

public agenda

Regular Meeting of the Board of Trustees

June 25, 2024
11:00 a.m.

Multipurpose Room,
Education Centre
1221 8 Street SW,
Calgary, AB

R-1: Mission |

Each student, in keeping with their individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning.

Conflict of Interest reminder: Trustees must disclose any potential pecuniary interest in any matter before the Board of Trustees, as set forth in the agenda as well as any pecuniary interest in any contract before the Board requiring the Board's approval and/or ratification.

Time	Topic	Who	Policy Ref	Attachment
11:00am	1 Call to Order, National Anthem, Acknowledgement of the Land and Welcome	Chair		
	2 Consideration/Approval of Agenda	Board	GC-2	
	3 Awards and Recognitions		GC-3	
	4 Results Focus			
	4.1 Cedarbrae, Catherine Nichols Gunn, Falconridge, Forest Lawn, and John G. Diefenbaker Schools Presentation	L. Pritchard	R-4	
	5 Operational Expectations			
	6 Public Comment		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Information		GC-3	
	7.1 Three Year System Student Accommodation Plan 2024-2027	J. Pitman D. Breton	OE-7,8,9	Page 7-1
	8 Matters Reserved for Board Decision	Board	GC-2	
	8.1 Ten Year Student Accommodation and Facilities Strategy 2024-2034		OE-7,9	Page 8--27
	8.2 2024-25 Monitoring Adjustments to Results 3, 4, and 5		R-3,4,5	Page 8-1
	8.3 Modular Classroom Relocation		OE-5,7,9	Page 8-15



Time	Topic	Who	Policy Ref	Attachment
8.4	Proposed Amendments to Governance Culture Policies		GC-2,3,5E	Page 8-21
9 	Consent Agenda	Board	GC-2.6	
9.1	Items Provided for Board Decision			
9.1.1	OE-5: Financial Planning – Annual Monitoring <i>(THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-5: Financial Planning.)</i>		OE-5	Page 6-1 (Jun 18/24)
9.1.2	OE-9: Facilities – Annual Monitoring <i>(THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-5: Facilities.)</i>		OE-9	Page 6-10 (Jun 18/24)
9.1.3	Roster for Second Vice Chair <i>(THAT the Board of Trustees approves the roster for Second Vice-Chair for the period of July 2024 to October 2025 as submitted.)</i>		GC-4	Page 9-1
9.2	Items Provided for Information			
9.2.1	Construction Project Status Update		OE-7,9	Page 9-2
	Private Session			
	Termination of Meeting			
	Debrief	Board	GC-2.3	

Notice |

This public Board meeting will be recorded & posted online.
Media may also attend these meetings.
You may appear in media coverage.

Information is collected under the authority of the Education Act and the Freedom of Information and Protection of Privacy Act section 33(c) for the purpose of informing the public.

For questions or concerns, please contact:
Office of the Corporate Secretary at corpsec@cbe.ab.ca.



**report to
Board of Trustees**

Three-Year System Student Accommodation Plan 2024-2027

Date	June 25, 2024
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-7: Communication with and Support for the Board OE-8: Communicating and Engaging with the Public OE-9: Facilities
Resource Person(s)	Education Directors Catherine Ford, Director, Planning Jeff Quigley, Manager, Planning Brenda Gibson, Manager, Transportation

1 | Recommendation

It is recommended:

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



2 | Issue

The Three-Year System Student Accommodation Plan (SSAP) is updated annually to create an awareness of:

- student accommodation initiatives completed since the last SSAP and up to May 15, 2024; and
- decisions made to address student accommodation challenges that will be implemented in the 2024-25 school year; and
- student accommodation issues that have been identified for monitoring and potential planning over the next three years.

The SSAP also helps address requirements outlined in OE-8: Communicating and Engaging with the Public to inform of any deletions of, additions to, or significant modifications of any instructional programs.

3 | Background

Student accommodation planning is an ongoing process that reflects the need for the system to adapt to evolving student needs. The timely flow of information to the public regarding these needs and a commitment to two-way communication that builds understanding and support for decisions is important. Identifying schools on the SSAP triggers the flow of information to schools. It also serves as an indicator to school communities that changes may need to happen in the future. Schools identified in the plan are generally schools with high utilization or low utilization rates. When utilization is too high or too low, it can have effects on teaching and learning at schools. The SSAP highlights schools where utilization and use of space at a school may be a concern presently or into the future.

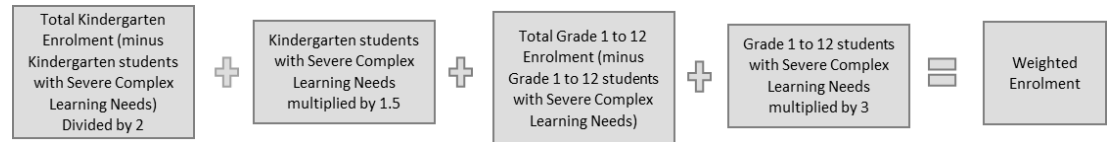
While utilization is one guideline for determining placement on the plan, schools may also be identified as requiring changes due to educational need. The plan also identifies schools that may require adjustments to their attendance area due to the opening of new schools. Lastly, emergent issues may develop over the course of the year that need immediate attention. These are managed in real time, with outcomes placed on the completed section of the SSAP the following year.

Most schools listed on the SSAP have a current utilization rate of less than 70 per cent or greater than 95 per cent or are projected to be less than 70 per cent or greater than 95 per cent by the 2026-27 school year. Using these utilization thresholds allow for a comprehensive list of schools that may require accommodation plans.

Utilization is calculated using an Alberta Education formula that incorporates a weighted factor according to space needs. The following groups are weighted enrolments:

- kindergarten students who typically attend half day; and
- K-12 students who are coded as having severe complex learning needs.

The diagram below illustrates how weighted enrolment is determined.



Utilization is calculated by dividing the weighted enrolment by the Provincial capacity of a school. By working in coordination with the Modular Classroom Program and the Three-Year School Capital Plan, the SSAP guides system accommodation planning to ensure students have efficient and effective schools in the right locations.

4 | Analysis

Attachment I to this report outlines active projects for ongoing accommodation issues, projects where work has not yet started and any newly identified projects. These are organized into the following groupings:

- System Initiatives;
- Short Term Student Accommodation Challenges – Decision required by 2025-2026 school year;
- Long Term Student Accommodation Challenges - No changes anticipated within next 18 months; and
- Plan in Place.

Guided by Calgary Board of Education (CBE) planning principles listed in the Student Accommodation Planning Process Administrative Regulation ([AR 1090](#)), and the need to align learning offerings to maximize programmatic and operational efficiencies, all projects identified fall into one of the following categories:

- Fiscal Responsibility/Facility Optimization
 - Applies to schools where there may be opportunity for improved resource management and cost savings.
- Low Enrolment and/or Excess Capacity
 - Schools currently under 70% utilization or anticipated to be under 70% over the next 3 years.
- Balance Enrolment
 - There may be opportunity to balance enrolment between this school and nearby schools.
- Overcapacity and/or Nearing Capacity
 - Schools currently over 95% utilization or anticipated to be over 95% utilization over the next 3 years.
- New School Projects
 - Schools that will be affected by new school openings.
- Plan in Place
 - Schools that may have a lottery in place to limit enrolment at the school or may have been involved in recent accommodation planning.

Attachment III to this report highlights geographically, the locations of active projects. These categories will be used to update the online story map tool entitled “SSAP Dashboard” available on the “[Three Year System Student Accommodation Plan](#)” webpage. The dashboard provides access to additional information for each school on the plan, including a three-year enrolment and utilization rate projection.

Below is a list of projects and associated schools for both System Initiatives and Short-Term Projects listed in Attachment I: Active Projects

System Initiatives

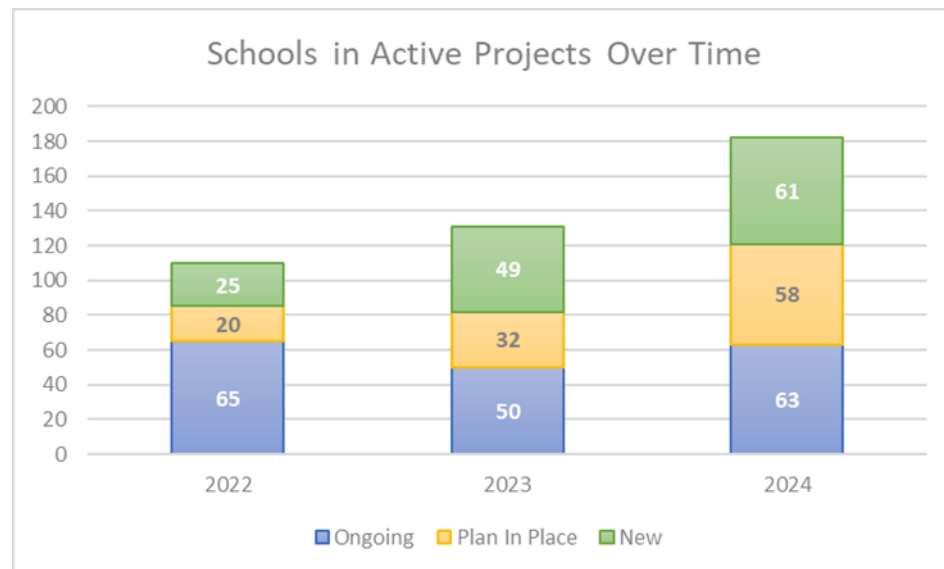
- Project 19-P6 - Louise Dean Centre, Jack James High School
- Project 23-P1 - Chinook Learning Services
- Project 20-P3 - Home Education
- Project 18-P7 - All Boys Program
- Project 24-P48 – Designation of Non-Residential Areas
- Project 24-P50 – Taza Development on Tsuut’ina lands

Short Term Projects

- Project 15-P9 – Hawkwood School
- Project 23-P2 - Royal Oak School
- Project 23-P8 – William D. Pratt School
- Project 24-P02 – Captain John Palliser School, The Hamptons School
- Project 24-P10 – Banff Trail School, Varsity Acres School
- Project 22-P3 - Colonel Irvine School
- Project 19-P28 - Captain Nichola Goddard School, Panorama Hills School, Buffalo Rubbing Stone School
- Project 24-P17 – William Aberhart High School
- Project 24-P14 – Collingwood School, Dalhousie School, Senator Patrick Burns School, W.O. Mitchell School
- Project 23-P12 - Keeler School
- Project 23-P18 – North Trail High School
- Project 23-P16 – Nose Creek School
- Project 24-P18 – Cappy Smart School, Roland Michener School
- Project 24-P27 – Guy Weadick School, Taradale School
- Project 23-P20 – Hugh A. Bennett School, Pineridge School
- Project 22-P20 - Saddle Ridge School, Pineridge School
- Project 23-P43 – Chaparral School
- Project 23-P45 – Lord Beaverbrook High School
- Project 23-P26 - Mahogany School, Bayside School
- Project 23-P30 – David Thompson School, Sundance School
- Project 22-P24 – Sam Livingston School
- Project 23-P29 - Ron Southern School
- Project 23-P32 - A.E. Cross School, Mount Royal School, Vincent Massey School
- Project 23-P33 - Connaught School, Ramsay School, Earl Grey School, Wildwood School
- Project 23-P38 – Elboya School
- Project 20-P66 – Rideau Park School
- Project 24-P47 – Western Canada High School

Over the past three years, the number of schools in new and ongoing projects on the plan has increased by nearly 40%, rising from 110 projects to 182 projects. This significant growth has been primarily driven by high and increasing enrolment rates at our schools. The surge in student numbers has led to a majority of the new and ongoing projects being categorized as either Over Capacity and/or Nearing Capacity. This trend highlights the urgent need to address capacity constraints.

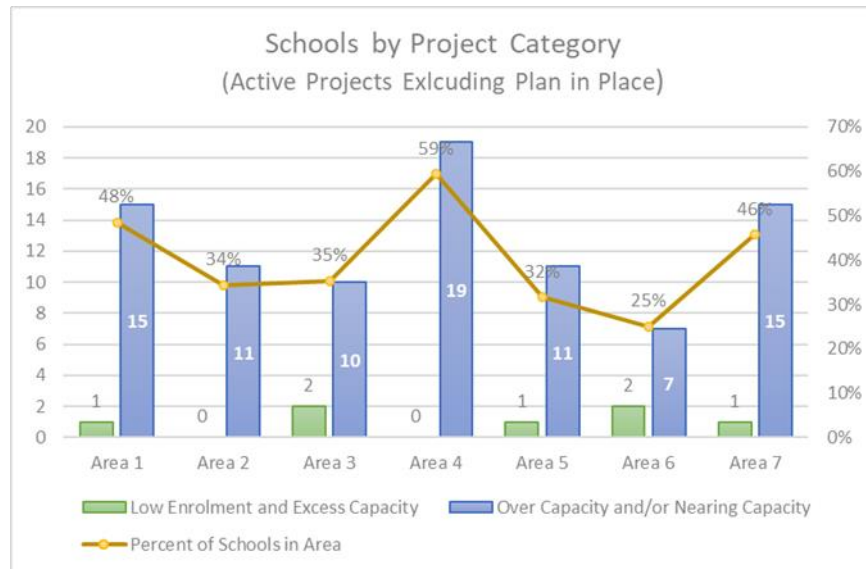
Sixty-one schools flagged as new projects account for 49% of all active projects that don't have a plan in place. There are nearly as many new projects to the 2024-2027 SSAP as there are as ongoing projects. The following graphs illustrates this trend with a detailed breakdown of the increase in schools involved in all active projects, whether new, ongoing or plan in place.



Graph 1: Active Projects Over Time

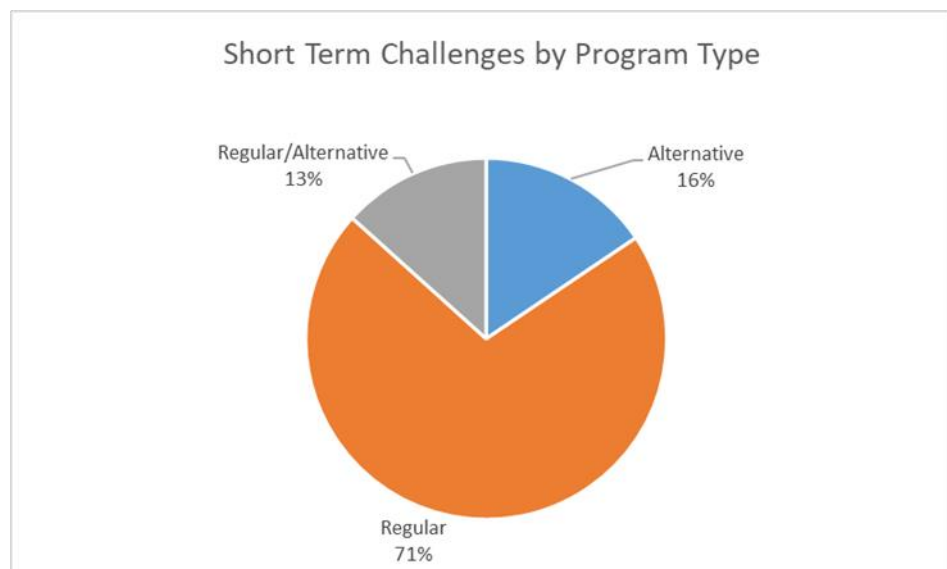
Calgary has experienced significant growth over the past two years, with the population increasing by 3% in 2022 and 6% in 2023 (Statistics Canada, Table 17-10-0148-01). This rapid influx of families moving to Calgary has intensified the pressure on our school system. As a result, the number of schools classified as Over Capacity and/or Nearing Capacity has become a major challenge across the system, particularly in specific areas.

The graph below illustrates the distribution of schools by project category and by area. It highlights that Areas 1, 4, and 7 face the most substantial pressures, with the highest number of schools categorized as Over Capacity and/or Nearing Capacity. Specifically, Area 4, which has the most projects, comprises 32 schools in total, 19 of which are on the SSAP for being Over Capacity and/or Nearing Capacity.



Graph 2: Schools by Project Category

For the current SSAP Short Term Accommodation Challenges, 84% of the schools involved have a regular program, most of which are Over Capacity and/or Nearing Capacity. Alternative program schools can manage enrolment without an overflow designation by capping enrolment when the school is full. Consequently, fewer alternative program schools are listed as Short Term Accommodation Challenges and are instead categorized under 'Plan in Place', once capped. Further, all of the single-track alternative schools listed as short term projects on the 2024-2027 are 'Balance Enrolment' projects.



Graph 3: Schools by Project Type

Completed Projects

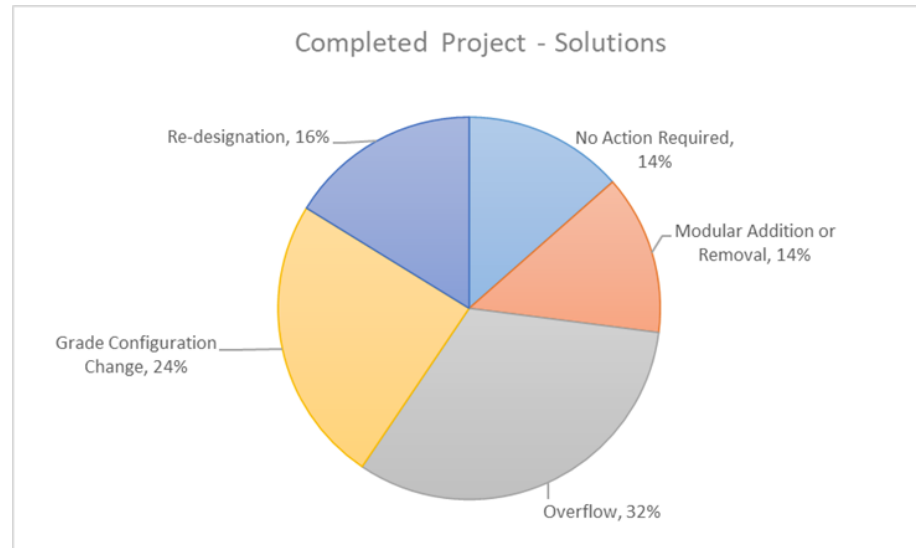
The projects completed before May 15th, 2024, are listed below. Attachment II to this report contains further details.

- Emergent – Acadia School
- Emergent - Captain John Palliser School
- Emergent - Ernest Morrow & Feeder Schools
 - Project 20-P37 – Penbrooke Meadows School
 - Project 22-P4b - G.W. Skene School
- Emergent - Ian Bazalgette School
 - Project 20-P40 – West Dover School
- Emergent - Dr. G.M. Egbert & Feeder Schools
 - Project 20-P14 – Abbeydale School
 - Project 22-P4b - G.W. Skene School
- Emergent - Joane Cardinal-Schubert High School
- Project 18-P23 - Eric Harvie School, Tuscany School, Twelve Mile Coulee School
- Project 20-P24 – Tom Baines
- Project 23-P7 – Sir Winston Churchill High School
- Project 23-P10 – King George School
- Project 22-P13 – Sir John A. Macdonald School
- Project 22-P15 – Hidden Valley School, Valley Creek School
- Project 23-P14 – Northern Lights School
- Project 22-P9 - Chief Justice Milvain School, Colonel J. Fred Scott School
- Project 22-P5 - Grant MacEwan School, O.S. Geiger School
- Project 23-P44 – Dr. Gordon Higgins School
- Project 23-P22 - Ted Harrison School
- Project 23-P23 - Terry Fox School
- Project 23-P24 - Cranston School
- Project 23-P25 - Lakeshore School
- Project 23-P34 - Killarney School, Captain John Palliser School
- Project 20-P46 – Somerset School
- Project 20-P19 – Nickle School
- Project 20-P20 - Banting and Best School, Sherwood School
- Project 20-P21 - Chinook Park School
- Project 22-P27 - Simons Valley School

Additionally, the following projects are considered complete and removed from the SSAP list because they are not anticipated to be below 70% utilization or above 95% utilization in the next three years:

- Project 20-P27 - Alex Munro School, Catherine Nichols Gunn, Huntington Hills School
- Catherine Nichols Gunn remains long term Project 24-P13
- Project 18-P18 - Riverbend School
- Project 21-P62 - Nellie McClung School
- Project 21-P63 - Glenmeadows School
- Project 21-P64 - Eugene Coste School
- Project 22-P25 - Woodlands School
- Project 21-P73 - University School

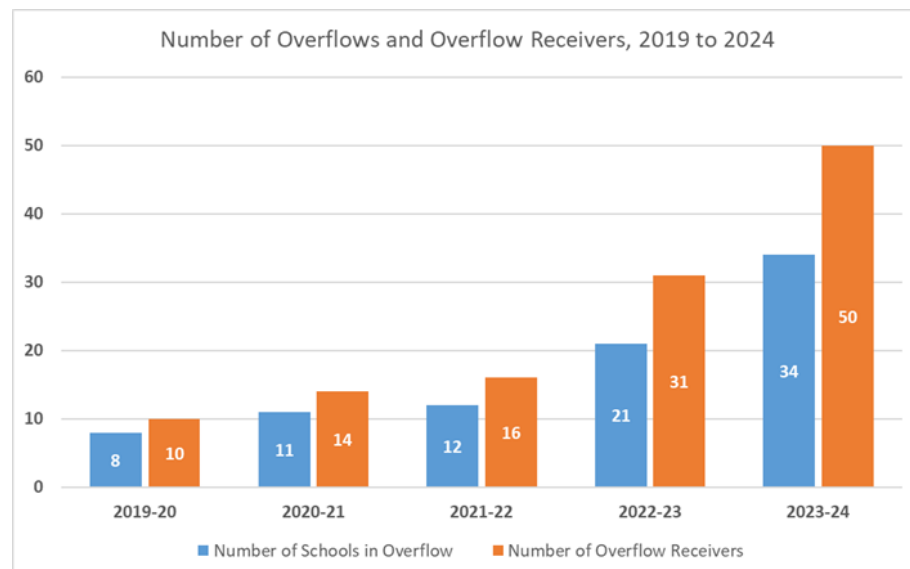
From the above listed completed projects there were several different solutions to accommodation challenges. The “No Action Required” category includes schools affected by new school construction; as well as those that resolved themselves through natural increases or decreases in enrolment to bring them above 70% or below 95%.



Graph 4: Completed Projects by Solution.

Schools in Overflow and Enrolment Status

The number of schools reaching capacity increased during the 2023-24 school year. Record enrolment growth, due to new migrants to Calgary, both interprovincial and international, continues to pressure the system. This has caused the number of schools in overflow status to rise. Below is a 4-year trend of schools in overflow. It shows the number of schools in an overflow status, as well as the number of schools receiving overflowed students. We expect this trend to continue without new school construction.



Graph 5: Number of overflow schools and schools that receive students.

The total count includes overflows and receivers that occurred at any time in the school year and may be different from the total count at year end. Overflows may be rescinded and implemented throughout a school year.

To provide transparency, the CBE publicly updates on a yearly basis the capacity of each school to accept students from outside their designated attendance area. Attachment IV to this report lists each school as “open,” “limited” or “closed”. These are defined as:

- “Open” Schools: Schools with a utilization rate below 85 per cent are able to accept new out of attendance area students;
- “Limited” Schools: Schools with a utilization range above 85 per cent but below 100 per cent can accept a limited number of new out of attendance area students; and
- “Closed” Schools: Schools with a utilization rate that exceed 100 per cent are considered “closed” and are not able to accept any new out of attendance area students at this time.

5 | Financial Impact

The financial impact of a student accommodation change is dependent upon decisions made for that school community. Financial impacts may include but are not limited to transportation costs, operational and maintenance funding changes and costs incurred to support program moves and/or expansions.

Attachment II to this report notes projects that resulted in movement of students through new school opening, changes in designation or overflow. Reported impacts may include the number of students affected by the change, an increase or decrease of transportation costs, and anticipated costs of programming moves and/or expansions.

6 | Conclusion

Student accommodation planning founded upon CBE values is essential to advance the Education Plan, particularly with respect to maximizing programmatic and operational efficiencies. Communication plans are developed for each undertaking, as required to communicate changes to internal and external stakeholders in a clear and timely manner.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

- Attachment I: Active Projects
- Attachment II: Completed Projects
- Attachment III: Maps of Projects by Category
- Attachment IV: Enrolment Status

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined in policy the individual and collective behaviour required to establish a culture of good governance. These policies establish standards for how the Board performs its work, including policies that define the Board's job, its purpose and its accountability.

Board/Chief Superintendent Relationship: The Board defined in policy the degree of authority delegated to the Chief Superintendent, and set out how the Chief Superintendent's performance, and ultimately the organization's performance, will be evaluated.

Results: These policies define the outcome the organization is expected to achieve for each student it serves. The Results policies are the performance targets for the Chief Superintendent and the organization and form the basis for judging the success of the organization and the Chief Superintendent on reasonable progress towards achieving the Results.

Operational Expectations: These policies define both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. The Chief Superintendent is required to comply with the Board's stated values about operational conditions and actions as set out in these policies.

System Initiatives

Project 19-P6 Ongoing Area 4	Program	Regular
	Communities Impacted	All Communities
	Schools Involved	Jack James High School, Louise Dean Centre
	Category	Fiscal Responsibility/Facility Optimization
	Issue	Louise Dean Centre is currently located in Kensington School. The facility requires significant infrastructure investments and has one of the highest operating costs per student in the system.
	Summary	<p>At the November 29, 2022, regular meeting of the Board of Trustees of (CBE), the Board passed the following motion: "THAT the Board of Trustees approves the closure of the Louise Dean School effective June 28, 2024, for the purpose of relocation."</p> <p>On April 12, 2023, the Province of Alberta announced partial funding to renovate the Jack James High School site to enhance the space to include Louise Dean Centre. A plan is in place to move Louise Dean students to a renovated Jack James High School and implementation is ongoing.</p>
Project 20-P3 Ongoing Area 5	Program	Regular
	Communities Impacted	All Communities
	Schools Involved	Home Education
	Category	Fiscal Responsibility/Facility Optimization
	Issue	Need to optimize the use of existing facilities.
	Summary	CBE continues to review how to best support the learning needs of students in a fashion that optimizes the use of CBE facilities.

Project 23-P1 Ongoing Area 5	Program	Regular
	Communities Impacted	All Communities
	Schools Involved	Chinook Learning Services
	Category	Fiscal Responsibility/Facility Optimization
	Issue	Chinook Learning Services is located in CBE high schools which have increasingly limited space.
	Summary	<p>CBE will continue to review current locations for Chinook Learning Services and how to best support the learning needs of students in a fashion that optimizes the use of CBE facilities.</p> <p>Chinook Learning Services is currently located at James Fowler High School (Project 23-P9), Lord Beaverbrook High School (Project 23-P45) and Lord Shaughnessy High School. For the 2023-2024 school year Chinook Learning Services expanded to another location at Forest Lawn High School.</p>
Project 18-P7 Ongoing Area 7	Program	Alternative
	Communities Impacted	All Communities
	Schools Involved	All Boys Program
	Category	Fiscal Responsibility/Facility Optimization
	Issue	The school utilization is at or anticipated to be below 70%. Enrolment in the program peaked at 177 students in 2016 but has been declining since.
	Summary	<p>All Boys Program at Sir James Lougheed School is a single-track Kindergarten to Grade 6 alternative program school. September 2023 enrolment was 51 students, and the September 2024 enrolment projection is 45 students.</p> <p>This program is being assessed for its sustainability.</p>
Project 24-P48 New All	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	Non-Residential Areas
	Category	Fiscal Responsibility/Facility Optimization
	Issue	Non-residential communities in the city do not have Regular Program or French Immersion Program designations.
	Summary	<p>Non-residential areas of the city do not have designations for resident students for either Regular or French Immersion programs. This leads to hurdles for both families and CBE service units when families occasionally register from these areas.</p> <p>CBE will review non-residential areas to decide designations. The approach will include analyzing current and projected enrolment trends, the capacity of nearby schools, and the logistical implications for student transportation.</p>

Project 24-P50 New Multiple	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	Multiple in Areas 6 or 7
	Category	Fiscal Responsibility/Facility Optimization
	Issue	Residential development west of Calgary on Tsuut'ina Land will begin shortly and the expectation of Alberta Education is that students living in the area will be designated to Calgary schools.
	Summary	<p>CBE will monitor the progress of development, determine the number of expected students and designate students to low enrolment schools in proximity to the developments, where possible.</p> <p>The development will span three distinct villages: Taza Park, The Crossing and Buffalo Run. These three developments will span multiple geographic areas on the western edge of Calgary.</p>

Short Term Student Accommodation Challenges – 2024-2027

Project 15-P9 Ongoing Area 1	Program	Regular
	Communities Impacted	Hawkwood, Sage Hill
	Schools Involved	Hawkwood School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>The school accommodates students from the new and developing community of Sage Hill.</p> <p>Hawkwood School has a utilization of 108% for the 2023-2024 school year and is anticipated to be 108% for the 2024-2025 school year.</p>
Project 23-P2 Ongoing Area 1	Program	Regular
	Communities Impacted	Rocky Ridge, Royal Oak, Glacier Ridge
	Schools Involved	Royal Oak School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>The school is accommodating the new and developing community of Glacier Ridge.</p> <p>Royal Oak School has a utilization of 103% for the 2023-2024 school year and is anticipated to be 109% for the 2024-2025 school year.</p>

Project 23-P8 Ongoing Area 1	Program	Regular
	Communities Impacted	Rocky Ridge, Royal Oak, Glacier Ridge, Evanston
	Schools Involved	William D. Pratt School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>The school is accommodating the new and developing community of Glacier Ridge and also the overflow for the Evanston community from Simon Fraser School.</p> <p>William D. Pratt School has a utilization of 105% for the 2023-2024 school year and is anticipated to be 112% for the 2024-2025 school year.</p>
Project 24-P02 New Area 1	Program	Regular
	Communities Impacted	Brentwood, Hamptons
	Schools Involved	Captain John Palliser School, The Hamptons School
	Category	Balance Enrolment
	Issue	Enrolment between schools and programs is unbalanced.
	Summary	<p>Balancing enrolment between schools helps CBE manage class sizes and programming amongst schools. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies.</p> <p>Captain John Palliser School has a utilization of 94% for the 2023-2024 school year and is anticipated to be 101% for the 2024-2025 school year.</p> <p>The Hamptons School has a utilization of 75% for the 2023-2024 school year and is anticipated to be 76% for the 2024-2025 school year.</p>

Project 19-P28 Ongoing Area 2	Program	Regular
	Communities Impacted	Panorama Hills
	Schools Involved	Buffalo Rubbing Stone School, Captain Nichola Goddard School, Panorama Hills School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Captain Nichola Goddard School has a utilization of 110% for the 2023-2024 school year and is anticipated to be 117% for the 2024-2025 school year.</p> <p>Panorama Hills School has a utilization of 96% for the 2022-2023 school year and is anticipated to be 98% for the 2023-2024 school year.</p> <p>Buffalo Rubbing Stone School has a utilization of 108% for the 2022-2023 school year and is anticipated to be 111% for the 2023-2024 school year.</p>

Project 22-P3 Ongoing Area 2	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	Colonel Irvine School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>The school is accommodating the new and developing community of Livingston and is dual-track Regular Program and Chinese (Mandarin) Bilingual.</p> <p>Colonel Irvine School has a utilization of 108% for the 2023-2024 school year and is anticipated to be 113% for the 2024-2025 school year.</p>

Project 24-P10 New Area 2	Program	Alternative
	Communities Impacted	Multiple
	Schools Involved	Banff Trail School, Varsity Acres School
	Category	Balance Enrolment
	Issue	Enrolment between schools and programs is unbalanced.
	Summary	<p>Balancing enrolment between schools helps CBE manage class sizes and programming amongst schools. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies.</p> <p>Banff Trail School has a utilization of 82% for the 2023-2024 school year and is anticipated to be 88% for the 2024-2025 school year.</p> <p>Varsity Acres School has a utilization of 90% for the 2023-2024 school year and is anticipated to be 97% for the 2024-2025 school year.</p>
Project 24-P14 New Area 2	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	Collingwood School, Dalhousie School, Senator Patrick Burns School, W. O. Mitchell School
	Category	Balance Enrolment
	Issue	Enrolment between schools and programs is unbalanced.
	Summary	<p>Balancing enrolment between schools helps CBE manage class sizes and programming amongst schools. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies.</p> <p>There is an opportunity to use space in the school for system programs or to help alleviate other accommodation pressures at other schools.</p> <p>Collingwood School has a utilization of 81% for the 2023-2024 school year and is anticipated to be 83% for the 2024-2025 school year.</p> <p>Dalhousie School has a utilization of 94% for the 2023-2024 school year and is anticipated to be 98% for the 2024-2025 school year.</p> <p>W.O. Mitchell School has a utilization of 76% for the 2023-2024 school year and is anticipated to be 76% for the 2024-2025 school year.</p> <p>Senator Patrick Burns School has a utilization of 93% for the 2023-2024 school year and is anticipated to be 91% for the 2024-2025 school year.</p>

Project 24-P17 New Area 2	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	William Aberhart High School
	Category	Balance Enrolment
	Issue	Enrolment between schools and programs is unbalanced.
	Summary	<p>Balancing enrolment between schools helps CBE manage class sizes and programming amongst schools. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies.</p> <p>William Aberhart High School has a utilization of 86% for the 2023-2024 school year and is anticipated to be 82% for the 2024-2025 school year. Surrounding CBE high schools are more highly utilized and there is an opportunity to use space at William Aberhart High School for system programs or to help alleviate accommodation pressures at other schools.</p>
Project 23-P12 Ongoing Area 3	Program	Regular
	Communities Impacted	Forest Heights, Redstone
	Schools Involved	Keeler School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	Keeler School accommodates students from the new and developing community of Redstone and enrolment is projected to increase as the community continues to build-out.

Project 23-P16 Ongoing Area 3	Program	Regular
	Communities Impacted	Country Hills Village, Coventry Hills, Harvest Hills, Carrington
	Schools Involved	Nose Creek School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	Nose Creek School accommodates students from the new and developing community of Carrington and enrolment is projected to increase as the community continues to build-out.
Project 23-P18 Ongoing Area 3	Program	Regular
	Communities Impacted	Country Hills, Country Hills Village, Coventry Hills, Harvest Hills, Hidden Valley, Panorama Hills
	Schools Involved	North Trail High School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	Continuous registrations for North Trail High School have been at a rate higher than anticipated for communities designated to the school. For this reason, new registrations that cannot be accommodated at North Trail High School will be overflowed to Crescent Heights High School for the 2024-25 school year.
Project 24-P18 New Area 3	Program	Regular
	Communities Impacted	Marlborough Park
	Schools Involved	Cappy Smart School, Roland Michener School
	Category	Balance Enrolment
	Issue	Enrolment between schools and programs is unbalanced.
	Summary	The current option boundary for the community of Marlborough Park presents a challenge.

Project 22-P20 Ongoing Area 4	Program	Regular
	Communities Impacted	Pineridge, Saddle Ridge
	Schools Involved	Pineridge School, Saddle Ridge School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	An overflow school designation for kindergarten to Grade 4 regular program students residing in the Saddle Ridge community to Pineridge School was implemented at the beginning of September 2023. Enrolment from the Saddle Ridge community attending Pineridge School is anticipated to exceed the available space at the school as the Savanna development in the Saddle Ridge community continues to build-out.
Project 23-P20 Ongoing Area 4	Program	Regular
	Communities Impacted	Saddle Ridge, Pineridge
	Schools Involved	Hugh A. Bennett School, Pineridge School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	An overflow school designation for kindergarten to Grade 4 regular program students residing in the Saddle Ridge community to Pineridge School was implemented at the beginning of September 2023. Enrolment from the Saddle Ridge community attending Pineridge School is anticipated to exceed the available space at the school as the community continues to build-out.
Project 24-P27 New Area 4	Program	Regular
	Communities Impacted	Temple, Homestead, Taradale
	Schools Involved	Guy Weadick School, Taradale School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	Guy Weadick School is the designated overflow bus receiver for Taradale School kindergarten to Grade 4 regular program students since 2013. Due to continued and unanticipated growth, enrolment from the Taradale community attending Guy Weadick School is projected to exceed the available space at the school.

