

MEDICINE HAT CATHOLIC BOARD OF EDUCATION

Three-year Capital Plan

2018-2021

March 2017

The Board of Trustees for Medicine Hat Catholic Board of Education adopted the 2017-2020 Capital Plan as presented on April 11, 2017.



This is the capital plan approved by the Board of Trustees for the 2018-2021 Three-year Capital Plan.

Rank	School	Description
1	Modernization and Expansion of St. Michael's School (Medicine Hat)	<p>An expansion of the school is required to address future pressure in this area. The utilization of St. Michaels is currently 76%. There are limited options available for the addition of further modulars.</p> <p>This sector continues to be a growth sector and as Ranchlands Phase 4 starts development and Phase 2 and three continue to build the sector will experience high growth. The capacity of the elementary schools in the sector will be pressured and there is no capacity for growth despite the population forecasts.</p>
2	Modernization and Expansion of St. Patrick's School	<p>An expansion of the school is required to address significant pressures in this school and in the sector. Currently the utilization of the school is 75%. This utilization will increase to 82% with the removal of the two modulars to St. John Paul II School at the end of 2016-17 assuming the enrollment remains static.</p> <p>The boundaries related to St. John Paul II school will be established throughout 2017-18 for implementation in 2018-19. The structure of the boundaries will impact the utilization.</p> <p>Gym space and washroom space are problematic an expansion would address these issues.</p> <p>This sector will continue to experience growth pressures as home building continues however some pressure can be relieved with appropriate boundaries.</p>
3	Modernization and Expansion of Mother Teresa	<p>The school currently has a utilization of 82%. We are seeing enrollment growth in this area as the neighborhood undergoes a demographic rebound in young families. We expect continued growth in this mature zone which will pressure the school on capacity.</p> <p>Some pressure will be relieved when St. John Paul II</p>

Rank	School	Description
		School is operational.
4	Notre Dame Academy - Modernization and small Expansion if St. Patrick's expansion not approved	Functional Modernization to address CTS deficiencies in the school.
5	St. Francis	Continued growth in the north (Sector 1) will place pressure on the current size. A Functional Modernization with some expansion will be required and supported with Modulares
6	St. Thomas Modernization	Functional Modernization. Facility audit indicates there is significant work required within the school (FCI > 50%). With the impending demolition of the modulares and the replacement with one modular, the FCI is expected to reduce to approximately 19%.
7	St. Mary's	Assess opportunities for the future. The school has capacity currently and into the future and may need to consider rezoning.
8	St. Louis	Assess opportunities for the future. The school has capacity and consideration for rezoning may need to be considered.

Advantages

Project 1

Modernization and Expansion of St. Michael's School

An expansion of the school is required to address pressure in this area. The utilization of St. Michaels is currently 76% and this is after three modulars were constructed over the past recent years. There is little room for further expansion with the use of modulars without significant adjustments.

This sector continues to be a growth sector and as Ranchlands Phase 4 starts development and Phase 2 and three continue to build the sector will experience high growth. The capacity of the elementary schools in the sector will be pressured and there is limited capacity for growth despite the population forecasts.

Criteria

1. **Access to Services** – Will the project provide or enhance access to services within a community or region?

This project will provide for better access to services to the residents in the north of Medicine Hat as well as Redcliff and the rural areas. The School will provide 21st Century learning in an inclusive environment. There would be opportunities for wrap around services to other government and NFP agencies providing services to students.

Enhanced gym space would provide the community with opportunities for engaging in physical leisure and activity allowing for a better sense of community.

The school has a fine arts focus which could be incorporated to community access after-hours.

The maintenance of before and after school case programing and space would further provide the community with better opportunities for child care.

The modernization would provide enhanced opportunities for day care space and preschool space for working families and for children with developmental disabilities.

2. **Condition of Existing Asset** – Is the infrastructure in Good (<15% Facility Condition Index), Fair (15% to 40% Facility Condition Index) or Poor (>40% Facility Condition Index) condition?

The FCR is rated Fair at 15.79% which is testament to the stewardship Medicine Hat Catholic takes in maintaining school facilities. Readers must remember the FCR only takes into account restoring facilities to the original condition, not what is needed for modern learning environments. The construction years of the original section was 1965 with addition added on in 1967 and 2000.

The FCR is based on the 2011 audit. The government has not indicated when the new audit is expected however they have been done in 5 year increments previously/

3. **Economic Impact: Stimulate economic activity** – Includes the project's ability to stimulate economic activity through direct and indirect job creation in the short term (i.e. within the next fiscal year)

Modernization and expansion of the facility would generate new jobs in the community for an extended period and would stimulate economic recovery.

Cost is expected to be \$4.5 million for the modernization

4. **Economic Impact: Foster economic development** – Includes the project's ability to assist in creating a competitive business climate, reduced operating costs for business, ability to support a new market or the ability to foster growth in priority value-added sectors.

The modernization would reduce operating costs for the plant operations. Efficient HVAC systems and lighting would ensure the school is providing a safe learning environment with clean air. Addition of solar panels would continue to offset the operating costs by reducing electrical costs by up to one-third. This would create opportunities for the local business to become more experienced with green energy and encourage the community to invest in new green technology which would further reduce investment costs

With the introduction of the carbon levy this would further reduce our energy costs.

5. **Environmental Impact** – Is the environment improved and/or protected? Are citizens protected from hazardous effects of substances in the environment?

The modernization would reduce our carbon footprint and would potentially reduce out pollution output. Development of recycling spaces would further encourage students and the community to engage in recycling efforts.

The modernization would address the abatement of asbestos in the school. As well we would abate Radon emissions.

6. **Federal/Provincial Legislation** – Will this address compliance issues with Federal/Provincial or Municipal legislation? What are the consequences of not implementing changes?

Ensuring the school is a welcoming place for all students is a priority. Disability access will be a priority for this school.

As well ensuring washrooms spaces and change room spaces for all genders are developed to be welcoming to all students and staff will be critical.

7. **Functionality** – Does the project address functional problems or deficiencies (e.g. poor physical layout, inefficient design that reduces operational effectiveness or efficiency) of an existing asset?

The gym size is limited in terms of space for gatherings. This works against full inclusion and does not enhance the sense of community. Having gathering space in the school will be important.

The locations of washrooms and the number of washrooms is a problem in the school that the modernization will address.

The lack of effective pull out space for wrap around services and for flexible programming is creating issues for the school.

8. **Health and Safety** – Are there risks to health and safety of the public or staff? Are they immediate or in the longer term?

The ability to effectively lock down the school is a concern that the modernization could address. While the school building is safe, the need to have programming in the halls is creating egress safety issues.

The presence of asbestos and potentially Radon would be creating health issues for staff which the modernization would need to confirm and address.

9. **Innovative Aspects of the Project** – What creative or unusual aspects of this project have been considered (e.g. multi-ministry collaboration, shared services, re-purposing of existing facility, new technology or heritage considerations)?

We are working with having sufficient pull out space for having wrap around services with Alberta Health Services and other community agencies. This could become a model for all schools. As well with having preschool and daycare being considered for the school would create a 'one-stop' location for parents and families. Integrating the gym into community needs would allow the school to be focal point of the community for all aspects including leisure.

There is also the opportunity to include after-hours programming in the school depending on the CTS aspects available within the school. Effective community engagement and collaboration would ensure the right design and programs are offered.

With the School having a Fine Arts focus there are many opportunities for examining community use of the school in non-traditional aspects. Development of Arts spaces could allow for an enriched community.

10. **Operating and Facility Costs** – Have "lights on" and future maintenance costs been considered and accounted for in this project? Does the project result in cost savings to government?

The reduction of utility costs through efficient HVAC systems and Solar Panels would see a reduction of at least one-third of the electrical costs of the school. This would reduce Plant Operation costs which can be redeployed directly into classroom needs.

11. **Project Impact** - What are the general benefits to the local community, region, and segment of the province or entire province? Are there risks in not implementing this project?

This project would be a significant impact to the community through job creation. It would be of benefit to the community has having a community school for students and a centre of focus for families.

12. **Social Impact** - Does the project provide access to government services to vulnerable groups and/or to all Albertans? Does it improve opportunities for citizens in need economically or in other positive aspects?

The project through effective wrap around services would provide opportunities for AHS to provide services directly to students with needs including developmentally disabilities. Other community agencies can be included to ensure efficient wrap around programming ensuring an inclusive education services.

Having opportunities for Day Care and for preschool would allow families to have a one-stop child care at a reasonable cost for their child allowing families to be employed.

Opportunities could be considered for flexible programming to allow for non-traditional child care hours.

13. **Utilization/Capacity** - Does the project meet target rate for usage relative to design capacity?

The utilization of the school is currently at 76%. However the washroom space and Gym Capacity as well as pull out space are at or below design capacity.

There is growth expected in the North of the city particularly with Ranchlands.

Project 2

Modernization and Expansion of St. Patrick's School

An expansion of the school is required to address significant pressures in this school and in the sector. Currently the utilization of the school is 75% . This can be expected to increase to 82% when the two modulars at St. Patrick's are transferred to St. John Paul II School. The sector utilization is currently 76%. Expansion of the school would address this pressure and allow for better programming allowing Notre Dame to become a Junior High School as opposed to a Middle School creating space for sufficient CTS programming.

Gym space and washroom space are problematic an expansion would address these issues.

This sector will continue to experience growth pressures as home building continues.

St. John Paul II School boundaries could be set to reduce pressure at this school.

Criteria

1. **Access to Services** – Will the project provide or enhance access to services within a community or region?

This project will provide for better access to services to the residents of Sector 5 in Medicine Hat. The School will provide 21st Century learning in an inclusive environment. There would be opportunities for wrap around services to other government and NFP agencies providing services to students.

Enhanced gym space would provide the community with opportunities for engaging in physical leisure and activity allowing for a better sense of community,

The maintenance of before and after school case programing and space would further provide the community with better opportunities for child care.

The modernization would provide enhanced opportunities for day care space and preschool space for working families and for children with developmental disabilities.

2. **Condition of Existing Asset** – Is the infrastructure in Good (<15% Facility Condition Index), Fair (15% to 40% Facility Condition Index) or Poor (>40% Facility Condition Index) condition?

The FCR is rated at 9.41% which is testament to the stewardship Medicine Hat Catholic takes in maintaining school facilities. Readers must remember the FCR only takes into account restoring facilities to the original condition, not what is needed for modern learning environments. The construction years of the original section was 1952 with additions added on in 1986.

The FCR is based on the 2011 audit. The government has not indicated when the new audit is expected however they have been done in 5 year increments previously/

3. **Economic Impact: Stimulate economic activity** – Includes the project's ability to stimulate economic activity through direct and indirect job creation in the short term (i.e. within the next fiscal year)

Modernization and expansion of the facility would generate new jobs in the community for an extended period and would stimulate economic recovery.

Investment into the construction is expected to be \$4.07 Million.

4. **Economic Impact: Foster economic development** – Includes the project's ability to assist in creating a competitive business climate, reduced operating costs for business, ability to support a new market or the ability to foster growth in priority value-added sectors.

The modernization would reduce operating costs for the plant operations. Efficient HVAC systems and lighting would ensure the school is providing a safe learning environment with clean air. Addition of solar panels would continue to offset the operating costs by reducing electrical costs by up to one-third. This would create opportunities for the local business to become more experienced with green energy and encourage the community to invest in new green technology which would further reduce investment costs

With the introduction of the carbon levy this would further reduce our energy costs.

5. **Environmental Impact** – Is the environment improved and/or protected? Are citizens protected from hazardous effects of substances in the environment?

The modernization would reduce our carbon footprint and would potentially reduce out pollution output. Development of recycling spaces would further encourage students and the community to engage in recycling efforts.

The modernization would address the abatement of asbestos in the school. As well we would abate Radon emissions.

6. **Federal/Provincial Legislation** – Will this address compliance issues with Federal/Provincial or Municipal legislation? What are the consequences of not implementing changes?

Ensuring the school is a welcoming place for all students is a priority. Disability access will be a priority for this school.

As well ensuring washrooms spaces and change room spaces for all genders are developed to be welcoming to all students and staff will be critical.

7. **Functionality** – Does the project address functional problems or deficiencies (e.g. poor physical layout, inefficient design that reduces operational effectiveness or efficiency) of an existing asset?

The school was not able to accommodate all students in the gym for gatherings. This works against full inclusion and does not enhance the sense of community. Having gathering space in the school will be important.

The locations of washrooms and the number of washrooms is a problem in the school that the modernization will address.

The lack of effective pull out space for wrap around services and for flexible programming is creating issues for the school. Specialized services are being held in the hall ways and this is creating issues for privacy and well as creating obstructing on escape routes.

8. **Health and Safety** – Are there risks to health and safety of the public or staff? Are they immediate or in the longer term?

The ability to effectively lock down the school is a concern that the modernization could address. While the school building is safe, the need to have programming in the halls is creating egress safety issues.

The presence of asbestos and potentially Radon would be creating health issues for staff which the modernization would need to confirm and address.

9. **Innovative Aspects of the Project** – What creative or unusual aspects of this project have been considered (e.g. multi-ministry collaboration, shared services, re-purposing of existing facility, new technology or heritage considerations)?

We are working with having sufficient pull out space for having wrap around services with Alberta Health Services and other community agencies. This could become a model for all schools. As well with having preschool and daycare being considered for the school would create a 'one-stop' location for parents and families. Integrating the gym into community needs would allow the school to be focal point of the community for all aspects including leisure.

There is also the opportunity to include after-hours programming in the school depending on the CTS aspects available within the school. Effective community engagement and collaboration would ensure the right design and programs are offered.

10. **Operating and Facility Costs** – Have "lights on" and future maintenance costs been considered and accounted for in this project? Does the project result in cost savings to government?

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11. **Project Impact** - What are the general benefits to the local community, region, and segment of the province or entire province? Are there risks in not implementing this project?

This project would be a significant impact to the community through job creation. It would be of benefit to the community has having a community school for students and a centre of focus for families.

12. **Social Impact** - Does the project provide access to government services to vulnerable groups and/or to all Albertans? Does it improve opportunities for citizens in need economically or in other positive aspects?

The project through effective wrap around services would provide opportunities for AHS to provide services directly to students with needs including developmentally disabilities. Other community agencies can be included to ensure efficient wrap around programming ensuring an inclusive education services.

Having opportunities for Day Care and for preschool would allow families to have a one-stop child care at a reasonable cost for their child allowing families to be employed.

Opportunities could be considered for flexible programming to allow for non-traditional child care hours.

13. **Utilization/Capacity** - Does the project meet target rate for usage relative to design capacity?

The utilization of the school is currently at 75%. However the washroom space and Gym Capacity as well as pull out space are at or below design capacity.

Project 2

Modernization and Expansion of St. Michael's School

An expansion of the school is required to address pressure in this area. The utilization of St. Michaels is currently 76% and this is after three modulars were constructed over the past recent years. There is little room for further expansion with the use of modulars without significant adjustments.

