



# Reviewing the Criteria for School Capital Planning Priorities

June 16, 2014

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# Purpose of this public engagement

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# Purpose

New schools, modernizations and modular classrooms are prioritized and requested by the CBE but funded by the provincial government.

The public and Trustees have requested a review of ranking criteria for prioritizing new school and major modernization requests.

There is a need to develop a set of ranking criteria for modular classroom requests.

# IAP2 Public Participation Spectrum

Developed by the International Association for Public Participation

INCREASING LEVEL OF PUBLIC IMPACT

INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
<b>Public Participation Goal:</b> To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	<b>Public Participation Goal:</b> To obtain public feedback on analysis, alternatives and/or decisions.	<b>Public Participation Goal:</b> To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	<b>Public Participation Goal:</b> To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	<b>Public Participation Goal:</b> To place final decision-making in the hands of the public.
<b>Promise to the Public:</b> We will keep you informed.	<b>Promise to the Public:</b> We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	<b>Promise to the Public:</b> We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	<b>Promise to the Public:</b> We will look to you for direct advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	<b>Promise to the Public:</b> We will implement what you decide.
<b>Example Techniques to Consider:</b> <ul style="list-style-type: none"> <li>● Fact sheets</li> <li>● Web sites</li> <li>● Open houses</li> </ul>	<b>Example Techniques to Consider:</b> <ul style="list-style-type: none"> <li>● Public comment</li> <li>● Focus groups</li> <li>● Surveys</li> <li>● Public meetings</li> </ul>	<b>Example Techniques to Consider:</b> <ul style="list-style-type: none"> <li>● Workshops</li> <li>● Deliberate polling</li> </ul>	<b>Example Techniques to Consider:</b> <ul style="list-style-type: none"> <li>● Citizen Advisory Committees</li> <li>● Consensus-building</li> <li>● Participatory decision-making</li> </ul>	<b>Example Techniques to Consider:</b> <ul style="list-style-type: none"> <li>● Citizen juries</li> <li>● Ballots</li> <li>● Delegated decisions</li> </ul>

# Decision Making

Any decisions regarding changes to the ranking criteria and modular classroom priorities will be made by a recommendation from administration to the Board of Trustees.

# Agenda

Welcome and Introductions

Review of items that are out of the scope of this work

Review of Feedback New Schools, Major Modernizations and Modular Classrooms

Site selection and urban planning

Discussion and clarification

Prioritize criteria to be considered

Next Steps

Evaluation



# Introductions

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# Items that are out of scope

Feedback received that is outside the scope of this project:

- Funding and the Provincial Government
- Takes too long to build schools
- Class size
- Build more schools



## Objectives for reviewing the criteria:

1. Measures that are easy to understand
2. Measures that are linked with CBE need to be fiscally responsible
3. Measures that can be applied in an equitable way to all communities/schools
4. Measures that are quantitative where possible and non biased
5. Measures that have data that is available and easy to update
6. Minimize the overlap between measures



# New Schools

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- Schools in adjacent communities with space
- Re-evaluate the points ranges
  - Eliminate the (5) points assigned for an existing k-4
  - Eliminate ranges when assigning points – award one point per criteria, don't do the range.
- Targeting areas that rank low on child readiness
- Look at areas that are lacking schools, regardless of their growth rate (every community should have a school)

- New schools to serve two or more communities?
- Consider busing – median, vs. avg., vs. distance travel time
- Consider future community and student populations
- Balance immediate needs with future needs
- Growth rates
- Currently Public school supporters only, use all city preschool census.

- Prevent domino effect
- Criteria for looking at resources within the community (public space & partnerships)
- Lack of school in neighbourhood – parents look outside of CBE – so the numbers of population for the age groups are skewed. Look at total population of community (CBE, private, separate)
- Plan by geographical area, not community based - A school that can support more than one area (makes it a flexible space)
- Current enrolment not a relevant factor, should look at projections.