Project 23-P26 Ongoing Area 5	Program	Regular
	Communities Impacted	Mahogany
	Schools Involved	Bayside School, Mahogany School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>In January 2023, an overflow was implemented to Bayside School in Auburn Bay.</p> <p>In the 2023-24 school year, a bus was added to Bayside School for students from Mahogany. Further accommodation planning may be needed for Mahogany School for the 2025-26 school year and beyond.</p>

Project 23-P43 Ongoing Area 5	Program	Regular
	Communities Impacted	Chaparral
	Schools Involved	Chaparral School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	Enrolment from the Chaparral community is anticipated to exceed the available space at Chaparral School.

Project 23-P45 Ongoing Area 5	Program	Regular
	Communities Impacted	New Brighton, Copperfield
	Schools Involved	Lord Beaverbrook High School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>The community of New Brighton is re-designated to Lord Beaverbrook for the 2024-2025 school year. Additionally, the community of Copperfield is re-designated to Lord Beaverbrook for the 2025-2026 school year. As well Lord Beaverbrook High School is one of the locations for Chinook Learning Services.</p> <p>Chinook Learning Services expanded to another location for the 2023-2024 school year (Project 23-P1). Future accommodation planning may have an effect on space at Lord Beaverbrook High School.</p> <p>Lord Beaverbrook High School has a utilization of 95% for the 2023-2024 school year and is anticipated to be 111% for the 2024-2025 school year.</p>

Project 22-P24 Ongoing Area 6	Program	Alternative
	Communities Impacted	Multiple
	Schools Involved	Sam Livingston School
	Category	Balance Enrolment
	Issue	Enrolment between schools and programs is unbalanced.
	Summary	<p>Sam Livingston School had excess capacity and may be able to help balance enrolment with David Thompson and Sundance Schools (Project P23-30).</p> <p>Balancing enrolment between schools helps CBE manage class sizes and programming amongst schools. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies.</p> <p>Sam Livingston School has a utilization of 67% for the 2023-2024 school year and is anticipated to be 65% for the 2024-2025 school year.</p>

Project 23-P29 Ongoing Area 6	Program	Regular
	Communities Impacted	Silverado, Belmont, Yorkville
	Schools Involved	Ron Southern School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	Ron Southern School accommodates students from the new and developing communities of Belmont and Yorkville and enrolment is anticipated to increase as the communities continue to build-out. Enrolment from the communities attending Ron Southern School is anticipated to exceed the available space at the school

Project 23-P30 Ongoing Area 6	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	David Thompson School, Sundance School
	Category	Balance Enrolment
	Issue	Enrolment between schools and programs is unbalanced.
	Summary	<p>David Thompson School is reaching capacity and there may be an opportunity to balance enrolment between David Thompson School and elementary schools that feed into David Thompson School.</p> <p>There may be an opportunity to use excess capacity at Sam Livingston school to balance capacity. (Project 22-P24)</p> <p>Balancing enrolment between schools helps CBE manage class sizes and programming amongst schools. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies.</p>
Project 23-P32 Ongoing Area 7	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	Mount Royal School, A. E. Cross School, Vincent Massey School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>The student population within the catchment area of Mount Royal School continues to rise. Due to the implementation of a cap at the school, Mount Royal School is able to maintain a utilization rate of 103%. However, this is leading to rising utilization rates at both Vincent Massey School and A.E. Cross School, which are the designated overflow receivers.</p> <p>We will continue monitoring enrolment at all three schools to balance enrolment pressures and further accommodation measures may be required. .</p>

Project 20-P66 Ongoing Area 7	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	Rideau Park School
	Category	Balance Enrolment
	Issue	Enrolment between schools and programs is unbalanced.
	Summary	<p>Rideau Park School was placed into overflow status in June 2023 as enrolment for the 2023-24 school year. This overflow was intended to be a short- term solution for continued student growth in this area.</p> <p>To remove the overflow status, further accommodation and programming changes need to be considered.</p>
Project 23-P33 Ongoing Area 7	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	Connaught School, Earl Grey School, Ramsay School, Wildwood School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>The student population within the catchment area of Connaught School continues to rise. Due to the implementation of a cap at the school, Connaught School is able to maintain a utilization rate of 112%. However, this is leading to rising utilization rates at Ramsay School, Earl Grey School, and Wildwood School, which are the designated overflow receivers.</p> <p>With the approval of the 2024-25 Modular Classroom Program plus additional approval from the CBE Board of Trustees, six modular units are being added to the school. This will result in an increase in capacity at the school.</p> <p>We will continue monitoring enrolment at all four schools to balance enrolment pressures and further accommodation plans may be required.</p>

Project 23-P38 Ongoing Area 7	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	Elboya School
	Category	Balance Enrolment
	Issue	Enrolment between schools and programs is unbalanced.
	Summary	<p>Elboya School was placed into overflow status in June 2023. This overflow was intended to be a short- term solution for continued student growth in this area.</p> <p>To remove the overflow status, further accommodation and programming changes need to be considered.</p>
Project 24-P47 Ongoing Area 7	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	Western Canada High School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Western Canada High School was placed into overflow status in July 2023. This overflow was intended to be a short-term solution for continued student growth in this area. To remove the overflow status, further accommodation and programming changes need to be considered.</p>

Long Term Student Accommodation Challenges – 2024-2027

Project 20-P26 Ongoing Area 1	Program	Regular
	Communities Impacted	Montgomery, Bowness
	Schools Involved	Terrace Road School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% within the next three years.
	Summary	<p>The CBE will monitor enrolment.</p> <p>Low enrolment impacts the richness and variety of program offerings. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies.</p> <p>Terrace Road School has a utilization of 61% for the 2023-2024 school year and is anticipated to be 62% for the 2024-2025 school year.</p>

Project 23-P3 Ongoing Area 1	Program	Regular
	Communities Impacted	Arbour Lake, Citadel, Hawkwood, Scenic Acres
	Schools Involved	Arbour Lake School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Arbour Lake School has a utilization of 92% for the 2023-2024 school year and is anticipated to be 105% for the 2024-2025 school year.</p>

Project 23-P4 Ongoing Area 1	Program	Regular
	Communities Impacted	Bowness, Nolan Hill
	Schools Involved	Belvedere Parkway School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Belvedere Parkway School has a utilization of 88% for the 2023-2024 school year and is anticipated to be 96% for the 2024-2025 school year.</p>

Project 23-P5 Ongoing Area 1	Program	Regular
	Communities Impacted	Arbour Lake, Citadel
	Schools Involved	Citadel Park School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Citadel Park School has a utilization of 103% for the 2023-2024 school year and is anticipated to be 107% for the 2024-2025 school year.</p>

Project 23-P6 Ongoing Area 1	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	Robert Thirsk High School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Robert Thirsk High School has a utilization of 114% for the 2023-2024 school year and is anticipated to be 113% for the 2024-2025 school year.</p>
Project 24-P01 New Area 1	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	Bowcroft School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Bowcroft School has a utilization of 76% for the 2023-2024 school year and is anticipated to be 92% for the 2024-2025 school year.</p>
Project 24-P03 New Area 1	Program	Regular
	Communities Impacted	Edgemont
	Schools Involved	Edgemont School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Edgemont School has a utilization of 95% for the 2023-2024 school year and is anticipated to be 95% for the 2024-2025 school year.</p>

Project 24-P04 New Area 1	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	F. E. Osborne School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>F. E. Osborne School has a utilization of 100% for the 2023-2024 school year and is anticipated to be 103% for the 2024-2025 school year.</p>
Project 24-P05 New Area 1	Program	Regular
	Communities Impacted	Dalhousie, Ranchlands, Sage Hill, Sherwood
	Schools Involved	H. D. Cartwright School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>H. D. Cartwright School has a utilization of 95% for the 2023-2024 school year and is anticipated to be 94% for the 2024-2025 school year.</p>
Project 24-P06 New Area 1	Program	Regular
	Communities Impacted	Scenic Acres
	Schools Involved	Scenic Acres School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Scenic Acres School has a utilization of 96% for the 2023-2024 school year and is anticipated to be 107% for the 2024-2025 school year.</p>

Project 24-P07 New Area 1	Program	Regular
	Communities Impacted	Silver Springs
	Schools Involved	Silver Springs School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Silver Springs School has a utilization of 90% for the 2023-2024 school year and is anticipated to be 95% for the 2024-2025 school year.</p>
Project 24-P08 New Area 1	Program	Regular/Alternative
	Communities Impacted	Tuscany
	Schools Involved	Tuscany School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Tuscany School has a utilization of 81% for the 2023-2024 school year and is anticipated to be 99% for the 2024-2025 school year.</p>
Project 24-P09 New Area 1	Program	Regular
	Communities Impacted	Dalhousie
	Schools Involved	West Dalhousie School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>West Dalhousie School has a utilization of 100% for the 2023-2024 school year and is anticipated to be 110% for the 2024-2025 school year.</p>

Project 23-P11 Ongoing Area 2	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	John G. Diefenbaker High School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>John G. Diefenbaker High School has a utilization of 107% for the 2023-2024 school year and is anticipated to be 100% for the 2024-2025 school year.</p>
Project 23-P9 Ongoing Area 2	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	James Fowler High School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>James Fowler High School has a utilization of 109% for the 2023-2024 school year and is anticipated to be 101% for the 2024-2025 school year.</p>
Project 24-P11 New Area 2	Program	Regular
	Communities Impacted	Greenview, Highland Park, Tuxedo Park
	Schools Involved	Buchanan School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Buchanan School has a utilization of 88% for the 2023-2024 school year and is anticipated to be 92% for the 2024-2025 school year.</p>

Project 24-P12 New Area 2	Program	Regular
	Communities Impacted	Banff Trail, Capitol Hill, Charleswood, Collingwood
	Schools Involved	Capitol Hill School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Capitol Hill School has a utilization of 98% for the 2023-2024 school year and is anticipated to be 100% for the 2024-2025 school year.</p>
Project 24-P13 New Area 2	Program	Regular
	Communities Impacted	Huntington Hills, Thorncliffe, Cornerstone
	Schools Involved	Catherine Nichols Gunn School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Catherine Nichols Gunn School has a utilization of 68% for the 2023-2024 school year and is anticipated to be 95% for the 2024-2025 school year.</p>
Project 24-P15 New Area 2	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	Georges P. Vanier School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Georges P. Vanier School has a utilization of 90% for the 2023-2024 school year and is anticipated to be 100% for the 2024-2025 school year.</p>

Project 24-P16 New Area 2	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	North Haven School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>North Haven School has a utilization of 60% for the 2023-2024 school year and is anticipated to be 82% for the 2024-2025 school year.</p>
Project 18-P35 Ongoing Area 3	Program	Alternative
	Communities Impacted	Multiple
	Schools Involved	Piitoayis Family School
	Category	Low Enrolment and Excess Capacity
	Issue	Enrolment at Piitoayis Family School has decreased in recent years and there is excess of capacity at Colonel Walker School, where it is located.
	Summary	<p>The CBE will monitor enrolment.</p> <p>Low enrolment impacts the richness and variety of program offerings. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies.</p> <p>The Colonel Walker School facility accommodates both the Piitoayis Family School and Colonel Walker School (Regular Program).</p> <p>If enrolment levels do not return to previous levels, there is an opportunity to use space in the school for system programs, to help alleviate other accommodation pressures, or to consider consolidation with schools in proximity in the future.</p>

Project 22-P4 Ongoing Area 3	Program	Regular
	Communities Impacted	Penbrooke Meadows, Applewood Park
	Schools Involved	James Short Memorial School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% within the next three years.
	Summary	<p>The CBE will monitor enrolment.</p> <p>Low enrolment impacts the richness and variety of program offerings. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies.</p> <p>James Short Memorial School has a utilization of 32% for the 2023-2024 school year and is anticipated to be 48% for the 2024-2025 school year.</p> <p>James Short Memorial School will expand from a kindergarten to Grade 2 school to a kindergarten to Grade 3 school for September 2024.</p> <p>There is an opportunity to use space in the school for system programs, to help alleviate other accommodation pressures, or to consider consolidation with schools in proximity.</p>

Project 23-P15 Ongoing Area 3	Program	Regular
	Communities Impacted	Coventry Hills
	Schools Involved	Coventry Hills School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Coventry Hills School has a utilization of 99% for the 2023-2024 school year and is anticipated to be 104% for the 2024-2025 school year.</p>

Project 23-P17 Ongoing Area 3	Program	Regular
	Communities Impacted	Rosedale, Crescent Heights, Capitol Hill, Sunnyside
	Schools Involved	Rosedale School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Rosedale School has a utilization of 109% for the 2023-2024 school year and is anticipated to be 111% for the 2024-2025 school year.</p>
Project 24-P19 New Area 3	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	Hidden Valley School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Hidden Valley School has a utilization of 78% for the 2023-2024 school year and is anticipated to be 103% for the 2024-2025 school year.</p>
Project 24-P20 New Area 3	Program	Regular
	Communities Impacted	Tuxedo Park, Winston Heights/Mountview
	Schools Involved	Mount View School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Mount View School has a utilization of 100% for the 2023-2024 school year and is anticipated to be 103% for the 2024-2025 school year.</p>

Project 24-P21 New Area 3	Program	Regular
	Communities Impacted	Capitol Hill, Mount Pleasant, Rosemont, Tuxedo Park
	Schools Involved	Rosemont School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Rosemont School has a utilization of 105% for the 2023-2024 school year and is anticipated to be 117% for the 2024-2025 school year.</p>
Project 23-P13 Ongoing Area 3	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	Stanley Jones School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment</p> <p>Stanley Jones is a dual-track school offering both the Alice Jamieson Girls' Academy and a Regular Program. Enrolment in the regular program has been increasing.</p>
Project 24-P22 New Area 3	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	Valley Creek School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Valley Creek School has a utilization of 95% for the 2023-2024 school year and is anticipated to be 97% for the 2024-2025 school year.</p>

Project 18-P15 Ongoing Area 4	Program	Regular
	Communities Impacted	Martindale
	Schools Involved	Manmeet Singh Bhullar School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Manmeet Singh Bhullar School has a utilization of 98% for the 2023-2024 school year and is anticipated to be 103% for the 2024-2025 school year.</p>

Project 22-P19 Ongoing Area 4	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	Bob Edwards School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Bob Edwards School has a utilization of 87% for the 2023-2024 school year and is anticipated to be 97% for the 2024-2025 school year.</p> <p>Bob Edwards School accommodates students from the new and developing community of Cityscape and enrolment is projected to increase as the community continues to build-out. The school is dual-track Regular and French Immersion Program.</p>

Project 23-P21 Ongoing Area 4	Program	Regular
	Communities Impacted	Pineridge, Monterey Park, Saddle Ridge, Martindale
	Schools Involved	Clarence Sansom School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Clarence Sansom School has a utilization of 96% for the 2023-2024 school year and is anticipated to be 112% for the 2024-2025 school year.</p> <p>Clarence Samson School is the designated overflow bus receiver for Peter Loughheed School and Crossing Park School Grade 7-9 students. Enrolment is projected to increase as the Savanna development in the Saddle Ridge community continues to build-out.</p>

Project 24-P23 New Area 4	Program	Regular
	Communities Impacted	Temple, Skyview Ranch
	Schools Involved	Annie Foote School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Annie Foote School has a utilization of 94% for the 2023-2024 school year and is anticipated to be 105% for the 2024-2025 school year.</p> <p>Annie Foote School is the first designated overflow bus receiver for Prairie Sky School for students in Kindergarten to Grade 5. As of February 13, 2024 additional overflow bus receiver for Prairie Sky School was implemented to Monterey Park and Ernest Morrow Schools.</p>

Project 24-P24 New Area 4	Program	Regular
	Communities Impacted	Whitehorn
	Schools Involved	Colonel J. Fred Scott School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Colonel J. Fred Scott School has a utilization of 108% for the 2023-2024 school year and is anticipated to be 111% for the 2024-2025 school year.</p>

Project 24-P25 New Area 4	Program	Regular
	Communities Impacted	Pineridge
	Schools Involved	Douglas Harkness School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Douglas Harkness School has a utilization of 99% for the 2023-2024 school year and is anticipated to be 103% for the 2024-2025 school year.</p>

Project 24-P26 New Area 4	Program	Regular
	Communities Impacted	Falconridge
	Schools Involved	Falconridge School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Falconridge School has a utilization of 94% for the 2023-2024 school year and is anticipated to be 110% for the 2024-2025 school year.</p>
Project 24-P28 New Area 4	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	Lester B. Pearson High School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Lester B. Pearson High School has a utilization of 112% for the 2023-2024 school year and is anticipated to be 115% for the 2024-2025 school year.</p>
Project 24-P29 New Area 4	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	Mayland Heights School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Mayland Heights School has a utilization of 81% for the 2023-2024 school year and is anticipated to be 99% for the 2024-2025 school year.</p> <p>Mayland Heights School is dual-track Regular and French Immersion Program.</p>

Project 24-P30 New Area 4	Program	Regular
	Communities Impacted	Monterey Park, Skyview Ranch
	Schools Involved	Monterey Park School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Monterey Park School has a utilization of 86% for the 2023-2024 school year and is anticipated to be 104% for the 2024-2025 school year.</p>
Project 24-P31 New Area 4	Program	Regular
	Communities Impacted	Castleridge, Cornerstone
	Schools Involved	O. S. Geiger School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>O. S. Geiger School has a utilization of 100% for the 2023-2024 school year and is anticipated to be 114% for the 2024-2025 school year.</p>
Project 24-P32 New Area 4	Program	Regular
	Communities Impacted	Skyview Ranch
	Schools Involved	Prairie Sky School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Prairie Sky School has a utilization of 114% for the 2023-2024 school year and is anticipated to be 102% for the 2024-2025 school year.</p>

Project 24-P33 New Area 4	Program	Regular
	Communities Impacted	Rundle, Cityscape
	Schools Involved	Rundle School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Rundle School has a utilization of 90% for the 2023-2024 school year and is anticipated to be 99% for the 2024-2025 school year.</p>

Project 20-P47 Ongoing Area 5	Program	Regular
	Communities Impacted	Queensland Downs
	Schools Involved	Haultain Memorial School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% within the next three years.
	Summary	<p>The CBE will monitor enrolment.</p> <p>Low enrolment impacts the richness and variety of program offerings. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies.</p> <p>Haultain Memorial School has a utilization of 68% for the 2023-2024 school year and is anticipated to be 67% for the 2024-2025 school year.</p>

Project 23-P27 Ongoing Area 5	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	Centennial High School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Centennial High School has a utilization of 122% for the 2023-2024 school year and is anticipated to be 117% for the 2024-2025 school year.</p>
Project 23-P28 Ongoing Area 5	Program	Regular
	Communities Impacted	Parkland, Legacy
	Schools Involved	Prince Of Wales School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Prince Of Wales School has a utilization of 76% for the 2023-2024 school year and is anticipated to be 84% for the 2024-2025 school year.</p>
Project 24-P35 New Area 5	Program	Regular
	Communities Impacted	Bridlewood
	Schools Involved	Bridlewood School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Bridlewood School has a utilization of 76% for the 2023-2024 school year and is anticipated to be 82% for the 2024-2025 school year.</p>

Project 24-P36 New Area 5	Program	Regular
	Communities Impacted	Deer Ridge, Deer Run
	Schools Involved	Deer Run School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Deer Run School has a utilization of 92% for the 2023-2024 school year and is anticipated to be 94% for the 2024-2025 school year.</p>
Project 24-P37 New Area 5	Program	Regular
	Communities Impacted	Cranston, Seton
	Schools Involved	Dr. George Stanley School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Dr. George Stanley School has a utilization of 78% for the 2023-2024 school year and is anticipated to be 91% for the 2024-2025 school year.</p>
Project 24-P38 New Area 5	Program	Regular
	Communities Impacted	McKenzie Lake, Rangeview
	Schools Involved	McKenzie Lake School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>McKenzie Lake School has a utilization of 91% for the 2023-2024 school year and is anticipated to be 91% for the 2024-2025 school year.</p>

Project 24-P39 New Area 5	Program	Regular
	Communities Impacted	Cranston
	Schools Involved	Sibylla Kiddle School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Sibylla Kiddle School has a utilization of 96% for the 2023-2024 school year and is anticipated to be 95% for the 2024-2025 school year.</p>

Project 20-P55 Ongoing Area 6	Program	Regular
	Communities Impacted	Braeside
	Schools Involved	Braeside School
	Category	Balance Enrolment
	Issue	Enrolment between schools and programs is unbalanced.
	Summary	<p>Monitor Enrolment.</p> <p>Balancing enrolment between schools helps CBE manage class sizes and programming amongst schools. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies.</p> <p>Braeside School has a utilization of 40% for the 2023-2024 school year and is anticipated to be 40% for the 2024-2025 school year.</p>

Project 20-P59 Ongoing Area 6	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	Woodman School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% within the next three years.
	Summary	<p>The CBE will monitor enrolment.</p> <p>Low enrolment impacts the richness and variety of program offerings. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies.</p> <p>Woodman School has a utilization of 61% for the 2023-2024 school year and is anticipated to be 65% for the 2024-2025 school year.</p>
Project 21-P61 Ongoing Area 6	Program	Regular
	Communities Impacted	Canyon Meadows, Southwood
	Schools Involved	Ethel M. Johnson School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% within the next three years.
	Summary	<p>The CBE will monitor enrolment.</p> <p>Low enrolment impacts the richness and variety of program offerings. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies.</p> <p>Ethel M. Johnson School has a utilization of 62% for the 2023-2024 school year and is anticipated to be 62% for the 2024-2025 school year.</p>

Project 23-P31 Ongoing Area 6	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	Dr. E. P. Scarlett High School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Dr. E. P. Scarlett High School has a utilization of 114% for the 2023-2024 school year and is anticipated to be 120% for the 2024-2025 school year.</p>
Project 24-P40 New Area 6	Program	Regular
	Communities Impacted	Altadore, Garrison Woods
	Schools Involved	Altadore School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Altadore School has a utilization of 97% for the 2023-2024 school year and is anticipated to be 101% for the 2024-2025 school year.</p>
Project 24-P41 New Area 6	Program	Regular
	Communities Impacted	Currie Barracks, Glamorgan, Glenbrook, Lincoln Park, Rutland Park
	Schools Involved	Glenbrook School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Glenbrook School has a utilization of 87% for the 2023-2024 school year and is anticipated to be 94% for the 2024-2025 school year.</p>

Project 24-P42 New Area 6	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	Janet Johnstone School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Janet Johnstone School has a utilization of 93% for the 2023-2024 school year and is anticipated to be 95% for the 2024-2025 school year.</p>
Project 24-P43 New Area 6	Program	Regular
	Communities Impacted	Woodbine
	Schools Involved	Woodbine School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Woodbine School has a utilization of 87% for the 2023-2024 school year and is anticipated to be 93% for the 2024-2025 school year.</p>
Project 18-P35b Ongoing Area 7	Program	Regular
	Communities Impacted	Inglewood
	Schools Involved	Colonel Walker School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% within the next three years.
	Summary	<p>The CBE will monitor enrolment.</p> <p>Low enrolment impacts the richness and variety of program offerings. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies.</p> <p>The Colonel Walker School facility accommodates both the Piitoayis Family School and Colonel Walker School (Regular Program).</p>

Project 23-P35 Ongoing Area 7	Program	Regular
	Communities Impacted	Aspen Woods
	Schools Involved	Dr. Roberta Bondar School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Dr. Roberta Bondar School has a utilization of 105% for the 2023-2024 school year and is anticipated to be 108% for the 2024-2025 school year.</p>
Project 23-P36 Ongoing Area 7	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	Richmond School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Richmond School has a utilization of 120% for the 2023-2024 school year and is anticipated to be 137% for the 2024-2025 school year.</p> <p>This school has recently claimed back leased space within the school, freeing up more classrooms for use. This change has not yet been reflected in the Provincial Capacity of the school, which has resulted in high utilization rates. Once the Provincial Capacity is adjusted the utilization rate for this school will decrease.</p>

Project 23-P37 Ongoing Area 7	Program	Regular/Alternative
	Communities Impacted	Lakeview, Garrison Green, North Glenmore Park
	Schools Involved	Bishop Pinkham School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Bishop Pinkham School has a utilization of 79% for the 2023-2024 school year and is anticipated to be 84% for the 2024-2025 school year.</p> <p>Bishop Pinkham is an overflow receiver for Griffith Woods, which continues to see high growth. The near-future trend is that utilization at this school will continue to grow.</p>
Project 23-P39 Ongoing Area 7	Program	Regular
	Communities Impacted	Hillhurst, West Hillhurst, Hounsfield Heights, Briar Hill
	Schools Involved	Queen Elizabeth School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Queen Elizabeth School has a utilization of 101% for the 2023-2024 school year and is anticipated to be 111% for the 2024-2025 school year.</p>

Project 23-P40 Ongoing Area 7	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	Ernest Manning High School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Ernest Manning High School has a utilization of 104% for the 2023-2024 school year and is anticipated to be 111% for the 2024-2025 school year.</p>
Project 24-P44 New Area 7	Program	Regular
	Communities Impacted	Killarney/Glengarry, Richmond, Scarboro/Sunalta West, Shaganappi
	Schools Involved	Alexander Ferguson School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Alexander Ferguson School has a utilization of 87% for the 2023-2024 school year and is anticipated to be 100% for the 2024-2025 school year.</p>
Project 24-P45 New Area 7	Program	Regular
	Communities Impacted	Scarboro, Sunalta
	Schools Involved	Sunalta School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Sunalta School has a utilization of 83% for the 2023-2024 school year and is anticipated to be 91% for the 2024-2025 school year.</p>

Project 24-P46 New Area 7	Program	Regular
	Communities Impacted	Cougar Ridge, West Springs
	Schools Involved	West Ridge School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>West Ridge School has a utilization of 94% for the 2023-2024 school year and is anticipated to be 95% for the 2024-2025 school year.</p>
Project 24-P49 New Area 2	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	Cambrian Heights School, Kenneth D. Taylor School, New Middle School in Evanston, Simon Fraser School, William D. Pratt School
	Category	Balance Enrolment
	Issue	Enrolment between schools and programs is unbalanced.
	Summary	<p>The opening of a new middle school in the community of Evanston may have an impact on enrolment at Kenneth D. Taylor School, Cambrian Heights School, Simon Fraser School, William D. Pratt School, and others to be determined.</p> <p>Balancing enrolment between schools helps CBE manage class sizes and programming amongst schools. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies.</p> <p>There is an opportunity to use available space in schools for system programs or to help alleviate other accommodation pressures at other schools.</p>

Plan in Place

Plan in Place Regular A-D Ongoing	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	Cambrian Heights School, Cappy Smart School, Copperfield School, Cranston School, Crossing Park School, Dr. Freda Miller School, Dr. Gladys McKelvie Egbert School, Dr. Gordon Higgins School, Dr. Martha Cohen School
	Category	Long Term Student Accommodation Challenges
	Issue	This school may be limiting enrolment or may have been involved in recent accommodation planning.
	Summary	<p>Cambrian Heights School - Carrington community re-designated for 2023; The community of Livingston overflowed to North Haven School. Project 22-P2.</p> <p>Copperfield School - Overflow in place to Sibylla Kiddle School.</p> <p>Cranston School - Overflow in place to McKenzie Lake School.</p> <p>Crossing Park School - Grade 7-9 students living in the Martindale community who cannot be accommodated at Crossing Park School are now designated to Clarence Samson. Project 18-P15</p> <p>Dr. Freda Miller School – The community of Walden was designated to Freda Miller.</p> <p>Dr. Gordon Higgins School - Students from the Redstone community have an overflow designation to Bob Edwards School. Project 23-P44.</p> <p>Dr. Martha Cohen School – Change in grade configuration at the school and an overflow to Mountain Park / Dr. George Stanley Schools.</p>

Plan in Place Regular E-O Ongoing	Program	Regular
	Communities Impacted	Multiple Communities
	Schools Involved	Evergreen School, Grant MacEwan School, Griffith Woods School, Joane Cardinal-Schubert High School, Kenneth D. Taylor School, Lakeshore School, Mahogany School, Nelson Mandela High School, New Brighton School, Northern Lights School
	Category	Plan In Place
	Issue	This school may be limiting enrolment or may have been involved in recent accommodation planning.
	Summary	<p>Evergreen School – The community of Alpine Park is designated to Evergreen.</p> <p>Grant MacEwan School - The community of Cornerstone has overflow designations to O. S. Geiger School and Catherine Nichols Gunn School. Project 22-P5</p> <p>Griffith Woods School – Overflow in place to Battalion Park and Bishop Pinkham School.</p> <p>Joane Cardinal-Schubert High School - Overflow in place to Centennial High School.</p> <p>Kenneth D. Taylor School – Overflow in place to Cambrian Heights School.</p> <p>Lakeshore School - Overflow in place to Nickle School. Project 23-P25</p> <p>Mahogany School - Overflow in place to Bayside School. Project 23-P26</p> <p>Nelson Mandela School - Overflow in place to James Fowler High School Project 22-P6</p> <p>New Brighton School - Overflow in place to McKenzie Lake School.</p> <p>Northern Lights School - The community of Carrington has an overflow designation to North Haven School. Project 23-P14</p>

Plan in Place Regular P-Z Ongoing	Program	Regular
	Communities Impacted	Multiple Communities
	Schools Involved	Peter Lougheed School, Prairie Sky School, Simon Fraser School, Sir Winston Churchill High School, Taradale School, Ted Harrison School, Terry Fox School, Tom Baines School, Simons Valley School, West Springs School
	Category	Plan In Place
	Issue	This school may be limiting enrolment or may have been involved in recent accommodation planning.
	Summary	<p>Peter Lougheed School – Overflow in place to Pineridge School and Clarence Sansom School.</p> <p>Prairie Sky School - Overflow in place to Annie Foote School, Monterey Park School and Ernest Morrow School.</p> <p>Simon Fraser School - The community of Evanston has an overflow designation of William D. Pratt School.</p> <p>Sir Winston Churchill High School - Overflow in place to William Aberhart High School. Project 23-P7</p> <p>Taradale School – Overflow in place to Guy Weadick School</p> <p>Ted Harrison School - Overflow in place to Sherwood School. Project 23-P22</p> <p>Terry Fox School - The community of Cornerstone has an overflow designation to Ian Bazalgette School. Project 23-P23</p> <p>Tom Baines School - Overflow in place to Arbour Lake School. Project 20-P24</p> <p>Simons Valley School - With the approval of the 2023-24 Modular Classroom Program four modular units are being added to the school. This will result in an increase in capacity at the school and a decrease in utilization. Project 22-P27</p> <p>West Springs School - Olympic Heights School will continue to serve as the overflow receiver for West Springs School.</p>

Plan In Place - Alternative Ongoing	Program	Alternative
	Communities Impacted	Multiple Communities
	Schools Involved	Annie Gale School, Balmoral School, Brentwood School, Captain John Palliser School, Chief Justice Milvain School, Chris Akkerman School, Collingwood School, Colonel Macleod School, Colonel Sanders School, Dalhousie School, Dr. J. K. Mulloy School, Fairview School, Glamorgan School, Hidden Valley School, Highwood School, Ian Bazalgette School, Killarney School, King George School, Lake Bonavista School, Le Roi Daniels School, Louis Riel School, Maple Ridge School, Marion Carson School, R. T. Alderman School, Riverside School, Sir Wilfrid Laurier School, Thomas B. Riley School, Thorncliffe School, Valley View School, Varsity Acres School, W. O. Mitchell School, William Reid School, Willow Park School
	Category	Plan In Place
	Issue	This school may be limiting enrolment or may have been involved in recent accommodation planning.
	Summary	Monitor enrolment. Enrolment at many of the schools is capped and an annual lottery is held for accepting new students into the programs. The CBE lottery process will continue to be used to manage enrolment.

