

public agenda

Regular Meeting of the Board of Trustees

June 9, 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	Board	GC-3	
	3.1 2026 ASBA Honouring Spirit: Indigenous Student Award	Board	GC-3	
	3.2 2026 Lieutenant Governor of Alberta Student Award	Board	GC-3	
	4 Results Focus			
	5 Operational Expectations			
	5.1 OE-5: Financial Planning – Annual Monitoring	J. Pitman	OE-5	Page 5-1
	5.2 OE-9: Facilities – Annual Monitoring	J. Pitman	OE-9	Page 5-12
	6 Public Comment [PDF]		GC-3.2	
	Requirements as outlined in Board Meeting Procedures.			
	7 Matters Reserved for Board Information		GC-3	
	7.1 Three-Year System Student Accommodation Plan 2026-2029	J. Pitman	OE-7,8,9	Page 7-1
	8 Matters Reserved for Board Decision	Board	GC-2	

9 | Consent Agenda

- 9.1 Items Provided for Board Decision
- 9.2 Items Provided for Board Information
 - 9.2.1 Chief Superintendent's Update
 - 9.2.2 Construction Projects Status Report
 - 9.2.3 2025-26 Third Quarter Budget Variance Analysis Report

Private Session

Termination of Meeting

Debrief

Board

GC-2.6

Board

GC-2.3

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Page 9-8
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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.

PROPERTY OF THE CALGARY BOARD OF EDUCATION



OE-5: Financial Planning

Operational Expectations Monitoring Report

June 9, 2026



Calgary Board
of Education

CHIEF SUPERINTENDENT CERTIFICATION

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

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

Signed: 

Date: June 9, 2026

Joanne Pitman, Chief Superintendent

BOARD OF TRUSTEES ACTION

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

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

Summary statement/motion of the Board of Trustees:

Signed: _____

Date: _____

Chair, Board of Trustees

Executive Summary

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

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

The Chief Superintendent's reasonable interpretation and indicators for OE-5: Financial Planning were approved on June 24, 2025. The Board of Trustees was last presented with the annual monitoring report for OE-5 on June 10, 2025.

This report includes data available from the 2024-2025 school year and contains evidence to support the following findings:

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

Board-approved Interpretation |

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

The Chief Superintendent interprets:

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

The Chief Superintendent shall:

5.1	Avoid short and long-term fiscal jeopardy.	Compliant
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Board-approved Interpretation |

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

The Chief Superintendent interprets:

- *financial health* to mean having sufficient and appropriate financial and other resources necessary to meet statutory obligations and achieve the CBE’s strategic and operational objectives;
- *short-term fiscal jeopardy* to mean the inability to meet financial and statutory obligations occurring within the current school year;
- *long-term fiscal jeopardy* to mean the inability to meet financial and statutory obligations occurring within the 3- and 5-year period;
- *financial obligations* to mean the liabilities and operating indebtedness of the CBE; and
- *statutory obligations* to mean the legal obligations imposed upon the CBE by statute and regulation.

Board-approved Indicators and Evidence of Compliance |

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

Evidence statement

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

November 26, 2024: Fourth Quarter – 2023-24 Budget Variance Report

January 28, 2025: First Quarter – 2024-25 Budget Variance Report

March 18, 2025: Second Quarter – 2024-25 Budget Variance Report

June 10, 2025: Third Quarter – 2024-25 Budget Variance Report

November 26, 2024: 2023-24 Year End Financial Results and Audited Financial Statements

Evidence demonstrates all indicators in subsection 1 are in compliance.

5.2	Develop budget-planning assumptions.	Compliant
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Board-approved Interpretation |

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

The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

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

Evidence statement

The Budget Assumption Report was presented to the Board of Trustees on April 8, 2025.

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

Evidence statement

The Budget Assumption Report was presented to the Board of Trustees on April 8, 2025.

Evidence demonstrates all indicators in subsection 2 are in compliance.

5.3	Develop a budget that is in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the Results priorities and any Operational Expectations goals for the year as set out in the Annual Summative Evaluation.	Compliant
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Board-approved Interpretation |

The Chief Superintendent ensures that the budget reflects the focus on student learning by articulating the impact of the budget on the CBE's ability to achieve Results and strategic and operational objectives while avoiding fiscal jeopardy.

The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

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

Evidence statement

Budget 2025-2026 was presented to the Board of Trustees on May 20, 2025, and May 27, 2025.

The budget appropriately manages risk by allocating resources to ensure CBE operations and activities are in alignment with both local/Board and provincial priorities.

More specifically, the budget funds all activities – strategic, tactical and operational to support CBE in ensuring risk is appropriately managed. Examples include but are not limited to:

- Risk, Safety and Security team within Facilities and Environmental Services which includes Risk Management and Insurance;
- Off-Site Activities team in School Improvement which supports oversight of school field trips; and
- Video Surveillance technology at CBE schools and sites.

Evidence demonstrates all indicators in subsection 3 are in compliance.

5.4	Ensure prudent financial management that does not materially deviate from the budget.	Compliant
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Board-approved Interpretation |

The Chief Superintendent ensures consistent expectations for financial management that operates within the approved budget while managing strategic and operational risks.

The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

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

Evidence statement

Quarterly variance reports provide explanations for variances in excess of 1% and \$500,000. The following quarterly variance reports were presented to the Board of Trustees in the 2024-2025 school year:

November 26, 2024: Fourth Quarter – 2023-24 Budget Variance Report
 January 28, 2025: First Quarter – 2024-25 Budget Variance Report
 March 18, 2025: Second Quarter – 2024-25 Budget Variance Report
 June 10, 2025: Third Quarter – 2024-25 Budget Variance Report

Evidence demonstrates all indicators in subsection 4 are in compliance.

5.5	Ensure that prior Board approval is received for all expenditures from reserve funds and for all transfers between operating reserves, capital reserves or committed operating surplus.	Compliant
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Board-approved Interpretation |

The Chief Superintendent ensures that the Board of Trustees authorizes the use of or transactions between operating reserve funds of any kind.

The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

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

Evidence statement

The Financial Status of Reserves and Designated Funds at August 31, 2024, was presented to the Board of Trustees on November 5, 2024, and received approval for the use of reserve funds.

The Capital Reserve Request to Support Enrolment Growth was presented to the Board of Trustees on June 24, 2025, and received approval for the use of reserve funds.

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

Evidence statement

The Financial Status of Reserves and Designated Funds at August 31, 2024, was presented to the Board of Trustees on November 5, 2024, and received approval for the use of reserve funds.

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

Evidence statement

There is no existing debt nor is there any additional debt as of August 31, 2025.

Evidence demonstrates all indicators in subsection 5 are in compliance.

PROPERTY OF THE CALGARY BOARD OF EDUCATION

5.6	<p>Ensure any request for use of operating reserves:</p> <ul style="list-style-type: none"> a. is to minimize disruption due to unanticipated negative budget variances within the school year; or b. is to ease transitions due to significant shifts in policy or statutory obligations; or c. is for a one year investment in learning opportunities; and d. considers the risks and opportunities including sustainability and the ability to replenish operating reserves 	Compliant
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Board-approved Interpretation |

The Chief Superintendent shall ensure that operating reserves are kept at levels compliant with Alberta Education guidelines allowing the organization to support and respond to emergent financial and operational risks. A sustainable operation reserve will include criteria for requests from reserves and a plan for replenishing reserves if below levels compliant with Alberta Education guideline.

The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

5.6.1	Operating reserves are maintained at levels compliant with Alberta Education guidelines.	Compliant
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The organization is compliant with this indicator.

Evidence statement

Operating Reserves were calculated as 3.2% as of August 31, 2024, as reported in the Financial Results 2023-24 report on November 26, 2024.

For 2023-2024, Education and Childcare required school boards to maintain operating reserves between 1% and 3.2%. This indicator has changed for 2024-25 to maintain operating reserves between 1% and 6% to align with government of Alberta requirements.

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

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

Evidence statement

The Financial Status of Reserves and Designated Funds at August 31, 2024, was presented to the Board of Trustees on November 5, 2024, and received approval for the use of reserve funds.

Evidence demonstrates all indicators in subsection 6 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.

PROPERTY OF THE CALGARY BOARD OF EDUCATION

Executive Summary

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

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

The Chief Superintendent's reasonable interpretation and indicators for OE-9: Facilities were approved on October 10, 2017. The Board of Trustees was last presented with the annual monitoring report for OE-9 on June 10, 2025.

This report includes data available from the 2024-2025 school year and contains evidence to support the following findings:

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

Board-approved Interpretation |

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

The Chief Superintendent interprets:

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

- *responsible stewardship* to mean the sustainable management of facilities in support of student learning;
- *effective and efficient use of funding* to mean the fiscally responsible allocation of financial resources on real property that supports student learning; and
- *real property* to mean and land buildings.

The Chief Superintendent shall:

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

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

The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

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

Evidence statement

In the 2024-2025 school year, all Indoor Environmental Quality Concern reports were responded within two work/school days or less. These included 22 Indoor Environmental Quality walk through inspections and 78 Indoor Environmental Quality Concerns investigated. When compared to the previous school year, this represents a decrease of 11 walk through inspections, and an increase of 1 Indoor Environmental Quality Concern investigated.

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

Evidence statement

Maintenance work orders requiring permits were 100% compliant and adhered to provincial codes. A total of 856 work orders required the CBE to request permits, and all of these were subsequently inspected and closed by the city as part of the permitting process. When compared to the previous school year, the total number of work orders was down slightly from 911.

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

Evidence statement

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

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

Evidence statement

100% of 7053 emergency maintenance and repair work requests were acted on within 24 hours. For comparison, in the previous school year, there were 6788 of these work requests.

Evidence demonstrates all indicators in subsection 1 are in compliance.

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

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

The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

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

Evidence statement

The CBE did not open any new schools in the 2024-25 school year.

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

Evidence statement

In the 2024-25 school year, the CBE initiated the design of the Annie Gale modernization project. This project was evaluated against the LEED scorecard with several LEED design elements incorporated.

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

Evidence statement

In the 2024 - 2025 school year, 100% of school naturalization or garden development requests were completed. Four (4) schools made requests and completed the approval process to establish their naturalization or garden areas.

Evidence demonstrates all indicators in subsection 2 are in compliance.

PROPERTY OF THE CALGARY BOARD OF EDUCATION

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

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

The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

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

Evidence statement

The Three-Year School Capital Plan 2026-2029 was approved by the Board of Trustees on Mar 18, 2025 and amended on Oct 1, 2025.

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

Evidence statement

The 2025-2026 Modular Classroom Plan was approved by the Board of Trustees on October 29, 2024.

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

Evidence statement

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

Evidence demonstrates all indicators in subsection 3 are in compliance.

PROPERTY OF THE CALGARY BOARD OF EDUCATION

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

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

The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

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

Evidence statement

92% of CBE school facilities were made available for public use on evenings and weekends. Public rentals were temporarily cancelled during CUPE labour action, however, the CBE was still able to accommodate approximately 44,000 hours of public use activities in CBE schools during that school year. This compares to approximately 50,000 hours in the previous school year.

Evidence demonstrates all indicators in subsection 4 are in compliance.

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

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

The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

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

Evidence statement

During the 2024-2025 school year, Board and Ministerial approvals were obtained for disposition of five CBE properties, as well as approval for registration of a utility right of way agreement on one school property.

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

Evidence statement

The Board of Trustees approved 100% of new construction and major modernization projects. During the 2024-25 reporting year, CBE received capital approval for 10 new schools (elementary schools in Cornerstone, Livingston, Nolan Hill, and Sage Hill, and middle schools in Aspen Woods, Cityscape/

Redstone, Cornerstone, Mahogany, Sage Hill/Kincora and Sherwood/ Nolan Hill). The Board of Trustees previously approved all projects through the Three-Year School Capital Plan.

Evidence demonstrates all indicators in subsection 5 are in compliance.

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.

PROPERTY OF THE CALGARY BOARD OF EDUCATION

Three-Year System Student Accommodation Plan 2026-2029

Report to Board of Trustees



Date	June 9, 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-7: Communication with and Support for the Board OE-8: Communicating and Engaging with the Public OE-9: Facilities
Resource Person(s)	Education Directors Catherine Ford, Director, Planning Jeff Quigley, Manager, Planning Shivpal Sidhu, Transportation Supervisor, Transportation

1. Recommendation

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

2. Issue

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

- student accommodation initiatives completed since the last SSAP and up to May 15, 2026;
- decisions made to address student accommodation challenges that will be implemented for the 2026-27 school year; and
- student accommodation issues that have been identified for monitoring and potential planning over the next three years.

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

3. Background

Student accommodation planning is an ongoing process that reflects how the system manages space and resources while adapting to evolving student needs. The timely flow of information to the public regarding these projects and a commitment to communication that builds understanding and support for decisions is important. Identifying schools on the SSAP triggers the flow of information to schools. It also serves as an indicator to school communities that changes may happen in the future.

Schools identified in the plan are generally schools with high or low utilization rates. When a school's utilization is too high or too low, it can have adverse effects on teaching and learning. The SSAP highlights schools where utilization and use of space at a school may be a concern presently or into the future.

While utilization is one guideline to determine accommodation challenges, schools may also be identified on the plan for the following reasons:

- impacted as a result of opening new schools;
- opportunity to balance enrolment or achieve better/more equitable program offerings; and
- educational, facility, or system need.

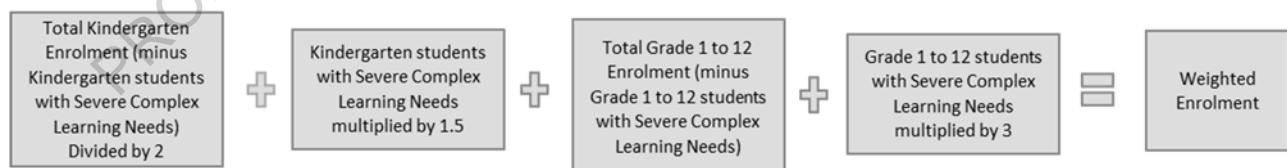
It should be noted that emergent issues may develop over the course of the year that were not identified on the SSAP but need immediate attention. These are managed in real time, with outcomes placed in the completed section of the SSAP the following year.

Most schools listed on the SSAP have a current or projected utilization rate of less than 70 per cent or greater than 95 per cent within the next 3 years. Using these utilization thresholds allow for a comprehensive list of schools that may require accommodation plans.

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

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

The diagram below illustrates how weighted enrolment is determined.



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

4. Analysis

Attachment I to this report outlines accommodation status of schools on the SSAP. These are organized into the following groupings:

- System Initiatives – Projects that are broad in scope or intended to address a systemic challenge;
- Short-Term Projects – Projects where a decision is anticipated for the 2027-2028 school year; and
- Schools Identified for Ongoing Monitoring – Schools where there may be notably higher or lower utilization, but no immediate changes are anticipated.

Current plans include those that are “new to the plan” and those that are “ongoing” from previous years. Often a school is identified for ongoing monitoring before being changed to short-term as a result of new enrolment data and updated projections.

The Calgary Board of Education (CBE) planning principles listed in the Student Accommodation Planning Process Administrative Regulation ([AR 1090](#)) guide the SSAP. In consideration of these principles, and the need to align learning offerings to maximize programmatic and operational efficiencies, all projects identified fall into one or more of the following categories:

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

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

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

System Initiatives

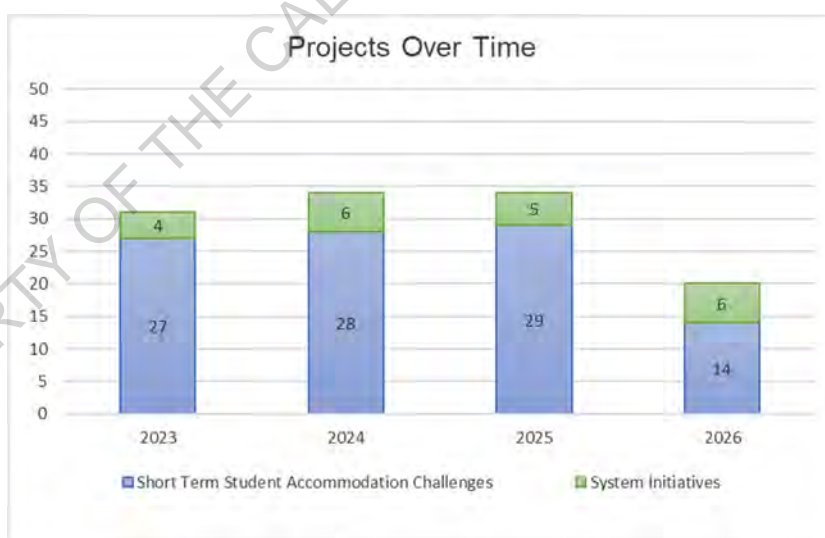
- Project 24-P48 - Non-Residential Areas
- Project 25-P1 - Dr. Oakley School (Area 7)
- Project 25-P2 - Sir James Lougheed School (Area 7)
- Project 26-P10 - Piitoayis Family School (Central B)

- Project 26-P15 - Westbrook Outreach, START Outreach (Area 1)

Short Term Projects

- Project 23-P30 - David Thompson School, Sundance School (Area 6)
- Project 23-P39 - Queen Elizabeth School (Area 7)
- Project 23-P43 - Chaparral School (Area 5)
- Project 24-P15 - Georges P. Vanier School (Area 2)
- Project 24-P27 - Taradale School, Guy Weadick School (Area 4)
- Project 24-P47 - Western Canada High School (Area 7)
- Project 25-P10 - Sherwood School, Banting and Best School, Riverbend School (Area 6)
- Project 25-P8 - Evergreen School (Area 6)
- Project 22-P3 - Colonel Irvine School (Area 2)
- Project 22-P24 - Sam Livingston School (Area 6)
- Project 25-P14 - Branton School, Georges P. Vanier School, Valley Creek School, F. E. Osborne School (Multiple)
- Project 26-P01 - Edgemont School, Tom Baines School (Area 1)
- Project 26-P02 - F. E. Osborne School, Marion Carson School, Silver Springs School (Area 1)
- Project 26-P03 - Highwood School, Colonel Irvine School, Marion Carson School (Multiple)
- Project 26-P29 - Captain John Palliser School, Dr. E. W. Coffin School (Area 1)
- Project 26-P30 - Lakeshore School (Area 5)

The following Graph 1 summarizes the number of Short-Term and System Initiative projects on the SSAP over the last 4 years. After 3 years of over 30 projects, the current SSAP shows a decrease in projects. This reflects the numerous accommodation plans that have been enacted to manage enrolment, as well as less growth in the system leading to some schools being identified for ongoing monitoring rather than requiring short-term action.



Graph 1: Short-Term Projects and System Initiatives

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

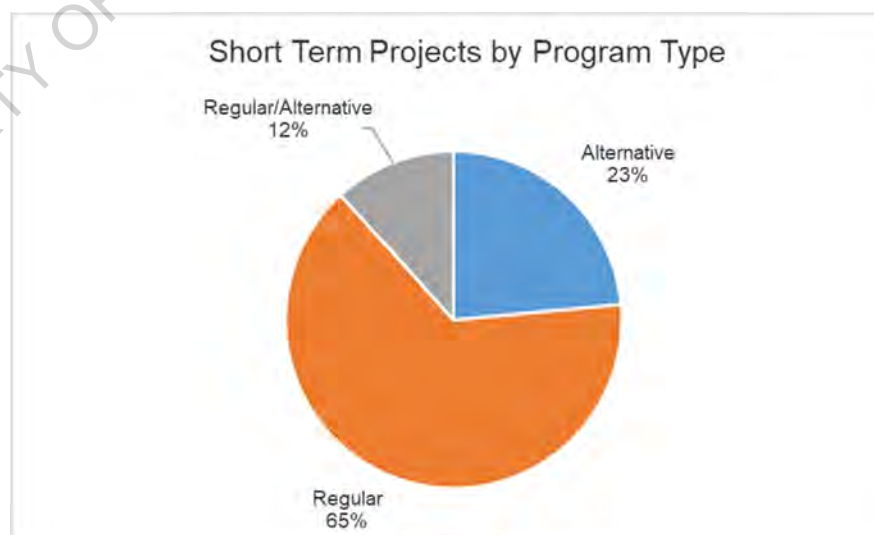
growth in Calgary has slowed down recently, the number of students gained during that growth period remain in the system, with very few new school openings during the same time.

Table 1 below illustrates the distribution of schools on the plan by category and by CBE administrative area. It highlights that Areas 2 and 4 face the most substantial pressures, with the highest number of schools categorized as Over Capacity and/or Nearing Capacity. As a result of CBE's ongoing accommodation planning and the work to balance enrolment across schools, the number of schools in the Over Capacity and/or Nearing Capacity category has decreased from the 2025 plan (65) to the 2026 plan (55).

