

# public agenda

## Regular Meeting of the Board of Trustees

March 5, 2024  
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
11:00am	1   Call to Order, National Anthem, Acknowledgement of the Land and Welcome	Chair		
	2   Consideration/Approval of Agenda	Board	GC-2	
	3   Opening Remarks	Chair		
	4   Awards and Recognitions		GC-3	
4.1	2024 ASBA Edwin Parr Teacher Nominee	R. Armstrong, R. O'Shuaghnessy	OE-4	Page 4-1
	5   Results Focus			
5.1	Results 3: Citizenship – Annual Monitoring	J. Pitman	R-3, OE-7	Page 5-1
	6   Operational Expectations			
6.1	OE-7: Communication With and Support for the Board – Annual Monitoring	J. Pitman	OE-7	Page 6-1
	7   Public Comment		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
	8   Matters Reserved for Board Information		GC-3	
8.1	Three-Year School Capital Plan 2025-2028	J. Pitman	OE-5,6,7,8,9	Page 8-1
	9   Matters Reserved for Board Decision	Board	GC-2	

Time	Topic	Who	Policy Ref	Attachment
<b>10  </b>	<b>Consent Agenda</b>	Board	GC-2.6	
10.1	Items Provided for Board Decision			
10.1.1	OE-3: Instructional Program – Annual Monitoring			Page 5-1 (Feb 13/23)
	<i>(THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of Operational Expectations 3: Instruction Program.)</i>			
10.2	Items Provided for Information			
10.2.1	Chief Superintendent’s Update			Page 10-1
10.2.2	Correspondence			Page 10-5
	<b>Private Session</b>			
	<b>Termination of Meeting</b>			
	<b>Debrief</b>	Board	GC-2.3	

**Notice |**

This public Board meeting will be recorded & posted online.  
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report to  
Board of Trustees

**2024 Alberta School Boards Association (ASBA)  
Edwin Parr Teacher Award Nominee**

Date	March 5, 2024
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Information
Originator	Rob Armstrong, Superintendent, Human Resources
Governance Policy Reference	Operational Expectations OE-4: Treatment of Employees
Resource Person(s)	Ryan O'Shaughnessy, Principal Consultant, Teacher Staffing

### 1 | Recommendation

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It is recommended:

That **Jason Harding-Doherty** is the Calgary Board of Education nominee for the 2024 Alberta School Boards Association (ASBA) Edwin Parr Award.

### 2 | Issue

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Nominations for the ASBA Edwin Parr Award are required to be received by the ASBA Zone 5 Chair by March 18, 2024.

### 3 | Background

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The Alberta School Boards Association provides for an annual presentation of the Edwin Parr Teacher Award in recognition of outstanding teaching performance by a beginning teacher. Each ASBA Zone selects one nominee as a Zone winner. Five Zone winners will be recognized at the ASBA Fall General

Meeting to be held in November 2024. Nominations are open to any full or part-time first-year teacher (as defined by ASBA).

Attachment I to this report outlines the history of this award and the criteria for nomination and ultimate selection of winners. This section should answer the question “how did we get here” and provide the context required to understand the analysis.

#### 4 | Analysis

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During the months of December and January, school Principals submitted nominations for the Edwin Parr Teacher Award to the Committee Chair. Fourteen nominations were received.

A Calgary Board of Education selection committee was convened in February of 2024: Ryan O’Shaughnessy – Chair (Principal Consultant, Teacher Staffing), Cristin Marr (Principal Consultant, Teacher Staffing), Jim Parent (Principal, H.D. Cartwright School, Area 1), Bea Ko (Principal, Colonel Irvine School, Area 2), Jesse Hillas (Principal, Taradale School, Area 4), Dayna McComish (Principal, MacKenzie Lake School, Area 5), Lisa McConnell (Principal, Queen Elizabeth School, Area 7).

After evaluating the fourteen eligible nominees, the committee recommends **Jason Harding-Doherty** as the Calgary Board of Education nominee for this award.

Jason completed his Bachelor of Education at the University of Calgary in the spring of 2023. He also completed a Bachelor of Arts in 2021 with a focus on Sociology and Psychology.

Mr. Harding-Doherty completed field experiences working with complex learners at Emily Follensbee and with the Adapted Learning Program at MidSun School. He also spent time volunteering with the CSSI and ALP programs at Dr. E.P. Scarlett High School.

The Calgary Board of Education hired Jason in the spring of 2023 following the completion of his studies at the University of Calgary. He was immediately hired by Emily Follensbee School for a temporary position for the remainder of the school year. Mr. Harding-Doherty was then hired by Valley Creek School at the beginning of the 2023-2024 school year on a full year probationary contract.

Jason teaches the TASC class at Valley Creek School. This stands for Teaching of Adaptive, Social, and Communication Skills. The skills and experience he acquired at Emily Follensby, as well as his core values and understanding of teaching, is evident in his classroom and around the school. He is committed to providing exceptional teaching and learning experiences to each student.

Jason teaches and leads with joy and kindness in everything he does. He teaches the school's most vulnerable students, caring for 6 non-verbal and complex TASC students. Jason built relationships with all parents before the school year began and learned about each of his students. This allowed him to



set up his classroom so it was welcoming and personalized for each student. His students came in and quickly realized the space was theirs. They felt like they belonged and were valued.

Within the school setting, Jason has worked to establish strong relationships with staff and students in the school. He works closely with the educational assistants in his classroom. They are a team and together they work seamlessly to meet the needs of their students.

Throughout the fall, Jason attended all professional learning sessions provided by Inclusive Education. Several of these sessions focused on assistive technology and the apps that could benefit students. After attending these sessions, he came to review the possibilities with admin, advocating for funding to support updating communication apps and devices for his students. He also met with School Council seeking financial support for these upgrades. His students are now using these applications and devices and learning to communicate with Jason, their families and peers.

In his classroom, Jason and his students use all the technology and accessibility tools available to allow each student an entry point into the activities, lessons and curriculum. When planning lessons, he carefully considers the capacity of each student, their strengths, and their ability to be challenged. This is a complex process considering the individual needs of each student in the TASC class. He utilizes the SMARTboard, accessible switches, touch access devices, eye gaze devices, and choice boards, all within the same activity allowing each student to participate and be challenged within the activity.

Jason works collaboratively with his colleagues to build professional capacity. He seeks opportunities to share his knowledge and expertise of teaching in a specialized setting with others who may not have experience in this area. He has developed opportunities for Leadership students and the Leadership teacher to participate in his classroom. The Leadership students support and learn alongside his students. This has helped to break barriers and make a more inclusive school. As a result of providing the opportunity for Leadership students to observe and participate in his class during first semester, he now has students asking if they can be assigned to his students permanently during Leadership class. He has found and developed opportunities for students from The Class to assist and participate with TASC and CSSI students in PE and Music. His connections made through coaching and team teaching have broken down the walls that often are in place when specialized classes such as TASC and CSSI are in a mainstream school. Jason reminds everyone how we can be an all-inclusive school.

Jason's philosophy of teaching and learning in a classroom with complex needs centers on the age appropriateness of the material being taught. For instance, if Heat and Temperature is a science concept taught in grade 7, then Jason believes that his students should learn similar material. In grade 5, the students learn about Canada, so Jason's students used My Canada as a theme for a Social Studies unit. In order to cover these common curricular concepts, Jason has taken the time to familiarize himself with all of the Programs of Studies taught in middle school. When his students are in the hallways and see a bulletin board designed by another class, they recognize the concept and see their own school work reflected and included.

Jason's style of teaching in his TASC class is reflective of the traditional values in Indigenous culture. He is mindful to incorporate all aspects of the Medicine Wheel to daily routines and lessons. Every day they start with a Morning Meeting they discuss elements of the mind, heart, body and spirit. In early fall, he and his students wrote their own Acknowledgment of the Land. Jason and his students explored the meaning of a land acknowledgment and why it is important they acknowledge the land on which they live. Together they made a commitment to hold these values close to their hearts each day. The TASC Land Acknowledgment is now posted in their classroom and referenced regularly so they continue to work on their own piece of Truth and Reconciliation.

Jason is the first person to volunteer to support another colleague, a school activity, a sport, and administration. Over the course of this year, Jason has coached two sports teams; soccer and volleyball. Jason has presented to School Council on two occasions to share what a specialized class is and what it brings to our school. Moving forward, council has asked Jason to support them with ensuring they represent Valley Creek as an inclusive school to the greater school community so they too can build understanding around students with complex needs.

## 5 | Conclusion

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It is with great pride that the selection committee recommends **Jason Harding-Doherty** as the Calgary Board of Education nominee for the 2024 ASBA Edwin Parr Award.



JOANNE PITMAN  
CHIEF SUPERINTENDENT OF SCHOOLS

### ATTACHMENTS

An attachment is a document that can stand alone and is not required to understand the rest of the original report. When numbering attachments, use Attachment Numbering Style.

Attachment I: 2024 Alberta School Boards Association Edwin Parr Teacher Awards Package

## **GLOSSARY – Developed by the Board of Trustees**

**Board:** Board of Trustees

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

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

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

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



# EDWIN PARR TEACHER AWARDS

2023 AWARDS PACKAGE

# BACKGROUND

## Overview

Alberta School Boards Association's (ASBA) Edwin Parr Teacher Awards recognize excellent first-year teachers across the province.

Edwin Parr served as President of the Alberta School Trustees' Association (now ASBA) from 1956 to 1962. His long career in educational affairs included terms as a member of the board with the George Lake School District and as Board Chair of the Athabasca School Division. Parr also served on the council of the County of Athabasca from its formation in 1959 until his death in 1963.

During his time as a Board Chair, Edwin Parr instituted an annual teacher award in his school division to celebrate first-year teachers. To honour his memory and to honour the profession he respected, the Alberta School Trustees' Association established the Edwin Parr Teacher Award in 1964.

For almost 60 years, these awards have been presented to outstanding first-year teachers.

## Award parameters

The following candidates are eligible for consideration for the Edwin Parr Awards:

- First-year Kindergarten to Grade 12 teachers if they meet the following criteria:
  - First-year teaching experience must be completed in Alberta with a school board that is a member of ASBA and a minimum of 100 full-time equivalent days of teaching service within the current school year (i.e., September 2022– June 2023) is required.
  - A teacher may have up to a maximum of 120 full-time equivalent days of teaching service prior to signing a contract.
  - A teacher must hold an Interim Professional Certificate or other valid Alberta teaching authority.

## Nominations

Nominees may include:

- First year Kindergarten to Grade 12 teachers (if the above criteria is met).

Individuals are nominated by the following process:

- The initial identification and selection of the nominee will be made by the nominee's school board. Each school board may only nominate one candidate for submission to their associated Zone Chair.
- Each Zone will then select one nominee as the zone recipient of the award. Zone 2/3 will select two recipients due to the amalgamation of zones 2 and 3.

## Recognition

A zone-level celebration is hosted by each zone prior to provincial recognition by ASBA.

In total, six Edwin Parr Teacher Awards are distributed and recognized at a provincial level by ASBA at its Fall General Meeting (FGM). Each recipient will receive a smart watch and framed certificate from ASBA. If applicable, ASBA will pay expenses for zone recipient attendance at the FGM awards ceremony.

# SELECTION

## Selection

The following criteria will be used to determine the zone recipient(s):

- School board evaluation; and,
- Interview with zone selection committee.

Additionally, the Teacher Quality Standards competencies will be used as part of the school board evaluation and integrated into the interview:

<b>TQS1: Fostering Effective Relationships</b>	A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.
<b>TQS2: Engaging in Career-Long Learning</b>	A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.
<b>TQS3: Demonstrating a Professional Body of Knowledge</b>	A teacher applies a current and comprehensive repertoire of effective planning, instruction and assessment practices to meet the learning needs of every student.
<b>TQS4: Establishing Inclusive Learning Environments</b>	A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.
<b>TQS5: Applying Foundational Knowledge about First Nations, Métis and Inuit</b>	A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.
<b>TQS6: Adhering to Legal Frameworks and Policies</b>	A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.



FOR MORE INFORMATION, VISIT  
[www.asba.ab.ca/about/awards/](http://www.asba.ab.ca/about/awards/)


OR EMAIL  
[awards@asba.ab.ca](mailto:awards@asba.ab.ca)

## Results 3: Citizenship

### CHIEF SUPERINTENDENT CERTIFICATION

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

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

Signed:  Date: March 5, 2024

Joanne Pitman, Chief Superintendent

### BOARD OF TRUSTEES ACTION

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

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

Summary statement/motion of the Board of Trustees:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Laura Hack, Chair, Board of Trustees





## Executive Summary |

### Analysis |

Results 3: Citizenship was a minor focus on the 2022-23 CBE Students Survey. As a result, of the 12 indicators in Results 3, questions that inform seven of the summary measures were not asked.

Additionally, at the June 21, 2022 Regular Meeting of the Board of Trustees, Trustees approved a suspension of the inclusion of any indicators for Results 3: Citizenship related to Kindergarten to Grade 6 school report cards for the 2022-23 school year. As a result, only students in Division 3 or grades 7, 8 and 9, received report card grades related to three of the five remaining indicators.

The data have indicated that:

- Overall Level of Success as measured by student report cards saw a 0.2 percentage point increases for Division 3 Students in:
  - the percentage of students reported to exercise their democratic rights and responsibilities within the learning community.
  - the percentage of students reported to demonstrate respect and appreciation for diversity.
  - percentage of students reported to work and collaborate effectively with others.
- Overall Level of Success for All Students as measured by student report cards remains high for the percentage of students reported to:
  - exercise their democratic rights and responsibilities within the learning community at 98.5 per cent.
  - demonstrate respect and appreciation for diversity at 99.0 per cent.
  - work and collaborate effectively with others at 98.0 per cent.
- Both the Evident and Emerging Strengths indicators saw increases for all Report Card Results measures for Division 3 students while the Exemplary Strengths and the Network of Support Required saw decreases.
- Social Studies continued to be an area of strength for CBE students in 2022-23 with over 94.2 per cent of students experiencing success demonstrating understanding of Social Studies issues, information and ideas.
- 56.6 per cent of students report agreement that they take action to protect the environment and use resources responsibly. Grade 5 and 6 student agreement levels were highest at 70.4 and 61.4 per cent respectively while grade 8 and 9 students were lowest levels agreement at 50.7 and 49.6 per cent respectively.
- 81.8 per cent of students continued to agree with the Reduce, Reuse, Recycle - Self theme while Reduce, Reuse, Recycle – Other and Environment Conversations questions agreement levels were under 50 per cent.

### Targets |

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

Four indicators in Results 3 are based on report card data and the remaining eight indicators are tied to survey data. The report card results in 2021-22 continued to

be very high and so, not an opportunity for growth. Since Results 3 was not a major focus on the 2022-23 CBE Student Survey, instead of setting targets based on a limited data set, it was recommended to wait until there was a full data set from survey results again to provide comparative analysis.

It is for these reasons no targets were set for 2022-23 in this report.

### **Context for Indicators |**

It should be noted that report card indicators are summative in nature and represent teacher assessment of a body of evidence collected over the course of the school year and reported on June report cards. Conversely, the data associated with the CBE Student Survey, represents student perception data collected during a period of time. The administration of the 2022-23 Student Survey took place in the first few months of 2023.

As such, caution is needed in any attempt to compare report card results to student survey perception data, as these are dissimilar data sources gathered at different points in the 2022-23 school year. Teachers and students would have unique differences related to accurately assessing or self- assessing citizenship.

Given the ongoing impact of the COVID-19 pandemic and learning disruptions experienced to date, significant caution should be exercised with respect to report card achievement data when stating trends over time. While not directly comparable, year-over-year results have been examined with consideration given to context. Caution should be used when interpreting student survey results over time.



## Glossary of Terms |

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

## Policy |

Results 3: Each student will be a responsible citizen.

### Interpretation |

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

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



## Students will:

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

### Interpretation |

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

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

Specifically, this means that students will:

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

### Indicators |

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

**Note |** At the June 21, 2022 Regular Meeting of the Board of Trustees, Trustees approved a suspension of the inclusion of any indicators for Results 3: Citizenship, Results 4: Personal Development and Results 5: Character related to Kindergarten to Grade 6 school report cards for the 2022-23 school year. As a result, only students in Division 3 or grades 7, 8 and 9 received report card grades related to this Indicator. Year over year comparisons are not considered valid metrics because of this change.

**Note |** Results 3: Citizenship was a minor focus on the 2022-23 CBE Students Survey. The questions that inform the following summary measures were not asked:

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

community service, school service or volunteer work to help others; as indicated by the Overall Agreement of the **Service Summary Measure** from the CBE Student Survey.



## Students will:

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

### Interpretation |

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

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

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

### Indicators |

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

**Note |** Results 3: Citizenship was a minor focus on the 2022-23 CBE Students Survey. The questions that inform the following summary measures were not asked:

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

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



## Students will:

3.3 Respect and embrace diversity.

### Interpretation |

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

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

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

### Indicators |

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

**Note |** At the June 21, 2022 Regular Meeting of the Board of Trustees, Trustees approved a suspension of the inclusion of any indicators for Results 3: Citizenship, Results 4: Personal Development and Results 5: Character related to Kindergarten to Grade 6 school report cards for the 2022-23 school year. As a result, only students in Division 3 or grades 7, 8 and 9 received report card grades related to this Indicator. Year over year comparisons are not considered valid metrics because of this change.

**Note |** Results 3: Citizenship was a minor focus on the 2022-23 CBE Students Survey. The questions that inform the following summary measures were not asked:

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



## Students will:

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

### Interpretation |

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

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

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

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

### Indicator |

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



## Students will:

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

## Interpretation |

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

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

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

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

## Indicators |

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

**Note |** At the June 21, 2022 Regular Meeting of the Board of Trustees, Trustees approved a suspension of the inclusion of any indicators for Results 3: Citizenship, Results 4: Personal Development and Results 5: Character related to Kindergarten to Grade 6 school report cards for the 2022-23 school year. As a result, only students in Division 3 or grades 7, 8 and 9 received report card grades related to this Indicator. Year over year comparisons are not considered valid metrics because of this change.

**Note |** Results 3: Citizenship was a minor focus on the 2022-23 CBE Students Survey. The questions that inform the following summary measures were not asked:

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

## Monitoring Information |

### Evidence of Progress |

#### Board-approved indicators and targets as well as 2022-23 results, analysis and interpretation |

### Policy 3.1

#### Indicator 1

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

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

#### All Students

Exercises democratic rights and responsibilities within the learning community <sup>2</sup> (%)					
Indicator	2018-19	2019-20	2020-21	2021-22	2022-23*
<b>Exemplary Strengths</b>	34.6	36.3	40.7	39.6	32.0
<b>Evident Strengths</b>	51.7	51.5	48.9	49.3	53.6
<b>Emerging Strengths</b>	12.0	10.7	9.1	9.6	12.9
<b>Network of Support Required</b>	1.3	1.1	1.0	1.2	1.4
<b>Individual Program Plan</b>	0.4	0.4	0.3	0.3	0.1
<b>Overall Level of Success</b>	<b>98.3</b>	<b>98.5</b>	<b>98.7</b>	<b>98.5</b>	<b>98.5</b>

\*Note: Only Division 3 result was reported in 2022-23 school year.

#### Division 3

Exercises democratic rights and responsibilities within the learning community (%)					
Indicator	2018-19	2019-20	2020-21	2021-22	2022-23
<b>Exemplary Strengths</b>	31.1	32.3	35.5	33.3	32.0
<b>Evident Strengths</b>	53.2	53.6	52.1	53.2	53.6
<b>Emerging Strengths</b>	13.8	12.6	11.0	11.8	12.9
<b>Network of Support Required</b>	1.9	1.5	1.4	1.7	1.4
<b>Individual Program Plan</b>	0.1	0.1	0.0	0.0	0.1
<b>Overall Level of Success</b>	<b>98.1</b>	<b>98.5</b>	<b>98.6</b>	<b>98.3</b>	<b>98.5</b>

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

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



- **Target for 2022-23:** No target set
- **Analysis**

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

**Division 3:** For Overall Level of Success, there was a 0.2 percentage point increase in 2022-23 after the decrease in the previous year. Meanwhile, Exemplary Strengths continued to show year-over-year decreases from the 2021-22 school year and the 2022-23 results were statistically lower than the previous three-year average. The number of students achieving the Evident Strengths and Emerging Strengths Indicators consistently increased compared to the corresponding results in the 2021-22 school year.

To determine improvement in Network of Support Required result, the percentage of students in this category should decrease. Network of Support Required indicator showed continued declines from 2017-18 to 2020-21 and a 0.3 percentage point decrease could also be observed in 2022-23 school year.

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



## Policy 3.2

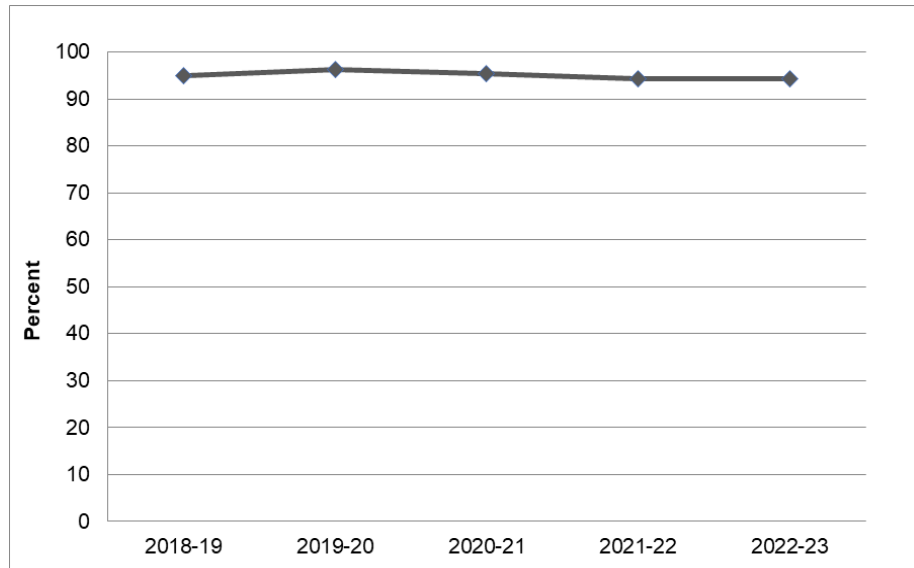
### Indicator 1

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

## Policy 3.2

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

Students demonstrating understanding of Social Studies issues, information and ideas (%)				
2018-19	2019-20	2020-21	2021-22	2022-23
95.0	96.2	95.5	94.2	94.2



- **Target for 2022-23:** No target set
- **Analysis**

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

Following two consecutive years of decreases in Social Studies report card grades from 2019-20 to 2021-22, student achievement in Social Studies was maintained in the 2022-23 school year with 94.2 per cent of the students demonstrating understanding of Social Studies issues, information and ideas on report cards.



### Policy 3.3

#### Policy 3.3

#### Indicator 1

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

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

#### All Students

Demonstrate respect and appreciation for diversity <sup>3</sup> (%)					
Indicator	2018-19	2019-20	2020-21	2021-22	2022-23*
<b>Exemplary Strengths</b>	41.0	43.4	48.5	47.3	38.2
<b>Evident Strengths</b>	50.0	49.2	45.5	45.5	51.7
<b>Emerging Strengths</b>	7.9	6.6	5.3	6.2	9.1
<b>Network of Support Required</b>	0.8	0.7	0.6	0.8	1.0
<b>Individual Program Plan</b>	0.3	0.2	0.1	0.2	0.1
<b>Overall Level of Success</b>	<b>98.9</b>	<b>99.2</b>	<b>99.3</b>	<b>99.0</b>	<b>99.0</b>

\*Note: Only Division 3 result was reported in 2022-23 school year.

#### Division 3

Demonstrate respect and appreciation for diversity (%)					
Indicator	2018-19	2019-20	2020-21	2021-22	2022-23
<b>Exemplary Strengths</b>	38.1	39.1	43.0	40.5	38.2
<b>Evident Strengths</b>	50.8	52.5	49.7	50.2	51.7
<b>Emerging Strengths</b>	9.9	7.5	6.4	8.1	9.1
<b>Network of Support Required</b>	1.2	1.0	0.9	1.2	1.0
<b>Individual Program Plan</b>	0.0	0.1	0.0	0.0	0.1
<b>Overall Level of Success</b>	<b>98.8</b>	<b>99.1</b>	<b>99.1</b>	<b>98.8</b>	<b>99.0</b>

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

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

- **Target for 2022-23:** No target set

- **Analysis**

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

**Division 3:** Division 3 students had a statistically significant increase of 0.2 percentage points in their Overall Level of Success result, reaching 99 per cent in 2022-23 school year. Continuous drops were observed in the Exemplary Strengths over the last two years and only around 38 per cent of the Division 3 students received Exemplary Strengths in 2022-23.

Moreover, both Evident Strengths and Emerging Strengths showed continued increases in the results for the last two years and the 2022-23 results were statistically significant than the previous three-year averages. Specifically, around 52 per cent of the Division 3 students achieved Evident Strengths, which almost reached the highest result over the previous years.

To determine improvement in Network of Support Required, the percentage of students in this category should decrease. A decrease of 0.2 percentage points was observed in 2022-23 school year.

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

## Policy 3.4

### Indicator 1

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

## Policy 3.4

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

Environmental Stewardship Summary Measure					
	2018-19	2019-20 <sup>4</sup>	2020-21	2021-22	2022-23
Overall Sample Size	n/a	n/a	n/a	34 245	33 525
Overall Agreement (%)	n/a	n/a	n/a	63.8	56.6

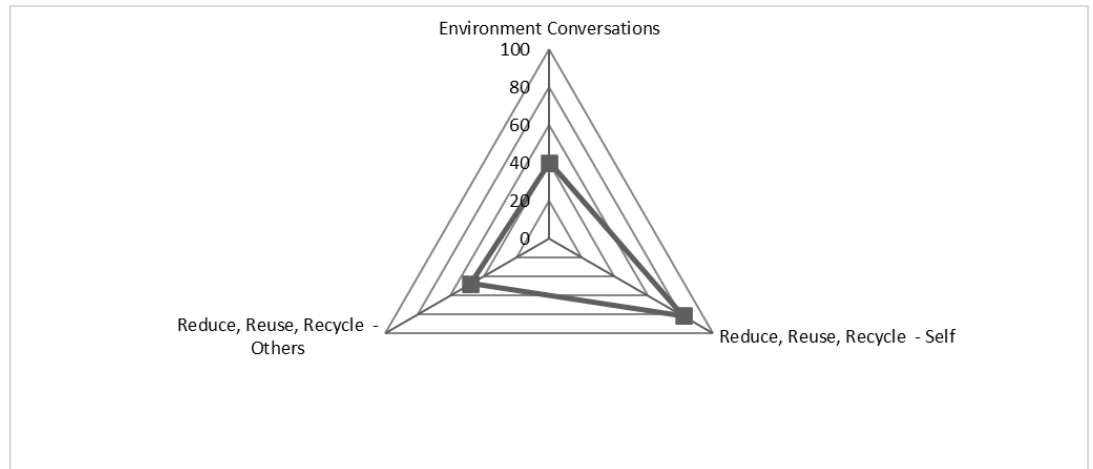
Environmental Stewardship Summary Measure					
Overall Agreement (%)	2018-19	2019-20	2020-21	2021-22	2022-23
Grade 5	n/a	n/a	n/a	73.6	70.4
Grade 6	n/a	n/a	n/a	67.1	61.4
Grade 8	n/a	n/a	n/a	58.5	50.7
Grade 9	n/a	n/a	n/a	59.5	49.6
Grade 11	n/a	n/a	n/a	64.4	53.2
Grade 12	n/a	n/a	n/a	65.6	56.7

Question Theme	Overall Agreement (%)				
	2018-19	2019-20	2020-21	2021-22	2022-23
Environment Conversations	n/a	n/a	n/a	44.7	40.1
Reduce, Reuse, Recycle - Self	n/a	n/a	n/a	91.1	81.8
Reduce, Reuse, Recycle - Others	n/a	n/a	n/a	55.6	47.9

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







- **Target for 2022-23:** No target set
- **Analysis**

An overall 56.6 per cent agreement was observed in 2022-23. Across grades, Grade 5 students showed the highest 70.4 per cent agreement while less than 50 per cent of Grade 9 students agreed on the questions in this measure. Generally speaking, lower agreement levels were observed in higher grades. All three themes within the survey measure had significant declines in 2022-23 school year. The agreement level for Reduce, Reuse, Recycle – Self question continued to stand out (around 82 per cent) among all three questions, however, this specific question also displayed the most notable year-over-year decrease from last year when compared to the other two questions.

## Policy 3.5

### Indicator 1

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

## Policy 3.5

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

### All Students

Works and collaborates effectively with others <sup>5</sup> (%)					
Indicator	2018-19	2019-20	2020-21	2021-22	2022-23*
Exemplary Strengths	33.1	34.3	39.0	37.6	31.3
Evident Strengths	48.6	49.4	47.2	47.0	50.6
Emerging Strengths	15.4	14.0	11.8	13.2	16.1
Network of Support Required	2.1	1.6	1.4	1.7	1.8
Individual Program Plan	0.8	0.7	0.5	0.5	0.1
<b>Overall Level of Success</b>	<b>97.1</b>	<b>97.7</b>	<b>98.0</b>	<b>97.8</b>	<b>98.0</b>

\*Note: Only Division 3 result was reported in 2022-23 school year.

### Division 3

Works and collaborates effectively with others (%)					
Indicator	2018-19	2019-20	2020-21	2021-22	2022-23
Exemplary Strengths	30.7	31.7	35.0	33.0	31.3
Evident Strengths	49.7	51.4	50.1	49.4	50.6
Emerging Strengths	16.7	15.0	12.9	15.4	16.1
Network of Support Required	2.8	1.8	1.8	2.1	1.8
Individual Program Plan	0.1	0.1	0.1	0.1	0.1
<b>Overall Level of Success</b>	<b>97.1</b>	<b>98.1</b>	<b>98.0</b>	<b>97.8</b>	<b>98.0</b>

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

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



- **Target for 2022-23:** No target was set

- **Analysis**

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

**Division 3:** The Overall Level of Success and Evident Strengths shared the same change pattern over time. Both of the results showed continued decreases from 2019-20 to 2021-22 and achieved notable increases in 2022-23 school year. Especially in Evident Strengths, a 1.2 percentage point increase was observed in 2022-23. Moreover, Division 3 students had continuous lower results in Exemplary Strengths over time. As compared to the previous three-year average, the 2022-23 Exemplary Strengths result was significantly lower.

To determine improvement in Network of Support Required, the percentage of students in this category should decrease. Network of Support Required decreased to the lowest level (1.8 per cent) over the past few years in 2022-23 school year.

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

- **Overall Interpretation**

CBE students continue to be involved members of their communities through acting on behalf of themselves, others and the community while also contributing to events of common concern. Division 3 report card data for the “exercises democratic rights and responsibilities within the learning community” indicator remained high at 98.5 per cent and 98.5 per cent of CBE students demonstrated strengths in relation to this indicator. Additionally, fewer students required a network of support to achieve strengths in relation to this report card indicator. CBE students continue to show a strong commitment to being active members and contributors to their learning communities. Moving forward, we can strive towards supporting more Division 3 students in achieving Exemplary Strengths for this Indicator.

Social Studies continued to be an area of strength for CBE students in 2022-23 with over 94 per cent of students experiencing success. These results are in alignment with the previous year’s result.

The percentage of students in Division 3 reported to demonstrate respect and appreciation for diversity remained high overall with 99 per cent of students continuing to achieve strengths in this area. More students were

reported to have strengths related to this indicator compared to last school year and fewer students required a network of support in relation to this indicator in 2022-23.

The overall percentage of students in Division 3 that were reported to work and collaborate effectively with others increased in 2022-23 with 98 per cent of students demonstrating strengths, as measured by report cards.

The overall percentage of grade 11 and 12 students who reported they take action to protect the environment and use resources responsibly continued to decline in 2022-23. When these student perception data results are disaggregated by grade level, grade 8 and 9 students (Division 3) continued to show the lowest levels agreement at 50.7 and 49.6 respectively. Grade 5 and 6 student agreement levels also continued to be highest at 70.4 and 61.4 respectively. When different question themes are considered, a high percentage of students continued to agree with the Reduce, Reuse, Recycle - Self theme (81.8 per cent) while Reduce, Reuse, Recycle – Other and Environment Conversations questions agreement levels are under 50 per cent.

It is possible that these declines are related to word choice and evolving contexts as environmental issues in 2022-23 tend to be discussed using language that includes different vernacular since survey questions were created. As an example, in our current Canadian political context, single-use plastics are most often associated with the word Refuse which is missing from the structure of the survey questions. Additionally, general references to Reduce, Reuse and Recycle are evident only in the Grade 4 Waste and Our World Science unit, and not referenced again in science programs of study apart from general references in Science 10 and 14. As a result, Reduce, Reuse and Recycle may not be specifically discussed in this way during classroom lessons.

It is also possible that the declines, specifically the declines in Reduce, Reuse, Recycle – Other, could be reflective of the current political polarization related to environmental topics where students may be more comfortable with their own environmental beliefs and practices, but reluctant to engage in conversations with peers regarding their beliefs and practices.

When considered together, these data provide evidence to suggest that Division 3 students could benefit from continued support in the development of characteristics of responsible citizenship.

## Overall Summary |

- **Celebrate**
  - Across report card indicators, most Division 3 students demonstrated strengths in the identified areas.
  - Fewer students in Division 3 required a network of support to achieve strengths in relation to the report card indicators.
  
- **Areas of Growth**
  - Across Division 3 report card stems, the percentage of students achieving Exemplary Strengths declined since 2021-22.
    - Percentage of students in kindergarten-grade 9 reported to exercise their democratic rights and responsibilities within the learning community; as measured by student report cards.
    - Percentage of students in kindergarten-grade 9 reported to demonstrate respect and appreciation for diversity; as measured by student report cards.
    - Percentage of students in kindergarten to grade 9 reported to work and collaborate effectively with others; as measured by student report cards.
  - Overall student agreement levels to the CBE Student Survey question “I talk to my fellow students about ways we can protect the environment” within the **Environmental Stewardship Summary Measure** were lowest at 40.1 per cent and the question “I try to get others to reduce, reuse, and recycle in my school” had very low agreement levels as well at 47.9 per cent. When disaggregated by grade, agreement levels to this summary measure were lowest in Division 3.

## Building Capacity |

The following is the list of next steps based on the analysis provided in this report.

### Professional Learning

By increasing staff capacity through significant investment in professional learning, student citizenship results will improve. Specifically, ongoing and newly developed professional learning opportunities intended to support include:

- K-3 Science Resource Field Testing Network to provide feedback on the newly created *Step Into Science Alberta* resource in support of the new Science curriculum implementation.
- Five-part book study on the novel *Inside Out & Back Again* by Thanhà Lai, with themes of deepening understanding of cultural backgrounds and the richness of leveraging the multilingual voice of immigrant students identified as English as an Additional Language learners.
- Maatoomsii'Pookaiks (Children First) system-wide Indigenous Education Professional Learning Day for school and service unit staff focused on the

Heart Domain | To Belong.

- Implementation of the Indigenous Education Holistic Lifelong Learning Framework across all four domains.
- Collaborative planning for professional learning with Indigenous Education for the purpose of demonstrating the kinship between the Indigenous Education Holistic Lifelong Learning Framework, the Student Well-Being Framework and the Student Well-Being Companion Guide.
- Well-Being & PE Forum related to the Diversity and Inclusion theme in the Student Well-Being Framework
- Learning symposium on anti-racist education and pedagogy.
- Four-part learning series with the themes of Developing Self & Others, Leading Teaching and Learning, Leading Inclusive Schools, and Leading a Culture of Improvement to build understanding of anti-racist education and identify strategies and actions specific to school contexts to develop and implement system-wide strategies to enhance anti-racist practices.
- Professional learning for teachers and leaders regarding AR6031 to provide supports in creating Welcoming, Caring, Respectful, Safe schools and understanding of one of our guiding documents, Creating Conditions to Thrive

### Structures & Processes

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

- Hire a science specialist to support system work related to new curriculum, middle year's learner identity, high impact strategies, and outcomes-based assessment, focused specifically on science curriculum.
- Teachers and school administrators utilize system-created professional learning related to high impact strategies to deepen their understanding of science learning outcomes.
- Action school-based Truth and Reconciliation (TRC) Commitments to acknowledge and support the implementation of the *Truth and Reconciliation Commission of Canada: Calls to Action*.
- Establish an Indigenous Education Committee with representation from the Indigenous and CBE communities.
- System onboarding process for Indigenous Elders, Knowledge Keepers, and community resources (individuals and agencies) to ensure relevant resources are offered to schools.
- Creation of a Student Well-Being symposium held in February 2024 to provide opportunities for students to connect with their peers and further establish their student-led well-being actions.
- Creation of new CBE Student Survey questions specific to addressing how racism and discrimination are addressed at the school level.
- Creation of a Principal Advisory Council to advise on the system-wide implementation of strategies to advance anti-racism, diversity, and inclusion

## Resources

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

- Science Companion Guide Resource to support teachers in the implementation of the new K-3 Science Curriculum
- K-3 Science Scope and Sequence aligned with the new Science Curriculum
- Resources to support the Heart Domain | To Belong during Maatoomsii'Pookaiks.

## Targets |

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

Four indicators in Results 3 are based on report card data and the remaining eight indicators are tied to survey data. The report card results continue to be very high and so, not an opportunity for growth. Since Results 3 will not be a major focus on the 2023-24 CBE Student Survey, instead of setting targets based on a limited data set, we would need to wait until we have a full data set from survey results again to provide comparative analysis.

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

## APPENDIX

Results 3 | CBE Student Survey Questions & 2022-23 Results  
Appendix I:



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

### appendix

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

#### Policy 3.1

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

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



### Indicator 3 – Service Summary Measure

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

### Policy 3.2

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

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

#### Indicator 3 – Global Citizenship Summary Measure

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

### Policy 3.3

#### Indicator 2 – Embracing Culture Summary Measure

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

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

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

### Policy 3.4

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

Question	Overall Achievement (%)
1   I use resources responsibly by reducing, reusing, and recycling.	81.8
2   I try to get others to reduce, reuse, and recycle in my school.	47.9
3   I talk to my fellow students about ways we can protect the environment.	40.1



### Policy 3.5

#### Indicator 2 – Collaborative Skills Summary Measure

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

### Appendix A

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


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

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

### CHIEF SUPERINTENDENT CERTIFICATION

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

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

Signed:   
 Joanne Pitman, Chief Superintendent

Date: March 5, 2024

### BOARD OF TRUSTEES ACTION

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

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

### Summary statement/motion of the Board of Trustees:

Signed: \_\_\_\_\_  
 Chair, Board of Trustees

Date: \_\_\_\_\_

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

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

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

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

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

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

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

### Board-approved Interpretation |

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

The Chief Superintendent shall:

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

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

The Chief Superintendent interprets:

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

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

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

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

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

*Evidence statement*

Between October 11, 2022 and June 13, 2023, administration presented 13 monitoring reports to the Board of Trustees. These reports were presented at the Board of Trustees' meetings according to the annual work plan.

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

*Evidence statement*

All nine Operational Expectations monitoring reports contained the Board approved reasonable interpretations as well as the evidence of compliance.

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

Results 2 – Academic Success monitoring reports contained the Board approved reasonable interpretations and the evidence of reasonable progress on the indicators except for Students who Self-Identify as Indigenous in all academic areas. Monitoring reports for Results 3 – Citizenship, Results 4 – Personal Development and Results 5 – Character, provided evidence of reasonable progress based on the indicators and approved targets.

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

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

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

The Chief Superintendent interprets:

- *timely* to mean promptly once administration becomes aware of and has validated information.
- *trends* to mean how internal and external data or factors move over time.
- *facts and other information* to mean qualitative and quantitative data.
- *accommodation planning* to mean the strategic process utilized to identify issues and responses related to providing learning spaces for CBE students.
- *significant modifications of any instructional program* to mean the removal, cancellation, introduction, or extension of:
  - any prescribed programs of study in the regular education program or in alternative or special education programs that would materially impact the Board's work; and



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

- any entire alternative or special education program.
- *anticipated significant media coverage* to mean expectation of material enquires or events related to the organization that would be reported or commented on by professional journalists and their print, broadcast and online outlets.
- *relevant to the Board's work* to mean matters pertaining to governance as described in the governance policies.

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

*Evidence statement*

Administration provided information, in a timely manner, to the Board of Trustees during the 2022-2023 school year, on numerous occasions.

Trend information was provided through:

- Board Development Session | Inclusive Education and Specialized Programming – October 25, 2022
- CBE Boundary Adjustment – Part of Belvedere, and Hotchkiss Communities – November 15, 2022
- 2022-2023 School Enrolment Report – December 13, 2022
- Board Development Session | Student Well-Being Framework – March 7, 2023
- Locally Developed Authorized Courses – April 4, 2023

Monthly Chief Superintendent Updates – first public Board meeting of each month from September, 2022 to June, 2023

Facts were presented through:

- 2023-2024 Modular Classroom Program – October 25, 2022
- Financial Status of Reserves and Designated Funds – November 15, 2022
- 2021-2022 Year-end Financial Results and Audited Financial Statements – November 29, 2022
- Annual Education Results Report 2021-2022 - November 29, 2022
- First Quarter Budget Variance Report – January 31, 2023
- Second Quarter Variance Report – March 21, 2023

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

- Three Year School Capital Plan 2024-2027 – March 21, 2023
- Budget Assumptions Report 2023-2024 – April 4, 2023
- Budget Report for 2023-2024 – May 23, 2023
- CBE Education Plan 2021-2024 – May 23, 2023
- Three-Year System Student Accommodation Plan 2022-2025 – June 13, 2023
- Third Quarter Variance Report – June 20, 2023
- Construction Project Status Report – October 11, 2022, January 31, 2023, April 18, 2023, and June 13, 2023

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

*Evidence statement*

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

- September 27, 2022
- October 11, 2022
- November 15, 2022
- December 13, 2022
- January 17, 2023
- February 21, 2023
- March 7, 2023
- April 4, 2023
- May 23, 2023
- June 13, 2023

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

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

### *Evidence statement*

Administration provided a Results focus through regular presentations by individual schools at board meetings during the 2022-2023 school year

- February 21, 2023 Willow Park School – Results 2 | Academic Success
- April 18, 2023 Woodman School and Henry Wise Wood Senior High School Presentation – Results 4 | Personal Development
- May 30, 2023 Dr. E.P. Scarlett School – Results 3 | Citizenship

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

- Annual Education Results Report 2021-2022 Dec 13, 2022
- CBE Education Plan 2021-2024 May 23, 2023
- Results 2 | Academic Success – Annual Monitoring Part 1 – January 17, 2023
- Results 2 | Academic Success – Annual Monitoring Part 2 – January 31, 2023
- Results 3 | Citizenship – March 7, 2023
- Results 4 | Personal Development Annual Monitoring – April 4, 2023
- Results 5 | Character Annual Monitoring – May 23, 2023

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

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

*Evidence statement*

The Three-Year System Student Accommodation Plan was presented to the Board of Trustees on June 13, 2023. This plan outlines accommodation issues related to capital projects, student designation and grade configuration changes, new alternative programs and communication plans around student accommodation to inform our stakeholders.