Completed Projects

Emergent - Captain John Palliser School Complete Area 1	Program	Regular
	Communities Impacted	Brentwood (Northland Village)
	Schools Involved	Captain John Palliser School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Northland Village was overflowed and re-designated from Captain John Palliser School to Dr. E. W. Coffin School to address new residential development and balance enrolment amongst community schools.</p> <p>It is anticipated that approximately 30 students will be designated to Dr. E. W. Coffin as families move into the newly completed homes over the next year.</p> <p>There are no transportation impacts, as Northland Village is within walking distance of both Captain John Palliser School and Dr. E. W. Coffin School.</p>
Project 18-P23 Complete Area 1	Program	Regular/Alternative
	Communities Impacted	Tuscany
	Schools Involved	Eric Harvie School, Tuscany School, Twelve Mile Coulee School
	Category	Balance Enrolment
	Issue	Enrolment between schools and programs is unbalanced.
	Summary	<p>The regular program at Eric Harvie School and Tuscany School expanded from a K-4 to a K-5 configuration to balance enrolment amongst schools and programs. Concurrently, Twelve Mile Coulee School shifted from a 5-9 to a 6-9 configuration. Scenic Acres was re-designated from Arbour Lake School to Twelve Mile Coulee School and from Robert Thirsk High School to Bowness High School to further balance enrollment.</p> <p>Approximately 75 additional students are expected to attend Grade 5 at Eric Harvie School, and approximately 60 additional students at Tuscany School for the 2024-2025 school year as a result of this change.</p> <p>For the 2023-2024 school year, Eric Harvie School is utilized at 55%, and projected to increase to 74% in 2024-2025. Tuscany School's utilization is expected to rise from 85% to 98%, while Twelve Mile Coulee's will decrease from 96% to 85% over this same time frame.</p> <p>Grade 5 students in Eric Harvie's walk zone, previously eligible for transportation to Twelve Mile Coulee, will now be able to walk to Eric Harvie School. However, there are no impact to transportation as the bus service to Twelve Mile Coulee will continue for other students.</p>

Project 20-P24 Complete Area 1	Program	Regular
	Communities Impacted	Edgemont, The Hamptons
	Schools Involved	Tom Baines School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Enrolment at Tom Baines School was capped, and Arbour Lake School was designated to be the overflow receiver.</p> <p>Approximately 30 students were overflowed to Arbour Lake School for the 2023-2024 school year.</p> <p>Tom Baines School has a utilization of 111% for the 2023-2024 school year and is anticipated to be 113% for the 2024-2025 school year.</p> <p>A school bus was required for overflow students to Arbour Lake School.</p>
Project 23-P34 Complete Area 1	Program	Alternative
	Communities Impacted	Northeast Calgary Communities
	Schools Involved	Captain John Palliser School, Killarney School
	Category	Balance Enrolment
	Issue	Enrolment between schools and programs is unbalanced.
	Summary	<p>Northeast and East Calgary was re-designated from Killarney School to Captain John Palliser School for the Montessori program to enable better access to families.</p> <p>The Montessori program is capped, and this change is not anticipated to have material impact on enrolment numbers, but rather provide more equitable access.</p> <p>The transportation impact is unknown. Alternative programs require a grouping of 10 students in order to establish a stop, and a grouping of 30 students to establish a bus route.</p>

Project 23-P7 Complete Area 1	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	Sir Winston Churchill High School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Enrolment at Sir Winston Churchill High School was capped, and William Aberhart High School was designated to be the overflow receiver. Additional modular units were requested and approved for Sir Winston Churchill High School.</p> <p>Approximately 50 students were overflowed to William Aberhart High School for the 2023-2024 school year.</p> <p>Sir Winston Churchill High School has a utilization of 124% for the 2023-2024 school year and is anticipated to be 123% for the 2024-2025 school year.</p> <p>There is no transportation impact.</p>
Project 20-P27 Complete Area 2	Program	Regular
	Communities Impacted	Huntington Hills
	Schools Involved	Alex Munro School, Catherine Nichols Gunn School, Huntington Hills School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% in the near future.
	Summary	<p>This project is being removed from the Three-Year System Student Accommodation Plan.</p> <p>The school is no longer anticipated to be below 70% utilization.</p> <p>There is no transportation impact.</p>
Project 22-P13 Complete Area 2	Program	Regular
	Communities Impacted	MacEwan Glen, Sandstone Valley
	Schools Involved	Sir John A. Macdonald School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>The communities of MacEwan Glen and Sandstone Valley were re-designated from Sir John A. Macdonald School to Valley Creek School. This change balances enrolment and allows students to attend school closer to home.</p> <p>The school is no longer anticipated to be above 95% utilization.</p> <p>There is no transportation impact.</p>

Project 23-P10 Complete Area 2	Program	Alternative
	Communities Impacted	Multiple
	Schools Involved	King George School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Enrolment at King George School is capped, and there is a plan in place to manage enrolment.</p> <p>There is no transportation impact.</p>
Emergent - Dr. G.M. Egbert & Feeder Schools Complete Area 3	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	Abbeydale School, Cappy Smart School, Dr. Gladys McKelvie Egbert School, G. W. Skene School, James Short Memorial School, Roland Michener School
	Category	Balance Enrolment
	Issue	Enrolment between schools and programs is unbalanced.
	Summary	<p>In order to balance enrolment across CBE schools for the 2024-2025 school year, Dr. Gladys M. Egbert School will change from a Grade 6-9 to a Grade 7-9 school.</p> <p>Similarly, Abbeydale (Project 20-P14), Cappy Smart, and Roland Michener Schools will expand to include Grade 6, keeping their current Grade 5 students (approximately 50, 35, and 25 students respectively) for another year, with these students walking to school or accessing existing transportation to Dr. Gladys M. Egbert School.</p> <p>G.W. Skene School (Project 22-P4b) will transition from a Grade 3-5 to a Grade 4-6 school, affecting about 60 students by allowing them to remain for Grade 6 without additional transportation, using existing bus services from Applewood Park.</p>

Emergent - Ernest Morrow & Feeder Schools Complete Area 3	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	Ernest Morrow School, James Short Memorial School, Patrick Airlie School, Penbrooke Meadows School, Radisson Park School
	Category	Balance Enrolment
	Issue	Enrolment between schools and programs is unbalanced.
	Summary	<p>To balance enrolment across CBE schools for the 2024-2025 school year, Ernest Morrow School will change from a Grade 6-9 to a Grade 7-9 school. The specialized setting classes at Ernest Morrow School will align with the grade configuration changes.</p> <p>Similarly, Patrick Airlie, Penbrooke Meadows (Project 20-P37), and Radisson Park Schools will expand to include Grade 6, keeping their current Grade 5 students (approximately 30, 35, and 50 students respectively) for another year, with these students walking to school rather than taking transit to Ernest Morrow School.</p> <p>G.W. Skene School (Project 22-P4b) will transition from a Grade 3-5 to a Grade 4-6 school, affecting about 60 students by allowing them to remain for Grade 6 without additional transportation, using existing bus services from Penbrooke Meadows.</p>
Emergent - Ian Bazalgette & Feeder Schools Complete Area 3	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	Erin Woods School, Ian Bazalgette School, Valley View School, West Dover School
	Category	Balance Enrolment
	Issue	Enrolment between schools and programs is unbalanced.
	Summary	<p>In order to balance enrolment across CBE schools for the 2024-2025 school year, Ian Bazalgette School will transition from a Grade 6-9 to a Grade 7-9 school, affecting both regular and Science program students.</p> <p>Grade 5 students at Valley View School will now complete Grade 6 there, about 30 regular and 50 Science program students will stay for Grade 6. There is no change in transportation, as existing buses serve both Ian Bazalgette and Valley View Schools.</p> <p>Erin Woods School will expand to include Grade 6, retaining their current Grade 5 students (approximately 50). Erin Woods students can walk, removing the need for Calgary Transit to Ian Bazalgette School.</p> <p>West Dover School (Project 20-P40) will expand to include Grade 6, retaining their current Grade 5 students, approximately 20 students. West Dover students will continue using the existing bus service.</p>

Project 20-P14 Complete Area 3	Program	Regular
	Communities Impacted	Abbeydale, Belvedere, Twin Hills
	Schools Involved	Abbeydale School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% in the near future.
	Summary	<p>Effective September 2024, Abbeydale School will expand from a kindergarten to Grade 5 school to a kindergarten to Grade 6 school. This means current Grade 5 students will remain at Abbeydale School for the 2024-2025 school year.</p> <p>Approximately 50 students will remain at Abbeydale School for Grade 6.</p> <p>There is no transportation impact. The bus to Abbeydale and Dr. Gladys McKelvie Egbert School are shared, and the same number of buses will be utilized. Students in the walk zone for Abbeydale School are also in the walk zone for Dr. Gladys McKelvie Egbert School.</p>
Project 20-P37 Complete Area 3	Program	Regular
	Communities Impacted	Penbrooke Meadows, Forest Lawn, Red Carpet
	Schools Involved	Penbrooke Meadows School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% in the near future.
	Summary	<p>Effective September 2024, Penbrooke Meadows School will expand from a kindergarten to Grade 5 school to a kindergarten to Grade 6 school. This means current Grade 5 students will remain at Penbrooke Meadows School for the 2024-2025 school year.</p> <p>Approximately 35 students will remain at Penbrooke Meadows School for Grade 6.</p> <p>There are no transportation implications because Grade 6 students that would ride Calgary Transit to Ernest Morrow School, can now walk to Penbrooke Meadows School.</p>

Project 20-P40 Complete Area 3	Program	Regular
	Communities Impacted	Dover, Southview
	Schools Involved	West Dover School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% in the near future.
	Summary	<p>Effective September 2024, West Dover School will expand from a kindergarten to Grade 5 school to a kindergarten to Grade 6 school. This means current Grade 5 students will remain at West Dover School for the 2024-2025 school year.</p> <p>Approximately 20 students will remain at West Dover School for Grade 6.</p> <p>There are no transportation implications. The existing bus that currently services West Dover School has enough space to accommodate future students in Grade 6. Students in the regular program attending Ian Bazalgette School who are outside the walk zone are designated to Calgary Transit.</p>
Project 22-P15 Complete Area 3	Program	Regular/Alternative
	Communities Impacted	Ambleton, 02L
	Schools Involved	Hidden Valley School, Valley Creek School
	Category	Balance Enrolment
	Issue	Enrolment between schools and programs is unbalanced.
	Summary	<p>Effective September 2024, kindergarten to Grade 9 French Immersion program students residing in the communities of Ambleton and 02L are re-designated from King George School and Georges P. Vanier School to Hidden Valley School and Valley Creek School.</p> <p>There are no transportation implications because students that would be transported to King George School will now be transported to Hidden Valley School and Valley Creek School.</p>

Project 22-P4b Complete Area 3	Program	Regular
	Communities Impacted	Penbrooke Meadows, Applewood Park
	Schools Involved	G. W. Skene School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% in the near future.
	Summary	<p>Effective September 2024, G.W. Skene School will change from a Grade 3 to 5 school to a Grade 4 to 6 school for both designated communities of Applewood Park and Penbrooke Meadows. This means current Grade 5 students will remain at G.W. Skene School in the 2024-2025 school year.</p> <p>Approximately 60 students will remain at G.W. Skene School for Grade 6.</p> <p>Bus eligible students who remain in Grade 6 can be accommodated on the existing buses from Applewood Park to G.W. Skene School.</p>
Project 23-P14 Complete Area 3	Program	Regular
	Communities Impacted	Coventry Hills, Harvest Hills, Carrington
	Schools Involved	Northern Lights School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Effective October 2023, new kindergarten to Grade 5 Carrington students who are unable to be accommodated at Northern Lights School are designated to North Haven School.</p> <p>There are no transportation implications because students that would be transported to Northern Lights School are now transported to North Haven School.</p>

Project 22-P5 Complete Area 4	Program	Regular
	Communities Impacted	Falconridge, Cornerstone, Castleridge
	Schools Involved	Grant MacEwan School, O. S. Geiger School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Effective January 2024, new kindergarten to Grade 6 Cornerstone students who are unable to be accommodated at Grant MacEwan School and O. S. Geiger School are designated to Catherine Nichols Gunn School.</p> <p>There are no transportation implications because students that would be transported to Grant MacEwan School and O. S. Geiger School are now transported to Catherine Nichols Gunn School.</p>

Project 22-P9 Complete Area 4	Program	Regular/Alternative
	Communities Impacted	Whitehorn
	Schools Involved	Chief Justice Milvain School, Colonel J. Fred Scott School
	Category	Balance Enrolment
	Issue	The current option boundary for the community of Whitehorn presents a challenge with the introduction of online registration through SchoolEngage.
	Summary	<p>Effective September 2024, there will be a new regular program designation boundary for students residing in the Whitehorn community.</p> <p>There are no transportation implications because students can continue to walk to Colonel J. Fred Scott School or Chief Justice Milvain School.</p>

Project 23-P22 Complete Area 4	Program	Regular
	Communities Impacted	Taradale
	Schools Involved	Ted Harrison School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Effective August 29, 2023, new Grade 5 to Grade 9 Taradale students who are unable to be accommodated at Ted Harrison School are designated to Sherwood School.</p> <p>The equivalent of three buses were required to transport students to Sherwood School.</p>

Project 23-P23 Complete Area 4	Program	Regular
	Communities Impacted	Falconridge, Castleridge, Cornerstone
	Schools Involved	Terry Fox School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Effective January 2024, new Grade 7 to Grade 9 Cornerstone students who are unable to be accommodated at Terry Fox School are designated to Ian Bazalgette School.</p> <p>There are no transportation implications because students that would be transported to Terry Fox School are now transported to Ian Bazalgette School.</p>
Project 23-P44 Complete Area 4	Program	Regular
	Communities Impacted	Rundle, Temple, Redstone, Homestead
	Schools Involved	Dr. Gordon Higgins School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Effective January 2024, new Grade 7 to Grade 9 Redstone students who are unable to be accommodated at Dr. Gordon Higgins School are designated to Bob Edwards School.</p> <p>There are no transportation implications because students that would be transported to Dr. Gordon Higgins School are now transported to Bob Edwards School.</p>
Emergent - Acadia School Complete Area 5	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	Acadia School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Effective February 2024, any new Kindergarten to Grade 6 students who were unable to be accommodated at Acadia School were designated to Ethel M. Johnson School.</p> <p>A classroom that is currently leased for the 2023-2024 school year will be returned to a classroom for the 2024-2025 school year at which point it is anticipated there will no longer be a need for an overflow location.</p> <p>An equivalent of one more bus was required to transport students to Ethel M. Johnson School for 5 months.</p>

Emergent - Joane Cardinal-Schubert High School Complete Area 5	Program	Regular
	Communities Impacted	New Brighton, Copperfield
	Schools Involved	Joane Cardinal-Schubert High School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>New Brighton community was re-designated to Lord Beaverbrook High School for the 2024-2025 School year.</p> <p>Enrolment growth at Joane Cardinal-Schubert High School continued and further accommodation planning was required. Copperfield community is re-designated to Lord Beaverbrook High School for the 2025-2026 school year.</p> <p>In addition to re-designations of New Brighton and Copperfield, Joane Cardinal-Schubert High School was placed into overflow status in March 2024 as enrolment for the 2024-25 school year was too high for what the school could accommodate. Students who cannot be accommodated for the 2024-25 school year and beyond are re-designated to Centennial High School and Lord Beaverbrook High School.</p> <p>There are no transportation implications because students take Calgary Transit to either school.</p>

Project 20-P46 Complete Area 5	Program	Regular
	Communities Impacted	Somerset
	Schools Involved	Somerset School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% in the near future.
	Summary	<p>This project is being removed from the Three-Year System Student Accommodation Plan.</p> <p>With the approval of the 2022-23 Modular Classroom Program a modular unit is being removed from the school. This will result in a decrease in capacity at the school and an increase in utilization.</p> <p>The school is no longer anticipated to be below 70% utilization.</p> <p>There are no transportation implications.</p>

Project 23-P24 Complete Area 5	Program	Regular
	Communities Impacted	Cranston, Seton
	Schools Involved	Cranston School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Beginning the 2024-2025 school year Grade 5 students are being re-designated from Cranston School to Dr. George Stanley School.</p> <p>Approximately 60 students will be re-designated from Cranston School to Dr. George Stanley School.</p> <p>There are no transportation implications because students that would be transported to Cranston School will now be transported to Dr. George Stanley School.</p>

Project 23-P25 Complete Area 5	Program	Regular
	Communities Impacted	Auburn Bay, Mahogany
	Schools Involved	Lakeshore School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>Effective December 2023, any new Grade 7-9 students who were unable to be accommodated at Lakeshore School were designated to Nickle School.</p> <p>Beginning the 2024-2025 school year, Grade 6 to Grade 9 students who are unable to be accommodated at Lakeshore School are designated to Nickle School.</p> <p>Approximately 150 students will be re-designated from Lakeshore School to Nickle School.</p> <p>The equivalent of one more bus was required to transport students to Nickle School for 7 months.</p>

Project 18-P18 Complete Area 6	Program	Regular
	Communities Impacted	Riverbend
	Schools Involved	Riverbend School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% in the near future.
	Summary	<p>This project is being removed from the Three-Year System Student Accommodation Plan.</p> <p>The school is no longer anticipated to be below 70% utilization.</p> <p>There are no transportation implications.</p>

Project 20-P19 Complete Area 6	Program	Regular
	Communities Impacted	Lake Bonavista
	Schools Involved	Nickle School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% in the near future.
	Summary	<p>This project is being removed from the Three-Year System Student Accommodation Plan.</p> <p>Effective December 2023, any new Grade 7-9 students who were unable to be accommodated at Lakeshore School were designated to Nickle School.</p> <p>Beginning the 2024-2025 school year, Grade 6 to Grade 9 students who are unable to be accommodated at Lakeshore School are designated to Nickle School.</p> <p>Approximately 150 students will be overflowed from Lakeshore School to Nickle School. The estimated transportation impact will be four additional buses.</p>

Project 20-P20 Complete Area 6	Program	Regular
	Communities Impacted	Ogden, Riverbend
	Schools Involved	Banting and Best School, Sherwood School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% in the near future.
	Summary	<p>This project is being removed from the Three-Year System Student Accommodation Plan.</p> <p>With the approval of the 2022-23 Modular Classroom Program a modular unit is being removed from Banting and Best School. This will result in a decrease in capacity at the school and an increase in utilization.</p> <p>The school is no longer anticipated to be below 70% utilization. There are no transportation implications for Banting and Best School.</p> <p>Ted Harisson School was placed into overflow status in August 2023 as enrolment for the 2023-24 school year was too high for what the school could hold.</p> <p>Grade 5 to Grade 9 registrations that cannot be accommodated at Ted Harrison School for the 2023-24 school year and beyond are re-designated to Sherwood School.</p>
Project 20-P21 Complete Area 6	Program	Regular/Alternative
	Communities Impacted	Chinook Park, Eagle Ridge, Kelvin Grove, Kingsland
	Schools Involved	Chinook Park School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% in the near future.
	Summary	<p>Elboya School was placed into overflow status in June 2023 as enrolment for the 2023-24 school year was too high for what the school could hold.</p> <p>New kindergarten to Grade 6 registrations that cannot be accommodated in the regular program at Elboya School for the 2023-24 school year and beyond are re-designated to Chinook Park School.</p> <p>For the 2023-24 school year, students were added to an existing bus, so there was no transportation impact. For the 2024-25 school year and beyond, it is anticipated a bus will be added.</p>

Project 21-P62 Complete Area 6	Program	Regular
	Communities Impacted	Oakridge, Palliser, Pump Hill
	Schools Involved	Nellie McClung School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% in the near future.
	Summary	<p>This project is being removed from the Three-Year System Student Accommodation Plan.</p> <p>The school is no longer anticipated to be below 70% utilization.</p> <p>There are no transportation implications.</p>

Project 21-P63 Complete Area 6	Program	Alternative
	Communities Impacted	Multiple
	Schools Involved	Glenmeadows School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% in the near future.
	Summary	<p>This project is being removed from the Three-Year System Student Accommodation Plan.</p> <p>The school is no longer anticipated to be below 70% utilization.</p> <p>There are no transportation implications.</p>

Project 21-P64 Complete Area 6	Program	Alternative
	Communities Impacted	Multiple
	Schools Involved	Eugene Coste School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% in the near future.
	Summary	<p>This project is being removed from the Three-Year System Student Accommodation Plan.</p> <p>The school is no longer anticipated to be below 70% utilization.</p> <p>There are no transportation implications.</p>

Project 22-P25 Complete Area 6	Program	Regular
	Communities Impacted	Woodlands
	Schools Involved	Woodlands School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% in the near future.
	Summary	<p>This project is being removed from the Three-Year System Student Accommodation Plan.</p> <p>The school is no longer anticipated to be below 70% utilization.</p> <p>There are no transportation implications.</p>
Project 22-P27 Complete Area 7	Program	Regular
	Communities Impacted	MacEwan Glen, Sandstone Valley, and Kincora
	Schools Involved	Simons Valley School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% in the near future.
	Summary	<p>With the approval of the 2023-24 Modular Classroom Program four modular units are being added to the school. This will result in an increase in capacity at the school and a decrease in utilization.</p>
Project 21-P73 Complete Area 7	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	University School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% in the near future.
	Summary	<p>This project is being removed from the Three-Year System Student Accommodation Plan.</p> <p>The school is no longer anticipated to be below 70% utilization.</p> <p>There are no transportation implications.</p>

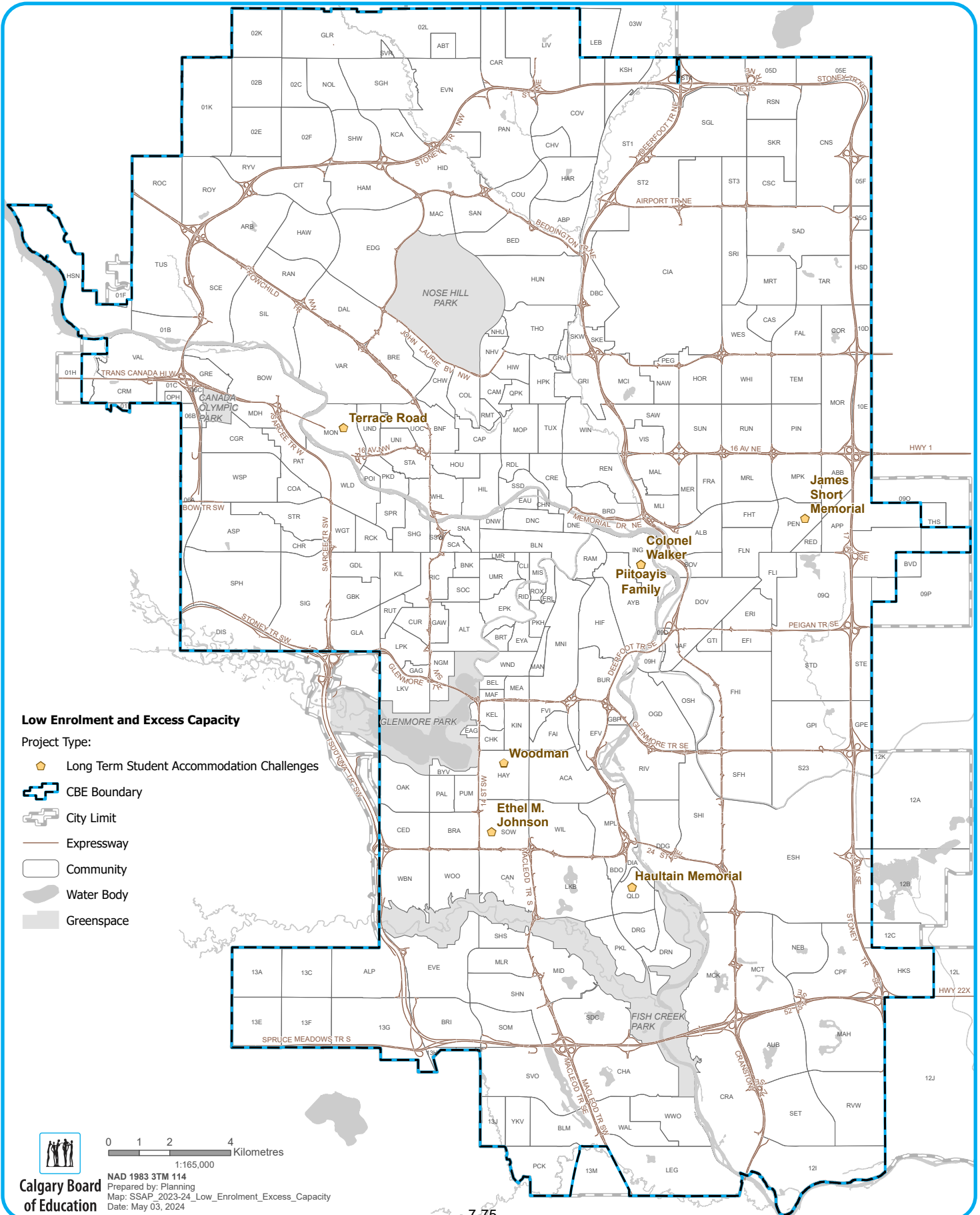
Specialized Class Moves

Program locations for students with complex learning needs are reviewed on an annual basis. Programming is placed in a school based on the needs of the students, the proximity to home and the impacts of transportation.

Area		Summary
Multiple		<p>All three EES classes will now be located at Children's Village School. No EES classes at Chinook Park School</p> <p>One LEAD class to move from Henry Wise Wood High School to Nelson Mandela High School</p> <p>One Learning & Literacy class to move from Harold Panabaker School to McKenzie Highlands School</p> <p>One The Class to move from James Fowler High School to Queen Elizabeth High School</p>
1		One The Class to close at Arbour Lake School
2		<p>One new ACCESS class to open at Branton School</p> <p>One new CSSI class to open at Branton School</p>
3		One new LEAD class to open at Ernest Morrow School
4		<p>One new ACCESS class to open at Crossing Park School</p> <p>One new CSSI class to open at Nelson Mandela High School</p>
5		<p>One new CSSI class to open at Lord Beaverbrook High School</p> <p>One new CSSI class to open at Mountain Park School</p>
7		One new Bridges class to open at Vincent Massey School

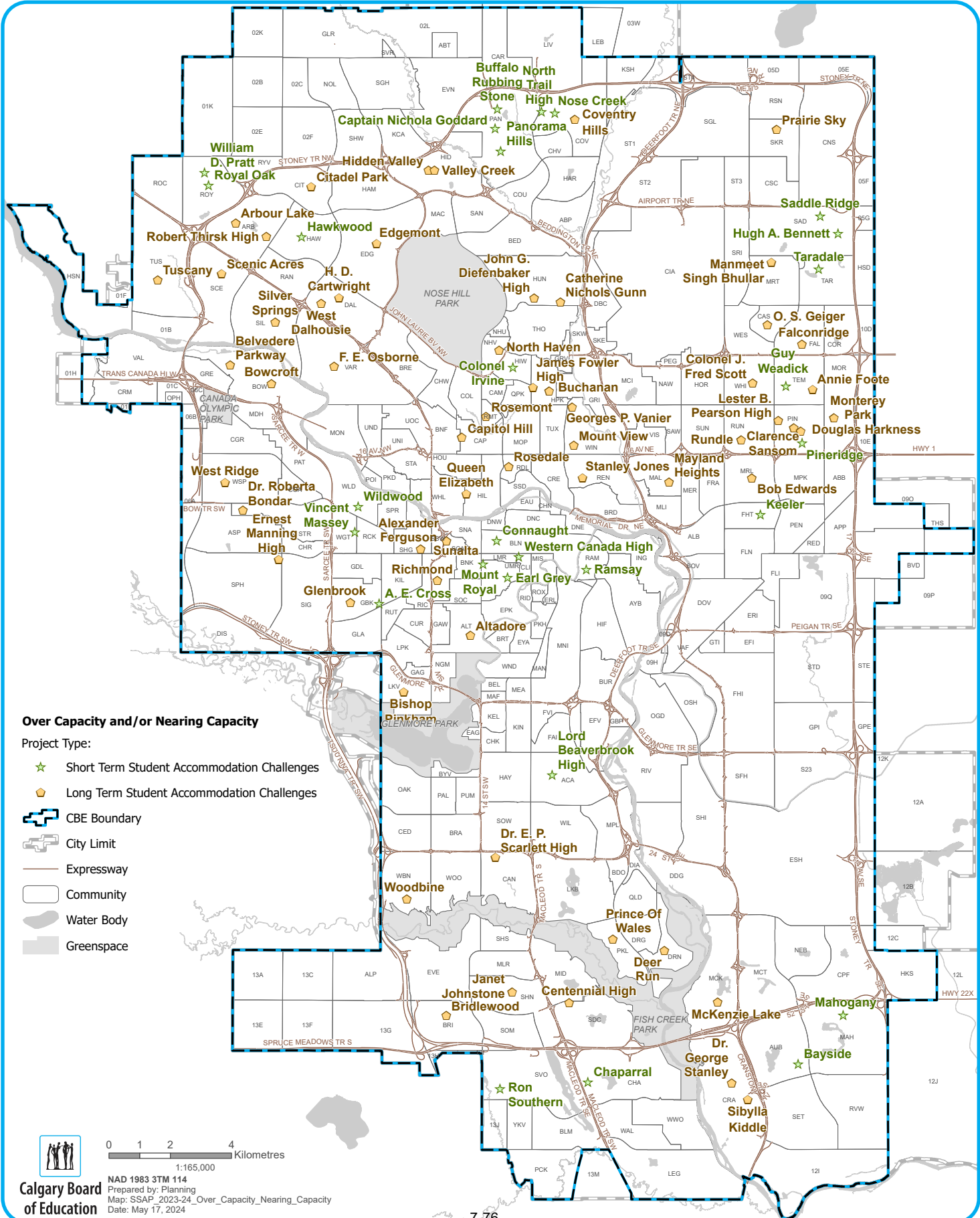
Low Enrolment and Excess Capacity Projects