Table 1: SSAP Schools by Category and Area

Area	Over Capacity and/or Nearing Capacity	Low Enrolment and Excess Capacity	% of Schools in Area
1	8	0	24%
2	12	1	39%
3	4	2	18%
4	13	0	41%
5	8	2	26%
6	3	2	14%
7	7	2	24%

For the 2026-2029 SSAP Short-Term Projects, 77% of the projects involved regular program or regular/alternative dual track program schools, most of which are over capacity and/or nearing capacity. Alternative program (including language) schools can manage enrolment without an overflow designation by capping enrolment when the school is full, which may mean that these schools follow a lottery process for enrolment. Further, all the single-track alternative program schools listed as short-term projects on the 2026-2029 SSAP are 'Balance Enrolment' projects, where there is an identified opportunity to balance with other schools with the same program or provide more equitable programming opportunities.



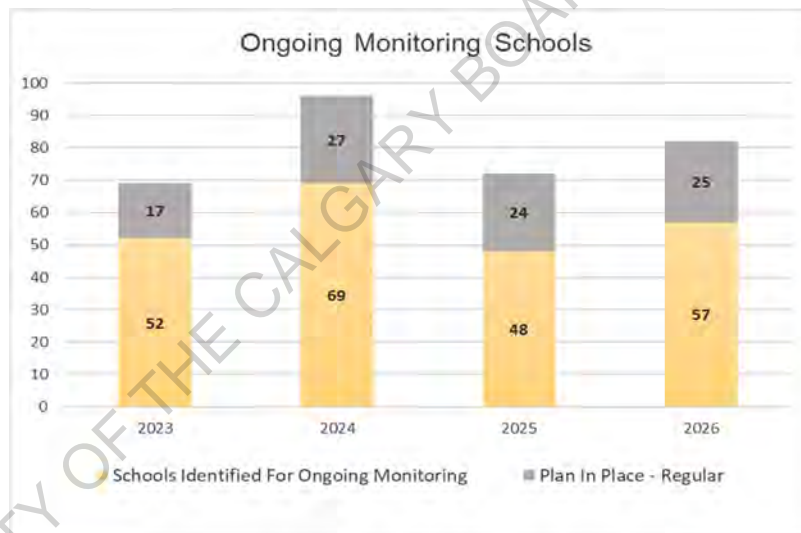
Graph 2: Projects by Program Type

Schools Identified for Ongoing Monitoring

Long-Term Student Accommodation Challenges from the previous SSAP has been renamed “Schools Identified for Ongoing Monitoring”, to better reflect the intent of this category. There are often schools identified on the SSAP that do not require any changes or may be impacted by other solutions such as the addition of modular classrooms. “Long-term Projects” may imply that future or eventual accommodation changes will be made, which is not necessarily true. This category name change will provide greater clarity regarding the schools identified.

The following Graph 3 summarizes the schools identified for ongoing monitoring on the SSAP since 2023. The number of schools that are being monitored remains elevated as overall system utilization is high. The schools in this category are at risk of being below 70% utilization or above 95% utilization over the next three years. Not all schools that are being monitored will move to short-term and may result in no action required depending on their enrolment status in the future. Please see Attachment I for a list of the schools identified for ongoing monitoring and that have a plan in place.

The number of schools identified for ongoing monitoring has increased in 2026, in conjunction with short-term projects decreasing. While there continues to be enrolment pressures, this reflects less need for immediate changes to manage enrolment.



Graph 3: Ongoing Monitoring Schools

Plan in Place

The current list of regular program schools limiting enrolment for the 2026-2027 school year can be found in Attachment I.

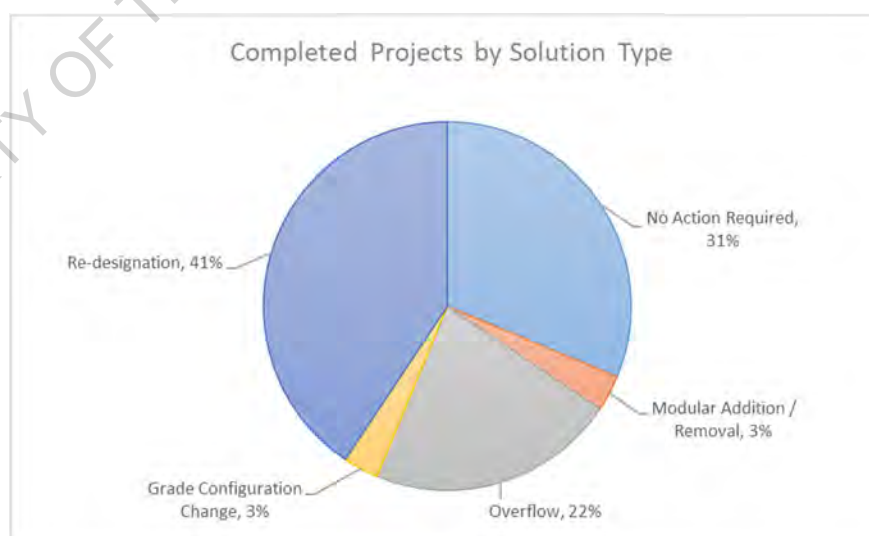
Alternative programs offer access to a variety of program choices in education for families. Because these are programs of choice, enrolment may be limited in consideration of space and specialized resources. There are no overflows for alternative programs, and typically accommodation changes are not required to manage enrolment pressures due to enrolment already being limited. For information on alternative programs that may be at capacity and limiting enrolment, please refer to the [Schools With A Program In Lottery](#) page on the CBE website.

Completed Projects

Projects where an accommodation plan was implemented before May 15th, 2026, are listed below. Attachment II to this report contains further details.

- Project 15-P9 - Hawkwood School (Area 1)
- Project 20-P66 - Rideau Park School (Area 7)
- Project 22-P4 - James Short Memorial School (Area 3)
- Project 23-P1 - Chinook Learning Services (Area 5)
- Project 23-P16 - Nose Creek School, Northern Lights School (Area 3)
- Project 23-P26 - Mahogany School, Bayside School (Area 5)
- Project 23-P28 - Prince of Wales School, Wilma Hansen School (Area 5)
- Project 23-P31 - Dr. E. P. Scarlett High School (Area 6)
- Project 23-P32 - Mount Royal School, Vincent Massey School, A. E. Cross School, Queen Elizabeth High School (Multiple)
- Project 23-P36 - Richmond School (Area 7)
- Project 23-P8 - William D. Pratt School (Area 1)
- Project 23-P9 - James Fowler High School (Area 2)
- Project 24-P04 - F. E. Osborne School (Area 1)
- Project 24-P13 - Grant MacEwan School, Catherine Nichols Gunn School (Multiple)
- Project 24-P19 - Hidden Valley School (Area 3)
- Project 24-P22 - Valley Creek School (Area 3)
- Project 24-P37 - Dr. George Stanley School (Area 5)
- Project 24-P38 - McKenzie Lake School (Area 5)
- Project 24-P49 - Evanston Heights, Simon Fraser School, William D. Pratt School, Kenneth D. Taylor School, Cambrian Heights School (Multiple)
- Project 25-P13 - Thorncliffe School (Area 2)
- Project 25-P5 - G. W. Skene School (Area 3)
- Project 24-P50 - Tsuut'ina Land Residential Development (Multiple)

From the completed projects, there were several types of accommodation plans. The breakdown of solution type is below.



Graph 4: Completed Projects by Solution Type.

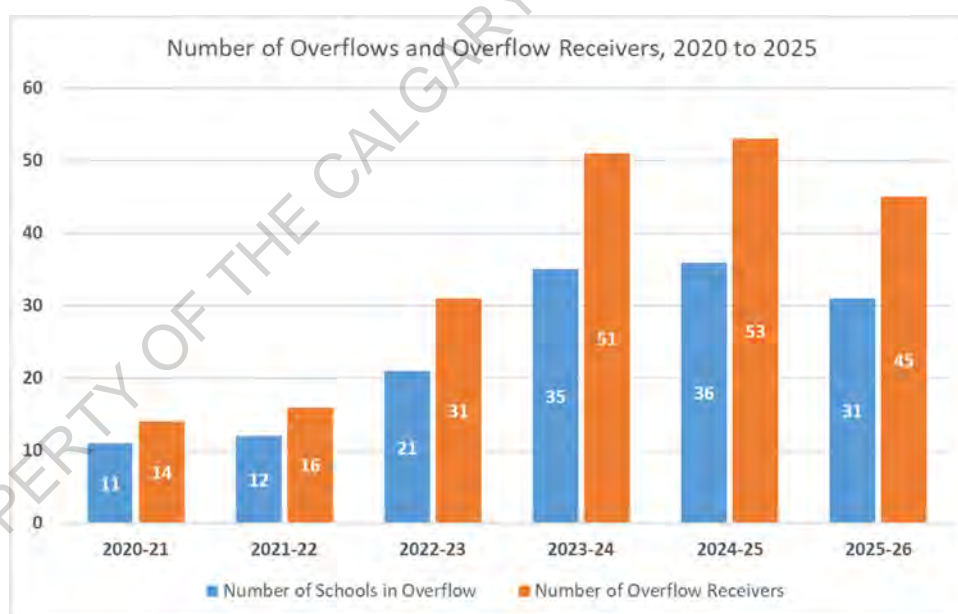
Additionally, the following schools are removed from the SSAP list because they are not anticipated to be below 70% utilization or above 95% utilization in the next three years:

Table 2: Schools Removed from SSAP

Year Identified	Area	School
2018	7	Colonel Walker
2023	1	Belvedere Parkway
2023	3	Stanley Jones
2024	1	West Dalhousie
2024	3	Mount View
2024	4	Douglas Harkness
2024	7	Alexander Ferguson
2024	7	Sunalta
2025	1	The Hamptons

Schools in Overflow and Enrolment Status

The number of schools reaching capacity remained high for the 2025-26 school year. High enrolment and utilization continue to put pressure on the system. Graph 5 below shows the 5-year trend of schools in overflow at the end of each school year and those in overflow up to May 15, 2026 for the 2025-2026 school year. It includes the number of schools in overflow, as well as the number of schools receiving overflowed students. With many new schools now approved, it is expected that the number of schools in overflow will remain at a similar level for the next few years before decreasing.



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

The following schools had an overflow in place during the last SSAP that will no longer be needed for the 2026-2027 school year:

- Copperfield School;
- Dr. Martha Cohen School;
- New Brighton School;

- Simon Fraser School; and
- Tom Baines School.

To provide transparency and opportunity for families, the CBE publicly updates on a yearly basis the ability for each school to accept students from outside their designated attendance area. Attachment IV to this report shows in map form the enrolment status of each school as “open,” “limited” or “closed”. These are defined as:

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

CBE system utilization has been increasing since 2022. Between end-September 2024 and end-September 2025, the utilization rate of the CBE remained high at approximately 95%. Between 2025 and 2026, the projected number of schools in “Closed” and “Limited” status slightly decreased and is shown below. The addition of modular classrooms and opening of Evanston Heights for the 2026 school year presented opportunities to make accommodation changes and balance enrolment. As more space becomes available for the CBE in the coming years, projects will be put on the plan to accommodate students closer to home, balance enrolment, and consider other programming or facility opportunities.

Table 3: CBE Enrolment Status 2025 and Projected 2026

Enrolment Status	Open (<85%)	Limited (85-100%)	Closed (>100%)
2025	55	79	99
2026	74	72	88

5. Financial Impact

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

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

6. Conclusion

Student accommodation planning founded upon CBE values is essential to advance the Education Plan, particularly with respect to maximizing programmatic and operational efficiencies. Communication

plans are developed for each undertaking, as required to communicate changes to internal and external stakeholders in a clear and timely manner.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

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

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

System Initiatives

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

Project 26-P15 New Area 1	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	START Outreach, Westbrook Outreach
	Category	Fiscal Responsibility/Facility Optimization
	Issue	Expiring Leases and program considerations.
	Summary	The CBE operates four outreach program locations, with two leases approaching expiration. This presents an opportunity to evaluate the suitability of existing locations and consider potential alternatives to better serve students and enhance program delivery.

Project 25-P1 Ongoing Area 7	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	Dr. Oakley School
	Category	Fiscal Responsibility/Facility Optimization
	Issue	Need to optimize the use of existing facilities.
	Summary	<p>Dr. Oakley School is a unique setting that provides short-term intensive and explicit specialized reading and literacy instruction in a structured learning environment. The school was 53% utilized for the 2025-26 school year and located in an area with growing enrolment.</p> <p>Dr. Oakley School has been included in the most recent Three-Year School Capital Plan 2027-2030 to request funding to modernize this facility.</p> <p>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.</p>

Project 25-P2 Ongoing Area 7	Program	
	Communities Impacted	Multiple
	Schools Involved	Sir James Lougheed School
	Category	Fiscal Responsibility/Facility Optimization
	Issue	Need to optimize the use of existing facilities.
	Summary	Sir James Lougheed School is currently leased until 2027. Concurrently, the long-term educational solution for the Sir James Lougheed Facility is being developed.

Project 26-P10 New Area CB	Program	Alternative
	Communities Impacted	Multiple
	Schools Involved	Piitoayis Family School
	Category	Fiscal Responsibility/Facility Optimization
	Issue	Program Location Considerations
	Summary	Identification of a new school facility for Piitoayis Family School (PFS) that better reflects community identified priorities and follows Wise Practices for Indigenous Education.

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Short-Term Student Accommodation Challenges – 2026-2029

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

Project 26-P01 New Area 1	Program	Regular
	Communities Impacted	Edgemont, Hamptons
	Schools Involved	Edgemont School, Tom Baines School
	Category	Balance Enrolment
	Issue	Enrolment between schools and programs is unbalanced.
	Summary	<p>Tom Baines School is over capacity and there is an opportunity to balance enrolment between Tom Baines School and Edgemont School.</p> <p>Balancing enrolment between schools helps CBE manage class sizes and programming amongst schools. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies.</p> <p>Tom Baines School has a utilization of 108% for the 2025-2026 school year and is anticipated to be 105% for the 2026-2027 school year.</p> <p>Edgemont School has a utilization of 88% for the 2025-2026 school year and is anticipated to be 81% for the 2026-2027 school year.</p>

<p>Project 26-P02</p> <p>New</p> <p>Area 1</p>	Program	Regular
	Communities Impacted	Sage Hill, Silver Springs, Varsity, Montgomery
	Schools Involved	F. E. Osborne School, Marion Carson School, Silver Springs School
	Category	Balance Enrolment
	Issue	Enrolment between schools and programs is unbalanced.
	Summary	<p>There is an opportunity to explore balancing enrolment for the Regular Program between F.E. Osborne School and elementary schools that feed into F.E. Osborne School.</p> <p>Balancing enrolment between schools helps CBE manage class sizes and programming amongst schools. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies.</p> <p>F. E. Osborne School has a utilization of 101% for the 2025-2026 school year and is anticipated to be 83% for the 2026-2027 school year.</p> <p>Marion Carson School has a utilization of 96% for the 2025-2026 school year and is anticipated to be 92% for the 2026-2027 school year.</p> <p>Silver Springs School has a utilization of 90% for the 2025-2026 school year and is anticipated to be 91% for the 2026-2027 school year.</p>

<p>Project 26-P03</p> <p>New Multiple</p>	Program	Alternative
	Communities Impacted	Multiple
	Schools Involved	Colonel Irvine School, Highwood School, Marion Carson School
	Category	Balance Enrolment
	Issue	Enrolment between schools and programs is unbalanced.
	Summary	<p>There is an opportunity to explore balancing enrolment for the Mandarin Bilingual Program in North Calgary.</p> <p>Balancing enrolment between schools helps CBE manage class sizes and programming amongst schools. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies.</p> <p>Highwood School has a utilization of 102% for the 2025-2026 school year and is anticipated to be 101% for the 2026-2027 school year.</p> <p>Colonel Irvine School has a utilization of 102% for the 2025-2026 school year and is anticipated to be 102% for the 2026-2027 school year.</p> <p>Marion Carson School has a utilization of 96% for the 2025-2026 school year and is anticipated to be 92% for the 2026-2027 school year.</p>

<p>Project 26-P29</p> <p>New Area 1</p>	Program	Regular
	Communities Impacted	Brentwood, Charleswood
	Schools Involved	Captain John Palliser School, Dr. E. W. Coffin School
	Category	Balance Enrolment
	Issue	Enrolment between schools and programs is unbalanced.
	Summary	<p>There is an opportunity to explore balancing enrolment for the Regular Program between Captain John Palliser School Dr. E. W. Coffin School.</p> <p>Balancing enrolment between schools helps CBE manage class sizes and programming amongst schools. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies.</p> <p>Captain John Palliser School has a utilization of 93% for the 2025-2026 school year and is anticipated to be 83% for the 2026-2027 school year.</p> <p>Dr. E. W. Coffin School has a utilization of 87% for the 2025-2026 school year and is anticipated to be 79% for the 2026-2027 school year.</p>

Project 22-P3 Ongoing Area 2	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	Colonel Irvine School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>The school is accommodating the new and developing community of Livingston and is dual-track Chinese (Mandarin) Bilingual and Regular Program.</p> <p>Colonel Irvine School has a utilization of 111% for the 2025-2026 school year and is anticipated to be 102% for the 2026-2027 school year.</p>

Project 24-P15 Ongoing Area 2	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	Georges P. Vanier School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Georges P. Vanier School has a utilization of 106% for the 2025-2026 school year and is anticipated to be 105% for the 2026-2027 school year.</p>

Project 24-P27 Ongoing Area 4	Program	Regular
	Communities Impacted	Temple, Homestead, Taradale
	Schools Involved	Guy Weadick School, Taradale School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Guy Weadick School is the designated overflow bus receiver for Taradale School Kindergarten to Grade 4 regular program students since 2013. Additionally, Guy Weadick School accommodates students from the new and developing community of Homestead and enrolment is projected to increase as the community continues to build-out.</p> <p>Due to continued growth, enrolment from the Taradale and Homestead communities attending Guy Weadick School is projected to exceed the available space at the school.</p>

Project 23-P43 Ongoing Area 5	Program	Regular
	Communities Impacted	Chaparral
	Schools Involved	Chaparral School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Enrolment from the Chaparral community is anticipated to exceed the available space at Chaparral School.</p> <p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Chaparral School has a utilization of 109% for the 2025-2026 school year and is anticipated to be 109% for the 2026-2027 school year.</p>

Project 22-P24 Ongoing Area 6	Program	Alternative
	Communities Impacted	Multiple
	Schools Involved	Sam Livingston School
	Category	Balance Enrolment
	Issue	Enrolment between schools and programs is unbalanced.
	Summary	<p>Sam Livingston School accommodates French Immersion students in Kindergarten to Grade 4 from communities in SE Calgary. The school has excess capacity and may be able to help balance enrolment with David Thompson and Sundance Schools (Project P23-30).</p> <p>Balancing enrolment between schools helps CBE manage class sizes and programming amongst schools. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies.</p> <p>Sam Livingston School has a utilization of 69% for the 2025-2026 school year and is anticipated to be 68% for the 2026-2027 school year.</p>

Project 26-P30 New Area 5	Program	Regular
	Communities Impacted	Auburn Bay, Mahogany
	Schools Involved	Lakeshore School
	Category	Affected by new school construction
	Issue	Accommodation plans are needed with the opening of a new school.
	Summary	The approval and future opening of a new middle school in Mahogany provides an opportunity to review and align accommodation plans to ensure a smooth transition.

<p>Project 23-P30 Ongoing Area 6</p>	Program	Alternative
	Communities Impacted	Multiple
	Schools Involved	David Thompson School, Sundance School
	Category	Balance Enrolment
	Issue	Enrolment between schools and programs is unbalanced.
	Summary	<p>David Thompson School is reaching capacity and there may be an opportunity to balance enrolment between David Thompson School and elementary schools that feed into David Thompson School.</p> <p>There may be an opportunity to use excess capacity at Sam Livingston school to balance capacity. (Project 22-P24)</p> <p>Balancing enrolment between schools helps CBE manage class sizes and programming amongst schools. Increasing utilization at low enrolment schools will ensure we maximize programmatic and operating efficiencies.</p> <p>David Thompson School has a utilization of 100% for the 2025-2026 school year and is anticipated to be 104% for the 2026-2027 school year.</p> <p>Sundance School has a utilization of 109% for the 2025-2026 school year and is anticipated to be 113% for the 2026-2027 school year.</p>

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

Project 25-P8 Ongoing Area 6	Program	Regular
	Communities Impacted	Evergreen, Alpine Park, Wolf Willow
	Schools Involved	Evergreen School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings. Evergreen School has a utilization of 106% for the 2025-2026 school year and is anticipated to be 111% for the 2026-2027 school year.

Project 23-P39 Ongoing Area 7	Program	Regular
	Communities Impacted	Hillhurst, West Hillhurst, Hounsfield Heights, Briar Hill
	Schools Involved	Queen Elizabeth School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	Queen Elizabeth School is seeing growth in its home area, specifically West Hillhurst, and is reaching capacity. It was identified as a Short-Term accommodation plan as growth is expected to continue. Accommodation and programming changes may need to be considered.

