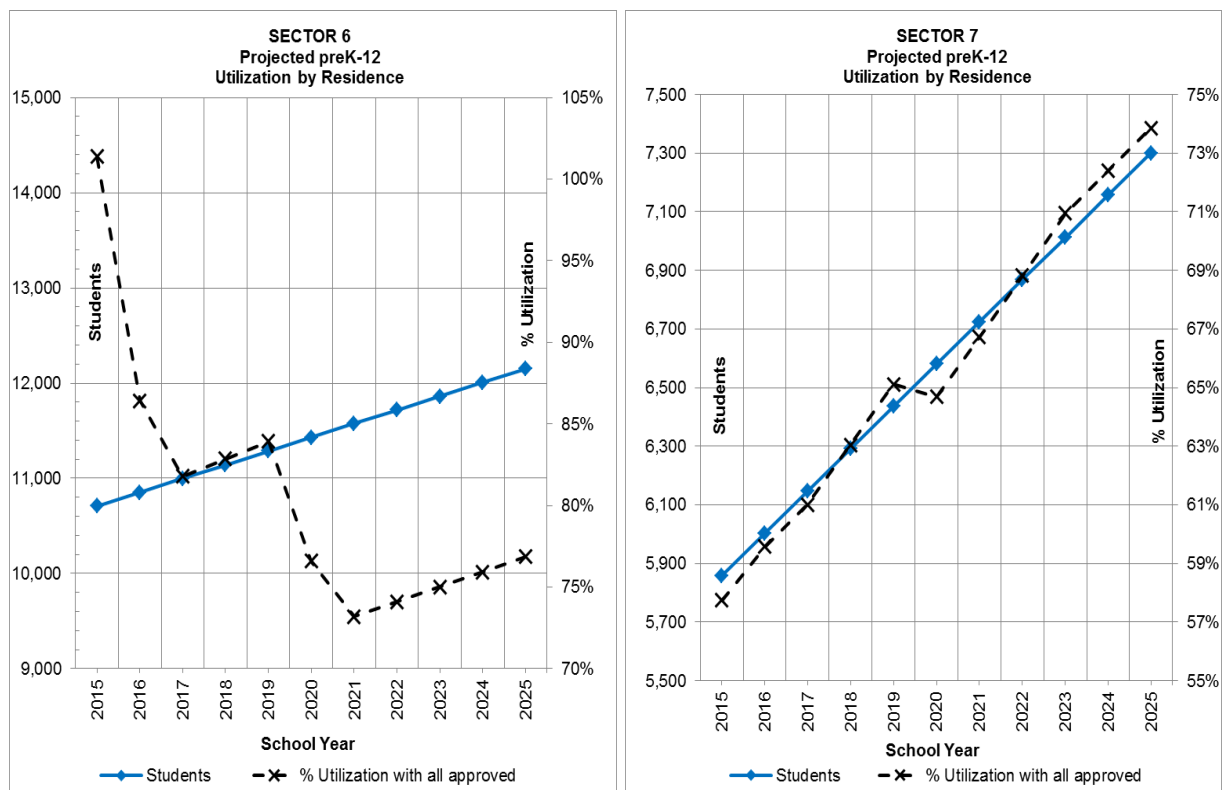
By the 2025-26 school year, the CBE anticipates the need for the following in Sector 6:

- one additional elementary school (600 student spaces)
- two additional middle schools (1,800 students spaces)

Sector 7 is projected for a performing arts high school (400) student spaces by 2025.

