



EDMONTON CATHOLIC SCHOOLS

BOARD OF TRUSTEES

Public Board Meeting Agenda 2025-2026

#7

Date: March 25, 2026
Time: 3:00 PM
Location: Public Board Room, Lumen Christi Catholic Education Centre
Phone: 780-441-6004
Web: ecsd.net

1 Call to Order

- 1.1 Opening Prayer Father Glenn
- 1.2 Land Acknowledgement S. Palazzo
- 1.3 Roll Call
- 1.4 Approval of the Agenda
 - 1.4.1 Consent Items
 - 1.4.1.1 2026-2027 Division School Year and Year-Round School Year Calendar Update
- 1.5 Minutes
 - 1.5.1.1 Minutes of Regular Board Meeting 6-2025-2026, February 18, 2026
 - 1.5.1.2 Matters Arising from the Minutes
- 1.6 Edwin Parr Recipient – Callum Moore L. Anderson, C. Kennerd

2 Business of the Meeting

- 2.1 Three-Year Capital Plan (2027-2030) L. Anderson, J. Fiacco

3 Presentation and Review of Accountability Reports

- 3.1 Math Framework Implementation Plan L. Anderson, T. Peterson

4 Celebration of #ECSDfaithinspires

- 4.1 Board Chair Report S. Palazzo
- 4.2 Chief Superintendent Report L. Anderson

5 Adjournment

- 5.1 Closing Prayer L. Turchansky
- 5.2 Motion to Adjourn

BOARD OF TRUSTEES

Leah Fiorillo, Ward 71
Sandra Palazzo, Ward 72
Kara Pelech, Ward 73

Debbie Engel, Ward 74
Alene Mutala, Ward 75

Lisa Turchansky, Ward 76
Laura Thibert, Ward 77

CHIEF SUPERINTENDENT
Lynnette Anderson



EDMONTON CATHOLIC SCHOOLS

9405 50 Street NW | Edmonton, AB T6B 2T4 | T: 780-441-6000

BOARD OF TRUSTEES MEMO

March 25, 2026 Public Board Meeting **1.4.1.1**

Date: March 25, 2026

To: The Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator: John Fiacco, Superintendent, Educational Planning

Re: **Revision of the 2026-2027 Division School Year and Year-Round School Year Calendars**

Background:

Attached are revised Division School Year and Year-Round School Year calendars for 2026-2027. The Division-wide PD Day has been moved from November 10, 2026 to March 25, 2027. This move is to balance Semester 1 and Semester 2 for our high schools, which results in savings for the Division that can be redirected to the instructional envelope. The Operation Days (190) and Instructional Days (183) remain the same.

Recommendation:

That the Board of Trustees receives the revised 2026-2027 Division School Year Calendar and 2026-2027 Year-Round School Calendar for information purposes.

Attachments:

- Revised 2026-2027 Division School Year Calendar
- Revised 2026-2027 Year-Round School Calendar

ECSD SCHOOL CALENDAR 2026-2027



July 2026							August 2026							September 2026						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1			1	2	3	4	5
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30			
							30	31												

October 2026							November 2026							December 2026						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
25	26	27	28	29	30	31	29	30						27	28	29	30	31		

January 2027							February 2027							March 2027						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2		1	2	3	4	5	6		1	2	3	4	5	6
3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28							28	29	30	31			
31																				

April 2027							May 2027							June 2027						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30			
							30	31												

- Non instructional Days
- Non-Operational Days
- Cancellation of early dismissal
- Early Dismissal
- Statutory Holiday - Office/School Closed
- Named Holiday - Office/School Closed

First Day of Operation
September 1, 2026
 First Day of Instruction
September 3, 2026
 Last Day of Instruction
June 28, 2027
 Last Day of Operation
June 29, 2027

Labour Day Sept 7
 Truth & Reconciliation Day Sept 30
 Thanksgiving Day Oct 12
 Remembrance Day Wknd Nov 11-13
 Christmas Vacation Dec 21 to Jan 1
 Family Day Feb 15
 Faith Development Day/PD Feb 24
 Teachers' Convention Feb 25- 26
 Professional Development Day Mar 25
 Spring Break Mar 26 to Apr 2
 Good Friday Mar 26
 Easter Monday Mar 29
 Victoria Day Wknd May 20-24

MONTH	Operational Days	Instructional Days
August	0	0
September	20	18
October	21	21
November	18	18
December	14	14
January	20	20
February	19	16
March	19	18
April	20	20
May	18	18
June	21	20
Total	190	183

ECSD Year-Round School Calendar 2026-2027



First Day of Operation

August 13, 2026

First Day of Instruction

August 17, 2026

Last Day of Instruction

June 28, 2027

Last Day of Operation

June 29, 2027

July 2026							August 2026							September 2026						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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5	6	7	8	9	10	11	2	3	4	5	6	7	8	13	14	15	16	17	18	19
12	13	14	15	16	17	18	9	10	11	12	13	14	15	20	21	22	23	24	25	26
19	20	21	22	23	24	25	16	17	18	19	20	21	22	27	28	29	30			
26	27	28	29	30	31		23	24	25	26	27	28	29							
							30	31												

October 2026							November 2026							December 2026						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
25	26	27	28	29	30	31	29	30						27	28	29	30	31		

January 2027							February 2027							March 2027						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2			1	2	3	4	5	6		1	2	3	4	5	6
3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28							28	29	30	31			
31																				

April 2027							May 2027							June 2027						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3							1			1	2	3	4	5
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30			
							30	31												

 Non-instructional days	 Cancellation of early dismissal
 Non-operational days	 Early dismissal
	 Statutory Holiday - Office/School Closed
	 Named Holiday - Office/School Closed

Labour Day	Sept 7
Truth & Reconciliation Day	Sept 30
Fall Break	Oct 5-16
Thanksgiving Day	Oct 12
Remembrance Day Wknd	Nov 11-13
Christmas Vacation	Dec 21 to Jan 1
Family Day	Feb 15
Faith Formation Day/PD	Feb 24
Teachers' Convention	Feb 25-26
Spring Break	Mar 22 to Apr 2
Good Friday	Mar 26
Easter Monday	Mar 29
Victoria Day Wknd	May 20-24

MONTH	Operational Days	Instructional Days
August	13	11
September	20	19
October	12	12
November	18	18
December	14	14
January	20	20
February	19	16
March	15	15
April	20	20
May	18	18
June	21	20
Total	190	183



EDMONTON CATHOLIC SCHOOLS

BOARD OF TRUSTEES

Public Board Meeting Minutes 2025-2026

March 25, 2026 Public Board Meeting 1.5.1.1

#6

Date: February 18, 2026
Time: 3:00 PM
Location: Public Board Room, Lumen Christi Catholic Education Centre
9405 50 Street NW | Edmonton AB | T6B 2T4
Phone: 780-441-6004
Web: ecsd.net

1. Call to Order

- 1.1 **Board Chair Palazzo** called the meeting to order at 3:00 PM.
Father Julian began the meeting with the Opening Prayer.

1.2 LAND ACKNOWLEDGEMENT

Trustee Pelech acknowledged that we are on the traditional land of Treaty 6 and homeland of the Métis. We also acknowledge the Inuit and other diverse Indigenous peoples whose ancestors have marked this territory for centuries, a place that has welcomed many peoples from around the world to make their home here.

We, at Edmonton Catholic Schools, commit to restoring and honouring the Truth and Reconciliation calls to action; we strongly believe that truth must be acknowledged to move forward to reconciliation. Together we call upon all our collective communities to build a stronger understanding of all peoples who dwell on this land we call home.

1.3 ROLL CALL

Sandra Palazzo, Board Chair
Lisa Turchansky, Vice-Chair
Leah Fiorillo
Kara Pelech
Debbie Engel
Alene Mutala
Laura Thibert

1.4 APPROVAL OF THE AGENDA

Trustee Mutala moved that the agenda of the February 18, 2026 Public Meeting of the Board be approved as circulated.

CARRIED

1.5 MINUTES

1.5.1 Minutes of the January 28, 2026 Regular Board Meeting

Trustee Thibert moved that the minutes of the January 28, 2026 Regular Public Meeting of the Board be approved as circulated.

CARRIED

1.5.2 Matters Arising from the Minutes

There were no matters arising from the minutes.

2. Business of the Meeting

2.1 2024-2028 AUPE Collective Agreement

Trustee Turchansky moved that the Board of Trustees accepts and ratifies the Tentative Agreement reached on January 23, 2026, as ratified by AUPE Local 071, Chapter 013.

CARRIED

3. Presentation and Review of Accountability Report(s)

3.1 Supporting English as an Additional Language Learners

Trustee Mutala moved that based on the report: Supporting English as an Additional Language Learners, the Board of Trustees determines that the following Quality Indicators have been met, as per Board Policy 12 -Appendix B, relative to the current evaluation period.

- 2.1 Conducts an analysis of student success and ensures school principals develop action plans to address concerns.
- 2.2 Identifies trends and issues related to student achievement to inform the Three-Year Planning process, including recommendations for innovative means to improve measurable student achievement.
- 2.3 Ensures there is measurable improved student achievement over time.
- 3.2 Ensures that a continuum of supports and services are available to address the needs of students in their growth and achievement.
- 5.3 Fosters high standards of instruction and professional improvement (Teaching Quality Standard).
- 5.5 Ensures all staff have access to appropriate professional learning and/or training.

CARRIED

3.2 Student Services – The School of Alternative Education

Trustee Engel moved based on the evidence provided in the February Accountability Report 2025- 2026, the Board of Trustees determines that the following Quality Indicators have been met, as per Board Policy 12 - Appendix B, relative to the current evaluation period:

- QI 2.2 Identifies trends and issues related to student achievement to inform the Three-Year Planning process, including recommendations for innovative means to improve measurable student achievement.
- QI 2.3 Ensures there is measurable improved student achievement over time.
- QI 3.2 Ensures that a continuum of supports and services are available to address the needs of students in their growth and achievement

CARRIED

4. Celebration of #ECSDfaithinspires:

4.1 Board Chair Report

The Board of Trustees acknowledged receipt of the February Board Chair Report on #ECSDfaithinspires for information purposes.

4.2 Chief Superintendent Report

The Board of Trustees acknowledged receipt of the Chief Superintendent's Report on #ECSDfaithinspires: February 2026 for information purposes.

5. Adjournment

5.1 Trustee Mutala said the closing prayer.

5.2 Trustee Engel moved the meeting be adjourned at 4:41 PM.

CARRIED



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BOARD OF TRUSTEES MEMO

March 25, 2026 Public Board Meeting **1.6**

Date: March 25, 2026

To: The Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator: Christine Kennerd, Superintendent, Human Resource Services

Re: **Edwin Parr Award – Callum Moore**

Background:

Alberta School Boards Association's (ASBA) Edwin Parr Teacher Award recognizes excellent first-year teachers across the province. ASBA encourages each school board to participate in the process leading to the selection of the 2026 ASBA Edwin Parr Teacher Award winner.

This is the opportunity for principals to recognize a beginning teacher who demonstrates outstanding skills and performance in their initial year. Each school division may nominate one candidate. To assist us in this, principals are asked to nominate a maximum of one candidate from their school.

Out of the five nominations received, the interview committee, consisting of two Edmonton Catholic Schools leaders, nominated Callum Moore from Father Michael Troy Catholic Junior High School.

Selection criteria for the Division this year included:

- Principal summary remarks
- Teacher Professional Performance Evaluation
- Interview with the selection panel

The Teacher Professional Performance Evaluation and the interview all align with the Alberta Teacher Quality Standards.

School board nominees are forwarded to the Zone Chair. Each Zone then selects a recipient of the award. Zone 2/3 (which includes ECSD) will select two recipients due to the amalgamation of Zones 2 and 3.

In total, six Edwin Parr Teacher Awards are distributed and recognized at a provincial level by ASBA at its Fall General Meeting. Each recipient will receive a framed certificate and a gift from ASBA.

Callum Moore earned a Bachelor of Arts in Sociology from the University of Calgary before completing a Bachelor of Secondary Education at the University of Alberta in April 2025, majoring in Social Studies with a minor in CTS – TMT Construction. During his studies, he was recognized with the Faculty of Education Certificate of Excellence in 2024. Since August 2025, Callum has been teaching at Father Michael Troy Catholic Junior High School. Following a successful recommendation through the 2025/2026 teacher evaluation process, Callum will be eligible for a continuous contract with the Division, contingent upon fulfilling the required religion coursework and providing a pastoral reference.

In provided summary remarks, Kandise Salerno, principal at Father Michael Troy Junior High School, describes Callum Moore as follows:

“Callum Moore exemplifies the spirit of an outstanding first-year teacher. At Father Michael Troy School, he brings energy, skill, and compassion to Construction 7–9, Social 7, and Religion 8. His lessons are hands-on, engaging, and thoughtfully designed to help every student thrive. Beyond the classroom, Callum contributes generously to school life—coaching soccer and rugby, redesigning the construction lab, and strengthening the school’s culture through his leadership and positivity. His commitment to students, willingness to innovate, and dedication to building a vibrant learning community make him a truly deserving nominee for the Edwin Parr Award.”

Callum recently shared that it is a profound honor to receive this nomination, writing:

“Being chosen as the Edmonton Catholic School nominee for the Edwin Parr Award represents more than my first year in the classroom, to me it reflects a purposeful journey of vocation and growth. Transitioning from service in the Canadian Armed Forces into education has been both challenging and transformative, affirming my calling to support young people through mentorship, learning, and faith.

Representing Edmonton Catholic Schools is a privilege I take to heart. Teaching Junior High Construction and Social Studies have allowed me to help students build practical skills and develop the critical thinking necessary to become compassionate members of our community. I am deeply grateful to my colleagues, my students, my family and the Father Michael Troy community for their support. I hope to carry the spirit of excellence and service recognized by this award throughout my career, continuing to foster respect and perseverance within our division.”

Callum consistently demonstrates professionalism, accurate attendance practices, adherence to safety standards, and strong ethical conduct. His dedication, innovation, and positive impact make him a truly deserving nominee for the Edwin Parr Award.

Recommendation:

- That the Board of Trustees recognizes and celebrates Callum Moore as Edmonton Catholic Schools’ 2026 Edwin Parr award recipient.





EDMONTON CATHOLIC SCHOOLS

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BOARD OF TRUSTEES MEMO

March 25, 2026 Public Board Meeting **2.1**

Date: March 25, 2026

To: The Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator: John Fiacco, Superintendent, Educational Planning

Resource Staff: Archibald Sangrador, Acting Manager, Strategic Planning, Educational Planning
Christian Jaggernauth, Senior Planner, Educational Planning

Re: **Edmonton Catholic Schools Three-Year Capital Plan 2027-2030**

Background:

In compliance with provincial directives, the Edmonton Catholic School Division (ECSD) evaluates its school capital requirements annually, developing a prioritized list of projects based on factors such as enrolment pressures, health and safety needs, demographics, facility condition, and equity of access to Catholic education. These priorities are presented in a Three-Year Capital Plan, which is subject to approval by the Board of Trustees on an annual basis. Once approved, the plan is forwarded to Alberta Education for funding consideration.

Fiscal Year and Submission

The fiscal year for capital plans spans from April 1 to March 31, and the Three-Year Capital Plan is due by April 1 of the preceding year.

Capital Plan 2027-2030

The Three-Year Capital Plan 2027-2030 outlines ECSD's primary school facility needs for the next three years, categorizing capital projects as new construction, replacement, solution, or modernization. Each project is assigned a priority ranking based on an assessment of key performance indicators through ECSD's capital planning framework. The plan consolidates these priorities into a list of 20 capital projects, with a strong emphasis on ensuring equitable access to Catholic education for all students across the Division.

Funding Request

ECSD is requesting \$786 million in funding for Year 1 priorities. These funds will be used to address growing student capacity demands, enhance learning environments, and prioritize equity in access to educational opportunities. The plan aims to alleviate severe enrolment pressures in planning sectors and schools experiencing critical over-utilization, particularly at the high school level. Additionally, the plan seeks to optimize utilization across the

Division, reduce operational and maintenance expenses, and revamp aging infrastructure to deliver modern learning environments.

Enrolment Pressures and Capacity

Despite the 2025 opening of St. Josephine Bakhita Catholic Elementary/Junior High School, and the addition of 39 modular classrooms across the Division, Edmonton Catholic Schools continues to experience significant enrolment pressures. These pressures reinforce the ongoing need for additional new schools, particularly in high-growth and rapidly developing areas of the city.

The Division's current overall utilization rate of 102% indicates that ECSD has no available space to accommodate continued enrolment growth. With very limited capacity to manage overflow from severely overcrowded schools, the Division faces escalating challenges in managing student enrolment. Opening new schools is the only sustainable long-term solution to these growing enrolment issues. Given the critical and time-sensitive nature of this issue, it is essential that additional capacity, in the form of new schools, is prioritized.

The opening of St. Carlo Acutis Catholic High School in Fall 2026 will provide some relief. However, it will not be enough to address the significant pressures already present at the high school level. ECSD high schools are currently operating at 112 percent utilization, and projections indicate that enrolment will exceed capacity in every high school planning sector. Division wide high school utilization is expected to rise to 128 percent within five years and to 139 percent within ten years.

Even with the additional capacity provided by St. Carlo Acutis, the Division remains short more than 1,400 high school spaces today. This deficit is projected to grow to more than 5,000 spaces within the next decade. Without additional new high school construction, the Division will not be able to ensure equitable access to Catholic education for future high school students.

Government Support

The Government of Alberta's School Construction Accelerator Program (SCAP), which aims to create over 200,000 new and modernized student spaces, aligns perfectly with ECSD's needs at this crucial time.

Project Priorities

ECSD recommends the submission of the following projects and their priorities to Alberta Education as part of the Three-Year Capital Plan 2027-2030. Upon approval by the Board of Trustees, these priorities will be entered into the provincial database system, along with copies of Site Readiness Checklists and other relevant supporting documentation.



The Three-Year Ranked Capital Plan Priorities

Priority #	Year 1 – 2027-2030 Capital Projects	Cost* (Millions)
SCAP**	New School, 10-12 — Lewis Farms (Rosenthal), capacity 1810 opening/2410 full build-out (Approved for Planning in March 2025)	\$117
SCAP**	New School, 10-12 — The Meadows (Silver Berry), capacity 1810 opening/2410 full build-out (Approved for Planning in March 2025)	\$117
SCAP**	The Northwest Solution Phase 1 – New K-9 in Palisades (Oxford) (Approved for Planning in March 2025)	\$49
SCAP**	New School, 10-12 — Windermere (Glenridding Heights), capacity 1810 opening/2410 full build-out (Approved for Planning in March 2026)	\$117
SCAP**	118 Ave-West Solution — Replacement School at St. Alphonsus school site, capacity 905 (Approved for Planning in March 2026)	\$54
SCAP**	New School, K-9 — Kirkness, capacity 950 opening/1200 full build-out (Approved for Planning in March 2026)	\$51
1	The Northwest Solution Phase 2 – New K-6 in Chambery, capacity 650 and New K-9 Griesbach, capacity 950 opening/1200 full build-out	\$86
2	Demolition – St. Margaret and St. Joseph Chapel	\$3
3	New School, K-9 — Big Lake (Starling), capacity 950 opening/1200 full build-out	\$51
4	Division High School Capacity and J.H. Picard Campus Solution	\$39
5	New School, K-9 — Decoteau (Meltwater), capacity 950 opening/1200 full build-out	\$51
6	New School, K-9 — Windermere (Kendal), capacity 950 opening/1200 full build-out	\$51
Year 1 Total	12 Capital Projects	\$786

Priority #	Year 2 and 3 – 2028-2030 Capital Projects	Cost* (Millions)
7	Replacement/Modernization, K-6 — St. Francis of Assisi Catholic Elementary School	\$32
8	Solution for West Edmonton Sector	\$50
9	Modernization of Our Lady of Mount Carmel Catholic Elementary School	\$32
10	Solution for Central Sector	\$50
11	New School, 10-12 — Pilot Sound (Gorman), capacity 1810 opening/2410 full build-out	\$117
12	Solution for Jasper Place Sector	\$50
13	Solution for Mill Woods and Meadows Sector	\$50
14	Solution for Southeast Sector	\$50
Year 2/3 Total	8 Capital Projects	\$431

Total 2027-2030	20 Capital Projects	\$1.22 Billion
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Notes:

*Costs may vary depending on the scope of the project. All costs are based on the 2026-2027 economy.



*SCAP** - Under the School Construction Accelerator Program (SCAP), planning-stage approval represents a formal government commitment, as it is directly linked to capital funding. This approval allows projects to progress through design and construction without relying on future budget cycles, effectively confirming that the project is approved to proceed.*

Recommendations:

1. That the Board of Trustees approves the **Edmonton Catholic Schools Three-Year Capital Plan, 2027-2030.**
2. That, based on the evidence provided in the **Edmonton Catholic Schools Three- Year Capital Plan, 2027-2030**, the Board determines that the following Quality Indicators have been met, as per Board Policy 12 – Appendix B, relative to the current evaluation period.

QI 8.3 Develops short- and long-range plans to meet the needs of the Division and provides for continuous improvement.

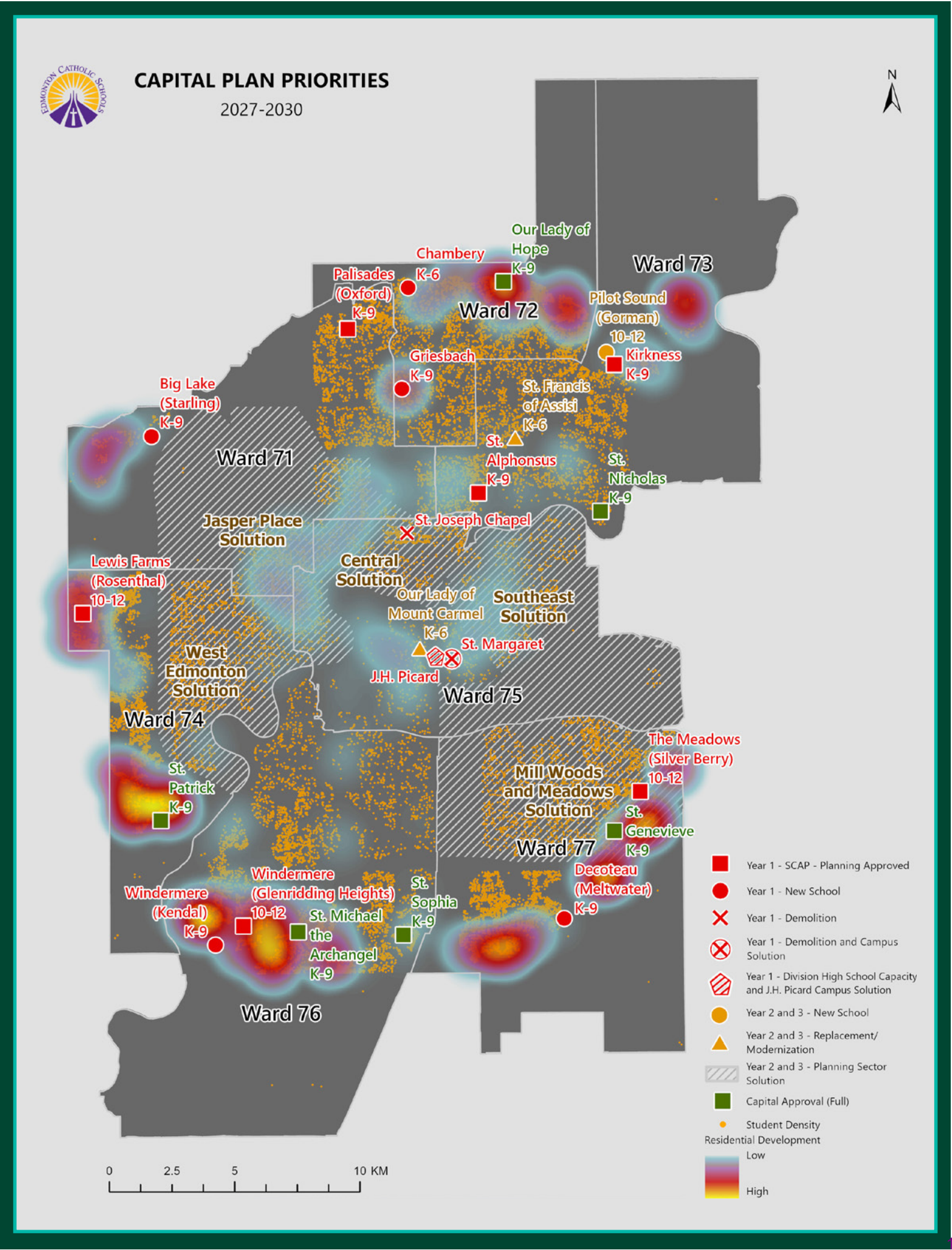
QI 9.1 Ensures Division compliance with all Alberta Education and Board mandates (timelines and quality).

QI 10.3 Ensures information is disseminated to inform appropriate publics.

Attachments:

1. Edmonton Catholic Schools Three-Year Capital Plan, 2027-2030 Summary
2. Edmonton Catholic Schools Three-Year Capital Plan, 2027-2030 Advocacy Handbill
3. Edmonton Catholic Schools Three-Year Capital Plan, 2027-2030





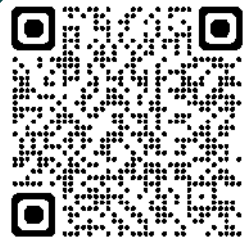
2027-THREE-YEAR CAPITAL PLAN-2030

Advocating for Our Students



20
Projects

\$1.22
Billion



Year 1 2027-2028

	CAPITAL PROJECT	OPENING CAPACITY	COST (MILLIONS)
SCAP**	New Catholic High School (10–12) in Lewis Farms (Rosenthal) (Approved for Planning in March 2025)	1810 (2410*)	\$117
SCAP**	New Catholic High School (10–12) in The Meadows (Silver Berry) (Approved for Planning in March 2025)	1810 (2410*)	\$117
SCAP**	Northwest Solution Phase 1 New Catholic K–9 School in Palisades (Oxford) (Approved for Planning in March 2025)		\$49
SCAP**	New Catholic High School (10–12) in Windermere (Glenridding Heights) (Approved for Planning in March 2026)	1810 (2410*)	\$117
SCAP**	118 Ave-West Solution — Replacement School at St. Alphonsus school site (Approved for Planning in March 2026)	905	\$54
SCAP**	New Catholic School, K–9 in Kirkness (Approved for Planning in March 2026)	950 (1200*)	\$51
1	Northwest Solution Phase 2 New Catholic K-6 School in Chambery New Catholic K–9 School in Griesbach	650 950 (1200*)	\$86
2	Demolition — St. Margaret and St. Joseph Chapel		\$3
3	New Catholic School, K-9 in Big Lake (Starling)	950 (1200*)	\$51
4	Division High School Capacity and J.H. Picard Campus Solution		\$39
5	New Catholic School, K-9 in Decoteau (Meltwater)	950 (1200*)	\$51
6	New Catholic School, K-9 in Windermere (Kendal)	950 (1200*)	\$51
YEAR 1 TOTAL: 12 CAPITAL PROJECTS			\$786

SCAP** – Under the School Construction Accelerator Program (SCAP), planning-stage approval represents a formal government commitment, as it is directly linked to capital funding. This approval allows projects to move through design and construction without waiting for future budget cycles, effectively confirming that the project is approved to proceed.

Year 2 and 3 2028-2030

	CAPITAL PROJECT	OPENING CAPACITY	COST (MILLIONS)
7	Replacement/Modernization of St. Francis of Assisi Catholic Elementary School		\$32
8	Solution for West Edmonton Sector		\$50
9	Modernization of Our Lady of Mount Carmel Catholic Elementary School		\$32
10	Solution for Central Sector		\$50
11	New Catholic High School (10-12) in Pilot Sound (Gorman)	1810 (2410*)	\$117
12	Solution for Jasper Place Sector		\$50
13	Solution for Mill Woods and Meadows Sector		\$50
14	Solution for Southeast Sector		\$50
YEAR 2 AND 3 TOTAL: 8 CAPITAL PROJECTS			\$431

*School capacity at full build-out

Total 2027-2030

		COST (BILLIONS)
20 CAPITAL PROJECTS		\$1.22

NOTE: Cost may vary depending on the scope of the project. All costs are based on the 2026-2027 economy.





