

public agenda

Regular Board Meeting

March 14, 2017
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	
10 mins	3.1 2017 Alberta School Boards Association (ASBA) Edwin Parr Teacher Nominee <i>(THAT the Board of Trustees approves Kira Anderson as the CBE's nominee for the 2017 ASBA Edwin Parr Teacher Award)</i>	G. Francis	OE-4	Page 3-1
	4 Results Focus			
15 mins	4.1 School Presentation – Nelson Mandela High School	D. Yee	R-2	
20 mins	4.2 R-5: Character – Annual Monitoring	Board	R-5; OE-8	Page 4-21
40 mins	4.3 Arts, Physical Education, Career and Technology Studies Information Report	D. Stevenson	R-2, OE-8, 10	Page 4-1
	5 Operational Expectations			
20 mins	5.1 OE-8: Communication With and Support for the Board – Annual Monitoring	Board	OE-1, 8, 9	(March 7/17 Page 5-1)



Time	Topic	Who	Policy Ref	Attachment
	6 Public Comment [PDF]		GC-3.2	
Max 20 mins	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Action	Board	GC-3	
30 mins	7.1 Proposed Amendment to Governance Policies: Operational Expectations <i>(THAT the Board of Trustees gives second and final reading and thereby approves the proposed amendment to governance policies: operational expectations.)</i>	Board	GC-2	Page 7-1
30 mins	7.2 Three-Year School Capital Plan <i>(THAT the Board of Trustees approves the Three-Year Capital Plan 2018-2021, as provided in the report, and refers the plan to Alberta Education.)</i>	D. Breton	OE-7, 8, 9, 11, 12	(March 7/17 Page 7-1)
	8 Consent Agenda	Board	GC-2.6	
	8.1 Items Provided for Board Information		OE-8	
	8.1.1 Correspondence			Page 8-34
	8.1.2 Chief Superintendent's Update		B/CSR-5,OE-8	Page 8-20
	8.1.3 Second Quarter Variance Report for the 2016-17 Budget		OE-5, 6	Page 8-25
	8.1.4 Construction Projects Status Update		OE-8,12	Page 8-1
	9 In-Camera Session		R-2, OE-8,10	
3:00 p.m.	10 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

2017 Alberta School Boards Association (ASBA) Edwin Parr Teacher Nominee

Date	March 14, 2017
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)	Kelly Christopher, Acting Coordinator, Teacher Staffing

1 | Recommendation

It is recommended:

- THAT Kira Anderson is the Calgary Board of Education nominee for the 2017 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 17, 2017.

3 | Background

The Alberta School Boards 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 2017. 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 2017 (Kelly Christopher – chair; Rishma Hajee, Brian Hebert, Martin Poirier). Schools submitted nominations for recipients of the Edwin Parr Teacher Award to the Committee Chair. After reviewing all nominations the Committee recommended that Kira Anderson be the Calgary Board of Education nominee for this award.

Kira is currently teaching Grade 7-9 Career and Technology Foundations at Terry Fox School. The courses she teaches are in Communication Technologies and Fashion Studies. Kira graduated from Ambrose University in the spring of 2015. She also holds a Bachelor of Communication and Culture (Art & Art History minor). She began working with the CBE in February 2016 and began her current temporary contract at Terry Fox School in September of this school year.

This nomination is a testament to the great teaching and learning environment that Kira has created for her learners. Her principal, Pat Kaiserseder, identifies her as a teacher who engages and motivates students to learn and to want more. She states that Kira embodies the essence of contributing to a school culture that encourages and supports learning. She is an exemplary new teacher.

Kira interviewed for her current position one day prior to the beginning of school. Within less than two weeks she had short term and longer range planning in place developed with new task choices designed to reflect the interests of her students.

Kira provides multiple entry points into her assignments based on the information she gathers about her students and their individual needs. She varies the level of challenge of the work and she customizes it to their interests and skills. In Fashion the students have created their own "Pusheen" plushies that represent who they are. In Communication Technologies her "Create Your Own Adventure" project encouraged students to explore up to eight different paths such as: film production, audio design, animation, graphic design, programming, robotics, and photography.

Formative assessment includes student self-reflections where they identify themselves as a novice, apprentice, practitioner or expert. Individual interview-styled assessment is used in order to allow students to discuss their strengths, challenges and successes. Kira cycles through her table groups on a daily basis addressing individual needs. She provides personal, immediate, specific and actionable feedback on their projects that they can apply to future tasks.

Kira invests significant energy in initiating and fostering relationships with her students both in and out of the classroom. She shares her own stories to highlight the impact different relationships can have on learning and feelings of self-worth. Her dynamic,

inviting personality and drive to have open communication helps her to make her lessons relatable and to provide her students an opportunity to be heard. Her lunch clubs are standing-room only. Kira has a regular group of helper students who stay late and come early in order to help her set up for her classes. She has created space in the school for students to belong and to feel welcome and safe.

Kira is an insatiable learner and has accessed numerous professional learning opportunities in order to build new programs that are rich, authentic, engaging for students and that fully reflect the Program of Studies. Even as a first year teacher working in new subject areas, Kira has found the time to volunteer for committee work for the ATA Fine Arts Council and the Calgary and Area Regional Fine Arts Council. She has led workshops for these councils and is currently in the process of developing CTF workshops for the CBE.

Kira is extensively involved in extracurricular activities. She has a leadership role in planning for the Area II CTF Showcase, a major event for students. She also works with students who are interested in being part of the showcase, to develop their skills, and ensure their personal success. At the school level she leads an Animé club where she teaches basic Japanese and Japanese culture. She is co-directing the upcoming school play. She is a member of the technology committee and is the go-to person for technology support in the school. In the community she volunteers for Habitat for Humanity as well as at a summer camp for adolescents.

5 | Conclusion

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



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: 2017 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.

2017 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 17, 2017**.
- 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 17/2017** 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.



results monitoring report

Results 5: Character

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Results 5: Character, the Chief Superintendent certifies that the following information is accurate and complete, and that the organization is:

- ☒ Making reasonable progress toward achieving the desired results.
- ☐ Making reasonable progress with exception.
- ☐ Not making reasonable progress.

Monitoring report for the
school year 2015-16

Report date:
March 14, 2017

Signed: M. J. Emmitt for
David Stevenson, Chief Superintendent

Date: March 9, 2017

BOARD OF TRUSTEES ACTION

With respect to Results 5: Character, the Board of Trustees:

- ☐ Finds the organization to be making reasonable progress.
- ☐ Finds the organization to be making reasonable progress with exception.
- ☐ Finds the organization not to be making reasonable progress.

Summary statement/motion of the Board of Trustees:

Signed: _____

Date: _____

Chair, Board of Trustees



Results 5: Each student will demonstrate good character.

Introduction |

Results 5: Character establishes the Board of Trustees' values and expectations for the Calgary Board of Education's work in helping students develop the attributes and standards of behavior that contribute to positive and healthy relationships, personal fulfillment and the common good.

The Chief Superintendent's *Reasonable Interpretation Results 5: Character* was approved on November 8, 2016. The Board of Trustees last monitored Results 5: Character on February 2, 2016.

The report presented today represents organizational data, available since the last monitoring report, for the 2015-16 school year. This report provides the Board of Trustees with several types of information.

1. It provides the most recent data for the indicators of the Chief Superintendent's reasonable interpretation, as approved by the Board of Trustees. This information is presented as part of a multi-year data set where possible.
2. It identifies whether performance targets for 2015-16 were met and establishes organizational performance targets for 2016-17. Performance targets were previously set individually for each indicator and are now set for prioritized indicators with a view to progress in student success within the Results policy as a whole.
3. In addition to the system monitoring data, an attachment to this report offers examples of ways in which individual CBE students have successfully developed and demonstrated strong character. These examples are provided in the students' own words.



Monitoring Information |

Executive Summary |

Monitoring information within this report informs the Board of Trustees of the success of Calgary Board of Education students in acting in ways that are ethical and responsible and contribute to a positive learning environment.

Data from the 2015-16 school year continues to show strong levels of performance within the Calgary Board of Education across the sub-sections of Results 5: Character. Eight of the nine results are above 90%. Reasonable progress in the area of Character is represented by the accomplishment of all nine targets established for 2016 and all results show continuous improvement.

The following summary of the sub-sections of Results 5: Character provides an overview of the results for each indicator. For each specific target for 2015-16, it is noted if the previously set target has been met or not met. More specific information for each section of the Results policy and each indicator are included within the section of this report labeled "Evidence of Reasonable Progress" (see pages 4-15).

- 5.1 Students possess the strength of character to do what is right.
 - Indicator 1: Target met
 - Indicator 2: Target met
 - Indicator 3: Target met
- 5.2 Students act morally with wisdom.
 - Indicator 1: Target met
 - Indicator 2: Target met
 - Indicator 3: Target met
- 5.3 Students balance individual concerns with the rights and needs of others.
 - Indicator 1: Target met
 - Indicator 2: Target met
 - Indicator 3: Target met



Evidence of Reasonable Progress |

Students will:

5.1 Possess the strength of character to do what is right.

Board-approved Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students conduct themselves in ways that are consistent with their understanding of the ethical action required of them.

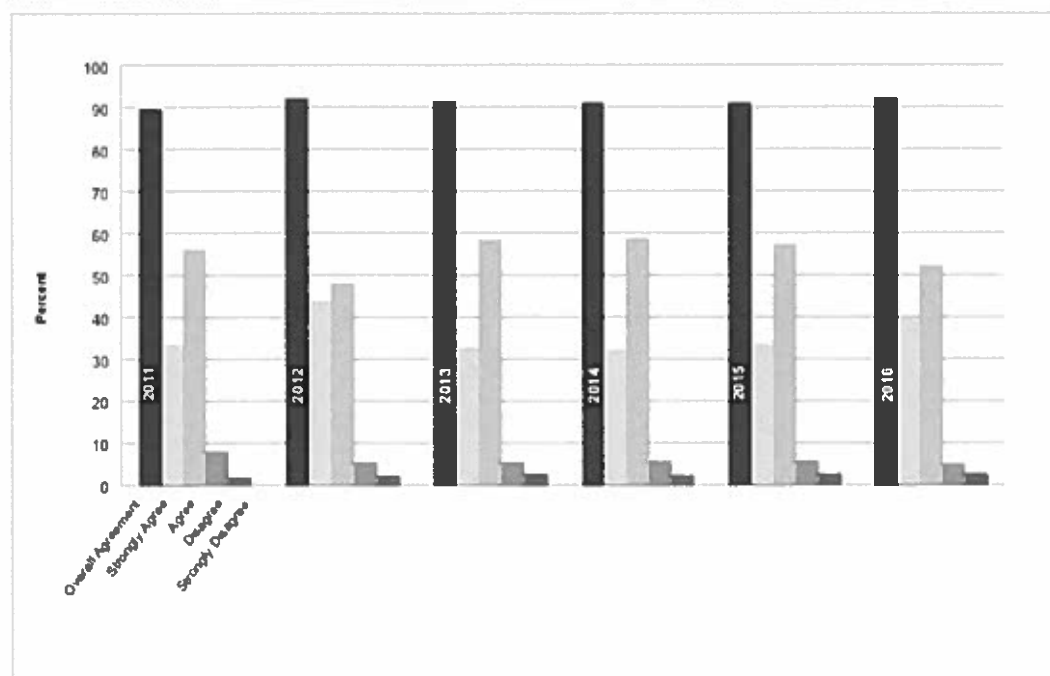
The Chief Superintendent interprets *to do what is right* to mean that students act beyond their self-interest on behalf of what is good for the learning community and that their actions reflect both their values and community standards.

Board-approved Indicators and 2015-16 results |

1. Percentage of students who report they do what they believe is right even when it is difficult or unpopular to do so; as measured by student surveys.

Grade 12 students

I do what I believe is right even when it is difficult or unpopular to do so.						
	2011	2012	2013	2014	2015	2016
Strongly Agree	33.6	44.1	33.0	32.4	33.7	39.7
Agree	56.2	48.2	58.6	58.9	57.5	52.5
Disagree	8.3	5.4	5.7	6.1	6.1	5.2
Strongly Disagree	1.9	2.3	2.7	2.6	2.7	2.7
Overall agreement	89.8	92.3	91.6	91.3	91.2	92.2

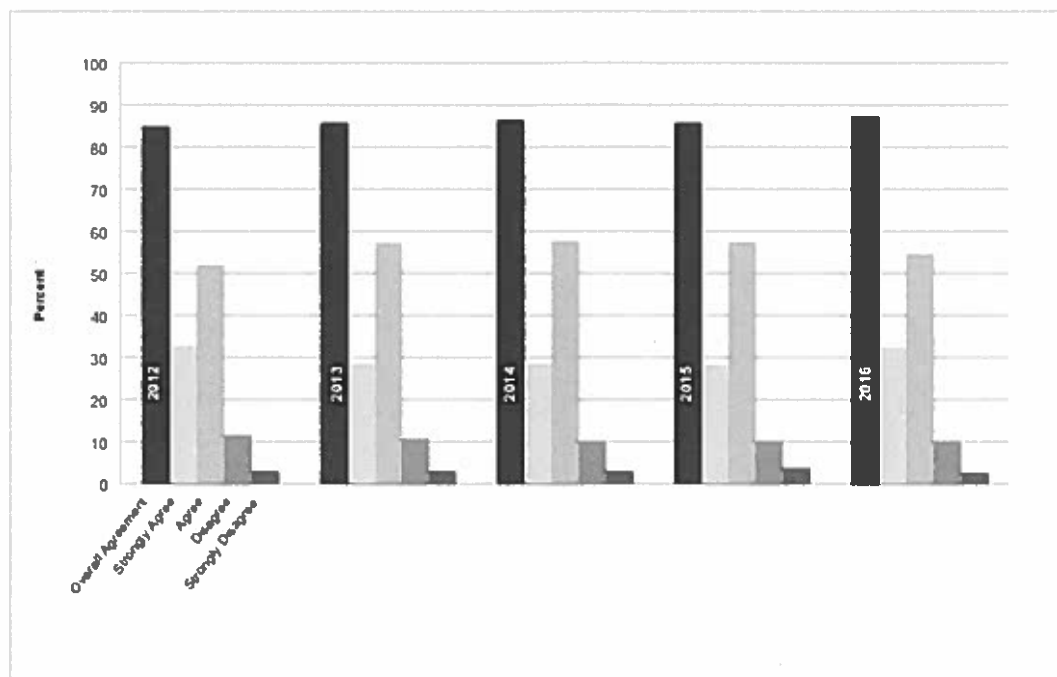


- Target for 2016: Continued results at or above 91%
This target was met.

2. Percentage of students who report they respectfully challenge policies or decisions with which they may not agree; as measured by student surveys.

Grade 12 students

I respectfully challenge policies or decisions with which I may not agree.					
	2012	2013	2014	2015	2016
Strongly Agree	33.0	28.5	28.7	28.3	32.5
Agree	52.2	57.4	57.8	57.6	54.8
Disagree	11.6	11.0	10.2	10.0	10.0
Strongly Disagree	3.2	3.1	3.2	4.1	2.7
Overall agreement	85.2	85.9	86.5	85.9	87.3

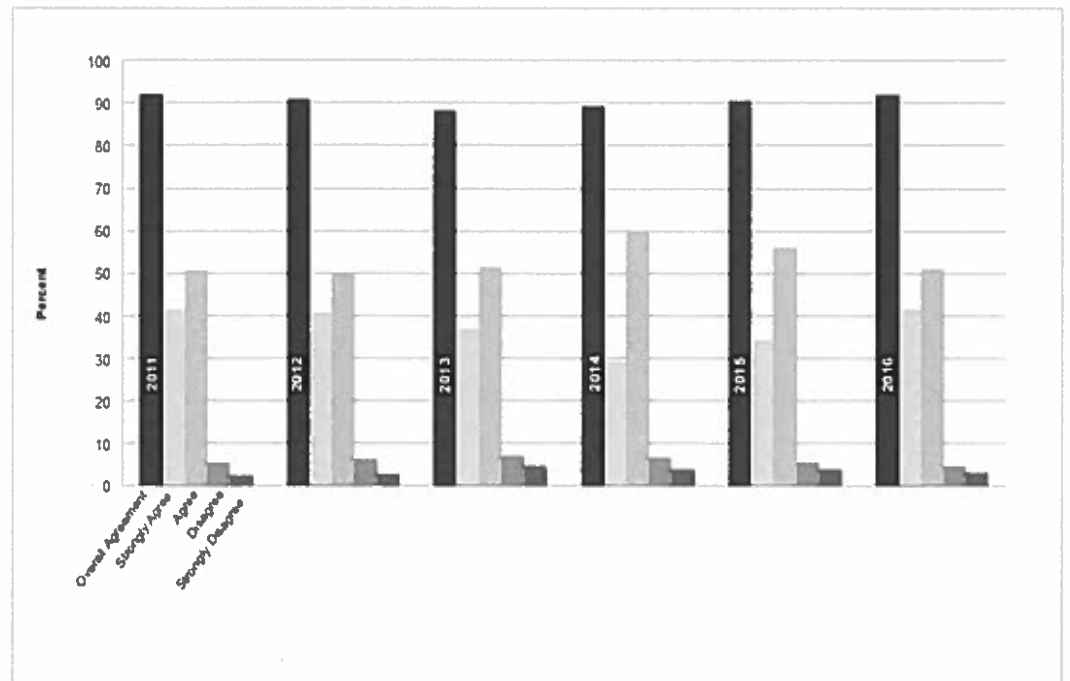


- Target for 2016: 87%
This target was met.
- Target for 2017: 88%
- Target for 2018: 89%
- Target for 2019: 90%

3. Percentage of students who report they use technology responsibly and with integrity; as measured by student surveys.

Grade 12 students

I use technology responsibly and with integrity.						
	2011	2012	2013	2014	2015	2016
Strongly Agree	41.4	40.8	36.9	29.3	34.2	41.3
Agree	50.8	50.1	51.3	59.9	56.2	50.9
Disagree	5.4	6.1	7.2	6.8	5.4	4.7
Strongly Disagree	2.5	3.0	4.6	4.0	4.1	3.1
Overall agreement	92.2	90.9	88.2	89.2	90.4	92.2



- Target for 2016: Continued results at or above 90%
This target was met.

5.2 Act morally with wisdom.

Board-approved Interpretation |

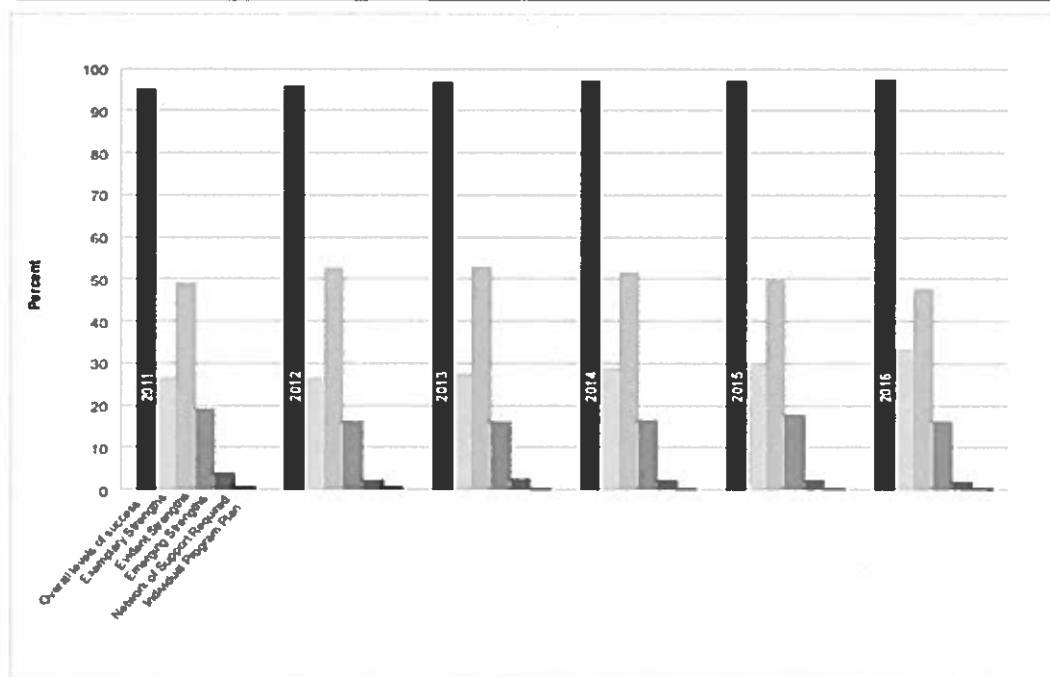
The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that student actions will reflect a foundation of good judgment and ethical decision-making.

The Chief Superintendent interprets *act morally with wisdom* to mean that in and through their learning programs students judge what is required within different situations and act responsibly for the good of themselves, others and the community.

Board-approved Indicators and 2015-16 results |

1. Percentage of students in kindergarten to grade 9 reported to make responsible decisions; as measured by student report cards¹.

Makes responsible decisions.						
	2011	2012	2013	2014	2015	2016
Exemplary Strengths	26.6	26.8	27.8	29.0	29.7	33.6
Evident Strengths	49.3	52.8	53.0	51.8	49.7	47.8
Emerging Strengths	19.4	16.4	16.2	16.6	17.9	16.2
Network of Support Required	4.0	3.1	2.6	2.3	2.5	2.1
Individual Program Plan	0.8	0.8	0.4	0.3	0.3	0.4
Overall levels of success	95.3	96.0	97.0	97.4	97.3	97.6



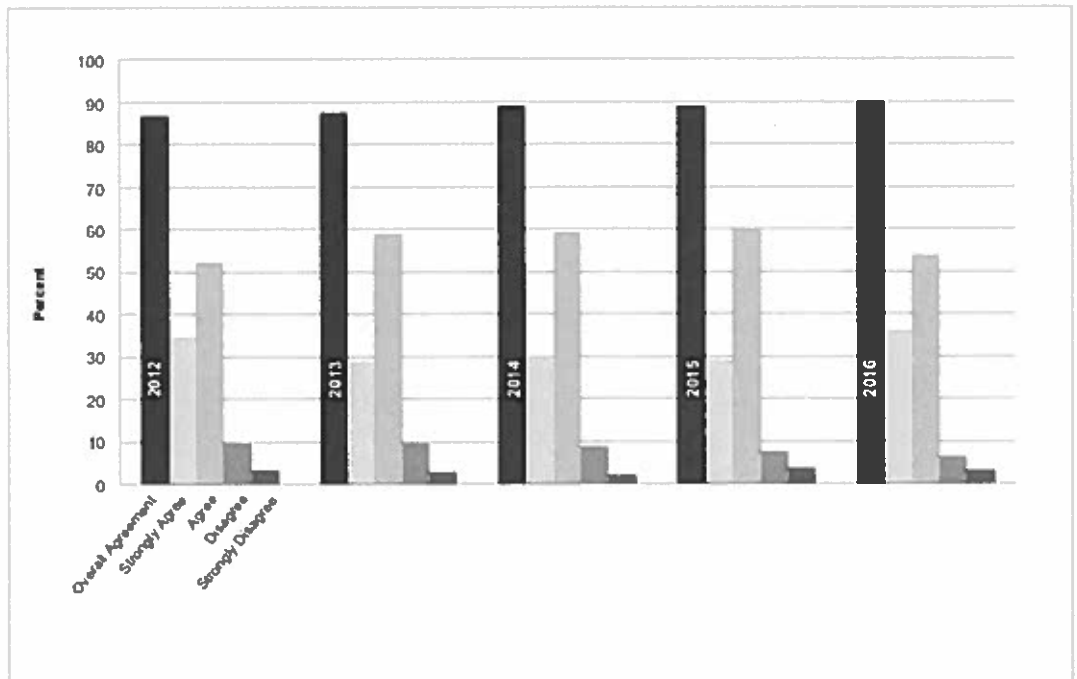
- Target for 2016: Continued results at or above 96%
This target was met.

¹ Indicators for this report card measure are: generates goals based on self-assessment, learning criteria, and personal interests; plans a strategic approach to meeting goals, solving problems and performing tasks; modifies and improves learning strategies based on experience and feedback; and explores ideas and initiates processes for learning.

2. Percentage of high school students who report they think about the impact of their decisions and actions before they proceed; as measured by student surveys.

Grade 12 students

I think about the impact of my decisions and actions before I proceed.					
	2012	2013	2014	2015	2016
Strongly Agree	34.7	28.8	29.8	29.0	36.1
Agree	52.3	58.9	59.2	60.0	54.0
Disagree	9.6	9.4	8.8	7.5	6.5
Strongly Disagree	3.4	2.9	2.2	3.6	3.3
Overall agreement	87.0	87.7	89.0	89.0	90.1

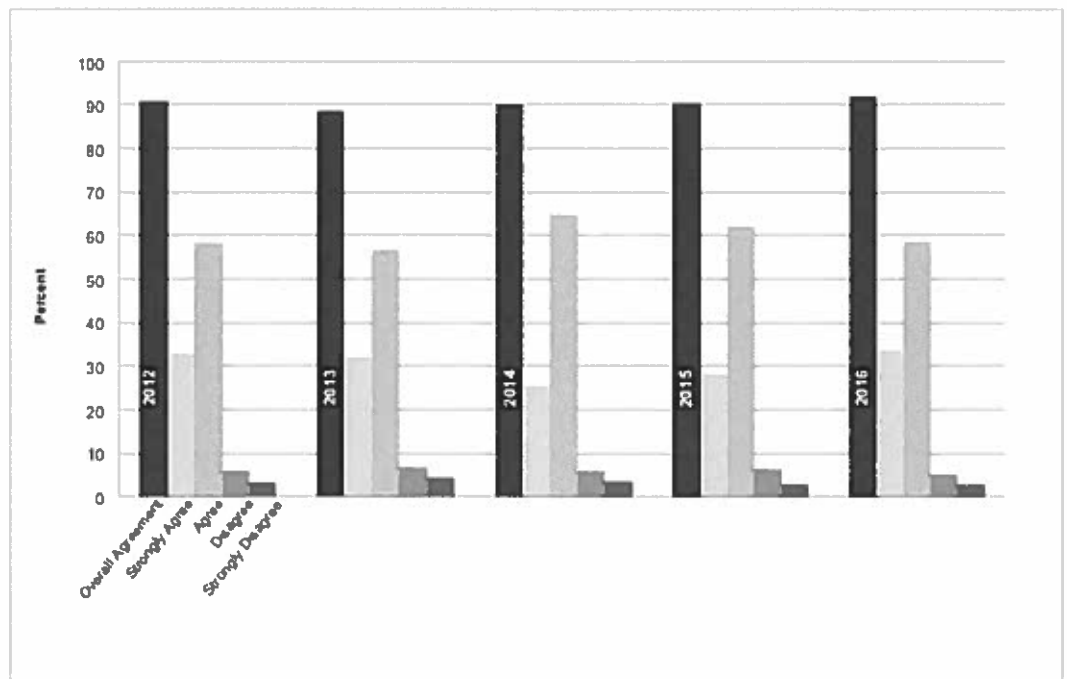


- Target for 2016: 90%
This target was met.

3. Percentage of high school students who report they follow community expectations and their own convictions as they participate in and represent their learning; as measured by student surveys.

Grade 12 students

I follow community expectations and my own convictions as I participate in and represent my learning.					
	2012	2013	2014	2015	2016
Strongly Agree	32.8	31.9	25.3	28.2	33.5
Agree	58.2	56.8	65.0	62.3	58.5
Disagree	5.9	6.8	6.0	6.5	5.1
Strongly Disagree	3.1	4.5	3.7	3.0	2.9
Overall agreement	91.0	88.7	90.3	90.5	92.0



- Target for 2016: Continued results at or above 90%.
This target was met.

5.3 Balance the individual concerns with the rights and needs of others.

Board-approved Interpretation |

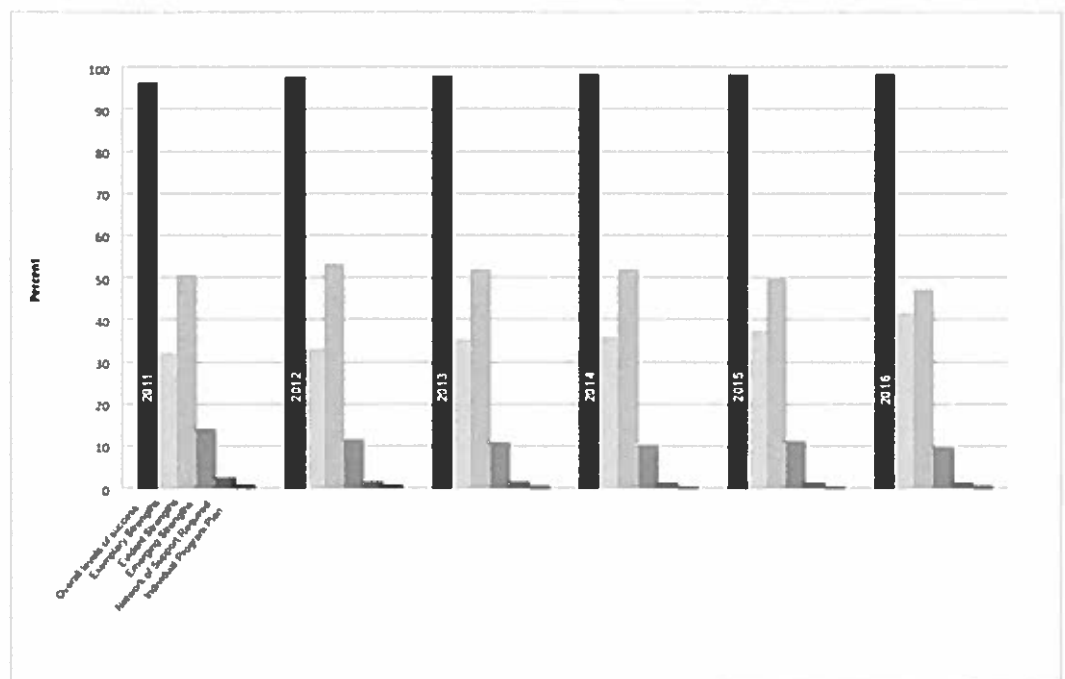
The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will demonstrate a sense of responsibility for the well-being of other people and the larger community.

The Chief Superintendent interprets *balance individual concerns with the rights and needs of others* to mean that students build relationships and contribute to a positive learning environment through respect, awareness and compassion.

Board-approved Indicators and 2015-16 results |

1. Percentage of students in kindergarten to grade 9 reported to treat others with respect and compassion; as measured by student report cards.²

Treats others with respect and compassion.						
	2011	2012	2013	2014	2015	2016
Exemplary Strengths	32.0	33.1	35.2	36.0	37.6	41.7
Evident Strengths	50.7	53.3	52.1	52.0	49.6	47.2
Emerging Strengths	14.0	11.5	10.8	10.4	11.2	9.5
Network of Support Required	2.5	1.6	1.5	1.4	1.4	1.3
Individual Program Plan	0.7	0.5	0.4	0.2	0.2	0.2
Overall levels of success	96.7	97.9	98.1	98.4	98.4	98.4



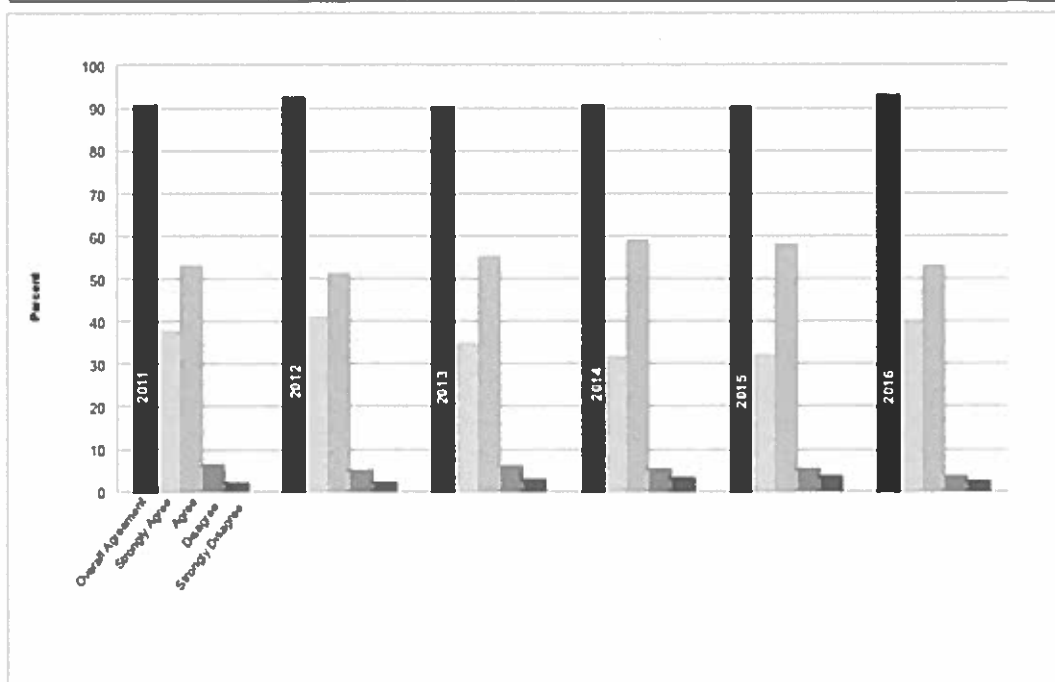
- Target for 2016: Continued results at or above 97%
This target was met.

² Indicators for this report card measure are: approaches new learning situations with positive expectations; demonstrates interest in and curiosity about ideas, objects, events and resources; demonstrates a range of approaches for developing and representing understanding; and adjusts, adapts and persists with challenges in the learning process – ambiguous ideas, complex tasks and problems requiring multiple attempts to reach success.

2. Percentage of high school students who report they think about their own needs and the needs of others when making decisions; as measured by student surveys.

