

*Please join us on the Link for a performance by students from Chief Justice Milvain School commencing at 11:45 a.m. 🎵*

# public agenda

## Regular Board Meeting

March 1, 2016  
12:00 p.m.

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

### R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	<b>1   Call to Order, National Anthem and Welcome</b>			
	<b>2   Consideration/Approval of Agenda</b>		GC-2	
	<b>3   Awards and Recognitions</b>			
	<b>4   Public Comment [ <a href="#">PDF</a> ]</b>		GC-3.2	
Max 20 mins	Requirements as outlined in Board Meeting Procedures			
	<b>5   Results Focus</b>			
60 mins	5.1 Board Development – Partnerships: Conditions for Success	D. Stevenson	R-2; OE-8, 10	
	<b>6   Operational Expectations</b>			
20 mins	6.1 OE-8: Communication With and Support for the Board – Annual Monitoring	D. Stevenson	B/CSR-5; OE-8	Page 6-1
	<b>7   Matters Reserved for Board Action</b>	Board	GC-3	
45 mins	7.1 Three-Year School Capital Plan	D. Breton	OE-7,8,9,11 & 12	Page 7-1
	<b>8   Consent Agenda</b>	Board	GC-2.6	



Time	Topic	Who	Policy Ref	Attachment
	8.1 Items Provided for Board Information		OE-8	
	8.1.1 Correspondence			Page 8-1
	8.1.2 Chief Superintendent's Update			Page 8-3
	<b>9   In-Camera Session</b>			
3:00 p.m.	<b>10   Adjournment</b>			
	<b>Debrief</b>	Trustees	GC-2.3	

**Notice |**

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

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

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





operational  
expectations  
monitoring report

Monitoring for the 2014-  
2015 school year

Report date:  
March 1, 2016

## OE-8: Communication With and Support for the Board

### CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 8: Communication With and Support for the Board, the Chief Superintendent certifies that the proceeding information is accurate and complete, and is:

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

Signed: D. Stevenson  
David Stevenson, Chief Superintendent

Date: Feb. 16/16

### BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 8: Communication With and Support for the Board, the Board of Trustees:

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

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

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

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



## OE-8: Communication With and Support for the Board

### Executive Summary

The Chief Superintendent shall ensure that the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern.

Operational Expectation 8: Communication With and Support for the Board establishes

8.1 Submit required monitoring data (see policy B/CSR-5: Monitoring Chief Superintendent Performance) in a thorough, accurate and understandable fashion, according to the Board's annual work plan schedule, and including both Chief Superintendent interpretations and relevant data to substantiate compliance or reasonable progress.	Compliant
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- Indicator 1: compliant
- Indicator 2: compliant
- Indicator 3: compliant

8.2 Provide for the Board in a timely manner, information about trends, facts and other information relevant to the Board's work.	Compliant
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- Indicator 1: compliant
- Indicator 2: non-compliant
- Indicator 3: compliant

8.3 Inform the Board of significant transfers of money within funds or other changes substantially affecting the organization's financial condition.	Compliant
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- Indicator 1: compliant



operational  
expectations  
monitoring report

## OE-8: Communication With and Support for the Board

- Indicator 2: compliant
- Indicator 3: compliant

8.4	Ensure that the Board has adequate information from a variety of internal and external viewpoints to ensure informed Board decisions.	Compliant
<ul style="list-style-type: none"> <li>Indicator 1: compliant</li> </ul>		
8.5	Inform the Board of anticipated significant media coverage.	Compliant
<ul style="list-style-type: none"> <li>Indicator 1: compliant</li> </ul>		
8.6	Inform the Board, the Board Chair or individual members if, in the Chief Superintendent's opinion, the Board or individual members have encroached into areas of responsibility assigned to the Chief Superintendent or if the Board or its members are non-compliant with any Governance Culture or Board/Chief Superintendent Relationship policies.	Compliant
<ul style="list-style-type: none"> <li>Indicator 1: compliant</li> </ul>		
8.7	Present information in simple concise form, indicating clearly whether the information is incidental, intended for decision preparation, or for formal monitoring.	Compliant
<ul style="list-style-type: none"> <li>Indicator 1: compliant</li> </ul>		
8.8	Treat all members equally and assure that all members have equal access to information.	Compliant
<ul style="list-style-type: none"> <li>Indicator 1: compliant</li> </ul>		





operational  
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## OE-8: Communication With and Support for the Board

- Indicator 2: compliant

8.9 Inform the Board in a timely manner of any actual or anticipated non-compliance with any Board Operational Expectations policy or any failure to achieve reasonable progress toward any Results policy.	Compliant
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- Indicator 1: compliant
- Indicator 2: compliant

8.10 Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Chief Superintendent, but required by law to be approved by the Board.	Compliant
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- Indicator 1: compliant

8.11 Inform the Board in advance of any deletions of, additions to, or significant modifications of any instructional program.	Compliant
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- Indicator 1: compliant

8.12 Ensure that the Board has the support necessary for it to perform its duties in an effective manner.	Compliant
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- Indicator 1: compliant



**OE-8: Communication With and Support for the Board**

The Chief Superintendent shall ensure that the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern.

**Board-approved Interpretation |**

Broadly, the Chief Superintendent interprets that the Board of Trustees values information about the Calgary Board of Education that:

- is accurate and relevant to the Board of Trustees' governance responsibility for the system as a whole;
- is delivered to or accessible by the whole Board of Trustees to minimize significant surprises; and
- enables the Board of Trustees to understand, govern and represent the system.

Specifically, the Chief Superintendent interprets:

- *Board work* to mean governance as described in the Board of Trustees' governance policies;
- *supported* to mean access to appropriate resources;
- *fully* to mean thoroughly and relevantly;
- *matters* to mean a reportable event;
- *adequately* to mean sufficiently but not exhaustively;
- *informed* to mean provided with information in writing and/or verbally;
- *significant* to mean material—if omitted or misstated it would influence or change an action or decision;
- *organizational concern* to mean of interest to the conduct, operation and success of the CBE as a whole.

A "reportable" event satisfies the requirements contained in the interpretation of any given OE-8 sub-section.

"Material" is the term commonly used to describe the significance of information to decision-makers. Information is material when it is probable its omission or misstatement would influence or change a decision. Materiality is a matter of professional judgment in the context of particular circumstances.



For OE-8, written communication is preferred. It is an effective way to distribute consistent information efficiently. There are times when urgency may make detailed, written communication impractical.

### The Chief Superintendent will

8.1 Submit required monitoring data (see policy B/CSR-5: Monitoring Chief Superintendent Performance) in a thorough, accurate and understandable fashion, according to the Board's annual work plan schedule, and including both Chief Superintendent interpretations and relevant data to substantiate compliance or reasonable progress.	Compliant
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### Board-approved Interpretation |

The Chief Superintendent interprets:

- *required monitoring data* to mean annual reports about Results and Operational Expectations;
- *thorough* to mean sufficient but not exhaustive
- *accurate* to mean correct to the best of administration's knowledge when it is communicated;
- *understandable* to mean the information enables the Board to easily explain the information to a typical parent of a CBE student;
- *Board's annual work plan schedule* to mean the outcome of policy Governance Culture 6: Annual Work Plan.

Results reports will contain the following elements: a Board-approved reasonable interpretation, baseline and targets, and evidence of reasonable progress. Operational Expectation reports will contain the following elements: a Board-approved reasonable interpretation and evidence of compliance.

### Board-approved Indicators and *Evidence of Compliance* |

1. 100 per cent of annual monitoring reports will be presented in accordance with the Board's annual work plan schedule.

*The organization is compliant with this indicator.*

*Between September 9, 2014 and June 16, 2015, administration presented fifteen monitoring reports to the Board of Trustees. These reports were presented at Board of Trustees' meetings according to the annual work plan approved by the Board.*



2. 100 per cent of annual monitoring reports will contain the elements listed in the interpretation of this sub-section.

*The organization is compliant with this indicator.*

*All fifteen annual monitoring reports presented to the Board of Trustees between September 9, 2014 and June 16, 2015 included the required elements. All Operational Expectations monitoring reports contained Board approved reasonable interpretations and evidence of compliance. All Results monitoring reports contained Board approved reasonable interpretations baselines, targets and evidence of reasonable progress.*

3. 100 per cent of annual monitoring reports will contain sufficient information for the Board to make a determination about compliance, non-compliance, reasonable progress, lack of reasonable progress and exceptions.

*The organization is compliant with this indicator.*

*Between September 9, 2014 and June 16, 2015, the Board of Trustees made determinations regarding the disposition of all fifteen monitoring reports. In no case did the Board of Trustees find there was insufficient evidence to make a decision.*

**Evidence demonstrates the indicators in sub-section 8.1 are in compliance.**

8.2	Provide for the Board in a timely manner, information about trends, facts and other information relevant to the Board's work.	Compliant
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#### **Board-approved Interpretation |**

The Chief Superintendent interprets:

- *timely* to mean promptly once administration becomes aware of and has validated information;
- *trends* to mean how internal and external data or factors move over time;
- *facts and other information* to mean qualitative and quantitative data;
- *relevant to the Board's work* to mean matters pertaining to governance as described in the governance policies.

#### **Board-approved Indicators and Evidence of Compliance |**

1. 100 per cent of information about trends, facts and other information will be provided in a timely manner.

*The organization is not compliant with this indicator.*

*Administration provided information, in a timely manner, to the Board of Trustees during the 2014-2015 school year on numerous occasions.*



*Examples of trend information include:*

- *2014-2015 School Enrolment Report presented on November 25, 2014*
- *Three Year System Student Accommodation Plan (2015-2018) presented on June 16, 2015.*

*Examples of factual and other information include:*

- *Summary of Provincial Achievement Test and Diploma Examinations on October 14, 2014.*
- *2014-2015 Student Enrolment Summary Report, presented on October 14, 2014.*

*In the examples listed above and in other communications with the Board of Trustees, administration endeavoured to give notice when the information became known.*

*While the above information was provided in a timely manner, we believe an exception is the information pertaining to transportation decisions made during the budget process in the spring of 2015. There were inconsistencies in messages regarding implications of the decisions that led to information not being shared in a timely manner.*

2. A minimum of once per month, a written update report from the Chief Superintendent will be presented at a Board of Trustee meeting.

*The organization is compliant with this indicator.*

*There were fourteen update reports from the Chief Superintendent during the 2014-2015 school year. All updates were written as indicated in the posted agenda and minutes of Board of Trustee meetings. There was one written update in the months September, November, December, February, April and May. There were two written updates in October, January, March and June.*

3. Once per month or as required by the Board of Trustees' meeting agendas, administration will support the Results focus at Board of Trustees public meetings.

*The organization is compliant with this indicator.*

*Administration provided a Results focus through monthly individual school presentations for a total of ten presentations. Additionally, administration presented information related to other Results focussed themes on four occasions: September 16, October 28, November 25 and May 12.*

**Evidence demonstrates two of the three indicators in subsection 8.2 are in compliance; the exception is indicator 8.2.1.**



8.3 Inform the Board of significant transfers of money within funds or other changes substantially affecting the organization's financial condition.	Compliant
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### Board-approved Interpretation |

The Chief Superintendent interprets:

- *transfers of money within funds* to mean all transactions between reserve funds of any kind—for which administration must have Board approval in advance;
- *other changes substantially affecting the organization's financial condition* to mean any transaction or event that is:
  1. known to materially change a revenue, expenditure, asset or liability in the current or future years; or
  2. likely to materially change a revenue, expenditure, asset or liability in the current or future years.

"Likely" means the chance of the occurrence (or non-occurrence) of the future event(s) is high. With respect to financial impact, the Chief Superintendent further interprets material to be greater than 0.5 per cent of gross revenues.

### Board-approved Indicators and *Evidence of Compliance* |

1. For transfers of reserves, a report summarizing requested transfers will be submitted at the earliest quarter and not less than once a year.

*The organization is compliant with this indicator.*

*Two reports were submitted to the Board of Trustees during the 2014-15 year related to reserve or fund transfers.*

- *The Financial Status of Operating Reserves and Designated Funds as at August 31, 2014 report was submitted to the Board of Trustees on November 4, 2014.*
- *The First Quarter Budget Variance Report for the 2014-15 Operating and Capital Budgets and Fall 2014 Budget Update was submitted to the Board of Trustees on November 25, 2014. This report provided information on the amended planned 2014-2015 use of operating reserves and designated funds.*

2. For *other changes*, the Chief Superintendent's Update will provide timely information about reportable events.

*The organization is compliant with this indicator.*

*Quarterly variance reports were presented to the Board of Trustees on the following dates through submission on the Chief Superintendent's Consent Agenda:*

- *The 2013-14 Fourth Quarter Variance Report was presented on November 25, 2014.*
  - *The 2014-15 First Quarter Variance Report was presented on November 25, 2014.*
  - *The 2014-15 Second Quarter Variance Report was presented on April 14, 2015.*
  - *The 2014-15 Third Quarter Variance Report was presented on June 16, 2015*
3. Audited financial statements will confirm that 100 percent of reportable events were communicated to the Board of Trustees in a fashion that was timely.

*The organization is compliant with this indicator.*

*Audited financial statements were presented to the Board on December 2, 2014. The statements confirmed that all reportable events were included in relevant quarterly reports for the 2013-2014 fiscal year.*

**Evidence demonstrates the indicators in sub-section 8.3 are in compliance.**

8.4 Ensure that the Board has adequate information from a variety of internal and external viewpoints to ensure informed Board decisions.	Compliant
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#### **Board-approved Interpretation |**

The Chief Superintendent interprets:

- *adequate* to mean sufficient but not exhaustive;
- *information* to mean relevant, quantitative and qualitative data;
- *internal* to mean CBE employees;
- *external* to mean relevant stakeholder groups such as students, parents, the provincial government, and CBE union and association leadership;
- *viewpoints* to mean credible and significant perspectives gathered through formal methods and channels;
- *Board decisions* to mean actions taken by the Board of Trustees that are known to administration a reasonable time in advance.

#### **Board-approved Indicator and Evidence of Compliance |**

100 per cent of known Board of Trustees decisions will be supported with information gathered and presented by administration.

*The organization is compliant with this indicator.*

*In 2014-2015, administration provided feedback and information to support the Board of Trustees as it made decisions in areas such as the following:*

- *determination of reasonable progress toward academic success;*
- *determination of compliance for organizational performance;*
- *approval of 2015/16 Modular Classroom Plan;*
- *approval of recommendations about the financial status of operating reserves and designated funds;*
- *approval of recommendations about capital budget and reserves status;*
- *approval of the combined Three-Year Education Plan;*
- *approval of New School, Modernization and Modular Ranking Criteria;*
- *approval of disposition of Reserve Lands – Tuscan;*
- *approval of locally developed and/or acquired courses;*
- *approval of the capital and operating budgets;*
- *approval of amendments to Board Results Policies;*
- *approval of amendments to Board Operational Expectations Policies.*

**Evidence demonstrates the indicator in sub-section 8.4 is in compliance.**

8.5 Inform the Board of anticipated significant media coverage.	Compliant
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#### **Board-approved Interpretation |**

The Chief Superintendent interprets:

- *anticipated* to mean expected before it happens;
- *significant* to mean material—if omitted or misstated it would influence or change an action or decision;
- *media* to mean professional journalists and their print, broadcast and online outlets;
- *coverage* to mean reports or commentary.

#### **Board-approved Indicator and Evidence of Compliance |**

On a monthly basis, the Board of Trustees will be informed about 100 per cent of reportable events in an appropriate venue.

*The organization is compliant with this indicator.*

*During the 2014-2015 school year, media outlook emails were used to inform the Trustees of reportable events. There were 205 media outlooks to Trustees during this reporting period. These outlooks include and are not limited to notice of media advisories, media coverage, interviews and requests from the media for information or comment from Calgary Board of Education employees on various topics. The media outlook emails to Trustees describe actual incidents or situations as well as timely information about anticipated events.*



Evidence demonstrates the indicator in sub-section 8.5 is in compliance.

8.6	Inform the Board, the Board Chair or individual members if, in the Chief Superintendent's opinion, the Board or individual members have encroached into areas of responsibility assigned to the Chief Superintendent or if the Board or its members are non-compliant with any Governance Culture or Board/Chief Superintendent Relationship policies.	Compliant
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#### Board-approved Interpretation |

The Chief Superintendent interprets:

- *inform the Board, the Board Chair or individual members* to mean that the Chief Superintendent may exercise judgment to determine whether the Board of Trustees, the Chair or a trustee is provided with information under specific circumstances;
- *opinion* to mean judgment or assessment based on observation and experience;
- *encroached into areas of responsibility assigned to the Chief Superintendent* to mean that the Board or a trustee has stepped into an operational area delegated by the Board of Trustees through its policies to the Chief Superintendent;
- *Board or its members are non-complaint* to mean the Board or a trustee has violated the policies established by the Board of Trustees.

Furthermore, the Chief Superintendent acknowledges that notification will be prompt so that those notified have the knowledge and opportunity to assess and resolve issues before they recur or worsen.

#### Board-approved Indicator and Evidence of Compliance |

100 per cent of reportable events will be provided in an appropriate venue.

*The organization is compliant with this indicator.*

*During the 2014-2015 year the Chief Superintendent provided timely information to the Board, the Board Chair and/or individual trustees in several instances where, in the judgment of the Chief Superintendent, provisions outlined in governance policies were not followed. These communications initiated by the Chief Superintendent took place in writing and verbally, publically or on a one to one basis.*

Evidence demonstrates the indicator in sub-section 8.6 is in compliance.

8.7	Present information in simple concise form, indicating clearly whether the information is incidental, intended for decision preparation, or for formal monitoring.	Compliant
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#### Board-approved Interpretation |

The Chief Superintendent interprets:

- *simple* to mean understandable by a typical parent of a CBE student;
- *concise* to mean adequate information provided briefly;
- *incidental* to mean information provided for the Board's edification;
- *intended for decision preparation* and *formal monitoring* to mean information provided that is o to Board decision-making.

#### Board-approved Indicator and *Evidence of Compliance* |

100 per cent of reports from the Chief Superintendent to the Board of Trustees will indicate whether the report is for information or decision.

*The organization is compliant with this indicator.*

*In 2014-2015, there were 69 written reports presented at public meetings to the Board of Trustees by administration. 30 indicated the report was presented for decision, 36 indicated the purpose was information. There were 3 reports where the purpose was for both information and decision.*

**Evidence demonstrates the indicator for sub-section 8.7 is in compliance.**

8.8	Treat all members equally and assure that all members have equal access to information.	Compliant
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#### Board-approved Interpretation |

The Chief Superintendent interprets:

- *members* to be individual trustees of the Calgary Board of Education Board of Trustees;
- *equal access* to mean that each and all trustees have the opportunity to receive or access reportable information.

#### Board-approved Indicators and *Evidence of Compliance* |

1. 100 per cent of responses to written inquiries from individual members of the Board will be copied to all members of the Board.

*The organization is compliant with this indicator.*



*A review of email responses to individual Trustee inquiries indicates that responses were copied to the Administrative Assistant to the Board of Trustees for distribution.*

2. 100 per cent of agendas, related documents and minutes of Board of Trustees' meetings will be available to all members of the Board.

*The organization is compliant with this indicator.*

*Agendas and related documents for all Board of Trustees' meeting are forwarded to individual trustees through a process outlined in the Board Procedures documents. Agendas and related documents are also available on the Calgary Board of Education public website.*

**Evidence demonstrates the indicators in sub-section 8.8 are in compliance.**

<p>8.9 Inform the Board in a timely manner of any actual or anticipated non-compliance with any Board Operational Expectations policy or any failure to achieve reasonable progress toward any Results policy.</p>	<p>Compliant</p>
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#### **Board-approved Interpretation |**

The Chief Superintendent interprets:

- *timely* to mean promptly once administration becomes aware of and has validated information;
- *actual* to mean certain to occur or already occurred;
- *anticipated* to mean expected to occur.

#### **Board-approved Indicators and Evidence of Compliance |**

1. 100 per cent of instances of actual (already occurred) exceptions to compliance or reasonable progress will be indicated in the annual monitoring reports for Operational Expectations and Results policies.

*The organization is compliant with this indicator.*

*100% of all monitoring reports included any exceptions to compliance in each of the eleven Operational Expectation monitoring reports, and each of the four Results monitoring reports. Three Operational Expectations monitoring reports noted exceptions to specific policy provisions. There were no exceptions noted related to entire monitoring reports.*

2. 100 per cent of instances of actual (certain to occur) or anticipated non-compliance or lack of reasonable progress for an entire policy will be presented to the Board of Trustees in a timely manner.

*The organization is compliant with this indicator.*



*During the 2014-2015 school year, there were no instances of non-compliance or lack of reasonable progress for an entire policy identified by administration. Therefore, no communication of this sort took place between administration and the Board.*

**Evidence demonstrates the indicators in sub-section 8.9 are in compliance.**

8.10 Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Chief Superintendent, but required by law to be approved by the Board.	Compliant
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#### **Board-approved Interpretation |**

The Chief Superintendent interprets *required by law to be approved by the Board* to mean Alberta Education's requirement for submission of a formal resolution from the Board of Trustees.

Administration has investigated and, at this time, only Locally Developed Courses (LDC) meet the criteria of the sub-section. Although accountability for Locally Developed Courses has been delegated to the Chief Superintendent by the Board of Trustees, the *School Act* requires a Board resolution authorizing LDC for use with Calgary Board of Education students.

#### **Board-approved Indicator and Evidence of Compliance |**

100 per cent of recommendations about Locally Developed Courses will be presented to the Board of Trustees for approval.

*The organization is compliant with this indicator.*

*As required by provincial reporting timelines, reports summarizing Locally Developed Courses were submitted for approval of the Board of Trustees on April 14, 2015, and June 16, 2015.*

**Evidence demonstrates the indicator in sub-section 8.10 is in compliance.**

8.11 Inform the Board in advance of any deletions of, additions to, or significant modifications of any instructional program.	Compliant
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#### **Board-approved Interpretation |**

The Chief Superintendent interprets:

- *deletions of, additions to, or significant modifications of any instructional program* to mean the removal, cancellation, introduction or extension of:

1. any prescribed programs of study in the regular education program or in alternative or special education programs that would materially impact the Board's work; and
  2. any entire alternative or special education program.
- *inform the Board in advance* to mean notifying the Board as soon as possible after the event is known and confirmed.

Furthermore, the Chief Superintendent interprets this requirement to apply whether changes are initiated by the Calgary Board of Education, Alberta Education or another organization unless the Board of Trustees has been previously or otherwise informed of the change.

#### **Board-approved Indicator and *Evidence of Compliance* |**

100 per cent of reportable instructional program changes will be provided to the Board of Trustees.

*The organization is compliant with this indicator.*

*Significant changes to instructional programs for the 2015-2016 school year were reported to the Board of Trustees through the Three Year System Student Accommodation Plan presented on June 16, 2015.*

**Evidence demonstrates the indicator in sub-section 8.11 is in compliance.**

8.12 Ensure that the Board has the support necessary for it to perform its duties in an effective manner.	Compliant
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#### **Board-approved Interpretation |**

The Chief Superintendent interprets:

- *support* to mean providing appropriate resources; and
- *its duties* to mean Board governance responsibility for the system as a whole.

The Chief Superintendent will canvas the Board of Trustees annually to ascertain satisfaction with support received and administration's responsiveness to evolving requirements for additions, amendments or reductions to support.

#### **Board-approved Indicator and *Evidence of Compliance* |**

In the annual canvas, the Board of Trustees confirms satisfaction.

*The organization is compliant with this indicator.*



*The Chief Superintendent met with Trustees regularly over the course of the 2014-2015 school year either through Board of Trustee meetings or Board work sessions. Additionally, there were opportunities for individual meetings.*

*The following are a few examples of the level and flexibility of support provided by the Calgary Board of Education over the 2014-2015 year.*

- *Support for the Board of Trustees' as they revised their Results and Operational Expectations policies*
- *Flexibility in allocating administration's resources to support implementation of the new governance policies*
- *Responsiveness to trustee inquiries*
- *Ongoing support for the Board of Trustees' communication strategies*
- *Support in trustees' work sessions*
- *Support in Board of Trustees' meetings*
- *Provision of information, in written and/or presentation format, to support the work of trustees and the Board of Trustees, including and not limited to:*
  - *school presentations at Board of Trustees' meetings*
  - *student-led anthem at Board of Trustees' meetings*
  - *student musical presentations prior to Board of Trustees' meetings*
  - *Board Development Sessions on current topics*
  - *working with data for student results*
  - *Provincial Achievement Tests and Diploma Exam Results*
  - *Chief Superintendent Updates*
  - *Lighthouse Awards*

**Evidence demonstrates the indicator in sub-section 8.12 is in compliance.**

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

Board: The Board of Trustees

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

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

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

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

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

## report to Board of Trustees

### Three-Year School Capital Plan 2017-2020

Date	March 1, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-7: Asset Protection OE-8: Communication With and Support for the Board OE-9: Communicating With the Public OE-11: Learning Environment – Treatment of Students OE-12: Facilities
Resource Person(s)	Carrie Edwards, Director, Planning & Transportation Eugene Heeger, Director, Design & Property Development Anne Trombley, Manager, Planning Robert Ashley, Manager, Design Services

#### 1 | Recommendation

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It is recommended:

- THAT the Board of Trustees approves the Three-Year School Capital Plan 2017-2020, as provided in the report, and refers the plan to Alberta Education.

#### 2 | Issue

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



This year's deadline for submission of the Three-Year School Capital Plan 2017-2020 to the Ministry is April 1, 2016.

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

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

New modular classroom requests and modular moves are handled through a separate submission process. The last submission was on November 1, 2015.

### 3 | Background

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School boards are required to review their needs for new space and substantiate their applications annually. Capital projects are reviewed and prioritized by Alberta Education prior to being submitted to the government's Capital Planning Prioritization Process led by the Treasury Board.

Projects are first reviewed for accuracy and clarity and Provincial staff may meet with school jurisdictions to obtain further information as required.

The top six priorities in last year's Three-Year School Capital Plan 2016-2019, approved at the March 17, 2015 meeting of the Board of Trustees, were projects that had previously received provincial approval for "design only" not full construction. On March 31, 2015 full funding approval was received for the following new school projects:

- South East High School
- Martindale Elementary
- Springbank Hill/Discovery Ridge K-9
- Silverado Elementary

At that time, full funding approval was also received for major modernizations of James Fowler and Lord Beaverbrook High Schools.

### Ranking Criteria

The ranking of new school construction priorities is an important issue for all community stakeholders. The CBE first established ranking criteria for new construction priorities in January 2002. The model was designed to be transparent, objective and impart equity and fairness to all Calgary communities.



Over the years, these criteria have been reviewed and adjusted periodically as necessary. The most recent criteria review began in May 2014 and revisions recommended as a result of the review were presented to the Board of Trustees and approved on October 7, 2014.

The criteria used are data driven and establish a fair and equitable process for all communities.

The ranking points for new schools are based on the following data sources:

- City of Calgary Civic Census (July 2015)
- Pre-School Children Summary by School District Code (July 2015)
- School Enrolment (September 30, 2015)
- School Bus Transportation Times (Fall 2015)
- The City of Calgary Suburban Residential Growth 2015-2019
- Calgary & Region Economic Outlook 2015-2020 (Fall 2015)

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

- Senior high schools are not ranked using point criteria, but are recommended on the priority list based on need.
- Schools with unique settings or enrolments that cannot be easily ranked may also be placed on a priority basis.

School major modernization projects provide for the renovation of whole or part of a school building for both present and future educational programs. These modernizations address physical obsolescence and/or improve functional adequacy and suitability. School major modernization projects should not exceed 75% of the replacement value of the school building as per provincial guidelines. The ranking of major school modernization priorities are based on the following:

- School Programming Requirements
- Five Year Projected School Enrolment
- Quality of site location to serve students
- Ability to upgrade in terms of teaching environment and minimizing costs
- Facility maintenance based on Provincial VFA assessments

As requested by the Province, a combined ranking list of new schools and major school modernizations is also presented in the Three-Year School Capital Plan 2017-2020.

## 4 | Analysis

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The CBE mission, vision, and values are used as an overarching umbrella for the development of the Three-Year School Capital Plan 2017-2020. CBE Administration also ensures that the annual Three-Year School Capital Plan 2017-2020 aligns with the current Three-Year Education Plan.

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

More specifically, the CBE recognizes:

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

An overarching objective of the three year plan is to bring the CBE system utilization over the next five years back to 80% utilization (number of students/provincial school capacity). Administration believes that this is the desirable maximum system ratio to enable quality learning environments for CBE students. As a system 80% utilization rate is projected during the term of this plan, increasing emphasis is being placed upon modernization projects while ensuring appropriate priority continues to be given to new construction in sectors of the City that will continue to have utilization rates above the system average.

The CBE's Three-Year School Capital Plan 2017-2020 is attached for information and approval for submission to Alberta Education.

The City of Calgary's actual and projected populations for the period 2011 to 2020 are shown on page 1. The projected CBE school enrolments for the next five years are shown on page 3.

The new school requests are spread over three years. Actual/projected student enrolments and CBE system utilization for the period 2014 to 2021 are illustrated in Appendix IV on page 92. The priorities over three years have been listed for New School Construction (Table 1) on page 34 and total \$409.2 million. The full list of communities assessed through the points ranking criteria is shown on page 85. Details of the point assignments for potential new schools are shown in Appendix III (Pages 86-91).

The Major Modernizations (Table 2) are on page 35 and total \$131 million. The details of the point assignments are located in Appendix II on Pages 83-84

As the Province requires that the three year plan has one priority capital list consisting of both "New School Construction" and "Major Modernization" requests, this list is included (Table 3) on page 36, and totals \$540.2 million.

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



#### Year 1

The combined priorities for Year 1 consist of 8 new school construction projects and 2 major modernization projects for a total estimated cost of \$233.2 million.

#### Year 2

The combined priorities for Year 2 consist of 6 new school construction projects and 4 major modernization projects for a total estimated cost of \$163 million.

#### Year 3

The combined priorities for Year 3 consist of 5 new school construction projects and 4 major modernization projects for a total estimated cost of \$144 million.

## 5 | Financial Impact

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The financing of new school construction and major modernization projects is determined Alberta Education.

Individual project applications will be submitted through the Web Application Program, following the Board's approval of this "paper-based" Three-Year School Capital Plan 2017-2020. The plans are to be electronically submitted to Alberta Education on the Web Application Program before April 1, 2016.

## 6 | Implementation Consequences

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Over the past decade, Calgary has experienced a high level of growth. Calgary's population has increased by 139,979 persons in the last five years, an average of 27,996 persons per year.

The population grew from 1,195,194 in April 2014 to 1,230,915 in 2015, an increase of 35,721 (2.99%). The population growth consisted of natural increase (10,812 persons) representing approximately 30% and net migration (24,909 persons) which represented approximately 70% of the growth.

The City of Calgary's report, *Calgary and Region Economic Outlook 2014-2019* (Fall 2015), identifies continued growth for Calgary. The City forecast contained in the report projects the population of Calgary will reach 1,366,500 by 2020, an increase of 135,600 persons from the 2015 total of 1,230,915. The five-year population forecast to 2020 represents an average increase of 27,120 persons per year during this period and represents a slightly decreased pace from the previous five-year forecast.

The City of Calgary population projections are not a direct factor in CBE's enrolment projections but they do provide context for comparison. Trends reported by the City with respect to net migration and natural increase (births minus deaths) are considered when evaluating future student growth.

