

public agenda

Regular Board Meeting

March 8, 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.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions		GC-3	
	4 Public Comment [PDF]		GC-3.2	
Max 20 mins	Requirements as outlined in Board Meeting Procedures			
	5 Results Focus			
15 mins	5.1 School Presentation – Connaught School	C. Davies	R-2	
60 mins	5.2 Arts, Physical Education and CTS – Information Report	J. Everett	R-2; OE-8, 10	Page 5-1
	6 Operational Expectations			
15 mins	6.1 OE-8: Communication With and Support for the Board – Annual Monitoring	Board		(Page 8-1 Mar 1/16)
	7 Matters Reserved for Board Action			
10 mins	7.1 2016 ASBA Edwin Parr Teacher Nominee	G. Francis	OE-4	Page 7-1
10 mins	7.3 Nelson Mandela Gym Funding	D. Breton	OE-7,11&12	Page 7-7

Time	Topic	Who	Policy Ref	Attachment
	8 Consent Agenda	Board	GC-2.6	
	8.1 Approval of Minutes <ul style="list-style-type: none"> Regular Meeting held February 2, 2016 Regular Meeting held February 9, 2016 Regular Meeting held February 23, 2016 (THAT the Board approves the minutes of the Regular Meetings held February 2, 9 and 23, 2016, as submitted)			
	8.2 OE-4: Treatment of Employees – Reasonable Interpretation		B/CSR-5; OE-8	Page 8-1
	8.3 Three-Year School Capital Plan 2017-2020	Board	OE-7,9,11 & 12	(Page 7-1 Mar. 1/16)
	8.4 Items Provided for Board Information		OE-8	
	8.4.1 Chief Superintendent's Update			Page 8-41
	8.4.2 Construction Projects Status Update			Page 8-9
3:00 p.m.	9 Adjournment			
	Debrief	Trustees	GC-2.3	

Notice |

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

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

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

report to Board of Trustees

Physical Education, Fine Arts, Career & Technology Foundations, and Career & Technology Studies Information Report

Date	March 8, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Originator	Jeannie Everett, Superintendent, Learning
Governance Policy Reference	Results 2: Academic Success OE-8: Communication With and Support for the Board OE-10: Instructional Programming
Resource Person(s)	Chris Meaden, Director, Learning Ronna Mosher, Director, Learning Dianne Roulson, Director, Learning

1 | Recommendation

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



2 | Issue

This report provides the Board of Trustees with information related to student achievement in Arts, Physical Education, Career and Technology Foundations and Career and Technology Studies during the 2014-15 school year. It is a detailed look at student learning information in these subjects from the perspective of Results 2: Academic Success with connections to OE-10: Instructional Program.

3 | Background

The Board of Trustees' Annual Monitoring of Results 2: Academic Success is being supported by the provision of additional information reports over the course of the 2015-16 school year. This report is one in a series of subject-specific information reports.

4 | Analysis

This report provides information specific to the Arts, Physical Education, Career and Technology Foundations and Career and Technology Studies within the Board-approved indicator for Results 2: Academic Success that examines success through:

- The percentage of students meeting learning expectations within each discipline, as measured by student report cards

An accompanying presentation will provide additional interpretation of the data and samples of the instructional practices that have led to the positive results for Calgary Board of Education students in the Arts, Physical Education, Career and Technology Foundations and Career and Technology Studies. The data will inform next steps for continued improvement in the 2015-16 school year, in keeping with the Board's values identified in OE-10 Instructional Program.

Report Card Data

Teachers' evaluations of student learning as documented on student report cards are based on a body of evidence collected over time and in multiple learning tasks and in relation to the learning outcomes identified within provincial programs of study. They include information gathered from a range of assessment activities such as classroom activities, problem-solving situations, tests, performance tasks and work products.

From kindergarten to grade 9, student learning in the CBE is reported on a four-point scale on a number of outcomes that reflect the learning expectations within the program of study for each subject area. Level 1 indicates that the student is not meeting the expectations on the program of study. Levels 2-4 indicate increasing degrees of success with the expectations of the program of study. Additional descriptors can be used for students whose specialized learning needs create individual learning goals outside the regular program of study.

In high schools student learning is reported as a single percentage grade for each course.

Physical Education

Percentage of students successful ¹ with learning outcomes Report card indicators				
Subject Area	2011-12	2012-13	2013-14	2014-15
Physical Education K-12	97.9	97.5	97.4	98.1

Percentage of students successful with Physical Education learning outcomes Report card indicators		Percentage of students successful with Physical Education learning outcomes Report card indicators	
Grade	2014-15	High school courses	2014-15
K-9 overall	98.6	10-12 overall	95.2
K	98.9	PE 10	95.2
1	98.3	PE 20	94.4
2	98.9	PE 30	96.5
3	99.0		
4	99.1		
5	99.9		
6	99.7		
7	98.1		
8	96.9		
9	96.7		

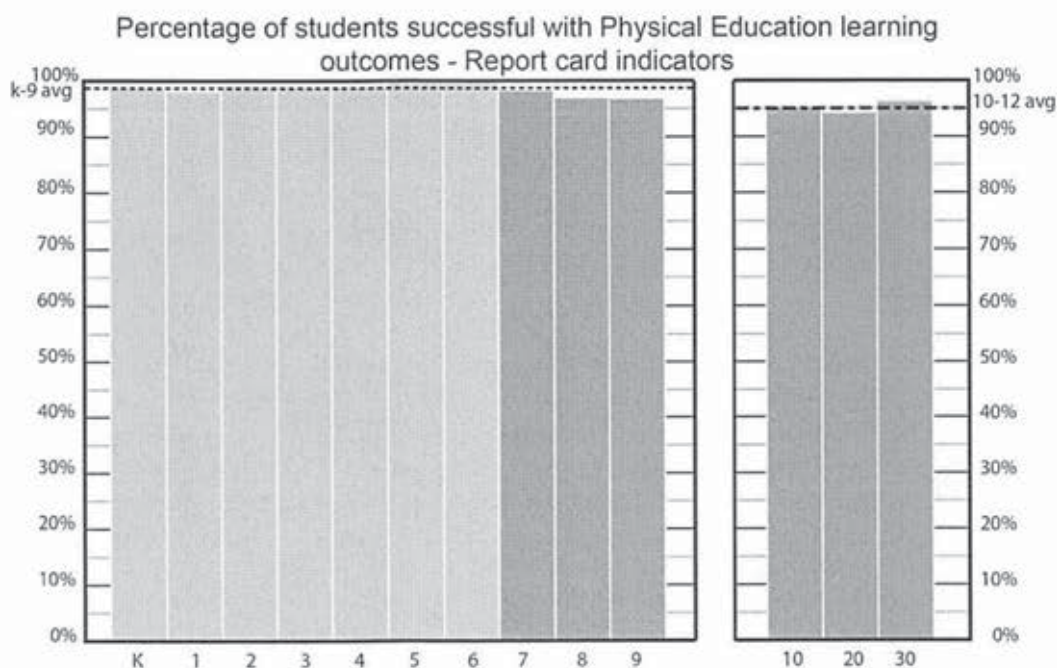
¹ Students are considered successful with the learning outcomes of the programs of study if they receive: a 2, 3 or 4 on the current CBE K-9 report card or 50% or above for percentage-based marks in high school. Historical data reflects students receiving a 3, 4, or 5 on a report card using a 1-5 scale; a 2, 3, or 4 on a report card using a 1-4 scale; an A, B, or C on a report card using an ABCD scale; or 50% or above for percentage-based marks.



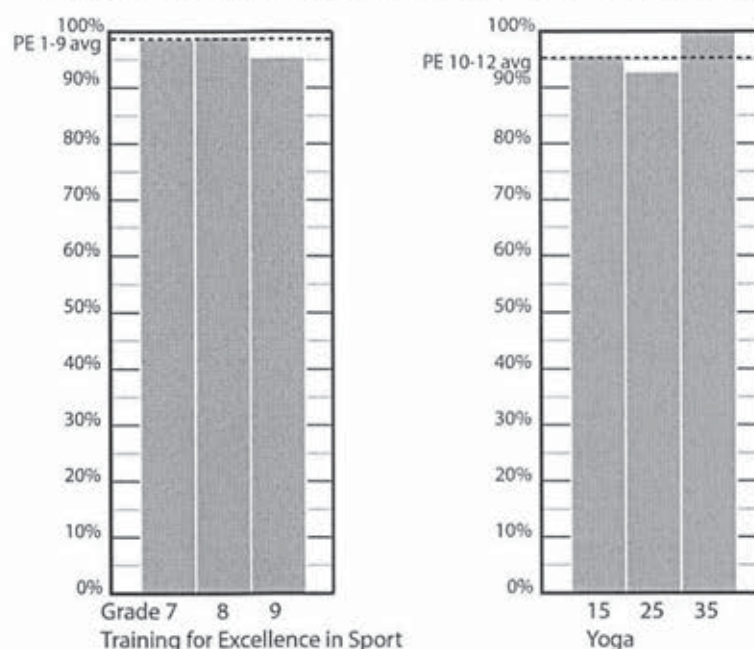
Percentage of students successful with Physical Education learning outcomes ** Report card indicators		Percentage of students successful with Physical Education learning outcomes ** Report card indicators	
Grade	2014-15	High School Courses	2014-15
K-9 overall	98.6	10-12 overall	95.2
Training for Excellence in Sport 7	98.6	Yoga 15	95.7
Training for Excellence in Sport 8	99	Yoga 25	92.8
Training for Excellence in Sport 9	95.4	Yoga 35	100

** Locally developed courses

The following graphs represent the percentage of CBE students who are successful with Physical Education learning outcomes (represented by report card indicators). The broken lines at the top represent the average for both K-9 students and then 10-12 students.



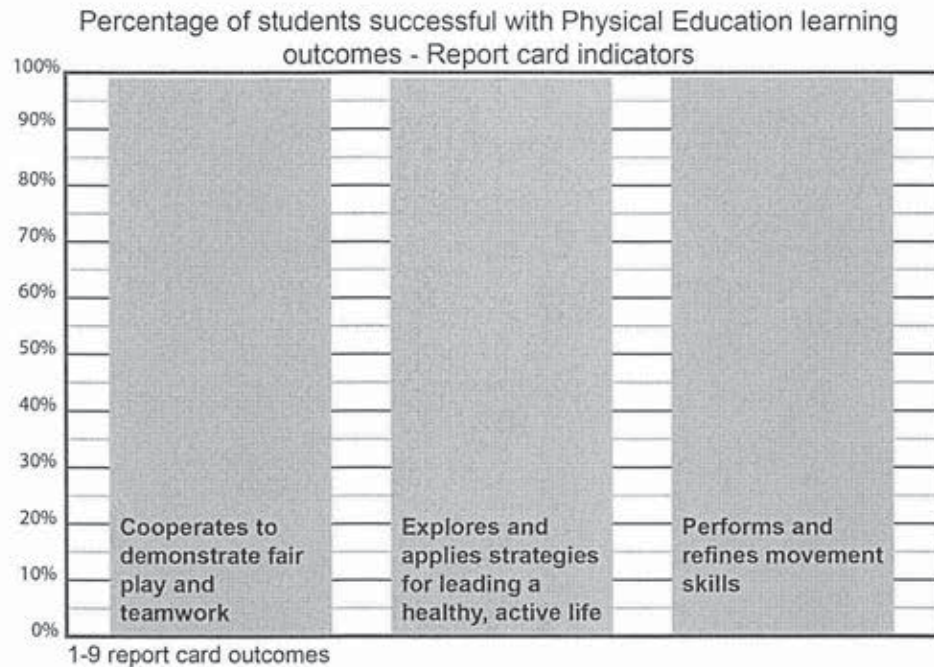
Percentage of students successful with Physical Education learning outcomes - Locally Developed Courses - Report card indicators



In 2014-15, the report card stems for Physical Education in kindergarten to grade 9 were:

- Cooperates to demonstrate fair play and teamwork
- Explores and applies strategies for leading a healthy, active life
- Performs and refines movement skills

Percentage of students successful with Physical Education learning outcomes	
K- grade 9 report card stems	2014-15
Cooperates to demonstrate fair play and teamwork	98.9
Explores and applies strategies for leading a healthy, active life	98.9
Performs and refines movement skills	99.2



Fine Arts

Percentage of students successful ² with learning outcomes Report card indicators				
Subject Area	2011-12	2012-13	2013-14	2014-15
Fine Arts K-12	97.8	99.3	97.3	97.8

There are many Arts courses in the Calgary Board of Education, both provincially and locally developed. The overall results presented above consider the part of the kindergarten program called Creative Expression, student learning from grades 1-12 in three primary Arts subjects (Art, Music, Drama) as well as Dance and Film Studies in middle/junior and high school. Information specific to Creative Expression, Art, Music, Drama, Dance and Film Studies is provided below. For kindergarten Creative Expression and grades 1-9 information for the main Music, Art and Drama courses is further divided by specific report card stem. Information for other more specialized courses is presented at the course level.

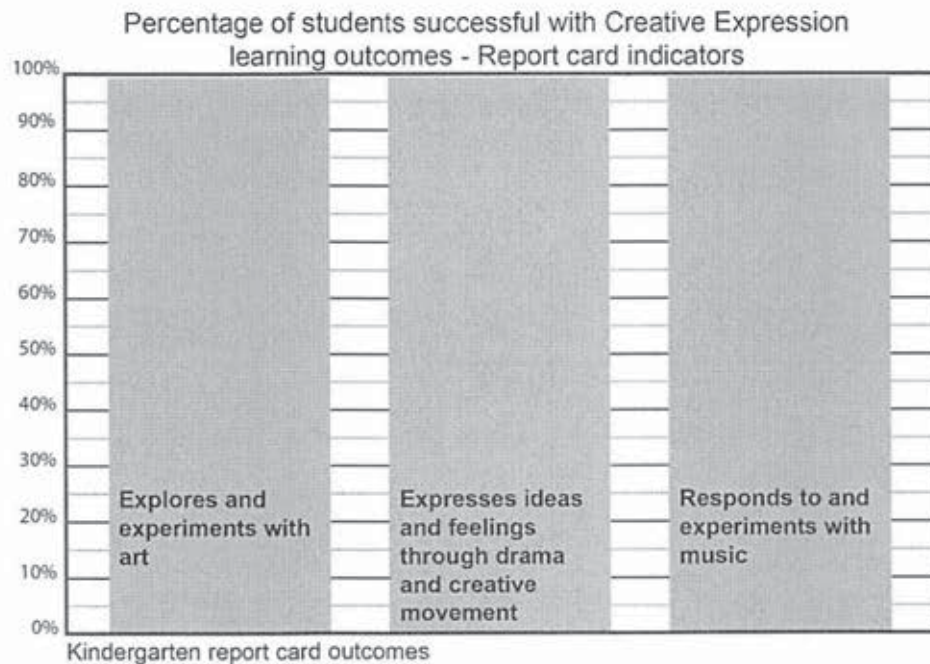
² Students are considered successful with the learning outcomes of the programs of study if they receive: a 2, 3 or 4 on the current CBE K-9 report card or 50% or above for percentage-based marks in high school. Historical data reflects students receiving a 3, 4, or 5 on a report card using a 1-5 scale; a 2, 3, or 4 on a report card using a 1-4 scale; an A, B, or C on a report card using an ABCD scale; or 50% or above for percentage-based marks.

Creative Expression

In 2014-15, the report card stems for Creative Expression in kindergarten were:

- Explores and experiments with art
- Expresses ideas and feeling through drama and creative movement
- Respond to and experiments with music

Percentage of students successful with Creative Expression learning outcomes	
Kindergarten card stems	2014-15
Explores and experiments with art	99.5
Expresses ideas and feelings through drama and creative movement	99.5
Responds to and experiments with music	99.5



Art

Percentage of students successful with Art learning outcomes Report card indicators		Percentage of students successful with Art learning outcomes Report card indicators	
Grade	2014-15	High school courses	2014-15
1-9 overall	98.1	10-12 overall	93.6
1	97.4	Art 10	92.3
2	98.8	Art 11	75.4
3	98.7	Art 20	94.9
4	98.9	Art 21	88.0
5	98.8	Art 30	95.6
6	98.4	Art 31	100.0
7	96.2		
8	95.4		
9	94.2		

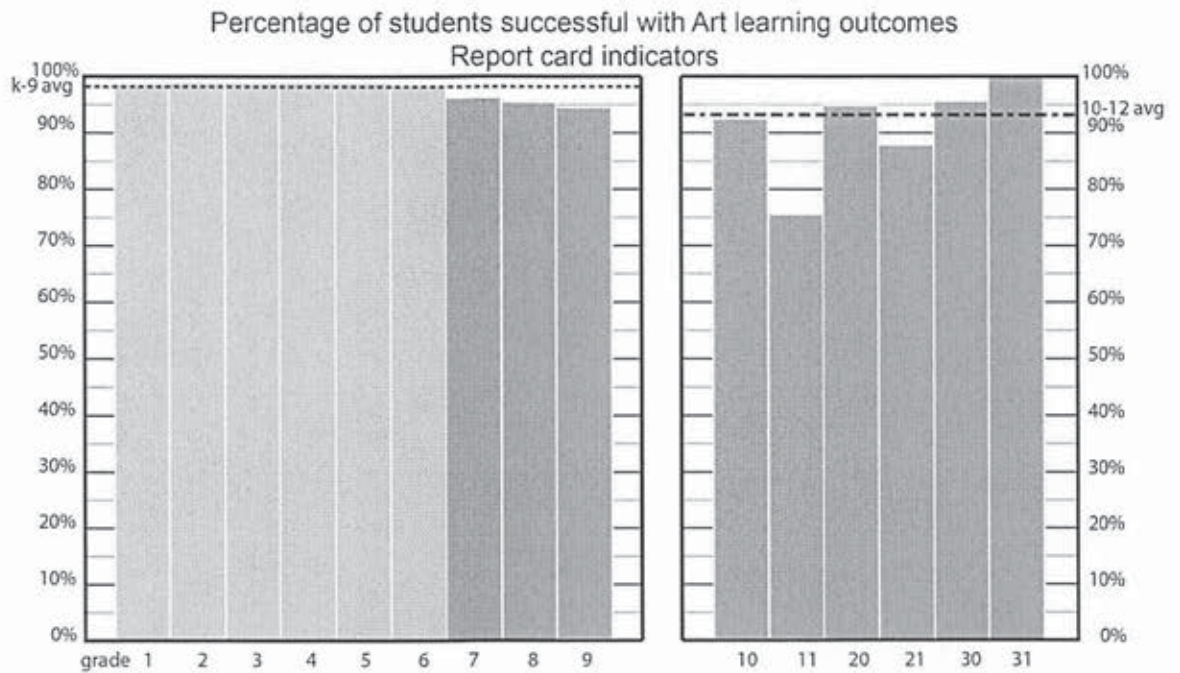
Percentage of students successful with Art learning outcomes ** Report card indicators	
High School Courses	2014-15
10-12 overall	93.6
Advanced Techniques 15*	94.4
Advanced Techniques 25*	96.5
Advanced Techniques 35*	97.3
Professional Development in the Arts 35	100

** Locally developed courses

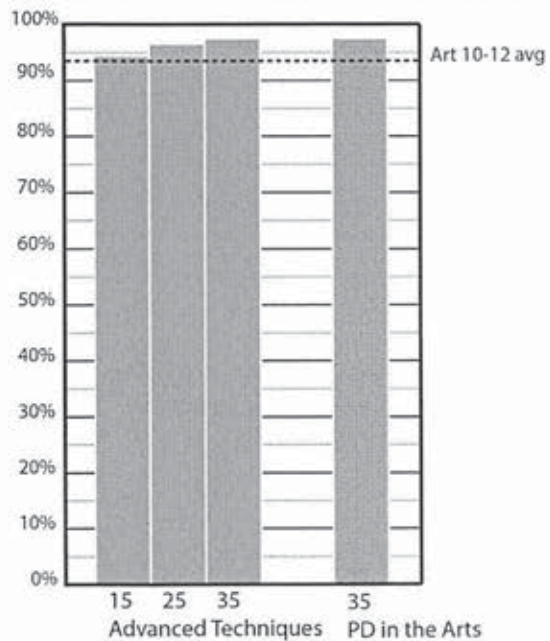
* Course data combined due to low enrolment



The following graphs represent the percentage of CBE students who are successful with Art learning outcomes (represented by report card indicators). The broken lines at the top represent the average for both 1-9 students and then 10-12 students.



Percentage of students successful with Art learning outcomes
Locally Developed Courses - Report card indicators

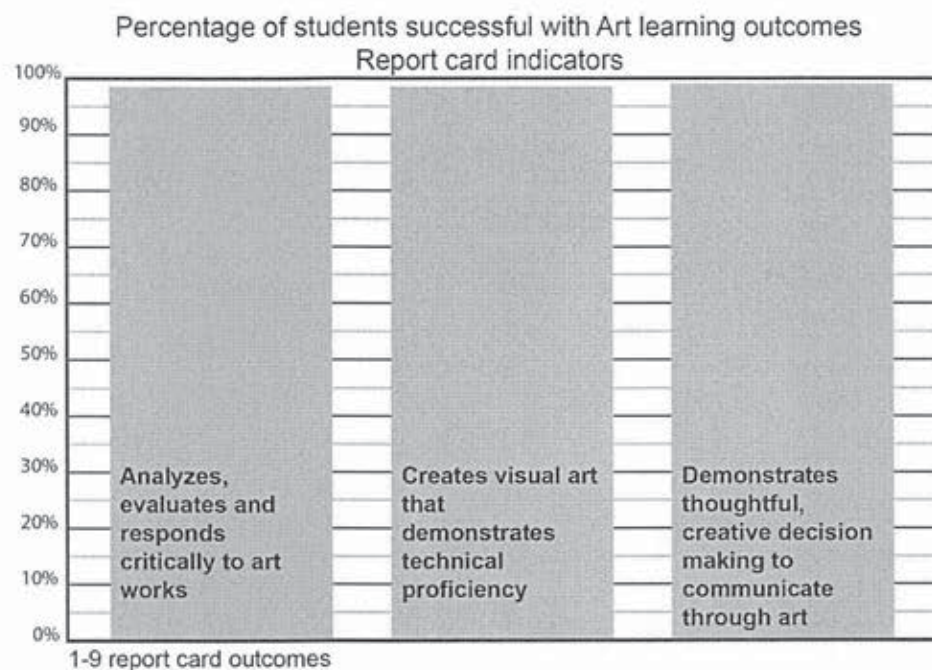


In 2014-15, the report card stems for Art in grades 1-9 were:

- Analyzes, evaluates and responds critically to art works

- Creates visual art that demonstrates technical proficiency
- Demonstrates thoughtful, creative decision making to communicate through art

Percentage of students successful with Art learning outcomes	
Grades 1- 9 report card stems	2014-15
Analyzes, evaluates and responds critically to art works	98.7
Creates visual art that demonstrates technical proficiency	98.6
Demonstrates thoughtful, creative decision making to communicate through art	99.0



Music

Percentage of students successful with Music learning outcomes Report card indicators		Percentage of students successful with Music learning outcomes Report card indicators	
Grade	2014-15	High school courses	2014-15
1-9 overall	98.1	10-12 overall	97.2
1	98.2	Choral Music 10	96.6
2	98.9	Choral Music 20	96.8
3	98.3	Choral Music 30	96.6
4	98.5	General Music 10	98.0
5	98.0	General Music 20	98.8
6	97.7	General Music 30	100.0
7	95.2	Instrumental Music 10	95.4
8	96.4	Instrumental Music 20	98.3
9	97.5	Instrumental Music 30	99.2

Percentage of students successful with Music learning outcomes ** Report card indicators		Percentage of students successful with Music learning outcomes ** Report card indicators	
Grade	2014-15	High School Courses	2014-15
1-9 overall	98.1	10-12 overall	97.2
Guitar 7	94.5	Band 15	96.7
Guitar 8	96.6	Band 25	97.5
Guitar 9	94.7	Band 35	99.1
		Choir 15	98.5
		Choir 25	97.2
		Choir 35	99.0
		Instrumental Jazz 15	99.0
		Instrumental Jazz 25	97.5
		Instrumental Jazz 35	98.9
		Vocal Jazz 15, 25, 35*	99.3
		Chamber Ensemble 15, 25, 35*	100%

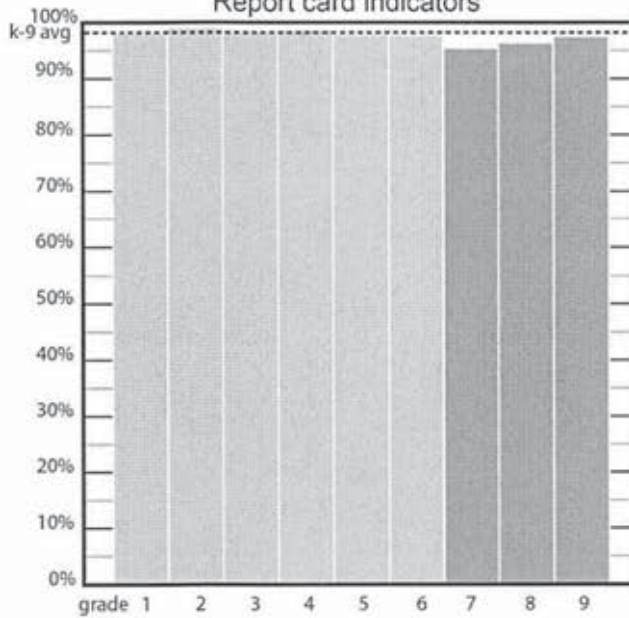


**Locally developed courses

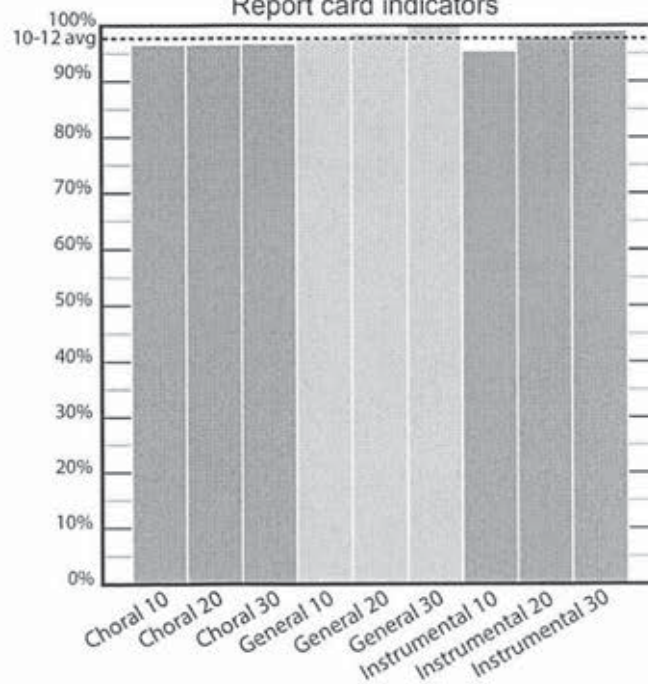
*Course data combined due to low enrolment numbers

The following graphs represent the percentage of CBE students who are successful with Music learning outcomes (represented by report card indicators). The broken lines at the top represent the average for both 1-9 students and then 10-12 students.

