

# public agenda

## Regular Meeting of the Board of Trustees

March 18, 2025  
11:00 a.m.

Microsoft Teams,  
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       |                         |
|         | 3.1 ASBA Friends of Education Award   | Board     | OE-8       | Page 3-1                |
|         | 4   Results Focus   |           |            |                         |
|         | 4.1 Queen Elizabeth Elementary/High School Presentation                     | G. Tink   | R-3        |                         |
|         | 5   Operational Expectations  |           |            |                         |
|         | 6   Public Comment [ <a href="#">PDF</a> ]                                  |           | GC-3.2     |                         |
|         | Requirements as outlined in Board Meeting Procedures                        |           |            |                         |
|         | 7   Board Development Session   |           | GC-3       |                         |
|         | 7.1 Outcomes Based Assessment   | J. Pitman |            | Page 7-1                |
|         | 8   Matters Reserved for Board Information                                  |           | GC-3       |                         |
|         | 9   Matters Reserved for Board Decision                                     | Board     | GC-2       |                         |
|         | 9.1 Results 3: Citizenship – Annual Monitoring                              | Board     | R-3, OE-7  | Page 4-1<br>(Mar. 4/25) |



| Time        | Topic  | Who                     | Policy Ref   | Attachment              |
|-------------|--|-------------------------|--------------|-------------------------|
| 9.2         | Three-Year School Capital Plan 2026-202  | J. Pitman,<br>D. Breton | OE-5,6,7,8,9 | Page 9-1                |
| <b>10  </b> | <b>Consent Agenda</b>  | Board                   | GC-2.6       |                         |
| 10.1        | Items Provided for Board Decision  |                         |              |                         |
| 10.1.1      | OE-7: Communicating With and Support for the Board – Annual Monitoring<br><br><i>(THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-7: Communicating With and Support for the Board.)</i>   |                         | OE-7         | Page 5-1<br>(Mar. 4/25) |
| 10.1.2      | Meeting Minutes<br><br><ul style="list-style-type: none"> <li>Regular Meeting held January 28, 2025</li> <li>Regular Meeting held February 11, 2025</li> </ul> <i>(THAT the Board of Trustees approves the Minutes of the Regular Meetings held January 28, 2025 and February 11, 2025.)</i> |                         |              | Page 10-1<br>Page 10-8  |
| 10.2        | Items Provided for Information   |                         |              |                         |
| 10.2.1      | 2024-25 Second Quarter Budget Variance Report  |                         | OE-5         | Page 10-20              |
| 10.2.2      | Construction Projects Status Report  |                         | OE-7,9       | Page 10-33              |
|             | <b>Private Session</b>   |                         |              |                         |
|             | <b>Termination of Meeting</b>  |                         |              |                         |
|             | <b>Debrief</b>   | Board                   | GC-2.3       |                         |

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Media may also attend these meetings.  
You may appear in media coverage.

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Office of the Corporate Secretary at corpsec@cbe.ab.ca.



## report to Board of Trustees

### Alberta School Board Association Friends of Education Award

|                             |   |
|-----------------------------|---|
| Date                        | March 18, 2025  |
| Meeting Type                | Regular Meeting, Public Agenda  |
| To                          | Board of Trustees   |
| From                        | Trustee Patricia Bolger<br>Board Chair  |
| Purpose                     | Decision  |
| Governance Policy Reference | OE-8: Communicating and Engaging With the Public  |
| Resource Person(s)          | Jennifer Turner, Superintendent of School Improvement, Areas 5, 6 & 7<br>Lori Pritchard, Education Director, Central Area B & Indigenous Education<br>Patricia Minor, Corporate Secretary |

#### 1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves Urban Society for Aboriginal Youth as the Calgary Board of Education nominee for the 2025 Alberta School Boards Association Friends of Education Award.

#### 2 | Background

Alberta School Boards Association (ASBA) Friends of Education Award recognizes organizations that have made a significant contribution to education in communities across Alberta. Nominees must demonstrate a significant contribution to education and a commitment to the improvement of education for Alberta students. The Calgary Board of Education (CBE) may nominate one nominee to the ASBA Zone 5 Selection Committee.

#### 3 | Analysis

The Urban Society for Aboriginal Youth (USAY) is a leading organization in Calgary dedicated to empowering Indigenous youth through education, cultural programming, and innovative learning experiences. USAY delivers impactful school-based programs that foster inclusion, cultural pride, and academic success for Indigenous students. Through partnerships with schools, they provide



mentorship, cultural learning, STEM education, basic needs support, and digital tools like virtual and augmented reality to support student engagement. USAY's commitment to holistic education ensures that Indigenous youth in Calgary have access to learning opportunities that support their growth, resilience, and future success.

USAY collaborates closely with the education community, including the Calgary Board of Education (CBE), to provide programming focused on enhancing Indigenous student learning experiences during and after school. Through their relationship with the education community in Calgary, USAY works closely with school district teams, principals, teachers, and Indigenous community liaisons to integrate Indigenous knowledges, cultures, and languages into the classroom and school community. For example, the Medicine Wheel Warriors program brings USAY together with CBE's Niitsitapi Learning Centre and Piitoayis Family School to empower Indigenous students by blending traditional teachings with modern technology. Targeting Indigenous students in grades 1 and 2, the program involves working with teachers to plan learning about the Medicine Wheel and its significance from local community Elders as a part of classroom learning. Students create their own superhero personas and stories, which help them see themselves as powerful leaders in the early stages of their learning. Using 3D scanning and printing technology, these superhero characters are brought to life as action figures, complete with trading cards and customized boxes. The program culminates in a special unveiling event where each student's superhero alter-egos are showcased and celebrated by their peers, families, teachers, and members of the public. The Medicine Wheel Warriors program exemplifies the value and impact of the relationships built by USAY with these two CBE elementary school communities.

Further details about USAY are contained in Attachment I to this report.

#### 4 | Conclusion

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It is with great pride that Urban Society for Aboriginal Youth is recommended as the Calgary Board of Education nominee for the 2025 ASBA Friends of Education award.

#### ATTACHMENTS:

Attachment I: 2025 ASBA Friends of Education Nomination Package





## NOMINATION FORM

**Zone Representation:** Zone 5

### Nominator Information

**Nominator First Name:** Patricia  
**Nominator Last Name:** Bolger  
**Nominator School Board:** Calgary Board of Education  
**Nominator Title:** Board Chair  
**Nominator Phone Number:** 403.817.7927  
**Nominator Email:** pjbolger@cbe.ab.ca

### Nominee Information

**Organization and/or Name to appear on the award if selected:** Urban Society for Aboriginal Youth (USAY)  
**Nominee Contact First Name:** LeeAnne  
**Nominee Contact Last Name:** Ireland  
**Nominee Contact Phone Number:** [REDACTED]  
**Nominee Contact Email:** [REDACTED]  
**Nominee Contact Address:** Suite 211 – 811 Manning Road NE  
**Nominee Contact City:** Calgary  
**Nominee Contact Postal Code:** T2E 7L4

### Nominee Eligibility Criteria Confirmation

- ☒ Has a relationship with the education community
- ☒ Encourages and fosters education in the community
- ☒ Delivers a significant benefit to the students
- ☒ Shows leadership and competence in education in the community
- ☒ Shows Interest and support for school trusteeship

A rubric is provided in the *Nomination Package* to assist in the nomination process.

## NOMINATION QUESTIONS

**Please provide a description of the nominee (100 words maximum). Note: this will be used in the ASBA award program should the nominee be selected as a recipient.**

The Urban Society for Aboriginal Youth (USAY) is a leading organization in Calgary dedicated to empowering Indigenous youth through education, cultural programming, and innovative learning experiences. USAY delivers impactful school-based programs that foster inclusion, cultural pride, and academic success for Indigenous students. Through partnerships with schools, they provide mentorship, cultural learning, STEM education, basic needs support, and digital tools like virtual and augmented reality to support student engagement. USAY's commitment to holistic education ensures that Indigenous youth in Calgary have access to learning opportunities that support their growth, resilience, and future success.

### **1. Describe the relationship that the nominee has with members of the education community.**

USAY collaborates closely with the education community, including the Calgary Board of Education (CBE), to provide programming focused on enhancing Indigenous student learning experiences during and after school. Through their relationship with the education community in Calgary, USAY works closely with school district teams, principals, teachers, and Indigenous community liaisons to integrate Indigenous knowledges, cultures, and languages into the classroom and school community. For example, the Medicine Wheel Warriors program brings USAY together with CBE's Niitsitapi Learning Centre and Piitoayis Family School to empower Indigenous students by blending traditional teachings with modern technology. Targeting Indigenous students in grades 1 and 2, the program involves working with teachers to plan learning about the Medicine Wheel and its significance from local community Elders as a part of classroom learning. Students create their own superhero personas and stories, which help them see themselves as powerful leaders in the early stages of their learning. Using 3D scanning and printing technology, these superhero characters are brought to life as action figures, complete with trading cards and customized boxes. The program culminates in a special unveiling event where each student's superhero alter-egos are showcased and celebrated by their peers, families, teachers, and members of the public. The Medicine Wheel Warriors program exemplifies the value and impact of the relationships built by USAY with these two CBE elementary school communities.

In addition to their relationships with elementary schools through the Medicine Wheel Warriors program, USAY has been working with middle and high schools in the CBE for more than 20 years, building and expanding their network over time. While the schools vary depending on the needs of the school and their Indigenous students, on average, USAY works with 10 middle and high schools in the CBE each year. The programming offered to Indigenous youth (ages 12+) is wide-ranging and meant to be personalized depending on interest and need. For example, USAY worked closely with two high schools and their Indigenous students to create an IndigiTRAIL on the greenspace between the two schools. IndigiTRAILS is an innovative USAY program that uses augmented reality (AR) and GPS technology to create interactive and educational experiences. Available as a free app on Apple and Android devices, IndigiTRAILS offers various virtual art galleries and activities within Calgary, each with its own trail map. One of these trails is called the 5R's Initiative, which was developed through a collaborative experience between USAY and the staff and Indigenous students at Forest Lawn and Jack James High School's. The project involved Indigenous students creating artwork and stories that emphasize the values of the 5R's – Renewal, Respect, Responsibility, Reciprocity, and Relationship – and how they relate to their home communities, the local Forest Lawn community, and their fellow classmates. Students also received high school credits for their efforts. Through this relationship, USAY was able to support the work of the two high schools to ensure Indigenous students felt seen, supported, and valued in their school communities.

Last year, USAY and the CBE Indigenous Education Team joined forces to design and offer a new program tailored for Indigenous students in the CBE. The Spirit Pathways: Indigenous Youth Empowerment project is a transformative initiative designed to empower Indigenous students in grades 7 to 12 by celebrating their cultural traditions and building strong school and Indigenous community bonds. Spirit Pathways brings together Indigenous students living in the same community to a CBE school to engage in cultural learning once a week after school and on non-instruction days through the school year. The intent of this project is to foster healthy relationships between the schools, Indigenous students, USAY, and the CBE Indigenous Education Team, through engagement in Indigenous cultural activities and ceremonies (e.g., ribbon skirt/shirt making, beading, language learning, drumming and singing, tipi raising). At the close of the school year, all Indigenous students will receive a traditional Indigenous spirit name from a local Treaty 7 Elder. For many, this will be their only opportunity in life to receive the gift of an Indigenous name.

USAY also works closely with schools and classroom teachers across Calgary to offer professional learning opportunities focused on enhancing their understanding and ability to support Indigenous students. Teacher workshops cover various topics related to Indigenous cultures, languages, history, and contemporary experiences and issues. These sessions help teachers to nurture meaningful relationships with Indigenous students and to integrate Indigenous ways of being, belonging, doing, and knowing into their teaching practices. They also support the formation of professional learning communities where teachers can share wise practices, discuss challenges, and collaborate on strategies to support Indigenous students and Indigenous Education for all students. Through their relationships with schools, USAY empowers teachers with the knowledge, skills, and confidence needed to create a more inclusive and supportive educational environment for Indigenous youth, while also advancing the TRC Calls to Action relevant to education.

The examples shared above are representative of how USAY demonstrates consistent and meaningful engagement with the education community to co-create inclusive and supportive learning environments for Indigenous students to foster a stronger sense of identity and belonging in the public education system, and Indigenous Education for all students and staff.

## 2. Identify how the nominee encourages and fosters education within the school community.

USAY encourages and fosters education within school communities through a variety of programs designed to engage and support Indigenous students. They offer workshops, mentorship, and after-school programs that focus on academic achievement, personal development, and cultural identity. They collaborate with schools to create inclusive environments where Indigenous students feel supported and valued. By promoting cultural awareness and bridging the gap between traditional teachings and modern education, USAY helps students develop the skills and confidence needed to succeed through:

- **Barrier Removal Supports:** USAY programs support Indigenous students through the removal of basic needs barriers including food (gift cards and lunches), bus passes, and backpacks.
  - **Culturally Relevant Curriculum & Workshops:** USAY integrates traditional Indigenous knowledges and perspectives into their educational programs. This approach helps Indigenous students connect with their cultural roots, fostering a strong sense of identity and belonging. USAY also provides workshops for students and school staffs that incorporate Indigenous knowledges, histories, and teachings, fostering greater understanding amongst all students.
- Mentorship Programs:** USAY supports Indigenous students beyond the classroom with mentorship, financial literacy programs, and career readiness initiatives. The mentors provide guidance, support, and insights into various aspects of life, education, and career choices. These relationships help build self-esteem, set goals, and envision potential as future leaders.
- **Interactive Learning Experiences:** USAY provides hands-on learning experiences through school-based programs such as Indigenous Tech 101, Spirit Pathways, Medicine Wheel Warriors, IndigiTRAILS, and Escape Rooms. Programs like AR/VR demos and their Blackfoot Graphic Novel project provide engaging, interactive learning experiences and resources for students and teachers. These initiatives

not only make learning at school more enjoyable but also help preserve and pass down Indigenous languages and stories.

- **School/Community and Cultural Events:** USAY organizes and supports Indigenous cultural events with schools to strengthen students' connection to their identity and encourage pride. They also join school open houses and other events to share information with all students, staff, and families. In the greater community, USAY organizes events such as the Indigenous Changemaker Awards and the Ambassador program. These events celebrate Indigenous culture and achievements, encouraging students to embrace their heritage and strive for excellence. Many CBE students have been celebrated as a USAY Indigenous Changemaker.

By participating in USAY's programs during and after school, Indigenous students develop leadership skills that empower them to take on roles within their schools and beyond. In particular, the following mentorship programs play a crucial role in nurturing Indigenous students towards community leadership.

- **Ambassador Program:** Each year, USAY selects one Indigenous youth to serve as the USAY Ambassador. This individual receives custom-made regalia and attends various community events, encouraging others to embrace their culture and lead positive lifestyles. The Ambassador role is passed down annually, creating a legacy of leadership and cultural pride.
- **Annoh'kotsiyyop (Passing It Down):** This program focuses on intergenerational knowledge sharing between Indigenous youth and Elders. Monthly activities are organized, providing all necessary supplies to facilitate traditional learnings and technological support. This initiative helps preserve cultural knowledge and foster strong community bonds.
- **Aksistooyiipaitapissin:** Aksistooyiipaitapissin, meaning "the thing that motivates someone to stay alive," is an interactive, Indigenous journal. It allows Indigenous students to engage in activities that support their mental health and well-being. This program encourages self-reflection and resilience, promoting positive mental health among participants.

These mentorship programs are integral to USAY's mission of empowering Indigenous youth and fostering a strong, vibrant community. USAY's authentic educational pursuits not only empower Indigenous students but also have a broader impact on schools and communities. By fostering a positive identity and leadership skills among Indigenous youth, USAY contributes to the creation of a more inclusive and supportive learning environment. Schools that collaborate with USAY benefit from enriched cultural programming and a stronger connection with the Indigenous community. USAY's comprehensive approach to education and empowerment helps Indigenous students in Calgary thrive academically, personally, and culturally. Their programs and initiatives create a foundation for future leaders who can bring positive change to their communities and beyond.

### 3. Describe how the nominee delivers significant benefits to students in the school community.

USAY delivers significant benefits to students in schools by providing tailored programs that address both academic and personal growth. Through mentorship, cultural workshops, and community-building activities, USAY creates a supportive learning environment for Indigenous students, boosting their confidence and engagement in school. Their programs encourage students to embrace their cultural heritage while enhancing their educational experience. USAY also offers resources like leadership training, skills development, and emotional support, which help students overcome challenges and stay motivated to attend school. By fostering strong relationships with schools, USAY ensures that Indigenous students have the tools they need to succeed academically and personally in the following ways:

- **Enhancing Self-Identity and Confidence:** The culturally relevant curriculum and community events help students strengthen their self-identity and confidence. When students see their culture and history reflected in their schools and classrooms, they are more engaged and motivated, and positive relationships with their teachers improve. USAY programs provide Indigenous youth with safe spaces to explore their identity and cultural roots within the school system. By participating in programs like

Annoh'kotsiiyop, youth deepen their connection to their cultural heritage. Learning from Elders and engaging in traditional activities fosters a sense of pride and belonging.

- **Creating Supportive Networks:** USAY fosters a supportive community where Indigenous students can connect with peers, mentors, and Elders. This network provides a sense of belonging and support, which is essential for personal and academic growth. USAY's mentorship programs create a supportive network where youth can connect with mentors, peers, and Elders. This community provides encouragement and support, essential for personal and academic success.
- **Promoting Mental Health and Well-being:** Programs like Aksistooyiipaitapissin (an interactive, Indigenous journal) support positive mental health among Indigenous youth. These initiatives encourage students to engage in activities that promote well-being and resilience while reducing barriers to education by addressing financial literacy, food security, and access to key resources.
- **Personal Growth, Development and Leadership:** Through mentorship programs, Indigenous youth gain valuable life skills, build self-confidence, and develop a strong sense of identity. The guidance from mentors helps them navigate challenges and set personal and academic goals. The Ambassador Program, in particular, nurtures leadership qualities. Ambassadors serve as role models, inspiring their peers and contributing positively to their communities.

USAY programs and the actions within lead to long-term, adaptable, and tangible positive impacts for Indigenous students and CBE schools, including:

#### Long-Term Impact

- **Cultural Identity and Pride:** Programs that integrate traditional knowledge help students develop a strong sense of cultural identity, which is crucial for their self-esteem and long-term success, including high school completion.
- **Mental Health and Resilience:** Culturally relevant mental health support builds resilience, helping students cope with challenges throughout their lives.
- **Leadership Skills:** Leadership development programs nurture future leaders, ensuring a continuous positive influence on their communities.

#### Adaptable Impact

- **Educational Engagement:** Innovative educational methods, such as using graphic novels and tech-based tools, can be adapted to various learning environments and evolving educational needs.
- **Community Collaboration:** Building strong networks with schools, community partners, and Elders creates a flexible support system that can adapt to changing circumstances and needs.

#### Tangible Impact

- **Academic Performance:** Engaging and relevant educational programs improve academic performance and retention rates.
- **Modern Skills:** Providing access to technology and modern learning tools equips students with essential skills for future success.
- **Support Systems:** Holistic support networks ensure students have access to necessary resources, enhancing their overall well-being and success.

#### 4. Describe how the nominee shows leadership and demonstrates competence in education in the school community.

USAY demonstrates leadership and competence in education through their design, implementation, and funding of innovative Indigenous youth programs that are both culturally informed and academically enriching. USAY offers their programs to CBE schools at no cost to enhance their existing efforts to promote educational and personal development for Indigenous students. USAY work alongside schools to ensure that Indigenous students have the support they need to succeed. They lead by example, fostering a culture of respect for Indigenous knowledges and experiences, while also providing practical tools to help students thrive in school and life. USAY actively seeks out collaborations with CBE schools, the CBE

Indigenous Education Team, and numerous community organizations to support the well-being and achievement of Indigenous students. By combining traditional Indigenous knowledges with modern educational practices, USAY successfully leads and implements projects that educate and empower Indigenous youth. Their leading-edge initiatives foster a sense of identity, community, and pride among students, making a significant impact on their educational journey.

**5. Give examples of how the nominee has demonstrated an interest in and support for education and trusteeship in your respective zone.**

USAY demonstrates a strong commitment to education and trusteeship in Calgary through their initiatives aimed at supporting Indigenous youth, and their alignment to the CBE Board of Trustees key responsibilities of advocacy, decision making, and accountability in the following ways:

**Advocacy**

USAY advocates for Indigenous youth by partnering with local community organizations, sponsors, and Indigenous communities to deliver programs that support their mission and vision. They work to ensure that the educational and cultural needs of Indigenous youth are represented and addressed. They also engage in activities that promote the cultural identity and positive lifestyle of Indigenous youth, such as the Indigenous Changemaker Awards and the USAY Ambassador program.

USAY also raises awareness about issues affecting Indigenous youth and mobilizes community support to address these issues through workshops, cultural events, and outreach programs. For example, the USAY Indigenous Inclusion Program (IIP) partners with local community organizations and schools to advocate for the educational and cultural needs of Indigenous youth. It ensures that their voices are heard, and their needs are met so they can be ready for learning.

**Decision Making**

USAY's decision-making process is guided by their core values, which include traditional Indigenous values and culture, youth leadership, and collaboration. They involve Indigenous youth at all levels of the organization and co-create programming with them, ensuring that their decisions reflect the needs and aspirations of the youth they serve. This approach helps them make informed and inclusive decisions that align with their mission and values.

Indigenous youth are an important part of the USAY governance structure, ensuring that their voices are heard in decision-making processes. This includes setting policies and strategic directions that reflect the needs and aspirations of Indigenous youth.

**Accountability**

USAY sets expectations through their policies and programs, which are designed to empower Indigenous youth and foster healthy collaboration with CBE schools. They monitor and evaluate the success of their programs by tracking outcomes such as high school graduation rates, which have shown significant improvement among regular participants. USAY also reports their achievements and progress to their stakeholders, ensuring transparency and accountability.

USAY's work is deeply rooted in their commitment to enriching the lives of Indigenous youth and fostering a healthy, sustainable future for them. USAY's alignment to the responsibilities of the CBE Trustees demonstrates how they embrace the value and importance of local school governance and trusteeship in the city of Calgary.

**6. Include any additional comments regarding the nominee's commitment to students, schools, trusteeship and the community.**

In celebrating the remarkable achievements of USAY, we recognize their unwavering commitment to developing and sharing best practices for engaging Indigenous students has been instrumental in fostering a more inclusive school system. By working closely with schools to implement initiatives that support Indigenous student success, USAY ensures that they receive the necessary resources and opportunities to thrive. USAY champions *Education for Reconciliation* by seamlessly integrating Indigenous worldviews into mainstream learning, while continuously innovating to deliver a high-quality, culturally affirming education for Indigenous students. Their efforts to strengthen community ties by collaborating with schools, families, Elders, and funders create a holistic support system for Indigenous youth in Calgary.

In the CBE community alone and through their work in schools, USAY has been directly supporting close to 400 Indigenous students during this current school year. USAY also indirectly supports thousands of Indigenous and non-Indigenous students through the positive impact that they have had on the practice of school leaders and teachers. While it is challenging to quantify the exact number of Indigenous students impacted by USAY's programs, the last 20 years of dedicated service have undoubtedly made a profound difference in the lives of countless Indigenous youth. We are grateful.

**For School Board Approval Only if Nominee Proceeds to Recipient Selection Committee**

**Board Chair/Designate Full Name:** Patricia Bolger

**Board Chair/Designate Title:** Board Chair

**Date:**





# Outcomes-Based Assessment

Fair, Transparent and Equitable Assessment  
Practices in High School



learning | as unique | as every student



Calgary Board  
of Education



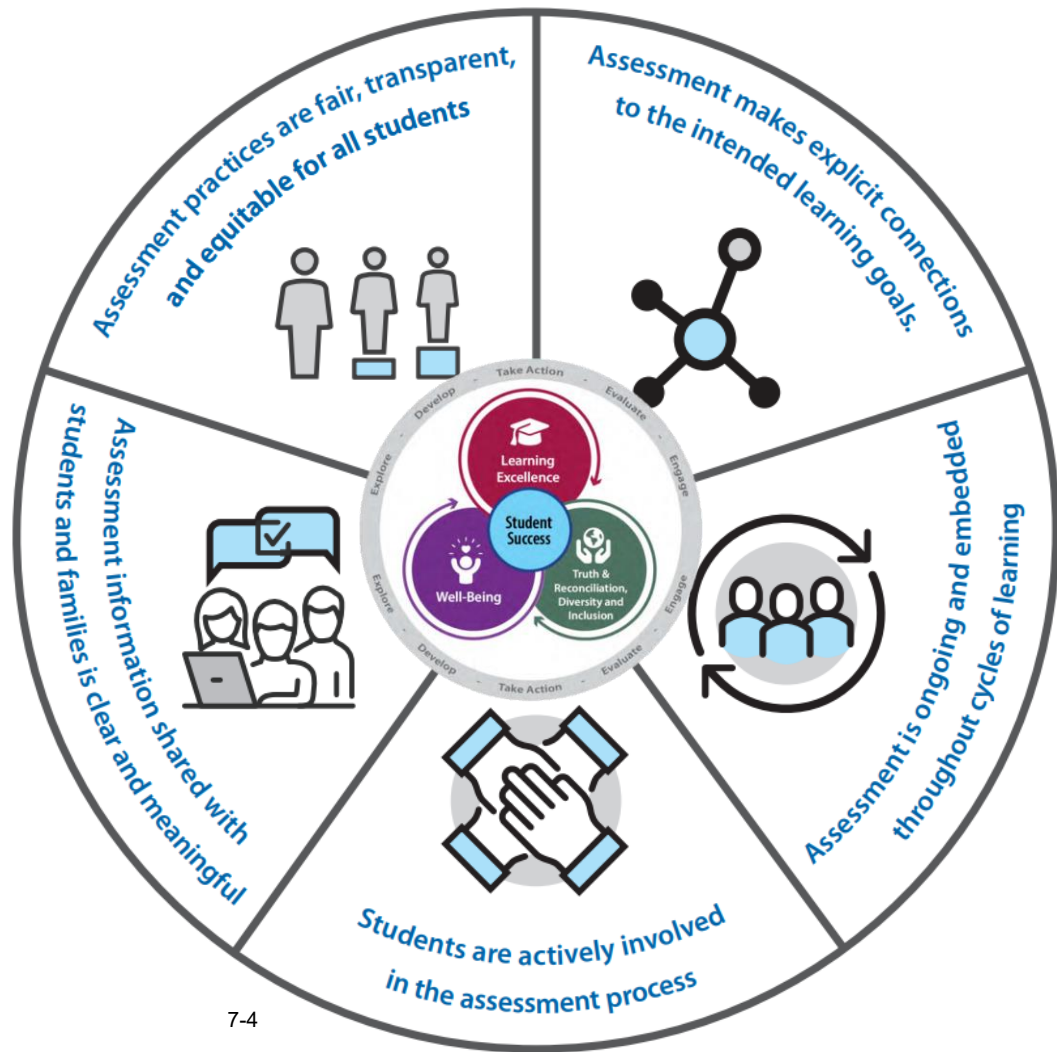


Outcomes-Based Assessment is a **student-centered** approach that prioritizes **growth and mastery** by assessing understanding through clear criteria aligned with **CBE proficiency scale**. It supports **fair, transparent, and equitable** assessments of Alberta Education's **Program of Studies**, providing students and parents with **actionable** insights to support **learning excellence**.



2009

We Are  
Here  
2025



# How does OBA support Fair, Transparent and Equitable assessment practices?



Calgary Board  
of Education

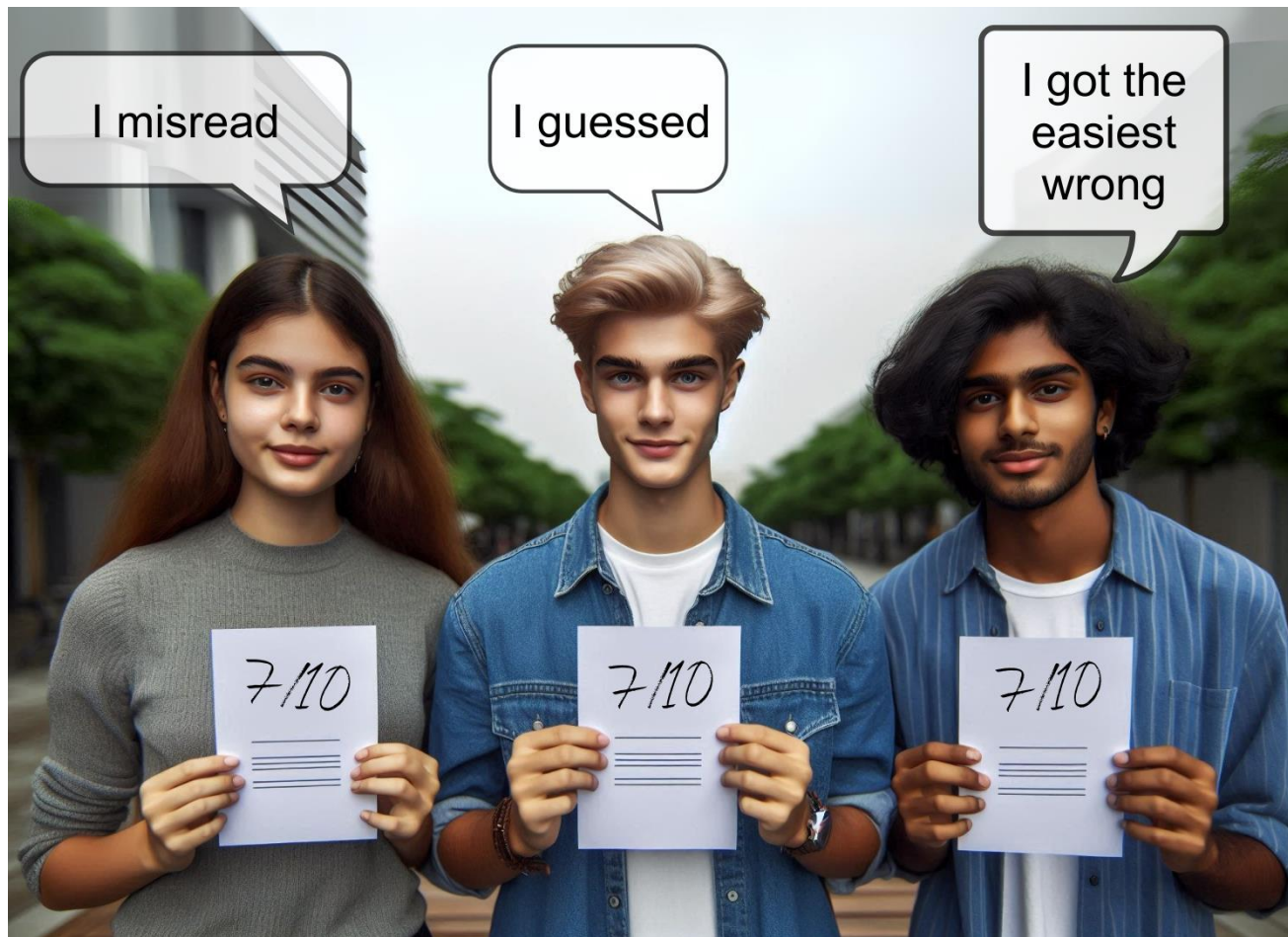


# How would you describe Outcomes-Based Assessment?



Calgary Board  
of Education







# High School Proficiency Scale



| Beginning   |     | Developing   |     | Proficient  |     | Exemplary  |      |
|---|-----|--|-----|---|-----|--|------|
| 1   | 2   | 1  | 2   | 1   | 2   | 1  | 2    |
| <p>The student demonstrates a level of understanding and/or skill that is <b>not yet meeting</b> expectations of the course outcomes.</p> <ul style="list-style-type: none"> <li>■ The quality of work may be <b>vague</b> and/or <b>undeveloped</b>.</li> <li>■ Targeted adjustments to planning and instruction will be necessary for further learning in this area.</li> </ul> |     | <p>The student demonstrates a <b>basic level</b> of understanding and/or skill that meets expectations of the course outcomes.</p> <ul style="list-style-type: none"> <li>■ The quality of work may be <b>adequate</b> and/or <b>concrete</b>.</li> <li>■ Adjustments to planning and instruction may be necessary for further learning in this area.</li> </ul> |     | <p>The student demonstrates a <b>well-developed</b> level of understanding and/or skill that meets expectations of the course outcomes.</p> <ul style="list-style-type: none"> <li>■ The quality of work may be <b>clear</b> and/or <b>well-reasoned</b>.</li> <li>■ The student can be confident of being prepared for further learning in this area.</li> </ul> |     | <p>The student demonstrates a <b>mastery</b> level of understanding and/or skill that meets expectations of the course outcomes.</p> <ul style="list-style-type: none"> <li>■ The quality of work may be <b>perceptive</b> and/or <b>insightful</b>.</li> <li>■ The student can be confident of being prepared for further learning in this area.</li> </ul> |      |
| 20%   | 40% | 55%  | 65% | 75%   | 85% | 95%  | 100% |





## ▼ R2(A) Social Studies 10-1\_cohort Outcomes-Base- S2

### Stems/Outcomes

- ▶ **GO1.IDENTITY.10** GO1 Explore the impacts of globalization on their lives.[10%]
- ▶ **GO2.HISTORICL.10** GO2 Assess the impacts of historical globalization on Indigenous and non-Indigenous peoples. [20%]
- ▶ **GO3.SUSTAINABL.10** GO3 Assess economic, environmental and other contemporary impacts of globalization. [20%]

# How does Outcomes-Based Assessment work?



Calgary Board  
of Education



- ✓ Increased understanding
- ✓ Increased accuracy
- ✓ Increased consistency
- ✓ Increased equity

# How has calibration and collaboration among teachers improved assessment practices?



Calgary Board  
of Education





# How has OBA changed the learning experience for students?



Calgary Board  
of Education



| Beginning |     | Developing |     | Proficient |     | Exemplary |     |
|-----------|-----|------------|-----|------------|-----|-----------|-----|
| BG1       | BG2 | DV1        | DV2 | PR1        | PR2 | EX1       | EX2 |



▼ R2(A) Social Studies 10-1\_cohort Outcomes-Base- S2

| Stems/Outcomes   | T3  |
|--|-----|
| ► <b>GO1.IDENTITY.10</b> GO1 Explore the impacts of globalization on their lives.[10%]                                       | PR2 |
| ► <b>GO2.HISTORICL.10</b> GO2 Assess the impacts of historical globalization on Indigenous and non-Indigenous peoples. [20%] | DV2 |
| ► <b>GO3.SUSTAINABL.10</b> GO3 Assess economic, environmental and other contemporary impacts of globalization. [20%]         | EX1 |



| Beginning |     | Developing |     | Proficient |     | Exemplary |     |
|-----------|-----|------------|-----|------------|-----|-----------|-----|
| BG1       | BG2 | DV1        | DV2 | PR1        | PR2 | EX1       | EX2 |

▼ R2(A) Social Studies 10-1\_cohort Outcomes-Base- S2

| Stems/Outcomes  | T3  |
|---|-----|
| ▼ GO1.IDENTITY.10 GO1 Explore the impacts of globalization on their lives.[10%] | PR2 |

| Due Date     | Category | Assignment               | Flags |  |  | Grade |
|--------------|----------|--------------------------|-------|--|--|-------|
| Mar 1, 2025  | Outcomes | GO1 Summative Assessment |       |  |  | PR2   |
| Feb 23, 2025 | Outcomes | WRA1 (GO1)               |       |  |  | PR2   |
| Feb 20, 2025 | Outcomes | What Lies Beneath        |       |  |  | DV1   |
| Feb 16, 2025 | Outcomes | What if Kahhori          |       |  |  | DV2   |





Distinct strengths & areas for growth



Transparent grading criteria



Understandable & actionable feedback



Clear picture of progress & mastery

# How does OBA help families understand and support their child's learning journey?



Calgary Board  
of Education



Outcomes-Based Assessment is a **student-centered** approach that prioritizes **growth and mastery** by assessing understanding through clear criteria aligned with **CBE proficiency scale**. It supports **fair, transparent, and equitable** assessments of Alberta Education's **Program of Studies**, providing students and parents with **actionable** insights to support **learning excellence**.

**How does OBA support each student to thrive in life, work and continued learning?**



**Calgary Board  
of Education**



## Outcomes-Based Assessment is:

- **Raising expectations** for academic achievement for **all students** aligned to the **curriculum**,
- **Increasing accountability** of students for demonstrating what they **know and can do** according to the outcomes and how they **challenge themselves** to improve,
- **Removing the guess work** for students on **how to improve**, and
- Ensuring that classroom assessment most **accurately reflects the key outcomes** of the curriculum which will set students up for **success** in the workplace or in post-secondary programs.





learning | as unique | as every student



**Calgary Board  
of Education**



## High School Outcomes-Based Assessment Information

Learn more about what Outcomes-Based Assessment is and how students are being assessed. Scan the QR codes below to access further information.

### View Grades and Assignments

#### MyCBE



Stay up-to-date on your student's academic journey by accessing their grades, assignments, and attendance. Students and families are encouraged to use MyCBE through a web browser to access attendance and assessment information, as the PowerSchool Mobile App does not display the full range of details available online.

### What is OBA?

#### Watch Video



Discover the principles of Outcomes-Based Assessment (OBA) and how it focuses on learning mastery.

### How is My Child Doing in High School?

#### Learn More



Explore this document to understand how students are assessed through Outcomes-Based Assessment.

### High School Proficiency Scale

#### Learn More



Learn about the High School Proficiency Scale and how it reflects your student's learning progress.





## Explore More Resources

### Assessment and Reporting Principles

[Learn More](#)



Understand the guiding principles that shape how we assess and report student learning within The Calgary Board of Education. These principles support a transparent, accountable, and responsive education system.

### Educational Article

[Read More](#)



Delve into insights about grading and assessment with the article: ***The End of Points*** by J. Feldman.




## results monitoring report

### Results 3: Citizenship

#### CHIEF SUPERINTENDENT CERTIFICATION

With respect to Results 3: Citizenship, the Chief Superintendent certifies that the information in this report is accurate and complete, and that the organization is:

- ☒ making reasonable progress toward achieving the desired results.
- ☐ making reasonable progress with exception(s) (as noted).
- ☐ not making reasonable progress.

Signed:  Date: March 4, 2025  
Joanne Pitman, Chief Superintendent

#### BOARD OF TRUSTEES ACTION

With respect to Results 3: Citizenship, the Board of Trustees finds the organization:

- ☐ to be making reasonable progress.
- ☐ to be making reasonable progress with exception (as noted in motion).
- ☐ not to be making reasonable progress.

Summary statement/motion of the Board of Trustees:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Patricia Bolger, Chair, Board of Trustee



## Executive Summary |

### Analysis |

Results 3: Citizenship was a minor focus on the 2023-24 CBE Students Survey. As a result, of the 12 indicators in Results 3, questions that inform seven of the summary measures were not asked.

Per the June 20, 2023 Regular Meeting of the Board of Trustees, Trustees approved a suspension of 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 2023- 24 school year. As a result, only students in Division 3, or grades 7, 8 and 9, received report card grades related to three of the five remaining indicators.

The data indicates that:

- The Overall Level of Success as measured by student report cards showed:
  - The percentage of students reported to exercise their democratic rights and responsibilities within the learning community increased to 98.7 per cent.
  - The percentage of students reported to demonstrate respect and appreciation for diversity was maintained at 99.0 per cent.
  - The percentage of students reported to work and collaborate effectively with others increased to 98.1 per cent.
- In all three Report Card Results measures for Division 3 students, Evident and Emerging Strengths indicators saw increases while the Exemplary Strengths saw decreases.
- Social Studies continued to be an area of strength for CBE students in 2023-24 with over 93.8 per cent of students experiencing success demonstrating understanding of Social Studies issues, information and ideas.
- Overall student agreement levels to the CBE Student Survey Environmental Stewardship Summary Measure increased 1.5 percentage points to 58.1 per cent of students reporting agreement they take action to protect the environment and use resources responsibly.
  - Grade 5 and 6 student agreement levels were highest at 70.4 and 61.6 per cent respectively while grade 8 and 9 students were lowest levels agreement at 50.4 and 51.3 per cent respectively.
  - The percentage of students who report to use resources responsibly by reducing, reusing, and recycling increased to 81.8 per cent
  - The percentage of students who report trying to get others to reduce, reuse, and recycle or talking to fellow students about ways they can protect the environment both showed year-over-year increases. These measures continue to be under 50 per cent.



## Targets |

Targets are identified where the Chief Superintendent sees an opportunity for growth or where the Board of Trustees identifies an area of concern or exception.

In the monitoring report for the 2022-23 school year, four indicators in Results 3 were based on report card data and the remaining eight indicators were tied to survey data. The report card results continued to be very high and so, not an opportunity for growth. As Results 3 was not a major focus on the 2023-24 CBE Student Survey, instead of setting targets based on a limited data set, we determined to wait until we have a full data set from survey results again to provide comparative analysis.

It is for these reasons no targets were set for 2023-24 in this report.

## Context for Indicators |

It should be noted that report card indicators are summative in nature and represent teacher assessment of a body of evidence collected over the course of the school year and reported on June report cards. Conversely, the data associated with the CBE Student Survey represents student perception data collected during a period of time. The administration of the 2023-24 Student Survey took place in the first few months of 2024.

As such, caution is needed in any attempt to compare report card results to student survey perception data, as these are dissimilar data sources gathered at different points in the 2023-24 school year. Teachers and students would have unique differences related to accurately assessing or self-assessing citizenship.

It is important to note that the cohort of English as an Additional Language (EAL) students has grown, with CBE welcoming a higher number of students at a Language Proficiency (LP) level of LP 1 or LP 2. EAL learners are a diverse group that represent the entire continuum of English Language Proficiency from beginners to fluent speakers. This cohort also includes refugee students, who may have limited to no formal schooling and may be supported by a system LEAD class.

During the 2023-2024 school year, the Welcome Centre registered 10,704 students of which 1544 were Ukrainian Student Registrations and 1477 of Refugee Student Registrations. Given the significant increases in both our EAL population and immigration levels, caution should be exercised with respect to report card achievement data when stating trends over time. While not directly comparable, year-over-year results have been examined with consideration given to context. Caution should be used when interpreting student survey results over time.



## Glossary of Terms |

- Board: Board of Trustees
- 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 summarizes 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 progress; and a signed certification from the Chief Superintendent of the status.
- Report Card Indicators:
  - Exemplary Strengths (EX): Strengths are apparent in exemplary and sustained levels of performance. Challenging situations are managed within a pattern of self-regulation
  - Evident Strengths (EV): Strengths are evident and have a positive impact on learning experiences. Areas for improvement do not, or only occasionally, constrain the quality of learning experiences
  - Emerging Strengths (EM): Strengths are evident in some learning situations. Strengths are likely to appear in response to external structure or stimulus. Weaknesses constrain the quality of learning experiences. A plan of action involving school, student and home is required to address the areas for improvement
  - Network of Support Required (SR): Strengths require further development to be realized within the school environment. The student's learning experiences are at risk. Remediation through coordinated action by home, school and possibly outside agencies is required to address areas for improvement.
  - Individual Program Plan (IPP): Used for students with Alberta Education Special Education Coding only when a priority learning cycle on the IPP is directly related to the report card stem in question. Indicates that progress and achievement in relation to that report card stem are included in the IPP.
- 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*.
- 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.





## Policy |

Results 3: Each student will be a responsible citizen.

### Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to affirm the responsibility of public education to contribute to the development of informed and engaged community members.

The Chief Superintendent interprets *each student will be a responsible citizen* to mean that in and through their learning program, every individual learner in The Calgary Board of Education will understand and act within the rights and obligations of community membership and that they will be prepared to assume the social and civic responsibilities of adulthood.



## Students will:

3.1 Participate in developing and maintaining our Canadian civil, democratic society.

## Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be involved members of their communities.

The Chief Superintendent interprets *participate in developing and maintaining our Canadian civil, democratic society* to mean that students will exercise the democratic rights and responsibilities afforded to them by the community, including actions that help to create positive change.

Specifically, this means that students will:

- act on behalf of themselves, others and the community;
- contribute to events of common concern; and
- help groups work together.

## Indicators |

1. 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.

**Note |** At the June 20, 2023 Regular Meeting of the Board of Trustees, Trustees approved a suspension of 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 2023- 24 school year. As a result, only students in Division 3 or grades 7, 8 and 9, received report card grades related to three of the five remaining indicators. While a year over year comparison to results from 2022-23 is reasonable, multi-year comparisons would not be a valid metric because of this change.

**Note |** Results 3: Citizenship was a minor focus on the 2023-24 CBE Students Survey. The questions that inform the following summary measures were not asked:

2. 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.



3. 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.



## Students will:

3.2 Understand the rights and responsibilities of citizenship in local, national and international contexts.

## Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be informed about and able to contribute to their immediate communities and the larger world.

The Chief Superintendent interprets *rights and responsibilities of citizenship* to mean the freedoms and obligations of all Canadian citizens.<sup>1</sup>

The Chief Superintendent interprets *local, national and international contexts* to include home, neighbourhood and school groups as well as Calgary, Alberta, Canada and the world.

## Indicators |

1. Percentage of students successfully demonstrating understanding of Social Studies issues, information and ideas; as measured by school report cards.

**Note |** Results 3: Citizenship was a minor focus on the 2023-24 CBE Students Survey. The questions that inform the following summary measures were not asked:

2. 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.
3. 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.

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<sup>1</sup> Government of Canada, Immigration, Refugees and Citizenship Canada, Study Guide – Discover Canada: The Rights and Responsibilities of Citizenship. Retrieved Feb. 12, 2021, from <https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/discover-canada/read-online/rights-responsibilities-citizenship.html>



## Students will:

### 3.3 Respect and embrace diversity.

## Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students appreciate the cultural pluralism and individual equality that are foundational to Canadian society.

The Chief Superintendent interprets *respect and embrace* to mean to see as equal, learn from and treat with dignity.

The Chief Superintendent interprets *diversity* to mean the full range of uniqueness within humanity.

## Indicators |

1. Percentage of students in kindergarten-grade 9 reported to demonstrate respect and appreciation for diversity; as measured by student report cards.

**Note |** At the June 20, 2023 Regular Meeting of the Board of Trustees, Trustees approved a suspension of 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 2023- 24 school year. As a result, only students in Division 3 or grades 7, 8 and 9, received report card grades related to three of the five remaining indicators. While a year over year comparison to results from 2022-23 is reasonable, multi-year comparisons would not be a valid metric because of this change.

**Note |** Results 3: Citizenship was a minor focus on the 2023-24 CBE Students Survey. The questions that inform the following summary measures were not asked:

2. 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.
3. 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.





## Students will:

3.4 Be responsible stewards of the environment by contributing to its quality and sustainability.

## Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will care for the diversity and health of the land, its ecosystems and climate by minimizing the impact of their activities.

The Chief Superintendent interprets *responsible stewards* to mean that students will act to protect resources and minimize waste.

The Chief Superintendent interprets *environment* to mean the surroundings and conditions that affect the development of all living things.

The Chief Superintendent interprets *quality and sustainability* to mean the ability of the environment to support the needs of diverse life forms now and into the future.

## Indicator |

1. Percentage of students who report they take action to protect the environment and use resources responsibly; as indicated by the Overall Agreement of the **Environmental Stewardship Summary Measure** from the CBE Student Survey.



## Students will:

3.5 Be able to lead and follow as appropriate, and to develop and maintain positive relationships with other individuals and groups in order to manage conflict and to reach consensus in the pursuit of common goals.

## Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will work well with others to advance individual and group learning.

The Chief Superintendent interprets *lead and follow* to mean that students take multiple roles in contributing to the work of a group.

The Chief Superintendent interprets *develop and maintain positive relationships* to mean that students communicate and interact effectively with others.

The Chief Superintendent interprets *manage conflict and reach consensus* to mean that students communicate and problem solve together for their shared benefit.

## Indicators |

1. Percentages of students in kindergarten-grade 9 reported to work and collaborate effectively with others; as measured by student report cards.

**Note |** At the June 20, 2023 Regular Meeting of the Board of Trustees, Trustees approved a suspension of 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 2023- 24 school year. As a result, only students in Division 3 or grades 7, 8 and 9, received report card grades related to three of the five remaining indicators. While a year over year comparison to results from 2022-23 is reasonable, multi-year comparisons would not be a valid metric because of this change.

**Note |** Results 3: Citizenship was a minor focus on the 2023-24 CBE Students Survey. The questions that inform the following summary measures were not asked:

2. 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.

## Monitoring Information |

### Evidence of Progress |

Board-approved indicators and targets as well as 2023-24 results, analysis and interpretation |

#### Policy 3.1

##### Indicator 1

Percentage of students in kindergarten to grade 9 reported to exercise their democratic rights and responsibilities within the learning community; as measured by student report cards.

1. Percentage of students in kindergarten to grade 9 reported to exercise their democratic rights and responsibilities within the learning community; as measured by student report cards.

#### All Students

| Exercises democratic rights and responsibilities within the learning community <sup>2</sup> (%) |         |         |         |          |          |
|---|---------|---------|---------|----------|----------|
| Indicator   | 2019-20 | 2020-21 | 2021-22 | 2022-23* | 2023-24* |
| Exemplary Strengths   | 36.3    | 40.7    | 39.6    | 32.0     | 30.6     |
| Evident Strengths   | 51.5    | 48.9    | 49.3    | 53.6     | 54.3     |
| Emerging Strengths  | 10.7    | 9.1     | 9.6     | 12.9     | 13.8     |
| Network of Support Required   | 1.1     | 1.0     | 1.2     | 1.4      | 1.3      |
| Individual Program Plan   | 0.4     | 0.3     | 0.3     | 0.1      | 0.0      |
| Overall Level of Success  | 98.5    | 98.7    | 98.5    | 98.5     | 98.7     |

\*Note: Only Division 3 results were reported in 2022-23 and 2023-24 school year.

#### Division 3

| Exercises democratic rights and responsibilities within the learning community (%) |         |         |         |         |         |
|--|---------|---------|---------|---------|---------|
| Indicator  | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| Exemplary Strengths  | 32.3    | 35.5    | 33.3    | 32.0    | 30.6    |
| Evident Strengths  | 53.6    | 52.1    | 53.2    | 53.6    | 54.3    |
| Emerging Strengths   | 12.6    | 11.0    | 11.8    | 12.9    | 13.8    |
| Network of Support Required  | 1.5     | 1.4     | 1.7     | 1.4     | 1.3     |
| Individual Program Plan  | 0.1     | 0.0     | 0.0     | 0.1     | 0.0     |
| Overall Level of Success   | 98.5    | 98.6    | 98.3    | 98.5    | 98.7    |

<sup>2</sup> The descriptors for this stem are:

- contributes to events of common concern;
- advocates for self, others and the common good;
- takes responsibility and action to help the group work smoothly; and
- adheres to community expectations and personal convictions in conducting and representing learning.