Grade 12 students

I think about my needs and the needs of others when making decisions.						
	2011	2012	2013	2014	2015	2016
Strongly Agree	37.8	41.3	35.2	31.8	32.3	40.0
Agree	53.3	51.3	55.3	59.2	58.3	53.3
Disagree	6.6	5.2	6.4	5.5	5.6	3.9
Strongly Disagree	2.3	2.2	3.1	3.5	3.8	2.8
Overall agreement	91.1	92.6	90.5	91.0	90.6	93.3

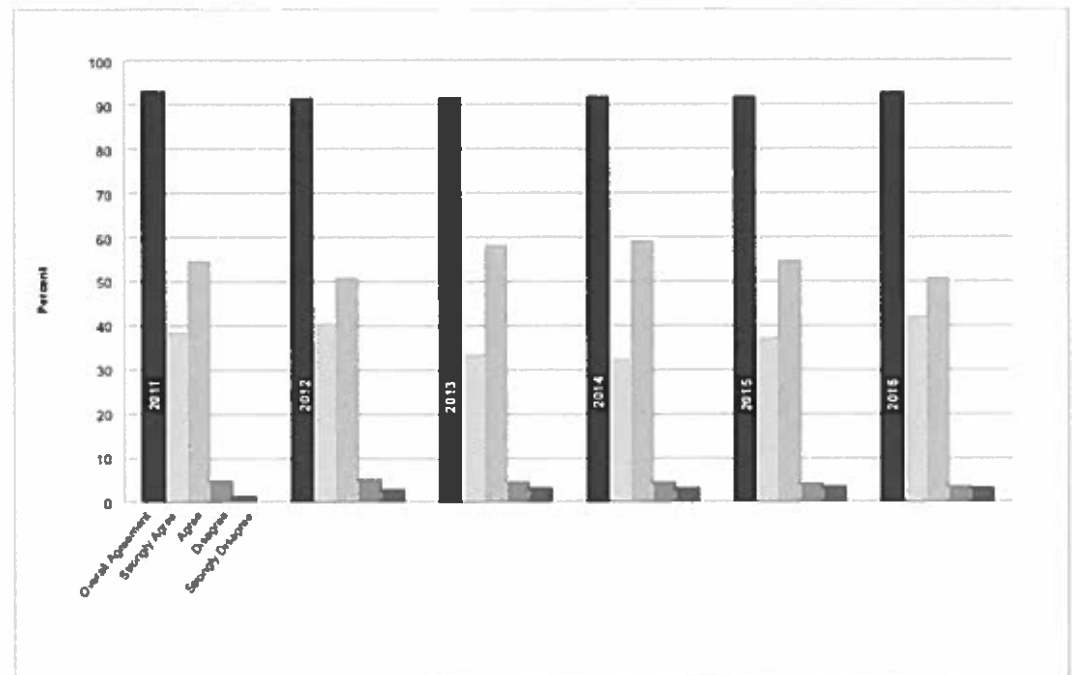


- Target for 2016: 92%
This target was met.

3. Percentage of high school students who report they listen to and respond to the needs of others; as measured by student surveys.

Grade 12 students

I listen to and respond to the needs of others.						
	2011	2012	2013	2014	2015	2016
Strongly Agree	38.6	40.7	33.4	32.4	37.4	42.1
Agree	54.8	51.1	58.4	59.5	54.7	50.8
Disagree	5.1	5.2	4.7	4.7	4.2	3.8
Strongly Disagree	1.6	3.0	3.5	3.4	3.7	3.3
Overall agreement	93.4	91.8	91.8	91.9	92.1	92.9



- Target for 2016: 92%
This target was met

ATTACHMENTS

Attachment I: Student-Contributed Examples of Character in Action

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.



attachment

Student-Contributed Examples of Character in Action

- In my life, I demonstrate good character by trying to be the best person I can be, by always thinking of others, and by considering the consequences of my actions. An example of this good character is my decision to volunteer and help the school's Student Awareness Squad, which is dedicated to ending cliques, improving school spirit, and generally making it a better place to learn.

Since the beginning of the year, I have been going to the group's meetings, in order to do what I can. While I am sacrificing my lunch hour to do this, I know it is contributing to help others, and I am therefore very glad to participate. A specific example of how I have helped the Student Awareness Squad was when I volunteered to help organize and run games to encourage school spirit. This meant that I would have to spend my lunch periods organizing it, and that I wouldn't be able to play any of the games, but I was more than happy to take on this role, as I knew that volunteers were essential to the success. I will continue to take part in this activities and efforts, as I hope to be able to take positive action for the betterment of my school.

- A couple of months ago the students from my volunteering group were offered a field trip to COP for a team-building day. Another group from the school was also invited; however, there were a small number of students attending in all. The day depended on a certain amount of students attending, otherwise the games and exercises would not be very effective. As I woke up the day of the field trip I was quite tired and dreaded making my way to COP for the event. Not long after I woke up I found out the few people I depended on showing up were not going. This made the option of skipping the field trip very enticing. However, I realized that the students who decided to back out last minute were already making the event less of a success and it would not be fair for me to do the same. I went so that I could contribute to the success of the day.
- A specific example of putting my school community ahead of myself was when they asked a group of us at school if anyone would be interested in giving up a Saturday to attend a school forum at Mount Royal University. At this event we would represent our school's voice to different schools across Calgary and Alberta. I stepped up and by volunteering it benefited my learning community and although it meant sacrificing some of my free time, it was worth it.
- In grade 8 I had a project due in science. I was with another student for this project and we had split the work 50/50. I had finished my part of the project on Friday and it was due on Monday. I thought that we would be in the clear because I assumed that my partner would have finished his part by then, and we could practice presenting. I emailed him to ask if he had finished his part of the project. When he answered me, he said that he was sick and couldn't finish in time. It had taken me a week to finish my part and we only had three days. I had worked really hard on my part everyday that week and I just wanted to finally take a break and relax but I knew that I would need to help him with the project. I had to choose between being able to just blame it on him and take a break, or I could help with his project and use up my entire weekend.



When I presented, the teacher acknowledged that I had done the project by myself and gave me extra credit. My partner and I ended up getting a good mark on the project because I made the right decision and did the rest of the project instead of trying to blame our failure on him. I think this shows good character on my part because I accepted that there was an obstacle and I put the extra work in to overcome that obstacle, but when I did it was worth it.

- There have been a couple of moments in my life that I've had to make hard decisions. But probably the hardest one that I could think of is a time last year. I think that it was the hardest because the people that I had to make the decision about were people in my school. In my time at school last year, I had noticed that a couple of students started to make bad decisions. I didn't know what to do for the longest time. This was the time that I started taking the leadership classes at school. I learned about what to do in situations that I was in, and how to help fellow students. So, even though I might not have helped the students that much, and they might not respond, at least I helped a little.

Anyway, when I learned of the methods to help others, I started to get the idea that I can help my fellow students and maybe the community too. I got to know these people, and I started to talk to them. Of course, they brushed me off and didn't seem to listen, so I created a brochure. It contained pictures of universities, colleges, jobs that got into fields of technology, culinary, assembly and health, and it held descriptions of these photos underneath. So, some days after, I was talking to the students again and when we were alone, I gave them this brochure and said, "this could be you". Now, I know I took it a little too seriously, but I at least got them thinking about their future. I might not have helped the community, but I had to make a decision to help.



report to Board of Trustees

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

Date	March 14, 2017
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
Resource Persons	Chris Meaden, Director, Learning Ronna Mosher, Director, Learning Dianne Roulson, Director, Learning Elizabeth Wood, System Principal, Research & Strategy

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 Career & Technology Studies, Physical Education and the Arts during the 2015-16 school year. It is a detailed look at Career & Technology Studies, Physical Education and the Arts learning information from the perspective of Results 2: Academic Success.



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 2016-17 school year. This report is the fifth of a series of subject-specific information reports.

4 | Analysis

This report provides specific information for the Arts, Career & Technology Studies, and Physical Education within Board-approved indicators for Results 2: Academic Success.

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

Report Card Data

Teachers' evaluations of student learning as documented on student report cards include a complete range of learning outcomes. They are evaluations of student learning across time, in multiple learning tasks as well as assessment activities such as performance tasks, problem-solving situations and tests.

From Kindergarten to grade 9, student learning in the CBE is reported on a four-point scale on a number of stems 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 English language proficiency or specialized learning needs create specific learning goals outside the regular program of study.

In grades 10-12, student learning is reported as a single percentage grade.

Arts

The term Arts refers to the subjects of Art, Dance, Drama and Music. These subjects include provincial curriculums and locally developed courses. Students in kindergarten take the course Creative Expression, which incorporates all four arts subjects.

Overall

Percentage of students meeting learning expectations within Arts as measured by student report cards: K-12

Year	2011-12	2012-13	2013-14	2014-15*	2015-16
Overall	97.8	99.3	97.3	97.8	97.5

Note | *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 a course in grades 10-12.

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 on a report card using a percentage scale.



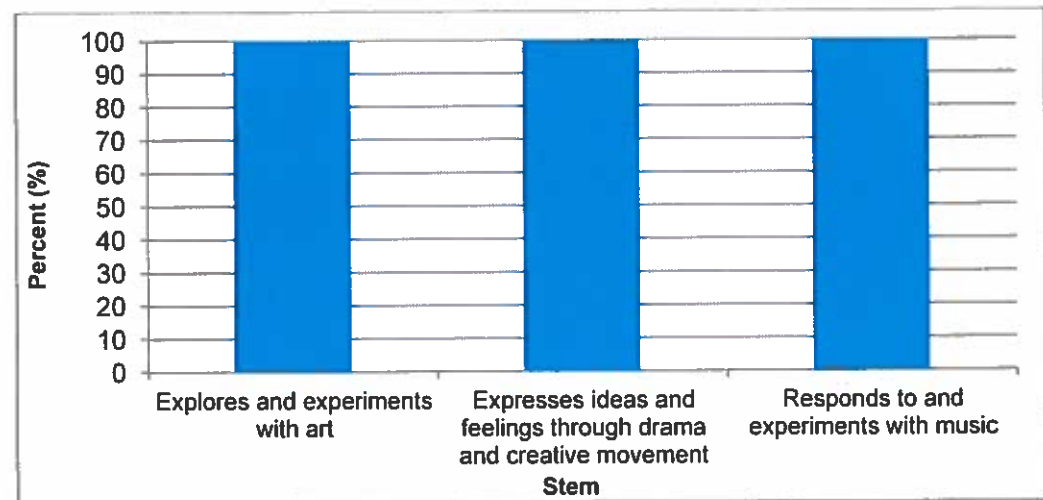
Creative Expression

Overall by Stem

Percentage of students meeting learning expectations within Creative Expression as measured by student report cards by stem: Kindergarten

Stem	2014-15	2015-16
Explores and experiments with art	99.5	99.6
Expresses ideas and feelings through drama and creative movement	99.5	99.7
Responds to and experiments with music	99.5	99.7

Percentage of students meeting learning expectations within Creative Expression as measured by student report cards by stem 2015-16: Kindergarten



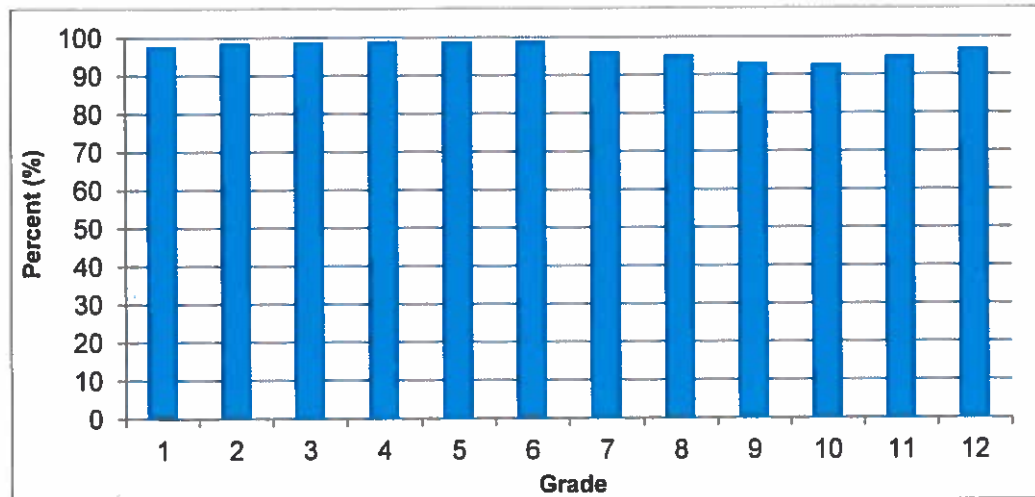
Art

Overall

Percentage of students meeting learning expectations within Art as measured by student report cards by grade: Grades 1-12

Year	1	2	3	4	5	6	7	8	9	10	11	12
2014-15	97.4	98.8	98.7	98.9	98.8	98.4	96.2	95.4	94.2	92.1	95.7	97.1
2015-16	97.9	98.7	98.9	99.1	99.0	99.1	96.2	95.3	93.3	92.9	95.0	96.9

Percentage of students meeting learning expectations within Art as measured by student report cards by grade 2015-16: Grades 1-12

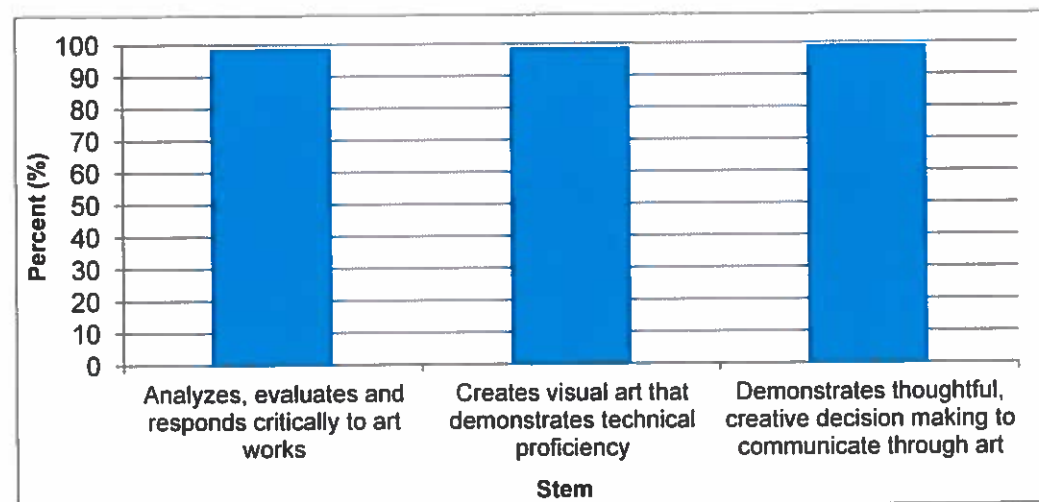


Overall by Stem

Percentage of students meeting learning expectations within Art as measured by student report cards by stem: Grades 1-9

Stem	2014-15	2015-16
Analyzes, evaluates and responds critically to art works	98.7	98.8
Creates visual art that demonstrates technical proficiency	98.6	98.9
Demonstrates thoughtful, creative decision making to communicate through art	99.0	99.3

Percentage of students meeting learning expectations within Art as measured by student report cards by stem 2015-16: Grades 1-9



Overall by Stem and Grade

Percentage of students meeting learning expectations within Art as measured by student report cards by course and stem 2015-16: Grades 1-9

Stem	1	2	3	4	5	6	7	8	9
Analyzes, evaluates and responds critically to art works	99.1	99.3	99.4	99.4	99.4	99.3	95.8	96.5	94.2
Creates visual art that demonstrates technical proficiency	99.3	99.4	99.1	99.4	99.3	99.5	97.9	96.9	96.4
Demonstrates thoughtful, creative decision making to communicate through art	99.0	99.1	99.6	99.6	99.5	99.6	98.0	96.8	95.4

The percentage of students meeting learning expectations in:

- grades 1-9 is 98.3%.
- high school is 94.3%.

As compared to the results for 2014-15, the results in 2015-16 improved in six of twelve grades. As measured by the stems, the results are stable from grades 1 to 6. In grades 7 to 9 student success drops slightly, but is relatively equally across all three stems.

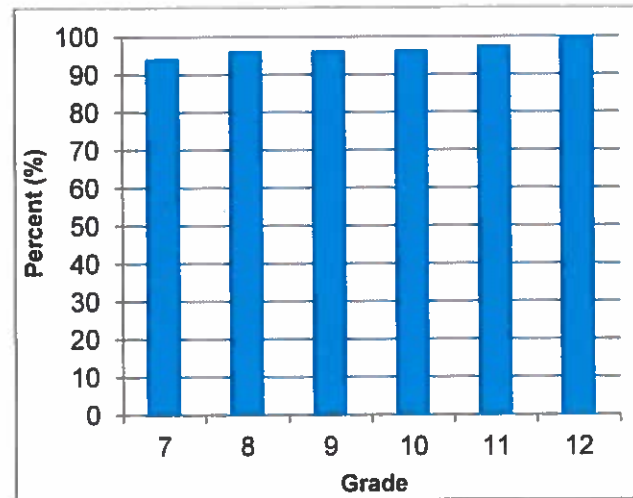
Dance

Overall

Percentage of students meeting learning expectations within Dance as measured by student report cards by grade: Grades 7-12

Year	7	8	9	10	11	12
2014-15	94.5	96.5	97.7	97.5	97.3	98.4
2015-16	94.3	96.2	96.3	96.5	97.7	99.6

Percentage of students meeting learning expectations within Dance as measured by student report cards by grade 2015-16: Grades 7-12

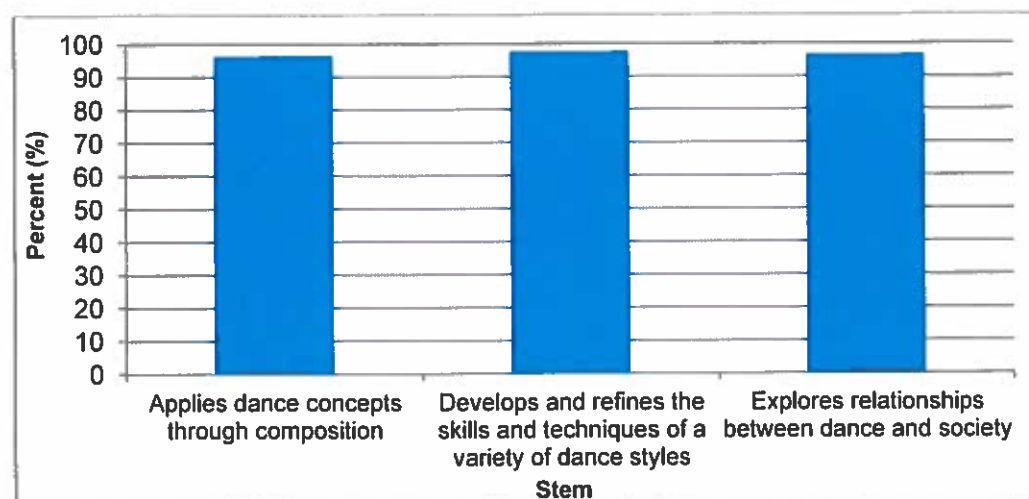


Overall by Stem

Percentage of students meeting learning expectations within Dance as measured by student report cards by stem: Grades 7-9

Stem	2014-15	2015-16
Applies dance concepts through composition	96.9	96.4
Develops and refines the skills and techniques of a variety of dance styles	99.4	97.6
Explores relationships between dance and society	98.7	96.7

Percentage of students meeting learning expectations within Dance as measured by student report cards by stem 2015-16: Grades 7-9



Overall by Stem and Grade

Percentage of students meeting learning expectations within Dance as measured by student report cards by course and stem 2015-16: Grades 7-9

Stem	7	8	9
Applies dance concepts through composition	95.5	97.2	96.8
Develops and refines the skills and techniques of a variety of dance styles	97.4	97.7	97.9
Explores relationships between dance and society	98.1	94.8	96.8

The percentage of students meeting learning expectations in:

- grades 7-9 is 95.5%.
- high school is 97.4%.

As compared to the results for 2014-15, the results in 2015-16 were improved in two of five grades. The results for the stem "develops and refines the skills and techniques of a variety of dance styles" are stable from grade 7 to 9. The results for the other two stems vary measurably; both increasing and decreasing between the grades.

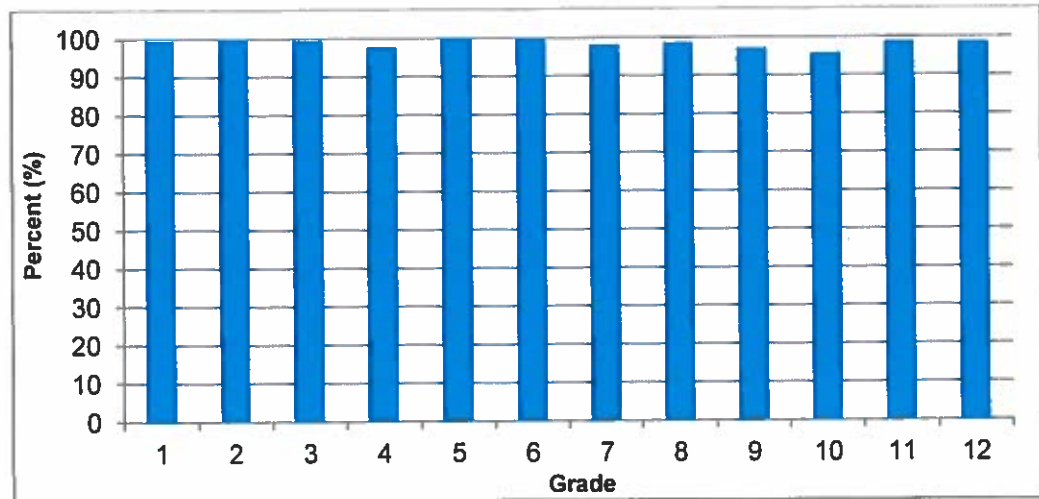
Drama

Overall

Percentage of students meeting learning expectations within Drama as measured by student report cards by grade: Grades 1-12

Year	1	2	3	4	5	6	7	8	9	10	11	12
2014-15	99.8	99.8	99.5	99.0	99.2	98.6	97.6	97.4	97.6	96.9	99.1	97.8
2015-16	99.5	99.6	99.5	97.8	100	99.7	98.2	98.6	97.2	95.8	98.8	98.7

Percentage of students meeting learning expectations within Drama as measured by student report cards by grade 2015-16: Grades 1-12

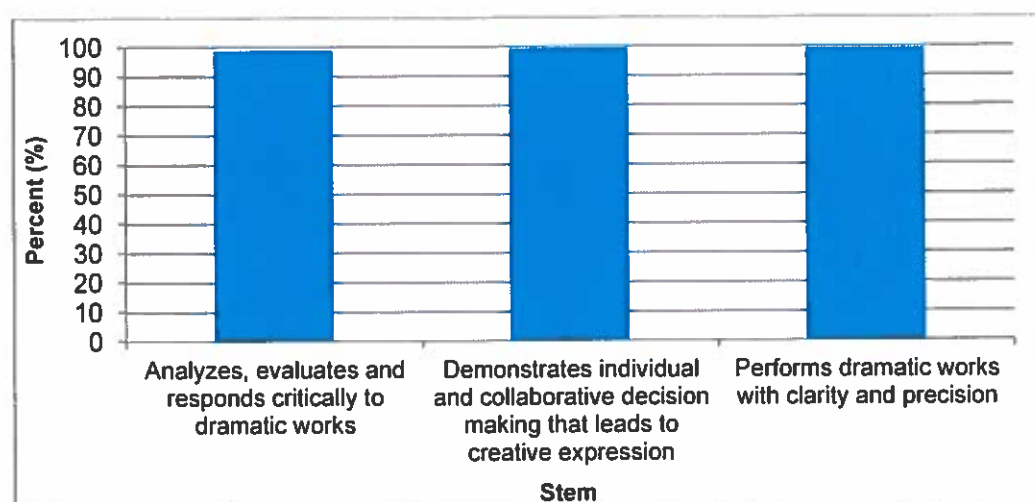


Overall by Stem

Percentage of students meeting learning expectations within Drama as measured by student report cards by stem: Grades 1-9

Stem	2014-15	2015-16
Analyzes, evaluates and responds critically to dramatic works	98.6	99.0
Demonstrates individual and collaborative decision making that leads to creative expression	98.9	99.3
Performs dramatic works with clarity and precision	99.1	99.3

Percentage of students meeting learning expectations within Drama as measured by student report cards by stem 2015-16: Grades 1-9



Overall by Stem and Grade

Percentage of students meeting learning expectations within Drama as measured by student report cards by course and stem 2015-16: Grades 1-9

Stem	1	2	3	4	5	6	7	8	9
Analyzes, evaluates and responds critically to dramatic works	99.5	99.5	100	99.3	100	99.7	98.6	98.6	98.2
Demonstrates individual and collaborative decision making that leads to creative expression	99.3	99.5	100	99.5	97.1	100	100	99.4	99.5
Performs dramatic works with clarity and precision	99.3	99.5	100	99.5	98.9	100	99.8	99.1	99.6

The percentage of students meeting learning expectations in:

- grades 1 - 9 is 98.7%.
- high school is 97.2%.

As compared to the results for 2014-15, the results in 2015-16 improved in five of twelve grades. As measured by the stems, the results are stable from grades 1 to 6. In grades 7 to 9 student success drops slightly in the "analyzes, evaluates and responds critically to dramatic works" stem.

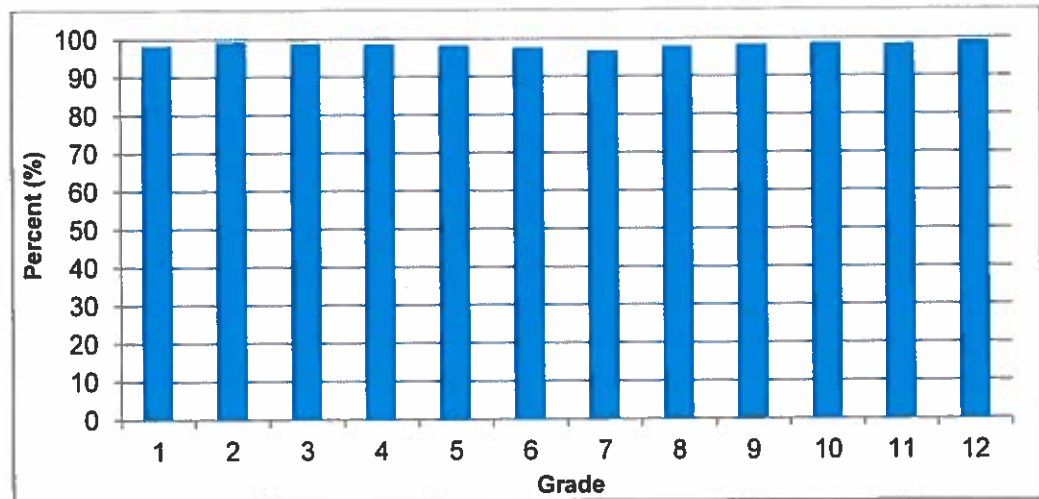
Music

Overall

Percentage of students meeting learning expectations within Music as measured by student report cards by grade: Grades 1-12

Year	1	2	3	4	5	6	7	8	9	10	11	12
2014-15	98.2	98.9	98.3	98.5	98.0	97.7	95.2	96.4	97.5	96.5	98.6	99.0
2015-16	98.4	99.3	98.8	98.6	98.2	97.6	96.8	97.9	98.4	98.7	98.4	99.1

Percentage of students meeting learning expectations within Music as measured by student report cards by grade 2015-16: Grades 1-12

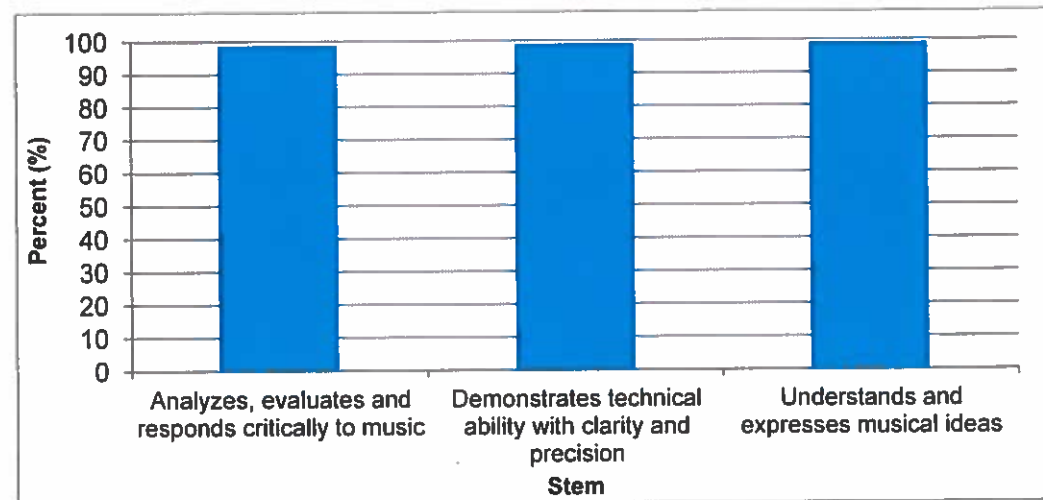


Overall by Stem

Percentage of students meeting learning expectations within Music as measured by student report cards by stem: Grades 1-9

Stem	2014-15	2015-16
Analyzes, evaluates and responds critically to music	98.8	98.8
Demonstrates technical ability with clarity and precision	98.8	99.1
Understands and expresses musical ideas	99.1	99.2

Percentage of students meeting learning expectations within Music as measured by student report cards by stem 2015-16: Grades 1-9



Overall by Stem and Grade

Percentage of students meeting learning expectations within Music as measured by student report cards by course and stem 2015-16: Grades 1-9

Stem	1	2	3	4	5	6	7	8	9
Analyzes, evaluates and responds critically to music	98.9	99.5	99.3	99.2	99.1	99.0	98.7	98.9	99.3
Demonstrates technical ability with clarity and precision	99.2	99.6	99.2	98.9	98.5	98.2	97.5	98.2	98.5
Understands and expresses musical ideas	99.1	99.6	99.3	99.2	99.1	97.9	96.6	98.4	98.9

The percentage of students meeting learning expectations in:

- grades 1-9 is 98.4%.
- high school is 98.7%.

As compared to the results for 2014-15, the results in 2015-16 improved in ten of twelve grades. As measured by the stems, the results are stable from grades 1 to 3, followed by a slight, gradual decrease in all three stems up to grade 7. In grades 8 and 9, the results begin to rise and return to earlier levels.

Career & Technology Foundations (CTF) and Career & Technology Studies (CTS)

The CTF Program of Study includes grades 5-9, which changes in high school to a wide range of courses that are encompassed within CTS.

CTF is a process-based curriculum and can be adapted to suit any school community and context. CTF can be offered as a separate complementary course or integrated into interdisciplinary learning. This flexibility is reflected in the reporting schools use for this content area. For example, when CTF is offered as a complementary course, reporting of the learning outcomes occurs in each course as it would for any other course. When CTF is offered in an interdisciplinary fashion, schools may use a CTF interdisciplinary course to report the report card outcomes, or may comment on the outcomes within the core subject. The CTF data that follows reflect those situations where CTF is reported separately.

Overall

Percentage of students meeting learning expectations within CTF/CTS¹ as measured by student report cards: 5-12

Year	2011-12	2012-13	2013-14	2014-15*	2015-16
Overall	94.3	95.1	95.9	95.8	96.0

Note | *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 a course in grades 10-12.

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 on a report card using a percentage scale.

¹(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).



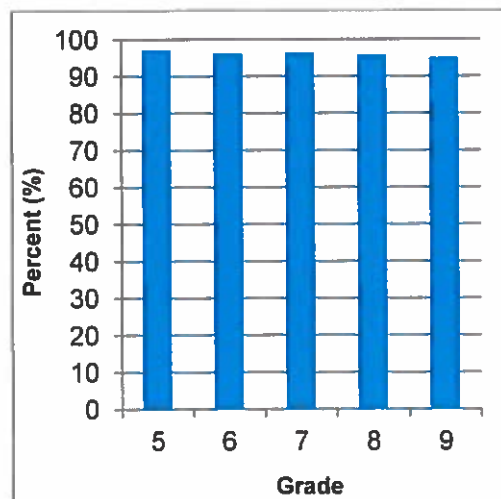
Career & Technology Foundations

Overall

Percentage of students meeting learning expectations within CTF as measured by student report cards by grade: 5-9

Year	5	6	7	8	9
2014-15	97.5	96.9	96.0	97.0	97.2
2015-16	97.2	96.2	96.4	95.7	95.0

Percentage of students meeting learning expectations within CTF as measured by student report cards by grade 2015-16: Grades 5-9

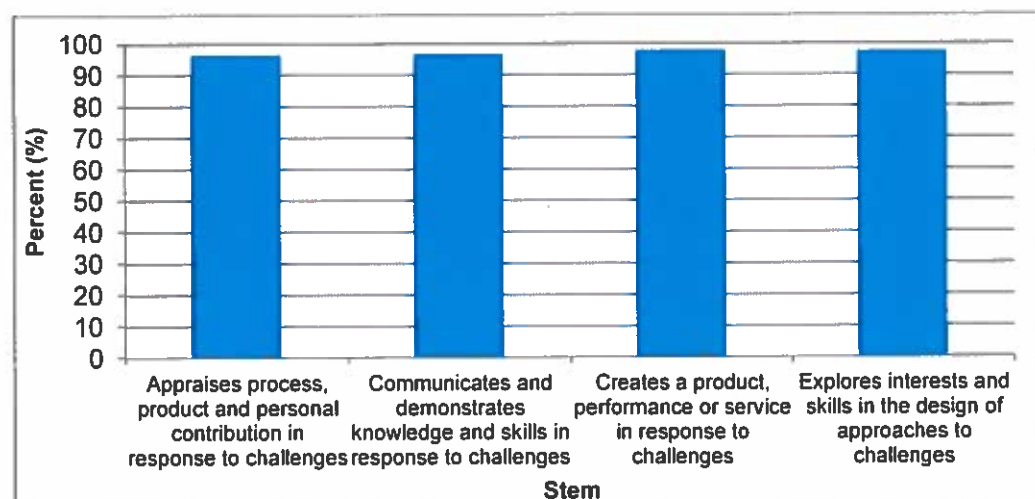


Overall by Stem

Percentage of students meeting learning expectations within CTF as measured by student report cards by stem: Grades 5-9

Stem	2014-15	2015-16
Appraises process, product and personal contribution in response to challenges	96.9	96.6
Communicates and demonstrates knowledge and skills in response to challenges	97.6	96.8
Creates a product, performance or service in response to challenges	97.9	97.9
Explores interests and skills in the design of approaches to challenges	97.8	97.5

Percentage of students meeting learning expectations within CTF as measured by student report cards by stem 2015-16: Grades 5-9



Overall by Stem and Grade

Percentage of students meeting learning expectations within CTF as measured by student report cards by course and stem 2015-16: Grades 5-9

Stem	5	6	7	8	9
Appraises process, product and personal contribution in response to challenges	98.1	97.0	96.7	96.2	96.1
Communicates and demonstrates knowledge and skills in response to challenges	98.4	96.9	97.2	96.6	96.4
Creates a product, performance or service in response to challenges	98.3	97.7	98.2	97.7	97.6
Explores interests and skills in the design of approaches to challenges	99.2	97.7	98.0	97.6	96.8

Career & Technology Studies

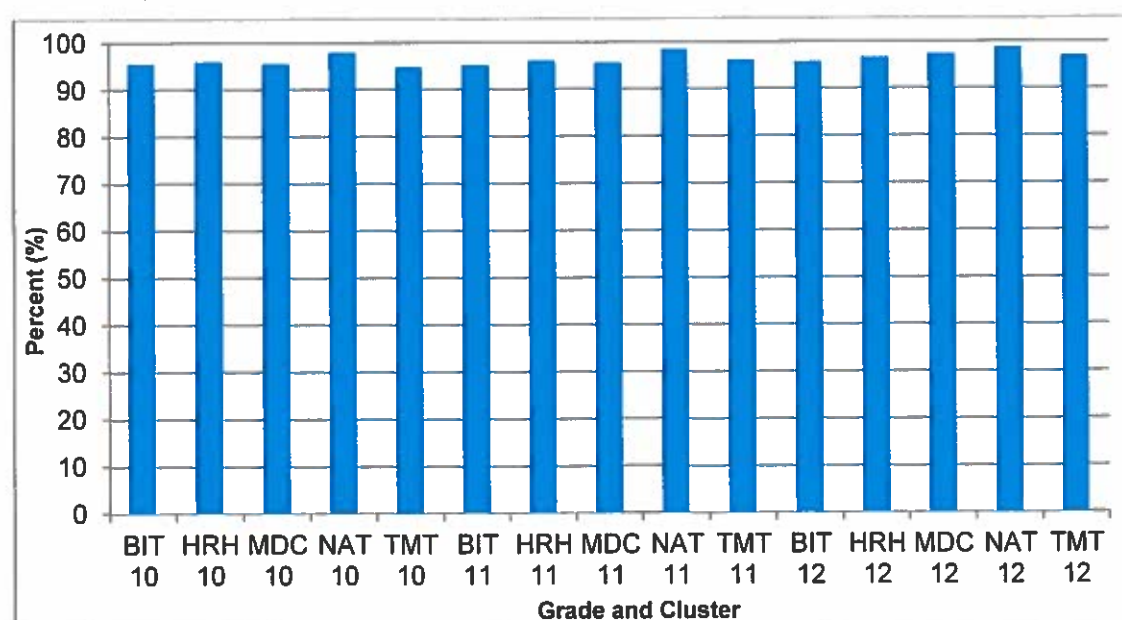
The CTS Programs of Study are organized into 5 clusters:

- Business, Administration, Finance & IT (BIT)
- Health Recreation & Human Services (HRH)
- Media Design & Communication Arts (MDC)
- Natural Resources (NAT)
- Trades Manufacturing & Transportation (TMT)

Percentage of students meeting learning expectations within CTS as measured by student report cards by cluster and grade: Grades 10-12

Year	BIT 10	HRH 10	MDC 10	NAT 10	TMT 10	BIT 11	HRH 11	MDC 11	NAT 11	TMT 11	BIT 12	HRH 12	MDC 12	NAT 12	TMT 12
2014-15	93.9	96.7	95.4	94.4	93.3	95.6	96.7	95.8	94.8	95.1	95.6	96.3	96.7	99.4	97.1
2015-16	95.6	95.9	95.5	98.0	94.8	95.2	96.0	95.5	98.4	96.0	95.7	96.7	97.4	98.7	96.9

Percentage of students meeting learning expectations within CTS as measured by student report cards by cluster and grade 2015-16: Grades 10-12



The percentage of students meeting learning expectations CTF/CTS in:

- grades 5-9 is 95.8%.
- high school is 95.9%.