ADVOCATING FOR OUR STUDENTS

Three-Year Capital Plan 2027–2030



20
Projects

\$1.22
Billion



“Edmonton Catholic Schools’ enrolment is growing faster than new student spaces are being delivered.”

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Edmonton Catholic Schools' enrolment is growing faster than new student spaces are being delivered. Rising student population continues to push more schools beyond capacity, especially at the high school level. Temporary measures to accommodate enrolment pressures in schools that have simply run out of space for teaching and learning are disrupting families and increasing travel times. In more established areas, where schools have aging infrastructure, modernization may not be cost effective or able to provide the modern, vibrant learning spaces that would be delivered through a new build.

The ECSD Capital Plan 2027–2030 balances the needs of our rapidly expanding city with the needs of our aging schools in established areas and ensures that all Edmonton families have access to an excellent Catholic education near their home community.

Enrolment at Edmonton Catholic Schools has surpassed 51,000 students, reflecting growing demand for Catholic education.

We have grown by 17.6% in the past five years and by 23.7% in the past 10 years.

44% of ECSD's schools (41 out of 93) are operating beyond their intended capacity, despite the addition of 39 modular classrooms at overcrowded schools throughout the city.

These schools do not have the space to support further growth.

Families are already being affected. ECSD's overall utilization is 102%. This means that even if students were redirected from overcrowded schools to less crowded schools, there would still not be enough space for all students.

ECSD's temporary enrolment management measures, including student redirection and program relocations, are increasing travel times and decreasing access to local schools, disrupting families.

St. Josephine Bakhita in Secord opened in 2025 at 114% utilization, reflecting significant pressure in newer neighbourhoods. We need new schools in high-growth areas immediately.

High schools are under the most severe pressure. Overall, high school utilization is 112%, even after adding new schools and modular space. For the 2025–2026 school year, ECSD is short over 1,400 high school seats.

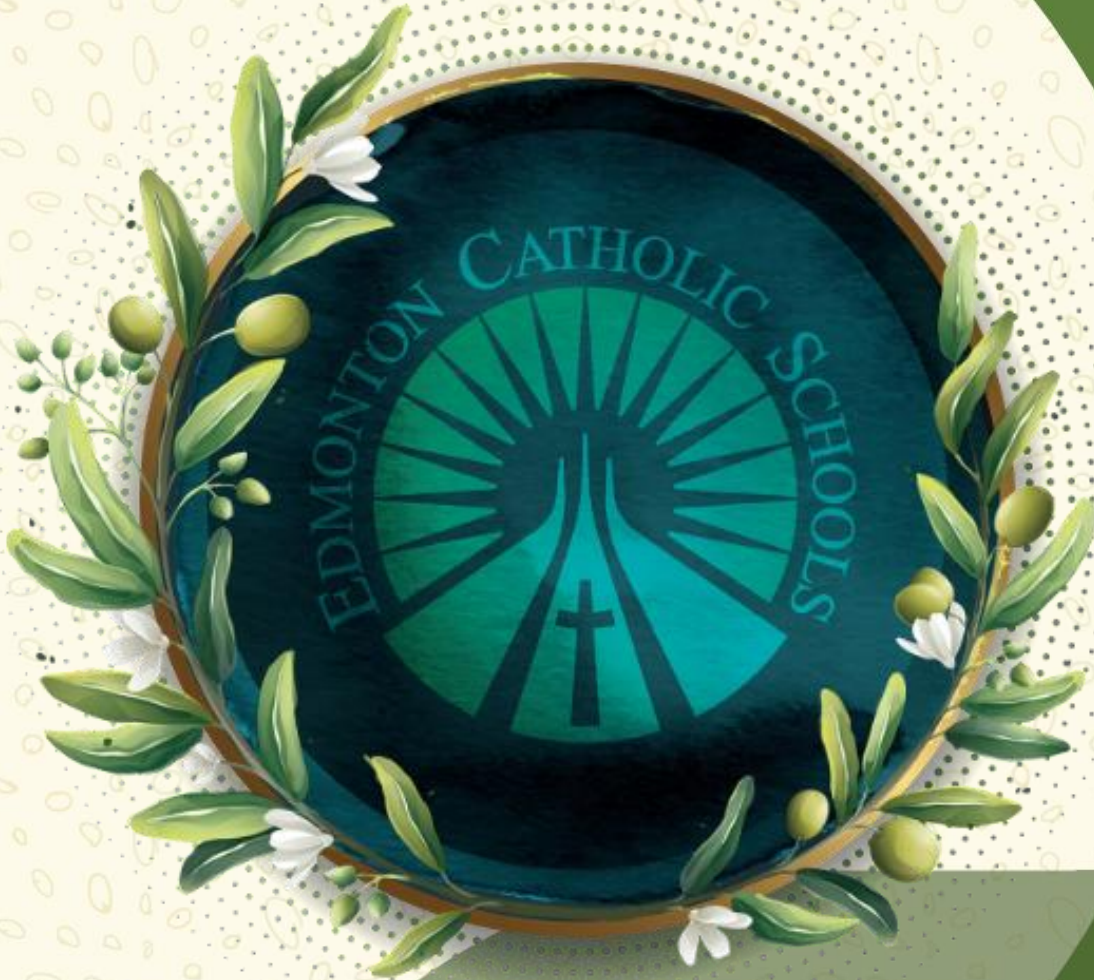
This gap will continue to widen without the construction of additional Catholic high schools. Enrolment projections indicate the need for 3,700 additional high school spaces within five years and 5,000 within 10 years.

Solution projects often combine several smaller schools in established areas into a larger school, creating more opportunities for student learning. Benefits include reduced administrative duplication and costs, as well as enhanced curricular and extracurricular programming made possible by larger, more diverse staff teams in modern facilities. Solution projects ensure that established neighbourhoods have access to the same high-quality Catholic learning environments found in areas with new schools.

We appreciate not having to wait for school funding to align with budget cycles. We need more schools approved through Schools Now, also known as the School Construction Accelerator Program.

Our Division is committed to ensuring that every child has access to the excellent Catholic teaching and learning environments that they deserve.

THREE-YEAR CAPITAL PLAN 2027-2030



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Introduction

The Edmonton Catholic School Division (ECSD) Three Year Capital Plan 2027-2030 outlines the Division's capital priorities for the next three years. Since 2021, ECSD has experienced student enrolment growth of more than 26%, exceeding pre-COVID 19 levels. This rapid increase has been driven by record in-migration from within Canada, along with lagged impacts of elevated international immigration in previous years. While enrolment growth is expected to begin stabilizing in the coming years, demand for housing that supports this population remains strong, as neighbourhoods continue to build out and generate new students.

ECSD's current overall utilization rate of 102% (HIGH) indicates that the Division has effectively reached full capacity, with no available space to accommodate future enrolment growth. As one of the most highly utilized school divisions in Alberta, ECSD has very limited ability to absorb additional students or manage overflow from severely overcrowded schools, creating significant challenges in maintaining program delivery and equitable access to Catholic education. While enrolment pressures are being felt across the province, ECSD's lack of remaining classroom capacity leaves few short-term options. Opening new schools represents the only sustainable long-term solution to address these pressures. Given the critical and time sensitive nature of this issue, prioritizing additional capacity through new school construction, particularly in high growth areas, is essential to meet the needs of current and future students and to ensure the provision of quality learning environments across the Division.

Planning for future growth, optimizing utilization and aging facilities across the school division, this report identifies capital priorities of these capital project types:

New School Construction	Replacement School	Modernization
Addresses the increasing demand for student spaces in Edmonton's rapidly growing communities by providing new schools where they are needed most.	Ensures cost-effective solutions for aging infrastructure by replacing schools that are no longer operationally or financially sustainable due to deterioration.	Enhances the functionality, safety, and efficiency of existing schools through major and minor upgrades to improve learning environments.

Edmonton Catholic School Division enrolment is growing faster than new school spaces are being delivered. Rising enrolment has pushed schools beyond capacity, especially at the high school level where no system-wide space exists. Temporary measures are disrupting families and increasing travel times, while aging schools limit flexibility. Timely approval and construction of new schools in Capital Plan 2027-2030 is required now to sustain equitable access to Catholic education across Edmonton.

The Three-Year Capital Plan 2027-2030 is approved by the Board of Trustees and submitted to Alberta Education for provincial funding approval.



Capital Planning Framework

The Capital Planning Framework establishes the principles, processes, and methodology by which school capital requirements are analyzed and prioritized, resulting in a ranked list of major projects, including new schools, school consolidations, and the replacement or modernization of existing facilities. The aspects of the framework are evaluated in the Ten-Year Strategic Facility Plan and subsequently in the Three-Year Capital Plan.

Planning Principles, Vision, and Core Values

All ECSD strategic planning aligns with the Division's Student Accommodation Planning Principles, as well as the Division's Mission, Vision, and Core Values.

Student Accommodation Planning Principles:

- Ensure fair and equitable access to facilities for all students.
- Provide equal opportunities for students to access various program choices.
- Maintain a fiscally and environmentally responsible approach to infrastructure planning.
- Commit to clear, coordinated, and transparent decision-making process.

Consistent application of planning principles is applied throughout the development of the Ten-Year Facilities Strategic Plan, the Three-Year Capital Plan, the Modular Program, and any updates made to the school attendance boundaries.

Mission:

The mission of Edmonton Catholic Schools is to provide a Catholic education that inspires students to learn and that prepares them to live fully and to serve God in one another. The mission is inspired by love of the Father, Faith in Jesus Christ and hope from the Holy Spirit.

Vision:

Our students will learn together, work together, and pray together in answering the call to a faith-filled life of service.

Core Values:

Dignity & Respect

Honesty

**Personal & Communal
Growth**

Loyalty

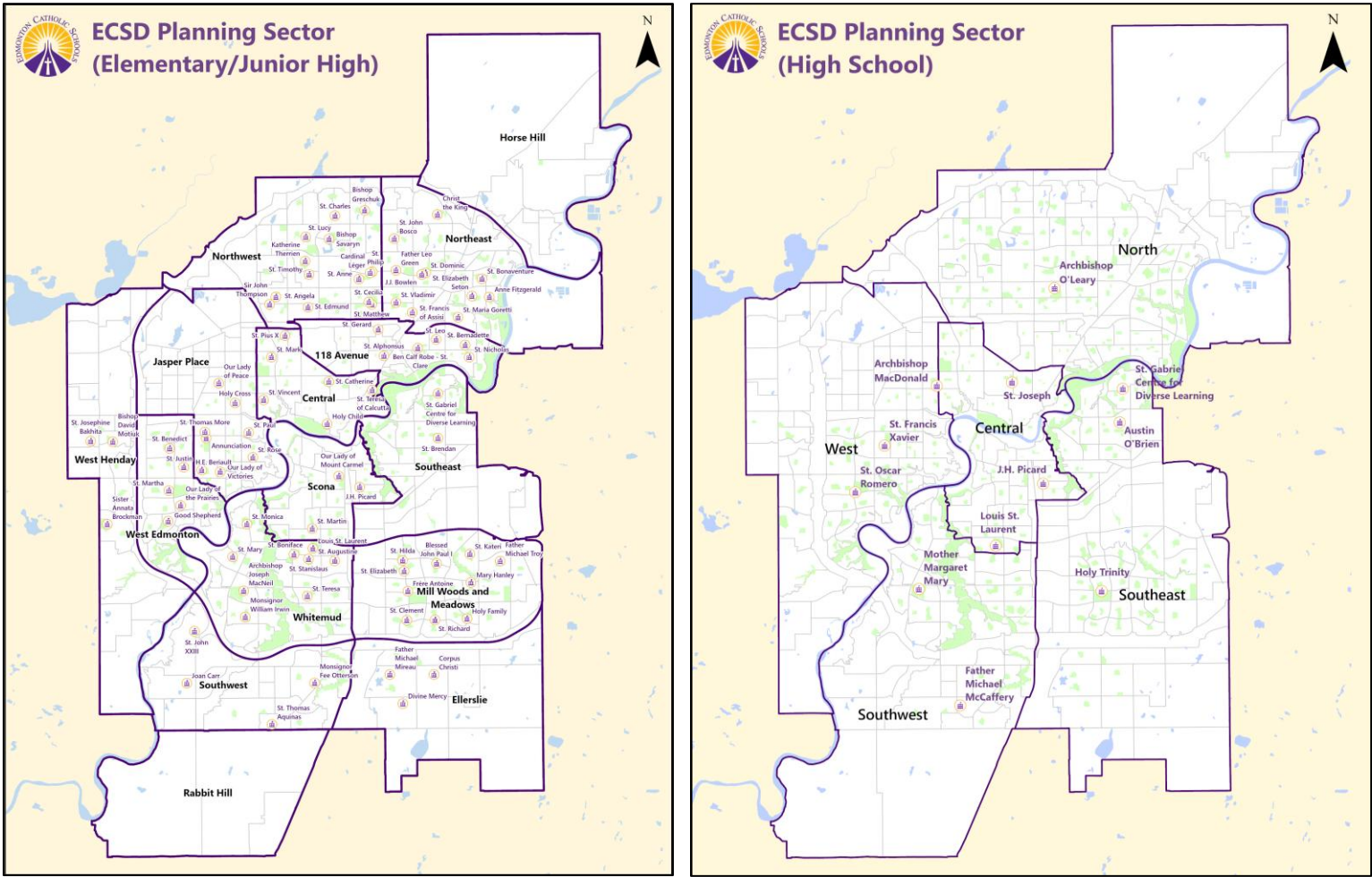
Fairness

The planning principles serve as the foundation for infrastructure-related decisions, including:

- Creating safe, caring, healthy, respectful, diverse, inclusive, and equitable learning
- Allocating financial resources effectively to meet capital needs
- Prioritizing capital funding requests based on student and community needs
- Building and maintaining schools to support growing student populations
- Acquiring land to support future school developments
- Making informed infrastructure decisions that align with the Division's long-term planning goals

In 2022, ECSD updated its K-9 planning sectors to align with the City of Edmonton's new District Plans. These planning sectors consist of clusters of schools grouped by geographical boundaries, encompassing multiple neighbourhoods that share common characteristics (e.g., mature vs. new communities). By aligning its planning sectors with the City of Edmonton, ECSD can collaborate more effectively to advocate for school sites and ensure Catholic education remains a viable option across all communities. This approach allows ECSD to gain deeper insights into how specific areas are served, enabling informed decisions on school development and programs.

Through sector-based analysis, ECSD proactively plans for educational delivery across the city and identifies areas in need of capital investment. However, while planning sectors help define general areas of need, capital priorities require a thorough, project-specific analysis. These sectors serve as an initial reference point, with more detailed assessments shaping the Division's top capital priorities.



Prioritization Process

The Ten-Year Strategic Facilities Plan includes an in-depth sector analysis to assess student accommodation and facilities needs across the city. This analysis helps identify the unique characteristics of each sector by evaluating existing conditions (housing, schools, enrolment, programs, operations, and maintenance costs), future projections, student demographics, and neighbourhood growth trends. Key Performance Indicators (KPI) are established to guide the prioritization of capital requirements and help determine the most urgent facility needs.

Key Performance Indicators include:

- **Enrolment and Utilization:** Measures the school, sector, or jurisdiction's ability to accommodate students by comparing current and projected enrolment against capacity.
- **Facility Condition:** Assesses school infrastructure using the Facility Condition Index (FCI) which compares the five-year maintenance cost requirements including all deferred maintenance costs against the total replacement cost of a facility.
- **Operational Efficiency:** Evaluates the Division's ability to balance operational, maintenance and renewal costs with the funding received from the government (O&M and IMR/CMR).
- **Program Functionality:** A qualitative measure of a facility's ability to effectively support educational programming.

Capital Prioritization Process Capital needs must also consider additional factors such as previous project approval, project site readiness, potential partnership opportunity, and ECSD's Optimal Learning Strategic Plan (Student/Program Accommodation Plan). These priorities are categorized by the Project Driver that they address, as per the Alberta Education's School Capital Manual, and ranked based on level of urgency and ability to accommodate the most critical needs of the Division. For additional details regarding the prioritization process, refer to the Ten-Year Strategic Facilities Plan.

The Three-Year Capital Plan builds on the analysis outlined in the Ten-Year Strategic Facilities Plan to identify and rank capital priorities that address the most important needs of the Division.

Project Drivers

Building Condition

These are demonstrated and documented deficiencies in the major building components; structural deficiencies; building envelope issues; deficiencies and/or issues with the interior mechanical and/or electrical components; building code and/or standards compliance issues that could not be resolved with available Infrastructure Maintenance and Renewal (IMR) funding.

Community Renewal

School capital projects that contribute to the redevelopment and sustainability of a school community and/or surrounding neighbourhood. These projects will promote efficient use of space within a community or surrounding neighbourhood.

Efficiency Solutions

School capital projects that provide operational efficiencies through the modernization, replacement, or consolidation of existing space to provide a more optimal learning environment where the available space is more aligned with the student enrolment.

Enrolment Pressures

The school jurisdiction's existing facilities are insufficient to accommodate current and future students within a specified geographical area.

Functionality and Programming

Projects provide new and/or improved program space functionality through reconfiguration, relocation, or technology. Examples of issues may include the lack of functional capacity to deliver the curriculum in the intended manner, ease of supervision, lockdown capability, sound, and light quality, etc.

Health and Safety

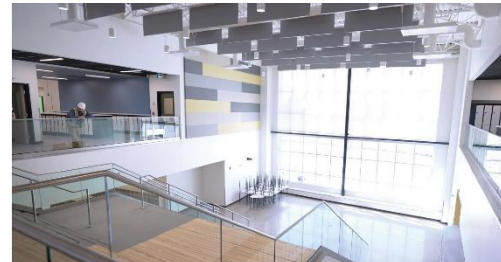
Projects that address risks to the health, safety, or security of the students or staff either immediately or in the longer term; projects that address compliance issues with federal or provincial legislation or municipal bylaws.

Legal

Projects are evaluated on legal rights for equity of access and assessed regarding existing legal judgement or potential legal action (e.g., Rights to Francophone education under Section 23 of the Canadian Charter of Rights and Freedoms).



St. Josephine Bakhita Catholic K-9 School
(Enrolment Pressures)



Joan Carr Catholic K-9 School
(Enrolment Pressures)

Facilities at a Glance

ECSD currently operates 93 active schools, not including Kisiko Awasis, online, outreach, and closed schools. School jurisdictions are responsible for ensuring that the health, safety, and essential maintenance needs for each board-owned facility are addressed. And as such, it is the Division's responsibility to maintain these facilities to provide a safe, healthy, and sustainable environment for student learning. The table on the right provides an overview of the current state of the Division's school facilities and its maintenance requirements.

ECSD has been able to manage the condition of its school facilities resulting in an average overall **FCI of 0.19 (FAIR)**. The Division also has a significantly high Deferred Maintenance at **\$478 million** which is forecasted to stay elevated at **\$450 million in ten years**. A large majority of this amount is due to lifecycle maintenance requirements that have been deferred, which is a symptom of the age of the school buildings operated by the Division. Capital solutions are required for schools in poor condition while being prudent and intentional in utilizing IMR/CMR funding.

Note: Analysis of Alberta Infrastructure's VFA data suggests that the Facility Condition Index (FCI) may appear artificially low because significant increases in facility replacement values have offset rising maintenance costs.

ECSD Facility Condition Analysis			
Number of Active Schools	93	Number of Modular Classrooms	471
5 Year Maintenance Cost	\$544 Million	Average FCI of Modulares	0.13 (GOOD)
Total Deferred Maintenance	\$478 Million	Average Age of Modulares	26 Years
Total Replacement Cost	\$2.49 Billion	Average Age of Schools	47 Years
Average Overall FCI	0.19	Schools in Poor Condition (FCI greater than 35%)	4 schools (4%)
	FAIR	Modulars in Poor Condition (FCI greater than 35%)	4 Modulars (1%)

Maintenance and Renewal

Alberta Education provides funding for the maintenance and renewal of schools through the Infrastructure Maintenance and Renewal (IMR) and Capital Maintenance and Renewal (CMR) programs. CMR (stimulus) was first introduced by the government in the 2020-21 school year to help stimulate the slowing economy that resulted from the COVID-19 pandemic. These funds were used to upgrade the Division's facilities to minimize transmission of the virus as well as address the most urgent maintenance and renewal requirements. The government advanced funds that were originally allocated for future years under the IMR program. As a result, future IMR/CMR allocations will be lower to recover the amount advanced for the CMR stimulus.

City Growth and Development

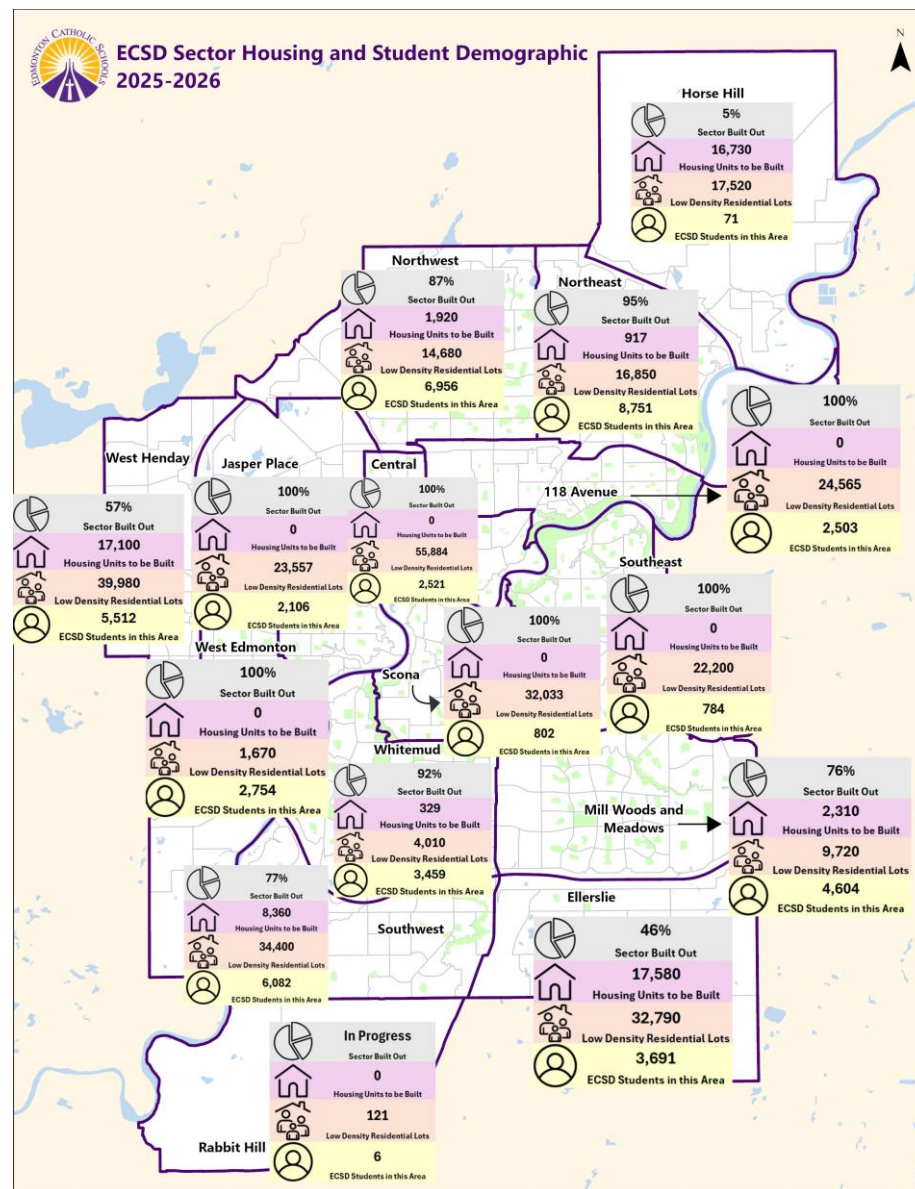
The City of Edmonton has experienced a period of rapid population growth, peaking at 5.7% between 2023 and 2024, the highest rate since at least 2002. This surge was driven largely by strong net-in migration, and supported by favourable economic conditions and high levels of international immigration. Growth has since moderated, with the population increasing an estimated 2.8% between 2024 and 2025 and forecast to slow to 1.6% between 2025 and 2026, reflecting reduced net migration following recent federal policy changes.

Residential construction activity has remained elevated in response to earlier population increases. Housing starts totaled approximately 13,484 units in 2024 and are forecast to increase to 16,426 units in 2025, driven largely by apartment and purpose-built rental development. Although housing starts are expected to decline in 2026 as population growth slows, construction levels remain historically strong and continue to support population accommodation across the city.

These demographic and housing trends are reflected in ECSD enrolment patterns. September 2025 enrolment increased by approximately 2%, adding more than 1,000 students across the Division. Growth continues to be driven by in-migration from within Canada, lagged impacts of earlier international immigration, and sustained residential development, particularly multi-unit housing. While enrolment growth is expected to continue into 2026, it is anticipated to stabilize at a more moderate pace, with localized pressures persisting in areas experiencing ongoing residential build-out.

Planning Sectors

The Planning Sectors that have experienced the most residential growth in the last five years include: West Henday, Southwest, Mill Woods and Meadows, Northwest, Northeast, and Ellerslie. These sectors are located closer to the outskirts of the city, where significant residential development is underway. **70% of ECSD students (around 35,000 students) reside in these six planning sectors**, and as they continue to build-out, enrolment pressures will grow. It is crucial for ECSD to proactively plan for new schools in these sectors specifically, as they will have increasingly high demand.



Housing and Student Sector Map

Based on ECSD student and City of Edmonton Low Density Residential Lot Absorption and Supply in Developing Neighbourhoods data (only includes new home builds).

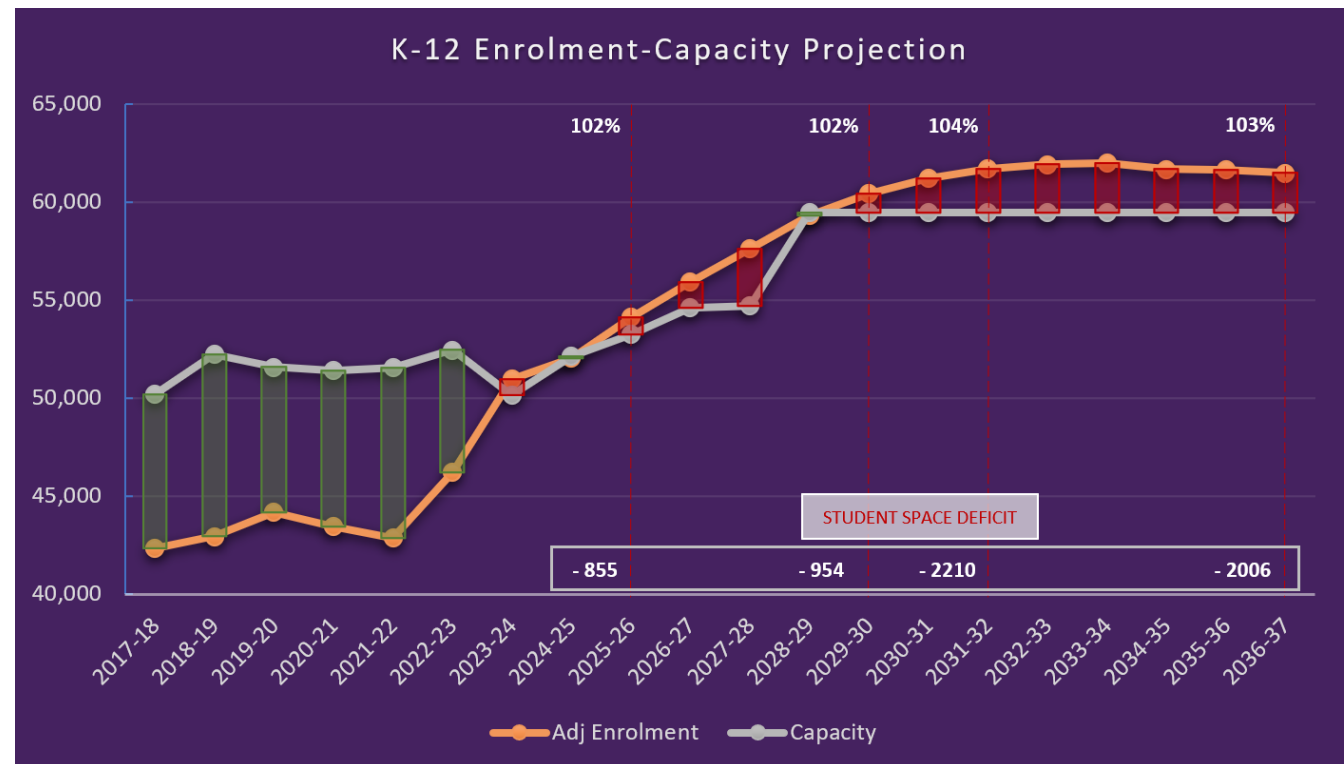
Enrolment Trends

Over the past ten years, ECSD's adjusted enrolment has grown from approximately 39,000 to over 54,000. This enrolment growth is equivalent to an average growth rate of 3.9% per year. In the same period, the Division's capacity has grown by approximately 7,500 which is only around half of the enrolment growth.