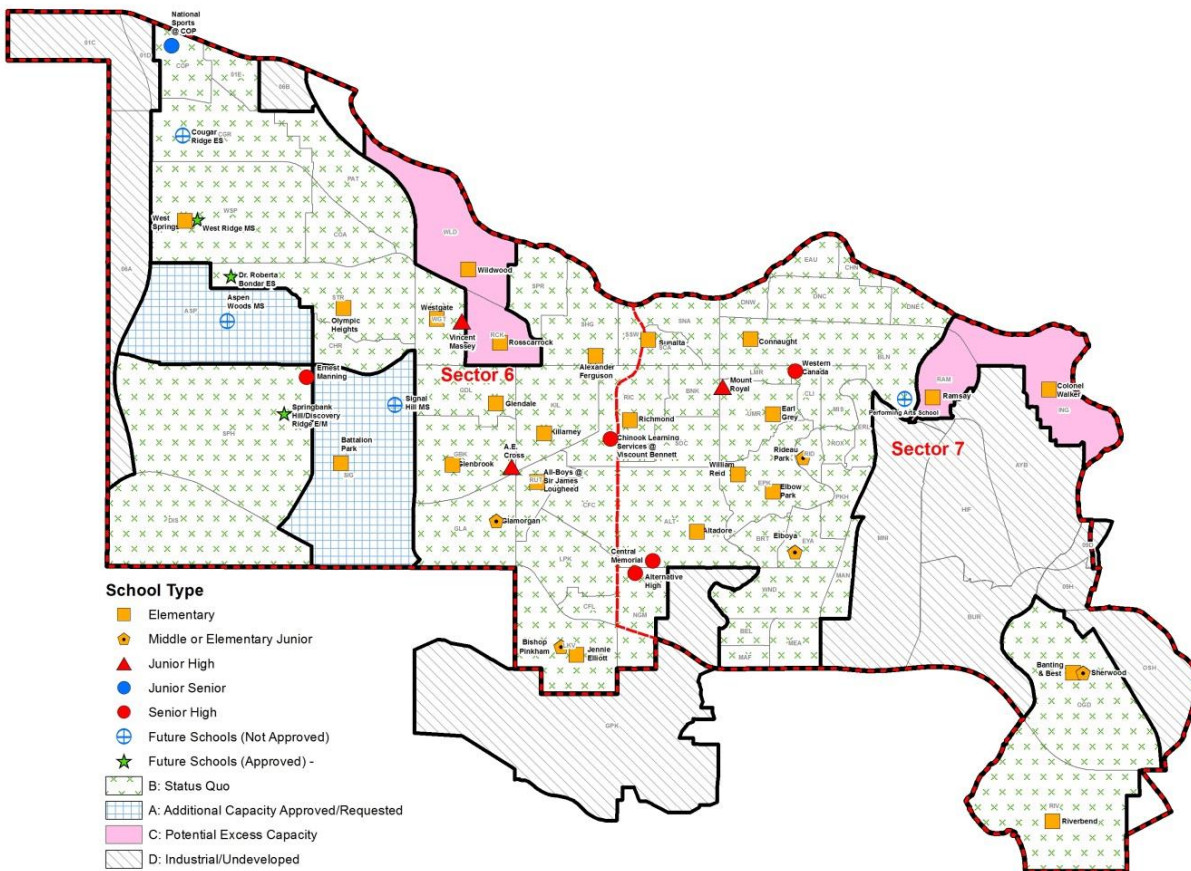
The two graphs below indicated the projected enrolment and utilization rate (by residence) for the sectors in Area II.

Current and Projected Enrolment and Utilization Rate (by residence) by Sector



10.4.3 Capacity

Map of Area Illustrating: Additional Capacity Requested/Approved, Status Quo, and Potential Excess Capacity by 2025



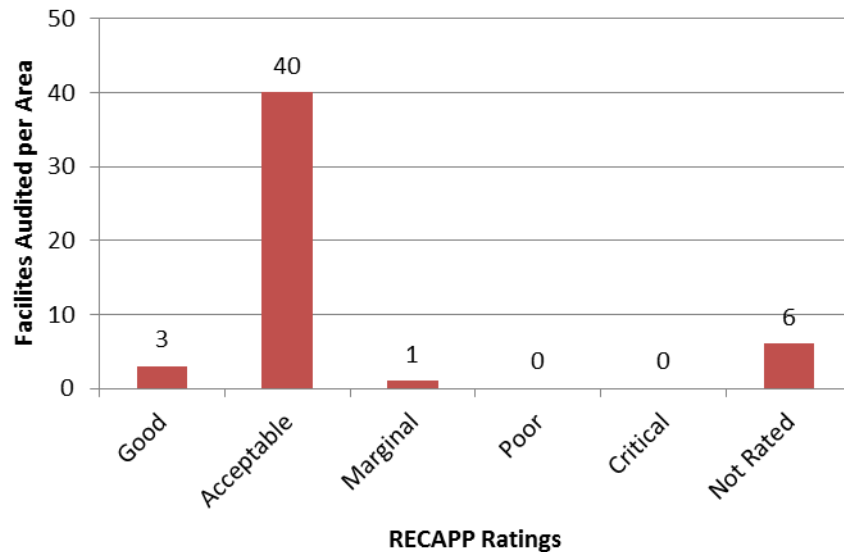
The CBE is faced with the challenge of providing access to educational programming for students as close to where they live as possible. The majority of CBE schools are located in developed suburbs of the city. As the City grows, the new and developing suburbs are projected to absorb 72% of the population growth. As funding for new school construction is requested (through the Three Year School Capital Plan), approved and the schools are built, schools in established suburbs that act as bus receivers for students from the new communities will experience decreased enrolment. Some of the impacts of excess capacity created by new schools opening may be program consolidation, opportunities for expansion of alternative programs and or identification of space for other system needs.

Through the Three Year System Student Accommodation Plan (SSAP), the CBE identifies accommodation challenges to keep stakeholders informed of potential changes in their school community. Planning & Transportation will continue to work with Area Directors to identify student accommodation challenges and work with stakeholders as plans are developed to address these challenges and ensure quality educational programming for students.

