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Three-Year School Capital Plan



2024 – 2027

March 21, 2023



Calgary Board
of Education

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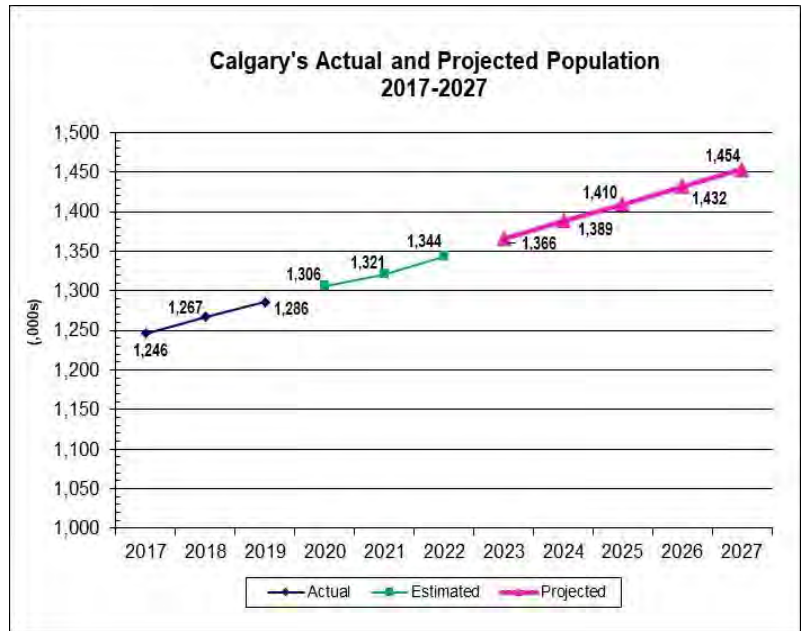
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EXECUTIVE SUMMARY

This Three-Year School Capital Plan 2024-2027 is an analysis of the Calgary Board of Education's (CBE) forecasted school capital needs, as assessed at the present time.

1. Calgary Population

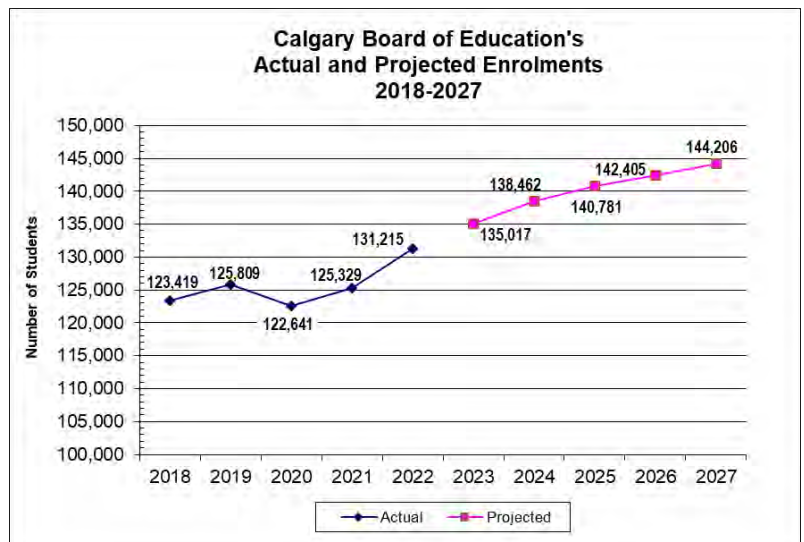
Between 2017 and 2022, Calgary's population growth has averaged an estimated 19,400 people per year. In the *Calgary & Region Economic Outlook 2022-2027 (Fall 2022)*, the City of Calgary (the City) forecasts that the population of Calgary will reach 1,454,400 by 2027, an increase of 110,900 persons over the next five years. This represents an average yearly increase of approximately 22,180 people, which will be driven primarily by net migration.



Source: Calgary & Region Economic Outlook 2022-2027 (Fall 2022)

2. Student Enrolment

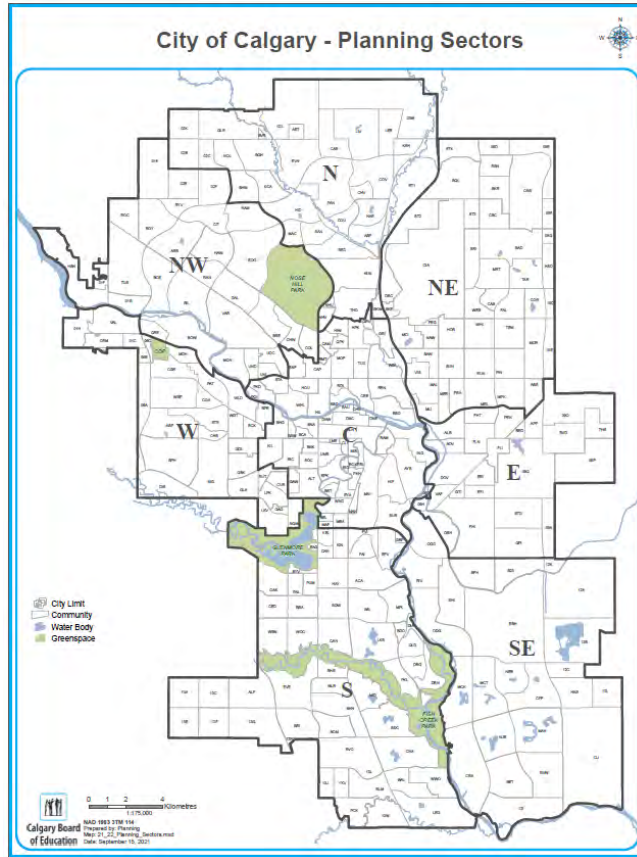
The CBE's current student enrolment of 131,215 is an increase of 5,886 students compared to the previous year. Taking into consideration an average enrolment increase of approximately 1,949 students per year from 2018-2022, the CBE is projecting a strong growth rate over the next five years. Total enrolment is projected to increase during this 5-year forecast period to 144,206 students in 2027.



Note: Enrolment includes Home Education, Outreach/Unique Settings, Chinook Learning and CBe-learn.

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 table below shows the anticipated distribution of population growth from 2022-2026 for new communities by Planning Sector from the City's *Suburban Residential Growth Report 2022-2026*:

City Growth Trends New Communities by Planning Sector 2022-2026	
Planning Sector	Population Growth Forecast
Northwest	2,409
North	18,678
Northeast	19,850
East	5,324
Southeast	19,042
South	18,880
West	3,541

Source: Suburban Residential Growth Report 2022-2026

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; reporting annually to parents, communities, and government on results and use of their resources; and using results information to improve education for students. The Board of Trustees approved the Education Plan 2021-2024 on May 20, 2021, and the Annual Education Results Report 2021-22 on December 13, 2022.

5. Schools Under Construction and Approvals

Three (3) new school construction projects and one (1) modernization project are currently under development, and five (5) schools which have received Planning or Pre-planning approvals.

The tables below shows these projects, their approval dates and their projected opening/completion date.

Schools Under Construction and Approvals					
Projected School Year Opening	School/Community	Project Type	Grade	Approved Capacity	Approval Date
2022-2023	Prairie Sky School	New Construction	Grades K-9	900	Mar. 22, 2018
2023-2024	North Calgary High School	Design Only	Grades 10-12	1,800	Mar. 22, 2018
		New Construction			Nov 1, 2019
TBD	Evanston Middle	New Construction	Grades 5-9	900	Mar 4, 2022
TBD	John G. Diefenbaker High School	Modernization	Grades 10-12	N/A	Mar 1, 2023
Total School Space Capacity				3,600	

Schools with Planning and Pre Planning Approvals					
Projected School Year Opening	School/Community	Project Type	Grade	Approved Capacity	Approval Date
TBD	Cornerstone High School	Planning (New School)	Grades 10-12	1,800	Mar 1, 2023
TBD	Annie Gale School	Planning (Modernization)	Grades 7-9	N/A	Mar 1, 2023
TBD	Saddle Ridge Middle	Pre-Planning (New School)	Grades 5-9	900	Mar 1, 2023

Schools with Planning and Pre Planning Approvals					
Projected School Year Opening	School/Community	Project Type	Grade	Approved Capacity	Approval Date
TBD	A.E. Cross School	Pre-Planning (Modernization)	Grades 7-9	N/A	Mar 1, 2023
TBD	Sir John A. Macdonald School	Pre-Planning (Modernization)	Grades 7-9	N/A	Mar 1, 2023
Total School Space Capacity				2,700	

Note: Planning – funding activities include site analysis and scope of development activities.
 Pre-planning – funding allows a conceptual project to define scope elements, programming priorities and includes activities such as community engagement.

6. Capital Priorities – New School Construction

There are six (6) new school construction projects identified in the Three-Year School Capital Plan 2024-2027. Saddle Ridge Middle is being requested for design funding initially in Year 1 and full construction in Year 2, due to lack of site readiness.

Table 1: New School Construction					
Three-Year School Capital Plan 2024-2027 Priorities					
Priority Ranking – Project Description					Number of Years Previously Listed in Capital Plan
YEAR 1					
Community/School	Grade	Project Status	Request Type		
C-1 Evanston Elementary ⁽²⁾	K-4	New Request	Full Construction	0	
C-2 Cornerstone High School	10-12	Planning	Full Construction	3	
C-3 Redstone Elementary	K-4	New Request	Full Construction	0	
C-4 Saddle Ridge Middle ^{(2)^}	5-9	Pre-Planning	Design Funding	3	
YEAR 2					
Community/School	Grade	Project Status	Request Type		
C-5 Saddle Ridge Middle ^{(2)^}	5-9	Design Funding	Full Construction	3	
C-6 Sage Hill / Kincora Middle	5-9	New Request	Full Construction	0	
YEAR 3					
Community/School	Grade	Project Status	Request Type		
C-7 Mahogany Middle	5-9	New Request	Full Construction	0	

Note: Senior high schools are not ranked using point criteria. See page 28.
⁽²⁾ = second school of that type for the community.
[^]This project is broken into 2 phases due to lack of site readiness. Year could change, dependent on when site is ready for construction.

7. Capital Priorities – Major Modernization Projects

There are nine (9) major modernization projects identified in this Plan (see Table 2).

Table 2: School Major Modernizations				
Three-Year School Capital Plan 2024-2027 Priorities				
Priority Ranking – Project Description				Number of Years Previously Listed in Capital Plan
YEAR 1				
Community/School	Grade	Project Status	Request Type	
M-1 Annie Gale School	7-9	Planning	Major Modernization	2
M-2 Crescent Heights High School	10-12	Modernization Request	Major Modernization	0
M-3 A. E. Cross School	7-9	Pre-Planning	Major Modernization	5
M-4 Sir John A. Macdonald School	7-9	Pre-Planning	Major Modernization	2
YEAR 2				
Community/School	Grade	Project Status	Request Type	
M-5 Annie Foote School	K-6	Modernization Request	Major Modernization	8
M-6 Altadore School	K-6	Modernization Request	Major Modernization	15
M-7 Cedarbrae School	K-6	Modernization Request	Major Modernization	8
YEAR 3				
Community/School	Grade	Project Status	Request Type	
M-8 Janet Johnstone School	K-4	Modernization Request	Major Modernization	8
M-9 Ranchlands School	K-6	Modernization Request	Major Modernization	8

8. Capital Priorities – New Construction & Major Modernizations

Overall, fifteen (15) new construction and major modernization projects are identified in the Three-Year School Capital Plan 2024-2027. One (1) of the new school project's funding is requested over two years in a design phase and then construction phase (see Table 3).

Table 3: New School Construction and Major Modernizations					
Three-Year School Capital Plan 2024-2027 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2023 Cost (\$M)	Number of Years Previously Listed in Capital Plan
1 Evanston Elementary ⁽²⁾	K-4	New Request	Full Construction	15.8-18.9	0
2 Cornerstone High School	10-12	Planning	Full Construction	54-60	3
3 Redstone Elementary	K-4	New Request	Full Construction	15.8-18.9	0
4 Saddle Ridge Middle ^{(2)^}	5-9	Pre-Planning	Design Funding	1.2-1.3	3
5 Annie Gale School	7-9	Planning	Major Modernization	8.6	2
6 Crescent Heights High School	10-12	Modernization Request	Major Modernization	65-75	0
7 A.E. Cross School	7-9	Pre-Planning	Major Modernization	19.8	5
8 Sir John A. Macdonald School	7-9	Pre-Planning	Major Modernization	14.9	2
Total Cost				195.1-217.4	
YEAR 2					
Community/School	Grade	Project Status	Request Type	2023 Cost (\$M)	Number of Years Previously Listed in Capital Plan
9 Saddle Ridge Middle ^{(2)^}	5-9	Design Funding	Full Construction	24-26	3
10 Annie Foote School	K-6	Modernization Request	Major Modernization	12.1	8
11 Sage Hill / Kincora Middle	5-9	New Request	Full Construction	25.2-27.3	0
12 Altadore School	K-6	Modernization Request	Major Modernization	9.1	15
13 Cedarbrae School	K-6	Modernization Request	Major Modernization	9.1	8
Total Cost				79.5-83.6	
YEAR 3					
Community/School	Grade	Project Status	Request Type	2023 Cost (\$M)	Number of Years Previously Listed in Capital Plan
14 Mahogany Middle	5-9	New Request	Full Construction	25.2 - 27.3	0
15 Janet Johnstone School	K-4	Modernization Request	Major Modernization	10.2	8
16 Ranchlands School	K-6	Modernization Request	Major Modernization	13.7	8
Total Cost				49.1-51.2	

Note: Senior high schools are not ranked using point criteria. See page 28.

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

[^]This project is broken into 2 phases due to lack of site readiness. Year could change, dependent on when site is ready for construction.

Planning – funding activities include site analysis and scope of development activities.

Pre-planning – funding allows a conceptual project to define scope elements, programming priorities and includes activities such as community engagement.

1.0 INTRODUCTION

The CBE is a global leader in public education. Recognized as the largest school jurisdiction 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 131,215 students in over 251 schools with nearly 10,000 full time equivalent staff and an operating budget of \$1.37 billion.

Over the past decade, Calgary has experienced varying levels of population growth. Calgary’s population has increased by approximately 97,200 people between 2017 and 2022, an average of 19,400 people per year (Calgary and Region Economic Outlook 2022-2027 (Fall 2022)).

The population grew from an estimated 1,321,300 in 2021 to an estimated population of 1,343,500 in 2022 in the Calgary and Region Economic Outlook 2022-2027 (Fall 2022), an increase of 22,200 (1.7%).

The City of Calgary’s report, *Calgary and Region Economic Outlook 2022-2027 (Fall 2022)*, anticipates continued growth for Calgary. The City forecasts that Calgary’s population will reach 1,454,400 by 2027, an increase of 110,900 people from the estimated population of 1,343,500 in 2022. This population forecast averages 22,180 people per year during this period and is an increase from the previous five-year forecast. This population increase is expected to be driven primarily by net migration.

Calgary Total Population (,000s)										
Actual			Estimated			Projected				
2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
1,246	1,267	1,286	1,306	1,321	1,344	1,366	1,389	1,410	1,431	1,454

Calgary & Region Economic Outlook 2022-2027 (Fall 2022)

1.1 CBE Student Enrolment

Total enrolment of 131,215 students was reported on September 29, 2022, and consists of 128,746 pre-kindergarten to Grade 12 students plus 2,469 students enrolled in Self Contained Special Education. The COVID-19 pandemic is believed to have contributed to the decrease in enrolment experienced in the 2020-2021 school year, as all metro school jurisdictions experienced similar enrolment drops.

Enrolment increased by 5,886 students from September 29, 2021, to September 29, 2022, with a notable increase in Grades 1-3 (1,898 students) and Grades 10-12 (1,590 students).

Students continue to access program choices offered by the CBE. Enrolment in alternative programs is 26,274; this is a decrease of 44 students over the previous year. The alternative programs with the highest enrolment are French Immersion (9,277), Traditional Learning Centre (TLC) (6,921) and Spanish Bilingual (3,635).

The table below provides a summary of enrolments from September 29, 2018, to September 29, 2022.

Five-Year History of CBE Enrolments by Division 2018-2022					
	2018	2019	2020	2021	2022
Pre-Kindergarten	240	267	97	130	71
Kindergarten	8,789	9,089	6,839	8,878	9,051
Grades 1-3	29,063	28,923	28,441	27,859	29,757
Grades 4-6	28,002	28,321	27,837	27,941	28,855
Grades 7-9	24,860	26,179	27,021	27,719	28,860
Grades 10-12	30,201	30,634	30,060	30,562	32,152
Sub-Total (pre-k to grade 12)	121,155	123,413	120,295	123,089	128,746
Self Contained Special Ed.	2,264	2,396	2,346	2,240	2,469
Total	123,419	125,809	122,641	125,329	131,215

Totals may not add due to rounding.

Pre-K to GR12 includes enrolment in Home Education, Outreach and Unique Settings, CBe-learn, and Chinook Learning Services. Self Contained Special Ed. represents system classes at the school level such as ACCESS, ALP, CSSI, etc.

Five-Year Enrolment Projections

The CBE is using Baragar Systems for its projections, which it first used in 2021. Previously the CBE did its own projections using the Cohort-Survival methodology.

CBE's current enrolment of 131,215 students is forecasted to increase to 144,206 students by 2027. A total increase of 12,991 students is projected during this timeframe, averaging approximately 2,598 additional students annually. These enrolment projections assume a strong 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 4-12 during the same period.

Bill 28: School Amendment Act identified that “*establishing a common age of entry*” of five years of age on December 31 came into effect for the 2020-2021 school year. This common age was a change to the end of February date previously established for the CBE.

The number of students eligible to start kindergarten each year declined over the past few years and enrolment in kindergarten declined accordingly. Data collected during the 2019 census indicated the number of children eligible for kindergarten was expected to continue to decline over the next four years. The peak number of students eligible to start kindergarten was 17,066 children born in 2015, as reported in the 2019 City Census.

Between 2016-2019, 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 900 kindergarten students, over and above the decline expected as a result of the reduced pre-school census data, was anticipated in 2021 as students born in January and February 2016 would not have been eligible for kindergarten in the previous year.

The table below shows actual enrolment for September 2022 and projected enrolment for September 2023-2027:

CBE Five-Year Enrolment Projections 2023-2027						
	Actual 2022	Projected				
		2023	2024	2025	2026	2027
Pre-Kindergarten	71	40	40	40	40	40
Kindergarten	9,051	8,536	8,560	8,015	8,378	8,378
Grades 1-3	29,757	30,238	30,512	29,565	28,482	28,288
Grades 4-6	28,855	30,008	30,485	32,197	32,715	32,989
Grades 7-9	28,860	29,323	30,251	30,962	32,202	32,710
Grades 10-12	32,152	34,314	36,020	37,364	37,920	39,098
Sub-Total (pre-k to grade 12)	128,746	132,487	135,867	138,143	139,736	141,503
Self Contained Special Ed.	2,469	2,530	2,595	2,638	2,668	2,702
Total Student Count	131,215	135,017	138,462	140,781	142,405	144,206

Totals may not add due to rounding.

Pre-K to GR12 includes enrolment in Home Education, Outreach and Unique Settings, CBe-learn, and Chinook Learning Services.

- CBe-learn and Chinook Learning accept registrations on an on-going basis.
- All projections are subject to annual review and update.
- Projections use current and historical enrolments.

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 are 38 actively developing communities at 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 that are 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. The suburban growth information in the *Three-Year School Capital Plan 2024-2027* is based on the City's *Suburban Residential Growth 2022-2026* document published in November 2022. This document allocates future population growth by city planning sectors. This information provides CBE with a context for where student population growth is expected in the future.

The top ten developing communities by number of units from new residential building permit applications in Calgary for 2020 were:

- Livingston (N)
- Mahogany (SE)
- Seton (SE)
- Cornerstone (NE)
- Carrington (N)
- Legacy (S)
- Saddle Ridge (NE)
- Springbank Hill (W)
- Cranston (SE)
- Sage Hill (N)

(Source: City of Calgary, Suburban Residential Growth 2022-2026)

The largest population growth projected over the next five years is in the Northeast, Southeast, North and South sectors as outlined below:

Total Units - Forecast Estimates for Growth Into New Communities										
Sector	Average Historical Share		2022	2023	2024	2025	2026	Forecast Share 2022-2026		
	5 year	2 year						Units		
NORTH	24%	21%	1,500	1,390	1,410	1,400	1,400	21%	7,100	18,678
NORTHEAST	26%	24%	1,530	1,500	1,490	1,620	1,575	23%	7,715	19,850
EAST	0%	1%	140	330	370	490	630	6%	1,960	5,324
SOUTHEAST	23%	22%	1,530	1,440	1,480	1,440	1,400	22%	7,290	19,042
SOUTH	17%	20%	1,300	1,390	1,420	1,510	1,450	21%	7,070	18,880
WEST	8%	10%	300	310	280	220	220	4%	1,330	3,541
NORTHWEST	1%	2%	110	160	190	190	190	3%	840	2,409
TOTAL	100%	100%	6,410	6,520	6,640	6,870	6,865	100%	33,305	87,724

Average number of total units and population to new communities each year =

6,661 17,545

Source: City of Calgary, Suburban Residential Growth 2022-2026

1.3 Framework for Growth and Change

The Municipal Development Plan (MDP), *Plan It Calgary*, implemented April 1, 2010, is the overarching policy that guides municipal development and transportation planning. *Plan It Calgary* identifies a goal of reducing the amount of growth allocated to the developing communities, which was nearly 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 that although development is moving in line with the idealized balanced growth in established and new areas, new communities captured 63% of the total city wide growth over the last five years.

The City supports an actively competitive land market in all areas of the city with 38 actively developing municipal communities at various stages of development. In August 2018, Calgary City Council voted in favour of developing 14 new Greenfield communities, and in September 2022 voted in favour of an additional 5 new 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.

Number of actively developing communities by Planning Sector 2021:

- North: 9
- South: 8
- Northeast: 6
- Southeast: 6
- West: 5
- East: 2
- Northwest: 2

(Source: Suburban Residential Growth Report 2022-2026)

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, remains outside the CBE's jurisdictional boundary.

