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Three-Year School Capital Plan



2021 – 2024

Presented March 3, 2020
Approved March 10, 2020



**Calgary Board
of Education**

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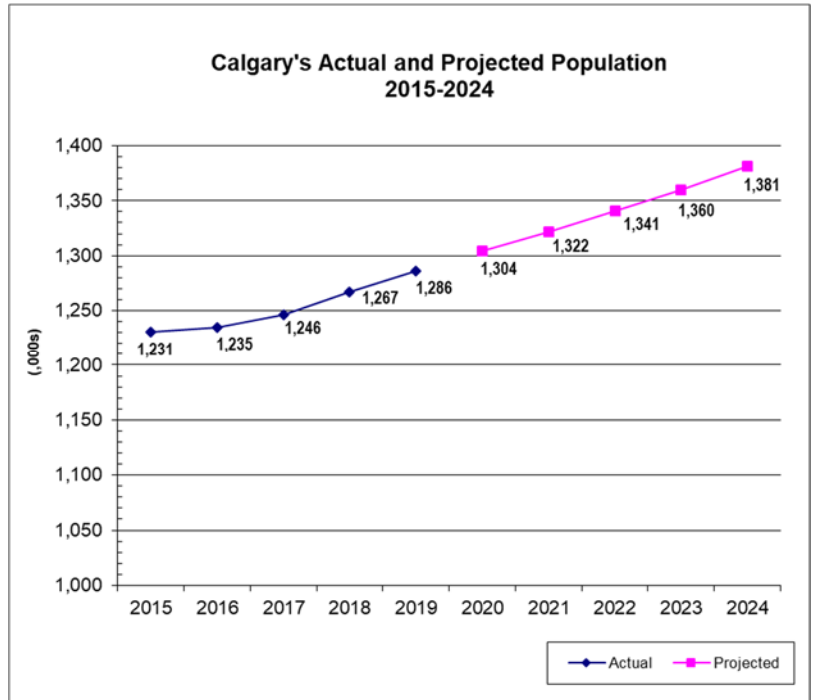
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EXECUTIVE SUMMARY

This Three-Year School Capital Plan 2021-2024 is an analysis of the Calgary Board of Education’s (CBE) forecasted school capital needs, as assessed at the present time.

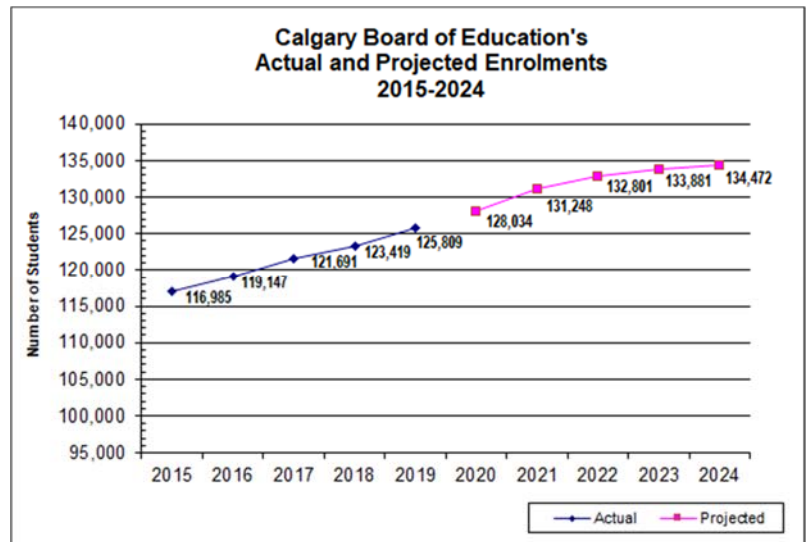
1. Calgary Population

Since 2015 Calgary’s population growth has averaged 13,750 people per year. In the *Calgary & Region Economic Outlook 2019-2024 (Fall 2019)*, the City of Calgary (the City) is forecasting that the population of Calgary will reach 1,381,000 by 2024, an increase of 95,000 persons over the next five years. This average yearly increase of approximately 19,000 people per year will be driven primarily by net migration.



2. Student Enrolment

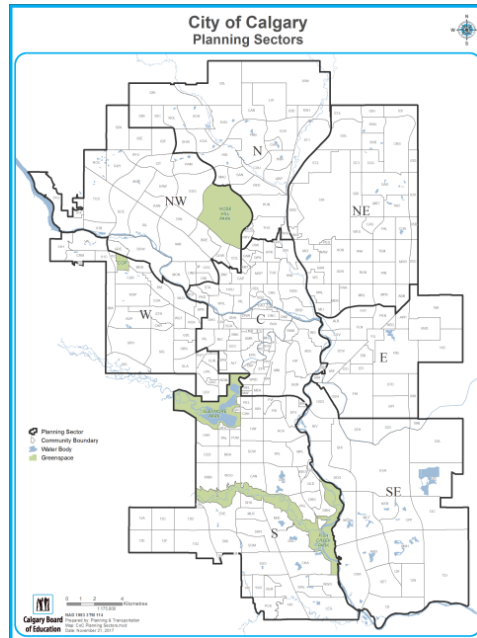
The CBE’s current student enrolment of 125,809 is an increase of 2,390 students compared to the previous year. Taking into consideration the past five-year average enrolment increase of just over 2,200 students per year CBE is projecting a conservative level of growth over the next five years. Total enrolment is forecast to increase to 134,472 students by 2024.



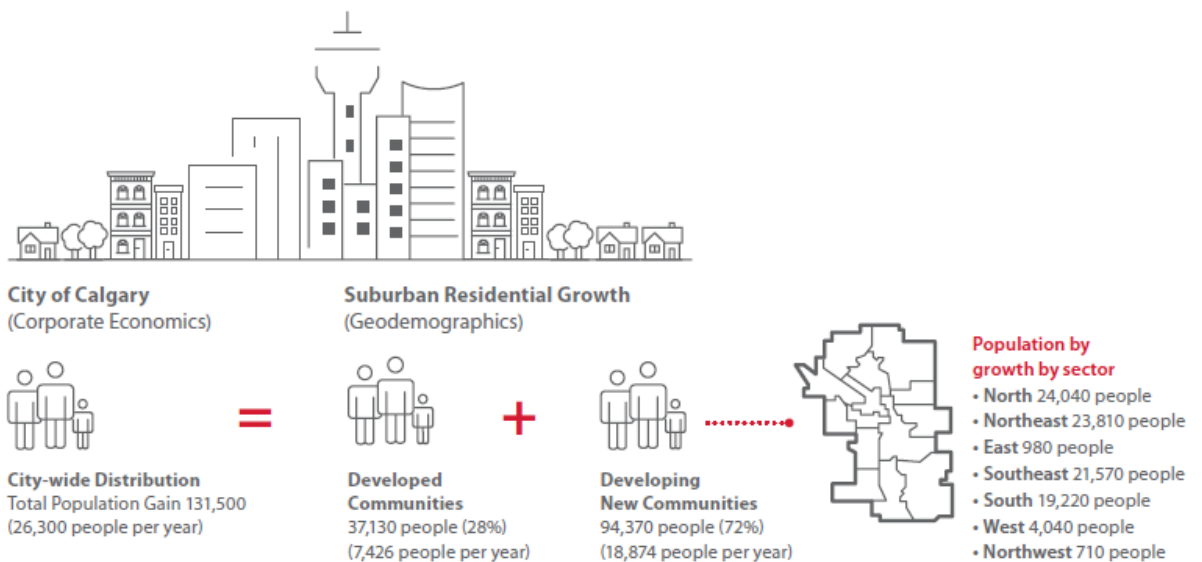
Note: Enrolment includes Home Education, Outreach/Unique Settings, Chinook Learning and CBeLearn.

3. Calgary Suburban Growth and Development

A geographical reporting and analysis of data is required to understand where population and student enrolment growth will occur in the future. Starting with the *School Capital Plan 2019-2022* the CBE began aligning with City of Calgary planning sectors for capital planning purposes. The map below shows the planning sectors.



The following infographic regarding anticipated distribution of population growth from 2019-2023 is from the City's *Suburban Residential Growth 2019-2023*.



Source: City of Calgary: Corporate Economics - Calgary & Region Economic Outlook 2018-2023, Planning & Development. Population shares are reviewed jointly between City staff in Geodemographics and members of the development industry. The outcome of this collaboration is reflected in this graphic. Forecasts are from April 2018 to April 2023. Yearly estimates are five year averages.

4. Three-Year Education Plan

Alberta Education requires school boards to maintain and update three-year plans 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 improve education for students. The Board of Trustees approved the combined Annual Education Results Report 2018-2019 and the Three-Year Education Plan 2019-2022 in January 2020.

5. Schools Under Construction and Approvals

Eight new school construction projects and one high school major modernization project are currently under development.

The table below summarizes the projects 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
2020-2021	Coventry Hills/Country Hills Village Elementary ⁽²⁾ (Northern Lights School)	New Construction	Grades K-4	600	Mar. 21, 2017
	Cranston Elementary ⁽²⁾ (Sibylla Kiddle School)	New Construction	Grades K-4	600	Mar. 21, 2017
	Evergreen Elementary ⁽²⁾ (Dr. Freda Miller School)	New Construction	Grades K-4	600	Mar. 21, 2017
	Forest Lawn High (Spring 2021)	Modernization	Grades 10-12	n/a	Mar. 21, 2017
TBD	Mahogany Elementary	New Construction	Grades K-4	600	Mar. 22, 2018
	Skyview Ranch Elementary/Middle	New Construction	Grades K-9	900	Mar. 22, 2018
TBD	Auburn Bay Middle	Design Only	Grades 5-9	900	Mar. 22, 2018
		New Construction			Nov 1, 2019
	North Calgary High School	Design Only	Grades 10-12	1,800	Mar. 22, 2018
		New Construction			Nov 1, 2019
	Auburn Bay Elementary ⁽²⁾	New Construction	Grades K-4	600	Nov 1, 2019
Total School Space Capacity				6,600	

Note: ⁽²⁾ denotes second school of that type in the community.

6. Capital Priorities – New School Construction

There are 3 new school construction projects identified in the Three-Year School Capital Plan 2021-2024. Two of the projects are being requested for design funding initially in Year 2 and then construction funding in Year 3.

Table 1: New School Construction					Number of Years Previously Listed in Capital Plan
Three-Year School Capital Plan 2021-2024 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	
C-1 Evanston Middle	5-9	New Request	Full buildout to 900	31,736,000	7
				YEAR 1 TOTAL	31,736,000
YEAR 2					
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	
C-2 Saddle Ridge Middle ⁽²⁾	5-9	New Request	Design for 900	1,147,000	1
C-3 Cornerstone High School	10-12	New Request	Design for 1800	2,293,000	1
				YEAR 2 TOTAL	3,440,000
YEAR 3					
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	
C-4 Saddle Ridge Middle ^{(2)*}	5-9	New Request	Construction for 900	28,388,000	1
C-5 Cornerstone High School*	10-12	New Request	Construction for 1800	63,178,000	1
				YEAR 3 TOTAL	91,566,000
				GRAND TOTAL	126,742,000

Note: ¹ Senior high schools are not ranked using point criteria. See page 27.

⁽²⁾ = second school of that type for the community.

* Year could change, dependent on when site is ready for construction.

7. Capital Priorities – Major Modernization Projects

There are 10 major modernization projects identified in the Three-Year School Capital Plan 2021-2024.

Table 2: School Major Modernizations					
Three-Year School Capital Plan 2021-2024 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	Number of Years Previously Listed in Capital Plan
M-1 John G. Diefenbaker High School	10-12	Modernization Request	Major Modernization	28,146,000	
M-2 Nickle School	5-9	Modernization Request	Major Modernization	14,595,000	12
				YEAR 1 TOTAL	42,741,000
YEAR 2					
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	Number of Years Previously Listed in Capital Plan
M-3 Ernest Morrow School	6-9	Modernization Request	Major Modernization	16,679,000	
M-4 A.E. Cross School	7-9	Modernization Request	Major Modernization	18,764,000	3
M-5 Janet Johnstone School	K-4	Modernization Request	Major Modernization	9,069,000	5
M-6 Annie Foote School	K-6	Modernization Request	Major Modernization	10,841,000	5
				YEAR 2 TOTAL	55,353,000
YEAR 3					
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	Number of Years Previously Listed in Capital Plan
M-7 Cedarbrae School	K-6	Modernization Request	Major Modernization	8,132,000	
M-8 Altadore School	K-6	Modernization Request	Major Modernization	8,132,000	12
M-9 Ranchlands School	K-6	Modernization Request	Major Modernization	12,197,000	5
M-10 Queen Elizabeth School	K-6	Modernization Request	Major Modernization	9,069,000	5
				YEAR 3 TOTAL	37,530,000
				GRAND TOTAL	135,624,000

8. Capital Priorities – New Construction & Major Modernizations

There are 13 new construction and major modernization projects identified in the Three-Year School Capital Plan 2021-2024. Two of the projects are being requested for design funding initially in Year 2 and then construction funding in Year 3.

Table 3: New School Construction and Major Modernizations					
Three-Year School Capital Plan 2021-2024 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	Number of Years Previously Listed in Capital Plan
1 Evanston Middle	5-9	New Request	Full buildout to 900	31,736,000	7
2 John G. Diefenbaker High School	10-12	Modernization Request	Major Modernization	28,146,000	11
3 Nickle School	5-9	Modernization Request	Major Modernization	14,595,000	12
				YEAR 1 TOTAL	74,477,000
YEAR 2					
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	Number of Years Previously Listed in Capital Plan
4 Saddle Ridge Middle ⁽²⁾	5-9	New Request	Design for 900	1,147,000	1
5 Cornerstone High School	10-12	New Request	Design for 1800	2,293,000	1
6 Ernest Morrow School	6-9	Modernization Request	Major Modernization	16,679,000	6
7 A.E. Cross School	7-9	Modernization Request	Major Modernization	18,764,000	3
8 Janet Johnstone School	K-4	Modernization Request	Major Modernization	9,069,000	5
9 Annie Foote School	K-6	Modernization Request	Major Modernization	10,841,000	5
				YEAR 2 TOTAL	58,793,000
YEAR 3					
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	Number of Years Previously Listed in Capital Plan
10 Saddle Ridge Middle ⁽²⁾	5-9	New Request	Construction for 900	28,388,000	1
11 Cornerstone High School	10-12	New Request	Construction for 1800	63,178,000	1
12 Cedarbrae School	K-6	Modernization Request	Major Modernization	8,132,000	5
13 Altadore School	K-6	Modernization Request	Major Modernization	8,132,000	12
14 Ranchlands School	K-6	Modernization Request	Major Modernization	12,197,000	5
15 Queen Elizabeth School	K-6	Modernization Request	Major Modernization	9,069,000	5
				YEAR 3 TOTAL	129,096,000
				GRAND TOTAL	262,366,000

Note: ¹ Senior high schools are not ranked using point criteria. See page 27.

⁽²⁾ = second elementary school for the community

1.0 INTRODUCTION

The 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 125,809 students in over 246 schools with approximately 14,000 staff and an operating budget of \$1.38 billion.

Over the past decade, Calgary has experienced varying levels of population growth. Calgary’s population has increased by approximately 55,000 people since 2015, an average of 13,750 people per year.

The population grew from 1,267,344 in April 2018 to 1,285,711 in April 2019 (2019 Civic Census), an increase of 18,367 (1.45%). The population growth consisted of a natural increase of 8,807 people with a net migration of 9,560 people (2019 Civic Census).

The City of Calgary’s report, *Calgary and Region Economic Outlook 2019-2024 (Fall 2019)*, identifies continued growth for Calgary. The City forecast contained in the report projects the population of Calgary will reach 1,381,000 by 2024, an increase of 95,000 people from the 2019 total of 1,286,000. This population forecast averages 19,000 people per year during this period and is a decrease from the previous five-year forecast. This population increase is expected to be driven primarily by net migration.