N

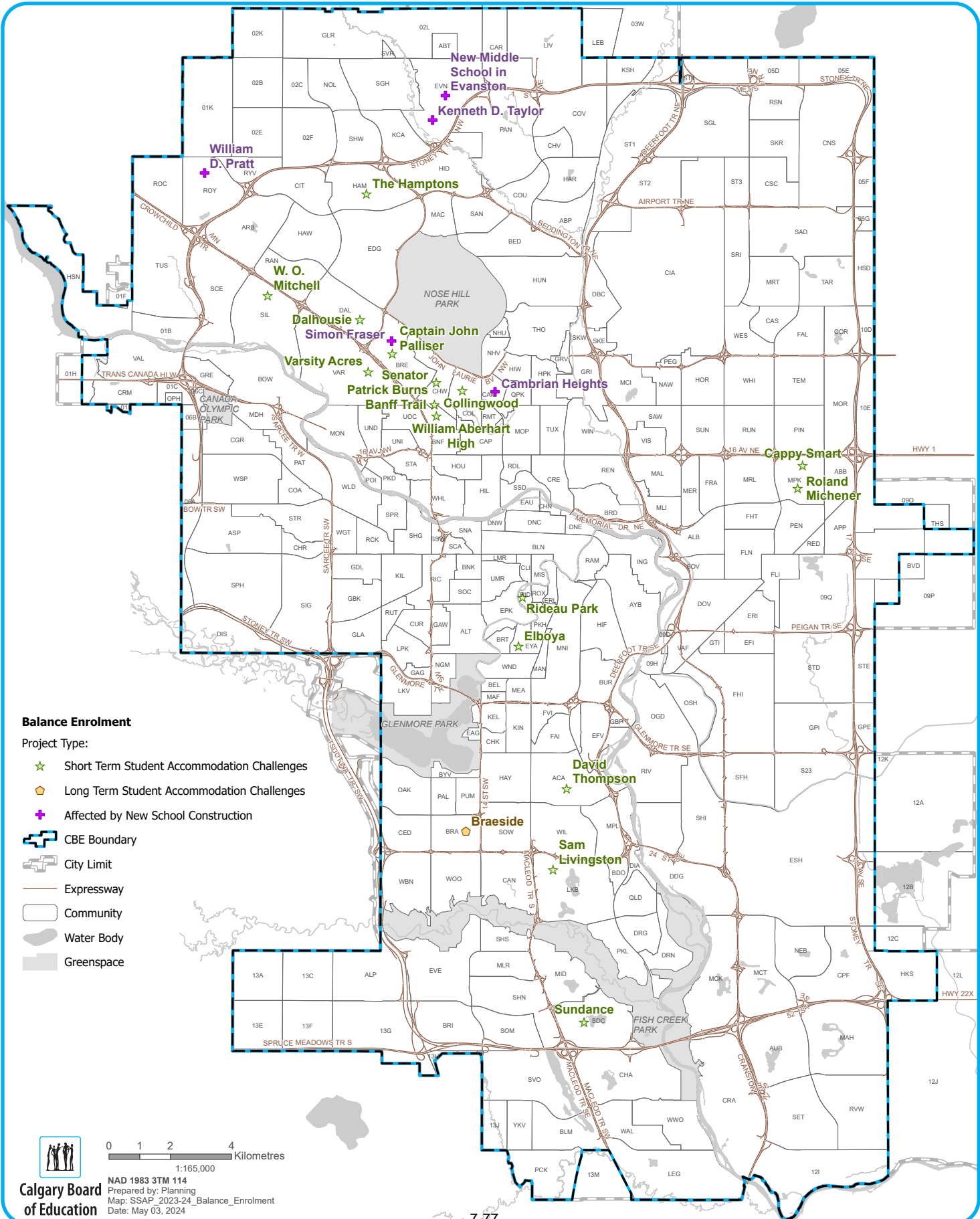


Over Capacity and/or Nearing Capacity Projects

N

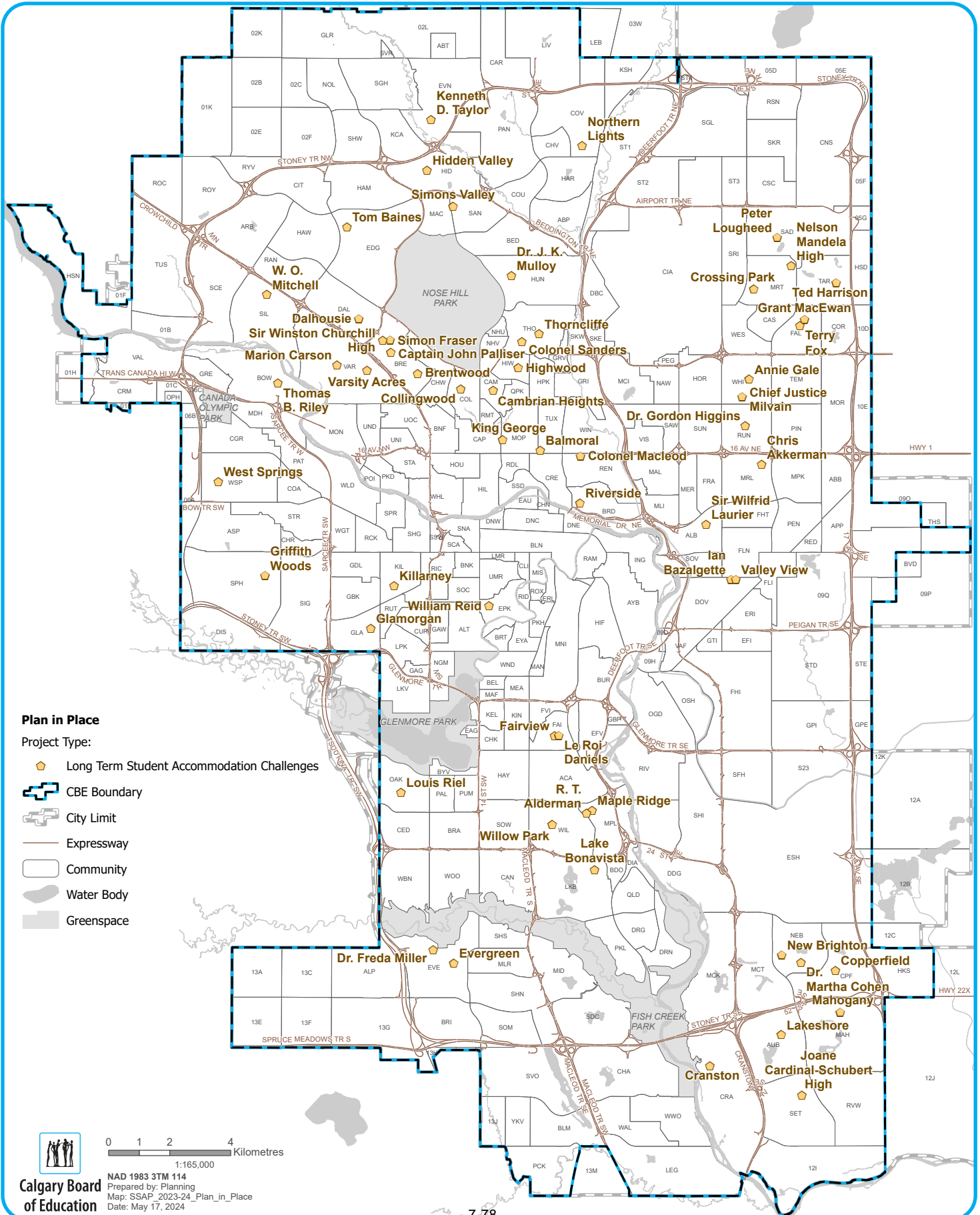


Balance Enrolment Projects



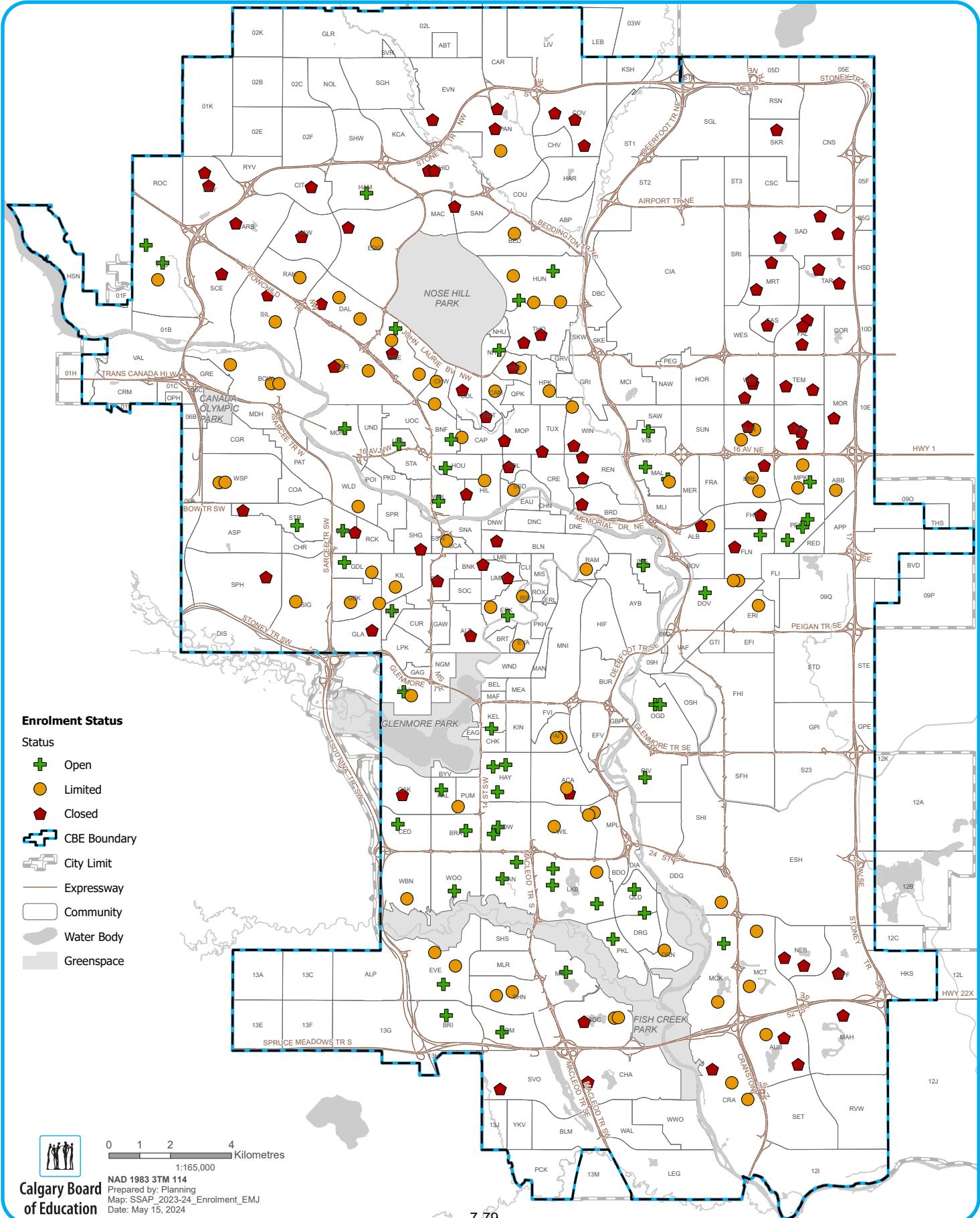
Plan in Place Projects

N

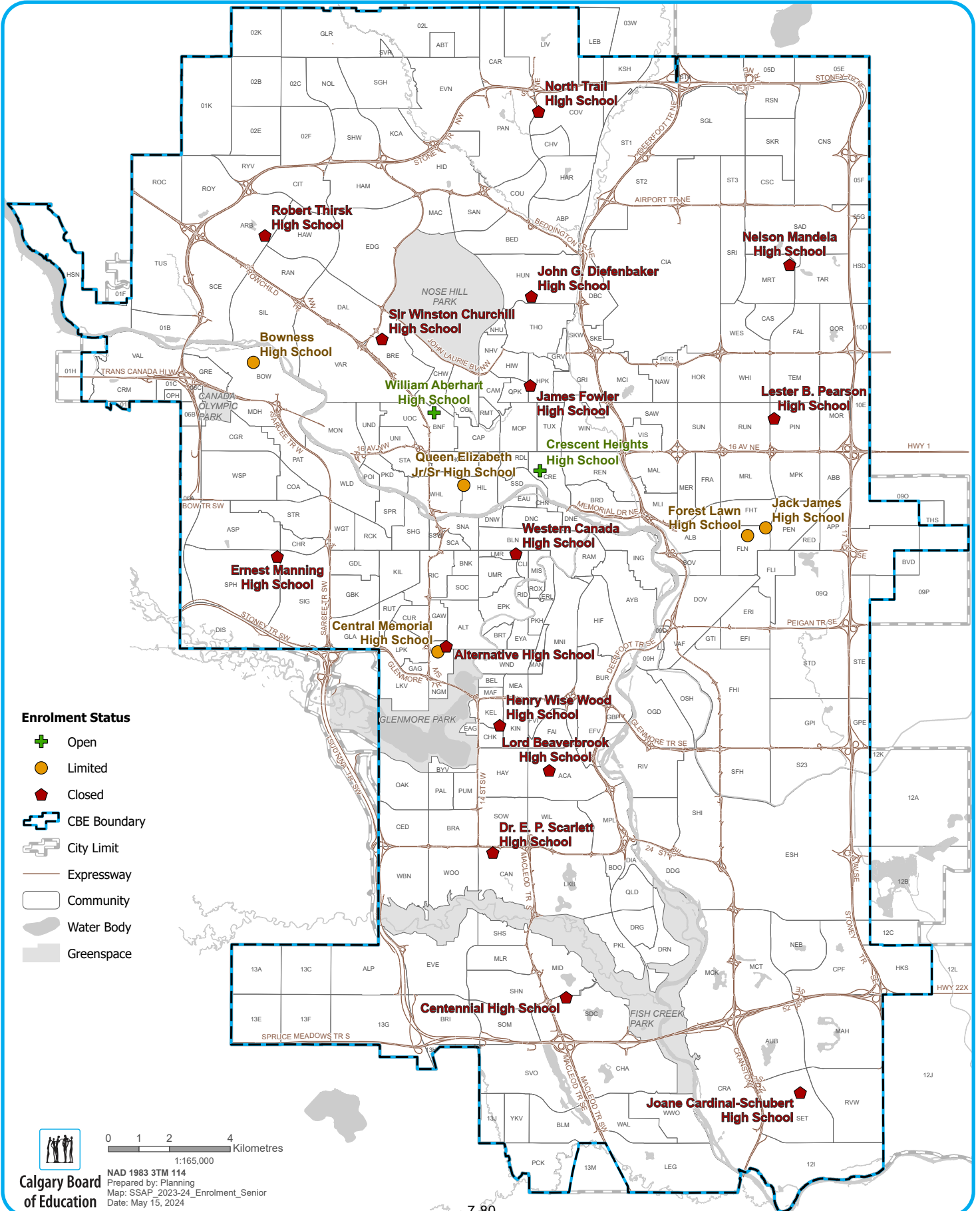


Enrolment Status

Elementary, Middle and Junior Schools



Enrolment Status High Schools



Enrolment Status for Elementary, Middle and Junior High Schools

Area	Province Code	S_Code	School	2024 Enrolment Status
6	9638	638	A.E. Cross School	LIMITED
3	9376	376	Abbeydale School	LIMITED
5	9300	300	Acadia School	CLOSED
2	9261	261	Alex Munro School	OPEN
7	9101	101	Alexander Ferguson School	CLOSED
7	1579	409	All Boys Program	OPEN
6	9109	109	Altadore School	CLOSED
6	9336	336	Andrew Sibbald School	OPEN
4	9377	377	Annie Foote School	CLOSED
4	9686	686	Annie Gale School	CLOSED
1	1330	694	Arbour Lake School	CLOSED
5	2085	124	Auburn Bay School	LIMITED
2	9601	601	Balmoral School	CLOSED
2	9202	202	Banff Trail School	LIMITED
6	9369	369	Banting and Best School	OPEN
7	537	144	Battalion Park School	LIMITED
5	2427	574	Bayside School	CLOSED
2	9372	372	Beddington Heights School	LIMITED
3	9203	203	Belfast School	OPEN
1	9110	110	Belvedere Parkway School	LIMITED
7	9645	645	Bishop Pinkham School	OPEN
4	9623	623	Bob Edwards School	LIMITED
1	9111	111	Bowcroft School	LIMITED
6	9305	305	Braeside School	OPEN
2	9621	621	Branton School	OPEN
1	9204	204	Brentwood School	LIMITED
7	9205	205	Briar Hill School	OPEN
5	1498	399	Bridlewood School	OPEN
2	9207	207	Buchanan School	LIMITED
2	2029	117	Buffalo Rubbing Stone School	CLOSED
2	9208	208	Cambrian Heights School	LIMITED
6	9355	355	Canyon Meadows School	OPEN
2	9209	209	Capitol Hill School	LIMITED
3	9353	353	Cappy Smart School	LIMITED
1	9210	210	Captain John Palliser School	CLOSED
2	1676	662	Captain Nichola Goddard School	CLOSED
2	9232	232	Catherine Nichols Gunn School	LIMITED
4	9373	373	Cecil Swanson School	LIMITED
6	9338	338	Cedarbrae School	OPEN
5	1331	392	Chaparral School	CLOSED
4	9361	361	Chief Justice Milvain School	CLOSED
6	9306	306	Chinook Park School	OPEN
4	9339	339	Chris Akkerman School	CLOSED
1	1332	391	Citadel Park School	CLOSED
4	9682	682	Clarence Sansom School	CLOSED
2	9212	212	Collingwood School	CLOSED

Enrolment Status for Elementary, Middle and Junior High Schools

Area	Province Code	S_Code	School	2024 Enrolment Status
2	9622	622	Colonel Irvine School	CLOSED
4	9348	348	Colonel J. Fred Scott School	CLOSED
3	9620	620	Colonel Macleod School	CLOSED
2	1053	215	Colonel Sanders School	CLOSED
7	9602	307	Colonel Walker School	OPEN
7	9114	114	Connaught School	CLOSED
5	2086	106	Copperfield School	CLOSED
3	1038	116	Coventry Hills School	CLOSED
5	1499	408	Cranston School	CLOSED
4	536	275	Crossing Park School	CLOSED
2	9240	240	Dalhousie School	LIMITED
6	9641	641	David Thompson School	LIMITED
5	9265	265	Deer Run School	LIMITED
4	9347	347	Douglas Harkness School	CLOSED
5	596	346	Douglasdale School	LIMITED
1	9214	214	Dr. E. W. Coffin School	OPEN
6	2280	491	Dr. Freda Miller School	LIMITED
5	2084	677	Dr. George Stanley School	LIMITED
3	9350	650	Dr. Gladys McKelvie Egbert School	OPEN
4	9346	681	Dr. Gordon Higgins School	CLOSED
2	9242	242	Dr. J. K. Mulloy School	LIMITED
5	2070	612	Dr. Martha Cohen School	CLOSED
7	2054	127	Dr. Roberta Bondar School	CLOSED
7	9118	118	Earl Grey School	CLOSED
1	9379	379	Edgemont School	LIMITED
7	9119	119	Elbow Park School	OPEN
7	9627	627	Elboya School	LIMITED
1	2031	195	Eric Harvie School	OPEN
3	9269	269	Erin Woods School	LIMITED
3	9644	644	Ernest Morrow School	OPEN
6	9310	310	Ethel M. Johnson School	OPEN
6	9311	311	Eugene Coste School	OPEN
6	1500	401	Evergreen School	LIMITED
1	9651	651	F.E. Osborne School	CLOSED
5	9633	633	Fairview School	LIMITED
4	9375	375	Falconridge School	CLOSED
5	9384	384	Fish Creek School	LIMITED
3	9351	351	G. W. Skene School	OPEN
2	9635	635	Georges P. Vanier School	LIMITED
7	9121	121	Glamorgan School	CLOSED
6	9122	122	Glenbrook School	LIMITED
7	9143	143	Glendale School	LIMITED
6	9123	123	Glenmeadows School	OPEN
4	9378	378	Grant MacEwan School	CLOSED
7	2147	679	Griffith Woods School	CLOSED
4	9343	343	Guy Weadick School	CLOSED
1	9660	660	H.D. Cartwright School	LIMITED
6	9643	643	Harold Panabaker School	OPEN

Enrolment Status for Elementary, Middle and Junior High Schools

Area	Province Code	S_Code	School	2024 Enrolment Status
5	9362	362	Haultain Memorial School	OPEN
1	9273	273	Hawkwood School	CLOSED
6	9316	316	Haysboro School	OPEN
3	535	274	Hidden Valley School	CLOSED
2	9217	217	Highwood School	LIMITED
7	9218	218	Hillhurst School	LIMITED
4	2056	126	Hugh A. Bennett School	CLOSED
2	9219	219	Huntington Hills School	OPEN
3	9613	613	Ian Bazalgette School	LIMITED
3	9364	364	James Short Memorial School	OPEN
6	9270	270	Janet Johnstone School	LIMITED
7	9103	103	Jennie Elliott School	LIMITED
6	9603	603	John Ware School	LIMITED
3	9318	318	Keeler School	CLOSED
2	2088	198	Kenneth D. Taylor School	CLOSED
7	9104	104	Killarney School	LIMITED
2	9608	221	King George School	CLOSED
5	9334	334	Lake Bonavista School	LIMITED
5	2426	492	Lakeshore School	CLOSED
5	9320	320	Le Roi Daniels School	LIMITED
6	9625	625	Louis Riel School	CLOSED
4	9626	418	Louise Dean Centre	OPEN
5	2425	493	Mahogany School	CLOSED
4	2145	128	Manmeet Singh Bhullar School	CLOSED
5	9321	321	Maple Ridge School	LIMITED
1	9241	241	Marion Carson School	LIMITED
4	9322	322	Marlborough School	LIMITED
6	2069	676	Marshall Springs School	OPEN
4	9223	223	Mayland Heights School	LIMITED
5	2055	674	McKenzie Highlands School	LIMITED
5	9385	385	McKenzie Lake School	LIMITED
5	1463	396	McKenzie Towne School	LIMITED
5	9363	363	Midnapore School	OPEN
5	348	691	Midsun School	LIMITED
4	538	390	Monterey Park School	CLOSED
7	9639	639	Mount Royal School	CLOSED
3	9224	224	Mount View School	CLOSED
5	1333	693	Mountain Park School	OPEN
6	9333	333	Nellie McClung School	OPEN
5	2072	193	New Brighton School	CLOSED
6	9654	654	Nickle School	OPEN
2	9225	225	North Haven School	OPEN
3	2282	350	Northern Lights School	CLOSED
3	1674	661	Nose Creek School	CLOSED
4	9271	271	O. S. Geiger School	CLOSED
7	9382	382	Olympic Heights School	OPEN
2	1452	397	Panorama Hills School	LIMITED
3	9327	327	Patrick Airlie School	CLOSED

Enrolment Status for Elementary, Middle and Junior High Schools

Area	Province Code	S_Code	School	2024 Enrolment Status
3	9356	356	Penbrooke Meadows School	OPEN
4	2068	604	Peter Lougheed School	CLOSED
3	1054	244	Piitoayis Family School	OPEN
4	9360	360	Pineridge School	CLOSED
4	2428	578	Prairie Sky School	CLOSED
5	9341	341	Prince Of Wales School	OPEN
7	9227	227	Queen Elizabeth School	CLOSED
5	9653	653	R.T. Alderman School	LIMITED
3	1334	395	Radisson Park School	CLOSED
7	9130	130	Ramsay School	LIMITED
1	9374	374	Ranchlands School	LIMITED
7	9100	100	Richmond School	CLOSED
7	9610	610	Rideau Park School	LIMITED
6	9386	386	Riverbend School	OPEN
3	9609	609	Riverside School	CLOSED
6	9655	655	Robert Warren School	OPEN
3	9250	250	Roland Michener School	LIMITED
6	2146	129	Ron Southern School	CLOSED
3	9618	618	Rosedale School	CLOSED
3	9231	231	Rosemont School	CLOSED
1	1519	402	Royal Oak School	CLOSED
4	9358	358	Rundle School	LIMITED
4	1520	403	Saddle Ridge School	CLOSED
6	9354	354	Sam Livingston School	OPEN
5	1451	695	Samuel W. Shaw School	LIMITED
1	597	352	Scenic Acres School	CLOSED
2	9640	640	Senator Patrick Burns School	LIMITED
6	9632	632	Sherwood School	OPEN
5	2281	490	Sibylla Kiddle School	LIMITED
1	9256	256	Silver Springs School	LIMITED
1	9646	646	Simon Fraser School	LIMITED
7	9383	383	Simons Valley School	CLOSED
2	9652	652	Sir John A. Macdonald School	LIMITED
2	9649	649	Sir John Franklin School	OPEN
4	9648	648	Sir Wilfrid Laurier School	LIMITED
5	1099	252	Somerset School	OPEN
3	9233	233	Stanley Jones School	CLOSED
7	9368	368	Sunalta School	LIMITED
6	9267	267	Sundance School	CLOSED
3	9234	234	Sunnyside School	LIMITED
4	1450	398	Taradale School	CLOSED
4	1677	663	Ted Harrison School	CLOSED
1	9138	138	Terrace Road School	OPEN
4	9689	689	Terry Fox School	CLOSED
1	387	389	The Hamptons School	OPEN
1	9611	611	Thomas B. Riley School	LIMITED
2	9235	235	Thornccliffe School	CLOSED
1	9690	690	Tom Baines School	CLOSED

Enrolment Status for Elementary, Middle and Junior High Schools

Area	Province Code	S_Code	School	2024 Enrolment Status
1	1335	393	Tuscany School	LIMITED
1	1678	664	Twelve Mile Coulee School	OPEN
7	9237	237	University School	OPEN
3	1098	616	Valley Creek School	CLOSED
3	9330	330	Valley View School	LIMITED
2	9238	238	Varsity Acres School	LIMITED
7	9628	628	Vincent Massey School	CLOSED
3	9239	239	Vista Heights School	OPEN
2	9257	257	W. O. Mitchell School	CLOSED
1	9344	344	West Dalhousie School	CLOSED
3	9357	357	West Dover School	OPEN
7	2087	615	West Ridge School	LIMITED
7	1521	404	West Springs School	LIMITED
7	9140	140	Westgate School	OPEN
7	9141	141	Wildwood School	LIMITED
1	2067	675	William D. Pratt School	CLOSED
7	9142	142	William Reid School	LIMITED
5	9331	331	Willow Park School	LIMITED
5	9685	685	Wilma Hansen School	OPEN
6	9266	266	Woodbine School	LIMITED
6	9371	371	Woodlands School	OPEN
6	9631	631	Woodman School	OPEN

Enrolment Status for High Schools

Area	Province Code	S_Code	School	2024 Enrolment Status
6	9863	863	Alternative High School	CLOSED
1	9847	847	Bowness High School	LIMITED
5	1224	870	Centennial High School	CLOSED
6	9823	823	Central Memorial High School	LIMITED
3	9815	815	Crescent Heights High School	OPEN
6	9858	858	Dr. E. P. Scarlett High School	CLOSED
7	9826	826	Ernest Manning High School	CLOSED
3	9813	813	Forest Lawn High School	LIMITED
6	9836	836	Henry Wise Wood High School	CLOSED
3	9856	856	Jack James High School	LIMITED
2	9825	825	James Fowler High School	CLOSED
5	2180	802	Joane Cardinal-Schubert High School	CLOSED
2	9860	860	John G. Diefenbaker High School	CLOSED
4	9865	865	Lester B. Pearson High School	CLOSED
5	9850	850	Lord Beaverbrook High School	CLOSED
4	1989	801	Nelson Mandela High School	CLOSED
3		494	North Trail High School	CLOSED
7	9806	806	Queen Elizabeth Jr/Sr High School	LIMITED
1	1679	880	Robert Thirsk High School	CLOSED
1	9857	857	Sir Winston Churchill High School	CLOSED
7	9816	816	Western Canada High School	CLOSED
2	9829	829	William Aberhart High School	OPEN

**report to
Board of Trustees**

**Ten-Year Student Accommodation and Facilities Strategy
2024-2034**

Date	June 25, 2024
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-7 Communication With and Support for the Board OE-9 Facilities
Resource Person(s)	Catherine Ford, Director, Planning Trevor Fenton, Director, Facility Projects Jeff Quigley, Manager, Planning Brenda Gibson, Manager, Transportation Sherri Lambourne, Manager, Property, Leasing & Rentals Michelle Howell, Education Director, Area 6 Garry Tink, Education Director, Area 7

1 | Recommendation

- THAT the Board of Trustees approves the Ten-Year Student Accommodation and Facilities Strategy 2024-2034.

2 | Issue

The provincial School Capital Manual requires school jurisdictions to have a “Ten Year Facilities Plan that provides a broad overview of the school jurisdiction’s facilities... and anticipated needs as a result of projected changes in enrolment and facility condition. It assists school jurisdictions, Education and Infrastructure identify trends affecting long-range facility requirements and strategies to support the school jurisdiction’s planned program delivery.”



This requirement is further captured under CBE's Operational Expectation OE-9: Facilities that requires the approval of a Ten-Year Student Accommodation and Facilities Strategy (SAFS) as a guiding document to ensure the effective and efficient use of available funding and demonstrate responsible stewardship of resources. This strategy helps guide long-term decisions regarding:

- the prioritization and allocation of resources;
- municipal joint-use planning agreement considerations;
- student transportation planning;
- educational programming considerations; and
- optimizing student learning opportunities by ensuring that CBE real property remains best suited, situated, and sustainable.

Record enrolment growth is placing pressure on our system and strategies to increase system capacity and make best use of existing facilities are required.

3 | Background

The Ten-Year SAFS 2024-2034 (Attachment I) provides an overview of:

- City of Calgary projected growth and urban planning information;
- CBE enrolment, capacity, and utilization projections;
- School facility considerations; and
- Strategic actions and priorities to address significant enrolment pressures.

Through analysis of observed and anticipated developments within each of these areas, guidance is provided to best support the future learning needs of students.

4 | Analysis

The Ten-Year SAFS 2024-2034 provides an overview of the organization's existing facilities, long-term planning needs, and strategic actions to support high-quality learning environments and educational programming, while balancing financial stewardship. The Ten-Year SAFS is updated every three years to reflect current and future city demographics, enrolment trends and municipal planning initiatives.

Documents that are informed by the SAFS, such as the *Three-Year School Capital Plan*, the *Three-Year System Student Accommodation Plan*, and the *Modular Classroom Program* are updated annually. These documents focus on shorter planning timeframes and provide a more granular analysis of CBE needs and requirements that support realization of the Ten-Year SAFS. Annually preparing and updating these documents ensures they are as responsive as possible to the current context.

City of Calgary Population Growth

The City of Calgary continues to experience significant population growth due to increased immigration, net migration, relative levels of affordability and a high

quality of living. The City of Calgary (The City) forecasts that the population of Calgary will reach 1,497,600 by 2028, an increase of 108,400 people over the next five years. This represents an average yearly increase of approximately 22,000 people.

The City's long-term goal is to strike a balance between developed and developing areas as set out in the Municipal Development Plan. Specifically, The City's 30-year and 60-year targets call for 33% and 50% respectively, of the city's overall population growth to occur in developed areas. At this time, most of the city's new population growth continues to occur in newly developing areas but this is expected to change over time as initiatives such as Local Area Plans, rezoning for housing and downtown office conversions are implemented.

Calgary Board of Education Enrolment

The CBE has experienced record breaking growth recently, adding over 13,000 students between September 2021 and September 2023, which is the largest increase in the last 40 years. As of end of September 2023, 138,244 students were enrolled with the CBE. This represents an increase of 7,029 students compared with the previous year. CBE's enrolment is forecasted to increase by over 22,000 students to 160,428 students by 2033.

Facilities

The CBE has a diverse facility inventory, comprised of over 250 school buildings. Of these, some contain more than one CBE school, while a total of 15 are leased to charter schools. Fifty-six percent of our schools are over 50 years old and within the next ten years, approximately 70% of CBE's school building inventory will exceed the standard 50-year design life.

As schools in established communities age, significant renewal investments will be required to maintain quality teaching environments. Further, the planned community densification of older communities will continue to increase the student population in these communities and investments will be required to both maximize use of existing space and identify where expansions may also be required. Strategic planning of these investments must consider educational needs, programming demands, community input, and school utilization rates to determine how best to address building condition, and match space requirements to community demographics in developed neighbourhoods.

The industry standard for major maintenance and renewal is 1% to 2% of the construction replacement value, per year. With a current estimated replacement value of CBE's schools at \$6.8 billion, the recommended investment required to maintain CBE facilities in their existing condition, should be between \$68 million and \$136 million per annum. Over the past ten years, the CBE has received an average of \$37.0 million annually in M&R funding accompanied by a 10-year average annual existing school capital investment of \$13.6 million, totalling \$50.6 million for school projects. Given the age and condition of CBE's school portfolio, annual investment should be closer to the top end of the above-mentioned range. Despite the need for major maintenance and redevelopment expenditures in many CBE schools, provincial funding continues to fall short of both industry standards and the documented needs identified by provincial audits (discontinued in 2020).

Difficult decisions are required annually to most effectively allocate the limited financial resources provided by the Province. Given the investment being below

the industry standard to maintain the status quo, the condition of some CBE schools will deteriorate further over the coming years. Risk mitigation is achieved by ensuring priority is given to safety related issues and systems in the worst condition.

Utilization Rates

The CBE strives to maintain a utilization rate at or slightly above 85% to ensure that facilities are optimized for educational purposes, flexibility is maintained in the system to meet demand for emergent programming, while balancing the financial obligations and sustainability of the system. Moreover, system utilization rates are an important consideration by the province in approving new schools. School utilization rates also influence provincial operations and maintenance (O&M) funding, with maximum dollars being realized for schools with a utilization rate equal to or greater than 85%.

At the end of September 2023, the CBE's overall utilization rate by enrolment was **93%**, with a utilization rate of:

- **86%** for K-GR4 students,
- **93%** for GR5-9 students, and
- **103%** for Grades 10-12 students.

Over 150 of the 251 CBE schools are over the 85% utilization rate, and this number is expected to grow with increasing enrolment. Over the next decade, total student enrolment is projected to peak in the 2031-2032 school year and then stabilize at approximately 160,000 students. If no additional capacity is added to the CBE system, the utilization rate will approach 100% by the 2024-2025 school year and soar to over 110% by 2030. As a result of these high utilization rates and the lack of schools in new and developing communities, we now have over 30 schools in overflow status.

Projected Enrolment and Planning Considerations

As of September 2023, the CBE had an enrolment of over 138,000 students, which translates to a weighted enrolment of over 142,000 students. The capacity of the overall system is over 153,000 spaces, which equates to an overall utilization rate of 93%. As CBE enrolment continues to grow significantly over the next 10 years, approximately 40,000 spaces, mostly in the middle and senior high cohorts, will be required in the system to reach a utilization rate of 85%. Specifically, over the next 10 years:

- Elementary aged students are expected to peak in 2025-2026 and then slightly decline. If we add the 7,000 new elementary student spaces requested in the 2025-2028 School Capital Plan, the utilization rate in this cohort will fall to 75% by 2033. This presents an opportunity to change grade configurations between elementary and middle schools to balance excess space in the K-4 cohort with need for space in the 5-9 cohort.
- The number of middle school age students is expected to peak in 2029-30 and then stabilize through 2033. If we add the 7,500 new spaces requested in the 2025-28 School Capital Plan, the utilization rate in middle schools will be 94% by 2033. 15,000 new spaces would be required to achieve a utilization rate of 85%.
- The number of high school aged students is expected to increase by approximately 15,000 students. Constrained by site readiness, the 2025-28 School Capital Plan requested an additional 3,600 spaces, which if

delivered will result in a high school utilization rate of 130% by 2033. 25,000 new spaces would be required to achieve a utilization rate of 85%.

- New student spaces will be required most in the North, Northeast, and Southeast Planning sectors and within smaller pockets within various Planning sectors including the downtown area.

A strategic action, such as grade configuration change, is a relatively easy way to balance enrolment between elementary and middle schools. However, solving high school enrolment pressures will be complicated and require a multi-pronged approach.

To achieve the goal of an overall system-utilization rate of 85%, the CBE will require significant additional space through new schools, replacement schools, additions to existing schools, solution projects, modular units, leased space, optimizing space in existing schools, re-opening former CBE schools and innovation in programming. Cooperation, coordination, and partnerships will be integral with The City of Calgary, the Province, and the development industry to ensure all parties are aligned on future growth and capacity challenges.

5 | Financial Impact

The continued pursuit of a well suited, well situated and financially sustainable portfolio of CBE schools will help ensure that students can derive the maximum benefit from their learning environment and the learning resources within these spaces.

6 | Implementation Consequences

The strategy helps guide long-term decisions regarding the prioritization of resources, municipal joint-use planning agreement considerations and student transportation so as to optimize learning opportunities for students within well suited, well situated and sustainable learning environments.

7 | Conclusion

Record enrolment is putting immense pressure on the system, contributing to utilization concerns, growing class sizes, overflows, and longer bus rides. Accommodating record breaking enrolment growth within a portfolio of aging schools that require significant capital investment will continue to be a challenge for the CBE over the next 10 years.

If current trends persist, the CBE will continue to experience the following challenges:

- A majority of schools will exceed the ideal 85% utilization target. In many cases, schools will be well over 100% utilized.
- Growing classroom sizes may lead to educational programming challenges.

- Decrease in available space to meet the needs of growing student complexity.
- Limited ability to provide choice in education through alternative programs.
- Increased school overflows leading to thousands of students unable to attend their local school.
- In some schools, unconventional learning spaces such as learning commons and staff rooms will increasingly need to be converted to classrooms.
- Longer bus rides for students in developing areas without new schools to existing schools within developed areas. This also puts additional strain and costs on the CBE's transportation system that continues to be impacted by a driver and bus shortage.

In addressing this complex challenge, a number of solutions will need to be leveraged concurrently to accommodate a growing student population including new school construction, modular units, replacement schools, additions to schools, modernization projects, solution projects, partnerships with external agencies, returning CBE space to the system, space optimization in existing schools, leasing space, and innovation in school programming.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Ten-Year Student Accommodation & Facilities Strategy 2024-2034

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined in policy the individual and collective behaviour required to establish a culture of good governance. These policies establish standards for how the Board performs its work, including policies that define the Board's job, its purpose and its accountability.

Board/Chief Superintendent Relationship: The Board defined in policy the degree of authority delegated to the Chief Superintendent, and set out how the Chief Superintendent's performance, and ultimately the organization's performance, will be evaluated.

Results: These policies define the outcome the organization is expected to achieve for each student it serves. The Results policies are the performance targets for the Chief Superintendent and the organization, and form the basis for judging the success of the organization and the Chief Superintendent on reasonable progress towards achieving the Results.

Operational Expectations: These policies define both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. The Chief Superintendent is required to comply with the Board's stated values about operational conditions and actions as set out in these policies.

Student Accommodation and Facilities Strategy 2024-2034



learning | as unique | as every student



Calgary Board
of Education

Contents

Executive Summary	1
Background	2
Current State of The City of Calgary	4
Current State of the Calgary Board of Education (CBE).....	8
School Capacity and Utilization	11
School Facilities	12
Strategic Actions	14
Summary and Conclusions.....	21
Appendix I: City of Calgary Developed and Developing Communities.....	22
Appendix II: CBE 10-Year Projected Enrolment.....	23
Appendix III: CBE Enrolment and Utilization	24
Appendix IV: Financial Considerations	28
Appendix V: Definitions.....	30

Executive Summary

The Calgary Board of Education (CBE) is a global leader in public education. Recognized as the largest school jurisdiction in Western Canada, the CBE provides a full range of educational services for all instructional programs from Kindergarten through to Grade 12. Our mission is that “each student, in keeping with their individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning.”

The CBE addresses the complexity and diversity of our 140,000 plus students in over 250 schools with approximately 15,000 full time equivalent staff and an operating budget of \$1.4 billion. The CBE has experienced record breaking growth over the last few years adding over 13,000 students between September 2021 and September 2023, the largest increase in the last 40 years. The City of Calgary continues to experience record population growth due to increased immigration, net migration, relative levels of affordability and a high quality of living. Increased population growth is expected to occur over the next several years, adding increased students to the CBE system. Record enrolment is putting immense pressure on the system, contributing to utilization concerns, growing class sizes, overflows, and longer bus rides for students living in new communities without new schools. Accommodating record breaking enrolment within a portfolio of aging schools that require significant capital investment will continue to be an immense challenge over the next 10 years and beyond.

As schools age within established communities, significant renewal investments will be required to maintain quality teaching environments and ensure that these schools are used to their full capacity. Strategic planning of these investments must consider educational needs, programming demands, community input, and school utilization rates to determine how best to address building condition and match space requirements to community demographics in developed neighbourhoods.

The CBE strives to maintain a utilization rate at or slightly above 85% to ensure that facilities are optimized for educational purposes, and flexibility is maintained in the system to meet demand for emergent needs, while balancing the financial obligations and sustainability of the system. To achieve the goal of keeping the overall system-utilization rate around 85%, the CBE will require significant additional space capacity through new schools, replacement schools, additions to existing schools, solution projects, modular units, leased space, optimized space in existing schools, re-opening former CBE schools, and new and innovative strategies. Cooperation, coordination, and partnerships will be integral with The City of Calgary, the Province, and the development industry to ensure all parties are aligned on future growth and capacity challenges.

This Ten-Year Student Accommodation and Facilities Strategy 2024-2034 (SAFS) highlights the challenges that the CBE will face over the next decade and provides practical solutions to address increasing enrolment challenges. CBE administration will continue to use plans such as the *Three-Year System Student Accommodation Plan (SSAP)*, *Three-Year School Capital Plan*, and the *Modular Classroom Program* to implement the strategic actions of the Ten-Year SAFS.

Background

The Calgary Board of Education (CBE) has the challenging responsibility of creating and maintaining safe, inclusive, functional, and technologically advanced educational spaces for a growing student population that thrives on exploring new ideas and exchanging information, while learning and working in a constantly changing educational environment.

The Ten-Year SAFS 2024-2034 provides an overview of the organization's existing facilities, long-term planning needs, and strategic actions to support high-quality learning environments and educational programming, while balancing financial stewardship. School jurisdictions must develop a Ten-Year Facilities Plan and be prepared to submit this plan to Alberta Education upon request.

The Ten-Year SAFS is updated every three years to reflect current and future city demographics, enrolment trends and municipal planning initiatives.

The Ten-Year SAFS informs a number of planning documents, including:

- *Three-Year System Student Accommodation Plan* - Identifies high and low utilization schools as well as system priorities and new school projects that require an accommodation plan or are being monitored closely. It serves as an indicator to school communities that changes may need to happen in the future.
- *Three-Year School Capital Plan* - Provides the framework for assessing and prioritizing school capital needs including requests for new schools and modernizing existing schools.
- *Modular Classroom Program* - Prioritizes requests for new modular classrooms based on board-approved filters and ranking criteria. It also identifies modular classrooms for relocation or disposal/demolition.

The Ten-Year SAFS provides recommendations to ensure that all CBE facilities provide high-quality, learning environments, and aligns with the [CBE Education Plan](#).

The Ten-Year SAFS supports decision making that:

- optimizes student learning opportunities through strategic investments to ensure CBE real property is best suited, situated, and sustainable:
 - Suited – schools that are designed to be flexible and meet the learning needs of 21st century learners;
 - Situated – schools and programs that are located where students live and are informed by both population and CBE enrolment growth trends; and
 - Sustainable – ensuring that the operation and maintenance costs of CBE schools strike an appropriate balance between the learning needs of students and sustained financial affordability.
- reflects an equitable approach to the provision of safe, appropriate, and high-quality learning and working environments across the City of Calgary;
- adheres to sound planning principles for all facility infrastructure projects;

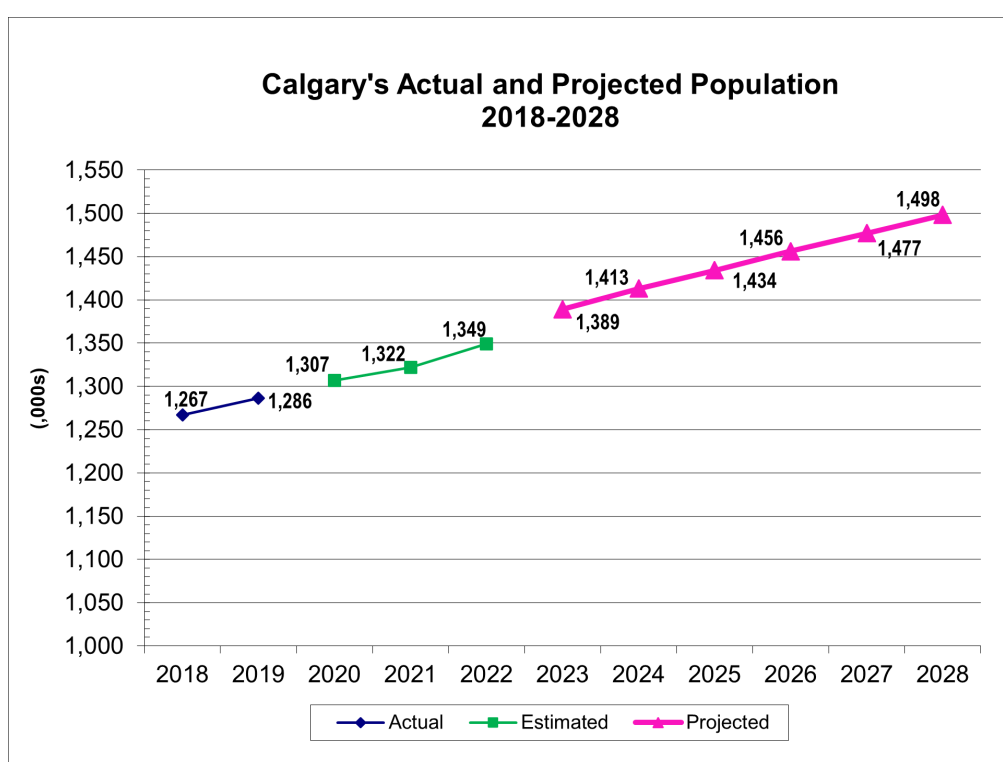
- establishes clear priorities for construction, modernization, renewal, and maintenance projects;
- undertakes a collaborative approach to student accommodation planning through the inclusion of relevant internal and external stakeholders, including schools, communities, external partners, and multiple levels of government;
- incorporates traditional and land-based knowledge, local history, diverse learning, and creative approaches as much as possible into facility infrastructure projects; and
- ensures responsible stewardship of public resources through transparency and financial integrity.