10.4.4 Facility Condition

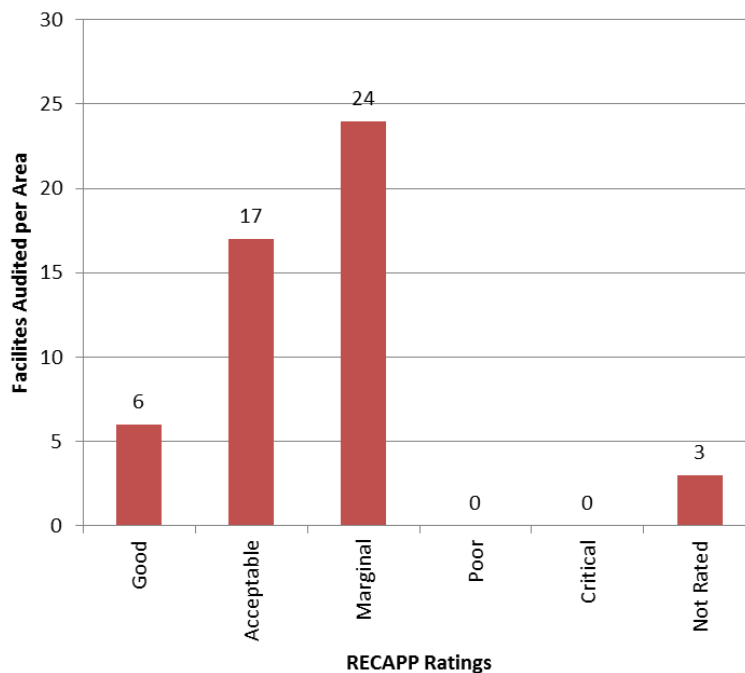
The Province undertakes a rolling condition assessment of CBE Schools on a five-year-basis as part of the Renewal Capital Asset Planning Process (RECAPP). The RECAPP audits architectural, mechanical, electrical, and other components of facilities. A summary listing of the RECAPP overall condition rating of schools by Area are shown in chart and graph form (current and projected):

Current RECAPP Ratings - AREA IV



A listing of the 10 year of Projected RECAPP of schools by Area are shown in chart and graph form:

Projected RECAPP Ratings - AREA IV



School	2015 Provincial Capacity	2015-2016 Utilization	2016/17 Age of Facility	RECAPP Rating	Projected 10 Year RECAPP Rating
AREA IV					
A.E. Cross	878	64%	52	Acceptable	Acceptable
Alexander Ferguson	255	99%	60	Acceptable	Marginal
Altadore	370	104%	64	Acceptable	Marginal
Alternative	270	89%	60	Acceptable	Acceptable
Banting and Best	248	88%	36	Acceptable	Acceptable
Battalion Park	678	100%	9	n/a	Good
Bel-Aire	N/A	Leased	51	Acceptable	Acceptable
Bishop Pinkham	713	91%	52	Acceptable	Marginal
Central Memorial	2,012	64%	48	Acceptable	Acceptable
Clem Gardner	N/A	Leased	51	Acceptable	Marginal
Colonel Walker	603	45%	104	Acceptable	Acceptable
Connaught	399	84%	105	Good	Good
Dr. Carl Safran	N/A	Admin	108	n/a	n/a
Dr. Oakley	403	Unique	57	Acceptable	Marginal
Earl Grey	330	64%	64	Acceptable	Marginal
Elbow Park	289	53%	97	Acceptable	Acceptable
Elboya	639	96%	63	Acceptable	Acceptable
Emily Follensbee	177	Unique	52	Acceptable	Marginal
Erlton	N/A	Admin	55	n/a	n/a
Ernest Manning	1,652	109%	5	n/a	Good
Glamorgan	697	91%	58	Acceptable	Marginal
Glenbrook	395	79%	57	Acceptable	Acceptable
Glendale	304	76%	60	Acceptable	Marginal
Glenmeadows	N/A	Leased	57	Acceptable	Acceptable
Jennie Elliott	701	84%	54	Acceptable	Marginal
Killarney	373	89%	62	Acceptable	Marginal
Knob Hill	N/A	Leased	57	Acceptable	Acceptable
Lakeview	N/A	Leased	55	Acceptable	Marginal
Lord Shaughnessy	834	CTS/Admin	50	Good	Good
Mount Royal	435	58%	64	Acceptable	Acceptable
Ogden	N/A	Leased	55	Acceptable	Marginal
Olympic Heights	671	107%	25	Acceptable	Marginal
Ramsay	182	54%	103	Acceptable	Marginal
Richmond	257	77%	66	Acceptable	Marginal
Rideau Park	473	87%	86	Acceptable	Acceptable
Riverbend	466	88%	21	Acceptable	Acceptable