Calgary Total Population (,000s)									
Actual					Projected				
2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
1,231	1,235	1,246	1,267	1,286	1,304	1,322	1,341	1,360	1,381

Calgary & Region Economic Outlook 2019-2024 (Fall 2019)

1.1 CBE Student Enrolment

Total enrolment of 125,809 students was reported on September 30, 2019, and consists of 121,527 pre-kindergarten to Grade 12 students plus 4,282 students enrolled in Home Education, Outreach Programs, Unique Settings, Chinook Learning and CBe-learn.

Enrolment increased by 2,390 students from September 30, 2018, to September 30, 2019, with a notable increase in Grades 7-9 (1,375 students). This enrolment growth was higher than the previous overall enrolment growth of 1,729 students between 2017 and 2018.

Students continue to access program choices offered by the CBE. Enrolment in alternative programs is 26,203; this is an increase of 721 students over the previous year. The alternative programs with the highest enrolment are French Immersion (9,045), Traditional Learning Centre (TLC) (6,850) and Spanish Bilingual (3,790).

The following table provides a summary of enrolments including Unique Settings, Outreach Programs, Chinook Learning, and CBe-learn from September 30, 2015, to September 30, 2019.

Five-Year History of CBE Enrolments by Division					
2015-2019					
	2015	2016	2017	2018	2019
Pre-Kindergarten	180	197	228	195	215
Kindergarten	9,209	9,106	9,053	8,740	9,030
Grades 1-3	28,888	29,410	29,080	29,073	28,972
Grades 4-6	24,441	25,715	27,183	28,265	28,626
Grades 7-9	22,624	23,292	24,267	25,321	26,696
Grades 10-12	26,375	26,443	27,035	27,567	27,988
Sub-Total (pre-k to grade 12)	111,717	114,163	116,846	119,161	121,527
Home Education	270	249	267	262	209
Outreach and Unique Settings	2,060	2,066	2,141	2,304	2,408
CBe-learn	611	458	463	576	541
Chinook Learning Services	2,327	2,211	1,974	1,116	1,124
Sub-Total	5,268	4,984	4,845	4,258	4,282
Total	116,985	119,147	121,691	123,419	125,809

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 classes) only and does not include students in Adult English Language Learning (ELL) or Continuing Education (personal and professional development).

In September 2018, CBE implemented a new delivery model for Chinook Learning. Chinook Learning academic success programs (high school classes) were transitioned into James Fowler High School and Lord Beaverbrook High School. In this new model student age is limited to those who are 19 years of age by September 1 in the year they enrol in classes. This year there was an increase in enrolment at Chinook Learning of 8 students from September 30, 2018 to September 30, 2019.

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.

Pre-school census information, which is currently collected annually for all communities, combined with historic intake rates at kindergarten and Grade 1 is used 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 125,809 students is forecast to increase to 134,472 students by 2024. A total increase of 8,663 students is projected averaging approximately 1,733 additional students annually. These enrolment projections assume a conservative level of enrolment growth in the future. Enrolment in kindergarten to Grade 3 is projected to decrease over the next five years with increases projected for Grades 7-9 and Grades 10-12 during the same period.

The number of students eligible to start kindergarten each year has declined over the past few years and enrolment in kindergarten has declined accordingly. Data collected during the 2019 census indicate the number of children eligible for kindergarten is expected to continue to decline over the next four years. The peak number of students eligible to start kindergarten was 16,910 in 2017.

Bill 28: School Amendment Act identified that "*establishing a common age of entry*" of five years of age on December 31 will come into effect for the 2020/21 school year. This common age is a change to the end of February date currently established for the CBE and will impact kindergarten enrolment projections in 2020.

Over the past three years, approximately 90% of students enrolled in kindergarten had a birthdate before January 1 of the year they were eligible to start kindergarten. Based on this trend, a one-year increase of approximately 800 kindergarten students, over and above the decline expected as a result of the reduced pre-school census data, is anticipated in 2021 as students born in January and February 2020 will not be eligible for kindergarten until the next year.

A summary of the September 2019 actual student enrolments and September 2020-2024 projected enrolments are below:

CBE Five-Year Enrolment Projections 2019-2024						
	Actual 2019	Projected				
		2020	2021	2022	2023	2024
Pre-Kindergarten	215	245	245	245	245	245
Kindergarten	9,030	8,813	9,637	8,840	8,445	8,445
Grades 1-3	28,972	29,098	29,408	29,827	29,637	28,732
Grades 4-6	28,626	28,488	28,479	28,295	28,365	28,663
Grades 7-9	26,696	28,109	29,073	29,454	29,311	29,300
Grades 10-12	27,988	28,836	29,879	31,504	33,168	34,309
Sub-Total (pre-k to grade 12)	121,527	123,589	126,721	128,165	129,171	129,694
Home Education	209	213	217	222	225	227
Outreach and Unique Settings	2,408	2,456	2,497	2,561	2,590	2,611
CBe-learn	541	576	613	653	695	740
Chinook Learning	1,124	1,200	1,200	1,200	1,200	1,200
Sub-Total	4,282	4,445	4,527	4,636	4,710	4,778
Total Student Count	125,809	128,034	131,248	132,801	133,881	134,472

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, 2019 enrolments as a base.

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 27 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

The City of Calgary prepares a suburban residential growth forecast each year and publishes the final version of this report after the timeline for CBE's annual capital plan each year. As such, the suburban growth information used in the *Three-Year School Capital Plan 2021-2024* is based on the City's *Suburban Residential Growth 2019-2023* document published in August 2019. This document allocates future population growth to the eight city planning sectors. This information provides CBE with a context for where student population growth will be expected in the future.

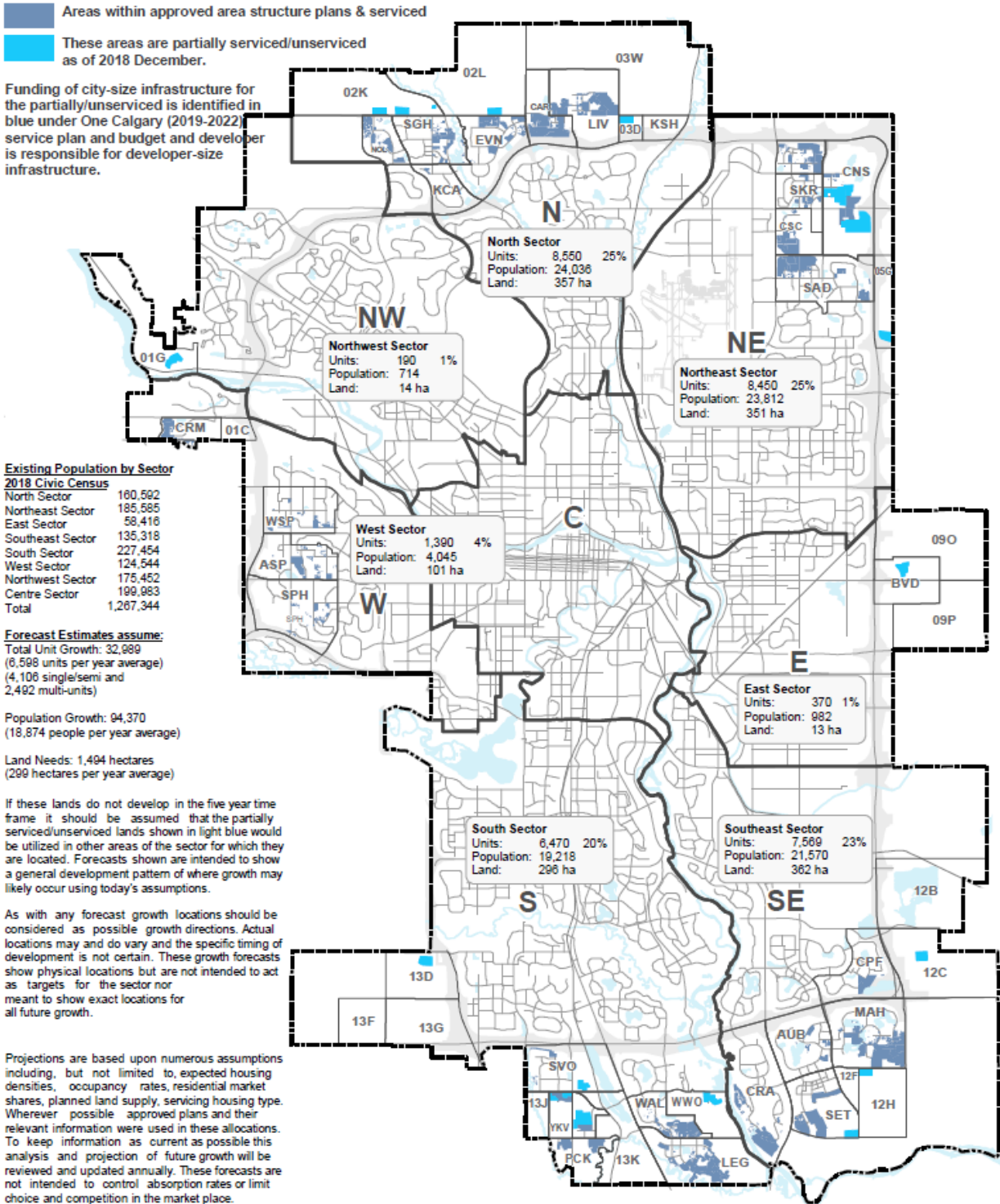
The top ten developing communities by number of units from new residential building permit applications in Calgary for 2018 were:

- Seton (SE)
- Skyview Ranch (NE)
- Mahogany (SE)
- Redstone (NE) tie
- Walden (S) tie
- Legacy (S)
- Livingston (N)
- Carrington (N)
- Cornerstone (NE)
- Sage Hill (N)
- Evanston (N)

(Source: Suburban Residential Growth 2019-2023, p. A3-6, A3-7)

The largest population growth projected over the next five years is in the north, northeast and southeast. A summary of the five-year period forecast from the City's *Suburban Residential Growth 2019-2023* document for suburban locations is as follows:

City of Calgary Planning Sectors New Suburban Growth Forecasts 2019-2023



1.3 Framework for Growth and Change

The 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* identifies a goal of reducing the amount of growth allocated to the developing communities, which was essentially 100% in the late 1990's and to intensify growth within the inner-city and established areas. The 30-year target of the MDP for growth into established areas is 33% and the 60-year target is 50% growth to established areas. In August 2018 the City indicated although growth is moving in line with the idealized balanced growth in old and new communities, new communities captured 91% of the population growth from 2014-2018 making it challenging to meet the MDP goals in the next 20 years or so.

The City supports an actively competitive land market in all areas of the city and there are 27 new and developing municipal communities in various stages of development. In August 2018, Calgary City Council voted in favour of developing 14 new Greenfield communities, some of which are part of approved Area Structure Plans (ASP's) within the currently active developments. 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 communities that grew by more than 1,000 residents between 2018 and 2019 were:

- Mahogany (SE): 1,948
- Legacy (S): 1,116
- Nolan Hill (N): 1,051
- Cornerstone (NE): 1,019
- Redstone (NE): 1,002

(Source: 2019 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 inventory as area structure plans are finalized and urban development proceeds.

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.

Map 1 on page 8 identifies these locations.

Detailed Area Structure Plans (ASP) 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 the following areas:

- The **Ricardo Ranch Area Structure Plan** is currently under development and is anticipated to accommodate a population of approximately 18,300 persons. This area is currently in the CBE's boundary.
- The **West View Area Structure Plan** is currently under development and is anticipated to accommodate a population of approximately 10,500 to 10,800 persons.
- 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.

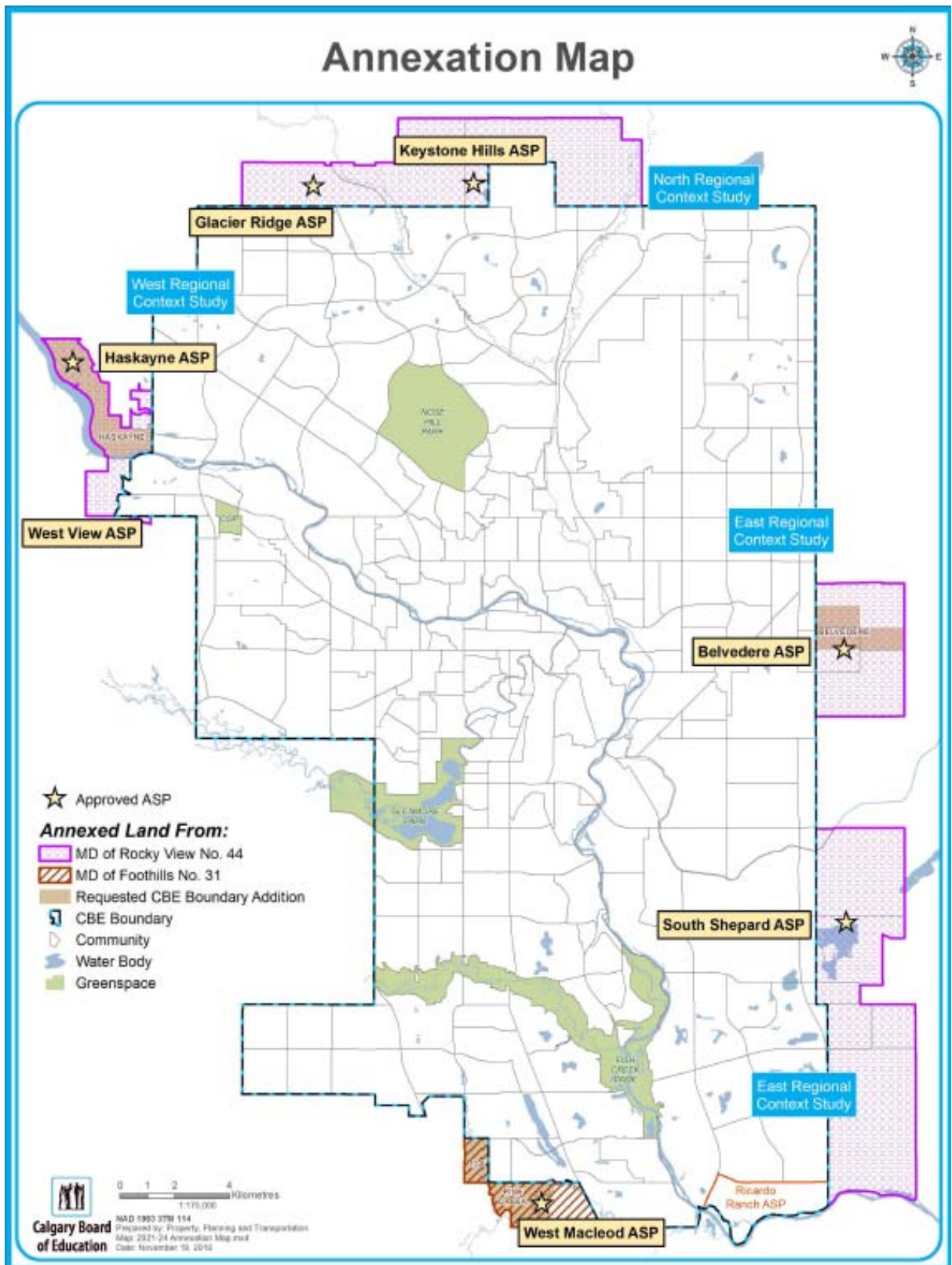
Once house construction begins, CBE will request, on an as required basis, that the Minister include these lands as part of CBE school boundaries.

In alignment with the request by the Ministry of Education that urban development be occurring, in June 2018 the Minister of Education approved that the west section of the Crestmont community and the northern portion of the Livingston community (north of 144 Avenue NE) be incorporated into the CBE boundary.