CBE's current enrolment of 116,985 students is forecast to increase to 126,054 students by 2020. An increase of 9,069 students is projected averaging approximately 1,800 additional students annually. Taking into consideration the current economic situation and expectations of a lower level of net migration into the City, CBE is projecting a reduced level of growth than in the previous five year projection. The largest increase over this five-year timeframe is projected to be in Division II (Grades 4-6) and Division III (Grades 7-9).

Even with the capital funding announcements that have occurred since May 1, 2013, the CBE still requires more schools to be built in the communities where students are living. The opening of the schools currently approved for construction is projected to result in an 82% system utilization rate by the 2020-2021 school year. If no additional schools are approved for construction CBE's utilization rate will remain above the desired system utilization rate of 80% within the next five years.

The *Draft Suburban Residential Growth 2016-2020* indicates that 75% of the population growth over the past five years (2010-2014) has been in the developing communities. Although a high level of growth continues to occur in suburban areas, the percentage of growth has declined from previous five year suburban population growth averages that were in the 90-95% range five to ten years ago. This change in growth pattern reflects the Calgary Municipal Development Plan goal of supporting more densification in developed areas of the city. Forecasts over the next five years estimate approximately 72% of the population growth will occur in the new suburbs.

As illustrated on pages 77-82 of the Capital Plan, the student capacity by sectors within Calgary varies widely. In Area V for example (page 77), the utilization for K-9 students by residence in Sector 9 is 169%, as compared to 45% in Sector 8. The consequence of this disparity is that many students residing in Sector 9 are transported by school bus to Sector 8.

A similar situation exists with senior high school students. For example, the capacity for senior high students by residence in Sector 9 (page 78) is 315%, as compared to 42% in Sector 8. The CBE has received full funding for a new high school within sector 9 (Southeast High School) that will allow more high school students to be accommodated closer to where they live.

These variances illustrate that, with an average system utilization of 87% this year, the CBE is unable to meet a core value of locating students near their place of residence. With the opening of new schools during the 2016-2017 school year more students will be able to attend school closer to where they live.

## 7 | Conclusion

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The Board's approval of the Three-Year School Capital Plan 2017-2020 would allow the Calgary Board of Education to demonstrate to the Provincial government that a comprehensive analysis of school capital needs has been completed and that it requires funding to support student learning needs.



**DAVID STEVENSON**  
**CHIEF SUPERINTENDENT OF SCHOOLS**

### ATTACHMENTS

Attachment I: Three-Year School Capital Plan 2017-2020

### GLOSSARY –

**Board:** Board of Trustees

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

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

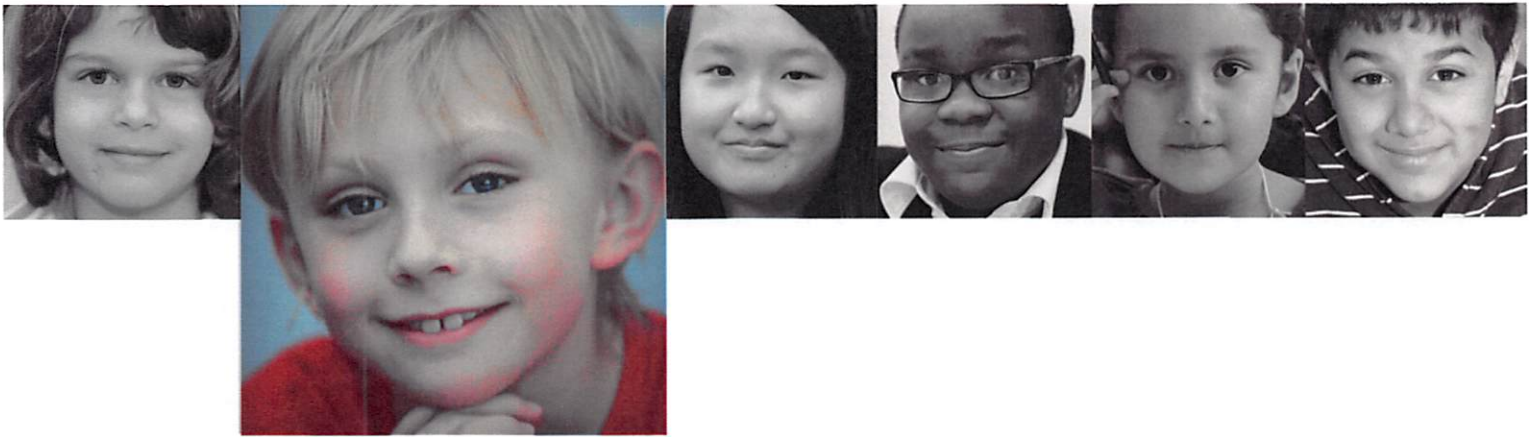
**Operational Expectations:** These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

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





# Three-Year School Capital Plan



**2017 – 2020**



**Calgary Board  
of Education**

March 1, 2016

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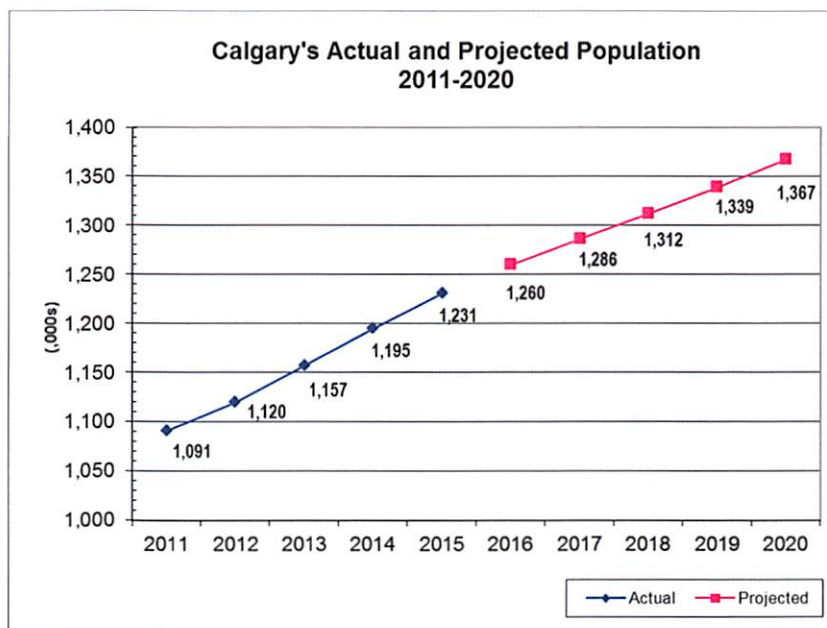
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## EXECUTIVE SUMMARY

This Three-Year School Capital Plan 2017-2020 is an analysis of the Calgary Board of Education (CBE's) forecasted school capital needs, as assessed at the present time.

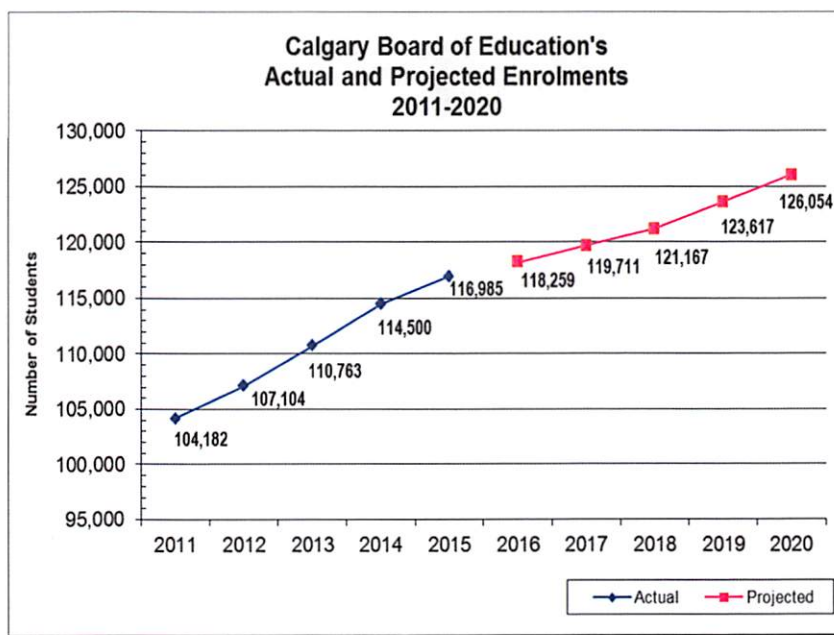
### 1. Calgary Population

Calgary has experienced high growth over the past decade. Calgary's population has increased by 139,979 persons in the last five years, an average of 27,996 persons per year. In the *Calgary & Region Fall 2015 Economic Outlook 2015-2020* The City of Calgary (the City) has forecasted that the total population of Calgary will reach 1,366,500 in 2020, an increase of 135,600 persons from 2015. This five-year forecast to 2020 represents an average annual increase of 27,120 persons each year.



### 2. Student Enrolment

The CBE's current student enrolment of 116,985 is forecast to increase to 126,054 students by 2020. Taking into consideration the current economic situation and expectations of a lower level of net migration into the City, CBE is projecting a reduced level of growth than in the previous five year projection. The largest increase over the five-year timeframe will be Grades 4-6 and Grades 7-9 students.



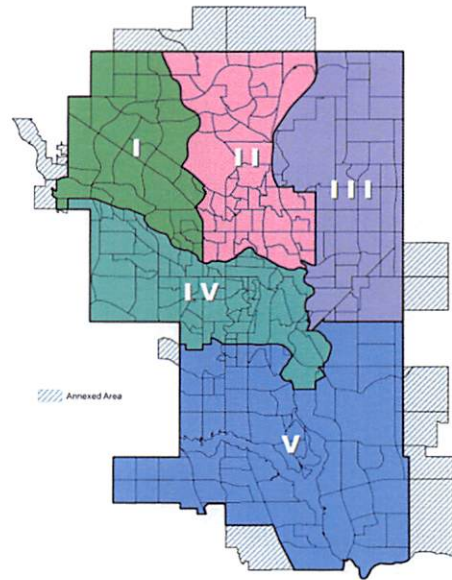
Note: Enrolment includes Home Education, Outreach/Unique Settings, Chinook Learning and CBeLearn.



### 3. Calgary Suburban Growth and Development

Extrapolating from City forecasts from the *Draft Suburban Residential Growth 2016-2020* the following population increases for suburban locations are identified for the CBE's administrative Areas:

City Growth Trends by CBE Area 2015-2020	
Area	Population Forecast
Area I	9,925
Area II	14,875
Area III	19,150
Area IV	2,180
Area V	46,890



### 4. Three-Year Education Plan

Alberta Education requires school boards to maintain three-year plans, updated annually. School boards are responsible for carrying out their education plans; for reporting annually to parents, communities, and government on results and use of their resources; and, for using results information to update plans and improve education for students. The Board of Trustees approved the combined Annual Education Results Report 2014-2015 and the Three-Year Education Plan 2015-2018 on December 1, 2015.

### 5. Schools Under Construction and Approvals

Since May 2013, the province has announced five major modernizations and 21 new school construction projects for the CBE. The table which follows summarizes the projects, their approval dates and their projected opening/completion date.

Schools Under Construction and Approvals					
Projected School Year Opening	School/Community	Project Type	Grade	Approved Capacity	Approval Date
2016-2017	Copperfield Elementary	New Construction	Grades K-4	600	May 1, 2013
	Evanston Elementary	New Construction	Grades K-4	600	May 1, 2013
	New Brighton Elementary	New Construction	Grades K-4	600	May 1, 2013
	William D. Pratt Middle	New Construction	Grades 5-9	900	May 1, 2013
	Peter Lougheed Middle	New Construction	Grades 5-9	900	May 1, 2013
	Nelson Mandela High	New Construction	Grades 10-12	1,800	May 1, 2013
	Christine Meikle – Replacement School	Replacement School	Grades 7-12	n/a	Jan. 21, 2014
	Bowness High	Modernization	Grades 10-12	n/a	Jan. 21, 2014
	Harold W. Riley – Aboriginal Learning Centre	Modernization	Grades K-3	n/a	Jan. 21, 2014
	Jack James High	Modernization	Grades 10-12	n/a	Jan. 21, 2014
	Auburn Bay Elementary	New Construction	Grades K-4	600	Feb. 10, 2014
	McKenzie Highlands Middle	New Construction	Grades 5-9	900	Feb. 10, 2014
	Dr. Martha Cohen Middle	New Construction	Grades 5-9	900	Feb. 10, 2014
	Buffalo Rubbing Stone Elementary	New Construction	Grades K-4	600	Feb. 10, 2014
	Eric Harvie Elementary	New Construction	Grades K-4	600	Feb. 10, 2014
	Marshall Springs Middle	New Construction	Grades 5-9	900	Feb. 10, 2014
	Dr. Roberta Bondar Elementary	New Construction	Grades K-4	600	Oct. 8, 2014
	Cranston Middle	New Construction	Grades 5-9	900	Oct. 8, 2014
	Hugh A. Bennett Elementary	New Construction	Grades K-4	600	Oct. 8, 2014
	West Springs/Cougar Ridge Middle	New Construction	Grades 5-9	900	Oct. 8, 2014
2017-2018	James Fowler High	Modernization	Grades 10-12	n/a	Oct. 8, 2014
	Lord Beaverbrook High	Modernization	Grades 10-12	n/a	Oct. 8, 2014
	Martindale Elementary <sup>(2)</sup>	New Construction	Grades K-4	600	Oct. 8, 2014
	Silverado Elementary	New Construction	Grades K-4	600	Oct. 8, 2014
	Springbank Hill/Discovery Ridge	New Construction	Grades K-9	900	Oct. 8, 2014
2018-2019	Southeast Calgary High	New Construction	Grades 10-12	1,800	Oct. 8, 2014
Total School Space Capacity				16,800	

<sup>(2)</sup> Indicates second elementary school for this community



## 6. Capital Priorities – New School Construction

There are 19 new school construction projects identified in the Three-Year School Capital Plan 2017-2020.

Table 1: New School Construction						
Three-Year School Capital Plan 2017-2020 Priorities						
Priority Ranking – Project Description						
YEAR 1						
Community/School	Grade	Project Status	Request Type	2016 Cost (\$)	Number of Years Listed in Capital Plan	
C-1 Cranston Elementary <sup>(2)</sup>	K-4	New Request	Full buildout to 600	15,600,000		
C-2 Evergreen Elementary <sup>(2)</sup>	K-4	New Request	Full buildout to 600	15,600,000		
C-3 Coventry Hills/Country Hills Village Elementary <sup>(2)</sup>	K-4	New Request	Full buildout to 600	15,600,000		
C-4 Skyview Ranch Elementary/Middle	K-9	New Request	Full buildout to 900	22,600,000		
C-5 Auburn Bay Middle	5-9	New Request	Full buildout to 900	22,600,000		
C-6 Evanston Middle	5-9	New Request	Full buildout to 900	22,600,000		
C-7 Mahogany Elementary	K-4	New Request	Full buildout to 600	15,600,000		
C-8 <sup>1</sup> North Calgary High	10-12	New Request	Full buildout to 1800	61,000,000		
			YEAR 1 TOTAL	191,200,000		
YEAR 2						
Community/School	Grade	Project Status	Request Type	2016 Cost (\$)	Number of Years Listed in Capital Plan	
C-9 Kincora Elementary	K-4	New Request	Full buildout to 600	15,600,000		
C-10 Cougar Ridge Elementary	K-4	New Request	Full buildout to 600	15,600,000		
C-11 Harvest Hills/Country Hills Elementary/Middle	K-9	New Request	Full buildout to 900	22,600,000		
C-12 Sage Hill Elementary	K-4	New Request	Full buildout to 600	15,600,000		
C-13 Signal Hill Middle	5-9	New Request	Full buildout to 900	22,600,000		
C-14 <sup>1</sup> Performing Arts School	10-12	New Request	Full buildout to 400	27,000,000		
			YEAR 2 TOTAL	119,000,000		
YEAR 3						
Community/School	Grade	Project Status	Request Type	2016 Cost (\$)	Number of Years Listed in Capital Plan	
C-15 Sherwood Elementary	K-4	New Request	Full buildout to 600	15,600,000		
C-16 Valley Ridge/Crestmont Elementary	K-4	New Request	Full buildout to 600	15,600,000		
C-17 Aspen Woods Middle	5-9	New Request	Full buildout to 900	22,600,000		
C-18 Sherwood/Nolan Hill Middle	5-9	New Request	Full buildout to 900	22,600,000		
C-19 Silverado Middle	5-9	New Request	Full buildout to 900	22,600,000		
			YEAR 3 TOTAL	99,000,000		
			GRAND TOTAL	409,200,000		

Note: <sup>1</sup> Senior high schools are not ranked using point criteria. See page 26.

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

## 7. Capital Priorities – Major Modernization Projects

There are 10 major modernization projects identified in the Three-Year School Capital Plan 2017-2020.

Table 2: School Major Modernizations					
Three-Year School Capital Plan 2017-2020 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2016 Cost (\$)	Number of Years Listed in Capital Plan
M-1 Forest Lawn High School	10-12	Major Modernization	Major Modernization	24,000,000	
M-2 John Diefenbaker High School	10-12	Major Modernization	Major Modernization	18,000,000	
			YEAR 1 TOTAL	42,000,000	
YEAR 2					
Community/School	Grade	Project Status	Request Type	2016 Cost (\$)	8 1 1 1
M-3 Nickle School	5-9	Major Modernization	Major Modernization	14,000,000	
M-4 Janet Johnstone School	K-4	Major Modernization	Major Modernization	9,000,000	
M-5 Annie Foote School	K-6	Major Modernization	Major Modernization	12,000,000	
M-6 Cedarbrae School	K-6	Major Modernization	Major Modernization	9,000,000	
			YEAR 2 TOTAL	44,000,000	
YEAR 3					
Community/School	Grade	Project Status	Request Type	2016 Cost (\$)	2 8 1 1
M-7 Ernest Morrow School	6-9	Major Modernization	Major Modernization	16,000,000	
M-8 Altadore School	K-6	Major Modernization	Major Modernization	10,000,000	
M-9 Ranchlands School	K-6	Major Modernization	Major Modernization	9,000,000	
M-10 Queen Elizabeth School	K-6	Major Modernization	Major Modernization	10,000,000	
			YEAR 3 TOTAL	45,000,000	
			GRAND TOTAL	131,000,000	



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

There are 29 new construction and major modernization projects identified in the Three-Year School Capital Plan 2017-2020.

Table 3: New School Construction and Major Modernizations						Number of Years Listed in Capital Plan
Three-Year School Capital Plan 2017-2020 Priorities						
Priority Ranking -- Project Description						
YEAR 1						
Community/School	Grade	Project Status	Request Type	2016 Cost (\$)		
1 Cranston Elementary <sup>(2)</sup>	K-4	New Request	Full build out to 600	15,600,000	2	
2 Evergreen Elementary <sup>(2)</sup>	K-4	New Request	Full build out to 600	15,600,000	3	
3 Coventry Hills/Country Hills Village Elementary <sup>(2)</sup>	K-4	New Request	Full build out to 600	15,600,000	1	
4 Forest Lawn High School	10-12	Modernization Request	Major Modernization	24,000,000	7	
5 Skyview Ranch Elementary/Middle	K-9	New Request	Full build out to 900	22,600,000	3	
6 Auburn Bay Middle	5-9	New Request	Full build out to 900	22,600,000	2	
7 Evanston Middle	5-9	New Request	Full build out to 900	22,600,000	3	
8 Mahogany Elementary	K-4	New Request	Full build out to 600	15,600,000	2	
9 <sup>1</sup> North Calgary High	10-12	New Request	Full build out to 1800	61,000,000	3	
10 John Diefenbaker High School	10-12	Modernization Request	Major Modernization	18,000,000	7	
			YEAR 1 TOTAL	233,200,000		
YEAR 2						
Community/School	Grade	Project Status	Request Type	2016 Cost (\$)		
11 Kincora Elementary	K-4	New Request	Full build out to 600	15,600,000	4	
12 Cougar Ridge Elementary	K-4	New Request	Full build out to 600	15,600,000	3	
13 Nickle School	5-9	Modernization Request	Major Modernization	14,000,000	8	
14 Janet Johnstone School	K-4	Modernization Request	Major Modernization	9,000,000	1	
15 Harvest Hills/Country Hills Elementary/Middle	K-9	New Request	Full build out to 900	22,600,000	3	
16 Sage Hill Elementary	K-4	New Request	Full build out to 600	15,600,000	2	
17 Annie Foote School	K-6	Modernization Request	Major Modernization	12,000,000	1	
18 Cedarbrae School	K-6	Modernization Request	Major Modernization	9,000,000	1	
19 Signal Hill Middle	5-9	New Request	Full build out to 900	22,600,000	3	
20 <sup>1</sup> Performing Arts School	10-12	New Request	Full build out to 400	27,000,000	3	
			YEAR 2 TOTAL	163,000,000		
YEAR 3						
Community/School	Grade	Project Status	Request Type	2016 Cost (\$)		
21 Sherwood Elementary	K-4	New Request	Full build out to 600	15,600,000	0	
22 Ernest Morrow School	6-9	Modernization Request	Major Modernization	16,000,000	2	
23 Altadore School	K-6	Modernization Request	Major Modernization	10,000,000	8	
24 Valley Ridge/Crestmont Elementary	K-4	New Request	Full build out to 600	15,600,000	2	
25 Aspen Woods Middle	5-9	New Request	Full build out to 900	22,600,000	2	
26 Sherwood/Nolan Hill Middle	5-9	New Request	Full build out to 900	22,600,000	0	
27 Ranchlands School	K-6	Modernization Request	Major Modernization	9,000,000	1	
28 Queen Elizabeth School	K-6	Modernization Request	Major Modernization	10,000,000	1	
29 Silverado Middle	5-9	New Request	Full build out to 900	22,600,000	0	
			YEAR 3 TOTAL	144,000,000		
			GRAND TOTAL	540,200,000		

Note: <sup>1</sup> Senior high schools are not ranked using point criteria. See page 26.

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



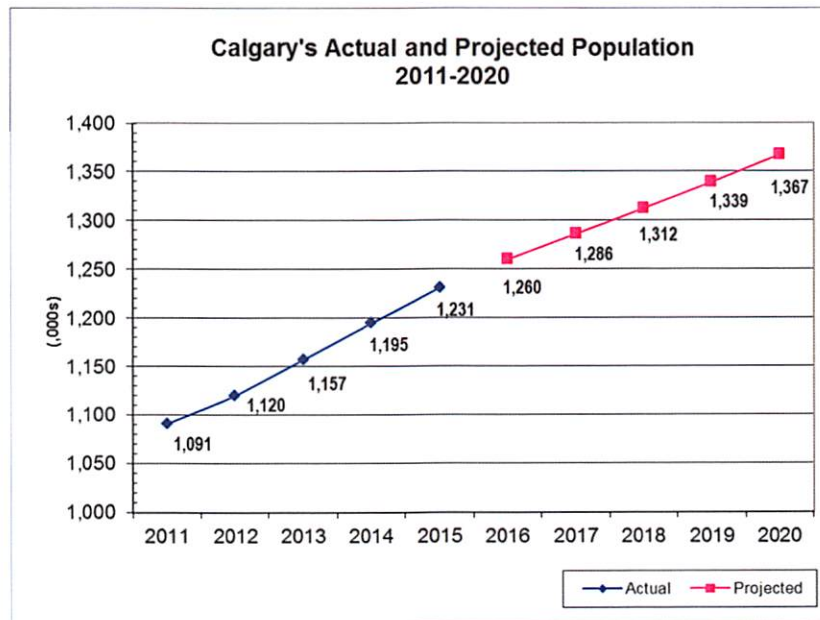
## 1.0 INTRODUCTION

The Calgary Board of Education (CBE) is a global leader in public education. Recognized as the largest school district in Western Canada, the CBE provides a full range of educational services for all instructional programs from kindergarten through to Grade 12. The CBE addresses the complexity and diversity of 116,985 students (including Adult Education) through 227 schools with 9,652 permanent employees and an operating budget of \$1,320.5 million.

Over the past decade, Calgary has experienced a high level of growth and economic prosperity. Calgary's population has increased by 139,979 persons in the last five years, an average of 27,996 persons per year.

The population grew from 1,195,194 in April 2014 to 1,230,915 in 2015, an increase of 35,721 (2.99%). The population growth consisted of natural increase (10,812 persons) representing approximately 30% and net migration (24,909 persons) which represented approximately 70% of the growth.

The City of Calgary's report, *Calgary and Region Economic Outlook 2014-2019 (Fall 2015)*, identifies continued growth for Calgary. The City forecast contained in the report projects the population of Calgary will reach 1,366,500 by 2020, an increase of 135,600 persons from the 2015 total of 1,230,915. The five-year population forecast to 2020 represents an average increase of 27,120 persons per year during this period and represents a slightly decreased pace from the previous five-year forecast.



Calgary Total Population (,000s)										
Actual						Projected				
2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
1,072	1,091	1,120	1,157	1,195	1,231	1,260	1,286	1,312	1,339	1,367

Calgary and Region Economic Outlook 2015-2020 (Fall 2015)

## 1.1 CBE Student Enrolment

Total enrolment of 116,985 students was reported on September 30, 2015, and consists of 111,717 pre-kindergarten to Grade 12 plus 5,201 enrolled in Home Education, Outreach and Unique Settings at CLS and CBe-learn.

Enrolment increased by 2,485 students from September 30, 2014, to September 30, 2015, with notable increase at Division I (Grades 1-3) and Division II (Grades 4-6).

Parents and students continue to access program choices offered by the CBE. Enrolment in alternative programs is 23,693 which is an increase of 779 over the previous year. The alternative programs with the highest enrolment are French Immersion (8,504), Traditional Learning Centre (TLC) (6,392) and Spanish Bilingual (3,523).

The following table provides a summary of enrolments including Unique Settings, Outreach Programs, Chinook Learning, and CBe-learn from September 30, 2011, to September 30, 2015.

Five-Year History of Enrolments by Division 2011-2015					
	2011	2012	2013	2014	2015
Pre-kindergarten	51	80	145	176	180
Kindergarten	7,718	8,252	8,936	9,213	9,209
Grades 1-3	23,362	24,444	25,959	27,649	28,888
Grades 4-6	20,525	21,333	22,552	23,604	24,441
Grades 7-9	21,457	21,623	21,751	22,237	22,624
Grades 10-12	25,533	25,896	26,270	26,420	26,375
<b>Sub-Total (pre-k to grade 12)</b>	<b>98,646</b>	<b>101,628</b>	<b>105,613</b>	<b>109,299</b>	<b>111,717</b>
Home Education	189	247	297	248	270
Outreach and Unique Settings	1,797	1,789	1,772	1,971	2,060
Chinook Learning Services	2,935	2,760	2,515	2,393	2,327
CBe-learn	615	680	566	589	611
<b>Sub-Total</b>	<b>5,536</b>	<b>5,476</b>	<b>5,150</b>	<b>5,201</b>	<b>5,268</b>
<b>Total</b>	<b>104,182</b>	<b>107,104</b>	<b>110,763</b>	<b>114,500</b>	<b>116,985</b>

### Five-Year Enrolment Projections

The CBE uses the Cohort-Survival methodology in preparing enrolment projections. The cohort survival projection methodology uses historic birth data and historic student enrolment data to "age" a known population (cohort) through their school grades. The cohort survival ratio is calculated to see how a group of potential students first enter the system at kindergarten and Grade 1 (market share) and how this group of students grows or shrinks over time (retention rates). Enrolment patterns emerge that are used for projections.



The CBE uses pre-school census information, which is collected annually for all communities, combined with historic intake rates at kindergarten and Grade 1 to project how many students will enter our system each year. The annual September 30 enrolment data is used as a base for establishing retention rates that are used to project how existing student populations move through the system from one year to the next.

City of Calgary population projections are not a direct factor in CBE's enrolment projections but they do provide context for comparison. Trends reported by the City with respect to net migration and natural increase (births minus deaths) are considered when evaluating future student growth.

CBE's current enrolment of 116,985 students is forecast to increase to 126,054 students by 2020. An increase of 9,069 students is projected averaging approximately 1,800 additional students annually. Taking into consideration the current economic situation and expectations of a lower level of net migration into the City, CBE is projecting a reduced level of growth than in the previous five year projection. The largest increase over this five-year timeframe is projected to be in Division II (Grades 4-6) and Division III (Grades 7-9).

A summary of the September 2015 actual student enrolments and September 2016-2020 projected enrolments are below:

Five-Year Enrolment Projections 2016-2020						
	Actual 2015	Projected				
		2016	2017	2018	2019	2020
Pre-Kindergarten	180	230	230	230	230	230
Kindergarten	9,209	8,844	9,057	8,503	8,447	8,447
Grades 1-3	28,888	29,174	28,813	29,041	28,971	29,023
Grades 4-6	24,441	25,483	26,468	27,179	27,983	28,088
Grades 7-9	22,624	23,105	23,560	24,438	25,468	26,880
Grades 10-12	26,375	26,039	26,143	26,269	26,944	27,697
<b>Sub-Total (pre-k to grade 12)</b>	<b>111,717</b>	<b>112,874</b>	<b>114,271</b>	<b>115,659</b>	<b>118,042</b>	<b>120,365</b>
Home Education	270	276	279	282	286	292
Outreach and Unique Settings	2,060	2,106	2,127	2,154	2,180	2,225
CBe-learn	611	625	631	639	647	660
Chinook Learning	2,327	2,378	2,403	2,433	2,462	2,513
<b>Sub-Total</b>	<b>5,268</b>	<b>5,385</b>	<b>5,440</b>	<b>5,508</b>	<b>5,575</b>	<b>5,689</b>
<b>Total Student Count</b>	<b>116,985</b>	<b>118,259</b>	<b>119,711</b>	<b>121,167</b>	<b>123,617</b>	<b>126,054</b>

*totals may not add due to rounding*

- CBe-learn and CLS accept registrations on an on-going basis.
- All projections are subject to annual review and update.
- Projections use September 30, 2015, enrolments as a base.

Chinook Learning Services (CLS) and CBe-learn register students continually throughout the year. The enrolment reported for both CLS and CBe-learn represent students who are only enrolled in either of those two programs and not accessing programming at another CBE school. Students enrolled in other CBE schools, that are accessing one or more courses at either CLS or CBe-learn, are



reported in the pre-kindergarten to Grade 12 enrolment. The enrolment reported for CLS includes students enrolled in academic success programs (high school upgrading) and does not include students in Adult English Language Learning (ELL) and Continuing Education (personal and professional development).

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

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

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

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

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

The CBE began registering higher than the historic numbers of Syrian refugees beginning in January 2016. Based on the projected number of refugee families within Alberta, anticipated enrolment in CBE is approximately 480 students. This projection is preliminary, variable and subject to change over the coming months.

Although the timeline for refugees to arrive in Canada has been scaled back somewhat, the majority of the refugees are still expected to arrive sometime in the second half of the 2015-2016 school year.

## 1.2 Calgary Suburban Growth and Development

The City of Calgary supports an actively competitive land market in all areas of the city and there over 20 new and developing municipal communities in various stages of development. The large number of concurrently developing communities puts increased pressure on the CBE to meet the expectations of parents for school construction in their community. Although the number of communities has declined slightly over the last decade, the size of the communities being planned and built today are much larger than they have been historically.