This sector continues to be a growth sector and as Ranchlands Phase 4 starts development and Phase 2 and three continue to build the sector will experience high growth. The capacity of the elementary schools in the sector will be pressured and there is limited capacity for growth despite the population forecasts.

Criteria

14. Access to Services – Will the project provide or enhance access to services within a community or region?

This project will provide for better access to services to the residents in the north of Medicine Hat as well as Redcliff and the rural areas. The School will provide 21st Century learning in an inclusive environment. There would be opportunities for wrap around services to other government and NFP agencies providing services to students.

Enhanced gym space would provide the community with opportunities for engaging in physical leisure and activity allowing for a better sense of community.

The school has a fine arts focus which could be incorporated to community access after-hours.

The maintenance of before and after school case programing and space would further provide the community with better opportunities for child care.

The modernization would provide enhanced opportunities for day care space and preschool space for working families and for children with developmental disabilities.

15. Condition of Existing Asset – Is the infrastructure in Good (<15% Facility Condition Index), Fair (15% to 40% Facility Condition Index) or Poor (>40% Facility Condition Index) condition?

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The FCR is based on the 2011 audit. The government has not indicated when the new audit is expected however they have been done in 5 year increments previously/

16. **Economic Impact: Stimulate economic activity** – Includes the project's ability to stimulate economic activity through direct and indirect job creation in the short term (i.e. within the next fiscal year)

Modernization and expansion of the facility would generate new jobs in the community for an extended period and would stimulate economic recovery.

Cost is expected to be \$4.5 million for the modernization

17. **Economic Impact: Foster economic development** – Includes the project's ability to assist in creating a competitive business climate, reduced operating costs for business, ability to support a new market or the ability to foster growth in priority value-added sectors.

The modernization would reduce operating costs for the plant operations. Efficient HVAC systems and lighting would ensure the school is providing a safe learning environment with clean air. Addition of solar panels would continue to offset the operating costs by reducing electrical costs by up to one-third. This would create opportunities for the local business to become more experienced with green energy and encourage the community to invest in new green technology which would further reduce investment costs

With the introduction of the carbon levy this would further reduce our energy costs.

18. **Environmental Impact** – Is the environment improved and/or protected? Are citizens protected from hazardous effects of substances in the environment?

The modernization would reduce our carbon footprint and would potentially reduce out pollution output. Development of recycling spaces would further encourage students and the community to engage in recycling efforts.

The modernization would address the abatement of asbestos in the school. As well we would abate Radon emissions.

19. **Federal/Provincial Legislation** – Will this address compliance issues with Federal/Provincial or Municipal legislation? What are the consequences of not implementing changes?

Ensuring the school is a welcoming place for all students is a priority. Disability access will be a priority for this school.

As well ensuring washrooms spaces and change room spaces for all genders are developed to be welcoming to all students and staff will be critical.

20. **Functionality** – Does the project address functional problems or deficiencies (e.g. poor physical layout, inefficient design that reduces operational effectiveness or efficiency) of an existing asset?

The gym size is limited in terms of space for gatherings. This works against full inclusion and does not enhance the sense of community. Having gathering space in the school will be important.

The locations of washrooms and the number of washrooms is a problem in the school that the modernization will address.

The lack of effective pull out space for wrap around services and for flexible programming is creating issues for the school.

21. **Health and Safety** – Are there risks to health and safety of the public or staff? Are they immediate or in the longer term?

The ability to effectively lock down the school is a concern that the modernization could address. While the school building is safe, the need to have programming in the halls is creating egress safety issues.

The presence of asbestos and potentially Radon would be creating health issues for staff which the modernization would need to confirm and address.

22. **Innovative Aspects of the Project** – What creative or unusual aspects of this project have been considered (e.g. multi-ministry collaboration, shared services, re-purposing of existing facility, new technology or heritage considerations)?

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There is also the opportunity to include after-hours programming in the school depending on the CTS aspects available within the school. Effective community engagement and collaboration would ensure the right design and programs are offered.

With the School having a Fine Arts focus there are many opportunities for examining community use of the school in non-traditional aspects. Development of Arts spaces could allow for an enriched community.

23. **Operating and Facility Costs** – Have "lights on" and future maintenance costs been considered and accounted for in this project? Does the project result in cost savings to government?

The reduction of utility costs through efficient HVAC systems and Solar Panels would see a reduction of at least one-third of the electrical costs of the school. This would reduce Plant Operation costs which can be redeployed directly into classroom needs.

24. **Project Impact** - What are the general benefits to the local community, region, and segment of the province or entire province? Are there risks in not implementing this project?

This project would be a significant impact to the community through job creation. It would be of benefit to the community has having a community school for students and a centre of focus for families.

25. **Social Impact** - Does the project provide access to government services to vulnerable groups and/or to all Albertans? Does it improve opportunities for citizens in need economically or in other positive aspects?

The project through effective wrap around services would provide opportunities for AHS to provide services directly to students with needs including developmentally disabilities. Other community agencies can be included to ensure efficient wrap around programming ensuring an inclusive education services.

Having opportunities for Day Care and for preschool would allow families to have a one-stop child care at a reasonable cost for their child allowing families to be employed.

Opportunities could be considered for flexible programming to allow for non-traditional child care hours.

26. **Utilization/Capacity** - Does the project meet target rate for usage relative to design capacity?

The utilization of the school is currently at 76%. However the washroom space and Gym Capacity as well as pull out space are at or below design capacity.

There is growth expected in the North of the city particularly with Ranchlands.

Project 3

Modernization and Expansion of Mother Teresa School

The school currently has a utilization of 82%. We are seeing enrollment growth in this area as the neighborhood undergoes a demographic rebound in young families. We expect continued growth in this mature zone which will pressure the school on capacity. There could be some relieve on enrollment pressure with the boundaries for St. John Paul II School.

Criteria

1. **Access to Services** – Will the project provide or enhance access to services within a community or region?

This project will provide for better access to services to the residents in Medicine Hat. The School will provide 21st Century learning in an inclusive environment. There would be opportunities for wrap around services to other government and NFP agencies providing services to students.

The maintenance of before and after school case programing and space would further provide the community with better opportunities for child care.

The modernization would provide enhanced opportunities for day care space and preschool space for working families and for children with developmental disabilities.

2. **Condition of Existing Asset** – Is the infrastructure in Good (<15% Facility Condition Index), Fair (15% to 40% Facility Condition Index) or Poor (>40% Facility Condition Index) condition?

The FCR is rated at Good with 14.49% which is testament to the stewardship Medicine Hat Catholic takes in maintaining school facilities. Readers must remember the FCR only takes into account restoring facilities to the original condition, not what is needed for modern learning environments. The construction years of the original section was 1980 with modulars added on.

The FCR is based on the 2010 audit. The government has not indicated when the new audit is expected however they have been done in 5 year increments previously.

3. **Economic Impact: Stimulate economic activity** – Includes the project's ability to stimulate economic activity through direct and indirect job creation in the short term (i.e. within the next fiscal year)

Modernization and expansion of the facility would generate new jobs in the community for an extended period and would stimulate economic recovery.

Investment into the construction is expected to be \$5.9 Million.

4. **Economic Impact: Foster economic development** – Includes the project's ability to assist in creating a competitive business climate, reduced operating costs for

business, ability to support a new market or the ability to foster growth in priority value-added sectors.

The modernization would reduce operating costs for the plant operations. Efficient HVAC systems and lighting would ensure the school is providing a safe learning environment with clean air. Addition of solar panels would continue to offset the operating costs by reducing electrical costs by up to one-third. This would create opportunities for the local business to become more experienced with green energy and encourage the community to invest in new green technology which would further reduce investment costs

With the introduction of the carbon levy this would further reduce our energy costs.

5. **Environmental Impact** – Is the environment improved and/or protected? Are citizens protected from hazardous effects of substances in the environment?

The modernization would reduce our carbon footprint and would potentially reduce out pollution output. Development of recycling spaces would further encourage students and the community to engage in recycling efforts.

The modernization would address the abatement of asbestos in the school. As well we would abate Radon emissions.

6. **Federal/Provincial Legislation** – Will this address compliance issues with Federal/Provincial or Municipal legislation? What are the consequences of not implementing changes?

Ensuring the school is a welcoming place for all students is a priority. Disability access will be a priority for this school.

As well ensuring washrooms spaces and change room spaces for all genders are developed to be welcoming to all students and staff will be critical.

7. **Functionality** – Does the project address functional problems or deficiencies (e.g. poor physical layout, inefficient design that reduces operational effectiveness or efficiency) of an existing asset?

The school was not able to accommodate all students in the gym for gatherings. This works against full inclusion and does not enhance the sense of community. Having gathering space in the school will be important.

The locations of washrooms and the number of washrooms is a problem in the school that the modernization will address.

The lack of effective pull out space for wrap around services and for flexible programming is creating issues for the school. Specialized services are being held in the hall ways and this is creating issues for privacy and well as creating obstructing on escape routes.

8. **Health and Safety** – Are there risks to health and safety of the public or staff? Are they immediate or in the longer term?

The ability to effectively lock down the school is a concern that the modernization could address. While the school building is safe, the need to have programming in the halls is creating egress safety issues.

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9. **Innovative Aspects of the Project** – What creative or unusual aspects of this project have been considered (e.g. multi-ministry collaboration, shared services, re-purposing of existing facility, new technology or heritage considerations)?

We are working with having sufficient pull out space for having wrap around services with Alberta Health Services and other community agencies. This could become a model for all schools. As well with having preschool and daycare being considered for the school would create a 'one-stop' location for parents and families. Integrating the gym into community needs would allow the school to be focal point of the community for all aspects including leisure.

There is also the opportunity to include after-hours programming in the school depending on the CTS aspects available within the school. Effective community engagement and collaboration would ensure the right design and programs are offered.

10. **Operating and Facility Costs** – Have "lights on" and future maintenance costs been considered and accounted for in this project? Does the project result in cost savings to government?

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11. **Project Impact** - What are the general benefits to the local community, region, and segment of the province or entire province? Are there risks in not implementing this project?

This project would be a significant impact to the community through job creation. It would be of benefit to the community has having a community school for students and a centre of focus for families.

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The project through effective wrap around services would provide opportunities for AHS to provide services directly to students with needs including developmentally disabilities. Other community agencies can be included to ensure efficient wrap around programming ensuring an inclusive education services.

Having opportunities for Day Care and for preschool would allow families to have a one-stop child care at a reasonable cost for their child allowing families to be employed.

Opportunities could be considered for flexible programming to allow for non-traditional child care hours.

13. **Utilization/Capacity** - Does the project meet target rate for usage relative to design capacity?

The utilization of the school is currently at 82%.

Project 4

Modernization and Expansion of Notre Dame Academy

Functional Modernization to address CTS deficiencies in the school.

Criteria

1. **Access to Services** – Will the project provide or enhance access to services within a community or region?

This project will provide for better access to services to the residents in Medicine Hat. The School will provide 21st Century learning in an inclusive environment. There would be opportunities for wrap around services to other government and NFP agencies providing services to students.

2. **Condition of Existing Asset** – Is the infrastructure in Good (<15% Facility Condition Index), Fair (15% to 40% Facility Condition Index) or Poor (>40% Facility Condition Index) condition?

Alberta Education has not performed a facility audit on this school. The school is 14 years old and in good condition however additional programming is needed.

3. **Economic Impact: Stimulate economic activity** – Includes the project's ability to stimulate economic activity through direct and indirect job creation in the short term (i.e. within the next fiscal year)

Modernization and expansion of the facility would generate new jobs in the community for an extended period and would stimulate economic recovery.

Investment into the construction is expected to be \$4.0 Million.

4. **Economic Impact: Foster economic development** – Includes the project's ability to assist in creating a competitive business climate, reduced operating costs for business, ability to support a new market or the ability to foster growth in priority value-added sectors.

Addition of solar panels would continue to offset the operating costs by reducing electrical costs by up to one-third. This would create opportunities for the local business to become more experienced with green energy and encourage the community to invest in new green technology which would further reduce investment costs

With the introduction of the carbon levy this would further reduce our energy costs.

5. **Environmental Impact** – Is the environment improved and/or protected? Are citizens protected from hazardous effects of substances in the environment?

The modernization would reduce our carbon footprint and would potentially reduce out pollution output. Development of recycling spaces would further encourage students and the community to engage in recycling efforts.

The modernization would address the abatement of asbestos in the school. As well we would abate Radon emissions.

6. **Federal/Provincial Legislation** – Will this address compliance issues with Federal/Provincial or Municipal legislation? What are the consequences of not implementing changes?

Ensuring the school is a welcoming place for all students is a priority. Disability access will be a priority for this school.

As well ensuring washrooms spaces and change room spaces for all genders are developed to be welcoming to all students and staff will be critical.

7. **Functionality** – Does the project address functional problems or deficiencies (e.g. poor physical layout, inefficient design that reduces operational effectiveness or efficiency) of an existing asset?

The lack of effective pull out space for wrap around services and for flexible programming is creating issues for the school. Specialized services are being held in the hall ways and this is creating issues for privacy and well as creating obstructing on escape routes.

Creation of programing spaces for music and for CTS spaces would be needed. Gather space was sacrificed to create CTS program space.

8. **Health and Safety** – Are there risks to health and safety of the public or staff? Are they immediate or in the longer term?

The ability to effectively lock down the school is a concern that the modernization could address. While the school building is safe, the need to have programing in the halls is creating egress safety issues.

The potential presence of Radon could be creating health issues for staff which the modernization would need to confirm and address.

9. **Innovative Aspects of the Project** – What creative or unusual aspects of this project have been considered (e.g. multi-ministry collaboration, shared services, re-purposing of existing facility, new technology or heritage considerations)?

We are working with having sufficient pull out space for having wrap-around services with Alberta Health Services and other community agencies. This could become a model for all schools. Integrating the gym and other programming spaces into community needs would allow the school to be focal point of the community for all aspects including leisure.

There is also the opportunity to include after-hours programming in the school depending on the CTS aspects available within the school. Effective community engagement and collaboration would ensure the right design and programs are offered.

10. **Operating and Facility Costs** – Have “lights on” and future maintenance costs been considered and accounted for in this project? Does the project result in cost savings to government?

The reduction of utility costs through efficient Solar Panels would see a reduction of at least one-third of the electrical costs of the school. This would reduce Plant Operation costs which can be redeployed directly into classroom needs.

11. **Project Impact** - What are the general benefits to the local community, region, and segment of the province or entire province? Are there risks in not implementing this project?

This project would be a significant impact to the community through job creation. It would be of benefit to the community has having a community school for students and a centre of focus for families.

12. **Social Impact** - Does the project provide access to government services to vulnerable groups and/or to all Albertans? Does it improve opportunities for citizens in need economically or in other positive aspects?

The project through effective wrap around services would provide opportunities for AHS to provide services directly to students with needs including developmentally disabilities. Other community agencies can be included to ensure efficient wrap around programming ensuring an inclusive education services.

13. **Utilization/Capacity** - Does the project meet target rate for usage relative to design capacity?