In addition, in June 2019 the Minister of Education approved the communities of Belmont and Yorkville (in the West Macleod ASP) be incorporated into the CBE boundary for the 2019-2020 school year.

The CBE continually monitors growth in the City and on November 19, 2019 requested the addition of the Haskayne ASP, part of the Belvedere ASP, and the remainder of West Macleod ASP for the 2020-21 school year. Information on new communities can be found on the City's website.

Map 1



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 to provide appropriate learning environments for students. The province estimates the value of required deferred maintenance in CBE schools to be in excess of \$160 million.
- Optimizing School Utilization Rates – Ensuring appropriate school utilization rates can optimize the programming opportunities available to students within the limited public resources entrusted to the CBE.

A balanced approach for the plan is developed to ensure the CBE is pursuing capital funding opportunities that recognize the changing needs of students and are 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;
- Transitions for students with minimal disruption are valued as they 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.

- CTS – CBE received funding approval March 21, 2017, for Forest Lawn (northeast sector). Once complete, this modernization will support delivery of CTS curriculum and provide access to state of the art spaces for students living within the northeast sector of the city.

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 2018-2019 and the Three-Year Education Plan 2019-2022 on January 7, 2020.

Long-range education plans will continue to be developed and these plans will inform the Three-Year 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 that are well situated and fiscally sustainable. Education planning information will be based on: the Three-Year Education Plan and other program development undertaken through the Chief Superintendent's office, School Improvement, 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 inform 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

In Spring 2017, CBE added two new administrative areas and changed the methodology for grouping schools into areas. The CBE is now divided into seven administrative areas. This new area structure is based on relationships between schools rather than geography.

A geographical reporting and analysis of data is required to understand where population and student enrolment growth will occur in the future. Starting with the *School Capital Plan 2019-2022* the CBE began using City of Calgary planning sectors for capital planning purposes (**Map 2**).

Within each of these planning sectors, the CBE 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, the utilization rate in a sector is not a firm requirement but rather a guideline.

The CBE strives to maintain a utilization rate in the high 80% range. Ensuring healthy school utilization rates contributes to ensuring that facilities are optimized for educational purposes, maintaining flexibility within the system to meet demand for emergent considerations while balancing the financial obligations and sustainability of the system. Currently, the CBE's overall utilization rate by enrolment is 87%. The utilization rate is 86% for K-GR9 students and 93% for Grades 10-12 students.

A summary of utilization by enrolment and by residence follows and is included in detail in Appendix I.

Utilization by enrolment identifies the number of students attending schools expressed as a percentage of the total capacity. Utilization by enrolment represents the actual utilization currently experienced at schools within the planning sector.

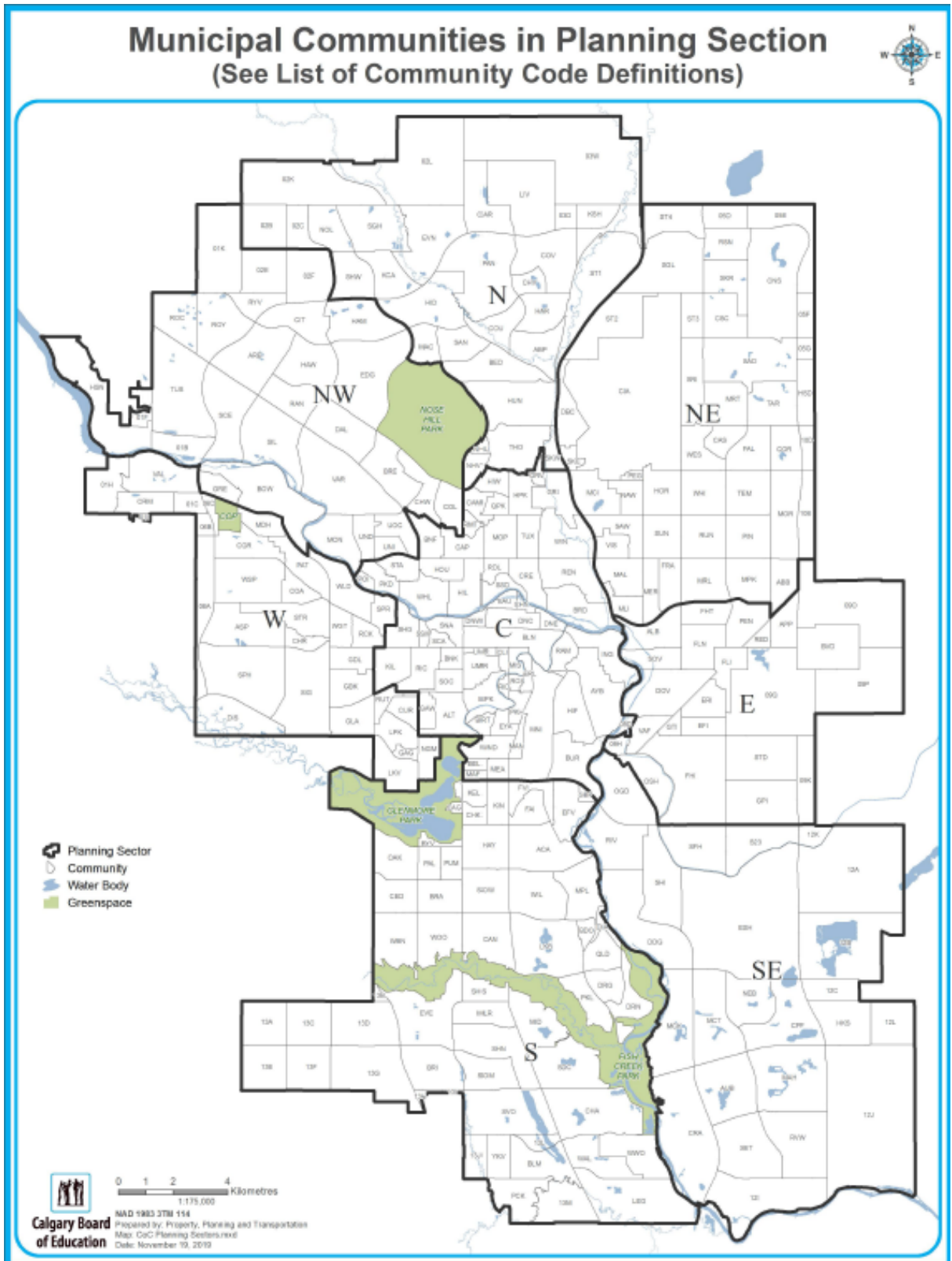
Utilization by residence identifies the number of students residing in the planning sector expressed as a percentage of the total school capacity within that planning sector. Utilization by residence represents the utilization rate that would exist if the CBE were not able to accommodate students in facilities in other planning sectors but rather accommodated the students in the facilities that exist within the planning sector where they live.

Projections for 2024-2025, in the charts below, account for additional school capacity that has been approved and is currently under construction but does not include additional capacity for schools approved for design only or requested in this capital plan:

Planning Sector Utilization by Student Enrolment (Actual & Projected)		
Sector	2019-2020 Actual K-12 Utilization	2024-2025 Projections K-12 Utilization
Centre	89%	100%
East	75%	76%
North	92%	88%
NorthEast	92%	95%
NorthWest	91%	91%
South	80%	83%
SouthEast	93%	85%
West	85%	87%
Total	87%	89%

Planning Sector Utilization by Student Residence (Actual & Projected)		
Sector	2019-2020 Actual K-12 Utilization	2024-2025 Projections K-12 Utilization
Centre	52%	62%
East	66%	67%
North	154%	139%
NorthEast	102%	104%
NorthWest	80%	80%
South	68%	71%
SouthEast	129%	113%
West	84%	85%
Total	86%	88%

Map 2



Municipal Community Code Definitions

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

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 Calgary Catholic School District (CCSD) and community developers to select school sites based on catchment areas within future developments. There is a balance between population, number and type of residential units, location and land dedication.

Land for high school sites, which serve a larger geographic region, is purchased through the Joint Use Coordinating Committee (JUCC). The requirement to purchase land for a high school is identified during the regional context study phase when developments that are planned for a minimum of 50,000 to 60,000 residents are considered for approval by the City of Calgary.

In the case of land for elementary and middle schools, land from the 10% dedication requirement in the *Municipal Government Act* (MGA) of Alberta is used. The number and type of school sites required is based on the Joint Use Site Calculation Methodology. This methodology uses 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, one can use a target of one elementary school for every 10,000 residents, one 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 or two middle schools to accommodate students.

Working with Stakeholders

CBE is committed to working with stakeholders and has developed a Dialogue Framework to guide this work. This framework guides public engagement when CBE considers the future use of existing learning space in schools.

The CBE's dialogue framework is available at <http://www.cbe.ab.ca/get-involved/public-engagement/Pages/default.aspx>

System Student Accommodation Plan

The CBE prepares a Three-Year System Student Accommodation Plan annually to inform appropriate decision-making and 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 Property, Planning & Transportation department in consultation with Education Directors in each area. Administration is responsible for using CBE's Dialogue framework to engage internal and external stakeholders regarding student accommodation challenges that may be resolved through one or more possible scenarios. The Three Year System Student Accommodation Plan 2019-2022 was presented for information at the June 18, 2019, Board of Trustees meeting and is available on the CBE website at: <https://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. We 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. Information about programming opportunities for students can be found at:

<http://www.cbe.ab.ca/programs/Pages/default.aspx>

2.5 New School Construction and School Approvals

Eight new school construction projects and one high school major modernization project are currently under development.

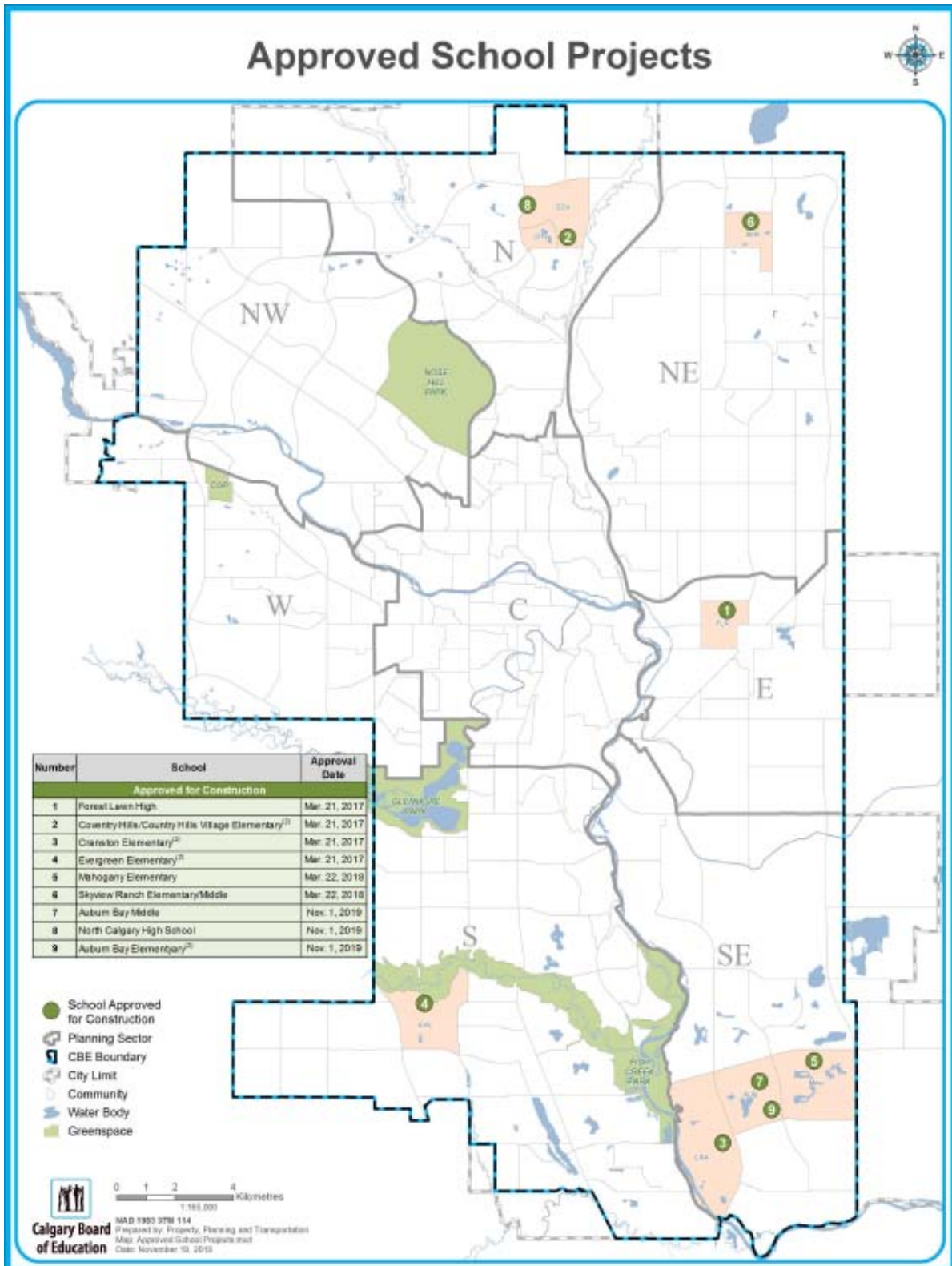
The table below summarizes the projects under development, their approval dates and their projected opening/completion date.

Schools Under Construction and Approvals					
Projected School Year Opening	School/Community	Project Type	Grade	Approved Capacity	Approval Date
2020-2021	Coventry Hills/Country Hills Village Elementary ⁽²⁾ (Northern Lights School)	New Construction	Grades K-4	600	Mar. 21, 2017
	Cranston Elementary ⁽²⁾ (Sibylla Kiddle School)	New Construction	Grades K-4	600	Mar. 21, 2017
	Evergreen Elementary ⁽²⁾ (Dr. Freda Miller School)	New Construction	Grades K-4	600	Mar. 21, 2017
	Forest Lawn High (Spring 2021)	Modernization	Grades 10-12	n/a	Mar. 21, 2017
TBD	Mahogany Elementary	New Construction	Grades K-4	600	Mar. 22, 2018
	Skyview Ranch Elementary/Middle	New Construction	Grades K-9	900	Mar. 22, 2018
TBD	Auburn Bay Middle	Design Only	Grades 5-9	900	Mar. 22, 2018
		New Construction			Nov 1, 2019
	North Calgary High School	Design Only	Grades 10-12	1,800	Mar. 22, 2018
		New Construction			Nov 1, 2019
	Auburn Bay Elementary ⁽²⁾	New Construction	Grades K-4	600	Nov 1, 2019
Total School Space Capacity				6,600	

Note: ⁽²⁾ denotes second school of that type in the community.

Map 3 identifies the location of future school projects approved since March 21, 2017.

Map 3



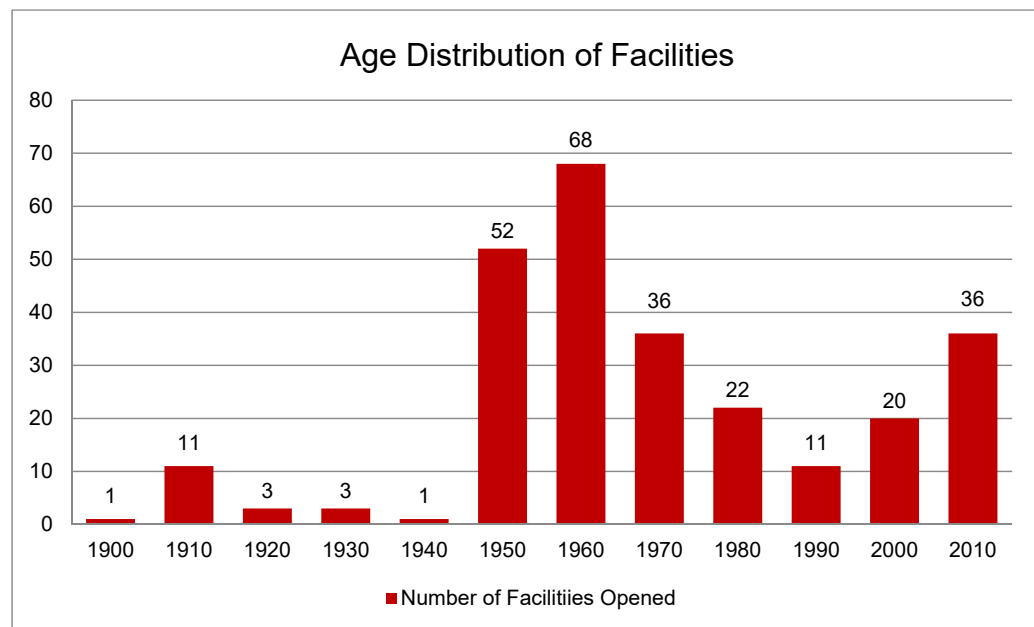
2.6 School Major Modernization

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.