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

*Evidence statement*

The Three-Year System Student Accommodation Plan was presented to the Board of Trustees June 13, 2023.

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

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

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

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

The Chief Superintendent interprets:

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

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

*Evidence statement*

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

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

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

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

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

The Chief Superintendent interprets:

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

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

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

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

*Evidence statement*

For all nine Operational Expectation (OE) monitoring reports completed in the 2022-2023 school year which were for the 2021-2022 school year, the Board passed motions finding the Chief Superintendent in compliance with the OE policies with no exceptions. Administration did note the following exceptions in the reports:

- Operational Expectation 3, subsection 3.2.1, was noted as non-compliant due to program evaluations being in progress during the 2021-22 school year. As a result, an annual report of completed program evaluations had not been provided at that time.
- Operational Expectation 8, subsection 8.4.2 was noted as non-compliant due to the impact of COVID-19 health measures in place at the time impacting the ability to hold in-person system level engagements. This resulted in no system level post-engagement data to report on.

The Board concluded that reasonable progress towards achievement of the Results 2 policy. An exception to reasonable progress for students who self-identify as Indigenous was noted by the Board in Results 2 | Academic Success in all academic areas.

Indicator 7.1.2 addresses decisions regarding Results 3 – Citizenship, Results 4 – Personal Development and Results 5 – character.

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

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

*Evidence statement*

During the 2021-2022 school year, there were no instances of noncompliance or lack of reasonable progress for an entire policy identified by administration.

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

**GLOSSARY – Developed by the Board of Trustees**

Board: The Board of Trustees

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

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

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

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

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



**report to  
Board of Trustees**

**Three-Year School Capital Plan 2025-2028**

Date	March 5, 2024
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman, Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-5: Financial Planning OE-6: Asset Protection OE-7: Communication With and Support for the Board OE-8: Communicating and Engaging with the Public OE-9: Facilities
Resource Person(s)	Catherine Ford, Director, Planning Trevor Fenton, Director, Facility Projects Jeff Quigley, Manager, Planning Peter Jeffrey, Manager, Infrastructure Asset Management

**1 | Recommendation**

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It is recommended:

- THAT the Board of Trustees approves submission of school sites that will be ready for development beyond the 12 month Board Approved Criteria time frame.
- THAT the Board of Trustees approves the Three-Year School Capital Plan 2025-2028 as provided in the report, and authorizes its submission to Alberta Education.



## Issue

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Alberta Education requires that school jurisdictions submit a three-year school capital plan on an annual basis. The deadline for the submission of this year's Three-Year School Capital Plan 2025-2028 to the Ministry is April 1, 2024.

As required by the Province, the plan identifies one prioritized capital list consisting of both "New School Construction" and "Major Modernization" requests. Capital plans are to be submitted electronically to Alberta Education using their Web Application Program.

New modular classroom requests, modular moves, and modular dispositions are requested through a separate submission process. The Board of Trustees approved the last submission on October 24, 2023.

## 2 | Background

---

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

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

### Eligibility Criteria

To be considered for prioritization, the CBE uses several eligibility criteria applied from elementary through to high school. The eligibility criteria are as follows:

**Eligible School Communities:** All new and developing municipal communities are evaluated and ranked for new school construction. Inner-city and established communities are not ranked. For middle/junior high schools, adjacent municipal communities may be combined if they do not exceed the combined projected population threshold of approximately 24,000 people. In the case of high schools, adjacent municipal communities are always combined to attain a 50,000 to 60,000 community population threshold.

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

**Site Availability and Readiness:** High school sites require larger land parcels that will serve multiple communities. As such, land necessary for these sites is acquired under the Joint Use and Planning Agreement (JUPA), an agreement between the City of Calgary (the City), Calgary Board of Education (CBE), Calgary Catholic School District (CCSD), and The Southern Francophone Education Region (FrancoSud). These sites are identified during the regional context study

phase when developments that are planned for a minimum of 50,000 to 60,000 residents are considered for approval by the City. Accordingly, new high school priorities are only considered where a site is available (Attachment I, p. 32, Map 4).

Moreover, irrespective of the grade configuration of a school, if a site has not been developed/serviced to the level required for new school construction to commence within a 12-month timeframe, the school will not be ranked as a high priority on the Three-Year School Capital Plan. However, if a site is expected to be ready for school construction in a 1-2 year period or a 3-5 year period, it may be submitted in a staged request: design funding in one year and construction funding in a subsequent year; or full construction in Years 2 or 3 depending on current need. Site readiness is reviewed and assessed on an annual basis.

Board approved Eligibility Criteria (p. 26) for establishing which K-9 school sites will be ranked for prioritization includes that the site is ready for development within the next 12 months. In consideration of the record enrolment growth experienced during the 2022-23 and 2023-24 school years and the need to get new schools in communities sooner, this year, all school sites in new and developing communities were ranked and those that scored highest were placed in years 2 and 3 of the plan. The staged funding model adopted by Alberta Education in 2023, whereby school districts may apply for Pre-Planning and Planning funding, will allow for preliminary preparations for sites that are not fully ready to get these steps underway while we await site readiness.

## Ranking Criteria

The ranking of new school construction priorities is an important issue for all community stakeholders. The CBE first established ranking criteria for K-9 new construction priorities in January 2002. The model was designed to be transparent, objective, and impart equity and fairness to all Calgary communities. Over the years, these criteria have been reviewed and adjusted periodically as necessary. The current K-9 criteria were approved by the Board of Trustees on October 7, 2014.

Although criteria and ranking formulas have long been established for K-9 new school construction and modernization requests, no formal criteria previously existed for new senior high school requests. In 2023, the Board of Trustees requested the creation of capital planning criteria for new senior high schools to increase the transparency and reproducibility of high school ranking results. The Board of Trustees approved the senior high school ranking criteria on October 24, 2023 for incorporation in the Three-Year School Capital Plan 2025-2028.

The criteria used are data driven and establish a fair and equitable process for all communities.

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

- Canada Revenue Agency aggregated age data (2023), provided by Baragar Systems;
- School Enrolment (September 29, 2023);
- School Bus Transportation Times (Fall 2023);
- City of Calgary Building Permit data (2019-2022)

- City of Calgary Suburban Residential Growth 2022-2026 (November 2023); and
- Calgary & Region Economic Outlook 2023-2028 (Fall 2023).

The CBE's point assessment process does not apply in certain circumstances where placement is required, for example:

- Schools with unique settings or enrolments that do not lend themselves to the aforementioned ranking criteria may also be placed on a priority basis.

School major modernization projects provide for the renovation of whole or part of a school building for both present and future educational programs. As the curriculum changes, older facilities may become unsuitable in their current configuration so the modernization aims to improve functional adequacy and suitability. In accordance with provincial guidelines, while school major modernization projects should not exceed 75 per cent of the school replacement value, other factors that are considered include: site suitability, enrolment pressures, operational efficiencies, community impacts, and ease of implementation.

A combined ranking list of new schools and major school modernizations, as requested by the Province, is presented in the Three-Year School Capital Plan 2025-2028.

The Three-Year School Capital Plan relies on several data sets and information sources that are reported using community and geographical groupings. A geographical reporting and analysis of data is required to understand where population and student enrolment growth will occur in the future. Beginning with the *School Capital Plan 2019-2022* the CBE has used City of Calgary planning sectors for capital planning purposes.

Finally, the CBE mission and values and the supporting Education Plan are used as an overarching umbrella for the development of the Three-Year School Capital Plan 2025-2028

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

More specifically, the CBE recognizes:

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

### 3 | Analysis

---

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

The new school and modernization requests reflect a three-year time horizon. With an aging portfolio of schools, the plan incorporates modernizations in addition to new school construction to ensure that older schools continue to meet the programming needs of students.

Overall, twenty-six (26) new construction and modernization projects are identified on the 2025-2028 Capital Plan. There are twenty-one (21) new construction requests and five (5) major modernization requests for existing facilities. In total 16,200 new student spaces would be created if all of these requests are fulfilled. The new school requests are for the following schools:

#### Year 1: Total of 11,400 student spaces

- |                                       |                               |
|---------------------------------------|-------------------------------|
| 1. Cornerstone High School            | 8. Sherwood/Nolan Hill Middle |
| 2. Cornerstone Elementary             | 9. Cityscape/.Redstone Middle |
| 3. Mahogany Middle                    | 10. Cornerstone Middle        |
| 4. Evanston Elementary <sup>(2)</sup> | 11. Walden Elementary         |
| 5. Redstone Elementary                | 12. Livingston Elementary     |
| 6. Sage Hill/Kincora Middle           | 13. Nolan Hill Elementary     |
| 7. Sage Hill Elementary               | 14. Aspen Woods Middle        |

#### Year 2: Total 1,500 student spaces

- |  |  |
|--|--|
| 15. Saddle Ridge Middle <sup>(2)</sup> | 16. Mahogany Elementary <sup>(2)</sup> |
|--|--|

#### Year 3 – Total of 3,300 student spaces

- |                           |                              |
|---------------------------|------------------------------|
| 17. Legacy Elementary     | 20. Waldon/Wolf Willow (K-9) |
| 18. Cityscape Elementary  | 21. Seton Elementary         |
| 19. Carrington Elementary |                              |

The modernization requests are for the following schools over three years:

#### Year 1

1. Crescent Heights High School

#### Year 2

2. Colonel Walker/Piitoayis School
3. Central Memorial High School

#### Year 3

4. Dr. E.P. Scarlett High School
5. Queen Elizabeth High School

Modernization projects that received Planning and Pre-Planning approvals last year are temporarily excluded from this year's plan until such time as the Planning and Pre-Planning work is completed and the scope of the work and estimate

confirmed. Last year Planning approval was received for the Modernization of Annie Gale School and Pre-Planning was received for the Modernization of A.E. Cross School and Sir John A. Macdonald School.

Although the requests in the Three-Year School Capital Plan are presented over three years, the Capital Plan is updated and submitted annually. This provides an opportunity for the expansion or contraction of the list to reflect changes in annual enrolment projections.

Key information provided in the Three-Year School Capital Plan 2025-2028 includes:

- The City's actual, estimated, and projected populations for the period 2018 to 2028, shown on page 1.
- Actual/projected CBE school enrolments for the period 2023 to 2028, shown on page 3.
- New School Construction priorities, shown in Table 1 on page 34.
- School Major Modernizations priorities, shown in Table 2 on page 34.
- The combined capital priorities list for both "New School Construction" and "Major Modernization" requests, which the Province requires in the Three-Year Capital Plan, shown in Table 3 on page 35.
- The full list of communities for K-9 schools assessed through the points ranking criteria, shown in Appendix III on page 84.
- Details of the point assignments for potential new K-9 schools, shown in Appendix III on pages 85-90.
- Details of the point assignments for potential new high schools, shown in Appendix IV on pages 91-94.
- Details of the point assignments for potential modernizations, shown in Appendix II on pages 82-83.

#### 4 | Financial Impact

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The financing of new school construction and major modernization projects is determined by Alberta Education.

Individual project applications are submitted through the Web Application Program, following the Board's approval of the Three-Year School Capital Plan 2025-2028.

The CBE supplements the allocated Alberta Education new school construction grant funding through board-approved capital reserves for new schools. The

average additional funding required from the CBE for new schools is approximately:

- \$2.0 - \$2.5 million for elementary schools;
- \$2.5 - \$3.5 million for middle and K-9 schools; and
- \$9.0 - \$10.0 million for high schools.

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

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

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

The CBE also supplements the allocated Alberta Education modernization grant through Board-approved capital reserves or IMR/CMR. Funding varies more significantly based on modernization scopes of work; however, it is projected to reflect the following:

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

Similar to new school funding, these additional funds primarily cover costs associated with human resources, technology, and supplemental costs for Career and Technology programming at the middle and high school grades.

## 5 | Implementation Consequences

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Over the past decade, Calgary has experienced varying levels of population growth. Between 2018 and 2023, Calgary's population growth has averaged an estimated 20,500 people per year.

The population grew from an estimated 1,348,600 in 2022 to an estimated population of 1,389,200 in 2023 as reported in the Calgary and Region Economic Outlook 2023-2028 (Fall 2023), an increase of 40,600 (3.0%).

In the *Calgary & Region Economic Outlook 2023-2028 (Fall 2023)*, the City is forecasting that the population of Calgary will reach 1,497,600 by 2028, an increase of 108,400 people over the next five years

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



CBE's current enrolment of 138,244 students is forecast to increase to 159,518 students by 2028. A total increase of 21,274 students is projected, averaging approximately 4,255 additional students annually. These enrolment projections assume a strong level of enrolment growth in the future. Enrolment in kindergarten is projected to peak in 2026, decrease slightly, and then remain stable, while increases are projected for Grades 4-12 during the same period.

Even with the opening of over thirty new schools since the 2016-17 school year, the CBE still requires new schools to be built in the communities where students are living. The current system utilization rate is 92 per cent based on September 29, 2023 enrolment data.

The City's most recent Suburban Residential Growth 2023-2027 document allocates population growth to eight (8) city planning sectors. This information provides the CBE with context for where student population growth is expected in the future. The largest population growth projected over the next five years is in the Northeast, Southeast, North, and South sectors.

As illustrated in Appendix I of the Capital Plan, student capacity by planning sector varies widely. In the North Sector, for example (page 76), the utilization rate for kindergarten to Grade 9 students by residence is 147 per cent, compared to 69 per cent in the South Sector. A consequence of this disparity requires transportation of students residing within sectors with high utilization rates to other sectors with lower utilization rates.

A similar situation exists with senior high school students. For example, the number of senior high students by residence in the Southeast Sector (page 77) is 245 per cent of its high school capacity, compared to 42 per cent of the high school capacity in the Centre Sector where five senior high schools are located. The utilization rate, by residence, in the Centre Sector indicates that there is excess space within the sector. Although there is space, schools in the Centre Sector are not located close to the growing communities in the North and Northeast Sectors where student enrolment is increasing and the utilization rate by residence far exceeds these sectors capacities.

The CBE's system utilization rate is projected to be 107 per cent by 2028-29 without the approval of any additional new schools. If all new schools requested in the 2025-2028 Capital Plan are approved, all modular requests are approved, and some leased space is brought back to the CBE, the system utilization rate is nonetheless projected to be 93 per cent for the 2030-2031 school year (Appendix V). While it is the objective to ultimately ensure system utilization is returned to a mid-to-high 80% utilization rate, at this time, the plan does not propose additional new schools. The reason for this cautionary measure is to provide more time to confirm if the record enrolment levels being experienced will indeed continue and avoid overbuilding to the detriment of existing school utilization rates, while concurrently providing additional time to ensure those communities with the greatest need can further differentiate themselves from other communities that might currently attract very similar new school scores, but are not attracting new students at the same pace. Approval of the new school projects identified in the Capital Plan will ensure accommodation of all students who choose CBE, close to their homes. This will still require concurrent student accommodation initiatives



within existing schools to balance enrolment resulting from new school openings and demographic changes and imbalances within the City.

Modernization priorities that have been identified for the next three years reflect schools with high utilization and/or significant life cycle costs. These schools will continue to be prioritized based on demographic requirements, life cycle costs, and educational program needs. Validation of immediate repairs for critical systems are being undertaken for all modernization projects on the Three-Year School Capital Plan 2025-2028.

## 6 | Conclusion

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The approval of the Three-Year School Capital Plan 2025-2028 provides the Provincial government with a comprehensive analysis of CBE school capital needs to support student learning. Approval of the plan in its entirety by Alberta Education is especially critically during these unprecedented times.



JOANNE PITMAN  
CHIEF SUPERINTENDENT OF SCHOOLS

### ATTACHMENTS

Attachment I: Three-Year School Capital Plan 2025-2028

### GLOSSARY –

Board: Board of Trustees

Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

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

Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.

# Three-Year School Capital Plan



2025 – 2028

**March 5, 2024**



## TABLE OF CONTENTS

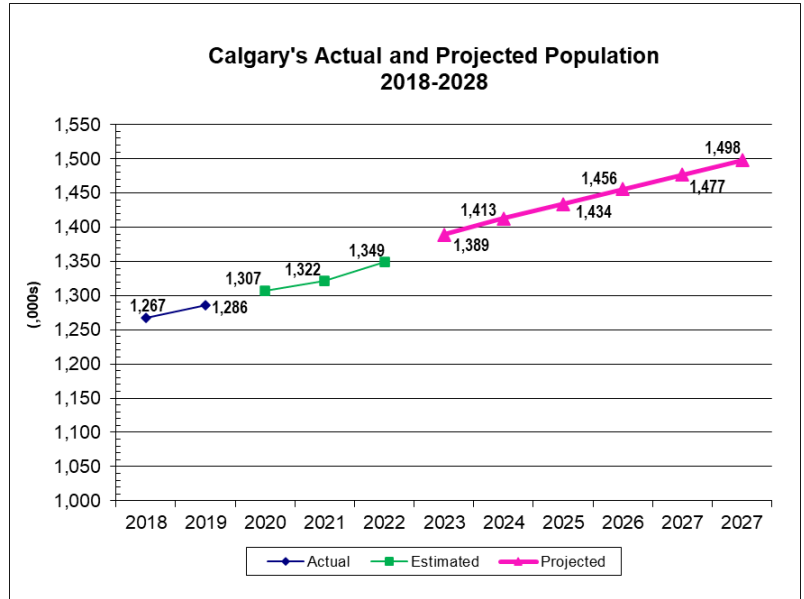
<b>EXECUTIVE SUMMARY</b> .....	i
<b>1.0 INTRODUCTION</b> .....	1
1.1 CBE Student Enrolment.....	1
1.2 Calgary Suburban Growth and Development.....	3
1.3 Framework for Growth and Change .....	4
1.4 City of Calgary Annexation.....	4
<b>2.0 CAPITAL STRATEGIES</b> .....	8
2.1 Calgary Board of Education .....	8
2.2 Three-Year Education Plan.....	9
2.3 Administrative Areas and Space Utilization .....	10
2.4 Planning for Students.....	15
2.5 New School Construction and School Approvals.....	17
2.6 School Major Modernization.....	20
2.7 Collaborative Initiatives with The City of Calgary.....	21
<b>3.0 NEW SCHOOL CONSTRUCTION CAPITAL PLAN CRITERIA</b> .....	21
3.1 Construction Planning Criteria.....	21
3.2 Construction Ranking: Kindergarten to GR12 .....	27
3.3 Construction Planning Criteria: Senior High Schools.....	29
3.4 Construction Priorities: Senior High Schools .....	29
<b>4.0 THREE-YEAR SCHOOL CAPITAL PLAN 2025-2028 - SUMMARY</b> .....	33
<b>5.0 2025-2028 SCHOOL CAPITAL PLAN NEW CONSTRUCTION</b> .....	38
<b>6.0 2025-2028 SCHOOL CAPITAL PLAN MAJOR MODERNIZATION</b> .....	60
<b>APPENDIX I:</b> Capacity and Utilization .....	70
<b>APPENDIX II:</b> Modernization Information.....	82
<b>APPENDIX III:</b> Community Ranking for New K-9 Schools .....	84
<b>APPENDIX IV:</b> Ranking for New High Schools .....	91
<b>APPENDIX V:</b> CBE System Utilization .....	96
<b>GLOSSARY OF TERMS</b> .....	97

## EXECUTIVE SUMMARY

This Three-Year School Capital Plan 2025-2028 is an analysis of the Calgary Board of Education’s (CBE) forecasted school capital needs, as assessed at the present time.

### 1. Calgary Population

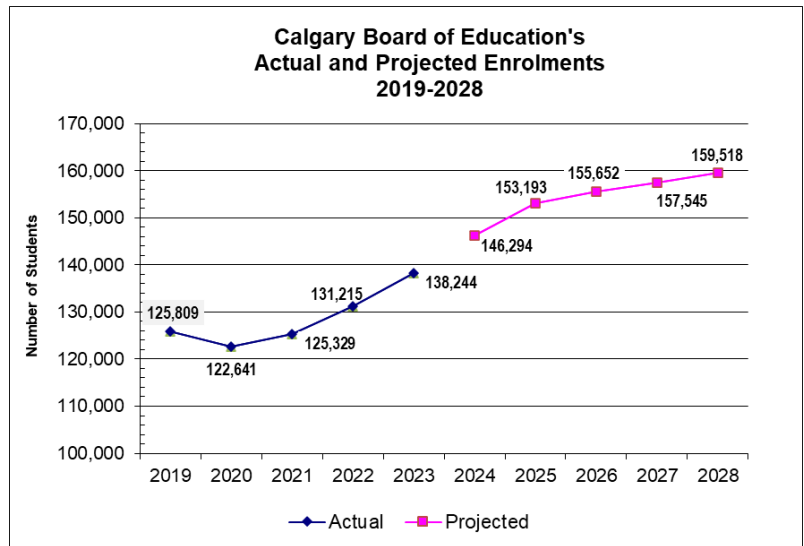
Between 2018 and 2023, Calgary’s population growth has averaged an estimated 20,500 people per year. In the *Calgary & Region Economic Outlook 2023-2028 (Fall 2023)*, the City of Calgary (the City) forecasts that the population of Calgary will reach 1,497,600 by 2028, an increase of 108,400 persons over the next five years. This represents an average yearly increase of approximately 21,680 people, which will be driven primarily by net migration.



Source: Calgary & Region Economic Outlook 2023-2028 (Fall 2023)

### 2. Student Enrolment

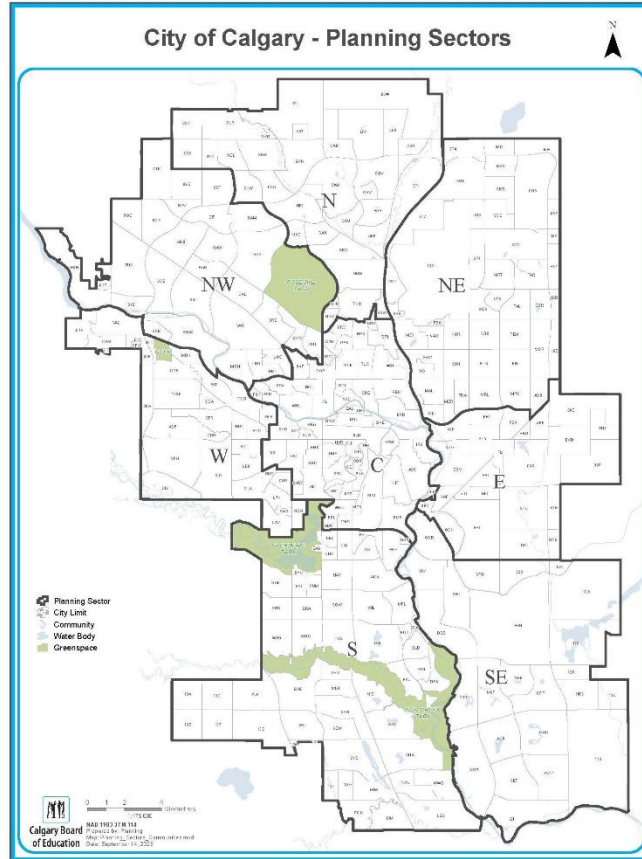
The CBE’s current student enrolment of 138,244 is an increase of 7,029 students compared to the previous year. Taking into consideration an average enrolment increase of approximately 2,965 students per year from 2019-2023, the CBE is projecting a strong growth rate over the next five years. Total enrolment is projected to increase during this 5-year forecast period to 159,518 students in 2028.



Note: Enrolment includes Home Education, Outreach/Unique Settings, Chinook Learning and CBe-learn.

### 3. Calgary Suburban Growth and Development

A geographical reporting and analysis of data is required to understand where population and student enrolment growth will occur in the future. Starting with the *School Capital Plan 2019-2022*, the CBE began aligning with City of Calgary planning sectors for capital planning purposes. The map below shows the planning sectors.



The table below shows the anticipated distribution of population growth from 2023-2027 for new communities by Planning Sector from the City’s *Suburban Residential Growth Report 2023-2027*:

City Growth Trends New Communities by Planning Sector 2023-2027	
Planning Sector	Population Growth Forecast
Northwest	6,485
North	25,199
Northeast	11,895
East	3,782
Southeast	16,828
South	25,275
West	5,622

Source: Suburban Residential Growth Report 2023-2027

#### 4. Three-Year Education Plan

Alberta Education requires school boards to maintain and update three-year plans annually. School boards are responsible for carrying out their education plans; reporting annually to parents, communities, and government on results and use of their resources; and using results information to improve education for students. The Board of Trustees approved the Education Plan 2021-2024 on May 20, 2021, and the Annual Education Results Report 2022-23 on November 28, 2023. A new Education Plan for 2024-2027 is currently under development.

#### 5. Schools Under Construction and Approvals

One (1) new school construction project and one (1) modernization project are currently under development, and five (5) schools have received Planning or Pre-planning approvals.

The tables below show these projects, their approval dates and their projected opening/completion date. Modernization projects that received Planning and Pre-Planning approvals last year are temporarily excluded from this year's plan until such time as the Planning and Pre-Planning work is completed and the scope of the work and estimate confirmed.

Schools Under Construction and Approvals					
Projected School Year Opening	School/Community	Project Type	Grade	Approved Capacity	Approval Date
TBD	Evanston Middle	New Construction	Grades 5-9	900	Mar 4, 2022
TBD	John G. Diefenbaker High School	Modernization	Grades 10-12	N/A	Mar 1, 2023
Total School Space Capacity				3,600	

Schools with Planning and Pre Planning Approvals					
Projected School Year Opening	School/Community	Project Type	Grade	Approved Capacity	Approval Date
TBD	Cornerstone High School	Planning (New School)	Grades 10-12	1,800	Mar 1, 2023
TBD	Annie Gale School	Planning (Modernization)	Grades 7-9	N/A	Mar 1, 2023
TBD	Saddle Ridge Middle	Pre-Planning (New School)	Grades 5-9	900	Mar 1, 2023

Schools with Planning and Pre Planning Approvals					
Projected School Year Opening	School/Community	Project Type	Grade	Approved Capacity	Approval Date
TBD	A.E. Cross School	Pre-Planning (Modernization)	Grades 7-9	N/A	Mar 1, 2023
TBD	Sir John A. Macdonald School	Pre-Planning (Modernization)	Grades 7-9	N/A	Mar 1, 2023
<b>Total School Space Capacity</b>				<b>2,700</b>	

Note: Planning – funding activities include site analysis and scope of development activities.  
 Pre-planning – funding allows a conceptual project to define scope elements, programming priorities and includes activities such as community engagement.



## 6. Capital Priorities – New School Construction

There are twenty-one (21) new school construction projects identified in the Three-Year School Capital Plan 2025-2028. School sites that are not ready for construction have been placed in Years 2 and 3 of the Plan.

Table 1: New School Construction							Number of Years Previously Listed in Capital Plan
Three-Year School Capital Plan 2025-2028 Priorities							
Priority Ranking – Project Description							
<b>YEAR 1</b>							
Community/School	Grade	Spaces	Funding Program	Request Type	Cost		
C-1 Cornerstone High School	10-12	1,800	Construction	New School	\$70,000,000		4
C-2 Cornerstone Elementary	K-4	600	Construction	New School	\$20,000,000		0
C-3 Mahogany Middle	5-9	900	Construction	New School	\$35,000,000		1
C-4 Evanston Elementary <sup>(2)</sup>	K-4	600	Construction	New School	\$20,000,000		1
C-5 Redstone Elementary	K-4	600	Construction	New School	\$20,000,000		1
C-6 Sage Hill / Kincora Middle	5-9	900	Construction	New School	\$35,000,000		1
C-7 Sage Hill Elementary	K-4	600	Construction	New School	\$20,000,000		0
C-8 Sherwood / Nolan Hill Middle	5-9	900	Construction	New School	\$35,000,000		0
C-9 Cityscape / Redstone Middle	5-9	900	Construction	New School	\$35,000,000		0
C-10 Cornerstone Middle	5-9	900	Construction	New School	\$35,000,000		0
C-11 Walden Elementary	K-4	600	Construction	New School	\$20,000,000		0
C-12 Livingston Elementary	K-4	600	Construction	New School	\$20,000,000		0
C-13 Nolan Hill Elementary	K-4	600	Construction	New School	\$20,000,000		0
C-14 Aspen Woods Middle	5-9	900	Construction	New School	\$35,000,000		0
<b>YEAR 1 TOTAL</b>		<b>11,400</b>			<b>\$420,000,000</b>		
<b>YEAR 2</b>							
Community/School	Grade	Spaces	Project Status	Request Type	Cost		
C-15 Saddle Ridge Middle <sup>(2)^</sup>	5-9	900	Construction	New School	\$35,000,000		4
C-16 Mahogany Elementary <sup>(2)^</sup>	K-4	600	Construction	New School	\$20,000,000		0
<b>YEAR 2 TOTAL</b>		<b>1,500</b>			<b>\$55,000,000</b>		
<b>YEAR 3</b>							
Community/School	Grade	Spaces	Project Status	Request Type	Cost		
C-17 Legacy Elementary^^	K-4	600	Construction	New School	\$20,000,000		0
C-18 Cityscape Elementary^^	K-4	600	Construction	New School	\$20,000,000		0
C-19 Carrington Elementary^^	K-4	600	Construction	New School	\$20,000,000		0
C-20 Walden/Wolf Willow^^	K-9	900	Construction	New School	\$35,000,000		0
C-21 Seton Elementary^^	K-4	600	Construction	New School	\$20,000,000		0
<b>YEAR 3 TOTAL</b>		<b>3,300</b>			<b>\$115,000,000</b>		
<b>GRAND TOTAL</b>		<b>16,200</b>			<b>\$590,000,000</b>		

Note: Senior high schools are ranked using a different point criteria from K-GR9 schools. See page 29.

<sup>(2)</sup> = second school of that type for the community.

^Site is currently not ready, anticipated to be in 1-2 years.

^^Site is currently not ready, anticipated to be in 3-5 years.

## 7. Capital Priorities – Major Modernization Projects

There are five (5) major modernization projects identified in this Plan (see Table 2). Modernization projects that received Planning and Pre-Planning approvals last year are temporarily excluded from this year's plan until such time as the Planning and Pre-Planning work is completed and the scope of the work and estimate confirmed.

Table 2: School Major Modernizations					
Three-Year School Capital Plan 2025-2028 Priorities					
Priority Ranking – Project Description					
<b>YEAR 1</b>					
Community/School	Grade	Funding Program	Request Type	Cost	Number of Years Previously Listed in Capital Plan
M-1 Crescent Heights High School	10-12	Planning		\$250,000	1
YEAR 1 TOTAL				\$250,000	
<b>YEAR 2</b>					
Community/School	Grade	Project Status	Request Type	Cost	Number of Years Previously Listed in Capital Plan
M-2 Colonel Walker/ Piitoayis School	K-6	Planning		\$250,000	0
M-3 Central Memorial High School	10-12	Planning		\$250,000	0
YEAR 2 TOTAL				\$500,000	
<b>YEAR 3</b>					
Community/School	Grade	Project Status	Request Type	Cost	Number of Years Previously Listed in Capital Plan
M-4 Dr. E.P. Scarlett High School	10-12	Planning		\$250,000	0
M-5 Queen Elizabeth Junior, Senior High School	7-12	Planning		\$250,000	0
YEAR 3 TOTAL				\$500,000	
GRAND TOTAL				\$1,250,000	

## 8. Capital Priorities – New Construction & Major Modernizations

Overall, twenty-six (26) new construction and major modernization projects are identified in the Three-Year School Capital Plan 2025-2028.

Table 3: New School Construction and Major Modernizations							Number of Years Previously Listed in Capital Plan
Three-Year School Capital Plan 2025-2028 Priorities							
Priority Ranking – Project Description							
<b>YEAR 1</b>							
Community/School	Grade	Spaces	Funding Program	Request Type	Cost		
1 Cornerstone High School	10-12	1,800	Construction	New School	\$70,000,000	4	
2 Cornerstone Elementary	K-4	600	Construction	New School	\$20,000,000	0	
3 Mahogany Middle	5-9	900	Construction	New School	\$35,000,000	1	
4 Evanston Elementary <sup>(2)</sup>	K-4	600	Construction	New School	\$20,000,000	1	
5 Redstone Elementary	K-4	600	Construction	New School	\$20,000,000	1	
6 Sage Hill / Kincora Middle	5-9	900	Construction	New School	\$35,000,000	1	
7 Sage Hill Elementary	K-4	600	Construction	New School	\$20,000,000	0	
8 Sherwood / Nolan Hill Middle	5-9	900	Construction	New School	\$35,000,000	0	
9 Cityscape / Redstone Middle	5-9	900	Construction	New School	\$35,000,000	0	
10 Cornerstone Middle	5-9	900	Construction	New School	\$35,000,000	0	
11 Walden Elementary	K-4	600	Construction	New School	\$20,000,000	0	
12 Livingston Elementary	K-4	600	Construction	New School	\$20,000,000	0	
13 Nolan Hill Elementary	K-4	600	Construction	New School	\$20,000,000	0	
14 Aspen Woods Middle	5-9	900	Construction	New School	\$35,000,000	0	
15 Crescent Heights High School	10-12	-	Planning		\$250,000	1	
<b>YEAR 1 TOTAL</b>		<b>11,400</b>			<b>\$420,250,000</b>		
<b>YEAR 2</b>							
Community/School	Grade	Spaces	Project Status	Request Type	Cost		
16 Saddle Ridge Middle <sup>(2)^</sup>	5-9	900	Construction	New School	\$35,000,000	4	
17 Mahogany Elementary <sup>(2)^</sup>	K-4	600	Construction	New School	\$20,000,000	0	
18 Colonel Walker/ Piitoayis School	K-6	-	Planning		\$250,000	0	
19 Central Memorial High School	10-12	-	Planning		\$250,000	0	
<b>YEAR 2 TOTAL</b>		<b>1,500</b>			<b>\$55,500,000</b>		
<b>YEAR 3</b>							
Community/School	Grade	Spaces	Project Status	Request Type	Cost		
20 Legacy Elementary^^	K-4	600	Construction	New School	\$20,000,000	0	
21 Cityscape Elementary^^	K-4	600	Construction	New School	\$20,000,000	0	
22 Carrington Elementary^^	K-4	600	Construction	New School	\$20,000,000	0	
23 Walden/Wolf Willow^^	K-9	900	Construction	New School	\$35,000,000	0	
24 Seton Elementary^^	K-4	600	Construction	New School	\$20,000,000	0	
25 Dr. E.P. Scarlett High School	10-12	-	Planning		\$250,000	0	
26 Queen Elizabeth Junior, Senior High School	7-12	-	Planning		\$250,000	0	
<b>YEAR 3 TOTAL</b>		<b>3,300</b>			<b>\$115,500,000</b>		
<b>GRAND TOTAL</b>		<b>16,200</b>			<b>\$591,250,000</b>		

Note: Senior high schools are ranked using a different point criteria from K-GR9 schools. See page 29.

<sup>(2)</sup> = second school of that type for the community.

^Site is currently not ready, anticipated to be in 1-2 years.

^^Site is currently not ready, anticipated to be in 3-5 years.

## 1.0 INTRODUCTION

The CBE is a global leader in public education. Recognized as the largest school jurisdiction in Western Canada, the CBE provides a full range of educational services for all instructional programs from kindergarten through to Grade 12. The CBE addresses the complexity and diversity of our 138,244 students in over 250 schools with nearly 15,000 full time equivalent staff and an operating budget of \$1.5 billion.

Over the past decade, Calgary has experienced varying levels of population growth. Calgary’s population has increased by approximately 121,900 people between 2018 and 2023, an average of 24,380 people per year (Calgary and Region Economic Outlook 2022-2027 (Fall 2023)).

The population grew from an estimated 1,348,600 in 2022 to an estimated population of 1,389,200 in 2023 in the Calgary and Region Economic Outlook 2023-2028 (Fall 2023), an increase of 40,600 (3.0%).

The City of Calgary’s report, *Calgary and Region Economic Outlook 2023-2028 (Fall 2023)*, anticipates continued growth for Calgary. The City forecasts that Calgary’s population will reach 1,497,600 by 2028, an increase of 108,400 people from the estimated population of 1,389,200 in 2023. This population forecast averages 21,680 people per year during this period and is an increase from the previous five-year forecast. This population increase is expected to be driven primarily by net migration.

Calgary Total Population (,000s)										
Actual		Estimated			Projected					
2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
1,267	1,286	1,286	1,306	1,321	1,344	1,366	1,389	1,410	1,431	1,454

Calgary & Region Economic Outlook 2023-2028 (Fall 2023)

## 1.1 CBE Student Enrolment

Total enrolment of 138,244 students was reported on September 29, 2023, and consists of 135,580 pre-kindergarten to Grade 12 students plus 2,664 students enrolled in Self Contained Special Education. The COVID-19 pandemic is believed to have contributed to the decrease in enrolment experienced in the 2020-2021 school year, as all metro school jurisdictions experienced similar enrolment drops.

Enrolment increased by 7,029 students from September 29, 2022 to September 29, 2023, with a notable increase in Grades 10-12 (2,439 students) and Grades 1-3 (1,797 students).

Students continue to access program choices offered by the CBE. Enrolment in alternative programs is 26,803; this is an increase of 529 students over the previous year. The alternative programs with the highest enrolment are French Immersion (9,683), Traditional Learning Centre (TLC) (6,986), and Spanish Bilingual (3,689).

The table below provides a summary of enrolments from September 29, 2019, to September 29, 2023.

<b>Five-Year History of CBE Enrolments by Division 2019-2023</b>					
	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
Pre-Kindergarten	267	97	130	71	37
Kindergarten	9,089	6,839	8,878	9,051	8,972
Grades 1-3	28,923	28,441	27,859	29,757	31,554
Grades 4-6	28,321	27,837	27,941	28,855	30,577
Grades 7-9	26,179	27,021	27,719	28,860	29,849
Grades 10-12	30,634	30,060	30,562	32,152	34,591
<b>Sub-Total (pre-k to grade 12)</b>	<b>123,413</b>	<b>120,295</b>	<b>123,089</b>	<b>128,746</b>	<b>135,580</b>
Self Contained Special Ed.	2,396	2,346	2,240	2,469	2,664
<b>Total</b>	<b>125,809</b>	<b>122,641</b>	<b>125,329</b>	<b>131,215</b>	<b>138,244</b>

*Totals may not add due to rounding.*

Pre-K to GR12 includes enrolment in Home Education, Outreach and Unique Settings, CBe-learn, and Chinook Learning Services. Self Contained Special Ed. represents system classes at the school level such as ACCESS, ALP, CSSI, etc.

### Five-Year Enrolment Projections

The CBE is using Baragar Systems for its projections, which it first used in 2021. Previously the CBE did its own projections using the Cohort-Survival methodology.

CBE's current enrolment of 138,24 students is forecasted to increase to 159,518 students by 2028. A total increase of 21,274 students is projected during this timeframe, averaging approximately 4,255 additional students annually. These enrolment projections assume a strong level of enrolment growth in the future. Enrolment in kindergarten is projected to decrease from a peak in 2026 then remain stable, with increases projected for Grades 4-12 during the same period.

The table below shows actual enrolment for September 2023 and projected enrolment for September 2024-2028:

CBE Five-Year Enrolment Projections 2024-2028						
	Actual 2023	Projected				
		2024	2025	2026	2027	2028
Pre-Kindergarten	37	40	40	40	40	40
Kindergarten	8,972	9,319	9,187	9,728	9,280	9,280
Grades 1-3	31,554	33,864	35,172	33,889	33,265	32,114
Grades 4-6	30,577	31,931	34,345	35,026	36,029	36,052
Grades 7-9	29,849	31,634	33,218	34,423	34,705	36,026
Grades 10-12	34,591	36,762	38,358	39,627	41,271	43,014
<b>Sub-Total (pre-k to grade 12)</b>	<b>135,580</b>	<b>143,550</b>	<b>150,320</b>	<b>152,733</b>	<b>154,590</b>	<b>156,526</b>
Self Contained Special Ed.	2,664	2,744	2,873	2,919	2,955	2,992
<b>Total Student Count</b>	<b>138,244</b>	<b>146,294</b>	<b>153,193</b>	<b>155,652</b>	<b>157,545</b>	<b>159,518</b>

*Totals may not add due to rounding.*

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

- CBe-learn and Chinook Learning accept registrations on an on-going basis.
- All projections are subject to annual review and update.
- Projections use current and historical enrolments.

## 1.2 Calgary Suburban Growth and Development

The City of Calgary supports an actively competitive land market in all areas of the city, and there are 40 actively developing communities at various stages of development. The large number of concurrently developing communities puts increased pressure on the CBE to meet the expectations of parents for school construction in their community. Although the number of communities has declined slightly over the last decade, the size of the communities that are planned and built today are much larger than they have been historically.

### Forecasted Suburban Growth

The City of Calgary prepares a suburban residential growth forecast each year. The suburban growth information in the *Three-Year School Capital Plan 2025-2028* is based on the City's *Suburban Residential Growth 2023-2027* document published in November 2023. This document allocates future population growth by city planning sectors. This information provides CBE with a context for where student population growth is expected in the future.

The top ten developing communities by number of units from new residential building permit applications in Calgary for 2022 were:

- Seton (SE)
- Mahogany (SE)
- Cornerstone (NE)
- Skyview Ranch (NE)
- Springbank Hill (W)
- Sage Hill (N)
- Carrington (N)
- Saddle Ridge (NE)
- Belmont (S)
- Livingston (N)

*(Source: City of Calgary, Suburban Residential Growth 2023-2027)*

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

Sector	Year					Forecast Share 2023-2027		
	2023	2024	2,025	2026	2027	Units	Population	%
NORTH	1,844	1,817	1,854	1,830	1,699	9,043	25,199	27%
NORTHEAST	1,159	702	711	795	786	4,152	11,895	12%
EAST	398	275	275	257	287	1,492	3,782	4%
SOUTHEAST	1,216	1,201	1,132	1,171	1,132	5,853	16,828	17%
SOUTH	2,082	1,696	1,747	1,570	1,712	8,808	25,275	26%
WEST	612	428	383	348	370	2,141	5,622	6%
NORTHWEST	702	363	439	475	396	2,375	6,485	7%
TOTAL	8,013	6,481	6,542	6,446	6,382	33,864	95,086	100%

Average number of total units and population to new communities per year 6,773 19,017

Source: City of Calgary, Suburban Residential Growth 2023-2027

### 1.3 Framework for Growth and Change

The Municipal Development Plan (MDP), *Plan It Calgary*, implemented April 1, 2010, is the overarching policy that guides municipal development and transportation planning. *Plan It Calgary* identifies a goal of reducing the amount of growth allocated to the developing communities, which was nearly 100% in the late 1990's and to intensify growth within the inner-city and established areas. The 30-year target of the MDP for growth into established areas is 33%, and the 60-year target is 50% growth to established areas. In August 2018 the City indicated that although development is moving in line with the idealized balanced growth in established and new areas, new communities captured 62% of the total city wide growth over the last five years.

