

School Capital Plan

2006-2007, 2007-2008, 2008-2009

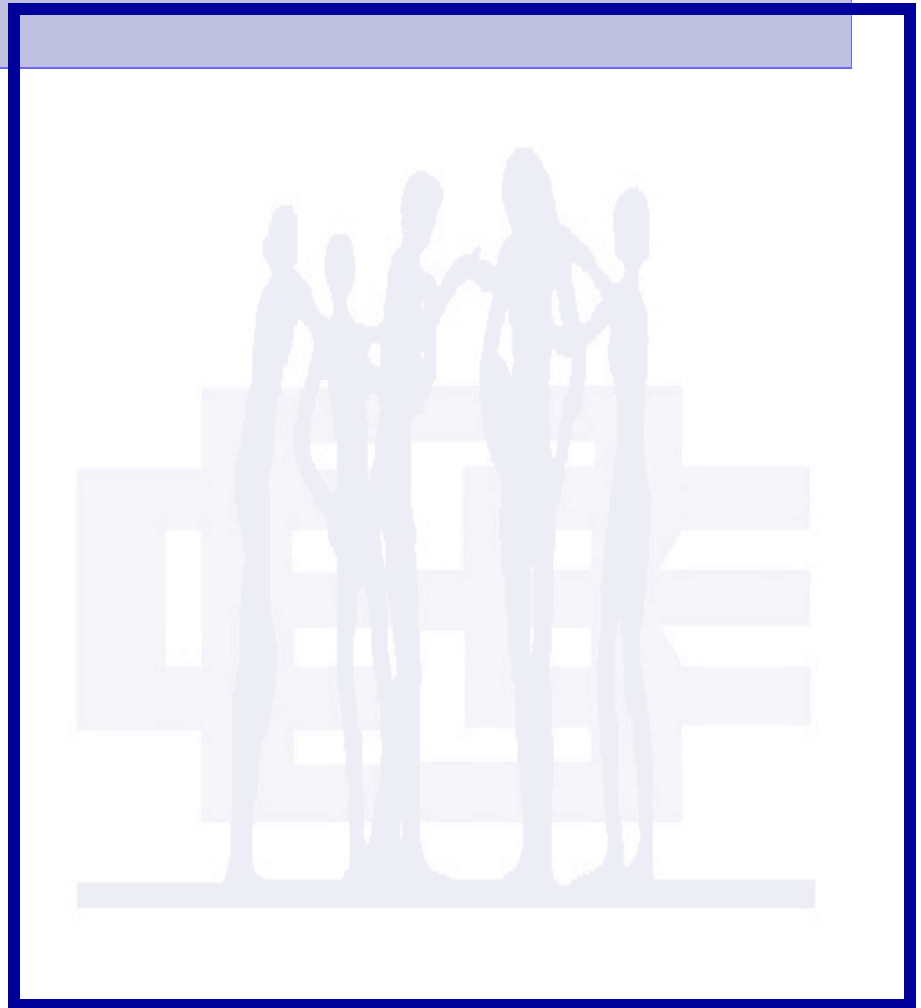


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1.0 INTRODUCTION

The Calgary Board of Education is the fourth largest school district in Canada and has approximately 100,000 students, 8,700 full-time staff, 1.2 million square metres of facility space, and an annual budget of \$790 million. The Calgary Board of Education is known for its leadership, diverse programs, and innovative system design within a collaborative culture, and is focused on providing quality education and equitable access to all of its students. The CBE incorporates a decentralized administrative system into five Areas, with regional offices for facilitating curriculum and program planning and decision making.

Calgary is a city with a young and diverse population with one of the most prosperous economies in Canada. One simple indicator of the magnitude of the growth is that the population of Calgary increased 95,400 persons between 2000 and 2005, an average of 19,080 persons per year.

The City of Calgary report, "Calgary and Region Economic Outlook 2005-2010," (November 2005), identifies continued strong growth for Calgary; however, at a slower pace compared to the past five years with the City expected to reach 1 million people by 2008. The City forecast indicates the total population of Calgary will reach 1,039,700 in 2010, an increase of 83,600 persons from the 956,100 total in 2005. This five-year population forecast represents an average increase of 16,720 persons per year during this period, which is a decrease of 2,360 persons per year in comparison to the past five years.

Calgary Total Population (.000s)										
Actual						Projected				
2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
860.7	876.5	905.0	922.3	933.5	956.1	973	989	1,006	1,023	1,040

1.1 Calgary Board of Education Student Enrolment

The population of Canada was estimated to reach 32,378,122 persons in October 2005, indicating an increase of 0.3% from October 2004. The increase in Canada's population is mainly due to a large increase in the number of international migration. The Alberta economy is expected to grow by 3.6% in 2005 and is expected to grow by 2.9% on average over the 2006-2008 forecast period. The population of Calgary is projected to grow 8.7% between 2005-2010 at an annual rate of 1.8%. Calgary's population grew by 22,583 persons for 2005 and the natural increase was 8,927 persons (virtually unchanged since 2004). The total net migration increased from 2,253 persons in 2004 to 13,677 in 2005 and this sharp increase is partly explained by the relatively faster job creation rate in Calgary.

The Calgary Board of Education (CBE) serves a Kindergarten to Grade 12 enrolment of 96,931 students, 465 CBe-learn (internet access to learning) students, plus 2,900 (<20 years in FTE) Continuing Education students for a total of 100,296 students (based on September 30, 2005, enrolments). The CBE enrolment figures indicate that the Kindergarten to Grade 12 population of 96,931 students is 1,123 students more than the previous year's enrolment of 95,808 students (excludes CBe-learn). The five-year history of CBE student enrolments from 2001 to 2005 indicates a relatively stable pattern of enrolment with an annual increase or decrease of less than 1.2%.

Enrolments are expected to decline by approximately 680 students over the next three years with an enrolment projection of 96,250 students (excluding Continuing Education) for the 2008-2009 school year if current trends continue. In terms of five-year projections, enrolments for the 2010-2011 school year are projected to be 95,905 (excluding Continuing Education); a decline of approximately 350 students from 2008-2009.

The natural increase, defined as births less deaths, of 8,906 was virtually the same in 2005 from 8,927 in 2004. This year, 2005, is the fourth year that the natural increase has grown above the five-year average. This will have growth implications for elementary schools as the “baby echo” works its way through the school-age population. Net migration significantly increased to 13,677 in 2005 from 2,253 in 2004. This sharp increase in net migration is partly explained by the relatively faster pace of job creation in Calgary compared to the previous year.

A brief summary of September 30, 2005, student enrolment and projected September 2006 to 2010 enrolments are as follows:

Five-Year Enrolment Projections 2006-2010						
	Actual	Projected				
	2005	2006	2007	2008	2009	2010
Kindergarten	6,261	6,320	6,400	6,730	6,410	6,305
Elementary (Grades 1-6)	41,236	41,485	41,490	41,715	42,255	42,290
Junior High (Grades 7-9)	22,197	21,945	21,730	21,730	21,680	21,745
Senior High (Grades 10-12)	25,886	25,835	25,535	24,725	24,445	24,215
Special Settings	1,351	1,350	1,350	1,350	1,350	1,350
Total Student Count	96,931	96,935	96,505	96,250	96,140	95,905

*Special settings include settings such as Discovering Choices, Dr. Oakley, Home Education
Total student count does not include FTE enrolment for Chinook Learning Services or CBe-learn*

1.2 Calgary Growth and Development

A major challenge for the Calgary Board of Education in new school construction is working within the growth trends and development practices of the City of Calgary. The policy of the City is to have, within the City’s jurisdiction, at least a thirty-year supply of developable lands, to allow for the comprehensive planning of new areas, and to encourage choice and competition in the market place.

The City of Calgary supports an actively competitive land market in all areas of the City and there are approximately 40 new and developing communities in varying stages of development. An alternative option for more orderly development is to phase growth into a smaller number of developing communities. The large number of concurrently developing communities puts increased pressure on the Calgary Board of Education to meet the expectations of parents for school construction in their community and the Provincial government requirement for improving student achievement. New schools in the right places support CBE’s education plans for “centrality of learning” and ensuring students come “ready to learn.” The City of Calgary’s “Suburban Residential Growth Information Update, 2005-2009” indicates that approximately 95% of the expected new home construction is to go to the new communities. In terms of population growth, the City of Calgary’s “Suburban Residential Growth Information Update 2005-2009”

indicated the 2003-2004 population increased 24,692 persons in the developing communities, and decreased 13,512 persons in the inner-city and established areas.

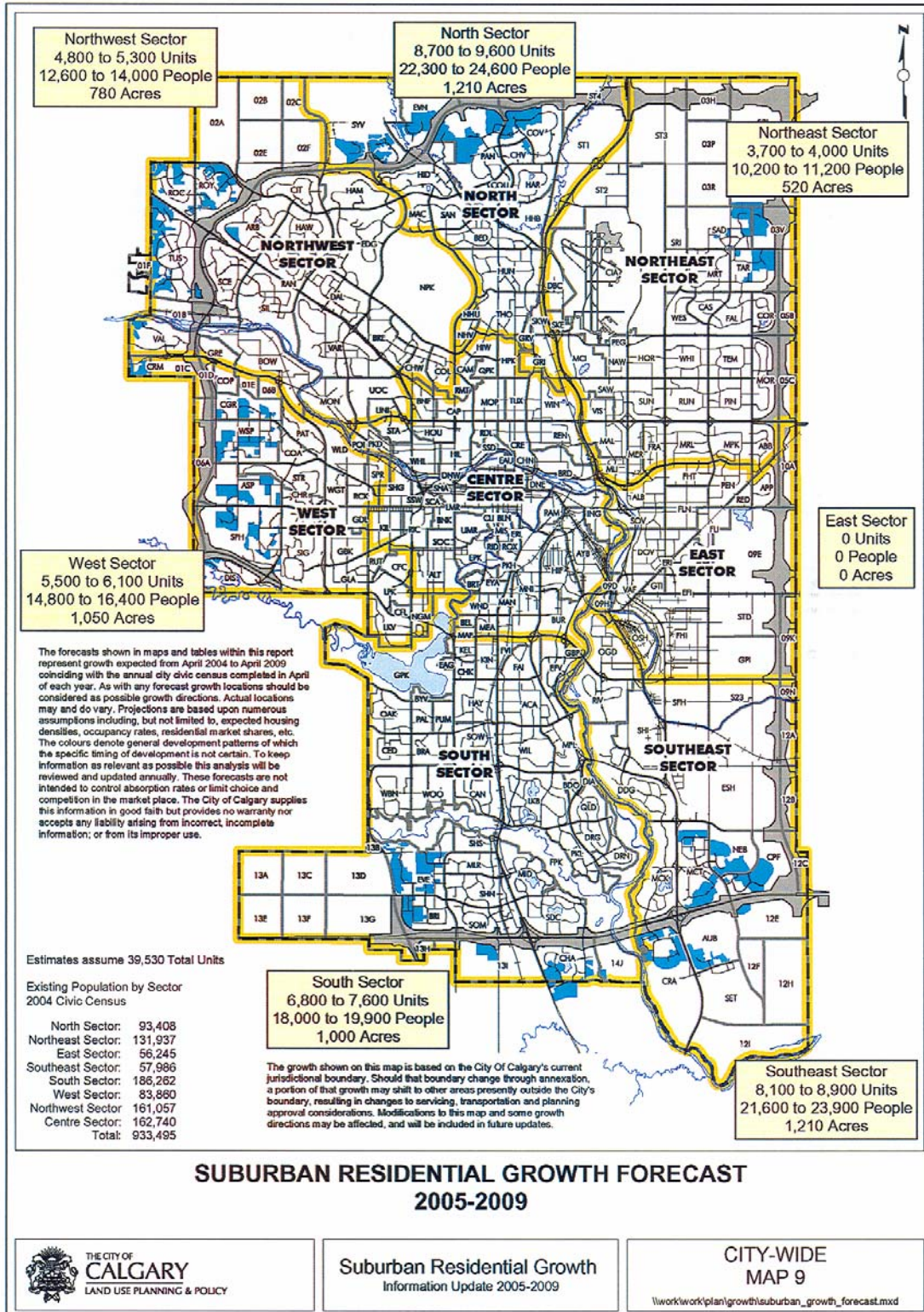
The “Suburban Residential Growth Information Update, 2005-2009” indicates historically, based on a five-year growth average, the new developing suburbs have gained between 105% and 127% of the City’s population growth. Essentially what this means is that all of the new population growth has been occurring in the new developing suburbs. In addition to this, up to 27% more growth has been showing up in the new developing suburbs than from the older, more established areas of Calgary.

The development trend for more than 100% of the population growth in the developing communities is expected to continue over the next five-to-ten years. During the 2005-2009 period forecast incremental urban growth for suburban locations (**Map 1**) is as follows:

Growth Trends and Development 2005-2009			
Sector (<i>City of Calgary</i>)	Housing Units	Acres	Population Forecast
Northwest	4,800-5,300	780	12,600-14,000
North	8,700-9,600	1,210	22,300-24,600
Northeast	3,700-4,000	520	10,200-11,200
East	0	0	0
Southeast	8,100-8,900	1,210	21,600-23,900
South	6,800-7,600	1,000	18,000-19,900
West	5,500-6,100	1,050	14,800-16,400

City of Calgary Planning Sectors

City of Calgary, "Suburban Residential Growth Information Update 2005-2009, Map 9, pp. A-35"



1.3 City of Calgary Annexation

The City of Calgary has announced its intention to annex 44 square miles of new lands (see shading on map). The lands proposed for annexation are large undeveloped agricultural parcels with very few dwelling units. The annexation process provides for a very long-term land supply and the majority of the annexation area will remain undeveloped for a long time. The City has indicated that some areas will undergo planning soon after the annexation; however, the phasing of development for these new lands has not been identified at this time.

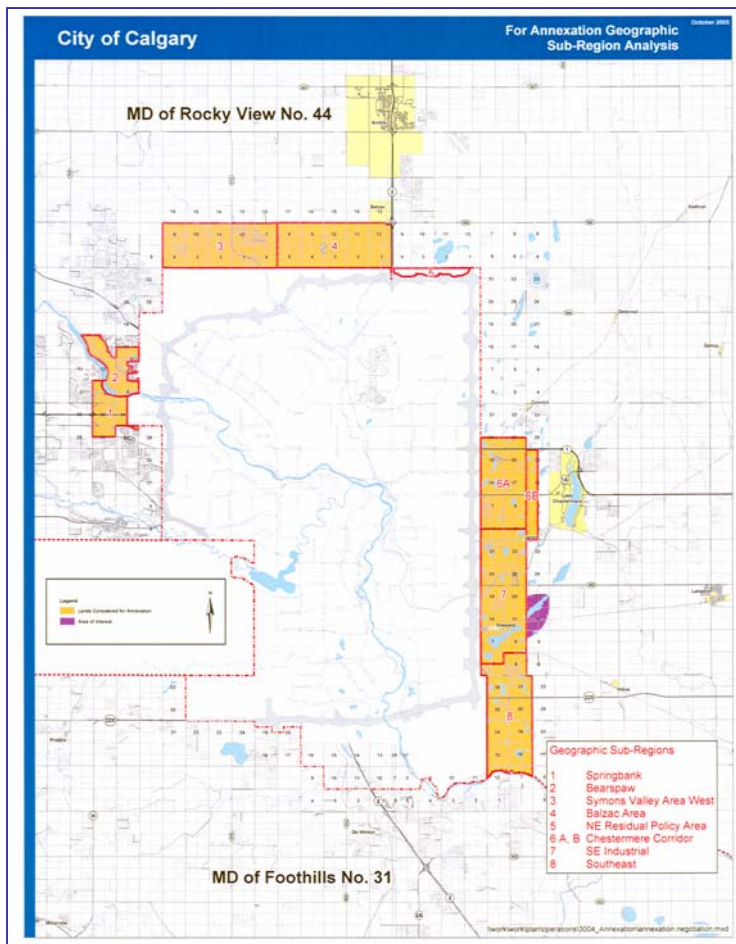
Annexation of new land provides the Calgary Board of Education

insight into the direction in which the City will be developing and where new communities and school populations will be located in the future. Although there is no immediate impact on requests for new facilities, it is apparent that the major annexation areas are occurring adjacent to many of the new and developing communities which the Calgary Board of Education has identified for schools.

The City has concluded negotiations with the Municipal District of Foothills and annexation to the south was approved by the City of Calgary and MD of Foothills, March 25, 2004. The Provincial government has approved the annexation of the Municipal District of Foothills and the area is now included in the City of Calgary boundary.

The City of Calgary and the MD of Rocky View are currently in the process of mediation to resolve the annexation lands to the west, north and east of the City. Negotiations are continuing and the projected resolution date is expected to be July 2006.

The annexation would impact the transportation department, as students within the newly-annexed City limits would qualify for transportation to their designated school. It is anticipated that many of these students would be allowed to continue attending their current school jurisdiction for a period of time, but that has yet to be determined.



Discussions will need to occur with the Municipal District of Foothills and the Municipal District of Rocky View on annexation and transportation-related matters.

1.4 The Links Between New School Design and Education

The Calgary Board of Education has reviewed several prominent research reports to survey the literature regarding linkages between education, design of schools and capital plans. Over the past five-year period, capital plans and new school designs have been developed to reflect changing education theory. For example, the grade configuration for new and some existing schools has changed to develop more middle schools and K-4 feeder schools.

In addition, the size of school (a prominent theme in education literature) has been incorporated into most new school capital projects, which have been designed to accommodate the ideal size of schools. For larger schools, "schools within schools" are being achieved through designs such as dedicated wings. Smaller core schools of 300-350 capacities achieve an opening day enrolment of 500-600 students through the addition of relocatables. The relocatables are required to accommodate the longer-term student enrolment or until a second school is constructed in a community.

While the capacity of the school is designed for the peak period of student enrolment in the community, the design capacity has the flexibility to be reduced by up to 40% in accordance with the demographic changes the community will go through as it ages. This is achieved through the initial incorporation and a subsequent removal of relocatable classroom units. The Capital Plan and Three-Year Educational Plan both reference the CBE's long range plans to size the core area of the school in accordance with the longer-term capacity needs of the community's ultimate built-out size.

The philosophy is that successful design is informed by and responsive to research, learning philosophy, the community and ultimately the learners. Each physical response to the educational needs is representative of a particular Calgary community's educational philosophy, cultural heritage and values.

The Capital Plan employs the most recent educational research and perspectives from the various Calgary communities working with the CBE design committees for new schools.

While the new design of schools employs solutions to address community demographic aging, they are also incorporating features that accommodate a broader range of learning styles. Hallways and circulation areas are designed as student learning areas and "break-out" rooms accommodate smaller spaces for different learning styles and teaching techniques.

Other issues such as natural lighting, considered an important factor for student achievement levels, and security and supervisory monitoring features have been integrated into building design. As educators place considerably more emphasis on learning styles such as hands-on and interdisciplinary learning activities, the CBE has incorporated new equipment and specialty spaces into the CTS space of new and modernized schools.

While the research on school size and learning methods are persuasive, it has been our experience that the communities we work with interpret their needs and preferences in different ways. Communities in differing Sectors express their perspectives in very different ways and express different priorities. For this reason, each community has been encouraged to identify its unique needs and educational vision.

The design of CBE facilities contributes significantly to the efficient management of facilities and ensures that safety and security are addressed through fire and police experts' participation in the design process.

Teachers are important contributors to the consensus building approach to integrate facility design and curriculum delivery. School design must provide facilities that give students opportunity to succeed since teachers are being asked to improvise and adapt in how they work to improve student achievement levels.

The current approach to school design attempts to maximize flexibility but must conform to formula driven funding constraints that can sometimes drive inflexible solutions. Recent announcements suggest Alberta is moving further away from flexible design. Provincial officials favor a prototypical school design that offer common elevations for building appearance and changes for community compatibility. The CBE attempts to design facilities intended to address primary needs of children for comfort, security and most importantly, stimulation. The elements of scale of space, texture and light are being restricted to the simple use of colour, size and uniformity.

Schools must not only achieve the objectives of the children, parents, administration, teachers and communities in the unique setting they occupy but achieve success by their own standards.

1.5 Future Trends and Service Implications

There are many economic, demographic, environmental and social influences on the Calgary Board of Education. These influences are extremely important in planning for the construction and modernization of facilities to meet the needs and requirements of CBE students. Some of the key trends and implications that will influence the educational environment of our students in the foreseeable future are listed below.

1. Access and Quality of Physical Learning Environment

The average age of CBE facilities and equipment continues to increase bringing both asset and functional obsolescence. At the same time the City continues to grow and expand with many new communities developing in the outlying areas.

- New strategies will be required, due to the limitations of traditional funding to accommodate new school construction. Public private partnerships may become an increasingly important approach to satisfying this need.
- Functional upgrades and modernizations to accommodate changing curriculum and more flexible learning environments will require new strategies. Limitations in funding for maintenance backlog and renovation needs continue to be a constraint.
- Greater need for creativity in both revenue generation and partnership development will require new skills to be developed or acquired in service areas.

- Innovative solutions, with private sector funding, will increasingly be required for equipment, technology and buildings.
- Alternative models of community partnership and ownership will be required. Legislative barriers and hurdles will demand increasing attention to accommodate these models.
- Shared use and ownership of buildings to share long term costs of upgrades and maintenance will require greater attention to legal agreements and changes to the traditional ownership model of community schools.
- School designs will need to accommodate increasing public use and innovative breakout spaces.

2. Technology Changes

Technology will continue to offer significant challenges to the CBE to provide solutions, accommodate new and expanded use of technology to staff and students, and provide essential technical support. An ongoing issue is the need to design maximum flexibility and security into CBE facilities.