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

Accordingly, 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 7 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 **Keystone Hills Area Structure Plan** was approved July 16, 2012 and will accommodate a population of approximately 60,000 persons. Most of this area is currently within the CBE boundary
- The **Belvedere Area Structure Plan** on the east was approved April 8, 2013 and will accommodate a future population of approximately 61,000 persons. Part of this area is currently within the CBE boundary.
- 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. This area is currently within the CBE boundary
- The **Haskayne Area Structure Plan** was approved July 22, 2015 and will accommodate a population of approximately 13,000 persons. This area is currently within the CBE boundary.
- The **Glacier Ridge Area Structure Plan** was approved December 7, 2015 and will accommodate a population of approximately 58,000 persons. This area is currently within the CBE boundary.

- The **Ricardo Ranch Area Structure Plan** was approved November 18, 2019 and will accommodate a population of approximately 16,000 to 20,000 persons. This area is currently within the CBE boundary.
- The **West View Area Structure Plan** was approved February 24, 2020 and will accommodate a population of approximately 10,400 persons.

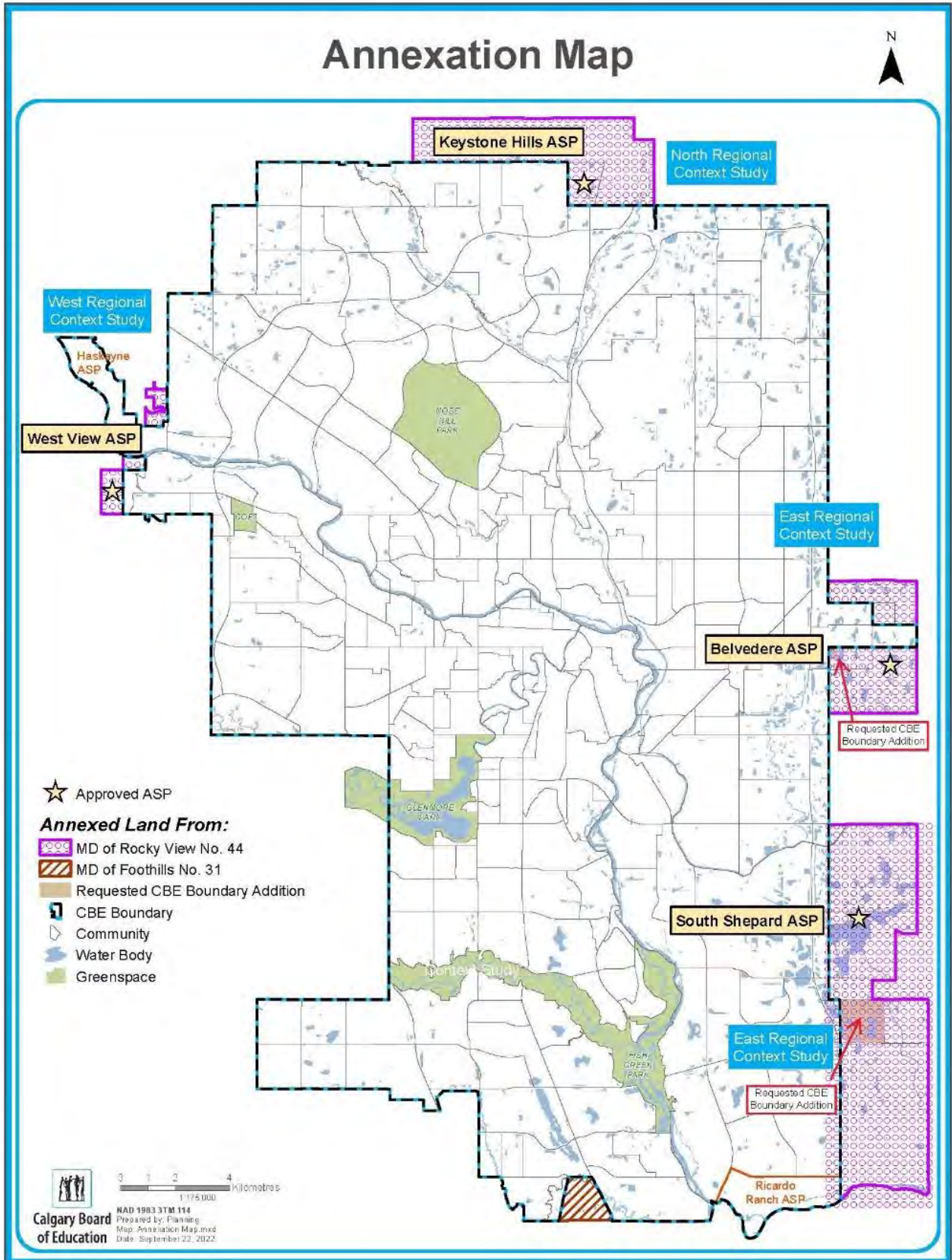
Once house construction begins, the CBE will request, on an as required basis, that the Minister includes these lands as part of the CBE school boundary.

In April 2021, the Minister of Education approved the incorporation of the Haskayne ASP and part of the Belvedere community into the CBE boundary for the 2021-2022 school year, but did not approve the remainder of the West Macleod ASP.

Most recently, on May 2, 2022, the Minister of Education approved boundary adjustments for the Glacier Ridge ASP, Carrington north of 144 Ave NW, the Crestmont remnant lands, and the remainder of the West Macleod ASP for the 2022-2023 school year.

The CBE continually monitors growth in the City and on November 15, 2022, requested the addition of a small parcel in the Belvedere ASP on the southeast corner of 17th Avenue SE and 84th Street SE, as well as the community of Hotchkiss for the 2023-24 school year.

Map 1



2.0 CAPITAL STRATEGIES

2.1 Calgary Board of Education

The 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 to minimize student travel times and meet the 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 stopped doing facility condition audits in 2020. At that time, they estimated the value of required deferred maintenance in CBE schools to be in excess of \$160 million. Without the annual provincial audits, the CBE estimates that the deferred maintenance continues to grow.
- **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 close 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.

The planning approach 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.

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; reporting annually to parents, communities, and government on results and use of their resources; and, using results information to update plans and improve education for students. The Board of Trustees approved the Education Plan 2021-2024 on May 20, 2021, and the Annual Education Results Report 2021-22 on December 13, 2022.

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. In conjunction with the Three-Year School Capital Plan, Three-Year System Student Accommodation Plan and facility information, this 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

The CBE is divided into seven administrative areas. This area structure is based on relationships between schools as opposed to geography.

A geographical reporting and analysis of data is required to understand where population and student enrolment growth will occur in the future. The CBE uses City of Calgary planning sectors for capital planning purposes (See Map 2 for neighborhood communities by sector).

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 rates are reviewed when evaluating a jurisdiction's capital priorities.

The CBE uses two (2) different types of utilization rates:

- **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.

The CBE strives to maintain healthy school utilization rates. Well utilized schools contribute to supporting educational programming richness and variety, and maintain flexibility within the system for sudden enrolment movement, all while balancing the financial obligations and sustainability of the system. Currently, the CBE's overall utilization rate by enrolment is 87%, with a utilization rate of 85% for K-GR9 students (80% K-GR4, 89% GR5-9) and 94% for Grades 10-12 students.

The following tables show 2022-2023 Actual and 2027-2028 Projected Enrolment and Residence utilization rates by grade groupings and by Planning Sector. Projections for 2027-2028 account for additional school capacity that has been approved or is currently under construction, but does not include additional capacity for schools approved for design only or requested in this capital plan.

A summary of the 2022-2023 utilization by Enrolment and by Residence is included in detail in Appendix I.

Planning Sector Utilization by Student Enrolment

Planning Sector Utilization by Student Enrolment (Actual & Projected)		
Sector	2022-2023 Actual K-12 Utilization	2027-2028 Projections K-12 Utilization
Centre	89%	99%
East	79%	89%
North	93%	93%
NorthEast	92%	103%
NorthWest	91%	93%
South	79%	87%
SouthEast	85%	104%
West	85%	89%
Total	87%	94%

Planning Sector Utilization by Student Enrolment (Actual & Projected)		
Sector	2022-2023 Actual K-9 Utilization	2027-2028 Projections K-9 Utilization
Centre	90%	99%
East	76%	85%
North	89%	101%
NorthEast	90%	101%
NorthWest	88%	89%
South	76%	84%
SouthEast	83%	101%
West	83%	86%
Total	85%	93%

Planning Sector Utilization by Student Enrolment (Actual & Projected)		
Sector	2022-2023 Actual GR 10-12 Utilization	2027-2028 Projections GR 10-12 Utilization
Centre	89%	99%
East	87%	99%
North	117%	66%
NorthEast	102%	116%
NorthWest	104%	106%
South	89%	98%
SouthEast	100%	122%
West	92%	96%
Total	94%	99%

Planning Sector Utilization by Student Enrolment (Actual & Projected)		
Sector	2022-2023 Actual K-4 Utilization	2027-2028 Projections K-4 Utilization
Centre	83%	91%
East	72%	80%
North	80%	98%
NorthEast	88%	100%
NorthWest	82%	83%
South	73%	80%
SouthEast	75%	93%
West	80%	83%
Total	80%	89%

Planning Sector Utilization by Student Enrolment (Actual & Projected)		
Sector	2022-2023 Actual GR 5-9 Utilization	2027-2028 Projections GR 5-9 Utilization
Centre	96%	105%
East	80%	89%
North	103%	104%
NorthEast	91%	102%
NorthWest	93%	94%
South	80%	87%
SouthEast	93%	111%
West	86%	89%
Total	89%	97%

Planning Sector Utilization by Student Residence

Planning Sector Utilization by Student Residence (Actual & Projected)		
Sector	2022-2023 Actual K-12 Utilization	2027-2028 Projections K-12 Utilization
Centre	57%	66%
East	63%	73%
North	159%	148%
NorthEast	106%	118%
NorthWest	78%	79%
South	68%	76%
SouthEast	116%	135%
West	87%	90%
Total	87%	94%

Planning Sector Utilization by Student Residence (Actual & Projected)		
Sector	2022-2023 Actual K-9 Utilization	2027-2028 Projections K-9 Utilization
Centre	70%	81%
East	67%	77%
North	137%	143%
NorthEast	95%	106%
NorthWest	72%	73%
South	66%	74%
SouthEast	104%	121%
West	83%	86%
Total	84%	93%

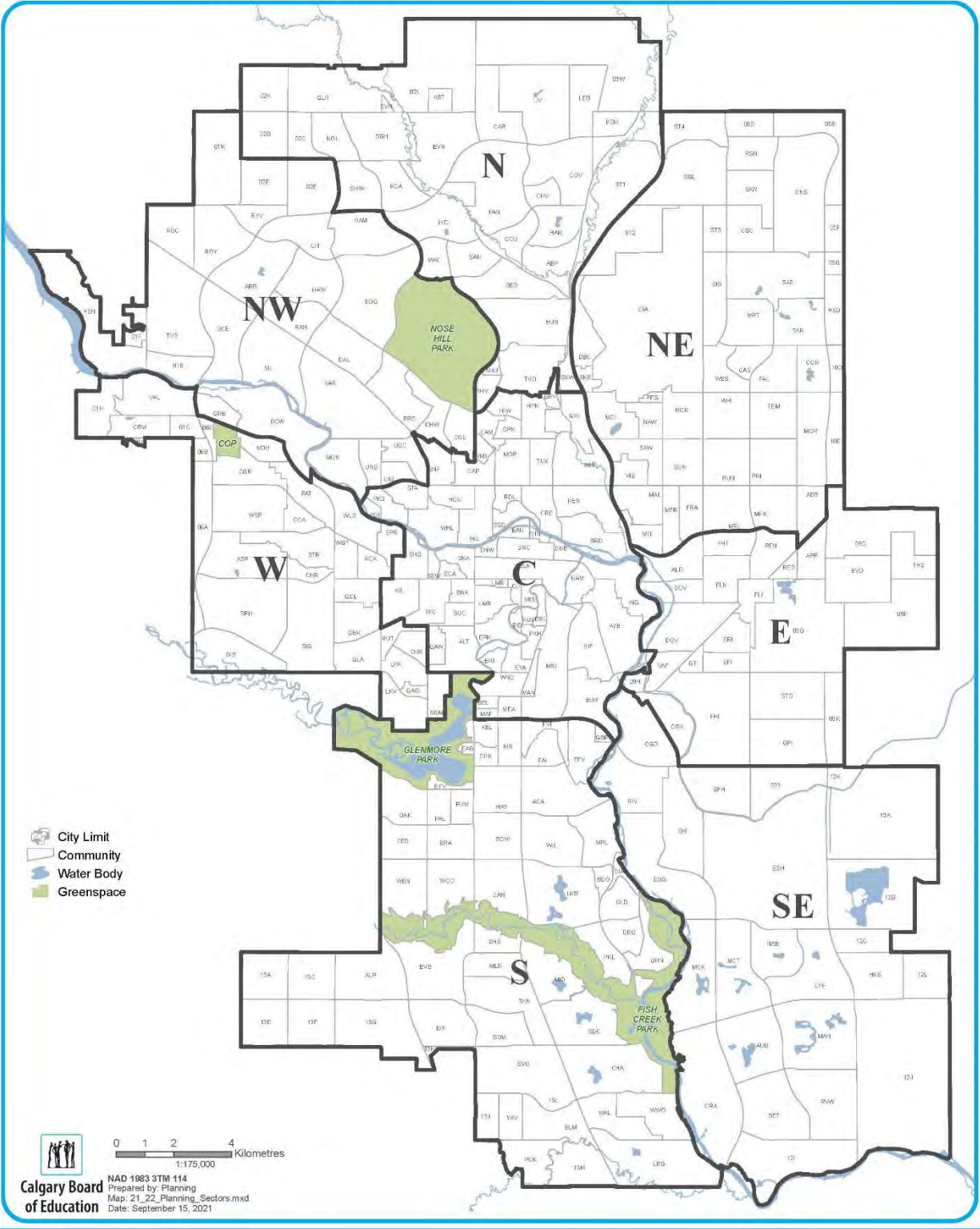
Planning Sector Utilization by Student Residence (Actual & Projected)		
Sector	2022-2023 Actual GR 10-12 Utilization	2027-2028 Projections GR 10-12 Utilization
Centre	35%	41%
East	53%	62%
North	317%	165%
NorthEast	166%	186%
NorthWest	101%	103%
South	72%	81%
SouthEast	198%	233%
West	97%	100%
Total	94%	97%

Planning Sector Utilization by Student Residence (Actual & Projected)		
Sector	2022-2023 Actual K-4 Utilization	2027-2028 Projections K-4 Utilization
Centre	78%	90%
East	64%	74%
North	107%	121%
NorthEast	93%	104%
NorthWest	63%	65%
South	64%	71%
SouthEast	91%	106%
West	81%	84%
Total	79%	88%

Planning Sector Utilization by Student Residence (Actual & Projected)		
Sector	2022-2023 Actual GR 5-9 Utilization	2027-2028 Projections GR 5-9 Utilization
Centre	64%	73%
East	70%	80%
North	183%	171%
NorthEast	98%	108%
NorthWest	79%	81%
South	69%	76%
SouthEast	120%	138%
West	86%	89%
Total	89%	97%

Map 2

Municipal Communities in Planning Sectors (See List of Community Code Definitions)



Municipal Community Code Definitions

ABB	Abbeydale	FHT	Forest Heights	PUM	Pump Hill
ACA	Acadia	FLN	Forest Lawn	OPK	Queen's Park Village
ALB	Albert Park/Radisson Heights	GAG	Garrison Green	OLD	Queensland
ALT	Altadore	GAW	Garrison Woods	RAM	Ramsay
ALP	Alpine Park	GLR	Glacier Ridge	RAN	Ranchlands
ABT	Ambleton	GLA	Glamorgan	RVW	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	Hamplons	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	Rosscarrock
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	LEB	Lewisburg	SVO	Silverado
CHK	Chinook Park	LPK	Lincoln Park	SVR	Simons Valley Ranch
CHR	Christie Park	LIV	Livingston	SKR	Skyview Ranch
CIT	Citadel	LMR	Lower Mount Royal	SOM	Somerset
CSC	Cityscape	MAC	MacEwan Glen	SOC	South Calgary
CLI	Cliff Bungalow	MAH	Mahogany	SOV	Southview
COA	Coach Hill	MAN	Manchester	SOW	Southwood
COL	Collingwood	MPL	Maple Ridge	SPH	Springbank Hill
CPF	Copperfield	MRL	Marlborough	SPR	Spruce Cliff
COR	Coral Springs	MPK	Marlborough Park	STA	St. Andrews Heights
CNS	Cornerstone	MRT	Martindale	STR	Strathcona Park
CGR	Cougar Ridge	MAF	Mayfair	SNA	Sunalta
CHV	Country Hills Village	MAL	Mayland Heights	SDC	Sundance
COU	Country Hills	MCK	McKenzie Lake	SSD	Sunnyside
COV	Coventry Hills	MCT	McKenzie Towne	TAR	Taradale
CRA	Cranston	MEA	Meadowlark Park	TEM	Temple
CRE	Crescent Heights	MDH	Medicine Hill	THO	Thornccliffe
CRM	Crestmont	MID	Midnapore	TUS	Tuscany
CUR	Currie Barricks	MLR	Millrise	TUX	Tuxedo Park
DAL	Dalhousie	MIS	Mission	THS	Twin Hills
DRG	Deer Ridge	MOR	Monterey Park	UND	University District
DRN	Deer Run	MON	Montgomery	UNI	University Heights
DIA	Diamond Cove	MOP	Mount Pleasant	UOC	University of Calgary
DIS	Discovery Ridge	NEB	New Brighton	UMR	Upper Mount Royal
DDG	Douglasdale/Glen	NOL	Nolan Hill	VAL	Valley Ridge
DOV	Dover	NGM	North Glenmore Park	VAR	Varsity
DNC	Downtown Commercial Core	NHV	North Haven	VIS	Vista Heights
DNE	Downtown East Village	NHU	North Haven Upper	WAL	Walden
DNW	Downtown West End	OAK	Oakridge	WHL	West Hillhurst
EAG	Eagle Ridge	OGD	Ogden	WSP	West Springs
EAU	Eau Claire	PAL	Palliser	WGT	Westgate
EDG	Edgemont	PAN	Panorama Hills	WHI	Whitehorn
EPK	Elbow Park	PKD	Parkdale	WLD	Wildwood
EYA	Elboya	PKH	Parkhill	WIL	Willow Park
ERI	Erin Woods	PKL	Parkland	WND	Windsor Park
ERL	Erlton	PAT	Patterson	WIN	Winston Heights/Mountview
EVN	Evanston	PEN	Penbrooke Meadows	WBN	Woodbine
EVE	Evergreen	PCK	Pine Creek	WOO	Woodlands
FAI	Fairview	PIN	Pineridge	YKV	Yorkville
FAL	Falconridge	POI	Point McKay		

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), the Southern Francophone Education Region (FrancoSud), 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

The CBE is committed to working with stakeholders and has developed a Dialogue Framework to guide this work. This framework guides public engagement when the 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 of 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 Planning in consultation with Education Directors in each area. Administration is responsible for using the

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 2022-2025* was presented for information at the May 24, 2022, 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

Three (3) new school construction projects and one (1) modernization project are currently under development, and five (5) school have received Planning or Pre-planning approvals.

The tables below shows these projects, their approval dates and their projected opening/completion date.

Map 3 identifies the location of future new school projects approved since March 22, 2018.

Schools Under Construction and Approvals					
Projected School Year Opening	School/Community	Project Type	Grade	Approved Capacity	Approval Date
2022-2023	Prairie Sky School	New Construction	Grades K-9	900	Mar. 22, 2018
2023-2024	North Calgary High School	Design Only	Grades 10-12	1,800	Mar. 22, 2018
		New Construction			Nov 1, 2019
TBD	Evanston Middle	New Construction	Grades 5-9	900	Mar 4, 2022
TBD	John G. Diefenbaker High School	Modernization	Grades 10-12	N/A	Mar 1, 2023
Total School Space Capacity				3,600	

Schools with Planning and Pre Planning Approvals					
Projected School Year Opening	School/Community	Project Type	Grade	Approved Capacity	Approval Date
TBD	Cornerstone High School	Planning (New School)	Grades 10-12	1,800	Mar 1, 2023
TBD	Annie Gale School	Planning (Modernization)	Grades 7-9	N/A	Mar 1, 2023
TBD	Saddle Ridge Middle	Pre-Planning (New School)	Grades 5-9	900	Mar 1, 2023
TBD	A.E. Cross School	Pre-Planning (Modernization)	Grades 7-9	N/A	Mar 1, 2023
TBD	Sir John A. Macdonald School	Pre-Planning (Modernization)	Grades 7-9	N/A	Mar 1, 2023
Total School Space Capacity				2,700	

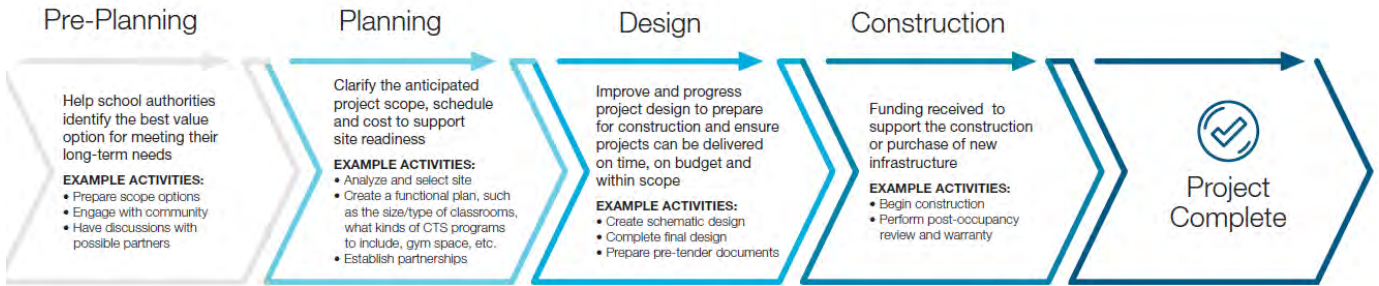
Note: Planning – funding activities include site analysis and scope of development activities.

