

public agenda

Regular Meeting of the Board of Trustees

March 17, 2026
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 2026 ASBA Friend of Education Award Nominee	Board	OE-8	Page 3-1
	4 Results Focus			
	4.1 Thomas B. Riley and Simon Fraser School Presentation	A. Fletcher, K. Howell	R-3	Page 4-1
	5 Operational Expectations			
	6 Public Comment [PDF]		GC-3.2	
	Requirements as outlined in Board Meeting Procedures.			
	7 Board Development Session		GC-3	
	7.1 Well-Being and Mental Health in Schools	J. Pitman	OE-2	Page 7-1
	8 Matters Reserved for Board Information		GC-3	
	9 Matters Reserved for Board Decision	Board	GC-2	



9.1	Results 3: Citizenship – Annual Monitoring	Board	R-3	Page 5-1 (Mar.3/26)
9.2	Three-Year School Capital Plan 2027-2030	J. Pitman	OE-5,6,7,8,9	Page 9-1
10 	Consent Agenda	Board	GC-2.6	
10.1	Items Provided for Board Decision			
10.1.1	OE-7: Communicating With and Support for the Board <i>(THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of Operational Expectations 7: Communicating With and Support for the Board.)</i>		OE-7	Page 6-1 (Mar.3/26)
10.1.2	Board Meeting Minutes <ul style="list-style-type: none">January 27, 2026February 10, 2026 <i>(THAT the Board of Trustees approves the Minutes of the Regular Meetings held January 27, 2026 and February 10, 2026, as submitted.)</i>			Page 10-27 Page 10-33
10.2	Items Provided for Board Information			
10.2.1	2025-26 Second Quarter Budget Variance Analysis		OE-5	Page 10-1
10.2.2	Correspondence		OE-7	Page 10-15
	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 Protection of Privacy Act section 4(c) for the purpose of informing the public.

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

2026 Alberta School Boards Association Friends of Education Award Nomination Report to Board of Trustees



Calgary Board
of Education

Date	March 17, 2026
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Nancy Close, Vice-Chair Wards 11 and 13
Purpose	Decision
Governance Policy Reference	OE-8: Communicating and Engaging With the Public
Resource Person(s)	Jennifer Turner, Superintendent of School Improvement, Areas 5, 6 & 7 Michael Nelson, Superintendent of School Improvement, Areas 1, 2, 3 & 4 Patricia Minor, Corporate Secretary

1. Recommendation

It is recommended:

- THAT the Board of Trustees approves Southern Alberta Institute of Technology Youth Initiatives as the Calgary Board of Education nominee for the 2026 Alberta School Boards Association Friends of Education Award.

2. Background

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

3. Analysis

The Southern Alberta Institute of Technology (SAIT) is a leading Canadian polytechnic institution in Calgary, Alberta, focused on applied education, technology, and trades. Established in 1916, it provides hands-on, industry-oriented training through bachelor's degrees, diplomas, and certificates across various sectors like business, energy, and health to prepare students for immediate employment. SAIT Youth Initiatives are dedicated to offering a variety of programs that aim to educate, empower and excite young minds. With offerings for youth in grades 4 to 12, their programs provide authentic, engaging, and meaningful learning experiences for youth.

SAIT's Youth Initiatives (YI) team has worked closely with school authorities, including with the CBE, for many years. We are proud of our strong, open, and collaborative relationship.

The YI team has extensive experience developing and delivering career exploration, foundational, and dual credit programs for youth. Their established partnership with the CBE supports open communication and shared decision-making about program offerings, scheduling, grading, student progression, assessment, and reporting. Weekly collaborative team meetings discuss both day-to-day operations and long-term planning for youth programs. Both organizations prioritize supporting youth pathways and have dedicated teams focused on this work.

Further details regarding about SAIT's Youth Initiatives are provided in Attachment I to this report.

4. Conclusion

It is with great pride that Southern Alberta Institute of Technology Youth Initiatives is recommended as the Calgary Board of Education nominee for the 2026 Alberta School Boards Association Friends of Education Award.

ATTACHMENTS

Attachment I: 2026 ASBA Friends of Education Nomination Package

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.

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Friends of Education Award Nomination Package

Nomination Deadline: March 18

Overview

The Friends of Education Award recognizes individuals or organizations that have shown a commitment to improving education in the community and/or made contributions to education in an ASBA member school board.

Nominee Eligibility Criteria

Nominees include individuals or organizations who meet the following criteria:

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

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

Nominators

Member school boards are eligible to nominate one individual or organization who meets the above criteria by completing the *Nomination Package*.

Nomination Package Checklist

- Nomination Form (provided in the package for completion)
- Nomination Questions (provided in the package for completion)
- At least three photos of the nominee (to be added by the nominator; image files required i.e., JPEG/PNG).

Questions? Contact us.

awards@asba.ab.ca

Nomination Category

Up to six recipients will be recognized in alignment with the below.

	Nomination Process	Submission & Selection	Celebration
Zone One recipient from each ASBA zone (two for Zone 2/3): <ul style="list-style-type: none"> • Zone 1 • Zone 2/3 • Zone 4 • Zone 5 • Zone 6 	Each board will determine the process for collecting and reviewing <i>Nomination Packages</i> as well as provide approval for their selected nominee. Boards may nominate outside of their own division but within their ASBA zone.	The <i>Nomination Package</i> for the selected nominee must be approved by the board to be sent to the applicable Zone Chair. Each zone will select one recipient (two for Zone 2/3) and send the <i>Recipient Submission Package</i> to ASBA. Up to six recipients may be selected.	Each zone will host a zone-level celebration for their nominees. Recipients will be provincially recognized at ASBA's Fall General Meeting Awards Celebration; ASBA does not pay for recipient travel expenses.

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NOMINATION FORM

Zone Representation: Zone 5

Nominator Information

Nominator First Name: Nancy

Nominator Last Name: Close

Nominator School Board: Calgary Board of Education

Nominator Title: Trustee, Wards 11 and 13 and Board Vice-Chair

Nominator Phone Number: 403-817-7918

Nominator Email: neclose@cbe.ab.ca

Nominee Information

Organization and/or Name to appear on the award if selected: Southern Alberta Institute of Technology Youth Initiatives

Nominee Contact First Name: Rozlynn

Nominee Contact Last Name: Wick

Nominee Contact Phone Number: [REDACTED]

Nominee Contact Email: [REDACTED]

Nominee Contact Address: 1301 16 Ave. NW

Nominee Contact City: Calgary

Nominee Contact Postal Code: T2M 0L4

Nominee Eligibility Criteria Confirmation

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

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

NOMINATION QUESTIONS

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

The Southern Alberta Institute of Technology (SAIT) is a leading Canadian polytechnic institution in Calgary, Alberta, focused on applied education, technology, and trades. Established in 1916, it provides hands-on, industry-oriented training through bachelor's degrees, diplomas, and certificates across various sectors like business, energy, and health to prepare students for immediate employment. SAIT Youth Initiatives are dedicated to offering a variety of programs that aim to educate, empower and excite young minds. With offerings for youth in grades 4 to 12, their programs provide authentic, engaging, and meaningful learning experiences for youth.

- 1. Describe the relationship that the nominee has with members of the education community.** SAIT's Youth Initiatives (YI) team has worked closely with school authorities, including with the Calgary Board of Education (CBE), for many years. We are proud of our strong, open, and collaborative relationship.

The YI team has extensive experience developing and delivering career exploration, foundational, and dual credit programs for youth. Their established partnership with the CBE supports open communication and shared decision-making about program offerings, scheduling, grading, student progression, assessment, and reporting. Weekly collaborative team meetings discuss both day-to-day operations and long-term planning for youth programs. Both organizations prioritize supporting youth pathways and have dedicated teams focused on this work.

- 2. Identify how the nominee encourages and fosters education within the school community.** SAIT was the first post-secondary institution in Alberta to create a Youth Initiatives team and is the only one in the province with a publicly available Youth Engagement Strategy. This demonstrates SAIT's strong commitment to working with school boards, especially the Calgary Board of Education (CBE), to support hands-on learning, career exploration, and smooth transitions for youth. The Youth Initiatives team delivers 28 exploratory and dual credit programs exclusively for CBE students each year, both on campus and with industry partners. Hundreds of students participate each year, connecting their high school experience to post-secondary education and career pathways. Over time, thousands of CBE students have benefited from SAIT's YI programs.

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

SAIT Youth Initiatives delivers hands-on programs that help high school students explore post-secondary education and careers. In partnership with the Calgary Board of Education, programs focus on career readiness, skilled trades, dual credit, and equitable access. The Turning Points program supports at-risk youth through goal setting, study skills, financial literacy, and career exploration, offering

three high school credits upon completion. Since 2018, the program has supported over 330 students. Other initiatives, including Exploring Skilled Trades and Exploring Building Trades, provide practical learning experiences, with about 30% of participants transitioning to SAIT after graduation. Over 800 CBE students benefitted from participation in these programs during the 2024-2025 school year alone.

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

The SAIT Strategic Youth Initiatives team demonstrates leadership and competence in education within the Calgary school community through strategic partnerships, industry alignment, and a sustained focus on student success.

As a publicly funded post-secondary institution, SAIT works closely with local industries in energy, aviation, technology, construction, health care, and business to ensure its programming reflects current and emerging workforce needs. This responsiveness positions SAIT as a leader in applied education and strengthens the connection between classroom learning and real-world outcomes.

SAIT Youth Initiatives staff collaborates with the City of Calgary on workforce and sustainability initiatives and contributes to local problem-solving through applied research that addresses real challenges facing businesses and communities. These efforts model innovation, relevance, and accountability within the broader education ecosystem.

The institution further demonstrates competence through scholarships, pathway programs, and continuing education opportunities that expand access and support lifelong learning. Its commitment to Indigenous education and reconciliation, sustainability practices, and community engagement reflects a comprehensive approach to education that is inclusive, forward-looking, and socially responsible.

Through strong governance, community collaboration, and student-centred programming, SAIT exemplifies leadership in education and makes a meaningful contribution to the strength of Calgary's school community.

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

SAIT demonstrates a sustained commitment to public education and to the governance role of elected trustees within Calgary.

As a publicly funded post-secondary institution, SAIT operates within a model of accountable, transparent governance that aligns with the principles upheld by CBE trustees: stewardship of public resources, community representation, and advocacy for accessible education. SAIT's leadership regularly engages with elected officials and education partners across Calgary to advance shared priorities related to student success, workforce readiness, and equitable access to learning.

SAIT actively supports pathways between secondary and post-secondary education, creating meaningful transitions for CBE students into skilled trades, technology, health care, business, and applied sciences. Through dual-credit opportunities, exploratory program opportunities, bridging programs, and outreach initiatives, SAIT works in collaboration with K-12 education system partners to expand options for learners and support informed post-secondary planning.

The institution also demonstrates alignment with trustees' responsibilities by promoting Indigenous education and reconciliation, advancing sustainability, and maintaining strong fiscal accountability. Its applied research and industry partnerships contribute to local economic resilience, reinforcing the broader public education ecosystem that trustees advocate for within their wards.

Through collaborative engagement, transparent governance, and a clear commitment to student pathways, SAIT has shown sustained interest in strengthening public education and supporting the work of trustees in Calgary.

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

SAIT in partnership with SAIT's Youth Initiatives team (and SAIT as a post-secondary) are committed to supporting the long-term success of youth, schools, and the community. Through varied programming which allows for multiple entry and exit points allowing flexibility to meet learner needs, SAIT's YI team understands and works to support the needs of a variety of youth. The relationship with CBE has helped to create a wholly collaborative relationship between the two education organizations, resulting in many opportunities for students (as well as teachers and parents) and a more seamless transition from secondary to post-secondary studies. The SAIT Youth Initiatives team's amazing work has been reflected in recently shared news items including:

<https://www.sait.ca/link/stories/2025/06/sparking-bright-futures>

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

Board Chair/Designate Full Name: Laura Hack

Board Chair/Designate Title: Board Chair

Date: Tuesday, March 17, 2026

RUBRIC

This rubric is intended to support the nomination process for the Friends of Education Award.

Criteria	Excellent	Very good	Fair	Limited
Nominee has a relationship with the education community	Consistent and meaningful engagement with school community	Predictable and thoughtful engagement with school community	Occasional and intentional engagement with school community	Minimal and unpredictable engagements with school community
Nominee encourages and fosters education in the community	Authentic educational pursuits that lead to empowerment in the community	Meaningful support for sound educational opportunities in the community	Discussions and support for educational pursuits in the community	Some connections on educational goals established with community
Nominee delivers a significant benefit to the students	Actions that lead to long-term, adaptable, and tangible positive impacts for students in the school community	Actions influence positive changes for students in response to requests by the school community	Actions show potential for influencing positive change for students in the school community	Actions show some potential for positive impacts on students in the school community
Nominee shows leadership and competence in education in the community	Takes lead and successfully implements projects or initiatives	Creates opportunities for projects or initiatives	Contributes ideas and willingness to support projects or initiatives	Expresses interest in implementing projects or initiatives
Nominee shows interest and support for school trusteeship	Embraces the value and importance of local school governance into diverse communications and through relationships	Generates dedicated advocacy for local school governance in the community in diverse ways	Makes a concerted effort to support local school governance through conventional avenues	Demonstrates some awareness of the role and importance of local school governance



Well-Being and Mental Health in Schools

March 17, 2026

learning | as unique | as every student



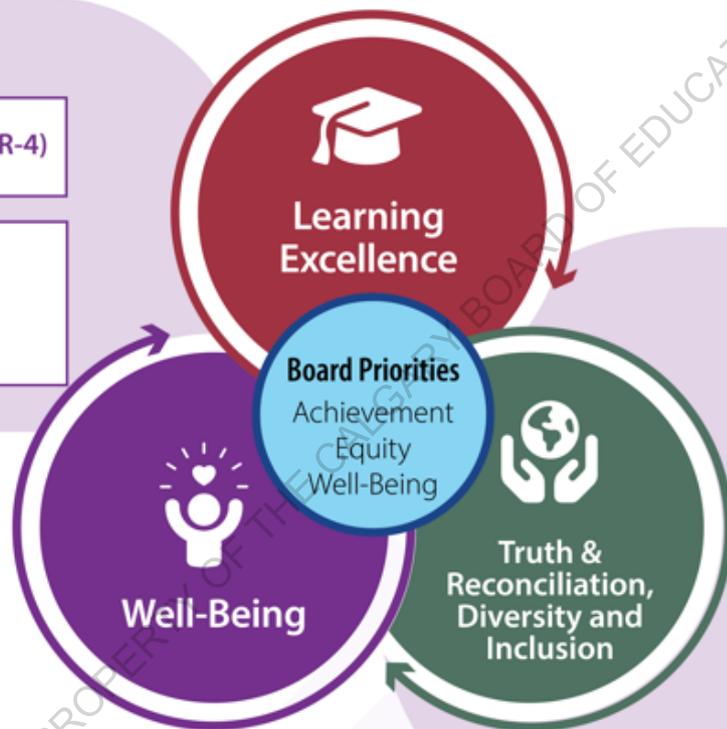
Calgary Board
of Education

Guiding Documents

Governance Policies

Results — Personal Development (R-4)

Operational Expectations — OE-2:
Learning Environment/Treatment
of Students



Administrative Regulations

AR 6031 — Welcoming, Caring,
Respectful and Safe Learning & Work
Environments

AR 6002 — Student Health Services

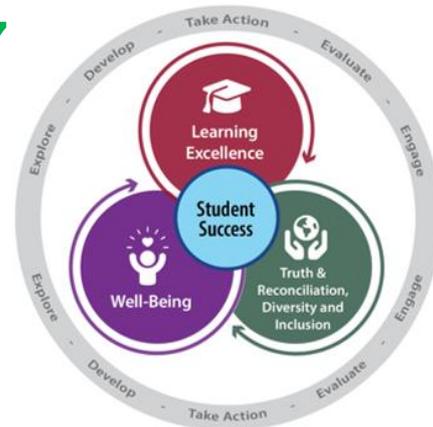
AR 3010 — Student Suicide Intervention

Creating the Conditions to Thrive
Guidelines

Well-Being

Education Plan 2024-27

Year 2 of 3



System AERR Data | Welcoming, Caring, Respectful, Safe Schools

	Calgary School Division									
	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%
Student - All	24,282	78.9	26,927	77.4	28,314	74.9	29,363	73.9	29,904	74.5
Student - Grade 4-6	10,763	84.1	11,560	82.9	11,593	80.8	11,748	79.8	11,885	81.1
Student - Grade 7-9	7,829	75.9	8,305	74.9	8,639	71.2	8,914	69.9	9,324	70.2
Student - Grade 10-12	5,680	76.7	7,062	74.3	8,082	72.7	8,701	72.0	8,895	72.3



Well-Being

Students and employees thrive in a culture of well-being

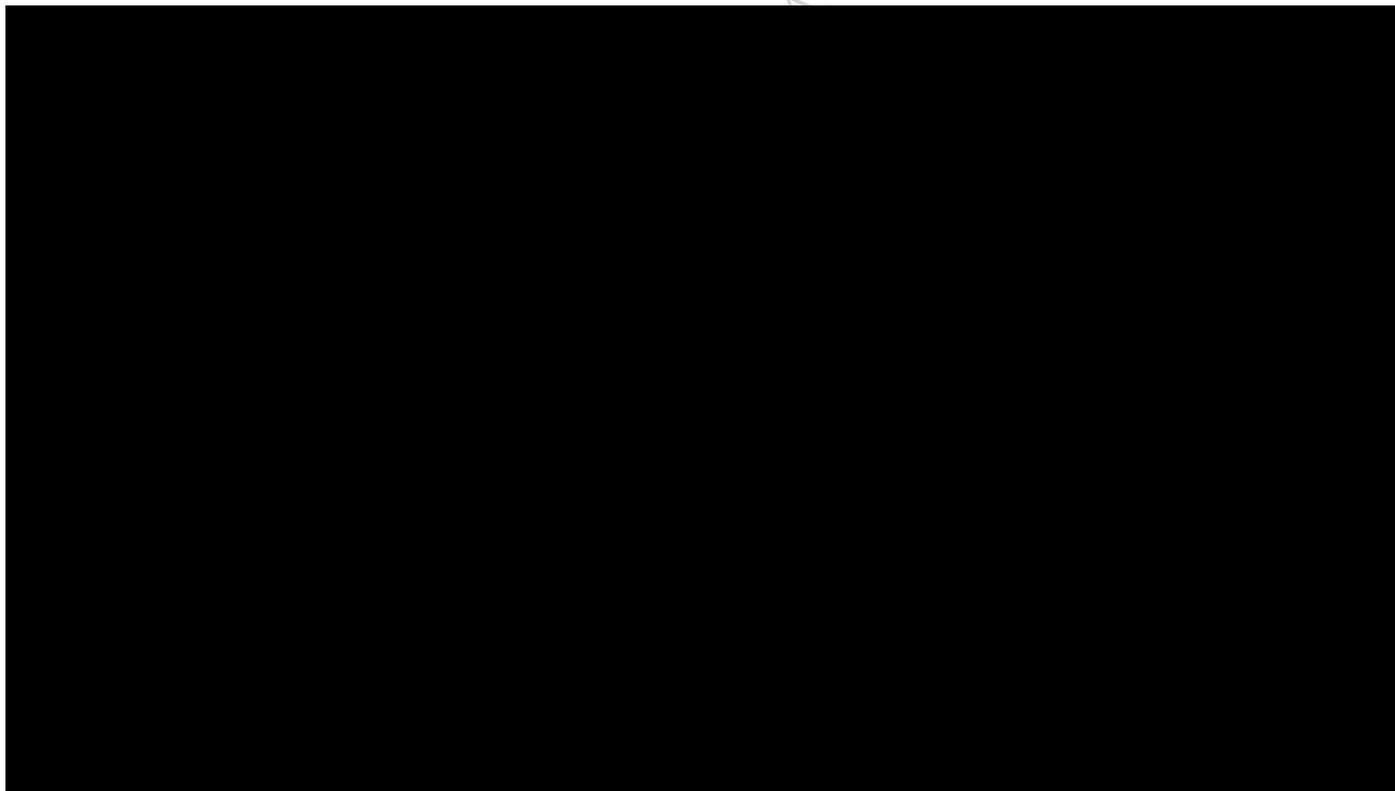


Key Outcomes & Actions

Structures and processes improve students' sense of belonging and well-being



Annie Gale



System Wide Professional Learning



Mental Health Implementation Plan

Mental Health in
Schools Pilot
Project



Mental Health
and Well-Being
Grant



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Research-informed Approach

Core Components of Effective School Mental Health Models:

- Tiered Support Model
- Specialized Staff
- Student Voice
- Relationship-Centered Culture
- Professional Learning
- Grounded in Research
- Active Leadership across school and system levels

Well-Being

The Continuum of Supports and Services

Universal – ALL students (Tier 1)

This level provides high-quality core SEL instruction and supports for all students.

Targeted – Some students (Tier 2)

This level offers more specific and targeted interventions to address the needs of a smaller group of students. Specific focus on Middle Schools

Individualized – Few students (Tier 3)

This level provides intensive supports and services for students and schools requiring individualized supports



Allocation of Resources (MHIP)

Universal: System-Wide Supports

- System Principal, Well-Being
- 2 System Intervention Learning Leads
- Sub coverage for Tier 2 & 3 intervention work
- Student Well-Being Symposiums & Well-Being Action Teams

Targeted: School-Based Supports

- LEAD dedicated supports
- 0.5 FTE Social Emotional Lead Teachers in 18 targeted middle schools
- CASA Classroom Teacher (F.E. Osbourne – system program)

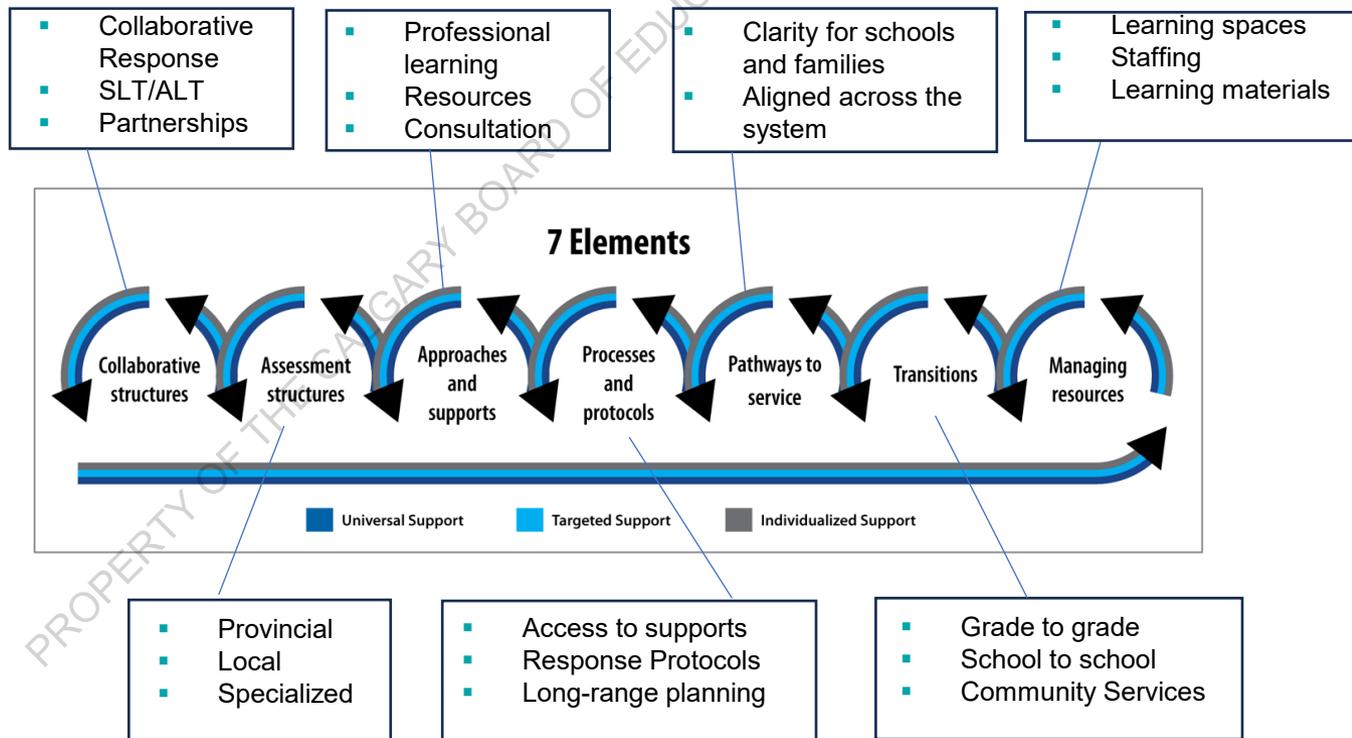
Individualized: Intensive School-Based Supports

- S-PIP Lead Psychologist (community coordination for high-risk students)
- 4.0 FTE school-based psychology (8 schools, 0.5 FTE each)
- Additional area-based mental health psychologist



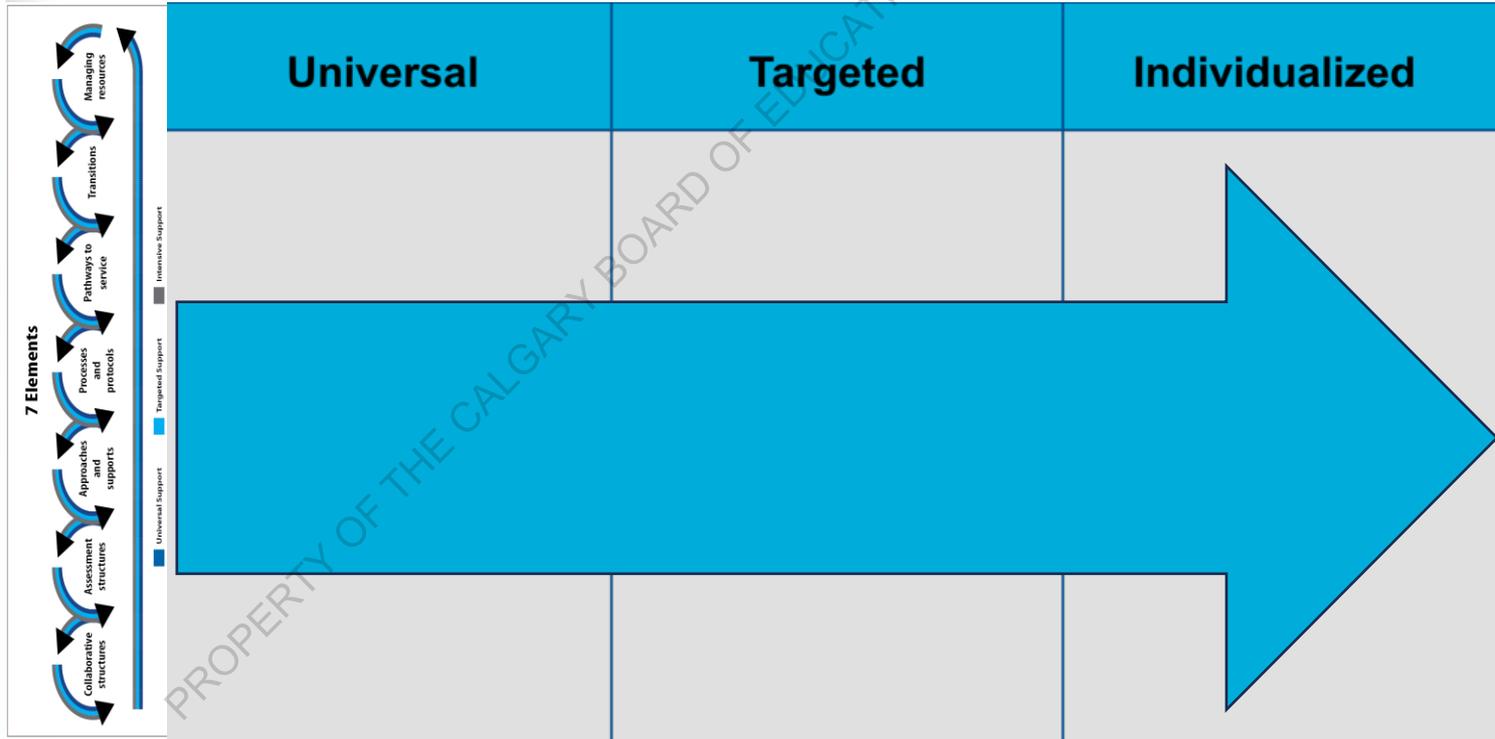
The Continuum of Supports and Services

Well-Being





The Continuum of Supports & Services ...



...involves 7 Elements in each Tier

Peter Lougheed



Universal Supports & Services | ALL Students

Key Strategies:

- Whole-school strategies to promote:
 - Safety
 - Belonging
 - Inclusion
- Strength-based Mental Health Promotion and Stigma Reduction
- Structures and routines:
 - Positive behaviour expectations
 - Progressive discipline
 - Restorative practices
 - Collaborative response
- Student Leadership, Participation, and Agency



Well-Being

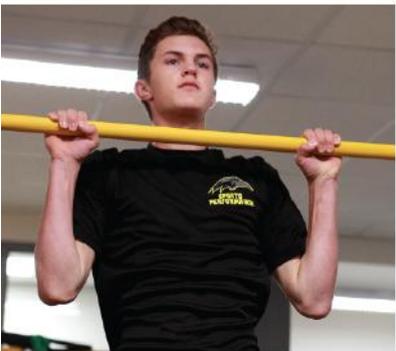


McKenzie Lake School

Engage • Create • Inspire



Universal Supports & Services | ALL Students



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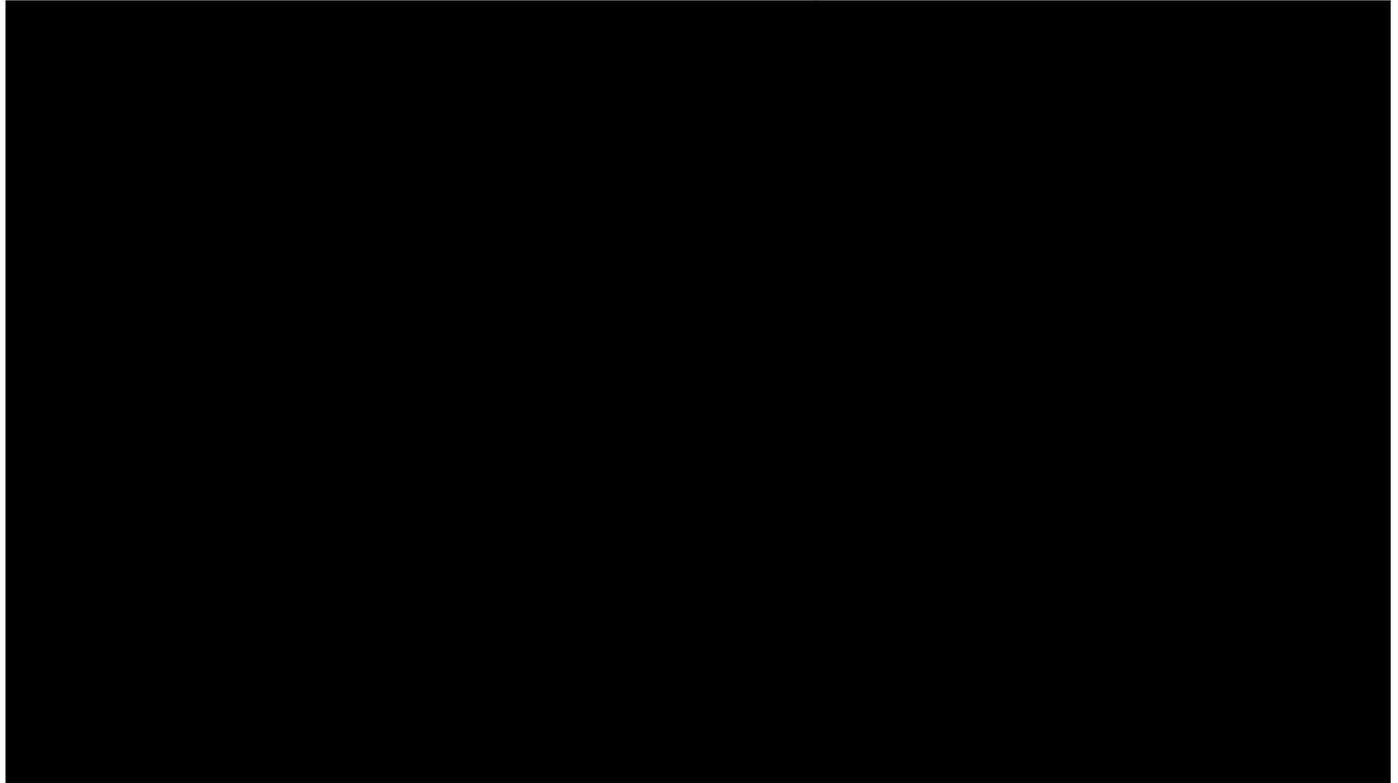


Targeted Supports and Services |Some Students

Key Strategies:

- Early Identification and Screening
- Targeted Resources
- Collaborative Structures
- Home-School Partnerships
- Data-Informed Practices

Sir John Franklin



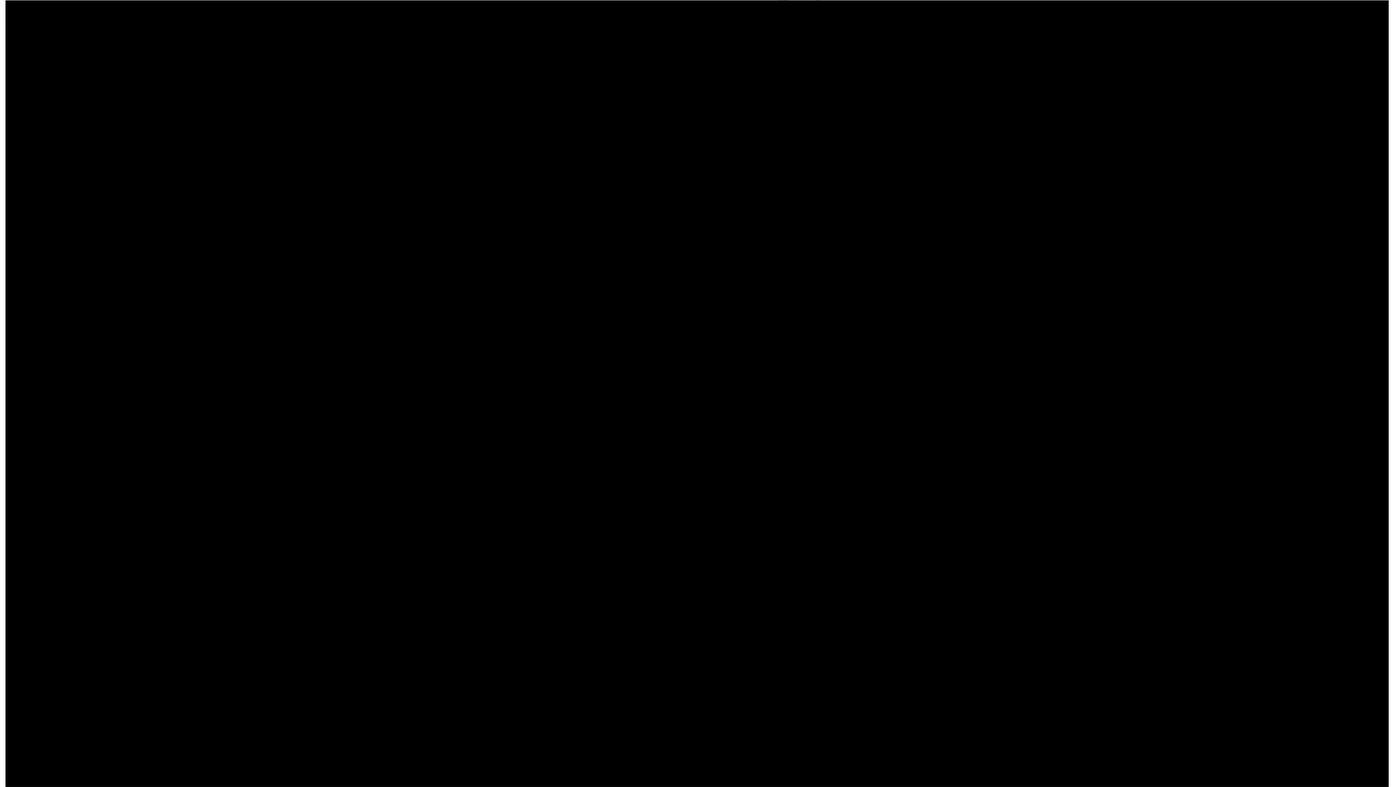
Individualized Supports & Services | Few Students



Key Strategies:

- Formalized Policies and Practices
- Specialized Programs
- Wrap-around Support Model (school, home, service provider)
- Targeted Allocation of Psychology Services: Specialized and Collaborative Mental Health Supports

Inclusive Education





Culturally Responsive Approaches

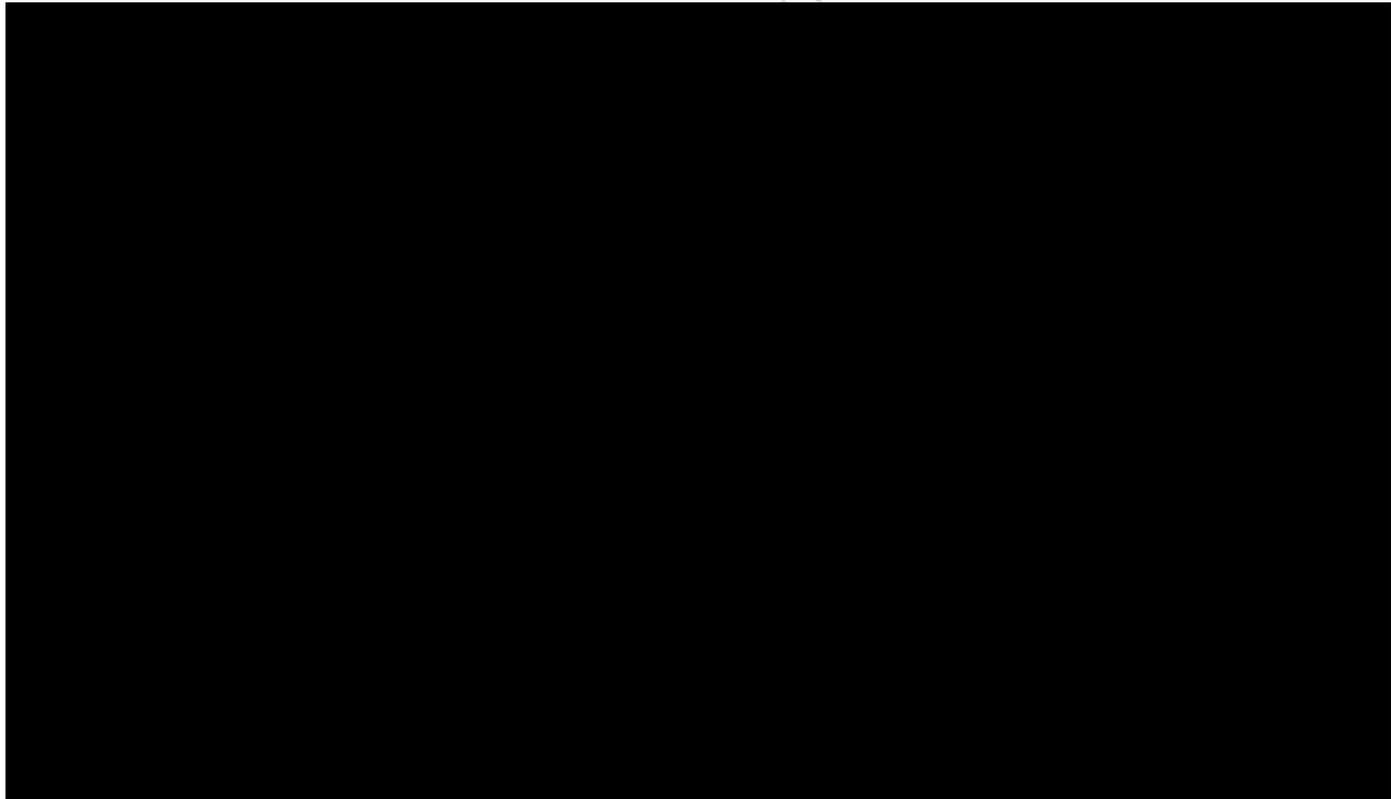
- The well-being of a culturally diverse education system
 - Student Well-Being Symposiums
 - Embedded in Ongoing Professional Learning

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What's in a Name?

TION



Collaborative Research-Practice Partnerships



Primary Care
Alberta



jigsaw learning
Every Child Deserves a Team



UNIVERSITY OF
CALGARY



THE MATHISON CENTRE
for MENTAL HEALTH RESEARCH & EDUCATION



Collaborative Research-Practice Partnerships



Well-Being

AERR Overview | 2024-25

Learning Excellence

Strong student achievement for lifelong learning and success



Diploma exams results show system-wide strength



Early literacy and numeracy interventions have measurable impact



Learning opportunities expand and reach more students

Well-Being

Students and employees thrive in a culture of well-being



Four-year highs across student well-being measures - All students and Middle Schools in particular



Improved student attendance



Lower employee absence and improved absence fill rates

Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection



Indigenous students improving in achievement, high school completion & attendance



Professional learning building inclusive practice



Leadership actions making inclusion visible & embedded



Well-Being

AERR Highlight: Middle & Jr High Schools



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AERR Highlight: Middle & Jr High Schools



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Next Steps & Measurements



- **Short-Term Actions (next 6–12 months)**
- **Long Term Monitoring**
- **Resource Alignment**



Thank you!