- Greater standardization of network components will be required as wide-area networks expand, voice and data networks merge and the Alberta Supernet provides increasing opportunities for information sharing and application use.
- Technology is shifting rapidly to 'anywhere, anytime' models placing a focus on networking and the growth of new access devices in an expanded service environment.
- The demand for modern state of the art equipment that is sustainable, reliable and scalable to maximize efficiencies and human resource productivity will continue.
- Wireless technologies will be increasingly used along with high-capacity wired networks.
- A connected digital environment is supporting more flexible learning environments.
- Increased demand for access to anywhere/anytime environments will result in expanded service levels and delivery options.
- Global and shared access to our networks will require increased attention to security risk and security protocols. Destructive hacking, viruses and other service attacks pose security and investment risks.
- There is a need to plan for greater standardization. This imposes limits on the number of platforms, operating systems and non-standardized equipment that can be supported by the CBE. Replacement and refresh strategies must be managed to meet demands for both standardization and flexibility within both administrative and teaching and learning environments.
- Miniaturization trends will require planning for a variety of devices in our evergreening strategies. However, small devices increase theft risk and must be managed.
- Increased education of staff and students in good security practice will be required.
- Reliability and expectations with continuing increased usage of technology will impose increasing demands for timely technical and training support.
- Wireless networks will drive new access devices and applications including demand for voice over data networks.

3. Risk Management

Over the past few years, the general public including parents, staff and students have become increasingly exposed to perceived and potential risk management issues.

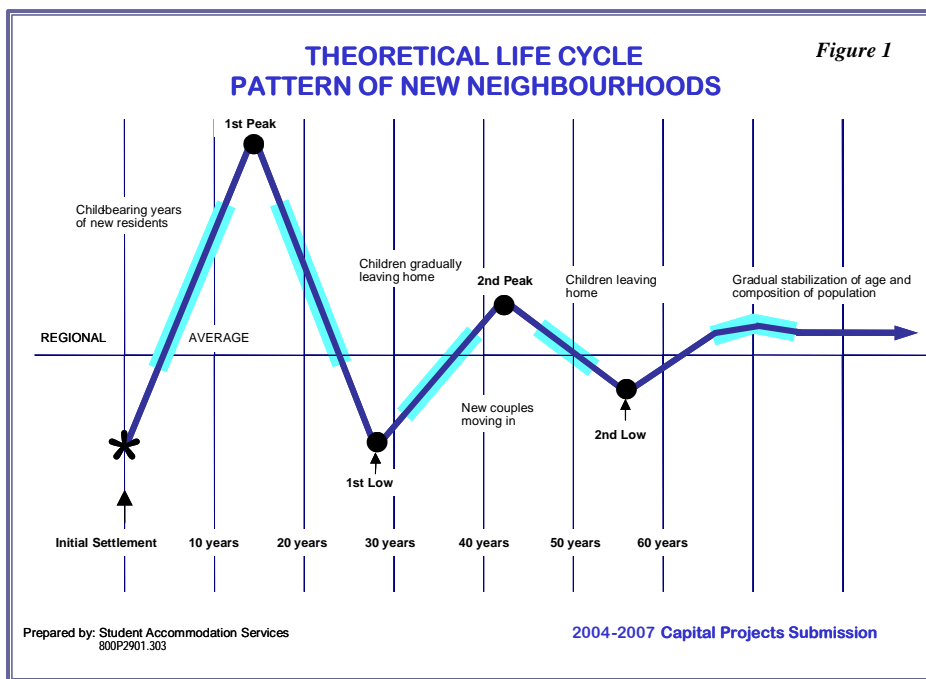
- Complexity of family unit is driving parents and institutions to reexamine and reassess rights, responsibilities and accountabilities.
- Parent expectations on the roles of schools in providing multiplicity of services – social, health, transportation, childcare – are rising with greater attention to legal rights and challenge to policy and regulations.
- Legislation is becoming more demanding to mitigate risks and preserve rights. For example recent changes to privacy rights (FOIP), safety (Occupational Health & Safety Legislation, Working Alone) is evidence of these expectations.
- Increasing public use of schools both through rental, lease and partnership is clearly demonstrating a growing public interest in the use of facilities for shared community needs.
- Safety risks are growing in transportation of students with higher levels of traffic congestion and high-speed conditions.
- Greater public awareness and concern for environmental issues is evident as infrastructure ages (molds, air quality, building materials).

2.0 CAPITAL STRATEGIES

The Calgary Board of Education is pursuing capital strategies to provide new and modernized schools in closer proximity to the student population. Capital strategies seek to attain increased levels of student achievement levels through a cost-effective approach to the management of capital assets and reduced ongoing operating costs to CBE school facilities and transportation service.

While the CBE has excess school capacity on a system-wide basis, the school facilities are not located in proximity to the newly developing and expanding communities where students reside. Schools

with under-utilized space are located in older communities where the lifecycle of the neighbourhood has surpassed the peak of school-age population and is declining (Figure 1).



School boards and the Provincial government have adopted a sector-based approach to planning. The utilization rate of each sector determines eligibility to qualify for Provincial capital funding for new schools. The Provincial government uses utilization by enrolment, whereas the Calgary Board of Education considers utilization by residence a better indicator of demand for ranking communities. This is further explained in Section 2.2.

The School Capital Plan 2006-2009 reflects the new system renewal vision for improving access to alternative programs as identified in Section 2.6.

The CBE's student population continues to decline in communities where existing schools are located and to increase in communities that do not have older school facilities. This shift necessitates the designation of bus receiver schools to accommodate student enrolment growth from the new communities and keeps student enrolment in schools in older communities artificially high due to busing. Transportation challenges are presented in Section 2.7.

2.1 Calgary Board of Education

The Calgary Board of Education identified in the Spring of 2001, the need to pursue new capital funding strategies that recognized the changing needs of students and the need to for strong ties with parents, partners and the community. More specifically, the CBE has identified for planning purposes:

- a need for greater CBE presence in newer areas and facilities that flex with neighbourhood enrolment levels;
- parental desires for schools closer to home, especially at primary school levels;
- increasing demand for program choice and seamless transitions to post-secondary education;
- the challenges presented by under-utilized facilities; and
- a desire to foster innovation in leadership, learning and programming.

This approach to planning anticipates a system of core elementary feeder schools for local communities, complemented with middle, junior and senior high schools serving large geographic areas.

This approach for planning will be integrated with the CBE's mission, "Educating Tomorrow's Citizens Today."

2.2 Sector-Based Approach to Planning

The Provincial government has requested that school boards employ the sector-based approach to planning. In January 2000, the Calgary Board of Education adopted this approach to school facility planning and it has been a key component for evaluating new school capital construction projects. The establishment of nine geographical sectors (see **Map 2**) provides similar catchment areas for student accommodation planning and creates a smaller unit of analyses for identifying the need for school facilities. The Provincial government requires sector utilization to exceed 85% before a school jurisdiction is eligible for capital funding. The sectors with low utilization rates will not be eligible until student enrolment increases and/or capacity decreases.

A summary of sector utilization by residence and enrolment follows. Sector utilization by residence identifies the number of students residing in a sector expressed as a percentage of the total capacity in a sector. Student accommodation planning using sector utilization by residence will ensure that schools are built in the right places. Sector utilization by enrolment identifies the number of students attending schools in a sector expressed as a percentage of the total capacity in a sector.

There is sufficient space in Calgary schools to accommodate the current student population; however, most of the schools are not in close proximity to where the students reside. It is the strategy of the Board of Trustees to provide schools where the students reside. The pressure for schools in the right places is best reflected in the utilization by residence.

Sectors 2, 4, 5 and 9 qualify for new construction based upon sector utilization by residence. As indicated in the tables, Sectors 2, 4 and 9 have substantially higher utilization by residence than by enrolment and Sectors 3 and 8 have higher utilization by enrolment than by residence. The difference in utilization by residence and enrolment is mainly due to bussing. Many students residing in Sectors 2 and 4 are bussed to schools located in Sector 3 and students residing in Sector 9 are bussed to schools located in Sector 8.

Sector Utilization by Student Residence - 2005-2006			
Sector	Elementary %	Junior High %	Elem/Jr Utilization %
Sector 1	74.5	76.0	75.0
Sector 2	111.1	150.8	123.2
Sector 3	38.5	21.3	30.0
Sector 4	116.2	147.5	124.5
Sector 5	98.0	84.4	93.1
Sector 6	77.8	72.3	75.2
Sector 7	60.6	93.9	69.0
Sector 8	52.4	46.7	50.2
Sector 9	176.6	342.0	209.8

Sector Utilization by Student Enrolment - 2005-2006			
Sector	Elementary %	Junior High %	Elem/Jr Utilization %
Sector 1	79.7	76.6	78.7
Sector 2	88.0	91.6	89.1
Sector 3	69.6	62.2	65.9
Sector 4	93.5	59.7	84.5
Sector 5	87.4	75.1	83.0
Sector 6	74.1	71.0	73.0
Sector 7	61.5	87.7	68.1
Sector 8	75.8	75.1	75.5
Sector 9	102.5	92.4	100.5

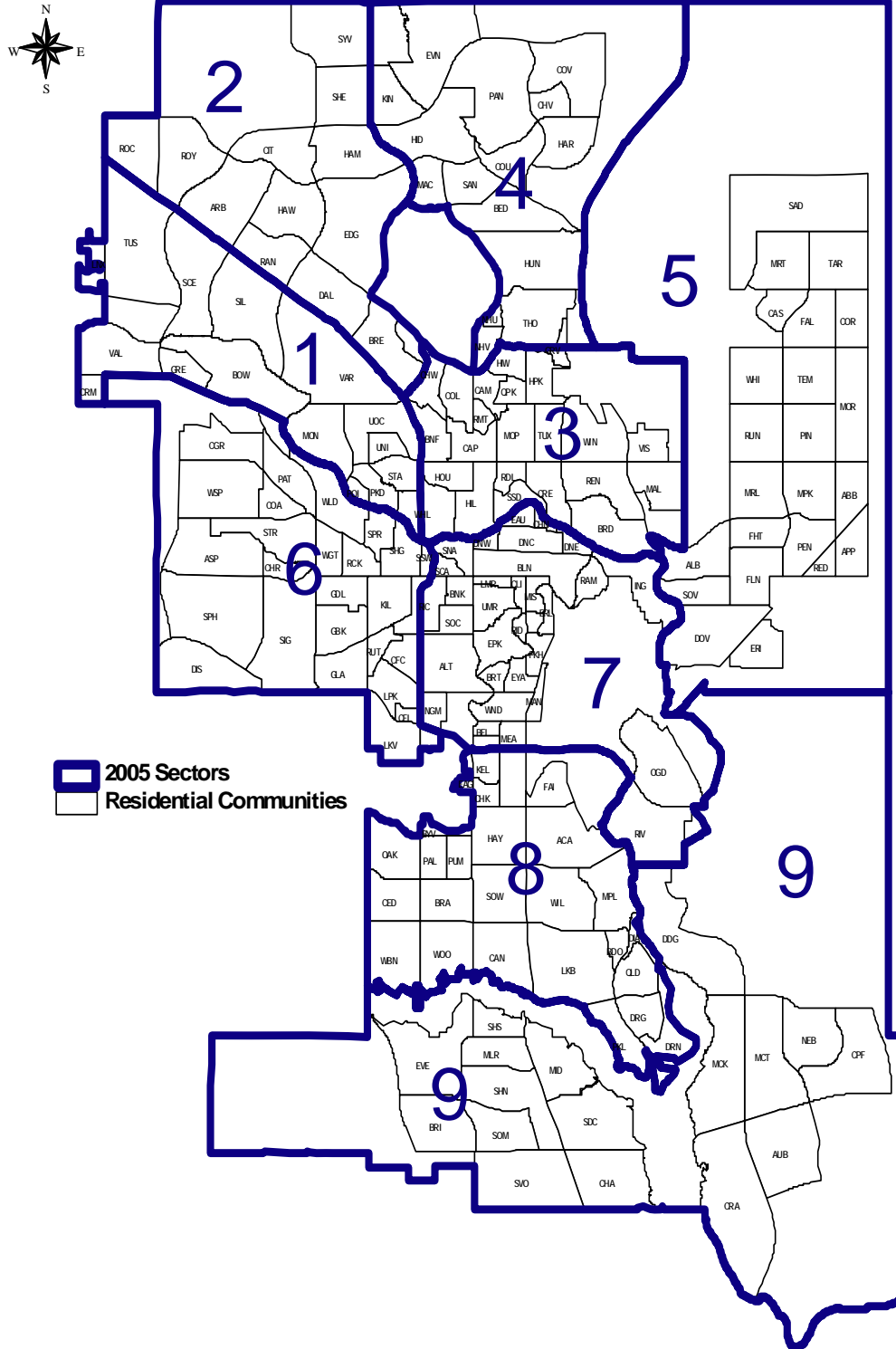
Notes:

- Enrolment is at September 30, 2005: elementary/junior includes K-GR9 (K@FTE)
- Based on current Provincial capacity
- Special Education students have been weighted
- Elementary is K-6, junior high is Grades 7-9

The CBE will continue to consider consolidation and utilization of surplus space strategies as identified in Section 2.6 to improve utilization rates in Sectors with low utilization, and will continue to work toward an 85% Sector utilization rate as a system.



2005-2006 Sector Map
 (See Reverse for Community Abbreviation Definitions)



Prepared by Capital Planning & Development
 April 4, 2006
 V:\Elayne\2005.2005 AVSchool.Sectors

Community Code Definitions

ABB	ABBEYDALE	ERL	ERLTON	QPK	QUEENS PARK VILLAGE
ACA	ACADIA	EVN	EVANSTON	QLD	QUEENSLAND
ALB	ALB PARK/RADISSON HTS	EVE	EVERGREEN	RAM	RAMSAY
ALT	ALTADORE	FAI	FAIRVIEW	RAN	RANCHLANDS
APP	APPLEWOOD PARK	FAL	FALCONRIDGE	RED	RED CARPET
ARB	ARBOUR LAKE	FHT	FOREST HEIGHTS	REN	RENFREW
ASP	ASPEN WOODS	FLN	FOREST LAWN	RIC-E	RICHMOND-E
AUB	AUBURN BAY	GLA	GLAMORGAN	RIC-W	RICHMOND-W
BNF	BANFF TRAIL	GBK	GLENBROOK	RID	RIDEAU PARK
BNK	BANKVIEW	GDL	GLENDALE	RIV	RIVERBEND
BYV	BAYVIEW	GRV-N	GREENVIEW-N	ROC	ROCKY RIDGE
BED	BEDDINGTON HEIGHTS	GRV-S	GREENVIEW-S	RDL	ROSEDALE
BEL	BEL-AIRE	GRE	GREENWOOD/GREENBRIAR	RMT	ROSEMONT
BLN	BELTLINE	HAM	HAMPTONS	RCK	ROSSCARROCK
BDO	BONAVISTA DOWNS	HAR	HARVEST HILLS	ROX	ROXBORO
BOW-N	BOWNESS-N	HAW	HAWKWOOD	ROY	ROYAL OAK
BOW-S	BOWNESS-S	HAY	HAYSBORO	RUN	RUNDLE
BRA	BRAESIDE	HID	HIDDEN VALLEY	RUT	RUTLAND PARK
BRE	BRENTWOOD	HPK	HIGHLAND PARK	SAD	SADDLE RIDGE
BRD	BRIDGELAND/RIVERSIDE	HIW	HIGHWOOD	SAN	SANDSTONE VALLEY
BRI	BRIDLEWOOD	HIL	HILLHURST	SCA	SCARBORO
BRT	BRITANNIA	HOU	HNSFIELD HTS/BRIAR HILL	SSW	SCARBORO/SUNALTA-WEST
CAM	CAMBRIAN HEIGHTS	HUN	HUNTINGTON HILLS	SCE	SCENIC ACRES
CAN	CANYON MEADOWS	ING	INGLEWOOD	SHG	SHAGANAPPI
CAP	CAPITOL HILL	KEL	KELVIN GROVE	SHS	SHAWNEE SLOPES
CAS	CASTLERIDGE	KIL	KILLARNEY/GLENGARRY	SHN	SHAWNESSY
CED	CEDARBRAE	KIN	KINCORA	SHE	SHERWOOD
CFC	CFB - CURRIE	KIN	KINGSLAND	SIG	SIGNAL HILL
CFL	CFB - LINCOLN PARK PMQ	LKB	LAKE BONAVISTA	SIL	SILVER SPRINGS
CHA	CHAPARRAL	LKV	LAKEVIEW	SLV	SILVERADO
CHW-E	CHARLESWOOD-E	LPK	LINCOLN PARK	SOM	SOMERSET
CHW-W	CHARLESWOOD-W	LMR	LOWER MOUNT ROYAL	SOC	SOUTH CALGARY
CHN	CHINATOWN	LNK	LYNX RIDGE	SOV	SOUTHVIEW
CHK	CHINOOK PARK	MAC	MACEWAN GLEN	SOW	SOUTHWOOD
CHR	CHRISTIE PARK	MAN	MANCHESTER	SPH	SPRINGBANK HILL
CIT	CITADEL	MPL	MAPLE RIDGE	SPR	SPRUCE CLIFF
CLI	CLIFF BUNGALOW	MRL	MARLBOROUGH	STA	ST. ANDREWS HEIGHTS
COA	COACH HILL	MPK	MARLBOROUGH PARK	STR	STRATHCONA PARK
COL	COLLINGWOOD	MRT	MARTINDALE	SNA	SUNALTA
CPF	COPPERFIELD	MAF	MAYFAIR	SDC	SUNDANCE
COR	CORAL SPRINGS	MAL	MAYLAND HEIGHTS	SSD	SUNNYSIDE
CGR	COUGAR RIDGE	MCK	MCKENZIE LAKE	SYV-E	SYMONS VALLEY-E
COU	COUNTRY HILLS	MCT	MCKENZIE TOWNE	SYV-W	SYMONS VALLEY-W
CHV	COUNTRY HILLS VILL	MEA	MEADOWLARK PARK	TAR	TARADALE
COV	COVENTRY HILLS	MID	MIDNAPORE	TEM	TEMPLE
CRA	CRANSTON	MLR	MILLRISE	THO-N	THORNCLIFFE-N
CRE	CRESCENT HEIGHTS	MIS	MISSION	THO-S	THORNCLIFFE-S
CRM	CRESTMONT	MOR	MONTEREY PARK	TUS	TUSCANY
DAL	DALHOUSIE	MON	MONTGOMERY	TUX	TUXEDO PARK
DRG	DEER RIDGE	MOP	MOUNT PLEASANT	UNI	UNIVERSITY HEIGHTS
DRN	DEER RUN	NEB	NEW BRIGHTON	UOC	UNIVERSITY OF CALGARY
DIA	DIAMOND COVE	NGM-N	NORTH GLENMORE PARK-N	UMR	UPPER MOUNT ROYAL
DIS	DISCOVERY RIDGE	NGM-S	NORTH GLENMORE PARK-S	VAL	VALLEY RIDGE
DDG	DOUGLASDALE/GLEN	NHV	NORTH HAVEN	VAR	VARSITY
DOV	DOVER	NHU	NORTH HAVEN UPPER	VIS	VISTA HEIGHTS
DNC	DOWNTOWN COM CORE	OAK	OAKRIDGE	WHL-E	WEST HILLHURST-E
DNE	DOWNTOWN EAST VILLAGE	OGD	OGDEN	WHL-W	WEST HILLHURST-W
DNW	DOWNTOWN WEST END	PAL	PALLISER	WSP	WEST SPRINGS
EAG	EAGLE RIDGE	PAN	PANORAMA HILLS	WGT	WESTGATE
EAU	EAU CLAIRE	PKD	PARKDALE	WHI	WHITEHORN
EDG	EDGEMONT	PKH	PARKHILL	WLD	WILDWOOD
EPK	ELBOW PARK	PKL	PARKLAND	WIL	WILLOW PARK
EYA	ELBOYA	PAT	PATTERSON	WND	WINDSOR PARK
ERI	ERIN WOODS	PEN	PENBROOKE MEADOWS	WIN	WINSTON HTS/MOUNTVIEW
		PIN	PINERIDGE	WBN	WOODBINE
		POI	POINT MCKAY	WOO	WOODLANDS
		PUM	PUMP HILL		

2.3 New School Construction and School Approvals

A challenge for the Calgary Board of Education is to construct new schools "in the right places, at the right time" where the strongest growth is occurring and, at the same time, provide access to alternative programs in each Area and consolidate space in under-utilized schools.

The Province of Alberta announced on April 11, 2003, the funding for six new schools for the Calgary Board of Education. Two of the new schools (Coventry Hills School and Crossing Park Junior High School) opened this year and the following are in the process of construction and nearing completion (see Map 3).

- A-1 **Mountain Park School (McKenzie Lake), Grade 5-9** - A new middle school for 900 students scheduled to open for the 2006-2007 school year.
- A-2 **Douglasdale/glen School, Grade K-4** - A core school addition to the existing modular school for a total of 525 students scheduled to open for the 2006-2007 school year.
- A-3 **Citadel Elementary, Grade K-4** - A new elementary school for 400 students scheduled to open for the 2006-2007 school year.
- A-4 **Chaparral School, Grade K-4** - A new elementary school for 400 students scheduled to open for the 2006-2007 school year.

The Province of Alberta announced on March 29, 2004, funding for three new schools for the Calgary Board of Education. These projects are proceeding through design, towards construction (see Map 3).

- A-5 **Arbour Lake/Citadel Middle School** - A new middle school for 900 students scheduled to open during the 2006-2007 school year.
- A-6 **Tuscany Elementary** - A new elementary school for 550 students scheduled to open during the 2006-2007 school year.
- A-7 **Battalion Park School (Signal Hill)** - A core school for 625 students scheduled to open during the 2006-2007 school year.

