

public agenda

Regular Meeting of the Board of Trustees

September 22, 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 Opening Remarks	Chair, J. Pitman	GC-3	
	4 Awards and Recognitions		GC-3	
	5 Results Focus			
	6 Operational Expectations			
	6.1 OE-1: Global Operational Expectations – Annual Monitoring	J. Pitman	OE-1	Page 6-1
	7 Public Comment [PDF]		GC-3.2	
	Requirements as outlined in Board Meeting Procedures.			
	8 Matters Reserved for Board Information		GC-3	
	9 Matters Reserved for Board Decision	Board	GC-2	
	10 Consent Agenda	Board	GC-2.6	
	10.1 Items Provided for Board Decision			
	10.1.1 Roster for Second Vice-Chair	Board	GC-4	Page 10-1



(That the Board of Trustees approves the Roster for Second Vice-Chair for the period of September 2026 to August 2027, as submitted.)

10.1.2 Board Meeting Minutes

- June 9, 2026 Regular Meeting
- June 23, 2026 Organizational Meeting
- July 14, 2026 Special Meeting

(THAT the Board of Trustees approves the Minutes of the Regular Meeting held June 9, 2026, the Organizational Meeting held June 23 2026, and the Special Meeting held July 14, 2026, as submitted.)

10.2 Items Provided for Board Information

10.2.1 Chief Superintendent's Update

10.2.2 Construction Projects Status Report

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Page 10-24

OE-3,7

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.



OE-1: Global Operational Expectations



Calgary Board
of Education

Operational Expectations Monitoring Report

September 22, 2026

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 1: Global Operational Expectations, 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: September 22, 2026

Joanne Pitman, Chief Superintendent

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 1: Global Operational Expectations, 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 the credibility of and public confidence in the organization are necessary to contribute positively to student success. The Board expects practices, activities and decisions that are in keeping with the standards, as defined in law and board policies, for an organization responsible for public education.

This Operational Expectation establishes the global values and expectations of the Board of Trustees for the Calgary Board of Education regarding the operation of the organization.

The Chief Superintendent's reasonable interpretation and indicators for OE 1: Global Operational Expectations were approved on June 24, 2025. The Board was last presented with the annual monitoring report for OE 1 on September 23, 2025.

This report includes data available from the 2025-26 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
1.1	1.1.1	Compliant
1.1	1.1.2	Compliant
1.2	1.2.1	Compliant
1.2	1.2.2	Compliant
1.2	1.2.3	Compliant
1.3	1.3.1	Compliant
1.3	1.3.2	Compliant
1.3	1.3.3	Compliant
1.3	1.3.4	Compliant

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

Board-approved Interpretation |

The Chief Superintendent has a responsibility to ensure that the organization operates in such a way that public trust and confidence is maintained. In order to do this, the organization must:

- operate in accordance with the *Education Act* and the related regulations, as well as other applicable legislation and regulations;
- operate using standards associated with sound professional and business practice;
- maintain working and learning environments that endeavour to keep employees and students from harm;
- support a respectful work and learning environment for students and employees and considerate, thoughtful interactions with the public;
- meet the expectations set out in the Board of Trustees' Operational Expectations policies; and
- administer its operations in ways that meet or exceed the community's expectations for the conduct of a public institution.

The Chief Superintendent shall:

1.1	Take all reasonable measures to ensure that practices, activities, decisions, and organizational conditions are lawful, ethical, safe, respectful, prudent, in compliance with Board policy and preserve the organization's public image and credibility.	Compliant
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The Chief Superintendent is responsible for ensuring the organization operates within the boundaries of law and Board of Trustees policies. Having consistent expectations through regulations aligned with and in support of applicable legislation and policies provides guidance and clarity for employees as they perform their duties.

The Chief Superintendent interprets:

- *reasonable measures* to mean system-wide preventative internal controls.
- *practice, activity, decision or organizational condition* to mean the day-to-day operations of the Calgary Board of Education.

Board-approved Indicators and Evidence of Compliance |

1.1.1 Employees are informed of the expectations for their conduct in the context of their employment through the CBE Employee Code of Conduct: a) at the point of hire, as evidenced by new employee acknowledgement; b) annually by school principals; and c) annually by supervisors.	Compliant
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The organization is compliant with this indicator.

- a) At the point of hire, as evidenced by new employee acknowledgement

Evidence statement

Human resources confirms 100% compliance. Before any hire or re-hire is completed, all paperwork must be received as well as the signed acknowledgement form, stating the employee is aware of the Employee Code of Conduct.

- b) annually by school principals;

Evidence statement

Principals have confirmed 100% compliance in sharing the Employee Code of Conduct with their staff as well as the expectations for their conduct in the context of their employment with CBE.

- c) annually by supervisors.

Evidence statement

All supervisors confirm 100% compliance in sharing and discussing the Employee Code of Conduct with their staff. This includes education directors, service unit directors, and superintendents.

1.1.2 Administrative Regulations are reviewed and revised accordingly according to the identified work plan.	Compliant
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The organization is compliant with this indicator.

Evidence statement

CBE's Policy Coordinator is responsible for developing new administrative regulations (ARs), managing review and revision to existing administrative regulations, coordinating Operational Expectations reporting, as well as leading or supporting various policy related initiatives.

A work plan was submitted by the Policy Coordinator to General Counsel in fall 2025. The plan prioritized work based on legislative and regulatory changes, amendments flowing from Board policies, and changes stemming from material operational changes. This work is followed by regularly scheduled reviews.

In 2025-2026, the following Administrative Regulations were created or amended:

- AR 1029: Operation of Schools
- AR 1032: Learning Continuity During Emergencies
- AR 1066: Video Surveillance
- AR 3034: Athlete Eligibility Confirmation
- AR 3051: School Literary Materials Selection
- AR 3068: Parental Notification and Opt-In Consent
- AR 4038: Harassment, Sexual Harassment and Discrimination
- In process: AR 3003: Special Education Programming

In addition, the following Administrative Regulations received minor revision to ensure compliance with privacy legislation updates (moving from FOIP to PIPA and ATIA):

- AR 1014: School Participation in Programs - Outside Services
- AR 1061: Responsible Care and Security of Information
- AR 1063: Calgary Board of Education Internet Web Presence
- AR 1064: Public Sharing of Student Information
- AR 1065: Forms Management
- AR 3007: Seclusion, Physical Restraint, & Time-Out Rooms
- AR 3027: Off-Site Activities
- AR 3032: Educational Research and Experimentation
- AR 4029: Employee Police Information Check
- AR 4090: Public Interest Disclosure (Whistleblower Protection)
- AR 5003: Volunteers
- AR 6024: Student Records
- AR 6031: Welcoming, Caring, Respectful and Safe Learning and Work Environments

From June through August 2026, the Policy Coordinator facilitated a working group to update numerous ARs to comply with Bill 25, *An Act to Remove Politics and Ideology from Classrooms and Amend the Education Act, 2026*. This work is expected to continue through December 2026.