Project 24-P47 Ongoing Area 7	Program	Regular\Alternative
	Communities Impacted	Multiple
	Schools Involved	Western Canada High School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>High enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.</p> <p>Western Canada High School has a utilization of 109% for the 2025-2026 school year and is anticipated to be 109% for the 2026-2027 school year.</p> <p>A cap has been placed on the IB Program at this school in order to keep utilization at a reasonable rate.</p>

Schools Identified For Ongoing Monitoring – 2026-2029

Issue		The utilization rate is at or anticipated to be above 95% or below 70% currently or within the next three years.		
Summary		For Schools Identified For Ongoing Monitoring CBE will Monitor Enrolment. Both high and low enrolment can affect the overall experience of students within the CBE, including the richness and variety of program offerings.		
Area	Year Identified	School	2025-2026 Utilization	Category
Area 1	2023	Royal Oak School	104%	Over Capacity and/or Nearing Capacity
Area 1	2023	Citadel Park School	107%	Over Capacity and/or Nearing Capacity
Area 1	2023	Robert Thirsk High School	112%	Over Capacity and/or Nearing Capacity
Area 1	2024	H. D. Cartwright School	93%	Over Capacity and/or Nearing Capacity
Area 1	2024	Scenic Acres School	101%	Over Capacity and/or Nearing Capacity
Area 1	2026	Hawkwood School	111%	Over Capacity and/or Nearing Capacity
Area 1	2026	Simon Fraser School	103%	Over Capacity and/or Nearing Capacity
Area 1	2026	Sir Winston Churchill High School	105%	Over Capacity and/or Nearing Capacity
Area 2	2019	Captain Nichola Goddard School	122%	Over Capacity and/or Nearing Capacity
Area 2	2023	John G. Diefenbaker High School	107%	Over Capacity and/or Nearing Capacity
Area 2	2024	Buchanan School	90%	Over Capacity and/or Nearing Capacity
Area 2	2024	North Haven School	66%	Over Capacity and/or Nearing Capacity
Area 2	2024	William Aberhart High School	86%	Over Capacity and/or Nearing Capacity
Area 2	2026	Huntington Hills School	71%	Low Enrolment and Excess Capacity
Area 2	2026	James Fowler High School	102%	Over Capacity and/or Nearing Capacity
Area 2	2026	Sir John A. Macdonald School	88%	Over Capacity and/or Nearing Capacity
Area 2	2026	Evanston Heights School	N/A	Over Capacity and/or Nearing Capacity
Area 3	2023	Rosedale School	98%	Over Capacity and/or Nearing Capacity
Area 3	2024	Rosemont School	101%	Over Capacity and/or Nearing Capacity
Area 3	2025	Radisson Park School	90%	Over Capacity and/or Nearing Capacity
Area 3	2026	Abbeydale School	91%	Over Capacity and/or Nearing Capacity
Area 3	2026	Belfast School	64%	Low Enrolment and Excess Capacity
Area 3	2026	Penbrooke Meadows School	62%	Low Enrolment and Excess Capacity

Schools Identified for Ongoing Monitoring

Area 4	2018	Manmeet Singh Bhullar School	103%	Over Capacity and/or Nearing Capacity
Area 4	2022	Bob Edwards School	96%	Over Capacity and/or Nearing Capacity
Area 4	2023	Clarence Sansom School	112%	Over Capacity and/or Nearing Capacity
Area 4	2024	Annie Foote School	94%	Over Capacity and/or Nearing Capacity
Area 4	2024	Falconridge School	98%	Over Capacity and/or Nearing Capacity
Area 4	2024	Lester B. Pearson High School	111%	Over Capacity and/or Nearing Capacity
Area 4	2024	Monterey Park School	102%	Over Capacity and/or Nearing Capacity
Area 4	2024	O. S. Geiger School	111%	Over Capacity and/or Nearing Capacity
Area 4	2024	Rundle School	100%	Over Capacity and/or Nearing Capacity
Area 4	2025	Pineridge School	91%	Over Capacity and/or Nearing Capacity
Area 4	2026	Marlborough School	97%	Over Capacity and/or Nearing Capacity
Area 5	2020	Haultain Memorial School	63%	Low Enrolment and Excess Capacity
Area 5	2023	Centennial High School	123%	Over Capacity and/or Nearing Capacity
Area 5	2024	Bridlewood School	91%	Over Capacity and/or Nearing Capacity
Area 5	2024	Sibylla Kiddle School	99%	Over Capacity and/or Nearing Capacity
Area 5	2026	Samuel W. Shaw School	113%	Over Capacity and/or Nearing Capacity
Area 5	2026	Mountain Park School	81%	Over Capacity and/or Nearing Capacity
Area 5	2026	McKenzie Highlands School	86%	Over Capacity and/or Nearing Capacity
Area 5	2026	McKenzie Towne School	86%	Over Capacity and/or Nearing Capacity
Area 5	2026	Somerset School	83%	Low Enrolment and Excess Capacity
Area 6	2020	Braeside School	38%	Low Enrolment and Excess Capacity
Area 6	2025	Woodlands School	70%	Low Enrolment and Excess Capacity
Area 6	2025	Marshall Springs School	87%	Over Capacity and/or Nearing Capacity
Area 6	2026	Nellie McClung School	72%	Low Enrolment and Excess Capacity
Area 6	2026	Nickle School	75%	Over Capacity and/or Nearing Capacity
Area 7	2023	Dr. Roberta Bondar School	102%	Over Capacity and/or Nearing Capacity
Area 7	2023	Ernest Manning High School	125%	Over Capacity and/or Nearing Capacity
Area 7	2024	West Ridge School	97%	Over Capacity and/or Nearing Capacity
Area 7	2025	Windsor Park School	82%	Over Capacity and/or Nearing Capacity
Area 7	2026	Battalion Park School	76%	Low Enrolment and Excess Capacity
Area 7	2026	University School	65%	Low Enrolment and Excess Capacity
Area 7	2026	Simons Valley School	102%	Over Capacity and/or Nearing Capacity

Schools Identified for Ongoing Monitoring

Plan in Place

Category	Plan In Place	
Issue	This school may be limiting enrolment or may have been involved in recent accommodation planning.	
Summary	CBE will continue to monitor enrollment at the school. Schools are continually monitored and changes to the plan considered when necessary.	
Area	School	Summary
Area 1	Simon Fraser School	Effective January 18, 2022, an overflow in place for the Evanston community to William D. Pratt School. A new school, Evanston Heights School, is planned to open for the 2026-2027 school year which will affect this overflow designation.
Area 2	Kenneth D. Taylor School	Effective the 2018-19 school year an overflow was put in place to Cambrian Heights School. A new Evanston 2 nd elementary has been approved that will affect this overflow designation.
Area 2	Cambrian Heights School	Carrington community was re-designated for 2023; The community of Livingston overflowed to North Haven School. Project 22-P2. A new Livingston elementary has been approved with a target completion of 2029-2030 that will affect this overflow designation.
Area 2	Alex Munro School	Effective the 2026-27 school year the new and developing community of Carrington is re-designated to Alex Munro School and at the same time an overflow from Alex Munro School to North Haven School is put in place as the population of Carrington is anticipated to exceed space available at Alex Munro School. A new Carrington elementary has been approved that will affect this overflow designation.
Area 3	Keeler School	Overflow in place for the Redstone community to West Dover School was put in place June 19, 2024. Project 23-P20. A new Redstone elementary has been approved which will affect this overflow designation.
Area 3	North Trail High School	Effective the 2025-26 school year an overflow was put in place to Crescent Heights High School. Project 23-P18.
Area 4	Prairie Sky School	Effective the 2023-24 school year an overflow was put in place to Annie Foote School for K-6. A second K-6 overflow was put in place to Monterey Park School in October 31, 2023. Effective January 31, 2024, an overflow for Grade 7-9 was put in place.
Area 4	Crossing Park School	Effective the 2023-24 school year Grade 7-9 students living in the Martindale community who cannot be accommodated at Crossing Park School are now designated to Clarence Samson. A second overflow was put in place to Dr. Gordon Higgins on January 31, 2024. Project 18-P15.
Area 4	Nelson Mandela High School	Effective the 2023-24 school year an overflow was put in place to James Fowler High School. Project 22-P6.

Area 4	Peter Lougheed School	Effective the 2021-22 school year an overflow was put in place to Pineridge School for Grade 5-6 and Clarence Sansom School for Grade 7-9. A new Saddle Ridge middle has been approved that will affect this overflow designation.
Area 4	Ted Harrison School	Effective August 29, 2023, an overflow was put in place to Sherwood School. Project 23-P22
Area 4	Terry Fox School	Effective January 15, 2024, an overflow was put in place for the community of Cornerstone to Ian Bazalgette School. Project 23-P23 A new Cornerstone middle has been approved with a target completion of 2029-2030 that will affect this overflow designation.
Area 4	Dr. Gordon Higgins School	Effective January 31, 2024, an overflow for students from the Redstone community to Bob Edwards School was put in place. Project 23-P44. A new Cityscape/Redstone middle has been approved with a target completion of 2029-2030 that will affect this overflow designation.
Area 4	Saddle Ridge School	Effective June 26, 2023, an overflow to Hugh A. Bennett School was put in place. A 2 nd overflow to Pineridge School was put in place September 11, 2023. Project 22-P20. A new Saddle Ridge middle has been approved that will affect this overflow designation.
Area 4	Hugh A. Bennett School	Effective September 11, 2023, an overflow to Pineridge School was put in place. Project 23-P20. A new Saddle Ridge middle has been approved that will affect this overflow designation.
Area 4	Grant MacEwan School	Effective September 23, 2022, an overflow for Cornerstone students to O.S. Geiger School was put in place. A second K-6 overflow to CN Gunn School was put in place January 9, 2024. A third overflow for K-3 to James Short Memorial School and a fourth overflow for Grade 4-6 to G.W. Skene School was put in place June 24, 2025. A new Cornerstone elementary has been approved with a target completion of 2029-2030 that will affect this overflow designation.
Area 4	Taradale School	Effective April 19, 2013, an overflow was put in place to Guy Weadick School.
Area 5	Cranston School	Effective September 19, 2025, an overflow for the Seton community to McKenzie Towne School was put in place.
Area 5	Lakeshore School	Effective December 14, 2023, an overflow was put in place to Nickle School. With the future opening of a Mahogany middle school, Lakeshore School will be impacted, Project 23-P25. A new Mahogany middle has been approved with a target completion of 2029-2030 that will affect this overflow designation.
Area 5	Mahogany School	Effective January 11, 2023, an overflow was put in place to Bayside School. A 2 nd overflow receiver to Andrew Sibbald School was implemented March 4, 2026. Project 23-P26. A new Mahogany elementary has been approved that will affect this overflow designation.
Area 5	Joane Cardinal-Schubert High School	Effective March 12, 2024, an overflow to Centennial High School was put in place. A new addition for Joane Cardinal-Schubert High School has been approved that will affect this overflow designation.
Area 5	Dr. George Stanley School	Effective September 19, 2025, an overflow for the Seton community to McKenzie Highlands School was put in place.

Area 7	West Springs School	Effective January 11, 2023, an overflow to Olympic Heights School was put in place.
Area 7	Griffith Woods School	Effective December 2018, an overflow was put in place to Battalion Park School for new K-G6 and to Bishop Pinkham School for new Grade 7-9.
Area 7	Rideau Park School	Effective June 18, 2025, an overflow for Grade 7-9 to Elboya School was put in place.
Area 7	Mount Royal School	Effective November 4, 2022, an overflow to A.E. Cross School and Vincent Massey School was put in place. A 3 rd overflow to Queen Elizabeth High School was put in place effective January 15, 2025.
Area 7	Connaught School	Effective September 9, 2022, an overflow and a re-designation of a portion of Connaught's boundary was put in place to Ramsay School. A 2 nd overflow was put in place to Earl Grey School effective March 6, 2023. A 3 rd overflow was put in place to Wildwood School on September 14, 2023.

Completed Projects

<p>Project 23-P1 Complete Area 5</p>	Program	Regular
	Communities Impacted	All Communities
	Schools Involved	Chinook Learning Services
	Category	Fiscal Responsibility/Facility Optimization
	Issue	Chinook Learning Services is located in CBE high schools which have increasingly limited space.
	Summary	<p>Chinook Learning Services has recently signed a short-term lease agreement with Bow Valley College.</p> <p>This project will need to be reviewed again in advance of the lease expiring. A request has been made for a long-term solution for CLS as part of the Three-Year School Capital Plan 2027-2030.</p>

<p>Project 24-P50 Complete Area 7</p>	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	Tsuut'ina Land Residential Development
	Category	Fiscal Responsibility/Facility Optimization
	Issue	Residential development west of Calgary on Tsuut'ina Land will begin shortly and the expectation of Alberta Education and Childcare is that students living in the area will be designated to Calgary schools.
	Summary	<p>On April 16, 2026, a notice was sent designating students living in the Taza Park community to CBE Schools.</p> <p>Taza Park is designated to Jennie Elliot for Kindergarten to Grade 6, Bishop Pinkham for Grades 7-9 and Central Memorial High School for Grades 10-12.</p> <p>At this time, yellow bus transportation for regular program students will be offered with a single bus stop expected at Grey Eagle.</p>

<p>Project 15-P9 Complete Area 1</p>	Program	Regular
	Communities Impacted	Hawkwood, Sage Hill
	Schools Involved	Hawkwood School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Regular Program students in Grades 6 to 9 living in Sage Hill will be designated from Hawkwood and F.E. Osborne Schools to Simon Fraser School for September 2026.</p> <p>It is anticipated that approximately 70 Grade 6 students will be re-designated from Hawkwood School to Simon Fraser School for the 2026-27 school year.</p> <p>Two additional buses are anticipated to transport students to Simon Fraser school.</p>

<p>Project 23-P8 Complete Area 1</p>	Program	Regular
	Communities Impacted	Rocky Ridge, Royal Oak, Glacier Ridge, Evanston
	Schools Involved	William D. Pratt School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Beginning in the 2026-27 school year, Regular Program students living in the community of Evanston will be designated to Evanston Heights School for Grades 4 to 8, including overflowed students currently at William D. Pratt School.</p> <p>Overflow designation for Evanston students from Simon Fraser School to William D. Pratt School will remain in place for Grade 9 students in the 2026-27 school year. The overflow will be removed in June 2027.</p> <p>It is anticipated that approximately 120 students will be re-designated from William D. Pratt School to Evanston Heights School. Students entering Grade 9 in the 2026-27 school year are eligible for transportation services to William D. Pratt School for that school year only.</p>

<p>Project 24-P04 Complete Area 1</p>	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	F. E. Osborne School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Beginning with the 2026-27 school year, Regular program students in Grades 7 to 9 living in Montgomery will be designated from F.E. Osborne School to Thomas B. Riley School.</p> <p>It is anticipated that approximately 45 students will be re-designated from F.E. Osborne School to Thomas B. Riley School for the 2026-27 school year. Grades 7 and 8 students currently at F. E. Osborne School can choose to stay at their school until finishing Grade 9, or transfer to Thomas B. Riley School. Montgomery students who choose to remain at F. E. Osborne School will continue to use Calgary Transit as their designated transportation option.</p> <p>Additionally, students in Grades 6 to 9 living in Sage Hill will be designated from F.E. Osborne School to Simon Fraser School for September 2026.</p> <p>It is anticipated that approximately 100 students will be re-designated from F.E. Osborne School to Simon Fraser School for the 2026-27 school year. Grades 7 and 8 students currently at F. E. Osborne School can choose to stay at their school until finishing Grade 9, or transfer to Simon Fraser School. Sage Hill students who choose to remain at F. E. Osborne School will continue to use Calgary Transit as their designated transportation option.</p>

<p>Project 24-P49 Complete Multiple</p>	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	Cambrian Heights School, Evanston Heights School, Kenneth D. Taylor School, Simon Fraser School, William D. Pratt School
	Category	Affected by New School Under Construction
	Issue	Accommodation plans are needed with the opening of a new school.
	Summary	<p>The new middle school, Evanston Heights, has an expected opening date of September 2026. Regular Program students living in the community of Evanston will be designated to Evanston Heights School for Grades 4 to 8, including Grades 3 and 4 students currently at Kenneth D. Taylor School and Cambrian Heights School, as well as Grades 5 to 7 students currently at Simon Fraser School and William D. Pratt School. School will expand to Grade 9 the following school year.</p> <p>It is anticipated that approximately 650 students will be re-designated from Kenneth D. Taylor, Cambrian Heights, Simon Fraser and William D. Pratt Schools to Evanston Heights School. Students entering Grade 9 in the 2026-27 school year are eligible for transportation services to William D. Pratt School for that school year only.</p> <p>There will be no change to the number of buses in 2026 as students continue to be transported while phasing out of their current schools.</p>

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<p>Project 23-P9 Complete Area 2</p>	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	James Fowler High School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Effective September 2026, Grade 10 to 12 Regular Program students residing in the Castleridge, Coral Springs, and Falconridge communities, will be re-designated from James Fowler High School to Crescent Heights High School.</p> <p>It i's anticipated that approximately 470 students will be re-designated from James Fowler High School to Crescent Heights High School over time. Current Grade 10 to 11 families can choose to stay at James Fowler High School until Grade 12. There are no transportation impacts.</p> <p>Additionally, starting in the 2026-27 school year, Grade 10 to 12 Regular Program students residing in the Rosemont community, will be re-designated from Crescent Heights High School to James Fowler High School, which accommodates them closer to home.</p> <p>Approximately 20 students will be re-designated to James Fowler High School over time. Current Grade 10 to 11 families can choose to stay at Crescent Heights High School until Grade 12. There are no transportation impacts.</p>

<p>Project 24-P13 Complete Multiple</p>	Program	Regular
	Communities Impacted	Huntington Hills, Thorncliffe, Cornerstone
	Schools Involved	Catherine Nichols Gunn School, Grant MacEwan School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Effective June 2025, new Kindergarten to Grade 6 Cornerstone students who cannot be accommodated at Grant MacEwan School, or its overflow receiving schools O.S. Geiger School and Catherine Nichols Gunn School, will be overflowed to James Short Memorial School (K-Grade 3) and G.W. Skene School (Grade 4 to 6).</p> <p>An additional one or possibly two buses will be required to transport students to James Short Memorial School and G.W. Skene School for the 2026-2027 school year and beyond.</p>

<p>Project 25-P13 Complete Area 2</p>	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	Thorncliffe School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Effective for the 2026-27 school year, the Traditional Learning Centre (TLC) kindergarten program will be re-designated from Thorncliffe School to Colonel Sanders School.</p> <p>Approximately 75 kindergarten students will be added to Colonel Sanders School population for the 2026-27 school year. There are no transportation implications because students that would be transported to Thorncliffe School will now be transported to Colonel Sanders School.</p>

<p>Project 22-P4</p> <p>Complete</p> <p>Area 3</p>	Program	Regular
	Communities Impacted	Penbrooke Meadows, Applewood Park, Cornerstone
	Schools Involved	James Short Memorial School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% within the next three years.
	Summary	<p>Effective June 2025, new kindergarten to Grade 6 Cornerstone students who cannot be accommodated at Grant MacEwan School, or its overflow receiving schools O.S. Geiger School and Catherine Nichols Gunn School, will be overflowed to James Short Memorial School (K-Grade 3) and G.W. Skene School (Grade 4 to 6).</p> <p>An addition one or possibly two buses will be required to transport students to James Short Memorial School and G.W. Skene School for the 2026-27 school year and beyond.</p>

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<p>Project 23-P16 Complete Area 3</p>	Program	Regular
	Communities Impacted	Country Hills Village, Coventry Hills, Harvest Hills, Carrington
	Schools Involved	Northern Lights School, Nose Creek School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Effective September 2026, Kindergarten to Grade 6 students living in the community of Carrington, will be re-designated from Northern Lights School to Alex Munro School.</p> <p>Approximately 160 students will be re-designated from Northern Lights School to Alex Munro School for the 2026-27 school year. There are no transportation implications because students that would be transported to Northern Lights School will now be transported to Alex Munro School.</p> <p>Effective September 2026, Grade 7 to 9 students living in the community of Carrington, will be re-designated from Nose Creek School to Sir John A. Macdonald School.</p> <p>It is anticipated that approximately 130 Grade 6 to 9 Carrington students will remain at Nose Creek School to complete Grade 9 instead of attending Sir John A. Macdonald School. Carrington students will continue using the existing bus service until June 30, 2027.</p>