- **Target for 2023-24:** No target set

- **Analysis**

**All Students:** The analysis is not available for All Students cohort as only Division 3 had reported results in 2022-23 and 2023-24 school year.

**Division 3:** For Overall Level of Success, a year-over-year increase of 0.2 percentage points was observed from 2021-22 to 2022-23 and then again from 2022-23 to 2023-24. Among the three Strengths indicators, Exemplary Strengths continued to show year-over-year decreases each year from 2020-21 to 2023-24, with the 2023-24 results being statistically lower than the average of the previous three years. Evident Strengths and Emerging Strengths showed increases for the last three years, reaching their highest percentages in 2023-24 within the last five years. Furthermore, the results of these two indicators in 2023-24 were statistically higher than the corresponding previous three-year averages.

To determine improvement in Network of Support Required result, the percentage of students in this category should decrease. Network of Support Required indicator showed continued year-over-year decreases since 2021-22 school year.

Note that students in the IPP category for any indicator is not based on lack of success, but rather their exceptionality. Students in this category will not be assessed against the same criteria as other students and they have individualized goals based on their exceptionality. The only way to measure their success is to look at their IPP goal through Iris.



## Policy 3.2

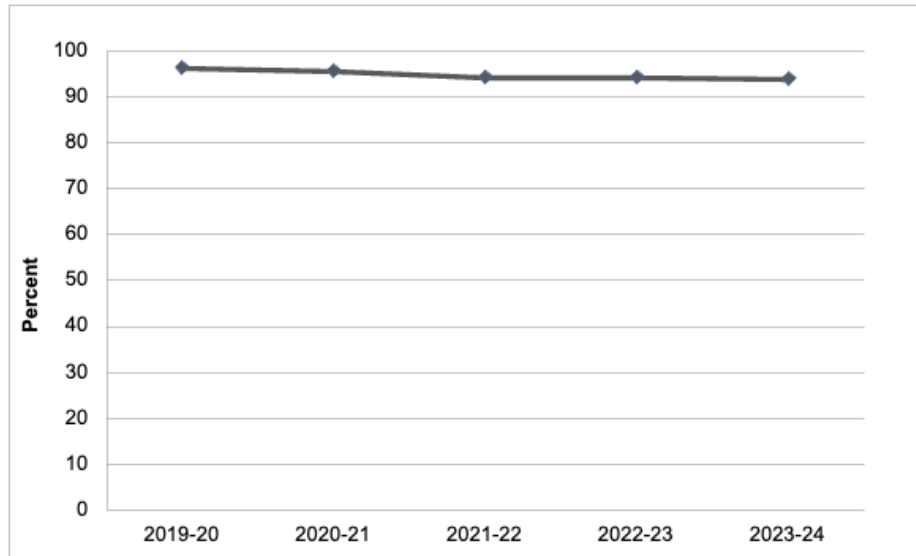
### Indicator 1

Percentage of students successfully demonstrating understanding of Social Studies issues, information and ideas; as measured by school report cards.

## Policy 3.2

1. Percentage of students successfully demonstrating understanding of Social Studies issues, information and ideas; as measured by school report cards.

| Students demonstrating understanding of Social Studies issues, information and ideas (%) |         |         |         |         |
|--|---------|---------|---------|---------|
| 2019-20  | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| 96.2   | 95.5    | 94.2    | 94.2    | 93.8    |



- **Target for 2023-24:** No target set

### ■ Analysis

Students successfully demonstrating understanding of Social Studies issues, information and ideas are based on aggregated results for all social studies courses (K-12) including K&E and French courses. The results were calculated as percentages based on the number of students who successfully completed those courses.

Following a general declining trend for the past few years, student achievement in Social Studies decreased in the 2023-24 school year with 93.8 per cent of the students demonstrating understanding of Social Studies issues, information and ideas on report cards.





## Policy 3.3

1. Percentage of students in kindergarten to grade 9 reported to demonstrate respect and appreciation for diversity; as measured by student report cards.

### Policy 3.3

#### Indicator 1

Percentage of students in kindergarten to grade 9 reported to demonstrate respect and appreciation for diversity; as measured by student report cards.

#### All Students

| Demonstrate respect and appreciation for diversity <sup>3</sup> (%) |         |         |         |          |          |
|---|---------|---------|---------|----------|----------|
| Indicator   | 2019-20 | 2020-21 | 2021-22 | 2022-23* | 2023-24* |
| Exemplary Strengths   | 43.4    | 48.5    | 47.3    | 38.2     | 36.0     |
| Evident Strengths   | 49.2    | 45.5    | 45.5    | 51.7     | 53.1     |
| Emerging Strengths  | 6.6     | 5.3     | 6.2     | 9.1      | 9.9      |
| Network of Support Required   | 0.7     | 0.6     | 0.8     | 1.0      | 1.1      |
| Individual Program Plan   | 0.2     | 0.1     | 0.2     | 0.1      | 0.0      |
| Overall Level of Success  | 99.2    | 99.3    | 99.0    | 99.0     | 99.0     |

\*Note: Only Division 3 results were reported in 2022-23 and 2023-24 school year.

#### Division 3

| Demonstrate respect and appreciation for diversity (%) |         |         |         |         |         |
|--|---------|---------|---------|---------|---------|
| Indicator  | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| Exemplary Strengths                                    | 39.1    | 43.0    | 40.5    | 38.2    | 36.0    |
| Evident Strengths                                      | 52.5    | 49.7    | 50.2    | 51.7    | 53.1    |
| Emerging Strengths                                     | 7.5     | 6.4     | 8.1     | 9.1     | 9.9     |
| Network of Support Required                            | 1.0     | 0.9     | 1.2     | 1.0     | 1.1     |
| Individual Program Plan                                | 0.1     | 0.0     | 0.0     | 0.1     | 0.0     |
| Overall Level of Success                               | 99.1    | 99.1    | 98.8    | 99.0    | 99.0    |

<sup>3</sup> The descriptors for this stem are:

- shows concern for the dignity and equality of all;
- demonstrates appreciation for individual and cultural differences;
- seeks to learn about and from unfamiliar ways of thinking and living; and uses diverse viewpoints in a learning context.



- **Target for 2023-24:** No target set

- **Analysis**

**All Students:** The analysis is not available for All Students cohort as only Division 3 had reported results in 2022-23 and 2023-24 school year.

**Division 3:** In terms of Overall Level of Success, Division 3 students kept the Overall Level of Success at a high level, which is the same as previous year. Continuous drops were observed in the Exemplary Strengths over the last three years, reaching the lowest in 2023-24. The 2023-24 result was significantly lower than the previous three-year average. Evident Strengths and Emerging Strengths showed year-over-year increase over the past three years and achieved the highest results in 2023-24. The increases in 2023-24 were statistically significant in comparison to their previous three-year averages.

To determine improvement in Network of Support Required, the percentage of students in this category should decrease. A 0.1 percentage point increase could be found in 2023-24 but it was not statistically significant compared to the previous three-year average.

Note that students in the IPP category for any indicator is not based on lack of success, but rather their exceptionality. Students in this category will not be assessed against the same criteria as other students, and they have individualized goals based on their exceptionality. The only way to measure their success is to look at their IPP goal through Iris.

## Policy 3.4

### Indicator 1

Percentage of students who report they take action to protect the environment and use resources responsibly; as indicated by the Overall Agreement of the **Environmental Stewardship Summary Measure** from the CBE Student Survey.

## Policy 3.4

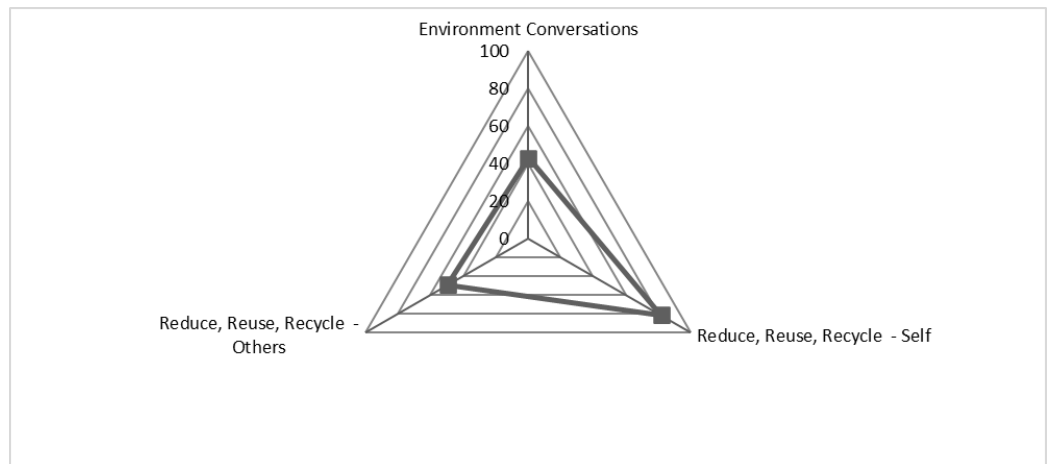
1. Percentage of students who report they take action to protect the environment and use resources responsibly; as indicated by the Overall Agreement of the **Environmental Stewardship Summary Measure** from the CBE Student Survey.

| Environmental Stewardship Summary Measure |                      |         |         |         |         |
|---|----------------------|---------|---------|---------|---------|
|   | 2019-20 <sup>4</sup> | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| Overall Sample Size                       | n/a                  | n/a     | 34 245  | 33 525  | 38104   |
| Overall Agreement (%)                     | n/a                  | n/a     | 63.8    | 56.6    | 58.1    |

| Environmental Stewardship Summary Measure |         |         |         |         |         |
|---|---------|---------|---------|---------|---------|
| Overall Agreement (%)                     | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| Grade 5                                   | n/a     | n/a     | 73.6    | 70.4    | 70.4    |
| Grade 6                                   | n/a     | n/a     | 67.1    | 61.4    | 61.6    |
| Grade 8                                   | n/a     | n/a     | 58.5    | 50.7    | 50.4    |
| Grade 9                                   | n/a     | n/a     | 59.5    | 49.6    | 51.3    |
| Grade 11                                  | n/a     | n/a     | 64.4    | 53.2    | 57.4    |
| Grade 12                                  | n/a     | n/a     | 65.6    | 56.7    | 58.3    |

| Question Theme                  | Overall Agreement (%) |         |         |         |         |
|---------------------------------|-----------------------|---------|---------|---------|---------|
|                                 | 2019-20               | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| Environment Conversations       | n/a                   | n/a     | 44.7    | 40.1    | 42.7    |
| Reduce, Reuse, Recycle - Self   | n/a                   | n/a     | 91.1    | 81.8    | 82.0    |
| Reduce, Reuse, Recycle - Others | n/a                   | n/a     | 55.6    | 47.9    | 49.5    |

<sup>4</sup> CBE Student Survey was not administered in 2019-20.



- **Target for 2023-24:** No target set
- **Analysis**

An overall 58.1 per cent agreement was observed in 2023-24. Across grades, Grade 5 students demonstrated the highest agreement at 70.4 per cent, while only 50.4 per cent of Grade 8 students expressed agreement with the questions in this measure. In general, lower agreement levels were noted in the higher grades. Furthermore, the agreement on all three themes within the survey measure increased in 2023-24. Among the three questions asked, the percentage of agreement for Reduce, Reuse, Recycle – Self question continued to stand out in 2023-24 (82.0 per cent).

## Policy 3.5

### Indicator 1

Percentage of students in kindergarten to grade 9 reported to work and collaborate effectively with others; as measured by student report cards.

## Policy 3.5

1. Percentage of students in kindergarten to grade 9 reported to work and collaborate effectively with others; as measured by student report cards.

### All Students

| Works and collaborates effectively with others <sup>5</sup> (%) |         |         |         |          |          |
|---|---------|---------|---------|----------|----------|
| Indicator   | 2019-20 | 2020-21 | 2021-22 | 2022-23* | 2023-24* |
| Exemplary Strengths   | 34.3    | 39.0    | 37.6    | 31.3     | 30.0     |
| Evident Strengths   | 49.4    | 47.2    | 47.0    | 50.6     | 51.3     |
| Emerging Strengths  | 14.0    | 11.8    | 13.2    | 16.1     | 16.8     |
| Network of Support Required                                     | 1.6     | 1.4     | 1.7     | 1.8      | 1.8      |
| Individual Program Plan   | 0.7     | 0.5     | 0.5     | 0.1      | 0.0      |
| Overall Level of Success  | 97.7    | 98.0    | 97.8    | 98.0     | 98.1     |

\*Note: Only Division 3 results were reported in 2022-23 and 2023-24 school year.

### Division 3

| Works and collaborates effectively with others (%) |         |         |         |         |         |
|--|---------|---------|---------|---------|---------|
| Indicator  | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| Exemplary Strengths                                | 31.7    | 35.0    | 33.0    | 31.3    | 30.0    |
| Evident Strengths                                  | 51.4    | 50.1    | 49.4    | 50.6    | 51.3    |
| Emerging Strengths                                 | 15.0    | 12.9    | 15.4    | 16.1    | 16.8    |
| Network of Support Required                        | 1.8     | 1.8     | 2.1     | 1.8     | 1.8     |
| Individual Program Plan                            | 0.1     | 0.1     | 0.1     | 0.1     | 0.0     |
| Overall Level of Success                           | 98.1    | 98.0    | 97.8    | 98.0    | 98.1    |

<sup>5</sup> The descriptors for this stem are:

- assumes leadership or contributing roles to advance learning and community goals;
- communicates with others to build understanding; and
- works with others to manage conflict and reach consensus.





- **Target for 2023-24:** No target was set
- **Analysis**

**All Students:** The analysis is not available for All Students cohort as only Division 3 had reported results in 2022-23 and 2023-24 school year.

**Division 3:** The Overall Level of Success and Evident Strengths shared the same change pattern over time. Both results showed continued decreases from 2019-20 to 2021-22 and a two-year continuous increase from 2022-23 to 2023-24 school year. Moreover, Division 3 students consistently recorded lower results in Exemplary Strengths over time. As compared to the previous three-year average, the 2023-24 Exemplary Strengths result was significantly lower. Within the last five years, Emerging Strengths showed significant increase in 2023-24 due to a continuous three-year increase since 2020-21 school year.

To determine improvement in Network of Support Required, the percentage of students in this category should decrease. The Network of Support Required indicator maintained its lowest result of 1.8 percentage points over the past five years, with the exception of 2021-22, which recorded a result of 2.1 percentage points.

Note that students in the IPP category for any indicator is not based on lack of success, but rather their exceptionality. Students in this category will not be assessed against the same criteria as other students and they have individualized goals based on their exceptionality. The only way to measure their success is to look at their IPP goal through Iris



- **Overall Interpretation**

The overall level of achievement in citizenship among CBE students was maintained or increased from the 2022-23 to 2023-24 school year, with improvements in several areas. CBE continues to note high levels of achievement and continuous improvement for most indicators.

The percentage of students successfully demonstrating understanding of Social Studies issues, information, and ideas, as measured by school report cards remains over 90 per cent. A slight decline was noted from 94.2 per cent in 2022-23 school year to 93.6 per cent in the 2023-24. This decline could be attributed to the influx of enrollment, changing demographics and in increase of English as An Additional Language Learners, with varying levels of English language proficiency including refugee students, who may have limited to no formal schooling. The lack of English literacy skills can impact all areas of their Education, academic and non-academic, such as Social Studies. Academically, a lack of vocabulary can be a significant challenge, particularly in content heavy subjects such as Social Studies and Science which require subject specific vocabulary to make sense of content. Socially, this may impact their ability to connect and collaborate with peers, also impacting their sense of belonging within the school community.

An overall level of success was seen for Division 3 students when examining report card stem measuring exercising democratic rights and responsibilities within the learning community suggesting a positive sign of active citizenship with an increase with an increase of 98.5 percent to 98.7 per cent from 2022-23 to 2023-24. A similar pattern was noted for report card stems which measure demonstrating respect and appreciation for diversity as well as working and collaborating effectively with others. While noting an increase overall, a significant decline in the Exemplary Strength's indicator was also noted for all 3 stems while Emerging Strengths indicator increased suggesting that more students may require additional support to achieve success in respecting diversity and working together. As this data relates solely to Division 3 students, this shift could be attributed to several factors such intersections of middle school student sense of belonging, identity and connection. Developmentally, Division 3 students are discovering their identity, building self-confidence and navigating social norms amidst their ever-changing realities.

Parallels can be drawn when examining student perception data for the Environmental Stewardship Summary Measure. The percentage of students who reported taking action to protect the environment and use resources responsibly saw an overall agreement increase from 56.6 per cent in 2022-23 to 58.1 per cent in 2023-24, an increase of 1.5 per cent. The increase in overall agreement indicates a growing sense of responsibility towards environmental stewardship among students. Middle school students surveyed report that they themselves are stewards as they reduce, reuse, and recycle, but they are less likely to engage peers on the topic. This



reluctance might be due to their desire not to appear different from their peers, impacting their willingness to stand out in sustainability efforts. This age group tends to conform to peer norms, which could be affecting their engagement in sustainability efforts, as the data shows that middle school learners are less likely to openly demonstrate strong opinions on sustainability, while being more likely to share those strong opinions anonymously. In addition to challenges associated with middle school identity, students surveyed may have struggled to make connections to sustainability and environmental stewardship concepts due to the absence of the topics in the curriculums directly connected to their grade level.

Furthermore, considering whether the term ‘sustainability’ is understood by all students or if it is assumed knowledge may impact the validity of the question being asked, as there could be a misalignment between curriculum and grades surveyed. As an example, for the 2023-24 school year, references to sustainability were explicit in grades 4 and 10 Science curricula, however these cohorts of students do not take part in the CBE Student Survey, participating instead in the Alberta Education Assurance survey.

Additionally, consideration might be given to societal shifts in attitudes towards consumer convenience, including disposable items, home shopping and meal service delivery. This became more pronounced during and immediately following the pandemic years; often sacrificing sustainability for safety and/or convenience. This may have impacted student perceptions towards recyclables and waste as part of a shift towards a new “normal.”



## Overall Summary |

### ■ Celebrate

- For Division 3 students, Overall Level of Success showed year-over year maintenance or improvement in:
  - 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.
  - Percentage of students in kindergarten-grade 9 reported to demonstrate respect and appreciation for diversity; as measured by student report cards.
  - Percentage of students in kindergarten to grade 9 reported to work and collaborate effectively with others; as measured by student report cards.
- Fewer students in Division 3 required a network of support to exercise their democratic rights and responsibilities within the learning community in relation to the report card indicators.
- Overall student agreement levels for the CBE Student Survey Environmental Stewardship Summary Measure increased from 56.6 per cent to 58.1 per cent.

### ■ Areas of Growth

- Percentage of students who successfully demonstrate understanding of Social Studies issues, information and ideas as measured by school report cards declined 0.4 per cent.
- Year-over-year decline of students achieving Exemplary Strength indicator as measured by student report cards under the stems:
  - Exercise their democratic rights and responsibilities within the learning community
  - Demonstrate respect and appreciation for diversity
  - Work and collaborate effectively with others
- When disaggregated by grade, Overall student agreement for Grade 8 students decreased from 50.7 per cent to 50.4 levels for the **Environmental Stewardship Summary Measure** for the CBE Student Survey.
- Overall student agreement levels to the CBE Student Survey question “I talk to my fellow students about ways we can protect the environment” within the **Environmental Stewardship Summary Measure** continue to be the lowest at 42.7 per cent and the question “I try to get others to reduce, reuse, and recycle in my school” had very low agreement levels as well at 49.5.9 per cent. When disaggregated by grade, agreement levels for this summary measure continue to be the lowest in Division 3.



## Building Capacity |

Four of the five indicators include report card results which continue to be very high. While this presents a limited opportunity for significant growth, the following list of next steps, based on the analysis provided in this report, are shared as part of a commitment to continuous improvement.

### Professional Learning

Committing to building staff capacity through significant investment in professional learning is intended to support the continued strong results in student citizenship. Specifically, ongoing and newly developed professional learning opportunities intended to support include:

- Middle Years Professional Learning Series supporting disciplinary literacy sessions in Science and Social Studies for Middle Years educators.
- Science-Focused Professional Learning Sessions for grades K-6, including virtual and in-person task design workshops focusing on task design and effective implementation of the new science curriculum.
- Sharing effective teaching practices related to Culturally Responsive Teaching (CRT) approaches for K-12 students, including co-created resources with educators and specialists that reflect best practices.
- Book study focus on engaging students by connecting instruction to their personal, social, cultural, and linguistic identities.
- EAL Designate Network supporting teachers to focus on enhancing, monitoring, and accelerating English as an Additional Language programming through timely, appropriate explicit language instruction to enhance academic success.
- Professional Learning and Development Module Series for all leadership (principals and assistant principals) to build cultural competencies, inclusive practices, and knowledge on diversity.

### Structures & Processes

The following structures and processes will be utilized in support of student achievement of Results 3 and access to supports across a range of areas:

- System Read Aloud for Environmental Sustainability: The "Learn to be Green – Together" event, held virtually over Microsoft Teams, fostering a love of reading while creating a culture of sustainability among K-12 students and CBE staff.
- Continue to refine and implement Collaborative Response processes to identify key issues, articulate high-impact strategies, and identify students who would benefit from planned interventions.
- Refine and implement Student Learning Team (SLT) and Area Learning Team (ALT) Processes for students requiring a network of support, essential members such as a Cultural or Indigenous DLSA, Behavior Support Worker, School Family Liaison, and/or Strategist can be included, often leading to the development of emerging to evident strengths.
- SEL Middle School Well-Being Working Group to develop, curate, and refine contextually and culturally relevant, evidence-based well-being practices.



## Resources

The following resources will be created and made accessible in support of system and school needs:

- CBE's Five Guiding Principles of Assessment resource to support equitable, accurate, and consistent assessment practices across all schools.
- Integrated Teaching Resources for inclusive teaching of Social Studies for grades 8 and 9, including K&E Social Studies, with correlation charts.
- K-12 Social Studies Guiding Document is under development to offer visionary, practical, and foundational guidance for Social Studies educators with the new curriculum.
- K-6 Science Annotated Curriculum outlining required and optional content in the new science curriculum, providing teaching considerations to guide planning and task design.
- K-6 Science Scope and Sequence organizing key ideas of the new science curriculum into a logical sequence, aiding teachers in integrating learning outcomes into their planning.
- Update the D2L Brightspace EAL Toolbox as the common repository for EAL resources, including recorded learning sessions, Quick Byte video tutorials, high-impact strategies, and current research.
- School-Based Mental Health (SBMH) Supports with CBE psychologists providing targeted supports for self-advocacy, active participation, navigating group dynamics, and fostering healthy belonging and contributions within the school community.
- CBE & Actua Niitsitapi Iitsiniimatsinii Land Summit provides Indigenous high school students access to InSTEM (Indigenous STEM) learning on and from the land through Indigenous and Western STEM knowledge. It fosters reconciliation by connecting students to cultural teachings and empowering them to envision future careers in STEM fields.
- Well-Being Tracking Tool shared with Middle Schools, which supports them in examining and tracking their school's student survey data used to develop, monitor and measure SDP and School Well Being Action Plan goals.
- Developed and implemented a design challenge with themes of sustainability and environmental stewardship, in partnership with Microsoft, The City of Calgary, Indigenous Elders, and the Calgary Public Library (CPL).





## Targets |

Targets are identified where the Chief Superintendent sees an opportunity for growth or where the Board of Trustees identifies an area of concern or exception.

Four indicators in Results 3 are based on report card data and the remaining eight indicators are tied to survey data. The report card results continue to be very high and so, not an opportunity for growth.

While data for the **Environmental Stewardship Summary Measure** from the CBE Student Survey will be available, new curriculum implementation may continue to impact survey results.

For the remaining survey data, Results 3 will be a major focus on the 2024-25 CBE Student Survey. We would need to wait until we have a full data set from these survey results to provide comparative analysis, rather than setting targets based on a limited data set.

It is for these reasons no targets have been set for 2024-25 in this report.

## APPENDIX

Results 3 | CBE Student Survey Questions & 2023-24 Results  
Appendix I:



## Results 3 | CBE Student Survey Questions & 2022-23 Results

### appendix

Note | the numbers in the square brackets refer to the grades of students who would be asked this question.

#### Policy 3.1

##### Indicator 2 – Learning Community Citizenship Summary Measure

| Question   | Overall Achievement (%) |
|--|-------------------------|
| 1   [11,12] When a classmate needs help, I help them.  | n/a                     |
| 2   [11,12] When there is a decision in my school that will impact students, I contribute my ideas to the discussion.          | n/a                     |
| 3   [11,12] When there is a decision in my school that will impact students, I encourage others to share their ideas.          | n/a                     |
| 4   [11,12] When there's an opportunity to volunteer within my school to help others, I join in.                               | n/a                     |
| 5   [11,12] When there's an opportunity to volunteer within my school to help others, I try to get others to join in.          | n/a                     |
| 6   [11,12] When my school organizes an activity to help others in our local community, I join in.                             | n/a                     |
| 7   [11,12] When my school organizes an activity to help others in our local community, I try to get others to join in.        | n/a                     |
| 8   [11,12] When my school organizes an activity to help others nationally or internationally, I join in.                      | n/a                     |
| 9   [11,12] When my school organizes an activity to help others nationally or internationally, I try to get others to join in. | n/a                     |



### Indicator 3 – Service Summary Measure

| Question   | Overall Achievement (%) |
|--|-------------------------|
| 1   [11,12] How often do you volunteer your time to help out in your school? [Always, Often, Sometimes, Never, Don't Know]                                     | n/a                     |
| 2   [11,12] When given the opportunity, how often do you participate as a volunteer in a community organization? [Always, Often, Sometimes, Never, Don't Know] | n/a                     |

### Policy 3.2

#### Indicator 2 – Local and National Citizenship Summary Measure

| Question   | Overall Achievement (%) |
|--|-------------------------|
| 1   I think it is important to obey the law.   | n/a                     |
| 2   I am responsible for myself and my actions.  | n/a                     |
| 3   I think it's important to help other students when they need it.   | n/a                     |
| 4   I want to know how people in the rest of Canada live their lives.  | n/a                     |
| 5   I recognize that it is my responsibility to help develop respect and understanding between Indigenous peoples and other Canadians. | n/a                     |

#### Indicator 3 – Global Citizenship Summary Measure

| Question   | Overall Achievement (%) |
|--|-------------------------|
| 1   I am interested in how people of other cultures see the world.           | n/a                     |
| 2   I talk to people about issues like peace and climate change.             | n/a                     |
| 3   [8,9,11,12] I talk to people about what is happening in other countries. | n/a                     |



### Policy 3.3

#### Indicator 2 – Embracing Culture Summary Measure

| Question  | Overall Achievement (%) |
|---|-------------------------|
| 1   [11,12] I find ideas from other cultures to be interesting.   | n/a                     |
| 2   [11,12] People's different cultures and identities should be valued.  | n/a                     |
| 3   [11,12] I like to be around people from different cultures and identities than mine.  | n/a                     |
| 4   [11,12] In the classroom, it's important that students from different cultures and identities learn the similarities that exist between them. | n/a                     |

#### Indicator 3 – Diversity and Inclusion Summary Measure

| Question  | Overall Achievement (%) |
|---|-------------------------|
| 1   [11,12] I easily make friends with people with different perspectives than I.                                   | n/a                     |
| 2   [11,12] I sometimes try to understand my classmates better by imagining how things look from their perspective. | n/a                     |
| 3   [11,12] I can learn with and from people who look, think, or behave differently than me.                        | n/a                     |

### Policy 3.4

#### Indicator 1 – Environmental Stewardship Culture Summary Measure

| Question  | Overall Achievement (%) |
|---|-------------------------|
| 1   I use resources responsibly by reducing, reusing, and recycling.        | 82.0                    |
| 2   I try to get others to reduce, reuse, and recycle in my school.         | 49.5                    |
| 3   I talk to my fellow students about ways we can protect the environment. | 42.7                    |



### Policy 3.5

#### Indicator 2 – Collaborative Skills Summary Measure

| Question  | Overall Achievement (%) |
|---|-------------------------|
| 1   [11,12] I cooperate with people around me.  | n/a                     |
| 2   [11,12] I think about how my decisions will affect other people.  | n/a                     |
| 3   [11,12] I know what's expected of me in different social situations.  | n/a                     |
| 4   [11,12] When working with others, I encourage everyone to have their say.   | n/a                     |
| 5   [11,12] When working with others, I communicate my thoughts and opinions even if they are different than the rest of the group. | n/a                     |
| 6   [11,12] When working with others, I treat them respectfully even if they think differently than I do.                           | n/a                     |

### Appendix A

#### CBE Student Survey – New Diversity and Inclusion Questions for 2023-24

| Question   | Overall Achievement (%) |
|--|-------------------------|
| 1   My school is a place where learning and extra-curricular activities are safe and accessible to all students (physically, intellectually, emotionally, socially). | n/a                     |
| 2   When racism and/or discrimination occur at my school, my school takes steps to address it.   | n/a                     |
| 3   I'm an ally to people who look, behave, speak and/or identify differently than me.   | n/a                     |



## report to Board of Trustees

## Three-Year School Capital Plan 2026-2029

|                                |  |
|--------------------------------|--|
| Date                           | March 18, 2025   |
| Meeting Type                   | Regular Meeting, Public Agenda   |
| To                             | Board of Trustees  |
| From                           | Joanne Pitman,<br>Chief Superintendent of Schools  |
| Purpose                        | Decision   |
| Originator                     | Dany Breton, Superintendent, Facilities and Environmental Services   |
| Governance Policy<br>Reference | Operational Expectations<br>OE-5: Financial Planning<br>OE-6: Asset Protection<br>OE-7: Communication With and Support for the Board<br>OE-8: Communicating and Engaging with the Public<br>OE-9: Facilities             |
| Resource Person(s)             | Catherine Ford, Director, Planning<br>Trevor Fenton, Director, Facility Projects<br>Jeff Quigley, Manager, Planning<br>Peter Jeffrey, Manager, Infrastructure Asset Management<br>Brenda Gibson, Manager, Transportation |

### 1 | Recommendation

---

It is recommended:

- THAT the Board of Trustees approves the Three-Year School Capital Plan 2026-2029 as provided in the report and authorizes its submission to Alberta Education.

### 2 | Issue

---

Alberta Education requires that school jurisdictions submit a three-year school capital plan on an annual basis. The deadline for the submission of this year's Three-Year School Capital Plan 2026-2029 to the Ministry is April 1, 2025.



As required by the Province, the plan identifies one prioritized list of major capital construction projects ranging from new school construction to major capital investments into existing schools (such as major modernizations, school replacements or school additions). Capital plans are to be submitted electronically to Alberta Education using their web application program.

### 3 | Background

---

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

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

The Three-Year School Capital Plan (3YSCP) relies on several data sets and information sources that are reported using community and geographical groupings. A geographical reporting and analysis of data is required to understand where population and student enrolment growth is projected to occur in the future.

Finally, the CBE mission and values and the supporting Education Plan are used as an overarching umbrella to steer the development of the 3YSCP.

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

More specifically, the CBE recognizes:

- Provincial approval and funding are required for new school construction in new and developing communities;
- Parents desire schools close to home, especially for younger students;
- The Province's commitment to promote choice in education; and
- The importance of minimizing transitions for students and maintaining peer cohorts to help promote learning continuity.

#### Ranking Criteria

Major updates were made to what was previously known as the "New School, Modernization and Modular Ranking Criteria" on October 29, 2024, when the Board of Trustees approved the new "Capital Planning Project Ranking Criteria." Prior to this, the last major update was approved by Trustees a year prior (October 24, 2023) when the new High School Ranking Criteria were approved. The new Capital Planning Project Ranking criteria has been utilized to develop the 3YSCP. The objective criteria rank and prioritize major capital construction projects that will have the most significant impacts on CBE students.

### New Schools

To identify the list of new schools that will be considered for inclusion in the 3YSCP, the CBE uses several eligibility criteria applied from elementary through to high school. The eligibility criteria are as follows:

**Accommodation Options:** This criterion is used to evaluate student accommodation options for communities. In some cases, an accommodation option may exist in a nearby community and a community may not need to be ranked for new school construction.

**Site Availability and Readiness:**

Site readiness generally includes, but is not limited to:

- receipt of the land title for the site, complete with legal description and appropriate land use designation;
- Construction Completion Certificate (CCC) (at a minimum) has been granted by The City of Calgary for the school site building envelope and associated playfields. Final Acceptance Certificate (FAC) is preferred but in some cases CCC is sufficient to consider a future site “site ready”;
- services (power, water, sanitary, storm, gas, telecommunication and internet cable etc.) are in place and ready for hookup;
- suitable topography and no geotechnical or future building foundation concerns (for construction); and
- adequate access from roadways for both construction and post construction traffic.

As per the Province’s “Guidelines for Site Work for Projects to be submitted within the Three-Year Capital Plan” a project that is a high priority for a school jurisdiction can and should be submitted in the school authority’s 3YSCP submission even if there is no available site for the project in the required location. Although Alberta Education cannot recommend a project for funding without a viable site, the Province’s Capital Planning division will work with the school authority to support the resolution of the site issue. The Capital Planning division prefers early awareness of site issues on high priority projects.

In previous years, only school sites that were site ready or were expected to be site ready within 12 months were ranked for the 3YSCP. The revised ranking criteria allow all sites that are expected to be site ready within five years to be ranked and prioritized in the 3YSCP. This amendment facilitates a staged approach to requesting new schools in alignment with the funding process in the Province’s School Capital Manual whereby new school projects can progress through up to four stages of the capital planning process – Pre-Planning, Planning, Design, and Construction.

Moreover, if a site has not been developed/serviced to the level required for new school construction to commence within a 12-month timeframe, the school will not be ranked as a high priority (Year 1) on the 3YSCP. However, if a site is expected to be ready for school construction within 5 years, it may be ranked and requested in Years 2 or 3 of the 3YSCP for either Planning, Design or Construction funding. Site readiness is reviewed and assessed on an annual basis.

In September 2024, the Alberta Government launched the [School Construction Accelerator Program](#) (SCAP). The program is expected to deliver about 50,000 new and modernized student spaces over the next three years and an additional 150,000 spaces in the subsequent four years. The Alberta Government also made changes to the funding process to speed up the construction of new schools. Funding for projects that are ready to proceed to the next capital planning stage can now be approved without waiting for the next budget cycle, as was previously the case.

Therefore, those new school construction projects approved in previous years for Planning, Design or Construction funding, or as part of the March 14, 2025 approvals announcement are considered “approved” projects and do not need to be prioritized against unapproved projects in the 3YSCP 2026-2029.

A total of 16 new schools are requested in the 3YSCP, with eight of these being new to the plan this year.

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

- Canada Revenue Agency aggregated age data (2024);
- School Enrolment (end of September 2024);
- School Bus Transportation Times (Fall 2024);
- City of Calgary Building Permit data (2019-2022);
- City of Calgary Suburban Residential Growth 2024-2028 (September 2024); and
- Calgary & Region Economic Outlook 2024-2028 (Fall 2024).

### Existing Schools

One of the major changes with the newly adopted Capital Planning Project Ranking Criteria is to replace the previous “Major Modernization Criteria” with what is now known as “Existing School Criteria”. The Existing School Ranking Criteria are in place to allow for the identification and prioritization of schools that require major capital investment to ensure the school facility can effectively support the educational programming required by the community it serves. Capital investment into existing schools can take many different forms (project types) including Modernization, Replacement, Solution (construction activity at multiple schools) or expansion through a permanent school addition. The first three project types are primarily driven by the overall condition of the facility, while the need for a school addition is determined by school utilization as well as community demographics and growth projections. To account for this, the Existing School Ranking Criteria is comprised of two separate sub-criteria: School Addition Criteria and School Revitalization Criteria.

Under the SCAP announced last fall, both the John G Diefenbaker and Annie Gale School projects are considered “approved” projects and do not need to be prioritized against unapproved projects in the 3YSCP 2026-2029.

One (1) new Addition project and two (2) new School Revitalization projects have been requested in the 3YSCP 2026-2029.

## 4 | Analysis

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

With an aging portfolio of schools, the plan incorporates existing school projects in addition to new school construction to ensure that existing schools with high utilization rates continue to meet the programming needs of students.

Overall, nineteen (19) new and existing school projects have been identified in the 3YSCP 2026-2029. There are sixteen (16) new school capital project requests and three (3) existing school capital project requests. In total over 17,000 new student spaces would be created if all requests are fulfilled. The new school requests are as follows:

Year 1: Total of 8,550 student spaces

- |    |                       |     |                              |
|----|-----------------------|-----|------------------------------|
| 1. | Mahogany Elementary   | 7.  | Legacy Middle                |
| 2. | Legacy Elementary     | 8.  | Kincora/Sage Hill Elementary |
| 3. | Walden Elementary     | 9.  | Seton Middle                 |
| 4. | Cityscape Elementary  | 10. | Country Hills                |
| 5. | Walden/Wolf Willow    | 11. | Belmont                      |
| 6. | Carrington Elementary |     |                              |

Year 2: Total 7,820 student spaces

- |     |                                      |     |                                       |
|-----|--------------------------------------|-----|---------------------------------------|
| 12. | Seton Elementary                     | 14. | Glacier Ridge High School* (Planning) |
| 13. | West Macleod High School* (Planning) | 15. | Livingston High School* (Planning)    |

\*If these school sites were site ready, West Macleod High School would be identified in Year 1 as priority #3, Glacier Ridge High School would be identified in Year 1 as priority #4, and Livingston High School would be identified in Year 2 as priority #15.

Year 3: Total 885 student spaces

- |     |                   |
|-----|-------------------|
| 16. | Livingston Middle |
|-----|-------------------|

The existing school requests are as follows:

Year 1: Total of 400-600 spaces

- |    |                                     |               |
|----|-------------------------------------|---------------|
| 1. | Joane Cardinal Schubert High School | Addition      |
| 2. | Crescent Heights High School        | Modernization |
| 3. | William Aberhart High School        | Replacement   |

Year 2 and Year 3:

No projects identified at this time.

Submitting the 3YSCP annually provides an opportunity for the expansion or contraction of the project list to reflect changes in annual enrolment projections. Key information provided in the 3YSCP 2026-2029 includes:

- The City's actual, estimated, and projected populations for the period 2018 to 2029, shown on page 9;
- Actual/projected CBE school enrolments for the period 2024 to 2029, shown in Tables 5 and 6 on pages 12-13;
- New School Capital Project Requests, shown in Table 12 on page 23;
- Existing School Capital Project Requests, shown in Table 13 on page 25;
- Combined School Capital Project Requests, shown in Table 14 on page 27;
- The full list of communities for K-12 schools assessed through the points ranking criteria, shown in Tables 15 and 16 on pages 74-75;
- Details of the point assignments for new K-12 schools, shown in Appendix IX on pages 74-81; and
- Details of the point assignments for potential existing school projects, shown in Tables 10 and 11 on page 21.

## 5 | Financial Impact

---

The approval and financing of new schools and existing school projects is determined by Alberta Education.

Individual project applications are submitted through the Web Application Program, following the Board's approval of the 3YSCP 2026-2029.

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

- \$1.2 - \$1.5 million for elementary schools;
- \$2.0 - \$2.8 million for middle and K-9 schools; and
- \$3.5 - \$5.0 million for high schools.

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

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

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

The CBE also supplements the allocated Alberta Education modernization grant through Board-approved capital reserves. Funding varies more significantly

based on modernization scopes of work and who executes the project (Alberta Infrastructure or CBE); however, it is projected to reflect the following:

- \$250,000-\$500,000 for elementary schools;
- \$500,000-\$750,000 for middle and K-9 schools; and
- \$750,000-\$1.25 million for high schools.

Similar to new school funding, these additional funds primarily cover costs associated with human resources, technology, and owner stipulated improvements.

## 6 | Implementation Consequences

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Over the past decade, Calgary has experienced varying levels of population growth. Between 2018 and 2023, Calgary's population growth averaged an estimated 20,500 additional people per year. According to the Calgary and Region Economic Outlook 2024-2029 (Fall 2024) the population grew from an estimated 1,422,800 in 2023 to an estimated population of 1,491,900 in 2024 and is an increase of 69,100 (4.9%). The City is forecasting that the population of Calgary will reach 1,608,700 by 2029, an increase of 116,800 people over the next five years. This is more than four times the growth seen between 2018 and 2023.

While the City's population projections are not a direct factor in CBE enrolment projections, they do provide context for comparison. Additionally, trends reported by the City with respect to net migration and natural increase (births minus deaths) are considered when evaluating future student growth.

CBE's current enrolment of 142,402 students is forecast to increase by 17,256 to 159,658 students by 2029, averaging 3,319 students per year. Enrolment in kindergarten through Grade 6 is projected to increase slightly during this period, while Grade 7-12 populations are projected to increase more significantly.

The current system utilization rate is 95 per cent based on end of September 2024 enrolment data, and this is forecast to rise to 101% by 2031 if no new schools are approved. Even if all year 1 schools are approved, the system utilization rate is projected to rise to 100% before settling back at 92% by 2031. The province deems a school to be well-utilized when it is 85% utilized and these exceedingly high existing and projected utilization rates underscore the need for many new schools to best serve the needs of students across this City.

The City's most recent Suburban Residential Growth 2024-2028 document allocates population growth to eight (8) city planning sectors. This information provides the CBE with context for where student population growth is expected in the future. The largest population growth projected over the next five years is in the North and South sectors. The City does not presently create comparable growth projections for the Central sector.

As illustrated in Appendix VII of the Capital Plan, student capacity by planning sector varies widely. This plan presents a "utilization by residence" for each sector as an indicator of where schools are needed the most. This indicator



shows what the utilization rate of a sector would be if all the students living within the sector also attended school within their same sector. In the North Sector, for example, the utilization rate for kindergarten to Grade 9 students by residence is 154 per cent, compared to 74 per cent in the South Sector. A consequence of this disparity is the transportation of students residing within high utilization sectors to sectors with lower utilization rates.

A similar situation exists with senior high school students. For example, the utilization rate for senior high students by residence in the Southeast Sector, where there is only 1 high school, is 289 per cent of its high school capacity, compared to 48 per cent of the high school capacity in the Centre Sector where five senior high schools are located. The utilization rate, by residence, in the Centre Sector indicates that there is excess space within the sector, relative to the number of students living in the sector. Although there is space, schools in the Centre Sector are not located close to the growing communities in the North, Southeast and Northeast Sectors where student enrolment is increasing and the utilization rate by residence far exceeds these sector's capacities. Consequently, high school students from other sectors are attending schools in the Centre Sector and keeping these schools well-utilized.

The CBE's system utilization rate is projected to be 101 per cent by 2030-31 without the approval of any additional new schools. If all new schools requested in Year 1 of the 2026-2029 Capital Plan are approved and all modular requests are approved, the system utilization rate is nonetheless projected to be 92 per cent for the 2030-2031 school year (Appendix X). While it is the objective to ultimately ensure system utilization is returned to a mid-to-high 80% utilization rate, at this time, the plan does not propose additional new schools. The reason for this cautionary measure is to provide more time to confirm if the record enrolment levels will continue and avoid overbuilding to the detriment of existing school utilization rates. This also provides additional time to ensure those communities with the greatest need can further differentiate themselves from other communities that currently see very similar new school scores but are not attracting new students at the same pace. Further, building too many new schools simultaneously could risk overtaxing Alberta Infrastructure project management resources while concurrently greatly increase the overall cost per school due to supply and demand dynamics.

Approval of the new school projects identified in the 3YSCP would support the enhancement of learning environments for CBE students by providing the space required to offer programming richness and variety while also accommodating more CBE students closer to their homes. This goal will still require concurrent student accommodation initiatives within existing schools to balance enrolment fluctuations resulting from new school openings, demographic changes and imbalances within the City.

Existing school capital priorities that have been identified reflect schools with high utilization and/or significant deferred lifecycle renewal costs. These schools will continue to be prioritized based on demographic requirements, lifecycle renewal costs, and educational program needs.

## 7 | Conclusion

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The approval of the Three-Year School Capital Plan 2026-2029 will provide the Provincial government with a comprehensive analysis of CBE school capital needs to support student learning. Approval of the plan in its entirety by Alberta Education is especially critical during these unprecedented times of growth.



**JOANNE PITMAN**  
**CHIEF SUPERINTENDENT OF SCHOOLS**

### **ATTACHMENTS**

Attachment I: Three-Year School Capital Plan 2026-2029

### **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.

# Three-Year School Capital Plan 2026-29



learning | as unique | as every student



**Calgary Board  
of Education**

## Table of Contents

|   |    |
|---|----|
| Executive Summary .....   | 1  |
| Background .....  | 4  |
| Previous Approvals .....  | 5  |
| City of Calgary Growth and Development.....   | 9  |
| Calgary Board of Education Student Enrolment .....  | 12 |
| Administrative Areas and Space Utilization .....  | 13 |
| Existing School Facilities.....   | 16 |
| Capital Planning Project Ranking Criteria .....   | 17 |
| Summary and Conclusions.....  | 22 |
| Appendix I: New School Capital Project Requests .....                                       | 23 |
| Appendix II: Existing School Capital Project Requests.....                                  | 25 |
| Appendix III: Combined School Capital Project Requests.....                                 | 27 |
| Appendix IV: Individual Project Profiles – New School Capital Project Requests .....        | 28 |
| Appendix V: Individual Project Profiles – Approved Projects (Approved March 14, 2025) ..... | 40 |
| Appendix VI: Individual Project Profiles – Existing School Capital Project Requests .....   | 51 |
| Appendix VII: Capacity and Utilization Rates .....  | 58 |
| Appendix VIII: Capital Planning Project Ranking Criteria .....                              | 62 |
| Appendix IX: New School Construction Ranking .....  | 74 |
| Appendix X: CBE System Utilization .....  | 83 |
| Appendix XI: Glossary of Terms and Definitions.....   | 84 |



## 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. The CBE addresses the complexity and diversity of our 142,402 students in over 250 schools with more than 16,000 employees and an operating budget of \$1.6 billion.

The CBE has experienced record-breaking growth over the last few years, adding over 17,000 students (or the equivalent of almost 30, six-hundred-capacity schools) between September 2021 and September 2024, 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 affordability levels and a high quality of living. Population growth is expected to continue over the next several years, adding more students to the CBE system. In the *Calgary & Region Economic Outlook 2024-2029 (Fall 2024)*, the City of Calgary (the City) forecasts that the population of Calgary will reach **1,608,700 by 2029**, an increase of 116,800 people over the next five years (2025-2029). This represents an average yearly increase of approximately 23,360 people.

CBE's current (as of end of September 2024) enrolment of **142,402 students** is an increase of 4,158 students compared to the previous year. Taking into consideration average enrolment increases of approximately 3,319 students per year from 2020-2024, the CBE is projecting continued growth over the next five years. Total enrolment is projected to increase during this five-year forecast period to **159,658 students in 2029**. 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 five (5) years and beyond.

The CBE strives to maintain a utilization rate at or around **85 per cent** to ensure that facilities are optimized for educational purposes, flexibility is maintained in the system to meet demand for emergent programming and considerations, while balancing the financial obligations and sustainability of the system. However, record enrolment is putting immense pressure on the system, contributing to utilization concerns, growing class sizes, more overflows, and longer bus rides for students living in new communities. The CBE's overall utilization rate sits at **95 per cent**, with a utilization rate of **93 per cent** for Grades K-9 (**88 per cent** K-4, **97 per cent** 5-9) and **108 per cent** for Grades 10-12.

Therefore, the CBE requires significant additional space through **new schools** and school **addition** projects to keep pace with the increased growth in student enrolment. Furthermore, capital investment is required in a number of existing schools through **modernization** projects, **replacement** schools, and **solution** projects to reduce deferred maintenance, minimize operation and maintenance spending, modernize the existing facility portfolio and improve educational programming.

The purpose of the *Three-Year School Capital Plan 2026-2029* is to assess and document the CBE's major capital construction needs and prioritize proposed projects based on a number of drivers as defined in the Provinces' [School Capital Manual for the 2024/25 school year](#). These include building condition, community renewal, efficiency solutions, enrolment pressures, functionality and programming, health and safety and legal requirements.

Overall, **nineteen (19)** new and existing school capital project requests are identified in the *Three-Year School Capital Plan 2026-2029* (**Table 1** below). New school capital project requests and existing school capital project requests are found in [Appendix I](#) and [Appendix II](#) respectively and are combined in [Appendix III](#).



