

public agenda

Regular Meeting of the Board of Trustees

June 10, 2025
11:00 a.m.

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

R-1: Mission

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

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

Time	Topic	Who	Policy Ref	Attachment
11:00a.m.	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 LEED Awards	Chair	GC-7,8,9	
	3.2 EducationMatters Recognitions	T. Bhullar	GC-3	
	4 Results Focus			
	5 Operational Expectations			
	5.1 OE-5: Financial Planning – Annual Monitoring	J. Pitman	OE-5	Page 5-1
	5.2 OE-9: Facilities – Annual Monitoring	J. Pitman	OE-9	Page 5-13
	6 Public Comment [PDF]		GC-3.2	
	Requirements as outlined in Board Meeting Procedures.			
	7 Matters Reserved for Board Information		GC-3	
	7.1 Three Year System Student Accommodation Plan 2025-2028	J. Pitman	OE-7,8,9	Page 7-1
	8 Matters Reserved for Board Decision	Board	GC-2	
	8.1 Proposed Amendments to Governance Culture and Operational Expectations Policies	Board	GC-2, 3, 5E, OE-1	Page 8-1



9 Consent Agenda	Board	GC-2.6	
9.1 Items Provided for Board Decision			
9.2 Items Provided for Board Information			
9.2.1 Results 2: Academic Success – Implication of Proposed Changes to Results Policy	J. Pitman	OE-7, R-2	Page 9-1
9.2.2 Impact Statement – OE-2: Learning Environment/Treatment of Students	J. Pitman	GC-2,3, OE-2	Page 9-79
9.2.3 Chief Superintendent's Update			Page 9-19
9.2.4 Correspondence			Page 9-28
9.2.5 2024-25 Third Quarter Budget Variance Analysis	J. Pitman	OE-5	Page 9-66
Private Session			
Termination of Meeting			
Debrief	Board	GC-2.3	

Notice |

This public Board meeting will be recorded and posted online.

Media may also attend these meetings.

You may appear in media coverage.

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

For questions or concerns, please contact:

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



operational
expectations
monitoring report

Monitoring report for the
school year 2023-2024


Report date:
June 10, 2025

OE-5: Financial Planning

CHIEF SUPERINTENDENT CERTIFICATION

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

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

Signed: 
 Joanne Pitman, Chief Superintendent

Date: June 10, 2025

BOARD OF TRUSTEES ACTION

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

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

Summary statement/motion of the Board of Trustees:

Signed: _____
 Chair, Board of Trustees

Date: _____



OE-5: Financial Planning

Executive Summary

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

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

The Chief Superintendent's reasonable interpretation and indicators for OE 5: Financial Planning were approved on October 10, 2017. The Board was last presented with the annual monitoring report for OE 5 on June 11, 2024. This report includes data available from the 2023-2024 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
5.1	5.1.1	Compliant
5.2	5.2.1	Compliant
5.2	5.2.2	Compliant
5.3	5.3.1	Compliant
5.4	5.4.1	Compliant
5.5	5.5.1	Compliant
5.5	5.5.2	Compliant
5.5	5.5.3	Compliant
5.6	5.6.1	Non- Compliant
5.6	5.6.2	Compliant



OE-5: Financial Planning

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

Board-approved Interpretation |

The Chief Superintendent ensures that the CBE, as stewards of public funds, engages in careful and intentional planning for use of available funding that is aligned with the CBE mission, vision and values essential to support student learning and provide assurance to the community.

The Chief Superintendent interprets:

- *prudent financial planning* to mean the allocation of financial and other resources and investments necessary to achieve the strategic and operational objectives within the Results and the Three-Year Education Plan consistent with the CBE's overall risk appetite and specific risk tolerances;
- *prudent financial management* to mean having the processes and controls in place to balance the cost and benefit for budget decisions with available funding; and
- *public confidence* to mean the ability for members of the community to understand the rationale for budget decisions through transparent financial reporting.

The Chief Superintendent shall:

5.1	Avoid short and long term fiscal jeopardy.	Compliant
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The Chief Superintendent is responsible for ensuring the financial health of the Calgary Board of Education is sufficient to avoid short and long term fiscal jeopardy.

The Chief Superintendent interprets:

- *financial health* to mean having sufficient and appropriate financial and other resources necessary to meet statutory obligations and achieve the CBE's strategic and operational objectives;
- *short-term fiscal jeopardy* to mean the inability to meet financial and statutory obligations occurring within the current school year;



OE-5: Financial Planning

- *long-term fiscal jeopardy* to mean the inability to meet financial and statutory obligations occurring within the 3- and 5-year period;
- *financial obligations* to mean the liabilities and operating indebtedness of the CBE; and
- *statutory obligations* to mean the legal obligations imposed upon the CBE by statute and regulation.

Board-approved Indicators and *Evidence of Compliance* |

5.1.1	The financial health indicators demonstrate that the CBE is able to avoid fiscal jeopardy over the short and long term.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The Financial Health Matrix is provided as an appendix to the Quarterly Financial report and reviews specific indicators to assess the short term and long term health of the CBE. In addition, an enhanced version of the Financial Health Matrix forms part of the Year End Financial reporting.

November 28, 2023 - 2022-2023 Fourth Quarter Budget Variance Report
 February 13, 2024 – 2023-2024 First Quarter Budget Variance Report
 March 19, 2024 – 2023-2024 Second Quarter Budget Variance Report
 June 18, 2024 – 2023-2024 Third Quarter Budget Variance Report
 November 28, 2023 – 2022-2023 Financial Results

Evidence demonstrates all indicators in subsection 1 are in compliance.



OE-5: Financial Planning

5.2	Develop budget-planning assumptions.	Compliant
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The Chief Superintendent ensures that the identification of key principles, variables and risks that drive budget decisions is an important component of the budget process and is critical to consistency and transparency.

The Chief Superintendent interprets:

- *budget-planning assumptions* to mean the identification of a range of controllable and non-controllable factors that impact the ability of the CBE to achieve its Results priorities and the CBE's operational and strategic objectives.

Board-approved Indicators and *Evidence of Compliance* |

5.2.1	Budget planning contains evidence of analysis, projections, adjustments and developments.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The Budget Assumption Report was presented to the Board of Trustees on April 9, 2024.

5.2.2	The Budget Assumptions Report reflects the Board's values and identifies the critical and relevant factors impacting the development and balancing of the budget.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The Budget Assumption Report was presented to the Board of Trustees on April 9, 2024.

Evidence demonstrates all indicators in subsection 2 are in compliance.



OE-5: Financial Planning

5.3	Develop a budget that is in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the Results priorities and any Operational Expectations goals for the year as set out in the Annual Summative Evaluation.	Compliant
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The Chief Superintendent ensures that the budget reflects the focus on student learning by articulating the impact of the budget on the CBE's ability to achieve Results and strategic and operational objectives while avoiding fiscal jeopardy.

The Chief Superintendent interprets:

- *summary format understandable to the Board* to mean the format required by Alberta Education with supplemental information as required to enhance public understanding; and
- *the relationship between the budget and Results priorities and any Operational Expectations goals for the year* to mean that the budget reflects the priorities of the Three-Year Education Plan and the goals as set out in the Annual Summative Evaluation.

Board-approved Indicators and *Evidence of Compliance* |

5.3.1	The budget presented to the Board of Trustees demonstrates alignment with the Three-Year Education Plan and achievement of the Results and appropriately manages risk.	Compliant
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The organization is compliant with this indicator.

Evidence statement

Operational Budget 2024-2025 was presented to the Board of Trustees on May 21, 2024 and May 28, 2024 and approved for submission to Alberta Education.

Evidence demonstrates all indicators in subsection 3 are in compliance.



OE-5: Financial Planning

5.4	Ensure prudent financial management that does not materially deviate from the budget.	Compliant
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The Chief Superintendent ensures consistent expectations for financial management that operates within the approved budget while managing strategic and operational risks.

The Chief Superintendent interprets:

- *prudent financial planning* to mean the allocation of financial and other resources and investments necessary to achieve the strategic and operational objectives consistent with the CBE's overall risk appetite and risk tolerance levels; and
- *materially deviates from the budget* to mean quantitative variances from the approved budget including:
 - any change in approved use of reserves;
 - reserves are below the threshold established by the board;
 - creation of a deficit in any amount;
 - an annual negative variance from planned net operating surplus of \$5 million or more; and
 - any line item in the quarterly variance reports that varies by greater than 1% and \$500,000.

Board-approved Indicators and Evidence of Compliance |

5.4.1	Budget variances do not materially deviate from the approved budget.	Compliant
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The organization is compliant with this indicator.

Evidence statement

Quarterly variance reports provide explanations for variances in excess of 1% and \$500,000. The following quarterly variance reports were presented to the Board of Trustees in the 2023-2024 school year:

November 28, 2023 - 2022-2023 Fourth Quarter Budget Variance Report
 February 13, 2024 – 2023-2024 First Quarter Budget Variance Report
 March 19, 2024 – 2023-2024 Second Quarter Budget Variance Report
 June 18, 2024 – 2023-2024 Third Quarter Budget Variance Report

Evidence demonstrates all indicators in subsection 4 are in compliance.



OE-5: Financial Planning

5.5	Ensure that prior Board approval is received for all expenditures from reserve funds and for all transfers between operating reserves, capital reserves or committed operating surplus.	Compliant
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The Chief Superintendent ensures that the Board of Trustees authorizes the use of or transactions between operating reserve funds of any kind.

The Chief Superintendent interprets:

- *operating reserves* to mean any surpluses from prior years that may be used as a one-time funding source for any purpose with Ministerial approval;
- *capital reserves* to mean the proceeds from the disposition of land and buildings and surpluses from prior years that have been designated as a one-time funding source for capital purposes with Board of Trustee approval; and
- *committed operating surplus* to mean any surplus from the prior year that has been appropriated to fund a previously approved undertaking that continues into the following year.

Board-approved Indicators and *Evidence of Compliance* |

5.5.1	All use of reserve funds will occur with the prior approval of the Board of Trustees.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The Financial Status of Reserves and Designated Funds at August 31, 2023 was presented to the Board of Trustees on November 28, 2023 and received approval for the use of reserve funds.



OE-5: Financial Planning

5.5.2	All transfers between reserve funds will occur with prior approval of the Board of Trustees.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The Financial Status of Reserves and Designated Funds at August 31, 2023 was presented to the Board of Trustees on November 28, 2023 and received approval for the use of reserve funds.

5.5.3	All debt arrangements will occur with the prior approval of the Board of Trustees.	Compliant
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The organization is compliant with this indicator.

Evidence statement

There was no new debt acquired for the 2023-2024 school year.

Evidence demonstrates all indicators in subsection 5 are in compliance.



OE-5: Financial Planning

5.6	<p>Ensure any request for use of operating reserves:</p> <ol style="list-style-type: none"> is to minimize disruption due to unanticipated negative budget variances within the school year; or is to ease transitions due to significant shifts in policy or statutory obligations; or is for a one year investment in learning opportunities; and considers the risks and opportunities including sustainability and the ability to replenish operating reserves to a minimum of three percent of operating expenses. 	Compliant
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The Chief Superintendent shall ensure that operating reserves are kept at a minimum threshold of three percent allowing the organization to support and respond to emergent financial and operational risks. A sustainable operation reserve will include criteria for requests from reserves and a plan for replenishing reserves if below the minimum threshold of three percent.

The Chief Superintendent interprets:

- *operating reserves* to mean assets (unrestricted fund balance that are available for use) set aside for the organization to use in the event of an unanticipated loss of revenue or increase in expenses necessary to meet statutory obligations;
- *minimize disruption* to mean taking reasonable steps to ensure the continuity of learning across the CBE;
- *unanticipated* to mean events, action, or activities that could not or cannot be reasonably foreseen;
- *one year investment in learning opportunities* to mean funds used from reserves would only be for the current school year and any programming the funds support would either need to be sustainable within the budget or terminated;
- *sustainability* to mean affordable over time within allocated resources; and
- *external block expenditures* to mean programs associated with projects and activities that do not fall within regular program areas under the Early Childhood Services (ECS) to grade 12 Education mandated areas.



OE-5: Financial Planning**Board-approved Indicators and *Evidence of Compliance* |**

5.6.1	Operating reserves are maintained at a minimum of 3 percent of the prior year's total expenditures, less external block expenditures.	Non-Compliant
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The organization is non-compliant with this indicator.

Evidence statement

Operating Reserves were calculated as 2.8% as of August 31, 2023 as reported in the Financial Results 2022-23 report on November 28, 2023.

For 2023-2024, Alberta Education required school boards to maintain operating reserves between 1% and 3.2%. This indicator is under review to come into alignment with government of Alberta requirements.

Note that Alberta Education may amend the required range for reserve funds from time to time.

5.6.2	Any request for reserves meets established criteria for that request.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The Financial Status of Reserves and Designated Funds at August 31, 2023 was presented to the Board of Trustees on November 28, 2023 and received approval for the use of reserve funds.

Evidence demonstrates one of two indicators in subsection 6 are in compliance.



OE-5: Financial Planning

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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



**operational
expectations
monitoring report**


Monitoring report for the
school year 2023-2024

Report date:
June 10, 2025

OE-9: Facilities**CHIEF SUPERINTENDENT CERTIFICATION**

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

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

Signed: 
Joanne Pitman, Chief Superintendent

Date: June 10, 2025

BOARD OF TRUSTEES ACTION

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

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

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____



OE-9: Facilities

Executive Summary

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

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

The Chief Superintendent's reasonable interpretation and indicators for OE 9: Facilities were approved on October 10, 2017. The Board was last presented with the annual monitoring report for OE 9 on June 11, 2024. This report includes data available from the 2023-2024 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
9.1	9.1.1	Compliant
9.1	9.1.2	Compliant
9.1	9.1.3	Compliant
9.1	9.1.4	Compliant
9.2	9.2.1	Compliant
9.2	9.2.2	Compliant
9.2	9.2.3	Compliant
9.3	9.3.1	Compliant
9.3	9.3.2	Compliant
9.3	9.3.3	Compliant
9.4	9.4.1	Compliant
9.5	9.5.1	Compliant
9.5	9.5.2	Compliant



OE-9: Facilities

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

Board-approved Interpretation |

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

The Chief Superintendent interprets:

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

The Chief Superintendent shall:

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

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



OE-9: Facilities

The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

9.1.1	100 percent of formally advanced safety related concerns (i.e., Indoor Environmental Quality Concern Registration and Hazard Reports) are responded to within the established timelines.	Compliant
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The organization is compliant with this indicator.

Evidence statement

In the 2023-2024 school year, all Indoor Environmental Quality Concern reports and Hazard reports were responded to within two work/school days or less. These included 33 hazard reports and 77 Indoor Environmental Quality Concern reports.

9.1.2	90 percent of maintenance work orders, requiring adherence to a provincial code, are inspected for conformance with the applicable technical provincial codes.	Compliant
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The organization is compliant with this indicator.

Evidence statement

Maintenance work orders requiring permits were 100% compliant and adhered to provincial codes. A total of 911 work orders required the CBE to request permits and all of these were subsequently inspected and closed by the City as part of the permitting process.



OE-9: Facilities

9.1.3	95 percent of CBE schools and facilities are assessed annually at the Level 2 “Ordinary Tidiness” standard of caretaking and cleanliness.	Compliant
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The organization is compliant with this indicator.

Evidence statement

100% of CBE schools and facilities were assessed annually at a minimum at the Level 2 “Ordinary Tidiness” standard of caretaking and cleanliness.

9.1.4	100 percent of emergency maintenance and repair work requests are acted upon within 24 hours.	Compliant
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The organization is compliant with this indicator.

Evidence statement

100% of 6788 emergency maintenance and repair work requests were acted on within 24 hours.

Evidence demonstrates all indicators in subsection 1 are in compliance.



OE-9: Facilities

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

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

The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

9.2.1	100 percent of new schools, constructed for the Calgary Board of Education are completed to the LEED Silver level of certification or higher.	Compliant
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The organization is compliant with this indicator.

Evidence statement

100% of new school construction projects completed in 2023-24 achieved a minimum LEED Silver certification. In the 2023-24 reporting year, CBE opened one new school and received LEED certification for two new schools that opened in the year prior. Bayside School (22-23) received LEED Silver, while Prairie Sky School (22-23) & North Trail High School (23-24) received LEED Gold.



OE-9: Facilities

9.2.2	100 percent of major modernizations will be assessed using the LEED score card.	Compliant
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The organization is compliant with this indicator.

Evidence statement

In the 2023-24 reporting year, no major modernizations were completed.

9.2.3	100 percent of the CBE portion of all site naturalization and school garden requests approved through the applicable process are completed.	Compliant
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The organization is compliant with this indicator.

Evidence statement

In the 2023-2024 school year, 100% of school naturalization or garden development requests were completed. Eight schools made requests and completed the approval process to establish their naturalization or garden areas.

Evidence demonstrates all indicators in subsection 2 are in compliance.



OE-9: Facilities

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

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

The Chief Superintendent interprets:

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

Board-approved Indicators and *Evidence of Compliance* |

9.3.1	Annual submission to the Board of Trustees for approval, within the provincial time frames, of a Three Year School Capital Plan.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The Three-Year School Capital Plan 2025-2028 was approved by the Board of Trustees on March 19, 2024. Annual submission to Alberta Education includes one prioritized capital list consisting of both new school construction and major modernization requests.



OE-9: Facilities

9.3.2	Annual submission to the Board of Trustees for approval, within the provincial time frames, of the Modular Classroom Plan.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The 2024-2025 Modular Classroom Plan was approved by the Board of Trustees on October 24, 2023.

9.3.3	Triennial submission to the Board of Trustees for approval of a 10 Year Student Accommodation and Facilities Strategy.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The 2024-2034 Ten-Year Student Accommodation and Facilities Strategy was submitted and approved by the Board on June 25, 2024. The next Ten-Year strategy will be required in June 2027.

Evidence demonstrates all indicators in subsection 3 are in compliance.



OE-9: Facilities

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

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

The Chief Superintendent interprets:

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

Board-approved Indicators and *Evidence of Compliance* |

9.4.1	No less than 80% of schools are made available for public use.	Compliant
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The organization is compliant with this indicator.

Evidence statement

92% of CBE school facilities are made available for public use on evenings and weekends. During the 2023-2024 school year, the CBE facilitated over 50,000 hours of public use activities in CBE schools.

Evidence demonstrates all indicators in subsection 4 are in compliance.



OE-9: Facilities

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

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

The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

9.5.1	100% of all real property acquisitions, disposals and encumbrances will be approved by the Board of Trustees.	Compliant
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The organization is compliant with this indicator.

Evidence statement

During the 2023-2024 school year, Board and Ministerial approvals were obtained for disposition of four CBE properties, as well as approval for registration of a utility right of way agreement on one school property.



OE-9: Facilities

9.5.2	100% of new school construction and major modernization projects will be approved by the Board of Trustees.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The Board of Trustees approved 100% of new construction and major modernization projects. During the 2023-24 reporting year, CBE received capital approval for three new schools (Evanston Elementary School, Cornerstone High School and Redstone Elementary School) and one modernization (Annie Gale School). The Board of Trustees previously approved all projects through the Three-Year School Capital Plan.

Evidence demonstrates all indicators in subsection 5 are in compliance.



OE-9: Facilities

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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



report to Board of Trustees

Three Year System Student Accommodation Plan 2025-2028

Date	June 10, 2025
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-7: Communication with and Support for the Board OE-8: Communicating and Engaging with the Public OE-9: Facilities
Resource Person(s)	Education Directors Catherine Ford, Director, Planning Jeff Quigley, Manager, Planning Brenda Gibson, Manager, Transportation

1 | Recommendation

It is recommended:

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

2 | Issue

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

- student accommodation initiatives completed since the last SSAP and up to May 15, 2025; and

- decisions made to address student accommodation challenges that will be implemented for the 2026-27 school year; and
- student accommodation issues that have been identified for monitoring and potential planning over the next three years.

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

3 | Background

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

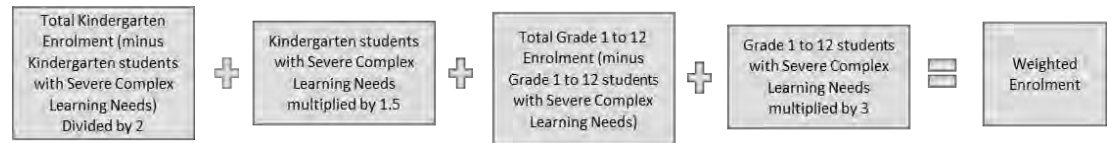
While utilization is one guideline for determining placement on the plan, schools may also be identified as requiring changes due to educational need. The plan also identifies schools that may require adjustments to their attendance area due to the opening of new schools. Lastly, emergent issues may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

Most schools listed on the SSAP have a current utilization rate of less than 70 per cent or greater than 95 per cent or are projected to be less than 70 per cent or greater than 95 per cent by the 2027-28 school year. Using these utilization thresholds allow for a comprehensive list of schools that may require accommodation plans.

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

- kindergarten students who typically attend half day; and
- K-12 students who are identified as having severe complex learning needs (i.e. Code 40s).

The diagram below illustrates how weighted enrolment is determined.



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

4 | Analysis

Attachment I to this report outlines active accommodation projects. These are organized into the following groupings:

- System Initiatives – projects that are broad in scope;
- Short-Term Student Accommodation Challenges – Decision anticipated for the 2026-2027 school year;
- Long-Term Student Accommodation Challenges - No changes anticipated within next 18 months; and
- Plan in Place.

Active projects include those that are “new to the plan” and those that are “ongoing” from previous years. Often a project is monitored on the long-term list before being changed to short term once identified through the planning process.

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

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

- Schools that may have a lottery in place to limit enrolment at the school or may have been involved in recent accommodation planning.

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

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

System Initiatives

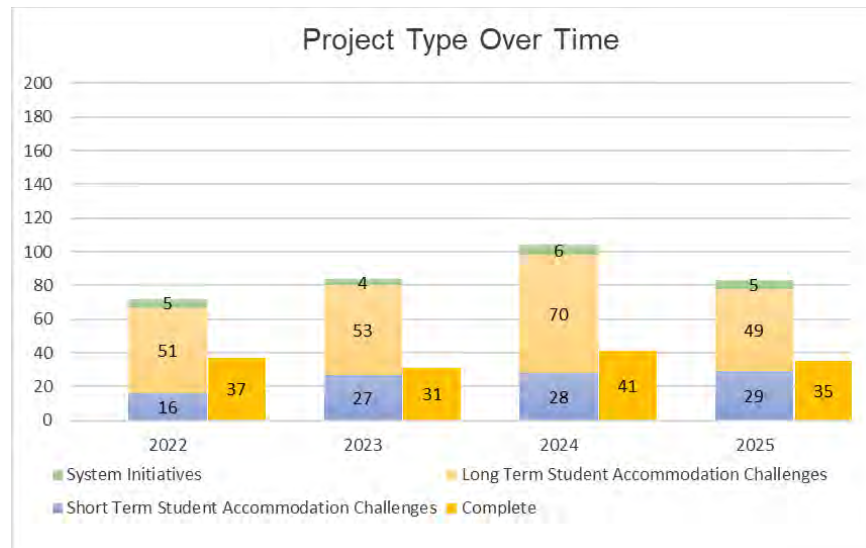
- Project 23-P1 - Chinook Learning Services (All Areas)
- Project 24-P48 - Non-Residential Areas (All Areas)
- Project 24-P50 - Tsuut’ina Land Residential Development (Area 6 & 7)
- Project 25-P1 - Dr. Oakley School (Area 7)
- Project 25-P2 - Sir James Lougheed School (Area 7)

Short Term Projects

- Project 15-P9 - Hawkwood School (Area 1)
- Project 19-P28 - Captain Nichola Goddard School (Area 2)
- Project 20-P66 - Rideau Park School (Area 7)
- Project 22-P24 - Sam Livingston School (Area 6)
- Project 23-P2 - Royal Oak School (Area 1)
- Project 22-P3 - Colonel Irvine School (Area 2)
- Project 23-P8 - William D. Pratt School (Area 1)
- Project 23-P9 - James Fowler High School (Area 2)
- Project 23-P16 - Nose Creek School, Northern Lights School (Area 3)
- Project 23-P26 - Mahogany School, Bayside School (Area 5)
- Project 23-P28 – Prince of Wales School, Wilma Hansen School (Area 5)
- Project 23-P30 - David Thompson School, Sundance School (Area 6)
- Project 23-P32 - Mount Royal School, Vincent Massey School, A. E. Cross School, Queen Elizabeth High School (Area 6 & 7)
- Project 23-P36 - Richmond School (Area 7)
- Project 23-P39 - Queen Elizabeth School (Area 7)
- Project 23-P40 - Ernest Manning High School (Area 7)
- Project 23-P43 - Chaparral School (Area 5)
- Project 24-P04 - F. E. Osborne School (Area 1)
- Project 24-P13 - Grant MacEwan School, Catherine Nichols Gunn School (Area 2 & 4)
- Project 24-P15 - Georges P. Vanier School (Area 2)
- Project 24-P19 - Hidden Valley School (Area 3)
- Project 24-P22 - Valley Creek School (Area 3)
- Project 24-P27 - Taradale School, Guy Weadick School (Area 4)
- Project 24-P37 - Dr. George Stanley School (Area 5)

- Project 24-P38 - McKenzie Lake School (Area 5)
- Project 24-P49 - New Middle School in Evanston, Kenneth D. Taylor School, William D. Pratt School, Cambrian Heights School, Simon Fraser School (Area 1&2)
- Project 25-P10 - Banting and Best School, Riverbend School, Sherwood School (Area 6)
- Project 25-P13 - Thorncliffe School (Area 2)
- Project 25-P14 - Branton School, F. E. Osborne School, Georges P. Vanier School, Valley Creek School (Area 1 & 2)

The following Graph 1 summarizes the number of projects of each type over time. After an important increase between 2022 to 2023, the number of short-term projects has almost stabilized. This coincides with the number of long-term projects going down as projects are completed, long-term move to short-term, or their projected utilization no longer falls outside the 70-95% range.

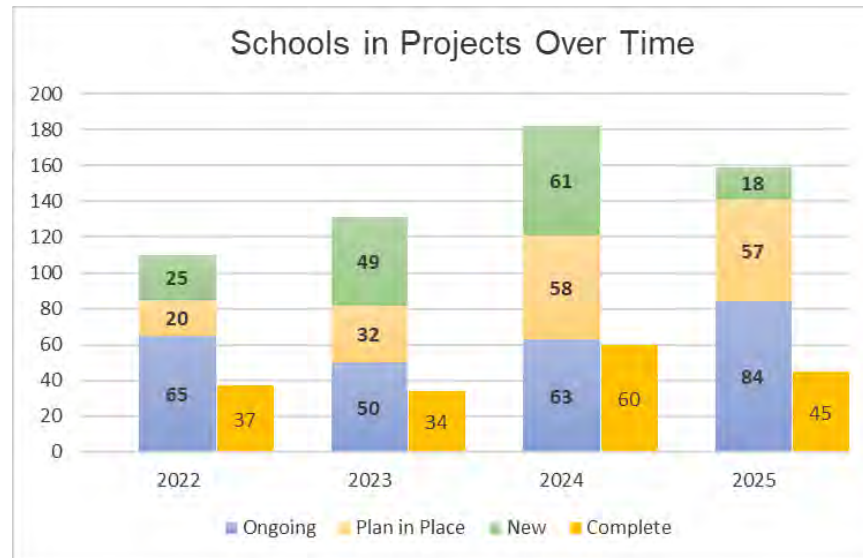


Graph 1: Comparison of project types over time.

Graph 2 shows the projects in terms of the number of schools involved. These include all active projects categorized by whether they are new to the plan, ongoing, or have a plan in place to manage enrolment despite being a school that is outside the 70-95% range. The number of schools part of the “new” and “ongoing” projects categories is higher than it has been historically, though lower than in 2024. This has been primarily driven by high and increasing enrolment rates at our schools, and the large number of schools added to the plan in 2024.

In 2025, fewer schools were added as new to the plan than in 2024. In 2024, 61 schools were new to the plan, and in 2025 there are 17 schools. Sixty-three schools were considered “ongoing” in 2024 and this year the list grew to 84. The “ongoing projects” list includes those projects carried over from previous years due to high complexity or because a plan was not yet needed to be enacted. It also includes schools on long-term projects, a list that is not intended to be solved in the short-term.

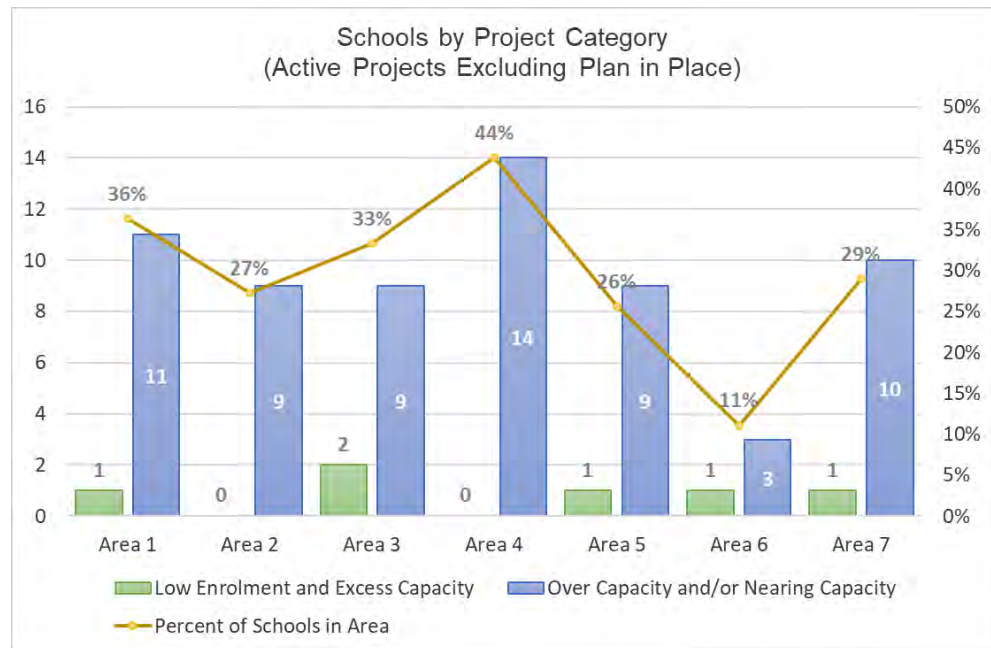
Fifty-seven schools are listed this year as having a “plan in place”, meaning that while they fall outside of the 70-95% range there is a plan to manage enrolment (e.g. overflow), the situation continues to be monitored, and no further immediate action is anticipated with respect to this school. There were 45 schools that were part of completed projects since publication of the 2024-27 SSAP.



Graph 2: Schools impacted by SSAP Projects

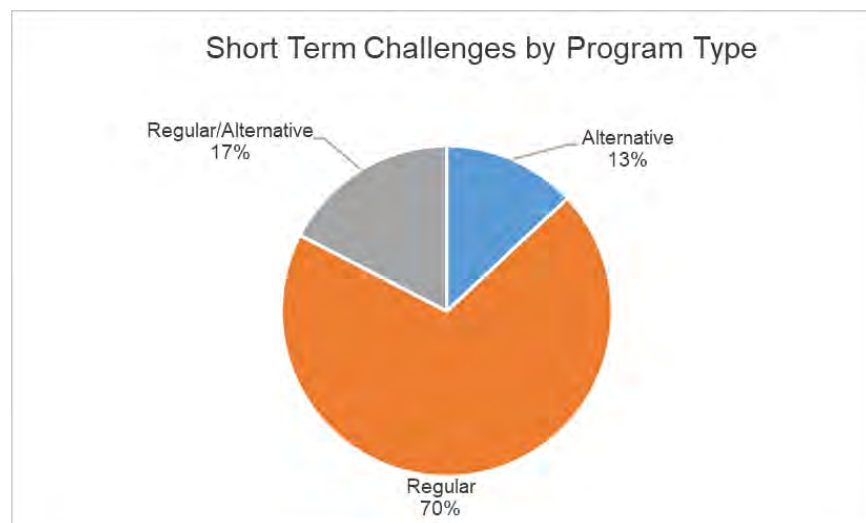
Calgary has experienced significant growth over the past three years, with the population increasing by 3% in 2022, 6% in 2023 and 6% again in 2024 amounting to over 238,000 people in 3 years. (Statistics Canada, [Table 17-10-0148-01](#)). This rapid influx of families moving to Calgary has intensified the pressure on our school system. As a result, the number of schools classified as Over Capacity and/or Nearing Capacity has become a major challenge across the system, particularly in specific areas.