As measured by the CTF stems, the results are stable within grades 5 through 9, but there is a gradual decline in percentage meeting learning expectations. Overall the number of students meeting learning expectations has remained consistently in 96% range for grades 5-12.

As compared to the results for 2014-15, in the results in 2015-16, two of fifteen CTS clusters by grade level, the percent of students achieving success remained consistent, in five the results were lower and eight improved over the previous year.

Overall

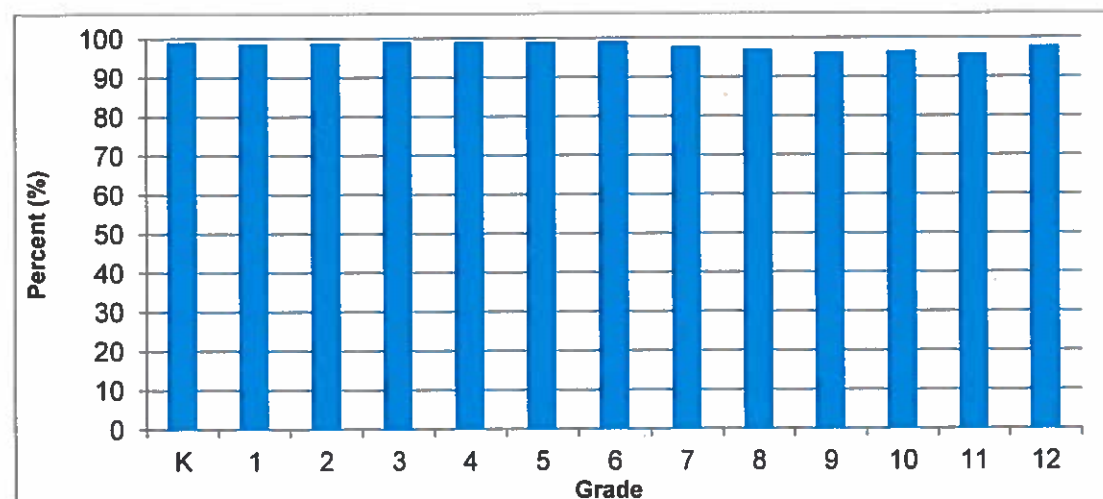
Percentage of students meeting learning expectations within Physical Education as measured by student report cards: K-12

Year	2011-12	2012-13	2013-14	2014-15*	2015-16
Overall	97.9	97.5	97.4	98.1	98.0

Percentage of students meeting learning expectations within Physical Education as measured by student report cards by grade: K-12

Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2014-15	98.9	98.3	98.9	99.0	99.1	99.9	99.7	98.1	96.9	96.7	95.2	94.4	96.5
2015-16	99.1	98.6	98.9	99.2	99.2	99.1	99.1	97.9	97.1	96.3	96.6	95.8	97.8

Percentage of students meeting learning expectations within Physical Education as measured by student report cards by grade 2015-16: K-12



Note | *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 a course in grades 10-12.

Historical data reflects students receiving:

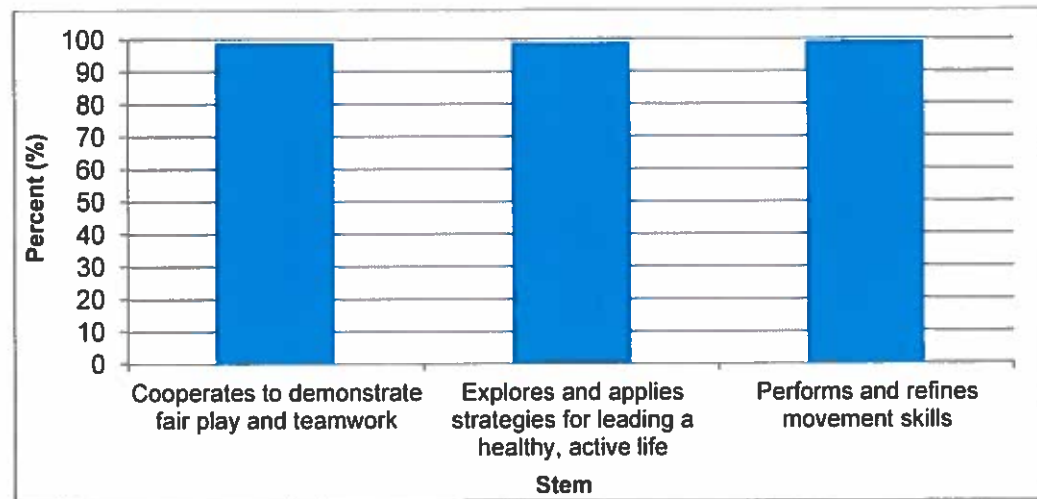
- a 3, 4, or 5 on a report card using a 1-5 scale;
- a 2, 3, or 4 on a report card using a 1-4 scale;
- an A, B, or C on a report card using an ABCD scale; or
- 50% or above on a report card using a percentage scale.

Overall by Stem

Percentage of students meeting learning expectations within Physical Education as measured by student report cards by stem: K-9

Stem	2014-15	2015-16
Cooperates to demonstrate fair play and teamwork	98.9	98.9
Explores and applies strategies for leading a healthy, active life	98.9	98.8
Performs and refines movement skills	99.2	99.2

Percentage of students meeting learning expectations within Physical Education as measured by student report cards by stem 2015-16: K-9



Overall by Stem and Grade

Percentage of students meeting learning expectations within Physical Education as measured by student report cards by course and stem 2015-16: K-9

Stem	K	1	2	3	4	5	6	7	8	9
Cooperates to demonstrate fair play and teamwork	98.8	98.6	99.1	99.1	99.1	99.4	99.4	98.9	98.5	97.8
Explores and applies strategies for leading a healthy, active life	99.5	99.6	99.7	99.7	99.6	99.4	99.1	97.8	97.2	96.2
Performs and refines movement Skills	99.2	99.6	99.5	99.5	99.5	99.7	99.5	99.1	98.6	97.9

The percentage of students meeting learning expectations in:

- Kindergarten to grade 9 is 98.0%.
- high school is 98.0%.

As measured by the Physical Education stems, the results are stable through Kindergarten to Grade 9. Students in Kindergarten through Grade 7 are meeting learning expectations consistently in the 99% range.

As compared to 2014-2015, the results from 2015-2016, the percent of students achieving success remained consistently over 95%. Eight of the thirteen grades showed improvement over the previous year.



Overall, CBE students achieve well in the Arts, Career & Technology Studies and Physical Education. 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

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.

**operational
expectations
monitoring report**

Monitoring for the 2015-
2016 school year

Report date:
March 7, 2017

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. 22/17

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

Operational Expectation 8: Communication With and Support for the Board establishes the Board of Trustees values and expectations for the Calgary Board of Education administration's work in supporting Trustees through the sharing of information.

This Operational Expectation speaks to the importance placed on information provided in a timely manner to the Board of Trustees in support of decision making and building understanding.

The Chief Superintendent's reasonable interpretations for OE8: Communication with and Support for the Board were initially approved on May 15, 2012.

The Board of Trustees last monitored OE 8: Communication With and Support for the Board on March 1, 2016.

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:

<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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- Indicator 1:Complaint
- Indicator 2:Compliant
- Indicator 3:Complaint

**operational
expectations
monitoring report**

OE-8: Communication With and Support for the Board

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: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
- 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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**operational
expectations
monitoring report**

OE-8: Communication With and Support for the Board

- 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
- 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



OE-8: Communication With and Support for the Board

8.12 Ensure that the Board has the support necessary for it to perform its duties in an effective manner.

Compliant

- Indicator 1: Compliant

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

Board-approved Interpretation |

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

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

Specifically, the Chief Superintendent interprets:

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



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

“Material” is the term commonly used to describe the significance of information to decision-makers. Information is material when it is probable its omission or misstatement would influence or change a decision. Materiality is a matter of professional judgment in the context of particular circumstances. For OE-8, written communication is preferred. It is an effective way to distribute consistent information efficiently. There are times when urgency may make detailed, written communication impractical.

The Chief Superintendent will

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

The Chief Superintendent interprets:

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

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

Board-approved Indicators and *Evidence of Compliance* |

1. 100 percent 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 8, 2015 and June 21, 2016, administration presented sixteen 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 percent of annual monitoring reports will contain the elements listed in the interpretation of this sub-section.

The organization is compliant with this indicator.

All sixteen annual monitoring reports presented to the Board of Trustees between September 8, 2015 and June 21, 2016 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 percent 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 8, 2015 and June 21, 2016, the Board of Trustees made determinations regarding the disposition of all sixteen 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 percent of information about trends, facts and other information will be provided in a timely manner.

The organization is compliant with this indicator.

Administration provided information, in a timely manner, to the Board of Trustees during the 2015-2016 school year on numerous occasions.

Examples of trend information include:

- *2015-2016 School Enrolment Report presented on December 8, 2015*
- *Three Year System Student Accommodation Plan (2016-2019) presented on June 21, 2016.*

Examples of factual and other information include:

- *Summary of Provincial Achievement Test and Diploma Examinations on October 13, 2015.*
- *2015-2016 Student Enrolment Summary Report, presented on October 13, 2015.*
- *Administrative Regulations and Procedures related to School Act sections 16.1 and 45.1 presented on March 29, 2016.*
- *Quarterly Report on Public engagement, presented on May 17, 2016.*

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

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 2015-2016 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 October, November, January, February, April and May. There were two written updates in September, December, 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 regular individual school presentations for a total of nine presentations. Additionally, administration presented information related to other Results focussed themes on ten

occasions: October 13, November 3, December 1, December 8, January 12, February 1, February 8, March 8, April 12, and May 17.

Evidence demonstrates the indicators in sub-section 8.2 are in compliance.

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 percent 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.

Four reports were submitted to the Board of Trustees during the 2015-16 year related to reserve or fund transfers.

- *The First Quarter Fall 2015 Budget Update Use of Reserves and 2015-16 Fall Approved Budget were submitted to the Board of Trustees on December 1, 2015.*
 - *The Second Quarter Budget Variance Report was presented on April 5, 2016.*
 - *The Third Quarter Budget Variance Report was presented on June 14, 2016.*
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 2014-15 Fourth Quarter Variance Report was presented on December 1, 2015.*
- *The 2015-16 First Quarter Variance Report was presented on December 1, 2015.*
- *The 2015-16 Second Quarter Variance Report was presented on April 5, 2016.*
- *The 2015-16 Third Quarter Variance Report was presented on June 14, 2016*

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 1, 2015. The statements confirmed that all reportable events were included in relevant quarterly reports for the 2014-2015 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 percent of known Board of Trustees decisions will be supported with information gathered and presented by administration.

The organization is compliant with this indicator.

In 2015-2016, 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 Three Year School Capital 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 Three-Year Education Plan;*
- *approval of locally developed and/or acquired courses;*
- *approval of the capital and operating budgets;*
- *approval of exemption from closure of School Regulation for W.H. Cushing Workplace School*
- *approval of amendments to Board Results Policies;*
- *approval of amendments to Board Operational Expectations Policies;*
- *approval of Nelson Mandela Gym funding*

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 percent of reportable events in an appropriate venue.

The organization is compliant with this indicator.

During the 2015-2016 school year, media outlook emails were used to inform the Trustees of reportable events. There were 177 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-compliant* 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 percent of reportable events will be provided in an appropriate venue.

The organization is compliant with this indicator.

During the 2015-2016 year the Chief Superintendent provided timely information to the Board, the Board Chair and/or individual trustees. These communications initiated by the Chief Superintendent took place verbally 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 germane to Board decision-making.

Board-approved Indicator and Evidence of Compliance |

100 percent 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 2015-2016, there were 73 written reports presented at public meetings to the Board of Trustees by administration. 28 indicated the report was presented for decision, 42 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 percent 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 percent 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 percent 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 twelve Operational Expectations monitoring reports and each of the four Results monitoring reports. Two Operational Expectations monitoring reports noted exceptions to specific policy provisions. There were no exceptions noted related to entire monitoring reports.

2. 100 percent 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 2015-2016 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 percent 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 January 12, 2016, and April 12, 2016.

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 percent 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 2016-2017 school year were reported to the Board of Trustees through the Three Year System Student Accommodation Plan presented on June 14, 2016.

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 2015-2016 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 2015-2016 year.

- *Support for the Board of Trustees' as they revised their Results and Operational Expectations policies*
- *Flexibility in allocating administration's resources to support revision of the 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

Proposed Amendment to Governance Policies: Operational Expectations

Date	March 14, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joy Bowen-Eyre, Board Chair
Purpose	Decision
Governance Policy Reference	Governance Culture GC-2: Governing Commitments

1 | Recommendation

It is recommended:

- 1) That the Board of Trustees gives second and final reading and thereby approval of the amendment of the following Operational Expectations Policies, to be effective September 1, 2017, as provided in the Attachment to the report:
 - OE-1: Global Operational Expectation
 - OE-2: Learning Environment/Treatment of Students (formerly OE-11)
 - OE-3: Instructional Program (formerly OE-10)
 - OE-4: Treatment of Employees
 - OE-5: Financial Planning
 - OE-6: Asset Protection (formerly OE-7)
 - OE-7: Communication With and Support for the Board (formerly OE-8)
 - OE-8: Communicating With the Public (formerly OE-9)
 - OE-9: Facilities (formerly OE-12)

2 | Background

The Board of Trustees operates under the Coherent Governance model of corporate governance whereby the Board provides leadership for the CBE by setting direction through policy. This is consistent with section 113 of the *School Act* which outlines that the [Chief] Superintendent is the chief executive officer as well as chief education officer of the district and carries out duties as assigned by the Board. The Board governs the system through policies that set out the Results (learning outcomes), Operational Expectations (the boundaries of day-to-day operations), Governance Culture (how the Board works) and Board/Chief



Superintendent Relationship (delegation to and evaluation of the Board's single employee).

Governance policies enable the Board of Trustees to lead, direct, inspire and control the outcomes and operation of the district through a set of very carefully crafted policy statements that state the Board's values. Results policies are statements of outcomes for each student. The Board also establishes Operational Expectations that define both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. The Chief Superintendent must demonstrate reasonable progress towards achieving Results and compliance with Board Operational Expectations.

Changes to governance policies are given two readings. The Board of Trustees' Governance Culture 2: Governing Commitments (GC-2.7) states that: "The Board, by majority vote, may revise or amend its policies at any time. However, as a customary practice, a proposed policy revision will be discussed at one session of the board prior to being acted upon at a subsequent Board meeting.

From time to time, the Board may review and update its policies. Trustees have undertaken a review to provide greater clarity and direction to the Chief Superintendent regarding the operations of the district. As part of ongoing work, the Operational Expectations policies were reviewed to identify duplication and repetition. At the heart of this work, there was a commitment to ensure that the overreaching values of the Calgary Board of Education were upheld. Namely:

- Students come first
- Learning is our central purpose
- Public education serves the common good

On March 7, 2017 the Board received the Chief Superintendent's report on the impacts of the proposed policy amendments. If approved, the Chief Superintendent will provide a reasonable interpretation and proposed indicators of successful performance for each policy. Any policy revisions adopted by the Board are intended to come into effect on September 1, 2017 with monitoring commencing on this date and reporting commencing in the 2018/2017 school year.

Attachment I shows the proposed revisions for the following Operational Expectation policies:

- OE-1: Global Operational Expectation
- OE-2: Learning Environment/Treatment of Students (formerly OE-11)
- OE-3: Instructional Program (formerly OE-10)
- OE-4: Treatment of Employees
- OE-5: Financial Planning
- OE-6: Asset Protection (formerly OE-7)
- OE-7: Communication With and Support for the Board (formerly OE-8)
- OE-8: Communicating With the Public (formerly OE-9)
- OE-9: Facilities (formerly OE-12)

Board of Trustees'
Governance Policy

OPERATIONAL EXPECTATIONS

OE-1: Global Operational Expectations

Monitoring Method: Internal Report
Monitoring Frequency: Annually

The Board of Trustees believes that the credibility of and public confidence in the organization are necessary to contribute positively to student success. The Board expects practices, activities and decisions that are in keeping with the standards, as defined in law and board policies, for an organization responsible for public education.

The Chief Superintendent shall:

- 1.1 Take all reasonable measures to ensure that practices, activities, decisions and organizational conditions are lawful, ethical, safe, respectful, prudent, in compliance with Board policy and preserve the organization's public image and credibility.
- 1.2 Take reasonable actions to ensure that the organization, the Board or employees are not recklessly exposed to legal liability.

Adopted:



Board of Trustees'
Governance Policy

OPERATIONAL EXPECTATIONS

OE-2: Learning Environment/Treatment of Students

Monitoring Method: Internal Report
Monitoring Frequency: Annually

The Board of Trustees believes that it is essential to establish and maintain a learning environment that is welcoming, caring, safe, respectful and conducive to effective learning for each student.

The Chief Superintendent shall:

- 2.1 Provide safe and positive learning conditions for each student that foster a sense of belonging and a respect for diversity.

Adopted:



**Board of Trustees'
Governance Policy****OPERATIONAL EXPECTATIONS
OE-3: Instructional Program**

Monitoring Method: Internal Report
Monitoring Frequency: Annually

The Board of Trustees believes that providing high quality programming for all students is essential for student success, as defined in the Results. The Board believes that each student should have access to educational programming without financial barriers.

The Chief Superintendent shall:

- 3.1 Plan for and provide challenging, relevant and high quality programming opportunities that consider the educational needs of students, the choices of families, and the fiscal and operational capacity of the organization.
- 3.2 Ensure that the instructional program is regularly evaluated and modified as necessary.
- 3.3 Ensure that no program emphasizes a particular religion, notwithstanding the School Act definition of alternative programs.
- 3.4 Provide safe and reliable transportation services that consider the learning needs of students, the choices of families, and the fiscal and operational capacity of the organization.

Adopted:



**Board of Trustees'
Governance Policy****OPERATIONAL EXPECTATIONS
OE-4: Treatment of Employees**

Monitoring Method: Internal Report
Monitoring Frequency: Annually

The Board of Trustees believes that student success and well-being depend upon the recruitment, retention, and fair compensation of highly qualified employees working in an environment that is safe, courteous, and professionally supportive.

The Chief Superintendent shall:

- 4.1 Provide a safe, supportive and respectful organizational culture for all staff that respects diversity and fosters a positive and welcoming environment.
- 4.2 Establish and implement standards and practices for the recruitment, fair compensation, and retention of highly qualified employees.
- 4.3 Administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions.
- 4.4 Ensure the Board's approval for the bargaining mandate, the ratification of all collective agreements for unionized employees, and the approval of the total compensation of all exempt employees.

Adopted:



**Board of Trustees'
Governance Policy****OPERATIONAL EXPECTATIONS
OE-5: Financial Planning**

Monitoring Method: Internal Report
Monitoring Frequency: Annually

The Board of Trustees believes that prudent financial planning and management are essential for student success and public confidence.

The Chief Superintendent shall:

- 5.1 Present the budget-planning assumptions.
- 5.2 Develop a budget that:
 - a. is in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the Results priorities and any Operational Expectations goals for the year as set out in the Annual Summative Evaluation; and
 - b. avoids fiscal jeopardy.
- 5.3 Ensure prudent financial management that does not materially deviate from the budget
- 5.4 Ensure that prior board approval is received for all expenditures from reserve funds and for all transfers between operating reserves, capital reserves or committed operating surplus.

Adopted:



Board of Trustees'
Governance Policy

OPERATIONAL EXPECTATIONS
OE-6: Asset Protection

Monitoring Method: Internal Report
Monitoring Frequency: Annually

The Board of Trustees believes that the protection of all organizational assets contributes to student learning.

The Chief Superintendent shall:

- 6.1 Properly maintain, adequately protect and appropriately use all organizational assets.

Adopted:



**Board of Trustees'
Governance Policy****OPERATIONAL EXPECTATIONS****OE-7: Communication With and Support for the Board**

Monitoring Method: Internal Report
Monitoring Frequency: Annually

The Board of Trustees believes that it can effectively do its job when the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern.

The Chief Superintendent shall:

- 7.1 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.
- 7.2 Provide for the Board in a timely manner information about trends, facts, accommodation planning or significant modifications of any instructional programs, anticipated significant media coverage and other information relevant to the Board's work.
- 7.3 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.
- 7.4 Inform the Board in a timely manner of any actual or anticipated noncompliance with any *Board Operational Expectations* policy or any anticipated failure to achieve reasonable progress toward any *Results* policy.

Adopted:



**Board of Trustees'
Governance Policy****OPERATIONAL EXPECTATIONS****OE-8: Communicating and Engaging With the Public**

Monitoring Method: Internal Report
Monitoring Frequency: Annually

The Board of Trustees believes that working with our communities is a critical component to building relationships that support student success, the Calgary Board of Education and public education. Communities include students, parents, school councils, staff, members of the public, corporate and community partners, and all levels of government. We value relationships based on mutual respect, courtesy, honesty, freedom of information and protection of privacy.

The Chief Superintendent shall:

- 8.1 Ensure the timely flow of information, appropriate input, and strategic two-way dialogue between the organization and its communities to build understanding and support for organizational efforts.
- 8.2 Ensure that school councils are supported in performing their mandated role.
- 8.3 Effectively handle complaints and concerns.
- 8.4 Reasonably include people in decisions that affect them.

Adopted:



**Board of Trustees'
Governance Policy****OPERATIONAL EXPECTATIONS
OE-9: Facilities**

Monitoring Method: Internal Report
Monitoring Frequency: Annually

The Board of Trustees believes that learning is optimized in facilities that are safe, clean and properly maintained. Further, the Board of Trustees believes that in order to meet the needs of the entire organization, the responsible stewardship of resources requires effective and efficient use of funding for real property.

The Chief Superintendent shall:

- 9.1 Ensure that facilities are safe, clean and properly maintained.
- 9.2 Ensure that facility planning and design decisions appropriately consider environmental impacts, including eco-efficiency and sustainability.
- 9.3 Utilize Board-approved prioritization criteria to ensure the effective and efficient use of capital funding and demonstrate responsible stewardship of resources.
- 9.4 Maximize the public's use of facilities as long as student safety, student activities, and the instructional program are not compromised.
- 9.5 Ensure that financially significant improvements, acquisition, disposal or encumbrance of real property are in support of student learning.

Adopted:



report to Board of Trustees

Three-Year School Capital Plan 2018-2021

Date	March 7, 2017
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 2018-2021, 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 2018-2021 to the Ministry is April 1, 2017.

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

New modular classroom requests and modular moves are handled through a separate submission process. The last submission was on November 1, 2016.

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.

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 2016)
- Pre-School Children Summary by School District Code (July 2016)
- School Enrolment (September 30, 2016)
- School Bus Transportation Times (Fall 2016)
- The City of Calgary Suburban Residential Growth 2017-2021
- Calgary & Region Economic Outlook 2016-2021 (Fall 2016)

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 2018-2021.

4 | Analysis

The CBE is in the process of a realignment of the current five area structure to a seven area structure. This new seven area alignment, which becomes effective April 2017, is based on school families rather than the geographic basis of the current structure. This report is being presented prior to the implementation of the new area structure and therefore continues to reference CBE's five geographic administrative areas.

The data reported in the annual Three Year School Capital Plan relies on information sources, such as the City of Calgary, that are reported using community and geographical groupings. As noted on pages 5 and 6 of the plan, the City of Calgary uses planning sectors that are closely aligned with CBE's current five administrative area and sector groupings. In the future, the data (e.g. population, utilization and capacity) reported annually in the Three Year School Capital Plan will be organized in alignment with the City of Calgary planning sectors on page 5 of the Three Year School Capital Plan 2018-2021. Note that since the City's planning sectors have always formed the basis for the Three Year School Capital Plan, this change will not impact the way new schools or modernization projects are prioritized.

The CBE mission, vision, and values are used as an overarching umbrella for the development of the Three-Year School Capital Plan 2018-2021. The annual Three-Year School Capital Plan also supports the Three-Year Education Plan 2016-19.

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 keep the CBE system utilization over the next five years close to 80% (number of students/provincial school capacity). This is the desirable maximum system ratio to enable quality learning environments for CBE students.

The City of Calgary's actual and projected populations for the period 2012 to 2021 are shown on page 1 of the plan. 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 2015 to 2022 are illustrated in Appendix IV on page 94. The priorities over three years have been listed for New School Construction (Table 1) on page 33 and total \$438.6 million. The full list of communities assessed through the points ranking criteria is shown on page 87. Details of the point assignments for potential new schools are shown in Appendix III (Pages 88-91).

The Major Modernizations (Table 2) are on page 34 and total \$147 million. The details of the point assignments are located in Appendix II on Pages 85-86.

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 35, and totals \$585.6 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 4 major modernization projects for a total estimated cost of \$267 million.

Year 2

The combined priorities for Year 2 consist of 6 new school construction projects and 3 major modernization projects for a total estimated cost of \$169.7 million.

Year 3

The combined priorities for Year 3 consist of 6 new school construction projects and 4 major modernization projects for a total estimated cost of \$148.9 million.

5 | Financial Impact

The financing of new school construction and major modernization projects is determined by 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 2018-2021. The plans are to be electronically submitted to Alberta Education on the Web Application Program before April 1, 2017.

For the 2016-2017 school year, the CBE supplemented the allocated Alberta Education funds to the values of \$799,000 for grades K-4 schools, \$1,145,000 for grades 5-9 schools, and \$3,890,500 for grades 10-12. These additional funds largely, but not exclusively, go toward human resources (principals etc.), technology (devices) and learning resources (curriculum) at the school level. Career and Technology Studies (CTS) at the High School level was further supplemented by the CBE by \$1,520,000 to provide a broad and robust CTS experience for the 1,800 student school.

6 | Implementation Consequences

Over the past decade, Calgary has experienced a high level of growth. Over the five years from 2010 to 2015 Calgary's population growth averaged just over 28,000 persons per year.

The population grew from 1,230,915 in April 2015 to 1,235,171 in 2016, an increase of 4,256 (0.36%). The population growth consisted of a natural increase of 10,783 persons with a negative net migration of -6,527 persons.

In the *Calgary & Region Economic Outlook 2016-2021 (Fall 2016)*, the City of Calgary (the City) is forecasting that the population of Calgary will reach 1,313,050 in 2021, an increase of 78,050 persons over the next five years. This five-year forecast represents a decreased rate of growth, with an average annual increase of 15,610 persons

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 119,147 students is forecast to increase to 130,405 students by 2021. An increase of 11,258 students is projected averaging approximately 2,200 additional students annually. 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 and new schools that opened this year, CBE still requires new schools to be built in the communities where students are living. The current system utilization rate, which includes the added capacity of new schools that opened this year, is 82% based on September 30, 2016 enrolment. The opening of the schools currently under construction is projected to result in an 86% system utilization rate by the 2021-2022 school year. If no additional schools are approved for construction CBE's utilization rate will remain above the desired system utilization rate of 80% over the next five years.

The *Draft Suburban Residential Growth 2016-2020* indicates that 74% 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 78% of the population growth will occur in the new suburbs.

As illustrated on pages 78-81 of the Capital Plan, the student capacity by sectors within Calgary varies widely. In Area V for example (page 79), the utilization for K-9 students by residence in Sector 9 is 118%, as compared to 46% in Sector 8. It should be noted that the opening of six new schools in Sector 9 this year has greatly reduced the K-9 utilization by residence in this sector which was 169% prior to the addition of new school space this year. The consequence of this disparity is that some 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 80) is 323%, as compared to 40% in Sector 8. The opening of a new high school in SE Calgary in 2018 will allow more high school students to be accommodated closer to where they live.

Without any new school approvals, CBE's system utilization rate is projected to reach 86% by 2021-22. These variances, combined with a projected increased system utilization rate, illustrate that CBE will be unable to meet a core value of locating students near their place of residence unless additional schools are approved for construction.

7 | Conclusion

The approval of the Three-Year School Capital Plan 2018-2021 will provide to the Provincial government a comprehensive analysis of school capital needs and the funding of priority projects that is required to support student learning needs.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Three-Year School Capital Plan 2018-2021

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



2018 – 2021



**Calgary Board
of Education**

March 7, 2017

TABLE OF CONTENTS

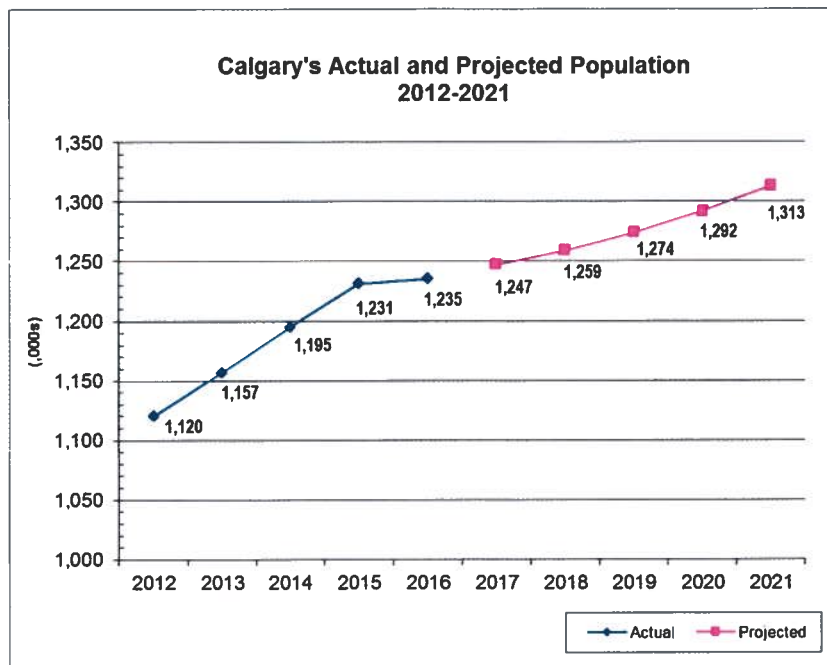
EXECUTIVE SUMMARY	i
1.0 INTRODUCTION	1
1.1 CBE Student Enrolment.....	2
1.2 Calgary Suburban Growth and Development.....	4
1.3 Framework for Growth and Change.....	7
1.4 City of Calgary Annexation	7
2.0 CAPITAL STRATEGIES.....	10
2.1 Calgary Board of Education	10
2.2 Three-Year Education Plan.....	10
2.3 Administrative Areas and Space Utilization.....	11
2.4 Planning for Students	15
2.5 New School Construction and School Approvals	17
2.6 School Major Modernization.....	19
2.7 Collaborative Initiatives with The City of Calgary.....	21
3.0 NEW SCHOOL CONSTRUCTION CAPITAL PLAN CRITERIA.....	21
3.1 Construction Planning Criteria: Kindergarten to Grade 9 Schools	22
3.2 Construction Ranking: Kindergarten to Grade 9.....	27
3.3 Construction Planning Criteria: Senior High Schools	28
3.4 Construction Priorities: Senior High Schools.....	29
4.0 THREE-YEAR SCHOOL CAPITAL PLAN 2018-2021 - SUMMARY	32
5.0 2018-2021 SCHOOL CAPITAL PLAN NEW CONSTRUCTION.....	38
6.0 2018-2021 SCHOOL CAPITAL PLAN MAJOR MODERNIZATION	61
APPENDIX I: Capacity and Utilization	79
APPENDIX II: Modernization Information	85
APPENDIX III: Community Ranking for New Schools	87
APPENDIX IV: CBE System Utilizations.....	94
GLOSSARY OF TERMS.....	95

EXECUTIVE SUMMARY

This Three-Year School Capital Plan 2018-2021 is an analysis of the Calgary Board of Education (CBE's) forecasted school capital needs, as assessed at the present time.