**Table 1: New School and Existing School Capital Project Requests**

| YEAR 1       |                                     |        |                            |                          |                        |                         |                              |                 |              |               |                             |
|--------------|-------------------------------------|--------|----------------------------|--------------------------|------------------------|-------------------------|------------------------------|-----------------|--------------|---------------|-----------------------------|
|              | Community/School                    | Grades | Opening Permanent Capacity | Opening Modular Capacity | Total Opening Capacity | Future Modular Capacity | Total Future School Capacity | Funding Program | Request Type | Cost          | # of years in Capital Plans |
| 1            | Joane Cardinal-Schubert High School | 10-12  | 400-600                    |                          | 400-600                |                         | 2015-2215*                   | Plng            | Add          | \$150,000     | 0                           |
| 2            | Mahogany Elementary(2)^             | K-5    | 740                        | 150                      | 890                    |                         | 890                          | Const           | New          | \$34,000,000  | 1                           |
| 3            | Legacy Elementary^^                 | K-4    | 590                        |                          | 590                    | 150                     | 740                          | Plng            | New          | \$27,000,000  | 1                           |
| 4            | Walden Elementary                   | K-5    | 590                        |                          | 590                    | 150                     | 740                          | Const           | New          | \$27,000,000  | 1                           |
| 5            | Cityscape Elementary^               | K-5    | 590                        |                          | 590                    | 150                     | 740                          | Const           | New          | \$27,000,000  | 1                           |
| 6            | Walden/Wolf Willow^                 | K-9    | 950                        | 150                      | 1100                   |                         | 1100                         | Const           | New          | \$49,000,000  | 1                           |
| 7            | Carrington Elementary^              | K-4    | 590                        |                          | 590                    | 150                     | 740                          | Const           | New          | \$27,000,000  | 1                           |
| 8            | Legacy Middle                       | 5-9    | 885                        |                          | 885                    | 150                     | 1035                         | Const           | New          | \$46,000,000  | 0                           |
| 9            | Kincora/Sage Hill Elementary        | K-5    | 590                        |                          | 590                    | 150                     | 740                          | Const           | New          | \$27,000,000  | 0                           |
| 10           | Seton Middle^                       | 5-9    | 885                        | 150                      | 1035                   |                         | 1035                         | Const           | New          | \$46,000,000  | 0                           |
| 11           | Country Hills                       | K-9    | 950                        | 150                      | 1100                   |                         | 1100                         | Const           | New          | \$49,000,000  | 0                           |
| 12           | Belmont                             | K-4    | 590                        |                          | 590                    | 150                     | 740                          | Const           | New          | \$27,000,000  | 0                           |
| 13           | Crescent Heights High School        | 10-12  |                            |                          |                        |                         |                              | Plng            | Mod          | \$250,000     | 2                           |
| 14           | William Aberhart High School        | 10-12  |                            |                          |                        |                         |                              | Plng            | Rep          | \$250,000     | 0                           |
| YEAR 1 TOTAL |                                     |        | 8350-8550                  | 600                      | 8950-9150              | 1050                    | 10,000-10,200**              |                 |              | \$386,650,000 |                             |
| YEAR 2       |                                     |        |                            |                          |                        |                         |                              |                 |              |               |                             |
|              | Community/School                    | Grades | Opening Permanent Capacity | Opening Modular Capacity | Total Opening Capacity | Future Modular Capacity | Total Future School Capacity | Funding Program | Request Type | Cost          | # of years in Capital Plans |
| 15           | Seton Elementary^^                  | K-4    | 590                        |                          | 590                    | 150                     | 740                          | Const           | New          | \$27,000,000  | 1                           |
| 16           | West Macleod High School^^          | 10-12  | 2,410                      | TBD                      | 2,410                  | TBD                     | 2,410                        | Plng            | New          | TBD           | 1                           |
| 17           | Glacier Ridge High School^^         | 10-12  | 2,410                      | TBD                      | 2,410                  | TBD                     | 2,410                        | Plng            | New          | TBD           | 0                           |
| 18           | Livingston High School^^            | 10-12  | 2,410                      | TBD                      | 2,410                  | TBD                     | 2,410                        | Plng            | New          | TBD           | 0                           |
| YEAR 2 TOTAL |                                     |        | 7820                       | 0                        | 7820                   | 150                     | 7970                         |                 |              | \$27,000,000  |                             |
| YEAR 3       |                                     |        |                            |                          |                        |                         |                              |                 |              |               |                             |
|              | Community/School                    | Grades | Opening Permanent Capacity | Opening Modular Capacity | Total Opening Capacity | Future Modular Capacity | Total Future School Capacity | Funding Program | Request Type | Cost          | # of years in Capital Plans |
| 19           | Livingston Middle^^                 | 5-9    | 885                        |                          | 885                    | 150                     | 1035                         | Const           | New          | \$46,000,000  | 0                           |
| YEAR 3 TOTAL |                                     |        | 885                        |                          | 885                    | 150                     | 1,035                        |                 |              | \$46,000,000  |                             |
| GRAND TOTAL  |                                     |        | 17,055-17,255              | 600                      | 17,655-17,855          | 1350                    | 19,005-19,205**              |                 |              | \$459,650,000 |                             |

**Notes:**

Plng = Planning Funding

Add = Addition

Const = Construction Funding

New = New School

Mod = Modernization

Rep = Replacement

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

^ Not site ready, anticipated to be ready within 1 year

^^ Not site ready, anticipated to be ready within 5 years

\*includes current capacity of 1615 plus the anticipated capacity through Addition project

\*\*total does not include existing capacity of 1615 at Joane Cardinal-Schubert

If these school sites were site ready, West Macleod High School would be identified in Year 1 as priority #3, Glacier Ridge High School would be identified in Year 1 as priority #4, and Livingston High School would be identified in Year 2 as priority #15.

## Background

The Province requires school divisions in Alberta to submit a Board-approved Three-Year School Capital Plan (3YSCP) to Alberta Education annually by April 1. The 3YSCP 2026-2029 identifies a prioritized list of both new school construction and existing school revitalization projects to accommodate students over the next three years.

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

### Phase 1: Capital Plan Submission

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

### Phase 2: Project Evaluation & Prioritization

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

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

- Building conditions
- Community Renewal
- Efficiency Solutions
- Functionality and Programming
- Health and Safety
- Legal Implications

### Phase 3: Project Definition

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

### Phase 4: Budget and Scope

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

### Phase 5: Provincial Capital Planning Process

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

The 3YSCP 2026-2029 informs, and is informed by, other planning documents, including:

- [Three-Year System Student Accommodation Plan 2024-2027](#) - 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.

- [Ten-Year Student Accommodation and Facilities Strategy](#) – Provides an overview of the CBE's existing facilities, long-term planning needs, and strategic actions to support high quality learning environments and educational programming, while balancing financial stewardship.
- [Three-Year Maintenance & Renewal Plan](#) – Identifies major maintenance & renewal projects planned within existing CBE schools over the next three years.

## Previous Approvals

One (1) new school construction project is currently under construction (Evanston Middle School), three (3) schools have received approval for full construction (Evanston Elementary School, Redstone Elementary School, Cornerstone High School), and twelve (12) schools have received either Design or Planning approval.

The tables below show these projects, their approval dates and their projected opening/completion date, if known. [Map 1](#) below identifies the location of future new school projects approved since March 4, 2022. In light of record enrolment growth and space pressure throughout the system, detailed projections and a review of schools on the Capital Plan was undertaken over the course of 2024 and as a result, Redstone Elementary School and Cornerstone High School were approved at higher capacities than originally requested. An increased capacity at Saddle Ridge Middle School from 900 to 1200 capacity awaits provincial response.

**Table 2: Schools Under Construction and Full Construction Approvals**

| School/Community                   | Project Type     | Grades | Approved Capacity | Approval Date |
|------------------------------------|------------------|--------|-------------------|---------------|
| Evanston Middle School             | New construction | 5-9    | 900               | Mar 4, 2022   |
| Evanston Elementary School         | New construction | K-4    | 600               | Mar 1, 2024   |
| John G. Diefenbaker High School    | Modernization    | 10-12  | N/A               | Mar 1, 2023   |
| Redstone Elementary School         | New construction | K-5    | 890               | Feb 15, 2025  |
| Cornerstone High School            | New construction | 10-12  | 2,410             | Feb 15, 2025  |
| <b>Total School Space Capacity</b> |                  |        | <b>4,800</b>      |               |

**Table 3: Schools with Capital Approvals (Design & Planning)**

| School/Community                   | Project Type           | Grades | Approved Capacity | Revised Capacity* | Approval Date |
|------------------------------------|------------------------|--------|-------------------|-------------------|---------------|
| Annie Gale School                  | Design (Modernization) | 7-9    | 640               | 640               | Mar 1, 2024   |
| Saddle Ridge Middle School         | Planning (New School)  | 5-9    | 900               | 1,200             | Mar 1, 2024   |
| <b>Total School Space Capacity</b> |                        |        | <b>1,540</b>      | 1,840             |               |

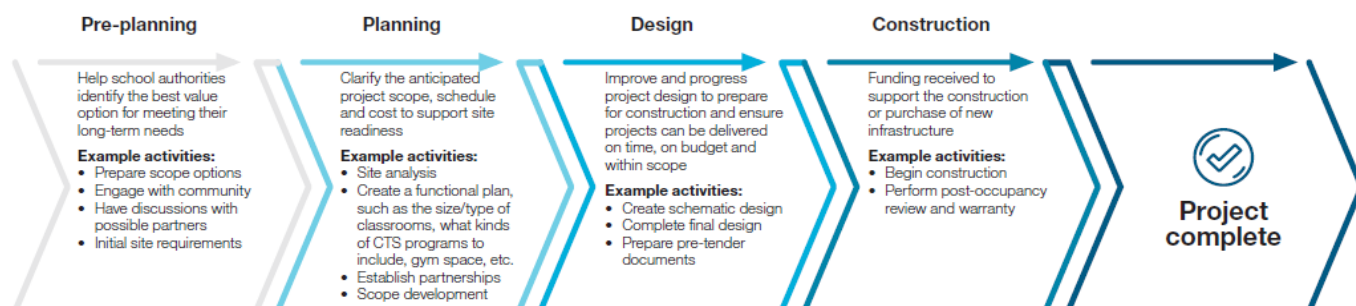
\* Revised capacity is subject to provincial approval.

**Table 4: March 14, 2025 Capital Approvals**

| School/Community                   | Project Type        | Grades | Approved Capacity | Revised Capacity* | Approval Date |
|------------------------------------|---------------------|--------|-------------------|-------------------|---------------|
| Cornerstone Elementary             | Design (New School) | K-4    | 600               | 890               | Mar 14, 2025  |
| Mahogany Middle                    | Design (New School) | 5-9    | 900               | 1,225             | Mar 14, 2025  |
| Sage Hill/Kincora Middle           | Design (New School) | 5-9    | 900               | 1,035             | Mar 14, 2025  |
| Sage Hill Elementary               | Design (New School) | K-4    | 600               | 740               | Mar 14, 2025  |
| Livingston Elementary              | Design (New School) | K-4    | 600               | 890               | Mar 14, 2025  |
| Cityscape/Redstone Middle          | Design (New School) | 5-9    | 900               | 1,225             | Mar 14, 2025  |
| Cornerstone Middle                 | Design (New School) | 5-9    | 900               | 1,225             | Mar 14, 2025  |
| Sherwood/Nolan Hill Middle         | Design (New School) | 5-9    | 900               | 1,035             | Mar 14, 2025  |
| Nolan Hill Elementary              | Design (New School) | K-4    | 600               | 740               | Mar 14, 2025  |
| Aspen Woods Middle                 | Design (New School) | 5-9    | 900               | 1,035             | Mar 14, 2025  |
| <b>Total School Space Capacity</b> |                     |        | <b>7,800</b>      | <b>10,040</b>     |               |

\* Revised capacity is subject to provincial approval.

There are four stages of the capital planning process – Pre-Planning, Planning, Design, and Construction.



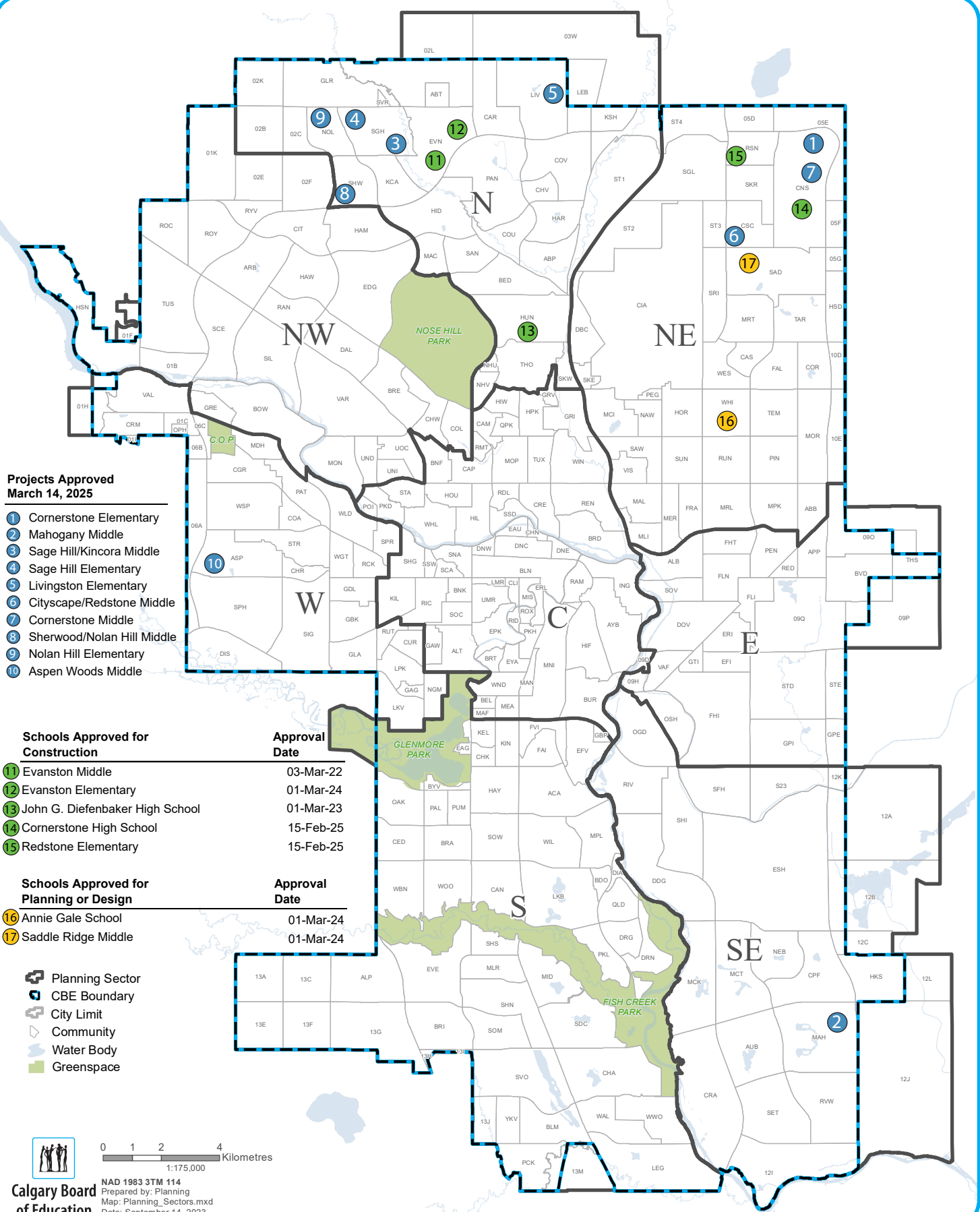
Note: School authorities are not required to complete every stage before going to construction funding. Depending on site readiness and ability to complete the required steps prior to construction, projects may accelerate at different rates. The most appropriate funding program is selected for the approved school project based on an evaluation of the school authority's capital plan submission. Source: School Capital Manual for the 2024/25 School Year, Alberta Education.

In September 2024, the Alberta Government launched the [School Construction Accelerator Program](#). The program is expected to deliver about 50,000 new and modernized student spaces over the next three years and an additional 150,000 spaces in the four years after that. The Alberta Government also made changes to the capital funding program to speed up the construction of new schools. Funding for approved projects ready to proceed to the next stage of the capital funding program (see image above) can be approved without waiting for the next budget cycle.

Therefore, those projects approved in the tables above for either Construction, Planning & Design funding, or as part of the March 14, 2025 approvals announcement have already received capital approval and are not required to be listed for further prioritization against unapproved projects.

Pre-planning is not capital in nature. This phase is designed to allow school jurisdictions an opportunity to analyze potential capital projects in advance of requesting formal capital approval through the 3YSCP. Projects in this stage are not considered “approved projects” meaning that Pre-planning may be requested at any time. As such, the CBE will no longer include Pre-planning requests as a part of the 3YSCP submission.

# Map 1: Approved School Projects



## City of Calgary Growth and Development

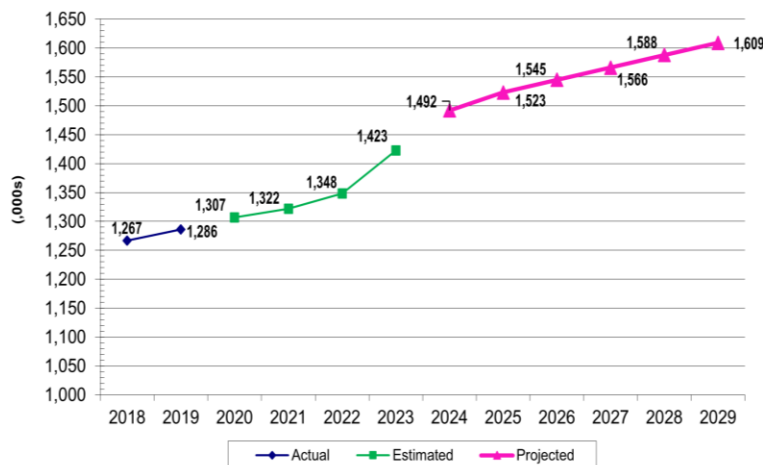
Over the past decade, Calgary has experienced varying levels of population growth. Calgary's population increased by approximately 206,000 people between 2019 and 2024, an average of 41,240 people per year. The population grew from an estimated 1,423,000 in 2023 to a projected population of 1,492,000 in 2024, an increase of 69,000 (5.0%) (Calgary and Region Economic Outlook 2024-2029 (Fall 2024)).

The City of Calgary's report, *Calgary and Region Economic Outlook 2024-2028 (Fall 2024)*, anticipates continued growth for Calgary. The City forecasts Calgary's population will reach 1,608,700 by 2029, an increase of 116,800 people from the projected population of 1,491,900 in 2024. This population forecast averages 23,360 people per year during this period. This population increase is expected to be driven primarily by net migration.

The City of Calgary is updating its Municipal Development Plan (MDP) to guide how the city will grow and change over the next 30 years. The MDP is currently in draft format and has been renamed the *Calgary Plan*. The *Calgary Plan* is a merger and update of the 2020 MDP and Calgary Transportation Plan, building upon the vision of the imagineCALGARY and the Go Plan.

The *Calgary Plan* aims to accommodate at least 50 percent of all new housing in the redeveloping areas of the city. Redeveloping areas are typically areas where the first-time urban development is largely complete. (source: *Calgary Plan*).

Calgary's Actual and Projected Population  
2018-2029



The top ten developing communities by number of units from new residential building permit applications in Calgary for 2023 were:

- Sage Hill (N)
- Carrington (N)
- Belvedere (E)
- Seton (SE)
- Cornerstone (NE)
- Medicine Hill (W)
- Livingston (N)
- Belmont (S)
- West Springs (W)
- Mahogany (SE)

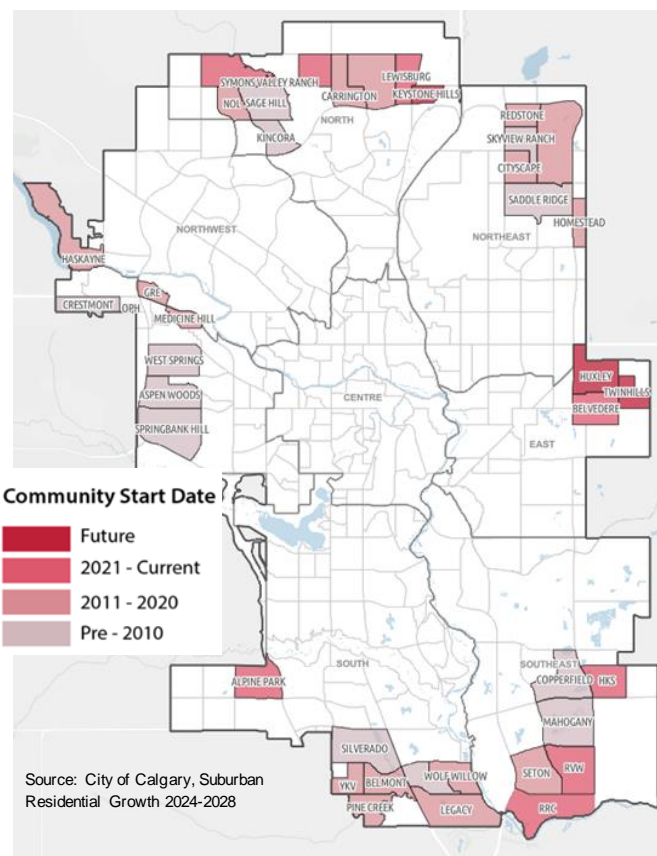
(Source: City of Calgary, Suburban Residential Growth 2024-2028)



## Developing Areas

There are 41 actively developing communities in the city at various stages of development. The large number of concurrently developing communities puts increased pressure on the CBE to meet parent expectations for school construction in their community.

The City of Calgary prepares a suburban residential growth forecast each year. The suburban growth information in the *3YSCP 2026-2029* is based on the City's *Suburban Residential Growth 2024-2028* storymap document. This document allocates future population growth in new communities by city planning sectors. This document only monitors growth projected in new suburban communities and does not contemplate growth within the developed areas, including the Centre planning sector. Centre planning sector actual growth and growth forecasts are not available from the City at this time and have not been made available since the municipal census was discontinued in 2019.

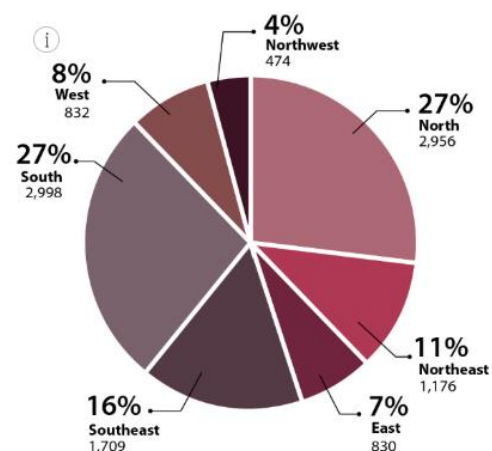


The largest population growth projected over the next five years in new communities is in the North and South sectors as outlined below:

| Sector   | Year   |        |        |        |        | Forecast Share 2024-2028 |            |      |
|--|--------|--------|--------|--------|--------|--------------------------|------------|------|
|  | 2024   | 2025   | 2,026  | 2027   | 2028   | Units                    | Population | %    |
| NORTH  | 2,900  | 3,032  | 3,212  | 2,936  | 2,700  | 14,782                   | 41,325     | 27%  |
| NORTHEAST  | 1,676  | 1,074  | 1,042  | 1,064  | 1,023  | 5,879                    | 16,353     | 11%  |
| EAST   | 499    | 800    | 920    | 1,031  | 900    | 4,150                    | 12,657     | 8%   |
| SOUTHEAST  | 1,670  | 1,734  | 1,771  | 1,713  | 1,656  | 8,543                    | 24,808     | 16%  |
| SOUTH  | 3,538  | 3,020  | 2,882  | 2,781  | 2,768  | 14,989                   | 43,232     | 27%  |
| WEST   | 904    | 946    | 749    | 806    | 754    | 4,159                    | 10,467     | 8%   |
| NORTHWEST  | 456    | 464    | 491    | 462    | 498    | 2,371                    | 7,140      | 4%   |
| TOTAL  | 11,642 | 11,071 | 11,067 | 10,793 | 10,300 | 54,873                   | 155,982    | 100% |
| Average number of total units and population to new communities per year |        |        |        |        |        | 10,975                   | 31,196     |      |

Source: City of Calgary, Suburban Residential Growth 2024-2028

New communities have captured an average of 66 percent of the citywide total homes over the last five years. The majority of the new homes were built in the North and Northeast sectors, and the South and Southeast sectors. In 2023, new communities captured 75 per cent of the citywide market share for new housing units.

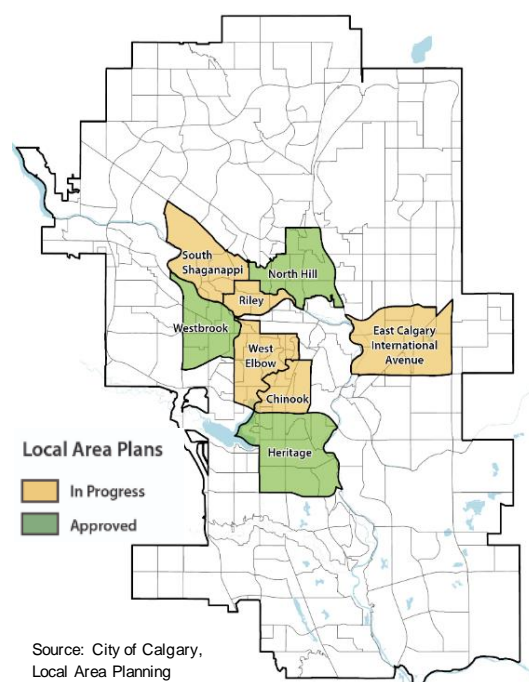


Forecasts for 2024-2028 estimate that 54,873 (10,975 per year average) homes will be built within new communities across the city. This equates to housing approximately 155,982 people (31,196 per year) in new communities over this period. This is an increase of **62 per cent** compared to the last five years. On a sector basis, the forecasts of new home growth suggest more than half will be in North and South sectors, with each sector gaining 27 per cent of the total growth of new communities. The Southeast sector has the next highest share with 16 per cent of new community growth (source: *Suburban Residential Growth 2024-2028*).

## Redeveloping Areas

Calgary's developed areas include approximately 180 communities and are home to 80 per cent 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.

At the time of writing, three Local Area Plans have been approved by The City and five other Local Area Plans are in progress (see map on the right). As Local Area Plans have policies that promote and allow increased densification of established communities, it is expected that these areas will grow over time and add future students to existing schools within these areas. In addition to Local Area Plans, The City has approved a housing strategy titled [Home is Here: The City of Calgary's Housing Strategy](#). On May 14, 2024, City Council approved citywide rezoning to allow more density in existing residential areas. This change can potentially increase the housing supply 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 four rowhouse units and four 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.

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. Given the current enrolment pressures at downtown area schools, further residential intensification may contribute to ongoing utilization pressures at schools within the Centre planning sector.

## Calgary Board of Education Student Enrolment

Total enrolment on Sept. 27, 2024, was 142,402 students, and consists of 139,716 pre-kindergarten to Grade 12 students and 2,686 students enrolled in Self Contained Special Education programs. Enrolment increased by 4,158 students from the end of September 2023 to the end of September 2024, with a notable increase in Grades 10-12 (1,311 students) and Grades 1-3 (1,100 students). Students continue to access program choices offered by the CBE. Enrolment in alternative programs for the 2024-25 school year is 27,558; this is an increase of 573 students over the previous year. The alternative programs with the highest enrolment are French Immersion (9,935), Traditional Learning Centre (TLC) (7,089), and Spanish Bilingual (3,742).

The table below provides a summary of enrolments from the end of September 2020 to the end of September 2024.

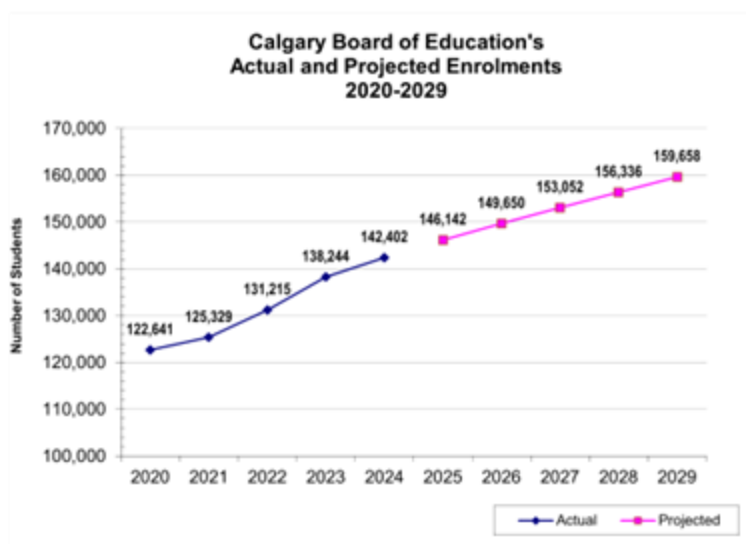
**Table 5: Five-Year History of CBE Enrolment by Division 2020-2024**

|                                 | 2020           | 2021           | 2022           | 2023           | 2024           |
|---------------------------------|----------------|----------------|----------------|----------------|----------------|
| Pre-Kindergarten                | 97             | 130            | 71             | 37             | 40             |
| Kindergarten                    | 6,839          | 8,878          | 9,051          | 8,972          | 9,082          |
| Grades 1-3                      | 28,441         | 27,859         | 29,757         | 31,554         | 32,654         |
| Grades 4-6                      | 27,837         | 27,941         | 28,855         | 30,557         | 31,244         |
| Grades 7-9                      | 27,021         | 27,719         | 28,860         | 29,849         | 30,794         |
| Grades 10-12                    | 30,060         | 30,562         | 32,152         | 34,591         | 35,902         |
| <b>Sub-Total (Pre-K to G12)</b> | <b>120,295</b> | <b>123,089</b> | <b>128,746</b> | <b>135,580</b> | <b>139,716</b> |
| Self-Contained Special Ed.      | 2,346          | 2,240          | 2,469          | 2,664          | 2,686          |
| <b>Total</b>                    | <b>122,641</b> | <b>125,329</b> | <b>131,215</b> | <b>138,244</b> | <b>142,402</b> |

Totals may not add due to rounding.

Pre-K to Grade 12 includes enrolment in Home Education, Outreach and Unique Settings, CBe-learn, and Chinook Learning Services. Self-Contained Special Ed. represents system classes at the school level such as ACCESS, ALP, CSSI, etc.

CBE's current student enrolment of 142,402 is forecast to increase to 159,658 students by 2029, representing a total increase of 17,256 students or approximately 3,319 additional students annually. Enrolment in kindergarten through Grade 6 is projected to increase slightly during this period, while Grade 7-12 populations are projected to increase more significantly.



**Table 6** below shows actual enrolment for September 2024 and projected enrolment for 2025-2029.

**Table 6: CBE Five-Year Enrolment and Projections 2024-2029**

|                                 | Actual<br>2024 | Projected |         |         |         |         |
|---------------------------------|----------------|-----------|---------|---------|---------|---------|
|                                 |                | 2025      | 2026    | 2027    | 2028    | 2029    |
| Pre-Kindergarten                | 40             | 40        | 40      | 40      | 40      | 40      |
| Kindergarten                    | 9,082          | 8,907     | 9,358   | 8,971   | 9,153   | 9,316   |
| Grades 1-3                      | 32,654         | 32,948    | 32,634  | 33,264  | 33,140  | 33,442  |
| Grades 4-6                      | 31,244         | 32,962    | 34,299  | 35,495  | 35,816  | 35,473  |
| Grades 7-9                      | 30,794         | 31,580    | 32,933  | 33,651  | 35,501  | 36,946  |
| Grades 10-12                    | 35,902         | 36,952    | 37,567  | 38,748  | 39,741  | 41,443  |
| <b>Sub-Total (Pre-K to G12)</b> | 139,716        | 143,389   | 146,831 | 150,169 | 153,391 | 156,650 |
| Self-Contained Special Ed.      | 2,686          | 2,753     | 2,819   | 2,883   | 2,945   | 3,008   |
| <b>Total</b>                    | 142,402        | 146,142   | 149,650 | 153,052 | 156,336 | 159,658 |

Totals may not add due to rounding.

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

CBe-learn and Chinook Learning accept registrations on an on-going basis.

All projections are subject to annual review and update.

Projections use current and historical enrolments.

## Administrative Areas and Space Utilization

The CBE is divided into seven administrative areas. This area structure is based on relationships between schools and the feeder elementary, middle, and junior high schools into their designated high schools, as opposed to geography. To understand where population and student enrolment growth will occur in the future, a geographical reporting and analysis of data is required. The CBE uses City of Calgary planning sectors to gather these insights.

Within each of these planning sectors, the CBE annually reviews new and developing communities for new school construction eligibility. The Province reviews utilization rates when evaluating a jurisdiction's capital priorities.

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

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

The CBE strives to maintain healthy school utilization rates. Well-utilized schools contribute to supporting educational programming richness and variety and maintain flexibility within the system for sudden enrolment movement, while balancing the financial obligations and sustainability of the system. As of end of September 2024, the utilization rate of the system was **95 per cent**, with a utilization rate of **93 per cent for K-9 students** (88 per cent K-4, 97 per cent 5-9) and **108 per cent for Grades 10-12 students**. For more information on the current system utilization rate and projected system utilization rate see [Appendix X](#).

As shown in **Table 7**, the utilization rate by enrolment shows a more balanced distribution because students are attending schools outside their sector of residence. Examining this data in relation to the utilization by residence data the CBE can identify those sectors of the city where there is not sufficient school capacity to meet the needs of local students. For example, the lack of capacity in the Southeast is being managed by accessing the space in the South Sector and the lack of space in the Northeast, by accessing space in the East Sector. Projected utilization rates take into account the existing utilization rates, plus the growth in population in each Planning Sector as per the City's [Suburban Residential Growth 2024-2028](#) storymap. The Centre planning sector is projected to see a slight decline in utilization rates due to additional capacity becoming available in the North East planning sector, especially at the high school level. The North and South East planning sectors are projected to have the highest Utilization by Residence rates, indicating high levels of growth and limited capacity in those areas.

Additional maps and supporting data regarding the actual 2024-2025 Utilization by Enrolment and by Residence and projected 2029-2030 Utilization by Enrolment and by Residence are included in detail in [Appendix VII](#).

**Table 7: K-Grade 12 actual and projected utilization rates**

| Utilization by Student Enrolment |                     |                        |
|----------------------------------|---------------------|------------------------|
| Sector                           | 2024-25 K-12 Actual | 2029-30 K-12 Projected |
| Centre                           | 97%                 | 95%                    |
| East                             | 85%                 | 95%                    |
| North                            | 102%                | 123%                   |
| North East                       | 102%                | 102%                   |
| North West                       | 99%                 | 102%                   |
| South                            | 90%                 | 106%                   |
| South East                       | 98%                 | 119%                   |
| West                             | 96%                 | 104%                   |
| <b>Total</b>                     | <b>96%</b>          | <b>105%</b>            |
| Utilization by Student Residence |                     |                        |
| Sector                           | 2024-25 K-12 Actual | 2029-30 K-12 Projected |
| Centre                           | 70%                 | 75%                    |
| East                             | 71%                 | 90%                    |
| North                            | 160%                | 176%                   |
| North East                       | 125%                | 113%                   |
| North West                       | 85%                 | 88%                    |
| South                            | 79%                 | 95%                    |
| South East                       | 138%                | 159%                   |
| West                             | 95%                 | 103%                   |
| <b>Total</b>                     | <b>95%</b>          | <b>108%</b>            |

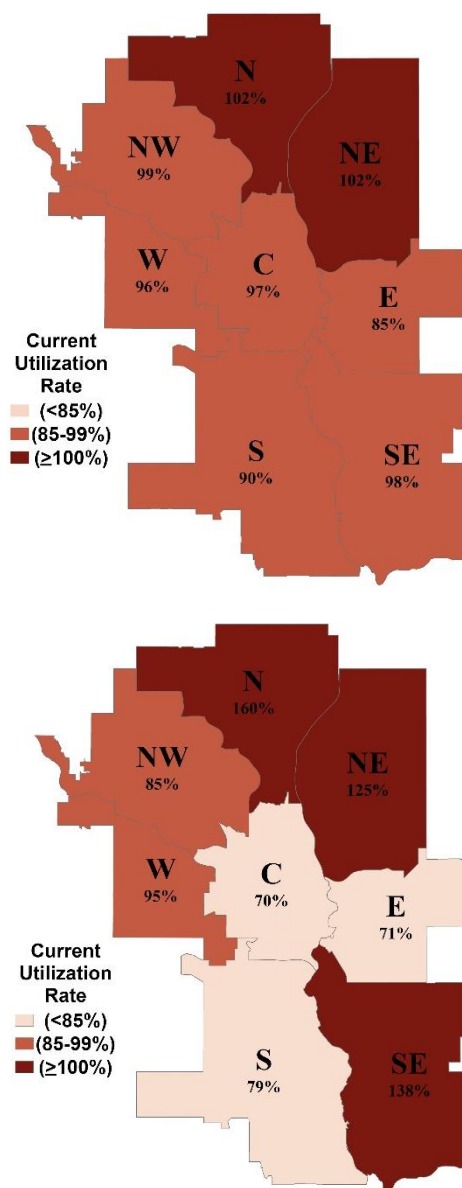
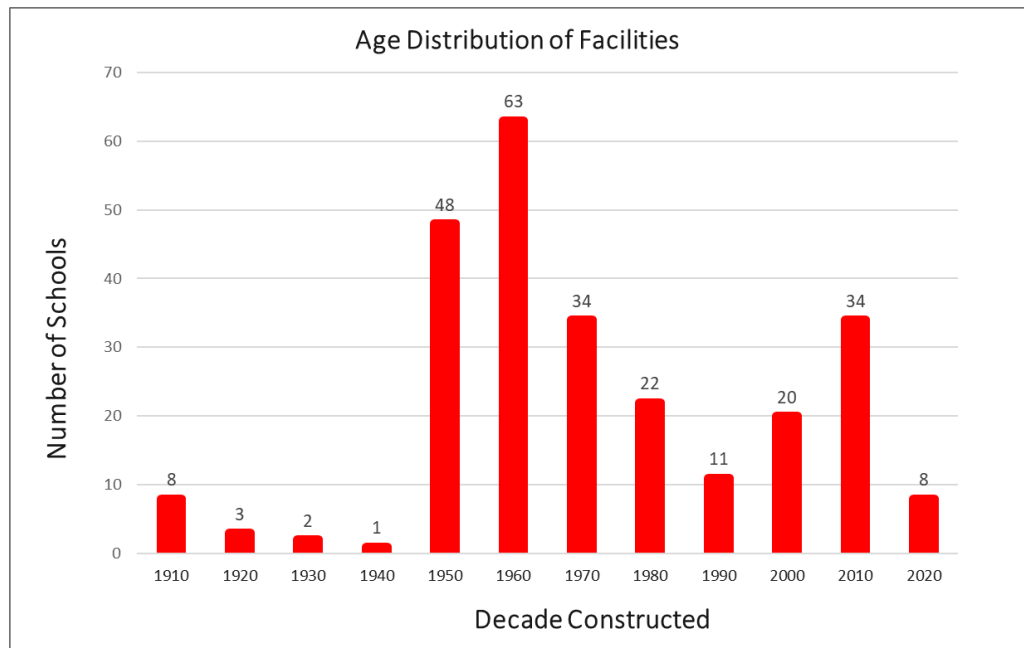


Table 7 shows the 2024-2025 Actual and 2029-2030 Projected Enrolment and Residence utilization rates by grade groupings and by Planning Sector. Projections for 2029-2030 account for additional school capacity that has been approved for either planning, design, or construction approval and includes schools currently under construction but not yet operational. It does not include any new schools requested in this year's 3YSCP 2026-2029, nor does it include any new schools that were approved by the Province on March 14, 2025. **These charts highlight that CBE requires significant additional space through new schools, replacement schools, modernizations and additions to existing schools to keep pace with the increased growth in student enrolment.**



## Existing School Facilities

The CBE has a diverse facility inventory, comprised of over 250 CBE school buildings and an additional 15 CBE owned facilities that are leased to external agencies. Currently 56% of the CBE's 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 will be required to either maximize use of existing space, or construct additional permanent space, a strategy that has not been needed in the recent past. Strategic planning of these investments must consider educational needs, programming demands, community input, and school utilization rates within the broader community to determine how best to address building condition and match space requirements to community demographics.



## Capital Planning Project Ranking Criteria

The CBE strives for evidence-based, transparent and fair prioritization in the capital planning process. The following factors drive capital planning projects.

- Program Delivery – Projects that are required to enable the delivery of school programs.
- Community Schools – New schools are required in rapidly growing communities to minimize student travel times and meet the needs for a local school in these communities.
- Aging Facilities – Older schools that require revitalization to provide appropriate learning environments for students.
- School Utilization Rates – appropriate school utilization rates optimize maintenance and operational funding; help manage classroom space for optimal learning and ensure the availability of programming opportunities to students within the limited public resources entrusted to the CBE.

A balanced approach to address these drivers has been developed to ensure the CBE is pursuing capital funding opportunities that recognize the changing needs of students, build trust with parents, partners, and the community, and direct investment to projects that provide the best value for the system. The planning approach is a system of core community-based elementary feeder schools, with middle/junior high and senior high schools serving larger geographic areas. In addition, modular classrooms can contribute to bettering the student learning experience by relieving accommodation pressures during periods of growth, allowing the CBE to respond appropriately across a community's life cycle.

Projects are also required to ensure programming requirements are met through existing school revitalization, which may include modernization projects, replacement schools or solution projects (a project type that allows construction activity at multiple schools).

Capital Planning Project Ranking Criteria aims to address the drivers for capital planning and provide a balanced investment approach to school capital planning and are organized as depicted in the image to the right.



The ranking of new school construction priorities is an important issue for all interested community members. The CBE first established ranking criteria for new K-9 construction priorities in January 2002. The model was designed to be transparent and objective, imparting equity and fairness to all Calgary communities. These criteria have been reviewed and adjusted periodically as necessary. On October 29, 2024, the Board of Trustees approved the new “Capital Planning Project Ranking Criteria” to replace both the New School Criteria and Modernization Criteria. More information on eligibility filters and ranking criteria can be found on the CBE's [website](#) under *Criteria for School Capital Planning Priorities* and is included in [Appendix VIII](#).

## New School Criteria

The New School Ranking Criteria are in place to allow for a transparent, objective and equitable approach to prioritizing where new schools will be identified and requested in the *Three-Year School Capital Plan 2026-2029*. There are two types of criteria in the evaluation process to rank schools for capital funding. Firstly, all K-12 school sites go through eligibility filters to identify those that will proceed to the ranking process. The first eligibility filter examines whether an accommodation option may exist in a nearby community and therefore a new school community may not need to be ranked. The second eligibility filter captures new school sites that are either currently site ready or are anticipated to be site ready within the next five (5) years. Site readiness includes:

- receipt of the land title for the site, complete with legal description and appropriate land use designation;
- Construction Completion Certificate (CCC) (at a minimum) has been granted by The City of Calgary for the school site building envelope and associated playfields. Final Acceptance Certificate (FAC) is preferred but in some cases CCC is sufficient to consider a future site “site ready”;
- services (power, water, sanitary, storm, gas, telecommunications and internet cable, etc.) are in place and ready for hookup;
- suitable topography and no geotechnical or future building foundation concerns (for construction); and
- adequate access from roadways for both construction and post construction traffic.

School sites that pass through the eligibility filters will be ranked through K-4, 5-9 and 10-12 ranking criteria. The ranking criteria for the various school cohorts takes into account:

- resident population and school enrolment information;
- planning sector population projections;
- ratio of number of CBE students per housing unit in the given community;
- average travel time and distance from a new community to a designated school;
- requirements for additional bus receivers;
- completion of K-9 learning continuum; and
- transition points whereby a cohort of students residing in a new community are required to attend more than two schools for their K-9 learning continuum.

Details on individual communities that were ranked for the *3YSCP 2026-2029* are found in [Appendix IX](#).

## New School Capital Project Request Ranking: Kindergarten to Grade 12

**Tables 8 and 9** below identify ranking points for K-9 and 10-12 schools respectively that are included in the *3YSCP 2026-2029*. Grade K-9 and 10-12 school sites are ranked separately because high schools are meant to serve a much larger population and point scoring is not comparable between the two categories. These school sites are included in Year 1, Year 2 or Year 3 of the *3YSCP 2026-2029* and are prioritized by point ranking and site readiness (see [Appendix I](#)). Those sites which are not site ready within one year, regardless of having a relatively high score, are not included as a Year 1 request (i.e. the year 2 requests of Seton Elementary and the three high school sites). Project requests that are included in Year 1 of *3YSCP 2026-2029* are described in detail in [Appendix IV](#).

**Table 8: K-Grade 9 Top Ranked New School Priorities by Points Score**

| Rank | Community                    | Points | Planning Sector | Grade |
|------|------------------------------|--------|-----------------|-------|
| 1    | Mahogany Elementary (2)^     | 2,657  | SE              | K-5   |
| 2    | Legacy Elementary^^          | 1,425  | S               | K-4   |
| 3    | Walden Elementary            | 1,211  | S               | K-5   |
| 4    | Cityscape Elementary^        | 1,182  | NE              | K-5   |
| 5    | Walden/Wolf Willow           | 1,150  | S               | K-9   |
| 6    | Seton Elementary^^           | 1,120  | SE              | K-4   |
| 7    | Carrington Elementary        | 1,014  | N               | K-4   |
| 8    | Legacy Middle                | 774    | S               | 5-9   |
| 9    | Kincora/Sage Hill Elementary | 743    | N               | K-5   |
| 10   | Livingston Middle^^          | 738    | N               | 5-9   |
| 11   | Seton Middle^                | 632    | SE              | 5-9   |
| 12   | Country Hills                | 614    | N               | K-9   |
| 13   | Belmont                      | 510    | S               | K-4   |

Notes:

<sup>(2)</sup> Indicates second school of that type in the community.

^ Indicates school not ready, anticipated to be site ready within 1 year

^^ Indicates school not ready, anticipated to be site ready within 5 years

**Table 9: Grade 10-12 Top Ranked New School Priorities by Point Score**

| Rank | Community                 | Points | Planning Sector | Grade |
|------|---------------------------|--------|-----------------|-------|
| 1    | West Macleod High School  | 2,190  | S               | 10-12 |
| 2    | Glacier Ridge High School | 1,753  | N               | 10-12 |
| 3    | Livingston High School    | 1,200  | N               | 10-12 |

Notes:

all three high schools identified in Table 9 are not site ready.

## Existing School Criteria

The Existing School Ranking Criteria are in place to allow for the identification and prioritization of schools that require major capital investments to ensure the school facility can effectively support the educational needs of the community it serves. Capital investment into existing schools can take many different forms (project types) including **modernization**, **replacement**, **solution** (construction activity at multiple schools) or expansion through a permanent school **addition**. The first three project types are primarily driven by the overall condition of the facility, while the need for a school addition is determined by school utilization as well as community demographics and growth projections. To account for this, the Existing School Ranking Criteria is comprised of two separate sub-criteria: School Addition Criteria and School Revitalization Criteria.

School major **modernization** projects provide for the renovation of the whole or part of a school building for both present and future educational programs. As the curriculum changes, older facilities may become unsuitable in their current configuration. The modernization can then aim to improve functional adequacy and suitability while at the same time replacing end-of-life building systems.

School **replacements** occur when a school building's condition has deteriorated sufficiently that it becomes more economical to replace the school with a new facility. School replacements can also be advantageous in high utilization situations, where closing part of a school for renovation is not possible. In these situations, adequate vacant land must be available on the school site so that a new school can be built without affecting the operation of the original school. Once the new school is opened, the original school would be demolished with play field(s) taking its place. Replacement schools may not be the preferred approach in situations where the original facility holds historical value, or the site is sufficiently constrained that a new school would not fit on the available play fields.

School **additions** provide additional permanent space to schools that are undersized for the needs of the community it serves. While the need for additional permanent space is determined with no consideration for the overall condition of the

school in question, the final project type that gets proposed would take this factor into account. As an example, a school in poor condition that requires additional permanent space could go forward as either a 'Modernization and Addition' or a 'Replacement' where a larger new school is built to replace the aging undersized school.

The *3YSCP 2026-2029* existing school project priorities have significantly changed as compared to the *3YSCP 2025-2028*. This is the direct result of the new Capital Planning Project Ranking Criteria introduced in October 2024. This new ranking criteria takes a new approach to identifying and prioritizing existing schools for major capital investment. This new approach has resulted in some priority shifts including a relatively low number of existing school project requests. Going forward, the CBE will only list existing school projects on the 3YSCP that have been fully analysed and developed, resulting in a higher level of certainty on their size and scope. Over the course of the next year, existing school projects will be considered for years 2 and 3 and will undergo additional development and analysis so that a fully informed plan can be put forward in 2026. The result will be a plan that is data driven and more stable from year-to-year.

**Tables 10 and 11** summarize the existing school project requests. [Appendix VI](#) provides individual project profiles describing each of these projects in greater detail.

**Table 10: School Revitalization Projects and Point Scores**

| Rank | School                       | Points | Planning Sector | Grade | Year Built | Request Type  |
|------|------------------------------|--------|-----------------|-------|------------|---------------|
| 1    | Crescent Heights High School | 138    | C               | 10-12 | 1928       | Modernization |
| 2    | William Aberhart High School | 102    | C               | 10-12 | 1957       | Replacement   |

**Table 11: School Addition Project and Point Score**

| Rank | School                              | Points | Planning Sector | Grade | Year Built |
|------|-------------------------------------|--------|-----------------|-------|------------|
| 1    | Joane Cardinal-Schubert High School | 50     | SE              | 10-12 | 2018       |

## Summary and Conclusions

The CBE has experienced record breaking growth over the last few years adding over 17,000 students (or the equivalent of almost 30, six-hundred-capacity schools) between September 2021 and September 2024, the largest increase in the last 40 years. Record enrolment is putting immense pressure on the system, contributing to utilization concerns, growing class sizes, causing schools to overflow and leading to longer student 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 3 years and beyond.

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

- a majority of schools exceeding the ideal 85% utilization target. In many cases, schools will be well over 100% utilized;
- growing classroom sizes that may lead to educational programming challenges. The absence of additional classrooms in already full schools results in the need to increase class size due to the inability to form another physically separate space;
- decreasing space availability to meet the needs of growing student complexity;
- an inability to expand choice in education through alternative programs;
- increasing school overflows leading to thousands of students unable to attend their local school;
- increasing use of unconventional learning spaces, such as learning commons and staff rooms, as classrooms;
- increasing instances of building system failures resulting in temporary school closures and adding even more pressure to the surrounding schools; and
- ever lengthening bus rides for students in developing areas if a significant number of new schools are not added to the system. This challenge will also further strain the CBE's transportation system.

These challenges highlight the need for a significant increase of space capacity through **new schools** and school **addition** projects to keep pace with the increased growth in student enrolment. Furthermore, capital investment is required in a number of existing schools through **modernization** projects, **replacement** schools, and **solution** projects to reduce deferred maintenance, minimize operation and maintenance spending, modernize the existing facility portfolio and improve educational programming.

Overall, **nineteen (19)** new school and existing school capital project requests are identified in the *Three-Year School Capital Plan 2026-2029* to help keep students closer to home and alleviate utilization concerns at existing schools.