Graph 3 below illustrates the distribution of schools by project category and by area. It highlights that Areas 1, 4, and 7 face the most substantial pressures, with the highest number of schools categorized as Over Capacity and/or Nearing Capacity. Specifically, Area 4 continues to have the most projects, comprising 32 schools in total, 14 of which are on the SSAP for being Over Capacity and/or Nearing Capacity. As a result of CBE’s ongoing accommodation planning and the work to balance enrolment across schools, the number of schools in the Over Capacity and/or Nearing Capacity category has decreased from the 2024 plan (88) to the 2025 plan (65).



Graph 3: Schools by Project Category

For the current SSAP Short Term Accommodation Challenges, 87% of the schools involved are regular program or regular/alternative dual track program schools, most of which are over capacity and/or nearing capacity. Alternative program schools can manage enrolment without an overflow designation by capping enrolment when the school is full, which may mean that these schools follow a lottery process for enrolment. Consequently, fewer alternative program schools are listed as short-term accommodation challenges and are instead categorized under 'plan in place', once capped. Further, all of the single-track alternative schools listed as short-term projects on the 2025-2028 SSAP are 'balance enrolment' projects.



Graph 4: Schools by Program Type

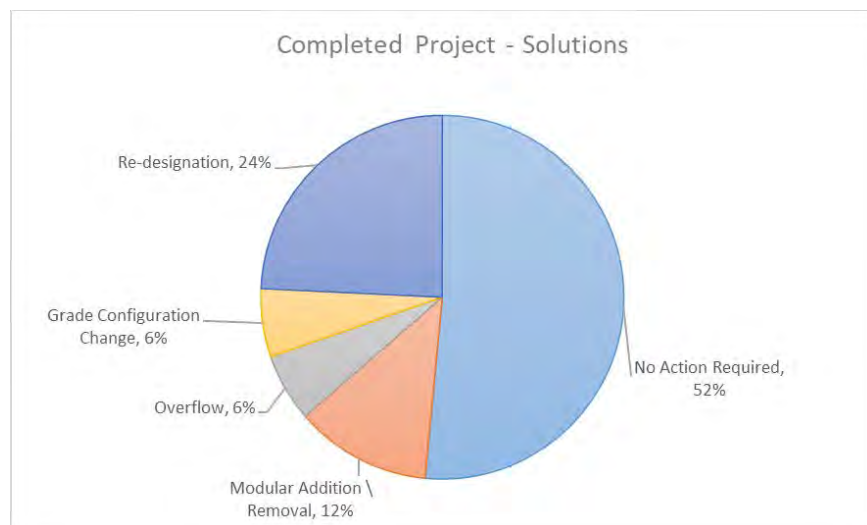
Completed Projects

The projects completed before May 15th, 2025, are listed below. Attachment II to this report contains further details.

- Project 18-P7 - All Boys Program (Area 7)
- Project 19-P28* - Buffalo Rubbing Stone School, Panorama Hills School (Area 2)
- Project 19-P6 - Louise Dean School, Jack James High School (Area Multiple)
- Project 20-P3 - Home Education (Area 5)
- Project 21-P61 - Ethel M. Johnson School (Area 6)
- Project 22-P20 - Saddle Ridge School, Pineridge School (Area 4)
- Project 23-P12 - Keeler School (Area 3)
- Project 23-P18 - North Trail High School (Area 3)
- Project 23-P20 - Hugh A. Bennett School, Pineridge School (Area 4)
- Project 23-P29 - Ron Southern School (Area 6)
- Project 23-P38 - Elboya School (Area 7)
- Project 23-P45 - Lord Beaverbrook High School (Area 5)
- Project 24-P02 - Captain John Palliser School, The Hamptons School (Area 1)
- Project 24-P10 - Varsity Acres School, Banff Trail School (Area 2)
- Project 24-P14 - Senator Patrick Burns School, W. O. Mitchell School, Collingwood School, Dalhousie School (Area 2)
- Project 24-P18 - Cappy Smart School, Roland Michener School (Area 3)
- Project 24-P32 - Prairie Sky School (Area 4)
- Plan In Place - Regular* - Sir Winston Churchill High School (Area 1)

*Note: Projects with * indicate schools that have been removed from a project, but that project remains active.*

From the above listed completed projects there were several different solutions to accommodation challenges. The breakdown of solution type is below.



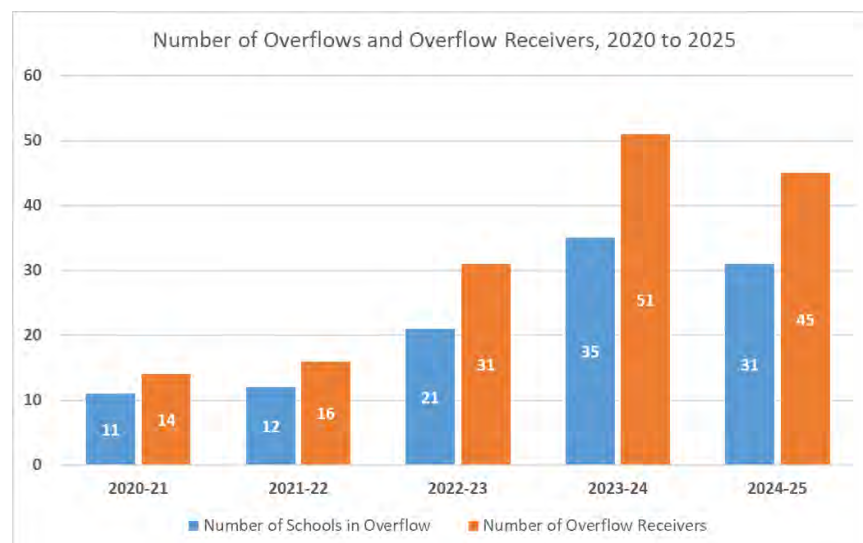
Graph 5: Completed Projects by Solution.

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

- Project 20-P26 - Terrace Road School
- Project 20-P59 - Woodman School
- Project 23-P15 - Coventry Hills School
- Project 23-P3 - Arbour Lake School
- Project 23-P37 - Bishop Pinkham School
- Project 24-P01 - Bowcroft School
- Project 24-P03 - Edgemont School
- Project 24-P07 - Silver Springs School
- Project 24-P08 - Tuscany School
- Project 24-P12 - Capitol Hill School
- Project 24-P24 - Colonel J. Fred Scott School
- Project 24-P29 - Mayland Heights School
- Project 24-P36 - Deer Run School
- Project 24-P40 - Altadore School
- Project 24-P41 - Glenbrook School
- Project 24-P42 - Janet Johnstone School
- Project 24-P43 - Woodbine School

Schools in Overflow and Enrolment Status

The number of schools reaching capacity remained high during the 2024-25 school year. Record enrolment growth, due to new migrants to Calgary, both interprovincial and international, continues to pressure the system. Below is a 5-year trend of schools in overflow. It shows the number of schools in an overflow status, as well as the number of schools receiving overflowed students. With many new schools now approved and some opening soon we expect the number of schools in overflow to remain at a similar level for a few years before decreasing.



Graph 6: Number of overflow schools and schools that receiver students.

To provide transparency, the CBE publicly updates on a yearly basis the capacity of each school to accept students from outside their designated

attendance area. Attachment IV to this report shows in map form each school as “open,” “limited” or “closed”. These are defined as:

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

The system utilization rate has increased year over year since 2021. The utilization rate grew from 92% at the end of September 2024 to 94.8% at the end of September 2025. The number of schools open to or available for limited transfers has declined over time. Between 2024 and 2025, the projected number of schools in “Closed” status increased and is shown below. More schools in the Closed category and more schools in the previously noted “overflow” means less flexibility and fewer options for accommodation project solutions. The complexity of accommodation planning solutions is anticipated to increase in terms of the number of schools impacted, until significant space is gained through new school openings, modular additions, and other space creation projects.

CBE Transfer Status 2024 and Projected 2025

	Open	Limited	Closed
	Projected utilization <85%	Projected utilization 85-100 %	Projected Utilization 100 % +
2024	57	81	96
2025	55	79	99

5 | Financial Impact

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

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

6 | Conclusion

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



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

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

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

System Initiatives

Project 23-P1 Ongoing Area 5	Program	Regular
	Communities Impacted	All Communities
	Schools Involved	Chinook Learning Services
	Category	Fiscal Responsibility/Facility Optimization
	Issue	Chinook Learning Services is located in CBE high schools which have increasingly limited space.
	Summary	Chinook Learning Services currently offers high school upgrading courses in classrooms at Lord Beaverbrook, Forest Lawn, and James Fowler High Schools. In early 2026, this programming will be consolidated into one location at Spruce Cliff School in the city's southwest, near Westbrook Mall and the Westbrook LRT station.

Project 25-P1 New Area 7	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	Dr. Oakley School
	Category	Fiscal Responsibility/Facility Optimization
	Issue	Need to optimize the use of existing facilities.
	Summary	<p>Dr. Oakley School is a unique setting that provides short-term intensive and explicit specialized reading and literacy instruction in a structured learning environment.</p> <p>The school was 49% utilized for the 2024-25 school year and located in an area with growing regular program enrolment. There will be an assessment to determine how to best utilize the facility.</p>

Project 25-P2 New Area 7	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	Sir James Lougheed School
	Category	Fiscal Responsibility/Facility Optimization
	Issue	Need to optimize the use of existing facilities.
	Summary	With the closure of the All Boys Program at Sir James Lougheed School, there will be a review of the facility to determine how it may be best utilized.

Project 24-P48 Ongoing All	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	Non-Residential Areas
	Category	Fiscal Responsibility/Facility Optimization
	Issue	Non-residential communities in the city do not have Regular Program or French Immersion Program designations.
	Summary	<p>Non-residential areas of the city do not have designations for resident students for either Regular or French Immersion programs. This leads to hurdles for both families and CBE service units when families occasionally register from these areas.</p> <p>CBE will review non-residential areas to decide designations. The approach will include analyzing current and projected enrolment trends, the capacity of nearby schools, and the logistical implications for student transportation.</p>

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

Short Term Student Accommodation Challenges

Project 15-P9 Ongoing Area 1	Program	Regular
	Communities Impacted	Hawkwood, Sage Hill
	Schools Involved	Hawkwood School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>The school accommodates students from the new and developing community of Sage Hill.</p> <p>Hawkwood School has a utilization of 107% for the 2024-2025 school year and is anticipated to be 110% for the 2025-2026 school year.</p>
Project 23-P2 Ongoing Area 1	Program	Regular
	Communities Impacted	Rocky Ridge, Royal Oak, Glacier Ridge
	Schools Involved	Royal Oak School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>The school is accommodating the new and developing community of Glacier Ridge.</p> <p>Royal Oak School has a utilization of 108% for the 2024-2025 school year and is anticipated to be 107% for the 2025-2026 school year.</p>

Project 23-P8 Ongoing Area 1	Program	Regular
	Communities Impacted	Rocky Ridge, Royal Oak, Glacier Ridge, Evanston
	Schools Involved	William D. Pratt School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>The school is accommodating the new and developing community of Glacier Ridge and also the overflow for the Evanston community from Simon Fraser School.</p> <p>William D. Pratt School has a utilization of 112% for the 2024-2025 school year and is anticipated to be 112% for the 2025-2026 school year.</p>

Project 24-P04 Ongoing Area 1	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	F. E. Osborne School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>The school is accommodating the new and developing community of Sage Hill. In addition, enrolment from the French Immersion program at the school is anticipated to increase in the coming years.</p> <p>F. E. Osborne School has a utilization of 102% for the 2024-2025 school year and is anticipated to be 102% for the 2025-2026 school year.</p>

Project 23-P9 Ongoing Area 2	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	James Fowler High School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>The school is accommodating the new and developing communities of Carrington (NW), Livingston (NW) and Redstone (NE), Skyview Ranch (NE) and Cornerstone (NE) and is also the overflow receiver from Nelson Mandela High School.</p> <p>James Fowler High School has a utilization of 96% for the 2024-2025 school year and is anticipated to be 104% for the 2025-2026 school year.</p>

Project 24-P15 Ongoing Area 2	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	Georges P. Vanier School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Georges P. Vanier School has a utilization of 97% for the 2024-2025 school year and is anticipated to be 106% for the 2025-2026 school year.</p>

Project 24-P49 Ongoing Area 2	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	Cambrian Heights School, Kenneth D. Taylor School, New Middle School in Evanston, William D. Pratt School, Simon Fraser School
	Category	Affected by new school under construction
	Issue	Enrolment between schools and programs is unbalanced.
	Summary	<p>The opening of a new middle school in the community of Evanston will have an impact on enrolment at other schools where Evanston students currently are designated.</p> <p>Balancing enrolment between schools helps CBE manage class sizes and programming amongst schools. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies.</p> <p>There is an opportunity to use available space in schools for system programs or to help alleviate other accommodation pressures at other schools.</p> <p>Kenneth D. Taylor School will also be receiving two modular classrooms for the 2025-26 school year, which is not currently reflected in their provincial capacity and utilization rates.</p>

Project 19-P28 Ongoing Area 2	Program	Regular
	Communities Impacted	Panorama Hills
	Schools Involved	Captain Nichola Goddard School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Captain Nichola Goddard School has a utilization of 114% for the 2024-2025 school year and is anticipated to be 118% for the 2025-2026 school year.</p>

Project 22-P3 Ongoing Area 2	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	Colonel Irvine School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>The school is accommodating the new and developing community of Livingston and is dual-track Chinese (Mandarin) Bilingual.</p> <p>Colonel Irvine School will also be receiving four modular classrooms for the 2025-26 school year, which is not currently reflected in their provincial capacity and utilization rates.</p> <p>Colonel Irvine School has a utilization of 109% for the 2024-2025 school year and is anticipated to be 109% for the 2025-2026 school year.</p>

Project 25-P13 New Area 2	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	Thornccliffe School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>The school accommodates students from its surrounding community, as well as kindergarten students for the TLC program who continue Grade 1 at Colonel Sanders School.</p> <p>Thornccliffe School has a utilization of 103% for the 2024-2025 school year and is anticipated to be 109% for the 2025-2026 school year.</p>

Project 25-P14 New Area 2	Program	Alternative
	Communities Impacted	Multiple
	Schools Involved	Branton School, F. E. Osborne School, Georges P. Vanier School, Valley Creek School
	Category	Balance Enrolment
	Issue	Enrolment between schools and programs is unbalanced.
	Summary	<p>Balancing enrolment between schools helps CBE manage class sizes and programming amongst schools. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies.</p> <p>The French Immersion program in north Calgary was expanded in 2019, which will lead to greater cohort sizes entering middle schools for 2025. There are capacity challenges at some French Immersion middle schools, and there may be opportunities to make changes due to impacts of other projects in the system.</p>

Project 23-P16 Ongoing Area 3	Program	Regular
	Communities Impacted	Country Hills Village, Coventry Hills, Harvest Hills, Carrington
	Schools Involved	Northern Lights School, Nose Creek School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Nose Creek School and Northern Lights School accommodate students from the new and developing community of Carrington and enrolment is projected to increase as the community continues to build-out.</p> <p>Nose Creek School has a utilization of 111% for the 2024-2025 school year and is anticipated to be 128% for the 2025-2026 school year.</p> <p>Northern Lights School has a utilization of 108% for the 2024-2025 school year and is anticipated to be 111% for the 2025-2026 school year.</p>

Project 24-P19 Ongoing Area 3	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	Hidden Valley School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>The school is accommodating the new and developing communities of Ambleridge and Moraine and is dual-track Regular Program and Early French Immersion Program.</p> <p>Hidden Valley School has a utilization of 104% for the 2024-2025 school year and is anticipated to be 105% for the 2025-2026 school year.</p>

Project 24-P22 Ongoing Area 3	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	Valley Creek School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>The school is accommodating the new and developing communities of Ambleridge and Moraine and is dual-track Regular Program and Early French Immersion Program.</p> <p>Valley Creek School has a utilization of 98% for the 2024-2025 school year and is anticipated to be 108% for the 2025-2026 school year.</p>

Project 24-P13 Ongoing Area 4	Program	Regular
	Communities Impacted	Huntington Hills, Thorncliffe, Cornerstone
	Schools Involved	Grant MacEwan School, Catherine Nichols Gunn School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Designation of the Cornerstone community overflow for kindergarten to Grade 6 Regular Program students from Grant MacEwan School to Catherine Nichols Gunn School was implemented for the 2023-2024 school year.</p> <p>Enrolment from the Cornerstone community attending Catherine Nichols Gunn School is anticipated to exceed the available space at the school as the community continues to build-out.</p> <p>Grant MacEwan School will also be receiving six modular classrooms for the 2025-26 school year, which is not currently reflected in their provincial capacity and utilization rates.</p> <p>Grant MacEwan School has a utilization of 110% for the 2024-2025 school year and is anticipated to be 126% for the 2025-2026 school year.</p> <p>Catherine Nichols Gunn School has a utilization of 97% for the 2024-2025 school year and is anticipated to be 107% for the 2025-2026 school year.</p>
Project 24-P27 Ongoing Area 4	Program	Regular
	Communities Impacted	Temple, Homestead, Taradale
	Schools Involved	Guy Weadick School, Taradale School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Guy Weadick School is the designated overflow bus receiver for Taradale School kindergarten to Grade 4 regular program students since 2013. Due to continued and unanticipated growth, enrolment from the Taradale community attending Guy Weadick School is projected to exceed the available space at the school.</p>

Project 23-P26 Ongoing Area 5	Program	Regular
	Communities Impacted	Mahogany
	Schools Involved	Bayside School, Mahogany School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>In January 2023, an overflow was implemented to Bayside School in Auburn Bay for Mahogany School.</p> <p>Mahogany School will also be receiving four modular classrooms for the 2025-26 school year, which is not currently reflected in their provincial capacity and utilization rates.</p> <p>Further accommodation planning may be needed for Mahogany School for the 2025-26 school year and beyond.</p> <p>Mahogany School has a utilization of 130% for the 2024-2025 school year and is anticipated to be 144% for the 2025-2026 school year. The new modulars will reduce this utilization rate by providing approximately an additional 100 spaces for students.</p> <p>Bayside School has a utilization of 107% for the 2024-2025 school year and is anticipated to be 104% for the 2025-2026 school year.</p>

Project 23-P43 Ongoing Area 5	Program	Regular
	Communities Impacted	Chaparral
	Schools Involved	Chaparral School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Enrolment from the Chaparral community is anticipated to exceed the available space at Chaparral School.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Chaparral School has a utilization of 106% for the 2024-2025 school year and is anticipated to be 110% for the 2025-2026 school year.</p>

Project 24-P37 Ongoing Area 5	Program	Regular
	Communities Impacted	Cranston, Seton
	Schools Involved	Dr. George Stanley School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Increasing enrolment in the SE of Calgary is putting increasing pressures on all schools in the area. Certain communities are developing faster than anticipated leading to enrolment pressures.</p> <p>Dr. George Stanley is currently an overflow for Dr. Martha Cohen, a bus receiver for Seton, and had a recent grade configuration change in conjunction with Cranston School.</p> <p>Dr. George Stanley School has a utilization of 101% for the 2024-2025 school year and is anticipated to be 109% for the 2025-2026 school year.</p>

Project 24-P38 Ongoing Area 5	Program	Regular
	Communities Impacted	McKenzie Lake, Rangeview, Ricardo Ranch
	Schools Involved	McKenzie Lake School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>McKenzie Lake School is in a developed community near many new and developing communities. It accommodates students from schools in overflow as well as students from the new and developing communities of Ricardo Ranch and Rangeview.</p> <p>Enrolment is anticipated to exceed the available space at McKenzie Lake School. High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>McKenzie Lake School has a utilization of 95% for the 2024-2025 school year and is anticipated to be 101% for the 2025-2026 school year.</p>

Project 23-P28 Ongoing Area 5	Program	Regular
	Communities Impacted	Parkland, Legacy
	Schools Involved	Prince of Wales School, Wilma Hansen School
	Category	Balance Enrolment
	Issue	Enrolment between schools and programs is unbalanced.
	Summary	<p>Prince of Wales School and Wilma Hansen School are in a developed community and accommodate students from the new and developing communities of Legacy. Legacy is designated for Kindergarten to Grade 4 and Prince of Wales and Grade 5-9 at Wilma Hansen School. The home area of Parkland is designated Kindergarten to Grade 6 at Prince of Wales and Grade 7-9 at Wilma Hansen.</p> <p>Enrolment at Prince of Wales is increasing and there are programming challenges for the small cohort of Grade 5 and 6 students at Prince of Wales who live in Parkland.</p> <p>Prince Of Wales School has a utilization of 84% for the 2024-2025 school year and is anticipated to be 98% for the 2025-2026 school year.</p> <p>Wilma Hansen School has a utilization of 74% for the 2024-2025 school year and is anticipated to be 76% for the 2025-2026 school year.</p>

Project 22-P24 Ongoing Area 6	Program	Alternative
	Communities Impacted	Multiple
	Schools Involved	Sam Livingston School
	Category	Balance Enrolment
	Issue	Enrolment between schools and programs is unbalanced.
	Summary	<p>Sam Livingston School accommodates French Immersion students in Kindergarten to Grade 4 from communities in SE Calgary. The school has excess capacity and may be able to help balance enrolment with David Thompson and Sundance Schools (Project P23-30).</p> <p>Balancing enrolment between schools helps CBE manage class sizes and programming amongst schools. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies.</p> <p>Sam Livingston School has a utilization of 64% for the 2024-2025 school year and is anticipated to be 62% for the 2025-2026 school year.</p>

Project 23-P30 Ongoing Area 6	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	David Thompson School, Sundance School
	Category	Balance Enrolment
	Issue	Enrolment between schools and programs is unbalanced.
	Summary	<p>David Thompson School is reaching capacity and there may be an opportunity to balance enrolment between David Thompson School and elementary schools that feed into David Thompson School.</p> <p>There may be an opportunity to use excess capacity at Sam Livingston school to balance capacity. (Project 22-P24)</p> <p>Balancing enrolment between schools helps CBE manage class sizes and programming amongst schools. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies.</p> <p>David Thompson School has a utilization of 93% for the 2024-2025 school year and is anticipated to be 103% for the 2025-2026 school year.</p> <p>Sundance School has a utilization of 107% for the 2024-2025 school year and is anticipated to be 106% for the 2025-2026 school year.</p>

Project 25-P10 New Area 6	Program	Regular
	Communities Impacted	Ogden, Riverbend
	Schools Involved	Banting and Best School, Riverbend School, Sherwood School
	Category	Balance Enrolment
	Issue	Enrolment between schools and programs is unbalanced.
	Summary	<p>There is an opportunity to explore balancing enrolment between the three schools, or other solutions such as the consideration of additional programming. With a variety of alternative programs in the area, students make choices other than the regular program leading to Sherwood School being underutilized.</p> <p>Balancing enrolment between schools helps CBE manage class sizes and programming amongst schools. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies.</p>

Project 20-P66 Ongoing Area 7	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	Rideau Park School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>The downtown core has experienced significant growth over the past three years, leading to an overflow designation for Rideau Park School starting in June 2023. Currently, Rideau Park School is being overflowed to Chinook Park School for K-6 and Woodman School for GR 7-9.</p> <p>In February 2025, it was announced that the community of Inglewood would be redesignated from Rideau Park School to Elboya School as part of a larger balancing enrolment project. This will help reduce enrolment pressures at Rideau Park School, but due to continued growth in the home area, it does not eliminate the need for an overflow.</p> <p>To remove the overflow status, further accommodation and programming changes may need to be considered.</p> <p>Rideau Park School has a utilization of 99% for the 2024-2025 school year and is anticipated to be 98% for the 2025-2026 school year.</p>

Project 23-P32 Ongoing Area 7	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	A. E. Cross School, Mount Royal School, Queen Elizabeth High School, Vincent Massey School
	Category	Balance Enrolment
	Issue	Enrolment between schools and programs is unbalanced.
	Summary	<p>The downtown core has experienced significant growth over the past three years, leading to an overflow solution for Mount Royal School starting in November 2022.</p> <p>Currently, Mount Royal School is being overflowed to three separate Junior / Senior high schools – Vincent Massey School, A.E. Cross School, and Queen Elizabeth High School.</p> <p>This school will remain as a Short-Term project until a longer-term solution can be determined.</p>

Project 23-P36 Ongoing Area 7	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	Richmond School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Richmond School's home area continues to see growth. It was identified as a Long-Term Project in the 2023 SSAP and will move to Short-Term this year as growth is expected to continue.</p> <p>Richmond School has a utilization of 133% for the 2024-2025 school year based on a Provincial Capacity of 278. Due to leased space being claimed back, the Provincial Capacity has increased to 342, but the school is still anticipated to be 123% utilized for the 2025-2026 school year.</p> <p>Accommodation and programming changes may need to be considered.</p>
Project 23-P39 Ongoing Area 7	Program	Regular
	Communities Impacted	Hillhurst, West Hillhurst, Hounsfield Heights, Briar Hill
	Schools Involved	Queen Elizabeth School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Queen Elizabeth School is seeing growth in its home area, specifically West Hillhurst, and is reaching capacity. It was identified as a Long-Term Project in the 2023 year's SSAP and will move to Short-Term this year as growth is expected to continue.</p> <p>Queen Elizabeth School has a utilization of 110% for the 2024-2025 school year and is anticipated to be 117% for the 2025-2026 school year.</p> <p>Accommodation and programming changes may need to be considered.</p>

Project 23-P40 Ongoing Area 7	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	Ernest Manning High School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Ernest Manning High School is seeing growth in its home area and is reaching capacity. It was identified as a Long-Term Project in last year's SSAP and will move to Short-Term this year as growth is expected to continue.</p> <p>Ernest Manning High School has a utilization of 116% for the 2024-2025 school year and is anticipated to be 121% for the 2025-2026 school year.</p> <p>Accommodation and programming changes may need to be considered.</p>

Long Term Student Accommodation Challenges

Category		Over Capacity and/or Nearing Capacity	
Issue		The utilization rate is at or anticipated to be above 95% within the next three years.	
Summary		<p>For Schools in Long Term Project Type, CBE will Monitor Enrolment.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p>	
Area	Project Name	Schools Involved	Summary
Area 1	Project 23-P4	Belvedere Parkway School	Belvedere Parkway School has a utilization of 96% for the 2024-2025 school year and is anticipated to be 97% for the 2025-2026 school year.
Area 1	Project 23-P5	Citadel Park School	Citadel Park School has a utilization of 105% for the 2024-2025 school year and is anticipated to be 105% for the 2025-2026 school year.
Area 1	Project 23-P6	Robert Thirsk High School	Robert Thirsk High School has a utilization of 113% for the 2024-2025 school year and is anticipated to be 113% for the 2025-2026 school year.
Area 1	Project 24-P05	H. D. Cartwright School	H. D. Cartwright School has a utilization of 91% for the 2024-2025 school year and is anticipated to be 94% for the 2025-2026 school year. H. D. Cartwright School is anticipated to be above 95% utilization by 2028.
Area 1	Project 24-P06	Scenic Acres School	Scenic Acres School has a utilization of 105% for the 2024-2025 school year and is anticipated to be 103% for the 2025-2026 school year.
Area 1	Project 24-P09	West Dalhousie School	West Dalhousie School has a utilization of 104% for the 2024-2025 school year and is anticipated to be 103% for the 2025-2026 school year.
Area 1	Project 25-P12	The Hamptons School	The Hamptons School has a utilization of 75% for the 2024-2025 school year and is anticipated to be 91% for the 2025-2026 school year. The Hamptons School is anticipated to be above 95% utilization by 2028.
Area 2	Project 23-P11	John G. Diefenbaker High School	John G. Diefenbaker High School has a utilization of 101% for the 2024- 2025 school year and is anticipated to be 108% for the 2025-2026 school year.
Area 2	Project 24-P11	Buchanan School	Buchanan School has a utilization of 97% for the 2024-2025 school year and is anticipated to be 101% for the 2025-2026 school year.
Area 2	Project 24-P16	North Haven School	North Haven School has a utilization of 76% for the 2024-2025 school year and is anticipated to be 85% for the 2025-2026 school year. North Haven School is anticipated to be above 95% utilization by 2028.
Area 3	Project 23-P13	Stanley Jones School	Stanley Jones School has a utilization of 93% for the 2024-2025 school year and is anticipated to be 96% for the 2025-2026 school year. Stanley Jones is a dual-track school offering both the Alice Jamieson Girls' Academy and a Regular Program. Enrolment in the regular program has been increasing.
Area 3	Project 23-P17	Rosedale School	Rosedale School has a utilization of 105% for the 2024-2025 school year and is anticipated to be 106% for the 2025-2026 school year.
Area 3	Project 24-P20	Mount View School	Mount View School has a utilization of 93% for the 2024-2025 school year and is anticipated to be 93% for the 2025-2026 school year.