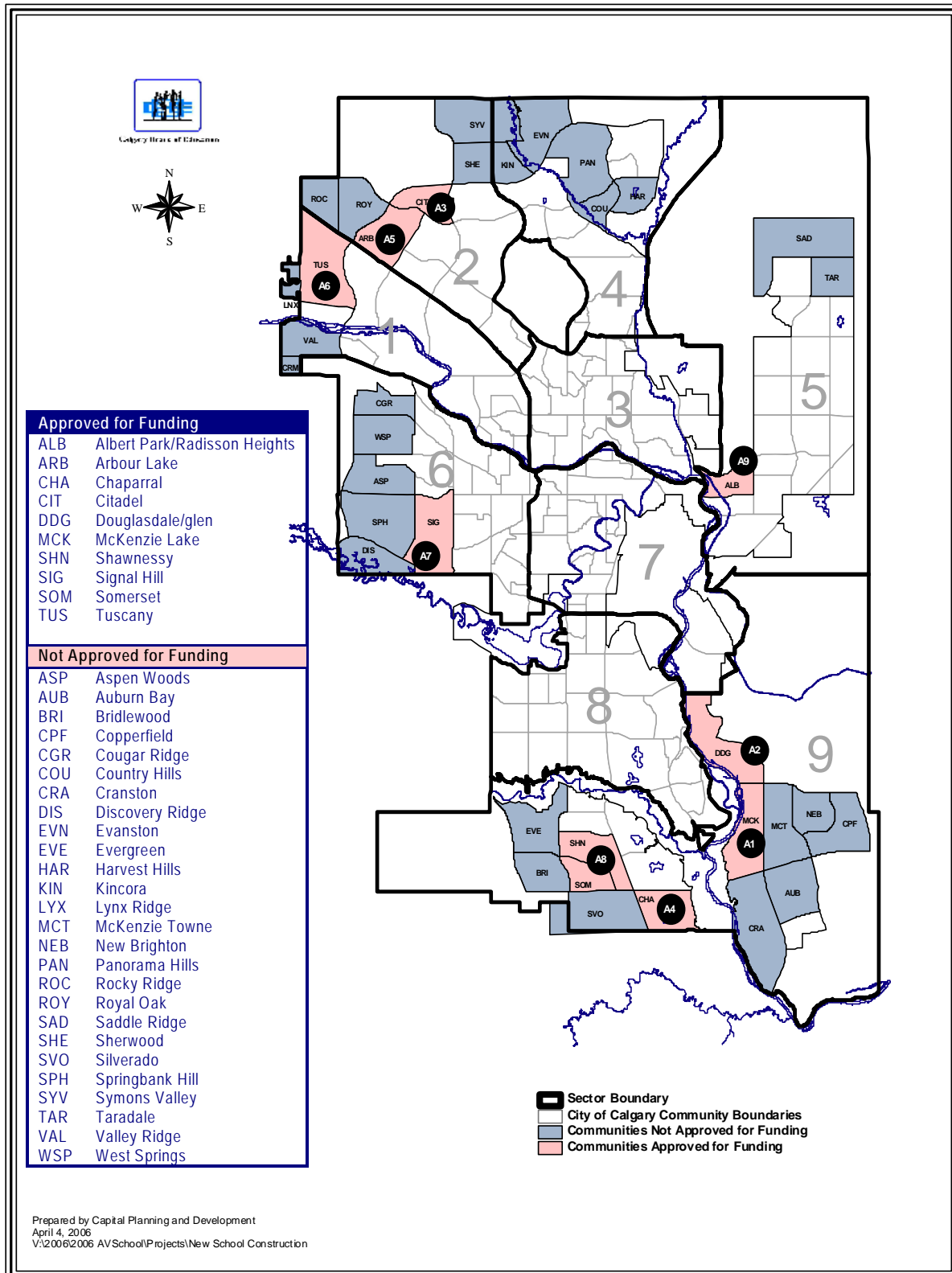
The Province of Alberta announced on September 16, 2005, funding for a new middle school for the Calgary Board of Education. This project is proceeding through design, towards construction (see Map 3).

- A-8 **Shawnessy/Somerset Middle School** – A new middle school for 900 students scheduled to open for the 2008-2009 school year.

The Province of Alberta approved, September 16, 2005, the construction of a new K-4 replacement school, provided this school is built at no cost to the Province.

- A-9 **Radisson Park School** – A replacement school for Albert Park Elementary and David D. Oughton Elementary is currently underway in the community of Albert Park/Radisson Heights and is scheduled to open for the 2006-2007 school year.

New & Developing Communities - School Construction Projects



2.4 Portable/Relocatable Projects

The Calgary Board of Education has 84 portable units and 423 relocatable units in its inventory. Over 90% of these units were constructed prior to 1997 and do not conform to the current Alberta Building Code. Approximately 41% or 209 of the 507 units in the Calgary Board of Education's inventory, were constructed over 25 years ago and have exceeded their design life expectancy. As a result, many units require significant upgrades and/or reconstruction when relocated which sometimes costs more than 75% of the unit replacement value.

The CBE is currently constructing 44 new units as part of the new schools approved for 2003-2004 and 2004-2005. These units will be constructed using steel stud construction. The CBE will use this newly-designed unit as part of a replacement plan for older, unsalvageable units.

Due to costs required to remediate and/or upgrade older, non-conforming units, the Calgary Board of Education will be reviewing units for replacement prior to relocating them. The Province is currently planning to construct new relocatables for school boards and further details will be forthcoming from the Province.

2.5 School Modernization

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

In 1999, Alberta Infrastructure completed the School Facility Evaluation project which audited all school buildings in the Province. The intention of the audit was to assess the relative condition of all Alberta schools. The audit reports resulting from this project are intended to assist with the capital planning process. In 2005, the Province undertook a rolling condition assessment of schools in the Facility Audit Program and approximately 50 CBE facilities have been evaluated to date. School boards must assess the viability of schools within their jurisdiction before submitting their modernization application for Provincial funding. Although the Provincial government has indicated their intent to address physical obsolescence starting with audit score rankings greater than 900 and proceeding down the list to 700, the absence of adequate budget has prevented the Province from completing even the 900 and above eligible schools over the past five years.

As part of the long-range planning for communities with current or anticipated K-4 elementary schools, small school modernizations are being planned to prepare existing junior high schools physically for a transition to a middle school grade configuration. Typically, this is a simple and straight-forward transition; however, in some cases, a project scope of work will contemplate upgrades to meet current Career & Technology Strand (CTS) programming requirements, as well as barrier-free accessibility. In addition, the CBE is currently implementing program renewal plans for each Area with the goal of improving student access to alternative programs, which often requires renovations to existing facilities. To facilitate this work, the CBE requires reinstatement of the Modernization Block Funding Program which was terminated by the Provincial government in 2001.

2.6 Consolidation and Utilization of Surplus Space

The Provincial government has requested that the CBE continue to consolidate programs and close schools. The Calgary Board of Education is strongly committed to pursuing the 85% or greater sector utilization rate to qualify for new school construction. Closure of schools with low utilization and consolidation of programs will continue in future years through area renewal plans.

Since 2003, Calgary Board of Education has closed 13 schools:

- On March 18, 2003, the Board of Trustees approved the closure of the following five elementary schools, effective June 30, 2003: Mountain View, Parkdale, Southwood, Spruce Cliff, and Tuxedo Park.
- On March 30, 2004, the Board of Trustees approved the closure of two elementary schools, effective June 30, 2004: Knob Hill and R.B. Bennett. Milton Williams School closed, effective June 30, 2004, and was subsequently demolished due to the planned expansion of Glenmore Trail.
- On June 18, 2005, the Board of Trustees approved the closure of Ogden Elementary School, effective June 30, 2005. On September 16, 2005, the Provincial government approved the closure of Albert Park and David D. Oughton, effective June 30, 2006.
- On April 4, 2006, the Board of Trustees approved two school closures at Fred Seymour and Jerry Potts, effective June 30, 2006. As well, Regular program closures were also approved at Balmoral Junior High, Brentwood Elementary, Varsity Acres Elementary and Willow Park Elementary and, the TLC program at King George Middle and the Juno Beach program at Sir William Van Horne Senior High.

Sectors with low utilization rates require effective strategies for space utilization in order to qualify for Provincial funding for new schools. In some sectors this can only be achieved through a school closure. In other sectors, a combination of program consolidation, improved access through introduction of alternative programs, programs of choice and other strategies is required. The Calgary Board of Education prepares three-year Area Renewal Plans for each of the five areas. Strategies identified in this document are consistent with the Area Renewal Plans that identify priorities for performance for the 2006-2008 period. The program renewal process will also assist in improved utilization of CBE schools through provision of alternative programs and programs of choice in sector groupings that reflect the new Area structure of the CBE administration unit.

Currently there are ten ESL (English as a Second Language) Centres at two elementary (Captain John Palliser and Connaught), five junior high (Annie Gale, Senator Patrick Burns, Simon Fraser, Terry Fox and Woodman) and three senior high locations (Forest Lawn, Henry Wise Wood, James Fowler). The numbers for ESL continue to grow by approximately 1,500-2,000 students annually and the CBE reviews the needs of ESL at both the System and Area levels. Two locations were added for the 2005-2006 school year at Terry Fox Junior High and Forest Lawn Senior High.

Future plans for ESL include the vision that Connaught Community School will be the ESL Hub for all ESL work in the system. The school will not only serve as a reception and transition centre for ESL students, but also as a future centre for pre-service and in-service learning in ESL.

The CBE acknowledges the emerging Provincial government's agenda of delivering integrated services to children from schools in older communities with surplus space. For example, the CBE has accommodated the Student Health Initiative Partnership in Cambrian Heights Elementary School and other community-based programs. The CBE has engaged Alberta Infrastructure and Transportation in discussions on how such initiatives and local community-based services can be recognized for the purpose of operation and maintenance and consistency with the Municipal Government Act legislation.

Overview

The review of facility utilization and school/program consolidation will continue to be addressed on a sector- and inner-city community basis. The CBE has also been a strong proponent for reviewing the new utilization formula and was a contributing member of the Provincial committee which examined changes required to the new utilization formula. The initiative of the Alberta Commission on Learning, regarding class size, has added a new dimension to utilization rates that requires further discussions with the Province.

The following strategies will be pursued to improve the quality of the learning environment while increasing utilization rates:

- Preparation of a Ten-Year Facility Plan identifying a role of each school over five-to-ten years.
- Undertake an annual review to identify schools that are highly under-utilized for consideration of school closure.
- Apply to the Provincial government to receive capacity exemptions.
- Improve access to alternative programs, programs of choice and special education programs in each Area.
- Provide French Immersion (all grade levels) programs in each Area.
- Review the condition of portables/relocatables and request Provincial support for demolition/movements.
- Review and appeal, as required, the capacity ratings and formulas of the Provincial government for CBE schools.
- Right-size schools (e.g., removal of an entire wing of a school) to increase utilization and to provide a more effective learning environment.
- Address transportation services equity for alternative programs and programs of choice.

Below is a summary of accommodation planning for each Sector, which includes a description of utilization rate by enrolment as of December 2005, and the amount of leased space in the Sector.

Sector 1:

- Sector 1 has a utilization rate of 75% "by residence" and a utilization rate of 79% "by enrolment" for Kindergarten to Grade 9.
- A strategy to increase the utilization rate will be undertaken through area renewal plans, including potential school closures, community consolidation of educational programs and the investigation of new or expanded alternative programs and programs of choice for this Sector.
- A new elementary school in Tuscany (K-4) has been approved by the Provincial government and is scheduled to open in the 2006-2007 school year.

- There are pressures for the construction of new schools in the new and developing communities such as a middle school for Tuscany.
- Space is needed for the growing demand of Alternative and Special Education Programs.
- On April 4, 2006, the Board of Trustees approved the closure of Jerry Potts Elementary and the K-6 Regular program at Varsity Acres Elementary, effective June 30, 2006. The relocation of Juno Beach Academy, currently at Sir William Van Horne, was also approved and will relocate to Lord Shaughnessy, effective September 2006.
- Approximately 1,114 square metres of space (15 classrooms) are leased on a full-time basis in this Sector.

Sector 2:

- Sector 2 has a utilization rate of 123% “by residence” and a utilization rate of 89% “by enrolment” for Kindergarten to Grade 9.
- There are enrolment pressures for the construction of new elementary schools in the new and developing communities of Rocky Ridge, Royal Oak and The Hamptons, and a senior high school in Arbour Lake to serve the northwest.
- A new elementary school in Citadel (K-4) has been approved by the Provincial government and is scheduled to open in the September 2006-2007 school year.
- A new middle school has been approved for Grades 5-9 students residing in the Arbour Lake and Citadel communities. The site is located in Arbour Lake and the school is scheduled to open in the September 2006-2007 school year.
- On April 4, 2006, the Board of Trustees approved the closure of the K-6 Regular program at Brentwood Elementary, effective June 30, 2006.
- Space is needed for the growing demand of Alternative and Special Education Programs. An elementary Traditional Learning Centre was established at Brentwood Elementary for the 2004-2005 school year and will expand to K-6 for September 2006.
- Approximately 81 square metres of space (1 classroom) are leased on a full-time basis in this Sector.

Sector 3:

- Sector 3 has a utilization rate of 30% “by residence” and a utilization rate of 66% “by enrolment” for Kindergarten to Grade 9.
- There are no new and developing communities in Sector 3 and the Sector consists of inner-city and established communities.
- An arts program was established at Sir John Franklin School for junior high students in September 2005 and will expand to Grade 9 in September 2006.
- A Spanish Bilingual program will be established at Senator Patrick Burns for Grade 5-7 students in September 2006 and will expand to Grade 8 and 9 in subsequent years.
- The Spanish Bilingual program at Collingwood (previously K-6) will be for Kindergarten to Grade 4 students, effective September 2006.
- On April 4, 2006, the Board of Trustees approved the closure of the TLC alternative program at King George School and the closure of the Regular program at Balmoral School, effective June 30, 2006. The TLC program (Grades 5-9) will relocate to Balmoral School, effective September 2006.
- A strategy to increase the utilization rate for this Sector will be undertaken through the Ten-Year Facility Plan, Area Renewal Plans, and, potential school consolidations/school closures.

- Alternative and Special Education Programs are offered in 50% of the schools in this Sector.
- The Science School Program at Langevin Elementary/Junior High commenced as a K-6 program for the 2004-2005 school year and will expand to Grade 8 for September 2006.
- Approximately 1,546 square metres of space (16 classrooms) are leased on a full-time-basis and one surplus facility is fully leased in this Sector.

Sector 4:

- Sector 4 has a utilization rate of 124% “by residence” and a utilization rate of 84% “by enrolment” for Kindergarten to Grade 9.
- There are enrolment pressures for the construction of an elementary school in the new and developing community of Panorama Hills and a new middle school in Coventry Hills.
- The developing communities of Evanston and Kincora are under construction and are planned for approximately 26,000 persons.
- A core school addition to the modular school in Coventry Hills opened for K-3 in September 2005 and will expand to K-4 in September 2006.
- Hidden Valley Elementary also offers a K-3 French Immersion program. The French Immersion program will expand to Grade 4 at Valley Creek Middle School in September 2006.
- There is insufficient space available in Sector 4 to accommodate all the students from the new and developing communities; therefore, some students are accommodated in Sector 3 schools.
- There are no full-time leases in this Sector. Leasing is a challenge in this Sector because schools with excess capacity typically have open-area classrooms.

Sector 5:

- Sector 5 has a utilization rate of 93% “by residence” and a utilization rate of 83% “by enrolment” for Kindergarten to Grade 9.
- There are enrolment pressures for the construction of new elementary and middle schools in the new and developing communities of Taradale and Saddle Ridge.
- A junior high addition to Crossing Park School opened in September 2005 and will expand to Grade 8 for September 2006.
- A strategy to increase the utilization rate will be undertaken through area renewal plans and potential school closures for this Sector. The focus will be on schools located south of 16 Avenue N.E.
- Space is needed for the growing demand of Alternative and Special Education Programs. GATE senior high has been designated to Forest Lawn Senior High. Expansion of Alternative Programs in this Sector over the next few years will be considered when space becomes available.
- The French Immersion program at Lester B. Pearson expanded to Grade 12 in September 2005.
- The IB program at Lester B. Pearson will expand to Grade 12 for September 2006.
- A Traditional Learning Centre to serve Area III Kindergarten to Grade 1 students will be investigated to open for September 2006.
- David D. Oughton and Albert Park were approved for closure, effective June 30, 2006. A replacement school for Albert Park Elementary and David D. Oughton Elementary is

currently under construction. The CBE has a P3 partnership with a developer to develop a new K-4 elementary school on a portion of the Sir Wilfrid Laurier Junior High school site. Sir Wilfrid Laurier Junior High would become a Grade 5-9 middle school.

- Approximately 300 square metres of space (3 classrooms) are leased on a full-time basis in this Sector. In addition, one surplus facility has been fully leased.

Sector 6:

- Sector 6 has a utilization rate of 75% “by residence” and a utilization rate of 73% “by enrolment” for Kindergarten to Grade 9.
- A strategy to increase the utilization rate for this Sector will be undertaken through the Ten-Year Facility Plan, Area Renewal Plans, and potential school consolidations/school closures. Space utilization will be focused on schools east of Sarcee Trail.
- A new elementary school was approved for the Signal Hill community and is planned to open in the 2006-2007 school year. Although the existing modular school and the new core school will not be attached, they will operate as one school and accommodate Kindergarten to Grade 6 students.
- There are enrolment pressures for construction of an elementary school in the new and developing communities of Cougar Ridge, Springbank Hill and West Springs.
- Space is needed in Sector 6 for the accommodation of Alternative Programs and Special Education programs. The Dynastars Hockey & Life Skills program at Ernest Manning will expand to Grade 12 for September 2006.
- A Spanish Bilingual program will be established at Westgate Elementary School and will open for Kindergarten and Grade 1 students in September 2006.
- A GATE program will be established at Elboya School for Grade 4 students in September 2006 and will expand to Grade 5 and 6 in subsequent years. Grade 5-6 students will remain at Earl Grey for the 2006-2007 school year.
- Approximately 1,551 square metres of space (15 classrooms) are leased on a full-time basis in this Sector. In addition, four surplus facilities have been fully leased.
- Viscount Bennett Centre is located in Sector 6. Westmount Provincial Charter School will expand by one more classroom this year at this location and has now reached the limit of its charter for space accommodation. Chinook Learning Services uses 32 classrooms for instruction in Viscount Bennett Centre.

Sector 7:

- Sector 7 has a utilization rate of 69% “by residence” and a utilization rate of 68% “by enrolment” for Kindergarten to Grade 9.
- There are no new and developing communities in Sector 7 and this Sector consists of inner-city and established communities.
- A strategy to increase the utilization rate for this Sector will be undertaken through the Ten-Year Facility Plan, Area Renewal Plans, and potential school consolidations/school closures.
- The Arts-Centred Learning Program was relocated to Willow Park Elementary, effective September 2004.
- The Juno Beach Academy will be relocated to Lord Shaughnessy Senior High, effective September 2006.
- The Piitoayis Family School (Grade K-8) is currently accommodated in Colonel Walker School and is open to students who want an Aboriginal-based education. A

task force has been established to pursue options for a permanent location for the school.

- Chinook Learning Services presently uses six classrooms in Lord Shaughnessy High School and will continue to need these spaces. Chinook Learning will work closely with Area IV, Juno Beach Academy of Canadian Studies and Central Memorial High School to ensure that learner needs are met for all groups.
- Four of the schools in this Sector are Sandstone and represent 30% of the 14 schools in Sector 7. Consideration is being given to a Sandstone Legacy Project that would elevate the prominence of the sandstone buildings and restore these historic structures.
- Connaught Community School and Teaching and Learning Centre has been established as an “ESL Centre of Excellence.” It is a transition centre for ESL students and will be a further centre for pre-service learning and in-service learning in ESL.
- Approximately 1,892 square metres of space (18 classrooms) are leased on a full-time basis in this Sector. In addition, one surplus facility has been fully leased.

Sector 8:

- Sector 8 has a utilization rate of 50% “by residence” and a utilization rate of 75% “by enrolment” for Kindergarten to Grade 9.
- There are no new and developing communities in Sector 8 and many of the schools within Sector 8 are bus receivers for students residing in the new and developing communities located in Sector 9.
- A strategy to increase the utilization rate for this Sector will be undertaken through the Ten-Year Facility Plan, Area Renewal Plans, and potential school consolidations/school closures.
- On April 4, 2006, the Board of Trustees approved the closure of Fred Seymour Elementary School and the closure of the K-6 Regular program at Willow Park Elementary, effective June 30, 2006.
- The introduction of new Alternative Programs will increase the enrolment in this Sector. Enrolment growth of the existing Alternative Programs and Special Education Programs (Gifted and Talented) will further increase the enrolment in this Sector.
- A German bilingual program will be opened at Maple Ridge Elementary School for September 2006 and will serve Kindergarten to Grade 2 students.
- The Traditional Learning Centre was established at Le Roi Daniels for the 2003-2004 school year and will expand to a K-5 program for September 2006.
- Fairview Middle/Junior High School will accommodate Grade 5-7 for TLC for 2006. The program will continue to expand by a grade each year at Fairview Middle/Junior High School.
- The Montessori program was established at Lake Bonavista Elementary for the 2003-2004 school year and will expand to a K-4 program for September 2006.
- The National Sports Academy was established at Fairview Junior High for the 2003-2004 school year and serves Grade 7-9.
- A senior high French Immersion Centre was established at Dr. E.P. Scarlett for the 2004-2005 school year and will expand to Grade 12 for September 2006.
- Approximately 227 square metres of space (5 classrooms) are leased on a full-time basis in this Sector. In addition, four surplus facilities have been fully leased.