As the K-12 Enrolment Capacity Projection shows, enrolment growth is projected to continue in the years to come. The gap between enrolment and capacity will continue to widen if no additional capacity is added to ECSD.

ECSD's adjusted enrolment is projected to grow from 54,000 to 63,000 by 2036. Despite the recent opening of St. Josephine Bakhita Catholic Elementary/Junior High School in the West Henday Sector in 2025, which opened at 114% utilization, the rapid growth in its catchment highlights ongoing pressures. Even with the addition of 39 modular classrooms through MCP 2024–26, overall Division utilization remains high at 102%, reflecting sustained enrolment growth.

ECSD Enrolment and Utilization Analysis			2025-26	3-yr	5-yr	10-yr
# of Over-Utilized Schools (Utilization >100%)	41 Schools (44%)	Total Capacity	53,254	59,452	59,452	59,452
# of Under-Utilized Schools (Utilization <60%)	4 Schools (4%)	K-9 Utilization	99%	96%	97%	93%
Overall Utilization	102%	Gr 10-12 Utilization	112%	121%	128%	139%
	HIGH	K-12 Utilization	102%	102%	104%	103%



*All enrolment numbers provided in this document are "Adjusted Enrolments" figures unless otherwise indicated. As defined in the *School Capital Manual*, adjusted enrolment uses a student allowance factor to account for the additional space required by some students with special needs for the effective and safe delivery of programs.

ECSD will add nearly 7,000 new student spaces in the coming years to help address enrolment pressures and better serve our communities, through the following new school openings:

2.1

2026:

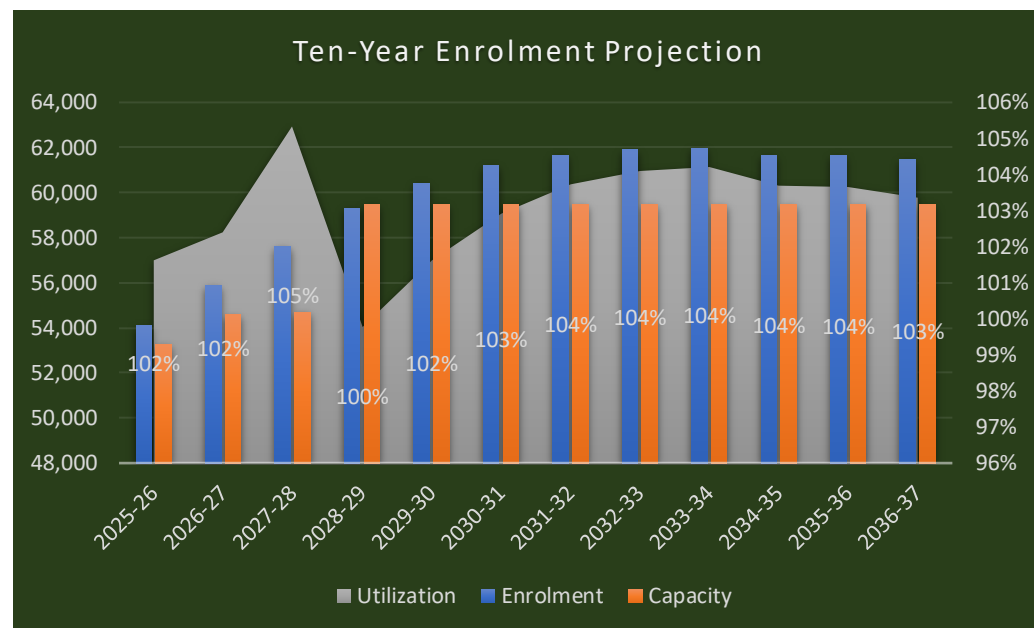
- St. Carlo Acutis Catholic High School, North Sector – 1,330 student spaces

2027:

- St. Nicholas Catholic Elementary/Junior High, 118 Avenue Sector – 760 student spaces

2028:

- St. Sophia Catholic Elementary/Junior High, Southwest Sector – 950 student spaces
- Our Lady of Hope Catholic Elementary/Junior High, Northeast Sector – 950 student spaces
- St. Michael the Archangel Catholic Elementary/Junior High, Southwest Sector – 950 student spaces
- St. Genevieve Catholic Elementary/Junior High, Mill Woods and Meadows Sector – 950 student spaces
- St. Patrick Catholic Elementary/Junior High, West Henday Sector – 950 core student spaces, full build out 1,200



ECSD looks forward to these openings, which will help moderate midterm pressures, though long-term projections indicate continued enrolment growth across multiple sectors.

Together, these new schools will add around 7,000 student spaces to the Division, helping to improve utilization upon opening. However, with enrolment continuing to rise, utilization is expected to remain over 100% unless more new schools are introduced.

The current overall utilization rate of 102% (HIGH) signals that ECSD has no available space to accommodate future growth. With minimal capacity left to manage overflow from severely overcrowded schools, the Division will face significant challenges in handling enrolment pressures. Opening new schools is the only sustainable long-term solution to these growing enrolment issues. Given the critical and time-sensitive nature of this problem, it is essential that additional capacity, in the form of new schools, is prioritized.

ECSD must focus on capital solutions that address enrolment pressures, particularly in high-growth areas.

K-9 Planning Sector Summary

The map illustrates the existing condition of K-9 Planning Sectors, based on Key Performance Indicators.

K-9 Sectors	Enrolment and Utilization (EU)*	Facility Condition (FC)	Operational Efficiency (OE)	Program Functionality (PF)
118 Avenue	88%	0.20	1.29	OPTIMAL
Central	92%	0.21	1.88	OPTIMAL
Ellerslie	137%	0.00	0.54	POOR
Jasper Place	98%	0.19	2.37	FAIR
Mill Woods and Meadows	77%	0.23	1.71	OPTIMAL
Northeast	98%	0.23	1.28	MARGINAL
Northwest	93%	0.25	1.89	MARGINAL
Scona	85%	0.25	3.31	FAIR
Southeast	77%	0.14	1.26	OPTIMAL
Southwest	123%	0.00	0.47	POOR
West Edmonton	112%	0.26	4.43	MARGINAL
West Henday	106%	0.00	0.47	POOR
Whitemud	79%	0.19	1.59	FAIR

* 5-yr projected EU

A summary of the key findings that are detailed in the Capital Plan Priorities include:

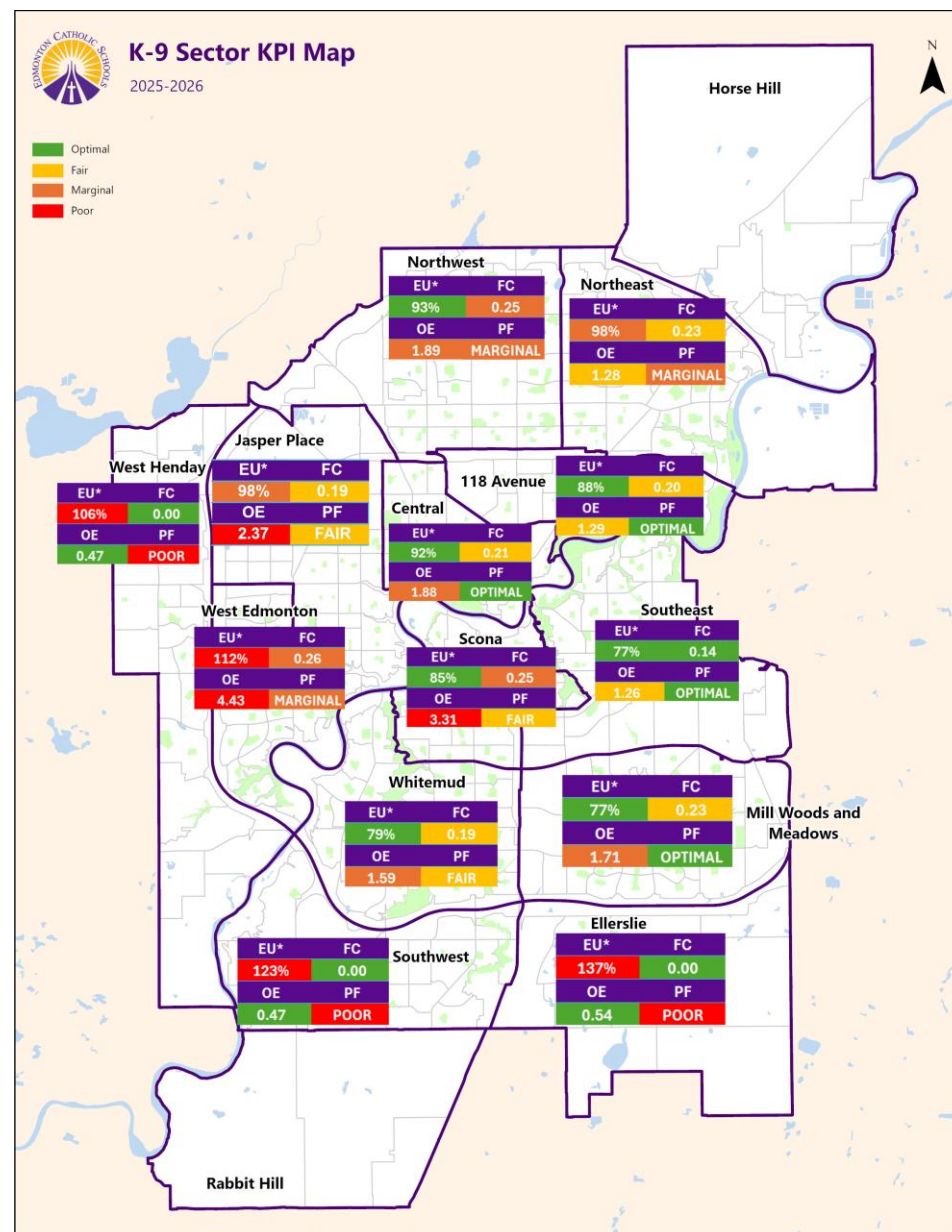
Enrolment and Utilization (EU) and Program Functionality (PF)

POOR – Ellerslie, Southwest and West Henday Planning Sectors urgently need new schools to address over-utilization and provide space for programming.

MARGINAL – Northeast, Northwest, and West Edmonton Sectors need new schools to address over-utilization, allow growth and provide space for programming.

Facility Condition (FC) and Operational Efficiency (OE)

POOR / **MARGINAL** / **FAIR** – All Sectors excluding Ellerslie, Southwest and West Henday need to explore opportunities to address aging infrastructure and increasing maintenance costs.



High School Planning Sector Summary

The map illustrates the existing condition of the High School Planning Sectors, based on Key Performance Indicators.

HS Sectors	Enrolment and Utilization (EU)*	Facility Condition (FC)	Operational Efficiency (OE)	Program Functionality (PF)
HS Central	110%	0.21	1.45	MARGINAL
HS North	105%	0.18	1.52	MARGINAL
HS Southeast	141%	0.20	1.41	POOR
HS Southwest	136%	0.00	0.43	POOR
HS West	150%	0.08	1.25	POOR

* 5-yr projected EU

A summary of the key findings that are detailed in the Capital Plan Priorities include:

Enrolment and Utilization (EU)

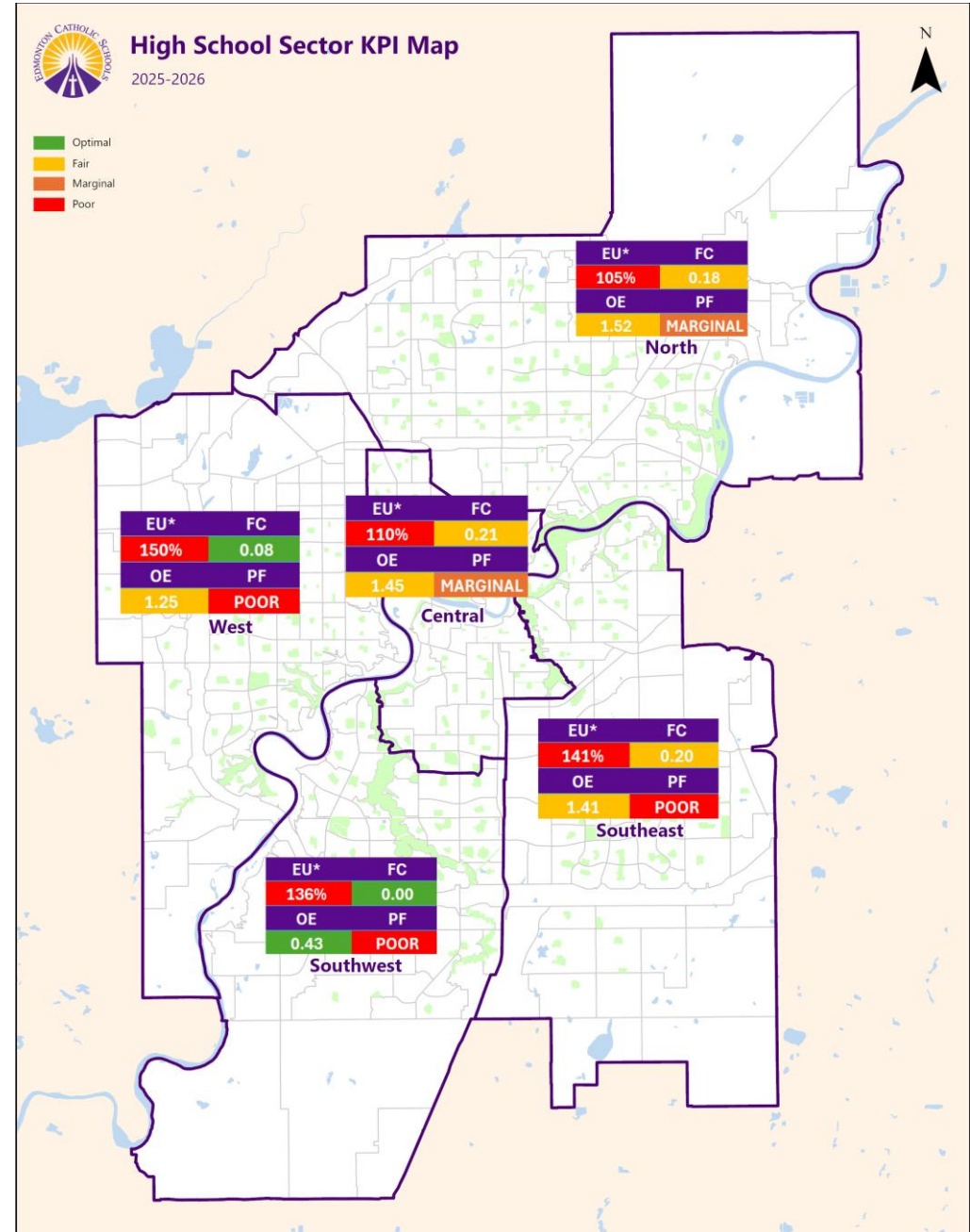
POOR – ALL HS Planning Sectors urgently need new schools to address over-utilization and provide space for programming.

Facility Condition (FC) and Operational Efficiency (OE)

FAIR – All Sectors excluding HS Southwest need to explore opportunities to address aging infrastructure and increasing maintenance costs.

Program Functionality (PF)

POOR / MARGINAL – Most high school sectors across the Division are at full capacity and do not have space for additional programming.



Capital Plan Priorities 2027-2030

Priority #	Year 1 – 2027-2028 Capital Projects	Cost (Millions)
SCAP*	New School, 10-12 — Lewis Farms (Rosenthal), capacity 1810 opening/2410 full build-out <i>(Approved for Planning in March 2025)</i>	\$117
SCAP*	New School, 10-12 — The Meadows (Silver Berry), capacity 1810 opening/2410 full build-out <i>(Approved for Planning in March 2025)</i>	\$117
SCAP*	The Northwest Solution Phase 1 – New K-9 in Palisades (Oxford) <i>(Approved for Planning in March 2025)</i>	\$49
SCAP*	New School, 10-12 — Windermere (Glenridding Heights), capacity 1810 opening/2410 full build-out <i>(Approved for Planning in March 2026)</i>	\$117
SCAP*	118 Ave-West Solution — Replacement School at St. Alphonsus school site, capacity 905 <i>(Approved for Planning in March 2026)</i>	\$54
SCAP*	New School, K-9 — Kirkness, capacity 950 opening/1200 full build-out <i>(Approved for Planning in March 2026)</i>	\$51
1	The Northwest Solution Phase 2 – New K-9 in Chambéry, capacity 650 and New K-9 Griesbach, capacity 950 opening/1200 full build-out	\$86
2	Demolition – St. Margaret and St. Joseph Chapel	\$3
3	New School, K-9 — Big Lake (Starling), capacity 950 opening/1200 full build-out	\$51
4	Division High School Capacity and J.H. Picard Campus Solution	\$39
5	New School, K-9 — Decoteau (Meltwater), capacity 950 opening/1200 full build-out	\$51
6	New School, K-9 — Windermere (Kendal), capacity 950 opening/1200 full build-out	\$51
Year 1 Total	12 Capital Projects	\$786
Priority #	Year 2 & 3 – 2028-2030 Capital Projects	Cost (Millions)
7	Replacement/Modernization, K-6 — St. Francis of Assisi Catholic Elementary School	\$32
8	Solution for West Edmonton Sector	\$50
9	Modernization of Our Lady of Mount Carmel Catholic Elementary School	\$32
10	Solution for Central Sector	\$50
11	New School, 10-12 — Pilot Sound (Gorman), capacity 1810 opening/2410 full build-out	\$117
12	Solution for Jasper Place Sector	\$50
13	Solution for Mill Woods and Meadows Sector	\$50
14	Solution for Southeast Sector	\$50
Year 2/3 Total	8 Capital Projects	\$431

SCAP* - Under the School Construction Accelerator Program (SCAP), planning-stage approval represents a formal government commitment, as it is directly linked to capital funding. This approval allows projects to progress through design and construction without relying on future budget cycles, effectively confirming that the project is approved to proceed.

Summary of New School Requests for Year 1 - K-9 Sectors:

Sector (New School Requests)	Project Drivers	Current Capacity (2025-26)	Sector Utilization (2025-26)	Instructional Space Shortfall (2025-26)	Year 1 Priority: New School Capacity	5-yr Sector Utilization if Year 1 Priorities are not approved
Northwest (Phase 1) (Approved for Planning)	Efficiency Solution, Building Condition	6,293	97%	+206	+950	93%
Northwest (Phase 2)	Efficiency Solution, Building Condition	6,293	97%	+206	+650 & +950	93%
118 Avenue (Approved for Planning)	Health & Safety, Efficiency Solution	2,478	88%	+299	+950	88%
West Henday	Enrolment Pressures	2,481	115%	-371	+950	106%
Northeast (Approved for Planning)	Enrolment Pressures	5,779	107%	-431	+950	98%
Ellerslie	Enrolment Pressures	2,385	112%	-280	+950	137%
Southwest	Enrolment Pressures	3,538	117%	-617	+950	123%

Summary of New School Requests for Year 1 - High School (10-12) Sectors:

Sector (New School Requests)	Project Drivers	Current Capacity (2025-26)	Sector Utilization (2025-26)	Instructional Space Shortfall (2025-26)	Year 1 Priority: New School Capacity	5-yr Sector Utilization if Year 1 Priorities are not approved
HS West (Approved for Planning)	Enrolment Pressures	3,111	114%	-440	+1810	150%
HS Southeast (Approved Planning)	Enrolment Pressures	2,491	101%	-17	+1810	141%
HS Southwest (Approved for Planning)	Enrolment Pressures	2,103	87%	+274	+1810	136%
HS Central	Enrolment Pressures, Functionality & Programming	2,499	121%	-523	+ 694	110%

Year 1 Priorities focuses on addressing the most critical enrolment pressures with a particular focus on Equity of Access to Catholic Education.

Government approval is urgently needed to address over-crowding in schools.

Edmonton Catholic School Division (ECSD) is growing faster than permanent schools can be built. The 2025 opening of St. Josephine Bakhita Catholic Elementary/Junior High School at **114% utilization** highlights the urgency of addressing capacity needs. Although new schools continue to be approved by the Government of Alberta, construction takes years, and **overall division-wide utilization has already risen to 102%.**

High schools face the most critical pressure. Current division-wide high school utilization is 112%, with projections indicating a rise to 139% within ten years. ECSD is short more than 1,400 high school spaces today, a gap expected to exceed 5,000 within ten years.

Capital Plan 2027–2030 aims to advance progress on several projects already approved under the Government of Alberta’s School Construction Accelerator Program (SCAP), also known as Schools Now, moving them from Planning to Construction approval. **These include Lewis Farms (Rosenthal) High School, The Meadows (Silver Berry) High School, Windermere (Glenridding Heights) High School, Palisades (Oxford) K–9, Kirkness K–9, and the 118 Avenue–West Solution Replacement School at St. Alphonsus.**

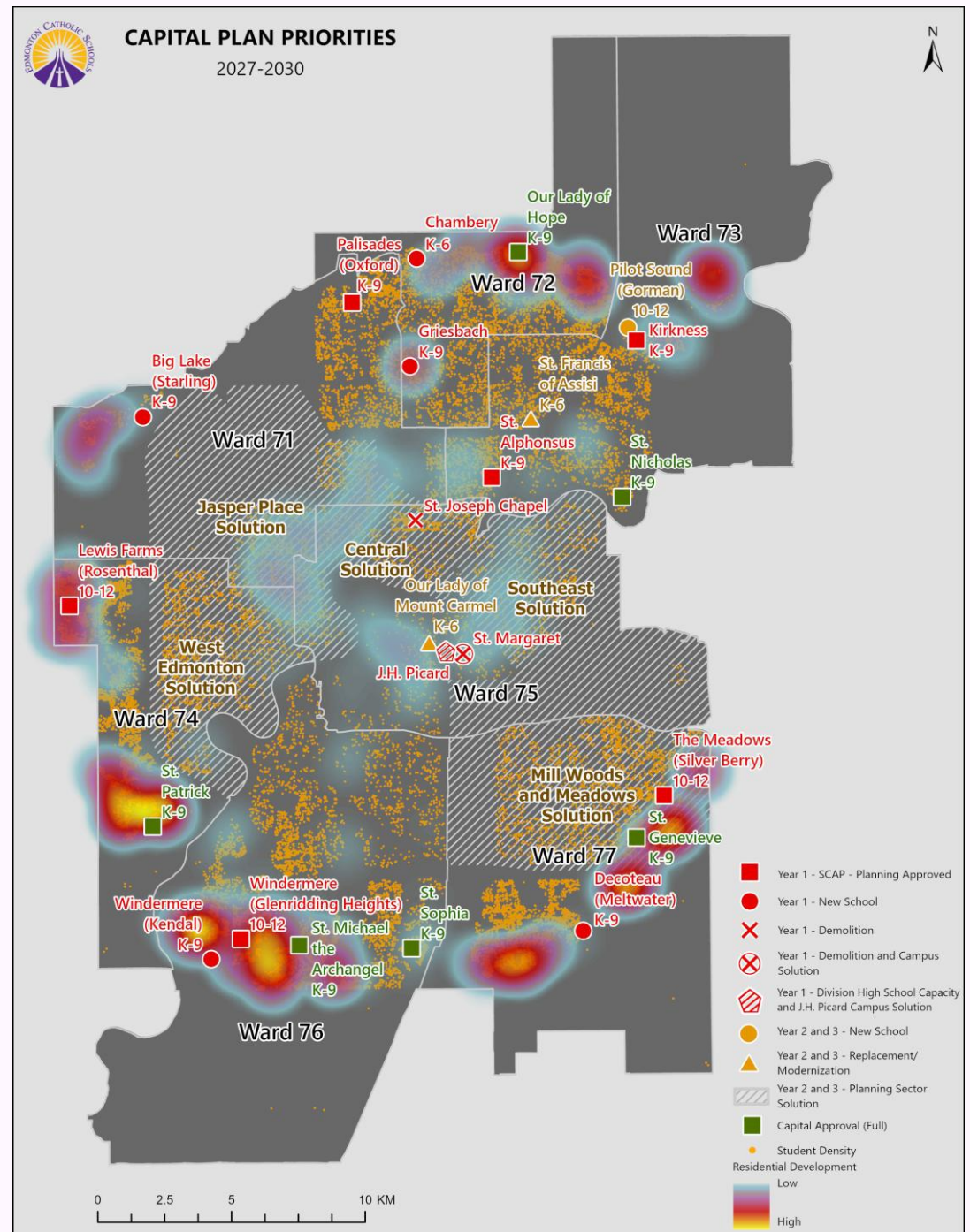
Approximately 70% of all ECSD students—around 35,000 learners—live in six high-growth sectors: West Henday, Southwest, Mill Woods and Meadows, Northwest, Northeast, and Ellerslie. These communities urgently require additional permanent capacity. Rapid growth in developing neighbourhoods has pushed many schools beyond capacity, spreading pressures into previously underutilized areas. New schools remain the only sustainable long-term solution to continuing enrolment growth. **To address this, Capital Plan 2027–2030 prioritizes new K–9 schools in Big Lake (Starling), Decoteau (Meltwater), and Windermere (Kendal).**

Short-term solutions are no longer sufficient. The Division added 39 modular classrooms through the Modular Classroom Program 2024–26, but many sites are now full, and strategies such as boundary changes and student redirection have reached their limits.

Long-term capacity shortages cannot be solved through temporary enrolment measures alone.

At the same time, aging facilities require investment to remain safe and functional. **Projects such as the demolition of St. Margaret and St. Joseph Chapel reflect responsible asset management** aimed at improving health, safety, and operational efficiency.

ECSD is also reviewing innovative capital solutions, including the Division High School Capacity and J.H. Picard Campus Solution, which explore how the full J.H. Picard campus can be optimized to strengthen the high school experience, expand course and extracurricular offerings, support long-term sustainability, and help relieve system-wide high school enrolment pressures.



Year 1 Priorities





ECSD High
School
Envelope

Rosenthal Park

Year 1 – SCAP: Lewis Farms (Rosenthal) High School (SCAP – Approved for Planning)

A new high school that serves the communities in West Edmonton is needed to accommodate current and projected student population in the West Edmonton and West Henday areas. This project has already been approved for planning, and we are now seeking advancement to the next stage of approval to enable the timely construction of this much-needed school.



School Info		
ECSD Ward	Planning Sector	Community
74	West (HS)	Lewis Farms (Rosenthal)
Grade Configuration	Capacity	Site Readiness
10-12	1810 Opening / 2410 Full Build-out	School Ready

Sector Info: West HS		
Current Utilization	5 Year Utilization*	10 Year Utilization*
114%	150%	161%
Sector Growth Trend	Housing Units to be built	Sector Build Out
High	17,100	59%

*Projected utilization is based on the status quo and does not include unfunded capital priorities.