To support the delivery of new CTS curriculum, a modernization of Forest Lawn High school has been approved to include the following improvements:

- Focus on upgrading CTS spaces
- Improvements to the Learning Commons and development of new computer lab 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 over 264 owned facilities of which 175 were built before 1980. This represents approximately 66% of 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 CBE projects. This

Provincial audit information, now called VFA, factors into CBE's assessment in determining modernization priorities.

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.

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 party to the Joint Use Agreement and participates on the Joint Use Coordinating Committee (JUCC) with the City and the CCSD dealing with the determination of municipal and school reserve sites.
- The CBE is a member of the Site Planning Team (SPT) with the City and the CCSD that meets every two weeks to review and discuss development applications and issues related to public access of City and school facilities.
- CBE representatives have been involved in many city-wide initiatives such as the Traffic Safety Community meetings, review of new Area Structure Plans, neighbour redevelopment plans, and main street initiatives.
- The CBE has also worked collaboratively with the City and CCSD on a tripartite City Charters Memorandum of Understanding. More recently, this work has grown to include the Government of Alberta's Urban School Planning Collaboration Sub-Table with the objective of maximizing the benefits derived from school sites for students and the public.

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 existing spaces, where resources allow, 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 wide range in municipal community sizes and demographics.

3.1 Construction Planning 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.

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 project 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 school 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, 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 Availability and Readiness

High school sites require larger land parcels that will service multiple communities. As such the land required for these sites is acquired under the Joint Use Agreement, a tripartite agreement between the City, CBE and CCSD. The requirement to purchase land for a high school is identified during the regional context study phase when developments that are planned for a minimum of 50,000 to 60,000 residents are considered for approval by the City of Calgary. Accordingly, new high school construction is only considered where a site is available - see **Map 4** on page 29 for locations of CBE high school sites.

With the Province recently providing staged funding for new schools, the CBE can request design funding before a site is ready, subject to the site being available for construction within 2-3 years. The school would then be ranked twice in the Three-Year School Capital Plan: once for design funding and once for construction funding. This approach is not available for schools chosen by the Province to be delivered utilizing the Public-Private Partnership (P3) delivery model.

Where a site is not ready and design funding only is being requested, the school site is still ranked using the ranking criteria as well as taking into account the estimated timeline for when the site will be available. Site readiness is 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

The CBE prefers 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 these obligations would be site grading, landscaping, site drainage and 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 in advance of full funding approval to construct the school, an exception to the standard ranking methodology will be made so that resources committed for the design of the school are maximized and construction occurs in a timely manner. For this reason, a community with design phase approval will not be assessed through the points ranking criteria and will be retained at the top of the next year's list.

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 in their *Suburban Residential Growth* document. 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 population growth.

Travel Time

A matrix is used that takes into account median travel time as well as distance from the community to the designated school. Utilizing Bus Planner software,

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 to travel.

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

The provision of a K-9 learning continuum for students within a community is desired. For middle school ranking, points are assigned to a community that has an existing K-GR4 school.

In some cases, this criterion could be included in the K-GR4 ranking process to address completion of a full school build out, in the event that provincial approvals are awarded in phases. This category does not apply for ranking a second elementary school within a community.

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.

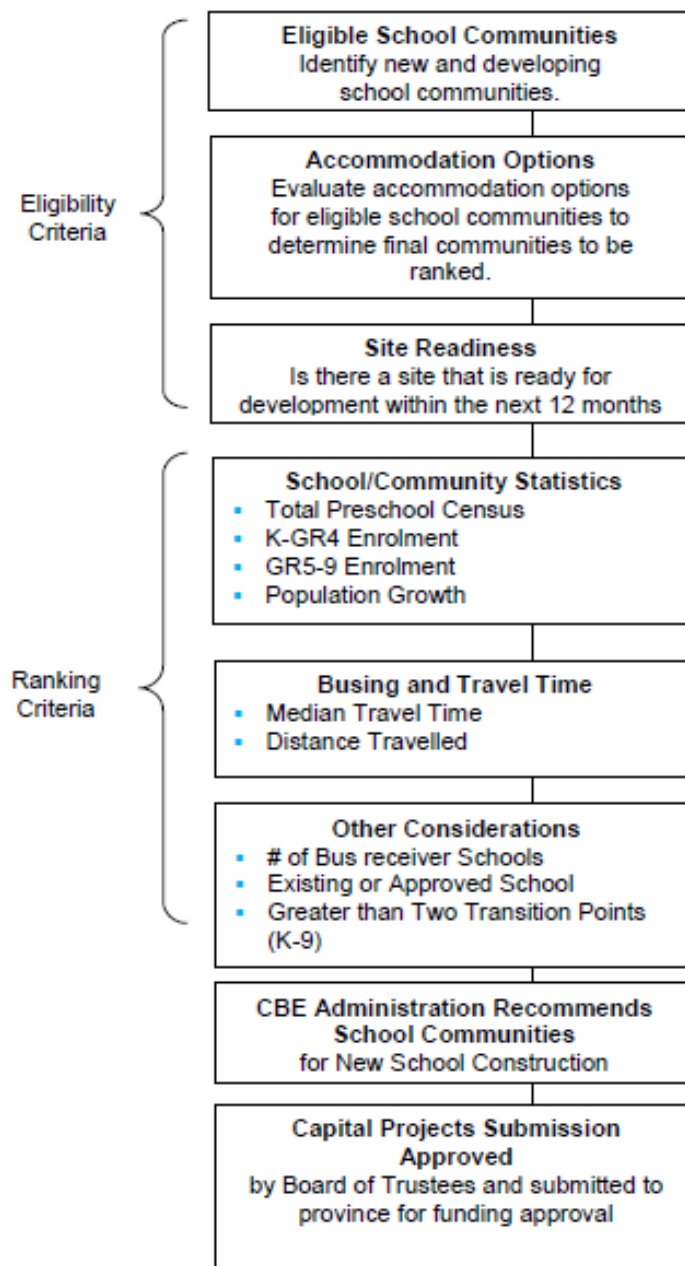
CBE's point assessment process is used for K-9 and does not apply in certain unique circumstances therefore the option exists for the placement of priorities for new school construction.

- Senior high schools are not ranked using point criteria, but are recommended on the priority list based on analysis of multiple factors such as:
 - availability of a site to construct a high school
 - high school utilization rates

- student enrolment
 - community demographics
- Schools with unique settings or enrolments that do not lend themselves to the aforementioned ranking criteria may also be placed on a priority basis. Previous examples include Christine Meikle and Niitsitapi Learning Centre.

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

Below is a summary of the points assigned for communities, for kindergarten to Grade 9, that are included in this year's Plan:

School Communities				
Rank	Community	Points	Planning Sector	Grade
1	Evanston Middle (full buildout)	1675	N	5-9
2	Saddle Ridge Middle ⁽²⁾ (design Year 2, construction Year 3)	1765	NE	5-9

Notes: ⁽²⁾ Indicates second school of that type in the community.
Full buildout is for design and construction at once.

Based on the point assignment, some communities have a higher point total for a second elementary school in the community than for a middle school.

Constructing a middle school prior to second elementary schools is desired for several reasons. Construction of a middle school completes the K-9 continuum of learning and adds 900 additional learning spaces in comparison to 600 for a second elementary school. These 300 additional learning spaces provide space for more students to attend school closer to home. When a second elementary school receives more points than a middle school within the same community, the middle school will be prioritized over the second elementary school.

CBE school communities ranked for new school construction should have a site available and have a student population large enough to sustain an elementary or middle/junior high school. However, with the Province now providing staged funding for new schools, the CBE can request design funding before a site is ready, subject to the site being available for construction within 2-3 years. Of note, this approach is not available for schools chosen by the Province for delivery via the P3 model.

Section 4.0 contains further detail on the projects prioritized in this capital plan.

Details of the points assignment for all eligible communities 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:

- Ties will be broken on total points of the first two community ranking categories.
- In the case where it is still tied, only the first community ranking category points will be used.

3.3 Construction Planning Criteria: Senior High Schools

A sector based approach is used to evaluate projects for new senior high school capital priorities. Utilization rates by planning sector are listed below:

Senior High Planning Sector Utilization		
Planning Sector	2019-2020 Residence Utilization	2019-2020 Enrolment Utilization
Centre	33%	89%
East	57%	81%
North	287%	106%
NorthEast	147%	109%
NorthWest	99%	102%
South	72%	77%
SouthEast	173%	112%
West	89%	100%

Notes:

- Student numbers are based on ArcView data as at September 30, 2019
- 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) continues to be in the North sector. A new high school in north Calgary, located in the community of Coventry Hills, was approved in March 2018 for design funding and for construction on November 1, 2019.

The SouthEast sector has the next highest level of utilization by residence at 173%. However, there are four (4) high schools in the adjacent South sector which has a utilization by residence of 72%. Students from the SouthEast sector can be accommodated in these schools.

The NorthEast sector has the next highest utilization by residence at 147%.

3.4 Construction Priorities: Senior High Schools

Senior high school sites are identified through the City of Calgary Regional Context study process and are procured through the Joint Use Agreement (see **Map 4**); these are not ranked using point criteria but are recommended on the new school construction priority list based on an analysis of factors such as:

- demographic information, including current and future student populations;
- availability of space in existing high schools;
- proximity of that space to student populations;
- City of Calgary's projected growth for the sector.

Cornerstone High School

Construction of a new high school will allow CBE to accommodate high school students who live in the northern northeast communities at a school that is closer to where they live. The northeast sector is projected to be one of the fastest growing areas in the city, with an expected increase of approximately 23,812

people by 2023. This represents approximately 25% of the forecasted suburban residential growth in terms of total population.

The northeast sector includes many new and developing communities and has a large student population by residence. Overall, there are 5,200 senior high students living in the northeast sector enrolled at CBE schools this year. There are only two high schools in this sector, Nelson Mandela and Lester B. Pearson, with provincial capacities of 1,795 and 1,739 student spaces respectively. If all high school students living in this sector attended the only two high schools in the sector, the utilization rate would be 147%.

The primary catchment population for the Cornerstone high school would be the northern northeast communities, consisting of Cityscape, Cornerstone, Redstone and Skyview Ranch. These communities are less than 50% built-out, but are developing quickly. When fully built-out over the next 5 to 10 years they will have a combined population of approximately 77,600 - 81,000 people. There are currently 272 students from these communities attending CBE high schools for Grades 10-12.

Additional communities that may have a portion of, or the entire community, designated to this school include Saddle Ridge, Castleridge, Falconridge and/or Coral Springs. There are currently 1,229 high school students from these communities. The community of Saddle Ridge is only 58% built out, based on occupied dwellings, and when fully built-out over the next 5 to 10 years it will have a population of approximately 31,500 - 31,800 people.

Students living in the northern northeast communities currently attend two different CBE schools. One of the schools is located in the northeast sector and one is in the east sector:

- Lester B. Pearson High School (Cornerstone); and
- Forest Lawn High School (Cityscape, Redstone, Skyview Ranch).

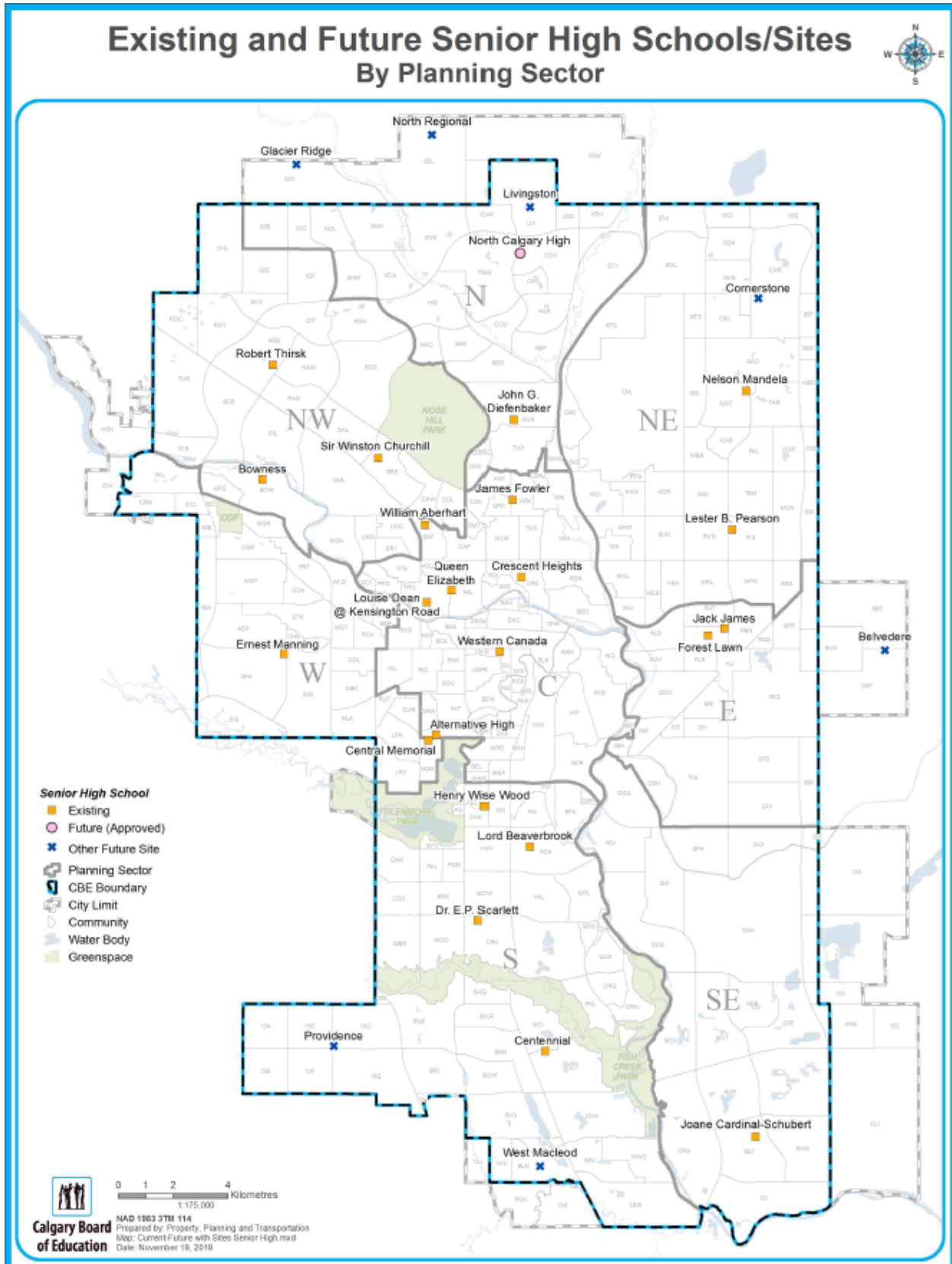
Students living in the communities of Castleridge, Coral Springs, Falconridge Martindale, Saddle Ridge and Taradale attend Nelson Mandela High School.