RECAPP Condition Rating**Definitions****Good**

Meets our present requirements
no deficiencies

Acceptable

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

Marginal

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

Poor

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

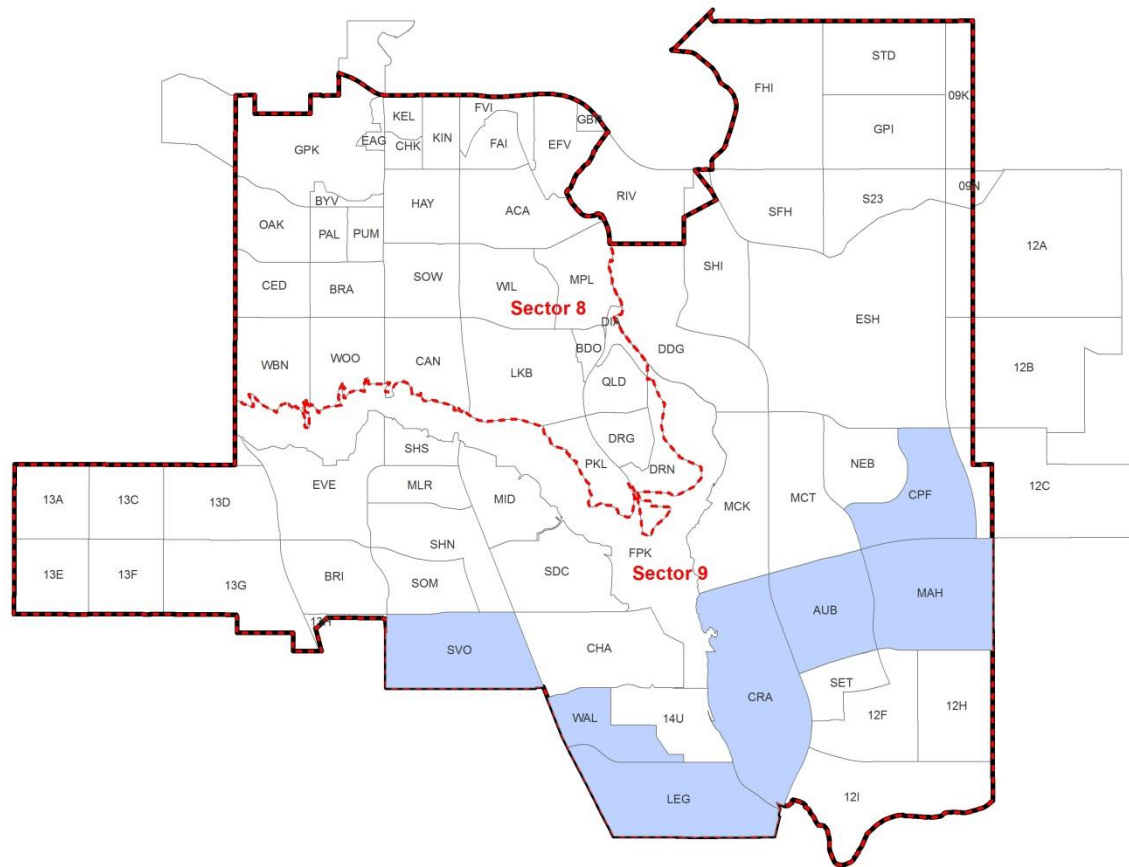
Critical

Unsafe; high risk of injury or
critical system failure.

Not Rated

School	2015 Provincial Capacity	2015-2016 Utilization	2016/17 Age of Facility	RECAPP Rating	Projected 10 Year RECAPP Rating
Rosscarrock	369	79%	56	Acceptable	Acceptable
Sherwood	722	67%	60	Acceptable	Marginal
Sir James Loughheed	232	86%	59	Acceptable	Marginal
Spruce Cliff	N/A	Leased	53	Marginal	Marginal
Sunalta	390	84%	94	Acceptable	Marginal
Vincent Massey	937	88%	61	Acceptable	Marginal
Viscount Bennett	N/A	Leased/Admin	62	Acceptable	Acceptable
W.H. Cushing Workplace	73	74%	20	Good	Good
West Springs	584	97%	6	n/a	Good
Western Canada	2,128	100%	88	n/a	n/a
Westgate	727	97%	56	Acceptable	Marginal
Wildwood	557	102%	60	Acceptable	Marginal
William Reid	273	98%	62	Acceptable	Marginal
Windsor Park	N/A	Leased/Admin	60	Acceptable	Acceptable

10.5 Area V



10.5.1 Population

Area V is comprised of 47 residential communities located in the south and southeast parts of the City. Many of the established communities are experiencing moderate or slowing growth while the newer communities have some of the highest growth in the City. There was a 4% increase in population growth, or 12,380 people, between 2014 and 2015. This Area contains the highest number of new and developing communities in the City with the majority of the growth coming from the communities of Mahogany, Auburn Bay, Cranston and Copperfield. Over the next 10 years Area V is projected to have an increase of over 100,000 people and will account for 35% of the growth in Calgary.

Dwelling Units

Growth in terms of dwelling units between 2014 and 2015 was 4,355 units or 4%. Nearly all of this came from the new and developing communities with Mahogany, Auburn Bay and Copperfield accounting for over half of the increase in total new units.

Future Growth

Future Area Structure Plans (ASP) that fall within the Area 5 administrative boundary include the council approved Providence ASP which is planned to accommodate 31,925 people, West Macleod ASP which is planned to accommodate 34,000 people, and South Shepard ASP which is planned to accommodate 28,000 people (see Annexation map on page 25).