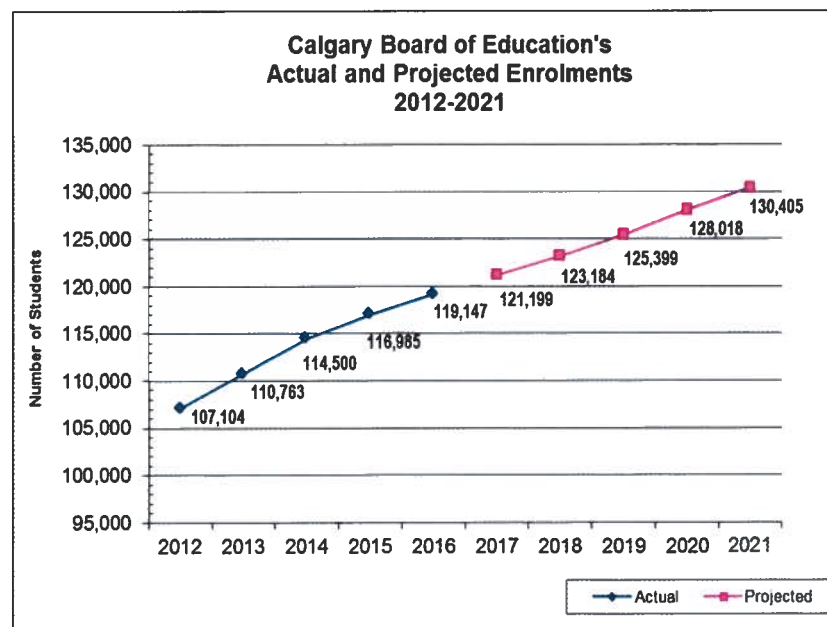
1. Calgary Population

Over the past five years Calgary's population growth has averaged just over 28,000 persons per year. In the *Calgary & Region Economic Outlook 2016-2021 (Fall 2016)*, the City of Calgary (the City) is forecasting that the population of Calgary will reach 1,313,050 in 2021, an increase of 78,050 persons over the next five years. This five-year forecast represents a decreased rate of growth, with an average annual increase of 15,610 persons.



2. Student Enrolment

The CBE's current student enrolment of 119,147 is forecast to increase to 130,405 students by 2021. Taking into consideration the current economic situation and expectations of a lower level of net migration into the City, CBE is projecting a conservative level of student growth over the next five years.

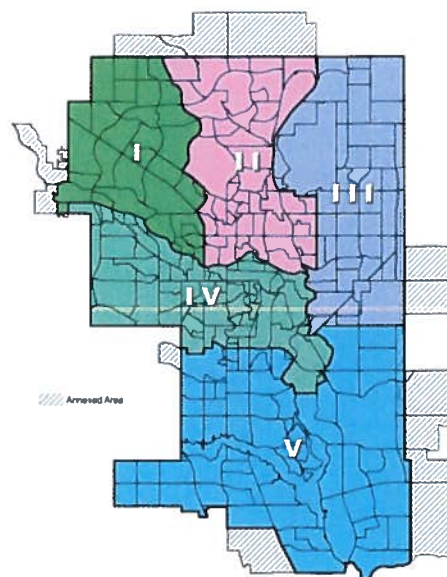


Note: Enrolment includes Home Education, Outreach/Unique Settings, Chinook Learning and CBeLearn.

3. Calgary Suburban Growth and Development

Extrapolating from City forecasts from the *Draft Suburban Residential Growth 2017-2021* the following population increases for suburban locations are identified for the CBE's administrative Areas:

City Growth Trends by CBE Area 2017-2021	
Area	Population Forecast
Area I	4,919
Area II	10,856
Area III	14,520
Area IV	2,245
Area V	28,510



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 2015-2016 and the Three-Year Education Plan 2016-2019 on November 29, 2016.

5. Schools Under Construction and Approvals

Since May 2013, the province has announced five major modernizations, two replacement schools and 20 new school construction projects for the CBE. Fifteen new schools along with replacement facilities for Christine Meikle and Elbow Park schools, opened for students during the 2016-2017 school year. The CBE also completed three major modernizations including the modernization of Harold W. Riley School for the new Aboriginal Learning Centre. Five new school construction projects and two high school major modernization projects are currently under development.

The table below summarizes the projects still under development, their approval dates and their projected opening/completion date.

Schools Under Construction and Approvals					
Projected School Year Opening	School/Community	Project Type	Grade	Approved Capacity	Approval Date
2017-2018	Marshall Springs Middle	New Construction	Grades 5-9	900	Feb. 10, 2014
	Griffith Woods Elementary/Middle	New Construction	Grades K-9	900	Oct. 8, 2014
	Manmeet Singh Bhullar Elementary	New Construction	Grades K-4	600	Oct. 8, 2014
	Ron Southern Elementary	New Construction	Grades K-4	600	Oct. 8, 2014
2018-2019	Southeast Calgary High	New Construction	Grades 10-12	1,800	Oct. 8, 2014
	James Fowler High	Modernization	Grades 10-12	n/a	Oct. 8, 2014
	Lord Beaverbrook High	Modernization	Grades 10-12	n/a	Oct. 8, 2014
Total School Space Capacity				4,800	

6. Capital Priorities – New School Construction

There are 20 new school construction projects identified in the Three-Year School Capital Plan 2018-2021.

Table 1: New School Construction					
Three-Year School Capital Plan 2018-2021 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2017 Cost (\$)	Number of Years Listed in Capital Plan
C-1 Cranston Elementary ⁽²⁾	K-4	New Request	Full buildout to 600	14,238,000	
C-2 Coventry Hills/Country Hills Village Elementary ⁽²⁾	K-4	New Request	Full buildout to 600	14,238,000	
C-3 Mahogany Elementary	K-4	New Request	Full buildout to 600	14,238,000	
C-4 Skyview Ranch Elementary/Middle	K-9	New Request	Full buildout to 900	26,985,000	
C-5 Evergreen Elementary ⁽²⁾	K-4	New Request	Full buildout to 600	14,238,000	
C-6 Auburn Bay Middle	5-9	New Request	Full buildout to 900	26,985,000	
C-7 Evanston Middle	5-9	New Request	Full buildout to 900	26,985,000	
C-8 ¹ North Calgary High	10-12	New Request	Full buildout to 1800	57,118,000	
			YEAR 1 TOTAL	195,025,000	
YEAR 2					
Community/School	Grade	Project Status	Request Type	2017 Cost (\$)	
C-9 Cougar Ridge Elementary	K-4	New Request	Full buildout to 600	14,238,000	
C-10 Sage Hill Elementary	K-4	New Request	Full buildout to 600	14,238,000	
C-11 Kincora Elementary	K-4	New Request	Full buildout to 600	14,238,000	
C-12 Country Hills/Harvest Hills Elementary/Middle	K-9	New Request	Full buildout to 900	26,985,000	
C-13 Sherwood/Nolan Hill Middle	5-9	New Request	Full buildout to 900	26,985,000	
C-14 ¹ Innovation Centre / Academy	10-12	New Request	Full buildout to 1200	36,000,000	
			YEAR 2 TOTAL	132,684,000	
YEAR 3					
Community/School	Grade	Project Status	Request Type	2017 Cost (\$)	
C-15 Signal Hill Middle	5-9	New Request	Full buildout to 900	26,985,000	
C-16 Sherwood Elementary	K-4	New Request	Full buildout to 600	14,238,000	
C-17 Aspen Woods Middle	5-9	New Request	Full buildout to 900	26,985,000	
C-18 Valley Ridge/Crestmont Elementary	K-4	New Request	Full buildout to 600	14,238,000	
C-19 Nolan Hill Elementary	K-4	New Request	Full buildout to 600	14,238,000	
C-20 Walden Elementary	K-4	New Request	Full buildout to 600	14,238,000	
			YEAR 3 TOTAL	110,922,000	
			GRAND TOTAL	438,631,000	

Note: ¹ Senior high schools are not ranked using point criteria. See page 25.

⁽²⁾ = second elementary school for the community

7. Capital Priorities – Major Modernization Projects

There are 11 major modernization projects identified in the Three-Year School Capital Plan 2018-2021.

Table 2: School Major Modernizations					
Three-Year School Capital Plan 2018-2021 Priorities					
Priority Ranking -- Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2017 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 G. Diefenbaker High School	10-12	Major Modernization	Major Modernization	18,000,000	
M-3 Nickle School	5-9	Major Modernization	Major Modernization	14,000,000	
M-4 Ernest Morrow School	6-9	Major Modernization	Major Modernization	16,000,000	
			YEAR 1 TOTAL	72,000,000	
YEAR 2					
Community/School	Grade	Project Status	Request Type	2017 Cost (\$)	
M-5 A.E. Cross	7-9	Major Modernization	Major Modernization	16,000,000	
M-6 Janet Johnstone School	K-4	Major Modernization	Major Modernization	9,000,000	
M-7 Annie Foote School	K-6	Major Modernization	Major Modernization	12,000,000	
			YEAR 2 TOTAL	37,000,000	
YEAR 3					
Community/School	Grade	Project Status	Request Type	2017 Cost (\$)	
M-8 Cedarbrae School	K-6	Major Modernization	Major Modernization	9,000,000	
M-9 Altadore School	K-6	Major Modernization	Major Modernization	10,000,000	
M-10 Ranchlands School	K-6	Major Modernization	Major Modernization	9,000,000	
M-11 Queen Elizabeth School	K-6	Major Modernization	Major Modernization	10,000,000	
			YEAR 3 TOTAL	38,000,000	
			GRAND TOTAL	147,000,000	

8. Capital Priorities – New Construction & Major Modernizations

There are 31 new construction and major modernization projects identified in the Three-Year School Capital Plan 2018-2021.

Table 3: New School Construction and Major Modernizations					
Three-Year School Capital Plan 2018-2021 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2017 Cost (\$)	
1 Cranston Elementary ⁽²⁾	K-4	New Request	Full build out to 600	14,238,000	3
2 Coventry Hills/Country Hills Village Elementary ⁽²⁾	K-4	New Request	Full build out to 600	14,238,000	2
3 Mahogany Elementary	K-4	New Request	Full build out to 600	14,238,000	3
4 Forest Lawn High School	10-12	Modernization Request	Major Modernization	24,000,000	8
5 Skyview Ranch Elementary/Middle	K-9	New Request	Full build out to 900	26,985,000	4
6 Evergreen Elementary ⁽²⁾	K-4	New Request	Full build out to 600	14,238,000	4
7 Auburn Bay Middle	5-9	New Request	Full build out to 900	26,985,000	3
8 Evanston Middle	5-9	New Request	Full build out to 900	26,985,000	4
9 John G. Diefenbaker High School	10-12	Modernization Request	Major Modernization	18,000,000	8
10 Nickle School	5-9	Modernization Request	Major Modernization	14,000,000	9
11 Ernest Morrow School	6-9	Modernization Request	Major Modernization	16,000,000	3
12 ¹ North Calgary High	10-12	New Request	Full build out to 1800	57,118,000	4
			YEAR 1 TOTAL	267,025,000	
YEAR 2					
Community/School	Grade	Project Status	Request Type	2017 Cost (\$)	
13 A.E. Cross School	7-9	Major Modernization	Major Modernization	16,000,000	0
14 Cougar Ridge Elementary	K-4	New Request	Full build out to 600	14,238,000	4
15 Sage Hill Elementary	K-4	New Request	Full build out to 600	14,238,000	3
16 Janet Johnstone School	K-4	Modernization Request	Major Modernization	9,000,000	2
17 Annie Foote School	K-6	Modernization Request	Major Modernization	12,000,000	2
18 Kincora Elementary	K-4	New Request	Full build out to 600	14,238,000	5
19 Country Hills/Harvest Hills Elementary/Middle	K-9	New Request	Full build out to 900	26,985,000	4
20 Sherwood/Nolan Hill Middle	5-9	New Request	Full build out to 900	26,985,000	1
21 ¹ Innovation Centre / Academy	10-12	New Request	Full build out to 1200	36,000,000	4
			YEAR 2 TOTAL	169,684,000	
YEAR 3					
Community/School	Grade	Project Status	Request Type	2017 Cost (\$)	
20 Cedarbrae School	K-6	Modernization Request	Major Modernization	9,000,000	2
23 Altadore School	K-6	Modernization Request	Major Modernization	10,000,000	9
24 Signal Hill Middle	5-9	New Request	Full build out to 900	26,985,000	4
25 Sherwood Elementary	K-4	New Request	Full build out to 600	14,238,000	1
26 Ranchlands School	K-6	Modernization Request	Major Modernization	9,000,000	2
27 Aspen Woods Middle	5-9	New Request	Full build out to 900	26,985,000	3
28 Queen Elizabeth School	K-6	Modernization Request	Major Modernization	10,000,000	2
29 Valley Ridge/Crestmont Elementary	K-4	New Request	Full build out to 600	14,238,000	3
30 Nolan Hill Elementary	K-4	New Request	Full buildout to 600	14,238,000	0
31 Walden Elementary	K-4	New Request	Full buildout to 600	14,238,000	0
			YEAR 3 TOTAL	148,922,000	
			GRAND TOTAL	585,631,000	

Note: ¹ Senior high schools are not ranked using point criteria. See page 25.

⁽²⁾ = second elementary school for the community

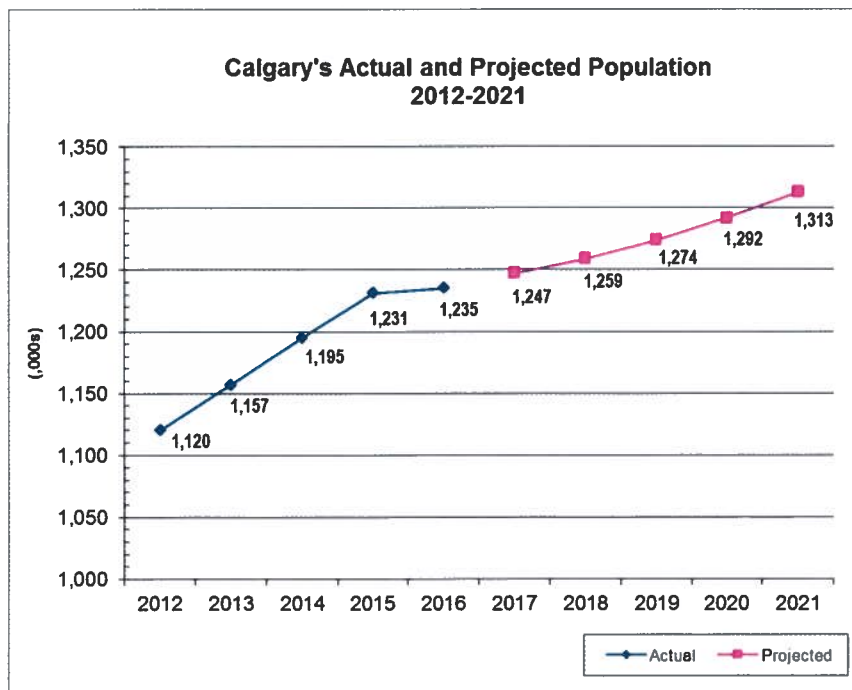
1.0 INTRODUCTION

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 our 119,147 students (including Adult Education) in over 240 schools with more than 9,940 full time equivalent employees and an operating budget of \$1.3 billion.

Over the past decade, Calgary has experienced a high level of growth and economic prosperity. Calgary's population has increased by 144,235 persons in the last five years, an average of 28,847 persons per year.

The population grew from 1,230,915 in April 2015 to 1,235,171 in 2016, an increase of 4,256 (0.36%). The population growth consisted of a natural increase of 10,783 persons with a negative net migration of -6,527 persons.

The City of Calgary's report, *Calgary and Region Economic Outlook 2016-2021 (Fall 2016)*, identifies continued growth for Calgary. The City forecast contained in the report projects the population of Calgary will reach 1,313,050 by 2021, an increase of 78,050 persons from the 2016 total of 1,235,171. The five-year population forecast to 2021 represents an average increase of 15,610 persons per year during this period and represents a decreased pace from the previous five-year forecast.



Calgary Total Population (,000s)									
Actual					Projected				
2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
1,120	1,157	1,195	1,231	1,235	1,247	1,259	1,274	1,292	1,313

Calgary & Region Economic Outlook 2016-2021 (Fall 2016)

1.1 CBE Student Enrolment

Total enrolment of 119,147 students was reported on September 30, 2016, and consists of 114,163 pre-kindergarten to Grade 12 students plus 4,984 students enrolled in Home Education, Outreach Programs, Unique Settings, Chinook Learning and CBe-learn.

Enrolment increased by 2,162 students from September 30, 2015, to September 30, 2016, with notable increases 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 24,158 which is an increase of 465 over the previous year. The alternative programs with the highest enrolment are French Immersion (8,577), Traditional Learning Centre (TLC) (6,461) and Spanish Bilingual (3,680).

The following table provides a summary of enrolments including Unique Settings, Outreach Programs, Chinook Learning, and CBe-learn from September 30, 2012, to September 30, 2016.

Five-Year History of Enrolments by Division 2012-2016					
	2012	2013	2014	2015	2016
Pre-Kindergarten	80	145	176	180	197
Kindergarten	8,252	8,936	9,213	9,209	9,106
Grades 1-3	24,444	25,959	27,649	28,888	29,410
Grades 4-6	21,333	22,552	23,604	24,441	25,715
Grades 7-9	21,623	21,751	22,237	22,624	23,292
Grades 10-12	25,896	26,270	26,420	26,375	26,443
Sub-Total (pre-k to grade 12)	101,628	105,613	109,299	111,717	114,163
Home Education	247	297	248	270	249
Outreach and Unique Settings	1,789	1,772	1,971	2,060	2,066
Chinook Learning Services	2,760	2,515	2,393	2,327	2,211
CBe-learn	680	566	589	611	458
Sub-Total	5,476	5,150	5,201	5,268	4,984
Total	107,104	110,763	114,500	116,985	119,147

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 119,147 students is forecast to increase to 130,405 students by 2021. An increase of 11,257 students is projected averaging approximately 2,250 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 conservative level of growth over the next five years. 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 2016 actual student enrolments and September 2017-2021 projected enrolments are below:

Five-Year Enrolment Projections 2017-2021						
	Actual 2016	Projected				
		2017	2018	2019	2020	2021
Pre-Kindergarten	197	245	245	245	245	245
Kindergarten	9,106	9,514	9,219	9,265	9,430	9,430
Grades 1-3	29,410	29,465	30,005	30,193	30,384	30,298
Grades 4-6	25,715	26,927	27,728	28,122	28,174	28,687
Grades 7-9	23,292	24,077	24,998	26,189	27,424	28,245
Grades 10-12	26,443	25,879	25,809	26,121	27,001	28,028
Sub-Total (pre-k to grade 12)	114,163	116,106	118,005	120,135	122,658	124,933
Home Education	249	254	259	263	268	273
Outreach and Unique Settings	2,066	2,111	2,148	2,182	2,222	2,268
CBe-learn	458	468	476	484	493	503
Chinook Learning	2,211	2,259	2,298	2,335	2,378	2,428
Sub-Total	4,984	5,093	5,180	5,264	5,360	5,472
Total Student Count	119,147	121,200	123,185	125,399	128,018	130,405

totals may not add due to rounding

- CBe-learn and Chinook Learning accept registrations on an on-going basis.
- All projections are subject to annual review and update.
- Projections use September 30, 2016, enrolments as a base.

Chinook Learning and CBe-learn register students continually throughout the year. The enrolment reported for both Chinook Learning 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 Chinook Learning or

CBe-learn, are reported in the pre-kindergarten to Grade 12 enrolment. The enrolment reported for Chinook Learning 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).

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 25 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.

Forecasted Suburban Growth 2017-2021

The *Suburban Residential Growth 2017-2021* indicates that 74% of the population growth over the past five years (2011-2015) has been in the developing communities. Although a high level of growth continues to occur in the suburban areas, the percentage of growth in the 5 year rolling average has shown a downward decline from 90-95% range five to ten years ago to the current level. Forecasts over the next five years estimate approximately 78% of the population growth will occur in the new and developing suburbs.

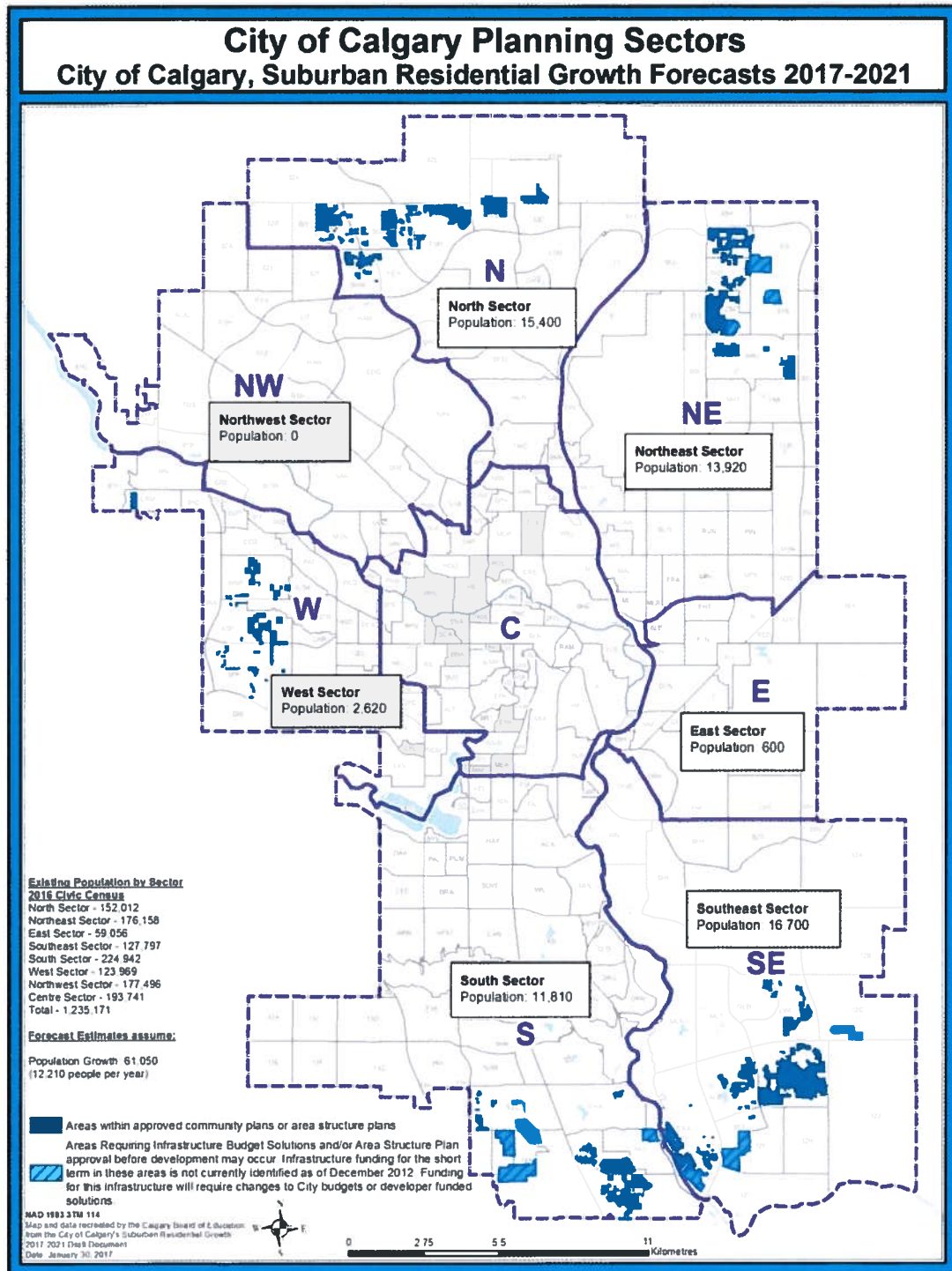
A summary of the five-year period forecast from the Suburban Residential Growth 2017-2021 for suburban locations is as follows (see **Map 1**):

The top ten developing communities to receive residential building permit applications in Calgary for 2015 were:

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

 (Source: *Suburban Residential Growth 2016-2020*, p. A2-6, A2-7)

Map 1



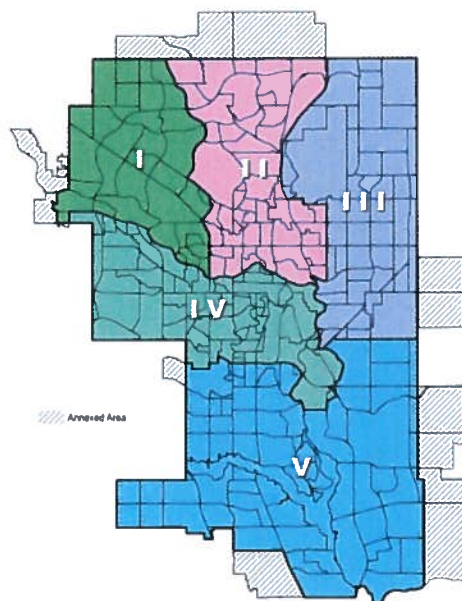
Extrapolating from these City forecasts, the following population increases for suburban locations were prepared to determine populations by CBE's administrative Area boundary:

City Growth Trends by CBE Area 2017-2021		
Area	Population Forecast by 2021	%
Area I	4,919	8%
Area II	10,856	18%
Area III	14,520	24%
Area IV	2,245	4%
Area V	28,510	46%
Total	61,050	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 as a result the population forecast in the table has been adjusted as follows:

- A portion of the growth projected for the North in the communities of Nolan Hill and Sherwood has been added to the Area I population forecast.
- A portion of the growth projected for the West in the communities of Valley Ridge and Crestmont has been added to the Area I population forecast.
- Area III includes both the Northeast and East sectors.
- Area V includes the Southeast and South sectors.

The largest population growth over the next five years is projected to be in CBE administrative Area II and Area V.



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 25 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 continues to indicate 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 2015 and 2016:

- Mahogany (SE) - 2,040 people
- Nolan Hill (N) - 2,033 people
- Evanston (N) - 1,381 people
- Auburn Bay (SE) - 1,368 people

Additional communities that grew by more than 1,000 residents between 2015 and 2016:

- Skyview Ranch (NE)
 - Copperfield (SE)
 - Legacy (S)
- (Source: 2016 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:

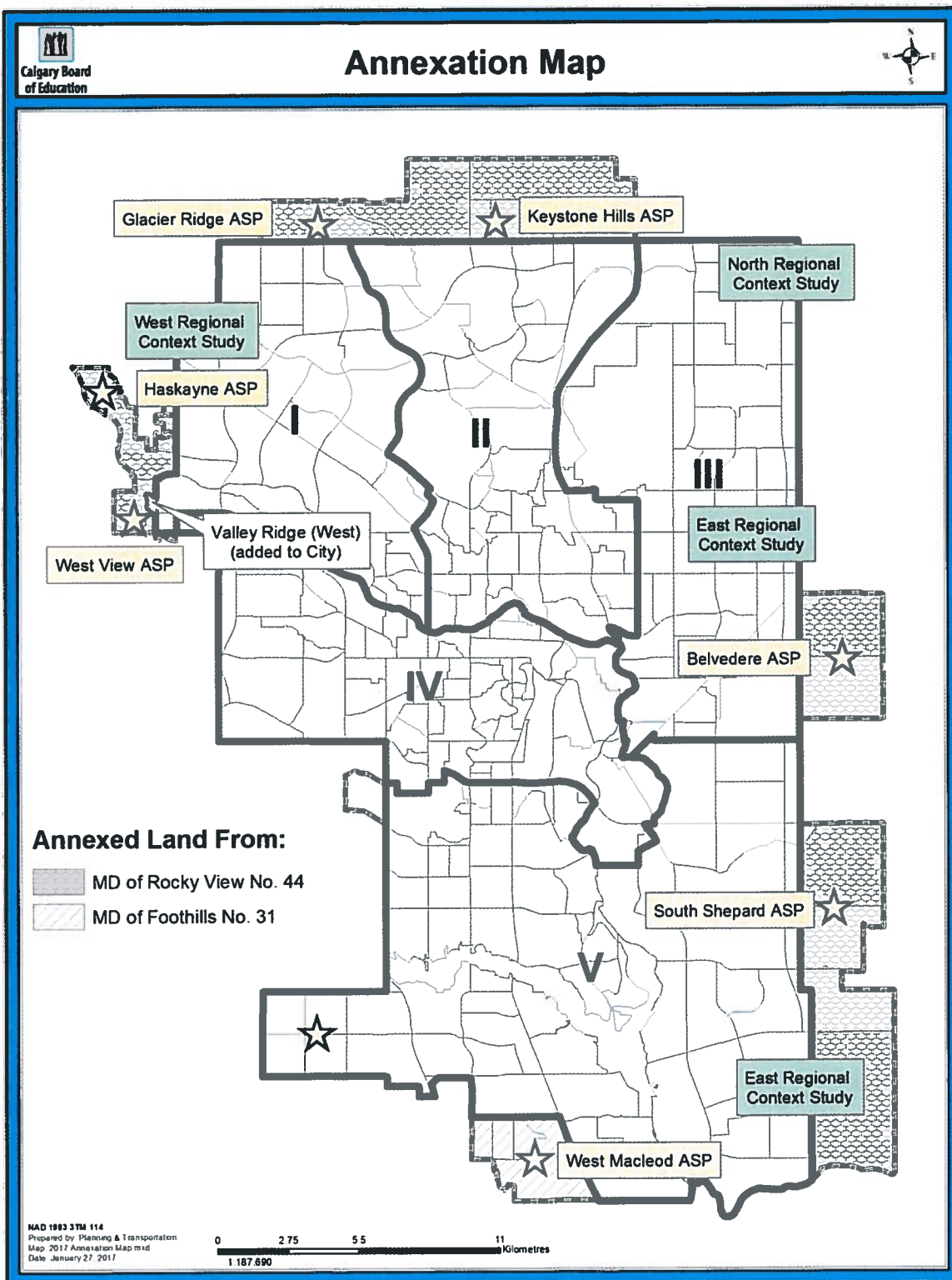
- **East Regional Context Study** (April 2009) with an eventual population of 160,000 persons and approximately 22,000 jobs upon full build-out.
- **West Regional Context Study** (April 2010) with an eventual population of 22,000 people and 7,000 jobs upon full build-out.
- **North Regional Context Study** (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) and Career and Technology Framework (CTF).
- 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 \$1.1 billion.

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 –The CBE vision is a 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. These projects were completed for student use for the 2016/17 school year. 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 2015-2016 and the Three-Year Education Plan 2016-2019 on November 29, 2016. A summary of Facilities and Capital Plans identifying new school construction 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 and other program development undertaken through the Chief Superintendent's office, Learning, 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 school program 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, CBE administration annually reviews 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. The CBE has identified 80% as the target utilization rate necessary to optimize facilities for educational purposes while maintaining flexibility within the system to meet demand for other ongoing considerations such as: classes for students with complex learning needs, early development centres (EDC's), full day kindergarten for selected populations, and before and after school care leases in facilities. Currently, the CBE's overall utilization rate by enrolment is 82%. The utilization rate is 81% for K-GR9 students and 84% 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

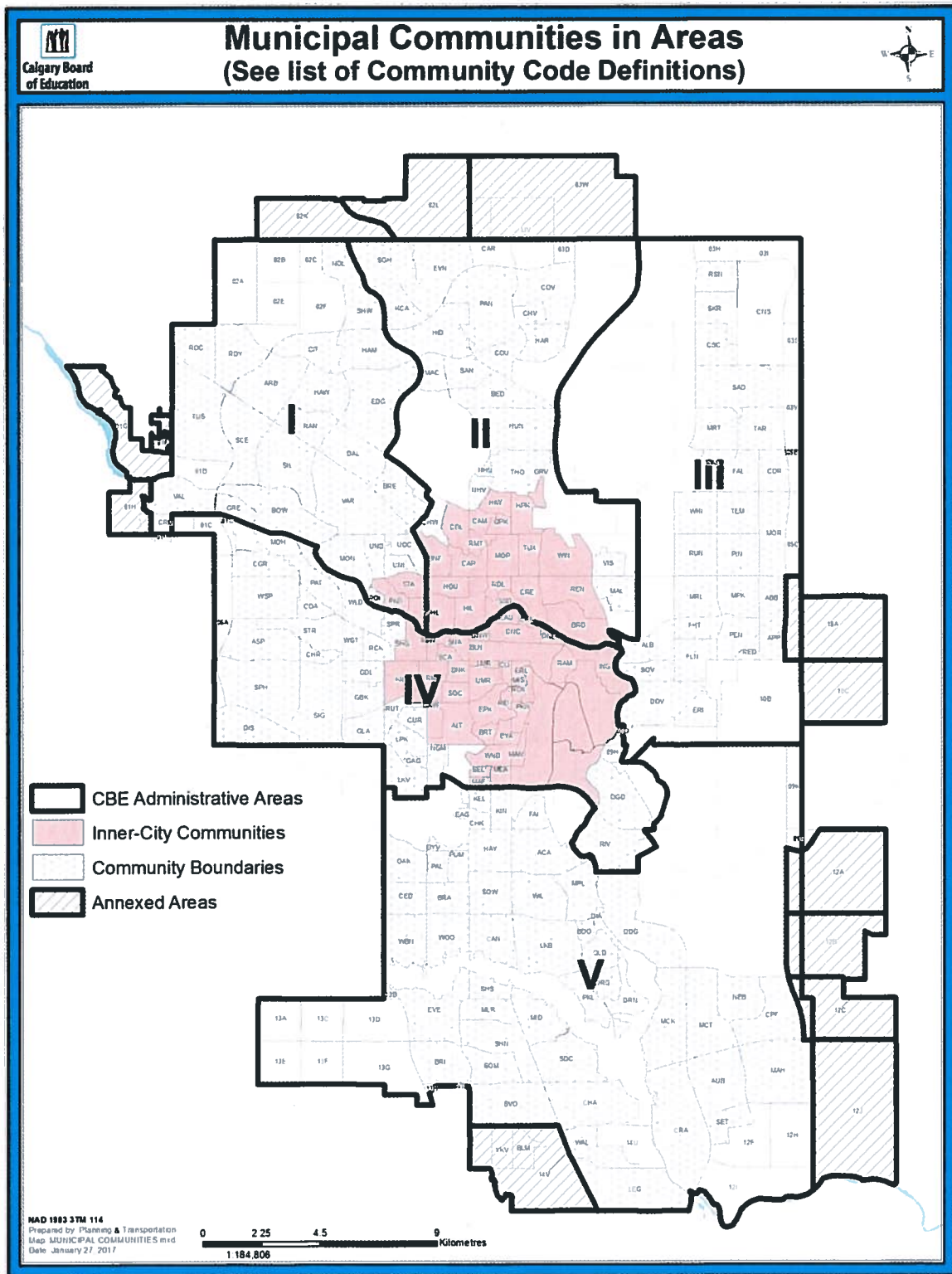
the facilities that exist within the Area where they live. Projections for 2021-2022 account for additional school capacity that has been approved and is currently under construction.