# Modernizations

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- Schools in adjacent communities with space
- Utilization should be broken out by elementary, middle & high for that community it serves, not combined for the area.
- Use of facility to support other community needs (after hours)
- Role of the school in the community should be considered.
- Combine schools that could meet the programming needs- may need to do only 1 modernization
- Technology upgrading
- Ability to upgrade the building

- Fate of older schools once population moves to new school
- Site features, location, and current condition need to be higher ranking than school use
- Disconnect with the programming in the school
- Consider future community and student populations
- Consider changing %



- Use of school building
- What is the potential for re-purposing the space for educational and community supports
- Looking at community partnerships
- Criteria for looking at resources within the community (public space & partnerships)



# Modular Classrooms

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- Schools in adjacent communities
  - Programing at the school – proximity of similar programing for moving/designating students
- Take some of the modernization factors into consideration for modular classrooms
- How many non-classroom spaces are currently being used for fulltime teaching space (music room, staff room)
- What is the core's capacity to support a modular?
- Site constraints

- Use same point system that we use for ranking new schools and modernizations
- Does it keep kids in the community and does it solve the problem within the 3-5 year window?
- Is the 3 – 5 years solution window appropriate? 2 years better?
- Busing times
- Whether or not they're on another list (i.e. modernizations, new school build) and where they're on that other list
- Enrolment figures – principals don't get the accurate numbers in spring, usually received in fall when it's too late.

- Combine communities to solve space problems
- Timeline of a modular before it changes into a new build or modernization. (fiscally responsible)
- If 20 mod's = a school and if it's a temporary fix we really need a new school not modulars
- If schools can partially fund the modulars
- What is the impact and how do you quantify educational programming lost by not getting the modular (quality of education)
- Principal input
- Add a "Crisis" category



# Site Selection & Urban Planning

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# Site Selection and Urban Planning

Regional Context Study

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graph TD; A[Regional Context Study] --> B[Area Structure Plan (ASP)]; B --> C[Outline Plan]; C --> D[Tentative Plan];
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Area Structure Plan (ASP)

Outline Plan

Tentative Plan

# Regional Context Study

- Determine if area is conducive for development
  - Potential population numbers
  - Availability for development
  - Opportunities and constraints
- Green Field land – undeveloped
- Brown Field land – land that has been developed
  - Example – South Shaganappi



# Area Structure Plan ASP

- Determine population of entire developable area
  - Consider type of housing units, density etc.
  - Includes community amenities to support the future population
  - Depending on overall size of the development (land area), there can be as many as 10 communities in one ASP
- Developable area broken down into catchment areas

# How does the CBE chose the actual school sites?

- CBE works with the developers, City of Calgary and CCSD to select school sites based on catchment areas within the development
- Balance between population, location and land dedication
- Schoolboards calculate site requirements for number of schools based on the projected population
  - CBE has a formula to calculate student populations at both a peak and stable population
- CBE
  - One elementary for every 10,000 residents
  - One middle school for every 15,000 to 20,000
  - High school for every 50,000 to 60,000

# Outline Plan

- Development permits for the development begin
- Detailed planning of street layouts, parks, school sites, community amenities
- CBE makes sure site adheres to Site Planning Team (SPT-City) Design Guidelines
  - Site size
    - Elementary = 10 acres
    - Middle /Junior = 12 acres
  - Street frontages
    - Parent and bus drop-off space
  - Playfield size
  - Parking lot access

# Tentative Plan

- Details of development plan
- Developer submits to the City to begin building the infrastructure and houses
- Phasing of development starts
- By this stage, the location and features of the school sites are formalized – before any housing are even built in the community

**Total Population for Development = 60,000 - 70,000 residents**



**Planned Population = 30,000**



**Planned Population = 15,000**



**Planned Population = 20,000**





# Discussion/Clarification

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# Discussion & Clarification

- What school in an adjacent community means and how could it be measured
- Targeting areas that rank low on child readiness and how could it be measured
- Role of the school in the community should be considered
  - what does this mean and how could it be measured



## Discussion – Breaking a Tie

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# What method should be used for breaking ties?

## Current Process

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

# What method should be used for breaking ties?

## Current Process

Community Growth Profile (points)			
	2013 Pre-school Census (Public Declared)	Elementary (K-GR4) Enrolment	Annual Population Growth 3-Yr Average
Community A	10	20	0
Community B	0	0	0
Community C	10	10	0
Community D	20	20	0



# Prioritize

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# Planning for the Open House

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## Summary & Next Steps

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## Next Steps

The planning team will review the priorities over the summer and develop recommendations for school capital planning priorities.

This information will be presented to the public via Open House meetings in September 2014.



# Evaluation

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