The following table demonstrates growth and build out percentages in the most actively developing communities within Area V:

Area	New and Developing Community	2015 Population	Projected Population	Housing Units Occupied	Housing Units Projected	Build-Out % of
V	Auburn Bay	13,191	18,800	4,290	6,407	67%
V	Copperfield	11,434	14,800	3,968	5,437	73%
V	Cranston	17,185	23,150	5,883	8,259	71%
V	Legacy	1,303	16,850	449	5,965	8%
V	Mahogany	4,960	32,150	1,702	12,129	14%
V	Silverado	6,827	19,100	2,259	6,970	32%
V	Walden	3,076	10,750	981	3,800	26%
	Total	57,976	135,600	19,532	48,967	

Note: Build-out is calculated based on occupied housing units

The table below indicates the communities in Area V that experienced an increase or decrease of more than 100 residents between the 2014 and 2015 civic census.

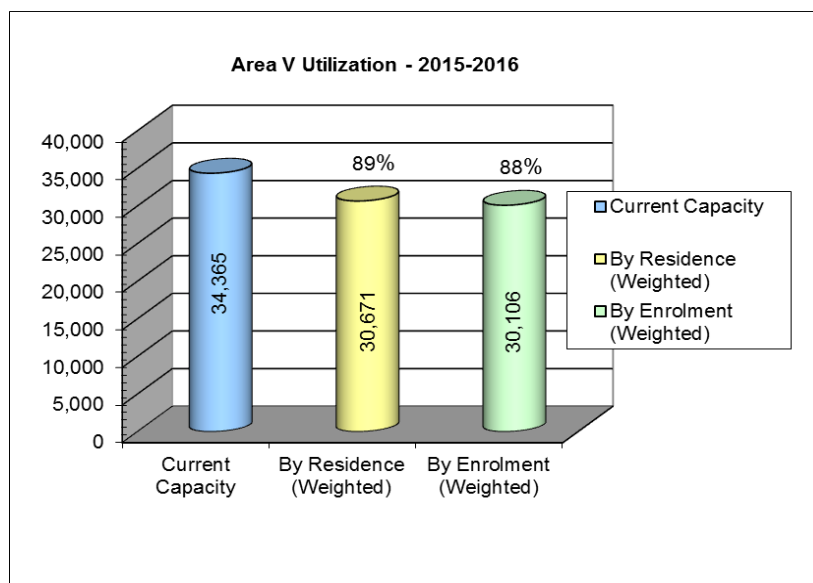
Communities with a +/- 100 increase/ decrease from April 2014-April 2015

Community	Change in Population (April 2014 to April 2015)
Mahogany	2,300
Auburn Bay	2,064
Cranston	1,831
Copperfield	1,468
Legacy	952
Walden	895
New Brighton	601
Chaparral	593
Silverado	522
Bridlewood	457
Evergreen	314
McKenzie Towne	292
Midnapore	227
Deer Ridge	151
Canyon Meadows	111
Oakridge	109
Sundance	-148
Kelvin Grove	-151
McKenzie Lake	-181
Douglasdale/glen	-238

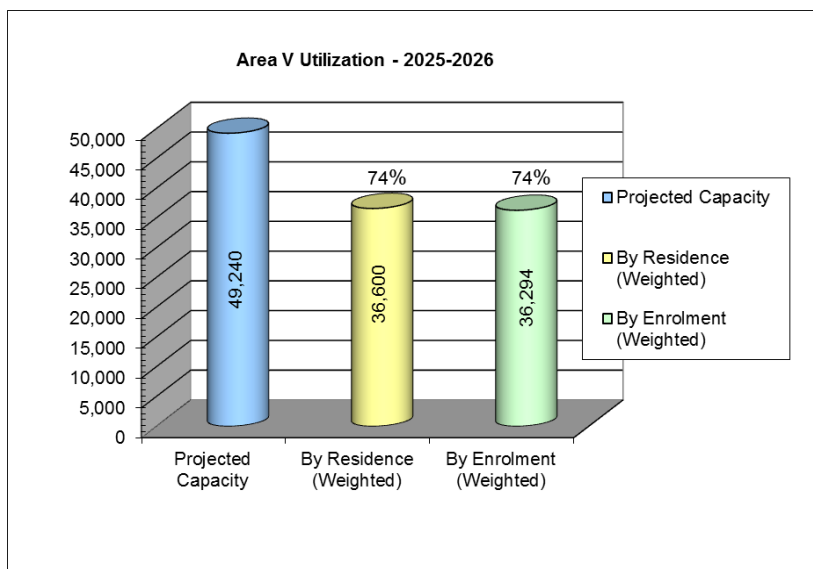
10.5.2 Utilization

A summary of Area utilization by enrolment and residence follows. Not all students attend a school that is located in the CBE Administrative Area in which they live. Area utilization by “residence” refers to the number of students residing in an Area, expressed as a percentage of the total capacity. The utilization rate by residence indicates what the utilization of schools in the Area would be if all students living in that Area attended school there. Area utilization by “enrolment” represents the number of students attending schools in an Area expressed as a percentage of the total capacity (enrolment includes students outside of CBE’s boundary). This utilization rate identifies what the combined utilization of all schools in the Area actually is based on current enrolment.