Pre-planning – funding allows a conceptual project to define scope elements, programming priorities and includes activities such as community engagement.

As part of the Minister of Education’s March 1, 2023 school capital announcement, two (2) new categories of funding were introduced: Planning and Pre-Planning. The graphic below outlines the revised process with the new categories.

Investing in School Projects |

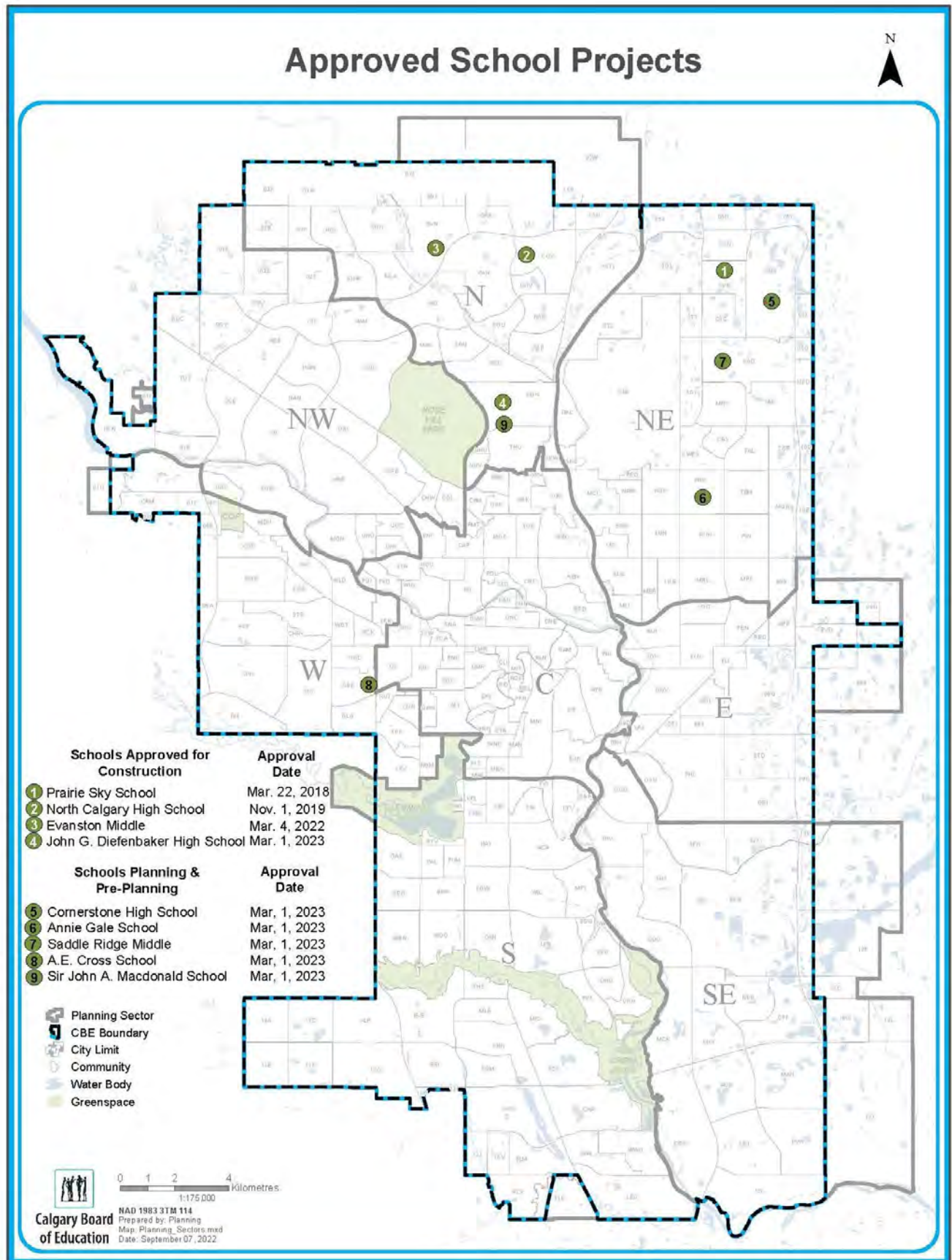
This process outlines the activities that school authorities need to complete in order to ensure they can proceed to construction in a timely manner when construction funding is provided.



** NOTE: School authorities are not required to complete every stage before going to construction funding. Depending on readiness and ability to complete the required steps prior to construction, projects may accelerate at different rates. For example, if a school authority completes both pre-planning and planning stages at the same time, they could move from pre-planning straight through to design or full. If school authorities are able to progress early design elements while in planning they could move from planning to a full funding approval.*

Source: Alberta Ministry of Education

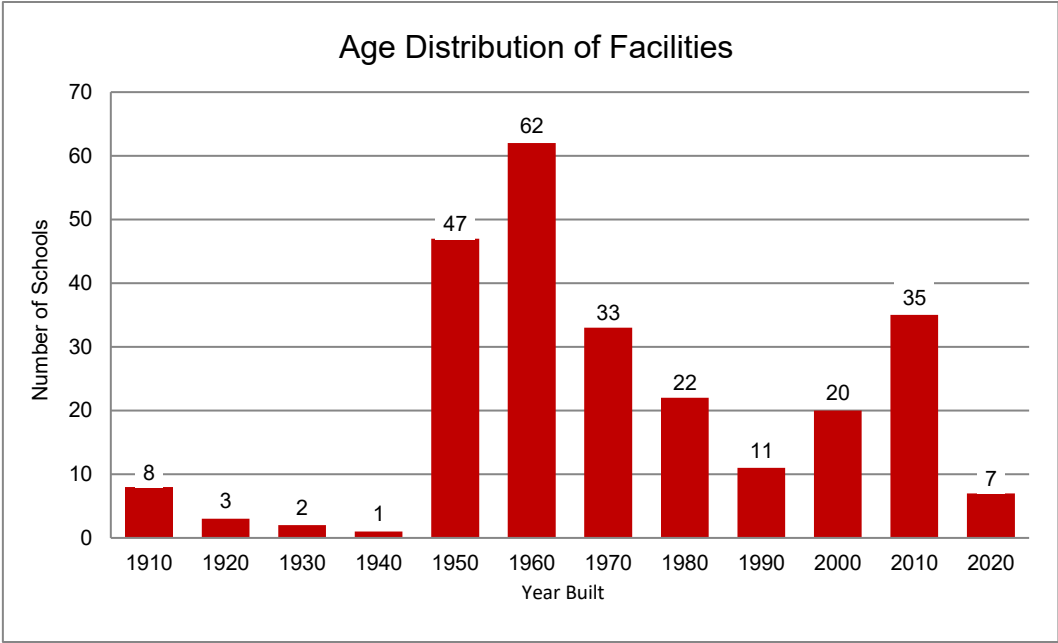
Map 3



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. As the curriculum changes, older facilities may become unsuitable in their current configuration so the modernization aims to improve functional adequacy and suitability. In accordance with provincial guidelines, while school major modernization projects should not exceed 75% of the school replacement value, other factors that are considered include: site suitability, enrolment pressures, operational efficiencies, community impacts and ease of implementation.

In general, the original design life of CBE facilities is in the range of 50 years. The CBE has a current count of 251 schools of which 14 are leased to charter schools and 10 are managed under a P-3 contract. 156 were built before 1980. This represents approximately 62% of CBE's school building inventory that exceeds the 50 year design life. The current inventory by decade of CBE school buildings is shown in the following graph:



Alberta Infrastructure formerly conducted facility audits on an annual basis. Prior to 2014, all schools were audited on a five year rotational basis. Between 2014 and 2020, the province reduced the number of schools audited each year which increased the audit cycle from five to eight years. In 2020 the province indicated that the 2020 cycle would be the last year for conducting audits.

The Board of Trustees approved the criteria used to rank facilities for major modernizations on October 7, 2014. The criteria is periodically reviewed to ensure it aligns with the requirements outlined in Alberta Education's School Capital Manual.

Major modernization ranking details 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, CCSD, and FrancoSud on matters involving municipal and school reserve sites.
- CBE representatives were involved in updating the Joint Use Agreement with the City, the CCSD, and FrancoSud.
- The CBE is a member of the Site Planning Team (SPT) with the City and the CCSD that convenes bi-weekly 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 Traffic Safety Community meetings, review of new Area Structure Plans, neighbourhood redevelopment plans, and main street initiatives.

3.0 NEW SCHOOL CONSTRUCTION CAPITAL PLAN 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 recommended revisions were presented to the Board of Trustees and approved on October 7, 2014.

3.1 Construction Planning Criteria

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.

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 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, and as they become available.

In new and developing communities, elementary school catchment areas generally reflect community boundaries. The junior high and middle school

catchment areas can serve one large community or two or more small-to-medium-sized 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 the City's community boundaries as there is a wide range in community sizes and demographics.

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. Communities may sometimes request to be grouped together if they both agree to it and accept that one of the communities may never have its own elementary and/or middle schools. When reviewing such a request, the CBE uses the projected population based on the full build-out of a community, not the existing population in any given year. If two communities are 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, which would move students to another school.

The CBE may 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. For elementary school rankings, two small municipal communities may be combined where they do not exceed a combined projected community population threshold of approximately 10,000 people.

For 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

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.

The accommodation of Bridlewood community GR7-9 students at Samuel W. Shaw School, located in the adjacent community of Shawnessy, is one such example. 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 Planning Agreement (JUPA), an agreement between the City, the

CBE, CCSD and FrancoSud. 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 30 for locations of CBE high school sites.

As the Province provides both full and staged funding for new schools, the CBE can request design funding before a site is ready, subject to site availability 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.

Where a site is not ready and design funding only is requested, the school site is ranked using the ranking criteria and 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, such that sites are ready for building construction. Site readiness includes, but is not limited to:

- Receipt of the 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
- 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 that the site exists outside of the 1:500 year floodplain
- adequate access for both construction and usage

The CBE prefers to receive sites with both FAC and CCC finalized. However, 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 and the obligations are transferred to the CBE to complete. Examples of these obligations include 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 the government approves design funding for a school in advance of construction funding, an exception to the standard ranking methodology is 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. The project will be retained at the top of the next year's list.

Canada Revenue Agency Data

Data from Canada Revenue Agency (CRA) is provided by Baragar Systems and used for ranking each community. The data includes all children ages 1-5, not just public school supporters. This provides a true reflection of the total number of potential students in a community. The data replaces the preschool census numbers from the annual Civic Census that were previously used, as the City has not conducted a census since 2019.

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

Actual student enrolment numbers pulled on September 29 of the given school year are used for community ranking purposes. This data includes 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 attending the CBE and an existing 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 to take 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. These sector population projections take future growth into consideration. The use of these two measures together in a matrix results in the greatest number of points, in this category, 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 to take into account median travel time and distance from the community to a designated school. Bus Planner software calculates the distance 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 desirable. 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.

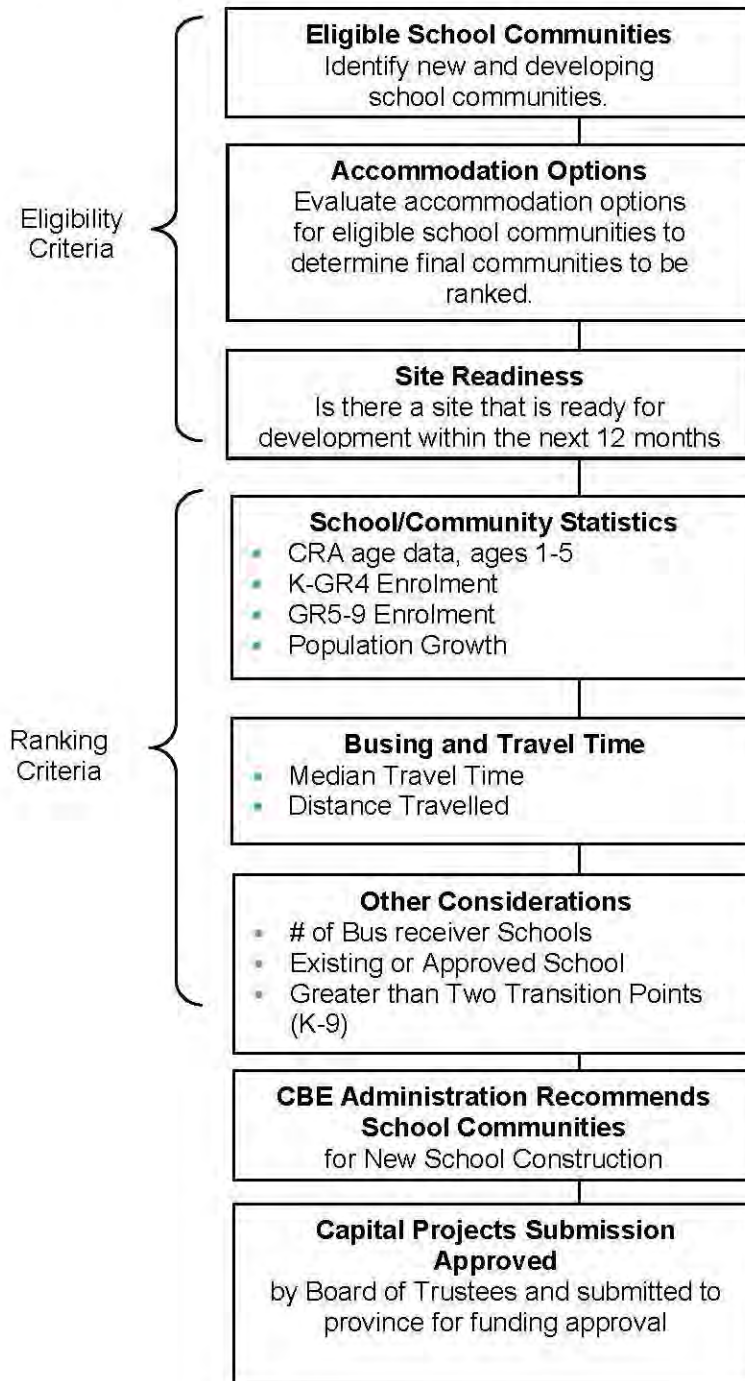
CBE's point assessment process is used for K-9 and does not apply in certain unique circumstances therefore the option exists for the placement of priorities for new school construction.

- 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 Elementary ⁽²⁾ (Full Construction)	1800	N	K-4
2	Redstone Elementary (Full Construction)	1428	NE	K-4
3	Saddle Ridge Middle ⁽²⁾ (design Year 1, construction Year 2)	1991	NE	5-9
4	Sage Hill / Kincora Middle (Full Construction)	1435	N	5-9
5	Mahogany Middle (Full Construction)	1385	SE	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 preferred because:

1. 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; and
2. These 300 additional learning spaces provide space for more students to attend school close 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.

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 criteria 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 (CRA data Ages 1-5, Elementary Enrolment, Middle Enrolment).
- In the case where it is still tied, only the first community ranking category points will be used (CRA data Ages 1-5, Elementary Enrolment).

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	2022-2023	2022-2023
	Residence Utilization	Enrolment Utilization
Centre	35%	89%
East	53%	87%
North	317%	117%
NorthEast	166%	102%
NorthWest	101%	104%
South	72%	89%
SouthEast	198%	100%
West	97%	92%
Total	94%	94%

- Student numbers are based on ArcView data as at September 30, 2022
- 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. It is anticipated to open in September 2023, which will reduce both utilization rates. Students in this sector can be accommodated in the five (5) high schools in the Centre sector, which has a utilization rate of 35%.

The SouthEast sector has the next highest level of utilization by residence at 198%. 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 those schools.

The NorthEast sector has the third highest utilization by residence, at 166%.

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 the new Cornerstone High School would allow the 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 the fastest growing area in the city, with an expected increase of approximately 18,360 people by 2026. This represents approximately 23% 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 5,800 senior high students living in the northeast sector enrolled at CBE schools this year. There are only two (2) 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 166%.

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 developing quickly, with Redstone and Skyview Ranch expected to be complete in the next few years. 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 464 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, Coral Springs, and/or Homestead. There are currently 1,483 high school students from these communities. The community of Saddle Ridge is only 68% built out, based on 2019 occupied dwellings and new units from building permits issued 2019-2021, 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 CBE high schools. One of the schools is located in the centre sector and one is in the east sector:

- James Fowler High School (Cornerstone, Redstone, Skyview Ranch); and
- Forest Lawn High School (Cityscape).

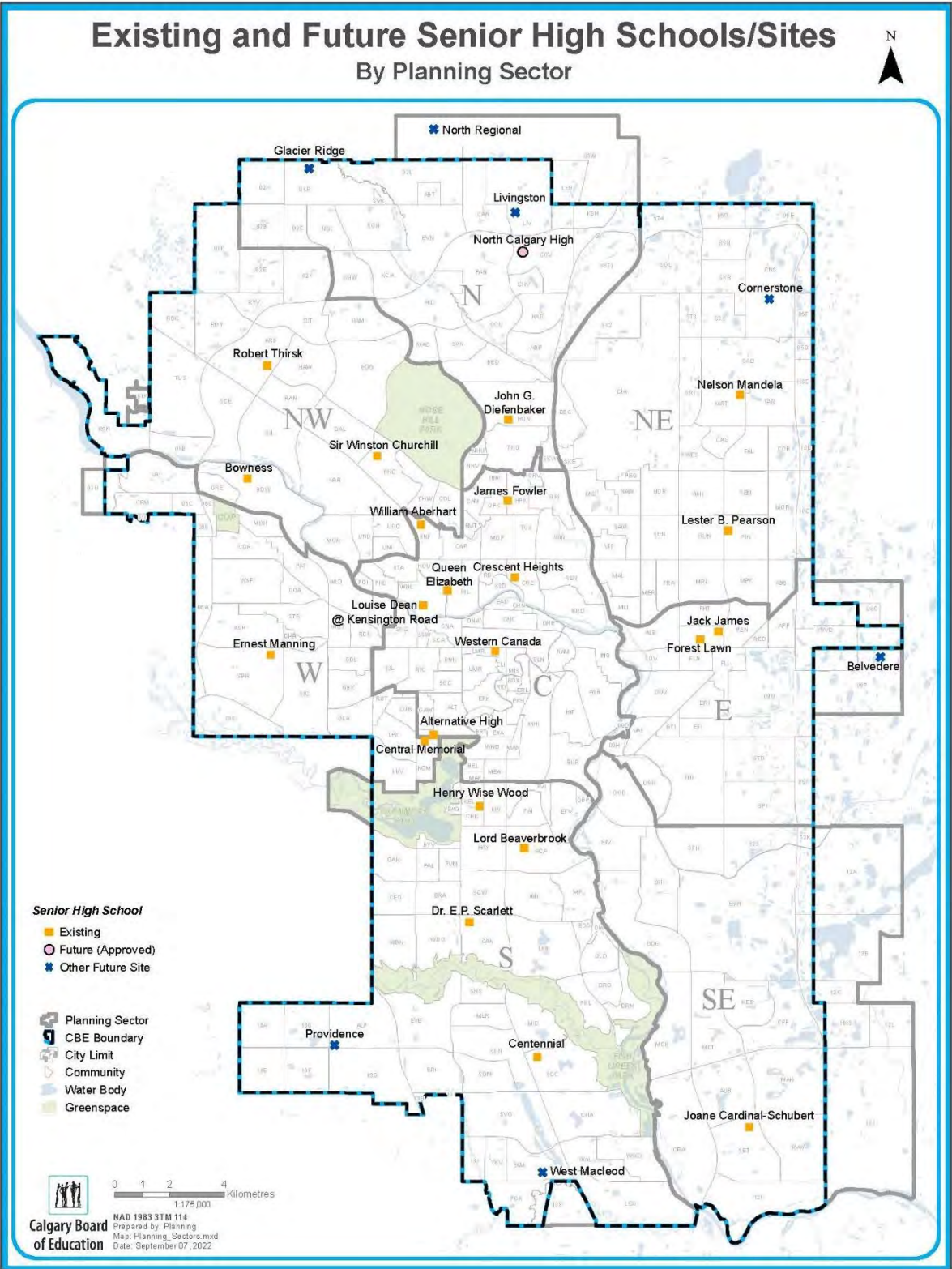
Students living in the communities of Martindale, Saddle Ridge and Taradale attend Nelson Mandela High School while students from the communities of Castleridge, Coral Springs and Falconridge attend James Fowler High School.

James Fowler High School is to the west in the Centre Sector community of Highland Park, while Forest Lawn High School is to the south in the East Sector community of Forest Lawn. These commutes involve long travel times for 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 designated to the new Cornerstone High School, depending on utilization rates at Nelson Mandela and Forest Lawn High Schools at the time of construction completion.

An 18 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, the new Cornerstone High School in northeast Calgary is anticipated to operate at capacity for many years.

Map 4



4.0 THREE-YEAR SCHOOL CAPITAL PLAN 2024-2027 – SUMMARY

Capital projects are reviewed and prioritized by Alberta Education, and then subjected to the government's Capital Planning Prioritization Process which includes consideration by the Treasury Board. The Capital Planning Approval Process involves the following phases:

Phase 1: Capital Plan Submission

School jurisdictions submit an Annual School Capital Plan to the Province by April 1 of each year.

Phase 2: Project Evaluation & Prioritization

Projects are assessed for accuracy and clarity, and prioritized based on Project Drivers.

Provincial staff may meet with school jurisdictions to obtain further information as required and the level of need for a project.

Project Drivers include:

- Building Condition
- Community Renewal
- Efficiency Solutions
- Enrolment Pressures
- Functionality and Programming
- Health and Safety
- Legal Implications

Phase 3: Project Definition

Preliminary site assessment and value scoping sessions are conducted, if required.

Phase 4: Budget and Scope

Functional plan, scope and budget development. Refinement of scope from the Project Definition stage.