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learning | **as unique** | as every student



Results 3: Citizenship

Monitoring report for the school year 2024-25



Calgary Board
of Education

Date March 3, 2026

Meeting Type Regular Meeting, Public Agenda

To Board of Trustees

From Joanne Pitman
Chief Superintendent of Schools

Purpose Decision

Originator Dr. Michael Nelson, Superintendent School Improvement
Dr. Jennifer Turner, Superintendent School Improvement

Governance Policy Board/Chief Superintendent Relationship
Reference B/CSR-4: Authority of the Chief Superintendent
B/CSR-5: Chief Superintendent Accountability

Results
R-3 Citizenship

Operational Expectations
OE-3: Instructional Program
OE-7: Communication With and Support for the Board

Resource Person(s) Michael Craig, Education Director, Research and Strategy

Executive Summary

Analysis |

The data indicates high levels of success for the following:

- Social Studies achievement remains a strength with 93.9% of students demonstrating successful understanding.
- Division 3 report card indicators remained very strong, with Overall Levels of Success between 98–99% across exercising democratic rights, respect for diversity, and collaboration.
 - Evident Strengths increased across all three citizenship-related report card stems, indicating steady improvement in core citizenship skills.
 - After previous declines, Exemplary Strengths have begun to rise, showing emerging gains in citizenship behaviours.
 - Fewer Division 3 students required a Network of Support, reflecting reduced need for intensive intervention.
- Student survey results showed high agreement in several areas:
 - Local & National Citizenship (87.4%)
 - Embracing Culture (90.8%)
 - Diversity & Inclusion – original questions (85.8%)
 - Collaborative Skills (90.6%)

Areas that are showing growth or improvement are as follows:

- Environmental Stewardship Summary Measure increased year-over-year to 61.8%, with significant growth in Grades 8, 9, 11, and 12.
- Agreement increased across all environmental question themes, particularly in personal responsible use practices (Reduce/Reuse/Recycle – Self at 84.7%).
- Diversity & Inclusion measures showed improvement on Allyship and Racism Response themes.

Note | These two measures are from a new question set and were not part of the last major year report. Baseline for improvement is year-over-year for these two themes.

Areas identified as requiring continued focus include:

- Learning Community Citizenship remains comparatively low (57.5%), driven by reduced student responses regarding both community and national/global inclusivity, and contributions, including volunteerism.
- Within Environmental Stewardship, students report low willingness to influence peers, including:
 - Talking about environmental protection (45.9%)
 - Encouraging others to reduce/reuse/recycle (54.8%)

Note | For the 2024-25 administration of the CBE Student Survey, Environmental Stewardship survey questions have been revised to better align with curriculum and classroom language, shifting from technical terms like “reduce, reuse, recycle” toward broader, more accessible phrasing focused on caring for the land, protecting the environment, and encouraging responsible choices among peers.

- Global Citizenship Summary Measure declined to 69.8%, with particularly low agreement (55.1%) on discussing global issues such as peace and climate change.
- Indigenous Understanding declined compared to 2021–22
- Student perceptions of school responses to racism/discrimination remain low at 63.3%, despite slight improvement.

Context | Considerations for Report Card and Survey Data

It should be noted that report card indicators are summative in nature and represent teacher assessment of a body of evidence collected over the course of the school year and reported on the June report cards. Conversely, the data associated with the CBE Student Survey represents student perception data collected during a period of time. The administration of the 2024-25 Student Survey took place in the first few months of 2025.

As such, caution is needed in any attempt to compare report card results to student survey perception data, as these are dissimilar data sources gathered at different points in the 2024-25 school year. Teachers and students would have unique differences related to accurately assessing or self-assessing citizenship.

Per the June 25, 2024, Regular Meeting of the Board of Trustees, Trustees approved a suspension of the inclusion of any indicators for Results 3: Citizenship, Results 4: Personal Development and Results 5: Character related to Kindergarten to Grade 6 school report cards for the 2024- 25 school year. As a result, only students in Division 3, or grades 7, 8 and 9, received report card assessments related to three of the twelve indicators.

Results 3: Citizenship was a major focus on the 2024-25 CBE Students Survey. In 2023-24, additional **Diversity and Inclusion Summary Measure** questions were introduced to strengthen the system’s ability to understand students’ lived experiences with inclusion, belonging, and discrimination; improve insight into how consistently schools respond to concerns; and more effectively monitor progress toward creating safe, welcoming, equitable learning environments across all schools. Because these items were newly added for all surveyed grades, year-over-year analysis may show shifts that reflect both genuine changes in student experience and the natural variability that occurs when new question themes are introduced, meaning trend comparisons should be interpreted with caution during the first years of implementation.

Additionally, the increase in the number of students surveyed since the previous major year survey focus reflects the broader growth and diversification of the student population across the system. As the CBE continues to welcome more learners from a wide range of cultural, linguistic, and educational backgrounds, including many students who are new to Canada, the survey now captures a broader spectrum of experiences and perspectives. This expanded and more diverse respondent base may naturally influence survey patterns over time, and therefore year-over-year comparisons should be

interpreted with care, recognizing that shifts in results may reflect both genuine changes in student experience and the evolving composition of the student population.

Targets |

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

Four indicators in Results 3 are based on report card data, and the remaining eight indicators are tied to survey data. In the Result 3 Monitoring Report for the 2023-24 year, report card results continued to be very high and so, were not identified as an opportunity for growth.

As Results 3 was a minor focus on the 2023-24 CBE Student Survey, it was decided to wait until 2024-25 when Results 3 was a major focus, with a full data set from the survey results, to provide comparative analysis, rather than setting targets based on a limited data set. And while data for the Environmental Stewardship Summary Measure from the CBE Student Survey was available, new curriculum implementation was expected to continue to impact survey results.

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

Major Year Reporting Schedule |

Report	Major focus on the CBE Student Survey	Major focus year for Board Reporting
Results 3 Citizenship	2024-25	2025-26
Results 4 Personal Development	2025-26	2026-27
Results 5 Character	2026-27	2027-28
Results 3 Citizenship	2027-28	2028-29

Glossary of Terms |

- Board: Board of Trustees
- Monitoring Report: The Board wants to know that its values have driven organizational performance. The Chief Superintendent will present to the Board, for its evaluation, a report that summarizes how either compliance has been achieved on *Operational Expectations* or how reasonable progress has been made in *Results*. Each monitoring report requires: a re-statement of the full policy, by section; a reasonable interpretation of each section; data sufficient to prove compliance or progress; and a signed certification from the Chief Superintendent of the status.
- Report Card Indicators:
 - Exemplary Strengths (EX): Strengths are apparent in exemplary and sustained levels of performance. Challenging situations are managed within a pattern of self-regulation.
 - Evident Strengths (EV): Strengths are evident and have a positive impact on learning experiences. Areas for improvement do not, or only occasionally, constrain the quality of learning experiences.
 - Emerging Strengths (EM): Strengths are evident in some learning situations. Strengths are likely to appear in response to external structure or stimulus. Weaknesses constrain the quality of learning experiences. A plan of action involving school, student and home is required to address the areas for improvement.
 - Network of Support Required (SR): Strengths require further development to be realized within the school environment. The student's learning experiences are at risk. Remediation through coordinated action by home, school and possibly outside agencies is required to address areas for improvement.
 - Individual Program Plan (IPP): Used for students with Alberta Education Special Education Coding only when a priority learning cycle on the IPP is directly related to the report card stem in question. Indicates that progress and achievement in relation to that report card stem are included in the IPP.
- Reasonable Interpretation: Once the Board has stated its values in policy, the Chief Superintendent is required to "interpret" policy values, saying back to the Board, "here is what the Board's value means to me." The Board then judges whether this interpretation is reasonable. In other words, does the Chief Superintendent "get it?" This reasonable interpretation is the first step required in monitoring compliance with *Operational Expectations* and monitoring reasonable progress on *Results*.
- Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.

Policy |

Results 3: Each student will be a responsible citizen.

Interpretation |

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

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

Students will:

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

Interpretation |

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

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

Specifically, this means that students will:

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

Indicators |

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

Note | At the June 25, 2024 Regular Meeting of the Board of Trustees, Trustees approved a suspension of the inclusion of any indicators for Results 3: Citizenship, Results 4: Personal Development and Results 5: Character related to Kindergarten to Grade 6 school report cards for the 2024-25 school year. As a result, only students in Division 3 or grades 7, 8 and 9, received report card assessments related to this

indicator. While a year-over-year comparison for the past three years is reasonable for the All Student cohort, a 5-year analysis would not be a valid metric because of this change.

2. Percentage of high school students who report that they exercise their democratic rights and responsibilities within the learning community; as indicated by the Overall Agreement of the **Learning Community Citizenship Summary Measure** from the CBE Student Survey.
3. Percentage of high school students who report that they have participated in community service, school service or volunteer work to help others; as indicated by the Overall Agreement of the **Service Summary Measure** from the CBE Student Survey.

Students will:

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

Interpretation |

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

The Chief Superintendent *interprets rights and responsibilities of citizenship* to mean the freedoms and obligations of all Canadian citizens¹. The Chief Superintendent interprets *local, national and international contexts* to include home, neighbourhood and school groups as well as Calgary, Alberta, Canada and the world.

Indicators |

1. Percentage of students successfully demonstrating understanding of Social Studies issues, information and ideas; as measured by school report cards.
2. Percentage of students who report they understand what it means to be a responsible citizen in their local and national communities; as indicated by the Overall Agreement of the **Local and National Citizenship Summary Measure** from the CBE Student Survey.
3. Percentage of students who report they understand what it means to be a responsible global citizen; as indicated by the Overall Agreement of the **Global Citizenship Summary Measure** from the CBE Student Survey.

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

Students will:

3.3 Respect and embrace diversity.

Interpretation |

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

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

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

Indicators |

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

Note | At the June 25, 2024 Regular Meeting of the Board of Trustees, Trustees approved a suspension of the inclusion of any indicators for Results 3: Citizenship, Results 4: Personal Development and Results 5: Character related to Kindergarten to Grade 6 school report cards for the 2024-25 school year. As a result, only students in Division 3 or grades 7, 8 and 9, received report card assessments related to this indicator. While a year-over-year comparison for the past three years is reasonable for the All Student cohort, a 5-year analysis would not be a valid metric because of this change.

2. Percentage of high school students who report they value other cultures; as indicated by the Overall Agreement of the **Embracing Culture Summary Measure** from the CBE Student Survey.
3. Percentage of high school students who report they appreciate and learn from the perspectives of others; as indicated by the Overall Agreement of the **Diversity and Inclusion Summary Measure** from the CBE Student Survey.

Students will:

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

Interpretation |

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

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

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

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

Indicators |

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

Students will:

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

Interpretation |

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

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

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

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

Indicators |

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

Note | At the June 25, 2024 Regular Meeting of the Board of Trustees, Trustees approved a suspension of the inclusion of any indicators for Results 3: Citizenship, Results 4: Personal Development and Results 5: Character related to Kindergarten to Grade 6 school report cards for the 2024-25 school year. As a result, only students in Division 3 or grades 7, 8 and 9, received report card assessments related to this indicator. While a year-over-year comparison for the past three years is reasonable for

the All Student cohort, a 5-year analysis would not be a valid metric because of this change.

2. Percentage of high school students who report they work and communicate effectively with others; as measured by the Overall Agreement of the **Collaborative Skills Summary Measure** from the CBE Student Survey.

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Monitoring Information

Evidence of Progress |

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

Policy 3.1 Indicator 1

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

All Students: Exercises democratic rights and responsibilities within the learning community². (%)

Indicator	2020-21	2021-22	2022-23*	2023-24*	2024-25*
Exemplary Strengths	40.7	39.6	32.0	30.6	31.1
Evident Strengths	48.9	49.3	53.6	54.3	54.5
Emerging Strengths	9.1	9.6	12.9	13.8	13.2
Network of Support Required	1.0	1.2	1.4	1.3	1.2
Individual Program Plan	0.3	0.3	0.1	0.0	0.0
Overall Level of Success	98.7	98.5	98.5	98.7	98.8

*Note | Only Division 3 results were reported in 2022-23, 2023-24 and 2024-25 school year.

Division 3 Students: Exercises democratic rights and responsibilities within the learning community. (%)

Indicator	2020-21	2021-22	2022-23	2023-24	2024-25
Exemplary Strengths	35.5	33.3	32.0	30.6	31.1
Evident Strengths	52.1	53.2	53.6	54.3	54.5
Emerging Strengths	11.0	11.8	12.9	13.8	13.2
Network of Support Required	1.4	1.7	1.4	1.3	1.2

² The descriptors for this stem are:

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

Individual Program Plan	0.0	0.0	0.1	0.0	0.0
Overall Level of Success	98.6	98.3	98.5	98.7	98.8

- **Targets for 2024-25**

No targets were set for the 2024-25 school year.

- **Analysis**

All Students: The analysis is not available for All Students cohort as only Division 3 had reported results in 2022-23, 2023-24 and 2024-25 school year.

Division 3: The Overall Level of Success continued to show year-over-year improvement and reached its highest level in 2024-25. Among the three Strength indicators, Evident Strength consistently increased over time, reaching the highest 54.5 per cent in 2024-25. For the past five years, Exemplary Strengths increased by 0.5 percentage points in 2024-25 following a three-year decline, while Emerging Strengths experienced a 0.6 percentage-point drop for the first time from 2023-24 to 2024-25 school year. Furthermore, the changes in these two indicators were not statistically significant in comparison to the previous three-year averages.

To determine improvement in Network of Support Required result, the percentage of students in this category should decrease. A three-year decrease was observed in Network of Support Required indicator from 2021-22 to 2024-25 school year, and it was statistically significant compared to the previous three-year average.

Note | Students in the IPP category for any indicator is not based on lack of success, but rather their exceptionality. Students receive an IPP indicator when they are being assessed on individualized goals documented in an Individualized Program Plan and not on grade level Alberta Curriculum outcomes. The only way to measure their success is through a review of their goal documented in their Individualized Program Plan.

Policy 3.1 Indicator 2

Percentage of high school students who report that they exercise their democratic rights and responsibilities within the learning community; as indicated by the Overall Agreement of the **Learning Community Citizenship Summary Measure** from the CBE Student Survey.

Learning Community Citizenship Summary Measure Overall

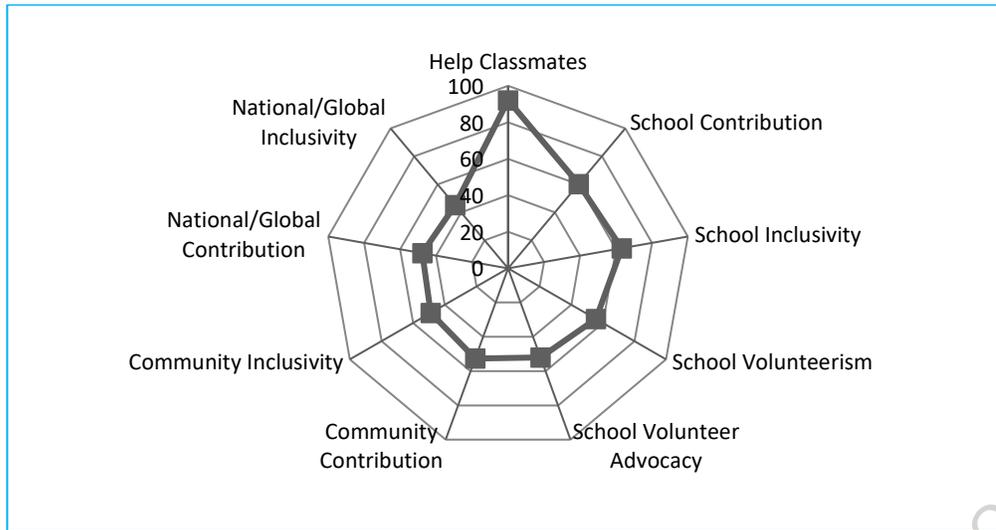
	2020-21	2021-22	2022-23	2023-24	2024-25
Overall Sample Size	6 730	9 080	n/a	n/a	12 340
Overall Agreement (%)	59.0	55.7	n/a	n/a	57.5

Learning Community Citizenship Summary Measure by Grade

Grade	Overall Agreement (%)				
	2020-21	2021-22	2022-23	2023-24	2024-25
Grade 11	59.3	57.2	n/a	n/a	57.3
Grade 12	60.7	55.6	n/a	n/a	59.1

Learning Community Citizenship Summary Measure by Question Theme

Question Theme	Overall Agreement (%)				
	2020-21	2021-22	2022-23	2023-24	2024-25
Help Classmates	95.6	93.2	n/a	n/a	92.1
School Contribution	70.2	64.6	n/a	n/a	60.2
School Inclusivity	72.2	68.8	n/a	n/a	63.2
School Volunteerism	53.5	49.0	n/a	n/a	55.6
School Volunteer Advocacy	48.0	44.5	n/a	n/a	52.1
Community Contribution	49.5	46.4	n/a	n/a	52.7
Community Inclusivity	47.2	43.1	n/a	n/a	49.0
National/Global Contribution	49.6	48.1	n/a	n/a	47.7
National/Global Inclusivity	45.2	43.7	n/a	n/a	45.1



- **Targets for 2024-25**

No targets were set for the 2024-25 school year.

- **Analysis**

An overall 57.5 per cent agreement for the Learning Community Citizenship Summary Measure was observed in 2024-25. Across grades, Grade 12 students showed stronger agreement on the questions in this summary measure than Grade 11. Among the questions asked, CBE students reported relatively low agreement across most questions, except for the “Help Classmates” question. More than 90% of students agreed that they will help their classmates. Furthermore, students showed less than 50 per cent agreement on questions related to the participation in volunteering and service activities in community or at national and international levels.

Policy 3.1 Indicator 3

Percentage of high school students who report that they have participated in community service, school service or volunteer work to help others; as indicated by the Overall Agreement of the **Service Summary Measure** from the CBE Student Survey.

Service Summary Measure Overall

	2020-21	2021-22	2022-23	2023-24	2024-25
Overall Sample Size	6 530	8 848	n/a	n/a	12 020
Overall Agreement (%)	69.2	65.8	n/a	n/a	68.0

Service Summary Measure by Grade

Grade	Overall Agreement (%)				
	2020-21	2021-22	2022-23	2023-24	2024-25
Grade 11	68.2	65.7	n/a	n/a	67.4
Grade 12	70.5	65.8	n/a	n/a	68.5

Service Summary Measure by Question Theme

Question Theme	Overall Agreement (%)				
	2020-21	2021-22	2022-23	2023-24	2024-25
School Volunteerism - Frequency	65.6	62.2	n/a	n/a	64.8
Community Volunteerism - Frequency	72.7	69.3	n/a	n/a	71.2

- **Targets for 2024-25**

No targets were set for the 2024-25 school year.

- **Analysis**

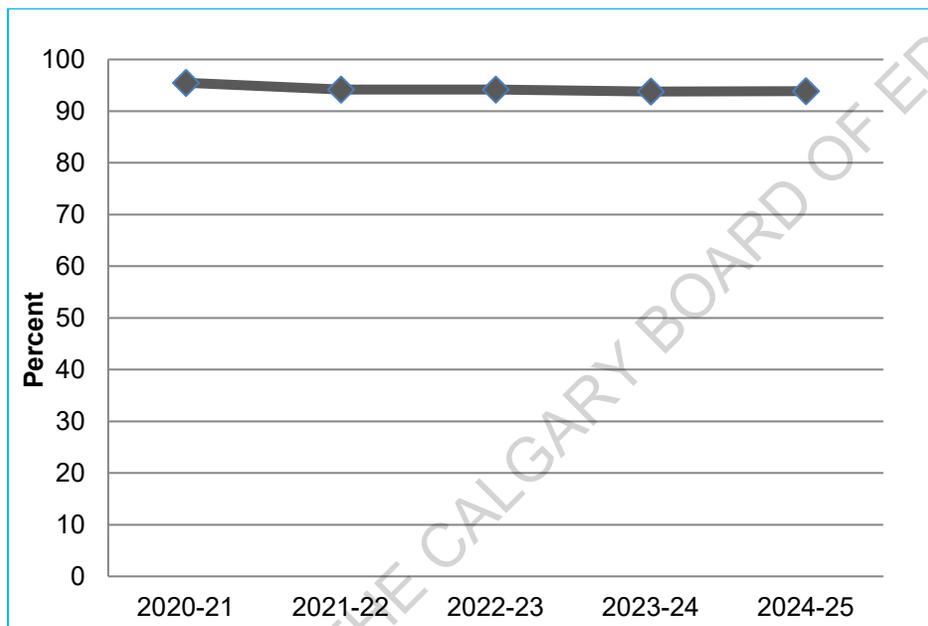
In 2024-25, CBE students showed an overall 68 per cent agreement on the Service Summary measure. Moreover, Grade 12 students reported 1.1 percentage points higher agreement than Grade 11 students. For the two questions asked, it indicates that students had greater participation in Community Volunteerism than School Volunteerism.

Policy 3.2 Indicator 1

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

Students demonstrating understanding of Social Studies issues, information and ideas (%)

2020-21	2021-22	2022-23*	2023-24	2024-25
95.5	94.2	94.2	93.8	93.9



- **Targets for 2024-25**

No targets were set for the 2024-25 school year.

- **Analysis**

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

Student achievement in Social Studies showed a general declining trend over the past five years. In 2024-25, 93.9 per cent of CBE students demonstrated understanding of Social Studies issues, information and ideas on report cards, which is 0.1 percentage points higher than the 2023-24 result.

Policy 3.2 Indicator 2

Percentage of students who report they understand what it means to be a responsible citizen in their local and national communities; as indicated by the Overall Agreement of the **Local and National Citizenship Summary Measure** from the CBE Student Survey.

Local and National Citizenship Summary Measure Overall

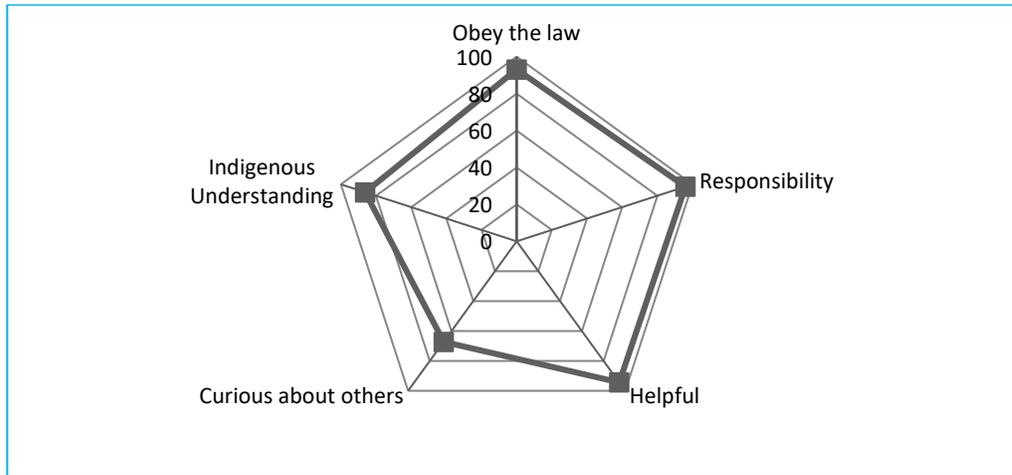
	2020-21	2021-22	2022-23	2023-24	2024-25
Overall Sample Size	n/a	36 573	n/a	n/a	44 188
Overall Agreement (%)	n/a	89.0	n/a	n/a	87.4

Local and National Citizenship Summary Measure by Grade

Grade	Overall Agreement (%)				
	2020-21	2021-22	2022-23	2023-24	2024-25
Grade 5	n/a	91.3	n/a	n/a	90.3
Grade 6	n/a	90.8	n/a	n/a	88.0
Grade 8	n/a	88.5	n/a	n/a	84.8
Grade 9	n/a	89.0	n/a	n/a	85.4
Grade 11	n/a	88.4	n/a	n/a	87.5
Grade 12	n/a	89.0	n/a	n/a	88.9

Local and National Citizenship Summary Measure by Question Theme

Question Theme	Overall Agreement (%)				
	2020-21	2021-22	2022-23	2023-24	2024-25
Obey the Law	n/a	94.5	n/a	n/a	93.1
Responsibility	n/a	97.3	n/a	n/a	96.0
Helpful	n/a	95.7	n/a	n/a	94.4
Curious About Others in Canada	n/a	66.0	n/a	n/a	67.2
Indigenous Understanding	n/a	91.9	n/a	n/a	86.2



- **Targets for 2024-25**

No targets were set for the 2024-25 school year.

- **Analysis**

CBE Students showed an overall 87.4 per cent agreement on this measure in 2024-25. Across grades, Grade 5 had higher percentages of agreement than students in higher grades. Furthermore, when compared to 2021-22 school year, most of the grades showed notable drops in the agreements while Grade 12 students showed minor decrease in the results.

Moreover, while students showed high levels of agreement on most question themes within this measure, they reported relatively low agreement regarding their curiosity about other people's lives in Canada.

Policy 3.2 Indicator 3

Percentage of students who report they understand what it means to be a responsible global citizen; as indicated by the Overall Agreement of the **Global Citizenship Summary Measure** from the CBE Student Survey.

Global Citizenship Summary Measure Overall

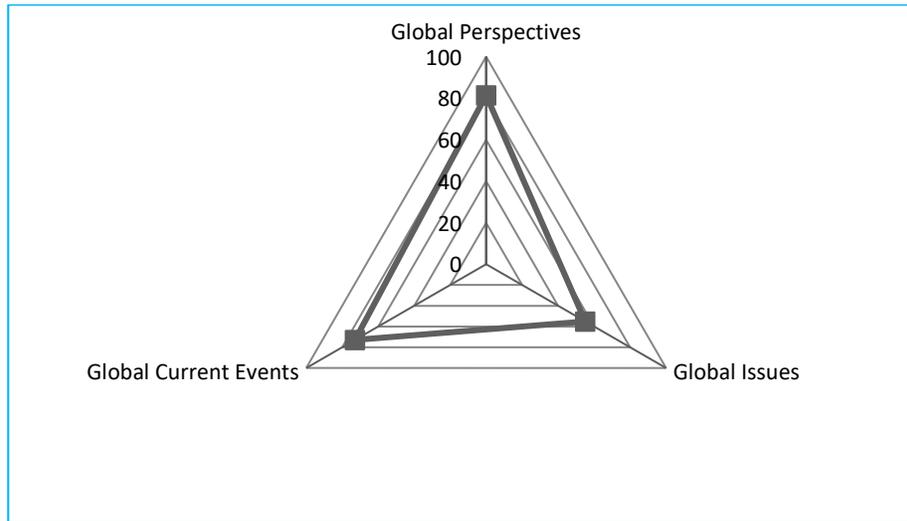
	2020-21	2021-22	2022-23	2023-24	2024-25
Overall Sample Size	n/a	33 802	n/a	n/a	41 591
Overall Agreement (%)	n/a	74.6	n/a	n/a	69.8

Global Citizenship Summary Measure by Grade

Grade	Overall Agreement (%)				
	2020-21	2021-22	2022-23	2023-24	2024-25
Grade 5	n/a	73.6	n/a	n/a	71.3
Grade 6	n/a	71.2	n/a	n/a	66.7
Grade 8	n/a	69.9	n/a	n/a	62.2
Grade 9	n/a	73.4	n/a	n/a	65.5
Grade 11	n/a	78.6	n/a	n/a	75.6
Grade 12	n/a	80.3	n/a	n/a	78.3

Global Citizenship Summary Measure by Question Theme

Question Theme	Overall Agreement (%)				
	2020-21	2021-22	2022-23	2023-24	2024-25
Global Perspectives	n/a	85.4	n/a	n/a	81.4
Global Issues	n/a	58.7	n/a	n/a	55.1
Global Current Events	n/a	79.8	n/a	n/a	72.9



- **Targets for 2024-25**

No targets were set for the 2024-25 school year.

- **Analysis**

In 2024-25, Global Citizenship Summary Measure received 69.8 per cent overall agreement. Across grades, Grade 11 and Grade 12 students reported stronger agreement on the question themes within this measure compared to students in lower grades. For the specific questions asked, CBE students showed 81.4 per cent agreement on Global Perspectives question while only 55.1 per cent of students agreed with the Global Issues question.

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Policy 3.3 Indicator 1

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

All Students: Demonstrate respect and appreciation for diversity³ (%)

Indicator	2020-21	2021-22	2022-23*	2023-24*	2024-25*
Exemplary Strengths	48.5	47.3	38.2	36.0	36.6
Evident Strengths	45.5	45.5	51.7	53.1	53.3
Emerging Strengths	5.3	6.2	9.1	9.9	9.2
Network of Support Required	0.6	0.8	1.0	1.1	0.8
Individual Program Plan	0.1	0.2	0.1	0.0	0.0
Overall Level of Success	99.3	99.0	99.0	99.0	99.1

*Note | Only Division 3 results were reported in 2022-23, 2023-24 and 2024-25 school year.

Division 3 Students: Demonstrate respect and appreciation for diversity (%)

Indicator	2020-21	2021-22	2022-23	2023-24	2024-25
Exemplary Strengths	43.0	40.5	38.2	36.0	36.6
Evident Strengths	49.7	50.2	51.7	53.1	53.3
Emerging Strengths	6.4	8.1	9.1	9.9	9.2
Network of Support Required	0.9	1.2	1.0	1.1	0.8
Individual Program Plan	0.0	0.0	0.1	0.0	0.0
Overall Level of Success	99.1	98.8	99.0	99.0	99.1

- **Targets for 2024-25**

No targets were set for the 2024-25 school year.

- **Analysis**

³ The descriptors for this stem are:

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

All Students: The analysis is not available for All Students cohort as only Division 3 had reported results in 2022-23, 2023-24 and 2024-25 school year.

Division 3: The Overall Level of Success kept high 99.0 per cent from 2021-22 to 2023-24 and a 0.1 percentage point increase could be observed in 2024-25 school year. Among the three Strength indicators, Evident Strength showed consistent growth over time, reaching the highest 53.3 per cent in 2024-25. Exemplary Strength reported 0.6 percentage points increase in 2024-25 following a three-year decline while Emerging Strength stopped the year-over-year increase and dropped by 0.7 percentage points this year. When compared to the previous three-year average, the decrease in Emerging Strength was not statistically significant.

To determine improvement in Network of Support Required, the percentage of students in this category should decrease. Network of Support Required decreased by 0.3 percentage points in 2024-25, which is not statistically significant in comparison to the previous three-year average.

Note | Students in the IPP category for any indicator is not based on lack of success, but rather their exceptionality. Students receive an IPP indicator when they are being assessed on individualized goals documented in an Individualized Program Plan and not on grade level Alberta Curriculum outcomes. The only way to measure their success is through a review of their goal documented in their Individualized Program Plan.

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Policy 3.3 Indicator 2

Percentage of high school students who report they value other cultures; as indicated by the Overall Agreement of the **Embracing Culture Summary Measure** from the CBE Student Survey.

Embracing Culture Summary Measure Overall

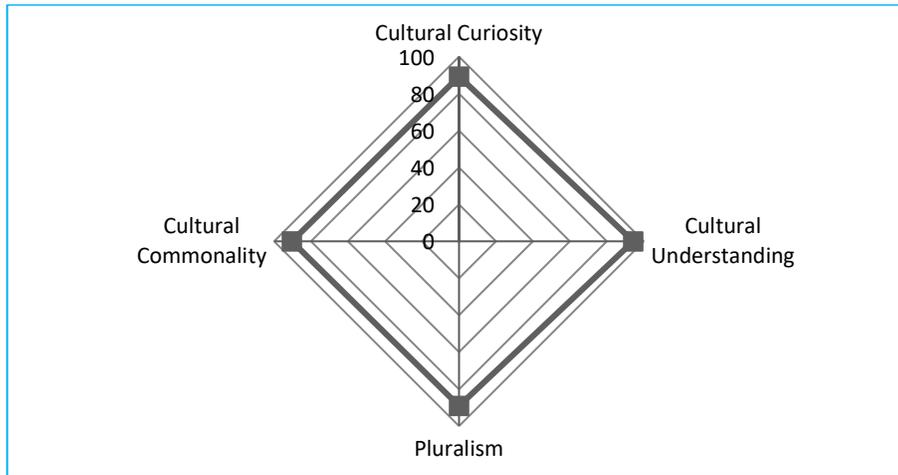
	2020-21	2021-22	2022-23	2023-24	2024-25
Overall Sample Size	n/a	9 024	n/a	n/a	11 835
Overall Agreement (%)	n/a	93.4	n/a	n/a	90.8

Embracing Culture Summary Measure by Grade

Grade	Overall Agreement (%)				
	2020-21	2021-22	2022-23	2023-24	2024-25
Grade 11	n/a	93.4	n/a	n/a	90.4
Grade 12	n/a	93.5	n/a	n/a	91.3

Embracing Culture Summary Measure by Question Theme

Question Theme	Overall Agreement (%)				
	2020-21	2021-22	2022-23	2023-24	2024-25
Cultural Curiosity	n/a	91.5	n/a	n/a	89.3
Cultural Understanding	n/a	96.2	n/a	n/a	94.3
Pluralism	n/a	92.6	n/a	n/a	89.1
Cultural Commonality	n/a	93.4	n/a	n/a	90.4



- **Targets for 2024-25**

No targets were set for the 2024-25 school year.

- **Analysis**

The Overall student agreement on Embracing Culture Summary Measure was 90.8 per cent in 2024-25 school year. Across grades, both Grade 11 and Grade 12 students showed more than 90 per cent results, with Grade 12 students reporting 0.9 percentage points higher agreement than those in Grade 11. Furthermore, all questions asked within this measure received high levels of agreement, with the highest result in Cultural Understanding questions (94.3%) and the lowest in Pluralism question (89.1%).

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Policy 3.3 Indicator 3

Percentage of high school students who report they appreciate and learn from the perspectives of others; as indicated by the Overall Agreement of the **Diversity and Inclusion Summary Measure** from the CBE Student Survey.

Diversity and Inclusion Summary Measure Overall

	2020-21	2021-22	2022-23	2023-24	2024-25
Overall Sample Size	n/a	n/a	n/a	n/a	11 846
Overall Agreement (%)	n/a	n/a	n/a	n/a	82.5

Diversity and Inclusion Summary Measure Overall and by Grade - Original Questions Only

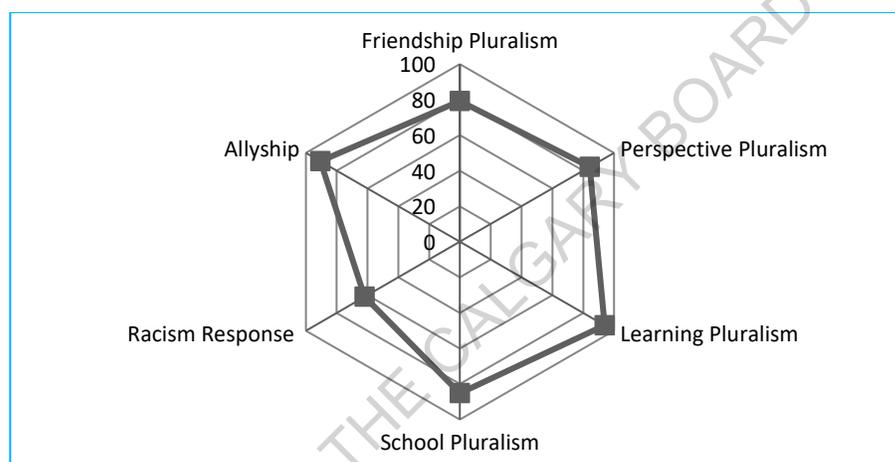
Grade	Overall Agreement (%)				
	2020-21	2021-22	2022-23	2023-24	2024-25
Overall Sample Size	n/a	8 680	n/a	n/a	11 846
Overall Agreement (%)	n/a	84.1	n/a	n/a	85.8
Grade 11 Agreement (%)	n/a	84.0	n/a	n/a	85.3
Grade 12 Agreement (%)	n/a	84.8	n/a	n/a	86.8

Diversity and Inclusion Summary Measure Overall and by Grade - Additional Questions Only

Grade	Overall Agreement (%)				
	2020-21	2021-22	2022-23	2023-24	2024-25
Overall Sample Size	n/a	n/a	n/a	11 324	10 979
Overall Agreement (%)	n/a	n/a	n/a	79.3	79.2
Grade 11 Agreement (%)	n/a	n/a	n/a	81.1	79.4
Grade 12 Agreement (%)	n/a	n/a	n/a	79.9	80.7

Diversity and Inclusion Summary Measure by Question Theme

Question Theme	Overall Agreement (%)				
	2020-21	2021-22	2022-23	2023-24	2024-25
Original Question Themes					
Friendship Pluralism	n/a	76.8	n/a	n/a	79.2
Perspective Pluralism	n/a	82.6	n/a	n/a	84.2
Learning Pluralism	n/a	93.0	n/a	n/a	93.9
Additional Question Themes					
School Pluralism	n/a	n/a	n/a	88.1	85.2
Racism Response	n/a	n/a	n/a	59.6	61.9
Allyship	n/a	n/a	n/a	90.3	90.6



- **Targets for 2024-25**

No targets were set for the 2024-25 school year.

- **Analysis**

The overall agreement within this measure was 82.5 per cent in 2024-25, with Grade 12 students reporting a higher level of agreement than Grade 11. For the three new questions asked in this measure, the overall agreement in 2024-25 was 79.2 per cent, representing a 0.1 percentage point decline from the previous year. Across grades, Grade 11 students showed lower agreement level compared to 2023-24 while Grade 12 students recorded a 0.8 percentage points growth. As a result, overall agreement among Grade 12 students exceeded Grade 11 students in 2024-25. For the three original questions asked, 85.8 per cent of high school students showed overall satisfaction and the percentage of overall agreement in Grade 12 was 1.5 percentage points higher than Grade 11 students.

Among the survey questions asked in this measure, CBE students showed relatively high agreement on most of questions while only 61.9 per cent of students agreed that their school takes steps to address racism/discrimination occurring at school. Furthermore, except for School Pluralism questions, Racism response and Allyship questions both had higher levels of agreement than last year's results.

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Policy 3.4 Indicator 1

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

Environmental Stewardship Summary Measure Overall

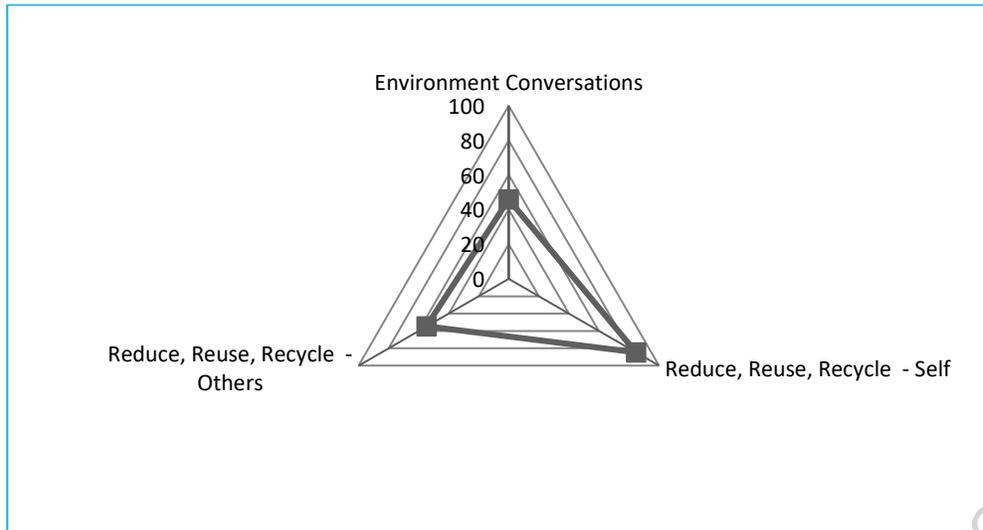
	2020-21	2021-22	2022-23	2023-24	2024-25
Overall Sample Size	n/a	34 245	33 525	38 104	40 654
Overall Agreement (%)	n/a	63.8	56.6	58.1	61.8

Environmental Stewardship Summary Measure by Grade

Grade	Overall Agreement (%)				
	2020-21	2021-22	2022-23	2023-24	2024-25
Grade 5	n/a	73.6	70.4	70.4	70.1
Grade 6	n/a	67.1	61.4	61.6	62.8
Grade 8	n/a	58.5	50.7	50.4	56.0
Grade 9	n/a	59.5	49.6	51.3	55.4
Grade 11	n/a	64.4	53.2	57.4	62.6
Grade 12	n/a	65.6	56.7	58.3	65.7

Environmental Stewardship Measure by Question Theme

Question Theme	Overall Agreement (%)				
	2020-21	2021-22	2022-23	2023-24	2024-25
Environment Conversations	n/a	44.7	40.1	42.7	45.9
Reduce, Reuse, Recycle - Self	n/a	91.1	81.8	82.0	84.7
Reduce, Reuse, Recycle - Others	n/a	55.6	47.9	49.5	54.8



- **Targets for 2024-25**

No targets were set for the 2024-25 school year.

- **Analysis**

The overall agreement on this measure showed year-over-year improvement within the previous two years, with the 2024-25 result being significantly higher than the previous three-year average. When compared to last year's result, except for Grade 5, students in other grades reported increased results in 2024-25 school year. Notably, the overall agreement in Grade 8, 9, 11 and 12 improved significantly in comparison to the previous three-year average. Across grades, elementary students demonstrated the highest level of agreement, while middle school students showed the lowest. The agreement on all three question themes within this measure continued to increase in 2024-25. Among them, the percentage of agreement for Reduce, Reuse, Recycle – Self question consistently stands out over time.

Policy 3.5 Indicator 1

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

All Students: Works and collaborates effectively with others⁴ (%)

Indicator	2020-21	2021-22	2022-23*	2023-24*	2024-25*
Exemplary Strengths	39.0	37.6	31.3	30.0	30.1
Evident Strengths	47.2	47.0	50.6	51.3	51.9
Emerging Strengths	11.8	13.2	16.1	16.8	16.2
Network of Support Required	1.4	1.7	1.8	1.8	1.7
Individual Program Plan	0.5	0.5	0.1	0.0	0.1
Overall Level of Success	98.0	97.8	98.0	98.1	98.3

*Note | Only Division 3 results were reported in 2022-23, 2023-24 and 2024-25 school year.

Division 3 Students: Works and collaborates effectively with others (%)

Indicator	2020-21	2021-22	2022-23	2023-24	2024-25
Exemplary Strengths	35.0	33.0	31.3	30.0	30.1
Evident Strengths	50.1	49.4	50.6	51.3	51.9
Emerging Strengths	12.9	15.4	16.1	16.8	16.2
Network of Support Required	1.8	2.1	1.8	1.8	1.7
Individual Program Plan	0.1	0.1	0.1	0.0	0.1
Overall Level of Success	98.0	97.8	98.0	98.1	98.3

- **Targets for 2024-25**

No targets were set for the 2024-25 school year.