In August 2018, Calgary City Council voted in favour of developing 14 new Greenfield communities, and in September 2022 voted in favour of an additional 5 new communities, some of which are part of approved Area Structure Plans (ASP's) within the currently active developments. The large number of developing communities puts increased pressure on the CBE to meet the expectations of parents for new school construction in their community.

Number of actively developing communities by Planning Sector 2022:

- North: 10
- South: 8
- Northeast: 6
- Southeast: 6
- West: 6
- East: 2
- Northwest: 2

(Source: Suburban Residential Growth Report 2023-2027)

### 1.4 City of Calgary Annexation

#### Previously Annexed Lands

The majority of the 36,000 acres annexed to the City of Calgary, from the MD of Foothills in 2005 and Rocky View County in 2007, remains outside the CBE's jurisdictional boundary.

The Minister of Education has identified that it is in the best interest of students to retain the existing school boundaries until urban development warrants change.

Accordingly, the Minister has indicated that annexed lands would be brought into the CBE inventory as area structure plans are finalized and urban development proceeds.

The Calgary City Council has approved regional context studies to guide development in the newly annexed lands:

- **East Regional Context Study** (April 2009) with an eventual population of 160,000 persons and approximately 22,000 jobs upon full build-out.
- **West Regional Context Study** (April 2010) with an eventual population of 22,000 people and 7,000 jobs upon full build-out.
- **North Regional Context Study** (June 2010) with an eventual population of 216,000 persons and approximately 69,000 jobs on full build-out.

Map 1 on page 7 identifies these locations.

Detailed Area Structure Plans (ASP) have been, or are being, undertaken to guide future planning in the annexed lands. The CBE participated in meetings, discussions and plan preparation, to enable long-term school planning in the following areas:

- The **Keystone Hills Area Structure Plan** was approved July 16, 2012 and will accommodate a population of approximately 60,000 persons. Most of this area is currently within the CBE boundary
- The **Belvedere Area Structure Plan** on the east was approved April 8, 2013 and will accommodate a future population of approximately 61,000 persons. Part of this area is currently within the CBE boundary.
- The **South Shepard Area Structure Plan** was approved May 6, 2013 and will accommodate a population of approximately 28,000 persons. Part of this area is currently within the CBE boundary.
- The **West Macleod Area Structure Plan** was approved June 10, 2014 and will accommodate a population of approximately 34,000 persons. This area is currently within the CBE boundary
- The **Haskayne Area Structure Plan** was approved July 22, 2015 and will accommodate a population of approximately 13,000 persons. This area is currently within the CBE boundary.
- The **Glacier Ridge Area Structure Plan** was approved December 7, 2015 and will accommodate a population of approximately 58,000 persons. This area is currently within the CBE boundary.



- The **Ricardo Ranch Area Structure Plan** was approved November 18, 2019 and will accommodate a population of approximately 16,000 to 20,000 persons. This area is currently within the CBE boundary.
- The **West View Area Structure Plan** was approved February 24, 2020 and will accommodate a population of approximately 10,400 persons. This area is currently not within the CBE boundary.

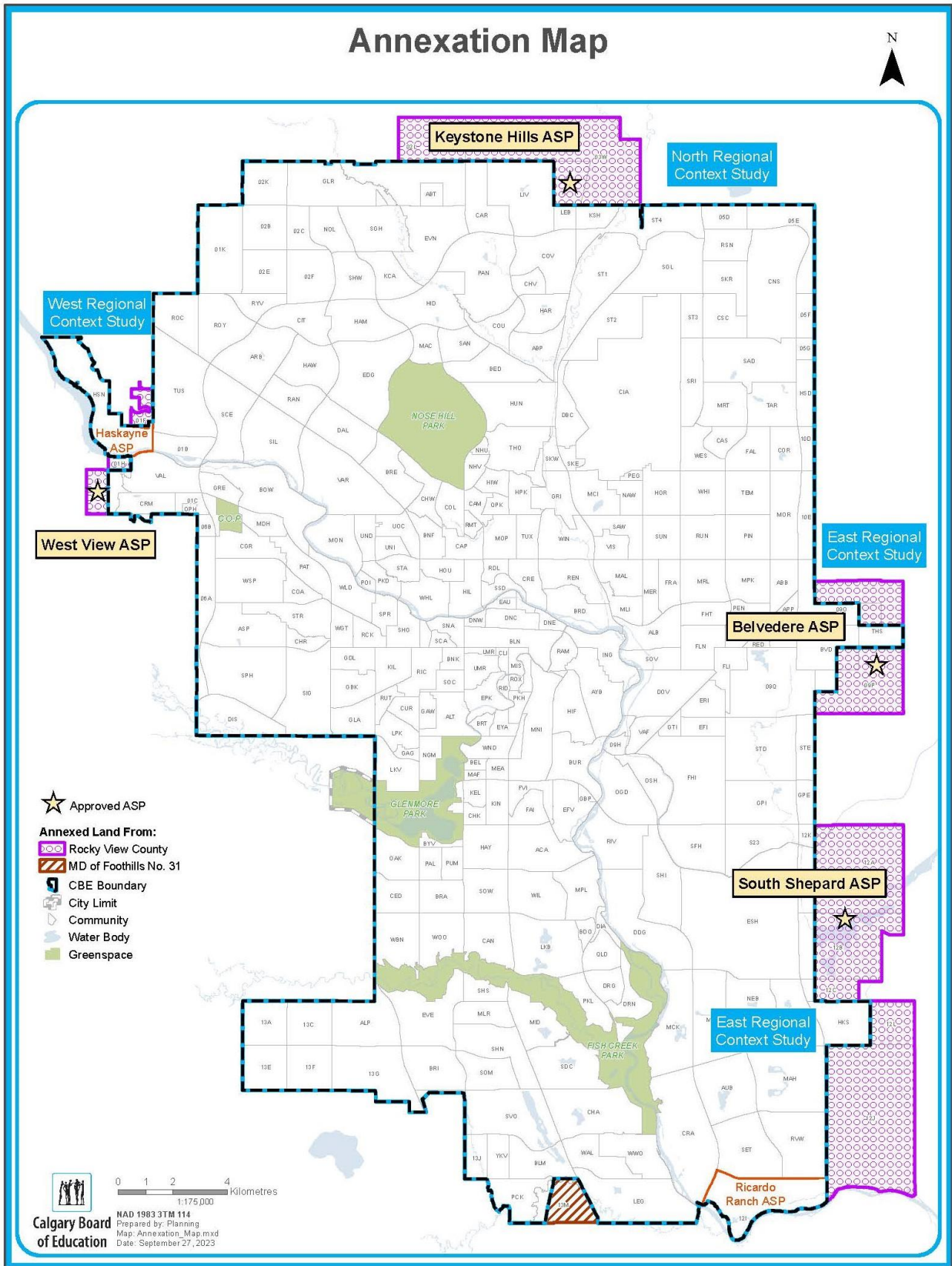
Once house construction begins, the CBE will request, on an as required basis, that the Minister includes these lands as part of the CBE school boundary.

In May 2022, the Minister of Education approved boundary adjustments for the Glacier Ridge ASP, Carrington north of 144 Ave NW, the Crestmont remnant lands, and the remainder of the West Macleod ASP for the 2022-2023 school year

Most recently, on August 2, 2023, the Minister of Education approved boundary adjustments for the addition of a parcel of land in the Belvedere ASP on the southeast corner of 17th Avenue SE and 84th Street SE, as well as the community of Hotchkiss for the 2023-24 school year.

The CBE continually monitors growth and requests adjustments to its jurisdictional boundaries when development warrants.

Map 1



## 2.0 CAPITAL STRATEGIES

### 2.1 Calgary Board of Education

The CBE has identified the following drivers for capital planning:

- **Program Delivery** – Projects that are required to enable the delivery of school programs (e.g. Career and Technology Foundations (CTF) and Career and Technology Studies (CTS)).
- **Community Schools** – New schools required in rapidly growing communities to minimize student travel times and meet the needs for a local school in their community.
- **Aging Facilities** – Older schools that require modernization, rehabilitation or replacement to provide appropriate learning environments for students. The province stopped doing facility condition audits in 2020. At that time, they estimated the value of required deferred maintenance in CBE schools to be in excess of \$160 million. Without the annual provincial audits, the CBE estimates that the deferred maintenance continues to grow.
- **Optimizing School Utilization Rates** – Ensuring appropriate school utilization rates can optimize the programming opportunities available to students within the limited public resources entrusted to the CBE.

A balanced approach for the plan is developed to ensure the CBE is pursuing capital funding opportunities that recognize the changing needs of students and are focused on building strong ties with parents, partners, and the community. More specifically, the CBE recognizes:

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

The planning approach anticipates a system of core elementary feeder schools for local school communities (attendance areas), complemented with middle/junior high, and senior high schools serving larger geographic areas.

Projects are also required to ensure programming requirements are met through school modernizations.

## 2.2 Three-Year Education Plan

Alberta Education requires school boards to maintain three-year plans, updated annually. School boards are responsible for carrying out their education plans; reporting annually to parents, communities, and government on results and use of their resources; and using results information to update plans and improve education for students. The Board of Trustees approved the Education Plan 2021-2024 on May 20, 2021, and the Annual Education Results Report 2022-23 on November 28, 2023. A new Education Plan for 2024-2027 is currently under development.

Long-range education plans will continue to be developed and these plans will inform the Three-Year School Capital Plan to ensure that programs and services for students are provided in suitable facilities that are well situated and fiscally sustainable. Education planning information will be based on: the Education Plan and other program development undertaken through the Chief Superintendent's office, School Improvement, and the respective Area Offices. In conjunction with the Three-Year School Capital Plan, Three-Year System Student Accommodation Plan and facility information, this information will be used to inform school program and facility upgrade strategies for schools.

Facility and capital project plans will be developed through the Facilities and Environmental Services Unit based upon approvals obtained for new school construction, replacement schools, modernizations, facility maintenance, facility upgrades and other projects, as identified in this and other plans approved by the Board of Trustees.

## 2.3 Administrative Areas and Space Utilization

The CBE is divided into seven administrative areas. This area structure is based on relationships between schools as opposed to geography.

A geographical reporting and analysis of data is required to understand where population and student enrolment growth will occur in the future. The CBE uses City of Calgary planning sectors for capital planning purposes (See Map 2 for neighborhood communities by sector).

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

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

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

The CBE strives to maintain healthy school utilization rates. Well utilized schools contribute to supporting educational programming richness and variety, and maintain flexibility within the system for sudden enrolment movement, all while balancing the financial obligations and sustainability of the system. Currently, the CBE's overall utilization rate by enrolment is 92%, with a utilization rate of 89% for K-GR9 students (86% K-GR4, 93% GR5-9) and 103% for Grades 10-12 students.

The following tables show 2023-2024 Actual and 2028-2029 Projected Enrolment and Residence utilization rates by grade groupings and by Planning Sector. Projections for 2028-2029 account for additional school capacity that has been approved or is currently under construction, but does not include additional capacity for schools approved for design only or requested in this capital plan.

A summary of the 2023-2024 utilization by Enrolment and by Residence is included in detail in Appendix I.

## Planning Sector Utilization by Student Enrolment

Planning Sector Utilization by Student Enrolment (Actual & Projected)		
Sector	2023-2024 Actual K-12 Utilization	2028-2029 Projections K-12 Utilization
Centre	94%	112%
East	80%	90%
North	95%	124%
NorthEast	100%	111%
NorthWest	95%	100%
South	85%	102%
SouthEast	96%	121%
West	90%	98%
<b>Total</b>	<b>92%</b>	<b>107%</b>

Planning Sector Utilization by Student Enrolment (Actual & Projected)		
Sector	2023-2024 Actual K-9 Utilization	2028-2029 Projections K-9 Utilization
Centre	94%	110%
East	78%	87%
North	96%	123%
NorthEast	97%	108%
NorthWest	90%	95%
South	80%	94%
SouthEast	92%	116%
West	87%	94%
<b>Total</b>	<b>89%</b>	<b>103%</b>

Planning Sector Utilization by Student Enrolment (Actual & Projected)		
Sector	2023-2024 Actual GR 10-12 Utilization	2028-2029 Projections GR 10-12 Utilization
Centre	95%	114%
East	86%	98%
North	91%	127%
NorthEast	116%	129%
NorthWest	111%	118%
South	106%	127%
SouthEast	125%	159%
West	100%	110%
<b>Total</b>	<b>103%</b>	<b>120%</b>

Planning Sector Utilization by Student Enrolment (Actual & Projected)		
Sector	2023-2024 Actual K-4 Utilization	2028-2029 Projections K-4 Utilization
Centre	89%	105%
East	73%	82%
North	87%	120%
NorthEast	97%	108%
NorthWest	87%	92%
South	78%	93%
SouthEast	83%	107%
West	84%	91%
<b>Total</b>	<b>86%</b>	<b>101%</b>

Planning Sector Utilization by Student Enrolment (Actual & Projected)		
Sector	2023-2024 Actual GR 5-9 Utilization	2028-2029 Projections GR 5-9 Utilization
Centre	98%	115%
East	81%	91%
North	110%	126%
NorthEast	98%	108%
NorthWest	93%	98%
South	80%	95%
SouthEast	102%	126%
West	89%	97%
<b>Total</b>	<b>93%</b>	<b>106%</b>

## Planning Sector Utilization by Student Residence

Planning Sector Utilization by Student Residence (Actual & Projected)		
Sector	2023-2024 Actual K-12 Utilization	2028-2029 Projections K-12 Utilization
Centre	65%	82%
East	65%	74%
North	150%	176%
NorthEast	116%	127%
NorthWest	80%	86%
South	73%	89%
SouthEast	128%	154%
West	90%	98%
<b>Total</b>	<b>92%</b>	<b>107%</b>

Planning Sector Utilization by Student Residence (Actual & Projected)		
Sector	2023-2024 Actual K-9 Utilization	2028-2029 Projections K-9 Utilization
Centre	78%	98%
East	69%	79%
North	147%	168%
NorthEast	103%	112%
NorthWest	72%	77%
South	69%	85%
SouthEast	112%	134%
West	85%	92%
<b>Total</b>	<b>89%</b>	<b>103%</b>

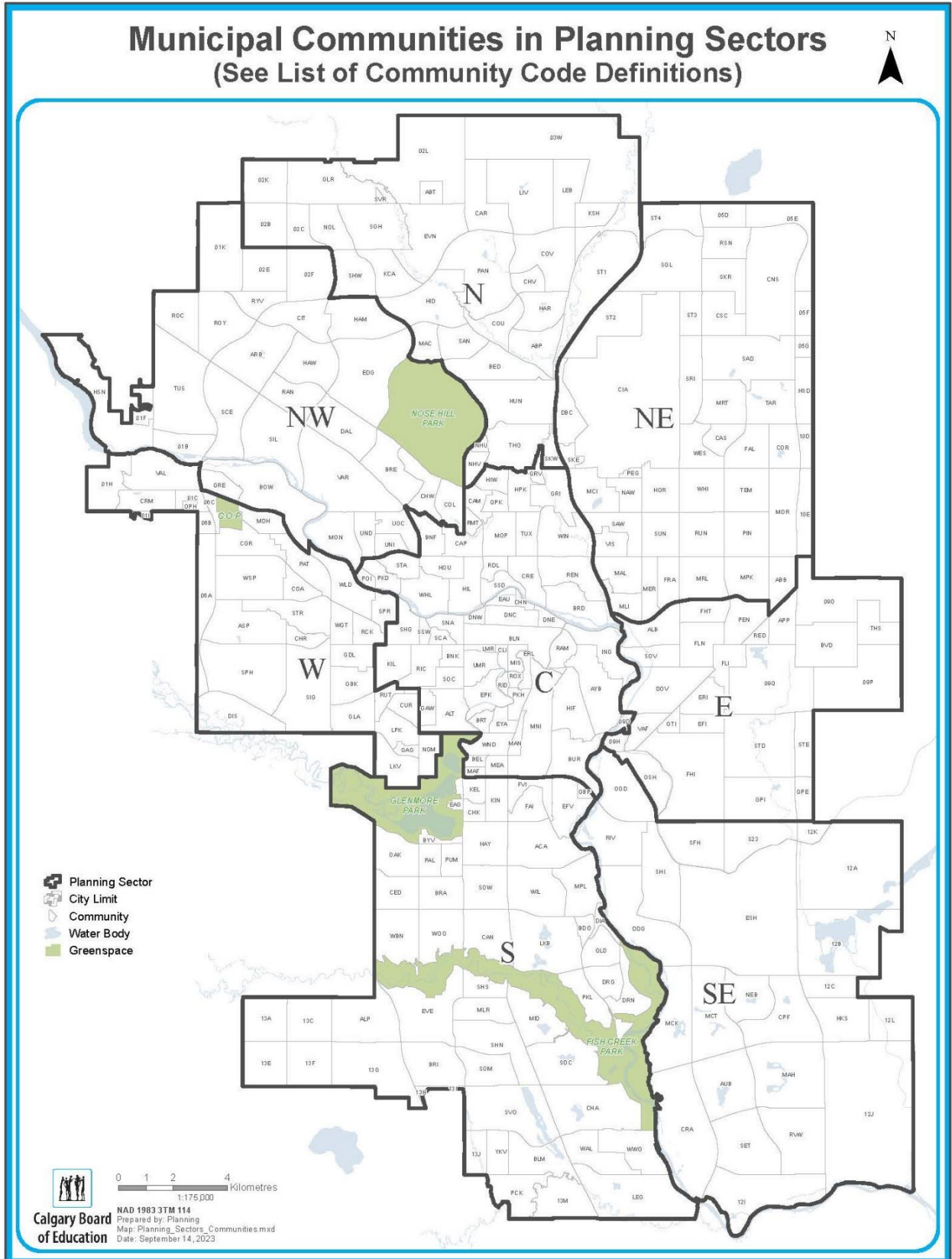
Planning Sector Utilization by Student Residence (Actual & Projected)		
Sector	2023-2024 Actual GR 10-12 Utilization	2028-2029 Projections GR 10-12 Utilization
Centre	42%	54%
East	55%	64%
North	162%	205%
NorthEast	198%	217%
NorthWest	110%	117%
South	83%	103%
SouthEast	245%	299%
West	107%	117%
<b>Total</b>	<b>103%</b>	<b>120%</b>

Planning Sector Utilization by Student Residence (Actual & Projected)		
Sector	2023-2024 Actual K-4 Utilization	2028-2029 Projections K-4 Utilization
Centre	87%	109%
East	66%	76%
North	116%	144%
NorthEast	101%	111%
NorthWest	66%	71%
South	70%	85%
SouthEast	99%	119%
West	84%	91%
<b>Total</b>	<b>86%</b>	<b>100%</b>

Planning Sector Utilization by Student Residence (Actual & Projected)		
Sector	2023-2024 Actual GR 5-9 Utilization	2028-2029 Projections GR 5-9 Utilization
Centre	70%	88%
East	71%	81%
North	192%	197%
NorthEast	104%	113%
NorthWest	78%	83%
South	69%	85%
SouthEast	127%	152%
West	86%	93%
<b>Total</b>	<b>93%</b>	<b>106%</b>



## Map 2





## Municipal Community Code Definitions

ABB	Abbeydale	FHT	Forest Heights	POI	Point McKay
ACA	Acadia	FLN	Forest Lawn	PUM	Pump Hill
ALB	Albert Park/Radisson Heights	GAG	Garrison Green	QPK	Queen's Park Village
ALT	Altadore	GAW	Garrison Woods	QLD	Queensland
ALP	Alpine Park	GLR	Glacier Ridge	RAM	Ramsay
ABT	Ambleton	GLA	Glamorgan	RAN	Ranchlands
APP	Applewood Park	GBK	Glenbrook	RVW	Rangeview
ARB	Arbour Lake	GDL	Glendale	RED	Red Carpet
ASP	Aspen Woods	GRV	Greenview	RSN	Redstone
AUB	Auburn Bay	GRI	Greenview Industrial Park	REN	Renfrew
BNF	Banff Trail	GRE	Greenwood/Greenbriar	RIC	Richmond
BNK	Bankview	HAM	Hamptons	RID	Rideau Park
BYV	Bayview	HAR	Harvest Hills	RIV	Riverbend
BED	Beddington Heights	HSN	Haskayne	ROC	Rocky Ridge
BEL	Bel-Aire	HAW	Hawkwood	RDL	Rosedale
BLM	Belmont	HAY	Haysboro	RMT	Rosemont
BLN	Beltline	HID	Hidden Valley	RCK	Rosscarock
BVD	Belvedere	HPK	Highland Park	ROX	Roxboro
BDO	Bonavista Downs	HIW	Highwood	ROY	Royal Oak
BOW	Bowness	HIL	Hillhurst	RUN	Rundle
BRA	Braeside	HSD	Homestead	RUT	Rutland Park
BRE	Brentwood	HKS	Hotchkiss	SAD	Saddle Ridge
BRD	Bridgeland/Riverside	HOU	Hounsfield Heights/Briar Hill	SGH	Sage Hill
BRI	Bridlewood	HUN	Huntington Hills	SAN	Sandstone Valley
BRT	Britannia	ING	Inglewood	SCA	Scarboro
CAM	Cambrian Heights	KEL	Kelvin Grove	SSW	Scarboro/Sunalta West
CAN	Canyon Meadows	KSH	Keystone Hills	SCE	Scenic Acres
CAP	Capitol Hill	KIL	Killarney/Glengarry	SET	Seton
CAR	Carrington	KCA	Kincora	SHG	Shaganappi
CAS	Castleridge	KIN	Kingsland	SHS	Shawnee Slopes
CED	Cedarbrae	LKB	Lake Bonavista	SHN	Shawnessy
CHA	Chaparral	LKV	Lakeview	SHW	Sherwood
CHW	Charleswood	LEG	Legacy	SIG	Signal Hill
CHN	Chinatown	LEB	Lewisburg	SIL	Silver Springs
CHK	Chinook Park	LPK	Lincoln Park	SVO	Silverado
CHR	Christie Park	LIV	Livingston	SVR	Simons Valley Ranch
CIT	Citadel	LMR	Lower Mount Royal	SKR	Skyview Ranch
CSC	Cityscape	MAC	MacEwan Glen	SOM	Somerset
CLI	Cliff Bungalow	MAH	Mahogany	SOC	South Calgary
COA	Coach Hill	MAN	Manchester	SOV	Southview
COL	Collingwood	MPL	Maple Ridge	SOW	Southwood
CPF	Copperfield	MRL	Marlborough	SPH	Springbank Hill
COR	Coral Springs	MPK	Marlborough Park	SPR	Spruce Cliff
CNS	Comerstone	MRT	Martindale	STA	St. Andrews Heights
CGR	Cougar Ridge	MAF	Mayfair	STR	Strathcona Park
CHV	Country Hills Village	MAL	Mayland Heights	SNA	Sunalta
COU	Country Hills	MCK	McKenzie Lake	SDC	Sundance
COV	Coventry Hills	MCT	McKenzie Towne	SSD	Sunnyside
CRA	Cranston	MDH	Medicine Hill	TAR	Taradale
CRE	Crescent Heights	MEA	Meadowlark Park	TEM	Temple
CRM	Crestmont	MID	Midnapore	THO	Thornccliffe
CUR	Currie Barricks	MLR	Millrise	TUS	Tuscany
DAL	Dalhousie	MIS	Mission	TUX	Tuxedo Park
DRG	Deer Ridge	MOR	Monterey Park	THS	Twin Hills
DRN	Deer Run	MON	Montgomery	UND	University District
DIA	Diamond Cove	MOP	Mount Pleasant	UNI	University Heights
DIS	Discovery Ridge	NEB	New Brighton	UOC	University of Calgary
DDG	Douglasdale/Glen	NOL	Nolan Hill	UMR	Upper Mount Royal
DOV	Dover	NGM	North Glenmore Park	VAL	Valley Ridge
DNC	Downtown Commercial Core	NHV	North Haven	VAR	Varsity
DNE	Downtown East Village	NHU	North Haven Upper	VIS	Vista Heights
DNW	Downtown West End	OAK	Oakridge	WAL	Walden
EAG	Eagle Ridge	OGD	Ogden	WHL	West Hillhurst
EAU	Eau Claire	OPH	Osprey Hills	WSP	West Springs
EDG	Edgemont	PAL	Palliser	WGT	Westgate
EPK	Elbow Park	PAN	Panorama Hills	WHI	Whitehom
EYA	Elboya	PKD	Parkdale	WLD	Wildwood
ERI	Erin Woods	PKH	Parkhill	WIL	Willow Park
ERL	Erlton	PKL	Parkland	WND	Windsor Park
EVN	Evanston	PAT	Patterson	WIN	Winston Heights/Mountview
EVE	Evergreen	PEN	Penbrooke Meadows	WBN	Woodbine
FAI	Fairview	PCK	Pine Creek	WOO	Woodlands
FAL	Falconridge	PIN	Pineridge	YKV	Yorkville

### Sites for New Schools

The identification and establishment of school sites within any new community in Calgary is a complex process. The CBE works with The City of Calgary, the Calgary Catholic School District (CCSD), The Southern Francophone Education Region (FrancoSud), and community developers to select school sites based on catchment areas within future developments. There is a balance between population, number and type of residential units, location and land dedication.

Land for high school sites, which serve a larger geographic region, is purchased through the Joint Use Coordinating Committee (JUCC). The requirement to purchase land for a high school is identified during the regional context study phase when developments that are planned for a minimum of 50,000 to 60,000 residents are considered for approval by the City of Calgary.

In the case of land for elementary and middle schools, land from the 10% dedication requirement in the *Municipal Government Act* (MGA) of Alberta is used. The number and type of school sites required is based on the Joint Use Site Calculation Methodology. This methodology uses the estimated number of single and multi-family units in an Area Structure Plan (ASP) multiplied by the average number of children aged 5-14 per housing unit by type.

As a more general guideline to determine an approximate number of schools, one can use a target of one elementary school for every 10,000 residents, one middle school for every 15,000 to 20,000 residents, and a high school for every 50,000 to 60,000 residents. Many of the new communities in Calgary are large enough that once full build out has been achieved, the community will require a minimum of one elementary and one middle school to accommodate the students living in the community. Larger communities, once they are fully built-out, will require two elementary schools and one or two middle schools to accommodate students.

### Working with Stakeholders

The CBE is committed to working with stakeholders and has developed a [Dialogue Framework](#) to guide this work. This framework guides public engagement when the CBE considers the future use of existing learning space in schools.

### System Student Accommodation Plan

The CBE prepares a Three-Year System Student Accommodation Plan annually to inform of school and program accommodation issues. The Three-Year System Student Accommodation Plan is developed to support and reflect the Three-Year Education Plan, Three-Year School Capital Plan, and the Ten-Year Student Accommodation and Facilities Strategy.

Student accommodation needs are identified by Planning in consultation with Education Directors in each area. Administration is responsible for using the CBE's Dialogue framework to engage internal and external stakeholders regarding student accommodation challenges that may be resolved through one or more possible scenarios. The [Three Year System Student Accommodation](#)

[Plan 2023-2026](#) was presented for information at the June 13, 2023, Board of Trustees meeting.

### **Program Opportunities for Students**

The CBE is committed to a balance among equity, access, excellence, and choice within the school system and consequently offers a wide variety of programs for students of all ages. Programs are designed to enrich the lives of students and to promote quality learning. We recognize the many diverse ways of learning and the many interests and abilities of students. Through the Three-Year System Student Accommodation Plan, these programs are initiated where space is available and as close as possible to where demand for the programs exists. Information about programming opportunities for students can be found at: <http://www.cbe.ab.ca/programs/Pages/default.aspx>

## 2.5 New School Construction and School Approvals

One (1) new school construction project and one (1) modernization project are currently under development, and five (5) schools which have received Planning or Pre-planning approvals.

The tables below shows these projects, their approval dates and their projected opening/completion date if determined.

Map 3 identifies the location of future new school projects approved since March 4, 2022.

Schools Under Construction and Approvals					
Projected School Year Opening	School/Community	Project Type	Grade	Approved Capacity	Approval Date
TBD	Evanston Middle	New Construction	Grades 5-9	900	Mar 4, 2022
TBD	John G. Diefenbaker High School	Modernization	Grades 10-12	N/A	Mar 1, 2023
<b>Total School Space Capacity</b>				<b>3,600</b>	

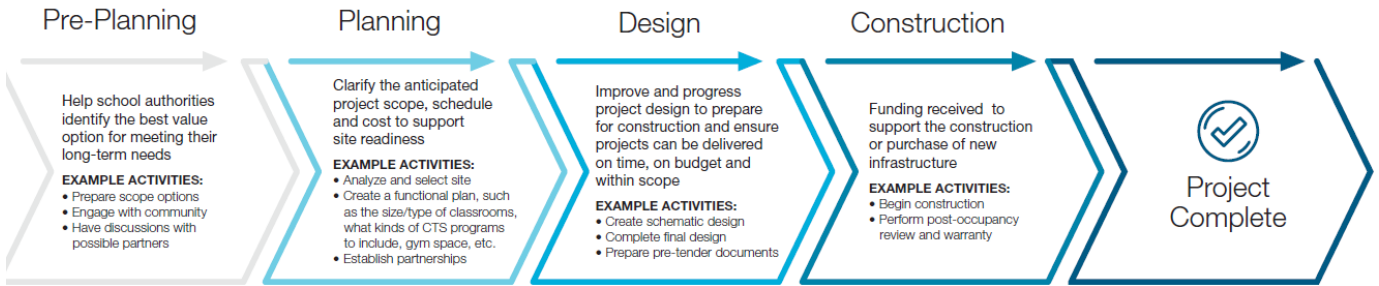
Schools with Planning and Pre Planning Approvals					
Projected School Year Opening	School/Community	Project Type	Grade	Approved Capacity	Approval Date
TBD	Cornerstone High School	Planning (New School)	Grades 10-12	1,800	Mar 1, 2023
TBD	Annie Gale School	Planning (Modernization)	Grades 7-9	N/A	Mar 1, 2023
TBD	Saddle Ridge Middle	Pre-Planning (New School)	Grades 5-9	900	Mar 1, 2023
TBD	A.E. Cross School	Pre-Planning (Modernization)	Grades 7-9	N/A	Mar 1, 2023
TBD	Sir John A. Macdonald School	Pre-Planning (Modernization)	Grades 7-9	N/A	Mar 1, 2023
<b>Total School Space Capacity</b>				<b>2,700</b>	

Note: Planning – funding activities include site analysis and scope of development activities.  
 Pre-planning – funding allows a conceptual project to define scope elements, programming priorities and includes activities such as community engagement.

As part of the Minister of Education’s March 1, 2023 school capital announcement, two (2) new categories of funding were introduced: Planning and Pre-Planning. The graphic below outlines the revised process with the new categories.

## Investing in School Projects |

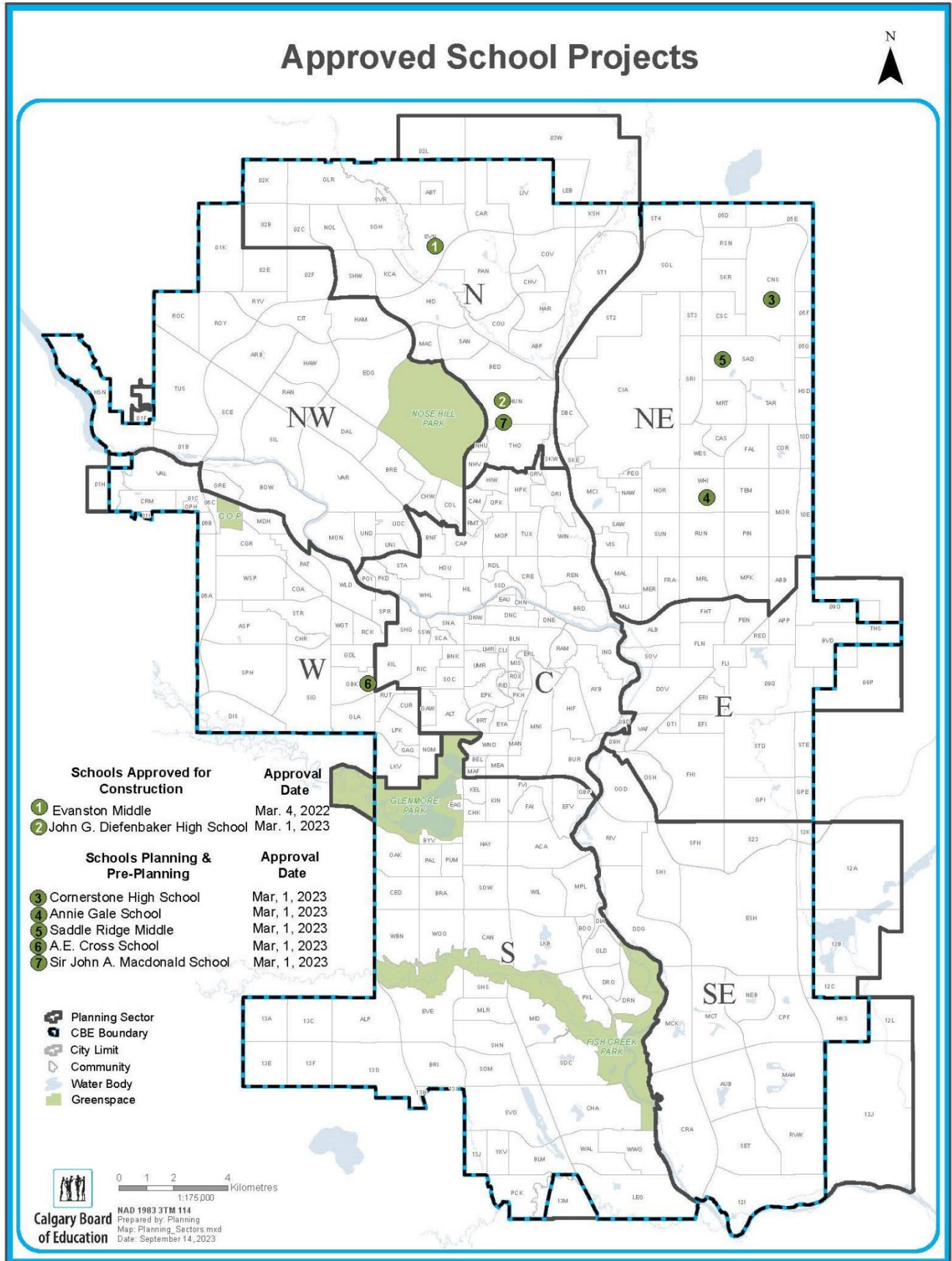
This process outlines the activities that school authorities need to complete in order to ensure they can proceed to construction in a timely manner when construction funding is provided.



*\* NOTE: School authorities are not required to complete every stage before going to construction funding. Depending on readiness and ability to complete the required steps prior to construction, projects may accelerate at different rates. For example, if a school authority completes both pre-planning and planning stages at the same time, they could move from pre-planning straight through to design or full. If school authorities are able to progress early design elements while in planning they could move from planning to a full funding approval.*

Source: Alberta Ministry of Education

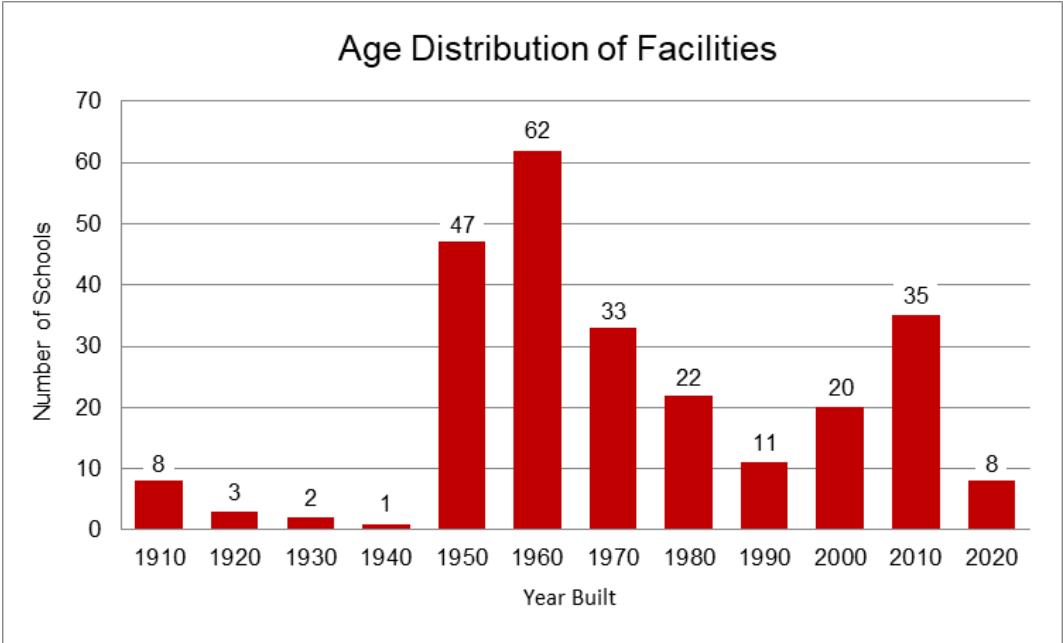
Map 3



## 2.6 School Major Modernization

School major modernization projects provide for the renovation of whole or part of a school building for both present and future educational programs. As the curriculum changes, older facilities may become unsuitable in their current configuration so the modernization aims to improve functional adequacy and suitability. In accordance with provincial guidelines, while major school modernization projects should not exceed 75% of the school replacement value, other factors that are considered include: site suitability, enrolment pressures, operational efficiencies, community impacts and ease of implementation.

In general, the original design life of CBE facilities is in the range of 50 years. The CBE has a current count of 252 school buildings of which 13 are leased to charter schools and 10 are managed under a P-3 contract. Currently 56% of our schools are over 50 years old and within the next ten years, approximately 70% of CBE's school building inventory will exceed the 50 year design life. The current inventory by decade of CBE school buildings is shown in the following graph:



Alberta Infrastructure formerly conducted facility audits on an annual basis. Prior to 2014, all schools were audited on a five-year rotational basis. Between 2014 and 2020, the province reduced the number of schools audited each year which increased the audit cycle from five to eight years. In 2020 the province indicated that the 2020 cycle would be the last year for conducting audits. In 2023 the province announced it would be resuming the facility audits and schedule details are pending.

The Board of Trustees approved the criteria used to rank facilities for major modernizations on October 7, 2014. The criteria is periodically reviewed to ensure it aligns with the requirements outlined in Alberta Education's School Capital Manual.

Major modernization ranking details can be found in Appendix II.



## 2.7 Collaborative Initiatives with The City of Calgary

For many years, the CBE and The City of Calgary have enjoyed a strong working relationship. This relationship involves both city-wide initiatives and specific initiatives focused on property, leasing, and infrastructure. The following initiatives are examples of the CBE working together with the City:

- The CBE is party to the Joint Use and Planning Agreement (JUPA), and participates on the Joint Use Coordinating Committee (JUCC) with the City, Calgary Catholic School District (CCSD), and FrancoSud (FSD) on matters involving municipal and school reserve sites.
- The CBE is a member of the Site Planning Team (SPT) with the City, CCSD and FSD, that convenes bi-weekly to review and discuss development applications and issues related to public access of City and school facilities.
- CBE representatives have been involved in many city-wide initiatives such as Traffic Safety Community meetings, review of new Area Structure Plans, neighbourhood redevelopment plans, and main street initiatives.

## 3.0 NEW SCHOOL CONSTRUCTION CAPITAL PLAN CRITERIA

The ranking of new school construction priorities is an important issue for all community stakeholders. The CBE first established ranking criteria for new K-9 construction priorities in January 2002. The model was designed to be transparent, objective and impart equity and fairness to all Calgary communities. Over the years, these criteria have been reviewed and adjusted periodically as necessary. The current K-9 criteria were approved by the Board of Trustees on October 7, 2014.

Although criteria and ranking formulas have long been established for K-9 new school construction and modernization requests, no formal criteria previously existed for new senior high school requests. In 2023, the Board of Trustees requested the creation of capital planning criteria for new senior high schools to increase the transparency and reproducibility of high school ranking results. The Board of Trustees approved the senior high school ranking criteria on October 24, 2023 for incorporation in the Three-Year School Capital Plan 2025-2028.

### 3.1 Construction Planning Criteria

There are two types of criteria in the evaluation process used to rank school communities for capital building priorities in the Three-Year School Capital Plan. These are as follows:

1. **Eligibility Criteria** acts as a screening filter for new capital projects and must be met before a school project proceeds to the ranking phase.
2. **Ranking Criteria** that will be used to further evaluate and prioritize new capital projects.



The CBE does not rank alternative programs for new school construction. As schools are opened in new suburbs, vacancies are created in the bus receiver schools where students attended prior to the opening of the new school. Administration works to identify opportunities to expand or relocate alternative programs into these existing spaces, where resources allow, and as they become available.

In new and developing communities, elementary school catchment areas generally reflect community boundaries. The junior high and middle school catchment areas can serve one large community or two or more small-to-medium-sized communities. In the inner-city and established areas, school communities tend to cover larger geographic areas for elementary, junior high, and middle schools, and do not always align with the City's community boundaries as there is a wide range in community sizes and demographics.

## Eligibility Criteria

### Eligible School Communities

All new and developing municipal communities are evaluated and ranked for new school construction. Inner-city and established communities are not ranked.

Most municipal communities have an elementary school site and are ranked individually as a school community. Communities may sometimes request to be grouped together if they both agree to it and accept that one of the communities may never have its own elementary and/or middle schools. When reviewing such a request, the CBE uses the projected population based on the full build-out of a community, not the existing population in any given year. If two communities are combined for a new school ranking based on current population, even though the projected population at build-out indicates that each community will require their own school in the longer term, one of the communities would need to be moved to a different school in the future. Past experience has shown that stakeholders are resistant to designation changes once a school exceeds capacity, which would move students to another school.