Area Utilization by Student Enrolment (Actual & Projected)			
Area	Sector	2016-2017 Actual K-12 Utilization	2021-2022 Projections K-12 Utilization
Area I	Sector 1	71.89%	75.00%
	Sector 2	90.80%	94.00%
Total		83.12%	86.29%
Area II	Sector 3	81.29%	82.71%
	Sector 4	86.97%	107.23%
Total		83.43%	91.95%
Area III	Sector 5	80.72%	86.09%
Total		80.72%	86.09%
Area IV	Sector 6	85.92%	82.47%
	Sector 7	80.84%	88.44%
Total		83.57%	85.07%
Area V	Sector 8	73.85%	60.93%
	Sector 9	88.12%	109.83%
Total		79.42%	82.35%
Total		81.78%	86.14%

Area Utilization by Student Residence (Actual & Projected)			
Area	Sector	2016-2017 Actual K-12 Utilization	2021-2022 Projections K-12 Utilization
Area I	Sector 1	87.01%	90.15%
	Sector 2	95.14%	98.33%
Total		91.84%	95.01%
Area II	Sector 3	32.30%	33.68%
	Sector 4	131.77%	152.46%
Total		69.79%	78.45%
Area III	Sector 5	90.30%	95.50%
Total		90.30%	95.50%
Area IV	Sector 6	92.34%	88.26%
	Sector 7	58.55%	65.96%
Total		76.71%	78.55%
Area V	Sector 8	44.46%	46.22%
	Sector 9	138.31%	133.33%
Total		81.09%	84.37%
Total		81.42%	85.95%

Note: 2021-2022 projections include projects currently approved for construction

Map 2 Municipal Communities in Areas (See List of Community Code Definitions)



Municipal Community Code Definitions

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

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, number and type of residential units, location and land dedication. School boards calculate the number and type (elementary and middle) of school sites required based on the estimated number of single and multi-family units in an Area Structure Plan (ASP) multiplied by the average number of children aged 5-14 per housing unit by type.

As a more general guideline to determine an approximate number of schools the CBE would be 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

CBE is committed to working with stakeholders and developed a Dialogue Framework to guide this work. This framework guided public engagement as CBE considered the future use of learning space in schools that were impacted by the opening of 15 new schools in 2016-2017. Starting in the spring of 2016, stakeholders, both internal and external, had the opportunity to learn about the opportunities and challenges and participate in conversations that helped shape student accommodation decisions that will be implemented for September 2017 and beyond.

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. The 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 using CBE's Dialogue framework to engage internal and external stakeholders regarding student accommodation challenges. The Three Year System Student Accommodation Plan 2016-2019 was presented for information at the June 21, 2016, Board of Trustees meeting and is available on the CBE website at

<http://www.cbe.ab.ca/FormsManuals/Three-Year-System-Student-Accommodation-Plan.pdf>

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

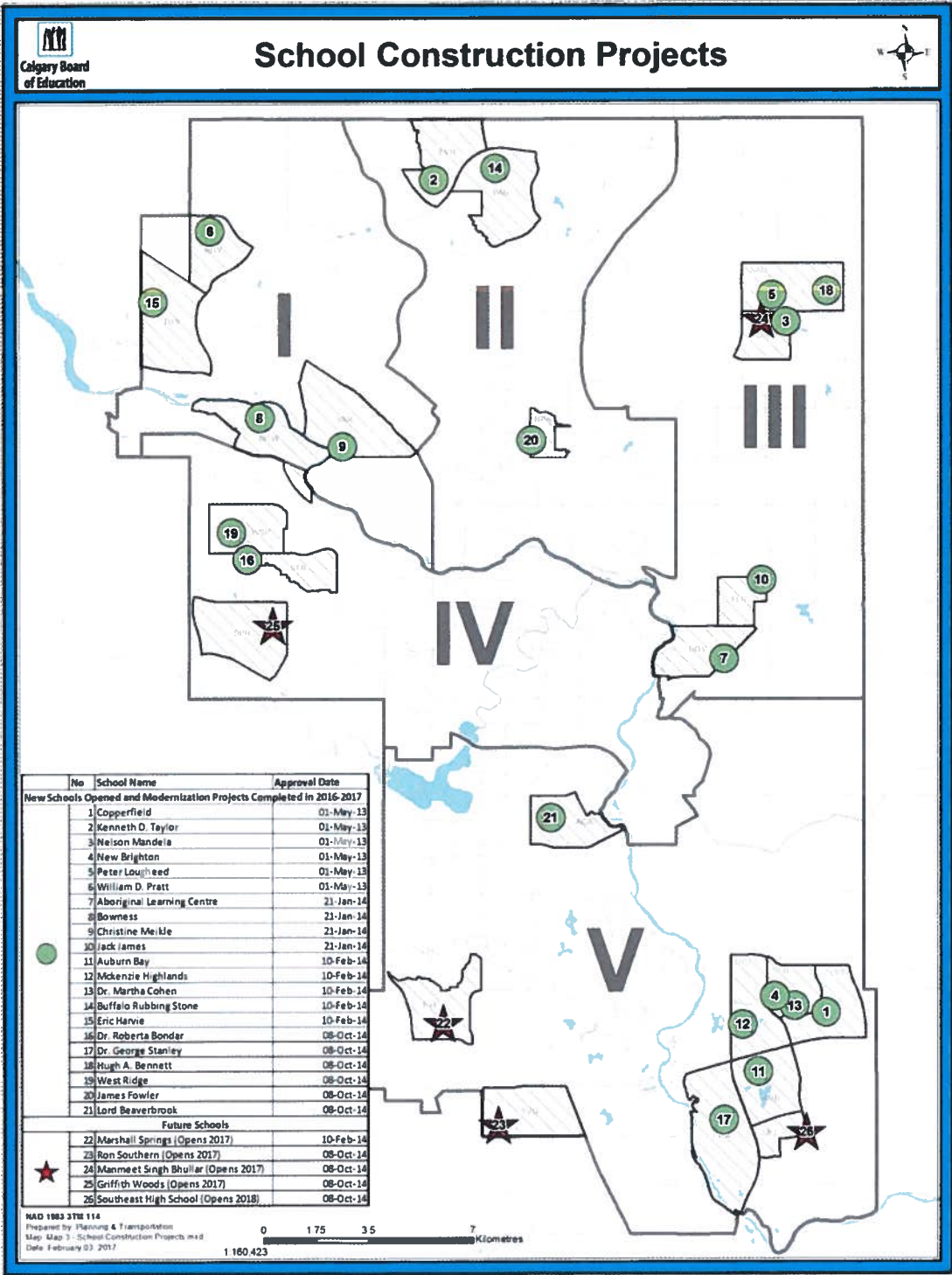
Since May 2013, the province has announced five major modernizations, two replacement schools and 20 new school construction projects for the CBE. Fifteen new schools along with replacement facilities for Christine Meikle and Elbow Park schools, opened for students during the 2016-2017 school year. The CBE also completed three major modernizations including the modernization of Harold W. Riley School for the new Aboriginal Learning Centre. Five new school construction projects and two high school major modernization projects are currently under development.

The table below summarizes the projects still under development, their approval dates and their projected opening/completion date.

Schools Under Construction and Approvals					
Projected School Year Opening	School/Community	Project Type	Grade	Approved Capacity	Approval Date
2017-2018	Marshall Springs Middle	New Construction	Grades 5-9	900	Feb. 10, 2014
	Griffith Woods Elementary/Middle	New Construction	Grades K-9	900	Oct. 8, 2014
	Manmeet Singh Bhullar Elementary	New Construction	Grades K-4	600	Oct. 8, 2014
	Ron Southern Elementary	New Construction	Grades K-4	600	Oct. 8, 2014
2018-2019	Southeast Calgary High	New Construction	Grades 10-12	1,800	Oct. 8, 2014
	James Fowler High	Modernization	Grades 10-12	n/a	Oct. 8, 2014
	Lord Beaverbrook High	Modernization	Grades 10-12	n/a	Oct. 8, 2014
Total School Space Capacity				4,800	

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 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. The school would offer young adult and adult students the opportunity to upgrade their secondary school curriculum courses in a unique and responsive setting. Course offerings would morph according to student requests and could include English language, mathematics, sciences, biology, chemistry, physics, computer studies, social studies, languages. Experimentation, collaboration, design, creativity and innovation would lie at the heart of the Booth Centre learning culture. Students attending the Booth Centre would be exposed to a wide variety of community and industry experts who invite students into the world of their disciplines opening opportunities for students to engage in the creative problem posing and problem solving approaches that define the nature of the creative industries. Ultimately, students, teachers, community and industry experts will work collaboratively to pose and solve real-world problems that emerge as the East Village continues to grow as a central hub of creativity and the arts for the City of Calgary.

Modernizations of two high schools to support the delivery of new CTS curriculum have been approved to include the following improvements:

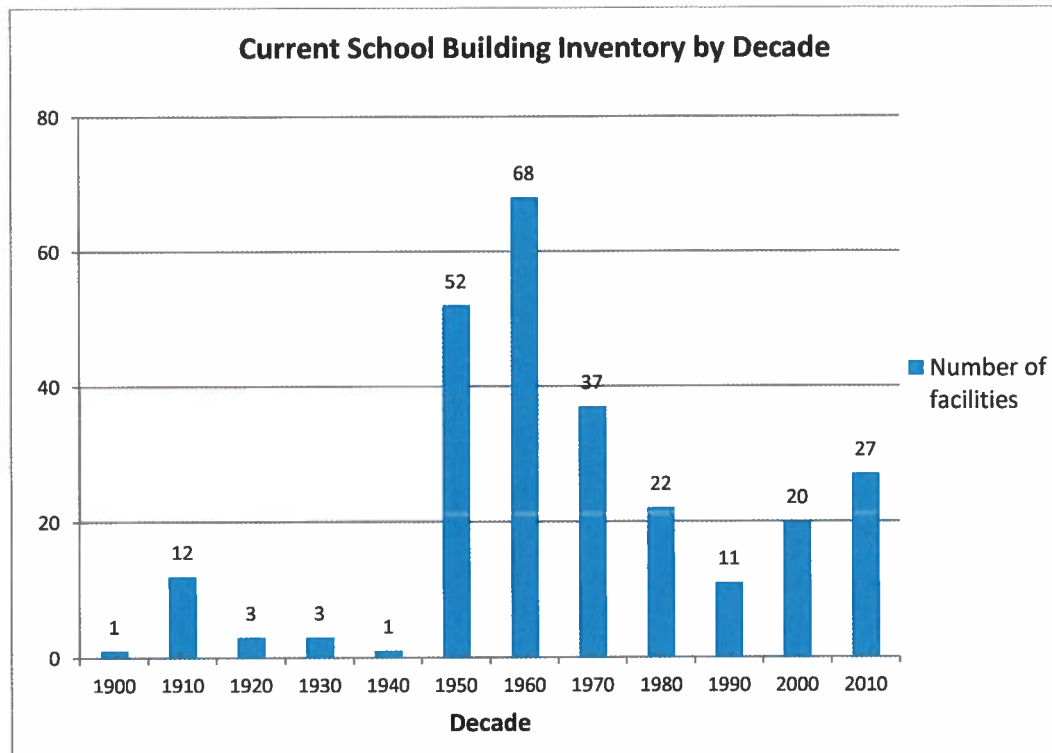
James Fowler

- 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 257 owned facilities of which 177 of the school buildings were built before 1980. This represents 69% of the CBE's school building inventory. The current inventory by decade of CBE school buildings is shown in the following graph:



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 84 - 85.

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 focused 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, School Sites Review project, and Traffic Safety Community meetings.
- The CBE is a member of the Site Plan Team (SPT) with the City and the CCSD which meets every two weeks to review and discuss development applications and issues related to joint use sites.

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, Busing 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. Due to new routing software we are now able to calculate median ride time by rider. Previously the median ride time was calculated using route length. Any variance between last year and this year is in part due to a new calculation method. 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).

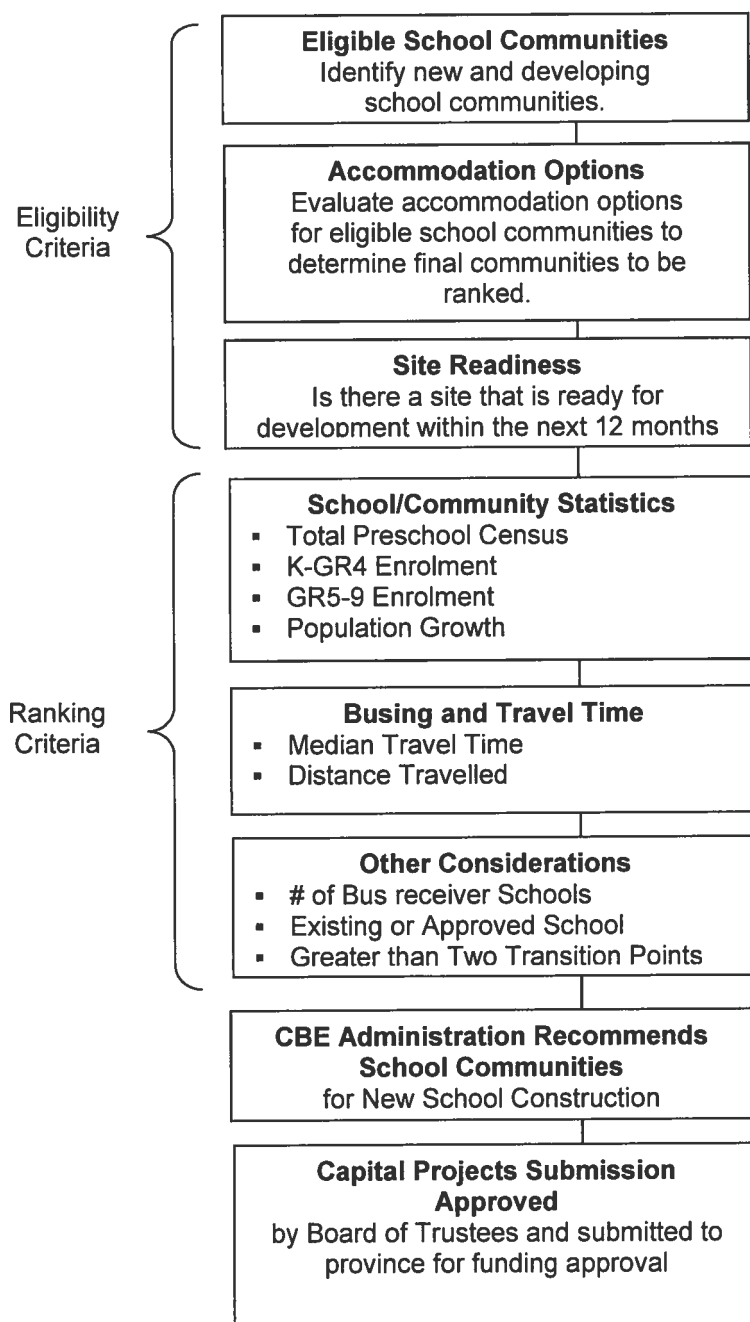
In some cases a K-GR9 grade configuration will be recommended. Examples of when this may occur include, but are not limited to, when community demographics demonstrate that a 900 student K-GR9 school is sufficient to accommodate students or when there is only one school site in a community and the site 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⁾	1626	V	9	K-4
2	Coventry Hills/Country Hills Village ⁽²⁾	1560	II	4	K-4
3	Mahogany	1396	V	9	K-4
4	**Skyview Ranch	1347	III	5	K-4
5	Evergreen ⁽²⁾	1335	V	9	K-4
6	Auburn Bay	1309	V	9	5-9
7	Evanston	1269	II	4	5-9
8	Cougar Ridge	1084	IV	6	K-4
9	Sage Hill	1051	II	4	K-4
10	Kincora	1037	II	4	K-4
11	**Country Hills/Harvest Hills	1017	II	4	K-4
12	Sherwood/Nolan Hill	913	I	2	5-9
13	Signal Hill	886	IV	6	5-9
14	Sherwood	710	I	2	K-4
15	Aspen Woods	685	IV	6	5-9
16	Valley Ridge/Crestmont	684	I	1	K-4
17	**Skyview Ranch	673	III	5	5-9
18	Nolan Hill	661	I	2	K-4
19	**Country Hills/Harvest Hills	620	II	4	5-9
20	Walden	609	V	9	K-4

Notes: ⁽²⁾ Indicates second K-4 school

** Combined Country Hills/Harvest Hills and Skyview Ranch into K-9 grade configuration

(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)

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 will only 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	2016-2017 Residence Utilization	2016-2017 Enrolment Utilization
Area I	107.35%	89.36%
Area II	58.63%	79.36%
Area III	96.29%	77.79%
Area IV	73.09%	93.06%
Area V	91.45%	85.44%

Notes:

- Student numbers are based on ArcView data as at September 30, 2016
- Capacity as per Alberta Infrastructure's Utilization Formula (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 opened a 1,800 capacity senior high in the northeast in Area III this September. 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 21%. 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 235%. 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 79.

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, and 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 would allow CBE to accommodate high school students who live in the far northern communities closer to home. The north sector is projected to be the second fastest growing area in the city, with an expected increase of approximately 19,000 persons by 2021. This represents approximately 25% of the forecasted city growth in terms of total population.

Area II is the least utilized area in the City at the high school level with a 59% utilization rate (Appendix 1, Table 2); however, the schools are not in close proximity to where the students reside. Sector 4 in Area II, consists of the northern most communities and has a large student population by residence with 3,341 senior high students and utilization by residence of 235%. John G. Diefenbaker is the only high school in sector 4 with a provincial 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 21%. These four high schools have a combined capacity of just over 6,900 student spaces while only 1,405 students reside in the sector. This capacity is somewhat misleading as William Aberhart High School, 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 still be 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 1,728 students attending CBE high schools for Grades 10 - 12. All of the above communities are essentially built-out.

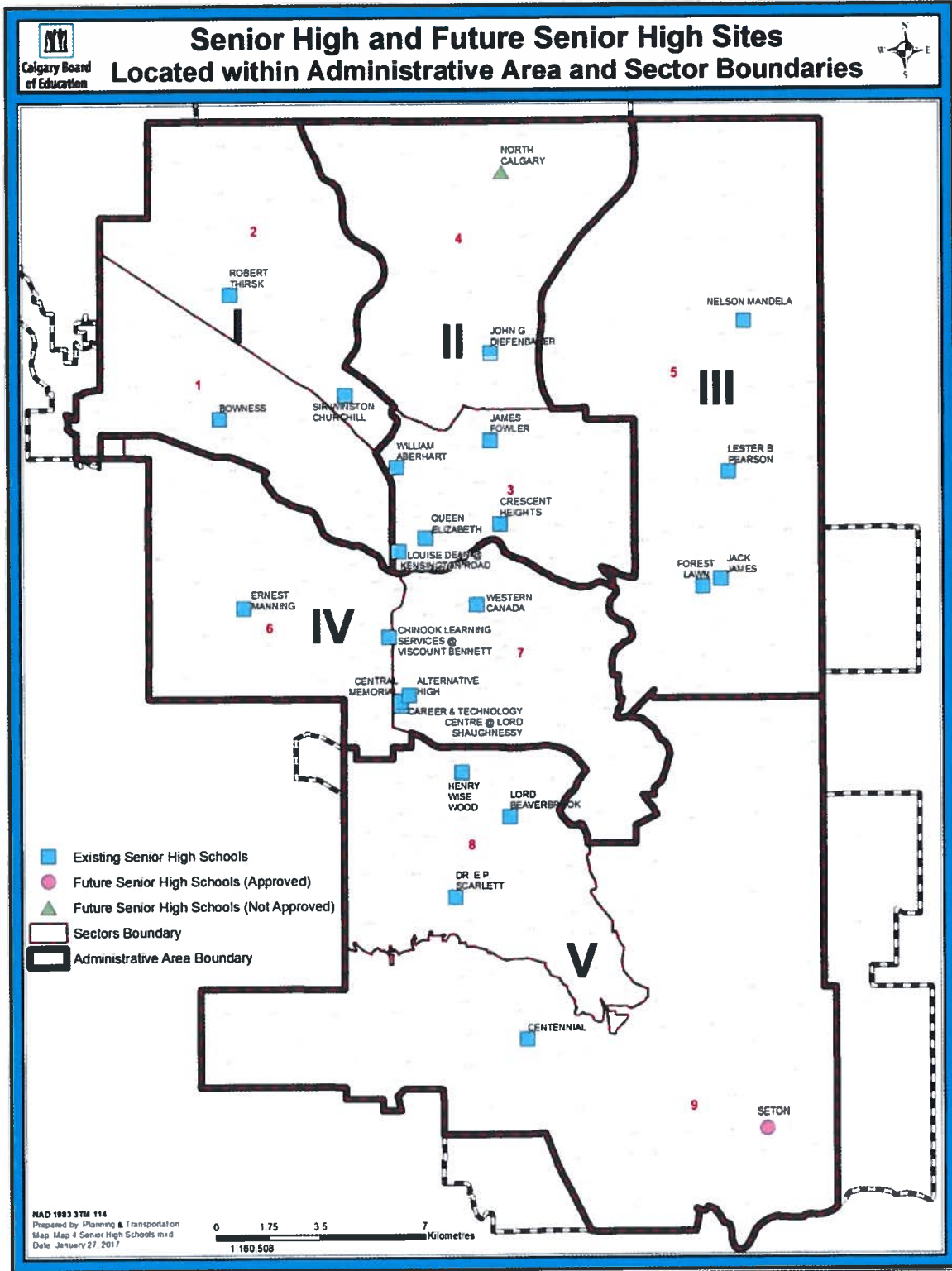
The northern hills communities above attend four different CBE schools in Area II:

- 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 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 2018-2021 – 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. 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						Number of Years Listed in Capital Plan
Three-Year School Capital Plan 2018-2021 Priorities						
Priority Ranking – Project Description						
YEAR 1						
Community/School	Grade	Project Status	Request Type	2017 Cost (\$)		
C-1 Cranston Elementary ⁽²⁾	K-4	New Request	Full buildout to 600	14,238,000	3	
C-2 Coventry Hills/Country Hills Village Elementary ⁽²⁾	K-4	New Request	Full buildout to 600	14,238,000	2	
C-3 Mahogany Elementary	K-4	New Request	Full buildout to 600	14,238,000	3	
C-4 Skyview Ranch Elementary/Middle	K-9	New Request	Full buildout to 900	26,985,000	4	
C-5 Evergreen Elementary ⁽²⁾	K-4	New Request	Full buildout to 600	14,238,000	4	
C-6 Auburn Bay Middle	5-9	New Request	Full buildout to 900	26,985,000	3	
C-7 Evanston Middle	5-9	New Request	Full buildout to 900	26,985,000	4	
C-8 ¹ North Calgary High	10-12	New Request	Full buildout to 1800	57,118,000	4	
			YEAR 1 TOTAL	195,025,000		
YEAR 2						
Community/School	Grade	Project Status	Request Type	2017 Cost (\$)		
C-9 Cougar Ridge Elementary	K-4	New Request	Full buildout to 600	14,238,000	4	
C-10 Sage Hill Elementary	K-4	New Request	Full buildout to 600	14,238,000	3	
C-11 Kincora Elementary	K-4	New Request	Full buildout to 600	14,238,000	5	
C-12 Country Hills/Harvest Hills Elementary/Middle	K-9	New Request	Full buildout to 900	26,985,000	4	
C-13 Sherwood/Nolan Hill Middle	5-9	New Request	Full buildout to 900	26,985,000	1	
C-14 ¹ Innovation Centre / Academy	10-12	New Request	Full buildout to 1200	36,000,000	4	
			YEAR 2 TOTAL	132,684,000		
YEAR 3						
Community/School	Grade	Project Status	Request Type	2017 Cost (\$)		
C-15 Signal Hill Middle	5-9	New Request	Full buildout to 900	26,985,000	4	
C-16 Sherwood Elementary	K-4	New Request	Full buildout to 600	14,238,000	1	
C-17 Aspen Woods Middle	5-9	New Request	Full buildout to 900	26,985,000	3	
C-18 Valley Ridge/Crestmont Elementary	K-4	New Request	Full buildout to 600	14,238,000	3	
C-19 Nolan Hill Elementary	K-4	New Request	Full buildout to 600	14,238,000	0	
C-20 Walden Elementary	K-4	New Request	Full buildout to 600	14,238,000	0	
			YEAR 3 TOTAL	110,922,000		
			GRAND TOTAL	438,631,000		

Note: ¹ Senior high schools are not ranked using point criteria. See pages 28-30.

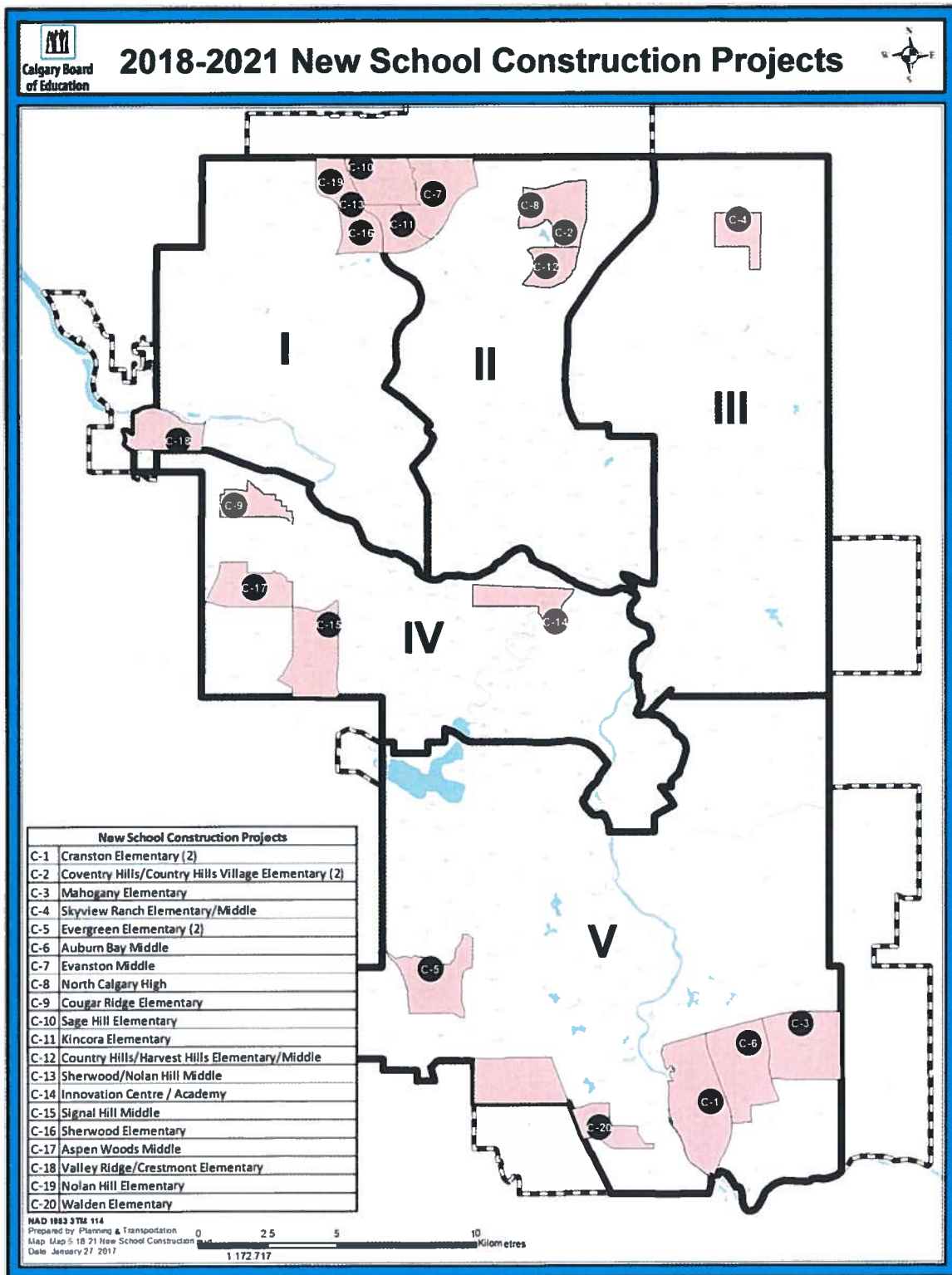
⁽²⁾ = second elementary school for the community

Table 2: School Major Modernizations					
Three-Year School Capital Plan 2018-2021 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2017 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 G. Diefenbaker High School	10-12	Major Modernization	Major Modernization	18,000,000	
M-3 Nickle School	5-9	Major Modernization	Major Modernization	14,000,000	
M-4 Ernest Morrow School	6-9	Major Modernization	Major Modernization	16,000,000	
			YEAR 1 TOTAL	72,000,000	
YEAR 2					
Community/School	Grade	Project Status	Request Type	2017 Cost (\$)	Number of Years Listed in Capital Plan
M-5 A.E. Cross	7-9	Major Modernization	Major Modernization	16,000,000	
M-6 Janet Johnstone School	K-4	Major Modernization	Major Modernization	9,000,000	
M-7 Annie Foote School	K-6	Major Modernization	Major Modernization	12,000,000	
			YEAR 2 TOTAL	37,000,000	
YEAR 3					
Community/School	Grade	Project Status	Request Type	2017 Cost (\$)	Number of Years Listed in Capital Plan
M-8 Cedarbrae School	K-6	Major Modernization	Major Modernization	9,000,000	
M-9 Altadore School	K-6	Major Modernization	Major Modernization	10,000,000	
M-10 Ranchlands School	K-6	Major Modernization	Major Modernization	9,000,000	
M-11 Queen Elizabeth School	K-6	Major Modernization	Major Modernization	10,000,000	
			YEAR 3 TOTAL	38,000,000	
			GRAND TOTAL	147,000,000	

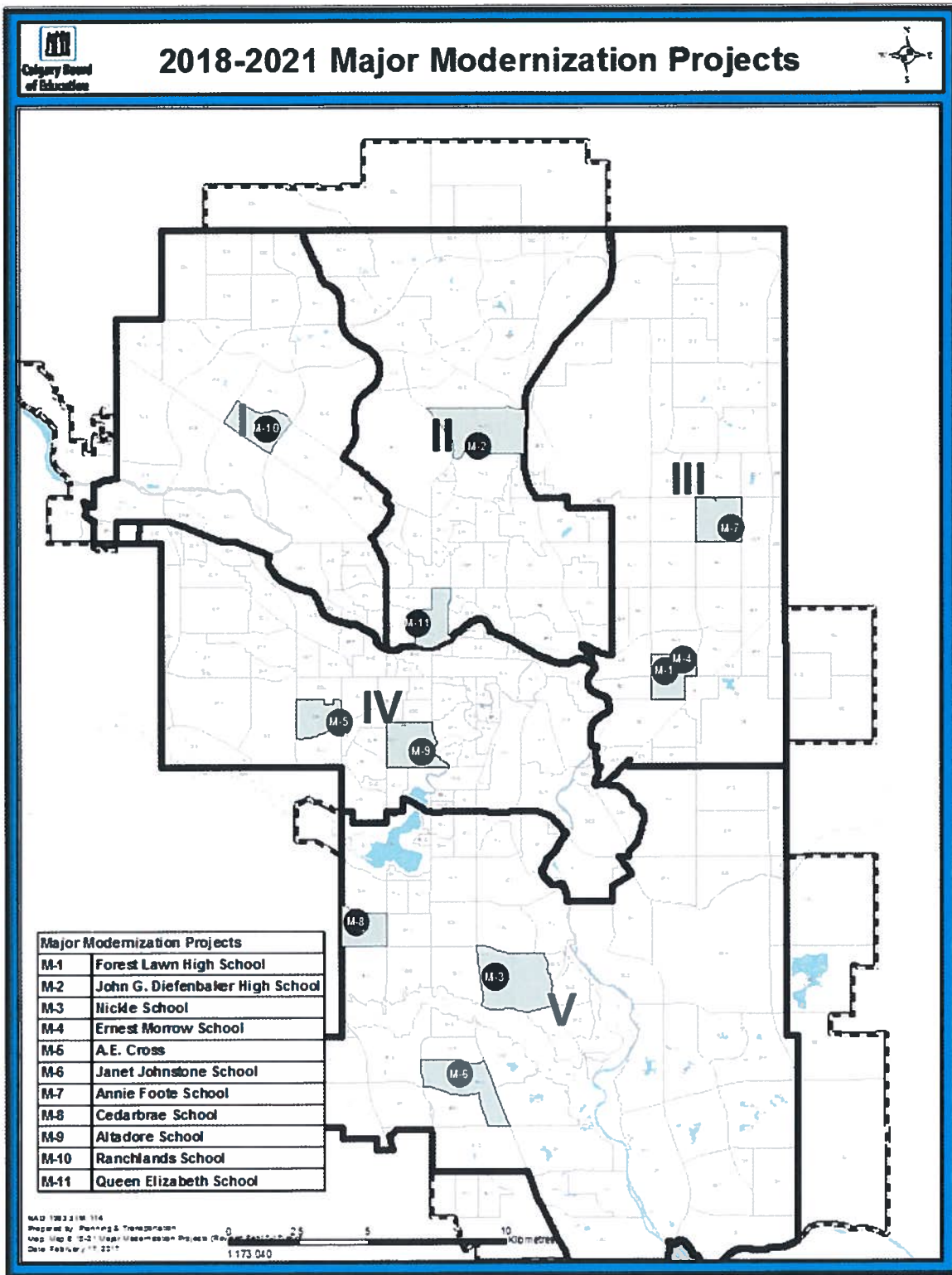
Table 3: New School Construction and Major Modernizations						Number of Years Listed in Capital Plan
Three-Year School Capital Plan 2018-2021 Priorities						
Priority Ranking – Project Description						
YEAR 1						
Community/School	Grade	Project Status	Request Type	2017 Cost (\$)		
1 Cranston Elementary ⁽²⁾	K-4	New Request	Full build out to 600	14,238,000	3	
2 Coventry Hills/Country Hills Village Elementary ⁽²⁾	K-4	New Request	Full build out to 600	14,238,000	2	
3 Mahogany Elementary	K-4	New Request	Full build out to 600	14,238,000	3	
4 Forest Lawn High School	10-12	Modernization Request	Major Modernization	24,000,000	8	
5 Skyview Ranch Elementary/Middle	K-9	New Request	Full build out to 900	26,985,000	4	
6 Evergreen Elementary ⁽²⁾	K-4	New Request	Full build out to 600	14,238,000	4	
7 Auburn Bay Middle	5-9	New Request	Full build out to 900	26,985,000	3	
8 Evanston Middle	5-9	New Request	Full build out to 900	26,985,000	4	
9 John G. Diefenbaker High School	10-12	Modernization Request	Major Modernization	18,000,000	8	
10 Nickle School	5-9	Modernization Request	Major Modernization	14,000,000	9	
11 Ernest Morrow School	6-9	Modernization Request	Major Modernization	16,000,000	3	
12 ¹ North Calgary High	10-12	New Request	Full build out to 1800	57,118,000	4	
			YEAR 1 TOTAL	267,025,000		
YEAR 2						
Community/School	Grade	Project Status	Request Type	2017 Cost (\$)		
13 A.E. Cross School	7-9	Major Modernization	Major Modernization	16,000,000	0	
14 Cougar Ridge Elementary	K-4	New Request	Full build out to 600	14,238,000	4	
15 Sage Hill Elementary	K-4	New Request	Full build out to 600	14,238,000	3	
16 Janet Johnstone School	K-4	Modernization Request	Major Modernization	9,000,000	2	
17 Annie Foote School	K-6	Modernization Request	Major Modernization	12,000,000	2	
18 Kincora Elementary	K-4	New Request	Full build out to 600	14,238,000	5	
19 Country Hills/Harvest Hills Elementary/Middle	K-9	New Request	Full build out to 900	26,985,000	4	
20 Sherwood/Nolan Hill Middle	5-9	New Request	Full build out to 900	26,985,000	1	
21 ¹ Innovation Centre / Academy	10-12	New Request	Full build out to 1200	36,000,000	4	
			YEAR 2 TOTAL	169,684,000		
YEAR 3						
Community/School	Grade	Project Status	Request Type	2017 Cost (\$)		
20 Cedarbrae School	K-6	Modernization Request	Major Modernization	9,000,000	2	
23 Altadore School	K-6	Modernization Request	Major Modernization	10,000,000	9	
24 Signal Hill Middle	5-9	New Request	Full build out to 900	26,985,000	4	
25 Sherwood Elementary	K-4	New Request	Full build out to 600	14,238,000	1	
26 Ranchlands School	K-6	Modernization Request	Major Modernization	9,000,000	2	
27 Aspen Woods Middle	5-9	New Request	Full build out to 900	26,985,000	3	
28 Queen Elizabeth School	K-6	Modernization Request	Major Modernization	10,000,000	2	
29 Valley Ridge/Crestmont Elementary	K-4	New Request	Full build out to 600	14,238,000	3	
30 Nolan Hill Elementary	K-4	New Request	Full buildout to 600	14,238,000	0	
31 Walden Elementary	K-4	New Request	Full buildout to 600	14,238,000	0	
			YEAR 3 TOTAL	148,922,000		
			GRAND TOTAL	585,631,000		