## Appendix I: New School Capital Project Requests

**Table 12: New School Capital Project Requests**

| YEAR 1       |                              |        |                            |                          |                        |                         |                              |                 |              |               |                             |
|--------------|------------------------------|--------|----------------------------|--------------------------|------------------------|-------------------------|------------------------------|-----------------|--------------|---------------|-----------------------------|
|              | Community/School             | Grades | Opening Permanent Capacity | Opening Modular Capacity | Total Opening Capacity | Future Modular Capacity | Total Future School Capacity | Funding Program | Request Type | Cost          | # of years in Capital Plans |
| NS-1         | Mahogany Elementary(2)^      | K-5    | 740                        | 150                      | 890                    |                         | 890                          | Const           | New          | \$34,000,000  | 1                           |
| NS-2         | Legacy Elementary^^          | K-4    | 590                        |                          | 590                    | 150                     | 740                          | Plng            | New          | \$27,000,000  | 1                           |
| NS-3         | Walden Elementary            | K-5    | 590                        |                          | 590                    | 150                     | 740                          | Const           | New          | \$27,000,000  | 1                           |
| NS-4         | Cityscape Elementary^        | K-5    | 590                        |                          | 590                    | 150                     | 740                          | Const           | New          | \$27,000,000  | 1                           |
| NS-5         | Walden/Wolf Willow^          | K-9    | 950                        | 150                      | 1100                   |                         | 1100                         | Const           | New          | \$49,000,000  | 1                           |
| NS-6         | Carrington Elementary^       | K-4    | 590                        |                          | 590                    | 150                     | 740                          | Const           | New          | \$27,000,000  | 1                           |
| NS-7         | Legacy Middle                | 5-9    | 885                        |                          | 885                    | 150                     | 1035                         | Const           | New          | \$46,000,000  | 0                           |
| NS-8         | Kincora/Sage Hill Elementary | K-5    | 590                        |                          | 590                    | 150                     | 740                          | Const           | New          | \$27,000,000  | 0                           |
| NS-9         | Seton Middle^                | 5-9    | 885                        | 150                      | 1035                   |                         | 1035                         | Const           | New          | \$46,000,000  | 0                           |
| NS-10        | Country Hills                | K-9    | 950                        | 150                      | 1100                   |                         | 1100                         | Const           | New          | \$49,000,000  | 0                           |
| NS-11        | Belmont                      | K-4    | 590                        |                          | 590                    | 150                     | 740                          | Const           | New          | \$27,000,000  | 0                           |
| YEAR 1 TOTAL |                              |        | 7,950                      | 600                      | 8550                   | 1050                    | 9,600                        |                 |              | \$386,000,000 |                             |
| YEAR 2       |                              |        |                            |                          |                        |                         |                              |                 |              |               |                             |
|              | Community/School             | Grades | Opening Permanent Capacity | Opening Modular Capacity | Total Opening Capacity | Future Modular Capacity | Total Future School Capacity | Funding Program | Request Type | Cost          | # of years in Capital Plans |
| NS-12        | Seton Elementary^^           | K-4    | 590                        |                          | 590                    | 150                     | 740                          | Const           | New          | \$27,000,000  | 1                           |
| NS-13        | West Macleod High School^^   | 10-12  | 2,410                      | TBD                      | 2,410                  | TBD                     | 2,410                        | Plng            | New          | TBD           | 1                           |
| NS-14        | Glacier Ridge High School^^  | 10-12  | 2,410                      | TBD                      | 2,410                  | TBD                     | 2,410                        | Plng            | New          | TBD           | 0                           |
| NS-15        | Livingston High School^^     | 10-12  | 2,410                      | TBD                      | 2,410                  | TBD                     | 2,410                        | Plng            | New          | TBD           | 0                           |
| YEAR 2 TOTAL |                              |        | 7820                       | 1050                     | 7820                   | 150                     | 7,970                        |                 |              | \$27,000,000  |                             |
| YEAR 3       |                              |        |                            |                          |                        |                         |                              |                 |              |               |                             |
|              | Community/School             | Grades | Opening Permanent Capacity | Opening Modular Capacity | Total Opening Capacity | Future Modular Capacity | Total Future School Capacity | Funding Program | Request Type | Cost          | # of years in Capital Plans |
| NS-16        | Livingston Middle^^          | 5-9    | 885                        |                          | 885                    | 150                     | 1035                         | Const           | New          | \$46,000,000  | 0                           |
| YEAR 3 TOTAL |                              |        | 885                        |                          | 885                    | 150                     | 1,035                        |                 |              | \$46,000,000  |                             |
| GRAND TOTAL  |                              |        | 16,655                     | 600                      | 17,255                 | 1350                    | 18,605                       |                 |              | \$459,000,000 |                             |

**Notes:**

Plng = Planning Funding

Add = Addition

Const = Construction Funding

New = New School

Mod = Modernization

Rep = Replacement

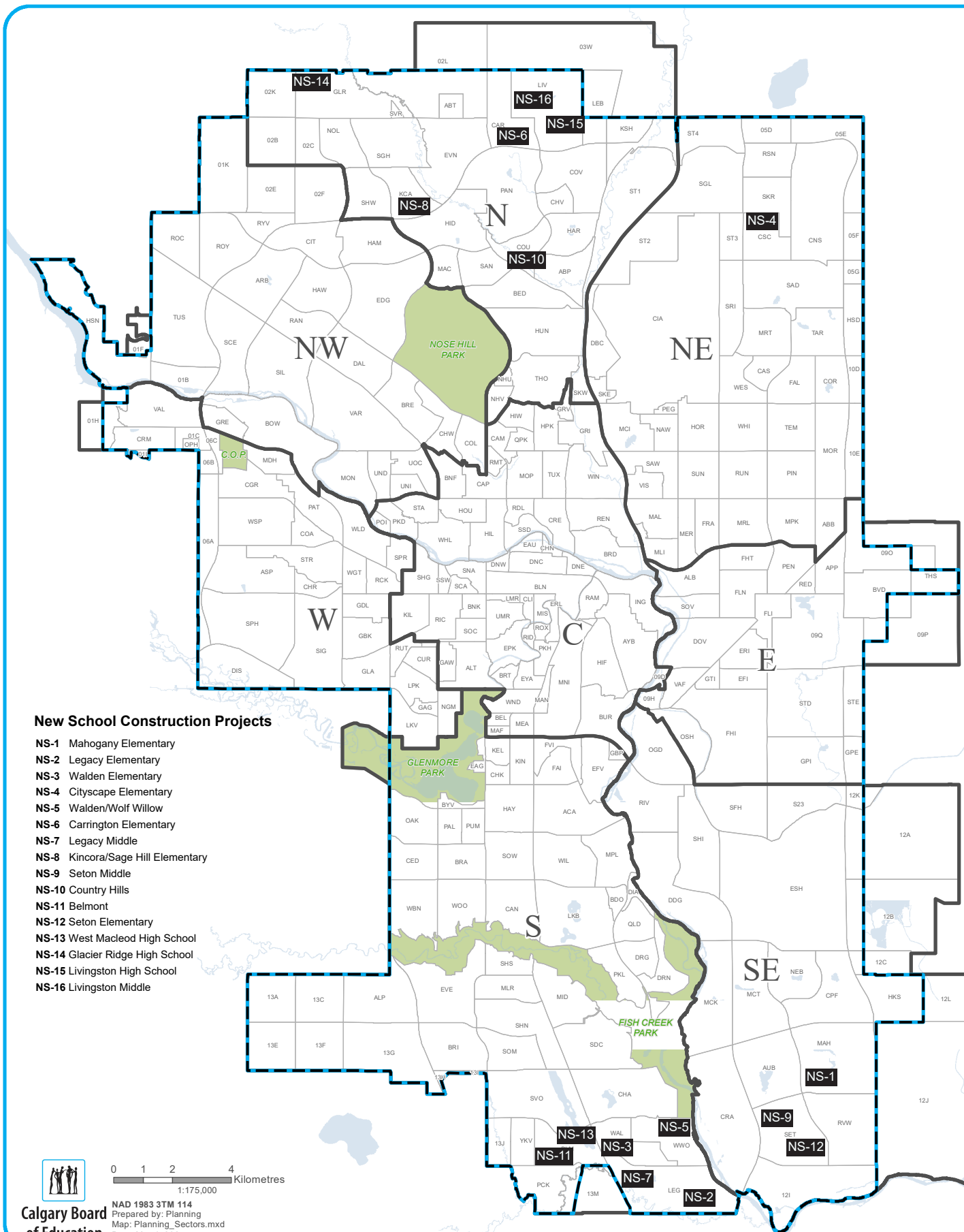
(2) = second school of that type for the community

^ Not site ready, anticipated to be ready within 1 year

^^ Not site ready, anticipated to be ready within 5 years



# Map 2: New Construction Projects 2026-2029

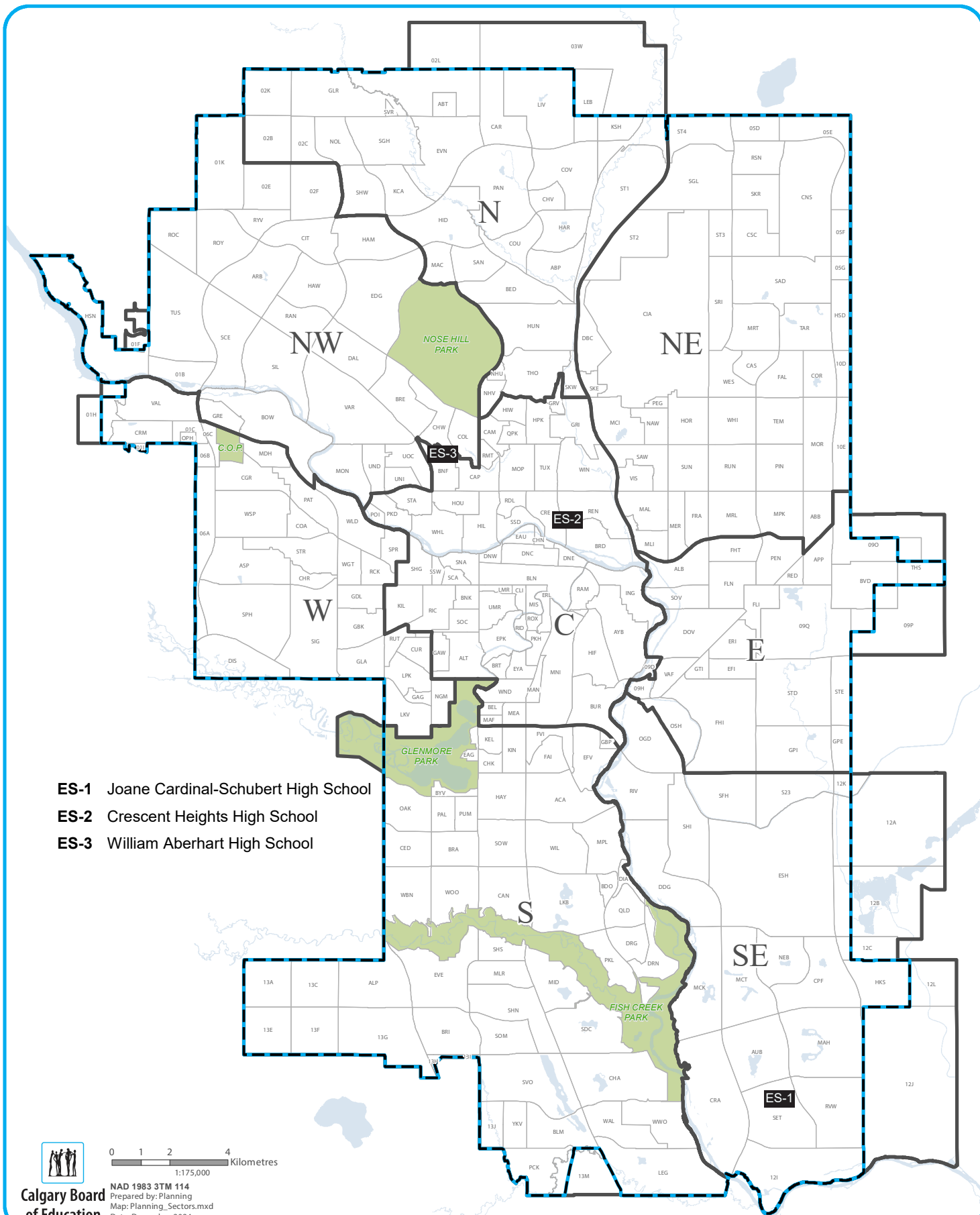


## Appendix II: Existing School Capital Project Requests

**Table 13: Existing School Capital Project Requests**

| Priority Ranking Project Description     |       |                  |                              |                         |                 |               |            |                             |
|--|-------|------------------|------------------------------|-------------------------|-----------------|---------------|------------|-----------------------------|
| YEAR 1                                   |       |                  |                              |                         |                 |               |            |                             |
| Community/School                         | Grade | Current Capacity | Proposed Additional Capacity | Proposed Total Capacity | Funding Program | Request Type  | Cost       | # of years in Capital Plans |
| ES-1 Joane Cardinal-Schubert High School | 10-12 | 1615             | 400 - 600                    | 2015 - 2215             | Planning        | Addition      | \$ 150,000 | 0                           |
| ES-2 Crescent Heights High School        | 10-12 | 2143             | 0                            | 2143                    | Planning        | Modernization | \$ 250,000 | 2                           |
| ES-3 William Aberhart High School        | 10-12 | 1649             | TBD                          | TBD                     | Planning        | Replacement   | \$ 250,000 | 0                           |
| YEAR 1 TOTAL                             |       |                  |                              |                         |                 |               | \$ 650,000 |                             |
| YEAR 2                                   |       |                  |                              |                         |                 |               |            |                             |
| Community/School                         | Grade |                  |                              |                         | Funding Program | Request Type  | Cost       | # of years in Capital Plans |
|  |       |                  |                              |                         |                 |               |            |                             |
| YEAR 2 TOTAL                             |       |                  |                              |                         |                 |               | \$ 0       |                             |
| YEAR 3                                   |       |                  |                              |                         |                 |               |            |                             |
| Community/School                         | Grade |                  |                              |                         | Funding Program | Request Type  | Cost       | # of years in Capital Plans |
|  |       |                  |                              |                         |                 |               |            |                             |
| YEAR 3 TOTAL                             |       |                  |                              |                         |                 |               | \$ 0       |                             |

# Map 3: Existing School Projects 2026-2029



## Appendix III: Combined School Capital Project Requests

**Table 14: New School Construction and Existing School Capital Project Requests**

| YEAR 1       |                                     |        |                            |                          |                        |                         |                              |                 |              |               |                             |
|--------------|-------------------------------------|--------|----------------------------|--------------------------|------------------------|-------------------------|------------------------------|-----------------|--------------|---------------|-----------------------------|
|              | Community/School                    | Grades | Opening Permanent Capacity | Opening Modular Capacity | Total Opening Capacity | Future Modular Capacity | Total Future School Capacity | Funding Program | Request Type | Cost          | # of years in Capital Plans |
| 1            | Joane Cardinal-Schubert High School | 10-12  | 400-600                    |                          | 400-600                |                         | 2015-2215*                   | Plng            | Add          | \$150,000     | 0                           |
| 2            | Mahogany Elementary(2)^             | K-5    | 740                        | 150                      | 890                    |                         | 890                          | Const           | New          | \$34,000,000  | 1                           |
| 3            | Legacy Elementary^^                 | K-4    | 590                        |                          | 590                    | 150                     | 740                          | Plng            | New          | \$27,000,000  | 1                           |
| 4            | Walden Elementary                   | K-5    | 590                        |                          | 590                    | 150                     | 740                          | Const           | New          | \$27,000,000  | 1                           |
| 5            | Cityscape Elementary^               | K-5    | 590                        |                          | 590                    | 150                     | 740                          | Const           | New          | \$27,000,000  | 1                           |
| 6            | Walden/Wolf Willow^                 | K-9    | 950                        | 150                      | 1100                   |                         | 1100                         | Const           | New          | \$49,000,000  | 1                           |
| 7            | Carrington Elementary^              | K-4    | 590                        |                          | 590                    | 150                     | 740                          | Const           | New          | \$27,000,000  | 1                           |
| 8            | Legacy Middle                       | 5-9    | 885                        |                          | 885                    | 150                     | 1035                         | Const           | New          | \$46,000,000  | 0                           |
| 9            | Kincora/Sage Hill Elementary        | K-5    | 590                        |                          | 590                    | 150                     | 740                          | Const           | New          | \$27,000,000  | 0                           |
| 10           | Seton Middle^                       | 5-9    | 885                        | 150                      | 1035                   |                         | 1035                         | Const           | New          | \$46,000,000  | 0                           |
| 11           | Country Hills                       | K-9    | 950                        | 150                      | 1100                   |                         | 1100                         | Const           | New          | \$49,000,000  | 0                           |
| 12           | Belmont                             | K-4    | 590                        |                          | 590                    | 150                     | 740                          | Const           | New          | \$27,000,000  | 0                           |
| 13           | Crescent Heights High School        | 10-12  |                            |                          |                        |                         |                              | Plng            | Mod          | \$250,000     | 2                           |
| 14           | William Aberhart High School        | 10-12  |                            |                          |                        |                         |                              | Plng            | Rep          | \$250,000     | 0                           |
| YEAR 1 TOTAL |                                     |        | 8350-8550                  | 600                      | 8950-9150              | 1050                    | 10,000-10,200**              |                 |              | \$386,650,000 |                             |
| YEAR 2       |                                     |        |                            |                          |                        |                         |                              |                 |              |               |                             |
|              | Community/School                    | Grades | Opening Permanent Capacity | Opening Modular Capacity | Total Opening Capacity | Future Modular Capacity | Total Future School Capacity | Funding Program | Request Type | Cost          | # of years in Capital Plans |
| 15           | Seton Elementary^^                  | K-4    | 590                        |                          | 590                    | 150                     | 740                          | Const           | New          | \$27,000,000  | 1                           |
| 16           | West Macleod High School^^          | 10-12  | 2,410                      | TBD                      | 2,410                  | TBD                     | 2,410                        | Plng            | New          | TBD           | 1                           |
| 17           | Glacier Ridge High School^^         | 10-12  | 2,410                      | TBD                      | 2,410                  | TBD                     | 2,410                        | Plng            | New          | TBD           | 0                           |
| 18           | Livingston High School^^            | 10-12  | 2,410                      | TBD                      | 2,410                  | TBD                     | 2,410                        | Plng            | New          | TBD           | 0                           |
| YEAR 2 TOTAL |                                     |        | 7820                       | 0                        | 7820                   | 150                     | 7970                         |                 |              | \$27,000,000  |                             |
| YEAR 3       |                                     |        |                            |                          |                        |                         |                              |                 |              |               |                             |
|              | Community/School                    | Grades | Opening Permanent Capacity | Opening Modular Capacity | Total Opening Capacity | Future Modular Capacity | Total Future School Capacity | Funding Program | Request Type | Cost          | # of years in Capital Plans |
| 19           | Livingston Middle^^                 | 5-9    | 885                        |                          | 885                    | 150                     | 1035                         | Const           | New          | \$46,000,000  | 0                           |
| YEAR 3 TOTAL |                                     |        | 885                        |                          | 885                    | 150                     | 1,035                        |                 |              | \$46,000,000  |                             |
| GRAND TOTAL  |                                     |        | 17,055-17,255              | 600                      | 17,655-17,855          | 1350                    | 19,005-19,205**              |                 |              | \$459,650,000 |                             |

**Notes:**

Plng = Planning Funding

Const = Construction Funding

Mod = Modernization

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

^ Not site ready, anticipated to be ready within 1 year

^^ Not site ready, anticipated to be ready within 5 years

\*includes current capacity of 1615 plus the anticipated capacity through Addition project

\*\*total does not include existing capacity of 1615 at Joane Cardinal-Schubert

## Appendix IV: Individual Project Profiles – New School Capital Project Requests



### Notes for following pages:

\* information obtained from the City's Suburban Residential Growth 2024-2028 story map.

\*\* information obtained from City of Calgary approved Area Structure Plans, updates to Outline Plans etc.



## NS-1 Mahogany Elementary – New Construction

**Address:** TBD (not subdivided)

**Planning Sector:** Southeast

**Site size:** 12.1 acres

**Building Envelope:** 4.0 acres

**Site Readiness:** Not Site Ready (anticipated to be site ready by late 2025)

**Estimated Project Cost:** \$20,000,000

**Grade configuration:** K-Grade 5

**Total Opening Capacity:** 890 (150 modular)

**Total Future School Capacity:** 890

### Sector Growth:

- Southeast sector accounted for 19 per cent of total unit growth between 2019 and 2023, adding 1,522 housing units per year on average.\*
- The forecast for the next five years estimates a decrease to 16 per cent of the new community share with an average of 1,709 housing units per year.\*

### Community Profile:

- The community is planned for an estimated 8,794 housing units, with a population capacity of 28,300 to 30,400.\*\*
- Mahogany is approximately 72 per cent built out.\*

### Enrolment pressures:

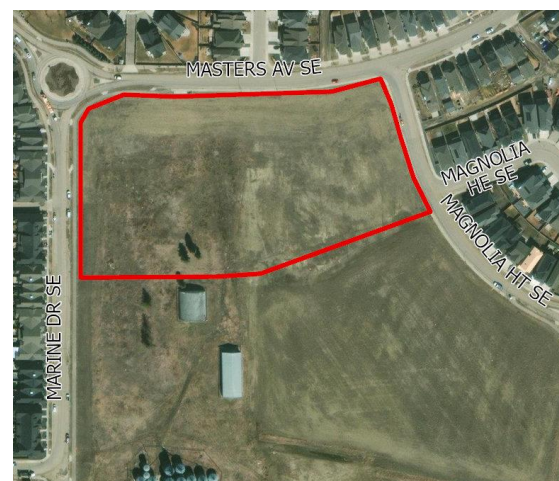
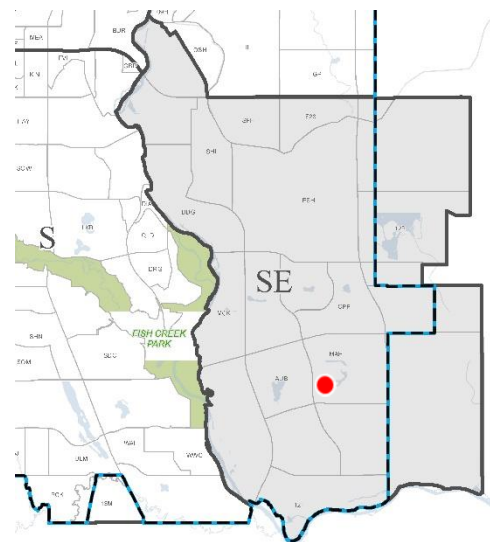
- 1,560 children (aged 1-5) currently residing in Mahogany.
- 987 K-4 students residing in Mahogany attend existing CBE schools.

### Designated school:

- Bayside School
- Current Utilization: 107 per cent

### Summary:

- Mahogany is one of Calgary's top 10 new communities.\*
- Currently unsubdivided and landscaping pending, but anticipated to be site ready by late 2025.
- Highest ranked new school construction project by CBE (see K-Grade 12 ranking table)
- Elementary schools in the Southeast sector are anticipated to reach a 119 per cent utilization by residence rate by 2029-2030.



## NS-2 Legacy Elementary – New Construction

**Address:** TBD

**Planning Sector:** South

**Site size:** 8.82 acres

**Building Envelope:** 4.0 acres

**Site Readiness:** Not Site Ready  
(currently unsubdivided)

**Estimated Project Cost:** \$27,000,000

**Grade configuration:** Grades K-4

**Total Opening Capacity:** 590

**Total Future School Capacity:** 740  
(150 modular)

### Sector Growth:

- South sector accounted for 19 per cent of total unit growth between 2019 and 2023, adding 1,513 housing units per year on average.\*
- The forecast for the next five years estimates an increase to 27 per cent of the new community share with an average of 2,998 housing units per year.\*

### Community Profile:

- Legacy is planned for an estimated 6,845 housing units with a population capacity of 17,400 to 18,200 people.\*\*
- Legacy is approximately 77 per cent built out.\*

### Enrolment pressures:

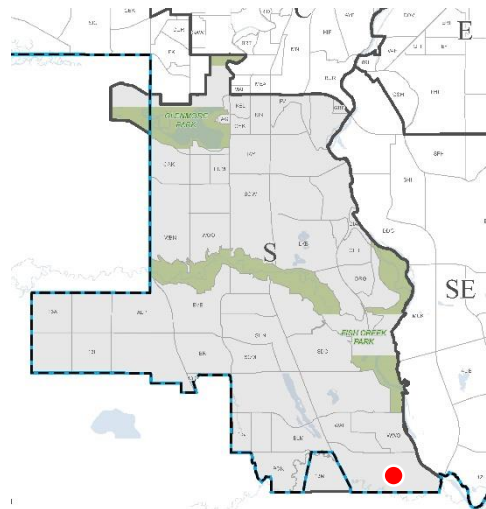
- 395 K-Grade 4 students residing in Legacy attending CBE schools.

### Designated school:

- Prince of Wales
- Current Utilization: 84 per cent

### Summary:

- Students residing within Legacy are currently travelling by bus to host school.
- Growth in the South sector is anticipated to be among the largest of all sectors.
- Elementary schools in the South sector are anticipated to reach a 97 per cent utilization by residence rate by 2029-2030.





## NS-3 Walden Elementary – New Construction

**Address:** 34 Walden Heights SE

**Planning Sector:** South

**Site size:** 7.02 acres

**Building Envelope:** 4.05 acres

**Site Readiness:** Site Ready

**Estimated Project Cost:** \$20,000,000

**Grade configuration:** K-Grade 5

**Total Opening Capacity:** 590

**Total Future School Capacity:** 740 (150 modular)

### Sector Growth:

- South sector accounted for 19 per cent of total unit growth between 2019 and 2023, adding 1,513 housing units per year on average.\*
- The forecast for the next five years estimates an increase to 27 per cent of the new community share with an average of 2,998 housing units per year.\*

### Community Profile:

- Walden is planned for an estimated 4,042 housing units with a population capacity of 10,600 to 11,200.\*\*
- Walden is approximately 88 per cent built out.\*

### Enrolment pressures:

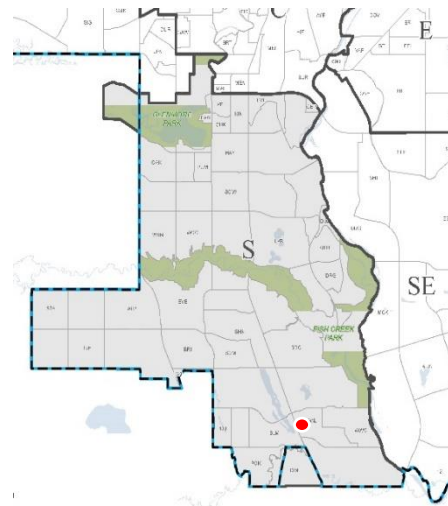
- 790 children aged 1-5 residing in Walden
- 351 K-Grade 4 students residing in Walden attending CBE schools.

### Designated school:

- Dr. Freda Miller School
- Current Utilization: 83 per cent

### Summary:

- Students residing within Walden are currently travelling by bus to host school.
- Growth in the South sector is anticipated to be among the largest of all sectors.
- Elementary schools in the South sector are anticipated to reach a 97 per cent utilization by residence rate by 2029-2030.



## NS-4 Cityscape Elementary – New Construction

**Address:** TBD

**Planning Sector:** Northeast

**Site size:** 18 acres (shared with CCSD)

**Building Envelope:** 4 acres

**Site Readiness:** Not site ready, anticipated to be site ready by 2025.

**Estimated Project Cost:** \$20,000,000

**Grade configuration:** K-Grade 5

**Total Opening Capacity:** 590

**Total Future School Capacity:** 740 (150 modular)

### Sector Growth:

- Northeast sector accounted for 21 per cent of total unit growth between 2019 and 2023, adding 1,735 housing units per year on average.\*
- The forecast for the next five years estimates a decrease to 11 per cent of the new community share with an average of 1,176 housing units per year.\*

### Community Profile:

- Cityscape is planned for an estimated 4,464 housing units with a population capacity of 12,600 to 12,700.\*\*
- Cityscape is approximately 71 per cent built out.\*

### Enrolment pressures:

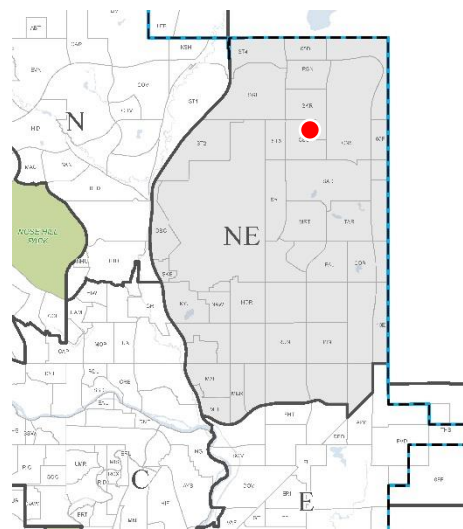
- 770 children aged 1-5 residing in Cityscape
- 262 K-Grade 4 students residing in Cityscape attending CBE schools.

### Designated school:

- Rundle School
- Current Utilization: 95 per cent

### Summary:

- Students residing within Cityscape are currently travelling by bus over 10 km to host school.
- Joint-Joint use site shared with future K-Grade 9 CCSD school.
- NE elementary schools are currently at a 97 per cent utilization rate.
- Elementary schools in the Northeast sector are anticipated to reach a 98 per cent utilization by residence rate by 2029-2030.



## NS-5 Walden/Wolf Willow – New Construction

**Address:** TBD

**Planning Sector:** South

**Site size:** 7.02 acres

**Building Envelope:** 4.05 acres

**Site Readiness:** Not Ready (anticipated to be site ready by late 2025).

**Estimated Project Cost:** \$35,000,000

**Grade configuration:** K-Grade 9

**Total Opening Capacity:** 1100 (150 modular)

**Total Future School Capacity:** 1100

**Sector Growth:**

- South sector accounted for 19 per cent of total unit growth between 2019 and
- 2023, adding 1,513 housing units per year on average.\*
- The forecast for the next five years estimates an increase to 27 per cent of the new community share with an average of 2,998 housing units per year.\*

**Community Profile:**

- Walden is planned for an estimated population capacity of 10,600 to 11,200 people and 4,042 dwelling units.\*\*
- Walden is approximately 88 per cent built out.\*
- Wolf Willow is planned for an estimated population capacity of 10,400 to 11,000 people and 3,518 dwelling units.\*\*
- Wolf Willow is approximately 33 per cent built out.\*

**Enrolment pressures:**

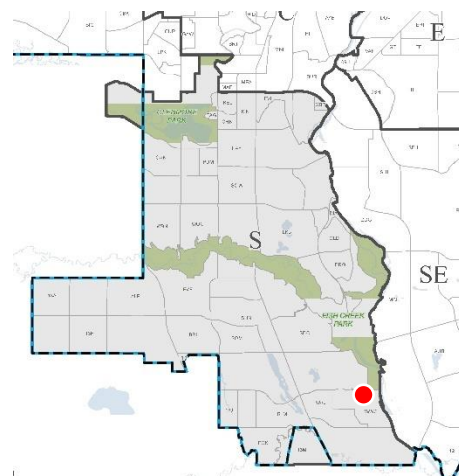
- 165 children (aged 1-4) currently residing in Wolf Willow.
- 790 children (aged 1-4) currently residing in Walden.
- 417 K-Grade 4 students residing in Walden and Wolf Willow attend existing CBE schools.

**Designated schools:**

- Walden - K-5: Dr. Freda Miller (83 per cent), 6-9: Marshall Springs (86 per cent)
- Wolf Willow – K-5: Evergreen School (99 per cent), 6-9 Marshall Springs (86 per cent)

**Summary:**

- Growth in the South sector is anticipated to be among the largest of all sectors.
- School will serve middle school students in both Walden and Wolf Willow.
- School site is located within the 1:500 floodplain and requires a Flood Assessment as requested by Alberta Environment and Protected Areas.
- K-9 schools in the South sector are anticipated to reach a 88 per cent utilization by residence rate by 2029-2030.





## NS-6 Carrington Elementary – New Construction

**Address:** TBD

**Planning Sector:** North

**Site size:** 10 acres

**Building Envelope:** 4.47 acres

**Site Readiness:** Site Not Ready (currently unsubdivided. Anticipated to be site ready by 2026.)

**Estimated Project Cost:** \$35,000,000

**Grade configuration:** K-Grade 6

**Total Opening Capacity:** 590

**Total Future School Capacity:** 740 (150 modular)

**Sector Growth:**

- North sector accounted for 26 per cent of total unit growth between 2019 and 2023, adding 2,067 housing units per year on average.\*
- The forecast for 2024 estimates an increase to 27 per cent of the new community share with an average of 2,956 housing units per year.\*

**Community Profile:**

- Estimated 5,838 housing units with a population capacity of 16,700 to 17,800.\*\*
- Carrington is approximately 56 per cent built out.\*

**Enrolment pressures:**

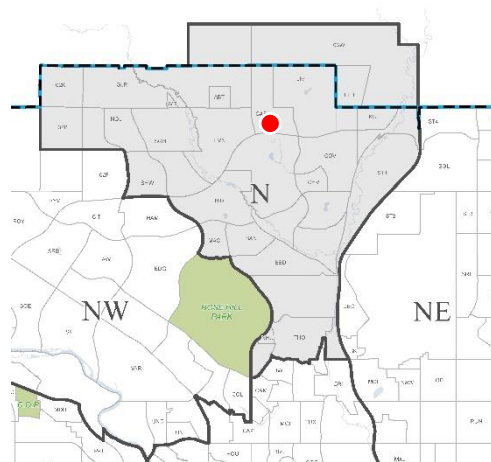
- 640 children (aged 1-5) currently residing in Carrington
- 264 K-Grade 4 students residing in Carrington attend existing CBE schools.

**Designated school:**

- Northern Lights School
- Current Utilization: 108 per cent

**Summary:**

- Carrington is one of Calgary's fastest growing new communities.\*
- Growth in the North Sector is anticipated to be the largest amongst all sectors.
- Elementary schools in the North sector are anticipated to reach a 132 per cent utilization by residence rate by 2029-2030.



## NS-7 Legacy Middle – New Construction

**Address:** 346 Legacy Boulevard SE

**Planning Sector:** South

**Site size:** 10.7 acres

**Building Envelope:** 4.13 acres

**Site Readiness:** Site Ready

**Estimated Project Cost:** \$35,000,000

**Grade configuration:** Grades 5-9

**Total Opening Capacity:** 885

**Total Future School Capacity:** 1035  
(150 modular)

### Sector Growth:

- South sector accounted for 19 per cent of total unit growth between 2019 and 2023, adding 1,513 housing units per year on average.\*
- The forecast for the next five years estimates an increase to 27 per cent of the new community share with an average of 2,998 housing units per year.\*

### Community Profile:

- Legacy is planned for an estimated 6,845 housing units with a population capacity of 17,400 to 18,200 people.\*\*
- Legacy is approximately 77 per cent built out.\*

### Enrolment pressures:

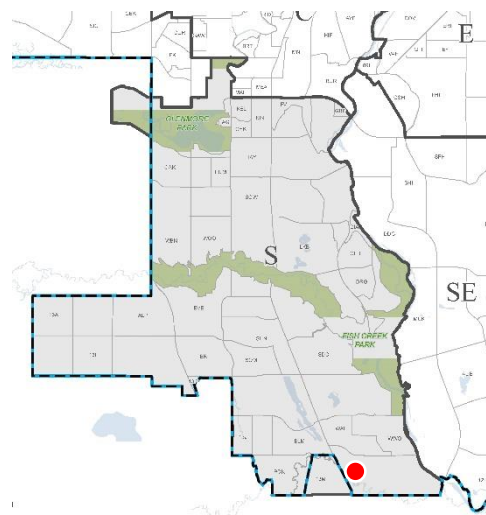
- 395 K-Grade 4 students residing in Legacy attending CBE schools.
- 309 Grades 5-9 students residing in Legacy attending CBE schools.

### Designated school:

- Wilma Hansen
- Current Utilization: 74 per cent

### Summary:

- Growth in the South sector is anticipated to be among the largest of all sectors.
- Middle schools in the South sector are anticipated to reach a 88 per cent utilization by residence rate by 2029-2030.



## NS-8 Kincora/Sage Hill Elementary – New Construction

**Address:** 1100 Kincora Drive NW

**Planning Sector:** North

**Site size:** 11.5 acres

**Building Envelope:** 4.2 acres

**Site Readiness:** Site Ready

**Estimated Project Cost:** \$20,000,000

**Grade configuration:** K-Grade 5

**Total Opening Capacity:** 590

**Total Future School Capacity:** 740 (150 modular)

### Sector Growth:

- North sector accounted for 26 per cent of total unit growth between 2019 and 2023, adding 2,067 housing units per year on average.\*
- The forecast for 2024 estimates an increase to 27 per cent of the new community share with an average of 2,956 housing units per year.\*

### Community Profile:

- Kincora is planned for an estimated 4,414 housing units with a population capacity of 11,000 to 11,400 people.\*\*
- Kincora is approximately 61 per cent built out.\*
- Sage Hill is planned for an estimated 8,794 housing units with a population capacity of 20,500 to 21,400 people.\*\*
- Sage Hill is approximately 68 per cent built out.\*

### Enrolment pressures:

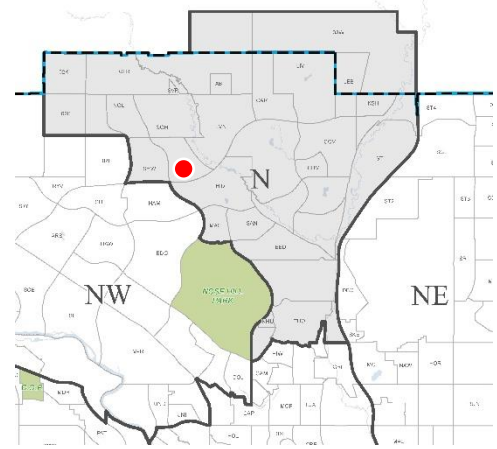
- 380 children aged 1-5 and 303 K-Grade 4 students residing in Kincora attending CBE schools.
- 915 children aged 1-5 and 427 K-Grade 4 students residing in Sage Hill attending CBE schools.

### Designated school:

- Sage Hill – designated to Hawkwood School (107 per cent)
- Kincora – designated to Simons Valley School (117 per cent)

### Summary:

- Sage Hill was the top community in total building permits issued in 2023.
- Kincora students are currently attending a school that is 117% utilized.
- Elementary schools in the North sector are anticipated to reach a 132 per cent utilization by residence rate by 2029-2030.





## NS-9 Seton Middle – New Construction

**Address:** 4400 202 Avenue SE

**Planning Sector:** Southeast

**Site size:** 12.0 acres

**Building Envelope:** 4.75 acres

**Site Readiness:** Not Site Ready (Anticipated to site ready by end of 2025)

**Estimated Project Cost:** \$46,000,000

**Grade configuration:** 5-9

**Total Opening Capacity:** 1035 (150 modular)

**Total Future School Capacity:** 1035

**Sector Growth:**

- Southeast sector accounted for 19 per cent of total unit growth between 2019 and 2023, adding 1,522 housing units per year on average.\*
- The forecast for the next five years estimates a decrease to 16 per cent of the new community share with an average of 1,709 housing units per year.\*

**Community Profile:**

- The community is planned for an estimated population capacity of 20,500 to 21,700 people and 7,992 dwelling units.\*\*
- Seton is approximately 54 per cent built out.\*

**Enrolment pressures:**

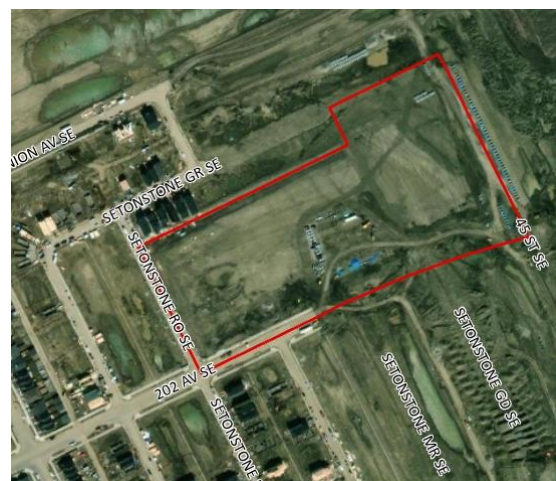
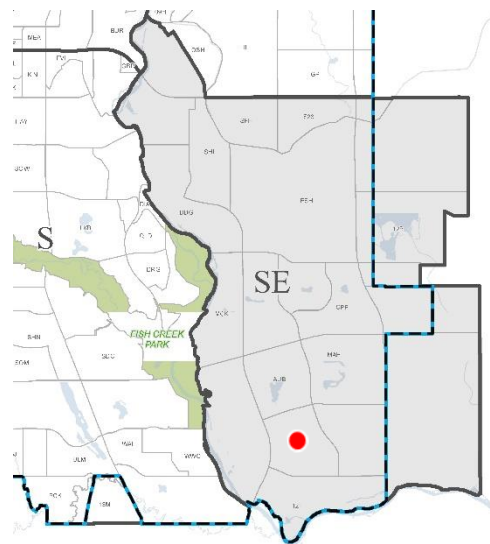
- 232 Grades 5-9 students currently residing in Seton.
- 340 K-Grade 4 students residing in Seton attend existing CBE schools.

**Designated school:**

- Dr. George Stanley
- Current Utilization: 101 per cent

**Summary:**

- Seton is one of Calgary's top 10 new communities by building permits issued in 2023.\*
- Middle schools in the South East sector are anticipated to reach a 154 per cent utilization by residence rate by 2029-2030.





## NS-10 Country Hills – New Construction

**Address:** 529 Country Hills Drive NW

**Planning Sector:** North

**Site size:** 9.61 acres

**Building Envelope:** 4.66 acres

**Site Readiness:** Site Ready

**Estimated Project Cost:** \$49,000,000

**Grade configuration:** Grades K-9

**Total Opening Capacity:** 1100 (150 modular)

**Total Future School Capacity:** 1100

**Sector Growth:**

- North sector accounted for 26 per cent of total unit growth between 2019 and 2023, adding 2,067 housing units per year on average.\*
- The forecast for the next five years estimates an increase to 27 per cent of the new community share with an average of 2,956 housing units per year.\*

**Community Profile:**

- Country Hills is an established community where housing construction began in the 1990's and is fully developed.

**Enrolment pressures:**

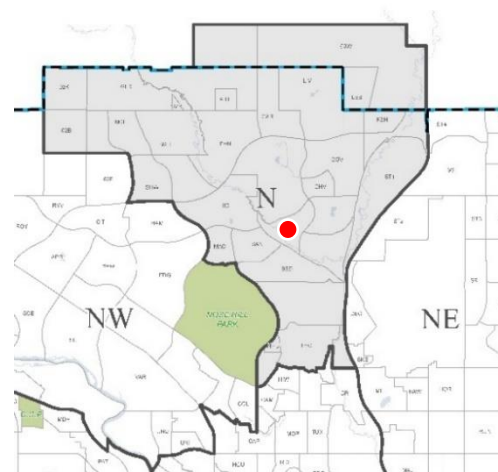
- 224 Grades K-9 students currently residing in Country Hills.

**Designated school:**

- Alex Munro (65 per cent)
- Colonel Irvine School (109 per cent)

**Summary:**

- Although the school site is located in the community of Country Hills, it is also intended to serve neighbouring communities including the new community of Aurora which is 234 hectares (578 acres) of greenfield land intended to be developed into a complete community with a full range of housing, commercial, recreational and public spaces.
- Students residing within Country Hills are currently travelling by bus to host schools.



## NS-11 Belmont – New Construction

**Address:** 305 Belmont Avenue SW

**Planning Sector:** South

**Site size:** 10.08 acres

**Building Envelope:** 4.02 acres

**Site Readiness:** Site Ready

**Estimated Project Cost:** \$27,000,000

**Grade configuration:** Grades K-4

**Total Opening Capacity:** 590

**Total Future School Capacity:** 740  
(150 modular)

### Sector Growth:

- South sector accounted for 19 per cent of total unit growth between 2019 and 2023, adding 1,513 housing units per year on average.\*
- The forecast for the next five years estimates an increase to 27 per cent of the new community share with an average of 2,998 housing units per year.\*

### Community Profile:

- Belmont is planned for an estimated population capacity of 9,000 to 9,400 people and 3,230 dwelling units. \*\*
- Belmont is approximately 25 per cent built out.\*

### Enrolment pressures:

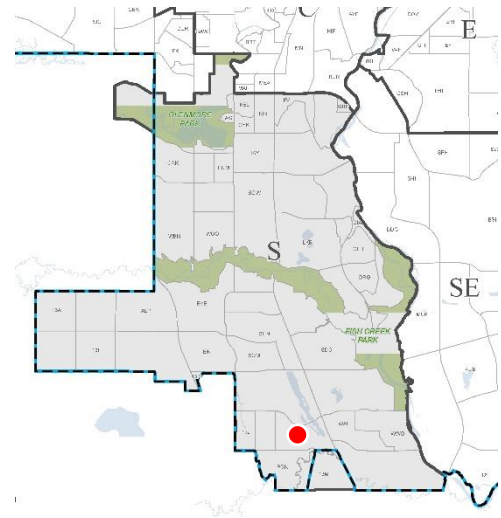
- 130 K-Grade 4 students residing in Belmont attending CBE schools.
- 340 children (aged 1-5) currently residing in Belmont.

### Designated school:

- Ron Southern
- Current Utilization: 98 per cent

### Summary:

- Students residing within Belmont are currently travelling by bus to host school.
- Growth in the South sector is anticipated to be among the largest of all sectors.



## Appendix V: Individual Project Profiles – Approved Projects (Approved March 14, 2025)



### Notes for following pages:

\* information obtained from the City's Suburban Residential Growth 2024-2028 story map.

\*\* information obtained from City of Calgary approved Area Structure Plans, updates to Outline Plans etc.



## Cornerstone Elementary - Approved March 14, 2025

**Address:** 1372 Cornerstone Boulevard NE

**Planning Sector:** Northeast

**Site size:** 17.97 acres (Joint-Joint Use site includes Cornerstone Middle site)

**Building Envelope:** 4.75 acres

**Site Readiness:** Site Ready

**Estimated Project Cost:** \$20,000,000

**Grade configuration:** K-Grade 5

**Total Opening Capacity:** 890 (150 modular)

**Total Future School Capacity:** 890

### Sector Growth:

- Northeast sector accounted for 21 per cent of total unit growth between 2019 and 2023, adding 1,735 housing units per year on average.\*
- The forecast for the next five years estimates a decrease to 11 per cent of the new community share with an average of 1,176 housing units per year.\*

### Community Profile:

- The community is planned for an estimated 10,000 to 12,000 housing units with a population capacity of 29,500 to 31,300.\*\*
- Cornerstone is approximately 41 per cent built out.\*

### Enrolment pressures:

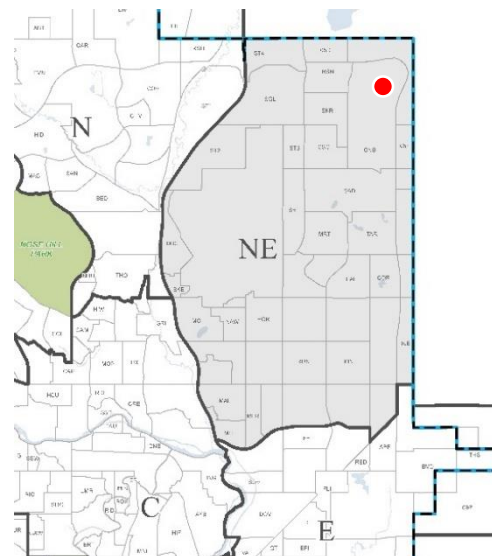
- 1,685 children (aged 1-5) currently residing in Cornerstone.
- 666 K-Grade 4 students residing in Cornerstone attend existing CBE schools.

### Designated school:

- Grant MacEwan School
- Current Utilization: 110 per cent

### Summary:

- Cornerstone is one of Calgary's top 10 new communities.\*
- Shared Joint Joint use site with Cornerstone Middle School.
- Elementary schools in the Northeast sector are anticipated to reach a 104 per cent utilization by residence rate by 2029-2030.



## Mahogany Middle - Approved March 14, 2025

**Address:** 77 Masters Terrace SE

**Planning Sector:** Southeast

**Site size:** 11.82 acres

**Building Envelope:** 5.75 acres

**Site Readiness:** Site Ready

**Estimated Project Cost:** \$35,000,000

**Grade configuration:** Grades 6-9

**Total Opening Capacity:** 1225 (150 modular)

**Total Future School Capacity:** 1225

### Sector Growth:

- Southeast sector accounted for 19 per cent of total unit growth between 2019 and 2023, adding 1,522 housing units per year on average.\*
- The forecast for the next five years estimates a decrease to 16 per cent of the new community share with an average of 1,709 housing units per year.\*

### Community Profile:

- The community is planned for an estimated 8,794 housing units, with a population capacity of 28,300 to 30,400.\*\*
- Mahogany is approximately 72 per cent built out.\*

### Enrolment pressures:

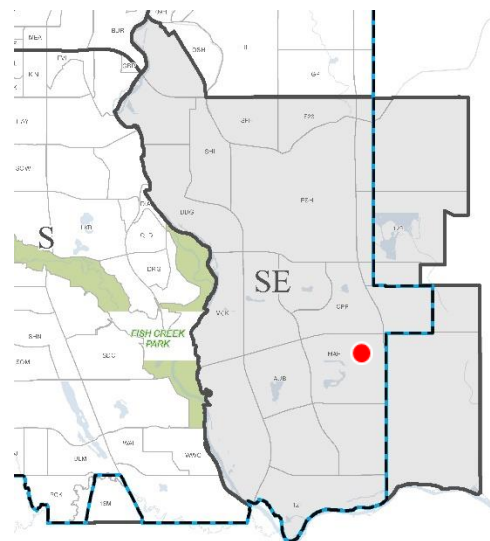
- 799 Grades 5-9 students currently residing in Mahogany.
- 987 K-Grade 4 students residing in Mahogany attend existing CBE schools.

### Designated school:

- Lakeshore School (106 per cent 3.5 km away) is designated school but is over capacity, so students are being overflowed to Nickle School (Lake Bonavista – 17 km away) which is at 54 per cent.

### Summary:

- Mahogany is one of Calgary's top 10 new communities.\*
- Middle schools in the Southeast sector are currently 104 per cent utilized.
- Middle schools in the Southeast sector are anticipated to reach a 154 per cent utilization by residence rate by 2029-2030.



## Sage Hill/Kincora Middle - Approved March 14, 2025

**Address:** 13720 Symons Valley Road NW

**Planning Sector:** North

**Site size:** 9.98 acres

**Building Envelope:** 4 acres

**Site Readiness:** Site Ready

**Estimated Project Cost:** \$35,000,000

**Grade configuration:** Grades 6-9

**Total Opening Capacity:** 1035 (150 modular)

**Total Future School Capacity:** 1035

### Sector Growth:

- North sector accounted for 26 per cent of total unit growth between 2019 and 2023, adding 2,067 housing units per year on average.\*
- The forecast for the next five years estimates an increase to 27 per cent of the new community share with an average of 2,956 housing units per year.\*

### Community Profile:

- Sage Hill is planned for an estimated population capacity of 20,500 to 21,400 people and 8,794 dwelling units.\*\*
- Sage Hill is approximately 68 per cent built out.\*
- Kincora is planned for an estimated 4,414 housing units with a population capacity of 11,000 to 11,400 people.\*\*
- Kincora is approximately 61% built out.\*

### Enrolment pressures:

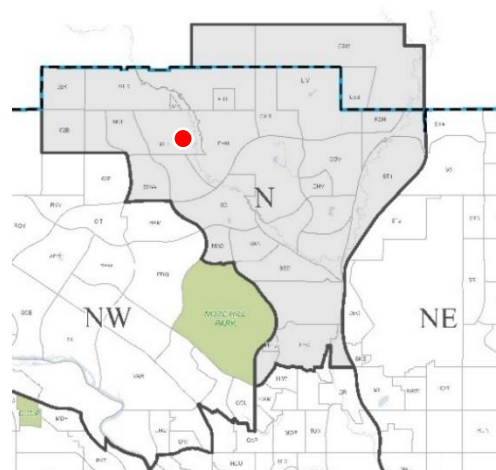
- 670 Grades 5-9 students currently residing in Sage Hill and Kincora communities.
- 730 K-Grade 4 students residing in Sage Hill and Kincora communities attend existing CBE schools.