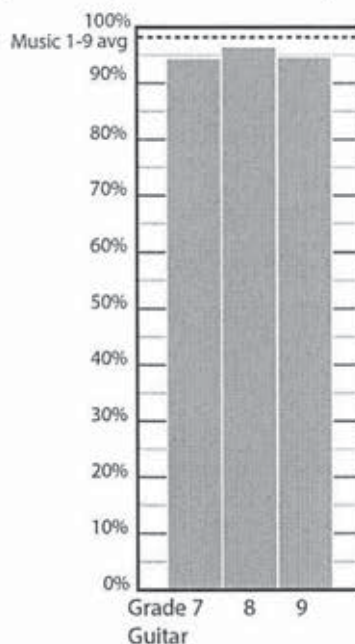
Percentage of students successful with Music learning outcomes
Report card indicators



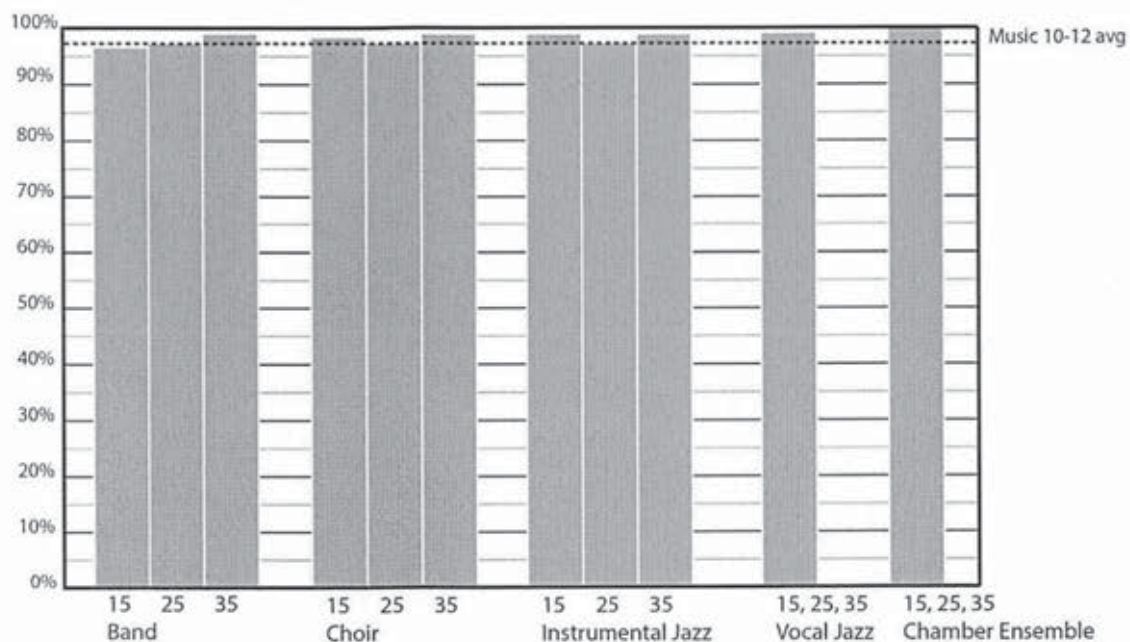
Percentage of students successful with Music learning outcomes
Report card indicators



Percentage of students successful with Music learning outcomes
Locally Developed Courses - Report card indicators



Percentage of students successful with Music learning outcomes
Locally Developed Courses - Report card indicators

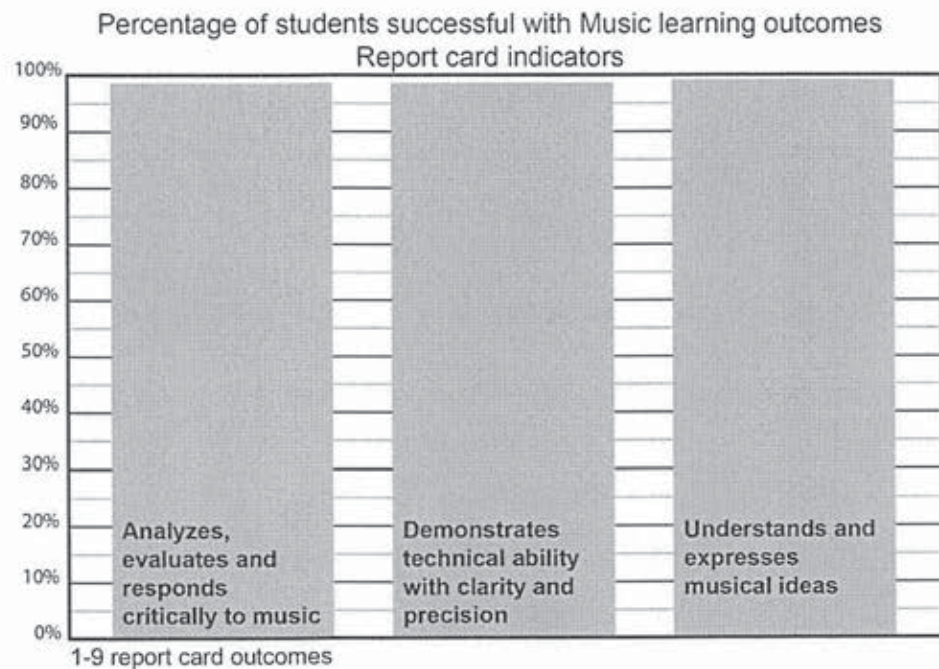


In 2014-15, the report card stems for Music in grades 1-9 were:

- Analyzes, evaluates and responds critically to music
- Demonstrates technical ability with clarity and precision
- Understands and expresses musical ideas



Percentage of students successful with Music learning outcomes	
Grades 1- 9 report card stems	2014-15
Analyzes, evaluates and responds critically to music	98.8
Demonstrates technical ability with clarity and precision	98.8
Understands and expresses musical ideas	99.1



Drama

Percentage of students successful with Drama learning outcomes Report card indicators ³		Percentage of students successful with Drama learning outcomes Report card indicators	
Grade	2014-15	High school courses	2014-15
1-9 overall	98.4	10-12 overall	97.5
1	99.8	Drama 10	96.6
2	99.8	Drama 20	97.8
3	99.5	Drama 30	97.4
4	99.0		
5	99.2		
6	98.6		
7	97.6		
8	97.4		
9	97.6		

Percentage of students successful with Drama learning outcomes ** Report card indicators		Percentage of students successful with Drama learning outcomes ** Report card indicators	
Grade	2014-15	High School Courses	2014-15
1-9 overall	98.4	10-12 overall	97.5
Performing Arts 7	100	Advanced Acting/Touring Theatre 15	99.0
Performing Arts 8	99.5	Advanced Acting/Touring Theatre 25	100.0
Performing Arts 9	99.0	Advanced Acting/Touring Theatre 35	100.0
Explorations in Fine and Performing Arts 7-9*	97.4	Musical Theatre 15	98.2
		Musical Theatre 25	100.0

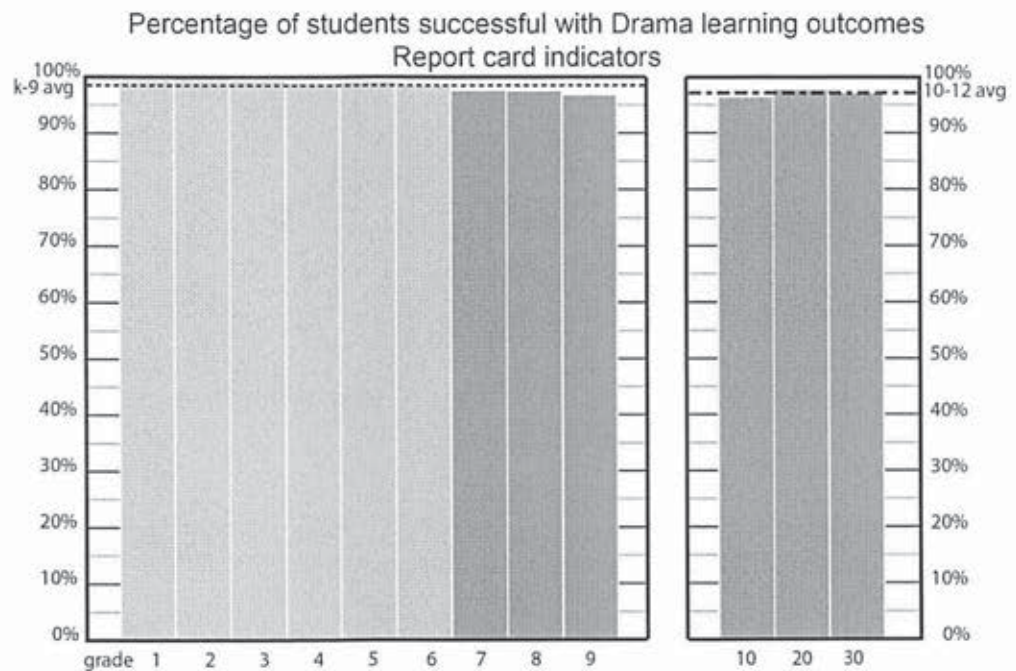
³ From report cards where Drama is reported separately. In grades 1-6 instruction in Drama is often incorporated into Music/Art/Language Arts classes and not reported as a separate subject.

		Musical Theatre 35	100.0
		Technical Theatre 15	92.1
		Technical Theatre 25	97.9
		Technical Theatre 35	100.0
		Directing 25, 35*	100.0

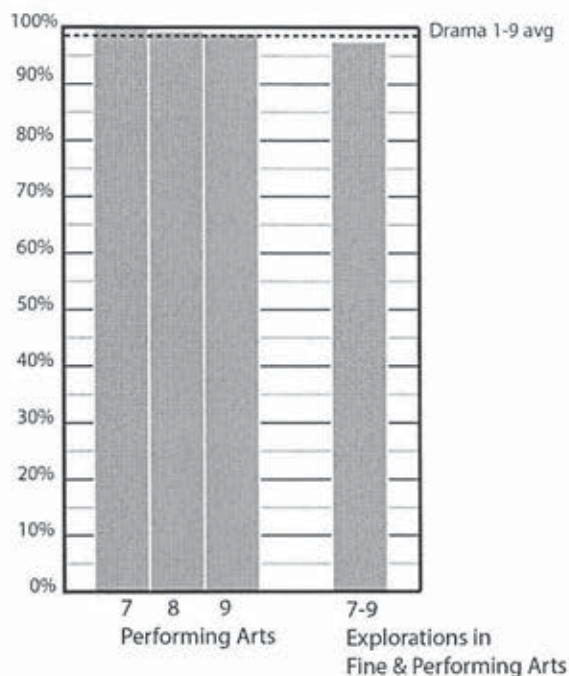
**Locally developed courses

*Course data combined due to low enrolment

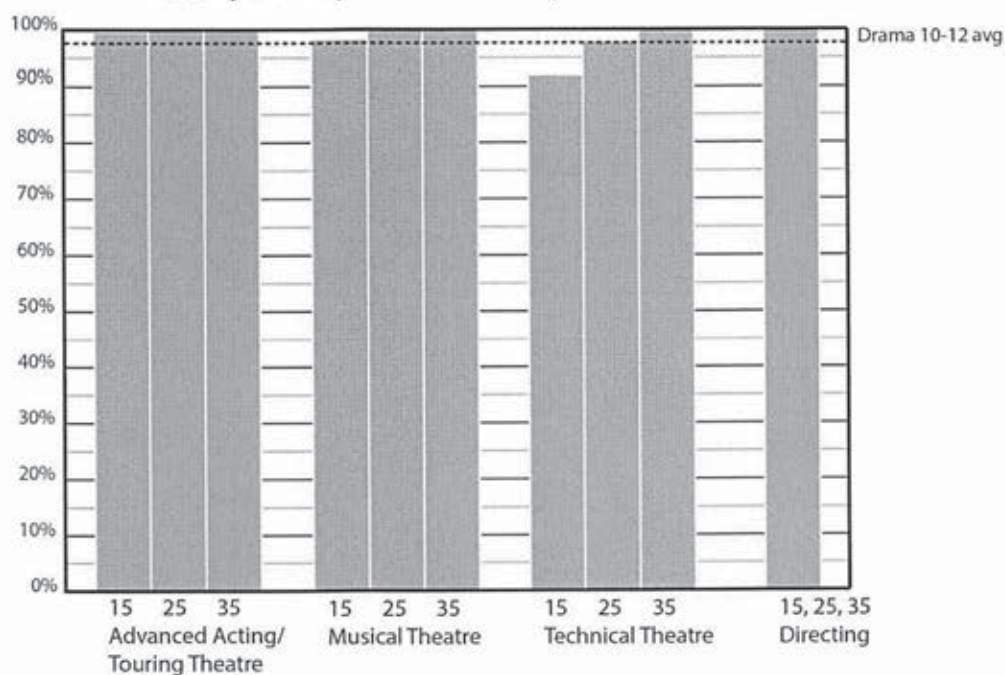
The following graphs represent the percentage of CBE students who are successful with Drama learning outcomes (represented by report card indicators). The broken lines at the top represent the average for both 1-9 students and then 10-12 students.



Percentage of students successful with Drama learning outcomes
Locally Developed Courses - Report card indicators



Percentage of students successful with Drama learning outcomes
Locally Developed Courses - Report card indicators

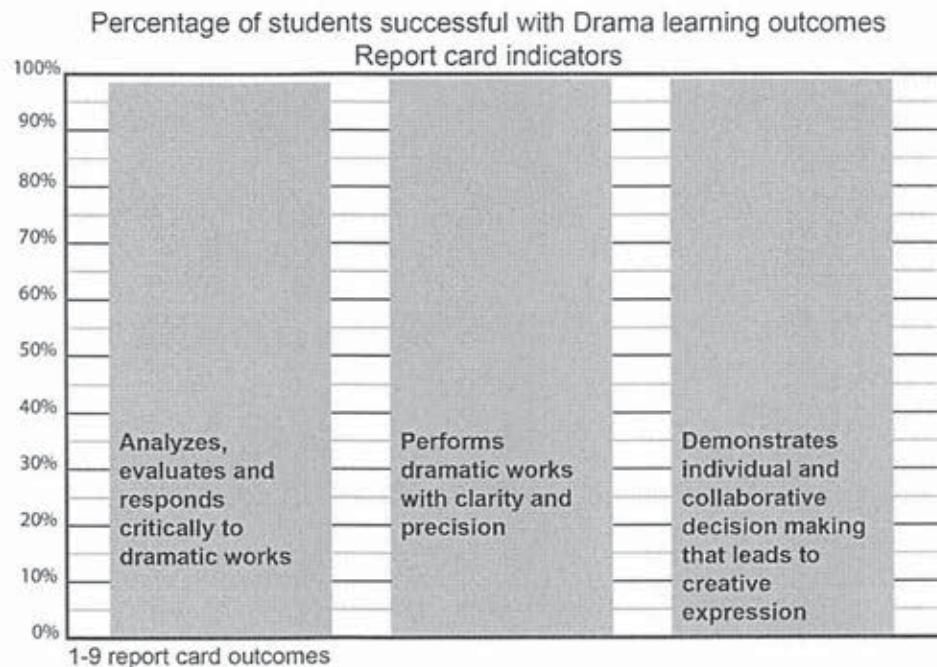


In 2014-15, the report card stems for Drama in grades 1-9 were:

- Analyzes, evaluates and responds critically to dramatic works
- Performs dramatic works with clarity and precision

- Demonstrates individual and collaborative decision making that leads to creative expression

Percentage of students successful with Drama learning outcomes	
Grades 1- 9 report card indicators	2014-15
Analyzes, evaluates and responds critically to dramatic works	98.6
Performs dramatic works with clarity and precision	99.1
Demonstrates individual and collaborative decision making that leads to creative expression	98.9



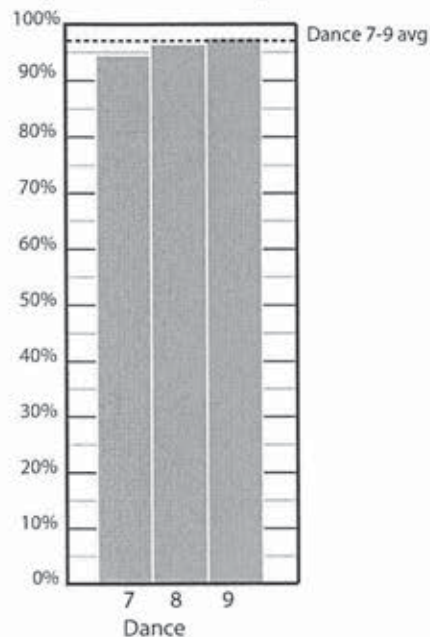
Dance and Film Studies

Percentage of students successful with Dance learning outcomes** Report card indicators		Percentage of students successful with Dance learning outcomes** Report card indicators	
Grade	2014-15	High school courses	2014-15
7-9 overall	97.0	10-12 overall	96.9
Dance 7	94.5	Dance 15	96.0
Dance 8	96.5	Dance 25	96.2
Dance 9	97.7	Dance 35	97.9
		Contemporary Dance 25, 35*	99.0
		Ballet 15, 25, 35*	98.2
		Jazz Dance 25, 35*	97.6
		Dance Composition 35	100.0

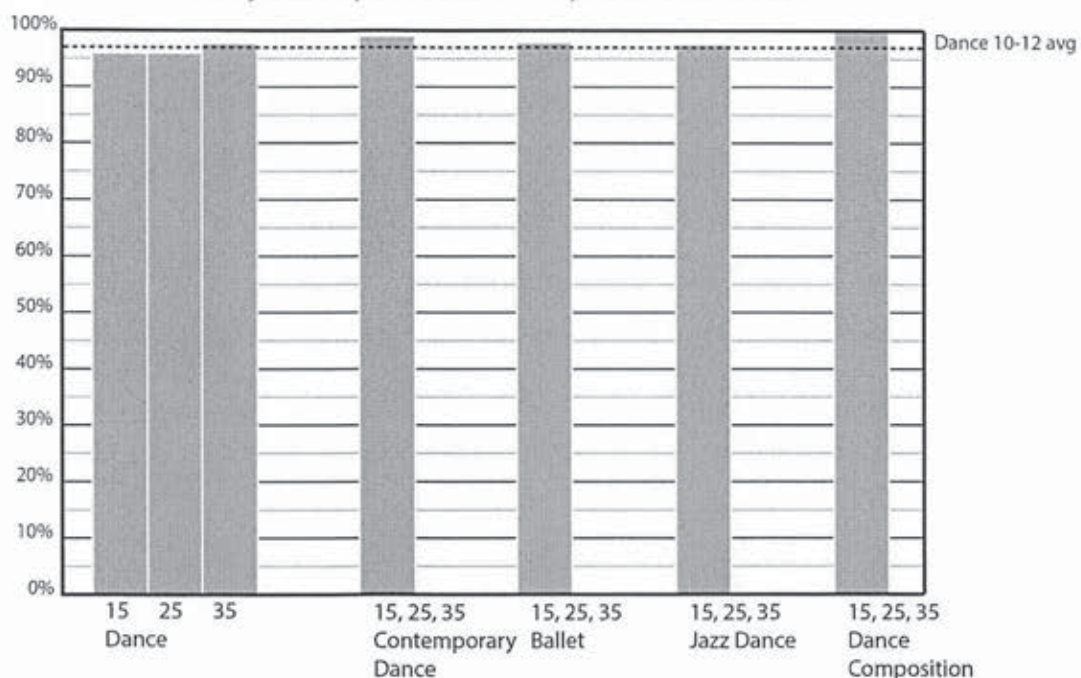
**Locally developed courses

* Course data combined due to low enrolment

Percentage of students successful with Dance learning outcomes
Locally Developed Courses - Report card indicators



Percentage of students successful with Dance learning outcomes
Locally Developed Courses - Report card indicators

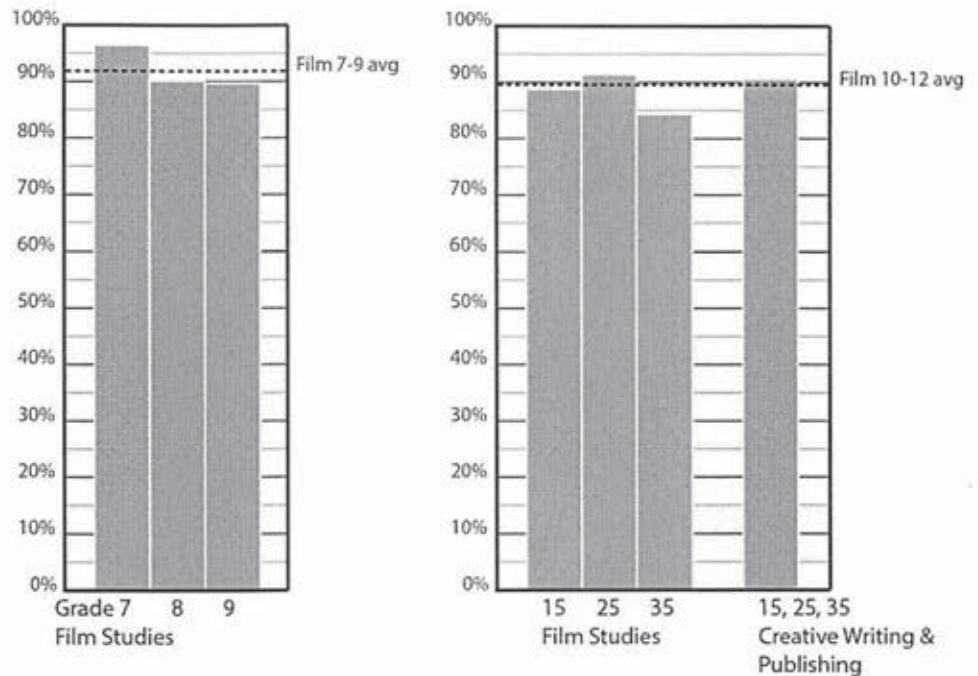


Percentage of students successful with Film Studies learning outcomes** Report card indicators		Percentage of students successful with Film Studies learning outcomes** Report card indicators	
Grade	2014-15	High school courses	2014-15
7-9 overall	91.8	10-12 overall	89.5
Film Studies 7	96.3	Film Studies 15	88.8
Film Studies 8	90.1	Film Studies 25	91.3
Film Studies 9	89.6	Film Studies 35	84.2
		Creative Writing & Publishing 15, 25, 35*	90.4

** Locally developed courses

* Course data combined due to low enrolment

Percentage of students successful with Film Studies & Creative Writing learning outcomes - Locally Developed Courses - Report card indicators



Career and Technology Foundations

Percentage of students successful ⁴ with learning outcomes Report card indicators				
Subject Area	2011-12	2012-13	2013-14	2014-15
Career and Technology Studies/Career and Technology Foundations ⁵	94.3	95.1	95.9	96.9

⁴ Students are considered successful with the learning outcomes of the programs of study if they receive: a 2, 3 or 4 on the current CBE K-9 report card or 50% or above for percentage-based marks in high school. Historical data reflects students receiving a 3, 4, or 5 on a report card using a 1-5 scale; a 2, 3, or 4 on a report card using a 1-4 scale; an A, B, or C on a report card using an ABCD scale; or 50% or above for percentage-based marks.

⁵ CTF (Career and Technology Foundations) data was included in this subject area beginning with the 2014 results. Prior years refer only to CTS (Career and Technology Studies).

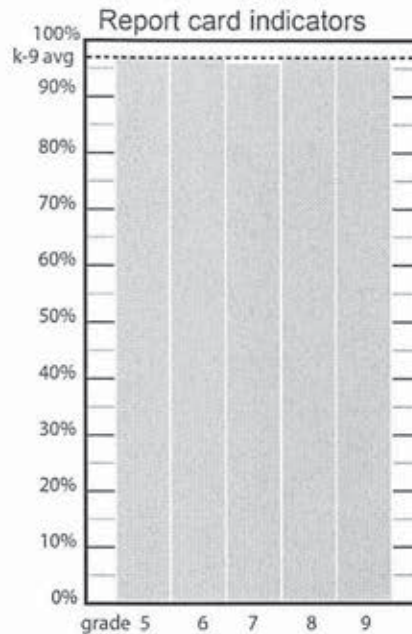
Percentage of students successful with Career and Technology Foundations (CTF) learning outcomes Report card indicators	
Grade	2014-15
5-9 overall	96.9
5	97.5
6	96.9
7	96.0
8	97.0
9	97.2

Career and Technology Foundations (CTF) is a process-based curriculum, and can be adapted to suit any school community and context. CTF can be used in complementary options classes, but can also be integrated into interdisciplinary learning. Because of the flexibility of the CTF program of studies, reporting should also reflect the school context. When CTF is addressed through option classes, reporting of the learning outcomes occurs in each course. When CTF is addressed in an interdisciplinary fashion, schools may use a CTF Interdisciplinary course to report the report card outcomes, or may comment on the outcomes within a core subject. The data above reflects only the situations where CTF is reported separately.

The following graphs represent the percentage of CBE students who are successful with CTF learning outcomes (represented by report card indicators). The broken lines at the top represent the average for 5-9 students.



Percentage of students successful with CTF learning outcomes

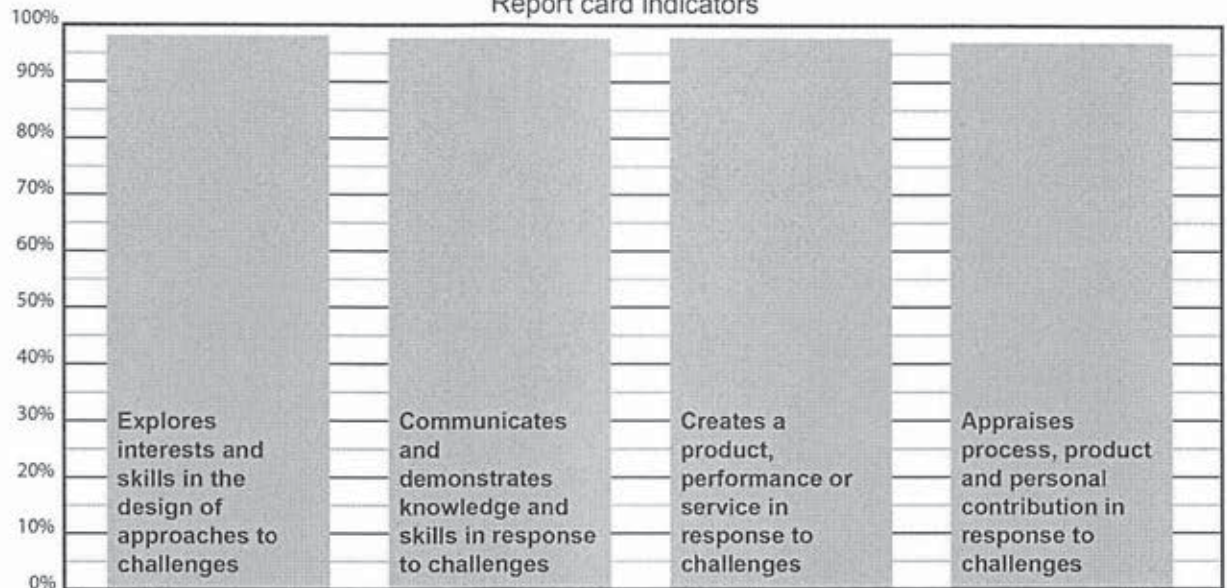


In 2014-15, the report card stems for Career and Technology Foundations in grades 5-9 were:

- Explores interests and skills in the design of approaches to challenges
- Communicates and demonstrates knowledge and skills in response to challenges
- Creates a product, performance or service in response to challenges
- Appraises process, product and personal contribution in response to challenges

Percentage of students successful with Career and Technology Foundations learning outcomes	
Grades 5- 9 report card indicators	2014-15
Explores interests and skills in the design of approaches to challenges	97.8
Communicates and demonstrates knowledge and skills in response to challenges	97.6
Creates a product, performance or service in response to challenges	97.9
Appraises process, product and personal contribution in response to challenges	96.9

Percentage of students successful with CTF learning outcomes
Report card indicators

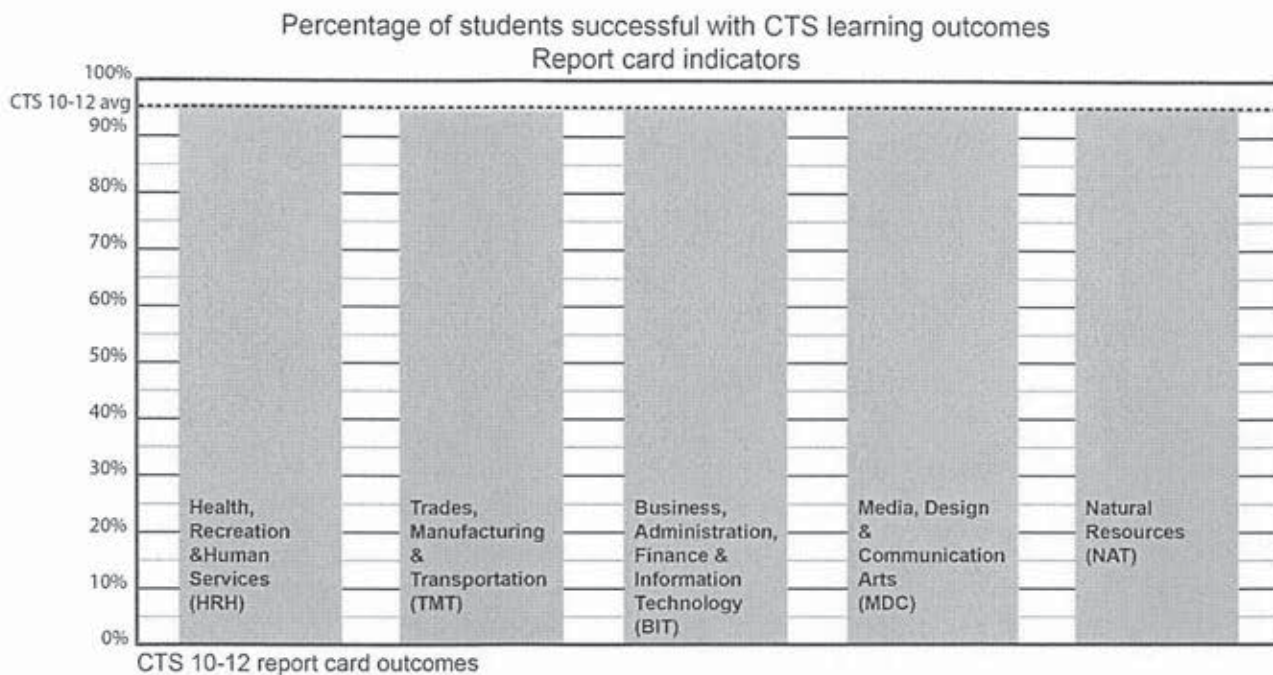


Grade 5-9 report card outcomes

Career and Technology Studies

Percentage of students successful with learning outcomes				
Subject Area	2011-12	2012-13	2013-14	2014-15
Career and Technology Studies	94.3	95.1	95.9	95.2

Percentage of students successful with Career and Technology Studies (CTS) learning outcomes Report card indicators	
High school courses	2014-15
10-12 overall	95.3
Health, Recreation & Human Services (HRH)	95.7
Trades, Manufacturing & Transportation (TMT)	94.2
Business, Administration, Finance & Information Technology (BIT)	94.7
Media, Design & Communication Arts (MDC)	95.5
Natural Resources (NAT)	95.5



5 | Conclusion

Overall, CBE students achieve well in Physical Education, the Arts and Career and Technology Studies. They have access to and are evaluated by their teachers to be successful in a wide range of courses across grades and learning outcomes.

Overall Academic Success for CBE students is well-supported through these instructional programs.

DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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.

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



operational
expectations
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
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- Indicator 1: compliant

8.5	Inform the Board of anticipated significant media coverage.	Compliant
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- Indicator 1: compliant

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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- Indicator 1: compliant

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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- Indicator 1: compliant

8.8	Treat all members equally and assure that all members have equal access to information.	Compliant
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- Indicator 1: compliant



operational
expectations
monitoring report

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

<p>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.</p>	<p>Compliant</p>
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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 – Tuscany;*
- *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.

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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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

2015 Alberta School Boards Association (ASBA) Edwin Parr Teacher Nominee

Date	March 8, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson Chief Superintendent of Schools
Purpose	Information
Originator	Greg Francis, Superintendent, Human Resources
Governance Policy Reference	OE-4: Treatment of Employees
Resource Person(s)	Scott MacNeill, Coordinator, Staffing and Recruitment

1 | Recommendation

It is recommended:

- THAT Isabel Panrucker is the Calgary Board of Education nominee for the 2016 Alberta School Boards Association Edwin Parr Award.

2 | Issue

Nominations for the ASBA Edwin Parr Award are required to be received by the ASBA Zone 5 Chair by March 18, 2016.