The top ten developing communities to receive residential building permit applications in Calgary for 2014 were:

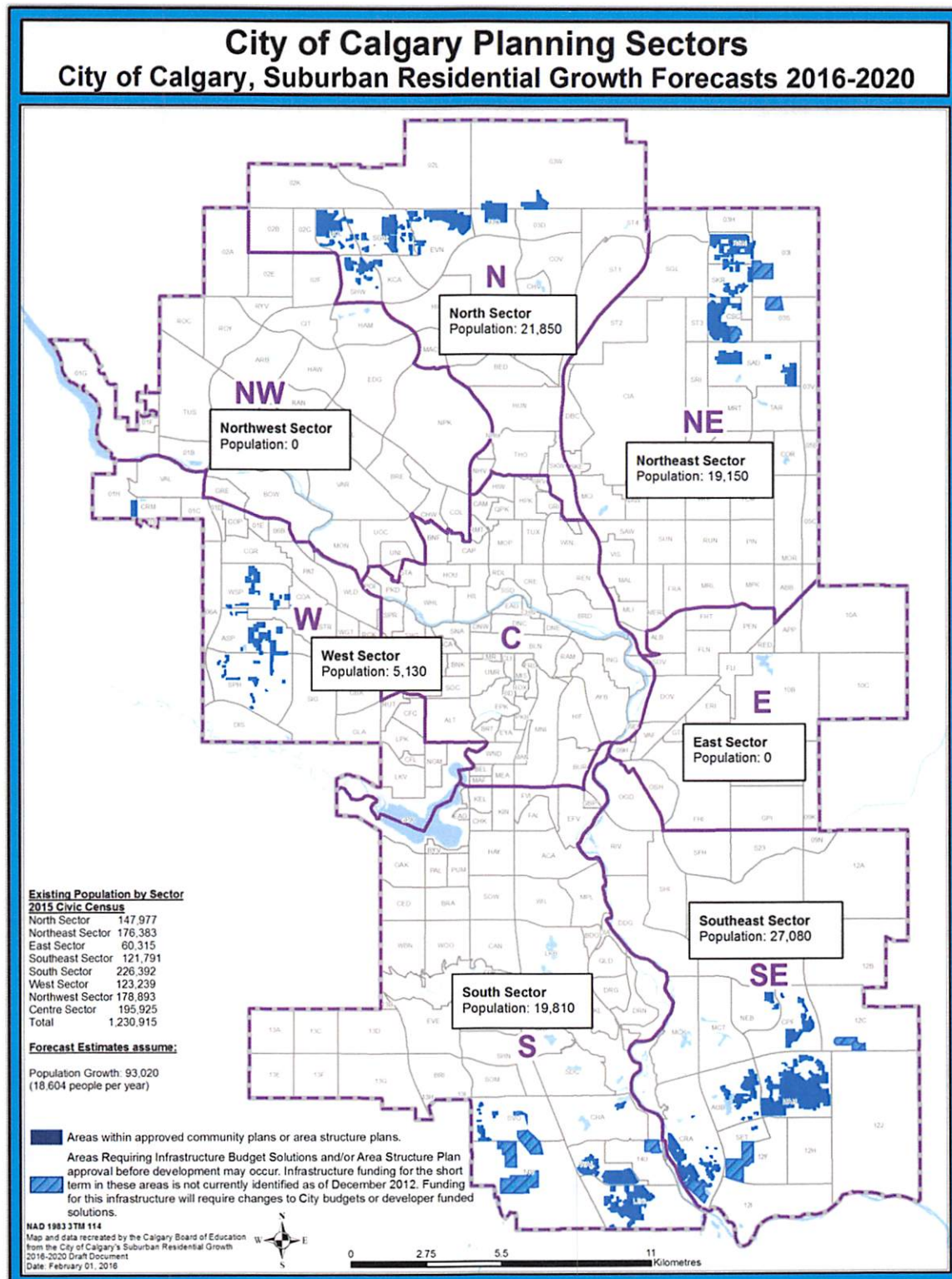
- Auburn Bay (SE)
- Evanston (N)
- Cranston (SE)
- Mahogany (SE)
- Copperfield (SE)
- Nolan Hill (N)
- Skyview Ranch (NE)
- Sage Hill (N)
- Legacy (S)
- New Brighton (SE)

(Source: *Suburban Residential Growth 2015-2019*, p. A2-6, A2-7)

**Forecasted Suburban Growth 2016-2020**

The *Draft Suburban Residential Growth 2016-2020* indicates that 75% of the population growth over the past five years (2010-2014) has been in the developing communities. Although a high level of growth continues to occur in suburban areas, the percentage of growth has declined from previous five year suburban population growth averages that were in the 90-95% range five to ten years ago. This change in growth pattern reflects the Calgary Municipal Development Plan goal of supporting more densification in developed areas of the city. Forecasts over the next five years estimate approximately 72% of the population growth will occur in the new suburbs.

A summary of the five-year period forecast from the Suburban Residential Growth 2016-2020 for suburban locations is as follows (see **Map 1**):

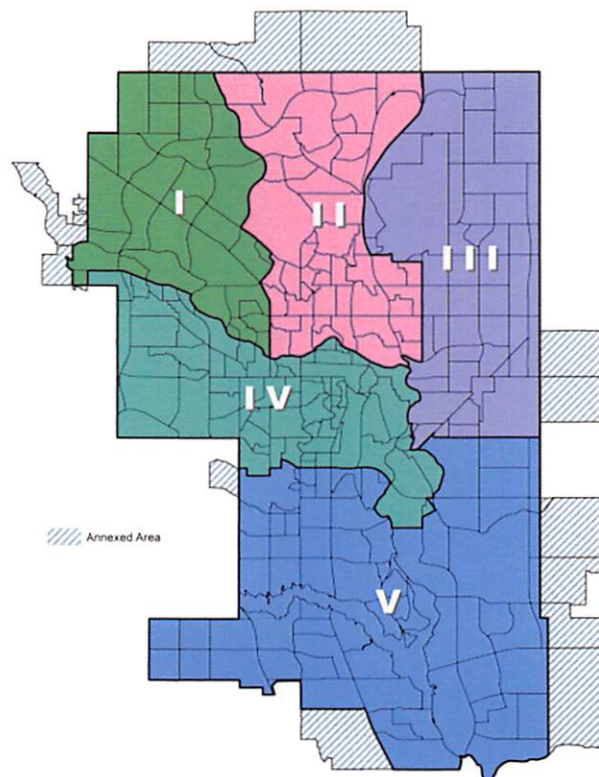




Extrapolating from these City forecasts, the following population increases for suburban locations were prepared to determine populations by CBE's administrative Area boundary:

City Growth Trends by CBE Area 2015-2020		
Area	Population Forecast by 2020	%
Area I	9,925	11%
Area II	14,875	16%
Area III	19,150	21%
Area IV	2,180	2%
Area V	46,890	50%
<b>Total</b>	<b>93,020</b>	<b>100%</b>

The City of Calgary planning sectors in the map on the previous page do not fully align with CBE's five Administrative Areas and the population forecast in the table has been adjusted. A portion of the north growth for the communities of Nolan Hill and Sherwood has been added in the Area I population forecast. Area III includes the Northeast and East sectors. Area V includes the Southeast and South sectors and indicates that 50% of the City's suburban growth will be in Area V. Area III will have approximately 21% of the suburban growth followed by Area II with 16%.



### 1.3 Framework for Growth and Change

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

The CBE has identified concerns over the past decade, in annual school capital plans, regarding the large number of concurrently developing communities. The City supports an actively competitive land market in all areas of the city and there are approximately 20 new and developing municipal communities in various stages of development. The large number of developing communities puts increased pressure on the CBE to meet the expectations of parents for new school construction in their community. The CBE has indicated more orderly growth could be achieved by phasing growth into a smaller number of communities that are fully completed on a timely basis.

Four Largest growing communities between 2014 and 2015:

- Evanston (N) - 2,853 people
- Mahogany (SE) - 2,300 people
- Auburn Bay (SE) - 2,064 people
- Cranston (SE) - 1,831

Communities that grew by more than 1,000 residents between 2014 and 2015:

- Copperfield (SE)
  - Saddle Ridge (NE)
  - Nolan Hill (N)
  - Redstone (NE)
  - Skyview Ranch (NE)
- (Source: 2015 Civic Census)

### 1.4 City of Calgary Annexation

#### Previously Annexed Lands

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

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

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

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

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

A map on page 10 identifies these locations.

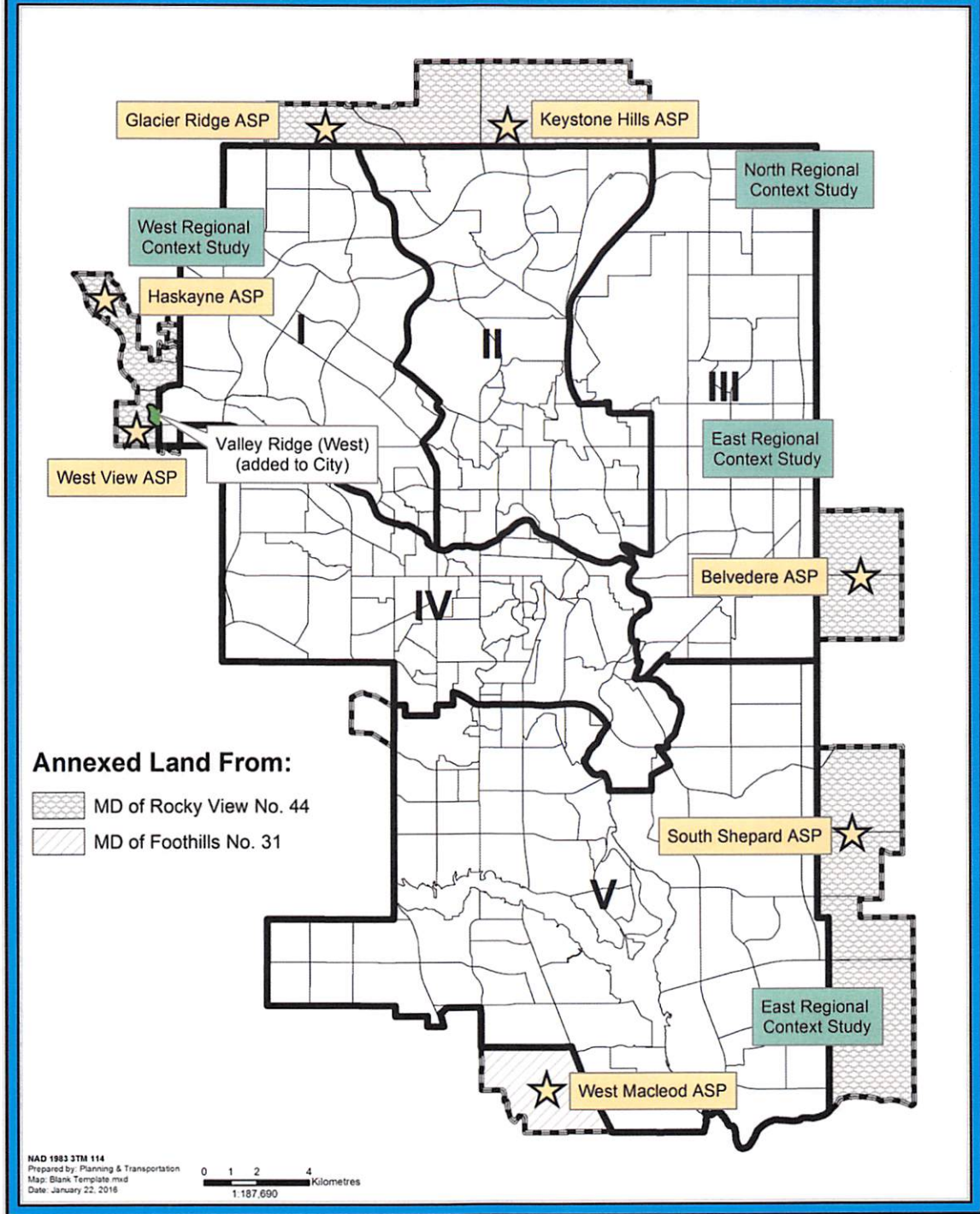
Detailed Area Structure Plans have been, or are being, undertaken to guide future planning in the annexed lands. The CBE participated in meetings, discussions and plan preparation, to enable long-term school planning in following areas:

- The **West View Area Structure Plan** will accommodate a population of approximately 8,300 persons. The ASP has been on hold since December 2010 while the Province conducts a functional study to determine the access location to the West View area.
- The **Keystone Hills Area Structure Plan** was approved July 16, 2012 and will accommodate a population of approximately 60,000 persons.
- The **Belvedere Area Structure Plan** on the east was approved April 8, 2013 and will accommodate a future population of approximately 61,000 persons.
- The **South Shepard Area Structure Plan** was approved May 6, 2013 and will accommodate a population of approximately 28,000 persons.
- The **West Macleod Area Structure Plan** was approved June 10, 2014 and will accommodate a population of approximately 34,000 persons.
- The **Haskayne Area Structure Plan** was approved July 22, 2015 and will accommodate a population of approximately 13,000 persons.
- The **Glacier Ridge Area Structure Plan** was approved December 7, 2015 and will accommodate a population of approximately 58,000 persons.

It is anticipated following approvals of Area Structure Plans and subsequent Outline Plans, that the CBE and CCSD will request, on an as required basis, the Minister to include these lands as part of their respective school boundaries.



# 2016 Annexation Map



## 2.0 CAPITAL STRATEGIES

### 2.1 Calgary Board of Education

CBE has identified the following drivers for capital planning:

- Program Delivery – Projects that are required to enable the delivery of school programs e.g. Career and Technology Studies (CTS).
- Community Schools – New schools required in rapidly growing communities in order to minimize student travel times and meet needs for a local school in their community.
- Aging Facilities – Older schools that require modernization, rehabilitation or replacement in order to provide appropriate learning environments for students. It is estimated the cost for the major maintenance and repair of CBE educational facilities is in excess of \$920 million.

A balanced approach for the plan is developed to ensure the CBE is pursuing capital funding opportunities which recognize the changing needs of students and is focused on building strong ties with parents, partners, and the community. More specifically, the CBE recognizes:

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

This approach to planning anticipates a system of core elementary feeder schools for local school communities (attendance areas), complemented with middle/junior high, and senior high schools serving larger geographic areas.

Projects are also required to ensure programming requirements are met through school modernizations. High priority program delivery projects are listed below.

- Chinook Learning Services –The CBE vision is a major central campus and two other locations in the city.
- Career and Technology Studies – In January 2014, the Province approved modernization projects for Bowness High School and Jack James High School. In October 2014, CBE received funding approval to modernize James Fowler (Area II) and Lord Beaverbrook (Area V). These modernizations will support delivery of new CTS curriculum.

### 2.2 Three-Year Education Plan

Alberta Education requires school boards to maintain three-year plans, updated annually. School boards are responsible for carrying out their education plans; for reporting annually to parents, communities, and government on results and use of their resources; and, for using results information to update plans and improve education for students. The Board of Trustees approved the combined Annual Education Results Report 2014-2015 and the Three-Year Education Plan



2015-2018 on December 1, 2015. A summary of Facilities and Capital Plans identifying new school constructions projects and major modernization projects are included in the Three-Year Education Plan.

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

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

## **2.3 Administrative Areas and Space Utilization**

The CBE has five administrative Areas as indicated on **Map 2**. Within each of these Areas, this Three-Year School Capital Plan will review all new and developing communities for new school construction eligibility. The Province has indicated that utilization is reviewed when evaluating a jurisdiction's capital priorities; however, having an 85% utilization rate in an Area in order to request funding for new school construction is not a firm requirement but rather a guideline.

The CBE desires to use their facilities efficiently and continues to work towards an average 80% utilization rate. Given the constraints of the existing utilization formula and other influencing factors such as the Class Size Initiative, the CBE considers an 80% utilization rate a reasonable target. Currently, the CBE's overall utilization rate by enrolment is 87%. The utilization rate is 86% for K-GR9 students and 89% for Grades 10-12 students.

A summary of utilization by enrolment and by residence follows below and is included in detail in Appendix I. Utilization by enrolment identifies the number of students attending schools in an Area expressed as a percentage of the total capacity. Utilization by enrolment represents the actual utilization currently experienced by sector/area.

Utilization by residence identifies the number of students residing in an Area expressed as a percentage of the total capacity. Utilization by residence represents the utilization rate that would exist if the CBE were not able to accommodate students in other Areas but rather accommodated the students in the facilities that exist within the Area where they live. Projections for 2020-2021 account for additional school capacity that has been approved and is currently under construction.

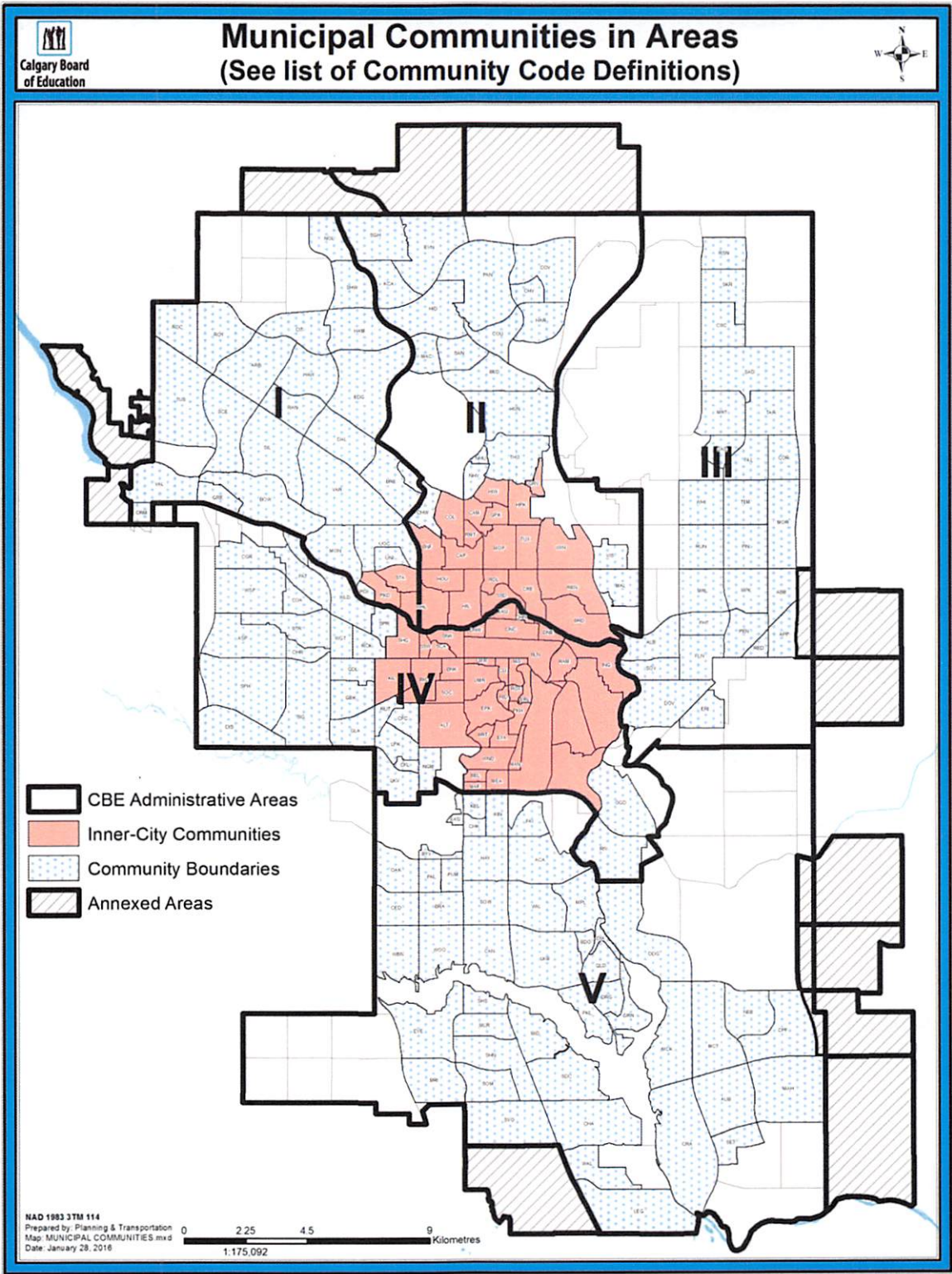


Area Utilization by Student Enrolment (Actual & Projected)			
Area	Sector	2015-2016 Actual K-12 Utilization	2020-2021 Projections K-12 Utilization
Area I	Sector 1	75.23%	73.05%
	Sector 2	97.09%	93.35%
Total		88.19%	85.10%
Area II	Sector 3	87.92%	71.40%
	Sector 4	92.47%	105.56%
Total		89.53%	84.32%
Area III	Sector 5	83.39%	84.87%
Total		83.39%	84.87%
Area IV	Sector 6	93.90%	79.30%
	Sector 7	78.55%	86.66%
Total		86.29%	82.50%
Area V	Sector 8	80.93%	51.90%
	Sector 9	102.58%	110.85%
Total		87.61%	77.78%
Total		87.11%	82.40%

Area Utilization by Student Residence (Actual & Projected)			
Area	Sector	2015-2016 Actual K-12 Utilization	2020-2021 Projections K-12 Utilization
Area I	Sector 1	92.24%	88.94%
	Sector 2	101.04%	97.03%
Total		97.46%	93.74%
Area II	Sector 3	30.81%	31.94%
	Sector 4	142.18%	145.66%
Total		70.27%	74.94%
Area III	Sector 5	100.17%	89.93%
Total		100.17%	89.93%
Area IV	Sector 6	101.37%	85.21%
	Sector 7	57.76%	65.59%
Total		79.74%	76.69%
Area V	Sector 8	44.18%	45.51%
	Sector 9	190.17%	123.44%
Total		89.26%	79.72%
Total		86.74%	82.31%

Note: 2020-2021 projections include projects currently approved for construction

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



## Municipal Community Code Definitions

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



### Sites for New Schools

The identification and establishment of school sites within any new community in Calgary is a complex process. The CBE works with The City of Calgary, the CCSD and community developers to select school sites based on catchment areas within the development. There is a balance between population, location and land dedication. School boards calculate site requirements for the number and type (elementary and middle) of school sites based on projected population when a community is built-out. The CBE utilizes a formula to calculate student populations at both peak and stable population growth rates.

Typically, the CBE is eligible for an elementary school for every 10,000 residents, a middle school for every 15,000 to 20,000 residents and a high school for every 50,000 to 60,000 residents. Many of the new communities in Calgary are large enough that once full build out has been achieved, the community will require a minimum of one elementary and one middle school to accommodate the students living in the community. Larger communities, once they are fully built-out, will require two elementary schools and one middle school to accommodate students.

### Working with Stakeholders

The CBE is opening an unprecedented number of schools over the next three years. As new schools open in the coming years, many existing schools will experience declining enrolment as populations shift. Decisions regarding future plans for these impacted schools will take time. Stakeholders, both internal and external, will have the opportunity to learn about the challenges and participate in conversations that will help shape future student accommodation decisions. This work will occur in the spring and fall of 2016.

### System Student Accommodation Plan

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

Student accommodation needs are identified by the Planning & Transportation department in consultation with Area Directors. Administration is responsible for engaging internal and external stakeholders regarding student accommodation challenges. The Three Year System Student Accommodation Plan 2015-2018 was received for information at the June 16, 2015, Board of Trustees meeting.

## **Program Opportunities for Students**

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

<http://www.cbe.ab.ca/schools/managing-space-students/Pages/default.aspx>

## 2.5 New School Construction and School Approvals

Since May 2013, the province has announced five major modernizations and 21 new school construction projects for the CBE. The table below summarizes the projects, their approval dates and their projected opening date.

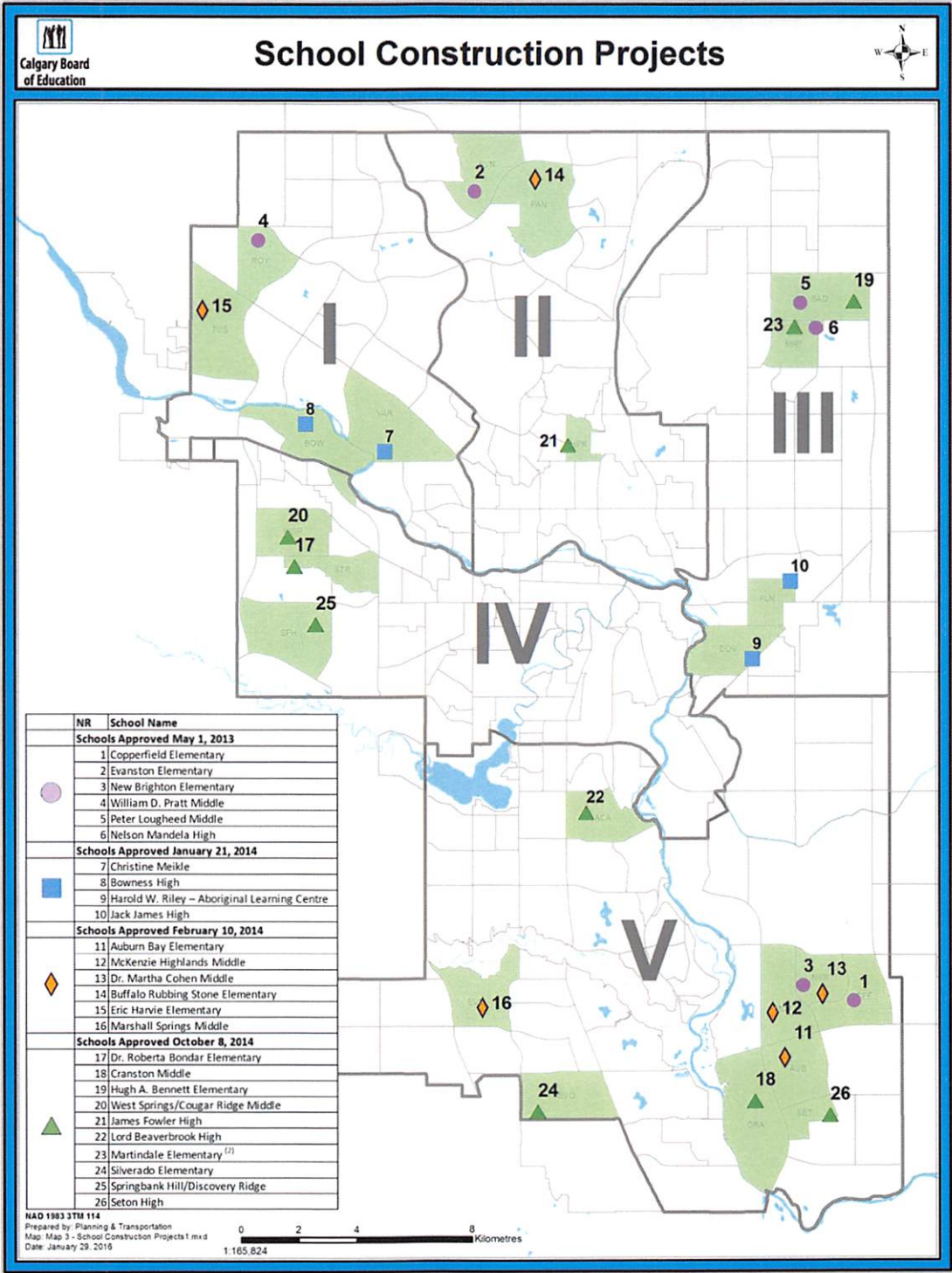
Schools Under Construction and Approvals					
Projected School Year Opening	School/Community	Project Type	Grade	Approved Capacity	Approval Date
2016-2017	Copperfield Elementary	New Construction	Grades K-4	600	May 1, 2013
	Evanston Elementary	New Construction	Grades K-4	600	May 1, 2013
	New Brighton Elementary	New Construction	Grades K-4	600	May 1, 2013
	William D. Pratt Middle	New Construction	Grades 5-9	900	May 1, 2013
	Peter Lougheed Middle	New Construction	Grades 5-9	900	May 1, 2013
	Nelson Mandela High	New Construction	Grades 10-12	1,800	May 1, 2013
	Christine Meikle – Replacement School	Replacement School	Grades 7-12	n/a	Jan. 21, 2014
	Bowness High	Modernization	Grades 10-12	n/a	Jan. 21, 2014
	Harold W. Riley – Aboriginal Learning Centre	Modernization	Grades K-3	n/a	Jan. 21, 2014
	Jack James High	Modernization	Grades 10-12	n/a	Jan. 21, 2014
	Auburn Bay Elementary	New Construction	Grades K-4	600	Feb. 10, 2014
	McKenzie Highlands Middle	New Construction	Grades 5-9	900	Feb. 10, 2014
	Dr. Martha Cohen Middle	New Construction	Grades 5-9	900	Feb. 10, 2014
	Buffalo Rubbing Stone Elementary	New Construction	Grades K-4	600	Feb. 10, 2014
	Eric Harvie Elementary	New Construction	Grades K-4	600	Feb. 10, 2014
	Marshall Springs Middle	New Construction	Grades 5-9	900	Feb. 10, 2014
	Dr. Roberta Bondar Elementary	New Construction	Grades K-4	600	Oct. 8, 2014
	Cranston Middle	New Construction	Grades 5-9	900	Oct. 8, 2014
	Hugh A. Bennett Elementary	New Construction	Grades K-4	600	Oct. 8, 2014
	West Springs/Cougar Ridge Middle	New Construction	Grades 5-9	900	Oct. 8, 2014
2017-2018	James Fowler High	Modernization	Grades 10-12	n/a	Oct. 8, 2014
	Lord Beaverbrook High	Modernization	Grades 10-12	n/a	Oct. 8, 2014
	Martindale Elementary <sup>(2)</sup>	New Construction	Grades K-4	600	Oct. 8, 2014
	Silverado Elementary	New Construction	Grades K-4	600	Oct. 8, 2014
	Springbank Hill/Discovery Ridge	New Construction	Grades K-9	900	Oct. 8, 2014
2018-2019	Southeast Calgary High	New Construction	Grades 10-12	1,800	Oct. 8, 2014
Total School Space Capacity				16,800	

<sup>(2)</sup> Indicates second elementary school for this community



**Map 3** identifies the location of future school openings approved between May 1, 2013 and October 8, 2014.

**Map 3**



## 2.6 School Major Modernization

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

A modernization of the Booth Centre to accommodate Chinook Learning Services (CLS) was approved in July 2012 by the Provincial Government. Following the flood of 2013, significant damage to the building occurred and different concepts were assessed for the redevelopment of the site with the Calgary Municipal Land Corporation. An educational programme charrette was held in June 2015 to reconfirm and determine the educational and building program needs and requirements. A Land Use Re-designation Application has been submitted to the City of Calgary and upon approval selected developers will be invited to submit development and commercial proposals, for an Innovation Centre/Academy. This new facility is intended to meet the original program needs of Chinook Learning Services and an inner-city Performing Arts School.

The CBE is currently re-constructing and modernizing the Harold W Riley School in Area III to accommodate an Aboriginal Learning Centre (ALC) which is the first of its kind in Calgary. The ALC is scheduled for completion and operation in the 2016-2017 school year.