Evidence demonstrates all indicators in subsection 1 are in compliance.

1.2	Appropriately manage risks related to the strategic and operational objectives of The Calgary Board of Education.	Compliant
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The Chief Superintendent shall ensure that activities and conditions within the CBE support the reliable achievement of strategic and operational objectives over time and within available financial resources.

The Chief Superintendent interprets:

- *appropriately manage risks* to mean that CBE administration proactively identifies and analyzes risks and develops responses to support achievement of Results and key outcomes in the Education Plan; and
- *strategic and operational objectives* to mean the Board of Trustees' Results priorities as well as key outcomes set out in the CBE's Education Plan.

Board-approved Indicators and Evidence of Compliance |

1.2.1	Reports to the Board will provide analysis and responses to potential material risks of proposed decisions.	Compliant
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The organization is compliant with this indicator.

Evidence statement

Reports submitted to the Board include analysis regarding potential material risks of proposed decisions. Analysis of potential material risks is targeted to ensure achievement of Results and/or key outcomes in the Education Plan. A material risk is a significant event or exposure that could severely impact the CBE's operations, safety, or finances. Subject to the protection of personal privacy and legal privilege, all reports submitted to the Board for proposed decision are provided at public Board meetings, where the Board has an opportunity to examine and make inquiries about the report, including any potential material risks identified therein.

Examples of such reports include the Three-Year System Student Accommodation Plan, the Three-Year School Capital Plan, and the Annual Education Results Report.

A noted exception is Operational Expectations Monitoring Reports, which do not include an analysis section. However, these reports follow an agreed template and allow for Trustees to present questions regarding evidence statements provided and receive responses before making a determination regarding compliance. Additionally, the Operational Expectations development process includes work done by the Chief Superintendent and administration to determine reasonable interpretations and indicators that Trustees review and approve.

1.2.2	In CBE financial reports, CBE administration will assess and report on the financial health and material operational risks that impact achievement of the strategic objectives of CBE Education Plan and Board Results policies.	Compliant
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The organization is compliant with this indicator.

Evidence statement

For the 2025-2026 school year, all quarterly budget variance reports identified and reported variances from the approved budget, along with their potential impacts on the achievement of the strategic objectives outlined in the CBE Education Plan and Board Results policies. These reports provided ongoing assessment of the organization's financial position and highlighted material operational risks where applicable.

In addition, each quarterly budget variance report included a Financial Health Matrix, which tracks key financial indicators over time and supports the monitoring of the organization's overall financial health. This information enables Administration to assess financial sustainability, identify emerging risks, and provide transparent reporting to the Board regarding factors that may affect the achievement of strategic objectives.

1.2.3	CBE demonstrates compliance with 95% or more of Operational Expectations Indicators monitored in each school year.	Compliant
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The organization is compliant with this indicator.

Evidence statement

Upon review of the nine Operational Expectation (OE) monitoring reports presented to the Board of Trustees during the 2025-2026 school year, CBE demonstrated compliance with 90 of 93 Operational Expectation Indicators, equal to 96.8% compliance. If "not applicable" is excluded, compliance moves to 90 of 91, equal to 98.9% compliance. OE monitoring reports presented during the 2025-2026 school year include data available from the 2024-2025 school year.

Evidence demonstrates all indicators in subsection 2 are in compliance.

1.3	Take reasonable actions to ensure that the organization, the Board or employees are not recklessly exposed to legal liability.	Compliant
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The Chief Superintendent interprets:

The Chief Superintendent interprets recklessly expose as allowing conditions to exist which prevent The Calgary Board of Education from obtaining insurance coverage.

Board-approved Indicators and Evidence of Compliance |

1.3.1	CBE purchases insurance coverage that is comparable to the Ontario School Board Insurance Exchange and therefore considered normal and customary for the operation of a similar school district.	Compliant
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The organization is compliant with this indicator.

Evidence statement

During the 2025–2026 school year, the CBE, through its participation in the Urban Schools Insurance Consortium (USIC), secured insurance coverage without difficulty across all major insurance lines. The resulting program remained appropriate to CBE's risk profile and provided adequate protection for its identified insurable risks and operational exposures.

1.3.2	Zero instances of CBE's insurers refusing to insure the CBE due to the existence of hazardous conditions.	Compliant
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The organization is compliant with this indicator.

Evidence statement

During the 2025–2026 school year, there were zero instances of an insurer declining, cancelling or materially restricting coverage under any CBE insurance line because of hazardous conditions or inadequate risk controls.

1.3.3	Standard form contracts are available and utilized for master agreements, purchasing.	Compliant
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The organization is compliant with this indicator.

Evidence statement



Standard forms are available for various types of agreements, including procurement, on-site and off-site activities, transportation services, and partnerships with external organizations. These master agreements undergo review and revision in consultation with Legal Services whenever necessary.

Master agreement templates were updated in 2025-2026 for the following:

- Purchasing goods, services, and professional services;
- Supplementary terms for CCDC2, RAIC_6, and ACEC standard form contracts; and
- On-site and off-site activities.

1.3.4	Clearly defined processes are in place and utilized for approval of offsite activities.	Compliant
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The organization is compliant with this indicator.

Evidence statement

CBE has a clearly defined and well-communicated process for approving off-site activities of all types. The process includes an Off-Site Activities Procedures Manual (reviewed yearly), administrative regulations, an online Off-Site Activities Proposal and Review process, and dedicated oversight from the Education Director and the Off-Site Activities System Assistant Principal. Oversight ensures compliance with the Off-Site Activities Procedures Manual and the applicable administrative regulations. In addition to these formal processes, the Education Director/Off-Site Activities System Assistant Principal communicates annual updates to school administrators through an early fall The Week Ahead (TWA) communication titled Important Updates from Off-Site. These updates highlight any changes to procedures, operational expectations, professional learning opportunities, and other key information related to off-site activities.