The utilization of the school is currently at 77%.

Project 5

Modernization and Expansion of St. Francis School

Continued growth in the north (Sector 1) will place pressure on the current size. A Functional Modernization with some expansion will be required and supported with Modulares

Criteria

1. **Access to Services** – Will the project provide or enhance access to services within a community or region?

This project will provide for better access to services to the residents in Medicine Hat. The School will provide 21st Century learning in an inclusive environment. There would be opportunities for wrap around services to other government and NFP agencies providing services to students.

The maintenance of before and after school care programming and space would further provide the community with better opportunities for child care.

The modernization would provide enhanced opportunities for day care space and preschool space for working families and for children with developmental disabilities.

2. **Condition of Existing Asset** – Is the infrastructure in Good (<15% Facility Condition Index), Fair (15% to 40% Facility Condition Index) or Poor (>40% Facility Condition Index) condition?

The FCR is rated at Good with 14.51% which is testament to the stewardship Medicine Hat Catholic takes in maintaining school facilities. Readers must remember the FCR only takes into account restoring facilities to the original condition, not what is needed for modern learning environments. The construction years of the original section was 1963 with modulares added on.

The FCR is based on the 2011 audit. The government has not indicated when the new audit is expected however they have been done in 5 year increments previously.

3. **Economic Impact: Stimulate economic activity** – Includes the project's ability to stimulate economic activity through direct and indirect job creation in the short term (i.e. within the next fiscal year)

Modernization and expansion of the facility would generate new jobs in the community for an extended period and would stimulate economic recovery.

Investment into the construction is expected to be \$3.5 Million.

4. **Economic Impact: Foster economic development** – Includes the project's ability to assist in creating a competitive business climate, reduced operating costs for business, ability to support a new market or the ability to foster growth in priority value-added sectors.

The modernization would reduce operating costs for the plant operations. Efficient HVAC systems and lighting would ensure the school is providing a safe learning environment with clean air. Addition of solar panels would continue to offset the operating costs by reducing electrical costs by up to one-third. This would create opportunities for the local business to become more experienced with green energy and encourage the community to invest in new green technology which would further reduce investment costs

With the introduction of the carbon levy this would further reduce our energy costs.

5. **Environmental Impact** – Is the environment improved and/or protected? Are citizens protected from hazardous effects of substances in the environment?

The modernization would reduce our carbon footprint and would potentially reduce out pollution output. Development of recycling spaces would further encourage students and the community to engage in recycling efforts.

The modernization would address the abatement of asbestos in the school. As well we would abate Radon emissions.

6. **Federal/Provincial Legislation** – Will this address compliance issues with Federal/Provincial or Municipal legislation? What are the consequences of not implementing changes?

Ensuring the school is a welcoming place for all students is a priority. Disability access will be a priority for this school.

As well ensuring washrooms spaces and change room spaces for all genders are developed to be welcoming to all students and staff will be critical.

7. **Functionality** – Does the project address functional problems or deficiencies (e.g. poor physical layout, inefficient design that reduces operational effectiveness or efficiency) of an existing asset?

Having gathering space in the school will be important.

The locations of washrooms and the number of washrooms is a problem in the school that the modernization will address.

The lack of effective pull out space for wrap around services and for flexible programming is creating issues for the school. Specialized services are being held in the hall ways and this is creating issues for privacy and well as creating obstructing on escape routes.

8. **Health and Safety** – Are there risks to health and safety of the public or staff? Are they immediate or in the longer term?

The ability to effectively lock down the school is a concern that the modernization could address. While the school building is safe, the need to have programing in the halls is creating egress safety issues.

The presence of asbestos and potentially Radon would be creating health issues for staff which the modernization would need to confirm and address.

9. **Innovative Aspects of the Project** – What creative or unusual aspects of this project have been considered (e.g. multi-ministry collaboration, shared services, re-purposing of existing facility, new technology or heritage considerations)?

We are working with having sufficient pull out space for having wrap around services with Alberta Health Services and other community agencies. This could become a model for all schools. As well with having preschool and daycare being considered for the school would create a 'one-stop' location for parents and families. Integrating the gym into community needs would allow the school to be focal point of the community for all aspects including leisure.

There is also the opportunity to include after-hours programming in the school depending on the CTS aspects available within the school. Effective community engagement and collaboration would ensure the right design and programs are offered.

10. **Operating and Facility Costs** – Have “lights on” and future maintenance costs been considered and accounted for in this project? Does the project result in cost savings to government?

The reduction of utility costs through efficient HVAC systems and Solar Panels would see a reduction of at least one-third of the electrical costs of the school. This would reduce Plant Operation costs which can be redeployed directly into classroom needs.

11. **Project Impact** - What are the general benefits to the local community, region, and segment of the province or entire province? Are there risks in not implementing this project?

This project would be a significant impact to the community through job creation. It would be of benefit to the community has having a community school for students and a centre of focus for families.

12. **Social Impact** - Does the project provide access to government services to vulnerable groups and/or to all Albertans? Does it improve opportunities for citizens in need economically or in other positive aspects?

The project through effective wrap around services would provide opportunities for AHS to provide services directly to students with needs including developmentally disabilities. Other community agencies can be included to ensure efficient wrap around programming ensuring an inclusive education services.

Having opportunities for Day Care and for preschool would allow families to have a one-stop child care at a reasonable cost for their child allowing families to be employed.

Opportunities could be considered for flexible programming to allow for non-traditional child care hours.

13. Utilization/Capacity - Does the project meet target rate for usage relative to design capacity?

The utilization of the school is currently at 53%.

Growth is expected to be high with the development of new phases in Ranchlands.

Project 6

Modernization and Expansion of St. Thomas School

Functional Modernization. Facility audit indicates there is significant work required within the school (FCI > 50%). With the impending demolition of the modulars and the replacement with one modular, the FCI is expected to reduce to approximately 19%.

Criteria

1. **Access to Services** – Will the project provide or enhance access to services within a community or region?

This project will provide for better access to services to the residents in Medicine Hat. The School will provide 21st Century learning in an inclusive environment. There would be opportunities for wrap around services to other government and NFP agencies providing services to students.

The maintenance of before and after school care programming and space would further provide the community with better opportunities for child care.

The modernization would provide enhanced opportunities for day care space and preschool space for working families and for children with developmental disabilities.

2. **Condition of Existing Asset** – Is the infrastructure in Good (<15% Facility Condition Index), Fair (15% to 40% Facility Condition Index) or Poor (>40% Facility Condition Index) condition?

The FCR is rated at Poor with 56.99%. The Division has replaced certain outdated modulars subsequent to the facility audit. It is anticipated the the FCR has declined to approximately 19%. Readers must remember the FCR only takes into account restoring facilities to the original condition, not what is needed for modern learning environments. The construction years of the original section was 1962 with modulars added on.

The FCR is based on the 2010 audit. The government has not indicated when the new audit is expected however they have been done in 5 year increments previously.

3. **Economic Impact: Stimulate economic activity** – Includes the project's ability to stimulate economic activity through direct and indirect job creation in the short term (i.e. within the next fiscal year)

Modernization and expansion of the facility would generate new jobs in the community for an extended period and would stimulate economic recovery.

Investment into the construction is expected to be \$4.0Million.

4. **Economic Impact: Foster economic development** – Includes the project's ability to assist in creating a competitive business climate, reduced operating costs for

business, ability to support a new market or the ability to foster growth in priority value-added sectors.

The modernization would reduce operating costs for the plant operations. Efficient HVAC systems and lighting would ensure the school is providing a safe learning environment with clean air. Addition of solar panels would continue to offset the operating costs by reducing electrical costs by up to one-third. This would create opportunities for the local business to become more experienced with green energy and encourage the community to invest in new green technology which would further reduce investment costs

With the introduction of the carbon levy this would further reduce our energy costs.

5. **Environmental Impact** – Is the environment improved and/or protected? Are citizens protected from hazardous effects of substances in the environment?

The modernization would reduce our carbon footprint and would potentially reduce out pollution output. Development of recycling spaces would further encourage students and the community to engage in recycling efforts.

The modernization would address the abatement of asbestos in the school. As well we would abate Radon emissions.

6. **Federal/Provincial Legislation** – Will this address compliance issues with Federal/Provincial or Municipal legislation? What are the consequences of not implementing changes?

Ensuring the school is a welcoming place for all students is a priority. Disability access will be a priority for this school.

As well ensuring washrooms spaces and change room spaces for all genders are developed to be welcoming to all students and staff will be critical.

7. **Functionality** – Does the project address functional problems or deficiencies (e.g. poor physical layout, inefficient design that reduces operational effectiveness or efficiency) of an existing asset?

Having gathering space in the school will be important.

The locations of washrooms and the number of washrooms is a problem in the school that the modernization will address.

The lack of effective pull out space for wrap around services and for flexible programming is creating issues for the school. Specialized services are being held in the hall ways and this is creating issues for privacy and well as creating obstructing on escape routes.

The Gym is significantly undersized at 210 m² which limits it usefulness.

8. **Health and Safety** – Are there risks to health and safety of the public or staff? Are they immediate or in the longer term?

The ability to effectively lock down the school is a concern that the modernization could address. While the school building is safe, the need to have programming in the halls is creating egress safety issues.

The presence of asbestos and potentially Radon would be creating health issues for staff which the modernization would need to confirm and address.

9. **Innovative Aspects of the Project** – What creative or unusual aspects of this project have been considered (e.g. multi-ministry collaboration, shared services, re-purposing of existing facility, new technology or heritage considerations)?

We are working with having sufficient pull out space for having wrap around services with Alberta Health Services and other community agencies. This could become a model for all schools. As well with having preschool and daycare being considered for the school would create a 'one-stop' location for parents and families. Integrating the gym into community needs would allow the school to be focal point of the community for all aspects including leisure.

There is also the opportunity to include after-hours programming in the school depending on the CTS aspects available within the school. Effective community engagement and collaboration would ensure the right design and programs are offered.

10. **Operating and Facility Costs** – Have "lights on" and future maintenance costs been considered and accounted for in this project? Does the project result in cost savings to government?

The reduction of utility costs through efficient HVAC systems and Solar Panels would see a reduction of at least one-third of the electrical costs of the school. This would reduce Plant Operation costs which can be redeployed directly into classroom needs.

11. **Project Impact** - What are the general benefits to the local community, region, and segment of the province or entire province? Are there risks in not implementing this project?

This project would be a significant impact to the community through job creation. It would be of benefit to the community has having a community school for students and a centre of focus for families.

12. **Social Impact** - Does the project provide access to government services to vulnerable groups and/or to all Albertans? Does it improve opportunities for citizens in need economically or in other positive aspects?

The project through effective wrap around services would provide opportunities for AHS to provide services directly to students with needs including developmentally disabilities. Other community agencies can be included to ensure efficient wrap around programming ensuring an inclusive education services.

Having opportunities for Day Care and for preschool would allow families to have a one-stop child care at a reasonable cost for their child allowing families to be employed.

Opportunities could be considered for flexible programming to allow for non-traditional child care hours.

13. **Utilization/Capacity** - Does the project meet target rate for usage relative to design capacity?

The utilization of the school is currently at 73%.

The School currently serves as a French Immersion School. Some of the restrictions limits it ability to deliver programming.

Project 7

Modernization and Expansion of St. Mary's School

Assess opportunities for the future. The school has capacity currently and into the future and may need to consider rezoning.

Criteria

1. **Access to Services** – Will the project provide or enhance access to services within a community or region?

This project will provide for better access to services to the residents in Medicine Hat. The School will provide 21st Century learning in an inclusive environment. There would be opportunities for wrap around services to other government and NFP agencies providing services to students.

2. **Condition of Existing Asset** – Is the infrastructure in Good (<15% Facility Condition Index), Fair (15% to 40% Facility Condition Index) or Poor (>40% Facility Condition Index) condition?

The FCR is rated at Fair with 19.27% which is testament to the stewardship Medicine Hat Catholic takes in maintaining school facilities. Readers must remember the FCR only takes into account restoring facilities to the original condition, not what is needed for modern learning environments. The construction years of the original section was 1956 with modulars added on.

The FCR is based on the 2011 audit. The government has not indicated when the new audit is expected however they have been done in 5 year increments previously.

3. **Economic Impact: Stimulate economic activity** – Includes the project's ability to stimulate economic activity through direct and indirect job creation in the short term (i.e. within the next fiscal year)

Modernization and expansion of the facility would generate new jobs in the community for an extended period and would stimulate economic recovery.

Investment into the construction is expected to be \$10 Million.

4. **Economic Impact: Foster economic development** – Includes the project's ability to assist in creating a competitive business climate, reduced operating costs for business, ability to support a new market or the ability to foster growth in priority value-added sectors.

The modernization would reduce operating costs for the plant operations. Efficient HVAC systems and lighting would ensure the school is providing a safe learning

environment with clean air. Addition of solar panels would continue to offset the operating costs by reducing electrical costs by up to one-third. This would create opportunities for the local business to become more experienced with green energy and encourage the community to invest in new green technology which would further reduce investment costs

With the introduction of the carbon levy this would further reduce our energy costs.

5. **Environmental Impact** – Is the environment improved and/or protected? Are citizens protected from hazardous effects of substances in the environment?

The modernization would reduce our carbon footprint and would potentially reduce out pollution output. Development of recycling spaces would further encourage students and the community to engage in recycling efforts.

The modernization would address the abatement of asbestos in the school. As well we would abate Radon emissions.

6. **Federal/Provincial Legislation** – Will this address compliance issues with Federal/Provincial or Municipal legislation? What are the consequences of not implementing changes?

Ensuring the school is a welcoming place for all students is a priority. Disability access will be a priority for this school.

As well ensuring washrooms spaces and change room spaces for all genders are developed to be welcoming to all students and staff will be critical.

7. **Functionality** – Does the project address functional problems or deficiencies (e.g. poor physical layout, inefficient design that reduces operational effectiveness or efficiency) of an existing asset?

Having gathering space in the school will be important.

The locations of washrooms and the number of washrooms is a problem in the school that the modernization will address.

The lack of effective pull out space for wrap around services and for flexible programming is creating issues for the school. Specialized services are being held in the hall ways and this is creating issues for privacy and well as creating obstructing on escape routes.

Ensuring adequate electrical capacity within the school is a requirement.

The School has a fine arts focus and these items could be integrated better into the community use after hours after certain improvements to the facility.

The gym is undersized for the enrollment of the school.

8. **Health and Safety** – Are there risks to health and safety of the public or staff? Are they immediate or in the longer term?

The ability to effectively lock down the school is a concern that the modernization could address. While the school building is safe, the need to have programming in the halls is creating egress safety issues.

The presence of asbestos and potentially Radon would be creating health issues for staff which the modernization would need to confirm and address.

9. **Innovative Aspects of the Project** – What creative or unusual aspects of this project have been considered (e.g. multi-ministry collaboration, shared services, re-purposing of existing facility, new technology or heritage considerations)?