Modernizations of four high schools to enable the delivery of the new CTS have been approved to include the following improvements:

### Bowness High School

- Focus on upgrading CTS spaces
- Replacement of 1955 section with new CTS addition
- Partial mechanical and electrical systems upgrades
- Partial building envelope and interior upgrades
- Safety and barrier free access upgrades

### Jack James High School

- Focus on upgrading CTS spaces
- Security and safety (hazardous material abatement; building and fire code upgrades)
- Partial Instructional space modernization
- Partial upgrade of building envelope, mechanical and electrical systems

### James Fowler

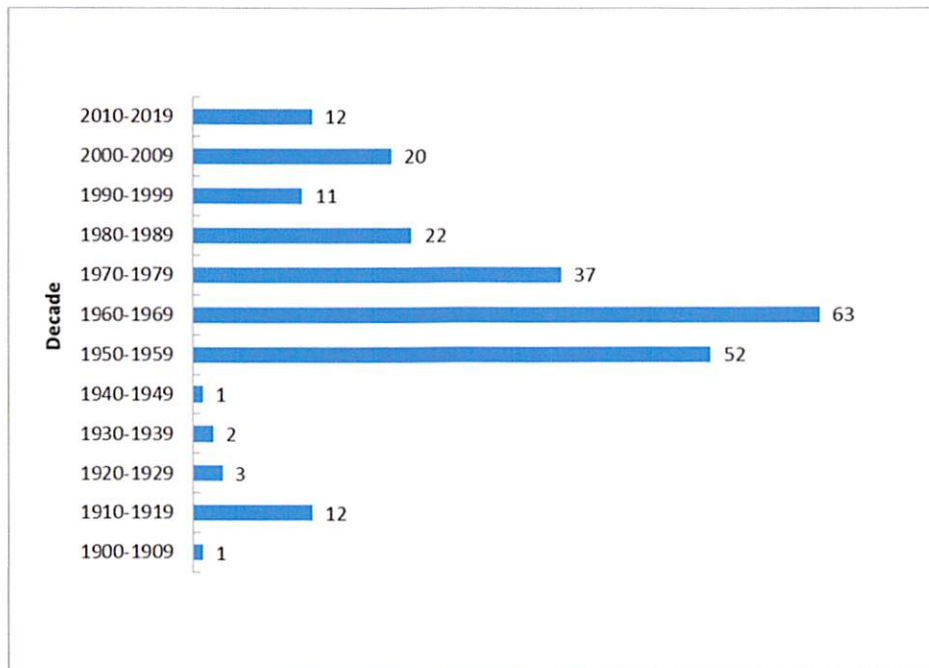
- Focus on upgrading CTS spaces
- Partial mechanical and electrical systems upgrades
- Minor building envelope and interior upgrades
- Building code and barrier free access upgrades

### Lord Beaverbrook

- Focus on upgrading CTS spaces
- Partial mechanical and electrical systems upgrades
- Minor building envelope and interior upgrades
- Building code and barrier free access upgrades

The CBE has a current count of 239 owned facilities of which 171 of the school buildings were built before 1980. This represents 72% of the CBE's school building inventory. The current inventory by decade of CBE school buildings is shown in the following graph:

### Current School Building Inventory by Decade



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

The CBE continues to rank facilities for major modernizations. The criteria used for establishing major modernization priorities are reviewed periodically. The most recent criteria review began in May 2014 and revisions recommended as a result of the review were presented to the Board of Trustees and approved on October 7, 2014. Details of major modernization ranking can be found in Appendix II on pages 83 -84.



## 2.7 Collaborative Initiatives with The City of Calgary

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

- The CBE is on the Joint Use Coordinating Committee (JUCC) with the City and the CCSD that deal with joint-use school reserve sites.
- CBE representatives have been involved in many city-wide initiatives such as the new *Pedestrian Strategy*. Over the past year, the CBE continued to work with City representatives on projects such as *Site Planning Team Design Guidelines*.
- The CBE and CCSD continue to be a part of a greater study on traffic, parking, and safety around school sites. Two City projects were undertaken and continue.
  - One key project is the City's 'School Site Review'. This entails analysing a large distribution of school sites across the city, assessing current conditions of sites, roads, zoning, signage, etc. The initiative is to find ways to improve both existing and future school sites as they are developed. There are twelve CBE schools and eight CCSD schools participating in this project.
  - The second City study, similar to the first, is more focused on the school site itself and zones, addressing what tools might help make existing school sites pedestrian safe. The City continues to take the lead role in these studies.

## 3.0 NEW SCHOOL CONSTRUCTION CAPITAL PLAN CRITERIA

The CBE does not rank alternative programs for new school construction. As schools are opened in new suburbs, vacancies are created in the bus receiver schools where those students attended prior to the opening of the new school. Administration works to identify opportunities to expand or relocate alternative programs into these spaces as they become available.

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

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

The ranking of new school construction priorities is an important issue for all community stakeholders. The CBE first established ranking criteria for new construction priorities in January 2002. The model was designed to be transparent, objective and impart equity and fairness to all Calgary communities. Over the years, these criteria have been reviewed and adjusted periodically as necessary. The most recent criteria review began in May 2014 and revisions recommended as a result of the review were presented to the Board of Trustees and approved on October 7, 2014.

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

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

#### Eligibility Criteria

##### Eligible School Communities

All new and developing municipal communities are evaluated and ranked for new school construction. Inner-city and established communities are not ranked.

Most municipal communities have an elementary site and are ranked individually as a school community. When determining whether to group communities, the CBE uses the projected population based on the full build-out of the community, not the existing population in any given year. If two communities were combined for a new school ranking based on current population, even though the projected population at build-out indicates that each community will require their own school in the longer term, one of the communities would need to be moved to a different school in the future. Past experience has shown that stakeholders are resistant to designation changes once a school exceeds capacity.

In certain cases, the CBE will continue to combine communities for new school ranking when the build-out populations of the combined communities are such that the school is anticipated to accommodate the students from both communities in the long term. Two small municipal communities will be combined for elementary school ranking where they do not exceed a combined projected community population threshold of approximately 10,000 people.

In the case of middle/junior high schools, adjacent municipal communities may be combined if they do not exceed a combined projected population threshold of approximately 24,000 people. Community build-out projections may vary from



year to year due to ongoing adjustments to densities and other factors as determined by the City. Large municipal communities that can sustain a middle/junior high school are ranked individually as a school community.

### **Accommodation Options**

This criterion is used to evaluate student accommodation options for eligible school communities. In some cases, an accommodation option may exist in a nearby community and a school community may not need to be ranked for new school construction.

One example would be the accommodation of Bridlewood GR7-9 students in Samuel W. Shaw School which is located in the adjacent community of Shawnessy. As a result of this accommodation option, the CBE does not currently rank Bridlewood as a priority for a middle/junior high school.

### **Site Readiness**

In the event that a school site in a given community has not been developed/serviced to the level at which construction of a school would be possible within a 12 month timeframe, the school will not be ranked as a construction priority for that year's Three-Year School Capital Plan. Site readiness will be reviewed and assessed on an annual basis.

Developers are required to obtain both Final Acceptance Certificate (FAC) and Construction Completion Certificate (CCC) from the City. These certificates ensure that developers have met all obligations and sites are ready for 'turn-over' to the future landowners which means sites are ready for building construction. Site readiness includes, but is not limited to:

- receiving land title for the site, complete with legal description and appropriate zoning
- services (water, sewer, electricity, etc.) are in place and ready for hook up
- site has suitable topography and no geotechnical or foundational concerns (for construction)
- environmental site assessments are complete; normally already completed by the developer through FAC and CCC obligations to the City
- confirmation the site exists outside of the 1:500 year floodplain
- site has adequate access for both construction and usage

Typically, the CBE would like to receive sites with both FAC and CCC finalized, but, in emergent cases, where the site is required for immediate construction needs, a developer can be released from their obligations over the building envelope area, with those obligations being transferred to the CBE to complete. Examples of obligations would be site grading, landscaping, site drainage, connections to City services.



## Ranking Criteria

For school communities that meet the eligibility criteria, an analysis is undertaken using criteria in three categories: Community Growth Profile, Bussing and Travel Time, and Accommodation. Points for each of the profiles are totalled and used to rank priorities for new school construction.

### Design Only

When there has been government approval for the design of a school in a community, an exception to the standard ranking methodology will be made. The community with the design phase approval will not be assessed through the points ranking criteria.

### Preschool Census

Total preschool census numbers are used for each community not just public school supporters. This provides a true reflection of the total number of potential students in a community.

### Enrolment in CBE Schools (K-GR4 and GR5-9)

Actual September 30 enrolment numbers are used and include all students from the community who are accessing any CBE school. If a community already has a school, the capacity of the school will be subtracted from the number of students enrolled in the CBE. For example, in a community with 1,200 K-GR4 students and a 600 capacity K-GR4 school, the number of students counted in assessing enrolment for a second elementary school would be 600.

### Population Growth

A matrix is used that takes into account the five year projected population growth by sector (based on City of Calgary projections) and the ratio of the number of CBE students per housing unit in a given community. The City of Calgary does not prepare population projections for individual communities but does annually prepare a population forecast by city sector. Utilizing these sector population projections takes future growth into consideration. The use of these two measures together in a matrix results in the greatest number of points, in this category, being assigned to communities with the highest number of students per household that are located in areas of the city that are projected to have the highest growth.

### Travel Time

A matrix is used that takes into account median travel time as well as distance from the community to the designated school. Utilizing the ArcGIS system, distance is calculated from the centre of a community to the regular program designated school. The use of these two measures together in a matrix results in the greatest number of points being assigned, in this category, to communities with the longest travel time and the greatest distance travelled.

## **Bus Receivers**

Points are assigned to a community where there is a need for more than one bus receiver to accommodate the established grade configuration for the regular program (examples include but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9).

## **Existing or approved School(s) in Community**

Points are assigned to a community that has an existing K-GR4 school. Previously this criterion was only assessed for middle school ranking. This criterion is included in the K-GR4 ranking process to address completion of a full school build out, in the event that provincial approvals have been awarded in phases. This approach honors the CBE's original request on a previous School Capital Plan, as submitted by the Board of Trustees, as well as, aligns with Provincial announcements as they are made.

## **Transition Points**

A transition point occurs when a cohort group of students move from one school to another. Typically a cohort group of students will have one transition point and move once between kindergarten and GR9 (e.g. K-GR4 in one school and GR5-9 in another or K-GR6 in one school and GR7-9 in another). In some situations, space may be limited at either elementary or junior/middle schools and it may be necessary to accommodate a cohort of students from a new and developing community in more than two schools for K-GR9 (e.g. K-GR4 in one school, GR5-6 in a second school and GR7-9 in a third school).

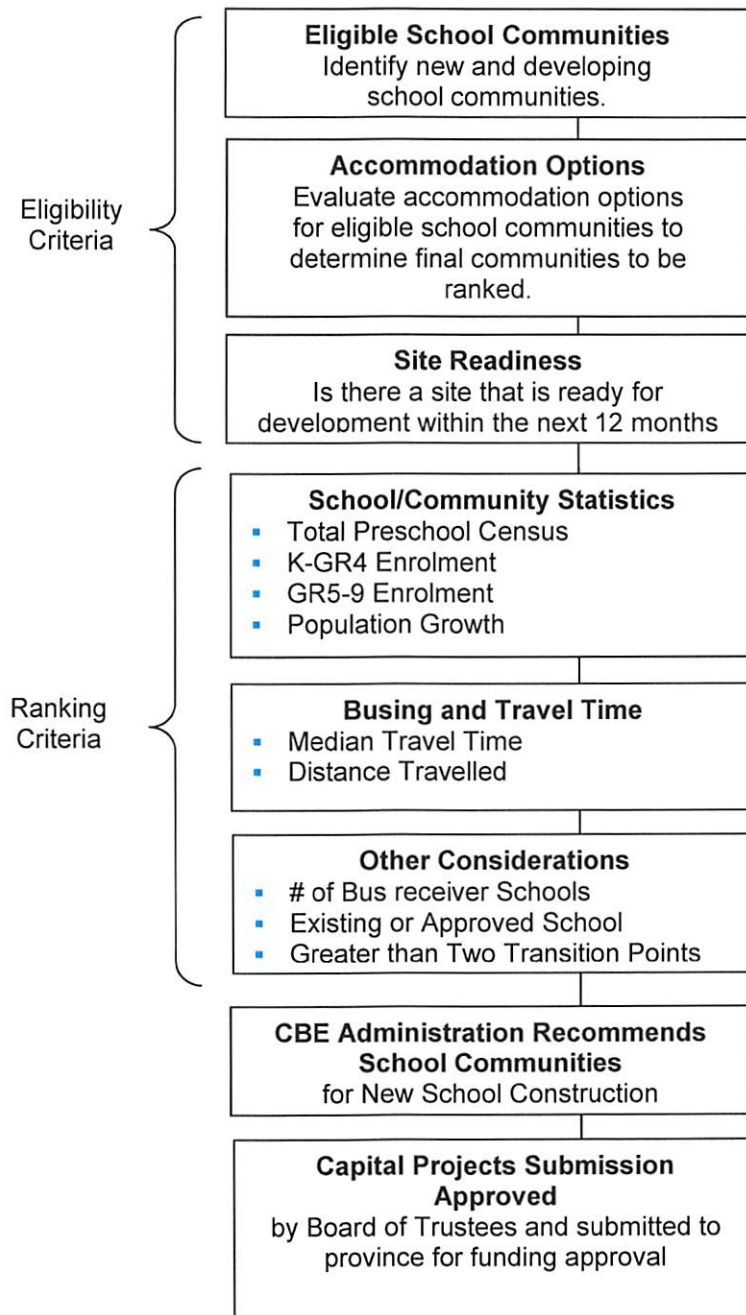
In some cases a K-GR9 grade configuration will be recommended. Examples of when this may occur include, but are not limited to, when community demographics demonstrate that a 900 student K-GR9 school is sufficient to accommodate students or when there is only one school site in a community and the site is sufficient in size to accommodate the building. Communities under consideration for a K-GR9 school are assessed through both the K-GR4 and GR5-9 point assessment process. The priority order is determined by the highest number of points in either of these two categories not by the combined number of points.

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

- Senior high schools are not ranked using point criteria, but are recommended on the priority list based on need.
- Schools with unique settings or enrolments that cannot be easily ranked may also be placed on a priority basis.

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

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





### 3.2 Construction Ranking: Kindergarten to Grade 9

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

School Communities					
Rank	Community	Points	Area	Sector	Grade
1	Cranston <sup>(2)</sup>	1657	V	9	K-4
2	Evergreen <sup>(2)</sup>	1495	V	9	K-4
3	Coventry Hills/Country Hills Village <sup>(2)</sup>	1398	II	4	K-4
4	**Skyview Ranch	1175	III	5	K-4
5	Auburn Bay	1172	V	9	5-9
6	Evanston	1156	II	4	5-9
7	Mahogany	1083	V	9	K-4
8	Kincora	1058	II	4	K-4
9	Cougar Ridge	1050	IV	6	K-4
10	**Country Hills/Harvest Hills	1020	II	4	K-4
11	Sage Hill	953	II	4	K-4
12	Signal Hill	916	IV	6	5-9
13	Sherwood/Nolan Hill	797	I	2	5-9
14	Valley Ridge/Crestmont	753	I	1	K-4
15	Aspen Woods	656	IV	6	5-9
16	**Harvest Hills/Country Hills	648	II	4	5-9
17	Sherwood	641	I	2	K-4
18	**Skyview Ranch	608	III	5	5-9
19	Silverado	580	V	9	5-9

**Notes:** <sup>(2)</sup> Indicates second K-4 school  
 \*\* Combined Country Hills/Harvest Hills into K-9 grade configuration  
 \*\* Combined Skyview Ranch into K-9 grade configuration

CBE school communities ranked for new school construction must have a site available and have a student population large enough to sustain an elementary or middle/junior high school per the ranking criteria. New school construction projects for the top-ranked school communities have been identified in Section 4.0. Details of ranking for all eligible communities with points are included in Appendix III.

The ranking criterion that was revised and approved in October 2014 uses actual numbers of students and potential students rather than assigning a value for a range of students as occurred with the previous criteria. This change has resulted in fewer ties for placement. In the case of a tie in ranking the following will be used to determine priority between the tied projects:

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

### 3.3 Construction Planning Criteria: Senior High Schools

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

Senior High Area Utilization		
Area	2015-2016 Residence Utilization	2015-2016 Enrolment Utilization
Area I	107.77%	89.60%
Area II	57.35%	90.37%
Area III	132.68%	84.94%
Area IV	73.84%	92.08%
Area V	92.82%	87.93%

Notes:

- Student numbers are based on ArcView data as at September 30, 2015
- Capacity as per Alberta Infrastructure's Utilization Formula 2015 (assuming exemptions)

The greatest demand for new senior high school space based on where students are living (by residence) is in Area III, Area I and Area V. CBE is building an 1,800 capacity senior high in the northeast in Area III. A new 1,800 capacity high school has been approved for SE Calgary in the SETON area which will accommodate students living in Area V. Although the senior high school utilization rate by residence is over 100% for Area I, almost 500 senior high school students living in Area I are attending an Area II high school, in close proximity to Area I, for French Immersion and Spanish Bilingual programs.

The high school utilization rate, by residence, in Area II indicates that there is sufficient space within the area for students. Although there is sufficient space, it is not located close to the growing communities in the Area where student enrolment is increasing. Area II is comprised of two sectors, sector 3 and sector 4. Sector 3 is comprised of inner city and established communities and has utilization rate by residence for of 20%. There are four senior high schools located in this sector. In comparison, sector 4, which is comprised of established and new communities, has a utilization rate by residence of 231%. This sector is



only served by one high school, John G. Diefenbaker. Senior high utilization by sector for all Areas can be found in Appendix 1, Table 2 on page 78.

### 3.4 Construction Priorities: Senior High Schools

Senior high schools (see **Map 4**) are not ranked using point criteria but are recommended on the new school construction priority list based on need. In assessing the priority for new high schools, Administration analyzes demographic information (including current and future student populations); factors such as the availability of space in existing high schools and proximity of that space to student populations and The City of Calgary's projected growth for the sector the future high school will serve.

#### North High School

A new high school is also required in the far north to provide accommodation closer to home for students in outlying areas. The north sector is the third fastest growing area in the city, which is expected to increase approximately 15,000 persons by 2020. This represents approximately 16% of the forecast city growth in terms of total housing units.

Area II is the least utilized area in the City at the high school level with a 57% utilization rate (Appendix 1, Table 2); however, the schools are not in close proximity to where the students reside. Sector 4 of Area II, consists of the northern most communities and has a large student population by residence with 3,137 senior high students and utilization by residence of 231%. John G. Diefenbaker is the only high school in sector 4 with a capacity of 1,480 students.

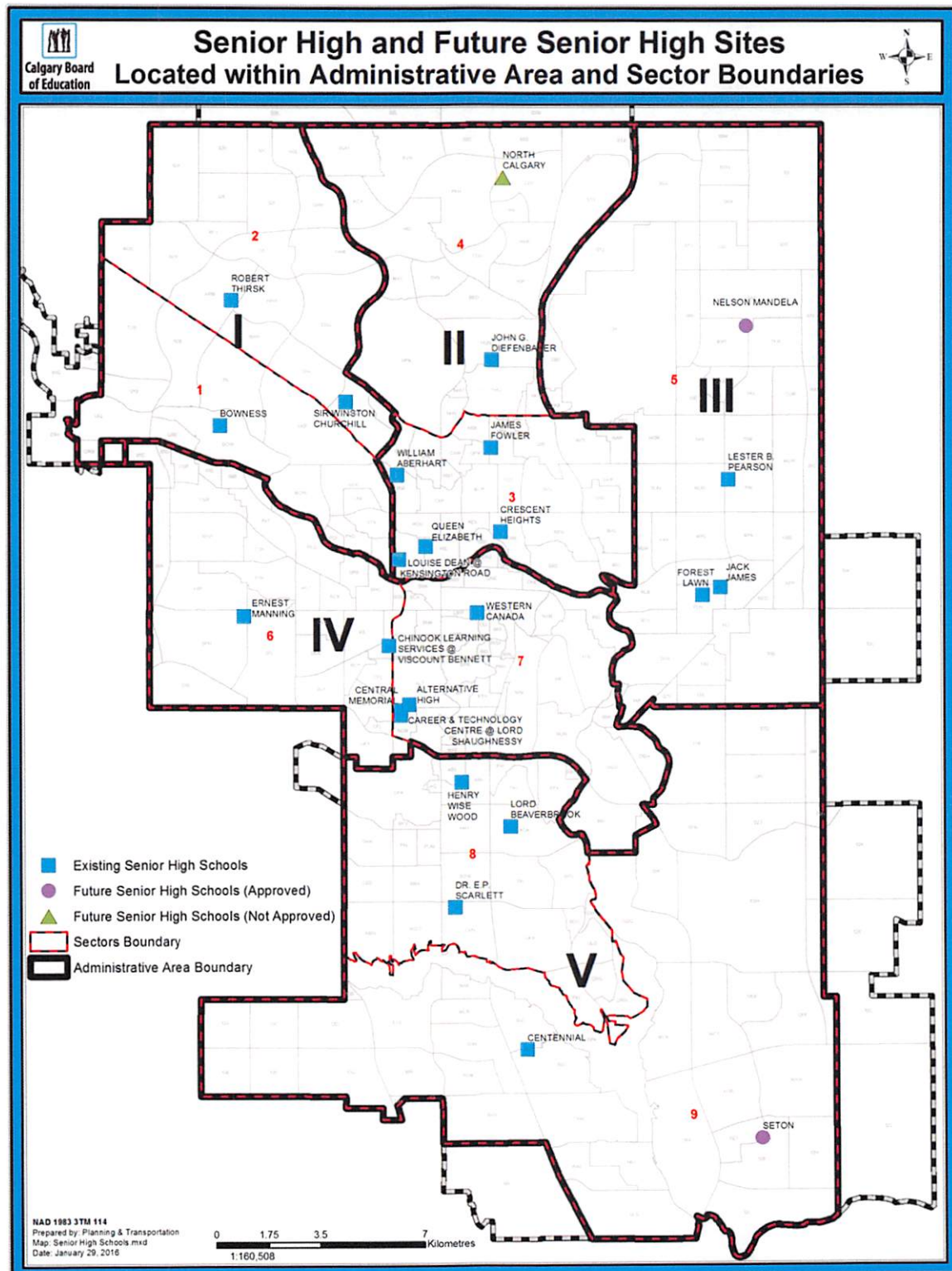
Sector 3 is also in Area II and has four senior high schools and a very low utilization by residence of 20%. These four high schools have a combined capacity of just over 6,700 student spaces while only 1,260 students reside in the sector. This capacity is somewhat misleading as William Aberhart High, with a capacity of 1,753 student spaces, is in Sector 3 and essentially serves northwest students in Area I; however, utilization by residence would be still in the 30% range even with William Aberhart removed from capacity.

The primary catchment population for a north high school would be the Northern Hills communities, consisting of Harvest Hills, Coventry Hills (including Country Hills Village), Country Hills (north/south) and Panorama Hills, as well as the Hidden Valley community to the west. These five communities have a build-out population in the range of 70,000 persons and currently have 1,769 students attending CBE high schools for Grades 10 - 12. All of the above communities are essentially built-out.

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



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



#### 4.0 THREE-YEAR SCHOOL CAPITAL PLAN 2017-2020 – SUMMARY

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

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

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

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

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

This section provides a summary of recommended new school construction and major modernization projects. Table 1 (New School Construction) and Table 2 (School Modernizations) provides a summary of the recommended projects and project costs are based upon 2016 Alberta Infrastructure support prices. Sections 5.0 and 6.0 provide details of the recommended projects.

Projects are listed in order of priority. Despite the recent CBE capital project approvals, there is still a need for schools located where students live and are projected to live in the future. Details of modernization rankings are in Appendix II and details of new school construction priority rankings are identified in Appendix III.

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

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



Table 1: New School Construction					
Three-Year School Capital Plan 2017-2020 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2016 Cost (\$)	Number of Years Listed in Capital Plan
C-1 Cranston Elementary <sup>(2)</sup>	K-4	New Request	Full buildout to 600	15,600,000	
C-2 Evergreen Elementary <sup>(2)</sup>	K-4	New Request	Full buildout to 600	15,600,000	
C-3 Coventry Hills/Country Hills Village Elementary <sup>(2)</sup>	K-4	New Request	Full buildout to 600	15,600,000	
C-4 Skyview Ranch Elementary/Middle	K-9	New Request	Full buildout to 900	22,600,000	
C-5 Auburn Bay Middle	5-9	New Request	Full buildout to 900	22,600,000	
C-6 Evanston Middle	5-9	New Request	Full buildout to 900	22,600,000	
C-7 Mahogany Elementary	K-4	New Request	Full buildout to 600	15,600,000	
C-8 <sup>1</sup> North Calgary High	10-12	New Request	Full buildout to 1800	61,000,000	
			YEAR 1 TOTAL	191,200,000	
YEAR 2					
Community/School	Grade	Project Status	Request Type	2016 Cost (\$)	
C-9 Kincora Elementary	K-4	New Request	Full buildout to 600	15,600,000	
C-10 Cougar Ridge Elementary	K-4	New Request	Full buildout to 600	15,600,000	
C-11 Harvest Hills/Country Hills Elementary/Middle	K-9	New Request	Full buildout to 900	22,600,000	
C-12 Sage Hill Elementary	K-4	New Request	Full buildout to 600	15,600,000	
C-13 Signal Hill Middle	5-9	New Request	Full buildout to 900	22,600,000	
C-14 <sup>1</sup> Performing Arts School	10-12	New Request	Full buildout to 400	27,000,000	
			YEAR 2 TOTAL	119,000,000	
YEAR 3					
Community/School	Grade	Project Status	Request Type	2016 Cost (\$)	
C-15 Sherwood Elementary	K-4	New Request	Full buildout to 600	15,600,000	
C-16 Valley Ridge/Crestmont Elementary	K-4	New Request	Full buildout to 600	15,600,000	
C-17 Aspen Woods Middle	5-9	New Request	Full buildout to 900	22,600,000	
C-18 Sherwood/Nolan Hill Middle	5-9	New Request	Full buildout to 900	22,600,000	
C-19 Silverado Middle	5-9	New Request	Full buildout to 900	22,600,000	
			YEAR 3 TOTAL	99,000,000	
			GRAND TOTAL	409,200,000	

Note: <sup>1</sup> Senior high schools are not ranked using point criteria. See page 26.

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

Table 2: School Major Modernizations					
Three-Year School Capital Plan 2017-2020 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2016 Cost (\$)	Number of Years Listed in Capital Plan
M-1 Forest Lawn High School	10-12	Major Modernization	Major Modernization	24,000,000	
M-2 John Diefenbaker High School	10-12	Major Modernization	Major Modernization	18,000,000	
			YEAR 1 TOTAL	42,000,000	
YEAR 2					
Community/School	Grade	Project Status	Request Type	2016 Cost (\$)	8 1 1 1
M-3 Nickle School	5-9	Major Modernization	Major Modernization	14,000,000	
M-4 Janet Johnstone School	K-4	Major Modernization	Major Modernization	9,000,000	
M-5 Annie Foote School	K-6	Major Modernization	Major Modernization	12,000,000	
M-6 Cedarbrae School	K-6	Major Modernization	Major Modernization	9,000,000	1
			YEAR 2 TOTAL	44,000,000	
YEAR 3					
Community/School	Grade	Project Status	Request Type	2016 Cost (\$)	2 8 1 1
M-7 Ernest Morrow School	6-9	Major Modernization	Major Modernization	16,000,000	
M-8 Altadore School	K-6	Major Modernization	Major Modernization	10,000,000	
M-9 Ranchlands School	K-6	Major Modernization	Major Modernization	9,000,000	
M-10 Queen Elizabeth School	K-6	Major Modernization	Major Modernization	10,000,000	1
			YEAR 3 TOTAL	45,000,000	
			GRAND TOTAL	131,000,000	