The approval process differentiates among local, provincial, out-of-province, and international off-site activities, with increasing levels of review based on the nature and complexity of the activity. Out-of-province and international activities (classified as Category C and D trips) are reviewed by the Off-Site Safety Advisory Committee (OSAC), which includes the Off-Site Activities System Assistant Principal, Education Director and a Risk Advisor from Corporate Risk & Security. Following OSAC's review and the Education Directors recommendation, these trips then require final approval from the Superintendent, providing an additional level of oversight and risk management. The annual TWA communication further supports implementation by ensuring school leaders are informed of any changes to approval requirements, training opportunities, and risk management expectations before the start of each school year.

Approved Trips (August 2025 - June 2026)

Approved Trip Type	"A"	"B"	"C"	"D"
# of Trips	17 684	995	76	*1
# of students	n/a	46 987	2 160	5

*D Trips did not proceed in the 2025/26 school year except for 1 school that qualified for Worlds in debate in Cambridge.

Evidence demonstrates all indicators in subsection 3 are in compliance.

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.

Roster for Second Vice-Chair

Report to Board of Trustees



Calgary Board
of Education

Date	September 22, 2026
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor Corporate Secretary
Purpose	Decision
Governance Policy Reference	Governance Culture GC-4: Officers' Roles
Resource Person(s)	Melaina Graham, Lead, Office of the Corporate Secretary

1. Recommendation

THAT the Board of Trustees approves the Roster for Second Vice-Chair for the period of September 2026 to August 2027 as follows:

- | | |
|--------------------------|---------------------------|
| • September/October 2026 | Trustee Patricia Bolger |
| • November/December 2026 | Trustee Nancy Close |
| • January/February 2027 | Trustee Susan Vukadinovic |
| • March/April 2027 | Trustee Charlene May |
| • May/June 2027 | Trustee Cynthia Cordova |
| • July/August 2027 | Trustee Patricia Bolger |

2. Background

The Board of Trustees' Board Meeting Procedures require that a second Vice-Chair be appointed on a rotating roster basis, every two months. The roster needs to be confirmed following the Organizational Meeting, as it must exclude the Chair and Vice-Chair.

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.

PROPERTY OF THE CALGARY BOARD OF EDUCATION

Chief Superintendent's Update

Report to Board of Trustees



Calgary Board
of Education

Date	September 22, 2026
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	Operational Expectations OE 2: Learning Environment/Treatment of Students OE 3: Instructional Program OE 4: Treatment of Employees OE 8: Communicating and Engaging with the Public OE 9: Facilities

1. Recommendation

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

2. Issue

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

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

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

OE-4: Treatment of Employees states that “student success and wellbeing depend upon the recruitment, retention, and fair compensation of highly qualified employees working in an environment that is safe, courteous, and professionally supportive.” With other reports submitted to the Board of Trustees, this update meets the requirement of OE-4 by establishing and implementing standards and practices for the recruitment, fair compensation, and retention of highly qualified employees while administering clear personnel rules and procedures for employees in a respectful organizational culture.

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

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

3. Background

OE-2 Learning Environment/Treatment of Students | Library Resources for the new Evanston Heights school.

Over the spring and summer, the Educational Resources and Learning Systems Team (ERLS) processed the core library collection to make them shelf-ready for Evanston Heights School. This process included reviewing the depictions in all books to ensure they met the Ministerial Order 018/2026 [Education and Childcare] standards. Over 3600 books were completed by August 31 and sent to the new school for shelving.

OE-2 Learning Environment/Treatment of Students | Physical Education and Wellness Symposium

On August 24 and 25, the Well-Being Team hosted the Physical Education and Wellness Symposium at Lester B. Pearson High School. The symposium brought together 119 educators representing 71 schools and provided a practical, collaborative, professional learning opportunity to strengthen understanding of Universal practices in Physical Education and Wellness in preparation for the school year.

Participants engaged in four sessions focused on: high-impact instructional strategies for social-emotional learning in Physical Education and Wellness; building safe, inclusive and engaging learning environments; assessment design and long-range planning; and the continuum of supports for student well-being and mental health. Through these sessions, educators explored how inclusive practices, curriculum task design, assessment, and the integration of SEL all exist across the continuum of supports and services and positively impact student well-being. Practical scenarios, hands on

opportunities, system rubrics, and inclusive instructional strategies provided participants with resources they could apply within their school contexts.

Feedback from the symposium revealed that participants identified shifts in their thinking, practice and confidence. Educators valued the tangible and actionable strategies, greater clarity around assessment and planning, and opportunities to collaborate with colleagues from across the system. Participants also reported a stronger understanding of how to respond to student needs, reduce barriers to participation and create learning environments in which students feel a sense of safety and belonging. School and teacher leaders noted that the shared language, high impact strategies, and practical resources strengthened their capacity to share with colleagues and ensure multiple points of entry to address student well-being through evidence informed practice. This professional learning contributes to building system-wide capacity and coherence in student well-being.

OE-3 Instructional Program | Early Learning Summer Professional Learning

In August 2026, the Early Learning team offered professional learning opportunities to strengthen educator capacity and support high-quality, responsive instruction for CBE's youngest learners. The team welcomed 49 educators to a professional learning session for teachers new to kindergarten. Participants were provided with practical strategies and resources to support the creation of inclusive, engaging and developmentally appropriate learning environments as they prepared to welcome Kindergarten students for the 2026–27 school year. Participant feedback demonstrated increased confidence in preparing for the school year and provided valuable insights into future learning needs, helping to inform the design of upcoming sessions.

The Early Learning team also facilitated three Acadience Reading professional learning sessions to strengthen system capacity for using literacy assessment data to inform instruction and intervention. Collectively, these sessions supported OE-3 Instructional Program by building educator and system capacity to provide responsive, evidence-informed instruction and use assessment information to support equitable learning opportunities and improved outcomes for students.

OE-3 Instructional Program | High School Assessment Working Groups

57 high school teachers attended a one-day Assessment Working Group for 20-Level Core Curriculum courses. The purpose of the session was to enhance teacher assessment literacy. Teachers engaged in calibration activities using System Rubrics developed to strengthen instruction and assessment alignment across the system.