The CBE may combine communities for new school ranking when the build-out populations of the combined communities are such that the school is anticipated to accommodate the students from both communities in the long term. For elementary school rankings, two small municipal communities may be combined where they do not exceed a combined projected community population threshold of approximately 10,000 people.

For middle/junior high schools, adjacent municipal communities may be combined if they do not exceed a combined projected population threshold of approximately 24,000 people. Community build-out projections may vary from year to year due to ongoing adjustments to densities and other factors as determined by the City. Large municipal communities that can sustain a middle/junior high school are ranked individually as a school community.

### Accommodation Options

In some cases, an accommodation option may exist in a nearby community and a school community may not need to be ranked for new school construction.

The accommodation of Bridlewood community GR7-9 students at Samuel W. Shaw School, located in the adjacent community of Shawnessy, is one such example. As a result of this accommodation option, the CBE does not currently rank Bridlewood as a priority for a middle/junior high school.

### **Site Availability and Readiness**

High school sites require larger land parcels that will serve multiple communities. The land required for these sites is acquired under the Joint Use and Planning Agreement (JUPA), an agreement between the City, the CBE, CCSD and FSD. The requirement to purchase land for a high school is identified during the regional context study phase when developments that are planned for a minimum of 50,000 to 60,000 residents are considered for approval by the City of Calgary. Accordingly, new high school construction is only considered where a site is available - see Map 4 on page 32 for locations of CBE high school sites.

As the Province provides both full and staged funding for new schools, the CBE can request design funding before a site is ready, subject to site availability for construction within 2-3 years. The school would then be ranked twice in the Three-Year School Capital Plan: once for design funding and once for construction funding.

Where a site is not ready and design funding only is requested, the school site is ranked using the ranking criteria and the estimated timeline for when the site will be available. Site readiness is reviewed and assessed on an annual basis.

Developers are required to obtain both Final Acceptance Certificate (FAC) and Construction Completion Certificate (CCC) from the City. These certificates ensure that developers have met all obligations and sites are ready for 'turn-over' to the future landowners, such that sites are ready for building construction. Site readiness includes, but is not limited to:

- Receipt of the land title for the site, complete with legal description and appropriate zoning
- services (water, sewer, electricity, etc.) are in place and ready for hook up
- suitable topography and no geotechnical or foundational concerns (for construction)
- environmental site assessments are complete; normally already completed by the developer through FAC and CCC obligations to the City
- confirmation that the site exists outside of the 1:500 year floodplain
- adequate access for both construction and usage

The CBE prefers to receive sites with both FAC and CCC finalized. However, in emergent cases where the site is required for immediate construction needs, a developer can be released from their obligations over the building envelope area and the obligations are transferred to the CBE to complete. Examples of these obligations include site grading, landscaping, site drainage and connections to City services.

## Ranking Criteria:

For school communities that meet the eligibility criteria, an analysis is undertaken using criteria in three categories: Community Growth Profile, Busing and Travel Time, and Accommodation. Points for each of the profiles are totalled and used to rank priorities for new school construction.

### **Design Only**

When the government approves design funding for a school in advance of construction funding, an exception to the standard ranking methodology is made so that resources committed for the design of the school are maximized and construction occurs in a timely manner. For this reason, a community with design phase approval will be retained at the top of the next year's list, regardless of its the points ranking.

### **Canada Revenue Agency Data**

Data from Canada Revenue Agency (CRA) is provided by Baragar Systems and used for ranking each community. The data includes all children ages 1-5, not just public school supporters. This provides a true reflection of the total number of potential students in a community. The data replaces the preschool census numbers from the annual Civic Census that were previously used, as the City has not conducted a census since 2019.

### **Enrolment in CBE Schools (K-GR4, GR5-9, GR4-6 and GR 10-12)**

Actual student enrolment numbers pulled on September 29 of the given school year are used for community ranking purposes. This data includes all students from the community who are accessing any CBE school. If a community already has a school, the capacity of the school will be subtracted from the number of students enrolled in the CBE. For example, in a community with 1,200 K-GR4 students attending the CBE and an existing 600 capacity K-GR4 school, the number of students counted in assessing enrolment for a second elementary school would be 600.

### **Population Growth**

A matrix is used to take into account the five year projected population growth by sector (based on City of Calgary projections) and the ratio of the number of CBE students per housing unit in a given community. The City of Calgary does not prepare population projections for individual communities but does annually prepare a population forecast by city sector in their *Suburban Residential Growth* document. These sector population projections take future growth into consideration. The use of these two measures together in a matrix results in the greatest number of points, in this category, assigned to communities with the highest number of students per household that are located in areas of the city that are projected to have the highest population growth.

### **Travel Time**

A matrix is used to take into account median travel time and distance from the community to a designated school. Bus Planner software calculates the distance from the centre of a community to the regular program designated school. The use of these two measures together in a matrix results in the greatest number of

points being assigned, in this category, to communities with the longest travel time and the greatest distance to travel.

### **Bus Receivers**

Points are assigned to a community where there is a need for more than one bus receiver to accommodate the established grade configuration for the regular program (examples include but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9).

### **Existing or Approved School(s) in Community**

The provision of a K-9 learning continuum for students within a community is desirable. For middle school ranking, points are assigned to a community that has an existing K-GR4 school.

In some cases, this criterion could be included in the K-GR4 ranking process to address completion of a full school build out, in the event that provincial approvals are awarded in phases. This category does not apply for ranking a second elementary school within a community.

### **Transition Points**

A transition point occurs when a cohort group of students move from one school to another. Typically, a cohort group of students will have one transition point and move once between kindergarten and GR9 (e.g. K-GR4 in one school and GR5-9 in another or K-GR6 in one school and GR7-9 in another). In some situations, space may be limited at either elementary or junior/middle schools and it may be necessary to accommodate a cohort of students from a new and developing community in more than two schools for K-GR9 (e.g. K-GR4 in one school, GR5-6 in a second school and GR7-9 in a third school).

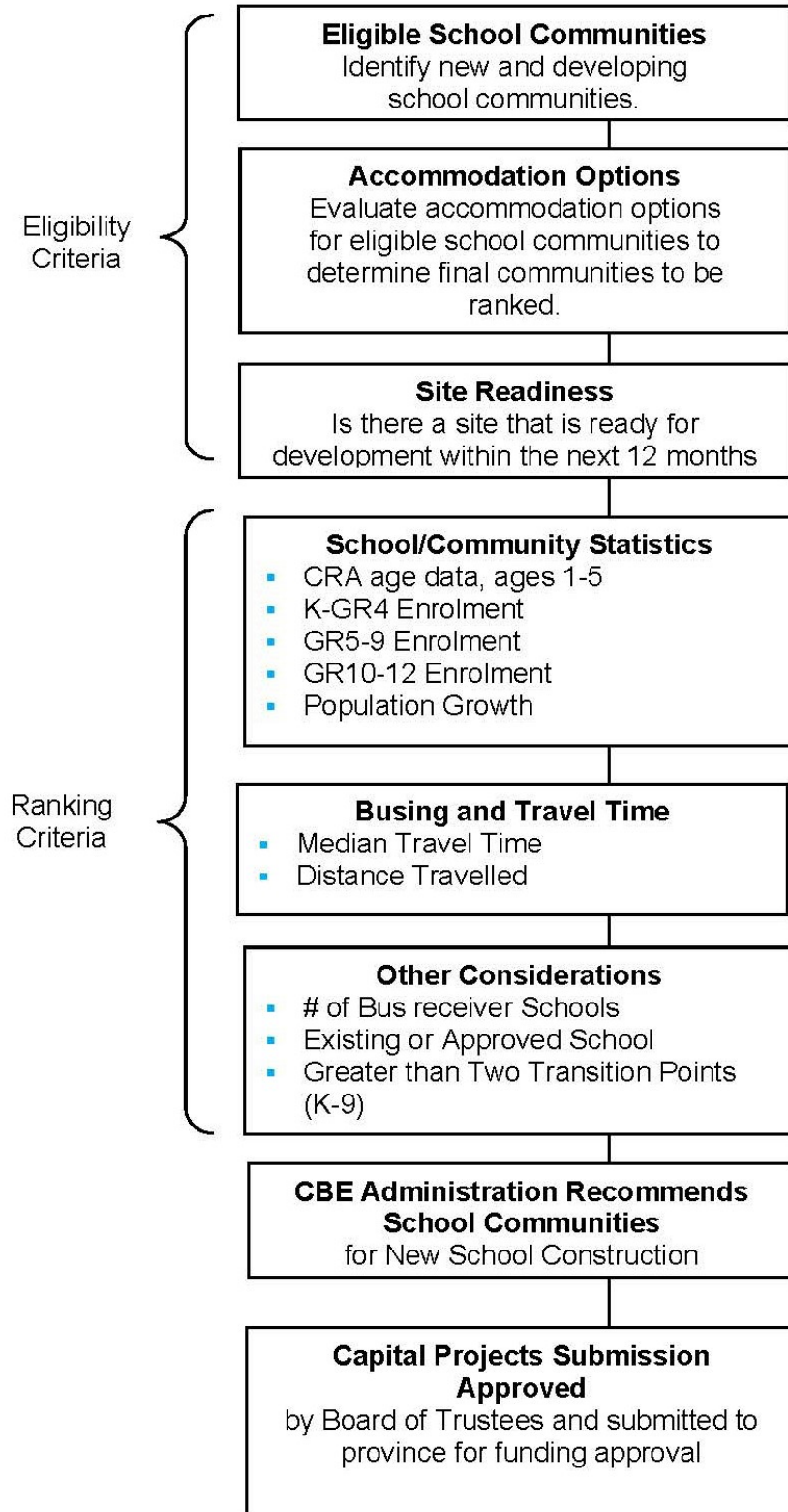
In some cases, a K-GR9 grade configuration will be recommended. Examples of when this may occur include, but are not limited to, when community demographics demonstrate that a 900 student K-GR9 school is sufficient to accommodate students or when there is only one school site in a community and the site is sufficient in size to accommodate the building. Communities under consideration for a K-GR9 school are assessed through both the K-GR4 and GR5-9 point assessment process. The priority order is determined by the highest number of points in either of these two categories, not by the combined number of points.

CBE's point assessment process does not apply in certain unique circumstances, therefore the option exists for the placement of priorities for new school construction. For example:

- Schools with unique settings or enrolments that do not lend themselves to the aforementioned ranking criteria may be placed on a priority basis. Previous examples include Christine Meikle and Niitsitapi Learning Centre.

A flow chart summarizing the evaluation process for recommended new school construction follows:

## Three-Year School Capital Plan New School Construction Evaluation Process



### 3.2 Construction Ranking: Kindergarten to Grade 12

Below is a summary of the points assigned for communities, for kindergarten to Grade 12, that are included in this year's Plan:

School Communities				
Rank	Community	Points	Planning Sector	Grade
1	Cornerstone High School (Full Construction)	1,752	NE	10-12
2	Cornerstone Elementary (Full Construction)	2,007	NE	K-4
3	Mahogany Middle (Full Construction)	1,781	SE	5-9
4	Evanston Elementary <sup>(2)</sup> (Full Construction)	1,701	N	K-4
5	Redstone Elementary (Full Construction)	1,612	NE	K-4
6	Sage Hill / Kincora Middle (Full Construction)	1,478	N	5-9
7	Sage Hill Elementary (Full Construction)	1,477	N	K-4
8	Sherwood/Nolan Hill Middle (Full Construction)	1,327	N	5-9
9	Cityscape/Redstone Middle (Full Construction)	1,314	NE	5-9
10	Cornerstone Middle (Full Construction)	1,292	NE	5-9
11	Walden Elementary (Full Construction)	1,252	S	K-4
12	Livingston Elementary (Full Construction)	1,233	N	K-4
13	Nolan Hill Elementary (Full Construction)	1,221	N	K-4
14	Aspen Woods Middle (Full Construction)	864	W	5-9
15	Saddle Ridge Middle <sup>(2)^</sup> (Full construction)	2,144	NE	5-9
16	Mahogany Elementary <sup>(2)^</sup> (Full Construction)	1,515	SE	K-4
17	Legacy Elementary <sup>^^</sup> (Full Construction)	1,300	S	K-4
18	Cityscape Elementary <sup>^^</sup> (Full Construction)	1,077	NE	K-4
19	Carrington Elementary <sup>^^</sup> (Full Construction)	804	N	K-4
20	Walden / Wolf Willow <sup>^^</sup> (Full Construction)	791	S	K-9
21	Seton Elementary <sup>^^</sup> (Full Construction)	779	SE	K-4

Notes: Full construction is for design and construction at once.  
<sup>(2)</sup> Indicates second school of that type in the community.  
<sup>^</sup> Indicates school not ready, anticipated to be in 1-2 years.  
<sup>^^</sup> Indicates school not ready, anticipated to be in 3-5 years.

Based on the point assignment, some communities have a higher point total for a second elementary school in the community than for a middle school. Constructing a middle school prior to second elementary schools is preferred because:

1. Construction of a middle school completes the K-9 continuum of learning and adds 900 additional learning spaces in comparison to 600 for a second elementary school; and
2. These 300 additional learning spaces provide space for more students to attend school close to home. When a second elementary school receives more points than a middle school within the same community, the middle school will be prioritized over the second elementary school.

CBE school communities ranked for new school construction should have a site available or available in the short term (2-3 years) and have a student population large enough to sustain an elementary or middle/junior high school. However, with the Province now providing staged funding for new schools, the CBE can request design funding before a site is ready, subject to the site being available for construction within 2-3 years.

Section 4.0 contains further detail on the projects prioritized in this capital plan.

Details of the points assignment for all K-9 eligible communities are included in Appendix III.

Details of the points assignment for all eligible high schools are included in Appendix IV.

The K-9 ranking criteria that was revised and approved in October 2014 uses actual numbers of students and potential students rather than assigning a value for a range of students as occurred with the previous criteria. This change has resulted in fewer ties for placement. In the case of a tie in ranking, the following will be used to determine priority between the tied projects:

- Ties will be broken on total points of the first two community ranking categories (CRA data Ages 1-5, Elementary Enrolment, Middle Enrolment).
- In the case where it is still tied, only the first community ranking category points will be used (CRA data Ages 1-5 or Elementary Enrolment).



### 3.3 Construction Planning Criteria: Senior High Schools

A sector based approach is used to assist in evaluating projects for new senior high school capital priorities. Utilization rates by planning sector are listed below:

Senior High Planning Sector Utilization		
Planning Sector	2023-2024	2023-2024
	Residence Utilization	Enrolment Utilization
Centre	42%	95%
East	55%	86%
North	162%	91%
NorthEast	198%	116%
NorthWest	110%	111%
South	83%	106%
SouthEast	245%	125%
West	107%	100%
<b>Total</b>	<b>103%</b>	<b>103%</b>

- Student numbers are based on ArcView data as at September 29, 2023
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)

The SouthEast sector has the highest level of utilization by residence, based on where students are living, at 245%. However, there are four (4) high schools in the adjacent South sector which has a utilization by residence of 83%. Students from the SouthEast sector can be, and are currently, accommodated in those schools. As a result, Enrolment Utilization in the SouthEast drops to 125% and the South increases to 106%. This example illustrates how we balance enrolment between sectors and why the distinction between Residence Utilization and Enrollment Utilization rates by sector is important.

The next highest level of utilization by residence is in the Northeast sector at 198%. There is a site ready high school site in Cornerstone.

The North sector has the third highest utilization by residence, at 162%. A new high school, North Trail High School, opened in September 2023, which reduced both utilization rates from last year.

### 3.4 Construction Priorities: Senior High Schools

Senior high school sites are identified through the City of Calgary Regional Context study process and are procured through the JUPA (see Map 4); these are ranked using the points criteria outlined in Appendix IV on page 91. Only sites that are construction ready or will be ready within 2 years are pointed and ranked. There is currently only one high school, Cornerstone High School, that is site ready.

#### Cornerstone High School

Construction of the new Cornerstone High School would allow the CBE to accommodate high school students who live in the northern northeast communities at a school that is closer to where they live. The northeast sector continues to be a fast growing area in the city, with an expected increase of



approximately 11,895 people by 2027. This represents approximately 12% of the forecasted suburban residential growth in terms of total population.

The northeast sector includes many new and developing communities and has the largest student population by residence. Overall, there are 6,380 senior high students living in the northeast sector enrolled at CBE schools this year. There are only two (2) high schools in this sector, Nelson Mandela and Lester B. Pearson, with provincial capacities of 1,626 and 1,567 student spaces respectively. If all high school students living in this sector attended the only two high schools in the sector, the utilization rate would be 198%.

The primary catchment population for the Cornerstone high school would be the northern northeast communities, consisting of Cityscape, Cornerstone, Redstone and Skyview Ranch. These communities are developing quickly, with Redstone and Skyview Ranch expected to be complete in the next few years. When fully built-out over the next 5 to 10 years they will have a combined population of approximately 77,600 - 81,000 people. There are currently 623 students from these communities attending CBE high schools for Grades 10-12.

Students living in the northern northeast communities currently attend two CBE high schools. One school is located in the Centre sector and one is in the East sector:

- James Fowler High School (Cornerstone, Redstone, Skyview Ranch); and
- Forest Lawn High School (Cityscape).

James Fowler High School is to the west in the Centre Sector community of Highland Park, while Forest Lawn High School is to the south in the East Sector community of Forest Lawn. These commutes involve long travel times for students.

Below are the current and projected Student Utilization rates and categories with and without Cornerstone High School for Cornerstone High School and the impacted high schools. Utilization category definitions are found in Appendix IV.

High Schools	Current Student Utilization Rate	
	2023	
	Without Cornerstone	Current Utilization Category
Cornerstone	N/A	N/A
<b>Impacted High Schools</b>		
Forest Lawn	92%	Optimized
James Fowler	109%	Maximized

High Schools	Projected Student Utilization Rates							
	2029				2030			
	Without Cornerstone	Category without Cornerstone	With Cornerstone	Category with Cornerstone	Without Cornerstone	Category without Cornerstone	With Cornerstone	Category with Cornerstone
Cornerstone	N/A	N/A	77%	Sub-optimized	N/A	N/A	123%	Over-utilized
<b>Impacted High Schools</b>								
Forest Lawn	112%	Over-utilized	107%	Maximized	116%	Over-utilized	107%	Maximized
James Fowler	220%	Over-utilized	139%	Over-utilized	252%	Over-utilized	112%	Over-utilized

The projection for the Cornerstone High School assumes the following:

1. Estimated Provincial Capacity is 1800.
2. School opens Grade 10-11 in the 2029-30 school year.
3. School will expand to Grade 12 for the 2030-31 school year.

The Projections for James Fowler High School and Forest Lawn High School have the following assumptions:

1. Provincial Capacity for Forest Lawn High is based on 2022-23 ACU report of 1800.
2. Projection assumes a change in capacity at James Fowler High School in 2025 (from 1540 to an estimated of 1800).
3. James Fowler High School continues being the only overflow school for Grade 10-12 students from Nelson Mandela High School.
4. Grade 10-11 students from the designated communities move to Cornerstone High School in the 2029-30 school year.
5. Grade 12 students from the designated communities remain at their current high schools in the 2029-30 school year.

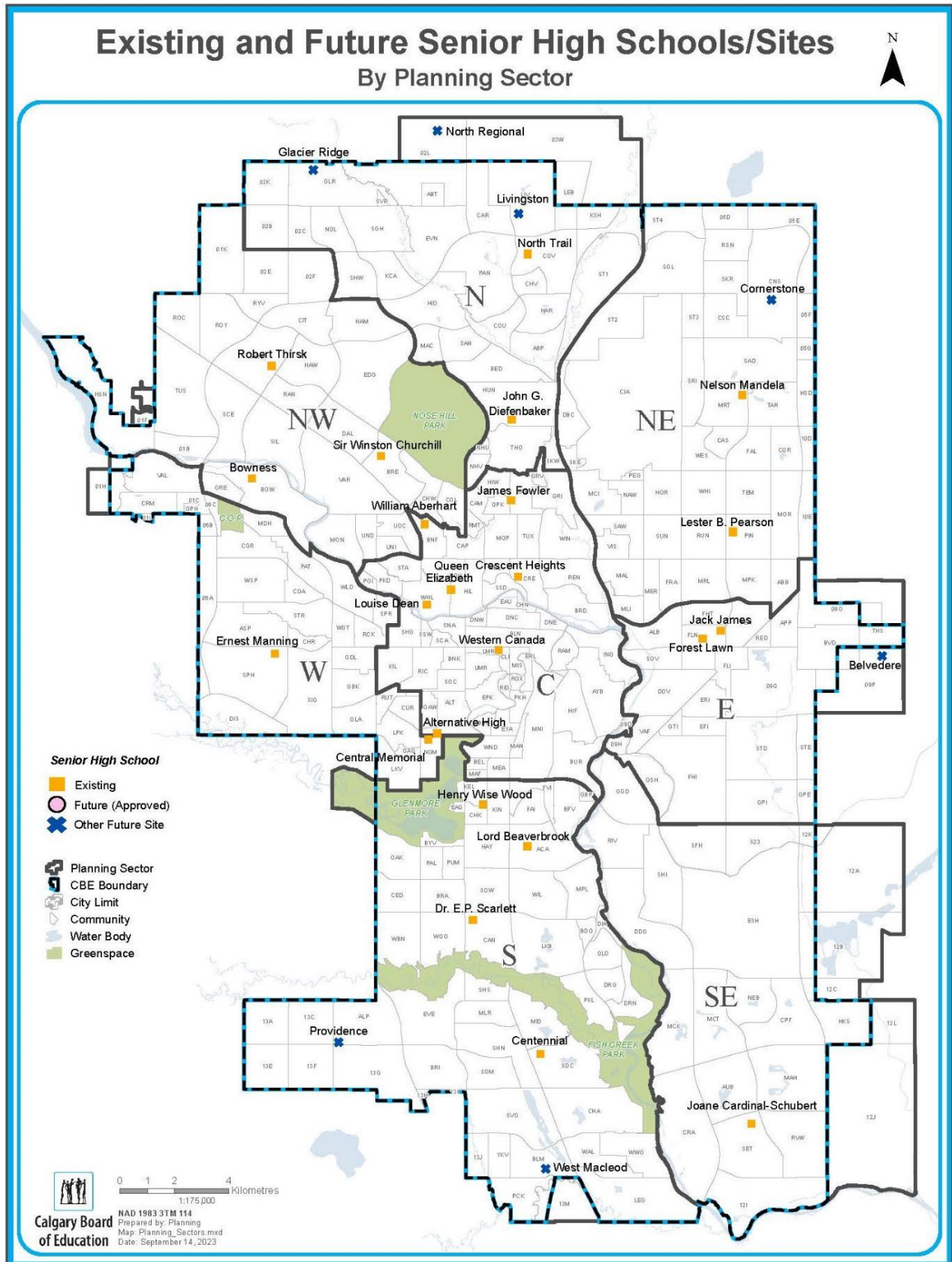
Additional communities that may be impacted in the future by the opening of the Cornerstone High School include Saddle Ridge, Castleridge, Falconridge, Coral Springs, and/or Homestead. There are currently 1,575 high school students from these communities attending CBE schools. The community of Saddle Ridge is only 74% built out, based on 2019 occupied dwellings and new units from building permits issued 2019-2022, and when fully built-out over the next 5 to 10 years it will have a population of approximately 31,500 - 31,800 people. The community of Homestead is only 19% built out, based on 2019 occupied dwellings and new units from building permits issued 2019-2022, and when fully built-out it will have a population of approximately 4,900 - 5,200 people.

Students living in the communities of Martindale, Saddle Ridge and Taradale attend Nelson Mandela High School, students from the communities of Castleridge, Coral Springs and Falconridge attend James Fowler High School, and students from the community of Homestead attend Forest Lawn High School.

High school boundaries may be adjusted in the future to accommodate students from these Northeast communities to have them attend schools closer to where they live.

A 7.28 hectare (18 acre) site in the southern portion of Cornerstone, on the south side of Country Hills Boulevard NE, is designated for a new senior high school. Once constructed and opened, the new Cornerstone High School in northeast Calgary is anticipated to operate at capacity for many years.

Map 4



## 4.0 THREE-YEAR SCHOOL CAPITAL PLAN 2025-2028 – SUMMARY

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

### Phase 1: Capital Plan Submission

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

### Phase 2: Project Evaluation & Prioritization

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

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

Project Drivers include:

- Building Condition
- Community Renewal
- Efficiency Solutions
- Enrolment Pressures
- Functionality and Programming
- Health and Safety
- Legal Implications

### Phase 3: Project Definition

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

### Phase 4: Budget and Scope

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

### Phase 5: Provincial Capital Planning process

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

The following is a summary of recommended new school construction and major modernization projects that constitute CBE capital project requests. Table 1 (New School Construction) and Table 2 (School Modernizations) provides a summary of the recommended projects. Table 3 (New School Construction and Major Modernizations) is the combined list in recommended order that is submitted to the Province.

Projects are listed in order of priority. Details of modernization rankings are in Appendix II. Details of new school construction rankings are identified in Appendices III and IV.

The sections that follow this summary (Sections 5.0 and 6.0) describe the community and school profiles in order of priority.

The following tables provide a summary of the new school construction and major modernization projects recommended for funding. These are identified on Maps 5 and 6.

Table 1: New School Construction							Number of Years Previously Listed in Capital Plan
Three-Year School Capital Plan 2025-2028 Priorities							
Priority Ranking – Project Description							
<b>YEAR 1</b>							
Community/School	Grade	Spaces	Funding Program	Request Type	Cost		
C-1 Cornerstone High School	10-12	1,800	Construction	New School	\$70,000,000	4	
C-2 Cornerstone Elementary	K-4	600	Construction	New School	\$20,000,000	0	
C-3 Mahogany Middle	5-9	900	Construction	New School	\$35,000,000	1	
C-4 Evanston Elementary <sup>(2)</sup>	K-4	600	Construction	New School	\$20,000,000	1	
C-5 Redstone Elementary	K-4	600	Construction	New School	\$20,000,000	1	
C-6 Sage Hill / Kincora Middle	5-9	900	Construction	New School	\$35,000,000	1	
C-7 Sage Hill Elementary	K-4	600	Construction	New School	\$20,000,000	0	
C-8 Sherwood / Nolan Hill Middle	5-9	900	Construction	New School	\$35,000,000	0	
C-9 Cityscape / Redstone Middle	5-9	900	Construction	New School	\$35,000,000	0	
C-10 Cornerstone Middle	5-9	900	Construction	New School	\$35,000,000	0	
C-11 Walden Elementary	K-4	600	Construction	New School	\$20,000,000	0	
C-12 Livingston Elementary	K-4	600	Construction	New School	\$20,000,000	0	
C-13 Nolan Hill Elementary	K-4	600	Construction	New School	\$20,000,000	0	
C-14 Aspen Woods Middle	5-9	900	Construction	New School	\$35,000,000	0	
<b>YEAR 1 TOTAL</b>		<b>11,400</b>			<b>\$420,000,000</b>		
<b>YEAR 2</b>							
Community/School	Grade	Spaces	Project Status	Request Type	Cost		
C-15 Saddle Ridge Middle <sup>(2)^</sup>	5-9	900	Construction	New School	\$35,000,000	4	
C-16 Mahogany Elementary <sup>(2)^</sup>	K-4	600	Construction	New School	\$20,000,000	0	
<b>YEAR 2 TOTAL</b>		<b>1,500</b>			<b>\$55,000,000</b>		
<b>YEAR 3</b>							
Community/School	Grade	Spaces	Project Status	Request Type	Cost		
C-17 Legacy Elementary^^	K-4	600	Construction	New School	\$20,000,000	0	
C-18 Cityscape Elementary^^	K-4	600	Construction	New School	\$20,000,000	0	
C-19 Carrington Elementary^^	K-4	600	Construction	New School	\$20,000,000	0	
C-20 Walden/Wolf Willow^^	K-9	900	Construction	New School	\$35,000,000	0	
C-21 Seton Elementary^^	K-4	600	Construction	New School	\$20,000,000	0	
<b>YEAR 3 TOTAL</b>		<b>3,300</b>			<b>\$115,000,000</b>		
<b>GRAND TOTAL</b>		<b>16,200</b>			<b>\$590,000,000</b>		

Note: Senior high schools are ranked using a different point criteria from K-GR9 schools. See page 29.

<sup>(2)</sup> = second school of that type for the community.

^Site is currently not ready, anticipated to be in 1-2 years.

^^Site is currently not ready, anticipated to be in 3-5 years.

Table 2: School Major Modernizations						Number of Years Previously Listed in Capital Plan
Three-Year School Capital Plan 2025-2028 Priorities						
Priority Ranking – Project Description						
<b>YEAR 1</b>						
Community/School	Grade	Funding Program	Request Type	Cost		
M-1 Crescent Heights High School	10-12	Planning		\$250,000	1	
<b>YEAR 1 TOTAL</b>				<b>\$250,000</b>		
<b>YEAR 2</b>						
Community/School	Grade	Project Status	Request Type	Cost		
M-2 Colonel Walker/ Piitoayis School	K-6	Planning		\$250,000	0	
M-3 Central Memorial High School	10-12	Planning		\$250,000	0	
<b>YEAR 2 TOTAL</b>				<b>\$500,000</b>		
<b>YEAR 3</b>						
Community/School	Grade	Project Status	Request Type	Cost		
M-4 Dr. E.P. Scarlett High School	10-12	Planning		\$250,000	0	
M-5 Queen Elizabeth Junior, Senior High School	7-12	Planning		\$250,000	0	
<b>YEAR 3 TOTAL</b>				<b>\$500,000</b>		
<b>GRAND TOTAL</b>				<b>\$1,250,000</b>		

The table below is the combined summary and ranking of the new school construction and major modernization projects recommended for funding.

Table 3: New School Construction and Major Modernizations							Number of Years Previously Listed in Capital Plan
Three-Year School Capital Plan 2025-2028 Priorities							
Priority Ranking – Project Description							
<b>YEAR 1</b>							
Community/School	Grade	Spaces	Funding Program	Request Type	Cost		
1 Cornerstone High School	10-12	1,800	Construction	New School	\$70,000,000	4	
2 Cornerstone Elementary	K-4	600	Construction	New School	\$20,000,000	0	
3 Mahogany Middle	5-9	900	Construction	New School	\$35,000,000	1	
4 Evanston Elementary <sup>(2)</sup>	K-4	600	Construction	New School	\$20,000,000	1	
5 Redstone Elementary	K-4	600	Construction	New School	\$20,000,000	1	
6 Sage Hill / Kincora Middle	5-9	900	Construction	New School	\$35,000,000	1	
7 Sage Hill Elementary	K-4	600	Construction	New School	\$20,000,000	0	
8 Sherwood / Nolan Hill Middle	5-9	900	Construction	New School	\$35,000,000	0	
9 Cityscape / Redstone Middle	5-9	900	Construction	New School	\$35,000,000	0	
10 Cornerstone Middle	5-9	900	Construction	New School	\$35,000,000	0	
11 Walden Elementary	K-4	600	Construction	New School	\$20,000,000	0	
12 Livingston Elementary	K-4	600	Construction	New School	\$20,000,000	0	
13 Nolan Hill Elementary	K-4	600	Construction	New School	\$20,000,000	0	
14 Aspen Woods Middle	5-9	900	Construction	New School	\$35,000,000	0	
15 Crescent Heights High School	10-12	-	Planning		\$250,000	1	
<b>YEAR 1 TOTAL</b>		<b>11,400</b>			<b>\$420,250,000</b>		
<b>YEAR 2</b>							
Community/School	Grade	Spaces	Project Status	Request Type	Cost		
16 Saddle Ridge Middle <sup>(2)^</sup>	5-9	900	Construction	New School	\$35,000,000	4	
17 Mahogany Elementary <sup>(2)^</sup>	K-4	600	Construction	New School	\$20,000,000	0	
18 Colonel Walker/ Piitoayis School	K-6	-	Planning		\$250,000	0	
19 Central Memorial High School	10-12	-	Planning		\$250,000	0	
<b>YEAR 2 TOTAL</b>		<b>1,500</b>			<b>\$55,500,000</b>		
<b>YEAR 3</b>							
Community/School	Grade	Spaces	Project Status	Request Type	Cost		
20 Legacy Elementary^^	K-4	600	Construction	New School	\$20,000,000	0	
21 Cityscape Elementary^^	K-4	600	Construction	New School	\$20,000,000	0	
22 Carrington Elementary^^	K-4	600	Construction	New School	\$20,000,000	0	
23 Walden/Wolf Willow^^	K-9	900	Construction	New School	\$35,000,000	0	
24 Seton Elementary^^	K-4	600	Construction	New School	\$20,000,000	0	
25 Dr. E.P. Scarlett High School	10-12	-	Planning		\$250,000	0	
26 Queen Elizabeth Junior, Senior High School	7-12	-	Planning		\$250,000	0	
<b>YEAR 3 TOTAL</b>		<b>3,300</b>			<b>\$115,500,000</b>		
<b>GRAND TOTAL</b>		<b>16,200</b>			<b>\$591,250,000</b>		

Note: Senior high schools are ranked using a different point criteria from K-GR9 schools. See page 29.

<sup>(2)</sup> = second school of that type for the community.

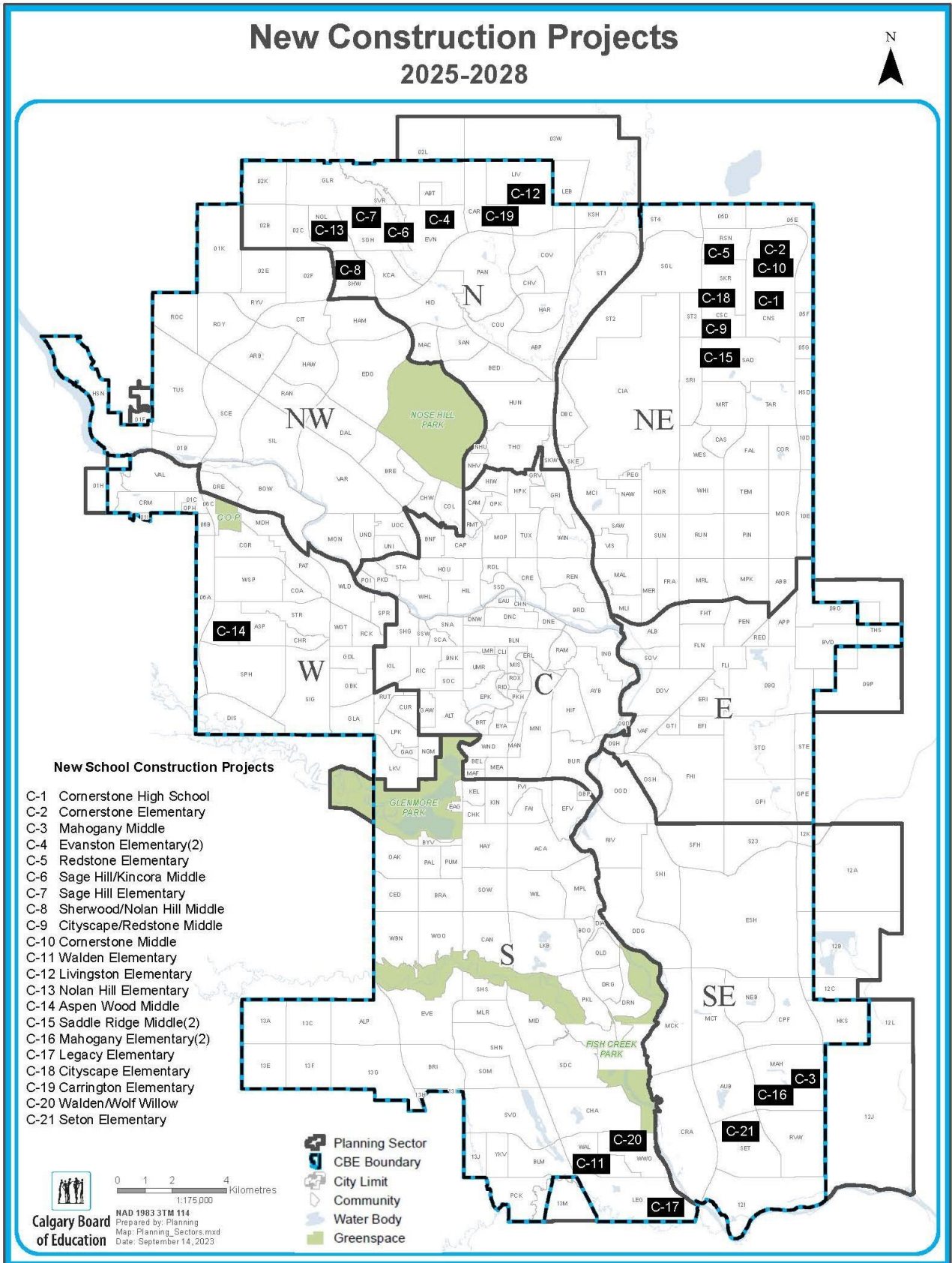
^Site is currently not ready, anticipated to be in 1-2 years.

^^Site is currently not ready, anticipated to be in 3-5 years.