Lester B. Pearson High School is the next closest school, south of Nelson Mandela High School, and is located in the Pineridge community with Forest Lawn High School even further south in the east sector community of Forest Lawn. This commute involves long travel times for all these students.

In addition to the northern northeast communities, there is the newly developing community of Homestead on the east side of Stoney Trail. At full build out it is expected to have a population of 4,900 - 5,200 people. This community could be considered for designation to the new Cornerstone high school depending on the utilization rates of Nelson Mandela and Lester B. Pearson High Schools at that time.

A 21 acre site in the south portion of Cornerstone, on the south side of Country Hills Boulevard NE, is designated for a new senior high school. Once constructed and opened, a new high school in northeast Calgary is anticipated to operate at capacity for many years.

Map 4



4.0 THREE-YEAR SCHOOL CAPITAL PLAN 2021-2024 – 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. The Capital Planning approval process has the following phases:

Phase 1: Capital Plan Submission

School boards submit School Capital Plans annually by April 1 each year

Phase 2: Project Evaluation & Prioritization

Projects are first assessed for accuracy and clarity and prioritized based on the Project Drivers and Level of Need criteria.

Provincial staff may meet with school jurisdictions to obtain further information as required

Phase 2: Project Drivers

- Health and Safety
- Building Condition
- Enrolment Pressures
- Functionality & Programming
- Legal

Phase 2: Level of need

- High (examples include health and safety, enrolment pressures such as utilization over 100%.
- Medium/high (1-3 year time frame)
- Medium (3-5 year timeframe)
- Low (7-10 year timeframe)

Phase 3: Project Definition

Preliminary site assessment and value scoping sessions if required

Phase 4: Budget and Scope

Functional plan, scope and budget development. Refinement of scope from project definition stage.

Phase 5: Provincial Capital Planning process

Recommendation to Treasury Board and Finance. Approval and implementation phase.

Following is 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, based on information from Alberta Infrastructure and taking into account the 2019 inflation rate. 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 following tables provide a summary of the new school construction and major modernization projects recommended for funding and these are identified on **Maps 5 and 6**.

Table 1: New School Construction					
Three-Year School Capital Plan 2021-2024 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	Number of Years Previously Listed in Capital Plan
C-1 Evanston Middle	5-9	New Request	Full buildout to 900	31,736,000	
				YEAR 1 TOTAL	31,736,000
YEAR 2					
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	Number of Years Previously Listed in Capital Plan
C-2 Saddle Ridge Middle ⁽²⁾	5-9	New Request	Design for 900	1,147,000	
C-3 Cornerstone High School	10-12	New Request	Design for 1800	2,293,000	1
				YEAR 2 TOTAL	3,440,000
YEAR 3					
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	Number of Years Previously Listed in Capital Plan
C-4 Saddle Ridge Middle ^{(2)*}	5-9	New Request	Construction for 900	28,388,000	
C-5 Cornerstone High School*	10-12	New Request	Construction for 1800	63,178,000	1
				YEAR 3 TOTAL	91,566,000
				GRAND TOTAL	126,742,000

Note: ¹ Senior high schools are not ranked using point criteria. See page 27.
⁽²⁾ = second school of that type for the community.
* Year could change, dependent on when site is ready for construction.

Table 2: School Major Modernizations					
Three-Year School Capital Plan 2021-2024 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	Number of Years Previously Listed in Capital Plan
M-1 John G. Diefenbaker High School	10-12	Modernization Request	Major Modernization	28,146,000	
M-2 Nickle School	5-9	Modernization Request	Major Modernization	14,595,000	12
				YEAR 1 TOTAL	42,741,000
YEAR 2					
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	Number of Years Previously Listed in Capital Plan
M-3 Ernest Morrow School	6-9	Modernization Request	Major Modernization	16,679,000	
M-4 A.E. Cross School	7-9	Modernization Request	Major Modernization	18,764,000	3
M-5 Janet Johnstone School	K-4	Modernization Request	Major Modernization	9,069,000	5
M-6 Annie Foote School	K-6	Modernization Request	Major Modernization	10,841,000	5
				YEAR 2 TOTAL	55,353,000
YEAR 3					
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	Number of Years Previously Listed in Capital Plan
M-7 Cedarbrae School	K-6	Modernization Request	Major Modernization	8,132,000	
M-8 Altadore School	K-6	Modernization Request	Major Modernization	8,132,000	12
M-9 Ranchlands School	K-6	Modernization Request	Major Modernization	12,197,000	5
M-10 Queen Elizabeth School	K-6	Modernization Request	Major Modernization	9,069,000	5
				YEAR 3 TOTAL	37,530,000
				GRAND TOTAL	135,624,000

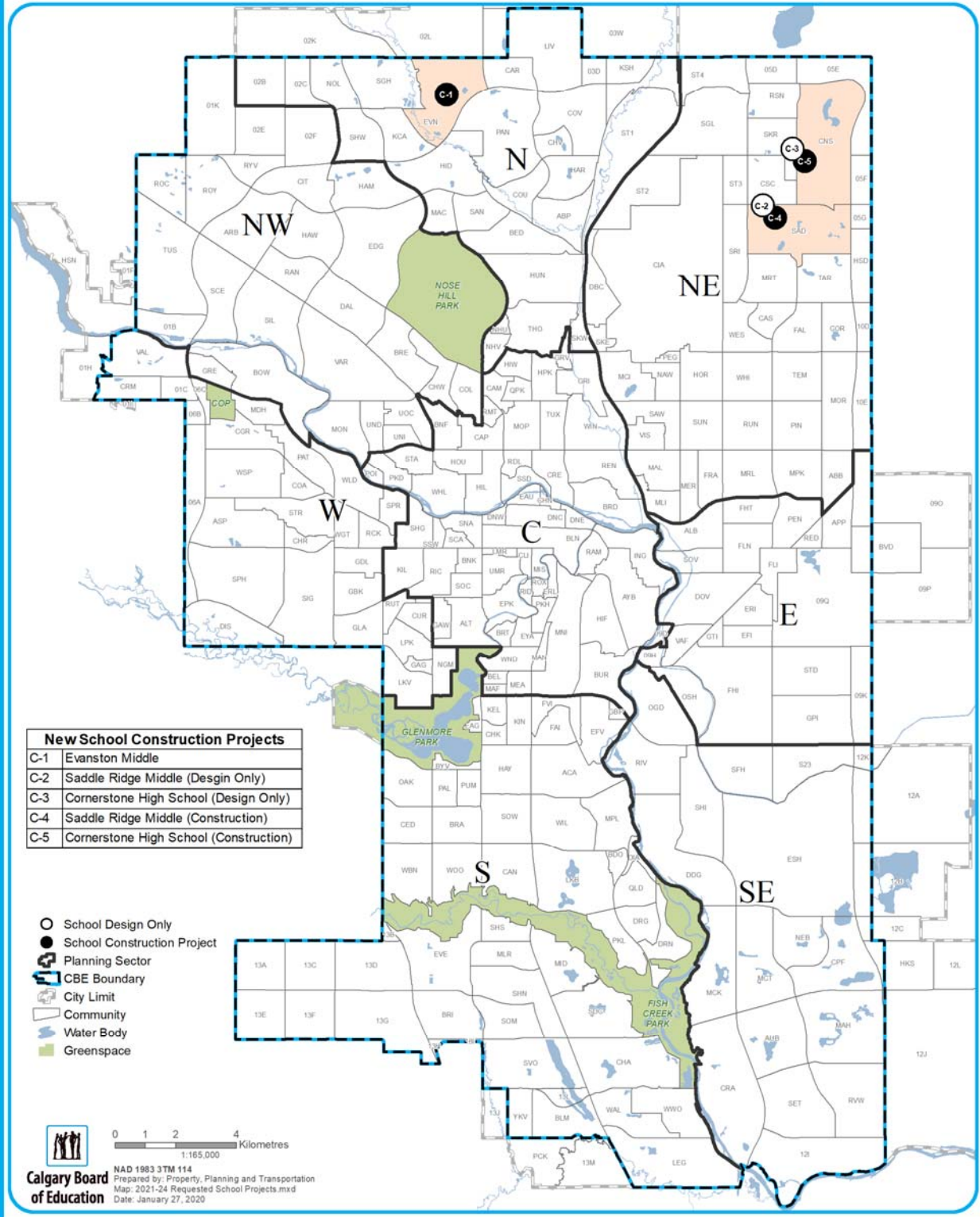
Table 3: New School Construction and Major Modernizations						
Three-Year School Capital Plan 2021-2024 Priorities						
Priority Ranking – Project Description						
YEAR 1						
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	Number of Years Previously Listed in Capital Plan	
1	Evanston Middle	5-9	New Request	Full buildout to 900	31,736,000	7
2	John G. Diefenbaker High School	10-12	Modernization Request	Major Modernization	28,146,000	11
3	Nickle School	5-9	Modernization Request	Major Modernization	14,595,000	12
				YEAR 1 TOTAL	74,477,000	
YEAR 2						
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	Number of Years Previously Listed in Capital Plan	
4	Saddle Ridge Middle ⁽²⁾	5-9	New Request	Design for 900	1,147,000	1
5	Cornerstone High School	10-12	New Request	Design for 1800	2,293,000	1
6	Ernest Morrow School	6-9	Modernization Request	Major Modernization	16,679,000	6
7	A.E. Cross School	7-9	Modernization Request	Major Modernization	18,764,000	3
8	Janet Johnstone School	K-4	Modernization Request	Major Modernization	9,069,000	5
9	Annie Foote School	K-6	Modernization Request	Major Modernization	10,841,000	5
				YEAR 2 TOTAL	58,793,000	
YEAR 3						
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	Number of Years Previously Listed in Capital Plan	
10	Saddle Ridge Middle ⁽²⁾	5-9	New Request	Construction for 900	28,388,000	1
11	Cornerstone High School	10-12	New Request	Construction for 1800	63,178,000	1
12	Cedarbrae School	K-6	Modernization Request	Major Modernization	8,132,000	5
13	Altadore School	K-6	Modernization Request	Major Modernization	8,132,000	12
14	Ranchlands School	K-6	Modernization Request	Major Modernization	12,197,000	5
15	Queen Elizabeth School	K-6	Modernization Request	Major Modernization	9,069,000	5
				YEAR 3 TOTAL	129,096,000	
				GRAND TOTAL	262,366,000	

Note: ¹ Senior high schools are not ranked using point criteria. See page 27.

⁽²⁾ = second elementary school for the community


Map 5

New School Construction Projects 2021-2024



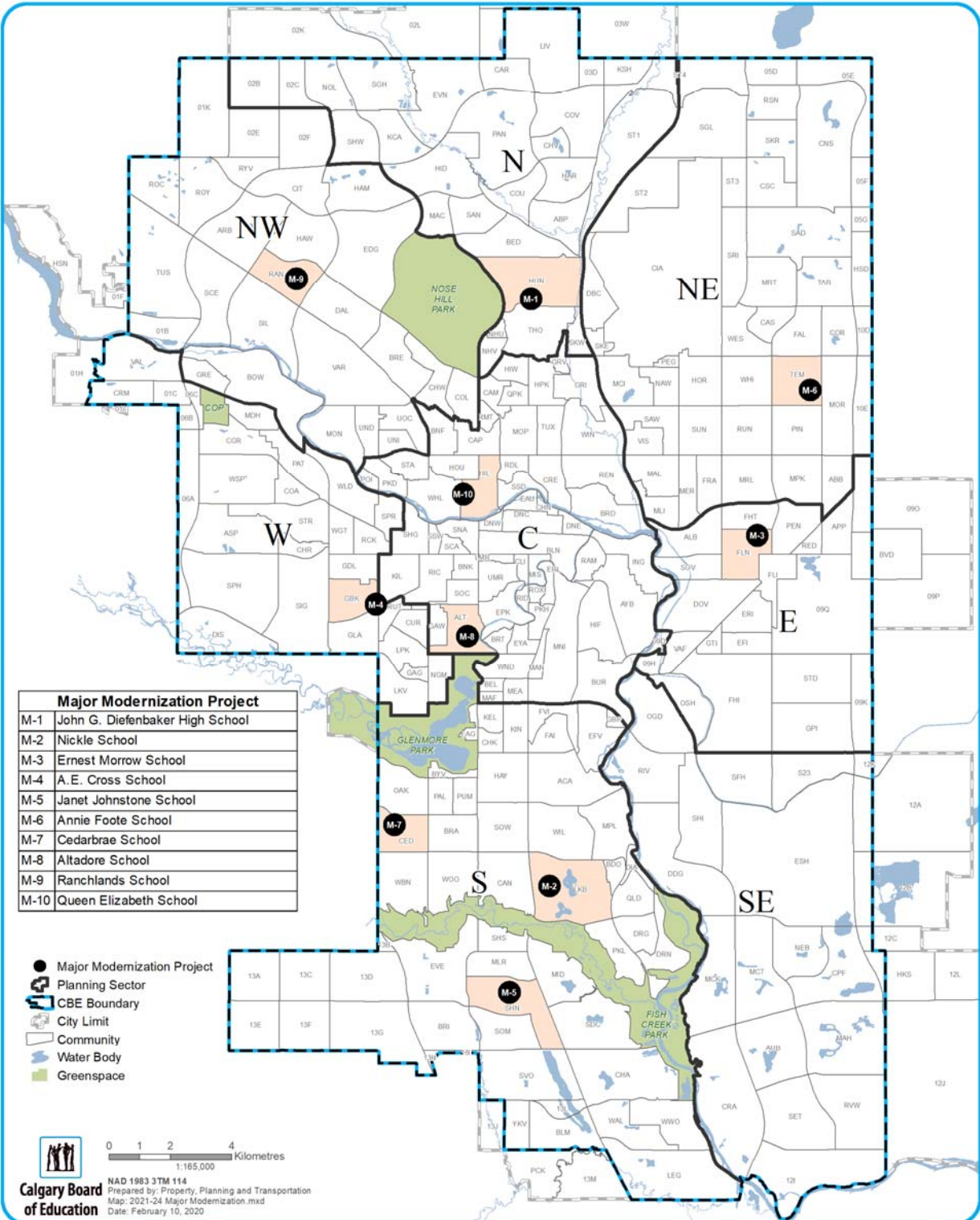
New School Construction Projects	
C-1	Evanston Middle
C-2	Saddle Ridge Middle (Design Only)
C-3	Cornerstone High School (Design Only)
C-4	Saddle Ridge Middle (Construction)
C-5	Cornerstone High School (Construction)

- School Design Only
- School Construction Project
- ▭ Planning Sector
- ▭ CBE Boundary
- ▭ City Limit
- ▭ Community
- ▭ Water Body
- ▭ Greenspace


 0 1 2 4
 Kilometres
 1:165,000
 NAD 1983 3TM 114
 Prepared by: Property, Planning and Transportation
 Map: 2021-24 Requested School Projects.mxd
 Date: January 27, 2020

Map 6

Major Modernization Projects 2021-2024



5.0	2020-2023 SCHOOL CAPITAL PLAN
New Construction	
Priority C-1 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 2019 Census, the total number of occupied dwelling units was 5,334 with a population of 17,685. ▪ The community is planned for an estimated 6,171 housing units with a population capacity of 19,200 to 19,800. ▪ The community had an average annual population growth of 1,140 persons during the past three-year period. 	
Enrolment Profile	
<ul style="list-style-type: none"> ▪ As of September 30, 2019, there were 937 kindergarten to Grade 4 and 608 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. The school is full and starting September 2018, K-4 students who cannot be accommodated at the school are overflowed to Cambrian Heights School in Cambrian Heights. There is one more elementary site and one middle school site in Evanston. ▪ Evanston GR5-9 students are currently bused to Simon Fraser, which is located in the Brentwood community. 	
Recommendation	
<ul style="list-style-type: none"> ▪ Construct a middle school for 900 GR 5-9 students. ▪ The total project cost is budgeted at \$31,736,000. 	