Sector 9:

- Sector 9 has a utilization rate of 210% “by residence” and a utilization rate of 100% “by enrolment” for Kindergarten to Grade 9.
- The Provincial government has approved three new schools for this Sector: Mountain Park School (McKenzie Lake), Douglasdale/glen Elementary core addition, and Chaparral School. The Douglasdale/glen core addition to the modular school, Mountain Park School and Chaparral School are all scheduled to open in the September 2006-2007 school year.
- A French Immersion Centre was established at Sundance Elementary for Grades K-2 for the 2004-2005 school year and will expand to Grade 4 for September 2006.
- New school construction is a priority in this Sector as the utilization rate by residence continues to be extremely high (210%). There are enrolment pressures for construction of elementary schools in the new and developing communities of Bridlewood, Cranston, Evergreen and McKenzie Towne.
- The community of Silverado, south of Highway 22X and west of Macleod Trail, was approved by the City of Calgary for development and is planned for approximately 17,000 persons.
- The community of Auburn Bay, south of Highway 22x and east of Deerfoot Trail S.E., was approved for development and is planned for approximately 19,700 persons.
- A Towne Centre development south of Auburn Bay was approved for a major employment centre, hospital, recreation facilities, open space and a CBE senior high school site.
- There are no full-time leases in this Sector. Available lease space is extremely limited due to high utilization rates for schools in this Sector.

2.7 Transportation Challenges

The CBE transports approximately one-third, or almost 36,000 of its students to and from school each day via charter bus, public transit, taxi services or Handi-Bus. Student transportation is required for a number of reasons – there are no schools in the community of students’ residence; students live beyond the walk limit of their designated school, as set out in the CBE’s Administrative Regulations; or they attend alternative programs or programs of choice supported by subsidized transportation. Whatever the need or reason, transportation is a highly utilized service and continually strives to support the CBE’s vision and priorities.

Transportation Services endeavours to minimize bus ride times where possible. The CBE’s transportation service is very successful in accommodating students who are eligible for busing, regardless of a student’s residence within the expansive territory of the City of Calgary. This allows the CBE to respond to the growth and needs of all communities within the school board district. As the City of Calgary grows, Transportation Services adds bus routes and strives to co-ordinate school schedules to ensure routes are well-utilized and cost efficient. All routes are monitored on a regular basis to maintain an effective level of service that is in the best interest of our students and system.

Transportation Services plays an important role in helping the CBE achieve its vision, year after year. The department provides support in response to program demand and student enrolment, allowing the CBE to expand its educational offerings to meet the needs of students, parents, and communities. However, a variety of factors pose problems in pursuit of this vision, and make it difficult to deliver transportation services in an efficient and effective manner.

Challenge 1:

Several outside factors convene to impact economy of service and cost. Transportation Services must balance the City of Calgary’s planning policies in response to municipal growth along with transportation guidelines established in the provincial government’s School Act. As new communities are built, the CBE must provide transportation from each community as soon as the first student moves there. With over 40 new and developing communities in one City, it is increasingly difficult to do so within our fiscal and operational capacity. The reality for the CBE is that more buses and routes are needed to serve all students. Given the competitive market for charter bus drivers and the rising costs of fuel and maintenance, the economic delivery of service is a continual challenge for Transportation Services.

Challenge 2:

Delays in school construction mean that Transportation Services has to create contingency plans for students affected by delayed school openings. Alternate routes must be created in the interim until school construction is completed, at which time bus routes need to be revised a second time as students move into the new facility. As a result, delayed school openings place an additional strain on the resources and effective delivery of service offered by Transportation Services.

Challenge 3:

As CBE educational programs change, alterations in school and area boundaries must change accordingly. Such revisions require Transportation Services to provide transitional services that may be an inefficient use of resources to the CBE system as a whole. As students are phased out of programs or schools, they are often guaranteed a continuation of subsidized transportation services, even if that means a bus route is utilized by only a few students for multiple years. Scenarios of this nature place incredible strain on financial and labour resources. It becomes difficult for Transportation Services to meet the needs of all students when multi-year commitments are made for transitional transportation services.

2.8 Property and Leasing Strategies

The Calgary Board of Education continues to pursue leasing strategies pertaining to the management of surplus school space to support the Capital Plan, as well as administrative space for Area, Central Office and Chinook Learning Services. A key challenge to leasing and use of surplus school space is to develop a plan containing innovative solutions and new accommodation strategies that support Calgary Board of Education programming, vision and philosophy.

Issues and strategies relating to leasing and accommodation planning that are being discussed and explored in support of this Capital Plan include the following:

Issue 1:

The Alberta Infrastructure policy on area, capacity and utilization provides capacity exemptions to school boards through school or facility “wing” closure, and through leasing of vacant school space, such as portions of schools. This policy encourages the Calgary Board of Education to increase the overall system utilization of school space in Sectors where new schools are required.

Leasing and Property Management operates in a dynamic environment with many influences, including but not limited to, Provincial and internal policy, market demand and developing communities. It is strategically important for the CBE to continually monitor changing policies to ensure all benefits are realized. It is important to review processes and procedures to ensure compliance to regulatory authorities. It is the Calgary Board of Education’s plan to utilize surplus space the best it can and meet with prospective users to assess their proposed use for surplus space.

Strategy:

The strategic plan for leasing of vacant classroom space will identify Sectors and schools where leasing should be employed to increase Sector and school utilization rates through Provincially-approved capacity exemptions. The strategy of leasing to receive capacity exemption is considered a useful alternative to reduce the capacity of schools that are moderately under-utilized. The strategy of leasing to receive capacity exemption is not considered a pragmatic alternative for schools that are highly under-utilized. Schools that are highly under-utilized require a systematic review prior to leasing being considered as the solution to reduce the capacity of the school.

Issue 2:

The Calgary Board of Education receives capacity exemptions for vacant school space leased to Provincially-approved users including public sector groups, non-profit groups, private schools and charter schools. The current Provincial funding for operating and maintaining school space is based on an allocated per-student formula. All space, including vacant space, must be supported by the funding received.

Strategy:

The Calgary Board of Education receives the benefit through capacity exemption for leased space, which improves the sector utilization rates. Additional funding through tenants leasing school space also assists the CBE by enhancing support for maintaining and operating vacant spaces.

Issue 3:

Leasing of school space should be “cost neutral” to the Calgary Board of Education unless approved by the Board of Trustees.

Strategy:

The Calgary Board of Education will perform, on an annual basis, an analysis of the cost of leasing to ensure full cost recovery for use of vacant school space.

The CBE supports leasing of school space to the public sector and non-profit groups whose programs support CBE programs and initiatives, and which are aligned with the Board’s vision and philosophy. Public sector and non-profit groups, which fall into this category, would qualify to lease vacant school space at cost unless approved otherwise by the Board.

The Board has been requested by the Province to lease surplus school space to charter schools. The Board has requested in return that the capacity exemption should be received and lease rents should be levied at fair market rates.

Issue 4:

System renewal involving alternative programs, programs of choice and administrative space requirements are ongoing and need to be considered on a system basis through a suitable planning process.

Strategy:

The Calgary Board of Education determines its facility needs on an ongoing basis to accommodate new and innovative programs, as well as the decentralization of administrative space. First consideration is the need for new and innovative programs with respect to location, facility and amenities. Property Management and Development works closely with Community Engagement and Planning to assist in ensuring all programs are accommodated and surplus space is used effectively. Moderately and highly under-utilized schools are considered in the facility review since system renewal programs and administrative space is a means of increasing the utilization of a sector.

Issue 5:

The Calgary Board of Education needs to consider long-term plans for schools and school sites which may be surplus and subject to disposition.

Strategy:

The Calgary Board of Education, prior to recommending the disposition of any surplus school site, would determine the long-term need for the school site through a geographical analysis of the community and area. The Board will ensure that it is able to maintain a presence to serve all communities in the City of Calgary. The CBE has developed a Ten-Year Facilities Plan, which is updated annually. The plan identifies a role for each school that will examine the extent of modernization, renovations and maintenance. The plan will also identify leasing strategies for CBE space and the disposition of any surplus space.

The Calgary Board of Education's decision-making process with respect to disposition of properties deemed by the Board of Trustees as surplus, would be to consider the reserve and non-reserve status of the surplus school sites. Facilities on non-reserve sites will be considered for sale when no longer required for school authority purposes. Schools located on reserve land, or on non-reserve sites received through special financial arrangements, would be considered for lease prior to considering the school for disposition.

Issue 6:

To purchase and implement a Facility Management Information System (FMIS) for CBE facilities for asset management, from acquisition and operations to disposition.

Strategy:

The Calgary Board of Education has a very large and diverse property portfolio with numerous facilities. An ongoing issue involves accessing and sharing of facility and enrolment information. A strategy to implement a web-based Facility Management Information System (FMIS) that spans the life cycle of our facilities for asset management, from acquisition and operations to disposition is currently under development. It is the CBE's plan to acquire a system that creates a common database that is accessible by various service groups through web service technology and allows customization to meet the needs of the user. The FMIS system will provide a database for tracking and reporting on student accommodation, facility management and operations, and leasing.

2.9 Leasing Policy

The Board supports the leasing of surplus classrooms and facilities to external organizations whose activities and objectives are compatible with the vision, goals and objectives of the Calgary Board of Education.

A challenge to the Calgary Board of Education is to ensure that policy not only reflects the vision, goals and objectives of the Board, but also is congruent to Provincial Government Policy and the City of Calgary by-laws and the Joint Use Agreement. Since the Board originally developed its leasing policy there have been changes to taxation powers, government jurisdictions and shifts in external influences such as economics and demographics.

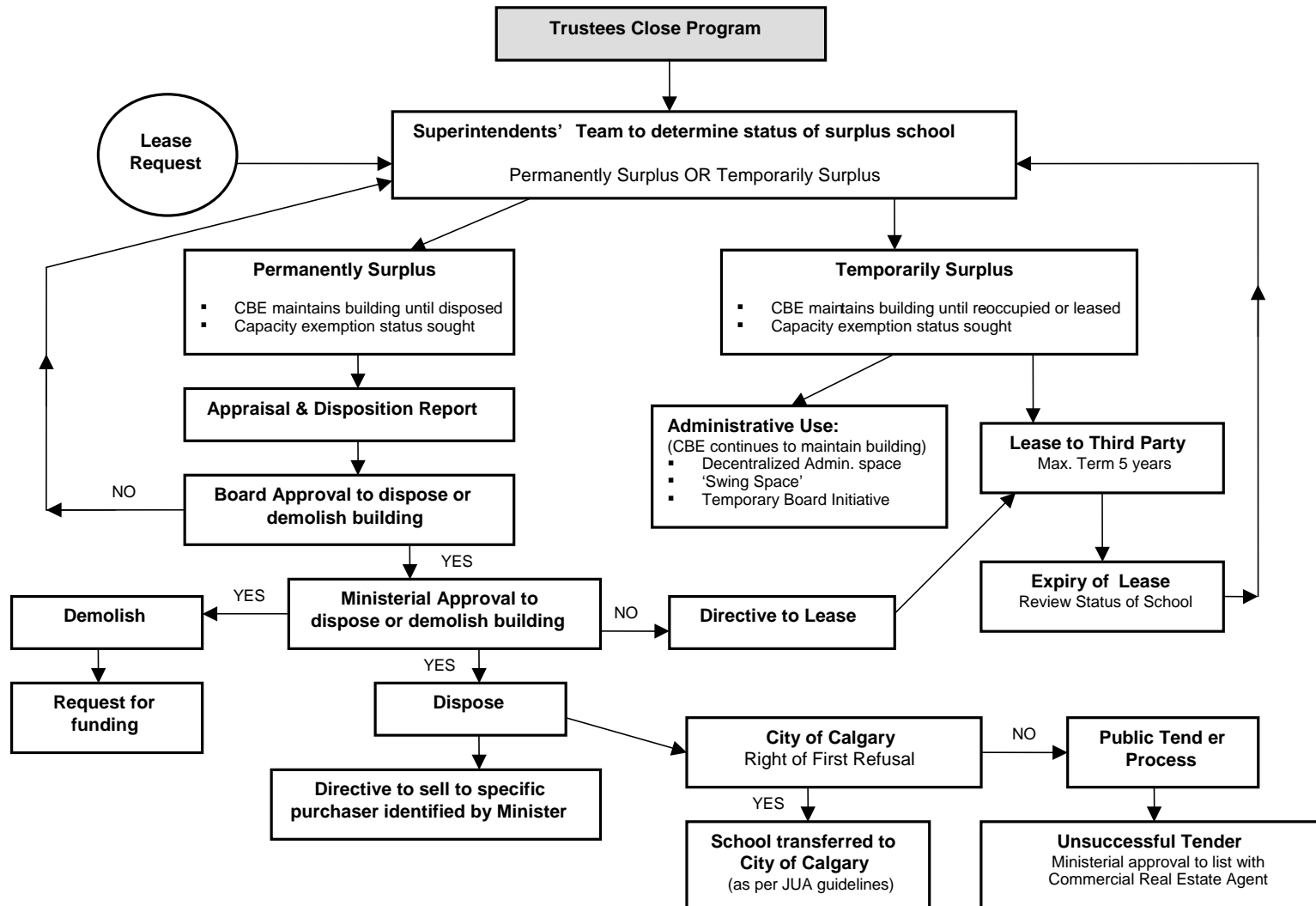
The Calgary Board of Education will continue to monitor key changes within the School Infrastructure Manual to ensure compliance and to maximize benefits of Provincial capacity exemption and lease support.

A key strategy of the Board with respect to leasing policy is to review on an ongoing basis closed schools and identify the properties as either temporarily surplus or permanently surplus. This review process is being incorporated into leasing policy and will determine whether a property is reoccupied for other CBE purposes, leased or recommended for disposition. The following flowchart outlines the proposed policy process, which incorporates the School Act and Joint Use Agreement.

A key component of the Calgary Board of Education's leasing policy needs to incorporate the closed facility review process to ensure that the inventory of closed schools is kept to only those considered temporarily surplus or needed for alternative uses. It is important to permanently surplus facilities, which have outlived their usefulness to the Board to ensure no future resources are directed to these facilities.

The introduction of the class size initiative has affected many tenants who provide child-focussed services that create added value to CBE schools and to the community the school serves. Property Management and Development is considering alternative space within our schools which would allow displaced lease programs to continue to operate.

PROCESS TO DETERMINE STATUS OF CLOSED SCHOOLS



3.0 NEW SCHOOL CONSTRUCTION CAPITAL PLAN CRITERIA

The City of Calgary supports an actively competitive land market in all areas of the City. There are approximately 40 actively-developing communities in varying stages of development in Calgary. The large number of new and developing communities puts ongoing pressure on the Calgary Board of Education to meet expectations of residents for school construction projects in their community.

To address this challenge, the Calgary Board of Education has developed a standardized process to evaluate new school construction. The model and approach is designed to be transparent and impart equity and fairness for all communities.

3.1 New School Construction Planning Criteria – Kindergarten to Grade 9 Schools

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

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

The following provides a summary of the two types of criteria:

Eligibility Criteria

Sector Utilization Rate

The sector-based approach is used to evaluate projects for capital priorities. Sectors that are eligible for further evaluation for capital projects must have utilization rates of 85% or greater. Eligibility, as established by CBE criteria, is determined by:

$$\text{Sector Utilization Rate} = \frac{\text{Resident Student Population in a Sector}}{\text{Provincial Capacity of Schools in a Sector}}$$

While Provincial utilization calculations are based on students enrolled in a sector, calculations for utilization rates are based on the Provincial utilization formula adjusted for student residency. The student population is based on the number of FTE students residing within a sector, adjusted for special-needs weighting factors. The school capacity is calculated by determining an “Area Per Student.” The Province provides a calculation table for the “Area per Student” which is based on the gross square metres of the school. A gross capacity for the school is determined (gross square metres divided by the “Area per Student,”) and then adjusted for approved exemptions and a net capacity which is used to determine the utilization rate. Sector utilization by residence identifies the number of students residing in a sector expressed as a percentage of the total capacity in a sector. Sector utilization by enrolment identifies the number of students attending schools in a sector expressed as a percentage of the total capacity in a sector.

Based upon Sector utilization, by residence, Sectors 2, 4, 5 and 9 qualify for further review for this School Capital Plan. See Appendix I for details of sector utilization rates by residence, and by enrolment for purposes of comparison.

Sector	Utilization Rates (K-9) by Residence	Utilization Rates (K-9) by Enrolment
Sector 1	75.0%	78.7%
Sector 2	123.2%	89.1%
Sector 3	30.0%	65.9%
Sector 4	124.5%	84.5%
Sector 5	93.1%	83.0%
Sector 6	75.2%	73.0%
Sector 7	69.0%	68.1%
Sector 8	50.2%	75.5%
Sector 9	209.8%	100.5%

The Provincial capacity used in the utilization rate calculation includes capacities/enrolments as of September 30, 2005.

Accommodation Options

This criterion evaluates student accommodation options for eligible communities within a Sector and communities in adjacent Sectors. Eligibility is determined by assessing if there is space to accommodate students over the long term:

- First priority is to accommodate students from the community within the Sector;
- Second priority is for student accommodation in a nearby community. This may be a school in close proximity to the community but in an adjacent Sector.

Continuity of the Accommodation Plan for the Sector

This criterion is used to ensure consistency with, and continuity of, the elementary feeder school system and middle school/junior high requirement for the Calgary Board of Education where circumstances permit. There is the need to follow through with the construction of new schools to complement accommodation plans and previous capital plans.

Where required, there should also be a logical progression from a modular school to a core school in order to allow students to progress to higher grades. It will be important that there is a new or modernized middle school available to accept graduates from recently completed K-4 schools. These criteria will act as a “filter in” of capital school projects to ensure continuity of the accommodation plan for the Sector where the need is critical.

Community Eligibility

The eligibility criteria identified above are reviewed to determine which developing communities should be ranked for new school construction projects. The eligible communities are evaluated in two separate categories: Elementary (Grades K-4) and Middle School (Grades 5-9).

Ranking Criteria

For communities that meet the eligibility criterion, a ranking is applied based upon criteria identified in two categories: the Community Growth Profile and the Busing, Safety and Travel Time. It is important to note that the resulting point assignment is a method for ranking communities for new school construction. Further accommodation planning criteria is used for recommending the ultimate locations such as a middle school serving several communities. In this latter case, factors such as site availability, grouping of communities and location will be considered.

Community Growth Profile

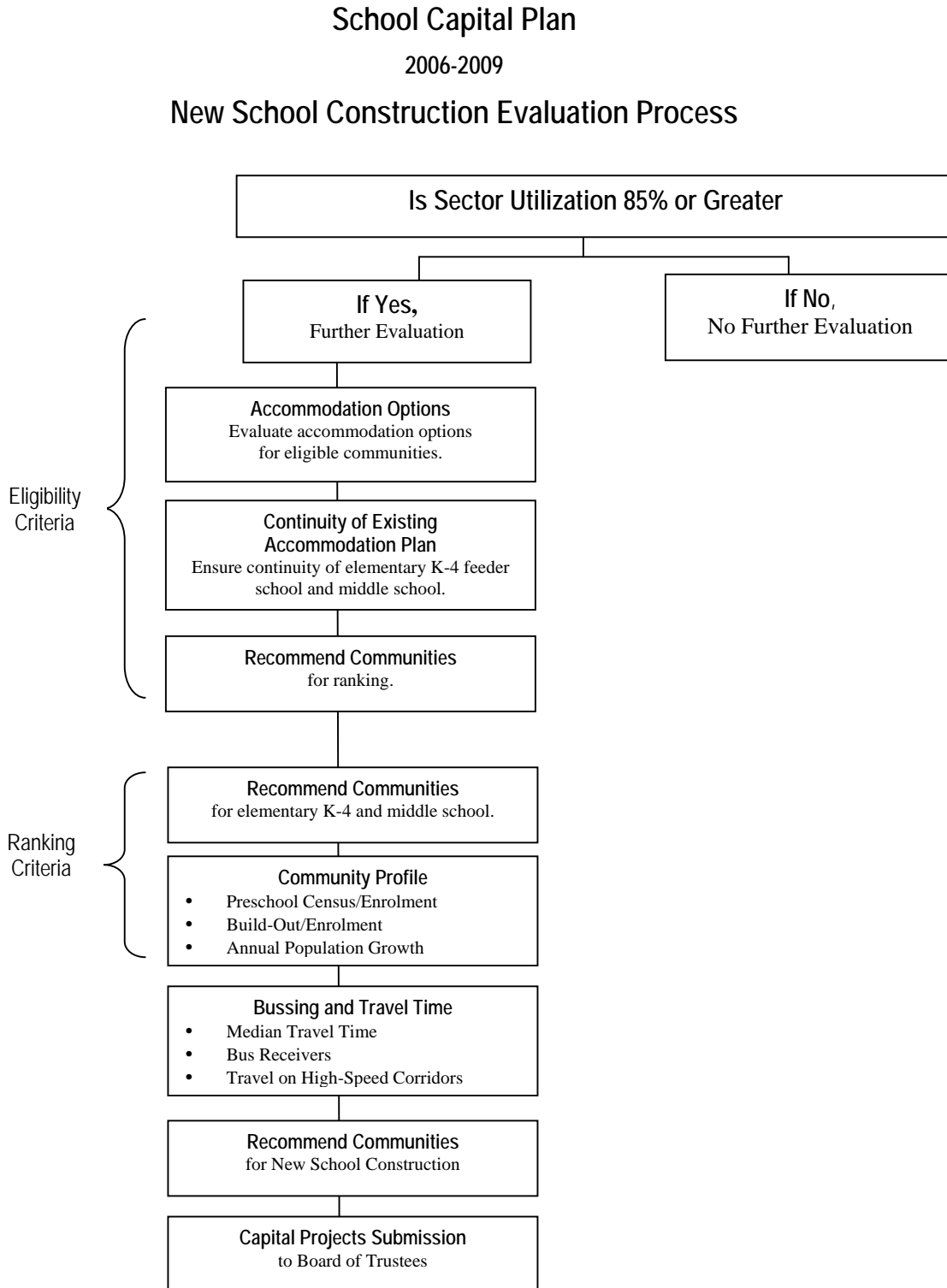
Point assignments occur based on the community growth factors. Based on this information, three categories have been developed for community ranking purposes: preschool census/student enrolment; community build-out/student enrolment; and, annual average population growth.