We are working with having sufficient pull out space for having wrap around services with Alberta Health Services and other community agencies. This could become a model for all schools. Integrating the gym into community needs would allow the school to be focal point of the community for all aspects including leisure.

There is also the opportunity to include after-hours programming in the school depending on the CTS aspects available within the school. Effective community engagement and collaboration would ensure the right design and programs are offered.

10. **Operating and Facility Costs** – Have “lights on” and future maintenance costs been considered and accounted for in this project? Does the project result in cost savings to government?

The reduction of utility costs through efficient HVAC systems and Solar Panels would see a reduction of at least one-third of the electrical costs of the school. This would reduce Plant Operation costs which can be redeployed directly into classroom needs.

11. **Project Impact** - What are the general benefits to the local community, region, and segment of the province or entire province? Are there risks in not implementing this project?

This project would be a significant impact to the community through job creation. It would be of benefit to the community has having a community school for students and a centre of focus for families.

12. **Social Impact** - Does the project provide access to government services to vulnerable groups and/or to all Albertans? Does it improve opportunities for citizens in need economically or in other positive aspects?

The project through effective wrap around services would provide opportunities for AHS to provide services directly to students with needs including developmentally disabilities. Other community agencies can be included to ensure efficient wrap around programming ensuring an inclusive education services.

Opportunities could be considered for flexible programming to allow for non-traditional child care hours.

13. **Utilization/Capacity** - Does the project meet target rate for usage relative to design capacity?

The utilization of the school is currently at 50%.

Project 8

Modernization and Expansion of St. Louis School

Assess opportunities for the future. The school has capacity and consideration for rezoning may need to be considered.

Criteria

1. **Access to Services** – Will the project provide or enhance access to services within a community or region?

This project will provide for better access to services to the residents in Medicine Hat. The School will provide 21st Century learning in an inclusive environment. There would be opportunities for wrap around services to other government and NFP agencies providing services to students.

The maintenance of before and after school case programing and space would further provide the community with better opportunities for child care.

The modernization would provide enhanced opportunities for day care space and preschool space for working families and for children with developmental disabilities.

2. **Condition of Existing Asset** – Is the infrastructure in Good (<15% Facility Condition Index), Fair (15% to 40% Facility Condition Index) or Poor (>40% Facility Condition Index) condition?

The FCR is rated at Good with 0.24%. Readers must remember the FCR only takes into account restoring facilities to the original condition, not what is needed for modern learning environments. The construction years of the original section was 1904 with a significant modernization in 2001.

The FCR is based on the 2010 audit. The government has not indicated when the new audit is expected however they have been done in 5 year increments previously.

3. **Economic Impact: Stimulate economic activity** – Includes the project's ability to stimulate economic activity through direct and indirect job creation in the short term (i.e. within the next fiscal year)

Modernization and expansion of the facility would generate new jobs in the community for an extended period and would stimulate economic recovery.

Investment into the construction is expected to be \$1.0 Million.

4. **Economic Impact: Foster economic development** – Includes the project's ability to assist in creating a competitive business climate, reduced operating costs for business, ability to support a new market or the ability to foster growth in priority value-added sectors.

The modernization would reduce operating costs for the plant operations. Efficient HVAC systems and lighting would ensure the school is providing a safe learning environment with clean air. Addition of solar panels would continue to offset the operating costs by reducing electrical costs by up to one-third. This would create opportunities for the local business to become more experienced with green energy and encourage the community to invest in new green technology which would further reduce investment costs

With the introduction of the carbon levy this would further reduce our energy costs.

5. **Environmental Impact** – Is the environment improved and/or protected? Are citizens protected from hazardous effects of substances in the environment?

The modernization would reduce our carbon footprint and would potentially reduce out pollution output. Development of recycling spaces would further encourage students and the community to engage in recycling efforts.

The modernization would address the abatement of asbestos in the school. As well we would abate Radon emissions.

6. **Federal/Provincial Legislation** – Will this address compliance issues with Federal/Provincial or Municipal legislation? What are the consequences of not implementing changes?

Ensuring the school is a welcoming place for all students is a priority. Disability access will be a priority for this school.

As well ensuring washrooms spaces and change room spaces for all genders are developed to be welcoming to all students and staff will be critical.

7. **Functionality** – Does the project address functional problems or deficiencies (e.g. poor physical layout, inefficient design that reduces operational effectiveness or efficiency) of an existing asset?

Having gathering space in the school will be important.

The locations of washrooms and the number of washrooms is a problem in the school that the modernization will address.

The lack of effective pull out space for wrap around services and for flexible programming is creating issues for the school. Specialized services are being held in the hall ways and this is creating issues for privacy and well as creating obstructing on escape routes.

8. **Health and Safety** – Are there risks to health and safety of the public or staff? Are they immediate or in the longer term?

The ability to effectively lock down the school is a concern that the modernization could address. While the school building is safe, the need to have programing in the halls is creating egress safety issues.

The presence of asbestos and potentially Radon would be creating health issues for staff which the modernization would need to confirm and address.

9. **Innovative Aspects of the Project** – What creative or unusual aspects of this project have been considered (e.g. multi-ministry collaboration, shared services, re-purposing of existing facility, new technology or heritage considerations)?

We are working with having sufficient pull out space for having wrap around services with Alberta Health Services and other community agencies. This could become a model for all schools. As well with having preschool and daycare being considered for the school would create a 'one-stop' location for parents and families. Integrating the gym into community needs would allow the school to be focal point of the community for all aspects including leisure.

There is also the opportunity to include after-hours programming in the school depending on the CTS aspects available within the school. Effective community engagement and collaboration would ensure the right design and programs are offered.

10. **Operating and Facility Costs** – Have "lights on" and future maintenance costs been considered and accounted for in this project? Does the project result in cost savings to government?

The reduction of utility costs through efficient HVAC systems and Solar Panels would see a reduction of at least one-third of the electrical costs of the school. This would reduce Plant Operation costs which can be redeployed directly into classroom needs.

11. **Project Impact** - What are the general benefits to the local community, region, and segment of the province or entire province? Are there risks in not implementing this project?

This project would be a significant impact to the community through job creation. It would be of benefit to the community has having a community school for students and a centre of focus for families.

12. **Social Impact** - Does the project provide access to government services to vulnerable groups and/or to all Albertans? Does it improve opportunities for citizens in need economically or in other positive aspects?

The project through effective wrap around services would provide opportunities for AHS to provide services directly to students with needs including developmentally disabilities. Other community agencies can be included to ensure efficient wrap around programming ensuring an inclusive education services.

Having opportunities for Day Care and for preschool would allow families to have a one-stop child care at a reasonable cost for their child allowing families to be employed.

Opportunities could be considered for flexible programming to allow for non-traditional child care hours.

13. **Utilization/Capacity** - Does the project meet target rate for usage relative to design capacity?

The utilization of the school is currently at 138% which is high for the school.

Enrollment Forecasts

Enrolment Projection: Baragar assumptions without local knowledge

A Projection of Total Enrolment: ALL Programs

Grade	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
PK	81	83	92	87	120	112	110	115	115	115	115	115	115	115	115	115	115	115	115	115
K	169	174	177	154	174	162	163	161	167	165	166	166	166	166	166	166	166	166	166	166
1	190	194	164	190	168	178	166	167	165	171	169	170	171	171	171	171	171	171	171	171
2	177	180	195	161	173	164	174	162	163	161	167	165	166	166	166	166	166	166	166	166
3	210	182	183	184	169	174	165	175	163	164	162	168	166	167	167	167	167	167	167	167
4	202	206	180	174	185	168	173	164	174	162	163	161	167	165	166	166	166	166	166	166
5	191	200	200	180	176	184	166	172	162	172	160	161	159	165	163	164	165	165	165	165
6	235	194	194	203	194	186	195	179	184	178	180	171	172	168	176	176	175	175	175	175
7	194	243	198	202	205	207	196	213	201	210	196	195	188	190	186	198	200	199	200	200
8	250	197	248	197	202	209	211	199	218	206	216	199	198	191	194	189	201	203	202	203
9	202	238	184	237	211	211	219	221	209	229	217	227	209	208	201	204	199	211	212	213
10	185	176	211	173	206	165	165	198	182	177	183	175	181	168	174	167	168	166	171	169
11	189	180	161	214	172	202	161	161	193	177	173	178	170	176	164	170	162	163	161	166
12	200	193	181	182	241	194	225	184	185	219	202	197	205	197	204	189	194	187	188	186
PK to 6	1455	1413	1385	1333	1359	1328	1312	1295	1293	1288	1282	1277	1282	1283	1290	1291	1291	1291	1291	1291
7 to 9	646	678	630	636	618	627	626	633	628	645	629	621	595	589	581	591	600	613	614	616
10 to 12	574	549	553	569	619	561	551	543	560	573	558	550	556	541	542	526	524	516	520	521
PK to 12	2675	2640	2568	2538	2596	2516	2489	2471	2481	2506	2469	2448	2433	2413	2413	2408	2415	2420	2425	2428
Self Contained Special Ed.	31	20	0	0	0															
Total	2706	2660	2568	2538	2596	2516	2489	2471	2481	2506	2469	2448	2433	2413	2413	2408	2415	2420	2425	2428
Change from 2016:																				
PK to 6						-31	-47	-64	-66	-71	-77	-82	-77	-76	-69	-68	-68	-68	-68	-68
7 to 9						9	8	15	10	27	11	3	-23	-29	-37	-27	-18	-5	-4	-2
10 to 12						-58	-68	-76	-59	-46	-61	-69	-63	-78	-77	-93	-95	-103	-99	-98
PK to 12						-80	-107	-125	-115	-90	-127	-148	-163	-183	-183	-188	-181	-176	-171	-168

Enrolment Projection: Baragar assumptions without local knowledge

A Projection of Total Enrolment: ALL Programs

Grade	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Self Contained Special Ed.																				
Total						-80	-107	-125	-115	-90	-127	-148	-163	-183	-183	-188	-181	-176	-171	-168

Enrolment Projection: Baragar assumptions without local knowledge

Medicine Hat Catholic Board of Education
Monsignor McCoy High School

A Projection of Total Enrolment: Regular

Grade	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
10	176	171	211	173	206	165	165	198	182	177	183	175	181	168	174	167	168	167	173	174
11	182	175	161	214	172	202	161	161	193	177	173	178	170	176	164	170	162	163	162	168
12	189	187	181	182	241	194	225	184	185	219	202	197	205	197	204	189	194	187	188	187
10 to 11	358	346	372	387	378	367	326	359	375	354	356	353	351	344	338	337	330	330	335	342
10 to 12	547	533	553	569	619	561	551	543	560	573	558	550	556	541	542	526	524	517	523	529
Total	547	533	553	569	619	561	551	543	560	573	558	550	556	541	542	526	524	517	523	529
Change from 2016:																				
10 to 11						-11	-52	-19	-3	-24	-22	-25	-27	-34	-40	-41	-48	-48	-43	-36
10 to 12						-58	-68	-76	-59	-46	-61	-69	-63	-78	-77	-93	-95	-102	-96	-90
Total						-58	-68	-76	-59	-46	-61	-69	-63	-78	-77	-93	-95	-102	-96	-90
Self Contained Special Ed.	11	5	0	0	0															
Total	558	538	553	569	619	561	551	543	560	573	558	550	556	541	542	526	524	517	523	529
Change from 2016:																				
Self Contained Special Ed.																				
Total						-58	-68	-76	-59	-46	-61	-69	-63	-78	-77	-93	-95	-102	-96	-90

Enrolment Projection: Baragar assumptions without local knowledge

Medicine Hat Catholic Board of Education
St. Patrick's School

A Projection of Total Enrolment: ALL Programs

Grade	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
PK	38	29	15	15	26	25	23	25	25	23	23	23	23	23	23	23	23	23	23	23
K	60	61	61	57	48	50	51	46	52	51	49	49	49	49	49	49	49	49	49	49
1	67	69	57	58	60	46	47	49	44	50	49	47	46	46	46	46	46	46	46	46
2	70	69	69	55	52	59	44	46	47	43	48	47	45	45	45	45	45	44	44	44
3	70	78	69	63	64	51	58	44	45	46	42	48	46	44	44	44	44	44	44	44
4	80	67	77	64	63	62	49	55	42	43	44	40	45	44	42	42	42	42	42	42
5	60	80	65	69	65	59	59	46	52	39	40	41	38	42	41	40	40	40	39	39
1 to 3	207	216	195	176	176	156	149	139	136	139	139	142	137	135	135	135	135	134	134	134
4 to 5	140	147	142	133	128	121	108	101	94	82	84	81	83	86	83	82	82	82	81	81
1 to 5	347	363	337	309	304	277	257	240	230	221	223	223	220	221	218	217	217	216	215	215
PK to 5	445	453	413	381	378	352	331	311	307	295	295	295	292	293	290	289	289	288	287	287
Total	445	453	413	381	378	352	331	311	307	295	295	295	292	293	290	289	289	288	287	287

Change from 2016:

1 to 3	-20	-27	-37	-40	-37	-37	-34	-39	-41	-41	-41	-42	-42	-42	-42	-42	-42	-42	-42	-42
4 to 5	-7	-20	-27	-34	-34	-27	-20	-27	-34	-46	-44	-47	-45	-42	-45	-46	-46	-46	-47	-47
1 to 5	-27	-47	-64	-74	-74	-27	-47	-64	-74	-83	-81	-81	-84	-83	-86	-87	-87	-88	-89	-89
PK to 5	-26	-47	-67	-71	-71	-26	-47	-67	-71	-83	-83	-83	-86	-85	-88	-89	-89	-90	-91	-91
Total	-26	-47	-67	-71	-71	-26	-47	-67	-71	-83	-83	-83	-86	-85	-88	-89	-89	-90	-91	-91

Enrolment Projection: Baragar assumptions without local knowledge

Medicine Hat Catholic Board of Education
St. Michael's School

A Projection of Total Enrolment: ALL Programs

Grade	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
PK	14	15	11	10	18	17	17	17	18	18	18	18	18	18	18	18	18	18	18	18
K	21	32	32	21	23	25	24	24	25	26	26	26	26	26	26	26	26	26	26	26
1	39	25	29	32	21	22	25	24	24	25	25	25	25	26	26	26	26	26	26	26
2	25	27	26	30	29	20	20	23	23	22	23	23	23	23	24	24	24	24	24	24
3	30	18	31	24	25	28	20	20	23	22	22	23	23	23	23	24	24	24	24	24
4	35	30	22	28	25	23	28	20	20	22	22	22	22	23	23	23	24	24	24	24
5	29	32	30	25	29	27	24	29	21	21	23	23	23	24	24	24	24	25	25	25
6	32	24	34	31	24	29	27	24	29	21	21	23	23	23	24	24	24	24	25	25
1 to 3	94	70	86	86	75	70	65	67	70	69	70	71	71	72	73	74	74	74	74	74
4 to 6	96	86	86	84	78	79	79	73	70	64	66	68	68	70	71	71	72	73	74	74
1 to 6	190	156	172	170	153	149	144	140	140	133	136	139	139	142	144	145	146	147	148	148
PK to 6	225	203	215	201	194	191	185	181	183	177	180	183	183	186	188	189	190	191	192	192
Self Contained Special Ed.	4	4	0	0	0															
Total	229	207	215	201	194	191	185	181	183	177	180	183	183	186	188	189	190	191	192	192
Change from 2016:																				
1 to 3						-5	-10	-8	-5	-6	-5	-4	-4	-3	-2	-1	-1	-1	-1	-1
4 to 6						1	1	-5	-8	-14	-12	-10	-10	-8	-7	-7	-6	-5	-4	-4
1 to 6						-4	-9	-13	-13	-20	-17	-14	-14	-11	-9	-8	-7	-6	-5	-5
PK to 6						-3	-9	-13	-11	-17	-14	-11	-11	-8	-6	-5	-4	-3	-2	-2
Self Contained Special Ed.																				
Total						-3	-9	-13	-11	-17	-14	-11	-11	-8	-6	-5	-4	-3	-2	-2