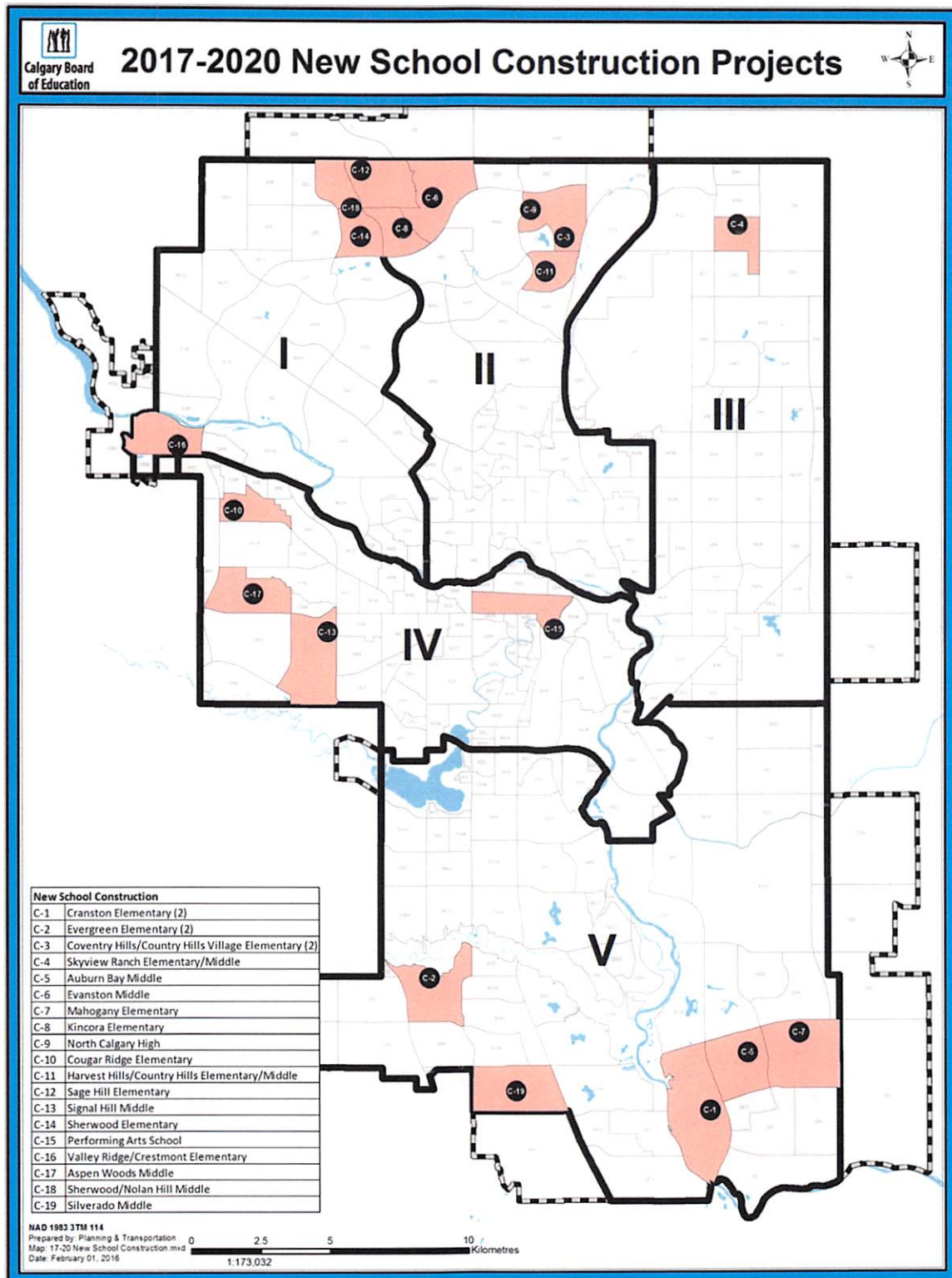


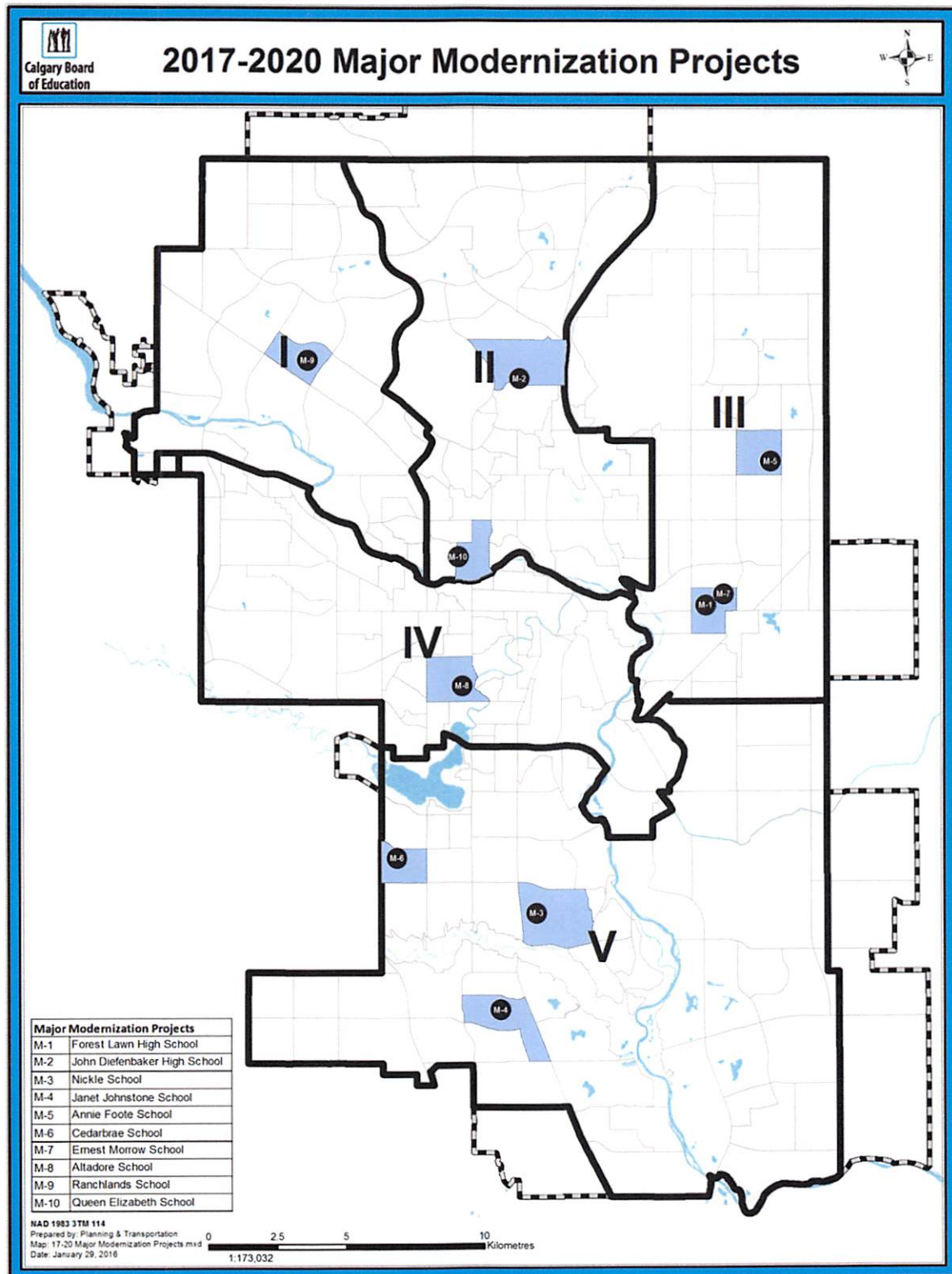
Table 3: New School Construction and Major Modernizations						Number of Years Listed in Capital Plan
Three-Year School Capital Plan 2017-2020 Priorities						
Priority Ranking – Project Description						
YEAR 1						
Community/School	Grade	Project Status	Request Type	2016 Cost (\$)		
1 Cranston Elementary <sup>(2)</sup>	K-4	New Request	Full build out to 600	15,600,000	2	
2 Evergreen Elementary <sup>(2)</sup>	K-4	New Request	Full build out to 600	15,600,000	3	
3 Coventry Hills/Country Hills Village Elementary <sup>(2)</sup>	K-4	New Request	Full build out to 600	15,600,000	1	
4 Forest Lawn High School	10-12	Modernization Request	Major Modernization	24,000,000	7	
5 Skyview Ranch Elementary/Middle	K-9	New Request	Full build out to 900	22,600,000	3	
6 Auburn Bay Middle	5-9	New Request	Full build out to 900	22,600,000	2	
7 Evanston Middle	5-9	New Request	Full build out to 900	22,600,000	3	
8 Mahogany Elementary	K-4	New Request	Full build out to 600	15,600,000	2	
9 <sup>1</sup> North Calgary High	10-12	New Request	Full build out to 1800	61,000,000	3	
10 John Diefenbaker High School	10-12	Modernization Request	Major Modernization	18,000,000	7	
				YEAR 1 TOTAL	233,200,000	
YEAR 2						
Community/School	Grade	Project Status	Request Type	2016 Cost (\$)		
11 Kincora Elementary	K-4	New Request	Full build out to 600	15,600,000	4	
12 Cougar Ridge Elementary	K-4	New Request	Full build out to 600	15,600,000	3	
13 Nickle School	5-9	Modernization Request	Major Modernization	14,000,000	8	
14 Janet Johnstone School	K-4	Modernization Request	Major Modernization	9,000,000	1	
15 Harvest Hills/Country Hills Elementary/Middle	K-9	New Request	Full build out to 900	22,600,000	3	
16 Sage Hill Elementary	K-4	New Request	Full build out to 600	15,600,000	2	
17 Annie Foote School	K-6	Modernization Request	Major Modernization	12,000,000	1	
18 Cedarbrae School	K-6	Modernization Request	Major Modernization	9,000,000	1	
19 Signal Hill Middle	5-9	New Request	Full build out to 900	22,600,000	3	
20 <sup>1</sup> Performing Arts School	10-12	New Request	Full build out to 400	27,000,000	3	
				YEAR 2 TOTAL	163,000,000	
YEAR 3						
Community/School	Grade	Project Status	Request Type	2016 Cost (\$)		
21 Sherwood Elementary	K-4	New Request	Full build out to 600	15,600,000	0	
22 Ernest Morrow School	6-9	Modernization Request	Major Modernization	16,000,000	2	
23 Altadore School	K-6	Modernization Request	Major Modernization	10,000,000	8	
24 Valley Ridge/Crestmont Elementary	K-4	New Request	Full build out to 600	15,600,000	2	
25 Aspen Woods Middle	5-9	New Request	Full build out to 900	22,600,000	2	
26 Sherwood/Nolan Hill Middle	5-9	New Request	Full build out to 900	22,600,000	0	
27 Ranchlands School	K-6	Modernization Request	Major Modernization	9,000,000	1	
28 Queen Elizabeth School	K-6	Modernization Request	Major Modernization	10,000,000	1	
29 Silverado Middle	5-9	New Request	Full build out to 900	22,600,000	0	
				YEAR 3 TOTAL	144,000,000	
				GRAND TOTAL	540,200,000	


Note: <sup>1</sup> Senior high schools are not ranked using point criteria. See page 26.

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








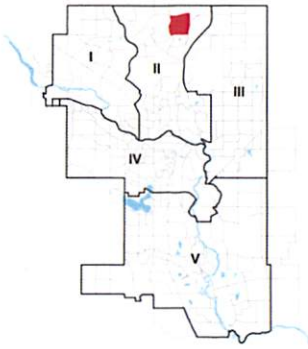
<b>5.0</b>	<b>2017-2020 SCHOOL CAPITAL PLAN</b>
	<b>New Construction</b>
	<b>Priority C-1 Cranston Elementary <sup>(2)</sup></b>
	<b>School Community Profile</b>
	<p><b>Cranston Community</b> began development in 1999 and is located south of Marquis of Lorne Trail SE and west of Deerfoot Trail SE.</p> <ul style="list-style-type: none"> <li>As of the April 2015 Census, the total number of occupied dwelling units was 5,883 with a population of 17,185.</li> <li>The community is planned for an estimated 8,325 housing units with a population capacity of 22,400 to 23,500.</li> <li>The community had an average annual population growth of 1,776 persons during the past three-year period.</li> </ul> 
	<b>Enrolment Profile</b>
	<ul style="list-style-type: none"> <li>As of the April 2015 Census, there were 1,691 total preschool-aged children in Cranston.</li> </ul>
	<b>Site Planning and Transportation</b>
	<ul style="list-style-type: none"> <li>Cranston School (K-GR4) opened January 2010 and the middle school is scheduled to open for the 2016-2017 school year. There is one more elementary site.</li> <li>The existing K-GR4 school in the community is over capacity. Students that cannot be accommodated at Cranston School are designated to McKenzie Lake School.</li> </ul>
	<b>Recommendation</b>
	<ul style="list-style-type: none"> <li>Construct a core elementary K-GR 4 school for 450 students complete with space to support a modular addition for 150 students in 6 units. The capacity of the school will be 600 student spaces.</li> <li>The total project cost is budgeted at \$15.6 million.</li> </ul>

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




<b>5.0</b>	<b>2017-2020 SCHOOL CAPITAL PLAN</b>
	<b>New Construction</b>
	<b>Priority C-2 Evergreen Elementary <sup>(2)</sup></b>
	<b>School Community Profile</b>
	<p><b>Evergreen Community</b> began development in 1990 and is situated west of James McKeivitt Road SW and north of 162 Avenue SW.</p> <ul style="list-style-type: none"> <li>As of the April 2015 Census, the total number of occupied dwelling units was 7,001 with a population of 21,700.</li> <li>The community is planned for an estimated 7,836 housing units with a population capacity of 20,700 to 21,800.</li> <li>The community has had an average annual population growth of 530 persons during the past three-year period and is nearing completion.</li> </ul> 
	<b>Enrolment Profile</b>
	<ul style="list-style-type: none"> <li>As of the April 2015 Census, there were 1,665 total preschool-aged children.</li> <li>As of September 30, 2015, there were 896 kindergarten to Grade 4 students residing in the Evergreen community that attended CBE schools.</li> </ul>
	<b>Site Planning and Transportation</b>
	<ul style="list-style-type: none"> <li>Evergreen School (K-GR4) opened January 2010 and the middle school is scheduled to be complete in March 2017. There is one more elementary site in the north part of the community which will be used for the second elementary school.</li> </ul>
	<b>Recommendation</b>
	<ul style="list-style-type: none"> <li>Construct a core elementary K-GR 4 school for 450 students complete with space to support a modular addition for 150 students in 6 units. The capacity of the school will be 600 student spaces.</li> <li>The total project cost is budgeted at \$15.6 million.</li> </ul>

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


<b>5.0</b>	<b>2017-2020 SCHOOL CAPITAL PLAN</b>
	<b>New Construction</b>
	<b>Priority C-3 Coventry Hills/Country Hills Village Elementary <sup>(2)</sup></b>
	<b>School Community Profile</b>
	<p><b>Coventry Hills Community</b> began development in 1991 and is located in north Calgary, north of Country Hills Boulevard NW. The community includes Country Hills Village.</p> <ul style="list-style-type: none"> <li>As of the April 2015 Census, the total number of occupied dwelling units was 6,793 with a population of 20,237.</li> <li>The community had an average annual population growth of 551 persons during the past three-year period.</li> </ul> 
	<b>Enrolment Profile</b>
	<ul style="list-style-type: none"> <li>As of the April 2015 Census, there were 1,545 total preschool-aged children in Coventry Hills/Country Hills Village.</li> </ul>
	<b>Site Planning and Transportation</b>
	<ul style="list-style-type: none"> <li>Coventry Hills School (K-GR4) opened February 2003. Nose Creek Middle School opened in September 2012. There is one more elementary school site in Coventry Hills.</li> </ul>
	<b>Recommendation</b>
	<ul style="list-style-type: none"> <li>Construct a core elementary K-GR 4 school for 450 students complete with space to support a modular addition for 150 students in 6 units. The capacity of the school will be 600 student spaces.</li> <li>The total project cost is budgeted at \$15.6 million.</li> </ul>

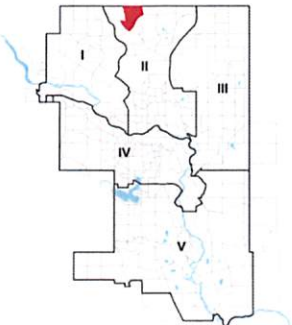
Note: (2) = second elementary school for the community




<b>5.0</b>	<b>2017-2020 SCHOOL CAPITAL PLAN</b>
	<b>New Construction</b>
	<b>Priority C-4 Skyview Ranch Elementary/Middle</b>
	<b>School Community Profile</b>
	<p><b>Skyview Ranch Community</b> began development in 2008 and is located south of 128 Avenue NE, and east of Metis Trail NE.</p> <ul style="list-style-type: none"> <li>As of the April 2015 Census, the total number of occupied dwelling units was 2,284 with a population of 7,333.</li> <li>The community is planned for an estimated 10,322 housing units with a population capacity of 23,900 to 25,100.</li> <li>The community had an average annual population growth of 1,448 persons during the past three-year period.</li> </ul> 
	<b>Enrolment Profile</b>
	<ul style="list-style-type: none"> <li>As of the April 2015 Census, there were 730 total preschool-aged children.</li> <li>As of September 30, 2015, there were 295 kindergarten to Grade 4 students and 203 Grades 5-9 students residing in the Skyview Ranch community who attended CBE schools.</li> </ul>
	<b>Site Planning and Transportation</b>
	<ul style="list-style-type: none"> <li>Skyview Ranch K-GR6 students are bused to Rundle School, which is located in the Rundle community. Median travel time to Rundle School is 30 minutes.</li> <li>Skyview Ranch GR7-9 students are currently bused to Dr. Higgins School, which is located in the Rundle community. Median travel time to Dr. Higgins School is 23 minutes.</li> </ul>
	<b>Recommendation</b>
	<ul style="list-style-type: none"> <li>Construct a core elementary/middle school for 700 kindergarten – GR 9 students complete with space to support a modular addition for 200 students in 8 units. The capacity of the school will be 900 student spaces.</li> <li>The total project cost is budgeted at \$22.6 million, including the construction of the new modular units, funding for CTS space and CTS equipment allowance.</li> </ul>



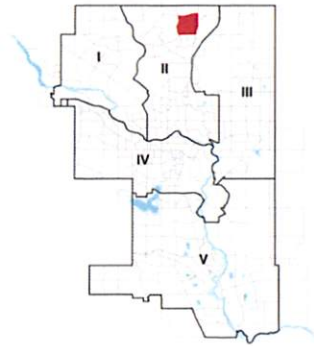
<b>5.0</b>	<b>2017-2020 SCHOOL CAPITAL PLAN</b>
	<b>New Construction</b>
	<b>Priority C-5 Auburn Bay Middle</b>
	<b>School Community Profile</b>
	<p><b>Auburn Bay Community</b> began development in 2005 and is located in the Southeast sector of the City.</p> <ul style="list-style-type: none"> <li>As of the April 2015 Census, the total number of occupied dwelling units was 4,290 with a population of 13,191.</li> <li>The community is planned for an estimated 6,457 housing units with a population capacity of 18,400 – 19,300.</li> <li>The community had an average annual population growth of 1,999 persons during the past three-year period.</li> </ul> 
	<b>Enrolment Profile</b>
	<ul style="list-style-type: none"> <li>As of the September 30, 2015, there were 685 kindergarten to Grade 4 and 367 Grades 5-9 students residing in the Auburn Bay community who attended CBE schools.</li> </ul>
	<b>Site Planning and Transportation</b>
	<ul style="list-style-type: none"> <li>Auburn Bay K-GR 4 is scheduled to open for the 2016-2017 school year. There is one middle school site in Auburn Bay.</li> <li>Auburn Bay students in GR 5-9 are currently bused to Nickle School, which is located in the Lake Bonavista community in Area V. Median travel time to Nickle School is 23 minutes.</li> </ul>
	<b>Recommendation</b>
	<ul style="list-style-type: none"> <li>Construct a core middle school for 700 GR 5-9 students complete with space to support a modular addition for 200 students in 8 units. The capacity of the school will be 900 student spaces.</li> <li>The total project cost is budgeted at \$22.6 million, including the construction of the new modular units, funding for CTS space and CTS equipment allowance.</li> </ul>


<b>5.0</b>	<b>2017-2020 SCHOOL CAPITAL PLAN</b>
	<b>New Construction</b>
	<b>Priority C-6 Evanston Middle</b>
	<b>School Community Profile</b>
	<p><b>Evanston Community</b> began development in 2002 and is situated in the North sector of the city, north of Stoney Trail and east of Symons Valley Road.</p> <ul style="list-style-type: none"> <li>As of the April 2015 Census, the total number of occupied dwelling units was 4,057 with a population of 12,883.</li> <li>The community is planned for an estimated 5,934 housing units with a population capacity of 18,200 to 19,100.</li> <li>The community had an average annual population growth of 2,096 persons during the past three-year period.</li> </ul> 
	<b>Enrolment Profile</b>
	<ul style="list-style-type: none"> <li>As of September 30, 2015, there were 617 kindergarten to Grade 4 and 359 Grades 5-9 students residing in the Evanston community who attended CBE schools.</li> </ul>
	<b>Site Planning and Transportation</b>
	<ul style="list-style-type: none"> <li>Evanston elementary is scheduled to open for the 2016-2017 school year. There is one more elementary site and one middle school site in Evanston.</li> <li>Evanston students are currently bused to G.P. Vanier, which is located in the Winston Heights community in Area II. Median travel time to G.P. Vanier School is 28 minutes.</li> </ul>
	<b>Recommendation</b>
	<ul style="list-style-type: none"> <li>Construct a core middle school for 700 GR 5-9 students complete with space to support a modular addition for 200 students in 8 units. The capacity of the school will be 900 student spaces.</li> <li>The total project cost is budgeted at \$22.6 million including the construction of the new modular units, funding for CTS space and CTS equipment allowance.</li> </ul>




<b>5.0</b>	<b>2017-2020 SCHOOL CAPITAL PLAN</b>
	<b>New Construction</b>
	<b>Priority C-7 Mahogany Elementary</b>
	<b>School Community Profile</b>
	<p><b>Mahogany Community</b> began development in 2009 and is located in the Southeast sector of the City.</p> <ul style="list-style-type: none"> <li>As of the April 2015 Census, the total number of occupied dwelling units was 1,702 with a population of 4,960.</li> <li>The community is planned for an estimated 12,103 housing units with a population capacity of 31,400 to 33,100.</li> <li>The community had an average annual population growth of 1,231 persons during the past three-year period.</li> </ul> 
	<b>Enrolment Profile</b>
	<ul style="list-style-type: none"> <li>As of the April 2015 Census, there were 693 total preschool-aged children in Mahogany.</li> <li>As of September 30, 2015, there were 260 kindergarten to Grade 4 students residing in the Mahogany community who attended CBE schools.</li> </ul>
	<b>Site Planning and Transportation</b>
	<ul style="list-style-type: none"> <li>Mahogany students are currently bused to Riverbend School, which is located in the Riverbend community in Area V. Median travel time to Riverbend School is 35 minutes.</li> </ul>
	<b>Recommendation</b>
	<ul style="list-style-type: none"> <li>Construct a core elementary K-GR 4 school for 450 students complete with space to support a modular addition for 150 students in 6 units. The capacity of the school will be 600 student spaces.</li> <li>The total project cost is budgeted at \$15.6 million.</li> </ul>



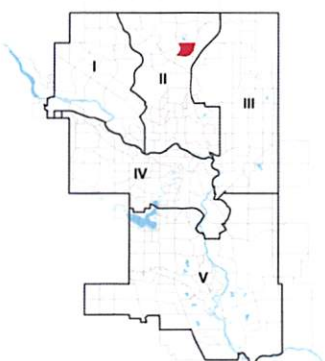
<b>5.0</b>	<b>2017-2020 SCHOOL CAPITAL PLAN</b>
	<b>New Construction</b>
	<b>Priority C-8 North Calgary High</b>
	<b>School Community Profile</b>
	<p><b>The North High School</b> will serve the residents of the Northern Hills communities and other select communities south of Country Hills Boulevard NW.</p> <ul style="list-style-type: none"> <li>Currently, the north area is served by four high schools consisting of: Crescent Heights (Coventry Hills, Country Hills Village, Hidden Valley), Queen Elizabeth (Country Hills - south) James Fowler (Country Hills - north) and John G. Diefenbaker (Panorama Hills, Harvest Hills).</li> <li>A 24 acre site in the west portion of Coventry Hills is available for a new senior high school.</li> </ul>
	
	<b>Enrolment Profile</b>
	<ul style="list-style-type: none"> <li>Area II is comprised of Sector 3 and 4 and has a utilization rate by residence of 57% and a utilization rate by enrolment of 90%. Sector 4 has a utilization rate by residence of 231% and is served by only John G. Diefenbaker High School.</li> <li>John G. Diefenbaker has a provincial capacity of 1,480 student spaces and a utilization of 102%.</li> <li>Crescent Heights has a provincial capacity of 2,345 student spaces and utilization of 89%. This bus ride is long for Coventry Hills, Country Hills Village and Hidden Valley students with over 500 students attending from these communities.</li> <li>James Fowler has a provincial capacity of 1,953 student spaces and a utilization of 84%.</li> <li>The Northern Hills communities (Harvest Hills, Country Hills, Country Hills Village, Coventry Hills (north/south), Panorama Hills and Hidden Valley currently have 1,769 students attending CBE high schools for Grades 10 - 12.</li> </ul>
	<b>Site Planning and Transportation</b>
	Several communities in the north are bused significant distances.
	<b>Recommendation</b>
	<ul style="list-style-type: none"> <li>Construct a senior high school for 1,800 Grades 10-12 students.</li> <li>The total project cost is budgeted at \$61 million; including the CTS space allowance and an allowance for CTS equipment in the amount of \$400,000.</li> </ul>

<b>5.0</b>	<b>2017-2020 SCHOOL CAPITAL PLAN</b>
	<b>New Construction</b>
	<b>Priority C-9 Kincora Elementary</b>
	<b>School Community Profile</b>
	<p><b>Kincora Community</b> began development in 2006 and is located north of Stoney Trail and west of Symons Valley Road NW.</p> <ul style="list-style-type: none"> <li>As of the April 2015 Census, the total number of occupied dwelling units was 1,828 with a population of 5,974.</li> <li>The community is planned for an estimated 4,689 housing units with a population capacity of 11,600 to 12,200.</li> <li>The community had an average annual population growth of 366 persons during the past three-year period.</li> </ul> 
	<b>Enrolment Profile</b>
	<ul style="list-style-type: none"> <li>As of the April 2015 Census, there were 564 total preschool-aged children.</li> <li>As of September 30, 2015, there were 364 kindergarten to Grade 4 students residing in the Kincora community who attended CBE schools.</li> </ul>
	<b>Site Planning and Transportation</b>
	<ul style="list-style-type: none"> <li>Kincora students are currently bused to Simons Valley School, which is located in the Sandstone community. Median travel time to Simons Valley is 16 minutes.</li> </ul>
	<b>Recommendation</b>
	<ul style="list-style-type: none"> <li>Construct a core elementary K-GR4 school for 450 students complete with space to support a modular addition for 150 students in 6 units. The capacity of the school will be 600 student spaces.</li> <li>The total project cost is budgeted at \$15.6 million.</li> </ul>

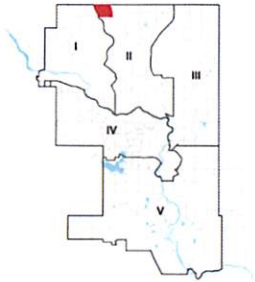


<b>5.0</b>	<b>2017-2020 SCHOOL CAPITAL PLAN</b>
	<b>New School Construction</b>
	<b>Priority C-10 Cougar Ridge Elementary</b>
	<b>School Community Profile</b>
	<ul style="list-style-type: none"> <li>▪ <b>Cougar Ridge Community</b> began development in 2000 and is situated in southwest Calgary, south of Canada Olympic Road SW.</li> <li>▪ As of the April 2015 Census, the total number of occupied dwelling units in Cougar Ridge was 2,159 with a population of 6,954.</li> <li>▪ The community is planned for an estimated 2,640 housing units with an estimated population capacity of 7,900.</li> <li>▪ The community had an average annual population growth of 360 persons during the past three-year period.</li> </ul>
	
	<b>Enrolment Profile</b>
	<ul style="list-style-type: none"> <li>▪ As of the April 2015 Census, there were 681 total preschool-aged children.</li> <li>▪ As of September 30, 2015, there were 299 kindergarten to Grade 4 students residing in Cougar Ridge that attended CBE Schools.</li> </ul>
	<b>Site Planning and Transportation</b>
	<ul style="list-style-type: none"> <li>▪ There is one elementary school site in Cougar Ridge.</li> <li>▪ Cougar Ridge students are currently bused to Rosscarrock Elementary, which is located in the Rosscarrock community in Area IV. Median travel time to Rosscarrock is 27 minutes.</li> </ul>
	<b>Accommodation Planning</b>
	<ul style="list-style-type: none"> <li>▪ Construct a core elementary K-GR4 school for 450 students complete with space to support a modular addition for 150 students in 6 units. The capacity of the school will be 600 student spaces.</li> <li>▪ The total project cost is budgeted at \$15.6 million.</li> </ul>




<b>5.0</b>	<b>2017-2020 SCHOOL CAPITAL PLAN</b>
<b>New School Construction</b>	
<b>Priority C-11 Harvest Hills/Country Hills Elementary/Middle</b>	
<b>School Community Profile</b>	
<p><b>Harvest Hills Community</b> began development in 1990 and is located south of Country Hills Boulevard NW and east of Harvest Hills Boulevard NW.</p> <ul style="list-style-type: none"> <li>As of the April 2015 Census, the total number of occupied dwelling units was 2,550 with a population of 7,593. The population has been stable the past three years.</li> </ul> <p><b>Country Hills Community</b> began development in 1990 and is located south of Country Hills Boulevard NW and west of Harvest Hills Boulevard NW.</p> <ul style="list-style-type: none"> <li>As of the April 2015 Census, the total number of occupied dwelling units was 1,418 with a population of 3,835. The population has been stable the past three years.</li> </ul>	
	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>As of September 30, 2015, there were 177 kindergarten to Grade 4 students and 162 Grades 5-9 students residing in the Harvest Hills community who attended CBE schools.</li> <li>As of September 30, 2015, there were 136 kindergarten to Grade 4 students and 103 Grades 5-9 students residing in the Country Hills community who attended CBE schools.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>There is an elementary/middle site in Harvest Hills. Due to the size of the two communities a combined elementary/middle K-GR9 school is recommended.</li> <li>Harvest Hills K-GR4 students are bused to North Haven School. Country Hills (north) K-GR4 students are bused to Alex Munro School and Country Hills (south) K-GR4 students are bused to Simons Valley School. Median travel time is 16 minutes.</li> <li>Harvest Hills GR 5-9 students are bused to Colonel Irvine School. Country Hills (north) GR 5-9 students are bused to Colonel Irvine School and Country Hills (south) GR 5-9 students are bused to Simon Fraser School. Median travel time is 27 minutes.</li> </ul>	

<b>5.0</b>	<b>2017-2020 SCHOOL CAPITAL PLAN</b>
	<b>New School Construction</b>
	<b>Priority C-11 Harvest Hills/Country Hills Elementary/Middle</b>
	<b>Recommendation</b>
	<ul style="list-style-type: none"> <li>Construct an elementary/middle school for 700 kindergarten - Grade 9 students complete with space to support a modular addition for 200 students in 8 units. The capacity of the school will be 900 student spaces.</li> <li>The total project cost is budgeted at \$22.6 million, including the construction of the new modular units, funding for CTS space and CTS equipment allowance.</li> </ul>

<b>5.0</b>	<b>2017-2020 SCHOOL CAPITAL PLAN</b>
	<b>New Construction</b>
	<b>Priority C-12 Sage Hill Elementary</b>
	<b>School Community Profile</b>
	<p><b>Sage Hill Community</b> began development in 2006 and is located in the North sector of the City.</p> <ul style="list-style-type: none"> <li>As of the April 2015 Census, the total number of occupied dwelling units was 1,595 with a population of 4,578.</li> <li>The community is planned for an estimated 9,311 housing units with a population capacity of 20,900 – 22,000.</li> <li>The community had an average annual population growth of 796 persons during the past three-year period.</li> </ul> 
	<b>Enrolment Profile</b>
	<ul style="list-style-type: none"> <li>As of the April 2015 Census, there were 639 total preschool-aged children in Sage Hill.</li> <li>As of September 30, 2015, there were 194 kindergarten to Grade 4 students residing in the Sage Hill community who attended CBE schools.</li> </ul>
	<b>Site Planning and Transportation</b>
	<ul style="list-style-type: none"> <li>Sage Hill students are currently bused to Hawkwood School, which is located in the Hawkwood community in Area I. Median travel time to Hawkwood School is 24 minutes.</li> </ul>
	<b>Recommendation</b>
	<ul style="list-style-type: none"> <li>Construct a core elementary K-GR4 school for 450 students complete with space to support a modular addition for 150 students in 6 units. The capacity of the school will be 600 student spaces.</li> <li>The total project cost is budgeted at \$15.6 million.</li> </ul>

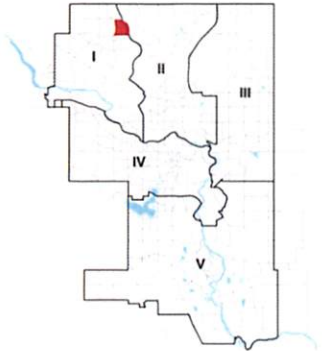



<b>5.0</b>	<b>2017-2020 SCHOOL CAPITAL PLAN</b>
	<b>New Construction</b>
	<b>Priority C-13 Signal Hill Middle</b>
	<b>School Community Profile</b>
	<p><b>Signal Hill Community</b> began development in 1986 and is located west of Sarcee Trail SW and north of Glenmore Trail SW.</p> <ul style="list-style-type: none"> <li>As of the April 2015 Census, the total number of occupied dwelling units was 5,103 with a population of 13,613.</li> <li>The population has been stable the past three years.</li> </ul> 
	<b>Enrolment Profile</b>
	<ul style="list-style-type: none"> <li>As of September 30, 2015, there were 447 kindergarten to Grade 4 and 379 Grades 5-9 students residing in the Signal Hill community who attended CBE schools.</li> </ul>
	<b>Site Planning and Transportation</b>
	<ul style="list-style-type: none"> <li>The Battalion Park School has been open since 2000 and serves K-GR 6 students. There is one middle school site in Signal Hill and one more elementary site.</li> <li>Once the new middle school is constructed, Battalion Park School may be reconfigured to become a K-GR4 school. The two schools would operate as separate schools with appropriate grade configurations to accommodate student demand.</li> <li>Signal Hill students are currently bused to A.E. Cross School, which is located in the Glenbrook community in Area IV. Median travel time to A.E. Cross School is 16 minutes.</li> </ul>
	<b>Recommendation</b>
	<ul style="list-style-type: none"> <li>Construct a core middle school for 700 GR 5-9 students complete with space to support a modular addition for 200 students in 8 units. The capacity of the school will be 900 student spaces.</li> <li>The total project cost is budgeted at \$22.6 million including the construction of the new modular units, funding for CTS space and CTS equipment allowance.</li> </ul>