Area 3	Project 24-P21	Rosemont School	Rosemont School has a utilization of 103% for the 2024-2025 school year and is anticipated to be 100% for the 2025-2026 school year.
Area 3	Project 25-P6	Radisson Park School	Radisson Park School has a utilization of 105% for the 2024-2025 school year and is anticipated to be 111% for the 2025-2026 school year.
Area 4	Project 23-P21	Clarence Sansom School	<p>Clarence Sansom School has a utilization of 106% for the 2024-2025 school year and is anticipated to be 106% for the 2025-2026 school year.</p> <p>Clarence Sansom School is the designated overflow bus receiver for Peter Loughheed School and Crossing Park School Grade 7-9 students. Enrolment is projected to increase as the Savanna development in the Saddle Ridge community continues to build-out.</p>
Area 4	Project 18-P15	Manmeet Singh Bhullar School	Manmeet Singh Bhullar School has a utilization of 99% for the 2024-2025 school year and is anticipated to be 98% for the 2025-2026 school year.
Area 4	Project 22-P19	Bob Edwards School	<p>Bob Edwards School has a utilization of 97% for the 2024-2025 school year and is anticipated to be 106% for the 2025-2026 school year.</p> <p>Bob Edwards School accommodates students from the new and developing community of Cityscape and enrolment is projected to increase as the community continues to build-out. The school is dual-track Regular and French Immersion Program.</p>
Area 4	Project 24-P31	O. S. Geiger School	O. S. Geiger School has a utilization of 110% for the 2024-2025 school year and is anticipated to be 117% for the 2025-2026 school year.
Area 4	Project 24-P23	Annie Foote School	<p>Annie Foote School has a utilization of 97% for the 2024-2025 school year and is anticipated to be 103% for the 2025-2026 school year.</p> <p>Annie Foote School is the first designated overflow bus receiver for Prairie Sky School for students in Kindergarten to Grade 6.</p> <p>Seven (7) modular classrooms are expected to be in place by Spring 2025 at Prairie Sky School. A number of overflowed students from the Skyview Ranch community are expected to be called back for September 2025.</p>
Area 4	Project 24-P30	Monterey Park School	<p>Monterey Park School has a utilization of 91% for the 2024-2025 school year and is anticipated to be 89% for the 2025-2026 school year.</p> <p>Monterey Park School is the second designated overflow bus receiver for Prairie Sky School K-Grade 6 students.</p> <p>Seven (7) modular classrooms are expected to be in place by Spring 2025 at Prairie Sky School. A number of overflowed students from the Skyview Ranch community are expected to be called back for September 2025.</p>

Area 4	Project 24-P25	Douglas Harkness School	Douglas Harkness School has a utilization of 100% for the 2024-2025 school year and is anticipated to be 101% for the 2025-2026 school year.
Area 4	Project 24-P26	Falconridge School	Falconridge School has a utilization of 98% for the 2024-2025 school year and is anticipated to be 104% for the 2025-2026 school year.
Area 4	Project 24-P33	Rundle School	Rundle School has a utilization of 95% for the 2024-2025 school year and is anticipated to be 99% for the 2025-2026 school year.
Area 4	Project 24-P28	Lester B. Pearson High School	Lester B. Pearson High School has a utilization of 112% for the 2024-2025 school year and is anticipated to be 114% for the 2025-2026 school year.
Area 4	Project 25-P15	Pineridge School	<p>Pineridge School has a utilization of 105% for the 2024-2025 school year and is anticipated to be 102% for the 2025-2026 school year.</p> <p>Pineridge School is the designated overflow bus receiver for Saddle Ridge School K-Grade 4 students and Peter Lougheed School Grade 5-6 students. Enrolment is projected to increase as the Savanna development in the Saddle Ridge community continues to build-out.</p>
Area 5	Project 23-P27	Centennial High School	Centennial High School has a utilization of 124% for the 2024-2025 school year and is anticipated to be 126% for the 2025-2026 school year.
Area 5	Project 24-P35	Bridlewood School	Bridlewood School has a utilization of 87% for the 2024-2025 school year and is anticipated to be 95% for the 2025-2026 school year.
Area 5	Project 24-P39	Sibylla Kiddle School	Sibylla Kiddle School has a utilization of 105% for the 2024-2025 school year and is anticipated to be 111% for the 2025-2026 school year.
Area 6	Project 23-P31	Dr. E. P. Scarlett High School	Dr. E. P. Scarlett High School has a utilization of 121% for the 2024-2025 school year and is anticipated to be 124% for the 2025-2026 school year.
Area 6	Project 25-P8	Evergreen School	Evergreen School has a utilization of 99% for the 2024-2025 school year and is anticipated to be 105% for the 2025-2026 school year.
Area 6	Project 25-P9	Marshall Springs School	Marshall Springs School has a utilization of 86% for the 2024-2025 school year and is anticipated to be 87% for the 2025-2026 school year.
Area 7	Project 23-P35	Dr. Roberta Bondar School	<p>Dr. Roberta Bondar School has a utilization of 107% for the 2024-2025 school year and is anticipated to be 106% for the 2025-2026 school year.</p> <p>Utilization is expected to continue to trend downwards in the coming years.</p>
Area 7	Project 24-P47	Western Canada High School	<p>Western Canada High School has a utilization of 110% for the 2024-2025 school year and is anticipated to be 110% for the 2025-2026 school year.</p> <p>A cap has been placed on the IB Program at this school in order to keep utilization at a reasonable rate. Enrolment will continue to be monitored to determine if further changes are required.</p>

Area 7	Project 24-P44	Alexander Ferguson School	Alexander Ferguson School has a utilization of 93% for the 2024-2025 school year and is anticipated to be 92% for the 2025-2026 school year.
Area 7	Project 24-P45	Sunalta School	Sunalta School has a utilization of 90% for the 2024-2025 school year and is anticipated to be 96% for the 2025-2026 school year.
Area 7	Project 24-P46	West Ridge School	West Ridge School has a utilization of 97% for the 2024-2025 school year and is anticipated to be 95% for the 2025-2026 school year.
Area 7	Project 25-P3	Windsor Park School	Windsor Park School will open as a K-3 for the 2025-26 school year with an anticipated utilization of 85%. In 2025-26, the school will expand to a K-4, which will increase the anticipated utilization to 114%.

Category		Low Enrolment and Excess Capacity	
Issue		The utilization rate is at or anticipated to be below 70% within the next three years.	
Summary		<p>The CBE will monitor enrolment.</p> <p>Low enrolment impacts the richness and variety of program offerings. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies.</p>	
Area	Project Name	Schools Involved	Summary
Area 3	Project 22-P4	James Short Memorial School	<p>James Short Memorial School has a utilization of 49% for the 2024-2025 school year and is anticipated to be 50% for the 2025-2026 school year.</p> <p>There is an opportunity to use space in the school for system programs, to help alleviate other accommodation pressures, or to consider consolidation with schools in proximity.</p>
Area 3	Project 25-P5	G. W. Skene School	<p>G. W. Skene School has a utilization of 64% for the 2024-2025 school year and is anticipated to be 68% for the 2025-2026 school year.</p> <p>There is an opportunity to use space in the school for system programs, to help alleviate other accommodation pressures, or to consider consolidation with schools in proximity.</p>
Area 5	Project 20-P47	Haultain Memorial School	Haultain Memorial School has a utilization of 65% for the 2024-2025 school year and is anticipated to be 65% for the 2025-2026 school year.
Area 6	Project 25-P4	Woodlands School	Woodlands School has a utilization of 64% for the 2024-2025 school year and is anticipated to be 65% for the 2025-2026 school year.
Area 7	Project 18-P35b	Colonel Walker School	The Colonel Walker School facility accommodates both the Piitoayis Family School and Colonel Walker School (Regular Program). Together, the school has a utilization of 64% for the 2024-2025 school year and is anticipated to be 68% for the 2025-2026 school year.
Area Central B	Project 18-P35	Piitoayis Family School	<p>The Colonel Walker School facility accommodates both the Piitoayis Family School and Colonel Walker School (Regular Program).</p> <p>There is an opportunity to use space in the school for system programs, to help alleviate other accommodation pressures, or to consider consolidation with schools in proximity in the future.</p>

Category		Balance Enrolment	
Issue		Enrolment between schools and programs is unbalanced.	
Summary		<p>Monitor Enrolment.</p> <p>Balancing enrolment between schools helps CBE manage class sizes and programming amongst schools. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies.</p>	
Area	Project Name	Schools Involved	Summary
Area 2	Project 24-P17	William Aberhart High School	William Aberhart High School has a utilization of 86% for the 2024-2025 school year and is anticipated to be 83% for the 2025-2026 school year.
Area 6	Project 20-P55	Braeside School	Braeside School has a utilization of 42% for the 2024-2025 school year and is anticipated to be 40% for the 2025-2026 school year.
Area 7	Project 23-P33	Connaught School, Earl Grey School, Ramsay School, Wildwood School	<p>Connaught School has a utilization of 115% for the 2024-2025 school year and is anticipated to be 137% for the 2025-2026 school year.</p> <p>Ramsay School has a utilization of 89% for the 2024-2025 school year and is anticipated to be 95% for the 2025-2026 school year.</p> <p>Earl Grey School has a utilization of 94% for the 2024-2025 school year and is anticipated to be 95% for the 2025-2026 school year.</p> <p>Wildwood School has a utilization of 99% for the 2024-2025 school year and is anticipated to be 100% for the 2025-2026 school year.</p> <p>Connaught School will also be receiving six modular classrooms for the 2025-26 school year, which is not currently reflected in their provincial capacity and utilization rates.</p>

Plan in Place

	Program	Regular
	Category	Long Term Student Accommodation Challenges
	Issue	This school may be limiting enrolment or may have been involved in recent accommodation planning.
	Summary	<p>Cambrian Heights School - Carrington community was re-designated for 2023; The community of Livingston overflowed to North Haven School. Project 22-P2.</p> <p>Cranston School - Overflow in place to McKenzie Lake School.</p> <p>Crossing Park School - Grade 7-9 students living in the Martindale community who cannot be accommodated at Crossing Park School are now designated to Clarence Samson. Project 18-P15</p> <p>Dr. Gordon Higgins School - Students from the Redstone community have an overflow designation to Bob Edwards School. Project 23-P44.</p> <p>Dr. Martha Cohen School – Change in grade configuration at the school and an overflow to Mountain Park / Dr. George Stanley Schools.</p> <p>Griffith Woods School – Overflow in place to Battalion Park and Bishop Pinkham Schools.</p> <p>Hugh A Bennett -Overflow in place to Pineridge School. Project 23-P20</p> <p>Joane Cardinal-Schubert High School - Overflow in place to Centennial High School.</p> <p>Keeler School – Overflow in place for students from Redstone to West Dover school - Project 23-P20</p> <p>Kenneth D. Taylor School – Overflow in place to Cambrian Heights School.</p> <p>Lakeshore School - Overflow in place to Nickle School. Project 23-P25</p> <p>Mahogany School - Overflow in place to Bayside School. Project 23-P26</p> <p>Nelson Mandela School - Overflow in place to James Fowler High School Project 22-P6</p> <p>New Brighton School - Overflow in place to McKenzie Lake School.</p> <p>Northern Lights School - The community of Carrington has an overflow designation to North Haven School. Project 23-P14</p> <p>North Trail High School - Project 23-P18</p> <p>Peter Lougheed School – Overflow in place to Pineridge School and Clarence Sansom School.</p> <p>Prairie Sky School - Overflow in place to Annie Foote School, Monterey Park School and Ernest Morrow School.</p> <p>Saddle Ridge School - Overflow in place to Pineridge School. Project 22-P20</p> <p>Simon Fraser School - The community of Evanston has an overflow designation of William D. Pratt School.</p> <p>Ted Harrison School - Overflow in place to Sherwood School. Project 23-P22</p> <p>Terry Fox School - The community of Cornerstone has an overflow designation to Ian Bazalgette School. Project 23-P23</p> <p>Tom Baines School - Overflow in place to Arbour Lake School. Project 20-P24</p> <p>West Springs School – Overflow in place to Olympic Heights School.</p>

**Plan in Place
Regular**

Ongoing

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

Completed Projects

Project 20-P3 Ongoing Area 5	Program	Regular
	Communities Impacted	All Communities
	Schools Involved	Home Education
	Category	Fiscal Responsibility/Facility Optimization
	Issue	Need to optimize the use of existing facilities.
	Summary	<p>February 11, 2025, the Board of Trustees approved the closure of the Home Education Program at Windsor Park School for the purpose of relocation to Bel-Aire School, effective June 30, 2025. Windsor Park School will open for regular program elementary school in September 2025.</p> <p>Approximately 375 students, each attending in person learning two days per week, are being relocated from Windsor Park to Bel-Aire School for the Home Education program.</p> <p>There are no transportation impacts, as there is no yellow bus service for this program.</p>

Plan In Place - Regular Complete Area 1	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	Sir Winston Churchill High School
	Category	Plan in Place
	Issue	This school may be limiting enrolment or may have been involved in recent accommodation planning.
	Summary	<p>The community of Nolan Hill was re-designated from Sir Winston Churchill High School to Robert Thirsk High School in 2023 and existing Nolan Hill students were allowed to stay until graduation. Those existing cohorts of Nolan Hill students will be fully phased out of Sir Winston Churchill High School for the 2025 school year, and 6 modular classrooms will be added to address enrolment pressures. As a result of these changes, the overflow from Sir Winston Churchill High School to William Aberhart High School has been rescinded.</p> <p>Note: Schools were previously part of Plan In Place Regular which remains Active on the SSAP.</p> <p>There are no transportation impacts.</p>

Project 24-P02 Complete Area 1	Program	Regular
	Communities Impacted	Brentwood, Hamptons
	Schools Involved	Captain John Palliser School, The Hamptons School
	Category	Balance Enrolment
	Issue	Enrolment between schools and programs is unbalanced.
	Summary	<p>The Hamptons School will expand from a Kindergarten to Grade 4 configuration to a Kindergarten to Grade 6 configuration over two school years. This will allow Grade 5 and 6 students from the Hamptons community to attend school closer to home and relieve enrolment pressures from Captain John Palliser School.</p> <p>It is anticipated that approximately 40 students per grade (80 over two grades) will stay at The Hamptons School for Grades 5 and 6 instead of attending Captain John Palliser School.</p> <p>An equivalent of one less bus will be required as students remain at The Hamptons School.</p>

Project 24-P10 Complete Area 2	Program	Alternative
	Communities Impacted	Multiple
	Schools Involved	Banff Trail School, Varsity Acres School
	Category	Balance Enrolment
	Issue	Enrolment between schools and programs is unbalanced.
	Summary	<p>The communities of Glacier Ridge, Symons Valley Ranch, Nolan Hill, University of Calgary, and University District are re-designated from Varsity Acres School to Banff Trail School to balance elementary school enrolment in the French Immersion program.</p> <p>Approximately 35 students attending Varsity Acres School would be designated to Banff Trail School. However, this change is also to address future enrolment pressures due to anticipated growth from new and developing communities.</p> <p>There are no transportation implications because students that would be transported to Varsity Acres School are now transported to Banff Trail School.</p>

Project 24-P14 Complete Area 2	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	Collingwood School, Dalhousie School, Senator Patrick Burns School, W. O. Mitchell School
	Category	Balance Enrolment
	Issue	Enrolment between schools and programs is unbalanced.
	Summary	<p>The three Spanish Bilingual elementary schools in the north (Collingwood, Dalhousie, and W. O. Mitchell) will change from a Kindergarten to Grade 5 configuration to a Kindergarten to Grade 6 configuration. This will better utilize space available at the elementary school level, allow students to attend schools closer to home, and create space at Senator Patrick Burns School which accommodates both Regular Program and Spanish Bilingual. Additionally, the communities of University District and University Heights are re-designated from F. E. Osborne School to Senator Patrick Burns School. This will better align student cohorts with their peers entering the same high school designation.</p> <p>It is anticipated that approximately 190 students will stay for Grade 6 at their designated Spanish elementary school. It is anticipated that approximately 10 students from the University District and University of Calgary communities will be designated to Senator Patrick Burns School over time.</p> <p>An equivalent of one less bus will be required as students remain at feeder schools.</p>

Project 19-P28 Complete Area 2	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	Buffalo Rubbing Stone School, Panorama Hills School
	Category	Balance Enrolment
	Issue	Enrolment between schools and programs is unbalanced.
	Summary	<p>Previously a part of Project 19-P28, which remains on the SSAP, Both Buffalo Rubbing Stone School and Panorama Hills School are being removed from the plan.</p> <p>Buffalo Rubbing Stone School will be receiving two modular classrooms for the 2025- 2026 school year, which is not currently reflected in their capacity and utilization rates. While Panorama Hills School is anticipated to see a decline in enrolment over time as larger cohorts graduate and are replaced by lower enrolment intake.</p> <p>Buffalo Rubbing Stone School has a utilization of 96% for the 2024-2025 school year and is anticipated to be 93% for the 2025-2026 school year.</p> <p>Panorama Hills School has a utilization of 106% for the 2024-2025 school year and is anticipated to be 104% for the 2025-2026 school year.</p> <p>Note: Schools were previously part of Project 19-P28 which remains Active on the SSAP.</p>

Project 23-P12 Complete Area 3	Program	Regular
	Communities Impacted	Forest Heights, Redstone
	Schools Involved	Keeler School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Effective June 2024, new kindergarten to Grade 6 Redstone students who are unable to be accommodated at Keeler School are designated to West Dover School.</p> <p>Additional bussing will be required to transport students to West Dover School for the 2025-2026 school year.</p>

Project 23-P18 Complete Area 3	Program	Regular
	Communities Impacted	Country Hills, Country Hills Village, Coventry Hills, Harvest Hills, Hidden Valley, Panorama Hills
	Schools Involved	North Trail High School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Effective January 2025, new registrations for North Trail High School that cannot be accommodated for the 2025-2026 school year and beyond will be overflowed to Crescent Heights High School.</p> <p>Additionally, North Trail High School will be receiving six modular classrooms for the 2025-2026 school year, which is not currently reflected in their capacity and utilization rates.</p> <p>There is no transportation impact.</p>

Project 24-P18 Complete Area 3	Program	Regular
	Communities Impacted	Marlborough Park
	Schools Involved	Cappy Smart School, Roland Michener School
	Category	Balance Enrolment
	Issue	Enrolment between schools and programs is unbalanced.
	Summary	<p>Effective September 2025, there will be a new regular program designation boundary for students residing in the Marlborough Park community.</p> <p>There are no transportation implications because students can continue to walk to Cappy Smart School or Roland Michener School.</p>

Project 19-P6 Complete Area 4	Program	Regular
	Communities Impacted	All Communities
	Schools Involved	Jack James High School, Louise Dean School
	Category	Fiscal Responsibility/Facility Optimization
	Issue	Louise Dean Centre is currently located in Kensington School. The facility requires significant infrastructure investments and has one of the highest operating costs per student in the system.
	Summary	<p>At the November 29, 2022, regular meeting of the Board of Trustees of (CBE), the Board passed the following motion:</p> <p>"THAT the Board of Trustees approves the closure of the Louise Dean School effective June 28, 2024, for the purpose of relocation."</p> <p>Students attending Louise Dean School transitioned from the Kensington site to the new location at Jack James High School in mid-October 2024.</p> <p>Approximately 30 students moved to the new location at Jack James. There are no transportation impacts.</p>

Project 22-P20 Complete Area 4	Program	Regular
	Communities Impacted	Pineridge, Saddle Ridge
	Schools Involved	Pineridge School, Saddle Ridge School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Hugh A. Bennett School and Peter Lougheed School will be receiving four modular classrooms for the 2025-2026 school year. A number of overflowed students from the Saddle Ridge community are expected to be called back from Pineridge School for September 2025.</p> <p>There is no transportation impact.</p>

Project 23-P20 Complete Area 4	Program	Regular
	Communities Impacted	Saddle Ridge, Pineridge
	Schools Involved	Hugh A. Bennett School, Pineridge School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Hugh A. Bennett School will be receiving four modular classrooms for the 2025-2026 school year, which is not currently reflected in their provincial capacity and utilization rates. A number of overflowed students from the Saddle Ridge community are expected to be called back for September 2025.</p> <p>There is no transportation impact.</p>
Project 24-P32 Complete Area 4	Program	Regular
	Communities Impacted	Skyview Ranch
	Schools Involved	Prairie Sky School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Prairie Sky School will be receiving seven modular classrooms for the 2025-2026 school year, which is not currently reflected in their provincial capacity and utilization rates. A number of overflowed students from the Skyview Ranch community are expected to be called back for September 2025.</p> <p>However, the current overflow in place to Annie Foote School, Monterey Park School and Ernest Morrow School will remain.</p> <p>There is no transportation impact.</p>

Project 23-P45 Complete Area 5	Program	Regular
	Communities Impacted	New Brighton, Copperfield
	Schools Involved	Lord Beaverbrook High School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>The community of New Brighton is re-designated to Lord Beaverbrook for the 2024-2025 school year. Additionally, the community of Copperfield is re-designated to Lord Beaverbrook for the 2025-2026 school year.</p> <p>Chinook Learning Services currently offers High School Upgrading courses in classrooms at Lord Beaverbrook, Forest Lawn, and James Fowler High Schools. In early 2026, this programming will be consolidated into one location at Spruce Cliff School in the city's southwest, near Westbrook Mall and the Westbrook LRT station.</p> <p>This will free up classroom spaces for incoming students from New Brighton and Copperfield.</p> <p>Lord Beaverbrook High School has a utilization of 102% for the 2024-2025 school year and is anticipated to be 109% for the 2025-2026 school year.</p>
Project 21-P61 Complete Area 6	Program	Regular
	Communities Impacted	Canyon Meadows, Southwood
	Schools Involved	Ethel M. Johnson School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% within the next three years.
	Summary	<p>With the re-designation of the Belmont community from Ron Southern School to Ethel M. Johnson School the utilization rate is no longer anticipated to remain below 70%.</p> <p>Approximately 50 additional students are expected to attend Ethel M. Johnson School for the 2025-2026 school year.</p> <p>One bus is anticipated to transport students to Ethel M. Johnson School for the 2025-2026 school year. In addition to one bus transporting students to Ron Southern School for one year.</p>

Project 23-P29 Complete Area 6	Program	Regular
	Communities Impacted	Silverado, Belmont, Yorkville
	Schools Involved	Ron Southern School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>As a result of increasing enrolment pressures at Ron Southern School the community of Belmont was re-designated to Ethel M. Johnson School. A notice was sent December 3, 2024 informing the school community of the change.</p> <p>Students who are currently attending Ron Southern are able to attend until the end of the school grade configuration. It is anticipated that most students currently attending Ron Southern School will remain.</p> <p>Transportation will continue until June 30, 2026.</p>

Project 18-P7 Complete Area 7	Program	Alternative
	Communities Impacted	All Communities
	Schools Involved	All Boys Program
	Category	Fiscal Responsibility/Facility Optimization
	Issue	The school utilization is at or anticipated to be below 70%. Enrolment in the program peaked at 177 students in 2016 but has been declining since.
	Summary	<p>On December 17, 2024, the Board of Trustees approved the closure of the All Boys Program effective June 26, 2025.</p> <p>Students who are currently attending the All Boys Program will now attend their designated schools.</p> <p>Transportation will continue until June 26, 2025. There is no transportation impact as the program will close at the end of the current school year.</p>

Project 23-P38 Complete Area 7	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	Elboya School
	Category	Balance Enrolment
	Issue	Enrolment between schools and programs is unbalanced.
	Summary	<p>On Feb. 11, 2025, the Board of Trustees approved the relocation of CBE Home Education from Windsor Park School to Bel-Aire School. As a result of the decision, Windsor Park School will reopen as a regular program Kindergarten to Grade 3 school and Elboya School will become a Grade 4 to 9 school for the 2025-26 year and in 2026-27 and beyond move to a K-4 and 5-9 school, respectively. As a result of these changes, Elboya School is anticipated to be 83% utilized for the 2025-26 school year.</p> <p>Approximately 176 students are expected to attend Windsor Park School for the 2025-26 school year, of which approximately 150 students in grades 1-3 will move from Elboya School to Windsor Park School.</p> <p>Transportation for students at Elboya School who have been re-designated will continue until June 26, 2026.</p>

Removed Projects

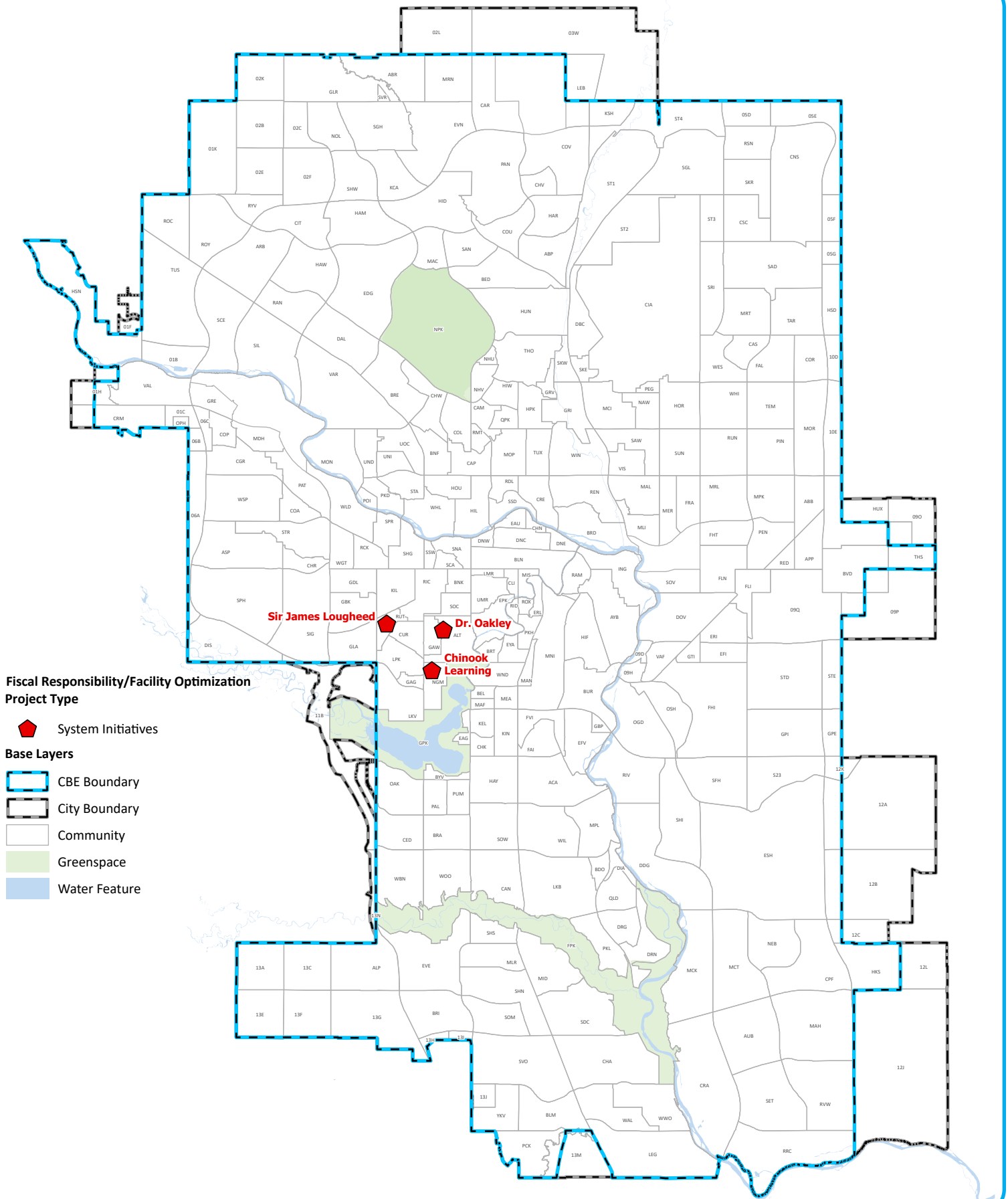
Issue		Schools are being removed from the SSAP with no action required.	
Summary		<p>These projects are being removed from the Three-Year System Student Accommodation Plan. The schools are no longer anticipated to be below 70% utilization or above 95% in the next three years.</p> <p>There is no transportation impact.</p>	
Area	Project Name	Schools Involved	Summary
Area 1	Project 20-P26	Terrace Road School	Terrace Road School has a utilization of 73% for the 2024-2025 school year and is anticipated to be 74% for the 2025-2026 school year.
Area 1	Project 23-P3	Arbour Lake School	Arbour Lake School has a utilization of 96% for the 2024-2025 school year and is anticipated to be 93% for the 2025-2026 school year.
Area 1	Project 24-P01	Bowcroft School	Bowcroft School has a utilization of 78% for the 2024-2025 school year and is anticipated to be 80% for the 2025-2026 school year.
Area 1	Project 24-P03	Edgemont School	Edgemont School has a utilization of 94% for the 2024-2025 school year and is anticipated to be 87% for the 2025-2026 school year.
Area 1	Project 24-P07	Silver Springs School	Silver Springs School has a utilization of 95% for the 2024-2025 school year and is anticipated to be 93% for the 2025-2026 school year.
Area 1	Project 24-P08	Tuscany School	Tuscany School has a utilization of 94% for the 2024-2025 school year and is anticipated to be 93% for the 2025-2026 school year.
Area 2	Project 24-P12	Capitol Hill School	Capitol Hill School has a utilization of 96% for the 2024-2025 school year and is anticipated to be 96% for the 2025-2026 school year.
Area 3	Project 23-P15	Coventry Hills School	Coventry Hills School has a utilization of 98% for the 2024-2025 school year and is anticipated to be 99% for the 2025-2026 school year.
Area 4	Project 24-P24	Colonel J. Fred Scott School	Colonel J. Fred Scott School has a utilization of 98% for the 2024-2025 school year and is anticipated to be 97% for the 2025-2026 school year.
Area 4	Project 24-P29	Mayland Heights School	<p>Mayland Heights School is dual-track Regular and French Immersion Program.</p> <p>Mayland Heights School has a utilization of 85% for the 2024-2025 school year and is anticipated to be 86% for the 2025-2026 school year.</p>

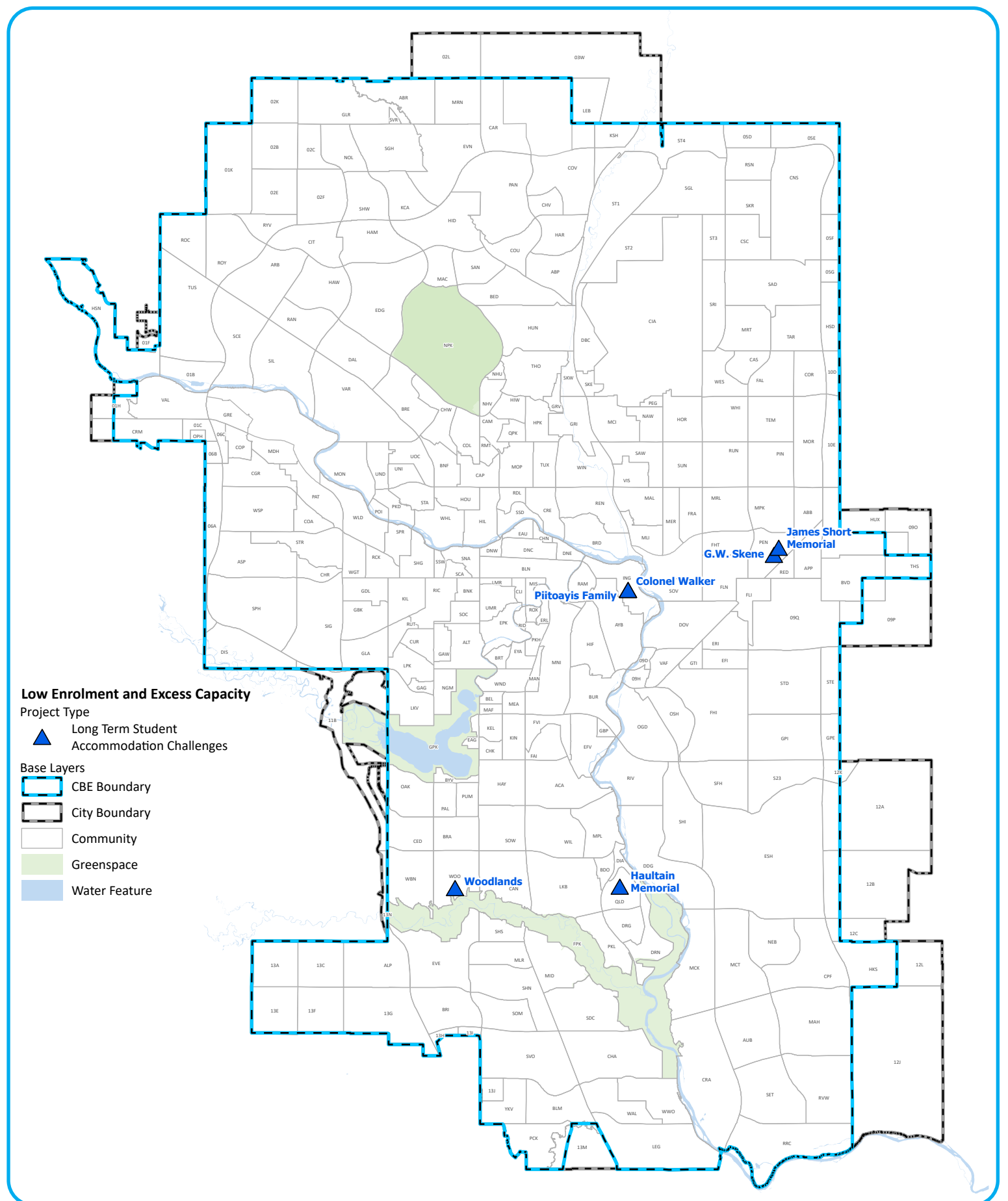
Area 5	Project 24-P36	Deer Run School	Deer Run School has a utilization of 87% for the 2024-2025 school year and is anticipated to be 83% for the 2025-2026 school year.
Area 6	Project 20-P59	Woodman School	Woodman School has a utilization of 69% for the 2024-2025 school year and is anticipated to be 69% for the 2025-2026 school year. Woodman School is anticipated to be above 70% utilization by 2028.
Area 6	Project 24-P41	Glenbrook School	Glenbrook School has a utilization of 86% for the 2024-2025 school year and is anticipated to be 86% for the 2025-2026 school year.
Area 6	Project 24-P42	Janet Johnstone School	Janet Johnstone School has a utilization of 95% for the 2024-2025 school year and is anticipated to be 94% for the 2025-2026 school year.
Area 6	Project 24-P43	Woodbine School	Woodbine School has a utilization of 91% for the 2024-2025 school year and is anticipated to be 92% for the 2025-2026 school year.
Area 6	Project 24-P40	Altadore School	Altadore School has a utilization of 92% for the 2024-2025 school year and is anticipated to be 95% for the 2025-2026 school year.
Area 7	Project 23-P37	Bishop Pinkham School	<p>Bishop Pinkham is an overflow receiver for Griffith Woods, which continues to see high growth. The near-future trend is that utilization at this school will continue to grow.</p> <p>Bishop Pinkham School has a utilization of 83% for the 2024-2025 school year and is anticipated to be 83% for the 2025-2026 school year.</p>