3 | Background

The Alberta School Board Association provides for an annual presentation of the Edwin Parr Teacher Award in recognition of outstanding teaching performance by a beginning teacher. Each ASBA Zone selects one nominee as a Zone winner. Six Zone winners will be presented at the ASBA Fall General Meeting to be held in November 2016. Nominations are open to any full or part-time first-year teacher.

Attachment I to this report outlines the history of this award and the criteria for nomination and ultimate selection of winners.

4 | Analysis

A Calgary Board of Education selection committee was convened in February 2016 (Scott MacNeill – Chair; Pat Loewen, Doug Swift and Michael Bester). Schools submitted nominations for recipients of the Edwin Parr Teacher Award to the Committee Chair. After reviewing all nominations the Committee recommended that Isabel Panrucker be the Calgary Board of Education nominee for this award.

Isabel is currently teaching grade 2 students at W. O. Mitchell School in the Spanish Bilingual program. Isabel is originally from Guadalajara, Mexico. Her educational and professional experiences in Mexico reflected her first chosen career, journalism. After moving to Canada Isabel decided to become a teacher, completing her teacher education at the University of Calgary. She graduated in 2015 with a Master of Teaching degree from the University of Calgary.

This nomination is a testament to the great teaching and learning environment that Isabel has created for her learners at W. O. Mitchell School. Her Principal, Susan Coveyduck, identifies her as perhaps the most extraordinary beginning teacher that she has ever worked with and had the following observations to share.

Isabel is very knowledgeable of student learning styles and her ability to accommodate for them within the context of her inclusive classroom is commendable. She varies instructional strategies as well as provides multiple ways and opportunities for students to explore curriculum and express their understanding. Isabel understands that in order to help students personalize their learning, she must know her students as learners and as people and provide opportunities to develop areas of growth and areas of strength.

Isabel demonstrates a plethora of instructional methodologies. While particularly grounded in the tenants of the Montessori approach and inquiry based learning, she has an innate ability to select appropriate instructional methodologies for the learning activity at hand, for the interests and abilities of her students and for their temperament on any given day. Her instructional methodology toolbox is extensive.

Isabel's students believe that they are smart, that they are capable, that they are kind, that they are positive global citizens, that they are awesome! Her work with

and for children is based on what they can do. She actively creates opportunities for children to be successful, she praises them, tells them and shows them that she is proud of them. Their work is proudly displayed, their questions and curiosities are honoured authentically and they show and celebrate their learning at every chance. Each child in her class believes that he/she is extraordinary.

Isabel's fingerprints are on everything in the school! Isabel always puts herself in a place where she can make a difference. Some of the things she is involved in include:

- Student leadership club: Isabel has been instrumental in creating a culture of student leadership at W.O. Mitchell School and all children (not just the older children) are developing leadership capacity
- Leading Parent Learning opportunities (she planned and facilitated a bilingual literacy night)
- Professional learning leadership through PD day planning and PLC work
- Leadership in Spanish bilingual schools neurolinguistic interdisciplinary inquiry project

5 | Conclusion

The Edwin Parr Committee presents with great pride Ms. Isabel Panrucker as the Calgary Board of Education's nominee for the ASBA Edwin Parr teacher award.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: 2015 Alberta School Boards Association Edwin Parr Award

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.



2015 Alberta School Boards Association Edwin Parr Award

Background

Edwin Parr homesteaded in the Meanook area near Athabasca in 1920. Prior to 1925 he began his long career in educational affairs as a member of the board with the George Lake School District. He served as chair of the board with the Athabasca School Division and was on the council of the County of Athabasca from its formation in 1959 until his death in January 1963. Edwin Parr was president of the Alberta School Trustees' Association from 1956 to 1962. Ed Parr, as he was known to all, instituted an "Annual Teacher Award" in his school system. Each year a member of the teaching staff was chosen to receive a gold watch and an appropriate certificate for long and meritorious service.

In searching for a way in which his memory might be perpetuated and to honor the profession he so dearly respected, the Alberta School Trustees' Association established the Edwin Parr Teacher Award in 1964.

Criteria

- Any first year K-12 teacher is eligible for nomination.
- A minimum of 100 full-time equivalent days of teaching within the current school year is required (i.e.) September 2015 to June 2016.
- May have up to 120 days of teaching service prior to signing a full-time contract.
- An intern teacher is not eligible during his or her internship period but may be eligible in a subsequent year.
- Deadline for nominations is **March 18, 2016**.
- First year teaching experience must be completed in Alberta from a school jurisdiction that is a member of the ASBA.

Procedural Guidelines

Each school board is restricted to nominating one candidate. Supporting evidence, duly signed by the appropriate school board official(s), must accompany each nomination.

Awards Presentation

An appropriate gift will be presented to the six Edwin Parr Teacher Award winners at a zone function in their honor prior to the ASBA Fall General Meeting.

At the Fall General Meeting, each Edwin Parr Teacher Award winner will be recognized and honored.

Selection Criteria

(a)	School board evaluation	40 Points
(b)	Student teaching evaluation	10 Points
(c)	Scholastic history	10 Points
(d)	Interview with zone selection committee	40 Points



Procedures Regarding the Award

1. Initial identification and selection of each candidate will be made by the school board.
2. Upon school board approval of the nomination, the school superintendent or his/her authorized representative, will submit one complete copy of the nomination and a recent photograph of the winner to the appropriate ASBA zone chair by **March 18, 2016** and retain one complete copy of the nomination package at the board office for one year.
3. All information accompanying the nomination will be considered privileged and will be treated in strict confidence.
4. The association will pay expenses for zone winner attendance at the presentation ceremonies during the ASBA Fall General Meeting.
5. The evaluation accorded the nominee by his/her school board shall, at minimum, provide an assessment of the nominee's:
 - (a) Knowledge of student learning styles;
 - (b) Skill in utilizing a variety of instructional methodologies;
 - (c) Skill in utilizing a variety of student evaluation methodologies;
 - (d) Skill in diagnosing the entry knowledge and/or skill of students for a given set of instructional objectives;
 - (e) Skill in assisting students to develop a positive self-concept;
 - (f) Involvement in professional development;
 - (g) Involvement in extra-curricular and community activities.
 - (h) Interpersonal skills with students.



report to Board of Trustees

Nelson Mandela High School

Date	March 8, 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	OE-8: Communication With and Support for the Board OE-12: Facilities
Resource Person(s)	Dianne Yee, Director, Area III Eugene Heeger, Director, Design & Property Development

1 | Recommendation

It is recommended:

- THAT the Board of Trustees authorizes an amount of up to \$2.2m from capital reserves to supplement the capital grant of \$4.3m provided by the Minister of Education for the design and construction of a gymnasium at Nelson Mandela High School.

2 | Issue

The CBE has been unable to procure sufficient, economic facilities to meet the program needs of the students attending the Nelson Mandela High School.



3 | Background

Whereas the CBE's original capital request was for a 1,800 capacity high school, the initial Alberta Education capital approval was for 1,500 student spaces. In response to continued CBE requests, Alberta Education subsequently approved an increase in the school's student capacity from 1500 to 1800 students. This 300 student increase is estimated to have cost approximately \$3m.

With Alberta Education promoting partnerships and an understanding that a partnership agreement would be negotiated between the CBE, the Genesis Centre and the North East Centre of Community Society (NECCS), the initial capital approval for the Nelson Mandela High School did not include a gymnasium.

The NECCS was to have available the following spaces:

- 5 Gymnasiums (4 full sized basketball courts)
- 2 Field Houses (lacrosse, field hockey, cricket and tennis)
- 12 Change Rooms (4 with lockers, 8 with showers)
- Multi-purpose spaces (4,000 sq. ft.) and community kitchen
- 2 outdoor Soccer / Playing fields

Based on this partnership, the Province credited the CBE equivalent of one third of the area that would not be constructed. The spaces designed and built using the credited area include: theatre pre-function space, washrooms, temporary storage and the theatre classroom.

When it was determined that the desired partnership would not be feasible, in October 2015, the Board of Trustees formally requested the Minister of Education to approve \$5m in funding for the construction of a gymnasium at Nelson Mandela High School. A subsequent cost-consultant produced estimate saw this figure refined to \$6.5m and communicated to Alberta Education in early December 2015.

On January 27, 2016, the Minister advised that approval had been granted for the construction of a gymnasium estimated at \$6.5m. As one third of the support space for the gymnasium was included in the original school project, government would provide two thirds, or \$4.3m of the cost. The Calgary Board of Education (CBE) would be responsible for funding the remaining amount of \$2.2m.

4 | Analysis

Genesis Centre

Several meetings were held with the Genesis Centre to discuss the shared use of their gymnasium facilities. The Genesis Centre indicated that they had no need for the use of presentation and meeting spaces in the Nelson Mandela High School.

Additionally, the NECCS underscored that it must balance the needs of the school with the needs of the community and that it is mandated to be a self-sustaining organization. This means it must charge market rates for amenities and services.

Moreover, the Genesis Centre utilization is greater during the day than previously anticipated and there are increasing numbers of special community events. This may make the availability of the gymnasium facilities to Nelson Mandela High School students difficult at times.

In light of these availability and cost issues, the needs of Nelson Mandela High School students would be better met through the construction of a dedicated gymnasium. A single gymnasium would not meet all their needs and the rental of gymnasium spaces in the Genesis Centre would still be required at times for tournaments and special events.

YMCA

The YMCA is able to offer the following services/spaces to the CBE:

- Climbing wall
- One gymnasium and running track
- 25m six lane pool and 1m training pool
- Strength and Conditioning Centre (weights and cardio machines)
- Licensed Child Development Centre
- 2 multi-purpose rooms.

The CBE and the YMCA are currently negotiating a partnership agreement with the YMCA to make the above facilities available to Nelson Mandela High School students.

Calgary Public Library

The Calgary Public Library will offer the following services to the CBE:

- 150,000 print books, extensive e-book collection, E-Reference 24/7 online
- Study rooms, program rooms and small group spaces
- Skills classes (research methods, essay writing, exam preparation etc.)

An agreement between the Public Library and the CBE is being developed.

5 | Financial Impact

The construction of a 1,856m² gymnasium would cost approximately \$6.5m.

The capital funds being offered by Government are for two thirds, or \$4.3m of the cost. CBE will be responsible for funding the remaining amount, up to \$2.2m, from CBE capital reserves.

The CBE capital reserves balance currently stands at \$9.6m. If the full \$2.2m allocation is required, the new balance will be \$7.4m.

6 | Implementation Consequences

Construction of a gymnasium will guarantee the availability of affordable athletic facilities to meet the instructional needs of Nelson Mandela High School students.

If approved, construction of the gymnasium would commence upon substantial completion of the new High School construction, this to avoid potential delays to the current Design/Build schedule.

7 | Conclusion

To support student success at Nelson Mandela High School, it is recommended that supplementary funding of up to \$2.2m for a gymnasium be made available from reserve funds and that the use of reserve funds be approved for this purpose.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Ministerial Letter – January 27 2016

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.



*Office of the Minister*

AR91386

JAN 27 2016

Ms. Joy Bowen-Eyre
Board Chair
Calgary Board of Education
1221 - 8 Street SW
Calgary AB T2R 0L4

Dear Ms. Bowen-Eyre:

Thank you for your October 19, 2015 letter and the December 1, 2015 update from Dany Breton, Superintendent, Facilities and Environmental Services, regarding provincial support for a gymnasium at Nelson Mandela High School.

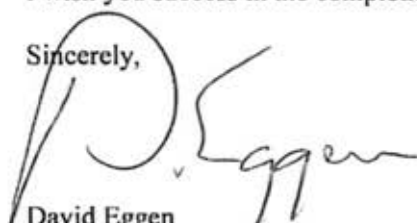
I appreciate CBE's effort to explore a partnership with the Genesis Centre to secure access to its facilities for Nelson Mandela High School students. I understand that negotiations with the Genesis Centre have determined that CBE's access to the facilities will be limited, given the centre's commitment to other community users and that a long-term lease of its facilities is cost-prohibitive for the school jurisdiction.

Given these conditions, I approve CBE's request to construct a 1,856 square metre gymnasium at the school, estimated at \$6.5 million. As one-third of the eligible gymnasium area was added to the project to enhance other areas of the school, government will provide two-thirds, or \$4.3 million of the cost and CBE will be responsible for funding the remaining amount. It is my understanding that construction of the gymnasium will begin after Nelson Mandela High School is completed in January 2017 to avoid causing potential delays to the project. I trust CBE will make appropriate arrangements to ensure that students have access to facilities, as needed, until the gymnasium is completed.

A grant agreement will follow, which will contain additional terms of the approval as well as scope and budget details.

I wish you success in the completion of this project.

Sincerely,



David Eggen
Minister

report to Board of Trustees

Reasonable Interpretation

Operational Expectations 4: Treatment of Employees

Date	March 8, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Decision
Originator	Greg Francis, Superintendent Human Resources
Governance Policy Reference	Board/Chief Superintendent Relationship B/CSR-5: Chief Superintendent Accountability Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the revised reasonable interpretation and indicators of Operational Expectations-4: Treatment of Employees.

2 | Issue

Board of Trustees' governance policy B/CSR 5 states the "Board will acquire monitoring data on results and Operational Expectations policies by one or more of three methods." One of these methods is "by Internal Report, in which the Chief Superintendent submits information that certifies and documents to the Board compliance or reasonable progress."

Board of Trustees' governance policy OE-8: Communication With and Support for the Board asks the Chief Superintendent to "submit required monitoring data 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.”

3 | Background

On June 9 2015, the Board of Trustees approved the revised policy statements for Operational Expectation 4: Treatment of Employees. Administration has reviewed and revised the reasonable interpretations and indicators associated with each policy subsection. The proposed changes are contained in Attachment I.

4 | Implementation Consequences

Once approved, the revised reasonable interpretations and indicators would begin to be used to monitor the 2015-2016 school year with full implementation the following year.

5 | Conclusion

The attachment presents revisions to reasonable interpretations including indicators for Board of Trustees’ approval.

DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Recommended Revisions to Reasonable Interpretations OE-4: Treatment of Employees

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.

OE-4: Treatment of Employees

4.1 Maintain an organizational culture that positively impacts the ability of employees to responsibly perform their jobs and work in an environment characterized by safety, professional support and courtesy.	
Current	Proposed
<p>Reasonable Interpretation: There is a significant correlation between an organization's culture and the level of employee engagement. Employees who are engaged in their work have a purpose, understand organizational expectations and objectives, know they are making a contribution and find value in their achievements. The Chief Superintendent interprets an <i>environment of professional support and courtesy</i> to be a culture of respect, trust and participation. The Calgary Board of Education Working Relationship Commitment defines this culture and provides a developmental framework. Employee voice is a critical component and influences the organization's direction and processes wherever possible.</p>	<p>Reasonable Interpretation: The Chief Superintendent interprets <i>organizational culture</i> to mean:</p> <ul style="list-style-type: none"> the creation and existence of a safe and courteous environment for its employees and for providing opportunities for employees to engage in job-related learning.
<p>Further, the Chief Superintendent interprets <i>employee ability and performance</i> to be linked to capacity building. It is important that employees are current in their work and have opportunities to develop their understanding and skills. Most important is the direct relationship between building employee capacity and student achievement. Professional development provides an opportunity to meet the learning needs of employees, who in turn meet the needs of student learning.</p>	<p>The Chief Superintendent interprets:</p> <ul style="list-style-type: none"> <i>characterized by safety</i> to mean employees are secure from physical or emotional harm. <i>professional support</i> to mean opportunities to engage in professional learning <i>courtesy</i> to mean an environment that expects consideration of others.

ATTACHMENT I

Indicators	Indicators
1. On a bi-annual basis the Calgary Board of Education shall conduct an employee engagement survey utilizing a representative sample of the workforce.	1. On a bi-annual basis the CBE shall conduct an employee survey utilizing a representative sample of the workforce.
2. The Calgary Board of Education's attrition rate (defined as voluntary separation) for all Calgary Board of Education employees excluding temporaries, substitutes and retirees will be equal to or less than the industry benchmark of 5%.	2. The Calgary Board of Education's attrition rate (as calculated by voluntary separation) for all Calgary Board of Education employees excluding temporaries, substitutes and retirees will be equal to or less than the industry benchmark.
3. The Calgary Board of Education will achieve within a range of +/- one percentage point from previous three-year average results on the Accountability Pillar Survey pertaining to teacher responses about professional development.	3. Same
	4. Reduction in the percentage of employees absent from work due to job related illness or injury.

OE-4: Treatment of Employees

4.2 Ensure that all paid personnel clear background inquiries and checks prior to their employment	
Current	Proposed
<p>Reasonable Interpretation: The Chief Superintendent interprets <i>background inquiries</i> to be reference checks, a criminal record check including a vulnerable sector search, verification of past employment and verification of academic credentials. These checks are completed prior to an offer of employment.</p>	<p>Reasonable Interpretation: To safeguard the integrity of the organization, it is important to examine the prior experiences of potential employees. The Chief Superintendent interprets;</p> <ul style="list-style-type: none"> • <i>background inquiries</i> to mean a review of documentation including: reference checks, verification of past employment and a police information check consisting of a criminal record check, vulnerable sector search and police history • <i>prior to their employment</i> to mean before they begin paid work.
Indicators	Indicators
1. 100% of new employees will have a thorough background check including but not limited to those conditions set out in the interpretation, prior to commencing employment.	1. 100% of new employees clear a police information check completed prior to commencing employment.
	2. 100% of new employees clear background reference checks prior to commencing employment.

OE-4: Treatment of Employees

4.3 Select the most qualified and best suited candidates for all positions	
Current	Proposed
<p>Reasonable Interpretation: The Chief Superintendent interprets employment <i>qualifications</i> to be education and experience. During the selection process additional attributes are considered such as:</p> <ul style="list-style-type: none"> - quality of judgment; - professional currency; - effective cross-functional teamwork; - communication and influencing skills; - technical competence; - customer service orientation; - analytical competence; - project management skills; and - personal suitability. <p>The Chief Superintendent interprets <i>best-suited</i> to be those individuals with the required education, experience, attributes and fit with the organization.</p>	<p>Reasonable Interpretation: The hiring of new employees presents a significant opportunity to select individuals whose education and experience are current and align with CBE values and vision. It is critical to use this important time frame to offer employment opportunities to individuals with the essential qualities. The Chief Superintendent interprets:</p> <ul style="list-style-type: none"> • <i>select</i> to mean those employees who are newly hired to the Calgary Board of Education. • <i>most qualified</i> to mean those applicants who have the relevant education, certification and experience to the position vacancy. • <i>best suited</i> to mean those applicants possessing those additional attributes deemed essential to ensure fit with the organization • <i>all positions</i> to mean those jobs with vacancies which require hiring from outside the organization.
Indicators	Indicators
1. 98% of selected employees are best-suited for their position	<p>1. All new hired teaching staff have successfully passed a centralized screening and verification process prior to being offered employment with the CBE.</p> <p>2. All new hired support staff qualifications are centrally reviewed and confirmed prior to being offered employment with the CBE.</p>

OE-4: Treatment of Employees

4.4 Ensure that all employees are qualified to perform the responsibilities assigned to them	
Current	Proposed
<p>Reasonable Interpretation: Employees must demonstrate an ability to perform the work required. A key measurement of success is how well a new employee performs in a new position. When an employee successfully completes their probationary assessment, they are deemed to possess the knowledge, skills and abilities required of their position. The employee has also demonstrated a cultural fit to the organization.</p> <p>The Chief Superintendent interprets the <i>qualifications</i> of an employee to include an aspect of growth. Market shortages often dictate that an employer select an employee who may not have the full qualifications but certainly the potential to grow into the position.</p>	<p>Reasonable Interpretation: Employees must demonstrate an ability to perform the work required. A key measurement of success is how well a new employee performs in a new position within a specific time frame. When an employee successfully completes their probationary assessment, they are deemed to possess the knowledge, skills and abilities required of their position. Ongoing learning is essential to maintaining currency and the ability to respond to the changing context of educational related work for existing employees. The Chief Superintendent interprets:</p> <ul style="list-style-type: none"> • <i>qualified</i> to mean possessing the skills, knowledge and abilities required of the position
<p>Indicators</p> <p>1. 95% of all employees will successfully complete their probationary assessment.</p>	<p>Indicators</p> <p>1. 95% of all new employees will successfully complete their probationary period.</p> <p>2. 98% of school based principals and assistant principals will successfully pass their evaluation by the end of the first year in their position.</p> <p>3. CBE employees indicate satisfaction with learning opportunities being offered within CBE.</p>

OE-4: Treatment of Employees

4.5 Administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions.	
Current	Proposed
<p>Reasonable Interpretation: The Chief Superintendent interprets <i>rules and procedures</i> to be subject to the provisions of the collective agreements, terms and conditions of employment, and current statute (<i>School Act</i>). The Calgary Board of Education will develop and maintain Human Resource policies and procedures that set out the organizational expectations of the employee and govern processes that impact the employee lifecycle; that is, from hire to termination.</p>	<p>Reasonable Interpretation: Having clear rules and procedures that identify expectations and govern employees is essential to the fair and transparent operation of the organization. The Chief Superintendent interprets:</p> <ul style="list-style-type: none"> • <i>administer</i> to mean develop, provide and apply • <i>personnel rules</i> to mean CBE Administrative Regulations pertaining to employee behaviour and those provisions/processes identified within the <i>School Act</i> • <i>procedures</i> to mean those practices and processes subject to the provisions of the collective agreements, terms and conditions of employment and current <i>School Act</i>
Indicators	Indicators
<p>1. Human Resource policies are current, foreknown, consistently applied and comply with statute and the provisions of the collective agreements.</p> <p>2. Human Resource policies are reviewed on a bi-annual basis to ensure currency and compliance with the collective agreements and statute.</p> <p>3. 100% of employees will be made aware of Calgary Board of Education policies or regulations governing:</p> <ul style="list-style-type: none"> - respect in the workplace; - conflict of interest; and <p>responsible use of electronic information resources</p>	<p>1. All employees have been informed of the Administrative Regulation addressing Employee Code of Conduct</p> <p>2. There will be no grievance arbitration, board of reference decisions, or findings in a court of law that the CBE failed to administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions.</p> <p>3. Delete</p>

OE-4: Treatment of Employees

4.6 Effectively handle complaints and concerns.	
Current	Proposed
<p>Reasonable Interpretation: The Chief Superintendent interprets <i>complaints and concerns</i> to be those matters voiced by employees within the context of their employment with the Calgary Board of Education.</p> <p>The Chief Superintendent interprets <i>effective</i> as working relationships characterized by open and respectful dialogue with Calgary Board of Education employees and the resolution of issues in a timely fashion. This is not a random happening. Mechanisms must be developed and maintained, with intention, to foster a working environment where employees are free to voice their issues and expect resolution. Examples of these mechanisms are grievance procedures, the whistleblower administrative regulation and the respect in the workplace administrative regulation.</p>	<p>Reasonable Interpretation: Contributing to the success of an effective organization is the provision for a process which addresses employee concerns and complaints. It is critical to have mechanisms accessible and in place for employees to voice their concerns and to have them addressed. Such mechanisms include grievance procedures, Whistleblower Administrative Regulation and Personal Harassment, Sexual Harassment and Discrimination Administrative Regulation. The Chief Superintendent interprets:</p> <ul style="list-style-type: none"> • <i>effectively</i> to mean reviewed and responded to within reasonable or posted time frames • <i>complaints and concerns</i> to mean a formal expression of employment related discontent using existing mechanisms.
Indicators	Indicators
<p>1. At least three internal mechanisms that support respectful resolution of employees' issues are developed, communicated and maintained.</p> <p>2. 98% of employee inquiries to the Employee Information Centre are resolved within four business days.</p>	<p>1. All formal complaints of harassment, discrimination or workplace violence are investigated thoroughly and within the identified time frames.</p> <p>2. Same</p> <p>3. 90% of employees indicate that service provided by the Employee Contact Centre met or exceeded expectations.</p>

OE-4: Treatment of Employees

4.7 Maintain adequate job descriptions for all employee positions.	
Current	Proposed
<p>Reasonable Interpretation: The Chief Superintendent interprets a <i>job description</i> as an overview of a position that includes and is not limited to a job summary, illustrative examples of the work, and the qualifications, experience, skills and knowledge required of the candidate to perform the work. Further, the Chief Superintendent expects that employees fully understand the roles and responsibilities of the position they hold.</p>	<p>Reasonable Interpretation: Employees are better able to effectively perform their duties within the scope of their jobs when they understand what is being expected of them. The Chief Superintendent interprets:</p> <ul style="list-style-type: none"> • <i>job description</i> to mean a current overview of a position that includes, but is not limited to a job summary, illustrative examples of the work, qualifications, skills and knowledge required of the candidate to perform the work.
Indicators	Indicators
1. A position description will be prepared and its currency maintained for all Calgary Board of Education positions.	1. Same
2. Every employee will be provided with their position description prior to commencing employment.	2. Same
3. Every Calgary Board of Education position description will be reviewed once in a three-year period.	3. Same

OE-4: Treatment of Employees

4.8 Protect confidential information	
Current	Proposed
<p>Reasonable Interpretation: The Chief Superintendent interprets <i>confidential information</i> to be personal information about employees. Further, this confidential information exists in the form of a record. The definition of personal information is taken from the FOIP Act, Section 1(n), which states "personal information means recorded information about an identifiable individual."</p> <p>Personal information of Calgary Board of Education employees includes items such as:</p> <ul style="list-style-type: none"> - confirmation of employment with the Calgary Board of Education without employees' stated permission; - business address or home or business telephone number; - race, national or ethnic origin, colour; - age, sex, marital status or family status; - health and health care history; and - educational, financial, employment or criminal history, including criminal records where a pardon has been given. <p>A record is defined as personal information that is written, photographed, scanned or stored in any manner.</p> <p>The Chief Superintendent interprets <i>protect</i> to mean the development and maintenance of appropriate security mechanisms that address three areas: physical, technical and administrative. Examples of these mechanisms include secure storage of records (physical), restricted access to records (technical) and protocols governing the release of personal information (administrative).</p>	<p>Reasonable Interpretation: Maintaining confidentiality through proper collection, use and storage of personal information is critical to building a relationship of trust between employee and employer. The Chief Superintendent interprets:</p> <ul style="list-style-type: none"> • <i>protect</i> to mean the development and maintenance of appropriate security mechanisms that address secure storage of records, restricted access to records and protocols governing the release of personal information. • <i>confidential information</i> to be personal information regarding employees and exists in the form of a record. <p>Personal information of Calgary Board of Education employees includes items such as:</p> <ul style="list-style-type: none"> - confirmation of employment with the Calgary Board of Education without employees' stated permission; - business address or home or business telephone number; - race, national or ethnic origin, age, sex, marital status or family status; - health and health care history; and - educational, financial, employment or criminal history, including criminal records where a pardon has been given. <p>A record is defined as personal information that is written, photographed, scanned or stored in any manner.</p>

ATTACHMENT I

Indicators	Indicators
1. No breaches in the reporting period.	1. There will be no breaches of privacy of employees' information that are a result of CBE non-compliance with FOIP legislation.

OE-4: Treatment of Employees

4.9 Develop total compensation plans to attract and retain the highest quality "exempt" employees within available resources.	
Current	Proposed
<p>Reasonable Interpretation: The Chief Superintendent interprets <i>total compensation</i> to include salaries, benefits, and other perquisites. In order to attract and retain quality exempt employees, total compensation must be competitive subject to the Calgary Board of Education's ability to pay.</p>	<p>Reasonable Interpretation: In order to hire and retain quality exempt employees, total compensation must be competitive subject to the Calgary Board of Education's ability to pay.</p> <p>The Chief Superintendent interprets:</p> <ul style="list-style-type: none"> • <i>total compensation</i> to include aggregate cost of salaries and benefits for exempt employees that are funded from the CBE budget. • <i>Attract and retain</i> to mean hire and keep employees • <i>exempt employees</i> to mean personnel who are not part of a union, association or trade bargaining unit. • <i>available resources</i> to mean those budget monies assigned to salaries and benefits and not allocated to other operational aspects.
<p>Indicators</p> <p>1. Salaries and benefits are periodically reviewed against identified comparators.</p>	
<p>Indicators</p> <p>1. Same</p> <p>2. Exit interviews will be conducted when exempt staff leave employment with CBE.</p>	

OE-4: Treatment of Employees

4.10 Honour the terms of negotiated agreements	
Current	Proposed
<p>Reasonable Interpretation: In order to foster and maintain positive employee and labour relations, the Calgary Board of Education must adhere to the provisions of the collective agreements and the terms and conditions governing exempt employees.</p>	<p>Reasonable Interpretation: Adhering to the provisions of collective agreements assists in fostering and maintaining positive employee and labour relations. The Chief Superintendent interprets:</p> <ul style="list-style-type: none"> • <i>honour</i> to mean adhere to • <i>negotiated agreements</i> to mean collective agreements
<p>Indicators</p> <p>1. 85% of grievances will be resolved prior to third party intervention.</p>	<p>Indicators</p> <p>1. The CBE is not found by an arbitrator, board of reference, or court of law to have violated the terms of collective agreements</p>

OE-4: Treatment of Employees

4.11 Receive Board of Trustees' approval for the bargaining mandate and ratification of all collective agreements for unionized employees.	
Current	Proposed
<p>Reasonable Interpretation: The Chief Superintendent interprets <i>Board of Trustees' approval</i> to be a carried motion recorded in the minutes of a meeting of the Board of Trustees.</p> <p>The Chief Superintendent interprets <i>bargaining mandate</i> to be the granting of authority to commence collective bargaining in accordance with the <i>Labour Relations Code</i>.</p> <p>The Chief Superintendent interprets <i>ratification</i> to be approval to conclude a collective agreement in accordance with the <i>Labour Relations Code</i>.</p>	<p>Reasonable Interpretation: Negotiation discussions with unionized employees must be conducted within reasonable and permitted parameters. The Chief Superintendent interprets:</p> <ul style="list-style-type: none"> • <i>Board of Trustees' approval</i> to mean a carried motion recorded in the minutes of a meeting of the Board of Trustees. • <i>Bargaining mandate</i> to mean the parameters within which a new collective agreement may be negotiated • <i>ratification</i> to mean the approval to conclude a collective agreement in accordance with the <i>Labour Relations Code</i>
Indicators	Indicators
1. The commencement of every round of collective bargaining occurs after the Board of Trustees approves a bargaining mandate.	1. Same
2. The conclusion of every round of collective bargaining with the ratification of the new collective agreement by the Board of Trustees.	2. All collective bargaining settlements occur within the parameters of the mandate approved by the Board of Trustees.
	3. Every round of collective bargaining is concluded with the ratification of the new collective agreement by the Board of Trustees

OE-4: Treatment of Employees

4.12 Receive Board of Trustees' approval for total compensation packages for all exempt employees.	
Current	Proposed
<p>Reasonable Interpretation: The Chief Superintendent interprets <i>Board of Trustees' approval</i> to be a carried motion recorded in the minutes of a meeting of the Board of Trustees.</p> <p>The Chief Superintendent interprets <i>total compensation</i> to include salaries, benefits, and other perquisites.</p>	<p>Reasonable Interpretation: Compensation for employees is contained within the parameters of the approved budget. The Chief Superintendent interprets:</p> <ul style="list-style-type: none"> • <i>Board of Trustees' approval</i> to be a carried motion recorded in the minutes of a meeting of the Board of Trustees. • <i>total compensation</i> to mean the aggregate salaries and benefits for exempt employees that are funded from the CBE budget. • <i>Exempt employees to mean</i> personnel who are not part of a union, association or traded bargaining unit.
Indicators	Indicators
1. Changes to total compensation packages occur after the Board of Trustees' approval	1. Same

OE-4: Treatment of Employees

4.13 Reasonably Include people in decisions that affect them.	
Current	Proposed
<p>Reasonable Interpretation: The Chief Superintendent interprets <i>reasonable inclusion</i> of employees in decision-making to begin with a framework that provides clarity for employees about their participation in the process. This framework is built on the platform of inform, consult, involve, collaborate and empower. The framework is designed to reflect the interests and concerns of employees who are impacted by pending decisions.</p>	<p>Reasonable Interpretation: Providing opportunities for employees to participate in the decision making process is critical to organizational success. Further, providing clarity regarding roles and the extent of participation is also important. The Chief Superintendent interprets:</p> <ul style="list-style-type: none"> • <i>reasonably include</i> to mean opportunities for participation for purposes along a continuum including informing, consulting, and collaborating • <i>affect them</i> to mean actions that will involve employee participation or impact practices.
<p>Indicators</p> <p>On a bi-annual basis the Calgary Board of Education shall conduct an employee engagement survey utilizing a representative sample of the workforce.</p> <p>Survey results pertaining to reasonable inclusion of employees in decisions that affect them will be equal to or better than the industry benchmark, as determined by the selected survey tool.</p>	<p>Indicators</p> <ol style="list-style-type: none"> 1. At least 3 CBE mechanisms exist which provide opportunities for employee voice to inform decision making. 2. CBE employees indicate they feel they have been reasonably included in CBE decisions that affect them.