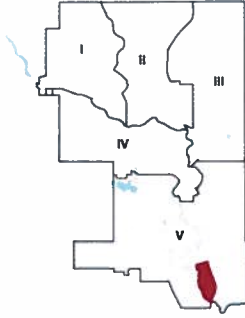
Note: ¹ Senior high schools are not ranked using point criteria. See pages 28-30.
⁽²⁾ = second elementary school for the community

Map 5

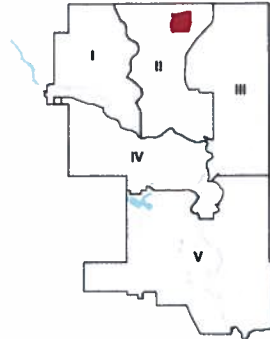


Map 6

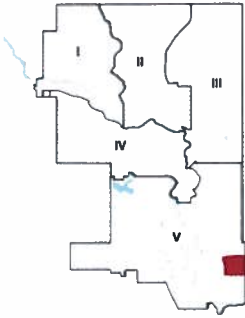


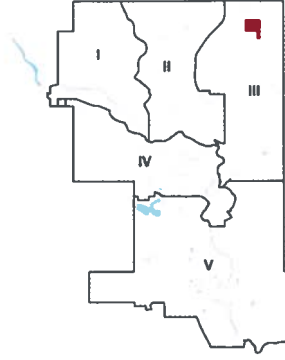
5.0	2018-2021 SCHOOL CAPITAL PLAN
New Construction	
Priority C-1 Cranston Elementary⁽²⁾	
School Community Profile	
<p>Cranston Community began development in 1999 and is located south of Marquis of Lorne Trail SE and west of Deerfoot Trail SE.</p> <ul style="list-style-type: none"> As of the April 2016 Census, the total number of occupied dwelling units was 6,217 with a population of 18,013. The community is planned for an estimated 8,259 housing units with a population capacity of 22,400 to 23,200. The community had an average annual population growth of 1,506 persons during the past three-year period. 	
	
Enrolment Profile	
<ul style="list-style-type: none"> As of the April 2016 Census, there were 1,674 total preschool-aged children in Cranston. As of September 30, 2016, there were 956 kindergarten to Grade 4 students residing in the Cranston community that attended CBE schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> Cranston School (K-GR4) opened January 2010. Dr. George Stanley Middle School opened January 2017. There is one more elementary site, 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 \$14,238 million. 	

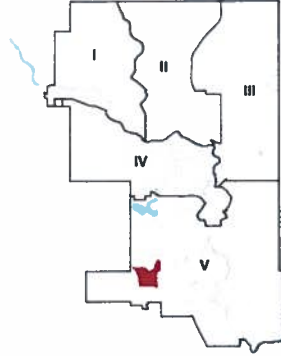
Note: (2) = second elementary school for the community

5.0	2018-2021 SCHOOL CAPITAL PLAN
New Construction	
Priority C-2 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 2016 Census, the total number of occupied dwelling units was 6,776 with a population of 20,148. The community had an average annual population growth of 267 persons during the past three-year period. 	
	
Enrolment Profile	
<ul style="list-style-type: none"> As of the April 2016 Census, there were 1,696 total preschool-aged children in Coventry Hills/Country Hills Village. As of September 30, 2016, there were 996 kindergarten to Grade 4 students residing in the Coventry Hills/Country Hills Village community that attended CBE schools. 	
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 \$14,238 million. 	

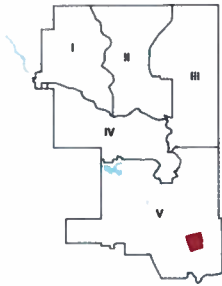
Note: (2) = second elementary school for the community

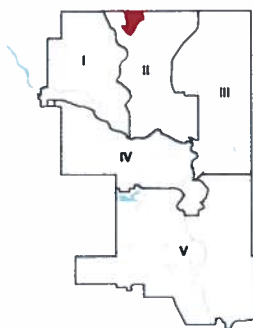
5.0	2018-2021 SCHOOL CAPITAL PLAN
	New Construction
	Priority C-3 Mahogany Elementary
	School Community Profile
	<p>Mahogany Community began development in 2009 and is located in the Southeast sector of the City.</p> <ul style="list-style-type: none"> As of the April 2016 Census, the total number of occupied dwelling units was 2,355 with a population of 7,000. The community is planned for an estimated 12,129 housing units with a population capacity of 30,800 to 32,200. The community had an average annual population growth of 1,694 persons during the past three-year period. 
	Enrolment Profile
	<ul style="list-style-type: none"> As of the April 2016 Census, there were 998 total preschool-aged children in Mahogany. As of September 30, 2016, there were 298 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 IV. Median travel time to Riverbend School is 28 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 \$14,238 million.

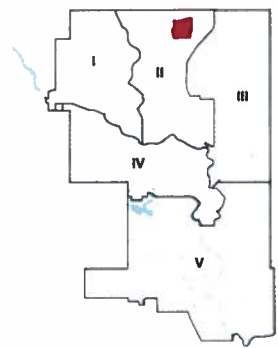
5.0	2018-2021 SCHOOL CAPITAL PLAN
New Construction	
Priority C-4 Skyview Ranch Elementary/Middle	
School Community Profile	
<p>Skyview Ranch Community began development in 2008 and is located south of 128 Avenue NE, and east of Metis Trail NE.</p> <ul style="list-style-type: none"> As of the April 2016 Census, the total number of occupied dwelling units was 2,697 with a population of 8,578. The community is planned for an estimated 11,108 housing units with a population capacity of 25,400 to 27,000. The community had an average annual population growth of 1,353 persons during the past three-year period. 	
	
Enrolment Profile	
<ul style="list-style-type: none"> As of the April 2016 Census, there were 909 total preschool-aged children. As of September 30, 2016, there were 318 kindergarten to Grade 4 students and 245 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 Annie Foote School, which is located in the Temple community and some students in GR3-6 are continuing to phase-out of Rundle School, which is located in the Rundle community. Median travel time to these schools is 20 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 24 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 \$26,985 million, including the construction of the new modular units, funding for CTS space and CTS equipment allowance. 	

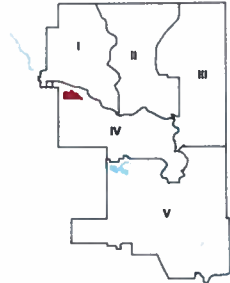
5.0	2018-2021 SCHOOL CAPITAL PLAN
New Construction	
Priority C-5 Evergreen Elementary⁽²⁾	
School Community Profile	
<p>Evergreen Community began development in 1990 and is situated west of James McKeivitt Road SW and north of 162 Avenue SW.</p> <ul style="list-style-type: none"> As of the April 2016 Census, the total number of occupied dwelling units was 6,947 with a population of 21,394. 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 159 persons during the past three-year period and is nearing completion. 	
	
Enrolment Profile	
<ul style="list-style-type: none"> As of the April 2016 Census, there were 1,517 total preschool-aged children. As of September 30, 2016, there were 886 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 \$14,238 million. 	

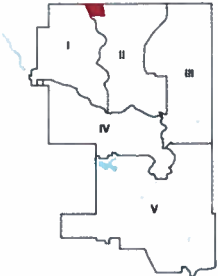
Note: (2) = second elementary school for the community


5.0	2018-2021 SCHOOL CAPITAL PLAN
New Construction	
Priority C-6 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 2016 Census, the total number of occupied dwelling units was 4,743 with a population of 14,559. The community is planned for an estimated 6,407 housing units with a population capacity of 17,000 – 18,800. The community had an average annual population growth of 1,891 persons during the past three-year period. 	
	
Enrolment Profile	
<ul style="list-style-type: none"> As of the September 30, 2016, there were 781 kindergarten to Grade 4 and 408 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 School (K-GR4) opened September 2016. 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 20 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 \$26,985 million, including the construction of the new modular units, funding for CTS space and CTS equipment allowance. 	

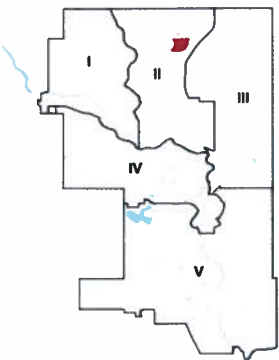
5.0	2018-2021 SCHOOL CAPITAL PLAN
New Construction	
Priority C-7 Evanston Middle	
School Community Profile	
<p>Evanston Community began development in 2002 and is situated in the North sector of the city, north of Stoney Trail and east of Symons Valley Road.</p> <ul style="list-style-type: none"> As of the April 2016 Census, the total number of occupied dwelling units was 4,448 with a population of 14,264. The community is planned for an estimated 6,114 housing units with a population capacity of 17,100 to 18,600. The community had an average annual population growth of 1,979 persons during the past three-year period. 	
	
Enrolment Profile	
<ul style="list-style-type: none"> As of September 30, 2016, there were 695 kindergarten to Grade 4 and 424 Grades 5-9 students residing in the Evanston community who attended CBE schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> Kenneth D. Taylor School (K-GR4) opened September 2016. 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 30 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 \$26,985 million including the construction of the new modular units, funding for CTS space and CTS equipment allowance. 	

5.0	2018-2021 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 59% and a utilization rate by enrolment of 79%. Sector 4 has a utilization rate by residence of 235% and is served by only John G. Diefenbaker High School. John G. Diefenbaker High School has a provincial capacity of 1,480 student spaces and a utilization of 102%. Crescent Heights High School has a provincial capacity of 2,345 student spaces and utilization of 75%. 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 High School has a provincial capacity of 1,953 student spaces and a utilization of 54%. The Northern Hills communities (Harvest Hills, Country Hills, Country Hills Village, Coventry Hills (north/south), Panorama Hills and Hidden Valley currently have 1,728 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 \$57,118 million; including the CTS space allowance and an allowance for CTS equipment in the amount of \$400,000. 	

5.0	2018-2021 SCHOOL CAPITAL PLAN
New School Construction	
Priority C-9 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 2016 Census, the total number of occupied dwelling units in Cougar Ridge was 2,177 with a population of 7,015. ▪ 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 302 persons during the past three-year period. 	
	
Enrolment Profile	
<ul style="list-style-type: none"> ▪ As of the April 2016 Census, there were 711 total preschool-aged children. ▪ As of September 30, 2016, there were 313 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 School, which is located in the Rosscarrock community in Area IV. Median travel time to Rosscarrock is 20 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 \$14,238 million. 	

5.0	2018-2021 SCHOOL CAPITAL PLAN
	New Construction
	Priority C-10 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 2016 Census, the total number of occupied dwelling units was 1,984 with a population of 5,493. The community is planned for an estimated 9,266 housing units with a population capacity of 21,400 – 22,200. The community had an average annual population growth of 836 persons during the past three-year period. 
	Enrolment Profile
	<ul style="list-style-type: none"> As of the April 2016 Census, there were 716 total preschool-aged children in Sage Hill. As of September 30, 2016, there were 215 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 20 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 \$14,238 million.

5.0	2018-2021 SCHOOL CAPITAL PLAN
New Construction	
Priority C-11 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 2016 Census, the total number of occupied dwelling units was 1,946 with a population of 6,166. The community is planned for an estimated 4,579 housing units with a population capacity of 11,800 to 12,100. The community had an average annual population growth of 345 persons during the past three-year period. 	
	
Enrolment Profile	
<ul style="list-style-type: none"> As of the April 2016 Census, there were 577 total preschool-aged children. As of September 30, 2016, there were 340 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 \$14,238 million. 	

5.0	2018-2021 SCHOOL CAPITAL PLAN
New School Construction	
Priority C-12 Country Hills/Harvest Hills Elementary/Middle	
School Community Profile	
<p>Country Hills Community began development in 1990 and is located south of Country Hills Boulevard NW and west of Harvest Hills Boulevard NW.</p> <ul style="list-style-type: none"> As of the April 2016 Census, the total number of occupied dwelling units was 1,407 with a population of 3,829. The population has been stable the past three years. <p>Harvest Hills Community began development in 1990 and is located south of Country Hills Boulevard NW and east of Harvest Hills Boulevard NW.</p> <ul style="list-style-type: none"> As of the April 2016 Census, the total number of occupied dwelling units was 2,531 with a population of 7,568. The population has been stable the past three years. 	
	
Enrolment Profile	
<ul style="list-style-type: none"> As of the April 2016 Census, there were 257 total preschool-aged children. As of September 30, 2016, there were 139 kindergarten to Grade 4 students and 86 Grades 5-9 students residing in the Country Hills community who attended CBE schools. As of the April 2016 Census, there were 396 total preschool-aged children. As of September 30, 2016, there were 175 kindergarten to Grade 4 students and 160 Grades 5-9 students residing in the Harvest Hills community who attended CBE schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> 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. Country Hills (north) K-GR6 students are bused to Alex Munro School and Country Hills (south) K-GR6 students are bused to Simons Valley School. Harvest Hills K-GR6 students are bused to North Haven School. Median travel time is 16 minutes. Country Hills (north) GR 7-9 students are bused to Colonel Irvine School and Country Hills (south) GR 7-9 students are bused to Simon Fraser School. Harvest Hills GR 7-9 students are bused to Colonel Irvine School. Median travel time is 22 minutes. 	

5.0	2018-2021 SCHOOL CAPITAL PLAN
	New School Construction
	Priority C-12 Country Hills/Harvest 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 \$26,985 million, including the construction of the new modular units, funding for CTS space and CTS equipment allowance.


5.0	2018-2021 SCHOOL CAPITAL PLAN
New School Construction	
Priority C-13 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 2016 Census, the total number of occupied dwelling units was 1,451 with a population of 4,896. The community is planned for an estimated 1,978 housing units with an estimated population capacity of 5,700 to 6,300. The community had an average annual population growth of 591 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 2016 Census, the total number of occupied dwelling units was 1,234 with a population of 3,756. The community is planned for an estimated 3,371 housing units with an estimated population capacity of 7,600 to 8,900. The community had an average annual population growth of 1,203 persons during the past three-year period. 	
Enrolment Profile	
<ul style="list-style-type: none"> As of the September 30, 2016, there were 202 kindergarten to Grade 4 and there were 248 Grades 5-9 students residing in the Sherwood community who attended CBE schools. As of September 30, 2016, there were 154 kindergarten to Grade 4 and there were 159 Grades 5-9 students residing in the Nolan Hill community who attended CBE schools. 	

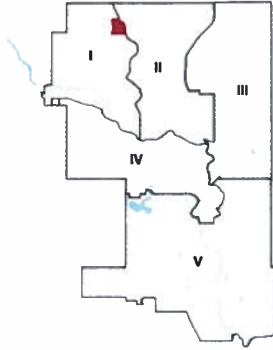


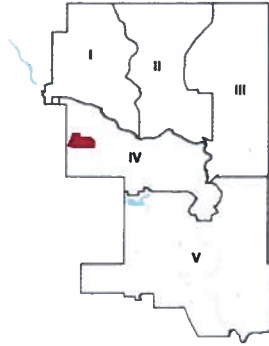
5.0	2018-2021 SCHOOL CAPITAL PLAN
	New School Construction
	Priority C-13 Sherwood/Nolan Hill Middle
	Site Planning and Transportation
	<ul style="list-style-type: none"> There is a middle site in Sherwood. Sherwood and Nolan Hill GR 7-9 students take City Transit to H.D. Cartwright School, and the median travel time is 32 minutes.
	Recommendation
	<ul style="list-style-type: none"> Construct a 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 \$26,985 million, including the construction of the new modular units, funding for CTS space and CTS equipment allowance.

5.0	2018-2021 SCHOOL CAPITAL PLAN
New Construction	
Priority C-14 Innovation Centre / Academy	
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 the creative industries.</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 a wide variety of creative industry experts will invite students into their disciplines, opening opportunities for students to engage in the world of the arts. Students would be provided with pathway and off-campus programs specific to the creative industries 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 creative industries 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>The facility is envisaged as a 1200 student capacity secondary school facility with classrooms, exam rooms, large interdisciplinary spaces, Learning Commons as well as flex spaces that would support Chinook Learning and act as a Fine Arts Hub. The school would have a gross area of approximately 10,600 m² for Grades 10-12 students.</p> <p>The school would offer young adult and adult students the opportunity to upgrade their secondary school curriculum courses in a unique and responsive setting. Course offerings would morph according to student requests and could include English language, mathematics, sciences, biology, chemistry, physics, computer studies, social studies, languages. Experimentation, collaboration, design, creativity and innovation would lie at the heart of the Booth Centre learning culture. Students attending the Booth Centre would be exposed to a wide variety of community and industry experts who invite students into the world of their disciplines opening opportunities for students to engage in the creative problem posing and problem solving approaches that define the nature of the creative industries. Ultimately, students, teachers, community and industry experts will work collaboratively to pose and solve real-world problems that emerge as the East Village continues to grow as a central hub of creativity and the arts for the City of Calgary.</p> <p>The facility would be designed to reflect 21st century learning and have the flexibility to adapt to changes in education thus future proofing the building. The interior spaces would be able to be reconfigured by the students in order to accommodate their learning needs.</p>	

5.0	2018-2021 SCHOOL CAPITAL PLAN
	New Construction
	Priority C-14 Innovation Centre / Academy
	Facility Description
<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 artists in local and international venues.</p> <p>The total project cost is estimated to be \$36 million.</p>	

5.0	2018-2021 SCHOOL CAPITAL PLAN
New Construction	
Priority C-15 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 2016 Census, the total number of occupied dwelling units was 5,131 with a population of 13,616. The population has been stable the past three years. 	
	
Enrolment Profile	
<ul style="list-style-type: none"> As of September 30, 2016, there were 426 kindergarten to Grade 4 and 380 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 a new middle school is constructed in Signal Hill, 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 14 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 \$26,985 million including the construction of the new modular units, funding for CTS space and CTS equipment allowance. 	

5.0	2018-2021 SCHOOL CAPITAL PLAN
New Construction	
Priority C-16 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 2016 Census, the total number of occupied dwelling units was 1,451 with a population of 4,896. The community is planned for an estimated 1,978 housing units with a population capacity of 5,700 to 6,300. The community had an average annual population growth of 591 persons during the past three-year period. 	
	
Enrolment Profile	
<ul style="list-style-type: none"> As of the April 2016 Census, there were 398 total preschool-aged children. As of September 30, 2016, there were 202 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 17 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 \$14,238 million. 	

5.0	2018-2021 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 2016 Census, the total number of occupied dwelling units was 2,792 with a population of 9,055. The community is planned for an estimated 3,817 housing units with a population capacity of 10,900 to 11,400. The community had an average annual population growth of 885 persons during the past three-year period. 	
	
Enrolment Profile	
<ul style="list-style-type: none"> As of September 30, 2016, there were 343 kindergarten to Grade 4 and 262 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 (GR 7-9) students are currently bused to Vincent Massey School, which is located in the Westgate community. Median travel time to Vincent Massey School is 12 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 \$26,985 million including the construction of the new modular units, funding for CTS space and CTS equipment allowance. 	

5.0 2018-2021 SCHOOL CAPITAL PLAN

New Construction

Priority C-18 Valley Ridge/Crestmont Elementary

School Community Profile

Valley Ridge Community began development in 1992 and is located in the Northwest sector of the City.

- As of the April 2016 Census, the total number of occupied dwelling units was 1,902 with a population of 5,659.

Crestmont Community began development in 2001 and is located in the Northwest sector of the City.

- As of the April 2016 Census, the total number of occupied dwelling units was 476 with a population of 1,538.



Enrolment Profile


- As of the April 2016 Census, there were 344 total preschool-aged children.
- As of the September 30, 2016, there were 134 kindergarten to Grade 4 students residing in the Valley Ridge community who attended CBE schools.
- As of the April 2016 Census, there were 117 total preschool-aged children.
- As of the September 30, 2016, there were 49 kindergarten to Grade 4 students residing in the Crestmont community who attended CBE schools.

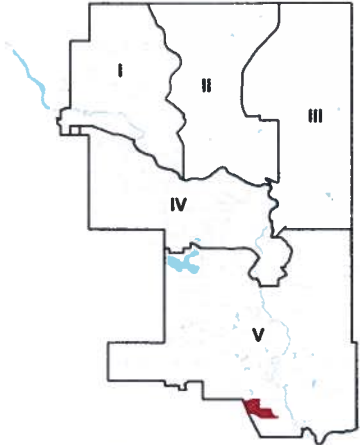
Site Planning and Transportation

- 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 School is 15 minutes.

Recommendation

- 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 \$14,238 million.

5.0	2018-2021 SCHOOL CAPITAL PLAN
New Construction	
Priority C-19 Nolan Hill Elementary	
School Community Profile	
<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 2016 Census, the total number of occupied dwelling units was 1,234 with a population of 3,756. The community is planned for an estimated 3,371 housing units with an estimated population capacity of 7,600 to 8,900. <p>The community had an average annual population growth of 1,203 persons during the past three-year period.</p> 	
Enrolment Profile	
<ul style="list-style-type: none"> As of the April 2016 Census, there were 397 total preschool-aged children. As of September 30, 2016, there were 154 kindergarten to Grade 4 students residing in the Nolan Hill community who attended CBE schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> Nolan Hill students are currently bused to Ranchlands School, which is located in the Ranchlands community in Area I. Median travel time to Ranchlands School is 18 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 \$14,238 million. 	

5.0	2018-2021 SCHOOL CAPITAL PLAN
New Construction	
Priority C-20 Walden Elementary	
School Community Profile	
<p>Walden Community began development in 2007 and is located in the South sector of the City.</p> <ul style="list-style-type: none"> As of the April 2016 Census, the total number of occupied dwelling units was 1,259 with a population of 3,859. The community is planned for an estimated 3,800 housing units with an estimated population capacity of 10,200 to 10,800. <p>The community had an average annual population growth of 745 persons during the past three-year period.</p> 	
Enrolment Profile	
<ul style="list-style-type: none"> As of the April 2016 Census, there were 354 total preschool-aged children. As of September 30, 2016, there were 155 kindergarten to Grade 4 students residing in the Walden community who attended CBE schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> Walden students are currently bused to Fish Creek School, which is located in the Sundance community in Area V. Median travel time to Fish Creek School is 10 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 \$14,238 million. 	

6.0	2018-2021 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>	
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	2018-2021 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	2018-2021 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	2018-2021 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	2018-2021 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 in Area V.</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 community of Auburn Bay. ▪ 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	2018-2021 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-4 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 6-9 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	2018-2021 SCHOOL CAPITAL PLAN
	Major Modernizations
	Priority M-4 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	2018-2021 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-5 A.E. Cross School	
Current and Future Student Accommodation Plan	
<p>A.E. Cross School is located in southwest Calgary in the community of Glenbrook, which is an established community in Area IV.</p> <ul style="list-style-type: none"> ▪ Regular Program A.E. Cross School currently accommodates the Regular program for Grades 7-9 students living in Glenbrook, Glamorgan, Killarney, Glengarry, Lincoln Park, Richmond, CFB Lincoln Park/Garrison Green, and Rutland Park. Students residing in Signal Hill are also currently designated to A.E. Cross School for Grades 7-9. ▪ Spanish Bilingual Starting in 2017 A.E. Cross will begin accommodating Grade 7 students who live in Area IV. ▪ System Classes A.E. Cross School accommodates Paced Learning and Learning and Literacy classes for Area IV students. <p>The long-term student accommodation plan for A.E. Cross School is to accommodate students from their home area and to continue to accommodate students residing in new and developing communities in southwest Calgary and expand to Grades 7-9 for Spanish Bilingual students. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that enrolment will be at or near capacity. A.E. Cross School currently accommodates the Area IV office.</p>	
Facility Description	
<p>The original building was built in 1961 with a major two-storey addition added in 1966. The building has a masonry and steel construction, wood-roof deck with masonry and curtain wall exterior. A modernization took place in 1983. The gross building area is 9,064 m² consisting of 36 classrooms, with the majority of the classrooms being slightly smaller than current standards. The provincial capacity of A.E. Cross School has been set at 1,066 student spaces. The gym, library, and administration space are typical size for a school of this capacity. The ancillary spaces are quite large compared to classroom.</p> <p>The structure is considered to be in acceptable condition. Many of the classrooms have good natural lighting. Most of the building exterior is finished with low maintenance materials; however, the wood portions of the exterior are in need of maintenance. Floors are generally in acceptable condition with some needing repair/replacement.</p>	

6.0	2018-2021 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-5 A.E. Cross School	
Facility Description (cont'd)	
<p>In 2015, Alberta Infrastructure evaluated school facilities through VFA (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: minor upgrades/repairs required (caulking, etc.) ▪ Interior: requires upgrading (worn and aging finishes) ▪ Mechanical: aging systems (50+years old) require replacement (HVAC system: steam boilers, ventilation, etc.) ▪ Electrical: systems require upgrading (expand current circuit system) 	
Modernization	
<p>The modernization will address replacement of major mechanical systems and electrical upgrades to improve thermal comfort and energy efficiency, and provide additional power and data outlets to address technology needs. The scope will include replacement of old and worn finishes and fixtures (e.g., vinyl-asbestos-tile flooring, wood flooring, and lockers), door and hardware replacement, and washroom upgrades. The modernization will include select program space renovations, library to learning commons conversion, hazardous material abatement, and building code and accessibility upgrades. The proposed project will modernize the whole facility and enhance the teaching environment. The total project cost is estimated to be \$16 million.</p>	

6.0	2018-2021 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-6 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	2018-2021 SCHOOL CAPITAL PLAN
	Major Modernizations
	Priority M-7 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 <p>Annie Foote School currently accommodates kindergarten to Grade 6 students living in Temple. The school also accommodates kindergarten to Grade 6 students from the new and developing community of Skyview Ranch.</p> <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	2018-2021 SCHOOL CAPITAL PLAN
	Major Modernizations
	Priority M-7 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	2018-2021 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-8 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	2018-2021 SCHOOL CAPITAL PLAN
	Major Modernizations
	Priority M-9 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.</p> <ul style="list-style-type: none"> ▪ Regular Program - Altadore School currently accommodates the Regular program for kindergarten to Grade 6 students living in Altadore which includes Garrison Woods. <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	2018-2021 SCHOOL CAPITAL PLAN
	Major Modernizations
	Priority M-10 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 RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations that would need to be addressed as the building pass its 35 year:</p> <ul style="list-style-type: none"> ▪ 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	2018-2021 SCHOOL CAPITAL PLAN
	Major Modernizations
	Priority M-10 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	2018-2021 SCHOOL CAPITAL PLAN
	Major Modernizations
	Priority M-11 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	2018-2021 SCHOOL CAPITAL PLAN
	Major Modernizations
	Priority M-11 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 2016-2017				
Area	Sector	Elementary/Junior High Students	Elementary/Junior High Capacity	% Utilization
AREA I	Sector 1	5,985	7,447	80.37%
	Sector 2	8,861	9,570	92.59%
Total		14,846	17,017	87.24%
AREA II	Sector 3	4,943	12,865	38.42%
	Sector 4	12,294	10,490	117.20%
Total		17,237	23,355	73.80%
AREA III	Sector 5	19,917	22,493	88.55%
Total		19,917	22,493	88.55%
AREA IV	Sector 6	8,415	10,532	79.90%
	Sector 7	4,544	6,074	74.81%
Total		12,959	16,606	78.04%
AREA V	Sector 8	7,816	16,873	46.32%
	Sector 9	16,085	13,672	117.65%
Total		23,901	30,545	78.25%
Grand Total		88,860	110,016	80.77%

Notes:

- Student numbers are based on ArcView data as at September 30, 2016 (K@FTE to Grade 9).
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)
- Under-utilized and over-utilized are shown on Map 7.

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

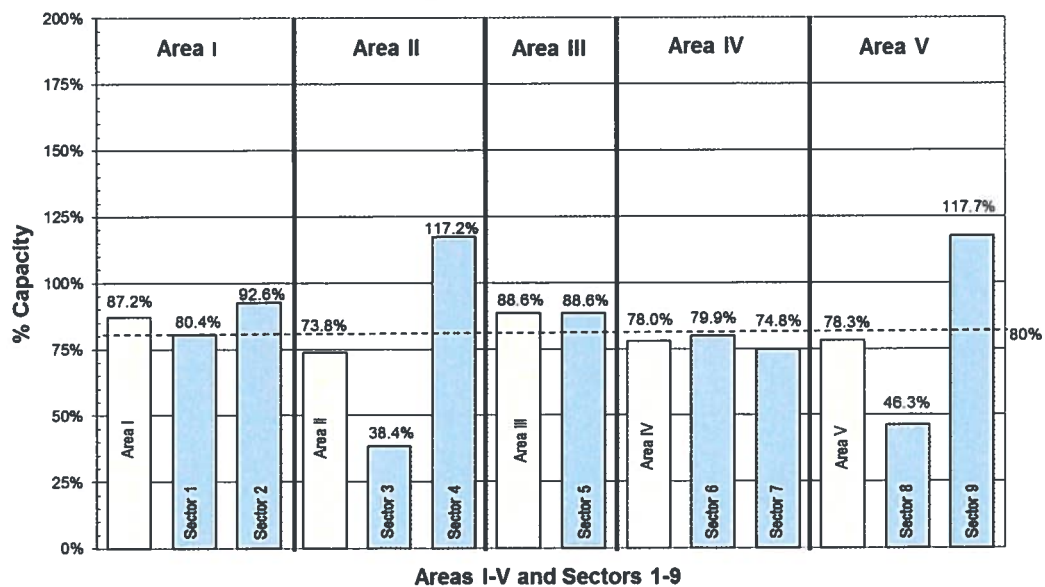


Table 2: Capacity by Residence Senior High (%)

Senior High (Gr. 10-12) Students by Residence 2016-2017				
Area	Sector	Senior High Students	Senior High Capacity	% Utilization
AREA I	Sector 1	1,812	1,513	119.76%
	Sector 2	3,606	3,534	102.04%
Total		5,418	5,047	107.35%
AREA II	Sector 3	1,448	6,923	20.92%
	Sector 4	3,479	1,480	235.07%
Total		4,927	8,403	58.63%
AREA III	Sector 5	6,359	6,604	96.29%
Total		6,359	6,604	96.29%
AREA IV	Sector 6	2,836	1,652	171.67%
	Sector 7	1,595	4,410	36.17%
Total		4,431	6,062	73.09%
AREA V	Sector 8	2,735	6,861	39.86%
	Sector 9	4,935	1,526	323.39%
Total		7,670	8,387	91.45%
Grand Total		28,805	34,503	83.49%

Notes:

- Student numbers are based on ArcView data as at September 30, 2016
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)
- Under-utilized and over-utilized are shown on Map 8.