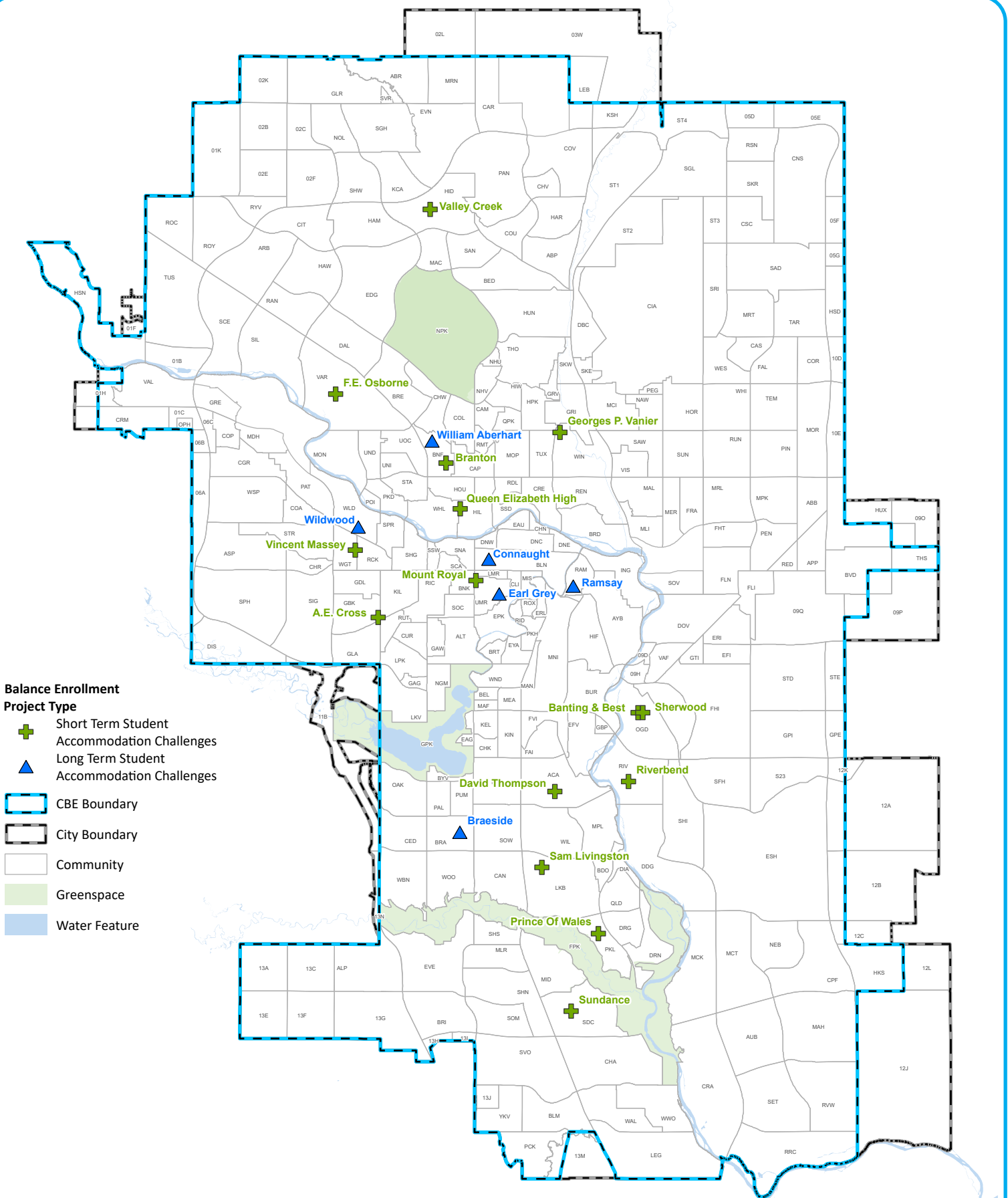
Specialized Class Moves

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

Area	Class	Summary
Multiple	Bridges	Move one class from Erin Woods School to Colonel Walker School
	CSSI	Move one class from William Aberhart to James Fowler
	LEAD	Move one class from James Fowler High School to Nelson Mandela High School
	LEAD	Move one class from Sir John Franklin School to Peter Lougheed School
	LEAD	Move one class from Sherwood School to Peter Lougheed School
	PLP	Move one class from William Aberhart High School to Jack James High School
	The Class	Move one class from Queen Elizabeth High School to Bob Edwards School
	RISE	Move one class from Bob Edwards to Queen Elizabeth High School
1	ALP	Open one class at Terrace Road School
	CSSI	Open one class at Sir Winston Churchill High School
	PLP	Close one class at Terrace Road School
3	ACCESS	Open one class at Forest Lawn High School
	ALP	Open one class at Erin Woods School
	CSSI	Open one class at G. W. Skene School
	LEAD	Close one class at Crescent Heights High School
	LEAD	Close one class at Penbrooke Meadows School
	PLP	Close one class at Ernest Morrow School
	RISE	Close one class from at Jack James High School
4	ALP	Open one class at Lester B. Pearson High School
	EES	Open one class at Hugh A. Bennett School
5	ALP	Open one class at Midnapore School
	Bridges	Move one class from Deer Run School to Haultain Memorial School
	CSSI	Move one class from Midsun School to Mountain Park School
	RISE	Open one class at Wilma Hansen School
	The Class	Open one class at Joane Cardinal Schubert High School
6	CSSI	Open one class at Woodbine School
	EES	Open one class at Woodlands School
	GATE	Close two classes at Louis Riel School
	GATE	Close one class at Henry Wise Wood High School
	TASC	Open one class at Dr. E. P. Scarlett High School
7	HERA	Close one class at Dr. Oakley School.







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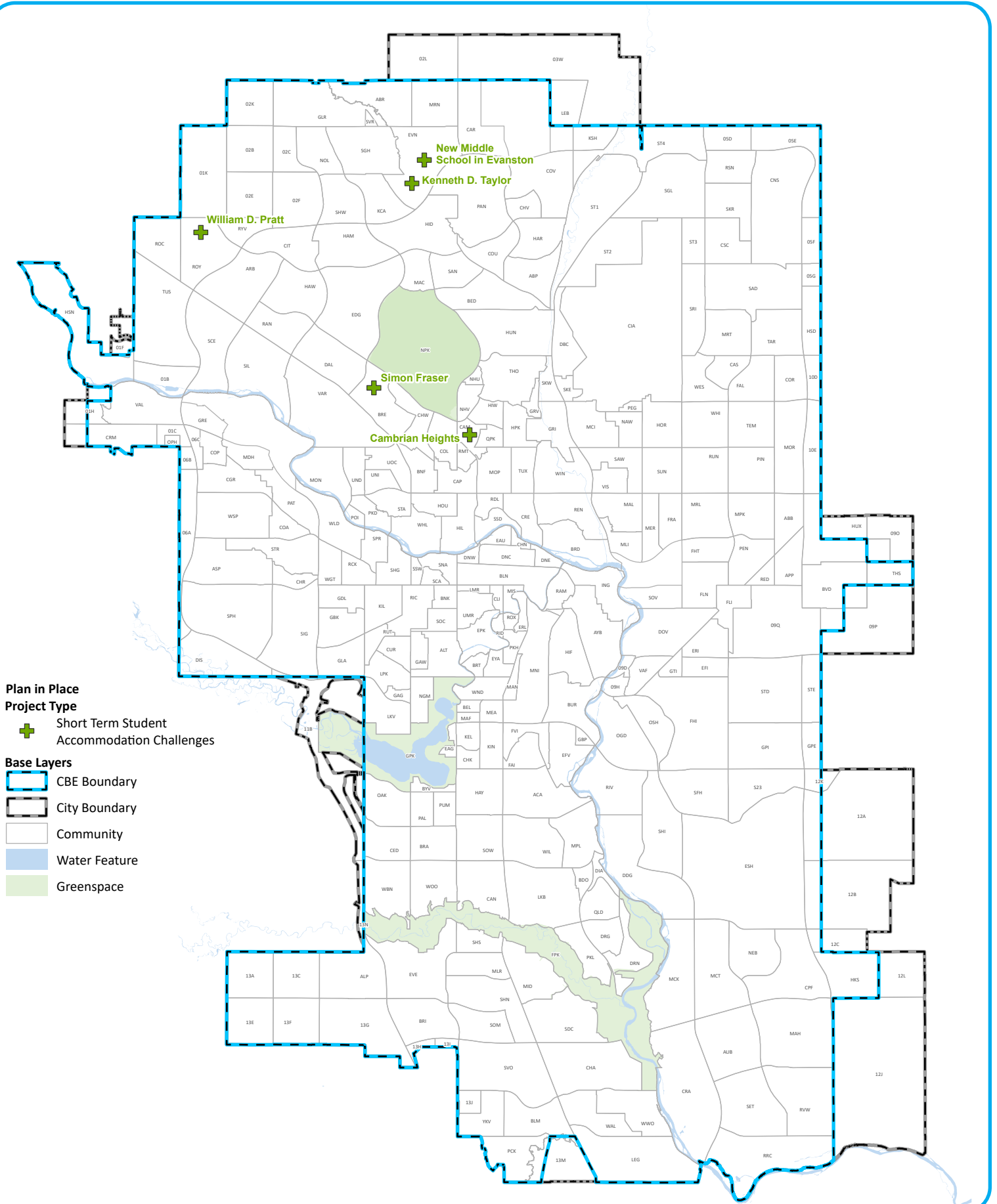
Balance Enrolment Projects

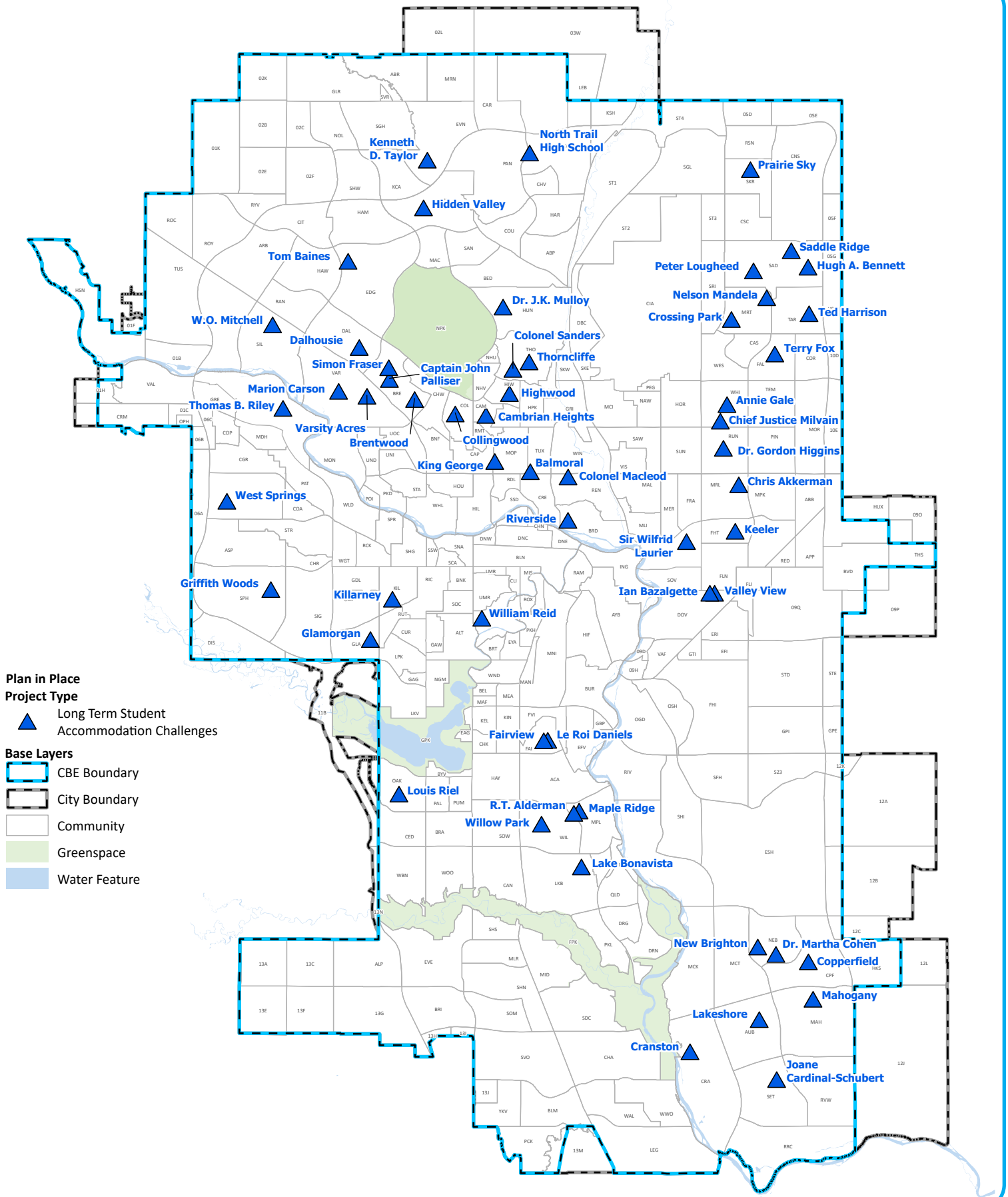
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Map: Balance Enrollment



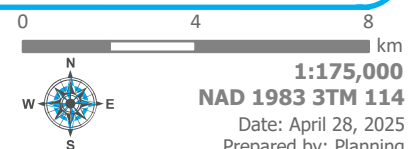


- Plan in Place**
- Project Type**
- ▲ Long Term Student Accommodation Challenges
- Base Layers**
- CBE Boundary
 - City Boundary
 - Community
 - Greenspace
 - Water Feature

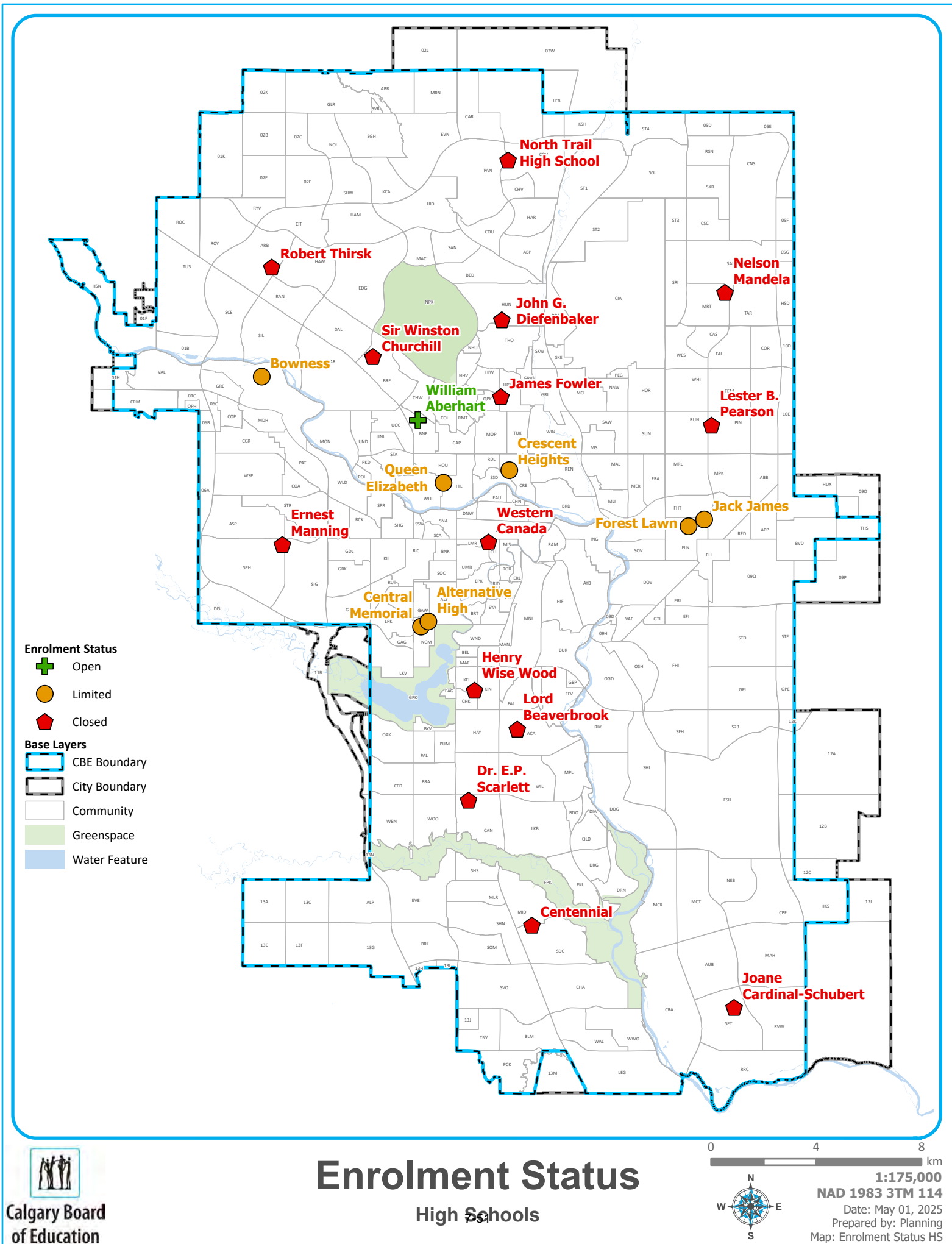


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Plan in Place Projects



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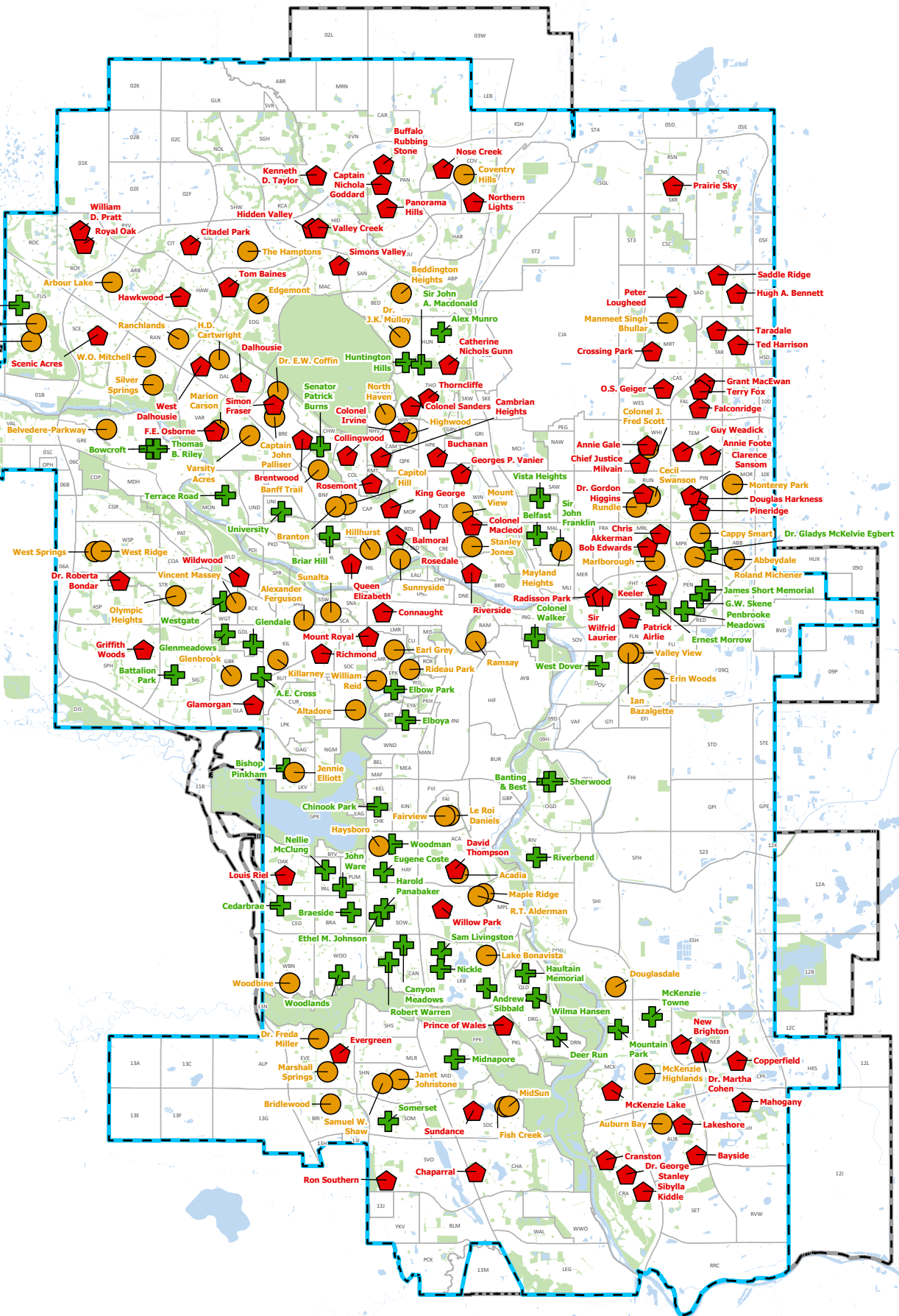


Enrolment Status

- + Open
- Limited
- ◆ Closed

Base Layers

- CBE Boundary
- City Boundary
- Community
- Greenspace
- Water Feature



Enrolment Status

Elementary, Middle and Junior Schools

7-52

report to Board of Trustees

Proposed Amendments to Governance Culture and Operational Expectations Policies

Date	June 10, 2025
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Patricia Bolger, Board Chair
Purpose	Decision
Governance Policy Reference	GC-2: Governing Commitments GC-3: Board Job Description GC-5E: Audit and Risk Committee Terms of Reference OE-1: Global Operational Expectations
Resource Person(s)	Patricia Minor, Corporate Secretary

1 | Recommendation

It is recommended:

- THAT the Board of Trustees gives first reading to the amendments to Governance Culture 3: Board Job Description policy, as provided in Attachment I to this report.
- THAT the Board of Trustees gives second reading, and thereby final approval, to the amendments to Governance Culture 3: Board Job Description policy, as provided in Attachment I to this report.
- THAT the Board of Trustees gives first reading to the amendments to Operational Expectations 1: Global Operational Expectations, as provided in Attachment II to this report.
- THAT the Board of Trustees gives second reading, and thereby final approval, to the amendments to Operational Expectation 1: Global Operational Expectations policy, as provided in Attachment II to this report.



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

2 | Background

The Board of Trustees regularly reviews its policies and procedures in accordance with section 4 of the *Board Procedures Regulation* (AR 82/2019) which states:

“4 The board must

- (a) Establish policies and procedures governing the conduct of meetings of the board and the administration and business of the board, and
- (b) Monitor and evaluate the effectiveness of the established policies and procedures on a regular basis.”

Furthermore, Governance Culture Policy 2: Governing Commitments sets out the expectation that the Board will regularly and systematically monitor and evaluate the effectiveness of all Board policies.

3 | Analysis

The Board of Trustees operates under a policy governance model whereby the Board provides leadership for the CBE by setting direction through policy. Section 33(1)(h) of the Education Act mandates that the Board establish governance and organizational structures for the CBE. Day to day operations and leadership of the system lays with the Chief Superintendent who is responsible for carrying out duties as assigned by the Board.

The Board governs the Calgary Board of Education (CBE) through a set of carefully crafted policies statements that set out the Results (learning outcomes for each student), Operational Expectations (the boundaries of day-to-day operations including both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate), Governance Culture (how the Board works) and Board/Chief Superintendent Relationship (delegation to and evaluation of the Board’s single employee). Under the Board’s leadership, the Chief Superintendent is empowered to make all decisions save and except those matters that cannot be delegated by law or those specifically reserved for the Board of Trustees.

The Governance Culture policies define 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.

The Operational Expectations 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

As part of the ongoing work of the Board, Governance Culture 3: Board Job Description; Governance Culture 5E: Audit and Risk Committee Terms of Reference, and Operational Expectations 1: Global Operational Expectations were reviewed to identify areas of improvement including providing additional clarity and transparency on the Board's values related to these policies.

Following final approval of the policy revisions to OE-1: Global Operational Expectations, the Chief Superintendent provides reasonable interpretations and proposed indicators that demonstrate successful performance for this policy. The reasonable interpretations and indicators are subject to Board approval, and, following such approval, will form the basis for annual monitoring of the policies.

Until this work is complete, annual monitoring of OE-1: Global Operational Expectations will continue in its current form. It is anticipated that at earliest, monitoring of the revised policy will commence in the 2026-27 school year.

4 | Conclusion

The Board of Trustees to consider proposed amendments to the Governance Culture 3: Board Job Description; Governance Culture 5E: Audit and Risk Committee Terms of Reference, and Operational Expectations 1: Global Operational Expectations.

ATTACHMENTS

Attachment I	GC-3: Board Job Description (proposed revisions shown in track changes)
Attachment II	GC-5E: Audit and Risk Committee Terms of Reference (proposed revisions shown in track changes)
Attachment III	OE-1: Global Operational Expectations (proposed revisions shown in track changes)

Board of Trustees' Governance Policy

GOVERNANCE CULTURE GC-3: Board Job Description

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annual

The Board's job is to act in the best interest of The Calgary Board of Education. The Board shall govern the organization by establishing expectations for organizational results, expectations for quality operational performance, and monitoring actual performance against those expectations.

The Board will:

- 3.1 Ensure that the *Results* are the dominant focus of organization performance.
- 3.2 Initiate and maintain constructive two-way dialogue with provincial and municipal elected officials.
- 3.3 Advocate for The Calgary Board of Education and the students it serves.
- 3.4 In accordance with GC 2.4(ed), when appropriate, communicate with, inform and involve parents/guardians, students, employees and the citizens of Calgary as a means to engage all the different stakeholders in the work of the Board and the organization.
- 3.5 Develop written governing Board policies (Results, Operational Expectations, Governance Culture, Board/Chief Superintendent Relationship and Board Meeting Procedures policies are collectively referred to as "Board Policies") that address:
 - a. **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.
 - b. **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.

Board of Trustees' Governance Policy

GOVERNANCE CULTURE GC-3: Board Job Description

- c. **Governance Culture:** These policies define 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.
 - d. **Board/Chief Superintendent Relationship:** These policies define the degree of authority delegated to the Chief Superintendent, and sets out how the Chief Superintendent's performance, and ultimately the organization's performance, will be evaluated.
 - e. **Board Meeting Procedures:** This policy outlines the procedures for regular and special meetings of the Board of Trustees, whether public or private.
- 3.6 Hire the Chief Superintendent (Chief Education Officer) for the Calgary Board of Education and ensure acceptable Chief Superintendent performance through effective monitoring of *Results* and *Operational Expectations* policies.
 - 3.7 Ensure acceptable Board performance through effective evaluation of Board *Governance Culture* and *Board/Chief Superintendent Relationship* policies, actions and processes.
 - 3.8 Appoint an independent auditor to conduct an annual external review of the organization's financial condition and report directly to the Board.
 - 3.9 Name or rename the organization, schools, portions of schools, school grounds, and other Calgary Board of Education facilities.
 - a. Review of the existing name of the organization, schools, portions of schools, school grounds, and other Calgary Board of Education facilities may occur if one of the following occur:
 - i. the Board of Trustees decide that a name review is needed in keeping with Board Policies; or
 - ii. a petition requesting a name review is received in accordance with Administrative Regulation 1007.

Board of Trustees' Governance Policy

GOVERNANCE CULTURE GC-3: Board Job Description

- b. The Board may consider the name of the organization, schools, portions of schools, school grounds, and other Calgary Board of Education facilities for renaming under this policy if:
 - i. the current name does not align with the Board's commitment or its legal responsibilities to promote a welcoming, caring, safe, respectful and inclusive learning environment;
 - ii. the current name constitutes a significant departure from generally-recognized standards of public behaviour which is seen to undermine the credibility, integrity or relevance of the Board's contemporary values;
 - iii. the Board, in conjunction with the school, has developed a new identity for the school;
 - iv. the name is after an area of curricular concentration or educational value that is no longer relevant or valid because of programming changes; or
 - v. the name is after a geographical area and there are substantial changes to the geographical area to warrant consideration of a change of name.
- 3.10 Hear appeals under section 42 or section 212 of the *Education Act*.
- 3.11 Approve the bargaining mandate and ratify all collective agreements for unionized employees.
- 3.12 Approve the total compensation packages for all exempt employees.
- 3.13 Oversee the Calgary Board of Education's risks related to its strategic and operational objectives, ~~including approval of the risk appetite and risk tolerance levels~~.
- 3.14 Perform other duties required by law or not otherwise delegated to the Chief Superintendent, including but not limited to:
 - a. through its *Results* annual monitoring, focus on student achievement in the areas of academic success, citizenship, personal development and character;

Board of Trustees' Governance Policy

GOVERNANCE CULTURE GC-3: Board Job Description

- b. adopt a three year capital plan which forecasts the school capital needs of the Calgary Board of Education;
 - c. adopt an education plan that sets out Board priorities and system strategies to improve student learning and results;
 - d. adopt an annual budget that provides educational programming to meets the needs of all CBE students including the achievement of the Board priorities and strategies set out in the education plan;
 - e. adopt an annual education results report that provides an analysis and interpretation of the effectiveness of CBE's programs in service of student learning and achievement. The results are reported to parents, student, employees, the public and Alberta Education.
- 3.15 Trustees also have responsibilities as set out in Section 34 of the *Education Act* and through Board Policies, as outlined in GC-3E(1): Trustee Responsibilities.

Adopted: ~~April 18, 2023~~

Policy Exhibits:

GC-3E(1): Trustee Responsibilities

GC-3E(2): Closure of Schools Procedure

GC-3E(3): The Calgary Board of Education Ward Boundary Review

Board of Trustees' Governance Policy

OPERATIONAL EXPECTATIONS

OE-1: Global Operational Expectations

Monitoring Method: Public Report to the Board of Trustees

Monitoring Frequency: Annual

The Board of Trustees believes that the credibility of and public confidence in the organization are necessary to contribute positively to student success. The Board expects practices, activities and decisions that are in keeping with the standards, as defined in law and board policies, for an organization responsible for public education.

The Chief Superintendent shall:

- 1.1 Take all reasonable measures to ensure that practices, activities, decisions and organizational conditions are lawful, ethical, safe, respectful, prudent, in compliance with Board policy and preserve the organization's public image and credibility.
- 1.2 Appropriately manage risks related to the strategic and operational objectives of The Calgary Board of Education, ~~including but not limited to risk identification, prioritization, assessment, mitigation, monitoring and reporting.~~
- 1.3 Take reasonable actions to ensure that the organization, the Board or employees are not recklessly exposed to legal liability.

Adopted: ~~September 15, 2020~~

Board of Trustees' Governance Policy

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

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annual

Audit and Risk Committee

Purpose/Charge:

The purpose of the Audit and Risk Committee (the "Committee") is to assist the Board of Trustees in fulfilling its fiscal and risk management oversight responsibilities.