Enrolment Projection: Baragar assumptions without local knowledge

Medicine Hat Catholic Board of Education
St. Mary's School

A Projection of Total Enrolment: ALL Programs

Grade	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
7	75	138	111	114	116	113	112	121	119	129	111	112	110	112	112	121	122	124	124	124
8	140	90	146	116	105	120	116	114	123	122	131	112	114	113	114	114	122	123	126	126
9	113	142	87	134	125	108	124	120	118	127	126	136	116	119	117	119	119	127	128	131
8 to 9	253	232	233	250	230	228	240	234	241	249	257	248	230	232	231	233	241	250	254	257
7 to 9	328	370	344	364	346	341	352	355	360	378	368	360	340	344	343	354	363	374	378	381
Self Contained Special Ed.	5	5	0	0	0															
Total	333	375	344	364	346	341	352	355	360	378	368	360	340	344	343	354	363	374	378	381
Change from 2016:																				
8 to 9						-2	10	4	11	19	27	18	0	2	1	3	11	20	24	27
7 to 9						-5	6	9	14	32	22	14	-6	-2	-3	8	17	28	32	35
Self Contained Special Ed.																				
Total						-5	6	9	14	32	22	14	-6	-2	-3	8	17	28	32	35

Enrolment Projection: Baragar assumptions without local knowledge

Medicine Hat Catholic Board of Education
St. Louis School

A Projection of Total Enrolment: ALL Programs

Grade	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
PK	2	5	48	44	58	52	53	54	54	55	55	55	55	55	55	55	55	55	55	55
K	13	7	7	11	31	18	18	20	20	19	19	20	20	20	20	20	20	20	20	20
1	11	14	6	17	19	34	21	21	23	23	22	22	23	23	23	23	23	23	23	23
2	8	11	16	7	12	17	32	19	19	21	20	20	20	20	20	20	20	20	20	20
3	10	10	11	12	8	12	17	32	19	19	21	21	20	20	21	21	21	21	21	21
4	8	12	9	12	15	10	14	18	33	20	20	23	22	21	21	22	22	22	22	22
5	12	9	11	11	11	13	9	12	17	32	20	20	23	22	22	22	22	22	22	22
6	17	12	9	11	12	11	14	9	12	17	32	20	20	23	22	22	22	22	22	22
1 to 3	29	35	33	36	39	63	70	72	61	63	63	63	63	63	64	64	64	64	64	64
4 to 6	37	33	29	34	38	34	37	39	62	69	72	63	65	66	65	66	66	66	66	66
1 to 6	66	68	62	70	77	97	107	111	123	132	135	126	128	129	129	130	130	130	130	130
PK to 6	81	80	117	125	166	167	178	185	197	206	209	201	203	204	204	205	205	205	205	205
Self Contained Special Ed.	11	6	0	0	0															
Total	92	86	117	125	166	167	178	185	197	206	209	201	203	204	204	205	205	205	205	205
Change from 2016:																				
1 to 3						24	31	33	22	24	24	24	24	24	25	25	25	25	25	25
4 to 6						-4	-1	1	24	31	34	25	27	28	27	28	28	28	28	28
1 to 6						20	30	34	46	55	58	49	51	52	52	53	53	53	53	53
PK to 6						1	12	19	31	40	43	35	37	38	38	39	39	39	39	39
Self Contained Special Ed.																				
Total						1	12	19	31	40	43	35	37	38	38	39	39	39	39	39

Enrolment Projection: Baragar assumptions without local knowledge

Medicine Hat Catholic Board of Education
St. Francis Xavier School

A Projection of Total Enrolment: ALL Programs

Grade	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
PK	6	9	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
K	12	14	24	8	17	15	15	14	14	15	15	15	15	15	15	15	15	15	15	15
1	17	18	19	21	6	17	15	14	14	14	14	15	15	15	15	15	15	15	15	15
2	18	14	23	15	22	8	18	15	15	15	15	15	15	15	15	15	15	15	15	15
3	23	19	15	21	14	22	7	18	15	15	15	15	15	15	15	15	15	15	15	15
4	19	23	19	16	18	14	22	7	18	15	15	15	14	15	15	15	15	15	15	15
5	23	18	26	21	18	20	16	24	9	20	17	17	16	16	17	17	17	17	17	17
6	20	12	16	17	22	14	17	14	20	8	16	13	13	13	13	13	13	13	13	13
1 to 3	58	51	57	57	42	47	40	47	44	44	44	45	45	45	45	45	45	45	45	45
4 to 6	62	53	61	54	58	48	55	45	47	43	48	45	43	44	45	45	45	45	45	45
1 to 6	120	104	118	111	100	95	95	92	91	87	92	90	88	89	90	90	90	90	90	90
PK to 6	138	127	149	126	124	117	117	113	112	109	114	112	110	111	112	112	112	112	112	112
Total	138	127	149	126	124	117	117	113	112	109	114	112	110	111	112	112	112	112	112	112

Change from 2016:

1 to 3	5	-2	5	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3
4 to 6	-10	-3	-13	-11	-15	-10	-10	-11	-15	-15	-10	-13	-15	-14	-13	-13	-13	-13	-13	-13
1 to 6	-5	-5	-8	-9	-9	-5	-5	-8	-9	-13	-8	-10	-12	-11	-10	-10	-10	-10	-10	-10
PK to 6	-7	-7	-11	-12	-12	-7	-7	-11	-12	-15	-10	-12	-14	-13	-12	-12	-12	-12	-12	-12
Total	-7	-7	-11	-12	-12	-7	-7	-11	-12	-15	-10	-12	-14	-13	-12	-12	-12	-12	-12	-12

Enrolment Projection: Baragar assumptions without local knowledge

Medicine Hat Catholic Board of Education
Notre Dame Academy

A Projection of Total Enrolment: ALL Programs

Grade	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
6	93	82	85	82	85	79	77	78	72	79	65	67	68	64	70	71	68	68	68	68
7	111	102	87	88	89	94	87	85	86	80	87	73	75	76	72	78	79	76	76	76
8	99	99	102	81	97	90	95	88	87	88	82	89	74	75	77	72	79	80	77	77
9	83	86	97	103	86	102	94	99	93	92	92	87	94	78	80	82	76	84	85	81
8 to 9	182	185	199	184	183	192	189	187	180	180	174	176	168	153	157	154	155	164	162	158
6 to 9	386	369	371	354	357	365	353	350	338	339	326	316	311	293	299	303	302	308	306	302
Total	386	369	371	354	357	365	353	350	338	339	326	316	311	293	299	303	302	308	306	302
Change from 2016:																				
8 to 9						9	6	4	-3	-3	-9	-7	-15	-30	-26	-29	-28	-19	-21	-25
6 to 9						8	-4	-7	-19	-18	-31	-41	-46	-64	-58	-54	-55	-49	-51	-55
Total						8	-4	-7	-19	-18	-31	-41	-46	-64	-58	-54	-55	-49	-51	-55

Enrolment Projection: Baragar assumptions without local knowledge

Medicine Hat Catholic Board of Education
Mother Teresa School

A Projection of Total Enrolment: ALL Programs

Grade	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
PK	21	25	11	8	10	10	9	11	10	11	11	11	11	11	11	11	11	11	11	11
K	35	33	41	37	40	38	40	37	41	40	40	40	40	40	40	40	40	40	40	40
1	38	40	37	44	45	45	42	43	40	45	44	44	44	44	44	44	44	44	44	44
2	33	41	41	38	42	44	44	41	42	39	44	42	43	43	43	43	43	43	43	43
3	51	32	42	43	44	44	46	46	43	44	40	46	44	45	45	45	45	45	45	45
4	38	48	37	40	45	46	45	47	46	43	45	41	47	45	46	46	46	46	46	46
5	47	42	49	38	44	48	47	47	49	48	45	47	43	49	47	48	48	48	48	48
6	54	44	37	48	35	46	49	48	47	50	49	46	48	44	50	48	48	48	48	48
1 to 3	122	113	120	125	131	133	132	130	125	128	128	132	131	132	132	132	132	132	132	132
4 to 6	139	134	123	126	124	140	141	142	142	141	139	134	138	138	143	142	142	142	142	142
1 to 6	261	247	243	251	255	273	273	272	267	269	267	266	269	270	275	274	274	274	274	274
PK to 6	317	305	295	296	305	321	322	320	318	320	318	317	320	321	326	325	325	325	325	325
Total	317	305	295	296	305	321	322	320	318	320	318	317	320	321	326	325	325	325	325	325

Change from 2016:

1 to 3	2	1	-1	-6	-3	-3	1	0	1	1	1	1	1	1	1	1	1	1	1	1
4 to 6	16	17	18	18	15	15	10	14	14	17	15	10	14	14	19	18	18	18	18	18
1 to 6	18	18	17	12	12	14	12	11	12	14	12	11	14	15	20	19	19	19	19	19
PK to 6	16	17	15	13	13	15	13	12	13	15	13	12	15	16	21	20	20	20	20	20
Total	16	17	15	13	13	15	13	12	13	15	13	12	15	16	21	20	20	20	20	20

Enrolment Projection: Baragar assumptions without local knowledge

Medicine Hat Catholic Board of Education
Ecole St. Thomas d'Aquin

A Projection of Total Enrolment: ALL Programs

Grade	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
PK				3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
K	18	22	12	20	15	15	15	15	16	16	16	16	16	16	16	16	16	16	16	16
1	15	20	16	18	17	15	15	15	15	16	16	16	16	16	16	16	16	16	16	16
2	15	15	20	16	16	16	14	14	14	14	15	15	15	15	15	15	15	15	15	15
3	22	17	15	21	14	16	16	14	14	14	14	15	15	15	15	15	15	15	15	15
4	15	21	16	14	19	13	14	15	13	13	13	13	14	14	14	14	14	14	14	14
5	12	14	19	16	9	17	11	13	13	11	11	11	11	12	12	12	12	12	12	12
6	16	12	13	14	16	8	15	10	12	12	11	11	11	11	11	11	11	11	11	11
1 to 3	52	52	51	55	47	47	45	43	43	44	45	46	46	46	46	46	46	46	46	46
4 to 6	43	47	48	44	44	38	40	38	38	36	35	35	36	37	37	37	37	37	37	37
1 to 6	95	99	99	99	91	85	85	81	81	80	80	81	82	83	83	83	83	83	83	83
PK to 6	113	121	111	122	107	101	101	97	98	97	97	98	99	100	100	100	100	100	100	100
Total	113	121	111	122	107	101	101	97	98	97	97	98	99	100	100	100	100	100	100	100

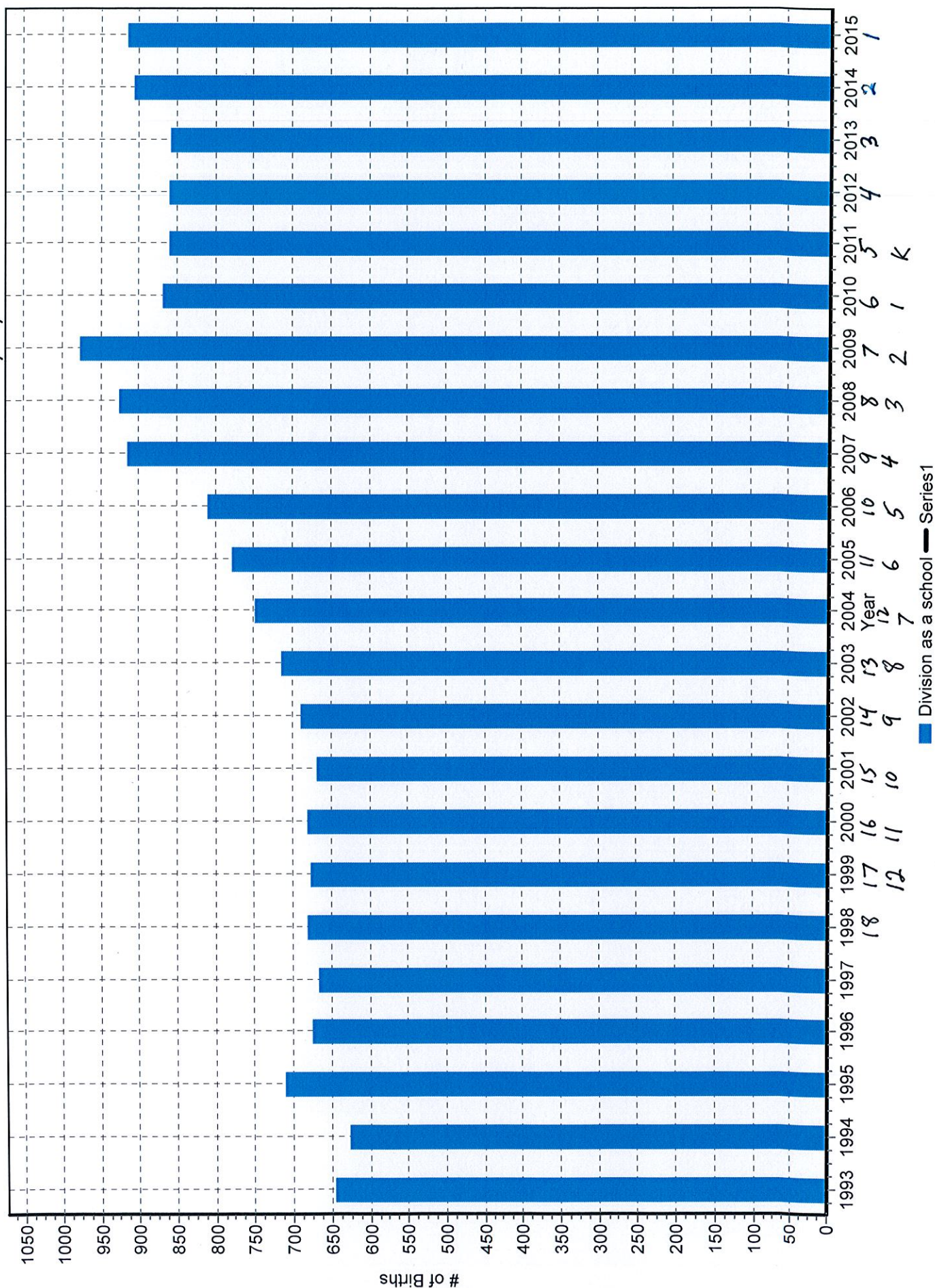
Change from 2016:

1 to 3	0	-2	-4	-4	-4	-3	-2	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1
4 to 6	-6	-4	-6	-6	-6	-6	-9	-9	-8	-8	-9	-9	-8	-7	-7	-7	-7	-7	-7	-7
1 to 6	-6	-6	-10	-10	-10	-10	-11	-10	-11	-11	-11	-10	-9	-8	-8	-8	-8	-8	-8	-8
PK to 6	-6	-6	-10	-9	-9	-10	-10	-10	-10	-10	-10	-9	-8	-7	-7	-7	-7	-7	-7	-7
Total	-6	-6	-10	-9	-9	-9	-10	-10	-9	-10	-10	-9	-8	-7	-7	-7	-7	-7	-7	-7

Births

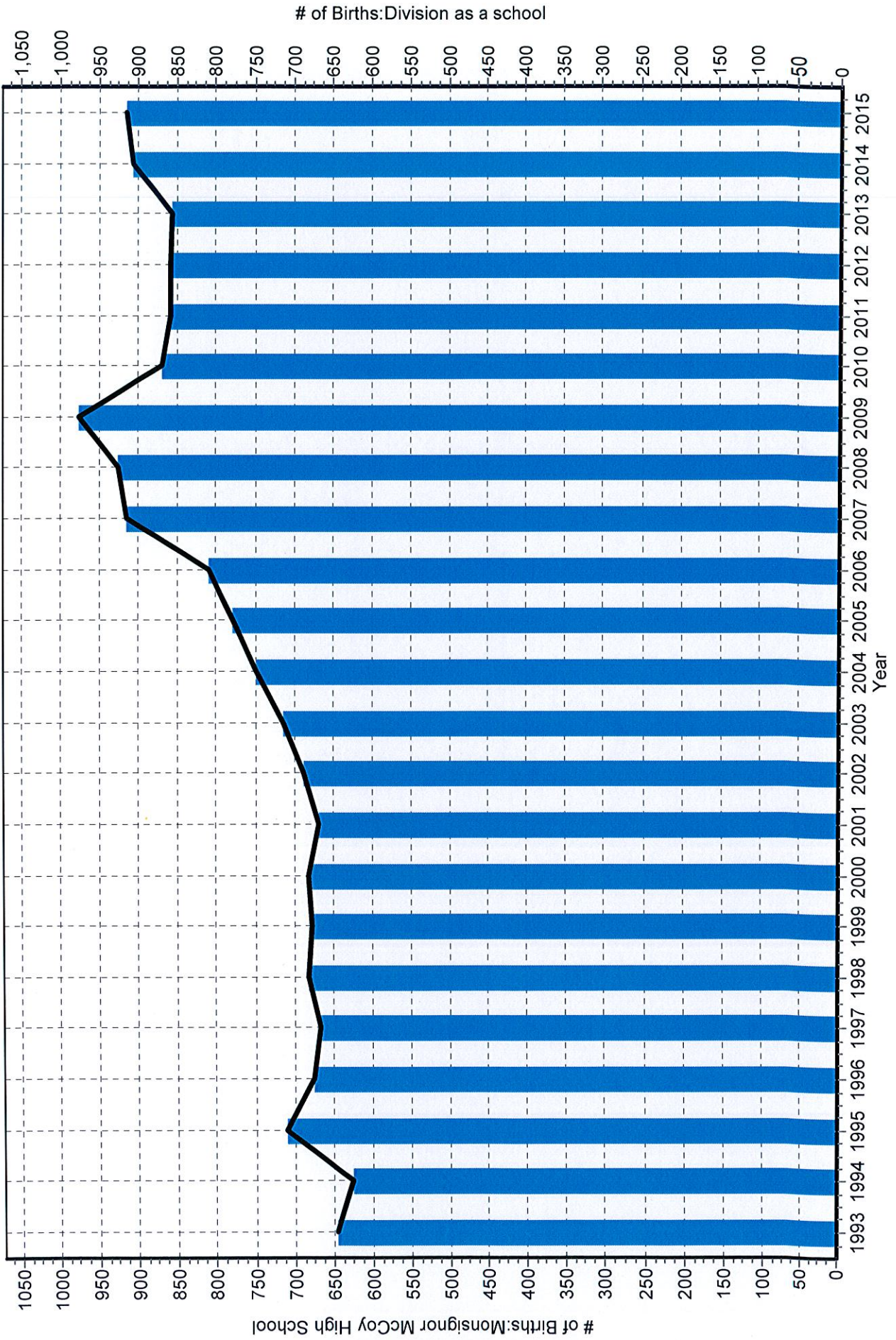
2016/17

Births: Division as a school



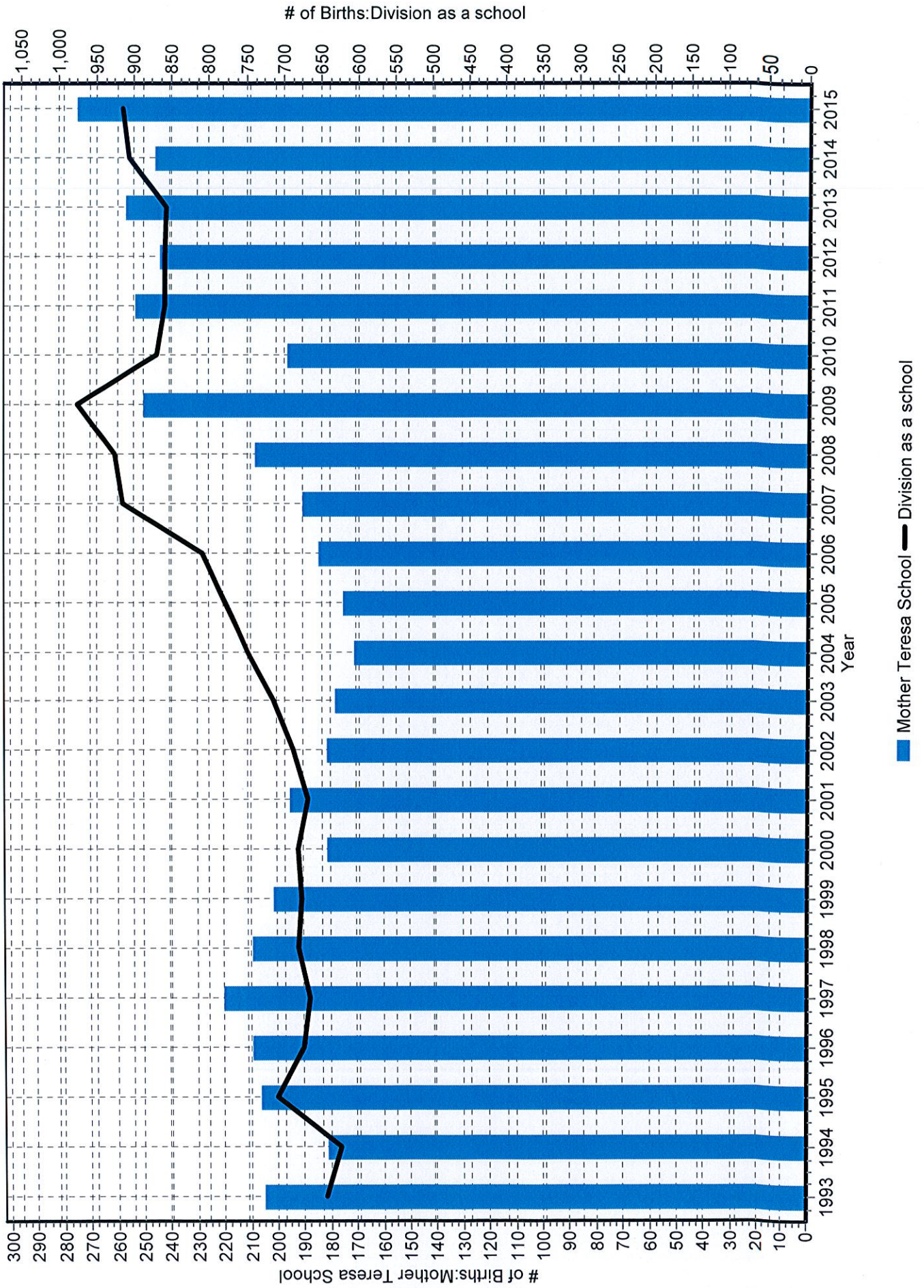
Age
Grade

Births: Monsignor McCoy High School vs Division as a school

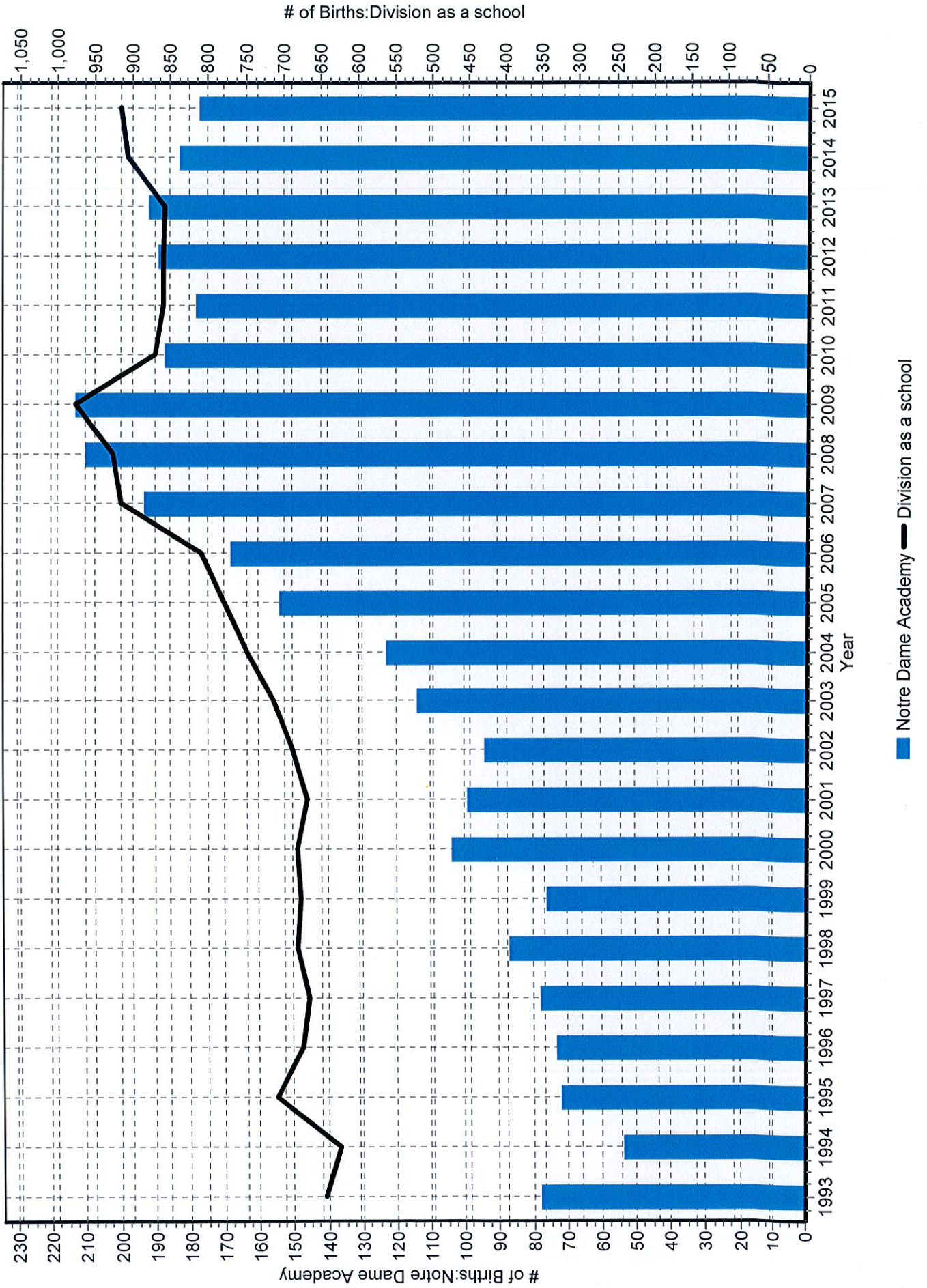


■ Monsignor McCoy High School — Division as a school

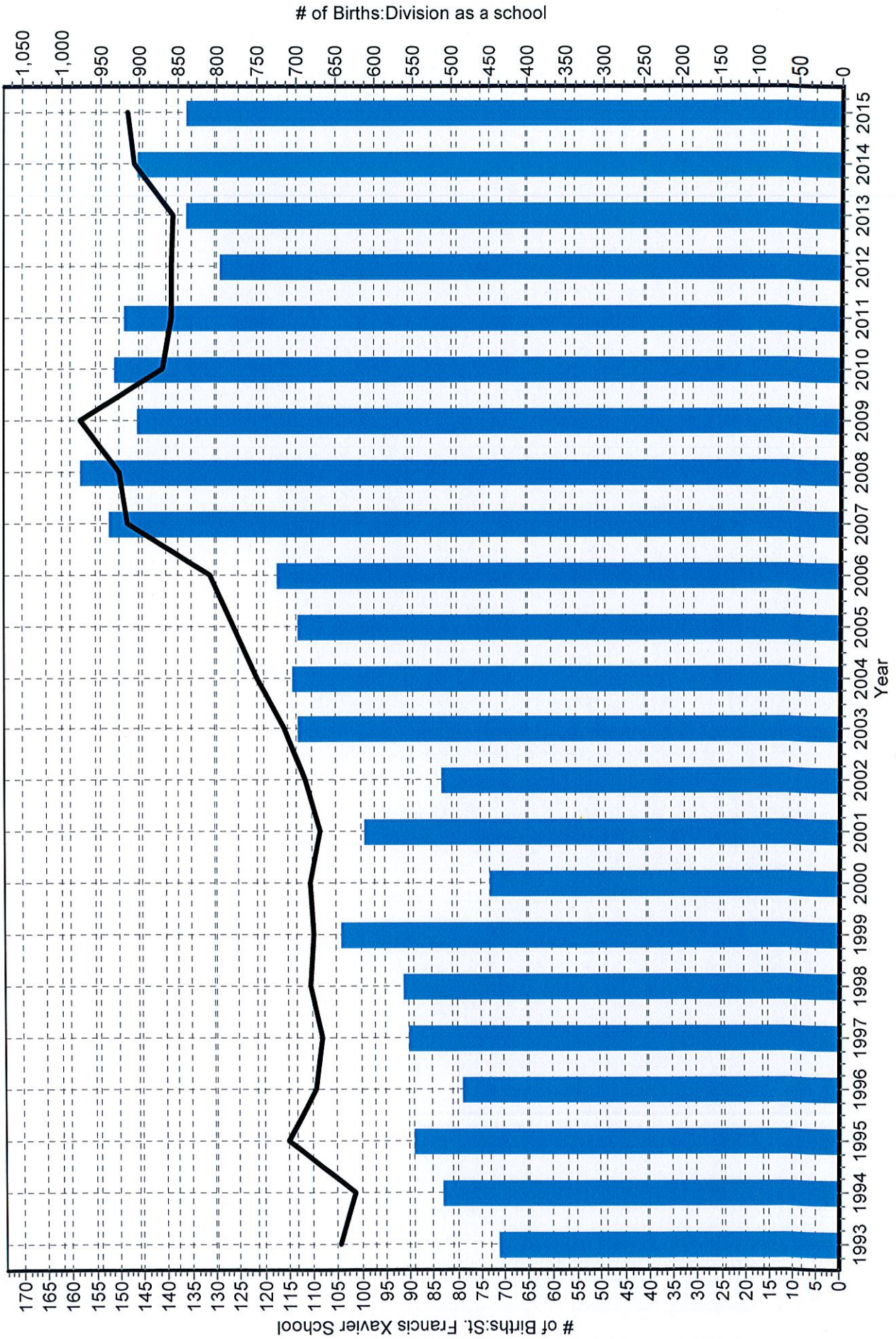
Births: Mother Teresa School vs
Division as a school