⁴ The descriptors for this stem are:

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

- **Analysis**

All Students: The analysis is not available for All Students cohort as only Division 3 had reported results in 2022-23, 2023-24 and 2024-25 school year.

Division 3: The Overall Level of Success and Evident Strengths shared the same trend over time. Both results showed decreased result from 2020-21 to 2021-22 and a three-year continuous increase from 2022-23 to 2024-25 school year. Over the past five years, they reached the highest levels in 2024-25, which is significantly higher than the previous three-year average. Moreover, Exemplary Strengths showed a general downward trend over time while Emerging Strengths reported a 0.6 percentage point decrease in 2024-25 after three years of continuous improvement. And the decrease in Emerging Strengths was statistically significant when compared to the three-year average.

To determine improvement in Network of Support Required, the percentage of students in this category should decrease. The Network of Support Required indicator showed a generally decreasing trend over time. A 0.1 percentage point decline was observed in 2024-25 after maintaining at 1.8 per cent from 2022-23 to 2023-24 school year.

Note | Students in the IPP category for any indicator is not based on lack of success, but rather their exceptionality. Students receive an IPP indicator when they are being assessed on individualized goals documented in an Individualized Program Plan and not on grade-level Alberta Curriculum outcomes. The only way to measure their success is through a review of their goal documented in their Individualized Program Plan.

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Policy 3.5 Indicator 2

Percentage of high school students who report they work and communicate effectively with others; as measured by the Overall Agreement of the **Collaborative Skills Summary Measure** from the CBE Student Survey.

Collaborative Skills Summary Measure Overall

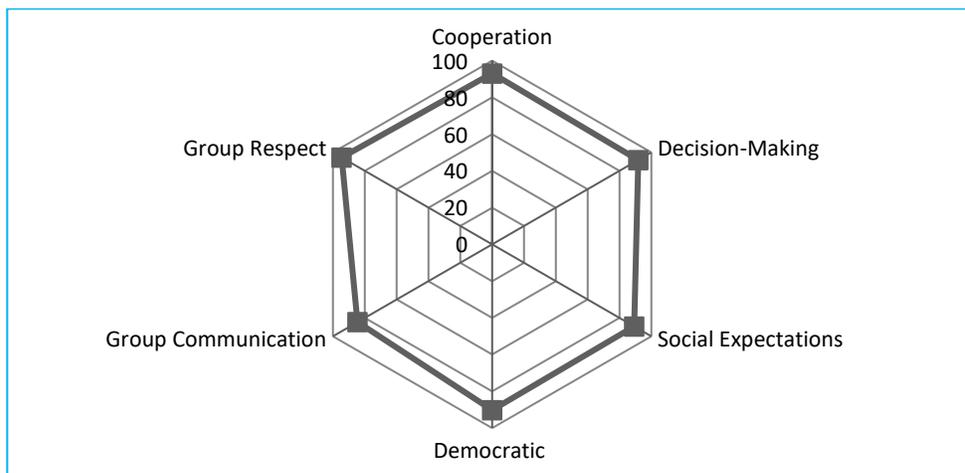
	2020-21	2021-22	2022-23	2023-24	2024-25
Overall Sample Size	n/a	8 920	n/a	n/a	11 952
Overall Agreement (%)	n/a	89.5	n/a	n/a	90.6

Collaborative Skills Summary Measure by Grade

Grade	Overall Agreement (%)				
	2020-21	2021-22	2022-23	2023-24	2024-25
Grade 11	n/a	89.3	n/a	n/a	90.3
Grade 12	n/a	89.9	n/a	n/a	91.0

Collaborative Skills Summary Measure by Question Theme

Question Theme	Overall Agreement (%)				
	2020-21	2021-22	2022-23	2023-24	2024-25
Cooperation	n/a	93.2	n/a	n/a	93.1
Decision-Making	n/a	90.4	n/a	n/a	91.8
Social Expectations	n/a	86.3	n/a	n/a	89.3
Democratic	n/a	90.3	n/a	n/a	90.2
Group Communication	n/a	82.5	n/a	n/a	84.5
Group Respect	n/a	94.3	n/a	n/a	94.5



- **Targets for 2024-25**

No targets were set for the 2024-25 school year.

- **Analysis**

In 2024-25, the overall agreement on the Collaborative Skills Summary Measure was 90.6 per cent. Across grades, Grade 12 students showed higher percentage of agreement than Grade 11 students with a difference of 0.7 percentage points. Notably, students demonstrated high levels of agreement across all question themes, with Group Respect question receiving the highest and Group Communication the lowest levels of agreement.

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Interpretation |

Across all three Report Card Results measures related to student citizenship in Division 3, the Overall Level of Success increased. This upward trajectory suggests that more middle school students are demonstrating strong citizenship skills of working and collaborating with others, demonstrating respect and appreciation for diversity, and responsible participation within their learning communities.

These improvements align with a strengthened system focus on middle school student well-being, grounded in social emotional learning (SEL). As adolescents navigate key developmental stages, where identity formation, social acceptance, and heightened sensitivity to peer perception are prominent, SEL supports help them develop the interpersonal and collaborative skills needed to engage positively with others. This developmental context, paired with intentional instructional practices, likely contributes to the continued improvement. In addition, initiatives such as the first Middle School Symposium enhanced student-voice and involved students in analyzing and contextualizing well-being data.

Student perception data for Environmental Stewardship summary measure increased compared to 2023–24; however, a gap remains between students' personal responsible-use practices and their willingness to encourage peers to take environmental action. This discrepancy may be the result of the vocabulary/language used in the survey questions and curricular misalignment. Terms such as reduce, reuse, recycle may not be explicitly taught in the grades participating in the CBE Student Survey, affecting students' confidence when interpreting these questions. To address this, survey language has been revised to better align with curriculum and classroom terminology for the 2025–26 school year.

Overall student agreement for Learning Community Citizenship and School Service summary measures increased compared to 2021–22 but remains lower than most summary measures results. Several factors may influence these results, including reduced volunteerism following the pandemic, shifts in the availability of community opportunities, and increasingly competitive post-secondary requirements that may lead students to prioritize academic performance over service.

As organizations continue adapting to post-pandemic realities, volunteer pathways may gradually re-emerge. At the system level, efforts to establish partnerships with community partners aim to strengthen students' sense of community, enhance mentorship opportunities, and provide structured avenues for service that connect older and younger learners. Post-secondary institutions are also increasingly recognizing well-rounded applicants who balance academics with service, which may contribute to a gradual cultural shift in how volunteerism is perceived and valued.

It is important to note that while the availability of community-based volunteers may contribute to fluctuations in participation, continued emphasis on citizenship, community contribution, and the value of service may help students recognize the purpose of these experiences as opportunities continue to evolve. Additionally, students' definitions of "community" may influence survey responses. Cultural or familial service may not always be recognized by students as volunteerism within school-based frameworks.

The Collaborative Skills summary measure also improved compared to 2021–22, suggesting more students are demonstrating the ability to lead and follow appropriately, navigate social expectations, and contribute positively to group goals. Students continue to report strong skills in reflecting on how their decisions affect others and maintaining respectful communication during collaboration. To sustain this growth, ongoing resource development for SEL and cultural responsiveness for teaching, learning, and leadership may continue to strengthen system and staff capacity. This in turn will support students to exercise their rights and responsibilities in welcoming, caring, respectful and safe learning environments.

Within the Collaborative Skills summary measure, question themes Cooperation and Democratic, overall agreement remain above 90 per cent, despite slight declines. A reduced willingness to take interpersonal risks such as speaking up, advocating, or entering conversations may suggest that students fear saying the wrong thing, limiting full participation in consensus-building processes. Additionally, the ways schools solicit student input may influence engagement, as certain formats may feel more accessible than others. As a result, the Chief Superintendent's Student Advisory Council (CSSAC) and Diversity and Inclusion team will continue to support structures that elevate student leadership and strengthen meaningful student voice.

The students understanding the rights and responsibilities of citizenship as measured by the Local, National and Global Citizenship declined overall and across most question themes compared to 2021-22. These results may be impacted by broader societal influences, demographic shifts and increased use of social media. Within question themes, the largest decline occurred in Indigenous Understanding. Although all schools have a Truth and Reconciliation Commitment to Action (TRC), this pattern suggests an opportunity to deepen student understanding of reconciliation as an ongoing, lived responsibility. It is important to note that increased awareness can sometimes result in declining agreement as previous understandings shift, and students engage with more complex knowledge. Continued focus is needed to ensure cultural responsiveness. This includes uplifting student voice, and leadership practices that move beyond discrete observances, embedded in everyday learning environments.

As the student population becomes more culturally and linguistically diverse, responses within the Local, National, and Global Citizenship measures may also reflect different prior experiences and varying familiarity with Canadian contexts. Students who are newer to Canada may interpret citizenship concepts through different educational frameworks or lived experiences, which can influence how they respond to items related to national identity, civic engagement, and reconciliation. These factors may also contribute to some of the observed patterns in these citizenship results.

Despite declines, Embracing Culture summary measures remain high, indicating students continue to express curiosity about cultures different from their own. These results may be associated with increased classroom diversity and opportunities for learning experiences alongside peers with diverse identities. This increasing diversity in the student population means that students bring a wider range of lived experiences and expectations related to belonging, inclusion, and school responsiveness. Prior experiences with schooling, community norms, and how concerns are addressed can also shape how students interpret and respond to questions about safety, accessibility, allyship, and discrimination.

At the same time, students with marginalized identities continue to report experiences of discrimination and inequity. Fluctuations in survey responses may stem from the complex realities of students navigating differing cultural, social, or moral values at home and at school, which can create challenges in their interactions with peers and in school-family relationships. These dynamics may also be further impacted by digital environments, where highly curated social media feeds can reinforce, or amplify, particular perspectives. Continued emphasis on digital citizenship and critical digital consumption remains essential as students navigate increasingly complex online spaces.

A positive shift is noted within the Diversity and Inclusion perception data since 2021–22 reflects meaningful work occurring across classrooms, schools, and the system. Continued focus on inclusive relationships, student voice, and flexible instructional design will support further improvement. This aligns directly with the Education Plan goals related to equity, well-being, and improved outcomes for all learners.

New questions were added to the Diversity and Inclusion summary measure in 2023-24 surrounding Allyship, Racism Response and School to better understand students' experiences with belonging, inclusion, and discrimination, and to provide clearer insight into how schools support safe and welcoming learning environments. Based on the new questions, the theme of Allyship remains strong, at above 90 per cent. This may be as a result intentional work addressing discrimination, racism, and inequities across CBE.

Conversely, the Racism Response theme results increased slightly but remained low, while School Pluralism declined. These patterns may reflect how students perceive the way schools respond to incidents of discrimination and racism. CBE's Progressive Discipline and Student Code of Conduct emphasize proactive, preventative, and restorative approaches designed to protect the dignity and privacy of those involved. Because much of this follow-up may occur privately, students and families may not see the actions taken and may assume that little or nothing has happened. In some cases, students may also expect a more immediate or highly visible response, and when the school's restorative approach does not match these expectations, their confidence in the school's response can be affected.-up

This highlights the importance of clear, consistent communication with staff, students, and families about the Continuum of Supports, including how concerns are addressed and what kinds of responses are appropriate in different situations. When students and families better understand the range of supports, intervention strategies, and restorative practices available, they are more likely to recognize that meaningful action is occurring even when it is not visible to peers.

Student voice structures such as wellbeing symposiums remain essential in helping schools understand student expectations and perceptions. Strengthening communication about how concerns lead to action, alongside continued focus on allyship and inclusive school cultures, may help improve students' sense of safety, belonging, and trust in the school's ability to respond effectively over time.

One further aspect of the broader data story influencing student perception survey results may be the growing influence of digital echo chambers and increasingly sophisticated algorithms. This aspect of social media can often shape what young people see and engage with in their everyday media use and influence the development of their citizenship identity. As social

platforms and content feeds continue to be driven by corporate motivations such as maximizing engagement, students may be more frequently exposed to narrowing or polarizing perspectives. This can reinforce existing views rather than providing exposure to diverse cultures and ideas and can subtly limit opportunities for curiosity, empathy, and cross-cultural understanding.

In response, the Teaching & Learning with Technology team is embedding algorithmic literacy into digital citizenship and AI professional learning and providing teachers and schools with resources and lessons that help students understand how algorithms work, recognize their influence, identify high-quality and diverse information sources, and think critically about their use of digital media, social platforms, and online spaces.

▪ Celebrate

- For Division 3 students, Overall Level of Success and Exemplary Strengths showed year-over-year improvement in:
 - Percentage of students reported to exercise their democratic rights and responsibilities within the learning community; as measured by student report cards.
 - Percentage of students reported to demonstrate respect and appreciation for diversity; as measured by student report cards.
 - Percentage of students reported to work and collaborate effectively with others; as measured by student report cards.
- In comparison to the three-year average, the Overall Level of Success had significant improvement in:
 - Percentage of students reported to exercise their democratic rights and responsibilities within the learning community; as measured by student report cards.
 - Percentage of students reported to work and collaborate effectively with others; as measured by student report cards.
- Percentage of Division 3 students achieving Evident Strengths, as measured by report card indicators, showed a general upward trend over time and improved significantly compared to the previous three-year average under the stems:
 - Exercise their democratic rights and responsibilities within the learning community.
 - Demonstrate respect and appreciation for diversity.
 - Work and collaborate effectively with others.
- Fewer students in Division 3 required a network of support in relation to the report card indicators.
- Percentage of students who successfully demonstrate understanding of Social Studies issues, information and ideas as measured by school report cards increased from 93.8 per cent to 93.9 per cent.
- In CBE Student Survey, CBE students reported high levels of overall agreement within **Local and National Citizenship Summary Measure, Embracing Culture Summary Measure, Diversity and Inclusion Summary Measure** and **Collaborative Skills Summary Measure**.

- Overall student agreement on **Environmental Stewardship Summary Measure** increased year over year, with significant improvement compared to the previous three-year average. When disaggregated by grade, significant increases were found among students in Grade 8, 9, 11 and 12.
- **Areas for Growth**
 - CBE students showed relatively low overall agreement on **Learning Community Citizenship Summary Measure** and **Environmental Stewardship Summary Measure**.
 - Overall student agreement levels to the CBE Student Survey question “I talk to my fellow students about ways we can protect the environment” within the **Environmental Stewardship Summary Measure** continue to be the lowest at 45.9 per cent and the question “I try to get others to reduce, reuse, and recycle in my school” also had very low agreement at 54.8 per cent. When disaggregated by grade, agreement levels for this summary measure continue to be the lowest in Division 3.
 - 55.1 per cent of CBE students agreed that “I talk to people about issues like peace and climate change” within **Global Citizenship Summary Measure**.
 - Deepening understandings of cultural responsiveness and equity in learning and curriculum connections, and relational understandings of “community.”
- Student responses within the School Contribution and School Inclusivity question themes show a notable decline since 2021–22, particularly in students’ reported willingness to contribute their ideas and encourage peers to share their perspectives during school decision-making processes.
 - Student agreement within the **Global Citizenship Summary Measure** has declined, with the Global Issues theme showing particularly low levels of agreement compared to other question themes.
 - Strengthening clarity, visibility, and consistency in school processes that support safety, belonging, and responsive action to address racism or discrimination.

Building Capacity |

The following list of next steps, based on the analysis provided in this report, are shared as part of a commitment to continuous improvement.

- **Professional Learning**

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

- Support learning through the Student Well-Being Symposium with Diversity and Inclusion and Indigenous education to deepen understanding and learning for students and teachers including culturally responsive Well-Being practices for student well-being action plans.

- Action planning session at the Well-Being, Health and Physical Education forum provides teachers and leaders from symposium with additional learning supports and strategies to strengthen their action plan.
- School Well-Being Action Teams attending the High and Middle School Student Well-Being Symposium where students examine school perception data and co-create action plans to elevate their culture of well-being at their school.
- SEL Toolbox Sessions for all teachers at the Well-Being Health and Physical Education forum to utilize the resources on the D2L shell.
- Build capacity for middle school and high school educators through SEL working groups and divisional meetings (Principals, Assistant Principals and Learning Leaders).
- System Leadership Professional Learning to support the Tiered Mental Health Intervention Plan, with a focus on universal classroom supports, through culturally responsive frameworks.
- Work with the Canadian Human Rights Museum to deliver professional learning and implement the Upstander Program in 11 pilot schools. This program is intended to support human rights education, specifically promoting inclusive, democratic and respectful communities connected to the new Alberta Education and Childcare Social Studies curriculum.
- Partner with sexual and reproductive health team at Primary Care Alberta to provide professional learning that addresses health related topics for school-based leaders and teachers including human sexuality.
- Professional learning will delve deeper into cultural responsiveness as a key foundation to support teachers and leadership in connecting Diversity and Inclusion key outcomes in task design and classroom/school communications.
- Professional learning will continue to be supported through the Diversity and Inclusion module series system wide.
- Ongoing professional learning that speaks to the lens of “Embodying Ethical Space” and Culturally Responsive Pedagogy.
- Continue support for schools, staff and students on inclusive practices from the SOGI Team.
- High school professional learning will focus on engaging, inclusive task design and assessment practices aligned with CBE’s Five Guiding Principles of Assessment and Reporting.
- K&E will offer professional learning around inclusive task design for teachers with students enrolled in K&E courses to create a stronger connection between well-being and achievement.
- Integrate professional learning focused on diversity and inclusion and ethical use of technology in education, and its relevance to digital citizenship and student learning.
- Develop and facilitate digital citizenship and artificial intelligence professional learning for schools and leaders.

- Develop and implement a technology-supported design challenge, Blue Sky City, that includes themes of sustainability and environmental stewardship in partnership with Microsoft, The City of Calgary, Indigenous Elders, and the Calgary Public Library (CPL).
- Support best practices for technology integration by using a wide range of technologies including Brightspace by D2L, Google Classroom, Google Workspace for Education, Read&Write, mobile technologies, digital citizenship skills, artificial intelligence for learning, coding and robotics, and computer science concepts and tools to support student learning.

▪ Structures & Processes

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

- 2025-26 Well-being Symposiums will focus on cultivating student agency, rights and responsibilities, and supporting students' sense of belonging, safety, and inclusion. School action plans will be developed as part of the symposiums to provide year long direction for community building and improving school culture.
- Continue to support the development of School Well-Being Action Teams and Well-Being Action Plans to create a space where students can share voice regarding well-being in their school community and provide a place for schools to improve on understanding their school data story around well being.
- Hiring of SILL (System Intervention Learning Leaders) and targeted school SELTs (Social Emotional Lead Teachers) for universal, targeted and individualized SEL strategies, working with 18 identified schools.
- Create partnership with Big Brothers and Big Sisters and CBE to connect Elementary and High school students leading additional opportunities volunteer and mentorship.
- Support schools to continue to make annual Truth and Reconciliation Commission (TRC) Commitments to Action with an increased focus on student learning and actions focused on ReconciliACTION.
- Analyze school-based TRC Commitments to Action and annual reflections/reports over 5 years to gather celebrations and areas for growth relevant to student learning and action and identify local wise practices and focus areas to share with all schools.
- Enhance system-wide consistency in how schools engage with dates of significance, including supporting leaders and staff in intentional instructional design that deepens student curiosity, nurtures cross-cultural understanding, and reflects the diverse lived experiences of our learning communities.
- Highlight key information for school leaders for Black History Month, Asian Heritage Month, Dates of Significance, and International Day for Elimination of Racial Discrimination.
- Utilize and track the baseline data from the CBE Student Survey questions related to use of learning technologies and understanding of digital citizenship to make informed decisions about supports, professional learning, and priorities. Support schools in using their baseline data to focus instruction on areas of need related to Digital Citizenship.

- Develop and implement a sustainable plan for technology-supported design challenges such as Blue Sky City, that includes effective relationship management of partners such as Microsoft, The City of Calgary, Indigenous Elders, and the Calgary Public Library (CPL).

▪ Resources

The following resources will be updated, refined and/or created and made accessible in support of system and school needs:

- Refine CBE K–12 Social Studies Companion Guide to help teachers support students in engaging responsibly in civic life, while also fostering respect for diversity and inclusion and guiding exploration of identity, perspective, and citizenship to promote living well together in a diverse world.
- Identify, review and implement resources representative of diverse student populations in tandem with the new Social Studies K-6 curriculum.
- Co-create the school well-being action plan with Primary Care Alberta, Indigenous Education and Diversity and Inclusion Teams to guide leaders and School Well-Being Action Teams in culturally responsive well-being practices.
- Develop artificial intelligence guidelines for schools and educators.
- Restructure and build D2L SEL Toolbox to provide educators with direct SEL resources.
- Develop student voice resource to address Anti-Racism and Anti-Discrimination measures at their school sites.
- Develop resources for schools, working in kindship with the Indigenous Education and Diversity and Inclusion Team to embed two-eyed seeing into Culture of Well-Being in CBE.
- Update Creating Conditions to Thrive document.
- Develop resources for Culturally Responsiveness Guide and Embodying Ethical Space.
- Create and refine resources to support the effective implementation of new Administrative regulations 3068 – Parental Notification and Opt-In Consent and 3034 – Athlete Eligibility Confirmation.
- Develop student and teacher resources for the technology-supported design challenges such as Blue Sky City, in collaboration with partners including Microsoft, The City of Calgary, Indigenous Elders, and the Calgary Public Library (CPL).

Targets |

In reviewing the Results 3 indicators, four are based on report card data and eight are drawn from survey responses. The report card indicators continue to demonstrate consistently high performance, suggesting limited opportunity for substantive growth in these areas currently. In addition, the introduction of new curriculum, particularly in Science and Social Studies, may continue to influence results across both reporting and survey measures. These curriculum shifts introduce variability that makes target-setting premature for the 2025–26 school year.

For these reasons, no formal targets have been established for 2025–26 within this report. However, between now and the next major reporting year, it may be important to monitor several enduring survey themes to better understand how students are experiencing citizenship, inclusion, and new areas of curriculum emphasis.

The newly introduced **Environmental Stewardship** questions should be tracked to establish baseline trends and observe how students respond to this emerging area of focus. Similarly, the **Diversity and Inclusion Summary Measure** now reflects a new question set, making it necessary to monitor early response patterns before establishing future expectations.

Results related to specific question sets in the **Local and National Citizenship Summary Measure** may also warrant continued attention, as the report showed variability in students' sense of curiosity and engagement with others in Canada, patterns which may continue to be influenced by the implementation of the new Social Studies curriculum, which emphasizes diverse Canadian histories and perspectives. Finally, specific question sets in the **Global Citizenship Summary Measure** should be observed carefully, particularly responses connected to Global Perspectives and Global Issues. These items showed directional but inconsistent movement in the recent results. Monitoring these themes will provide a clearer understanding of emerging patterns and support meaningful target setting once results stabilize.

APPENDIX

Appendix I: Results 3 | CBE Student Survey Questions & 2024-25 Results

Appendix 1: Results 3 | CBE Student Survey Questions & 2024-25 Results

Note | The numbers in the square brackets refer to the grades of students who would be asked this question. In cases where there are no numbers in brackets, all grade 5, 6, 8, 9, 11, and 12 students are asked this question.

Policy 3.1

Indicator 2 – Learning Community Citizenship Summary Measure

Question	Overall Agreement (%)
1 [11,12] When a classmate needs help, I help them.	92.1
2 [11,12] When there is a decision in my school that will impact students, I contribute my ideas to the discussion.	60.2
3 [11,12] When there is a decision in my school that will impact students, I encourage others to share their ideas.	63.2
4 [11,12] When there's an opportunity to volunteer within my school to help others, I join in.	55.6
5 [11,12] When there's an opportunity to volunteer within my school to help others, I try to get others to join in.	52.1
6 [11,12] When my school organizes an activity to help others in our local community, I join in.	52.7
7 [11,12] When my school organizes an activity to help others in our local community, I try to get others to join in.	49.0
8 [11,12] When my school organizes an activity to help others nationally or internationally, I join in.	47.7
9 [11,12] When my school organizes an activity to help others nationally or internationally, I try to get others to join in.	45.1

Indicator 3 – Service Summary Measure

Question	Overall Agreement (%)
1 [11,12] How often do you volunteer your time to help out in your school? [Always, Often, Sometimes, Never, Don't Know]	64.8
2 [11,12] When given the opportunity, how often do you participate as a volunteer in a community organization? [Always, Often, Sometimes, Never, Don't Know]	71.2

Policy 3.2

Indicator 2 – Local and National Citizenship Summary Measure

Question	Overall Agreement (%)
1 I think it is important to obey the law.	93.1
2 I am responsible for myself and my actions.	96.0
3 I think it's important to help other students when they need it.	94.4
4 I want to know how people in the rest of Canada live their lives.	67.2
5 I recognize that it is my responsibility to help develop respect and understanding between Indigenous peoples and other Canadians.	86.2

Indicator 3 – Global Citizenship Summary Measure

Question	Overall Agreement (%)
1 I am interested in how people of other cultures see the world.	81.4
2 I talk to people about issues like peace and climate change.	55.1
3 [8,9,11,12] I talk to people about what is happening in other countries.	72.9

Policy 3.3

Indicator 2 – Embracing Culture Summary Measure

Question	Overall Agreement (%)
1 [11,12] I find ideas from other cultures to be interesting.	89.3
2 [11,12] People's different cultures and identities should be valued.	94.3
3 [11,12] I like to be around people from different cultures and identities than mine.	89.1
4 [11,12] In the classroom, it's important that students from different cultures and identities learn the similarities that exist between them.	90.4

Indicator 3 – Diversity and Inclusion Summary Measure – Original Questions

Question	Overall Agreement (%)
1 [11,12] I easily make friends with people with different perspectives than I.	79.2
2 [11,12] I sometimes try to understand my classmates better by imagining how things look from their perspective.	84.2
3 [11,12] I can learn with and from people who look, think, or behave differently than me.	93.9

Indicator 3 – Diversity and Inclusion Summary Measure – Additional Questions

Question	Overall Agreement (%)
1 My school is a place where learning and extra-curricular activities are safe and accessible to all students (physically, intellectually, emotionally, socially).	85.4
2 When racism and/or discrimination occur at my school, my school takes steps to address it.	63.3
3 I'm an ally to people who look, behave, speak and/or identify differently than me.	88.9

Policy 3.4**Indicator 1 – Environmental Stewardship Summary Measure**

Question	Overall Agreement (%)
1 I use resources responsibly by reducing, reusing, and recycling.	84.7
2 I try to get others to reduce, reuse, and recycle in my school.	54.8
3 I talk to my fellow students about ways we can protect the environment.	45.9

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Policy 3.5**Indicator 2 – Collaborative Skills Summary Measure**

Question	Overall Agreement (%)
1 [11,12] I cooperate with people around me.	93.1
2 [11,12] I think about how my decisions will affect other people.	91.8
3 [11,12] I know what's expected of me in different social situations.	89.3
4 [11,12] When working with others, I encourage everyone to have their say.	90.2
5 [11,12] When working with others, I communicate my thoughts and opinions even if they are different than the rest of the group.	84.5
6 [11,12] When working with others, I treat them respectfully even if they think differently than I do.	94.5

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Three-Year School Capital Plan 2027-2030

Report to Board of Trustees



Calgary Board
of Education

Date	March 17, 2026
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-5: Financial Planning OE-6: Asset Protection OE-7: Communication With and Support for the Board OE-8: Communicating and Engaging with the Public OE-9: Facilities
Resource Person(s)	Catherine Ford, Director, Planning Trevor Fenton, Director, Facility Projects Jeff Quigley, Manger, Planning Peter Jeffrey, Manager, Infrastructure Asset Management Brenda Gibson, Manager, Transportation

1. Recommendation

It is recommended:

- THAT the Board of Trustees approves the Three-Year School Capital Plan 2027-2030 as provided in the report and authorizes its submission to Alberta Education and Childcare.

2. Issue

Alberta Education and Childcare (AE&C) requires that school jurisdictions submit a three-year school capital plan on an annual basis. The deadline for the submission of this year's Three-Year School Capital Plan 2027-2030 to the Ministry is April 1, 2026.

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

3. Background

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

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

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

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

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

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

New Schools

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

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

Site Availability and Readiness:

Site readiness generally includes, but is not limited to:

- receipt of the land title for the site, complete with legal description and appropriate land use designation;
- Construction Completion Certificate (CCC) (at a minimum) has been granted by The City of Calgary for the school site building envelope and associated playfields. Final Acceptance Certificate (FAC) is preferred but in some cases CCC is sufficient to consider a future site "site ready";
- services (power, water, sanitary, storm, gas, telecommunication and internet cable etc.) are in place and ready for hookup;

- suitable topography and no geotechnical or future building foundation concerns (for construction); and
- adequate access from roadways for both construction and post construction traffic.

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

The ranking criteria allow all sites that are expected to be site ready within five years to be ranked and prioritized in the 3YSCP. This practice facilitates a staged approach to requesting new schools in alignment with the funding process in the Province’s School Capital Manual whereby new school projects can progress through up to three stages of the capital planning process – Planning, Design, and Construction. Site readiness is reviewed and assessed on an annual basis.

In September 2024, the Alberta Government launched the [School Construction Accelerator Program](#) (SCAP), now known as [Schools Now](#). The program is expected to invest \$8.6 billion to create more than 200,000 new and updated student spaces over 7 years. The Province has committed to achieving this through building up to 90 new schools, updating or replacing up to 24 existing schools, supplying additional modular classrooms and supporting the opening of more charter school spaces. The Alberta Government also made changes in recent years to the funding process to speed up the construction of new schools. Funding for projects that are ready to proceed to the next capital planning stage can now be approved without waiting for the next budget cycle, as was previously the case.

A total of 21 new schools are requested in the 3YSCP 2027-2030.

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

- Canada Revenue Agency aggregated age data (2025);
- School Enrolment (end of September 2025);
- School Bus Transportation Times (Fall 2025);
- City of Calgary Suburban Residential Growth 2025-2029 (September 2025); and
- Calgary & Region Economic Outlook 2025-2030 (Fall 2025).

Existing Schools

Capital investment into existing schools can take many different forms (project types) including Modernization, Replacement, Solution (construction activity at multiple school sites) or expansion through a permanent school addition. The first three project types are primarily driven by the overall condition of the facility, while the need for a school addition is determined by school utilization as well as community demographics and growth projections. To account for this, the Existing School Ranking Criteria is comprised of two separate sub-criteria: School Addition Criteria and School Revitalization Criteria.

One (1) Addition project, two (2) Replacement projects, two (2) Modernization projects and one (1) Solution project have been requested in the 3YSCP 2027-2030.

4. Analysis

The CBE strives to maintain healthy school utilization rates. Well-utilized schools contribute to supporting educational programming richness and variety and maintain flexibility within the system for sudden enrolment movement, while balancing the financial obligations and sustainability of the system. Within the Calgary context, this means that although school enrolment growth may have slowed this school year, there is still demand for new schools required to bring overall system utilization rates back to more optimal levels.

With an aging portfolio of schools, the plan incorporates existing school projects in addition to new school construction to ensure that existing schools with high utilization rates continue to meet the programming needs of students. Prioritization of such projects reflects the Board-approved scoring as well as school capacity and staff capacity to deliver on the large number of new school and existing school projects currently approved.

Overall, twenty-seven (27) new and existing school projects have been identified in the 3YSCP 2027-2030. There are twenty-one (21) new school capital project requests and six (6) existing school capital project requests. In total, almost 18,000 new student spaces would be created if all requests are fulfilled.

The new school requests are as follows:

Year 1: Total of 7,530 student spaces

- | | |
|-------------------------------------|-----------------------------|
| 1. Belmont/West Macleod High School | 5. Belmont Elementary |
| 2. Legacy Elementary | 6. Carrington Middle |
| 3. Livingston Middle | 7. Pine Creek Elementary |
| 4. Seton Middle | 8. Glacier Ridge Elementary |

Year 2: Total 5,525 student spaces

- | | |
|----------------------------|--------------------------|
| 9. Seton Elementary | 13. Rangeview Elementary |
| 10. Walden/Wolf Willow K-9 | 14. Pine Creek Middle |
| 11. Yorkville Elementary | 15. Glacier Ridge Middle |
| 12. Cornerstone Middle | |

Year 3: Total 2,950 student spaces*

- | | |
|-------------------------------|----------------------------|
| 16. Glacier Ridge High School | 19. Alpine Park Elementary |
| 17. Livingston High School | 20. Hotchkiss Elementary |
| 18. Yorkville Middle | 21. Alpine Park Middle |

*does not include capacities that are "To Be Determined" including Glacier Ridge High School and Livingston High School.

The existing school requests are as follows:

Year 1: Total of 1,449 spaces*

- | | | |
|----|---------------------------------------|---------------|
| 1. | Crescent Heights High School | Modernization |
| 2. | Spruce Cliff School | Replacement |
| 3. | Nelson Mandela High School* | Addition |
| 4. | Dr. Oakley School* | Modernization |
| 5. | Bowcroft & Belvedere Parkway Schools* | Solution |

*does not include capacities that are "To Be Determined" including Bowcroft & Belvedere Parkway Schools and Crescent Heights High School. Also, does not include existing capacities at Nelson Mandela High School and Dr. Oakley.

Year 2: Total spaces TBD

- | | | |
|----|------------------------------|-------------|
| 6. | William Aberhart High School | Replacement |
|----|------------------------------|-------------|

Year 3:

No projects identified at this time.

Following the re-write of the School Capital Planning Criteria in late 2024, CBE is still working to complete the necessary analysis and development work on the existing school projects that will fill years two and three of the Capital Plan. This work is planned to occur throughout 2026 with hopes that the 3YSCP 2028-2031 will be fully built out with existing school project requests in all three years of the plan.

Submitting the 3YSCP annually provides an opportunity for the expansion or contraction of the project list to reflect changes in annual enrolment projections. Key information provided in the 3YSCP 2027-2030 includes:

- The City's actual, estimated, and projected populations for the period 2018 to 2030, shown on page 9;
- Actual/projected CBE school enrolments for the period 2021 to 2030, shown in Tables 3 and 4 on pages 12-13;
- New School Capital Project Requests, shown in Table 6 on page 21;
- Existing School Capital Project Requests, shown in Table 7 on page 23;
- Combined School Capital Project Requests, shown in Table 8 on page 25;
- The full list of communities for K-12 schools assessed through the points ranking criteria, shown in Tables 9 and 10 on pages 68-69;
- Details of the point assignments for new K-12 schools, shown in Appendix VIII on pages 69-74; and
- Details of the point assignments for potential existing school projects, shown in Tables 17 and 18 on page 75.

5. Financial Impact

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

Individual project applications are submitted through the Web Application Program, following the Board's approval of the 3YSCP 2027-2030.

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

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

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

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

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

The CBE also supplements the allocated AE&C modernization grant through Board-approved capital reserves. Funding varies more significantly based on modernization scopes of work and who executes the project (Alberta Infrastructure or CBE); however, it is projected to reflect the following:

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

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

6. Implementation Consequences

Over the past decade, Calgary has experienced varying levels of population growth. Calgary's population increased by approximately 255,000 people between 2020 and 2025, an average of 51,000 people per year. According to the Calgary and Region Economic Outlook 2025-2030 (Fall 2025) the population grew from an estimated 1,509,800 in 2024 to a projected population of 1,562,600 in 2025, an increase of 52,800 (3.5 per cent). The City is forecasting that the population of Calgary will reach 1,681,600 by 2030, an increase of 119,000 people over the next five years.

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

CBE's current enrolment of 142,403 students is forecast to increase by 8,360 to 150,763 students by 2030, averaging 1,672 students per year. Enrolment in kindergarten through Grade 6 is projected to increase slightly during this time period, while Grade 7-12 populations are projected to increase more significantly.

The current system utilization rate is 95 per cent based on end-September 2025 enrolment data. Despite recent capital project approvals from the Province in February 2026 that will add much needed capacity to the system, the overall system utilization rate is still projected to be 88 per cent by 2032 if no additional new schools are approved.

If all 8 new schools requested in Year 1 of the 3YSCP 2027-2030 are approved and all modular requests are approved, the system utilization rate is projected to be 85 per cent by 2032 school year (Appendix X). The province deems a school to be well-utilized when it is 85% utilized, therefore several new schools are still required to keep pace with projected utilization rates and best serve the needs of students across this city.

The City's most recent Suburban Residential Growth 2025-2029 document allocates population growth to eight (8) city planning sectors. This information provides the CBE with context for where student population growth is expected in the future. The largest population growth projected over the next five years is in the North and South sectors. The City does not presently create comparable growth projections for the Central sector.

As illustrated in Appendix VI of the Capital Plan, student capacity by planning sector varies widely. This plan presents a "utilization by residence" for each sector as an indicator of where schools are needed the most. This indicator shows what the utilization rate of a sector would be if all the students living within the sector also attended school within their same sector. In the North Sector, for example (page 54), the utilization rate for kindergarten to grade 9 students by residence is 157 per cent, compared to 76 per cent in the South Sector. A consequence of this disparity is the transportation of students residing within high utilization sectors to sectors with lower utilization rates.

A similar situation exists with senior high school students. For example, the utilization rate for senior high students by residence in the Southeast Sector (page 55, where there is only 1 high school, is 290 per cent of its high school capacity, compared to 49 per cent of the high school capacity in the Centre Sector where five senior high schools are located. The utilization rate, by residence, in the Centre Sector indicates that there is excess space within the sector, relative to the number of students living in the sector. Although there is space, schools in the Centre Sector are not located close to the growing communities in the North, Southeast and Northeast Sectors where student enrolment is increasing and the utilization rate by residence far exceeds these sector's capacities. Consequently, high school students from other sectors are attending schools in the Centre Sector and keeping these schools well-utilized.

Approval of new school projects identified in the 3YSCP 2027-2030 would support the enhancement of learning environments for CBE students by providing the space required to offer programming richness and variety while also accommodating more CBE students closer to their homes. This goal will still require concurrent student accommodation initiatives within existing schools to balance enrolment fluctuations resulting from new school openings, demographic changes and imbalances within the city.

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

7. Conclusion

The approval of the Three-Year School Capital Plan 2027-2030 will provide the Provincial government with a comprehensive analysis of CBE school capital needs to support student learning. Despite enrolment growth being flat between end-September 2024 and end-September 2025, over 17,000 students were added to the system between 2021 and 2025. This significant period of growth continues to pressure the system leading to large class sizes, schools in overflow and long student bus rides. Therefore, approval of the plan in its entirety by AE&C is critical to ensure the CBE is providing student accommodation solutions that address significant enrolment growth in recent years and ensure the long-term sustainability of the system.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Three-Year School Capital Plan 2027-2030

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

Three-Year School Capital Plan 2027-2030



Table of Contents

Executive Summary.....	1
Background	4
Previous Approvals.....	5
City of Calgary Growth and Development.....	9
Calgary Board of Education Student Enrolment	12
Administrative Areas and Space Utilization	14
Existing School Facilities	16
Capital Planning Project Ranking Criteria.....	17
Summary and Conclusions.....	20
Appendix I: New School Capital Project Requests	21
Appendix II: Existing School Capital Project Requests	23
Appendix III: Combined School Capital Project Requests	25
Appendix IV: Individual Project Profiles – New School Capital Project Requests.....	26
Appendix V: Individual Project Profiles – Existing School Capital Project Requests	36
Appendix VI: Capacity and Utilization Rates.....	52
Appendix VII: Capital Planning Project Ranking Criteria	56
Appendix VIII: New School Construction Ranking	68
Appendix IX: Existing School Construction Ranking.....	75
Appendix X: CBE System Utilization	79
Appendix XI: Glossary of Terms and Definitions	80

Executive Summary

The Calgary Board of Education (CBE) is a global leader in public education. Recognized as the largest school jurisdiction in Western Canada, the CBE provides a full range of educational services for all instructional programs from kindergarten through to Grade 12. The CBE addresses the complexity and diversity of approximately 142,000 students in over 250 schools with more than 16,000 employees and an operating budget of approximately \$1.7 billion.

The CBE experienced record-breaking growth in recent years, adding over 17,000 students (or the equivalent of almost 30, six-hundred-capacity schools) between September 2021 and September 2025. The City of Calgary continues to experience significant population growth due to increased immigration, net migration, relative affordability levels and a high quality of living. Population growth is expected to continue over the next several years, adding more students to the CBE system. In the *Calgary & Region Economic Outlook 2025-2030 (Fall 2025)*, The City of Calgary (The City) forecasts that the population of Calgary will reach **1,681,600 by 2030**, an increase of 119,000 people over the next five years (2025-2030).

CBE's current (as of end of September 2025) enrolment of **142,403 students** is a net increase of 1 student compared to the previous year. Taking into consideration average enrolment increases of approximately 3,319 students per year from 2020-2024, the CBE is projecting continued growth over the next five years. Total enrolment is projected to increase during this five-year forecast period to almost **151,000 students in 2030**. Accommodating continued enrolment growth within a portfolio of aging schools that require significant capital investment will continue to be an immense challenge over the next five (5) years and beyond.

The CBE strives to maintain a utilization rate at or around **85 per cent** to ensure that facilities are optimized for educational purposes, flexibility is maintained in the system to meet demand for emergent programming and considerations, while balancing the financial obligations and sustainability of the system. However, record enrolment in recent years continues to put immense pressure on the system, contributing to utilization concerns, growing class sizes, more overflows, and longer bus rides for students living in new communities. As of end of September 2025, the utilization rate of the system was **95 per cent** with a utilization rate of **93 per cent** for Grades K-9 (**89 per cent** K-4, **98 per cent** 5-9) and **107 per cent** for Grades 10-12.

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

The purpose of the *Three-Year School Capital Plan 2025-2030* is to assess and document the CBE's major capital construction needs and prioritize proposed projects based on a number of drivers as defined in the Provinces' [School Capital Manual for the 2025/26 school year](#). These include building condition, community

renewal, efficiency solutions, enrolment pressures, functionality and programming, health and safety and legal requirements.

Overall, **twenty-seven (27)** new and existing school capital project requests are identified in the *Three-Year School Capital Plan 2027-2030* (**Table 1** below). New school capital project requests and existing school capital project requests are found in [Appendix I](#) and [Appendix II](#) respectively and are combined in [Appendix III](#).