Phase 5: Provincial Capital Planning process

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

The following is a summary of recommended new school construction and major modernization projects that constitute CBE capital project requests. Table 1 (New School Construction) and Table 2 (School Modernizations) provides a summary of the recommended projects. Sections 5.0 and 6.0 provide details of the recommended projects.

Projects are listed in order of priority. Details of modernization rankings are in Appendix II. Details of new school construction 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.

While there are fewer new school requests than modernization requests, there remains a need for schools located where students live, and projected to live in the future.

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

Table 1: New School Construction					
Three-Year School Capital Plan 2024-2027 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	Number of Years Previously Listed in Capital Plan	
C-1 Evanston Elementary ⁽²⁾	K-4	New Request	Full Construction		0
C-2 Cornerstone High School	10-12	Planning	Full Construction		3
C-3 Redstone Elementary	K-4	New Request	Full Construction		0
C-4 Saddle Ridge Middle ^{(2)^}	5-9	Pre-Planning	Design Funding		3
YEAR 2					
Community/School	Grade	Project Status	Request Type	Number of Years Previously Listed in Capital Plan	
C-5 Saddle Ridge Middle ^{(2)^}	5-9	Design Funding	Full Construction		3
C-6 Sage Hill / Kincora Middle	5-9	New Request	Full Construction		0
YEAR 3					
Community/School	Grade	Project Status	Request Type	Number of Years Previously Listed in Capital Plan	
C-7 Mahogany Middle	5-9	New Request	Full Construction	0	

Note: Senior high schools are not ranked using point criteria. See page 28.

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

[^]This project is broken into 2 phases due to lack of site readiness. Year could change, dependent on when site is ready for construction.

Table 2: School Major Modernizations					
Three-Year School Capital Plan 2024-2027 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	Number of Years Previously Listed in Capital Plan	
M-1 Annie Gale School	7-9	Planning	Major Modernization		2
M-2 Crescent Heights High School	10-12	Modernization Request	Major Modernization		0
M-3 A. E. Cross School	7-9	Pre-Planning	Major Modernization		5
M-4 Sir John A. Macdonald School	7-9	Pre-Planning	Major Modernization		2
YEAR 2					
Community/School	Grade	Project Status	Request Type	Number of Years Previously Listed in Capital Plan	
M-5 Annie Foote School	K-6	Modernization Request	Major Modernization		8
M-6 Altadore School	K-6	Modernization Request	Major Modernization		15
M-7 Cedarbrae School	K-6	Modernization Request	Major Modernization		8
YEAR 3					
Community/School	Grade	Project Status	Request Type	Number of Years Previously Listed in Capital Plan	
M-8 Janet Johnstone School	K-4	Modernization Request	Major Modernization		8
M-9 Ranchlands School	K-6	Modernization Request	Major Modernization	8	

Table 3: New School Construction and Major Modernizations

Three-Year School Capital Plan 2024-2027 Priorities

Priority Ranking – Project Description

YEAR 1

Community/School	Grade	Project Status	Request Type	2023 Cost (\$M)
1 Evanston Elementary ⁽²⁾	K-4	New Request	Full Construction	15.8-18.9
2 Cornerstone High School	10-12	Planning	Full Construction	54-60
3 Redstone Elementary	K-4	New Request	Full Construction	15.8-18.9
4 Saddle Ridge Middle ^{(2)^}	5-9	Pre-Planning	Design Funding	1.2-1.3
5 Annie Gale School	7-9	Planning	Major Modernization	8.6
6 Crescent Heights High School	10-12	Modernization Request	Major Modernization	65-75
7 A.E. Cross School	7-9	Pre-Planning	Major Modernization	19.8
8 Sir John A. Macdonald School	7-9	Pre-Planning	Major Modernization	14.9
Total Cost				195.1-217.4

Number of Years Previously Listed in Capital Plan
0
3
0
3
2
0
5
2

YEAR 2

Community/School	Grade	Project Status	Request Type	2023 Cost (\$M)
9 Saddle Ridge Middle ^{(2)^}	5-9	Design Funding	Full Construction	24-26
10 Annie Foote School	K-6	Modernization Request	Major Modernization	12.1
11 Sage Hill / Kincora Middle	5-9	New Request	Full Construction	25.2-27.3
12 Altadore School	K-6	Modernization Request	Major Modernization	9.1
13 Cedarbrae School	K-6	Modernization Request	Major Modernization	9.1
Total Cost				79.5-83.6

3
8
0
15
8

YEAR 3

Community/School	Grade	Project Status	Request Type	2023 Cost (\$M)
14 Mahogany Middle	5-9	New Request	Full Construction	25.2 - 27.3
15 Janet Johnstone School	K-4	Modernization Request	Major Modernization	10.2
16 Ranchlands School	K-6	Modernization Request	Major Modernization	13.7

0
8
8

Total Cost 49.1-51.2

Note: Senior high schools are not ranked using point criteria. See page 28.

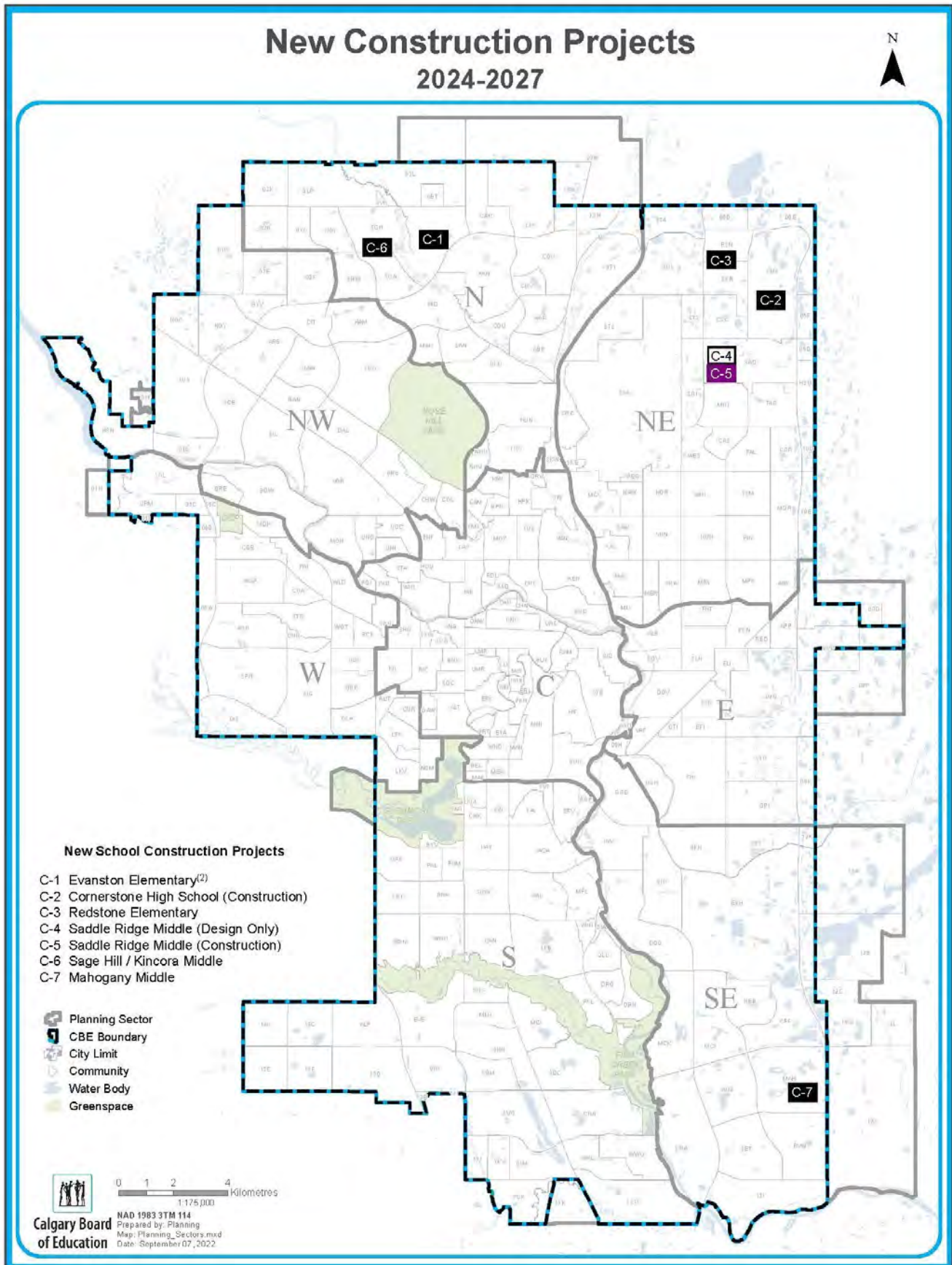
⁽²⁾ = second school of that type for the community

[^]This project is broken into 2 phases due to lack of site readiness. Year could change, dependent on when site is ready for construction.

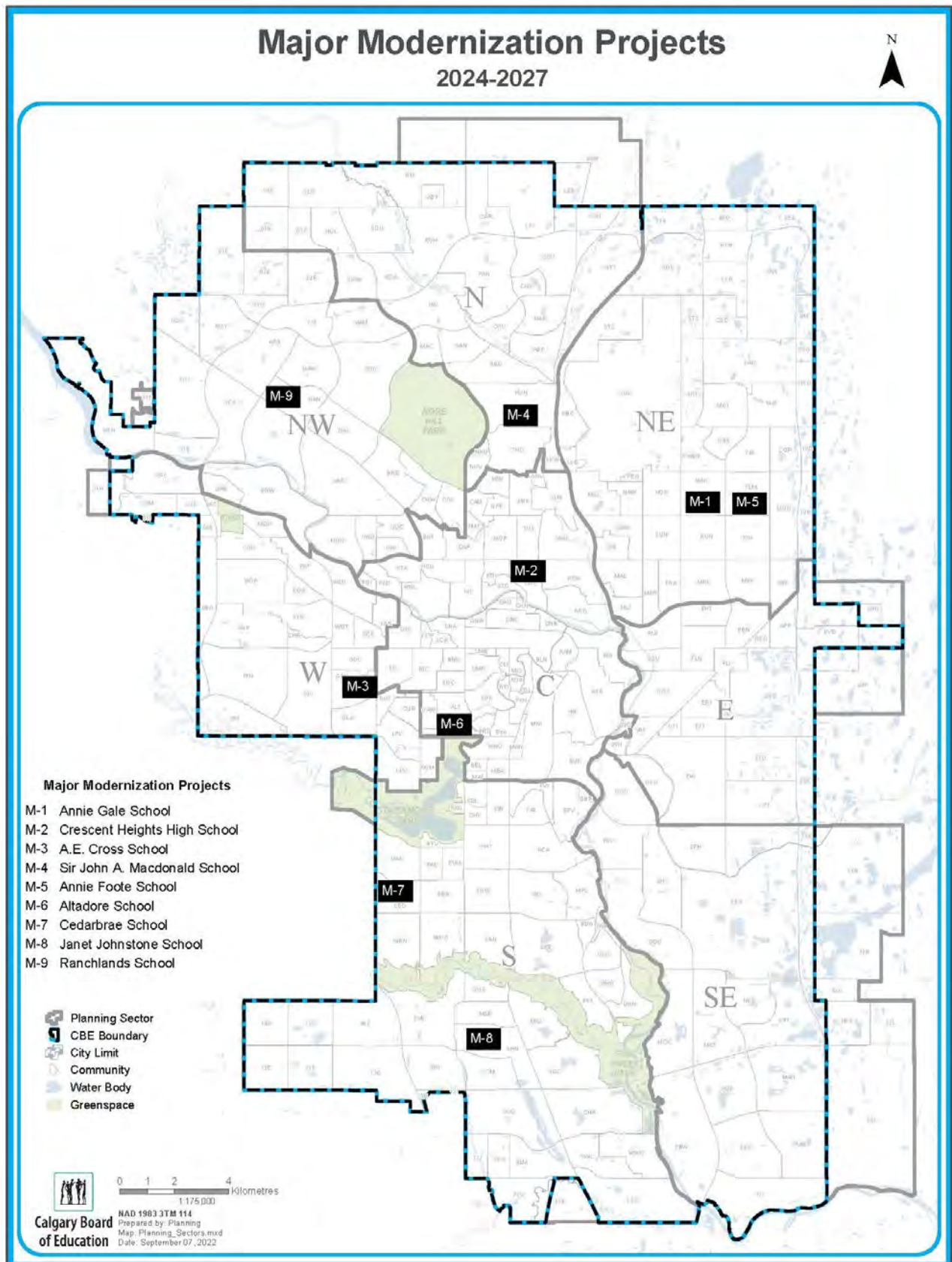
Planning – funding activities include site analysis and scope of development activities.

Pre-planning – funding allows a conceptual project to define scope elements, programming priorities and includes activities such as community engagement.

Map 5



Map 6



5.0	2024-2027 SCHOOL CAPITAL PLAN
New Construction	
Priority C-1 Evanston Elementary⁽²⁾	
School Community Profile	
<p>The Evanston Community began development in 2002 and is situated in the north sector of the City.</p> <ul style="list-style-type: none"> ▪ Per 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 between 2016-2019. 	
Enrolment Profile	
<ul style="list-style-type: none"> ▪ As of September 29, 2022, there were 1,770 children aged 1-5 living in the Evanston community, based on Canada Revenue Agency data provided by Baragar systems. ▪ As of September 29, 2022, there were 986 kindergarten to Grade 4 students residing in the Evanston community who attended CBE schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> ▪ Kenneth D. Taylor (K-4) opened in September 2016. The school is at capacity and as of September 2018, K-4 students who cannot be accommodated at the school are overflowed to Cambrian Heights School in Cambrian Heights. ▪ A second elementary site remains available in Evanston, which will be used for the second elementary school. 	
Recommendation	
<ul style="list-style-type: none"> ▪ Construction of an elementary K-4 school for 600 students. 	

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

5.0	2024-2027 SCHOOL CAPITAL PLAN
New Construction	
Priorities C-2 (construction) Cornerstone High School	
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: James Fowler High School serving the Cornerstone, Redstone, and Skyview Ranch communities, and Forest Lawn High School serving the Cityscape and Homestead communities. 	
Enrolment Profile	
<ul style="list-style-type: none"> ▪ There are over 5,800 high school students living in the northeast sector of Calgary and only two high schools located in this sector. Nelson Mandela High School has a provincial capacity of 1,795 student spaces and a utilization rate of 109%. Lester B. Pearson High School has a provincial capacity of 1,739 student spaces and a utilization rate of 95%. ▪ Combined, the northern northeast communities of Cityscape, Cornerstone, Redstone and Skyview Ranch currently have 464 Grades 10-12 students. This number has increased 15% from 2021. ▪ The northeast sector of the City is projected to account for 23% of all growth in the City from 2022-2026, with an expected population increase of 18,360 over this period, according to the City of Calgary's <i>Suburban Residential Growth 2022-2026</i> document published in November 2022. ▪ 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 persons, respectively. ▪ Cityscape, Cornerstone, Redstone and Skyview Ranch are less than 50% built-out (2019 Civic Census), but are developing quickly. When fully built-out over the next 5 to 10 years, approximately 77,600 - 81,000 people are expected to live in these communities. ▪ The community of Saddle Ridge is 58% built out (2019 Civic Census) and when fully built-out over the next 5 to 10 years, approximately 31,500 - 31,800 people are expected to live in this community. ▪ Saddle Ridge currently has 926 high school students, and the number is projected to increase over the next 5 years. ▪ Homestead is a developing new community on the east side of Stoney Trail. At full build out it is expected to have a population of 4,900 - 5,200 people. 	

5.0	2024-2027 SCHOOL CAPITAL PLAN
New Construction	
Priorities C-2 (construction) Cornerstone High School	
Site Planning and Transportation	
<ul style="list-style-type: none"> ▪ An 18 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 is anticipated to be ready to construct a school in the next 1-2 years. ▪ The communities in northern northeast Calgary are bused long distances. 	
Recommendation	
<ul style="list-style-type: none"> ▪ Construction of a senior high school for 1,800 students. 	

5.0	2024-2027 SCHOOL CAPITAL PLAN
New Construction	
Priority C-3 Redstone Elementary	
School Community Profile	
<p>The Redstone Community began development in 2014 and is situated in the northeast sector of the City.</p> <ul style="list-style-type: none"> ▪ Per the April 2019 Census, the total number of occupied dwelling units was 1,468, with a population of 5,848. ▪ The community is planned for an estimated 3,635 housing units with a population capacity of 10,700 to 11,200. ▪ The community had an average annual population growth of 1,158 persons between 2016-2019. 	
Enrolment Profile	
<ul style="list-style-type: none"> ▪ As of September 29, 2022, there were 955 children aged 1-5 living in the Redstone community, based on Canada Revenue Agency data provided by Baragar systems. ▪ As of September 29, 2022, there were 353 kindergarten to Grade 4 students residing in the Redstone community who attended CBE schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> ▪ Redstone students are currently bussed to Keeler School, which is located in the community of Forest Heights. 	
Recommendation	
<ul style="list-style-type: none"> ▪ Construction of an elementary K-GR4 school for 600 students. 	

5.0	2024-2027 SCHOOL CAPITAL PLAN
New Construction	
Priorities C-4 (design) & C-5 (construction) Saddle Ridge Middle⁽²⁾	
School Community Profile	
<p>The Saddle Ridge Community began development in 2000 and is located in the northeast sector of the City.</p> <ul style="list-style-type: none"> ▪ Per 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 between 2016-2019. 	
Enrolment Profile	
<ul style="list-style-type: none"> ▪ As of September 29, 2022, there were 1,341 kindergarten to Grade 4 and 1,367 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 Lougheed School (GR5-9) opened September 2016. The school is at capacity and since September 2021, students in GR5-6 who cannot be accommodated at Peter Lougheed School are overflowed to Pineridge School, and students in GR7-9 who cannot be accommodated at Peter Lougheed School are overflowed to Clarence Sanson School. Both overflow schools are in the community of Pineridge. ▪ There is a middle school site available, which will be used for the second middle school in the Saddle Ridge community. ▪ This site is currently not ready for construction, but it is anticipated to be ready to construct a school by the end of December 2025. 	
Recommendation	
<ul style="list-style-type: none"> ▪ Staged design and construction of a middle school for 900 GR 5-9 students. ▪ Priority C-4 = Design Phase ▪ Priority C-5 = Construction Phase 	

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

5.0	2024-2027 SCHOOL CAPITAL PLAN
New Construction	
Priority C-6 Sage Hill/Kincora Middle	
School Community Profile	
<p>The Sage Hill Community began development in 2006 and is located in the north sector of the City.</p> <ul style="list-style-type: none"> ▪ Per the April 2019 Census, the total number of occupied dwelling units was 2,803, with a population of 7,924. ▪ The community is planned for an estimated 8,794 housing units with a population capacity of 20,500 to 21,400. ▪ The community had an average annual population growth of 810 persons between 2016-2019. <p>The Kincora Community began development in 1990 and is located in the north sector of the City.</p> <ul style="list-style-type: none"> ▪ Per the April 2019 Census, the total number of occupied dwelling units was 2,293, with a population of 6,889. ▪ The community is planned for an estimated 4,414 housing units with a population capacity of 11,000 to 11,400. ▪ The community had an average annual population growth of 241 persons between 2016-2019. 	
Enrolment Profile	
<ul style="list-style-type: none"> ▪ As of September 29, 2022, there were 691 kindergarten to Grade 4 students, and 604 Grade 5-9 students, residing in the Sage Hill and Kincora communities who attended CBE schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> ▪ Grade 5-9 students from the Sage Hill community are currently bussed to Hawkwood School for GR K-6 in the community of Hawkwood, and F.E. Osborne for GR 7-9 in the community of Varsity. ▪ Grade 5-9 students from the Kincora community are currently bussed to Simons Valley School for GR K-6 in the community of Sandstone Valley, and Colonel Irvine School for GR 7-9 in the community of Highwood. ▪ There is one middle school site available in the community of Sage Hill. 	
Recommendation	
<ul style="list-style-type: none"> ▪ Construction of a middle school for 900 GR 5-9 students. 	

5.0	2024-2027 SCHOOL CAPITAL PLAN
New Construction	
Priority C-7 Mahogany Middle	
School Community Profile	
<p>The Mahogany Community began development in 2009 and is located in the southeast sector of the City.</p> <ul style="list-style-type: none"> ▪ Per the April 2019 Census, the total number of occupied dwelling units was 3,990, with a population of 11,784. ▪ The community is planned for an estimated 8,794 housing units, with a population capacity of 28,300 to 30,400. ▪ The community had an average annual population growth of 1,595 persons between 2016-2019. 	
Enrolment Profile	
<ul style="list-style-type: none"> ▪ As of September 29, 2022, there were 728 kindergarten to Grade 4 students, and 517 Grade 5-9 students, residing in the Mahogany community who attended CBE schools. 	
Site Planning and Transportation	
<ul style="list-style-type: none"> ▪ Grade 5-9 students from the Mahogany community are currently bussed to Lakeshore School in the community of Auburn Bay. ▪ There is one middle school site available in the community of Mahogany. 	
Recommendation	
<ul style="list-style-type: none"> ▪ Construction of a middle school for 900 GR 5-9 students. 	

6.0	2024-2027 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-1 Annie Gale School	
Building Description	
<p>The two-storey building was constructed in 1983 complete with concrete footings and foundation walls. The structure comprises slab-on-grade floors, load bearing block walls, open web steel joist and metal roof deck.</p> <p>The original built-up-roof (BUR) roof was replaced with SBS roofing in 2009. The building is brick, metal panels, and pre-finished metal siding. Most classrooms have access to natural light. The total area of the building is 6,101 m² consisting of 29 classrooms for instruction.</p>	
Project Scope based on Building Condition	
<p>Replacement of aged infrastructure based on building condition includes:</p> <ul style="list-style-type: none"> • The building envelope is in poor condition and has not been upgraded since original construction. All components, with the exception of the exterior doors, have exceeded their expected life cycle including windows, walls, skylights, roofing, hazardous materials abatement and site lighting. • The boiler plant along with the associated heating distribution piping. • Roof-top air handling units • Building automation systems • Under-slab drainage piping • Condensing units • Fans • Humidifiers • Domestic hot water distribution system • Power distribution, emergency lighting, lighting control, exit signs • Fire alarm • Low voltage systems • Public address system • Barrier Free accessibility upgrades throughout • New elevator • Worn interior finishes as required <p>Additional scope items:</p> <ul style="list-style-type: none"> • Upgrade washrooms • Improved security monitoring. 	