OE-3 Instructional Program | K-9 Math Professional Learning

Across four mathematics professional learning sessions, 188 grade 1–9 teachers representing 104 schools explored new system resources, the Number Sense Assessment Tree (NSAT) and the MathUP Numeracy Readiness Checks (NRCs). Through hands-on exploration and collaborative discussion, participants examined how these tools can be used to identify students' strengths and areas for growth, inform responsive instruction, and plan targeted supports. The sessions provided teachers with practical opportunities to consider implementation of these resources with students during the upcoming school year.

OE-3 Instructional Program | K-6 Social Studies New Curriculum

Across two days of professional learning, 118 K–6 teachers deepened their understanding of the new Social Studies curriculum and explored system resources to support year-long planning. Through collaborative planning and practical task design, participants developed approaches and strategies for translating curriculum outcomes into meaningful learning experiences for students. The sessions

provided teachers with practical tools and resources to support Social Studies teaching and learning throughout the school year.

OE-3 Instructional Program | New Curriculum Assessment Working Groups

The Core Curriculum and Assessment team facilitated in-person Assessment Working Groups to support teachers in strengthening assessment literacy, deepening understanding of curriculum, and building greater consistency in assessment practices across the system. 72 elementary teachers participated in three days of working groups focused on ongoing implementation of K–6 Science, Social Studies, Physical Education & Wellness and French Immersion Language Arts & Literacy new Curriculum. These sessions were supported by the Languages and Well-Being teams, alongside Core Curriculum and Assessment specialists.

OE-2: Learning Environment/Treatment of Students | OE-3: Instructional Program | OE-4: Treatment of Employees | CCT and CCI sessions

This summer, Inclusive Education led four days of professional learning for school administrators and the teachers and education assistants deployed to their Classroom Complexity Teams (CCTs). The CCT Summer Institute offered opportunities for:

- administrators to explore theories of educational change, models for CCT implementation, and data-informed priorities for the work of Classroom Complexity Teams in their schools
- teachers to evaluate their own strengths and needs related to the provision of a continuum of supports and services, and to attend targeted PL sessions related to identified needs
- administrators and teachers to collaborate around student data, school structures and processes, and the vision for CCT work, and
- teachers and EAs to get to know one another, identify strengths and areas for growth within the team, and attend PL related to safely supporting students with complex behavioral profiles.

Attendance at the Institute was a combination of these school staff, depending on the daily offerings and staff availability prior to school startup.

- Day 1 (administrators) | 101
- Day 2 (teachers) | 96
- Day 3 (administrators and teachers) | 188
- Day 4 (teachers and EAs) | 215

Ongoing professional learning opportunities will be made available over the course of the school year based on the priorities identified by school leaders and the learning needs identified by school staff. This will include:

- monthly (approximately) PL on entry level and advanced topics related to inclusive education (open to any interested CBE staff but focused on the needs of CCT)
- ongoing community of practice meetings for interested school administrators
- on-demand videos related to student learning profiles (Inclusive Education) and high impact strategies for EAL students

In addition, Comprehensive Crisis Intervention (CCI) two-day training was offered to Classroom Complexity Team (CCT) schools throughout July and August for Principals, Assistant Principals, Teachers, and Education Assistants. The training focused on proactive, preventative approaches to reducing the need for crisis response and provided participants with strategies for conflict de-escalation, crisis de-escalation, non-violent crisis intervention, and positive behavior support. Participants developed skills to effectively prevent, manage, and de-escalate conflict and crisis situations while minimizing the need for physical intervention or restraint. In addition, the training provided a foundational understanding of trauma-informed practice, high-risk internalizing and externalizing behaviors, and the cycles of dysregulation, equipping staff with evidence-informed strategies to support positive student outcomes

and respond effectively to a range of behavioral and emotional needs. In the six sessions offered, 169 CBE staff received CCI certification: 15, principals, 17 assistant principals, 55 teachers and 82 EAs.

OE-8 Communicating and Engaging with the Public | EducationMatters' Pack Hope: Backpack & Essentials Campaign

EducationMatters' Pack Hope Backpack Challenge brought together corporate partners, community supporters and volunteers in August to fill 2,000 backpacks with supplies. Volunteers spent the morning in friendly competition to fill the backpacks that were delivered to more than 70 CBE schools that will provide them to students facing financial barriers.

Receiving a backpack gives students the confidence of knowing they have what they need to start the school year.

Thank you to the sponsors, donors and volunteers who helped pack hope for CBE students. The campaign was supported by Suncor Energy, Direct Energy, belairdirect, PC Corp, Whitecap Resources, KSBK Charitable Foundation, Neo Financial, Fraternal Order of Eagles and Graeme Wada Foundation.

A special thanks also goes to CBE staff from various service units who volunteered the day before to unpack and organize the supplies to prepare for the challenge

OE-8 Communicating and Engaging with the Public | Launch of the New CBE Website

On August 14, 2026, a new corporate site (cbe.ab.ca) was launched.

As the technology supporting the website had reached end of life, the CBE transitioned the corporate website and underlying school profile information to a new long-term hosting platform, Content Manager. The move provided an opportunity to improve the user experience. New page layouts enhance accessibility and mobile responsiveness while maintaining the ability to translate content into a user's preferred language. Information about key services and processes, including school registration, transportation, and fees, has also been streamlined to make it easier for families to find and understand.

This external facing site is a key channel for communicating with current and prospective students and families, partners, members of the public, and other audiences. During the 2025-26 school year, it received more than 9.6 million page views.

OE-9 Facilities | CBE Sustainability Framework 2030: EcoSchools and Mayor's Environment Expo

Amongst the many targets established within CBE Sustainability Framework 2030, the following are being highlighted for the purpose of this update:

- students have access to learning opportunities in environmental, energy, and climate education in alignment with the Programs of Study
- all schools provide opportunities to students, educators, support staff and facility operators to advance environmental sustainability initiatives
- more than 50 per cent of CBE schools are certified as EcoSchools
- students and teachers work together to embed sustainability into classroom learning and practices
- the CBE has formal and informal partnership(s) with the local community, including government, non-profit organizations, and other entities, to co-develop climate solutions and work together to advance sustainability within the community

EcoSchools is a global sustainability certification program for K-12 schools with 56,000 participating schools in 70 countries. EcoSchools Canada is Canada's largest school certification program, reaching over 3,000 schools and 1 million students annually.