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Table 1: New School and Existing School Capital Project Requests

YEAR 1											
	Community/School	Grades	Opening Permanent Capacity	Opening Modular Capacity	Total Opening Capacity	Future Modular Capacity	Total Future School Capacity	Funding Program	Request Type	Cost	# of years in Capital Plans
1	Belmont/West Macleod High School^^	10-12	2,215	150	2,365		2,365	Const	New	\$150,000,000	2
2	Crescent Heights High School	10-12	TBD		TBD		TBD	Plng	Mod	\$250,000	3
3	Spruce Cliff School	10-12	550		550		550	Const	Rep	\$22,000,000	0
4	Nelson Mandela High School	10-12	700		700		2326**	Plng	Add	\$150,000	0
5	Dr. Oakley School	3-9	629		629		629**	Const	Mod	\$25,000,000	0
6	Legacy Elementary^	K-5	590		590	150	740	Const	New	\$27,000,000	2
7	Livingston Middle^	6-9	885		885	150	1035	Const	New	\$46,000,000	1
8	Seton Middle	6-9	885	150	1,035		1,035	Const	New	\$46,000,000	1
9	Belmont Elementary	K-5	590		590	150	740	Const	New	\$27,000,000	1
10	Carrington Middle^	6-9	885		885	150	1035	Const	New	\$46,000,000	0
11	Pine Creek Elementary^	K-5	590		590	150	740	Const	New	\$27,000,000	0
12	Glacier Ridge Elementary^	K-5	590		590	150	740	Const	New	\$27,000,000	0
13	Bowcroft/Belvedere Elementary	K-6	TBD		TBD		TBD	Plng	Sol	\$150,000	0
YEAR 1 TOTAL			9109	300	9409	900	9879***			\$443,550,000	
YEAR 2											
	Community/School	Grades	Opening Permanent Capacity	Opening Modular Capacity	Total Opening Capacity	Future Modular Capacity	Total Future School Capacity	Funding Program	Request Type	Cost	# of years in Capital Plans
14	Seton Elementary^^	K-5	590		590	150	740	Const	New	\$27,000,000	1
15	Walden/Wolf Willow School^^	K-9	950	150	1,100		1,100	Const	New	\$49,000,000	2
16	Yorkville Elementary^	K-5	590		590	150	740	Const	New	\$27,000,000	0
17	Cornerstone Middle(2)	6-9	885		885	150	1035	Const	New	\$46,000,000	0
18	Rangeview Elementary^	K-5	590		590	150	740	Const	New	\$27,000,000	0
19	Pine Creek Middle^	6-9	885		885	150	1035	Const	New	\$27,000,000	0
20	Glacier Ridge Middle^	6-9	885		885	150	1035	Const	New	\$46,000,000	0
21	Willam Aberhart High School	10-12	TBD		TBD		TBD	Plng	Rep	\$150,000	1
YEAR 2 TOTAL			5375	150	5525	900	6425			\$249,150,000	
YEAR 3											
	Community/School	Grades	Opening Permanent Capacity	Opening Modular Capacity	Total Opening Capacity	Future Modular Capacity	Total Future School Capacity	Funding Program	Request Type	Cost	# of years in Capital Plans
22	Glacier Ridge High School^^#	10-12	TBD	TBD	TBD	TBD	TBD	Plng	New	TBD	1
23	Livingston High School^^#	10-12	TBD	TBD	TBD	TBD	TBD	Plng	New	TBD	1
24	Yorkville Middle^	6-9	885		885	150	1035	Const	New	\$46,000,000	0
25	Alpine Park Elementary^^	K-5	590		590	150	740	Const	New	\$27,000,000	0
26	Hotchkiss Elementary^^	K-5	590		590	150	740	Const	New	\$27,000,000	0
27	Alpine Park Middle^^	6-9	885		885	150	1035	Const	New	\$46,000,000	0
YEAR 3 TOTAL			2,950		2,950	600	3,550			\$617,300,000	
GRAND TOTAL			17,434	450	17,884	2,400	19854***			\$1,310,000,000	

Notes:

- Plng = Planning Funding Add = Addition Sol=Solution
- Const = Construction Funding New = New School
- Mod = Modernization Rep = Replacement
- ^ Not site ready, anticipated to be ready within 1 year
- ^^ Not site ready, anticipated to be ready within 5 years
- *Belmont High School was referenced in previous Capital Plans as West Macleod High School
- #Site readiness and points will determine final priorities
- (2)second school of that type for the community
- ** Total includes current capacity of 1626 at Nelson Mandela High School and 430 at Dr. Oakley School
- *** Total does not include existing capacity of 1626 at Nelson Mandela High School and 430 at Dr. Oakley School

Background

The Province requires school divisions in Alberta to submit a Board-approved Three-Year School Capital Plan (3YSCP) to Alberta Education and Childcare annually by April 1. The *3YSCP 2027-2030* identifies a prioritized list of both new school construction and existing school revitalization projects to accommodate students over the next three years.

Capital projects are reviewed and evaluated by Alberta Education and Childcare using the ministry's criteria for program delivery, including project drivers, site readiness, rationale, and criticality of each project requested for possible inclusions in the ministry capital plan (source: School Capital Manual for the 2025/26 school year).

Project Drivers include:

- Building condition
- Community renewal
- Efficiency solutions
- Enrolment pressures
- Functionality and programming
- Health and safety
- Legal

The Minister of Education and Childcare evaluates the various project requests and determines which projects should be included in the ministry capital plan, which is then sent to the Government of Alberta for evaluation and funding consideration.

Approval letters are sent to school jurisdictions for any capital requests that are approved by the Treasury Board and Finance for funding.

The *3YSCP 2027-2030* informs, and is informed by, other planning documents, including:

- [Three-Year System Student Accommodation Plan 2025-2028](#) - Identifies high and low utilization schools as well as system priorities and new school projects that require an accommodation plan or are being monitored closely. It serves as an indicator to school communities that changes may need to happen in the future.
- [Ten-Year Student Accommodation and Facilities Strategy](#) – Provides an overview of the CBE's existing facilities, long-term planning needs, and strategic actions to support high quality learning environments and educational programming, while balancing financial stewardship.
- [Three-Year Maintenance & Renewal Plan](#) – Identifies major maintenance & renewal projects planned within existing CBE schools over the next three years.

Previous Approvals

As per **Table 2** below, four (4) new schools have received full Construction approval, eleven (11) new schools have received Design funding, two (2) existing schools have received Design funding, seven (7) new schools have received Planning funding, and two (2) existing schools have received Planning funding.

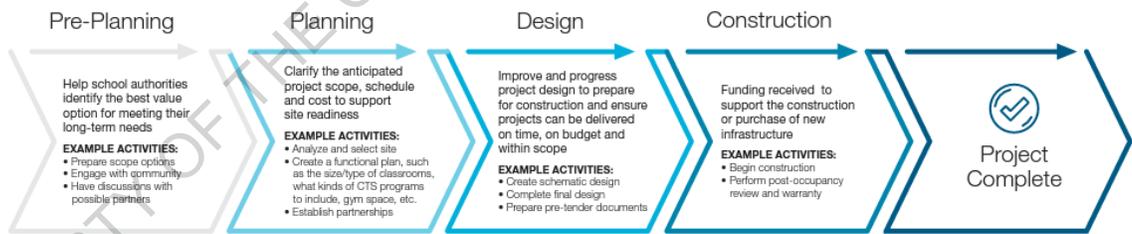
Table 2: Capital Project Approvals (since March 4, 2022)

	School/Community	School Capital Funding Level	Project Type	Grade Structure	Approved Capacity	Approval Date
1	Evanston Heights Middle	Construction	New School	5-9	900	Mar 4, 2022
2	Evanston Elementary	Construction	New School	K-4	600	Mar 1, 2024
3	Redstone Elementary	Construction	New School	K-5	890	Feb 15, 2025
4	Cornerstone High School	Construction	New School	10-12	2,410	Feb 15, 2025
5	Cornerstone Elementary	Design	New School	K-4	890	Mar 14, 2025
6	Mahogany Middle	Design	New School	5-9	1,225	Mar 14, 2025
7	Sage Hill/Kincora Middle	Design	New School	5-9	1,035	Mar 14, 2025
8	Sage Hill Elementary	Design	New School	K-4	740	Mar 14, 2025
9	Livingston Elementary	Design	New School	K-4	890	Mar 14, 2025
10	Cityscape/Redstone Middle	Design	New School	5-9	1,225	Mar 14, 2025
11	Cornerstone Middle	Design	New School	5-9	1,225	Mar 14, 2025
12	Sherwood/Nolan Hill Middle	Design	New School	5-9	1,035	Mar 14, 2025
13	Nolan Hill Elementary	Design	New School	K-4	740	Mar 14, 2025
14	Aspen Woods Middle	Design	New School	5-9	1,035	Mar 14, 2025
15	Annie Gale Middle	Design	Modernization	7-9	640	Mar 1, 2024
16	John G. Diefenbaker High School	Design	Replacement	10-12	1,910	July 16, 2025
17	Walden Elementary*	Design	New School	K-5	590	Feb 27, 2026

18	Saddle Ridge Middle School	Planning	New School	5-9	1,200	Mar 1, 2024
19	Joane Cardinal-Schubert High School*	Planning	Addition	10-12	400-600	Feb 27, 2026
20	Carrington Elementary*	Planning	New School	K-5	590	Feb 27, 2026
21	Cityscape Elementary*	Planning	New School	K-5	590	Feb 27, 2026
22	Kincora/Sage Hill Elementary*	Planning	New School	K-5	590	Feb 27, 2026
23	Mahogany Elementary*	Planning	New School	K-5	890	Feb 27, 2026
24	Country Hills K-9*	Planning	New School	K-9	1,100	Feb 27, 2026
25	Legacy Middle*	Planning	New School	6-9	885	Feb 27, 2026
26	Kensington School*	Planning	Replacement	2-6	TBD	Feb 27, 2026
Total School Space Capacity					24,125	

*Approved Capacity subject to confirmation by the Alberta Education & Childcare.

There are four types of funding programs for approved school capital projects – Pre-Planning, Planning, Design, and Construction.



Note: School authorities are not required to complete every stage before going to construction funding. Depending on site readiness and ability to complete the required steps prior to construction, projects may accelerate at different rates. The most appropriate funding program is selected for the approved school project based on an evaluation of the school authority's capital plan submission. Source: School Capital Manual for the 2025/26 School Year, Alberta Education and Childcare.

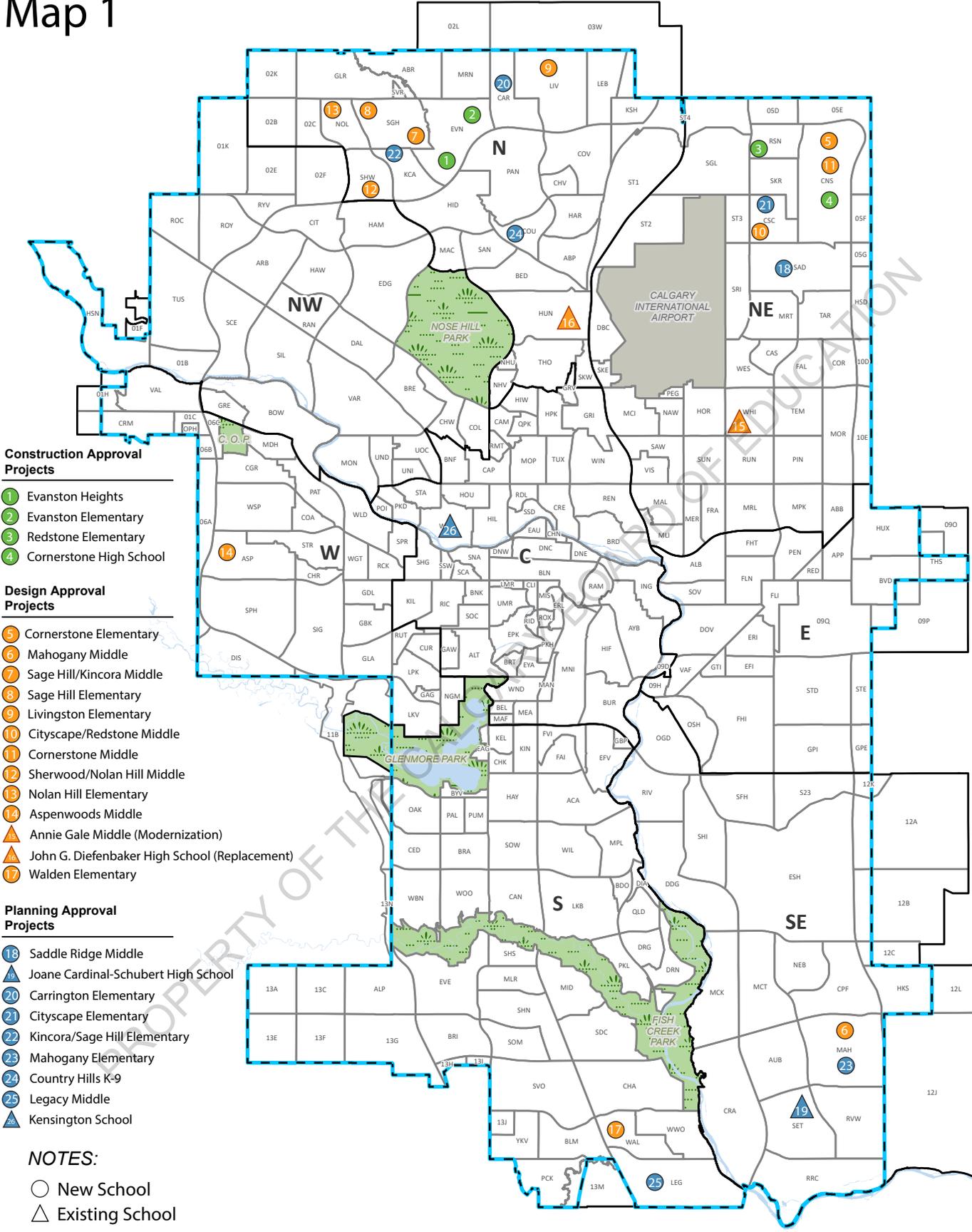
In September 2024, the Alberta Government launched the [School Construction Accelerator Program \(Schools Now\)](#). The program is expected to deliver about 200,000 new and modernized student spaces over seven years. The Alberta Government also made changes to the capital funding program to speed up the construction of new schools. Funding for approved projects ready to proceed to the

next stage of the capital funding program (see image above) can be approved without waiting for the next budget cycle.

Pre-planning funding is not capital in nature. This phase is designed to allow school jurisdictions an opportunity to analyze potential capital projects in advance of requesting formal capital approval through the 3YSCP. Projects in this stage are not considered “approved projects” meaning that Pre-planning may be requested at any time and do not need to be requested in the 3YSCP submission.

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Map 1



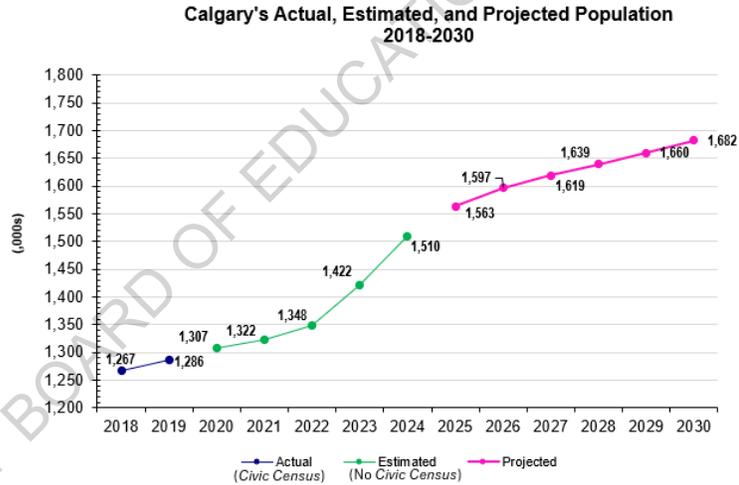
City of Calgary Growth and Development

Over the past decade, Calgary has experienced varying levels of population growth. Calgary’s population increased by approximately 255,000 people between 2020 and 2025, an average of 51,000 people per year. The population grew from an estimated 1,509,800 in 2024 to a projected population of 1,562,600 in 2025, an increase of 52,800 (3.5%) (Calgary and Region Economic Outlook 2025-2030 (Fall 2025)).

The City of Calgary’s report, *Calgary and Region Economic Outlook 2025-2030 (Fall 2025)*, anticipates continued growth for Calgary, albeit with a slowdown in net migration. The City forecasts Calgary’s population will reach 1,681,600 by 2030, an increase of 119,000 people from the projected population of 1,562,600 in 2025.

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

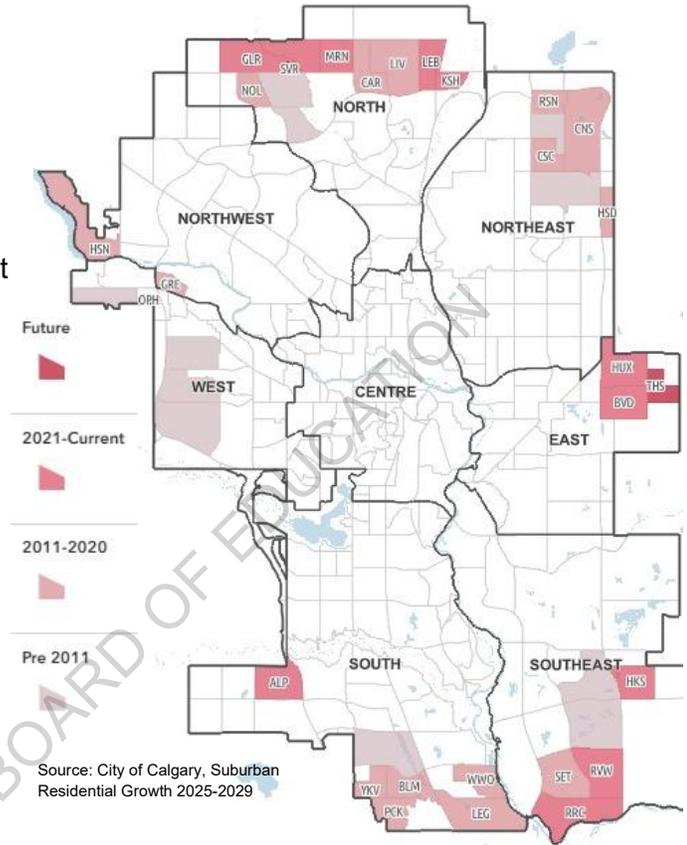
The *Calgary Plan* aims to accommodate at least 50 percent of all new housing in the redeveloping areas of the city. Redeveloping areas are typically areas where the first-time urban development is largely complete. (source: *Calgary Plan*).



Developing Areas

There are 40 actively developing communities in the city at various stages of development. The large number of concurrently developing communities puts increased pressure on the CBE to meet parent expectations for school construction in their community.

The City of Calgary prepares a suburban residential growth forecast each year. The suburban growth information in the *3YSCP 2027-2030* is based on the City's *Suburban Residential Growth 2025-2029* storymap document. This document allocates future population growth in new communities by city planning sectors. This document only monitors growth projected in new suburban communities and does not contemplate growth within the developed areas, including the Centre planning sector. Centre planning sector actual growth and growth forecasts are not available from the City at this time and have not been made available since the municipal census was discontinued in 2019.

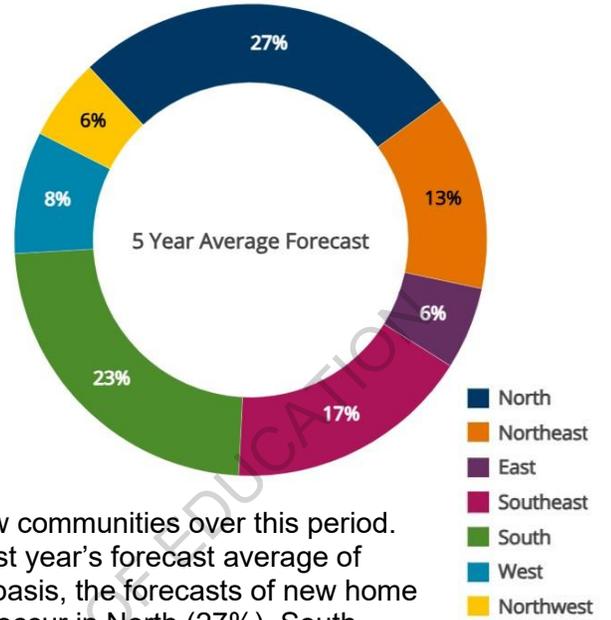


The largest population growth projected over the next five years in new communities is in the **North and South sectors** as outlined below:

Sector	Forecast Share 2025-2029									
	Dwellings					Population				
	Year					5 Year Average	5 Year Total	Share	5 Year Average	5 Year Total
2025	2026	2027	2028	2029						
North	3,468	2,705	2,464	2,435	2,346	2,684	13,418	27%	7,583	37,917
Northeast	1,911	1,416	1,229	1,136	981	1,335	6,674	13%	3,739	18,695
East	491	608	567	558	588	563	2,813	6%	1,616	8,081
Southeast	2,292	1,707	1,475	1,495	1,437	1,681	8,406	17%	4,969	24,847
South	3,157	2,460	2,051	1,944	1,999	2,322	11,611	23%	6,620	33,098
West	981	735	816	851	796	836	4,179	8%	2,168	10,839
Northwest	721	538	504	516	518	559	2,796	6%	1,614	8,069
Total	13,020	10,169	9,107	8,935	8,665	9,979	49,896	100%	28,309	141,547

Source: City of Calgary, Suburban Residential Growth 2025-2029

New communities have captured an average of 69 percent of the citywide total homes over the last five years. The majority of the new homes were built in the North, followed by Southeast and South sectors. In 2024, new communities made up 73 per cent of the citywide share for new housing.

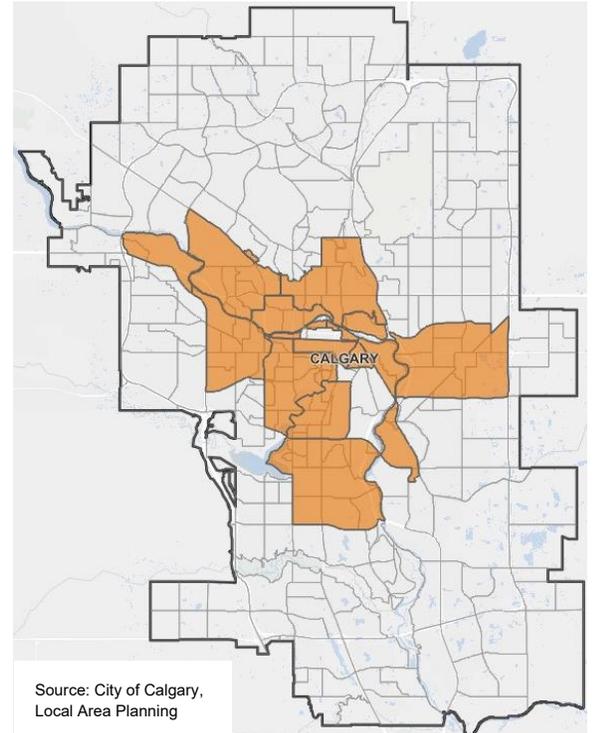


Forecasts for 2025-2029 estimate that 49,896 (9,979 per year average) homes will be built within new communities across the city. This equates to housing approximately 141,547 people (28,309 per year) in new communities over this period. This is a nine per cent decrease from last year's forecast average of 10,975 dwellings per year. On a sector basis, the forecasts of new home growth suggest 67% of total growth will occur in North (27%), South (23%), and Southeast (17%) sectors. *Source: Suburban Residential Growth 2025-2029).*

Redeveloping Areas

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

At the time of writing, eight (8) Local Area Plans have been approved, involving 75 communities. As Local Area Plans have policies that promote and allow increased densification of established communities, it is expected that these areas will grow and add future students to existing schools. In addition to Local Area Plans, The City has approved a housing strategy titled [Home is Here: The City of Calgary's Housing Strategy](#). On May 14, 2024, City Council approved citywide rezoning to allow more density in existing residential areas. This change can potentially increase the housing supply and provide housing variety and options, including row houses and townhouses in established areas. For example, one single-family residential home on a typical 50 ft. lot could be replaced with up to four rowhouse



units and four secondary suites on the same lot. With this action approved, there is potential for significantly more CBE students residing in established areas over time, further contributing to ongoing utilization pressures at existing schools. On December 15, 2025, Council initiated the process to consider a repeal of the citywide Rezoning for Housing. This decision does not mean Rezoning for Housing has immediately been repealed. The current land use districts and development rules will remain in place until Council makes its final decision at the public hearing in March 2026 (Source: City of Calgary).

The City is also working with downtown partners to revitalize the downtown by co-investing and converting vacant office space into homes for Calgarians, post-secondary academic space, student housing, and other uses that revitalize the downtown. In total, there are currently 21 office conversion projects at various stages of development that will lead to over 2,600 new homes for Calgarians. Given the current enrolment pressures at downtown area schools, further residential intensification may contribute to ongoing utilization pressures at schools within the Centre planning sector.

Calgary Board of Education Student Enrolment

Total enrolment at end of September 2025 was 142,403 students and consists of 139,742 pre-kindergarten to Grade 12 students and 2,661 students enrolled in Self Contained Special Education programs. Between end-September 2024 and end-September 2025, 20,789 K-12 students left the CBE, and 20,790 new students joined. There was a net gain of 1 student this school year. Both the number of new registrations as well as the number of withdrawals was lower than last year. Students continue to access program choices offered by the CBE. As of end-September 2025, 28,016 CBE students (or 19.7 per cent of total student population) were enrolled in alternative programs, which represents an increase of 458 students, or 1.7 per cent, from the 2024-25 school year. The table below provides a summary of enrolments from the end of September 2021 to the end of September 2025.

Table 3: Five-Year History of CBE Enrolment by Division 2021-2025

	2021	2022	2023	2024	2025
Pre-Kindergarten	130	71	37	40	33
Kindergarten	8,878	9,051	8,972	9,082	8,310
Grades 1-3	27,859	29,757	31,554	32,654	32,071
Grades 4-6	27,941	28,855	30,557	31,244	32,047
Grades 7-9	27,719	28,860	29,849	30,794	31,051
Grades 10-12	30,562	32,152	34,591	35,902	36,230
Sub-Total (Pre-K to G12)	123,089	128,746	135,580	139,716	139,742
Self-Contained Special Ed.	2,240	2,469	2,664	2,686	2,661
Total	125,329	131,215	138,244	142,402	142,403

Pre-K to Grade12 includes enrolment in Home Education, Outreach and Unique Settings, CBe-learn, and Chinook Learning Services. Self-Contained Special Ed. represents system classes at the school level such as ACCESS, ALP, CSSI, etc.

CBE’s current student enrolment of 142,403 is forecast to increase to 150,763 students by 2030, representing a total increase of 8,360 students or approximately 1,672 additional students annually. Enrolment in kindergarten through Grade 6 is projected to increase slightly during this period, while Grade 7-12 populations are projected to increase more significantly.

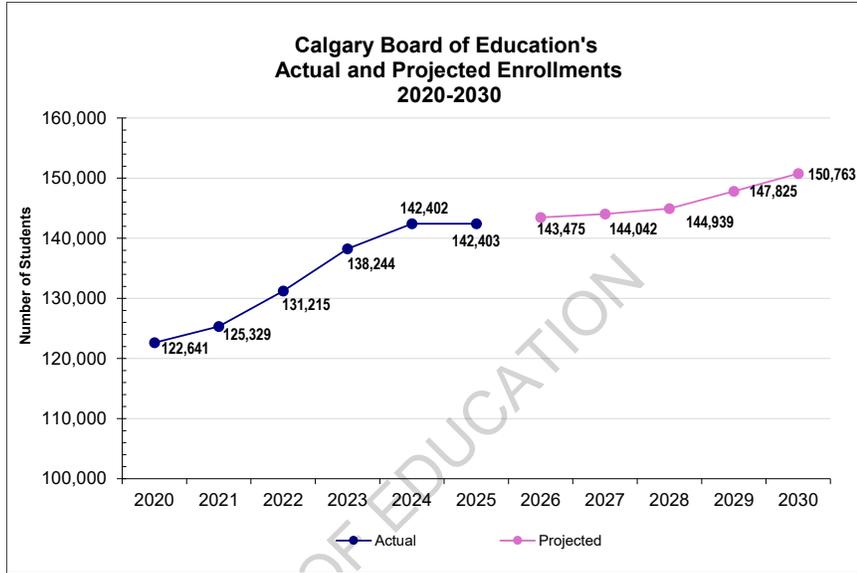


Table 4 below shows actual enrolment for September 2025 and projected enrolment for 2026-2030.

Table 4: CBE Five-Year Enrolment and Projections 2026-2030

	Actual 2025	Projected				
		2026	2027	2028	2029	2030
Pre-Kindergarten	33	40	40	40	40	40
Kindergarten	8,310	8,892	8,435	8,554	9,081	8,991
Grades 1-3	32,071	30,822	30,376	29,580	30,117	30,508
Grades 4-6	32,047	32,632	33,255	33,068	32,607	32,733
Grades 7-9	31,051	31,849	32,012	33,088	34,537	36,287
Grades 10-12	36,230	36,550	37,228	37,919	38,912	39,542
Sub-Total (Pre-K to G12)	139,742	140,785	141,346	142,249	145,294	148,101
Self-Contained Special Ed.	2,661	2,689	2,696	2,703	2,712	2,712
Total	142,403	143,475	144,042	144,939	147,825	150,763

Pre-K to GR12 includes enrolment in Home Education, Outreach and Unique Settings, CBe-learn, and Chinook Learning Services. CBe-learn and Chinook Learning accept registrations on an on-going basis. All projections are subject to annual review and update. Projections use current and historical enrolments. Enrolment Projections assume increased student enrolment as a result of new school openings from 2026-2030.

Administrative Areas and Space Utilization

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

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

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

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

The CBE strives to maintain healthy school utilization rates. Well-utilized schools contribute to supporting educational programming richness and variety and maintain flexibility within the system for sudden enrolment movement, while balancing the financial obligations and sustainability of the system. As of end of September 2025, the utilization rate of the system was **95 per cent**, with a utilization rate of **93 per cent for K-9** students (89 per cent K-4, 98 per cent 5-9) and **107 per cent for Grades 10-12 students**. For more information on the current system utilization rate and projected system utilization rate see [Appendix X](#).

As shown in **Table 5**, the utilization rate by enrolment shows a more balanced distribution because students are attending schools outside their sector of residence. Examining this data in relation to the utilization by residence data the CBE can identify those sectors of the city where there is not sufficient school capacity to meet the needs of local students. For example, the lack of capacity in the Southeast is being managed by accessing the space in the South Sector and the lack of space in the Northeast, by accessing space in the East Sector. Projected utilization rates take into account the existing utilization rates, plus the growth in population in each Planning Sector as per the City's [Suburban Residential Growth 2025-2029](#) storymap. The North, Northeast, and Centre planning sectors are projected to see a slight decline in utilization rates due to additional capacity becoming available in the Northeast planning sector, especially at the high school level. The North and Southeast planning sectors are projected to have the highest Utilization by Residence rates, indicating high levels of growth and limited capacity in those areas.

Additional maps and supporting data regarding the actual 2025-2026 Utilization by Enrolment and by Residence and projected 2030-2031 Utilization by Enrolment and by Residence are included in detail in [Appendix VI](#).

Table 5: K-Grade 12 actual and projected utilization rates

Utilization by Student Enrolment		
Sector	2025-26 K-12 Actual	2030-31 K-12 Projected
Centre	96%	93%
East	82%	85%
North	105%	97%
Northeast	104%	94%
Northwest	97%	102%
South	92%	105%
Southeast	99%	111%
West	93%	95%
Total	97%	99%
The utilization above does not account for unique system setting schools.		
Utilization by Student Residence		
Sector	2025-26 K-12 Actual	2030-31 K-12 Projected
Centre	69%	73%
East	70%	82%
North	163%	139%
Northeast	127%	103%
Northwest	84%	88%
South	79%	92%
Southeast	142%	151%
West	92%	94%
Total	95%	101%

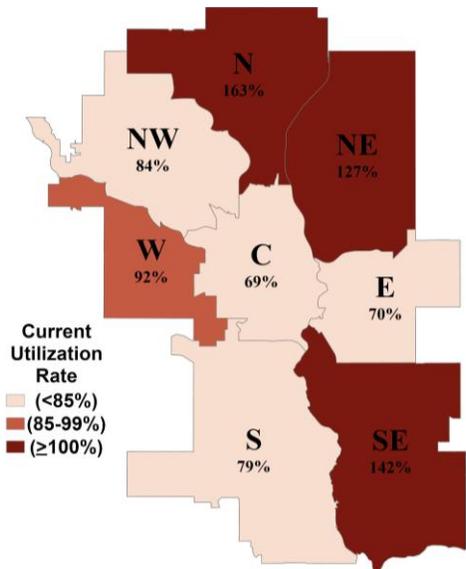
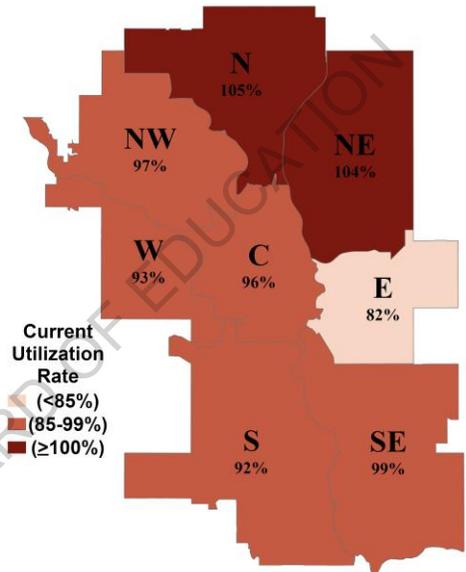
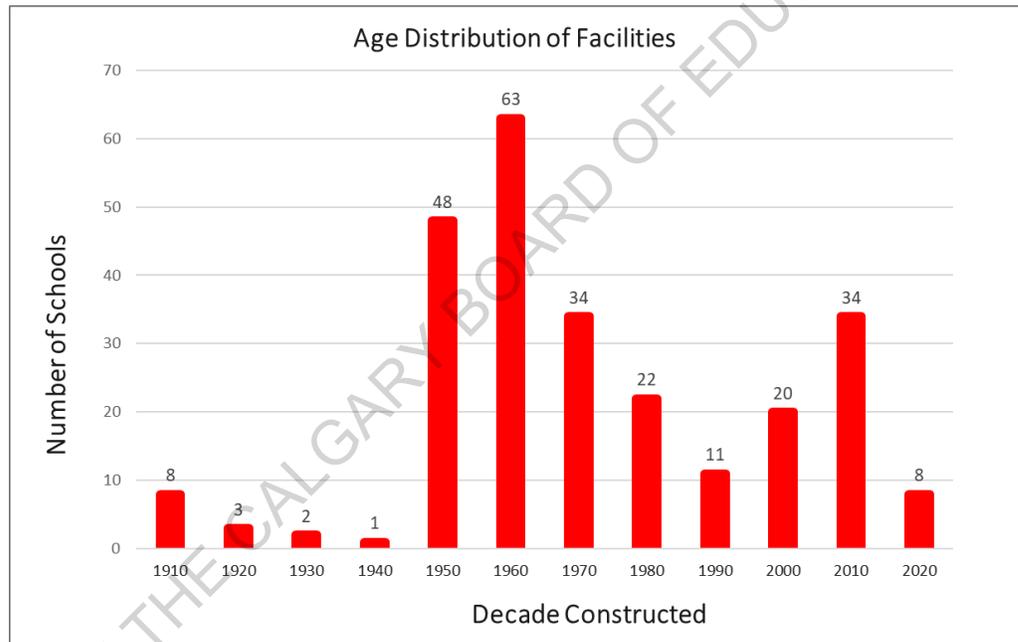


Table 5 shows the 2025 Actual and 2030 Projected Enrolment and Residence utilization rates by grade groupings and by Planning Sector. Projections for 2030-2031 account for additional school capacity that has been approved for either planning, design, or construction approval and includes schools currently under construction but not yet operational. It does not include any new schools requested in this year's 3YSCP 2027-2030, nor does it include any new schools that were requested and/or approved in the 3YSCP 2026-2029. **These charts highlight that**

CBE requires significant additional space through new schools, replacement schools, modernizations and additions to existing schools to catch up with past, and anticipated future, increases in student enrolment.

Existing School Facilities

The CBE has a diverse facility inventory, comprised of over 250 CBE school buildings including 16 CBE owned facilities that are leased to external agencies. Currently 60.2% of the CBE's schools are 50 years old or older and within the next ten years, a total of 179 CBE schools will exceed the standard 50-year design life. The current inventory by decade of CBE school buildings is shown in the following graph:



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

Capital Planning Project Ranking Criteria

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

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

A balanced approach to address these drivers has been developed to ensure the CBE is pursuing capital funding opportunities that recognize the changing needs of students, build trust with parents, partners, and the community, and direct investment to projects that provide the best value for the system. The planning approach is a system of core community-based elementary feeder schools, with middle/junior high and senior high schools serving larger geographic areas. In addition, modular classrooms can contribute to bettering the student learning experience by relieving accommodation pressures during periods of growth, allowing the CBE to respond appropriately across a community's life cycle. Projects are also required to ensure programming requirements are met through existing school revitalization, which may include modernization projects, replacement schools or solution projects (a project type that allows construction activity at multiple schools). Capital Planning Project Ranking Criteria aims to address the drivers for capital planning and provide a balanced investment approach to school capital planning and are organized as depicted in the image to the right.



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

New School Criteria

The New School Ranking Criteria are in place to allow for a transparent, objective and equitable approach to prioritizing where new schools will be identified and requested in the *Three-Year School Capital Plan 2027-2030*. There are two types of criteria in the evaluation process to rank schools for capital funding. Firstly, all K-12 school sites go through eligibility filters to identify those that will proceed to the ranking process. The first eligibility filter examines whether an accommodation option may exist in a nearby community and therefore a new school community may not need to be ranked. The second eligibility filter captures new school sites that are either currently site ready or are anticipated to be site ready within the next five (5) years. Site readiness includes:

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

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

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

Details on individual communities that were ranked for the *3YSCP 2027-2030* are found in [Appendix VIII](#).

Existing School Criteria

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

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

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

School **additions** provide additional permanent space to schools that are undersized for the needs of the community it serves. While the need for additional permanent space is determined with no consideration for the overall condition of the school in question, the final project type that gets proposed would take this factor into account. As an example, a school in poor condition that requires additional permanent space could go forward as either a 'Modernization and Addition' or a 'Replacement' where a larger new school is built to replace the aging undersized school.

[Appendix V](#) provides individual project profiles describing each of these projects in greater detail.

Summary and Conclusions

The CBE experienced record-breaking growth in recent years, adding over 17,000 students (or the equivalent of almost 30, six-hundred-capacity schools) between September 2021 and September 2025. Despite the slowdown in enrolment at CBE, the significant growth experienced in 2021-2024 continues to pressure the system. High utilization rates have led to large class sizes, schools in overflow and long student bus rides. Accommodating significant student population within a portfolio of aging schools that require significant capital investment will continue to be an immense challenge over the next 3 years and beyond.

Until a significant number of new schools are opened, the CBE will continue to experience the following challenges:

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

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

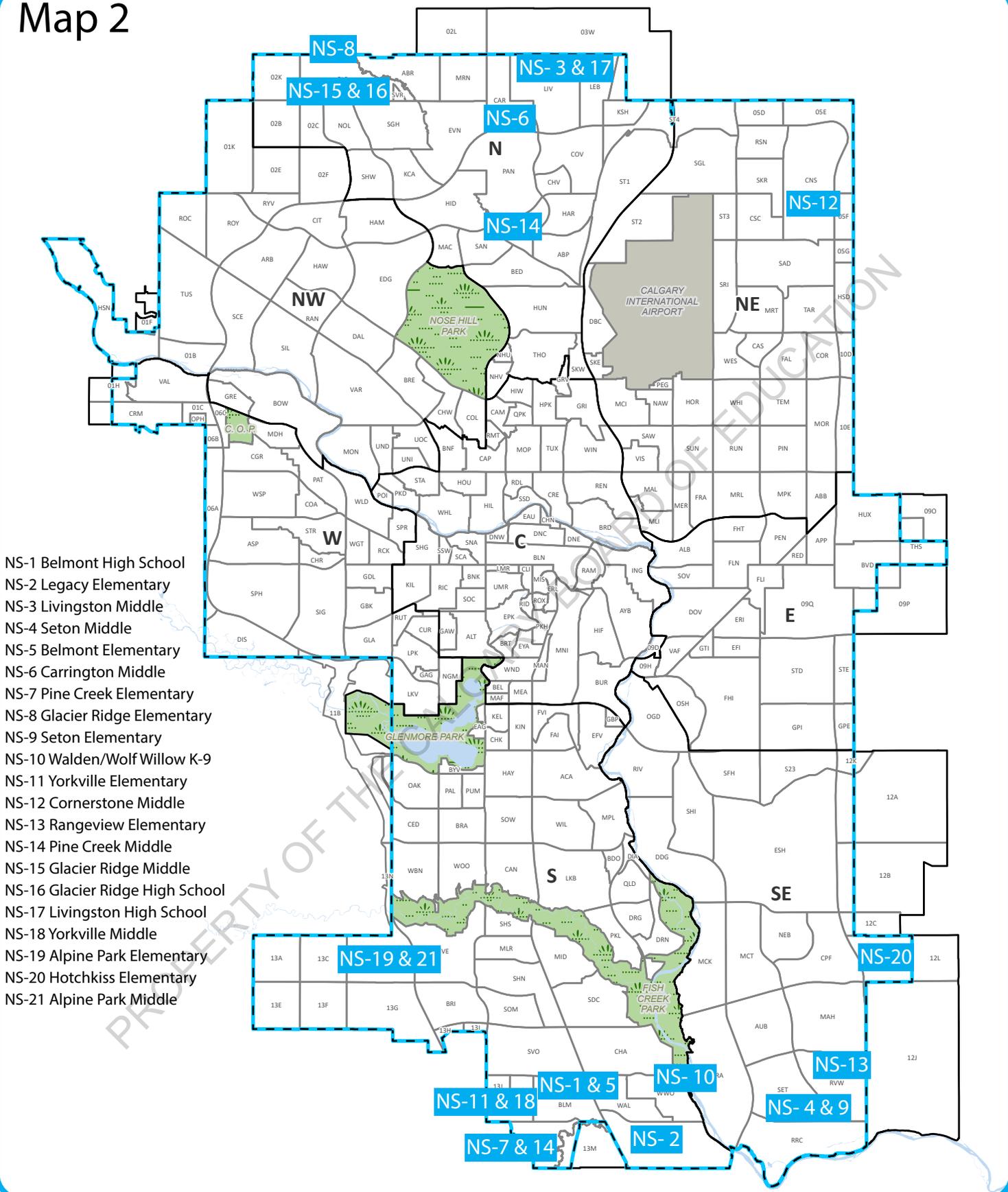
Overall, **twenty-seven (27)** new school and existing school capital project requests are identified in the *Three-Year School Capital Plan 2026-2029* to help keep students closer to home and alleviate utilization concerns at existing schools.