<p>Project 24-P19 Complete Area 3</p>	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	Hidden Valley School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Effective September 2026, elementary students living in Ambleridge and Moraine will be re-designated from Hidden Valley School to Simons Valley School for Regular Program.</p> <p>Approximately 70 students will be re-designated from Hidden Valley School to Simons Valley School for the 2026-27 school year. There are no transportation implications because students that would be transported to Hidden Valley School will now be transported to Simons Valley School.</p> <p>Additionally, Hidden Valley School will change from a kindergarten to Grade 4 configuration to a kindergarten to Grade 5 configuration, affecting both Regular and French Immersion Program students.</p> <p>It is anticipated that approximately 50 Regular Program students and 50 French Immersion Program students will remain at Hidden Valley School for Grade 5 for the 2026-27 school year. There is no change in transportation, as existing buses serve both Hidden Valley and Valley Creek Schools.</p>

<p>Project 24-P22 Complete Area 3</p>	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	Valley Creek School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Effective September 2026, Grades 6 to 9 Country Hills Community students will be re-designated from Alex Munro, Simons Valley, Colonel Irvine and Sir John A. Macdonald Schools to Valley Creek School for Regular Program.</p> <p>Approximately 50 students will be re-designated to Valley Creek School for the 2026-27 school year. There are no transportation implications because students that would be transported to Alex Munro, Simons Valley, Colonel Irvine and Sir John A. Macdonald Schools will now be transported to Valley Creek School.</p> <p>Additionally, Valley Creek School will change from a from a Grade 5 to 9 configuration to a Grade 6 to 9 configuration, affecting both Regular and French Immersion Program students.</p> <p>Approximately 50 Regular Program students and 50 French Immersion Program students will remain at Hidden Valley School for Grade 5 for the 2026-27 school year. There is no change in transportation, as existing buses serve both Hidden Valley and Valley Creek Schools.</p> <p>Effective September 2027, middle school students living in Ambleridge and Moraine will be re-designated from Valley Creek School to Senator Patrick Burns School for Regular Program.</p> <p>It is anticipated that approximately 80 students will be re-designated from Valley Creek School to Senator Patrick Burns School for the 2027-28 school year. Students entering Grade 9 in the 2027-28 school year who choose to remain at Valley Creek School are eligible for transportation services to Valley Creek for that school year only.</p>

Project 25-P5 Complete Area 3	Program	Regular
	Communities Impacted	Penbrooke Meadows, Applewood Park, Cornerstone
	Schools Involved	G. W. Skene School
	Category	Low Enrolment and Excess Capacity
	Issue	The utilization rate is at or anticipated to be below 70% within the next three years.
	Summary	<p>Effective June 2025, new kindergarten to Grade 6 Cornerstone students who cannot be accommodated at Grant MacEwan School, or its overflow receiving schools O.S. Geiger School and Catherine Nichols Gunn School, will be overflowed to James Short Memorial School (K-Grade 3) and G.W. Skene School (Grade 4 to 6).</p> <p>An addition one or possibly two buses will be required to transport students to James Short Memorial School and G.W. Skene School for the 2026-27 school year and beyond.</p>

Project 23-P26 Complete Area 5	Program	Regular
	Communities Impacted	Mahogany
	Schools Involved	Bayside School, Mahogany School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>In January 2023, an overflow was implemented to Bayside School in Auburn Bay for Mahogany School. Mahogany School received four modular classrooms for the 2025-26 school year.</p> <p>In February 2025, a second overflow was implemented to Andrew Sibbald School. It is anticipated that approximately 40 students may be accommodated at Andrew Sibbald for the 2026-27 school year.</p> <p>One bus is anticipated to transport students to Andrew Sibbald School for the 2026-2027 school year.</p>

Project 23-P28 Complete Area 5	Program	Regular
	Communities Impacted	Parkland, Legacy
	Schools Involved	Prince Of Wales School, Wilma Hansen School
	Category	Balance Enrolment
	Issue	Enrolment between schools and programs is unbalanced.
	Summary	<p>Grade 5 and Grade 6 students from Parkland have been re-designated from Prince of Wales School to Wilma Hansen School. This was done to align designations between the home area and the new and developing community of Legacy.</p> <p>There were programming challenges for the small cohort of Grade 5 and 6 students at Prince of Wales who live in Parkland. For the 2026 school year there were six Grade 5 students and 11 Grade 6 students attending Prince of Wales.</p> <p>Grade 5 and 6 students from Parkland will access the same transportation as the Grade 7-9 students. There is no transportation impact.</p>

Project 24-P37 Complete Area 5	Program	Regular
	Communities Impacted	Cranston, Seton
	Schools Involved	Dr. George Stanley School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>In September 2025, an overflow was implemented for Dr. George Stanley School. Seton community students who cannot be accommodated are designated to McKenzie Highlands School in McKenzie Towne.</p> <p>It is anticipated that approximately 70 students may be accommodated at McKenzie Highlands for the 2026-27 school year.</p> <p>An additional two buses will be needed to transport students to McKenzie Highlands School for the 2026-2027 school year.</p>

<p>Project 24-P38 Complete Area 5</p>	Program	Regular
	Communities Impacted	McKenzie Lake, Rangeview, Ricardo Ranch
	Schools Involved	McKenzie Lake School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>In September 2025 the overflow from Cranston school for the community of Seton was re-designated from McKenzie Lake School to McKenzie Towne School.</p> <p>Additionally, the overflow from New Brighton to McKenzie Lake school is rescinded for June 30, 2026. Students entering Grades 2 to 5 in the 2026-27 school year can choose to remain at McKenzie Lake School or transfer to New Brighton School. Transportation to McKenzie Lake School will end June 30, 2027, allowing those students currently in Grade 4 to remain for Grade 5.</p> <p>One less bus is anticipated as students from the New Brighton community are able to remain in their community school.</p>

<p>Project 23-P31 Complete Area 6</p>	Program	Regular/Alternative
	Communities Impacted	Multiple
	Schools Involved	Dr. E. P. Scarlett High School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Space improvement projects at the school have created more functional classroom space at the school.</p> <p>Additionally, Dr. E. P. Scarlett High School will be receiving six modular classrooms and are not currently reflected in the capacity and utilization rates.</p>

<p>Project 23-P32 Complete Multiple</p>	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	A. E. Cross School, Mount Royal School, Queen Elizabeth High School, Vincent Massey School
	Category	Balance Enrolment
	Issue	Enrolment between schools and programs is unbalanced.
	Summary	<p>The downtown core has experienced significant growth over the past three years, leading to an overflow solution for Mount Royal School starting in November 2022.</p> <p>Currently, Mount Royal School is being overflowed to three separate Junior / Senior high schools – Vincent Massey School, A.E. Cross School, and Queen Elizabeth High School.</p> <p>Enrolment growth has begun to slow, and it is anticipated that all students can be accommodated with the current plan and overflows in place.</p>

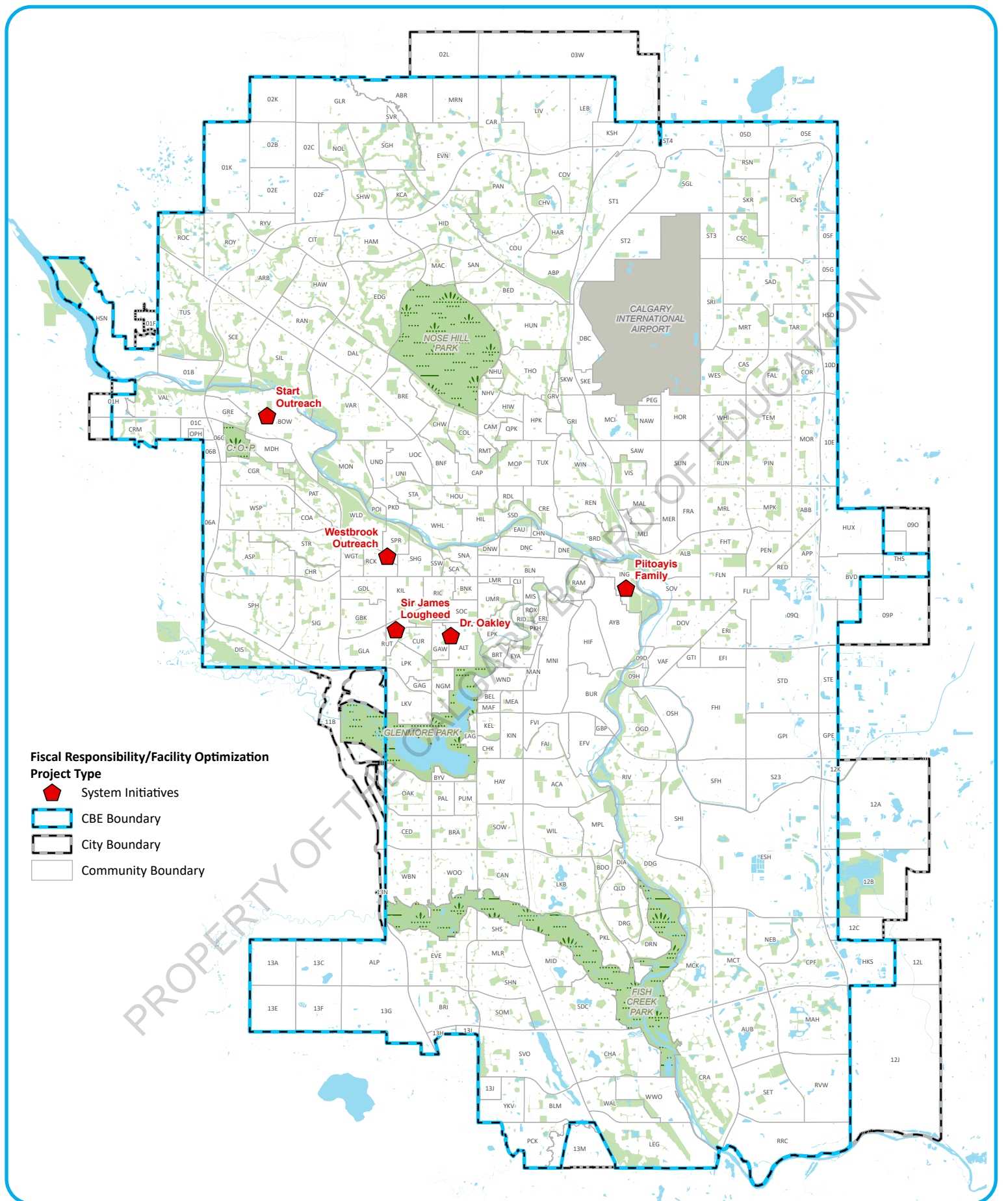
<p>Project 20-P66 Complete Area 7</p>	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	Rideau Park School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>The downtown core has experienced significant growth over the past three years, leading to an overflow designation for Rideau Park School starting in June 2023. Currently, Rideau Park School is being overflowed to Chinook Park School for K-6 and Woodman School for GR 7-9.</p> <p>In February 2025, it was announced that the community of Inglewood would be redesignated from Rideau Park School to Elboya School as part of a larger balancing enrolment project. This will help reduce enrolment pressures at Rideau Park School, but due to continued growth in the home area, it does not eliminate the need for an overflow.</p> <p>There is no transportation impact as students previously overflowed to Woodman School are now transported to Elboya School.</p>

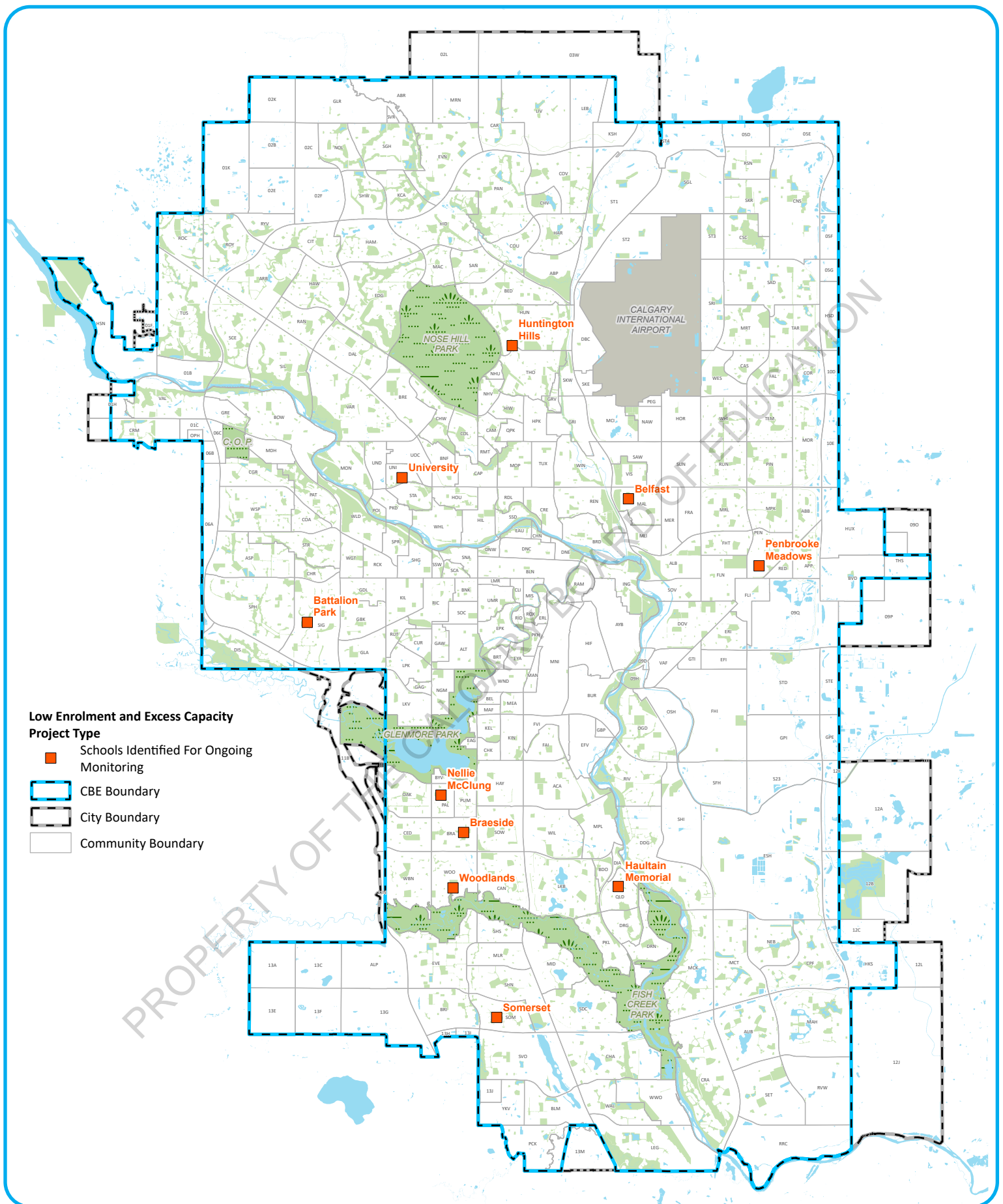
<p>Project 23-P36 Complete Area 7</p>	Program	Regular
	Communities Impacted	Multiple
	Schools Involved	Richmond School
	Category	Over Capacity and/or Nearing Capacity
	Issue	The utilization rate is at or anticipated to be above 95% within the next three years.
	Summary	<p>Due to increasing enrolment at Richmond School a notice was sent out on October 2, 2025, re-designating students.</p> <p>Effective for the 2026-27 school year, the area west of Crowchild Trail will be re-designated to Glendale School.</p> <p>An additional bus may be required to transport students to Glendale School.</p> <p>Additionally, effective for the 2026-27 school year the area of Altadore, south of 33rd Ave SW will be re-designated to Altadore School.</p> <p>Students currently enrolled at Richmond School may remain there.</p> <p>An additional bus may be required to transport students to Altadore School.</p>

Specialized Class Moves

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

Area	Class	Summary
Multiple	LEAD	Move one class from James Fowler High School to Nelson Mandela High School
1	CSSI	Open one class at Bowness High School
2	ALP	Open one class at Sir John A, Macdonald School
	LEAD	Close one class at Sir John Franklin School
3	LEAD	Close one class at Ernest Morrow School
	LEAD	Close one class at Forest Lawn High School
4	EES	Open one class at Rundle School
5	ACCESS	Open one class at MidSun School
	CSSI	Open one class at Bridlewood School
	CSSI	Open one class at Joane Cardinal-Schubert High School
	EES	Open one class at Midnapore School
	EES	Open two classes at Prince of Wales School
6	PLP	Close one class at Lord Beaverbrook High School
	GATE	Close one class at Henry Wise Wood High School
7	TASC	Open one class at Dr. E.P. Scarlett School
	ALP	Open one class at Dr. Roberta Bondar School
	Bridges	Open one class at Dr. Roberta Bondar School
	CSSI	Open one class at Simons Valley School
	EES	Open one class at Richmond School





- Low Enrolment and Excess Capacity Project Type**
- Schools Identified For Ongoing Monitoring
 - CBE Boundary
 - City Boundary
 - Community Boundary



Low Enrolment and Excess Capacity Projects

0 3 6 km

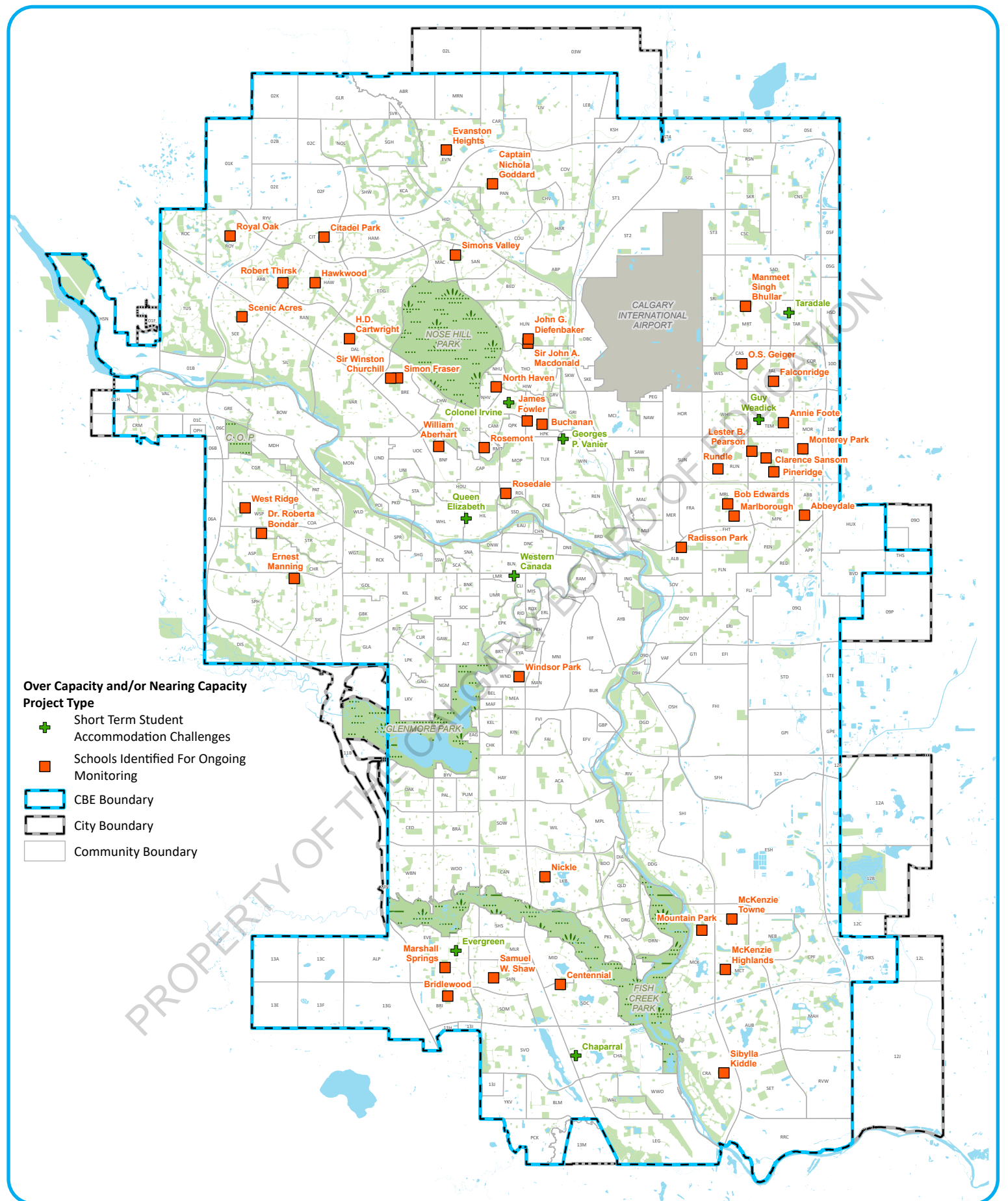
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NAD 1983 3TM 114