Current State of The City of Calgary

City of Calgary Population

Over the past decade, the City of Calgary has experienced varying levels of population growth. Between 2018 and 2023, the city's population growth has averaged an estimated 20,500 people per year.

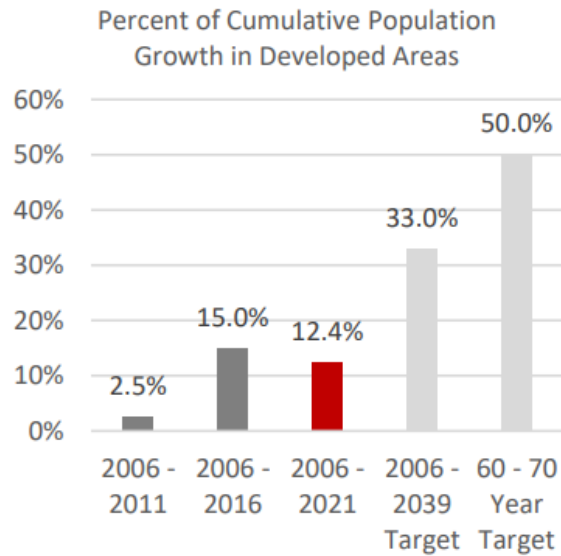
In the [Calgary & Region Economic Outlook 2023-2028](#) report, The City of Calgary administration (The City) forecasts that the population of Calgary will reach 1,497,600 by 2028, an increase of 108,400 people over the next five years. This represents an average yearly increase of approximately 22,000 people, which will be driven primarily by net migration.



Source: Calgary & Region Economic Outlook 2023-2028 (Fall 2023) *Estimated (no Civic Census)

Development Activity

In terms of population growth, The City's long-term goal is to strike a balance between developed and developing areas as set out in the Municipal Development Plan (see [Appendix I](#) for a map of the developed and developing areas). Specifically, the 30-year target is for 33% of the overall population growth of the city to occur in developed areas and the 60-year target is 50% of the city's population growth to occur in developed areas (see graph on the following page).



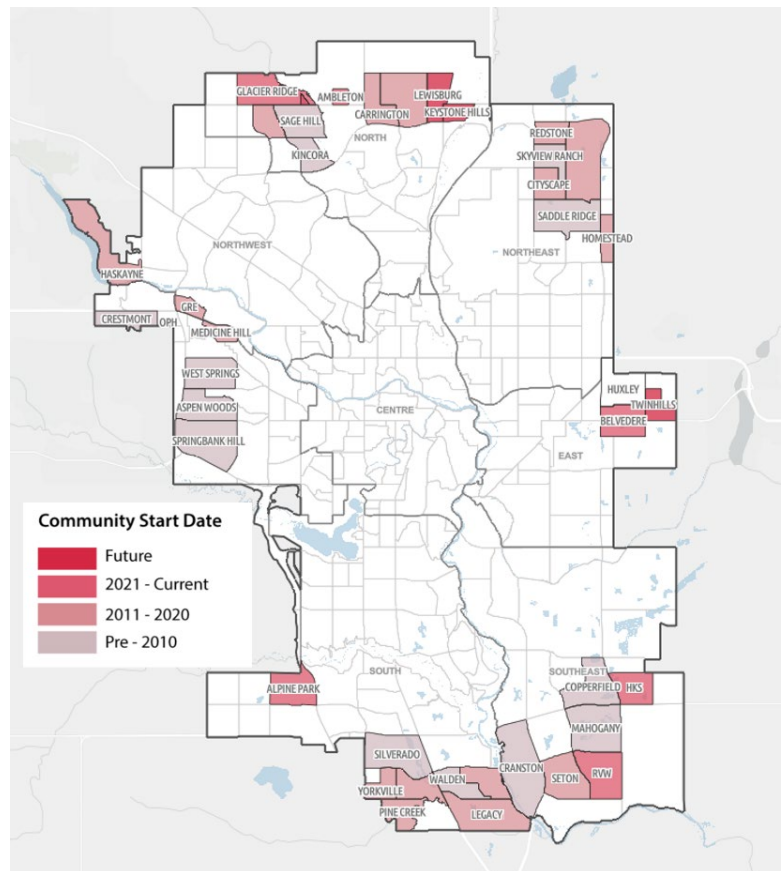
Source: MDP/CTP 2022 Monitoring Progress Report, City of Calgary

Developing Areas

Currently, there are over 40 new communities in various stages of development distributed in different areas of the city.

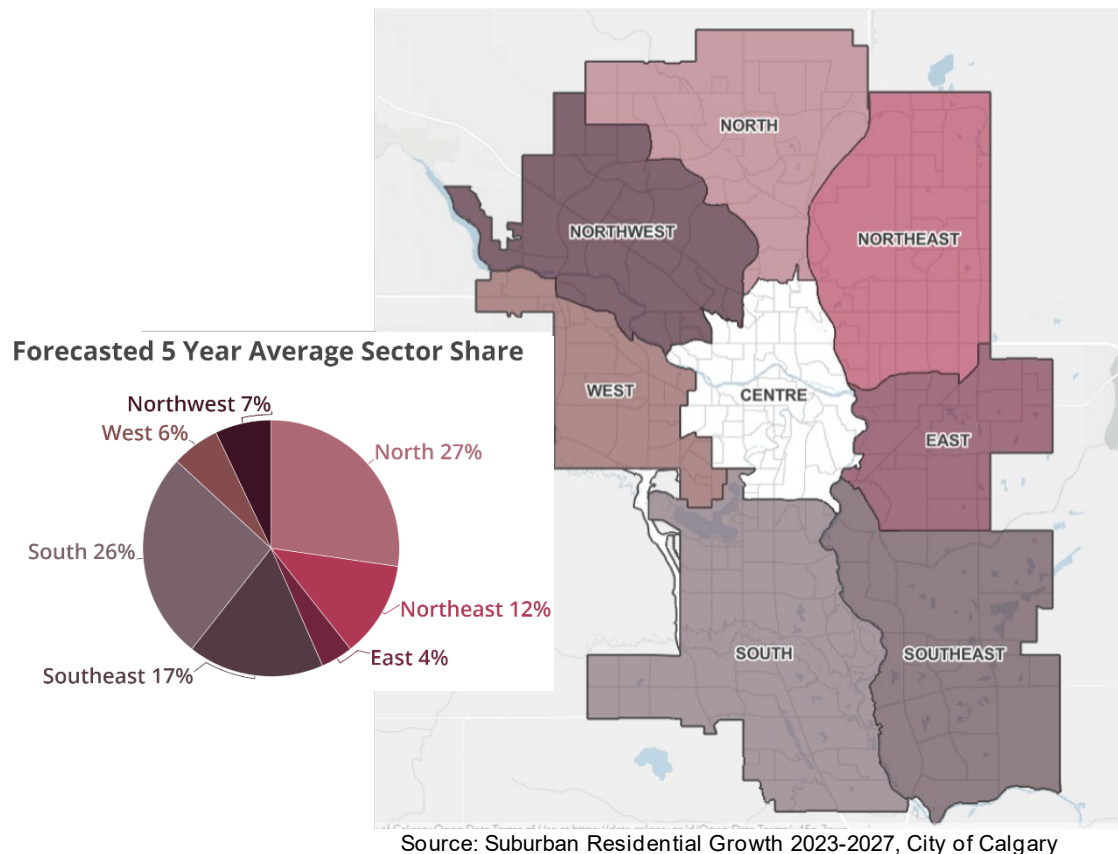
The City prepares a suburban residential growth forecast each year, which allocates future population growth to the eight city planning sectors. This information provides CBE with a context for where student population growth will be expected in the future.

The forecast for total new units in the developing area suggests the North, Southeast and South will capture between 17% and 27% each, making up 70% of the total growth share within new communities over the next 5 years. The East and Northwest sectors are predicted to increase while the West sector will perform at relatively the same rate.



Source: Suburban Residential Growth 2023-2027, City of Calgary

Historically, the Northeast sector has led all sectors in growth over the last 5 years at 25% but is expected to be overtaken by the North and South sectors over the next 5 years as per the graph on the following page.



Developed Areas

Calgary's developed areas include approximately 180 communities and is home to 80% of the city's population. The City has embarked on an [Established Area Growth and Change Strategy](#) to act as a framework for supporting developed communities through increased growth and redevelopment. Key components of this strategy are Local Area Plans, rezoning initiatives, and downtown office conversions.

Local Area Plans

The City is currently developing Local Area Plans for several developed communities throughout the city. Local Area Plans, also referred to as area redevelopment plans, outline a future vision for established communities and provide policies and land use concepts for where and how development can be integrated into existing communities over time. At the time of writing, three Local Area Plans have been approved by The City and five other Local Area Plans are underway. As Local Area Plans have policies that promote and allow increased densification of established communities, it is expected that these areas will grow and add future students to existing schools within these areas.

Rezoning for Housing

To tackle the ever growing housing crisis in Calgary, The City has approved a housing strategy titled [Home is Here: The City of Calgary's Housing Strategy](#). One of the key actions in the strategy is the citywide rezoning to a base residential district. On May 14, 2024, City Council approved citywide rezoning to allow more density in existing residential areas. This change has

the potential to increase the supply of housing and provide housing variety and options including row houses and townhouses in established areas. For example, one single family residential home on a typical 50 ft. lot could be replaced with up to 4 rowhouse units and 4 secondary suites on the same lot. With this action approved, there is potential for significantly more CBE students residing in established areas over time, further contributing to ongoing utilization pressures at existing schools. Note that growth in developed areas still currently only accounts for approximately 12.4% of population growth (as of 2021) and future growth targets can take longer to be realized due to the need to transition low density housing to higher density.

Downtown Office Conversions

The City is also working with downtown partners to revitalize the downtown by co-investing and converting vacant office space into homes for Calgarians, post-secondary academic space, student housing, and other uses that revitalize the downtown. In total, there are 17 office conversion projects at various stages of development that will lead to over 2,300 new homes for Calgarians and potentially hundreds of future students enrolling with the CBE, with more conversions planned in the future. Given the current enrolment pressures at downtown area schools, further residential intensification may contribute to ongoing utilization pressures which will require the CBE to look at school overflows, leasing space in the downtown area and other possible strategies outlined under [Strategic Actions](#).

Adjacent Community Developments

A portion of the Tsuut'ina Nation land abutting the western CBE boundary is being developed as residential properties for lease to the general population (i.e. you do not need to be a member of Tsuut'ina Nation to reside there). There are no plans to locate schools within the new communities. Alberta Education has determined that CBE and other public school divisions in Calgary shall designate these future non-Indigenous and Indigenous students to our schools. The designation of these students is listed as a project on the *Three-Year System Student Accommodation Plan 2024-2027 (SSAP)*, and the designations for these communities will be determined in the fall of 2024. While these are new communities, the impact will be on existing schools in developed communities.

Current State of the Calgary Board of Education (CBE)

The CBE is the largest school district in Western Canada and offers a depth and breadth of programs and supports to meet the unique learning needs and interests of an increasingly diverse population.

The CBE has over 15,000 employees that work in over 250 schools and provide quality educational programming for over 140,000 students. The CBE has experienced record breaking growth over the last few years adding over 13,000 students between September 2021 and September 2023, equating to the largest increase in the last 40 years. Record enrolment is putting immense pressure on the system, contributing to utilization concerns, growing class sizes, overflows, and longer bus rides.

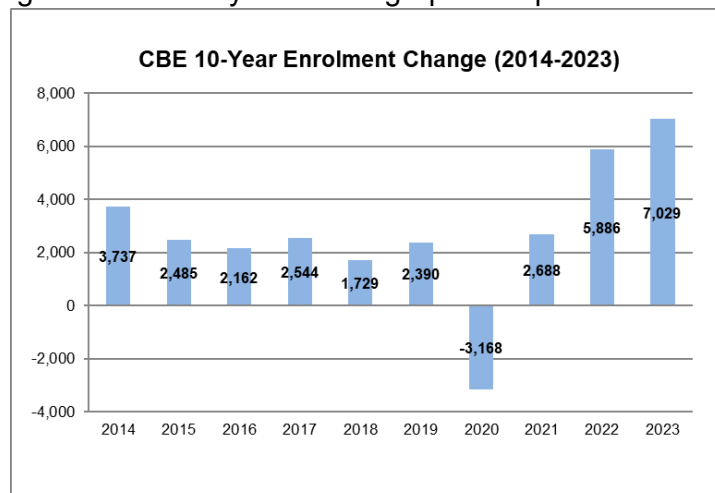
CBE Capture Rate

The CBE's capture rate represents the proportion of all children aged 5-17 residing within the CBE boundary who are enrolled in any CBE school in the system. As seen in the table below, the overall capture rate declined in 2020 and 2021, during the first two years of the Covid-19 pandemic. The capture rate increased in 2022 to 63.0 per cent and again in 2023 to 64.6 per cent.

Year	2019	2020	2021	2022	2023
Capture Rate	64.1%	61.2%	61.7%	63.0%	64.6%

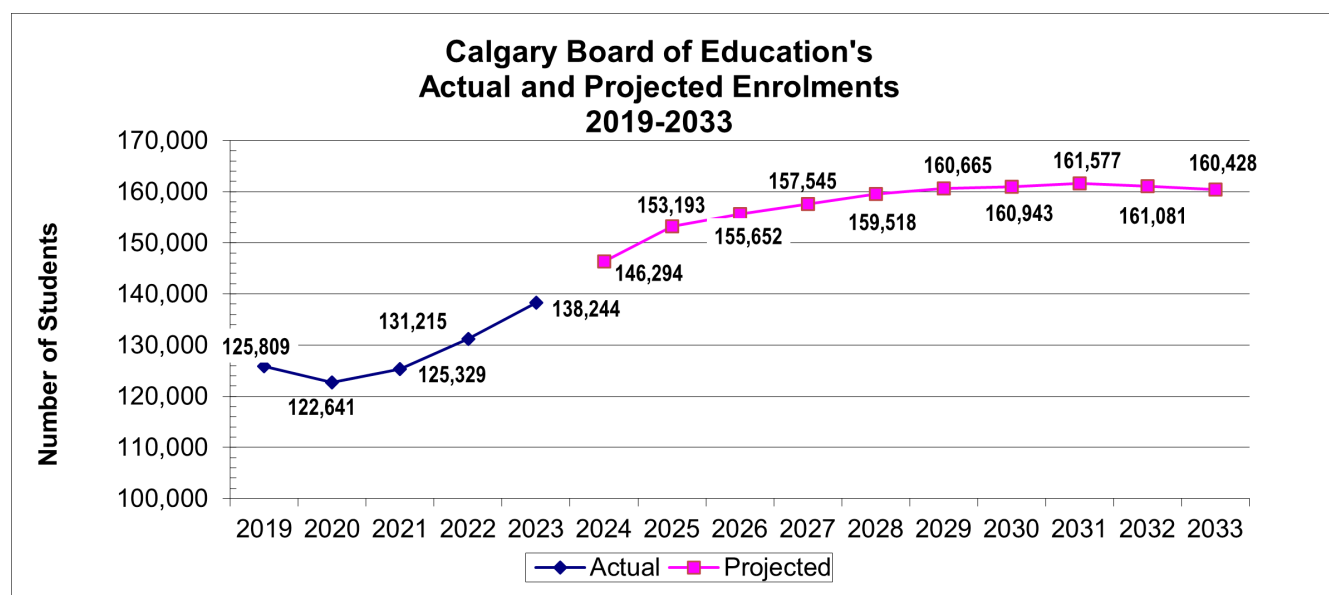
CBE Enrolment

As of end of September 2023, 138,244 students were enrolled with the CBE. This represents an increase of 7,029 students compared with the previous year. The graph below illustrates that the CBE realized increased enrolment year-over-year from 2012 to 2019. In 2020, student enrolment dropped by 2.5 per cent, or 3,168 students. The CBE experienced a net gain of students in 2021, and enrolment increased by 4.7 per cent, or 5,886 students, in 2022. For the 2023 school year, the CBE increased by 5.4 per cent or 7,029 students. The enrolment increase for the 2023 school year is higher than any increase experienced in the past ten years, and almost 3 times higher than in the years leading up to the pandemic.

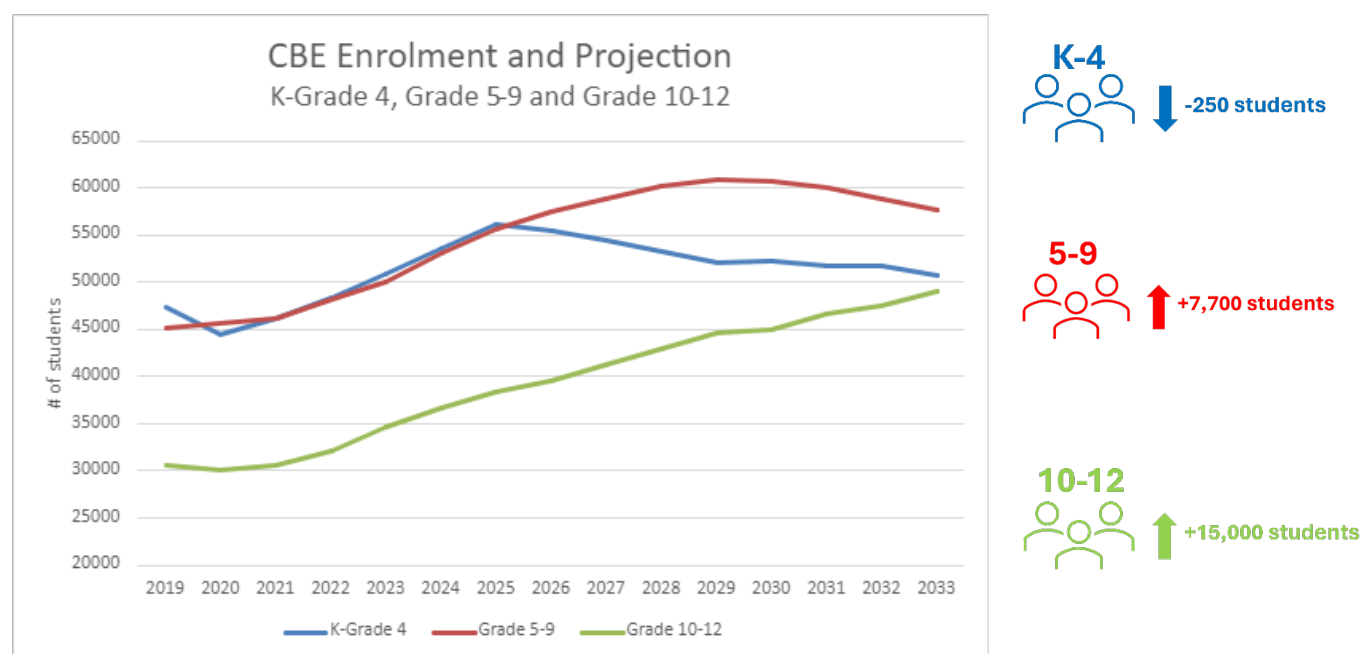


CBE Student Projections

The CBE uses multiple factors such as births, retention rates, capture rate, new school openings, and immigration and migration rates to guide system projections. CBE's end of September 2023 enrolment of 138,244 students is forecasted to increase to 160,428 students by 2033 (see [Appendix II](#) for more detailed student projection information). This represents a projected total increase of over 22,000 students during this timeframe.

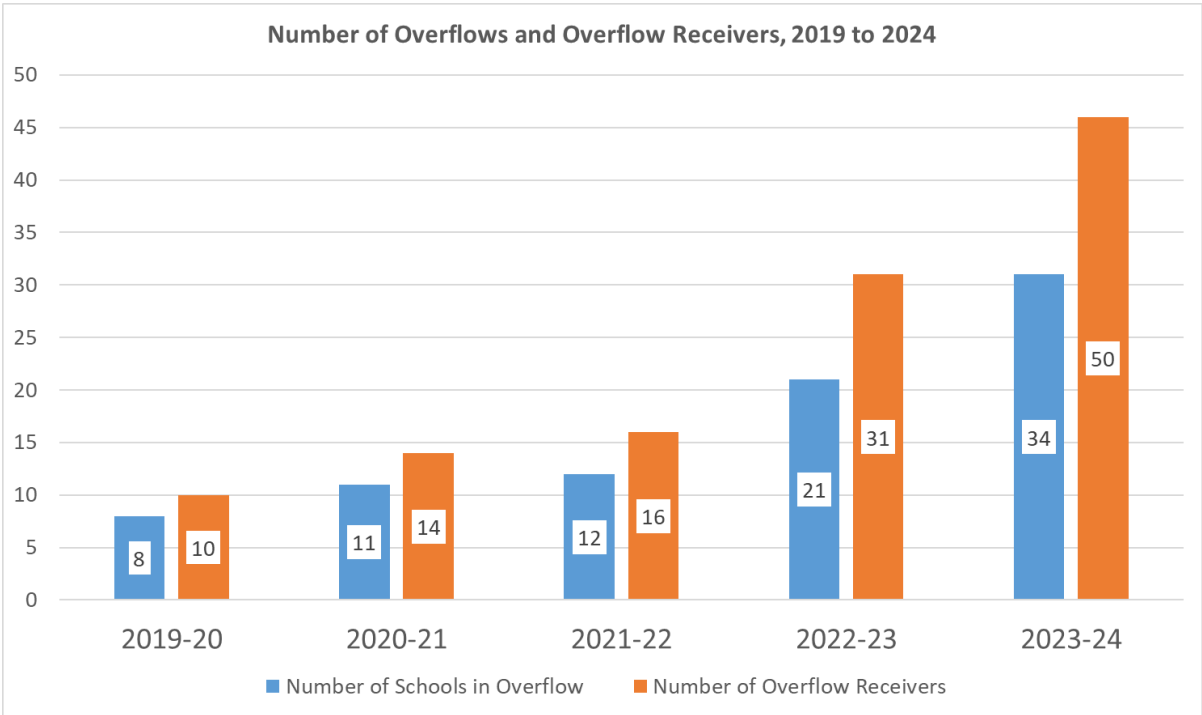


The graph below highlights the changing proportion of students by grade groupings. Over the next ten years, based on a moderate projection, the number of K-Grade 4 students will decline as a result of the lower number of students entering Kindergarten, due to declining domestic birth rates. Grade 5-9 students are expected to peak in 2029-2030 and then stabilize. The proportion of Grade 10-12 students within CBE will continue to increase over the next 10 years.



School Overflows

Record enrolment growth is putting pressure on CBE’s overall system. This has caused the number of schools in overflow status to rise. Below is a 5-year trend of schools in overflow. It shows the number of schools in an overflow status, as well as the number of schools receiving overflowed students. This trend is expected to continue until significant school capacity is added to the CBE System.



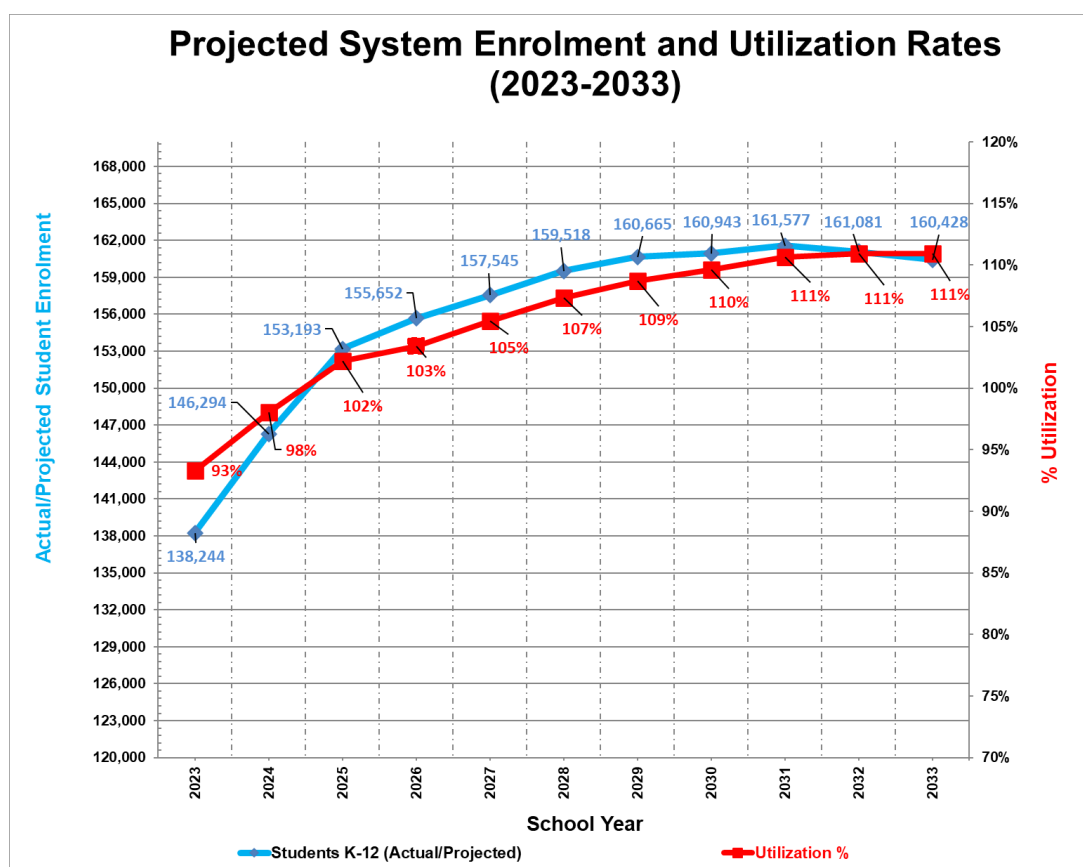
Note: The 2023-2024 data shown above is current as of May 15, 2024.

School Capacity and Utilization

The CBE strives to maintain a utilization rate at or slightly above 85%. Ensuring healthy school utilization rates contributes to ensuring that facilities are optimized for educational purposes, maintains flexibility within the system to meet demand for emergent considerations while balancing the financial obligations and sustainability of the system. At the end of September 2023, the CBE's overall utilization rate by enrolment was **93%**, with a utilization rate of:

- **86%** for K-GR4,
- **93%** for GR5-9 students, and
- **103%** for Grades 10-12 students.

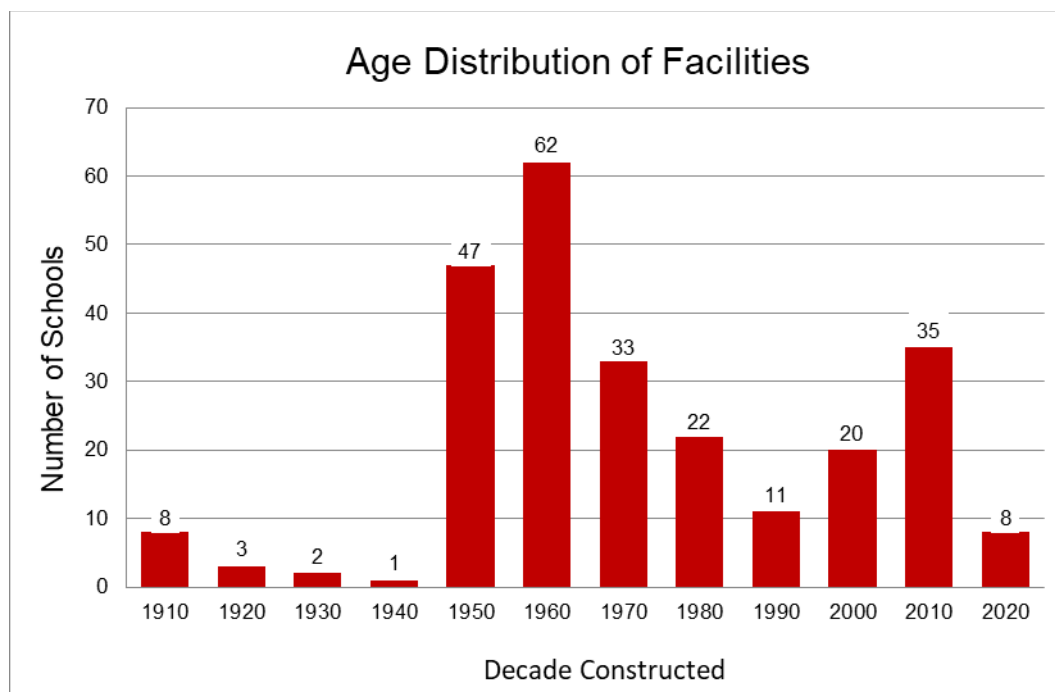
Over 150 of the 251 CBE schools are over the 85% utilization rate, and this number is expected to grow with increasing enrolment. Over the next decade, total student enrolment is projected to peak in the 2031-2032 school year and then stabilize. If no additional capacity is added to the CBE system, the utilization rate will approach 100% by the 2024-2025 school year and rise to over 110% by 2030 (see graph below).



As of end of September 2023, the CBE had an enrolment of over 138,000 students, which translates to a weighted enrolment of over 142,000 students. The capacity of the overall system was over 153,000 spaces for an overall utilization rate of 93%. As CBE enrolment continues to grow over the next 10 years, approximately **40,000 spaces**, mostly in the middle and senior high cohorts will be required to maintain a utilization rate around 85%. Additional details on utilization rates by grade groupings and capacity is found in [Appendix III](#).

School Facilities

The CBE has a diverse facility inventory, comprised of over 250 CBE school buildings of which 15 are leased to charter schools. Currently 56% of our schools are over 50 years old and within the next ten years, approximately 70% of CBE's school building inventory will exceed the standard 50-year design life. The current inventory by decade of CBE school buildings is shown in the following graph:



Development of these facilities has generally aligned with the age of the communities in which they were constructed. As schools in established communities age, significant renewal investments will be required to maintain quality teaching environments in these communities. As developed community schools continue to increase in population, investments in renovations will be required to maximize use of space, that has not been required for classroom use in the recent past. Strategic planning of these investments must consider educational needs, programming demands, and school utilization rates within the broader community to determine how best to address building condition and match space requirements to community demographics in developed neighbourhoods.

Industry standard for major maintenance and renewal is 1% to 2% of the construction replacement value, per year. With the estimated replacement value of CBE's schools sitting at \$6.8 billion, the recommended combined Infrastructure Maintenance and Renewal (IMR), Capital Maintenance and Renewal (CMR) and existing school capital funding required to maintain CBE facilities in their existing condition, should theoretically be between \$68 million and \$136 million per annum. Given the age and condition of the CBE school portfolio, it is estimated our level of investment should be closer to the top end of this range than the bottom.

Over the past ten years, the CBE has received an average of \$37.0 million annually in Maintenance and Renewal (M&R) grants and has only received approval of a total of \$136.2M in major modernizations or school replacement funding for an average of \$13.6M per year, for a total of just \$50.6 million. Despite the need for major maintenance expenditures in many CBE schools, provincial funding continues to fall short of both industry standards and the documented needs identified by the provincial audits that were discontinued in 2020.

Difficult decisions are required annually to most effectively allocate the limited financial resources provided by the Province. Given that investment funding is consistently below the industry standard to maintain the status quo, the condition of some CBE schools will deteriorate further over the coming years. Risk mitigation is achieved by ensuring priority is given to safety related issues and systems in the worst condition. This risk will materialize in the form of more frequent building system failures such as roof and building envelope leaks, HVAC system outages and electrical failures. These failures could impact the ability to deliver in-person learning in the locations that they occur. While the CBE facilities team is quite resilient and skilled at finding expedient and innovative solutions, as failure rates increase, response times are likely to increase as well.

For more information on Funding Mechanisms available to the CBE for maintenance and operations of existing facilities see [Appendix IV](#).

Strategic Actions

Given the significant challenges associated with enrolment and student growth and the critical shortage of space in existing schools, a number of concurrent solutions will be required over the next 10 years to provide optimal utilization rates in schools and ensure students have access to high quality educational programming.

New School Construction

The approval, funding and delivery of new schools and modular classrooms is a provincial responsibility. New school construction has not kept pace with overall growth in developing communities. There continues to be an imbalance between the location of student homes and neighbourhood school capacity in developing communities, which in turn results in longer bus rides for more students to school sites with available space.

The CBE utilizes a points-based criteria for ranking capital building priorities in the *Three-Year School Capital Plan*. Criteria includes site readiness, community growth profile, busing and travel time and accommodation options.

Staged Funding

As of 2023, the Province introduced a staged process for Capital Project approvals, adding two new categories of “Pre-Planning” and “Planning” funding to the previously existing “Design” and “Construction” funding types.



As a result of this staged funding, if a school is not site-ready from a construction perspective but anticipated to be ready in the coming years, they may be identified for Pre-Planning and Planning funding for preparatory work, site investigation work, and project scope and partnership opportunities. It should be noted that new school capital requests may advance directly to Design and Construction stages and by-pass the Pre-Planning and Planning stages.

Modified School Size (capacity)

Generally, the CBE uses the following standardized capacity for new schools to best support students within their respective cohorts:

Grade Configuration	School Size (students)
K-4	600
5-9	900
K-9	900
10-12	1800

Given the current enrolment pressures in developing areas, the CBE will explore options to increase capacity beyond these standards where population projections indicate it is warranted, provided that appropriate programming and overall school functionality can be preserved. Several schools constructed recently have been over-utilized shortly after opening leading to overflows and additional modular requests.

Starter/Mini Schools

As mentioned above, new school construction has not kept pace with overall growth in developing communities, leading to an imbalance between the location of student homes and neighbourhood school capacity in developing communities. One potential solution, on a temporary basis, is for the province to consider the construction of starter or mini schools in new communities. A starter/mini school could temporarily house a number of students in modular-based structures until a permanent school is funded and constructed beside the mini school. Starter/mini schools should not be considered as a long-term solution over fully funded, permanent schools.

New Elementary Schools

Over the next ten years the number of elementary aged students are expected to peak in 2025-2026 and then slightly decline. The Three-Year School Capital Plan 2025-2028 submission requests approximately 7000 elementary school spaces through new schools. If approved, this will reduce the overall projected K-4 system utilization rate below 75%. However, this investment in new elementary schools will still be required in developing areas of the city to ensure students have the opportunity to attend schools close to home and reduce lengthy busing ride times. Given the projected utilization rates of middle schools outlined below, these new elementary schools will also present an opportunity to make grade configurations changes between elementary and middle schools to ensure an optimal system wide utilization rate. The areas that will benefit the most from new elementary schools over the next 10 years are the North, Northeast, and Southeast Planning sectors.

New Middle Schools

Over the next ten years, the number of middle school aged students is expected to peak in 2029-2030 and then stabilize through 2033. The 2025-2027 Capital Plan submission requests approximately 7500 spaces through new schools. However, even if all of these requests are approved by the Province, the utilization rate for middle schools will still be over 94%. An additional **15,000** spaces, developed through a combination of new schools, additions to existing schools, grade configuration changes with elementaries, and new modular classrooms will be required by 2033 to achieve an optimal utilization rate of 85%. The areas that will benefit the most from new middle schools over the next 10 years are the North, Northeast, and Southeast Planning sectors.

New High Schools

Over the next ten years, the number of high school aged students are expected to increase by approximately 15,000 students. The 2025-2027 Capital Plan submission requests an additional 3600 spaces through two new schools. If both schools are approved by the Province, the utilization rate for high schools will still be over 130%. The opportunity to request more high schools is constrained by the long timelines to site readiness in new and developing communities. Further conversations with the City and the development industry will need to take place to ensure high school sites are being readied as soon as possible to meet the demand for space in these new communities. An additional **25,000** spaces, developed through a combination of new schools, additions to existing schools, and new modular classrooms will be

required by 2033 to achieve an optimal utilization rate of 85%. The areas that will benefit the most from new high schools over the next 10 years are the North, Northeast, and Southeast Planning sectors.

Capital Investment in Existing Schools

Capital investment is required in a number of existing schools to reduce deferred maintenance, minimize operation and maintenance spending, modernize our existing facility portfolio, eliminate underutilized space, create additional learning capacity, and improve educational programming. The Province's [school capital manual for the 2023/24 school year](#) identifies a number of alternative capital project request types including modernization projects, additions to existing schools, replacement schools, and solution projects.