EcoSchools provides teachers with a framework to engage their students and entire school community in action-based learning around environmental sustainability and climate solutions making them active players in helping their community become more sustainable. Schools create customized action plans by selecting from more than 50 available actions relating to a range of sustainability topics including nature and biodiversity, energy, waste, water, and food. Each action comes with its own action guide making it easy for teachers and students to get started. As schools implement these actions they earn points toward bronze, silver, gold or platinum level certification. As an added bonus, participating schools are generally 4-6% more energy efficient than non-participating schools. By selecting customized actions relating to energy and waste reduction, these student-led awareness campaigns actively reinforce the CBE's operational efforts to reduce energy intensity and greenhouse gas emissions, saving real dollars off the utility bill in the process.

EcoSchools in Alberta is a partnership between EcoSchools Canada, The City of Calgary and the Alberta Council for Environmental Education (ACEE), with ACEE acting as the Service Delivery Partner for Alberta. In 2025-2026, 31 CBE schools participated in the EcoSchools program. Of these, 24 schools achieved participant level, 5 Bronze, 1 Silver and 1 Gold.

In Calgary, EcoSchools also have an opportunity to attend the Mayor's Environment Expo as exhibitors and participants. The 37th annual [Mayor's Environment Expo](#) took place from June 1 to June 4, 2026, featuring in-person events on June 2 and 3 at the Calgary Municipal Building and downtown venues. The free youth climate education event connected thousands of K-12 students with hands-on workshops, exhibits, and virtual sessions.

CBE students and teachers attended the expo virtually and in person. In addition, three CBE schools took part in the EcoSchools showcase and had a display to share their environmental learning and action projects: Earl Grey School, W.O. Mitchell School and Colonel Macleod School. Congratulations to the students and teachers that participated and expanded their knowledge of how to support a healthier and greener city.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

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Construction Projects Status Report

Report to Board of Trustees



Calgary Board
of Education

Date	September 22, 2026
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-3: Instructional Program OE-7: Communication With and Support for the Board
Resource Person(s)	Trevor Fenton, Director, Facility Projects David Jaimes, Manager, Capital Construction

1. Recommendation

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

2. Issue

The Chief Superintendent is required to provide the Board of Trustees with an update regarding the status of major capital projects including new schools, modernizations, additions and Modular Classroom Program (MCP) projects currently under development or construction.

3. Background

The Calgary Board of Education (CBE) has received construction approval for fourteen new schools and one modernization, design approval for two new schools, and planning approval for six new schools, two replacement schools, and one school addition.

On March 4, 2022, the Government of Alberta (GoA) announced “Design and Construction” approval of Evanston Heights School. Alberta Infrastructure (AB Infra) executed the project via a design-build (DB) delivery method, with official building handover to CBE taking place on March 18, 2026. The school opened for classes on August 31, 2026, and is currently in the one-year warranty period. As construction is now complete, this will be the last update for this project.

On March 1, 2023, the GoA announced the approval of “Design and Construction” funding for the modernization of John G. Diefenbaker High School. After additional analysis CBE requested a scope change to a replacement school. On May 14, 2026, the Ministers of ECC and AB Infra provided “Planning” approval for the replacement of John G. Diefenbaker High School with an amended opening capacity of 1,905 students, representing a capacity increase of 505 students compared to the current building. Moreover, the school will be able to accommodate an additional 195 students through the installation of modular classrooms in the future, if required. On July 8, 2026, a start-up meeting was held by AB Infra and work started on site investigation activities.

On March 1, 2024, the GoA announced approval of “Design and Construction” funding for a new elementary school in the community of Evanston. The school is being delivered as a Private-Public Partnership (P3) project. On February 15, 2025, the GoA announced construction approval, with construction now underway.

On March 1, 2024, the GoA announced approval of “Design” funding for a new elementary school in the community of Redstone, with a capacity increase from 600 to 890 students approved on December 3, 2024. The school is being delivered as a P3 project. On February 15, 2025, the GoA announced construction approval, with the P3 partner announced on August 19, 2026. Construction is scheduled to start Fall 2026.

On March 1, 2024, the GoA announced approval of “Design” funding for a new high school in the community of Cornerstone with a capacity increase from 1,800 to 2,410 students approved on August 8, 2024. The school will be delivered as a P3 project. On February 15, 2025, the GoA announced construction approval. The bridging design is now complete, and procurement is ongoing to select the P3 partner.

On March 1, 2024, the GoA announced approval of “Design” funding for the modernization of Annie Gale School starting in 2026. On September 18, 2024, ECC announced that “Design” funding is being provided immediately to accelerate the delivery timeline. On July 9, 2026, approval was granted for the construction phase. CBE is delivering the project, preliminary HAZMAT abatement work was completed over the summer, and the project team is currently waiting for confirmation of the final funding commitment from the GoA prior to awarding the tender for general contractor services.

On March 1, 2024, the GoA announced that “Planning” funding for a new middle school located in the community of Saddle Ridge would be provided in 2026. On September 26, 2024, ECC announced that “Planning” funding was being provided immediately to accelerate the delivery timeline. CBE completed pre-design activities and submitted the deliverables to AB Infra to supplement their site investigation work. On July 9, 2026, approval to proceed into the “Design” phase was announced and design activities commenced. The project is being delivered by AB Infra.

On March 14, 2025, the GoA announced approval of “Design” funding for four new elementary schools in the communities of Cornerstone, Livingston, Nolan Hill and Sage Hill, and six new middle schools serving the communities of Aspen Woods, Cityscape/Redstone, Cornerstone, Mahogany, Sage Hill/Kincora and Sherwood/Nolan Hill. On April 17, 2026, upon completion of the bridging designs, AB Infra advised that all schools will be delivered via the DB project delivery method. On July 9, 2026, the GoA announced construction approval; schools were grouped into five smaller bundles for phased completion, and all ten projects entered the tender phase to select the design-builder.

On February 27, 2026, the GoA announced approval of “Planning” funding for four new elementary schools serving the communities of Carrington, Cityscape, Kincora/Sage Hill and Mahogany, a new middle school in the community of Legacy, a new K-9 school in the community of Country Hills, the replacement of Kensington School and an addition to Joane Cardinal-Schubert High School (JCSHS). Also, “Design” funding was approved for a new elementary school in the community of Walden, with the start-up meeting held on June 18, 2026. With the exception of JCSHS, the start-up meeting for the schools with “Planning” approval was held on July 8, 2026. CBE is currently awaiting determination from AB Infra on who will deliver the JCSHS addition; all other projects are being delivered by AB Infra. Site investigation activities are ongoing for all projects.