6.0	2024-2027 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-2 Crescent Heights School	
Building Description	
<p>Crescent Heights High School was originally constructed in 1928 with additions added in 1950, 1951, 1956, 1959 1966, 1968 and 1985.</p> <p>The total area including all additions is 29,158.2 m².</p>	
Project Scope based on Building Condition	
<p>Replacement of aged infrastructure based on building condition includes:</p> <ul style="list-style-type: none"> • The building envelope is in poor condition and has not been upgraded since original construction. All components, with the exception of the exterior doors, have exceeded their expected life cycle, including windows, walls, skylights, roofing, hazardous materials abatement and site lighting. • The boiler plant in the vocational wing along with the associated heating distribution piping. • Cooling tower • 90 heat pumps • Roof top air handling units • Worn interior finishes as required • Building automation systems • Washrooms and drainage piping • Improved security monitoring • Power distribution. • Emergency generator, emergency lighting, lighting control, exit signs, • Public address system, • Both gym floors, main and auxiliary • Elevator and Barrier Free accessibility throughout 	
Functionality and Programming	
<p>The following program upgrades required to enhance 21st century learning:</p> <ul style="list-style-type: none"> • The central kitchen is currently not in use. Renovate for the school to offer basic services such as a lunch program and to offer the culinary arts program. • The foods lab is in need of an upgrade/renovation. The current configuration of the foods room severely limits the number of students that can take this course. A renovation would allow twice as many students to take this important, popular complimentary course. • The construction lab is in need of modernization. This is a large space that could be repurposed to provide access to traditional construction courses while also providing space to cross-over with pre-engineering, robotics, and fabrication. • Update science labs. Only one fume hood is operational in the science labs which limits the course offerings and activities that can take place in those spaces. 	

6.0	2024-2027 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-2 Crescent Heights School	
Health and Safety	
<p>The school still has original infrastructure that is nearly 100 years old.</p> <ul style="list-style-type: none"> • The original windows on the east side of the school let cold in during the winter months and allow too much heat in the summer, making it difficult to program in that part of the building. • Two separate sections of the school have three floors with no elevators in the school, which limit staff and students from accessing a great deal of the school, especially the upper floors and basement areas. The lack of elevators is especially limiting to any students with mobility issues that wish to take classes such as band, drama, art, automotive, Indigenous studies, ceramics and some math classrooms. • The security camera system is limited and should be updated to enhance safety. 	

6.0	2024-2027 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-3 A.E. Cross School	
Building Description	
<p>The original building was built in 1961 with a major two-storey addition added in 1966. A modernization was completed in 1983.</p> <p>The gross building area is 9,064 m² consisting of 36 classrooms, with a capacity of 878 student spaces. The majority of the classrooms are slightly smaller than current standards. The gym, library, and administration space are typical size for a school of this capacity.</p> <p>In addition to the regular program offered for Grades 7-9 students, the school offers Spanish bilingual and Paced Learning classes. The long-term student accommodation plan for A.E. Cross School is to continue to accommodate students in regular and/or alternative programs.</p> <p>The school also accommodates the CBE's administration offices for area 7.</p> <p>The building construction consists of a masonry and steel structure with wood-roof deck and curtain wall exterior which was replaced in 2016. Many of the classrooms have good natural lighting.</p>	
Project Scope based on Building Condition	
<p>Replacement of aged infrastructure based on building condition includes:</p> <ul style="list-style-type: none"> • Replace worn interior finishes • Upgrade the primary electrical infrastructure. • Replace door hardware throughout • Washroom and change room upgrades • Improve exterior insulation on the shop wing • Building code and accessibility upgrades 	
Functionality and Programming	
<p>Program upgrades required to enhance 21st century learning:</p> <ul style="list-style-type: none"> • The CTF construction lab requires a major upgrade to improve performance of the dust extraction system to allow more tools to be connected. • Paint room upgrades are required to improve ventilation and exhaust. • Convert the library to a learning commons • Provide additional power and data outlets to address technology needs. 	

6.0	2024-2027 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-3 A.E. Cross School	
Health and Safety	
<p>Upgrades to the following systems will improve the overall health and safety for students:</p> <ul style="list-style-type: none"> • Replace worn asbestos floor tile • Improve air quality in the CTF shops • Improve sound attenuation in various parts of the school • New public address system for improved safety and security • Improved security monitoring • Upgrade accessibility needs 	

6.0	2024-2027 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-4 Sir John A. Macdonald School	
Building Description	
<p>The two-storey facility was originally built in 1966 as a masonry building with a mixed material exterior. An addition, completed in 1970, increased the building area by a total of 50%. Four relocatables were added in the fall of 2007 to accommodate growth pressures. The school is exhibiting age-related deficiencies in finishes, mechanical, and electrical systems.</p> <p>The gross building area is 7,814 m² consisting of 32 classrooms, with a capacity of 905 student spaces. Most of the teaching spaces are smaller than current standards. The gym is small, by Alberta Education standards, for a junior high school of this capacity. The school has CTS labs (for graphics, construction, information processing, and foods and fashion), as well as fine and performing arts (music, drama, art, and French).</p>	
Project Scope based on Building Condition	
<p>Replacement of aged infrastructure based on building condition includes:</p> <ul style="list-style-type: none"> • Building Envelope including doors, windows, walls, composite panels and hazardous material abatement. • Additional windows for natural light • Roof • Underground drainage piping • Power distribution, lighting, lighting control, • Motor starters • Emergency battery packs • Low voltage systems • Public address system • Elevator • Barrier Free accessibility upgrades throughout • Worn interior finishes as required <p>Additional scope items:</p> <ul style="list-style-type: none"> • Upgrade washrooms • Improved security monitoring • Redevelop: <ul style="list-style-type: none"> ○ Kitchen area ○ Drama space ○ Construction space • Develop: <ul style="list-style-type: none"> ○ Additional fitness space 	

6.0	2024-2027 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-4 Sir John A. Macdonald School	
Functionality and Programming	
<p>The following program upgrades required to enhance 21st century learning:</p> <ul style="list-style-type: none"> • Current Drama / Construction rooms are not functional side by side with current wall/ventilation system. Student Services space/front office/staff room/work room (too big) and would benefit from a reconfiguration. Potential 'stealing of' space for a larger student lounge/breakout space. • Front foyer is a 'gym' when the weather is cold. Adding additional 'fitness' spaces (e.g. weight room) would be an asset allowing possible offer of a 'sports performance' complementary course or enhance physical education. There is an area under the stage that could be utilized - ceiling work required. • Storage spaces for PE are limited - potential shift to outside storage areas and/or knock down exterior wall to create larger spaces - could potentially 'steal' from locker room area stairs. • The current 'kitchen' as you enter the school should be redeveloped. 	
Health and Safety	
<ul style="list-style-type: none"> • Gender neutral bathrooms are currently insufficient. Ideally, all bathrooms would be 'gender neutral' (e.g. MidSun Junior High). • Additions to the lockdown “magic button” recommended. • Redevelop kitchen area. • Add stairs to the back field for safe access to back fields during the winter for PE classes. 	

6.0	2024-2027 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-5 Annie Foote School	
Building Description	
<p>The single storey brick building was constructed in 1980 with a total gross floor area of 3,904 m². The capacity is 473 students for pre-school through Grade 6. There are nine 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 2 blocks of 4 separated by an outdoor courtyard. The final relocatable classroom was attached to the north of the east wing later.</p>	
Project Scope based on Building Condition	
<p>Replacement of aged infrastructure based on building condition includes:</p> <ul style="list-style-type: none"> • The building envelope is original and with the exception of the brick. Required replacements include doors, windows, walls, composite panels and hazardous material abatement. • Roof • Upgrade washrooms and underground drainage piping • Roof top air handling units • Building controls • Condensing units • Fans • Domestic hot water distribution system • Improved security monitoring • Power distribution, emergency lighting, lighting control, exit signs • Fire alarm • Barrier Free accessibility upgrades throughout • Worn interior finishes as required 	

6.0	2024-2027 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-6 Altadore School	
Building 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>	
Project Scope based on Building Condition	
<p>Replacement of aged infrastructure based on building condition includes:</p> <ul style="list-style-type: none"> • Roof • Exhaust fans • Radiation system • Unit ventilators • Leaking basement • Boilers and ancillary piping • Barrier free accessibility upgrades throughout • Worn interior finishes as required: finishes, millwork, window coverings, refinish wood floor, replace folding/accordion partition doors, white/tack boards, acoustic wall panels. <p>Additional scope items:</p> <ul style="list-style-type: none"> • Upgrade washrooms • Improved security monitoring • Code upgrades 	

6.0	2024-2027 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-7 Cedarbrae School	
Building 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>	
Project Scope based on Building Condition	
<p>Replacement of aged infrastructure based on building condition includes:</p> <ul style="list-style-type: none"> • Building envelope: windows, doors, roof access door, stucco/wood soffits and metal siding (seals around openings and control joints) fix water leaks in basement. • Roof • Skylights • Underground drainage piping • Roof top air handling units • Building automation systems • Condensing units • Fans • Domestic hot water distribution system • Power distribution • Emergency lighting • Lighting fixtures • Lighting control • Exit signs • Fire alarm • Barrier free accessibility throughout • Worn interior finishes as required: finishes, millwork, window coverings, refinish wood floor, replace folding/accordion partition doors, white/tack boards, acoustic wall panels. <p>Additional scope items:</p> <ul style="list-style-type: none"> • Upgrade washrooms • Improved security monitoring • Code upgrades 	
Functionality and Programming	
<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>	

6.0	2024-2027 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-8 Janet Johnstone School	
Building 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 3,203.5 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>	
Project Scope based on Building Condition	
<p>Replacement of aged infrastructure based on building condition includes:</p> <ul style="list-style-type: none"> • Building envelope: exterior doors, windows & hazardous materials abatement • Domestic hot water system • Exhaust fans • Radiation system • Unit ventilators • Leaking basement • Boilers and ancillary piping • Under-slab piping • Main electrical switchboard • Circuit panels • Motors • Light fixtures • Life safety devices • Barrier free accessibility upgrades throughout • Worn interior finishes as required: finishes, millwork, window coverings, refinish wood floor, replace folding/accordion partition doors, white/tack boards, acoustic wall panels. • Public address system <p>Additional scope items:</p> <ul style="list-style-type: none"> • Upgrade washrooms • Improved security monitoring • Code upgrades • Remove all lockers and showers • Remove Climber in gym • Make the phys. Ed office a complex needs washroom/gender neutral washroom (has a shower, sink, plumbing and space for changing) • Add window to stage door in hallway • Remove all old smartboards and wall mounts • Add sound dampening in music room on stage if carpet is removed • Create a music room that isn't on the stage • Remove kitchen/cafeteria curtain that opens to room 14 • Room 19 - remove all science/lab equipment and apparatuses • Office configuration - height of the counter is too high for the students (visibility issues) • Improve access to gender neutral washroom 	

6.0	2024-2027 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-8 Janet Johnstone School	
Project Scope based on Building Condition con't	
<ul style="list-style-type: none"> • Wiring, outlet, ventilation for a dryer • Increase number of washrooms/stalls • Remove display case in room 19 that opens to the hallway • Matching flooring throughout 	
Functionality and Programming	
<ul style="list-style-type: none"> • Retractable doors between rooms 1&2, 3&4, 8&9, 11&12, 14&15 • Make Kindergarten bathroom accessible as a Complex Needs bathroom 	
Health and Safety	
<ul style="list-style-type: none"> • Stage/Music room not wheelchair accessible • Remove all coat room walls in classrooms (increase line of site) • Remove carpeting on stage and in offices • Room 19- uneven flooring • Add sinks to all rooms • Temperature control in portables • Windows that open in all classrooms • Improve lockdown capability in some rooms • Redesign front door to open into main foyer • Windows on all exit doors • Portables entrance is from parking lot • Add window in door of resource room 	

6.0	2024-2027 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-9 Ranchlands	
Building 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>	
Project Scope based on Building Condition	
<p>Replacement of aged infrastructure based on building condition includes:</p> <ul style="list-style-type: none"> • Building envelope: exterior doors, windows, metal siding & hazardous materials • Roof • Skylights • Domestic hot water system • Ventilation and exhaust systems • Boilers and ancillary piping • Building automation system • Under-slab piping • Main electrical switchboard • Circuit panels • Motor control • Light fixtures • Life safety devices • Fire alarm • Barrier free accessibility throughout • Worn interior finishes as required: finishes, millwork, window coverings, refinish wood floor, white/tack boards, acoustic wall panels. • Public address system <p>Additional scope items:</p> <ul style="list-style-type: none"> • Upgrade washrooms • Improved security monitoring • Code upgrades 	
Functionality and Programming	
<ul style="list-style-type: none"> • Reconfiguration of office, there is a conference room that has a washroom connected. This washroom is not accessible anytime the conference room is in use. A reconfiguration could create access to the washroom without going through the conference room. It would create a more private meeting space and possibly also create an infirmary/health room (which school presently does not have) with washroom access. 	

6.0	2024-2027 SCHOOL CAPITAL PLAN
Major Modernizations	
Priority M-9 Ranchlands	
Functionality and Programming con't	
<ul style="list-style-type: none"> • Staffroom relocation, would like to explore options as the present location (on the stage) has poor lighting (no windows) and accessibility. • Extend walls and add doors to rooms 7 & 8 (main floor north of library) - These rooms are noisy for students being open to the library. 	
Health and Safety	
<ul style="list-style-type: none"> • Landscaping and grading on the north side of the building by door 4. This area is on an incline and gets very little sun. During winter (freeze thaw times) it gets icy with minimal opportunity to clear and is a high traffic area for students. • Accessibility button at main entrance doors. • Lighting and camera at the rear (north) side of school to prevent graffiti and vandalism. 	

Capacity and Utilization

Table 1: Capacity by Enrolment for K-GR4 (%)

K-GR4 Students by Enrolment 2022-2023			
Planning Sector	K-GR4 Students	K-GR4 Capacity	% Utilization
Centre	5,754	6,975	82.5%
East	2,094	2,921	71.7%
North	5,227	6,540	79.9%
NorthEast	8,345	9,473	88.1%
NorthWest	7,520	9,143	82.2%
South	8,660	11,900	72.8%
SouthEast	4,879	6,530	74.7%
West	4,213	5,250	80.2%
Total	46,692	58,732	79.5%

Notes:

- Student numbers are based on ArcView data as of September 29, 2022 (K@FTE to Grade 9)
- Capacity per the Government of Alberta's Utilization Formula (assuming exemptions)

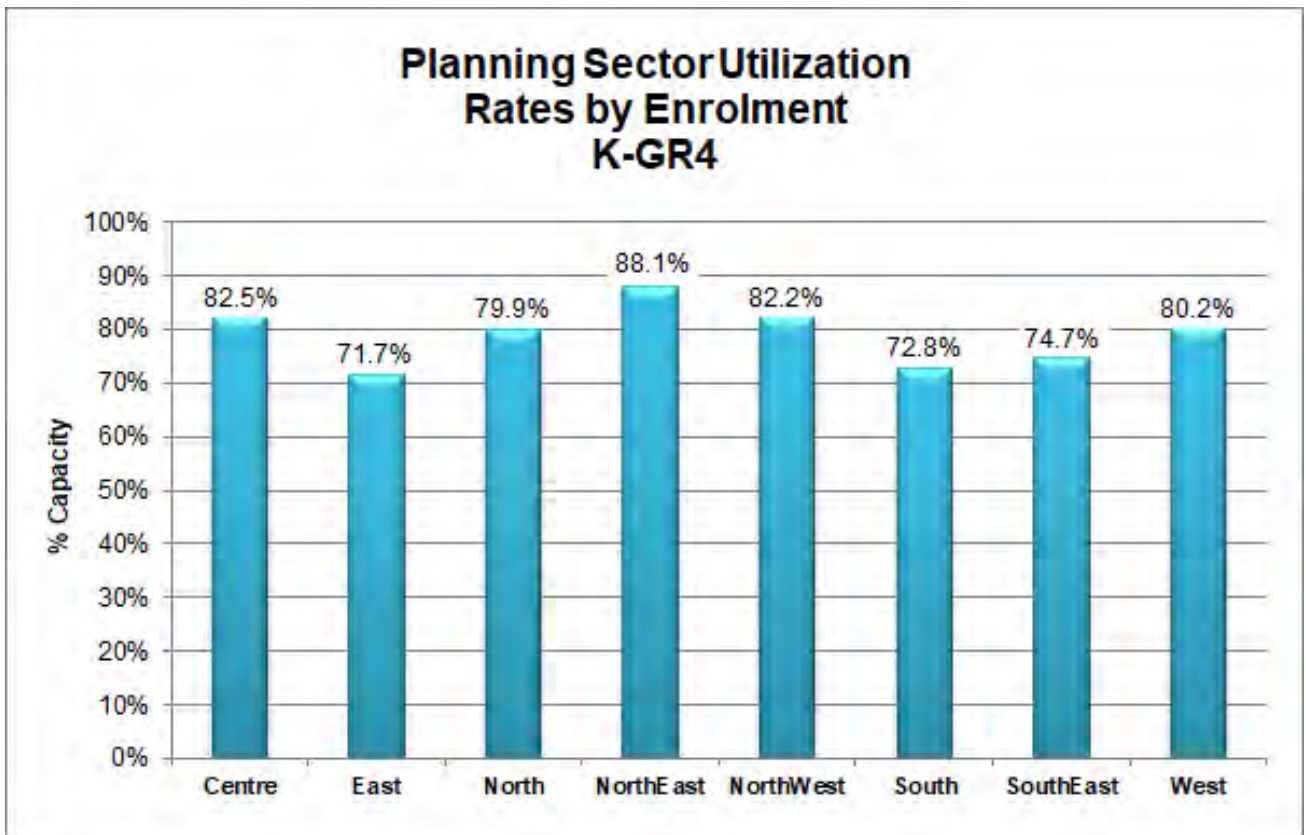


Table 2: Capacity by Enrolment for GR 5-9 (%)

GR5-GR9 Students by Enrolment 2022-2023			
Planning Sector	GR 5-9 Students	GR 5-9 Capacity	% Utilization
Centre	7,604	7,947	95.7%
East	2,541	3,170	80.2%
North	4,515	4,390	102.8%
NorthEast	9,211	10,128	90.9%
NorthWest	9,015	9,683	93.1%
South	10,439	13,101	79.7%
SouthEast	4,957	5,335	92.9%
West	5,028	5,868	85.7%
Total	53,310	59,622	89.4%

Notes:

- Student numbers are based on ArcView data as of September 29, 2022 (K@FTE to Grade 9)
- Capacity per the Government of Alberta's Utilization Formula (assuming exemptions)

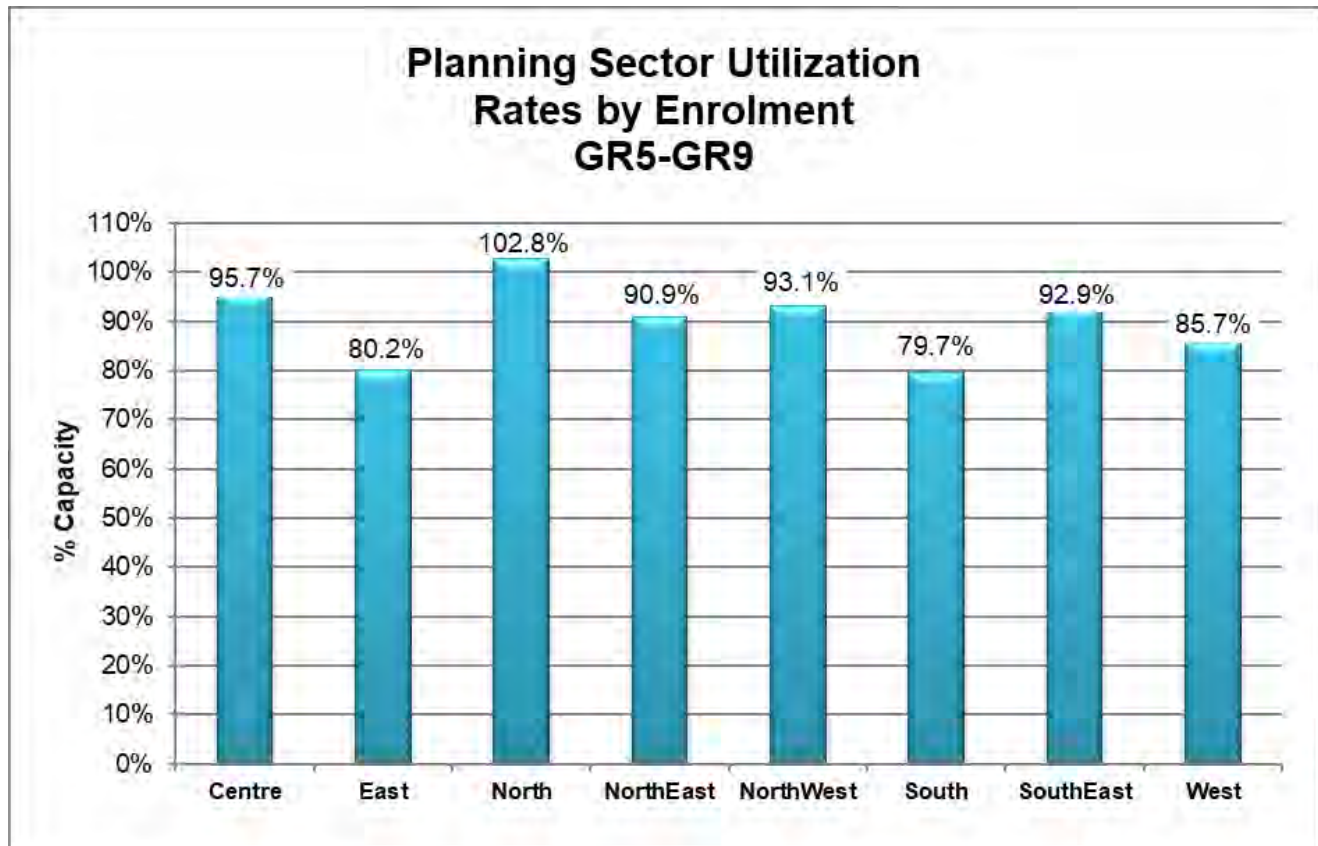


Table 3: Capacity by Enrolment for K-GR9 (%)