# Map 5

## New Construction Projects 2025-2028



### New School Construction Projects

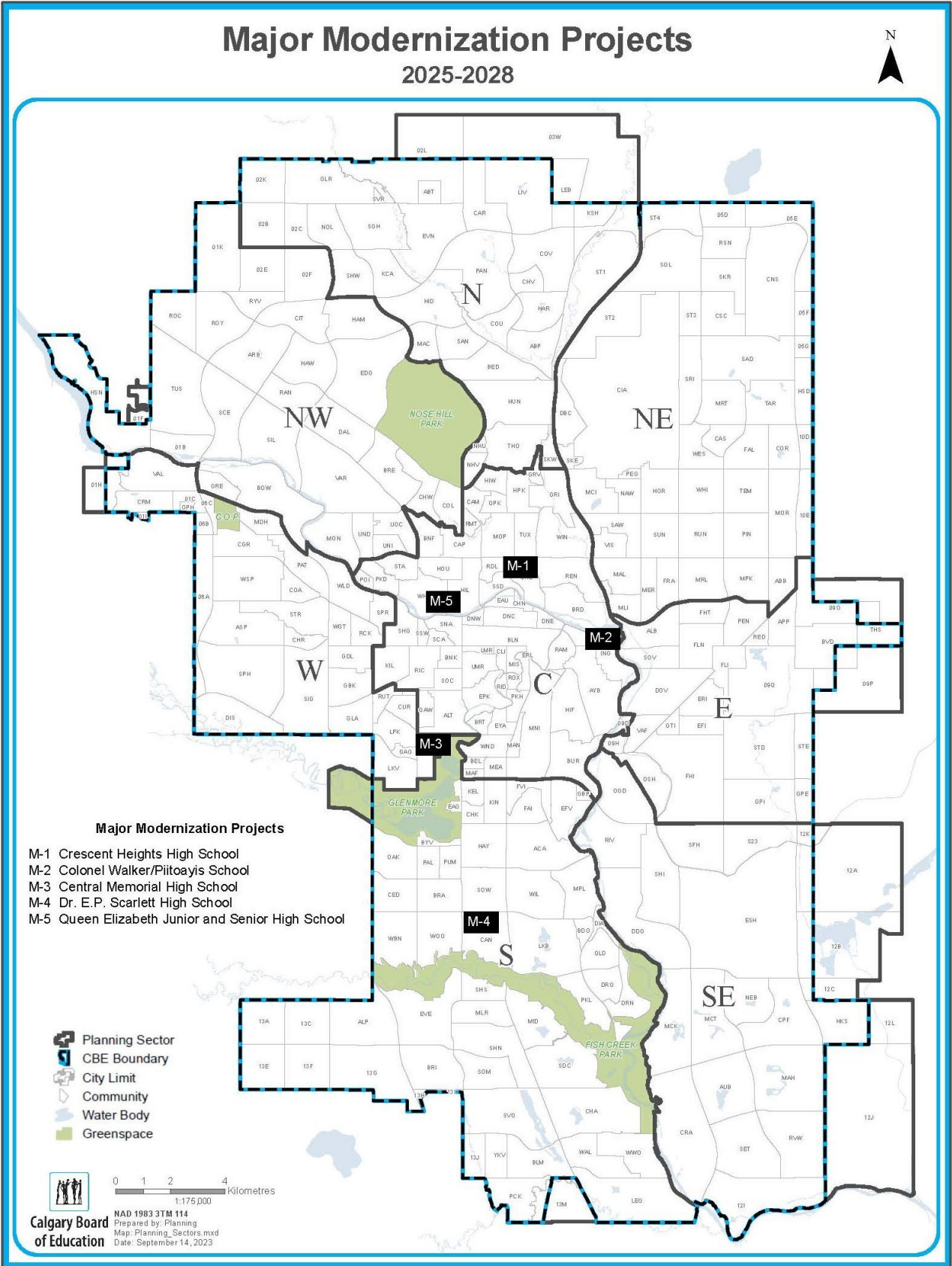
- C-1 Cornerstone High School
- C-2 Cornerstone Elementary
- C-3 Mahogany Middle
- C-4 Evanston Elementary(2)
- C-5 Redstone Elementary
- C-6 Sage Hill/Kincora Middle
- C-7 Sage Hill Elementary
- C-8 Sherwood/Nolan Hill Middle
- C-9 Cityscape/Redstone Middle
- C-10 Cornerstone Middle
- C-11 Walden Elementary
- C-12 Livingston Elementary
- C-13 Nolan Hill Elementary
- C-14 Aspen Wood Middle
- C-15 Saddle Ridge Middle(2)
- C-16 Mahogany Elementary(2)
- C-17 Legacy Elementary
- C-18 Cityscape Elementary
- C-19 Carrington Elementary
- C-20 Walden/Wolf Willow
- C-21 Seton Elementary

- Planning Sector
- CBE Boundary
- City Limit
- Community
- Water Body
- Greenspace

NAD 1983 3TM 114  
 Prepared by: Planning  
 Map: Planning\_Sectors.mxd  
 Date: September 14, 2023

# Map 6

## Major Modernization Projects 2025-2028





<b>5.0</b>	<b>2025-2028 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priorities C-1 (construction) Cornerstone High School</b>	
<b>School Community Profile</b>	
<p>The <b>Cornerstone High School</b> will serve the residents of the northern northeast communities.</p> <ul style="list-style-type: none"> <li>▪ Currently, the northern northeast area is served by two high schools consisting of: James Fowler High School serving the Cornerstone, Redstone, and Skyview Ranch communities, and Forest Lawn High School serving the Cityscape and Homestead communities.</li> </ul>	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>▪ There are over 6,380 high school students living in the northeast sector of Calgary and only two high schools located in this sector. Nelson Mandela High School has a provincial capacity of 1,626 student spaces and a utilization rate of 115%. Lester B. Pearson High School has a provincial capacity of 1,567 student spaces and a utilization rate of 103%.</li> <li>▪ Combined, the northern northeast communities of Cityscape, Cornerstone, Redstone and Skyview Ranch currently have 623 Grades 10-12 students. This number has increased 34% from 2022.</li> <li>▪ Saddle Ridge currently has 983 high school students, and the number is projected to increase over the next 5 years.</li> <li>▪ The northeast sector of the City is projected to account for 12% of all growth in the City from 2023-2027, with an expected population increase of 11,895 over this period, according to the City of Calgary's <i>Suburban Residential Growth 2023-2027</i> document published in November 2023.</li> <li>▪ In the 2019 Civic Census, Cornerstone and Redstone had the 4<sup>th</sup> and 5<sup>th</sup> highest community population increases in the City from 2018 to 2019, at 1,019 and 1,002 persons, respectively.</li> <li>▪ Cityscape, Cornerstone, Redstone and Skyview Ranch are less than 50% built-out (2019 Civic Census), but are developing quickly. When fully built-out over the next 4 to 9 years, approximately 77,600 - 81,000 people are expected to live in these communities.</li> <li>▪ The community of Saddle Ridge is 58% built out (2019 Civic Census) and when fully built-out over the next 5 to 10 years, approximately 31,500 - 31,800 people are expected to live in this community.</li> <li>▪ Homestead is a developing new community on the east side of Stoney Trail. At full build out it is expected to have a population of 4,900 - 5,200 people.</li> </ul>	

<b>5.0</b>	<b>2025-2028 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priorities C-1 (construction) Cornerstone High School</b>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>▪ An 18 acre site in the south portion of Cornerstone, on the south side of Country Hills Boulevard NE, is designated for a new senior high school.</li> <li>▪ The communities in northern northeast Calgary are bused long distances.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>▪ Construction of a senior high school for 1,800 students.</li> </ul>	

<b>5.0</b>	<b>2025-2028 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-2 Cornerstone Elementary</b>	
<b>School Community Profile</b>	
<p>The <b>Cornerstone Community</b> began development in 2016 and is situated in the northeast sector of the City.</p> <ul style="list-style-type: none"> <li>▪ Per the April 2019 Census, the total number of occupied dwelling units was 751, with a population of 2,648.</li> <li>▪ The community is planned for an estimated 10,000 to 12,000 housing units with a population capacity of 29,500 to 31,300.</li> </ul>	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>▪ As of September 29, 2023, there were 1,430 children aged 1-5 living in the Cornerstone community, based on Canada Revenue Agency data provided by Baragar systems.</li> <li>▪ As of September 29, 2023, there were 477 kindergarten to Grade 4 students residing in the Cornerstone community who attended CBE schools.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>▪ Cornerstone students are currently bussed to Grant MacEwan School, which is located in the community of Falconridge.</li> <li>▪ There is one elementary school site available in the community of Cornerstone.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>▪ Construction of an elementary K-GR4 school for 600 students.</li> </ul>	

<b>5.0</b>	<b>2025-2028 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-3 Mahogany Middle</b>	
<b>School Community Profile</b>	
<p>The <b>Mahogany Community</b> began development in 2009 and is located in the southeast sector of the City.</p> <ul style="list-style-type: none"> <li>▪ Per the April 2019 Census, the total number of occupied dwelling units was 3,990, with a population of 11,784.</li> <li>▪ The community is planned for an estimated 8,794 housing units, with a population capacity of 28,300 to 30,400.</li> <li>▪ The community had an average annual population growth of 1,595 persons between 2016-2019.</li> </ul>	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>▪ As of September 29, 2023, there were 862 kindergarten to Grade 4 students, and 719 Grade 5-9 students, residing in the Mahogany community who attended CBE schools.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>▪ Grade 5-9 students from the Mahogany community are currently bussed to Lakeshore School in the community of Auburn Bay. Lakeshore School is at capacity and students from Mahogany and Auburn Bay who cannot be accommodated at Lakeshore are overflowed to Nickle School.</li> <li>▪ There is one middle school site available in the community of Mahogany.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>▪ Construction of a middle GR5-9 school for 900 students.</li> </ul>	

<b>5.0</b>	<b>2025-2028 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-4 Evanston Elementary<sup>(2)</sup></b>	
<b>School Community Profile</b>	
<p>The <b>Evanston Community</b> began development in 2002 and is situated in the north sector of the City.</p> <ul style="list-style-type: none"> <li>▪ Per the April 2019 Census, the total number of occupied dwelling units was 5,334 with a population of 17,685.</li> <li>▪ The community is planned for an estimated 6,171 housing units with a population capacity of 19,200 to 19,800.</li> <li>▪ The community had an average annual population growth of 1,140 persons between 2016-2019.</li> </ul>	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>▪ As of September 29, 2023, there were 1,645 children aged 1-5 living in the Evanston community, based on Canada Revenue Agency data provided by Baragar systems.</li> <li>▪ As of September 29, 2023, there were 1,012 kindergarten to Grade 4 students residing in the Evanston community who attended CBE schools.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>▪ Kenneth D. Taylor (K-4) opened in September 2016. The school is at capacity and as of September 2018, K-4 students who cannot be accommodated at the school are overflowed to Cambrian Heights School in Cambrian Heights.</li> <li>▪ A second elementary site remains available in Evanston, which will be used for the second elementary school.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>▪ Construction of an elementary K-GR4 school for 600 students.</li> </ul>	

Note: (2) = second elementary school for the community

<b>5.0</b>	<b>2025-2028 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-5 Redstone Elementary</b>	
<b>School Community Profile</b>	
<p>The <b>Redstone Community</b> began development in 2014 and is situated in the northeast sector of the City.</p> <ul style="list-style-type: none"> <li>▪ Per the April 2019 Census, the total number of occupied dwelling units was 1,468, with a population of 5,848.</li> <li>▪ The community is planned for an estimated 3,635 housing units with a population capacity of 10,700 to 11,200.</li> <li>▪ The community had an average annual population growth of 1,158 persons between 2016-2019.</li> </ul>	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>▪ As of September 29, 2023, there were 1,075 children aged 1-5 living in the Redstone community, based on Canada Revenue Agency data provided by Baragar systems.</li> <li>▪ As of September 29, 2023, there were 387 kindergarten to Grade 4 students residing in the Redstone community who attended CBE schools.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>▪ Redstone students are currently bussed to Keeler School, which is located in the community of Forest Heights.</li> <li>▪ There is one elementary school site available in the community of Redstone.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>▪ Construction of an elementary K-GR4 school for 600 students.</li> </ul>	

<b>5.0</b>	<b>2025-2028 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-6 Sage Hill/Kincora Middle</b>	
<b>School Community Profile</b>	
<p>The <b>Sage Hill Community</b> began development in 2006 and is located in the north sector of the City.</p> <ul style="list-style-type: none"> <li>▪ Per the April 2019 Census, the total number of occupied dwelling units was 2,803, with a population of 7,924.</li> <li>▪ The community is planned for an estimated 8,794 housing units with a population capacity of 20,500 to 21,400.</li> <li>▪ The community had an average annual population growth of 810 persons between 2016-2019.</li> </ul> <p>The <b>Kincora Community</b> began development in 1990 and is located in the north sector of the City.</p> <ul style="list-style-type: none"> <li>▪ Per the April 2019 Census, the total number of occupied dwelling units was 2,293, with a population of 6,889.</li> <li>▪ The community is planned for an estimated 4,414 housing units with a population capacity of 11,000 to 11,400.</li> <li>▪ The community had an average annual population growth of 241 persons between 2016-2019.</li> </ul>	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>▪ As of September 29, 2023, there were 729 kindergarten to Grade 4 students, and 599 Grade 5-9 students, residing in the Sage Hill and Kincora communities who attended CBE schools.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>▪ Grade 5-9 students from the Sage Hill community are currently bussed to Hawkwood School for GR K-6 in the community of Hawkwood, and F.E. Osborne for GR 7-9 in the community of Varsity.</li> <li>▪ Grade 5-9 students from the Kincora community are currently bussed to Simons Valley School for GR K-6 in the community of Sandstone Valley, and Colonel Irvine School for GR 7-9 in the community of Highwood.</li> <li>▪ There is one middle school site available in the community of Sage Hill.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>▪ Construction of a middle GR5-9 school for 900 students.</li> </ul>	

<b>5.0</b>	<b>2025-2028 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-7 Sage Hill Elementary</b>	
<b>School Community Profile</b>	
<p>The <b>Sage Hill Community</b> began development in 2006 and is located in the north sector of the City.</p> <ul style="list-style-type: none"> <li>▪ Per the April 2019 Census, the total number of occupied dwelling units was 2,803, with a population of 7,924.</li> <li>▪ The community is planned for an estimated 8,794 housing units with a population capacity of 20,500 to 21,400.</li> <li>▪ The community had an average annual population growth of 810 persons between 2016-2019.</li> </ul>	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>▪ As of September 29, 2023, there were 885 children aged 1-5 living in the Sage Hill community, based on Canada Revenue Agency data provided by Baragar systems.</li> <li>▪ As of September 29, 2023, there were 472 kindergarten to Grade 4 students residing in the Sage Hill community who attended CBE schools.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>▪ Sage Hill students are currently bussed to Hawkwood School, which is located in the community of Hawkwood.</li> <li>▪ There is one elementary school site available in the community of Sage Hill.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>▪ Construction of an elementary K-GR4 school for 600 students.</li> </ul>	



<b>5.0</b>	<b>2025-2028 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-8 Sherwood/Nolan Hill Middle</b>	
<b>School Community Profile</b>	
<p>The <b>Sherwood Community</b> began development in 2006 and is located in the north sector of the City.</p> <ul style="list-style-type: none"> <li>▪ Per the April 2019 Census, the total number of occupied dwelling units was 1,978, with a population of 6,246.</li> <li>▪ The community is planned for an estimated 2,130 housing units with a population capacity of 6,400 to 6,500.</li> <li>▪ The community had an average annual population growth of 450 persons between 2016-2019.</li> </ul> <p>The <b>Nolan Hill Community</b> began development in 2009 and is located in the north sector of the City.</p> <ul style="list-style-type: none"> <li>▪ Per the April 2019 Census, the total number of occupied dwelling units was 2,365, with a population of 7,505.</li> <li>▪ The community is planned for an estimated 3,737 housing units with a population capacity of 8,800 to 9,400.</li> <li>▪ The community had an average annual population growth of 1,250 persons between 2016-2019.</li> </ul>	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>▪ As of September 29, 2023, there were 563 kindergarten to Grade 4 students, and 684 Grade 5-9 students, residing in the Sherwood and Nolan Hill communities who attended CBE schools.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>▪ Grade 5-9 students from the Sherwood and Nolan Hill communities are currently bussed to H.D. Cartwright School in the community of Dalhousie.</li> <li>▪ There is one middle school site available in the community of Sherwood.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>▪ Construction of a middle GR5-9 school for 900 students.</li> </ul>	

<b>5.0</b>	<b>2025-2028 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-9 Cityscape/Redstone Middle</b>	
<b>School Community Profile</b>	
<p>The <b>Cityscape Community</b> began development in 2013/14 and is located in the northeast sector of the City.</p> <ul style="list-style-type: none"> <li>▪ Per the April 2019 Census, the total number of occupied dwelling units was 821, with a population of 3,104.</li> <li>▪ The community is planned for an estimated 4,464 housing units with a population capacity of 12,600 to 12,700.</li> <li>▪ The community had an average annual population growth of 518 persons between 2016-2019.</li> </ul> <p>The <b>Redstone Community</b> began development in 2011 and is located in the northeast sector of the City.</p> <ul style="list-style-type: none"> <li>▪ Per the April 2019 Census, the total number of occupied dwelling units was 1,468, with a population of 5,848.</li> <li>▪ The community is planned for an estimated 3,635 housing units with a population capacity of 10,700 to 11,200.</li> <li>▪ The community had an average annual population growth of 1,158 persons between 2016-2019.</li> </ul>	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>▪ As of September 29, 2023, there were 649 kindergarten to Grade 4 students, and 545 Grade 5-9 students, residing in the Cityscape and Redstone communities who attended CBE schools.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>▪ Grade 5-9 students from the Cityscape community are currently bussed to Bob Edwards School in the community Marlborough</li> <li>▪ Grade 5-9 students from Redstone community are currently bussed to Dr. Gordon Higgins School in the community of Rundle.</li> <li>▪ There is one middle school site available in the community of Cityscape.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>▪ Construction of a middle GR5-9 school for 900 students.</li> </ul>	

<b>5.0</b>	<b>2025-2028 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-10 Cornerstone Middle</b>	
<b>School Community Profile</b>	
<p>The <b>Cornerstone Community</b> began development in 2016 and is situated in the northeast sector of the City.</p> <ul style="list-style-type: none"> <li>▪ Per the April 2019 Census, the total number of occupied dwelling units was 751, with a population of 2,648.</li> <li>▪ The community is planned for an estimated 10,000 to 12,000 housing units with a population capacity of 29,500 to 31,300.</li> </ul>	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>▪ As of September 29, 2023, there were 477 kindergarten to Grade 4 students, and 715 Grade 5-9 students, residing in the Cornerstone community who attended CBE schools.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>▪ Grade 5-9 students from the Cornerstone community are currently bussed to Terry Fox School in the community of Falconridge. Terry Fox has reached capacity and Cornerstone students who cannot be accommodated at Terry Fox are now overflowed to Ian Bazalgette.</li> <li>▪ There is one middle school site available in the community of Cornerstone.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>▪ Construction of a middle GR5-9 school for 900 students.</li> </ul>	

<b>5.0</b>	<b>2025-2028 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-11 Walden Elementary</b>	
<b>School Community Profile</b>	
<p>The <b>Walden Community</b> began development in 2008 and is located in the south sector of the City.</p> <ul style="list-style-type: none"> <li>▪ Per the April 2019 Census, the total number of occupied dwelling units was 2,117, with a population of 6,228.</li> <li>▪ The community is planned for an estimated 4,042 housing units with a population capacity of 10,600 to 11,200.</li> <li>▪ The community had an average annual population growth of 790 persons between 2016-2019.</li> </ul>	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>▪ As of September 29, 2023, there were 805 children aged 1-5 living in the Walden community, based on Canada Revenue Agency data provided by Baragar systems.</li> <li>▪ As of September 29, 2023, there were 367 kindergarten to Grade 4 students residing in the Walden community who attended CBE schools.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>▪ Walden students are currently bussed to Dr. Freda Miller School, which is located in the community of Evergreen.</li> <li>▪ There is one elementary school site available in the community of Walden.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>▪ Construction of an elementary K-GR4 school for 600 students.</li> </ul>	

<b>5.0</b>	<b>2025-2028 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-12 Livingston Elementary</b>	
<b>School Community Profile</b>	
<p>The <b>Livingston Community</b> began development in 2018 and is located in the north sector of the City.</p> <ul style="list-style-type: none"> <li>▪ Per the April 2019 Census, the total number of occupied dwelling units was 526, with a population of 1,477.</li> <li>▪ The community is planned for an estimated 11,409 housing units with a population capacity of 33,100 to 35,200.</li> </ul>	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>▪ As of September 29, 2023, there were 820 children aged 1-5 living in the Livingston community, based on Canada Revenue Agency data provided by Baragar systems.</li> <li>▪ As of September 29, 2023, there were 273 kindergarten to Grade 4 students residing in the Livingston community who attended CBE schools.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>▪ Livingston students are currently bussed to Cambrian Heights School, which is located in the community of Cambrian Heights. Cambrian Heights is at capacity and Livingston community residents who cannot be accommodated at Cambrian Heights are overflowed to North Haven School.</li> <li>▪ There is one elementary school site available in the community of Cambrian Heights.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>▪ Construction of an elementary K-GR4 school for 600 students.</li> </ul>	

<b>5.0</b>	<b>2025-2028 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-13 Nolan Hill Elementary</b>	
<b>School Community Profile</b>	
<p>The <b>Nolan Hill Community</b> began development in 2009 and is located in the north sector of the City.</p> <ul style="list-style-type: none"> <li>▪ Per the April 2019 Census, the total number of occupied dwelling units was 2,365, with a population of 7,505.</li> <li>▪ The community is planned for an estimated 3,737 housing units with a population capacity of 8,800 to 9,400.</li> <li>▪ The community had an average annual population growth of 1,250 persons between 2016-2019.</li> </ul>	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>▪ As of September 29, 2023, there were 770 children aged 1-5 living in the Nolan Hill community, based on Canada Revenue Agency data provided by Baragar systems.</li> <li>▪ As of September 29, 2023, there were 361 kindergarten to Grade 4 students residing in the Nolan Hill community who attended CBE schools.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>▪ Nolan Hill students are currently bussed to Belvedere Parkway School, which is located in the community of Bowness.</li> <li>▪ There is one elementary school site available in the community of Nolan Hill.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>▪ Construction of an elementary K-GR4 school for 600 students.</li> </ul>	

<b>5.0</b>	<b>2025-2028 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-14 Aspen Woods Middle</b>	
<b>School Community Profile</b>	
<p>The <b>Aspen Woods Community</b> began development in 2001 and is situated in the west sector of the City.</p> <ul style="list-style-type: none"> <li>▪ Per the April 2019 Census, the total number of occupied dwelling units was 2,931, with a population of 9,446.</li> <li>▪ The community is planned for an estimated 3,862 housing units with a population capacity of 11,800 to 11,900.</li> </ul>	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>▪ As of September 29, 2023, there were 363 kindergarten to Grade 4 students, and 361 Grade 5-9 students, residing in the Aspen Woods community who attended CBE schools.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>▪ Grade 5-9 students from the Aspen Woods community are currently bussed to Vincent Massey School in the community of Westgate.</li> <li>▪ There is one middle school site available in the community of Aspen Woods.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>▪ Construction of a middle GR5-9 school for 900 students.</li> </ul>	

<b>5.0</b>	<b>2025-2028 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priorities C-15 Saddle Ridge Middle<sup>(2)</sup></b>	
<b>School Community Profile</b>	
<p>The <b>Saddle Ridge Community</b> began development in 2000 and is located in the northeast sector of the City.</p> <ul style="list-style-type: none"> <li>▪ Per the April 2019 Census, the total number of occupied dwelling units was 5,576, with a population of 22,321.</li> <li>▪ The community is planned for an estimated 9,584 housing units with a population capacity of 31,500 to 31,800.</li> <li>▪ The community had an average annual population growth of 1,022 persons between 2016-2019.</li> </ul>	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>▪ As of September 29, 2023, there were 1,437 kindergarten to Grade 4 and 1,444 Grades 5-9 students residing in the Saddle Ridge community who attended CBE schools.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>▪ Peter Lougheed School (GR5-9) opened September 2016. The school is at capacity and since September 2021, students in GR5-6 who cannot be accommodated at Peter Lougheed School are overflowed to Pineridge School, and students in GR7-9 who cannot be accommodated at Peter Lougheed School are overflowed to Clarence Sansom School. Both overflow schools are in the community of Pineridge.</li> <li>▪ There is a middle school site available, which will be used for the second middle school in the Saddle Ridge community.</li> <li>▪ This site is currently not ready for construction, but it is anticipated to be ready to construct a school by the end of December 2025.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>▪ Construction of a middle GR5-9 school for 900 students.</li> </ul>	

Note: (2) = second middle school for the community



<b>5.0</b>	<b>2025-2028 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priorities C-16 Mahogany Elementary<sup>(2)</sup></b>	
<b>School Community Profile</b>	
<p>The <b>Mahogany Community</b> began development in 2009 and is located in the southeast sector of the City.</p> <ul style="list-style-type: none"> <li>▪ Per the April 2019 Census, the total number of occupied dwelling units was 3,990, with a population of 11,784.</li> <li>▪ The community is planned for an estimated 8,794 housing units, with a population capacity of 28,300 to 30,400.</li> <li>▪ The community had an average annual population growth of 1,595 persons between 2016-2019.</li> </ul>	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>▪ As of September 29, 2023, there were 1,605 children aged 1-5 living in the Mahogany community, based on Canada Revenue Agency data provided by Baragar systems.</li> <li>▪ As of September 29, 2023, there were 862 kindergarten to Grade 4 students residing in the Mahogany community who attended CBE schools.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>▪ Mahogany School opened in 2021. The school is at capacity and students who cannot be accommodated at Mahogany School are overflowed to Bayside School in Auburn Bay.</li> <li>▪ A second elementary school site is available in the community of Mahogany.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>▪ Construction of an elementary K-GR4 school for 600 students.</li> </ul>	

Note: (2) = second elementary school for the community

<b>5.0</b>	<b>2025-2028 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-17 Legacy Elementary</b>	
<b>School Community Profile</b>	
<p>The <b>Legacy Community</b> began development in 2013 and is located in the south sector of the City.</p> <ul style="list-style-type: none"> <li>▪ Per the April 2019 Census, the total number of occupied dwelling units was 2,471, with a population of 6,420.</li> <li>▪ The community is planned for an estimated 6,845 housing units with a population capacity of 17,400 to 18,200.</li> <li>▪ The community had an average annual population growth of 1,354 persons between 2016-2019.</li> </ul>	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>▪ As of September 29, 2023, there were 880 children aged 1-5 living in the Legacy community, based on Canada Revenue Agency data provided by Baragar systems.</li> <li>▪ As of September 29, 2023, there were 350 kindergarten to Grade 4 students residing in the Legacy community who attended CBE schools.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>▪ Legacy students are currently bussed to Prince of Wales School, which is located in the community of Parkland.</li> <li>▪ There is one elementary school site available in the community of Legacy.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>▪ Construction of an elementary K-GR4 school for 600 students.</li> </ul>	

<b>5.0</b>	<b>2025-2028 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-18 Cityscape Elementary</b>	
<b>School Community Profile</b>	
<p>The <b>Cityscape Community</b> began development in 2013/14 and is located in the northeast sector of the City.</p> <ul style="list-style-type: none"> <li>▪ Per the April 2019 Census, the total number of occupied dwelling units was 821, with a population of 3,104.</li> <li>▪ The community is planned for an estimated 4,464 housing units with a population capacity of 12,600 to 12,700.</li> <li>▪ The community had an average annual population growth of 518 persons between 2016-2019.</li> </ul>	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>▪ As of September 29, 2023, there were 695 children aged 1-5 living in the Cityscape community, based on Canada Revenue Agency data provided by Baragar systems.</li> <li>▪ As of September 29, 2023, there were 262 kindergarten to Grade 4 students residing in the Cityscape community who attended CBE schools.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>▪ Cityscape students are currently bussed to Rundle School, which is located in the community of Rundle.</li> <li>▪ There is one elementary school site available in the community of Cityscape.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>▪ Construction of an elementary K-GR4 school for 600 students.</li> </ul>	

<b>5.0</b>	<b>2025-2028 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-19 Carrington Elementary</b>	
<b>School Community Profile</b>	
<p>The <b>Carrington Community</b> began development in 2016/17 and is located in the north sector of the City.</p> <ul style="list-style-type: none"> <li>▪ Per the April 2019 Census, the total number of occupied dwelling units was 178, with a population of 572.</li> <li>▪ The community is planned for an estimated 5,838 housing units with a population capacity of 16,700 to 17,800.</li> <li>▪ The community had an average annual population growth of 190 persons between 2016-2019.</li> </ul>	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>▪ As of September 29, 2023, there were 510 children aged 1-5 living in the Carrington community, based on Canada Revenue Agency data provided by Baragar systems.</li> <li>▪ As of September 29, 2023, there were 204 kindergarten to Grade 4 students residing in the Carrington community who attended CBE schools.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>▪ Carrington students are currently bussed to Northern Lights School, which is located in the community of Coventry Hills.</li> <li>▪ There is one elementary school site available in the community of Carrington.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>▪ Construction of an elementary K-GR4 school for 600 students.</li> </ul>	

<b>5.0</b>	<b>2025-2028 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-20 Walden/Wolf Willow K-9</b>	
<b>School Community Profile</b>	
<p>The <b>Walden Community</b> began development in 2008 and is located in the south sector of the City.</p> <ul style="list-style-type: none"> <li>▪ Per the April 2019 Census, the total number of occupied dwelling units was 2,117, with a population of 6,228.</li> <li>▪ The community is planned for an estimated 4,042 housing units with a population capacity of 10,600 to 11,200.</li> </ul> <p>The community had an average annual population growth of 790 persons between 2016-2019.</p> <p>The <b>Wolf Willow Community</b> began development in 2019/20 and is located in the south sector of the City.</p> <ul style="list-style-type: none"> <li>▪ Per the April 2019 Census, the community had not begun active development.</li> <li>▪ The community is planned for an estimated 3,518 housing units with a population capacity of 10,400 to 11,000.</li> </ul>	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>▪ As of September 29, 2023, there were 105 children aged 1-4 living in the Wolf Willow community, based on Canada Revenue Agency data provided by Baragar systems</li> <li>▪ As of September 29, 2023, there were 46 kindergarten to Grade 4 students residing in the Wolf Willow community who attended CBE schools.</li> <li>▪ As of September 29, 2023, there were 413 kindergarten to Grade 4 students, and 288 Grade 5-9 students, residing in the Walden and Wolf Willow communities who attended CBE schools.</li> <li>▪ Wolf Willow K-9 students will be designated to this school and GR 5-9 students from Walden will be designated to this school. Walden has an elementary school site where its K-4 students will be designated.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>▪ Grade K-4 students from the Wolf Willow community are currently bussed to Evergreen School in the community Evergreen.</li> <li>▪ Grade 5-9 students from the Walden and Wolf Willow communities are currently bussed to Marshall Springs School in the community Evergreen.</li> <li>▪ There is one K-9 school site available in the community of Wolf Willow.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>▪ Construction of a K-GR 9 school for 900 students.</li> </ul>	

<b>5.0</b>	<b>2025-2028 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-21 Seton Elementary</b>	
<b>School Community Profile</b>	
<p>The <b>Seton Community</b> began development in 2017/18 and is located in the southeast sector of the City.</p> <ul style="list-style-type: none"> <li>▪ Per the April 2019 Census, the total number of occupied dwelling units was 381, with a population of 1,134.</li> <li>▪ The community is planned for an estimated 7,992 housing units with a population capacity of 20,500 to 21,700.</li> <li>▪ The community had an average annual population growth of 378 persons between 2016-2019.</li> </ul>	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>▪ As of September 29, 2023, there were 445 children aged 1-4 living in the Seton community, based on Canada Revenue Agency data provided by Baragar systems.</li> <li>▪ As of September 29, 2023, there were 234 kindergarten to Grade 4 students residing in the Seton community who attended CBE schools.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>▪ Seton students are currently bussed to Cranston School, which is located in the community of Cranston. Cranston School is now at capacity and students who cannot be accommodated at Cranston School are overflowed to McKenzie Lake.</li> <li>▪ There is one elementary school site available in the community of Seton.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>▪ Construction of an elementary K-GR4 school for 600 students.</li> </ul>	

<b>6.0</b>	<b>2025-2028 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-1 Crescent Heights High School</b>	
<b>Building Description</b>	
<p>Crescent Heights High School is a 96 year old school and is located at 1019 1<sup>st</sup> Street NW Calgary, Alberta. The school offers grades 10–12 and is 26,390m<sup>2</sup>.</p> <p>The school is a 2 and 3 storey structure, built in a series of additions and renovations, starting with the original structure in 1928, gymnasium and classroom addition in 1985 as well as additions in 1949, 1950, 1954, 1959, 1965, 1967.</p> <p>The original 1928 building is a masonry mass wall construction with flat roofs. The existing structural systems of all the buildings vary between each part of the building in the types of materials used, design methodology, and construction methods.</p>	
<b>Project Scope based on Building Condition</b>	
<p>Building Envelope and Structural Systems:</p> <ul style="list-style-type: none"> <li>• Structural upgrades will be required for the school to be considered a post-disaster shelter.</li> <li>• Repoint the masonry exterior and replace components as required.</li> <li>• Replace the windows, walls, skylights and roofing.</li> <li>• Replace worn interior finishes as required.</li> <li>• Replace both gym floors, main and auxiliary</li> </ul> <p>Mechanical Systems:</p> <ul style="list-style-type: none"> <li>• The boiler plant in the vocational wing along with the associated heating distribution piping to be removed and connected to an expanded new boiler plant in the original building. All redundant ancillary services associated with this boiler system to be removed.</li> <li>• Cooling tower refurbishing or replacement</li> <li>• Replacement of 95 heat pumps</li> <li>• Replacement of all roof top air handling units with modern VFD units</li> <li>• Change the BMS system throughout the school to electric/electronic</li> <li>• VFD operation to be provided to all ventilation and hydronic components.</li> <li>• Renew the VAV based ventilation distribution system.</li> <li>• Renew washrooms fixtures and finishes.</li> <li>• Scope existing storm and sanitary systems and upgrade as necessary.</li> <li>• Improved filtration on ventilation air.</li> </ul> <p>Electrical System Upgrades:</p> <ul style="list-style-type: none"> <li>• Power distribution</li> <li>• Fire Alarm and emergency lighting</li> <li>• Public Address System</li> <li>• Low voltage systems (e.g. data/telecom, clocks)</li> <li>• Lighting &amp; Lighting control</li> </ul>	

<b>6.0</b>	<b>2025-2028 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-1 Crescent Heights High School</b>	
<b>Functionality and Programming</b>	
<p>With the age of the school, many areas are functionally obsolete and require updating to enhance 21<sup>st</sup> century learning. They include:</p> <ul style="list-style-type: none"> <li>• Foods lab</li> <li>• Construction lab</li> <li>• Communication technology lab</li> <li>• Innovation technologies / robotic lab</li> <li>• Welding and metal fabrication lab</li> <li>• Auto mechanics</li> <li>• Science labs</li> </ul> <p>New programming requirements include:</p> <ul style="list-style-type: none"> <li>• Culinary arts program.</li> </ul>	
<b>Health and Safety</b>	
<ul style="list-style-type: none"> <li>• Elevator and barrier free accessibility throughout. Two separate sections of the school have three floors with no elevators, limiting staff and students from accessing a great deal of the school, especially the upper floors and basement areas.</li> <li>• The security camera system is limited and should be updated to enhance safety.</li> <li>• Hazardous materials abatement will be required throughout.</li> <li>• Improved site lighting for safety.</li> <li>• Upgrade the public address system.</li> <li>• Sprinkler fire protection upgrade throughout the school</li> </ul>	



<b>6.0</b>	<b>2025-2028 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-2 Colonel Walker / Piitoayis Family School</b>	
<b>Building Description</b>	
<p>Colonel Walker / Piitoayis Community Elementary School is a 111 year old school and is located at 1921 9 Ave SE Calgary, Alberta. The school offers grades K – 6 and is 6,009 m<sup>2</sup>.</p> <p>Colonel Walker community school was originally built in 1912, as a four storey sandstone building. In 1952 an addition consisting of classrooms was added to the south side of the sandstone building. In 1965 a single storey gymnasium was added to the east side of the original building and to the north of the 1952 addition. In 1965 a library was added to the east of the 1912 building at the second floor level. In 1982 an addition was added between the 1912 and 1965 buildings at grade level. Several rooms were renovated during the 1965 addition.</p> <p>The original 1912 building is constructed of mass sandstone exterior wall. The 1950 classroom wing addition is constructed of concrete block, furring, insulation and metal siding. The 1964 gym addition is constructed on concrete block, insulation and exterior brick.</p> <p>The school has one portable that is not used.</p>	
<b>Project Scope based on Building Condition</b>	
<p><b>Building Envelope and Structural Systems:</b></p> <ul style="list-style-type: none"> <li>• Replace wood windows on the 1912 building and the 1965 library and gym</li> <li>• Remediation of the sandstone on the 1912 building.</li> <li>• Exterior stucco replacement on the 1965 library</li> <li>• Replace the cementitious board stucco soffit at main entrance</li> <li>• Repoint brick and reseal all control joints</li> <li>• Repair exterior concrete stairs and adjacent sandstone</li> </ul> <p><b>Mechanical Systems</b></p> <ul style="list-style-type: none"> <li>• Replace the BMS system throughout the school with electric /electronic.</li> <li>• Modernize the heating and ventilation systems to meet current codes and regulations. Includes new boilers, new air handling systems and all major ventilation distribution systems.</li> <li>• VFD operation to be provided to all ventilation and hydronic systems.</li> <li>• Scope existing storm and sanitary systems and upgrade as necessary.</li> <li>• Improved filtration on ventilation air.</li> </ul> <p><b>Electrical System Upgrades Include:</b></p> <ul style="list-style-type: none"> <li>• Power distribution</li> <li>• Lighting &amp; lighting control</li> <li>• Low voltage systems (e.g. data/telecom, security, clocks)</li> </ul>	

<b>6.0</b>	<b>2025-2028 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-2 Colonel Walker / Piitoayis Family School</b>	
<b>Functionality and Programming</b>	
<p>With the age of the school, many areas are functionally obsolete and require updating to enhance 21<sup>st</sup> century learning. They include upgrades to:</p> <ul style="list-style-type: none"> <li>• Construction of new washrooms on the upper floors where the majority of the classes are. Currently all washrooms are on the second floor with few classes.</li> <li>• Code upgrades</li> </ul>	
<b>Health and Safety</b>	
<p>The school still has original infrastructure that is very old.</p> <ul style="list-style-type: none"> <li>• Sprinkler fire protection upgrade throughout the school including upgrading the main water feed.</li> <li>• P A System</li> <li>• Improved security monitoring</li> <li>• Hazardous materials abatement will be required throughout.</li> </ul>	

<b>6.0</b>	<b>2025-2028 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-3 Central Memorial High School</b>	
<b>Building Description</b>	
<p>Central Memorial High School (CMHS) located at 5111 21 Street SW, Calgary, AB. The school offers grades 10-12 and is 19,748 m<sup>2</sup>.</p> <p>CMHS is a two-storey building with no basement. Originally constructed in 1969, with no additions to the school and various renovations over the years.</p> <p>The building envelope consists of load bearing precast concrete panels, small regions of stucco wall cladding, aluminium window units, aluminium curtain wall, steel doors and frames, sealant joints, and conventionally insulated 2-ply SBS modified bitumen roofs.</p>	
<b>Project Scope based on Building Condition</b>	
<p>Building Envelope and Structural Systems:</p> <ul style="list-style-type: none"> <li>• Repairs to cracking and spalling of precast concrete and ornate panels</li> <li>• Replacement of stucco wall cladding</li> <li>• Replacement of the punch window units and curtain wall glazing</li> <li>• Replacement of joint sealants.</li> <li>• Load bearing precast panels on the exterior have losses in the cross sectional area due to delamination, corrosion and spalling and the ingress of moisture through the concrete</li> <li>• Investigate and repair minor structural issues throughout the school.</li> </ul> <p>Mechanical Systems:</p> <ul style="list-style-type: none"> <li>• Upgrade all original mechanical systems that have exceeded their design life.</li> <li>• Convert heating system from steam to hydronic</li> <li>• VFD operation to be provided to all ventilation and hydronic systems</li> <li>• Replace BMS system throughout the school with electric/electronic</li> <li>• Replace original core building air-handling systems and exhaust. This should include the central air-handling unit, dedicated space systems and individual space terminal units (packaged and built up fan coil units)</li> <li>• Replacement of the chiller and hydronic cooling systems</li> <li>• Scope existing storm and sanitary systems and upgrade as necessary.</li> <li>• Improved filtration on ventilation air.</li> </ul> <p>Electrical Systems Upgrades Include:</p> <ul style="list-style-type: none"> <li>• Power distribution</li> <li>• Lighting &amp; lighting control</li> <li>• Fire alarm and emergency lighting.</li> <li>• Low voltage systems (e.g. data/telcom)</li> </ul> <p>Site Upgrades Include:</p> <ul style="list-style-type: none"> <li>• Storm water management to drain water away from the school.</li> </ul>	

<b>6.0</b>	<b>2025-2028 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-3 Central Memorial High School</b>	
<b>Functionality and Programming</b>	
<p>With the age of the school, many areas are functionally obsolete and require updating to enhance 21<sup>st</sup> century learning. They include upgrades to:</p> <ul style="list-style-type: none"> <li>• Automotive</li> <li>• Drama</li> <li>• Dance</li> <li>• Building Trades</li> <li>• Change rooms</li> <li>• Acoustic upgrades to band and choir rooms</li> <li>• General interior finishes and millwork.</li> </ul>	
<b>Health and Safety</b>	
<ul style="list-style-type: none"> <li>• Code upgrades.</li> <li>• Safety revisions to mezzanine guardrails and gates.</li> <li>• Barrier free upgrades throughout.</li> <li>• Sprinkler fire protection upgrade throughout the school</li> <li>• Improved security monitoring</li> </ul>	

<b>6.0</b>	<b>2025-2028 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-4 Dr. E.P. Scarlett High School</b>	
<b>Building Description</b>	
<p>Dr. E.P. Scarlett High School located at 220 Canterbury Drive SW in Calgary, AB. The school offers grades 10-12 and is 16,579 m<sup>2</sup>.</p> <p>The building is two (2) storeys plus a partial basement, initially constructed in 1969 with notable additions in 2000, 2007, and 2008.</p> <p>The building consists of partial basement with concrete foundations, slab on grade main floor, upper concrete floors, load bearing masonry walls, concrete beams and precast with a flat roof.</p>	
<b>Project Scope based on Building Condition</b>	
<p>Building Envelope and Structural Systems:</p> <ul style="list-style-type: none"> <li>• Investigate apparent differential settlement of the foundations occurring at: <ul style="list-style-type: none"> <li>○ Northwest corner of the building and is evident at the control joints.</li> <li>○ Corridor 1037 and adjacent rooms 1032 and 1033.</li> <li>○ Between corridors 1014 and 1021, and in room 1053 and</li> <li>○ Southeast corner of the building</li> </ul> </li> <li>• Exterior soffit along portions of the North elevation (automotive and wood shop areas) where the concrete extends from interior to exterior has no insulation.</li> <li>• Weep holes have been covered by roof flashings</li> <li>• Many roof sections have only one point of drainage</li> <li>• Several utilities span the roof and some supports were crushed by the weight of the utility lines</li> <li>• Geotechnical investigation of the area beneath the library to determine if groundwater may be a source of moisture leading to strong scent</li> <li>• Camera inspection of underground site servicing system should be performed, and a few catch basins have sagged and should be brought to proper elevation</li> <li>• Replace failed joint sealants and repairs to address cracks and failed mortar joints</li> <li>• Improve air seals between top of the exterior block walls and underside of the roof deck.</li> <li>• Cementitious stucco cladding systems installed to the wall and soffit areas require replacement.</li> <li>• Exterior windows, including the insulated glazing units and hollow metal frames require replacement</li> <li>• Upgrade classroom millwork</li> <li>• Interior door and hardware upgrade</li> </ul> <p>Mechanical System Upgrades Include:</p> <ul style="list-style-type: none"> <li>• Boilers and heat pumps</li> <li>• Air system terminal units, many have failed.</li> <li>• All coils and dampers.</li> <li>• Steam humidification feed water softening plant, chemical treatment and mezzanine glycol heat exchanger should be replaced</li> <li>• Install VFD operation to all ventilation and hydronic systems</li> <li>• BMS system throughout, replace with electric/electronic.</li> </ul>	

<b>6.0</b>	<b>2025-2028 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-4 Dr. E.P. Scarlett High School</b>	
<b>Project Scope based on Building Condition con't</b>	
<ul style="list-style-type: none"> <li>• Add insulation to boiler room roof (heat transfer to roof creates an issue with ice and melt off to the area below in the winter)</li> <li>• Replace old, failing roof top units (there are 4-5 older units)</li> <li>• Scope existing storm and sanitary systems and upgrade as necessary.</li> <li>• Improved filtration on ventilation air.</li> </ul> <p>Electrical Systems Upgrades Include:</p> <ul style="list-style-type: none"> <li>• Power distribution</li> <li>• Lighting control</li> <li>• Low voltage systems (e.g. data/telecom)</li> <li>• Public Address system</li> </ul>	
<b>Functionality and Programming</b>	
<p>With the age of the school, many areas are functionally obsolete and require updating to enhance 21<sup>st</sup> century learning. They include upgrades to:</p> <ul style="list-style-type: none"> <li>• Auto Mechanics</li> <li>• Construction Lab</li> <li>• Communication technology</li> </ul> <p>New programming requirements include:</p> <ul style="list-style-type: none"> <li>• Culinary arts program</li> <li>• Innovation technology / Robotics</li> </ul>	
<b>Health and Safety</b>	
<ul style="list-style-type: none"> <li>• Code upgrades</li> <li>• Safety revisions to mezzanine guardrails and gates.</li> <li>• Barrier free upgrades throughout.</li> <li>• Sprinkler fire protection upgrade throughout the school</li> <li>• Improved security monitoring</li> <li>• Hazardous materials abatement will be required throughout.</li> </ul>	

<b>6.0</b>	<b>2025-2028 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-5 Queen Elizabeth Junior / High School</b>	
<b>Building Description</b>	
<p>Queen Elizabeth Junior / Senior High School serves students grades 7–12. It was built in 1930. The building area is 12,915m<sup>2</sup>.</p> <p>The original building was constructed in 1930 and has been expanded upon four times, in 1946, 1951, 1963, and 1968, and underwent additional major renovations in 1997 and 1999.</p> <p>The building envelope has undergone several generations of growth from the original 1930 building and additions in all decades from the 1940's through to the most recent 1973 addition. The exterior wall assembly is primarily masonry with small areas of pre-finished metal cladding and precast concrete. Windows largely consist of dual glazed insulating glazing units. The roofing system is a modified bitumen membrane.</p>	
<b>Project Scope based on Building Condition</b>	
<p><b>Building Envelope and Structural Systems:</b></p> <ul style="list-style-type: none"> <li>• Envelope Upgrade - Walls &amp; Windows</li> <li>• Lift Replacement</li> </ul> <p><b>Mechanical Systems</b></p> <ul style="list-style-type: none"> <li>• Steam system to be replaced with hydronic system including boilers, pumps and distribution.</li> <li>• Replacement of existing unit ventilators in the classrooms.</li> <li>• BMS system throughout the school to be changed to electric /electronic.</li> <li>• VFD operation to be provided to all ventilation and hydronic systems.</li> <li>• Replacement of existing air handling units with new.</li> <li>• Replacement of all school exhaust fans with new variable controlled fans,</li> <li>• Provision of heat recovery.</li> <li>• Scope existing storm and sanitary systems and upgrade as necessary.</li> <li>• Improved filtration on ventilation air.</li> </ul> <p><b>Electrical Upgrades Include:</b></p> <ul style="list-style-type: none"> <li>• Power distribution</li> <li>• Lighting control</li> <li>• Emergency lighting battery packs</li> <li>• Exit signs</li> <li>• Low voltage systems (e.g. data/telecom, security)</li> <li>• Public Address system</li> </ul>	