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

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

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

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

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

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

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

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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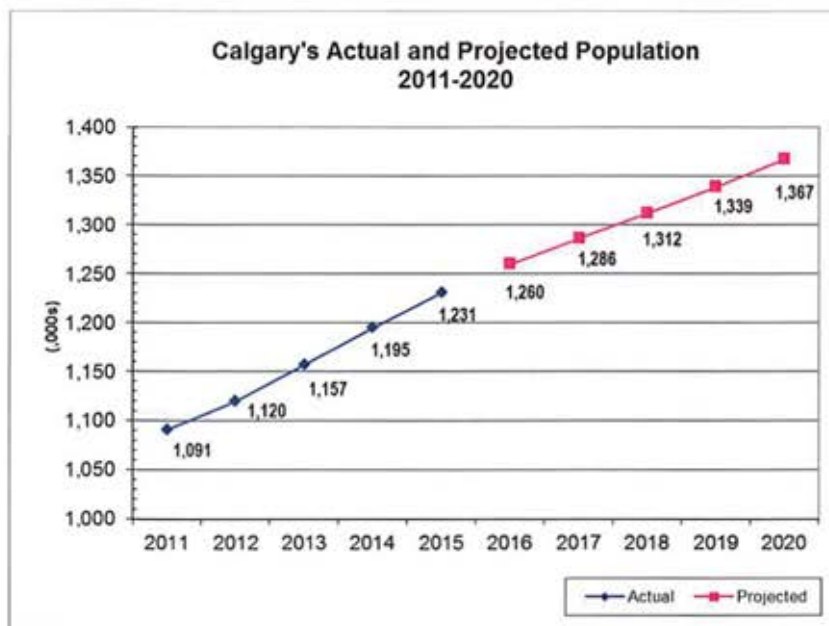
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EXECUTIVE SUMMARY

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.

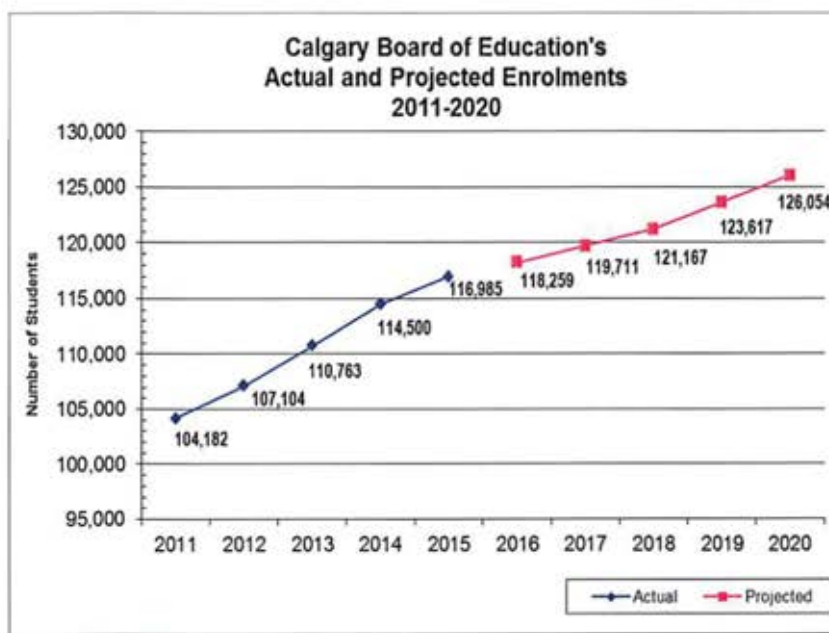
1. Calgary Population

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.

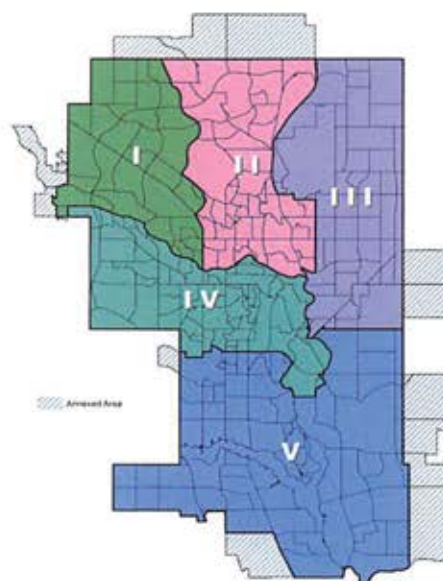


Note: Enrolment includes Home Education, Outreach/Unique Settings, Chinook Learning and CBeLearn.

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.

Projected School Year Opening	Schools Under Construction and Approvals				
	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 ⁽²⁾	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	

⁽²⁾ 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 ⁽²⁾	K-4	New Request	Full buildout to 600	15,600,000	
C-2 Evergreen Elementary ⁽²⁾	K-4	New Request	Full buildout to 600	15,600,000	
C-3 Coventry Hills/Country Hills Village Elementary ⁽²⁾	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 ¹ 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 ¹ 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: ¹ Senior high schools are not ranked using point criteria. See page 26.

⁽²⁾ = 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 (\$)	Number of Years Listed in Capital Plan
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 (\$)	Number of Years Listed in Capital Plan
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 ⁽²⁾	K-4	New Request	Full build out to 600	15,600,000	2	
2 Evergreen Elementary ⁽²⁾	K-4	New Request	Full build out to 600	15,600,000	3	
3 Coventry Hills/Country Hills Village Elementary ⁽²⁾	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 ¹ 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 ¹ 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: ¹ Senior high schools are not ranked using point criteria. See page 26.

⁽²⁾ = second elementary school for the community

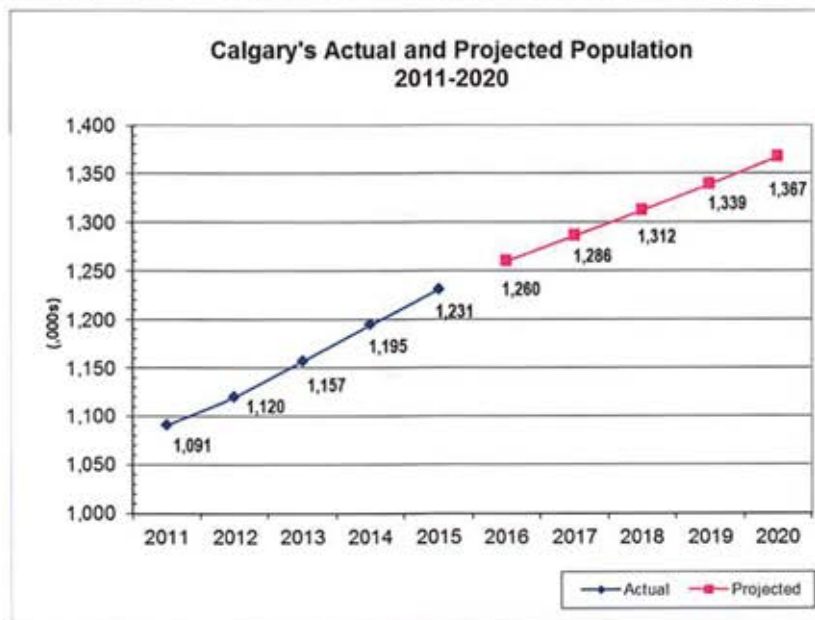
1.0 INTRODUCTION

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
Sub-Total (pre-k to grade 12)	98,646	101,628	105,613	109,299	111,717
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
Sub-Total	5,536	5,476	5,150	5,201	5,268
Total	104,182	107,104	110,763	114,500	116,985

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
Sub-Total (pre-k to grade 12)	111,717	112,874	114,271	115,659	118,042	120,365
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
Sub-Total	5,268	5,385	5,440	5,508	5,575	5,689
Total Student Count	116,985	118,259	119,711	121,167	123,617	126,054

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:

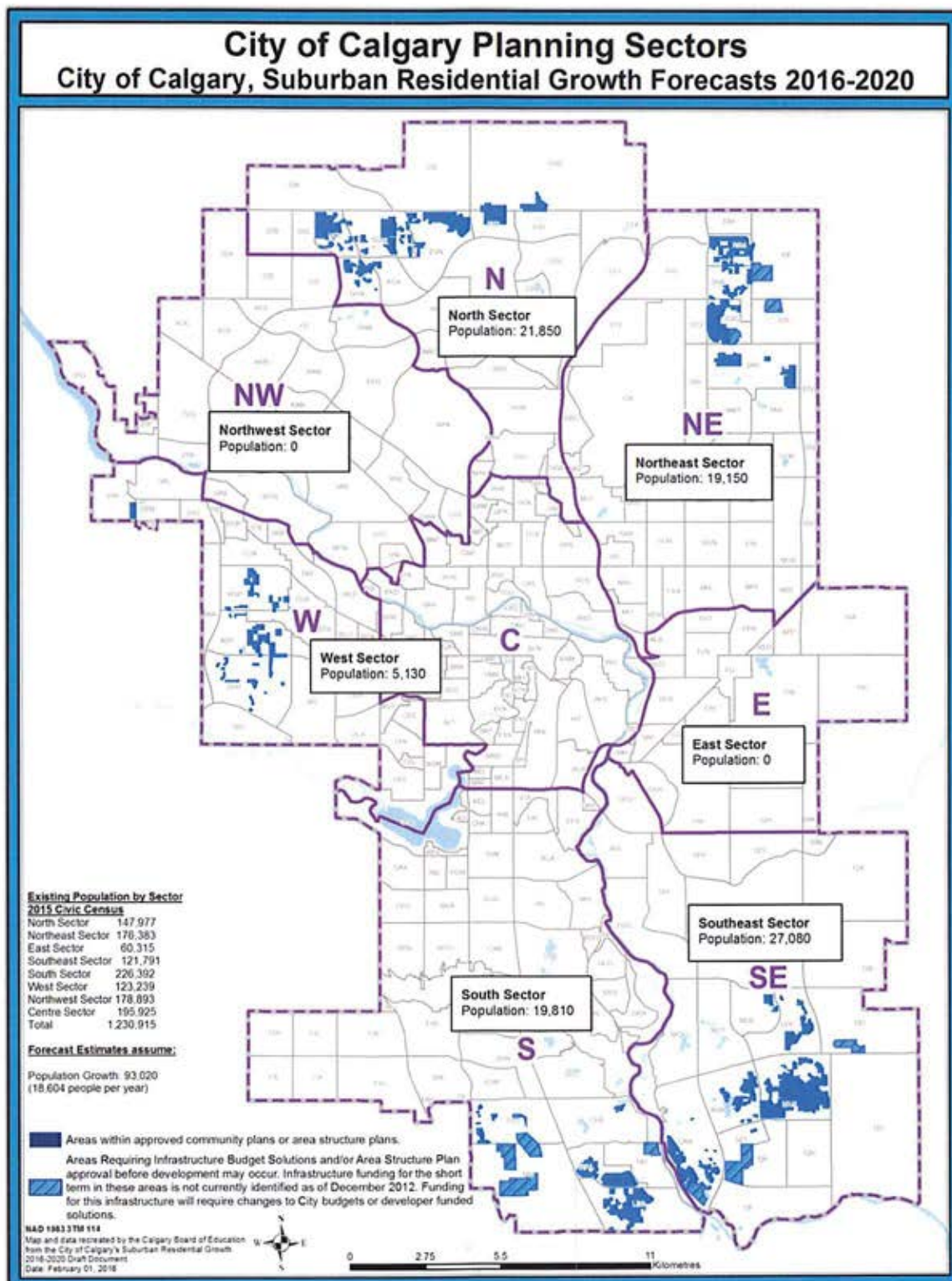
- Auburn Bay (SE)
- Evanston (N)
- Cranston (SE)
- Mahogany (SE)
- Copperfield (SE)
- Nolan Hill (N)
- Skyview Ranch (NE)
- Sage Hill (N)
- Legacy (S)
- New Brighton (SE)

(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.

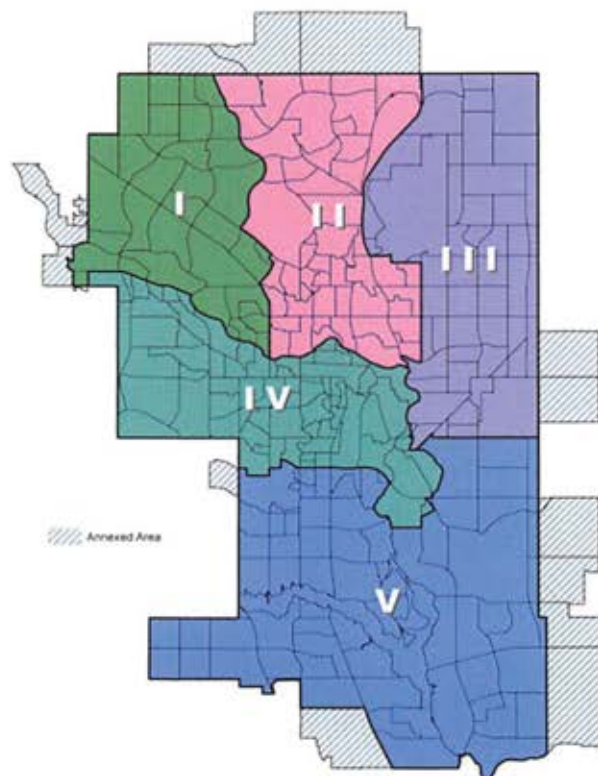
A summary of the five-year period forecast from the Suburban Residential Growth 2016-2020 for suburban locations is as follows (see **Map 1**):



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%
Total	93,020	100%

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:

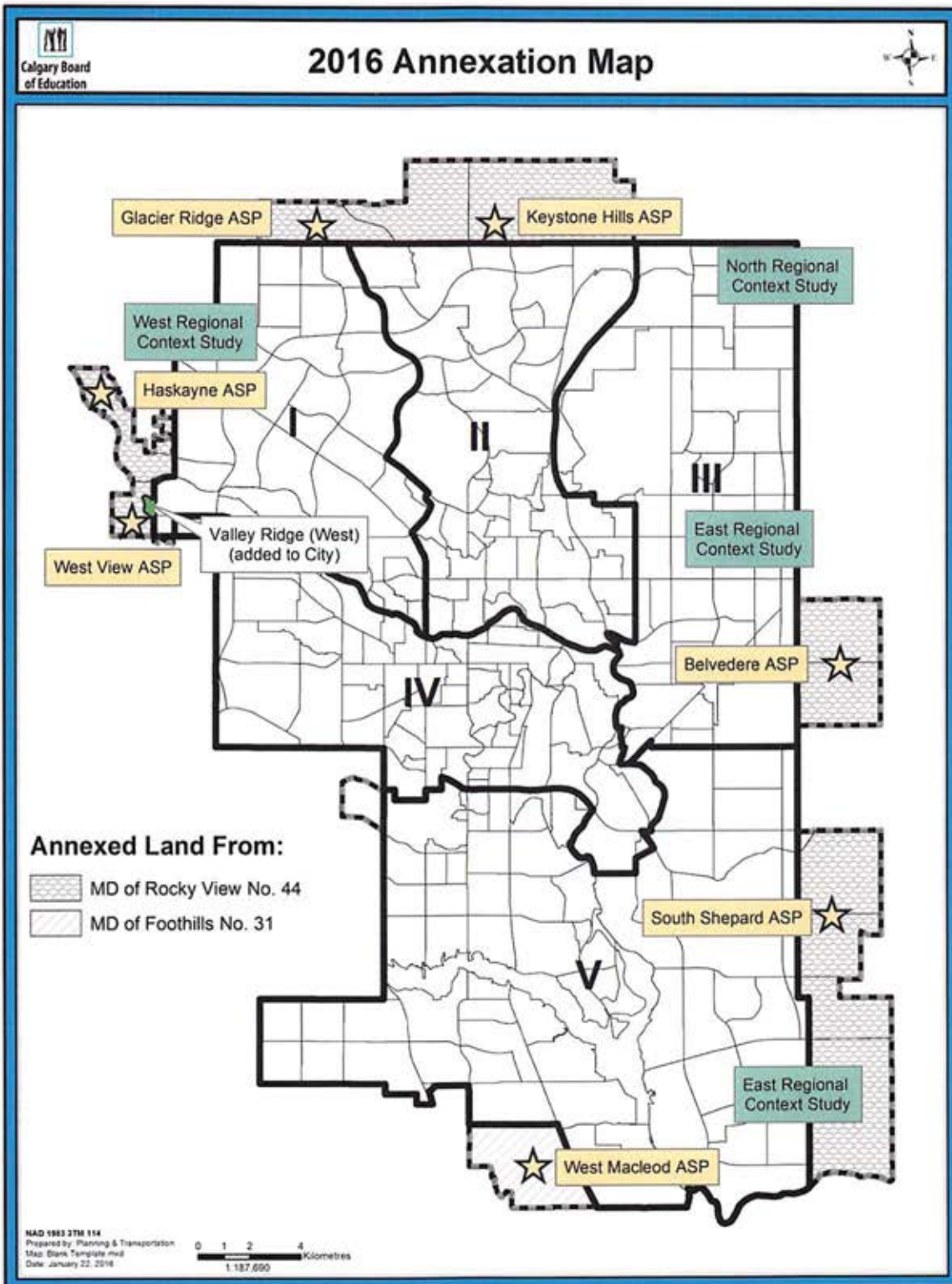
- **East Regional Context Study** (April 2009) with an eventual population of 160,000 persons and approximately 22,000 jobs upon full build-out.
- **West Regional Context Study** (April 2010) with an eventual population of 22,000 people and 7,000 jobs upon full build-out.
- **North Regional Context Study**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



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.

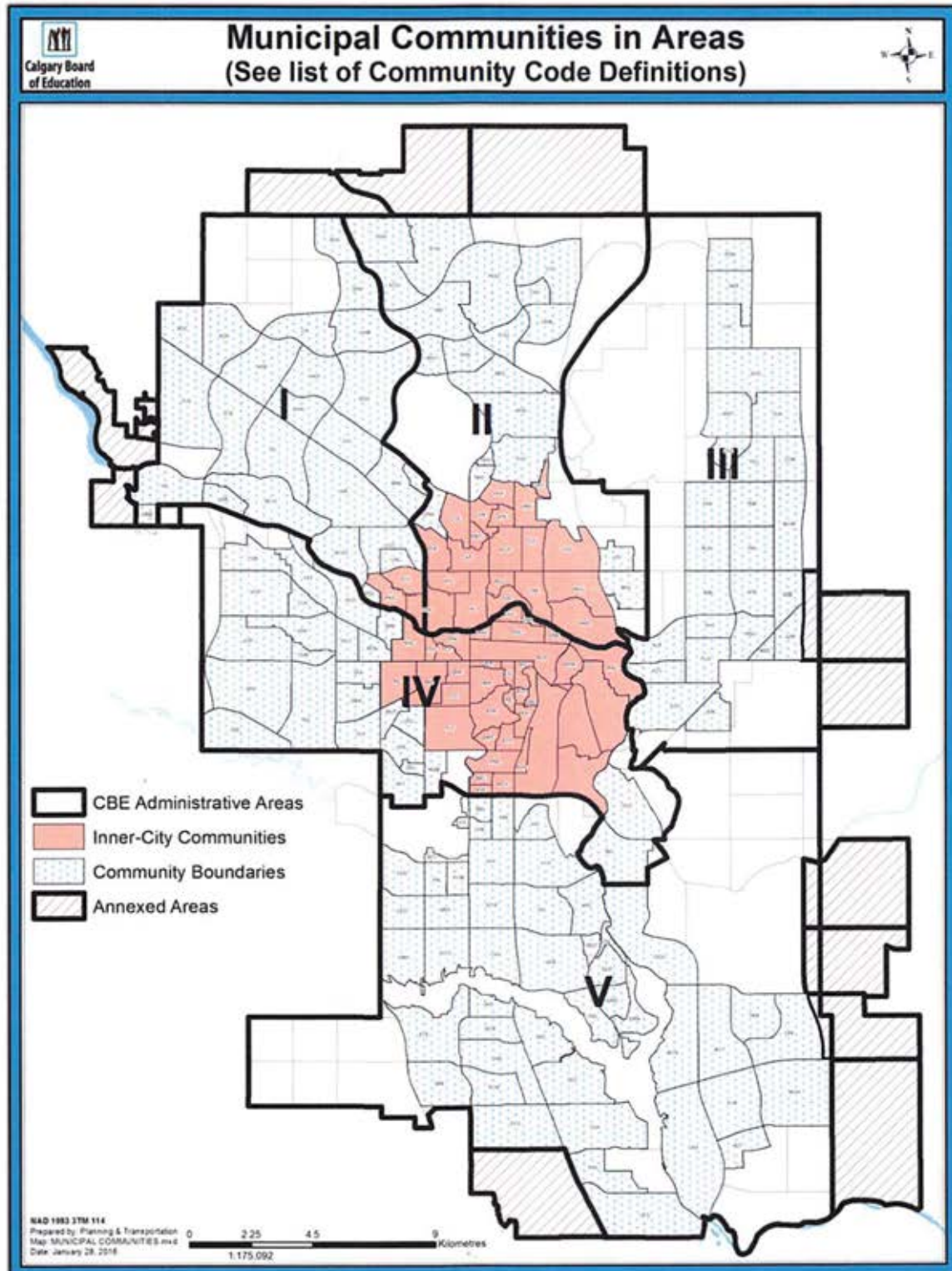
Utilization by residence identifies the number of students residing in an Area expressed as a percentage of the total capacity. Utilization by residence represents the utilization rate that would exist if the CBE were not able to accommodate students in other Areas but rather accommodated the students 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	Belline	HID	Hidden Valley	RUN	Rundie
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	Hinsfild 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	Shenwood
CFB	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/Mtnview
ERI	Erin Woods	PUM	Pump Hill	WBN	Woodbine
ERL	Erlton	QPK	Queen's Park Village	WOO	Woodlands
EVN	Evanston	QLD	Queensland		
EVE	Evergreen	RAM	Ramsay		
FAI	Fairview	RAN	Ranchlands		

2.4 Planning for Students

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

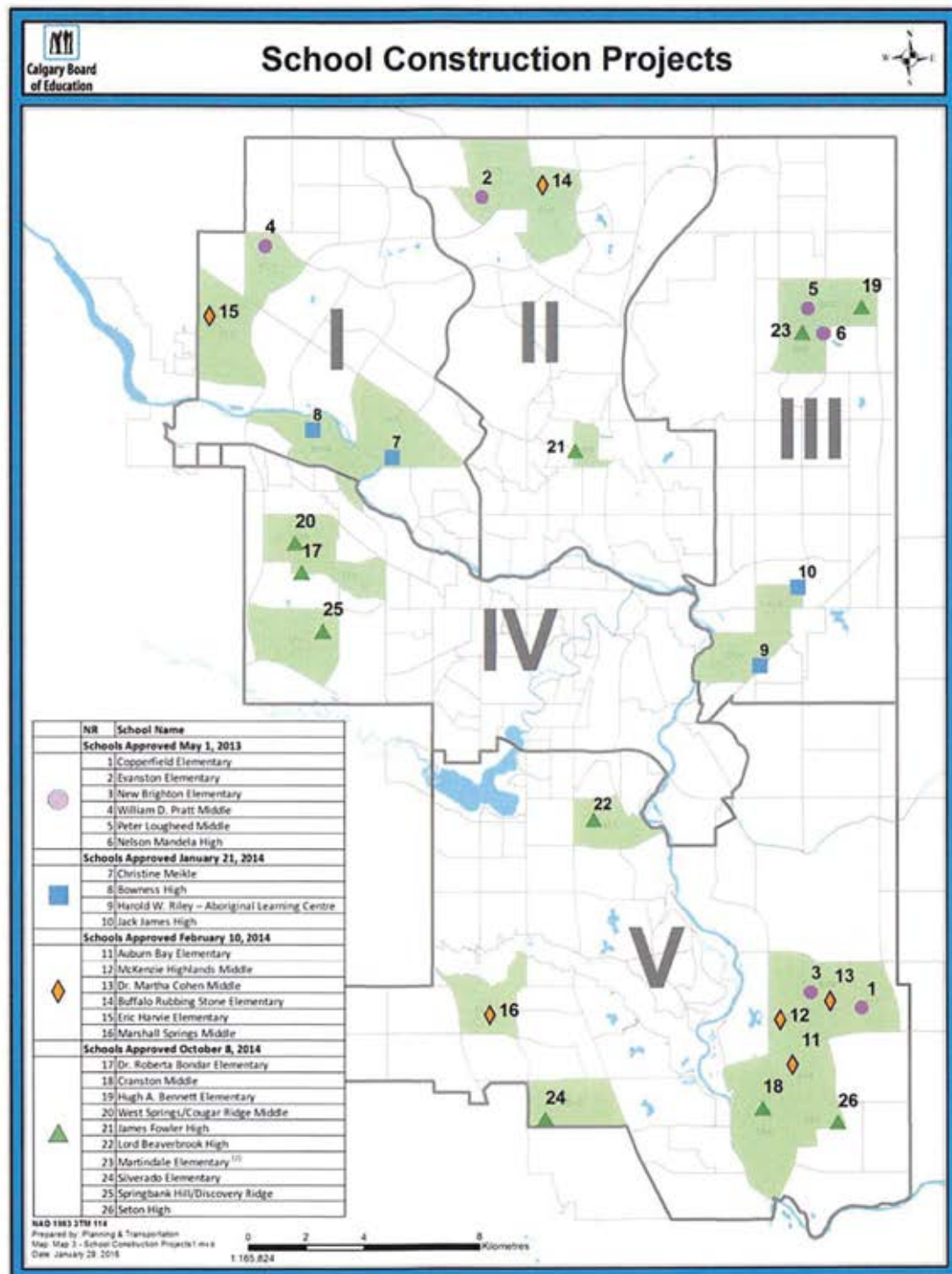
Since May 2013, the province has announced five major modernizations and 21 new school construction projects for the CBE. The table below summarizes the projects, their approval dates and their projected opening date.

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 ⁽²⁾	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	

⁽²⁾ 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

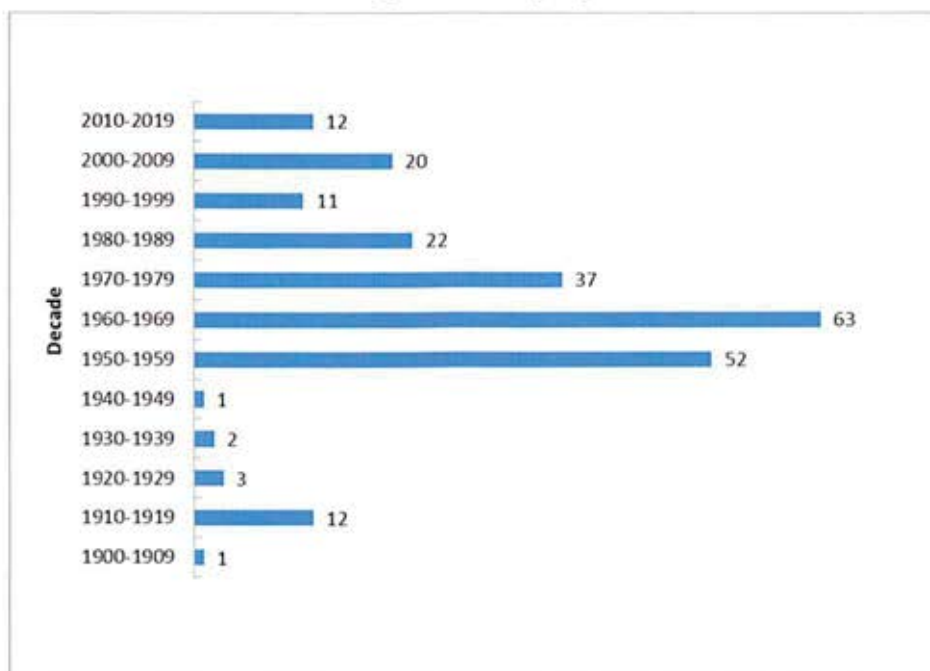
- Focus on upgrading CTS spaces
- Partial mechanical and electrical systems upgrades
- Minor building envelope and interior upgrades
- Building code and barrier free access upgrades

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).