K-GR9 Students by Enrolment 2022-2023			
Planning Sector	Elementary/Junior High Students	Elementary/Junior High Capacity	% Utilization
Centre	13,358	14,922	89.5%
East	4,635	6,091	76.1%
North	9,742	10,930	89.1%
NorthEast	17,556	19,601	89.6%
NorthWest	16,535	18,826	87.8%
South	19,099	25,001	76.4%
SouthEast	9,836	11,865	82.9%
West	9,241	11,118	83.1%
Total	100,002	118,354	84.5%

Notes:

- Student numbers are based on ArcView data as of September 29, 2022 (K@FTE to Grade 9)
- Capacity per the Government of Alberta's Utilization Formula (assuming exemptions)

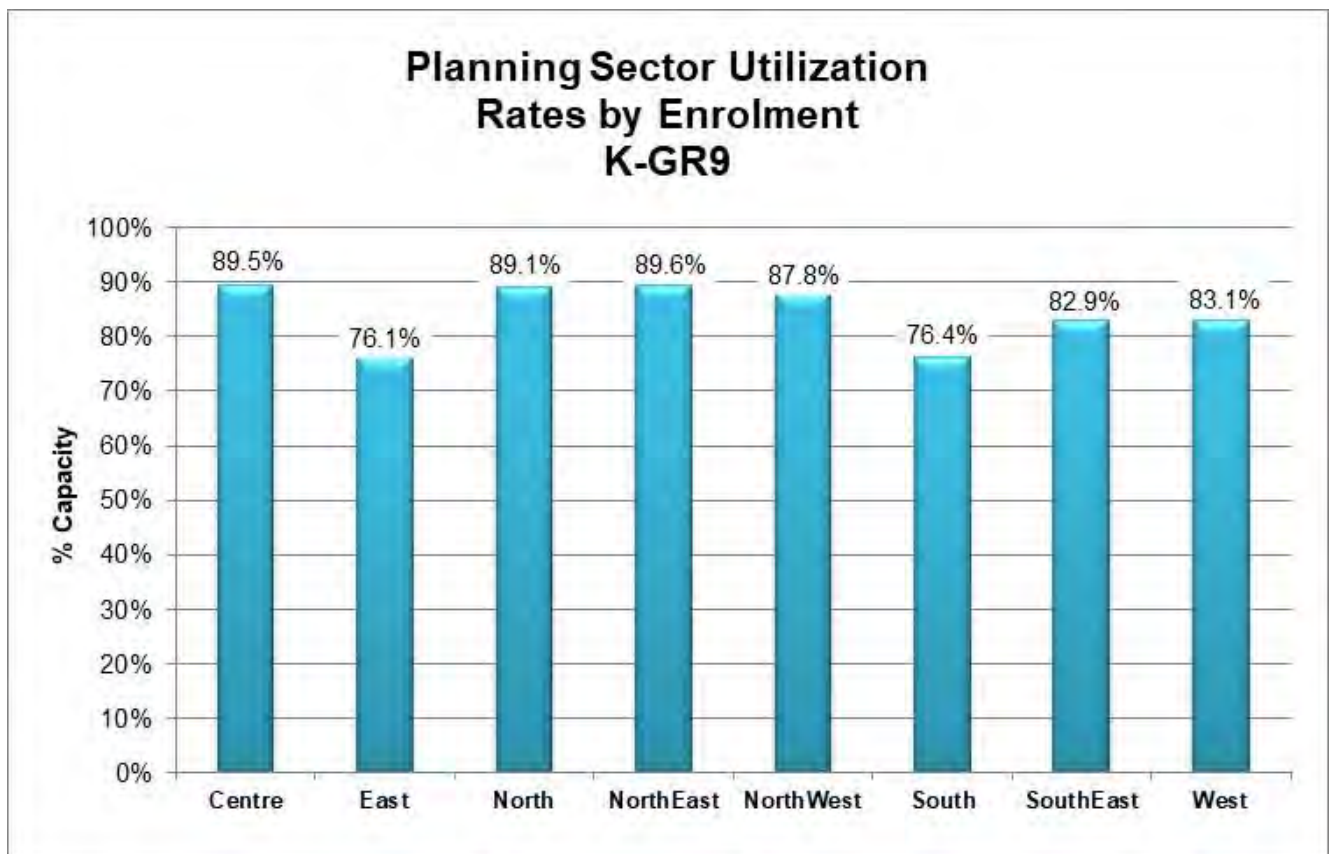


Table 4: Capacity by Enrolment for Senior High (%)

Senior High (GR10-12) Students by Enrolment 2022-2023			
Planning Sector	Senior High Students	Senior High Capacity	% Utilization
Centre	8,149	9,195	88.6%
East	2,257	2,593	87.0%
North	1,764	1,503	117.4%
NorthEast	3,614	3,534	102.3%
NorthWest	5,476	5,272	103.9%
South	7,127	8,013	88.9%
SouthEast	1,757	1,766	99.5%
West	3,424	3,727	91.9%
Total	33,568	35,603	94.3%

Notes:

- Student numbers are based on ArcView data as of September 29, 2022
- Capacity per the Government of Alberta's Utilization Rate Formula (assuming exemptions)

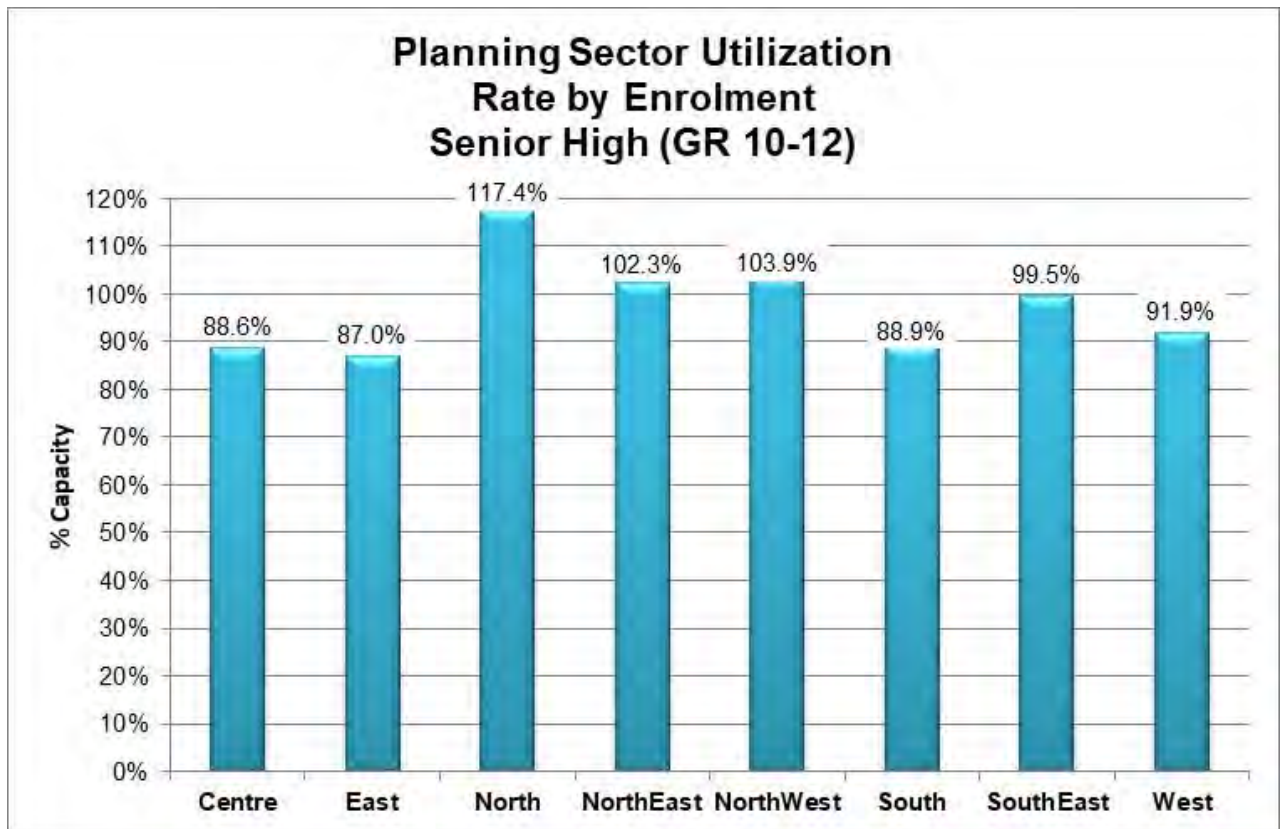


Table 5: Capacity by Residence for K-GR4 (%)

K-GR9 Students by Residence 2022-2023			
Planning Sector	K-GR4 Students	K-GR4 Capacity	% Utilization
Centre	5,429	6,975	77.8%
East	1,877	2,921	64.3%
North	6,968	6,540	106.5%
NorthEast	8,803	9,473	92.9%
NorthWest	5,801	9,143	63.4%
South	7,600	11,900	63.9%
SouthEast	5,937	6,530	90.9%
West	4,235	5,250	80.7%
Total	46,650	58,732	79.4%

Notes:

- Student numbers are based on ArcView data as of September 29, 2022 (K@FTE to Grade 9)
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)
- Under-utilized and over-utilized sectors are shown on **Map 7**

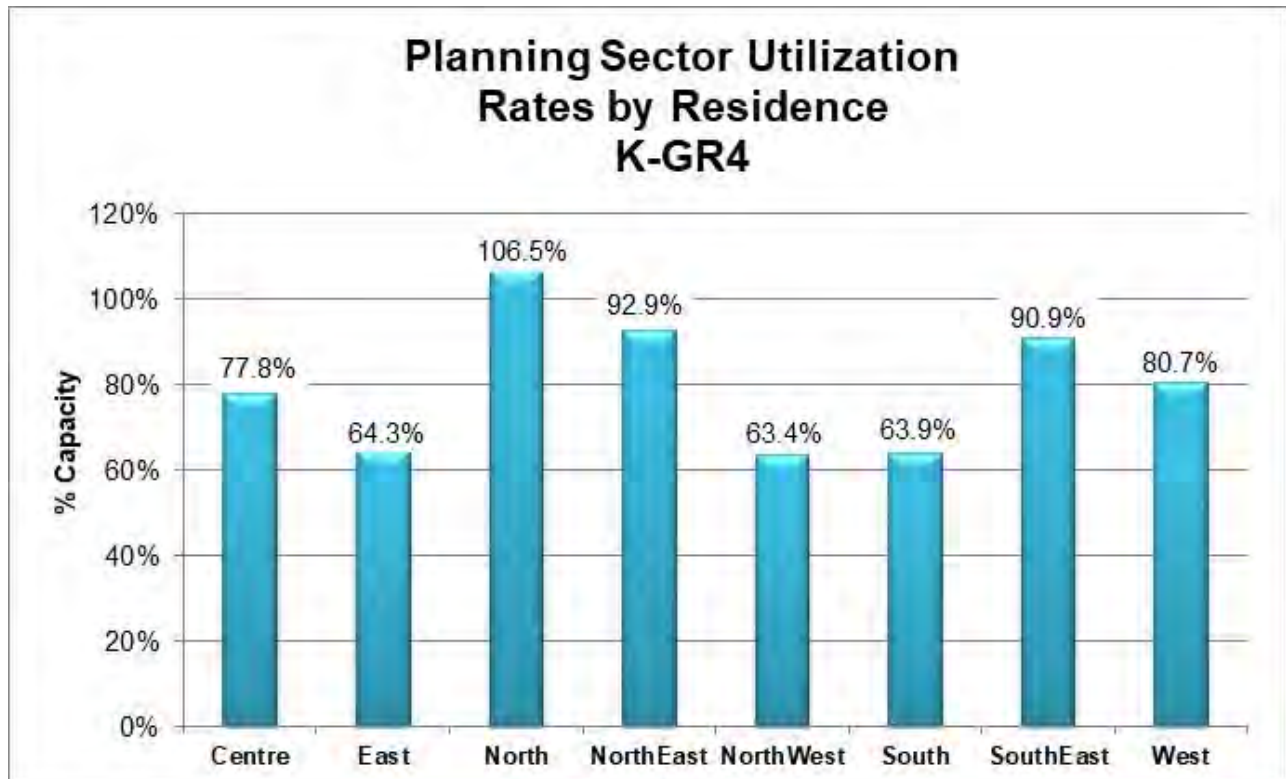


Table 6: Capacity by Residence for GR 5-9 (%)

K-GR9 Students by Residence 2022-2023			
Planning Sector	GR 5-9 Students	GR 5-9 Capacity	% Utilization
Centre	5,055	7,947	63.6%
East	2,205	3,170	69.6%
North	8,036	4,390	183.1%
NorthEast	9,901	10,128	97.8%
NorthWest	7,664	9,683	79.1%
South	8,984	13,101	68.6%
SouthEast	6,377	5,335	119.5%
West	5,026	5,868	85.7%
Total	53,248	59,622	89.3%

Notes:

- Student numbers are based on ArcView data as of September 29, 2022 (K@FTE to Grade 9)
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)
- Under-utilized and over-utilized are shown on **Map 8**

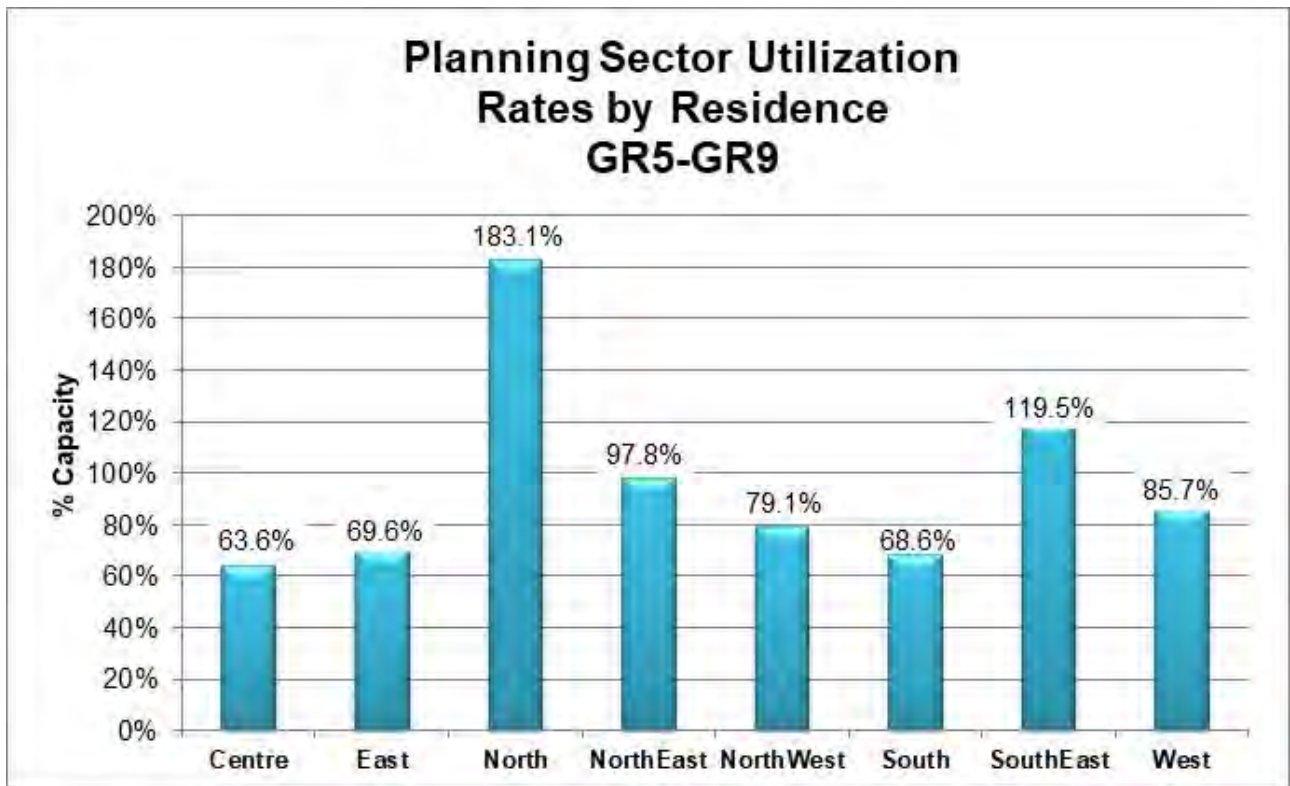


Table 7: Capacity by Residence for K-GR9 (%)

K-GR9 Students by Residence 2022-2023			
Planning Sector	Elementary/Junior High Students	Elementary/Junior High Capacity	% Utilization
Centre	10,484	14,922	70.3%
East	4,082	6,091	67.0%
North	15,004	10,930	137.3%
NorthEast	18,704	19,601	95.4%
NorthWest	13,465	18,826	71.5%
South	16,584	25,001	66.3%
SouthEast	12,314	11,865	103.8%
West	9,261	11,118	83.3%
Total	99,898	118,354	84.4%

Notes:

- Student numbers are based on ArcView data as at September 29, 2022 (K@FTE to Grade 9)
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)
- Under-utilized and over-utilized are shown on **Map 9**

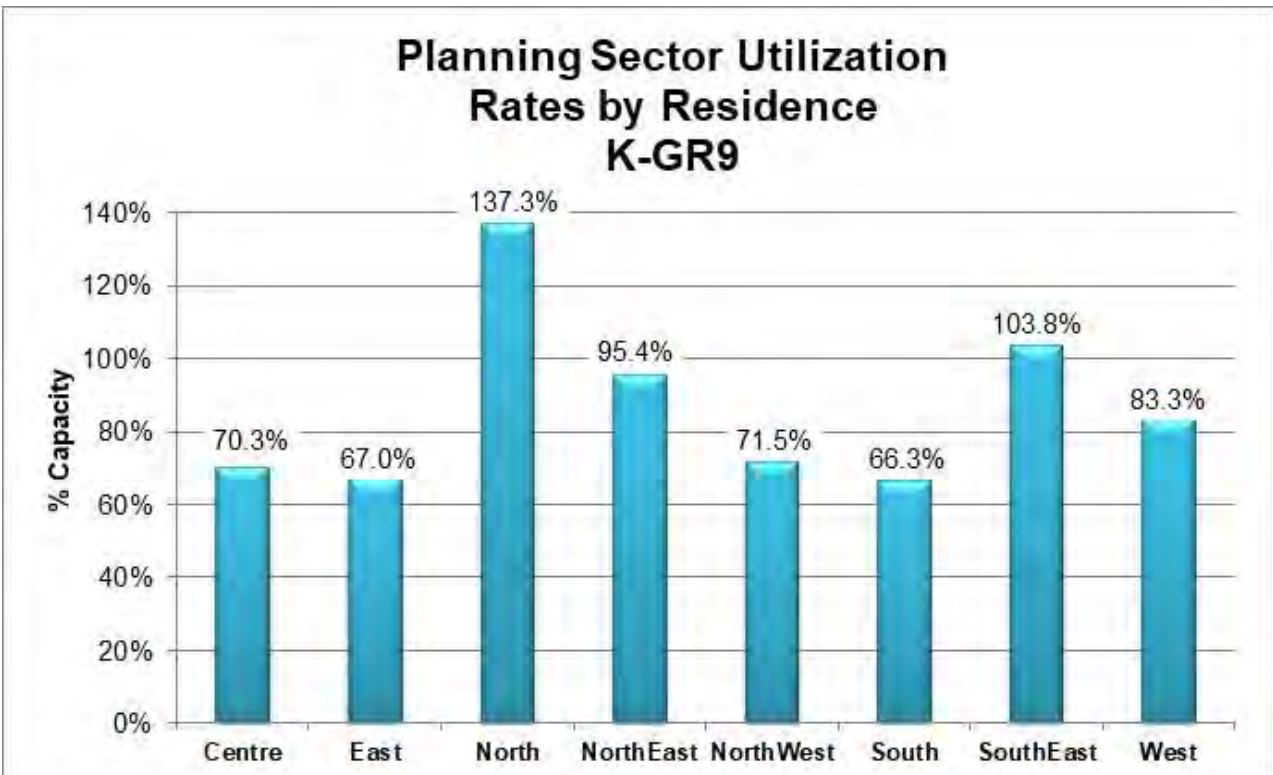
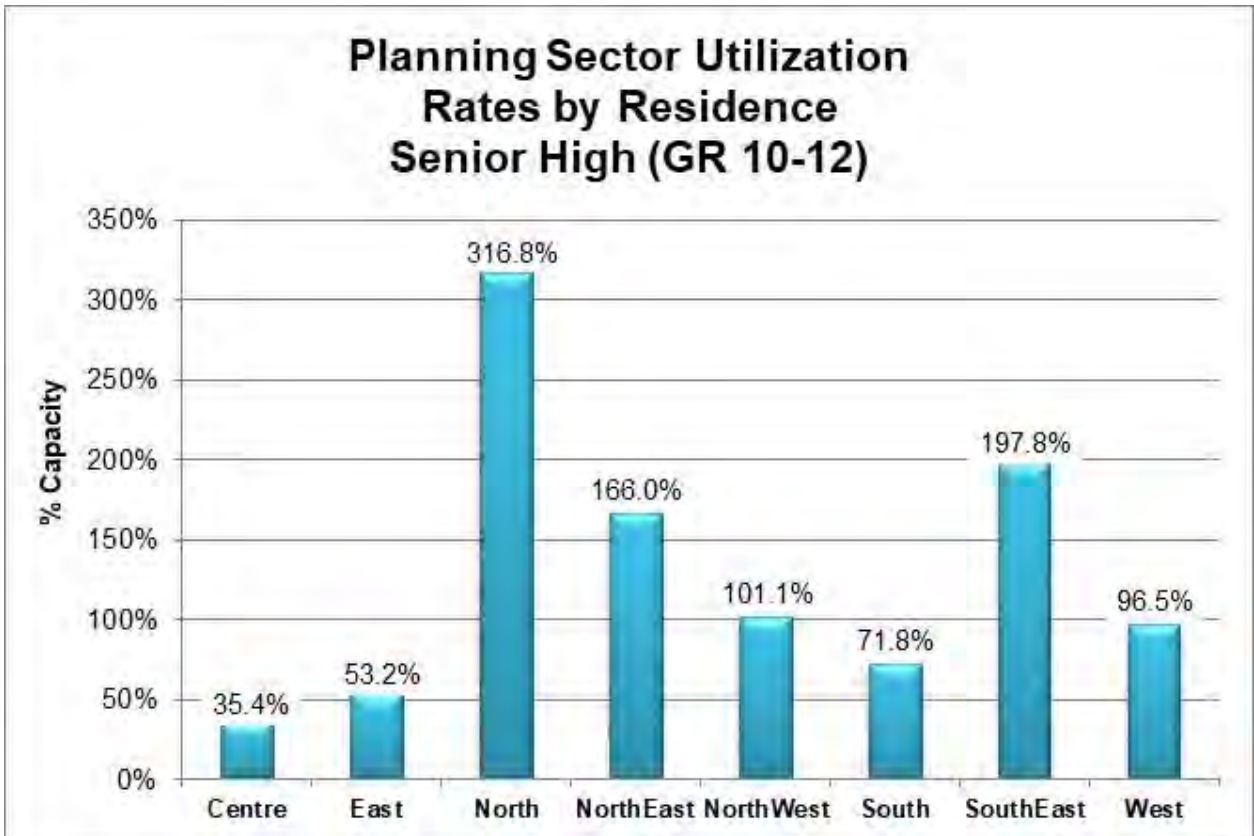