<b>5.0</b>	<b>2017-2020 SCHOOL CAPITAL PLAN</b>
	<b>New Construction</b>
	<b>Priority C-14 Performing Arts School</b>
	<b>School Community / Enrolment Profile</b>
	<p>The CBE plans to create a world-class learning centre that supports students wishing to complete high school through Chinook Learning Services and have access to CBE Pathway programs specific to performing arts.</p> <p>The year round flexible learning centre would offer an array of core and extended learning opportunities as part of Chinook Learning ongoing program offerings and support. Additionally, partnerships with such organizations as the National Music Centre, Calgary Central Library, and the EPCOR Centre, would provide pathway and off-campus programs specific to performing arts that would enhance and extend arts focused programs for students throughout the CBE.</p> <p>Facilities that provide high school programs and partner with organizations that support the performing arts would optimize learning opportunities for our students and forge new ways of connecting student to their talents and leadership potential.</p>
	<b>Facility Description</b>
	<p>The CBE has undertaken very preliminary plans for a facility that would comply with standards and expectations of new school facilities approved through Alberta Education for secondary school students.</p> <p>A core school is envisaged as a 400 student capacity secondary school facility with 16 classrooms, a gym and Learning Commons. The estimated cost for the school is \$17 million. Details are for a school with a gross area of approximately 4,100 m<sup>2</sup> for Grades 10-12 students. Key components are:</p> <p>Standard secondary school core curriculum courses:</p> <ul style="list-style-type: none"> <li>English language arts, mathematics, sciences, biology, chemistry, physics, computer studies, social studies, languages</li> </ul> <p>Physical Education: daily requirement (potential off site location)</p> <ul style="list-style-type: none"> <li>Main Gym with bleachers</li> <li>Boys and Girls Change Rooms with showers and washroom</li> <li>Gym storage and chair storage</li> </ul> <p>Learning Commons</p> <ul style="list-style-type: none"> <li>Multi-functional technology rich space, multiple groups of various sizes use the space together</li> <li>Hardwired computers</li> </ul>

<b>5.0</b>	<b>2017-2020 SCHOOL CAPITAL PLAN</b>
	<b>New Construction</b>
	<b>Priority C-14 Performing Arts School</b>
	<b>Facility Description</b>
	<p>In addition to the core school, the need for an adjacent Performing Arts Theatre was evaluated.</p> <p>This facility could include an 800 seat theatre with drama, dance and fitness rooms. Besides spaces for a music and arts program, career and technology program spaces to support the program are considered.</p> <p>The components of a 2200 m<sup>2</sup> Theatre, costing approximately \$10 million, would include the following:</p> <ul style="list-style-type: none"> <li>▪ Foyer lobby/ticket office</li> <li>▪ 800 seat auditorium/theatre 0.75 m<sup>2</sup> per seat</li> <li>▪ Stage</li> <li>▪ Back of Stage</li> </ul> <p>In keeping with flexible and authentic learning requirements for programming, flexible timelines and year round programs would expand the number of students served in this facility and complement events and expectations of these performing artists in local and international venues.</p> <p>The total project cost is estimated to be \$27 million.</p>



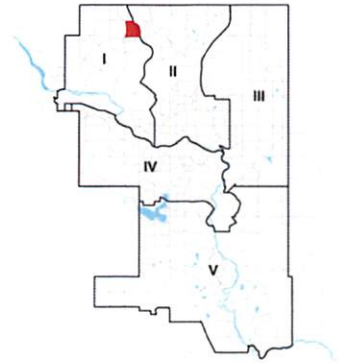
<b>5.0</b>	<b>2017-2020 SCHOOL CAPITAL PLAN</b>
	<b>New Construction</b>
	<b>Priority C-15 Sherwood Elementary</b>
	<b>School Community Profile</b>
	<p><b>Sherwood Community</b> began development in 2006 and is located in the north sector of the City.</p> <ul style="list-style-type: none"> <li>As of the April 2015 Census, the total number of occupied dwelling units was 1,249 with a population of 4,200.</li> <li>The community is planned for an estimated 2,128 housing units with a population capacity of 6,200 to 6,500.</li> <li>The community had an average annual population growth of 559 persons during the past three-year period.</li> </ul> 
	<b>Enrolment Profile</b>
	<ul style="list-style-type: none"> <li>As of the April 2015 Census, there were 324 total preschool-aged children.</li> <li>As of September 30, 2015, there were 197 kindergarten to Grade 4 students residing in the Sherwood community who attended CBE schools.</li> </ul>
	<b>Site Planning and Transportation</b>
	<ul style="list-style-type: none"> <li>Sherwood students are currently bused to Ranchlands School, which is located in the Ranchlands community. Median travel time to Ranchlands School is 16 minutes.</li> </ul>
	<b>Recommendation</b>
	<ul style="list-style-type: none"> <li>Construct a core elementary K-GR4 school for 450 students complete with space to support a modular addition for 150 students in 6 units. The capacity of the school will be 600 student spaces.</li> <li>The total project cost is budgeted at \$15.6 million.</li> </ul>

<b>5.0</b>	<b>2017-2020 SCHOOL CAPITAL PLAN</b>
	<b>New Construction</b>
	<b>Priority C-16 Valley Ridge/Crestmont Elementary</b>
	<b>School Community Profile</b>
	<p><b>Valley Ridge Community</b> began development in 1992 and is located in the Northwest sector of the City.</p> <ul style="list-style-type: none"> <li>As of the April 2015 Census, the total number of occupied dwelling units was 1,903 with a population of 5,702.</li> </ul> <p><b>Crestmont Community</b> began development in 2001 and is located in the Northwest sector of the City.</p> <ul style="list-style-type: none"> <li>As of the April 2015 Census, the total number of occupied dwelling units was 471 with a population of 1,542.</li> </ul> 
	<b>Enrolment Profile</b>
	<ul style="list-style-type: none"> <li>As of the April 2015 Census, there were 367 total preschool-aged children in Valley Ridge.</li> <li>As of the April 2015 Census, there were 115 total preschool-aged children in Crestmont.</li> </ul>
	<b>Site Planning and Transportation</b>
	<ul style="list-style-type: none"> <li>There is one elementary school site in Valley Ridge.</li> <li>Valley Ridge and Crestmont students are currently bused to Belvedere Parkway School which is in the community of Bowness. Median travel time to Belvedere Parkway is 26 minutes.</li> </ul>
	<b>Recommendation</b>
	<ul style="list-style-type: none"> <li>Construct a core elementary K-GR4 school for 450 students complete with space to support a modular addition for 150 students in 6 units. The capacity of the school will be 600 student spaces.</li> <li>The total project cost is budgeted at \$15.6 million.</li> </ul>


<b>5.0</b>	<b>2017-2020 SCHOOL CAPITAL PLAN</b>
	<b>New Construction</b>
	<b>Priority C-17 Aspen Woods Middle</b>
	<b>School Community Profile</b>
	<p><b>Aspen Woods Community</b> began development in 2001 and is located north of 17 Avenue SE, south of 12 Avenue SE, west of 69 Street SE, and east of the City Limits.</p> <ul style="list-style-type: none"> <li>As of the April 2015 Census, the total number of occupied dwelling units was 2,637 with a population of 8,271.</li> <li>The community is planned for an estimated 3,824 housing units with a population capacity of 11,000 to 11,600.</li> <li>The community had an average annual population growth of 1,000 persons during the past three-year period.</li> </ul> 
	<b>Enrolment Profile</b>
	<ul style="list-style-type: none"> <li>As of September 30, 2015, there were 320 kindergarten to Grade 4 and 246 Grades 5-9 students residing in the Aspen Woods community who attended CBE schools.</li> </ul>
	<b>Site Planning and Transportation</b>
	<ul style="list-style-type: none"> <li>Aspen Woods students are currently bused to Vincent Massey School, which is located in the Westgate community. Median travel time to Vincent Massey School is 16 minutes.</li> </ul>
	<b>Recommendation</b>
	<ul style="list-style-type: none"> <li>Construct a core middle school for 700 GR 5-9 students complete with space to support a modular addition for 200 students in 8 units. The capacity of the school will be 900 student spaces.</li> <li>The total project cost is budgeted at \$22.6 million including the construction of the new modular units, funding for CTS space and CTS equipment allowance.</li> </ul>



<b>5.0</b>	<b>2017-2020 SCHOOL CAPITAL PLAN</b>
	<b>New School Construction</b>
	<b>Priority C-18 Sherwood/Nolan Hill Middle</b>
	<b>School Community Profile</b>
	<p><b>Sherwood Community</b> began development in 2006 and is located in the north sector of the City.</p> <ul style="list-style-type: none"> <li>As of the April 2015 Census, the total number of occupied dwelling units was 1,249 with a population of 4,200.</li> <li>The community is planned for an estimated 2,128 housing units with an estimated population capacity of 6,200 to 6,500.</li> <li>The community had an average annual population growth of 559 persons during the past three-year period.</li> </ul> <p><b>Nolan Hill Community</b> began development in 2009 and is located in the north sector of the City.</p> <ul style="list-style-type: none"> <li>As of the April 2015 Census, the total number of occupied dwelling units was 558 with a population of 1,723.</li> <li>The community is planned for an estimated 3,375 housing units with an estimated population capacity of 8,800 to 9,300.</li> <li>The community had an average annual population growth of 574 persons during the past three-year period.</li> </ul>
	<b>Enrolment Profile</b>
	<ul style="list-style-type: none"> <li>As of September 30, 2015, there were 197 kindergarten to Grade 4 students and 218 Grades 5-9 students residing in the Sherwood community who attended CBE schools.</li> <li>As of September 30, 2015, there were 121 kindergarten to Grade 4 students and 111 Grades 5-9 students residing in the Nolan Hill community who attended CBE schools.</li> </ul>



<b>5.0</b>	<b>2017-2020 SCHOOL CAPITAL PLAN</b>
<b>New School Construction</b>	
<b>Priority C-18 Sherwood/Nolan Hill Middle</b>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>There is a middle site in Sherwood. Due to the size of the two communities a combined elementary/middle K-GR9 school is recommended.</li> <li>Sherwood K-GR4 students are bused to Ranchlands School. Median travel time is 16 minutes.</li> <li>Nolan Hill K-GR4 students are bused to Ranchlands School. Median travel time is 20 minutes.</li> <li>Sherwood and Nolan Hill GR 5-9 students take City Transit, and the median travel time is 32 minutes.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>Construct an elementary/middle school for 700 kindergarten - Grade 9 students complete with space to support a modular addition for 200 students in 8 units. The capacity of the school will be 900 student spaces.</li> <li>The total project cost is budgeted at \$22.6 million, including the construction of the new modular units, funding for CTS space and CTS equipment allowance.</li> </ul>	

<b>5.0</b>	<b>2017-2020 SCHOOL CAPITAL PLAN</b>
	<b>New School Construction</b>
	<b>Priority C-19 Silverado Middle</b>
	<b>School Community Profile</b>
	<p><b>Silverado Community</b> began development in 2005 and is located south of Highway 22X, east of Spruce Meadows and west of MacLeod Trail SW.</p> <ul style="list-style-type: none"> <li>As of the April 2015 Census, the total number of occupied dwelling units was 2,259 with a population of 6,827.</li> <li>The community is planned for an estimated 6,155 housing units with a population capacity of 17,100 to 17,900.</li> <li>The community had an average annual population growth of 564 persons during the past three-year period.</li> </ul> 
	<b>Enrolment Profile</b>
	<ul style="list-style-type: none"> <li>As of September 30, 2015, there were 270 kindergarten to Grade 4 and 190 Grades 5-9 students residing in the Silverado community who attended CBE schools.</li> </ul>
	<b>Site Planning and Transportation</b>
	<ul style="list-style-type: none"> <li>Silverado elementary is scheduled to open for the 2017-2018 school year. There is one middle school site in Silverado.</li> <li>Silverado students are currently bused to Harold Panabaker School, which is located in the Southwood community. Median travel time to Harold Panabaker School is 25 minutes.</li> </ul>
	<b>Recommendation</b>
	<ul style="list-style-type: none"> <li>Construct a core middle school for 700 GR 5-9 students complete with space to support a modular addition for 200 students in 8 units. The capacity of the school will be 900 student spaces.</li> <li>The total project cost is budgeted at \$22.6 million including the construction of the new modular units, funding for CTS space and CTS equipment allowance.</li> </ul>



<b>6.0</b>	<b>2017-2020 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-1 Forest Lawn High School</b>	
<p>A planned CBE strategy to address the new CTS curriculum requires approval of modernization projects to be undertaken in high schools in each of Areas I, II, III and V. These schools require priority placements for major modernization projects in order to deliver CTS courses and programs to students at exploratory, specialized and credentialed levels.</p> <p>CTS courses are designed to engage students in learning in authentic, relevant and personalized learning environments. Through this approach to learning, students transition from their high school experience more successfully into the world of work or into post-secondary education. Creating these personalized pathways through CTS courses and programs allow students the opportunity to examine their career goals and expand their interests in future success.</p> <p>The CTS centres combine authentic and relevant learning opportunities with personalized education, where classroom theory can be moved into performance related activities.</p>	
<b>Facility Description</b>	
<p>The original two storey split level building, complete with gymnasium and partial basement, was constructed in 1968. A single storey addition was added in 1984. Since construction, there have been only minor renovations, including a barrier-free access ramp. Overall construction comprises of foundation of footing pads, strip footings, and foundation walls complete with concrete slabs.</p> <p>The superstructure consists of both exterior and interior masonry load bearing block. Concrete columns also support suspended floors and roof structures. Suspended floors and roof are precast T-Beam complete with concrete topping. The 1984 addition comprises metal roof decking on steel beams on masonry block walls. Exterior is a combination of pre-cast concrete exposed aggregate, concrete fascia panels and red brick curtain wall sections. Windows are typically insulated glazing units (IGUs), and aluminum framed. Exterior doors are wood core set in steel frames and painted.</p> <p>The total area of the main building is 22,068 m<sup>2</sup> consisting of 87 classrooms. The classrooms range in size and have access to natural light. In 2012, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation included the following recommendations:</p>	

<b>6.0</b>	<b>2017-2020 SCHOOL CAPITAL PLAN</b>
	<b>Major Modernizations</b>
	<b>Priority M-1 Forest Lawn High School</b>
	<b>Facility Description</b>
	<ul style="list-style-type: none"> <li>▪ Exterior: requires upgrades (repair of floor construction fire-stopping, cracked floor sections of the concrete and flooring finishes is required; repair seals of windows and roof sections; repair brick damage)</li> <li>▪ Interiors: require upgrading (repaint central ramps and concrete floors; replace worn carpets, ceiling tiles, lockers, and some interior doors)</li> <li>▪ Mechanical: requires upgrades (minor maintenance items: repair or replace AHU servicing wood shop and dust collector unit, repair leaking water fountains)</li> <li>▪ Electrical: systems require upgrading (replace natural gas generator with diesel; remove open wiring in main hallway; and install dedicated circuitry in each classroom)</li> </ul>
	<b>Modernization</b>
	<p>Due to the age and condition of the building components, a modernization will improve functionality, security, safety and will upgrade building infrastructure. There is a need to modernize instructional spaces in order to enhance the learning environment. This modernization will focus on upgrading CTS space throughout the school and will include partial upgrading of the building envelope and mechanical/electrical systems. It will also replace worn architectural finishes and fixtures. This includes a library to Learning Commons conversion, bringing the school into alignment with 21<sup>st</sup> century learning. Additional project items include building and fire code upgrades (sprinkler system), hazardous material abatement and addressing barrier-free accessibility and all gender washrooms. The total project cost is estimated to be \$24 million.</p>



<b>6.0</b>	<b>2017-2020 SCHOOL CAPITAL PLAN</b>
	<b>Major Modernizations</b>
	<b>Priority M-2 John G. Diefenbaker High School</b>
	<p>A planned CBE strategy to address the new CTS curriculum requires approval of modernization projects to be undertaken in high schools in each of Areas I, II, III and V. These schools require priority placements for major modernization projects in order to deliver CTS courses and programs to students at exploratory, specialized and credentialed levels.</p> <p>The Lord Shaughnessy High School modernization in Area IV is the first modernization project undertaken to prototype Career and Technology learning environments.</p> <p>CTS courses are designed to engage students in learning in authentic, relevant and personalized learning environments. Through this approach to learning, students transition from their high school experience more successfully into the world of work or into post-secondary education. Creating these personalized pathways through CTS courses and programs allow students the opportunity to examine their career goals and expand their interests in future success.</p> <p>The Career and Technology Centres combine authentic and relevant learning opportunities with personalized education, where classroom theory can be move into performance related activities.</p>
	<b>Facility Description</b>
	<p>The original two storey building, complete with gymnasium, partial lower level (walkout) basement, performance space, and mechanical penthouse was constructed in 1971. In 1990, a single storey addition with lower level was added. Additionally, there are four dated modular units located on site. There have been several interior renovations over the years to improve existing spaces.</p> <p>Overall construction comprises a foundation of grade beams and strip footings complete with reinforced concrete slabs on grade. The superstructure consists of both exterior and interior masonry load bearing block, or poured in place walls and columns. Roof structure is steel deck on steel joists on bearing walls. The majority of the roof assembly is a bituminous built-up (BUR) system (last replaced in 1988).</p> <p>The exterior is a combination of red brick, ribbed block, and stucco. Windows are typically double glazed units and aluminum framed. Exterior doors are steel and painted.</p> <p>The total area of the main building is 13876 m<sup>2</sup> consisting of 54 classrooms. The classrooms range in size and have access to natural light.</p>



<b>6.0</b>	<b>2017-2020 SCHOOL CAPITAL PLAN</b>
	<b>Major Modernizations</b>
	<b>Priority M-2 John G. Diefenbaker High School</b>
	<b>Facility Description (cont'd)</b>
	<p>In 2007, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> <li>▪ Mechanical: requires upgrades (some space temperature controls require repair or replacement; life-cycle issues are soon to be an issue)</li> <li>▪ Electrical: systems require upgrading (review and replace as required all life-cycle components)</li> </ul>
	<b>Modernization</b>
	<p>Due to the age and condition of the building components, a modernization will improve functionality, security, safety and will upgrade building infrastructure. There is a need to modernize instructional spaces in order to enhance the learning environment. This modernization will focus on upgrading CTS space throughout the school, and will include partial upgrading of the building envelope, mechanical and electrical systems, and replacement of worn architectural finishes and fixtures.</p> <p>This project will include a library to Learning Commons conversion, bringing the school into alignment with 21<sup>st</sup> century learning. Additional project items include building and code upgrades (sprinkler system), hazardous material abatement and addressing all gender washrooms and barrier-free accessibility. The total project cost is estimated to be \$18 million.</p>

<b>6.0</b>	<b>2017-2020 SCHOOL CAPITAL PLAN</b>
	<b>Major Modernizations</b>
	<b>Priority M-3 Nickle School</b>
	<b>Current and Future Student Accommodation Plan</b>
	<p>Nickle School is located in southeast Calgary in the community of Lake Bonavista, which is an established community.</p> <ul style="list-style-type: none"> <li>▪ <b>Regular Program</b> Nickle School currently accommodates the Regular program for Grades 5-9 students living in Bonavista Downs and Lake Bonavista and students from the communities of Auburn Bay and Cranston.</li> <li>▪ <b>System Classes</b> Nickle School currently accommodates Bridges and Learning and Literacy classes.</li> </ul> <p>The long-term student accommodation plan for Nickle School is to accommodate students from their home area and students residing in new and developing communities in Area V. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that enrolment will be at or near capacity.</p>
	<b>Facility Description</b>
	<p>The original school building was completed in 1970 with masonry and steel construction. The two additions were built in 1976 and 1985.</p> <p>The total area of the building is 6,951 m<sup>2</sup> consisting of 26 classrooms plus three portables for instruction. The classrooms range in size and have minimum access to natural light. The mechanical and electrical systems have exceeded their lifecycle expectancy and need upgrading or replacement.</p> <p>In 2007, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> <li>▪ Replace parts of roof that have not already been replaced</li> <li>▪ Replace damaged caulking around perimeter</li> <li>▪ Incorporate barrier-free items where applicable (i.e., automatic door openers)</li> <li>▪ Mechanical features need upgrading (i.e., hot water tanks, exhaust fans, sprinklers)</li> <li>▪ Upgrade various electrical various components, i.e., lights, exit signs, etc.</li> </ul>
	<b>Modernization</b>
	<p>A scope for modernization improvements is required due to the age and condition of the building components. The modernization would replace some of mechanical systems and damaged lockers, upgrade electrical system, finishes and millwork, reconfigure internal spaces, and renovate washrooms. The addition of mechanical control system and start/stop automation is recommended. Barrier-free accessibility, all gender washrooms, exiting and code upgrades (sprinkler system) would be addressed as well. The scope of this modernization strategy also includes upgrading of all the interior program spaces, and a library to Learning Commons conversion. The total project cost is estimated to be \$14 million.</p>



<b>6.0</b>	<b>2017-2020 SCHOOL CAPITAL PLAN</b>
	<b>Major Modernizations</b>
	<b>Priority M-4 Janet Johnstone School</b>
	<b>Current and Future Student Accommodation Plan</b>
	<p>Janet Johnstone School is located in southwest Calgary in the community of Shawnessy, which is in Area V.</p> <ul style="list-style-type: none"> <li>▪ <b>Regular Program</b> Janet Johnstone School currently accommodates currently kindergarten to Grade 4 students living in Shawnessy, Millrise and Shawnee Slopes.</li> <li>▪ <b>French Immersion</b> Janet Johnstone School accommodates kindergarten to Grade 4 French Immersion students from the communities of Evergreen, Millrise, Shawnee Slopes, Bridlewood, Shawnessy, Somerset and Silverado.</li> </ul> <p>The long-term student accommodation plan for Janet Johnstone School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that the school will operate at or near capacity.</p>
	<b>Facility Description</b>
	<p>The one-storey building with a mezzanine was constructed in 1982 with a steel frame on a concrete foundation. The total area of the building is 3203.5 m<sup>2</sup> consisting of 12 core classrooms and 8 portable classrooms for instruction. The classrooms are slightly under current standards and have good natural light.</p> <p>In 2012, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made this recommendation:</p> <ul style="list-style-type: none"> <li>▪ Exterior: requires upgrades and replacement (metal siding, joint sealers, doors, windows, roof, skylights etc.)</li> <li>▪ Interior: requires upgrading (paint, flooring, ceiling tiles, barrier free features, , replace room divider panels, lockers, toilet partitions, white boards and tack boards, millwork)</li> <li>▪ Mechanical: systems require upgrading (controls system, fixtures, valves, replace hot water heater, boilers, HVAC upgrade, exhaust fans, etc.)</li> <li>▪ Electrical: systems require upgrading (main electrical switchboard, circuit panels and motors, light fixtures, fire alarm panel, emergency lighting and life safety devices)</li> </ul>
	<b>Modernization</b>
	<p>The modernization would upgrade the entire mechanical and electrical systems as noted above in the facility description. The project would also upgrade building code deficiencies with full barrier-free accessibility, all gender washrooms and a library to Learning Commons conversion. The modernization includes replacement of worn architectural finishes, fixtures and millwork. The total project cost is estimated to be \$9 million.</p>



<b>6.0</b>	<b>2017-2020 SCHOOL CAPITAL PLAN</b>
	<b>Major Modernizations</b>
	<b>Priority M-5 Annie Foote School</b>
	<b>Current and Future Student Accommodation Plan</b>
	<p>Annie Foote School is located in northeast Calgary in the community of Temple, which is an established community in Area III.</p> <ul style="list-style-type: none"> <li>▪ <b>Regular Program</b> Annie Foote School currently accommodates kindergarten to Grade 6 students living in Temple. The school is also one of two identified overflow schools for students who cannot be accommodated at Crossing Park School in the community of Martindale.</li> <li>▪ <b>Complex Learning Classes</b> Annie Foote School accommodates LEAD (Literacy, English and Academic Development) classes. The LEAD classes provide intensive supports and services for students and families who have been identified as English Language Learners with backgrounds of limited formal schooling.</li> </ul> <p>The long-term student accommodation plan for Annie Foote School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that the school will operate at or near capacity.</p>
	<b>Facility Description</b>
	<p>The single storey brick building was constructed in 1980 with a total gross floor area of 3904 m<sup>2</sup>. The Provincial capacity is 473 students from pre-school through Grade 6. There are 9 relocatable classrooms with a total area of 841.5 m<sup>2</sup>, located on the northwest side of the original building. Eight of those classrooms were installed in 1980, with the 2 blocks of 4 separated by an outdoor courtyard. The final relocatable classroom was attached to the north of the east wing later.</p> <p>In 2012, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> <li>▪ Exterior: requires upgrades (replace wood soffit and windows, etc.)</li> <li>▪ Interior: requires upgrading (painting, barrier free features, seal all fire separation penetrations, replace gym divider and damaged doors, white boards)</li> <li>▪ Mechanical: systems require upgrading (controls system, replace water heater, condensing unit, air handling unit, etc.)</li> <li>▪ Electrical: systems require upgrading (light fixtures, fire alarm panel, emergency lighting and life safety devices)</li> </ul>

<b>6.0</b>	<b>2017-2020 SCHOOL CAPITAL PLAN</b>
	<b>Major Modernizations</b>
	<b>Priority M-5 Annie Foote School</b>
	<b>Modernization</b>
	<p>The modernization will improve functionality, security, safety and will upgrade building infrastructure. The modernization includes upgrades of major mechanical and minor electrical systems upgrade and envelope upgrades (roof, windows and foundation repair). All worn finishes (flooring, ceilings, and paint) and worn fixtures will be replaced. Washroom upgrades and millwork replacement are part of the work. Code upgrades will be included in the modernization.</p> <p>Instructional space upgrades are part of the modernization including a library to Learning Commons conversion. This modernization will address acoustic, barrier-free accessibility issues, all gender washrooms and security concerns. Site circulation/parking issues need to be addressed to ensure safety of staff and students accessing the site.</p> <p>An estimate cost of the modernization is \$12 million.</p>



<b>6.0</b>	<b>2017-2020 SCHOOL CAPITAL PLAN</b>
	<b>Major Modernizations</b>
	<b>Priority M-6 Cedarbrae School</b>
	<b>Current and Future Student Accommodation Plan</b>
	<p>Cedarbrae School is located in southwest Calgary in the community of Cedarbrae, which is an established community in Area V.</p> <ul style="list-style-type: none"> <li>▪ <b>Regular Program</b> - Cedarbrae School currently accommodates kindergarten to Grade 6 students living in Cedarbrae.</li> </ul> <p>The long-term student accommodation plan for Cedarbrae School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that the school will operate at or near capacity.</p>
	<b>Facility Description</b>
	<p>The single-storey building was constructed in 1976 complete with concrete footings and foundational walls. The structure comprises slab-on-grade floors, steel frame with masonry columns, open web steel joist and metal roof deck.</p> <p>The original built-up-roof (BUR) roof was replaced with SBS roofing in 2011. The building is clad brick and stucco, pre-finished metal flashing, with cladding below windows. Many classrooms have access to natural light. The total area of the building is 2,852 m<sup>2</sup> consisting of 11 classrooms for instruction.</p> <p>In 2012, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition with the exception of the electrical systems which were marginal. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> <li>▪ Exterior: requires upgrades (replace windows, skylights, doors, roof access door, stucco/wood soffits and metal siding; seals around openings and control joints, fix water leaks in basement.</li> <li>▪ Interior: requires upgrading (finishes, millwork, window coverings refinish wood floor, replace folding/accordion partition doors, white/tack boards, toilet partitions, acoustic wall panels)</li> <li>▪ Mechanical: requires upgrading (replace control valves, DHW tank+pumps, fixtures, boilers, chimney, condensing unit, AHU, HW distribution system, fans, humidifiers, fin tube radiation system, and controls system.</li> <li>▪ Electrical: systems require upgrading (light fixtures, Main MDP &amp; breaker panel boards, motor controls, speaker system, security system including panel).</li> </ul>
	<b>Modernization</b>
	<p>The modernization will improve functionality, security, and safety and will upgrade building infrastructure. The modernization includes upgrades of mechanical and electrical systems upgrade and envelope upgrades (windows, doors and walls). All worn finishes (flooring, ceilings, and paint) and worn fixtures will be replaced. Washroom upgrades and millwork replacement are part of the work. Code upgrades will be included in the modernization.</p> <p>Instructional space upgrades are part of the modernization including a library to Learning Commons conversion. This modernization will address acoustic, barrier-free accessibility issues, all gender washrooms and security concerns.</p> <p>An estimate cost of the modernization is \$9 million.</p>



<b>6.0</b>	<b>2017-2020 SCHOOL CAPITAL PLAN</b>
	<b>Major Modernizations</b>
	<b>Priority M-7 Ernest Morrow School</b>
	<b>Current and Future Student Accommodation Plan</b>
	<p>Ernest Morrow School is located in southeast Calgary in the community of Forest Heights which is an established community in Area III</p> <ul style="list-style-type: none"> <li>▪ <b>Regular Program</b> Ernest Morrow School currently accommodates the regular program for Grades 7-9 students living in Applewood, Forest Heights, Forest Lawn, Penbrooke Meadows and the area north of 17 Ave. S.E. and east of 52 St. S.E.</li> <li>▪ <b>System Classes</b> Ernest Morrow School currently accommodates students in LEAD and Paced Learning Program classes.</li> </ul> <p>The long-term student accommodation plan for Ernest Morrow is to accommodate students from the home area in the regular program. This school has been identified as one that is required by the CBE to accommodate students into the future.</p>
	<b>Facility Description</b>
	<p>The single-storey building was originally constructed in two parts, linked via a corridor. The first part was constructed in 1964, the second in 1966, and the corridor in 1976. The foundation consists of slab-on-grade floors on strip footings. The superstructure comprises concrete block walls and suspended concrete floors over the gymnasium. The roof structure consists of glulam beams complete with a bituminous membrane (SBS) system. The building is clad in brick and pre-finished metal siding. Many classrooms have access to natural light. The total area of the building is 8,120m<sup>2</sup> consisting of 67 classrooms for instruction.</p> <p>In 2011, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> <li>▪ Exterior: requires upgrades (painting, roof maintenance, etc.)</li> <li>▪ Interior: requires upgrading (concrete floors in boiler room, barrier free features)</li> <li>▪ Mechanical: systems require upgrading (chimney, roof drains, dampers, exhaust fans, etc.)</li> <li>▪ Electrical: systems require upgrading (light fixtures, emergency lighting system)</li> </ul>

<b>6.0</b>	<b>2017-2020 SCHOOL CAPITAL PLAN</b>
	<b>Major Modernizations</b>
	<b>Priority M-7 Ernest Morrow School</b>
	<b>Modernization</b>
	<p>The modernization will improve functionality, security, and safety and will upgrade building infrastructure. The modernization includes upgrades of major mechanical and minor electrical systems upgrade and envelope upgrades (roof, windows and foundation repair). All worn finishes (flooring, ceilings, and paint) and worn fixtures will be replaced. Washroom upgrades and millwork replacement are part of the work.</p> <p>Instructional space upgrades are part of the modernization including a library to Learning Commons conversion and CTS upgrades. This modernization will address acoustic, barrier-free accessibility issues and security concerns. Site circulation/parking issues need to be addressed to ensure safety of staff and students accessing the site.</p> <p>An estimate cost of the modernization is \$16 million.</p>