Project Scope:

- Build a new Grade 10 - 12, 1810 Opening/2410 Full Build-out capacity school in Lewis Farms (Rosenthal).
 - Area of New Construction = 18,108m²

Rationale:

Enrolment Pressure:

- A new high school is critically needed to serve the current and future student population in the West HS Planning Sector and relieve enrolment pressures on existing Catholic high schools in the sector.
- All high school sectors throughout ECSD, especially in this sector, are over 100% utilized. The sector is projected to be 150% utilized in five years.**
- The West HS Sector is significantly growing with **5,682 houses built** in the last five years. The sector is only **59% built out** and is expected to see substantial development over the next few years, especially to the South of the West Henday district.

Community Building:

- The Lewis Farms (Rosenthal) Catholic High School will be an integral community hub for the West HS Planning Sector. The school will be located next to the City of Edmonton's Lewis Farms Recreation Centre that is currently under construction and has the potential to benefit from an enhanced access partnership with the City of Edmonton. Transportation accessibility for students and the community will also be enhanced by the Valley Line West LRT that is currently under construction.

Estimated Project Cost:

\$117 Million



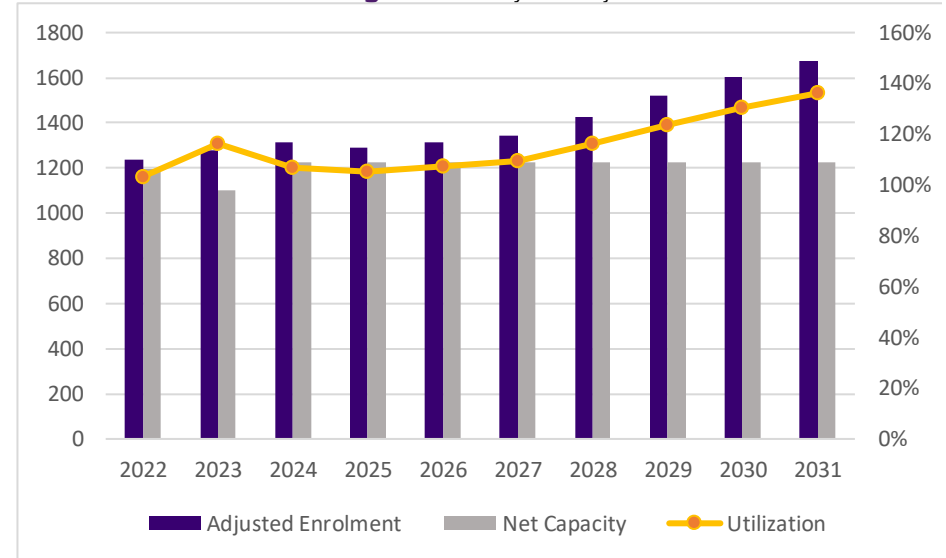
Prior Approval: Planning

All high schools in the West HS Sector are already at full capacity. The sector will be 150% utilized in five years. A new high school in Lewis Farms (Rosenthal) is needed to reduce enrolment pressures in West Edmonton and throughout the Division.

Current Impacts on Existing Schools:

- **Grade 10-12 Students** residing in the West HS Planning Sector attend St. Francis Xavier Catholic High School and St. Oscar Romero Catholic High School. Archbishop Macdonald Catholic High School is also part of the West HS Planning Sector, but it offers special programming open to students across the city. **All high schools in this sector are over 100% utilized.**
- With further residential development in the sector, enrolment in the West HS Planning Sector will continue to increase at an unsustainable rate.
 - **St. Francis Xavier Catholic High School** – current utilization is **105%** and expected to increase to **124%** in three years.
 - **St. Oscar Romero Catholic High School** – current utilization is **121%** and expected to increase to **152%** utilized in three years.
 - **Archbishop MacDonald Catholic High School** – current utilization is **119%** and expected to increase to **127%** utilized in three years.

St Francis Xavier Catholic High School 5-year Projection



Current Accommodation Strategy:

- **Overall high school utilization throughout the Division is at 112%.** The Lewis Farms (Rosenthal) Catholic High School will offer **additional programming options for high school students** to attract students in other HS Planning Sectors to help relieve pressure in their respective home sectors.
- The school will be the first high school in the city's West Henday district and will serve all K-9 schools in this high growth area of the city.
- ECSD is considering specialized division programming in this school as a continuum for K-9 schools with foundational division programming. This will attract students from across the city and relieve enrolment pressures in other over-utilized high schools.
- The school will utilize city amenities such as the new ETS system for student transportation and the adjacent recreation centre for sports programming.

Risk of non-approval:

Sector Utilization:

	Medium-Term (5 yr)	Long-Term (10 yr)
Status Quo	150%	161%
With Project Approval	95%	102%

If a high school in Lewis Farms (Rosenthal) is not approved, the **West HS Sector will become severely over-utilized (over 150% in five years)**. All high schools in the sector will become increasingly crowded and will continue to face unsustainable enrolment pressures.

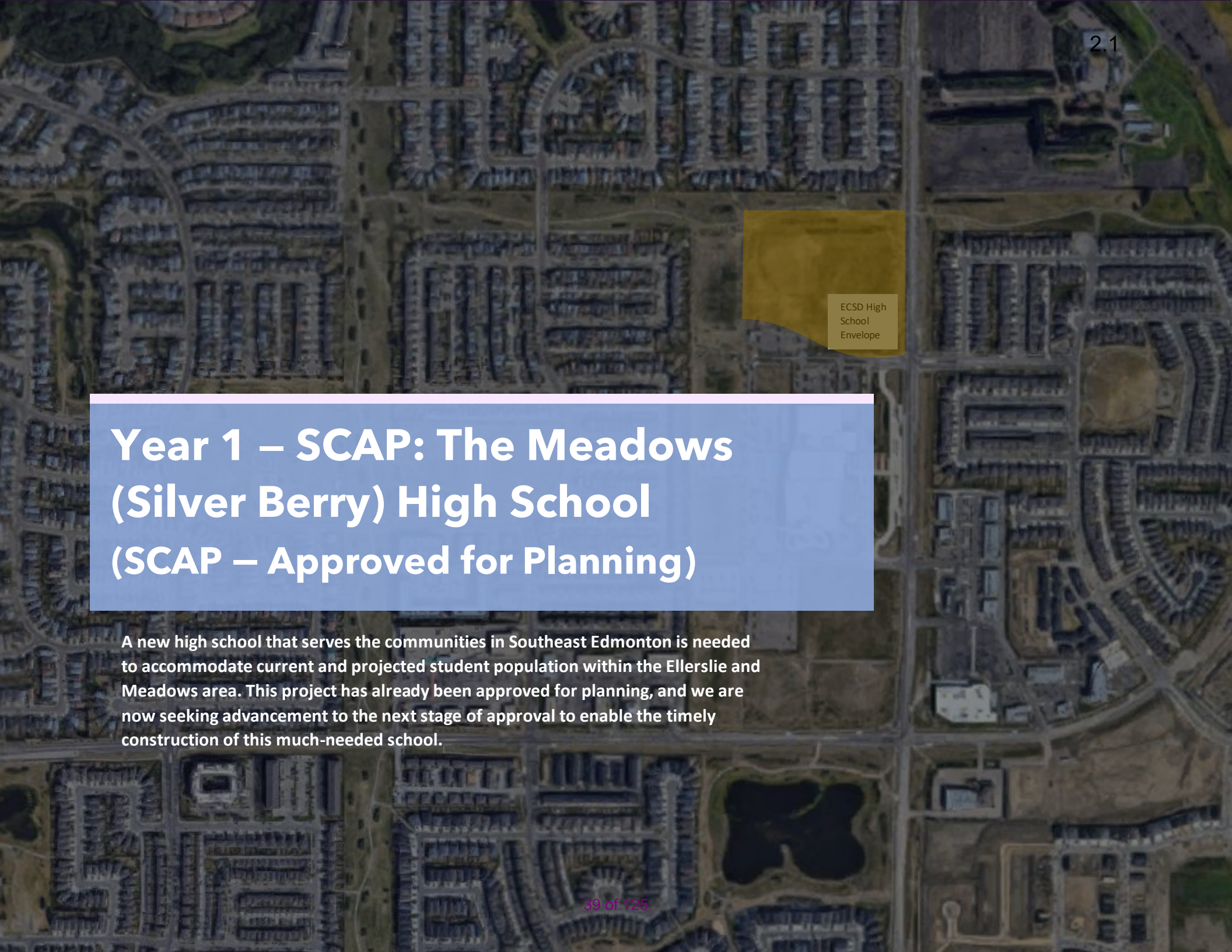
Equity of access to Catholic high school education will be a significant challenge in West Edmonton until a new high school is approved and built.

Prioritization Factors:

Priority	Project Type	Driver	Key Performance Indicators		Additional Prioritization Factors
URGENT 	New School	Enrolment Pressures, Community Building	Enrolment & Utilization	Facility Condition	The project is ready to advance to the next stage of approval. The project will be integral to ECSD's Division-wide High School Strategy to improve access to programs at the high school level.
			Program Functionality	Operational Efficiency	



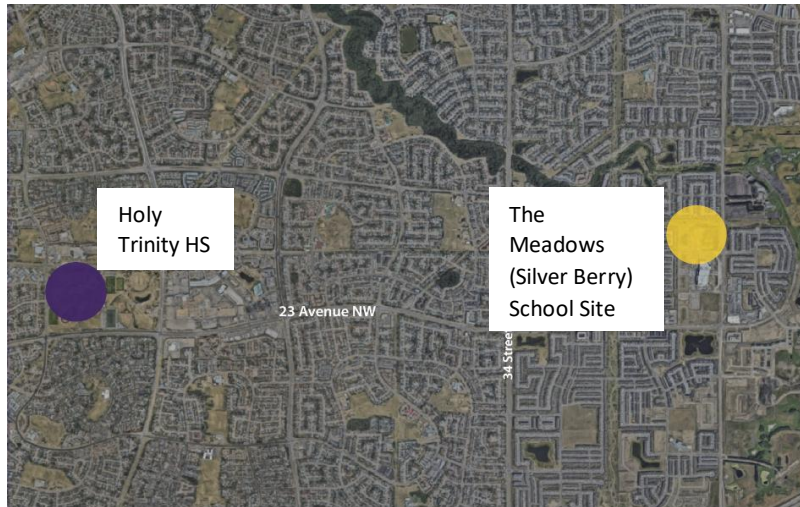
As part of the Edmonton Catholic School Division's Three-Year Capital Plan 2027-2030, the Board of Trustees requests a new 10-12 high school located in Lewis Farms (Rosenthal).



ECSD High
School
Envelope

Year 1 – SCAP: The Meadows (Silver Berry) High School (SCAP – Approved for Planning)

A new high school that serves the communities in Southeast Edmonton is needed to accommodate current and projected student population within the Ellerslie and Meadows area. This project has already been approved for planning, and we are now seeking advancement to the next stage of approval to enable the timely construction of this much-needed school.



School Info		
ECSD Ward	Planning Sector	Community
77	Southeast (HS)	The Meadows (Silver Berry)
Grade Configuration	Capacity	Site Readiness
10-12	1810 Opening/2410 Full Build-out	School Ready

Sector Info: Southeast HS		
Current Utilization	5 Year Utilization*	10 Year Utilization*
101%	141%	152%
Sector Growth Trend	Housing Units to be built	Sector Build Out
High	19,890	53%

*Projected utilization is based on the status quo and does not include unfunded capital priorities.

Project Scope:

- Build a new Grade 10-12, 1810 Opening/2410 Full Build-out capacity school in The Meadows (Silver Berry).
 - Area of New Construction = 18,108m²

Estimated Project Cost:

\$117 Million



Prior Approval: Planning

Rationale:

Enrolment Pressure:

- A new high school is critically needed to serve the current and future student population in the Southeast HS Planning Sector and relieve enrolment pressures on existing Catholic high schools in the sector. **The sector is projected to be 141% utilized in five years.**
- The Southeast HS Sector is significantly growing with more than **3,835 houses built** in the last five years. The sector is only **53% built out** and is expected to see substantial development over the next few years, especially to the South of Anthony Henday Drive.
- While **Holy Trinity Catholic High School was recently modernized and expanded, the school is already fully utilized.** Enrolment is expected to continue to outpace the availability of high school space, as the sector continues to build-out.

Community Building:

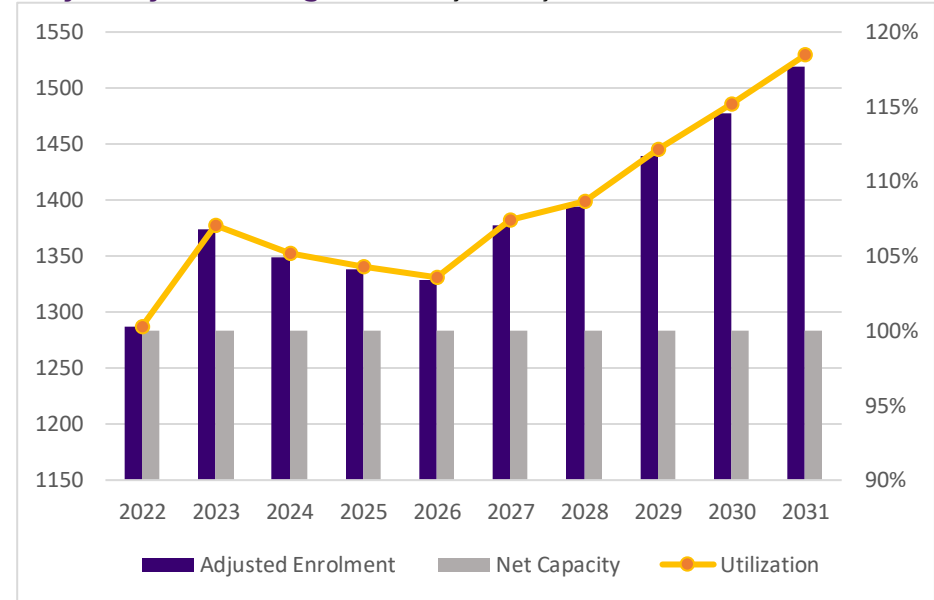
- The Meadows (Silver Berry) Catholic High School will be an integral community hub for the Southeast HS Planning Sector. The school will be located next to the City of Edmonton's Meadows Recreation Centre and has the potential to benefit from an enhanced access partnership with the City of Edmonton.

Holy Trinity Catholic High School is already at full capacity immediately after the completion of the expansion project. The sector will be 141% utilized in five years. A new high school in The Meadows (Silver Berry) is needed to reduce enrolment pressures in the Southeast and throughout the Division.

Current Impacts on Existing Schools:

- **Grade 10-12 Students** residing in the Southeast HS Planning Sector attend Holy Trinity Catholic High School and Austin O'Brien Catholic High School. Holy Trinity Catholic High School recently completed a modernization/expansion, although it is already at full capacity.
- With further residential development in the sector, enrolment at Holy Trinity and Austin O'Brien Catholic High Schools will continue to increase at a steady rate.
 - **Holy Trinity Catholic High School** – current utilization is **104%** and expected to increase to **112%** in three years.
 - **Austin O'Brien Catholic High School** – current utilization is **102%** and expected to increase to **112%** utilized in three years.

Holy Trinity Catholic High School 5-year Projection



Current Accommodation Strategy:

- **Overall high school utilization throughout the Division is at 112%.** The Meadows (Silver Berry) Catholic High School will provide the opportunity for **additional programming options for high school students** to attract students in other HS Planning Sectors to help relieve pressure in their respective home sectors.
- The school will serve several K-9 feeder schools including current and future schools in the city's Ellerslie district and would provide an improved continuum from junior high to high school for students living in the Southeast HS Planning Sector.
- ECSD is considering specialized division programming in this school as a continuum for K-9 schools with foundational division programming. This will attract students from across the city and relieve enrolment pressures in other over-utilized high schools.
- The school will utilize city amenities such as the new ETS system for student transportation and the adjacent recreation centre for sports programming.

Risk of non-approval:

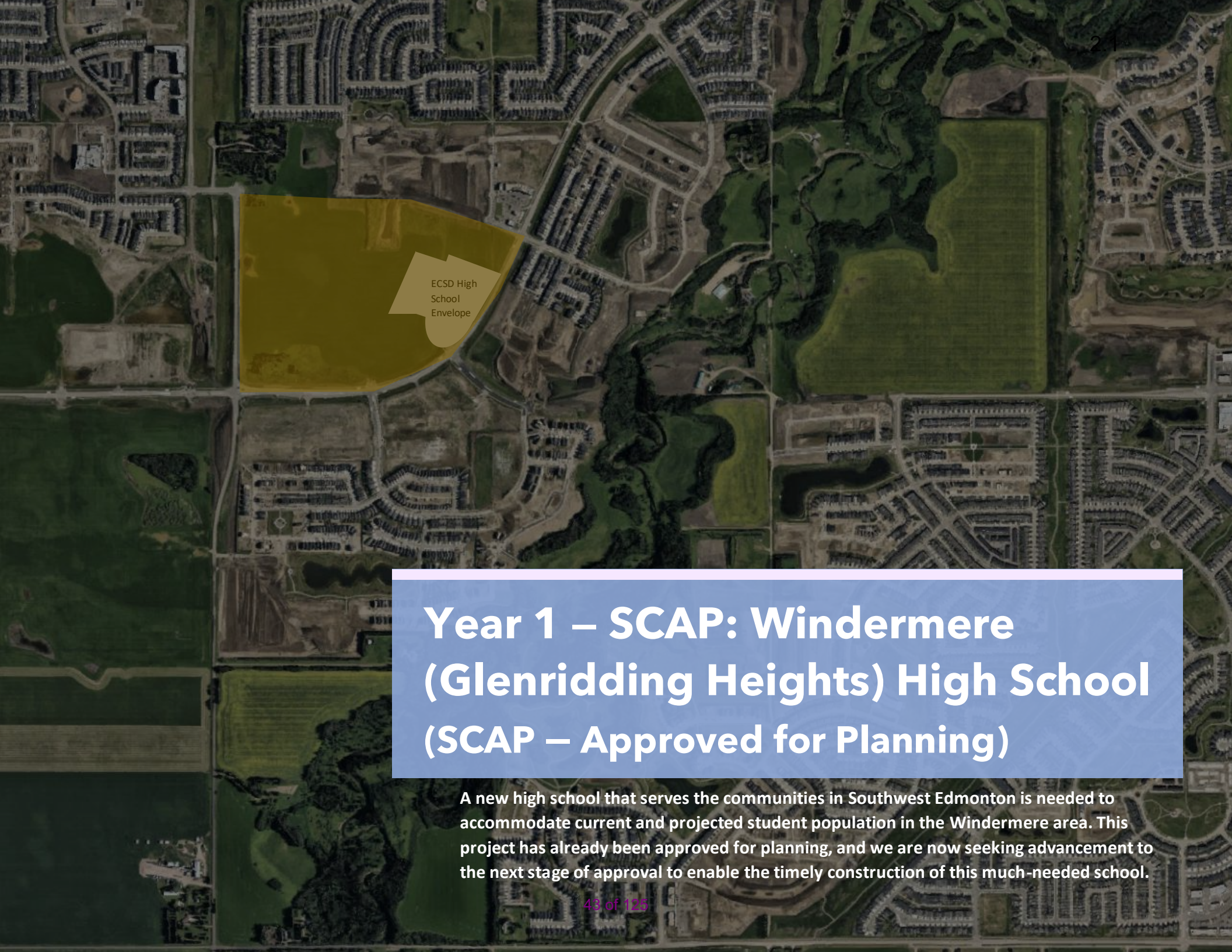
- If a high school in the Meadows (Silver Berry) is not approved, the **Southeast HS Sector will become significantly over-utilized (over 141% in five years)**. Holy Trinity Catholic High School will become increasingly crowded and face enrolment pressures and programming opportunities will be diminished.

Prioritization Factors:

Priority	Project Type	Driver	Key Performance Indicators		Additional Prioritization Factors
URGENT 	New School	Enrolment Pressures, Community Building	Enrolment & Utilization	Facility Condition	The project is ready to advance to the next stage of approval. The project will be integral to ECSD's Division-wide High School Strategy to improve access to programs at the high school level.
			 Program Functionality	 Operational Efficiency	



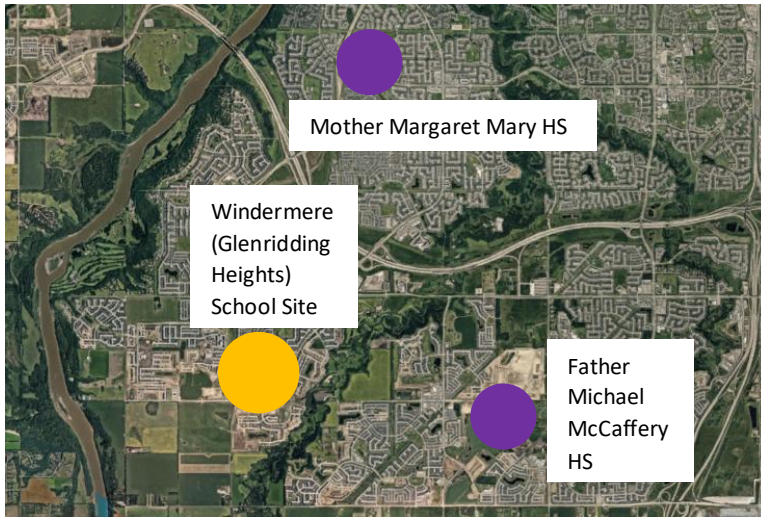
As part of the Edmonton Catholic School Division's Three-Year Capital Plan 2027-2030, the Board of Trustees requests a new 10-12 high school located in the Meadows (Silver Berry).



ECSD High
School
Envelope

Year 1 – SCAP: Windermere (Glenridding Heights) High School (SCAP – Approved for Planning)

A new high school that serves the communities in Southwest Edmonton is needed to accommodate current and projected student population in the Windermere area. This project has already been approved for planning, and we are now seeking advancement to the next stage of approval to enable the timely construction of this much-needed school.



School Info		
ECSD Ward	Planning Sector	Community
74	Southwest (HS)	Windermere (Glenridding Heights)
Grade Configuration	Capacity	Site Readiness
10-12	1810 Opening / 2410 Full Build-out	School Ready

Sector Info: Southwest HS		
Current Utilization	5 Year Utilization*	10 Year Utilization*
87%	136%	149%
Sector Growth Trend	Housing Units to be built	Sector Build Out
High	8,360	78%

*Projected utilization is based on the status quo and does not include unfunded capital priorities.

Project Scope:

- Build a new Grade 10 - 12, 1810 Opening/2410 Full Build-out capacity school in Windermere (Glenridding Heights).
 - Area of New Construction = 18,108m²

Rationale:

Enrolment Pressure:

A new high school is critically needed to serve the current and future student population in the Southwest HS Planning Sector and relieve enrolment pressures on both Catholic K-9 and high schools in the sector.

- All other high school sectors throughout ECSD are over 100% utilized. This sector is projected to be 136% utilized in five years.**
- The Southwest HS Sector is growing significantly with **5,414 houses built** in the last five years. The sector is only **78% built out** and is expected to see substantial development over the next few years.

Community Building:

- The Windermere (Glenridding Heights) Catholic High School will be an integral community hub for the Southwest HS Planning Sector. The school will be in the Windermere District Park adjacent to a future city recreation center and EPSB's Gr 7-12 School that is currently under construction. Transportation accessibility for students and the community will also be enhanced by the future transit centre in the District Park.

Estimated Project Cost:

\$ 117 Million

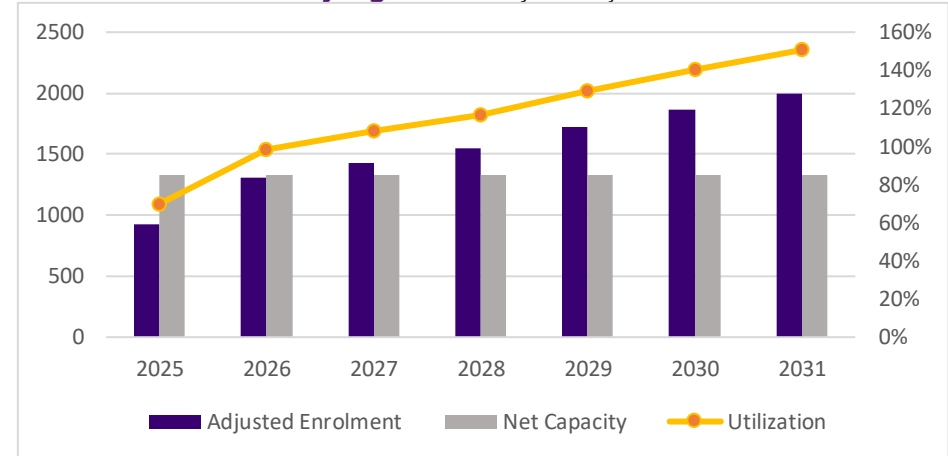


All other high school sectors throughout the city at full capacity. The Southwest HS Sector will be 136% utilized in five years. A new high school in Windermere (Glenridding Heights) is needed to reduce enrolment pressures in Southwest Edmonton and throughout the Division.

Current Impacts on Existing Schools:

- **Grade 10-12 Students** residing in the Southwest HS Planning Sector attend Mother Margaret Mary Catholic High School and Father Michael McCaffery Catholic High School.
- **With new K-9 Schools currently being built in the area, Father Michael McCaffery simply could not accommodate all five feeder schools.**
- With further residential development in the sector, enrolment in the West HS Planning Sector will continue to increase to an unsustainable rate.
 - **Father Michael McCaffery Catholic High School** – current utilization is **71%** and expected to increase to **151%** utilized in just five years and a critical **173%** in ten years.
 - **Mother Margaret Mary Catholic High School** – current utilization is **115%** and expected to remain full for the foreseeable future.

Father Michael McCaffery High School 5-year Projection



Current Accommodation Strategy:

- **Overall high school utilization throughout the Division is at 112%.** The Windermere (Glenridding Heights) Catholic High School will provide the opportunity for **additional programming options for high school students** to attract students in other HS Planning Sectors to help relieve pressure in their respective home sectors.
- The new school will alleviate overcrowding at Father Michael McCaffery Catholic High School and accommodate the anticipated growth from Windermere's emerging Kendal neighbourhood, ensuring a sustainable and supportive educational environment.
- ECSD is considering specialized division programming in this school as a continuum for K-9 schools with foundational division programming. This will attract students from across the city and relieve enrolment pressures in other over-utilized high schools.
- The school will utilize city amenities such as the new ETS system for student transportation and the district park amenities for sports programming.