The graph below represents the utilization rate as of September 30, 2015 using the provincial formula. The current provincial formula is based on square metres of instructional space, exemptions for full-time leases and administrative use, and weighted enrolment, which makes allowance for kindergarten at full-time equivalent and special education students at 3:1.



The graph below represents the projected utilization rate for the 2025-2026 school years. Projected capacity includes new schools in the new and developing communities. Projection by enrolment assumes current attendance patterns, which are subject to annual review and update.



Area V is comprised of two sectors and the sectors are divided by Fish Creek Park and Deerfoot Trail – Sector 8 is north of Fish Creek Park and west of Deerfoot Trail and Sector 9 is south of Fish Creek Park and east of Deerfoot Trail.

By 2018, capacity in Area V (Sector 9) will increase by 7,925 student spaces:

- Auburn Bay K-4
- Copperfield K-4
- Dr. George Stanley Middle
- Dr. Martha Cohen Middle
- Marshall Springs Middle
- McKenzie Highlands Middle
- New Brighton K-4
- Silverado K-4
- Southeast Calgary High
- an addition of four modular classrooms at Samuel W. Shaw School, and one modular classroom at Midsun School

By 2018, capacity in Area V (Sector 8) will increase by 50 student spaces:

- an addition of two modular classrooms at Lake Bonavista School

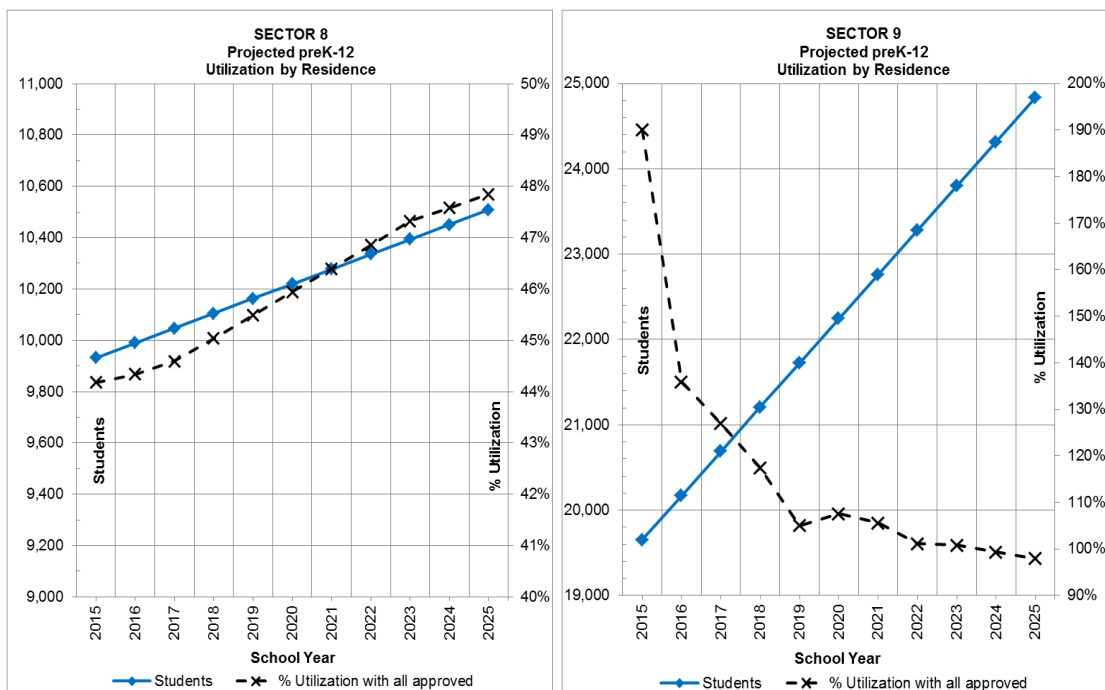
By the 2025-26 school year, the CBE anticipates the need for the following in Sector 9:

- five additional elementary schools (3,000 student spaces)
- five additional middle schools (4,500 students spaces)

Sector 8 is not projected for any additional student spaces.