Senior High Area Utilization Rates by Residence

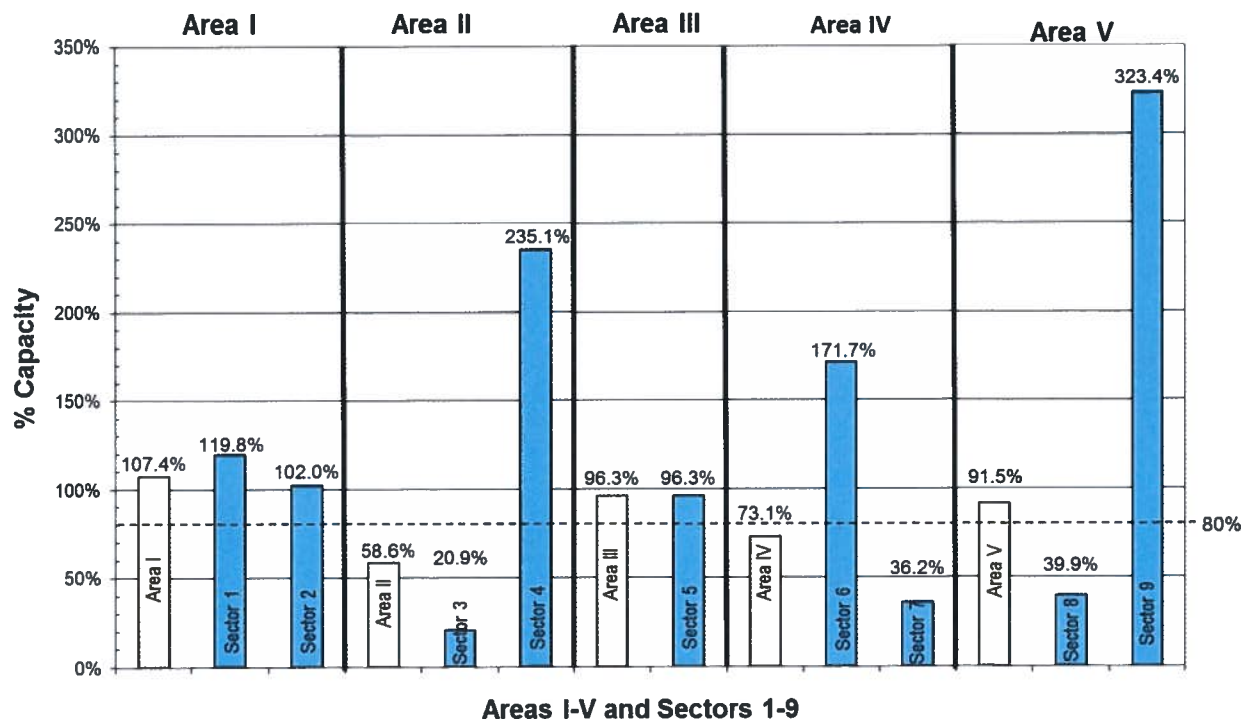


Table 3: % Capacity for K-GR9 by Enrolment

K-9 Students by Enrolment 2016-2017				
Area	Sector	Elementary/Junior High Students	Elementary/Junior High Capacity	% Utilization
AREA I	Sector 1	5,621	7,447	75.48%
	Sector 2	8,210	9,570	85.79%
Total		13,831	17,017	81.28%
AREA II	Sector 3	10,933	12,865	84.98%
	Sector 4	8,895	10,490	84.80%
Total		19,828	23,355	84.90%
AREA III	Sector 5	18,350	22,493	81.58%
Total		18,350	22,493	81.58%
AREA IV	Sector 6	8,482	10,532	80.54%
	Sector 7	4,821	6,074	79.37%
Total		13,303	16,606	80.11%
AREA V	Sector 8	12,324	16,873	73.04%
	Sector 9	11,431	13,672	83.61%
Total		23,755	30,545	77.77%
Grand Total		89,067	110,016	80.96%

Notes:

- Student numbers are based on ArcView data as at September 30, 2016 (K@FTE to Grade 9)
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)

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

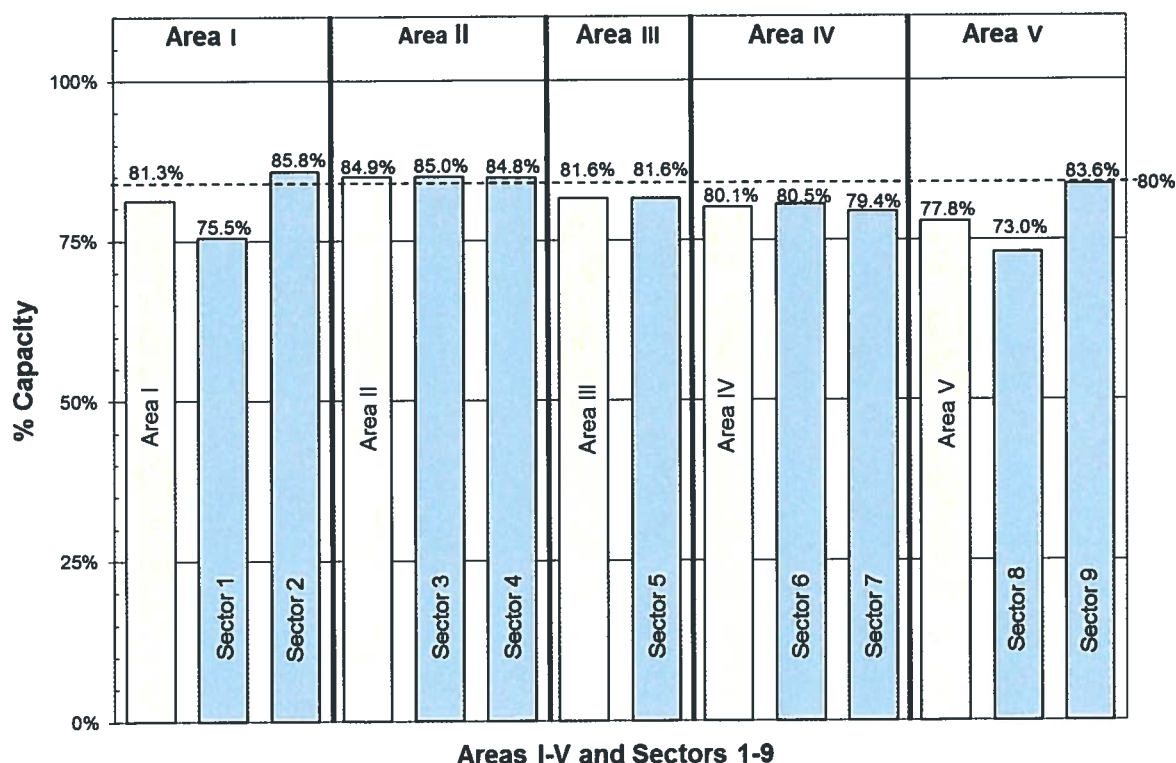


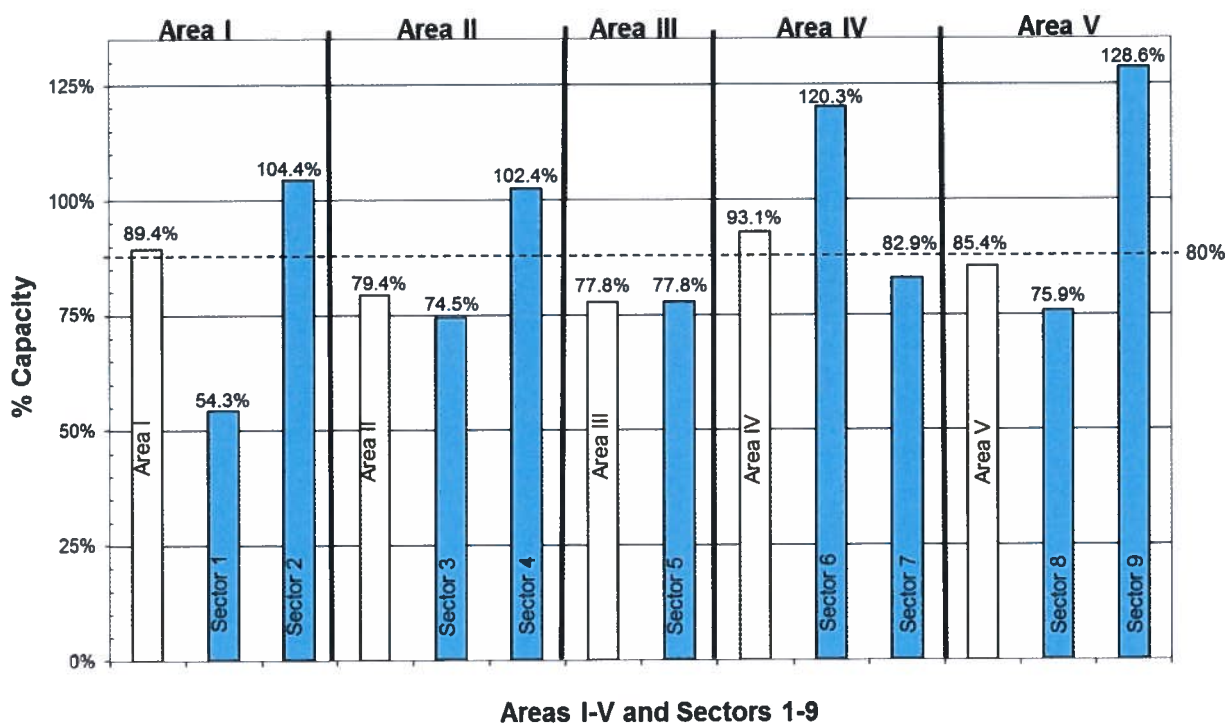
Table 4: % Capacity by Enrolment – Senior High

Senior High (Gr. 10-12) Students by Enrolment 2016-2017				
Area	Sector	Senior High Students	Senior High Capacity	% Utilization
AREA I	Sector 1	821	1,513	54.26%
	Sector 2	3,689	3,534	104.39%
	Total	4,510	5,047	89.36%
AREA II	Sector 3	5,154	6,923	74.45%
	Sector 4	1,515	1,480	102.36%
	Total	6,669	8,403	79.36%
AREA III	Sector 5	5,137	6,604	77.79%
	Total	5,137	6,604	77.79%
AREA IV	Sector 6	1,987	1,652	120.28%
	Sector 7	3,654	4,410	82.86%
	Total	5,641	6,062	93.06%
AREA V	Sector 8	5,204	6,861	75.85%
	Sector 9	1,962	1,526	128.57%
	Total	7,166	8,387	85.44%
Grand Total		29,123	34,503	84.41%

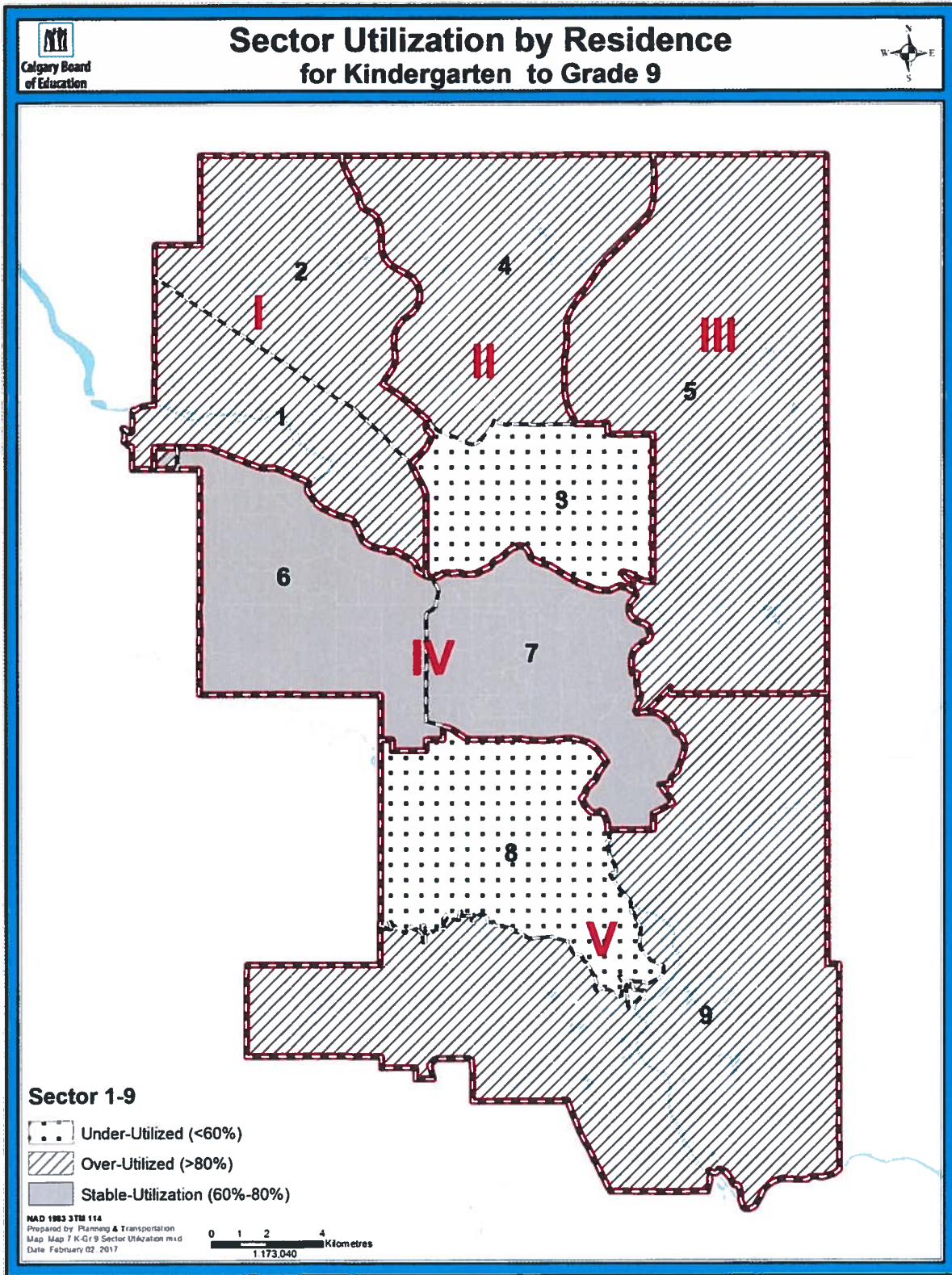
Notes:

- Student numbers are based on ArcView data as at September 30, 2016
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)

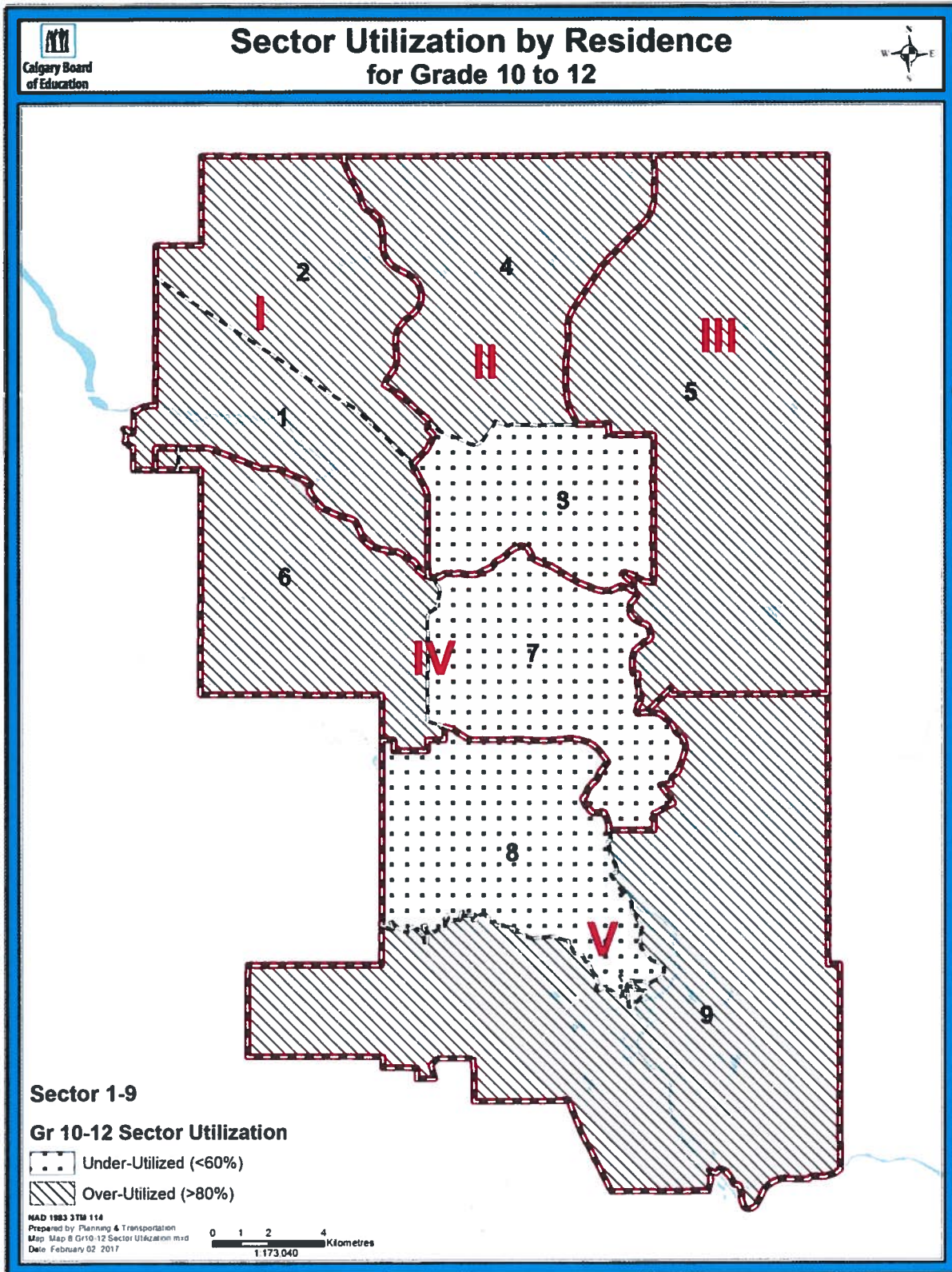
Senior High Area Utilization Rates by Enrolment



Map 7



Map 8



APPENDIX II

Modernization Information

Rank	Modernization	Points	Area	Sector	Grade
1	Forest Lawn High School	72	III	5	10-12
2	John G. Diefenbaker High School	71	II	4	10-12
3	Nickle School	49	V	8	5-9
4	Ernest Morrow School	47	III	5	6-9
5	A.E. Cross School	45	IV	6	7-9
6	Janet Johnstone School	39	V	9	K-4
7	Annie Foote School	39	III	5	K-6
8	Cedarbrae School	38	V	8	K-6
9	Altadore School	36	IV	7	K-6
10	Ranchlands School	36	I	2	K-6
11	Queen Elizabeth School	36	II	3	K-6

Major Modernization Ranking Points 2018-2021 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 G. Diefenbaker High School	35	10	4	7	15	71
Nickle School	10	10	7	7	15	49
Ernest Morrow School	10	10	2	10	15	47
A.E. Cross School	10	6	6	8	15	45
Janet Johnstone School	-	10	4	10	15	39
Annie Foote School	-	10	4	10	15	39
Cedarbrae School	-	10	4	9	15	38
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⁾	1626	V	9	K-4
2	Coventry Hills/Country Hills Village Elementary ⁽²⁾	1560	II	4	K-4
3	Mahogany Elementary	1396	V	9	K-4
4	**Skyview Ranch Elementary	1347	III	5	K-4
5	Evergreen Elementary ⁽²⁾	1335	V	9	K-4
6	Auburn Bay Middle	1309	V	9	5-9
7	Evanston Middle	1269	II	4	5-9
8	Cougar Ridge Elementary	1084	IV	6	K-4
9	Sage Hill Elementary	1051	II	4	K-4
10	Kincora Elementary	1037	II	4	K-4
11	**Country Hills/Harvest Hills Elementary	1017	II	4	K-4
12	Sherwood/Nolan Hill Middle	913	I	2	5-9
13	Signal Hill Middle	886	IV	6	5-9
14	Sherwood Elementary	710	I	2	K-4
15	Aspen Woods Middle	685	IV	6	5-9
16	Valley Ridge/Crestmont Elementary	684	I	1	K-4
17	**Skyview Ranch Middle	673	III	5	5-9
18	Nolan Hill Elementary	661	I	2	K-4
19	**Country Hills/Harvest Hills Middle	620	II	4	5-9
20	Walden Elementary	609	V	9	K-4
21	Silverado Middle	571	V	9	5-9
22	Redstone Elementary	494	III	5	K-4
23	Cityscape/Redstone Middle	478	III	5	5-9
24	Legacy Elementary	456	V	9	K-4
25	Sage Hill Middle	428	II	4	5-9
26	Cityscape Elementary	425	III	5	K-4
27	Walden Middle	338	V	9	5-9
28	Legacy Middle	237	V	9	5-9

Notes: ⁽²⁾ Indicates second K-4 school

** Combined Country Hills/Harvest Hills and Skyview Ranch into K-9 grade configuration

(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)

K-GR4 Statistics 2018-2021 Capital Submission

Community	Community Growth Profile (statistics)				Busing and Travel Time (statistics)			Existing K-GR4 School or Design Only School Approved or in Existence
	2016 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	397	154	24	12	18	6	yes	no
Sherwood	398	202	24	14	17	5	yes	no
Valley Ridge / Crestmont	461	183	5	8	15	3	no	no
Area II								
Country Hills / Harvest Hills	653	314	24	8	16	4	no	no
*Coventry Hills / Country Hills Village ⁽²⁾	*1075	*375	24	15	nbr	nbr	no	yes
Kincora	577	340	24	17	16	3	yes	no
Sage Hill	716	215	24	11	20	6	yes	no
Area III								
Cityscape	171	104	21	25	22	8	yes	no
Redstone	258	106	21	15	17	11	yes	no
Skyview Ranch	909	318	21	12	20	9	yes	no
Area IV								
Cougar Ridge	711	313	5	14	20	6	no	no
Area V								
*Cranston ⁽²⁾	*1087	*369	29	15	nbr	nbr	yes	yes
*Evergreen ⁽²⁾	*933	*302	21	13	nbr	nbr	no	yes
Legacy	234	112	21	13	17	5	yes	no
Mahogany	998	298	29	13	28	11	no	no
Walden	354	155	21	12	10	4	yes	no

- Notes:
1. Pre-school Census is the "Total" number of pre-school children 2011-2015. (Statistics from the City of Calgary "Pre-School Children 2016").
 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 "2016 Civic Census".
 4. Median Travel Time – "nbr" no bus receiver for that community.
 5. 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 (1696-621=1075) total & K-GR4 (996-621=375) total, as it would be their second elementary.
Cranston⁽²⁾ – deducted 587 (current provincial capacity) from pre-school (1674-587=1087) total & K-GR4 (956-587=369) total, as it would be their second elementary.
Evergreen⁽²⁾ – deducted 584 (current provincial capacity) from pre-school (1517-584=933) total & K-GR4 (886-584=302) total, as it would be their second elementary.

K-GR4 Ranking Points 2018-2021 Capital Submission

Community Growth Profile (points)				Busing and Travel Time (points)			
Community	2016 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	Total Points
Area I							
Nolan Hill	397	154	50	10	50	0	661
Sherwood	398	202	50	10	50	0	710
Valley Ridge/Crestmont	461	183	30	10	0	0	684
Area II							
Country Hills/Harvest Hills	653	314	40	10	0	0	1017
Coventry Hills/Country Hills Village ⁽²⁾	1075	375	60	0	0	50	1560
Kincora	577	340	60	10	50	0	1037
Sage Hill	716	215	50	20	50	0	1051
Area III							
Cityscape	171	104	80	20	50	0	425
Redstone	258	106	60	20	50	0	494
Skyview Ranch	909	318	50	20	50	0	1347
Area IV							
Cougar Ridge	711	313	40	20	0	0	1084
Area V							
Cranston ⁽²⁾	1087	369	70	0	50	50	1626
Evergreen ⁽²⁾	933	302	50	0	0	50	1335
Legacy	234	112	50	10	50	0	456
Mahogany	998	298	60	40	0	0	1396
Walden	354	155	50	0	50	0	609

Notes:

1. 0 points in Community Growth Profile = 0 points in Busing and Travel Time.
2. Pre-school Census includes "Total" number of pre-school children 2011-2015. (Statistics from the City of Calgary "Pre-School Children 2016").
3. Communities that have a new school constructed or approved and can only support one K-GR4 school are not ranked.
4. 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.
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).

Middle/Junior (Grades 5-9) Statistics 2018-2021 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	356	407	24	15	*32	6	yes	no	no
Area II									
Country Hills/ Harvest Hills	314	246	24	6	22	7	no	no	no
Evanston	695	424	24	10	30	11	10	yes	no
Sage Hill	215	143	24	7	27	9	no	no	no
Area III									
Cityscape/Redstone	210	138	21	12	23	10	yes	no	no
Skyview Ranch	318	245	21	9	24	9	yes	no	no
Area IV									
Aspen Woods	343	262	5	9	12	4	no	yes	no
Signal Hill	426	380	5	7	14	2	no	yes	no
Area V									
Auburn Bay	781	408	29	9	20	9	no	yes	no
Legacy	112	75	21	9	15	5	no	no	no
Silverado	296	165	21	7	21	8	no	yes	no
Walden	155	133	21	11	10	4	no	no	no

- Notes:
1. Housing information from The City of Calgary "2016 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 2018-2021 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	356	407	60	40	50	0	0	913
Area II								
Country Hills/ Harvest Hills	314	246	40	20	0	0	0	620
Evanston	695	424	50	50	0	50	0	1269
Sage Hill	215	143	40	30	0	0	0	428
Area III								
Cityscape/Redstone	210	138	50	30	50	0	0	478
Skyview Ranch	318	245	40	20	50	0	0	673
Area IV								
Aspen Woods	343	262	30	0	0	50	0	685
Signal Hill	426	380	30	0	0	50	0	886
Area V								
Auburn Bay	781	408	50	20	0	50	0	1309
Legacy	112	75	40	10	0	0	0	237
Silverado	296	165	40	20	0	50	0	571
Walden	155	133	50	0	0	0	0	338

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

CBE Point Assignments

Kindergarten - Grade 4						
Pre-school Census (Age 1-5)						
Pre-school Census (Age 1-5)*					Actual Value	
* Prepared by the City of Calgary annually						
Current K-GR4 Enrolment						
Current K-GR4 Enrolment - September 30, 2016 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.						

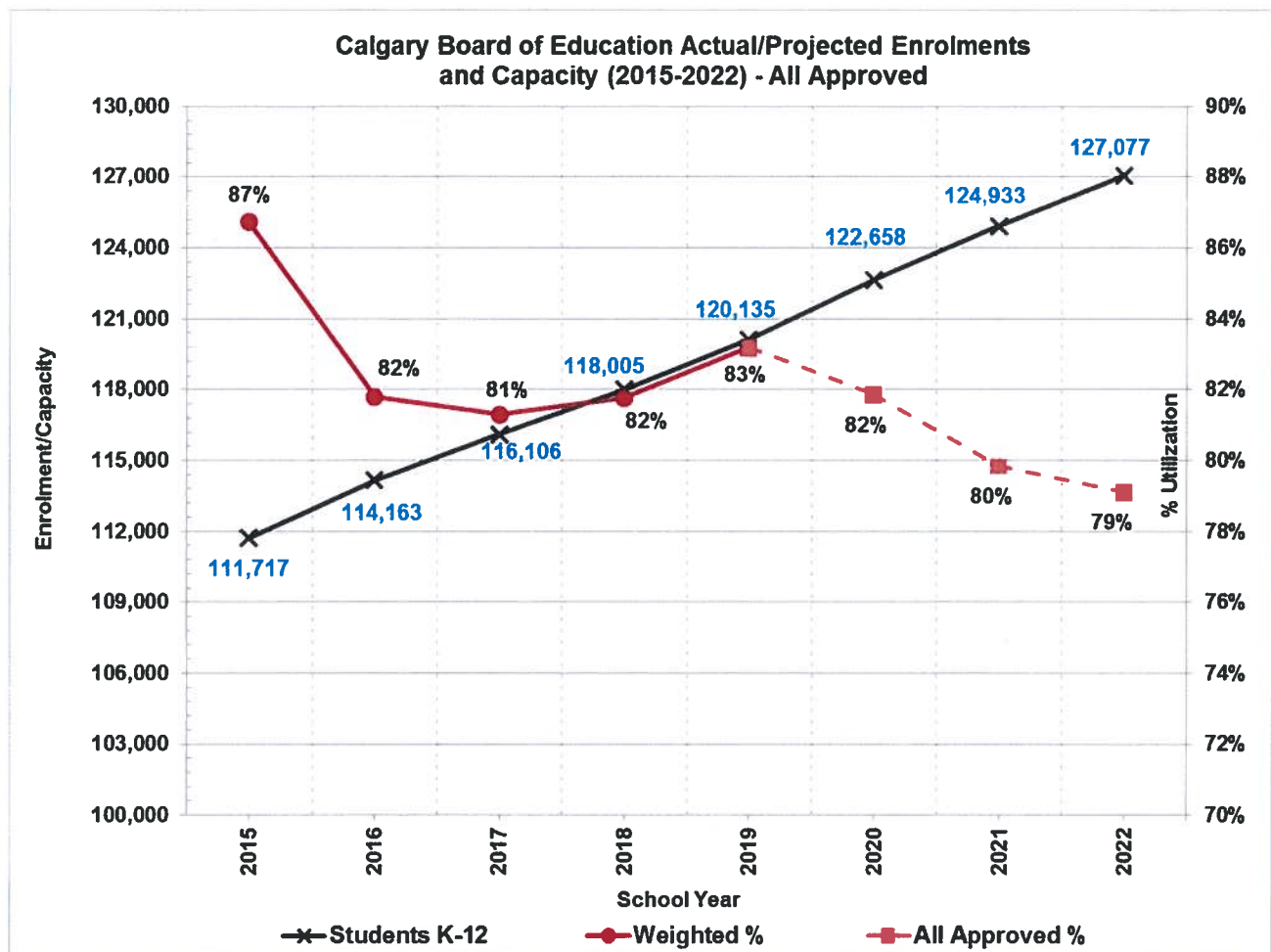
CBE Point Assignments

Middle (Grade 5-9)						
K-GR4 Enrolment						
Current K-GR4 Enrolment - September 30, 2016 enrolment					Actual Value	
GR5-9 Enrolment						
Current GR5-9 Enrolment - September 30, 2016 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 – (2015 – 2021)

K-GR12



Note: Assumes all schools approved in 2018-2021 Plan

Glossary of Terms and Definitions

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

Correspondence

Date	March 14, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Kelly-Ann Fenney Office of the Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

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

- Letter dated February 15, 2017 from Mayor Naheed Nenshi to Chair Bowen-Eyre re: initiative 3 Things for Canada to celebrate Canada's 150th birthday.

Attachments: Relevant Correspondence





NAHEED K. NENSHI, MAYOR

February 15, 2017

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

Dear Ms. Bowen-Eyre,

Joy!

I'm writing to you today to share a dream I have for the nation, and ask for your support and ideas in making this dream a reality.

As you know, for Canada's 150th birthday, it is my dream for every Canadian to give a gift to the nation – three gifts, in fact. We are calling it 3 Things for Canada/3 gestes pour le Canada. It's a simple concept that asks each and every Canadian to do three acts of service for their community. They can be big things or small things, but the goal is to create a habit of service, and in doing so, we can change our neighbourhoods, the nation and the world.

This idea began a few years ago as 3 Things for Calgary and, now we're scaling up to reach all Canadians. 3 Things for Calgary was tremendously successful when adopted by classrooms and schools, and we're seeing the same results with 3 Things for Canada. This idea resonates so strongly with youth because it empowers them to make a difference by doing something they're passionate about.

I believe there would be tremendous value in the Calgary Board of Education adopting this more broadly, and I would love to hear the board's ideas on how that might be possible. With your help, we can get every Canadian doing 3 Things for Canada and celebrate our nation in the process.

Yours truly,

Naheed K. Nenshi
MAYOR

Let's do this!

**report to
Board of Trustees****Chief Superintendent's Update**

Date	March 14, 2017
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.

Canada's Outstanding Principals Program

In January Rita Dickson, principal of Louise Dean School, was named one of Canada's outstanding principals by the Learning Partnership. Principals are chosen by a national selection committee for demonstrating innovation, leadership and for employing creativity in finding solutions and opportunities within their school communities. Rita is a visionary leader at Louise Dean School, which serves expectant and parenting teens. Rita has created a secure, safe, welcoming learning environment for her students to work towards a high school diploma or certificate, while affording them flexible scheduling for maternity leaves, counselling or lifestyle challenges. Under Rita's leadership, Louise Dean School has been successful in increasing student credit accumulation and graduation rates.

Personalize Learning

JA southern Alberta

JA Southern Alberta (previously known as Junior Achievement) has partnered with CBE to provide nearly 450 students unique opportunities to engage in entrepreneurial learning and financial literacy. Students with an interest in a fine arts or skilled trade career pathway can explore courses that support their understanding of being an entrepreneur and potentially running their own business. This flexible, self-paced delivery model offers the choice of an online or blended experience while connecting students with community mentors to enhance and expand business ideas.

JA Southern Alberta also generously provides funding to support the SAIT Dual Credit Management 200 program. Currently this program has 38 students enrolled from eleven different CBE high schools.

Build Professional Capital

Indigenous Education learning series | Supaman

The Indigenous Education team, First Nations, Métis and Inuit graduation coaches, school based learning leaders and specialists from Learning, in partnership with Pathways Community Services Organization, have been working with students from Jack James High School, Discovering Choices, Forest Lawn High School and Ernest Morrow School to design and bring to fruition a student-led event built on the theme of *Reconciliation through Education*. This is the second of a planned four-part speaker series (the first was a speaking event with Dr. Pamela Palmater in June 21, 2016) made possible, in part, by a grant from the Calgary Foundation.

As a culmination of collaborative efforts, Forest Lawn High School hosted a free event, open to the community featuring Supaman* and Darcy and Frank Turning Robe** celebrating stories of resilience through music to honor *Reconciliation*

through Education. Supaman also facilitated a writing workshop at Jack James High School, attended by 40 students from 10 CBE schools.

*Supaman is an internationally celebrated hip hop artist of the Apsaalooke Nation whose music allows him to connect with people from all walks of life. His ability to motivate, encourage and inspire through dance and hip hop has gained him the respect of his culture and generation.

**Frank and Darcy Turning Robe, father and son, inspire many communities from Calgary and the Siksika Nation alike. Darcy is an award winning drummer, keeper of knowledge for the history of his peoples and shares the stories passed down by his family elders. Darcy gifted the Calgary Board of Education with an honour song at last year's Aboriginal Graduation that will be carried forward to recognize Aboriginal students year after year for their accomplishments.