5.0	2020-2023 SCHOOL CAPITAL PLAN
New Construction	
Priorities C-2 (design) & C-4 (construction) Saddle Ridge Middle⁽²⁾	
School Community Profile	
<p>Saddle Ridge Community began development in 2000 and is located in the northeast sector of the City.</p> <ul style="list-style-type: none"> ▪ As of the April 2019 Census, the total number of occupied dwelling units was 5,576 with a population of 22,321. ▪ The community is planned for an estimated 9,584 housing units with a population capacity of 31,500 to 31,800. ▪ The community had an average annual population growth of 1,022 persons during the past three-year period. 	
Enrolment Profile	
<ul style="list-style-type: none"> ▪ As of the September 30, 2019, there were 1,323 kindergarten to Grade 4 and 1,219 Grades 5-9 students residing in the Saddle Ridge community who attended CBE schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> ▪ Peter Loughheed School (GR5-9) opened September 2016. Within the next two years it is anticipated that the school will be full and students may be overflowed and/or grade reconfigurations with other schools in the community will possibly be required. ▪ There is one more middle site, which will be used for the second middle school. ▪ This site is currently not ready for construction, but it is anticipated to be ready to construct a school in the next 2-3 years. 	
Recommendation	
<ul style="list-style-type: none"> ▪ A staged design and construction of a middle school for 900 GR 5-9 students. ▪ Priority C-2 = The total design cost is budgeted at \$1,147,000. ▪ Priority C-4 = The total construction cost is budgeted at \$28,388,000. ▪ The total project cost is budgeted at \$29,535,000. 	

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

5.0	2020-2023 SCHOOL CAPITAL PLAN
New Construction	
Priorities C-3 (design) & C-5 (construction) Cornerstone High	
School Community Profile	
<p>The Cornerstone High School will serve the residents of the northern northeast communities.</p> <ul style="list-style-type: none"> ▪ Currently, the northern northeast area is served by two high schools consisting of: Forest Lawn (Cityscape, Redstone, Skyview Ranch) and Lester B. Pearson (Cornerstone). 	
Enrolment Profile	
<ul style="list-style-type: none"> ▪ There are over 5,200 high school students living in the northeast sector of Calgary and only two high schools located in that sector. Nelson Mandela High School has a provincial capacity of 1,795 student spaces and a utilization of 111%. Lester B. Pearson High School has a provincial capacity of 1,739 student spaces and a utilization of 104%. ▪ Combined, the northern northeast communities of Cityscape, Cornerstone, Redstone and Skyview Ranch currently have 272 Grades 10-12 students. This number has increased 105% from 2015 and 45% between 2017 and 2019. ▪ The northeast sector of the City is projected to account for 25% of all growth in the City from 2019-2023 with a population increase of 23,812 according to the City of Calgary's <i>Suburban Residential Growth 2019-2023</i> document published in August 2019. ▪ In the 2019 Civic Census, Cornerstone and Redstone had the 4th and 5th highest community population increases in the City from 2018 to 2019, at 1,019 and 1,002 respectively. ▪ Cityscape, Cornerstone, Redstone and Skyview Ranch are less than 50% built-out, but are developing quickly. When fully built-out over the next 5 to 10 years there will be, combined, approximately 77,600 - 81,000 people from these communities. ▪ The community of Saddle Ridge is 58% built out and when fully built-out over the next 5 to 10 years there will be approximately 31,500 - 31,800 people. ▪ Saddle Ridge currently has 621 high school students and that number is projected to increase over the next 5 years. ▪ Homestead is a developing new community on the east side of Stoney Trail and at full build out it is expected to have a population of 4,900 - 5,200 people. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> ▪ A 21 acre site in the south portion of Cornerstone, on the south side of Country Hills Boulevard NE, is designated for a new senior high school. ▪ This site is currently not ready for construction, but it is anticipated to be ready to construct a school in the next 2-3 years. ▪ The communities in the northern northeast are bused long distances. 	

Recommendation

- A staged design and construction of a senior high school for 1,800 students.
- Priority C-3 = The total design cost is budgeted at \$2,293,000.
- Priority C-5 = The total construction cost is budgeted at \$63,178,000.
- The total project cost is budgeted at \$65,471,000.

6.0	2020-2023 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-1 John G. Diefenbaker High School	
<p>The school's current CTS programs require upgrading to meet current industry and CBE standards.</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 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> <p>In 2018, 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) 	

6.0	2020-2023 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-1 John G. Diefenbaker High School	
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.</p> <p>The total project cost is estimated to be \$28,146,000.</p>	

6.0	2020-2023 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-2 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 the south planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program Nickle School currently accommodates the Regular program for Grades 7-9 students living in Bonavista Downs and Lake Bonavista and students in Grades 5-9 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 either the south or southeast planning sector. This school has been identified as one that is required by the CBE to accommodate students into the future.</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 2018, 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 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 all the interior program spaces, CTS upgrades, and a library to Learning Commons conversion. The total project cost is estimated to be \$14,595,000.</p>	

6.0	2020-2023 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-3 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 the east planning sector.</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	2019-2022 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-3 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 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>The total project cost is estimated to be \$16,679,000.</p>	

6.0	2020-2023 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-4 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 the west planning sector.</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 A.E. Cross accommodates Grades 7-9 students. ▪ System Classes A.E. Cross School accommodates Paced Learning classes for Area 6 students. ▪ CBE Administration (Area 7) A.E. Cross School also currently accommodates the Area 7 office. <p>The long-term student accommodation plan for A.E. Cross School is to accommodate students from their home area and Grades 7-9 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.</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 878 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 a 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	2020-2023 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-4 A.E. Cross School	
Facility Description (cont'd)	
<p>In 2015, Alberta Infrastructure evaluated school facilities through VFA (formerly 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, CTS upgrades, hazardous material abatement, and building code and accessibility upgrades. The proposed project will modernize the whole facility and enhance the teaching environment.</p> <p>The total project cost is estimated to be \$18,764,000.</p>	

6.0	2020-2023 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-5 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 the south planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program Janet Johnstone School currently accommodates 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 to add barrier-free accessibility, all gender washrooms and a library to Learning Commons conversion. The modernization includes replacement of worn architectural finishes, fixtures and millwork.</p> <p>The total project cost is estimated to be \$9,069,000.</p>	

6.0	2020-2023 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-6 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 the northeast planning sector.</p> <ul style="list-style-type: none"> ▪ Regular Program <ul style="list-style-type: none"> 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>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	2020-2023 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-6 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 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>The total project cost is estimated to be \$10,841,000.</p>	

6.0	2020-2023 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-7 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 the south planning sector.</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, 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. 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>The total project cost is estimated to be \$8,132,000.</p>	

6.0	2020-2023 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-8 Altadore School	
Current and Future Student Accommodation Plan	
<p>Altadore School is located in southwest Calgary in the community of Altadore which is in the inner city in the Centre planning sector.</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 and Garrison Woods. <p>The long-term student accommodation plan for Altadore School is to accommodate students from Altadore and Garrison Woods. Garrison Woods was 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 15 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.</p> <p>The total project cost is estimated to be \$8,132,000.</p>	

6.0	2020-2023 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-9 Ranchlands School	
Current and Future Student Accommodation Plan	
<p>Ranchlands School is located in northwest Calgary in the community of Ranchlands, which is an established community in the northwest planning sector.</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 community of Sherwood. ▪ 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 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 passes its 35 year:</p> <ul style="list-style-type: none"> ▪ Exterior: requires upgrades (envelope 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	2019-2022 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-9 Ranchlands School	
Modernization	
<p>The modernization will improve functionality, security, 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>The total project cost is estimated to be \$12,197,000.</p>	

6.0	2019-2022 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-10 Queen Elizabeth School	
Current and Future Student Accommodation Plan	
<p>Queen Elizabeth School is located in north central Calgary in the community of West Hillhurst, which is an established community in the Centre planning sector.</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. <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 15 classrooms for instruction.</p> <p>In 2009, Alberta Infrastructure evaluated school facilities through RECAPP 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	2019-2022 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-10 Queen Elizabeth School	
Modernization	
<p>The modernization will improve functionality, security, 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 including an elevator, all gender washroom and security concerns and code upgrades (including a sprinkler system).</p> <p>The total project cost is estimated to be \$9,069,000.</p>	

Capacity and Utilization

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

K-GR9 Students by Residence 2019-20			
Planning Sector	Elementary/Junior High Students	Elementary/Junior High Capacity	% Utilization
Centre	9,470	14,640	64.7%
East	4,266	6,055	70.5%
North	14,238	10,548	135.0%
NorthEast	17,492	18,740	93.3%
NorthWest	14,025	18,800	74.6%
South	16,445	24,394	67.4%
SouthEast	11,096	9,231	120.2%
West	9,373	11,466	81.7%
Total	96,405	113,874	84.7%

Notes:

- Student numbers are based on ArcView data as at September 30, 2019 (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**

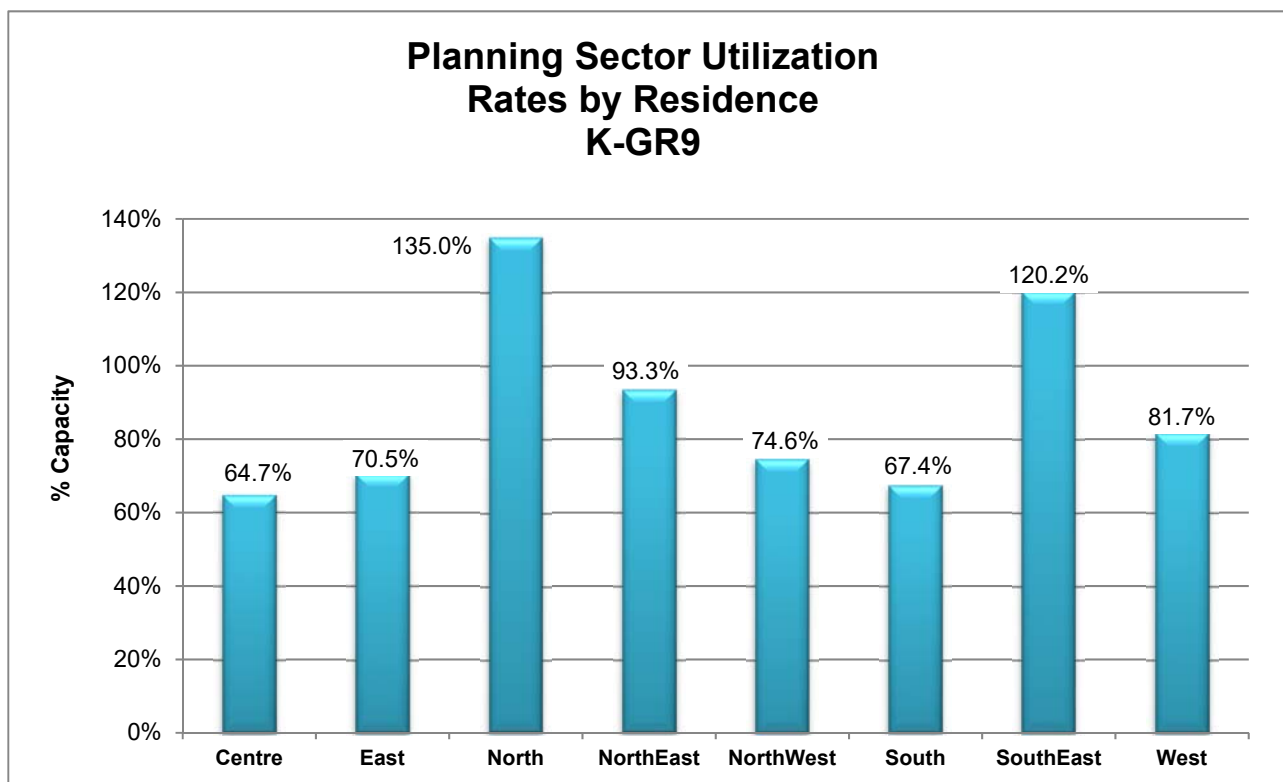


Table 2: Capacity by Residence for Senior High (%)

Senior High (GR10-12) Students by Residence 2019-2020			
Planning Sector	Senior High Students	Senior High Capacity	% Utilization
Centre	3,025	9,183	32.9%
East	1,468	2,580	56.9%
North	4,307	1,503	286.6%
NorthEast	5,201	3,534	147.2%
NorthWest	5,172	5,232	98.9%
South	5,511	7,694	71.6%
SouthEast	3,139	1,811	173.3%
West	3,320	3,727	89.1%
Total	31,143	35,264	88.3%

Notes:

- Student numbers are based on ArcView data as at September 30, 2019
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)
- Under-utilized and over-utilized are shown on **Map 8**

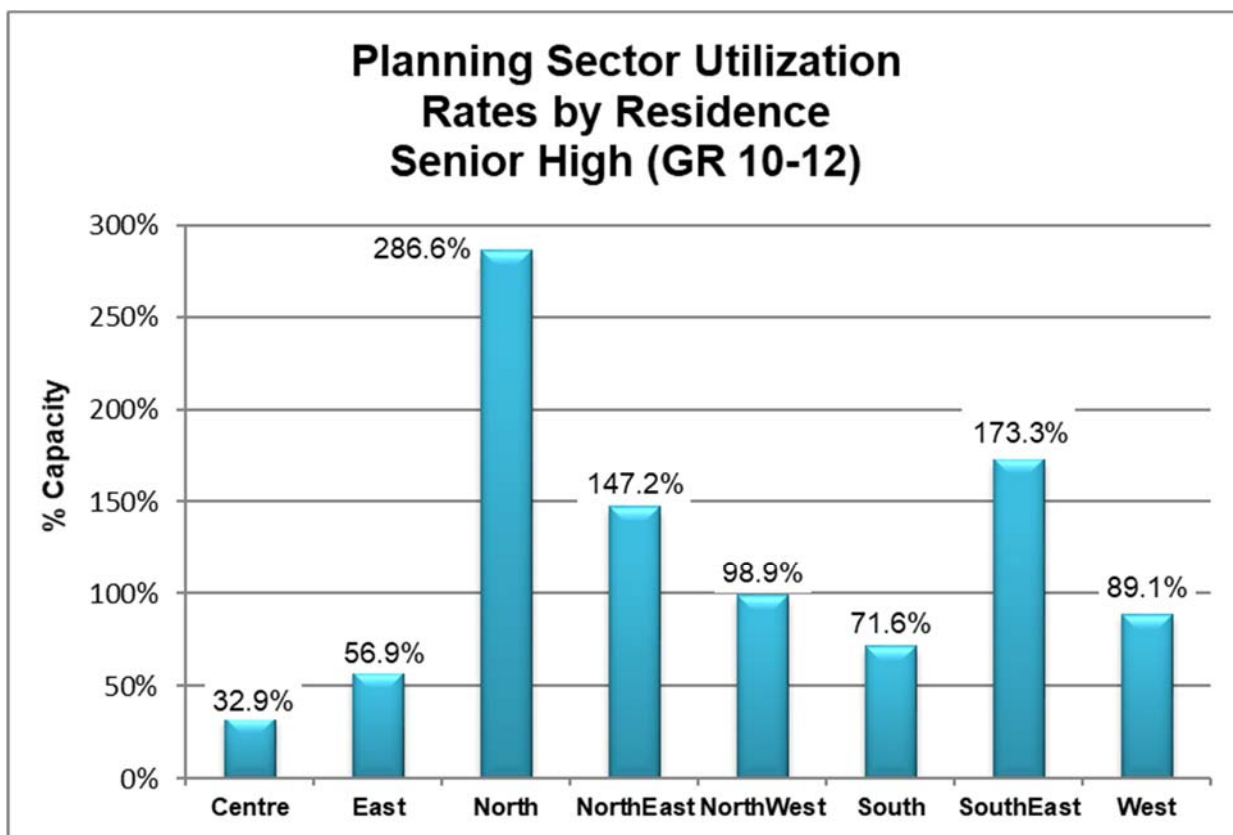


Table 3: Capacity by Enrolment for K-GR9 (%)