### Designated school:

- Sage Hill – designated 5-9: Hawkwood School (107 per cent), 7-9: F.E. Osborne (102 per cent)
- Kincora – designated 5-9: Simons Valley School (117 per cent), 7-9: Colonel Irvine School (109 per cent)

### Summary:

- Sage Hill is one of Calgary's top 10 new communities.\*
- Growth in the North Sector is anticipated to be the largest amongst all sectors.
- Middle schools in the North sector are anticipated to reach a 205 per cent utilization by residence rate by 2029-2030.





## Sage Hill Elementary - Approved March 14, 2025

**Address:** 235 Sage Valley Drive NW

**Planning Sector:** North

**Site size:** 10.03 acres

**Building Envelope:** 4.03 acres

**Site Readiness:** Site Ready

**Estimated Project Cost:** \$20,000,000

**Grade configuration:** K-Grade 5

**Total Opening Capacity:** 590

**Total Future School Capacity:** 740 (150 modular)

### Sector Growth:

- North sector accounted for 26 per cent of total unit growth between 2019 and 2023, adding 2,067 housing units per year on average.\*
- The forecast for 2024 estimates an increase to 27 per cent of the new community share with an average of 2,956 housing units per year.\*

### Community Profile:

- The community is planned for an estimated 8,794 housing units with a population capacity of 20,500 to 21,400.\*\*
- Sage Hill is approximately 68 per cent built out.\*

### Enrolment pressures:

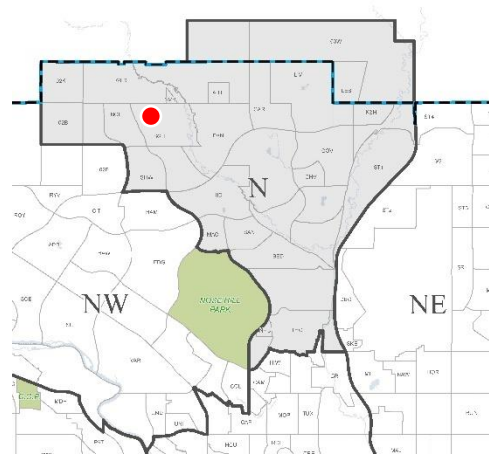
- 915 children (aged 1-5) currently residing in Sage Hill.
- 427 K-Grade 4 students residing in Sage Hill attend existing CBE schools.

### Designated school:

- Hawkwood School (Hawkwood – 11 km away)
- Current Utilization: 107 per cent

### Summary:

- Sage Hill is one of Calgary's top 10 new communities.\*
- Growth in the North Sector is anticipated to be the largest amongst all sectors.
- Elementary schools in the North sector are anticipated to reach a 132 per cent utilization by residence rate by 2029-2030.



## Livingston Elementary - Approved March 14, 2025

**Address:** 49 Howse Drive NE

**Planning Sector:** North

**Site size:** 10.47 acres

**Building Envelope:** 4.47 acres

**Site Readiness:** Site Ready

**Estimated Project Cost:** \$20,000,000

**Grade configuration:** K-Grade 6

**Total Opening Capacity:** 1225 (150 modular)

**Total Future School Capacity:** 1225

**Sector Growth:**

- North sector accounted for 26 per cent of total unit growth between 2019 and 2023, adding 2,067 housing units per year on average.\*
- The forecast for 2024 estimates an increase to 27 per cent of the new community share with an average of 2,956 housing units per year.\*

**Community Profile:**

- The community is planned for an estimated 11,409 housing units with a population capacity of 33,100 to 35,200.\*\*
- Livingston is approximately 28 per cent built out.\*

**Enrolment pressures:**

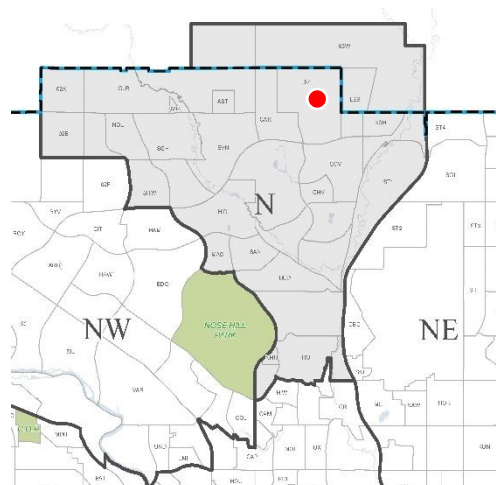
- 955 children (aged 1-5) currently residing in Livingston.
- 342 K-Grade 4 students residing in Livingston. attend existing CBE schools.

**Designated school:**

- Cambrian Heights School (Cambrian Heights - 13 km away).
- Current Utilization: 87 per cent

**Summary:**

- Livingston is one of Calgary's top 10 new communities.\*
- Growth in the North Sector is anticipated to be the largest amongst all sectors.
- School utilization by enrolment in the North sector is expected to be 110 per cent by 2029-2030.
- Elementary schools in the North sector are anticipated to reach a 132 per cent utilization by residence rate by 2029-2030.



## Cityscape/Redstone Middle - Approved March 14, 2025

**Address:** 10577 Cityscape Drive NE

**Planning Sector:** Northeast

**Site size:** 10.55 acres

**Building Envelope:** 4.01 acres

**Site Readiness:** Site Ready

**Estimated Project Cost:** \$35,000,000

**Grade configuration:** Grades 6-9

**Total Opening Capacity:** 1225 (150 modular)

**Total Future School Capacity:** 1225

**Sector Growth:**

- Northeast sector accounted for 21 per cent of total unit growth between 2019 and 2023, adding 1,735 housing units per year on average.\*
- The forecast for the next five years estimates a decrease to 11 per cent of the new community share with an average of 1,176 housing units per year.\*

**Community Profile:**

- Cityscape is planned for an estimated 4,464 housing units with a population capacity of 12,600 to 12,700.\*\*
- Cityscape is approximately 71 per cent built out.\*
- Redstone is planned for an estimated 3,635 housing units with a population capacity of 10,700 to 11,200.\*\*
- Redstone is approximately 74 per cent built out.\*

**Enrolment pressures:**

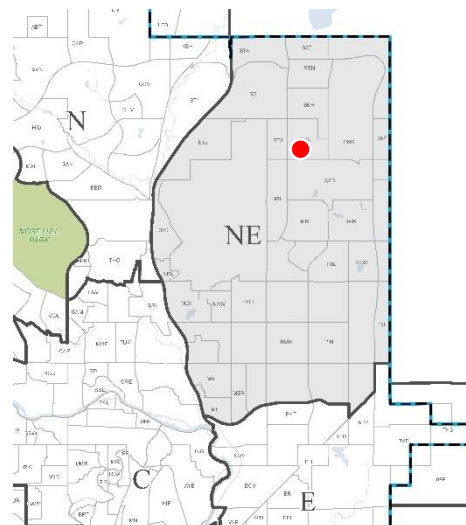
- 608 Grades 5-9 currently residing in Cityscape and Redstone communities.
- 690 K-Grade 4 students residing in Cityscape and Redstone Communities attend existing CBE schools.

**Designated schools:**

- Cityscape 5-9: Bob Edwards School (97 per cent)
- Redstone 5-9: Dr. Gordon Higgins School (112 per cent)

**Summary:**

- Middle school is intended to serve middle school students from both Cityscape and Redstone.
- Middle schools in the Northeast sector are anticipated to reach a 106 per cent utilization by residence rate by 2029-2030.



## Cornerstone Middle - Approved March 14, 2025

**Address:** 43 Cornerbrook Manor NE

**Planning Sector:** Northeast

**Site size:** 17.97 acres (Joint-Joint Use site includes Cornerstone Elementary site)

**Building Envelope:** 4.75 acres

**Site Readiness:** Site Ready

**Estimated Project Cost:** \$35,000,000

**Grade configuration:** Grades 6-9

**Total Opening Capacity:** 1225 (150 modular)

**Total Future School Capacity:** 1225

**Sector Growth:**

- Northeast sector accounted for 21 per cent of total unit growth between 2019 and 2023, adding 1,735 housing units per year on average.\*
- The forecast for the next five years estimates a decrease to 11 per cent of the new community share with an average of 1,176 housing units per year.\*

**Community Profile:**

- The community is planned for an estimated 10,000 to 12,000 housing units with a population capacity of 29,500 to 31,300.\*\*
- Cornerstone is approximately 41 per cent built out.\*

**Enrolment pressures:**

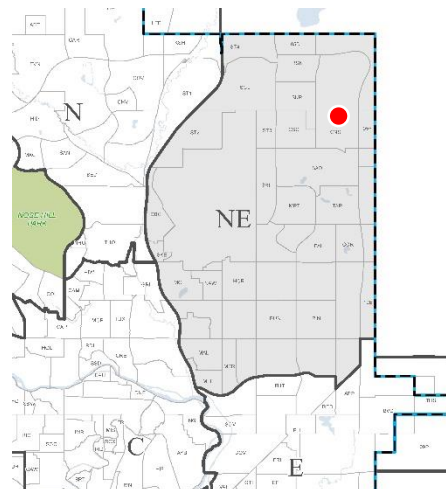
- 448 Grades 5-9 students currently residing in Cornerstone.
- 666 K-Grade 4 students residing in Cornerstone attend existing CBE schools.

**Designated school:**

- Terry Fox School (Falconridge – 10.5 km away).
- Current Utilization: 91 per cent

**Summary:**

- Cornerstone is one of Calgary's top 10 new communities.\*
- Middle schools in the Northeast sector are anticipated to reach a 106 per cent utilization by residence rate by 2029-2030.





## Sherwood/Nolan Hill Middle - Approved March 14, 2025

**Address:** 485 Sherwood Boulevard NW

**Planning Sector:** North

**Site size:** 19.89 acres

**Building Envelope:** 5.49 acres

**Site Readiness:** Site Ready

**Estimated Project Cost:** \$35,000,000

**Grade configuration:** Grades 5-9

**Total Opening Capacity:** 885

**Total Future School Capacity:** 1035 (150 modular)

### Sector Growth:

- North sector accounted for 26 per cent of total unit growth between 2019 and 2023, adding 2,067 housing units per year on average.\*
- The forecast for 2024 estimates an increase to 27 per cent of the new community share with an average of 2,956 housing units per year.\*

### Community Profile:

- Sherwood is planned for an estimated 2,130 housing units with a population capacity of 6,400 to 6,500.
- Sherwood is mostly built out from a residential land use perspective, although there are some existing industrial and commercial applications under review in the northeast portion of the community.
- Nolan Hill is planned for an estimated 3,737 housing units with a population capacity of 8,800 to 9,400.\*\*
- Nolan Hill is approximately 86 per cent built out.\*

### Enrolment pressures:

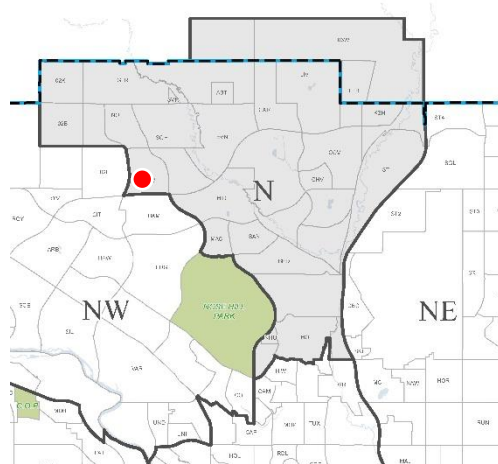
- 556 Grade K-Grade 4 students currently residing in Sherwood/Nolan Hill
- 592 Grades 5-9 students residing in Sherwood/Nolan Hill

### Designated school:

- H.D. Cartwright School (Dalhousie – 11 km away).
- Current Utilization: 91 per cent

### Summary:

- Although the school site is located in the community of Sherwood, it is also intended to serve the community of Nolan Hill.
- Growth in the North Sector is anticipated to be the largest amongst all sectors.
- Middle schools in the North sector are anticipated to reach a 205 per cent utilization by residence rate by 2029-2030.



## Nolan Hill Elementary - Approved March 14, 2025

**Address:** 590 Nolan Hill Boulevard NW

**Planning Sector:** North

**Site size:** 10.37 acres

**Building Envelope:** 4.27 acres

**Site Readiness:** Site Ready

**Estimated Project Cost:** \$20,000,000

**Grade configuration:** K-Grade 4

**Total Opening Capacity:** 590

**Total Future School Capacity:** 740 (150 modular)

### Sector Growth:

- North sector accounted for 26 per cent of total unit growth between 2019 and 2023, adding 2,067 housing units per year on average.\*
- The forecast for 2024 estimates an increase to 27 per cent of the new community share with an average of 2,956 housing units per year.\*

### Community Profile:

- Nolan Hill is planned for an estimated 3,737 housing units with a population capacity of 8,800 to 9,400.\*\*
- Nolan Hill is approximately 86% built out.\*

### Enrolment pressures:

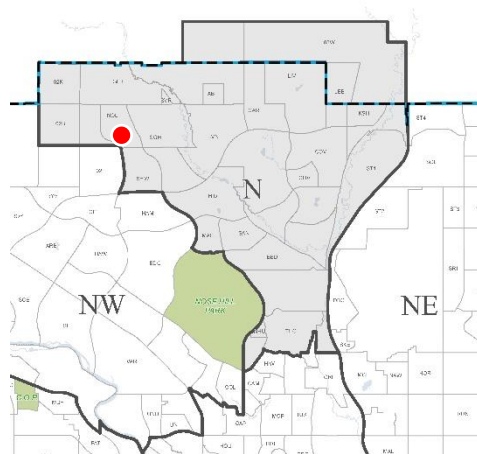
- 700 children aged 1-5 residing in Nolan Hill
- 351 K-Grade 4 students residing in Nolan Hill attending CBE schools.

### Designated school:

- Belvedere Parkway School
- Current Utilization: 96 per cent

### Summary:

- Students residing within Nolan Hill are currently travelling by bus to host school.
- Growth in the North Sector is anticipated to be the largest amongst all sectors.
- Elementary schools in the North sector are anticipated to reach a 132 per cent utilization by residence rate by 2029-2030.





Aspen Woods Middle - Approved March 14, 2025

**Address:** 221 Aspen Summit Drive

## Planning Sector: West

**Site size:** 12 acres

**Building Envelope:** 4 acres

**Site Readiness:** Site Ready

**Estimated Project Cost: \$35,000,000**

**Grade configuration:** Grades 5-9

**Total Opening Capacity: 885**

**Total Future School Capacity: 1035**  
(150 modular)

### Sector Growth:

- West sector accounted for 9 per cent of total unit growth between 2019 and 2023, adding 762 housing units per year on average.\*
- The forecast for 2024 estimates a slight increase to 8 per cent of the new community share with an average of 832 housing units per year.\*

### Community Profile:

- 3,862 housing units with a population capacity of 11,800 to 11,900.\*\*
- Aspen Woods is approximately 89 per cent built out.\*
- Other communities outside of Aspen Woods will be designated to this school to help balance enrolment pressures across the general area.

### Enrolment pressures:

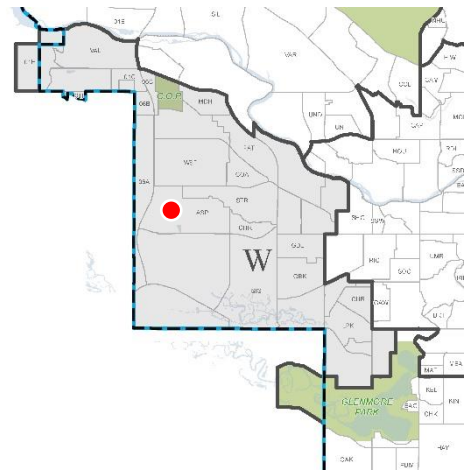
- 356 K-Grade 4 students and 358 Grades 5-9 students
- residing in Aspen Woods attend existing CBE schools.

**Designated school:**

- Vincent Massey School
- Current Utilization: 100 per cent

### Summary:

- Students residing within Aspen Woods are currently travelling by bus to host school.
- Middle schools in the West sector are anticipated to reach a 97 per cent utilization by residence rate by 2029-2030.



## Appendix VI: Individual Project Profiles – Existing School Capital Project Requests



### Notes for following pages:

\* information obtained from the City's Suburban Residential Growth 2024-2028 story map.

\*\* information obtained from City of Calgary approved Area Structure Plans, updates to Outline Plans etc.

## ES-1 Joane Cardinal-Schubert High School – Addition

**Address:** 19480 45 Street SE

**Facility History:** Built in 2018. There have been no significant additions or renovations since construction.

**Planning Sector:** Southeast

**Site size:** 24 acres

**Building Envelope:** 10 acres

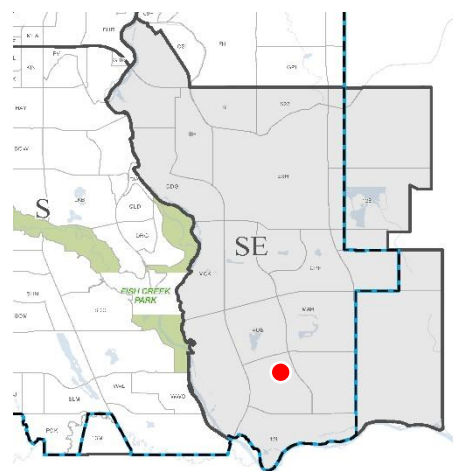
**Site Readiness:** Site ready

**Estimated Project Cost:** \$150,000 (Planning)

**Grade configuration:** Grades 10-12

**Current Capacity:** 1615

**Proposed Capacity:** approximately 2015-2215 (to be verified at Planning stage)



### Sector Growth:

- Southeast sector accounted for 19 per cent of total unit growth between 2019 and 2023, adding 1,522 housing units per year on average.\*
- The forecast for 2024-2028 estimates a decrease to 16 per cent of the new community share with an average of 1,709 housing units per year.\*

### Community Profiles:

- Current designation boundaries include the mostly built out communities of Cranston (19,000 residents), Auburn Bay (15,000 residents), Mahogany (28,000-30,000 residents) and the developing community of Seton (20,500-22,000 residents).
- Seton is approximately 54 per cent built out.\*



### Enrolment pressures:

- Joane Cardinal-Schubert High School is currently at 128 per cent utilization rate.
- The five-year projection is 164 per cent (without overflows to Centennial)
- A new school addition adding 600 spaces would bring down the five-year projection to 119% (without overflows to Centennial).
- Six (6) modular units have been approved for this school (to be installed in 2025.)
- School identified on the *Three-Year System Student Accommodation Plan 2024-2027* (SSAP) as “Over Capacity.”
- Previously designated communities to Joane Cardinal-Schubert (New Brighton & Copperfield) were re-designated to Lord Beaverbrook High School for the 2024-25 and 2025-26 school years respectively, to alleviate over-utilization concerns.

- Placed into overflow status in March 2024 as enrolment for the 2024-25 school year was too high for what the school could accommodate.
- As per Map 4, there are no other High School sites located in the South East Planning sector.

**Summary:**

- Seton is one of Calgary fastest growing new communities.\*
- Growth in the Southeast Sector is anticipated to be the third largest amongst all sectors.
- The current utilization by residence for Grades 10-12 in the Southeast sector is 289 per cent and the projection by 2029-2030 school year is 338 per cent.



## ES-2 Crescent Heights High School – Modernization

**Address:** 1019 1<sup>st</sup> Street NW

**Facility History:** Built in 1928. Additions in 1928, 1949, five between 1950-60, and the most recent in 1985.

**Planning Sector:** Centre

**Site Size:** 6.89 acres

**Site Readiness:** Site ready

**Estimated Project Cost:** TBD

**Projected Facility Utilization by 2028:** 131 per cent

**Grade Configuration:** Grades 10-12 regular and Spanish bilingual.

**Current Capacity:** 2143

**Proposed Capacity:** TBD



### Highlighted Issues Supporting Revitalization:

#### Major Building Systems:

- Heating and cooling systems including boilers, cooling tower, heat pumps and air handling units are beyond the end of their service life, as are the pneumatic controls, power distribution, fire alarm, lighting and public address system.
- Many interior finishes, including millwork and washrooms, are visibly worn and outdated.
- 102,000 square feet of roof are over 30 years old and in need of replacement
- Masonry, sandstone and glazing are severely deteriorated in various locations with some windows boarded up



#### Building Code Issues:

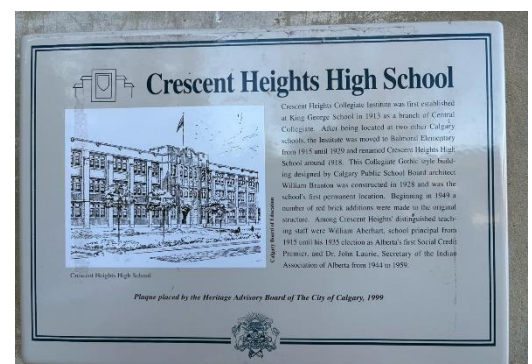
- The school is partially sprinklered.
- CTS Metal fabrication has been closed due to code issues.

#### Accessibility:

- The school is not accessible. Two separate wings of the school have three floors with no elevator access.

#### Energy Efficiency:

- The building has a high Energy Use Intensity.



**Functionality and Programming:**

- CTS spaces are functionally obsolete and would require updating to enhance 21<sup>st</sup> century learning. Offerings at the school requiring work are culinary arts, cabinet making, automotive, fabrication, and computing sciences.
- Internal layout is disjointed. Two wings of the school have three floors which are not interconnected. Neither wing has elevators. The access to the exit stair in one wing is through a classroom.

**Summary:**

- If City of Calgary Council decides to proceed with Phase 2 of the LRT Green Line, it will contribute to the development of the Crescent Heights community and improve connectivity through to downtown (Note: at time of writing City Council voted yes to partnering with the Province to build a north-south LRT line from Seton, through downtown, up to 160 Avenue N).
- Crescent Heights High School serves residents from a large group of developing communities across the centre planning sector of Calgary, as well as other areas within the CBE jurisdiction.
- Crescent Heights High School is an iconic school with a rich history. The striking Collegiate Gothic Revival building represents a rare instance of large school construction in Alberta during the inter-war period and an early example of the industry's shift from tall sandstone pre-war schools to simple and efficient buildings. The crenelated parapets, red face brick and cast stone detailing are unique character defining elements and should be preserved.
- The school is situated on a constrained lot with very minimal vacant land available to consider a replacement school. Additionally, although the school has not received any formal heritage designations, the school is identified by the Heritage Calgary.



## ES-3 William Aberhart High School – Replacement

**Address:** 3009 Morley Trail NW

**Facility History:** Built in 1959, additions in 1965 and 1993. Four modulars added in 1998 are at the end of their useful life.

**Planning Sector:** Centre

**Site Size:** 10 acres

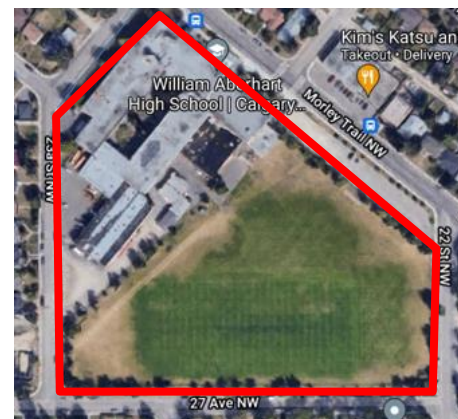
**Site Readiness:** Site ready

**Estimated Project Cost:** TBD

**Grade Configuration:** Grades 10-12 including French Immersion, Adapted Learning Program and AP courses.

**Current Capacity:** 1679

**Proposed Capacity:** TBD



### **Feeder Facilities and Current Utilization rate:**

Students typically transition to William Aberhart from the following junior high schools: **Senator Patrick Burns** (92 per cent), **Georges P. Vanier** (100 per cent), **Valley Creek** (97 per cent), **Branton** (81 per cent)

### **Highlighted Issues Supporting Revitalization:** Major Building Systems:

- Several end-of-life building components such as: two 65-year-old steam boilers, pneumatic controls, four rooftop units and one built up air handling unit, public announcement, and security systems.
- Many interior finishes, including millwork and washrooms, are original to the building, worn and outdated.

### Building Code Issues:

- Egress travel distances exceed current Code in a variety of areas throughout the school.
- The school is currently not sprinklered.

### Accessibility:

- The school is partially accessible, with select learning spaces and washrooms throughout still not qualifying as barrier free. The three-storey building has an elevator, but it has exceeded its service life.

### Energy Efficiency:

- 32-year-old glazing is nearing the end of its service life, and some original building areas still have single glazing. There are several window wall systems in the school; the school's energy intensity is 29% above the CBE benchmark.

### Functionality and Programming

- Partial foods lab, automotive services and building trades CTS laboratories are aged and at the end of their service life

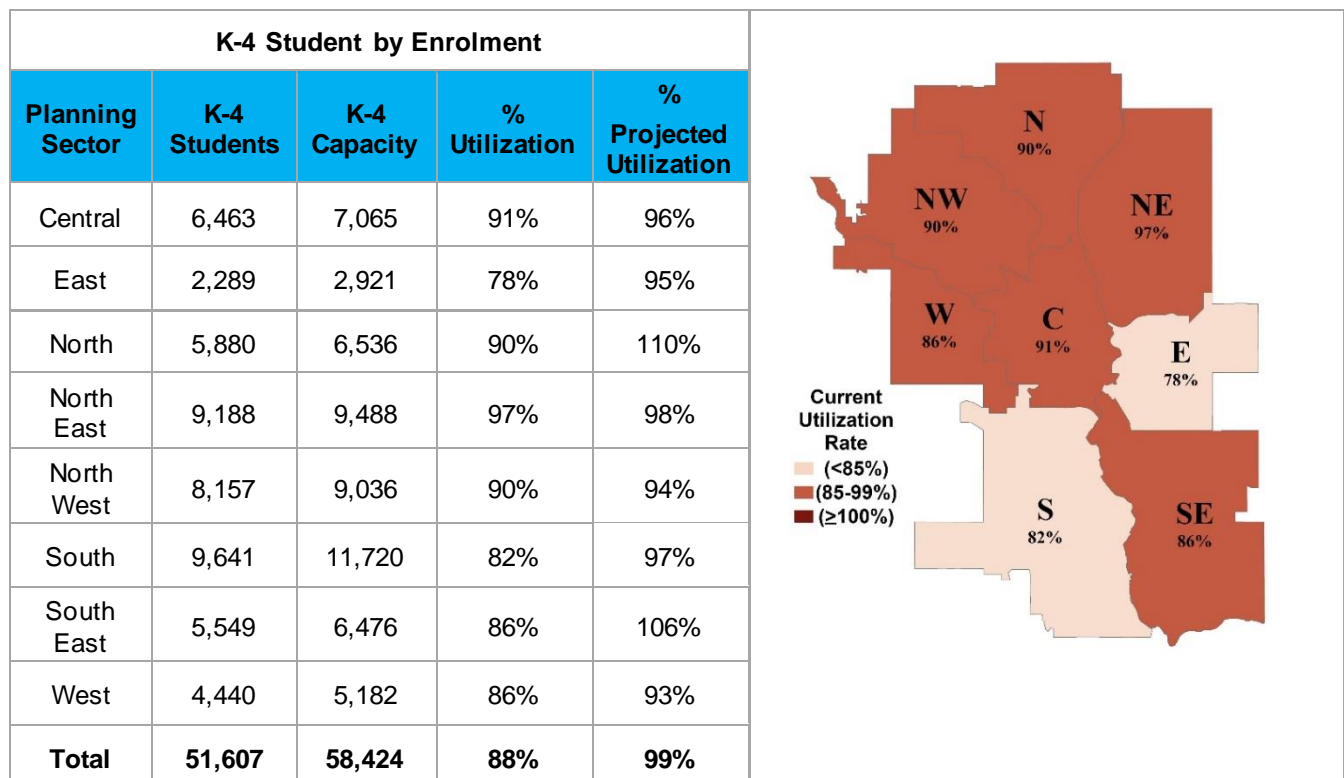
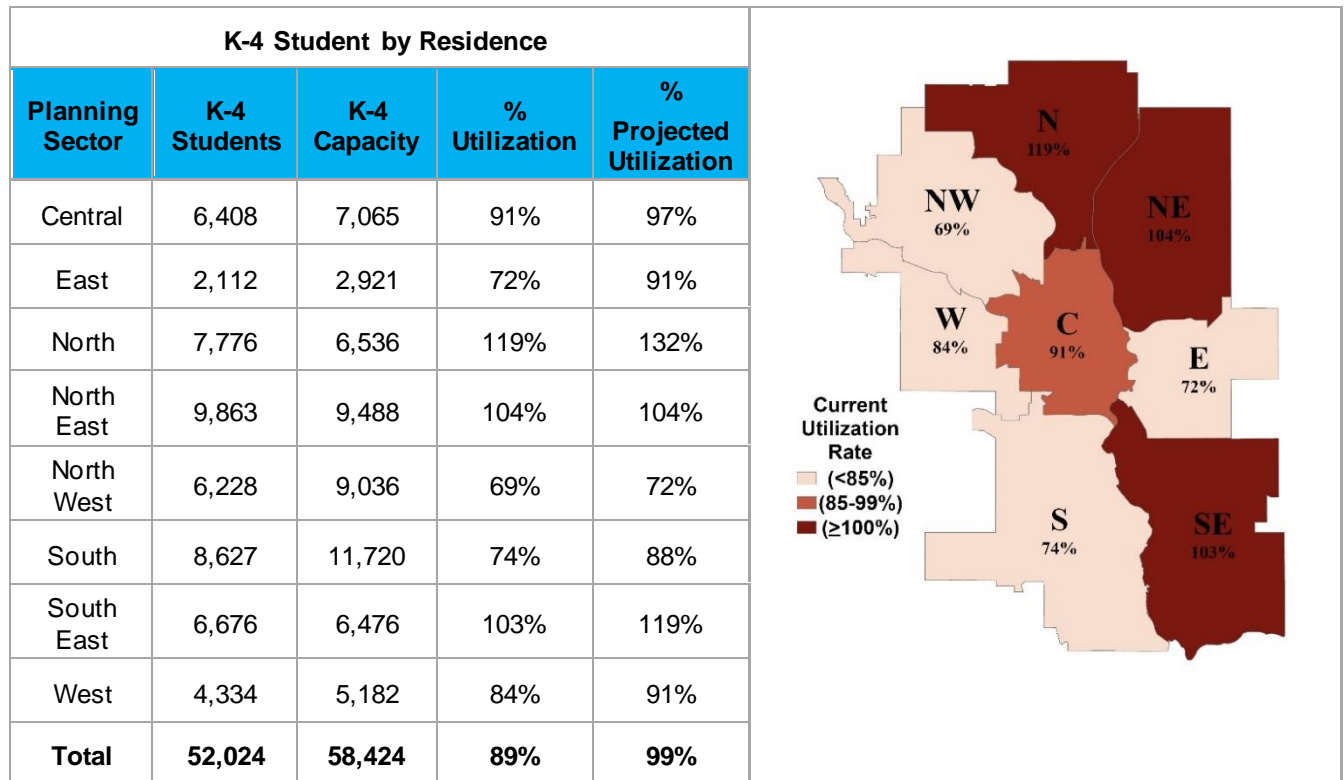


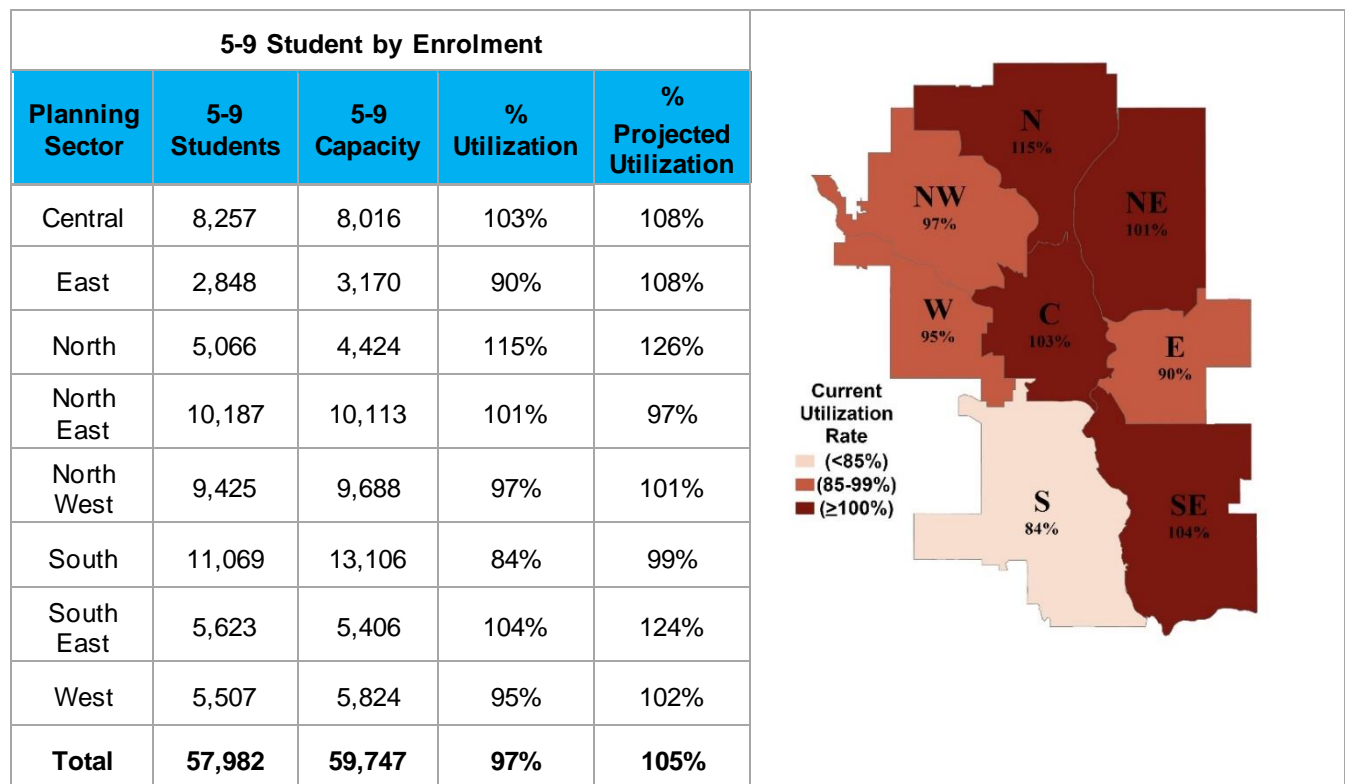
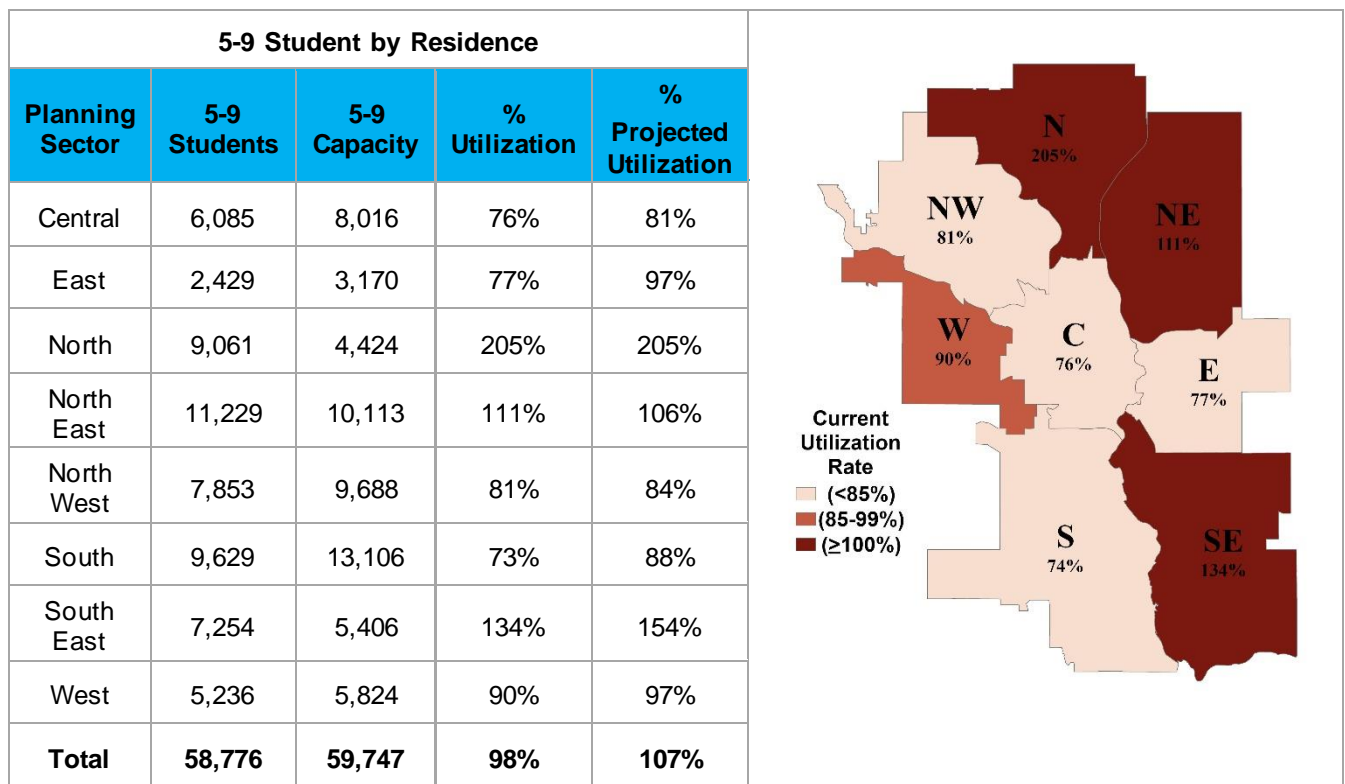
**Summary:**

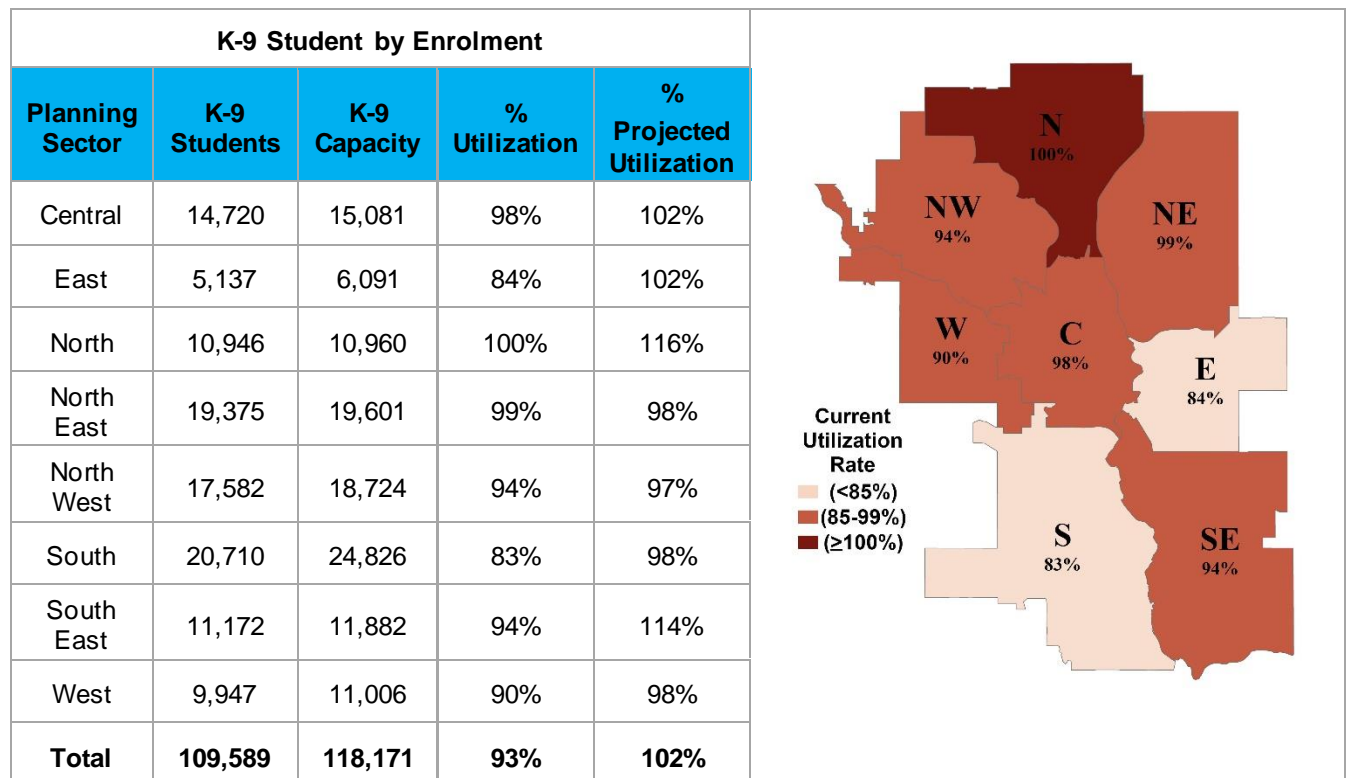
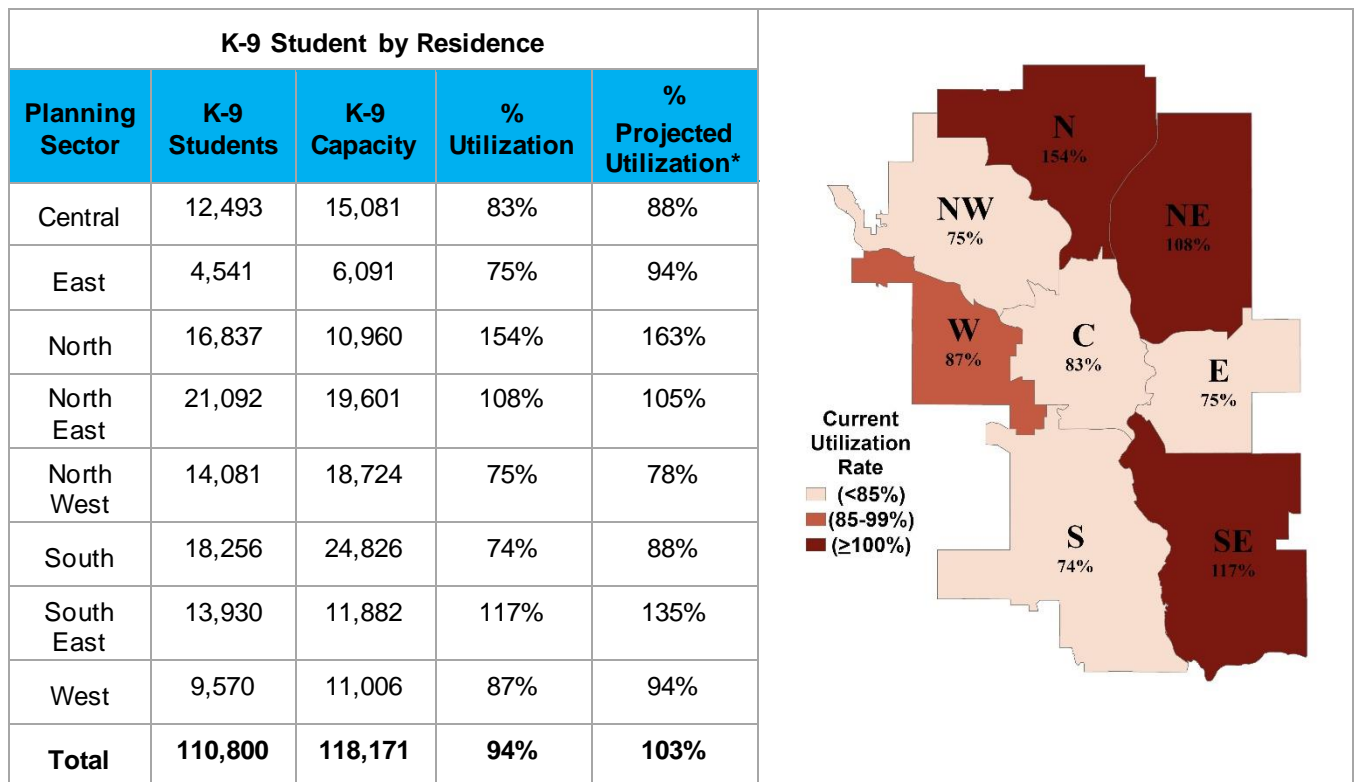
- The school's 66-year-old infrastructure has remained unchanged since construction.
- There is a need to address the long outstanding deferred maintenance of the facility and bring the instructional spaces up to a 21<sup>st</sup> century learning standard.
- William Aberhart is currently and projected to remain at full capacity. With system wide high school utilization exceeding 100%, CBE's ability to decant students into surrounding schools is limited. Sufficient play field space exists on site for a replacement school.

## Appendix VII: Capacity and Utilization Rates

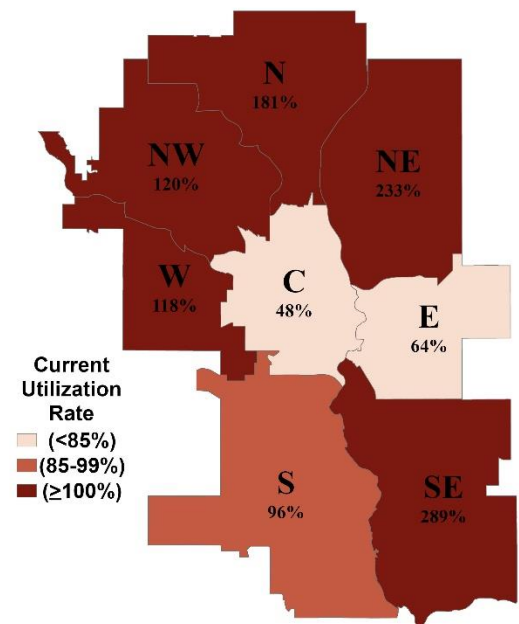
The following tables show the 2024-2025 Actual and 2029-2030 Projected Enrollment and Residence utilization rates by grade groupings and by Planning Sector. Projections for 2029-2030 account for additional school capacity that has been approved for either planning, design, or construction approval and includes schools currently under construction but not yet operational. It does not include any new schools requested in this year's 3YSCP 2026-2029, nor does it include any new schools that were approved by the Province on March 14, 2025.



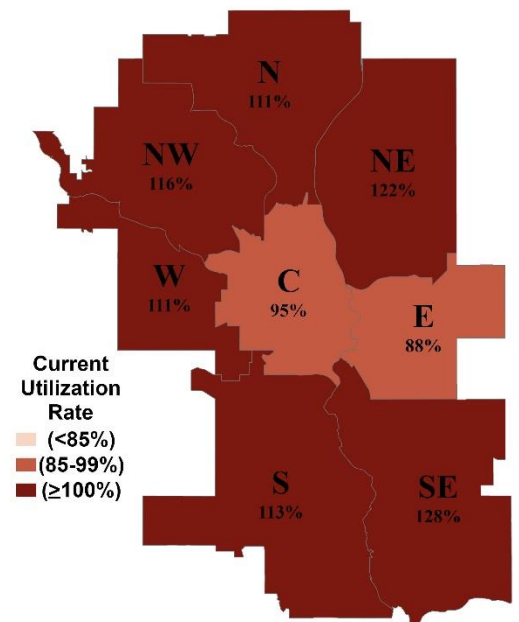




| 10-12 Student by Residence |                |                |               |                         |
|----------------------------|----------------|----------------|---------------|-------------------------|
| Planning Sector            | 10-12 Students | 10-12 Capacity | % Utilization | % Projected Utilization |
| Central                    | 4,242          | 8,926          | 48%           | 51%                     |
| East                       | 1,691          | 2,659          | 64%           | 82%                     |
| North                      | 5,959          | 3,296          | 181%          | 222%                    |
| North East                 | 7,445          | 3,193          | 233%          | 142%                    |
| North West                 | 6,224          | 5,183          | 120%          | 125%                    |
| South                      | 7,090          | 7,422          | 96%           | 116%                    |
| South East                 | 4,674          | 1,615          | 289%          | 338%                    |
| West                       | 4,251          | 3,601          | 118%          | 129%                    |
| <b>Total</b>               | <b>41,576</b>  | <b>35,895</b>  | <b>116%</b>   | <b>123%</b>             |



| 10-12 Student by Enrolment |                |                |               |                         |
|----------------------------|----------------|----------------|---------------|-------------------------|
| Planning Sector            | 10-12 Students | 10-12 Capacity | % Utilization | % Projected Utilization |
| Central                    | 8,455          | 8,926          | 95%           | 82%                     |
| East                       | 2,329          | 2,659          | 88%           | 78%                     |
| North                      | 3,660          | 3,296          | 111%          | 149%                    |
| North East                 | 3,889          | 3,193          | 122%          | 118%                    |
| North West                 | 5,993          | 5,183          | 116%          | 120%                    |
| South                      | 8,357          | 7,422          | 113%          | 133%                    |
| South East                 | 2,060          | 1,615          | 128%          | 156%                    |
| West                       | 4,013          | 3,601          | 111%          | 122%                    |
| <b>Total</b>               | <b>38,756</b>  | <b>35,895</b>  | <b>108%</b>   | <b>115%</b>             |





## Appendix VIII: Capital Planning Project Ranking Criteria

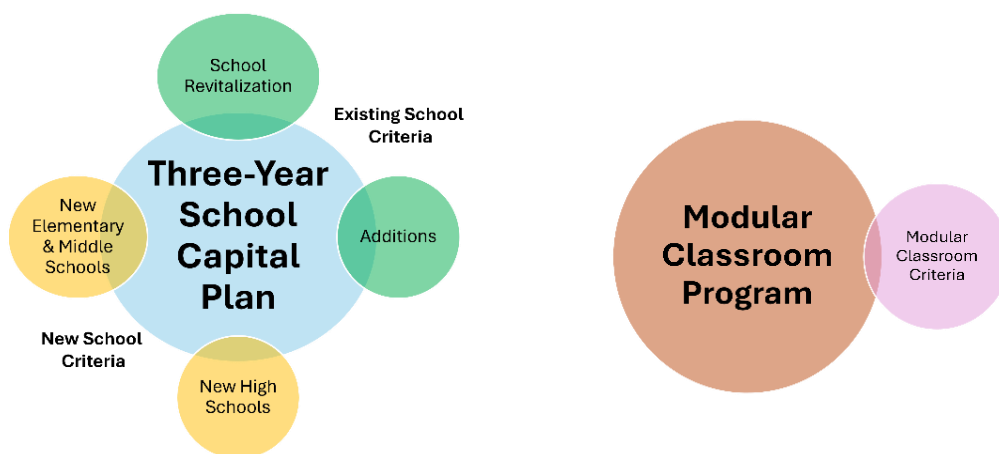
The CBE strives for evidence based, transparent and fair prioritization in the capital planning process. This document outlines the criteria by which capital priorities are considered and ranked for funding requests through the Three-Year School Capital Plan and Modular Classroom Program. The following factors drive capital planning projects.