Modernization Projects

Given the high number of aging CBE school buildings and increased level of enrolment growth and educational programming in existing schools, several modernization projects will need to be undertaken over the next ten years. Modernization projects should ideally be directed to schools that are in poor overall condition and the existing footprint can be better utilized to meet educational programming and projected enrolment. Modernizations can be challenging in fully utilized schools/areas due to the limited ability they have to decant students to other parts of the school, or other schools, while work is underway. Modernizing schools when utilization rates are lower helps avoid significant disruption for existing students. Modernizing a highly utilized school will result in additional expenses since modernization work may need to be constrained to evenings, weekends, or the summer break to ensure learning is not adversely impacted.

Additions to Existing Schools

Additions to existing schools may be required for schools that are expected to be overutilized on a long-term or permanent basis and act as a permanent replacement to modular units. Addition projects should consider circulation concerns with the existing building, parking requirements associated with additional space, encroachments into outdoor amenity areas, utility conflicts, and security concerns.

Replacement Schools

For projects where significant renovations are necessary and costs for that work will exceed 75% of the cost to replace the building with a new facility, a replacement school may be requested. As more schools age and require significant investment to address lifecycle replacement costs and reduce maintenance and operational costs, replacement schools may be requested for developed communities.

Solution Projects

Solution projects is a new category introduced in the provincial [school capital manual for the 2023/2024 school year](#). This type of project is designed to allow for the submission of an integrated solution where more than one school building may be involved in construction activity.

As referenced in the school capital manual under section 2.9.5 “*constructing a new school in a centralized location that will serve all the students in three aged facilities where the current utilization may be low, and the deferred maintenance and operational costs on all three facilities is high. The solution would involve four distinct construction components:*

- *the construction of a New School;*

- *the demolition of School A;*
- *the demolition of School B; and*
- *the demolition of School C.”*

Solution projects should be utilized to reduce deferred maintenance, minimize operation and maintenance spending, modernize the existing facility portfolio, eliminate underutilized space, and improve educational programming.

Modular Classrooms

Modular classrooms can make an important contribution to bettering the student learning experience by providing a short-term solution to relieve enrolment growth pressures within a school. In 2023, the CBE requested a record number of new modular units as a direct response to record enrolment growth. Modular units are typically the quickest way to increase school capacity and future requests will be relied upon to relieve enrolment pressures at multiple schools across the system. In addition to requests for new modular units, the CBE will continue to evaluate the relocation of existing modular units to where the significant capacity needs are. Removal and relocation of modular classrooms to where demographic pressures are high offers an alternative approach to adjusting catchment areas or grade configurations to optimize utilization rates.

Space Optimization

In combination with creating new capacity through new schools, schools experiencing capacity concerns will be evaluated for optimizing current capacity. Over time, through programming changes, administrative changes, educational trends, storage requirements etc., some spaces within existing schools become underutilized. Often these optimization projects may not add capacity to a school but may instead address space functionality concerns and help mitigate against factors that can often contribute to a school feeling “full” well before reaching 100% utilization.

Space utilization assessments should examine operational uses of school facilities, analyze classroom capacity, and maximize available space through reconfiguration of space, repurposing of space, program changes and adding and removing equipment. Space optimization projects should be prioritized based on existing and projected utilization rates and financial considerations to ensure investments are going towards projects that have significant impacts to increasing capacity both at the school and system level.

Returning space to CBE

The CBE supports the licensing of school spaces within operating schools, and where directed by Alberta Education, the leasing of entire facilities to external organizations whose activities and objectives are compatible with the goals and objectives of the CBE. There are 110 leased spaces in operating CBE Schools and 15 leases to organizations in surplus school facilities. While many of these spaces are leased outside of regular school hours, as existing leases in surplus schools expire and are not renewed, there may be an opportunity for the CBE to return these spaces to the system capacity.

Lease Space

As previously identified, The City is undergoing a downtown conversion strategy to revitalize the downtown by co-investing and converting vacant office space into homes for Calgarians, post-secondary academic space and student housing, and other uses that revitalize downtown. The City has indicated an interest in converting some of this space into educational programming space to assist with the increasing downtown student population. Any space dedicated to CBE students as part of these conversions would need to take active programming into account (e.g. access to outdoor play area/field, gym space, etc. as well as complimentary curriculum (CTS/CTF space, other 21st century learning programs). In addition to downtown office conversions, the CBE will need to explore additional opportunities for leasing space and partnerships to share space to meet the short-term enrolment demands until sufficient capacity is built through other means (e.g. new schools).

Programming Changes

A variety of school programming changes could be implemented to both increase capacity and optimize space at existing and future schools through:

Balance Grade Configurations

CBE schools are generally organized around the following grade configurations: Elementary (K – 4/5/6), Middle School (4/5/6-9) and High School (9/10-12). In some scenarios where a school is facing significant enrolment pressures or underutilization, it may be desirable to execute a grade configuration change to balance enrolment between two or more schools. As previously discussed, the utilization rates of middle schools are projected to outweigh the utilization rates of elementary schools, thus presenting an opportunity to balance grade configurations to ensure an optimal system wide utilization rate.

Expansion of hybrid and/or online learning programs

The CBE currently provides a full-time online learning program for students in grades 1-12. It also offers various online opportunities to complete individual courses and upgrading, both during the school year and through summer school. There may be opportunities to expand these programs, in particular at the high school level to manage the projected capacity pressures this cohort will experience. This action could support the 'multiple schools operating out of 1 building at different times' option described below by allowing a portion of the school day online.

Multiple student cohorts/schools operating out of 1 building at different times

Multiple student cohorts and schools operating at different times (e.g. shifts) within one school facility may be an option to increase system capacity, decant students from a facility that is subject to a modernization, addition, or replacement project, or to temporarily house students in an area that will receive a new school in the future. There are a number of variables that need to be examined before implementing this solution including: impacts on school programming/athletics/arts, transportation impacts, student safety, staffing considerations, etc.

4th and 5th year High School Students

In most cases, high school students will complete their education in three years. However, in some cases, students may require an extra year or two of high school (fourth and fifth year) to complete a program or meet exceptional circumstances. To free up capacity at existing high schools, options should be explored to house 4th and 5th year high school students in alternative

locations/environments including hybrid or online learning environments or learning out of a centralized leased space or partnerships with post-secondary institutions.

Extended Day (High Schools only)

By lengthening the school day by one block (or one class period), there may be opportunities to increase a school's capacity. Traditionally, CBE high schools adhere to four blocks as part of their regular school day. By extending the regular school day to five blocks and rearranging schedules, capacity at high schools could be increased and existing space and equipment at the school used more efficiently. High school students would continue to attend 4 blocks per day, but each student's schedule would depend on their class selection. For example, some students may attend either the first four or last four blocks, while some students may attend the first two and last two blocks. By spreading the use of school space and resources throughout the day, a more efficient use of school facilities may be realized, while still ensuring a high-quality education for all students is preserved.

Strengthen Relationships/Develop Partnerships

The City of Calgary

For many years, the CBE and The City of Calgary have enjoyed a strong working relationship. This relationship involves both city-wide initiatives and specific initiatives focused on property, leasing, and infrastructure. The following initiatives are examples of the CBE working together with The City:

- The CBE is party to the Joint Use and Planning Agreement (JUPA) and participates on the Joint Use Coordinating Committee (JUCC) with the City, Calgary Catholic School District (CCSD), and The Southern Francophone Education Region (FrancoSud) on matters involving municipal and school reserve sites.
- The CBE is a member of the Site Planning Team (SPT) with The City, CCSD and FrancoSud, that convenes bi-weekly to review and discuss development applications and issues related to public access of City and school facilities.
- CBE representatives have been involved in many city-wide initiatives such as Traffic Safety Community meetings, the Safe Student Travel Advisory Group, Facilities Use Team (FUT), review of new Area Structure Plans, neighbourhood redevelopment plans, and main street initiatives.

Notwithstanding these initiatives, there is still opportunity to work closer with The City in terms of population forecasts, sector growth forecasts, downtown conversions, joint use site calculations, ensuring high priority new school sites are readied, new community approvals and absorption rates, and data sharing. Likewise, the CBE will share pertinent information with appropriate City departments including the annual *Three-Year School Capital Plan*.

Development Industry

The Building Industry and Land Development Association (BILD) Calgary was created through the amalgamation of the Canadian Home Builders Association and the Calgary Region and Urban Development with the goal of "creating a unified voice to better serve the building industry in the Calgary region." Members include land developers, home builders, trades groups, and consultants. The CBE will continue to build relationships with BILD through communication efforts regarding priority new schools and site readiness timing.

Alberta Education/Alberta Infrastructure

The CBE should continue to emphasize its relationship with Alberta Education and Alberta Infrastructure to identify school requirements, future school projections, methods to expediate school approvals, design guidelines and functionality of future schools.

Partnerships

The CBE should explore partnerships with local community associations, recreation facilities, and other facilities near existing schools to optimize space and provide additional space for programming such as physical education, performing arts or Kindergarten.

Summary and Conclusions

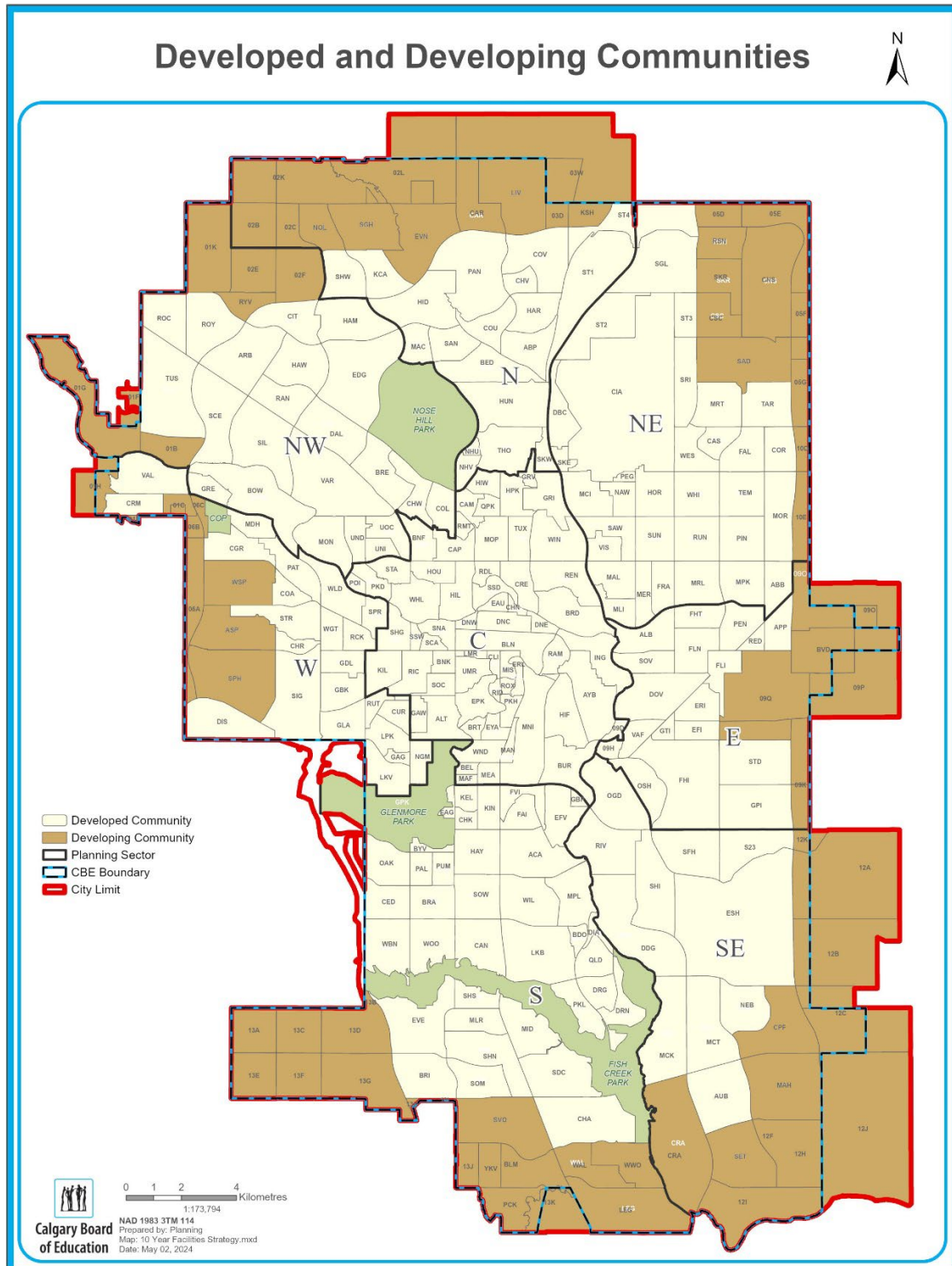
The CBE has experienced record breaking growth over the last few years adding over 13,000 students between September 2021 and September 2023, the largest increase in the last 40 years. Record enrolment is putting immense pressure on the system, contributing to utilization concerns, growing class sizes, overflows, and longer bus rides. Accommodating record breaking enrolment within a portfolio of aging schools that require significant capital investment will continue to be an immense challenge over the next 10 years.

If these trends persist, the CBE will continue to experience the following challenges:

- A majority of schools will exceed the ideal 85% utilization target. In many cases, schools will be well over 100% utilized.
- Growing classroom sizes may lead to educational programming challenges.
- Decrease in available space to meet the needs of growing student complexity.
- Limited ability to provide choice in education through alternative programs.
- Increased school overflows leading to thousands of students unable to attend their local school.
- In some schools, unconventional learning spaces such as learning commons and staff rooms will increasingly need to be converted to classrooms.
- Increased instances of building system failures resulting in temporary school closures and adding even more pressure to the surrounding schools.
- Long bus rides for students in developing areas if a significant number of new schools are not added to this system. This also puts additional strain on the CBE's transportation system.

In addressing this complex challenge, a number of solutions will need to be leveraged concurrently to accommodate a growing student population including new school construction, modular units, replacement schools, additions to schools, modernization projects, solution projects, partnerships with external agencies, returning CBE space to the system, space optimization in existing schools, leasing space, and other innovative solutions.

Appendix I: City of Calgary Developed and Developing Communities



Appendix II: CBE 10-Year Projected Enrolment

While the in the short term we expect high levels or “optimistic” growth patterns, the projections in this document are based on a “moderate” level of growth over a 10-year time horizon. This assumes continued high growth in the short term as a result of record high Federal immigration targets established out to 2026, followed by declining rates of growth that are anticipated to return to more historical levels.

Ten-Year Enrolment Projections 2023-2033											
GRADE	ACTUAL	PROJECTED 5 YEAR					PROJECTED 10 YEAR				
	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
Pre-Kindergarten	37	40	40	40	40	40	40	40	40	40	40
Kindergarten	8,972	9,319	9,187	9,728	9,280	9,280	9,280	9,280	9,280	9,280	8,835
Grade 1	10,815	11,153	11,500	10,250	10,871	10,383	10,383	10,383	10,383	10,383	9,790
Grade 2	10,744	11,367	11,705	11,735	10,460	11,093	10,595	10,595	10,595	10,595	10,595
Grade 3	9,995	11,344	11,967	11,904	11,934	10,638	11,281	10,775	10,775	10,775	10,775
Grade 4	10,446	10,513	11,862	11,917	11,854	11,884	10,594	11,234	10,730	10,730	10,730
Kindergarten - 4	50,972	53,696	56,221	55,534	54,399	53,278	52,133	52,267	51,763	51,763	50,725
Grade 5	9,933	10,931	10,998	11,999	12,054	11,991	12,021	10,716	11,363	10,854	10,854
Grade 6	10,198	10,487	11,485	11,110	12,121	12,177	12,113	12,144	10,825	11,479	10,965
Grade 7	9,964	10,711	11,000	11,652	11,271	12,297	12,354	12,289	12,320	10,982	11,646
Grade 8	9,936	10,484	11,231	11,229	11,894	11,505	12,553	12,611	12,544	12,576	11,210
Grade 9	9,949	10,439	10,987	11,542	11,540	12,224	11,824	12,901	12,960	12,892	12,924
5 to 9	49,980	53,052	55,701	57,532	58,880	60,194	60,865	60,661	60,012	58,783	57,599
Grade 10	11,097	11,268	11,758	12,610	13,247	13,244	14,029	13,570	14,806	14,874	14,796
Grade 11	10,820	11,755	11,926	12,033	12,905	13,556	13,553	14,357	13,887	15,152	15,221
Grade 12	12,674	13,739	14,674	14,984	15,119	16,214	17,032	17,029	18,039	17,448	19,038
10 to 12	34,591	36,762	38,358	39,627	41,271	43,014	44,614	44,956	46,732	47,474	49,055
K-12 Total	135,543	143,510	150,280	152,693	154,550	156,486	157,612	157,884	158,507	158,020	157,379
Self Contained Special Ed.	2,664	2,744	2,873	2,919	2,955	2,992	3,013	3,019	3,030	3,021	3,009
System Total	138,244	146,294	153,193	155,652	157,545	159,518	160,665	160,943	161,577	161,081	160,428
Annual Enrolment Change	7,029	8,050	6,899	2,459	1,893	1,973	1,147	278	634	-496	-653
Annual Enrolment Change (%)	5.40%	5.80%	4.70%	1.60%	1.20%	1.30%	0.70%	0.20%	0.40%	-0.30%	-0.40%

Appendix III: CBE Enrolment and Utilization

The 2023 utilization rates by grade groupings are as follows:

- **86%** for K-4,
- **93%** for GR5-9
- **103%** for GR10-12

To have a true picture of current school utilization compared to where space will be needed in the future, CBE considers where students are going to school in relation to where they are living.

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

- **Utilization by Enrolment** identifies the number of students attending schools expressed as a percentage of the total capacity. Utilization by enrolment represents the actual utilization currently experienced at schools within the planning sector.
- **Utilization by Residence** identifies the number of students residing in the planning sector expressed as a percentage of the total school capacity within that planning sector. Utilization by residence represents the utilization rate that would exist if the CBE were not able to accommodate students in facilities in other planning sectors but rather accommodated the students in the facilities that exist within the planning sector where they live.

Utilization by enrolment provides context for how students are being accommodated within existing schools and **utilization by residence** indicates where the students are living. High **utilization by residence** indicates where new schools need to be built to ensure they are situated where the need for space is the highest.

The analysis and graphs below are grouped by:

- elementary (K-4)
- junior/middle school (GR5-9)
- high school (GR10-12)

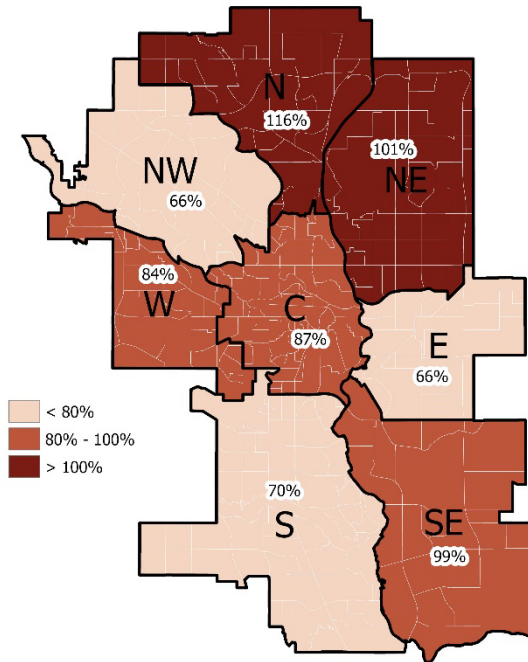
The analysis and maps below compare current utilization rates with projected utilization rates for the 2033-2034 school year both by both Utilization by Enrolment and Utilization by Residence.

Elementary (K-4)

- **Current capacity:** 58,000 spaces
- **Weighted Students:** 50,000 students
- **Projected growth of K-4 Students (2033):** 250 fewer students.
- **Projected Weighted Enrolment (2033):** 50,000 students.
- **# of spaces to achieve mid-80% utilization:** none (note: this assumes no new Capital Plan approvals)

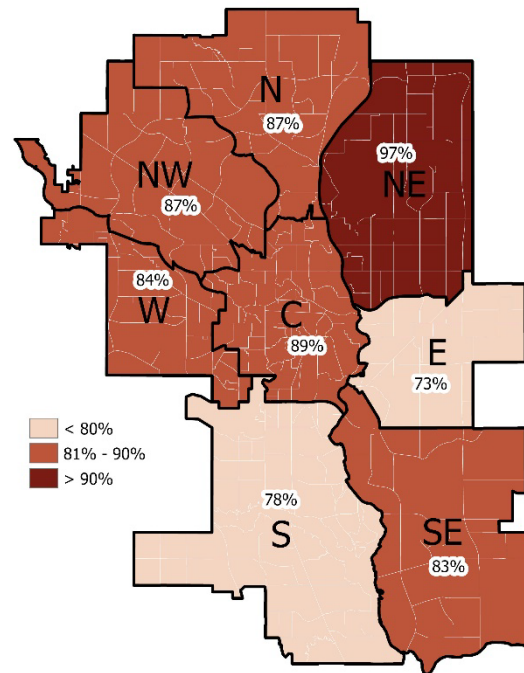
Current Utilization by Residence % (K-4)

Overall K-4 Utilization by Residence %: **86%**



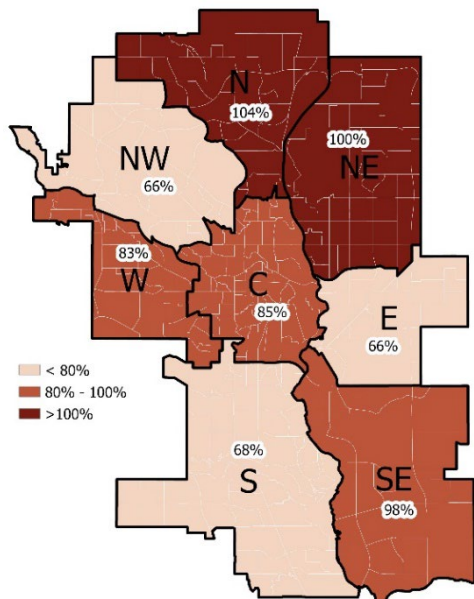
Current Utilization by Enrolment % (K-4)

Overall Utilization by Enrolment %: **86%**



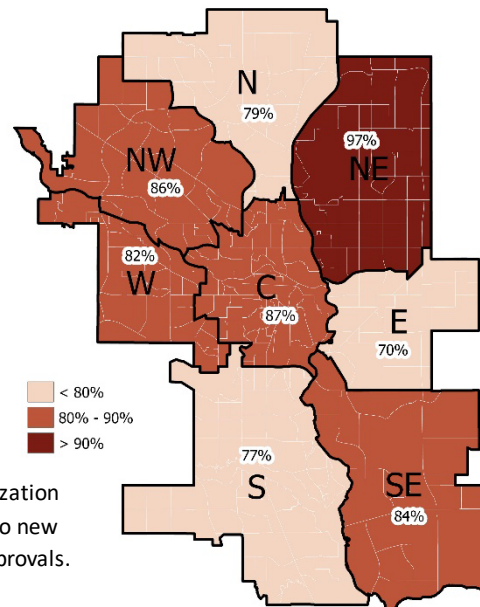
Projected Utilization by Residence % (K-4)

Overall Projected Utilization by Residence %: **84%**



Projected Utilization by Enrolment % (K-4)

Overall Projected Utilization by Enrolment %: **84%**



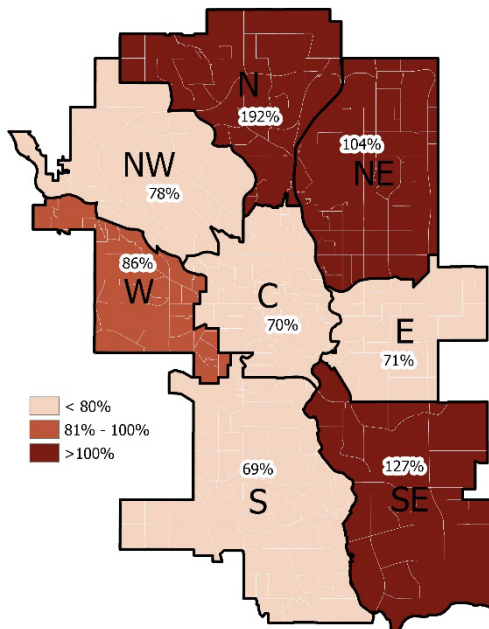
*Projected utilization rates assume no new Capital Plan approvals.

Middle (5-9)

- **Current capacity:** approximately 60,000 spaces.
- **Weighted Students:** 55,000 students.
- **Projected growth of 5-9 Students (2033):** approximately 7,700 students.
- **Projected Weighted Enrolment (2033):** approximately 64,000 students.
- **# of spaces to achieve mid-80% utilization:** 15,000 (note: this assumes no new Capital Plan approvals)

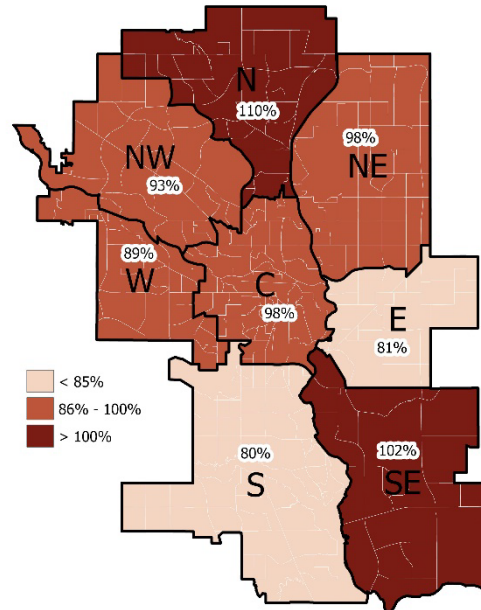
Current Utilization by Residence % (5-9)

Overall 5-9 Utilization by Residence %: **93%**



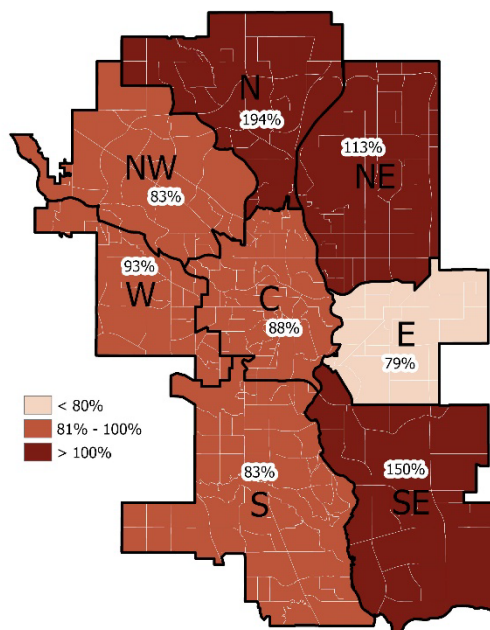
Current Utilization by Enrolment % (5-9)

Overall Projected Utilization by Enrolment %: **93%**



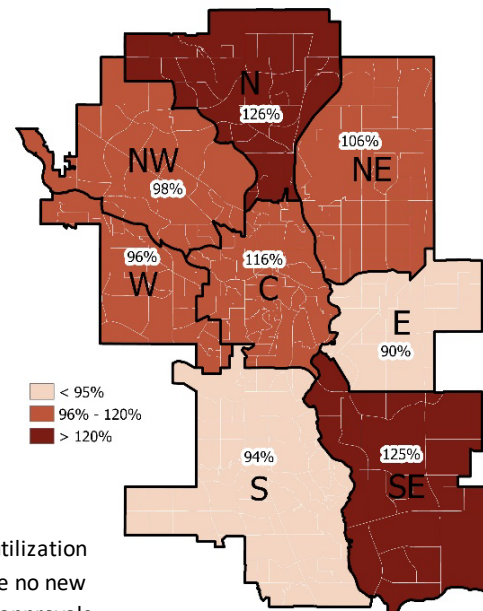
Projected Utilization by Residence % (5-9)

Overall 5-9 Projected Utilization by Residence %: **105%**



Projected Utilization by Enrolment % (5-9)

Overall 5-9 Projected Utilization by Enrolment %: **105%**



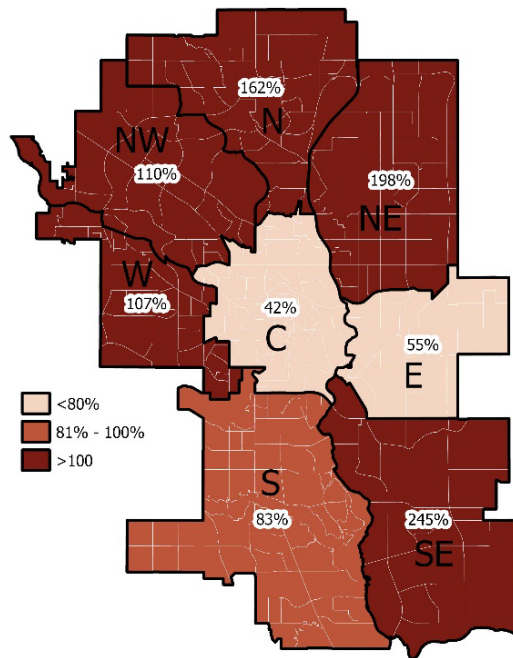
*Projected utilization rates assume no new Capital Plan approvals.

High School (10-12)

- **Current capacity:** approximately 35,000 spaces
- **Current weighted students:** 36,000 students
- **Projected growth of 10-12 Students (2033):** approximately 15,000 students.
- **Projected Weighted Enrolment (2033):** approximately 52,000 students.
- **# of spaces to achieve mid-80% utilization:** 25,000 (note: this assumes no new Capital Plan approvals)

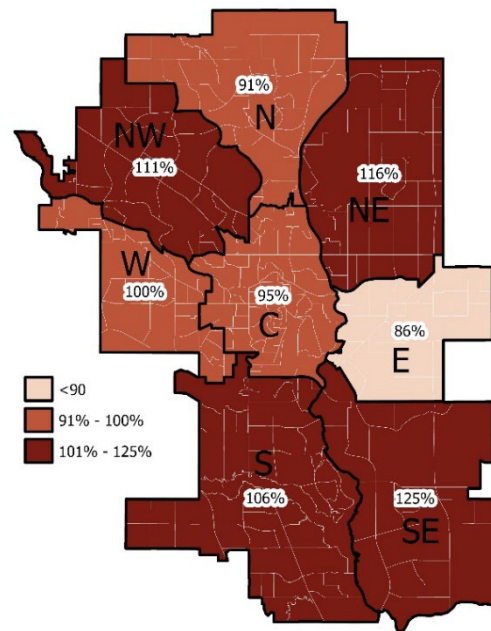
Current Utilization by Residence % (10-12)

Overall 10-12 Utilization by Residence %: **103%**



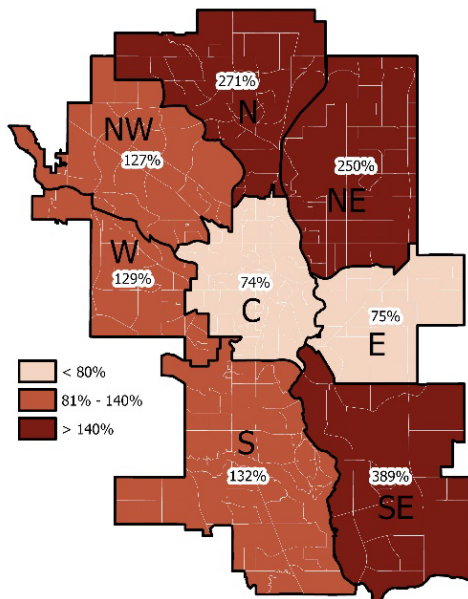
Current Utilization by Enrolment % (10-12)

Overall 10-12 Utilization by Enrolment Rate: **103%**



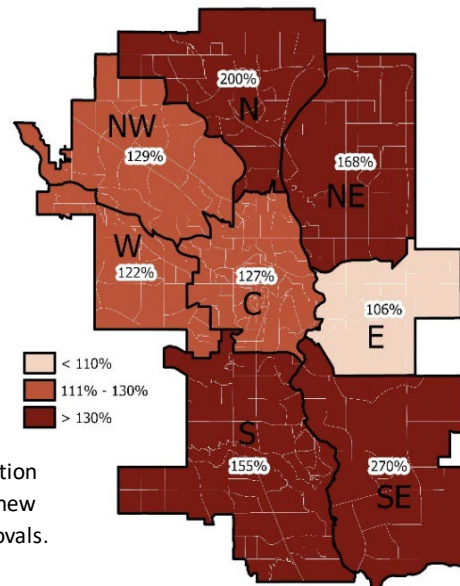
Projected Utilization by Residence % (10-12)

Overall 10-12 Projected Utilization by Residence Rate: **148%**



Projected Utilization by Enrolment % (10-12)

Overall 10-12 Projected Utilization by Enrolment Rate: **148%**



*Projected utilization rates assume no new Capital Plan approvals.

Appendix IV: Financial Considerations

Alberta Education provides three different types of funding for school facilities:

- Maintenance & Renewal (M&R) funding, comprised of:
 - Infrastructure Maintenance and Renewal (IMR); and
 - Capital Maintenance and Renewal (CMR) funding;
- Operating & Maintenance (O&M) funding; and
- Capital funding.

These three funding sources are used to finance facility investments reflected in the Ten-Year SAFS. However, the annual variability of these funding sources results in a lack of predictability, which in turn impacts long-term and strategic planning options for the CBE.

M&R Funding

Since 2014, the CBE has received \$310.1 million in IMR funding. IMR funding amounts are based on the availability of provincial funds and are roughly scaled to each school jurisdiction based on the total amount of space owned by the board. This amount has fluctuated considerably over that period, ranging from \$17.3 million to \$38.9 million per year.

First introduced in 2020 in response to the COVID-19 pandemic, the Province began providing CMR funding to the CBE. This was also roughly scaled to each school jurisdiction based on the total amount of space owned by the Board. Since its inception in 2020, the CBE has received \$98.7 million in CMR funding. This amount has also fluctuated considerably, ranging from \$8.8 million to \$36.9 million.

These funds, which are intended to address deferred maintenance and deferred lifecycle costs, have been deficient when compared to the rate of facility deterioration experienced by the CBE.

Capital Investment in Existing Schools

The Three-Year School Capital Plan offers another avenue to provide much needed investment into our aging schools. It provides two options to invest in our existing portfolio including modernization and replacement. Over the last ten years, the Province has provided a total of ten capital approvals for existing CBE schools totalling \$136.2 million, which averages to just over \$13.6 million per year.

With only receiving on average, one approval per year, and having over 140 schools beyond their 50-year design life, a well refined process to carefully select which schools we put forward for capital investment is crucial.

O&M Funding

Annual Operations & Maintenance (O&M) funding is provided to the CBE, which supports plant operations and preventative maintenance of CBE facilities. The funding calculation methodology is based on both the total built area of schools owned by the CBE, as well as the utilization of each facility. Schools with less than 85% utilization do not receive full O&M funding for the building.

As student enrollment fluctuates annually, there is more volatility in O&M funding levels for each school. Improvements to utilization are difficult to achieve in the short term; while small-scale improvements on utilization can be realized annually through redistribution of specialized

programs; changes to catchment areas, grade configurations or student space reductions are longer-term solutions that require significant review.

Until recently the Province performed facility audits on an eight-year rotation to measure the condition of our school portfolio. The audits determined an estimate of both deferred maintenance and deferred lifecycle costs. In 2020, when the province ceased doing facility audits, the Provincial data showed a combined total of \$1.03 billion deferred maintenance and lifecycle projects. Specifically, \$873 million for lifecycle replacement of building components which have reached the end of their design life, and \$160 million of deferred maintenance work the Alberta Infrastructure facility audit consultants quoted as needing to be scheduled immediately. From these numbers it can easily be deduced that current funding levels are not adequate to rectify all immediate maintenance requirements. Additional funding is needed (M&R and Capital) to meet the rate of deterioration of our schools and ideally, start to reduce the backlog of deferred maintenance projects.