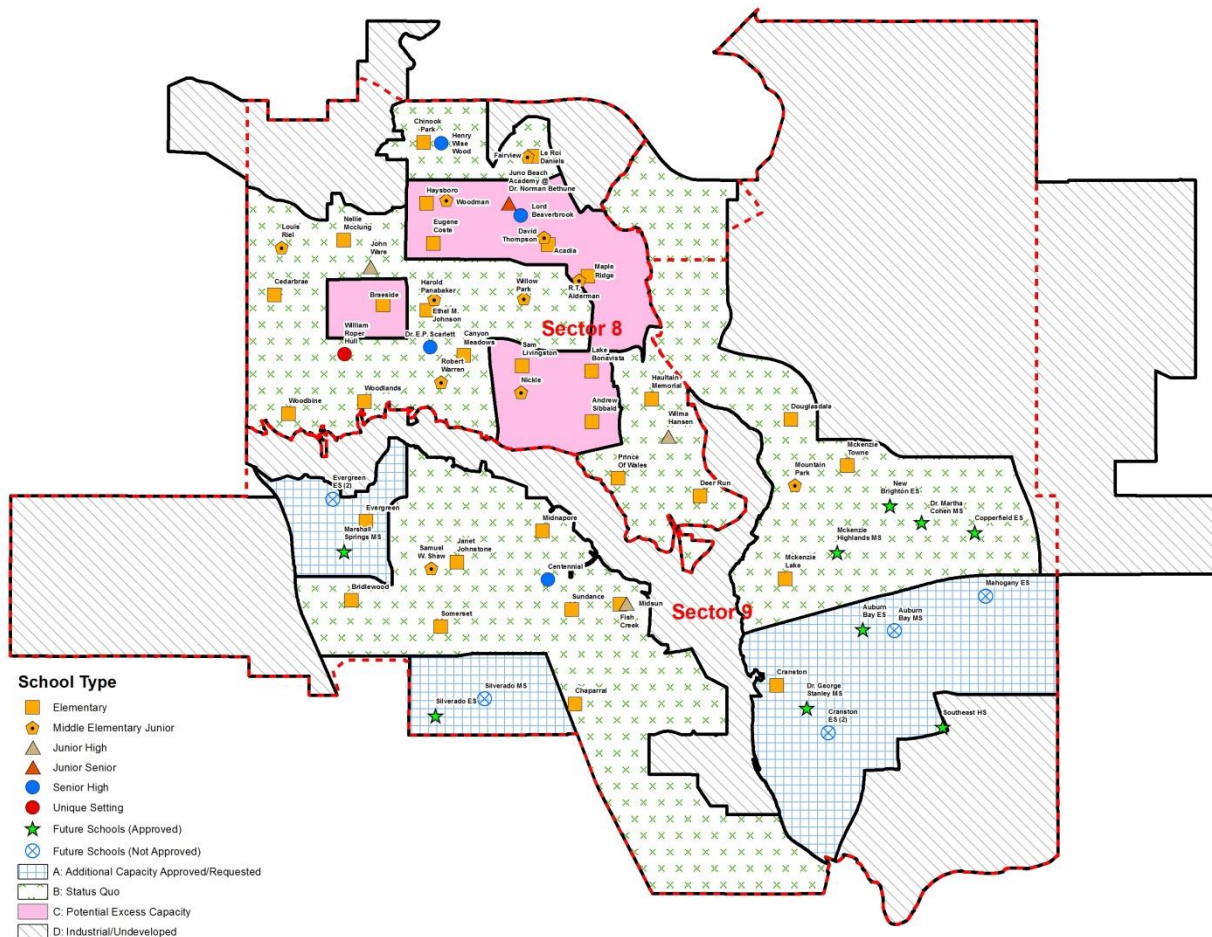
The two graphs below indicated the projected enrolment and utilization rate (by residence) for the sectors in Area V.

Current and Projected Enrolment and Utilization Rate (by residence) by Sector



10.5.3 Capacity

Map of Area Illustrating: Additional Capacity Requested/Approved, Status Quo, and Potential Excess Capacity by 2025



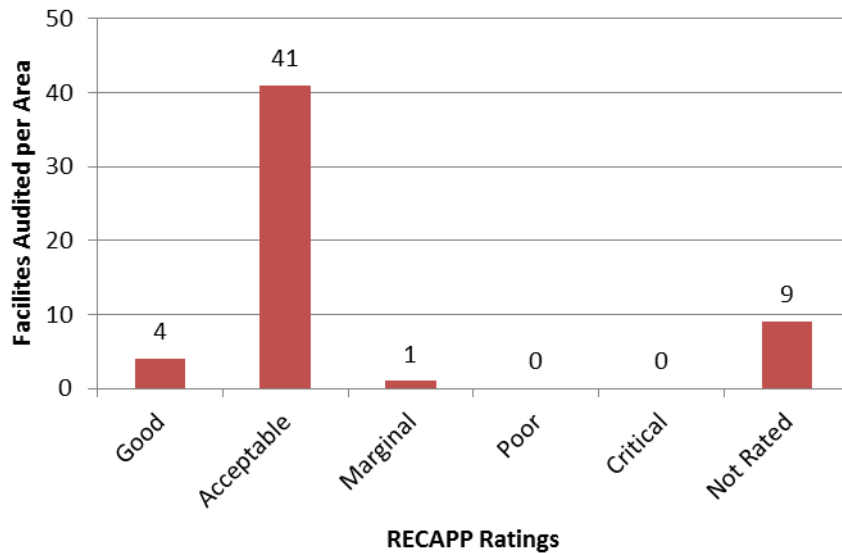
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10.5.4 Facility Condition