K-GR9 Students by Enrolment 2019-2020			
Planning Sector	Elementary/Junior High Students	Elementary/Junior High Capacity	% Utilization
Centre	13,105	14,640	89.5%
East	4,424	6,055	73.1%
North	9,516	10,548	90.2%
NorthEast	16,612	18,740	88.6%
NorthWest	16,592	18,800	88.3%
South	19,700	24,394	80.8%
SouthEast	8,223	9,231	89.1%
West	9,223	11,466	80.4%
Total	97,395	113,874	85.5%

Notes:

- Student numbers are based on ArcView data as at September 30, 2019 (K@FTE to Grade 9)
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)

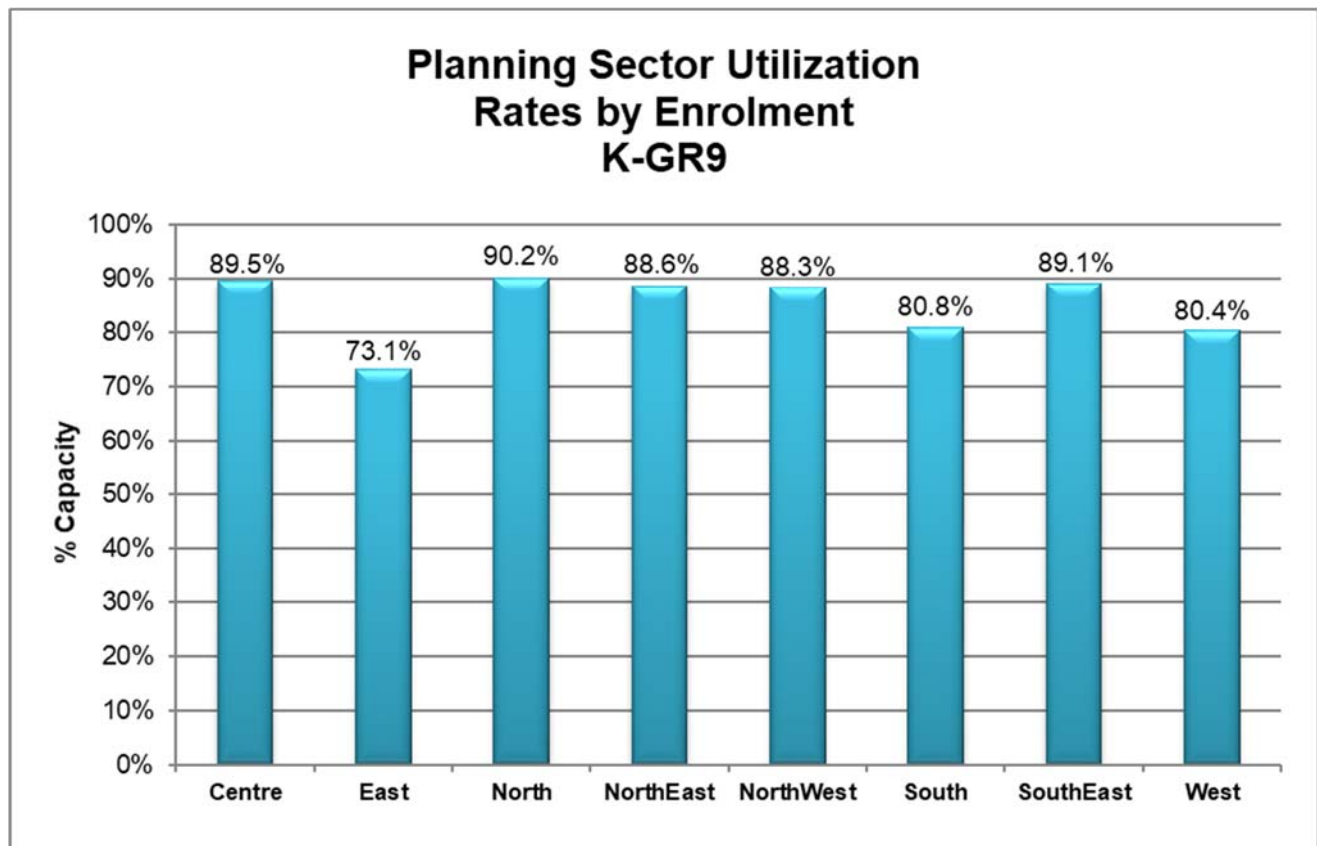
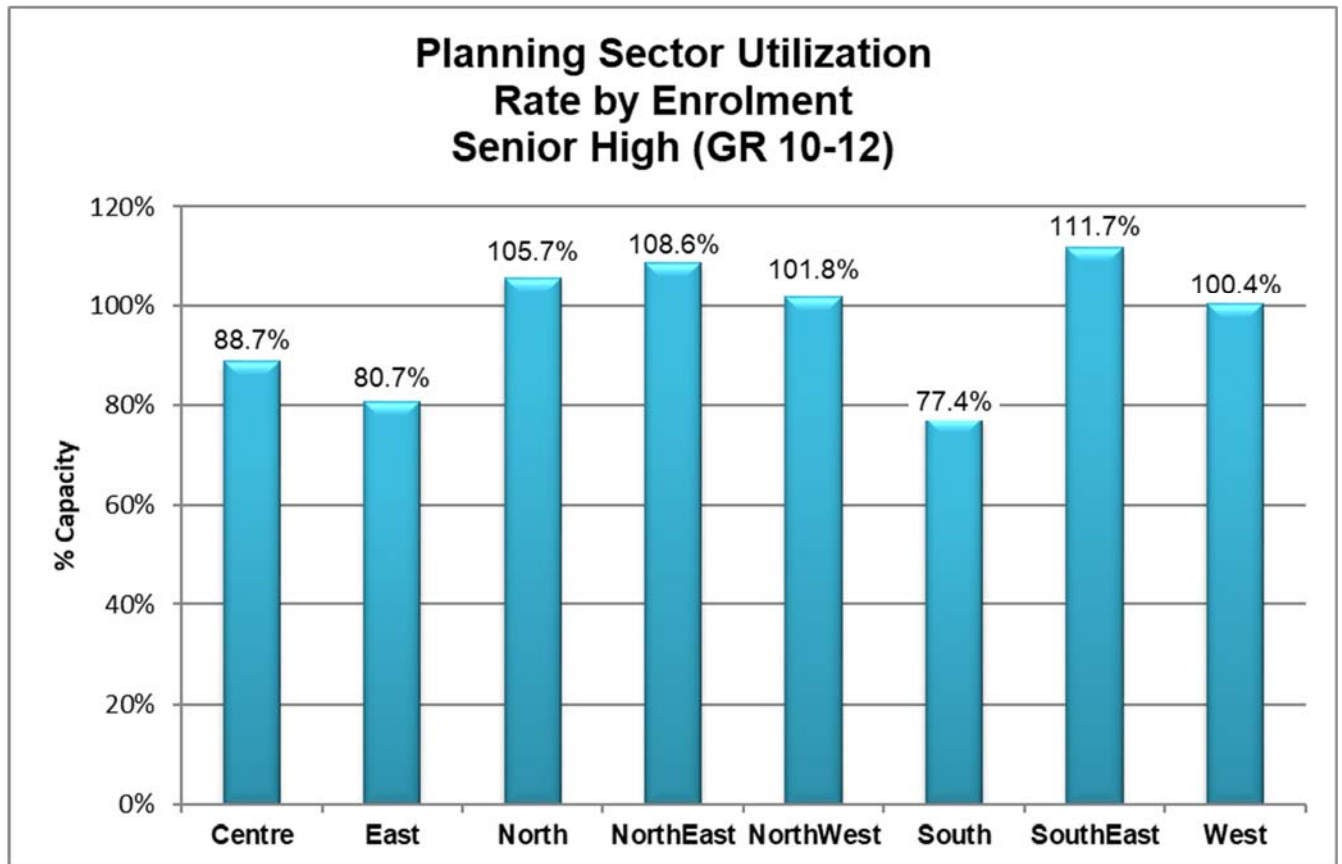


Table 4: Capacity by Enrolment for Senior High (%)

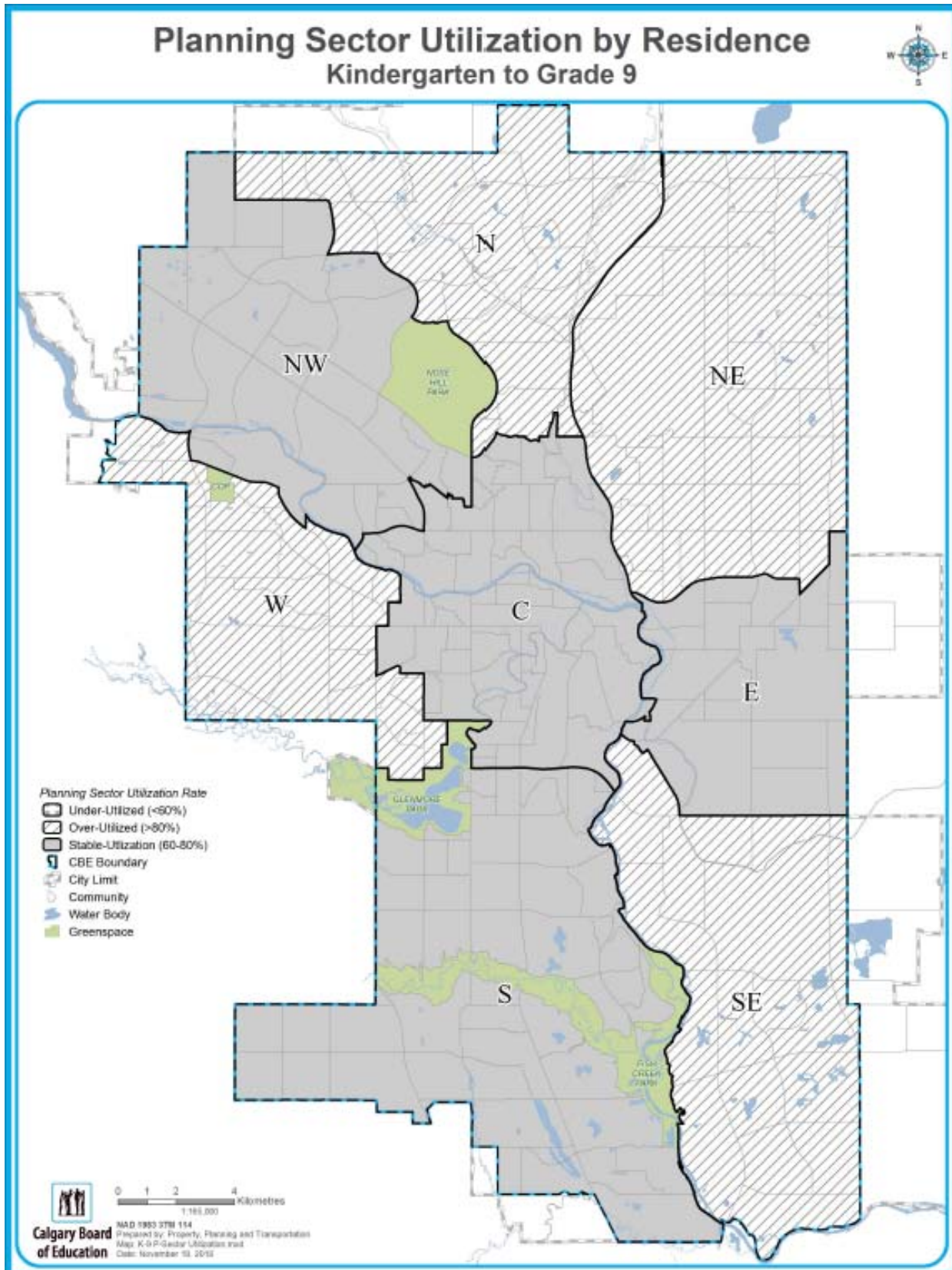
Senior High (GR10-12) Students by Enrolment 2019-2020			
Planning Sector	Senior High Students	Senior High Capacity	% Utilization
Centre	8,148	9,183	88.7%
East	2,083	2,580	80.7%
North	1,588	1,503	105.7%
NorthEast	3,838	3,534	108.6%
NorthWest	5,325	5,232	101.8%
South	5,955	7,694	77.4%
SouthEast	2,023	1,811	111.7%
West	3,743	3,727	100.4%
Total	32,703	35,264	92.7%

Notes:

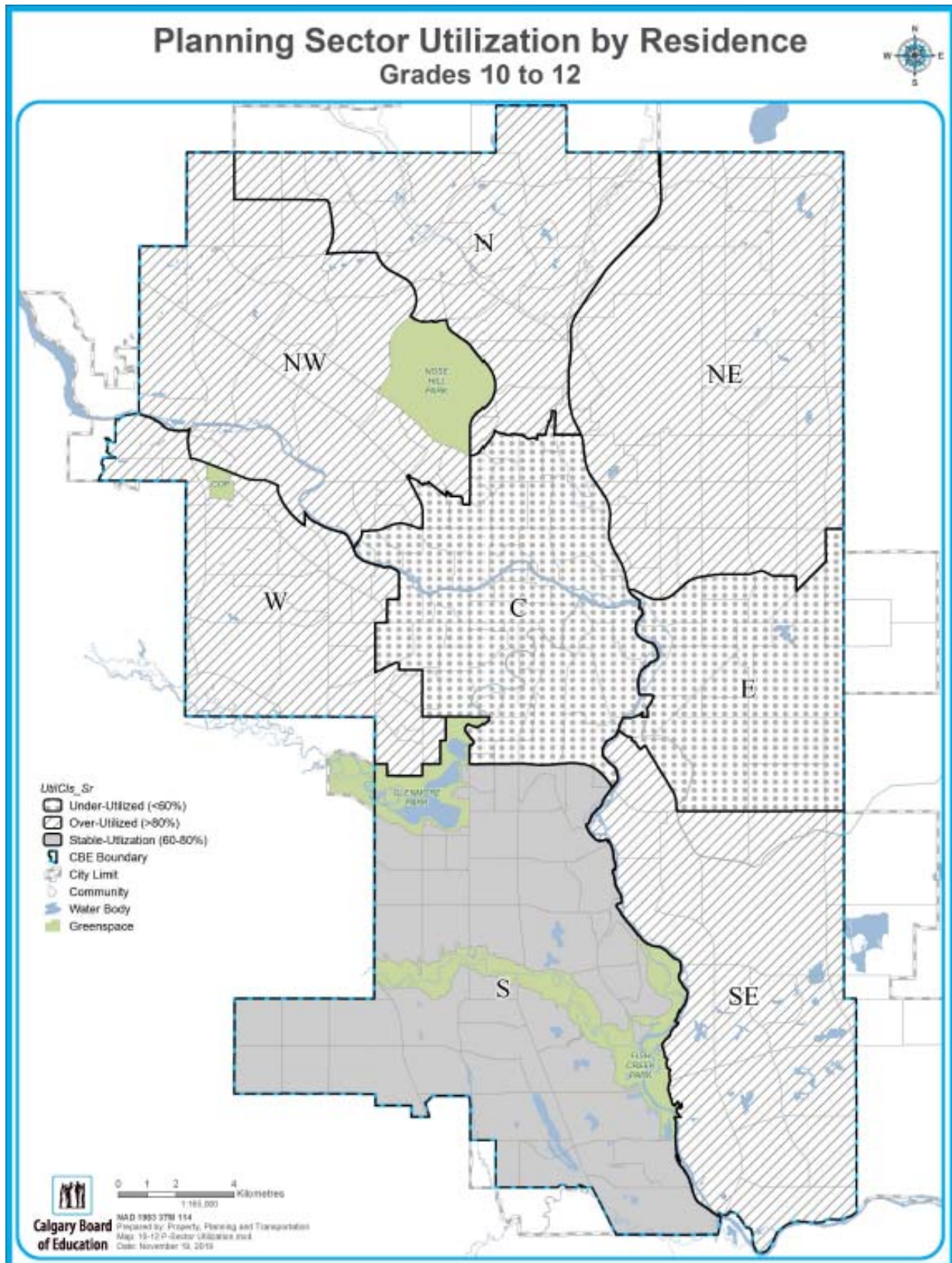
- Student numbers are based on ArcView data as at September 30, 2019
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)