Table 8: Capacity by Residence for Senior High (%)

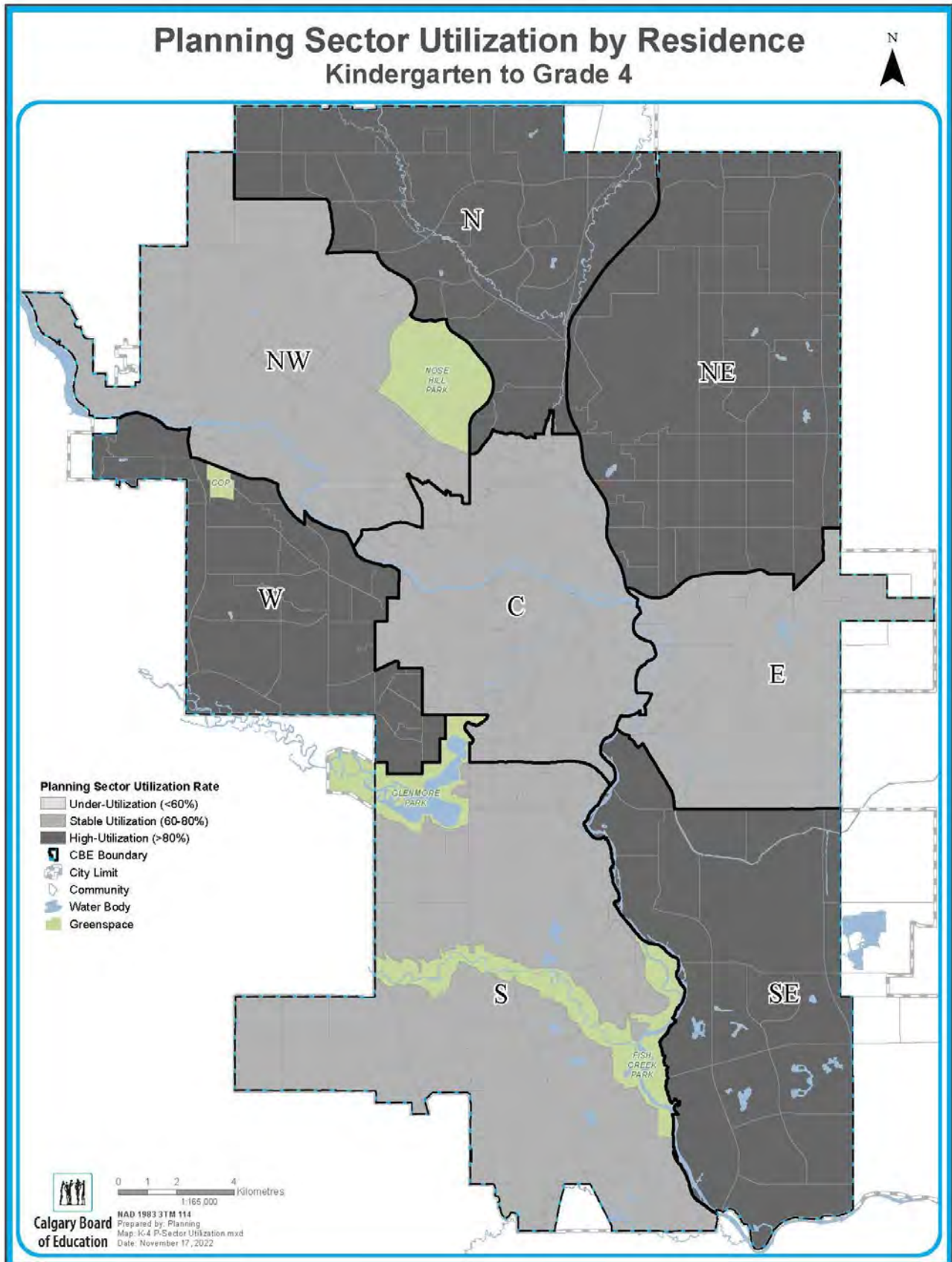
Senior High (GR10-12) Students by Residence 2022-2023			
Planning Sector	Senior High Students	Senior High Capacity	% Utilization
Centre	3,256	9,195	35.4%
East	1,379	2,593	53.2%
North	4,762	1,503	316.8%
NorthEast	5,866	3,534	166.0%
NorthWest	5,329	5,272	101.1%
South	5,751	8,013	71.8%
SouthEast	3,493	1,766	197.8%
West	3,596	3,727	96.5%
Total	33,432	35,603	93.9%

Notes:

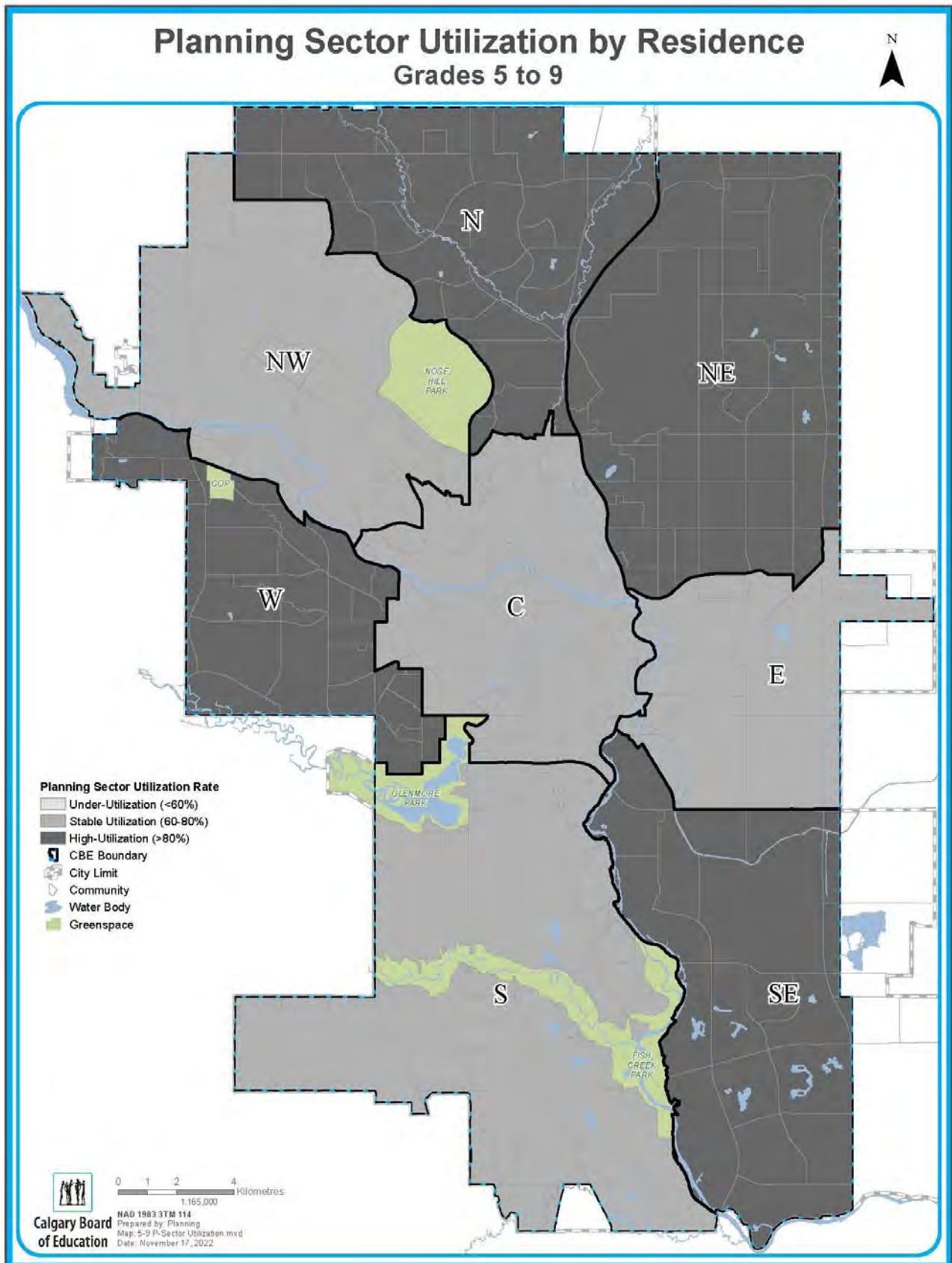
- Student numbers are based on ArcView data as at September 29, 2022
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)
- Under-utilized and over-utilized are shown on **Map 10**



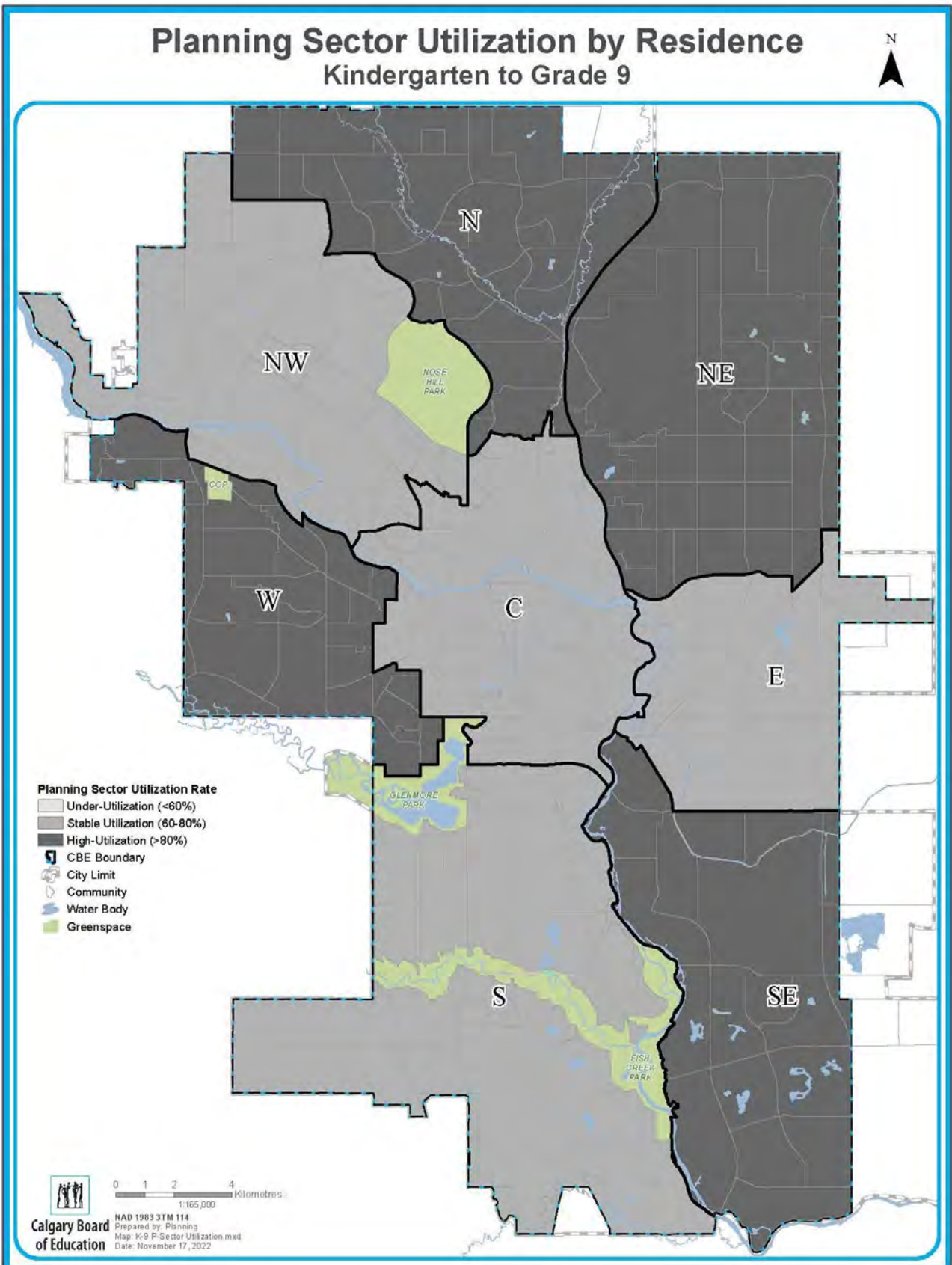
Map 7



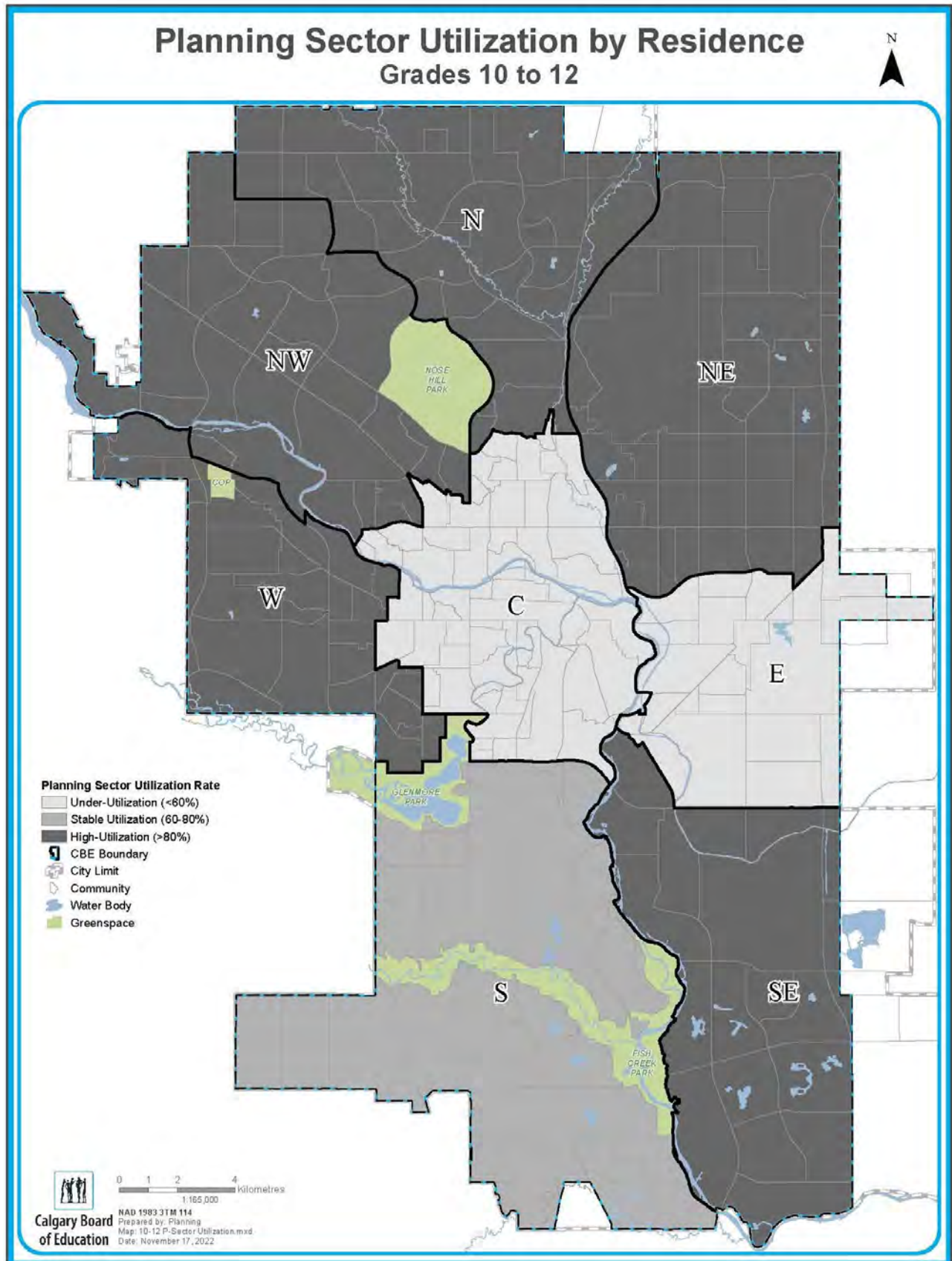
Map 8



Map 9



Map 10



APPENDIX II

Modernization Information

Rank	Modernization	Points	Planning Sector	Grade
1	Annie Gale School	51	Northeast	7-9
2	Crescent Heights High School	64	Centre	10-12
3	A.E. Cross School	48	West	7-9
4	Sir John A. Macdonald School	47	North	7-9
5	Annie Foote School	43	Northeast	K-6
6	Cedarbrae School	40	South	K-6
7	Altadore School	39	Centre	K-6
8	Janet Johnstone School	39	South	K-4
9	Ranchlands School	38	Northwest	K-6

**Major Modernization Ranking Points
2024-2027 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
Centre Planning Sector						
Altadore School	0	4	4	11	20	39
Crescent Heights HS	15	6	5	13	25	64
-	-	-	-	-	-	-
-	-	-	-	-	-	-
North Planning Sector						
Sir John A. Macdonald School	5	10	10	12	10	47
Northeast Planning Sector						
Annie Foote School	0	10	4	14	15	43
Annie Gale School	5	6	6	14	20	51
Northwest Planning Sector						
Ranchlands School	0	2	3	13	20	38
South Planning Sector						
Cedarbrae School	0	0	4	16	20	40
Janet Johnstone School	0	2	4	13	20	39
Southeast Planning Sector						
-	-	-	-	-	-	-
West Planning Sector						
A.E. Cross School	10	2	7	9	20	48

MAJOR MODERNIZATION RANKING CRITERIA

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

Community Ranking for New Schools

Rank	Community	Points	Planning Sector	Grade
1	Saddle Ridge Middle ^{(2)^}	1991	NE	5-9
2	Evanston Elementary ⁽²⁾	1800	N	K-4
3	Sage Hill/Kincora Middle	1435	N	5-9
4	Redstone Elementary	1428	NE	K-4
5	Mahogany Middle	1385	SE	5-9
6	Sage Hill Elementary	1361	N	K-4
7	Nolan Hill Elementary	1327	N	K-4
8	Sherwood/Nolan Hill Middle	1256	N	5-9
9	Cityscape/Redstone Middle	1220	NE	5-9
10	Walden Elementary	1153	S	K-4
11	Kincora Elementary	815	N	K-4
12	Aspen Woods Middle	807	W	5-9
13	Livingston Elementary	785	N	K-4
14	Cougar Ridge Elementary	747	W	K-4
15	Cornerstone Middle	717	NE	5-9
16	Sherwood Elementary	691	N	K-4
17	Valley Ridge/Crestmont Elementary	650	W	K-4
18	Signal Hill Middle	615	W	5-9
19	Legacy Middle	613	S	5-9
20	Country Hills Elementary	341	N	K-4
21	Country Hills Middle	260	N	5-9

Notes:

- ⁽²⁾ Indicates second school of that type.
- [^] Site not ready, expected to be by the end of December 2025.
- 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 assessed through the points ranking criteria and will be retained at the top of the next year's list.

K-GR4 Statistics 2024-2027 Capital Submission

Community	Community Growth Profile (statistics)				Busing and Travel Time (statistics)			Existing K-GR4 School Awarded in Phases or Design Only School Approved
	2021 CRA data Ages 1-5	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	
East Planning Sector								
-	-	-	-	-	-	-	-	-
North Planning Sector								
Country Hills**	200	101	21	7	14	6	no	no
*Evanston ⁽²⁾	*1182	*398	21	18	36	14	yes	yes
Kincora	460	285	21	12	23	5	no	no
Livingston	485	190	21	8	36	15	no	no
Nolan Hill	865	362	21	14	33	14	no	no
Sage Hill	835	406	21	10	22	9	yes	no
Sherwood	425	206	21	10	16	7	no	no
Northeast Planning Sector								
Redstone	955	353	23	17	25	21	no	no
Northwest Planning Sector								
-								
South Planning Sector								
Walden	760	323	21	11	17	11	no	no
Southeast Planning Sector								
-								
West Planning Sector								
Cougar Ridge	415	302	4	14	9	2	no	no
Valley Ridge/Crestmont	395	205	4	8	29	6	no	no

Notes:

1. Canada Revenue Agency data, ages 1-5, provided by Baragar Systems.
2. **Country Hills is a 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.
3. ⁽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 CRA data and K-GR4 enrolments.
4. Housing Units information from The City of Calgary "2019 Civic Census" and building permits issued for 2019-2021.
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).
6. Busing and Travel Time information as per Transportation Services.
7. 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 588 (current provincial capacity) from CRA data total (1770-588=1182) & K-GR4 total (986-588=398), as it would be their second elementary.