<b>6.0</b>	<b>2017-2020 SCHOOL CAPITAL PLAN</b>
	<b>Major Modernizations</b>
	<b>Priority M-8 Altadore School</b>
	<b>Current and Future Student Accommodation Plan</b>
	<p>Altadore School is located in southwest Calgary in the community of Altadore which is in the inner city in Area IV. Altadore School currently accommodates the Regular program for kindergarten to Grade 6 students living in Altadore which includes Garrison Woods.</p> <p>The long-term student accommodation plan for Altadore School is to accommodate students from Altadore (including Garrison Woods). Garrison Woods is part of the Canada Lands redevelopment of the old Canadian Forces Base (CFB). This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that enrolment will be at or near capacity.</p>
	<b>Facility Description</b>
	<p>The one-storey building was constructed in 1952 with a wood frame on a concrete foundation. The school was renovated in 2002 with new exterior cladding, windows, doors, skylights and roof. A barrier-free washroom was provided in 2002; however, the remainder of the school requires barrier-free renovations. The total area of the building is 2,737 m<sup>2</sup> consisting of 14 classrooms for instruction. Most of the classrooms are similar to current standards and have good natural light.</p> <p>In 2010, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made this recommendation:</p> <p>Mechanical: systems require upgrading (hot water tanks, boiler, ventilators, etc.)</p>
	<b>Modernization</b>
	<p>The modernization would upgrade the entire mechanical systems: replace hot water tanks, steam boilers, breeching, steam piping, controls, exhaust fans, radiation system, and unit ventilators. Electrical upgrades would consist of cabling and electrical wiring upgrades. The project would also upgrade building code deficiencies (including sprinkler systems) with full barrier-free accessibility, and a library to Learning Commons conversion and all gender washrooms. The total project cost is estimated to be \$10 million.</p>



<b>6.0</b>	<b>2017-2020 SCHOOL CAPITAL PLAN</b>
	<b>Major Modernizations</b>
	<b>Priority M-9 Ranchlands School</b>
	<b>Current and Future Student Accommodation Plan</b>
	<p>Ranchlands School is located in northwest Calgary in the community of Ranchlands, which is an established community in Area I.</p> <ul style="list-style-type: none"> <li>▪ <b>Regular Program</b> Ranchlands School currently accommodates kindergarten to Grade 6 students living in Ranchlands. The school is also a bus receiver school for students living in the new and developing communities of Sherwood and Nolan Hill.</li> <li>▪ <b>Complex Learning Classes</b> Ranchlands School accommodates PLP (Paced Learning Program) classes. PLP classes are classes for students in Grades 4-12 who have been identified with mild or moderate cognitive (intellectual) development disabilities.</li> </ul> <p>The long-term student accommodation plan for Ranchlands School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that the school will operate at or near capacity.</p>
	<b>Facility Description</b>
	<p>The permanent 2-storey building was constructed in 1980. Eight relocatables (4 two-storey blocks) were included as part of the original construction.</p> <p>The core building construction includes concrete footings and grade beams, load-bearing masonry perimeter and interior walls and open webbed steel joists and metal Q-deck. Boiler room is below-grade. The total area of the building is 4,285 m<sup>2</sup> with consisting of 11 classrooms and 8 relocatable classrooms for instruction. Core floor area is 3,476 m<sup>2</sup> with a relocatable area of 809 m<sup>2</sup>.</p> <p>In 2013, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations that would need to be addressed as the building pass its 35 year:</p> <ul style="list-style-type: none"> <li>▪ Exterior: requires upgrades (envelop restoration, repoint mortar joints, replace metal siding, joint sealer, windows, doors, gutters &amp; downspouts, skylights.)</li> <li>▪ Interior: requires upgrading (replace folding partitions, flooring, acoustic panels, ceiling tiles, elevator and lift, white/tack boards, toilet partitions, paint walls, fire stop penetrations through walls, millwork, window coverings)</li> <li>▪ Mechanical: requires upgrades (replace fixtures, valves, DHW Heater, boilers, chimney, condensing and air distribution units, HW distribution unit, exhaust fans, finned tube radiation units, upgrade BAS controls)</li> <li>▪ Electrical: systems require upgrading (replace light fixtures, emergency/fire and security systems, switch and panel boards, motor controls, speaker system).</li> </ul>

<b>6.0</b>	<b>2017-2020 SCHOOL CAPITAL PLAN</b>
	<b>Major Modernizations</b>
	<b>Priority M-9 Ranchlands School</b>
	<b>Modernization</b>
	<p>The modernization will improve functionality, security, and safety and will upgrade building infrastructure. The modernization includes upgrades of mechanical and electrical systems and envelope upgrades (windows, doors and walls). All worn finishes (flooring, ceilings, and paint) and worn fixtures will be replaced. Washroom upgrades and millwork replacement are part of the work.</p> <p>Instructional space upgrades are part of the modernization including a library to Learning Commons conversion. This modernization will address acoustic, barrier-free accessibility issues, code issues, all gender washrooms and security concerns.</p> <p>An estimate cost of the modernization is \$9 million.</p>



<b>6.0</b>	<b>2017-2020 SCHOOL CAPITAL PLAN</b>
	<b>Major Modernizations</b>
	<b>Priority M-10 Queen Elizabeth School</b>
	<b>Current and Future Student Accommodation Plan</b>
	<p>Queen Elizabeth School is located in north central Calgary in the community of West Hillhurst, which is an established community in Area II.</p> <ul style="list-style-type: none"> <li>▪ <b>Regular Program</b> Queen Elizabeth School currently accommodates kindergarten to Grade 6 students living in West Hillhurst and a portion of Hillhurst.</li> <li>▪ <b>Complex Learning Classes</b> Queen Elizabeth School accommodates DHH (Deaf and Hard of Hearing) classes. The DHH classes are for students with a diagnosis of hearing loss.</li> </ul> <p>The long-term student accommodation plan for Queen Elizabeth School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that the school will operate at or near capacity.</p>
	<b>Facility Description</b>
	<p>The two-storey brick veneer building with partial basement was constructed in 1957. Structurally the building consists of poured concrete foundation walls, footings and slabs-on-grade, the crawl space &amp; basement walls consist of masonry block or concrete assembly. The second floor has a poured concrete floor supported by masonry block walls, concrete columns and steel columns. Structural reinforced concrete block walls support the roof assembly. Open web steel joists support wood decking over second floor classrooms and gymnasium. The total area of the building is 3,197 m<sup>2</sup> consisting of 14 classrooms for instruction.</p> <p>In 2009, Alberta Infrastructure evaluated school facilities through RECAP and rated the overall condition of the facility as being in acceptable condition, except the electrical systems that are in marginal condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> <li>▪ Exterior: requires upgrades (replace metal siding, reseal all joints, seal exposed concrete, replace wood windows and shading devices, skylights, partial roof replacement, pave parking lot,)</li> <li>▪ Interior: requires upgrading (refinish wood doors, replace toilet partitions, worn stair surfaces, handrails, wall panelling and tile, flooring, acoustic panelling, and ceiling tiles, millwork, window coverings, elevator)</li> <li>▪ Mechanical: requires upgrades (replace fixtures, valves, steam boilers and entire steam distribution system, chimney, exhaust fans, gym HVAC unit, controls system)</li> <li>▪ Electrical: systems require upgrading (light fixtures and switches, panel boards, motor controls, branch wiring, emergency lighting, fire alarm and security system, speaker system).</li> </ul>



<b>6.0</b>	<b>2017-2020 SCHOOL CAPITAL PLAN</b>
	<b>Major Modernizations</b>
	<b>Priority M-10 Queen Elizabeth School</b>
	<b>Modernization</b>
	<p>The modernization will improve functionality, security, and safety and will upgrade building infrastructure. The modernization includes upgrades of mechanical and electrical systems upgrade and envelope upgrades (windows, doors and walls). All worn finishes (flooring, ceilings, and paint) and worn fixtures will be replaced. Washroom upgrades and millwork replacement are part of the work.</p> <p>Instructional space upgrades are part of the modernization including a library to Learning Commons conversion. This modernization will address acoustic, barrier-free accessibility issues including an elevator, all gender washroom and security concerns and code upgrades (including a sprinkler system).</p> <p>An estimate cost of the modernization is \$10 million.</p>

## Capacity and Utilization

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

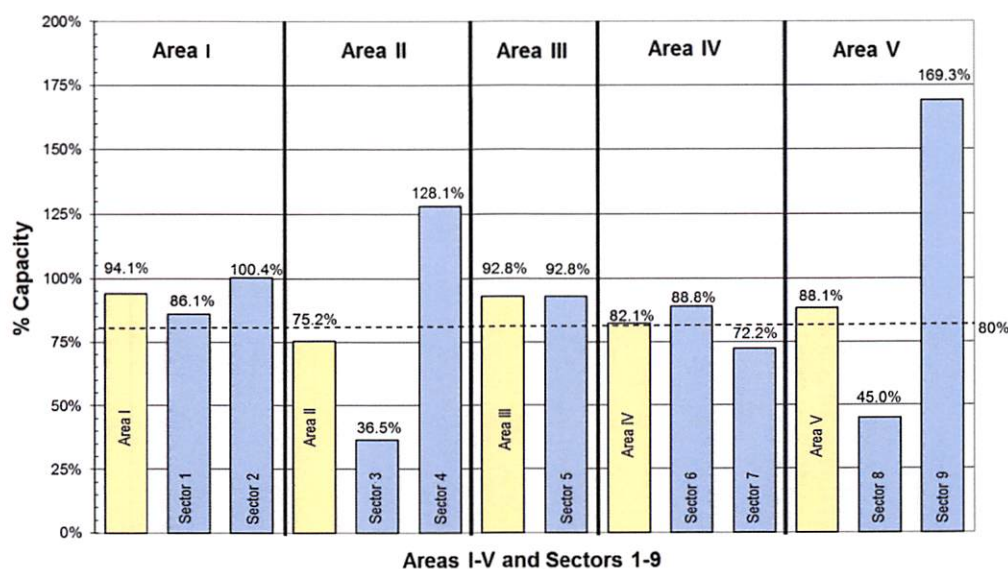
**Table 1: Capacity for K-GR9 by Residence (%)**

K-9 Students by Residence 2015-2016				
Area	Sector	Elementary/Junior High Students	Elementary/Junior High Capacity	% Utilization
AREA I	Sector 1	5,839	6,782	86.10%
	Sector 2	8,583	8,549	100.40%
Total		14,422	15,331	94.07%
AREA II	Sector 3	4,649	12,727	36.53%
	Sector 4	11,914	9,300	128.11%
Total		16,563	22,027	75.19%
AREA III	Sector 5	19,458	20,960	92.83%
Total		19,458	20,960	92.83%
AREA IV	Sector 6	8,053	9,071	88.78%
	Sector 7	4,440	6,149	72.21%
Total		12,493	15,220	82.08%
AREA V	Sector 8	7,668	17,060	44.95%
	Sector 9	15,375	9,084	169.25%
Total		23,043	26,144	88.14%
Grand Total		85,979	99,682	86.25%

**Notes:**

- Student numbers are based on ArcView data as at September 30, 2015 (K@FTE to Grade 9).
- Capacity as per Alberta Infrastructure's Utilization Formula 2015 (assuming exemptions)
- Under-utilized and over-utilized are shown on Map 7.

**Area & Sector Utilization Rates by Residence  
K-9**



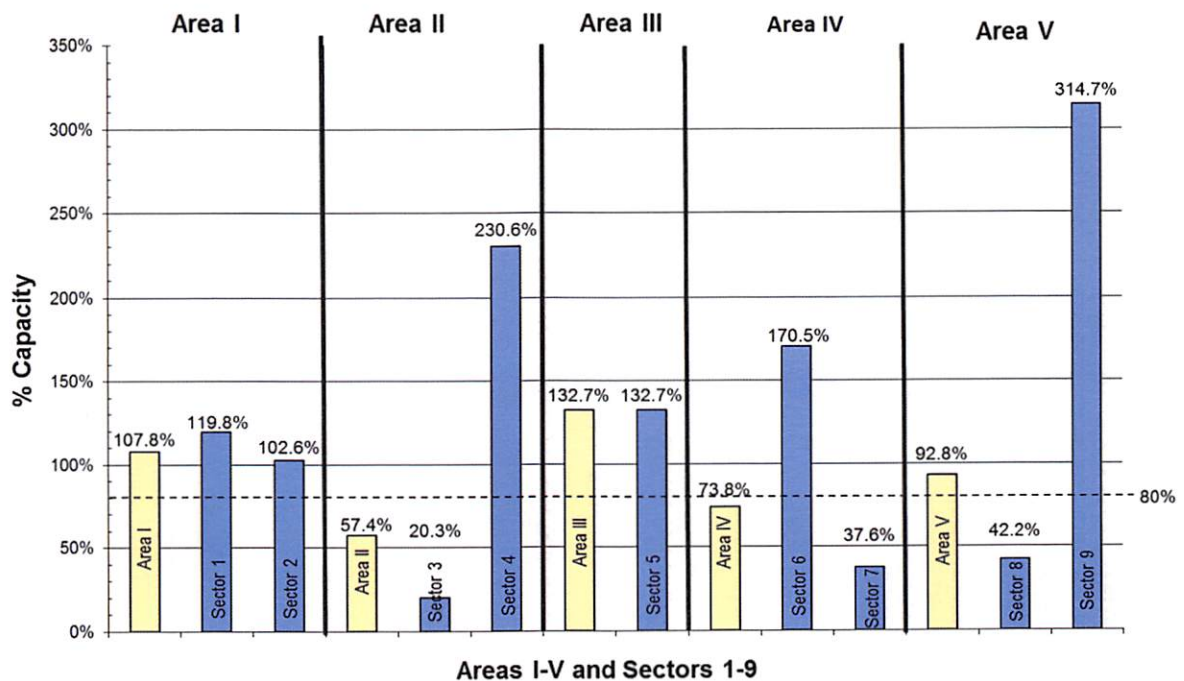
**Table 2: Capacity by Residence Senior High (%)**

Senior High (Gr. 10-12) Students by Residence 2015-2016				
Area	Sector	Senior High Students	Senior High Capacity	% Utilization
AREA I	Sector 1	1,813	1,513	119.83%
	Sector 2	3,626	3,534	102.60%
Total		5,439	5,047	107.77%
AREA II	Sector 3	1,406	6,923	20.31%
	Sector 4	3,413	1,480	230.61%
Total		4,819	8,403	57.35%
AREA III	Sector 5	6,273	4,728	132.68%
Total		6,273	4,728	132.68%
AREA IV	Sector 6	2,817	1,652	170.52%
	Sector 7	1,657	4,407	37.60%
Total		4,474	6,059	73.84%
AREA V	Sector 8	2,825	6,692	42.21%
	Sector 9	4,803	1,526	314.74%
Total		7,628	8,218	92.82%
Grand Total		28,633	32,455	88.22%

**Notes:**

- Student numbers are based on ArcView data as at September 30, 2015
- Capacity as per Alberta Infrastructure's Utilization Formula 2015 (assuming exemptions)
- Under-utilized and over-utilized are shown on Map 8.

**Senior High Area Utilization Rates by Residence**





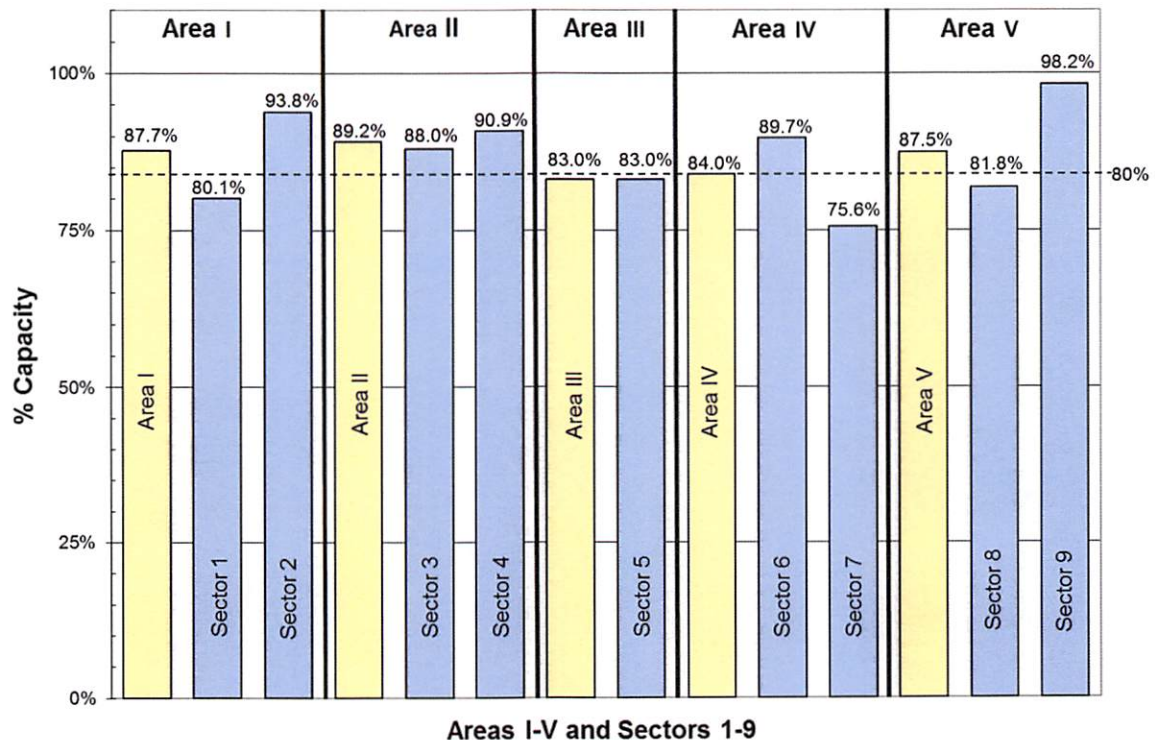
**Table 3: % Capacity for K-GR9 by Enrolment**

K-9 Students by Enrolment 2015-2016				
Area	Sector	Elementary/Junior High Students	Elementary/Junior High Capacity	% Utilization
AREA I	Sector 1	5,432	6,782	80.09%
	Sector 2	8,017	8,549	93.78%
Total		13,449	15,331	87.72%
AREA II	Sector 3	11,196	12,727	87.97%
	Sector 4	8,455	9,300	90.91%
Total		19,651	22,027	89.21%
AREA III	Sector 5	17,405	20,960	83.04%
Total		17,405	20,960	83.04%
AREA IV	Sector 6	8,135	9,071	89.68%
	Sector 7	4,647	6,149	75.57%
Total		12,782	15,220	83.98%
AREA V	Sector 8	13,956	17,060	81.81%
	Sector 9	8,924	9,084	98.24%
Total		22,880	26,144	87.52%
Grand Total		86,167	99,682	86.44%

**Notes:**

- Student numbers are based on ArcView data as at September 30, 2015 (K@FTE to Grade 9)
- Capacity as per Alberta Infrastructure's Utilization Formula 2015 (assuming exemptions)

**Area & Sector Utilization Rates by Enrolment  
K-9**



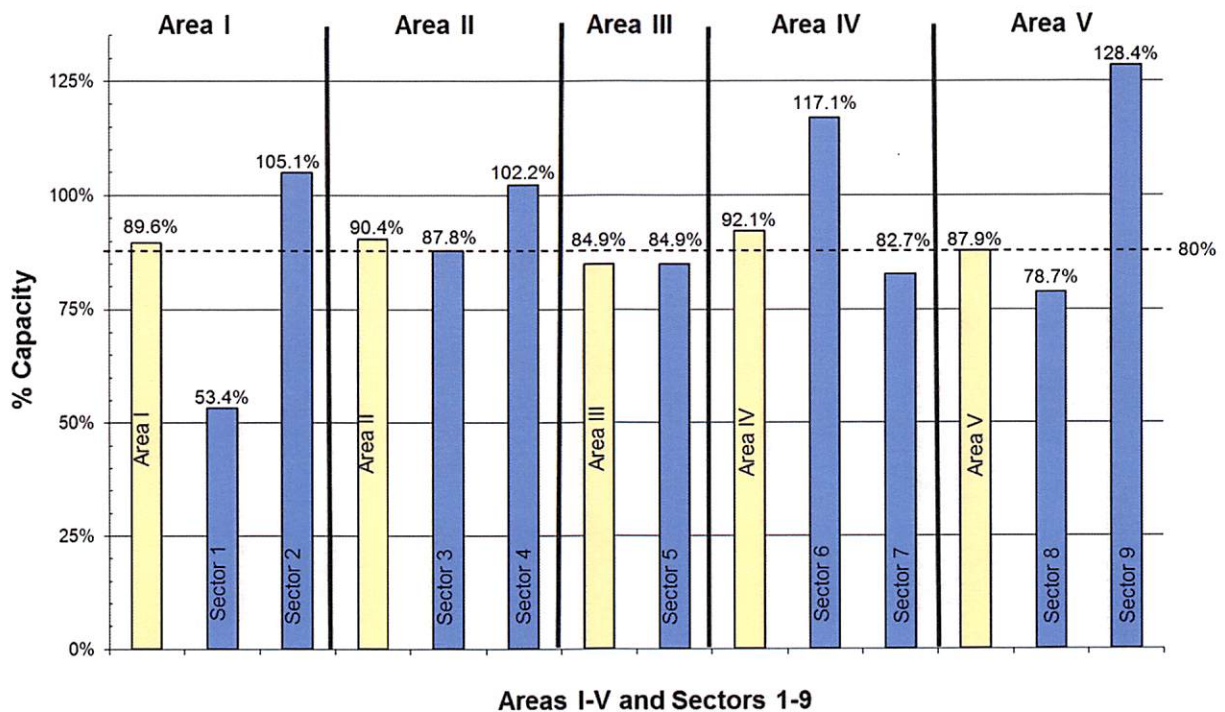
**Table 4: % Capacity by Enrolment – Senior High**

Senior High (Gr. 10-12) Students by Enrolment 2015-2016				
Area	Sector	Senior High Students	Senior High Capacity	% Utilization
AREA I	Sector 1	808	1,513	53.40%
	Sector 2	3,714	3,534	105.09%
Total		4,522	5,047	89.60%
AREA II	Sector 3	6,081	6,923	87.84%
	Sector 4	1,513	1,480	102.23%
Total		7,594	8,403	90.37%
AREA III	Sector 5	4,016	4,728	84.94%
Total		4,016	4,728	84.94%
AREA IV	Sector 6	1,934	1,652	117.07%
	Sector 7	3,645	4,410	82.71%
Total		5,579	6,059	92.08%
AREA V	Sector 8	5,266	6,692	78.69%
	Sector 9	1,960	1,526	128.44%
Total		7,226	8,218	87.93%
Grand Total		28,937	32,455	89.16%

**Notes:**

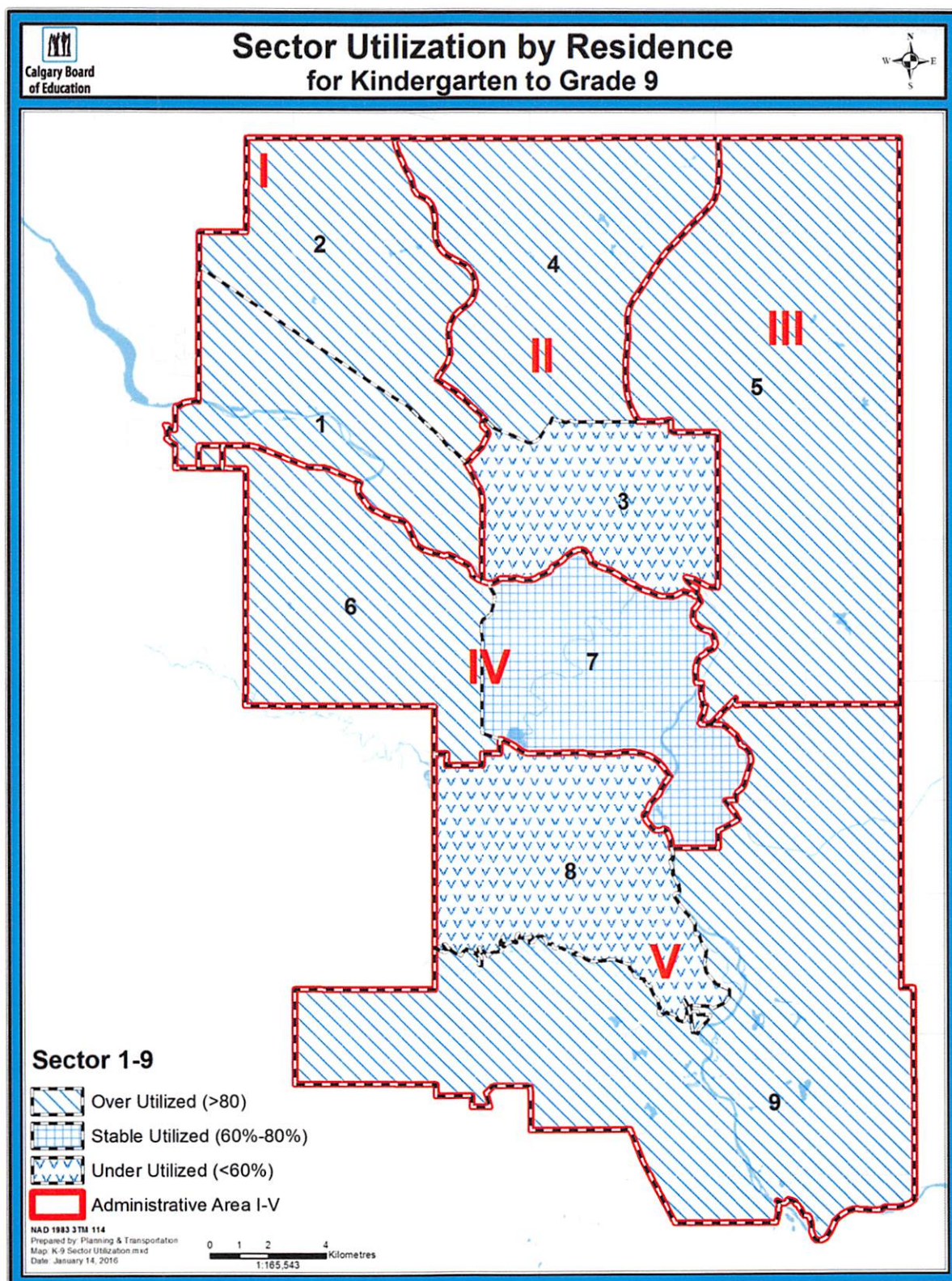
- Student numbers are based on ArcView data as at September 30, 2015
- Capacity as per Alberta Infrastructure's Utilization Formula 2015 (assuming exemptions)

**Area Utilization Rates by Enrolment  
Senior High**



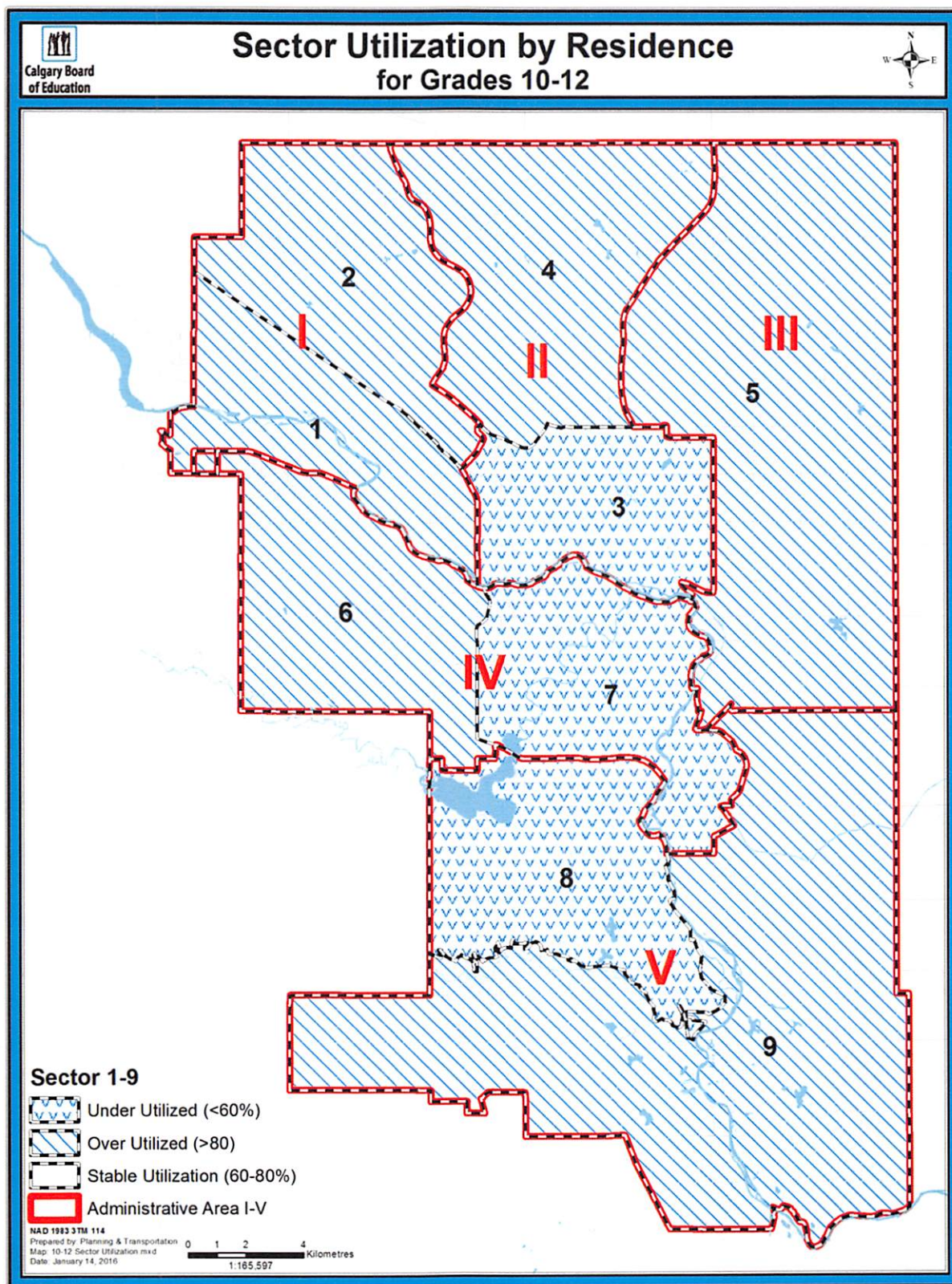


# Sector Utilization by Residence for Kindergarten to Grade 9





# Sector Utilization by Residence for Grades 10-12



**Modernization Information**

Rank	Modernization	Points	Area	Sector	Grade
1	Forest Lawn High School	72	III	5	10-12
2	John Diefenbaker High School	71	II	4	10-12
3	Nickle School	39	V	8	5-9
4	Janet Johnstone School	39	V	9	K-4
5	Annie Foote School	38	III	5	K-6
6	Cedarbrae School	38	V	8	K-6
7	Ernest Morrow School	37	III	5	6-9
8	Altadore School	36	IV	7	K-6
9	Ranchlands School	36	I	2	K-6
10	Queen Elizabeth School	36	II	3	K-6

**Major Modernization Ranking Points  
2017-2020 Capital Submission**

School	Programming Requirements	5 Year Projected Enrolment	Quality of Site to Serve Students	Ability to Upgrade	Facility Maintenance Based on RECAPP	Total Points
Forest Lawn High School	35	4	9	9	15	72
John Diefenbaker High School	35	10	4	7	15	71
Nickle School	-	10	7	7	15	39
Janet Johnstone School	-	10	4	10	15	39
Annie Foote School	-	10	4	9	15	38
Cedarbrae School	-	10	4	9	15	38
Ernest Morrow School	-	10	2	10	15	37
Altadore School	-	10	4	7	15	36
Ranchlands School	-	10	2	9	15	36
Queen Elizabeth School	-	10	6	5	15	36