<b>6.0</b>	<b>2025-2028 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-5 Queen Elizabeth Junior / High School</b>	
<b>Functionality and Programming</b>	
<p>With the age of the school, many areas are functionally obsolete and require updating to enhance 21<sup>st</sup> century learning. They include upgrades to:</p> <ul style="list-style-type: none"> <li>• Washroom upgrades throughout</li> <li>• Locker rooms</li> <li>• Flooring</li> <li>• Construction lab</li> </ul> <p>New programming requirements include:</p> <ul style="list-style-type: none"> <li>• Culinary arts</li> </ul>	
<b>Health and Safety</b>	
<ul style="list-style-type: none"> <li>• Code upgrades</li> <li>• Sprinkler fire protection upgrade throughout the school</li> <li>• Fire Alarm and Emergency Lighting Upgrade</li> <li>• Barrier free upgrades throughout.</li> <li>• Improved security monitoring</li> <li>• Hazardous materials abatement will be required throughout.</li> </ul>	



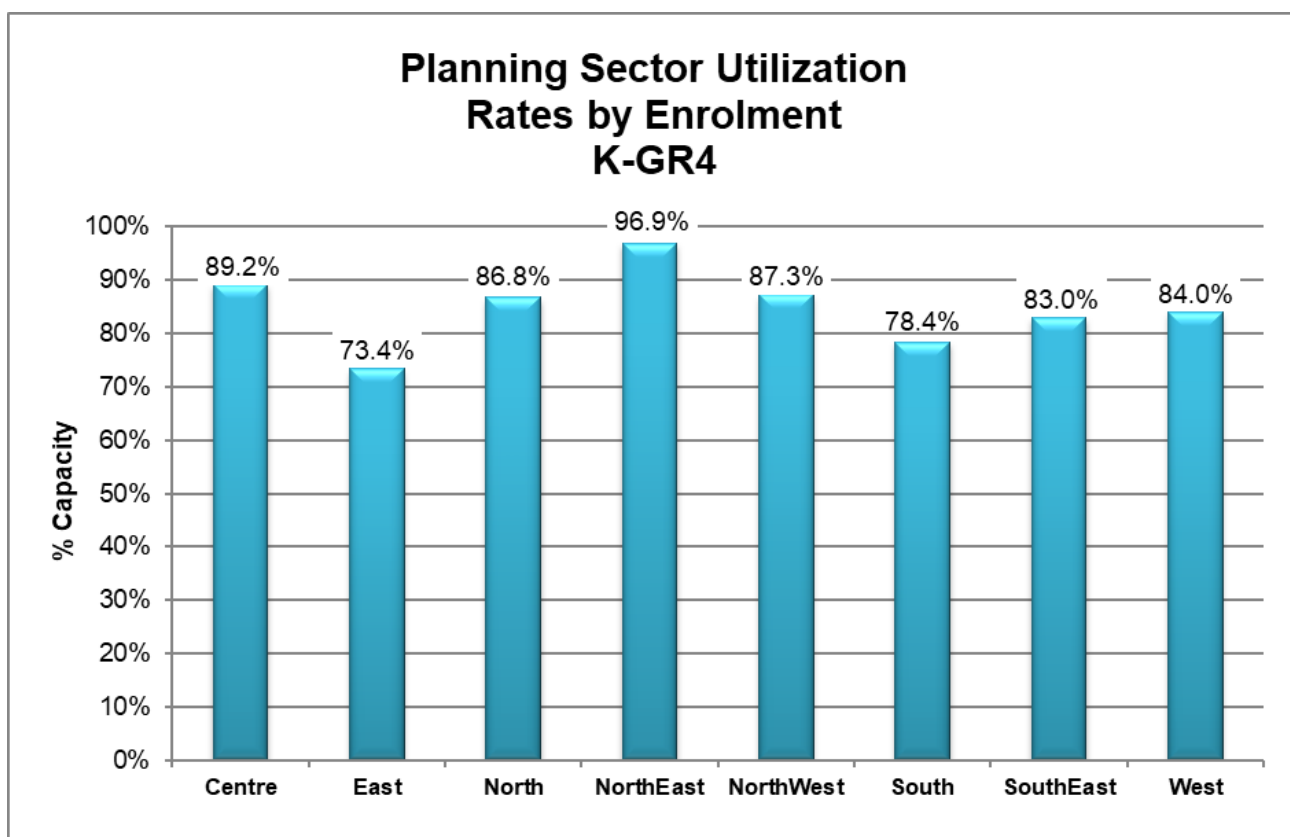
Capacity and Utilization

Table 1: Capacity by Enrolment for K-GR4 (%)

K-GR4 Students by Enrolment 2023-2024			
Planning Sector	K-GR4 Students	K-GR4 Capacity	% Utilization
Centre	6,255	7,011	89.2%
East	2,145	2,921	73.4%
North	5,639	6,500	86.8%
NorthEast	9,141	9,430	96.9%
NorthWest	7,910	9,060	87.3%
South	9,196	11,727	78.4%
SouthEast	5,302	6,391	83.0%
West	4,360	5,190	84.3%
<b>Total</b>	<b>49,948</b>	<b>58,230</b>	<b>85.8%</b>

Notes:

- Student numbers are based on ArcView data as of September 29, 2023 (K@FTE to Grade 9)
- Capacity per the Government of Alberta's Utilization Formula (assuming exemptions)

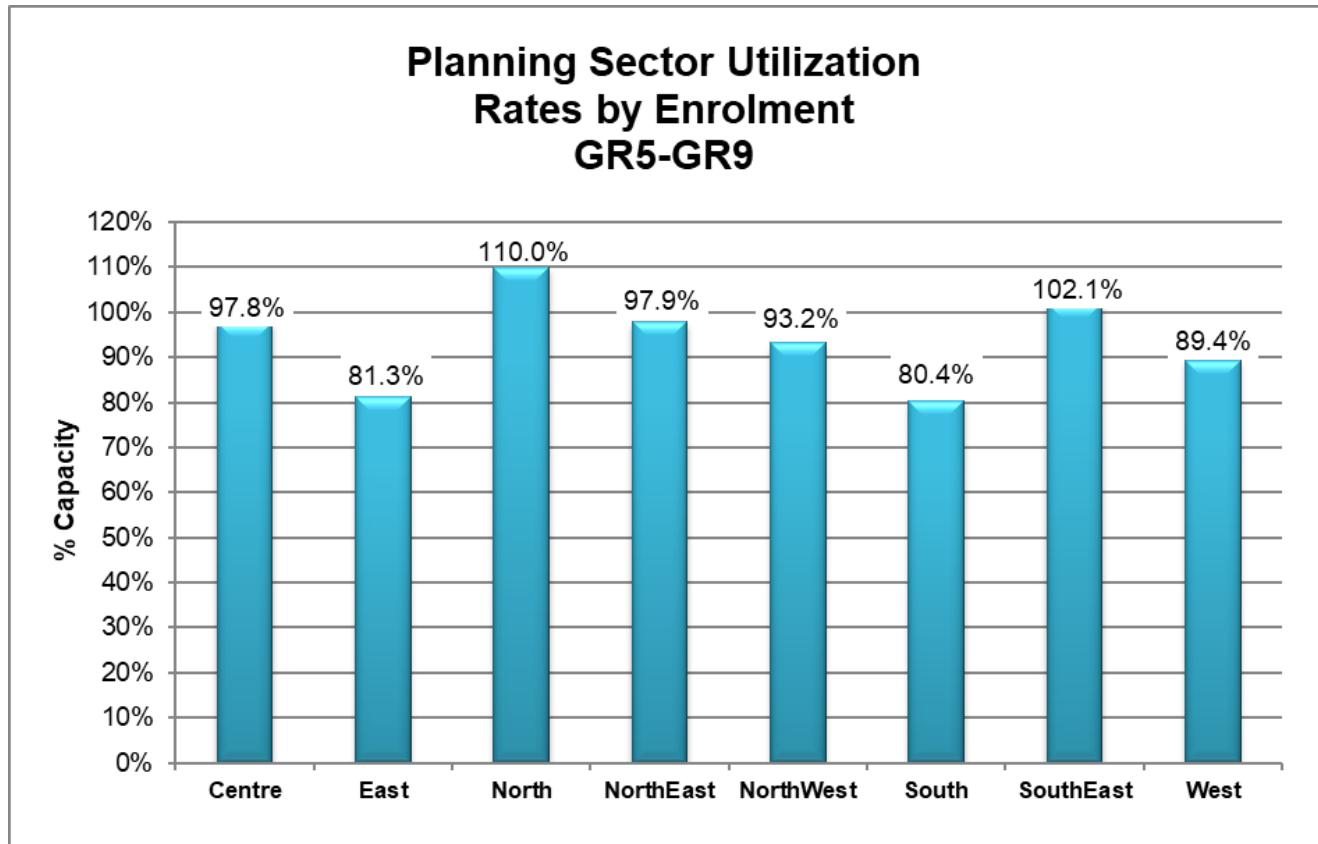


**Table 2: Capacity by Enrolment for GR 5-9 (%)**

GR5-GR9 Students by Enrolment 2023-2024			
Planning Sector	GR 5-9 Students	GR 5-9 Capacity	% Utilization
Centre	7,792	7,971	97.8%
East	2,576	3,170	81.3%
North	4,811	4,374	110.0%
NorthEast	9,874	10,084	97.9%
NorthWest	9,057	9,723	93.2%
South	10,574	13,148	80.4%
SouthEast	5,445	5,335	102.1%
West	5,225	5,843	89.4%
<b>Total</b>	<b>55,354</b>	<b>59,648</b>	<b>92.8%</b>

**Notes:**

- Student numbers are based on ArcView data as of September 29, 2023 (K@FTE to Grade 9)
- Capacity per the Government of Alberta's Utilization Formula (assuming exemptions)

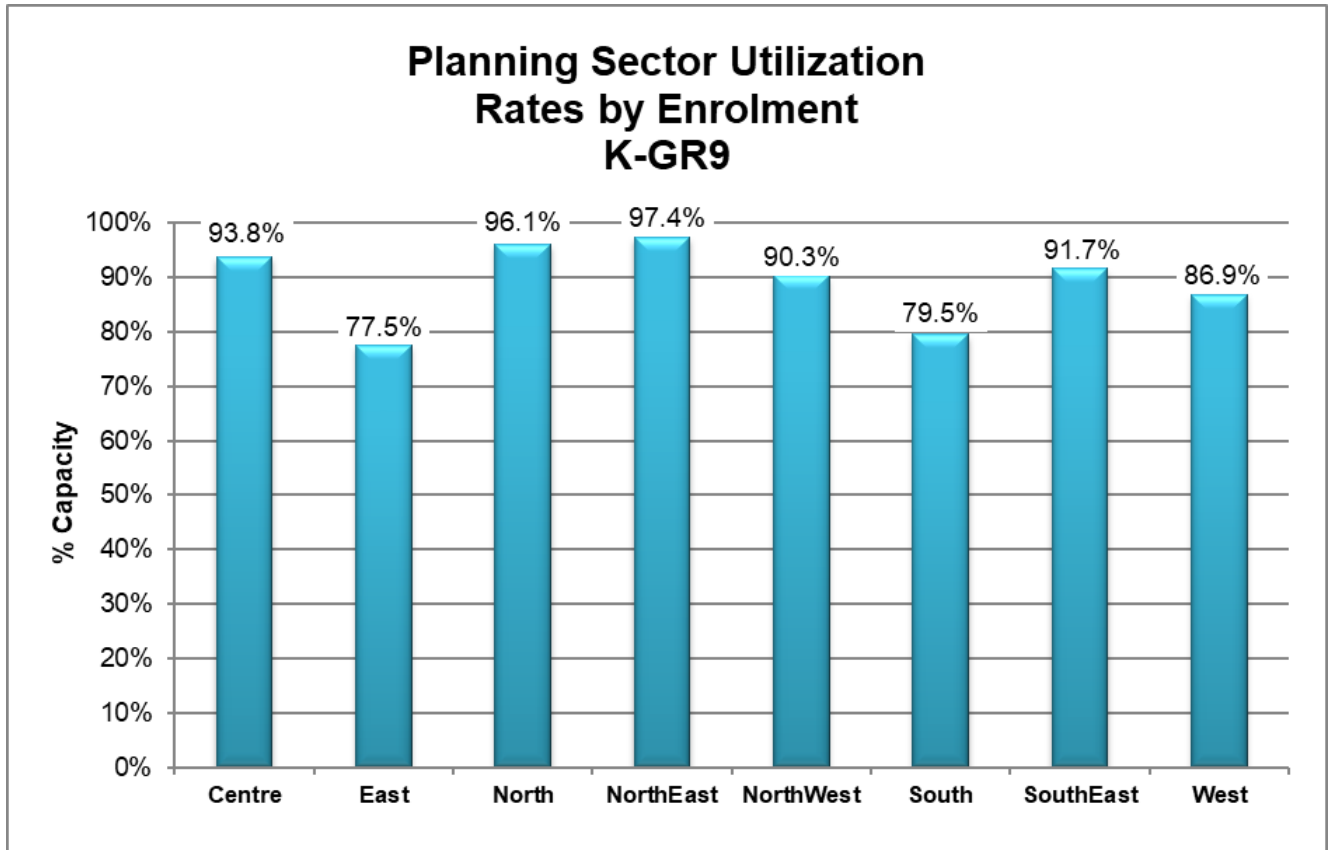


**Table 3: Capacity by Enrolment for K-GR9 (%)**

K-GR9 Students by Enrolment 2023-2024			
Planning Sector	Elementary/Junior High Students	Elementary/Junior High Capacity	% Utilization
Centre	14,047	14,982	93.8%
East	4,721	6,091	77.5%
North	10,450	10,874	96.1%
NorthEast	19,015	19,514	97.4%
NorthWest	16,967	18,783	90.3%
South	19,770	24,875	79.5%
SouthEast	10,747	11,726	91.7%
West	9,585	11,033	86.9%
<b>Total</b>	<b>105,302</b>	<b>117,878</b>	<b>89.3%</b>

**Notes:**

- Student numbers are based on ArcView data as of September 29, 2023 (K@FTE to Grade 9)
- Capacity per the Government of Alberta's Utilization Formula (assuming exemptions)

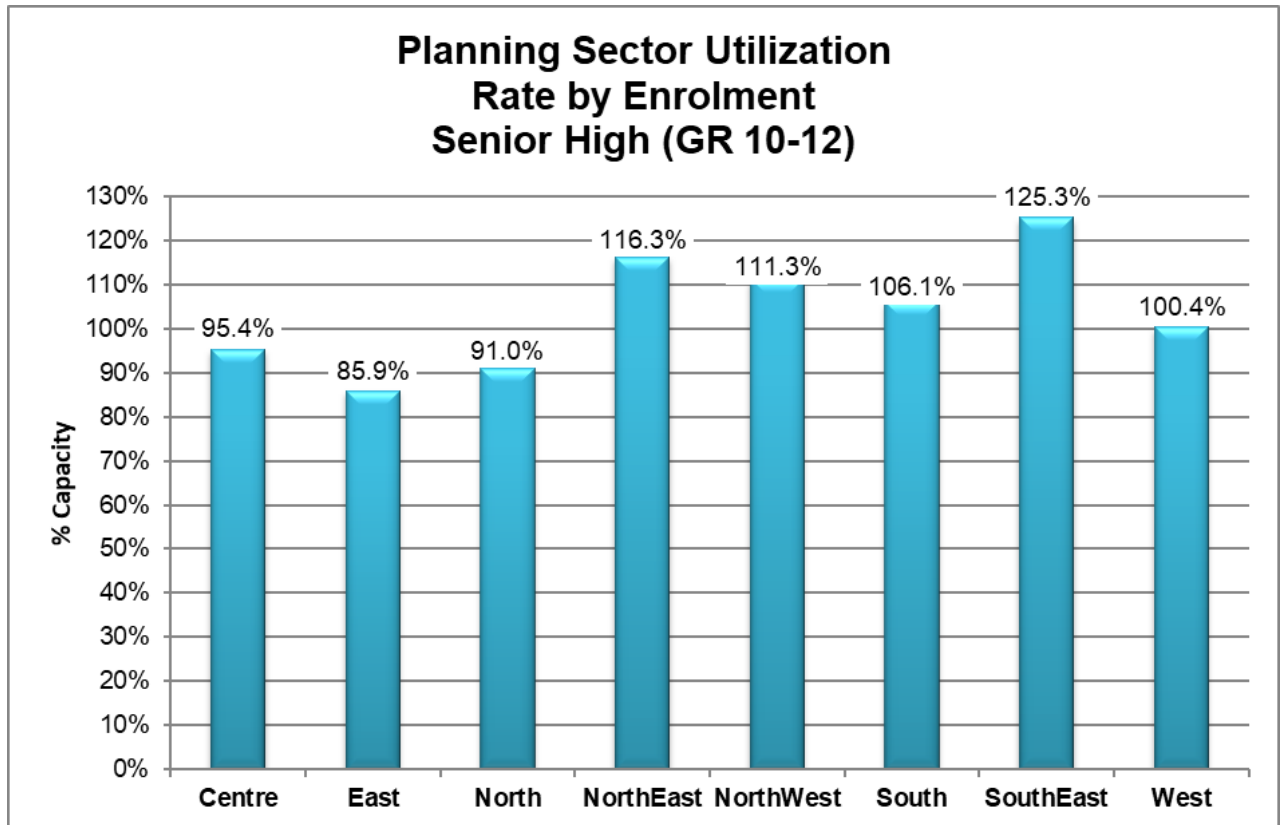


**Table 4: Capacity by Enrolment for Senior High (%)**

Senior High (GR10-12) Students by Enrolment 2023-2024			
Planning Sector	Senior High Students	Senior High Capacity	% Utilization
Centre	8,197	8,593	95.4%
East	2,257	2,629	85.9%
North	2,917	3,205	91.0%
NorthEast	3,712	3,193	116.3%
NorthWest	5,743	5,158	111.3%
South	7,595	7,158	106.1%
SouthEast	2,023	1,615	125.3%
West	3,615	3,601	100.4%
<b>Total</b>	<b>36,059</b>	<b>35,152</b>	<b>102.6%</b>

**Notes:**

- Student numbers are based on ArcView data as of September 29, 2023
- Capacity per the Government of Alberta's Utilization Rate Formula (assuming exemptions)

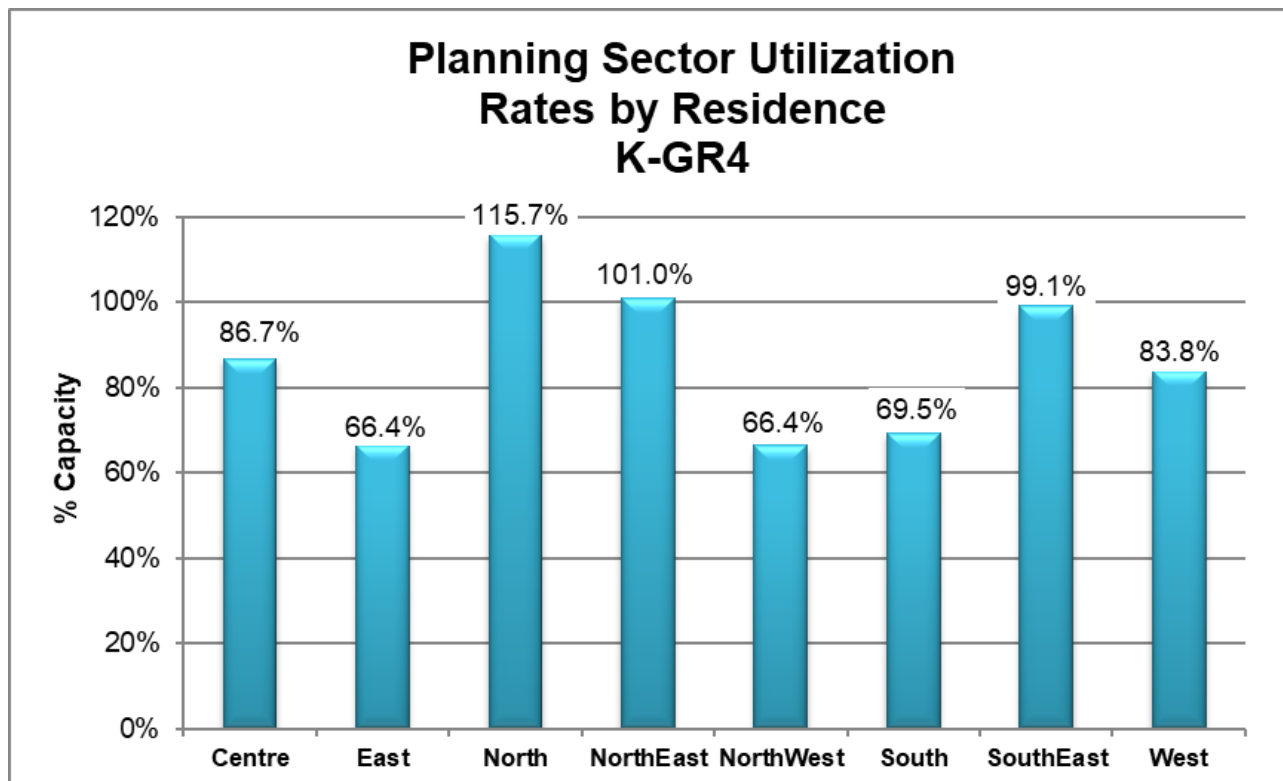


**Table 5: Capacity by Residence for K-GR4 (%)**

K-GR4 Students by Residence 2023-2024			
Planning Sector	K-GR4 Students	K-GR4 Capacity	% Utilization
Centre	6,080	7,011	86.7%
East	1,939	2,921	66.4%
North	7,522	6,500	115.7%
NorthEast	9,524	9,430	101.0%
NorthWest	6,013	9,060	66.4%
South	8,145	11,727	69.5%
SouthEast	6,334	6,391	99.1%
West	4,351	5,190	83.8%
<b>Total</b>	<b>49,908</b>	<b>58,230</b>	<b>85.7%</b>

**Notes:**

- Student numbers are based on ArcView data as of September 29, 2023 (K@FTE to Grade 9)
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)
- Under-utilized and over-utilized sectors are shown on **Map 7**

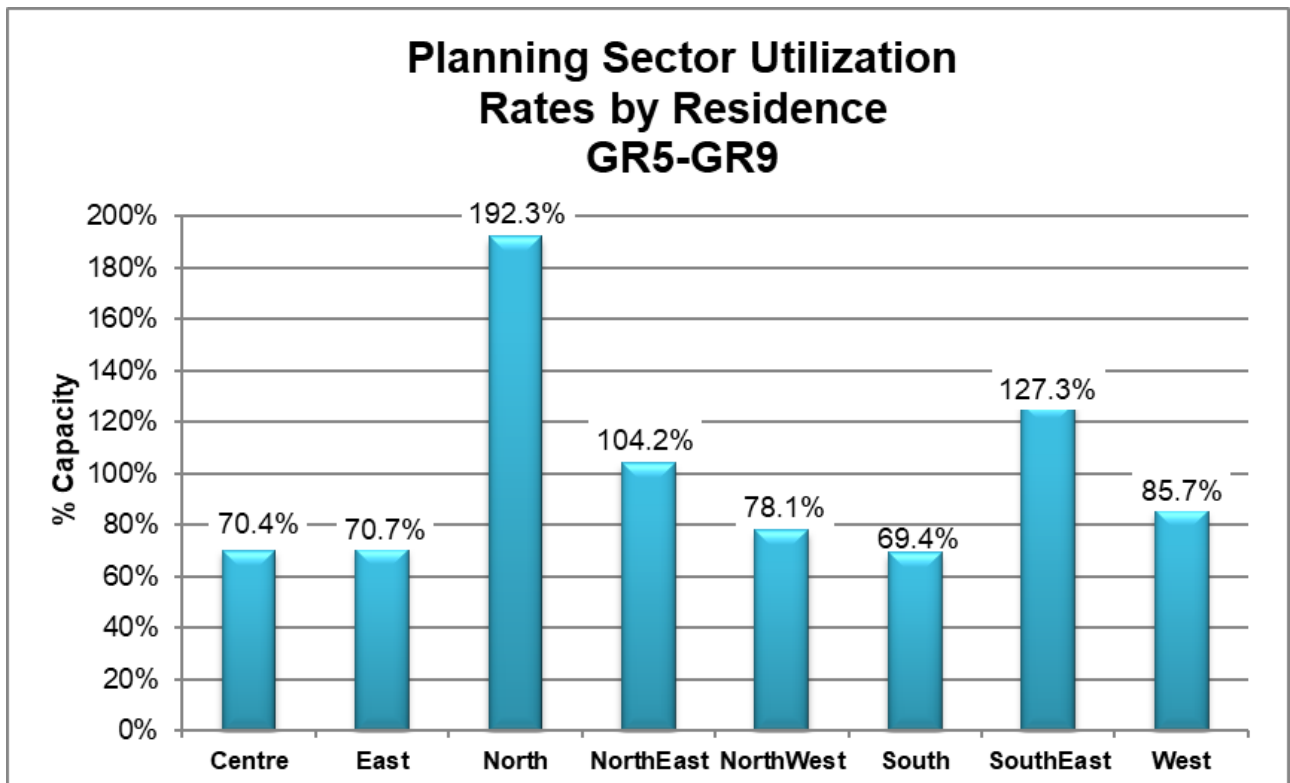


**Table 6: Capacity by Residence for GR 5-9 (%)**

K-GR9 Students by Residence 2023-2024			
Planning Sector	GR 5-9 Students	GR 5-9 Capacity	% Utilization
Centre	5,608	7,971	70.4%
East	2,242	3,170	70.7%
North	8,412	4,374	192.3%
NorthEast	10,512	10,084	104.2%
NorthWest	7,594	9,723	78.1%
South	9,128	13,148	69.4%
SouthEast	6,791	5,335	127.3%
West	5,010	5,843	85.7%
<b>Total</b>	<b>55,297</b>	<b>59,648</b>	<b>92.7%</b>

**Notes:**

- Student numbers are based on ArcView data as of September 29, 2023 (K@FTE to Grade 9)
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)
- Under-utilized and over-utilized are shown on **Map 8**

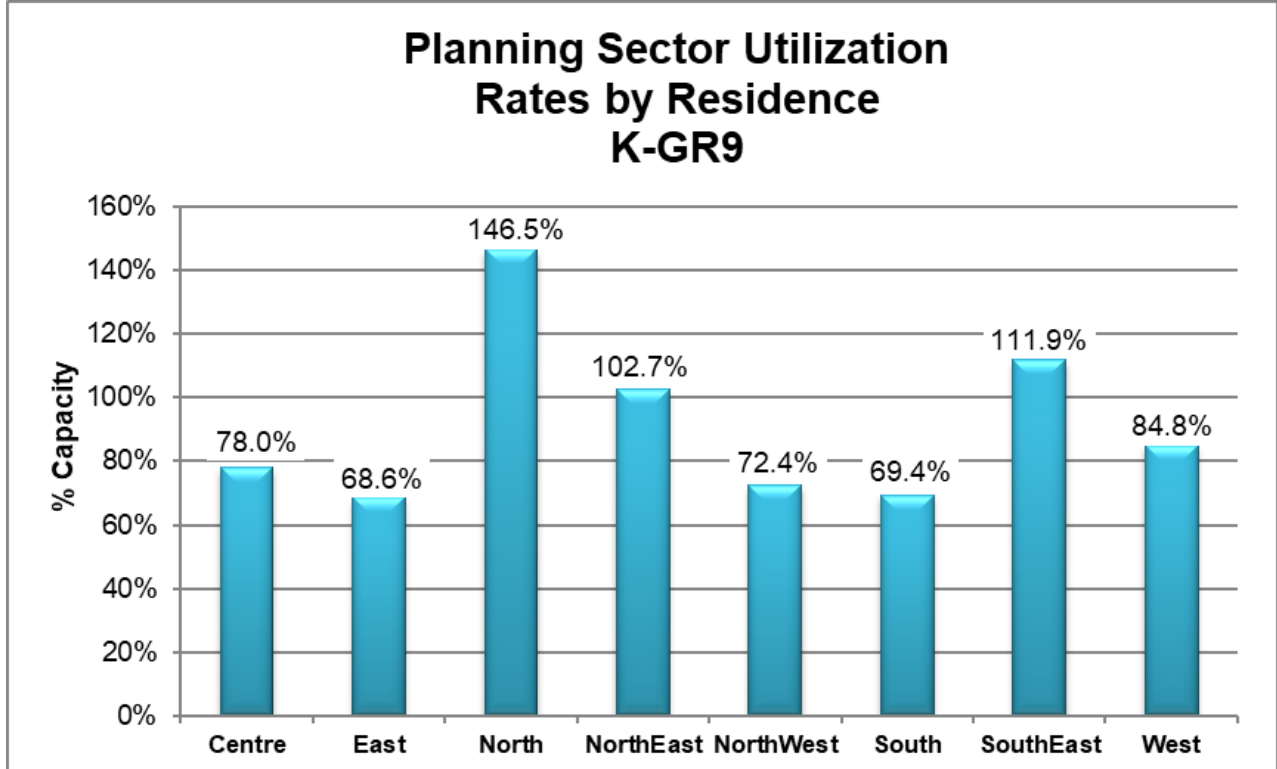


**Table 7: Capacity by Residence for K-GR9 (%)**

K-GR9 Students by Residence 2023-2024			
Planning Sector	Elementary/Junior High Students	Elementary/Junior High Capacity	% Utilization
Centre	11,688	14,982	78.0%
East	4,181	6,091	68.6%
North	15,934	10,874	146.5%
NorthEast	20,036	19,514	102.7%
NorthWest	13,607	18,783	72.4%
South	17,273	24,875	69.4%
SouthEast	13,125	11,726	111.9%
West	9,361	11,033	84.8%
<b>Total</b>	<b>105,205</b>	<b>117,878</b>	<b>89.2%</b>

**Notes:**

- Student numbers are based on ArcView data as at September 29, 2023 (K@FTE to Grade 9)
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)
- Under-utilized and over-utilized are shown on **Map 9**

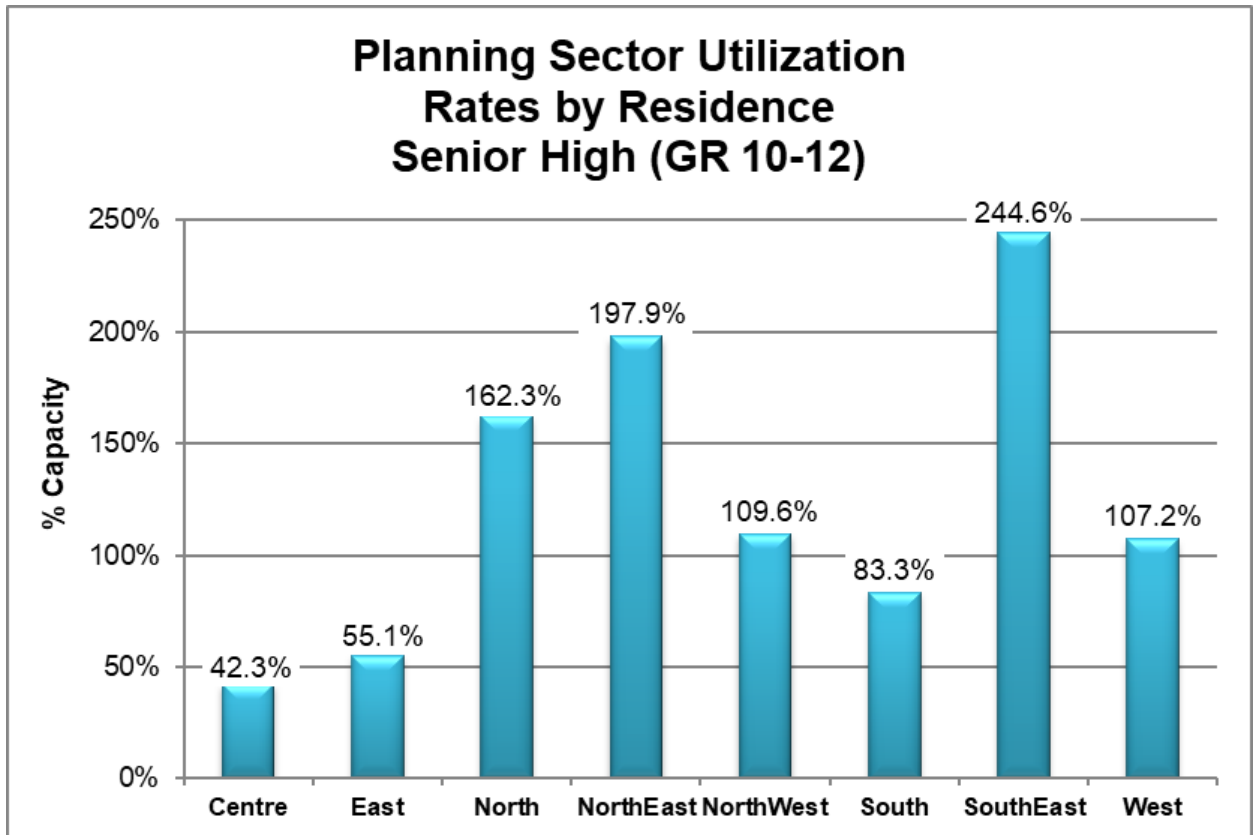


**Table 8: Capacity by Residence for Senior High (%)**

Senior High (GR10-12) Students by Residence 2023-2024			
Planning Sector	Senior High Students	Senior High Capacity	% Utilization
Centre	3,637	8,593	42.3%
East	1,448	2,629	55.1%
North	5,201	3,205	162.3%
NorthEast	6,319	3,193	197.9%
NorthWest	5,652	5,158	109.6%
South	5,963	7,158	83.3%
SouthEast	3,951	1,615	244.6%
West	3,859	3,601	107.2%
<b>Total</b>	<b>36,030</b>	<b>35,152</b>	<b>102.5%</b>

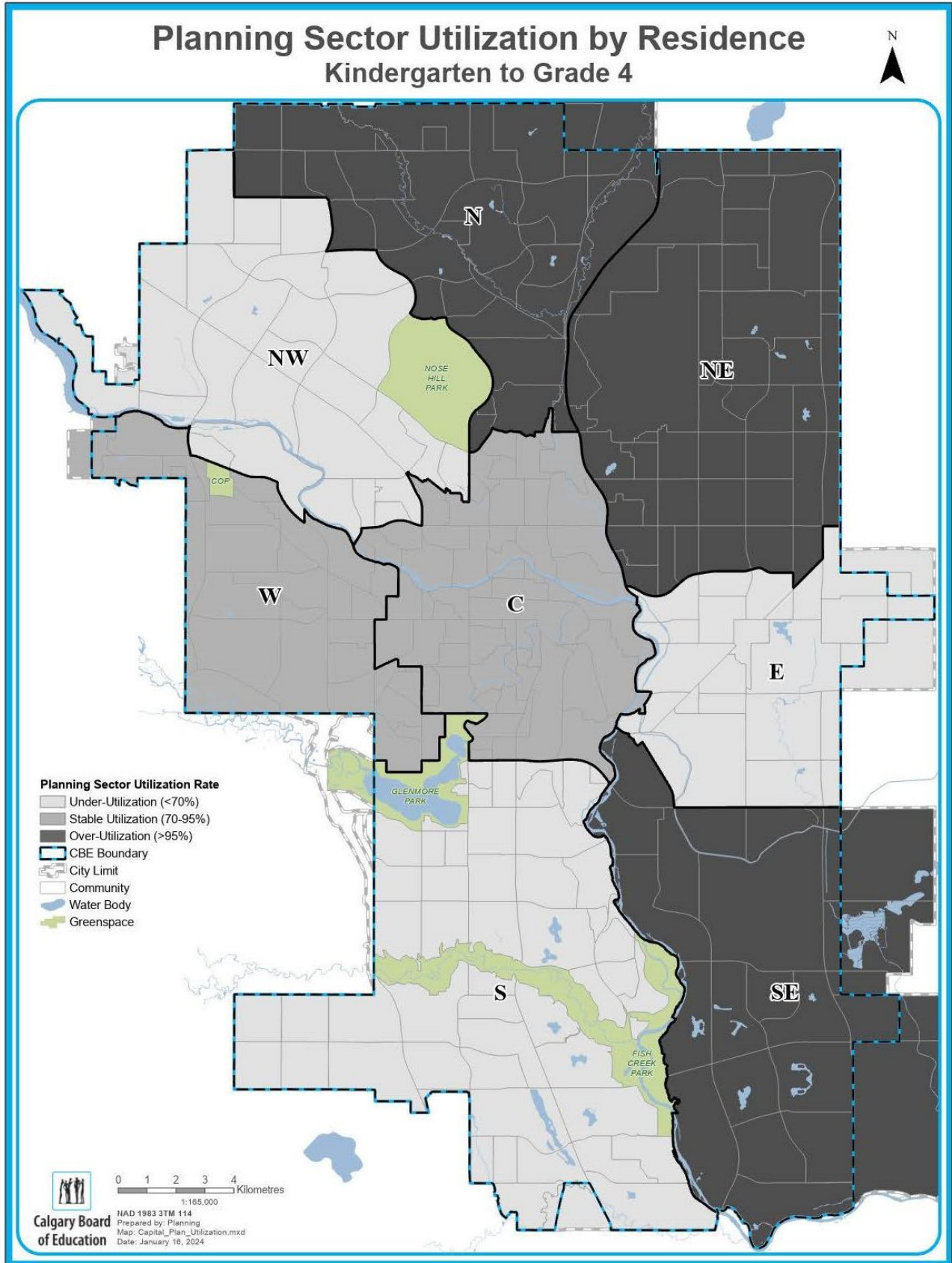
**Notes:**

- Student numbers are based on ArcView data as at September 29, 2023
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)
- Under-utilized and over-utilized are shown on **Map 10**