Appendix I: New School Capital Project Requests

Table 6: New School Capital Project Requests

YEAR 1											
	Community/School	Grades	Opening Permanent Capacity	Opening Modular Capacity	Total Opening Capacity	Future Modular Capacity	Total Future School Capacity	Funding Program	Request Type	Cost	# of years in Capital Plans
NS-1	Belmont/West Macleod High School**	10-12	2,215	150	2,365		2,365	Const	New	\$150,000,000	2
NS-2	Legacy Elementary^	K-5	590		590	150	740	Const	New	\$27,000,000	2
NS-3	Livingston Middle^	6-9	885		885	150	1035	Const	New	\$46,000,000	1
NS-4	Seton Middle	6-9	885	150	1,035		1,035	Const	New	\$46,000,000	1
NS-5	Belmont Elementary	K-5	590		590	150	740	Const	New	\$27,000,000	1
NS-6	Carrington Middle^	6-9	885		885	150	1035	Const	New	\$46,000,000	0
NS-7	Pine Creek Elementary^	K-5	590		590	150	740	Const	New	\$27,000,000	0
NS-8	Glacier Ridge Elementary^	K-5	590		590	150	740	Const	New	\$27,000,000	0
YEAR 1 TOTAL			7230	300	7530	900	8430			\$396,000,000	
YEAR 2											
	Community/School	Grades	Opening Permanent Capacity	Opening Modular Capacity	Total Opening Capacity	Future Modular Capacity	Total Future School Capacity	Funding Program	Request Type	Cost	# of years in Capital Plans
NS-9	Seton Elementary^^	K-5	590		590	150	740	Const	New	\$27,000,000	1
NS-10	Walden/Wolf Willow School^^	K-9	950	150	1100		1100	Const	New	\$49,000,000.00	2
NS-11	Yorkville Elementary^	K-5	590		590	150	740	Const	New	\$27,000,000	0
NS-12	Cornerstone Middle(2)	6-9	885		885	150	1035	Const	New	\$46,000,000	0
NS-13	Rangeview Elementary^	K-5	590		590	150	740	Const	New	\$27,000,000	0
NS-14	Pine Creek Middle^	6-9	885		885	150	1035	Const	New	\$27,000,000	0
NS-15	Glacier Ridge Middle^	6-9	885		885	150	1035	Const	New	\$46,000,000	0
YEAR 2 TOTAL			5375	150	5525	900	6425			\$249,000,000	
YEAR 3											
	Community/School	Grades	Opening Permanent Capacity	Opening Modular Capacity	Total Opening Capacity	Future Modular Capacity	Total Future School Capacity	Funding Program	Request Type	Cost	# of years in Capital Plans
NS-16	Glacier Ridge High School^^#	10-12	TBD	TBD	TBD	TBD	TBD	Plng	New	TBD	1
NS-17	Livingston High School^^#	10-12	TBD	TBD	TBD	TBD	TBD	Plng	New	TBD	1
NS-18	Yorkville Middle^	6-9	885		885	150	1035	Const	New	\$46,000,000	0
NS-19	Alpine Park Elementary^^	K-5	590		590	150	740	Const	New	\$27,000,000	0
NS-20	Hotchkiss Elementary^^	K-5	590		590	150	740	Const	New	\$27,000,000	0
NS-21	Alpine Park Middle^^	6-9	885		885	150	1035	Const	New	\$46,000,000	0
YEAR 3 TOTAL			2,950		2,950	600	3,550			\$146,000,000	
GRAND TOTAL			15,555	450	16,005	2,400	18,405			\$791,000,000	

Map 2



Appendix II: Existing School Capital Project Requests

Table 7: Existing School Capital Project Requests

YEAR 1											
	Community/School	Grades	Opening Permanent Capacity	Opening Modular Capacity	Total Opening Capacity	Future Modular Capacity	Total Future School Capacity	Funding Program	Request Type	Cost	# of years in Capital Plans
ES-1	Crescent Heights High School	10-12	TBD		TBD		TBD	Plng	Mod	\$250,000	3
ES-2	Spruce Cliff School	10-12	550		550		550	Const	Rep	\$22,000,000	0
ES-3	Nelson Mandela High School	10-12	700		700		2326**	Plng	Add	\$150,000	0
ES-4	Dr. Oakley School	3-9	629		629		629**	Const	Mod	\$25,000,000	0
ES-5	Bowcroft/Belvedere Parkway School	K-6	TBD		TBD		TBD	Plng	Sol	\$150,000	0
YEAR 1 TOTAL			1879	-	1879	-	1449***			\$47,550,000	
YEAR 2											
	Community/School	Grades	Opening Permanent Capacity	Opening Modular Capacity	Total Opening Capacity	Future Modular Capacity	Total Future School Capacity	Funding Program	Request Type	Cost	# of years in Capital Plans
ES-6	William Aberhart High School	10-12	TBD		TBD		TBD	Plng	Rep	\$150,000	1
YEAR 2 TOTAL			-	-	-	-	-			\$150,000	
YEAR 3											
	Community/School	Grades	Opening Permanent Capacity	Opening Modular Capacity	Total Opening Capacity	Future Modular Capacity	Total Future School Capacity	Funding Program	Request Type	Cost	# of years in Capital Plans
YEAR 3 TOTAL			-	-	-	-	-	-	-	\$-	
GRAND TOTAL			1,879	-	1,879	-	1449***			\$47,700,000	

Notes:

Plng = Planning Funding

Add = Addition

Sol= Solution

Const = Construction Funding

New = New School

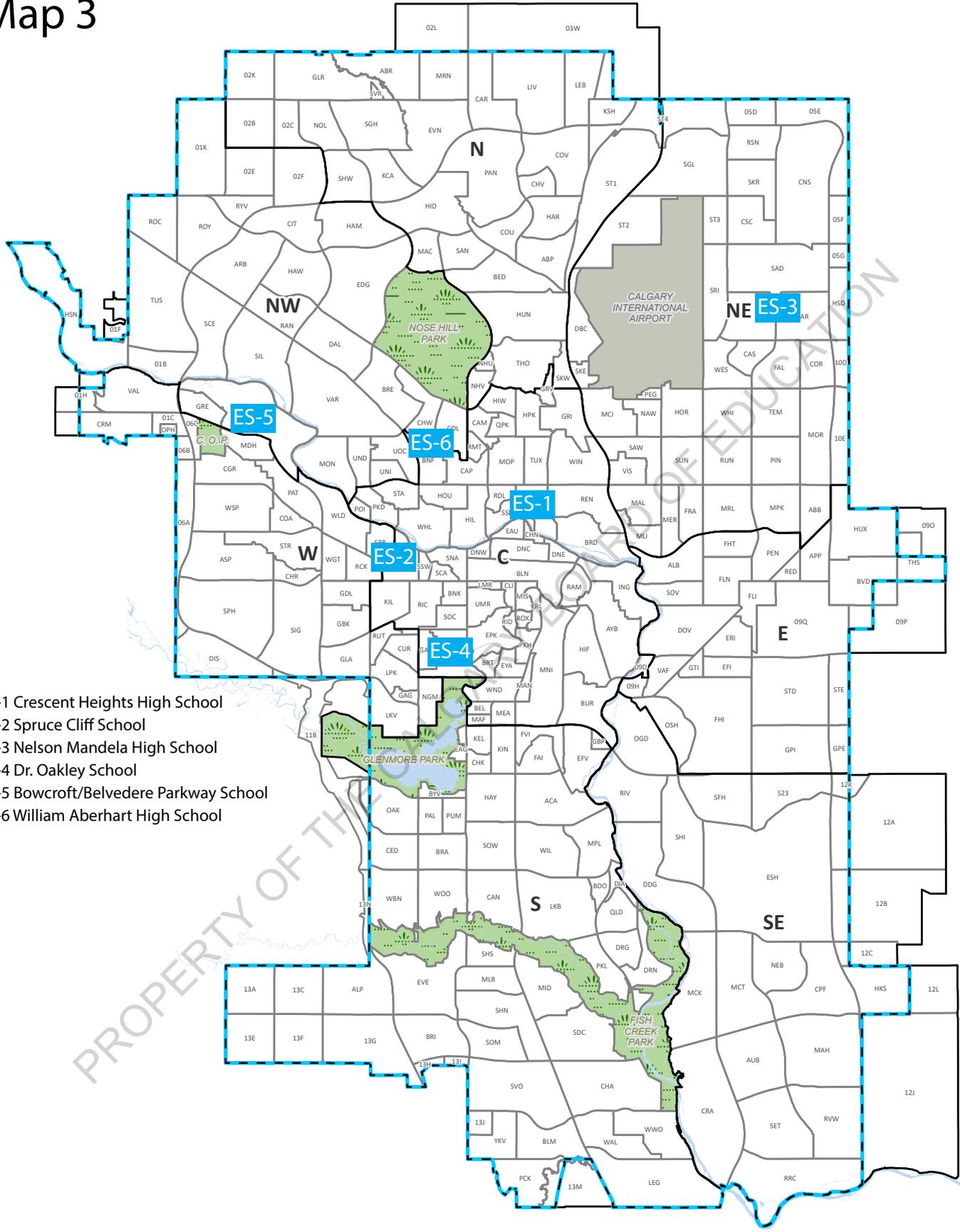
Mod = Modernization

Rep = Replacement

** Total includes current capacity of 1626 at Nelson Mandela High School and 430 at Dr. Oakley School

*** Total does not include existing capacity of 1626 at Nelson Mandela High School and 430 at Dr. Oakley School

Map 3



- ES-1 Crescent Heights High School
- ES-2 Spruce Cliff School
- ES-3 Nelson Mandela High School
- ES-4 Dr. Oakley School
- ES-5 Bowcroft/Belvedere Parkway School
- ES-6 William Aberhart High School

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of Education

Existing School Capital Project Requests

2027-2030

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 Date: December 2025
 Prepared by: Planning

Appendix III: Combined School Capital Project Requests

Table 8: New School and Existing School Capital Project Requests

YEAR 1											
	Community/School	Grades	Opening Permanent Capacity	Opening Modular Capacity	Total Opening Capacity	Future Modular Capacity	Total Future School Capacity	Funding Program	Request Type	Cost	# of years in Capital Plans
1	Belmont/West Macleod High School ^{^*}	10-12	2,215	150	2,365		2,365	Const	New	\$150,000,000	2
2	Crescent Heights High School	10-12	TBD		TBD		TBD	Plng	Mod	\$250,000	3
3	Spruce Cliff School	10-12	550		550		550	Const	Rep	\$22,000,000	0
4	Nelson Mandela High School	10-12	700		700		2326 ^{**}	Plng	Add	\$150,000	0
5	Dr. Oakley School	3-9	629		629		629 ^{**}	Const	Mod	\$25,000,000	0
6	Legacy Elementary [^]	K-5	590		590	150	740	Const	New	\$27,000,000	2
7	Livingston Middle [^]	6-9	885		885	150	1035	Const	New	\$46,000,000	1
8	Seton Middle	6-9	885	150	1,035		1,035	Const	New	\$46,000,000	1
9	Belmont Elementary	K-5	590		590	150	740	Const	New	\$27,000,000	1
10	Carrington Middle [^]	6-9	885		885	150	1035	Const	New	\$46,000,000	0
11	Pine Creek Elementary [^]	K-5	590		590	150	740	Const	New	\$27,000,000	0
12	Glacier Ridge Elementary [^]	K-5	590		590	150	740	Const	New	\$27,000,000	0
13	Bowcroft/Belvedere Elementary	K-6	TBD		TBD		TBD	Plng	Sol	\$150,000	0
YEAR 1 TOTAL			9109	300	9409	900	9879^{***}			\$443,550,000	
YEAR 2											
	Community/School	Grades	Opening Permanent Capacity	Opening Modular Capacity	Total Opening Capacity	Future Modular Capacity	Total Future School Capacity	Funding Program	Request Type	Cost	# of years in Capital Plans
14	Seton Elementary ^{^^}	K-5	590		590	150	740	Const	New	\$27,000,000	1
15	Walden/Wolf Willow School ^{^^}	K-9	950	150	1,100		1,100	Const	New	\$49,000,000	2
16	Yorkville Elementary [^]	K-5	590		590	150	740	Const	New	\$27,000,000	0
17	Cornerstone Middle(2)	6-9	885		885	150	1035	Const	New	\$46,000,000	0
18	Rangeview Elementary [^]	K-5	590		590	150	740	Const	New	\$27,000,000	0
19	Pine Creek Middle [^]	6-9	885		885	150	1035	Const	New	\$27,000,000	0
20	Glacier Ridge Middle [^]	6-9	885		885	150	1035	Const	New	\$46,000,000	0
21	William Aberhart High School	10-12	TBD		TBD		TBD	Plng	Rep	\$150,000	1
YEAR 2 TOTAL			5375	150	5525	900	6425			\$249,150,000	
YEAR 3											
	Community/School	Grades	Opening Permanent Capacity	Opening Modular Capacity	Total Opening Capacity	Future Modular Capacity	Total Future School Capacity	Funding Program	Request Type	Cost	# of years in Capital Plans
22	Glacier Ridge High School ^{^^#}	10-12	TBD	TBD	TBD	TBD	TBD	Plng	New	TBD	1
23	Livingston High School ^{^^#}	10-12	TBD	TBD	TBD	TBD	TBD	Plng	New	TBD	1
24	Yorkville Middle [^]	6-9	885		885	150	1035	Const	New	\$46,000,000	0
25	Alpine Park Elementary ^{^^}	K-5	590		590	150	740	Const	New	\$27,000,000	0
26	Hotchkiss Elementary ^{^^}	K-5	590		590	150	740	Const	New	\$27,000,000	0
27	Alpine Park Middle ^{^^}	6-9	885		885	150	1035	Const	New	\$46,000,000	0
YEAR 3 TOTAL			2,950		2,950	600	3,550			\$617,300,000	
GRAND TOTAL			17,434	450	17,884	2,400	19854^{***}			\$1,310,000,000	

Notes:

- Plng = Planning Funding Add = Addition Sol=Solution
- Const = Construction Funding New = New School
- Mod = Modernization Rep = Replacement
- [^] Not site ready, anticipated to be ready within 1 year
- ^{^^} Not site ready, anticipated to be ready within 5 years
- ^{*}Belmont High School was referenced in previous Capital Plans as West Macleod High School
- [#]Site readiness and points will determine final priorities
- (2)second school of that type for the community
- ^{**} Total includes current capacity of 1626 at Nelson Mandela High School and 430 at Dr. Oakley School
- ^{***} Total does not include existing capacity of 1626 at Nelson Mandela High School and 430 at Dr. Oakley School

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



Notes for following pages:

* information obtained from the City's Suburban Residential Growth 2025-2029 story map.

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

NS-1 Belmont/West Macleod High School – New Construction

Address: TBD (not subdivided)

Planning Sector: South

Site size: 20.65 acres

Building Envelope: 12.85 acres

Site Readiness: Not Site Ready (anticipated to be site ready by late 2027)

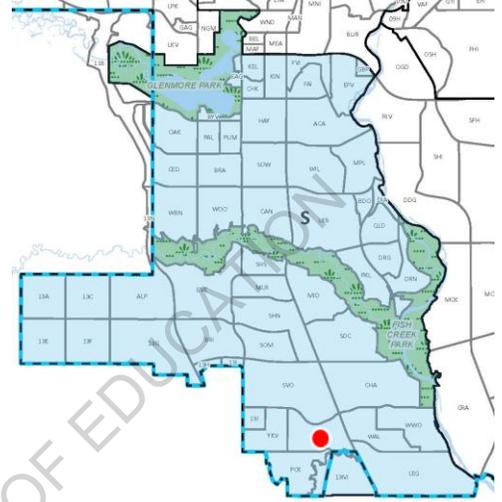
Estimated Project Cost: \$150,000,000

Grade configuration: 10-12

Total Opening Capacity: 2,410

Total Future School Capacity: 2,410

Key Driver(s): Enrolment Pressures



Sector Growth:

- South sector accounted for 20 per cent of total dwelling unit growth between 2020 and 2024, adding 1,895 housing units per year on average.*
- The forecast for 2025 estimates an increase to 23 per cent of the new community share with an average of 2,322 dwelling units per year.*

Community Profile:

- The West Macleod ASP communities are planned for an estimated 11,115 dwelling units, with an estimated population capacity of 30,918.*
- Belmont is approximately 33 per cent built out.*
- 1205 Grade 4-6 students residing in the south communities (Belmont, Silverado, Yorkville, Pine Creek, Chaparral, Walden, Wolf Willow, Legacy) and attend CBE schools.
- 1194 Grade 10-12 students residing in the south communities (Belmont, Silverado, Yorkville, Pine Creek, Chaparral, Walden, Wolf Willow, Legacy) and attend CBE schools.



Designated school:

- Dr. E.P. Scarlett (12 km away)
- Current Utilization: 125 per cent

Summary:

- Growth in the South sector is anticipated to be the second largest amongst all sectors.*
- Subdivision approved (SB2025-0025), with Prior to Endorsement conditions, anticipated to be site ready in 2027.
- Highest ranked new school construction project by CBE (see K-Grade 12 ranking table)
- Future High School will be located adjacent to the City of Calgary Belmont Fieldhouse, Library and Recreation Facility.

- High School site will include a 12.85 acre MSR parcel for the future high school building, shared parking, outdoor natural turf football/soccer combo field and landscaping. The High School will have access to the 7.8 acre City of Calgary outdoor artificial turf athletic park located immediately adjacent to the High School. A shared use agreement will be executed in the future to address shared parking arrangements between the 2 sites and access for future high school students to the athletic park.
- High Schools in the South sector are anticipated to reach a 121 per cent utilization by residence rate by 2030.

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NS-3 Livingston Middle – New Construction

Address: 90 Livingston HL NE

Planning Sector: North

Site size: 12.09 acres

Building Envelope: 5.25 acres

Site Readiness: Not Site Ready (anticipated to be site ready by late 2027)

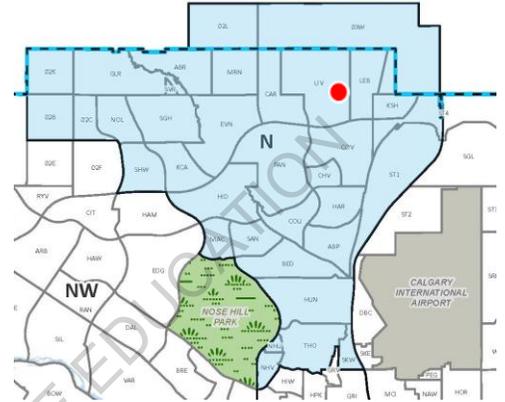
Estimated Project Cost: \$46,000,000

Grade configuration: 6-9

Total Opening Capacity: 885

Total Future School Capacity: 1035 (150 modular)

Key Driver(s): Enrolment Pressures



Sector Growth:

- North sector accounted for 24 per cent of total dwelling unit growth between 2020 and 2024, adding 2,228 dwelling units per year on average.*
- The forecast for 2025 estimates an increase to 27 per cent of the new community share with an average of 2,684 housing units per year.*

Community Profile:

- The community is planned for an estimated 7,907 dwelling units, with an estimated population capacity of 22,319.*
- Livingston is approximately 35 per cent built out.*
- 432 K-Grade 4 students and 335 Grades 5-9 students residing in Livingston attend existing CBE schools.



Designated school:

- Colonel Irvine (29 km away)
- Current Utilization: 111 per cent

Summary:

- The North sector has the highest projected growth within the seven planning sectors.*
- Currently subdivided and serviced, anticipate to be site ready in 2027.
- Middle schools in the North sector are anticipated to reach a 150 per cent utilization by residence rate by 2030.

NS-4 Seton Middle – New Construction

Address: 4400 202 Avenue SE

Planning Sector: Southeast

Site size: 12.0 acres

Building Envelope: 4.75 acres

Site Readiness: Site Ready

Estimated Project Cost: \$46,000,000

Grade configuration: 6-9

Total Opening Capacity: 1035 (150 modular)

Total Future School Capacity: 1035

Sector Growth:

- Southeast sector accounted for 20 per cent of total unit growth between 2020 and 2024, adding 1,891 housing units per year on average.*
- The forecast for 2025 estimates a decrease to 17 per cent of the new community share with an average of 1,681 housing units per year.*

Community Profile:

- The community is planned for an estimated population capacity of 20,500 to 21,700 people and 7,992 dwelling units.**
- Seton is approximately 58 per cent built out.*

Enrolment pressures:

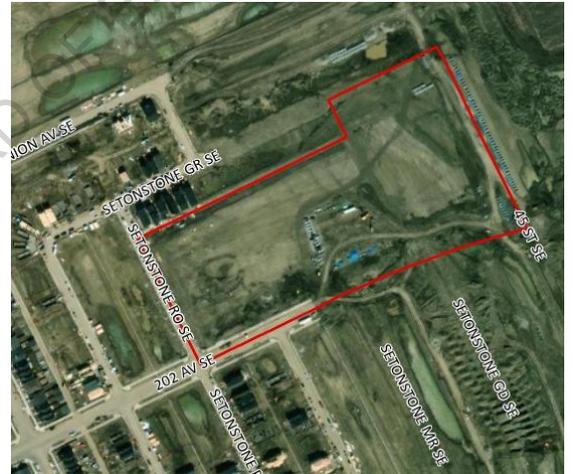
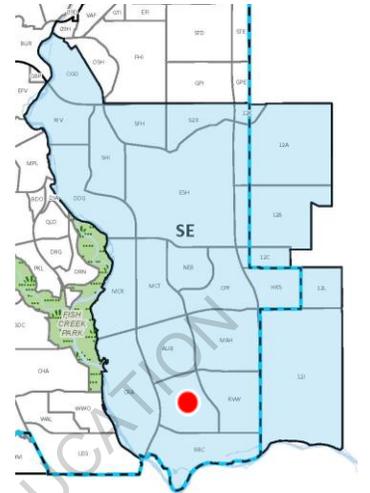
- 334 Grades 5-9 students currently residing in Seton attend existing CBE schools.
- 443 K-Grade 4 students residing in Seton attend existing CBE schools.

Designated school:

- Dr. George Stanley (located 3 km away)
- Current Utilization: 112 per cent

Summary:

- Growth in the Southeast sector is anticipated to be the third largest amongst all sectors.*
- Subdivided and serviced, fully site ready.
- Middle schools in the Southeast sector are anticipated to reach a 134 per cent utilization by residence rate by 2030.



NS-5 Belmont – New Construction

Address: 305 Belmont Avenue SW

Planning Sector: South

Site size: 10.08 acres

Building Envelope: 4.02 acres

Site Readiness: Site Ready

Estimated Project Cost: \$27,000,000

Grade configuration: Grades K-4

Total Opening Capacity: 590

Total Future School Capacity: 740
(150 modular)

Sector Growth:

- South sector accounted for 20 per cent of total dwelling unit growth between 2020 and 2024, adding 1,895 housing units per year on average.*
- The forecast for 2025 estimates an increase to 23 per cent of the new community share with an average of 2,322 dwelling units per year.*

Community Profile:

- Belmont is planned for an estimated population capacity of 9,000 to 9,400 people and 3,230 dwelling units.**
- Belmont is approximately 33 per cent built out.*

Enrolment pressures:

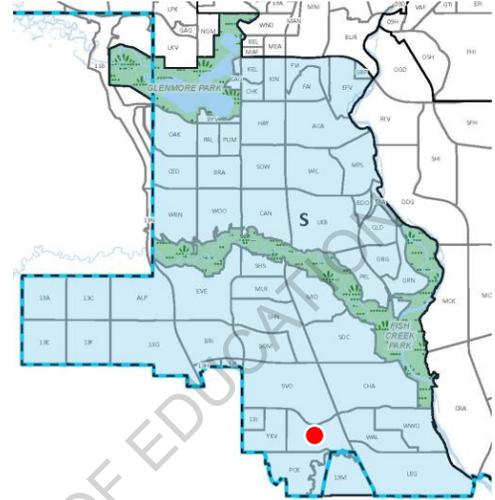
- 173 K-Grade 4 students residing in Belmont attending CBE schools.
- 490 children (aged 1-5) currently residing in Belmont.

Designated school:

- Ethel M. Johnson (located 12 km away)
- Current Utilization: 77 per cent

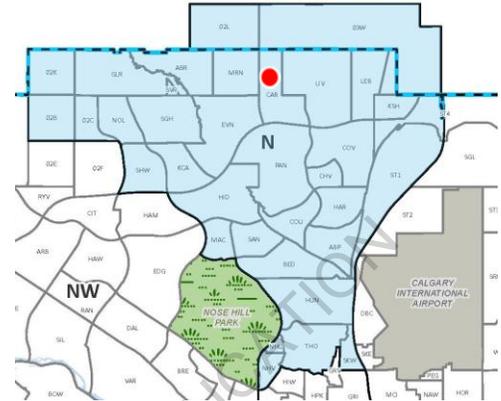
Summary:

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



NS-6 Carrington Middle – New Construction

Address: TBD (not subdivided)
Planning Sector: North
Site size: 11.57 acres
Building Envelope: 4.75 acres
Site Readiness: Not Site Ready
 (anticipated to be site ready by late 2027)
Estimated Project Cost: \$46,000,000
Grade configuration: 6-9
Total Opening Capacity: 885
Total Future School Capacity: 1035
 (150 modular)
Key Driver(s): Enrolment Pressures



Sector Growth:

- North sector accounted for 24 per cent of total dwelling unit growth between 2020 and 2024, adding 2,228 dwelling units per year on average.*
- The forecast for 2025 estimates an increase to 27 per cent of the new community share with an average of 2,684 housing units per year.*

Community Profile:

- The community is planned for an estimated 1,832 dwelling units, with an estimated population capacity of 5,987.*
- Carrington is approximately 65 per cent built out.*
- 326 K-Grade 4 students and 279 Grades 5-9 students residing in Carrington attend existing CBE schools.

Designated school:

- Nose Creek School (19 km away)
- Current Utilization: 126 per cent

Summary:

- The North sector has the highest growth projected within the seven planning sectors.*
- Currently unsubdivided but anticipated to be site ready by 2027.
- Middle schools in the North sector are anticipated to reach a 150 per cent utilization by residence rate by 2030.



NS-7 Pine Creek Elementary – New Construction

Address: TBD (not subdivided)

Planning Sector: South

Site size: 12 acres

Building Envelope: 4.0 acres

Site Readiness: Not Site Ready (anticipated to be site ready by late 2027)

Estimated Project Cost: \$27,000,000

Grade configuration: K-5

Total Opening Capacity: 590

Total Future School Capacity: 740 (150 modular)

Key Driver(s): Enrolment Pressures

Sector Growth:

- South sector accounted for 20 per cent of total dwelling unit growth between 2020 and 2024, adding 1,895 housing units per year on average.*
- The forecast for 2025 estimates an increase to 23 per cent of the new community share with an average of 2,322 dwelling units per year.*

Community Profile:

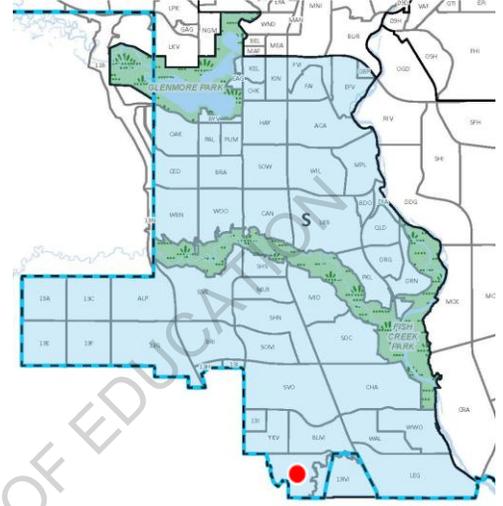
- The community is planned for an estimated 2,327 dwelling units, with an estimated population capacity of 7,409.*
- Pine Creek is approximately 42 per cent built out.*
- 350 children (aged 1-5) currently residing in Pine Creek.
- 173 K-4 students residing in Pine Creek attend existing CBE schools.

Designated school:

- Bridlewood School (8 km away)
- Current Utilization: 91%

Summary:

- The South sector has the second highest growth projected within the seven planning sectors.*
- This is a Joint-Joint Use Site (JJUS), the CCSD site (north) is currently subdivided while the CBE site (south) is unsubdivided.
- Elementary schools in the South sector are anticipated to reach a 88 per cent utilization by residence rate by 2030.
- The South sector includes both mature, developed communities and new and developing communities, therefore, there are variations in the utilization rates within the sector.



NS-8 Glacier Ridge Elementary– New Construction

Address: TBD (Subdivision approved, but not registered)

Planning Sector: North

Site size: 18 acres

Building Envelope: 4.0 acres

Site Readiness: Not Site Ready (anticipated to be site ready in 2027)

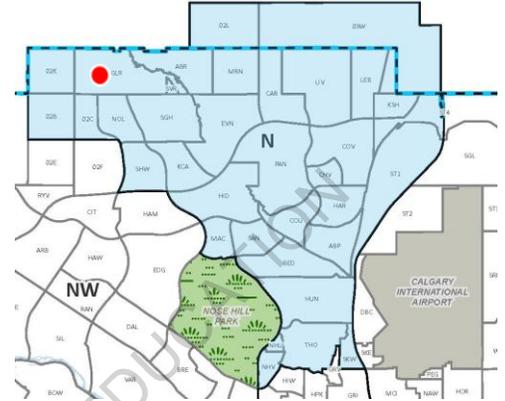
Estimated Project Cost: \$27,000,000

Grade configuration: K-5

Total Opening Capacity: 590

Total Future School Capacity: 740 (150 modular)

Key Driver(s): Enrolment Pressures



Sector Growth:

- North sector accounted for 24 per cent of total dwelling unit growth between 2020 and 2024, adding 2,228 dwelling units per year on average.*
- The forecast for 2025 estimates an increase to 27 per cent of the new community share with an average of 2,684 housing units per year.*

Community Profile:

- The community is planned for an estimated 10,767 dwelling units, with an estimated population capacity of 30,799.*
- Glacier Ridge is approximately 13 per cent built out.*
- 285 children (aged 1-5) currently residing in Glacier Ridge.
- 131 K-4 students residing in Glacier Ridge attend existing CBE schools.

Designated school:

- Royal Oak School (14 km away)
- Current Utilization: 104 per cent

Summary:

- The North sector has the highest growth projected within the seven planning sectors.*
- Subdivision is approved but not yet registered at land titles. Anticipated to be site ready in 2027.
- Elementary schools in the North sector are anticipated to reach a 101 per cent utilization by residence rate by 2030.



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Appendix V: Individual Project Profiles – Existing School Capital Project Requests



Notes for following pages:

* information obtained from the City's Suburban Residential Growth 2025-2029 story map.

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

ES-#1 Crescent Heights High School – Modernization

Address: 1019 1st Street NW

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

Planning Sector: Centre

Site Size: 6.89 acres

Site Readiness: Site ready

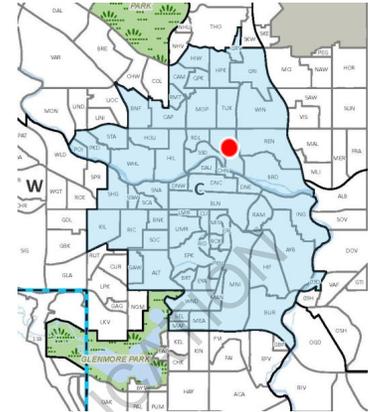
Estimated Project Cost: TBD

Utilization rate: 87 per cent (Sept 2025)

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

Current Capacity: 2143

Proposed Capacity: TBD



Highlighted Issues Supporting Modernization:

Major Building Systems:

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

Building Code Issues:

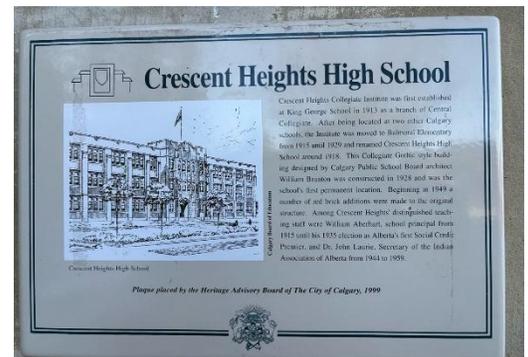
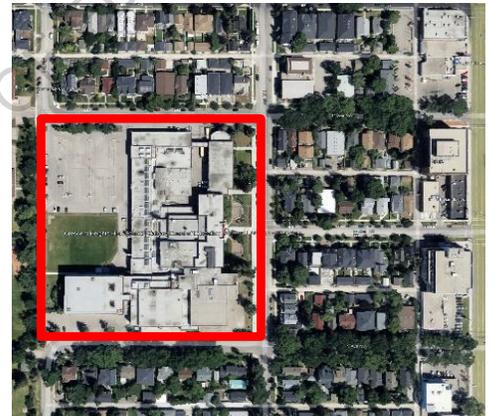
- The school is partially sprinklered.
- CTS Metal fabrication has been closed due to code issues.

Accessibility:

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

Energy Efficiency:

- The building has a high Energy Use Intensity.



Functionality and Programming:

- CTS spaces are functionally obsolete and would require updating to meet 21st century learning standards. Offerings at the school requiring work are culinary arts, cabinet making, automotive, fabrication, and computing sciences.
- School layout/floorplan is disjointed. Two wings of the school have three floors which are not interconnected with access to the exit stairwell in one wing running through a classroom.

Summary:

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

- Complete replacement of all mechanical systems, which have exceeded their design life;
- Redevelopment of all washrooms, which were designed for elementary-aged children;
- HAZMAT abatement of asbestos and mold (due to building envelope failure);
- Architectural and code-related upgrades to ensure safety and compliance;
- Accessibility improvements are required to meet barrier-free standards; and
- Replacement of life safety systems including PA system, fire alarm, emergency lighting and a sprinkler system.

Summary:

The replacement of Spruce Cliff School is uniquely positioned to address both pressing facility needs and broader system wide capacity pressures. The building's aging infrastructure, outdated learning environments, and significant physical deficiencies make full replacement the most effective long-term solution. A modernized facility, purpose-built to support the CBE's high school upgrading program, will deliver a safe, efficient, and future ready learning environment with substantial benefits for students, families, and the wider CBE system including higher high school completion rates.

The site itself further strengthens this initiative. It can accommodate an expanded parking lot to support a mature student population, reducing pressure on surrounding residential streets. In addition, the school's location is just 1.1 km from the Westbrook C-Train Station provides strong public transit connectivity.

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ES-#3 Nelson Mandela High School – Addition

Address: 45 Saddletowne CI NE

Facility History: Built in 2016. There have been no significant additions or renovations since construction.

Planning Sector: Northeast

Site size: 18 acres

Site Readiness: Site ready

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

Grade configuration: Grades 10-12

Current Capacity: 1626 (as per the approved 2024-2025 Provincial Area Capacity & Utilization Report)

Proposed Added Capacity: 700 (to be verified at Planning stage)

Key Driver(s): Enrolment Pressures



Highlighted Issues Supporting Addition:

Sector Growth:

- Northeast sector accounted for 19 per cent of total unit growth between 2020 and 2024, adding 1,822 dwelling units per year on average.*
- The forecast for 2025 estimates a decrease to 13 per cent of the new community share with an average of 1,335 dwelling units per year.*

Community Profiles:

- Current designation boundaries include the mostly built out communities of Saddle Ridge, Martindale, and Taradale.
- Approximately 2,500 Gr.10-12 students reside within these communities.
- Saddle Ridge is approximately 78 per cent built out.*

Enrolment pressures:

- Nelson Mandela High School is currently at a utilization rate of 125 per cent.
- The three-year projection is 142 per cent (without overflows to James Fowler HS)
- A new school addition adding 700 spaces would bring the long-term utilization rate to 118 per cent by 2034 and accommodate students closer to home.
- Six (6) modular units were installed in 2025.
- Castleridge, Falconridge and Coral Springs were previously designated to Nelson Mandela High School but were designated to James Fowler High School starting the 2022-23 school year due to high utilization rates.
- Nelson Mandela High School was placed into overflow status in March 2024 as enrolment for the 2024-25 school year was too high for what the school could accommodate.

Summary:

- Projected Student by Residence enrolment in the Northeast is 146%.



- Nelson Mandela High School is projected to have a utilization rate of 142 per cent (without overflows) by 2028.
- Additional capacity at Nelson Mandela High School will allow students to attend school closer to home.

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ES-#4 Dr. Oakley School - Modernization

Address: 3904 20 St SW

Facility History: Built in 1959, with an addition in 1969.

Planning Sector: Centre

Site Size: 6.19 acres

Site Readiness: Site ready

Estimated Project Cost: \$25,000,000

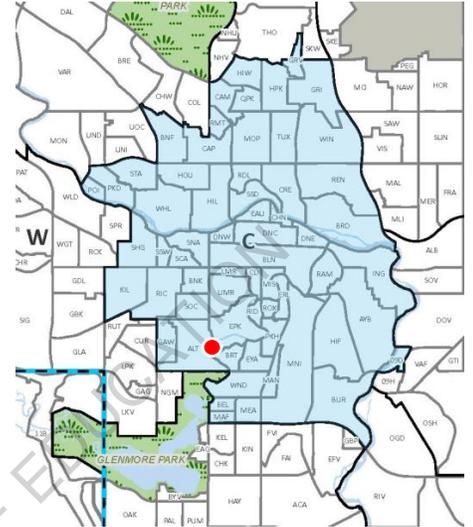
Projected Facility Utilization by 2028: 40%

Grade Configuration: 3-9

Current Capacity: 448

Proposed Capacity: 629

Key Driver(s): Building Condition, Efficiency Solutions, Enrolment Pressures, Functionality and Programming



Highlighted Issues Supporting Modernization:

Underutilized School:

- There is an acute need for middle school space in central Calgary, with the closest middle school (Mount Royal School) at 137% utilization and overflowing to 3 different receiver schools.
- Mount Royal School is expected to be at 157% utilization by 2028.
- Dr. Oakley School is currently occupied by a unique setting program utilizing just 40% of the current school space, making it an ideal candidate for modernization without having to decant students.
- By modernizing the school, it could open the school to approximately 400 regular program community students, while maintaining the unique setting program.



Major Building Systems:

- The roof is beyond its useful life and requires full replacement including upgrades to insulation.
- Miscellaneous upgrades to mechanical systems that are beyond the end of their life, such as steam traps, condensate tank vents, and more.
- HAZMAT abatement
- Revitalisation of exterior concrete surfaces
- Most internal finishes are dated, worn and in need of replacement, including but not limited to the gymnasium floor and all washrooms and changerooms.
- Fire alarms, emergency lighting, and fire doors are aging and require replacement.
- Partial replacement of underground services as required.

Accessibility:

- The school is not accessible, requiring an external elevator installation, ramps within the school, and washroom accessibility conversions.

Functionality & Programming:

- Dr. Oakley was originally built as a middle school but was adapted to house the above-mentioned unique setting program, removing all CTF classroom space. School spaces need to be converted back to Foods and Construction shops to meet middle school programming requirements.
- System administrative space that is currently in the school's lower level will be converted to four classrooms.

Summary:

With a very low utilization rate, an opportunity exists to redevelop the school and return it to a fully functioning middle school with sufficient space to house a regular program while continuing to support the Dr. Oakley program. Doing so will help resolve middle school space pressures in central Calgary, specifically addressing the overutilization of Mount Royal School, and allow students to attend school closer to home. This project will also offer the opportunity to simultaneously resolve all outstanding facility condition and building code issues at Dr. Oakley School, reducing CBE's deferred life cycle and maintenance liability.

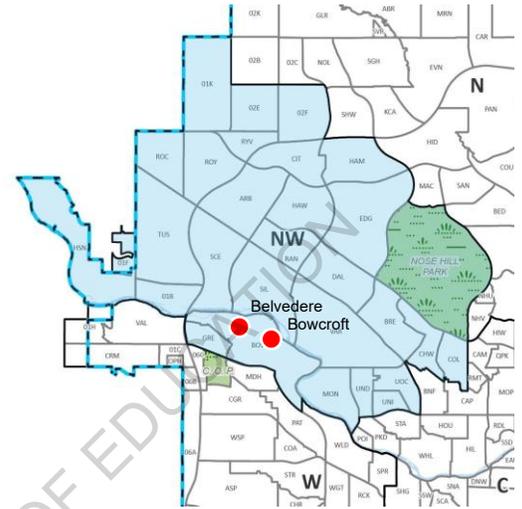
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ES-#5 Bowcroft & Belvedere Parkway Schools – Solution

Planning Sector: Northwest
Estimated Planning Cost: \$150,000
Estimated Project Cost: TBD
Grade Configuration: K-6
Proposed Capacity: TBD
Key Driver(s): Building Condition, Community Renewal, Efficiency Solutions, Enrolment Pressures, Functionality and Programming

Parent Project Proposal:

This project proposes the replacement of Bowcroft and Belvedere Parkway Schools with one larger school on the Bowcroft site.



Key Considerations:

The CBE has two elementary schools serving the community of Bowness: Belvedere Parkway Elementary and Bowcroft Elementary. These schools are in close proximity and are both in poor physical condition with significant building systems, building code, accessibility, and functional issues that would require extensive and costly renovation.

It is a struggle to fill both schools with students from the home community of Bowness. Bowcroft School houses an alternative program that partially addresses this issue, while Belvedere Parkway is currently housing students from the Nolan Hill community. Nolan Hill elementary school was approved for design in 2025, with preliminary completion slated for 2029. Once open, utilization at Belvedere Parkway School is expected to drop to 70 per cent. Additionally, with excess space available in the Bowness area middle school (T.B. Riley School), balancing enrollment through grade configuration realignment is also being considered. Based on our current analysis, building a single larger replacement school for both Bowcroft and Belvedere Parkway Schools is the recommended approach.