K-GR4 Ranking Points 2024-2027 Capital Submission

Community	Community Growth Profile (points)			Busing and Travel Time (points)		Existing K-GR4 School Awarded in Phases or Design Only School Approved	Total Points
	2021 CRA data Ages 1-5	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		
East Planning Sector							
-	-	-	-	-	-	-	-
North Planning Sector							
Country Hills**	200	101	40	0	0	0	341
*Evanston ⁽²⁾	*1182	*398	60	60	50	50	1800
Kincora	460	285	50	20	0	0	815
Livingston	485	190	40	70	0	0	785
Nolan Hill	865	362	50	50	0	0	1327
Sage Hill	835	406	50	20	50	0	1361
Sherwood	425	206	50	10	0	0	691
Northeast Planning Sector							
Redstone	955	353	60	60	0	0	1428
Northwest Planning Sector							
-							
South Planning Sector							
Walden	760	323	50	20	0	0	1153
Southeast Planning Sector							
-							
West Planning Sector							
Cougar Ridge	415	302	30	0	0	0	747
Valley Ridge/Crestmont	395	205	20	30	0	0	650

Notes:

- 0 points in Community Growth Profile = 0 points in Busing and Travel Time.
- Canada Revenue Agency data, ages 1-5, provided by Baragar Systems.
- **Country Hills is a 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.
- Housing Units information from The City of Calgary "2019 Civic Census" and building permits issued for 2019-2021.
- ⁽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 CRA data 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 588 (current provincial capacity) from CRA data total (1770-588=1182) & K-GR4 total (986-588=398), as it would be their second elementary.

Middle/Junior (Grades 5-9) Statistics 2024-2027 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
East Planning Sector									
-	-	-	-	-	-	-	-	-	-
North Planning Sector									
Country Hills**	101	109	21	8	16	8	no	no	no
Sage Hill/Kincora	691	604	21	11	25	12	yes	no	no
Sherwood/Nolan Hill	568	618	21	13	21	8	no	no	no
Northeast Planning Sector									
Cityscape/Redstone	582	488	23	15	25	13	yes	no	no
Cornerstone	370	278	23	12	20	9	no	no	no
*Saddle Ridge ⁽²⁾ ^	1,341	*410	23	21	23	9	yes	yes	yes
Northwest Planning Sector									
-	-	-	-	-	-	-	-	-	-
South Planning Sector									
Legacy	300	213	21	6	35	14	no	no	no
Southeast Planning Sector									
Mahogany	728	517	22	9	10	4	yes	yes	no
West Planning Sector									
Aspen Woods	360	357	4	12	18	6	no	yes	no
**Signal Hill	382	**163	4	7	8	4	no	yes	no

Notes:

1. Housing information from The City of Calgary "2019 Civic Census" and building permits issued for 2019- 2021.
2. **Country Hills is a 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.
3. ⁽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.
4. ^ Site not ready, but anticipated to be in 2-3 years.
5. 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).
6. Busing and Travel Time information as per Transportation Services.
7. 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 (1,367-957=410) total, as it would be their second middle.

**Signal Hill – deducted 199 (current provincial capacity is 687, GR5-6=29% of capacity) from GR5-9 (362-199=163) total, as Battalion Park School is K-6.

Middle/Junior (Grades 5-9) Ranking Points 2024-2027 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	
East Planning Sector								
-	-	-	-	-	-	-	-	-
North Planning Sector								
Country Hills**	101	109	40	10	0	0	0	260
Sage Hill/Kincora	691	604	50	40	50	0	0	1,435
Sherwood/Nolan Hill	568	618	50	20	0	0	0	1,256
Northeast Planning Sector								
Cityscape/Redstone	582	488	60	40	50	0	0	1,220
Cornerstone	370	277	50	20	0	0	0	717
*Saddle Ridge ^{(2)^}	1,341	*410	70	20	50	50	50	1,991
Northwest Planning Sector								
-	-	-	-	-	-	-	-	-
South Planning Sector								
Legacy	300	213	40	60	0	0	0	613
Southeast Planning Sector								
Mahogany	728	517	40	0	50	50	0	1,385
West Planning Sector								
Aspen Woods	360	357	30	10	0	50	0	807
**Signal Hill	382	**163	20	0	0	50	0	615

Notes:

- 0 points in Community Growth Profile = 0 points in Busing and Travel Time.
- **Country Hills is a 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.
- ⁽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.
- [^] Site not ready, but anticipated to be in 2-3 years.
- 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.

*Saddle Ridge⁽²⁾ – deducted 957 (current provincial capacity) from GR5-9 (1,367-957=410) total, as it would be their second middle.

**Signal Hill – deducted 199 (current provincial capacity is 687, GR5-6=29% of capacity) from GR5-9 (362-199=163) total, as Battalion Park School is K-6.

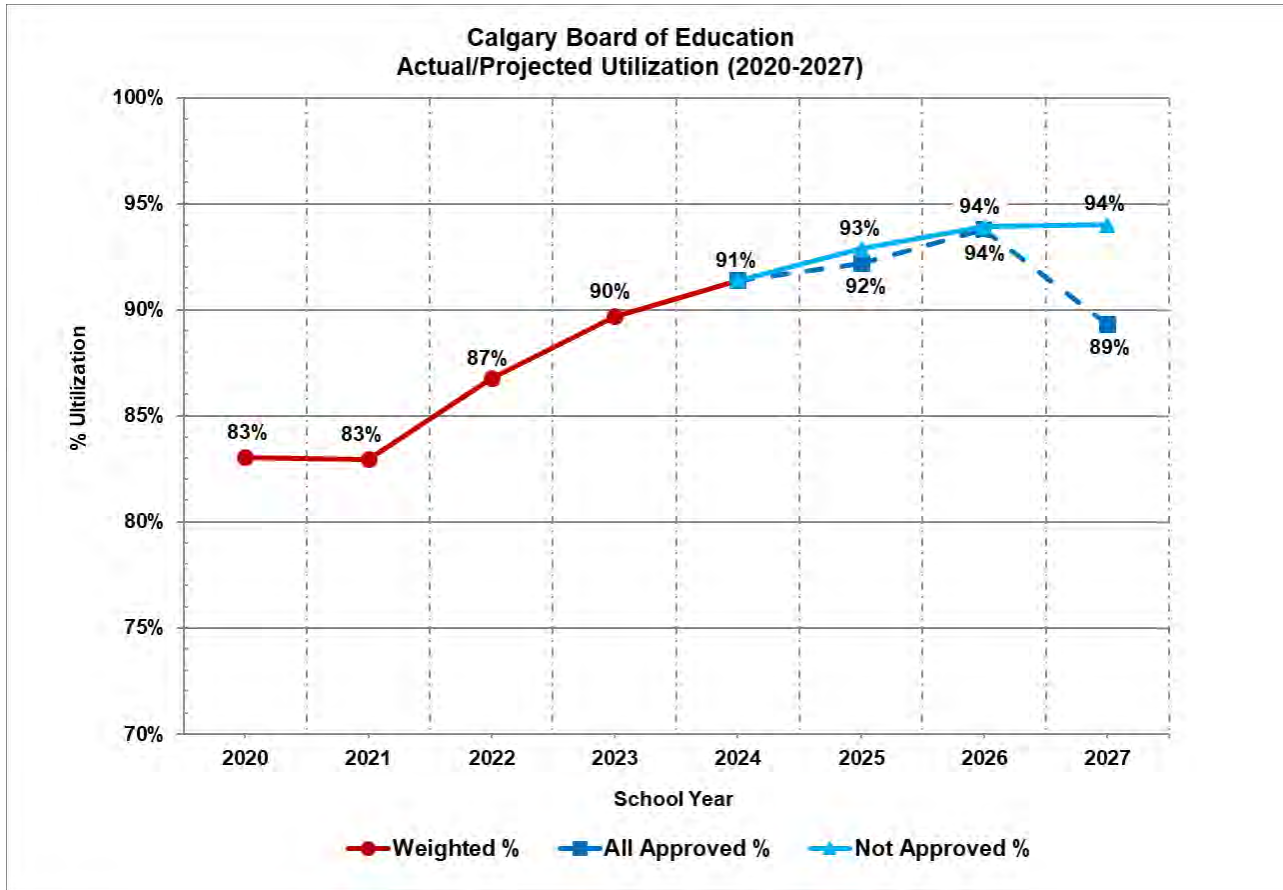
CBE Point Assignments

Kindergarten - Grade 4						
Canada Revenue Agency (Age 1-5)						
Canada Revenue Agency Data (Ages 1-5)*					Actual Value	
<i>* Provided by Baragar Systems</i>						
Current K-GR4 Enrolment						
Current K-GR4 Enrolment - September 29, 2022 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 29, 2022 enrolment					Actual Value	
GR5-9 Enrolment						
Current GR5-9 Enrolment - September 30, 2022 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



Note: All Approved assumes all new school requests in the 2024-2027 Plan are approved.

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
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.

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.

Alberta Education/Alberta Infrastructure School Capital Funding Definitions

Full Construction	funding activities include construction and post-occupancy review.
Design	funding activities include the preparation of construction tender documents such as drawings and specifications.
Planning	funding activities include site analysis and scope development activities.
Pre-Planning	funding allows a conceptual project to define scope elements, programming priorities and includes activities such as community engagement.

**report to
Board of Trustees**

Three-Year School Capital Plan 2024-2027

Date | March 21, 2023

Meeting Type | Regular Meeting, Public Agenda

To | Board of Trustees

From | Christopher Usih,
Chief Superintendent of Schools

Purpose | Decision

Originator | Dany Breton, Superintendent, Facilities and Environmental Services

Governance Policy
Reference | Operational Expectations
OE-5: Financial Planning
OE-6: Asset Protection
OE-7: Communication With and Support for the Board
OE-8: Communicating and Engaging with the Public
OE-9: Facilities

Resource Person(s) | Catherine Ford, Director, Planning
Trevor Fenton, Director, Facility Projects
Natalie Campbell, Manager, Planning
Peter Jeffrey, Manager, Infrastructure Asset Management

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the Three-Year School Capital Plan 2024-2027 as provided in the report, and authorizes its submission to Alberta Education.



2 | Issue

Alberta Education requires that school jurisdictions submit a three-year school capital plan on an annual basis. The deadline for the submission of this year's Three-Year School Capital Plan 2024-2027 to the Ministry is April 1, 2023.

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

New modular classroom requests, modular moves, and modular disposition are requested through a separate submission process. The Board of Trustees approved the last submission on October 25, 2022.

3 | Background

School jurisdictions are required to review their needs for new space and substantiate their applications annually. Capital projects are reviewed and prioritized by Alberta Education, and then subjected to the government's Capital Planning Prioritization Process that includes consideration by the Treasury Board.

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

Eligibility Criteria

To be considered for prioritization, the CBE uses several eligibility criteria applied from elementary through to high school. The eligibility criteria are as follows:

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. For middle/junior high schools, adjacent municipal communities may be combined if they do not exceed the combined projected population threshold of approximately 24,000 people. In the case of high schools, adjacent municipal communities are always combined to attain a 50,000 to 60,000 community population threshold.

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.

Site Availability and Readiness: High school sites require larger land parcels that will service multiple communities. As such, land necessary for these sites is acquired under the Joint Use and Planning Agreement (JUPA), an Agreement between the City of Calgary (the City), Calgary Board of Education (CBE), Calgary Catholic School District (CCSD), and Southern Francophone Education Region (FrancoSud). These sites are 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. Accordingly, new high school priorities are only considered where a site is available (Attachment I, p. 30, Map 4).

Moreover, irrespective of the grade configuration of a school, if a site has not been developed/serviced to the level required for new school construction to commence within a 12-month timeframe, the school will not be ranked as a priority on the Three-Year School Capital Plan. However, if a site is expected to be ready for school construction in a 2-3 year period, it may be submitted in a staged request: design funding in one year and construction funding in another year. Site readiness is reviewed and assessed on an annual basis.

Ranking Criteria

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

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

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

- City of Calgary Civic Census (August 2019);
- Canada Revenue Agency aggregated age data (2022), provided by Baragar Systems;
- School Enrolment (September 29, 2022);
- School Bus Transportation Times (Fall 2022);
- The City of Calgary Suburban Residential Growth 2022-2026 (November 2022); and
- Calgary & Region Economic Outlook 2022-2027 (Fall 2022).

The CBE's point assessment process is used for schools that offer programming from kindergarten to Grade 9, and does not apply in certain circumstances where placement is required, including:

- 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; and
 - 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.

School major modernization projects provide for the renovation of whole or part of a school building for both present and future educational programs. As the

curriculum changes, older facilities may become unsuitable in their current configuration so the modernization aims to improve functional adequacy and suitability. In accordance with provincial guidelines, while school major modernization projects should not exceed 75 per cent of the school replacement value, other factors that are considered include: site suitability, enrolment pressures, operational efficiencies, community impacts, and ease of implementation.

A combined ranking list of new schools and major school modernizations, as requested by the Province, is presented in the Three-Year School Capital Plan 2024-2027.

The Three-Year School Capital Plan relies on several data sets and information sources that are reported using community and geographical groupings. A geographical reporting and analysis of data is required to understand where population and student enrolment growth will occur in the future. Beginning with the *School Capital Plan 2019-2022* the CBE has used City of Calgary planning sectors for capital planning purposes.

The CBE mission and values are used as an overarching umbrella for the development of the Three-Year School Capital Plan 2024-2027. The annual Three-Year School Capital Plan also supports the Education Plan 2021-2024 and is informed by the Ten Year Student Accommodation and Facilities Strategy.

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

More specifically, the CBE recognizes:

- Provincial approval and funding is required for new school construction in new and developing communities;
- Parents desire schools be close to home, especially for younger students;
- Increasing public interest in alternative programs; and
- Transition for students with minimal disruption to provide continuity of learning with consistent peer cohorts.

4 | Analysis

The CBE strives to maintain healthy school utilization rates. Well utilized schools contribute to supporting educational programming richness and variety, maintain flexibility within the system for sudden enrolment movement, all while balancing the financial obligations and sustainability of the system.

The new school and modernization requests reflect a three-year time horizon. With an aging portfolio of schools, the plan also emphasizes modernizations to ensure that older schools continue to meet the programming needs of students.

Overall, fifteen (15) new construction and modernization projects are identified on the 2024-2027 Capital Plan. There are six (6) new construction requests and nine (9) major modernization requests for existing facilities. The new school requests are for the following schools:

1. Year 1 - Evanston Elementary⁽²⁾, Cornerstone High School (Construction), Redstone Elementary and Saddle Ridge Middle⁽²⁾ (Design)
2. Year 2 - Saddle Ridge Middle⁽²⁾ (Construction) and Sage Hill/Kincora Middle
3. Year 3 - Mahogany Middle

The modernization requests are for the following schools over three years:

1. Year 1 – Annie Gale, Crescent Heights High, A.E. Cross, and Sir John A. Macdonald
2. Year 2 – Annie Foote, Altadore and Cedarbrae
3. Year 3 – Janet Johnstone and Ranchlands

The 2023-2026 Capital Plan included a modernization request for Queen Elizabeth School. This school was removed from this year's list of modernization requests due to recent Infrastructure Maintenance Renewal (IMR) and Capital Maintenance and Renewal (CMR) investments that were required in that school to maintain a safe and welcoming environment, that ultimately reduced the score for this school.

Although the requests in the Three-Year School Capital Plan are presented over three years, the Capital Plan is updated and submitted annually. This provides an opportunity for the expansion or contraction of the list to reflect changes in annual enrolment projections.

The Saddle Ridge Middle School new school project is listed as distinct design and construction funding requests, as while there is an enrolment need, the site is not currently construction ready. The school site is not expected to be fully serviced and construction ready before December 31, 2025. In an attempt to expedite completion of this school once the site is ready, design funding is being requested ahead of construction funding, such that the design phase can be completed prior to achieving site readiness.

Key information given in the Three-Year School Capital Plan 2024-2027 includes:

- The City's actual, estimated, and projected populations for the period 2017 to 2027, shown on page 1.
- Actual/projected CBE school enrolments for the period 2022 to 2027, shown on page 3.
- New School Construction priorities, shown in Table 1 on page 32.
- Major Modernizations priorities, shown in Table 2 on page 32.

- The combined capital priorities list for both “New School Construction” and “Major Modernization” requests, which the Province requires in the Three-Year Capital Plan, shown in Table 3 on page 33.
- The full list of communities assessed through the points ranking criteria, shown in Appendix III on page 71.
- Details of the point assignments for potential new schools, shown in Appendix III on pages 72-77.
- Details of the point assignments for potential modernizations, shown in Appendix II on pages 69-70.

5 | Financial Impact

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

Individual project applications are submitted through the Web Application Program, following the Board’s approval of the Three-Year School Capital Plan 2024-2027.

The CBE supplements the allocated Alberta Education new school construction grant funding through board-approved capital reserves for new schools. The average additional funding required from the CBE for new schools is approximately:

- \$2.0 - \$2.5 million for elementary schools;
- \$2.5 - \$3.5 million for middle and K-9 schools; and
- \$8.0 - \$9.0 million for high schools.

These additional funds primarily cover costs associated with human resources (principals, etc.), technology, and learning resources at the school level. Career and Technology Studies (CTS) at the High School level are typically further supplemented depending on the studies the school will be providing.

In addition to the abovementioned one-time capital costs, the recurring annual operating costs for new schools are:

- Elementary Schools: \$250,000;
- Middle Schools: \$400,000; and
- High Schools: \$950,000.

The CBE also supplements the allocated Alberta Education modernization grant through Board-approved capital reserves or IMR/CMR. Funding varies more significantly based on modernization scopes of work; however, it is projected to reflect the following:

- \$250,000-\$500,000 for elementary schools;
- \$500,000-\$750,000 for middle and K-9 schools; and

- \$750,000-\$1.25 million for high schools.

Similar to new school funding, these additional funds primarily cover costs associated with human resources, technology, and supplemental costs for Career and Technology programming at the middle and high school grades.

6 | Implementation Consequences

Over the past decade, Calgary has experienced varying levels of population growth. Since 2017, Calgary's population growth has averaged an estimated 19,400 persons per year.

The population grew from an estimated 1,321,300 in 2021 to an estimated population of 1,343,500 in 2022 (Calgary and Region Economic Outlook 2022-2027 (Fall 2022)), an increase of 22,200 (1.7 per cent). The population growth consisted of an estimated natural increase of 8,600 people and a net migration of 13,700 people (Calgary and Region Economic Outlook 2022-2027 (Fall 2022)).

In the *Calgary & Region Economic Outlook 2022-2027 (Fall 2022)*, the City is forecasting that the population of Calgary will reach 1,454,400 by 2027, an increase of 110,900 people over the next five years. This five-year forecast is an increase from the previous five-year forecast.

While the City's population projections are not a direct factor in CBE enrolment projections, they do provide context for comparison. Additionally, 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 131,215 students is forecast to increase to 144,206 students by 2027. A total increase of 12,991 students is projected, averaging approximately 2,598 additional students annually. These enrolment projections assume a strong level of enrolment growth in the future. Of note, enrolment in kindergarten to Grade 3 is projected to decrease over the next five years, while enrolment increases are projected for Grades 4-12.

Even with the opening of over two dozen new schools since the 2016-17 school year, the CBE still requires new schools to be built in the communities where students are living. The current system utilization rate is 87 per cent based on September 29, 2022 enrolment data.

The City's most recent Suburban Residential Growth 2022-2026 document allocates population growth to eight (8) city planning sectors. This information provides the CBE with context for where student population growth is expected in the future. The largest population growth projected over the next five years involves the Northeast, Southeast, North, and South sectors.

As illustrated in Appendix I of the Capital Plan, student capacity by planning sector varies widely. In the North Sector, for example (page 63), the utilization rate for kindergarten to Grade 9 students by residence is 137 per cent, compared to 66

per cent in the South Sector. A consequence of this disparity requires transportation of students residing within sectors with high utilization rates to other sectors with lower utilization rates.

A similar situation exists with senior high school students. For example, the number of senior high students by residence in the North Sector (page 64) is 317 per cent of its high school capacity, compared to 35 per cent of the high school capacity in the Centre Sector where five senior high schools are located. The utilization rate, by residence, in the Centre Sector indicates that there is excess space within the sector. Although there is space, schools in the Centre Sector are not located close to the growing communities in the North Sector where student enrolment is increasing and the utilization rate by residence far exceeds the Sector capacity. This will change with the opening of the North High School that is currently under construction, adding new capacity to the North Sector.

The CBE's system utilization rate is projected to be 94 per cent by 2027-28 without the approval of any additional new schools. If all new schools requested in the 2024-2027 Capital Plan are approved, the system utilization rate is projected to be 89 per cent for the 2027-2028 school year (Appendix IV). Approval of the new school projects identified in the Capital Plan will ensure timely accommodation of students close to their homes. This will still require concurrent student accommodation initiatives within existing schools to balance enrolment resulting from new school openings and demographic changes/imbances within the City.

Modernization priorities that have been identified for the next three years reflect schools with high utilization and/or significant life cycle costs. These schools will continue to be prioritized based on demographic requirements, life cycle costs, and educational program needs. Validation of immediate repairs for critical systems are being undertaken for all modernization projects on the Three-Year Capital Plan 2024-2027.

7 | Conclusion

The approval of the Three-Year School Capital Plan 2024-2027 provides the Provincial government with a comprehensive analysis of CBE school capital needs to support student learning.

CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Three-Year School Capital Plan 2024-2027

GLOSSARY –

Board: Board of Trustees

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

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

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

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