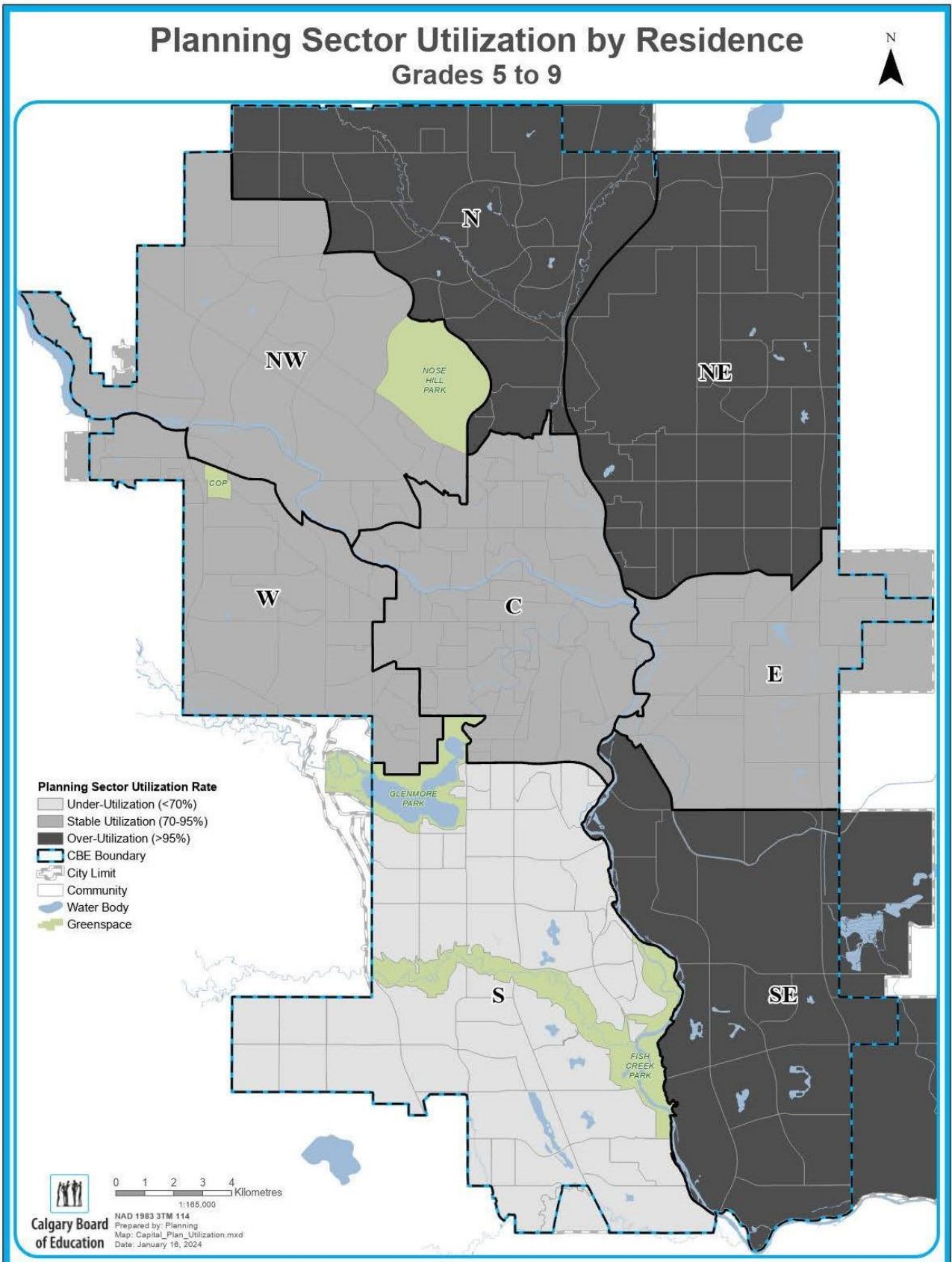


# Map 7

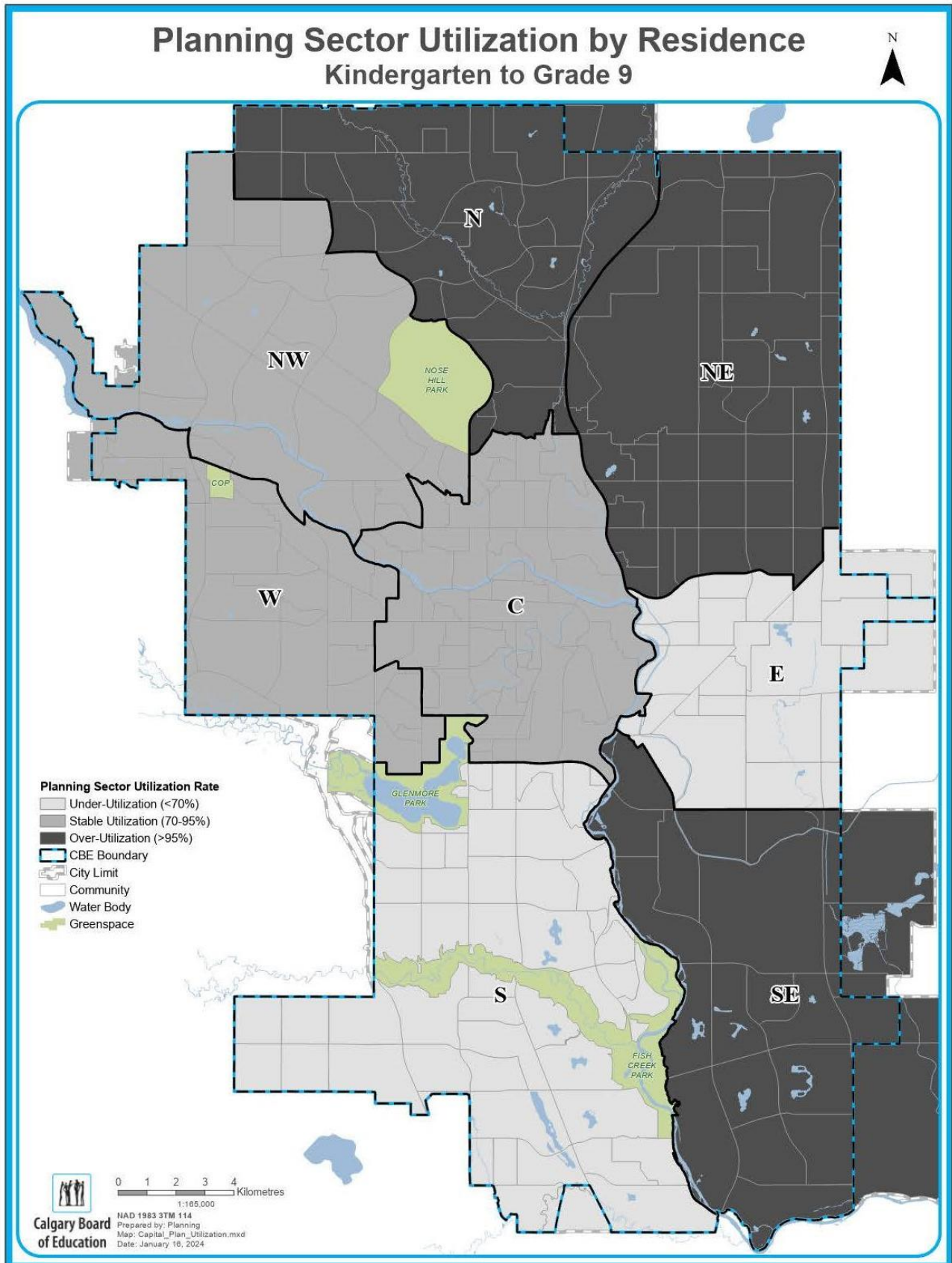


# Map 8

## Planning Sector Utilization by Residence Grades 5 to 9

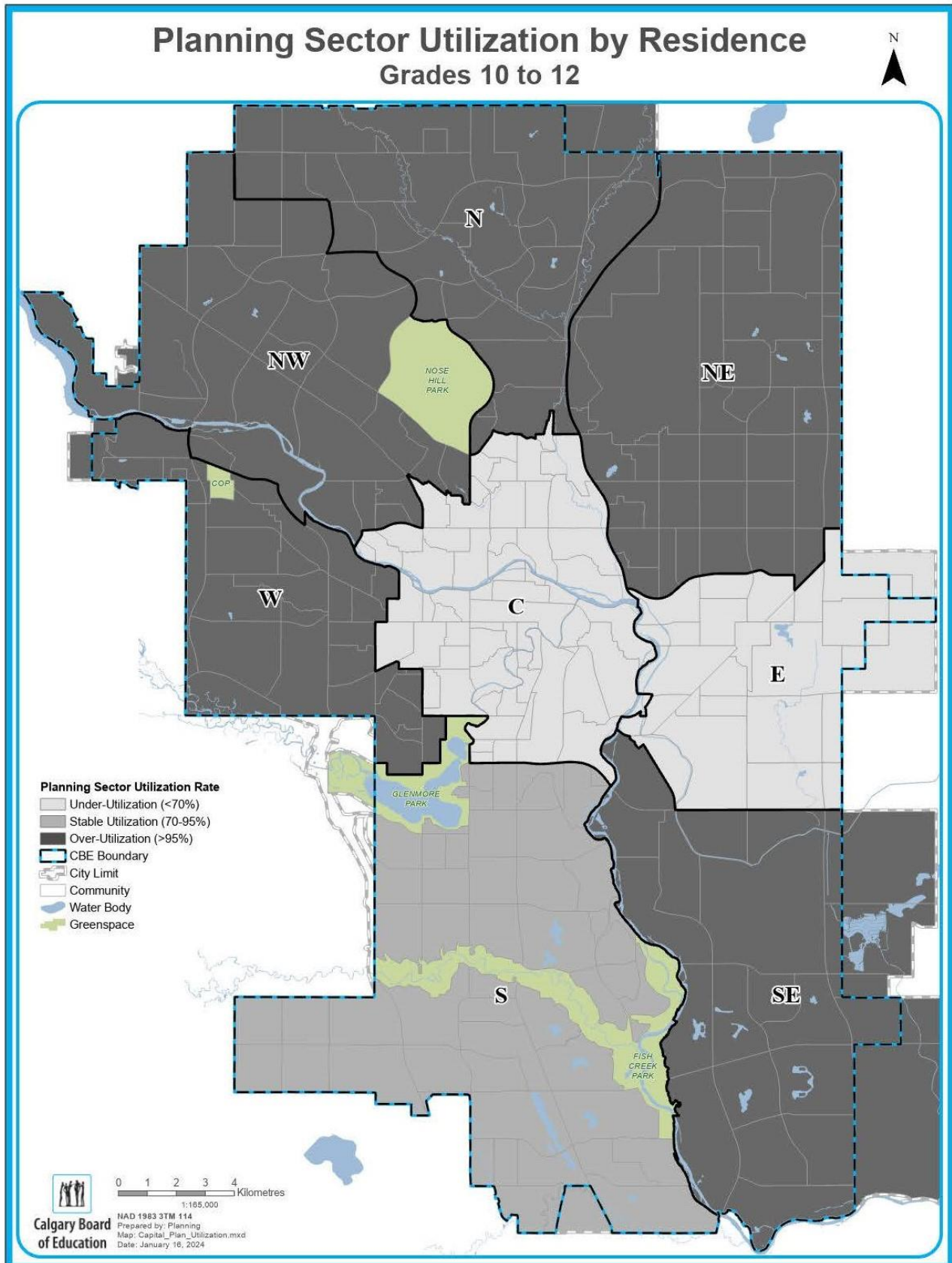


Map 9





Map 10



**APPENDIX II**

**Modernization Information**

Rank	Modernization	Points	Planning Sector	Grade
1	Crescent Heights High School	79	Centre	10-12
2	Colonel Walker / Piitoayis Family School	70	Centre	K-6
3	Central Memorial High School	66	West	10-12
4	Dr. E. P. Scarlett High School	64	South	10-12
5	Queen Elizabeth Junior / High School	60	Centre	7-12

**Major Modernization Ranking Points  
2025-2028 Capital Submission**

School	Programming Requirements	5 Year Projected Enrolment	Quality of Site to Serve Students	Ability to Upgrade	Facility Maintenance Based on RECAPP adjusted for time	Total Points
<b>Centre Planning Sector</b>						
Crescent Heights High School	35	4	5	10	25	79
Colonel Walker / Piitoayis School	35	0	5	5	25	70
Queen Elizabeth Junior/ High School	25	6	6	8	15	60
<b>East Planning Sector</b>						
-	-	-	-	-	-	-
<b>North Planning Sector</b>						
-	-	-	-	-	-	-
<b>Northeast Planning Sector</b>						
-	-	-	-	-	-	-
<b>Northwest Planning Sector</b>						
-	-	-	-	-	-	-
<b>South Planning Sector</b>						
Dr. E. P. Scarlett High School	25	8	7	9	15	64
<b>Southeast Planning Sector</b>						
-	-	-	-	-	-	-
<b>West Planning Sector</b>						
Central Memorial High School	25	4	7	10	20	66

## MAJOR MODERNIZATION RANKING CRITERIA

	Points
<b>Programming requirements (maximum number of points = 35)</b>	
Superintendent's Team to identify and prioritize modernization projects that are required to meet CBE system programming priorities	35
<b>5 Year projected enrolment (maximum number of points = 10)</b>	
Projected utilization is less than 79%	0
Projected utilization is between 80 to 84%	2
Projected utilization is between 85 to 89%	4
Projected utilization is between 90 to 94%	6
Projected utilization is between 95 to 99%	8
Projected utilization is greater than 100%	10
<b>Quality of site location to serve students (maximum number of points = 10)</b>	
Usable frontages	2
Site location	2
Site constraint factors	2
Grand-fathered clauses	2
Ability to adjust/reconfigure site	2
<i><a href="#">Ranking Range for this category: 0 (difficult to upgrade) to 2 (very easy to upgrade)</a></i>	
<b>Ability to upgrade in terms of teaching environment and minimizing costs (maximum number of points = 20)</b>	
Structural characteristics - post tension slabs	2
Barrier free accessibility (e.g. # of levels, space for washrooms, ramps and elevators)	2
Services available - age, capacity	2
Mechanical systems - age, capacity	2
Electrical systems - age, capacity	2
Sprinkler system required (size of water lines)	2
Washroom count - capacity cap	2
Program space - (e.g. size of classrooms, CTS spaces)	2
Parking (bylaw compliant) - ability to expand	2
Hazardous material-abatement	2
<i><a href="#">Ranking Range for this category: 0 (difficult to upgrade) to 2 (very easy to upgrade)</a></i>	
<b>Facility Maintenance based on Provincial RECAPP (maximum number of points = 25)</b>	
Excellent	5
Very Good	10
Good	15
Fair	20
Poor	25
<i><a href="#">Note: the higher the number, the poorer the facility</a></i>	

## Community Ranking for New K-9 Schools

Rank	Community	Points	Planning Sector	Grade
1	Saddle Ridge Middle <sup>(2)+</sup>	2,144	NE	5-9
2	Cornerstone Elementary	2,007	NE	K-4
3	Mahogany Middle	1,781	SE	5-9
4	Evanston Elementary <sup>(2)</sup>	1,701	N	K-4
5	Redstone Elementary	1,612	NE	K-4
6	Mahogany Elementary <sup>(2)++</sup>	1,515	SE	K-4
7	Sage Hill/Kincora Middle	1,478	N	5-9
8	Sage Hill Elementary	1,477	N	K-4
9	Sherwood/Nolan Hill Middle	1,327	N	5-9
10	Cityscape/Redstone Middle	1,314	NE	5-9
11	Legacy Elementary <sup>^^</sup>	1,300	S	K-4
12	Cornerstone Middle	1,292	NE	5-9
13	Walden Elementary	1,252	S	K-4
14	Livingston Elementary	1,233	N	K-4
15	Nolan Hill Elementary	1,221	N	5-9
16	Cityscape Elementary <sup>^^</sup>	1,077	NE	K-4
17	Aspen Woods Middle	864	W	5-9
18	Carrington Elementary <sup>^^</sup>	804	N	K-4
19	Walden/Wolf Willow Middle <sup>**^^</sup>	791	S	5-9
20	Seton Elementary <sup>^^</sup>	779	SE	K-4
21	Cougar Ridge Elementary	755	W	K-4
22	Kincora Elementary	747	N	K-4
23	Legacy Middle	705	S	5-9
24	Sherwood Elementary	662	N	K-4
25	Signal Hill Middle	656	W	5-9
26	Valley Ridge/Crestmont Elementary	624	W	K-4
27	Belmont Elementary	355	S	K-4
28	Country Hills Elementary <sup>**</sup>	353	N	K-4
29	Country Hills Middle <sup>**</sup>	297	N	5-9
30	Wolf Willow Elementary <sup>**^^</sup>	241	S	K-4

## Notes:

- <sup>(2)</sup> Indicates second school of that type.
- <sup>\*\*</sup>Country Hills and Walden Wolf Willow are a K-9 grade configuration. Communities under consideration for a K-GR9 school are assessed through both the K-GR4 and GR5-9 point assessment process. The priority order
- + Site not ready, expected to be by the end of December 2025.
- ++ Site not ready, expected to be by the end of 2024.
- ^^ Site not ready, anticipated to be ready in 3-5 years.
- Only communities where their school site is ready or anticipated to be ready in the next 2-3 years (^) for building construction have been included in the ranking analysis.
- Projects that have received Design funding are not assessed through the points ranking criteria and will be retained at the top of the next year's list.

## K-GR4 Statistics 2025-2028 Capital Submission

Community	Community Growth Profile (statistics)				Busing and Travel Time (statistics)			Existing K-GR4 School Awarded in Phases or Design Only School Approved
	2023 CRA data Ages 1-5	Elementary (K-GR4) Enrolment	Projected Population Growth by Sector (%)	Ratio of K-GR4 CBE Enrolment to # of Housing Units in Community (%)	Median Travel Time (minutes)	Direct Distance Travelled (km's)	More than one Bus Receiver within two school years	
<b>East Planning Sector</b>								
-	-	-	-	-	-	-	-	-
<b>North Planning Sector</b>								
Carrington <sup>^^</sup>	510	204	27	3	9	6	yes	no
Country Hills <sup>**</sup>	195	108	27	8	14	4	no	no
*Evanston <sup>(2)</sup>	*1,057	*424	27	18	32	13	yes	yes
Kincora	430	257	27	11	12	5	no	no
Livingston	820	273	27	10	23	13	yes	no
Nolan Hill	770	361	27	13	20	11	no	no
Sage Hill	885	472	27	11	18	8	yes	no
Sherwood	390	202	27	10	16	7	no	no
<b>Northeast Planning Sector</b>								
Cityscape <sup>^^</sup>	695	262	12	19	17	10	yes	no
Cornerstone	1,430	477	12	13	15	8	yes	no
Redstone	1,075	387	12	17	28	16	yes	no
<b>Northwest Planning Sector</b>								
-	-	-	-	-	-	-	-	-
<b>South Planning Sector</b>								
Belmont	205	90	26	10	12	3	no	no
Legacy <sup>^^</sup>	880	350	26	9	18	10	no	no
Walden	805	367	26	12	16	11	no	no
Wolf Willow <sup>***^</sup>	105	46	26	7	29	11	no	no
<b>Southeast Planning Sector</b>								
Seton <sup>^^</sup>	445	234	17	8	17	4	yes	no
*Mahogany <sup>(2)^</sup>	*1,054	*311	17	14	10	2	yes	yes
<b>West Planning Sector</b>								
Cougar Ridge	380	285	6	13	11	2	yes	no
Valley Ridge/Crestmont	370	214	6	9	18	6	no	no

Notes:

1. Canada Revenue Agency data, ages 1-5, provided by Baragar Systems.
2. \*\*Country Hills and Walden Wolf Willow are a K-9 grade configuration. Communities under consideration for a K-GR9 school are assessed through both the K-GR4 and GR5-9 point assessment process. The priority order is determined by the highest number of points in either of these two categories, not by the combined number of points.
3. <sup>(2)</sup> indicates second school of that type in the community. For communities that already have an elementary school, their current provincial capacity is deducted from their CRA data and K-GR4 enrolments.
4. ^ Site not ready, but anticipated to be by the end of 2024.
5. ^^ Site not ready, but anticipated to be in 3-5 years.
6. Housing Units information from The City of Calgary "2019 Civic Census" and building permits issued for 2019-2022.
7. More than one bus receiver school required for established grade configuration within two school years (examples include, but are not limited to, K-GR4 and GR5-9 or K-GR6 and GR7-9).
8. Busing and Travel Time information as per Transportation Services.

\*Evanston<sup>(2)</sup> – deducted 588 (current provincial capacity) from CRA data total (1645-588=1057) & K-GR4 total (1012-588=424), as it would be their second elementary.

\*Mahogany<sup>(2)</sup> – deducted 551 (current provincial capacity) from CRA data total (1605-551=1054) & K-GR4 total (862-551=311), as it would be their second elementary.



## K-GR4 Ranking Points 2025-2028 Capital Submission

Community	Community Growth Profile (points)			Busing and Travel Time (points)		Existing K-GR4 School Awarded in Phases or Design Only School Approved	Total Points
	2023 CRA data Ages 1-5	Elementary (K-GR4) Enrolment	Projected Population Growth / K-GR4 Enrolment to Housing Units	Median Travel Time / Direct Distance Travelled	More than one Bus Receiver within two school years		
<b>East Planning Sector</b>							
-	-	-	-	-	-	-	-
<b>North Planning Sector</b>							
Carrington <sup>^^</sup>	510	204	40	0	50	0	804
Country Hills <sup>**</sup>	195	108	50	0	0	0	353
*Evanston <sup>(2)</sup>	*1,057	*424	70	50	50	50	1,701
Kincora	430	257	60	0	0	0	747
Livingston	820	273	60	30	50	0	1,233
Nolan Hill	770	361	60	30	0	0	1,221
Sage Hill	885	472	60	10	50	0	1,477
Sherwood	390	202	60	10	0	0	662
<b>Northeast Planning Sector</b>							
Cityscape <sup>^^</sup>	695	262	50	20	50	0	1,077
Cornerstone	1,430	477	40	10	50	0	2,007
Redstone	1,075	387	50	50	50	0	1,612
<b>Northwest Planning Sector</b>							
-	-	-	-	-	-	-	-
<b>South Planning Sector</b>							
Belmont	205	90	60	0	0	0	355
Legacy <sup>^^</sup>	880	350	50	20	0	0	1,300
Walden	805	367	60	20	0	0	1,252
Wolf Willow <sup>**^^</sup>	105	46	50	40	0	0	241
<b>Southeast Planning Sector</b>							
Seton <sup>^^</sup>	445	234	40	10	50	0	779
*Mahogany <sup>(2)^</sup>	*1,054	*311	50	0	50	50	1,515
<b>West Planning Sector</b>							
Cougar Ridge	380	285	40	0	50	0	755
Valley Ridge/Crestmont	370	214	30	10	0	0	624

Notes:

- 0 points in Community Growth Profile = 0 points in Busing and Travel Time.
- Canada Revenue Agency data, ages 1-5, provided by Baragar Systems.
- \*\*Country Hills and Wolf Willow are a K-9 grade configuration. Communities under consideration for a K-GR9 school are assessed through both the K-GR4 and GR5-9 point assessment process. The priority order is determined by the highest number of points in either of these two categories, not by the combined number of points.
- <sup>^</sup> Site not ready, but anticipated to be by the end of 2024.
- <sup>^^</sup> Site not ready, but anticipated to be in 3-5 years.
- Housing Units information from The City of Calgary "2019 Civic Census" and building permits issued for 2019-2022.
- <sup>(2)</sup> indicates second school of that type in the community. For communities that already have an elementary school, their current provincial capacity is deducted from their CRA data and K-GR4 enrolments.
- Bus Receivers – More than one bus receiver school required for established grade configuration within two school years (examples include, but are not limited to, K-GR4 and GR5-9 or K-GR6 and GR7-9).

\* **Evanston<sup>(2)</sup>** – deducted 588 (current provincial capacity) from CRA data total (1645-588=1057) & K-GR4 total (1012-588=424), as it would be their second elementary.

\***Mahogany<sup>(2)</sup>** – deducted 551 (current provincial capacity) from CRA data total (1605-551=1054) & K-GR4 total (862-551=311), as it would be their second elementary.

## Middle/Junior (Grades 5-9) Statistics 2025-2028 Capital Submission

Community	Community Growth Profile (statistics)				Busing and Travel Time (statistics)			Accommodation Plan	
	Elementary (K-GR4) Enrolment	Middle (GR 5-9) Enrolment	Projected Population Growth by Sector (%)	Ratio of GR5-9 CBE Enrolment to # of Housing Units in Community (%)	Median Travel Time (minutes)	Direct Distance Travelled (km's)	More than one Bus Receiver within two school years	Existing K-GR4 or Design Only School Approved or in Existence	Greater Than Two Transition Points
<b>East Planning Sector</b>									
-	-	-	-	-	-	-	-	-	-
<b>North Planning Sector</b>									
Country Hills**	108	129	27	9	18	6	no	no	no
Sage Hill/Kincora	729	599	27	10	28	12	yes	no	no
Sherwood/Nolan Hill	563	684	27	12	24	8	no	no	no
<b>Northeast Planning Sector</b>									
Cityscape/Redstone	649	545	12	15	19	12	yes	no	no
Cornerstone	477	715	12	10	15	7	yes	no	no
*Saddle Ridge <sup>(2)</sup> ^	1,437	*487	12	21	16	6	yes	yes	yes
<b>Northwest Planning Sector</b>									
-	-	-	-	-	-	-	-	-	-
<b>South Planning Sector</b>									
Legacy	350	255	26	7	31	11	no	no	no
Walden/Wolf Willow***^	413	288	26	7	29	11	no	no	no
<b>Southeast Planning Sector</b>									
Mahogany	862	719	17	12	9	3	yes	yes	yes
<b>West Planning Sector</b>									
Aspen Woods	363	361	6	12	10	5	yes	yes	no
*Signal Hill	381	*185	6	8	18	5	no	yes	no

**Notes:**

- Housing information from The City of Calgary "2019 Civic Census" and building permits issued for 2019- 2022.
- \*\*Country Hills and Walden/Wolf Willow are a K-9 grade configuration. Communities under consideration for a K-GR9 school are assessed through both the K-GR4 and GR5-9 point assessment process. The priority order is determined by the highest number of points in either of these two categories, not by the combined number of points.
- <sup>(2)</sup> indicates second school of that type in the community. For communities that already have a middle school, their current provincial capacity is deducted from their GR5-9 enrolments.
- ^ Site not ready, but anticipated to be by the end of 2025.
- ^^ Site not ready, but anticipated to be in 3-5 years.
- Bus Receivers – More than one bus receiver school required for established grade configuration within two years. (examples include, but are not limited to, K-GR4 and GR5-9 or K-GR6 and GR7-9).
- Busing and Travel Time information as per Transportation Services.

\*Saddle Ridge<sup>(2)</sup> – deducted 957 (current provincial capacity) from GR5-9 (1,444-957=487) total, as it would be their second middle.

\*Signal Hill – deducted 199 (current provincial capacity is 687, GR5-6=29% of capacity) from GR5-9 (384-199=185) total, as Battalion Park School is K-6.

## Middle/Junior (Grades 5-9) Ranking Points 2025-2028 Capital Submission

Community	Community Growth Profile (points)			Busing and Travel Time (points)		Accommodation Plan (points)		Total Points
	Elementary (K-GR4) Enrolment	Middle (GR 5-9) Enrolment	Projected Population Growth / GR5-9 Enrolment to Housing Units	Median Travel Time / Direct Distance Travelled	Greater than one Bus Receiver within two school years	Existing K-GR4 or Design Only School Approved or in Existence	Greater Than Two Transition Points	
<b>East Planning Sector</b>								
-	-	-	-	-	-	-	-	-
<b>North Planning Sector</b>								
Country Hills**	108	129	50	10	0	0	0	297
Sage Hill/Kincora	729	599	60	40	50	0	0	1,478
Sherwood/Nolan Hill	563	684	60	20	0	0	0	1,327
<b>Northeast Planning Sector</b>								
Cityscape/Redstone	649	545	50	20	50	0	0	1,314
Cornerstone	477	715	40	10	50	0	0	1,292
*Saddle Ridge <sup>(2)^</sup>	1,437	*487	60	10	50	50	50	2,144
<b>Northwest Planning Sector</b>								
-	-	-	-	-	-	-	-	-
<b>South Planning Sector</b>								
Legacy	350	255	50	50	0	0	0	705
Walden/Wolf Willow <sup>**^^</sup>	413	288	50	40	0	0	0	791
<b>Southeast Planning Sector</b>								
Mahogany	862	719	50	0	50	50	50	1,781
<b>West Planning Sector</b>								
Aspen Woods	363	361	40	0	50	50	0	864
*Signal Hill	381	*185	30	10	0	50	0	656

Notes:

- 0 points in Community Growth Profile = 0 points in Busing and Travel Time.
- \*\*Country Hills and Walden/Wolf Willow are a K-9 grade configuration. Communities under consideration for a K-GR9 school are assessed through both the K-GR4 and GR5-9 point assessment process. The priority order is determined by the highest number of points in either of these two categories, not by the combined number of points.
- <sup>(2)</sup> indicates second school of that type in the community. For communities that already have a middle school, their current provincial capacity is deducted from their GR5-9 enrolments.
- <sup>^</sup> Site not ready, but anticipated to be by the end of 2025.
- <sup>^^</sup> Site not ready, but anticipated to be in 3-5 years.
- Bus Receivers – More than one bus receiver school required for established grade configuration within two school years. (examples include, but are not limited to, K-GR4 and GR5-9 or K-GR6 and GR7-9).

**\*\*Saddle Ridge<sup>(2)</sup>** – deducted 957 (current provincial capacity) from GR5-9 (1,444-957=487) total, as it would be their second middle.

**\*Signal Hill** – deducted 199 (current provincial capacity is 687, GR5-6=29% of capacity) from GR5-9 (384-199=185) total, as Battalion Park School is K-6.

## CBE Point Assignments

Kindergarten - Grade 4						
Canada Revenue Agency (Age 1-5)						
Canada Revenue Agency Data (Ages 1-5)*	Actual Value					
<i>* Provided by Baragar Systems</i>						
Current K-GR4 Enrolment						
Current K-GR4 Enrolment - September 29, 2023 enrolment	Actual Value					
Projected Population / Ratio of Enrolment to Housing Units						
Ratio of K-GR4 Enrolment to # of Housing Units in Community (%)						
(September 30th of each year)						
	≤4%	5 to 9%	10 to 14%	15 to 19%	20 to 24%	≥25 %
Projected 5 Year Sector Population Growth (%)**						
Less than 5%	10 points	20 points	30 points	40 points	50 points	60 points
5 to 14%	20 points	30 points	40 points	50 points	60 points	70 points
15 to 24%	30 points	40 points	50 points	60 points	70 points	80 points
Greater than 25 %	40 points	50 points	60 points	70 points	80 points	90 points
<i>** Based on City of Calgary Suburban Residential Growth (Prepared Annually)</i>						
Median Travel Time / Distance Travelled						
Distance Travelled (km's)*						
	≤9	10 to 14	15 to 19	20 to 24	≥25	
Median Travel Time						
15-19 minutes	10 points	20 points	30 points	40 points	50 points	
20-24 minutes	20 points	30 points	40 points	50 points	60 points	
25-29 minutes	30 points	40 points	50 points	60 points	70 points	
30-34 minutes	40 points	50 points	60 points	70 points	80 points	
35-39 minutes	50 points	60 points	70 points	80 points	90 points	
≥40 minutes	60 points	70 points	80 points	90 points	100 points	
<i>* Distance travelled calculated using ARCGIS to determine "centre" of the community to bus receiver school</i>						
Other Considerations:						
Bus Receiver - Elementary						
More than one bus receiver school required for established grade configuration within two school years (examples include but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9)						50 points
Existing K-GR4 School or Design Only School approved or in existence						50 points
Notes:						
1. If a community already has a school or a design only school, the capacity of the school will be subtracted from the number of students enrolled in the CBE.						
2. When there is a design only school in a community, an exception to the standard ranking methodology will be made.						

## CBE Point Assignments

Middle (Grade 5-9)						
<b>K-GR4 Enrolment</b>						
Current K-GR4 Enrolment - September 29, 2023 enrolment					Actual Value	
<b>GR5-9 Enrolment</b>						
Current GR5-9 Enrolment - September 29, 2023 enrolment					Actual Value	
<b>Projected Population / Ratio of Enrolment to Housing Units</b>						
<b>Ratio of GR5-9 Enrolment to # of Housing Units in Community (%)</b>						
<b>(September 30th of each year)</b>						
	<b>≤4%</b>	<b>5 to 9%</b>	<b>10 to 14%</b>	<b>15 to 19%</b>	<b>20 to 24%</b>	<b>≥25 %</b>
<b>Projected 5 Year Sector Population Growth (%)*</b>						
Less than 5%	10 points	20 points	30 points	40 points	50 points	60 points
5 to 14%	20 points	30 points	40 points	50 points	60 points	70 points
15 to 24%	30 points	40 points	50 points	60 points	70 points	80 points
Greater than 25 %	40 points	50 points	60 points	70 points	80 points	90 points
<i>* Based on City of Calgary Suburban Residential Growth (Prepared Annually)</i>						
<b>Median Travel Time / Distance Travelled</b>						
<b>Distance Travelled (km's)**</b>						
	<b>≤9</b>	<b>10 to 14</b>	<b>15 to 19</b>	<b>20 to 24</b>	<b>≥25</b>	
<b>Median Travel Time</b>						
15-19 minutes	10 points	20 points	30 points	40 points	50 points	
20-24 minutes	20 points	30 points	40 points	50 points	60 points	
25-29 minutes	30 points	40 points	50 points	60 points	70 points	
30-34 minutes	40 points	50 points	60 points	70 points	80 points	
35-39 minutes	50 points	60 points	70 points	80 points	90 points	
≥40 minutes	60 points	70 points	80 points	90 points	100 points	
<i>** Distance travelled calculated using GIS to determine "centre" of the community to bus receiver school</i>						
<b>Other Considerations:</b>						
Bus Receiver More than one bus receiver school required for established grade configuration within two years (examples include but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9)					50 points	
Existing K-GR4 School or Design Only School approved or in existence					50 points	
Greater than 2 Transition Points (K-GR9)					50 points	
Notes:						
1. If a community already has a school or a design only school, the capacity of the school will be subtracted from the number of students enrolled in the CBE.						
2. When there is a design only school in a community, an exception to the standard ranking methodology will be made.						

## Ranking for New High Schools

Senior High Schools - Summary							
Rank	Level of Site Readiness	Site	Points	Planning Sector	Grade	Impacted Schools - Utilization Category 2030-2031	
1	A	Cornerstone High School	1,752	NE	10-12	Forest Lawn High School	Over-utilized
						James Fowler High School	Over-utilized

Notes:

1. Only sites with a Level of Site Readiness of A or B are included in the ranking analysis.
2. Projects that have received Design funding are not assessed through the points ranking criteria and will be retained at the top of the next year's list.

### Utilization Categories

A Utilization Category is used to summarize the utilization rates of opening a new high school for it and its impacted high schools. The definitions are outlined below:

Utilization Category	Utilization Rate
Over-utilized	School utilization rate is projected to be above 110%, 5 years after the opening of a new school
Maximized	School utilization rate is projected to be in the 101-110% utilization range, 5 years after the opening of a new school
Optimized	School utilization rate is projected to be in the 85%-100% range, 5 years after the opening of a new school
Sub-optimized	School utilization rate is projected to be in the 70%-84% range, 5 years after the opening of a new school
Underutilized	School utilization rate is projected to be below 70%, 5 years after the opening of a new school

### Site Readiness

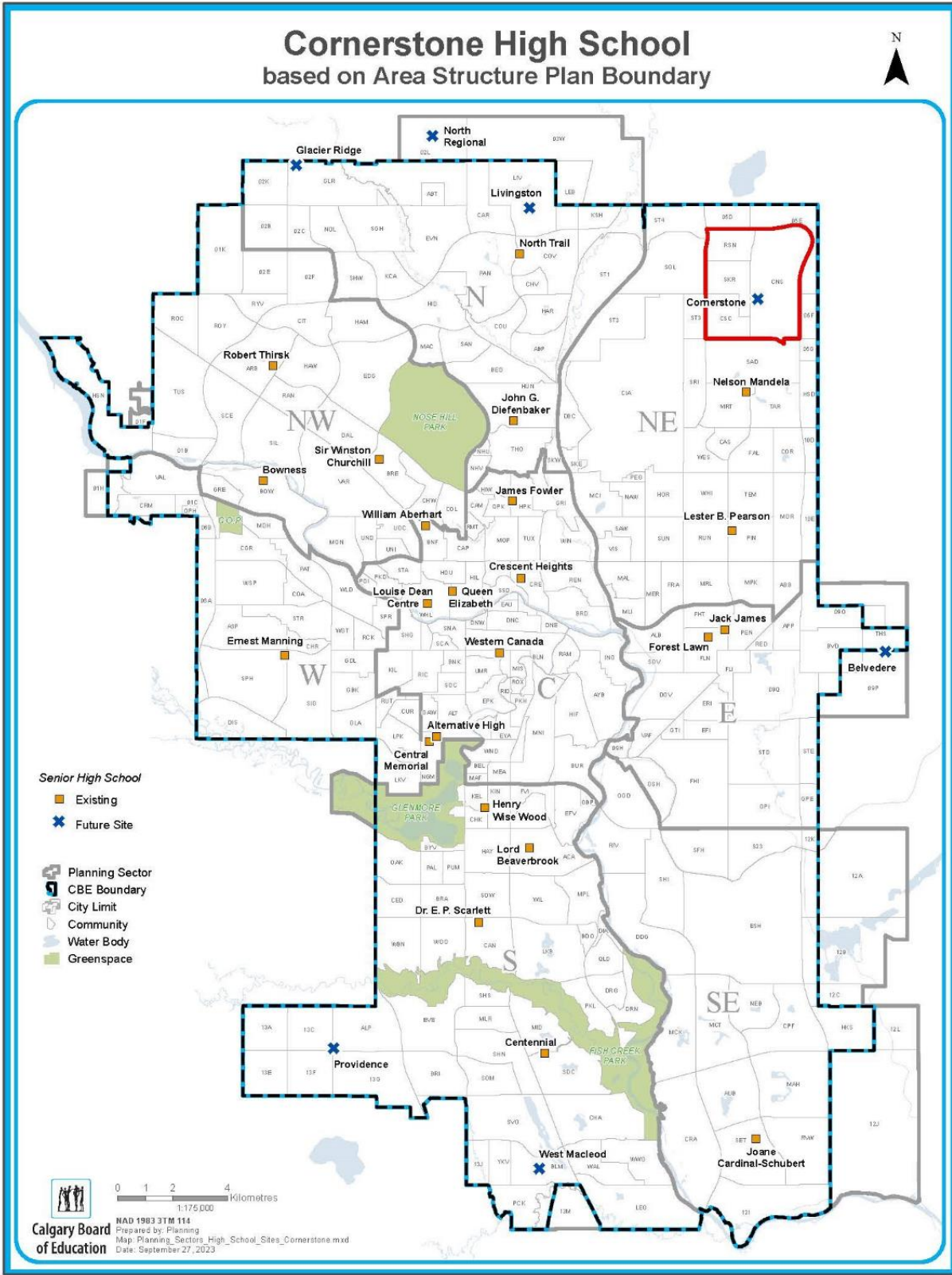
The level of site readiness is defined as follows:

- Category A - Ready for full construction
- Category B - Ready within two years
- Category C - Ready in more than two years

Only those high school sites that are ready or ready within two years, Categories A and B, will be pointed and ranked according to the points criteria.

# Map 11

## Cornerstone High School based on Area Structure Plan Boundary





## High School (Grades 10-12) Statistics 2025-2028 Capital Submission

Area Structure Plan/Community	Level of Site Readiness	Community Growth Profile (statistics)				Busing and Travel Time (statistics)	
		Elementary (GR4-6) Enrolment	High (GR 10-12) Enrolment	Projected Population Growth by Sector (%)	Ratio of GR10-12 CBE Enrolment to # of Housing Units in Community (%)	Median Travel Time (minutes)	Direct Distance Travelled (km's)
<b>East Planning Sector</b>							
Belvedere*	C	-	-	-	-	-	-
<b>North Planning Sector</b>							
Glacier Ridge	C	-	-	-	-	-	-
Livingston	C	-	-	-	-	-	-
North Regional Context*	C	-	-	-	-	-	-
<b>Northeast Planning Sector</b>							
Cornerstone	A	1,019	623	12	5	46	18
<b>Northwest Planning Sector</b>							
-	-	-	-	-	-	-	-
<b>South Planning Sector</b>							
Providence	C	-	-	-	-	-	-
West Macleod	C	-	-	-	-	-	-
<b>Southeast Planning Sector</b>							
-	-	-	-	-	-	-	-
<b>West Planning Sector</b>							
-	-	-	-	-	-	-	-

**Notes:**

1. Housing information from The City of Calgary "2019 Civic Census" and building permits issued for 2019- 2022.
2. Busing and Travel Time information as per Transportation Services.
3. Level of Site Readiness: A=Site Ready; B=Site Ready within 2 Years; C=Site Ready in more than 2 years. Only sites in A and B level of readiness are assigned points.
4. \* indicates school is not in the CBE's current jurisdictional boundary.



## High School (Grades 10-12) Ranking Points 2025-2028 Capital Submission

Community	Level of Site Readiness	Community Growth Profile (points)			Busing and Travel Time (points)	
		Elementary (GR4-6) Enrolment	High (GR 10-12) Enrolment	Projected Population Growth / GR10-12 Enrolment to Housing Units	Median Travel Time / Direct Distance Travelled	Total Points
<b>East Planning Sector</b>						
Belvedere*	C	-	-	-	-	-
<b>North Planning Sector</b>						
Glacier Ridge	C	-	-	-	-	-
Livingston	C	-	-	-	-	-
North Regional Context*	C	-	-	-	-	-
<b>Northeast Planning Sector</b>						
Cornerstone	A	1,019	623	30	80	1,752
<b>Northwest Planning Sector</b>						
-	-	-	-	-	-	-
<b>South Planning Sector</b>						
Providence	C	-	-	-	-	-
West Macleod	C	-	-	-	-	-
<b>Southeast Planning Sector</b>						
-	-	-	-	-	-	-
<b>West Planning Sector</b>						
-	-	-	-	-	-	-

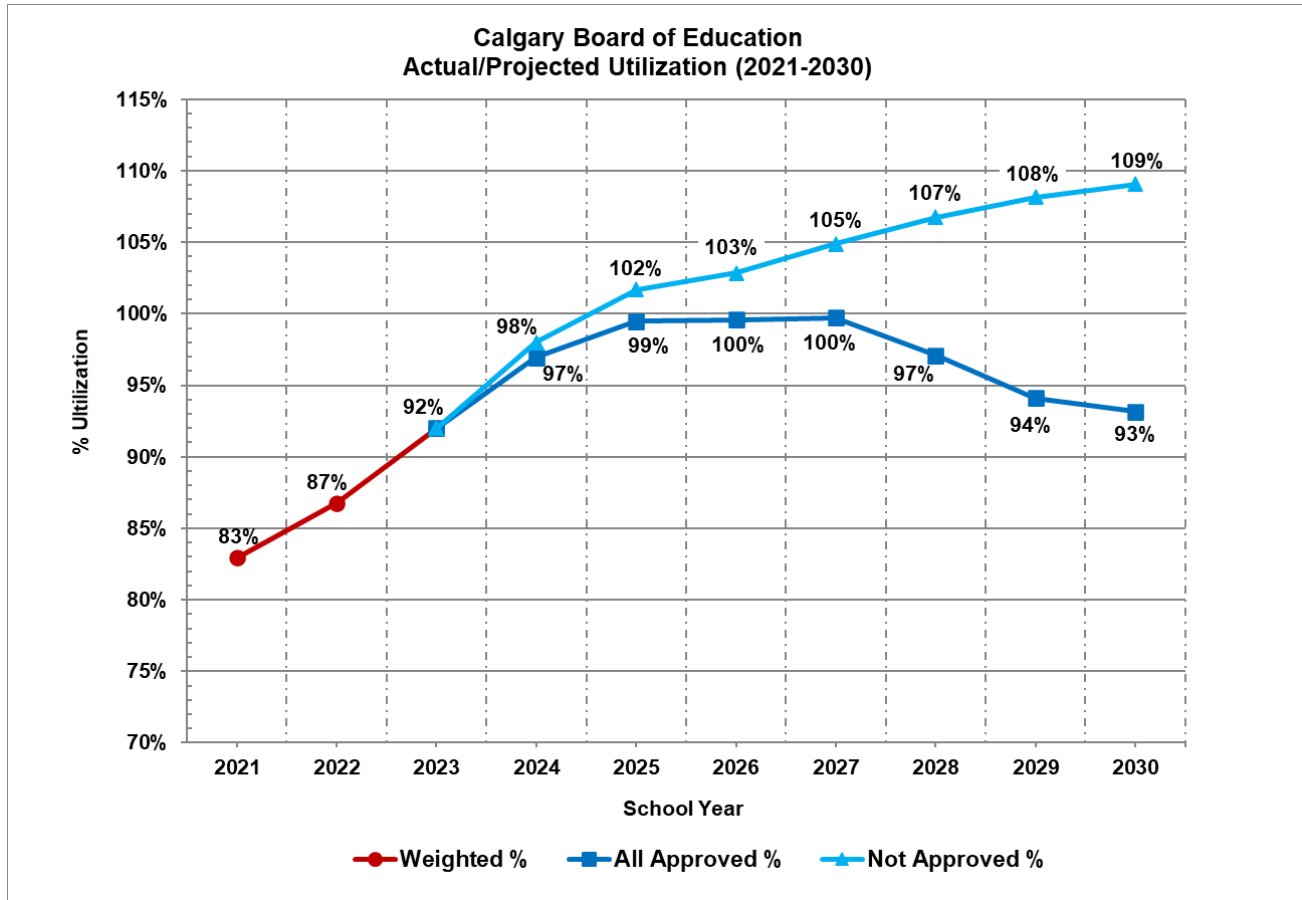
**Notes:**

1. Level of Site Readiness: A=Site Ready; B=Site Ready within 2 Years; C=Site Ready in more than 2 years. Only sites in A and B level of readiness are assigned points.
2. \* indicates school is not in the CBE's current jurisdictional boundary.