Map 7



Map 8



APPENDIX II

Modernization Information

Rank	Modernization	Points	Planning Sector	Grade
1	John G. Diefenbaker High School	78	North	10-12
2	Nickle School	59	South	5-9
3	Ernest Morrow School	53	East	6-9
4	A.E. Cross School	51	West	7-9
5	Janet Johnstone School	46	South	K-4
6	Annie Foote School	40	Northeast	K-6
7	Cedarbrae School	47	South	K-6
8	Altadore School	43	Centre	K-6
9	Ranchlands School	44	Northwest	K-6
10	Queen Elizabeth School	38	Centre	K-6

**Major Modernization Ranking Points
2021-2024 Capital Submission**

School	Programming Requirements	5 Year Projected Enrolment	Quality of Site to Serve Students	Ability to Upgrade	Facility Maintenance Based on RECAPP adjusted for time	Total Points
John G. Diefenbaker High School	35	10	4	9	20	78
Nickle School	10	10	7	12	20	59
Ernest Morrow School	10	10	3	10	20	53
A.E. Cross School	10	6	6	9	20	51
Janet Johnstone School	-	10	4	12	20	46
Annie Foote School	-	10	4	11	15	40
Cedarbrae School	-	10	4	13	20	47
Altadore School	-	10	4	9	20	43
Ranchlands School	-	10	3	11	20	44
Queen Elizabeth School	-	10	6	7	15	38

MAJOR MODERNIZATION RANKING CRITERIA

	Points
Programming requirements (maximum number of points = 35)	
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

[Note: the higher the number, the poorer the facility](#)

Community Ranking for New Schools

Rank	Community	Points	Planning Sector	Grade
1	Evanston Elementary ⁽²⁾	1780	N	K-4
2	Saddle Ridge ^{(2)^}	1765	NE	5-9
3	Evanston Middle	1675	N	5-9
4	Sage Hill Elementary	1335	N	K-4
5	Nolan Hill Elementary	1162	N	K-4
6	Sherwood/Nolan Hill Middle	1160	N	5-9
7	Kincora Elementary	976	N	K-4
8	Walden Elementary	945	S	K-4
9	Redstone Elementary	931	NE	K-4
10	Country Hills/Harvest Hills Elementary**	923	N	K-4
11	Cougar Ridge Elementary	859	W	K-4
12	Mahogany Middle	834	SE	5-9
13	Aspen Woods Middle [^]	804	W	5-9
14	Cityscape/Redstone Middle	802	NE	5-9
15	Sherwood Elementary	742	N	K-4
16	Valley Ridge/Crestmont Elementary	695	W	K-4
17	Signal Hill Middle	674	W	5-9
18	Sage Hill Middle	618	N	5-9
19	Country Hills/Harvest Hills Middle**	605	N	5-9
20	Legacy Middle	371	S	5-9
21	Livingston Elementary	304	N	K-4

Notes:

- ⁽²⁾ Indicates second school of that type.
- [^] Site not ready, but anticipated to be in 2-3 years.
- ** Combined Country Hills/Harvest Hills 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).
- Only communities where their school site is ready or anticipated to be ready in the next 2-3 years ([^]) for building construction have been included in the ranking analysis.
- Projects that have received Design funding are not be assessed through the points ranking criteria and will be retained at the top of the next year's list.

K-GR4 Statistics 2021-2024 Capital Submission

Community	Community Growth Profile (statistics)				Busing and Travel Time (statistics)			Existing K-GR4 School Awarded in Phases or Design Only School Approved
	2019 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	
North Planning Sector								
Country Hills / Harvest Hills	584	269	25	8	18	11	no	no
*Evanston ⁽²⁾	*1362	*348	25	18	nbr	nbr	no	no
Kincora	583	323	25	14	13	6	no	no
Livingston	154	50	25	10	27	12	no	no
Nolan Hill	817	275	25	12	16	9	no	no
Sage Hill	892	323	25	12	17	9	yes	no
Sherwood	449	223	25	11	16	8	no	no
Northeast Planning Sector								
Redstone	528	253	25	17	22	14	yes	no
South Planning Sector								
Walden	593	252	20	12	11	6	yes	no
Southeast Planning Sector								
-	-	-	-	-	-	-	-	-
West Planning Sector								
Cougar Ridge	522	307	4	14	8	2	no	no
Valley Ridge/Crestmont	473	192	4	9	16	6	no	no

Notes:

1. Pre-school Census is the "Total" number of pre-school children 2014-2018. (Statistics from the City of Calgary "Pre-School Children 2019").
2. ⁽²⁾ indicates second school of that type in the community. For communities that already have an elementary school, their current provincial capacity is deducted from their Pre-School and K-GR4 enrolments.
3. Housing Units information from The City of Calgary "2019 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)
6. Only communities where their school site is ready or anticipated to be ready in the next 2-3 years (^) for building construction have been included in the ranking analysis.

*Evanston⁽²⁾ – deducted 589 (current provincial capacity) from pre-school (1951-589=1362) total & K-GR4 (937-589=348) total, as it would be their second elementary.

K-GR4 Ranking Points 2021-2024 Capital Submission

Community	Community Growth Profile (points)			Busing and Travel Time (points)			
	2019 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 Awarded in Phases or Design Only School Approved	Total Points
North Planning Sector							
Country Hills/Harvest Hills	584	269	50	20	0	0	923
*Evanston ⁽²⁾	1362	348	70	0	0	0	1780
Kincora	583	323	60	10	0	0	976
Livingston	154	50	60	40	0	0	304
Nolan Hill	817	275	60	10	0	0	1162
Sage Hill	892	323	60	10	50	0	1335
Sherwood	449	223	60	10	0	0	742
Northeast Planning Sector							
Redstone	528	253	70	30	50	0	931
South Planning Sector							
Walden	593	252	50	0	50	0	945
Southeast Planning Sector							
-	-	-	-	-	-	-	-
West Planning Sector							
Cougar Ridge	522	307	30	0	0	0	859
Valley Ridge/Crestmont	473	192	20	10	0	0	695

Notes:

- 0 points in Community Growth Profile = 0 points in Busing and Travel Time.
- Pre-school Census includes "Total" number of pre-school children 2014-2018. (Statistics from the City of Calgary "Pre-School Children 2019").
- ⁽²⁾ indicates second school of that type in the community. For communities that already have an elementary school, their current provincial capacity is deducted from their Pre-School and K-GR4 enrolments.
- Bus Receivers – More than one bus receiver school required for established grade configuration within two school years (examples include, but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9).
- Only communities where their school site is ready or anticipated to be ready in the next 2-3 years (^) for building construction have been included in the ranking analysis.

*Evanston⁽²⁾ – deducted 589 (current provincial capacity) from pre-school (1951-589=1362) total & K-GR4 (937-589=348) total, as it would be their second elementary.

Middle/Junior (Grades 5-9) Statistics 2021-2024 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
North Planning Sector									
Country Hills/ Harvest Hills	269	276	25	7	16	7	no	no	no
Evanston	937	608	25	11	19	12	no	yes	no
Sage Hill	323	215	25	8	20	12	no	no	no
Sherwood/Nolan Hill	498	572	25	13	27	9	no	no	no
Northeast Planning Sector									
Cityscape/Redstone	429	283	25	13	22	12	no	no	no
*Saddle Ridge ^{(2)^}	1323	262	25	22	8	3	yes	yes	no
South Planning Sector									
Legacy	182	119	20	5	24	11	no	no	no
Southeast Planning Sector									
Mahogany	410	284	23	7	27	15	no	yes	no
West Planning Sector									
Aspen Woods [^]	383	331	4	11	15	5	no	yes	no
Signal Hill	415	179	4	8	18	4	no	yes	no

Notes:

1. Housing information from The City of Calgary "2019 Civic Census".
2. ⁽²⁾ indicates second school of that type in the community. For communities that already have a middle school, their current provincial capacity is deducted from their GR5-9 enrolments.
3. [^] Site not ready, but anticipated to be in 2-3 years.
4. 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).
5. Only communities where their school site is ready or anticipated to be ready in the next 2-3 years ([^]) for building construction have been included in the ranking analysis.

***Saddle Ridge⁽²⁾** – deducted 957 (current provincial capacity) from GR5-9 (1219-957=262) total, as it would be their second middle.

Middle/Junior (Grades 5-9) Ranking Points 2021-2024 Capital Submission

Community	Community Growth Profile (points)			Busing and Travel Time (points)		Accommodation Plan (points)		Total Points
	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	
North Planning Sector								
Country Hills/ Harvest Hills	269	276	50	10	0	0	0	605
Evanston	937	608	60	20	0	50	0	1675
Sage Hill	323	215	50	30	0	0	0	618
Sherwood/Nolan Hill	498	572	60	30	0	0	0	1160
Northeast Planning Sector								
Cityscape/Redstone	429	283	60	30	0	0	0	802
*Saddle Ridge ^{(2)^}	1323	262	80	0	50	50	0	1765
South Planning Sector								
Legacy	182	119	40	30	0	0	0	371
Southeast Planning Sector								
Mahogany	410	284	40	50	0	50	0	834
West Planning Sector								
Aspen Woods [^]	383	331	30	10	0	50	0	804
Signal Hill	415	179	20	10	0	50	0	674

Notes:

1. 0 points in Community Growth Profile = 0 points in Busing and Travel Time.
2. ⁽²⁾ indicates second school of that type in the community. For communities that already have a middle school, their current provincial capacity is deducted from their GR5-9 enrolments.
3. [^] Site not ready, but anticipated to be in 2-3 years.
4. 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).
5. Only communities where their school site is ready or anticipated to be ready in the next 2-3 years ([^]) for building construction have been included in the ranking analysis.

***Saddle Ridge⁽²⁾** – deducted 957 (current provincial capacity) from GR5-9 (1219-957=262) total, as it would be their second middle.

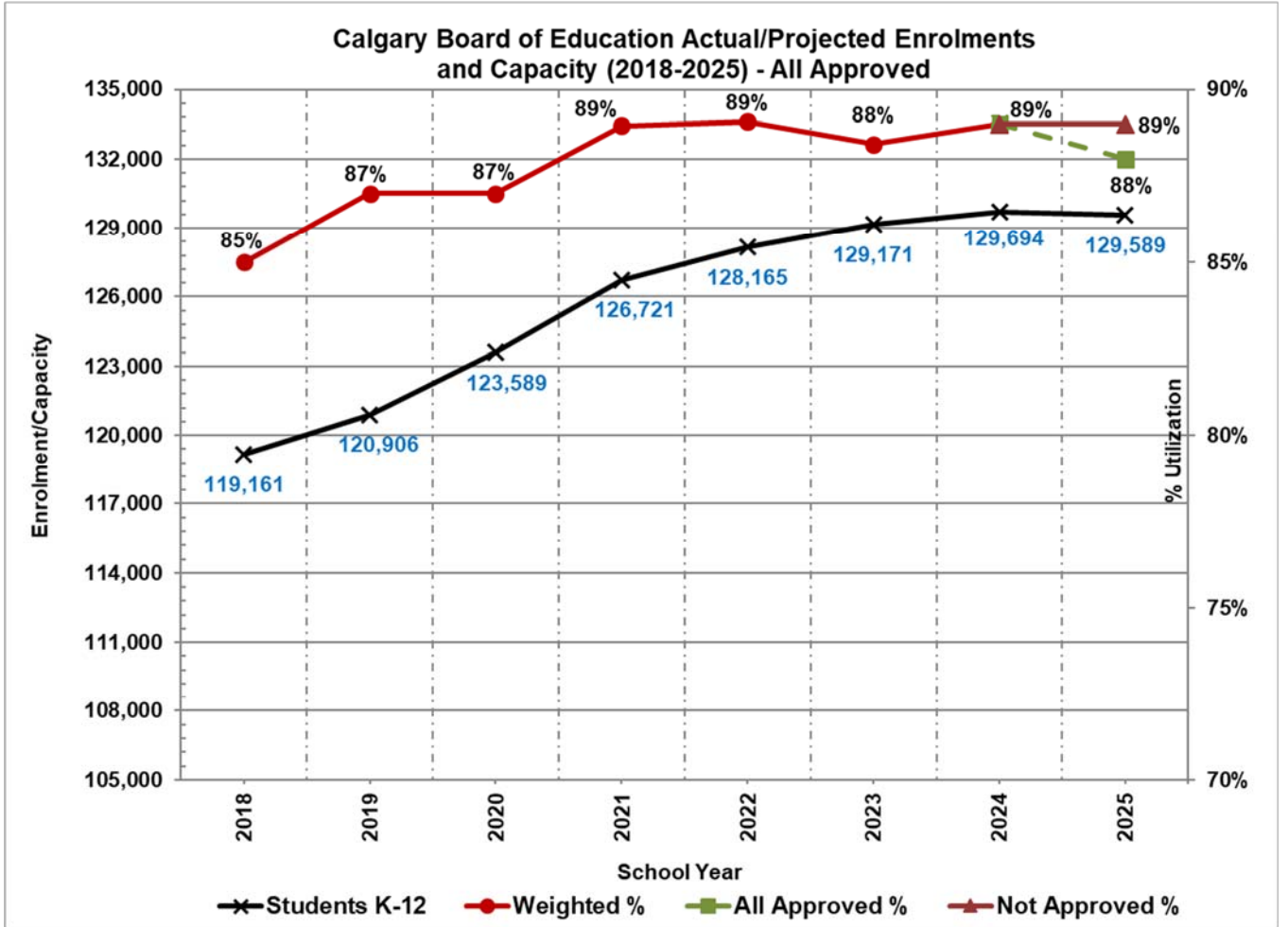
CBE Point Assignments

Kindergarten - Grade 4						
Pre-school Census (Age 1-5)						
Pre-school Census (Age 1-5)*					Actual Value	
<i>* Prepared by the City of Calgary annually</i>						
Current K-GR4 Enrolment						
Current K-GR4 Enrolment - September 30, 2019 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
<i>** Based on City of Calgary Suburban Residential Growth (Prepared Annually)</i>						
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	
<i>* Distance travelled calculated using ARCGIS to determine "centre" of the community to bus receiver school</i>						
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, 2019 enrolment					Actual Value	
GR5-9 Enrolment						
Current GR5-9 Enrolment - September 30, 2019 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
<i>* Based on City of Calgary Suburban Residential Growth (Prepared Annually)</i>						
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	
<i>** Distance travelled calculated using GIS to determine "centre" of the community to bus receiver school</i>						
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



Glossary of Terms and Definitions

CBE Definitions

Additions/Expansions:	Changes the gross area of building
CTS:	Career and Technology Studies
K@FTE	Kindergarten students are counted as Full Time Equivalent (FTE). For example, 100 kindergarten students are counted as 50 students, their Full Time Equivalent, as they are only in school for half a day.
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
VFA:	The name of the software used by Alberta Infrastructure for facility assessments
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 Alberta 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 Alberta 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, cost of serviceability and several other factors that differentiate them from the older portables that are also part of schools across the province.
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 quipping 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.