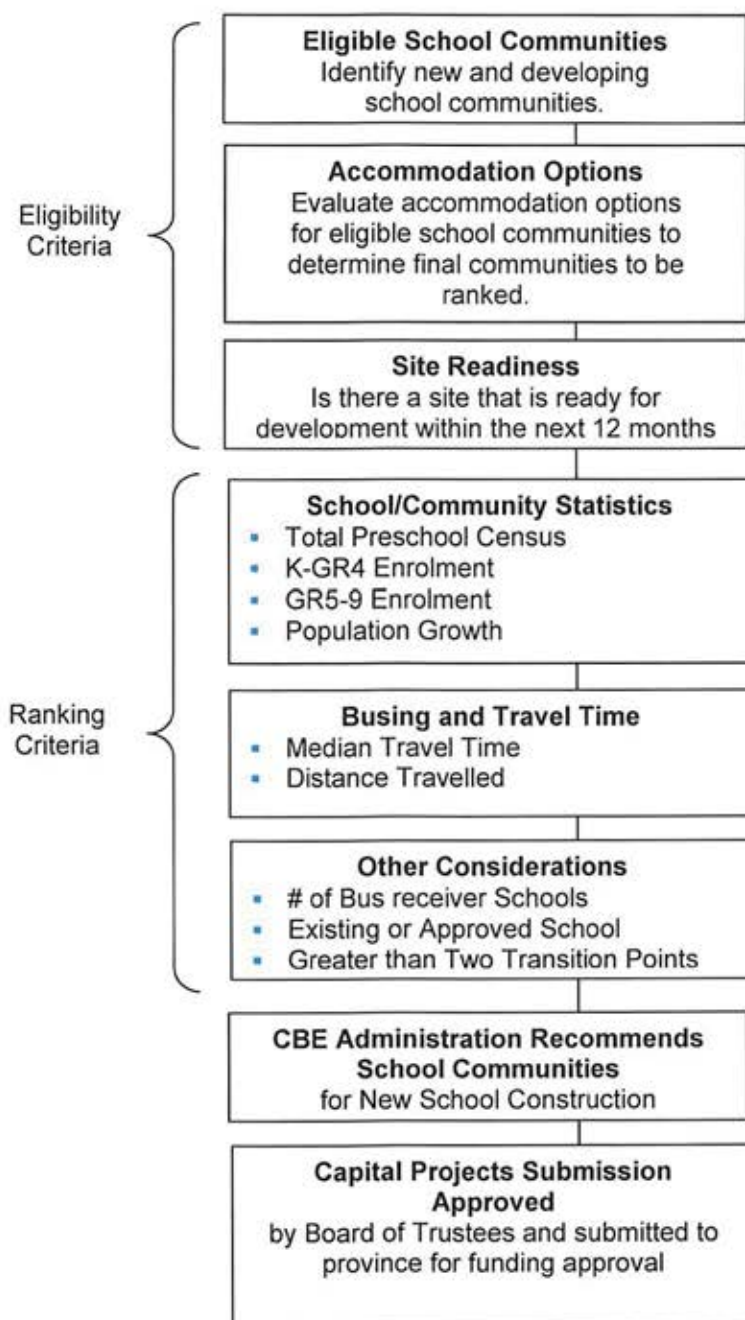
In some cases a K-GR9 grade configuration will be recommended. Examples of when this may occur include, but are not limited to, when community demographics demonstrate that a 900 student K-GR9 school is sufficient to accommodate students or when there is only one school site in a community and the site 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 ⁽²⁾	1657	V	9	K-4
2	Evergreen ⁽²⁾	1495	V	9	K-4
3	Coventry Hills/Country Hills Village ⁽²⁾	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: ⁽²⁾ 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.

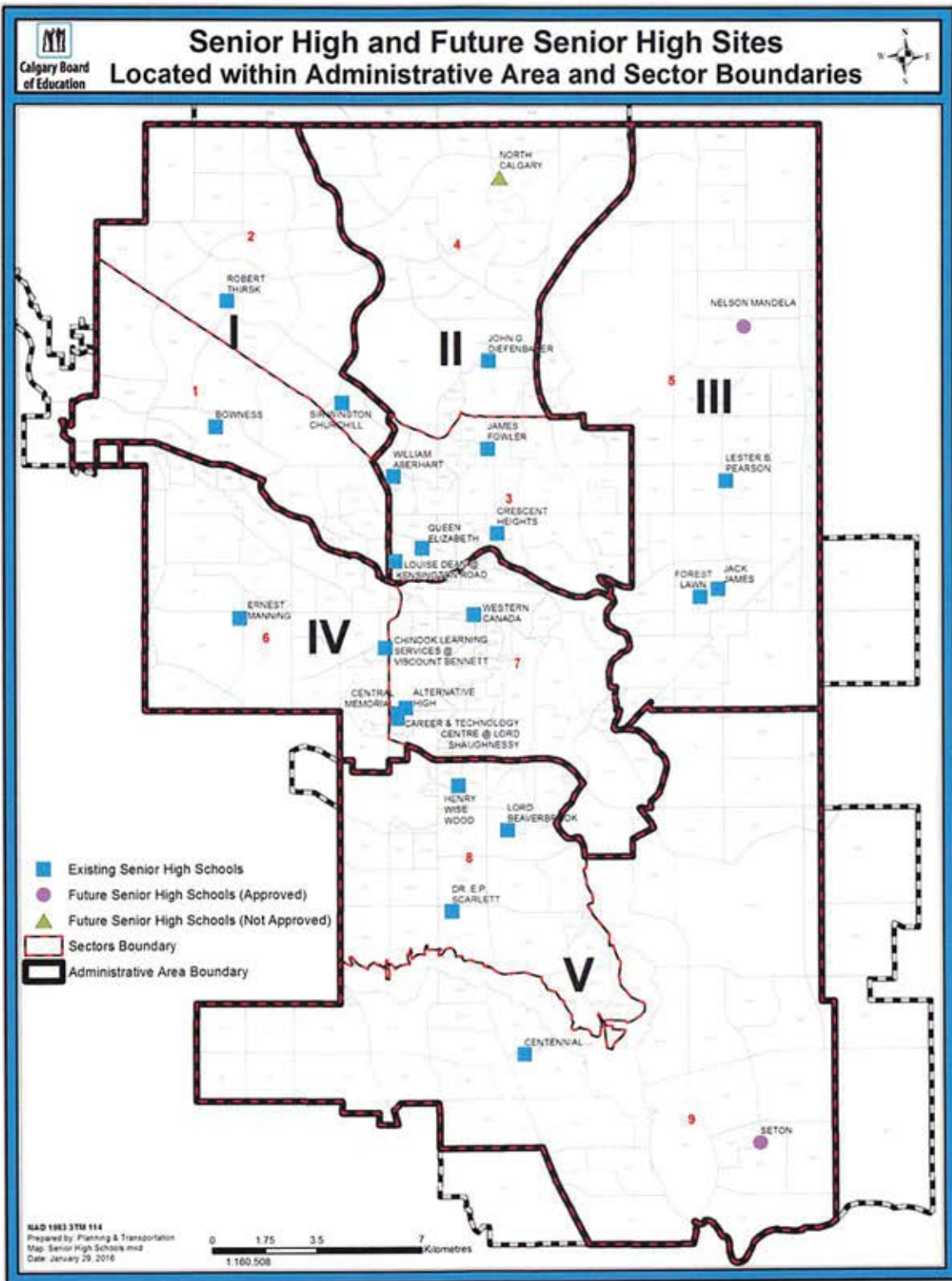
Sector 3 is also in Area II and has four senior high schools and a very low utilization by residence of 20%. These four high schools have a combined capacity of just over 6,700 student spaces while only 1,260 students reside in the sector. This capacity is somewhat misleading as William Aberhart High, 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.

Map 4



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 ⁽²⁾	K-4	New Request	Full buildout to 600	15,600,000	
C-2 Evergreen Elementary ⁽²⁾	K-4	New Request	Full buildout to 600	15,600,000	
C-3 Coventry Hills/Country Hills Village Elementary ⁽²⁾	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 ¹ 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 ¹ 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: ¹ Senior high schools are not ranked using point criteria. See page 26.

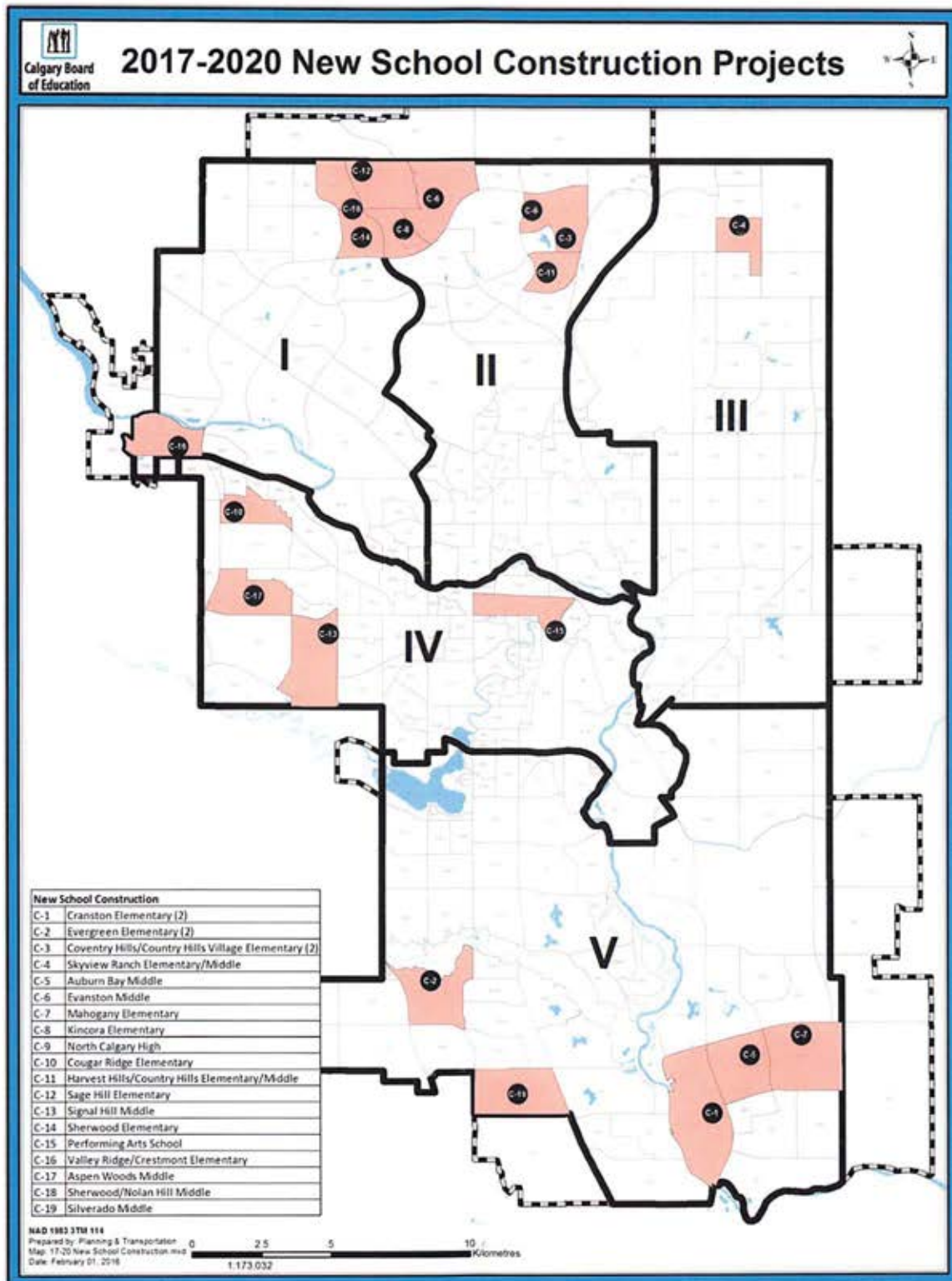
⁽²⁾ = second elementary school for the community

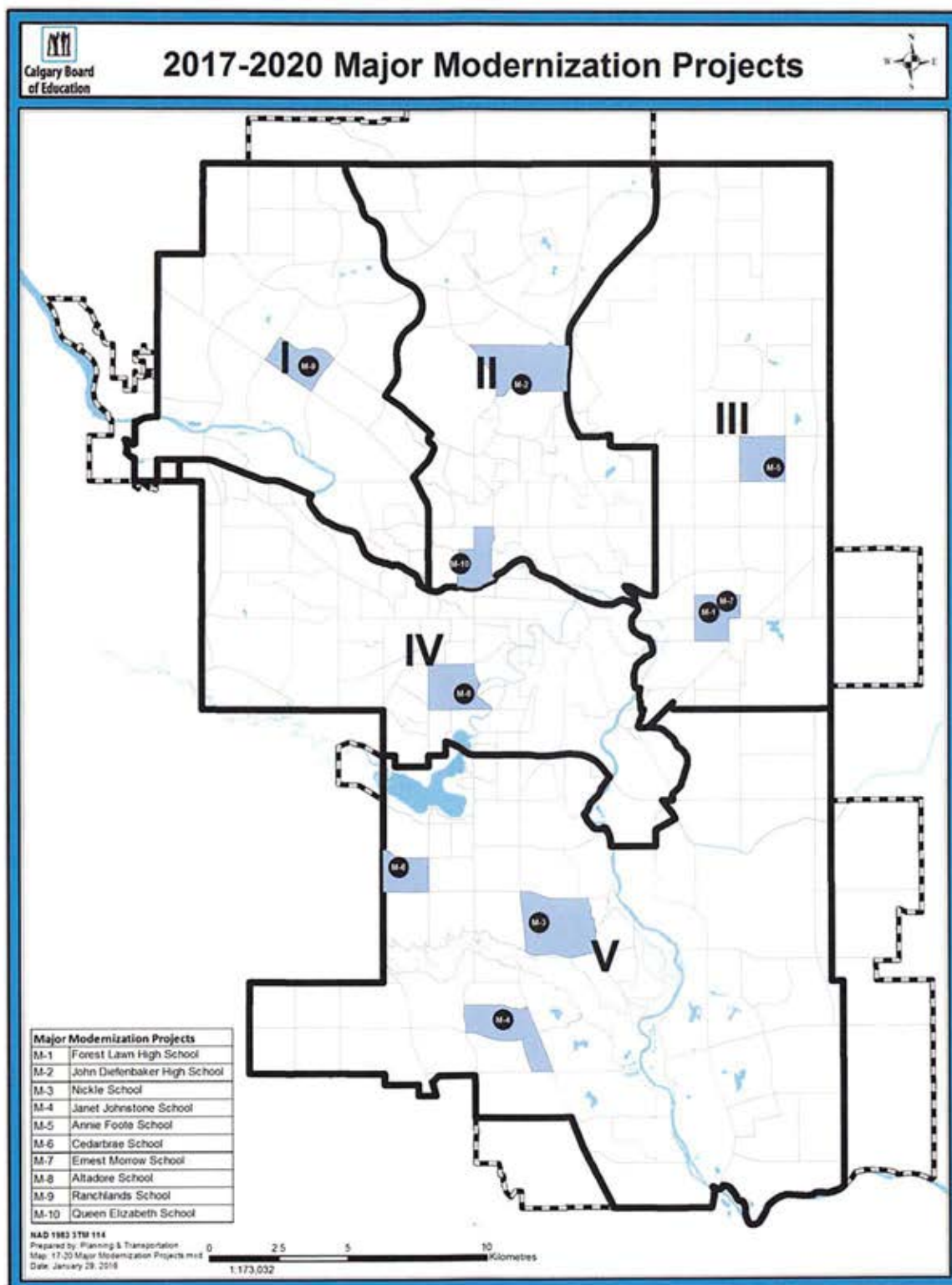
Table 2: School Major Modernizations					
Three-Year School Capital Plan 2017-2020 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2016 Cost (\$)	Number of Years Listed in Capital Plan
M-1 Forest Lawn High School	10-12	Major Modernization	Major Modernization	24,000,000	
M-2 John Diefenbaker High School	10-12	Major Modernization	Major Modernization	18,000,000	7
			YEAR 1 TOTAL	42,000,000	
YEAR 2					
Community/School	Grade	Project Status	Request Type	2016 Cost (\$)	
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	8
M-5 Annie Foote School	K-6	Major Modernization	Major Modernization	12,000,000	1
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 (\$)	
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	2
M-9 Ranchlands School	K-6	Major Modernization	Major Modernization	9,000,000	8
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 ⁽²⁾	K-4	New Request	Full build out to 600	15,600,000	2	
2 Evergreen Elementary ⁽²⁾	K-4	New Request	Full build out to 600	15,600,000	3	
3 Coventry Hills/Country Hills Village Elementary ⁽²⁾	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 ¹ 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 ¹ 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: ¹ Senior high schools are not ranked using point criteria. See page 26.


⁽²⁾ = second elementary school for the community






5.0	2017-2020 SCHOOL CAPITAL PLAN
	New Construction
	Priority C-1 Cranston Elementary ⁽²⁾
	School Community Profile
	<p>Cranston Community 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"> As of the April 2015 Census, the total number of occupied dwelling units was 5,883 with a population of 17,185. The community is planned for an estimated 8,325 housing units with a population capacity of 22,400 to 23,500. The community had an average annual population growth of 1,776 persons during the past three-year period. 
	Enrolment Profile
	<ul style="list-style-type: none"> As of the April 2015 Census, there were 1,691 total preschool-aged children in Cranston.
	Site Planning and Transportation
	<ul style="list-style-type: none"> 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. 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.
	Recommendation
	<ul style="list-style-type: none"> 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. The total project cost is budgeted at \$15.6 million.


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


5.0	2017-2020 SCHOOL CAPITAL PLAN
	New Construction
	Priority C-2 Evergreen Elementary ⁽²⁾
	School Community Profile
	<p>Evergreen Community 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"> As of the April 2015 Census, the total number of occupied dwelling units was 7,001 with a population of 21,700. The community is planned for an estimated 7,836 housing units with a population capacity of 20,700 to 21,800. The community has had an average annual population growth of 530 persons during the past three-year period and is nearing completion. 
	Enrolment Profile
	<ul style="list-style-type: none"> As of the April 2015 Census, there were 1,665 total preschool-aged children. As of September 30, 2015, there were 896 kindergarten to Grade 4 students residing in the Evergreen community that attended CBE schools.
	Site Planning and Transportation
	<ul style="list-style-type: none"> 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.
	Recommendation
	<ul style="list-style-type: none"> 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. The total project cost is budgeted at \$15.6 million.


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


5.0	2017-2020 SCHOOL CAPITAL PLAN
	New Construction
	Priority C-3 Coventry Hills/Country Hills Village Elementary ⁽²⁾
	School Community Profile
	<p>Coventry Hills Community 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"> As of the April 2015 Census, the total number of occupied dwelling units was 6,793 with a population of 20,237. The community had an average annual population growth of 551 persons during the past three-year period. 
	Enrolment Profile
	<ul style="list-style-type: none"> As of the April 2015 Census, there were 1,545 total preschool-aged children in Coventry Hills/Country Hills Village.
	Site Planning and Transportation
	<ul style="list-style-type: none"> 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.
	Recommendation
	<ul style="list-style-type: none"> 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. The total project cost is budgeted at \$15.6 million.


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


5.0	2017-2020 SCHOOL CAPITAL PLAN
New Construction	
Priority C-4 Skyview Ranch Elementary/Middle	
School Community Profile	
<p>Skyview Ranch Community 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"> As of the April 2015 Census, the total number of occupied dwelling units was 2,284 with a population of 7,333. The community is planned for an estimated 10,322 housing units with a population capacity of 23,900 to 25,100. The community had an average annual population growth of 1,448 persons during the past three-year period. 	
	
Enrolment Profile	
<ul style="list-style-type: none"> As of the April 2015 Census, there were 730 total preschool-aged children. 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. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> 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. 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. 	
Recommendation	
<ul style="list-style-type: none"> 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. 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. 	


5.0	2017-2020 SCHOOL CAPITAL PLAN
	New Construction
	Priority C-5 Auburn Bay Middle
	School Community Profile
	<p>Auburn Bay Community began development in 2005 and is located in the Southeast sector of the City.</p> <ul style="list-style-type: none"> As of the April 2015 Census, the total number of occupied dwelling units was 4,290 with a population of 13,191. The community is planned for an estimated 6,457 housing units with a population capacity of 18,400 – 19,300. The community had an average annual population growth of 1,999 persons during the past three-year period. 
	Enrolment Profile
	<ul style="list-style-type: none"> 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.
	Site Planning and Transportation
	<ul style="list-style-type: none"> Auburn Bay K-GR 4 is scheduled to open for the 2016-2017 school year. There is one middle school site in Auburn Bay. 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.
	Recommendation
	<ul style="list-style-type: none"> 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. 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.

5.0	2017-2020 SCHOOL CAPITAL PLAN
	New Construction
	Priority C-6 Evanston Middle
	School Community Profile
	<p>Evanston Community 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"> As of the April 2015 Census, the total number of occupied dwelling units was 4,057 with a population of 12,883. The community is planned for an estimated 5,934 housing units with a population capacity of 18,200 to 19,100. The community had an average annual population growth of 2,096 persons during the past three-year period. 
	Enrolment Profile
	<ul style="list-style-type: none"> 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.
	Site Planning and Transportation
	<ul style="list-style-type: none"> 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. 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.
	Recommendation
	<ul style="list-style-type: none"> 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. 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.

5.0	2017-2020 SCHOOL CAPITAL PLAN
	New Construction
	Priority C-7 Mahogany Elementary
	School Community Profile
	<p>Mahogany Community began development in 2009 and is located in the Southeast sector of the City.</p> <ul style="list-style-type: none"> As of the April 2015 Census, the total number of occupied dwelling units was 1,702 with a population of 4,960. The community is planned for an estimated 12,103 housing units with a population capacity of 31,400 to 33,100. The community had an average annual population growth of 1,231 persons during the past three-year period. 
	Enrolment Profile
	<ul style="list-style-type: none"> As of the April 2015 Census, there were 693 total preschool-aged children in Mahogany. As of September 30, 2015, there were 260 kindergarten to Grade 4 students residing in the Mahogany community who attended CBE schools.
	Site Planning and Transportation
	<ul style="list-style-type: none"> 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.
	Recommendation
	<ul style="list-style-type: none"> 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. The total project cost is budgeted at \$15.6 million.

5.0	2017-2020 SCHOOL CAPITAL PLAN
	New Construction
	Priority C-8 North Calgary High
	School Community Profile
	<p>The North High School 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"> 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). A 24 acre site in the west portion of Coventry Hills is available for a new senior high school.
	
	Enrolment Profile
	<ul style="list-style-type: none"> 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. John G. Diefenbaker has a provincial capacity of 1,480 student spaces and a utilization of 102%. 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. James Fowler has a provincial capacity of 1,953 student spaces and a utilization of 84%. 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.
	Site Planning and Transportation
	Several communities in the north are bused significant distances.
	Recommendation
	<ul style="list-style-type: none"> Construct a senior high school for 1,800 Grades 10-12 students. 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.

5.0	2017-2020 SCHOOL CAPITAL PLAN
	New Construction
	Priority C-9 Kincora Elementary
	School Community Profile
	<p>Kincora Community 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"> As of the April 2015 Census, the total number of occupied dwelling units was 1,828 with a population of 5,974. The community is planned for an estimated 4,689 housing units with a population capacity of 11,600 to 12,200. The community had an average annual population growth of 366 persons during the past three-year period. 
	Enrolment Profile
	<ul style="list-style-type: none"> As of the April 2015 Census, there were 564 total preschool-aged children. As of September 30, 2015, there were 364 kindergarten to Grade 4 students residing in the Kincora community who attended CBE schools.
	Site Planning and Transportation
	<ul style="list-style-type: none"> 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.
	Recommendation
	<ul style="list-style-type: none"> 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. The total project cost is budgeted at \$15.6 million.

5.0	2017-2020 SCHOOL CAPITAL PLAN
New School Construction	
Priority C-10 Cougar Ridge Elementary	
School Community Profile	
<ul style="list-style-type: none"> ▪ Cougar Ridge Community began development in 2000 and is situated in southwest Calgary, south of Canada Olympic Road SW. ▪ 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. ▪ The community is planned for an estimated 2,640 housing units with an estimated population capacity of 7,900. ▪ The community had an average annual population growth of 360 persons during the past three-year period. 	
	
Enrolment Profile	
<ul style="list-style-type: none"> ▪ As of the April 2015 Census, there were 681 total preschool-aged children. ▪ As of September 30, 2015, there were 299 kindergarten to Grade 4 students residing in Cougar Ridge that attended CBE Schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> ▪ There is one elementary school site in Cougar Ridge. ▪ 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. 	
Accommodation Planning	
<ul style="list-style-type: none"> ▪ 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. ▪ The total project cost is budgeted at \$15.6 million. 	

5.0 2017-2020 SCHOOL CAPITAL PLAN

New School Construction

Priority C-11 Harvest Hills/Country Hills Elementary/Middle

School Community Profile

Harvest Hills Community began development in 1990 and is located south of Country Hills Boulevard NW and east of Harvest Hills Boulevard NW.

- 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.

Country Hills Community began development in 1990 and is located south of Country Hills Boulevard NW and west of Harvest Hills Boulevard NW.

- 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.




Enrolment Profile


- 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.
- 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.

Site Planning and Transportation

- 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.
- 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.
- 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.


5.0	2017-2020 SCHOOL CAPITAL PLAN
	New School Construction
	Priority C-11 Harvest Hills/Country Hills Elementary/Middle
	Recommendation
	<ul style="list-style-type: none"> 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. 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.


5.0	2017-2020 SCHOOL CAPITAL PLAN
	New Construction
	Priority C-12 Sage Hill Elementary
	School Community Profile
	<p>Sage Hill Community began development in 2006 and is located in the North sector of the City.</p> <ul style="list-style-type: none"> As of the April 2015 Census, the total number of occupied dwelling units was 1,595 with a population of 4,578. The community is planned for an estimated 9,311 housing units with a population capacity of 20,900 – 22,000. The community had an average annual population growth of 796 persons during the past three-year period. 
	Enrolment Profile
	<ul style="list-style-type: none"> As of the April 2015 Census, there were 639 total preschool-aged children in Sage Hill. As of September 30, 2015, there were 194 kindergarten to Grade 4 students residing in the Sage Hill community who attended CBE schools.
	Site Planning and Transportation
	<ul style="list-style-type: none"> 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.
	Recommendation
	<ul style="list-style-type: none"> 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. The total project cost is budgeted at \$15.6 million.


5.0	2017-2020 SCHOOL CAPITAL PLAN
	New Construction
	Priority C-13 Signal Hill Middle
	School Community Profile
	<p>Signal Hill Community 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"> As of the April 2015 Census, the total number of occupied dwelling units was 5,103 with a population of 13,613. The population has been stable the past three years. 
	Enrolment Profile
	<ul style="list-style-type: none"> 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.
	Site Planning and Transportation
	<ul style="list-style-type: none"> 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. 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. 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.
	Recommendation
	<ul style="list-style-type: none"> 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. 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.

5.0	2017-2020 SCHOOL CAPITAL PLAN
	New Construction
	Priority C-14 Performing Arts School
	School Community / Enrolment Profile
	<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>
	Facility Description
	<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 m² for Grades 10-12 students. Key components are:</p> <p>Standard secondary school core curriculum courses:</p> <ul style="list-style-type: none"> English language arts, mathematics, sciences, biology, chemistry, physics, computer studies, social studies, languages <p>Physical Education: daily requirement (potential off site location)</p> <ul style="list-style-type: none"> Main Gym with bleachers Boys and Girls Change Rooms with showers and washroom Gym storage and chair storage <p>Learning Commons</p> <ul style="list-style-type: none"> Multi-functional technology rich space, multiple groups of various sizes use the space together Hardwired computers

5.0	2017-2020 SCHOOL CAPITAL PLAN
	New Construction
	Priority C-14 Performing Arts School
	Facility Description
	<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 m² Theatre, costing approximately \$10 million, would include the following:</p> <ul style="list-style-type: none"> ▪ Foyer lobby/ticket office ▪ 800 seat auditorium/theatre 0.75 m² per seat ▪ Stage ▪ Back of Stage <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>

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


5.0	2017-2020 SCHOOL CAPITAL PLAN
	New Construction
	Priority C-16 Valley Ridge/Crestmont Elementary
	School Community Profile
	<p>Valley Ridge Community began development in 1992 and is located in the Northwest sector of the City.</p> <ul style="list-style-type: none"> As of the April 2015 Census, the total number of occupied dwelling units was 1,903 with a population of 5,702. <p>Crestmont Community began development in 2001 and is located in the Northwest sector of the City.</p> <ul style="list-style-type: none"> As of the April 2015 Census, the total number of occupied dwelling units was 471 with a population of 1,542. 
	Enrolment Profile
	<ul style="list-style-type: none"> As of the April 2015 Census, there were 367 total preschool-aged children in Valley Ridge. As of the April 2015 Census, there were 115 total preschool-aged children in Crestmont.
	Site Planning and Transportation
	<ul style="list-style-type: none"> There is one elementary school site in Valley Ridge. 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.
	Recommendation
	<ul style="list-style-type: none"> 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. The total project cost is budgeted at \$15.6 million.