- Program Delivery – Projects that are required to enable the delivery of school programs.
- Community Schools – New schools required in rapidly growing communities to minimize student travel times and meet the needs for a local school in their community.
- Aging Facilities – Older schools that require revitalization to provide appropriate learning environments for students.
- School Utilization Rates – appropriate school utilization rates optimize maintenance and operational funding; help manage classroom space for optimal learning and ensure availability of programming opportunities to students within the limited public resources entrusted to the CBE.

A balanced approach to address these drivers is developed to ensure the CBE is pursuing capital funding opportunities that recognize the changing needs of students, build trust with parents, partners, and the community, and direct investment to projects that provide the best value for the system. The planning approach is a system of core community based elementary feeder schools, with middle/junior high, and senior high schools serving larger geographic areas. In addition, modular classrooms can make an important contribution to bettering the student learning experience by relieving accommodation pressures during periods of growth allowing the CBE to respond appropriately across a community's life cycle.

Projects are also required to ensure programming requirements are met through additions to existing school or existing school revitalizations, which may include modernization projects, replacement schools or solution projects (a project type that allows construction activity at multiple schools).

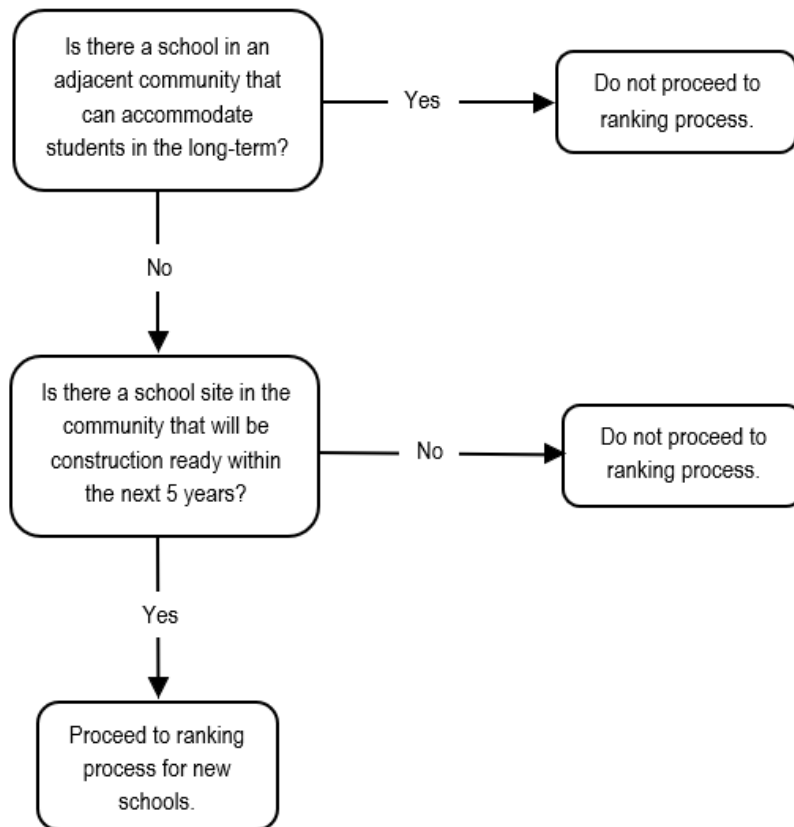
The following criteria aim to address the drivers for capital planning and provide a balanced investment approach to school capital planning and are organized as depicted below:



## New School Criteria

The New School Ranking Criteria are in place to allow for a transparent, objective and equitable approach to prioritizing where new schools will be identified and requested in the Three-Year School Capital Plan. There are two types of criteria in the evaluation process to rank schools for capital funding. Firstly, all K-12 schools go through eligibility filters to identify schools that will proceed to the ranking process. Schools that pass through the eligibility filters will be ranked through K-4 ranking criteria, 5-9 ranking criteria and 10-12 ranking criteria.

### K-12 Eligibility Filter



## Ranking Criteria (K-4)

### Preschool Population:

Use actual value of total preschool population (Age 1-5)

### Current K-4 Enrolment:

Use actual end of September enrolment

### Ratio of K-4 Enrolment to #of Housing Units in Community (%) (End of September each year)

**Ratio of K-4 Enrolment to #of Housing Units in Community (%)  
(End of September each year)**

|  | ≤4%       | 5 to 9%   | 10 to 14% | 15 to 19% | 20 to 24% | ≥25%      |
|--|-----------|-----------|-----------|-----------|-----------|-----------|
| <b>Projected 5 Year Sector Population Growth (%) *</b> |           |           |           |           |           |           |
| Less than 5%   | 10 points | 20 points | 30 points | 40 points | 50 points | 60 points |
| 5 to 14%   | 20 points | 30 points | 40 points | 50 points | 60 points | 70 points |
| 15 to 24%  | 30 points | 40 points | 50 points | 60 points | 70 points | 80 points |
| Greater than 25%                                       | 40 points | 50 points | 60 points | 70 points | 80 points | 90 points |

\*Based on City of Calgary Suburban Residential Growth (prepared annually)

**Distance Travelled (km's) \***

|                           | ≤9        | 10 to 14  | 15 to 19  | 20 to 24  | ≥25        |
|---------------------------|-----------|-----------|-----------|-----------|------------|
| <b>Median Travel Time</b> |           |           |           |           |            |
| 15-19 minutes             | 10 points | 20 points | 30 points | 40 points | 50 points  |
| 20-24 minutes             | 20 points | 30 points | 40 points | 50 points | 60 points  |
| 25-29 minutes             | 30 points | 40 points | 50 points | 60 points | 70 points  |
| 30-34 minutes             | 40 points | 50 points | 60 points | 70 points | 80 points  |
| 35-39 minutes             | 50 points | 60 points | 70 points | 80 points | 90 points  |
| ≥40 minutes               | 60 points | 70 points | 80 points | 90 points | 100 points |

\*Distance travelled calculated using GIS to determine "centre" of the community to bus receiver school.

### Other Considerations

More than one bus receiver school required for established grade configuration within two years (examples include but are not limited to K-4 and 5-9 or K-6 and 7-9). 50 points

Existing 5-9 School approved or in existence. 50 points

### Notes:

1. If a community already has a school or a starter school, the capacity of the school will be subtracted from the number of students enrolled in the CBE.
2. When there is a starter school in a community, an exception to the standard ranking methodology may be made. The community with the starter school will be assessed through the points ranking criteria but may be placed at a higher priority than the total points determine to ensure the starter school becomes a fully developed school.
3. If it has been determined through the Joint Use Site Calculation Methodology that there is only one school site available or required in a community then this site is typically requested as a K-9 school.

4. The K-4 cohort will be used for ranking purposes and the actual grade configuration requested in the Three-Year School Capital Plan may vary (e.g. K-5, K-6) depending on a variety of factors including community need, population projections for the specific area, recent capital approvals, knowledge of surrounding school capacities etc.
5. When a school has previously received Design approval, an exception to the standard ranking methodology will be made.

## Ranking Criteria (5-9)

### Current K-4 Enrolment:

Use actual end of September enrolment

### Current 5-9 Enrolment:

Use actual end of September enrolment

**Ratio of 5-9 Enrolment to #of Housing Units in Community (%)**  
(End of September each year)

|  | ≤4%       | 5 to 9%   | 10 to 14% | 15 to 19% | 20 to 24% | ≥25%      |
|--|-----------|-----------|-----------|-----------|-----------|-----------|
| <b>Projected 5 Year Sector Population Growth (%) *</b> |           |           |           |           |           |           |
| Less than 5%   | 10 points | 20 points | 30 points | 40 points | 50 points | 60 points |
| 5 to 14%   | 20 points | 30 points | 40 points | 50 points | 60 points | 70 points |
| 15 to 24%  | 30 points | 40 points | 50 points | 60 points | 70 points | 80 points |
| Greater than 25%                                       | 40 points | 50 points | 60 points | 70 points | 80 points | 90 points |

\*Based on City of Calgary Suburban Residential Growth (prepared annually)

**Distance Travelled (km's)\***

|                           | ≤9        | 10 to 14  | 15 to 19  | 20 to 24  | ≥25        |
|---------------------------|-----------|-----------|-----------|-----------|------------|
| <b>Median Travel Time</b> |           |           |           |           |            |
| 15-19 minutes             | 10 points | 20 points | 30 points | 40 points | 50 points  |
| 20-24 minutes             | 20 points | 30 points | 40 points | 50 points | 60 points  |
| 25-29 minutes             | 30 points | 40 points | 50 points | 60 points | 70 points  |
| 30-34 minutes             | 40 points | 50 points | 60 points | 70 points | 80 points  |
| 35-39 minutes             | 50 points | 60 points | 70 points | 80 points | 90 points  |
| ≥40 minutes               | 60 points | 70 points | 80 points | 90 points | 100 points |

\*Distance travelled calculated using GIS to determine "centre" of the community to bus receiver school.

### Other Considerations

|   |           |
|---|-----------|
| More than one bus receiver school required for established grade configuration within two years (examples include but are not limited to K-4 and 5-9 or K-6 and 7-9). | 50 points |
| Existing K-4 School approved or in existence.   | 50 points |
| Greater than 2 Transition Points (K-9).   | 50 points |

### Notes:

1. If a community already has a school or a starter school, the capacity of the school will be subtracted from the number of students enrolled in the CBE.
2. When there is a starter school in a community, an exception to the standard ranking methodology may be made. The community with the starter school will be assessed through the points ranking

criteria but may be placed at a higher priority than the total points determine to ensure the starter school becomes a fully developed school.

3. If it has been determined through the Joint Use Site Calculation Methodology that there is only one school site available or required in a community then this site is typically requested as a K-9 school.
4. The 5-9 cohort will be used for ranking purposes and the actual grade configuration that is requested in the Three-Year School Capital Plan may vary (e.g. 6-9, 7-9) depending on a variety of factors including community need, population projections for the specific area, recent capital approvals, knowledge of surrounding school capacities etc.
5. When a school has previously received Design approval, an exception to the standard ranking methodology will be made.

## Ranking Criteria (10-12)

### Current 4-6 Enrolment:

Use actual end of September enrolment

### Current 10-12 Enrolment:

Use actual end of September enrolment

#### Ratio of 10-12 Enrolment to #of Housing Units in Community (%) (End of September each year)

|  | ≤4%       | 5 to 9%   | 10 to 14% | 15 to 19% | 20 to 24% | ≥25%      |
|--|-----------|-----------|-----------|-----------|-----------|-----------|
| <b>Projected 5 Year Sector Population Growth (%) *</b> |           |           |           |           |           |           |
| Less than 5%   | 10 points | 20 points | 30 points | 40 points | 50 points | 60 points |
| 5 to 14%   | 20 points | 30 points | 40 points | 50 points | 60 points | 70 points |
| 15 to 24%  | 30 points | 40 points | 50 points | 60 points | 70 points | 80 points |
| Greater than 25%                                       | 40 points | 50 points | 60 points | 70 points | 80 points | 90 points |

\*Based on City of Calgary Suburban Residential Growth (prepared annually)

#### Distance Travelled (km's)\*

|                           | ≤9        | 10 to 14  | 15 to 19  | 20 to 24  | ≥25        |
|---------------------------|-----------|-----------|-----------|-----------|------------|
| <b>Median Travel Time</b> |           |           |           |           |            |
| 15-19 minutes             | 10 points | 20 points | 30 points | 40 points | 50 points  |
| 20-24 minutes             | 20 points | 30 points | 40 points | 50 points | 60 points  |
| 25-29 minutes             | 30 points | 40 points | 50 points | 60 points | 70 points  |
| 30-34 minutes             | 40 points | 50 points | 60 points | 70 points | 80 points  |
| 35-39 minutes             | 50 points | 60 points | 70 points | 80 points | 90 points  |
| ≥40 minutes               | 60 points | 70 points | 80 points | 90 points | 100 points |

\*Distance travelled calculated using GIS to determine "centre" of the community to bus receiver school.

### Notes:

When a school has previously received Design approval, an exception to the standard ranking methodology will be made.

## 10-12 Contextual Analysis

Contextual Analysis would include the following:

- Demographic description of future catchment area and population at full build-out; availability of space in proximity to students and impact of the new school on existing schools in the area.
- Utilization Rate by Student Enrolment for impacted schools. A qualifier “Utilization Category” will be added to summarize the impact as follows:

| Utilization Category | Utilization Rate  |
|----------------------|---|
| Over-utilized        | School utilization rate is projected to be above 110%.                        |
| Maximized            | School utilization rate is projected to be in the 101-110% utilization range. |
| Optimized            | School utilization rate is projected to be in the 85%-100% range.             |
| Sub-optimized        | School utilization rate is projected to be in the 70%-84% range.              |
| Underutilized        | School utilization rate is projected to be below 70%.                         |

- **Utilization Rate by Student Residence:** represents the utilization rate that would exist if all existing high school students were accommodated in facilities that exist within the planning sector in which they live. This value provides insight into whether there are sufficient spaces within a given sector for the number of students living in that sector.

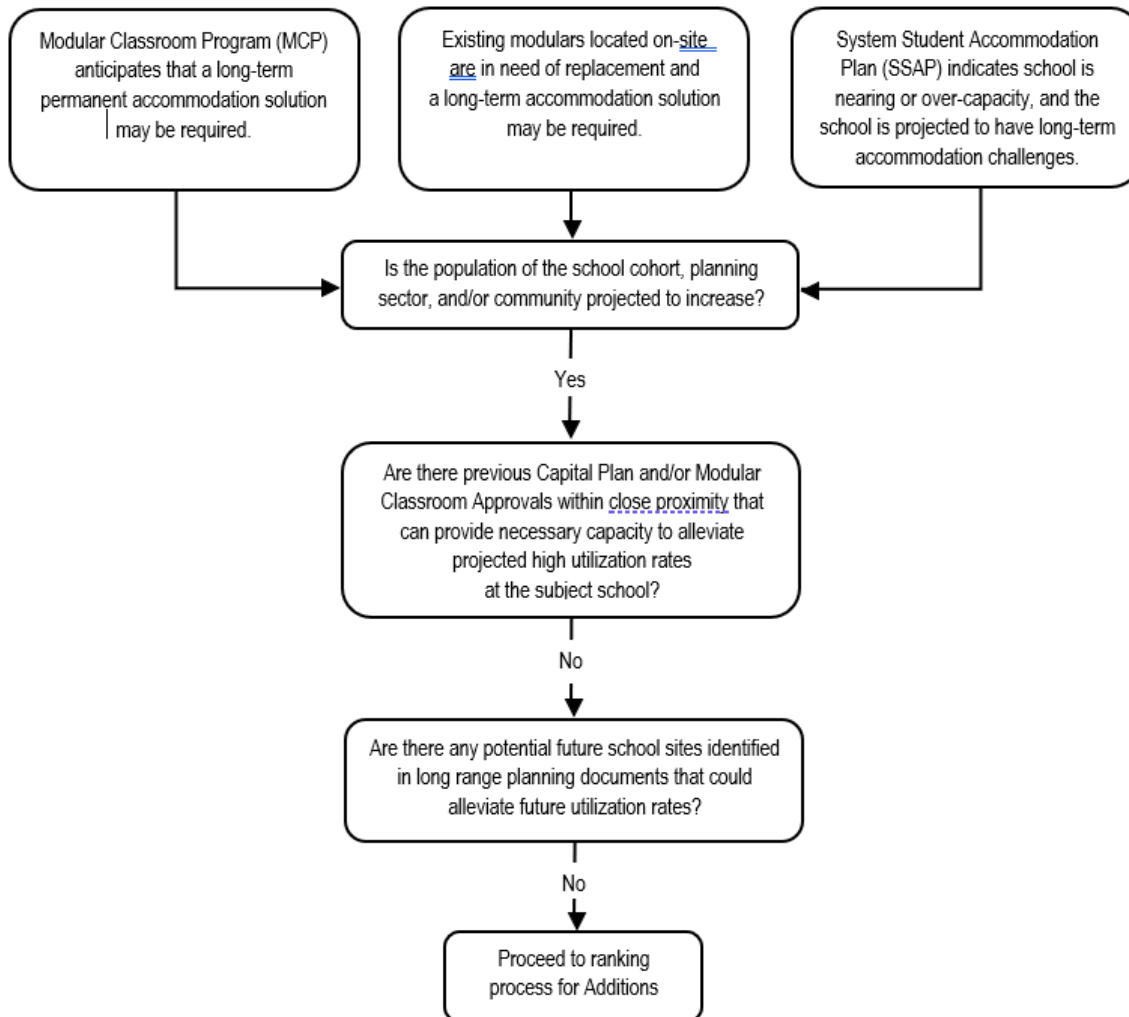
## Existing School Criteria

The Existing School Ranking Criteria are in place to allow for the identification and prioritization of schools that require major capital investment to ensure the school facility can effectively support the educational programming required by the community it serves. Capital investment into existing schools can take many different forms (project types) including Modernization, Replacement, Solution (construction activity at multiple schools) or expansion through a permanent school addition. The first three project types are primarily driven by the overall condition of the facility, while the need for a school addition is determined by school utilization as well as community demographics and growth projections. To account for this, the Existing School Ranking Criteria is comprised of two separate sub-criteria: School Addition Criteria and School Revitalization Criteria.



## School Addition Criteria

### Eligibility Filters



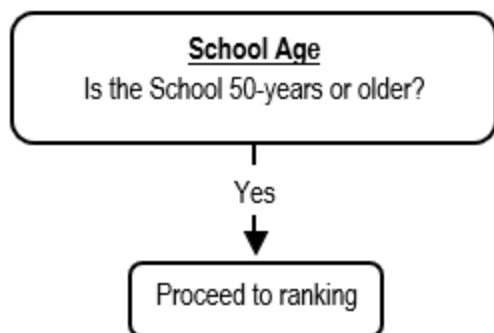
### Ranking Criteria

#### Category A: Enrolment, Utilization, Projection

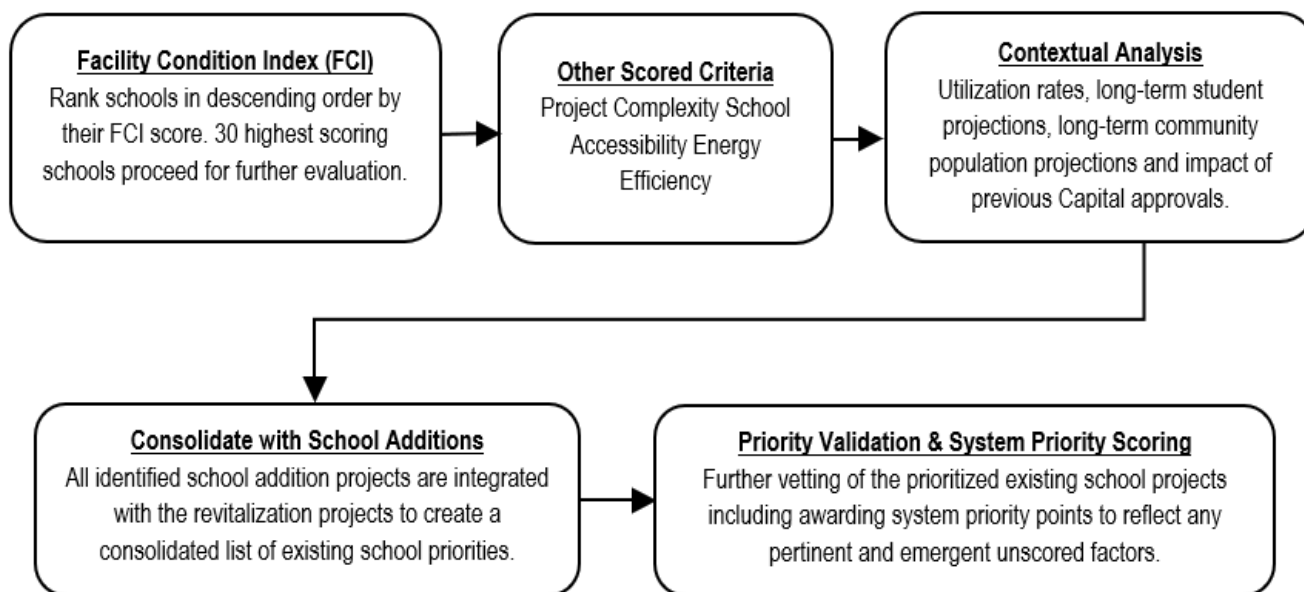
| Strength of enrolment and utilization into the future (Projected 3-Year Utilization) | Points |
|--|--------|
| Projected utilization is less than 89%   | 0      |
| Projected utilization is between 90% to 99%  | 5      |
| Projected utilization is between 100% to 104%  | 10     |
| Projected utilization is between 105% to 109%  | 15     |
| Projected utilization is between 110% to 114%  | 20     |
| Projected Utilization is between 115% to 119%  | 25     |
| Projected Utilization is between 120% to 124%  | 30     |
| Projected Utilization is between 125% to 129%  | 35     |
| Projected Utilization is between 130% to 134%  | 40     |
| Projected Utilization is between 135% to 139%  | 45     |
| Projected Utilization is greater than 140%   | 50     |

## School Revitalization Criteria

### Eligibility Filter



### Ranking Criteria



### Facility Condition Index Scoring

Facility condition will be objectively evaluated based on industry standard methodology. Facility Condition Index (FCI) is the projected five-year cost of needed repairs, replacements and renewal expressed as a percentage of the current cost of replacing the facility. The FCI is calculated using the following formula:

$$\frac{\text{Outstanding Repairs, Replacement \& Renewal}}{\text{Replacement Cost of Facility}} \times 100$$

As a general guide FCI scores fall in the following broad rating categories:



**Notes:**

1. For scoring purposes, one percentile equals one point i.e. 30% FCI will receive 30 points.
2. Until such time as the CBE develops a more rigorous data set to properly calculate FCI, a simplified methodology and accompanying tool has been developed that will be used to calculate an estimated FCI score.

**Other Scored Criteria****Project Complexity Scoring Criteria**

| <b>Provincial Capacity</b>  | <b>Points</b> |
|---|---------------|
| Provincial Capacity > 2,000   | 20            |
| Provincial Capacity between 1,500 to 1,999                                      | 15            |
| Provincial Capacity between 1,000 to 1,499                                      | 10            |
| Provincial Capacity between 600 to 999  | 5             |
| Provincial Capacity between < 600   | 0             |
| <b>Learning Environment Factors</b>   | <b>Points</b> |
| 5+ CTS/CTF Shops  | 10            |
| 3-4 CTS/CTF Shops   | 5             |
| 1-2 CTS/CTF Shops   | 3             |
| Specialised Infrastructure to support Inclusive Learning (pools, safe rooms...) | 10            |
| <b>Historical Significance</b>  | <b>Points</b> |
| Historical significance   | 5             |
| <b>Maximum available points</b>   | <b>45</b>     |

**School Accessibility Scoring Criteria**

| <b>Degree of Accessibility</b>  | <b>Points</b> |
|---|---------------|
| Not accessible – Accessibility upgrades are not possible/feasible   | 20            |
| Partially accessible 1 - Close to Not Accessible; significant modifications would be needed to accommodate a student in a wheelchair. | 15            |
| Partially accessible 2: Mid-range accessibility, some renovations/accommodations would be required.                                   | 10            |
| Partially accessible 3: Close to Fully Accessible, just a few upgrades would be needed to accommodate a student in a wheelchair.      | 5             |
| Fully accessible  | 0             |

**Energy Efficiency Scoring Criteria**

| <b>Provincial Capacity</b> | <b>Points</b> |
|----------------------------|---------------|
| < 0.55 GJ/sq.m             | 0             |
| 0.56 to 1.1 GJ/sq.m        | 5             |
| 1.11 to 1.65 GJ/sq.m       | 10            |
| >1.66 GJ/sq.m              | 15            |

### **Contextual Analysis**

Additional unscored analysis and contextual understanding of each fully scored school will include answering questions on utilization rates, long-term student projections, long-term community population projections and the impact of previous Capital Plan/Modular Classroom Program (MCP) approvals. These questions include:

- Will capital investment in an existing school assist with either an underutilization or overutilization issue?
- What is the long-term utilization projection of the school?
- What is the long-term population trend of community?
- Are there multiple schools identified on the short list located in close proximity and could possibly benefit from a Solution project?
- What is the impact of either Three-Year School Capital Plan or Modular Classroom approvals on future utilization rates?

Should the contextual analysis identify additional schools outside of the list of 30, these schools can be added for further consideration and evaluation as a system priority.

### **Priority Validation & System Priority Scoring**

The list of schools is then reviewed and vetted for those that present the largest learning hindrances (i.e. indoor temperature extremes, ineffective school layout, highest risk of critical building system failure etc.) or that might present the greatest opportunity to advance system educational priorities.

Discretionary 'System Priority' points may be awarded where emergent system priorities exist that are not reflected in the current scoring construct. Awarding system priority points to select projects must be approved by the Superintendent's Team.

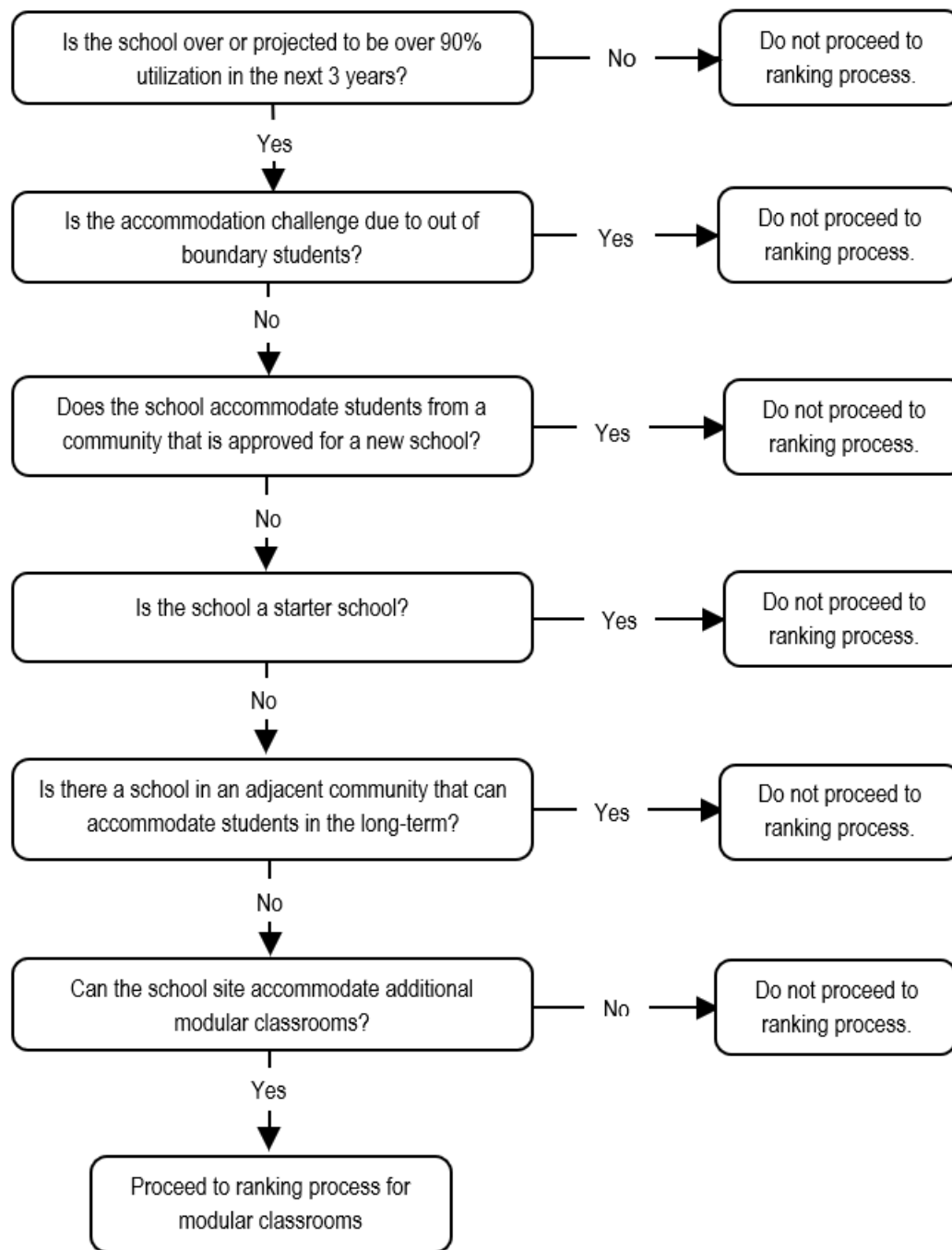
Schools with greatest need and system alignment will be evaluated against the new school priorities to determine what gets included in the Three-Year School Capital Plan. Existing school projects will generally first request Planning funding to confirm project type and scope, unless the project is already well defined and understood.

## Modular Classroom Program

Modular classroom ranking criteria is utilized to evaluate and prioritize new modular classroom requests in the Modular Classroom Program.

### Modular Classroom Criteria

#### Eligibility Filter



## Ranking Criteria

### Category A: Enrolment, Utilization, Projection

| <b>Strength of enrolment and utilization into the future (Projected 3-Year Utilization)</b> | <b>Points</b> |
|---|---------------|
| Projected utilization is less than 89%  | 0             |
| Projected utilization is between 90% to 99%   | 5             |
| Projected utilization is between 100% to 104%   | 10            |
| Projected utilization is between 105% to 109%   | 15            |
| Projected utilization is between 110% to 114%   | 20            |
| Projected Utilization is between 115% to 119%   | 25            |
| Projected Utilization is between 120% to 124%   | 30            |
| Projected Utilization is between 125% to 129%   | 35            |
| Projected Utilization is between 130% to 134%   | 40            |
| Projected Utilization is between 135% to 139%   | 45            |
| Projected Utilization is greater than 140%  | 50            |

### Category B: Site Features, Location

| <b>Ability to add modular units to the site</b>   | <b>Points</b> |
|---|---------------|
| Site Size - ability to accommodate portables  | 1             |
| Physical Obstructions (large trees, playground equip, catch basins, elec. T transformers, etc.) | 1             |
| Site Grading, contours (slope to portables not good)  | 1             |
| Additional Parking Requirements   | 1             |
| Additional Washroom stall / sink requirements   | 1             |
| Sight lines for Security, creates concealed areas   | 1             |
| Ability to locate portables near entrance   | 1             |
| Ability to connect with a corridor  | 1             |
| Ease of connecting services, i.e. gas, power, data  | 1             |
| Proximity to underground services restricting placement (i.e.: main elec, water, sewer)         | 1             |
| Proximity and quantity of windows opposite the modulars   | 1             |
| Fire rating of school exterior wall   | 1             |
| Existing Firewall on school to accommodate addition   | 1             |
| Distance from Street (within 15m will allow for more)   | 1             |
| Location on site for aesthetics.....front vs. rear vs. side                                     | 1             |
| Existing catch basins in vicinity to portables for roof drainage                                | 1             |
| Proximity to main sidewalks (downspouts cause icing)  | 1             |

Ranking Range: 0 (difficult) o 1 (easy)

### Category C: Cost to add modular units compared to average cost to add modular units to a site

| <b>What is the anticipated cost of modular units at this site?</b> | <b>Points</b> |
|--|---------------|
| 1 = Poor \$\$\$\$\$ (More than 25% more)                           | 5             |
| 2 = Fair \$\$\$\$\$ (Between 20 to 24% more)                       | 10            |
| 3 = Good \$\$\$\$ (Between 15 to 19% more)                         | 15            |
| 4 = Very Good \$\$ (Between 10 to 14% more)                        | 20            |
| 5 = Excellent \$ (Less than 9% more)                               | 25            |



## Appendix IX: New School Construction Ranking

**Table 15** provides summary of the points assigned for all schools in new communities that passed the K-12 Eligibility Filter outlined in the Capital Planning Project Ranking Criteria as outlined in [Appendix VIII](#) and were subsequently ranked.

**Table 15: K-Grade 9 School Communities**

| Rank | Community                                | Points | Planning Sector | Grade |
|------|--|--------|-----------------|-------|
| 1    | Mahogany <sup>(2)</sup> (site not ready) | 2,657  | SE              | K-5   |
| 2    | Legacy (site not ready)                  | 1,425  | S               | K-4   |
| 3    | Walden                                   | 1,211  | S               | K-5   |
| 4    | Cityscape (site not ready)               | 1,182  | NE              | K-5   |
| 5    | Walden /Wolf Willow (site not ready)     | 1,150  | S               | K-9   |
| 6    | Seton (site not ready)                   | 1,120  | SE              | K-4   |
| 7    | Carrington (site not ready)              | 1,014  | N               | K-4   |
| 8    | Legacy                                   | 774    | S               | 5-9   |
| 9    | Cougar Ridge*                            | 750    | W               | K-4   |
| 10   | Kincora/Sage Hill                        | 743    | N               | K-5   |
| 11   | Livingston (site not ready)              | 738    | N               | 5-9   |
| 12   | Signal Hill*                             | 656    | W               | 5-9   |
| 13   | Carrington (site not ready)              | 643    | N               | 5-9   |
| 14   | Seton (site not ready)                   | 632    | SE              | 5-9   |
| 15   | Sherwood                                 | 625    | N               | K-4   |
| 16   | Country Hills                            | 614    | N               | K-9   |
| 17   | Belmont                                  | 510    | S               | K-4   |
| 18   | Pine Creek (site not ready)              | 470    | S               | K-5   |
| 19   | Valley Ridge/Crestmont                   | 470    | W               | K-4   |
| 20   | Glacier Ridge (site not ready)           | 321    | N               | K-4   |
| 21   | Wolf Willow (site not ready)             | 321    | S               | K-4   |
| 22   | Rangeview (site not ready)               | 302    | SE              | K-4   |
| 23   | Pine Creek (site not ready)              | 295    | S               | 5-9   |
| 24   | Glacier Ridge (site not ready)           | 284    | N               | 5-9   |
| 25   | Rangeview (site not ready)               | 178    | SE              | 5-9   |

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

\* schools have not been identified on the 3YSCP 2026-2029 and some other sites below it in ranking points have been included. These particular schools are located in mostly developed communities with minimal projected new growth. At the time of writing, students in these communities can be accommodated in other nearby schools. The CBE will evaluate these particular sites, along with other eligible sites, on a yearly basis to identify if these schools should be included in future Capital Plans.

**Table 16: Grades 10-12 School Communities**

| Rank | Community                                  | Points | Planning Sector | Grade |
|------|--|--------|-----------------|-------|
| 1    | West Macleod High School (site not ready)  | 2,190  | S               | 10-12 |
| 2    | Glacier Ridge High School (site not ready) | 1,753  | N               | 10-12 |
| 3    | Livingston High School (site not ready)    | 1,200  | N               | 10-12 |

**Table 17: K-Grade 4 Statistics 2026-2029 Capital Submission**

|                                  | Community Growth Profile (statistics) |                            |   |   | Busing and Travel Time (statistics) |  |  |                                     |
|----------------------------------|---------------------------------------|----------------------------|---|---|-------------------------------------|--|--|-------------------------------------|
| Community                        | 2024 CRA data Ages 1-5                | Elementary (K-4) Enrolment | Projected Population Growth by Sector (%) | Ratio of K-4 CBE Enrolment to # of Housing Units in Community (%) | Average Travel Time (minutes)       | Direct Average Distance Travelled (km's) | More than one Bus Receiver within two school years | 5-9 school approved or in existence |
| <b>East Planning Sector</b>      |                                       |                            |   |   |                                     |  |  |                                     |
| -                                | -                                     | -                          | -   | -   | -                                   | -  | -  | -                                   |
| <b>North Planning Sector</b>     |                                       |                            |   |   |                                     |  |  |                                     |
| Carrington (site not ready)      | 640                                   | 264                        | 26  | 10  | 14                                  | 5  | Yes  | No                                  |
| Country Hills**                  | 185                                   | 105                        | 26  | 8   | 12                                  | 4  | No   | No                                  |
| Glacier Ridge                    | 125                                   | 86                         | 26  | 14  | 12                                  | 8  | Yes  | No                                  |
| Kincora                          | 380                                   | 303                        | 26  | 10  | 13                                  | 5  | No   | No                                  |
| Livingston                       | 955                                   | 342                        | 26  | 10  | 36                                  | 13                                       | Yes  | No                                  |
| Nolan Hill                       | 700                                   | 351                        | 26  | 12  | 19                                  | 11                                       | No   | No                                  |
| Sage Hill                        | 915                                   | 427                        | 26  | 9   | 17                                  | 8  | Yes  | No                                  |
| Sherwood                         | 360                                   | 205                        | 26  | 10  | 11                                  | 7  | No   | No                                  |
| <b>Northeast Planning Sector</b> |                                       |                            |   |   |                                     |  |  |                                     |
| Cityscape (site not ready)       | 770                                   | 262                        | 21  | 15  | 29                                  | 10                                       | Yes  | No                                  |
| Cornerstone                      | 1685                                  | 666                        | 21  | 19  | 18                                  | 7  | Yes  | No                                  |
| <b>Northwest Planning Sector</b> |                                       |                            |   |   |                                     |  |  |                                     |
| -                                | -                                     | -                          | -   | -   | -                                   | -  | -  | -                                   |
| <b>South Planning Sector</b>     |                                       |                            |   |   |                                     |  |  |                                     |
| Belmont                          | 340                                   | 130                        | 19  | 9   | 8                                   | 3  | No   | No                                  |
| Legacy (site not ready)          | 950                                   | 395                        | 19  | 10  | 23                                  | 10                                       | No   | No                                  |
| Pine Creek (site not ready)      | 265                                   | 135                        | 19  | 13  | 15                                  | 7  | No   | No                                  |
| Walden                           | 790                                   | 351                        | 19  | 11  | 16                                  | 11                                       | No   | No                                  |

|  |      |     |    |    |    |    |     |    |
|--|------|-----|----|----|----|----|-----|----|
| Wolf Willow** (site not ready)             | 165  | 66  | 19 | 8  | 30 | 11 | No  | No |
| <b>Southeast Planning Sector</b>           |      |     |    |    |    |    |     |    |
| **Mahogany <sup>(2)</sup> (site not ready) | 1560 | 987 | 19 | 15 | 7  | 2  | Yes | No |
| Rangeview (site not ready)                 | 145  | 57  | 19 | 10 | 35 | 8  | No  | No |
| Seton (site not ready)                     | 680  | 340 | 19 | 10 | 10 | 4  | Yes | No |
| <b>West Planning Sector</b>                |      |     |    |    |    |    |     |    |
| Cougar Ridge                               | 370  | 290 | 9  | 13 | 11 | 2  | Yes | No |
| Valley Ridge/Crestmont                     | 215  | 195 | 9  | 10 | 20 | 6  | No  | No |

Notes:

1. Canada Revenue Agency data, ages 1-5.
  2. \*\*Country Hills and Walden Wolf Willow are both a K-9 grade configuration. Communities under consideration for a K-9 school are assessed through both the K-4 and 5-9 point assessment process.
  3. <sup>(2)</sup> indicates second school of that type in the community. For communities that already have an elementary school, their current provincial capacity is deducted from their CRA data and K-4 enrolments.
  4. Housing Units information from The City of Calgary "2019 Civic Census" and building permits issued for 2019 to 2021.
  5. More than one bus receiver school required for established grade configuration within two school years (examples include but are not limited to K-4 and 5-9 or K-6 and 7-9).
  6. Busing and Travel Time information as per Transportation Services.
  7. Only communities where their school site is ready or anticipated to be ready within the next 5 years for building construction have been included in the ranking analysis.
- \*Mahogany<sup>(2)</sup> – deducted 551 (current provincial capacity) from CRA data total (1605-551=1054) & K-4 total (862-551=311), as it would be their second elementary.

Table 18: K-Grade 4 Ranking Points 2026-2029 Capital Submission

|                                  | Community Growth Profile (points) |                            |  | Busing and Travel Time (points)               |  |                                     |              |
|----------------------------------|-----------------------------------|----------------------------|--|---|--|-------------------------------------|--------------|
|                                  | 2024 CRA data Ages 1-5            | Elementary (K-4) Enrolment | Projected Population Growth / K-4 Enrolment to Housing Units | Average Travel Time / Direct Average Distance | More than one Bus Receiver within two school years | 5-9 school approved or in existence | Total Points |
| <b>East Planning Sector</b>      |                                   |                            |  |   |  |                                     |              |
| -                                | -                                 | -                          | -  | -   | -  | -                                   | -            |
| <b>North Planning Sector</b>     |                                   |                            |  |   |  |                                     |              |
| Carrington (site not ready)      | 640                               | 264                        | 60   | 0   | 50   | 0                                   | 1014         |
| Country Hills**                  | 185                               | 105                        | 50   | 0   | 0  | 0                                   | 340          |
| Glacier Ridge                    | 125                               | 86                         | 60   | 0   | 50   | 0                                   | 321          |
| Kincora***                       | 380                               | 303                        | 60   | 0   | 0  | 0                                   | 743          |
| Livingston                       | 955                               | 342                        | 60   | 50  | 50   | 0                                   | 1457         |
| Nolan Hill                       | 700                               | 351                        | 60   | 20  | 0  | 0                                   | 1131         |
| Sage Hill                        | 915                               | 427                        | 50   | 20  | 50   | 0                                   | 1462         |
| Sherwood                         | 360                               | 205                        | 60   | 0   | 0  | 0                                   | 625          |
| <b>Northeast Planning Sector</b> |                                   |                            |  |   |  |                                     |              |
| Cityscape (site not ready)       | 770                               | 262                        | 60   | 40  | 50   | 0                                   | 1182         |

|  |      |     |    |    |    |   |      |
|--|------|-----|----|----|----|---|------|
| Cornerstone                              | 1685 | 666 | 60 | 10 | 50 | 0 | 2471 |
| <b>Northwest Planning Sector</b>         |      |     |    |    |    |   |      |
| -  | -    | -   | -  | -  | -  | - | -    |
| <b>South Planning Sector</b>             |      |     |    |    |    |   |      |
| Belmont                                  | 340  | 130 | 40 | 0  | 0  | 0 | 510  |
| Legacy (site not ready)                  | 950  | 395 | 50 | 30 | 0  | 0 | 1425 |
| Pine Creek (site not ready)              | 265  | 135 | 50 | 20 | 0  | 0 | 470  |
| Walden                                   | 790  | 351 | 50 | 20 | 0  | 0 | 1211 |
| Wolf Willow** (site not ready)           | 165  | 66  | 40 | 50 | 0  | 0 | 321  |
| <b>Southeast Planning Sector</b>         |      |     |    |    |    |   |      |
| Mahogany <sup>(2)</sup> (site not ready) | 1560 | 987 | 60 | 0  | 50 | 0 | 2657 |
| Rangeview (site not ready)               | 145  | 57  | 50 | 50 | 0  | 0 | 302  |
| Seton (site not ready)                   | 680  | 340 | 50 | 0  | 50 | 0 | 1120 |
| <b>West Planning Sector</b>              |      |     |    |    |    |   |      |
| Cougar Ridge                             | 370  | 290 | 40 | 0  | 50 | 0 | 750  |
| Valley Ridge/Crestmont                   | 215  | 195 | 40 | 20 | 0  | 0 | 470  |

## Notes:

1. Canada Revenue Agency data, ages 1-5.
2. \*\*Country Hills and Walden Wolf Willow are both a K-9 grade configuration. Communities under consideration for a K-9 school are assessed through both the K-4 and 5-9 point assessment process.
3. \*\*\* includes some students from Sage Hill as part of a proposed balancing scenario between Sage Hill and Kincora
4. <sup>(2)</sup> indicates second school of that type in the community. For communities that already have an elementary school, their current provincial capacity is deducted from their CRA data and K-4 enrolments.
5. Bus Receivers – More than one bus receiver school required for established grade configuration within two school years (examples include but are not limited to K-4 and 5-9 or K-6 and 7-9).
6. Only communities where their school site is ready or anticipated to be ready within the next 5 years for building construction have been included in the ranking analysis.

Table 19: Middle/Junior (Grades 5-9) Statistics 2026-2029 Capital Submission

| Community                        | Community Growth Profile (points) |                        |   |  | Busing and Travel Time (points) |                                |  | Accommodation Plan (points)                  |                                    |
|----------------------------------|-----------------------------------|------------------------|---|--|---------------------------------|--------------------------------|--|--|------------------------------------|
|                                  | Elementary (K-4) Enrolment        | Middle (5-9) Enrolment | Projected Population Growth by Sector (%) | Ratio of Enrolment to # of Housing Units | Average Travel Time (minutes)   | Direct Average Distance (km's) | More than one Bus Receiver within Two School Years | Existing K-4 School Approved or in Existence | Greater than Two Transition Points |
| <b>East Planning Sector</b>      |                                   |                        |   |  |                                 |                                |  |  |                                    |
| -                                | -                                 | -                      | -   |  |                                 | -                              | -  | -  | -                                  |
| <b>North Planning Sector</b>     |                                   |                        |   |  |                                 |                                |  |  |                                    |
| Country Hills**                  | 105                               | 119                    | 26  | 9  | 12                              | 5                              | No   | No   | No                                 |
| Livingston (site not ready)      | 342                               | 246                    | 26  | 7  | 32                              | 12                             | Yes  | No   | No                                 |
| Sage Hill/Kincora                | 730                               | 670                    | 26  | 10                                       | 21                              | 8                              | Yes  | No   | No                                 |
| Sherwood/Nolan Hill              | 556                               | 592                    | 26  | 12                                       | 18                              | 9                              | No   | No   | No                                 |
| <b>Northeast Planning Sector</b> |                                   |                        |   |  |                                 |                                |  |  |                                    |
| Cityscape/Redstone               | 690                               | 608                    | 21  | 15                                       | 26                              | 11                             | Yes  | No   | No                                 |

|  |      |     |    |    |    |    |     |     |     |
|--|------|-----|----|----|----|----|-----|-----|-----|
| Cornerstone                                      | 666  | 448 | 21 | 13 | 17 | 7  | Yes | No  | No  |
| *Saddle Ridge <sup>(2)</sup><br>(site not ready) | 1526 | 574 | 21 | 22 | 7  | 2  | Yes | Yes | Yes |
| <b>Northwest Planning Sector</b>                 |      |     |    |    |    |    |     |     |     |
| -  | -    | -   | -  |    |    | -  | -   | -   | -   |
| <b>South Planning Sector</b>                     |      |     |    |    |    |    |     |     |     |
| Legacy   | 395  | 309 | 19 | 8  | 24 | 11 | No  | No  | No  |
| Pine Creek<br>(site not ready)                   | 135  | 110 | 19 | 10 | 14 | 7  | No  | No  | No  |
| Walden /Wolf Willow<br>(site not ready)          | 417  | 342 | 19 | 7  | 22 | 10 | No  | No  | No  |
| <b>Southeast Planning Sector</b>                 |      |     |    |    |    |    |     |     |     |
| Mahogany   | 987  | 799 | 19 | 12 | 9  | 3  | Yes | Yes | Yes |
| Rangeview<br>(site not ready)                    | 57   | 51  | 19 | 9  | 25 | 9  | No  | No  | No  |
| Seton (site not ready)                           | 340  | 232 | 19 | 7  | 20 | 3  | No  | No  | No  |
| <b>West Planning Sector</b>                      |      |     |    |    |    |    |     |     |     |
| Aspen Woods                                      | 356  | 358 | 9  | 12 | 13 | 4  | Yes | Yes | No  |
| **Signal Hill                                    | 351  | 218 | 9  | 8  | 26 | 4  | No  | Yes | No  |

Notes:

- Housing information from The City of Calgary "2019 Civic Census" and building permits issued for 2019 to 2021.
  - \*\*Country Hills and Walden Wolf Willow are both a K-9 grade configuration. Communities under consideration for a K-9 school are assessed through both the K-4 and 5-9 point assessment process.
  - <sup>(2)</sup> indicates second school of that type in the community. For communities that already have a middle school, their current provincial capacity is deducted from their 5-9 enrolments.
  - Bus Receivers – More than one bus receiver school required for established grade configuration within two years.  
(examples include but are not limited to K-4 and 5-9 or K-6 and 7-9).
  - Busing and Travel Time information as per Transportation Services.
  - Only communities where their school site is ready or anticipated to be ready within the next 5 years for building construction have been included in the ranking analysis.
- \*Saddle Ridge<sup>(2)</sup> – deducted 957 (current provincial capacity) from 5-9 (1367-957=410) total, as it would be their second middle.  
 \*\*Signal Hill – deducted 199 (current provincial capacity is 687, 5-6=29% of capacity) from 5-9 (362-199=163) total, as Battalion Park School is K-6.

Table 20: Middle/Junior (Grades 5-9) Ranking Points 2026-2029 Capital Submission

|                             | Community Growth Profile (points) |                         |  | Busing and Travel Time (points)               |   | Accommodation Plan (points)                  |                                    |              |
|-----------------------------|-----------------------------------|-------------------------|--|---|---|--|------------------------------------|--------------|
| Community                   | Elementary (K-4) Enrolment        | Middle ( 5-9) Enrolment | Projected Population Growth / 5-9 Enrolment to Housing Units | Average Travel Time / Direct Average Distance | Greater than one Bus Receiver within two school years | Existing K-4 school Approved or in Existence | Greater Than Two Transition Points | Total Points |
| East Planning Sector        |                                   |                         |  |   |   |  |                                    |              |
| -                           | -                                 | -                       | -  | -   | -   | -  | -                                  | -            |
| North Planning Sector       |                                   |                         |  |   |   |  |                                    |              |
| Country Hills**             | 105                               | 119                     | 50   | 0   | 0   | 0  | 0                                  | 274          |
| Livingston (site not ready) | 342                               | 246                     | 50   | 50  | 50  | 0  | 0                                  | 738          |
| Sage Hill/Kincora           | 730                               | 670                     | 60   | 20  | 50  | 0  | 0                                  | 1530         |
| Sherwood/Nolan Hill         | 556                               | 592                     | 60   | 0   | 0   | 0  | 0                                  | 1208         |

|   |      |     |    |    |    |    |    |      |
|---|------|-----|----|----|----|----|----|------|
| <b>Northeast Planning Sector</b>              |      |     |    |    |    |    |    |      |
| Cityscape/Redstone                            | 690  | 608 | 60 | 40 | 50 | 0  | 0  | 1448 |
| Cornerstone                                   | 666  | 448 | 50 | 10 | 50 | 0  | 0  | 1224 |
| *Saddle Ridge <sup>(2)</sup> (site not ready) | 1526 | 574 | 70 | 40 | 50 | 50 | 50 | 2360 |
| <b>Northwest Planning Sector</b>              |      |     |    |    |    |    |    |      |
| -   | -    | -   | -  | -  | -  | -  | -  | -    |
| <b>South Planning Sector</b>                  |      |     |    |    |    |    |    |      |
| Legacy  | 395  | 309 | 40 | 30 | 0  | 0  | 0  | 774  |
| Pine Creek (site not ready)                   | 135  | 110 | 50 | 0  | 0  | 0  | 0  | 295  |
| Walden /Wolf Willow (site not ready)          | 417  | 342 | 40 | 30 | 0  | 0  | 0  | 829  |
| <b>Southeast Planning Sector</b>              |      |     |    |    |    |    |    |      |
| Mahogany                                      | 987  | 799 | 50 | 0  | 50 | 50 | 50 | 1986 |
| Rangeview (site not ready)                    | 57   | 51  | 40 | 30 | 0  | 0  | 0  | 178  |
| Seton (site not ready)                        | 340  | 232 | 40 | 20 | 0  | 0  | 0  | 632  |
| <b>West Planning Sector</b>                   |      |     |    |    |    |    |    |      |
| Aspen Woods                                   | 363  | 361 | 40 | 0  | 50 | 50 | 0  | 864  |
| **Signal Hill                                 | 381  | 185 | 30 | 10 | 0  | 50 | 0  | 656  |

Notes:

1. \*\*Country Hills and Walden Wolf Will are both a K-9 grade configurations. Communities under consideration for a K-9 school are assessed through both the K-4 and 5-9 point assessment process.
2. <sup>(2)</sup> indicates second school of that type in the community. For communities that already have a middle school, their current provincial capacity is deducted from their 5-9 enrolments.
3. Bus Receivers – More than one bus receiver school required for established grade configuration within two school years. (examples include but are not limited to K-4 and 5-9 or K-6 and 7-9).
4. Only communities where their school site is ready or anticipated to be ready within the next 5 years for building construction have been included in the ranking analysis.  
 \*Saddle Ridge<sup>(2)</sup> – deducted 957 (current provincial capacity) from 5-9 (1367-957=410) total, as it would be their second middle.  
 \*\*Signal Hill – deducted 199 (current provincial capacity is 687, 5-6=29% of capacity) from 5-9 (362-199=163) total, as Battalion Park School is K-6.