Busing, Safety and Travel Time

Point assignments occur for communities based on busing, safety and travel time assessment. Based on this information, three categories have been developed for ranking purposes: median travel time; number of bus receivers; and, travel on high-speed corridors.

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

Figure 2



3.2 New School Construction Planning Criteria – Senior High Schools

The sector-based approach is used to evaluate projects for capital priorities. Sectors are consolidated for analysis of senior high school accommodation into larger groupings in accordance with transit availability, travel time standards and the new Area structure of the CBE. Sector groupings, which align with the Area structure and utilization rates for the evaluation of new senior high school construction projects, are listed below and depicted on **Map 4**:

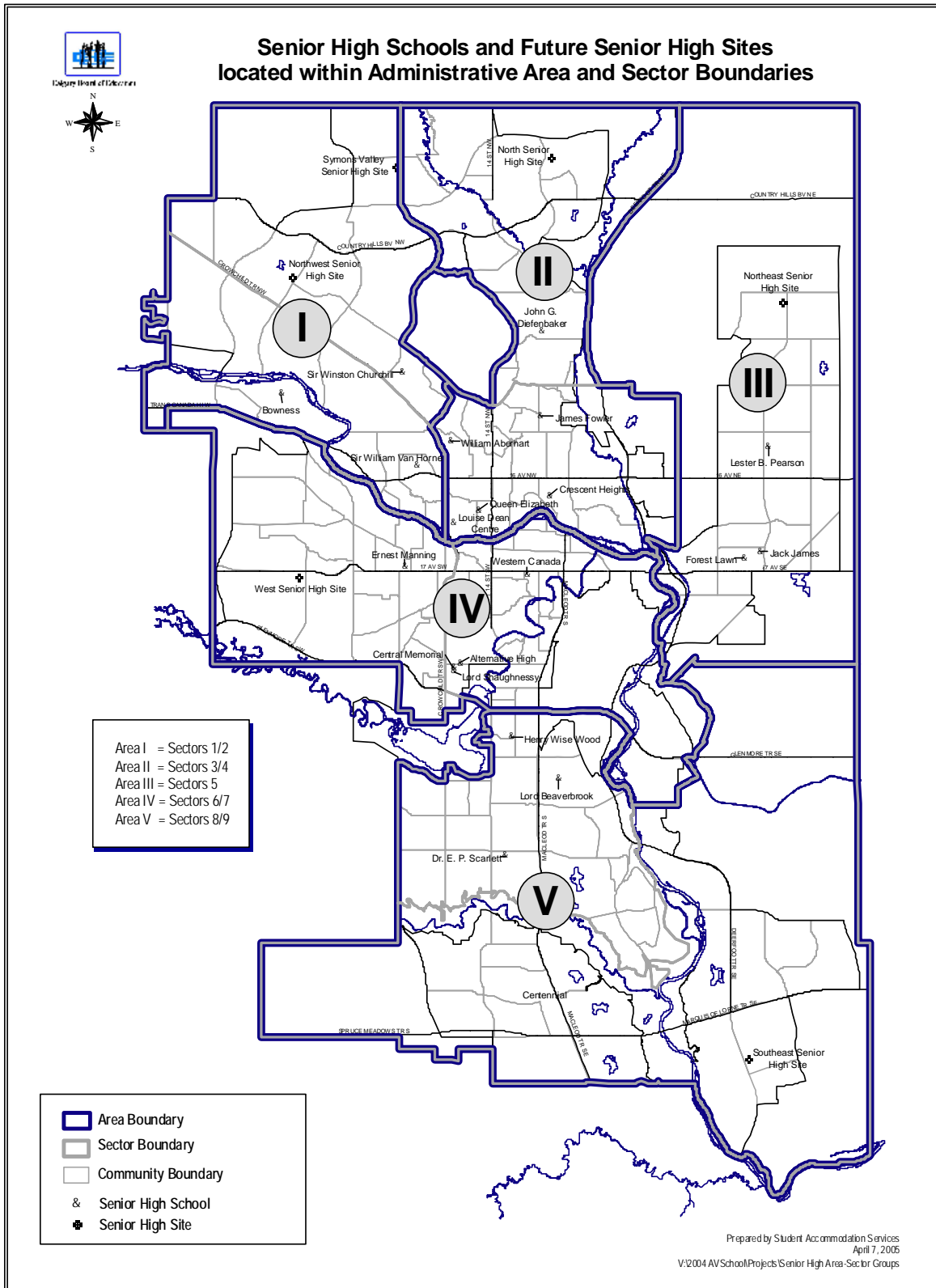
Sector Utilization			
Senior High School Sectors	Sector	Residence Utilization	Enrolment Utilization
Area I	Sector 1 Sector 2	} 125%	} 90%
Area II	Sector 3 Sector 4	} 56%	} 85%
Area III	Sector 5	129%	82%
Area IV	Sector 6 Sector 7	} 68%	} 82%
Area V	Sector 8 Sector 9	} 95%	} 85%

Notes:

- Student residence and enrolment as at September 30, 2005
- Capacity is based on Alberta Infrastructure's Area, Capacity and Utilization Report
- Capacity is at September 30, 2005; includes Sir William Van Horne (Sector 1), Queen Elizabeth (Sector 3), Jack James (Sector 5), Melville Scott (Sector 6), Alternative High (Sector 7), and Lord Shaughnessy (Sector 7)

The greatest demand at this time, based on enrolment pressures, is a senior high in the Northwest. The Northwest has the greatest pressure due to strong growth and only three high schools to serve Sectors 1 and 2. Utilization rates for the northwest are high based on both utilization by residence and utilization by enrolment and are 125% and 90%, respectively.

The CBE is in the process of planning for a potential move of Chinook Learning Services from Viscount Bennett to a proposed urban campus initiative in the East Village. A required relocation is further precipitated by the expansion of Westmount Charter School. Interim arrangements will be necessary until a new site is ready for Chinook over the next three-to-four years. Details are included in Section 8.0.



3.1 New School Construction Ranking – Kindergarten to Grade 9

The list of top-ranked projects as ranked in Sectors 2, 4, 5 and 9 are:

New School Construction	
1	Taradale Elementary
2	McKenzie Towne Elementary
3	Panorama Hills Elementary
4	Coventry Hills Middle
5	Evergreen Elementary
6	Saddle Ridge Elementary
7	Cranston Elementary
8	Panorama Hills Middle
9	Royal Oak Elementary
10	Bridlewood Elementary
11	Taradale Middle
12	Hamptons Elementary
13	Rocky Ridge Elementary
14	McKenzie Towne Middle
15	Evergreen Middle
16	Royal Oak Middle

The Province has requested that modernizations, replacement projects, special projects and relocatables be separated into categories for the 2006-2009 period. The Year 1 priorities are identified in Section 4 on Table 1. Communities ranked for elementary and middle schools must have a site available and/or have a student population large enough to sustain an elementary school as per the ranking criteria. The Year 2 and Year 3 priorities are identified in Section 4 on Table 2 and Table 3.

3.2 New School Construction Priorities – Senior High Schools

In terms of overall ranking for a senior high school, Area I would have the greatest need due to an overall utilization rate of 125% by residence and 90% by enrolment. Students from Area I are also bussed to William Aberhart High School in Area II and William Aberhart has a utilization rate of 101% (September 30, 2005). In terms of overall priorities, the Northwest Senior High would rank in the top ten priorities for the CBE and would be a Year 1 project (Section 4, Table 1).

Areas II and III also have strong pressure for a new high school (Appendix I). Sector 4 (217%) and Sector 5 (129%) have strong utilization by residence; however, capacity is accommodated in Sector 3 schools located in the inner-city schools north of the Bow River. Area III has a strong utilization rate by residence (129%) and many northeast students are accommodated in Area II schools. Senior high students require transportation by Calgary Transit and many routes are not convenient from Area III to Area II. Further review is required for the best accommodation strategy for senior high school students in Area II and III. The north or northeast senior high will be listed as one project (Section 4, Table 2) until further review is undertaken as to the best location.

4.0 SCHOOL CAPITAL PLAN – 2006-2009 - SUMMARY

Based on Provincial guidelines, Alberta school boards must review their needs for new space and substantiate their applications when applying for capital funding. The following items must be taken into consideration when submitting requests for new school construction in a Board's Capital Plan application:

- Consider all possible alternatives for delivering education programs and accommodating students;
- Identify and incorporate cost-efficiency initiatives in their capital applications to reduce school capital spending; and
- Prioritize projects for which funding is being requested based on enrolment pressures, preservation needs, etc., as identified through a three-year capital plan and ten-year facilities plan.

The applications for capital funding for 2006-2009 will be:

- Approved by the Calgary Board of Education Trustees and submitted to Alberta Education;
- Reviewed by Alberta Education to ensure that projects fall within Provincial guidelines with respect to gross area, capacity and cost guidelines;
- Evaluated by Alberta Education against Provincial priorities and criteria; and
- Recommended by the Learning Facilities Advisory Committee for decisions by the Minister of Education.

Sections 4.0 through 7.0 identify the School Capital Plan 2006-2009. Section 4.0 provides a summary of recommended new school construction, modernization and portable/relocatable projects.

Section 5.0 through 7.0 provides a year-by-year detail of the recommended new school construction, modernization projects and portable/relocatable projects.

Section 8.0 provides a list of recommended projects for new school construction that are not supported by the Provincial government and must find alternative funding sources.

The Northwest Senior High School and Piitoayis Family School have been integrated with top-ranked new construction projects. The combined ranking of new school construction priorities that are required for Provincial funding in the 2006-2007 period are:

- | | |
|------------------------------|----------------------------|
| 1. Taradale Elementary | 7. Evergreen Elementary |
| 2. McKenzie Towne Elementary | 8. Saddle Ridge Elementary |
| 3. Panorama Hills Elementary | 9. Cranston Elementary |
| 4. Coventry Hills Middle | 10. Panorama Hills Middle |
| 5. Northwest Senior High | |
| 6. Piitoayis Family School | |

A summary of the School Capital Plan 2006-2009 is provided on the following two pages. The sections that follow this summary (Sections 5.0-7.0) describe the community and school profiles in order of priority. The key maps in the top right corner of the page depict the location of the community described. The darkest shade represents the location of the community for which the profile has been prepared. The light, shaded areas represent all the new and developing communities in Calgary.

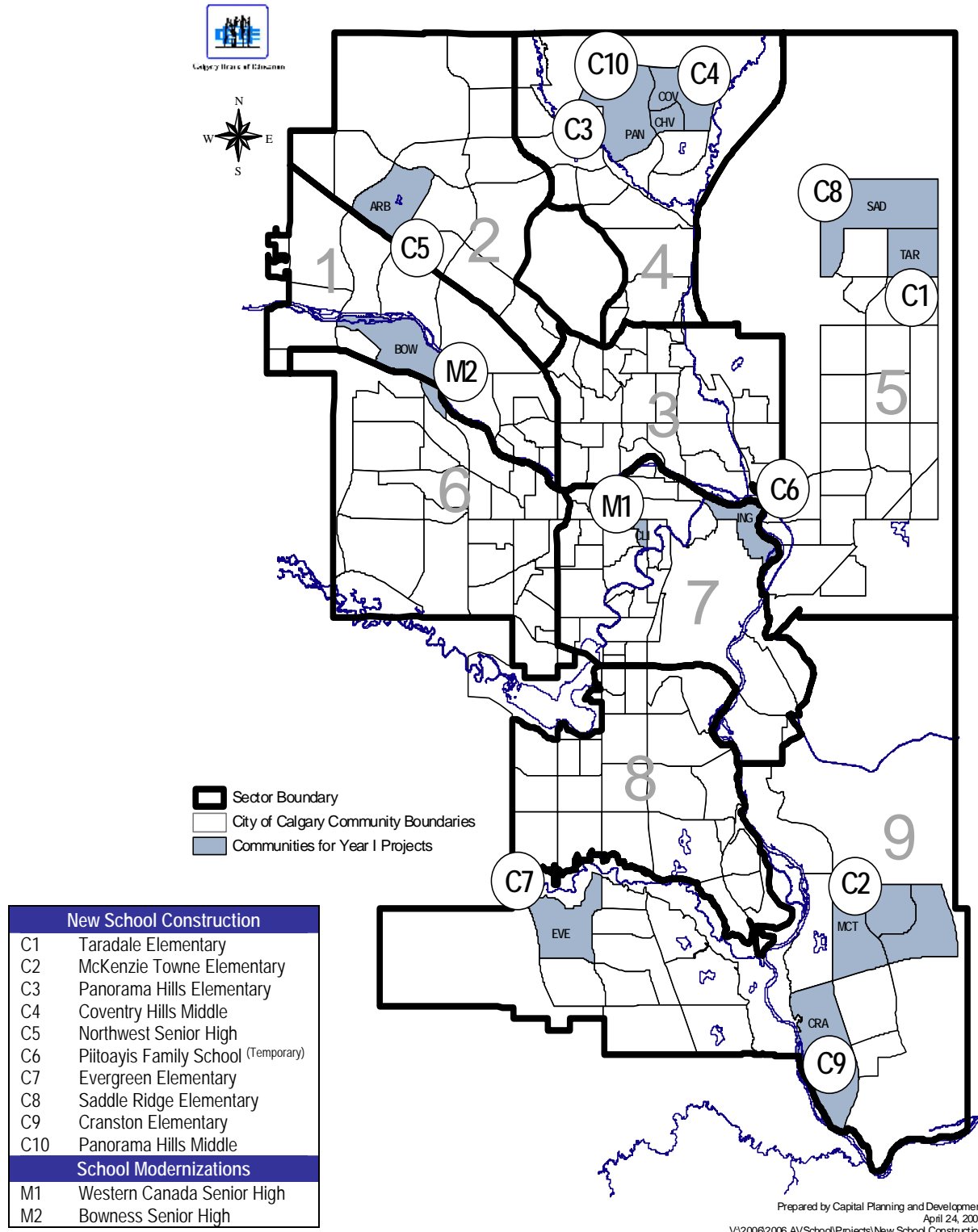
The following tables provide a summary of the new school construction projects recommended for funding over the next three years; **Map 5** illustrates Year 1 projects.

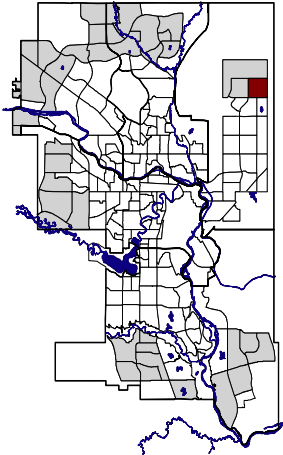
Table 1: School Capital Plan 2006-2007 Priorities			
Year 1: Priority Ranking - Project Description			
New School Construction	Grade	Project Type	2006 Cost
C-1. Taradale Elementary	K-6	New Construction	\$8,400,000
C-2. McKenzie Towne Elementary	K-4	New Construction	\$9,400,000
C-3. Panorama Hills Elementary	K-4	New Construction	\$7,800,000
C-4. Coventry Hills Middle	Gr. 5-9	New Construction	\$15,600,000
C-5. Northwest Senior High	Gr. 10-12	New Construction	\$35,200,000
C-6. Piitoayis Family School	K-9	New Construction	\$14,900,000
C-7. Evergreen Elementary	K-4	New Construction	\$7,800,000
C-8. Saddle Ridge Elementary	K-4	New Construction	\$7,800,000
C-9. Cranston Elementary	K-4	New Construction	\$7,800,000
C-10. Panorama Hills Middle	Gr. 5-9	New Construction	\$14,400,000
School Modernizations			
M1. Western Canada High	Gr. 10-12	Replacement/Modernization	\$32,100,000
M2. Bowness High	Gr. 10-12	School Modernization	\$16,000,000
Portable/Relocatables			
10 Portable/Replacements	N/A	Portables/Relocatables	\$1,400,000
10 Portable/Relocatable Moves	N/A	Portables/Relocatables	\$400,000
Total			\$179,000,000

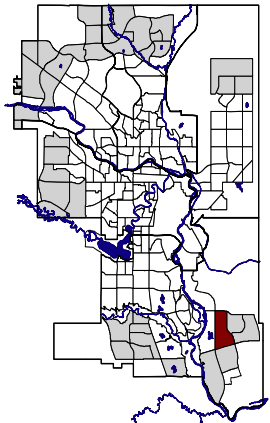
Table 2: School Capital Plan 2007-2008 Priorities			
Year 2: Priority Ranking - Project Description			
New School Construction	Grade	Project Type	2006 Cost
C-1. Royal Oak Elementary	K-4	New Construction	\$7,800,000
C-2. Bridlewood Elementary	K-6	New Construction	\$8,400,000
C-3. Taradale Middle	Gr. 5-9	New Construction	\$14,400,000
C-4. The Hamptons Elementary	K-6	New Construction	\$6,300,000
C-5. North/Northeast High	Gr. 10-12	New Construction	\$31,300,000
School Modernizations			
M1. Sherwood Modernization	Gr. 5-9	School Modernization	\$7,300,000
Portable/Relocatables			
20 Portable /Replacements	N/A	Portables/Relocatables	\$2,800,000
10 Portable/Relocatable Moves	N/A	Portables/Relocatables	\$400,000
Total			\$78,700,000

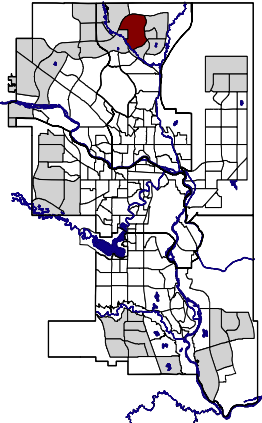
Table 3: School Capital Plan 2008-2009 Priorities			
Year 3: Priority Ranking - Project Description			
New School Construction	Grade	Project Type	2006 Cost
C-1. Rocky Ridge Elementary	K-4	New Construction	\$7,800,000
C-2. McKenzie Towne Middle	Gr. 5-9	New Construction	\$14,400,000
C-3. Evergreen Middle	Gr. 5-9	New Construction	\$14,400,000
C-4. Royal Oak Middle	Gr. 5-9	New Construction	\$14,400,000
Portable/Relocatables			
20 Portable/Replacements	N/A	Portables/Relocatables	\$2,800,000
10 Portable/Relocatable Moves	N/A	Portables/Relocatables	\$400,000
Total			\$54,200,000

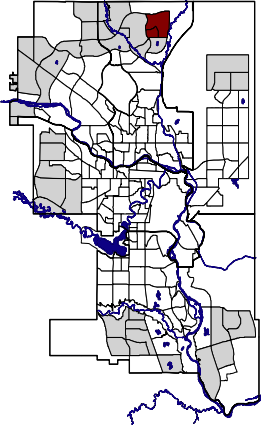
Year 1 Major Capital Projects in
New Construction and School Modernizations

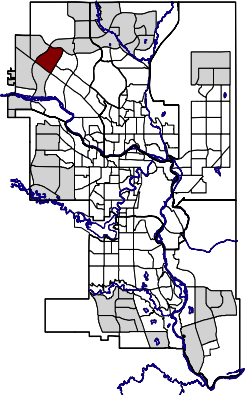


5.0 SCHOOL CAPITAL PLAN 2006-2007 - YEAR 1	
Priority 1 – Taradale Elementary (Sector 5)	
5.1 New Construction	
Community Profile	
<ul style="list-style-type: none"> • The Taradale Community began development in 1984 and is located in the Northeast sector of the City, immediately east of Martindale, south of 80 Avenue N.E., and north of the communities of Falconridge and Coral Springs. • As of the April 2005 Census, the total number of occupied dwelling units was 2,574 with a population of 8,961. • The community is planned for an estimated 4,470 housing units with a population capacity of 13,600 to 15,000. • The community has had an average annual population growth of 1,704 persons during the past three-year period and has completed approximately 58% of its development. 	
Enrolment Profile	
<ul style="list-style-type: none"> • As of the April 2005 Census, there were 731 public pre-school-aged children. • As of September 30, 2005, there were 412 Kindergarten to Grade 4 students residing in the Taradale community that attended CBE schools. • As of September 30, 2005, there were 523 Kindergarten to Grade 6 students residing in the Taradale community that attended CBE schools. 	
Accommodation and Transportation	
<ul style="list-style-type: none"> • There is one elementary and one middle school site in Taradale. • Students are currently bussed to Chris Akkerman Elementary located in the Marlborough community in Sector 5. Median travel time to Chris Akkerman is 20 minutes. • Marlborough has been designated as the second bus receiver school for the Taradale community for students who cannot be accommodated at Chris Akkerman Elementary School. Median travel time to Marlborough is 23 minutes. Students designated to Marlborough School are temporarily housed at Greenview and Mayland Heights due to roof problems at Marlborough School. 	
Accommodation Planning	
<ul style="list-style-type: none"> • Construct a core elementary school for 400 students complete with space to support a relocatable addition of 200 students in 8 relocatables. The potential capacity of the school will be 600 student spaces. 	
Recommendation	
<ul style="list-style-type: none"> • Construct a 400-student-capacity, K-6 core elementary school sized to support the relocatable expansion. Construct and attach four new relocatable units to be ready for the school's opening. The opening day capacity will be 500 student spaces. • The total project cost is budgeted at \$8,400,000. These figures are based upon 2006 prices. 	