Births: Notre Dame Academy vs Division as a school

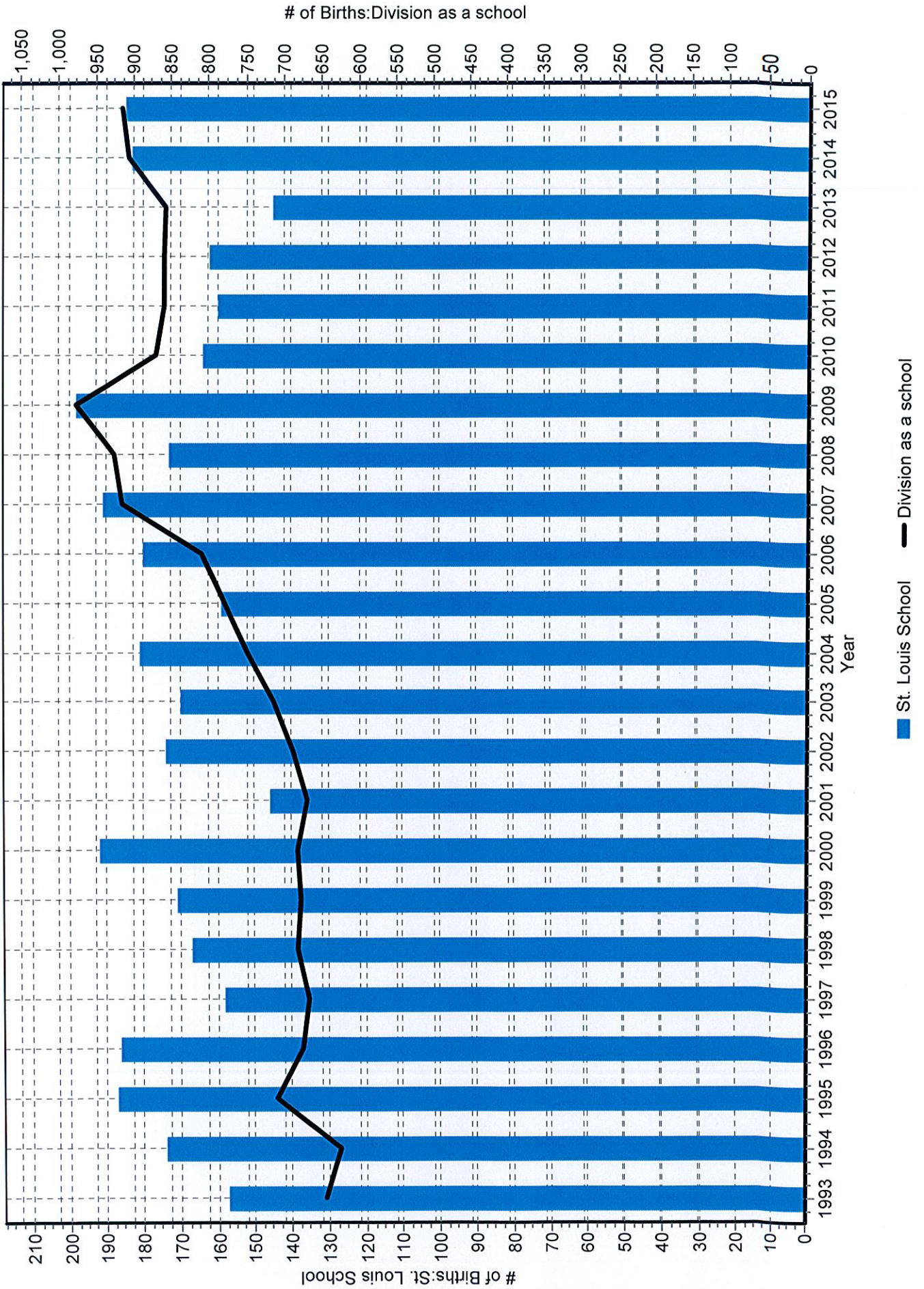


Births: St. Francis Xavier School vs Division as a school

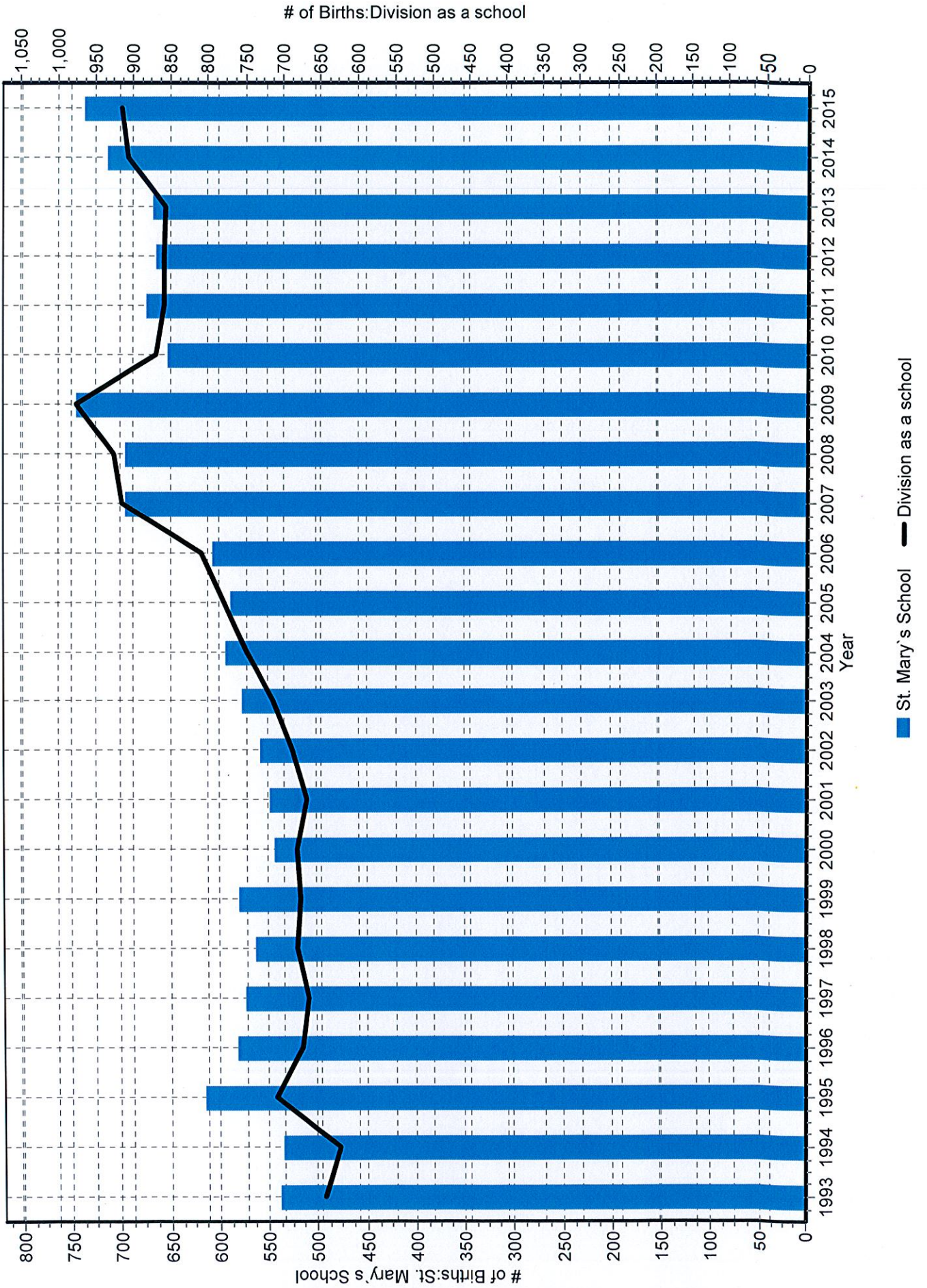


■ St. Francis Xavier School — Division as a school

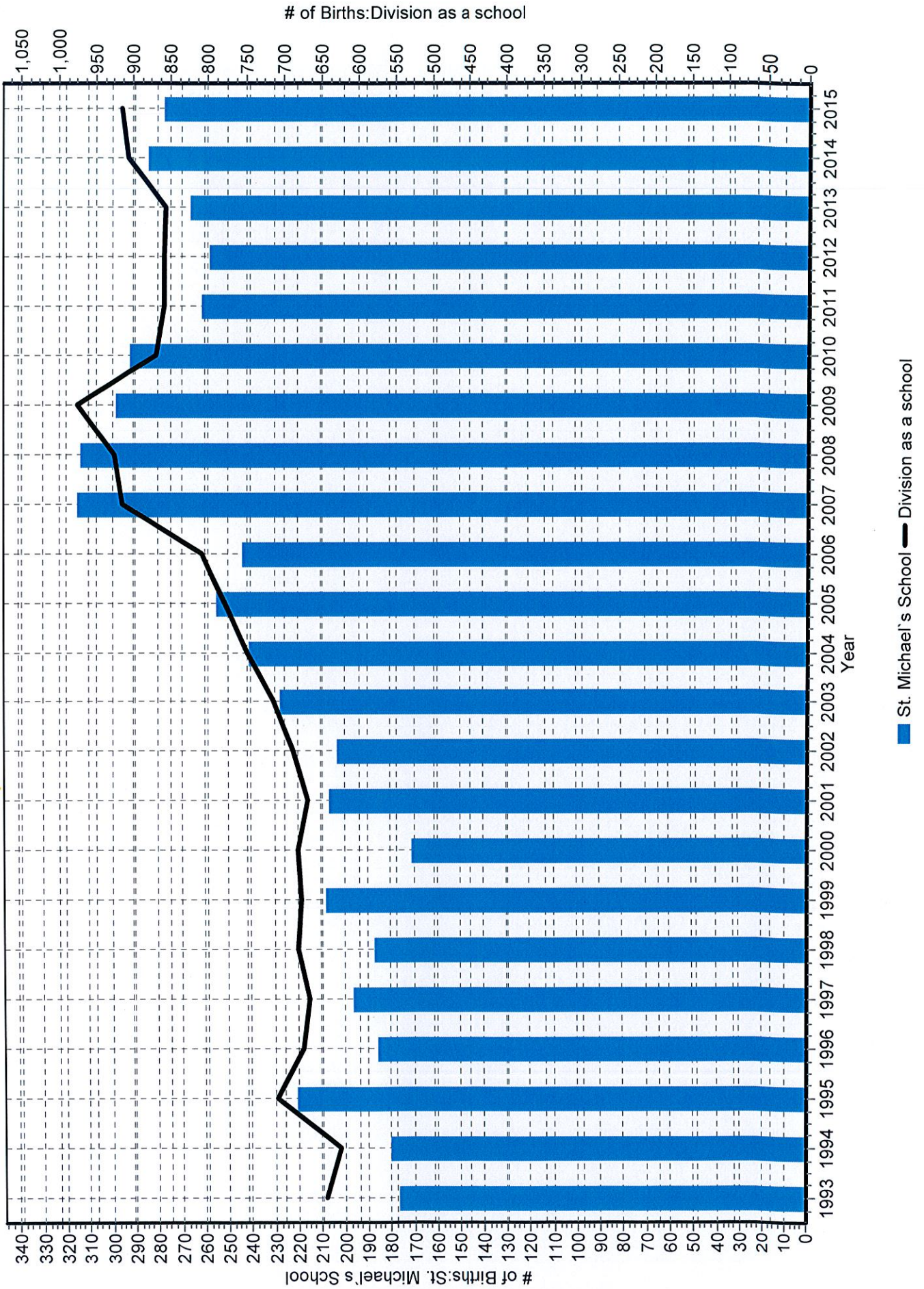
Births: St. Louis School vs
Division as a school