The MCP provides school jurisdictions with new modular classrooms, modular/portable unit relocations, replacements and demolitions to assist school jurisdictions with the accommodation of students on an urgent basis. On April 17, 2025, under the 2025-26 MCP, ECC provided approval for eight new modular classrooms and one demolition. On July 9, 2025, ECC provided in-year approval for up to 13 additional new modular classrooms, for a total of 21 new modular units spread across five school sites. Three projects are complete, one is in the construction phase, and one is in the construction tendering phase due to permitting delays. On April 17, 2026, under the 2026-27 MCP, ECC provided approval for up to 46 new modular classrooms spread across ten school sites. Currently, two project sites are in the construction phase, two are in the construction tendering phase, and the remaining six are nearing the end of design.

4. Analysis

Additional information on the status of the abovementioned projects is provided in **Attachment I**.

The locations of the various new school, existing school and MCP capital projects are shown in **Attachment II**.

Attachment III provides onsite photographs to visually convey the progress at Evanston Heights and the new elementary school in Evanston, along with the modular installations at John G. Diefenbaker High School, Dr. E.P. Scarlett High School, Centennial High School, and Lester B. Pearson High School.

Project Steering Committees are set up for the following projects:

- John G. Diefenbaker High School replacement;
- Annie Gale School modernization;
- Livingston & Cornerstone elementary schools;
- Sage Hill & Nolan Hill elementary schools;
- Aspen Woods & Sherwood/Nolan Hill middle schools;
- Cornerstone & Cityscape/Redstone middle schools;
- Mahogany & Sage Hill/Kincora middle schools;
- Redstone & Evanston elementary schools;
- Cornerstone high school;
- Saddle Ridge middle school;
- Walden elementary;
- Carrington, Cityscape, Kincora/Sage Hill and Mahogany elementary schools;
- Legacy middle school and Country Hills K-9 school;
- Kensington School replacement; and
- Joane Cardinal Shubert High School addition.

5. Conclusion

This report provides the current update on the status of all approved new and existing school capital projects as well as all approved projects under the MCP. It is provided to the Board of Trustees for informational purposes in compliance with Operational Expectation 7: Communication With and Support for the Board.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

- Attachment I: New/Existing School & Modular Classroom Construction Status
- Attachment II: Project Location Map
- Attachment III: Construction Photos

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Calgary Board of Education
New School Construction Status
As of August 31, 2026

Attachment I

New School Projects	Grade Config	Opening Capacity	Opening Date	Funding Approval					Notes
					Planning	Design & Specs	Tender	Construction	
Aspen Woods Middle School	5-9*	925	TBD	Construction	100%	25%	20%	0%	Project managed by AI. Approved for design on March 14, 2025 and construction on July 9, 2026. Project to be delivered as Design-Build (DB). Bridging design is complete and construction procurement is ongoing.
Carrington School	K-4*	590	TBD	Planning	0%				Project managed by AI. Approved for planning on February 27, 2026. Start-up meeting was held on July 8, 2026. Procurement underway for site investigation services.
Cityscape School	K-5*	590	TBD	Planning	0%				Project managed by AI. Approved for planning on February 27, 2026. Start-up meeting was held on July 8, 2026. Procurement underway for site investigation services.
Cityscape/Redstone Middle School	6-9*	1,225	TBD	Construction	100%	25%	40%	0%	Project managed by AI. Approved for design on March 14, 2025 and construction on July 9, 2026. Project to be delivered as DB. Bridging design is complete and construction procurement is ongoing.
Cornerstone Elementary School	K-5*	890	TBD	Construction	100%	25%	20%	0%	Project managed by AI. Approved for design on March 14, 2025 and construction on July 9, 2026. Project to be delivered as DB. Bridging design is complete and construction procurement is ongoing.
Cornerstone High School	10-12*	2,410	TBD	Construction	100%	25%	60%	0%	Project managed by AI. Approved for design on March 1, 2024 and construction on February 15, 2025. Bridging design is complete, but permitting is not yet secured. P3 procurement is underway.
Cornerstone Middle School	K-6*	890	TBD	Construction	100%	25%	20%	0%	Project managed by AI. Approved for design on March 14, 2025 and construction on July 9, 2026. Project to be delivered as DB. Bridging design is complete and construction procurement is ongoing.
Country Hills School	K-9*	950	TBD	Planning	0%				Project managed by AI. Approved for planning on February 27, 2026. Start-up meeting was held on July 8, 2026. Procurement underway for site investigation services.

*Grade configurations reflect those approved through the Three-Year School Capital Plan. Actual opening day grade configurations will be confirmed prior to school opening.

Calgary Board of Education
New School Construction Status
As of August 31, 2026

Attachment I

New School Projects	Grade Config	Opening Capacity	Opening Date	Funding Approval					Notes
					Planning	Design & Specs	Tender	Construction	
Evanston Elementary School	K-4*	650	TBD	Construction	100%	100%	100%	5%	Project managed by AI. Approved for design and construction on March 1, 2024. The P3 consortium has been selected and construction started on June 15, 2026.
Evanston Heights School	4-9	925	31-Aug-26	Construction	100%	100%	100%	100%	Project managed by Alberta Infrastructure (AI). Building turned over on March 18, 2026. School is now occupied and in use. This will be the last update for this school.
Kincora/Sage Hill School	K-5*	740	TBD	Planning	0%				Project managed by AI. Approved for planning on February 27, 2026. Start-up meeting was held on July 8, 2026. Procurement underway for site investigation services.
Legacy Middle School	5-9*	885	TBD	Planning	0%				Project managed by AI. Approved for planning on February 27, 2026. Start-up meeting was held on July 8, 2026. Procurement underway for site investigation services.
Livingston Elementary School	K-6*	890	TBD	Construction	100%	25%	20%	0%	Project managed by AI. Approved for design on March 14, 2025 and construction on July 9, 2026. Project to be delivered as DB. Bridging design is complete and construction procurement is ongoing.
Mahogany Middle School	7-9*	1,215	TBD	Construction	100%	25%	20%	0%	Project managed by AI. Approved for design on March 14, 2025 and construction on July 9, 2026. Project to be delivered as DB. Bridging design is complete and construction procurement is ongoing.
Mahogany School	K-5*	950	TBD	Planning	0%				Project managed by AI. Approved for planning on February 27, 2026. Start-up meeting was held on July 8, 2026. Procurement underway for site investigation services.
Nolan Hill Elementary School	K-4*	590	TBD	Construction	100%	25%	40%	0%	Project managed by AI. Approved for design on March 14, 2025 and construction on July 9, 2026. Project to be delivered as DB. Bridging design is complete and construction procurement is ongoing.