Priority 2 – McKenzie Towne Elementary School (Sector 9)	
New Construction	
Community Profile	
<ul style="list-style-type: none"> • The McKenzie Towne Community began development in 1994 and is located north of Marquis of Lorne Trail between Deerfoot Trail and 52 Street S.E. • As of the April 2005 Census, the total number of occupied dwelling units was 3,305 with a population of 8,359. • The community is planned for an estimated 7,250 housing units with a population capacity of 18,600 to 20,600. • The community has had an average annual population growth of 1,465 persons during the past three-year period and has completed approximately 46% of its development. 	
Enrolment Profile	
<ul style="list-style-type: none"> • As of the April 2005 Census, there were 691 public pre-school-aged children. • As of September 30, 2005, there were 325 Kindergarten to Grade 4 students residing in the McKenzie Towne community that attended CBE schools. 	
Accommodation and Transportation	
<ul style="list-style-type: none"> • There is one elementary site and one elementary/junior high site in McKenzie Towne. • Elementary students are currently bussed to Acadia Elementary (K-4) and David Thompson Middle School (Grade 5-9), which are both located in the Acadia community in Sector 8. • Median travel time to Acadia is 23 minutes. • Median travel time to David Thompson is 27 minutes. 	
Accommodation Planning	
<ul style="list-style-type: none"> • Construct a K-4 core elementary school for 450 students complete with space to support a relocatable addition of 200 students in 8 relocatables. The potential capacity of the school will be 650 students. • Students will continue to be accommodated at David Thompson Middle School for Grades 5-9 until a middle school is built in McKenzie Towne. 	
Recommendation	
<ul style="list-style-type: none"> • Construct a 450-student-capacity, K-4 core elementary school sized to support the relocatable expansion. The opening day capacity will be 450 students. • The total project cost is budgeted at \$9,400,000. These figures are based upon 2006 prices. 	

Priority 3 – Panorama Hills Elementary (Sector 4)	
New Construction	
Community Profile	
<ul style="list-style-type: none"> • Panorama Hills Community began development in 1996 and is situated north of Coventry Hills Boulevard and west of Harvest Hills Boulevard NW. • As of the April 2005 Census, the total number of occupied dwelling units in Panorama Hills was 2,524 with a population of 8,129. • The Panorama Hills community is planned for an estimated 7,670 housing units with a population capacity of 22,500 to 24,900. • The community had an average annual population growth of 1,513 persons during the past three-year period and has completed approximately 33% of its development. 	
Enrolment Profile	
<ul style="list-style-type: none"> • As of the April 2005 Census, there were 570 public preschool-aged children. • As of September 30, 2005, there were 339 Kindergarten to Grade 4 students residing in Panorama Hills that attended CBE Schools. 	
Accommodation and Transportation	
<ul style="list-style-type: none"> • There are three elementary sites and one middle school site in Panorama Hills. • Panorama Hills elementary students are currently bussed to Dr. J.K. Mulloy Elementary School, which is located in the Huntington Hills community in Sector 4. • Median travel time to Dr. J.K. Mulloy is 23 minutes. 	
Accommodation Planning	
<ul style="list-style-type: none"> • Construct a core elementary K-4 school for 350 students complete with space to support a relocatable addition for 200 students in 8 units. The potential capacity of the school will be 550 student spaces. 	
Recommendation	
<ul style="list-style-type: none"> • Construct a 350-student-capacity, K-4 core school sized to support the relocatable expansion. Construct and attach four relocatable units to be ready for the school's opening. The opening day capacity will be 450 student spaces. • The total project cost is budgeted at \$7,800,000, including the construction of the new relocatable units. These figures are based upon 2006 prices. 	

Priority 4 – Coventry Hills Middle School (Sector 4)	
New Construction	
Community Profile	
<ul style="list-style-type: none"> • Coventry Hills Community began development in 1990 and is situated in north Calgary, north of Country Hills Boulevard NW. • As of the April 2005 Census, the total number of occupied dwelling units in Coventry Hills was 4,487 with a population of 12,097. • The Coventry Hills community is planned for an estimated 6,850 housing units with a population capacity of 17,600 to 19,400. • The community had an average annual population growth of 1,449 persons during the past three-year period and has completed approximately 66% of its development. 	
Enrolment Profile	
<ul style="list-style-type: none"> • As of September 30, 2005, there were 542 Kindergarten to Grade 4 students residing in Coventry Hills that attended CBE Schools. • As of September 30, 2005, there were 382 Grades 5-9 students residing in the Coventry Hills community that attended CBE schools. 	
Accommodation and Transportation	
<ul style="list-style-type: none"> • There are two elementary sites and one senior high site located in Coventry Hills. The middle/junior high school site is located in Country Hills Village. • Coventry Hills students are currently bussed to Colonel Macleod School (Grades 4-9), which is located in the Renfrew community in Sector 8. • Median travel time to Colonel Macleod is 32 minutes. 	
Accommodation Planning	
<ul style="list-style-type: none"> • Construct a core middle school for 500 Grades 5-9 students complete with space to support a relocatable addition for 400 students in 16 units. The potential capacity of the school will be 900 student spaces. • Elementary students currently attend Coventry Hills Elementary School (K-3) and the school will expand to Grade 4 for September 2006. 	
Recommendation	
<ul style="list-style-type: none"> • Construct a 500-student-capacity, core middle school, sized to support the relocatable expansion. Construct and attach sixteen relocatable units to be ready for the school's opening. The opening day capacity will be 900 student spaces. • The total project cost is budgeted at \$15,600,000, including the construction of the new relocatable units, funding for CTS space, and a CTS equipment allowance. These figures are based upon 2006 prices. 	

Priority 5 – Northwest Senior High (Sector 2)	
New Construction	
Community Profile	
<ul style="list-style-type: none"> • The Northwest Senior High School is intended to serve approximately 70,000 residents west of Nose Hill Drive in Sectors 1 and 2. The northwest is one of the fastest growing areas in the City and is forecasted to increase by 12,600 to 14,000 people over the next five years. • Currently the northwest area has three senior high schools with Bowness and Sir William Van Horne (IOP, Juno Beach Academy) in Sector 1, and Sir Winston Churchill in Sector 2. Some of the new and developing communities have difficulty accessing Calgary Transit routes to Bowness High School. A site has been dedicated in Arbour Lake for the new senior high school. 	
Enrolment Profile	
<ul style="list-style-type: none"> • Sector 1 has 2,059 students by enrolment and a net capacity of 2,491 student spaces. Sector 2 has 2,007 students by enrolment and 2,015 student spaces. The combined total for Sectors 1 and 2 is 4,066 students by enrolment and 4,506 student spaces for a utilization rate of 90%. • Bowness and Sir William Van Horne (Sir William Van Horne is designed for Integrated Occupational Programming and also accommodates the Juno Beach Academy of Canadian Studies) are located in Sector 1 and Sir Winston Churchill is located in Sector 2. • Bowness has an enrolment of 1,433 students and a net capacity of 1,525 student spaces for a utilization rate of 94%. • Sir William Van Horne has an enrolment of 726 students and a net capacity of 965 student spaces for a utilization rate of 75%. • Sir Winston Churchill has an enrolment of 2,007 students and a net capacity of 2,015 student spaces for a utilization rate of 100%. 	
Accommodation and Transportation	
<ul style="list-style-type: none"> • The new and developing communities of Arbour Lake, Crestmont, Rocky Ridge, Royal Oak, Tuscany and Valley Ridge are designated to Bowness. • The communities of Citadel, Ranchlands and The Hamptons are currently designated to William Aberhart, which is located in Sector 3. These communities should be accommodated in schools located in Sector 1 or Sector 2; however, there is not enough capacity in the Northwest to accommodate these communities. • Continued strong enrolment growth in Sectors 1 and 2 continues to strengthen the need for a senior high school in the Arbour Lake community and the grouped Sector utilization rate is 90%. 	
Accommodation Planning	
<ul style="list-style-type: none"> • Construct a senior high school for 1,500, Grade 10-12 students on the Arbour Lake site. 	
Recommendation	
<ul style="list-style-type: none"> • Construct 1,500-student-capacity, senior high school complete with seven 200 sq.m. CTS spaces. • The total project cost is budgeted at \$35,200,000, including the CTS space and an allowance for CTS equipment in the amount of \$1,000,000. Additional costs are in this total to deal with an extremely challenging and irregular site. These figures are based upon 2006 prices. 	

Priority 6 – Piitoayis Family School (Sector 5)

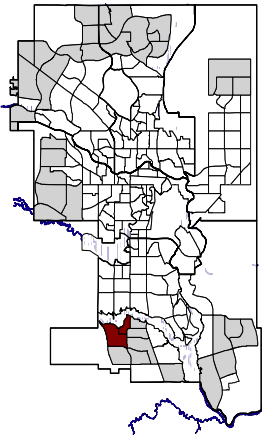
New Construction

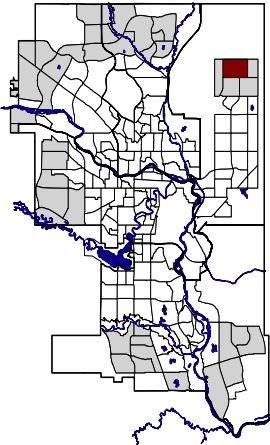
Piitoayis Family School is a unique program of education within the Calgary Board of Education and is open to any student across the city who is interested in an Aboriginal-based education. The school is temporarily located within Colonel Walker Elementary/Junior High in Area IV. The Piitoayis Family School currently accommodates Kindergarten to Grade 8 and will expand to Grade 9 for September 2006.

The Calgary Board of Education's goals to advance student learning, to meet changing student needs through program renewal and to nurture inner pride are clearly supported through the initiation of the Piitoayis Family School. Administrative Regulation 3079, Aboriginal Education outlines the importance of improving the success rate of Aboriginal students and increasing the understanding and acceptance of Aboriginal cultures for all students. The Alberta Learning Commission specifically recommended that parents should be able to access a variety of educational settings for Aboriginal students including separate settings where both parents and students may learn in a facility dedicated to the Aboriginal culture and history.

Piitoayis Family School had 188 students (K-7) for the 2004-2005 school year and increased to 261 students (K-8) for the 2005-2006 school year. Projections for the 2006-2007 school year are for an enrolment of approximately 305 students (K-9). A parent survey was conducted on the satisfaction of the Piitoayis Family School. All parents were either satisfied or very satisfied with the program.

The Calgary Board of Education is committed to building a new facility for the Piitoayis Family School and is currently exploring alternatives for a long-term location. Project planning is currently being undertaken to develop a scope for the project, funding sources and a location. The expansion of Piitoayis Family School to include Grades 7-9 requires a facility that meets the academic requirements of an Alberta elementary/junior high school and provides for Aboriginal community, cultural and historic programming. The Kindergarten to Grade 9 Aboriginal school would continue to provide the Alberta curriculum within the context of an Aboriginal cultural and historic perspective.

Priority 7 – Evergreen Elementary (Sector 9)	
New Construction	
Community Profile	
<ul style="list-style-type: none"> • Evergreen Community is situated approximately 3 kilometres west of Macleod Trail South between 146 Avenue SW and 162 Avenue SW. • As of the April 2005 Census, the total number of occupied dwelling units was 2,961 with a population of 8,281. • The community is planned for an estimated 7,910 housing units with a population capacity of 22,500 to 24,900. • The community had an average annual population growth of 1,717 persons during the past three-year period and has completed approximately 37% of its development. 	
Enrolment Profile	
<ul style="list-style-type: none"> • As of the April 2005 Census, there were 377 public preschool-aged children. • As of September 30, 2005, there were 236 Kindergarten to Grade 4 students residing in Evergreen that attended CBE Schools. 	
Accommodation and Transportation	
<ul style="list-style-type: none"> • There is one elementary site and one middle school site in Evergreen. • Evergreen elementary students are currently bussed to Eugene Coste Elementary School, which is located in the Haysboro community in Sector 9. Median travel time to Eugene Coste is 28 minutes. 	
Accommodation Planning	
<ul style="list-style-type: none"> • Construct a core elementary K-4 school for 350 students complete with space to support a relocatable addition for 200 students in 8 units. The potential capacity of the school will be 550 student spaces. 	
Recommendation	
<ul style="list-style-type: none"> • Construct a 350-capacity, K-4 core school sized to support the relocatable expansion. Construct and attach four relocatable units to be ready for the school's opening. The opening day capacity will be 450 student spaces. • The total project cost is budgeted at \$7,800,000, including the construction of the new relocatable units. These figures are based upon 2006 prices. 	

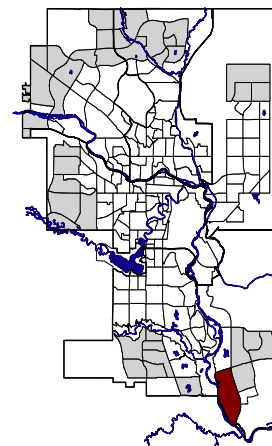
Priority 8 – Saddle Ridge Elementary (Sector 5)	
New Construction	
Community Profile	
<ul style="list-style-type: none"> • Saddle Ridge Community is situated in the northeast sector of the City immediately west of 68 Street NE and north of the community of the Martindale community. • As of the April 2005 Census, the total number of occupied dwelling units in Saddle Ridge was 1,556 with a population of 5,175. • The Saddle Ridge community is planned for an estimated 5,970 housing units with a population capacity of 18,100 to 20,100. • The community had an average annual population growth of 1,026 persons during the past three-year period and has completed approximately 26% of its development. 	
Enrolment Profile	
<ul style="list-style-type: none"> • As of the April 2005 Census, there were 435 public preschool-aged children. • As of September 30, 2005, there were 221 Kindergarten to Grade 4 students residing in Saddle Ridge that attended CBE Schools. 	
Accommodation and Transportation	
<ul style="list-style-type: none"> • There is one elementary site and two middle school sites in Saddle Ridge. • Saddle Ridge elementary students are currently bussed to Marlborough Elementary School, which is located in the Marlborough community in Sector 5. Median travel time to Marlborough is 23 minutes. Students designated to Marlborough School are temporarily housed at Greenview and Mayland Heights due to roof problems at Marlborough School. 	
Accommodation Planning	
<ul style="list-style-type: none"> • Construct a core elementary K-4 school for 350 students complete with space to support a relocatable addition for 200 students in 8 units. The potential capacity of the school will be 550 student spaces. 	
Recommendation	
<ul style="list-style-type: none"> • Construct a 350-student capacity, K-4 core school sized to support the relocatable expansion. Construct and attach four relocatable units to be ready for the school's opening. The opening day capacity will be 450 student spaces. • The total project cost is budgeted at \$7,800,000, including the construction of the new relocatable units. These figures are based upon 2006 prices. 	

Priority 9 – Cranston Elementary (Sector 9)

New Construction

Community Profile

- Cranston Community began development in 1999 and is located south of Marquis of Lorne Trail SE and west of Deerfoot Trail SE.
- As of the April 2005 Census, the total number of occupied dwelling units in Cranston was 1,391 with a population of 3,857.
- The Cranston community is planned for an estimated 6,450 housing units with a population capacity of 18,400 to 20,400.
- The community had an average annual population growth of 921 persons during the past three-year period and has completed approximately 22% of its development.



Enrolment Profile

- As of the April 2005 Census, there were 311 public preschool-aged children.
- As of September 30, 2005, there were 146 Kindergarten to Grade 4 students residing in Cranston that attended CBE Schools.

Accommodation and Transportation

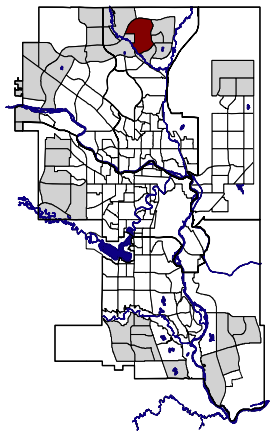
- There are two elementary sites, one elementary swing site (CBE or CSSB) and one middle school site in Cranston.
- Cranston elementary students are currently bussed to Andrew Sibbald Elementary School, which is located in the Lake Bonavista community in Sector 8. Median travel time to Andrew Sibbald is 26 minutes.

Accommodation Planning

- Construct a core elementary K-4 school for 350 students complete with space to support a relocatable addition for 200 students in 8 units. The potential capacity of the school will be 550 student spaces.

Recommendation

- Construct a 350-capacity, K-4 core school sized to support the relocatable expansion. Construct and attach four relocatable units to be ready for the school's opening. The opening day capacity will be 450 student spaces.
- The total project cost is budgeted at \$7,800,000, including the construction of the new relocatable units. These figures are based upon 2006 prices.

Priority 10 – Panorama Hills Middle School (Sector 4)	
New Construction	
Community Profile	
<ul style="list-style-type: none"> • Panorama Hills Community began development in 1996 and is located north of Coventry Hills Boulevard and west of Harvest Hills Boulevard NW. • As of the April 2005 Census, the total number of occupied dwelling units in Panorama Hills was 2,524 with a population of 8,129. • The Panorama Hills community is planned for an estimated 7,670 housing units with a population capacity of 22,500 to 24,900. • The community had an average annual population growth of 1,513 persons during the past three-year period and has completed approximately 33% of its development. 	
Enrolment Profile	
<ul style="list-style-type: none"> • As of September 30, 2005, there were 339 Kindergarten to Grade 4 students residing in Panorama Hills that attended CBE Schools. • As of September 30, 2005, there were 303 Grades 5-9 students residing in the Panorama Hills community that attended CBE schools. 	
Accommodation and Transportation	
<ul style="list-style-type: none"> • There are three elementary sites and one middle school site in Panorama Hills. • Panorama Hills students use Calgary Transit bussing to attend Sir John A. Macdonald, which is located in the Huntington Hills community in Sector 4. 	
Accommodation Planning	
<ul style="list-style-type: none"> • Construct a core middle school for 500 Grades 5-9 students complete with space to support a relocatable addition for 400 students in 16 units. The potential capacity of the school will be 900 student spaces. 	
Recommendation	
<ul style="list-style-type: none"> • Construct a 500-student-capacity, core middle school, sized to support the relocatable expansion. Construct and attach eight relocatable units to be ready for the school's opening. The opening day capacity will be 700 student spaces. • The total project cost is budgeted at \$14,400,000, including the construction of the new relocatable units, funding for CTS space, and a CTS equipment allowance. These figures are based upon 2006 prices. 	

5.2 Preservation/School Modernization

Western Canada Senior High (Sector 7)

Western Canada is a senior high school located within Calgary’s beltline in the community of Cliff Bungalow. The school currently accommodates Grades 10-12 in Regular, French Immersion, and International Baccalaureate programs. Western Canada High School is a top achieving high school in Alberta and enrolment demand remains strong.

Students from central Calgary are accommodated in Western Canada, including the communities of Alyth/Bonnybrook, Bankview, Beltline, Downtown, Cliff Bungalow, Elbow Park, Erlton, Inglewood, Mission, Mount Royal, Ogden, Parkhill, Ramsay, Richmond, Rideau Park, Roxboro, Scarboro, Shaganappi, South Calgary, Sunalta, and Victoria Park. Western Canada is the French Immersion Centre for Area IV.

Due to the central location of Western Canada, the school is expected to continue to be viable over the long term, accommodating a Regular, French Immersion, and the International Baccalaureate programs. Capacity at Western Canada is 2,180 and the utilization rate is 93%.

Western Canada High School has received 960 points in the 1999 Provincial Audit and is identified as a long-term viable school for Sector 7. Enrolments are stable and are expected to remain high in the long term. The existing Western Canada facility is 23,969 sq.m. and houses 2,003 students.

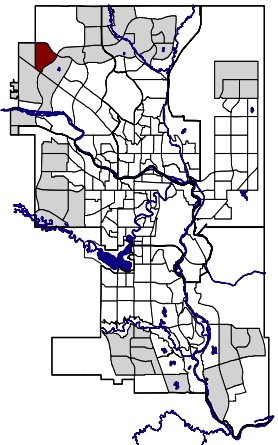
In 2001, the Provincial government approved an expenditure of \$100,000 to “commence with the detailed planning, sketch plans and submit independent cost estimates for review by Alberta Infrastructure, to determine final scope of work and total project cost.” Following this study, Alberta Infrastructure requested that the CBE prepare a Business Case for this project. The Business Case (April 1, 2004) supports the replacement of the Western Canada High School building with a smaller building of 15,578 gross square metres. The result would be an 1,800 student capacity, which is a net reduction of 240 student spaces. This replacement school project requires a budget of \$32,100,000. This project is essentially a replacement school; however, some existing building elements are retained. These include drama, band and gymnasium areas. The business case was submitted to the Province June 2004.

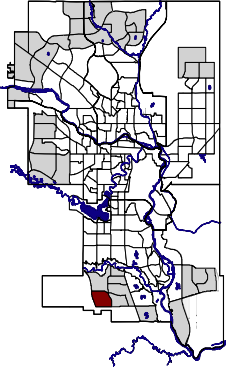
Bowness High School (Sector 9)

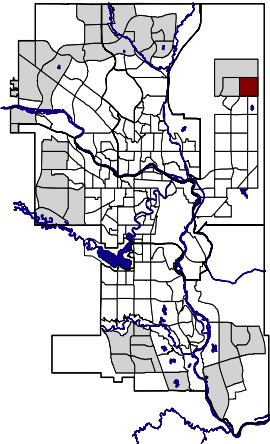
Bowness is a senior high school located in the Bowness community. Capacity of Bowness is 1,525 and the utilization rate is 94%. The school currently accommodates Grades 10-12 students from Bowness, Greenwood/Greenbriar, Montgomery and bussed students from Arbour Lake, Crestmont, Rocky Ridge, Royal Oak, Scenic Acres, Silver Springs, Tuscany and Valley Ridge. Arbour Lake, Rocky Ridge, Royal Oak, Tuscany and Valley Ridge are growing communities. Potential population and student generation from the new and developing communities may not be able to be accommodated in Bowness High School over the long term. A senior high school is being recommended in Arbour Lake. Many students from the new and developing communities currently designated to Bowness will be redesignated to the proposed new high school.