Date: May 05, 2026

Prepared by: Planning

Map: Low Enrolment and Excess Capacity



Over Capacity and/or Nearing Capacity Project Type

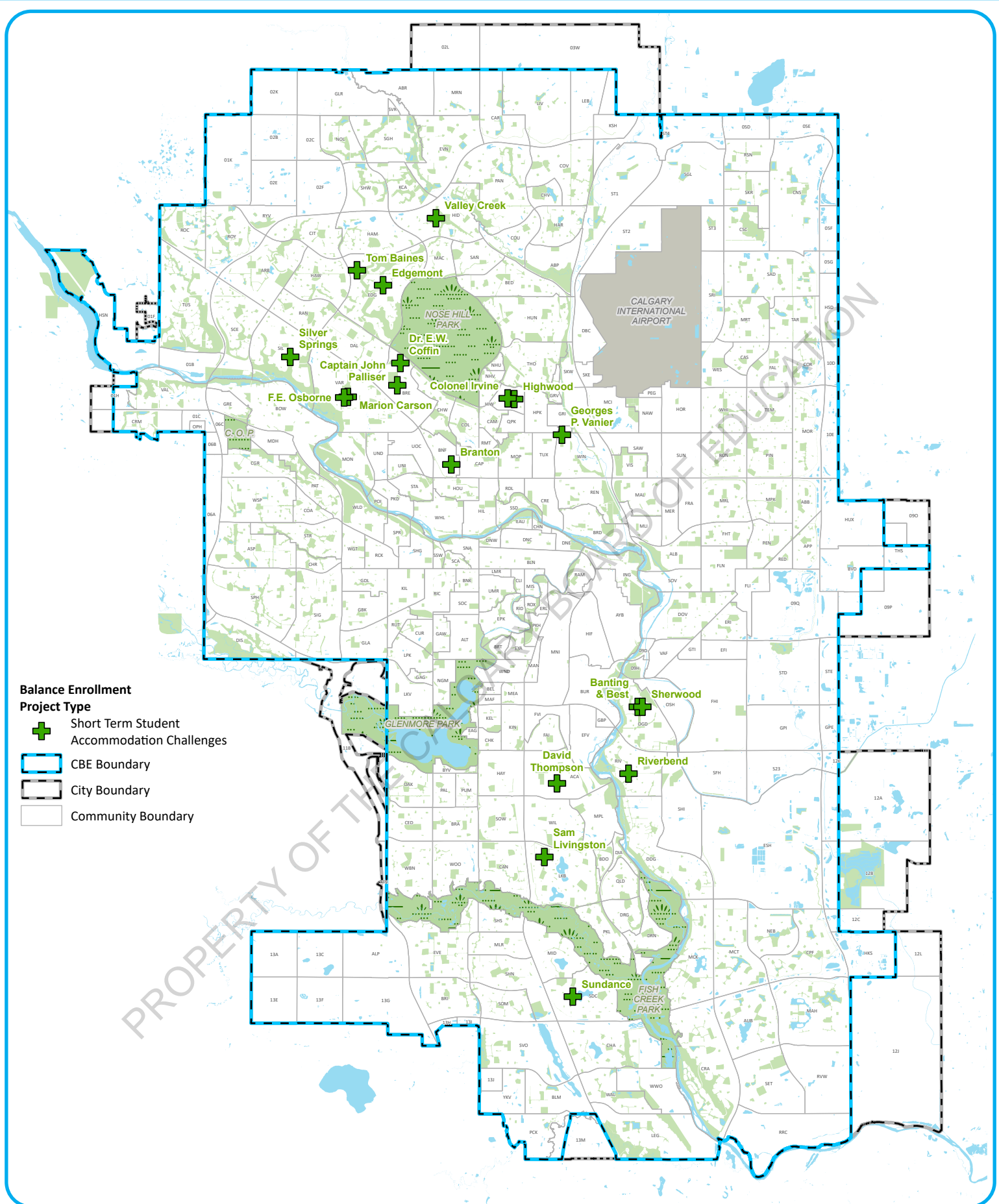
- + Short Term Student Accommodation Challenges
- Schools Identified For Ongoing Monitoring
- CBE Boundary
- City Boundary
- Community Boundary



Over Capacity and/or Nearing Capacity Projects

0 3 6 km

1:175,000
NAD 1983 3TM 114
Date: May 06, 2026
Prepared by: Planning
Map: Over Capacity and/or Nearing Capacity



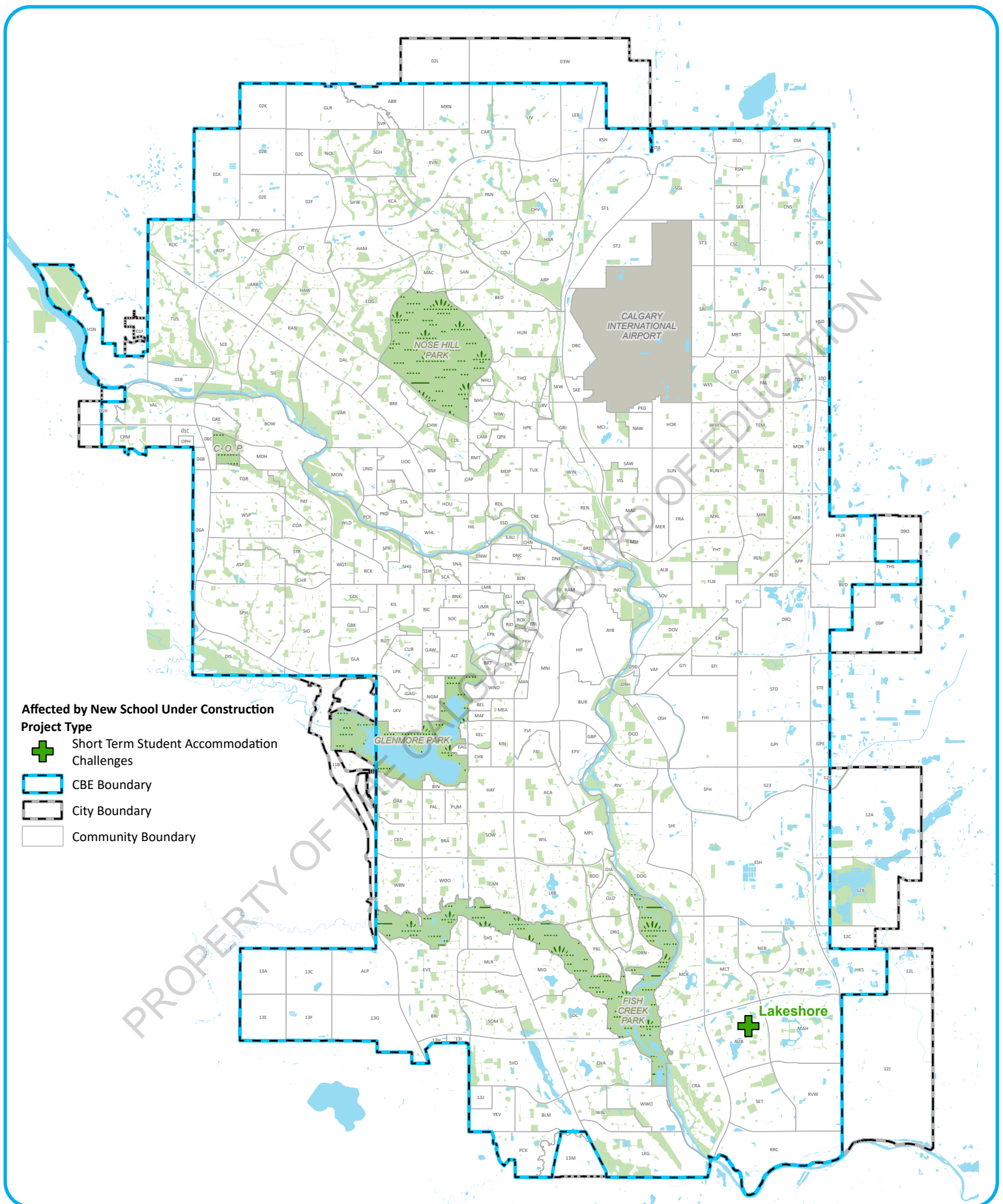
- Balance Enrollment Project Type**
- + Short Term Student Accommodation Challenges
 - CBE Boundary
 - City Boundary
 - Community Boundary







Balance Enrolment Projects

0 3 6
km

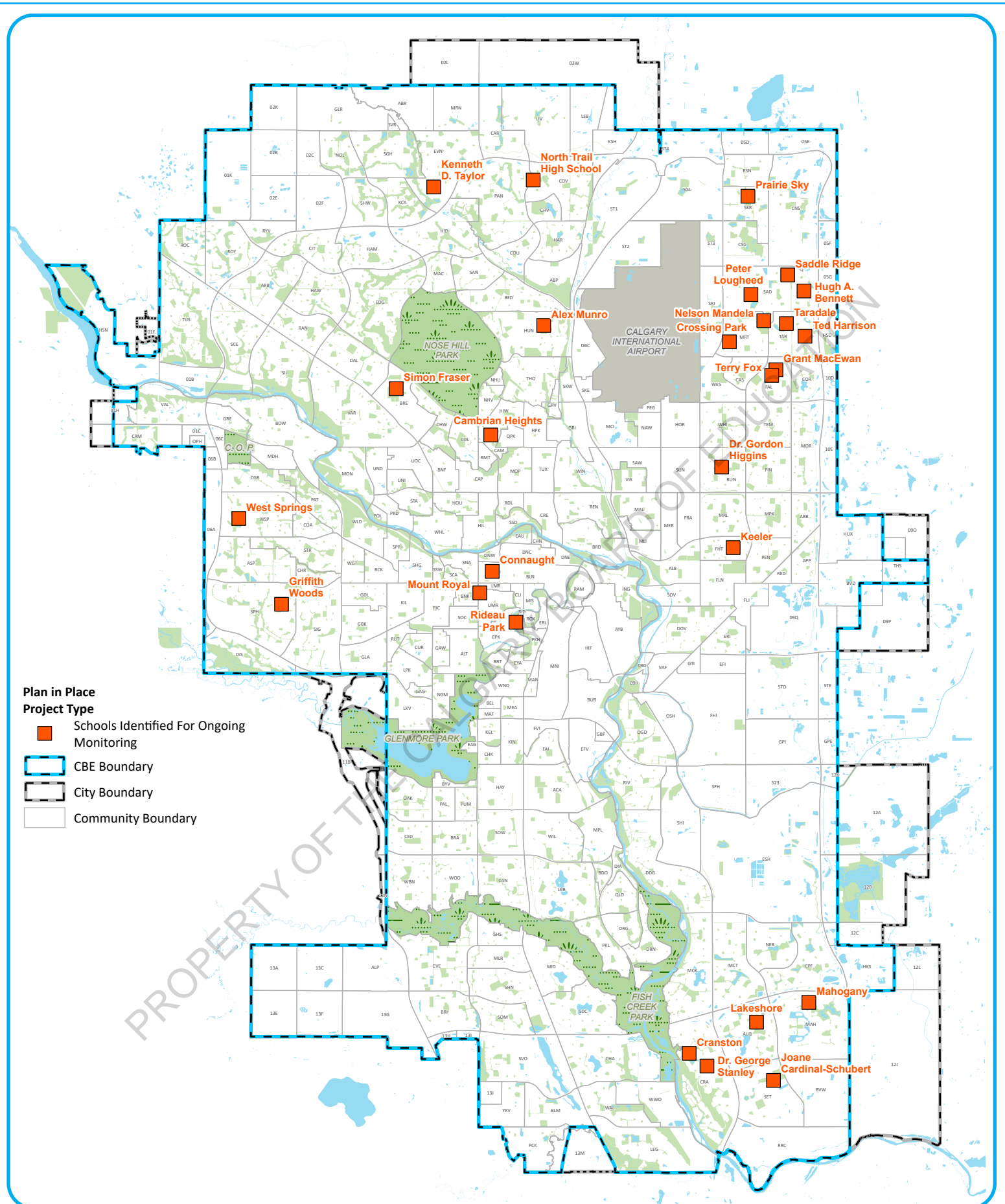
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NAD 1983 3TM 114
Date: May 06, 2026
Prepared by: Planning
Map: Balance Enrollment



Affected by New School Under Construction
Project Type

-  Short Term Student Accommodation Challenges
-  CBE Boundary
-  City Boundary
-  Community Boundary

Affected by New School Under Construction Projects



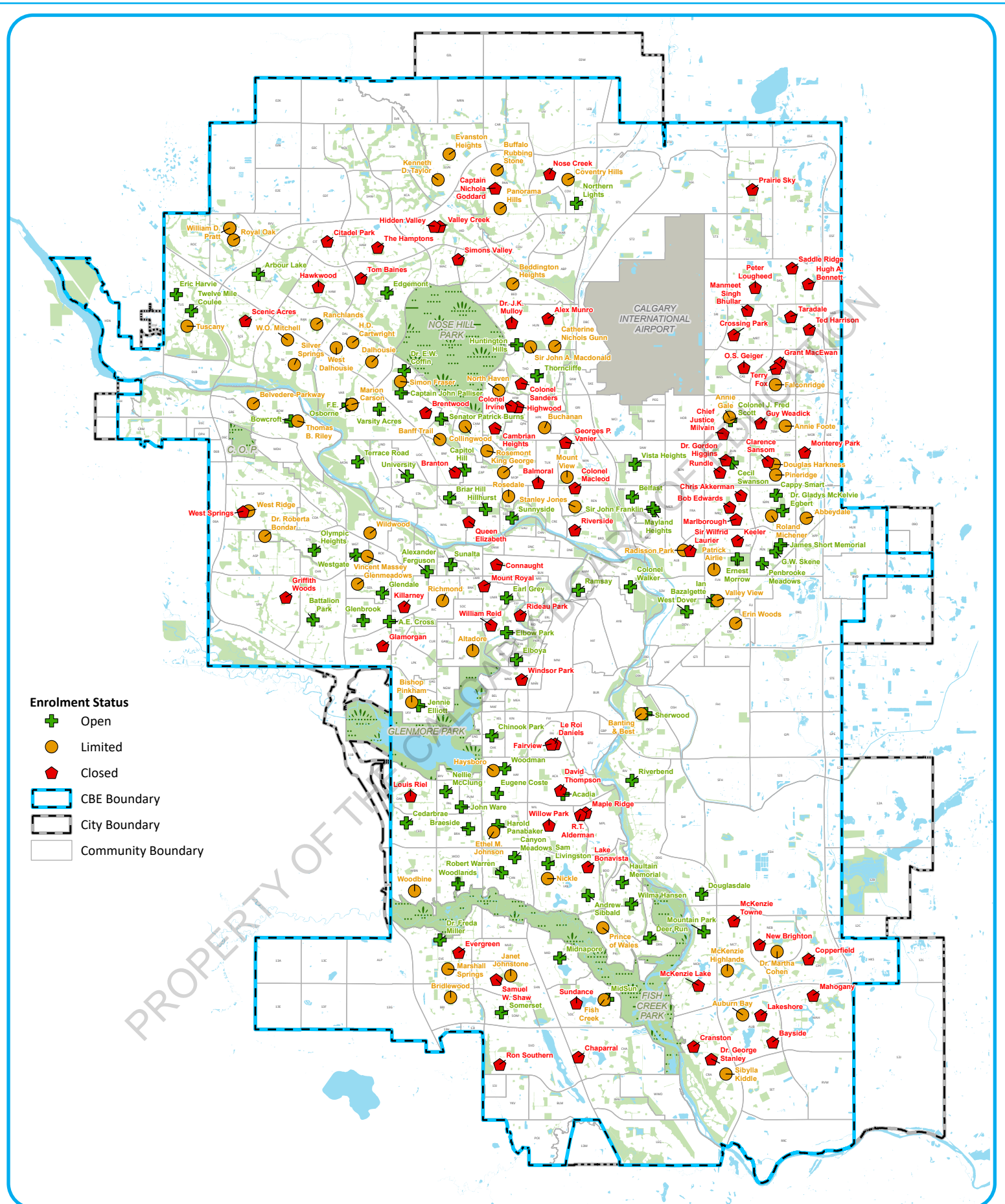
- Plan in Place Project Type**
- Schools Identified For Ongoing Monitoring
 - CBE Boundary
 - City Boundary
 - Community Boundary



Plan in Place Projects

0 3 6 km

1:175,000
NAD 1983 3TM 114
Date: June 04, 2026
Prepared by: Planning
Map: Plan in Place



- Enrolment Status**
- + Open
 - Limited
 - ◆ Closed
 - CBE Boundary
 - City Boundary
 - Community Boundary

PROPERTY OF THE CITY OF CALGARY

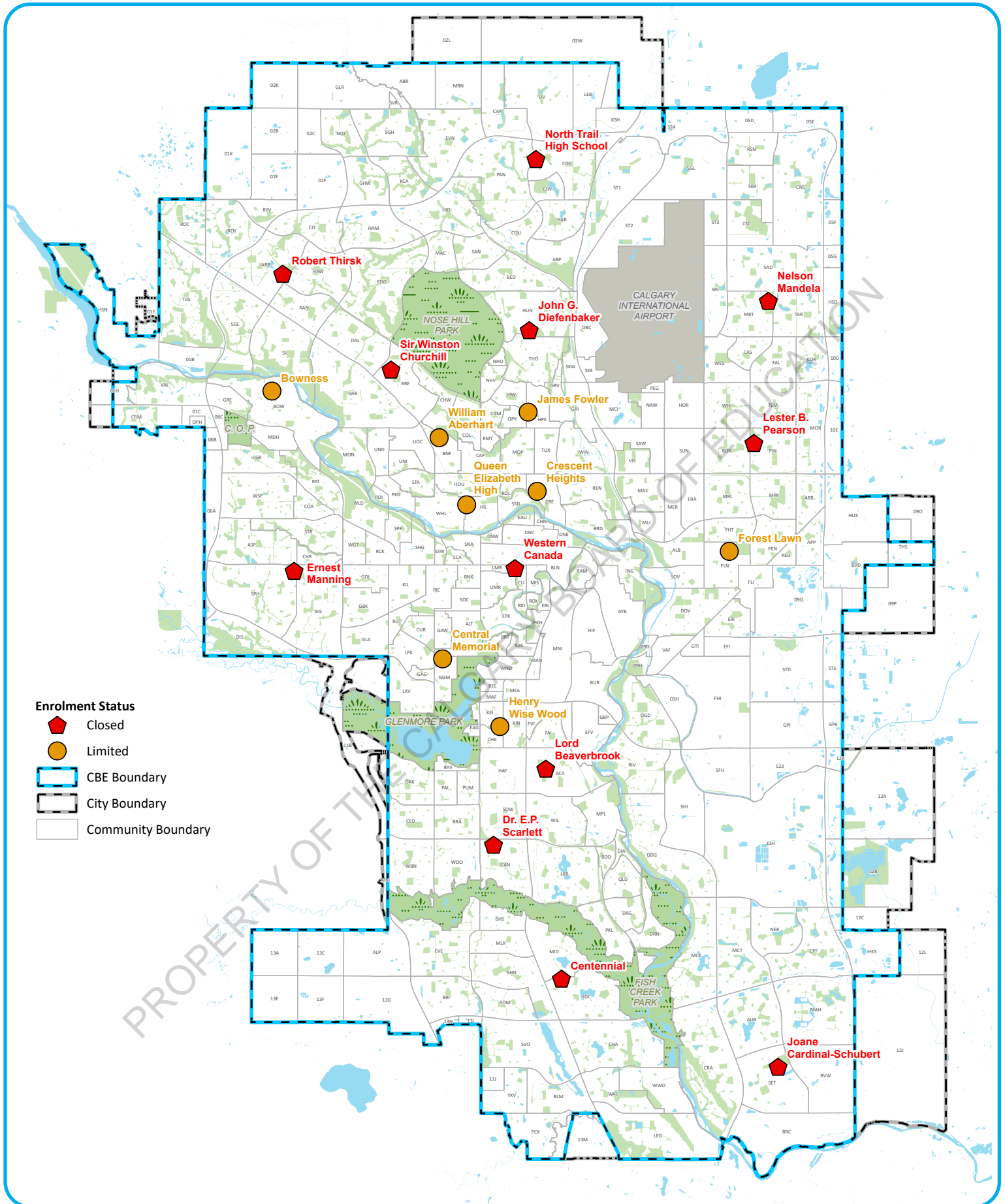


Enrolment Status

Elementary, Middle and Junior Schools

0 3 6
km

1:175,000
NAD 1983 3TM 114
Date: June 04, 2026
Prepared by: Planning
Map: Enrolment Status E/M/J



Enrolment Status

High Schools

Chief Superintendent's Update

Report to Board of Trustees



Calgary Board
of Education

Date	June 9, 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

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.

3. Background

OE-2 Learning Environment/Treatment of Students | School Safety and Security

The CBE continues to make significant progress in strengthening school safety, security, and emergency preparedness. Through a coordinated approach involving internal and external partners, substantial advancements have been made over the years to modernize physical security infrastructure, improve operational readiness, and support safe learning environments for students and staff.