Risk of non-approval:

Sector Utilization:

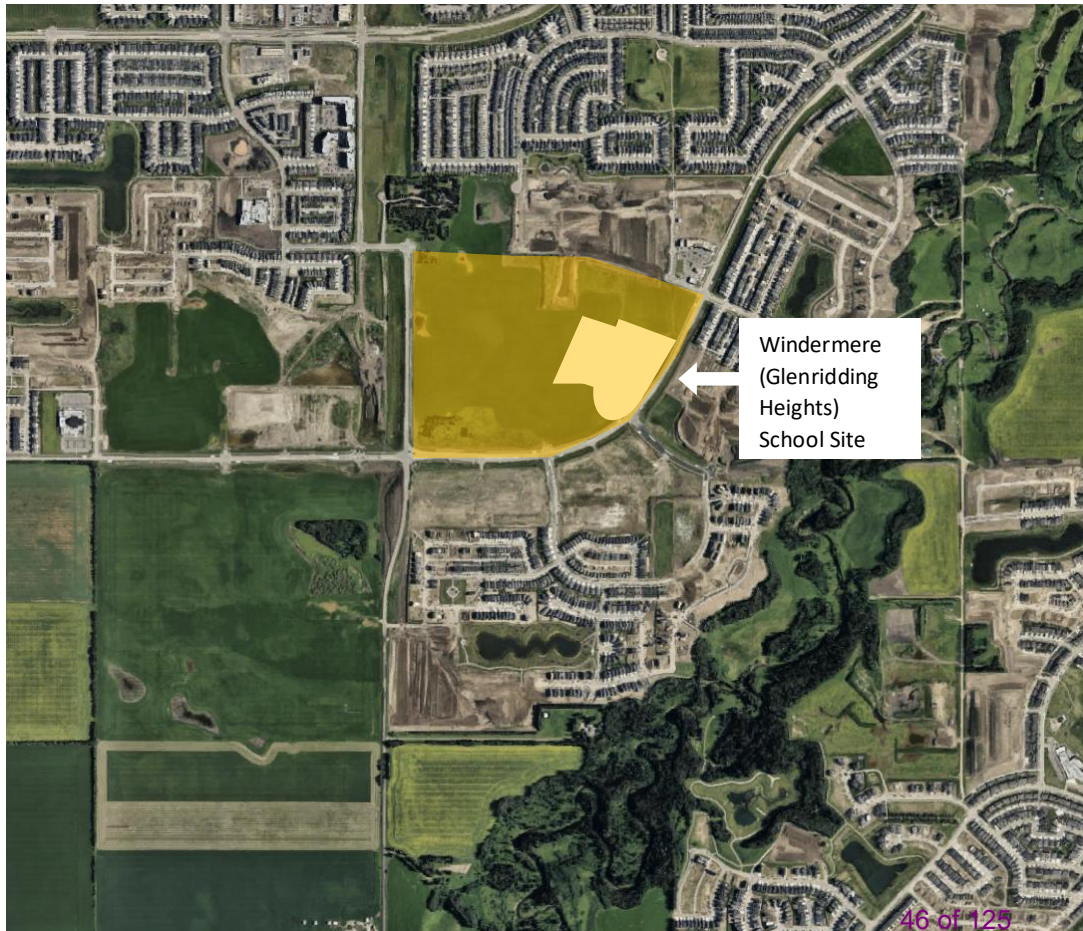
	Medium-Term (5 yr)	Long-Term (10 yr)
Status Quo	136%	149%
With Project Approval	73%	80%

If the new school is not approved, the **Southwest HS Sector will become severely over-utilized (over 136% in five years). Father Michael McCaffery will be 151% in just five years.** All high schools in the sector will become increasingly crowded and overwhelmed by unsustainable enrolment pressures.

Equity of access to Catholic high school education in Southwest Edmonton will remain a major challenge until a new school is approved and built.

Prioritization Factors:

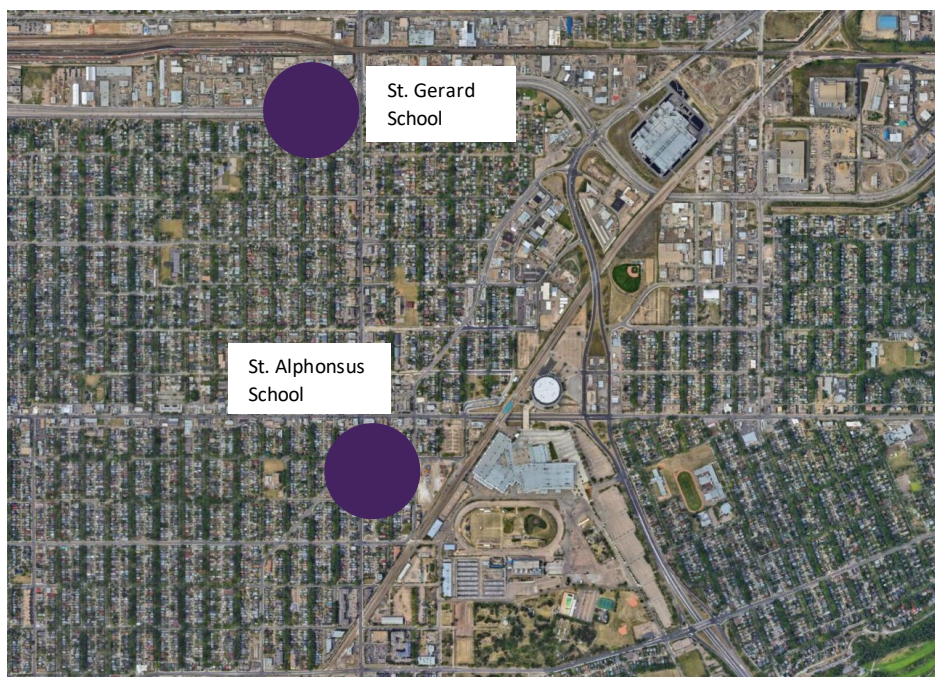
Priority	Project Type	Driver	Key Performance Indicators		Additional Prioritization Factors
URGENT 	New School	Enrolment Pressures, Community Building	Enrolment & Utilization 	Facility Condition 	The project is ready to advance to the next stage of approval. The project will be integral to ECSD's Division-wide High School Strategy to improve access to programs at the high school level.
			Program Functionality 	Operational Efficiency 	



As part of the Edmonton Catholic School Division's Three-Year Capital Plan 2027-2030, the Board of Trustees requests a new 10-12 high school located in Windermere (Glenridding Heights).

Year 1 – SCAP: 118 Ave-West Solution (Replacement School at St. Alphonsus School Site) (SCAP – Approved for Planning)

A replacement school at the St. Alphonsus School Site is needed for a fully functional facility with modern standards that provide a high-quality learning environment. This project has already been approved for planning, and we are now seeking advancement to the next stage of approval to enable the timely construction of this much-needed school.



	St. Alphonsus	St. Gerard
Grade Level	K-9	K-6
Age	1949 (77 years)	1953 (73 years)
FCI	0.26	0.25
Capacity	689	182
Enrolment	521	218
Utilization Rate	76%	120%
O&M (23-24)	\$448,706	\$170,486
5 Year Maintenance	\$10,178,571	\$3,314,691
Deferred Maintenance	\$2,692,291	\$664,930
Replacement Cost	\$39,821,925	\$12,800,235



Prior Approval: Planning

Project Scope:

- ECSD will be reviewing the scope of the replacement school at the St. Alphonsus Catholic School site to address a larger project driver of Health, Safety and Legal issues of operating and maintaining 70+ year old schools in the area.
- In partnership with the Government of Alberta, the City of Edmonton and the community, the Division will conduct planning work that would include Facility Condition Assessments, Site Readiness Assessments, Feasibility Studies and Community Engagements.

Estimated Project Cost:

\$54 Million

Sector Info: 118 Avenue		
Current Utilization	5 Year Utilization*	10 Year Utilization*
88%	88%	87%
Sector Growth Trend	Housing Units to be built	Sector Build Out
Low	0	100%

*Projected utilization is based on the status quo and does not include unfunded capital priorities.

Rationale:

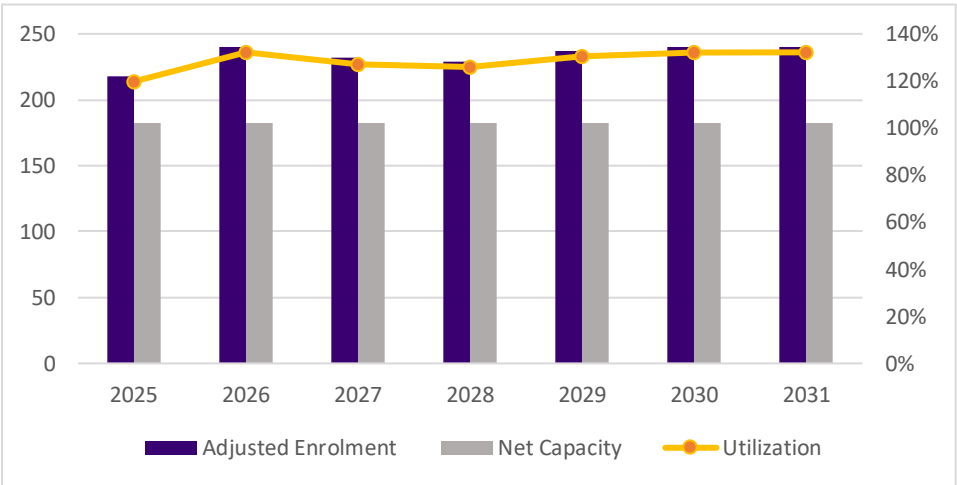
Health, Safety and Legal:

- The replacement project will address the **Health, Safety and Legal** issues of operating and maintaining 70+ year old schools and provide **operational efficiencies** in a new facility that will feature a **better learning environment, enhanced program options, and improved amenities**.

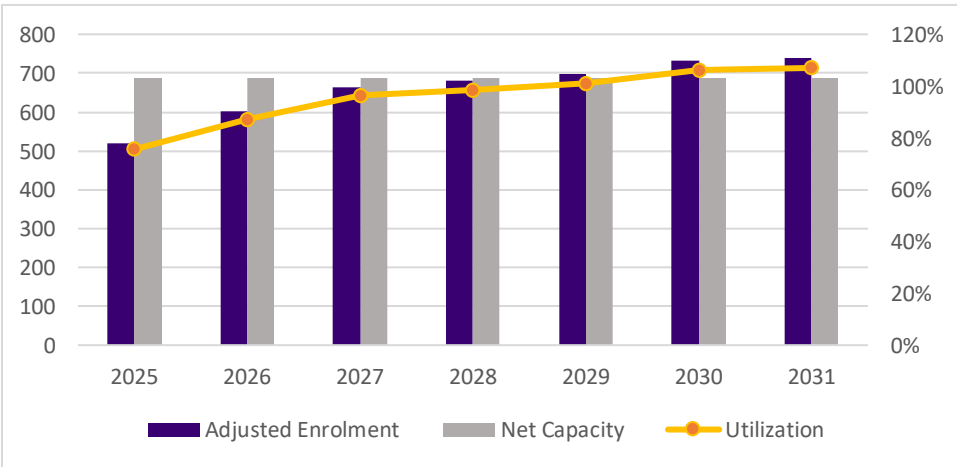
Enrolment Pressure:

- The 118 Avenue Sector currently at an optimal **88%** utilization. However, **this is an average of an imbalance of utilization between individual schools such as St. Alphonsus at 76% utilization and St. Gerard at 120%**. A replacement school would result in a balanced and more efficient utilization.
- **St. Gerard Catholic Elementary** is operating at **120%**, classified as overutilized, and is expected to increase to **130%** in three year and **132%** in five years.
- **St. Alphonsus Catholic Elementary/Junior High** is operating at **76%** and is expected to become overutilized at **101%** in three year and **107%** in five years.

St. Gerard Catholic School 5-year Projection



St. Alphonsus Catholic School 5-year Projection



Community Renewal:

- The school serves some of the most marginalized and socially vulnerable populations in the city. **A new school with modern amenities would revitalize the community and pave the way for a positive generational impact for the families it serves.**

Building Condition:

- St. Alphonsus Catholic Elementary/Junior High School** is **77 years old** with an FCI of **0.26**. The layout is inefficient with very poor accessibility that does not meet legal obligations under the latest building codes in effect.
- St. Gerard Catholic Elementary School** is **73 years old** with an FCI of **0.25**. Recent building assessments have revealed that several building systems, including key structural components, are reaching the end of their life cycle. This presents an imminent Health & Safety concern and will require substantial investments, in addition to the already rising maintenance costs.
- The **five-year maintenance requirements** of the current schools **total \$13.5 Million** including a **deferred maintenance cost of over \$3.4 Million**.
- The VFA Report of the current school indicate multiple systems as **“Marginal”** including **building envelope, building systems controls, interiors, sanitary sewage collection, insulation, accessibility, site infrastructure, etc.**

Operational Efficiency:

- By replacing these 70+ year old schools into a 950 capacity K-9 school, the **Government of Alberta will be saving approximately 38% in Operations & Maintenance (O&M) Funding** using the O&M funding formula in Alberta Education’s Funding Manual for 2024-25.
- While ECSD is expected to receive slightly lower O&M funding, **operational savings from a more optimally utilized new facility will significantly outweigh this funding decline.**

The Government of Alberta and ECSD will immediately save \$13.5 Million in maintenance costs, and \$3.4 Million deferred maintenance costs, as well as upcoming lifecycle costs associated with these aging schools. These savings in IMR/CMR costs would offset at least 34% of the project cost.

Current Accommodation Strategy:

- St. Alphonsus Catholic School Accommodation Plan:** A replacement school will be planned for the same site as the current St. Alphonsus Catholic School. For safety and project efficiency, students from St. Alphonsus Catholic School may temporarily relocate to St. Bernadette Catholic Elementary and St. Nicholas Catholic Junior High Schools when the new Rundle Heights school is finished, until the replacement school is completed.
- Value Scoping:** Alberta Education in collaboration with ECSD and Alberta Infrastructure conducted a value scoping session in March 2018 to evaluate options and assist in the Division in determining a solution that offers the best value for capital funding that meets the long-term educational needs of the community.

Risk of non-approval:

- The existing schools will continue to operate inefficiently resulting in prolonged financial deficit and increasing maintenance costs.
- The aging school infrastructure will continue to deteriorate, resulting in an increasing risk to the health and safety of students and staff.
- The school will maintain inadequate accessibility for students and staff with disabilities, potentially leading to legal concerns.

Prioritization Factors:

Priority	Project Type	Driver	Key Performance Indicators		Additional Prioritization Factors
URGENT 	Replacement Project	Health & Safety, Efficiency Solution, Building Condition, Community Renewal	Enrolment & Utilization	Facility Condition	The project is ready to advance to the next stage of approval.
					
			Program Functionality	Operational Efficiency	
					



As part of the Edmonton Catholic School Division's Three-Year Capital Plan 2027-2030, the Board of Trustees requests a replacement school at the St. Alphonsus Catholic School site as part of the 118 Ave-West Solution.

Year 1 – SCAP: Kirkness K-9 School (SCAP – Approved for Planning)

A new K-9 school that serves the communities of Kirkness and Horse Hill is critically needed to serve the current and projected student population within the Northeast Planning Sector and to relieve enrolment pressures on nearby Catholic elementary and junior high schools. This project has already been approved for planning, and we are now seeking advancement to the next stage of approval to enable the timely construction of this much-needed school.



School Info		
ECSD Ward	Planning Sector	Community
72	Northeast	Kirkness
Grade Configuration	Capacity	Site Readiness
K-9	950 Opening/1200 Full Build-out	School Ready

Sector Info: Northeast		
Current Utilization	5 Year Utilization*	10 Year Utilization*
107%	98%	98%
Sector Growth Trend	Housing Units to be built	Sector Build Out
Medium	917	95%

*Projected utilization is based on the status quo and does not include unfunded capital priorities.

Project Scope:

- Build a new Kindergarten to Grade 9, 950 Opening/1200 Full Build-out capacity school in Kirkness.
 - Area of New Construction = 9,000 m²

Estimated Project Cost:

\$51 Million



Prior Approval: Planning

Rationale:

Enrolment Pressure:

- A new K-9 Catholic School that serves the communities in the Kirkness and Horse Hill area is needed to serve the current and future student population in the Northeast Planning Sector and relieve enrolment pressures on existing Catholic elementary and junior high schools in the sector.
- The Northeast Sector is one of the fastest growing areas in the City of Edmonton, with **2,490 houses built in the last five years**. The sector is 95% built out and Horse Hill, which is largely undeveloped, is expected to see substantial development over the next few years.
- Even with the opening of the Crystallina Nera Catholic Elementary/Junior High School in 2028, the Northeast planning sector will still be **about 100% utilized**. With **Kirkness K-9 approved, utilization would improve to an optimal 86% utilization**.

St Elizabeth Seton Catholic School will be nearly 132% utilized in three years. A new school in Kirkness is urgently needed to reduce enrolment pressures in Northeast Edmonton.

Community Building:

- The Horse Hill district is currently underserved with no Catholic school in the area north of Anthony Henday. A new Catholic school, conveniently accessible via Manning Drive, will help address this gap.

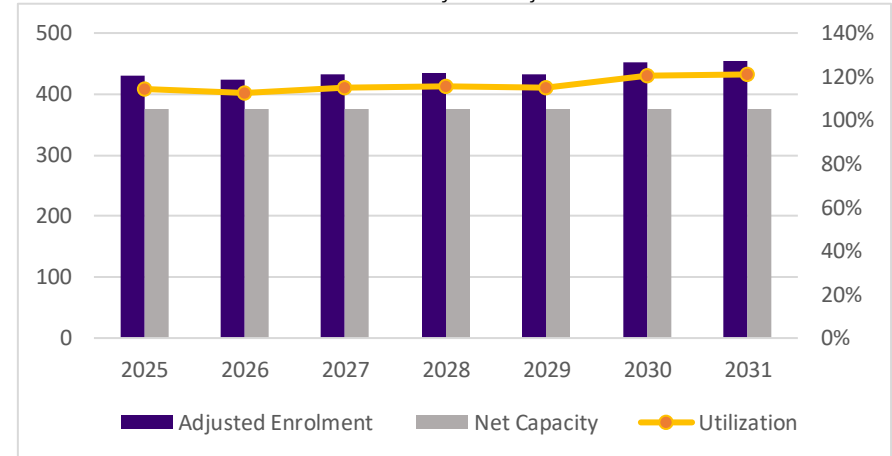
Current Impacts on Existing Schools:

- K-6 students** residing in the proposed attendance area for this school attend **St. Bonaventure Catholic Elementary School**, which is operating at full capacity.
 - St. Bonaventure Catholic Elementary School** – current utilization is **115%** and expected to increase to **121%** in five years.
- Gr 7-9 students** residing in the proposed attendance area for this school attend **St. Elizabeth Seton Catholic Elementary/Junior High School**, which is operating at full capacity despite the addition of new modulars under MCP 2024.
 - St. Elizabeth Seton Catholic Elementary/Junior High School** – current utilization is **114%** and expected to increase to **131%** in five years.
- Both schools serve highly marginalized and socially vulnerable communities.** A new school with modern learning environments would relieve pressure, enhance student support, and contribute to long-term positive outcomes for the families and communities they serve.

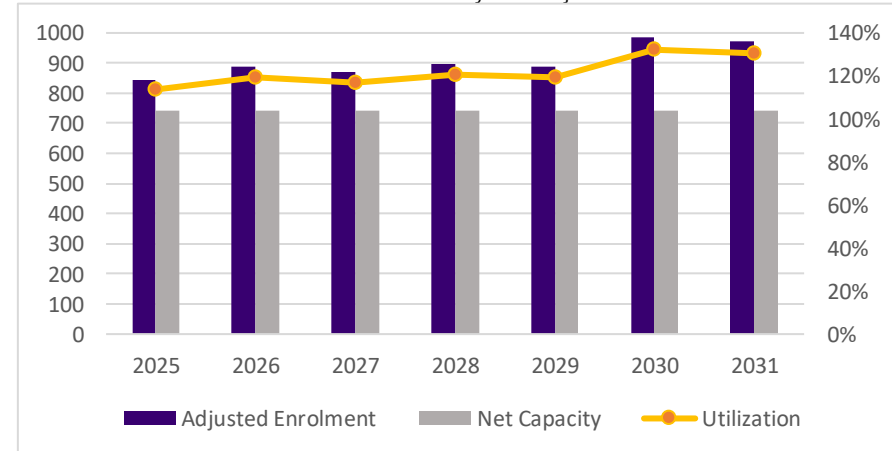
Current Accommodation Strategy in the Northeast Sector:

- Modular Classrooms:** Both **St. Elizabeth Seton Elementary/Junior High** and **St. Bonaventure Catholic Elementary Schools** have reached the **maximum capacity for modulars**. As the surrounding neighbourhoods including Horse Hill continue to develop, both schools will face increasing enrolment pressures.
- Other K-9 schools within the Northeast Sector cannot accommodate additional student growth, only one new school in the last decade has opened in this Sector.
- Program Changes/Relocation:** In 2019, the 100 Voices/Pre-Kindergarten program at Christ the King Catholic Elementary/Junior High School was removed. In 2021, the Out of School Care lease was terminated to make more room for instructional space.

St. Bonaventure Catholic School 5-year Projection



St. Elizabeth Seton Catholic School 5-year Projection



- Boundary Changes:** In the 2020/21 school year, the Division redesignated the communities of Crystallina Nera (East and West) and Schonsee to St. John Bosco Catholic Elementary School for Grades K-6 and J.J. Bowlen Catholic Junior High School for Grades 7-9. The boundary changes did not have a significant impact on Christ the King Catholic Elementary/Junior High School; in 2024, Kindergarten students were redesignated to Anne Fitzgerald Elementary School.

Risk of non-approval:

- If Kirkness is not approved, **St. Bonaventure Elementary School and St. Elizabeth Seton will become severely over-utilized (121% and 131% utilized respectively in five years)** and **face immense enrolment pressures.**
- Without a new school, **ECSD will not be able to effectively provide Catholic education** in the rapidly growing **Northeast and Horse Hill districts.**

Prioritization Factors:

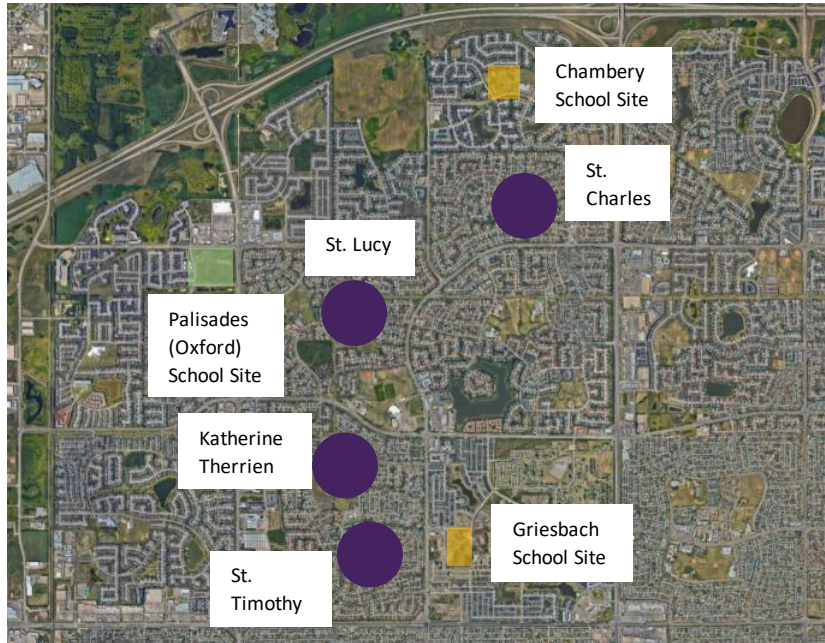
Priority	Project Type	Driver	Key Performance Indicators		Additional Prioritization Factors
HIGH	New School	Enrolment Pressures	Enrolment & Utilization	Facility Condition	The project is ready to advance to the next stage of approval. The Kirkness site is shovel ready. The new school will accommodate students from the Horse Hill district, which is an upcoming development area in Edmonton.
			Program Functionality	Operational Efficiency	



As part of the Edmonton Catholic School Division’s Three-Year Capital Plan 2027-2030, the Board of Trustees requests a new Catholic K-9 school in Kirkness.

Year 1 – Priority 1: Northwest Solution Phase 2 (SCAP – Palisades (Oxford) K-9 Approved for Planning)

A solution for the Northwest Planning Sector is needed to address equity, continuity, and the growth of Catholic programming from Kindergarten to Grade 9 while improving facility conditions and operational efficiency. The Palisades (Oxford) K-9 replacement school has been approved for planning as Phase 1 of this solution, and the project is now ready to advance to the next stage of approval. At the same time, ECSD is seeking approval for Phase 2 so that the broader Northwest solution can be delivered simultaneously and provide a cohesive, sector-wide response to student needs.



Project Scope:

- ECSD will be reviewing the Northwest Sector to identify a larger regional solution to address equity in the distribution of Catholic programming from Kindergarten to Grade 9.
- A long-term continuum for students will be studied all the way to high school with the anticipated opening of St. Carlo Acutis Catholic High School in 2026.
- In partnership with the Government of Alberta, the City of Edmonton and the community, the Division will conduct planning work that would include Facility Condition Assessments, Site Readiness Assessments, Feasibility Studies and Community Engagements.

	St. Lucy	Katherine Therrien	St. Timothy	St. Charles
Grade Level	K-6	K-6	K-6	K-6
Age	1979 (47 years)	1975 (51 years)	1980 (46 years)	1982 (44 years)
FCI	0.21	0.31	0.21	0.35
Capacity	349	207	205	399
Enrolment	425	216	145	375
Utilization Rate	122%	104%	71%	94%
O&M (24-25)	\$196,931	\$169,937	\$195,998	\$179,287
5 Year Maintenance	\$2,366,854	\$4,276,620	\$2,043,837	\$2,983,128
Deferred Maintenance	\$214,768	\$1,468,165	\$144,153	\$646,265
Replacement Cost	\$11,728,120	\$11,519,050	\$9,254,832	\$8,809,877

Estimated Project Cost:

\$135 Million



Sector Info: Northwest		
Current Utilization	5 Year Utilization*	10 Year Utilization*
97%	96%	85%
Sector Growth Trend	Housing Units to be built	Sector Build Out
Medium	1,920	87%

*Projected utilization is based on the status quo and does not include unfunded capital priorities.

Rationale:

Enrolment Pressure:

- The Northwest Sector currently has a mix of overutilized and underutilized small schools with growth limited by inefficient locations and small capacities.
- Goodridge Corners, the future community north of Anthony Henday has already started the process for land development. This neighbourhood will see around 4,000 residential units and will add significant pressures on existing schools.

Program Functionality:

- The project will provide **equity of access to Catholic junior high programming** across the sector which is currently lacking in the northern portion of the sector.
- The project will provide **operational efficiencies** by bringing the students from older, smaller schools into modern facilities that will feature a **better learning environment, enhanced program options, and improved recreational amenities.**

Building Condition:

- **Katherine Therrien and St. Charles Catholic schools** have some of the Division's **highest Facility Condition Index (FCI)** with a **"Poor" FCI of 0.33.**
- The **five-year maintenance requirements** of these schools **total \$11.67 Million** including a **deferred maintenance cost of over \$2.5 Million.**
- The VFA Facility Report of these schools indicate multiple systems as **"Marginal"** including **building envelope, fire safety, air handling units, interiors, sanitary sewage collection, insulation, accessibility, site grading, etc.**

Community Building:

- ECSD has engaged with the communities of Katherine Therrien, St. Timothy, and St. Charles through visioning sessions for new schools, incorporating their feedback on what they value in modern learning environments. Further engagement will take place with the St. Lucy community as planning progresses for the Palisades (Oxford) K-9 replacement school.

Operational Efficiency:

- Addressing the deficiencies will result in streamlined operations that will bring cost savings not only in maintenance liabilities but also in the form of lower administration, transportation, maintenance, custodial, utilities and insurance costs.

The Government of Alberta and ECSD will immediately save \$11.67 Million in maintenance costs, and \$2.50 Million deferred maintenance costs, as well as upcoming lifecycle costs associated with these aging schools.

Current Accommodation Strategy:

- **School Accommodation Plan:** The existing schools will continue to operate until any replacement school construction is complete.

Risk of non-approval:

- Schools will continue to operate inefficiently resulting in prolonged financial deficit and increasing maintenance costs.
- Aging school infrastructure will continue to deteriorate which could lead to health and safety issues.
- Approval delay will result in continued inequity in accessing Catholic junior high programming in the Northwest sector.

Prioritization Factors:

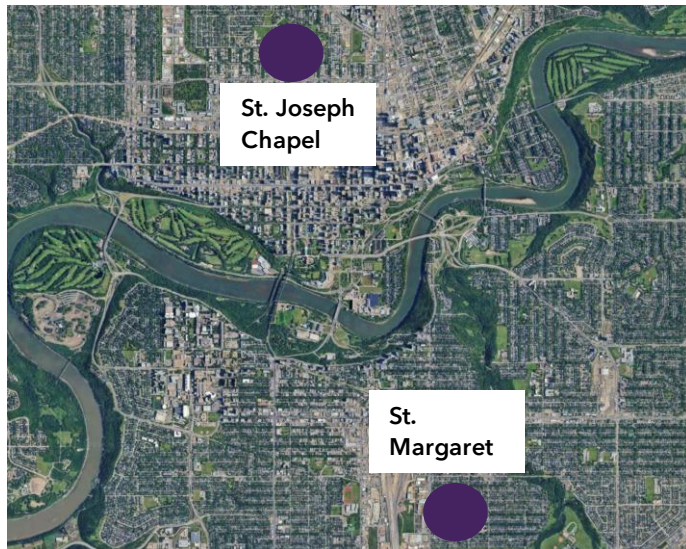
Priority	Project Type	Driver	Key Performance Indicators		Additional Prioritization Factors
URGENT 	Consolidation Project	Building Condition, Efficiency Solution, Program Functionality, Enrolment Pressures (unbalanced utilization)	Enrolment & Utilization	Facility Condition	Palisades (Oxford) K-9 is ready to advance to the next stage of approval. The other sites are ready for full project approval.
			Program Functionality	Operational Efficiency	



As part of the Edmonton Catholic School Division's Three-Year Capital Plan 2027-2030, the Board of Trustees requests approval for the Northwest Solution Phase 2.