*Grade configurations reflect those approved through the Three-Year School Capital Plan. Actual opening day grade configurations will be confirmed prior to school opening.

Calgary Board of Education
New School Construction Status
As of August 31, 2026

Attachment I

New School Projects	Grade Config	Opening Capacity	Opening Date	Funding Approval					Notes
					Planning	Design & Specs	Tender	Construction	
Redstone Elementary School	K-5*	890	TBD	Construction	100%	60%	100%	0%	Project managed by AI. Approved for design on March 1, 2024 and construction on February 15, 2025. The P3 consortium has been selected and work is ongoing to finish the design.
Saddle Ridge Middle School	5-9*	925	TBD	Design	100%	15%			Project managed by AI. Approved for planning on March 1, 2024 and design on July 9, 2026. Bridging design is ongoing.
Sage Hill Elementary School	K-5*	590	TBD	Construction	100%	25%	20%	0%	Project managed by AI. Approved for design on March 14, 2025 and construction on July 9, 2026. Project to be delivered as DB. Bridging design is complete and construction procurement is ongoing.
Sage Hill/Kincora Middle School	6-9*	1,035	TBD	Construction	100%	25%	50%	0%	Project managed by AI. Approved for design on March 14, 2025 and construction on July 9, 2026. Project to be delivered as DB. Bridging design is complete and construction procurement is ongoing.
Sherwood/Nolan Hill Middle School	5-9*	925	TBD	Construction	100%	25%	40%	0%	Project managed by AI. Approved for design on March 14, 2025 and construction on July 9, 2026. Project to be delivered as DB. Bridging design is complete and construction procurement is ongoing.
Walden School	K-5*	590	TBD	Design	5%	0%			Project managed by AI. Approved for design on February 27, 2026. Start-up meeting held on Jun 18, 2026. Procurement underway for consulting services.

*Grade configurations reflect those approved through the Three-Year School Capital Plan. Actual opening day grade configurations will be confirmed prior to school opening.

Calgary Board of Education
Existing School Construction Status
As of August 31, 2026

Attachment I

Existing School Projects	Grade Config	Opening Capacity	Opening Date	Funding Approval					Notes
					Planning	Design & Specs	Tender	Construction	
Annie Gale School Modernization	6-9	590	TBD	Construction	100%	100%	50%	2%	Project managed by CBE. Approved for design on September 18, 2024, and Construction on July 9, 2026. Design is complete, permits are approved, and construction tender is underway. Space decanting and preliminary abatement is complete.
John G. Diefenbaker High School Replacement	10-12	1,905	TBD	Planning	5%				Project managed by AI. Approved for planning on May 14, 2026. CBE Planning activities are complete, AI Planning activities are now underway.
Joane Cardinal-Schubert High School Addition	10-12	TBD	TBD	Planning	50%				Approved for planning on February 27, 2026. Awaiting confirmation from AI regarding who will deliver. Planning activities underway.
Kensington School Replacement	TBD	TBD	TBD	Planning	0%				Project managed by AI. Approved for planning on February 27, 2026. Start-up meeting held on July 8, 2026. Procurement underway for site investigation services.

Calgary Board of Education
Modular Classroom Program (MCP) Construction Status
As of August 31, 2026

Attachment I

School	Grade Config	# of Units	Type	Added Capacity	Opening Date	Design & Specs			Notes
						Design	Tender	Construction	
Annie Foote School	K-6	4	New	100	TBD	100%	20%	0%	Approved on April 17, 2026. Construction tender underway.
Centennial High School	10-12	6	New	150	TBD	100%	100%	60%	Approved on July 9, 2025. Construction underway.
David Thompson School	5-9	6	New	150	TBD	90%	0%	0%	Approved on April 17, 2026. Design underway.
Dr. E.P. Scarlett High School	10-12	6	New	150	12-Jun-26	100%	100%	100%	Two units approved on April 17, 2025, and four units approved on July 9, 2025. Units turned over for use on June 12, 2026. Work ongoing to address final deficiencies. Units are occupied and in use. This is the last update for this project.
Ernest Manning High School	10-12	6	New	150	TBD	100%	100%	2%	Approved on April 17, 2026. Construction started August 17, 2026.
James Short Memorial School	K-3	1	Demolition	-25	31-Aug-26	100%	100%	100%	One unit approved for demolition on April 17, 2025. Work completed during summer 2026.
John G. Diefenbaker High School	10-12	6	New	150	14-May-26	100%	100%	100%	Approved on April 17, 2025. Units turned over for use on May 14, 2026. Work ongoing to address final deficiencies. Units are occupied and in use. This is the last update for this project.
Lester B. Pearson HS	10-12	6	New	150	TBD	100%	100%	30%	Approved on April 17, 2026. Construction underway.
Marlborough School	K-5	2	New	50	TBD	90%	0%	0%	Approved on April 17, 2026. Design underway.
Marshall Springs School	6-9	6	New	150	TBD	30%	0%	0%	Approved on April 17, 2026. Design underway. Development Permit (DP) submission with The City.
Mount Royal School	7-9	3	New	75	TBD	100%	80%	0%	Approved on July 9, 2025. Design complete and permits issued. Construction tender underway.
Prince of Wales School	K-6	4	New	100	TBD	30%	0%	0%	Approved on April 17, 2026. Design underway. DP submission with The City.
Ron Southern School	K-6	4	New	100	TBD	30%	0%	0%	Approved on April 17, 2026. Design underway. DP submission with The City.
Sibylla Kiddle School	K-5	6	New	150	TBD	100%	20%	0%	Approved on April 17, 2026. Construction tender underway.
Windsor Park School	K-4	2	New	50	TBD	90%	0%	0%	Approved on April 17, 2026. Design underway.