Key accomplishments and initiatives include:

- continued development of emergency preparedness and response capabilities through mandatory lockdown and fire drill compliance monitoring, strengthened documentation processes, and ongoing collaboration with Calgary Police Service, Alberta Occupational Health and Safety, and school administrators;
- completion of multiple Crime Prevention Through Environmental Design (CPTED) assessments and physical security reviews at schools across the system, helping identify opportunities to improve visibility, natural surveillance, lighting, access management, and after-hours security;
- expansion of school access control and perimeter security measures aligned with AR 1029 – School Safety and Security, including increased focus on secured perimeters during instructional hours, improved door hardware, controlled entry points, and enhanced visitor management practices at high schools and other priority sites;
- continued modernization of the CBE's Video Surveillance Technology Program, with security site assessments completed at 189 schools (and ongoing) and upgraded systems installed at 87 schools to date;
- advancement of integrated security technologies, including proof-of-concept testing for modern intercom and communication systems capable of integrating cameras, card access, and remote communication tools to improve front-entry screening and emergency response capabilities;
- implementation planning for additional security enhancements using recently announced provincial school safety funding, including targeted upgrades to high school access control systems, electronic key management solutions and ongoing proofs of concept projects focused on lockdown notification enhancements, public address systems and classroom intercoms at 3 schools; and
- review of measures to strengthen of physical key and credential control practices.

These initiatives reflect CBE's ongoing commitment to proactive risk management, evidence-based safety planning, and continuous improvement in school security operations. Collectively, this work supports safer learning and working environments while helping ensure that schools remain welcoming, supportive, and secure spaces for students, staff, families, and community members.

OE-2 Learning Environment/Treatment of Students | OE-3 Instructional Program | SEL Designates (Elementary and Middle Schools)

In April, the Well-Being Team held in person professional learning half-day sessions with both the Elementary SEL Designates (April 16) and Middle School SEL Designates (April 30). A key focus of these sessions was strengthening understanding of how a continuum of supports enables schools to respond to diverse student needs through a layered, proactive approach.

Contextualized resources from School Improvement teams (Inclusive Education, Diversity and Inclusion, Teaching and Learning with Technology and Well-Being Team) supported the implementation of these structures and supports. Designates reflected on where their school had gaps within collaborative structures and how these resources could be applied within their school contexts and school

development plan work. SEL Designates then engaged in professional dialogue on universal collaborative structures that support student well-being. In addition, they had the opportunity to dig deeper into understanding resources and applying them related to support targeted groups, professional learning communities, collaborative response, and design thinking providing. Feedback from the session was positive, with designates valuing the shared understanding of the work, and having some resources to implement next steps in their school and support the strengthening of collaborative structures.

These learning opportunities contribute to building system-wide capacity and coherence and strengthening the essential conditions and foundational approach to support well-being in schools. This professional learning is funded through a project grant from the ATA Staff Development Fund

OE-3 Instructional Program | 2025-26 Early Years Assessment Initiative Professional Learning Network

As part of the Early Years Assessment and Intervention Initiative, the Early Learning team facilitated a six-part Professional Learning Network series. This series focused on strengthening both universal classroom instruction and targeted intervention practices through evidence-based approaches to early literacy and numeracy. Each elementary school identified one Intervention Lead Teacher who participated in sessions. The learning drew on cognitive science research to deepen the understanding of how students learn, remember, and apply new skills. Together, these areas helped build a shared foundation for responsive, assessment-informed instruction. Intervention Lead Teachers (ILTs) brought this learning back to their schools, supported by curated resources available through Insite.

OE-3 Instructional Program | Elementary Principal Divisional Meetings

The Early Learning, Languages and EAL team supported the design and facilitation of the Elementary Principal and Assistant Principal Divisional meetings focused on strengthening system understanding and use of Early Years assessments as universal screening tools. These sessions were designed to deepen administrators' understanding of how early years assessment data could be used intentionally to identify instructional priorities and action foundational literacy supports for both Division 1 and Division 2 students.

Approximately 300 elementary administrators participated in this two-part series. Over the two meetings, administrators engaged in learning focused on the purpose and use of Early Years Assessment information to support equitable, responsive instruction. Emphasis was placed on using assessment results to inform targeted instructional decision-making, align classroom practice with student need, and strengthen early literacy foundations across grades.

OE 3 Instructional Program | Middle Years Professional Learning Series

During the 2025–2026 school year, the Middle Years Professional Learning Series consisted of divisional professional learning sessions for Principals, Assistant Principals, and Learning Leaders focused on strengthening instructional leadership and responsive support for adolescent learners. Grounded in research on adolescent development, these sessions emphasized achievement, well-being, collaborative structures, intervention planning, and data-informed decision making to support responsive learning environments for Middle Years students.

Approximately 70 Middle Years Principals participated in two divisional professional learning sessions focused on leading effective interventions for adolescent learners through instructional leadership and school development planning. The February session focused on examining school and system data to identify responsive next steps, reflecting on the conditions that support targeted interventions, and considering school structures, professional learning, and resources to strengthen support for adolescent learners. The May session focused on examining the conditions that support effective targeted

interventions, reflecting on school structures and resources, and exploring strategies to strengthen responsive, data-informed student support.

Approximately 100 Middle Years Assistant Principals participated in two divisional professional learning sessions focused on strengthening responsive interventions and collaborative structures that support adolescent learners. Grounded in research on adolescent brain development, the February session focused on collaborative team structures, leadership approaches that support teacher collaboration, and conditions that support effective intervention work. The May session focused on aligning school resources, structures, and processes to strengthen responsive support for students through effective interventions, strategic use of resources, and approaches to building staff capacity and instructional coherence.

Approximately 120 Middle Years Learning Leaders participated in divisional professional learning sessions focused on implementing action plans designed to respond to identified gaps in school and classroom data. The March session focused on creating environmental conditions that support effective interventions, including belonging, engagement, and responsive learning environments, while exploring collaborative structures and system resources to support instructional planning. The June session focused on activating targeted interventions through responsive instructional design, strategic use of system resources, and classroom-based supports to strengthen achievement and well-being for adolescent learners.

OE 3 Instructional Program | High School Professional Learning Series

During the 2025–2026 school year, the High School Professional Learning Series consisted of in-person professional learning sessions for Principals, Assistant Principals, Teacher Implementers, and Learning Leaders focused on advancing Outcomes-Based Assessment in high school. The sessions emphasized instructional leadership, job-embedded professional learning, meaningful task design, professional learning communities, and assessment practices aligned to the high school Proficiency Scale and the five guiding principles of assessment and reporting identified in Assessment and Reporting in CBE.

Approximately 37 Principals, System Principals, and Education Directors participated in two in-person learning sessions focused on strengthening instructional leadership in support of Outcomes-Based Assessment. The first session focused on job-embedded professional learning and the role of Principals in building the structures, processes, and conditions necessary to support ongoing professional learning within schools. The second session focused on examining student engagement data to inform instructional leadership and support intentional, school-based professional learning connected to high-quality teaching, meaningful task design, and improved student learning.

Approximately 60 Assistant Principals participated in two in-person learning sessions focused on strengthening instructional leadership to support Professional Learning Communities (PLCs). The first session focused on the role of Assistant Principals in supporting effective PLCs and job-embedded professional learning, while the second session focused on examining evidence of PLCs and student engagement, and building capacity to navigate challenging professional conversations to improve teacher practice and student learning.

Approximately 256 Teacher Implementers and Learning Leaders from English Language Arts, French Language Arts, Spanish Language Arts, Social Studies, Mathematics, Science, Career and Technology Studies, Languages and Culture, Physical Education, and Fine and Performing Arts participated in subject-specific sessions focused on designing tasks for proficiency through outcomes-based assessment. Teachers engaged in collaborative task design, refinement of system rubrics and success criteria, and exploration of assessment practices aligned to Programs of Study outcomes and the high school Proficiency Scale.

OE – 3 Instructional Program | Improving Reading for Older Students (IROS)

During two rounds of learning held from January 30 to April 3 and April 7 to May 29, specialists from the Core Curriculum team facilitated the *Improving Reading for Older Students (IROS)* series for Grade 4–12 teachers. Through an asynchronous learning model focused on evidence-informed literacy practices to support older students experiencing reading difficulties. Across four modules, teachers explored reading foundations, word recognition and fluency, vocabulary and background knowledge, and reading comprehension strategies to strengthen classroom instruction for striving readers. The series generated 569 registrations, with many teachers participating in multiple modules.

OE – 3 Instructional Program | Informational Writing Through the Disciplines – Applications in Science K–9

Between April 15 and May 27, specialists from the Core Curriculum Literacy and Science teams facilitated a four session online professional learning series titled *Informational Writing Through the Disciplines: Applications in Science K–9* for kindergarten to Grade 9 teachers. Grounded in the science of writing and Self-Regulated Strategy Development (SRSD), the series focused on strengthening informational writing instruction through explicit, structured, and research-informed practices that support students in communicating scientific understanding through writing. Through interactive online learning and classroom application, 139 teachers explored writing structures, self-assessment and goal setting, and strategies to support student thinking and communication across disciplines.

OE 3 Instructional Program | K–6 Assessment Working Groups

K–6 Assessment Working Groups, held in April, engaged approximately 50 teachers in English Language Arts and Literature and Mathematics in examining new curriculum outcomes, analyzing evidence of student learning, and calibrating understandings of proficiency through the development and refinement of System Rubrics. Teachers applied draft rubrics to classroom evidence, engaged in collaborative calibration conversations, and provided feedback to support continued refinement of assessment practices and system resources aligned to the new curriculum.

OE 3 – Instructional Program | K–6 Social Studies Key Contact Sessions

In April, approximately 210 elementary teachers participated in the second K–6 Social Studies Key Contact session to support implementation of the new K–6 Social Studies curriculum and build teacher leadership capacity across the system. Teachers engaged with system resources and collaborated with colleagues to design professional learning experiences to support staff learning within their schools. This work emphasized strengthening professional learning communities, supporting use of the *Social Studies Companion Guide*, and building teacher confidence in implementing the new curriculum.

OE 3 Instructional Program | K–6 Social Studies Task Design Working Groups

In May, specialists from the Core Curriculum Social Studies team facilitated the final K–6 Social Studies Task Design Working Groups session of the year, welcoming back 75 teachers who contributed to the development of the first four sets of *Social Studies Task Design Inspiration Guides*. Teachers collaborated to complete the final set of guides aligned to the K–6 curriculum, creating system resources to support meaningful task design connected to curricular outcomes and strengthen confidence in curriculum implementation across schools.

OE – 3 Instructional Program | K–9 Writing Network Calibration with Higher Level of Achievement Test (HLAT) Writing Samples

From March 3 to May 22, the Core Curriculum team facilitated a hybrid *K–9 Writing Network Calibration with Higher Level of Achievement Test (HLAT) Writing Samples* series that combined asynchronous learning with an in-person session on May 19. Teachers engaged in collaborative calibration protocols and professional conversations using HLAT student writing exemplars and CBE K–9 system rubrics to strengthen shared understandings of writing instruction, assessment, and curriculum expectations. The series supported 40 teacher participants.

OE-3 Instructional Program | Learning to Use Calgary Transit Through “My Transit Ride”

In August, the Calgary Board of Education (CBE), Calgary Catholic School District (CCSD) and Calgary Transit will offer a transit bus orientation program called “My Transit Ride” for middle and high school students transitioning to Calgary Transit.

The program is approximately one hour long and includes a 20-minute presentation by Calgary Transit, followed by an orientation of a transit bus. Staff from CBE Transportation, CCSD Transportation and Calgary Transit will be available to provide information and answer questions.

Sessions are free; however, families are encouraged to register in advance. Registration opened on Monday, May 25.

We are excited to offer this safety training and transit orientation to help increase student confidence and ability to ride Calgary Transit safely and efficiently.

More information and resources can be found on the CBE webpage: [Calgary Transit Orientations](#)

OE - 3 Instructional Program | Making Treaty – A Collaboration with Knowledge Keeper Gina Onespot, Indigenous Education and Science

On May 1 and May 8, specialists from the Core Curriculum and Indigenous Education teams collaborated with Knowledge Keeper Gina Onespot to facilitate two in-person professional learning sessions for kindergarten to Grade 6 teachers at the Fish Creek Park Environmental Learning Centre and the Inglewood Bird Sanctuary. Through land-based learning experiences grounded in Tsuut’ina and Blackfoot perspectives, 30 teachers explored connections to the new Science curriculum, reflected on respectful approaches to land-based learning, and gathered practical ideas and resources to support classroom implementation.

OE 3 Instructional Program | Math Up Numeracy Readiness Checks Professional Learning

On June 2 and 3, Dr. Marian Small, founder of MathUP, joined Mathematics specialists from the Core Curriculum team to facilitate full-day learning sessions for approximately 200 kindergarten to Grade 6 teachers focused on the MathUP Numeracy Readiness Checks. Teachers developed a deeper understanding of the Numeracy Readiness Checks within MathUP Classroom, explored intervention strategies to support responsive instruction, and engaged in calibration conversations using student samples to strengthen instructional decision making in mathematics.

OE – 3 Instructional Program | Reading Assessment Decision Tree (RAD) Professional

In April and May, specialists from the Core Curriculum and Inclusive Education teams led a series of professional learning sessions focused on the Reading Assessment Decision Tree (RAD) to support teachers in moving from reading assessment data to targeted instructional responses. Through both online and in-person formats, 237 participants developed their ability to interpret screening and diagnostic data, identify student learning needs, and plan structured literacy supports across tiers of intervention. Additional access was provided through shared recordings and resources posted to Insite.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

Construction Project Status Report

Report to Board of Trustees



Calgary Board
of Education

Date	June 9, 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 four new schools, design approval for eleven new schools, one modernization, and one replacement school, and planning approval for seven new schools, one replacement school, and one school addition.

On March 4, 2022, the Government of Alberta (GoA) announced “Design and Construction” approval of a middle school in the community Evanston. On August 29, 2025, the CBE announced that the name of the new middle school will be Evanston Heights School. Alberta Infrastructure (AI) executed the project via a design-build (DB) delivery method, with official building handover to CBE taking place on March 18, 2026. The school is currently being furnished and is slated to open for classes on August 31, 2026. The building will be monitored to identify and address any deficiencies during the one-year warranty period.

On March 1, 2023, the GoA announced the approval of “Design and Construction” funding for the modernization of John G. Diefenbaker High School. On July 16, 2025, following a request by CBE stemming from pre-design analysis, Alberta Education & Childcare (ECC) granted approval to change the project’s scope of work from modernization to full replacement. The replacement school will have an opening capacity of 1,910 students, representing a capacity increase of 505 students compared to the current building. Moreover, the school will be designed to be able to accommodate an additional 195 students through the installation of modular classrooms in the future, if required. After considering the unique circumstances of the project, AI advised that full Treasury Board approval of the scope change is required prior to being able to advance the design. On May 14, 2026, the Ministers of ECC and AI confirmed Treasury Board approval of the scope change and of “Planning” funding, with an amended opening capacity of 1,905.

On March 1, 2024, the GoA announced approval of “Design and Construction” funding for a new elementary school in the community of Evanston and “Design” funding for a new elementary school in the community of Redstone and a new high school in the community of Cornerstone. On August 8, 2024, the GoA approved a capacity increase of the Cornerstone high school from 1,800 to 2,410 students and on December 3, 2024, approval was received for a capacity increase of Redstone elementary from 600 to 890 students. All three schools will be delivered as Public-Private Partnership (P3) projects. AI commenced pre-design work on August 6, 2024, for Evanston elementary, October 7, 2024, for Redstone elementary and December 13, 2024, for Cornerstone high school. On February 15, 2025, the GoA announced construction approval for both Redstone elementary and Cornerstone high school. On March 18, 2026, a P3 partner was selected for Evanston elementary, the design is complete and construction is expected to start in summer 2026. The bridging design for Redstone elementary and Cornerstone high school projects is 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 provided early approval of the design funding to accelerate the delivery timeline. CBE is managing the project; the design and tendering documents are near completion and ready for issuance. The project team is waiting for Construction funding approval from the GoA prior to proceeding with tender for the general contractor.

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. Site investigation activities are complete and schematic design is ongoing.

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 design, AI representatives advised that all schools will be delivered via the DB project delivery method. Schools have been grouped together into five smaller bundles with completion expected to be phased. All ten projects are ready to proceed into the procurement phase for the design-builder.

On February 27, 2026, the GoA announced approval of nine new major capital projects. “Planning” funding was announced 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. As well, “Design” funding was approved for a new elementary school in the community of Walden. Further information regarding delivery method and anticipated timelines is expected by summer 2026.

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. Two projects are nearing completion, and three are in the construction tendering phase. On April 17, 2026, under the 2026-27 MCP, ECC provided approval for up to 46 new modular classrooms spread across ten school sites. Work commenced immediately, with two projects currently in the construction tendering phase, and the remaining eight in varying stages of design.

4. Analysis

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, along with the modular installations at John G. Diefenbaker High School, and Dr. E.P. Scarlett High School.

There are Project Steering Committees set up for the following projects:

- 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; and
- Annie Gale School Modernization.

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

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.

**CALGARY BOARD OF EDUCATION
NEW & EXISTING SCHOOL CONSTRUCTION STATUS
As of May 8, 2026**

Building	Opening Date	Notes/Comments	
41. Evanston Heights School Grades 4-9 New School, Capacity 925 students Construction approval	Aug 31, 2026	Design Build – RFP Package (includes drawing package to 30% development and Performance Specifications)	100%
		Design-Build Contract Award	100%
		Design and Specifications	100%
		Construction Progress	99%
		Note: Project managed by Alberta Infrastructure (AI). Design-build contractor mobilized to site in late April 2024. Building turned over on March 18, 2026, with fit up activities currently underway. Work on correcting deficiencies is ongoing.	
43. John G. Diefenbaker School Grades 10-12 Replacement, Capacity 1,905 Planning approval	TBD	Planning Phase	100%
		Design and Specifications	0%
		Note: Project managed by AI. On July 16, 2025, Alberta Education and Childcare (ECC) approved the change of scope from 'modernization' to 'replacement'. On May 14, 2026, the Ministers of ECC and AI issued a joint letter advising of Treasury Board approval of the scope change and funding to commence the Planning phase.	
44. Annie Gale School Grades 6-9 Modernization Design approval	TBD	Design and Specifications	95%
		Construction Award	0%
		Note: Project being managed by Calgary Board of Education (CBE). Design approval received on September 18, 2024. Detailed design is nearing completion and permit applications have been submitted.	
45. Cornerstone High School Grades 10-12* New School, Capacity 2,410 students Construction approval	TBD	Design and Specifications	25%
		Construction Award	40%
		Construction Progress	0%
		Note: Project managed by AI. Design approval was announced on March 1, 2024. Construction approval announced on February 15, 2025. Design development is complete. P3 procurement is underway.	
48. Saddle Ridge Middle School Grades 5-9* New School, Capacity 925 students Planning approval	TBD	Planning Phase	97%
		Design and Specifications	10%
		Note: Planning approved on March 1, 2024. CBE led 'Planning' activities are complete. AI has completed site investigation work and schematic design is ongoing.	
49. Evanston Elementary School Grades K-4* New School, Capacity 650 students Construction approval	TBD	Design and Specifications	100%
		Construction Award	100%
		Construction Progress	0%
		Note: Project managed by AI. Project announced for design and construction on March 1, 2024. P3 consortium has been awarded and 'Issued for Construction' design drawing package was submitted for final review.	
		Design and Specifications	25%

**CALGARY BOARD OF EDUCATION
NEW & EXISTING SCHOOL CONSTRUCTION STATUS
As of May 8, 2026**

Building	Opening Date	Notes/Comments	
50. Redstone Elementary School Grades K-4* New School, Capacity 890 students Construction approval	TBD	Construction Award	75%
		Construction Progress	0%
		Note: Project managed by AI. Project received design approval on March 1, 2024 and construction approval on February 15, 2025. Design development is complete. P3 procurement is underway.	
51. Aspen Woods Middle School Grades 5-9* New School, Capacity 925 students + 6 modulars Design approval	TBD	Design and Specifications	25%
		Note: Project managed by AI. Project received design approval on March 14, 2025. Community engagement completed on January 28, 2026. Project to be delivered as Design-Build (DB). Design development is complete and construction procurement is starting.	
52. Cityscape/Redstone Middle School Grades 6-9* New School, Capacity 1,225 students Design approval	TBD	Design and Specifications	25%
		Note: Project managed by AI. Project announced as design-only on March 14, 2025. Community engagement completed on February 4, 2026. Project to be delivered as DB. Design development is complete and construction procurement is starting.	
53. Cornerstone Elementary School Grades K-5* New School, Capacity 890 students Design approval	TBD	Design and Specifications	25%
		Note: Project managed by AI. Project received design approval on March 14, 2025. Community engagement completed on February 4, 2026. Project to be delivered as DB. Design development is complete and construction procurement is starting.	
54. Livingston Elementary School Grades K-6* New School, Capacity 890 students Design approval	TBD	Design and Specifications	25%
		Note: Project managed by AI. Project received design approval on March 14, 2025. Community engagement completed on February 3, 2026. Project to be delivered as DB. Design development is complete and construction procurement is starting.	
55. Mahogany Middle School Grades 7-9* New School, Capacity 1,215 students Design approval	TBD	Design and Specifications	25%
		Note: Project managed by AI. Project received design approval on March 14, 2025. Community engagement completed on January 27, 2026. Project to be delivered as DB. Design development is complete and construction procurement is starting.	
56. Nolan Hill Elementary School Grades K-4* New School, Capacity 590 students + 6 modulars Design approval	TBD	Design and Specifications	25%
		Note: Project managed by AI. Project received design approval on March 14, 2025. Community engagement completed on February 3, 2026. Project to be delivered as DB. Design development is complete and construction procurement is starting.	
		Design and Specifications	25%
		Note: Project managed by AI. Project received design approval on March 14, 2025. Community engagement completed on February 3, 2026. Project	