5.0	2017-2020 SCHOOL CAPITAL PLAN
	New Construction
	Priority C-17 Aspen Woods Middle
	School Community Profile
	<p>Aspen Woods Community 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"> As of the April 2015 Census, the total number of occupied dwelling units was 2,637 with a population of 8,271. The community is planned for an estimated 3,824 housing units with a population capacity of 11,000 to 11,600. The community had an average annual population growth of 1,000 persons during the past three-year period. 
	Enrolment Profile
	<ul style="list-style-type: none"> 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.
	Site Planning and Transportation
	<ul style="list-style-type: none"> 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.
	Recommendation
	<ul style="list-style-type: none"> 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. 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.

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



5.0	2017-2020 SCHOOL CAPITAL PLAN
	New School Construction
	Priority C-18 Sherwood/Nolan Hill Middle
	Site Planning and Transportation
	<ul style="list-style-type: none"> ▪ There is a middle site in Sherwood. Due to the size of the two communities a combined elementary/middle K-GR9 school is recommended. ▪ Sherwood K-GR4 students are bused to Ranchlands School. Median travel time is 16 minutes. ▪ Nolan Hill K-GR4 students are bused to Ranchlands School. Median travel time is 20 minutes. ▪ Sherwood and Nolan Hill GR 5-9 students take City Transit, and the median travel time is 32 minutes.
	Recommendation
	<ul style="list-style-type: none"> ▪ 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. ▪ 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.

5.0	2017-2020 SCHOOL CAPITAL PLAN
New School Construction	
Priority C-19 Silverado Middle	
School Community Profile	
<p>Silverado Community 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"> As of the April 2015 Census, the total number of occupied dwelling units was 2,259 with a population of 6,827. The community is planned for an estimated 6,155 housing units with a population capacity of 17,100 to 17,900. The community had an average annual population growth of 564 persons during the past three-year period. 	
	
Enrolment Profile	
<ul style="list-style-type: none"> 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. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> Silverado elementary is scheduled to open for the 2017-2018 school year. There is one middle school site in Silverado. 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. 	
Recommendation	
<ul style="list-style-type: none"> 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. 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. 	

6.0	2017-2020 SCHOOL CAPITAL PLAN
	Major Modernizations
	Priority M-1 Forest Lawn High School
	<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>
	Facility Description
	<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 m² 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>

6.0	2017-2020 SCHOOL CAPITAL PLAN
	Major Modernizations
	Priority M-1 Forest Lawn High School
	Facility Description
	<ul style="list-style-type: none"> ▪ 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) ▪ Interiors: require upgrading (repaint central ramps and concrete floors; replace worn carpets, ceiling tiles, lockers, and some interior doors) ▪ Mechanical: requires upgrades (minor maintenance items: repair or replace AHU servicing wood shop and dust collector unit, repair leaking water fountains) ▪ Electrical: systems require upgrading (replace natural gas generator with diesel; remove open wiring in main hallway; and install dedicated circuitry in each classroom)
	Modernization
	<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 21st 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>

6.0	2017-2020 SCHOOL CAPITAL PLAN
	Major Modernizations
	Priority M-2 John G. Diefenbaker High School
	<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>
	Facility Description
	<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 m² consisting of 54 classrooms. The classrooms range in size and have access to natural light.</p>

6.0	2017-2020 SCHOOL CAPITAL PLAN
	Major Modernizations
	Priority M-2 John G. Diefenbaker High School
	Facility Description (cont'd)
	<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"> ▪ Mechanical: requires upgrades (some space temperature controls require repair or replacement; life-cycle issues are soon to be an issue) ▪ Electrical: systems require upgrading (review and replace as required all life-cycle components)
	Modernization
	<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 21st 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>

6.0	2017-2020 SCHOOL CAPITAL PLAN
	Major Modernizations
	Priority M-3 Nickle School
	Current and Future Student Accommodation Plan
	<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"> ▪ Regular Program 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. ▪ System Classes Nickle School currently accommodates Bridges and Learning and Literacy classes. <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>
	Facility Description
	<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 m² 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"> ▪ Replace parts of roof that have not already been replaced ▪ Replace damaged caulking around perimeter ▪ Incorporate barrier-free items where applicable (i.e., automatic door openers) ▪ Mechanical features need upgrading (i.e., hot water tanks, exhaust fans, sprinklers) ▪ Upgrade various electrical various components, i.e., lights, exit signs, etc.
	Modernization
	<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>

6.0	2017-2020 SCHOOL CAPITAL PLAN
	Major Modernizations
	Priority M-4 Janet Johnstone School
	Current and Future Student Accommodation Plan
	<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"> ▪ Regular Program Janet Johnstone School currently accommodates currently kindergarten to Grade 4 students living in Shawnessy, Millrise and Shawnee Slopes. ▪ French Immersion Janet Johnstone School accommodates kindergarten to Grade 4 French Immersion students from the communities of Evergreen, Millrise, Shawnee Slopes, Bridlewood, Shawnessy, Somerset and Silverado. <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>
	Facility Description
	<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 m² 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"> ▪ Exterior: requires upgrades and replacement (metal siding, joint sealers, doors, windows, roof, skylights etc.) ▪ Interior: requires upgrading (paint, flooring, ceiling tiles, barrier free features, , replace room divider panels, lockers, toilet partitions, white boards and tack boards, millwork) ▪ Mechanical: systems require upgrading (controls system, fixtures, valves, replace hot water heater, boilers, HVAC upgrade, exhaust fans, etc.) ▪ Electrical: systems require upgrading (main electrical switchboard, circuit panels and motors, light fixtures, fire alarm panel, emergency lighting and life safety devices)
	Modernization
	<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>

6.0	2017-2020 SCHOOL CAPITAL PLAN
	Major Modernizations
	Priority M-5 Annie Foote School
	Current and Future Student Accommodation Plan
	<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"> ▪ Regular Program 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. ▪ Complex Learning Classes 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. <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>
	Facility Description
	<p>The single storey brick building was constructed in 1980 with a total gross floor area of 3904 m². The Provincial capacity is 473 students from pre-school through Grade 6. There are 9 relocatable classrooms with a total area of 841.5 m², 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"> ▪ Exterior: requires upgrades (replace wood soffit and windows, etc.) ▪ Interior: requires upgrading (painting, barrier free features, seal all fire separation penetrations, replace gym divider and damaged doors, white boards) ▪ Mechanical: systems require upgrading (controls system, replace water heater, condensing unit, air handling unit, etc.) ▪ Electrical: systems require upgrading (light fixtures, fire alarm panel, emergency lighting and life safety devices)

6.0	2017-2020 SCHOOL CAPITAL PLAN
	Major Modernizations
	Priority M-5 Annie Foote School
	Modernization
	<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>

6.0	2017-2020 SCHOOL CAPITAL PLAN
	Major Modernizations
	Priority M-6 Cedarbrae School
	Current and Future Student Accommodation Plan
	<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"> ▪ Regular Program - Cedarbrae School currently accommodates kindergarten to Grade 6 students living in Cedarbrae. <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>
	Facility Description
	<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 m² 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"> ▪ 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. ▪ Interior: requires upgrading (finishes, millwork, window coverings refinish wood floor, replace folding/accordion partition doors, white/tack boards, toilet partitions, acoustic wall panels) ▪ 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. ▪ Electrical: systems require upgrading (light fixtures, Main MDP & breaker panel boards, motor controls, speaker system, security system including panel).
	Modernization
	<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>

6.0	2017-2020 SCHOOL CAPITAL PLAN
	Major Modernizations
	Priority M-7 Ernest Morrow School
	Current and Future Student Accommodation Plan
	<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"> ▪ Regular Program 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. ▪ System Classes Ernest Morrow School currently accommodates students in LEAD and Paced Learning Program classes. <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>
	Facility Description
	<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 8,120m² 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"> ▪ Exterior: requires upgrades (painting, roof maintenance, etc.) ▪ Interior: requires upgrading (concrete floors in boiler room, barrier free features) ▪ Mechanical: systems require upgrading (chimney, roof drains, dampers, exhaust fans, etc.) ▪ Electrical: systems require upgrading (light fixtures, emergency lighting system)

6.0	2017-2020 SCHOOL CAPITAL PLAN
	Major Modernizations
	Priority M-7 Ernest Morrow School
	Modernization
	<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>

6.0	2017-2020 SCHOOL CAPITAL PLAN
	Major Modernizations
	Priority M-8 Altadore School
	Current and Future Student Accommodation Plan
	<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>
	Facility Description
	<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 m² 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>
	Modernization
	<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>

6.0	2017-2020 SCHOOL CAPITAL PLAN
	Major Modernizations
	Priority M-9 Ranchlands School
	Current and Future Student Accommodation Plan
	<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"> ▪ Regular Program 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. ▪ Complex Learning Classes 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. <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>
	Facility Description
	<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 m² with consisting of 11 classrooms and 8 relocatable classrooms for instruction. Core floor area is 3,476 m² with a relocatable area of 809 m².</p> <p>In 2013, Alberta Infrastructure evaluated school facilities through RECAP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations that would need to be addressed as the building pass its 35 year:</p> <ul style="list-style-type: none"> ▪ Exterior: requires upgrades (envelop restoration, repoint mortar joints, replace metal siding, joint sealer, windows, doors, gutters & downspouts, skylights.) ▪ 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) ▪ 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) ▪ Electrical: systems require upgrading (replace light fixtures, emergency/fire and security systems, switch and panel boards, motor controls, speaker system).

6.0	2017-2020 SCHOOL CAPITAL PLAN
	Major Modernizations
	Priority M-9 Ranchlands School
	Modernization
	<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>

6.0	2017-2020 SCHOOL CAPITAL PLAN
	Major Modernizations
	Priority M-10 Queen Elizabeth School
	Current and Future Student Accommodation Plan
	<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"> ▪ Regular Program Queen Elizabeth School currently accommodates kindergarten to Grade 6 students living in West Hillhurst and a portion of Hillhurst. ▪ Complex Learning Classes Queen Elizabeth School accommodates DHH (Deaf and Hard of Hearing) classes. The DHH classes are for students with a diagnosis of hearing loss. <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>
	Facility Description
	<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 & 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 m² 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"> ▪ 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,) ▪ 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) ▪ Mechanical: requires upgrades (replace fixtures, valves, steam boilers and entire steam distribution system, chimney, exhaust fans, gym HVAC unit, controls system) ▪ Electrical: systems require upgrading (light fixtures and switches, panel boards, motor controls, branch wiring, emergency lighting, fire alarm and security system, speaker system).

6.0	2017-2020 SCHOOL CAPITAL PLAN
	Major Modernizations
	Priority M-10 Queen Elizabeth School
	Modernization
	<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**

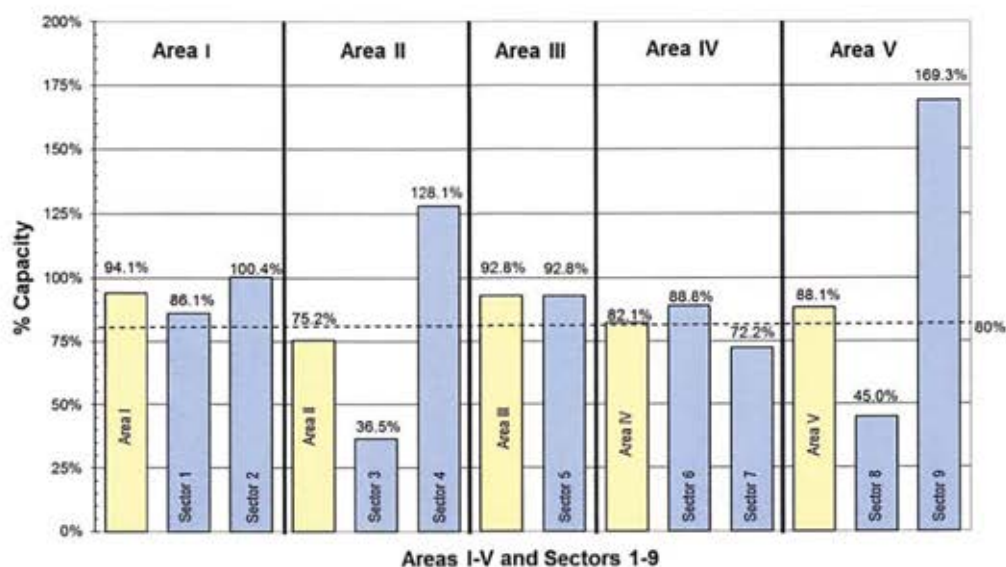


Table 2: Capacity by Residence Senior High (%)

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

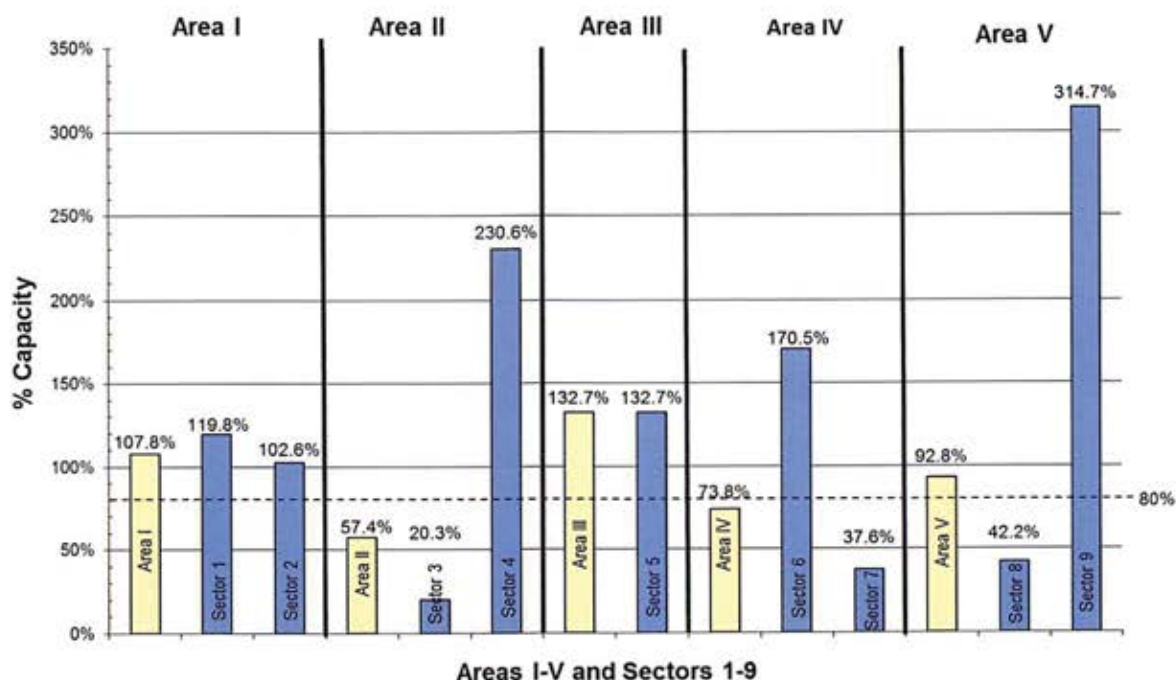


Table 3: % Capacity for K-GR9 by Enrolment

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**

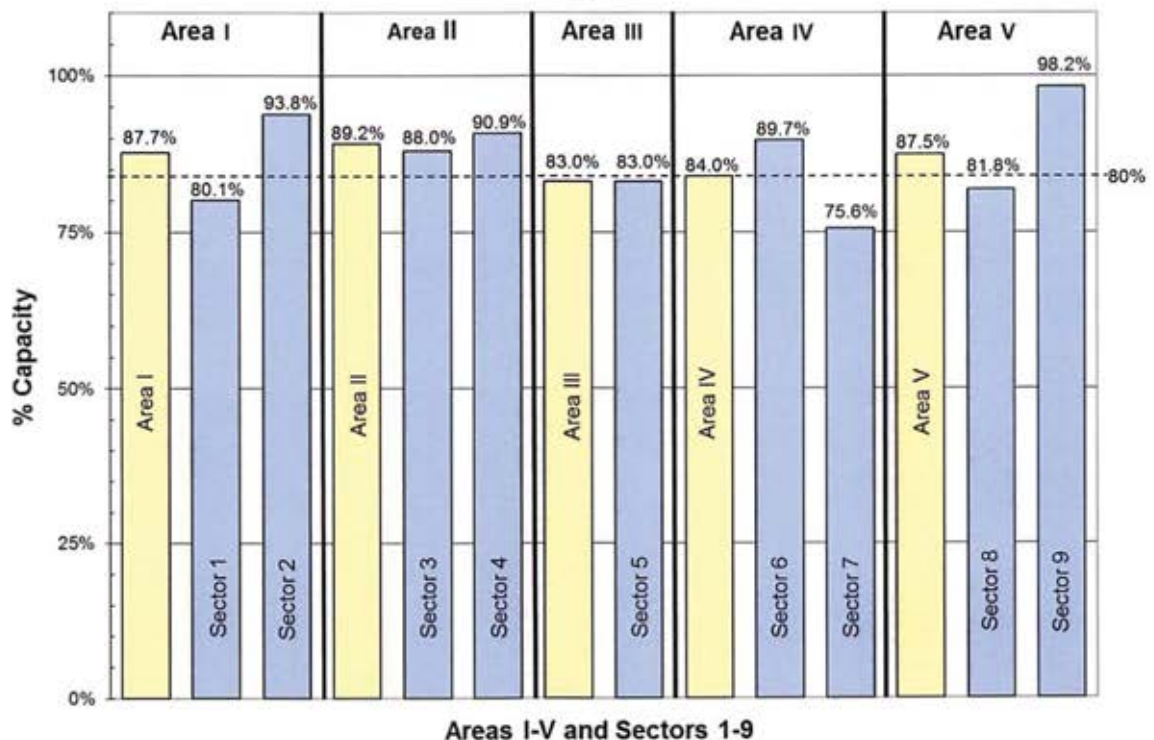


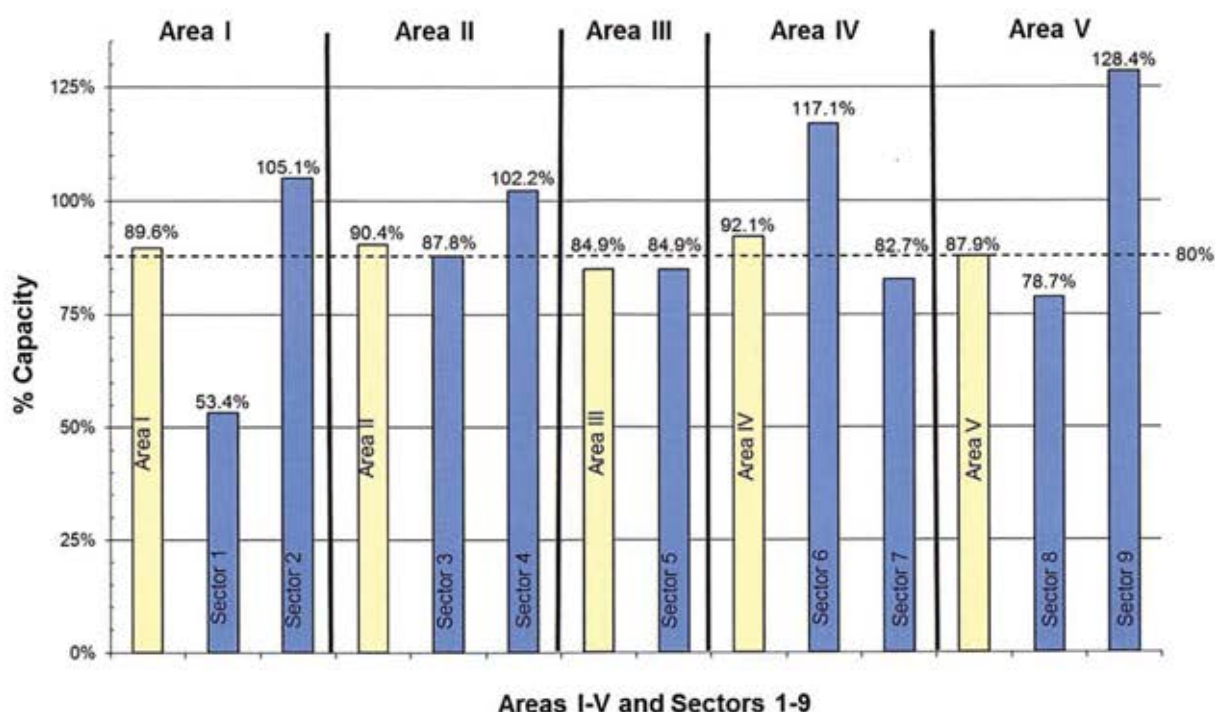
Table 4: % Capacity by Enrolment – Senior High

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%

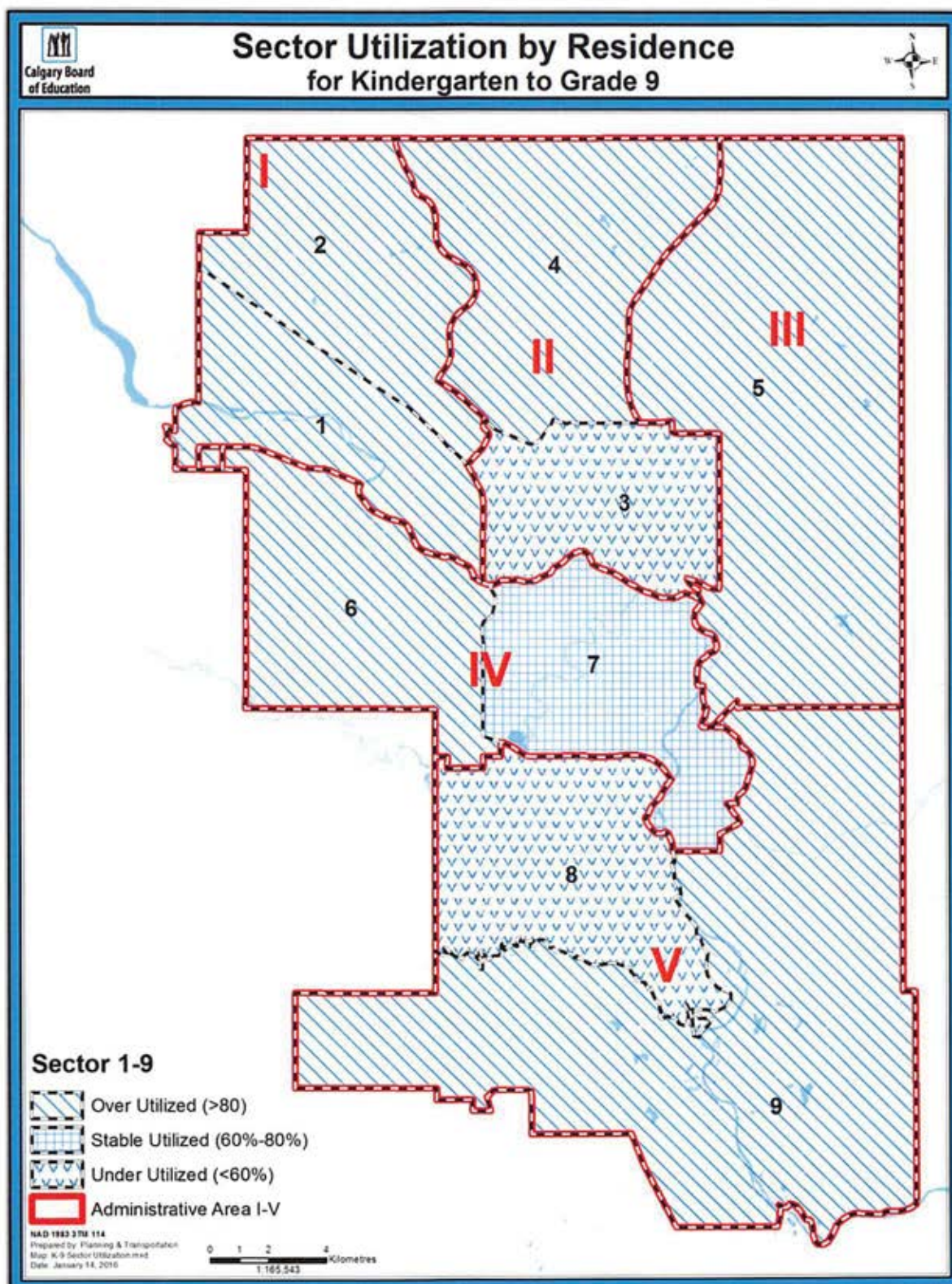
Notes:

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

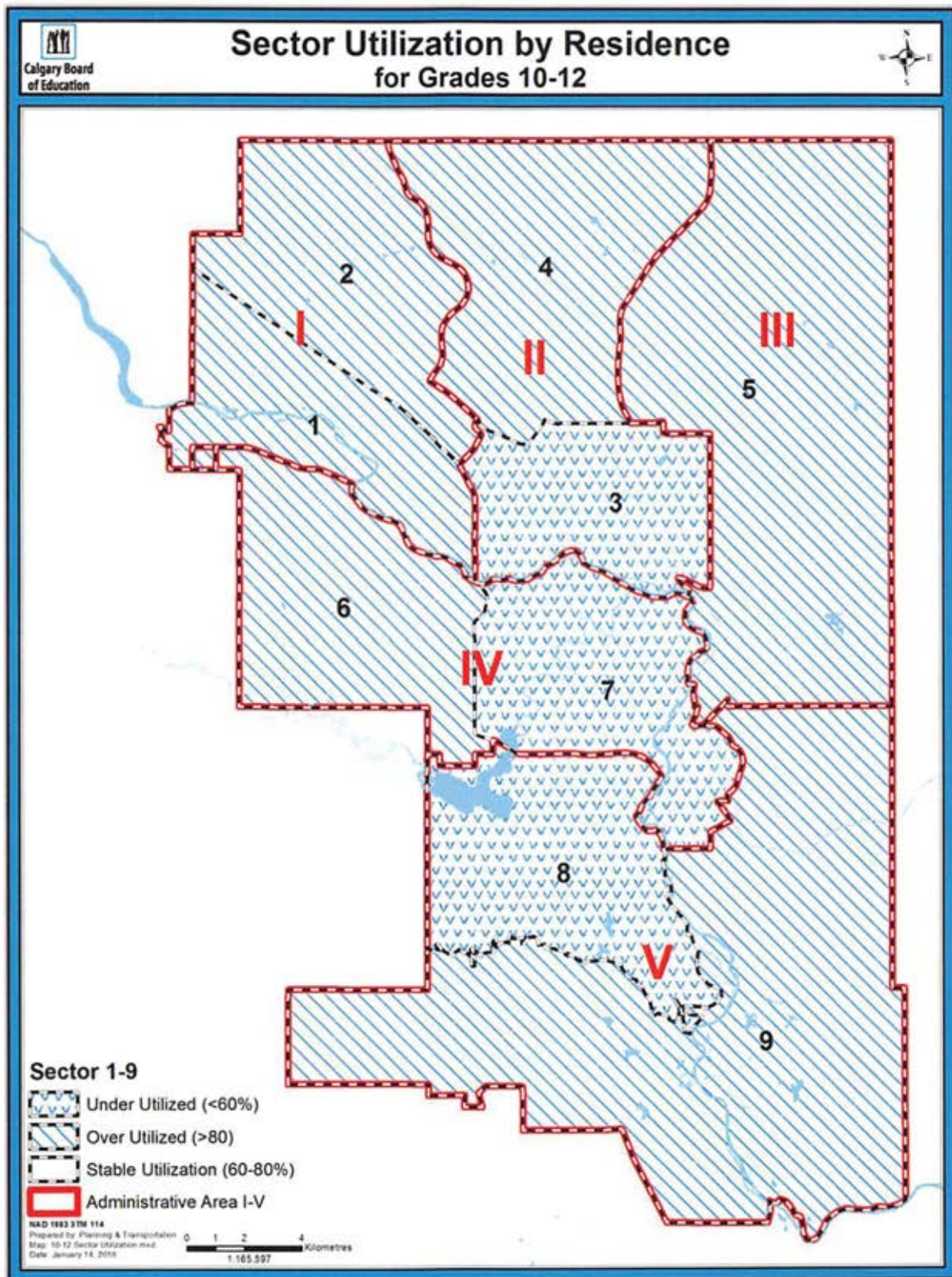
**Area Utilization Rates by Enrolment
Senior High**



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

Programming requirements (maximum number of points = 35)		Points
Superintendent's Team to identify and prioritize modernization projects that are required to meet CBE system programming priorities		35
5 Year projected enrolment (maximum number of points = 10)		
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
Quality of site location to serve students (maximum number of points = 10)		
Usable frontages		2
Site location		2
Site constraint factors		2
Grand-fathered clauses		2
Ability to adjust/reconfigure site		2
<i>Ranking Range for this category: 0 (difficult to upgrade) to 2 (very easy to upgrade)</i>		
Ability to upgrade in terms of teaching environment and minimizing costs (maximum number of points = 20)		
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>Ranking Range for this category: 0 (difficult to upgrade) to 2 (very easy to upgrade)</i>		
Facility Maintenance based on Provincial RECAPP (maximum number of points = 25)		
Excellent		5
Very Good		10
Good		15
Fair		20
Poor		25
<i>Note: the higher the number, the poorer the facility</i>		

Community Ranking for New Schools

Rank	Community	Points	Area	Sector	Grade
1	Cranston Elementary ⁽²⁾	1657	V	9	K-4
2	Evergreen Elementary ⁽²⁾	1495	V	9	K-4
3	Coventry Hills/Country Hills Village Elementary ⁽²⁾	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: ⁽²⁾ 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	
Area I								
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
Area II								
Country Hills / Harvest Hills	657	313	23	8	16	4	no	no
*Coventry Hills / Country Hills Village ⁽²⁾	*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
Area III								
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
Area IV								
Cougar Ridge	681	299	6	14	27	6	no	no
Area V								
*Cranston ⁽²⁾	*1106	*381	29	16	13	3	yes	yes
*Evergreen ⁽²⁾	*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 ⁽²⁾ = 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⁽²⁾** – 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⁽²⁾ – 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⁽²⁾ – 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	
Area I							
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
Area II							
Country Hills/Harvest Hills	657	313	40	10	0	0	1020
Coventry Hills/Country Hills Village ⁽²⁾	924	364	60	0	0	50	1398
Kincora	564	364	70	10	50	0	1058
Sage Hill	639	194	50	20	50	0	953
Area III							
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
Area IV							
Cougar Ridge	681	299	40	30	0	0	1050
Area V							
Cranston ⁽²⁾	1106	381	70	0	50	50	1657
Evergreen ⁽²⁾	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 ⁽²⁾ = 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
Area I									
Sherwood/ Nolan Hill	318	329	23	18	32	5	yes	no	no
Area II									
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
Area III									
Cityscape	49	38	21	23	30	8	yes	no	no
Skyview Ranch	295	203	21	9	23	9	yes	no	no
Area IV									
Aspen Woods	320	246	6	9	16	4	no	yes	no
Signal Hill	447	379	6	7	16	2	no	yes	no
Area V									
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
Area I								
Sherwood/Nolan Hill	318	329	60	40	50	0	0	797
Area II								
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
Area III								
Cityscape	49	38	70	40	50	0	0	247
Skyview Ranch	295	203	40	20	50	0	0	608
Area IV								
Aspen Woods	320	246	30	10	0	50	0	656
Signal Hill	447	379	30	10	0	50	0	916
Area V								
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:
- 0 points in Community Growth Profile = 0 points in Busing and Travel Time.
 - 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.						