Year 1 – Priority 2: Demolition of St. Margaret and St. Joseph Chapel

Demolition of St. Margaret and St. Joseph Chapel is necessary to responsibly manage Division assets that have reached the end of their service life and are no longer suitable for occupancy or able to meet current safety requirements.



St. Joseph Chapel Building Info		
ECSD Ward	Planning Sector	Community
75	Central	Queen Mary Park
Age	Area	Status
69	530m2	Unoccupied

St. Margaret Building Info		
ECSD Ward	Planning Sector	Community
75	Scona	Hazeldean
Age	Area	Status
77	2,140m2	Unoccupied

Project Scope:

- Demolish the existing unoccupied St. Margaret School and St. Joseph Chapel buildings, including removal of above all structures, abatement of hazardous materials, and site remediation as required.
- Decommission and disconnect existing building services and utilities in accordance with regulatory requirements.
- Restore the former St. Margaret site to a safe condition for future redevelopment ([see Priority 4](#)) and repurpose the St. Joseph Chapel site to provide additional visitor parking for St. Joseph Catholic High School.

Estimated Project Cost:

\$3 Million

Rationale:

Facility Condition and Asset Management:

- **St. Margaret Catholic School (constructed 1949-1956) and the St. Joseph Chapel (built in 1957) have both reached the end of their functional lifespan.** Facility assessments confirm that neither building is suitable for occupancy and that extensive deferred maintenance, aging building systems, and deterioration would require major reinvestment to restore them to a usable condition.
- **St. Margaret is in poor to critical condition.** Ongoing roof leaks have caused extensive water damage, and most major systems, including roofing, exterior walls, windows, mechanical, electrical, and plumbing, require replacement. The building does not meet current accessibility, building code, or life safety standards. **Repairs are estimated at approximately \$7.3 million.**
- **St. Joseph Chapel also requires significant upgrades** to exterior components, ventilation, plumbing insulation, electrical systems, and life safety features. **Required improvements are estimated at \$1.07 million.**
- **Given these conditions, reinvesting in these aging buildings would not deliver long-term value for the Division.**

Health and Safety:

- **Both buildings present ongoing health and safety risks associated with aging infrastructure and have been vacant for several years, St. Margaret since 2019 and St. Joseph since 2023.**
- At St. Margaret, long-term water infiltration has damaged building materials and systems. The facility is not barrier free and lacks essential life safety features such as a functioning fire alarm, emergency lighting, and accessible washrooms. Interior deterioration and exposed elements create further safety concerns.
- St. Joseph Chapel also requires major upgrades to ventilation, electrical distribution, and life safety systems. Deteriorating exterior materials and the presence of hazardous materials would require remediation before any future use.
- Demolition removes these ongoing risks and supports safe and responsible site management.

Operational and Financial Stewardship:

- **Maintaining vacant, non-functional buildings imposes ongoing operational costs (utilities, insurance, security) and increases exposure to vandalism and deterioration.** Major upgrades would require high capital investment but would not resolve underlying limitations in layout, design, or suitability for educational programming.
- **Demolition eliminates future liability and allows the Division to redirect resources toward active schools where investment benefits students.**

St. Margaret and the St. Joseph Chapel are unsafe, unsuitable for occupancy, and would cost millions to restore. Demolition removes ongoing risks and saves the Division substantial funds that can be reinvested in schools that serve students today.

Value to the Community and Site Reinvestment:

- Removing the St. Joseph Chapel will allow the site to be restored and used for additional visitor parking to support St. Joseph High School, improving safety and site circulation for students, staff, and the community.
- **Overall school utilization throughout the Division is at 102%. Demolition of St. Margaret will prepare the site for future use that aligns with modern program needs and long-term community planning.** Clearing the building avoids deterioration of an unoccupied structure within a residential neighbourhood.



Risk of non-approval:

- Without approval for demolition, both buildings will continue to deteriorate and will require ongoing expenditures to manage risk and secure the sites.
- Deferred maintenance costs will increase, and neither building can be reoccupied without substantial investment. This delays reinvestment opportunities and redirects resources away from active schools where they are most needed.



Prioritization Factors:

Priority	Project Type	Driver	Key Performance Indicators		Additional Prioritization Factors
URGENT	Demolition	Health & Safety	Enrolment & Utilization	Facility Condition	These sites are ready for project approval. The buildings are no longer suitable for occupancy, and demolition will address ongoing health and safety concerns identified in recent facility assessments.
			Program Functionality	Operational Efficiency	

St. Margaret



St. Joseph Chapel



As part of the Edmonton Catholic School Division’s Three-Year Capital Plan 2027–2030, the Board of Trustees requests approval for the demolition of St. Margaret Catholic School and the St. Joseph Chapel, as both buildings are no longer suitable for occupancy.



ECSD K-9 School
Envelope

Year 1 – Priority 3: Big Lake (Starling) K-9 School

A new K–9 school serving the community of Starling and the greater Big Lake area is urgently required to accommodate both current and projected enrolment growth within the West Henday Planning Sector and to relieve enrolment pressures on nearby Catholic elementary and junior high schools.



School Info		
ECSD Ward	Planning Sector	Community
71	West Henday	Big Lake (Starling)
Grade Configuration	Capacity	Site Readiness
K-9	950 Opening/1200 Full Build-out	School Ready

Sector Info: West Henday		
Current Utilization	5 Year Utilization*	10 Year Utilization*
115%	106%	112%
Sector Growth Trend	Housing Units to be built	Sector Build Out
High	17,100	57%

*Projected utilization is based on the status quo and does not include unfunded capital priorities.

Project Scope:

- Build a new Kindergarten to Grade 9, 950 Opening/1200 Full Build-out capacity school in Big Lake (Starling).
 - Area of New Construction = 9,000 m²

Estimated Project Cost:

\$51 Million

Rationale:

Enrolment Pressure:

- A new K-9 Catholic School that serves the communities in the Big Lake (Starling) area is needed to serve the current and future student population in the West Henday Planning Sector and relieve enrolment pressures on existing Catholic elementary and junior high schools in the sector.
- The West Henday Sector is one of the fastest growing areas in the City of Edmonton, with **5,845 houses built in the last five years**. The sector is **only 57% built out** and Big Lake (Starling), which is largely undeveloped, is expected to see substantial development over the next few years.
- At full build-out, **Starling is expected to include nearly 2,000 housing units** as part of **more than 11,000 planned units in the Big Lake area**. This growth is **projected to generate approximately 5,500 students**, including an **estimated 1,800 ECSD students**. With the West Henday sector already facing a shortage of student spaces, additional capacity in the form of a new school is essential, rather than continuing to rely on schools in other sectors to absorb overcapacity.
- There are **5,512 students residing in the West Henday Planning Sector**, and only **2,481 student spaces are available** in capacity. **There is a massive shortfall of 3,031 student spaces**. Most students must leave the sector and travel across the Anthony Henday Drive to older ECSD schools in the West Edmonton Planning Sector to access Catholic education.

- Even with the recent opening of **St. Josephine Bakhita Catholic Elementary/Junior High School in 2025 which opened at 114% utilization**, the rapid growth in the **West Henday Sector** highlights ongoing pressures, as growth is occurring faster than school construction with **current sector utilization at 115%**. **With Big Lake (Starling) K-9 approved, utilization would improve to an optimal 83% in 5 years and 87% in 10 years.**

St. Josephine Bakhita Catholic School, which only opened in 2025, will be 152% utilized in three years. A new school in Big Lake (Starling) is urgently needed to reduce enrolment pressures in West Henday.

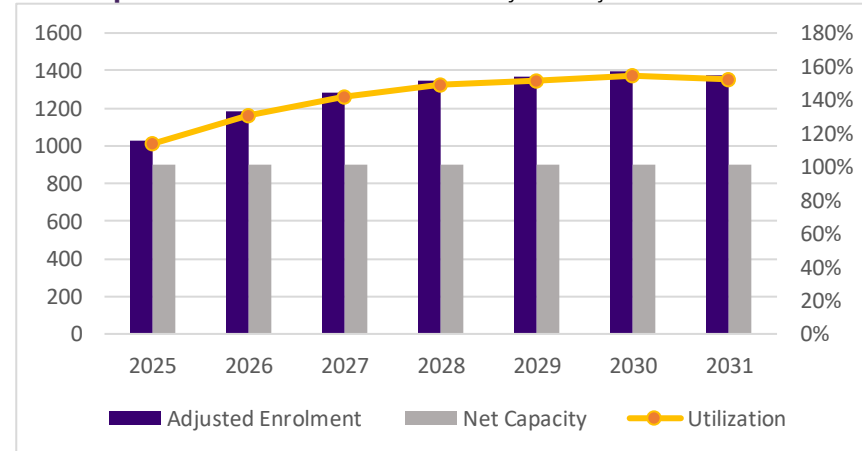
Community Building:

- The West Henday district is currently underserved, with only three Catholic schools located west of the Anthony Henday. St. Patrick Catholic Elementary/Junior High School has been approved for construction in River's Edge and is scheduled to open in 2028. **There is no existing Catholic school serving the Big Lake area.** A new Catholic school in Big Lake (Starling) will help address this gap.

Current Impacts on Existing Schools:

- New West Henday schools are already over capacity, and rapid student enrolment growth is outpacing new construction.**
- St. Josephine Bakhita Catholic Elementary/Junior High** is operating at **114%**, classified as overutilized, and is expected to increase to **152%** in three years.
- Sister Annata Brockman Catholic Elementary/Junior High** is operating at **129%**, classified as overutilized, and is expected to increase to **134%** in three years.
- Bishop David Motiuk Catholic Elementary/Junior High School** is operating at **105%** utilization and expected to remain full.

St. Josephine Bakhita Catholic School 5-year Projection



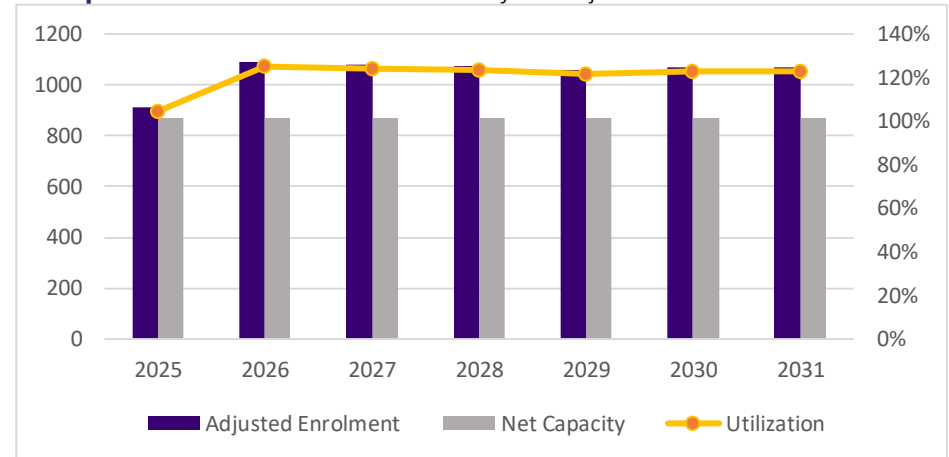
Current Accommodation Strategy in the West Henday Sector:

- **Out-of-Sector Schools:** Due to limited capacity in the West Henday sector, many students are required to leave the area to access Catholic education in older schools across the Division. Approximately **1,600 K-9 students residing in West Henday attend schools in other sectors, including 500 students at Good Shepherd Catholic Elementary School (133% utilization)**.
- Other K-9 schools within the West Henday Sector cannot accommodate additional student growth.
- ECSD has implemented multiple enrolment management strategies to address sustained growth in the West Henday sector. In 2022, **Bishop David Motiuk Catholic Elementary/Junior High School exceeded 150% utilization**, prompting emergency accommodation measures in the 2023-2024 school year. K-3 students residing in Rosenthal and Secord were temporarily re-designated to **Joan Carr Catholic Elementary/Junior High School**, requiring approximately a 30-minute bus ride. This interim measure remained in place until **St. Josephine Bakhita Catholic Elementary/Junior High** opened in 2025.
- While these short-term strategies provided temporary relief, they have not resolved the underlying capacity shortage. **St. Josephine Bakhita opened in 2025 and is already operating over capacity in its first year.** Through MCP 2026-2027, modular classrooms were requested to manage continued growth. **Although modulars assist in addressing immediate pressures, they are not permanent solutions and cannot sustainably accommodate long-term enrolment demand.**
- **Sister Annata Brockman Catholic Elementary/Junior High**, is a P3 school, and has the limitation of not being able to accommodate additional students due to contractual limitations.

Boundary Changes:

- Without approval of a new school in Big Lake (Starling), **Bishop David Motiuk and St. Josephine Bakhita Catholic Elementary/Junior High School** will continue to experience increasing enrolment pressure, with projected utilization remaining at approximately **120%** and **152%** respectively over the next three years.
- As part of the ongoing accommodation strategy for this sector, ECSD has been implementing enrolment management measures such as boundary adjustments and relocating students between schools that are already operating at or near capacity. This approach is not sustainable and highlights the urgent need for permanent, local student capacity to serve the growing Big Lake (Starling) community.

Bishop David Motiuk Catholic School 5-year Projection



Risk of non-approval:

- If Big Lake (Starling) K-9 is not approved, **St. Josephine Bakhita will become severely over-utilized (152% in three years)** and brand-new school infrastructure will **face immense enrolment pressures**, which will deteriorate builder conditions faster.
- **Without a new school, ECSD will not be able to effectively provide Catholic education in the rapidly growing West Henday District and Big Lake area.**

Prioritization Factors:

Priority	Project Type	Driver	Key Performance Indicators		Additional Prioritization Factors
URGENT	New School	Enrolment Pressures	Enrolment & Utilization	Facility Condition	There is currently no Catholic school in the Big Lake area. The new school will accommodate students from Starling as well as ease pressures in the West Henday district which is continuously growing.
			Program Functionality	Operational Efficiency	



As part of the Edmonton Catholic School Division’s Three-Year Capital Plan 2027-2030, the Board of Trustees requests a new Catholic K-9 school in Big Lake (Starling).

Year 1 – Priority 4: Division High School Capacity and J.H. Picard Campus Solution



A comprehensive solution is required to address division-wide high school enrolment pressures while enhancing the environment at J.H. Picard High School and optimizing its campus lands to support long-term, sustainable programming and system-wide enrolment relief.



	ECSD High Schools at a Glance	J.H. Picard
Grade Level	10-12	K-12
Age	48 years	71 years
FCI	0.12	0.22
Capacity	11,596	762
Enrolment	13,100	691
25/26 Utilization Rate	112%	91%
Utilization Rate 3 Year Projection	121%	89%
Utilization Rate 5 Year Projection	128%	89%
Utilization Rate 10 Year Projection	139%	91%

Project Scope:

- ECSD will review the HS Central sector to identify a strategic solution that addresses division wide high school enrolment pressures while strengthening J.H. Picard High School and optimizing its lands to support long-term, sustainable programming and system wide capacity relief.
- A conceptual level examination of the J.H. Picard campus will explore viable capital options and determine the most feasible and sustainable approach to enhancing the high school environment while alleviating system wide high school enrolment pressures.
- ECSD will engage with the J.H. Picard community to help shape the future of the site, improve operational efficiency, maximize existing infrastructure, and ensure future investments support student success and responsible stewardship of Division assets.

Estimated Project Cost:

\$51 Million

Sector Info: Central (HS)		
Current Utilization	5 Year Utilization*	10 Year Utilization*
121%	110%	118%
Sector Growth Trend	Housing Units to be built	Sector Build Out
Low	0	100%

*Projected utilization is based on the status quo and does not include unfunded capital priorities.

Rationale:

Enrolment Pressure:

- The **HS Central sector**, which includes J.H. Picard, is **currently operating at 121% utilization**, highlighting the need for strategic intervention. While **J.H. Picard** itself is presently at **91%** utilization and projected to decline slightly to **89%** within five years, **building new high schools takes years**. This creates a timely opportunity to better use existing space to relieve pressure and strengthen the student experience.
- **Division wide high school utilization is 112% and projected to increase to 128% in five years and 139% in ten years. Sustained overcapacity limits flexibility, restricts course offerings, and reduces the Division's ability to accommodate growth and provide diverse programming.**
- This initiative will explore how the full J.H. Picard campus can be optimized to enhance programming, support long-term sustainability, and help ease high school overcrowding across the Division.

Program Functionality:

- J.H. Picard operates as a single-track French Immersion school from Kindergarten to Grade 12, with **enrolment attrition at the high school level, which limits program viability, extracurricular activities and course offerings, and the overall high school experience**. Fewer students mean fewer program and extracurricular offerings, and fewer offerings in turn make it harder to retain and attract students, creating a cycle that affects long-term viability.
- **ECSD will explore strategies to grow the high school cohort, expand academic pathways and extracurricular opportunities**, and respond to priorities identified through research and community engagement. Strengthening the program at J.H. Picard can also help ease enrolment pressures at other high schools across the Division.

Operational Efficiency

- Optimizing the J.H. Picard campus offers an opportunity to improve operational efficiency across the HS Central sector. **A coordinated, campus-wide approach could streamline building operations, reduce reliance on temporary accommodations, and better align space with programming needs.**
- A long-term solution is expected to generate efficiencies through improved space utilization and reduced pressure on surrounding high schools, producing cost savings in administration, transportation, maintenance, custodial services, utilities, and insurance, while supporting effective stewardship of Division assets.

Community Building:

- **ECSD will engage with the J.H. Picard community** to explore options and inform the long-term direction for the site, which includes improving operating efficiency, optimizing the use of existing infrastructure, and preserving the existing French Immersion culture. Engagement will focus on ensuring that any future capital investment supports student success, program vitality, and responsible stewardship of Division assets.
- **A larger high school cohort at J.H. Picard would strengthen the surrounding community by creating a vibrant community hub, offering expanded academic pathways, enriched extracurricular opportunities, and stronger athletics programs.** With a larger student population, the school can sustain diverse courses, teams, clubs, and events that bring families together, support community identity and engagement.

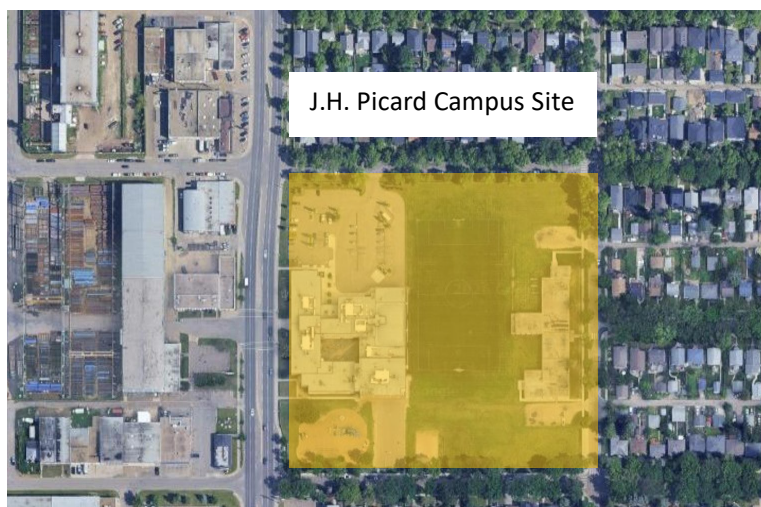
Risk of non-approval:

- **High school capacity pressures within the HS Central sector and across the Division would persist, continuing to limit student access, program flexibility, and growth management.**
- The opportunity to advance a coordinated, campus-wide solution to strengthen programming and improve system wide sustainability would be deferred.

Division wide high school utilization is 112% and projected to increase to 128% in five years and 139% in ten years.

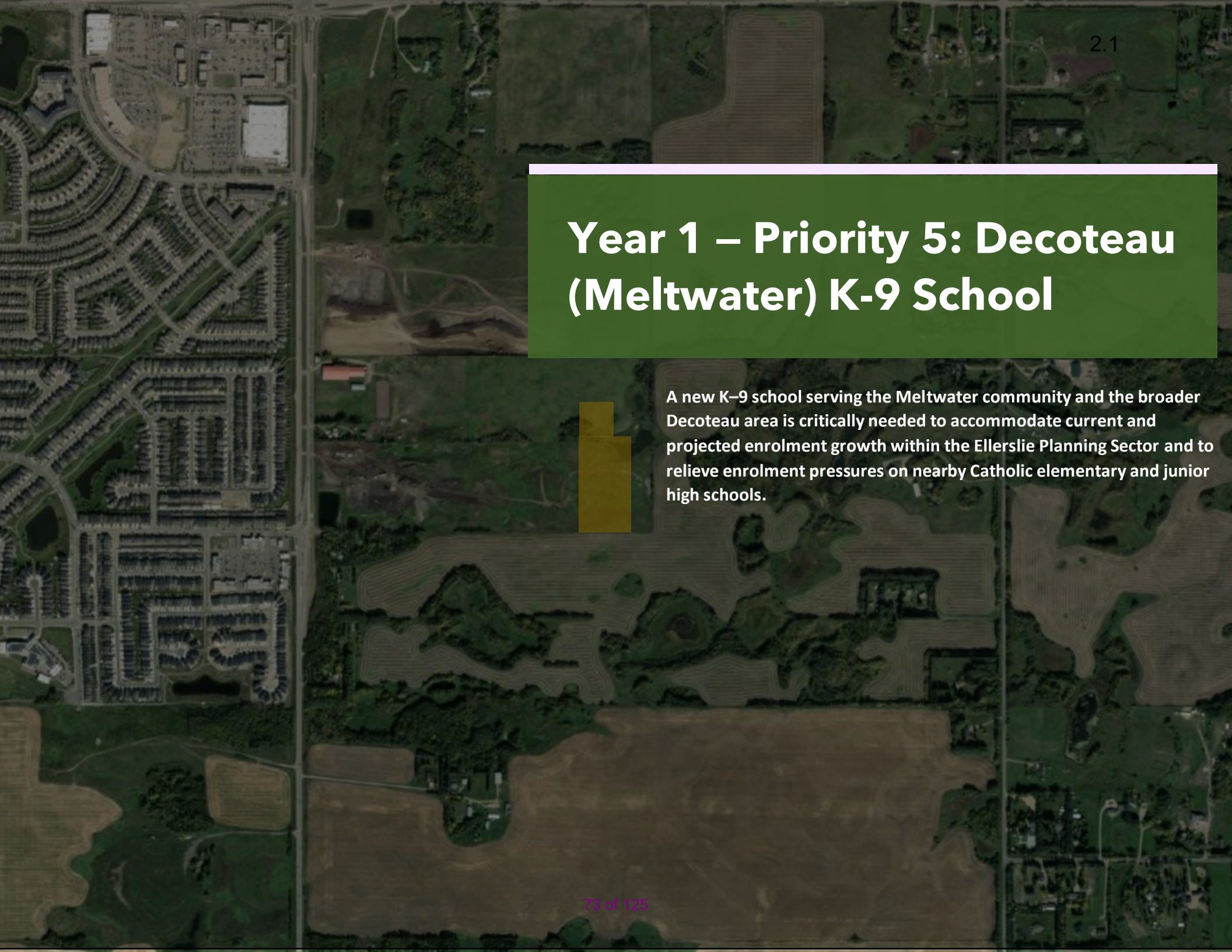
Prioritization Factors:

Priority	Project Type	Driver	Key Performance Indicators		Additional Prioritization Factors
URGENT 	Solution	Enrolment Pressures, Functionality & Programming	Enrolment & Utilization	Facility Condition	The broader J.H. Picard campus represents an existing, serviced location that provides a strategic opportunity to advance a timely and cost-effective capital solution. Optimizing these lands would support long-term capacity relief across the Division while enhancing programming and strengthening the overall student experience.
			Program Functionality	Operational Efficiency	

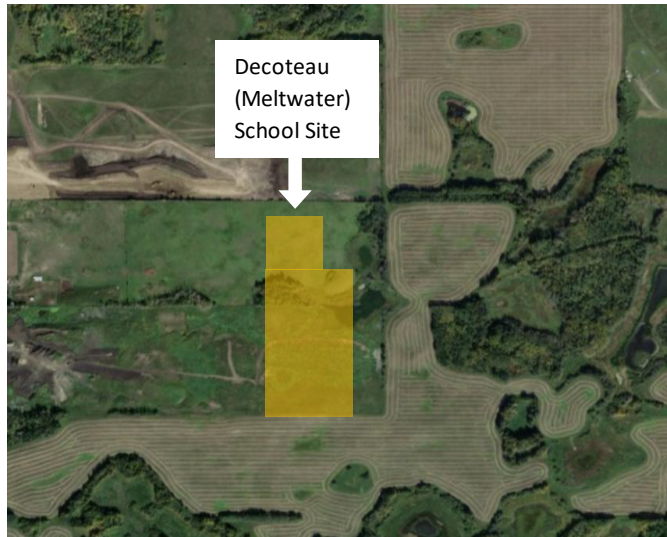


As part of the Edmonton Catholic School Division's Three-Year Capital Plan 2027-2030, the Board of Trustees requests approval for the Division High School Capacity and J.H. Picard Campus Solution.

Year 1 – Priority 5: Decoteau (Meltwater) K-9 School



A new K-9 school serving the Meltwater community and the broader Decoteau area is critically needed to accommodate current and projected enrolment growth within the Ellerslie Planning Sector and to relieve enrolment pressures on nearby Catholic elementary and junior high schools.



School Info		
ECSD Ward	Planning Sector	Community
77	Ellerslie	Decoteau (Meltwater)
Grade Configuration	Capacity	Site Readiness
K-9	950 Opening/1200 Full Build-out	In Assembly

Sector Info: Ellerslie		
Current Utilization	5 Year Utilization*	10 Year Utilization*
112%	137%	134%
Sector Growth Trend	Housing Units to be built	Sector Build Out
High	17,580	46%

*Projected utilization is based on the status quo and does not include unfunded capital priorities.

Project Scope:

- Build a new Kindergarten to Grade 9, 950 Opening/1200 Full Build-out capacity school in Decoteau (Meltwater).
 - Area of New Construction = 9,000 m²

Estimated Project Cost:

\$51 Million

Rationale:

Enrolment Pressure:

- A new K-9 Catholic School that serves the Decoteau area and Meltwater community is needed to serve the current and future student population in the Ellerslie Planning Sector and relieve enrolment pressures on existing Catholic elementary and junior high schools in the sector.
- The Ellerslie Sector is one of the fastest growing areas in the City of Edmonton, with **2,479 houses built in the last five years**. The sector is **only 46% built out** and the surrounding Decoteau area is largely undeveloped and is expected to see substantial development over the next few years.
- As the Decoteau (Meltwater) site in Ellerslie is still being assembled, ECSD had to secure an approval of **St. Genevieve Catholic Elementary/Junior High School** in West Laurel, set to open in 2028, to serve both the Ellerslie and Mill Woods and Meadows Planning sectors. While this provides temporary relief, it does not address long-term enrolment pressures in Ellerslie. Shifting students to other schools delays the issue rather than resolving it.