Alberta "Future Ready" initiative – School Nutrition Pilot program

CBE's participation in Alberta Education's School Nutrition Pilot Program expanded from Marlborough School to include Bowcroft School and Banting & Best School, feeding approximately 360 children daily since January 6th.

The Principals have reported:

- increased quality and quantity of student intellectual engagement during instructional periods;
- increased sense of community- within the school building, with parents and other members of the community;
- improved ability to build relationships with students and their families and thus better personalize learning;
- improved student understandings about healthy food choices, citizenship and self-regulation; and
- increased staff dialogue and discussions to improve instructional practice.

The Nutrition Pilot Program will continue at these three CBE schools through to the end of June, and inform decision making at the provincial level regarding the implementation of nutrition programs across the province in the 2017-2018 school year.

Safety Training for International Trips

All teachers leading an upcoming international destination school trip were invited to attend a learning session focused on safe group travel. This specialized training was developed to equip CBE teachers to lead school groups traveling outside of Canada and complements the rigorous planning and review process each international trip proposal goes through prior to being approved.

Education First Educational Tours, a CBE-approved service provider, assisted in facilitating this session. Topics included planning for travel, being proactive as a leader, understanding the leader's role in the safety of the group and preparing for the unexpected. Teachers appreciated the opportunity to work together in small groups through scenarios that could occur during a trip and learning from others' experiences.

Engage Our Public

Employee Engagement

One of the priorities of the CBE's Three-Year Education Plan: to conduct an anonymous survey that will measure how engaged employees are in their work and in the mission and goals of the organization. The CBE's employee engagement survey will open on March 14. It will remain open for two weeks.

This confidential survey will be managed by Aon Hewitt, who has been chosen to help support this work. The survey contains approximately 60 questions and asks employees about their connection to their work, our organization, and student success.

Leaders have been provided with an overview presentation to share with staff in advance of the survey. Further communication will be provided to all staff closer to the launch date.

Engagement on Impacted Schools in Areas I, II and V

After careful review and thoughtful consideration, the CBE communicated final decisions regarding the future use of learning space at some Area I, II and V schools on Feb. 14. The decisions were made following a comprehensive engagement process that took place from January 2016 to January 2017.

Information about the decisions and the engagement process is available on the CBE website as well as the school websites for each of the directly affected schools. Schools will now work with their communities in implementing these decisions.

Thank you to everyone who shared their perspectives throughout this process. The thoughtful contributions of students, parents, staff and community members made a meaningful difference in decision-making.

Steward Our Resources

New School Openings

The CBE was excited to open four new schools in January 2107: Eric Harvie School, Dr. Roberta Bondar School, Dr. George Stanley School, and West Ridge School. In addition to these new schools, the CBE opened the Aboriginal Learning Centre in the completely modernized former Harold W. Riley School building and a new Christine Meikle School in Varsity to replace the school in Bridgeland. On Feb. 1 the new Elbow Park School opened. In March Dr. Martha Cohen School and McKenzie Highlands School will open.

The opening of new schools allows many students to go to school closer to home where most of them can walk to and from school. Schools also become hubs of activity beyond the school day and contribute greatly to the communities they

serve. The new Christine Meikle School provides a purpose-built state-of-the-art facility for our exceptional needs students. The Aboriginal Learning Centre focuses on early intervention for First Nations, Métis and Inuit students aged 3 to 8 years old. The rebuilt Elbow Park School blends historic features of the original school into a new modern school.

Between February and May all the new schools opening in the 2016-17 school year will be holding official opening celebrations. These events showcase student performances and highlight the school's unique school spirit.

Employee Business and Travel Expenses

A new Administrative Regulation (AR) has been developed to guide employee business and travel expenses. AR 2060 provides expectations and guidelines regarding the use of CBE funds while travelling or conducting CBE business. Accompanying this AR is the schedule of allowances and limits which will be reviewed regularly. Additionally, an interpretation bulletin has been created to provide further explanations and illustrative examples for specific issues. The communication plan for the roll out of this AR includes information sessions for employees, an electronic message for all employees through link online and a posted power point highlighting critical information. Consistency of practice, accountability and transparency regarding CBE expenses will be enhanced by providing expectations and clarity through the recent approval and implementation of this AR.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

report to Board of Trustees

Second Quarter Budget Variance Report for the 2016-17 Budget

Date	March 14, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Decision and Information
Originator	Brad Grundy, Superintendent, Chief Financial Officer and Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-5: Financial Planning OE-6: Financial Administration
Resource Persons	Donna Rogers, Manager, Corporate Planning and Reporting

1 | Recommendation

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

2 | Issue

Operational Expectations 6 – Financial Administration requires that quarterly variance reports are prepared and provide explanations for variances in excess of 1% and \$500,000. This report serves as the second quarter report for the 2016-17 fiscal year.

3 | Background

Quarterly and annual reports are presented to the Board of Trustees to provide updates on the status of the results of operations. These results are compared to the fall update budget to meet the Operational Expectations 5: Financial Planning and Operational Expectations 6: Financial Administration.

Included in this report is the second quarter operating budget variance analysis, the projected use of operating reserves and designated funds (Attachment II) and capital budget variance analysis in Attachments III and IV.

4 | Analysis

The First Quarter Budget Variance Report (i.e. the fall update to the spring budget) primarily reports the budget impacts of changes in student enrolment from what was estimated during the budget preparation in the previous spring. The fall update is adopted as the comparative budget for all subsequent budget and variance reports as it is the most accurate reflection of planned spending based on actual student enrolment.

The 2016-17 Second Quarter Budget Variance Report analyzes variances based on current year spending trends as compared to the fall update budget.

Attachment I summarizes the forecasted changes to the budgeted revenues and expenses, reserve transfers and capital transactions. Explanations have been provided for variances above 1% and \$500,000 of reported line items in accordance with Operational Expectations 6. This includes:

REVENUES

- A favourable variance in *Federal Government and First Nations* revenue of \$0.55 million is the result of the Federal Government increasing support to the LINC (Language Instruction for New Canadians) program. The increase in revenues is offset with corresponding increased spending.
- A favourable variance in *other sales and services* revenue of \$1.9 million is the result of increased expected funding for foreign student tuition and resource revenue as a result of increased enrolment.
- A favourable variance in *all other revenue* of \$1.5 million is the result of increased gifts and donation revenue as well as grant revenue. These increases are offset by corresponding increased spending.

EXPENSES

- A net favourable variance of \$2.5 million in *Certificated salaries and benefits* due to:
 - \$3.2 million increase in certificated salaries and benefits in schools as a result of incurring more substitute staffing costs from principal deployment decisions.
 - \$0.7 million decrease in certificated permanent salaries and benefits as a result of savings from vacancies in service units.
- A net favourable variance of \$1.8 million in *Non-certificated* staff expenses due to:
 - \$2.8 million increase in non-certificated salaries and benefits at the school level as a result of overtime and principal deployment decisions.
 - \$1.0 million decrease in non-certificated salaries and benefits as a result of savings from vacancies in service units.

- A net \$4.7 million unfavourable variance for *Services, contracts and supplies* expenses includes:
 - \$0.8 million unfavourable variance in projects which are offset by increased revenues.
 - \$1.7 million unfavourable variance in other service unit expenses comprised primarily of additional supplies, rental costs for the physical education program at Nelson Mandela High School and repairs and maintenance.
 - \$0.3 million unfavourable variance from carbon tax impacts.
 - \$1.2 million unfavourable variance for new regular bus routes.
 - \$2.8 million unfavourable variance for 51 one-time bus routes in support of the school-within-a-school model for new schools.
 - \$3.0 million unfavourable variance from complex transportation needs.
 - \$4.5 million favourable variance for school services, contracts and supplies which will be redeployed to offset the salary increases discussed above, related to principal deployment decisions.
 - \$0.6 million in favourable savings including rebates, utilities and other cost cutting measures.

OPERATING DEFICIT

The forecasted deficit is \$24 million; \$4.3 million higher than what was anticipated in the budget (which is equivalent to 0.3% of total expenditures). The increased deficit is the result of the variances explained above.

USE OF RESERVES

Transfer from operating reserves/designated funds shows the forecasted use of \$30.9 million, compared to the fall update to the operating budget projected use of \$33 million, a decrease of \$2.1 million. This is due to a higher forecasted deficit of \$4.3 million, offset by reduced board-funded capital activities of \$6.4 million.

The anticipated *Available for use reserves* of \$17.3 million (Attachment II) represents roughly one percent (1.3%) of total revenue which is not a significant reserve value considering that we spend \$7.5 million per instructional day. Current anticipated reserve levels are approximately two days.

Further details are provided in the second quarter use of operating reserves and designated funds (Attachment II).

CAPITAL ACTIVITIES

The 2016-17 second quarter capital budget status reports (Attachments III and IV) highlight variances between the current approved budget and estimated capital expenditures for the year ended August 31, 2017.



The following table provides additional information as to the planned spending between schools and service units. Expense and FTE details are provided by major expense category and operating unit:

2016-17 Forecast										
Schools & Areas	Service Unit System Accounts	Learning	Facilities and Environmental Services	Legal	Communi- cations	Finance and Technology Services	Human Resources	Chief Supt's Office	Board of Trustees	Total
FTEs by:										
Superintendent	0	0	1	1	1	1	1	2	-	7
Staff (incl ATA, Staff Assn, CUPE, trades)	9,079	54	219	193	3	11	147	46	1	9,753
Exempt Staff	7	0	24	68	10	10	47	43	2	211
Total FTEs	9,086	54	244	262	14	22	195	89	5	9971
2016-17 Forecast										
Salaries and benefits	932,058	11,732	34,055	23,681	1,899	2,521	24,149	10,822	931	1,042,266
Supplies and services	89,909	129,401	5,175	23,509	137	152	1,598	1,509	286	252,549
Other (interest, amortization and uncollectible accounts)	43	57,143	1,037	3,325	15	-	3,301	20	2	64,886
	1,022,010	198,276	40,267	50,515	2,051	2,673	29,048	12,351	1,219	1,359,701
2016-17 Fall Update	1,020,794	190,021	39,162	51,476	2,082	2,726	29,478	12,549	1,219	1,350,798
Increase/(decrease) ⁽¹⁾	1,216	8,255	1,105	(961)	(31)	(53)	(430)	(198)	(6)	8,903
(1) Service Unit Variances										

^(a)Schools and Areas net expenses increased (\$1.2 million), and is offset by tax receipted donations and commissioning budget dollars for new schools.

^(b)Service Unit System Accounts have increased as a result of a forecasted increases related to delayed school openings, bus route configuration, and complex transportation needs.

^(c)Learning has projected increases with offsetting targeted revenues, they are forecasting a \$0.2 million surplus as a result of overall spending reduction in the service unit.

^(d)Facilities and Environmental Services projects savings related to position vacancies \$2.0 million offset by increased estimated cost of supplies and maintenance and repairs \$1.0 million.

^(e)Legal services projects a favourable variance in non-certificated salaries.

^(f)Communications has vacancies in non-certificated salaries.

^(g)Finance/Technology Services projects a favourable variance in non-certificated salaries.

^(h)Human Resources projects a favourable variance in salaries and benefits due to vacancies in certificated and non-certificated salaries.

⁽ⁱ⁾Chief Supt's Office has no variances as of Q2.

^(j)Board of Trustees has no variances as of Q2.

7 | Financial Impact

The forecast anticipates the use of \$30.8 million operating reserves and \$25.9 million capital reserves to maintain a balanced position. There are changes in anticipated draws on reserves from what was initially planned as the projected deficit has changed.

8 | Conclusion

This report represents information to the Board of Trustees in connection with Operational Expectations 5: Financial Planning and Operational Expectations 6: Financial Administration.

In response to the economic conditions within Alberta, and the anticipated financial challenges that will be faced by the Government and subsequently passed on to Alberta Education and the CBE, we must pay particular attention to our financial management.

The Chief Superintendent asked the implementation of cost containment measures while maintaining focus on our core values of; students come first, learning is our central purpose and public education serves the common goal. We have always practiced careful financial decision making and will be scrutinizing our operations to identify areas where additional cost cutting measures may be implemented without impacting student learning.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

Attachments

- Attachment I: 2016-17 second quarter operating budget variance analysis
- Attachment II: 2016-17 second quarter use of operating reserves and designated funds
- Attachment III: 2016-17 second quarter capital budget status report, summary of board funded capital investment
- Attachment IV: 2016-17 second quarter capital budget status report – projects funded by the Province of Alberta

GLOSSARY – Developed by the Board of Trustees

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

Attachment I: 2016-17 second quarter operating budget variance analysis

CALGARY BOARD OF EDUCATION Q2 BUDGET VARIANCE REPORT (in \$ thousands)

Description	2016-17 Fall Update Budget ^(A)	Forecast for the year ended Aug 31, 2017	Variance Favourable/ (Unfavourable)	
Revenues				
Alberta Education	1,230,690	1,230,850	160	0%
Other - Government of Alberta	618	558	(60)	(10)%
Federal Government and First Nations	2,650	3,207	557	21%
Other sales and services	19,360	21,296	1,936	10%
Fees	51,456	51,614	158	0%
Investment income	3,345	3,768	423	13%
All other revenues	22,853	24,332	1,479	6%
Total revenues	1,330,972	1,335,625	4,653	0%
Expenses				
Certificated salaries, wages and benefits expenses	775,314	777,805	(2,491)	(0)%
Non-certificated salaries, wages and benefits expenses	262,679	264,461	(1,782)	(1)%
Services, contracts and supplies expenses	247,869	252,549	(4,680)	(2)%
Amortization expenses	57,370	57,370	-	0%
Interest expenses	2,123	2,073	50	2%
All other expenses	5,443	5,443	-	0%
Total expenses	1,350,798	1,359,701	(8,903)	-1%
Operating deficiency for the year	(19,826)	(24,076)	(4,250)	(21)%
Transfer from operating reserves/designated funds				
Transfer from operating reserves	26,126	23,962	(2,164)	(8)%
Transfer from designated funds - service units	1,052	1,052	-	0%
Transfer from designated funds - schools	5,862	5,862	-	0%
	33,040	30,876	(2,164)	(7)%
Add/(deduct) capital items paid by operating funds				
Capital assets acquired	(59,625)	(53,211)	6,414	(11)%
Capital asset amortization	24,229	24,229	-	0%
Debt repayments	(3,765)	(3,765)	-	0%
Transfer from capital carry forwards and reserves	25,947	25,947	-	0%
	(13,214)	(6,800)	6,414	49%
Net operating surplus				
	-	-	-	0%

^(A) Approved by the Board of Trustees on November 29, 2016. Some numbers have been reclassified for comparative purposes.

Attachment II: second quarter use of operating reserves and designated funds

CALGARY BOARD OF EDUCATION 2016-17 FORECASTED USE OF OPERATING RESERVES

Description	Reserve Balance Sept 1, 2016	2016-17 Full Update use of Reserves ⁽¹⁾	2016-17 Forecast Use of Reserves	Forecasted Reserve Balance Aug 31, 2017	2017-18 Forecasted Use of Reserves
Accumulated operating reserves					
Available for use	41,241	(26,126)	(23,962)	17,279	(17,279)
Restricted reserves					
EducationMatters flow-through funds ⁽²⁾	1,812	-	-	1,812	-
Changes in accounting policy reserve	(10,164)	-	-	(10,164)	-
Total restricted reserves	(8,352)	-	-	(8,352)	-
Designated operating reserves					
School decentralized budgets	5,862	(5,862)	(5,862)	-	-
Instructional and service unit initiatives	1,052	(1,052)	(1,052)	-	-
Total Designated Funds	6,914	(6,914)	(6,914)	-	-
Total operating reserves and designated funds	39,803	(33,040)	(30,876)	8,927	(17,279)
Capital reserves					
Building reserve	9,019	(2,200)	(2,200)	6,819	(6,819)
Other capital reserves ⁽³⁾	29,401	(23,747)	(23,747)	5,654	(5,654)
Plant, operations and maintenance asset replacement	798	-	-	798	(798)
Total capital reserves	39,218	(25,947)	(25,947)	13,271	(13,271)
Total reserves	79,021	(58,987)	(56,823)	22,198	(30,550)

(1) Approved by the Board of Trustees on November 29, 2016.

(2) This reserve is the result of consolidating EducationMatters into the CBE's financial statements in accordance with accounting standards.

(3) Included in Other capital reserves is designated capital funds - capital funds carried forward for projects that were in progress and will continue into 2016-17. The Designated Capital Funds balance at Aug 31, 2016 is \$23.7 million.



**Attachment III: 2016-17 second quarter capital budget status report,
summary of board funded capital investments**

	2016-17 Fall Update Budget	Actual Costs to Jan. 31, 2017	Total Forecast	Variance Favorable / (Unfavorable)		Variance >1%
	(000)		(000)	(\$)	%	Note
Capital Lease Payments (Contracts)						
Performance Contracts	3,765	-	3,765	-	-	
Total Capital Lease Payments (Contracts)	3,765	-	3,765	-	-	
NAI Related Projects						
Strategic	9,125	852	6,360	2,765	30.30%	(1)
Enhancement	5,962	1,075	5,760	202	3.39%	(2)
Maintenance	23,330	3,116	15,761	7,569	32.44%	(3)
Total NAI Related Projects	38,417	5,043	27,881	10,536	66.14%	
School Enhancements	1,632	459	3,009	(1,377)	-84.38%	(4)
Reserve Projects						
CTS/CTF Upgrades	3,125	115	1,400	1,725	61.06%	(5)
New School Construction not funded by Province	-	-	4,470	(4,470)	0.00%	(6)
Nelson Mandela HS (CTS Commissioning)	1,520	332	1,520	-	0.00%	
Nelson Mandela HS Gym	2,200	55	2,200	-	0.00%	
New School Commissioning	12,083	3,356	12,083	-	0.00%	
Forest Lawn Welding Shop	648	15	648	-	0.00%	
Total Reserve Projects	19,576	3,873	22,321	(2,745)		
Total Capital Expenditures	63,390	9,375	56,976	6,414	42.82%	

Financed by the Following:

Contribution from/(to) operating activities	13,214	-	6,800
Total Amortization Expense (non-cash)	24,229	-	24,229
Designated Capital Funds	23,747	-	23,747
Capital Reserves	2,200	-	2,200
Total Non-Facility Capital Financing	63,390	-	56,976

Definitions:

Strategic - Projects that open up new horizons, learning methods, organization models, and value propositions that cut across the organization or physical facility.

Enhancement - Projects that improve or extend the functionality of existing systems, technologies, and processes.

Maintenance - Projects that are required to maintain current systems and keep them in good working condition.

Variance Explanation >1% and \$500,000

(1) \$2.8 million strategic projects: Variance for the Student Information System project is projected resulting from timing changes.

(2) \$0.2 million enhancement projects: is the result of projects that are delayed and are expected to continue into 2017-18.

(3) \$7.56 million in upgrades to educational spaces to meet program requirements have been moved under IMR funding to make budget available for new school construction costs that the Province has indicated they will only consider upon Statement of Final Costs.

(4) \$1.38 million allocation to support additional school enhancement projects.

(5) \$1.7 million variance due to a reduction in scope of work for the CTS project.

(6) \$4.47 million unfavourable variance – See note (3).



Attachment IV: 2016-17 second quarter capital budget status report – projects funded by the Province of Alberta

		Total Approved Budget	Expenditures Jan 31, 2017	Estimated Additional Expenditures to Project End	Estimated Total Capital Expenditure	Forecast Variance
(in thousands)						
September 2016 Schools						
Auburn Bay School		13,483	13,613	(130)	13,483	
Copperfield School		15,367	16,743	(275)	16,468	(1,101)
Kenneth Taylor School		13,456	14,837	(275)	14,562	(1,106)
Buffalo Rubbing Stone School		13,322	15,210	(275)	14,935	(1,613)
New Brighton School		15,522	16,536	(300)	16,236	(714)
Sub-total Elementary Schools	\$	71,150	76,939	(1,255)	75,684	(4,534)
Peter Loughheed School MS		19,876	20,171	-	20,171	(295)
William D. Pratt School MS		20,328	20,915	(300)	20,615	(287)
Sub-total Middle Schools	\$	40,204	41,086	(300)	40,786	(582)
Bowness High - Modernization		18,019	18,073	-	18,073	(54)
Jack James High - Modernization		12,161	11,327	365	11,692	469
Sub-total High School	\$	30,180	29,400	365	29,765	415
Winter 2017 Schools						
Eric Harvie School		12,593	14,438	-	14,438	(1,845)
Harold W. Riley (Aboriginal Learning Center		11,003	10,015	768	10,783	220
Hugh A. Bennet School ES		14,195	12,777	1,218	13,995	200
Dr. Roberta Bondar School ES		13,681	13,941	-	13,941	(260)
Elbow Park School		10,100	12,958	(2,858)	10,100	-
Sub-total Elementary Schools	\$	61,572	64,129	(872)	63,257	(1,685)
Dr. George Stanley MS		21,322	22,000	-	22,000	(678)
West Ridge MS		20,691	22,149	-	22,149	(1,458)
Dr. Martha Cohen School		21,826	18,343	3,493	21,836	(10)
McKenzie highlands School MS		22,789	20,233	2,562	22,795	(6)
Sub-total Middle Schools	\$	86,628	82,725	6,055	88,780	(2,152)
Christine Meikle School - Replacement		14,745	16,373	98	16,471	(1,726)
Sub-total High School	\$	14,745	16,373	98	16,471	(1,726)
September 2017 Schools						
Manmeet Singh Bhuller ES		13,558	7,746	5,812	13,558	-
Ron Southern School ES		14,329	5,125	9,204	14,329	-
Sub-total Elementary Schools		27,887	12,871	15,016	27,887	-
Griffith Woods K-9		25,117	6,252	18,865	25,117	-
Marshall Springs School MS		22,772	14,742	8,030	22,772	-
Sub-total Middle Schools		47,889	20,994	26,895	47,889	-
James Fowler High - Modernization		17,706	1,329	16,377	17,706	-
Lord Beaverbrook High - Modernization		27,098	1,055	26,043	27,098	-
Sub-total High School	\$	44,804	2,384	42,420	44,804	-
September 2018 Schools						
Seton High School		55,996	4,377	51,619	55,996	-
Sub-total High School	\$	55,996	4,377	51,619	55,996	-
Portables						
2015-2016		1,693	1,928	-	1,928	(235)
2016-2017		2,473	1,788	686	2,474	(1)
Total Portables	\$	4,166	3,716	686	4,402	(236)
Total Capital-Funded by Alberta Ed	\$	485,221	354,994	140,727	495,721	(10,500)

report to Board of Trustees

Construction Projects Status Report

Date	March 14, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities and 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 Leah Hartley, Project Manager, Capital Projects

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

The Calgary Board of Education (CBE) is currently undertaking 7 new school construction and modernization projects. Two new schools will be opened in March. Another four new schools are forecasted to open in the 2017-18 school year. Finally, one new school and two modernizations are anticipated for the 2018-19 school year.

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**.

There are eight Project Steering Committees setup for the current school projects as follows:

- Marshall Springs MS
- McKenzie Highlands MS
- Dr. Martha Cohen MS

- Griffith Woods K-9 (Bundle 10)
- Manmeet Singh Bhullar and Ron Southern ES (Bundle 11)
- Seton HS
- James Fowler HS Modernization
- Lord Beaverbrook HS Modernization

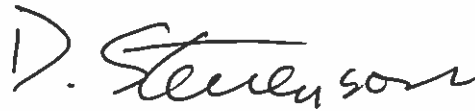
Modular Classrooms

Two modular units from the Earl Grey School site have been assigned for installation at Rosedale School for September 2017. All 15 modular classrooms approved by the Province in 2016 are installed.

5 | Conclusion

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

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 2017**

Building	Opening Date	Notes/Comments	
2. Innovation Centre / Academy (Booth Centre) (Chinook Learning Services) Capacity 675 students	TBD	Land Use Amendment	100%
		Expression of Interest Document	100%
		Concept Design	20%
		Design and Specifications	0%
		City Permits	0%
		Note: Four developers will be invited to participate in RFP process	
8. (b) Nelson Mandela High School (Northeast High School) Gymnasium	Fall-17	City Permits	100%
		Construction Award	0%
		Foundations	0%
		Steel Fabrication and Erection	0%
		Roofing and Membranes	0%
		Building Envelope	0%
		Interior Finishes	0%
		Note: Prequalification of contractors taking place	
13. Marshall Springs School (Evergreen School) Grades 4 - 9 Capacity 900 students	Sep-17	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	100%
		Steel Fabrication and Erection	100%
		Roofing and Membranes	100%
		Building Envelope	95%
		Interior Finishes	85%
		Note: The contractor is indicating a delay in substantial completion. This will not affect Occupancy.	
17. McKenzie Highlands School (McKenzie Towne School) Grades 5 – 9 Capacity 900 students	March 2017	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	100%
		Steel Fabrication and Erection	100%
		Roofing and Membranes	100%
		Building Envelope	100%
		Interior Finishes	95%
		Note: Occupancy has been obtained. The school will open on March 6, 2017.	

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
March 2017**

Building	Opening Date	Notes/Comments	
18. Dr. Martha Cohen School (New Brighton-Copperfield School) Grades 5 - 9 Capacity 900 students	March 2017	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	100%
		Steel Fabrication and Erection	100%
		Roofing and Membranes	100%
		Building Envelope	100%
		Interior Finishes	95%
		Note: Occupancy has been obtained. The school will open on March 13, 2017.	
20. Rideau Park School (Flood mitigation)	Sep-17	Design and Specifications	100%
		City Permits	100%
		Construction Award	0%
		Note: Tenders submitted to Alberta Infrastructure for review.	
26. Southeast High School Grades 10 -12 Capacity 1800 students	Fall-18	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	55%
		Steel Fabrication and Erection	10%
		Roofing and Membranes	0%
		Building Envelope	0%
		Interior Finishes	0%
27. Manmeet Singh Bhullar School (Martindale School) Grades K-5 Capacity 600 students	Fall-17	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	100%
		Steel Fabrication and Erection	100%
		Roofing and Membranes	90%
		Building Envelope	60%
		Interior Finishes	10%

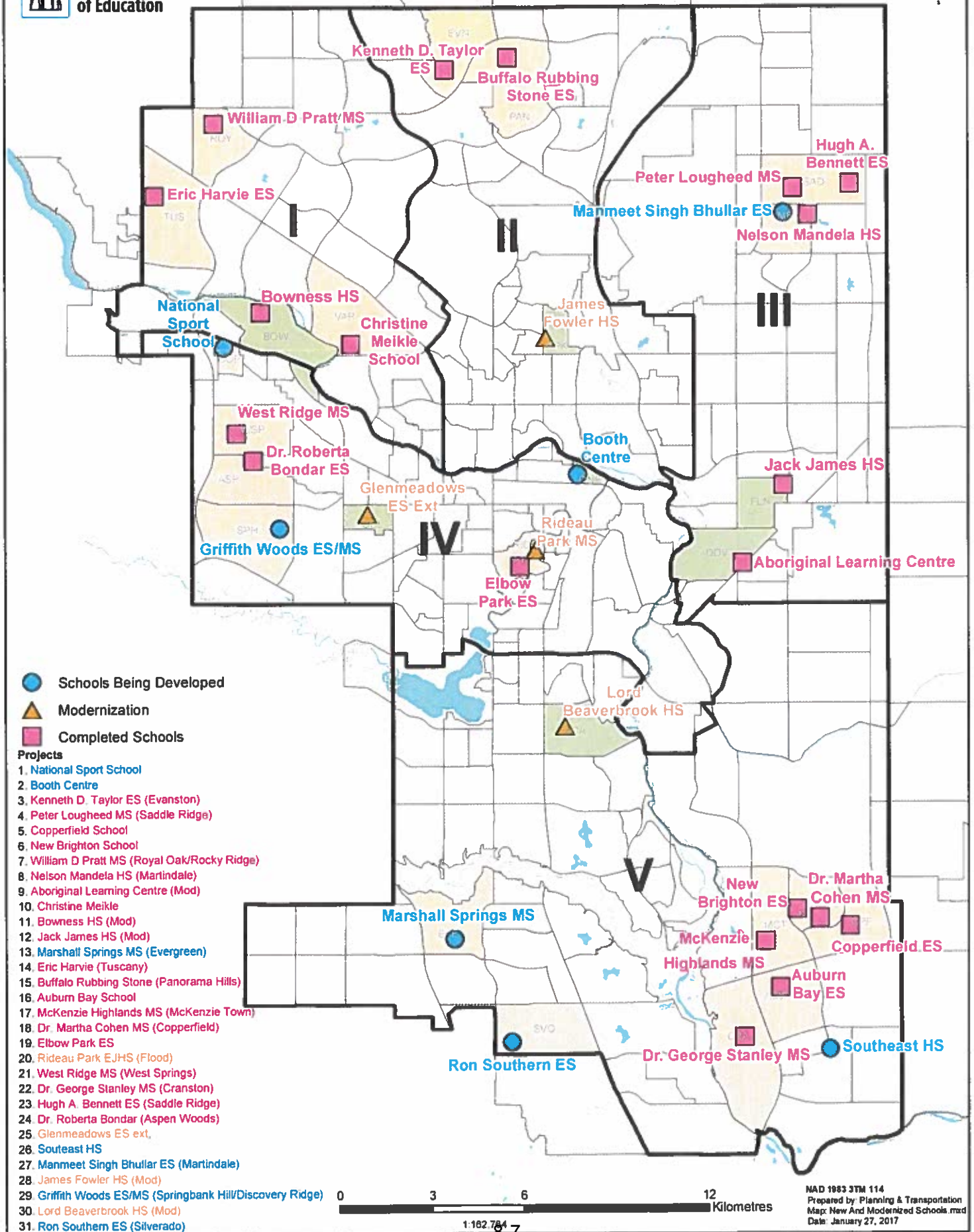
**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
March 2017**

Building	Opening Date	Notes/Comments	
28. James Fowler High School Modernization	Fall-18	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Tender to subtrades	100%
		Award to subtrades	0%
		Construction Progress	0%
		Note: Awaiting Alberta Infrastructure approval to proceed to construction.	
29. Griffith Woods School (Springbank Hill/ Discovery Ridge School) Grades K-9 Capacity 900 students	Fall-17	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	100%
		Steel Fabrication and Erection	90%
		Roofing and Membranes	70%
		Building Envelope	20%
		Interior Finishes	0%
		Note: Project tracking behind schedule	
30. Lord Beaverbrook High School Modernization	Fall-18	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Tender to subtrades	100%
		Award to subtrades	0%
		Construction Progress	0%
		Note: Awaiting Alberta Infrastructure approval to proceed to construction.	
31. Ron Southern School (Silverado School) Grades K-4 Capacity 600 students	Fall-17	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	90%
		Steel Fabrication and Erection	70%
		Roofing and Membranes	30%
		Building Envelope	10%
		Interior Finishes	0%
		Note: Project tracking behind schedule.	



Calgary Board
of Education

CBE New, Completed & Modernized Schools



Marshall Springs School (Evergreen MS)



Marshall Springs School (Evergreen MS)



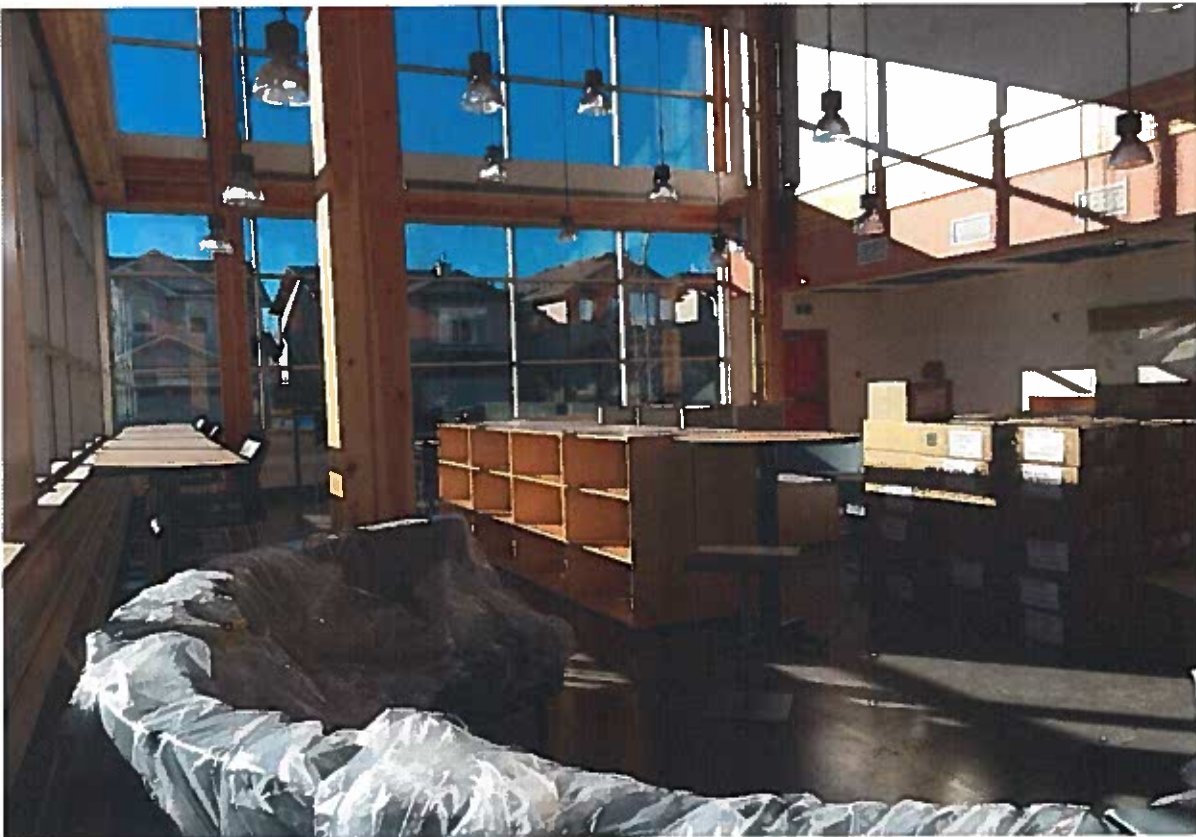
McKenzie Highlands School (McKenzie Towne School)



McKenzie Highlands School (McKenzie Towne School)



Dr. Martha Cohen School (New Brighton-Copperfield Middle School)



Dr. Martha Cohen School (New Brighton-Copperfield Middle School)



Manmeet Singh Bhullar School (Martindale K-5)



Manmeet Singh Bhullar School (Martindale K-5)



Griffith Woods School (Springbank Hill / Discovery Ridge School)



Griffith Woods School (Springbank Hill / Discovery Ridge School)



Ron Southern School (Silverado K-4)



Ron Southern School (Silverado K-4)