Capital Funding

Capital funding supports new school construction, additions, solution projects, replacement schools, and major modernizations, as well as modular classroom expansion, relocation, or reduction initiatives. There are four types of funding programs for approved school capital projects, which are designed to support projects as they progress through the stages of the capital planning process – Pre-Planning, Planning, Design, and Construction.



The CBE submits capital plan priorities to the Province annually, identifying Board priorities for new school construction, additions, solution projects, replacement schools and major modernizations. However, funding for these projects fluctuates from year to year, based on provincial budget allocations for new school projects. There is unfortunately no predictability built into the provincial budget process, limiting the extent to which the CBE can plan for future space and modernizations of its current facilities.

Appendix V: Definitions

Area Structure Plan (ASP): Long-range planning document and is a 'statutory' plan prepared per the regulations of the *Municipal Government Act*.

Attendance Area: An area established under the Education Act or student attendance within the boundaries of the CBE.

Capital Maintenance and Renewal (CMR): Provides funding for specific maintenance and renewal projects.

Capital Projects: Capital projects are projects involving new school construction as well as additions to an existing school, modernization of an existing school, replacement school and/or solution projects. The projects are identified in the *Three-Year School Capital Plan* and are prioritized by Alberta Education on the basis of building condition, community renewal, efficiency solutions, enrolment pressures, functionality and programming, health and safety and legal rights.

Collaborative: Development of CBE infrastructure projects are accomplished by working with agents within the CBE and external stakeholders.

Community: A group of individuals who are united through a common characteristic or are living in a particular geographic area.

Deferred Maintenance: Is maintenance, repair or modernization of a school that has been deferred to another budgetary cycle until funding is made available. Deferred maintenance can be extended for long period of time resulting in a significant backlog that needs to be addressed.

Designation: Every CBE student is assigned to a school based on their home address and their program needs. If the designated school is full, the students who cannot be accommodated will be bused to an overflow school.

Equitable: Equity for the CBE involves equitable sharing of resources of the Board amongst all schools and amongst its diverse student population.

Grade Configuration: Identifies the grades that are offered by a school, e.g. K-4, GR 5-9, GR10-12.

Infrastructure Maintenance and Renewal (IMR): Provides funding to (a) replace building and site components which have failed and pose health and safety problems for students and staff, (b) extend the useful life of school facilities and sites and (c) maintain the quality of the school environment.

Joint Use Planning Agreement: Is an agreement between the City of Calgary, the Calgary Board of Education, the Calgary Catholic School Board, and The Southern Francophone Education Region that designate the sharing of municipal reserve land that is beneficial for all parties involved.

Local Area Plans: A Plan developed by The City of Calgary administration that identifies and guides where and how future growth and change should happen within a specific area.

Operations and Maintenance (O&M): Funding provided to ensure safe and well-maintained schools for students.

SAFS: Ten Year Student Accommodation and Facilities Strategy (2024-2034).

Sound planning principles: Are planning principles related to the operation, maintenance, and development of school properties. This involves ensuring good judgement and responsible use of public money, transparency in decisions and above all ensuring health and safety of students and staff.

Stakeholders: Represent anyone who has a stake or are affected by the decisions of the school board. This includes students, staff, as well as the general public.

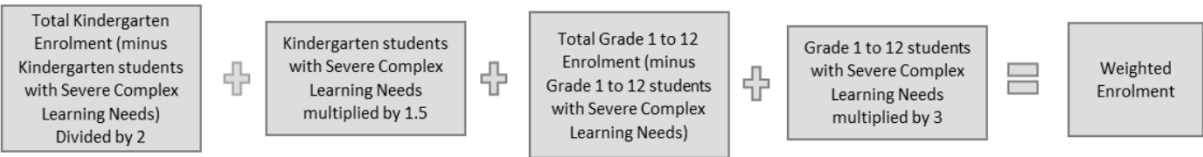
Student Accommodation: This combines the aspects of:

- School facility
- Number of students
- Program(s) offered
- Communities that the school supports.

System Student Accommodation Plan (SSAP): Identifies schools that have a utilization rate of less than 70 per cent and greater than 95 per cent and serves as an indicator to school communities that changes may need to happen in the future.

Traditional and land-based knowledge: Knowledge, understanding and traditions the indigenous community have developed and learned from their relationship with the land.

Weighted Enrolment: Provincial formula that “weighs” students based on Kindergarten students who typically attend half day, and K-12 students who have severe complex learning needs. The formula for weighted enrolment is as follows:



report to Board of Trustees

2024-25 Monitoring Adjustment to Results 3: Citizenship, Results 4: Personal Development and Results 5: Character

Date	June 25, 2024
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Decision
Originator	Michael Nelson, Superintendent, School Improvement Jennifer Turner, Superintendent, School Improvement
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board Results R-3: Citizenship R-4: Personal Development R-5: Character
Resource Person(s)	Michael Craig, Education Director, Research & Strategy and Program Evaluation



1 | Recommendation

It is recommended:

- THAT the Board of Trustees suspends the inclusion of any indicators for Results 3: Citizenship, Results 4: Personal Development and Results 5: Character related to Kindergarten to Grade 6 school report cards for the 2024-25 school year, with the exception of Results 3: Citizenship, section 3.2; Results 4: Personal Development, section 4.5.

2 | Issue

New curriculum implementation in kindergarten to grade 6 in the 2024-25 school year is a primary focus for teachers. New curriculum implementation requires review and possible refinement of report cards in alignment with new curriculum. The totality of this work has implications for teacher workload, well-being and Results 3, 4 and 5 reporting.

3 | Background

The Board's annual work plan includes the scheduled monitoring of all policies. Consistent with this plan, the Results policies are monitored for reasonable progress over time against a set of Board approved indicators.

In the March 2024 *K–6 Curriculum Implementation and Supports Timeline*, Alberta Education identified that all Alberta school authorities will implement the updated grades 4–6 science, French immersion language arts and literature, and French first language and literature curriculums during the 2024-25 school year.

In addition, optional implementation of the K-3 Social Studies curriculum was authorized for CBE teachers for small scale implementation.

Reference | <https://curriculum.learnalberta.ca/cdn/ciihub/docs/K-6%20Curriculum%20Implementation%20and%20Supports%20Timeline.pdf>

4 | Analysis

The work tied to implementing a new curriculum includes, for example, staff familiarizing themselves with the new program of study for each course, understanding how the content is arranged, designing scope and sequence, identifying and accessing professional learning, vetting resources, considering assessment and reporting. This has implications for teacher workload and well-being.

Student achievement of Results on report cards is demonstrated in and through learning. The summative indicators of success are based on evidence collected from learning situations and the quality of learning experiences managed by the student.

As part of curriculum and instruction, teachers attend to the development of the skills associated with citizenship, personal development and character within the Programs of Study. The report card results gathered for the purposes of Results 3, 4 and 5 monitoring do not directly correlate to current or future curricular outcomes.

The monitoring of Results includes the report card indicators for the following policies:

- Results 3: Citizenship
 - Policy 3.1 Indicator 1
 - Policy 3.2 Indicator 1
 - Policy 3.3 Indicator 1
 - Policy 3.5 Indicator 1
- Results 4: Personal Development
 - Policy 4.2 Indicator 1
 - Policy 4.3 Indicator 1
 - Policy 4.5 Indicator 1
- Results 5: Character
 - Policy 5.2 Indicator 1
 - Policy 5.3 Indicator 1

Seven of these indicators are based on K-9 report card results for Results 3, 4 and 5. One indicator (Policy 3.2) is based on the Social Studies Programs of Study report card results. One indicator (Policy 4.5) is based on the Physical Education and Wellness, Health and CALM Programs of Study report card results.

Report card results for Results 3, 4, 5 could be reported for Gr. 7-9 for all nine indicators based on K-9 report card results indicators. For Policy 3.2, where report card results are reported based on the Social Studies Programs of Study, and Policy 4.5, where report card results are reported based on the Physical Education and Wellness, report card results for Results 3, 4, 5 could be reported for Kindergarten to Gr. 6.

The corresponding CBE Student Survey question results tied to the seven policies, will only be available for Policies 3.1, 3.3, 3.4 and 3.5 because in 2024-25 Results 4 & 5 are in a minor year of focus.

Please refer to the appendix for the detailed comparison between current reporting and proposed reporting for 2024-25 monitoring.

The suspension of the K-6 results within K-9 report card indicators should not impact future target setting. The reason being that report card results have been historically very high and as such, not in need of targeted work.

5 | Financial Impact

There are no financial implications to this decision.

6 | Implementation Consequences

If the recommendation is adopted, K-6 results would not be included in any of the indicators tied to K-9 report cards, with the exceptions of Policy 3.2 and Policy 4.5. For Policy 3.2, K-6 results would be based on the Social Studies Programs of Study report card stem results. For Policy 4.5, K-6 results would be based on the Physical Education and Wellness Programs of Study, report card well-being stem results.

7 | Conclusion

The work tied to the Results is done within the teaching and learning tied to the Programs of Study. Implementation of a new curriculum requires a great deal of work on the part of teachers.

Given the implications of new curriculum implementation on teacher workload, removing the reporting of Results 3, 4 and 5 for students in K-6 would allow teachers to focus and allow for measured adjustments to required reporting.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

APPENDIX

Appendix I: Current and Proposed 2024-25 Monitoring

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

appendix

Current and Proposed 2024-25 Monitoring

This appendix includes Results policies where one or more indicators use student report card results broken out by current monitoring and proposed 2024-25 monitoring.

The administration for Results questions within the new CBE student survey was organized to have questions related to Results 3: Citizenship, Results 4: Personal Development and Results 5: Character administered in full once every three years and to a minor extent during the other two years of the three-year cycle.

In a minor year, a smaller selection of survey questions is administered based on where the Chief Superintendent sees an opportunity for growth or where the Board of Trustees identifies an area of concern or exception. The major and minor foci for the monitoring years 2023-24 and 2024-25 are as follows:

Results	2023-24	2024-25
Results 3	minor focus	major focus
Results 4	minor focus	minor focus
Results 5	major focus	minor focus

In the tables, “likely not monitored” has been added where the Results are a minor focus of that year.



Results 3 2024-25 Monitoring	
Current for 2024-25	Proposed for 2024-25
Policy 3.1 Indicator 1 K - 9 Percentage of students in kindergarten-grade 9 reported to exercise their democratic rights and responsibilities within the learning community; as measured by student report cards.	Policy 3.1 Indicator 1 K - Gr 6 Not collected Gr 7 - 9 Percentage of students in kindergarten-grade 9 reported to exercise their democratic rights and responsibilities within the learning community; as measured by student report cards.
Policy 3.1 Indicator 2 Gr 11, 12 Percentage of high school students who report that they exercise their democratic rights and responsibilities within the learning community; as indicated by the Overall Agreement of the Learning Community Citizenship Summary Measure from the CBE Student Survey.	Policy 3.1 Indicator 2 Gr 11, 12 Major year; no change
Policy 3.1 Indicator 3 Gr 11, 12 Percentage of high school students who report that they have participated in community service, school service or volunteer work to help others; as indicated by the Overall Agreement of the Service Summary Measure from the CBE Student Survey.	Policy 3.1 Indicator 3 Gr 11, 12 Major year; no change

Results 3 2024-25 Monitoring	
Current for 2024-25	Proposed for 2024-25
Policy 3.2 Indicator 1 K - 9 Percentage of students successfully demonstrating understanding of Social Studies issues, information and ideas; as measured by school report cards.	Policy 3.3 Indicator 1 K - 9 No change
Policy 3.2 Indicator 2 Gr 5, 6, 8, 9, 11, 12 Percentage of students who report they understand what it means to be a responsible citizen in their local and national communities; as indicated by the Overall Agreement of the Local and National Citizenship Summary Measure from the CBE Student Survey.	Policy 3.3 Indicator 2 Gr 5, 6, 8, 9, 11, 12 Major year; no change
Policy 3.3 Indicator 3 Gr 5, 6, 8, 9, 11, 12 Percentage of students who report they understand what it means to be a responsible global citizen; as indicated by the Overall Agreement of the Global Citizenship Summary Measure from the CBE Student Survey.	Policy 3.3 Indicator 3 Gr 5, 6, 8, 9, 11, 12 Major year; no change

Results 3 2024-25 Monitoring	
Current for 2024-25	Proposed for 2024-25
Policy 3.3 Indicator 1 K - 9 Percentage of students in kindergarten-grade 9 reported to demonstrate respect and appreciation for diversity; as measured by student report cards.	Policy 3.3 Indicator 1 K - Gr 6 Not collected Gr 7 - 9 Percentage of students in kindergarten-grade 9 reported to demonstrate respect and appreciation for diversity; as measured by student report cards.
Policy 3.3 Indicator 2 Gr 11, 12 Percentage of high school students who report they value other cultures; as indicated by the Overall Agreement of the Embracing Culture Summary Measure from the CBE Student Survey.	Policy 3.3 Indicator 2 Gr 11, 12 Major year; no change
Policy 3.3 Indicator 3 Gr 11, 12 Percentage of high school students who report they appreciate and learn from the perspectives of others; as indicated by the Overall Agreement of the Diversity and Inclusion Summary Measure from the CBE Student Survey.	Policy 3.3 Indicator 3 Gr 11, 12 Major year; no change

Results 3 2024-25 Monitoring	
Current for 2024-25	Proposed for 2024-25
Policy 3.5 Indicator 1 K - 9 Percentage of students in kindergarten-grade 9 reported to demonstrate respect and appreciation for diversity; as measured by student report cards.	Policy 3.5 Indicator 1 K - Gr 6 Not collected Gr 7 - 9 Percentage of students in kindergarten-grade 9 reported to demonstrate respect and appreciation for diversity; as measured by student report cards.
Policy 3.5 Indicator 2 Gr 11, 12 Percentage of high school students who report they work and communicate effectively with others; as measured by the Overall Agreement of the Collaborative Skills Summary Measure from the CBE Student Survey.	Policy 3.5 Indicator 2 Gr 11, 12 Major year; no change

Results 4 2024-25 Monitoring	
Current for 2024-25	Proposed for 2024-25
Policy 4.2 Indicator 1 K - 9 Percentage of students in kindergarten to grade 9 reported to set and work toward learning goals; as measured by student report cards.	Policy 4.2 Indicator 1 K - Gr 6 Not collected Gr 7 - 9 Percentage of students in kindergarten to grade 9 reported to set and work toward learning goals; as measured by student report cards.
Policy 4.2 Indicator 2 Gr 11, 12 Minor year; likely not monitored Percentage of high school students who report they are able to set goals for themselves and work towards them; as measured by Overall Agreement on the Self-Improvement Summary Measure on CBE Student Survey.	Policy 4.2 Indicator 2 Gr 11, 12 Minor year; likely not monitored
Policy 4.2 Indicator 3 Gr 11, 12 Minor year; likely not monitored Percentage of high school students who report they raise questions and bring their own ideas to learning tasks; as measured by Overall Agreement on the Self-Advocacy Summary Measure on CBE Student Survey.	Policy 4.2 Indicator 3 Gr 11, 12 Minor year; likely not monitored
Policy 4.2 Indicator 3 Gr 11, 12 Minor year; likely not monitored Percentage of high school students who report they use feedback and past experiences to improve their learning; as measured by Overall Agreement on the Self-Reflection Summary Measure on CBE Student Survey.	Policy 4.2 Indicator 3 Gr 11, 12 Minor year; likely not monitored

Results 4 2024-25 Monitoring	
Current for 2024-25	Proposed for 2024-25
Policy 4.3 Indicator 1 K - 9 Percentage of students in kindergarten to grade 9 reported to engage in learning with confidence and persistence; as measured by student report cards.	Policy 4.3 Indicator 1 K - Gr 6 Not collected Gr 7 - 9 Percentage of students in kindergarten to grade 9 reported to engage in learning with confidence and persistence; as measured by student report cards.
Policy 4.3 Indicator 2 Gr 11, 12 Minor year; likely not monitored Percentage of high school students who report they are comfortable learning about things that don't have a single right answer; as measured by the Ambiguity and Complexity Summary Measure from CBE Student Survey.	Policy 4.3 Indicator 2 Gr 11, 12 Minor year; likely not monitored



Results 4 2024-25 Monitoring	
Current for 2024-25	Proposed for 2024-25
Policy 4.5 Indicator 1 K - Gr 6 Percentage of students experiencing success with the learning outcomes of the Physical Education and Wellness Programs of Study; as measured by the well-being stem on student report cards. Gr 7 - 12 Percentage of students experiencing success with the learning outcomes of the Health/CALM Programs of Study; as measured by student report cards.	Policy 4.5 Indicator 1 K - Gr 6 No change Gr 7 - 12 No change
Policy 4.5 Indicator 2 Gr 5, 6, 8, 9, 11, 12 Minor year; likely not monitored Percentage of students who report they make decisions that keep them physically healthy; as indicated by the Overall Agreement of the Physical Health Summary Measure from CBE Student Survey.	Policy 4.5 Indicator 2 Gr 5, 6, 8, 9, 11, 12 Minor year; likely not monitored
Policy 4.5 Indicator 3 Gr 5, 6, 8, 9, 11, 12 Minor year; likely not monitored Percentage of students who report they make decisions that keep them socially healthy; as indicated by the Overall Agreement of the Social Health Summary Measure from CBE Student Survey.	Policy 4.5 Indicator 3 Gr 5, 6, 8, 9, 11, 12 Minor year; likely not monitored
Policy 4.5 Indicator 4 Gr 5, 6, 8, 9, 11, 12 Minor year; likely not monitored Percentage of students who report they make decisions that keep them emotionally healthy; as indicated by the Overall Agreement of the Emotional Health Summary Measure from CBE Student Survey.	Policy 4.5 Indicator 4 Gr 5, 6, 8, 9, 11, 12 Minor year; likely not monitored

Results 5 2024-25 Monitoring	
Current for 2024-25	Proposed for 2024-25
Policy 5.2 Indicator 1 K - 9 Percentage of students in kindergarten to grade 9 reported to make responsible decisions; as measured by student report cards.	Policy 5.2 Indicator 1 K - Gr 6 Not collected Gr 7 - 9 Percentage of students in kindergarten to grade 9 reported to make responsible decisions; as measured by student report cards.
Policy 5.2 Indicator 2 Gr 11, 12 Minor year; likely not monitored Percentage of high school students who report they think about the impact of their decisions and actions before they proceed; as measured by Overall Agreement of the Critical Reflection Summary Measure from the CBE student survey.	Policy 5.2 Indicator 2 Gr 11, 12 Minor year; likely not monitored
Policy 5.2 Indicator 3 Gr 11, 12 Minor year; likely not monitored Percentage of high school students who report they follow community expectations and their own convictions as they participate in and represent their learning; as measured by Overall Agreement on the Expectations and Convictions Summary Measure from the CBE Student Survey.	Policy 5.2 Indicator 3 Gr 11, 12 Minor year; likely not monitored

Results 5 2024-25 Monitoring	
Current for 2024-25	Proposed for 2024-25
Policy 5.3 Indicator 1 K - 9 Percentage of students in kindergarten to grade 9 reported to treat others with respect and compassion; as measured by student report cards.	Policy 5.3 Indicator 1 K - Gr 6 Not collected Gr 7 - 9 Percentage of students in kindergarten to grade 9 reported to treat others with respect and compassion; as measured by student report cards.
Policy 5.3 Indicator 2 Gr 11, 12 Minor year; likely not monitored Percentage of high school students who report they think about their own needs and the needs of others when making decisions; as measured by Overall Agreement on the Thoughtful Decision Making Summary Measure on the CBE Student Surveys.	Policy 5.3 Indicator 2 Gr 11, 12 Minor year; likely not monitored
Policy 5.3 Indicator 3 Gr 11, 12 Minor year; likely not monitored Percentage of high school students who report they listen to and respond to the needs of others; as measured by Overall Agreement on the Compassion and Empathy Summary Measure from the CBE Student Survey.	Policy 5.3 Indicator 3 Gr 11, 12 Minor year; likely not monitored

**report to
Board of Trustees**

Modular Classroom Relocation

Date	June 25, 2024
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-5: Financial Planning OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Catherine Ford, Director, Planning Trevor Fenton, Director, Facility Projects. Tanya Scanga, Director, Corporate Finance Colt Chesney, Project Manager, Facility Projects

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves a budget expenditure of up to \$2,816,688 from capital reserves for project expenses related to the relocation of five existing modular classrooms.

2 | Issue

The Calgary Board of Education (CBE) saw an increase in enrolment of over 13,000 students between end of September 2021 and end of September 2023, representing the largest increase in enrolment in over 40 years. Over the next three years the CBE is anticipating growth of roughly 17,000 additional students above current enrolment levels. Enrolment growth in grades 10-12 has been and is projected to continue to be particularly high and additional learning spaces are required to accommodate growth at the high school level.



Presently, four CBE high schools are overflowing students that cannot be accommodated at their designated high school. Three of these schools were included in the October 2023 request to Alberta Education for modular classrooms as part of the Modular Classroom Program. Two high schools, Sir Winston Churchill High School and Nelson Mandela High School were approved for new or relocated modular units, while the third, Joane Cardinal-Schubert High School (JCSHS) was not.

There is an opportunity to relocate five existing modulars from elementary schools to support JCSHS enrolment and keep designated area students closer to home.

3 | Background

On March 12, 2024, JCSHS began overflowing students who could not be accommodated at JCSHS to Centennial High School and Lord Beaverbrook High School. At that time, it was also announced that students from the community of Copperfield would be re-designated to Lord Beaverbrook for the 2024-25 school year. It was previously announced on April 24, 2023 that the community of New Brighton would be re-designated to Lord Beaverbrook, one year earlier than was planned during the 2019-2020 High School Engagement process. The JCSHS designation area has now been reduced to serve the communities of Auburn Bay, Cranston, Mahogany and Seton. According to the [City of Calgary's Suburban Residential Growth](#) dashboard, the community of Mahogany is 63% built out and Seton is 43% built out. While the re-designation of Copperfield and New Brighton will ease some pressure on JCSHS in the short term, we can expect these communities to continue to add a significant number of students to JCSHS over the next 5 years and beyond.

Alberta Education's Modular Classroom Program is intended as an agile approach to managing growth pressures at existing schools through the addition and relocation of modular classrooms. The program also provides funding for modular demolitions when the assets have reached the end of their lifecycle and are no longer required. School jurisdictions submit annual requests for modular additions, relocations and demolitions for Alberta Education approval and funding.

The 2024-25 Modular Classroom Program submission included requests for 68 new modulars and for the relocation of 12 existing modulars across 16 schools. Approvals from Alberta Education, received on March 14, 2024, were limited to 12 new modular classrooms and the relocation of 6 existing modulars which added space to four schools. On April 9th, 2024, the CBE Board of Trustees approved the use of capital reserves to relocate the remaining 6 modulars requested but not approved for funding by Alberta Education.

The Education Act, Section 195(2), grants the CBE the authority to approve and finance the relocation of existing modulars to address enrolment pressures. The allocation of capital reserve funds is among the only ways to resource such a project given that Maintenance & Renewal (M&R) grants are not permitted to cover project expenses related to modular relocation projects.

Considering the limited approvals and the shortage of classroom space necessary to address projected enrolment growth, it is proposed that 5 additional modular classrooms be relocated by the CBE. Specifically, this request would move 1 modular from Belfast School, and 4 modulares from Olympic Heights School to JCSHS. The Belfast modular was previously approved for demolition due to age of the unit and declining enrolment at the school. Two of the Olympic Heights School modulares were also previously approved for demolition due to age of the units and declining school enrolment.

4 | Analysis

The Provincially approved capacity for JCSHS is 1615 students. Adding 5 modular classrooms will increase this capacity by 125 spaces to 1765. At the end of September 2023, JCSHS served 1879 students and had a utilization rate of 125%. The projected capped enrolment of JCSHS students for September 2024 is 2017 with a utilization rate of 135%. This school has been closed to new registrations and is overflowing students to Centennial High School and Lord Beaverbrook High School. Additionally, to adequately serve the 2017 students already registered for the 2024-25 school year, the CBE will rent space at the neighbouring YMCA.

In 2025-26 school year, the community of Copperfield will be re-designated to Lord Beaverbrook. This will assist in reducing the student population at JCSHS at a time when the communities that remain designated will continue to grow. An overflow to Centennial High School is expected to still be required.

Table 1 below shows the projected student enrolment and utilization rates at JCSHS if there were no overflow in place with a school capacity of 1615 and with a school capacity of 1740.

Table 1: JCSHS Capacity, Enrolment Projections and Utilization

Year	Enrolment without overflow	Utilization Capacity = 1615	Utilization Capacity = 1740
2023	1879	125%	
2024	2017	135%	
2025	1922	127%	118%
2026	1822	119%	110%
2027	1881	123%	114%
2028	2095	128%	119%

With the additional modular units at JCSHS future utilizations are anticipated to only increase to 118% in 2025 before decreasing while Copperfield and New Brighton communities are phased out of the school.

The impact of increasing the capacity of JCSHS is not expected to have a significant impact on Lord Beaverbrook High School because the communities being overflowed to Lord Beaverbrook will be fully transitioned re-designated areas by

2027. Since the overflow was announced on March 14th, 16 students have been overflowed to Centennial High School from JCSHS and 47 registrations for next year have been overflowed to Centennial High School. The projected enrolment at Centennial High School for the 2024-25 school year is 115%. The number of students overflowed from JCSHS to Centennial is expected to increase year over year. The following Table 2 shows the impact of that 5 modulars at JCSHS will have on the enrolment and utilization rate of Centennial.

Table 2 Projected Enrolment and Utilization Rates at Centennial High School with and without JCSHS Modular additions

Year	Enrolment without JCSHS modulars	Utilization without JCSHS modulars	Centennial Enrolment with JCSHS modulars	Centennial Utilization with JCSHS modulars
2023	1595	122%	1595	122%
2024	1665	117%	1665	117%
2025	1698	130%	1668	118%
2026	1743	123%	1693	119%
2027	1820	128%	1779	125%
2028	2004	141%	1826	129%

Reducing the number of overflowed students to Centennial by 125 over the next 5 years will result in a lower utilization and more balanced utilizations between Centennial School and JCSHS.

Table 3 below shows the estimated utilization rates of the donor schools, Olympic Heights School, and Belfast School, when modular units are removed. Removal of these units will bring both schools to an optimized utilization rate by 2026, with an estimated utilization rate of 87% at Olympic Heights and 84% at Belfast. This will maximize the Operations & Maintenance (O&M) funding received for these locations.

Table 3: Provincial Capacity and Projected Utilization Rates, Donor Schools

School	2023 Provincial Capacity	2023 Opening Day Provincial Utilization	# of Modular Classrooms to be removed	Estimated Reduction to provincial Capacity*	Estimated Provincial Capacity after Removed	Estimated Provincial Utilization in 2024	Estimated Provincial Utilization in 2026
Olympic Heights	653	74%	4	100	553	92%	87%
Belfast	286	72%	1	25	261	82%	84%

*The estimated reduction in Provincial Capacity assumes 25 student spaces per unit

In May 2024 inspections were performed on the modulars at Olympic Heights and Belfast Schools to determine suitability for relocation and costs associated with repairs and relocation. The total project value to repair and relocate these modulars is estimated at \$2,816,688. Required repairs to the five modulars includes new roofs, doors, flooring, furnaces, paint and blinds which equate to approximately \$407,000. The balance of the project cost includes relocation costs, municipal and code upgrades, corridor, consulting fees, project expenses and non-refundable GST. This investment comes to approximately \$81,400 per modular, an amount that is significantly less than the purchase of new modulars estimated at \$350,000.

Of note, school jurisdictions do not have the authority to procure or build new modular classroom units.

5 | Financial Impact

The \$2,816,688 to support modular relocation will allow more JCSHS students to attend school closer to home and optimize the utilization rates at Olympic Heights and Belfast schools.

As per the Third Quarter Budget Variance report, the capital reserve balance is projected to be \$63.0 million at August 31, 2024. With no other changes to capital reserves, this would result in a projected balance of \$60.2 million.

6 | Implementation Consequences

The additional modulars for JCSHS will allow approximately 125 more students to remain within their designated high school and attend school closer to home; alleviate pressure on Centennial High School, and may reduce the transportation costs incurred by families. Reduced travel for these families will contribute to a reduction in our environmental footprint.

7 | Conclusion

It is recommended that the Board of Trustees approves capital reserve budget expenditure of up to \$2,816,688 to support project expenses related to relocating five modular classrooms.

This recommendation reflects the CBE commitment to provide learning environments that prioritize safety, inclusivity, compassion, and respect, thereby fostering the wellbeing and dignity of every student.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined in policy the individual and collective behaviour required to establish a culture of good governance. These policies establish standards for how the Board performs its work, including policies that define the Board's job, its purpose and its accountability.

Board/Chief Superintendent Relationship: The Board defined in policy the degree of authority delegated to the Chief Superintendent, and set out how the Chief Superintendent's performance, and ultimately the organization's performance, will be evaluated.

Results: These policies define the outcome the organization is expected to achieve for each student it serves. The Results policies are the performance targets for the Chief Superintendent and the organization, and form the basis for judging the success of the organization and the Chief Superintendent on reasonable progress towards achieving the Results.

Operational Expectations: These policies define both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. The Chief Superintendent is required to comply with the Board's stated values about operational conditions and actions as set out in these policies.



report to Board of Trustees

Proposed Amendments to Governance Culture Policies

Date	June 25, 2024
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Laura Hack Board Chair
Purpose	Decision
Governance Policy Reference	GC-2: Governing Commitments GC-3: Board Job Description GC-5E: Board Governance Committee Terms of Reference
Resource Person(s)	Trustee Charlene May, Chair, Board Governance Committee Trustee Nancy Close, Member, Board Governance Committee Patricia Minor, Corporate Secretary

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the amendments to GC-5E: Board Governance Committee Terms of Reference, as provided in Attachment I to this report.

2 | Background

Section 4(b) of the Board Procedures Regulation (AR 82/2019) states the Board must monitor and evaluate the effectiveness of the established policies and procedures on a regular basis.

Further, the Board of Trustees' Governance Culture Policy 2: Governing Commitments sets out the expectation for the Board to regularly and systematically monitor all Board policies.



3 | Analysis

The Board of Trustees operates under the Coherent Governance model of corporate governance whereby the Board provides leadership for the CBE by setting direction through policy. Section 33(1)(h) of the *Education Act* mandates that the Board establish governance and organizational structures for the CBE.

Day to day operations and leadership of the system lays with the Chief Superintendent who is responsible for carrying out duties as assigned by the Board (Section 33(1)(j) of the *Education Act*). The Board governs the system through policies that set out the Results (learning outcomes), Operational Expectations (the boundaries of day-to-day operations), Governance Culture (how the Board works) and Board/Chief Superintendent Relationship (delegation to and evaluation of the Board's single employee).

Board policies enable the Board of Trustees to effectively lead, direct, inspire and control the outcomes and operations of the Calgary Board of Education through a set of carefully crafted policy statements and the effective monitoring of them. Under the Board's leadership the Chief Superintendent is empowered to make all decisions save and except those matters that cannot be delegated by law or those specifically reserved for the Board of Trustees.

The Governance Culture Policies clearly defines the individual and collective behaviour required by the Board and Trustees to establish a culture of good governance. These policies establish standards for how the Board performs its work, including policies that define the Board's job, its purpose and its accountability.

As part of the ongoing work of the Board with the support of the Board Governance Committee, Governance Culture 5E: Board Governance Committee Terms of Reference was reviewed to identify areas of improvement including:

- allowing Chief Superintendent to attend all committee meetings excluding when the committee conducts the Chief's Annual Summative Evaluation.

4 | Conclusion

The Board of Trustees to consider proposed amendments to the Governance Culture 5E: Board Governance Committee Terms of Reference.

ATTACHMENTS

Attachment I GC-5E: Board Governance Committee Terms of Reference (proposed revisions)

GOVERNANCE CULTURE
GC-5E: Board Committees Terms of Reference**Monitoring Method:** Board Self-assessment
Monitoring Frequency: Annual**Board Governance Committee****Purpose/Charge:**

The purpose of the Board Governance Committee (the "Committee") is to:

- a. assist the Board of Trustees in fulfilling its responsibility for maintaining high standards in board governance by reviewing the Board Policies (as defined in GC-3: Board Job Description) and making recommendations to the Board of Trustees on areas of improvement;
- b. oversee the Board's debrief on the quality of each meeting;
- c. oversee the process for the Chief Superintendent's annual summative evaluation; and
- d. oversee the process to assess the performance of the Board, its committees and individual trustees through the annual monitoring of its Governance Culture policies and Board-Chief Superintendent Relationship policies.

Membership:

1. The Committee shall be comprised of:
 - Board Vice-Chair, to serve as Chair of the Committee;
 - two trustees; and
 - the Corporate Secretary.
2. The trustee members will be appointed annually at the Board of Trustees' Organizational meeting.

Meetings:

1. The Committee will meet monthly and may meet at such other times as required by the Committee Chair.
2. The Chair of the Committee shall establish the agendas for meetings, ensure that properly prepared agenda materials are circulated to the members with sufficient time for review prior to the meeting, and be responsible for reporting to the Board of Trustees.
3. A majority of the members of the Committee shall constitute a quorum. Two trustees must be present at all Committee meetings.
- 3.4. The Chief Superintendent may attend all meetings of the Committee, as appropriate, and excluding when the Committee conducts the Chief Superintendent's annual summative evaluation.

Formatted: Font: 11 pt

Formatted: Indent: Left: 0.5", No bullets or numbering

GOVERNANCE CULTURE
GC-5E: Board Committees Terms of Reference

Board Governance Committee *(Continued)*

Reporting Schedule:

1. The Committee Chair or his/her designate shall report to the Board on matters arising at Committee meetings. The Committee Chair shall report at least quarterly to the Board of Trustees on the Committee's responsibilities and how it has discharged them.
2. Minutes of all meetings of the Committee shall be provided to the Board of Trustees by the Chair and filed with the Board of Trustees for the corporate record.

Roles and Responsibilities:

1. The Committee shall have the responsibilities set out in Appendix I as well as any other matters as may be delegated to the Committee by the Board from time to time.
2. The Committee and each of its members shall comply with such additional requirements as may be specified in the *Education Act* and in resolutions of the Board in effect from time to time.

Authority Over District Resources:

The Committee shall have no authority over resources of The Calgary Board of Education; this is a responsibility of the Board of Trustees.

Approved: **April-23, 2024**

Appendix I
Board Governance Committee
Roles and Responsibilities Calendar
√ When Performed

Roles and Responsibilities	Monthly	Annually	As Required
Board Policies			
1. Review the Governance Culture policies and recommend to the Board for approval any amendments thereto.		√	
2. Review the Board-Chief Superintendent policies and recommend to the Board for approval any amendments thereto.		√	
3. Review the Board Meeting Procedures and recommend to the Board for approval any amendments thereto.		√	
4. Lead the Board in regular and systematic review of all Results policies and recommend to the Board for approval any amendments thereto.	√		
5. Lead the Board in regular and systematic review of all Operational Expectations policies and recommend to the Board for approval any amendments thereto.	√		
6. Lead the Board in regular debrief of its meetings in support of continuous improvement and to ensure that the Board and its members have the knowledge, skills and budget support necessary for effective governance.			√
Chief Superintendent's Annual Summative Evaluation			
7. Develop a process and timeline for the Chief's annual summative evaluation and recommend to the Board for approval.		√	
8. Oversee the process to complete the Chief's annual summative evaluation in accordance with Board-Chief Superintendent		√	

Roles and Responsibilities	Monthly	Annually	As Required
Relationship Policy 5: Chief Superintendent Accountability.			
9. Prepare the Board's annual summative evaluation letter and recommend to the Board for approval.		√	
Board of Trustees' Self-Evaluation			
10. Develop a process and timeline to annually assess and evaluate the Board's performance and effectiveness, including its committees and individual trustees through the annual monitoring of its Governance Culture policies and Board-Chief Superintendent Relationship policies		√	
11. Oversee the process to complete the Board's annual self-evaluation.		√	
12. Prepare the Board's annual self-evaluation report and recommend to the Board for approval.		√	
Other			
13. Review the Board Governance Evaluation Committee Terms of Reference once every year to ensure its continued relevance and appropriateness and make recommendation(s) to the Board.		√	

**operational
expectations
monitoring report**


Monitoring report for the
school year 2022-2023

Report date:
June 18, 2024

OE-5: Financial Planning**CHIEF SUPERINTENDENT CERTIFICATION**

With respect to Operational Expectations 5: Financial Planning, the Chief Superintendent certifies that the proceeding information is accurate and complete.