**Table 21: High School (Grade 10-12) Statistics 2026-2029 Capital Submission**

| Area Structure Plan /Community   | Community Growth Profile (statistics) |                        |   |  | Busing and Travel Time (statistics) |                                |
|----------------------------------|---------------------------------------|------------------------|---|--|-------------------------------------|--------------------------------|
|                                  | Elementary (4-6) Enrolment            | High (10-12) Enrolment | Projected Population Growth by Sector (%) | Ratio of Enrolment to # of Housing Units | Average Travel Time (minutes)       | Direct Average Distance (km's) |
| <b>East Planning Sector</b>      |                                       |                        |   |  |                                     |                                |
| -                                | -                                     | -                      | -   | -  | -                                   | -                              |
| <b>North Planning Sector</b>     |                                       |                        |   |  |                                     |                                |
| Glacier Ridge                    | 824                                   | 889                    | 26  | 5  | 20                                  | 8                              |
| Livingston                       | 891                                   | 509                    | 26  | 2  | 42                                  | 12                             |
| <b>Northeast Planning Sector</b> |                                       |                        |   |  |                                     |                                |
| -                                | -                                     | -                      | -   | -  | -                                   | -                              |
| <b>Northwest Planning Sector</b> |                                       |                        |   |  |                                     |                                |
| -                                | -                                     | -                      | -   | -  | -                                   | -                              |
| <b>South Planning Sector</b>     |                                       |                        |   |  |                                     |                                |
| West Macleod                     | 1045                                  | 1085                   | 19  | 3  | 32                                  | 12                             |
| <b>Southeast Planning Sector</b> |                                       |                        |   |  |                                     |                                |
| -                                | -                                     | -                      | -   | -  | -                                   | -                              |
| <b>West Planning Sector</b>      |                                       |                        |   |  |                                     |                                |
| -                                | -                                     | -                      | -   | -  | -                                   | -                              |

## Notes:

Housing information from The City of Calgary "2019 Civic Census" and building permits issued for 2019- 2022.  
Busing and Travel Time information as per Transportation Services.

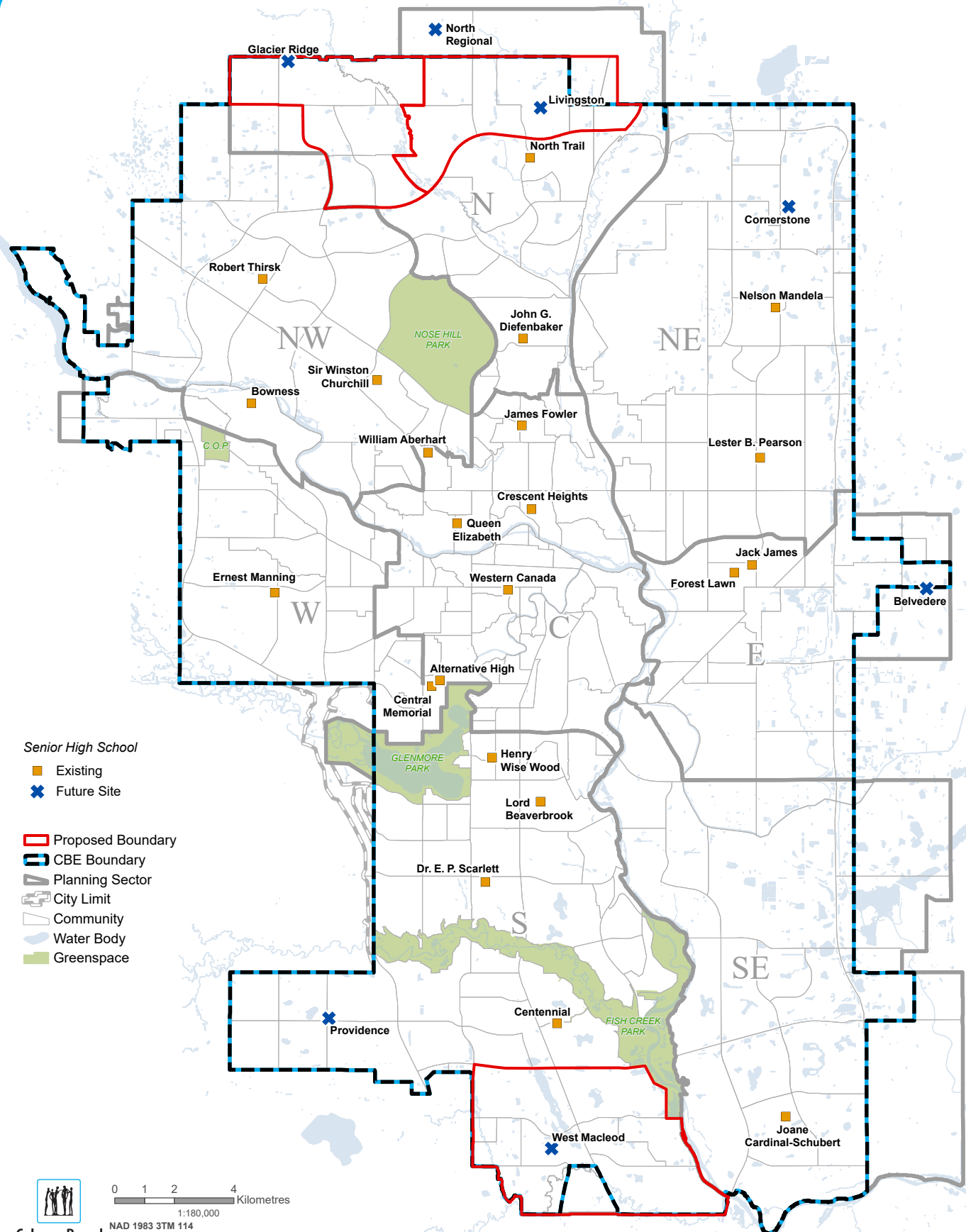
**Table 22: High School (Grade 10-12) Ranking Points 2026-2029 Capital Submission**

|                                  | Community Growth Profile (points) |                        |  | Busing and Travel Time (Points) |              |
|----------------------------------|-----------------------------------|------------------------|--|---------------------------------|--------------|
| Community                        | Elementary (4-6) Enrolment        | High (10-12) Enrolment | Ratio of Enrolment to # of Housing Units | Average Travel Time (minutes)   | Total Points |
| <b>East Planning Sector</b>      |                                   |                        |  |                                 |              |
| -                                | -                                 | -                      | -  | -                               | -            |
| <b>North Planning Sector</b>     |                                   |                        |  |                                 |              |
| Glacier Ridge                    | 824                               | 889                    | 30                                       | 10                              | 1753         |
| Livingston                       | 891                               | 209                    | 30                                       | 70                              | 1200         |
| <b>Northeast Planning Sector</b> |                                   |                        |  |                                 |              |
| -                                | -                                 | -                      | -  | -                               | -            |
| <b>Northwest Planning Sector</b> |                                   |                        |  |                                 |              |
| -                                | -                                 | -                      | -  | -                               | -            |
| <b>South Planning Sector</b>     |                                   |                        |  |                                 |              |
| West Macleod                     | 1045                              | 1085                   | 10                                       | 50                              | 2190         |
| <b>Southeast Planning Sector</b> |                                   |                        |  |                                 |              |
| -                                | -                                 | -                      | -  | -                               | -            |
| <b>West Planning Sector</b>      |                                   |                        |  |                                 |              |
| -                                | -                                 | -                      | -  | -                               | -            |

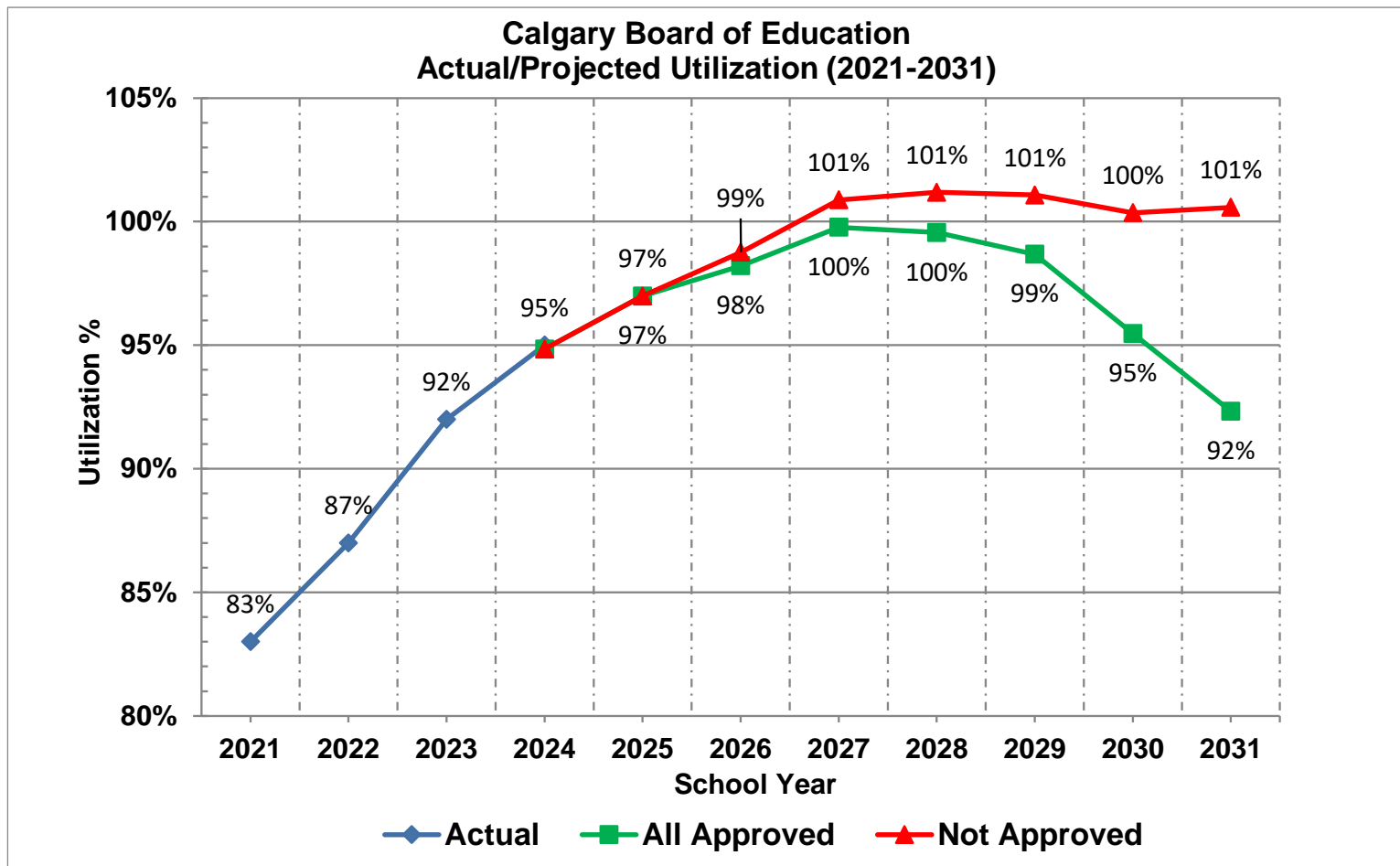
**Notes:**

Contextual Analysis was not conducted for the three High School that were ranked in the table above, as they are only being requested for Planning funding in Year 2 of the Three-Year Capital Plan as the three sites are not site ready. Contextual Analysis will be conducted in subsequent years as the sites become construction ready.

# Map 4: Existing and Future Senior High Schools/Sites By Planning Sector



## Appendix X: CBE System Utilization



Notes: All Approved assumes:

- All Year 1 new school requests (8550 spaces) in the 2026-2029 Three-Year School Capital Plan are approved;
- New schools announced on March 14, 2025 are included (revised capacities as identified in Table 4 were used for this graph); and
- 5,250 modular spaces approved over 6 years (2026-2031)

## Appendix XI: Glossary of Terms and Definitions

### CBE Definitions

|  |  |
|--|--|
| <b>Additions/Expansions</b>                      | Changes the gross area of building.  |
| <b>CTS</b>                                       | Career and Technology Studies  |
| <b>K@FTE</b>                                     | Kindergarten students are counted as Full Time Equivalent (FTE). For example, 100 kindergarten students are counted as 50 students, their Full Time Equivalent, as they are only in school for half a day.   |
| <b>Provincial Net Capacity</b>                   | Determined by dividing the total instructional area by an area per student grid based on their grade configuration (as per Alberta Education/Alberta Infrastructure's School Capital Manual), plus CTS, gym and library space.   |
| <b>RECAPP</b>                                    | Renewal Capital Asset Planning Process.  |
| <b>VFA</b>                                       | The name of the software used by Alberta Infrastructure for facility assessments.  |
| <b>School Community Utilization by Enrolment</b> | Attendance Area Boundary 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.  |
| <b>Utilization by Residence</b>                  | Identifies the number of students residing in the planning sector expressed as a percentage of the total school capacity within that planning sector. Utilization by residence represents the utilization rate that would exist if the CBE were not able to accommodate students in facilities in other planning sectors but rather accommodated the students in the facilities that exist within the planning sector where they live. |

### CBE Formulas

|                           |  |
|---------------------------|--|
| <b>Utilization Rate</b>   | $= \frac{\text{Weighted enrolment [K@FTE + enrolment + (Severe Complex Learning Needs.x3)]}}{\text{Provincial capacity (student spaces)}}$ |
| <b>Weighted Enrolment</b> | $= (\text{Total kindergarten divided by 2 [K@FTE]}) + \text{Grade1-12 enrolment} + (\text{Special Education at 3:1})$                      |

### Alberta Education/Alberta Infrastructure School Capital Manual Definitions

|   |   |
|---|---|
| <b>Area Capacity and Utilization Report</b> | A report from Infrastructure that provides total capacity and utilization rates for a jurisdiction and its school facilities. |
|---|---|

|  |  |
|--|--|
| <b>Barrier-Free</b>                          | The <i>Alberta Building Code</i> defines the requirements to ensure that a school facility can accommodate people with special needs.  |
| <b>Capacity</b>                              | The capacity of a new school and the method by which it is established as approved by Alberta Infrastructure. Records of capacity for all Alberta schools are maintained by Infrastructure and reflect the capacity established at the time of construction, minus any exclusions or exemptions subsequently approved by Infrastructure. |
| <b>Capital Funding</b>                       | Funding provided to school jurisdictions for school building projects in accordance with Alberta Education's approved budget schedule.   |
| <b>Code Requirements</b>                     | The minimum requirements for construction defined by the <i>Alberta Building Code</i> and those standards referenced in the <i>Code</i> .  |
| <b>Core School</b>                           | A school building that is constructed with a permanent core and can be expanded or contracted by the addition or removal of modular classrooms.  |
| <b>Facilities Plan</b>                       | A general or broad plan for facilities and facility development within a school jurisdiction.  |
| <b>Facility Evaluation</b>                   | Assessment of facility characteristics, which includes site, architectural and engineering components, maintenance planning, safety, space adequacy and environment protection, to determine the ability of the building to accommodate current and future needs.  |
| <b>Full-time Equivalent Occupancy</b>        | Is used as a measurement of space utilization. Enrolment is calculated on the number of student spaces occupied throughout the school day. Part time student use is expressed in terms of full-time equivalent students (FTEs).  |
| <b>Furniture &amp; Equipment</b>             | Includes basic furnishings such as desks, seating, storage cabinets, tables and fixtures that are normally provided under a contract separate from the general construction contract.  |
| <b>Maintenance and Renewal (IMR) program</b> | 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.   |
| <b>Instructional Area</b>                    | Those areas of a school building that are designated for purposes of instruction, examinations and other student activities where direct or indirect student-teacher interaction is maintained or scheduled. Also included are storage areas considered directly related to various  |



|                                |   |
|--------------------------------|---|
|                                | instructional areas (i.e. gym storage, drama storage and science preparation areas).  |
| <b>Inventory of Space</b>      | A listing of a school jurisdiction's owned or leased facilities, which include facility area and usage.   |
| <b>Life Cycle Costing</b>      | Process that examines all costs associated with a facility project for the extent of its lifetime.  |
| <b>Modernization Project</b>   | The restoration of an entire or a portion of a school facility to improve its functional adequacy and suitability for present and future educational programs.  |
| <b>Modular Classroom</b>       | Prototypical portable classroom units built at a central location and transported to schools across Alberta. These units are based on specifications that ensure significantly improved heating and ventilation, soundproofing, resistance to mould, cost of serviceability and several other factors that differentiate them from the older portables that are also part of schools across the province. |
| <b>New Capacity</b>            | In the event that a new construction project adjusts the capacity rating, a new capacity will be incorporated to reconcile the school jurisdiction's total capacity one year after the date of Ministerial approval of the tender or alternate to tender scheme of construction.  |
| <b>Right-Sizing</b>            | Reduction in capacity of an existing school to provide a more efficient use of the facility due to declining enrolments.  |
| <b>School Building Project</b> | Means (i) the purchase, erection, relocation, renovation, furnishing or quipping of, (ii) making of structural changes in, (iii) the addition to or extension of a school building, or (iv) the building of access roads or site preparation for a school building.   |
| <b>Utilization Ratio</b>       | The ratio determined by dividing a jurisdiction's total FTE student enrolment by its net capacity.  |

## Alberta Education/Alberta Infrastructure School Capital Funding Definitions

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

operational  
expectations  
monitoring report

Monitoring report for the  
school year 2023-2024

Report date:  
March 4, 2025

## OE-7: Communication With and Support for the Board

### CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 7: Communication With and Support for the Board, 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: March 4, 2025

### BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 7: Communication With and Support for the Board, 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-7: Communication With and Support for the Board****Executive Summary**

The Board of Trustees believes that it can effectively do its job when the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern.

This Operational Expectation establishes the global values and expectations of the Board of Trustees for administration's work in supporting Trustees through the sharing of information. This Operational Expectation speaks to the importance placed on information provided in a timely manner to the Board of Trustees in support of decision making and building understanding.

The Chief Superintendent's reasonable interpretation and indicators for OE 7: Communication With and Support for the Board, were approved on October 10, 2017. The Board of Trustees last monitored OE 7 on March 21, 2023. This report includes data available from the 2022-2023 school year and contains evidence to support the following findings:

| Policy Statement | Indicator | Finding   |
|------------------|-----------|-----------|
| 7.1              | 7.1.1     | Compliant |
| 7.1              | 7.1.2     | Compliant |
| 7.2              | 7.2.1     | Compliant |
| 7.2              | 7.2.2     | Compliant |
| 7.2              | 7.2.3     | Compliant |
| 7.2              | 7.2.4     | Compliant |
| 7.2              | 7.2.5     | Compliant |
| 7.3              | 7.3.1     | Compliant |
| 7.4              | 7.4.1     | Compliant |
| 7.4              | 7.4.2     | Compliant |



**OE-7: Communication With and Support for the Board**

The Board of Trustees believes that it can effectively do its job when the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern.

**Board-approved Interpretation |**

The sharing of information pertaining to the operation of the organization by the Chief Superintendent with the Board of Trustees is important and enables the Board to function by building understanding that informs decision making.

The Chief Superintendent shall:

|     |  |           |
|-----|--|-----------|
| 7.1 | Submit required monitoring data (see policy <i>B/CSR-5: Monitoring Chief Superintendent Performance</i> ) in a thorough, accurate and understandable fashion, according to the Board's annual work plan schedule, and including both Chief Superintendent interpretations and relevant data to substantiate compliance or reasonable progress. | Compliant |
|-----|--|-----------|

**Board-approved Interpretation |**

Regular review of the performance of the organization relative to specific indices supports ongoing growth and improvement.

The Chief Superintendent interprets:

- *required monitoring data* to mean annual reports about Results and Operational Expectations.
- *thorough* to mean sufficient but not exhaustive.
- *accurate* to mean correct to the best of administration's knowledge when it is communicated.
- *understandable* to mean the information enables the Board to easily explain the information to a typical parent of a CBE student.
- *Board's annual work plan schedule* to mean the outcome of policy Governance Culture 6: Annual Work Plan.



**OE-7: Communication With and Support for the Board**

Results reports will contain the following elements: a Board-approved reasonable interpretation, baseline and Board approved targets and evidence of reasonable progress. Operational Expectation reports will contain the following elements: a Board-approved reasonable interpretation and evidence of compliance.

**Board-approved Indicators and *Evidence of Compliance* |**

|       |   |           |
|-------|---|-----------|
| 7.1.1 | 100 per cent of annual monitoring reports will be presented in accordance with the Board's annual work plan schedule. | Compliant |
|-------|---|-----------|

*The organization is compliant with this indicator.*

*Evidence statement*

Between October 17, 2023 and June 11, 2024, administration presented 13 monitoring reports to the Board of Trustees. These reports were presented at the Board of Trustees' meetings according to the annual work plan.

|       |  |           |
|-------|--|-----------|
| 7.1.2 | 100 per cent of annual monitoring reports will contain sufficient information for the Board to make a determination about compliance, non-compliance, reasonable progress, lack of reasonable progress and exceptions. | Compliant |
|-------|--|-----------|

*The organization is compliant with this indicator.*

*Evidence statement*

All nine Operational Expectations monitoring reports contained the Board approved reasonable interpretations as well as the evidence of compliance. Two indicators were presented as non-compliant (2.1.3 and 9.1.3) with information provided on steps being taken to move to compliance.

The Board passed motions subsequent to the presentation of each OE monitoring report indicating the Chief Superintendent was in compliance.

Monitoring reports for Results 2 – Academic Success, Results 3 – Citizenship, Results 4 – Personal Development, and Results 5 – Character contained the Board approved reasonable interpretations and the evidence of reasonable progress based on the indicators. No exceptions were noted by the Board for the Results reports.



## OE-7: Communication With and Support for the Board

*Evidence demonstrates all indicators in subsection 1 are in compliance.*





## OE-7: Communication With and Support for the Board

|     |   |           |
|-----|---|-----------|
| 7.2 | Provide for the Board, in a timely manner, information about trends, facts, accommodation planning or significant modifications of any instructional programs, anticipated significant media coverage and other information relevant to the Board's work. | Compliant |
|-----|---|-----------|

### Board-approved Interpretation |

Information regarding the operation of the organization that is shared at an appropriate time can be utilized in authentic and meaningful ways.

The Chief Superintendent interprets:

- *timely* to mean promptly once administration becomes aware of and has validated information.
- *trends* to mean how internal and external data or factors move over time.
- *facts and other information* to mean qualitative and quantitative data.
- *accommodation planning* to mean the strategic process utilized to identify issues and responses related to providing learning spaces for CBE students.
- *significant modifications of any instructional program* to mean the removal, cancellation, introduction, or extension of:
  - any prescribed programs of study in the regular education program or in alternative or special education programs that would materially impact the Board's work; and
  - any entire alternative or special education program.
- *anticipated significant media coverage* to mean expectation of material enquires or events related to the organization that would be reported or commented on by professional journalists and their print, broadcast and online outlets.
- *relevant to the Board's work* to mean matters pertaining to governance as described in the governance policies.

|       |  |           |
|-------|--|-----------|
| 7.2.1 | 100 per cent of information about trends, facts and other information will be provided in a timely manner. | Compliant |
|-------|--|-----------|

*The organization is compliant with this indicator.*



**OE-7: Communication With and Support for the Board***Evidence statement*

Administration provided information, in a timely manner, to the Board of Trustees during the 2023-2024 school year, on numerous occasions.

Trend information was provided through:

- Board Development Session | Corporate Partnerships – October 24, 2023
- 2023-2024 School Enrolment Report – December 12, 2023
- Board Development Session | Career Education and Unique Pathways – March 19, 2024
- Locally Developed Authorized Courses – April 23, 2024

Monthly Chief Superintendent Updates – first public Board meeting of each month from September 2023 to June 2024

Facts were presented through:

- 2024-25 Modular Classroom Program – October 24, 2023
- Financial Status of Reserves and Designated Funds – November 7, 2023
- 2022-2023 Year-end Financial Results and Audited Financial Statements – November 28, 2023
- Annual Education Results Report 2022-2023 - November 28, 2023
- First Quarter Budget Variance Report – February 13, 2024
- Second Quarter Variance Report – March 19, 2024
- Three Year School Capital Plan 2025-2028 – March 19, 2024
- Budget Assumptions Report 2023-2024 – April 9, 2024
- Budget Report for 2024-25 – May 27, 2024
- CBE Education Plan 2024-2027 – May 21, 2024
- Third Quarter Variance Report – June 18, 2024
- Three-Year System Student Accommodation Plan 2024-2027 – June 25, 2024
- Ten Year Student Accommodation & Facilities Strategy 2024-2034 – June 25, 2024
- Modular Classroom Relocation – June 25, 2024
- Construction Project Status Report – September 26, 2023, January 30, 2024, April 23, 2024, June 25, 2024.

|       |   |           |
|-------|---|-----------|
| 7.2.2 | A minimum of once per month, a written update report from the Chief Superintendent will be presented at a Board of Trustee meeting. | Compliant |
|-------|---|-----------|

*The organization is compliant with this indicator.*



OE-7: Communication With and Support for the Board

Evidence statement

The Chief Superintendent’s Update was presented on the following dates:

- September 26, 2023
- October 17, 2023
- November 7, 2023
- December 12, 2023
- January 16, 2024
- February 13, 2024
- March 5, 2024
- April 9, 2024
- May 21, 2024
- June 11, 2024

|       |  |           |
|-------|--|-----------|
| 7.2.3 | Once per month or as required by the Board of Trustees’ meeting agendas, administration will support the Results focus at Board of Trustees public meetings. | Compliant |
|-------|--|-----------|

The organization is compliant with this indicator.

Evidence statement

Administration provided a Results focus through regular presentations by individual schools at board meetings during the 2023-2024 school year

- January 30, 2024 Douglas Harkness School – Results 2 | Academic Success
- March 19, 2024 Forest Lawn and Jack James High Schools – Results 3 | Citizenship
- April 23, 2024 Mayland Heights, Bob Edwards and Western Canada Schools – Results 4 | Personal Development
- May 28, 2025 Chief Superintendent Student Advisory Council – Results 5 | Character
- June 25, 2024 Cedarbrae, Catherine Nichols Gunn, Falconridge, Forest Lawn, and John G. Diefenbaker Schools – Results 4 | Personal Development

Additionally, administration presented information related to other Results focused themes on:

OE-7: Communication With and Support for the Board

- Annual Education Results Report 2022-2023 November 28, 2024
- CBE Education Plan 2024-2027 May 21, 2024
- Results 2 | Academic Success – Annual Monitoring Part 1 – January 16, 2024
- Results 2 | Academic Success – Annual Monitoring Part 2 – January 30, 2024
- Results 3 | Citizenship – March 5, 2024
- Results 4 | Personal Development Annual Monitoring – April 9, 2024
- Results 5 | Character Annual Monitoring – May 21, 2024

|       |   |           |
|-------|---|-----------|
| 7.2.4 | 100 per cent of reportable instructional program changes will be provided to the Board of Trustees. | Compliant |
|-------|---|-----------|

*The organization is compliant with this indicator.*

*Evidence statement*

The Three-Year System Student Accommodation Plan was presented to the Board of Trustees on June 25, 2024. This plan outlines accommodation issues related to capital projects, student designation and grade configuration changes, new alternative programs and communication plans around student accommodation to inform our stakeholders.

The Locally Developed Courses report was presented to the Board of Trustees on April 23, 2024. This report lists the Locally Developed Courses made available to CBE students by recommendation from administration and requires approval from the Board of Trustees, as outlined in the *Guide to Education*.

Updates or expansions of instructional programs are highlighted through Chief Superintendent’s Update reports. Covering areas such as:

- New Curriculum Implementation K – 6
- Unique Pathways Program Offerings

Updates or expansions of instructional programs are highlighted through OE 7 Updates. Covering areas such as:

- Release of K-6 Social Studies Curriculum / piloting and Ministerial Order Release
- Changes to Full Day Kindergarten

OE-7: Communication With and Support for the Board

|       |  |           |
|-------|--|-----------|
| 7.2.5 | A Three Year System Student Accommodation Plan will be provided annually to the Board of Trustees. | Compliant |
|-------|--|-----------|

*The organization is compliant with this indicator.*

*Evidence statement*

The Three-Year System Student Accommodation Plan was presented to the Board of Trustees June 25, 2024.

***Evidence demonstrates all indicators in subsection 2 are in compliance.***

**OE-7: Communication With and Support for the Board**

|     |  |           |
|-----|--|-----------|
| 7.3 | Inform the Board, the Board Chair or individual members if, in the Chief Superintendent's opinion, the Board or individual members have encroached into areas of responsibility assigned to the Chief Superintendent or if the Board or its members are non-compliant with any Governance Culture or Board/Chief Superintendent Relationship policies. | Compliant |
|-----|--|-----------|

**Board-approved Interpretation |**

Through the Governance model, the Board of Trustees has identified specific responsibilities that have been delegated to the Chief Superintendent. It is the responsibility of the Chief Superintendent to communicate with the Board when actions by Board members indicate variance from the model and encroach on these responsibilities.

The Chief Superintendent interprets:

- *inform* to mean that the Chief Superintendent may exercise judgment to bring specific information to the attention of individual Trustees or the Board as a whole.
- *opinion* to mean judgment or assessment based on observation and experience.
- *encroached into areas of responsibility assigned to the Chief Superintendent* to mean that the Board or a Trustee has stepped into an operational area delegated by the Board of Trustees through its policies to the Chief Superintendent.
- *Board or its members are non-compliant* to mean the Board or a Trustee has violated the policies established by the Board of Trustees.

|       |  |           |
|-------|--|-----------|
| 7.3.1 | 100 per cent of reportable events will be addressed in an appropriate venue. | Compliant |
|-------|--|-----------|

*The organization is compliant with this indicator.*

*Evidence statement*

The Chief Superintendent provides timely information to the Board of Trustees and continues to address issues and concerns as appropriate.

***Evidence demonstrates all indicators in subsection 3 are in compliance.***





**OE-7: Communication With and Support for the Board**

|     |  |           |
|-----|--|-----------|
| 7.4 | Inform the Board in a timely manner of any actual or anticipated noncompliance with any Board Operational Expectations policy or any anticipated failure to achieve reasonable progress toward any Results policy. | Compliant |
|-----|--|-----------|

**Board-approved Interpretation |**

It is the responsibility of the Chief Superintendent to communicate any foreseeable areas where organizational or student performance, as measured by monitoring, does not meet expectations.

The Chief Superintendent interprets:

- *timely* to mean promptly once administration becomes aware of and has validated information.
- *actual* to mean certain to occur or already occurred.
- *anticipated* to mean expected to occur.

**Board-approved Indicators and *Evidence of Compliance* |**

|       |   |           |
|-------|---|-----------|
| 7.4.1 | 100 percent of instances of actual (already occurred) exceptions to compliance or reasonable progress will be indicated in the annual monitoring reports for Operational Expectations and Results policies. | Compliant |
|-------|---|-----------|

*The organization is compliant with this indicator.*

***Evidence statement***

For all nine Operational Expectation (OE) monitoring reports completed in the 2023-24 school year that were for the 2022-2023 school year, the Board passed motions finding the Chief Superintendent in compliance with the OE policies with no exceptions. Administration did note the following exceptions in the reports:

- Operational Expectation 3, subsection 2.1.3, was noted as non-compliant during the 2023-24 school year as the percentage of student responses with the safe and caring suite of questions as determined by Alberta Education's Accountability Pillar Survey was down 2.3 percentage points



## OE-7: Communication With and Support for the Board

from 82.1% in 2022. This is beyond the +/- 2 percentage points range of the previous year's result.

- Operational Expectation 9, subsection 9.1.3 was noted as non-compliant as only 94.6% of CBE schools and facilities were assessed annually at a minimum at the Level 2 "Ordinary Tidiness" standard of caretaking and cleanliness.

Indicator 7.1.2 addresses decisions regarding Results 2 – Academic Success, Results 3 – Citizenship, Results 4 – Personal Development and Results 5 – Character.

|       |  |           |
|-------|--|-----------|
| 7.4.2 | 100 percent of instances of actual (certain to occur) or anticipated non-compliance or lack of reasonable progress for an entire policy will be presented to the Board of Trustees in a timely manner. | Compliant |
|-------|--|-----------|

*The organization is compliant with this indicator.*

### *Evidence statement*

During the 2022-2023 school year, there were no instances of non-compliance or lack of reasonable progress for an entire policy identified by administration.

***Evidence demonstrates all indicators in subsection 4 are in compliance.***



## OE-7: Communication With and Support for the Board

### 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

2024-25 Second Quarter Budget Variance Report

|                             |  |
|-----------------------------|--|
| Date                        | March 18, 2025   |
| Meeting Type                | Regular Meeting, Public Agenda   |
| To                          | Board of Trustees  |
| From                        | Joanne Pitman<br>Chief Superintendent of Schools                               |
| Purpose                     | Information  |
| Originator                  | Brad Grundy, Superintendent<br>Chief Financial Officer and Corporate Treasurer |
| Governance Policy Reference | OE-5: Financial Planning<br>GC-5E: Board Committees                            |
| Resource Person(s)          | Tanya Scanga, Director, Corporate Finance                                      |

1 | Recommendation

This report is provided for the information of the Board of Trustees. No decision is required.

## 2 | Issue

Operational Expectations OE-5: Financial Planning requires the preparation of quarterly variance reports with explanations for variances over 1% and \$500,000 between the CBE's budget and fourth quarter. This report is the second-quarter report for the 2024-25 fiscal year ending August 31<sup>st</sup>, 2025.

Governance Culture GC-5E requires that quarterly financial variance reports, and the financial health matrix be presented to the Audit and Risk Committee in advance of presenting the report to the Board of Trustees. The Audit and Risk Committee is to pay particular attention to the presentation of unusual, sensitive and/or significant variances from the budget. Input from the Audit and Risk Committee is incorporated into the final report presented to the Board of Trustees.

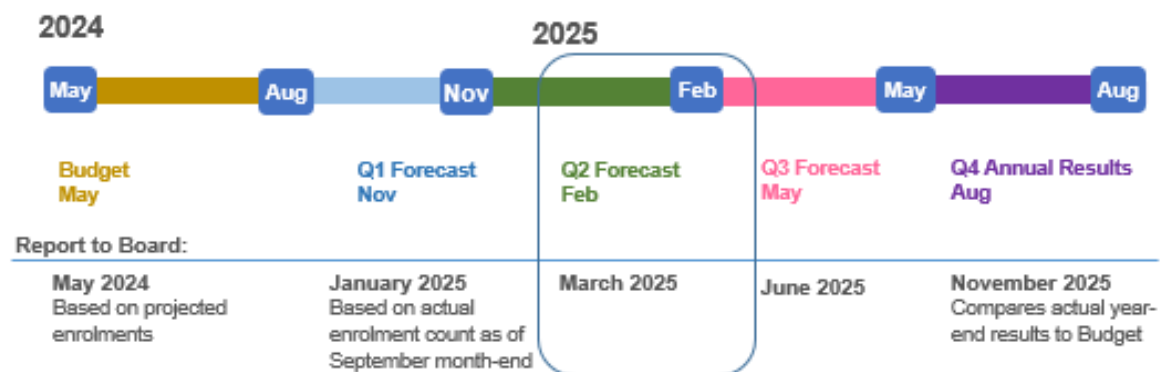
## 3 | Background

Quarterly variance and annual financial reports presented to the Audit and Risk Committee and the Board of Trustees, provide an update on the results of CBE operations. This report compares the 2024-25 second-quarter results to the 2024-25 budget in compliance with Operational Expectations OE-5: Financial Planning.

Included in this report:

- Attachment I: Second-quarter budget variance report
- Attachment II: Spending by schools and service units
- Attachment III: Use of reserves
- Attachment IV: Capital Budget Report
- Attachment V: Financial Health Matrix

## 4 | Analysis



The second-quarter budget variance report reflects the impacts of changes in actual student enrolment, as of September 30<sup>th</sup>, from estimated student enrolment, as of May 30<sup>th</sup> incorporated into the budget. It assesses spending and revenue patterns against the budget. Attachment I summarizes the forecast activity against budgeted revenues and expenses, reserve transfers, and capital transactions.

## Operating surplus

The forecast surplus for the year is \$0.5 million (0.03% of budgeted expenditures). This is a favourable variance of \$3.1 million from the 2024-25 budget.

While the CBE seeks to balance each quarter, our operating tolerance is plus or minus 0.5% of total budgeted operating expenditures. Based on budget 2024-25, the CBE's operating tolerance is between a deficit of \$8.1 million and a surplus of \$8.1 million on total budgeted operating expenditures of \$1.6 billion.

Since September 30, 2024, the CBE has welcomed over 1,506 students into our schools and enrolment continues to increase every day. These students do not, however, attract additional funding from Alberta Education. That said, the CBE continues to find welcoming spaces for them to learn. With an average student allocated approximately \$6,830 in our Resource Allocation Method (RAM), this equates to an additional expense of \$10.3 million that had to be found within existing budget allocations.

Overall revenues are higher than budget by \$2.2 million and have increased due to one-time funding provided for base instruction and exceptional funding for various programs offset by a reduction of WMA funding because actual enrolment is lower than projected in Budget 2024-25. Funded enrolment related to base instruction (K -Grade 12) is lower than 2024-25 budget of 147,522 by 5,120 students.

Expenditures have increased by \$15.1 million due to increased spend of the one-time funding and Board approved carry forward expenditures from 2023-24 school year. Please note, carry forward balances are amounts funded and approved in the prior school year that were not expended in that year. Those amounts are then carried forward into the current school year. These amounts flow through the CBE's operating and capital reserves. They do not, however, require Board of Trustee approval as they were approved by the Board with the approval of the prior years' budget.

Please refer to the line-item analysis for further details. School and service unit spending is detailed in Attachment II with explanations of significant variances from Budget 2024-25.

## Capital Activities

Board funded capital expenditures fund the various projects necessary to support the broader capital needs within CBE operations. Examples are projects such as technology upgrades, new school commissioning, non-school building upgrades, school air-conditioning, modular classroom installations, to name but a few. These investments are not directly funded by Alberta Education.

Board-funded capital expenditure is expected to be \$50.9 million, an increase of \$19.9 million from the budgeted level of \$31.0 million.

Board funded capital expenditures of \$50.9 million include:

- \$20.0 million for various maintenance projects including technology evergreen program, information technology infrastructure renewal and growth, transition to SharePoint Online and Next Generation Solutions;
- \$10.9 million for new school commissioning, modular relocations, energy reinvestment, furniture fixture and equipment repository and Louise Dean relocation;
- \$9.9 million for enhancement projects including school wiring closet remediations, purchase of custodial and trades equipment and facilities fleet evergreening;
- \$7.7 million for strategic projects including CCTV upgrade and enterprise implementation, learning management system, and school resource booking system; and
- \$2.4 million for principal repayments of capital leases.



Included in the above is \$31.4 million relating to board-funded capital projects initiated in 2023-24 that continue into the 2024-25 fiscal year. These carried forward capital expenditures include new school commissioning, furniture repository and various technology upgrade and maintenance projects. As the magnitude of carried forward capital expenditures is not known with certainty when the following year's budget is being finalized, the CBE does not include an estimate in the budget for those amounts.

The 2024-25 second-quarter capital budget report in Attachment IV highlights significant variances from the Budget.

## Use of reserves and balancing

The second quarter forecasts a draw of \$16.1 million to operating reserves and designated funds, and a draw of \$31.4 million from capital reserves. Expenditures requiring a carry forward as of August 31, 2025, are shown as an offsetting contribution to the reserves, while any increase in spending relative to the forecast may result in a request to access operating reserves. Save for the flow of carry forward balances, access to operating reserves requires Board of Trustee approval. This is because the carry forward balances were approved by the Board of Trustees with the approval of the prior year's budget. Accordingly, no further approvals are required.

### Operating Reserve

The forecasted operating reserve balance of \$29.3 million is a decrease of \$16.1 million from \$45.4 million at August 31, 2024. Note, the \$45.4 million amount includes carry forward amounts from the 2023-24 school year. This does not reflect any forecasted operating carry forwards for the 2024-25 as it is too early to estimate.

Alberta Education guidance prescribes a range of operating reserve levels. Metro school districts must maintain operating reserves between 1% and 6% of prior-year total operating expenses. Operating reserve balance of more than 6% requires a reduction plan to be submitted to Alberta Education. Should operating reserves fall below 1%, Alberta Education may request that a school district submit a plan to bring operating reserves back above 1%.

The CBE's operating reserve of 1.9% is within the guidelines. The CBE believes it has sufficient operating reserves to address most operating risk and maintain continuity of teaching and learning into the next school year.

### Capital Reserve

Alberta Education has not mandated a minimum or maximum level of capital reserves jurisdictions must maintain. The CBE's forecast capital reserve balance of \$62.9 million represents a decrease of \$10.9 million from \$73.8 million because of forecast spending on new school commissioning, modular relocations, furniture fixture and equipment repository and Louise Dean relocation that were carried forward from prior year. Forecast use of capital reserves also includes in-year approved spend for energy reinvestment projects of additional \$3.6M. Any amounts used for energy reinvestment projects are repaid over time based on energy savings.

Further details provided in Attachment III second-quarter use of reserves.

## Revenue

| (in \$ thousands)                           |              |
|---|--------------|
| Q2 Forecast                                 | 1,623,450    |
| Budget 2024-25                              | 1,621,265    |
| <b>Variance Favourable / (Unfavourable)</b> | <b>2,185</b> |

Significant contributions to this favourable (increase) in revenue include:

- Favourable variance of \$0.3 million in Government of Alberta funding resulting from the net impact of:
  - \$31.7 million one-time funding;
  - \$3.0 million Curriculum Implementation exceptional funding deferred revenue from prior year;
  - \$0.9 million in pre-planning and modular demolition exceptional funding with offsetting expenses;
  - \$0.2 million in transportation funding for bus driver training;
  - \$0.2 million School Nutrition one-time funding deferred from prior year;
  - \$0.2 million Alberta Education Capital funding deferred from prior year; and
  - \$0.1 million in other exceptional funding deferred from prior year.
  - Partially offset by:
    - \$36.0 million reduced WMA provincial grant funding based on lower than forecast September enrolment in Budget 2024-25.
- Favourable variance of \$0.2 million in Federal Government and First Nations revenue due to an increase in funding to support the complex needs of Indigenous students.
- Favourable variance of \$0.1 million in Other Sales & Services due to:
  - \$0.2 million increase in Fuel for School.
  - Partially offset by:
    - \$0.1 million decrease in Chinook Learning program revenue as a result of lower enrolment.
- Favourable variance of \$0.6 million in Fees due to:
  - \$0.5 million from lunch supervision due to increased enrolment; and
  - \$0.2 million increase in transportation due to increased ridership.
  - Partially offset by:
    - \$0.1 million decrease in school supply fees as a result of lower enrolment.
- Favourable variance of \$0.5 million in Investment income due to higher interest rates.
- Favourable variance of \$0.5 million in All Other Revenues due to:
  - \$0.3 million additional donations with offsetting expense; and
  - \$0.2 million in other funding.

## Expenses

| (in \$ thousands)                           |                 |
|---|-----------------|
| Q2 Forecast                                 | 1,639,063       |
| Budget 2024-25                              | 1,623,928       |
| <b>Variance Favourable / (Unfavourable)</b> | <b>(15,135)</b> |

Significant contributions to this unfavourable (increase) in expenses include:

- Favourable variance of \$11.8 million in Certificated salaries, wages, and benefits resulting from the net impact of:
  - \$23.3 million decrease in certificated salaries due to lower than projected enrolment;
  - \$1.4 million decrease to offset the increase WMA claw back due to enrolment verification;

- \$0.4 carried pressure based on net vacancies calculated at budget. Anticipated offset with realized vacancies throughout the year.
  - Partially offset by:
    - \$6.0 million additional base ATA staffing;
    - \$2.2 million targeted equity staffing;
    - \$2.0 million top up for specialized classes;
    - \$1.2 million additional Kindergarten-Assessment substitute coverage;
    - \$1.1 million in New Curriculum resources; and
    - \$0.8 million board approved Professional Improvement Fellowship carry forward.
- Favourable variance of \$0.2 million in Non-Certificated salaries, wages, and benefits resulting from the net impact of:
    - \$1.0 million decrease in non-certificated salaries due to lower than projected enrolment;
    - \$0.6 million to offset the increase WMA claw-back due to enrolment verification; and
    - \$0.2 million carried pressure based on net vacancies calculated at budget. Anticipated offset with realized vacancies throughout the year.
    - Partially offset by:
      - \$0.9 million increase in lunch supervision due to higher enrolment;
      - \$0.5 million increase to cover custodial absenteeism; and
      - \$0.2 million to support classroom modification projects.
  - Unfavourable variance of \$26.8 million in Services, Contracts, and Supplies due to:
    - \$14.5 million board-approved carry forward of school and transportation expenditures from the 2023-24 school year;
    - \$4.3 million contingency for additional budget pressures;
    - \$2.0 million to support classroom modification projects;
    - \$1.1 million in New Curriculum resources;
    - \$1.1 million Literacy and Numeracy resources;
    - \$1.0 million in Transportation costs;
    - \$1.0 million in pre-planning and modular demolition expenses with offsetting revenue;
    - \$0.9 million supply redeployment adjustments based on actual enrolment;
    - \$0.6 million additional resources for Official Languages in Education Program; and
    - \$0.3 million flow-through tax receipted donations administered by Education Matters.
  - Unfavourable variance of \$0.3 million in Other (Interest, Amortization, and Bad Debt) resulting from the net impact of:
    - \$0.3 million increase in Rycor (fee management) system and bank fees;
    - \$0.1 million increase in bad debt and waiver expense due to transportation ridership and lunch supervision enrolment increase; and
    - \$0.1 million additional GST payment as a result of prior year CRA audit.
    - Partially offset by:
      - \$0.2 million due to adjustments in estimated amortization expense.

## 5 | Conclusion

This report reflects the information provided to the Audit and Risk Committee in connection with Governance Culture GC-5E: Board Committees and Board of Trustees in connection with Operational Expectations OE-5: Financial Planning. Any recommendations from the Audit and Risk Committee have been incorporated into this final report to the Board of Trustees.

The CBE will continue to practice prudent financial decision making and maximize the value from funds received to provide programs and services to support student achievement, equity and well-being. The CBE continues to monitor and proactively mitigate risks that may impact CBE on the continuity of CBE operations.

The CBE will maintain focus on our core values: students come first, learning is our central purpose, and public education serves the common good.



JOANNE PITMAN  
CHIEF SUPERINTENDENT OF SCHOOLS

#### ATTACHMENTS

**Attachment I:** Second-Quarter budget variance report

**Attachment II:** Spending by schools and service units

**Attachment III:** Use of reserves

**Attachment IV:** Capital Budget Report

**Attachment V:** Financial Health Matrix

#### 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.

**Attachment I: Second-quarter budget variance report**  
(in thousands of \$)

**CALGARY BOARD OF EDUCATION**

| <b>Description</b>  | <b>2024-25<br/>Budget <sup>(A)</sup></b> | <b>Forecast<br/>Aug 31, 2025</b> | <b>Variance Favourable/<br/>(Unfavourable) <sup>(B)</sup></b> |          |
|---|--|----------------------------------|---|----------|
|   |  |                                  |   | <b>%</b> |
| <b>Revenues</b>   |  |                                  |   |          |
| Government of Alberta                                     | 1,522,525                                | <b>1,522,865</b>                 | 340   | 0%       |
| Federal Government and First Nations                      | 744                                      | <b>987</b>                       | 243   | 33%      |
| Other sales and services                                  | 18,793                                   | <b>18,933</b>                    | 140   | 1%       |
| Fees  | 58,266                                   | <b>58,875</b>                    | 609   | 1%       |
| Investment income   | 6,202                                    | <b>6,702</b>                     | 500   | 8%       |
| All other   | 14,735                                   | <b>15,088</b>                    | 353   | 2%       |
| <b>Total revenues</b>                                     | <b>1,621,265</b>                         | <b>1,623,450</b>                 | 2,185   | 0%       |
| <b>Expenses</b>   |  |                                  |   |          |
| Certificated salaries, wages and benefits                 | 961,059                                  | <b>949,236</b>                   | 11,823  | 1%       |
| Non-certificated salaries, wages and benefits             | 300,163                                  | <b>299,935</b>                   | 228   | 0%       |
| Services, contracts and supplies                          | 261,080                                  | <b>287,951</b>                   | (26,871)  | (10%)    |
| Amortization  | 91,871                                   | <b>91,576</b>                    | 295   | 0%       |
| Interest  | 2,586                                    | <b>3,055</b>                     | (469)   | (18%)    |
| All other   | 7,169                                    | <b>7,310</b>                     | (141)   | (2%)     |
| <b>Total expenses</b>                                     | <b>1,623,928</b>                         | <b>1,639,063</b>                 | (15,135)  | (1%)     |
| <b>Excess of Expenditures over Revenues</b>               | <b>(2,663)</b>                           | <b>(15,613)</b>                  | (12,950)  | (486%)   |
| <b>Reserves</b>   |  |                                  |   |          |
| Transfer from designated funds - service units            | -  | <b>9,510</b>                     | 9,510   | 0%       |
| Transfer from designated funds - schools                  | -  | <b>6,562</b>                     | 6,562   | 0%       |
| <b>Transfer from operating reserves/designated funds</b>  | <b>-</b>                                 | <b>16,072</b>                    | 16,072  | 100%     |
| <b>Annual Surplus/ (Deficit)</b>                          | <b>(2,663)</b>                           | <b>459</b>                       | 3,122   | 117%     |
| <b>Add/(deduct) capital items paid by operating funds</b> |  |                                  |   |          |
| Contribution to operating activities                      | -  | <b>8,999</b>                     | (8,999)   | (100%)   |
| Board funded amortization                                 | 31,052                                   | <b>31,052</b>                    | -   | 0%       |
| Transfer from / (to) capital reserves                     | 31,379                                   | <b>10,871</b>                    | 20,508  | 189%     |
|   | <b>62,431</b>                            | <b>50,922</b>                    | 11,509  | 0%       |

<sup>(A)</sup> Approved by the Board of Trustees on May 28, 2024.