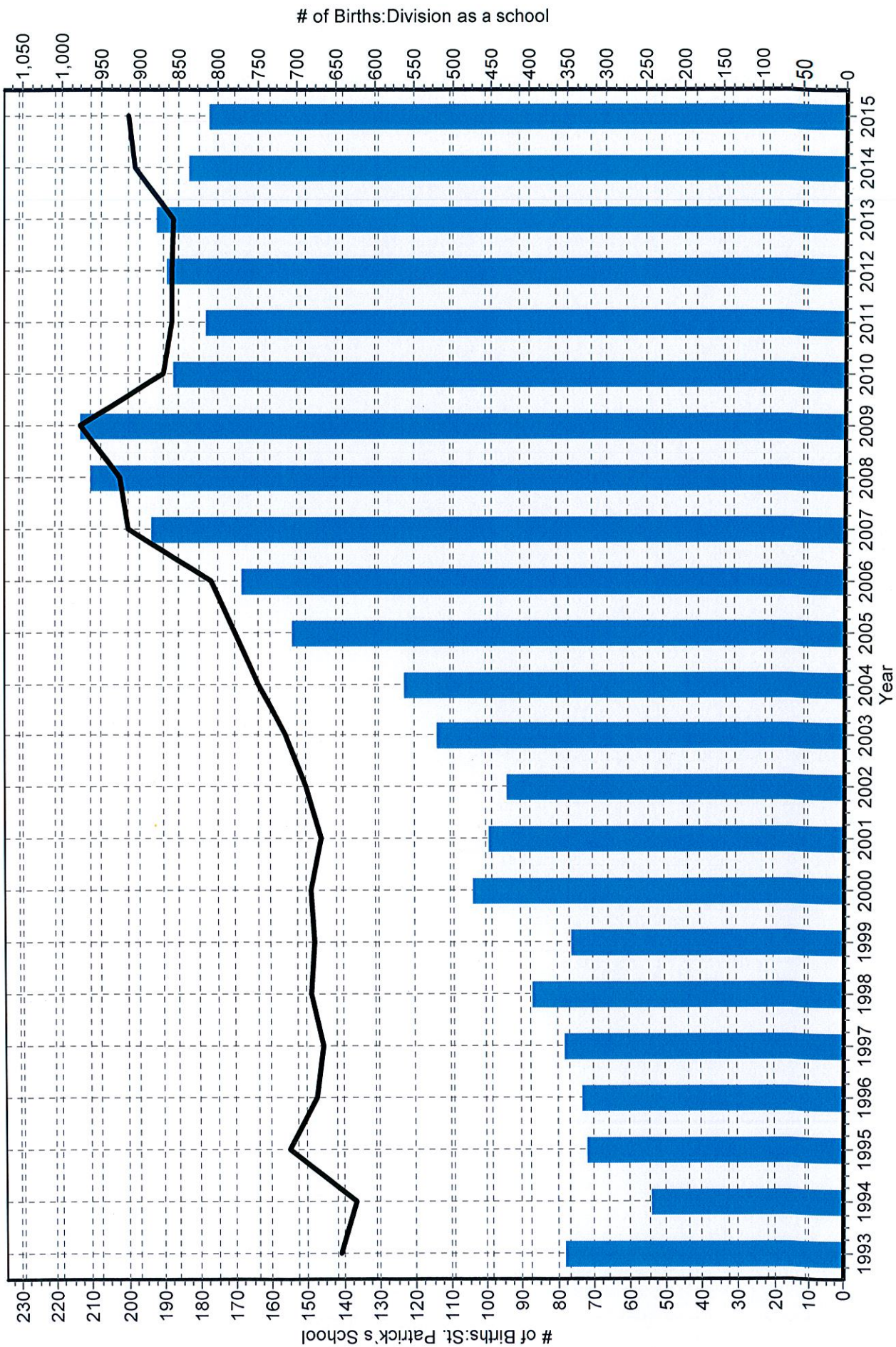
Births: St. Mary's School vs Division as a school



Births: St. Michael's School vs Division as a school



Births: St. Patrick's School vs Division as a school



■ St. Patrick's School — Division as a school

Capture Rates

Capture Rate by Grade

Year: 2016/2017

Enrolment of Children from this Catchment

Children living in this Catchment			in Regular Program				in Division Programs				Catchment children				
Age	#	Grade	Attending this School	Attending other Schools	Subtotal	Attending this School	Attending other Schools	Subtotal	Accounted	Not Accounted					
5	845	K	159	19%	N/A	N/A	159	19%	N/A	15	2%	174	21%	671	79%
6	865	1	151	17%	N/A	N/A	151	17%	N/A	16	2%	167	19%	698	81%
7	940	2	156	17%	N/A	N/A	156	17%	N/A	16	2%	172	18%	768	82%
8	910	3	155	17%	N/A	N/A	155	17%	N/A	14	2%	169	19%	741	81%
9	910	4	165	18%	N/A	N/A	165	18%	N/A	18	2%	183	20%	727	80%
10	835	5	167	20%	N/A	N/A	167	20%	N/A	7	1%	174	21%	661	79%
11	860	6	133	15%	N/A	N/A	133	15%	N/A	59	7%	192	22%	668	78%
12	855	7	124	15%	N/A	N/A	124	15%	N/A	80	9%	204	24%	651	76%
13	810	8	116	14%	N/A	N/A	116	14%	N/A	85	10%	201	25%	609	75%
14	785	9	133	17%	N/A	N/A	133	17%	N/A	76	10%	209	27%	576	73%
15	800	10	205	26%	N/A	N/A	205	26%	N/A	0	0%	205	26%	595	74%
16	770	11	169	22%	N/A	N/A	169	22%	N/A	0	0%	169	22%	601	78%
17	820	12	238	29%	N/A	N/A	238	29%	N/A	0	0%	238	29%	582	71%
4 to 11	6165	PK to 6	1086	18%	N/A	N/A	1086	18%	N/A	145	2%	1231	20%	4934	80%
12 to 14	2450	7 to 9	373	15%	N/A	N/A	373	15%	N/A	241	10%	614	25%	1836	75%
15 to 17	2390	10 to 12	612	26%	N/A	N/A	612	26%	N/A	0	0%	612	26%	1778	74%
4 to 17	11005	PK to 12	2071	19%	N/A	N/A	2071	19%	N/A	386	4%	2457	22%	8548	78%

*Secondary Enrolments include some pupils older than 17, but the Population includes only children up to the age of 17.
A "Catchment" is that geographic area which represents the formal attendance boundary of a School.

Capture Rate by Grade

Year: 2016/2017

Medicine Hat Catholic Board of Education

St. Patrick's School

Enrolment of Children from this Catchment

Children living in this Catchment			in Regular Program				in Division Programs				Catchment children					
			Attending this School	Attending other Schools	Subtotal	Attending this School	Attending other Schools	Subtotal								
Age	#	Grade										Accounted	Not Accounted			
5	190	K	41	22%	7	4%	48	25%	0	0%	1	1%	49	26%	141	74%
6	225	1	53	24%	2	1%	55	24%	0	0%	1	0%	56	25%	169	75%
7	215	2	45	21%	6	3%	51	24%	0	0%	6	3%	57	27%	158	73%
8	210	3	54	26%	1	0%	55	26%	0	0%	4	2%	59	28%	151	72%
9	220	4	47	21%	5	2%	52	24%	0	0%	3	1%	55	25%	165	75%
10	195	5	55	28%	4	2%	59	30%	0	0%	1	1%	60	31%	135	69%
6 to 8	650	1 to 3	152	23%	9	1%	161	25%	0	0%	11	2%	172	26%	478	74%
9 to 10	415	4 to 5	102	25%	9	2%	111	27%	0	0%	4	1%	115	28%	300	72%
6 to 10	1065	1 to 5	254	24%	18	2%	272	26%	0	0%	15	1%	287	27%	778	73%
4 to 10	1255	PK to 5	295	24%	25	2%	320	25%	0	0%	16	1%	336	27%	919	73%

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A "Catchment" is that geographic area which represents the formal attendance boundary of a School.

Capture Rate by Grade

Year: 2016/2017

Enrolment of Children from this Catchment

Children living in this Catchment			in Regular Program				in Division Programs				Catchment children					
Age	#	Grade	Attending this School	Attending other Schools	Subtotal	Attending this School	Attending other Schools	Subtotal	Accounted	Not Accounted						
5	246	K	23	9%	25	10%	48	20%	0	0%	4	2%	52	21%	194	79%
6	261	1	20	8%	14	5%	34	13%	0	0%	3	1%	37	14%	224	86%
7	296	2	24	8%	20	7%	44	15%	0	0%	4	1%	48	16%	248	84%
8	286	3	24	8%	14	5%	38	13%	0	0%	3	1%	41	14%	245	86%
9	276	4	21	8%	20	7%	41	15%	0	0%	8	3%	49	18%	227	82%
10	261	5	26	10%	17	7%	43	16%	0	0%	4	2%	47	18%	214	82%
11	261	6	18	7%	22	8%	40	15%	0	0%	7	3%	47	18%	214	82%
6 to 8	843	1 to 3	68	8%	48	6%	116	14%	0	0%	10	1%	126	15%	717	85%
9 to 11	798	4 to 6	65	8%	59	7%	124	16%	0	0%	19	2%	143	18%	655	82%
6 to 11	1641	1 to 6	133	8%	107	7%	240	15%	0	0%	29	2%	269	16%	1372	84%
4 to 11	1887	PK to 6	156	8%	132	7%	288	15%	0	0%	33	2%	321	17%	1566	83%

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Capture Rate by Grade

Year: 2016/2017

Enrolment of Children from this Catchment

Children living in this Catchment		in Regular Program				in Division Programs				Catchment children								
		Attending this School	Attending other Schools	Subtotal		Attending this School	Attending other Schools	Subtotal		Accounted	Not Accounted							
Age	#	Grade																
12	645	7	75	12%	10	2%	85	13%	32	5%	24	4%	56	9%	141	22%	504	78%
13	585	8	53	9%	21	4%	74	13%	36	6%	25	4%	61	10%	135	23%	450	77%
14	595	9	70	12%	24	4%	94	16%	40	7%	17	3%	57	10%	151	25%	444	75%
13 to 14	1180	8 to 9	123	10%	45	4%	168	14%	76	6%	42	4%	118	10%	286	24%	894	76%
12 to 14	1825	7 to 9	198	11%	55	3%	253	14%	108	6%	66	4%	174	10%	427	23%	1398	77%

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Capture Rate by Grade

Year: 2016/2017

Enrolment of Children from this Catchment

Children living in this Catchment			in Regular Program				in Division Programs				Catchment children							
			Attending this School		Attending other Schools		Subtotal		Attending this School		Attending other Schools		Subtotal		Accounted		Not Accounted	
Age	#	Grade																
5	149	K	18	12%	3	2%	21	14%	0	0%	2	1%	2	1%	23	15%	126	85%
6	129	1	9	7%	12	9%	21	16%	0	0%	1	1%	1	1%	22	17%	107	83%
7	150	2	9	6%	6	4%	15	10%	0	0%	1	1%	1	1%	16	11%	134	89%
8	140	3	5	4%	6	4%	11	8%	0	0%	3	2%	3	2%	14	10%	126	90%
9	134	4	11	8%	9	7%	20	15%	0	0%	2	1%	2	1%	22	16%	112	84%
10	139	5	7	5%	9	6%	16	12%	0	0%	0	0%	0	0%	16	12%	123	88%
11	129	6	5	4%	8	6%	13	10%	0	0%	7	5%	7	5%	20	16%	109	84%
6 to 8	419	1 to 3	23	5%	24	6%	47	11%	0	0%	5	1%	5	1%	52	12%	367	88%
9 to 11	402	4 to 6	23	6%	26	6%	49	12%	0	0%	9	2%	9	2%	58	14%	344	86%
6 to 11	821	1 to 6	46	6%	50	6%	96	12%	0	0%	14	2%	14	2%	110	13%	711	87%
4 to 11	970	PK to 6	64	7%	53	5%	117	12%	0	0%	16	2%	16	2%	133	14%	837	86%

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Capture Rate by Grade

Year: 2016/2017

St. Francis Xavier School

Enrolment of Children from this Catchment

Children living in this Catchment			in Regular Program				in Division Programs				Catchment children					
Age	#	Grade	Attending this School	Attending other Schools	Subtotal	Attending this School	Attending other Schools	Subtotal	Accounted	Not Accounted						
5	130	K	15	12%	22	17%	37	28%	0	0%	2	2%	39	30%	91	70%
6	140	1	5	4%	16	11%	21	15%	0	0%	2	1%	23	16%	117	84%
7	145	2	17	12%	12	8%	29	20%	0	0%	3	2%	32	22%	113	78%
8	135	3	9	7%	12	9%	21	16%	0	0%	1	1%	22	16%	113	84%
9	135	4	11	8%	18	13%	29	21%	0	0%	7	5%	36	27%	99	73%
10	145	5	16	11%	15	10%	31	21%	0	0%	4	3%	35	24%	110	76%
11	130	6	15	12%	13	10%	28	22%	0	0%	5	4%	33	25%	97	75%
6 to 8	420	1 to 3	31	7%	40	10%	71	17%	0	0%	6	1%	77	18%	343	82%
9 to 11	410	4 to 6	42	10%	46	11%	88	21%	0	0%	16	4%	104	25%	306	75%
6 to 11	830	1 to 6	73	9%	86	10%	159	19%	0	0%	22	3%	181	22%	649	78%
4 to 11	960	PK to 6	88	9%	108	11%	196	20%	0	0%	24	3%	220	23%	740	77%

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Capture Rate by Grade

Year: 2016/2017

Enrolment of Children from this Catchment

Children living in this Catchment		in Regular Program					in Division Programs					Catchment children						
		Attending this School	Attending other Schools	Subtotal	Attending this School	Attending other Schools	Subtotal	Accounted	Not Accounted									
Age	#	Grade																
11	205	6	34	17%	10	5%	44	21%	29	14%	4	2%	33	16%	77	38%	128	62%
12	205	7	35	17%	7	3%	42	20%	22	11%	4	2%	26	13%	68	33%	137	67%
13	205	8	32	16%	10	5%	42	20%	19	9%	6	3%	25	12%	67	33%	138	67%
14	175	9	34	19%	9	5%	43	25%	14	8%	9	5%	23	13%	66	38%	109	62%
13 to 14	380	8 to 9	66	17%	19	5%	85	22%	33	9%	15	4%	48	13%	133	35%	247	65%
11 to 14	790	6 to 9	135	17%	36	5%	171	22%	84	11%	23	3%	107	14%	278	35%	512	65%

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Capture Rate by Grade

Year: 2016/2017

Enrolment of Children from this Catchment

Children living in this Catchment		in Regular Program				in Division Programs				Catchment children						
		Attending this School	Attending other Schools	Subtotal	Attending this School	Attending other Schools	Subtotal	Accounted	Not Accounted							
Age	#	Grade														
5	255	K	32	13%	11	4%	43	17%	0	0%	8	3%	51	20%	204	80%
6	250	1	37	15%	5	2%	42	17%	0	0%	11	4%	53	21%	197	79%
7	285	2	37	13%	13	5%	50	18%	0	0%	7	2%	57	20%	228	80%
8	270	3	40	15%	13	5%	53	20%	0	0%	5	2%	58	21%	212	79%
9	280	4	38	14%	15	5%	53	19%	0	0%	7	3%	60	21%	220	79%
10	215	5	40	19%	12	6%	52	24%	0	0%	2	1%	54	25%	161	75%
11	265	6	26	10%	11	4%	37	14%	0	0%	18	7%	55	21%	210	79%
6 to 8	805	1 to 3	114	14%	31	4%	145	18%	0	0%	23	3%	168	21%	637	79%
9 to 11	760	4 to 6	104	14%	38	5%	142	19%	0	0%	27	4%	169	22%	591	78%
6 to 11	1565	1 to 6	218	14%	69	4%	287	18%	0	0%	50	3%	337	22%	1228	78%
4 to 11	1820	PK to 6	250	14%	80	4%	330	18%	0	0%	58	3%	388	21%	1432	79%

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Enrolment of Children from this Catchment

Children living in this Catchment		in Regular Program			in Division Programs			Catchment children		
		Attending this School	Attending other Schools	Subtotal	Attending this School	Attending other Schools	Subtotal	Accounted	Not Accounted	
Age	#	Grade								
15	800	10	205	26%	0	0%	205	26%	595	74%
16	770	11	169	22%	0	0%	169	22%	601	78%
17	820	12	238	29%	0	0%	238	29%	582	71%
15 to 16	1570	10 to 11	374	24%	0	0%	374	24%	1196	76%
15 to 17	2390	10 to 12	612	26%	0	0%	612	26%	1778	74%

*Secondary Enrolments include some pupils older than 17, but the Population includes only children up to the age of 17.

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