Upon completion of the new facility on the Bowcroft site, Bowcroft School would be fully vacated, demolished and replaced with play fields, while Belvedere Parkway School may remain in use for a short time, prior to vacating, demolishing and restoring the site. Further analysis will be completed through the Planning phase to determine the exact sequencing of all elements of this solution project.

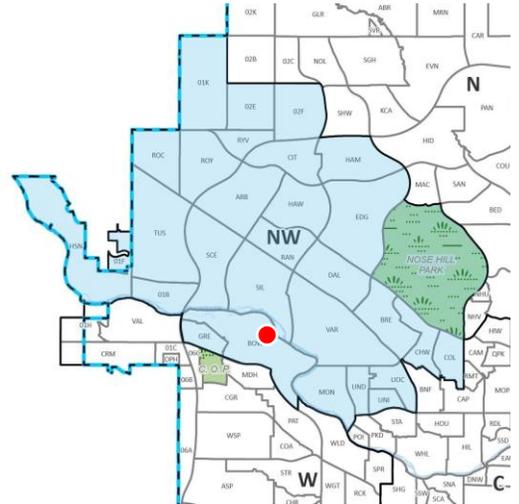
Benefits of the Recommended Solution:

- Improved long-term sustainability: A single, modern school significantly reduces future maintenance and operating costs compared with attempting to renovate and maintain two aging facilities that have exceeded their design life.

- Enhanced learning environment: A new purpose-built building supports contemporary educational programming, improved safety, better natural light, modern mechanical and electrical systems, and flexible learning spaces aligned with current instructional practices.
- Minimized disruption: Constructing the new school adjacent to the existing Bowcroft School allows students at both schools to continue learning in their current buildings throughout construction, avoiding the need for temporary relocation.
- Optimized land use: The demolition of the existing Bowcroft and Belvedere Parkway buildings will create opportunities for future site development on the Belvedere Parkway site, if needed at a later date.
- Equity of access: A consolidated school ensures consistent access to high-quality programming, resources, and a facility that addresses accessibility for all students within the combined catchment area.
- Transportation impact: The proposed consolidation is projected to require one additional bus due to an increase in transported students who are currently within the walk zone for Belvedere-Parkway School but would be in the transportation service area at the solution school. This added cost would be more than offset through the efficiencies of operating a single school in place of two.
- Community investment: A new, modernized school will strengthen the community by providing a contemporary learning environment that also supports after-hours programming, partnerships, and community use.

Child Project Details: Bowcroft School

Address: 3940 73 St NW
Facility History: Built in 1952, with additions in 1953 and 1967.
Planning Sector: Northwest
Site Size: 8.59 acres
Site Readiness: Site ready
Estimated Project Cost: TBD
Utilization Rate: 73% (Sept 2025)
Grade Configuration: K- 6 (regular and German bilingual)
Current Capacity: 499
Key Driver(s): Building Condition, Community Renewal, Efficiency Solutions, Enrolment Pressures, Functionality and Programming



Highlighted Issues Supporting Replacement:

Major Building Systems:

- Most major building systems have exceeded their life expectancy and require replacement, including domestic water and sanitary systems, the public address and security systems. New boiler plant, ventilation system, building envelope and roof, and upgrades to the primary electrical system are also all required.
- Many interior finishes, including millwork and washrooms, are original to the building, worn, outdated and in need of replacement.

Building Code Issues:

- Fire egress travel distances exceed current code in a variety of areas throughout the school.
- The school is currently not sprinklered, which would be required as part of any major upgrade.
- Fire separation issues also exist that must be resolved.

Accessibility:

- The school is partially accessible, with select learning spaces and washrooms throughout still not qualifying as barrier free. The building has no elevator, which makes the 2nd floor of the original 1952 wing not accessible

Energy Efficiency:

- Bowcroft is one of the CBE's worst performing schools by energy use intensity.
- The building envelope is between 74 and 59 years old with minimal work completed since installation.
- Windows are primarily single glazed and in poor condition.

Functionality and Programming

- the gymnasium is significantly undersized compared to current space and program requirements.
- the school is the home of CBE's alternative German Bilingual Program, as well as the Regular Program, each program represents about half of the current enrollment numbers.

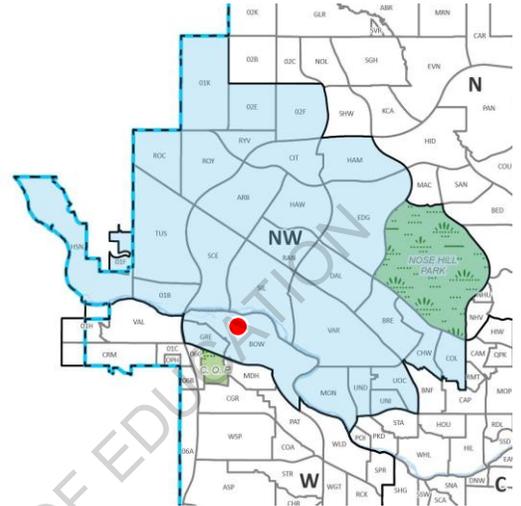
Summary:

- The school's 74-year-old infrastructure has mostly remained unchanged since construction.
- There is a need to address the long outstanding deferred maintenance of the facility and bring the instructional spaces up to a 21st century learning standard.
- With the majority of the classrooms being in the original 1952 wood frame wing, a partial replacement will be required if any future renovations will be done to this building as this wing can not be upgraded to current code.



Child Project Details: Belvedere Parkway School

Address: 4631 85 St NW
Facility History: Built in 1957, with additions in 1964 and 1974.
Planning Sector: Northwest
Site Size: 10.73 acres
Site Readiness: Site ready
Estimated Project Cost: TBD
Utilization rate: 87% (Sept 2025)
Grade Configuration: K- 6
Current Capacity: 543
Proposed Capacity: TBD
Key Driver(s): Building Condition, Community Renewal, Efficiency Solutions, Enrolment Pressures, Functionality and Programming.



Highlighted Issues Supporting Demolition:

Major Building Systems:

- Most major building systems have exceeded their life expectancy and require replacement, including domestic water and sanitary systems, air handling units, public address system, security systems, both boiler plants, the building envelope and roof.
- Many interior finishes, including millwork and washrooms, are original to the building, worn, outdated and in need of replacement.

Building Code Issues:

- Egress travel distances exceed current Code in a variety of areas throughout the school.
- The school is currently not sprinklered and no fire hydrant is located within 90 m of the building, which would be required as part of any major upgrade.
- Fire separation issues also exist that must be resolved.

Accessibility:

- The school is partially accessible, with select learning spaces and washrooms throughout still not qualifying as barrier free. The building has no elevator, which makes the 2nd floor of the original 1957 wing not accessible.

Energy Efficiency:

- the envelope is between 51 and 68 years old with minimal work completed since installation and needing complete replacement
- Windows are primarily single glazed and in poor condition



Functionality and Programming

- the gymnasium is significantly undersized compared to current space and program requirements.

Summary:

- The school's 69-year-old infrastructure has mostly remained unchanged since construction.
- There is a need to address the long outstanding deferred maintenance of the facility and bring the instructional spaces up to a 21st century learning standard.
- With the majority of the classrooms being in the original 1957 wood frame wing, a partial replacement will be required if any future renovations will be done to this building as this wing can not be upgraded to current code.

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- The existing elevator, now beyond its service life, is increasingly unreliable and compromises the school's ability to provide consistent, dignified access across all three floors.

Energy Efficiency:

- Aging window systems-some more than three decades old and others still single pane-significantly undermine thermal performance.
- Multiple deteriorating window-wall systems contribute to an energy intensity 29% above the CBE benchmark, resulting in avoidable operating costs and a larger environmental footprint.

Functionality and Programming

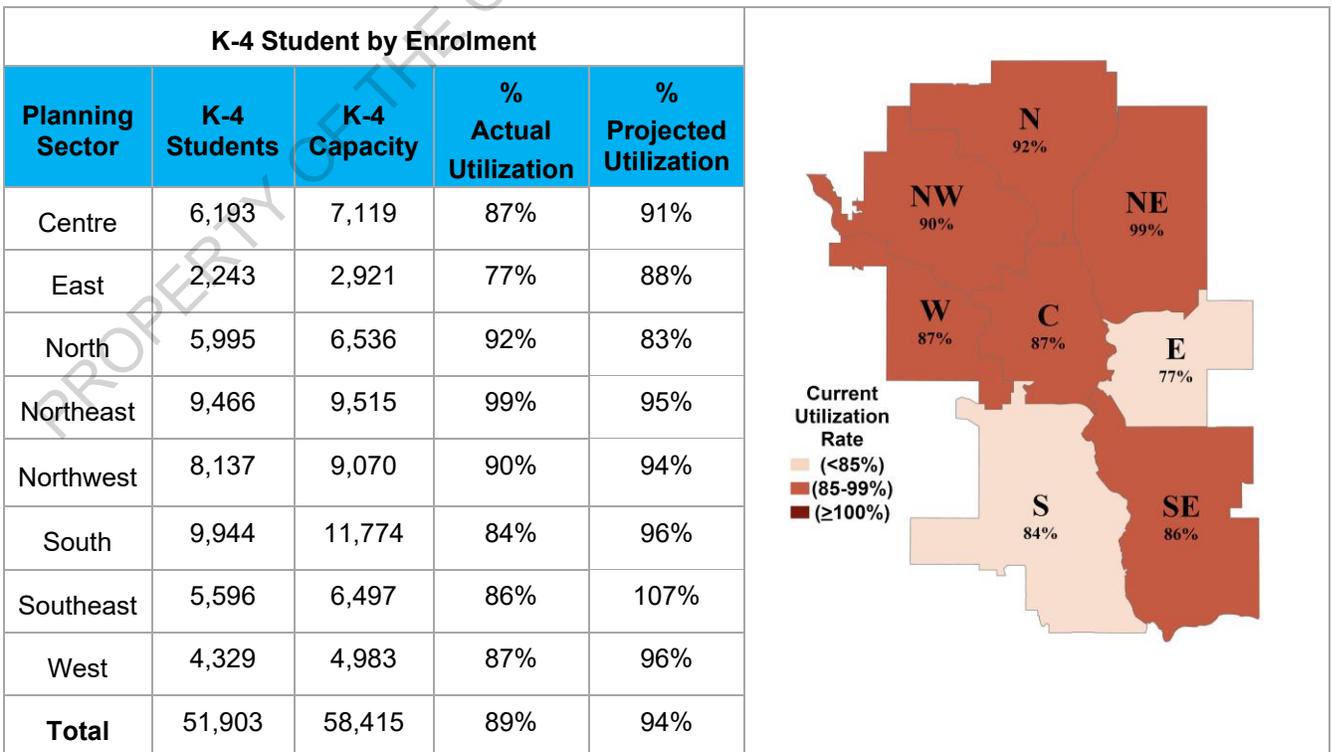
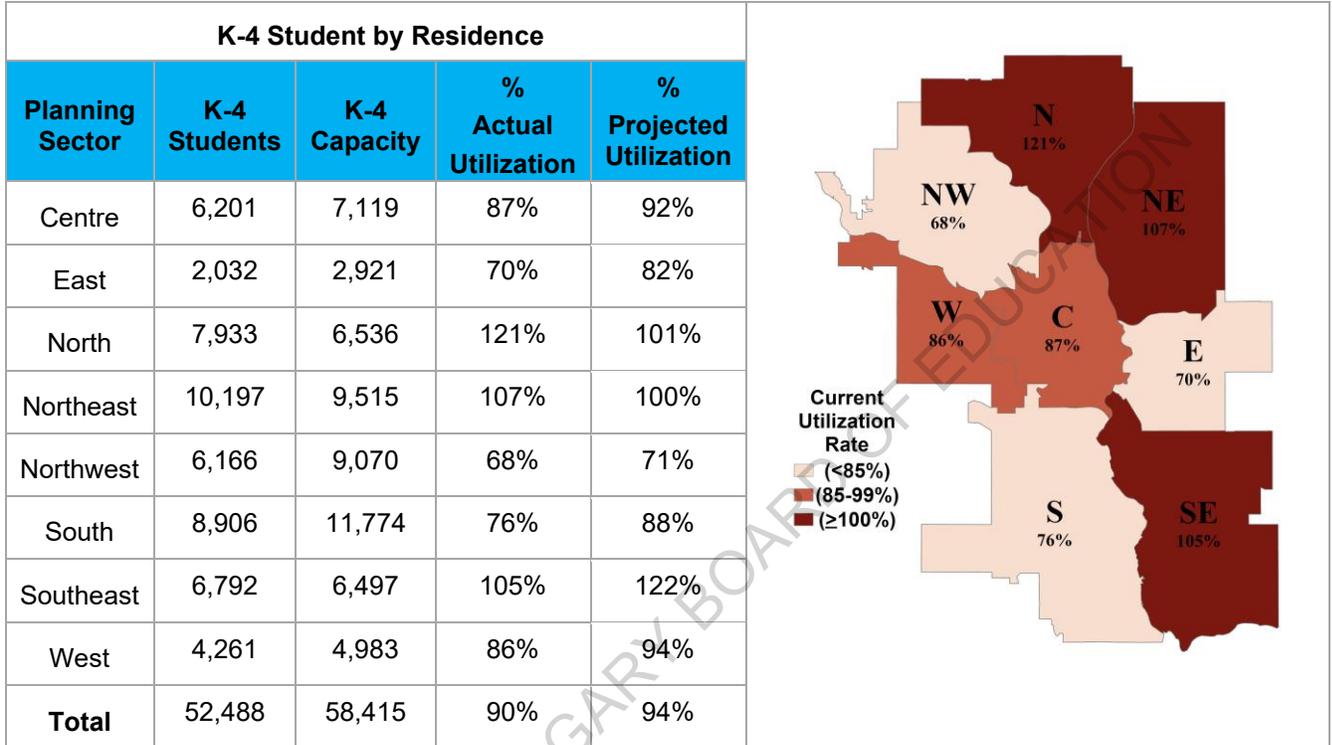
- Key CTS spaces, including the foods lab, automotive services area, and building trades laboratories, are outdated to fully support current curriculum requirements or industry-aligned learning.
- Without modernization, the school cannot deliver the hands-on, career-focused programming that students need to thrive in today's workforce.

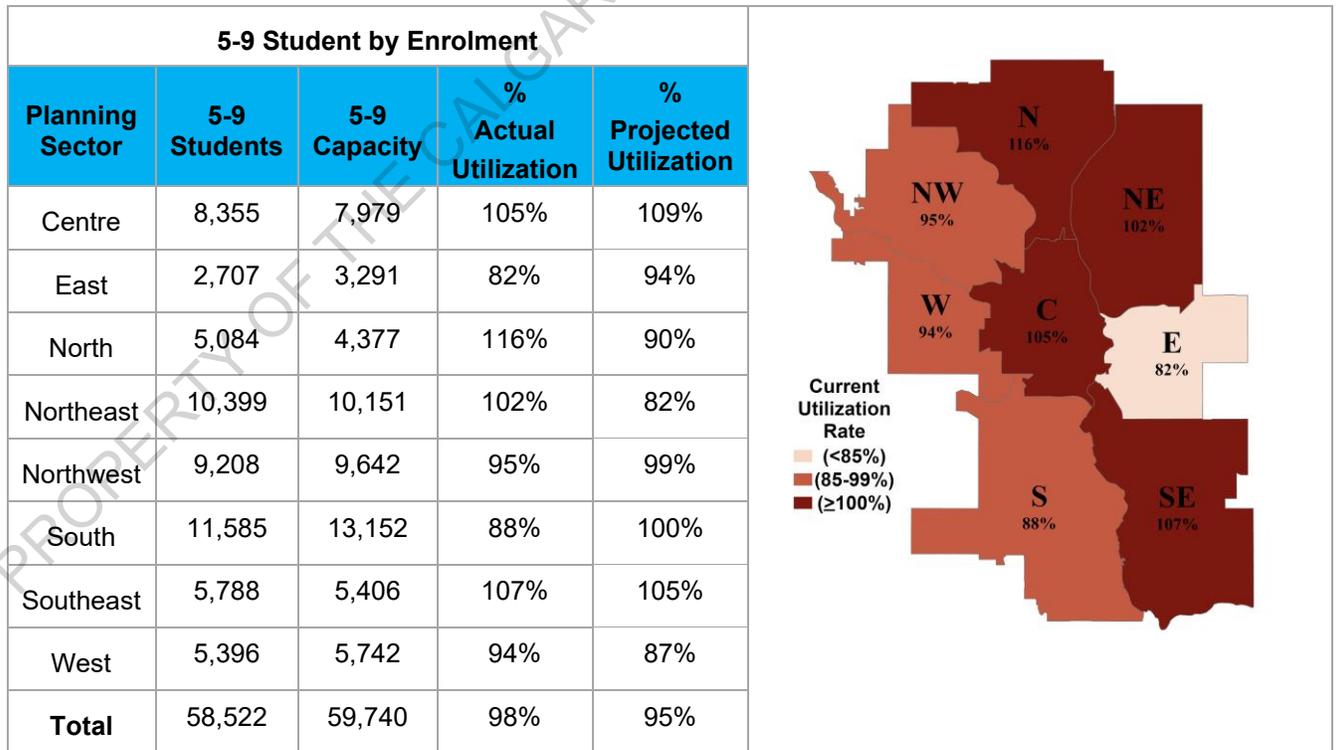
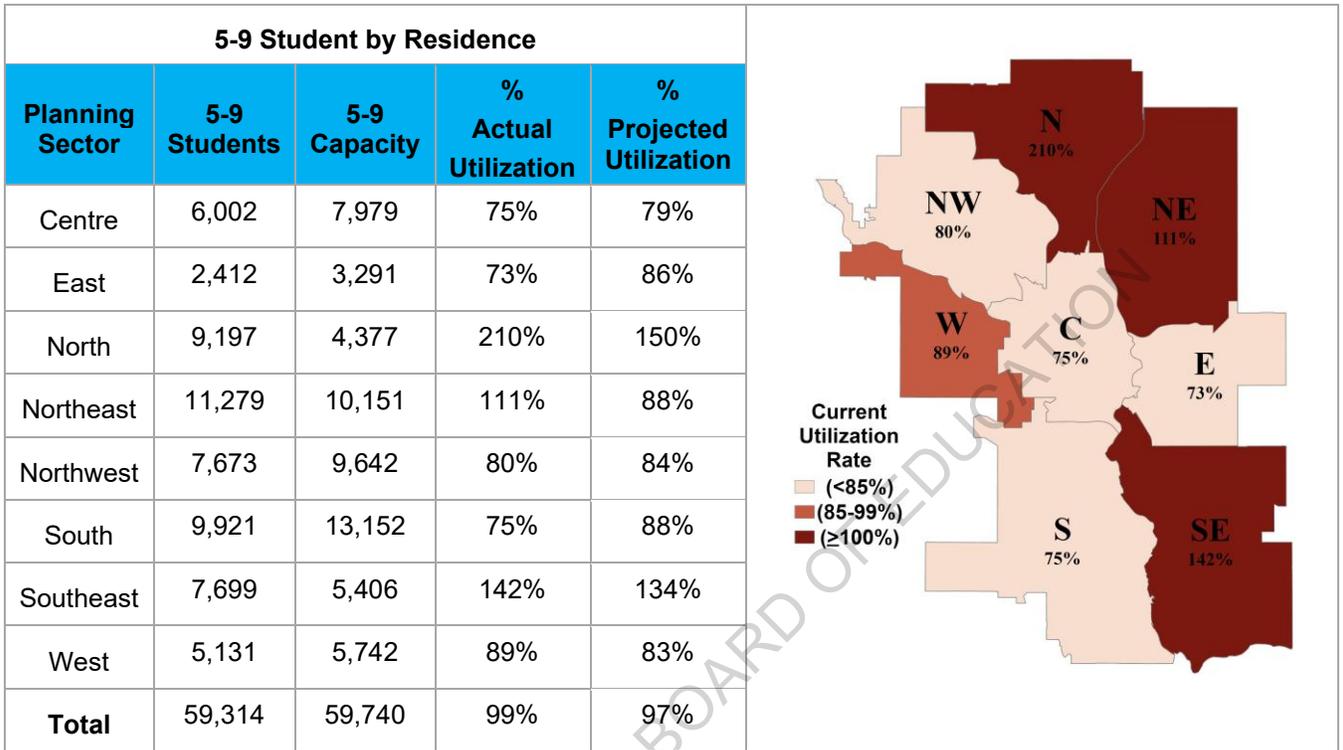
Summary:

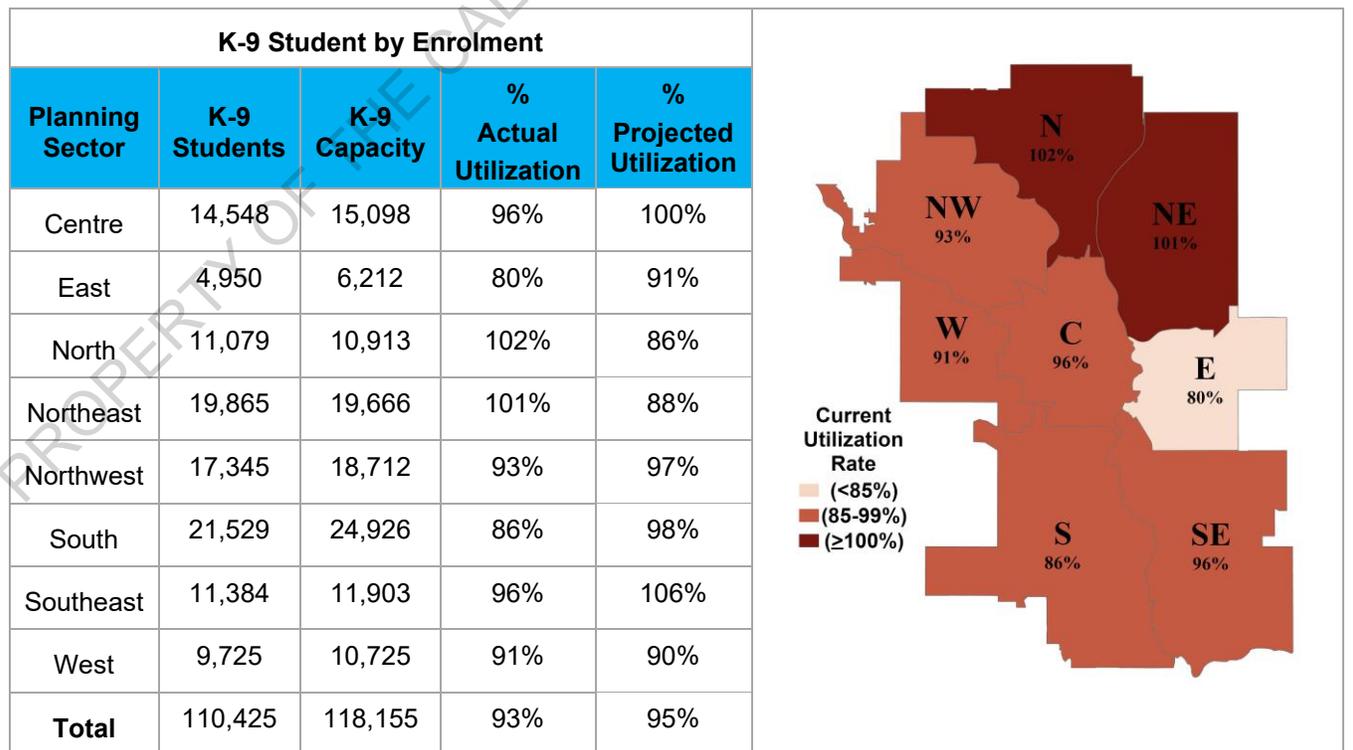
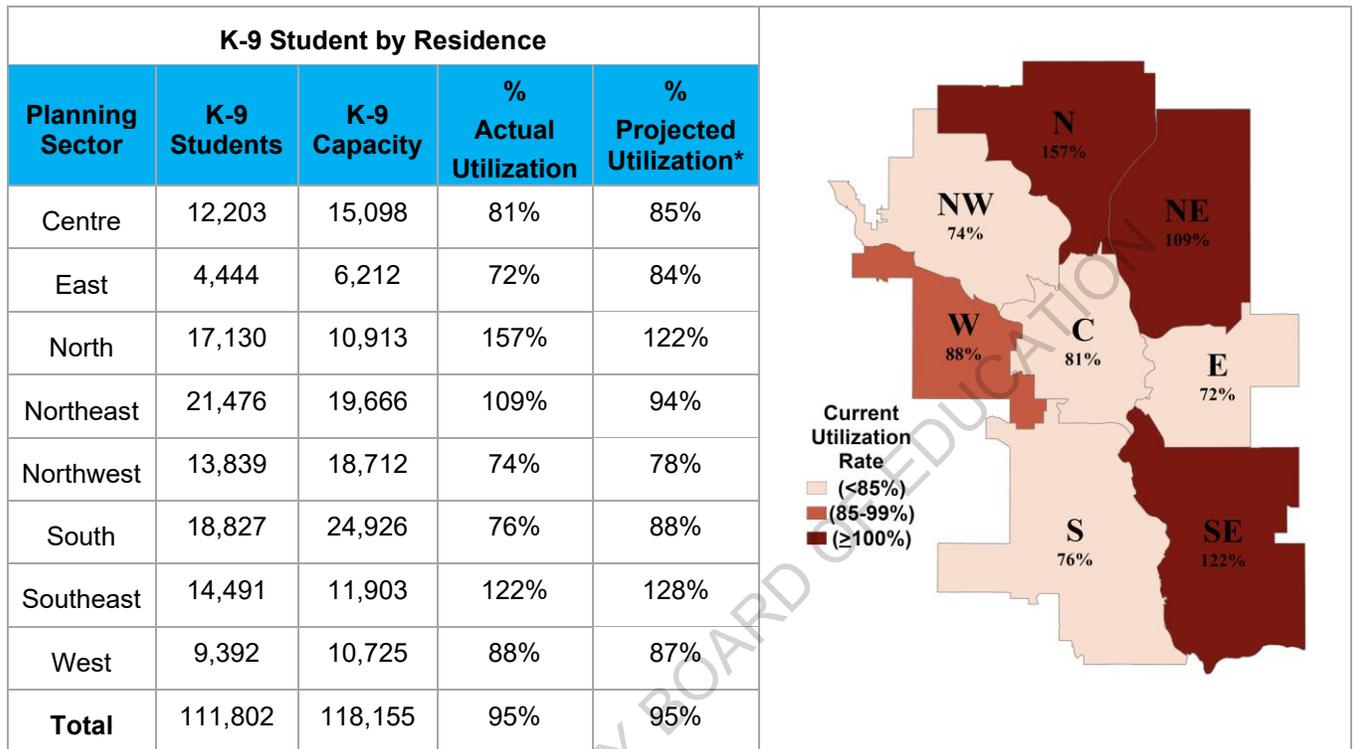
- The school's 66-year-old infrastructure has seen minimal change since its original construction, leaving the facility significantly behind contemporary educational and operational standards.
- Long-standing deferred maintenance must be addressed to ensure the building remains safe, functional, and capable of supporting modern, 21st-century learning.
- William Aberhart High School is operating at full capacity and is projected to remain so. With system-wide high school utilization exceeding 100%, the CBE has limited ability to relocate students to neighboring schools during major construction, further justifying the need for replacement over modernization.
- The site includes sufficient playfield space to accommodate a replacement school, providing a viable and minimally disruptive option for addressing the facility's extensive needs.

Appendix VI: Capacity and Utilization Rates

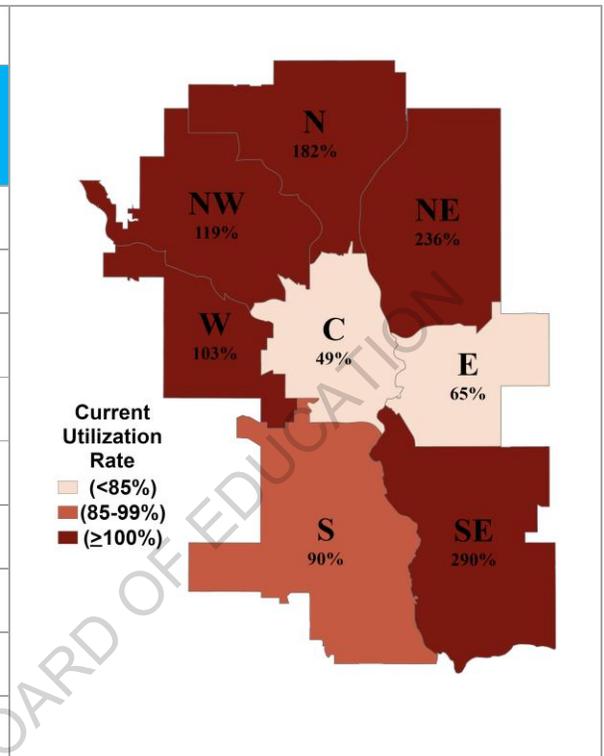
The following tables show the 2025-2026 Actual Utilization rates and 2030-2031 Projected Utilization rates by grade groupings and by Planning Sector. Projections for 2030-2031 account for additional school capacity that has been approved for either planning, design, or construction approval and includes schools currently under construction but not yet operational. It does not include any new schools requested in this year's 3YSCP 2027-2030., nor does it include any new schools that were approved by the Province in March 2026.



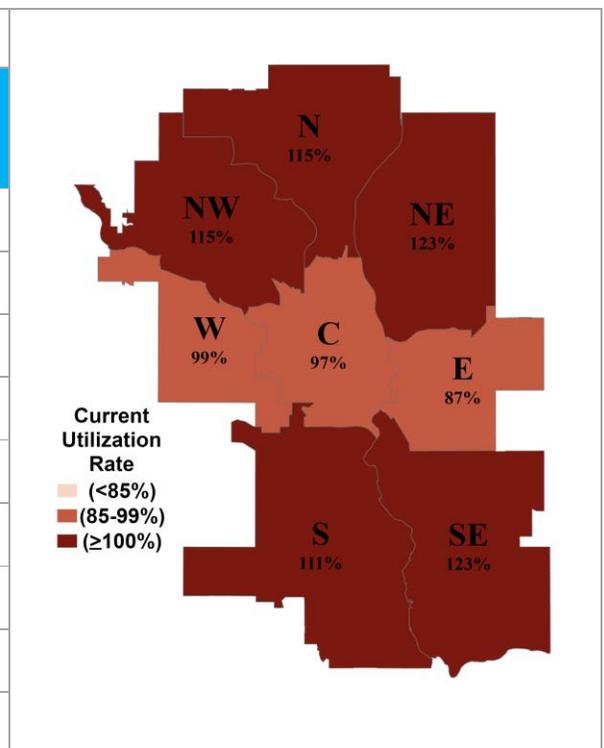




10-12 Student by Residence				
Planning Sector	10-12 Students	10-12 Capacity	% Actual Utilization	% Projected Utilization
Centre	4,292	8,688	49%	51%
East	1,712	2,639	65%	78%
North	6,075	3,332	182%	222%
Northeast	7,521	3,193	236%	146%
Northwest	6,165	5,183	119%	125%
South	6,983	7,751	90%	108%
Southeast	4,687	1,615	290%	339%
West	4,357	4,250	103%	113%
Total	41,792	36,651	114%	121%



10-12 Student by Enrolment				
Planning Sector	10-12 Students	10-12 Capacity	% Actual Utilization	% Projected Utilization
Centre	8,456	8,688	97%	81%
East	2,298	2,639	87%	71%
North	3,844	3,332	115%	152%
Northeast	3,930	3,193	123%	120%
Northwest	5,947	5,183	115%	120%
South	8,358	7,551	111%	126%
Southeast	1,980	1,615	123%	151%
West	4,203	4,250	99%	109%
Total	39,016	36,451	107%	112%



Appendix VII: Capital Planning Project Ranking Criteria

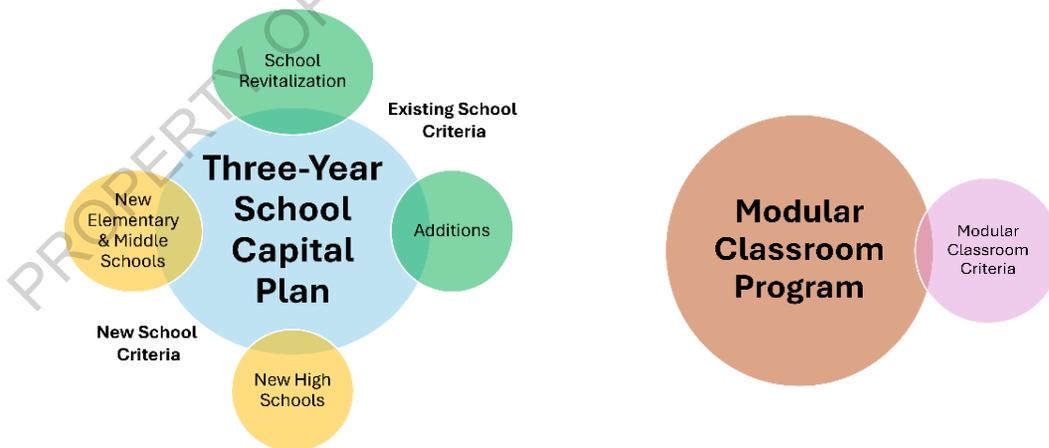
The CBE strives for evidence based, transparent and fair prioritization in the capital planning process. This document outlines the criteria by which capital priorities are considered and ranked for funding requests through the Three-Year School Capital Plan and Modular Classroom Program. The following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

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

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

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

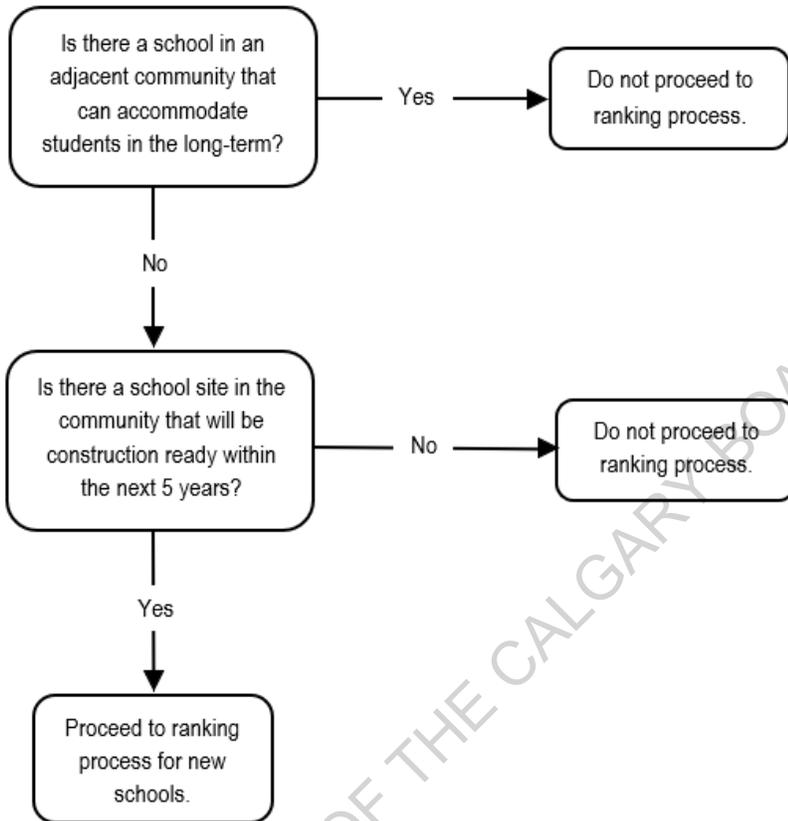
The following criteria aim to address the drivers for capital planning and provide a balanced investment approach to school capital planning and are organized as depicted below:



New School Criteria

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

K-12 Eligibility Filter



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Ranking Criteria (K-4)

Preschool Population:

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

Current K-4 Enrolment:

Use actual end of September enrolment

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

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

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

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

Distance Travelled (km's) *

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

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

Other Considerations

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

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

Notes:

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

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

Ranking Criteria (5-9)

Current K-4 Enrolment:

Use actual end of September enrolment

Current 5-9 Enrolment:

Use actual end of September enrolment

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

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

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

Distance Travelled (km's)*

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

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

Other Considerations

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

Notes:

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

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

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

Ranking Criteria (10-12)

Current 4-6 Enrolment:

Use actual end of September enrolment

Current 10-12 Enrolment:

Use actual end of September enrolment

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

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

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

Distance Travelled (km's)*

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

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

Notes:

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

10-12 Contextual Analysis

Contextual Analysis would include the following:

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

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

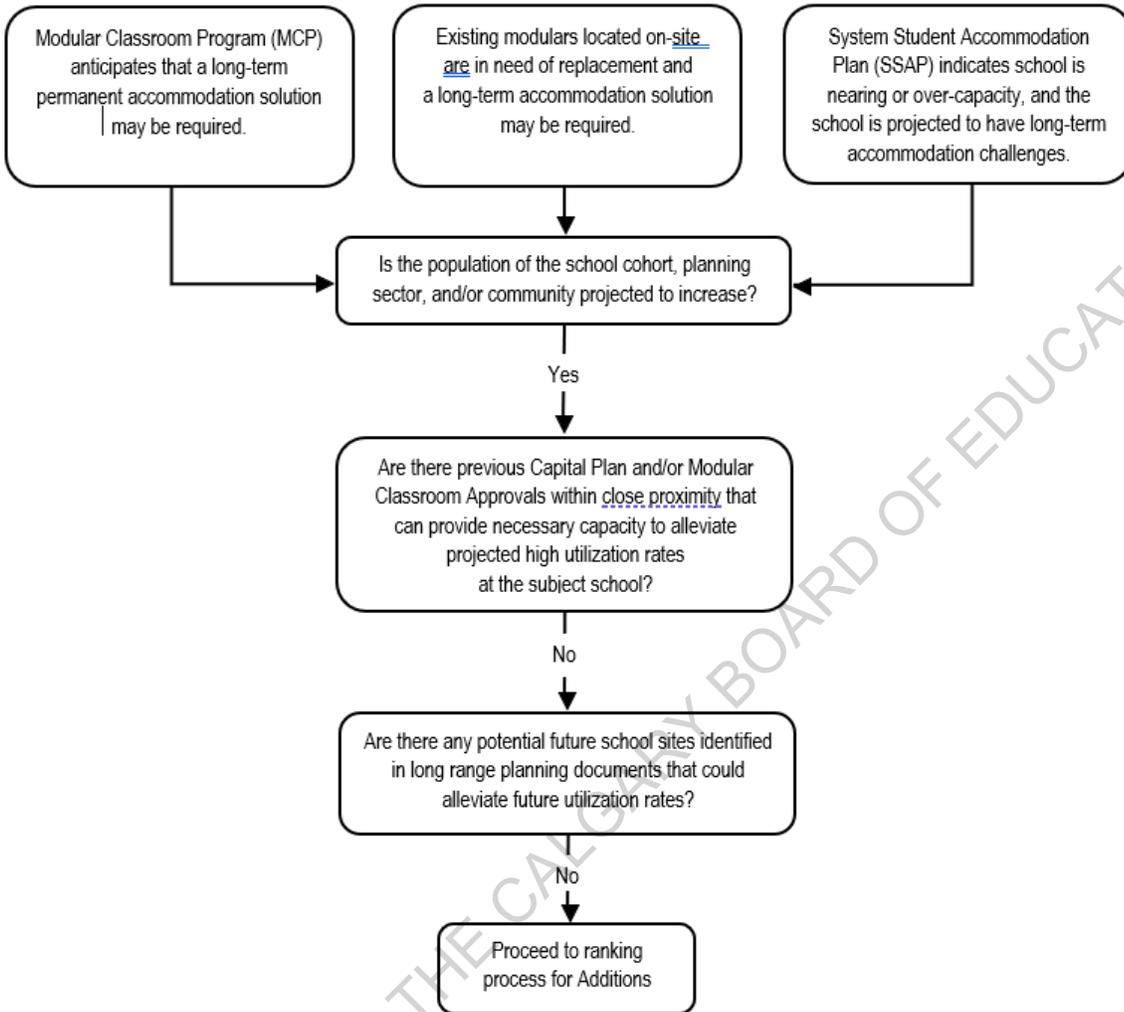
- **Utilization Rate by Student Residence:** represents the utilization rate that would exist if all existing high school students were accommodated in facilities that exist within the planning sector in which they live. This value provides insight into whether there are sufficient spaces within a given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

Existing School Criteria

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

School Addition Criteria

Eligibility Filters



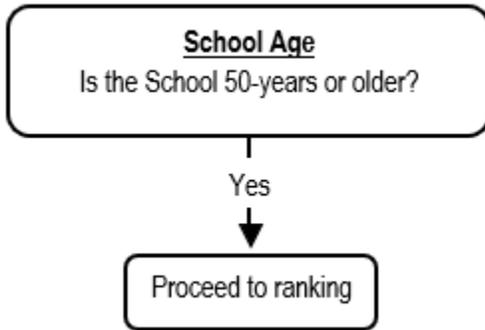
Ranking Criteria

Category A: Enrolment, Utilization, Projection

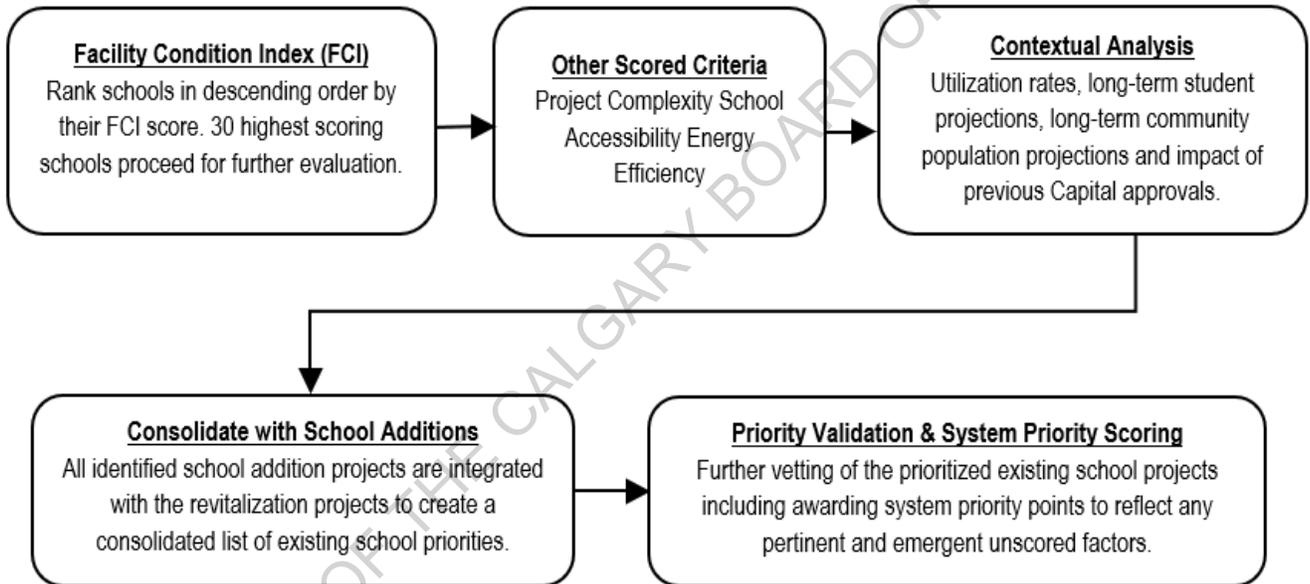
Strength of enrolment and utilization into the future (Projected 3-Year Utilization)	Points
Projected utilization is less than 89%	0
Projected utilization is between 90% to 99%	5
Projected utilization is between 100% to 104%	10
Projected utilization is between 105% to 109%	15
Projected utilization is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

School Revitalization Criteria

Eligibility Filter



Ranking Criteria



Facility Condition Index Scoring

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

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

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



Notes:

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

Other Scored Criteria

Project Complexity Scoring Criteria

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

School Accessibility Scoring Criteria

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

Energy Efficiency Scoring Criteria

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

Contextual Analysis

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

These questions include:

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

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

Priority Validation & System Priority Scoring

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

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

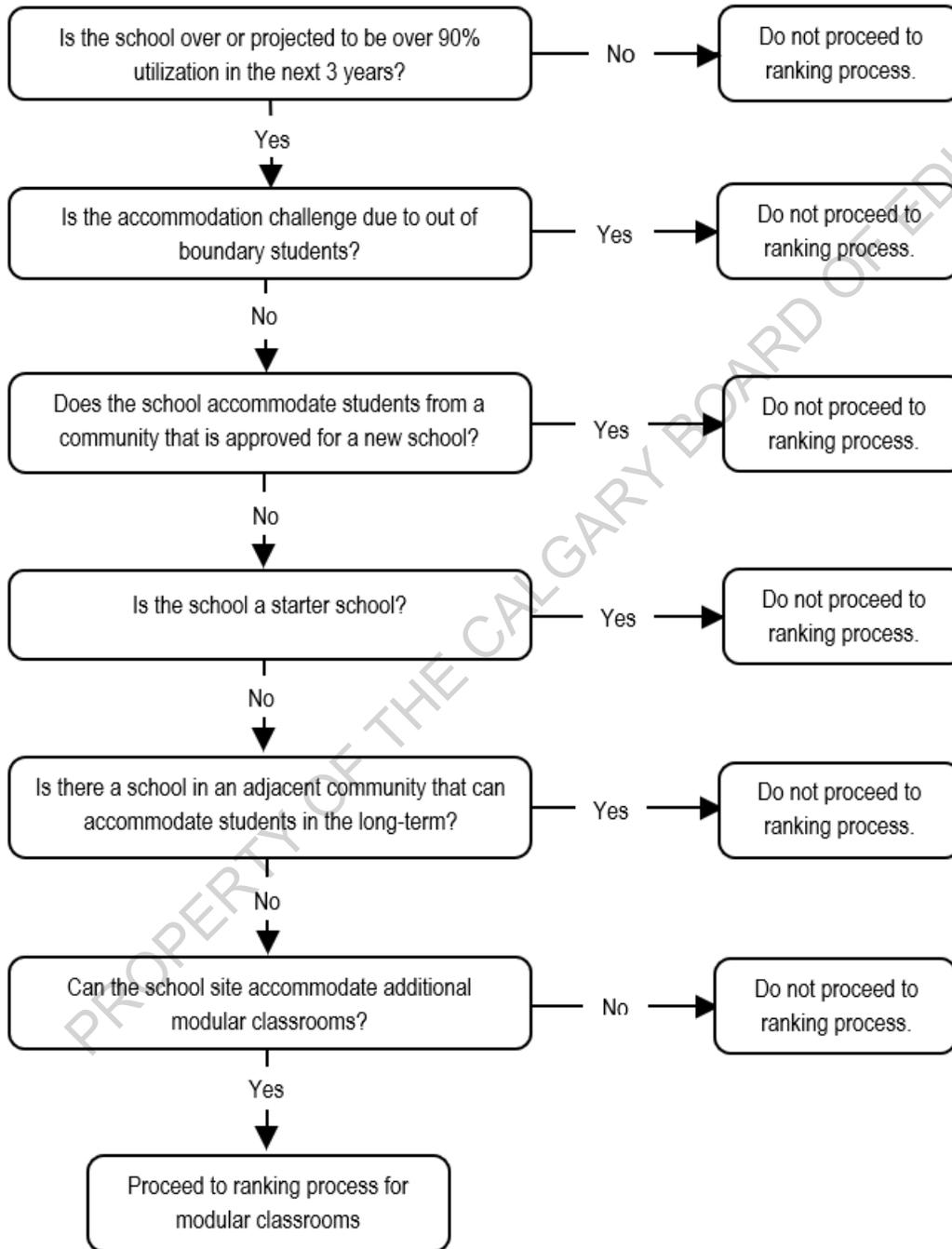
Schools with greatest need and system alignment will be evaluated against the new school priorities to determine what gets included in the Three-Year School Capital Plan. Existing school projects will generally first request Planning funding to confirm project type and scope, unless the project is already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

Modular Classroom Program

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

Modular Classroom Criteria

Eligibility Filter



Ranking Criteria

Category A: Enrolment, Utilization, Projection

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

Category B: Site Features, Location

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

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

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

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

Appendix VIII: New School Construction Ranking

Tables 9 & 10 provide a summary of the points assigned for all schools in new communities that passed the K-12 Eligibility Filters identified in the Capital Planning Project Ranking Criteria as outlined in [Appendix VII](#) and were subsequently ranked.