## CBE High School Point Assignments

High School (Grades 10-12)						
<b>GR4-6 Enrolment</b>						
Current GR4-6 Enrolment - September 29, 2023 enrolment					Actual Value	
<b>GR10-12 Enrolment</b>						
Current GR10-12 Enrolment - September 29, 2023 enrolment					Actual Value	
<b>Projected Population / Ratio of Enrolment to Housing Units</b>						
<b>Ratio of GR10-12 Enrolment to # of Housing Units in Community (%)</b> <b>(September 29th of each year)</b>						
	≤4%	5 to 9%	10 to 14%	15 to 19%	20 to 24%	≥25 %
<b>Projected 5 Year Sector Population Growth (%)*</b>						
Less than 5%	10 points	20 points	30 points	40 points	50 points	60 points
5 to 14%	20 points	30 points	40 points	50 points	60 points	70 points
15 to 24%	30 points	40 points	50 points	60 points	70 points	80 points
Greater than 25 %	40 points	50 points	60 points	70 points	80 points	90 points
<i>* Based on City of Calgary Suburban Residential Growth (Prepared Annually)</i>						
<b>Median Travel Time / Distance Travelled</b>						
<b>Distance Travelled (km's)**</b>						
	≤9	10 to 14	15 to 19	20 to 24	≥25	
<b>Median Travel Time</b>						
15-19 minutes	10 points	20 points	30 points	40 points	50 points	
20-24 minutes	20 points	30 points	40 points	50 points	60 points	
25-29 minutes	30 points	40 points	50 points	60 points	70 points	
30-34 minutes	40 points	50 points	60 points	70 points	80 points	
35-39 minutes	50 points	60 points	70 points	80 points	90 points	
≥40 minutes	60 points	70 points	80 points	90 points	100 points	
<i>** Distance travelled calculated using GIS to determine "centre" of the community to bus receiver school</i>						
Notes:						
1. When there is a design only school in a community, an exception to the standard ranking methodology will be made.						

CBE System Utilization



Note: All Approved assumes:

- 16,200 spaces if all new school requests in the 2025-2028 Plan are approved;
- 807 spaces from the return of Leased space; and
- 10,200 modular spaces if all requests are approved.

## Glossary of Terms and Definitions

### CBE Definitions

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

### CBE Formulas

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

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

<b>Area Capacity and Utilization Report</b>	A report from Infrastructure that provides total capacity and utilization rates for a jurisdiction and its school facilities.
<b>Barrier-Free</b>	The <i>Alberta Building Code</i> defines the requirements to ensure that a school facility can accommodate people with special needs.

<b>Capacity</b>	The capacity of a new school and the method by which it is established as approved by Alberta Infrastructure. Records of capacity for all Alberta schools are maintained by Infrastructure and reflect the capacity established at the time of construction, minus any exclusions or exemptions subsequently approved by Infrastructure.
<b>Capital Funding</b>	Funding provided to school jurisdictions for school building projects in accordance with Alberta Education's approved budget schedule.
<b>Code Requirements</b>	The minimum requirements for construction defined by the <i>Alberta Building Code</i> and those standards referenced in the <i>Code</i> .
<b>Core School</b>	A school building that is constructed with a permanent core and can be expanded or contracted by the addition or removal of modular classrooms.
<b>Facilities Plan</b>	A general or broad plan for facilities and facility development within a school jurisdiction.
<b>Facility Evaluation</b>	Assessment of facility characteristics, which includes site, architectural and engineering components, maintenance planning, safety, space adequacy and environment protection, to determine the ability of the building to accommodate current and future needs.
<b>Full-time Equivalent Occupancy</b>	Is used as a measurement of space utilization. Enrolment is calculated on the number of student spaces occupied throughout the school day. Part time student use is expressed in terms of full-time equivalent students (FTEs).
<b>Furniture &amp; Equipment</b>	Includes basic furnishings such as desks, seating, storage cabinets, tables and fixtures that are normally provided under a contract separate from the general construction contract.
<b>Infrastructure Maintenance and Renewal (IMR) program</b>	Provides funding to (a) replace building and site components which have failed and pose health and safety problems for students and staff, (b) extend the useful life of school facilities and sites and (c) maintain the quality of the school environment.
<b>Instructional Area</b>	Those areas of a school building that are designated for purposes of instruction, examinations and other student activities where direct or indirect student-teacher interaction is maintained or scheduled. Also included are storage areas considered directly related to various instructional areas (i.e. gym storage, drama storage and science preparation areas).
<b>Inventory of Space</b>	A listing of a school jurisdiction's owned or leased facilities, which include facility area and usage.
<b>Life Cycle Costing</b>	Process that examines all costs associated with a facility project for the extent of its lifetime.
<b>Modernization Project</b>	The restoration of an entire or a portion of a school facility to improve its functional adequacy and suitability for present and future educational programs.
<b>Modular Classroom</b>	Prototypical portable classroom units built at a central location and transported to schools across Alberta. These units are based on specifications that ensure significantly improved heating and ventilation, soundproofing, resistance to mould, cost of serviceability and several other factors that differentiate them from the older portables that are also part of schools across the province.

<b>New Capacity</b>	In the event that a new construction project adjusts the capacity rating, a new capacity will be incorporated to reconcile the school jurisdiction's total capacity one year after the date of Ministerial approval of the tender or alternate to tender scheme of construction.
<b>Right-Sizing</b>	Reduction in capacity of an existing school to provide a more efficient use of the facility due to declining enrolments.
<b>School Building Project</b>	Means (i) the purchase, erection, relocation, renovation, furnishing or quipping of, (ii) making of structural changes in, (iii) the addition to or extension of a school building, or (iv) the building of access roads or site preparation for a school building.
<b>Site Development</b>	Provision of utility services, access, location of buildings, playfields and landscaping.
<b>Utilization Ratio</b>	The ratio determined by dividing a jurisdiction's total FTE student enrolment by its net capacity.

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

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

### OE – 3: Instructional Program


Monitoring report for the  
school year 2022-2023

Report date:  
February 13, 2024

#### CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 3: Instructional Program, 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:   
 Gary Strother, Acting Chief Superintendent

Date: February 13, 2024

#### BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 3: Instructional Program, the Board of Trustees:

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

#### Summary statement/motion of the Board of Trustees:

Signed: \_\_\_\_\_  
 Chair, Board of Trustees

Date: \_\_\_\_\_

**OE – 3: Instructional Program****Executive Summary**

The Board of Trustees believes that providing high quality programming for all students is essential for student success, as defined in the Results. The Board believes that each student should have access to educational programming without financial barriers.

This Operational Expectation establishes the Board of Trustees' values and expectations for The Calgary Board of Education's work in providing an instructional program that supports student success.

The Chief Superintendent's reasonable interpretation and indicators for OE-3: Instructional Program were approved on November 10, 2020. The Board of Trustees was last presented with the annual monitoring report for OE-3 on February 21, 2023.

This report includes data available from the 2022-2023 school year and contains evidence to support the following findings:

<b>Policy Statement</b>	<b>Indicator</b>	<b>Finding</b>
3.1	3.1.1	Compliant
3.1	3.1.2	Compliant
3.1	3.1.3	Compliant
3.1	3.1.4	Compliant
3.1	3.1.5	Compliant
3.2	3.2.1	Compliant
3.3	3.3.1	Compliant
3.3	3.3.2	Compliant
3.4	3.4.1	Compliant
3.4	3.4.2	Compliant
3.4	3.4.3	Compliant



## OE – 3: Instructional Program

The Board of Trustees believes that providing high quality programming for all students is essential for student success, as defined in the Results. The Board believes that each student should have access to educational programming without financial barriers.

### Board-approved Interpretation |

Education programming at the CBE is flexible and responsive and is designed to support high levels of achievement consistent with the Board’s Results policies.

The Chief Superintendent interprets:

- *high quality programming* to mean intentionally planned learning opportunities that provide students the opportunity to participate, plan, progress and achieve Results outcomes.
- *educational programming* to mean an identified set of learning opportunities that relate to achieving the learning outcomes as identified in the Alberta Education authorized programs of study.
- *without financial barriers* to mean the cost does not deny access of an individual student to an instructional program and the activities contained therein.

The Chief Superintendent shall:

3.1	Plan for and provide rigorous, relevant and high quality programming opportunities that consider the educational needs of students, the choices of students and families, and the long-term fiscal and operational capacity of the organization.	Compliant
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### Board-approved Interpretation |

The Chief Superintendent shall ensure each student has access to flexible and responsive learning that is engaging and meaningful and that best meet their educational needs through a variety of instructional programs. When planning for programming, the Chief Superintendent will balance the provision of programs and the associated costs in a fiscally sound and responsible manner.

**OE – 3: Instructional Program**

The Chief Superintendent interprets:

- *plan* for to mean intentional identification of learning strategies and supports to achieve specific student learning outcomes;
- *rigorous* to mean opportunities that are academically, intellectually and personally challenging within the context of the Three-Year Education Plan;
- *relevant* to mean curriculum-aligned learning opportunities that are meaningful to the student;
- *high quality programming* to mean intentionally planned learning opportunities that provide students the opportunity to participate, plan, progress and achieve Results outcomes;
- *educational needs* to mean those educational supports and services an individual student may require in order to progress in their learning;
- *fiscal capacity* to mean the use of resources for student programming and support within the budgetary constraints of the CBE; and
- *operational capacity* to mean the ability of the CBE to utilize available resources efficiently and effectively.

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

1. Of the 10% random samples within divisions, 100% of School Development Plans will identify specific instructional strategies and/or actions to address student Results.	Compliant
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*The organization is compliant with this indicator.*

*Evidence statement*

A review of school development plans from 25 randomly selected schools (16 elementary-junior, 6 middle-junior and 3 senior high), confirms that all 25 School Development Plans (SDPs) identify specific instructional strategies and/or actions to address student Results.

In 2022-2023, schools were required to include a literacy, mathematics, and well-being SDP goal. CBE has implemented enduring frameworks for mathematics, literacy, Indigenous Education and student well-being. In a review of the 25 school development plan strategic actions, overarching themes surfaced as follows:

- Literacy Themes:
  - Assessment of student writing using rubrics.
  - Written organization and content.



### OE – 3: Instructional Program

- Building student academic vocabulary across disciplines.
- Building student phonemic and phonological awareness skills using decodable books.
- Oral language development using the neurolinguistic approach.
- Reading comprehension strategies (close reading)
  
- Mathematics Themes:
  - Assessment practices (learning progressions, self-assessment, calibration, rubrics, learning sprints).
  - Building student resiliency to solve mathematical problems through productive struggle and problem-solving strategies.
  - Mathematical routines (number talks).
  - Communicating mathematical reasoning and understanding (oral/discourse, visual representations, mathematical vocabulary, etc.).
  - Task Design.
  
- Well-Being Themes:
  - Indigenous Education Holistic Lifelong Learning Framework.
  - Social Emotional Learning (SEL).
  - Student regulation strategies to support coping with stressful situations.
  - Building positive relationships.

<p>2. School Development Plans provide evidence that local measures result in program changes at the school level such as changes in practice, changes in focus, or changes in measures of improvement.</p>	<p>Compliant</p>
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*The organization is compliant with this indicator.*

*Evidence statement*

The examination of 2022-23 School Development Plans (SDPs) provides evidence that local measures result in program changes at the school level such as changes in practice, changes in focus, or changes in measures of improvement.

*Changes in Practice Examples*

- The practice of using CBE’s K-12 Literacy Framework increased significantly across schools with 77% of schools listing this as a key SDP resource in 2022-23. This was a 20 percentage point increase from 2021-22.

### OE – 3: Instructional Program

- The practice of using CBE’s K-12 Mathematics Framework increased across schools with 82% of schools listing this as a key SDP resource in 2022-23. This was a 6 percentage point increase from 2021-22.
- The practice of using CBE’s Indigenous Education Holistic Lifelong Learning Framework increased across schools with 41% of schools listing this as a key Well-Being SDP resource in 2022-23, a 7 percentage point increase from 2021-22.
- These enduring frameworks are being implemented and used more consistently across schools to improve student literacy, well-being, and mathematics results.

#### *Changes in Program Focus Examples*

- The number of schools focused on improving reading increased to 55% whereas 48% of schools focused on reading improvement in the previous school year.
- This shift followed an increased use of local reading measures in 2021-22 (LeNS, CCS, RRST) that identified phonological awareness as an area for improvement for many early learners in CBE.

#### *Change in Measure Examples*

- More schools identified provincial assessments as a measure with approximately one quarter of schools identifying PATs as a measure of literacy and mathematics improvement following a Covid-19 context with disruptions to these provincial assessments since 2020.
- Use of Castles and Coltheart (CC3) early learning assessment as an SDP measure increased.
- Less schools used report card data as a measure of literacy, mathematics and well-being improvement, instead turning to local incremental measures.

3. Student learning opportunities expand as the age and developmental ability of students increases.	Compliant
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*The organization is compliant with this indicator.*

#### *Evidence Statement*

Programmatic pathways and courses offered in the 2022-2023 school year expanded as the age and developmental ability of students increased. Evidence is provided by the confirmation of active courses in Career and Technology Foundations (CTF), Career and Technology Studies (CTS), Fine and Performing

**OE – 3: Instructional Program**

Arts (FPA), Unique Pathways, Career and Registered Trades, and Locally Developed Courses (LDCs).

**Complementary Curriculum & Pathways**

The Alberta Program of Studies sets the foundation for student learning opportunities K-12. K-6 student learning opportunities are set in the context of the required curriculum foundations. As students progress into higher grades, increased opportunities are available and planned for.

**Career and Technology Foundations (CTF)**

During the 2022-2023 school year, 34 different CTF related course offerings were available to students in 65 CBE middle/junior schools. This is an increase from the 26 offerings in the previous school year. Students' registrations in these courses also increased over the 2021-2022 school year.

CTS programs are categorized into five occupational clusters and a multi-cluster category:

- **BIT:** Business, Administration, Finance & Information Technology,
- **HRH:** Health, Recreation & Human Services,
- **MDC:** Media, Design & Communication Arts,
- **NAT:** Natural Resources,
- **TMT:** Trades, Manufacturing & Transportation

While not all individual CBE high schools were able to offer programs in all occupational clusters or areas, as a system CBE provided multiple opportunities for students to access courses in each occupational area across the system. The chart below summarizes the number of high schools that offered courses in each occupational area and the number of programs offered in each cluster.

Occupational Cluster	# of High Schools offering at least one program in each cluster (% of High Schools)	# of Programs offered within the cluster across CBE
<b>BIT</b>	22 (100%)	66
<b>HRH</b>	22 (100%)	118
<b>MDC</b>	22 (100%)	53
<b>NAT</b>	7 (32%)	21
<b>TMT</b>	21 (95%)	50

**OE – 3: Instructional Program****Fine and Performing Arts (FPA)**

Elementary grade levels focused on Art and Music with opportunities to embed Drama and Dance throughout the curriculum. Middle/Junior High Schools confirmed the offering of instrumental music courses, art, drama and dance dependent on teacher expertise and the availability of facilities and supplies. High Schools offered discipline-specific programming for students to explore and deepen their learning through their three years. Specific alternative program opportunities were also available for grades 5 – 9 (Arts-Centred Learning).

In addition to Arts-Centred Learning, we also have The Performing and Visual Art Program, International Baccalaureate programs and Advanced Placement programs. Students were able to receive the Fine and Performing Arts Certificate in recognition of this achievement.

**Unique Pathways**

*Unique Pathways programming includes:*

- Dual Credit courses/programs,
- Off-campus Education (including Exploratory, Turning Points programs and Work Experience),
- Apprenticeship (Registered Apprenticeship Program), and
- Internship opportunities that allow students to explore areas of study and career possibilities.

**Program Summary**

Type of Programming	2021-2022		2022-2023	
	Number of Cohorts	Number of Programs	Number of Cohorts	Number of Programs
<b>Dual Credit</b>	24	18	36	29
<b>Exploratory</b>	13	11	19	15

- During the 2022-2023 school year, 513 students participated in centrally organized Dual Credit and Exploratory programs. This is an increase of 105 students from the 2021-2022 school year.

**Overall Enrollment**

- Overall, Unique Pathways enrolment increased by 25% due to increased number of programs and opportunities

**OE – 3: Instructional Program****Locally Developed Courses (LDC)**

Evidence from Middle/Junior schools, during the 2022-2023 school year, showed 9 LDC courses enrolled in by students. This is a decrease of 5 courses from the 2021-2022 school year. However, the courses saw an increase in course enrollments with 17 548 in 2022-23 as compared to 15 727 course enrollments in 2021-2022.

At the high school level, 75 LDC courses were offered during the 2022-2023 school year – an increase of 14 course offerings over the number offered in 2021-2022.

4. Area Learning Team referrals demonstrate principals access system wide supports and services to support student achievement and wellness.	Compliant
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*The organization is compliant with this indicator.*

*Evidence statement*

A review of Area Learning Team (ALT) referrals confirms that in the 2022-2023 school year, 100 percent of CBE principals accessed services from the ALT process. This resulted in 6743 referrals across all seven areas. The most requested ALT support through the SLT process resulted in 1163 referrals for psychoeducational consultations and assessments for students. The second most requested support in 2022-2023 was for specialized class placement (1087), followed by requests for a school family liaison (712). Requests for School Based Mental Health (622), a Cultural/Linguistic DLSA (564) and Early Learning Support (415) were also common requests.

Div 1 (2198) and Div 2 (2119) made up over 70% of the total requests.

It is important to note that system wide supports can also be accessed in other ways and are not all requested through ALT for all grades. Therefore, ALT numbers do not account for all system service requests.

5. No student is denied access to (whole class) off-site activities connected to the program of studies due to an inability to pay.	Compliant
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*The organization is compliant with this indicator.*



## OE – 3: Instructional Program

*Evidence statement*

The CBE has established guidelines regarding the charging of fees as related to curriculum designations for Off-Site Activities. Please see the chart below.

	<b>Curriculum Dependent Trip</b>	<b>Curriculum Enhanced Trip</b>
<b>Determining Factors:</b>	The entire class (grade) is expected to go.	There is student and/or parent choice as to whether or not a student will participate.
	Lessons covered later in class will be dependent on the information presented and explored while on the trip and/or curricular outcomes will be specifically met in connection to learning activities from this trip.	Whole class lessons are not dependent on the curriculum connections made on this trip, curricular connections made on this trip are supplementary to the delivery of the curriculum covered in the school setting.
<b>Funds for any incurred substitute teacher costs:</b>	Not included as part of the student fee.	May be included as part of the student fee with approval from the Education Director.
<b>Student participation:</b>	No eligible student may be denied participation on the basis of the inability to pay.	Participation in this activity is dependent on the costs being paid by parents.

Overall, a range of off-site activities are offered throughout the school year. The range of activities includes those offered to the whole class (grade) where the general expectation is that all students would participate along with activities that would be offered to small groups of students who have participated by choice. For the 2022-2023 school year, 100% of principals responded that no student was denied access to whole class (grade), “Curriculum Dependent” off-site activities.

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



## OE – 3: Instructional Program

3.2	Ensure that the instructional program is regularly evaluated for long-term effectiveness, efficiency and economy and modified as necessary or warranted.	Compliant
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## Board-approved Interpretation |

Chief Superintendent ensures all instructional programs in the CBE are regularly monitored using research informed and evidence-based methods for evaluation.

The Chief Superintendent interprets:

- *instructional programming* to mean an identified set of learning opportunities that relate to achieving the learning outcomes as identified in the Alberta Education authorized programs of study;
- *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;
- *evaluated for long-term efficiency* to mean the resources dedicated to programs, over time, generate the maximum outcome possible;
- *evaluated for long-term economy* to mean programs will achieve the desired outcomes, over time at the least costly alternatives that support realization of the intended Results priorities; and
- *modified as necessary or warranted* to mean where evidence indicates change or modification is warranted that changes may be made.

Board-approved Indicators and *Evidence of Compliance* |

1. An annual report of the evaluations undertaken shows that programming changes or modifications are being made when the evaluation process indicates the need to do so.	Compliant
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*The organization is compliant with this indicator.*

*Evidence statement*

CBE administration provided a report summarizing one completed program evaluation and two program evaluations underway. For the 2023/2024 school year, there are no anticipated changes to programming arising from the evaluations.



**OE – 3: Instructional Program**

Further analysis and planning is underway to inform potential programming modifications in the 2024/2025 school year.

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

3.3	Ensure that no program emphasizes a particular religion, notwithstanding the <i>Education Act</i> definition of alternative programs.	Compliant
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**Board-approved Interpretation |**

As a public education system, The Calgary Board of Education will not promote the views of specific religions.

The Chief Superintendent interprets:

- *program* to mean an instructional program based on the outcomes identified in the Alberta Education authorized programs of study.

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

1. An internal review confirms that no CBE program emphasizes a particular religion.	Compliant
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*The organization is compliant with this indicator.*

***Evidence statement***

For the 2022-2023 school year, 100% of principals confirm that no programs in the schools emphasize a particular religion.



## OE – 3: Instructional Program

2. No proven allegation of non-compliance with AR 3067: Religion in Education.	Compliant
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*The organization is compliant with this indicator.*

*Evidence statement*

For the 2022-2023 school year, 100% of principals confirm the practices in their schools comply with Administrative Regulation 3067 – Religion in Education.

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

3.4	Provide safe and reliable transportation services that consider the learning needs of students, the choices of families, and the long-term fiscal and operational capacity of the organization.	Compliant
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**Board-approved Interpretation |**

The Chief Superintendent is responsible for providing safe and reliable transportation services that meet the CBE’s legal obligations and that balances the services required to support education programming choices with the associated costs in a fiscally sound and responsible manner.

The Chief Superintendent interprets:

- *transportation services* to mean companies contracted by the CBE to provide transportation to and from school for students including public transit;
- *safe* to mean precautions are taken to protect students from harm while travelling to and from school in vehicles provided by the contracted transportation services;
- *reliable* to mean routes are completed timely and consistently unless prohibited by circumstances beyond the carrier control;
- *long-term fiscal and operational capacity* to mean the development of a sustainable plan affordable over a period of time within the allocated resources considering the bounds of legislation and generally accepted accounting principles; and
- *operational capacity* to mean the ability of the CBE to provide programs and services within the funding provided and revenue collected.



**OE – 3: Instructional Program**Board-approved Indicators and *Evidence of Compliance* |

1. 100 per cent of school bus stops and zones follow the Alberta Education Route Assessment criteria.	Compliant
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*The organization is compliant with this indicator.*

*Evidence statement*

CBE received an Alberta Education Route Assessment for each route, and all concerns were addressed by October 31, 2022 to bring 100% of school bus stops and zones into compliance.

2. Mechanisms are in place to administer penalties to contracted carriers for instances of unreliability such as tardiness or absence.	Compliant
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*The organization is compliant with this indicator.*

*Evidence statement*

Contracts with service providers provide performance measures that allow CBE to administer penalties for instances of service concerns. During this monitoring period, penalties were administered to address non-compliance with the Master Transportation agreement.

3. Transportation services provided by the CBE balance the cost of providing the service with the grants received from the province and revenue generated through fees.	Compliant
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*The organization is compliant with this indicator.*

*Evidence statement*

Transportation services provided by CBE balance the cost of providing transportation services with the provincial grants. Approximately \$1.6 million was carried forward into the 2023-2024 school year.

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



**OE – 3: Instructional Program****GLOSSARY – Developed by the Board of Trustees**

Board: The Board of Trustees

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

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

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

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

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



report to  
Board of Trustees

# Chief Superintendent’s Update

Date March 5, 2024

Meeting Type Regular Meeting, Public Agenda

To Board of Trustees

From Joanne Pitman  
Chief Superintendent of Schools

Purpose Information

Governance Policy Reference  
OE-2: Learning Environment/Treatment of Students  
OE-3: Instructional Program  
OE-8: Communicating and Engaging with the Public

1 | Recommendation

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

2 | Issue

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

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

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

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

### 3 | Background

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#### **Learning Excellence (System-wide implementation of strategies to advance anti-racism, diversity, and inclusion) | An Alberta for All: Understanding Our Past to Shape Our Present and Future Symposium**

A full day learning symposium on February 3, 2024, jointly planned and supported by the CBE, the Alberta Teachers' Association, Dignity Forum, and the Canadian Museum for Human Rights was offered to teachers, assistant principals, principals, and system leaders. This day allowed educators to explore the intersection between human rights and anti-racism – intended to support specific actions that further support welcoming, caring, respectful and safe learning environments. The program included keynote addresses, panel discussion and breakout sessions organized by grade divisions for educators. Sessions allowed educators to explore anti-racism learning relevant to their context using [Pass the Mic: Let's Talk About Racism](#) as a foundational guiding document. Attendees also received a collection of materials including several books and resources to support the system-wide implementation of strategies to advance anti-racism, diversity, and inclusion.

#### **Learning Excellence | CBE French Immersion successfully pilots the DELF A1**

In the 2022-23 school year, School Improvement | Languages piloted a program to offer elementary students a French-language credentialing exam, the A1-level of the Diplôme d'études de langue française (DELF). The DELF A1 was offered to 137 students at three French immersion elementary schools across CBE, paid for by Federal Official Languages in Education Program (OLEP) funds. 136 students successfully completed the credentialing exam.

Participants surveys given as part of the pilot project consistently showed that, overall, participating in the DELF A1 had raised students' confidence about their ability to use their French languages skills in a variety of everyday situations. Teachers and school leaders noticed an increase in students' skill and confidence levels in the lead-up to the exam.

In 2023-24, the DELF A1 will be given at four non-pilot CBE French immersion elementary schools, with three additional non-pilot French immersion elementary schools signaling their intention to join the program in

2024-25. School Improvement | Languages is now also examining how language credentialing exams at the elementary level can support student language confidence and retention in its Spanish, Mandarin and German bilingual programs.

### **Learning Excellence | Strategic Resourcing | Learning Resources for New Curriculum Implementation**

In December 2023, schools implementing the new Alberta curriculum in K-3 Science, grade 4-6 English Language Arts and Literature (ELAL), grade 4-6 Mathematics, and K-3 French Immersion Language Arts and Literature (FILAL) were allocated a portion of funding from Alberta Education to purchase curriculum resources. The Learning Resources team continues to collaborate with Core Curriculum, Languages, and Procurement teams in the ongoing development and update of New Curriculum Resource Guides. This collaborative work aims to provide guidance to schools to ensure that learning resources align with curriculum and effective teaching and learning practices, and to promote equity and consistency across all schools.

### **Collaborative Partnerships | Advancing a Culture of Well-Being for System Leaders Series**

The third session of the Advancing a Culture of Well-Being for System Leaders Series occurred on January 23. This session was delivered in partnership with Alberta Health Service, Service Units of School Improvement and Human Resources. The session allowed system leaders to learn about psychological well-being in the workplace and collaborate with leaders from across various service units.

### **Collaborative Partnerships | APPLE Schools**

Rundle School and Douglas Harkness School have both hired a .5 FTE CBE teacher School Health Facilitator to co-lead a three-year school well-being project funded by APPLE Schools and the Calgary Flames Foundation. This project intends to support and strengthen the culture of well-being at each school through capacity building of students and staff in areas of healthy eating, positive mental well-being and physical activity.

### **Collaborative Partnerships | Family and Caregiver Series | Teen and Brain Development, January 18 | Anxiety for Elementary aged Students, February 8**

The CBE hosted its second and third virtual session aiming to support family and caregivers in their understanding of child and youth well-being. The sessions were facilitated in partnership with the Alberta Health Services Mental Health Literacy team and focused on teen brain development and mental health and anxiety for elementary-aged students, respectively.



## People Excellence | SEL D2L Points of Contact | Brightspace and Teaching and Learning with Technology

This professional learning session on January 23, 2024 developed capacity for Elementary educators to create a unified Social Emotional Learning resource for educators within CBE using Brightspace tools.



JOANNE PITMAN  
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

## report to Board of Trustees

## Correspondence

Date	March 5, 2024
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor, Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board

### 1 | Recommendation

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

### 2 | Background

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The following is a summary of correspondence that has not been placed on regular schedule Board meeting agendas:

- Letter dated February 1, 2023 to the Hon. A. LaGrange, Education Minister re: Transfer of Vacant Municipal and School Reserve (MSR) site to the Conseil scolaire FrancoSud (Page 10-7).
- Email dated January 24, 2024 from L. Pillipow, Deputy Education Minister, re: Transfer of Harvest Hills Site to Conseil scolaire FrancoSud (Page 10-10).
- Letter dated August 31, 2023 from the Hon. D. Nicolaidis, Education Minister, re: Requested Access to Operating Reserves for 2023-24 School Year (Page 10-11).
- Letter dated October 25, 2023 to the Hon. D. Nicolaidis, Education Minister, re: Meeting with the Board of Trustees October 5, 2023 (Page 10-12).

- Letter dated December 20, 2023 from the Hon. D. Nicolaidis, Education Minister, re: Meeting with the Board of Trustees October 5, 2023 (Page 10-14).

Attachments: Relevant Correspondence



**Board Chair**

**Laura Hack** Wards 3 & 4

**Vice-Chair**

**Susan Vukadinovic** Wards 8 & 9

**Trustees**

**Dana Downey** Wards 1 & 2

**Marilyn Dennis** Wards 5 & 10

**Patricia Bolger** Wards 6 & 7

**Nancy Close** Wards 11 & 13

**Charlene May** Wards 12 & 14

February 1, 2023

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

Dear Minister LaGrange,

The Calgary Board of Education (CBE) is seeking Ministerial approval to transfer a CBE vacant Municipal and School Reserve (MSR) site to the Conseil scolaire FrancoSud (FrancoSud).

At a recent meeting of the Joint Use Coordinating Committee, FrancoSud expressed a need for a school location in the northern part of Calgary to meet growing enrolment needs. Following careful review, the CBE has determined that an undeveloped (vacant) CBE MSR site in the community of Harvest Hills could be declared surplus to CBE requirements, and transferred to FrancoSud. FrancoSud Education Region has confirmed this location would satisfy their enrolment requirements, and they have forwarded a formal letter of interest in acquiring this property (enclosed).

The community of Harvest Hills is located in NE Calgary and considered to be fully developed. The community has never been ranked on the CBE Three Year School Capital Plan as the student population in the community has always been too small to meet CBE guidelines for prioritization of new school construction. CBE students residing in the Harvest Hills community have been accommodated in other CBE schools in neighboring communities for many years, and can continue to be accommodated at these schools into the future.

The Harvest Hills surplus site consists of four (4) different land parcels, currently owned jointly between the CBE, City of Calgary, and Calgary Separate School District (who have an operating school adjacent to CBE lands). It would be the intent of the CBE to transfer its land rights for all of these parcels to FrancoSud, with the other parties remaining on title in their current configuration. Both the City of Calgary and Calgary Separate School District have confirmed their support for this transition. All lands are Reserve Lands, which means they would be transferred to FrancoSud for \$1.00, in accordance with the terms of Calgary’s Joint Use and Planning Agreement.

On January 31, 2023, the CBE Board of Trustees passed the following motion:

“THAT, subject to Ministerial approval, the Board of Trustees approves transfer of property to the “Conseil scolaire FrancoSud”

In agreement with the above, the CBE hereby requests Ministerial approval to transfer all four (4) land parcels making up the Harvest Hills vacant site to FrancoSud. These lands are describe municipally as 351 Harvest Hills Drive NE, and described legally as:

Plan 9612424; Block 21; Lot  
11MSR

Plan 9612424 ; Block 21; Lot 12  
MSR

Plan 9812708; Block 2; Lot 110  
MSR

Plan 9812708; Block 2; Lot 112  
MSR

Thank you for your consideration on this matter.

Yours sincerely,



Laura Hack, Chair  
Board of Trustees

Enclosure

cc: Chris Usih, Chief Superintendent of Schools  
Dany Breton, Superintendent, Facilities and Environmental Services



Deerfoot Atria South  
Suite 295, 6715 8 Street NE  
Calgary (Alberta) T2E 7H7  
[infoconseil@francosud.ca](mailto:infoconseil@francosud.ca)  
Téléphone 403-686-6998  
Sans frais 1-877-245-7686  
Télécopieur 403-686-2914  
The Southern Francophone Education Region

Calgary, November 28th, 2022

*By email only*

Mr. Dany Breton  
Superintendent of Facilities and Environmental Services  
Calgary Board of Education  
1221 8 Street SW  
Calgary, Alberta  
T2R 0L4

**RE: Harvest Hills school site**

---

Dear Mr. Breton,

FrancoSud has analyzed expected enrolment for *École la Mosaïque* in Calgary Northeast and we are at a culminating point with a rate of utilization of 95%.

We would like to formally declare our interest in the Calgary Board of Education school site located at 351 Harvest Hills Drive NE, Calgary. We do understand that before any transfer can happen an analysis would need to be done by CBE and the site would have to be officially declared surplus.

Best regards,

Marco Bergeron  
Board Chair

cc Laura Hack, Board Chair, Calgary Board of Education  
Christopher Usih, Chief Superintendent of Schools, Calgary Board of Education  
Daniel Therrien, Superintendent, Conseil scolaire FrancoSud



Sent: Wednesday, January 24, 2024 4:23 PM

Subject: [EXTERNAL] Calgary Board of Education Request to Dispose of Harvest Hills Site

**ATTENTION: This message came from outside of the CBE and could be Spam or Phishing.**

Do not click links or open attachments unless you recognize the sender and you are certain that the content is safe. [[Learn More](#)]

Forward suspicious messages to [phishing@cbe.ab.ca](mailto:phishing@cbe.ab.ca).

Dear Mr. Strother:

I am writing to you regarding Calgary Board of Education's request to dispose of the lands commonly known as the Harvest Hills site.

I understand Calgary Board of Education analyzed expected enrolment requirements and, in consultation with the Calgary Joint Use Coordinating Committee, has approved the transfer of its share of ownership of the following parcels of land to Conseil scolaire FrancoSud:

- Plan 9612424, Block 21, Lot 11 MSR
- Plan 9612424, Block 21, Lot 12 MSR
- Plan 9812708, Block 2, Lot 110 MSR
- Plan 9812708, Block 2, Lot 112 MSR

Two of the above properties are jointly owned by Calgary Roman Catholic Separate School Division, and I understand they have expressed no concerns with the transfer.

In accordance with Section 192 of the *Education Act*, I am pleased to inform you the Minister of Education hereby approves the transfer of Calgary Board of Education's share of ownership of the Harvest Hills site to Conseil scolaire FrancoSud for \$1.

In entering into this agreement, please ensure Calgary Board of Education complies with the Disposition of Property Regulation AR 86/2019 and ensure that the final agreement, at a minimum, indemnifies the school board from any future liability arising from environmental responsibilities and other liabilities that may arise from this transfer.

If you have any questions, please contact Roman A. Sus, Manager, Capital Planning, at [REDACTED] or 780-638-9599 (toll-free in Alberta by first dialing 310-0000).

Sincerely,

Lora Pillipow  
Deputy Minister



ALBERTA  
EDUCATION

*Office of the Minister  
MLA, Calgary - Bow*

AR 120999

August 31, 2023

Ms. Laura Hack  
Chair  
The Calgary School Division  
1221 - 8 Street SW  
Calgary AB T2R0L4

Dear Laura:

Thank you for submitting your 2023/24 Budget Report and for providing details for requested access to operating reserves for the upcoming school year. I am pleased to respond.

Under the *Education Act* Section 143.1, a school board that establishes an accumulated surplus fund that is not a capital reserve fund or an endowment fund may make a payment or transfer money from the fund with the Minister's prior approval only.

I have reviewed your proposed access to operating reserves for the 2023/24 school year, including any transfers to capital reserves. Based on the information provided, I hereby approve the access request, including any transfers, as submitted in the 2023/24 Budget Report for the 2023/24 school year only.

Thank you for your support of Alberta's students.

Best,

Demetrios Nicolaides ECA PhD  
Minister of Education

cc: Mr. Christopher Usih, Superintendent of Schools  
Mr. Bradley Grundy, Secretary Treasurer





www.cbe.ab.ca	<b>Board Chair</b>	
	Laura Hack	Wards 3 & 4
	<b>Vice-Chair</b>	
	Charlene May	Wards 12 & 14
	<b>Trustees</b>	
	Dana Downey	Wards 1 & 2
	Marilyn Dennis	Wards 5 & 10
	Patricia Bolger	Wards 6 & 7
	Susan Vukadinovic	Wards 8 & 9
	Nancy Close	Wards 11 & 13

October 25, 2023

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

Dear Minister Nicolaides:

Thank you for meeting with Calgary Board of Education (CBE) Board of Trustees on Thursday, Oct. 5, 2023 to learn more about the CBE and our current realities. We have briefly summarized the meeting to inform future discussions.

As mentioned, the CBE is tracking above projections for student enrolment. With 138,244 students registered as of Sept. 29, it means we have 7,000 additional students compared to the previous school year. To put that in context, 7,000+ students would completely fill about 15 elementary schools. We also project another 2,000+ students will be enrolled into CBE schools during the 2023-24 school year.

The majority of the enrolment growth is new Canadians. Over the past few months, our Welcome Centre has been registering between 30-70 new Canadians daily. In fact, from July to September 2023, the Welcome Centre registered 3,841 students. More than 40,000 students or about 29% of our student population are EAL (English as an Additional Language) learners. We expect this number to continue to rise.

We are proud of the CBE – we put students at the centre of our decision-making and [resource allocation and the Board's priorities of achievement, equity and well-being](#). Our students are successful. We offer choice in programming and supports to ensure students reach their potential. CBE is the largest school board in the province, educating about one in every six students. For years, CBE students have outperformed the province on provincial achievement tests and diploma exams. Our graduation rates continue to increase, particularly for Indigenous students. We are extremely proud of our students, and we want them to continue to be successful.

During our meeting, we highlighted the impact of enrolment on our system, and how Budget 2024 could address these key areas, namely:

- **Continued Annual Increase to Funding** | Annual increases to overall base funding are necessary to keep pace with increasing student enrolment, rising staff costs and inflation. Operating reserves should not be the mechanism to fund base enrolment growth in-year. Government funding for significant in-year enrolment growth is critical.
- **Funding to Support Growing Population of EAL Students** | CBE attracts more EAL students given the supports and services available in a large school board. About 29% of the CBE population (roughly 40,000+ students) have an English as an Additional Language (EAL) code. CBE spends significantly more than the student learning support grant to ensure these students can be

learning | as unique | as every student

successful. Full funding is needed for students in all grades, particularly year 4 and 5 of high school.

- **Immediate Need for Learning Spaces** | There is an immediate need for additional learning spaces to support growing enrolment. More schools are reaching capacity and those with capacity are not located where the city is growing fastest nor where newcomers are settling. Capital planning needs are still a priority. CBE needs full funding for all the new school and modernization projects identified on our [2023-26](#) and [2024-27](#) School Capital Plans. There is also a need for short-term space solutions such as relocating existing or adding new modular classrooms. On October 24, 2023 the Board of Trustees approved the CBE's Modular Classroom requests. Even if all the requests are approved, CBE will still need to continue to overflow schools.

At our meeting, we also discussed impacts the legislated changes to the [School Transportation Amendment](#) Regulation will have upon thousands of families across Calgary starting September 2024. We outlined our concerns further in a letter addressed to you on Oct. 6, 2023. Since then, we have appreciated the government's willingness to consider an exemption for the CBE from the new travel distance requirements, or approval to postpone implementation by an additional year. If the government would consider an extension or an adjustment for the CBE, a decision is needed quickly. Given the extensive impact to 84 schools requiring bell-time changes, the CBE needs to communicate changes later this fall to ensure families have the time to adjust their schedules or make the required arrangements to allow them to adapt to the new bell times.

Thank you again for the opportunity to engage in positive, collaborative dialogue with regards to K-12 education in Alberta. We share the government's goal for Alberta to be a leader in education, with students equipped with the skills they need to support a modern economy. If there is anything further we can do to support your mandate and advance K-12 education please do not hesitate to ask.

We look forward to meeting with you in the near future to continue our discussions.

Sincerely,



Laura Hack, Chair  
Board of Trustees

cc: Gary Strother, Chief Superintendent of Schools



ALBERTA  
EDUCATION

*Office of the Minister  
MLA, Calgary - Bow*

AR 122431

December 20, 2023

Ms. Laura Hack  
Chair, Board of Trustees  
Calgary Board of Education  
1221 - 8 Street SW  
Calgary AB T2R 0L4

Dear Ms. Hack:

Thank you for your October 25, 2023, letter regarding enrolment growth for the Calgary Board of Education. I appreciate the opportunity to respond.

Alberta Education has a mandate to grow opportunities for students and address student learning challenges. A key initiative of our mandate is ensuring the education system is appropriately funded to ensure the highest educational outcomes for students.

Alberta's booming economy has led to one of its largest-ever population increases, which has meant more students in Alberta schools. We know many schools are facing pressures and that is why Alberta's government is increasing funding to school authorities by more than \$820 million over the next three years, specifically to address enrolment growth. This will support hiring up to 3,000 education staff, including teachers, educational assistants, bus drivers and school support staff to help school authorities manage class sizes.

In recognition of the significant enrolment growth experienced in our schools, Alberta Education has made changes to the Supplemental Enrolment Growth Grant to fund all growth instead of a minimum threshold of growth. For the Calgary Board of Education, this will provide more than \$13 million for the current school year. The weighted moving average methodology combined with the Supplemental Enrolment Growth Grant provides more funding over three years to school authorities with enrolment growth than per-student funding would.

The English as an Additional Language Grant is provided to school jurisdictions for children/students who require and receive additional support in the English language. Both Canadian-born students and foreign-born students are eligible for this funding.

.../2

Funding is provided based on the weighted moving average of English as an Additional Language full-time equivalent enrolment. The English as an Additional Language Grant provides \$1,320 per year for each eligible student. Calgary Board of Education is allocated \$26.4 million for English as an Additional Language funding for 2023/24.

Thank you also for sharing your concerns about learning spaces. I am aware that the City of Calgary is experiencing significant growth and my department is working with the Calgary Board of Education to address its enrolment pressures and meet its current and future infrastructure requirements. Education's mandate letter from the Premier speaks to significantly increasing the number of schools in the communities of greatest need.

Construction of the new Evanston Middle School is currently underway, and full construction funding has been approved for the modernization of John G. Diefenbaker High School. In 2023/2024, five modulars were approved for relocation. Education has received Calgary Board of Education's 2024/25 application for 74 additional modular classrooms and is currently compiling and reviewing all requests. Decisions on approvals will be made based on school utilization rates and available budget.

I appreciate the information you provided regarding the challenges of implementing the new distance eligibility criteria when the School Transportation Amendment Regulation comes into effect on September 1, 2024. To give boards more time to build the capacity needed to implement these changes, the School Transportation Amendment Regulation's in-force date has been extended by one year, from September 1, 2024, to September 1, 2025.

Alberta's government is committed to creating an education system that benefits students, teachers, parents, and stakeholders. We will continue to engage with school boards and consider feedback regarding the Distance Eligibility Requirements and the School Transportation Amendment Regulation.

Thank you again for taking the time to share your concerns. My team and I look forward to continuing to support school boards as they work toward full implementation of the new student transportation eligibility criteria. We also intend to have further conversations with school boards about whether the regulation can be improved.

Best,



Demetrios Nicolaides ECA PhD  
Minister of Education

cc: Gary Strother, Chief Superintendent of Schools