- There are about **3,700 students residing in the Ellerslie Planning Sector**, and **only three schools with a combined total of 2,385 seats available in capacity**. There is a **critical shortfall of over 1,300 student spaces** in the sector. Without a new school, the **Ellerslie planning Sector will be 137% utilized in five years**.
- At full build-out, **Meltwater is expected to include nearly 5,000 housing units** within the broader **Decoteau area, where approximately 30,000 units are planned**. This growth is projected to **generate around 14,000 students**, including an **estimated 5,000 ECSD students**. With the Ellerslie sector already facing a shortage of student spaces, additional local capacity is essential rather than relying on schools in other sectors to absorb overcapacity.
- If the Decoteau (Meltwater) K-9 is approved and constructed, the Ellerslie planning sector will still be **about 100% utilized**.

Divine Mercy Catholic Elementary School will be 182% utilized in three years. A new school in Decoteau (Meltwater) is urgently needed to reduce enrolment pressures in the Ellerslie Planning Sector.

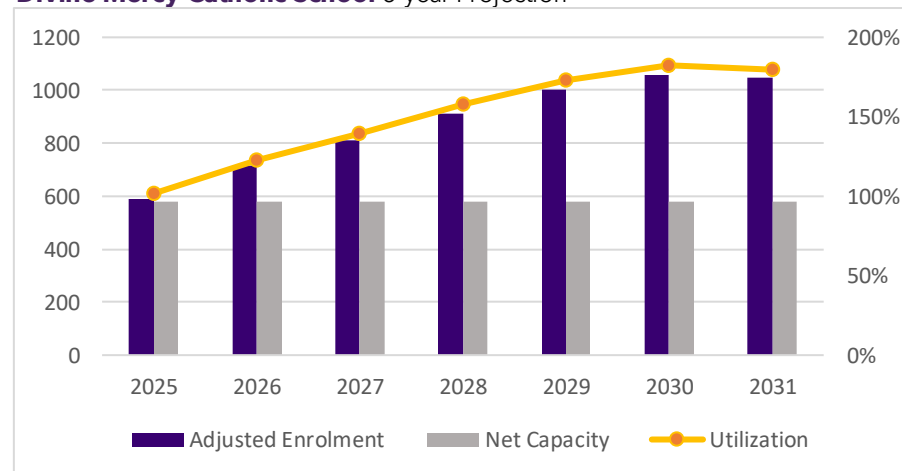
Community Building:

- The Ellerslie district is currently underserved with only three Catholic schools in the area. As the Decoteau area continues to build out, it is essential for additional schools to be constructed to ensure the equitable access for Catholic education.

Current Impacts on Existing Schools:

- K-9 students** residing in the proposed attendance area for this school attend **Corpus Christi Catholic Elementary/Junior High School**, which is operating at full capacity.
 - Corpus Christi Catholic Elementary and Junior High School** - current utilization is **109%** and expected to increase to **113%** in three years.
- Divine Mercy Catholic Elementary School** serving the remainder of the Ellerslie sector its current utilization is **102%** and is expected to increase to **173%** in three years.
- Divine Mercy** feeds into **Father Michael Mireau Catholic Elementary** for junior high, which is currently operating at **121%** utilization and is expected to increase to **126%** in three years.

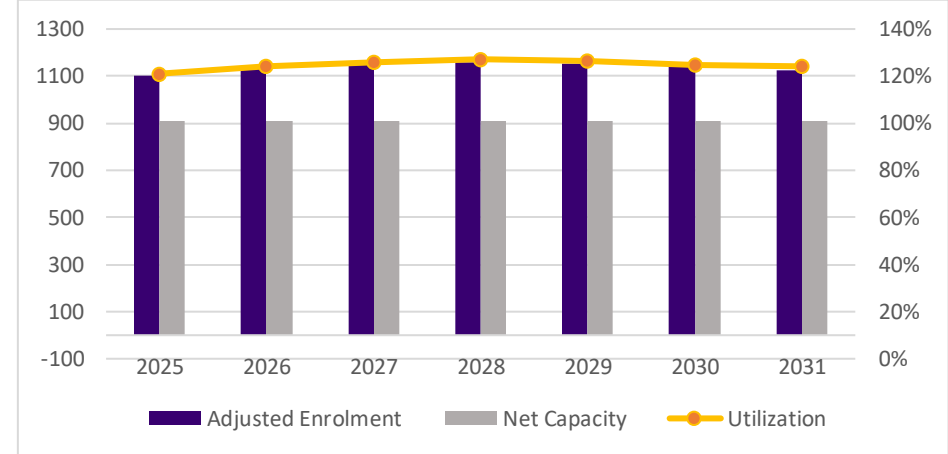
Divine Mercy Catholic School 5-year Projection



Current Accommodation Strategy in the Ellerslie Sector:

- Modular Classrooms:** Under the Modular Classroom Program (MCP), ECSD has requested additional modular classrooms for Divine Mercy and Father Michael Mireau to ease enrolment pressures. However, as neighbourhoods in Decoteau continue to grow, these schools will face increasing demand. **Modulars provide only short-term relief and do not solve long-term capacity challenges in this high growth area.**

- **Student Accommodation:** The Division reviewed nearby schools in the Mill Woods and Meadows sector to determine whether students could be redirected. None have sufficient space to absorb Ellerslie growth without creating overcrowding in their own communities.
- Only one new K to 9 school has opened in Ellerslie in the past decade, and existing schools in the sector cannot accommodate further growth.
- **School Traffic Monitoring:** Overcapacity has increased vehicle congestion at Father Michael Mireau, requiring ongoing traffic monitoring in partnership with the City of Edmonton through the Safe Routes to School Program. Previously, Corpus Christi also required monitoring. **Overutilization affects not only classroom space but also student and community safety during daily pick up and drop off.**

Father Michael Mireau Catholic School 5-year Projection


Risk of non-approval:

- If Decoteau (Meltwater) is not approved, the Ellerslie Sector will become significantly overutilized (**over 137% in five years**). **Nearly 1 in 4 students in Ellerslie will not have a designated school space within five years.**
- **Without a new school, ECSD will not be able to effectively provide equitable access to Catholic education in the rapidly growing Ellerslie district.** Corpus Christi, Father Michael Mireau Catholic Elementary/Junior High, and Divine Mercy Catholic Elementary School will be operating extremely overcapacity and face severe enrolment pressures.

Prioritization Factors:

Priority	Project Type	Driver	Key Performance Indicators		Additional Prioritization Factors
HIGH 	New School	Enrolment Pressures	Enrolment & Utilization	Facility Condition	While the Decoteau (Meltwater) site is still being assembled, capital approval would signal to the City and developers the importance of advancing this site to accommodate students in the growing Ellerslie district.
			Program Functionality	Operational Efficiency	

As part of the Edmonton Catholic School Division's Three-Year Capital Plan 2027-2030, the Board of Trustees requests a new Catholic K-9 school in Decoteau (Meltwater).



Year 1 – Priority 6: Windermere (Kendal) K-9 School

A new K–9 school serving the Kendal community and the broader Windermere area is critically needed to accommodate current and projected enrolment growth within the Southwest Planning Sector and to relieve enrolment pressures on nearby Catholic elementary and junior high schools.



School Info		
ECSD Ward	Planning Sector	Community
76	Southwest	Windermere (Kendal)
Grade Configuration	Capacity	Site Readiness
K-9	950 Opening/1200 Full Build-out	In Assembly

Sector Info: Southwest		
Current Utilization	5 Year Utilization*	10 Year Utilization*
117%	123%	135%
Sector Growth Trend	Housing Units to be built	Sector Build Out
High	8,030	77%

*Projected utilization is based on the status quo and does not include unfunded capital priorities.

Project Scope:

- Build a new Kindergarten to Grade 9, 950 Opening/1200 Full Build-out capacity school in Windermere (Kendal).
 - Area of New Construction = 9,000 m²

Estimated Project Cost:

\$51 Million

Rationale:

Enrolment Pressure:

- A new K-9 Catholic school in Windermere (Kendal) is critically needed to serve the current and future student population in the Kendal community of the Southwest Planning Sector and relieve enrolment pressures on existing Catholic elementary and junior high schools in the sector.
- The Southwest Sector is one of the fastest growing areas in the City of Edmonton, with **5,396 houses built in the last five years**. The sector is **only 77% built out** and is expected to see substantial development over the next few years
- There are **6,082 students residing** in the Southwest Planning Sector, and **only 3,538 seats available in capacity**. In other words, **there is a shortfall of 2,544 student spaces in the sector**. Without a new school, the **Southwest Planning Sector** will be **123% utilized in five years and 135% in ten years**.
- At full build-out, **Kendal will include nearly 8,000 housing units, part of the approximately 31,000 housing units planned for the Windermere area, translating into approximately 14,000 students with about 5,000 projected to be ECSD students**. With the **Southwest sector already operating with a student space shortage**, it is crucial for added capacity in the form of a new school instead of relying on schools in other sectors to handle over capacity.
- If the Windermere (Kendal) K-9 is approved and constructed, the Southwest planning sector will still be **105% utilized in five years and 115% in ten years**

Current Impacts on Existing Schools:

- **K-9 students** residing in the proposed attendance area for this school attend **Joan Carr Catholic Elementary/Junior High School**, which is operating at full capacity.
 - **Joan Carr Catholic Elementary/Junior High School** – current utilization is **98%** and expected to increase to **157%** in three years.

Current Accommodation Strategy in the Southwest Sector:

- **Modular Classrooms:** Under the Modular Classroom Program, ECSD has requested additional modular classrooms for **St. Thomas Aquinas and Joan Carr** to relieve enrolment pressures. However, as neighbourhoods in Windermere continue to grow, these schools will face increasing demand. **Modulars provide only short-term relief and do not solve long-term capacity challenges in this high growth area.**
- Other K-9 schools within the Southwest Sector cannot accommodate additional student growth.

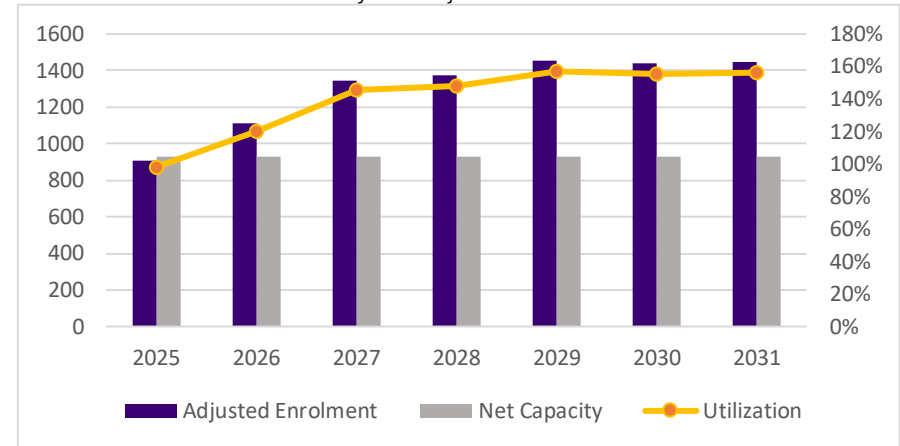
Risk of non-approval:

- If Windermere (Kendal) is not approved, the Southwest Sector will become significantly overutilized (**over 123% in five years**). **Nearly 1 in 5 students in Southwest will not have a designated school space within five years.**
- **Without a new school, ECSD will not be able to effectively provide equitable access to Catholic education in the rapidly growing Southwest district.**

Prioritization Factors:

Priority	Project Type	Driver	Key Performance Indicators		Additional Prioritization Factors
HIGH 	New School	Enrolment Pressures	Enrolment & Utilization	Facility Condition	While the Windermere (Kendal) site is still being assembled, capital approval would signal to the City and developers the importance of advancing this site to accommodate students in the growing Southwest district.
			Program Functionality	Operational Efficiency	

Joan Carr Catholic School 5-year Projection



Joan Carr Catholic Elementary/Junior High School will be 157% utilized in three years. A new school in Windermere (Kendal) is urgently needed to reduce enrolment pressures in the Southwest Planning Sector.

As part of the Edmonton Catholic School Division's Three-Year Capital Plan 2027-2030, the Board of Trustees requests a new Catholic K-9 school in Windermere (Kendal).

Year 2 and 3 Priorities

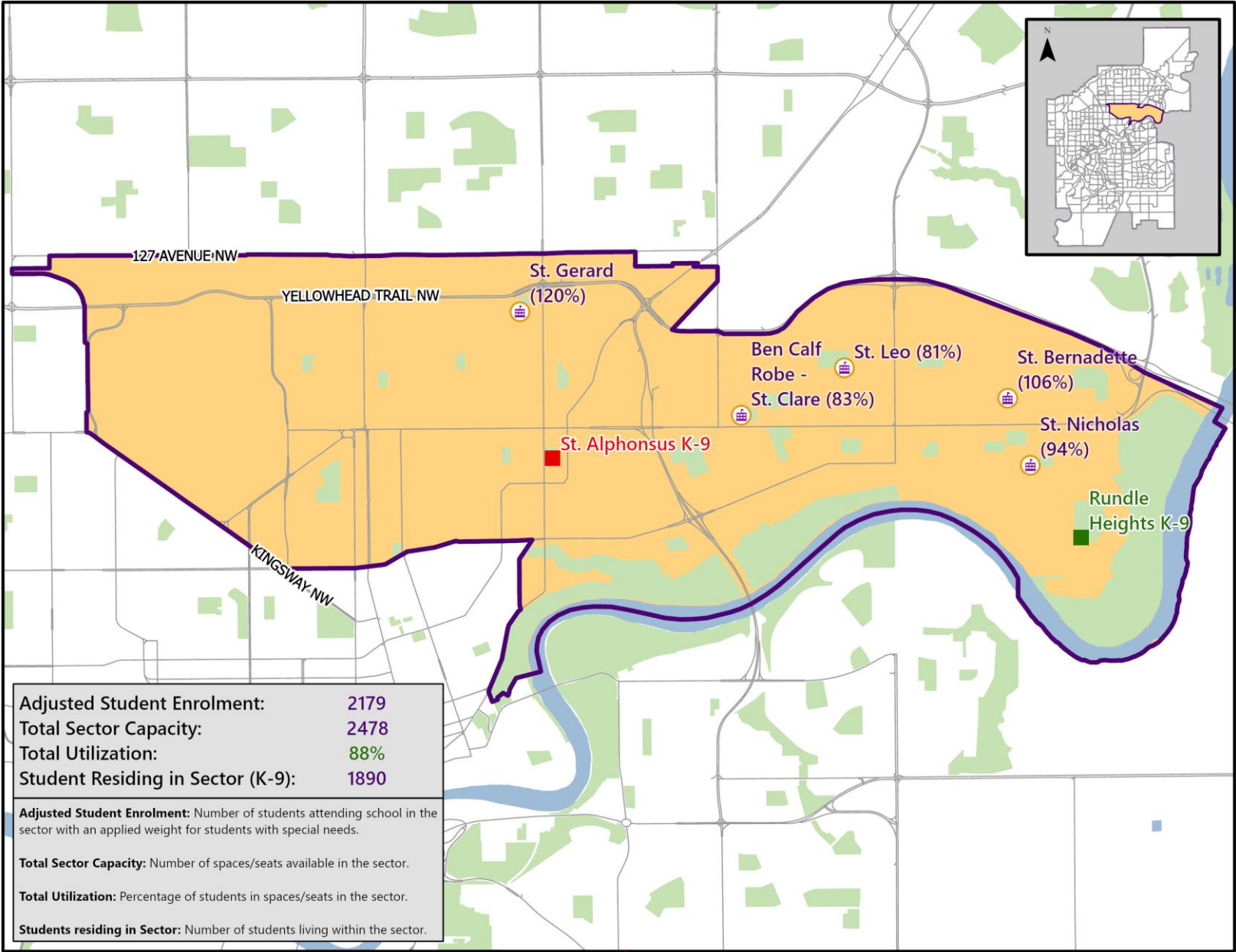


Year 2 and 3 Priorities

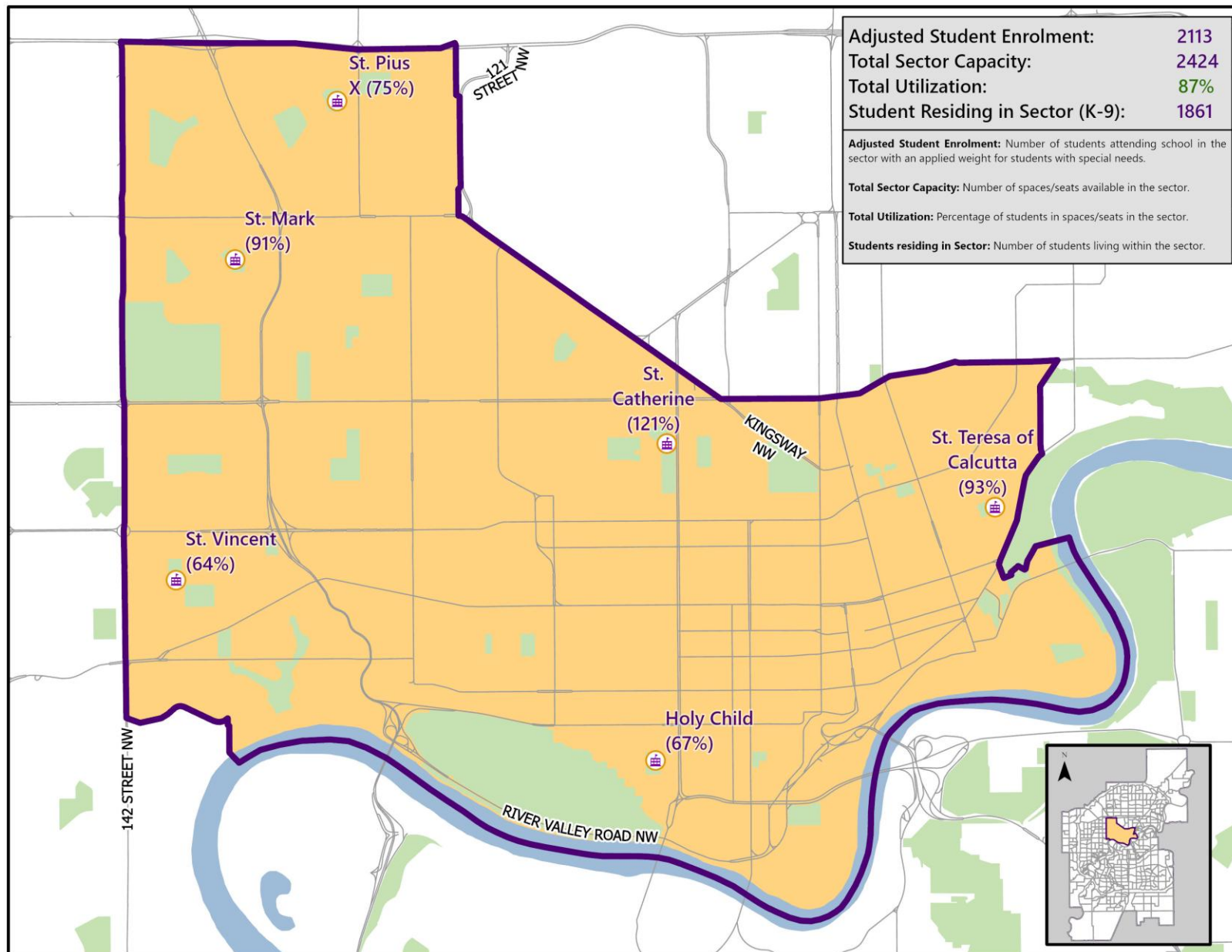
	Planning Sector	Summary
St. Francis of Assisi Replacement/Modernization	Northeast	- A replacement/modernization of St. Francis of Assisi Catholic Elementary/Junior High School is needed to achieve a fully functional facility with modern standards that provide a high-quality learning environment. - The current school is 76 years old with a Facility Condition rating of 0.32 FCI (marginal), and the current layout is outdated and inaccessible. The school is only 60% utilized. - The replacement will reduce capacity to right size the school to improve utilization within the sector and operational efficiency which is 1.17 (marginal) and reduce maintenance/deferred maintenance cost. - The school serves one of the most socially vulnerable and marginalized communities in the city. A new facility with modern learning spaces would help strengthen and revitalize the neighbourhood, creating opportunities for lasting, positive generational change for the families it supports.
Solution for West Edmonton Sector	West Edmonton	A value scoping review is proposed for the West Edmonton Planning Sector, which is currently operating at 112% utilization and is overcapacity. Facilities within the sector reflect increasing infrastructure pressures, with a Facility Condition rating of 0.26 (marginal) and an Operating Efficiency rating of 4.43 (poor). Program Functionality is also rated marginal, indicating that existing spaces are moderately inadequate to effectively deliver programming and do not fully meet current educational requirements. This review will explore sustainable capital solutions to address aging infrastructure, reduce deferred maintenance and operating costs, and improve overall functionality and learning environments across the sector.
Modernization of Our Lady of Mount Carmel	Scona	- A modernization of Our Lady of Mount Carmel Catholic Elementary School is needed to achieve a fully functional facility with modern standards that provide a high-quality learning environment. - The current school is 100 years old with a Facility Condition rating (fair), and the current layout is outdated and inaccessible. The school is only 58% utilized. - The modernization will improve the operational efficiency of the school which is 1.15 (fair) and reduce maintenance/deferred maintenance cost.
Solution for Central Sector	Central	A value scoping review is proposed for the Central Planning Sector to address low utilization and improve enrolment stability. The sector has a Facility Condition rating of 0.21 (fair) and an Operational Efficiency rating of 1.88 (marginal), indicating aging infrastructure and moderate operational pressures. This review will explore strategies to optimize space, improve efficiency, and better align capacity with current and projected enrolment.
Gorman High School	High School North	A new high school in Gorman in the High School North Planning Sector to address housing/student growth.

Solution for Jasper Place Sector	Jasper Place	A value scoping review is proposed for the Jasper Place Planning Sector, where utilization is 98% and approaching full capacity. The sector has a Facility Condition rating of 0.19 (fair), and an Operational Efficiency rating of 2.37 (marginal), reflecting aging infrastructure and cost pressures. This review will examine options to address facility needs, reduce deferred maintenance and operating costs, and improve overall efficiency and sustainability.
Solution for Mill Woods and Meadows Sector	Mill Woods and Meadows	A value scoping review is proposed for the Mill Woods and Meadows Planning Sector. The sector has a Facility Condition rating of 0.23 (fair), and an Operational Efficiency rating of 1.71 (marginal), indicating aging infrastructure and moderate cost pressures. This review will explore strategies to address deferred maintenance, improve operational performance, and enhance long-term facility sustainability.
Solution for Southeast Sector	Southeast	A value scoping review is proposed for the West Edmonton Planning Sector. The sector has aging infrastructure pressures, with Operational Efficiency rated at 1.26 (fair), indicating moderate opportunity to improve cost performance. This review will examine options to address deferred maintenance, strengthen facility condition, and enhance long-term operational sustainability.

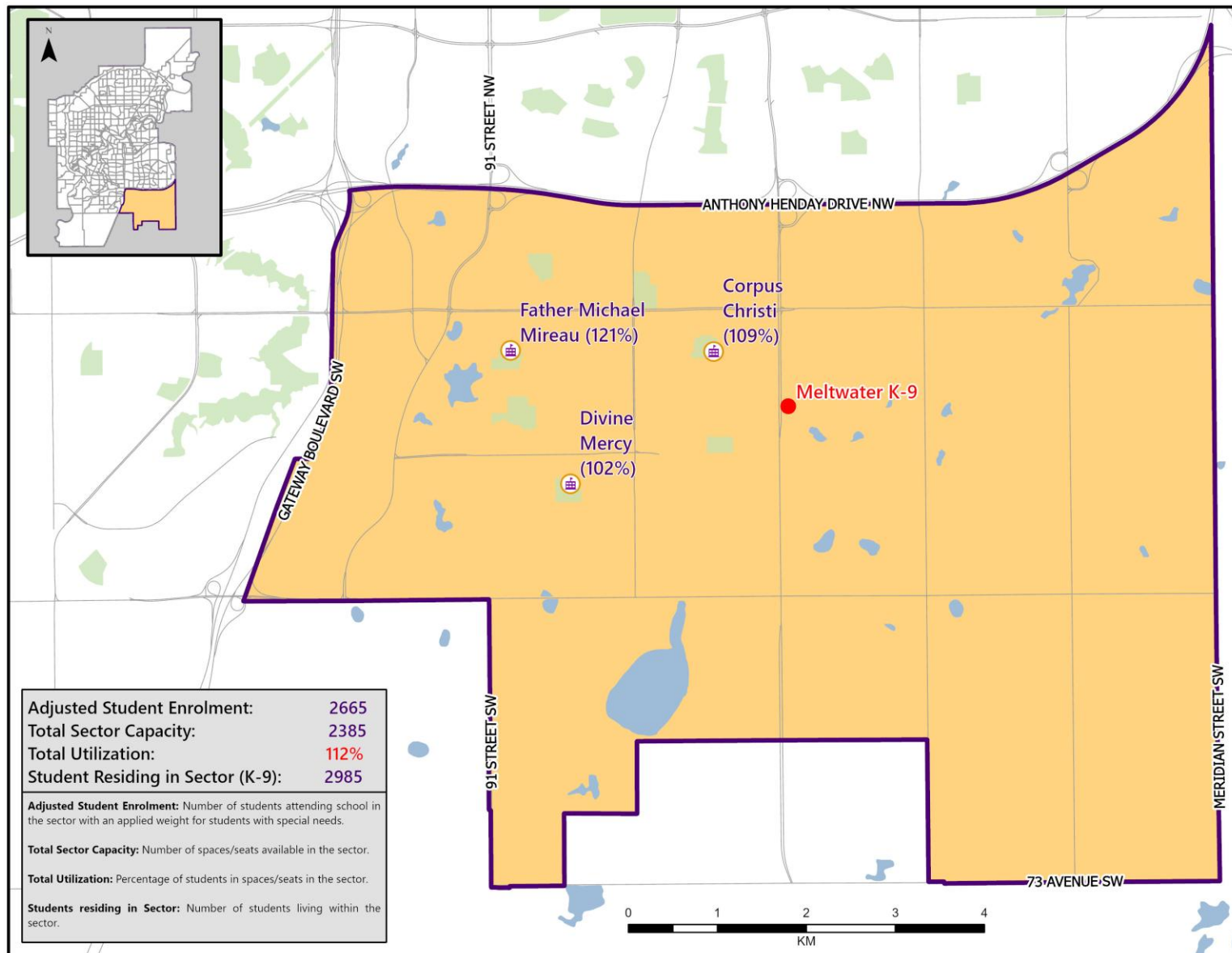
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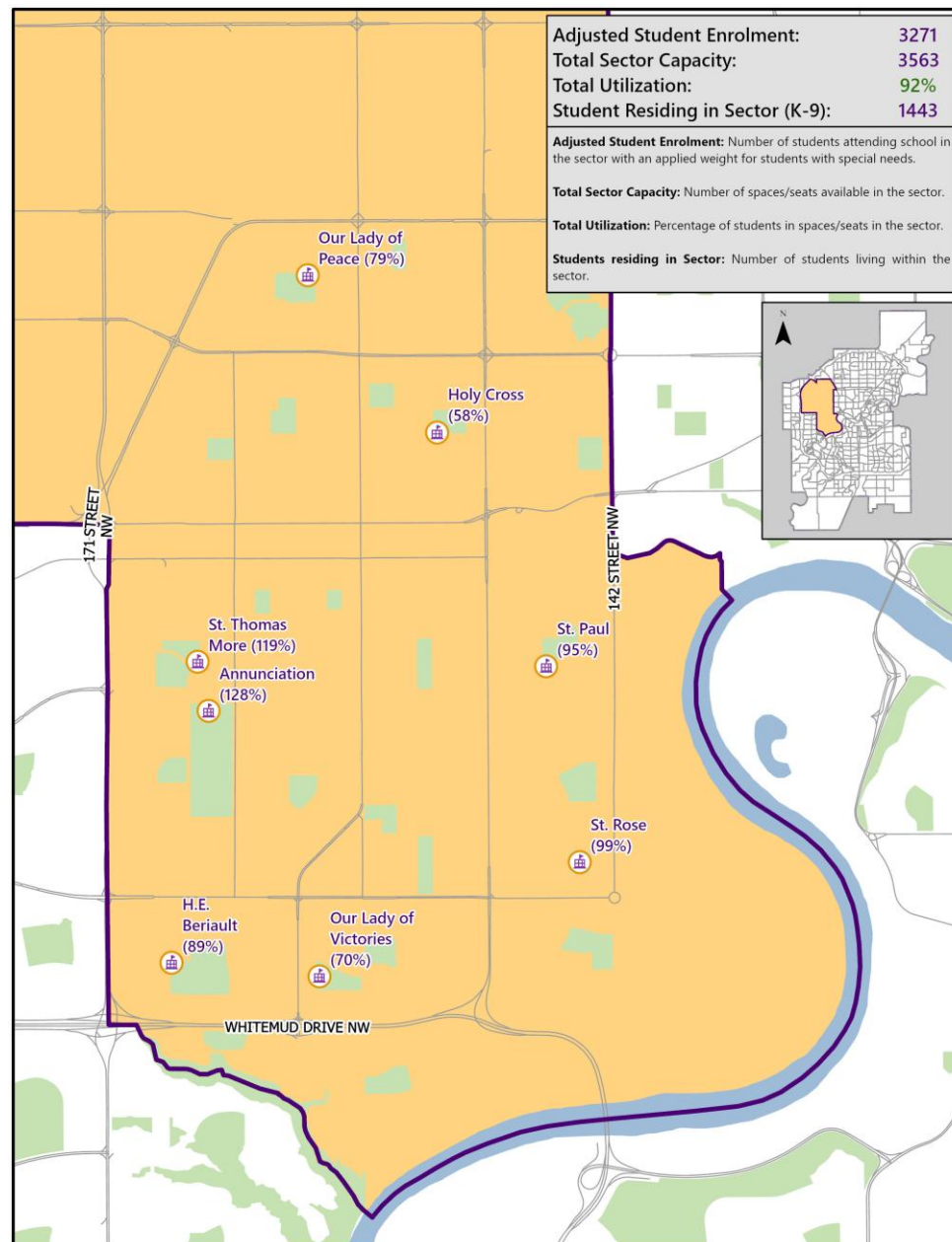
Central