Membership:

1. The Committee shall consist of a minimum of seven individuals comprised of:
 - two trustees, one of whom will serve as Committee Chair; and
 - five individuals external to the Calgary Board of Education and independent of the Calgary Board of Education. The meaning of independence is as defined in National Instrument 52-110 Audit Committees.
2. The external Committee members will be appointed to the Committee by the Board of Trustees based on their expertise in the areas identified in the Committee's skills matrix set out in Appendix I.
3. The term of appointment for the external Committee members shall be for three years, renewable to a maximum of nine years. To ensure continuity of leadership, the expiration terms of the external Committee members will be staggered.
4. Each external Committee member shall serve at the pleasure of the Board of Trustees, who reserve the right to terminate any appointment.
5. The trustee members, including the Committee Chair, will be appointed annually at the Board of Trustees' Organizational meeting.

Meetings:

1. The Committee will meet regularly, not less than four times a year, and may meet at such other times as required by the Committee Chair.
2. The Chair of the Committee shall establish the agendas for meetings, ensure that properly prepared agenda materials are circulated to the members with sufficient time for review prior to the meeting, and be responsible for reporting to the Board of Trustees.



GOVERNANCE CULTURE
GC-5E: Board Committees Terms of Reference**Audit and Risk Committee** *(Continued)*

3. A majority of the members of the Committee shall constitute a quorum. One trustee must be present at all Committee meetings.
4. The Chief Financial Officer, members of Administration and the Corporate Secretary may attend all meetings of the Committee, except where the Committee agrees to meet in camera with only the external auditors present.

Reporting Schedule:

1. The Committee Chair or his/her designate shall report to the Board on matters arising at Committee meetings. The Committee Chair shall report at least quarterly to the Board of Trustees on the Committee's responsibilities and how it has discharged them.
2. Minutes of all meetings of the Audit and Risk Committee shall be provided to the Board of Trustees by the Chair and filed with the Board of Trustees for the corporate record and indicate at least the following information:
 - date and place of meeting;
 - attendees; and
 - record of Committee recommendations.

Roles and Responsibilities:

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

Authority Over Division Resources:

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

Adopted: ~~October 13, 2020~~



Appendix I

Calgary Board of Education Board of Trustees Audit and Risk Committee Members Skills Matrix

External Audit and Risk Committee Members	Financial Management/ Accounting/ Audit	Financial Planning	Internal Audit	Risk Management	Corporate Leadership	Public Sector/ Not for Profit Experience	Government Affairs/Public Policy
Individual Competency Average							
Overall Competencies Average:							

Rating Scale for Skills Matrix Competencies

- 1 – None/low (little to no experience)
- 2 – Basic (limited knowledge)
- 3 – Intermediate (practical understand)
- 4 – Proficient (in depth understanding, applied theory)
- 5 – Expert (significant experience, would be seen as a subject matter expert)

Appendix II
Audit and Risk Committee
Roles and Responsibilities Calendar
√ When Performed

Roles and Responsibilities	Quarterly	Annually	As Required
External Auditors			
1. Make recommendations to the Board with respect to the appointment of the external auditors.			√
2. Review with the external auditors their annual audit plan, as well as associated fees and costs, and make recommendation(s) to the Board of Trustees.		√	
3. Review any non-audit services provided or to be provided by the external auditors and the costs thereof including any impact such services may have on the independence of the external auditors, and make recommendation(s) to the Board of Trustees.	√		
4. Receive confirmation in writing from the external auditors regarding their independence.		√	
5. Annually evaluate the performance of the external auditors.		√	
Financial Statements			
6. Review the CBE's audited financial statements including Management's discussion and analysis and make recommendation(s) to the Board of Trustees.		√	
7. Review the external auditor's annual findings report including any significant problems encountered in performing the audit, the contents of any Management letters issued by the external auditors and Management's response thereto, and any unresolved significant issues between Administration and the external auditors that could affect the financial reporting of the Division.		√	
8. Review the Division's unaudited quarterly financial variance reports and	√		

Roles and Responsibilities	Quarterly	Annually	As Required
financial health matrix with particular attention to the presentation of unusual or sensitive matters such as disclosure of significant non-recurring events, significant risks, changes in accounting principles, and estimates or reserves, and all significant variances between comparative reporting periods.			
Internal Controls			
9. Review any internal control-related services performed by the external auditor and make recommendation(s) to the Board of Trustees.		√	
10. Review any significant recommendations from the external auditor to strengthen the internal controls of the Division.			√
Risk Management			
11. Review the Division's risk appetite and risk tolerance levels, assessment of risk levels compared to established tolerance levels, and make recommendation(s) to the Board of Trustees. Review significant operational and financial risk exposures and steps Administration has taken to monitor and manage such exposures.	√	√	
12. Review the Division's risk management framework including processes in place to identify, prioritize, assess, monitor, manage and mitigate significant risk exposures, including appropriate risk management policies, procedures and controls.		√	
13. Review the Division's risk report of current and emerging risks including the nature and magnitude of significant risks to which the Division is exposed, and keep the Board apprised of any significant changes in risk levels and emerging risks.	√		
Other			

Roles and Responsibilities	Quarterly	Annually	As Required
14. Review Administration reports on any significant or unusual events or transactions that could have a material impact on the financial statements or that could adversely affect the well-being of the Division.			√
15. Review the Audit and Risk Committee Terms of Reference once every year to ensure its continued relevance and appropriateness, and make recommendation(s) to the Board.		√	

report to Board of Trustees

Results 2: Academic Success Implication of Proposed Changes to Results Policy

Date	June 10, 2025
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Information
Originator	Joanne Pitman Chief Superintendent of Schools
Governance Policy Reference	Operational Expectations OE-7 Communication With and Support for the Board Results R-2 Academic Success
Resource Person(s)	Michael Nelson, Superintendent, School Improvement Jennifer Turner, Superintendent, School Improvement

1 | Recommendation

It is recommended:

- THAT the Board of Trustees receives the following report for information.

2 | Issue

The Board of Trustees has directed the Chief Superintendent to inform the Board of significant organizational impacts, if any, that would result from proposed change to Results Policy for Results 2: Academic Achievement.



3 | Background

At the May 20, 2025, Public Board Meeting, the Board of Trustees proposed the following policy amendments to Results 2: Academic Success¹. The amendments were given first reading at that time. These changes are as follows:

Current	Proposed
Each student will be literate and numerate, able to integrate and apply the knowledge, skills, attitudes and competencies acquired across all academic disciplines.	Each student will learn, integrate and apply the knowledge, skills and competencies they will need for future success.
Students will: 2.1 Achieve at individually and appropriately challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity, based on the following disciplines: <ul style="list-style-type: none">■ Career & Technology Foundations/Studies■ English Language Arts■ Fine and Performing Arts■ French Language Arts■ Languages■ Mathematics■ Physical Education■ Science■ Social Studies	Students will: 2.1 Be literate 2.2 Be numerate 2.3 Complete high school

At that time, the Board of Trustees directed:

THAT the Chief Superintendent informs the Board, on or before June 30, 2025, of significant organizational impacts, if any, that would result from these proposed amendments.

4 | Analysis

The analysis of significant organizational impacts resulting from the proposed changes is inclusive of the proposed policy amendments as well as an analysis of results reporting, and contextual changes within CBE and at Alberta Education over the past three years. Given that there will be overall implications arising from the changes to the policy, including changes to both interpretation and

¹ Please refer to the **May 20, 2025, Board Meeting Minutes Excerpt** provided as Attachment I.

indicators, this analysis provides details on impacts of any approaches to interpretation or indicators as related to the proposed policy change.

While the depth and extent to which the proposed changes impact the operation of the Calgary Board of Education will not be fully realized until the reasonable interpretation and indicators for these changes have been approved and a full monitoring cycle has been completed, the following information begins to consider the implication of the proposed results policy change. These impacts have been organized as follows:

- Reasonable interpretations
- Reporting expectations
- Indicator review and development
- Ongoing provincial curriculum development
- Changes to assessment practices
- Changes to local context

1. Impact to Reasonable Interpretations

CURRENT: Results 2: Academic Success Each student will be literate and numerate, able to integrate and apply the knowledge, skills, attitudes and competencies acquired across all academic disciplines.	PROPOSED: Results 2: Academic Success Each student will learn, integrate and apply the knowledge, skills and competencies they will need for future success.
---	---

The following terms will require a review and development of reasonable interpretations:

- *learn, integrate and apply*
- *knowledge, skills and competencies*
- *future success*

Terms *integrate and apply*, *knowledge, skills and competencies* have existing interpretations in policy, but proposed language changes necessitate review of these terms for intent and meaning within the new context.

The terms *learn* and *future success* currently lack defined interpretations, requiring time and resources to ensure the definition of the terms is understood and evidence is available to demonstrate reasonable growth.

Potential definitions may be found in other CBE policy documents or Alberta Education resources to support this work.

CURRENT:	PROPOSED:
<p>Students will:</p> <p>2.1 Achieve at individually and appropriately challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity, based on the following disciplines:</p> <ul style="list-style-type: none"> ▪ Career & Technology Foundations/Studies ▪ English Language Arts ▪ Fine and Performing Arts ▪ French Language Arts ▪ Languages ▪ Mathematics ▪ Physical Education ▪ Science ▪ Social Studies 	<p>Students will:</p> <p>2.1 Be literate</p> <p>2.2 Be numerate</p> <p>2.3 Complete high school</p>

The following terms will require a review and development of reasonable interpretations:

- *Be literate*
- *Be numerate*
- *Complete high school*

The terms *literate* and *numerate* have existing interpretations in policy, but proposed language changes necessitate review of these terms for intent and meaning within the new context.

- An interpretation for *Be literate* may require a broad interpretation taking into account disciplinary literacy, multiple language learning, English as an Additional Language, and functional literacy skills (i.e. ability to use reading and writing skills in practical, everyday situations). A specific definition related to English Language curriculums/programs of study may also be required for the purpose of providing specific guidance and direction for developing policy indicators for measuring reasonable progress.
- An interpretation for *Be numerate* may require a broad definition taking into account skills across all subjects and disciplines including functional numeracy skills (i.e. ability to use numeracy skills in practical, everyday situations). A specific definition related to the Mathematics curriculum/programs of study may be required for the purpose of

providing specific guidance and direction for developing policy indicators for measuring reasonable progress.

The term *Complete high school* currently lacks a defined interpretation, requiring time and resources to ensure the definition of the terms is understood and evidence is available to demonstrate reasonable progress.

Potential definitions may be found in other CBE policy documents or Alberta Education resources to support this work.

2. Impact on Results Reporting Expectations

The proposed language changes would suggest that subject-specific reporting for the following disciplines will no longer be reported on:

- *Career & Technology Foundations/Studies*
- *Fine and Performing Arts*
- *Physical Education*
- *Science*
- *Social Studies*

The level to which the following subject disciplines would have subject-specific reporting would be impacted by the development of the interpretation of the term *Be literate*.

- *French Language Arts*
- *Languages*

The identified impacts may be mitigated by an interpretation of the terms *Be literate* and *Be numerate* as applied across all disciplines, with a specific definition that focuses reporting on assessment within English Language Arts² and Mathematics.

- This approach may still capture academic achievement across other subject areas.

3. Impact to Indicator Review and Development

The following terms will require a review and development of indicators.

- *Be literate*
- *Be numerate*

² References to “English Language Arts” is intended as an inclusive term that takes into account *English Language Arts Program of Study* and the *English Language and Literature Curriculum*.

- *Complete high school*

The term *Complete high school* has an existing indicator but this will require review and potential redevelopment within the broader policy statement.

- The current indicator based on Alberta Education Assurance high school completion rates, and the associated limitations associated with the grade ten cohort model, will need to be examined within this context.
- Development of an interpretation for this term will guide the review and potential redevelopment.
- Time and resources will be needed to ensure understanding within the new interpretation and to establish evidence and structures for measuring growth.
- Should a local indicator for *Complete high school* be added, time and resources for consultation, development and consistent data reporting across all high schools would be required. The impact of this development would mean that the collection of data would be delayed by one year, with a corresponding delay in initial reporting. Please refer to the chart in Section 6: Implementation Consequences for timeline detail.

Existing indicators that could be used for the terms *Be Literate* and *Be Numerate* are currently associated with academic achievement in specific disciplines: English Language Arts, Mathematics, French Language Arts, and Languages.

- Review of existing indicators or development of new ones may be required based on new interpretations.
- The current indicators use of “mean” data for report card achievement levels for grades 1 to 9 is currently not inclusive of non-numeric indicators: EAL, IPP, ADP, NER, NATR³ and may not fully represent student progress. Additionally, movement between numerical and non-numerical indicators can distort the mean.
- High school marks do not allow for EAL, IPP, NATR, NER or ADP and use a percentage scale for final mark reporting rather than numerical indicators.

Analysis, setting a baseline, and determining targets would rely upon consideration given to the interpretations associated with the proposed amendment, *each student will learn, integrate and apply the knowledge, skills and competencies they will need for future success*.

It should be noted that, with the exception of a local measure for high school completion, all the data for any potential achievement indicators is readily available and would not require any additional time or resources to collect. This

³ Please refer to **Report Card Excerpt 2024-2025** provided as Attachment II for details on indicators.

suggests formal reporting on any potential achievement indicators could commence as early as the 2026-27 school year.

4. Impact of Ongoing Provincial Curriculum Development⁴

Alberta Education continues to be in the process of revising and introducing new curriculum. Introduction of curriculum specific to English Language Arts and Literature and/or Mathematics will continue to have an impact on Academic Achievement reporting for literacy and numeracy.

- Division 1 and 2 curriculum has been introduced, but ongoing professional learning to understand, teach and assess students continues at these levels.
- Anticipated Division 3 curriculum changes will similarly affect assessment and reporting over multiple years.

Year-over-year reporting and the establishment of baselines and targets may be delayed due to continued curriculum updates.

Results 2 policy amendments may allow for adaptations in interpretations and indicator development to offset the impact of ongoing development of provincial curriculum.

5. Impact of Changes in Assessment Practices⁵

Provincial curriculum changes often necessitate updates to CBE reporting stems, structures, and processes with a subsequent implementation of system-wide professional learning and resources.

- Changes to report card stems or indicators may affect how literacy and numeracy achievement data is reported.

These factors may delay year-over-year reporting and the establishment of baselines and targets.

Refinements in assessment practices will continue influencing reporting structures.

Results 2 policy amendments may allow for adaptations in interpretations and indicator development to offset changes in assessment practices.

⁴ [Note](#) | Impacts of curriculum development are not limited to the proposed Results Policy 2 amendments, affecting existing policies as well.

⁵ [Note](#) | Impacts of changes to assessment practices are not limited to the proposed Results Policy 2 amendments, affecting existing policies as well.

6. Impact of Changes to Local Context⁶

The following contextual changes for CBE over the past three years have impacted the development of baseline and the determination of targets:

- The impact of rapid enrolment growth and increased student complexity on year-over-year results interpretation.
- The consideration given to interpretation when considering the higher numbers of EAL learners at lower proficiency levels within the context of results indicators.
- The impact on the interpretation of year-over-year results due to the larger class sizes, absenteeism, staff vacancies, and school grade reconfigurations that have created instability.
- The influence of Covid 19 pandemic-related effects and the resulting impact on student achievement data.

Ongoing contextual changes may continue to impact achievement results and subsequent interpretation, delaying the development of baselines. The setting of targets may require additional time.

Results 2 policy amendments may allow for adaptations in interpretations and indicator development to offset impacts stemming from local contextual changes.

5 | Financial Impact

Responding to any Board of Trustee policy change requires an allocation of human resource in order to respond to the governance processes associated with the change. In the case of the proposed changes to the Board of Trustees Results policy, new reasonable interpretations and indicators will be required for Results 2.

The development of monitoring tools within existing structures to support indicators, may necessitate additional funds allocated to both support internal development and any required development by an external vendor.

Where development and implementation can be assumed by internal personnel, funding allocation is minimized. Should an external vendor be required to provide support, funds may need to be set aside for this purpose.

⁶ **Note** | Impacts of contextual changes are not limited to the proposed Results Policy 2 amendments, affecting existing policies as well.

6 | Implementation Consequences

The proposed changes will require a review of the reasonable interpretations and indicators of Results 2: Academic Success. The time needed to review and develop the reasonable interpretations, develop a consistent understanding of the evidence the Board is seeking, develop appropriate indicators, and ensure structures and process are in place to gather evidence will be the main implementation consequences.

Where there is overlap between the current and proposed language for interpretation, an overall review of the proposed context may result in amendments to the reasonable interpretations. Where no overlap exists, new interpretations will require development.

Should new indicators for the purpose of providing evidence of reasonable progress for the proposed language require the development of new data collection tools or structures, time and resources – both internal and contracted through any required vendors – will be required. Time for communication and consistent implementation across the organization will also be required.

However, at this stage, it is not anticipated that any new collection tools or datasets would require significant development, and it is anticipated that reporting may be available for the first reporting period. Figure 6.1 below details an anticipated timeline for reporting, assuming Board approval of new reasonable interpretations and indicators for Results 2 in early Fall of 2025.

Figure 6.1: **Results 2 Reporting Timeline**

Year	Detail
2025-26	Reporting on all 2024-25 datasets* based on current Results 2 Board Approved Reasonable Interpretations and Indicators.
2026-27	Reporting on all 2025-26 datasets** based on NEW Results 2 Board Approved Reasonable Interpretations and Indicators. **Note Exceptions may be: <ul style="list-style-type: none">▪ Datasets related to the development of a local measure for high school completion.▪ Any new required indicator datasets for literacy or numeracy not currently represented in report card stems or structures.
2027-28	Reporting on all 2026-27 datasets based on NEW Results 2 Board Approved Reasonable Interpretations and Indicators.

*Note | Alberta Education Assurance Measures results for high school completion are based on one school year prior to the reporting year. For example, 2024-25 Alberta Education Assurance Measures results for high school completion are based on 2023-24.

Once this review and development has been completed, it is anticipated the work can be managed with our current resources, with no anticipated changes in operational matters. However, with new data sets identified and/or developed as part of the indicator work, the depth and extent to which the proposed changes

impact the operations of the CBE will not be fully realised until a full monitoring cycle has been completed.

As well, targets for reasonable progress would require a statistically significant data set to support a recommendation. While the time required to do so may be an implementation consequence, levels of reporting would not be impacted.

7 | Conclusion

The information within this report provides an initial consideration of the implications of the proposed Results 2 policy change.

Each of the proposed changes will require ongoing time and attention by administration to review and revise reasonable interpretations and associated indicators. This impacts the operation of CBE as resources (human and financial) will be required to complete these tasks. In addition, any new reasonable interpretations may require learning plans for staff and students, adjustments within teaching and learning practices, adjustments with administrative practices, and refinement or new development of indicators.

The depth and extent to which the proposed changes impact the operation of CBE will not be fully realised until the reasonable interpretations and indicators have been approved, and a full monitoring cycle has been completed.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: May 20, 2025 Board Meeting Minutes Excerpt
Attachment II: Report Card Excerpt 2024-2025

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.



**EXCERPT FROM MINUTES
OF THE MAY 20, 2025 REGULAR MEETING
OF THE BOARD OF TRUSTEES**

NOTE: The minutes for the May 20, 2025 Board of Trustees' Meeting are subject to approval by the Board of Trustees.

8. Matters Reserved for Board Decision

8.1 Proposed Amendments to Results and Operational Expectations Policies

Chair Bolger provided a brief summary of the report.

MOVED by Trustee Close:

THAT the Board of Trustees gives first reading to the amendments to Results 2: Academic Achievement policy, as provided in Attachment I to the report.

In debate of the motion, trustees made comments on the process of reviewing and making amendments to policy; the definition of student success; a focus on literacy and numeracy and high school completion; data that informs reasonable improvement across the system; and language about individual and specific performance targets.

Chair Bolger called for a vote.

The motion was
CARRIED.

In favour: Trustee Bolger
Trustee Close
Trustee Hack
Trustee May

Opposed: Trustee Vukadinovic

Absent: Trustee Dennis

MOVED by Trustee Hack:

THAT the Board of Trustees gives first reading to the amendments to Operational Expectations 2: Learning Environment/Treatment of Students policy, as provided in Attachment II to the report.

In debate of the motion, trustees made comments on the collective work of the Board with the support of an external facilitator; revisions to language regarding opportunities for student voice; and the focus on the learning environments and student wellbeing.

Chair Bolger called for a vote.

The motion was
CARRIED UNANIMOUSLY.

Absent: Trustee Dennis

MOVED by Trustee Close:

THAT the Board of Trustees directs the Chief Superintendent to inform the Board, on or before June 30, 2025, of significant organizational impacts, if any, that would result from these proposed amendments.

In debate of the motion, trustees made comments on the process of amending policy and determining reasonable interpretations and indicators for the annual monitoring of policies.

Chair Bolger called for a vote.

The motion was
CARRIED UNANIMOUSLY.

Absent: Trustee Dennis

Submitted May 26, 2025

A handwritten signature in dark ink, appearing to read "P. Minor", written in a cursive style.

Patricia Minor
Corporate Secretary

report to Board of Trustees

Proposed Amendments to Results and Operational Expectations Policies

Date	May 20, 2025
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Patricia Bolger, Board Chair
Purpose	Decision
Governance Policy Reference	GC-2: Governing Commitments GC-3: Board Job Description Results 2: Academic Achievement OE-2: Learning Environment/Treatment of Students
Resource Person(s)	Patricia Minor, Corporate Secretary

1 | Recommendation

It is recommended:

- THAT the Board of Trustees gives first reading to the amendments to Results 2: Academic Achievement policy, as provided in Attachment I to this report.
- THAT the Board of Trustees gives first reading to the amendments to Operational Expectations 2: Learning Environment/Treatment of Students, as provided in Attachment II to this report.
- THAT the Board of Trustees directs the Chief Superintendent to inform the Board, on or before June 30, 2025, of significant organizational impacts, if any, that would result from these proposed amendments.

2 | Background

The Board of Trustees met regularly from August, 2024 to April, 2025 to review its Results 2: Academic Success policy and Operational Expectations 2: Learning Environment/Treatment of Students policy in accordance with section 4 of the *Board Procedures Regulation* (AR 82/2019):



**Calgary Board
of Education**

“4 The board must

- (a) Establish policies and procedures governing the conduct of meetings of the board and the administration and business of the board, and
- (b) Monitor and evaluate the effectiveness of the established policies and procedures on a regular basis.”

Further, Governance Culture Policy 2: Governing Commitments sets out the expectation that the Board will regularly and systematically monitor and evaluate the effectiveness of all Board policies.

3 | Analysis

The Board of Trustees operates under a policy governance model whereby the Board provides leadership for the CBE by setting direction through policy. Section 33(1)(h) of the Education Act mandates that the Board establish governance and organizational structures for the CBE. Day to day operations and leadership of the system lays with the Chief Superintendent who is responsible for carrying out duties as assigned by the Board. The Board governs the Calgary Board of Education (CBE) through a set of carefully crafted policies statements that set out the Results (learning outcomes for each student), Operational Expectations (the boundaries of day-to-day operations including both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate), Governance Culture (how the Board works) and Board/Chief Superintendent Relationship (delegation to and evaluation of the Board’s single employee). Under the Board’s leadership, the Chief Superintendent is empowered to make all decisions save and except those matters that cannot be delegated by law or those specifically reserved for the Board of Trustees.

The Results 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.

The Operational Expectations 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

As part of the ongoing work of the Board, Results 2: Academic Success policy and Operational Expectations 2: Learning Environment/Treatment of Students were reviewed to identify areas of improvement including providing additional clarity and transparency on the Board’s values related to these policies.

Following final approval of the policy revisions, the Chief Superintendent provides reasonable interpretations and proposed indicators that demonstrate successful performance for each policy. The reasonable interpretations and indicators are subject to Board approval, and, following such approval, will form the basis for annual monitoring of the policies.

Until this work is complete, monitoring of the policies will continue in their current form. It is anticipated that at earliest, monitoring of the revised policies will commence in the 2026-27 school year.

4 | Conclusion

The Board of Trustees to consider proposed amendments to the Results 2: Academic Success and OE-2: Learning Environment/Treatment of Students.

ATTACHMENTS

Attachment I	Results 2: Academic Success (proposed revisions shown in track changes)
Attachment II	OE-2: Learning Environment/Treatment of Students (proposed revisions shown in track changes)

Board of Trustees' Governance Policy

RESULTS

R-2: Academic Success

Monitoring Method: Public Report to the Board of Trustees

Monitoring Frequency: Annual

Each student will ~~be literate and numerate, able to learn,~~ integrate and apply the knowledge, skills, ~~attitudes~~ and competencies ~~acquired across all academic disciplines~~ they will need for future success.

Students will:

~~2.1—Achieve at individually and appropriately challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity, based on the following disciplines:~~

- ~~• Career & Technology Foundations/Studies~~
- ~~• English Language Arts~~
- ~~• Fine and Performing Arts~~
- ~~• French Language Arts~~
- ~~• Languages~~
- ~~• Mathematics~~
- ~~• Physical Education~~
- ~~• Science~~
- ~~• Social Studies~~

2.1 Be literate.

2.2 Be numerate.

2.3 Complete high school.

Adopted: ~~June 18, 2019~~



Board of Trustees' Governance Policy

OPERATIONAL EXPECTATIONS

OE-2: Learning Environment/Treatment of Students

Monitoring Method: Public Report to the Board of Trustees

Monitoring Frequency: Annual

The Board of Trustees believes that it is essential to establish and maintain a learning environment that is ~~safe~~, welcoming, caring, ~~and safe~~, respectful ~~in order, and conducive~~ to ~~promote the wellbeing of~~ effective learning for each student.

The Chief Superintendent shall:

2.1 Provide a safe and healthy learning environment.

~~2.2 Promote social and emotional wellbeing.~~

~~2.3 Foster a sense of belonging.~~

~~2.4 Encourage respect for diversity and self-expression.~~

2.2 Maintain a welcoming, supportive, caring and respectful learning environment.

2.3 Provide opportunities for student voice that impacts welcoming, supportive and respectful learning environments.

2.4 Use equity as a guiding principle for allocating resources to the learning environment.

2.5 Respond appropriately to behaviours that are inconsistent with the established student code of conduct ~~breaches~~.

Adopted: ~~April 27, 2021~~



**Calgary Board
of Education**

School Name

Address
Phone: 403-777-####

Principal:

Website: www.cbe.ab.ca/SchoolName

**Attachment II: Report
Card Excerpt 2024-2025**

Report Card Date:

Student Name (CBE ID #)
(Legal Name: Student Legal Name)
Grade: 7
Homeroom:
Alberta Education ID: #####

Indicator Legend

Achievement of the Alberta Programs of Study			
1 Not Meeting	2 Basic	3 Good	4 Excellent
The student demonstrates a beginning level of understanding. <ul style="list-style-type: none">The quality of work within the body of evidence may be vague and/or undeveloped.The student consistently demonstrates this level of achievement.Targeted adjustments to planning and instruction will be necessary for further learning in this area.	The student demonstrates a developing level of understanding. <ul style="list-style-type: none">The quality of work within the body of evidence may be adequate and/or concrete.The student consistently demonstrates this level of achievement.Adjustments to planning and instruction may be necessary for further learning in this area.	The student demonstrates a well-developed level of understanding. <ul style="list-style-type: none">The quality of work within the body of evidence may be clear and/or well-reasoned.The student consistently demonstrates this level of achievement.Students achieving at this level can be confident of being prepared for further learning in this area.	The student demonstrates a mastery level of understanding. <ul style="list-style-type: none">The quality of work within the body of evidence may be perceptive and/or insightful.The student consistently demonstrates this level of achievement.Students achieving at this level have excellent demonstration of grade level outcomes and can be confident of being prepared for further learning in this area.
IPP Individualized Program Plan	Concepts, process and/or skills related to the report card stem have been targeted and planned for within the IPP.	Citizenship, Personal Development and Character Summative Indicators of Success	
ELL English Language Learning	The student's language proficiency level impacts the ability to assess student achievement in relation to the report card stem.		
ADP Adapted Programming	The student is accessing adapted programming. Achievement related to the report card stem is communicated through the report card comment.		
NER No Evaluation Recorded	Evaluation of the student's achievement in relation to the report card stem is not possible due to insufficient evidence.		
NATR Not Applicable This Report	The outcomes within this stem have not been taught and assessed this term. An achievement indicator will be/has been reported in the alternate reporting period.		
		EX	Exemplary Strengths
		EV	Evident Strengths
		EM	Emerging Strengths
		SR	Network of Support Required

report to Board of Trustees

Impact Statement | OE-2 Learning Environment / Treatment of Students

Date	June 10, 2024
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Information
Originator	Dr. Mike Nelson, Superintendent, School Improvement Dr. Jennifer Turner, Superintendent, School Improvement Kelly Ann Fenney, General Counsel
Governance Policy Reference	Board/Chief Superintendent Relationship B/CSR-1: Single Point of Connection Operational Expectations OE-2: Learning Environment/Treatment of Students
Resource Person(s)	Mark Bylsma, Coordinator, Policy

1 | Recommendation

It is recommended:

- THAT the Board of Trustees receives the following report for information.

2 | Issue

At the May 20, 2025 public Board meeting, a report was brought forward with proposed amendments to Results and Operational Expectations Policies. The report included the following two motions which were approved:

- THAT the Board of Trustees gives first reading to the amendments to Operational Expectations 2: Learning Environment/Treatment of Students, as provided in Attachment II to this report.

- THAT the Board of Trustees directs the Chief Superintendent to inform the Board, on or before June 30, 2025, of significant organizational impacts, if any, that would result from these proposed amendments.

3 | Background

The current Operational Expectation 2: Learning Environment/Treatment of Students was approved on April 27, 2021. However, the Reasonable Interpretation and Indicators document for OE-2 was not updated to reflect the currently approved OE-2 policy. As such, Monitoring Reports to the Board for OE-2 have provided evidence based on the Reasonable Interpretation and Indicators approved on June 25, 2019.

4 | Analysis

Anticipated impacts of the proposed Operational Expectation policy revisions to the organization are included in this report. Individual policy statements have been reviewed and compared to the current statements in the OE-2E document. Differences have been identified and the overall potential impacts to the operation of the organization have been highlighted.

The proposed changes in language surface the following considerations for intent, meaning, time and resources.

CURRENT: 2.1 Provide safe and positive learning conditions for each student that foster a sense of belonging and a respect for diversity.

PROPOSED: 2.1 Provide a safe and healthy learning environment.

- Time will be needed to ensure the definition of “healthy” is understood and evidence is available to demonstrate compliance.
 - The Board’s revision expands the current focus of the assessment of learning environments to include not only safety, but also include healthy. The *Education Act* preamble references well-being and may assist in forming a reasonable interpretation,.
 - Careful interpretation is required to ensure that the focus is on conditions of a healthy learning environment in support of student learning and not on the general health of students, which is outside of the control of a school division.
- For the assessment of a safe learning environment, administration is able to build from existing interpretations and indicators.
 - Continued use of current OE-2 indicator “100% of schools complied with Administrative Regulation 3021: School Emergency Practices and Procedures”.

- Administration is open to consideration of a new indicator if this is preferred.

CURRENT: 2.1 Provide safe and positive learning conditions for each student that foster a sense of belonging and a respect for diversity.

PROPOSED 2.2 Maintain a welcoming, supportive, caring and respectful learning environment.

- The new policy language expands on the language in section 33(1) of the *Education Act* to include providing a *supportive* learning environment. Identifying indicia of welcoming, supportive, caring and respectful learning environments will require qualitative evidence of student experience. There is an opportunity to leverage the definition of supportive in OE-4E to demonstrate compliance with OE 2.2.
- Continued use of current OE-2 indicator with a minor adjustment to the last portion of the sentence:
 - “The percentage of student responses indicating agreement with the safe and caring suite of questions from The Calgary Board of Education Annual Safe and Caring Schools result, as determined by Alberta Education’s Assurance Survey **will improve or be maintained within 2 percentage points of the previous school year.**”

CURRENT: 2.1 Provide safe and positive learning conditions for each student that foster a sense of belonging and a respect for diversity.