**CALGARY BOARD OF EDUCATION
NEW & EXISTING SCHOOL CONSTRUCTION STATUS
As of May 8, 2026**

Building	Opening Date	Notes/Comments				
57. Sage Hill Elementary School Grades K-5* New School, Capacity 590 students + 6 modulars Design approval	TBD	to be delivered as DB. Design development is complete and construction procurement is starting.				
58. Sage Hill/Kincora Middle School Grades 6-9* New School, Capacity 1,035 students Design approval	TBD	<table border="1" style="width: 100%;"> <tr> <td style="width: 80%;">Design and Specifications</td> <td style="width: 20%; text-align: center;">25%</td> </tr> <tr> <td colspan="2">Note: Project managed by AI. Project received design approval on March 14, 2025. Community engagement completed on February 3, 2026. Project to be delivered as DB. Design development is complete and construction procurement is starting.</td> </tr> </table>	Design and Specifications	25%	Note: Project managed by AI. Project received design approval on March 14, 2025. Community engagement completed on February 3, 2026. Project to be delivered as DB. Design development is complete and construction procurement is starting.	
Design and Specifications	25%					
Note: Project managed by AI. Project received design approval on March 14, 2025. Community engagement completed on February 3, 2026. Project to be delivered as DB. Design development is complete and construction procurement is starting.						
59. Sherwood/Nolan Hill Middle School Grades 5-9* New School, Capacity 925 students + 6 modulars Design approval	TBD	<table border="1" style="width: 100%;"> <tr> <td style="width: 80%;">Design and Specifications</td> <td style="width: 20%; text-align: center;">25%</td> </tr> <tr> <td colspan="2">Note: Project managed by AI. Project received design approval on March 14, 2025. Community engagement completed on February 3, 2026. Project to be delivered as DB. Design development is complete and construction procurement is starting.</td> </tr> </table>	Design and Specifications	25%	Note: Project managed by AI. Project received design approval on March 14, 2025. Community engagement completed on February 3, 2026. Project to be delivered as DB. Design development is complete and construction procurement is starting.	
Design and Specifications	25%					
Note: Project managed by AI. Project received design approval on March 14, 2025. Community engagement completed on February 3, 2026. Project to be delivered as DB. Design development is complete and construction procurement is starting.						
60. Cornerstone Middle School Grades 6-9* New School, Capacity 1,225 students Design approval	TBD	<table border="1" style="width: 100%;"> <tr> <td style="width: 80%;">Design and Specifications</td> <td style="width: 20%; text-align: center;">25%</td> </tr> <tr> <td colspan="2">Note: Project managed by AI. Project received design approval on March 14, 2025. Community engagement completed on February 4, 2026. Project to be delivered as DB. Design development is complete and construction procurement is starting.</td> </tr> </table>	Design and Specifications	25%	Note: Project managed by AI. Project received design approval on March 14, 2025. Community engagement completed on February 4, 2026. Project to be delivered as DB. Design development is complete and construction procurement is starting.	
Design and Specifications	25%					
Note: Project managed by AI. Project received design approval on March 14, 2025. Community engagement completed on February 4, 2026. Project to be delivered as DB. Design development is complete and construction procurement is starting.						
61. Walden School Grades K-5* New School, Capacity 590 students Design approval	TBD	<table border="1" style="width: 100%;"> <tr> <td style="width: 80%;">Design and Specifications</td> <td style="width: 20%; text-align: center;">0%</td> </tr> <tr> <td colspan="2">Note: Project received design approval on February 27, 2026. Awaiting further details from AI.</td> </tr> </table>	Design and Specifications	0%	Note: Project received design approval on February 27, 2026. Awaiting further details from AI.	
Design and Specifications	0%					
Note: Project received design approval on February 27, 2026. Awaiting further details from AI.						
62. Carrington School Grades K-4* New School, Capacity 590 students Planning approval	TBD	<table border="1" style="width: 100%;"> <tr> <td style="width: 80%;">Design and Specifications</td> <td style="width: 20%; text-align: center;">0%</td> </tr> <tr> <td colspan="2">Note: Project received design approval on February 27, 2026. Awaiting further details from AI.</td> </tr> </table>	Design and Specifications	0%	Note: Project received design approval on February 27, 2026. Awaiting further details from AI.	
Design and Specifications	0%					
Note: Project received design approval on February 27, 2026. Awaiting further details from AI.						
63. Cityscape School Grades K-5* New School, Capacity 590 students Planning approval	TBD	<table border="1" style="width: 100%;"> <tr> <td style="width: 80%;">Design and Specifications</td> <td style="width: 20%; text-align: center;">0%</td> </tr> <tr> <td colspan="2">Note: Project received design approval on February 27, 2026. Awaiting further details from AI.</td> </tr> </table>	Design and Specifications	0%	Note: Project received design approval on February 27, 2026. Awaiting further details from AI.	
Design and Specifications	0%					
Note: Project received design approval on February 27, 2026. Awaiting further details from AI.						
64. Kincora/Sage Hill School Grades K-5* New School, Capacity 590 students Planning approval	TBD	<table border="1" style="width: 100%;"> <tr> <td style="width: 80%;">Design and Specifications</td> <td style="width: 20%; text-align: center;">0%</td> </tr> <tr> <td colspan="2">Note: Project received design approval on February 27, 2026. Awaiting further details from AI.</td> </tr> </table>	Design and Specifications	0%	Note: Project received design approval on February 27, 2026. Awaiting further details from AI.	
Design and Specifications	0%					
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		<table border="1" style="width: 100%;"> <tr> <td style="width: 80%;">Design and Specifications</td> <td style="width: 20%; text-align: center;">0%</td> </tr> </table>	Design and Specifications	0%		
Design and Specifications	0%					

**CALGARY BOARD OF EDUCATION
NEW & EXISTING SCHOOL CONSTRUCTION STATUS
As of May 8, 2026**

Building	Opening Date	Notes/Comments				
65. Mahogany School Grades K-5* New School, Capacity 740 students Planning approval	TBD	Note: Project received design approval on February 27, 2026. Awaiting further details from AI.				
66. Country Hills School Grades K-9* New School, Capacity 950 students Planning approval	TBD	<table border="1" style="width: 100%;"> <tr> <td style="width: 80%;">Design and Specifications</td> <td style="width: 20%; text-align: center;">0%</td> </tr> <tr> <td colspan="2">Note: Project received design approval on February 27, 2026. Awaiting further details from AI.</td> </tr> </table>	Design and Specifications	0%	Note: Project received design approval on February 27, 2026. Awaiting further details from AI.	
Design and Specifications	0%					
Note: Project received design approval on February 27, 2026. Awaiting further details from AI.						
67. Legacy Middle School Grades 5-9* New School, Capacity 885 students Planning approval	TBD	<table border="1" style="width: 100%;"> <tr> <td style="width: 80%;">Design and Specifications</td> <td style="width: 20%; text-align: center;">0%</td> </tr> <tr> <td colspan="2">Note: Project received design approval on February 27, 2026. Awaiting further details from AI.</td> </tr> </table>	Design and Specifications	0%	Note: Project received design approval on February 27, 2026. Awaiting further details from AI.	
Design and Specifications	0%					
Note: Project received design approval on February 27, 2026. Awaiting further details from AI.						
68. Joane Cardinal-Schubert High School Grades 10-12* School Addition, Capacity 600 students Planning approval	TBD	<table border="1" style="width: 100%;"> <tr> <td style="width: 80%;">Design and Specifications</td> <td style="width: 20%; text-align: center;">0%</td> </tr> <tr> <td colspan="2">Note: Project received design approval on February 27, 2026. Awaiting further details from AI.</td> </tr> </table>	Design and Specifications	0%	Note: Project received design approval on February 27, 2026. Awaiting further details from AI.	
Design and Specifications	0%					
Note: Project received design approval on February 27, 2026. Awaiting further details from AI.						
69. Former Kensington Site Grades TBD* Replacement School, Capacity TBD Planning approval	TBD	<table border="1" style="width: 100%;"> <tr> <td style="width: 80%;">Design and Specifications</td> <td style="width: 20%; text-align: center;">0%</td> </tr> <tr> <td colspan="2">Note: Project received design approval on February 27, 2026. Awaiting further details from AI.</td> </tr> </table>	Design and Specifications	0%	Note: Project received design approval on February 27, 2026. Awaiting further details from AI.	
Design and Specifications	0%					
Note: Project received design approval on February 27, 2026. Awaiting further details from AI.						

**CALGARY BOARD OF EDUCATION
MODULAR CLASSROOM PROGRAM STATUS
As of May 8, 2026**

Building	Number of Units	Type	Opening Date	Notes/Comments	
M12. Joane Cardinal-Schubert HS Grades 10-12 Added Capacity: 150	5 1	Relocation New	February 3, 2026	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	99%
				Note: Classrooms are in use. Work ongoing to address deficiencies. This is the last update of this project.	
M20. John G. Diefenbaker HS Grades 10-12 Added Capacity: 150	6	New	Spring 2026	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	80%
				Note: Approved on April 17, 2025. Construction underway.	
M21. Dr. E.P. Scarlett HS Grades 10-12 Added Capacity: 150	6	New	Spring 2026	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	75%
				Note: Two units approved on April 17, 2025, and four units approved on July 9, 2025. Construction underway.	
M22. Mount Royal School Grades 7-9 Added Capacity: 75	3	New	TBD	Design and Specifications	100%
				Construction Award	25%
				Construction Progress	0%
				Note: Approved on July 9, 2025. Design complete. Tender package is ready. Development permit approved. Awaiting release of building permit prior to construction tender.	
M23. Centennial HS Grades 10-12 Added Capacity: 150	6	New	Fall 2026	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	0%
				Note: Approved on July 9, 2025. Design complete. Contract awarded.	
M24. Ernest Manning HS Grades 10-12 Added Capacity: 150	6	New	TBD	Design and Specifications	100%
				Construction Award	25%
				Construction Progress	0%
				Note: Approved on April 17, 2026. Design complete. Construction tender underway.	
M25. Annie Foote School	4	New	TBD	Design and Specifications	75%

**CALGARY BOARD OF EDUCATION
MODULAR CLASSROOM PROGRAM STATUS
As of May 8, 2026**

Building	Number of Units	Type	Opening Date	Notes/Comments	
Grades K-6 Added Capacity: 150				Construction Award	0%
				Construction Progress	0%
				Note: Approved on April 17, 2026. Design underway.	
M26. Lester B. Pearson HS Grades 10-12 Added Capacity: 150	6	New	TBD	Design and Specifications	100%
				Construction Award	25%
				Construction Progress	0%
				Note: Approved on April 17, 2026. Design complete. Construction tender underway.	
M27. Sibylla Kiddle School Grades K-5 Added Capacity: 150	6	New	TBD	Design and Specifications	75%
				Construction Award	0%
				Construction Progress	0%
				Note: Approved on April 17, 2026. Design underway.	
M28. Marlborough School Grades K-5 Added Capacity: 50	2	New	TBD	Design and Specifications	10%
				Construction Award	0%
				Construction Progress	0%
				Note: Approved on April 17, 2026. Design underway.	
M30. Windsor Park School Grades K-3 Added Capacity: 50	2	New	TBD	Design and Specifications	10%
				Construction Award	0%
				Construction Progress	0%
				Note: Approved on April 17, 2026. Design underway.	
M31. David Thompson School Grades 5-9 Added Capacity: 150	6	New	TBD	Design and Specifications	10%
				Construction Award	0%
				Construction Progress	0%
				Note: Approved on April 17, 2026. Design underway.	
M31. Marshall Springs School Grades 6-9 Added Capacity: 150	6	New	TBD	Design and Specifications	0%
				Construction Award	0%
				Construction Progress	0%
				Note: Approved on April 17, 2026. Design RFP underway.	
M32. Ron Southern School Grades K-6 Added Capacity: 100	4	New	TBD	Design and Specifications	0%
				Construction Award	0%
				Construction Progress	0%

**CALGARY BOARD OF EDUCATION
MODULAR CLASSROOM PROGRAM STATUS
As of May 8, 2026**

Building	Number of Units	Type	Opening Date	Notes/Comments
----------	-----------------	------	--------------	----------------

Note: Approved on April 17, 2026. Design RFP underway.

M33. Prince of Wales School
Grades K-6
Added Capacity: 100

4

New

TBD

Design and Specifications	0%
Construction Award	0%
Construction Progress	0%
Note: Approved on April 17, 2026. Design RFP underway.	

PROPERTY OF THE CALGARY BOARD OF EDUCATION

New and Modernized Schools As of May 2026








Existing Schools

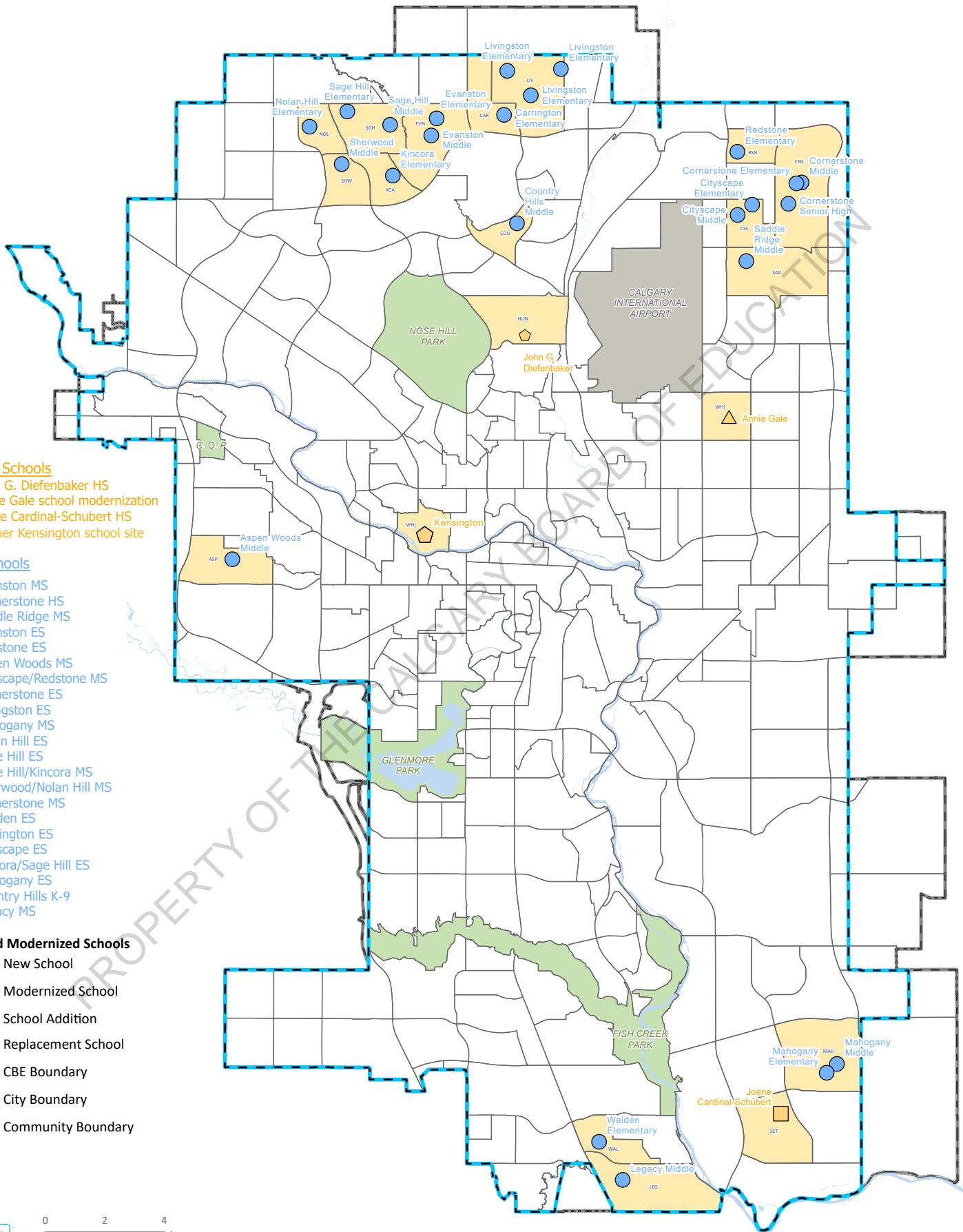
- #43 John G. Diefenbaker HS
- #44 Annie Gale school modernization
- #68 Joane Cardinal-Schubert HS
- #69 Former Kensington school site

New Schools

- #41 Evanston MS
- #45 Cornerstone HS
- #48 Saddle Ridge MS
- #49 Evanston ES
- #50 Redstone ES
- #51 Aspen Woods MS
- #52 Cityscape/Redstone MS
- #53 Cornerstone ES
- #54 Livingston ES
- #55 Mahogany MS
- #56 Nolan Hill ES
- #57 Sage Hill ES
- #58 Sage Hill/Kincora MS
- #59 Sherwood/Nolan Hill MS
- #60 Cornerstone MS
- #61 Walden ES
- #62 Carrington ES
- #63 Cityscape ES
- #64 Kincora/Sage Hill ES
- #65 Mahogany ES
- #66 Country Hills K-9
- #67 Legacy MS

New and Modernized Schools

-  New School
-  Modernized School
-  School Addition
-  Replacement School
-  CBE Boundary
-  City Boundary
-  Community Boundary

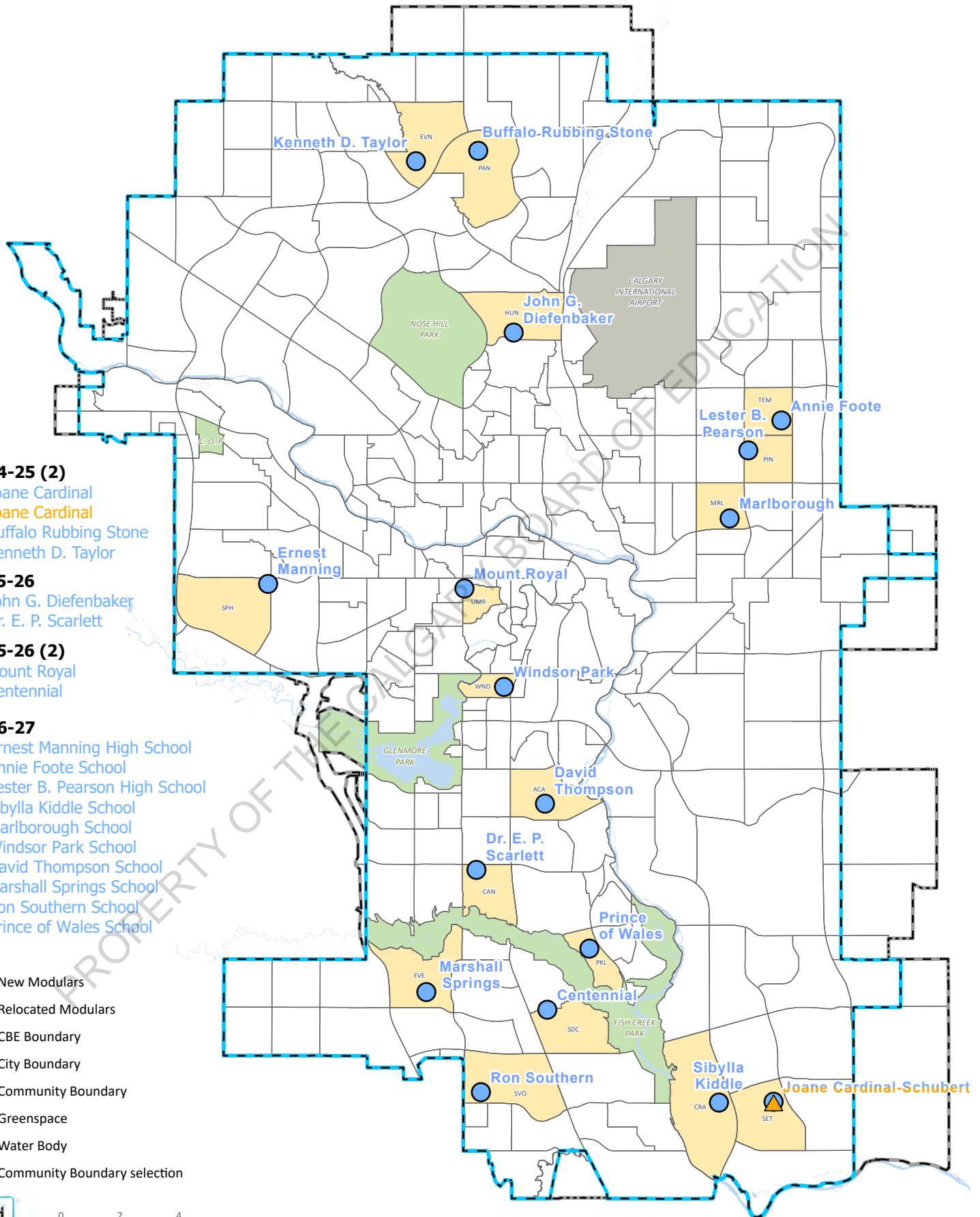


1:175,000
 NAD 1983 3TM 114
 Date: May 08, 2026
 Prepared by: Planning
 Map: New and Modernized