- ☐ In Compliance.
- ☐ In Compliance with exceptions noted in the evidence.
- ☐ Not in Compliance.

Signed: 
Joanne Pitman, Chief Superintendent

Date: June 18, 2024

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 5: Financial Planning, the Board of Trustees:

- ☐ Finds the evidence to be compliant
- ☐ Finds the evidence to be compliant with noted exceptions
- ☐ Finds evidence to be not compliant

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____



OE-5: Financial Planning

Executive Summary

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

This Operational Expectation establishes expectations of the Board of Trustees for the Calgary Board of Education regarding financial planning for student success public confidence.

The Chief Superintendent's reasonable interpretation and indicators for OE 5: Financial Planning were approved on October 10, 2017. The Board was last presented with the annual monitoring report for OE 5 on June 13, 2023. This report includes data available from the 2022-2023 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
5.1	5.1.1	Compliant
5.2	5.2.1	Compliant
5.3	5.3.1	Compliant
5.4	5.4.1	Compliant
5.4	5.4.2	Compliant
5.4	5.4.3	Compliant



OE-5: Financial Planning

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

Board-approved Interpretation |

As stewards of public funds, careful and intentional planning for use of available funding that is aligned with CBE missions, vision and values is essential to support student learning and provide assurance to the community.

The Chief Superintendent interprets:

- *prudent financial planning* to mean the allocation of resources to achieve the objectives as outlined in the Three year Education Plan.
- *financial management* to mean having the process and controls in place to balance the cost and benefit for budget decisions with available funding.
- *public confidence* to mean the ability for members of the community to understand the rationale for budget decisions through transparent financial reporting.

The Chief Superintendent shall:

5.1	Present the budget-planning assumptions.	Compliant
-----	--	-----------

Identifying key principles and variables that will drive budget decisions is an important component of the budget process and is critical to consistency and transparency.

OE-5: Financial Planning

The Chief Superintendent interprets:

- *budget-planning assumptions* to mean the identification of a range of controllable and non-controllable factors that impact the budget.

Board-approved Indicators and *Evidence of Compliance* |

5.1.1	A Budget Assumptions Report that reflects the Board's values and identifies the critical and relevant factors impacting the development and balancing of the budget.	Compliant
-------	--	-----------

The organization is compliant with this indicator.

Evidence statement

The Budget Assumptions Report was presented to the Board of Trustees on April 4, 2023.

Evidence demonstrates all indicators in subsection 1 are in compliance.

5.2	<p>Develop a budget that:</p> <ul style="list-style-type: none"> a) is in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the Results priorities and any Operational Expectations goals for the year as set out in the Annual Summative Evaluation; and b) avoids fiscal jeopardy. 	Compliant
-----	---	-----------

The budget reflects the focus on student learning incorporates key assumptions and presents information that furthers understanding of the use of resources.



OE-5: Financial Planning

The Chief Superintendent interprets:

- *summary format understandable to the Board* to mean the format required by Alberta Education with supplemental information as required to enhance public understanding.
- *the relationship between the budget and Results priorities and any Operational Expectations goals for the year* to mean that the budget reflects the priorities of the Three Year Education Plan and the goals as set out in the Annual Summative Evaluation.
- *avoid fiscal jeopardy* to mean to take steps to mitigate the risks associated with the inability of the organization on an ongoing basis to continue to operate and meet statutory obligations.

Board-approved Indicators and Evidence of Compliance |

5.2.1	A Budget Document that reflects this interpretation is presented to the Board.	Compliant
-------	--	-----------

The organization is compliant with this indicator.

Evidence statement

Operational Budget 2023-2024, was presented on May 23, 2023 and May 30, 2023 and approved for submission to Alberta Education.

Evidence demonstrates all indicators in subsection 2 are in compliance.

OE-5: Financial Planning

5.3	Ensure prudent financial management that does not materially deviate from the budget.	Compliant
-----	---	-----------

The same expectations should exist for ongoing administration and operationalization of the budget as were made in the planning process.

The Chief Superintendent interprets:

- *materially deviates from the budget* to mean quantitative variances from the approved budget including:
 - any change in approved use of reserves;
 - creation of a deficit in any amount; or
 - an annual negative variance from planned net operating surplus of \$5 million or more;
 - Any line item in the quarterly variance reports that varies by greater than 1% and \$500,000.

Board-approved Indicators and *Evidence of Compliance* |

5.3.1	Quarterly variance reports will be presented reflecting the materiality interpretation.	Compliant
-------	---	-----------

The organization is compliant with this indicator.

Evidence statement

Quarterly variance reports provide explanations for variances in excess of 1% and \$500,000. The following quarterly variance reports were presented to the Board of Trustees in the 2022-2023 school year:

- November 29, 2022 – 2021-2022 Fourth Quarter Budget Variance Analysis
- January 31, 2023 – 2022-2023 First Quarter Budget Variance Analysis
- March 21, 2023 – 2022-2023 Second Quarter Budget Variance Analysis
- June 20, 2023 – 2022-2023 Third Quarter Budget Variance Analysis

Evidence demonstrates all indicators in subsection 3 are in compliance.



OE-5: Financial Planning

5.4	Ensure that prior board approval is received for all expenditures from reserve funds and for all transfers between operating reserves, capital reserves or committed operating surplus.	Compliant
-----	---	-----------

The Board of Trustees must authorize use of or transactions between reserve funds of any kind.

Board-approved Indicators and *Evidence of Compliance* |

5.4.1	All use of reserve funds will occur with the prior approval of the Board of Trustees.	Compliant
-------	---	-----------

The organization is compliant with this indicator.

Evidence statement

The *Financial Status of Reserves and Designated Funds* at August 31, 2022 was presented to the Board of Trustees on November 15, 2022 and received approval for the use of reserve funds.



OE-5: Financial Planning

5.4.2	All transfers between reserve funds will occur with prior approval of the Board of Trustees.	Compliant
-------	--	-----------

The organization is compliant with this indicator.

Evidence statement

The *Financial Status of Reserves and Designated Funds* at August 31, 2021, was presented to the Board of Trustees on November 15, 2022 as evidence of Board of Trustee approval for transfers between reserve funds.

5.4.3	All debt arrangements will occur with the prior approval of the Board of Trustees.	Compliant
-------	--	-----------

The organization is compliant with this indicator.

Evidence statement

There was no new debt acquired for 2022-2023 school year.

Evidence demonstrates all indicators in subsection 4 are in compliance.



OE-5: Financial Planning

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

Monitoring Report: The Board wants to know that its values have driven organizational performance. The Chief Superintendent will present to the Board, for its evaluation, a report that summarized how either compliance has been achieved on Operational Expectations or how reasonable progress has been made in Results. Each monitoring report requires: a re-statement of the full policy, by section; a reasonable interpretation of each section; data sufficient to prove compliance or reasonable progress; and a signed certification from the Chief Superintendent of the status.

Reasonable Interpretation: Once the Board has stated its values in policy, the Chief Superintendent is required to “interpret” policy values, saying back to the Board, “here is what the Board’s value means to me.” The Board then judges whether this interpretation is reasonable. In other words, does the Chief Superintendent “get it?” This reasonable interpretation is the first step required in monitoring compliance on Operational Expectations and monitoring reasonable progress on Results.

Compliance: Evidence or data that allow the Board to judge whether the Chief Superintendent has met the standard set in the Operational Expectations values.

Non-compliance: In gathering evidence and data to prove to the Board that its Operational Expectations values have been adhered to, there may be areas where the standards were not met. The policy or subsection of the policy would be found to be “non-compliant.” The Chief Superintendent would identify the capacity-building needed to come into compliance and the Board would schedule this section of policy for re-monitoring.



operational
expectations
monitoring report

OE-9: Facilities


Monitoring report for the
school year 2022-2023

Report date:
June 18, 2024

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 9: Facilities, the Chief Superintendent certifies that the proceeding information is accurate and complete.

- ☐ In Compliance.
☐ In Compliance with exceptions noted in the evidence.
☐ Not in Compliance.

Signed: 
 Joanne Pitman, Chief Superintendent

Date: June 18, 2024

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 9: Facilities, the Board of Trustees:

- ☐ Finds the evidence to be compliant
☐ Finds the evidence to be compliant with noted exceptions
☐ Finds evidence to be not compliant

Summary statement/motion of the Board of Trustees:

Signed: _____
 Chair, Board of Trustees

Date: _____



OE-9: Facilities

Executive Summary

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

This Operational Expectation establishes the values and expectations of the Board of Trustees for the Calgary Board of Education to provide physical learning and working environments which are conducive to student learning in support of the achievement of the Board's Results.

The Chief Superintendent's reasonable interpretation and indicators for OE 9: Facilities were approved on October 10, 2017. The Board was last presented with the annual monitoring report for OE 9 on June 13, 2023. This report includes data available from the 2022-2023 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
9.1	9.1.1	Compliant
9.1	9.1.2	Compliant
9.1	9.1.3	Not compliant
9.1	9.1.4	Compliant
9.2	9.2.1	Compliant
9.2	9.2.2	Compliant
9.2	9.2.3	Compliant
9.3	9.3.1	Compliant
9.3	9.3.2	Compliant
9.3	9.3.3	Compliant
9.4	9.4.1	Compliant
9.5	9.5.1	Compliant
9.5	9.5.2	Compliant



OE-9: Facilities

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

Board-approved Interpretation |

The CBE recognizes the direct connection between facilities that are conducive to student learning and the achievement of the Results.

The Chief Superintendent interprets:

- *safe* to mean that the physical learning environment is free from potential harm to students, and that the work environment is compliant with all legal requirements.
- *clean* to mean that CBE schools and facilities are cleaned to a standard which supports occupant health and wellness.
- *properly maintained* to mean that CBE schools and facilities are taken care of in a manner that supports the functionality of the learning and work environment.
- *responsible stewardship* to mean the sustainable management of facilities in support of student learning.
- *effective and efficient use of funding* to mean the fiscally responsible allocation of financial resources on real property that supports student learning.
- *real property* to mean and land buildings.

The Chief Superintendent shall:

9.1	Ensure that facilities are safe, clean and properly maintained.	Compliant
-----	---	-----------

Board-approved Interpretation

It is critical that learning and work environments are in a condition that optimizes the utility of the school.



OE-9: Facilities

The Chief Superintendent interprets:

- *safe* to mean that the physical learning environment is free from potential harm to students, and that the work environment is compliant with all legal requirements.
- *clean* to mean that CBE schools and facilities are cleaned to a standard which supports occupant health and wellness.
- *properly maintained* to mean that CBE schools and facilities are taken care of in a manner that supports the functionality of the learning and work environment.

Board-approved Indicators and Evidence of Compliance |

9.1.1	100 percent of formally advanced safety related concerns (i.e., Indoor Environmental Quality Concern Registration and Hazard Reports) are responded to within the established timelines.	Compliant
-------	--	-----------

The organization is compliant with this indicator.

Evidence statement

In the 2022-2023 school year, all Indoor Environmental Quality Concern reports and Hazard reports were responded to within two work/school days or less. These included 30 hazard reports and 74 Indoor Environmental Quality Concern reports.

9.1.2	90 percent of maintenance work orders, requiring adherence to a provincial code, are inspected for conformance with the applicable technical provincial codes.	Compliant
-------	--	-----------

The organization is compliant with this indicator.

Evidence statement

Maintenance work orders requiring permits were 100% compliant and adhered to provincial codes. A total of 1096 work orders required the CBE to request permits and all of these were subsequently inspected and closed by the City as part of the permitting process.



OE-9: Facilities

9.1.3	95 percent of CBE schools and facilities are assessed annually at the Level 2 “Ordinary Tidiness” standard of caretaking and cleanliness.	Not Compliant
-------	---	---------------

The organization is not compliant with this indicator.

Evidence statement

94.6% of CBE schools and facilities were assessed annually at a minimum at the Level 2 “Ordinary Tidiness” standard of caretaking and cleanliness. Additional training and support on the information system used to track school assessments has been completed with key staff to ensure future compliance.

9.1.4	100 percent of emergency maintenance and repair work requests are acted upon within 24 hours.	Compliant
-------	---	-----------

The organization is compliant with this indicator.

Evidence statement

100% of 7137 emergency maintenance and repair work requests were acted on within 24 hours.

Evidence demonstrates three of four indicators in subsection 1 are in compliance.

9.2	Ensure that facility planning and design decisions appropriately consider environmental impacts, including eco-efficiency and sustainability.	Compliant
-----	---	-----------

Board-approved Interpretation

In creating new or updating learning and work environments, it is important to include attributes that result in minimizing the negative effect on the environment while being easily maintained in the long term.



OE-9: Facilities

The Chief Superintendent interprets:

- *environmental impacts* to mean those aspects that include effects on the air, water use and energy use, which ensure that facilities and infrastructure are constructed and operated in an ecologically responsible manner.
- *eco-efficiency* to mean an environmentally friendly building design as outlined in the Leadership in Energy and Environmental Design (LEED) Silver level of certification or equivalent standard.
- *sustainability* to mean the ability to maintain a component or facility within our financial capabilities while balancing cost effectiveness and environmental impact.

Board-approved Indicators and *Evidence of Compliance* |

9.2.1	100 percent of new schools, constructed for the Calgary Board of Education are completed to the LEED Silver level of certification or higher.	Compliant
-------	---	-----------

The organization is compliant with this indicator.

Evidence statement

100% of new school construction projects completed in 2022-23 achieved a minimum LEED Silver certification. In the 2022-23 reporting year, CBE opened four new schools. Mahogany School received LEED Gold, Lakeshore School received LEED Silver, while Bayside and Prairie Sky Schools are still in the LEED evaluation process.

9.2.2	100 percent of major modernizations will be assessed using the LEED score card.	Compliant
-------	---	-----------

The organization is compliant with this indicator.

Evidence statement

In the 2022-23 reporting year, no major modernizations were undertaken.



OE-9: Facilities

9.2.3	100 percent of the CBE portion of all site naturalization and school garden requests approved through the applicable process are completed.	Compliant
-------	---	-----------

The organization is compliant with this indicator.

Evidence statement

In the 2022-2023 school year, 100% of school naturalization or garden development requests were completed. Twelve schools made requests and completed the approval process to establish their naturalization or garden areas.

Evidence demonstrates all indicators in subsection 2 are in compliance.

OE-9: Facilities

9.3	Utilize Board-approved prioritization criteria to ensure the effective and efficient use of capital funding and demonstrate responsible stewardship of resources.	Compliant
-----	---	-----------

Board-approved Interpretation

Making decisions regarding maximizing capital funding requests on known and agreed upon criteria ensures consistency and fairness.

The Chief Superintendent interprets:

- *Board-approved priority* to mean the list of parameters endorsed by the Board of Trustees and utilized by administration to rank each of new school, modernization and modular project requests for provincial funding consideration.
- *effective and efficient use of funding* to mean the fiscally responsible allocation of financial resources on real property that supports student learning.
- *responsible stewardship* to mean the sustainable management of facilities in support of student learning.

Board-approved Indicators and *Evidence of Compliance* |

9.3.1	Annual submission to the Board of Trustees for approval, within the provincial time frames, of a Three Year School Capital Plan.	Compliant
-------	--	-----------

The organization is compliant with this indicator.

Evidence statement

The Three-Year School Capital Plan 2024-2027 was approved by the Board of Trustees on March 21, 2023. Annual submission to Alberta Education includes one prioritized capital list consisting of both new school construction and major modernization requests.



OE-9: Facilities

9.3.2	Annual submission to the Board of Trustees for approval, within the provincial time frames, of the Modular Classroom Plan.	Compliant
-------	--	-----------

The organization is compliant with this indicator.

Evidence statement

The 2022-2023 Modular Classroom Plan was approved by the Board of Trustees on October 25, 2022.

9.3.3	Triennial submission to the Board of Trustees for approval of a 10 Year Student Accommodation and Facilities Strategy.	Compliant
-------	--	-----------

The organization is compliant with this indicator.

Evidence statement

At the June 14, 2022 public Board meeting, Administration presented the Student Accommodation and Facilities Strategy 2022-2032 report to the Board. Following the presentation of the Student Accommodation and Facilities Strategy 2022-2032, the Board requested the report be brought back to the Board for consideration in the fall, 2022.

At the October 11, 2022 public Board meeting, the Board passed the following motion on the Student Accommodation and Facilities Strategy 2022-2032 report:

THAT the Board of Trustees receive the Student Accommodation and Facilities Strategy 2022-2032 for information, and directs the Chief Superintendent to bring the Student Accommodation and Facilities Strategy 2022-2032 by no later than June 30, 2024 for approval by the Board of Trustees.

Evidence demonstrates all indicators in subsection 3 are in compliance.



OE-9: Facilities

9.4	Maximize the public's use of facilities as long as student safety, student activities and the instructional program are not compromised.	Compliant
-----	--	-----------

Board-approved Interpretation

Making CBE spaces available for the broader public to access is important to our relationships with the community.

The Chief Superintendent interprets:

- *public use* to mean access for general public users to specific, identified spaces through the rental process administered by the City of Calgary.
- *As long as student safety, student activities, and the instructional program are not compromised* to mean appropriate guidelines and processes are in place to reflect these values and the public use of CBE school spaces will not adversely impact the delivery of the program of studies and/or extracurricular student events.

Board-approved Indicators and Evidence of Compliance |

9.4.1	No less than 80% of schools are made available for public use.	Compliant
-------	--	-----------

The organization is compliant with this indicator.

Evidence statement

Public rental of CBE facilities resumed on September 1, 2022 following a two-year hiatus due to the Covid-19 pandemic. For the 2022-2023 school year, 92% of CBE school facilities were made available for public use on evenings and weekends, and the CBE facilitated over 35,000 hours of public use activities in CBE schools.

Evidence demonstrates all indicators in subsection 4 are in compliance.



OE-9: Facilities

9.5	Ensure that financially significant improvements, acquisition, disposal or encumbrance or real property are in support of student learning.	Compliant
-----	---	-----------

Board-approved Interpretation

It is important that decisions pertaining to CBE land and buildings attend to the impact on student learning.

The Chief Superintendent interprets:

- *financially significant improvements* to mean major modernization projects funded by the provincial government.
- *acquisitions* to mean CBE becoming the owner of and responsible for the maintenance and operation of land or building.
- *disposal* to mean the removal of land or buildings from CBE ownership.
- *encumbrance* to mean burden with financial claim or other registrations affecting transferability of property (excluding standard property encumbrances such as utility right of way and temporary construction liens).
- *real property* to mean land and buildings.
- *in support of student learning* to mean providing resources that are directed to positively impact student learning.

Board-approved Indicators and Evidence of Compliance |

9.5.1	100% of all real property acquisitions, disposals and encumbrances will be approved by the Board of Trustees.	Compliant
-------	---	-----------

The organization is compliant with this indicator.

Evidence statement

During the 2022-2023 school year, Board and Ministerial approvals were obtained for disposition of three CBE properties, as well as approval for registration of municipally required Easement Agreements on the land titles of one school board property.



OE-9: Facilities

9.5.2	100% of new school construction and major modernization projects will be approved by the Board of Trustees.	Compliant
-------	---	-----------

The organization is compliant with this indicator.

Evidence statement

The Board of Trustees approved 100% of new construction and major modernizations. During the 2022-23 reporting year, CBE received design and/or construction approval for two major modernizations (Louise Dean relocation to Jack James High School and John G. Diefenbaker High School). The Board of Trustees through the Three-Year School Capital Plan and/or capital reserve approvals previously approved all projects.

Evidence demonstrates all indicators in subsection 5 are in compliance.



OE-9: Facilities

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

Monitoring Report: The Board wants to know that its values have driven organizational performance. The Chief Superintendent will present to the Board, for its evaluation, a report that summarized how either compliance has been achieved on Operational Expectations or how reasonable progress has been made in Results. Each monitoring report requires: a re-statement of the full policy, by section; a reasonable interpretation of each section; data sufficient to prove compliance or reasonable progress; and a signed certification from the Chief Superintendent of the status.

Reasonable Interpretation: Once the Board has stated its values in policy, the Chief Superintendent is required to “interpret” policy values, saying back to the Board, “here is what the Board’s value means to me.” The Board then judges whether this interpretation is reasonable. In other words, does the Chief Superintendent “get it?” This reasonable interpretation is the first step required in monitoring compliance on Operational Expectations and monitoring reasonable progress on Results.

Compliance: Evidence or data that allow the Board to judge whether the Chief Superintendent has met the standard set in the Operational Expectations values.

Non-compliance: In gathering evidence and data to prove to the Board that its Operational Expectations values have been adhered to, there may be areas where the standards were not met. The policy or subsection of the policy would be found to be “non-compliant.” The Chief Superintendent would identify the capacity-building needed to come into compliance and the Board would schedule this section of policy for re-monitoring.



report to Board of Trustees

Roster for Second Vice-Chair

Date	June 25, 2024
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor Corporate Secretary
Purpose	Decision
Governance Policy Reference	Governance Culture GC-4: Officers' Roles

1 | Recommendation

THAT the Board of Trustees approves the roster for Second Vice-Chair for the period of July 2024 through October 2025 as follows:

▪ July/August 2024	Trustee Marilyn Dennis
▪ September/October 2024	Trustee Susan Vukadinovic
▪ November/December 2024	Trustee Laura Hack
▪ January/February 2025	Trustee Marilyn Dennis
▪ March/April 2025	Trustee Charlene May
▪ May/June 2025	Trustee Laura Hack
▪ July/August 2025	Trustee Charlene May
▪ September/October 2025	Trustee Susan Vukadinovic

2 | Background

The Board of Trustees' Board Meeting Procedures require that a second Vice-Chair be appointed on a rotating roster basis, every two months. During the months of July and August Trustees will provide information to the Corporate Secretary and other trustees regarding their availability and whereabouts, in order that each trustee can be contacted in the event of the need to call a special meeting, an emergency, or if a trustee(s) is required to assist the Chair and/or Vice-Chair. The roster needs to be confirmed following the Organizational Meeting, as it must exclude the Chair and Vice-Chair.



report to Board of Trustees

Construction Projects Status Report

Date	June 25, 2024
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Trevor Fenton, Director, Facility Projects David Jaimes, Project Manager, Facility Projects

1 | Recommendation

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

2 | Issue

The Chief Superintendent is required to provide the Board of Trustees with an update regarding the project status of new schools and facility modernizations under development or construction.



3 | Background

The Calgary Board of Education (CBE) has received approval for full construction on two new school construction projects and two modernizations, and design-only approval for two new schools and one modernization. Additionally, “planning” activities are approved for one new school, while “pre-planning” activities are approved for two modernizations.

On March 23, 2018, the Alberta Government announced design approval for a new high school in Coventry Hills (North Trail High School). Full construction approval was then announced on November 1, 2019. North Trail High School opened on August 31, 2023. Work is ongoing at this school to address deficiencies as part of the warranty period. With the warranty period coming to an end, this will be the last time this project is included in this report.

On March 4, 2022, the Government of Alberta announced the approval of a middle school for Evanston. On December 14, 2022, Alberta Infrastructure advised that Evanston middle school will be delivered via a design-build delivery method. The design-build contract was awarded in November 2023 and construction commenced on April 25, 2024.

On November 29, 2022, the Board of Trustees approved the closure of the Louise Dean Centre at Kensington School effective June 28, 2024 for the purpose of relocation to Jack James High School (JJHS). Modernization and expansion of JJHS is required to accommodate the Louise Dean program. Required municipal permits have been issued by The City of Calgary. Phase 1 construction was completed on August 25, 2023. Phase 2 construction is currently underway but is not anticipated to be completed in time for the start of the 2024-25 school year. The Louise Dean Centre will continue to operate from Kensington School until construction is complete and the program can be fully relocated, which is anticipated to occur in Fall 2024.

On March 1, 2023, the Government of Alberta announced the approval for full construction of the modernization of John G. Diefenbaker High School. Alberta Infrastructure will deliver the modernization project at John G. Diefenbaker with an approved construction budget of \$33.1M and \$2.5M for hazardous materials abatement. A report outlining pre-design findings from stakeholder engagement and consultant site reviews was issued in December 2023 for assessment of project scope. On April 16, 2024, Alberta Education granted approval to extend project timelines to allow for additional planning activities that will further evaluate the project scope prior to proceeding with design.

On March 1, 2023, the Government of Alberta announced the approval for “Planning” of the modernization of Annie Gale School and a new high school in the community of Cornerstone. Subsequent funding for this work was received on February 7, 2024. On March 1, 2024, both projects received approval for design-only. Work is underway with primary stakeholders and consultants to complete initial planning studies in advance of design work starting later this year.

On March 1, 2023, the Government of Alberta announced the approval for “Pre-Planning” of modernizations at A.E. Cross School and Sir John A. MacDonald School. On February 7, 2024, funding approval was received for these projects. Work is underway to conduct tasks associated with this project phase.

On March 1, 2023, the Government of Alberta announced the approval for “Pre-Planning” of a new middle school located in the community of Saddle Ridge, and on February 7, 2024, funding was received. On March 1, 2024, the project was advanced from the pre-planning to planning phase. Efforts are underway to secure consulting services to complete the approved planning studies and analysis.

On March 1, 2024, the Alberta Government announced design and construction approval for a new elementary school in the community of Evanston, and design-only approval for a new elementary school in the community of Redstone. Project work will commence upon confirmation from Alberta Infrastructure on next steps.

4 | Analysis

Information on the current status of the projects under development and being administered by the CBE and Alberta Infrastructure is provided in **Attachment I**.

The locations of the various new schools and modernization capital projects under development are shown in **Attachment II**.

Attachment III provides a series of onsite photographs to visually convey the progress at Jack James High School and Evanston middle. No material changes were made at North Trail High School, which opened in 2023, thus progress photos are excluded.

There are three Project Steering Committees set up for the current school projects as follows:

- Louise Dean Centre Relocation;
- Evanston Middle School; and
- John G. Diefenbaker Modernization

5 | Conclusion

This report provides the current update on the project status of new schools and school modernizations within the CBE, which are currently under development or construction.

It is provided to the Board of Trustees for informational purposes in compliance with Operational Expectation 7: Communication With and Support for the Board.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: New/Modernized Facility Construction Status
Attachment II: Project Location Map
Attachment III: Construction Photos

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
June 25, 2024**

Building	Opening Date	Notes/Comments	
39. North Trail High School Grades 10-12 Capacity 1,800 students	Aug. 31, 2023	Design and Specifications	100%
		Construction Award	100%
		Construction Progress	100%
		Note: Project managed by Alberta Infrastructure. School complete, correction of deficiencies / warranty issues ongoing.	
41. Evanston Middle School Grades 5-9 Capacity 900 students	TBD	Design Build – RFP Package (includes drawing package to 30% development and Performance Specifications)	100%
		Design-Build Contract Award	100%
		Design and Specifications	95%
		Construction Progress	2%
		Note: Project managed by Alberta Infrastructure. Design-build contractor mobilized to site in late April. Site preparation work is underway. Final design elements in progress.	
42. Louise Dean Centre Relocation Grades 9-12	Fall 2024	Design and Specifications	100%
		Construction Award	100%
		Construction Progress	55%
		Note: Project managed by Calgary Board of Education. Phase 1 completed on August 25, 2023. Phase 2 started on September 1, 2023. Interior and exterior demolition complete, structural steel and roofing complete, window rough-in complete, interior boarding and framing ongoing, mechanical and electrical rough-ins ongoing.	
43. John G. Diefenbaker School Grades 10-12 Modernization	TBD	Design and Specifications	0%
		Construction Award	0%
		Construction Progress	0%
		Note: Project Managed by Alberta Infrastructure. Approved construction budget of \$33.1M plus \$2.5M for HAZMAT abatement. Pre-Design report completed in December 2023 for assessment of scope and corresponding cost estimates. AB Education recently approved a timeline extension for additional planning to be conducted by CBE.	

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
June 25, 2024**

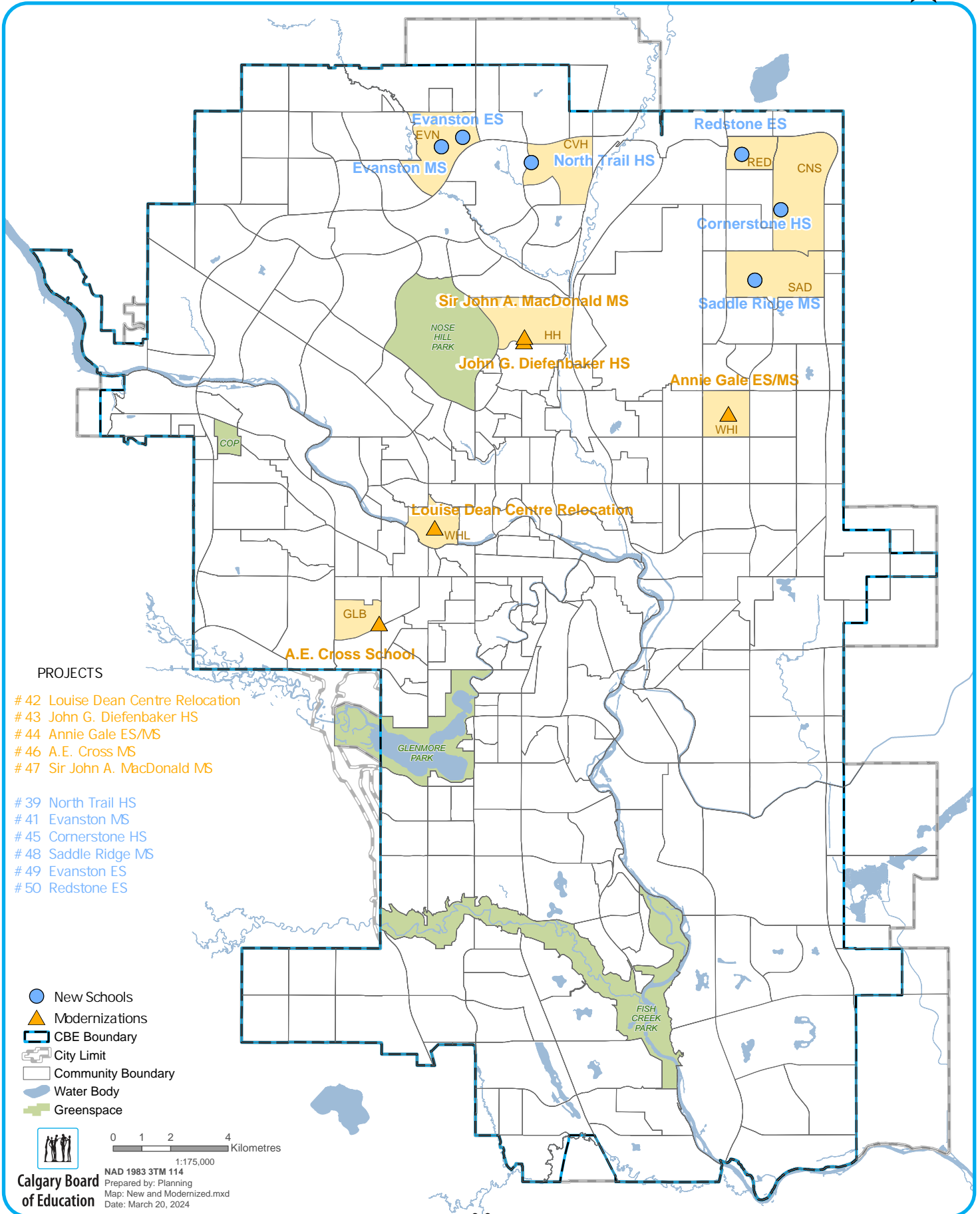
Building	Opening Date	Notes/Comments	
44. Annie Gale School Grades 6-9 Modernization	TBD	Design and Specifications Note: Planning approved on March 1, 2023 and funding received on February 7, 2024. Design approval was received following a Government announcement on March 1, 2024. Consultants engaged to complete initial planning activities in advance of design starting later this year.	0%
45. Cornerstone High School Grades 10-12 Capacity 1,800 students	TBD	Design and Specifications Note: Planning approved on March 1, 2023 and funding received on February 7, 2024. Design approval was received following a Government announcement on March 1, 2024. Internal engagement is ongoing.	0%
46. A.E. Cross School Grades 7-9 Modernization	TBD	Pre-Planning Phase Note: Pre-Planning approved on March 1, 2023. Funding approval received on February 7, 2024. Procurement of pre-planning activities, including the facility condition assessment, is underway.	0%
47. Sir John A. MacDonald School Grades 6-9 Modernization	TBD	Pre-Planning Phase Note: Pre-Planning approved on March 1, 2023 and funding received on February 7, 2024. Due to possible synergies, pre-planning activities, will be conducted and analyzed concurrently with the additional planning work required to support the John G. Diefenbaker HS modernization project.	0%
48. Saddle Ridge Middle School Grades 5-9 Capacity 900 students	TBD	Planning Phase Note: Pre- Planning approved on March 1, 2023 and funding received on February 7, 2024. Project was advanced to Planning phase following a Government announcement on March 1, 2024. Internal engagement and procurement process has started.	0%

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
June 25, 2024**

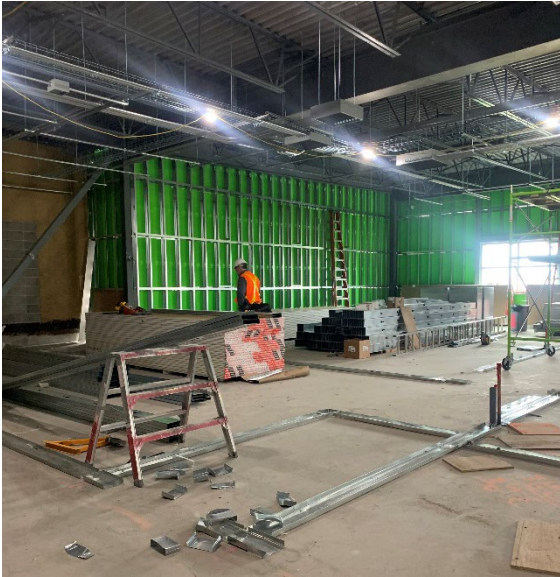
Building	Opening Date	Notes/Comments	
49. Evanston Elementary School Grades K-4 Capacity 600 students	TBD	Design and Specifications	0%
		Construction Award	0%
		Construction Progress	0%
		Note: Project announced for design and construction on March 1, 2024. Internal feedback gathering ongoing.	
50. Redstone Elementary School Grades K-4 Capacity 600 students	TBD	Design and Specifications	0%
		Note: Project announced as design-only on March 1, 2024. Internal feedback gathering ongoing.	

New and Modernized Schools

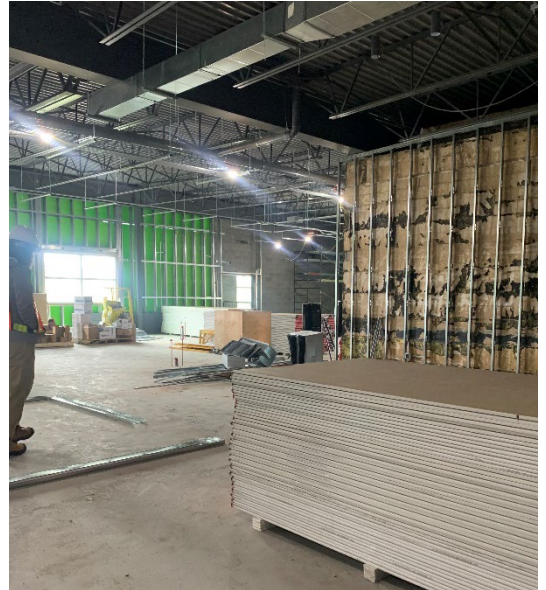
As of June 2024



Jack James High School



2nd Floor Framing



2nd Floor Framing



Exterior Building Envelope



Staff Room completed

Evanston middle School



Site Clearing



Site Office set up



Piling – Foundation prep