PROPOSED 2.3 Provide opportunities for student voice that impacts welcoming, supportive and respectful learning environments.

- This change reflects CBE administrative practice to provide multiple forums and means for student voice. It makes the Board’s values on student voice explicit. It is anticipated that CBE administration can leverage existing structures and processes to provide evidence in support of this policy stem.

CURRENT: 2.1 Provide safe and positive learning conditions for each student that foster a sense of belonging and a respect for diversity.

PROPOSED 2.4 Use equity as a guiding principle for allocating resources to the learning environment.

- This is a significant change to Board policy in that it explicitly ties the principle of equity to the allocation of resources. This has much broader implications for the system as it continues to manage need against need with finite resources.

- Careful consideration will need to be given to the interpretation of equity in relation to allocation of resources and related indicators. It will be important to avoid expanding the scope of this stem to ensure that CBE administration can focus on existing processes that facilitate allocation of resources in support of equity.

CURRENT: 2.1 Provide safe and positive learning conditions for each student that foster a sense of belonging and a respect for diversity.

PROPOSED 2.5 Respond appropriately to behaviours that are inconsistent with the established student code of conduct.

- This revised policy stem provides greater focus on strategies used by CBE employees to provide students with a learning environment that is welcoming, caring, safe, respectful and supportive and that fosters a sense of belonging. This focus will require further analysis to support an interpretation and a body of evidence focused on learning conditions, and not on individual staff actions.
- Determining the reasonable interpretation to “respond appropriately” is key to finalizing indicator(s) for this particular expectation. This may take time to ensure a common understanding to aide in demonstrating compliance.
 - This will require consideration for how the interpretation of “respond appropriately” may impact the day-to-day work of principals in supervision of teachers and, in turn, of Education Directors in supervision of principals.
- CBE administration systems on reporting continue to be developed and careful consideration is needed in light of structural limitations on reporting of outcomes. CBE administration anticipates an incremental approach to the development and reporting on indicators related to Code of Conduct outcomes.

5 | Financial Impact

There are potentially significant implications for allocation of time and resources in order for staff to address the outcomes of these revisions.

6 | Implementation Consequences

While there is overlap in the proposed language for OE-2, the time needed to ensure consistent understanding of the evidence the Board is seeking will be the main implementation consequence.

Providing evidence of compliance for the new language in OE-2 will require the development of new measures. For some, such as student code of conduct, and healthy learning environments, CBE administration anticipates developing new means to measure compliance outcomes.

7 | Conclusion

This report provides a historical perspective of the work completed on OE-2 | Learning Environment/Treatment of Students. An analysis of implications for overall impact on Administration and the time required to support the revisions was also provided along with implementation consequences.

Further unanticipated impacts to the operation of the organization may be identified through the implementation of these changes should they be approved.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

report to Board of Trustees

Chief Superintendent's Update

Date June 10, 2025

Meeting Type Regular Meeting, Public Agenda

To Board of Trustees

From Joanne Pitman
Chief Superintendent of Schools

Purpose Information

Governance Policy Reference

OE-2:	Learning Environment/Treatment of Students
OE-3:	Instructional Program
OE 6:	Asset Protection
OE 8:	Communicating and Engaging with the Public
OE 9:	Facilities

1 | Recommendation

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

2 | Issue

As the Board of Trustees' chief executive officer, the Chief Superintendent is accountable for meeting the expectations set by the Board. These expectations are stated in Results and Operational Expectations policies.

OE-2: Learning/Environment/Treatment of Students states that "it is essential to establish and maintain a learning environment that is welcoming, caring, safe, respectful and conducive to effective learning for each student." With other reports submitted to the Board of Trustees, this update meets the requirement of providing safe and positive



learning conditions for each student that fosters a sense of belonging and a respect for diversity.

OE-3: Instructional Program states that “providing high quality programming for all students is essential for student success, as defined in the Results”. With other reports submitted to the Board of Trustees, this update meets the requirement of OE-3 in planning for and providing challenging, relevant and high quality programming opportunities that consider the educational needs of students.

OE-6: Asset Protection states that “the protection of all organizational assets contributes to student learning.” With other reports submitted to the Board of Trustees, this update meets the requirement of OE-6 to properly maintain, adequately protect and appropriately use all organizational assets.

OE-8: Communicating and Engaging with the Public states that “working with our communities is a critical component to building relationships that support student success.” With other reports submitted to the Board of Trustees, this update meets the requirement of OE-8 in reasonably including people in decisions that affect them.

OE-9: Facilities states that “in order to meet the needs of the entire organization, the responsible stewardship of resources requires effective and efficient use of funding for real property”. With other reports submitted to the Board of Trustees, this update meets the requirement of OE-9 in the effective and efficient use of capital funding and demonstrates responsible stewardship of resources.

3 | Background

OE-2 Learning Environment/Treatment of Students, OE-3 Instructional Program | Mental Health Summit 2025

On April 11, 2025, the Well-Being and Inclusive Education Teams presented at the Mental Health Summit 2025 (Summit) in Banff, Alberta, highlighting a collaborative approach to the implementation of Social and Emotional Learning (SEL). Presentations included both an overview of the work of the SEL Working Groups focusing on curating key resources for teachers, showcasing how schoolwide SEL strategies can build educator capacity and support alignment with evidence-based language for understanding, as well as an overview of Child and Adolescent Services for All (CASA) classrooms, through first year implementation to student impact. The Summit included leading experts in SEL and mental health, offering evidence-based research and current practices aimed at advancing well-being in education. Participation in this forum provided a valuable opportunity to contribute to the international conversations on mental health in schools and to align with evidence-informed, research-driven strategies for system-wide well-being.

OE-2 Learning Environment/Treatment of Students, OE-3 Instructional Program | Jigsaw Learning Collaborative Response Retreat 2025

Education Directors Chris Radu and David Dyck presented at the Collaborative Response Retreat in Lacombe, Alberta hosted by Jigsaw Learning on May 2, 2025. The presentation centered on sharing how CBE has integrated Collaborative Response across the system in each school over the past several years. This is an annual retreat held for teachers and leaders and open to school districts across the province. The retreat is held over two days where participants can choose from a variety of sessions to attend based on their interest and next steps as they continue to implement Jigsaw Learning's three key components of Collaborative Response: Structures and Processes, Data and Evidence, and a Continuum of Supports. This work in each school in CBE has resulted in more efficient meeting structures in schools, consistency in structures and processes, as well as a greater leveraging of collective teacher expertise in identifying and implementing effective strategies to support student learning.

OE-2 Learning Environment/Treatment of Students | Grade 12 Indigenous Student Graduation Celebration

A gathering to honour graduating CBE Grade 12 students who self-identify as Indigenous was held on Friday, May 30 at Centennial High School. Students and their guests celebrated with members of the CBE Elder's Gathering Circle, community partners and CBE staff with a traditional blessing, meal, song, and the sharing of student gratitude. Each student received a cultural gift to recognize this important rite of passage.

OE-2 Learning Environment/Treatment of Students | Honouring Elder Miiksika'am

Elder Miiksika'am (Dr. Clarence Wolfleg Sr.) was honoured with an honorary grade 12 diploma at the 2025 Crescent Heights High School Graduation Ceremony on Wednesday May 21, 2025. After being permitted to leave the Old Sun Residential School, Elder Miiksika'am attended Crescent Heights High School for grades 10 and 11 in the mid-1960's. In 1966 he chose to leave high school before graduating to enlist in the Canadian Armed Forces. After hearing this story from Elder Miiksika'am, the Indigenous Education Team and Crescent Heights High School joined together to honour him with a high school diploma. During the ceremony, Elder Miiksika'am's son, Knowledge Keeper Skip Wolfleg shared an Honour Song for all graduates. Elder Miiksika'am is an active Elder in CBE's Making Relatives Kinship Circle.

OE-2 Learning Environment/Treatment of Students, OE-3 Instructional Program | Hackergal Hackathon at Alice Jamieson Girls Academy

On May 1, 2025, Alice Jamieson Girls Academy hosted an in-person, full-day Hackergal Hackathon for approximately twenty Grade 5 to 9 students from their Girls Coding Club, with support from the Teaching and Learning with Technology team. Hackergal's mission is to equip girls and gender-diverse learners with the tools they need to succeed in technology no matter where they live and learn, while supporting educators to bring coding into their

classrooms with confidence. Representatives from Hackergal co-led the event alongside staff from Alice Jamieson Girls Academy. Throughout the day, students developed coding projects using Scratch or HTML/CSS in response to this year's Hackathon challenge theme: "Hack the Bias in AI." A CTV News story highlighting the event can be found [here](#).

OE-3 Instructional Program | K-12 System Professional Learning

The CBE Education Plan 2024-2027 identifies the goal to create strong student achievement and well-being for lifelong success in the area of Learning Excellence. In support of this goal, this year, the K-12 Core Curriculum and Assessment and Reporting team, in collaboration with other teams, offered a K-6, Middle Years and High School professional learning series to support building leader and teacher capacity.

K-6 Professional Learning Series:

During the 2024-2025 school year, based on video recording views, approximately 6000 K-6 teachers and administrators participated in a four-part online professional learning series designed to develop understanding and support implementation of the new K-6 English Language Arts and Literature and Mathematics and Science curricula. Over the course of the year there was collaboration with the Early Learning team, English as an Additional Language team, Inclusive Education team, Indigenous Education team, Well-Being team, and the Languages team to design and deliver quality professional learning. Assessment was the throughline for the professional learning series with the guiding question of "how does the assessment process build hope, efficacy and achievement for all learners?" The series involved opening sessions that were live online and recorded followed by recorded breakout sessions. Each session focused on a different aspect of implementing the new curriculum. The four areas of focus included:

- Clarifying learning outcomes and creating a responsive learning environment,
- The responsive learning cycle: Moving learning forward,
- What students say about their learning matters: Navigating classroom complexity, and
- Effectively communicating achievement: Clear and meaningful reporting.

The live recorded opening online sessions provided participants opportunities to reflect on their own teaching and assessment practices and were further supported by recorded breakout videos for K-3 and 4-6 English Language Arts and Literature, K-3, 4, 5, 6 Mathematics and K-3, 4, 5, 6 Science.

The online sessions and recorded breakouts were further supported by leadership packages that offered school leaders an opportunity to personalize their school-based professional learning considering their context, their priorities and their choice. The leadership packages included recorded opening sessions and breakout sessions, PowerPoints, resource materials, and thinking guides.



Middle Years Professional Learning Series:

During the 2024-2025 school year, the Middle Years Professional Learning series was designed to include both in-person sessions and online sessions. A group of 71 Middle years principals participated in three in-person sessions focused on building capacity in instructional leadership and in data informed instructional leadership decision-making. 247 Middle Years assistant principals and learning leaders participated in two in-person sessions focused on adolescent brain development, data tracking to monitor progress and interventions. Based on video recording views, approximately 1640 grades 5-9 teachers and administrators participated in a four-part online professional learning series designed to further develop understanding of middle years learner identity, and what it means to know learners and monitor progress.

Over the course of the year there was collaboration with the Well-Being team and the English as an Additional Language team. Assessment was the throughline for the professional learning series with the guiding question, “What does it mean to know learners and monitor their growth?” Each session focused on continuing to build a strong middle-years learner identity by improving assessment practices. The series involved opening sessions that were live online and recorded, followed by recorded breakout sessions. The four areas of focus included:

- Knowing learners and monitoring growth,
- High quality summative assessments: Ensuring access for all learners,
- Equitable and transparent assessment: Providing targeted supports, and
- Communicating clear and meaning assessment information.

The live recorded opening online sessions provided participants opportunities to reflect on their own teaching and assessment practices and were further supported by recorded breakout videos for Literacy, Disciplinary Literacy and Well-Being.

High School Professional Learning Series:

During the 2024-2025 school year, the High School Professional Learning Series consisted of three in-person series. The focus of the High School Professional Learning series was Outcome Based Assessment. The three in-person series included Principal with Education Directors, Assistant Principals, and Teacher Implementers and Learning Leaders.

The focus of the in-person sessions varied by audience.

Approximately 50 Principals and Directors participated in three in-person learning sessions that focused on collaboration to support instructional leadership to implement Outcomes-Based Assessment in high school. Approximately 60 Assistant Principals participated in three in-person sessions that focused on change management and investigating and discussing nuances related to implementing outcomes-based assessments as well as exploring existing resources and the use of PowerSchool and Data Analytics Tools. Approximately 371 Teacher Implementers and Learning Leaders from Mathematics, English Language Arts, Science, Social Studies and French Language

Arts, Spanish Language Arts, Fine and Performing Arts, Career and Technology Studies (CTS), Language and Culture and Physical Education participated in three to four in-person learning sessions that focused on building capacity with outcome-based assessment practices. These sessions maintained a focused on the five guiding principles of assessment and reporting as identified in Assessment and Reporting in CBE to support collaborative calibration of outcomes against the proficiency scale.

OE 3 Instructional Program | New Grade 4-6 Science curriculum Field Testing Grant

CBE was one of the four metro boards that participated in an Alberta Education Grant to field test resources for the new Grade 4-6 science curriculum. As part of this initiative, 28 Grade 4-6 teachers took part in the program, offering valuable feedback on the Computer Science and Energy components of the Stepping into Science resource.

OE-3 Instructional Program | Esports in the CBE

In partnership with Career and Technology Services (CTS) and Information Technology Services (ITS), the Teaching and Learning with Technology team has been instrumental in expanding esports opportunities for middle and high school students across the CBE. In March, the team organized a city-wide esports tournament held at Bow Valley College's newly built Esports Arena. The event brought together students from 13 CBE schools, along with participants from the Calgary Catholic School District, Rocky View Schools, and Golden Hills School Division, to compete in a Super Smash Bros tournament.

Esports is increasingly recognized as a powerful way to foster student engagement, strengthen school connection, and build a sense of belonging. Currently, more than 40 CBE schools offer esports programming, reflecting the growing value of these experiences in today's learning environments.

OE-3 Instructional Program | Symphony Library System Upgrade

Over spring break, the Educational Resources & Learning Systems (ERLS) team coordinated with CTS, ITS, and the SirsiDynix vendor to deliver the newest version of the Symphony library system and mitigate any fixes to all learning commons computers across CBE schools. This new upgrade is necessary to fulfill our licensing obligations and to bring additional flexibility to the library system.

OE-3 Instructional Program | Social-Emotional Learning (SEL) & Digital Citizenship Resources for Middle Years

The Teaching and Learning with Technology Team collaborated with the Wellbeing team over the course of this year to support teachers in the SEL Middle Years Working Group to compile, review, and create a collection of over 40 free digital lessons and resources for teachers, students, and parents. The SEL & Digital Citizenship flat sheet focuses on developing digital citizenship skills directly related to the CASEL SEL Competencies relevant to middle years learners. Resources cover topics such as SEL in online gaming,

using social media, dealing with digital stress, artificial intelligence (AI) chatbots, and developing strategies for healthy, balanced social-emotional awareness, self-management, and relationships in a digital world.

OE-3 Instructional Program | Apple Community of Future Ready Citizens Project

This year, eight elementary schools engaged in an Apple Digital Literacy Project titled, “Community of Future Ready Citizens.” The goal of this project was to develop digital literacy skills that could be applied in authentic, community-based contexts to elevate storytelling, foster creative problem solving, and inspire iterative design. The Teaching & Learning with Technology and Client Technology Services teams identified ten schools that had made substantial investments in iPads before securing the expertise of Apple Educators to support this project. After an initial information session with principals and teachers, 31 classes from eight schools chose to participate. Students spanning gr 1 - 6 began by developing foundational skills in recording audio, creating animations, and applying enhancements to photo and video content. Now equipped with the skills needed to bring their projects to life, they began their investigations into curricular-aligned projects including poetic representations of The Honorable Murray Sinclair’s *Who We Are: Four Questions for a Life and Nation*. This supported the development of school identity centred on unity and connection, while framing personal identities connected to goal setting and well-being.

OE-3 Instructional Program | My Transit Ride

In August 2025, the CBE, CCSD and Calgary Transit will offer a transit bus orientation program called “My Transit Ride” for Calgary middle and high school students transitioning to Calgary Transit.

Program dates, locations and registration information will be added to the CBE website once it is available. The program is about an hour long and consists of a 20-minute presentation by Calgary Transit, followed by an orientation of a transit bus. Staff from CBE Transportation, CCSD Transportation and Calgary Transit will be available for information and/or questions.

We are excited to offer this safety training and transit orientation to increase student comfort levels and ability to ride Calgary Transit safely and efficiently. More information and resources can be found on the CBE webpage, [Calgary Transit Orientations](#).

OE-3 Instructional Program, OE-6 Asset Protection | AI in Education: Upcoming Sessions and Continued Collaborative Initiatives

As part of our ongoing efforts to support the purposeful integration of Artificial Intelligence in education, the Teaching and Learning with Technology team offered two interactive sessions (online and in-person) on *AI for Task Design and Personalization of Learning* for members of School Improvement in May. These optional sessions built upon the introductory session held in February 2024, focusing on practical applications of AI, including prompt-writing strategies, personalization of learning, and implications for SI use in their work with schools.

- In addition to these sessions, Teaching and Learning with Technology (TLwT) continues to collaborate with teams across the organization on the following initiatives:
- Developing and implementing the CBE's AI Governance model in collaboration with Service Transformation and Legal Services
- Co-creating *Guidelines for Ethical and Responsible Use of AI* with Indigenous Education, Diversity & Inclusion, and Inclusive Education
- Exploring curricular applications of AI tools and ongoing review of existing guidelines with curriculum teams
- Planning ongoing learning opportunities in collaboration with SI teams to support building a consistent knowledge base across the service unit
- Expanding and developing the next iteration of professional learning for schools in response to current research, collaboration with SI teams, and school requests

These collaborations aim to develop and implement a consistent, informed approach to AI use and supports across the CBE.

OE-8 Communicating and Engaging with the Public | Indigenous Family Resource Guide

The Indigenous Education Team published a New Indigenous Family Resource Guide to support Indigenous students and families within the Calgary Board of Education to know about and be able to access culturally relevant, holistic community services and supports. Schools can share the guide and/or information about specific resources with students and families as needed. This Indigenous specific guide can work alongside the existing CBE Family Resource Guide. Families can also access [211 Alberta](#), a 24/7 helpline for an up-to-date online database of support and services.

OE-9 Facilities | LEED Certification – Bayside School, North Trail High School, Prairie Sky School

The CBE was thrilled to be notified recently by the Canada Green Building Council that Bayside School was awarded LEED Silver Certification, and North Trail High School and Prairie Sky School were both awarded LEED Gold Certification.

Bayside School has a 600 student capacity with a grade K-5 configuration. It opened in September 2022 and is located in the community of Auburn Bay. Prairie Sky School has a 900 student capacity with a grade K-9 configuration. It opened in April 2023 and is located in the community of Skyview Ranch. North Trail High School has a 1,800 student capacity with a grade 10-12 configuration. It opened in September 2023 and is located in the community of Coventry Hills. The construction of all three schools was managed by Alberta Infrastructure Capital Projects Division in close collaboration with the CBE. Including this latest group, CBE now has 22 LEED Silver Certified schools and 24 LEED Gold Certified schools, for a total of 46 schools with LEED certification.

Leadership in Energy and Environmental Design (LEED) is an evaluation tool and a rating system that is recognized as the international mark of excellence for green buildings in over 160 countries. The LEED rating system is based on a performance credit system that aims to allocate points from seven

categories, "based on the potential environmental impacts and human benefits of each credit." LEED certification is granted by the [Green Building Certification Institute](#) (GBCI), which handles third-party verification of a project's compliance with the design and construction requirements.

Green buildings create a healthier indoor environment for the students, staff, and visitors. They are designed and built with natural daylight, better ventilation and furnished with materials that enhance indoor air quality. They are engineered to conserve energy, decrease water consumption, minimize indoor noise pollution and create better thermal comfort through increased insulation and improved temperature control. Staff and students who live, learn and work in these buildings have been found to be more productive, higher performing and healthier.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOL

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

report to Board of Trustees

Correspondence

Date	June 10, 2025
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor, Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board

1 | Recommendation

This report is being provided for the information of the Board.

2 | Background

The following is a summary of the correspondence provided to the Board:

- Letter dated October 6, 2023 to the Hon. D. Nicolaides, Education Minister, re: Supporting Success for Student Transportation in 2024-25 and Beyond.
- Letter dated March 6, 2024 to the Hon. D. Nicolaides, Education Minister, re: Student Transportation Update.
- Letter dated October 16, 2024 to the Hon. D. Nicolaides, Minister of Education, re: CBE Boundary Adjustment.
- Letter dated March 5, 2025 to the Hon. D. Nicolaides, Minister of Education re: CBE Boundary Adjustment – Lewisburg & Huxley.
- Letter dated March 17, 2025 from the Hon. D. Nicolaides, Minister of Education, and the Hon. M. Long, Minister of Infrastructure, re: Approval of Construction Funding for New High School in Cornerstone.



- Letter dated March 17, 2025 from the Hon. D. Nicolaides, Minister of Education, and the Hon. M. Long, Minister of Infrastructure, re: Approval of Construction Funding for new school in Redstone.
- Letter dated April 9, 2025 to the Hon. D. Nicolaides, Minister of Education, re: Charter School Application – Rocky Mountain Charter School.
- Letter dated May 7, 2025 from the Hon. D. Nicolaides, Minister of Education, re: Charter School Application – Rocky Mountain Charter School.
- Letter dated April 15, 2025 from the Hon. D. Nicolaides, Minister of Education, and the Hon. M. Long, Minister of Infrastructure, re: Design Funding Approvals.

Attachments: Relevant Correspondence



Board of Trustees

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October 6, 2023

Honourable Demetrios Nicolaides

Minister of Education

10800 – 97 Avenue

Edmonton AB T5K 2B6

Dear Minister Nicolaides:

Re: Supporting Success for Student Transportation in 2024-25 and Beyond

As requested during our meeting with you on October 5, 2023, the following provides additional information on the impact the legislated changes to the [School Transportation Amendment](#) Regulation will have upon thousands of families across Calgary starting September 2024.

The legislative change from the 2.4 km walk limit to the 1 and 2 km driving distances will impact transportation service and bell times across many schools.

The purpose for clarifying the impact upon CBE families is to confirm if you are receptive, on what we realize is very short notice, to either exempting the CBE from the new travel distance requirements, or postponing implementation an additional year.

We appreciate that the 2023-24 Education budget lays out important changes to student transportation that increase affordability through enhanced funding and the adoption of new travel distances. The Calgary Board of Education (CBE) has already implemented reductions to student transportation fees for the 2023-24 school year that align with the government's affordability commitment. The increase to the student transportation grant is essential for these lower fees to continue into the future.

While the funding increase does provide welcomed assistance to families, the shorter travel distances measured in terms of driving distance versus walking distance will create a number of important challenges to families. We have enclosed a flatsheet to this letter that lists these impacts. In summary, the following provides some of the more important impacts anticipated:

- over 80 schools will require bell-time changes to maximize the limited number of drivers and buses and their ability to serve as many schools as possible. Of these:

- 59 schools are anticipated to need bell-time changes of over 15 minutes, with several of these requiring changes of up to one hour;
 - 25 schools will likely require bell-time changes of 15 minutes or less; and
 - of these schools, approximately 34 are schools that did not previously have busing and will experience bell-time changes for a very small percentage of their total student population that will be bused.
- whereas over 22,000 CBE students are currently registered for yellow busing, it is anticipated that this number could grow to over 30,000 students. Already faced with ongoing driver and bus shortages, the new distance guidelines are expected to result in a need for approximately 40 additional bus routes (and associated drivers and buses). Despite best efforts, CBE started the school year with 12 unassigned routes. An already fragile transportation system will become even more strained with additional routes and drivers needed
 - previous walk distances established by the CBE were 1.6 km for K-6 and 1.8 km for grades 7-9. Under the new distances, K-6 students will see the distance drop to 1 km. However, students from grade 7-9 will see their travel distance increase to 2 km. This may cause possible confusion with families that expect shorter distances but later find they are no longer eligible; and
 - schools with grade configurations that straddle grade 6 (e.g. a K-9 school) will have two different travel distances. This may result in a younger sibling being entitled to transportation, while the older sibling is not eligible. The older sibling can apply as a conditional rider, but if the school bus is full, conditional riders will not be accepted.

These pressures come in addition to the record-breaking student enrolment growth of more than 13,000 students over the 2022-23 and 2023-24 school years. This alone has increased the stress on severely constrained transportation resources. Additionally, enrolment growth has resulted in 25 CBE schools needing to overflow. This number continues to increase as enrolment growth grows in-year, every overflow school results in additional yellow buses and drivers being required to transport students to the next available receiving school.

Accordingly, with this letter we ask that consideration be given to either exempting the CBE from these new travel distance requirements, or alternatively further extending the current September 2024 implementation deadline by one additional school year to help support successful implementation of the measures announced by the government. If the government would consider an extension or an adjustment for the CBE, a decision is needed quickly. Given the extensive impact to 100+ schools

requiring bell-time changes, the CBE needs to communicate changes later this fall to ensure families have the time to adjust their schedules or make the required arrangements to allow them to adapt to the new bell-times.

Having already lowered transportation fees, let us reiterate the importance of maintaining the increased transportation grant funding. Should you have further questions regarding this request, please feel free to have your staff contact Dany Breton, Superintendent, Facilities & Environmental Services for additional information.

Sincerely,



Laura Hack, Chair
Board of Trustees

Enclosure

cc: Marilyn Dennis, President, Alberta School Boards Association
Gary Strother, Acting Chief Superintendent
Dany Breton, Superintendent, Facilities & Environmental Services















CBE Transportation Snapshot

2023-24 and 2024-25

CBE is preparing to implement changes to transportation for the 2024-25 school year to comply with the [School Transportation Amendment Regulation](#) changes that come into effect on Sept. 1, 2024. The change from a 1.6-1.8 km walk limit to a 1 km walk limit will impact transportation service and bell times across many schools.

	2023-24 Overview	2024-25 Anticipated Impacts
Walk Limits 	1.6 km (K-6) and 1.8 km (Gr. 7-9) walk limits measured by walking distance.	<p>New 1 km (K-6) and 2 km (Gr. 7-9) walk limits measured by driving distance.</p> <p>This means some students in younger grades who live close to the school will become eligible for busing.</p> <p>Grade 7-9 students will see travel distances increase from 1.8 to 2 km.</p> <p>Schools with grade configurations crossing Grade 6 (e.g. Gr. 4-9) may see a younger sibling entitled to busing while the older sibling is not entitled to busing.</p>
Yellow Bus Riders 	22,000+ students use yellow bus transportation.	Ridership is anticipated to grow to 30,000.
Bus Routes 	540+ routes serving 155 schools.	<p>580-600+ routes. The increase of 40-60 new routes will be needed to accommodate newly eligible riders.</p> <p>34 additional schools will have busing, for a total of 189.</p>
Number of Buses 	<p>Enough buses to cover routes using five service providers.</p> <p>Contractual maximum bus age increased from 10 to 15 years. This will likely impact fleet reliability.</p>	<p>Service providers will need to purchase/lease up to 40 additional yellow buses. Supply is very limited.</p> <p>Older buses, despite reduced reliability, are required to support ridership.</p>
Calgary Transit 	<p>All high schools and more than 25 middle/junior high schools are assigned to Calgary Transit (CT).</p> <p>Some residential communities have school express routes to their designated school. About 73 dedicated CT school express routes in addition to regular CT routes.</p>	<p>We do an annual review to consider if more students could move to Calgary Transit.</p> <p>CBE works collaboratively with Calgary Transit. Decisions on service levels are made by Calgary Transit based on available space and resources.</p>

	2023-24 Overview	2024-25 Anticipated Impacts
Bus Driver Shortage 	Ongoing recruitment and retention challenges faced by all five service providers.	<p>With more than 40 new routes, even more drivers will need to be hired.</p> <p>We anticipate a continued driver shortage.</p>
Bell Time Changes 	No school start or end times changes were made.	<p>Over 80 schools will require bell-time changes. Of these:</p> <ul style="list-style-type: none"> 59 schools will require bell-time changes of 15+ minutes. Several schools will require bell-time changes of up to an hour. 25 schools will require bell-time changes of 15 minutes or less, particularly schools that did not have bused students before. <p>Bell time changes are needed to maximize the limited number of drivers and buses to serve as many schools as possible.</p> <p>Many schools may experience bell-time changes to accommodate a very small proportion of their students.</p>
Alternative Program Riders 	14,300 students (64% of riders) attend alternative programs and access transportation through congregated stops that may exceed the walk limits.	<p>Congregated stops will continue for alternative programs.</p> <p>The change in travel distances cannot be implemented for non-mandated riders traveling to alternative programs. Our providers would need to hire hundreds of additional drivers and purchase hundreds of additional buses to meet the requirement.</p>
Increasing Enrolment 	<p>Enrolment increased by 7,000+ students for the 2023-24 school year.</p> <p>Currently, 25 schools are in overflow requiring students to be bused further from home.</p>	<p>As we welcome more students there is an increased need for transportation.</p> <p>More routes will be added as ridership continues to increase. Next year, we anticipate additional schools will overflow, although the approval of modular classrooms by Alberta Education could help reduce the total number.</p>
	In alignment with provincial direction, the CBE has reduced fees to \$260 for all riders, including those attending their designated regular program school, alternative program or those requesting service under 2.4 km.	So long as the government's commitment to additional student transportation grant funding is maintained, it is anticipated that student transportation fees will remain stable.



Board Chair

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Nancy Close Wards 11 & 13

March 6, 2024

Honourable Demetrios Nicolaides
Minister of Education
10800 – 97 Avenue
Edmonton AB T5K 2B6

Dear Minister Nicolaides:

Re: Student Transportation Update

Thank you for meeting with the Calgary Board of Education (CBE) Board of Trustees on February 22, 2024.

As requested, the following provides an update on both the impact of constraints created by the *Traffic Safety Act (TSA)* as it pertains to student transportation, and on the bell time changes required of Calgary Board of Education (CBE) schools to implement the legislated changes to the [School Transportation Amendment Regulation](#).

Constraints created by the *Traffic Safety Act (TSA)*

As background it is important to highlight that neither the *Education Act* nor the *Student Transportation Regulations* specify the manner or mode of transportation provided by school jurisdictions. In so doing, this provides school jurisdictions with flexibility to select the modes of student transportation that consider both the services available within the school jurisdiction's boundaries coupled with the needs and abilities of the students being served. Of note, the *Education Act* also provides boards with the option for parent-provided transportation with payment in lieu of board-provided transportation.

This flexibility is especially important for the CBE and its ability to fulfill its legislated student transportation obligations for over 40,000 students who are transported via yellow school buses, public transit, specialized transportation providers and taxis.

In fact, all four metro boards assign some of their students to public transit as their mode of transportation to-and-from school. Taxis are also often used to support students under certain circumstances and special transportation service providers that use multi-functional activity buses are used on a daily basis by the Calgary metro boards.

This flexibility contrasts sharply, however, with the *TSA* and the *Commercial Vehicle Safety Regulations* that requires that "a school board shall use only a school bus to transport students to or from a school." School buses are further defined as needing to meet the requirements set out under CSA-D250, that amongst other things, requires the vehicle to be painted yellow and black and have a stop arm. Additionally, in those instances where the parent procures the transportation service, it has also been highlighted that to be fully compliant with the *TSA*, a school jurisdiction cannot reimburse the service provider directly and must instead reimburse the parent. These

requirements were brought to our attention by Alberta Education staff earlier this school year, with the implication being that current CBE student transportation practices are currently noncompliant.