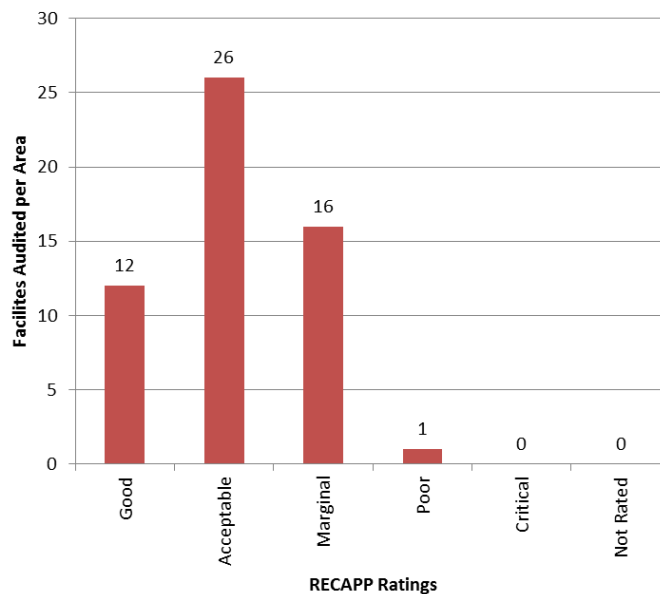
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Current RECAPP Ratings -AREA V



A listing of the 10 year of Projected RECAPP of schools by Area are shown in chart and graph form:

Projected RECAPP Ratings - AREA V



School	2015 Provincial Capacity	2015-2016 Utilization	2016/17 Age of Facility	RECAPP Rating	Projected 10 Year RECAPP Rating
AREA V					
Acadia	546	92%	53	Acceptable	Acceptable
Alice M. Curtis	N/A	Leased	52	Acceptable	Acceptable
Andrew Davison	N/A	Leased	55	Marginal	Poor
Andrew Sibbald	445	110%	45	Acceptable	Acceptable
Braeside	548	45%	48	Acceptable	Acceptable
Bridlewood	591	100%	6	n/a	Good
Canyon Meadows	546	76%	45	Acceptable	Marginal
Cedarbrae	272	96%	40	Acceptable	Acceptable
Centennial	1,526	128%	12	n/a	Good
Chaparral	473	120%	10	n/a	Good
Chinook Park	731	73%	56	Acceptable	Marginal
Cranston	587	112%	6	n/a	Good
David Thompson	680	104%	54	Acceptable	Acceptable
Deer Run	434	81%	35	Good	Good
Douglasdale	481	84%	10	n/a	Good
Dr. E.P. Scarlett	1,669	104%	47	Acceptable	Marginal
Dr. Norman Bethune	414	15%	44	Acceptable	Acceptable
Ethel M. Johnson	527	99%	50	Acceptable	Marginal
Eugene Coste	558	28%	57	Acceptable	Acceptable
Evergreen School	584	98%	6	n/a	Good
Fairview	964	95%	56	Acceptable	Acceptable
Fish Creek	626	102%	24	Acceptable	Marginal
Harold Panabaker	592	79%	52	Good	Acceptable
Haultain Memorial	293	83%	36	Acceptable	Marginal
Haysboro	299	62%	57	Acceptable	Marginal
Henry Wise Wood	2,144	67%	55	Acceptable	Marginal
Janet Johnstone	508	101%	34	Acceptable	Acceptable
John Ware	603	76%	48	Acceptable	Acceptable
Kingsland	N/A	Admin	58	Acceptable	Acceptable
Lake Bonavista	354	93%	47	Acceptable	Marginal
Le Roi Daniels	563	88%	53	Acceptable	Marginal
Lord Beaverbrook	2,630	78%	50	Acceptable	Marginal
Louis Riel	867	103%	45	Acceptable	Acceptable
Maple Ridge	456	96%	49	Acceptable	Marginal
McKenzie Lake	617	80%	21	Acceptable	Acceptable
McKenzie Towne	644	97%	7	n/a	Good
Midnapore	543	80%	38	Acceptable	Marginal
MidSun	931	96%	18	Acceptable	Acceptable
Mountain Park	813	108%	10	n/a	Good
Nellie McClung	516	73%	47	Acceptable	Acceptable

RECAPP Condition Rating**Definitions****Good**

Meets our present requirements
no deficiencies

Acceptable

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

Marginal

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

Poor

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

Critical

Unsafe; high risk of injury or
critical system failure.

Not Rated

School	2015 Provincial Capacity	2015-2016 Utilization	2016/17 Age of Facility	RECAPP Rating	Projected 10 Year RECAPP Rating
Nickle	720	103%	46	Acceptable	Acceptable
Prince of Wales	372	108%	40	Acceptable	Acceptable
Queensland Downs	259	Closed	40	Acceptable	Acceptable
R.T. Alderman	826	79%	50	Acceptable	Acceptable
Robert Warren	555	58%	42	Acceptable	Marginal
Sam Livingston	558	81%	44	Acceptable	Acceptable
Samuel W. Shaw	834	104%	7	n/a	Good
Somerset	355	89%	13	Good	Good
Southwood	N/A	Leased	54	Acceptable	Marginal
Sundance	500	93%	34	Good	Good
Willow Park	723	97%	51	Acceptable	Marginal
Wilma Hansen	674	50%	33	Acceptable	Acceptable
Woodbine	432	91%	35	Acceptable	Acceptable
Woodlands	402	70%	36	Acceptable	Acceptable
Woodman	839	79%	56	Acceptable	Acceptable