Modular Classroom Program

As of May 2026



MCP 24-25 (2)

- m12. Joane Cardinal
- m12. Joane Cardinal
- m18. Buffalo Rubbing Stone
- m19. Kenneth D. Taylor

MCP 25-26








- m20. John G. Diefenbaker
- m21. Dr. E. P. Scarlett


MCP 25-26 (2)

- m22. Mount Royal
- m23. Centennial

MCP 26-27

- m24. Ernest Manning High School
- m25. Annie Foote School
- m26. Lester B. Pearson High School
- m27. Sibylla Kiddle School
- m28. Marlborough School
- m29. Windsor Park School
- m30. David Thompson School
- m31. Marshall Springs School
- m32. Ron Southern School
- m33. Prince of Wales School

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



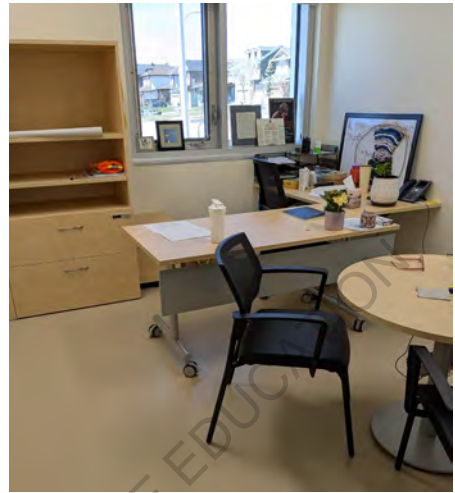
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NAD 1983 3TM 114
Date: May 08, 2026
Prepared by: Planning
Map: Modular Program



Evanston Heights School



Classroom



Admin Office



Classroom

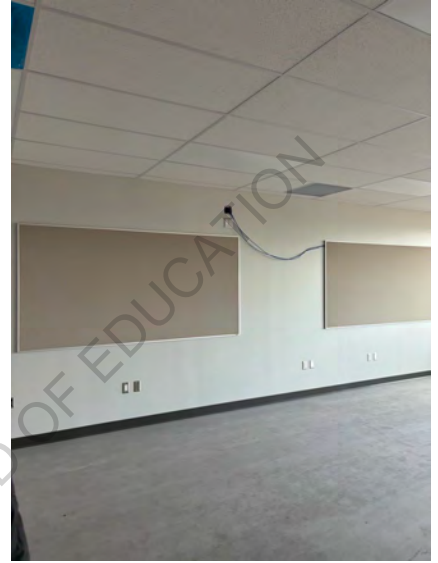


Classroom

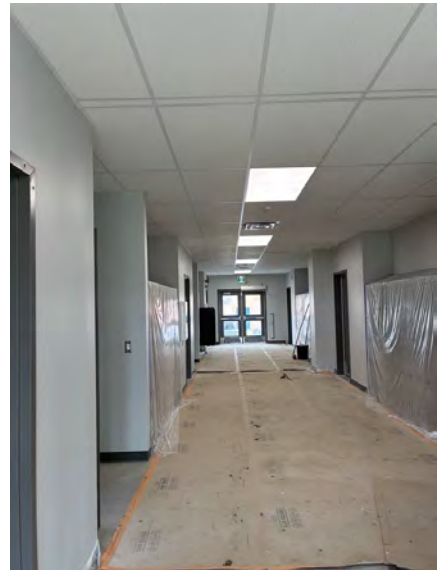


Aerial view

Modulars – Various Sites



Dr. EP Scarlett HS



John G. Diefenbaker HS

2025-26 Third Quarter Budget Variance Report

Report to Board of Trustees



Calgary Board
of Education

Date	June 9, 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	OE-5: Financial Planning GC-5E: Board Committees
Resource Person	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 third quarter (September to May), 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.

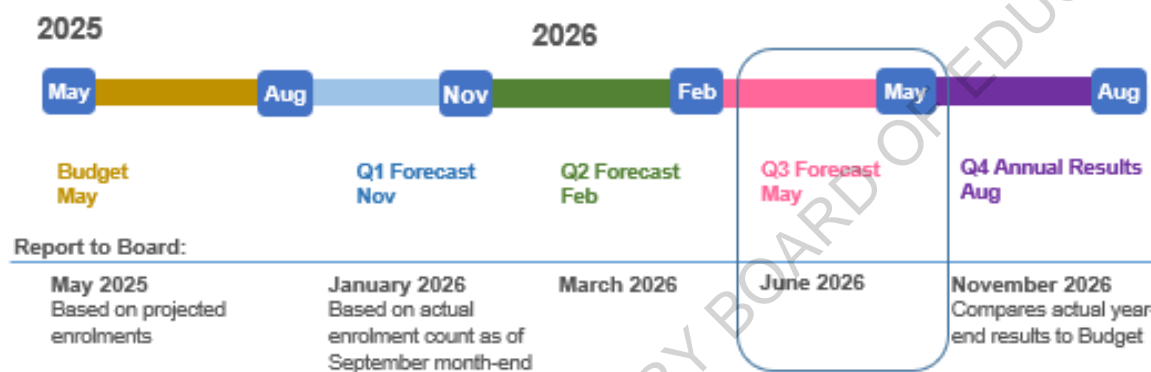
3. Background

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

4. Analysis



The third quarter budget variance report reflects the impacts of changes in actual student enrolment, as of 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 \$35.9 million (2.1% of budgeted expenditures). This is a favourable variance of \$35.9 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 1,148 students into our schools. These students do not, however, attract additional funding from Alberta Education and Childcare (ECC). 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 \$8.0 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 \$8.7 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 \$44.6 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 ECC.

Board-funded capital expenditure is projected to be \$50.4 million, an increase of \$9.3 million from the budgeted level of \$41.1 million. The increase is the result projects that were approved and carried forward from 2024-25 that will continue into 2025-26 and targeted spend for future technology needs. 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 \$50.4 million include:

- \$24.2 million for the technology evergreening program;
- \$12.0 million for various other maintenance projects including information technology infrastructure renewal and growth, transition to SharePoint Online and Next Generation Solutions;
- \$5.9 million for new school commissioning, modular installations, energy savings initiatives, and furniture fixture and equipment repository;
- \$4.2 million for strategic projects including VST Reimagining and Enterprise Implementation and the implementation of an enterprise learning management system; and
- \$4.1 million for enhancement projects including purchase of custodial and trades equipment and facilities fleet evergreening.

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

Use of reserves and balancing

The third quarter forecasts a draw of \$8.3 million from operating reserves and designated funds, and a draw of \$5.9 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.

ECC 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 ECC. Should operating reserves fall below 1%, ECC 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

ECC has not mandated a minimum or maximum level of capital reserves that jurisdictions must maintain. The CBE's capital reserve balance of \$61.3 million represents a decrease of \$5.9 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 third quarter use of reserves.

Revenue

(in \$ thousands)	
Q3 Forecast	1,665,436
Budget 2025-26	1,674,093
Variance Favourable / (Unfavourable)	(8,657)

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

- Unfavourable variance of \$6.2 million in Government of Alberta funding resulting from the net impact of:
 - \$70.2 million clawback as a result of ATA labour action;
 - \$18.4 million AEM funding adjustment due to variance in enrolments, actual vs. projection; and
 - \$3.8 million reduced Alberta Teachers Retirement Fund (ATRF) contribution due to labour action with offsetting expenses.
 - Partially offset by:
 - \$54.9 million ATA salary settlement for 2025-26 school year;
 - \$6.4 million Classroom Complexity Team funding;
 - \$5.5 million increase to Specialized Learning Support grants;
 - \$4.9 million increase to Institutional Program (EPI) funding;
 - \$3.7 million higher net IMR revenue with offsetting expenses;
 - \$3.4 million transportation funding deferred from prior year with offsetting expenses;
 - \$3.2 million increase in Literacy and Numeracy allocation as well as deferred revenue from prior year with offsetting expenses;
 - \$1.7 million additional funding through Federal Nutrition program;
 - \$1.3 million Alberta Infrastructure amortization; and
 - \$1.2 million increase in Curriculum Implementation funding including prior year deferred revenue with offsetting expenses.

- Unfavourable variance of \$0.1 million in Federal & First Nations due to lower enrolments.
- Unfavourable variance of \$1.4 million Other Sales & Services resulting from the net impact:
 - \$2.5 million lower international student tuition resulting from of decreased enrolment.
 - Partially offset by:
 - \$1.1 million in redeployment adjustments based on 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 \$2.3 million in Investment Revenue due to higher interest rates.
- Favourable variance of \$1.3 million in All Other Revenues due to:
 - \$1.0 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)	
Q3 Forecast	1,637,789
Approved Operating Carryforwards	8,283
Budget 2025-26	1,674,093
Variance Favourable / (Unfavourable)	44,587

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

- Favourable variance of \$16.2 million in Certificated salaries, wages, and benefits resulting from the net impact of:
 - \$71.9 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 Professional Improvement Fellowship (PIF) approved carry forward; 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;
 - \$8.8 million in redeployment adjustments based on actual enrolment;
 - \$4.2 million Classroom Complexity Team teachers;
 - \$3.2 million increase in Literacy & Numeracy supports with offsetting revenue;
 - \$2.5 million increase in medical and dental benefit cost;
 - \$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
 - \$1.3 million increase to estimated year end ATA salary & benefit adjustment due to timing of final payroll for 2025-26.

- Favourable variance of \$15.6 million in non-certificated salaries, wages, and benefits resulting from the net impact of:
 - \$8.0 million funding set aside for contingency to be applied to ASO;
 - \$5.0 million in redeployment adjustments based on enrolment;
 - \$4.0 million decrease in student enrollment from projected budget number;
 - \$1.8 million net decrease to carried pressure based on vacancies calculated at budget; and
 - \$0.3 million approved carry forward expenditures from 2024-25 school year.
 - Partially offset by:
 - \$2.2 million Classroom Complexity Team educational assistants;
 - \$0.8 million additional Mental Health & Well Being resources with offsetting revenue; and
 - \$0.5 million increase in medical and dental benefit cost.

- Favourable variance of \$10.4 million in Services, Contracts, and Supplies resulting from the net impact of:
 - \$7.2 million approved carry forward expenditures from 2024-25 school year;
 - \$4.8 million decrease in utilities, largely due to removal of the carbon tax;
 - \$2.9 million decrease in Resource Allocation Method (RAM) allocations as result of reduced enrolment and programming changes;
 - \$2.8 million in redeployment adjustments based on enrolment;
 - \$2.3 million budget reallocation of Mental Health & Well Being resources;
 - \$1.2 million net decrease in insurance, largely due to lower rates; and
 - \$1.0 million international student cost reduction due to lower enrolment.
 - Partially offset by:
 - \$3.7 million increase in IMR operating spend with offsetting revenue;
 - \$2.9 million in reactive maintenance;
 - \$2.5 million net increase various facilities maintenance and repair projects and other service unit initiatives;
 - \$1.7 million Federal Nutrition Program in year costs with offsetting revenue; and
 - \$1.0 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 million in 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:** Third Quarter budget variance report
- Attachment II:** Spending by schools and service units
- Attachment III:** Use of reserves
- Attachment IV:** Capital Budget Report
- Attachment V:** Financial Health Matrix

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined 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.

Attachment I: Third quarter budget variance report

(in thousands of \$)

Description	2025-26 Budget ^(A)	Forecast 2025-26	Variance Favourable/ (Unfavourable) ^(B)	%
Revenues				
Government of Alberta	1,568,020	1,561,826	(6,194)	(0%)
Federal Government and First Nations	679	596	83	(12%)
Other sales and services	18,915	17,505	(1,410)	(7%)
Fees	66,140	61,549	(4,591)	(7%)
Investment income	5,680	7,980	2,300	40%
All other	14,659	15,980	1,321	9%
Total revenues	1,674,093	1,665,436	(8,657)	(1%)
Expenses				
Certificated salaries, wages and benefits	961,733	946,380	15,353	2%
Non-certificated salaries, wages and benefits	327,536	312,228	15,308	5%
Services, contracts and supplies	276,843	273,621	3,222	1%
Amortization	96,861	95,456	1,405	1%
Interest	2,812	2,811	1	0%
All other	8,308	7,293	1,015	12%
Total expenses	1,674,093	1,637,789	36,304	2%
Excess of Revenues over Expenditures	-	27,647	27,647	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)	-	35,930	35,930	100%
Add/(deduct) capital items paid by operating funds				
Contribution to operating activities	6,414	-	6,414	
Board funded amortization	36,469	33,337	3,132	
Transfer from / (to) capital reserves	21,463	17,037	4,426	
	64,346	50,374	13,972	

^(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	9,495	1,109,738	81,557	60	1,191,355	1,220,383	(29,028)	(2%)	(1)
Service Unit System Budgets	16	7,140	154,307	94,218	255,665	260,190	(4,525)	(2%)	(2)
Facilities and Environmental Services	242	28,719	19,903	2,086	50,708	42,626	8,082	19%	(3)
School Improvement	428	61,030	6,451	306	67,787	70,620	(2,833)	(4%)	(4)
Finance and Technology Services	238	28,606	1,270	8,890	38,766	53,719	(14,953)	(28%)	(5)
Human Resources	145	16,214	709	-	16,923	18,597	(1,674)	(9%)	(6)
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	-	478	1,890	-	2,368	2,025	343	17%	(7)
Total	10,603	1,257,493	266,452	105,560	1,629,505	1,674,093	(44,588)	(3%)	

- (1) **Schools & Areas:** Decrease in salaries and benefits primarily due to ATA labour action.
- (2) **Service Unit System Budgets:** Decrease in salaries and benefits largely to Professional Improvement Fellowship (PIF) savings and supply contingency funds which won't be spent in 2025-26.
- (3) **Facilities & Environmental Services:** Increase largely due to reactive maintenance, amortization adjustments and continued project work.
- (4) **School Improvement:** Decrease in salaries and benefits due to ATA labour action and staff vacancies.
- (5) **Finance & Technology Services:** Decrease in salaries largely due to delayed hiring for vacant positions.
- (6) **Human Resources:** Decrease in salaries and benefits largely due to delayed hiring for vacant positions.
- (7) **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	-	(4,147)	12,716
Unrestricted capital reserve	20,466	-	(1,800)	18,666
Total capital reserves	67,225	-	(5,947)	61,278
Total reserves	90,839	-	(14,230)	76,609

(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	1,003	4,046	335	8%
Maintenance	26,019	14,299	36,203	4,115	10%
Total non-facility related projects	33,337	15,595	44,427	4,505	9%
Capital reserve projects					
New school commissioning	4,600	-	1,800	2,800	61%
Louise Dean Relocation	-	300	840	(540)	(180%)
Energy Savings Initiatives	-	3,355	180	3,175	95%
FF&E Repository	-	4,300	2,933	1,367	32%
Modular Installation	-	1,679	194	1,485	88%
Total capital reserve projects	4,600	9,634	5,947	8,287	58%
Unallocated board funded projects	1,432	(252)	-	1,180	0%
Total non-facility capital expenditures	41,069	23,277	50,374	13,972	22%
Financed by the following:					
Contribution to operating activities	-	6,414	-	6,414	0%
Total amortization expense (non-cash)	36,469	-	33,337	3,132	9%
Transfer from / (to) capital reserves	4,600	16,863	17,037	4,426	21%
Total board-funded financing	41,069	23,277	50,374	13,972	22%

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.

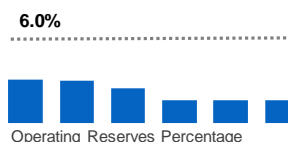
The CBE is committed to maximizing the funding allocated to teaching and learning. Accordingly, the CBE "runs close to the line" when it budgets. We pay close attention to ensuring we invest the dollars received in the year on the students in the system for that same year. Over the past four years, the 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		
	Q2	Q3	Q4	Q1	Q2	Q3
	2024-25	2024-25	2024-25	2025-26	2025-26	2025-26
Current Year Expense (\$ millions)	1,639	1,644	1,643	1,605	1,642	1,630
Operating Reserves Percentage	1.8%	1.8%	1.5%	1.0%	0.9%	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		
	Q2	Q3	Q4	Q1	Q2	Q3
	2024-25	2024-25	2024-25	2025-26	2025-26	2025-26
Capital Reserves (\$ millions)	62,917	65,772	67,226	45,762	62,054	61,278
Capital Reserves per Student	426	446	456	321	436	430

Capital reserves provide funds for future replacement of the Board's capital assets. Capital reserves per student indicates the amount of capital reserves on a per student basis. Based on historical analysis, the CBE seeks capital reserves above \$250 per student or approximately \$35 million. Although pressure related to many new school builds to accommodate significant student growth depleted reserves, capital reserves have begun to level out.

Surplus/ (Deficit)

	Status: Favourable			Trend: Neutral		
	Q2	Q3	Q4	Q1	Q2	Q3
	2024-25	2024-25	2024-25	2025-26	2025-26	2025-26
Revenues (\$ millions)	1,623	1,624	1,664	1,607	1,655	1,665
Expenses* (\$ millions)	1,623	1,628	1,643	1,605	1,642	1,630
Surplus/ (Deficit) (\$ millions)	0.5	(3.9)	21.1	2.4	13.2	35.9
Surplus/ (Deficit) +/- 0.5% (\$ millions)	8.1/ (8.1)	8.1/ (8.1)	8.1/ (8.1)	8.4/ (8.4)	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		
	Q2	Q3	Q4	Q1	Q2	Q3
	2024-25	2024-25	2024-25	2025-26	2025-26	2025-26
Percent of Expenses						
Salaries & Benefits	76%	76%	77%	75%	77%	77%
Supplies & Services	18%	18%	17%	18%	17%	17%
Other	6%	6%	7%	7%	6%	6%

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

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

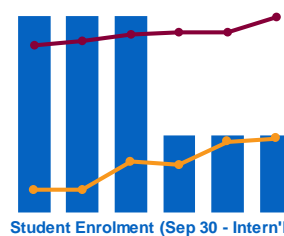
The CBE spends a considerably smaller portion of its System Administration expenditures on salaries & benefits when compared to other metro school boards. This difference is due to the higher level of spending on the Education Centre lease. To compensate, CBE administration is very judicious in the allocation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

Inflation Adjusted Funding

	Status: Unfavourable Trend: Neutral					
	Q2	Q3	Q4	Q1	Q2	Q3
	2024-25	2024-25	2024-25	2025-26	2025-26	2025-26
Actual Per Student Funding	8,852	8,850	9,289	9,240	9,606	9,650
Required Inflation Adjusted Funding	11,106	11,172	11,270	11,309	11,309	11,531
Student Enrolment (Sep 30 - Intern'l)	146,866	146,866	146,866	142,089	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.

Required Inflation Adjusted Funding
Actual Per Student Funding

Student Enrolment (Sep 30 - Intern'l)

School Overflow

	Status: Unfavourable Trend: Neutral					
	Q2	Q3	Q4	Q1	Q2	Q3
	2024-25	2024-25	2024-25	2025-26	2025-26	2025-26
Overflow Schools	32	31	31	32	31	31
Overflow Receiving Schools	46	45	45	46	45	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					
	Q3	Q4	Sep 30,	Q1	Q2	Q3
	2024-25	2024-25	2025	2025-26	2025-26	2025-26
ECS	9,353	8,448	8,343	8,463	8,508	8,545
Grade 1-9	98,104	98,205	97,028	97,647	97,860	98,049
Grade 10-12	36,734	37,471	37,032	37,280	37,615	36,957
Total Student Count	144,191	144,124	142,403	143,390	143,983	143,551

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. Although enrolment has stabilized, sustaining higher levels of enrolment, 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	