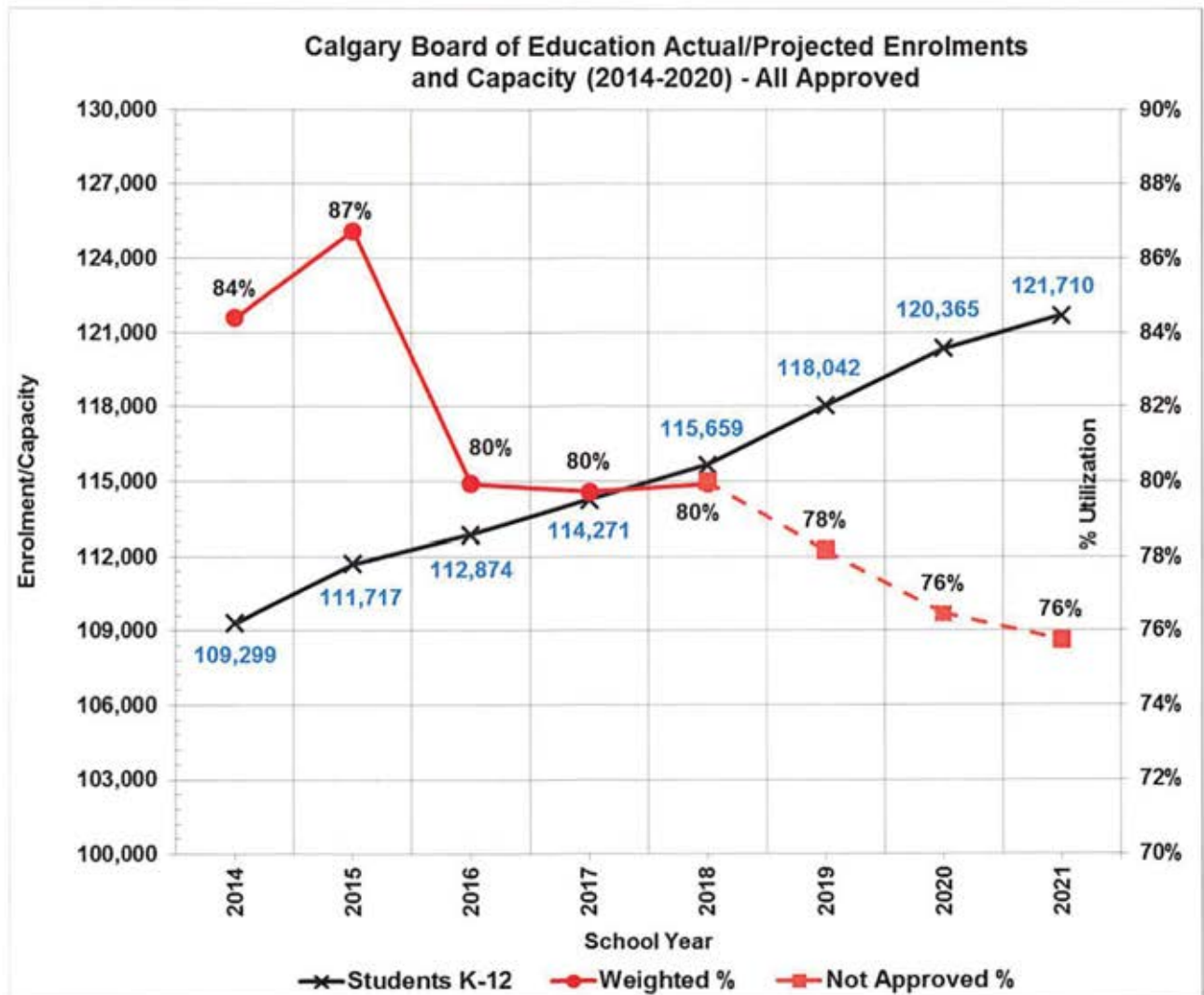
CBE Point Assignments

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

Additions/Expansions:	Changes the gross area of building
CTS:	Career and Technology Studies
Modernization:	Supports modernization of a building
Provincial Net Capacity:	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.
RECAPP:	Renewal Capital Asset Planning Process
School Community	Attendance Area Boundary

CBE Formulas

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

Alberta Education/Alberta Infrastructure School Capital Manual Definitions

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

Facility Evaluation	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.
Full-time Equivalent Occupancy	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).
Furniture & Equipment	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.
Infrastructure Maintenance and Renewal (IMR) program	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.
Instructional Area	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).
Inventory of Space	A listing of a school jurisdiction's owned or leased facilities, which include facility area and usage.
Life Cycle Costing	Process that examines all costs associated with a facility project for the extent of its lifetime.
Modernization Project	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.
Modular Classroom	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.
New Capacity	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.
Right-Sizing	Reduction in capacity of an existing school to provide a more efficient use of the facility due to declining enrolments.
School Building Project	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.

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

report to Board of Trustees

Chief Superintendent's Update

Date | March 8, 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

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

2 | Issue

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

OE-8: Communication With and Support for the Board requires 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.



Personalize Learning

High School Graduation Coaches

In each CBE high school graduation coaches are engaging learners who are First Nations, Metis, and Inuit to enhance their learning and ensure each student's success. The actions and strategies taken by the coaches continue to be evidence informed and student centered. Impacts have included:

- 1102 high school students have self-identified as Aboriginal. There has been an increase in the number of Aboriginal students connecting with coaches and stepping forward to self-identify.
- Coaches meet daily with students in the Dreamcatcher space. Coaches create and monitor learning plans with each student. The following table demonstrates growth in the number of these personalized supports:

Date	Coach-Student Meet & Mentor	Student Learning Plans
December 2015	225	150
January 2016	521	479

- Baseline attendance data is being gathered/analyzed and will be correlated with monthly results. Coaches are reporting that student attendance is improving.
- Schools are holding their School Action Team (SAT) meetings to examine their school-based student data and make plans to enhance student engagement, learning and well-being. SATs look different in every school, and often include school staff, students, parents, and community agencies.
- Coaches are supporting grade 9 transitions, including visiting feeder schools, meeting the grade 9 students, and in some cases also sending welcome letters to families.

On-going professional learning is offered to the graduation coaches. The third system wide professional learning opportunity was held on Monday, January 25, 2016. Participants:

- learned about intergenerational trauma through the experience of our Aboriginal families, and worked together to understand its impact on student learning. This learning experience was facilitated by Tim Fox, a local member of the Blackfoot nation and a Boys & Girls Club employee.
- reflected on strengths and areas for growth in their current work with students in creating learning plans and then connected with one another to build and develop shared competencies.



Syrian Refugees

As of February 16, 2016 **254** Syrian-born students have registered at Kingsland Centre. An additional 31 refugees from other countries have registered within the same time frame. 83% are attending the LEAD (Literacy, English and Academic Development) program. Other students are registering for Kindergarten next year (8%) or are attending their community school (9%).

Psychologists have been deployed to the LEAD program to conduct observations and assessments, provide counselling to support students experiencing trauma and work alongside teachers to help them better understand the unique needs of these learners. The psychology team will also gather data to help inform decisions regarding LEAD planning for 2016-17 and beyond. This will include acquisition rates and transition points from LEAD to regular programs.

The Learning Diversity team has ensured there are sufficient Arabic interpreters to meet the needs at Kingsland Centre for intakes and at schools for registration meetings. Diversity Learning Support Advisors (DLSAs) are meeting with families to offer advice and assistance as they settle into their new life in Calgary and begin school in the CBE.

The CBE will continue to participate on the city wide Syrian Refugee Project steering committee which is hosted by the lead agency for Syrian refugee resettlement, the Calgary Catholic Immigration Society.

Complex Learning Needs

Vecova provides a community competence and work readiness program to returning grade 12 students in specialized classes (ALP, PLP, SKILL, ACCESS, TASC, CSSI). The focus of this program is to develop community and work based skills through community activities and work study. Vecova identifies and sets up accommodations and adaptations needed by the student in the work place. In addition, Vecova supports work placements with advice and support regarding the student's unique needs. Vecova staff will meet with teachers, families and the student for the discovery of interests and identification of skills to support vocational planning. Direct work also takes place with the parents to discuss the transition to adulthood, including applications for Persons with Developmental Disabilities (PDD) and AISH. The students are directly supported in the community by Vecova job coaches who have the students engaged in volunteer and/or supported work study. Students may be involved in:

- travel training
- development of work readiness skills
- activities with targeted learning objectives that build identified community competencies
- building and developing portfolios of work skills
- developing resumes and interview skills
- a variety of leisure and recreational opportunities

The outcome is to have students transition to supported work opportunities, recreational/leisure opportunities or paid employment.

Currently, Vecova is working with the Calgary Board of Education providing support to 34 students.

Sustainability

In June of 2014 the CBE published a Sustainability Framework that provided a set of sustainability targets for the year 2020. These targets included engaging students as sustainability leaders, reducing energy consumption, reducing waste and promoting alternative sources of energy.

There are many examples of sustainability leaders throughout the CBE. Students at Chinook Park School and Henry Wise Wood High School showed leadership in sustainability when they ran a broken holiday light campaign to divert holiday lights from landfill. Staff and students at Senator Patrick Burns School offset 100 per cent of the school's electrical carbon footprint through the purchase of green energy certificates. Staff, students and parents at King George School helped design and build an educational food forest that functions as a living classroom. Staff and students at Dr. E. W. Coffin School take their learning outdoors every Friday morning as part of a new initiative called 'Fresh Air Friday'. It is their hope to commit to teaching, learning, growing and exploring outdoors for the duration of the school year.

The CBE is also working on reducing energy consumption through a number of retrofit projects. Building Automation Systems are being upgraded and standardized in 102 schools. Building Automation Systems allow school mechanical equipment to be controlled, programmed, time scheduled, and energy monitored from a central and remote site. Lighting will be upgraded to LED in 35 schools.

Moreover, the CBE has committed to reducing its waste to landfill by 80% by 2020. Schools recently received new recycling equipment and the CBE enhanced its waste and recycling process offering single stream recycling to schools that is consistent with the program at the City of Calgary. The CBE also has an organics collection program with 95 schools participating. A number of them are already diverting up to 80% of their waste from landfill. For example, staff and students at Woodlands School have reduced their waste, recycling and organics pick up to once a month, reducing their waste to landfill by 73% from 2007/08 levels.

Finally, 7 schools will have solar panels installed by the end of 2016, raising the number of schools with alternative energy systems to 19. Of note, this achievement places the CBE as the organization with the second largest solar footprint in Calgary.

The CBE is demonstrating significant leadership in proactively setting sustainability targets and pursuing efforts to achieve these targets. Success continues to depend upon the participation of all staff and students at the CBE, working together, to



realize our sustainability goals. Our achievements thus far speak volumes about the dedication of our students and staff.

Aboriginal Education

In 2008 the Chartered Professional Accountants of Canada (CPA Canada) and the Martin Aboriginal Education Initiative (MAEI) founded the Accounting Mentorship Program (AMP), an initiative wherein accountants from accounting firms across the country act as mentors to Aboriginal youth and encourage academic success. The program's focus is to increase graduation rates, encourage students to enrol in post-secondary programs and support them as they consider a variety of careers that will help them achieve their personal and professional goals, including careers in the accounting profession. At the start of the 2014-2015 school year, the Calgary Board of Education and KPMG partnered with MAEI to bring the program to Western Canada High School. The program was a great success and is now in its second year. As a result of our success, the MAEI have approached another potential partner who would like to offer a similar program in another one of our high schools. We are currently in the process of identifying a school

Build Professional Capital

Leadership Development

Calgary Board of Education principals had the opportunity to work with Dr. Simon Breakspear, the founder and CEO of LearnLabs, a global learning research and design agency. On Friday, January 29 principals and system leaders engaged with Dr. Breakspear around the importance of strategic planning and how to leverage results from School Development Plans. Dr. Breakspear worked closely with the Leadership and Learning team to familiarize himself with CBE foundational documents and to tailor the presentation to the CBE Three-Year Education Plan.

Within the context of agile leadership, Dr. Breakspear spoke about the many demands placed on school principals and the often competing demands inherent in educational leadership. This context requires leaders to embrace change and adapt quickly. He talked about the importance of driving fewer but more impactful initiatives for change within a school and starting small so as to move fast and learn quickly. He asked all the leaders involved to clarify their most pressing learning problem and determine how to act on it quickly with a small group of people in order to best amplify the improvement at a larger level.

Through this lens, each principal had the opportunity to spend time focussing on their school development and working with their colleagues to determine what could be accomplished between now and June.

The day was a resounding success as principals learned a great deal from the dynamic presentation and were able to reflect on their School Development Plan in a new way and leave with a plan to improve results in their school.

The ATA Council for School Leadership sponsored this valuable learning experience, covering all associated costs. We are most grateful to them for supporting the development of our principals in such an effective, personalized manner.

Literacy Strategy

Beginning in February 2016 the CBE initiated the consultation phase of developing a district-wide K-12 literacy strategy. We are currently in the process of engaging various stakeholders within the CBE through face-to-face conversations and on-line opportunities. Initial discussions took place in February with approximately 150 principals and assistant principals sharing their thoughts on what literacy teaching and learning currently looks like in the CBE and what it could be. Literacy strategy consultations in March will continue the conversation with over 250 teachers, professional support staff, and other CBE employees.

Information from the first group of participants is beginning to prioritize outcomes such as creating sustainable professional learning, developing a common understanding of literacy best practices, assessment, and an increased focus on multiple literacies.

Future work will also involve meeting with students and community stakeholders. The overall consultation and dialogue process will lead to the creation of a framework to support the development of a multi-faceted literacy strategy that will be used to guide schools and classrooms across the CBE. More information on the framework will be shared throughout the CBE in May/June of this year.

Engage Our Public

Fuel for School

The CBE Fuel for School Program, currently in 20 CBE elementary schools, provides financial support to schools offering a breakfast program for their students.

The Fuel for School Program supports the cost of the breakfast supervisor position. The consistency of a caring, supportive individual greatly enhances the personal experience for each student in breakfast programs. The CBE and individual schools work with a variety of nutrition partners and programs to raise funds for the breakfasts.

For the 2015-2016 school year, \$138,454 in donations has been collected for the Fuel for School Program to date. An additional \$77,711 has been committed by the end of March 2016, for a total of \$216,165. These funds were generated from grant funding, individual and corporate donations as well as proceeds from CBE Night with the Hitmen.

Due to additional grant monies received from EducationMatters this year, the CBE was able to add one additional elementary school to the Fuel for School Program. Last year, over 110,000 breakfasts were served in the Fuel for School breakfast programs. Given that each school serves between 20-60 breakfasts each day, the number of breakfasts served in the 2015-2016 school year is projected to increase by 7,000 -10,000 breakfast servings.

School Websites

Development and testing continues with our vendor (SchoolBundle) to build new templates and functionality for the new school websites. Communications Services, ITS and the vendor are working together to build the sites in Microsoft Sharepoint and ensure they're compatible with both SIRS and the new Student Information System that CBE will use down the road. We are also clarifying guidelines regarding what content must be housed within the school sites (such as principal blogs and school calendars) and what can be on an external site if desired (such as School Council information).

We expect to begin rolling the sites out in spring 2016. We are putting resources and supports in place to facilitate the migration of content from the existing sites to the new sites and to provide training and reference materials to the school editors designated by principals. Communications Services will continue to provide schools with ongoing editing support for their sites.

Community Report

The 2014-15 community report has been posted to the CBE corporate website. The community report is an annual progress report to the public that includes data showing student progress toward accomplishing the Board's *Results* policies; information about strategies, programs and operations intended to accomplish the Board's *Results* policies; and revenues, expenditures and a review of the organization's financial condition.

Public Engagement Framework

Work is underway to draft a new system-wide approach to public engagement, also known as a framework. The draft framework will be publicly available later this month. In addition to the actual writing of the framework, the drafting process includes obtaining feedback from key stakeholders along the way. There is a Public Engagement Framework Committee, made up of CBE employees, parents and community members who are contributing to this development process. Their insights are valuable in ensuring the framework represents the diversity of our school system.

Once the draft framework is ready in March, we will provide multiple opportunities for parents, staff, students and members of the public to provide their thoughts and

perspectives. Their feedback will then be incorporated as much as possible into the final framework, which will be in place by the end of the school year.

We look forward to hearing more from our stakeholders about how we work effectively together to develop a system-wide approach to public engagement.

Other System Engagement Opportunities

While the public engagement framework work is underway, other engagement continues to occur across our system. For example, our literacy strategy team is currently meeting with internal stakeholders to develop an understanding of current needs, existing best practices and next steps in literacy within the CBE. This dialogue will result in a framework to support the development of a multi-faceted literacy strategy that will guide all of our schools.

We are also asking parents, staff and community members to let us know what budget priorities the CBE should focus on for the 2016-17 school year and into the future. Five Area meetings and a Twitter chat will provide opportunities for stakeholders to provide their perspectives. Later this spring, we will report back on what we heard.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

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report to Board of Trustees

Construction Projects Status Report

Date	March 8, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities & Environmental Services
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board OE-12: Facilities
Resource Person(s)	Eugene Heeger, Director, Design & Property Development Robert Ashley, Manager, Design Services

1 | Recommendation

It is recommended:

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

2 | Issue

The Chief Superintendent is required to provide the Board of Trustees with an update regarding the status of new and replacement facilities under development or construction.



3 | Background

Following the demolition of the old Ernest Manning High School, the National Sport School was moved temporarily into leased office accommodation at Calgary Olympic Park. On September 26, 2012, the Alberta Government approved provincial funding of \$3M for the National Sport School on the condition that the Calgary Board of Education (CBE) funds an additional \$6M for a total project value of \$9M.

On July 7, 2012, the Alberta Government approved provincial funding for the Innovation Centre/Academy (Booth Centre) modernization for Chinook Learning Services. In June 2013, significant damage occurred to the building as a result of the Calgary floods. Engineering and insurance assessments have been finalized. Work is ongoing with the Alberta Government (Justice, Infrastructure and Education), the City of Calgary and the Calgary Municipal Land Corporation to allow site redevelopment to advance.

On May 1, 2013, the Alberta Government announced the approval of six new CBE schools as part of Building Alberta Schools Construction Program (BASCP). This was the fourth phase of a Provincial alternative procurement program. The six schools included the North East High School, two middle schools located in Royal Oak and Saddle Ridge and three K-4 schools located in Copperfield, Evanston and New Brighton.

On January 21, 2014, the Alberta Government announced the approval of four CBE major modernizations. The four projects are: Christine Meikle School (replacement), Aboriginal Learning Centre (Harold W Riley School modernization), Jack James High School (modernization) and Bowness High School (modernization).

On February 10, 2014, the Alberta Government announced the approval of six new CBE schools as part of their commitment to build 50 new schools. The six schools include three K-4 schools located in Auburn Bay, Panorama and Tuscany and three middle schools located in Evergreen, McKenzie Towne and New Brighton-Copperfield.

On February 12, 2014, the Alberta Government advised that capital funding to rebuild Elbow Park School had been approved by the Flood Relief Ministerial Task Force.

On March 11, 2014, the Alberta Government advised that Elbow Park School was eligible for flood mitigation funding up to \$2.5M. The new school will be built on the original site and will incorporate flood mitigation in the design. On March 13, 2015, the Alberta Government advised that the CBE's request for flood mitigation funding had been approved.

On March 11, 2014, the Alberta Government advised that Rideau Park School was eligible for flood mitigation funding up to \$2.5M. On March 13, 2015, the Alberta Government advised that CBE's request for flood mitigation funding had been approved.



In June 2014, the Alberta Government announced that they would not pursue the BASCP school package originally announced in May 2013 and that these new schools, with the exception of Nelson Mandela High School, would be handed over to the CBE for development and construction.

On September 22, 2014, the Alberta Government announced a \$30.6M investment for four starter schools in Calgary. These schools will be located in West Springs/Cougar Ridge (middle school), Cranston (middle school), Saddle Ridge (elementary school) and Aspen Woods (elementary school). \$2.8M of additional funding was approved for the supply and installation of modular classrooms for Westgate School and \$1.0M for the design development of the new high school in South East Calgary.

On October 8, 2014, the Alberta Government announced Phase 3 of a consolidated advancement of education capital projects. The new CBE projects included the design of schools located in Martindale and Silverado (elementary schools) and Springbank Hill/Discovery Ridge (elementary/middle school). In addition, the designs of two major modernization projects at Lord Beaverbrook and James Fowler High Schools were approved.

In November 2014, Alberta Education granted the CBE flexibility regarding the use of modular classroom capital originally intended for Westgate School. A revised plan has been developed to install additional modular units to the Glenmeadows School, which is scheduled to be returned from a charter school use to the CBE.

On February 19, 2015, the Alberta Government advised the CBE that the four starter schools announced in September 2014 would proceed as full build-out developments, subject to the CBE committing to completing the middle schools by December 2016 and the elementary schools by September 2016.

On March 31, 2015, the Premier announced the construction of the Phase 3 schools announced in 2014. They included four new schools and two modernization projects.

On September 23, 2015, Alberta Education advised Administration that the six school projects that had been approved for design only (Refer to the 2016-2019 School Capital Plan) were approved for full build out.

On November 11 and 12, 2015, Alberta Education released grants for the construction or modernization of six schools totalling \$157.7M. This funding will allow for the construction of the Southeast High School (Seton), Martindale middle school, Springbank Hill/Discovery Ridge middle school and Silverado elementary school, along with the modernization of James Fowler High School and Lord Beaverbrook High School.

4 | Analysis

Information on the current status of the projects under development and being administered by the CBE and Alberta Infrastructure is provided in **Attachment I**.



The locations of the various new school and modernization capital projects under development are shown in **Attachment II**.

The following eighteen Project Steering Committees have been setup for the twenty-four school projects being managed by CBE Administration:

- Aboriginal Learning Centre
- Christine Meikle School
- Bowness HS
- Jack James HS

- Elbow Park ES
- Evergreen MS (Bundle 1)
- Buffalo Rubbing Stone ES, Eric Harvie ES, Auburn Bay ES
- McKenzie Highlands MS
- Dr. Martha Cohen MS
- William D. Pratt MS (Bundle 4)
- Peter Lougheed MS (Bundle 4)

- Evanston ES (Bundle 5)
- Copperfield and New Brighton ES (Bundle 6)
- West Springs and Cranston MS (Bundle 7)
- Hugh A. Bennett and Dr. Roberta Bondar K-4 School (Bundle 8)

- Springbank Hill/Discovery Ridge K-9 (Bundle 10)
- Martindale and Silverado ES (Bundle 11)
- Seton HS.

These Steering Committees are scheduled to meet on a monthly basis. Individual project management committees meet on a more frequent basis.

The status of the BASCP North East High School (Nelson Mandela High School), being managed by Alberta Infrastructure, is provided in **Attachment I**.

The Province also announced their approval of a modernization project at Sir William Van Horne High School, which is currently leased to Westmount Charter School.

Modular Classrooms

On January 18, 2016, the Province approved the following 15 modular classroom requests. The installation of these modular units will be completed during the Summer and Fall of 2016.

Queen Elizabeth Elementary School	2
Samuel W. Shaw School	4
Lake Bonavista School	2
Midsun School	1
Chris Akkerman Elementary School	6

5 | Conclusion

This report provides the current update on the status of new and modernized CBE facilities under development or construction by the Calgary Board of Education and Alberta Infrastructure.

It is provided to the Board of Trustees as monitoring information in compliance with Operational Expectation 8: Communication With and Support for the Board.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I:	New/Modernized Facilities Construction Status
Attachment II:	Project Location Map
Attachment III:	Project Photos

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**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
March 2016**

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
1. National Sport School	Dec-14	TBD	<p>The National Sport School is currently located in leased premises at Canada Olympic Park. Planning for the permanent school at Canada Olympic Park started in 2009 and has progressed to design stage. Design brief is complete. Comments sent to consultants for final revisions. Development Permit conditions are under review, a response has been submitted to the City. Until a source of capital funding is secured, no further architectural or engineering work will be completed. Discussions have commenced with WinSport on potential funding strategies, and with the City on progressing the Development Permit approval application extension.</p>
2. Innovation Centre / Academy (Booth Centre) (Chinook Learning Services) Capacity 675 students	Mar-14	TBD	<p>Booth Centre modernization for Chinook Learning Services central location was approved for provincial funding on July 7, 2012. Prime Consultants were appointed through a request for (RFP) proposal process on July 23, 2012. Alberta Infrastructure has provided technical documentation on the existing facility. Schematic design and functional space layouts have been finalized.</p> <p>Different concepts are being assessed for the potential redevelopment of the site with the Calgary Municipal Land Corporation and developers. Discussions are ongoing. An Expression of Interest (EOI) proposal call was issued to developers in January 2015. Following the review of EOI submissions, four developers will be invited to submit RFPs.</p> <p>An educational program charrette was held in June to determine the functional program needs and requirements. A Draft Vision Statement has been prepared by Learning Services. The Land Use Re-designation Application has been submitted to the City of Calgary. The preparation of the Developer RFP has been suspended until the Land Use Re-designation has been approved by the City.</p>
3. Evanston School Grades K-4 Capacity 600 students	Fall-16		<p>Project handed over to the CBE to develop and construct in June 2014. Sahuri + Partners Architecture Inc. appointed as Prime Consultant. Steering Committee set up. Working drawings were prepared for a fixed price lump sum tender. Tenders were issued November 2014 and closed in December 2014. Altus Group was appointed as Project Manager. The Development Permit was approved by the City. On January 29, Alberta Infrastructure approved the construction contract award. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>A Letter of Award was issued to APM Construction Services Ltd. and mobilization and construction commenced on April 14, 2015 following the issuing of a partial Building Permit by the City. Excavations and foundations are complete with masonry being installed to the gymnasium. Site services are completed. An erosion and sedimentation control audit has been successfully undertaken. Masonry block work and steel erection is complete with roof decking complete. Piling for modulars complete. Modulars have been collected from Alberta Infrastructure's manufacturer and have been installed on site. Mechanical and electrical rough-ins ongoing. ENMAX electrical power installation complete. Interior blockwork and metal stud installation ongoing. Construction remains 2 weeks behind schedule. Contractor is confident completion date will be met.</p>

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
March 2016**

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
4. Peter Lougheed School (Saddle Ridge School) Grades 5 – 9 Capacity 900 students	Fall-16		<p>Project handed over to the CBE to develop and construct in June 2014. Gibbs Gage Architects appointed as Prime Consultant. Steering Committee set up. Working drawings were prepared for a fixed price lump sum tender. Tenders were issued November 2014 and closed in December 2014. Pivotal Projects was appointed as Project Manager. The Development Permit was approved by the City. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>A Letter of Award was issued to LEAR Construction Management Ltd. and mobilization and construction commenced in mid-March 2015. Site piling and foundations are complete. Structural steel erection is complete with roofing complete. AHU has been delivered to the site and provisions for temporary heat are in place. Exterior walls and sheathing are complete. Sprinkler installation ongoing. Interior masonry and GWB partitions progressing. Window frames 90% installed. ENMAX has powered up the site. Mechanical and electrical rough-ins ongoing. ATCO has installed the gas line and meter. Modular units have been delivered to site and are installed. Glazing installation is 70%. Construction is on schedule.</p>
5. Copperfield School Grades K-4 Capacity 600 students	Fall-16		<p>Project handed over to the CBE to develop and construct in June 2014. Group 2 Architecture appointed as Prime Consultant. Steering Committee set up. Working drawings were prepared for a fixed price lump sum tender. Tenders were issued November 2014 and closed in December 2014. Pivotal Projects was appointed as Project Manager. The Development Permit was approved by the City. On January 29, Alberta Infrastructure approved the construction contract award. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>A Letter of Award was issued to Tribuild Contracting (Calgary) Ltd. and mobilization and construction commencing in mid-March 2015. Site piling and foundations are complete. Deep services are complete. Masonry work is continuing. Structural steel, q-deck erection and roofing are complete. ENMAX transformer has been installed. Exterior framing is complete. Window installation is complete. ATCO gas meter has been installed. Slabs on grade are complete. Interior metal stud installation is ongoing. Mechanical and electrical rough-ins ongoing. Construction is tracking 3 weeks behind schedule. Contractor is confident completion date will be met.</p>
6. New Brighton School Grades K-4 Capacity 600 students	Fall-16		<p>Project handed over to the CBE to develop and construct in June 2014. Group 2 Architecture appointed as Prime Consultant. Steering Committee set up. Working drawings were prepared for a fixed price lump sum tender. Tenders were issued November 2014 and closed in December 2014. Pivotal Projects was appointed as Project Manager. The Development Permit was approved by the City. On January 29, Alberta Infrastructure approved the construction contract award. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>A Letter of Award was issued to Tribuild Contracting (Calgary) Ltd. and mobilization and construction commenced in mid-March 2015. Site piling and foundations are complete. Deep services are complete. Structural steel, q-deck erection and roofing are complete. Mechanical equipment has been installed on to the second floor and HVAC installation is ongoing. Exterior walls, brick veneer</p>