Examples of where these *TSA* restrictions impact the CBE's ability to provide transportation to its students include:

- **Inability to use chartered transit buses to fill gaps in service.** For example, CBE commenced the 2022-23 school year with 67 routes that were unassigned due to the ongoing driver shortage. The CBE was able to charter 14 Calgary Transit buses and drivers to partially close the gap for service to 10 schools and 524 students. However, it is now clear that this innovative measure is not allowed under the *TSA* as Calgary Transit buses do not meet the CSA-D250 definition of a school bus. The only way to circumvent this restriction would have been to require hundreds of parents to enter into an agreement with Calgary Transit, and subsequently reimburse these parents. This approach would not be practical given the number of students requiring immediate service;
- **Use of multi-functional activity buses (MFAB) to transport students with special needs.** CBE procures specialized transportation services via companies using multi-functional activity buses (MFAB) to transport 282 students with special needs. Since MFABs do not meet the CSA-D250 definition of a school bus, this is another instance where each parent would have to individually procure and pay for the service directly from the service provider. Such an outcome would greatly impact routing efficiencies and costs, since the agreement would be between the service provider and the parent. Some families may request higher service levels (e.g. door to door) and the service provider would not follow CBE-determined routes, thereby impacting the maximum number of students that can be transported on any single day as well as student ride times. In addition, families would have the additional burden to secure these services and pay for them until they are partially reimbursed. Of note, the funding that would be passed along to families would also not cover the actual cost of the service nor does it cover the cost of additional supports we provide, like attendants and harnesses, due to the amount actually received per student and how service delivery levels are currently supplemented by other areas of the CBE transportation budget.
- **Use of taxis to provide transportation service.** The CBE currently procures taxi services for 63 students daily that require a more personalized transportation service or where the cost of a school bus would be prohibitive. Other instances that arise include when a mid-day driver absence suddenly leaves many students without transportation from school back home. In these instances, the parent or guardian would need to be contacted to have them procure and pay for the taxi service for their student. Subsequently, the CBE would need to process hundreds of reimbursements every day, thereby creating a tremendous administrative burden. This would also require school staff to stay at school and supervise students well beyond their regular hours.
- **Use of Access Calgary to transport students with special needs.** The CBE refers families to Access Calgary when their student is deemed age and developmentally appropriate. In the 2023-24 school year, 76 students were referred to Access Calgary. Families arrange the service directly with Access Calgary (Calgary Transit), and invoices are sent directly from Calgary Transit to CBE for payment. To become *TSA* compliant, this would need to be changed to have families pay Access Calgary, and then request reimbursement from the CBE. Again, the reimbursement passed along to the family would not cover the actual cost.



- **Use of minivans to transport students with severe behaviour concerns.** The CBE procures specialized transportation services for 33 students with severe behaviour needs at a single site program. The nature of the student behaviour requires low rider counts on routes; when school buses were used, the amount of space encourages behaviours that create safety and well-being concerns. As a result, smaller vehicles are used to ensure that these students have enough space to avoid being triggered by other students, while minimizing excess space that can encourage concerning behaviours. Again, the funding we would pass along to the family would not cover the actual cost.
- **Provision of Calgary Transit passes to vulnerable students.** The City of Calgary has a Fair Entry program that provides low-cost Calgary Transit passes to Calgarians. The process requires families to provide documentation to qualify for the program. Some of our vulnerable students do not have the documentation and are unable to complete the process. To support these students, the CBE purchases 150 low-cost Calgary Transit passes and distributes them to our outreach programs to ensure transportation to and from school is not a barrier to regular school attendance for our most vulnerable students. To ensure full compliance with the *TSA*, the practice of having the CBE purchase the passes would need to cease. However, it is our concern that offering to refund the cost of a transit pass would not be feasible for some students since for many of them, simply obtaining the bus pass in the first place would not be possible.

In summary, the sheer number of students being transported (40,000+) using a variety of different modes of transportation does not lend itself to having students individually procure transportation services. Moreover, a transition to only using CSA-D250 compliant vehicles would require additional drivers and buses, this during a multi-year driver and bus shortage that will be further challenged by the additional capacity required to implement the travel distance changes required under the *Student Transportation Regulation*.

Adjustments to School Bell Times

As mentioned, changes to the *Student Transportation Regulation* will be disruptive to families. The implementation delay that you provided last fall is greatly appreciated as it will provide our student transportation service providers with more time to grow the number of drivers and school buses that will be required to support this change.

The newly determined student travel distances not only have an impact on routes and buses needed but it impacts school bell time changes required for the 2025-26 school year. Based on an analysis completed fall 2023, a total of 84 CBE schools will require bell time changes. Of these, 59 will experience bell time changes of greater than 15 minutes. Another 34 schools will become bus receiving schools and experience bell-time changes. In short, for all 84 schools the bell time changes could be perceived as being required for a handful of students that are newly eligible for transportation who in the end, may still choose to walk to school.

Furthermore, the needed adjustments to bell times to meet the newly determined student travel distances will have a cascade of impacts on schools, students, and families. Schools with reduced overall school hours due to adjustments may be at risk of not being able to meet the mandated hours of instruction without compromising even minimum expectations of a 30-minute lunch break and a single 15 minutes recess break. Conversely, schools with increased overall hours face challenges with contractual expectations for staff including exceeding instructional time or assignable

time maximums. Finally, the impact for families facing bell-time adjustments on before and after school care and programs will need to be considered.

Included with this letter is a list of every CBE school that is anticipated to be impacted in 2025-26, grouped by those that will experience bell time changes of greater than 15 minutes, and those that will experience changes of 15 minutes or less, based on the analysis completed October 2023. Since then, we have had to overflow many communities due to their designated schools being at capacity. Ergo, another bell time analysis will be completed spring 2024 to confirm any additional bell time changes that may be required and make any further adjustments as necessary. We will not communicate the bell time changes until your Ministry has confirmed that no additional changes following the travel distance review currently underway. Having said that, it is important to communicate any bell time changes by fall 2024 to ensure families have enough time to plan for the future.

Alternatively, if the legislation could be adjusted to provide greater flexibility and autonomy to metro school jurisdictions and how distances are measured, this would allow us to best meet the needs of students within our context.

Our commitment

The CBE remains committed to ensuring that our students' ability to access an education is not impeded by their inability to travel to and from school.

We thank you for your continued interest in the challenges posed by the TSA and the upcoming travel distance changes and how these may impact the more than 40,000 CBE students that depend on a variety of modes of transportation.

Should you have further questions regarding this request, please feel free to have your staff contact Dany Breton, Superintendent, Facilities & Environmental Services for additional information.

Sincerely,



Laura Hack, Chair
Board of Trustees

Enclosure

cc: Joanne Pitman, Chief Superintendent
Dany Breton, Superintendent, Facilities & Environmental Services

Anticipated Bell Time Changes for Schools in the 2025-26 School Year (completed Fall 2023)

Schools with Combined Bell Time Changes of 15 Minutes or Less			
School	AM Bell Time Change	PM Bell Time Change	Early Dismissal Bell Time Change
Bob Edwards	0:00	0:15	0:00
Brentwood	0:00	0:10	0:00
Buffalo Rubbing Stone	0:00	0:10	0:00
Citadel Park	0:12	0:00	0:00
Colonel Walker	0:00	0:10	0:00
Dr. Roberta Bondar	0:00	0:00	0:15
Earl Grey	0:00	0:10	0:00
Erin Woods	0:00	0:10	0:00
Janet Johnstone	0:00	0:00	0:15
Maple Ridge	0:00	0:10	0:00
Mayland Heights	0:00	0:15	0:00
Nellie McClung	0:00	0:10	0:00
North Haven	0:00	0:10	0:00
Northern Lights	0:00	0:15	0:00
Nose Creek	0:00	0:10	0:00
Olympic Heights	0:09	0:00	0:00
Penbrooke Meadows	0:00	0:10	0:00
Prince of Wales	0:00	0:15	0:00
R. T. Alderman	0:00	0:10	0:00
Samuel W. Shaw	0:00	0:10	0:00
Ted Harrison	0:00	0:10	0:00
Tuscany	0:00	0:00	0:10
Twelve Mile Coulee	0:00	0:10	0:00
West Ridge	0:00	0:00	0:15
William Reid	0:00	0:15	0:00
Willow Park	0:00	0:10	0:00

Schools with Combined Bell Time Changes Greater than 15 Minutes			
School	AM Bell Time Change	PM Bell Time Change	Early Dismissal Bell Time Change
Abbeydale	0:00	0:00	0:27
Alex Munro	0:10	0:15	0:00
Alexander Ferguson	0:00	0:15	0:30
Altadore	0:00	0:00	0:30
Battalion Park	0:17	0:10	0:30
Briar Hill	0:10	0:10	0:00
Buchanan	0:00	0:10	0:40
Cappy Smart	0:15	0:30	0:40
Catherine Nichols Gunn	0:10	0:10	0:40
Cedarbrae	0:18	0:30	0:00
Chief Justice Milvain	0:00	0:15	0:30
Clarence Sansom	0:10	0:00	0:11
Collingwood	0:15	0:15	0:00
Colonel J. Fred Scott	0:00	0:10	0:30
Copperfield	0:15	0:30	0:15
Coventry Hills	0:15	0:15	0:00
Douglas Harkness	0:00	0:15	0:55
Dr. E. W. Coffin	0:10	0:10	0:35
Dr. Freda Miller	0:10	0:00	1:00
Dr. Gladys McKelvie Egbert	0:00	0:00	0:30
Elbow Park	0:15	0:00	0:40
Eric Harvie	0:15	0:45	0:00
Evergreen	0:15	0:15	0:00
Falconridge	0:00	0:00	0:40
Fish Creek	0:10	0:20	0:30

Anticipated Bell Time Changes for Schools in the 2025-26 School Year (completed Fall 2023)

Schools with Combined Bell Time Changes Greater than 15 Minutes			
School	AM Bell Time Change	PM Bell Time Change	Early Dismissal Bell Time Change
G. W. Skene	0:00	0:10	1:00
Glenbrook	0:00	0:00	0:30
Glendale	0:00	0:13	0:30
Grant MacEwan	0:00	0:10	0:30
Haultain Memorial	0:10	0:00	0:40
Haysboro	0:00	0:10	0:30
Huntington Hills	0:00	0:00	1:10
James Short Memorial	0:00	0:10	1:00
Killarney	0:00	0:00	0:30
Lakeshore	0:00	0:15	0:50
Louis Riel	0:00	0:15	0:20
McKenzie Highlands	0:30	0:30	0:30
MidSun	0:00	0:00	0:30
New Brighton	0:00	0:00	0:45
Panorama Hills	0:10	0:25	0:20
Patrick Airlie	0:10	0:00	0:40
Peter Lougheed	0:00	0:00	0:45
Queen Elizabeth School	0:00	0:10	0:20
Radisson Park	0:10	0:00	0:55
Richmond	0:00	0:00	0:24
Rideau Park	0:00	0:15	0:15
Riverbend	0:00	0:00	0:20
Royal Oak	0:30	0:30	0:30
Somerset	0:00	0:00	0:40
Sunalta	0:10	0:11	0:22
Sunnyside	0:00	0:10	0:40
Taradale	0:15	0:10	0:15
Terry Fox	0:00	0:10	0:30
University	1:00	1:00	1:00
Vincent Massey	0:00	0:15	0:15
West Dover	0:00	0:15	0:30
West Springs	0:00	0:10	0:15
Woodbine	0:00	0:10	0:30
Woodlands	0:00	0:00	0:30



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Charlene May Wards 12 & 14

October 16, 2024

Honourable Demetrios Nicolaides

Minister of Education

228 Legislature Building

10800 – 97 Avenue

Edmonton, AB T5K 2B6

Dear Mr. Nicolaides,

Re: Calgary Board of Education (CBE) Jurisdictional Boundary

On behalf of the Board of Trustees, I am writing to request an adjustment to the CBE's jurisdictional boundary.

The areas the CBE will be requesting to annex are the following; which are within the City of Calgary's municipal boundary. Maps showing the locations of the areas are attached with this letter.

Lewisburg (northern section)

This area is located on the northeast side of the City of Calgary, in the community of Lewisburg. The southern portion of the community of Lewisburg is already part of the CBE jurisdictional boundary. CBE requests to have in its boundary the northern portion of the Lewisburg community. This area is bounded by 144th Avenue NE on the south and 6th Street NE on the west, and the Lewisburg community boundaries on the north and east.

The legal descriptions of the area are:

Portion of 2-26-1-W5 as shown on Attachment I

Huxley (northern section)

This area is located on the southeast side of the City of Calgary, in the community of Huxley. The southern portion of the community of Huxley is already part of the CBE jurisdictional boundary. CBE requests to have in its boundary the northern portion of the Huxley community. This area is bounded by 84th Street NE on the west, 8th Avenue NE on the north, Garden Road NE on the east, and the existing Huxley community boundary on the south.

The legal descriptions of the area are:

SW-19-24-28-W4 &

SE-19-24-28-W4

As shown on Attachment II

The CBE's position is to leave school jurisdiction boundaries in place until such time as an area structure plan has been approved and/or urban development has commenced.

This approach has been favourable given how the student transportation formula for metro school jurisdictions is not adequate to address the cost of providing transportation services to an area comprised of sparse rural development.

The areas requested now meet these criteria for inclusion as they are now seeing roads, underground utilities and homes in various stages of construction.

Rocky View Schools was notified of the CBE's intention to request approval from the Minister of Education to incorporate these areas into its boundaries in a letter dated September 13, 2024 to their Director of Facility Planning and Capital Projects (Attachment III).

Based on the information above, I am respectfully requesting that you, as the Minister of Education, invoke your authority under Section 114(1)(a) of the *Education Act* and incorporate these lands into the CBE's jurisdictional boundary.

Thank you for your consideration of this matter.

Yours sincerely,






A handwritten signature in blue ink, appearing to read 'P Bolger', is centered below the text 'Yours sincerely,'.

Patricia Bolger, Chair
Board of Trustees

ATTACHMENTS

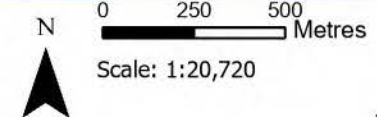
- Attachment I: Proposed Lewisburg Annexation Area
- Attachment II: Proposed Huxley Annexation Area
- Attachment III: Letter to Rocky View Schools



-  Calgary Board of Education
-  City Boundary
 -  CBE Boundary
 -  Community Boundaries
 -  Proposed Annexation






Attachment I Proposed Lewisburg Annexation Area

9-49



NAD 1983 3TM 114
 Prepared by: Planning
 Map: Lewisburg
 Date: September 12, 2024



-  Calgary Board of Education
-  City Boundary
-  CBE Boundary
-  Proposed Annexation
-  Community Boundaries

Attachment II
Proposed Huxley Annexation Area
9-44

0 250 500 Metres
Scale: 1:15,625
N
NAD 1983 3TM 114
Prepared by: Planning
Map: Huxley
Date: September 12, 2024



September 13, 2024

Sent via Email

Navi Sunkaranam
Director of Facility Planning and Capital Projects
Rocky View Schools
2651 Chinook Winds Dr SW
Airdrie, AB T4B 0B4

Dear Ms. Sunkaranam,

Re: Consideration of Changes to Jurisdictional Boundaries

I am writing to follow up on previous conversations we have had with Rocky View Schools regarding changes to jurisdictional boundaries. The purpose of this letter is to formally advise you that the Calgary Board of Education (CBE) will be requesting authorization for the Board Chair to request approval of a boundary change from the Province of Alberta.

Under previous governments, the Minister of Education advised that it was in the best interest of students to leave school jurisdiction boundaries as they were until urban development warranted change. With urban development advancing in areas previously annexed by the City of Calgary, the CBE is now requesting corresponding boundary changes.

The areas the CBE will be requesting to annex are the following; which are within the City of Calgary's municipal boundary. Maps showing the locations of the areas are attached with this letter.

Lewisburg (northern section)

This area is located on the northeast side of the City of Calgary, in the community of Lewisburg. The southern portion of the community of Lewisburg is already part of the CBE jurisdictional boundary. CBE requests to have in its boundary the northern portion of the Lewisburg community. This area is bounded by 144th Avenue NE on the south and 6th Street NE on the west, and the Lewisburg community boundaries on the north and east.

The legal descriptions of the area are:

Portion of 2-26-1-W5 as shown on Attachment I

Huxley (northern section)

This area is located on the southeast side of the City of Calgary, in the community of Huxley. The southern portion of the community of Huxley is already part of the CBE jurisdictional boundary. CBE requests to have in its boundary the northern portion of the Huxley community. This area is bounded by 84th Street NE on the west, 8th Avenue NE on the north, Garden Road NE on the east, and the existing Huxley community boundary on

the south.

The legal descriptions of the area are:

SW-19-24-28-W4 &

SE-19-24-28-W4

As shown on Attachment II

The CBE wishes to continue to work in partnership with Rocky View Schools to ensure effective planning for current and future students. If you require any further information or have any questions, please do not hesitate to contact me.

Sincerely,



Catherine Ford

Director, Planning

caford@cbe.ab.ca

ATTACHMENTS

Attachment I – Lewisburg

Attachment II - Huxley



Board Chair

Patricia Bolger Wards 6 & 7

Vice-Chair

Nancy Close Wards 11 & 13

Trustees

Board of Trustees Wards 1 & 2

Laura Hack Wards 3 & 4

Marilyn Dennis Wards 5 & 10

Susan Vukadinovic Wards 8 & 9

Charlene May Wards 12 & 14

March 5, 2025

Honourable Demetrios Nicolaides
Minister of Education
228 Legislature Building
10800 – 97 Avenue
Edmonton, AB T5K 2B6

Dear Mr. Nicolaides,

Re: Calgary Board of Education (CBE) Jurisdictional Boundary

On behalf of the Board of Trustees, I am writing to revise the adjustment to the CBE's jurisdictional boundary requested on October 16, 2024.

The areas the CBE will be requesting to annex are the following; which are within the City of Calgary's municipal boundary. Maps showing the locations of the areas are attached with this letter.

Lewisburg (northern section)

This area is located on the northeast side of the City of Calgary, in the community of Lewisburg. The southern portion of the community of Lewisburg is already part of the CBE jurisdictional boundary. CBE requests to have in its boundary the northern portion of the Lewisburg community and some areas of land adjacent to the Lewisburg community. This area is bounded by 144th Avenue NE on the south and 6th Street NE on the west, 15th Street on the east, and the Lewisburg community boundary on the north (see Attachment I).

The legal descriptions of the area are:

WITHIN TOWNSHIP TWENTY-SIX (26), RANGE ONE (1), WEST OF THE FIFTH
MERIDIAN

SECTION TWO (2)

Huxley (northern section)

This area is located on the southeast side of the City of Calgary, in the community of Huxley. The southern portion of the community of Huxley is already part of the CBE jurisdictional boundary. CBE requests to have in its boundary the northern portion of the Huxley community. This area is bounded by 84th Street NE on the west, 8th Avenue NE on the north, Garden Road NE on the east, and the existing Huxley community boundary on the south (see Attachment II).

The legal descriptions of the area are:

WITHIN TOWNSHIP TWENTY-FOUR (24), RANGE TWENTY-EIGHT (28), WEST OF
THE FOURTH MERIDIAN

ALL THAT PORTION OF THE SOUTH HALF OF SECTION NINETEEN (19)

The CBE's position is to leave school jurisdiction boundaries in place until such time as an area structure plan has been approved and/or urban development has commenced.

This approach has been favourable given how the student transportation formula for metro school jurisdictions is not adequate to address the cost of providing transportation services to an area comprised of sparse rural development.

The areas requested now meet these criteria for inclusion as they are now seeing roads, underground utilities and homes in various stages of construction.

Rocky View Schools was notified of the CBE's intention to request approval from the Minister of Education to incorporate these areas into its boundaries in a letter dated January 28, 2025 to their Director of Facility Planning and Capital Projects (Attachment III).

Based on the above information, I am respectfully requesting that you, as the Minister of Education, invoke your authority under Section 114(1)(a) of the *Education Act* and incorporate these lands into the CBE's jurisdictional boundary.

Thank you for your consideration of this matter.

Yours sincerely,



Patricia Bolger, Chair
Board of Trustees

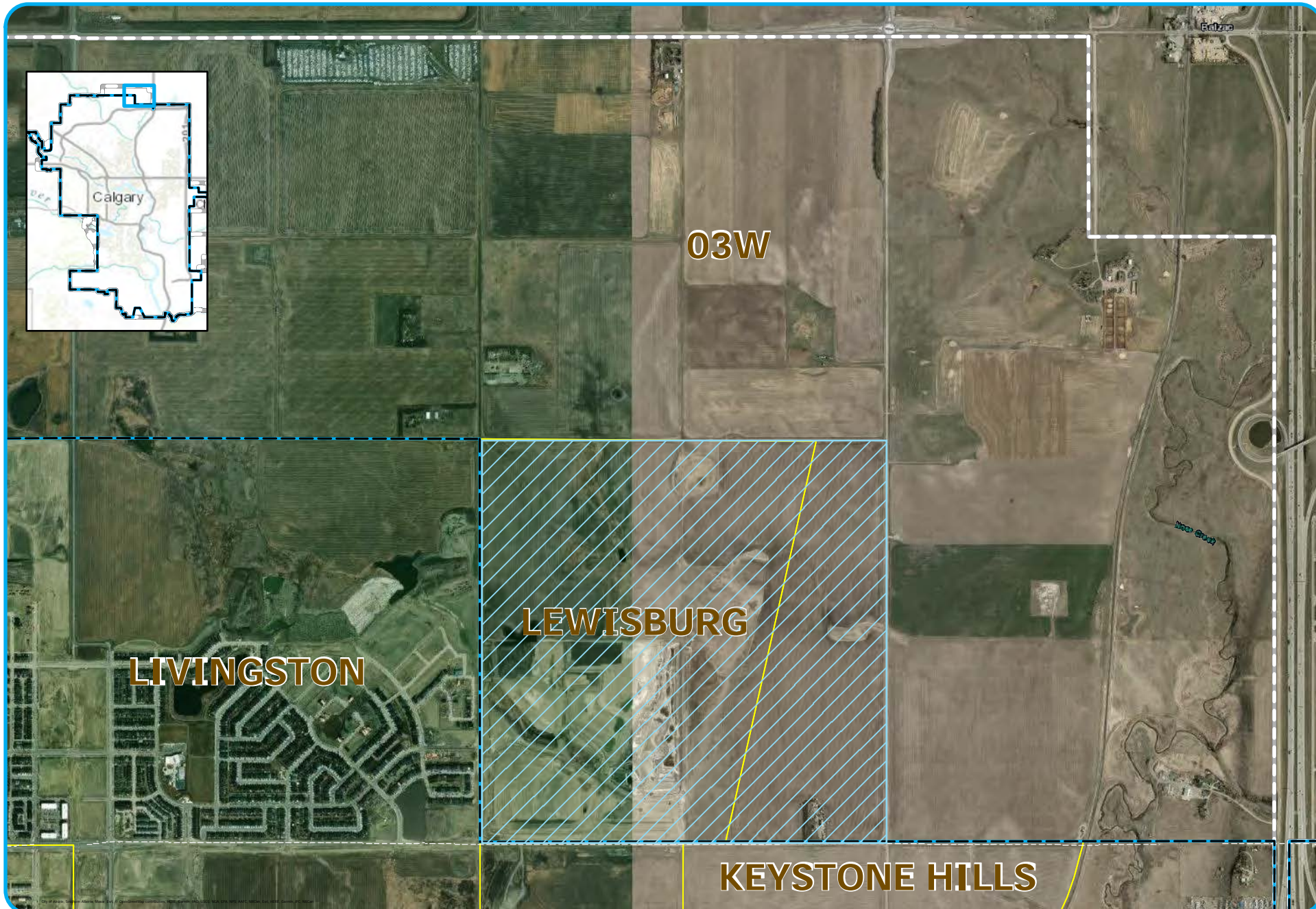
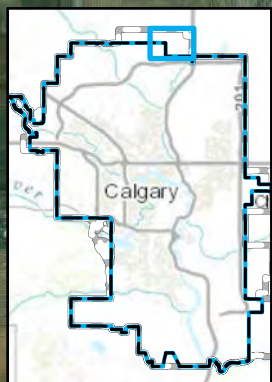
ATTACHMENTS





Attachment 1: Proposed Lewisburg Annexation Area

Attachment 2: Proposed Huxley Annexation Area

Attachment 3: Letter to Rocky View Schools





-  City Boundary
-  CBE Boundary
-  Community Boundaries
-  Proposed Annexation

Attachment I Proposed Lewisburg Annexation Area






9-49



0 250 500
Metres
Scale: 1:20,720

NAD 1983 3TM 114
Prepared by: Planning
Map: Lewisburg
Date: January 21, 2025



-  Calgary Board of Education
-  City Boundary
-  CBE Boundary
-  Proposed Annexation
-  Community Boundaries

Attachment II
Proposed Huxley Annexation Area
9-50

0 250 500 Metres
Scale: 1:15,625
N
NAD 1983 3TM 114
Prepared by: Planning
Map: Huxley
Date: September 12, 2024



January 28, 2025

Sent via Email

Navi Sunkaranam
Director of Facility Planning and Capital Projects
Rocky View Schools
2651 Chinook Winds Dr SW
Airdrie, AB T4B 0B4

Dear Ms. Sunkaranam,

Re: Consideration of Changes to Jurisdictional Boundaries

I am writing to follow up on previous conversations we have had with Rocky View Schools regarding changes to jurisdictional boundaries. The purpose of this letter is to formally advise you that the Calgary Board of Education (CBE) will be requesting authorization for the Board Chair to request approval of a boundary change from the Province of Alberta.

Under previous governments, the Minister of Education advised that it was in the best interest of students to leave school jurisdiction boundaries as they were until urban development warranted change. With urban development advancing in areas previously annexed by the City of Calgary, the CBE is now requesting corresponding boundary changes.

On October 16, 2024, CBE Board of Trustees Chair Bolger sent a letter to the Minister of Education requesting adjustments to the CBE's jurisdictional boundary. The areas requested included the Lewisburg community located in the Keystone Hills Area Structure Plan (ASP) and the northern section of the community of Huxley in the Belvedere ASP area. The Lewisburg community, as delineated, includes two full quarter sections of land, and portions of two other quarter sections.

Following receipt of this request, Alberta Education indicated that boundary adjustments cannot be submitted for Ministerial approval for anything less than a full quarter section of land. As such, a re-submission of the request, expanding the area adjacent to Lewisburg to include full quarter sections is required.

The areas the CBE will be requesting to annex are the following; which are within the City of Calgary's municipal boundary. Maps showing the locations of the areas are attached with this letter.

Lewisburg (northern section)

This area is located on the northeast side of the City of Calgary, in the community of Lewisburg. The southern portion of the community of Lewisburg is already part of the CBE jurisdictional boundary. CBE requests to have in its boundary the northern portion of the Lewisburg community. This area is bounded by 144th Avenue NE on the south and 6th Street NE on the west, and the Lewisburg community boundaries on the north and east.

The community of Lewisburg bisects two quarter section lines. Given provincial direction to

not request portions of quarter sections, the annexation cannot follow the community boundary. As such, the CBE must request areas beyond the extents of the community of Lewisburg (Attachment I).

The legal descriptions of the area are:

WITHIN TOWNSHIP TWENTY-SIX (26), RANGE ONE (1), WEST OF THE FIFTH MERIDIAN

SECTION TWO (2)

as shown on Attachment I

Huxley (northern section)

This area is located on the southeast side of the City of Calgary, in the community of Huxley. The southern portion of the community of Huxley is already part of the CBE jurisdictional boundary. CBE requests to have in its boundary the northern portion of the Huxley community. This area is bounded by 84th Street NE on the west, 8th Avenue NE on the north, Garden Road NE on the east, and the existing Huxley community boundary on the south.

The legal descriptions of the area are:

WITHIN TOWNSHIP TWENTY-FOUR (24), RANGE TWENTY-EIGHT (28), WEST OF THE FOURTH MERIDIAN

ALL THAT PORTION OF THE SOUTH HALF OF SECTION NINETEEN (19)

as shown on Attachment II

There are no changes to the October 16th, 2024, request made for the Huxley section.

The CBE wishes to continue to work in partnership with Rocky View Schools to ensure effective planning for current and future students. If you require any further information or have any questions, please do not hesitate to contact me.

Sincerely,



Catherine Ford
Director, Planning
caford@cbe.ab.ca

ATTACHMENTS

Attachment I – Lewisburg

Attachment II - Huxley



Board Chair

Patricia Bolger Wards 6 & 7

Vice-Chair

Nancy Close Wards 11 & 13

Trustees

Board of Trustees Wards 1 & 2

Laura Hack Wards 3 & 4

Marilyn Dennis Wards 5 & 10

Susan Vukadinovic Wards 8 & 9

Charlene May Wards 12 & 14

October 16, 2024

Honourable Demetrios Nicolaides

Minister of Education

228 Legislature Building

10800 – 97 Avenue

Edmonton, AB T5K 2B6

Dear Mr. Nicolaides,

Re: Calgary Board of Education (CBE) Jurisdictional Boundary

On behalf of the Board of Trustees, I am writing to request an adjustment to the CBE's jurisdictional boundary.

The areas the CBE will be requesting to annex are the following; which are within the City of Calgary's municipal boundary. Maps showing the locations of the areas are attached with this letter.

Lewisburg (northern section)

This area is located on the northeast side of the City of Calgary, in the community of Lewisburg. The southern portion of the community of Lewisburg is already part of the CBE jurisdictional boundary. CBE requests to have in its boundary the northern portion of the Lewisburg community. This area is bounded by 144th Avenue NE on the south and 6th Street NE on the west, and the Lewisburg community boundaries on the north and east.

The legal descriptions of the area are:

Portion of 2-26-1-W5 as shown on Attachment I

Huxley (northern section)

This area is located on the southeast side of the City of Calgary, in the community of Huxley. The southern portion of the community of Huxley is already part of the CBE jurisdictional boundary. CBE requests to have in its boundary the northern portion of the Huxley community. This area is bounded by 84th Street NE on the west, 8th Avenue NE on the north, Garden Road NE on the east, and the existing Huxley community boundary on the south.

The legal descriptions of the area are:

SW-19-24-28-W4 &

SE-19-24-28-W4

As shown on Attachment II

The CBE's position is to leave school jurisdiction boundaries in place until such time as an area structure plan has been approved and/or urban development has commenced.

This approach has been favourable given how the student transportation formula for metro school jurisdictions is not adequate to address the cost of providing transportation services to an area comprised of sparse rural development.

The areas requested now meet these criteria for inclusion as they are now seeing roads, underground utilities and homes in various stages of construction.

Rocky View Schools was notified of the CBE's intention to request approval from the Minister of Education to incorporate these areas into its boundaries in a letter dated September 13, 2024 to their Director of Facility Planning and Capital Projects (Attachment III).

Based on the information above, I am respectfully requesting that you, as the Minister of Education, invoke your authority under Section 114(1)(a) of the *Education Act* and incorporate these lands into the CBE's jurisdictional boundary.

Thank you for your consideration of this matter.

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'P Bolger', is centered below the text 'Yours sincerely,'.