<sup>(B)</sup> Refer to line-item analysis for further details on these variances.



## Attachment II: Spending by schools and service units



|                                       | Forecast<br>2024-25 | Salaries and<br>benefits | Supplies and<br>services | Other (interest,<br>amortization and<br>uncollectible<br>accounts) | Forecast<br>2024-25 | Budget<br>2024-25 | Increase/<br>(decrease) |           |
|---------------------------------------|---------------------|--------------------------|--------------------------|--|---------------------|-------------------|-------------------------|-----------|
|                                       | FTEs                | (in \$ thousands)        |                          |  |                     |                   |                         | %         |
| Schools and Areas                     | 9,973               | 1,100,177                | 95,743                   | 60   | 1,195,981           | 1,197,156         | (1,175)                 | (0%)      |
| Service Unit System Budgets           | 15                  | 7,935                    | 169,668                  | 90,619   | 268,221             | 253,778           | 14,443                  | 6% (1)    |
| Facilities and Environmental Services | 227                 | 26,003                   | 12,924                   | 1,938  | 40,865              | 38,714            | 2,151                   | 6% (2)    |
| School Improvement                    | 437                 | 57,560                   | 6,024                    | 307  | 63,891              | 64,298            | (407)                   | (1%)      |
| Finance and Technology Services       | 235                 | 36,277                   | 1,043                    | 9,017  | 46,338              | 46,917            | (579)                   | (1%) (3)  |
| Human Resources                       | 131                 | 15,707                   | 789                      | -  | 16,495              | 16,013            | 482                     | 3%        |
| Communications                        | 22                  | 2,756                    | 135                      | -  | 2,891               | 2,891             | -                       | 0%        |
| General Counsel                       | 13                  | 1,886                    | 108                      | -  | 1,995               | 2,002             | (7)                     | (0%)      |
| Chief Superintendent's Office         | 3                   | 468                      | 88                       | -  | 556                 | 556               | -                       | 0%        |
| Board of Trustees                     | -                   | 401                      | 1,429                    | -  | 1,830               | 1,602             | 228                     | 14%       |
| <b>Total</b>                          | <b>11,056</b>       | <b>1,249,169</b>         | <b>287,951</b>           | <b>101,941</b>   | <b>1,639,063</b>    | <b>1,623,928</b>  | <b>15,135</b>           | <b>1%</b> |

(1) **Service Unit System Budgets:** Increase largely due to board approved carryforward of expenditures from 2023-24 school year.

(2) **Facilities & Environmental Services:** Increase largely due to pre-planning and modular demolition expenses.

(3) **Finance & Technology Services:** Decrease largely due to adjustments in estimated amortization.



## Attachment III: Use of reserves

### CALGARY BOARD OF EDUCATION 2023-24 PROPOSED USE OF OPERATING RESERVES (in \$ thousands)

| Description  | Reserves balance<br>Sep. 1, 2024 | 2024-25<br>Budget<br>planned use<br>of reserves <sup>(1)</sup> | Forecast<br>use of<br>reserves | Forecast<br>reserve<br>balance<br>Aug. 31, 2025 |
|--|----------------------------------|--|--------------------------------|---|
| <b>Accumulated operating reserves</b>              |                                  |  |                                |   |
| <i>Available for use reserves</i>                  |                                  |  |                                |   |
| Fiscal stabilization reserve                       | 37,326                           | -  | -                              | 37,326  |
| <i>Restricted reserves</i>                         |                                  |  |                                |   |
| EducationMatters flow-through funds <sup>(2)</sup> | 2,125                            | -  | -                              | 2,125   |
| Changes in accounting policy reserve               | (10,164)                         | -  | -                              | (10,164)  |
| <b>Total operating reserves</b>                    | <b>29,287</b>                    | <b>-</b>   | <b>-</b>                       | <b>29,287</b>                                   |
| <b>Designated operating reserves</b>               |                                  |  |                                |   |
| School decentralized budgets                       | 6,562                            | -  | (6,562)                        | -   |
| Instructional and service unit initiatives         | 9,510                            | -  | (9,510)                        | -   |
| <b>Total designated funds</b>                      | <b>16,072</b>                    | <b>-</b>   | <b>(16,072)</b>                | <b>-</b>  |
| <b>Total operating reserves and designated</b>     | <b>45,359</b>                    | <b>-</b>   | <b>(16,072)</b>                | <b>29,287</b>                                   |
| <b>Capital reserves</b>                            |                                  |  |                                |   |
| Building reserve                                   | 41,611                           | -  | -                              | 41,611  |
| Other capital reserves                             | 31,379                           | -  | (10,871)                       | 20,508  |
| Plant, operations and maintenance                  | 798                              | -  | -                              | 798   |
| <b>Total capital reserves</b>                      | <b>73,788</b>                    | <b>-</b>   | <b>(10,871)</b>                | <b>62,917</b>                                   |
| <b>Total reserves</b>                              | <b>119,147</b>                   | <b>-</b>   | <b>(26,943)</b>                | <b>92,204</b>                                   |

(1) Approved by the Board of Trustees on May 28, 2024.

(2) This reserve is the result of consolidating EducationMatters into the CBE's financial statements in accordance with accounting standards.

The operating reserve balance of \$29.3 million, including designated funds, is a decrease of \$16.1 million from \$45.4 million on August 31, 2024. The CBE has consistently carried forward operating and capital projects. CBE's reserves will continue to be deployed to maintain core programs, services, and supports.



## Attachment IV: Capital Budget Report

|   | Budget<br>2024-25 | Approved<br>carryforward<br>and revisions | Forecast<br>2024-25 | Variance Favourable/<br>(Unfavourable) |     |
|---|-------------------|---|---------------------|--|-----|
| (in \$ thousands)                       |                   |   |                     |  |     |
| Capital lease payments (contracts)      |                   |   |                     |  |     |
| Performance contracts                   | 2,430             | -   | 2,430               | -                                      | 0%  |
| Total Capital Lease Payments            | 2,430             | -   | 2,430               | -                                      | 0%  |
| Non-facility related projects           |                   |   |                     |  |     |
| Strategic                               | 6,463             | 1,362                                     | 7,685               | 140                                    | 2%  |
| Enhancement                             | 6,437             | 3,740                                     | 9,877               | 300                                    | 3%  |
| Maintenance                             | 15,635            | 7,409                                     | 19,972              | 3,072                                  | 13% |
| Total non-facility related projects     | 28,535            | 12,511                                    | 37,534              | 3,512                                  | 9%  |
| Capital reserve projects                |                   |   |                     |  |     |
| New school Commissioning                | -                 | 3,081                                     | 500                 | 2,581                                  | 84% |
| Energy Reinvestment                     | -                 | 3,603                                     | 325                 | 3,278                                  |     |
| Louise Dean Relocation                  | -                 | 2,368                                     | 2,368               | -                                      | 0%  |
| FF&E Repository                         | -                 | 6,066                                     | 4,178               | 1,888                                  | 31% |
| Modular Relocation                      | -                 | 3,750                                     | 3,500               | 250                                    | 7%  |
| Total capital reserve projects          | -                 | 18,868                                    | 10,871              | 7,997                                  | 42% |
| Unallocated board funded projects       | 87                | -   | 87                  | -                                      | 0%  |
| Total non-facility capital expenditures | 31,052            | 31,379                                    | 50,922              | 11,509                                 | 18% |
| Financed by the following:              |                   |   |                     |  |     |
| Contribution to operating activities    | -                 | -   | 8,999               | (8,999)                                | 0%  |
| Total amortization expense (non-cash)   | 31,052            | -   | 31,052              | -                                      | 0%  |
| Transfer from / (to) capital reserves   | -                 | 31,379                                    | 10,871              | 20,508                                 | 65% |
| Total board-funded financing            | 31,052            | 31,379                                    | 50,922              | 11,509                                 | 18% |

### Definitions:

**Maintenance** - Projects that are required to maintain current processes and systems in good working condition

**Enhancement** - Projects that improve or extend the functionality of existing systems, technologies, and processes

**Strategic** - Projects that open new horizons, learning methods, organization models, and value propositions that reach across the organization or physical facility

## Attachment V: Financial Health Matrix

### Financial Health Matrix

In the interest of transparency and accountability, the CBE developed a financial health matrix. This matrix is designed to assist CBE administration and the Board of Trustees in monitoring the overall financial health of the CBE. The CBE's ability to achieve its Results policies in the short and long term is dependent upon the CBE's overall financial health.

The CBE's financial health is indicated by both short- and long-term financial and operational health indices. Taken together, these indices and indicators allow for an assessment of the CBE's ability to continue providing the programs, services and supports that students and families expect and rely on.

Monitoring the financial health matrix along with the numerous reports from the CBE administration to the Board of Trustees allows stakeholders (students, staff, the public, and government) to gain a comprehensive view of the CBE and its activities.

From a short-term perspective, the indicators show that the CBE is well-placed to continue sustaining operations and meet near-term financial commitments. The CBE has the capacity via short-term borrowing and the use of operating reserves to address the cost of unanticipated events that impact the continuity of operations.

From a longer-term perspective, near-term operational capabilities may be constrained as operational funding per student has not kept pace with the increased cost of labour and general inflation.

School utilization rates are increasing rapidly in the face of significant enrolment growth. This is reflected in the increasing number of CBE schools in overflow status. To assess the impact of enrolment increases to overall system, number of overflow and overflow receiving schools continues to be monitored. With deferred maintenance on schools is significant, the effective utilization of IMR and CMR funds is increasingly important in maintaining safe and healthy learning spaces for students.

In summary, short-term operational needs are being met through a balance of financial support and operational effectiveness in delivering programs, services, and support to students.

Currently, the most significant area of concern relates to the overall level of government funding. Inflationary pressures, salary and benefits growth, enrolment increases and increases in student complexity mean that the total cost per student has increased at a faster rate than the change in funding per student. This means that the CBE will be challenged to maintain the current ratio of students to school-based staff and the adequacy of services and supports for students in future years.

The CBE is committed to maximizing the funding allocated to teaching and learning. Accordingly, the CBE "runs close to the line" when it budgets. We take great pains to ensure we invest the dollars received in the year on the students in the system for that same year. Over the past four years, the CBE has consistently drawn down its Accumulated Surplus from Operations as it managed the myriad of operational issues that impact on a public-school division.

Now, the CBE must take focused action to begin rebuilding the ASO while carefully balancing the teaching and learning needs of students across the system. That rebuilding work has already begun. Administration is carefully monitoring expenditures and maximizing the value it derives from each dollar spend. By the end of the 2024-25 school year CBE Administration expects that the ASO balance will turn the corner and begin to increase. Similarly, for the 2025-26 school year the CBE is committed to delivering an annual operating surplus. While this will have a modest impact on the students in CBE classrooms for that year, it will ensure the longer-term health and viability of the CBE.

## Financial Health Indicators

### Operating Reserves

|                               | Status: Neutral |               |               |               | Trend: Unfavourable |               | 6.0% |
|-------------------------------|-----------------|---------------|---------------|---------------|---------------------|---------------|------|
|                               | Q1<br>2023-24   | Q2<br>2023-24 | Q3<br>2023-24 | Q4<br>2023-24 | Q1<br>2024-25       | Q2<br>2024-25 |      |
| Expense (\$ millions)         | 1,527           | 1,549         | 1,547         | 1,564         | 1,639               | 1,639         |      |
| Operating Reserves Percentage | 1.9%            | 1.2%          | 1.6%          | 3.2%          | 1.8%                | 1.8%          |      |

(Operating Reserves / Expenditures)

Operating reserves provide the CBE with short-term flexibility to address unanticipated unfunded costs. Operating Reserve to Expense percentage determines the Board's ability to react to emergent situations and fund special initiatives. Alberta Education mandates a minimum Operating Reserves Percentage of 1% and a maximum of 6%. Any Operating Reserves in excess of the maximum may be deducted from future payment by Alberta Education. CBE administration agrees with the operating reserve range required by Alberta Education.

Operating Reserves Percentage

### Capital Reserves

|                                | Status: Neutral |               |               |               | Trend: Favourable |               |
|--------------------------------|-----------------|---------------|---------------|---------------|-------------------|---------------|
|                                | Q1<br>2023-24   | Q2<br>2023-24 | Q3<br>2023-24 | Q4<br>2023-24 | Q1<br>2024-25     | Q2<br>2024-25 |
| Capital Reserves (\$ millions) | 78,987          | 68,329        | 63,011        | 73,788        | 46,012            | 62,917        |
| Capital Reserves per Student   | 602             | 494           | 456           | 534           | 312               | 426           |

Capital reserves provide funds for future replacement of the Board's capital assets. Capital Reserves per student indicates the amount of capital reserves on a per student basis. Based on historical analysis, the CBE seeks capital reserves above \$250 per student or approximately \$35 million.

### Surplus/ (Deficit)

|   | Status: Neutral |               |               |               | Trend: Neutral |               |
|---|-----------------|---------------|---------------|---------------|----------------|---------------|
|   | Q1<br>2023-24   | Q2<br>2023-24 | Q3<br>2023-24 | Q4<br>2023-24 | Q1<br>2024-25  | Q2<br>2024-25 |
| Revenues (\$ millions)                    | 1,526           | 1,529         | 1,533         | 1,559         | 1,626          | 1,623         |
| Expenses* (\$ millions)                   | 1,527           | 1,549         | 1,547         | 1,564         | 1,622          | 1,623         |
| Surplus/ (Deficit) (\$ millions)          | (0.8)           | (11.3)        | (5.0)         | (4.8)         | 3.5            | 0.5           |
| Surplus/ (Deficit) +/- 0.5% (\$ millions) | 7.6/ (7.6)      | 7.6/ (7.6)    | 7.6/ (7.6)    | 7.6/ (7.6)    | 8.1/ (8.1)     | 8.1/ (8.1)    |

The CBE relies on a steady and predictable stream of revenues in order to effectively plan expenditures. Any unexpected fluctuations in funding can cause a significant variance in budgeted annual surplus/deficit. Revenues are primarily impacted by enrolment and grant rates, while expenditures are mainly impacted by staffing decisions. The CBE targets revenues equaling expenses. Given the absolute size of the CBE, a surplus or deficit of +/-0.5 percent of total expenditures is considered balanced.

\*Expenses are net of 2024 Board approved carryforwards

### Expense Percent Breakdown

|                     | Status: Neutral |               |               |               | Trend: Neutral |               |
|---------------------|-----------------|---------------|---------------|---------------|----------------|---------------|
|                     | Q1<br>2023-24   | Q2<br>2023-24 | Q3<br>2023-24 | Q4<br>2023-24 | Q1<br>2024-25  | Q2<br>2024-25 |
| Percent of Expenses |                 |               |               |               |                |               |
| Salaries & Benefits | 77%             | 78%           | 78%           | 78%           | 76%            | 76%           |
| Supplies & Services | 17%             | 16%           | 16%           | 16%           | 17%            | 18%           |
| Other               | 6%              | 6%            | 6%            | 6%            | 6%             | 6%            |

This chart shows the percentage of CBE's budget allocated to various expenditure categories over the last 6 years. While Salaries and Benefits remain a significant percentage of total expenses, they have been relatively stable the last few years.

|  | CBE | Other Metro School Boards |
|--|-----|---------------------------|
| Salaries & Benefits as % of Total System Administration Expenses | 47% | 77%                       |

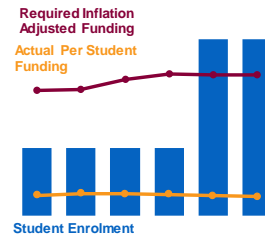
The CBE spends a considerably smaller portion of its System Administration expenditures on salaries & benefits when compared to other metro school boards. This difference is due to the higher level of spending on the Education Centre lease. To compensate, CBE administration is very judicious in the allocation of resources to the non teaching and learning service unit.

### Inflation Adjusted Funding

|                                     | Status: Neutral |               |               |               | Trend: Unfavourable |               |
|-------------------------------------|-----------------|---------------|---------------|---------------|---------------------|---------------|
|                                     | Q1<br>2023-24   | Q2<br>2023-24 | Q3<br>2023-24 | Q4<br>2023-24 | Q1<br>2024-25       | Q2<br>2024-25 |
| Actual Per Student Funding          | 8,880           | 8,914         | 8,906         | 8,897         | 8,873               | 8,852         |
| Required Inflation Adjusted Funding | 10,813          | 10,832        | 11,009        | 11,113        | 11,106              | 11,106        |
| Student Enrolment                   | 137,727         | 137,727       | 137,727       | 137,727       | 146,866             | 146,866       |

Per student funding from Alberta Education excludes targeted funding. These targeted funds are removed from the funding per student calculation as they are not available to directly support teaching and learning in the classroom. That is, the targeted funds cannot be used to hire and deploy additional school based staff. Funding and enrolment do not include International students.

Per student funding is an indicator of the stability of revenue over time. Increasing funding per student generally indicates an increased ability to maintain programs, services and supports. Decreasing per student funding over time is an indicator that programs, services and supports will need to be re-structured to fit within available resources.



### School Overflow

|                            | Status: Unfavourable |               | Trend: Neutral |               |
|----------------------------|----------------------|---------------|----------------|---------------|
|                            | Q3<br>2023-24        | Q4<br>2023-24 | Q1<br>2024-25  | Q2<br>2024-25 |
| Overflow Schools           | 34                   | 34            | 34             | 32            |
| Overflow Receiving Schools | 50                   | 47            | 47             | 46            |

As enrolment increases, the number of schools in overflow continues to be monitored to maintain a positive learning environment for students. To assess the impact of enrolment increase to the overall system, the number of overflow and overflow receiving schools should be monitored. Schools in overflow have overflow receiving schools which accept the influx of students. This may include more than one location. This allows for overflow schools to relieve significant enrolment pressure and may fluctuate over time. Ideally, the number of schools in overflow should be less than 5.

### Post September 30 Enrolment

|                     | Status: Unfavourable |               | Trend: Unfavourable |  |
|---------------------|----------------------|---------------|---------------------|--|
|                     | Sep 30,<br>2024      | Q1<br>2024-25 | Q2<br>2024-25       |  |
| ECS                 | 9,122                | 9,183         | 9,271               |  |
| Grade 1-9           | 96,577               | 97,179        | 97,743              |  |
| Grade 10-12         | 36,703               | 36,932        | 36,894              |  |
| Total Student Count | 142,402              | 143,294       | 143,908             |  |

The CBE receives provincial grant funding based on a weighted moving average calculation that utilizes budgeted student enrolment. While the Supplemental Enrolment Growth grant assists in bridging the gap between initial budgeted enrolment and increased enrolment at Sept 30, any additional enrolment does not attract additional resources in the current year. Given current rate of enrolment increase, this places significant pressure on a school board.

## report to Board of Trustees

## Construction Projects Status Report

|                         |  |
|-------------------------|--|
| Date                    | March 18, 2025   |
| Meeting Type            | Regular Meeting, Public Agenda   |
| To                      | Board of Trustees  |
| From                    | Joanne Pitman<br>Chief Superintendent of Schools   |
| Purpose                 | Information  |
| Originator              | Dany Breton, Superintendent, Facilities and Environmental Services   |
| Governance<br>Reference | Policy<br>Operational Expectations<br>OE-7: Communication With and Support for the Board<br>OE-9: Facilities                                       |
| Resource Person(s)      | Trevor Fenton, Director, Facility Projects<br>David Jaimes, Project Manager, Facility Projects<br>Colt Chesney, Project Manager, Facility Projects |

### 1 | Recommendation

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

### 2 | Issue

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The Chief Superintendent is required to provide the Board of Trustees with an update regarding the status of major capital projects including new schools, modernizations, additions and Modular Classroom Program (MCP) projects currently under development or construction.



### 3 | Background

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The Calgary Board of Education (CBE) has received construction approval for two new schools 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 4, 2022, the Government of Alberta (GoA) announced the approval of a middle school for Evanston. On December 14, 2022, Alberta Infrastructure (AI) 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 was required to accommodate the Louise Dean program. The project reached substantial completion in October 2024 and the program has been fully relocated. With only minor deficiencies remaining this will be the last update provided for this project.

On March 1, 2023, the GoA announced the approval of “Design and Construction” funding for the modernization of John G. Diefenbaker High School. A pre-design report outlining findings from stakeholder engagement and consultant site reviews was issued in December 2023. On April 16, 2024, Alberta Education granted approval to extend project timelines to allow CBE to conduct additional planning activities to further evaluate the project scope prior to proceeding with design.

On March 1, 2024, the GoA announced approval of “Design and Construction” funding for a new elementary school in the community of Evanston and “Design” funding for a new elementary school in the community of Redstone and a new high school in the community of Cornerstone. On August 8, 2024, the GoA approved a capacity increase of the Cornerstone high school from 1,800 to 2,410 students. On December 3, 2024, the GoA approved a capacity increase of Redstone elementary from 600 to 890 students. AI commenced pre-design work on August 6, 2024 for Evanston elementary, October 7, 2024 for Redstone elementary and December 13, 2024 for Cornerstone high school. On February 15, 2025 the GoA announced construction approval for both Redstone elementary and Cornerstone high school.

On March 1, 2024, the GoA announced the approval of “Design” funding for the modernization of Annie Gale School starting in 2026. On September 18, 2024, Alberta Education announced that design funding was being provided immediately to accelerate the delivery timeline. The project is being managed by CBE, with consultant procurement activities ongoing.

On March 1, 2024, the GoA announced that “Planning” funding for a new middle school located in the community of Saddle Ridge would be provided in 2026. On September 26, 2024, Alberta Education announced that “Planning” funding was being provided immediately to accelerate the delivery timeline. Work is underway to conduct tasks associated with this project phase.



On March 1, 2023, the GoA announced the approval of “Pre-Planning” funding for 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 through third party consulting firms to complete the necessary studies to help inform next steps.

The MCP provides school jurisdictions with new modular classrooms, modular/portable unit relocations and demolitions to assist school jurisdictions with the accommodation of students on an urgent basis. On March 31, 2023, as a part of the 2023-24 MCP, Alberta Education provided approval for the relocation of five and the demolition of 11 modular classrooms. On March 14, 2024, as part of the 2024-25 MCP, Alberta Education approved 12 new and the relocation of six modular classrooms. On April 9, 2024, the CBE Board of Trustees approved the use of Capital Reserves to relocate six modular classrooms. On August 2, 2024, as a part of the 2024-25 MCP, Alberta Education provided in-year approval of an additional 35 new and the relocation of five modular classrooms. On August 26, 2024, due to the high enrolment pressures and at CBE’s request, Alberta Education rescinded six of the previously approved modular demolitions from the 2023-24 MCP. In total, the CBE is currently in the process of delivering the addition of 47 new, relocation of 22 and demolition of 6 modular classrooms. A full breakdown and status update of all ongoing MCP projects is available in **Attachment I**.

#### 4 | Analysis

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

The locations of the various new school, existing school and MCP capital projects under development are shown in **Attachment II**.

**Attachment III** provides a series of onsite photographs to visually convey the progress at Evanston middle.

There are four Project Steering Committees set up for the following projects:

- Evanston elementary;
- Redstone elementary;
- Cornerstone high school; and
- Annie Gale School Modernization

#### 5 | Conclusion

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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 & EXISTING SCHOOL CONSTRUCTION STATUS  
March 18, 2025**

| Building  | Opening Date | Notes/Comments   |
|---|--------------|--|
| 41. Evanston Middle School<br>Grades 5-9*<br>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 99%  |
|   |              | Construction Progress 18%  |
|   |              | Note: Project managed by Alberta Infrastructure. Design-build contractor mobilized to site in late April 2024. Structural steel and masonry work in progress, building envelope started.   |
| 42. Louise Dean Centre Relocation<br>Grades 9-12                        | Fall 2024    | Design and Specifications 100%   |
|   |              | Construction Award 100%  |
|   |              | Construction Progress 99%  |
|   |              | Note: Project managed by Calgary Board of Education. Program relocated to new site and operational as of October 15, 2024. Work ongoing to address minor deficiencies.   |
| 43. John G. Diefenbaker School<br>Grades 10-12<br>Modernization         | TBD          | Planning Phase 99%   |
|   |              | Note: Project managed by Alberta Infrastructure. Approved construction budget of \$33.1M plus \$2.5M for HAZMAT abatement. Review currently underway for determination of next steps.  |
| 44. Annie Gale School<br>Grades 6-9<br>Modernization                    | TBD          | Design and Specifications 7%   |
|   |              | Note: Project being managed by Calgary Board of Education. Design approval received on September 18, 2024. Procurement for prime consultant ongoing.   |
| 45. Cornerstone High School<br>Grades 10-12*<br>Capacity 2,400 students | TBD          | Design and Specifications 3%   |
|   |              | Note: Design approval was announced on March 1, 2024. Construction approval announced on February 15, 2025. Project managed by Alberta Infrastructure. Internal engagement is ongoing. Design meetings started in December 2024. |
| 46. A.E. Cross School<br>Grades 7-9<br>Modernization                    | TBD          | Pre-Planning Phase 98%   |
|   |              | Note: Pre- Planning approved on March 1, 2023. Funding approval received on February 7, 2024. Facility condition assessment nearing completion.  |

\*Grade configurations reflect those approved through the Three-Year School Capital Plan. Actual opening day grade configurations will be confirmed prior to school opening.

**CALGARY BOARD OF EDUCATION  
NEW & EXISTING SCHOOL CONSTRUCTION STATUS  
March 18, 2025**

| Building  | Opening Date | Notes/Comments   |                           |     |   |    |                       |    |   |  |
|---|--------------|--|---------------------------|-----|---|----|-----------------------|----|---|--|
| 47. Sir John A. MacDonald School<br>Grades 6-9<br>Modernization   | TBD          | <table><tr><td>Pre-Planning Phase</td><td>98%</td></tr><tr><td colspan="2">Note: Pre-Planning approved on March 1, 2023 and funding received on February 7, 2024. Due to possible synergies, pre-planning activities were conducted and analyzed concurrently with the additional planning work to support the John G. Diefenbaker HS modernization project. Facility condition assessment nearing completion.</td></tr></table> | Pre-Planning Phase        | 98% | Note: Pre-Planning approved on March 1, 2023 and funding received on February 7, 2024. Due to possible synergies, pre-planning activities were conducted and analyzed concurrently with the additional planning work to support the John G. Diefenbaker HS modernization project. Facility condition assessment nearing completion. |    |                       |    |   |  |
| Pre-Planning Phase  | 98%          |  |                           |     |   |    |                       |    |   |  |
| Note: Pre-Planning approved on March 1, 2023 and funding received on February 7, 2024. Due to possible synergies, pre-planning activities were conducted and analyzed concurrently with the additional planning work to support the John G. Diefenbaker HS modernization project. Facility condition assessment nearing completion. |              |  |                           |     |   |    |                       |    |   |  |
| 48. Saddle Ridge Middle School<br>Grades 5-9*<br>Capacity 900 students  | TBD          | <table><tr><td>Planning Phase</td><td>25%</td></tr><tr><td colspan="2">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. Planning activities ongoing.</td></tr></table>  | Planning Phase            | 25% | 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. Planning activities ongoing.  |    |                       |    |   |  |
| Planning Phase  | 25%          |  |                           |     |   |    |                       |    |   |  |
| 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. Planning activities ongoing.  |              |  |                           |     |   |    |                       |    |   |  |
| 49. Evanston Elementary School<br>Grades K-4*<br>Capacity 600 students  | TBD          | <table><tr><td>Design and Specifications</td><td>18%</td></tr><tr><td>Construction Award</td><td>0%</td></tr><tr><td>Construction Progress</td><td>0%</td></tr><tr><td colspan="2">Note: Project announced for design and construction on March 1, 2024. Internal feedback gathering ongoing. Schematic design completed in January 2025. Design development currently underway.</td></tr></table>                               | Design and Specifications | 18% | Construction Award  | 0% | Construction Progress | 0% | Note: Project announced for design and construction on March 1, 2024. Internal feedback gathering ongoing. Schematic design completed in January 2025. Design development currently underway. |  |
| Design and Specifications   | 18%          |  |                           |     |   |    |                       |    |   |  |
| Construction Award  | 0%           |  |                           |     |   |    |                       |    |   |  |
| Construction Progress   | 0%           |  |                           |     |   |    |                       |    |   |  |
| Note: Project announced for design and construction on March 1, 2024. Internal feedback gathering ongoing. Schematic design completed in January 2025. Design development currently underway.   |              |  |                           |     |   |    |                       |    |   |  |
| 50. Redstone Elementary School<br>Grades K-4*<br>Capacity 600 students  | TBD          | <table><tr><td>Design and Specifications</td><td>10%</td></tr><tr><td colspan="2">Note: Project announced as design-only on March 1, 2024. Construction approval announced on February 15, 2025. Internal feedback gathering ongoing. Schematic design activities are currently underway.</td></tr></table>  | Design and Specifications | 10% | Note: Project announced as design-only on March 1, 2024. Construction approval announced on February 15, 2025. Internal feedback gathering ongoing. Schematic design activities are currently underway.   |    |                       |    |   |  |
| Design and Specifications   | 10%          |  |                           |     |   |    |                       |    |   |  |
| Note: Project announced as design-only on March 1, 2024. Construction approval announced on February 15, 2025. Internal feedback gathering ongoing. Schematic design activities are currently underway.   |              |  |                           |     |   |    |                       |    |   |  |

*\*Grade configurations reflect those approved through the Three-Year School Capital Plan. Actual opening day grade configurations will be confirmed prior to school opening.*

**CALGARY BOARD OF EDUCATION  
MODULAR CLASSROOM PROGRAM STATUS  
March 18, 2025**

| Building  | Number of Units | Type       | Opening Date | Notes/Comments   |      |
|---|-----------------|------------|--------------|--|------|
| m1. Simons Valley School<br>Grades K-6<br>Added Capacity: 100   | 4               | Relocation | Fall 2024    | Design and Specifications  | 100% |
|   |                 |            |              | Construction Award   | 100% |
|   |                 |            |              | Construction Progress  | 99%  |
|   |                 |            |              | Note: Approved on March 31, 2023. Construction activities complete, partial occupancy granted late November 2024. Work ongoing to address remaining deficiencies and seasonal deficiencies to be addressed in Spring 2025. |      |
| m2. Ian Bazalgette School<br>Grades 7-9<br>Added Capacity: 25   | 1               | Relocation | Fall 2024    | Design and Specifications  | 100% |
|   |                 |            |              | Construction Award   | 100% |
|   |                 |            |              | Construction Progress  | 99%  |
|   |                 |            |              | Note: Approved on March 31, 2023. Construction activities complete, partial occupancy granted late November 2024. Work ongoing to address deficiencies and seasonal deficiencies to be addressed in Spring 2025.           |      |
| m3. Colonel Walker School<br>Grades K-6<br>Reduced Capacity: 25 | 1               | Demolition | Fall 2024    | Design and Specifications  | 100% |
|   |                 |            |              | Construction Award   | 100% |
|   |                 |            |              | Construction Progress  | 100% |
|   |                 |            |              | Note: Approved on March 31, 2023. Construction activities are complete. Deficiencies complete. This is the last update for this project.   |      |
| m4. WO Mitchell School<br>Grades K-5<br>Reduced Capacity: 50    | 2               | Demolition | Fall 2024    | Design and Specifications  | 100% |
|   |                 |            |              | Construction Award   | 100% |
|   |                 |            |              | Construction Progress  | 100% |
|   |                 |            |              | Note: Approved on March 31, 2023. Construction activities are complete. Deficiencies complete. This is the last update for this project.   |      |
| m5. Sam Livingston School<br>Grades K-4<br>Reduced Capacity: 25 | 1               | Demolition | Fall 2024    | Design and Specifications  | 100% |
|   |                 |            |              | Construction Award   | 100% |
|   |                 |            |              | Construction Progress  | 100% |
|   |                 |            |              | Note: Approved on March 31, 2023. Construction activities are complete. Deficiencies complete. This is the last update for this project.   |      |

*\*Grade configurations reflect those approved through the Three-Year School Capital Plan. Actual opening day grade configurations will be confirmed prior to school opening.*

**CALGARY BOARD OF EDUCATION  
MODULAR CLASSROOM PROGRAM STATUS  
March 18, 2025**

| Building   | Number of Units | Type              | Opening Date | Notes/Comments   |      |
|--|-----------------|-------------------|--------------|--|------|
| m6. Battalion Park School<br>Grades K-6<br>Reduced Capacity: 25      | 1               | Demolition        | Fall 2024    | Design and Specifications  | 100% |
|  |                 |                   |              | Construction Award   | 100% |
|  |                 |                   |              | Construction Progress  | 100% |
|  |                 |                   |              | Note: Approved on March 31, 2023. Construction activities are complete. Deficiencies complete. This is the last update for this project.   |      |
| m7. Connaught School<br>Grades K-6<br>Added Capacity: 150            | 4<br>2          | New<br>Relocation | Winter 2025  | Design and Specifications  | 100% |
|  |                 |                   |              | Construction Award   | 100% |
|  |                 |                   |              | Construction Progress  | 5%   |
|  |                 |                   |              | Note: Four new modulares approved on March 14, 2024 and two relocated modulares approved on April 9, 2024. Design complete. Construction contracts finalized. Construction activities underway.  |      |
| m8. Nelson Mandela HS<br>Grades 10-12<br>Added Capacity: 150         | 6               | New               | Winter 2025  | Design and Specifications  | 100% |
|  |                 |                   |              | Construction Award   | 100% |
|  |                 |                   |              | Construction Progress  | 10%  |
|  |                 |                   |              | Note: Approved on March 14, 2024. Design is complete. Construction contracts finalized. Construction activities underway.  |      |
| m9. Prairie Sky School<br>Grades K-9<br>Added Capacity: 175          | 3+1<br>4        | New<br>Relocation | Winter 2025  | Design and Specifications  | 100% |
|  |                 |                   |              | Construction Award   | 100% |
|  |                 |                   |              | Construction Progress  | 5%   |
|  |                 |                   |              | Note: Four relocated modulares approved on April 9, 2024 and three new modular classrooms plus one new modular washroom approved on August 2, 2024. Design complete. Construction contracts finalized. Construction activities underway. |      |
| m10. Peter Lougheed School<br>Grades 5-9<br>Added Capacity: 100      | 4               | New               | Winter 2025  | Design and Specifications  | 100% |
|  |                 |                   |              | Construction Award   | 100% |
|  |                 |                   |              | Construction Progress  | 10%  |
|  |                 |                   |              | Note: Two new modulares approved on March 31, 2024 and two new modulares approved on August 2, 2024. Design complete. Construction contracts finalized. Construction activities underway.  |      |
| m11. Sir Winston Churchill HS<br>Grades 10-12<br>Added Capacity: 150 | 6               | Relocation        | Fall 2024    | Design and Specifications  | 100% |
|  |                 |                   |              | Construction Award   | 100% |
|  |                 |                   |              | Construction Progress  | 99%  |
|  |                 |                   |              | Note: Approved on March 14, 2024. Design proceeded ahead of March approvals. Construction activities complete, occupancy   |      |

*\*Grade configurations reflect those approved through the Three-Year School Capital Plan. Actual opening day grade configurations will be confirmed prior to school opening.*



**CALGARY BOARD OF EDUCATION  
MODULAR CLASSROOM PROGRAM STATUS  
March 18, 2025**

| Building  | Number of Units | Type              | Opening Date   | Notes/Comments  |      |
|---|-----------------|-------------------|----------------|---|------|
| m12. Joane Cardinal- Schubert HS<br>Grades 10-12<br>Added Capacity: 150 | 5<br>1          | Relocation<br>New | Spring<br>2025 | granted early December 2024. Work ongoing to address remaining deficiencies and seasonal deficiencies to be addressed in Spring 2025. |      |
|   |                 |                   |                | Design and Specifications   | 100% |
|   |                 |                   |                | Construction Award  | 75%  |
|   |                 |                   |                | Construction Progress   | 0%   |
|   |                 |                   |                | Note: Approved on August 2, 2024. Design is complete. Construction contracts are being finalized.                                     |      |
| m13. Mahogany School<br>Grades K-5<br>Added Capacity: 100               | 4               | New               | Spring<br>2025 | Design and Specifications   | 100% |
|   |                 |                   |                | Construction Award  | 75%  |
|   |                 |                   |                | Construction Progress   | 0%   |
|   |                 |                   |                | Note: Approved on August 2, 2024. Design complete. Construction contracts are being finalized.  |      |
| m14. North Trail HS<br>Grades 10-12<br>Added Capacity: 150              | 6               | New               | Spring<br>2025 | Design and Specifications   | 100% |
|   |                 |                   |                | Construction Award  | 75%  |
|   |                 |                   |                | Construction Progress   | 0%   |
|   |                 |                   |                | Note: Approved on August 2, 2024. Design complete. Construction contracts are being finalized.  |      |
| m15. Hugh A. Bennett School<br>Grades K-4<br>Added Capacity: 100        | 4               | New               | Spring<br>2025 | Design and Specifications   | 100% |
|   |                 |                   |                | Construction Award  | 75%  |
|   |                 |                   |                | Construction Progress   | 0%   |
|   |                 |                   |                | Note: Approved on August 2, 2024. Design complete. Construction contracts are being finalized.  |      |
| m16. Grant MacEwan School<br>Grades K-6<br>Added Capacity: 150          | 6               | New               | Summer<br>2025 | Design and Specifications   | 100% |
|   |                 |                   |                | Construction Award  | 50%  |
|   |                 |                   |                | Construction Progress   | 0%   |
|   |                 |                   |                | Note: Approved on August 2, 2024. Design complete. Tender process underway.   |      |
| m17. Colonel Irvine School<br>Grades 5-9<br>Added Capacity: 100         | 4               | New               | Summer<br>2025 | Design and Specifications   | 100% |
|   |                 |                   |                | Construction Award  | 50%  |
|   |                 |                   |                | Construction Progress   | 0%   |
|   |                 |                   |                | Note: Approved on August 2, 2024. Design complete. Tender process underway.   |      |
| m18. Buffalo Rubbing Stone School<br>Grades K-5                         | 2               | New               | Summer<br>2025 | Design and Specifications   | 100% |
|   |                 |                   |                | Construction Award  | 50%  |

*\*Grade configurations reflect those approved through the Three-Year School Capital Plan. Actual opening day grade configurations will be confirmed prior to school opening.*

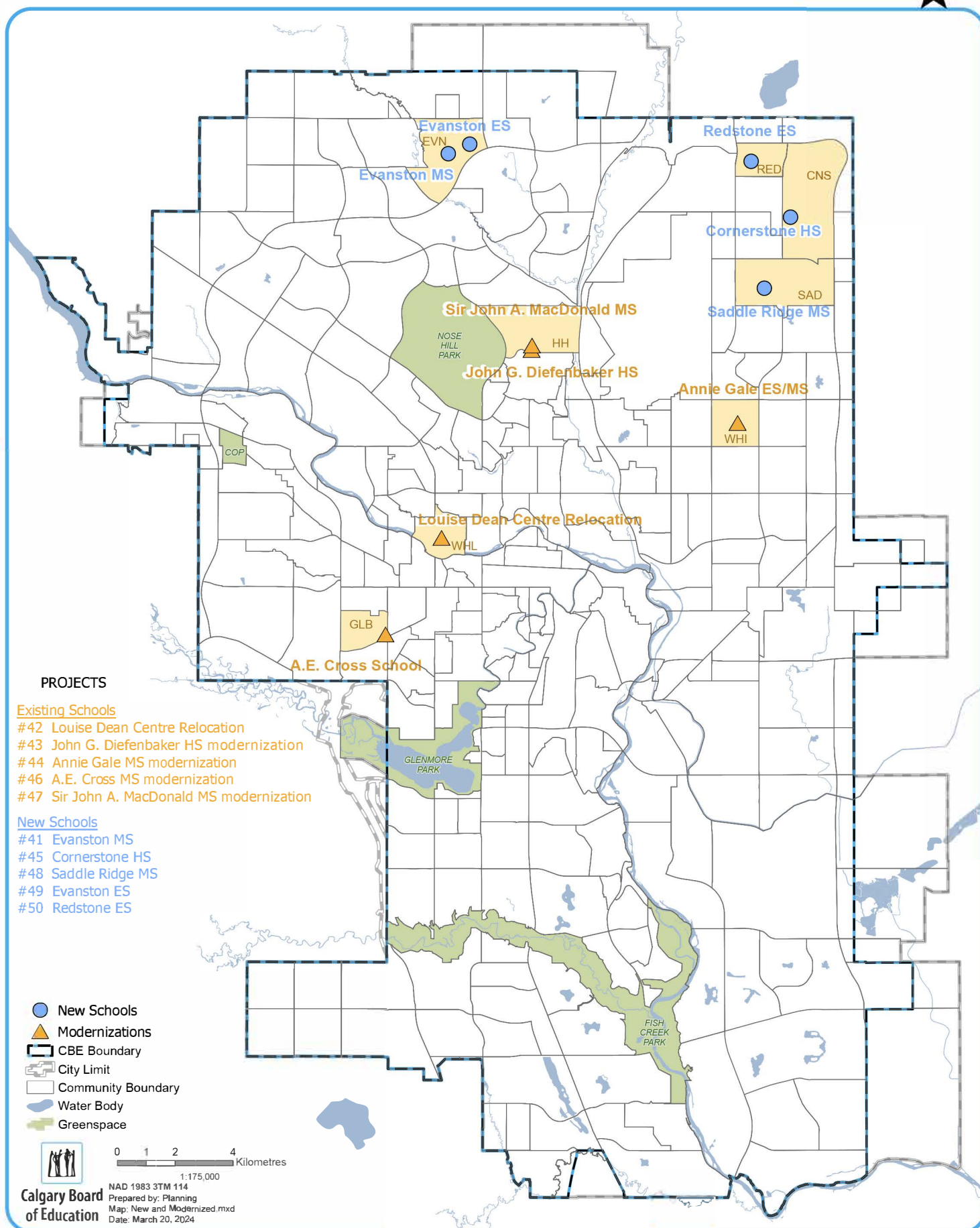
**CALGARY BOARD OF EDUCATION  
MODULAR CLASSROOM PROGRAM STATUS  
March 18, 2025**

| Building  | Number of Units | Type | Opening Date | Notes/Comments  |      |
|---|-----------------|------|--------------|---|------|
| Added Capacity: 50  |                 |      |              | Construction Progress   | 0%   |
|   |                 |      |              | Note: Approved on August 2, 2024. Design complete. Tender process underway. |      |
| M19. Kenneth D. Taylor School<br>Grades K-6<br>Added Capacity: 50 | 2               | New  | Summer 2025  | Design and Specifications   | 100% |
|   |                 |      |              | Construction Award  | 50%  |
|   |                 |      |              | Construction Progress   | 0%   |
|   |                 |      |              | Note: Approved on August 2, 2024. Design complete. Tender process underway. |      |

*\*Grade configurations reflect those approved through the Three-Year School Capital Plan. Actual opening day grade configurations will be confirmed prior to school opening.*

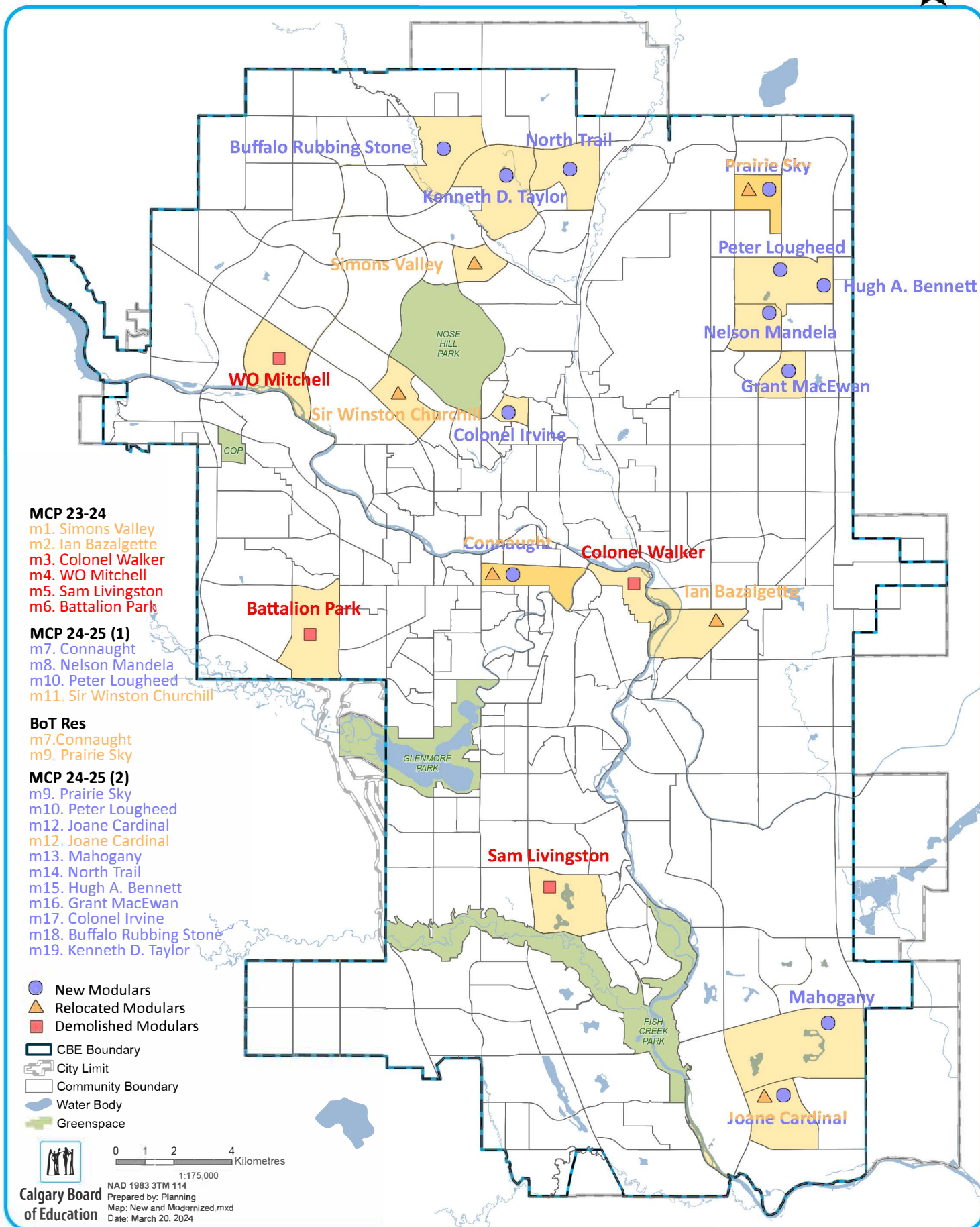
# New and Modernized Schools As of March 2024

N



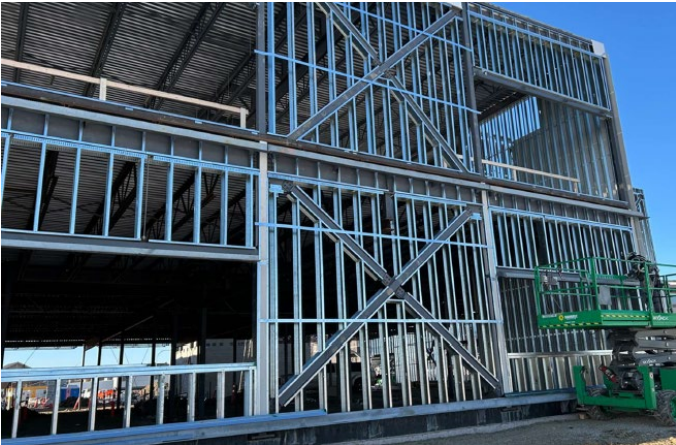
# Modular Classroom Program

## As of March 2024

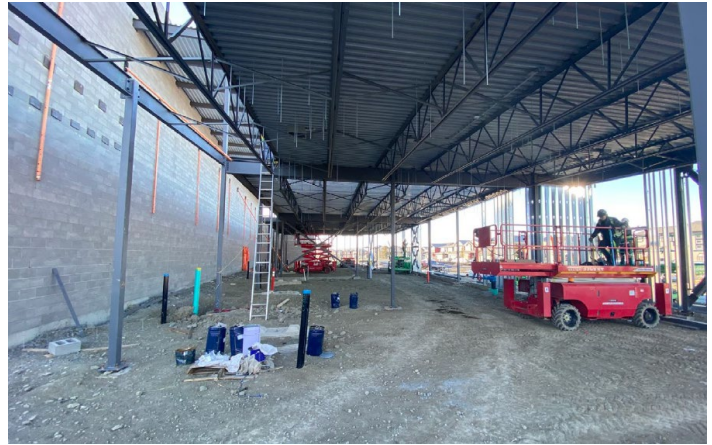




**Evanston middle school**



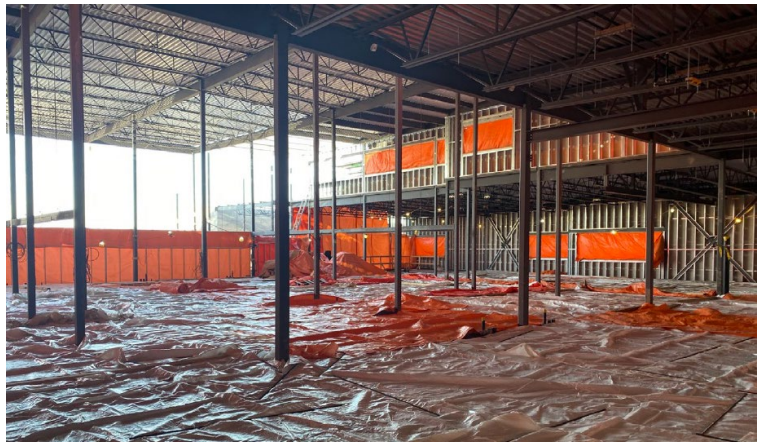
**Exterior Framing**



**Structural Steel**



**Building Envelope**



**Structural Steel**