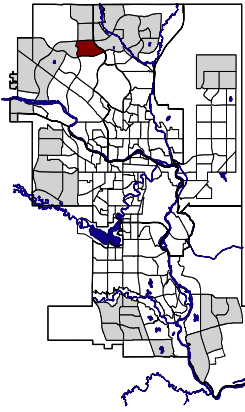
This facility received 940 points in the 1999 Provincial Audit and is identified as a long-term viable school for Sector 1. Enrolments have been increasing and are expected to continue to increase until a new high school is built in the northwest. The project identified will remove the original wood frame building structure and fully modernize the remaining building infrastructure to meet current educational specifications. The modernized facility will be designed for a capacity of approximately 1,500 student spaces and 16,580 square metres. The total project cost is budgeted at \$16,000,000 including a CTS equipment allowance.

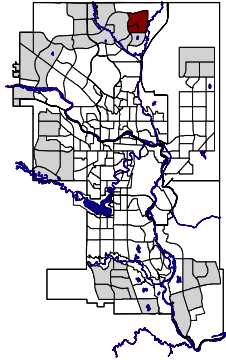
<p>5.3 Portables/Relocatables</p>
<p>10 Portable/Relocatable Replacements</p>
<p>Approximately 41%, or 209 of the 507 units in the Calgary Board of Education’s inventory, were constructed over 25 years ago and have exceeded their design life expectancy. In addition, over 90% of the total units were constructed prior to 1997 and do not conform to the current 1997 edition of the Alberta Building Code. As a result, many units require significant upgrades and/or reconstruction when relocated that would cost more than 75% of the unit replacement value. Some units have fungal contamination and this concern has resulted in a replacement strategy using fungal resistant methods. Therefore, the CBE has requested a budget of \$1,400,000 to construct 10 new units. The CBE has applied to the Province to demolish an equal number of units in accordance with Alberta Infrastructure guidelines.</p>
<p>10 Portable/Relocatable Moves</p>
<p>Growth Needs for Existing Schools</p> <p>In order to respond to the space needs associated with enrolment growth and corresponding shifts in student population, the estimated cost of \$400,000 represents the cost of moving 10 portables/relocatables for the 2006-2007 school year. This figure is based on 2006 prices.</p> <p>This budget is based solely on the funding identified as available by Alberta Infrastructure administration and has historically required Provincial funding to be supplemented by Infrastructure Maintenance Program (IMP) in order to meet the Alberta Building Code upgrade requirements of authorities having jurisdiction.</p>

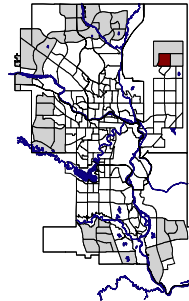
6.0 SCHOOL CAPITAL PLAN 2007-2008 - YEAR 2	
Priority 1 – Royal Oak Elementary (Sector 2)	
New Construction	
Community Profile	
<ul style="list-style-type: none"> Royal Oak Community began development in 1985 and is situated in the northwest, north of Crowchild Trail NW and west of Stoney Trail NW. As of the April 2005 Census, the total number of occupied dwelling units was 1,998 with a population of 5,631. The community is planned for an estimated 4,250 housing units with a population capacity of 11,800 to 13,000. The community had an average annual population growth of 1,432 persons during the past three-year period and has completed approximately 47% of its development. 	
Enrolment Profile	
<ul style="list-style-type: none"> As of the April 2005 Census, there were 442 public preschool-aged children. As of September 30, 2005, there were 231 Kindergarten to Grade 4 students residing in Royal Oak that attended CBE Schools. 	
Accommodation and Transportation	
<ul style="list-style-type: none"> There is one elementary site and one middle school site in Royal Oak. Royal Oak elementary students are currently bussed to Belvedere-Parkway Elementary School, which is located in the Bowness community in Sector 1. Median travel time to Belvedere-Parkway is 21 minutes. 	
Accommodation Planning	
<ul style="list-style-type: none"> Construct a core elementary K-4 school for 350 students complete with space to support a relocatable addition for 200 students in 8 units. The potential capacity of the school will be 550 student spaces. 	
Recommendation	
<ul style="list-style-type: none"> Construct a 350-student-capacity, K-4 core school sized to support the relocatable expansion. Construct and attach four relocatable units to be ready for the school's opening. The opening day capacity will be 450 student spaces. The total project cost is budgeted at \$7,800,000, including the construction of the new relocatable units. These figures are based upon 2006 prices. 	

Priority 2 - Bridlewood Elementary (Sector 9)	
New Construction	
Community Profile	
<ul style="list-style-type: none"> • The Bridlewood Community is situated in the south, north of Spruce Meadows Trail South and approximately 3 kilometres west of Macleod Trail South. • As of the April 2005 Census, the total number of occupied dwelling units was 2,443 with a population of 6,892. • The community is planned for an estimated 4,410 housing units with a population capacity of 12,200 to 13,400. • The community has had an average annual population growth of 754 persons during the past three-year period and has completed approximately 55% of its development. 	
Enrolment Profile	
<ul style="list-style-type: none"> • As of the April 2005 Census, there were 495 public pre-school-aged children. • As of September 30, 2005, there were 270 Kindergarten to Grade 4 students residing in Bridlewood that attended CBE schools. • As of September 30, 2005, there were 339 Kindergarten to Grade 6 students residing in the Bridlewood community that attended CBE schools. 	
Accommodation and Transportation	
<ul style="list-style-type: none"> • There is one elementary and one middle school site in Bridlewood. • Elementary students are currently bussed to Midnapore School, which is located in the Midnapore community in Sector 9. Median travel time to Midnapore is 15 minutes. 	
Accommodation Planning	
<ul style="list-style-type: none"> • Construct a core elementary school for 400 students complete with additional space to support a relocatable addition of 200 students in 8 relocatables. The potential capacity of the school will be 600 students. • The school will initially accommodate students in Grades K-6. Junior high students will be accommodated at Wilma Hansen Junior High until a middle school is built in Bridlewood. The elementary school would then accommodate Grades K-4 and relocatables would be removed to adjust capacity as necessary. 	
Recommendation	
<ul style="list-style-type: none"> • Construct a 400-student-capacity, K-6 core elementary school sized to support the relocatable expansion. Construct and attach four new relocatable units to be ready for the school's opening. The opening day capacity will be 500 student spaces. • The total project cost is budgeted at \$8,400,000. These figures are based upon 2006 prices. 	

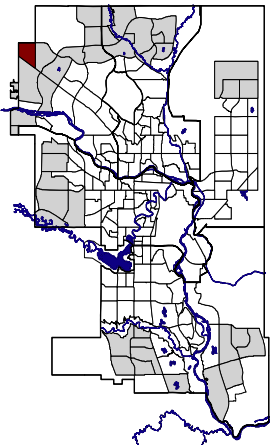
Priority 3 – Taradale Middle School (Sector 5)	
New Construction	
Community Profile	
<ul style="list-style-type: none"> • Taradale Community began development in 1989 and is located in the northeast sector of the City, immediately east of the Martindale community, south of 80 Avenue NE and north of the communities of Falconridge and Coral Springs. • As of the April 2005 Census, the total number of occupied dwelling units in Taradale was 2,574 with a population of 8,961. • The Taradale community is planned for an estimated 4,470 housing units with a population capacity of 13,600 to 15,000. • The community had an average annual population growth of 1,704 persons during the past three-year period and has completed approximately 58% of its development. 	
Enrolment Profile	
<ul style="list-style-type: none"> • As of September 30, 2005, there were 412 Kindergarten to Grade 4 students residing in the Taradale community that attended CBE schools. • As of September 30, 2005, there were 344 Grades 5-9 students residing in Taradale that attended CBE Schools. 	
Accommodation and Transportation	
<ul style="list-style-type: none"> • There is one elementary site and one middle school site in Taradale. • Taradale students use Calgary Transit bussing to attend Terry Fox Junior High located in the Falconridge community. 	
Accommodation Planning	
<ul style="list-style-type: none"> • Construct a middle school for 500 Grades 5-9 students complete with space to support a relocatable addition for 400 students in 16 units. The potential capacity of the school will be 900 student spaces. 	
Recommendation	
<ul style="list-style-type: none"> • Construct a 500-student-capacity, core middle school, sized to support the relocatable expansion. Construct and attach eight relocatable units to be ready for the school's opening. The opening day capacity will be 700 student spaces. • The total project cost is budgeted at \$14,400,000, including the construction of the new relocatable units, funding for CTS space, and a CTS equipment allowance. These figures are based upon 2006 prices. 	

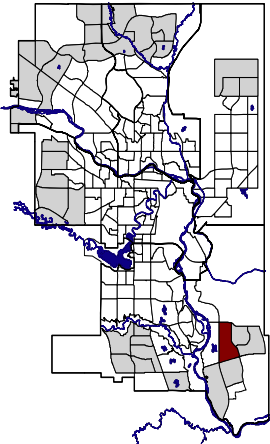
Priority 4 – The Hamptons Elementary (Sector 2)	
New Construction	
Community Profile	
<ul style="list-style-type: none"> • The Hamptons Community began development in 1990 and is located in the north, north of Country Hills Boulevard and west of Shaganappi Trail NW. • As of the April 2005 Census, the total number of occupied dwelling units was 2,381 with a population of 8,005. • The community is planned for an estimated 2,470 housing units with a population capacity of 7,800 to 8,600. • The community had an average annual population growth of 295 persons during the past three-year period and has completed approximately 96% of its development. 	
Enrolment Profile	
<ul style="list-style-type: none"> • As of the April 2005 Census, there were 293 public preschool-aged children. • As of September 30, 2005, there were 410 Kindergarten to Grade 4 students residing in The Hamptons that attended CBE Schools. • As of September 30, 2005, there were 541 Kindergarten to Grade 6 students residing in The Hamptons community that attended CBE schools. 	
Accommodation and Transportation	
<ul style="list-style-type: none"> • Due to an innovative project between the Calgary Board of Education and Tirion Properties Ltd., a small school with a capacity of 150 student spaces opened in The Hamptons in September 1999 for Kindergarten to Grade 3 students. The school is comprised of 6 classrooms and expanded with 4 portables for a current Provincial capacity of 209 student spaces. • Elementary students in Grades 4-6 are currently bussed to Captain John Palliser, which is located in the Brentwood community in Sector 2. • Median travel time to Captain John Palliser is 27 minutes. 	
Accommodation Planning	
<ul style="list-style-type: none"> • Construct a 150-student-capacity addition to the existing school. The addition will provide spaces such as the library, gymnasium and staff and administrative areas. Renovate existing school to provide for 10 classrooms. Provide for expansion potential of 100 students in 4 relocatables. The potential capacity of the school will accommodate 500 student spaces and will accommodate Kindergarten to Grade 6. 	
Recommendation	
<ul style="list-style-type: none"> • Construct a 150-student-capacity addition to the existing core elementary school, complete with 4 new relocatables for 100 students. Renovate the existing school to increase its capacity by 250 student spaces and become a K-6 core elementary school. The opening day capacity will be 500 student spaces. • The total project cost is budgeted at \$6,300,000. These figures are based upon 2006 prices. 	

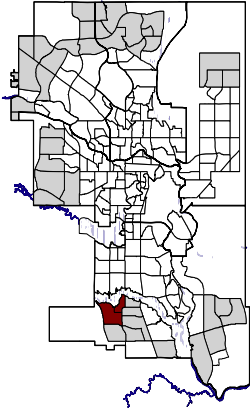
Priority 5A – North Senior High (Sector 4)	
New Construction	
Community Profile	
<ul style="list-style-type: none"> • The North Senior High School is intended to serve the residents of the developing and established communities north of Beddington Trail and Berkshire Boulevard in Sector 4. The north is the fastest growing area in the City and is expected to increase by 22,300 to 24,600 people over the next five years. • Currently, the north area is served by John G. Diefenbaker in Sector 4 and by James Fowler, Queen Elizabeth and Crescent Heights High Schools in Sector 3. • A site is available in Coventry Hills for the new senior high school. 	
Enrolment Profile	
<ul style="list-style-type: none"> • Sector 4 has 1,387 students by enrolment and a capacity of 1,300 student spaces. Sector 3 has 5,461 students by enrolment and 6,762 student spaces. The combined total for Sectors 4 and 3 is 6,848 students by enrolment and 8,062 students spaces for a utilization rate of 85%. • John G. Diefenbaker is the only high school in Sector 4 and has an enrolment of 1,387 students and a utilization rate of 107% • There are four senior high schools in Sector 3. Three schools accommodating developing communities from the north are James Fowler Senior High, with a utilization rate by enrolment of 78%; Queen Elizabeth Junior/Senior High, with a utilization rate by enrolment of 92%; and, Crescent Heights Senior High with a utilization rate by enrolment of 70%. 	
Accommodation and Transportation	
<ul style="list-style-type: none"> • Panorama Hills and Harvest Hills are designated to John G. Diefenbaker Senior High in Sector 4. • Evanston and Kincora are designated on a temporary basis to John G. Diefenbaker High. • Country Hills North is designated to James Fowler in Sector 3. MacEwan Glen, Sandstone Valley and Country Hills South are designated to Queen Elizabeth Senior High in Sector 3. • Hidden Valley and Coventry Hills are designated to Crescent Heights Senior High in Sector 3. • Enrolment growth in Sectors 4 and 3 continues to increase pressure for a senior high school in the Coventry Hills community and the grouped sector utilization rate by enrolment is 85%. 	
Accommodation Planning	
<ul style="list-style-type: none"> • Construct a senior high school for 1,500 Grades 10-12 students. • The high school will serve the needs of the residents of Coventry Hills, Panorama Hills, Harvest Hills, Country Hills and Hidden Valley, and other developing communities that can be accommodated. 	
Recommendation	
<ul style="list-style-type: none"> • Construct a 1,500-student-capacity senior high school complete with seven 200 sq.m. CTS spaces. • The total project cost is budgeted at \$31,300,000, including the CTS space allowance and an allowance for CTS equipment in the amount of \$1,000,000. These figures are based upon 2006 prices. 	

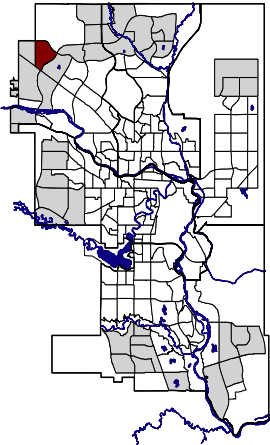
Priority 5B – Northeast Senior High School (Martindale - Sector 5)	
New Construction	
Community Profile	
<ul style="list-style-type: none"> • The Northeast Senior High School is intended to serve the residents of the developing and established communities Castleridge, Coral Springs, Falconridge, Martindale, Monterey Park, Saddle Ridge and Taradale in Sector 5. The northeast is expected to increase by 10,200 to 11,200 people over the next five years. • Currently, the northeast area is served by Forest Lawn Senior High and Lester B. Pearson Senior High in Sector 5 and by Crescent Heights Senior High and James Fowler Senior High in Sector 3. • A site is available in Martindale for the new senior high school. 	
Enrolment Profile	
<ul style="list-style-type: none"> • Sector 5 has 3,961 students by enrolment and a capacity of 4,841 student spaces with a utilization rate by enrolments of 82%. Sector 5 has 6,245 students by residence and 4,841 student spaces with a utilization by residence of 129%. • Lester B. Pearson, Forest Lawn and Jack James (designed for Integrated Occupational Programming) are the three senior high schools located in Sector 5. • Lester B. Pearson has an enrolment of 1,530 students and a provincial capacity of 1,715 student spaces for a utilization rate of 89% and is operating at peak capacity for its design. • Forest Lawn has an enrolment of 1,580 students and a provincial capacity of 2,216 student spaces for a utilization rate of 71 %. Projections for September 2006 are for 1,670 students. There is a total of 2,287 senior high students in the Forest Lawn attendance boundaries. • Jack James has an enrolment of 885 students and a net capacity of 885 student spaces for a utilization rate of 100%. • Crescent Heights and James Fowler are located in Sector 3 and accommodate additional demand for students from Sector 5. There are 899 students from the northeast communities of Castleridge, Coral Springs Falconridge, Martindale, Monterey Park and Taradale attending James Fowler Senior High. 	
Accommodation and Transportation	
<ul style="list-style-type: none"> • Forest Lawn and Jack James serve the established communities south of 16 Avenue N.E. • Lester B. Pearson serves the established communities of Whitehorn; Temple, Rundle, Pineridge, Lester B. Pearson and has both French Immersion and an IB Program. • The communities of Castleridge, Coral Springs, Falconridge, Martindale, Monterey Park and Taradale are designated to James Fowler and Saddle Ridge students are designated to Crescent Heights in Sector 3. 	
Accommodation Planning	
<ul style="list-style-type: none"> • Construct a senior high school for 1,500 Grades 10-12 students. • The high school will serve the needs of the residents of Castleridge, Coral Springs, Falconridge, Martindale, Monterey Park, Saddle Ridge, Taradale and other developing communities that can be accommodated. 	
Recommendation	
<ul style="list-style-type: none"> • Construct a 1,500-student-capacity senior high school complete with seven 200 sq.m. CTS spaces. • The total project cost is budgeted at \$31,300,000, including the CTS space allowance and an allowance for CTS equipment in the amount of \$1,000,000. These figures are based upon 2006 prices. 	

6.2 Preservation/School Modernization
Sherwood (Sector 7)
<p>Sherwood Community School is located in the Ogden community. The school currently accommodates Grade 5-9 from the community of Ogden. The Provincial capacity of the school is 1,001 student spaces; however, the actual number of students the school can accommodate is about two-thirds of the Provincial capacity. The long-term plan for the school is to continue to be a middle school and accommodate Grades 5-9 from the Ogden community and Grades 7-9 from the Riverbend community.</p> <p>This facility received 580 points in the 1999 Provincial Audit, however, from an educational program perspective, significant renovation and reconfiguration is required. Sherwood Community School was identified as a long-term viable school for Sector 7. Enrolments are stable and are expected to remain high in the long term.</p> <p>The original building was constructed in 1956 and added to in 1958, 1965 and 1980. The facility is 8,205 sq.m. and has a Provincial capacity of 1,000 students. This type of expansion has led to an inefficient spatial layout.</p> <p>The project proposed will fully modernize the facility and enhance the teaching spaces. The total project cost is estimated to be \$7,300,000 including CTS equipment allowance and allowances for project phasing in an occupied building.</p>
6.3 Portable/Relocatables
20 Portable/Relocatable Replacements
<p>Approximately 41%, or 209 of the 507 units in the Calgary Board of Education’s inventory, were constructed over 25 years ago and have exceeded their design life expectancy. In addition, over 90% of the total units were constructed prior to 1997 and do not conform to the current 1997 edition of the Alberta Building Code. As a result, many units require significant upgrades and/or reconstruction when relocated that would cost more than 75% of the unit replacement value. Some units have fungal contamination and this concern has resulted in a replacement strategy using fungal resistant methods. Therefore, the CBE has requested a budget of \$2,800,000 to construct 20 new units. The CBE has applied to the Province to demolish an equal number of units in accordance with Alberta Infrastructure guidelines. This figure is based on 2006 prices.</p>
10 Portable/Relocatable Moves
<p>Growth Needs for Existing Schools</p> <p>In order to respond to the space needs associated with enrolment growth and corresponding shifts in student population, the estimated cost of \$400,000 represents the cost of moving 10 portables/relocatables for the 2006-2007 school year. This figure is based on 2006 prices.</p> <p>This budget is based solely on the funding identified as available by Alberta Infrastructure administration and has historically required Provincial funding to be supplemented by Infrastructure Maintenance Program (IMP) in order to meet the Alberta Building Code upgrade requirements of authorities having jurisdiction.</p>

7.0 SCHOOL CAPITAL PLAN 2008-2009 - YEAR 3	
Priority 1 – Rocky Ridge Elementary (Sector 2)	
New Construction	
Community Profile	
<ul style="list-style-type: none"> • Rocky Ridge Community began development in 1989 and is located in the northwest, north of Crowchild Trail and west of Rocky Ridge RD NW. • As of the April 2005 Census, the total number of occupied dwelling units was 2,125 with a population of 5,504. • The community is planned for an estimated 3,210 housing units with a population capacity of 8,600 to 9,500. • The community had an average annual population growth of 789 persons during the past three-year period and has completed approximately 66% of its development 	
Enrolment Profile	
<ul style="list-style-type: none"> • As of the April 2005 Census, there were 318 public preschool-aged children. • As of September 30, 2005, there were 198 Kindergarten to Grade 4 students residing in Rocky Ridge that attended CBE Schools. 	
Accommodation and Transportation	
<ul style="list-style-type: none"> • There is one elementary site and one middle school site in Rocky Ridge. • Rocky Ridge elementary students are currently bussed to Belvedere-Parkway Elementary School, which is located in the Bowness community in Sector 1. Median travel time to Belvedere-Parkway is 24 minutes. 	
Accommodation Planning	
<ul style="list-style-type: none"> • Construct a core elementary school for 350 students complete with space to support a relocatable addition for 200 students in 8 units. The potential capacity of the school will be 550 student spaces. • Students will be accommodated at Belvedere-Parkway Elementary for Grades 5 and 6 and Montgomery Junior High for Grades 7-9. 	
Recommendation	
<ul style="list-style-type: none"> • Construct a 350-capacity, K-4 core school sized to support the relocatable expansion. Construct and attach four relocatable units to be ready for the school's opening. The opening day capacity will be 450 student spaces. • The total project cost is budgeted at \$7,800,000, including the construction of the new relocatable units. These figures are based upon 2006 prices. 	