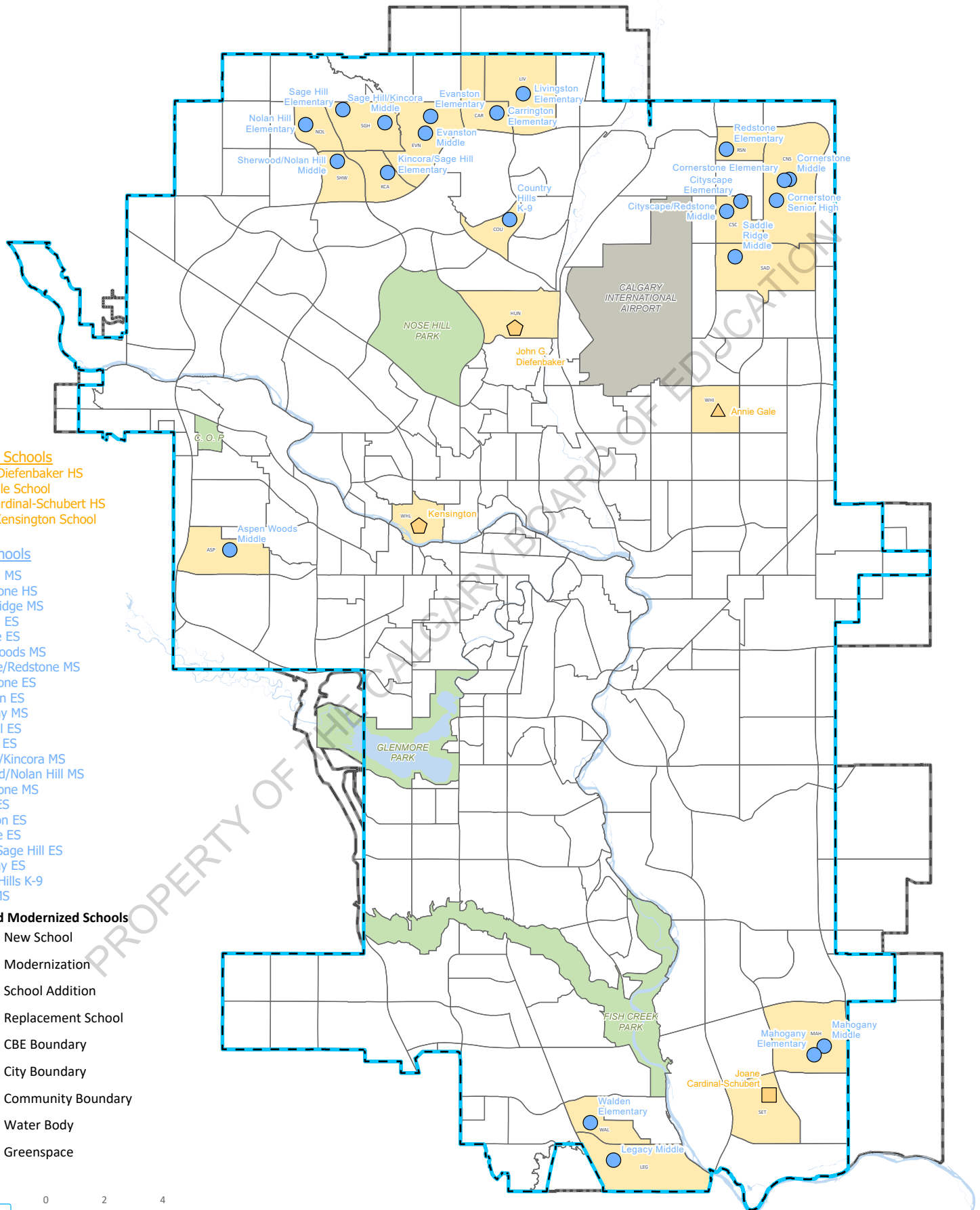
New and Modernized Schools As of September 2026

Existing Schools
 John G. Diefenbaker HS
 Annie Gale School
 Joane Cardinal-Schubert HS
 Former Kensington School

New Schools
 Evanston MS
 Cornerstone HS
 Saddle Ridge MS
 Evanston ES
 Redstone ES
 Aspen Woods MS
 Cityscape/Redstone MS
 Cornerstone ES
 Livingston ES
 Mahogany MS
 Nolan Hill ES
 Sage Hill ES
 Sage Hill/Kincora MS
 Sherwood/Nolan Hill MS
 Cornerstone MS
 Walden ES
 Carrington ES
 Cityscape ES
 Kincora/Sage Hill ES
 Mahogany ES
 Country Hills K-9
 Legacy MS

New and Modernized Schools

- New School
- ▲ Modernization
- School Addition
- Replacement School
- CBE Boundary
- City Boundary
- Community Boundary
- Water Body
- Greenspace



Modular Classroom Program

Attachment II

As of September 2026

MCP 25-26
John G. Diefenbaker
Dr. E. P. Scarlett
James Short Memorial

MCP 25-26 (2)
Mount Royal
Centennial

MCP 26-27
Ernest Manning High School
Annie Foote School
Lester B. Pearson High School
Sibylla Kiddle School
Marlborough School
Windsor Park School
David Thompson School
Marshall Springs School
Ron Southern School
Prince of Wales School

-  New Modulares
-  Relocated Modulares
-  Demolition
-  CBE Boundary
-  City Boundary
-  Community Boundary
-  Greenspace
-  Water Body
-  Community Boundary selection



0 2 4
km

1:175,000
NAD 1983 3TM 114
Date: August 31, 2026
Prepared by: Planning
Map: Modular Program



Evanston Heights School



Learning Commons



Woodshop



Foods Lab



Band



Aerial view

Elementary School - Evanston



Site clearing and Foundations



Deep Services

Annie Gale School - modernization



Temporary decanting space



Temporary decanting space

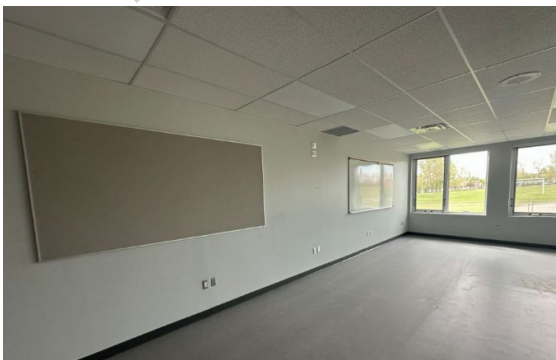


Abatement¹⁰⁻³⁷

Modulars – Various Sites



Dr. E.P. Scarlett HS



10-38
John G. Diefenbaker HS

Modulars – Various Sites



Centennial HS



Lester B. Pearson HS