Table 9: K-Grade 9 School Communities

Rank	Community	Points	Planning Sector	Grade	Anticipated Site Readiness
1	Legacy (Not site ready)	1,481	S	K-5	1 year
2	Seton (Not site ready)	1,393	S	K-5	Within 5 years
3	Walden/Wolf Willow	1,352	S	K-9	Within 5 years
4	Livingston (Not site ready)	977	N	6-9	1 year
5	Seton	877	SE	6-9	Site Ready
6	Belmont	743	S	K-5	Site Ready
7	Carrington (Not site ready)	715	N	6-9	1 year
8	Pine Creek (Not site ready)	583	S	K-5	1 year
9	Glacier Ridge (Not site ready)	536	N	K-5	1 year
10	Yorkville (Not site ready)	468	S	K-5	1 year
11	Cornerstone ⁽²⁾	468	NE	6-9	Site Ready
12	Rangeview (Not site ready)	433	SE	K-5	1 year
13	Pine Creek (Not site ready)	382	S	6-9	1 year
14	Glacier Ridge (Not site ready)	347	N	6-9	1 year
15	Yorkville (Not site ready)	324	S	6-9	1 year
16	Alpine Park (Not site ready)	287	S	K-5	Within 5 years
17	Hotchkiss (Not site ready)	232	SE	K-5	Within 5 years
18	Alpine Park (Not site ready)	194	S	6-9	Within 5 years

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

Table 10: Grades 10-12 School Communities

Rank	Community	Points	Planning Sector	Grade	Anticipated Site Readiness	Impacted Schools Utilization Category 2036-2037	
1*	Belmont/West Macleod High School (Not site ready)	2,479	S	10-12	1 year	Dr. E.P. Scarlett HS	Optimized
Centennial HS						Optimized	

2	Glacier Ridge High School (Not site ready)	1,888	N	10-12	Within 5 years	-
3	Livingston High School (Not site ready)	1,510	N	10-12	Within 5 years	-

*Note: The information in Table 10 shows the Belmont/West Macleod High School to be site ready in 2027 with a projected opening date of 2031/2032. The proposed designation boundary for Belmont/West Macleod High School includes several communities that are currently designated to both Dr. E.P. Scarlett High School and Centennial High School (Map 4). As per the Ranking Criteria (10-12) on pages 60-61, a Utilization Category was assigned to all schools that will be impacted by the opening of Belmont/West Macleod High School, which includes both Dr. E.P. Scarlett High School and Centennial High School. With the boundary change, both of these high schools will be in the “Optimized” category. Meaning that these high schools will have projected utilization rates in the 85%-100% range.

Table 11: K-Grade 4 Statistics 2026-2029 Capital Submission

Community	Community Growth Profile (statistics)				Busing and Travel Time (statistics)			
	2025 CRA data Ages 1-5	Elementary (K-4) Enrolment	Projected Population Growth by Sector (%)	Ratio of K-4 CBE Enrolment to # of Housing Units in Community (%)	Average Travel Time (minutes)	Direct Average Distance Travelled (km's)	More than one Bus Receiver within two school years	5-9 school approved or in existence
East Planning Sector								
-	-	-	-	-	-	-	-	-
North Planning Sector								
Glacier Ridge	285	131	25	11	19	8	Yes	No
Livingston	1110	432	25	10	37	15	Yes	No
Northeast Planning Sector								
-	-	-	-	-	-	-	-	-
Northwest Planning Sector								
-	-	-	-	-	-	-	-	-
South Planning Sector								
Belmont	490	173	22	8	24	11	No	No
Legacy (Not site ready)	985	426	22	8	21	13	No	No
Pine Creek (Not site ready)	350	173	22	10	16	8	No	No
Walden	795	338	22	11	19	11	No	No
Wolf Willow** (Not site ready)	245	97	22	5	19	11	No	No
Southeast Planning Sector								

Rangeview (Not site ready)	225	98	17	7	22	9	Yes	No
Seton (Not site ready)	850	443	17	7	13	5	Yes	No
West Planning Sector								
-	-	-	-	-	-	-	-	-

Notes:

1. Canada Revenue Agency data, ages 1-5.
2. **Walden Wolf Willow is a K-9 grade configuration. Communities under consideration for a K-9 school are assessed through both the K-4 and 5-9 point assessment process.
3. Housing Units information from The City of Calgary “2025-2029 Suburban Residential Growth”.
4. More than one bus receiver school required for established grade configuration within two school years (examples include but are not limited to K-4 and 5-9 or K-6 and 7-9).
5. Busing and Travel Time information as per Transportation Services.
6. Only communities where their school site is ready or anticipated to be ready within the next 5 years for building construction have been included in the ranking analysis.

Table 12: K-Grade 4 Ranking Points 2027-2030 Capital Submission

	Community Growth Profile (points)			Busing and Travel Time (points)			Total Points
	2025 CRA data Ages 1-5	Elementary (K-4) Enrolment	Projected Population Growth / K-4 Enrolment to Housing Units	Average Travel Time / Direct Average Distance	More than one Bus Receiver within two school years	5-9 school approved or in existence	
East Planning Sector							
-	-	-	-	-	-	-	-
North Planning Sector							
Glacier Ridge	285	131	60	10	50	0	536
Livingston	1110	432	60	70	50	0	1722
Northeast Planning Sector							
-	-	-	-	-	-	-	-
Northwest Planning Sector							
-	-	-	-	-	-	-	-
South Planning Sector							
Belmont	490	173	40	40	0	0	743
Legacy (Not site ready)	985	426	40	30	0	0	1481
Pine Creek (Not site ready)	350	173	50	10	0	0	583
Walden	795	338	50	20	0	0	1203
Wolf Willow** (Not site ready)	245	97	40	20	0	0	402
Southeast Planning Sector							
Rangeview (Not site ready)	225	98	40	20	50	0	433
Seton (Not site ready)	850	443	40	10	50	0	1393
West Planning Sector							

-	-	-	-	-	-	-	-
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Notes:

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

Table 13: Middle/Junior (Grades 5-9) Statistics 2027-2030 Capital Submission

Community	Community Growth Profile (points)				Busing and Travel Time (points)			Accommodation Plan (points)	
	Elementary (K-4) Enrolment	Middle (5-9) Enrolment	Projected Population Growth by Sector (%)	Ratio of Enrolment to # of Housing Unites	Average Travel Time (minutes)	Direct Average Distance (km's)	More than one Bus Receiver within Two School Years	Existing K-4 School Approved or in Existence	Greater than Two Transition Points
East Planning Sector									
-	-	-	-	-	-	-	-	-	-
North Planning Sector									
Carrington	326	279	25	8	15	5	No	No	No
Glacier Ridge	131	106	25	9	16	8	No	No	No
Livingston	432	335	25	8	35	14	Yes	Yes	No
Northeast Planning Sector									
Cornerstone ⁽²⁾	217	161	13	3	21	8	Yes	No	No
Northwest Planning Sector									
-	-	-	-	-	-	-	-	-	-
South Planning Sector									
Pine Creek (Not site ready)	173	159		9	18	4	No	No	No
Walden	338	311	22	10	17	10	No	No	No
Wolf Willow (Not site ready)	97	64	22	4	17	11	No	No	No
Alpine Park	82	62	22	6	8	4	No	No	No
Yorkville	153	111	22	8	23	9	No	No	No
Southeast Planning Sector									
Seton (Not site ready)	443	334	17	5	9	4	Yes	No	No
West Planning Sector									
-	-	-	-	-	-	-	-	-	-

Notes:

1. Housing information from The City of Calgary “2019 Civic Census” and building permits issued for 2019 to 2021.
2. **Walden Wolf Willow is a K-9 grade configuration. Communities under consideration for a K-9 school are assessed through both the K-4 and 5-9 point assessment process.
3. ⁽²⁾ indicates second school of that type in the community. For communities that already have a middle school, their current provincial capacity is deducted from their 5-9 enrolments.
4. Bus Receivers – More than one bus receiver school required for established grade configuration within two years. (examples include but are not limited to K-4 and 5-9 or K-6 and 7-9).
5. Busing and Travel Time information as per Transportation Services.

- Only communities where their school site is ready or anticipated to be ready within the next 5 years for building construction have been included in the ranking analysis.

Table 14: Middle/Junior (Grades 5-9) Ranking Points 2026-2029 Capital Submission

Community	Community Growth Profile (points)			Busing and Travel Time (points)		Accommodation Plan (points)		Total Points
	Elementary (K-4) Enrolment	Middle (5-9) Enrolment	Projected Population Growth / 5-9 Enrolment to Housing Units	Average Travel Time / Direct Average Distance	Greater than one Bus Receiver within two school years	Existing K-4 school Approved or in Existence	Greater Than Two Transition Points	
East Planning Sector								
-	-	-	-	-	-	-	-	-
North Planning Sector								
Carrington	326	279	50	10	50	0	0	715
Glacier Ridge	131	106	50	10	50	0	0	347
Livingston	432	335	50	60	50	50	0	977
Northeast Planning Sector								
Cornerstone ⁽²⁾	217	161	20	20	50	0	0	468
Northwest Planning Sector								
-	-	-	-	-	-	-	-	-
South Planning Sector								
Pine Creek (Not site ready)	173	159	40	10	0	0	0	382
Walden	338	311	50	10	0	0	0	719
Wolf Willow (Not site ready)	97	64	30	20	0	0	0	211
Alpine Park	82	62	40	10	0	0	0	194
Yorkville	153	111	40	20	0	0	0	324
Southeast Planning Sector								
Seton (Not site ready)	443	334	40	10	50	0	0	877
West Planning Sector								
-	-	-	-	-	-	-	-	-

Notes:

- ** Walden Wolf Will is a K-9 grade configurations. Communities under consideration for a K-9 school are assessed through both the K-4 and 5-9 point assessment process.
- ⁽²⁾ indicates second school of that type in the community. For communities that already have a middle school, their current provincial capacity is deducted from their 5-9 enrolments.
- Bus Receivers – More than one bus receiver school required for established grade configuration within two school years. (examples include but are not limited to K-4 and 5-9 or K-6 and 7-9).
- Only communities where their school site is ready or anticipated to be ready within the next 5 years for building construction have been included in the ranking analysis.

Table 15: High School (Grade 10-12) Statistics 2026-2029 Capital Submission

Area Structure Plan /Community	Community Growth Profile (statistics)				Busing and Travel Time (statistics)	
	Elementary (4-6) Enrolment	High (10-12) Enrolment	Projected Population Growth by Sector (%)	Ratio of Enrolment to # of Housing Units	Average Travel Time (minutes)	Direct Average Distance (km's)
East Planning Sector						
-	-	-	-	-	-	-
North Planning Sector						
Glacier Ridge (Not site ready)	883	915	25	5	28	9
Livingston (Not site ready)	848	542	25	3	42	12
Northeast Planning Sector						
-	-	-	-	-	-	-
Northwest Planning Sector						
-	-	-	-	-	-	-
South Planning Sector						
Belmont (Not site ready)	1205	1194	22	3	29	8
Southeast Planning Sector						
-	-	-	-	-	-	-
West Planning Sector						
-	-	-	-	-	-	-

Notes:
 Housing information from The City of Calgary "Suburban Residential Growth 2025-2029".
 Busing and Travel Time information as per Transportation Services.

Table 16: High School (Grade 10-12) Ranking Points 2026-2029 Capital Submission

Community	Community Growth Profile (points)			Busing and Travel Time (Points)	Total Points
	Elementary (4-6) Enrolment	High (10-12) Enrolment	Ratio of Enrolment to # of Housing Units	Average Travel Time (minutes)	
East Planning Sector					
-	-	-	-	-	-
North Planning Sector					
Glacier Ridge (Not site ready)	883	915	50	40	1888
Livingston (Not site ready)	848	542	40	80	1510
Northeast Planning Sector					
-	-	-	-	-	-
Northwest Planning Sector					
-	-	-	-	-	-
South Planning Sector					
Belmont (Not site ready)	1205	1194	40	40	2479
Southeast Planning Sector					
-	-	-	-	-	-
West Planning Sector					
-	-	-	-	-	-

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Appendix IX: Existing School Construction Ranking

Tables 17 & 18 provide a summary of the points assigned for all existing schools that passed the various eligibility filters as identified in the Capital Planning Project Ranking Criteria as outlined in [Appendix VII](#) and were subsequently ranked.

Table 17: School Revitalization Projects and Point Scores

Rank	School	Points	Planning Sector	Grade	Year Built	Request Type
1	Crescent Heights High School	233	C	10-12	1928	Modernization
2	Spruce Cliff School	228	W	10-12	1963	Replacement
3	Dr. Oakley School	204	C	3-9	1959	Modernization
4	Bowcroft & Belvedere Parkway School	193	NW	K-6	1952/1957	Solution
5	William Aberhart High School	126	C	10-12	1957	Replacement

Table 18: School Addition Project and Point Score

Rank	School	Points	Planning Sector	Overflow	System Student Accommodation Plan	Passed Modular Classroom Program Filter
1	Nelson Mandela High School *	50	NE	Yes	Plan in Place	No
2	Prairie Sky*	50	NE	Yes	Plan in Place	No
3	Connaught School*	50	C	Yes	Balance Enrolment	No
4	Lester B. Pearson High School	25	NE	No	Over Capacity and/or Nearing Capacity	Yes
5	Crossing Park	25	NE	Yes	Plan in Place	No
6	Taradale School	20	NE	Yes	Over Capacity and/or Nearing Capacity	No
7	Ted Harrison School	15	NE	Yes	Plan in Place	No
8	Manmeet Singh Bhullar School	10	NE	No	Over Capacity and/or Nearing Capacity	Yes

* Three schools were tied with 50 points through the Addition ranking process. Nelson Mandela High School is the only school to be requested for an Addition project in the 2027-2030 3YSCP due to a number of factors including: the high school student cohort is projected to increase the most amongst all school cohorts (Prairie Sky and Connaught schools are elementary/middle and elementary cohorts respectively), additional space at Nelson Mandela High School could allow students to attend school closer to home through some subsequent school boundary redesignations, and preliminary analysis has indicated that even when the new Cornerstone High School is open to accept students, additional high school space at Nelson Mandela High School is still required in this area to alleviate accommodation concerns.

As per [Appendix VI](#), CBE High Schools currently have a 107% utilization rate and are projected to have a utilization rate of 112% by 2030-2031. Note: this utilization rate does not account for any new schools requested in this year’s 3YSCP 2027-2030. Given this high utilization rate, additional analysis was undertaken to evaluate which existing High Schools may be potential candidates for Addition Capital Project requests in this year’s 3YSCP 2027-2030. Only CBE High Schools offering Regular and Alternative programs were considered in the analysis. Unique Setting schools were not included in the analysis as identified below:

Schools not included in addition analysis:

- Alternative High School
- Discovering Choices
- Jack James High School
- Louise Dean School
- Chinook Learning

As per the School Addition criteria, before a school is assigned points and is ranked, the schools must pass a series of Eligibility Filters. If a specific school passes all Eligibility Filters, it is assigned points in accordance with the Ranking Criteria. All regular and alternative program High Schools were evaluated against the Eligibility Filters and subsequently scored in accordance with **Table 19** below:

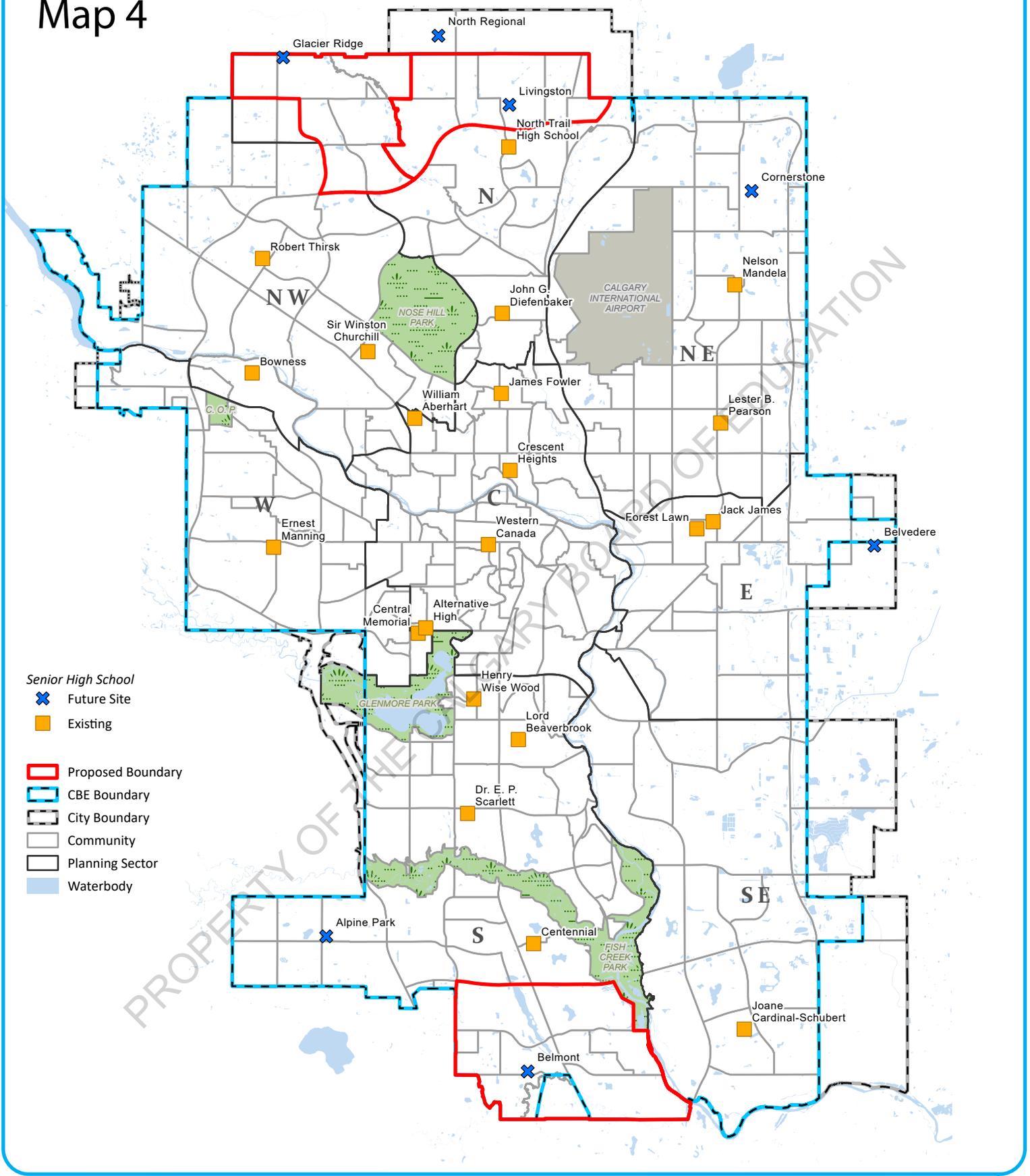
Table 19: High School Addition Analysis

School	School identified on either the Modular Classroom Program (MCP) or the System Student Accommodation Plan (SSAP)	School Cohort, planning sector, community project to increase	No Capital Plan approvals to alleviate high utilization rates	Potential future schools not expected to alleviate high utilization rates	Proceed to Ranking Criteria?
Bowness High School	No	-	-	-	No
Centennial High School	Yes	Yes	Yes	No	No
Central Memorial High School	No	-	-	-	No
Crescent Heights High School	No	-	-	-	No
Dr. E. P. Scarlett High School	Yes	Yes	Yes	No	No
Ernest Manning High School	Yes	Yes	Yes	No	No
Forest Lawn High School	No	-	-	-	No
Henry Wise Wood High School	Yes	No	-	-	No
James Fowler High School	Yes	Yes	No	-	No

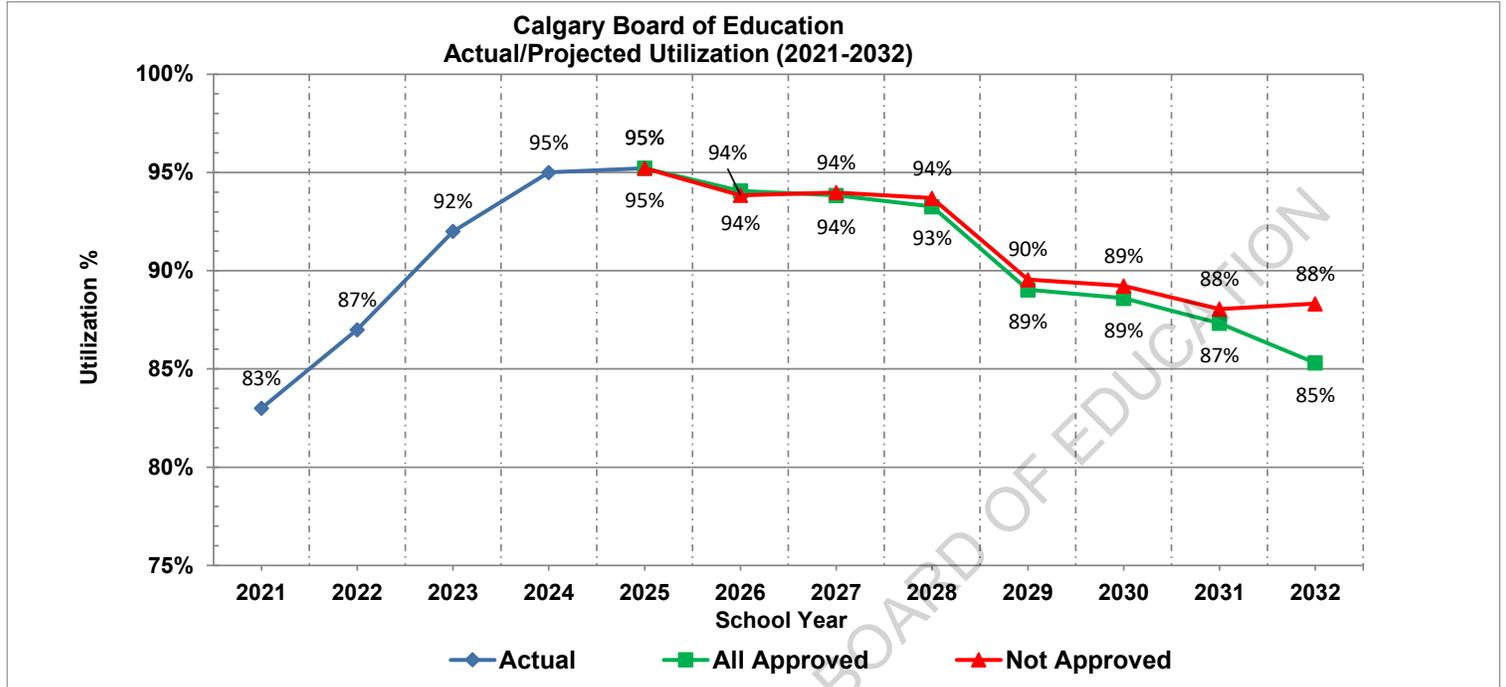
Joane Cardinal-Schubert High School	Yes	Yes	Yes	-	-
John G. Diefenbaker High School	Yes	Yes	No	-	No
Lester B. Pearson High School	Yes	Yes	Yes	Yes	Yes
Lord Beaverbrook High School	No	-	-	-	No
Nelson Mandela High School	Yes	Yes	Yes	Yes	Yes
North Trail High School	Yes	Yes	Yes	No	No
Queen Elizabeth High School	Yes	No	-	-	No
Robert Thirsk High School	Yes	Yes	Yes	No	No
Sir Winston Churchill High School	No	-	-	-	No
Western Canada High School	Yes	No	-	-	No
William Aberhart High School	Yes	Yes	No	-	No

PROPERTY OF THE CALGARY BOARD OF EDUCATION

Map 4



Appendix X: CBE System Utilization



Notes: All Approved assumes:

- All Year 1 requests in the 2027-2030 3YSCP are approved and Modulars are added each year.

Not Approved assumes:

- No Year 1 requests in the 2027-2030 are approved and no future Modulars are approved.

Appendix XI: Glossary of Terms and Definitions

CBE Definitions

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

CBE Formulas

Utilization Rate =
$$\frac{\text{Weighted enrolment [K@FTE + enrolment + (Severe Complex Learning Needs.x3)]}}{\text{Provincial capacity (student spaces)}}$$

Weighted Enrolment = (Total kindergarten divided by 2 [K@FTE]) + Grade1-12 enrolment + (Special Education at 3:1)

Alberta Education and Childcare/Alberta Infrastructure School Capital Manual Definitions

Area Capacity and Utilization Report A report from Infrastructure that provides total capacity and utilization rates for a jurisdiction and its school facilities.

Capacity	The capacity of a new school and the method by which it is established as approved by Alberta Infrastructure. Records of capacity for all Alberta schools are maintained by Infrastructure and reflect the capacity established at the time of construction, minus any exclusions or exemptions subsequently approved by Infrastructure.
Capital Funding	Funding provided to school jurisdictions for school building projects in accordance with Alberta Education and Childcare’s approved budget schedule.
Instructional Area	Those areas of a school building that are designated for purposes of instruction, examinations and other student activities where direct or indirect student-teacher interaction is maintained or scheduled. Also included are storage areas considered directly related to various instructional areas (i.e. gym storage, drama storage and science preparation areas).
Modernization Project	The revitalization of an entire or a portion of a school facility to improve its functional adequacy and suitability for present and future educational programs.
Modular Classroom	Prototypical portable classroom units built at a central location and transported to schools across Alberta. These units are based on specifications that ensure significantly improved heating and ventilation, soundproofing, resistance to mould, cost of serviceability and several other factors that differentiate them from the older portables that are also part of schools across the province. The Government of Alberta’s goal is to eventually replace all the older portables with the prototypical modular classrooms.
Utilization Rate	Measures the student capacity of a school jurisdiction’s facilities. The ratio is determined by dividing a jurisdiction’s total adjusted student enrolment by its net capacity.

Alberta Education and Childcare /Alberta Infrastructure School Capital Funding Definitions

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

OE-7: Communication With and Support for the Board



Operational Expectations Monitoring Report

March 3, 2026

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 7: Communication With and Support for the Board, the Chief Superintendent certifies that the proceeding information is accurate and complete.

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

Signed: 

Date: March 3, 2026

Joanne Pitman, Chief Superintendent

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 7: Communication With and Support for the Board, the Board of Trustees:

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

Summary statement/motion of the Board of Trustees:

Signed: _____

Date: _____

Chair, Board of Trustees

Executive Summary

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

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

The Chief Superintendent's reasonable interpretation and indicators for OE 7: Communication With and Support for the Board, were approved on October 10, 2017. The Board of Trustees last monitored OE 7 on March 4, 2025. This report includes data available from the 2024-2025 school year and contains evidence to support the following findings:

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

Board-approved Interpretation

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

The Chief Superintendent shall:

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

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

The Chief Superintendent interprets:

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

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

Board-approved Indicators and Evidence of Compliance |

7.1.1	100 per cent of annual monitoring reports will be presented in accordance with the Board's annual work plan schedule.	Compliant
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The organization is compliant with this indicator.

Evidence statement

Between October 15, 2024 and June 10, 2025, administration presented four Results annual monitoring reports and nine Operational Expectations annual monitoring reports to the Board of Trustees. These reports were presented at the Board of Trustees' meetings according to the Board of Trustees' annual work plan.

7.1.2	100 per cent of annual monitoring reports will contain sufficient information for the Board to make a determination about compliance, non-compliance, reasonable progress, lack of reasonable progress and exceptions.	Compliant
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The organization is compliant with this indicator.

Evidence statement

All nine Operational Expectations monitoring reports contained the Board approved reasonable interpretations as well as the evidence of compliance. One indicator was presented as non-compliant (5.6.1) with information provided on steps being taken to move to compliance.

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

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

Evidence demonstrates all indicators in subsection 1 are in compliance.

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

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

The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

7.2.1	100 per cent of information about trends, facts and other information will be provided in a timely manner.	Compliant
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The organization is compliant with this indicator.

Evidence statement

Administration provided information, in a timely manner, to the Board of Trustees during the 2024-25 school year, on numerous occasions.

Trend information was provided through:

- Locally Developed Authorized Courses – September 24, 2024
- Board Development Session | Continuum of Supports and Services – October 29, 2024
- 2024-25 School Enrolment Report – December 17, 2024

- Board Development Session | Outcomes Based Assessment – March 18, 2025
- Locally Developed Authorized Courses – April 22, 2025.

Monthly Chief Superintendent Updates – first public Board meeting of each month from September 2024 to June 2025.

Facts were presented through:

- CBE Boundary Adjustment – October 15, 2024
- 2025-26 Modular Classroom Program – October 29, 2024
- Capital Planning Ranking Criteria – October 29, 2024
- Financial Status of Reserves and Designated Funds – November 5, 2024
- 2022-2023 Year-end Financial Results and Audited Financial Statements – November 26, 2024
- Annual Education Results Report 2023-24 - November 26, 2024
- 2024-25 First Quarter Budget Variance Report – January 28, 2025
- 2024-25 Second Quarter Variance Report – March 18, 2025
- Three Year School Capital Plan 2025-2028 – March 19, 2024
- Budget Assumptions Report 2025-26 – April 8, 2025
- Budget Report for 2025-26 – May 27, 2025
- CBE Education Plan 2024-2027 – May 27, 2025
- Three-Year System Student Accommodation Plan 2025-28 – June 10, 2025
- 2024-25 Third Quarter Variance Report – June 10, 2025
- Construction Project Status Report – September 24, 2024, December 17, 2024, March 18, 2025, June 24, 2025.

7.2.2	A minimum of once per month, a written update report from the Chief Superintendent will be presented at a Board of Trustee meeting.	Compliant
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The organization is compliant with this indicator.

Evidence statement

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

- September 24, 2024
- October 15, 2024
- November 5, 2024
- December 17, 2024
- January 14, 2025
- February 11, 2025
- March 4, 2025
- April 8, 2025
- May 20, 2025
- June 10, 2025

7.2.3	Once per month or as required by the Board of Trustees' meeting agendas, administration will support the Results focus at Board of Trustees public meetings.	Compliant
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The organization is compliant with this indicator.

Administration supported a Results focus through regular presentations by individual schools at Board meetings during the 2024-2025 school year (see table 7.2.3.1 below).

Date	Presenting School	Results Focus
January 28, 2025	Crossing Park School	Results 2 Academic Success
February 11, 2025	CBe-Learn	Results 2 Academic Success
March 18, 2025	Queen Elizabeth High School	Results 3 Citizenship
April 22, 2025	Discovering Choices-Bowness, Bowness High School	Results 4 Personal Development
May 27, 2025	Richmond School	Results 5 Character

Table 7.2.3.1 | School Presentations

Additionally, administration presented the following reports related to Results focuses at Board meetings during the 2024-2025 school year (see table 7.2.3.2 below).

Date	Report
November 26, 2024	Annual Education Results Report 2023-2024
January 14, 2025	Results 2 Academic Success – Annual Monitoring Report Part 1
January 28, 2025	Results 2 Academic Success – Annual Monitoring Report Part 2
March 4, 2025	Results 3 Citizenship Annual Monitoring Report
April 8, 2025	Results 4 Personal Development Annual Monitoring Report
May 20, 2025	Results 5 Character Annual Monitoring Report CBE Education Plan 2025-2028

Table 7.2.3.2 | Board Reporting

In addition, two Board Development sessions were provided to the Board of Trustees as part of the following public Board meetings (see table 7.2.3.3 below).

Date	Board Development Session Topic
October 29, 2024	Continuum of Student Supports and Services
March 18, 2025	Outcomes Based Assessment

Table 7.2.3.3 | Board Development Sessions

7.2.4	100 per cent of reportable instructional program changes will be provided to the Board of Trustees.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The Three-Year System Student Accommodation Plan was presented to the Board of Trustees on June 10, 2025. This plan outlines accommodation issues related to capital projects, student designation and grade configuration changes, new alternative programs and communication plans around student accommodation to inform our stakeholders.

The Locally Developed Courses report was presented to the Board of Trustees on April 22, 2025. This report lists the Locally Developed Courses made available to CBE students by recommendation from administration and requires approval from the Board of Trustees, as outlined in the *Guide to Education*.

Updates or expansions of instructional programs are highlighted through Chief Superintendent’s Update reports. For the 2024-25 school year, the following represent examples of updates that were provided:

- New and Ongoing Curriculum Implementation K – 6
- Social Emotional Learning Resources for Middle School
- Unique Pathways and Off-Campus Education - Dual-Credit and Exploratory Program Offerings
- Indigenous Student Leadership Land-Based Learning Experience
- Teaching and Learning with Technology Webinars for Students

Updates or expansions of instructional programs are highlighted through OE 7 Updates. For the 2024-25 school year, the following represent examples of updates that were provided:

- Implementation New K–6 Social Studies Curriculum
- Update to CBE Land Acknowledgement: Acknowledging the Land Where We Gather
- Calgary Trades and Technologies Collegiate
- Discovering Choices Returning Grade 12 English as an Additional Language (EAL) cohort
- Learning Disruption Targeted Intervention Support for Grades 1 to 3
- Language Course Challenge Adjustment
- Tradition Learning Center (TLC) Middle School Band Change

7.2.5	A Three Year System Student Accommodation Plan will be provided annually to the Board of Trustees.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The Three-Year System Student Accommodation Plan was presented to the Board of Trustees June 10, 2025.

Evidence demonstrates all indicators in subsection 2 are in compliance.

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

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

The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

7.3.1	100 per cent of reportable events will be addressed in an appropriate venue.	Compliant
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The organization is compliant with this indicator.

Evidence statement

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

Evidence demonstrates all indicators in subsection 3 are in compliance.

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

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

The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

7.4.1	100 percent of instances of actual (already occurred) exceptions to compliance or reasonable progress will be indicated in the annual monitoring reports for Operational Expectations and Results policies.	Compliant
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The organization is compliant with this indicator.

Evidence statement

For all nine Operational Expectation (OE) monitoring reports completed in the 2024-25 school year that were for the 2023-2024 school year, the Board passed motions finding the Chief Superintendent in compliance with the OE policies with no exceptions. Administration did note the following exception in the reports:

- Operational Expectation 5, subsection 5.6.1, was noted as non-compliant during the 2024-25 school year as Operating Reserves were reported as being 0.2% below “the minimum threshold of 3% of the prior year's total expenditures, less external block expenditures” – per the previously approved Indicator. This Indicator was subsequently updated by the Board of Trustees and approved on June 24, 2025 to better align with Alberta Education guidelines.

With respect to decisions regarding Results 2 – Academic Success, Results 3 – Citizenship, Results 4 – Personal Development and Results 5 – Character, no exceptions were reported, as is also reflected in the evidence statement for Indicator 7.1.2 in this report.

<p>7.4.2 100 percent of instances of actual (certain to occur) or anticipated non-compliance or lack of reasonable progress for an entire policy will be presented to the Board of Trustees in a timely manner.</p>	Compliant
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The organization is compliant with this indicator.

Evidence statement

During the 2024-2025 school year, there were no instances of non-compliance or lack of reasonable progress for an entire policy identified by administration.

Evidence demonstrates all indicators in subsection 4 are in compliance.

PROPERTY OF THE CALGARY BOARD OF EDUCATION

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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.

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.

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.

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.

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2025-26 Second Quarter Budget Variance Analysis



Calgary Board
of Education

Report to Board of Trustees

Date	March 17, 2026
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	Operational Expectations OE-5: Financial Planning Governance Culture GC-5E: Board Committees
Resource Person(s)	Tanya Scanga, Director, Corporate Finance

1. Recommendation

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

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 against actual results and forecasted expenditures until the end of the year. This report is for the second quarter (September to February), for the 2025-26 fiscal year ending August 31st, 2026.

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.