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
March 2016**

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
7. William D. Pratt School (Royal Oak/Rocky Ridge School) Grades 5 – 9 Capacity 900 students	Fall-16		<p>and sheathing is progressing. Interior block work 90% complete with door frames being installed. Fire spray in Mechanical Room complete. Parapets complete. Mechanical and electrical rough-ins ongoing. Interior metal stud installation is continuing. ATCO has installed the gas line and meter. Construction is on schedule.</p> <p>Project handed over to the CBE to develop and construct in June 2014. Gibbs Gage Architects appointed as Prime Consultant. Steering Committee set up. Working drawings were prepared for a fixed price lump sum tender. Tenders were issued in November 2014 and closed in December 2014. Pivotal Projects was appointed as Project Manager. The Development Permit was approved by the City. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>A Letter of Award was issued to LEAR Construction Management Ltd. and mobilization and construction commenced in mid-March 2015. Site piling and foundations are complete. Slabs on grades are completed. Structural steel and q-deck erection is complete with roofing complete. Installation of lighting and electrical rough-ins ongoing. ENMAX transformer has been installed. AHU's have been delivered and installed. Gym block walls 50% complete. Interior framing 90% complete. Mechanical and electrical rough-ins ongoing. Modular units have been delivered to site and have been installed. Construction is on schedule.</p>
8. Nelson Mandela High School (Northeast High School) Grades 10 – 12 Capacity 1800 students	Fall-16		<p>School approved for Provincial funding May 1, 2013, as part of BASCP using the Design/Build delivery process, with the CBE to look after maintenance. Bridging Consultants worked with CBE to develop the site layout and floor plans for the proponent RFP. Gibbs Gage Architects and the Bird Construction team were the successful design build proponents.</p> <p>Alberta Education approved an increase in capacity of the school to 1800 students. Construction continues and Alberta Infrastructure has advised of a phased handover to the CBE. Furniture, fixtures and equipment fit-up and commissioning will commence after the school is turned over to the CBE in Summer 2016. Two successful open houses were held in April and September 2014.</p> <p>Construction is proceeding without incident. A site tour was held on September 25, 2015.</p>
9. Harold W. Riley School Aboriginal Learning Centre	Sep-16	Dec-16	<p>Harold W. Riley modernization for the Aboriginal Learning Centre was announced January 21, 2014. A provincial pre-design charrette was held on November 25 and 26, 2013 as part of a Value Management exercise to gather support for the project. The Provincial kick-off meeting occurred February 25, 2014. The Leblond Partnership has been selected as Prime Consultant.</p> <p>The design process has been completed. Pivotal Projects Incorporated has been selected as Project Managers. Public engagement and open house held on June 18 and September 17, 2014. Development Permit application submitted in August 2014. Working drawings were finalized for tender, which was scheduled</p>

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10. Christine Meikle School (Replacement school)	Dec-16		<p>for mid-January 2015. Hazmat abatement work has been completed.</p> <p>Following the tender reviews by Alberta Infrastructure and the recommendation approval by Trustees, Everest Construction Management Ltd. was awarded the construction contract in mid-April 2015. Mobilization and construction has commenced on site. Demolition has been completed and the full Building Permit has been approved. A number of unforeseen structural issues have been identified as a result of the demolition work and these are being dealt with by the team on site. Structural steel erection has commenced following initial delivery delays. There has been slow progress of steel installation, which has created scheduling uncertainty and mechanical and electrical installation delays as a consequence. Block work to Gym and Washrooms are complete. AHUs and glulam beams have been delivered to site and central gathering space framing continues. Sub-contractors are struggling to resource project sufficiently. On January 13, 2016, the Prime Consultant issued a Notice of Default to the Contractor. While the Contractor has agreed to accelerate the work schedule, it is unlikely that the school will be ready for occupancy by September 2016.</p> <p>Christine Meikle School replacement for students with complex learning needs was announced January 21, 2014. This new school located on a greenfield site will combine attributes of both educational and health care facilities to address the special needs of the students. A provincial program charrette was held on February 12, 2014 as part of a Value Management exercise to gather information on the project. The Provincial kick-off meeting occurred February 25, 2014.</p> <p>Marshall Tittermore Architects has been selected as Prime Consultant. Resource Planning Group has been retained to complete the functional program for the project. Stantec Consulting Ltd. has been selected as Project Manager. Public engagement and open house held on June 19, August 6 and September 17, 2014. Development Permit application submitted in September 2014.</p> <p>A Statement of Claim has been registered by a group of residents who are opposed to the development. No judgment has been made by the courts. Design development has been completed. Tenders closed on March 19, 2015.</p> <p>Following the tender reviews by Alberta Infrastructure and the recommendation approved by Trustees, Starcraft Construction Ltd. was awarded the construction contract in mid-April 2015. Mobilization and construction has commenced on site. The full Building Permit has been approved. Foundations are complete. Structural steel installation, q-deck erection and roofing are complete. Masonry work, steel stud and drywall progressing well. Winter hoarding for masonry walls and concrete work in place. Interior masonry walls substantially complete with GWB partitions following progress. ATCO gas line installed. Installation of window frames and glazing continuing. Mechanical and electrical rough-ins ongoing. Concrete slabs on grade ongoing. ENMAX transformer installed. Construction is on schedule.</p>

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11. Bowness High School Modernization	Sep-16	Dec-16	<p>Modernization of Bowness High School was announced January 21, 2014. The modernization will update the spaces to meet the current and future needs of the students. The Provincial kick-off meeting occurred February 25, 2014. BKDI Architects has been selected as Prime Consultant. The design process is underway. MHPM Project Managers Inc. has been selected as Project Manager. Public engagement and open house held on June 18, August 6 and September 17, 2014. Development Permit application submitted in August 2014. On October 1, 2014, Alberta Infrastructure approved the appointment of Chandos Construction Ltd. as the Construction Manager. Working drawings have been prepared for sequential tendering, which commenced at the end of January 2015. A Design Development Cost Report has been completed and submitted to Alberta Infrastructure for staged Tender Approval reviews. The first tender package was released in March 2015, and approved for award.</p> <p>Tender Package #2 (Remaining Scope) was submitted to Alberta Infrastructure in Mid-April 2015 for approval to proceed to tender. A partial Permit for Demolition was received from the City in mid-April and construction demolition activities have been completed.</p> <p>Processing of contract awards for Tender Package #2 took longer than forecast and this will extend the construction schedule. The full Building Permit has been approved.</p> <p>The Learning Commons sprinkler installation and hazmat removal has been completed. A kitchen equipment supplier has been identified. A change of the CTS Fashions program to a Robotics/Pre-Engineering program has been approved. Foundations are complete. Steel erection is complete. Q-deck installation ongoing. Roofing has commenced. Sprinkler installation is ongoing with internal demolitions. Mechanical and electrical underground services are complete. Mechanical and electrical piping runs from main boiler room to new addition ongoing. Slab on grade preparation continuing. Construction is currently on schedule.</p>
12. Jack James High School Modernization	Sep-16		<p>Modernization of Jack James High School was announced January 21, 2014. The modernization will update the spaces to meet the current and future needs of the students. The Provincial kick-off meeting occurred February 25, 2014. Dialog Alberta Architecture has been selected as Prime Consultant. The design process is underway. Turnbull Construction Services Ltd. Has been selected as Project Manager. Public engagement and open house held on June 18, August 6 and September 17, 2014.</p> <p>Development Permit application was submitted in August 2014 and approved by the City in December 2014. On October 1, 2014, Alberta Infrastructure approved the appointment of Carbon Constructors Inc. as the Construction Manager. Working drawings have been completed and sequential tendering has commenced since the end of January 2015. A Design Development Cost Report has been completed.</p> <p>Alberta Infrastructure has reviewed and approved the tender documents and</p>

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			<p>Cost Report. The first Bid Package for work has been approved for award by Alberta Infrastructure. Construction mobilization has commenced.</p> <p>A second Bid Package (balance of work) was approved by Alberta Infrastructure and the Trustees and awarded to the Construction Manager in mid-April. A full Building Permit has been issued and mobilization and construction activities have commenced. Construction remains on schedule. The first program area, existing construction trades was ready for occupancy at the commencement of the new school year.</p> <p>Building Trades Expansion has been delayed due to delays caused by the discovery of lead paint and existing concrete beams which required replacement with steel beams. This space was turned over in mid February 2016. In addition, the Autobody and Multipurpose Room was delayed from February to March 2016 due to these knock-on effects. Other than these 2 CTS program area delays, the overall project is on schedule.</p>
13. Marshall Springs School (Evergreen School) Grades 5 - 9 Capacity 900 students	Sep-16	Mar-17	<p>The new Middle school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Zeidler Partnership Architects has been selected as Bridging Consultant. The design process is completed. Public engagement and open house held on June 18, August 6 and September 17, 2014. Development Permit application submitted in August 2014.</p> <p>Design-Build proposal documents have been issued and contractor proposals were received and assessed in February 2015. The Design-Build responses were unsatisfactory and over budget. The Design Team will finalize a new set of working drawings and lump sum tender documents were issued in August 2015. On September 17, 2015, Alberta Infrastructure approved the construction contract award to LEAR Construction Management Ltd. A Letter of Award was issued to LEAR. Mobilization and construction commenced at the end of September 2015.</p> <p>Foundations are complete, following the stripping and preparation of the site. Awaiting structural steel installation. Construction schedule being re-assessed. Full Building Permit was finally released by the City mid-January 2016. This project is at major risk due to delays with permitting approvals and progress constraints. The project is now forecast to be 2 months behind schedule.</p>
14. Eric Harvie School (Tuscany School) Grades K-4 Capacity 600 students	Sep-16	Dec-17	<p>The new K-4 school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014 Group 2 Architecture has been selected as Bridging Consultant. The design process is completed. Public engagement and open house held on June 18, 2014. The Development Permit application was submitted in August 2014 and was approved by the City. Design-Build proposal documents have been issued and contractor proposals will be received and assessed in February 2015.</p>

The Design-Build responses were unsatisfactory and over budget. The Design

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15. Buffalo Rubbing Stone School (Panorama Hills School) Grades K-4 Capacity 600 students	Sep-16		<p>Team has finalized a new set of working drawings and lump sum tender documents were issued in March 2015.</p> <p>Tender closed in early April 2015. After tender reviews and approvals by Alberta Infrastructure and the Trustees, a Letter of Award has been issued to Everest Construction Management Ltd. Mobilization and construction has commenced. Site grading and piling complete. Foundations complete. Deep services utility connections complete. Masonry to Gym complete. Q-deck complete. Roofing ongoing. Slab on grade ongoing. Exterior GWB partitions ongoing. Construction is still tracking behind schedule with significant delay claims. It is unlikely that this school will be ready for occupancy by September 2016.</p> <p>The new K-4 school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Group 2 Architecture has been selected as Bridging Consultant. The design process is underway. Public engagement and open house held on June 18, 2014.</p> <p>The Development Permit application was submitted in August 2014 and was approved by the City. Design-Build proposal documents have been issued and contractor proposals will be received and assessed in February 2015.</p> <p>The Design-Build responses were unsatisfactory and over budget. The Design Team has finalized a new set of working drawings and lump sum tender documents were issued in March 2015.</p> <p>Tender closed in early April 2015. After tender reviews and approval by Alberta Infrastructure and the Trustees, a Letter of Award has been issued to Westcor Construction. Mobilization and construction has commenced. Cast in place piles are complete. Foundations complete. Deep services utility connections complete. Structural steel erection is complete. Gym masonry walls complete. Slab on grade being poured. Interior block work continuing. Problematic soil conditions have contributed to delays. A revised schedule has been submitted which is tracking 4 weeks late due to delay claims. Contractor is confident completion date will be met.</p>
16. Auburn Bay School Grades K-4 Capacity 600 students	Sep-16		<p>The new K-4 school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Group 2 Architecture has been selected as Bridging Consultant. The design process is underway. Public engagement and open house held on June 18, 2014.</p> <p>Development Permit application submitted in August 2014 was approved by the City. Design-Build proposal documents have been issued and contractor proposals will be received and assessed in February 2015. The Design-Build responses were unsatisfactory and over budget. The Design Team has finalized a new set of working drawings and lump sum tender documents were issued in March 2015.</p>

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17. McKenzie Highlands School (McKenzie Towne School) Grades 5 – 9 Capacity 900 students	Sep-16	Dec-16	<p>Tender closed in early April 2015. After tender reviews and approvals by Alberta Infrastructure and the Trustees, a Letter of Award has been issued to Starcraft Construction Ltd. Mobilization and construction has commenced. Site grading and piling complete. Foundations complete. Deep services utility connections complete. Structural steel erection is complete. Block work in progress. ENMAX transformer installed. AHU installed. Structural steel complete with roofing ongoing. Construction is currently back on schedule.</p> <p>The new Middle school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Group 2 Architecture has been selected as Bridging Consultant. The design process is underway. Public engagement and open house held on June 18, 2014. The Development Permit application was submitted in August 2014 and was approved by the City. Design-Build proposal documents have been issued and contractor proposals will be received and assessed in February 2015.</p> <p>The Design-Build responses were unsatisfactory and over budget. The Design Team will finalize a new set of working drawings and lump sum tender documents will be issued in May 2015 for award and commencement of construction by July 2015. After tender approvals by Alberta Infrastructure and the Board, a Letter of Award was issued to Maple Reinders. Mobilization and construction has commenced. A Building Permit has been issued.</p> <p>Erosion control in place. Top soil stripping and stock piling complete. Grade beams and piling complete. Concrete slabs complete. Under slab deep services complete. Wall framing has commenced and is proceeding rapidly. Electrical rough-ins for prefabricated concrete panels complete. Fabrication and installation of concrete panels has commenced. Glulam manufacturer has advised that there will be material delivery delays. Schedule is being reassessed.</p>
18. Dr. Martha Cohen School (New Brighton-Copperfield School) Grades 5 - 9 Capacity 900 students	Sep-16	Dec-16	<p>The new Middle school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Group 2 Architecture has been selected as Bridging Consultant. The design process is underway. Public engagement and open house held on June 18, 2014. The Development Permit application was submitted in August 2014 and was approved by the City. Design-Build proposal documents have been issued and contractor proposals will be received and assessed in February 2015.</p> <p>The Design-Build responses were unsatisfactory and over budget. The Design Team will finalize a new set of working drawings and lump sum tender documents were issued in May 2015 for award and commencement of construction by July 2015. After tender approvals by Alberta Infrastructure and the Board, a Letter of Award was issued to Maple Reinders. Mobilization and construction has commenced. A partial Building permit has been issued.</p> <p>Erosion control in place. Top soil stripping and stock piling complete. Piling is complete. Grade beams are complete. Concrete slabs in progress. Under slab</p>

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19. Elbow Park School (Replacement school)	Dec-16		<p>deep services complete. Structural slabs are complete. External wall framing has commenced and is proceeding rapidly. Glulam manufacturer has advised that there will be material delivery delays. Schedule is being reassessed.</p> <p>The June 2013 flood caused significant structural damage to the existing Elbow Park School due to differential settlement. As a result, a replacement of the Elbow Park School was approved by the Provincial government on February 12, 2014. The Provincial kick-off meeting occurred on February 25, 2014. Gibbs Gage Architects were selected as the Prime Consultant. The new school will meet current building standards including barrier free access and will address flood mitigation in the design. The library will reflect the original aesthetic design.</p> <p>The first information meeting with the community was held on April 2, 2014. The consultant team led by Gibbs Gage Architects and advised by Donald Luxton & Associates and MMP Engineering recommended the preservation of the North, West and East exterior walls along with a partial preservation of the South façade, while demolishing the remainder of the school.</p> <p>This design concept for the Elbow Park Replacement School was presented to the public on July 3, 2014. Comments received were consistently favorable. A new and modern school is planned to be constructed within the historic walls, with a new brick veneer and glass curtain wall gymnasium addition to the South. The new roofs are to emulate the original sloped roofs between the historic facades, while the new addition will have a flat roof with clerestory lighting over the central ancillary spaces.</p> <p>In June 2014, Duke Evans Inc. was retained as the Project Manager. Due to the nature of this project a Construction Management construction procurement process is to be followed to meet the phased schedule of activities. The Schematic Design Report has been completed and has been approved by Alberta Infrastructure. A Development Permit application has been approved. On October 1, 2014, Alberta Infrastructure approved the appointment of Stuart Olson Construction Ltd. as the Construction Manager.</p> <p>The first Tender Package for the specialist foundation work, demolition and structural wall stabilization was retendered and has been awarded. The balance of the work has been tendered. Hazmat abatement work has been completed. Demolition work continues as planned. Tender Package 2 (balance of work) has been approved for award by Alberta Infrastructure. Construction is proceeding following re-sequencing of activities. Construction is lagging behind due to subcontractor resourcing and performance issues. The concrete grade beams and pilaster connections to the historic wall is complete. Engineered foundation backfill complete. Under slab services ongoing. Completion is still projected as scheduled.</p>
20. Rideau Park School (Flood mitigation)	TBD		<p>Rideau Park School was approved for flood mitigation funding on March 11, 2014. Engineering Consultants have been appointed to commence flood mitigation design. Options have been assessed and it is anticipated that construction of this work will commence in the 1Q 2016. The first phase design</p>

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21. West Springs/ Cougar Ridge School Grades 5 – 9 Capacity 900 students	Jan- 17		<p>work for the mechanical systems move and new mechanical and electrical room scope is being developed. The Development Permit application process has commenced.</p> <p>An Engagement Meeting was held with the School Council and Community Association on February 17, 2016.</p> <p>A new starter middle school was announced September 22, 2014, as part of the Provincial government's commitment to build four starter schools. On October 8, 2014, the Province committed to the immediate planning of the final school design. Riddell Kurczaba Architects was appointed to commence planning and design. Steering Committee Meetings have commenced and Schematic Design options have been developed for phasing the construction build-out.</p> <p>On February 19, 2015, full build-out was approved. Detailed Design and tender documents have been prepared for a tender issued in June 2015. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>Following tender reviews and approvals by Alberta Infrastructure and the Board, a Letter of Award was issued to Chandos Construction Ltd. Mobilization and construction has commenced. Erosion control in place. Top soil stripping and stock piling complete. Site piling and foundations complete. Deep services installation in progress. Slab installation in progress. Installation of precast walls complete. Structural steel erection complete. Underground mechanical and electrical services ongoing. Building envelope ongoing. Construction is on schedule.</p>
22. Cranston School Grades 5 - 9 Capacity 900 students	Jan-17		<p>A new starter middle school was announced September 22, 2014, as part of the Provincial government's commitment to build four starter schools. On October 8, 2014, the Province committed to the immediate planning of the final school design. Riddell Kurczaba Architects was appointed to commence planning and design. Steering Committee meetings have commenced and schematic design options have been developed for phasing the construction build-out.</p> <p>On February 19, 2015, full build-out was approved. Detailed Design and tender documents has been prepared for a tender issue in June 2015. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>After tender reviews and approvals by Alberta Infrastructure and the Board, a Letter of Award was issued to Delnor Construction Ltd. Mobilization and construction has commenced. Erosion control in place. Top soil stripping and stock piling complete. Site piling and foundations complete. Deep services installation in progress. Slab installation in progress. Installation of precast walls complete. Structural steel erection complete. Steel decking complete. Underground mechanical and electrical services ongoing. Building envelope ongoing. Construction is on schedule.</p>

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23. Hugh A. Bennett School (Saddle Ridge School) Grades K-4 Capacity 600 students	Sept-16	Jan-17	<p>A new starter elementary school was announced September 22, 2014, as part of the Provincial government's commitment to build four starter schools. On October 8, 2014, the Province committed to the immediate planning of the final school design. Manasc Isaac Architects was appointed to commence planning and design. Steering Committee meetings have commenced and schematic design options have been developed for phasing the construction build-out.</p> <p>On February 19, 2015, full build-out was approved. Detailed Design and tender documents have been prepared for a tender issue in June 2015. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>After tender reviews and approvals by Alberta Infrastructure and the Board, a Letter of Award was issued to Bird Construction Group. Mobilization commenced at end of August. Erosion control in place. Top soil stripping and stock piling complete. Foundation grade beams complete. Underground services complete. Structural steel installation continuing. A full Building Permit has been issued. Construction is currently on schedule.</p>
24. Dr. Roberta Bondar School (Aspen Woods School) Grades K-4 Capacity 600 students	Sept-16	Jan-17	<p>A new starter elementary school was announced September 22, 2014, as part of the Provincial government's commitment to build four starter schools. On October 8, 2014, the Province committed to the immediate planning of the final school design. Manasc Isaac Architects was appointed to commence planning and design. Steering Committee meetings have commenced and schematic design options have been developed for phasing the construction build-out.</p> <p>On February 19, 2015, full build-out was approved. Detailed Design and tender documents have been prepared for a tender issue by June 2015. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>The tenders closed September 1, 2015. Following review and approvals by Alberta Infrastructure and the Board, a contract was awarded on September 18, 2015. Mobilization and construction commenced at the end of September 2015. Erosion control in place. Top soil stripping and stock piling complete. Foundation grade beams complete. Underground services complete. Structural steel installation continuing. A full Building Permit has been issued. Construction is currently on schedule.</p>
25. Glenmeadows School Grades K-6 Extension	Sep-16	TBD	<p>The original plan to place eight modular units on the Westgate School site (Provincial approval September 22, 2014) has been changed to a revised plan to install six modular units (five classrooms and a washroom) at the Glenmeadows School site.</p> <p>A Development Permit application has been made to the City. A meeting with the Glenmeadows Community Association was held on January 12, 2015. The City has advised the CBE that an Appeal has been lodged against the issuance of the Development Permit. The Hearing ruled for the CBE with a substantial number of conditions for the release of the Development Permit. The CBE has received the Calgary Subdivision and Development Appeal Board's ruling. The appeal requirements are being addressed in order to meet the Development Permit</p>

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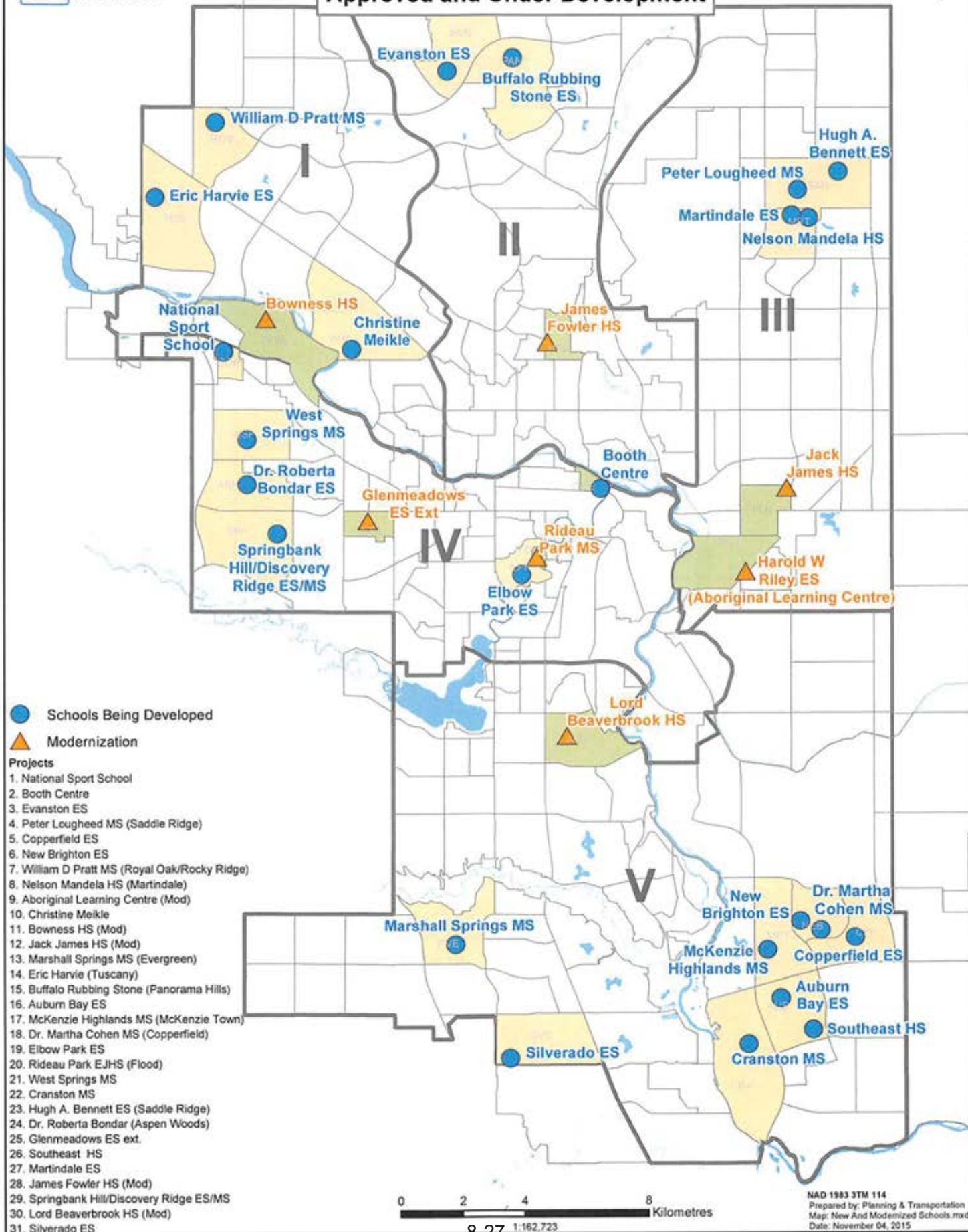
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			conditions. The CBE is seeking approval to install the modular on the site.
26. Southeast High School Grades 10 -12 Capacity 1800 students	Sep-18		The Province announced the design development funding for the new high school on September 22, 2014. Proposals for a prime consultant have been assessed. Gibbs Gage Architects was appointed on February 10, 2015, to commence Design Development Services. Site investigation studies have commenced. Steering Committee Meetings have commenced. CTS Programs have been identified. A schematic concept has been developed and the Development Permit application process has commenced with the pre-application planning process. The Design Development Report has been finalized together with a Cost Report which has been submitted to Alberta Infrastructure for approval. The working drawings are being prepared for a Summer tender.
27. Martindale School Grades K-6 Capacity 600 students	Sep-17		On October 8, 2014, the Province committed to the immediate planning and design of the elementary school. RFPs were issued for design services and proposals were reviewed in December 2014. Design Services Contract was awarded to Sahuri + Partners Architecture Inc. Steering Committee Meetings have commenced. Schematic Designs have been developed. Working drawings and the pretender estimates are being reviewed by Alberta Infrastructure for a tender release in January 2016. Alberta Infrastructure has approved the tender and the documents are out in the market.
28. James Fowler High School Modernization	Dec-17	Sep-18	On October 8, 2014, the Province committed to the immediate planning and development of design scope of the high school modernization. Onsite inspections and program assessments are being undertaken with the Province to determine an agreed scope of work. Responses for Design Services and Design Consultants have been received. Taff Architecture has been appointed to lead the Design Team. Steering Committee Meetings have commenced. Design Team has commenced detailed assessments of the school and has developed conceptual schematic layouts of the required program spaces. A design Development Report is being prepared.
29. Springbank Hill/ Discovery Ridge School Grades K-9 Capacity 900 students	Sep-17		On October 8, 2014, the Province committed to the immediate planning and design of the elementary/middle school. RFPs have been issued for design services and proposals were reviewed in December 2014. Design Services Contract was awarded to CEI Architecture Planning Interiors. Steering Committee Meetings have commenced. Schematic Designs have been developed. Working drawings were prepared for Alberta Infrastructure review in January 2016 for tender release. Alberta Infrastructure has approved the tender and the documents will be released in March 2016.
30. Lord Beaverbrook High School Modernization	Dec-17	Sep-18	On October 8, 2014, the Province committed to the immediate planning and development of design scope of the high school modernization. Onsite inspections and program assessments are being undertaken with the Province to determine an agreed scope of work. Responses for Design Services and Design Consultants have been received. Riddell Kurczaba Architects have been

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31. Silverado School Grades K-4 Capacity 600 students	Sep- 17		<p>appointed to lead the Design Team. Steering Committee Meetings have commenced. Design Team has commenced detailed assessment of the school and has developed conceptual schematic layouts of the required program spaces. A design Development Report is being prepared.</p> <p>On October 8, 2014, the Province committed to the immediate planning and design of the elementary school. Tenders were issued November 2014 and proposals were reviewed in December 2014. Design Services Contract was awarded to Sahuri + Partners Architecture Inc. Steering Committee Meetings have commenced. Schematic Designs have been developed. Working drawings and the pretender estimate are being reviewed by Alberta Infrastructure for a tender release in January 2016. Alberta Infrastructure has approved the tender and the documents are out in the market.</p>



CBE New/Modernized Schools Approved and Under Development



Peter Loughheed School (Saddle Ridge Middle School)



Peter Lougheed School (Saddle Ridge Middle School)



Peter Lougheed School (Saddle Ridge Middle School)



William D. Pratt School (Royal Oak/Rocky Ridge Middle School)



William D. Pratt School (Royal Oak/Rocky Ridge Middle School)



William D. Pratt School (Royal Oak/Rocky Ridge Middle School)



William D. Pratt School (Royal Oak/Rocky Ridge Middle School)



William D. Pratt School (Royal Oak/Rocky Ridge Middle School)



Aboriginal Learning Centre (Harold W. Riley School)



Aboriginal Learning Centre (Harold W. Riley School)



Hugh A. Bennett School (Saddle Ridge K-4 School)

Exterior Sheathing Progress on East and North



Hugh A. Bennett School (Saddle Ridge K-4 School)

Steel Stud Framing and Exterior Sheathing Progress East Elevation



Dr. Roberta Bondar School (Aspen Woods K-4 School)

East Elevation Steel Progress