Priority 2 – McKenzie Towne Middle School (Sector 9)	
New Construction	
Community Profile	
<ul style="list-style-type: none"> McKenzie Towne Community began development in 1994 and is located north of Marquis of Lorne Trail between Deerfoot Trail and 52 Street SE. As of the April 2005 Census, the total number of occupied dwelling units was 3,305 with a population of 8,359. The community is planned for an estimated 7,250 housing units with a population capacity of 18,600 to 20,600. The community had an average annual population growth of 1,465 persons during the past three-year period and has completed approximately 46% of its development. 	
Enrolment Profile	
<ul style="list-style-type: none"> As of September 30, 2005, there were 325 Kindergarten to Grade 4 students residing in McKenzie Towne that attended CBE Schools. As of September 30, 2005, there were 234 Grades 5-9 students residing in the McKenzie Towne community that attended CBE schools. 	
Accommodation and Transportation	
<ul style="list-style-type: none"> There is one elementary site and one elementary/junior high site in McKenzie Towne. McKenzie Towne students are currently bussed to David Thompson Middle School (Grades 5-9), which is located in the Acadia community in Sector 8. Median travel time to David Thompson is 27 minutes. 	
Accommodation Planning	
<ul style="list-style-type: none"> Construct a core middle school for 500 Grades 5-9 students complete with space to support a relocatable addition for 400 students in 16 units. The potential capacity of the school will be 900 student spaces. 	
Recommendation	
<ul style="list-style-type: none"> Construct a 500-capacity, core middle school, sized to support the relocatable expansion. Construct and attach eight relocatable units to be ready for the school's opening. The opening day capacity will be 700 student spaces. The total project cost is budgeted at \$14,400,000, including the construction of the new relocatable units, funding for CTS space, and a CTS equipment allowance. These figures are based upon 2006 prices. 	

Priority 3– Evergreen Middle School (Sector 9)	
New Construction	
Community Profile	
<ul style="list-style-type: none"> • Evergreen Community is situated approximately 3 kilometres west of Macleod Trail South between 146 Avenue SW and 162 Avenue SW. • As of the April 2005 Census, the total number of occupied dwelling units was 2,961 with a population of 8,281. • The community is planned for an estimated 7,910 housing units with a population capacity of 22,500 to 24,900. • The community had an average annual population growth of 1,717 persons during the past three-year period and has completed approximately 37% of its development. 	
Enrolment Profile	
<ul style="list-style-type: none"> • As of September 30, 2005, there were 236 Kindergarten to Grade 4 elementary students residing in Evergreen (includes Evergreen Estates) that attended CBE Schools. • As of September 30, 2005, there were 224 Grades 5-9 students residing in the Evergreen community (includes Evergreen Estates) that attended CBE schools. 	
Accommodation and Transportation	
<ul style="list-style-type: none"> • There is one elementary site and one middle school site in Evergreen. • Evergreen elementary students are currently bussed to Eugene Coste Elementary School, which is located in the Haysboro community in Sector 9. Median travel time to Eugene Coste is 28 minutes. • Evergreen junior high students are currently bussed to Woodman Junior High, which is located in the Haysboro community in Sector 9. Median travel time to Woodman Junior High is 34 minutes. • Evergreen Estates junior high students are currently bussed to Harold Panabaker Junior High, which is located in the Southwood community in Sector 9. Median travel time to Harold Panabaker Junior High is 28 minutes. 	
Accommodation Planning	
<ul style="list-style-type: none"> • Construct a core middle school for 500 Grades 5-9 students complete with space to support a relocatable addition for 400 students in 16 units. The potential capacity of the school will be 900 student spaces. 	
Recommendation	
<ul style="list-style-type: none"> • Construct a 500-capacity, core middle school, sized to support the relocatable expansion. Construct and attach eight relocatable units to be ready for the school's opening. The opening day capacity will be 700 student spaces. • The total project cost is budgeted at \$14,400,000, including the construction of the new relocatable units, funding for CTS space, and a CTS equipment allowance. These figures are based upon 2006 prices. 	

Priority 4 – Royal Oak Middle School (Sector 2)	
New Construction	
Community Profile	
<ul style="list-style-type: none"> Royal Oak Community began development in 1985 and is situated in the northwest, north of Crowchild Trail NW and west of Stoney Trail NW. As of the April 2005 Census, the total number of occupied dwelling units was 1,998 with a population of 5,631. The community is planned for an estimated 4,250 housing units with a population capacity of 11,800 to 13,000. The community had an average annual population growth of 1,432 persons during the past three-year period and has completed approximately 47% of its development. 	
Enrolment Profile	
<ul style="list-style-type: none"> As of September 30, 2005, there were 231 Kindergarten to Grade 4 students residing in Royal Oak that attended CBE Schools. As of September 30, 2005, there were 195 Grades 5-9 students residing in the Royal Oak community that attended CBE schools. 	
Accommodation and Transportation	
<ul style="list-style-type: none"> There is one elementary site and one middle school site in Royal Oak. Royal Oak junior high students are currently bussed to Montgomery Junior High in Sector 1. Median travel time to Montgomery is 30 minutes. 	
Accommodation Planning	
<ul style="list-style-type: none"> Construct a core middle school for 500 Grades 5-9 students complete with space to support a relocatable addition for 400 students in 16 units. The potential capacity of the school will be 900 student spaces. 	
Recommendation	
<ul style="list-style-type: none"> Construct a 500-capacity, core middle school, sized to support the relocatable expansion. Construct and attach eight relocatable units to be ready for the school's opening. The opening day capacity will be 700 student spaces. The total project cost is budgeted at \$14,400,000, including the construction of the new relocatable units, funding for CTS space, and a CTS equipment allowance. These figures are based upon 2006 prices. 	

<p>7.2 Portable/Relocatables</p>
<p>20 Portable/Relocatable Replacements</p>
<p>Approximately 41%, or 209 of the 507 units in the Calgary Board of Education’s inventory, were constructed over 25 years ago and have exceeded their design life expectancy. In addition, over 90% of the total units were constructed prior to 1997 and do not conform to the current 1997 edition of the Alberta Building Code. As a result, many units require significant upgrades and/or reconstruction when relocated that would cost more than 75% of the unit replacement value. Some units have fungal contamination and this concern has resulted in a replacement strategy using fungal resistant methods. Therefore, the CBE has requested a budget of \$2,800,000 to construct 20 new units. The CBE has applied to the Province to demolish an equal number of units in accordance with Alberta Infrastructure guidelines.</p>
<p>10 Portables/Relocatables Moves</p>
<p>Growth Needs for Existing Schools</p> <p>In order to respond to the space needs associated with enrolment growth and corresponding shifts in student population, the estimated cost of \$400,000 represents the cost of moving 10 portables/relocatables for the 2007-2008 school year. This figure is based on 2006 prices.</p> <p>This budget is based solely on the funding identified as available by Alberta Infrastructure administration and has historically required Provincial funding to be supplemented by Infrastructure Maintenance Program (IMP) in order to meet the Alberta Building Code upgrade requirements of authorities having jurisdiction.</p>

8.0 ALTERNATIVE FUNDING MODELS - ADDITIONAL CALGARY BOARD OF EDUCATION PRIORITIES

There are approximately 40 developing communities in Calgary within the outlying Sectors 1, 2, 4, 5, 6 and 9. There is ongoing pressure to build schools within many of these developing communities based on populations and an ever-increasing number of students.

The sector utilization rate by residence is a stronger indicator of where new school construction pressures exist. In terms of utilization rate by residence for Kindergarten to Grade 9, Sectors 2, 4, 5 and 9 exceed the 85% utilization rate: Sector 2 (123%); Sector 4 (124%); Sector 5 (93%); and Sector 9 (210%). There is also pressure for new school construction in communities within Sectors 1 and 6, although the utilization rate by residence for these Sectors does not exceed 85%. To address this situation the CBE must look to innovative measures to address new school construction in communities with strong growth and enrolment pressures that do not qualify for new school construction.

The Provincial Financial Management Commission has identified P3s as a possible solution to some of Alberta's infrastructure problems. The Provincial government has defined Public Private Partnerships (P3s) as any cooperative venture that meets a public need based on contractual obligations between partners. The Board of Trustees has developed guidelines for approaching this funding model. At the August 26, 2003 Regular Meeting of the Board of Trustees, the Chief Superintendent was directed to invite expressions of interest from the community at large to construct new schools through the use of alternative funding models.

An Expression of Interest (EOI) was advertised with a deadline of January 12, 2004, and 18 submissions were received. The EOI identified two categories of projects – new school construction and modernization of schools. The EOI provided significant background information to clearly identify the opportunity presented, the partnership expectations, business objectives and roles and responsibilities of the proponents. The Expression of Interest identified two categories of projects, new schools and modernization of schools, with total values in the range of \$320 million.

A CBE Executive Steering Committee was assembled to review the submissions and create a short list of the most qualified proponents who would be invited for the Request for Proposal (RFP) phase. The RFP phase will provide the CBE with financial and partnering proposals to evaluate and select a partner(s) to undertake construction of new schools and modernization of existing schools. The preparation of a response to a RFP call will require a significant investment on the part of short listed proponents. To maintain the integrity of the process, a firm commitment from Alberta Infrastructure/Education to support a partnership contract is being sought prior to initiating the RFP phase. A letter was sent February 2004 to Alberta Infrastructure and Transportation/Education to obtain this commitment. The Province replied May 2004 and identified additional requirements that must be met before P3 Projects can proceed. Requirements included a list of schools that would be closed or right-sized to meet a sector utilization rate of 85%.

Modernization

The Expression of Interest identified potential modernization projects. Modernization projects that were identified consist of Western Canada Senior High, Ian Bazalgette Phase 2, Bowness Senior High and Sherwood Community School. Other projects considered consist of F.E. Osborne Junior High and Louis Riel Elementary/Junior High. Modernization projects recommended in this School Capital Plan would only be pursued if Provincial funding is not approved.

In addition to the schools identified, the Calgary Board of Education also identified significant shortfalls in deferred maintenance activity. The deferred maintenance ranges from simple refurbishment to major mechanical rebuilds which may give rise to further modernization projects.

Albert Park/David D. Oughton

The Calgary Board of Education is proceeding with a creative solution for a replacement facility for two schools in the east and is currently in discussions with a private sector partner. David D. Oughton and Albert Park Schools are 50 and 43 years old, respectively. While annual maintenance by the CBE has managed to keep the facility operational, limited budget dollars available for facility upgrades or major modernizations have resulted in significant backlogs of maintenance and building renewal costs at each of the schools. The condition of these two school facilities is considered to have an increasingly negative impact on the quality of the learning environment for the students.

The proposed solution is based on the enrolment of both schools being accommodated in one new facility. A new replacement school, including space for community needs, is being built to accommodate the K-4 students of David D. Oughton and Albert Park Schools. Albert Park and David D. Oughton have proceeded through the closure process and will be closed, effective June 30, 2006. The new school is being developed on the same site as Sir Wilfrid Laurier Junior High. Sir Wilfrid Laurier School would be renovated to a Grades 5-9 middle school, and would accommodate the existing Sir Wilfrid Laurier School population, as well as Albert Park and David D. Oughton Schools' Grades 5-6 students in a campus-like setting. At the time of completion, the David D. Oughton and Albert Park sites would be disposed of and the proceeds used to repay the interim financing and costs of the new school. An option to lease the new school also exists.

Replacement Facilities

The Calgary Board of Education faces a number of critical challenges with respect to some of its older school buildings and sites that have potential to be considered for alternative funding models as replacement facilities.

1. Elboya School

Elboya School was identified as requiring significant modernization to meet program requirements, as well as requiring right-sizing to better reflect the size of the community. A request by the community to build a replacement gym or renovate two existing gyms into one has prompted CBE administration to examine the long-term viability of the school.

The Elboya School scored only 330 in the 1999 Provincial Facility Audit, which, in the opinion of the CBE, is not reflective of the actual condition of the facility. A detailed evaluation of the facility, including hazardous materials evaluation, building code upgrades, etc., has estimated that the project value for modernization exceeds the value of replacing the facility. In addition, the gym facilities in the building have been identified as inappropriate to deliver the required curriculum. Based on the low Provincial facility score, the CBE is

reviewing alternative funding schemes in order to undertake this project outside the normal Capital Plan process.

Replacement of Elboya School, however, is aligned with the strategic goals articulated by Alberta Infrastructure and Transportation, Alberta Education and the Calgary Board of Education. The project being considered is a 500-student-capacity, K-9 facility on the current Elboya site that will include a gym and program spaces large enough to accommodate future curriculum delivery needs. The vision for the school is to construct a replacement school on the current site and allow the existing facility to function until the new school is ready for occupancy. The project is in the concept development stage and the CBE has provided a Business Case to Alberta Infrastructure and Transportation for their review and consideration.

2. Chinook Learning Services – Relocation to East Village

Chinook Learning Services provides key services to the community in the areas of high school completion, Adult ESL and Continuing Education. It presently has the full-time use of 62 instructional spaces throughout the City, and many more classroom spaces after hours and on weekends at a variety of sites. It also occupies administrative spaces in Viscount Bennett Centre and Rosscarrock School. Enrolment profiles for programs are as indicated in the following table:

Chinook Learning Services			
Program	Annual	Daily	Location
High School Credit	9,000 students <i>(15,000 registrations)</i>	1,600	Viscount Bennett Centre and small satellite sites (Lord Shaughnessy, Forest Lawn)*
ESL	450	200	Tuxedo Park
LINC*	200	200	Four City locations
Continuing Education	12,000	Varies	More than 30 CBE locations across Calgary

**Language Instruction for Newcomers to Canada*

It is proposed to relocate Chinook Learning Services to East Village in downtown Calgary, should this be supported by the City and the Province. CBE would become part of an Urban Campus plan in partnership with post-secondary institutions and other partners. The initiative is being led by the University of Calgary. This central location will provide better access and facilitate transitions to post-secondary institutions.

Further, Chinook must vacate Viscount Bennett Centre because:

- It is uneconomical to modernize the building;
- Westmount Charter School shares space at Viscount Bennett Centre. This has forced Chinook to relocate to satellite sites, posing educational, administrative and financial challenges; and
- Consolidation of Chinook at one site will reduce current operating costs.

On May 24, 2005, the Board gave “approval in principle” to Chinook to proceed with planning to consolidate its operations within the proposed Urban Campus Initiative in the East Village area of downtown Calgary. The Urban Campus concept is an innovative project; therefore, funding and financing will require that the Provincial government approach this project differently and to be innovative in its thinking and its methods. Urban Campus partners have been meeting with Provincial and Municipal officials to discuss this unique project. It is likely that Chinook will be involved in a lease arrangement with the lead partner being the University of Calgary. A leasing arrangement negates the need to prioritize the project within the CBE Capital Plan.

9.0 APPENDICES

Table 1: Sector Utilization Rates by Residence - Elementary/Junior High

Elementary/Junior High Students by Residence and Accommodation Sector 2005-2006			
	Elementary/Junior Students	Elementary/Junior Capacity	% Utilization
Sector 1	5,054	6,742	74.96%
Sector 2	7,758	6,297	123.20%
Sector 3	4,068	13,535	30.06%
Sector 4	7,972	6,402	124.52%
Sector 5	17,933	19,252	93.15%
Sector 6	6,038	8,025	75.24%
Sector 7	4,783	6,930	69.02%
Sector 8	9,190	18,320	50.16%
Sector 9	8,814	4,202	209.76%
Total	71,610	89,705	79.83%

Notes:

- Student numbers are based on ArcView data as at September 30, 2005 (K@FTE to Grade 9)
- Capacity as per Alberta Infrastructure's ACU Report dated May 11, 2005
- Does not include Citadel School, Chaparral School, Douglasdale School, Mountain Park School

Table 2 Sector Utilization Rates by Residence Senior High

Senior High Students by Residence and Accommodation Sector 2005-2006				
		Senior High Students	Senior High Capacity	% Utilization
	Sector 1	2,142	2,491	85.99%
	Sector 2	3,510	2,015	174.19%
Area 1 Total		5,652	4,506	125.43%
	Sector 3	1,655	6,762	24.48%
	Sector 4	2,824	1,300	217.23%
Area 2 Total		4,479	8,062	55.56%
	Sector 5	6,245	4,841	129.00%
Area 3 Total		6,245	4,841	129.00%
	Sector 6	2,446	1,743	140.33%
	Sector 7	2,240	5,115	43.79%
Area 4 Total		4,686	6,858	68.33%
	Sector 8	4,224	6,121	69.01%
	Sector 9	3,331	1,832	181.82%
Area 5 Total		7,555	7,953	95.00%
TOTAL		28,617	32,220	88.82%

Notes:

- Student numbers are based on ArcView data as at September 30, 2005
- Capacity as per Alberta Infrastructure's ACU Report dated May 11, 2005

Table 3: Sector Utilization Rates by Enrolment – Elementary/Junior High

Elementary/Junior High Students by Enrolment and Accommodation Sector 2005-2006			
	Elementary/Junior Students	Elementary/Junior Capacity	% Utilization
Sector 1	5,307	6,742	78.72%
Sector 2	5,608	6,297	89.06%
Sector 3	8,927	13,535	65.95%
Sector 4	5,412	6,402	84.54%
Sector 5	15,989	19,252	83.05%
Sector 6	5,859	8,025	73.01%
Sector 7	4,722	6,930	68.14%
Sector 8	13,830	18,320	75.49%
Sector 9	4,222	4,202	100.48%
TOTAL	69,876	89,705	77.90%

Notes:

- Student numbers are based on ArcView data as at September 30, 2005 (K@FTE to Grade 9)
- Capacity as per Alberta Infrastructure's ACU Report dated May 11, 2005
- Does not include Citadel School, Chaparral School, Douglasdale School, Mountain Park School

Table 4: Sector Utilization Rates by Enrolment - Senior High

Senior High Students by Enrolment and Accommodation Sector 2005-2006				
		Senior High Students	Senior High Capacity	% Utilization
	Sector 1	2,059	2,491	82.66%
	Sector 2	2,007	2,015	99.60%
Area 1 Total		4,066	4,506	90.24%
	Sector 3	5,461	6,762	80.76%
	Sector 4	1,387	1,300	106.69%
Area 2 Total		6,848	8,062	84.94%
	Sector 5	3,961	4,841	81.82%
Area 3 Total		3,961	4,841	81.82%
	Sector 6	1,355	1,743	77.74%
	Sector 7	4,246	5,115	83.01%
Area 4 Total		5,601	6,858	81.67%
	Sector 8	5,617	6,121	91.77%
	Sector 9	1,177	1,832	64.25%
Area 5 Total		6,794	7,953	85.43%
TOTAL		27,270	32,220	84.64%

Notes:

- Student numbers are based on ArcView data as at September 30, 2005
- Capacity as per Alberta Infrastructure's ACU Report dated May 11, 2005



Calgary Board of Education

**New School Construction Capital Plan Criteria
Developing Communities Eligibility**

Community	Eligibility for Ranking			Comments Related to Eligibility
	Sector	K-GR4	GR 5-9	
Arbour Lake	2	N	N	Core GR 5-9 school approved. K-4 can be accommodated in Citadel.
Aspen Woods	6	N	N	Sector utilization under 85%
Bridlewood	9	Y	Y	
Chaparral	9	N	N	Core K-GR4 approved. No middle school site.
Citadel	2	N	N	Core K-GR4 approved -- GR 5-9 can be accommodated in Arbour Lake
Copperfield	9	Y	N	No middle school site.
Coral Springs	5	N	N	No middle school site. K-4 in adjacent community.
Cougar Ridge	6	N	N	Sector utilization under 85%
Country Hills	4	Y	Y	
Coventry Hills	4	Y	Y	Core K-GR4 approved. Eligible for second K-4 school.
Cranston	9	Y	Y	
Crestmont	1	N	N	Sector utilization under 85%
Discovery Ridge	6	N	N	Sector utilization under 85%
Douglasdale/glen	9	N	N	Core K-GR4 approved. Grades 5-9 can be accommodated in an adjacent community.
Evanston	4	Y	Y	
Evergreen/Evergreen Estates	9	Y	Y	
Hamptons	2	Y	N	No middle school site
Harvest Hills	4	Y	Y	
Hidden Valley	4	N	N	Core elementary and middle school built
Kincora	4	Y	Y	
Martindale	5	Y	Y	Core elementary and junior high built. Eligible for second elementary school.
McKenzie Lake	9	N	N	Existing core elementary. Middle school approved.
McKenzie Towne	9	Y	Y	
Millrise	9	Y	N	No middle school site
Monterey Park	5	N	N	Core K-6 built. Grades 7-9 can be accommodated in an adjacent community.
New Brighton	9	Y	Y	
Panorama Hills	4	Y	Y	
Rocky Ridge	2	Y	Y	
Royal Oak	2	Y	Y	
Saddle Ridge	5	Y	Y	
Scenic Acres	1	N	N	K-3 modular school built. Sector utilization under 85%
Shawnee Slopes	9	N	N	No elementary or middle school site
Shawnessy	9	N	N	Core K-6 built. Middle school approved.
Signal Hill	6	N	N	Core K-GR 6 approved. Sector utilization under 85%
Somerset	9	N	Y	Core K-4 built
Springbank Hill	6	N	N	Sector utilization under 85%
Taradale	5	Y	Y	
Tuscany	1	N	N	Core K-GR 6 approved. Sector utilization under 85%
Valley Ridge	1	N	N	Sector utilization under 85%
West Springs	6	N	N	Sector utilization under 85%

Y=Yes; N=No

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