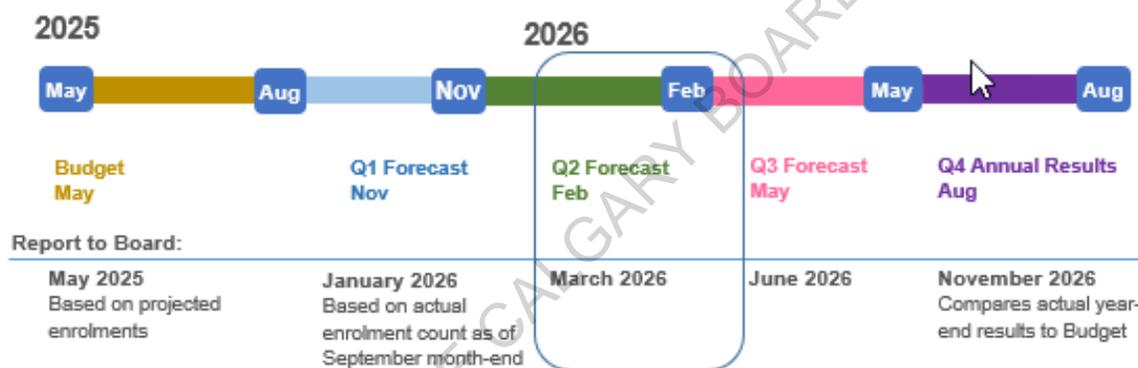
3. Background

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 2025-26 second quarter results and forecast to the end of the year, to the 2025-26 budget in compliance with Operational Expectations OE-5: Financial Planning.

Included in this report:

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

4. Analysis



The second quarter budget variance report reflects the impacts of changes in actual student enrolment, as of the end of September, from estimated student enrolment, as of May 30th and incorporated into the budget. It assesses spending and revenue patterns against the budget. Variances between the budget approved in May and the subsequent school year are anticipated given the passage of time between May 30th and the start of the school year in the following September. Attachment I summarizes the forecast activity against budgeted revenues and expenses, reserve transfers, and capital transactions.

Operating surplus

The forecast surplus for the year is \$13.2 million (0.8% of budgeted expenditures). This is a favourable variance of \$13.2 million from the 2025-26 balanced budget. This surplus supports the broader CBE strategy of augmenting its Accumulated Surplus from Operations or ASO with the ultimate objective of achieving operating reserves of \$35 million or 2 per cent of total expenditures.

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 2025-26, the CBE's operating tolerance is between a deficit of \$8.4 million and a surplus of \$8.4 million on total budgeted operating expenditures of \$1.7 billion.

Since the end of September 2025, the CBE welcomed 1,580 students into our schools. 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 \$6,998 in our Resource Allocation Method (RAM), this equates to an additional expense of \$11.1 million that had to be accommodated within existing budget allocations. We are proud of the work done across the CBE to ensure all students can access public education within the allocated resources

Overall revenues are lower than budget by \$19.1 million and have decreased largely due to the ATA labour action funding clawback and the funding adjustment as a result of actual enrolment being lower than projected in Budget 2025-26. Funded enrolment related to base instruction (K -Grade 12) is lower than 2025-26 budget of 146,142 by 3,739 students.

Expenditures have decreased by \$32.3 million largely due to a decrease in certified salaries and benefits associated with the ATA labour action and decreases in both certified and noncertified salaries and benefits as a result of lower than projected enrolment. In addition, there are realized savings due to continued staff vacancies and utility rate reductions.

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 2025-26.

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, modular classroom installations, to name but a few. These investments are not directly funded by Alberta Education and Childcare.

Board-funded capital expenditure is projected to be \$45.7 million, an increase of \$4.6 million from the budgeted level of \$41.1 million. The increase is equal to the projects that were approved and carried forward from 2024-25 that will continue into 2025-26. These carried forward capital expenditures include new school commissioning, the classroom furniture repository and various technology upgrades and maintenance projects. As the magnitude of capital expenditure carried forward is not known with certainty when the following year's budget is finalized, the CBE does not include an estimate in the budget for those amounts.

Board funded capital expenditures of \$45.7 million include:

- \$21.5 million for the technology evergreening program;
- \$5.2 million for new school commissioning, modular installations, energy savings initiatives, and furniture fixture and equipment repository;
- \$7.4 million for various other maintenance projects including information technology infrastructure renewal and growth, transition to SharePoint Online and Next Generation Solutions;
- \$4.3 million for enhancement projects including purchase of custodial and trades equipment and facilities fleet evergreening;
- \$4.2 million for strategic projects including VST Reimagining and Enterprise Implementation and the implementation of an enterprise learning management system; and
- \$3.1 million currently unallocated but forecast to be allocated by next quarter.

The 2025-26 second quarter capital budget report in Attachment IV highlights significant variances from the Budget.

Use of reserves and balancing

The second quarter forecasts a draw of \$8.3 million from operating reserves and designated funds, and a draw of \$5.2 million from capital reserves. Expenditures requiring carryforward 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 carryforward balances, access to operating reserves requires Board of Trustee approval. This is because the carryforward balances were approved by the Board of Trustees with approval of the prior year's budget. Accordingly, no further approval is required.

Operating Reserve

The forecasted operating reserve balance of \$15.3 million is a decrease of \$8.3 million from \$23.6 million at August 31, 2025. This does not reflect any forecasted operating carryforward for 2025-26, as it is too early to estimate. Any operating carryforward for 2025-26, once determined, will increase the operating reserve balance, all other things being equal.

Alberta Education and Childcare guidance set out the acceptable range of operating reserves. 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 0.9% is marginally outside these guidelines. For the 2025-26 fiscal year the CBE set aside \$8 million as part of its Accumulated Surplus from Operations recovery plan. Those funds would be available to augment the operating reserves if necessary. As noted above, any operating carryforward amount for 2025-26 will further increase the operating reserve. Accordingly, the CBE believes it has sufficient operating reserves to address most operating risks that may impact the CBE's ability to maintain continuity of teaching and learning through the 2025-26 school year.

Capital Reserve

Alberta Education and Childcare has not mandated a minimum or maximum level of capital reserves that jurisdictions must maintain. The CBE's capital reserve balance of \$62.0 million represents a decrease of \$5.2 million from \$67.2 million at August 31, 2025, due to forecast spending for new school commissioning, energy savings initiatives, furniture, fixture and equipment repository and modular installations.

Further details provided in Attachment III second quarter use of reserves.

Revenue

(in \$ thousands)	
Q2 Forecast	1,655,030
Budget 2025-26	1,674,093
Variance Favourable / (Unfavourable)	(19,063)

Significant contributions to this unfavourable (decrease) in revenue include:

- Unfavourable variance of \$13.1 million in Government of Alberta funding resulting from the net impact of:
 - \$70.2 million clawback as a result of ATA labour action;
 - \$18.1 million AEM funding adjustment due to variance in enrolments, actual vs. projection;
 - \$3.8 million reduced Alberta Teachers Retirement Fund (ATRF) contribution due to labour action with offsetting expenses; and
 - \$0.3 million Digital Pathway revenue deferral.
 - Partially offset by:
 - \$54.9 million ATA salary settlement for 2025-26 school year;
 - \$5.5 million increase to Specialized Learning Support grants;

- \$4.9 million increase to Institutional Program (EPI) funding;
 - \$4.1 million higher IMR revenue with offsetting expenses;
 - \$3.4 million transportation funding deferred from prior year with offsetting expenses;
 - \$3.3 million increase in Literacy and Numeracy allocation as well as deferred revenue from prior year with offsetting expenses;
 - \$2.0 million additional funding through Federal Nutrition program; and
 - \$1.2 million increase in Curriculum Implementation funding as well as prior year deferred revenue with offsetting expenses.
- Unfavourable variance of \$2.5 million in Other Sales & Services due to lower international student tuition resulting from of decreased enrolment.
 - Unfavourable variance of \$4.6 million in Fees due to:
 - \$1.9 million reduction in lunch supervision fees due to ATA labour action;
 - \$1.5 million decrease in transportation fee revenue due to reduced ridership;
 - \$0.7 million reduction in transportation fees due to ATA labour action;
 - \$0.4 million decrease in lunch supervision fee revenue due to lower enrolment; and
 - \$0.1 million decrease in student supply fees due to lower than expected enrolment.
 - Favourable variance of \$1.1 million in All Other Revenues due to:
 - \$0.8 million increase in donations with offsetting expenses; and
 - \$0.3 million increase in Calgary Police Service funding for Integrated School Support Program.

Expenses

(in \$ thousands)	
Q2 Forecast	1,650,082
Approved Operating Carryforwards	8,283
Budget 2025-26	1,674,093
Variance Favourable / (Unfavourable)	32,294

Significant contributions to this favourable (decrease) in expenses include:

- Favourable variance of \$15.9 million in Certificated salaries, wages, and benefits resulting from the net impact of:
 - \$70.2 million decrease in certified salaries and benefits because of the ATA labour action;
 - \$13.3 million decrease in certificated salaries due to lower than projected enrolment;
 - \$4.0 million favourable salary and benefit adjustment as a result of difference between estimated August 31, 2025, yearend ATA retro cost and actual payment made in January 2026;
 - \$3.8 million decrease ATRF contribution due to labour action;
 - \$0.8 million approved Professional Improvement Fellowship (PIF) carry forward;
 - \$0.3 million decrease in Digital Pathway related cost; and
 - \$0.2 million carried pressure based on vacancies calculated at budget.
 - Partially offset by:
 - \$54.2 million ATA salary settlement for 2025-26 school year;
 - \$15.2 million in redeployment adjustments based on actual enrolment;
 - \$3.3 million increase in Literacy & Numeracy supports with offsetting revenue;
 - \$2.2 million increase to 2025-26 daily substitute rate to support contract absence;
 - \$1.4 million additional Mental Health & Well Being resources with offsetting revenue; and
 - \$0.4 million curriculum implementation increase with offsetting revenue.
- Favourable variance of \$7.2 million in non-certificated salaries, wages, and benefits due to:
 - \$3.6 million decrease due to carried pressure based on vacancies calculated at budget;
 - \$3.3 million in redeployment adjustments based on actual enrolment; and

- \$0.3 million approved carry forward expenditures from 2024-25 school year.
- Favourable variance of \$6.8 million in Services, Contracts, and Supplies resulting from the net impact of:
 - \$7.2 million approved carry forward expenditures from 2024-25 school year;
 - \$4.3 million decrease in utilities, largely due to removal of the carbon tax;
 - \$3.9 million in redeployment adjustments based on actual enrolment;
 - \$1.4 million international student cost reduction due to lower enrolment; and
 - \$1.2 million net decrease in insurance, largely due to lower rates.
 - Partially offset by:
 - \$3.7 million increase in IMR operating spend with offsetting revenue;
 - \$2.3 million in projected reactive maintenance;
 - \$2.0 million Federal Nutrition Program in year costs with offsetting revenue;
 - \$1.5 million increase due to new transportation route implementation;
 - \$0.9 million curriculum implementation materials; and
 - \$0.8 million related donation expense with offsetting revenue.
- Favourable variance of \$2.4 million in Other (Interest, Amortization, and Bad Debt) due to:
 - \$1.4 million due to adjustments in estimated amortization expense; and
 - \$1.0 reduced bad debt and waiver expense resulting from lower than projected enrolment.

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 the continuity of CBE operations.

The CBE will maintain focus on our core values: students come first, learning is our central purpose, and public education serves the common good.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

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

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined 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.

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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.

PROPERTY OF THE CALGARY BOARD OF EDUCATION

Attachment I: Second quarter budget variance report

(in thousands of \$)

CALGARY BOARD OF EDUCATION

Description	2025-26 Budget ^(A)	Forecast 2025-26	Variance Favourable/ (Unfavourable) ^(B)	%
Revenues				
Government of Alberta	1,568,020	1,554,921	(13,099)	(1%)
Federal Government and First Nations	679	679	-	0%
Other sales and services	18,915	16,449	(2,466)	(13%)
Fees	66,140	61,549	(4,591)	(7%)
Investment income	5,680	5,680	-	0%
All other	14,659	15,752	1,093	7%
Total revenues	1,674,093	1,655,030	(19,063)	(1%)
Expenses				
Certificated salaries, wages and benefits	961,733	946,586	15,147	2%
Non-certificated salaries, wages and benefits	327,536	320,672	6,864	2%
Services, contracts and supplies	276,843	277,263	(420)	(0%)
Amortization	96,861	95,456	1,405	1%
Interest	2,812	2,812	-	0%
All other	8,308	7,293	1,015	12%
Total expenses	1,674,093	1,650,082	24,011	1%
Excess of Revenues over Expenditures	-	4,948	4,948	100%
Reserves				
Transfer from designated funds - service units	-	1,933	1,933	0%
Transfer from designated funds - schools	-	6,350	6,350	0%
Transfer from operating reserves/designated funds	-	8,283	8,283	100%
Annual Surplus/ (Deficit)	-	13,231	13,231	100%
Add/(deduct) capital items paid by operating funds				
Board funded amortization	36,469	36,469	-	
Transfer from / (to) capital reserves	21,463	9,227	12,236	
	57,932	45,696	12,236	

^(A) Approved by the Board of Trustees on May 27, 2025.^(B) Refer to line-item analysis for further details on these variances.

Attachment II: Spending by schools and service units

	Forecast 2025-26	Salaries and benefits	Supplies and services	Other (interest, amortization and uncollectible accounts)	Forecast 2025-26	Budget 2025-26	Increase/ (decrease)	
	FTEs	(in \$ thousands)						%
Schools and Areas	9,459	1,110,305	84,716	60	1,195,081	1,220,383	(25,302)	(2%) (1)
Service Unit System Budgets	22	8,861	157,340	94,218	260,419	260,390	29	0%
Facilities and Environmental Services	242	28,718	15,000	2,087	45,805	42,626	3,179	7% (2)
School Improvement	436	61,011	8,699	307	70,017	70,620	(603)	(1%) (3)
Finance and Technology Services	232	33,946	1,300	8,890	44,136	53,519	(9,383)	(18%) (4)
Human Resources	145	17,232	783	-	18,015	18,597	(582)	(3%) (5)
Communications	22	2,925	152	-	3,077	3,077	-	0%
General Counsel	14	2,125	115	-	2,240	2,240	-	0%
Chief Superintendent's Office	3	518	98	-	616	616	-	0%
Board of Trustees	-	503	1,890	-	2,393	2,025	368	18% (6)
Total	10,575	1,266,144	270,093	105,562	1,641,799	1,674,093	(32,294)	(2%)

- (1) **Schools & Areas:** Decrease in salaries and benefits primarily due to ATA labour action.
- (2) **Facilities & Environmental Services:** Increase largely due to reactive maintenance, amortization adjustments and continued project work.
- (3) **School Improvement:** Decrease in salaries and benefits due to ATA labour action and staff vacancies.
- (4) **Finance & Technology Services:** Decrease in salaries largely due to delayed hiring for vacant positions.
- (5) **Human Resources:** Decrease in salaries and benefits largely due to delayed hiring for vacant positions.
- (6) **Board of Trustees:** Increase in both audit and election costs.

Attachment III: Use of reserves

2025-26 USE OF OPERATING RESERVES (in \$ thousands)

<u>Description</u>	Reserves balance Sep. 1, 2025	2025-26 Budget planned use of reserves ⁽¹⁾	Use of reserves	Reserve balance Aug. 31, 2026
Accumulated operating reserves				
<i>Available for use reserves</i>				
Fiscal stabilization reserve	23,415	-	-	23,415
<i>Restricted reserves</i>				
EducationMatters flow-through funds ⁽²⁾	2,080	-	-	2,080
Changes in accounting policy reserve	(10,164)	-	-	(10,164)
Total operating reserves	15,331	-	-	15,331
Designated operating reserves				
School decentralized budgets	6,350	-	(6,350)	-
Instructional and service unit initiatives	1,933	-	(1,933)	-
Total designated funds	8,283	-	(8,283)	-
Total operating reserves and designated	23,614	-	(8,283)	15,331
Capital reserves				
Restricted building reserve	29,896	-	-	29,896
Designated capital reserves	16,863	-	(3,371)	13,492
Unrestricted capital reserve	20,466	-	(1,800)	18,666
Total capital reserves	67,225	-	(5,171)	62,054
Total reserves	90,839	-	(13,454)	77,385

(1) Approved by the Board of Trustees on May 27, 2025.

(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 \$ 15.3 million, including designated funds, is a decrease of \$8.3 million from \$23.6 million on August 31, 2025. 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

	2025-26 Budget	Approved carryforward and revisions	Forecast 2025-26	Variance Favourable/ (Unfavourable)	
(in \$ thousands)					
Capital lease payments (contracts)					
Performance contracts	1,700	(1,700)	-	-	0%
Total Capital Lease Payments	1,700	-	1,700	-	0%
Non-facility related projects					
Strategic	3,940	293	4,178	55	1%
Enhancement	3,378	951	4,312	17	0%
Maintenance	26,019	5,985	28,903	3,101	10%
Total non-facility related projects	33,337	7,229	37,393	3,173	8%
Capital reserve projects					
New school commissioning	4,600	-	1,800	2,800	61%
Louise Dean Relocation	-	300	1,124	(824)	(275%)
Energy Savings Initiatives	-	3,355	150	3,205	96%
FF&E Repository	-	4,300	1,097	3,203	74%
Modular Installation	-	1,679	1,000	679	40%
Total capital reserve projects	4,600	9,634	5,171	9,063	64%
Unallocated board funded projects	1,432	1,700	3,132	-	0%
Total non-facility capital expenditures	41,069	16,863	45,696	12,236	21%
Financed by the following:					
Total amortization expense (non-cash)	36,469	-	36,469	-	0%
Transfer from / (to) capital reserves	4,600	16,863	9,227	12,236	57%
Total board-funded financing	41,069	16,863	45,696	12,236	21%

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

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 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.

While enrolment has recently plateaued, the increased enrolment over the past few years has had a dramatic impact on school utilization rates. This is reflected in the number of CBE schools in overflow status. As we continue to assess the impact of enrolment increases to overall system, the 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 the total cost per student has increased at a faster rate than the change in funding per student. This means 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.

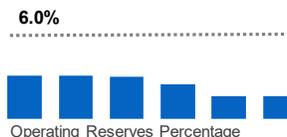
The CBE is committed to maximizing the funding allocated to teaching and learning. Accordingly, the CBE "runs close to the line" when it budgets. We pay close attention to ensuring we invest the dollars received in the year on the students in the system for that same year. Over the past four years, the CBE has consistently drawn down its Accumulated Surplus from Operations (ASO) as it managed the myriad of operational issues that impact a public-school division.

The CBE has begun to take focused action towards the gradual rebuilding of the ASO while carefully balancing the teaching and learning needs of students across the system. Administration continues to carefully monitor expenditures and maximize the value it derives from each dollar spent. By the end of the 2025-26 school year CBE Administration expects the ASO balance will reach 2 percent of total prior year expenditures so that the full amount can be accessed as needed to maintain operations. 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	
	Q1 2024-25	Q2 2024-25	Q3 2024-25	Q4 2024-25	Q1 2025-26	Q2 2025-26
Current Year Expense (\$ millions)	1,639	1,639	1,644	1,643	1,605	1,642
Operating Reserves Percentage (Operating Reserves / Expenditures)	1.8%	1.8%	1.8%	1.5%	1.0%	0.9%



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. The Q1 2025-26 forecast does not include any projected carryforwards which would have increased the operating reserve.

Capital Reserves

	Status: Favourable				Trend: Neutral	
	Q1 2024-25	Q2 2024-25	Q3 2024-25	Q4 2024-25	Q1 2025-26	Q2 2025-26
Capital Reserves (\$ millions)	46,012	62,917	65,772	67,226	45,762	62,054
Capital Reserves per Student	312	426	446	456	321	436

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. As expected, the pressure related to many new school builds to accommodate significant student growth, is depleting reserves.

Surplus/ (Deficit)

	Status: Favourable				Trend: Neutral	
	Q1 2024-25	Q2 2024-25	Q3 2024-25	Q4 2024-25	Q1 2025-26	Q2 2025-26
Revenues (\$ millions)	1,626	1,623	1,624	1,664	1,607	1,655
Expenses* (\$ millions)	1,622	1,623	1,628	1,643	1,605	1,642
Surplus/ (Deficit) (\$ millions)	3.5	0.5	(3.9)	21.1	2.4	13.2
Surplus/ (Deficit) +/- 0.5% (\$ millions)	8.1/ (8.1)	8.1/ (8.1)	8.1/ (8.1)	8.1/ (8.1)	8.4/ (8.4)	8.4/ (8.4)

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 2025 Board approved carryforwards

Expense Percent Breakdown

	Status: Favourable				Trend: Neutral	
	Q1 2024-25	Q2 2024-25	Q3 2024-25	Q4 2024-25	Q1 2025-26	Q2 2025-26
Percent of Expenses						
Salaries & Benefits	76%	76%	76%	77%	75%	77%
Supplies & Services	17%	18%	18%	17%	18%	17%
Other	6%	6%	6%	7%	7%	6%

This chart shows the percentage of CBE's budget allocated to various expenditure categories over the last 6 years. While Salaries and Benefits remain a significant percentage of total expenses, they have been relatively stable the last few years.

	CBE	Other Metro School Boards
Salaries & Benefits as % of Total System Administration Expenses	47%	77%

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

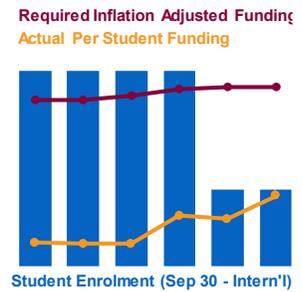
Financial Health Indicators

Inflation Adjusted Funding

	Status: Unfavourable				Trend: Neutral	
	Q1 2024-25	Q2 2024-25	Q3 2024-25	Q4 2024-25	Q1 2025-26	Q2 2025-26
Actual Per Student Funding	8,873	8,852	8,850	9,289	9,240	9,606
Required Inflation Adjusted Funding	11,106	11,106	11,172	11,270	11,309	11,309
Student Enrolment (Sep 30 - Intern'l)	146,866	146,866	146,866	146,866	142,089	142,089

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	
	Q2 2024-25	Q3 2024-25	Q4 2024-25	Q1 2025-26	Q2 2025-26
Overflow Schools	32	31	31	32	31
Overflow Receiving Schools	46	45	45	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: Neutral	
	Q2 2024-25	Q3 2024-25	Q4 2024-25	Sep 30, 2025	Q1 2025-26	Q2 2025-26
ECS	9,271	9,353	8,448	8,343	8,463	8,508
Grade 1-9	97,743	98,104	98,205	97,028	97,647	97,860
Grade 10-12	36,894	36,734	37,471	37,032	37,280	37,615
Total Student Count	143,908	144,191	144,124	142,403	143,390	143,983

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.

Legend:

Trend:	
Favourable	Three periods of consistent increase greater than 5% total change
Unfavourable	Three periods of consistent decline greater than 5% total change
Neutral	Falls within the parameters between favorable or unfavorable
Status: based on the most recent metric in relation to established standards	

Correspondence

Report to Board of Trustees



Calgary Board
of Education

Date	March 17, 2026
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
Resource Person(s)	Melaina Graham, Lead, Office of the Corporate Secretary

1. Recommendation

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

2. Background

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

- Letter dated May 28, 2025 to the Hon. D. Nicolaides, Minister of Education, re: Follow Up to May 14, 2025 Meeting (Page 10-17).
- Letter dated August 8, 2025 from the Hon. D. Nicolaides, Minister of Education, re: Follow Up to May 14, 2025 Meeting (Page 10-24).

ATTACHMENTS

Relevant Correspondence

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Board Chair

Patricia Bolger Wards 6 & 7

May 28, 2025

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

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

Dear Minister Nicolaides,

Thank you for meeting with us on May 14, 2025. We appreciated the time to connect with you on a variety of topics that are important to our Board of Trustees, our system and the 144,000+ students we serve.

The Calgary Board of Education is a community of schools. We are also a strong community partner within Calgary and value our relationship with the province.

We are committed to a positive working relationship.

As a Board, we are committed to a positive working relationship with the provincial government, with you and your office. We want our relationship to be defined by collaboration, mutual respect and two-way dialogue. By working together, we believe we can achieve great things for students.

Recent government decisions are having a significant impact on CBE operations.

There have been several recent policy decisions (e.g. Bill 50, Bill 51) and changes to legislation (e.g. *Alberta Education Amendment Act, 2024* and *Real Property Governance Act*) that will have an impact on our system.

We need to work more closely to build understanding of how these recent policy decisions impact large metro boards, and how risks can be mitigated. To date, there has been a lack of meaningful consultation and opportunities for input. All of these legislated changes require significant resources across the system to implement. It is challenging to be successful when there are tight timelines for implementation.

We have many questions about Bill 50, Bill 51 and the Impact of the *Real Property Governance Act (RPGA)*.

We have many questions and concerns related to the ability to plan long term to meet the learning needs of CBE students now and into the future. We are also concerned about the erosion of local autonomy and risk to the sustainability of local school boards and the CBE.

- How can we regain clarity and confidence in the capital planning process amid the uncertainties introduced by Bill 51 and the *RPGA*?
- How do these changes support CBE's JUPA (Joint Use and Planning Agreement) or partnerships we have or want to establish in the future if we don't have authority over those lands or buildings?
- Does the *RPGA* mean government will now own school buildings and we will become lessees? There is so much uncertainty related to not knowing the details and impacts (terms of the lease, lease length, even whether we locally name a school). All of this is challenging our thinking and our confidence.
- What are the impacts for communities? Does this mean the first school in a community may not be a public school? How will this impact school sites chosen, funding to fit-up schools not covered by the school construction grant (e.g. funding for student information technology devices, wireless access points or staffing to prepare the school for opening)? How will this impact the continuity of programming?

The *School Transportation Amendment Regulation* and the metro transportation funding formula are impacting the CBE and families.

The cost of providing yellow bus transportation continues to increase and transportation funding is not keeping pace. Service provider costs including wages, buses, fuel, and insurance are all rising. With over 26,000 students currently transported by yellow buses, this fall, the CBE is implementing legislated changes that will lead to over 7,000 additional students becoming eligible to take yellow buses, further increasing the overall cost of providing transportation. CBE trustees have been very vocal with government about the impacts families will experience because of Alberta Education's [School Transportation Amendment Regulation](#).

In addition to this, the metro transportation funding formula penalizes rapidly growing school boards like the CBE. The formula assumes that schools with high enrolment will have a greater number of students who can walk to school. Therefore a percentage of the funding is subtracted based on average enrolment. The higher the average school enrolment, the greater the deduction.

With a current utilization rate of 95%, CBE is overflowing students from 30+ schools to 45 receiver schools. When students are overflowed, they need

transportation to another school, but the funding formula does not account for this.

In fact, CBE's transportation funding is decreasing by \$2M year-over-year despite growing enrolment and more students needing to be overflowed to other schools. Fees must increase to cover the revenue gap.

Compounding this problem is the fact that over 60% of the transportation grant is used to transport 2,500 students requiring complex learning needs (CLN) transportation (i.e. less than 10% of total ridership). Specifically, CBE receives \$13M in funding for CLN transportation and the cost to provide this service is \$31M. School boards are not permitted to charge a fee for CLN transportation.

We offer three recommendations for keeping fees affordable and supporting a sustainable transportation model:

1. Provide a supplementary grant of \$6.5M for the 2026-27 school year and beyond to return fees to \$260/year (fee charged in 2024-25).
2. Revise the metro board funding formula to account for rapidly rising enrolment and increasing specialized transportation costs.
3. Eliminate the in-year funding reduction

More details are in the *Metro Transportation Challenge* flatsheet that is attached and available on the [CBE's website under Board advocacy](#).

CBE schools are full and there remains an urgent need for learning spaces.

During our term, we have been [advocating for learning spaces](#). We want the School Construction Accelerator Program to be successful. We want community schools to be built, which in turn builds community.

We are grateful for the approval of 13 new schools. Given it takes several years for new schools to be built, the system utilization rate is still projected to remain at 100% by 2029. That's why in our [Three-Year School Capital Plan 2026-29](#) we requested another 16 new schools, as well as one addition, one modernization and one replacement school. [More modular classrooms](#) have also been requested to help relieve short term pressure.

In addition, the CBE has taken significant actions to manage our finite learning spaces. We have used capital dollars to relocate modular classrooms, we have shifted grade configurations, repurposed spaces in schools such as learning commons, stages and music rooms for classroom spaces. CBE has also taken steps to add or optimize roughly 2,575 learning spaces including:

- In 2024, 47 new modulars have created approximately 1,150 new spaces and the relocation of 17 modulars created another 425 spaces.

- In fall 2025, CBE is reopening Windsor Park school to add 200+ spaces for regular programming. This will have positive impacts on Elboya and Rideau Park schools reducing the number of students being overflowed.
- Work is underway to consolidate Chinook Learning Services and recapture ~550 high school spaces across four high schools by mid 2026.
- Closing the All Boys Program at Sir James Lougheed School will open 250+ future learning spaces.

The CBE is also working closely with the City of Calgary and developers to address the need for site readiness, especially the urgent need for a high school in the south and two other high school site. If these school sites were site ready, West Macleod High School would be identified in Year 1 as priority #3, Glacier Ridge High School would be identified in Year 1 as priority #4, and Livingston High School would be identified in Year 2 as priority #15.

Public school boards deserve equitable funding to ensure all students can be successful.

We believe in public education. We are a school system that is committed to welcoming and meeting the needs of our diverse student population. We are proud of our student results; CBE students continue to outperform the province on many fronts. However, if base funding does not increase, our current breadth and depth of programming alongside student success is at risk.

We value choice and want to continue to offer – in fact - expand choice. We want to be engaged in creating an environment where all public schools, separate schools, private schools and charter schools are held accountable to the same standards, where we can continue to be agile and innovative and continue to effectively and efficiently use tax dollars to support student success.

We look forward to continuing this conversation.

As highlighted in this letter, we still have many questions. At our meeting, you indicated a willingness to meet again before the end of June. We have reached out to your office to schedule a time.

It is important that we re-establish a shared vision for public education where local voice, accountability, and student success remain central.

We want to gain a better understanding for how government will support school boards, like the CBE, that are demonstrating excellence, innovation, and fiscal responsibility, but now face increasing risk to that success. Over our term, we have exhibited a high level of accountability, demonstrated our commitment to collaborate with you and other ministries and share our expertise and insights.

We look forward to learning more about how you will support the CBE and the continued success of the students we serve.

Yours sincerely



Patricia Bolger, Chair
Board of Trustees

c.c. Joanne Pitman, Chief Superintendent of Schools

Encl. Metro Transportation Challenges

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CBE Transportation Funding Challenges

The CBE is facing pressure on transportation funding as our system grows. This is resulting in higher fees. Challenges include:

Costs are Rising Faster than Funding

The cost of providing yellow bus transportation continues to increase and transportation funding is not keeping pace. Service provider costs including wages, buses, fuel, and insurance are all rising. This fall, CBE is implementing the legislative changes that will lead to over 7,000 additional students becoming eligible to take yellow buses, further increasing the overall cost of providing transportation.

In-Year Funding Reductions Had an Impact

In 2024-25, CBE had an in-year funding reduction of \$2.5M. Grant funding is based on enrolment projections; during the year, the grant is adjusted based on actual enrolment. The transportation grant in the 2025-26 CBE funding profile is about \$2.2M less than the reduced 2024-25 grant funding. As long as CBE continues to experience strong enrolment growth and high utilization rates, transportation costs will increase.

Three contributing factors to grant reductions:

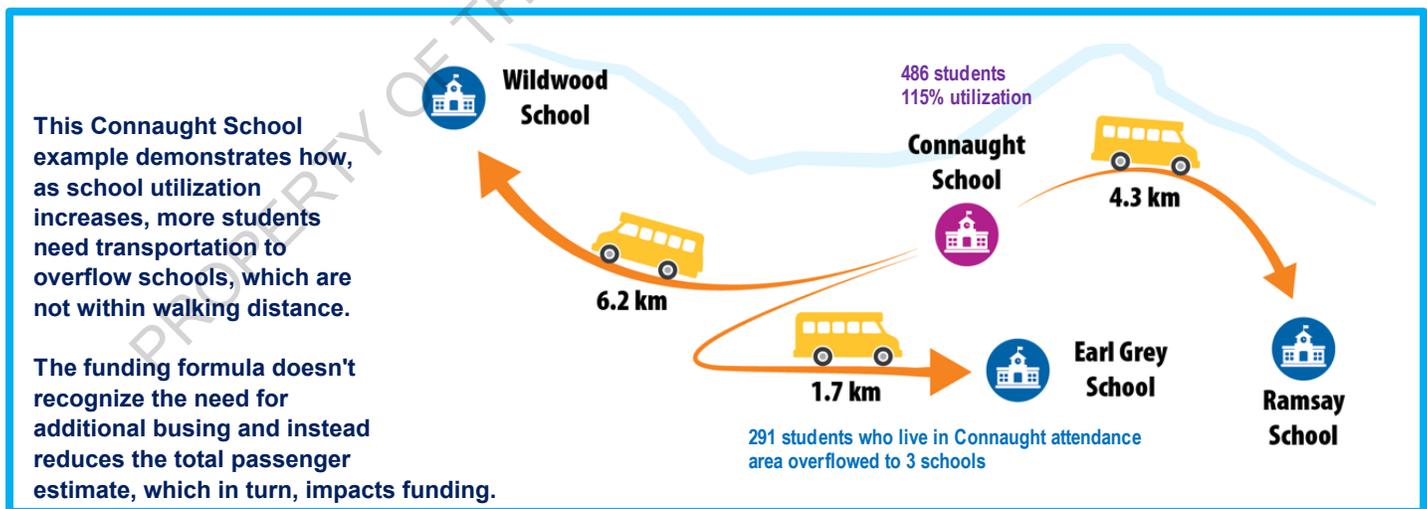
1. Prior to 2021, CBE's system utilization rates were declining resulting in a smaller in-year reduction.
2. In 2020-21, Alberta Education paused the metro formula and applied a growth factor to the 2019-20 grant.
3. In 2024-25, the metro formula has been reapplied. Given enrolment growth, higher school utilization and growing ridership, CBE is seeing a significant impact on funding.

The Funding Formula Doesn't Work for Rapidly Growing Metro Boards

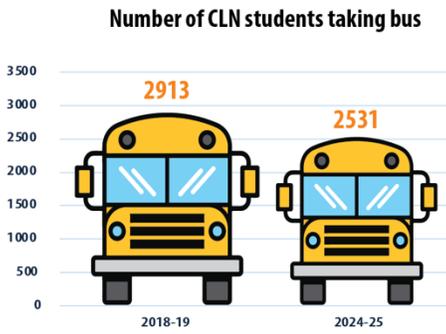
The provincial funding manual allocates transportation funds differently for charter, rural, urban, and metro boards.

The metro calculation is based on an estimated number of bus riders. The formula assumes that a school with high enrolment will have a greater number of students who can walk to school. Therefore a percentage of the funding is subtracted based on average enrolment. The higher the enrolment the greater the deduction.

With a utilization rate of 95%, CBE is overflowing students from 30+ schools to 46 receiver schools. When students are overflowed, they need transportation to another school, but the funding formula does not account for this.



Transporting Students with Complex Learning Needs (CLN) Continues to Increase



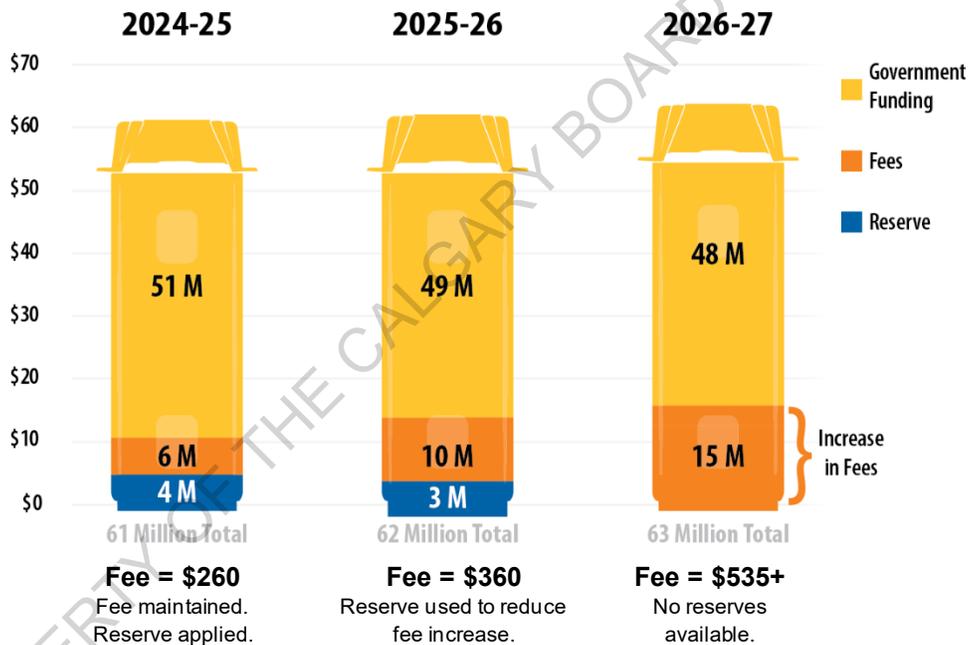
The transportation grant provides \$13M for CLN transportation. Actual costs are \$31M.

This means 61% of the transportation grant is used to transport 2,500 students.

School boards are not permitted to charge a fee for CLN transportation.

Impact of Metro Funding Formula and Fees

In 2024-25, we received \$51M to transport about 26,000 students. In 2025-26, we will receive \$49 million to transport about 30,000 students, a reduction of \$2M. **The metro formula effectively penalizes CBE for high average enrolment. Fees must increase to cover the revenue gap.** A mid-year funding reduction based on actual riders further impacts boards. Service levels have already been established so this in-year reduction creates budget uncertainty for the following year.



Measures CBE has Implemented to Improve Transportation Efficiency

- Ensured costly supports for students with special needs are based on assessed needs
- Transitioned more students to Calgary Transit
- Aligned bell times to allow buses to run multiple routes within a single block of time
- Increased the number of students per bus run
- Reviewed contracts with service providers
- Implemented congregated (community-based) stops for alternative program riders
- Incorporated low rider routes into existing routes
- Conducted external reviews and audits

Recommendations to Keep Fees Affordable and Support Sustainable Transportation

- Provide a supplementary grant of \$6.5M starting in the 2026-27 school year to return fees to \$260/year.
- Revise the metro formula to account for rising enrolment and increasing specialized transportation costs.
- Eliminate the in-year funding reduction.



ALBERTA

Education
and Childcare

Office of the Minister
MLA, Calgary Bow

AR 130456

August 8, 2025

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

Dear Ms. Bolger:

I appreciated the opportunity to meet with you on May 14, 2025, to discuss some of the challenges facing the Calgary Board of Education (CBE). I value the collaborative relationship we have with CBE and welcome the opportunity to continue that discussion.

Recent Legislative Changes

I recognize the need for clarity and confidence in the capital planning process following the introduction of the *Education Amendment Act* and the *Real Property Governance Act*. This legislation has no direct impact on Alberta Education and Childcare's existing gated capital planning process for approving school capital projects.

However, this legislation will affect the ownership of new school buildings. Alberta Infrastructure will assume ownership of all new and replacement Kindergarten to Grade 12 school real property and then lease the property to school boards for operation and maintenance. With Alberta Infrastructure handling property issues, school boards will be able to focus resources on education and the communities they serve rather than on property.

I understand CBE's concern about how this policy shift will impact current and future Joint Use Planning Agreements. When a school board determines it no longer needs a parcel of land previously owned by the municipality, the land is transferred to Alberta Infrastructure before being sent or offered back to the municipality. We are not anticipating amendments to Joint Use Planning Agreements or changes to partnerships at this time. If CBE would like to share partnership agreements with the department for our feedback, we are happy to review.

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The *Real Property Governance Act* and the *Education Amendment Act* do not affect the prioritization of school capital projects. Once a project has been approved, we expect the ownership transfer to occur early in the design process, but the typical site readiness process will remain the same. We expect any site readiness issues to be resolved prior to the land being transferred. Schools will still need to complete the initial site selection and evaluation work and submit a Site Evaluation Checklist to the department. This legislation does not affect existing start-up grants for new schools.

Transportation

Thank you for the information you provided on the impact of the changes to distance criteria that come into effect for the 2025/26 school year. I recognize CBE's capacity concerns regarding this change and appreciate the efforts CBE has made to increase capacity to transport the additional students now eligible for transportation service. Since 2022/23, CBE transportation funding has increased by \$11.5 million (28 per cent) to support increased ridership due to enrolment growth and the changes to distance criteria.

I also appreciate the information you provided regarding rising costs for special transportation, and concerns about how the metro transportation funding model accounts for students who are directed to other schools because their designated school is at capacity. Department staff recently met with CBE student transportation administration to gain a better understanding of these challenges. The information provided will be helpful when we review the metro transportation funding model this fall.

Capital Planning

I understand the urgent need for more schools to support CBE's rapid enrolment growth. Through a generational investment of \$8.6 billion, the Schools Now Program (formerly the School Construction Accelerator Program) will create more than 200,000 new and updated student spaces over seven years. We will do this by building up to 90 new schools, updating or replacing existing schools, and expanding our use of modular classrooms.

While we are working quickly to open new schools, we are also enhancing our modular classrooms program so we can meet some of the most urgent needs for student spaces while schools are being built. In March, Alberta's government invested \$50 million through its 2025/26 Modular Classroom Program. To address the immediate need for student spaces, Education and Childcare is investing an additional \$50 million to support in-year modular classroom funding. This funding will provide 62 new modular classrooms and relocate four others to areas of highest need, creating approximately 1,650 new or relocated student spaces in some of Alberta's fastest-growing communities. As part of the in-year approval, the Calgary Board of Education was approved for 13 new modular classrooms. Considerations for their placement are currently being reviewed. The \$50 million in-year investment adds to the earlier \$50 million invested and the \$140 million invested in modular classrooms in 2024.

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Through the 2025/26 Modular Classroom Program, CBE received approval for two new modular classrooms for Dr. E.P. Scarlett High School, and six new modular classrooms for John G. Diefenbaker High School. The addition of these eight modular classrooms will provide space to address enrolment pressures at the high school level until the recently approved John G. Diefenbaker replacement school can be built.

I appreciate the information you provided regarding the initiatives CBE has undertaken to generate additional learning spaces by finding efficiencies in the allocation of existing learning spaces, including the consolidation of some programs.

I look forward to future discussions with CBE regarding these topics. Your dedication to ensuring the success of CBE students is appreciated.

Best,



Demetrios Nicolaides ECA PhD
Minister of Education and Childcare

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