## MAJOR MODERNIZATION RANKING CRITERIA

<b>Programming requirements (maximum number of points = 35)</b>	<b>Points</b>
Superintendent's Team to identify and prioritize modernization projects that are required to meet CBE system programming priorities	35
<b>5 Year projected enrolment (maximum number of points = 10)</b>	
Projected utilization is less than 79%	0
Projected utilization is between 80 to 84%	2
Projected utilization is between 85 to 89%	4
Projected utilization is between 90 to 94%	6
Projected utilization is between 95 to 99%	8
Projected utilization is greater than 100%	10
<b>Quality of site location to serve students (maximum number of points = 10)</b>	
Usable frontages	2
Site location	2
Site constraint factors	2
Grand-fathered clauses	2
Ability to adjust/reconfigure site	2
<i><u>Ranking Range for this category: 0 (difficult to upgrade) to 2 (very easy to upgrade)</u></i>	
<b>Ability to upgrade in terms of teaching environment and minimizing costs (maximum number of points = 20)</b>	
Structural characteristics - post tension slabs	2
Barrier free accessibility (e.g. # of levels, space for washrooms, ramps and elevators)	2
Services available - age, capacity	2
Mechanical systems - age, capacity	2
Electrical systems - age, capacity	2
Sprinkler system required (size of water lines)	2
Washroom count - capacity cap	2
Program space - (e.g. size of classrooms, CTS spaces)	2
Parking (bylaw compliant) - ability to expand	2
Hazardous material-abatement	2
<i><u>Ranking Range for this category: 0 (difficult to upgrade) to 2 (very easy to upgrade)</u></i>	
<b>Facility Maintenance based on Provincial RECAPP (maximum number of points = 25)</b>	
Excellent	5
Very Good	10
Good	15
Fair	20
Poor	25
<i><u>Note: the higher the number, the poorer the facility</u></i>	



## Community Ranking for New Schools

Rank	Community	Points	Area	Sector	Grade
1	Cranston Elementary <sup>(2)</sup>	1657	V	9	K-4
2	Evergreen Elementary <sup>(2)</sup>	1495	V	9	K-4
3	Coventry Hills/Country Hills Village Elementary <sup>(2)</sup>	1398	II	4	K-4
4	**Skyview Ranch Elementary	1175	III	5	K-4
5	Auburn Bay Middle	1172	V	9	5-9
6	Evanston Middle	1156	II	4	5-9
7	Mahogany Elementary	1083	V	9	K-4
8	Kincora Elementary	1058	II	4	K-4
9	Cougar Ridge Elementary	1050	IV	6	K-4
10	**Country Hills/Harvest Hills Elementary	1020	II	4	K-4
11	Sage Hill Elementary	953	II	4	K-4
12	Signal Hill Middle	916	IV	6	5-9
13	Sherwood/Nolan Hill Middle	797	I	2	5-9
14	Valley Ridge/Crestmont Elementary	753	I	1	K-4
15	Aspen Woods Middle	656	IV	6	5-9
16	**Harvest Hills/Country Hills Middle	648	II	4	5-9
17	Sherwood Elementary	641	I	2	K-4
18	**Skyview Ranch Middle	608	III	5	5-9
19	Silverado Middle	580	V	9	5-9
20	Mahogany Middle	495	V	9	5-9
21	Walden Elementary	490	V	9	K-4
22	Redstone Elementary	456	III	5	K-4
23	Nolan Hill Elementary	442	I	2	K-4
24	Sage Hill Middle	408	II	4	5-9
25	Legacy Elementary	324	V	9	K-4
26	Cityscape Elementary	297	III	5	K-4
27	Walden Middle	288	V	9	5-9
28	Cityscape Middle	247	III	5	5-9
29	Legacy Middle	164	V	9	5-9

Note: <sup>(2)</sup> Indicates second K-4 school

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

\*\* Combined Skyview Ranch into K-9 grade configuration

## K-GR4 Statistics 2017-2020 Capital Submission

Community	Community Growth Profile (statistics)				Busing and Travel Time (statistics)			Existing K-GR4 School or Design Only School Approved or in Existence
	2015 Total Pre-school Census	Elementary (K-GR4) Enrolment	Projected Population Growth by Sector (%)	Ratio of K-GR4 CBE Enrolment to # of Housing Units in Community (%)	Median Travel Time (minutes)	Direct Distance Travelled (km's)	More than one Bus Receiver within two school years	
<b>Area I</b>								
Nolan Hill	181	121	23	22	20	6	yes	no
Sherwood	324	197	23	16	16	5	yes	no
Valley Ridge / Crestmont	482	211	6	9	26	3	no	no
<b>Area II</b>								
Country Hills / Harvest Hills	657	313	23	8	16	4	no	no
*Coventry Hills / Country Hills Village <sup>(2)</sup>	*924	*364	23	15	nbr	nbr	no	yes
Kincora	564	364	23	20	16	3	yes	no
Sage Hill	639	194	23	12	24	6	yes	no
<b>Area III</b>								
Cityscape	78	49	21	30	30	8	yes	no
Redstone	228	78	21	13	30	11	yes	no
Skyview Ranch	730	295	21	13	30	10	yes	no
<b>Area IV</b>								
Cougar Ridge	681	299	6	14	27	6	no	no
<b>Area V</b>								
*Cranston <sup>(2)</sup>	*1106	*381	29	16	13	3	yes	yes
*Evergreen <sup>(2)</sup>	*1082	*313	21	13	nbr	nbr	yes	yes
Legacy	117	67	21	15	25	5	yes	no
Mahogany	693	260	29	15	35	11	no	no
Walden	277	113	21	12	12	4	yes	no

- Notes:
1. Pre-school Census is the "Total" number of pre-school children 2010-2014. (Statistics from the City of Calgary "Pre-School Children 2015").
  2. School <sup>(2)</sup> = the community has a new school constructed or approved and can support a second K-GR4 school.
  3. Housing Units information from The City of Calgary "2015 Civic Census".
  4. Median Travel Time – "nbr" no bus receiver for that community.
  5. Bus Receivers - More than one bus receiver school required for established grade configuration within two school years. (examples include, but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9). (Busing and Travel Time information as per Transportation Services)

\* **Coventry Hills/Country Hills Village<sup>(2)</sup>** – deducted 621 (current provincial capacity) from pre-school (1545-621=924) total & K-GR4 (985-621=364) total, as it would be their second elementary.  
**Cranston<sup>(2)</sup>** – deducted 585 (current provincial capacity) from pre-school (1691-585=1106) total & K-GR4 (966-585=381) total, as it would be their second elementary.  
**Evergreen<sup>(2)</sup>** – deducted 583 (current provincial capacity) from pre-school (1665-583=1082) total & K-GR4 (896-583=313) total, as it would be their second elementary.

## K-GR4 Ranking Points 2017-2020 Capital Submission

Community	Community Growth Profile (points)			Busing and Travel Time (points)			Total Points
	2015 Total Pre-school Census	Elementary (K-GR4) Enrolment	Projected Population Growth / K-GR4 Enrolment to Housing Units	Median Travel Time / Direct Distance Travelled	More than one Bus Receiver within two school years	Existing K-GR4 School or Design Only School Approved or in Existence	
<b>Area I</b>							
Nolan Hill	181	121	70	20	50	0	442
Sherwood	324	197	60	10	50	0	641
Valley Ridge/Crestmont	482	211	30	30	0	0	753
<b>Area II</b>							
Country Hills/Harvest Hills	657	313	40	10	0	0	1020
Coventry Hills/Country Hills Village <sup>(2)</sup>	924	364	60	0	0	50	1398
Kincora	564	364	70	10	50	0	1058
Sage Hill	639	194	50	20	50	0	953
<b>Area III</b>							
Cityscape	78	49	80	40	50	0	297
Redstone	228	78	50	50	50	0	456
Skyview Ranch	730	295	50	50	50	0	1175
<b>Area IV</b>							
Cougar Ridge	681	299	40	30	0	0	1050
<b>Area V</b>							
Cranston <sup>(2)</sup>	1106	381	70	0	50	50	1657
Evergreen <sup>(2)</sup>	1082	313	50	0	0	50	1495
Legacy	117	67	60	30	50	0	324
Mahogany	693	260	70	60	0	0	1083
Walden	277	113	50	0	50	0	490

- Notes:
- 0 points in Community Growth Profile = 0 points in Busing and Travel Time.
  - Pre-school Census includes "Total" number of pre-school children 2010-2014. (Statistics from the City of Calgary "Pre-School Children 2015").
  - Communities that have a new school constructed or approved and can only support one K-GR4 school are not ranked.
  - School <sup>(2)</sup> = the community has a new school constructed or approved and can support a second K-GR4 school.  
For communities that already have an elementary school, their current provincial capacity is deducted from their Pre-School and K-GR4 enrolments.
  - Bus Receivers – More than one bus receiver school required for established grade configuration within two school years.  
(examples include, but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9).



### Middle/Junior (Grades 5-9) Statistics 2017-2020 Capital Submission

Community	Community Growth Profile (statistics)				Busing and Travel Time (statistics)			Accommodation Plan	
	Elementary (K-GR4) Enrolment	Middle (GR 5-9) Enrolment	Projected Population Growth by Sector (%)	Ratio of GR5-9 CBE Enrolment to # of Housing Units in Community (%)	Median Travel Time (minutes)	Direct Distance Travelled (km's)	More than one Bus Receiver within two school years	Existing K-GR4 or Design Only School Approved or in Existence	Greater Than Two Transition Points
<b>Area I</b>									
Sherwood/ Nolan Hill	318	329	23	18	32	5	yes	no	no
<b>Area II</b>									
Harvest Hills/ Country Hills	313	265	23	7	27	7	no	no	no
Evanston	617	359	23	9	28	11	yes	yes	no
Sage Hill	194	124	23	8	31	12	no	no	no
<b>Area III</b>									
Cityscape	49	38	21	23	30	8	yes	no	no
Skyview Ranch	295	203	21	9	23	9	yes	no	no
<b>Area IV</b>									
Aspen Woods	320	246	6	9	16	4	no	yes	no
Signal Hill	447	379	6	7	16	2	no	yes	no
<b>Area V</b>									
Auburn Bay	685	367	29	9	23	9	no	yes	no
Legacy	67	47	21	10	12	5	no	no	no
Silverado	270	190	21	8	25	8	no	yes	no
Walden	113	115	21	12	16	4	no	no	no

- Notes:
1. Housing information from The City of Calgary "2015 Civic Census".
  2. Bus Receivers - More than one bus receiver school required for established grade configuration within two school years. (examples include, but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9). (Busing and Travel Time information as per Transportation Services)

\* City Transit

**Middle/Junior (Grades 5-9) Ranking Points  
2017-2020 Capital Submission**

Community Growth Profile (points)				Busing and Travel Time (points)		Accommodation Plan		
Community	Elementary (K-GR4) Enrolment	Middle (GR 5-9) Enrolment	Projected Population Growth / GR5-9 Enrolment to Housing Units	Median Travel Time / Direct Distance Travelled	Greater than one Bus Receiver within two school years	Existing K-GR4 or Design Only School Approved or in Existence	Greater Than Two Transition Points	Total Points
<b>Area I</b>								
Sherwood/Nolan Hill	318	329	60	40	50	0	0	797
<b>Area II</b>								
Harvest Hills/ Country Hills	313	265	40	30	0	0	0	648
Evanston	617	359	40	40	50	50	0	1156
Sage Hill	194	124	40	50	0	0	0	408
<b>Area III</b>								
Cityscape	49	38	70	40	50	0	0	247
Skyview Ranch	295	203	40	20	50	0	0	608
<b>Area IV</b>								
Aspen Woods	320	246	30	10	0	50	0	656
Signal Hill	447	379	30	10	0	50	0	916
<b>Area V</b>								
Auburn Bay	685	367	50	20	0	50	0	1172
Legacy	67	47	50	0	0	0	0	164
Silverado	270	190	40	30	0	50	0	580
Walden	113	115	50	10	0	0	0	288

- Notes:
1. 0 points in Community Growth Profile = 0 points in Busing and Travel Time.
  2. Bus Receivers – More than one bus receiver school required for established grade configuration within two years. (examples include, but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9).

## CBE Point Assignments

Kindergarten - Grade 4						
Pre-school Census (Age 1-5)						
Pre-school Census (Age 1-5)*					Actual Value	
* Prepared by the City of Calgary annually						
Current K-GR4 Enrolment						
Current K-GR4 Enrolment - September 30, 2015 enrolment					Actual Value	
Projected Population / Ratio of Enrolment to Housing Units						
Ratio of K-GR4 Enrolment to # of Housing Units in Community (%)						
(September 30th of each year)						
	≤4%	5 to 9%	10 to 14%	15 to 19%	20 to 24%	≥25 %
Projected 5 Year Sector Population Growth (%)**						
Less than 5%	10 points	20 points	30 points	40 points	50 points	60 points
5 to 14%	20 points	30 points	40 points	50 points	60 points	70 points
15 to 24%	30 points	40 points	50 points	60 points	70 points	80 points
Greater than 25 %	40 points	50 points	60 points	70 points	80 points	90 points
** Based on City of Calgary Suburban Residential Growth (Prepared Annually)						
Median Travel Time / Distance Travelled						
Distance Travelled (km's)*						
	≤9	10 to 14	15 to 19	20 to 24	≥25	
Median Travel Time						
15-19 minutes	10 points	20 points	30 points	40 points	50 points	
20-24 minutes	20 points	30 points	40 points	50 points	60 points	
25-29 minutes	30 points	40 points	50 points	60 points	70 points	
30-34 minutes	40 points	50 points	60 points	70 points	80 points	
35-39 minutes	50 points	60 points	70 points	80 points	90 points	
≥40 minutes	60 points	70 points	80 points	90 points	100 points	
* Distance travelled calculated using ARCGIS to determine "centre" of the community to bus receiver school						
Other Considerations:						
Bus Receiver - Elementary						
More than one bus receiver school required for established grade configuration within two school years (examples include but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9)					50 points	
Existing K-GR4 School or Design Only School approved or in existence					50 points	
Notes:						
1. If a community already has a school or a design only school, the capacity of the school will be subtracted from the number of students enrolled in the CBE.						
2. When there is a design only school in a community, an exception to the standard ranking methodology will be made.						



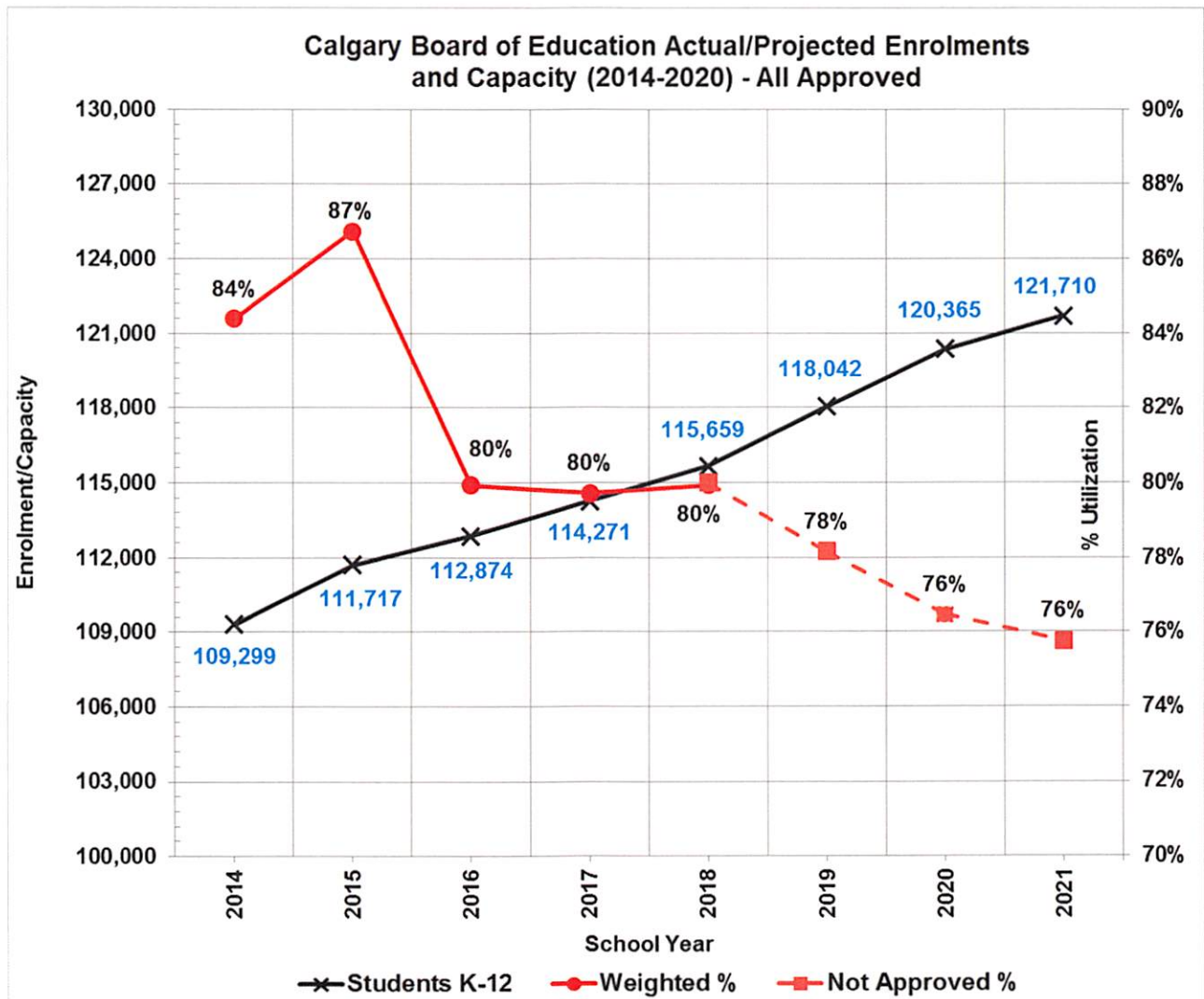
## CBE Point Assignments

Middle (Grade 5-9)						
K-GR4 Enrolment						
Current K-GR4 Enrolment - September 30, 2015 enrolment					Actual Value	
GR5-9 Enrolment						
Current GR5-9 Enrolment - September 30, 2015 enrolment					Actual Value	
Projected Population / Ratio of Enrolment to Housing Units						
Ratio of GR5-9 Enrolment to # of Housing Units in Community (%) (September 30th of each year)						
	≤4%	5 to 9%	10 to 14%	15 to 19%	20 to 24%	≥25 %
Projected 5 Year Sector Population Growth (%)*						
Less than 5%	10 points	20 points	30 points	40 points	50 points	60 points
5 to 14%	20 points	30 points	40 points	50 points	60 points	70 points
15 to 24%	30 points	40 points	50 points	60 points	70 points	80 points
Greater than 25 %	40 points	50 points	60 points	70 points	80 points	90 points
* Based on City of Calgary Suburban Residential Growth (Prepared Annually)						
Median Travel Time / Distance Travelled						
Distance Travelled (km's)**						
	≤9	10 to 14	15 to 19	20 to 24	≥25	
Median Travel Time						
15-19 minutes	10 points	20 points	30 points	40 points	50 points	
20-24 minutes	20 points	30 points	40 points	50 points	60 points	
25-29 minutes	30 points	40 points	50 points	60 points	70 points	
30-34 minutes	40 points	50 points	60 points	70 points	80 points	
35-39 minutes	50 points	60 points	70 points	80 points	90 points	
≥40 minutes	60 points	70 points	80 points	90 points	100 points	
** Distance travelled calculated using GIS to determine "centre" of the community to bus receiver school						
Other Considerations:						
Bus Receiver More than one bus receiver school required for established grade configuration within two years (examples include but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9)					50 points	
Existing K-GR4 School or Design Only School approved or in existence					50 points	
Greater than 2 Transition Points (K-GR9)					50 points	
Notes:						
1. If a community already has a school or a design only school, the capacity of the school will be subtracted from the number of students enrolled in the CBE.						
2. When there is a design only school in a community, an exception to the standard ranking methodology will be made.						

## CBE System Utilization

## CBE SYSTEM UTILIZATION – (2014 – 2021)

### K-GR12



Note: Assumes all schools approved in 2017-2020 Plan

### CBE Definitions

<b>Additions/Expansions:</b>	Changes the gross area of building
<b>CTS:</b>	Career and Technology Studies
<b>Modernization:</b>	Supports modernization of a building
<b>Provincial Net Capacity:</b>	Determined by dividing the total instructional area by an area per student grid based on their grade configuration (as per Alberta Education/Alberta Infrastructure's School Capital Manual), plus CTS, gym and library space.
<b>RECAPP:</b>	Renewal Capital Asset Planning Process
<b>School Community</b>	Attendance Area Boundary

### CBE Formulas

<b>Utilization Rate</b>	= $\frac{\text{Weighted enrolment [K@FTE + enrolment + (Special Ed. } \times 3)]}{\text{Provincial capacity (student spaces)}}$
<b>Weighted Enrolment</b>	= (Total kindergarten divided by 2 [K@FTE]) + Grades 1-12 enrolment + (Special Education at 3:1)

### Alberta Education/Alberta Infrastructure School Capital Manual Definitions

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



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

<b>Site Development</b>	Provision of utility services, access, location of buildings, playfields and landscaping.
<b>Utilization Ratio</b>	The ratio determined by dividing a jurisdiction's total FTE student enrolment by its net capacity.

**report to  
Board of Trustees****Correspondence**

Date	March 1, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Janice R. Barkway Office of the Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

**1 | Recommendation**

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The following correspondence is being provided to the Board for information:

- Letter dated February 10, 2016 from Board Chair J. Bowen-Eyre, to Parents/Guardians of W.H. Cushing School, regarding the closure of W.H. Cushing School effective June 30, 2016.

Attachments: Relevant Correspondence







**Board Chair**

Joy Bowen-Eyre Wards 1 & 2

**Vice-Chair**

Amber Stewart Wards 12 & 14

**Trustees**

Lynn Ferguson Wards 3 & 4

Pamela King Wards 5 & 10

Trina Hurdman Wards 6 & 7

Judy Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

February 10, 2016

Dear Parents/Guardians of W.H. Cushing School:

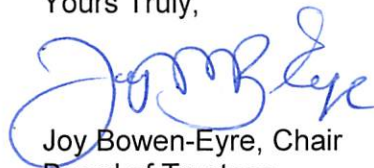
Please be advised that at the Regular Meeting of the Calgary Board of Education that was held on February 9, 2016, the Board of Trustees passed the following resolution:

THAT W. H. Cushing Workplace School be closed effective June 30, 2016;  
and

THAT the Board of Trustees communicate this decision to parents in a timely manner.

On behalf of the Board of Trustees, I would like to express our appreciation for the support that parents have provided and continue to provide to the students and staff members at W. H. Cushing School.

Yours Truly,



Joy Bowen-Eyre, Chair  
Board of Trustees

cc: School Principal and Staff  
Mr. Calvin Davies, Area Director

## report to Board of Trustees

## Chief Superintendent's Update

Date	March 1, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

### 1 | Recommendation

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This report is being provided for the information of the Board. No decision is required at this time.

### 2 | Issue

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

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



### **Transportation Review**

The CBE has committed to reviewing its transportation model to ensure we continue to deliver safe, efficient, and cost effective transportation that is financially sustainable. Over the past three months, a firm called School Bus Consultants has reviewed all aspects of transportation within the CBE including service models and transportation processes. This technical review is now complete and the information is being reviewed internally. In the next few weeks, the report will be released publicly. Content in this report will also be used to inform the engagement process regarding potential changes to transportation going forward.

The CBE is moving ahead with plans for public engagement regarding transportation service levels and fees. Over the next few months, parents, staff, students and other stakeholders will have the opportunity to be consulted before any potential changes to transportation service levels and fees are made for the 2016-17 school year and beyond. The CBE has been working with Delaney and Associates to develop and execute the transportation engagement plan. To date, the engagement approach has been confirmed by senior leadership. As part of the engagement approach, we will be working with a stakeholder advisory group. Members of this Transportation Engagement Advisory Committee (TEAC) have been confirmed. Co-chaired by Transportation and Planning and Communication Services, the committee will provide advice and support. Details and logistics for the engagement sessions are currently being developed. We will continue to update the Board of Trustees and all our stakeholders through various communication channels including on the CBE website at [www.cbe.ab.ca/dialogue](http://www.cbe.ab.ca/dialogue).

### **Records Management Quarterly Report**

#### **BACKGROUND**

At the Board of Trustees' meeting on January 24, 2012, administration was directed to provide quarterly updates to the Board regarding the Calgary Board of Education's progress to address records management and retention issues. The following is the 2015/16 second quarter update presented in response to this directive.

Quarterly reports reference Generally Accepted Recordkeeping Principles as a means of contextualizing the work and overall progress. The Principles are an industry standard that forms the basis for the Corporate Records Management Program. Following are the Principles of Records Management:

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





## QUARTERLY UPDATE

### **Principle of Accountability**

#### **Official Student Record (OSR) Folder Pilot**

The OSR Folder Pilot continued and the new folders have been in use at pilot schools since September 2015. Of the 32 participating schools, 26 provided feedback and overall the feedback was very positive. Members of the RM team visited 5 pilot schools to provide support and to see firsthand how the new folders were being utilized.

An OSR Folder Pilot feedback session was held towards the end of November and was attended by 17 schools. At the session, participants discussed strategies for implementing the folders at schools and shared suggestions for addressing issues and/or challenges that had arisen. Following the feedback session, an email message that captured the essence of all the feedback received together with responses or decisions was circulated to all the pilot schools. It should be noted that, as a result of the discussions at the feedback session, the design of the Schools Attended table on the folder's inner front cover was significantly simplified.

#### **System-wide OSR Folder Announcement**

A system-wide announcement regarding the introduction of the new OSR folders was distributed on January 12, 2016. The communication highlighted the pilot results and advised schools that the deployment of folders will be phased, so that beginning in March 2016, all schools would be provided with sufficient OSR folders to address their new student intake.

#### **Benefits**

Establishing a standardized OSR folder along with processes and protocols is meant to enhance efficiency by eliminating duplications like multiple file reorganizations, while simultaneously improving the general care and maintenance of student records. In addition, centrally acquiring the standardized Student Folders should result in savings as a result of bulk purchasing.

The feedback received from emails and discussion while piloting the OSR folders is vital. It provides insights and understandings so that possible fine adjustments or amendments could be made prior to any system-wide folder rollout to be effected prior to the system-wide deployment.



## **Principles of Retention and Disposition**

### **Offsite Storage of CBE Records**

The focus on retention and disposition continued and as of the end of February 2016:

#### **Records received from schools and departments**

327 administrative and 252 student record boxes were received, classified and retained in accordance with the organization's Classification and Retention schedule.

#### **Record boxes provided to schools and departments**

356 boxes were distributed to CBE schools and administrative offices.

#### **Off-site Disposition**

The disposition process has been initiated for 578 boxes of records that are eligible for destruction.

#### **On-site Active Disposition**

Using the Active Disposition process, 174 boxes of records located at schools and administrative offices were disposed.

### **Benefits**

- Provides facilities more suitable for maintaining semi-active and inactive records (primarily fire suppression, enhanced security and protective racking to shield physical boxes from damage).
- Addresses overcrowding and related occupational safety concerns at the CBE's onsite facilities.
- Reduces storage of active records by allowing the disposition of inactive, duplicate, or obsolete material.
- Record boxes provided to schools and departments provide superior protection of records during transit and resists crushing during long term storage.
- Reduces unnecessary monthly costs associated with record storage since records whose significance has passed are disposed.
- Reduces and/or eliminates ad-hoc and uncontrolled destruction of records.

## **Principles of Protection and Availability**

### **Records requests**

Following from the previously implemented process to track record requests as a means of understanding related time, effort and costs, during the quarter 234 requests were received and responded to. Of these, approximately 66% represented requests from the public (including past students or on behalf of past students) and the remaining 34% were internal requests.



## Confidential Shred Bins

RM staff continually monitor, adjust and adapt elements of the Shred Bin program to ensure adequate and efficient coverage at schools and administrative sites. Accordingly, throughout the CBE, a total of 2,800 Shred Bins were emptied to securely dispose of the transitory records they contained.

## Benefits

The Shred Bin program adjustments have resulted in greater efficiency and satisfaction with the program. In addition, the Shred program has contributed significantly to compliance on related Operational Expectations and has helped to increase awareness of security issues with student information.

## Principles of Integrity and Transparency

### Records Management Staff Insite Page Update

To ensure resources are accurate and accessible to CBE staff, the OSR Protocol and OSR Guide were updated and transmittal forms have been re-titled and added to the CBE's Forms database. Consistent with recommendations from the 2015 RM Audit, the SHRED program section of the RM page on Staff Insite was also updated to make the list of resources and the most requested information more prominent.

## Onsite Training

Site visits and Record Management consultations and training sessions were provided to the following Schools and service units during the reporting period:

Onsite Training	
Area III Lunch & Learn - School Admins (31 schools)	Facility Operations
Finance (Leadership group)	Captain Nichola Goddard School
Dr. Gladys McKelvie Egbert School	Henry Wise Wood High School

## Benefits

In order for Records Management practices to be adopted and become standard organizational practice, it must be supported by on-going training and appropriate communications. In particular, new understandings and processes often require



targeted training and specific communication to employees to build the foundations for achieving a mature RM program.

### **Records Management Support**

Records Management Technicians continued to assist schools with a variety of Records Management tasks including:

- File clean-up and organization
- Preparation of record for transfer to the Records Centre
  - Sorting records based in similar retention
  - Packing records in appropriate RM Boxes
  - Completing Transmittal Forms
  - Separating and gathering records that were past their retention period
- Providing hands-on RM training as required by schools

Specifically, during the reporting period, following schools and service units received support from the RM Technicians:

<b>RM Support/Assistance to Schools</b>	
Sherwood School	Dr. Gordon Higgins School
Western Canada High School	Colonel Walker School
Piitoayis Family School	Glendale School
Lester B. Pearson High School	Banting & Best School
Forest Lawn High School	CBE Homeschool

### **Benefits**

Direct contact with Schools and School Administrative staff has resulted in much improved practices as reflected in increased awareness of and appreciation for the Records Management program. School Record inventories provide vital information for administering the Corporate Records Management Program as they contribute to mapping all the information stored at school sites which in turn are critical for locating, retrieving and managing records.

### **Principle of Compliance**

#### **Understanding Records Management (RM) Practices at Schools**

On February 5 members of the RM Team met with the Deputy Chief Superintendent and Area Directors to discuss the status of RM practices at schools and agree on actions that could be taken to improve these practices. Each Area

Director received a package that comprised the 2015 School Audit Reports for schools that were audited from their Area, a high level RM Maturity Summary (by School) for their Area together with guidelines that could assist Area Directors with assessing and monitoring school RM practices. In addition, a draft informational document entitled "Managing School Records - Guidelines for CBE Principals" was also reviewed.

### **Benefits**

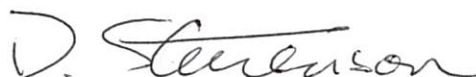
Achieving compliance with governance policies and applicable laws will require a concerted and consistent organizational effort for which Area Administrators and School Principals must play crucial leadership roles. In addition, developing tools to assist with the work to be undertaken in schools as well as directly engaging with Area Administrators can advance improvements to RM maturity in schools.

### **Classification & Retention Schedule (CRS) & File Plan Update**

Consistent with the suggestions arising from the consultant's review of the Classification Scheme and the Retention Schedule, the CRS and related documents such as the File Plan and Retention Timeframes were updated.

### **Benefits**

The CRS is a foundational element of the Calgary Board of Education's Corporate Records Management Program and as such keeping it up to date is essential for ensuring that the CBE's practices are always consistent with evolving regulatory requirements.



**DAVID STEVENSON**  
**CHIEF SUPERINTENDENT OF SCHOOLS**

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

Board: Board of Trustees

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

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

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

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