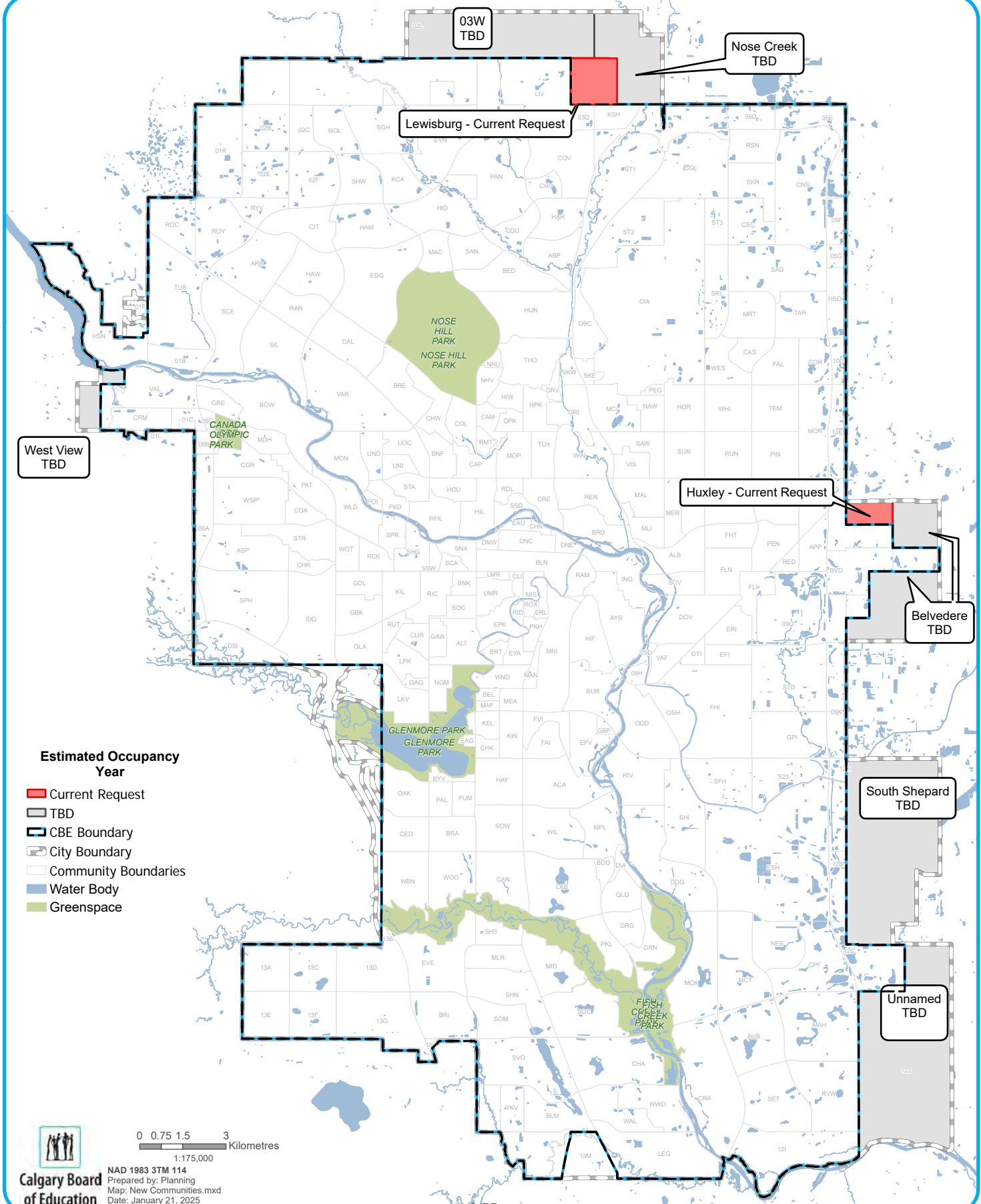
Patricia Bolger, Chair
Board of Trustees

ATTACHMENTS

- Attachment I: Proposed Lewisburg Annexation Area
- Attachment II: Proposed Huxley Annexation Area
- Attachment III: Letter to Rocky View Schools

Attachment III Estimated Residential Occupancy Timelines for Communities Outside the CBE's Boundary

N





ALBERTA
EDUCATION

Office of the Minister
MLA, Calgary - Bow



AR 128405

March 17, 2025

Ms. Patricia Bolger
Board Chair
Calgary Board of Education
1221 8 Street SW
Calgary AB T2R 0L4

Dear Ms. Bolger:

On behalf of the Government of Alberta, we are pleased to advise you that the following project for the Calgary School Division is approved for **construction funding** as part of the School Construction Accelerator Program:

Project Name	Grade Configuration	Opening/Final Capacity
New High School in Cornerstone	10-12	2,410

As Alberta Infrastructure and Alberta Education staff continue the collaborative development of this project with your staff, Treasury Board has approved the delivery of this project utilizing a P3 (public-private partnership) Design-Build-Finance-Maintain delivery method.

Your Alberta Infrastructure contacts for this project are Jeff Janzen, Director, Project Delivery, who can be reached at Jeff.Janzen@gov.ab.ca or 587-991-6370, and Alice Wong, Director, Alternative Capital Partnerships, who can be reached at Alice.N.Wong2@gov.ab.ca or 587-984-2175 (toll-free by first dialling 310-0000).

Your Alberta Education project contact is Allison Matichuk, Stakeholder Relations Manager, Capital Planning, who can be reached at Allison.Matichuk@gov.ab.ca or 780-643-1453.

.../2

Ms. Patricia Bolger
Page 2

Ms. Bolger, we look forward to the successful and timely completion of this project.

Sincerely,

A handwritten signature in black ink, appearing to read 'Demetri', followed by a second signature that appears to read 'Nicolaides'.

Demetrios Nicolaides ECA PhD
Minister of Education

A handwritten signature in blue ink, appearing to read 'Mal'.

Martin Long ECA
Minister of Infrastructure



ALBERTA
EDUCATION

Office of the Minister
MLA, Calgary - Bow



AR 128405

March 17, 2025

Ms. Patricia Bolger
Board Chair
Calgary Board of Education
1221 8 Street SW
Calgary AB T2R 0L4

Dear Ms. Bolger:

On behalf of the Government of Alberta, we are pleased to advise you that the following project for the Calgary School Division is approved for **construction funding** as part of the School Construction Accelerator Program:

Project Name	Grade Configuration	Opening/Final Capacity
New school in Redstone	K-5	890

We are also pleased to advise you that this project is approved to receive playground funding of up to \$250,000.

This funding is intended to assist with the provision of playgrounds, and we expect the funds will supplement the school community's existing fundraising efforts. Further details regarding this funding, including reporting requirements and funding disbursement, can be found in the *School Capital Manual*.

As Alberta Infrastructure and Alberta Education staff continue the collaborative development of this project with your staff, Treasury Board has approved the delivery of this project utilizing a P3 (public-private partnership) Design-Build-Finance-Maintain delivery method.

Your Alberta Infrastructure contacts for this project are Jeff Janzen, Director, Project Delivery, who can be reached at Jeff.Janzen@gov.ab.ca or 587-991-6370, and Alice Wong, Director, Alternative Capital Partnerships, who can be reached at Alice.N.Wong2@gov.ab.ca or 587-984-2175 (toll-free by first dialling 310-0000).

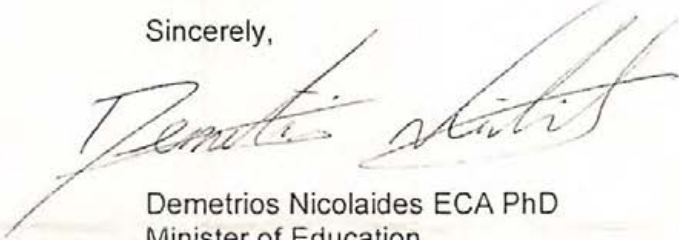
.../2

Ms. Patricia Bolger
Page 2

Your Alberta Education project contact is Allison Matichuk, Stakeholder Relations Manager, Capital Planning, who can be reached at Allison.Matichuk@gov.ab.ca or 780-643-1453.

Ms. Bolger, we look forward to the successful and timely completion of this project.

Sincerely,



Demetrios Nicolaides ECA PhD
Minister of Education



Martin Long ECA
Minister of Infrastructure



Board Chair

Patricia Bolger Wards 6 & 7

Vice-Chair

Nancy Close Wards 11 & 13

Trustees

Board of Trustees Wards 1 & 2

Laura Hack Wards 3 & 4

Marilyn Dennis Wards 5 & 10

Susan Vukadinovic Wards 8 & 9

Charlene May Wards 12 & 14

April 9, 2025

Honourable Demetrios Nicolaides
Minister of Education
10800 – 97 Avenue
Edmonton, AB T5K 2B6

Dear Minister Nicolaides,

Re: Charter School Application - Rocky Mountain Charter School

The Calgary Board of Education (CBE) received notification from Alberta Education of a charter school application in Calgary, namely the *Rocky Mountain Charter School*. The CBE Board of Trustees are concerned with the duplication of existing programming provided by CBE and the implications for funding as a result of this redundancy. Given the current fiscal strain across the province, the creation of a new Charter School focused on areas already well-covered by the Calgary Board of Education (CBE) represents a significant duplication of resources. At a time when every education dollar is crucial to maintain and improve the quality of education for all students, redirecting resources to a redundant initiative would not only stretch the province's limited resources but also detract from the effectiveness of proven, existing programs. This approach risks undermining the broader educational system in favor of inefficient duplication.

Section 3(1) of *Charter Schools Regulation* states that the Minister of Education will “*consider any information received from any board of a public or separate school division, Francophone regional authority or charter school that receives notice under section 24 of the Act, including information about any alternative programs that currently exist in the geographic area.*”

The notification of application by the Rocky Mountain Charter School, proposed the school would open in the 2025 – 2026 school year and would be located in Calgary, Alberta. As described in the notice, the Rocky Mountain Charter School aims to promote industry-relevant skills through applied, inquiry, and mastery-based learning. In this, the charter school:

intends to offer Kindergarten to Grade 12 programming with a focus on STEAM, agriculture, health, wellness and nutrition.

A review the proposed Charter School website provided additional information regarding the proposed program. In this,

Rocky Mountain charter school integrates steam education with health nutrition global technology and sustainable agriculture to prepare

students for 21st century challenges. Our holistic approach supports physical mental emotional and social health through the Comprehensive School Health Framework. Students engage in hands on agricultural and nutrition education, fostering careers in these fields. Teacher training ensures the latest steam techniques while project-based learning enhances real world problem solving. Partnerships with local businesses and community organizations support student well-being. Our curriculum equips students with essential skills for academic and career success in a technology driven world.

The Calgary Board of Education (CBE) already provides comprehensive programs in these areas, making the introduction of such a school redundant.

The CBE's commitment to student well-being is evident through its Student Well-Being Framework, which emphasizes the importance of health and wellness in the educational environment. This framework supports healthy eating, active living, supportive social environments, and positive mental health. The Comprehensive School Health Framework has been a foundational framework of well-being initiatives, student support services, and staff training. CBE approaches student well-being through a whole-school approach to health and wellness, tailored to the specific needs of each school community.

CBE has been a leader in [career and technology studies](#), [digital futures pathways](#), and the development of school-post-secondary partnerships that equip students with essential skills for academic and career success in a technology driven world. One opportunity that we would like to highlight is the CBE partnership with Olds College. This partnership offers students with access to agriculture technology courses and career pathways enabling students to explore design thinking processes and methodologies in agriculture technology, bridging the gap between urban students and agricultural careers. Students attending CBE currently have the opportunity to enroll in a range of agriculture-based programs such as the [dual-credit Veterinary Technical Assistant \(VTA\) certificate program](#), an entry-level program that introduces students to the veterinary industry and animal care practices among others. On completion, students are certificated and fully employable as a Veterinary Technical Assistant upon graduation.

Furthermore, the Calgary Board of Education has a considerable legacy of leadership and success in environmental stewardship on both an individual school level and at the system level as demonstrated in the [CBE's Sustainability Framework 2030](#). This framework addresses social, economic, and environmental aspects of sustainability, guiding policies and initiatives that promote a sustainable future. Sustainability and sustainable development is based in values, attitudes, and actions that develop an ecologically aware, social just, and economically sustainable society.

Given these existing programs and commitments, the proposed Rocky Mountain Charter School's focus areas appear to overlap significantly with the CBE's current offerings. Establishing a new institution with similar objectives may lead to unnecessary duplication of resources and efforts. It would be more

beneficial to enhance and expand the CBE's existing programs, ensuring all students have access to quality education in health, nutrition, global technology, and sustainable agriculture.

Should you have further questions regarding details of CBE programming, we are happy to provide additional information. We look forward to receiving information regarding your decision regarding the preliminary applications as stated in the notice, on or before April 24, 2025.

Sincerely,

A handwritten signature in blue ink, appearing to read 'P Bolger', is centered below the 'Sincerely,' text.

Patricia Bolger, Chair
Board of Trustees

cc: Tania Brudler, Executive Director, System Support and Student
Records Sector
Joanne Pitman, Chief Superintendent
Jennifer Turner, Superintendent, School Improvement
Michael Nelson, Superintendent, School Improvement





*Office of the Minister
MLA, Calgary - Bow*

AR 129574

May 7, 2025

Ms. Patricia Bolger
Chair
Board of Trustees
Calgary Board of Education
1221 8 Street SW
Calgary, Alberta T2R 0L4

Dear Ms. Bolger:

Thank you for the letter regarding the public charter school application from the Rocky Mountain Charter School.

I appreciate the detailed response you provided regarding the notification of this charter school application and its similarity to program offerings currently available through the Calgary Board of Education. In addition to the materials submitted by the applicant, the department will consider the information you have provided, along with responses from all stakeholders, as outlined in section 3.2(2) of the Charter Schools Regulation.

Thank you once again for taking the time to write. The government remains committed to working alongside our education partners to ensure the highest quality education for Alberta's students.

Best,

Demetrios Nicolaides ECA PhD
Minister of Education



*Office of the Minister
MLA, Calgary - Bow*

AR 128663

April 15, 2025

Ms. Patricia Bolger
Board Chair
Calgary Board of Education
1221 - 8 Street SW
Calgary AB T2R 0L4

Dear Patricia,

On behalf of the Government of Alberta, we are pleased to advise you of the following project approvals for the Calgary Board of Education as part of the school capital approval announcements in March 2025.

Design Funding Approval

Project Name	Grade Configuration	Opening/Final Capacity
New school in NE Calgary Cornerstone	K to 5	900
New school in SE Calgary Mahogany	7 to 9	1,200
New school in NNW Calgary Sage Hill	K to 5	600
New school in NNW Calgary Sage Hill or Kincora	6 to 9	1,000
New school in NW Calgary Sherwood or Nolan Hill	5 to 9	900
New school in NE Calgary Cornerstone	6 to 9	1,200
New school in NE Calgary Cityscape or Redstone	6 to 9	1,200
New school in N Calgary Livingston	K to 6	900
New school in NW Calgary Nolan Hill	K to 4	600
New school in W Calgary Aspen Woods	5 to 9	900

.../2

Alberta Infrastructure is responsible for the delivery of these projects; however, a final decision has not been made regarding the delivery method. Alberta Infrastructure and Alberta Education staff will contact your administration in the following weeks to initiate the collaborative development of these projects.

We invite you to explore innovative partnerships that will result in improvements to program quality and the efficient use of resources. To ensure that the projects are not delayed, all partnerships should be in place before design work starts. We encourage your school division staff to continue working with Alberta Infrastructure and Alberta Education staff, who are available to provide assistance and guidance as needed.

All approved school projects are now eligible to proceed from one funding stage to the next without having to wait for the next annual budget cycle, significantly accelerating the process for building and modernizing schools in the communities that need them the most. Please continue to work with your Alberta Education and Alberta Infrastructure contacts throughout the capital project process to ensure these projects are accelerated as soon as they are ready.

Your Alberta Infrastructure contact for these projects is George El-Mehallawy, Director, Learning Facilities Branch, who can be reached at george.el-mehallawy@gov.ab.ca or 780-932-5355. Your Alberta Education contact is Allison Matichuk, Manager, Stakeholder Relations, Capital Planning, who can be reached at allison.matichuk@gov.ab.ca or 780-643-1453. Both numbers can be reached toll free by first dialling 310-0000.

We look forward to the successful and timely completion of these projects.

Sincerely,



Demetrios Nicolaides
Minister of Education



Martin Long
Minister of Infrastructure

cc: Joanne Pitman, Superintendent

report to Board of Trustees

Third Quarter Budget Variance Report

Date	June 10, 2025
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Information
Originator	Brad Grundy, Superintendent Chief Financial Officer and Corporate Treasurer
Governance Policy Reference	OE-5: Financial Planning 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 third-quarter report for the 2024-25 fiscal year ending August 31st, 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 third-quarter results to the 2024-25 budget in compliance with Operational Expectations OE-5: Financial Planning.

Included in this report:

- Attachment I: Third-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 third-quarter budget variance report reflects the impacts of changes in actual student enrolment, as of September 30th, from estimated student enrolment, as of May 30th 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 deficit

The forecast deficit for the year is \$3.9 million (0.2% of budgeted expenditures). This is an unfavourable variance of \$1.3 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 1,789 students into our schools and enrolment continues to increase every day. These students do not, however, attract additional funding from Alberta Education and Childcare. 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 \$12.2 million that had to be accommodated within existing budget allocations.

Overall revenues are higher than budget by \$2.8 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 \$20.1 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 and Childcare.

Board-funded capital expenditure is expected to be \$45.4 million, an increase of \$14.4 million from the budgeted level of \$31.0 million.

Board funded capital expenditures of \$45.4 million include:

- \$19.6 million for various maintenance projects including technology evergreen program, information technology infrastructure renewal and growth, transition to SharePoint Online and Next Generation Solutions;
- \$8.6 million for enhancement projects including school wiring closet remediations, purchase of custodial and trades equipment and facilities fleet evergreening;
- \$8.0 million for new school commissioning, modular relocations, energy reinvestment, furniture fixture and equipment repository and Louise Dean relocation;
- \$6.8 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 capital expenditure carried forward 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 third-quarter capital budget report in Attachment IV highlights significant variances from the Budget.

Use of reserves and balancing

The third quarter forecasts a draw of \$16.1 million from operating reserves and designated funds, and a draw of \$29.8 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 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 forecasted operating carry forwards for the 2024-25 school year as it is too early to estimate.

Alberta Education and Childcare 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 and Childcare. Should operating reserves fall below 1%, Alberta Education and Childcare 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 and Childcare has not mandated a minimum or maximum level of capital reserves jurisdictions must maintain. The CBE's forecast capital reserve balance of \$65.8 million represents a decrease of \$8.0 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 an additional \$3.6 million. Any amounts used for energy reinvestment projects are repaid over time based on energy savings.

Further details provided in Attachment III third-quarter use of reserves.

Revenue

(in \$ thousands)	
Q3 Forecast	1,624,073
Budget 2024-25	1,621,265
Variance Favourable / (Unfavourable)	2,808

Significant contributions to this favourable (increase) in revenue include:

- Unfavourable variance of \$0.6 million in Government of Alberta funding resulting from the net impact of:
 - \$37.9 million reduced WMA provincial grant funding based on lower than forecast September enrolment in Budget 2024-25;



- \$2.7 million reduction in Transportation to reflect current year enrolments; and
 - \$0.8 million Digital Pathways deferred revenue.
 - Partially offset by:
 - \$31.7 million one-time funding;
 - \$3.9 million Curriculum Implementation exceptional funding deferred revenue from prior year;
 - \$1.7 million additional IMR funding with offsetting expenses;
 - \$1.1 million Literacy and Numeracy exceptional funding with offsetting expenses;
 - \$1.0 million in pre-planning and modular demolition exceptional funding with offsetting expenses;
 - \$0.5 million Alberta Education and Childcare Capital funding deferred from prior year;
 - \$0.3 million in transportation funding for bus driver training;
 - \$0.3 million Low Incident Support funding deferred from prior year;
 - \$0.2 million School Nutrition one-time funding deferred from prior year; and
 - \$0.1 million in other exceptional funding deferred from prior year.
- Favourable variance of \$0.2 million in Other Sales & Services due to increase in Fuel for School funding with offsetting expense.
 - Favourable variance of \$0.6 million in Fees due to increased enrolment in lunch supervision program.
 - Favourable variance of \$0.9 million in Investment income due to higher interest rates.
 - Favourable variance of \$1.7 million in All Other Revenues due to:
 - \$0.7 million tax receipted donations with offsetting expense;
 - \$0.5 million donation revenue with offsetting expense;
 - \$0.3 million additional rental revenue due to Federal election; and
 - \$0.2 million in other funding.

Expenses

(in \$ thousands)	
Q3 Forecast	1,644,077
Budget 2024-25	1,623,928
Variance Favourable / (Unfavourable)	(20,149)

Significant contributions to this unfavourable (increase) in expenses include:

- Favourable variance of \$11.5 million in Certificated salaries, wages, and benefits resulting from the net impact of:
 - \$25.1 million decrease in certificated salaries due to lower than projected enrolment, including International students; and
 - \$1.4 million decrease to offset the increase WMA claw back due to enrolment verification.
 - 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;
 - \$1.5 million additional Sunlife Medical and Dental benefit cost;



- \$1.1 million in New Curriculum resources;
 - \$0.8 million board approved Professional Improvement Fellowship carry forward; and
 - \$0.2 million increase in Workers Compensation Board premium rate.
- Favourable variance of \$3.4 million in Non-Certificated salaries, wages, and benefits resulting from the net impact of:
 - \$3.4 million decrease as a result of CUPE strike salary and benefit savings;
 - \$1.0 million decrease in non-certificated salaries due to lower than projected enrolment; and
 - \$0.6 million to offset the increase WMA claw-back due to enrolment verification.
 - Partially offset by:
 - \$0.9 million increase in lunch supervision due to higher enrolment;
 - \$0.3 million increase in Workers Compensation Board premium rate;
 - \$0.3 million to support classroom modification projects; and
 - \$0.1 million additional cost related to Federal election.
- Unfavourable variance of \$34.8 million in Services, Contracts, and Supplies due to:
 - \$12.5 million board-approved carry forward of school and transportation expenditures from the 2023-24 school year;
 - \$3.7 million in professional services to cover CUPE strike;
 - \$2.9 million contingency for additional budget pressures;
 - \$2.8 million in Transportation cost due to increased ridership;
 - \$2.7 million to support classroom modification projects;
 - \$1.5 million in New Curriculum resources with offsetting revenue;
 - \$1.5 million increase in IMR operating spend with offsetting revenue;
 - \$1.4 million cost increase due to new provider of home care services;
 - \$1.1 million Literacy and Numeracy resources with offsetting revenue;
 - \$1.1 million in pre-planning and modular demolition expenses with offsetting revenue;
 - \$1.1 million increase in maintenance and repair costs due to increased pricing;
 - \$0.9 million supply redeployment adjustments based on actual enrolment;
 - \$0.8 million increase in uninsured portion of claim losses;
 - \$0.6 million additional resources for Official Languages in Education Program;
 - \$0.6 million write off old COVID supplies;
 - \$0.5 million donation expense with offsetting revenue;
 - \$0.4 million flow-through tax receipted donations administered by Education Matters;
 - \$0.4 million bus driver training and retention costs;
 - \$0.3 million increase in school nutrition program costs with offsetting revenue; and
 - \$0.2 million additional cost related to Federal election.
 - Partially offset by:
 - \$2.2 million in net utility cost savings due to lower volume and delivery cost.
- Unfavourable variance of \$0.2 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; and
 - \$0.2 million increase in bad debt and waiver expense related to central fees.
 - Partially offset by:
 - \$0.3 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: Third-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: Third-quarter budget variance report

(in thousands of \$)

CALGARY BOARD OF EDUCATION

Description	2024-25 Budget ^(A)	Forecast Aug 31, 2025	Variance Favourable/ (Unfavourable) ^(B)	%
Revenues				
Government of Alberta	1,522,525	1,521,915	(610)	(0%)
Federal Government and First Nations	744	793	49	7%
Other sales and services	18,793	19,029	236	1%
Fees	58,266	58,820	554	1%
Investment income	6,202	7,102	900	15%
All other	14,735	16,414	1,679	11%
Total revenues	1,621,265	1,624,073	2,808	0%
Expenses				
Certificated salaries, wages and benefits	961,059	949,555	11,504	1%
Non-certificated salaries, wages and benefits	300,163	296,755	3,408	1%
Services, contracts and supplies	261,080	295,904	(34,824)	(13%)
Amortization	91,871	91,576	295	0%
Interest	2,586	2,910	(324)	(13%)
All other	7,169	7,377	(208)	(3%)
Total expenses	1,623,928	1,644,077	(20,149)	(1%)
Excess of Expenditures over Revenues	(2,663)	(20,004)	(17,341)	(651%)
Reserves				
Transfer from designated funds - service units	-	9,510	9,510	0%
Transfer from designated funds - schools	-	6,562	6,562	0%
Transfer from operating reserves/designated funds	-	16,072	16,072	100%
Annual Surplus/ (Deficit)	(2,663)	(3,932)	(1,269)	(48%)
Add/(deduct) capital items paid by operating funds				
Contribution to operating activities	-	6,369	(6,369)	(100%)
Board funded amortization	31,052	31,052	-	0%
Transfer from / (to) capital reserves	31,379	8,016	23,363	291%
	62,431	45,437	16,994	0%


^(A) Approved by the Board of Trustees on May 28, 2024.

^(B) Refer to line-item analysis for further details on these variances.



Attachment II: Spending by schools and service units

- (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 demolition modular expenses and increased maintenance and repair costs due to overall higher pricing.
- (3) **Finance & Technology Services:** Decrease largely due to continued vacancies resulting in lower salary and benefits.
- (4) **Board of Trustees:** Increase due to projected increase in both audit fees and election costs.



	Forecast 2024-25	Salaries and benefits	Supplies and services	Other (interest, amortization and uncollectible accounts)	Forecast 2024-25	Budget 2024-25	Increase/ (decrease)	
	FTEs	(in \$ thousands)						%
Schools and Areas	10,027	1,097,553	97,486	60	1,195,099	1,197,156	(2,057)	(0%)
Service Unit System Budgets	15	8,076	170,694	90,686	269,455	253,778	15,677	6% (1)
Facilities and Environmental Services	224	25,777	18,049	1,938	45,763	38,714	7,049	18% (2)
School Improvement	432	58,241	6,145	307	64,693	64,298	395	1%
Finance and Technology Services	238	35,485	1,283	8,872	45,640	46,917	(1,277)	(3%) (3)
Human Resources	131	15,707	589	-	16,295	16,013	282	2%
Communications	22	2,756	135	-	2,891	2,891	-	0%
General Counsel	13	1,784	108	-	1,892	2,002	(110)	(5%)
Chief Superintendent's Office	3	468	88	-	556	556	-	0%
Board of Trustees	-	465	1,327	-	1,792	1,602	190	12% (4)
Total	11,105	1,246,310	295,904	101,863	1,644,077	1,623,928	20,149	1%

Attachment III: Use of reserves

CALGARY BOARD OF EDUCATION 2024-25 PROPOSED USE OF OPERATING RESERVES (in \$ thousands)

Description	Reserves balance Sep. 1, 2024	2024-25 Budget planned use of reserves ⁽¹⁾	Forecast use of reserves	Forecast reserve balance Aug. 31, 2025
Accumulated operating reserves				
<u>Available for use reserves</u>				
Fiscal stabilization reserve	37,326	-	-	37,326
<u>Restricted reserves</u>				
EducationMatters flow-through funds ⁽²⁾	2,125	-	-	2,125
Changes in accounting policy reserve	(10,164)	-	-	(10,164)
Total operating reserves	29,287	-	-	29,287
Designated operating reserves				
School decentralized budgets	6,562	-	(6,562)	-
Instructional and service unit initiatives	9,510	-	(9,510)	-
Total designated funds	16,072	-	(16,072)	-
Total operating reserves and designated	45,359	-	(16,072)	29,287
Capital reserves				
Building reserve	41,611	-	-	41,611
Other capital reserves	31,379	-	(8,016)	23,363
Plant, operations and maintenance	798	-	-	798
Total capital reserves	73,788	-	(8,016)	65,772
Total reserves	119,147	-	(24,088)	95,059

(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.

Note: 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 2024-25	Approved carryforward and revisions	Forecast 2024-25	Variance Favourable/ (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	6,550	1,362	6,805	1,107	14%
Enhancement	6,437	3,740	8,559	1,618	16%
Maintenance	15,635	7,409	19,626	3,418	15%
Total non-facility related projects	28,622	12,511	34,990	6,143	15%
Capital reserve projects					
New school Commissioning	-	3,081	450	2,631	85%
Energy Reinvestment	-	3,603	603	3,000	
Louise Dean Relocation	-	2,368	2,244	124	5%
FF&E Repository	-	6,066	1,671	4,395	72%
Modular Relocation	-	3,750	3,049	701	19%
Total capital reserve projects	-	18,868	8,017	10,851	58%
Unallocated board funded projects	-	-	-	-	0%
Total non-facility capital expenditures	31,052	31,379	45,437	16,994	27%
Financed by the following:					
Contribution to operating activities	-	-	6,369	(6,369)	0%
Total amortization expense (non-cash)	31,052	-	31,052	-	0%
Transfer from / (to) capital reserves	-	31,379	8,016	23,363	74%
Total board-funded financing	31,052	31,379	45,437	16,994	27%

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. While 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 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%	
	Q2 2023-24	Q3 2023-24	Q4 2023-24	Q1 2024-25	Q2 2024-25	Q3 2024-25
Expense (\$ millions)	1,549	1,547	1,564	1,639	1,639	1,644
Operating Reserves Percentage (Operating Reserves / Expenditures)	1.2%	1.6%	3.2%	1.8%	1.8%	1.8%

Operating Reserves Percentage

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.

Capital Reserves

	Status: Neutral		Trend: Favourable			
	Q2 2023-24	Q3 2023-24	Q4 2023-24	Q1 2024-25	Q2 2024-25	Q3 2024-25
Capital Reserves (\$ millions)	68,329	63,011	73,788	46,012	62,917	65,772
Capital Reserves per Student	494	456	534	312	426	446

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. Although capital reserves per student appear healthy, the pressure related to many new school builds to accommodate the significant student growth, will significantly deplete the reserves and therefore has been adjusted to a neutral status.

Surplus/ (Deficit)

	Status: Neutral		Trend: Neutral			
	Q2 2023-24	Q3 2023-24	Q4 2023-24	Q1 2024-25	Q2 2024-25	Q3 2024-25
Revenues (\$ millions)	1,529	1,533	1,559	1,626	1,623	1,624
Expenses* (\$ millions)	1,549	1,547	1,564	1,622	1,623	1,628
Surplus/ (Deficit) (\$ millions)	(11.3)	(5.0)	(4.8)	3.5	0.5	(3.9)
Surplus/ (Deficit) +/- 0.5% (\$ millions)	7.6/ (7.6)	7.6/ (7.6)	7.6/ (7.6)	8.1/ (8.1)	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			
	Q2 2023-24	Q3 2023-24	Q4 2023-24	Q1 2024-25	Q2 2024-25	Q3 2024-25
Percent of Expenses						
Salaries & Benefits	78%	78%	78%	76%	76%	76%
Supplies & Services	16%	16%	16%	17%	18%	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.

Salaries & Benefits as % of Total System Administration Expenses

	CBE	Other Metro School Boards
	47%	77%

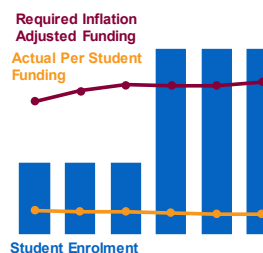
The CBE spends a considerably smaller portion of its System Administration expenditures on salaries & benefits when compared to other metro school boards. This difference is due to the higher level of spending on the Education Centre lease. To compensate, CBE administration is very judicious in the allocation of resources to the non teaching and learning service unit.

Inflation Adjusted Funding

	Status: Neutral		Trend: Unfavourable			
	Q2 2023-24	Q3 2023-24	Q4 2023-24	Q1 2024-25	Q2 2024-25	Q3 2024-25
Actual Per Student Funding	8,914	8,906	8,897	8,873	8,852	8,850
Required Inflation Adjusted Funding	10,832	11,009	11,113	11,106	11,106	11,172
Student Enrolment	137,727	137,727	137,727	146,866	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			
	Q4 2023-24	Q1 2024-25	Q2 2024-25	Q3 2024-25		
Overflow Schools	34	34	32	31		
Overflow Receiving Schools	47	47	46	45		

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, 2024	Q1 2024-25	Q2 2024-25	Q3 2024-25		
ECS	9,122	9,183	9,271	9,353		
Grade 1-9	96,577	97,179	97,743	98,104		
Grade 10-12	36,703	36,932	36,894	36,734		
Total Student Count	142,402	143,294	143,908	144,191		

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.