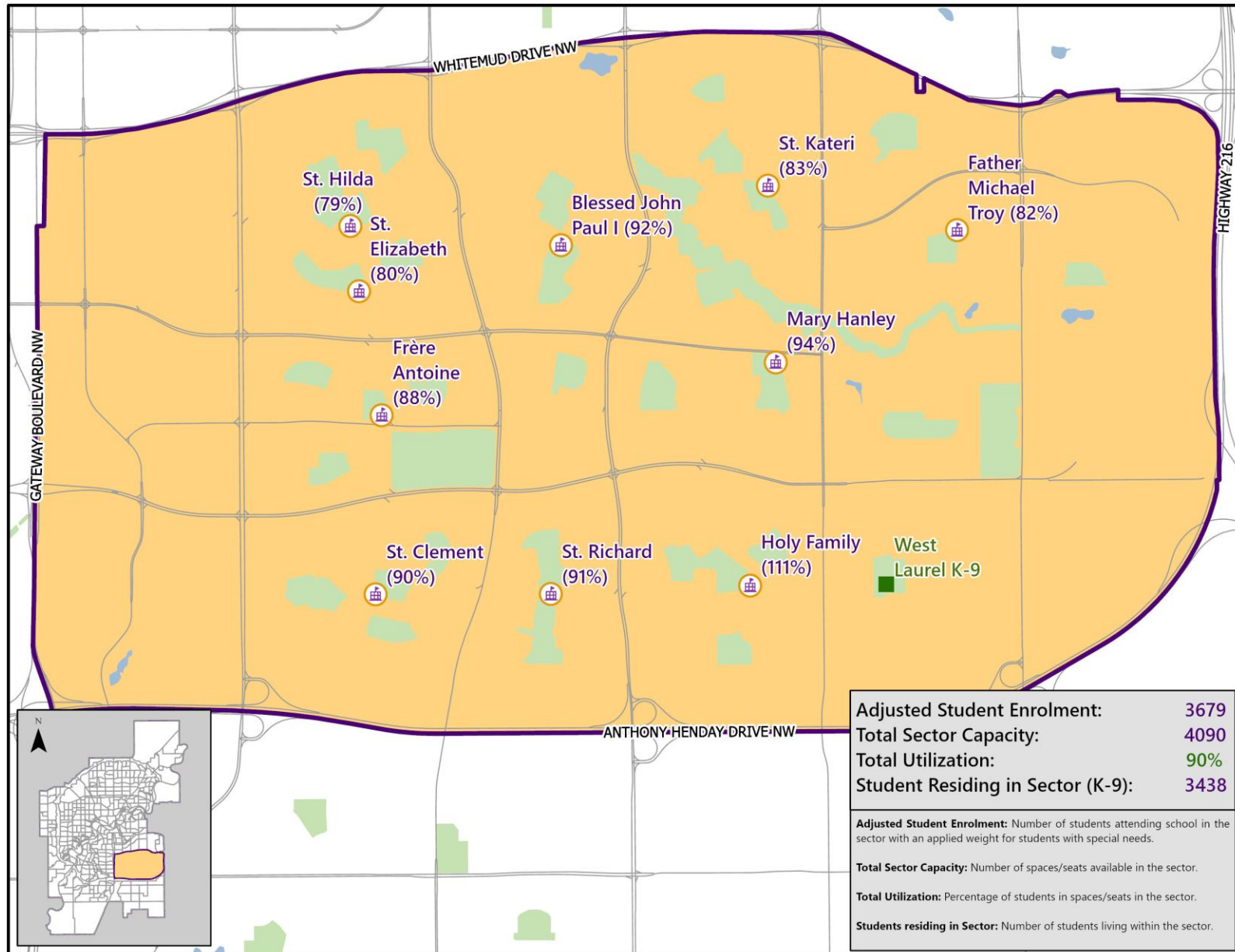
Ellerslie



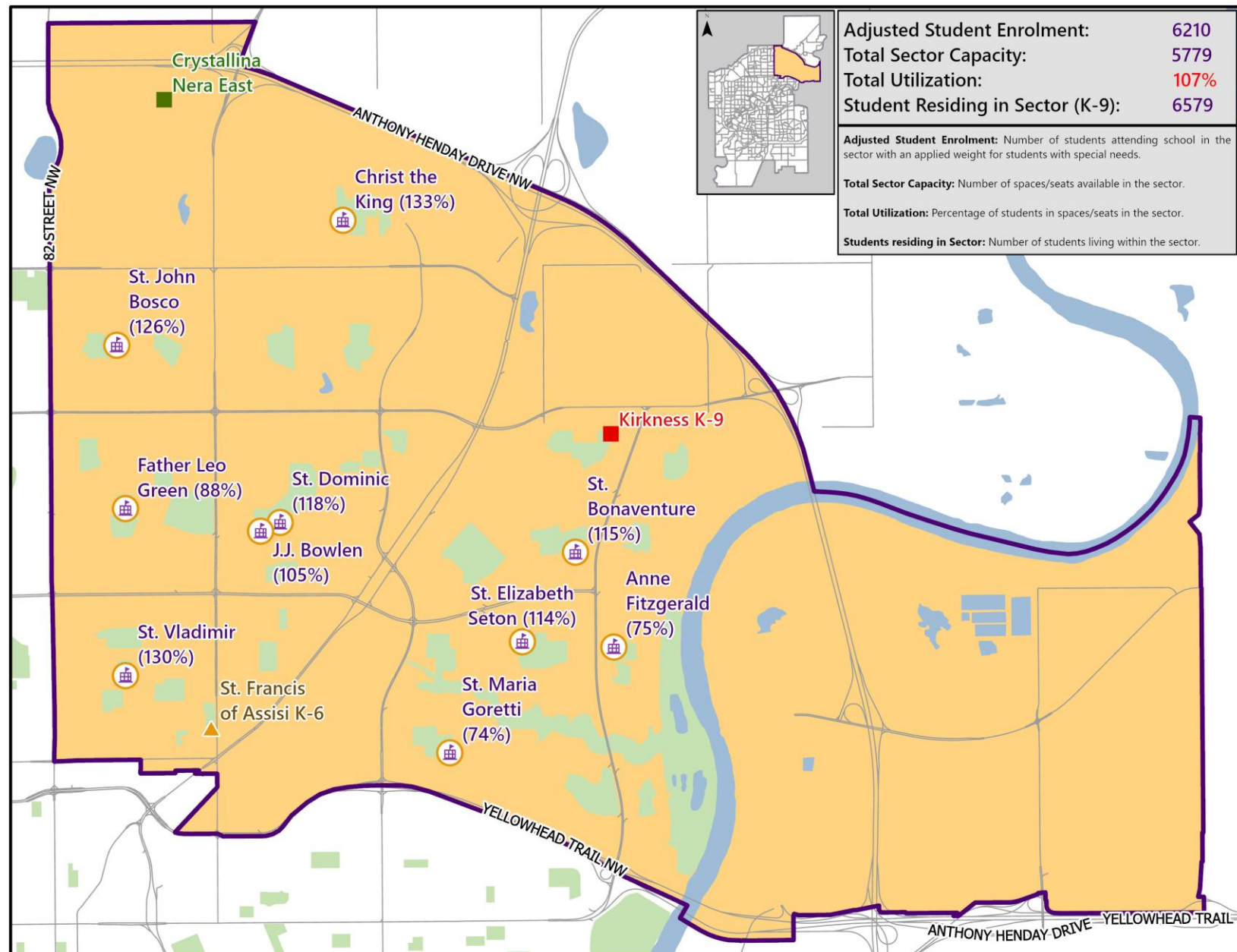
Jasper Place



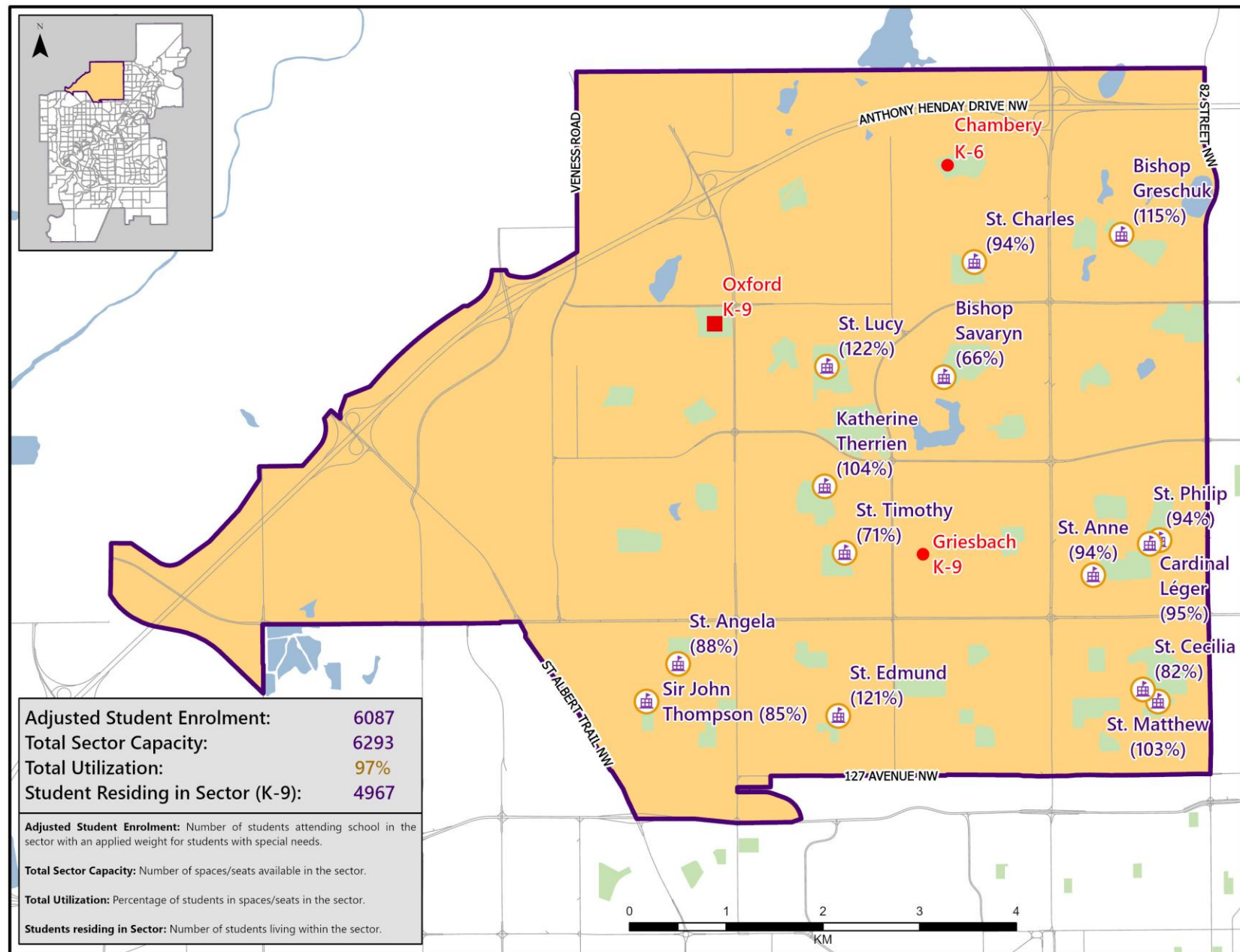
Mill Woods and Meadows



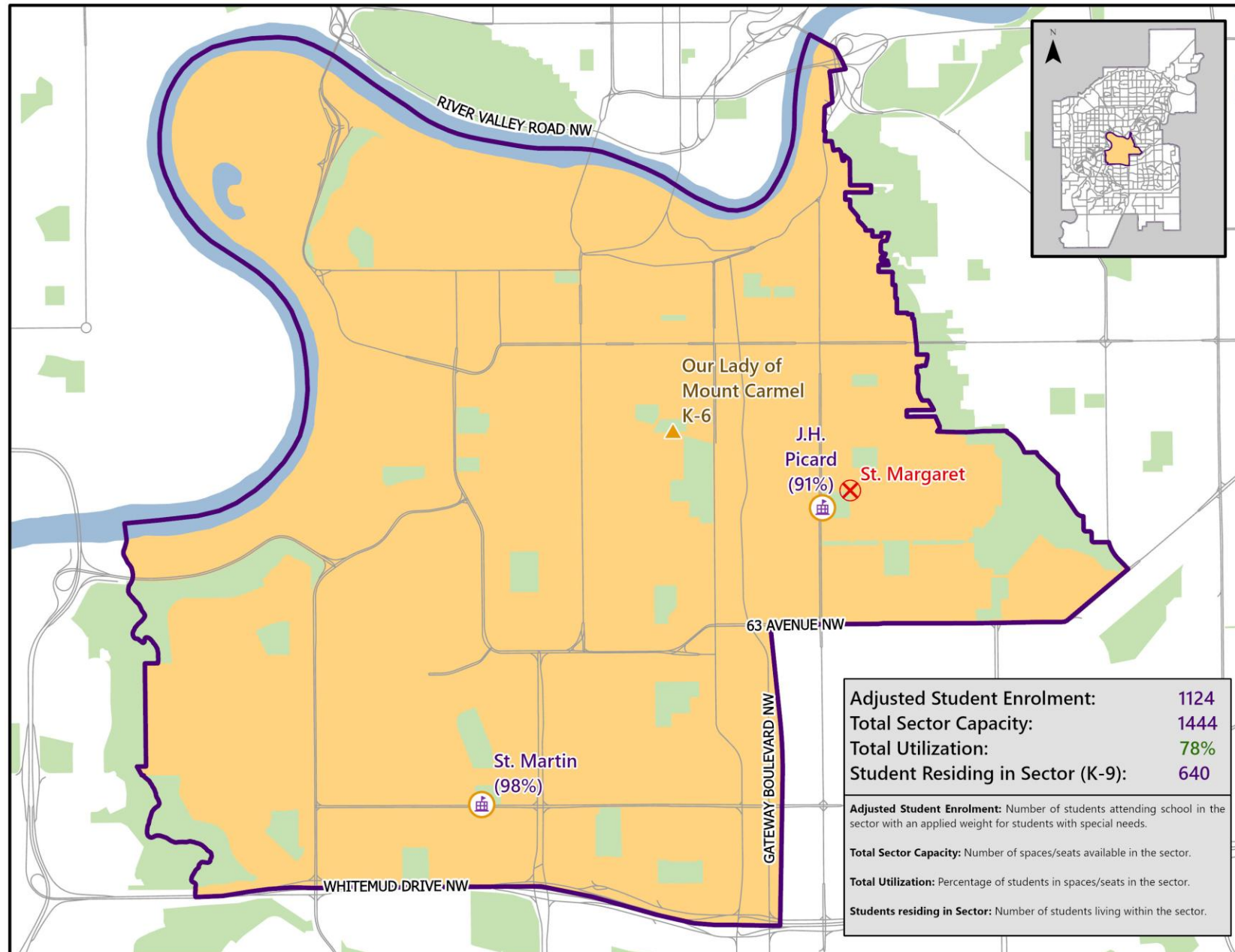
Northeast



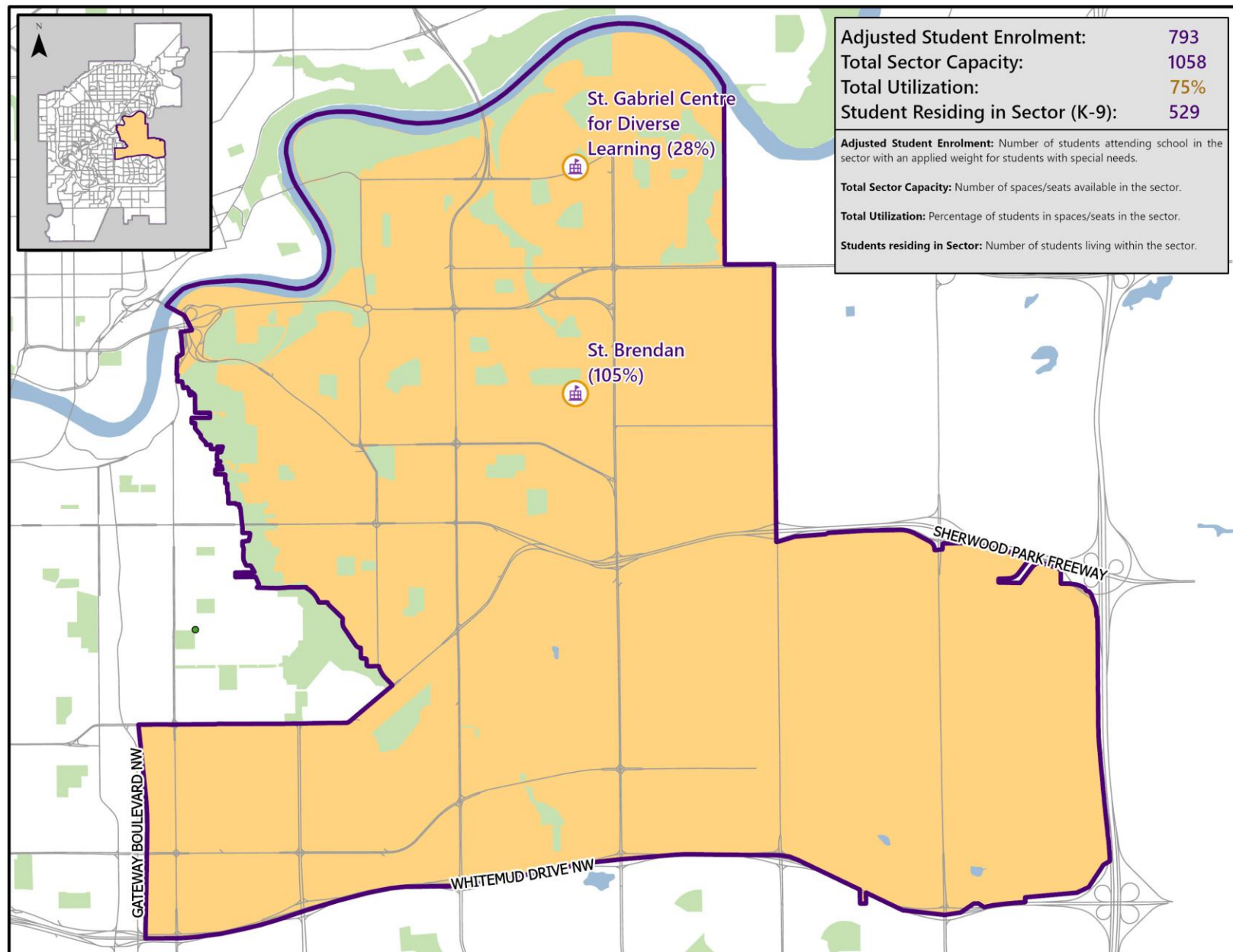
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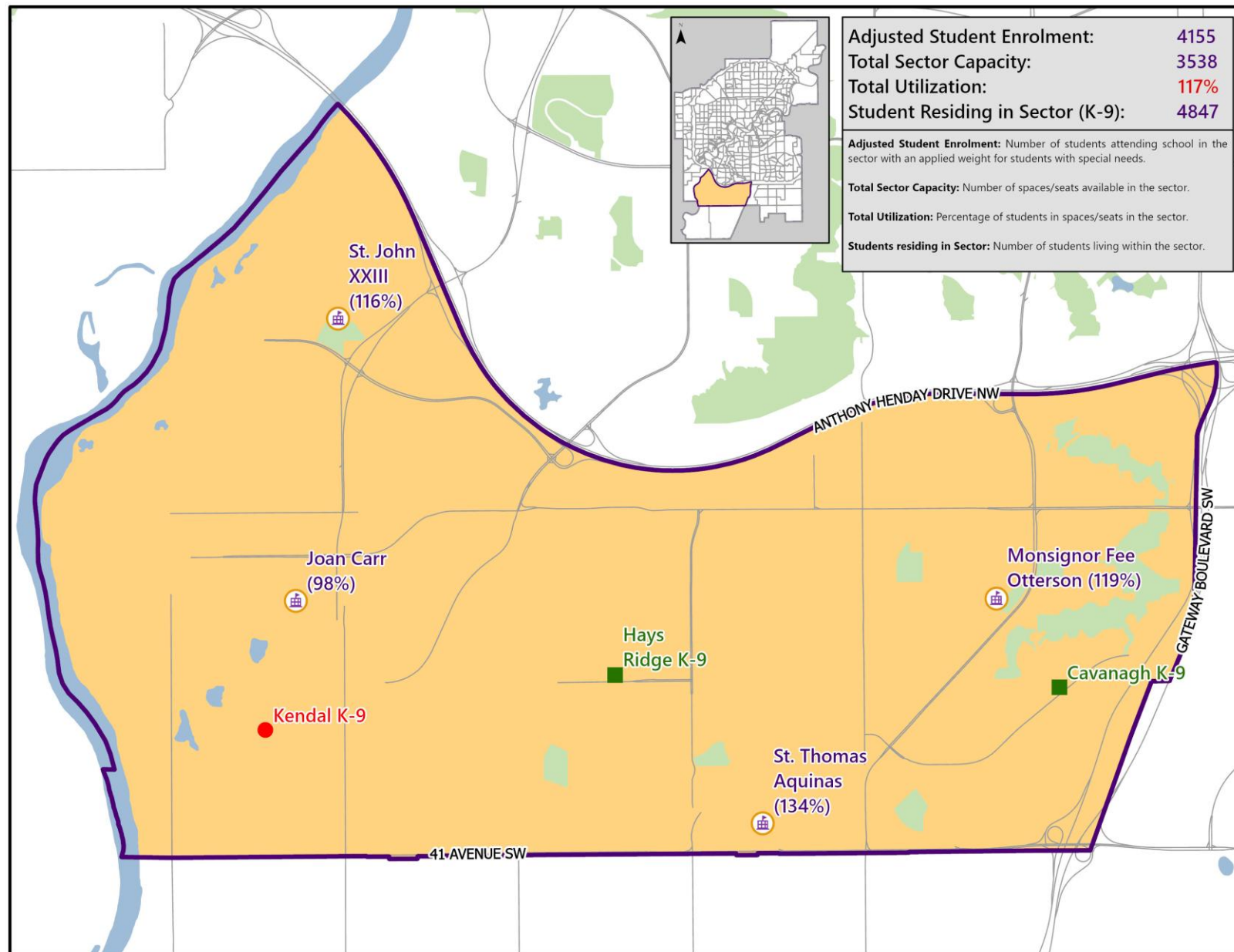
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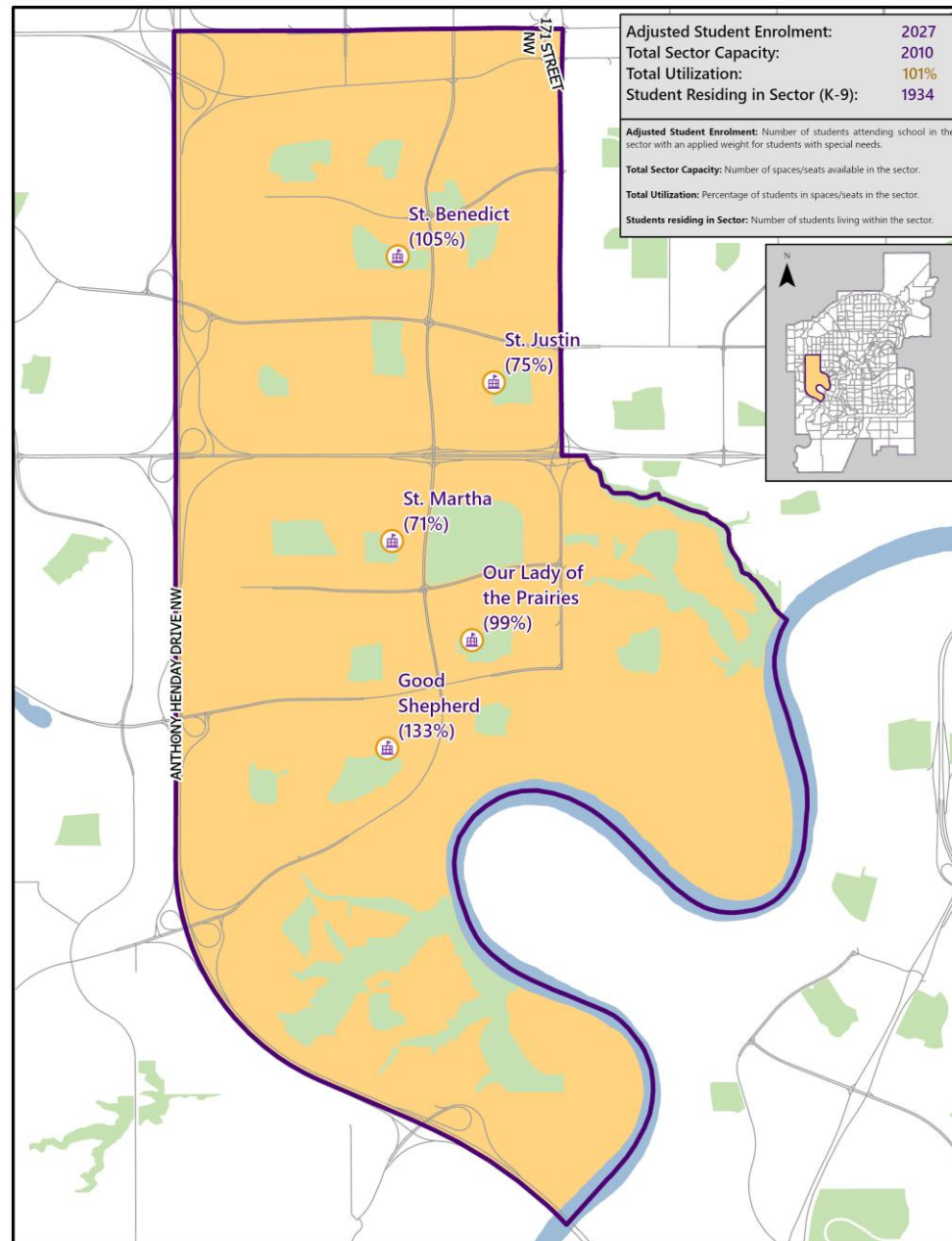
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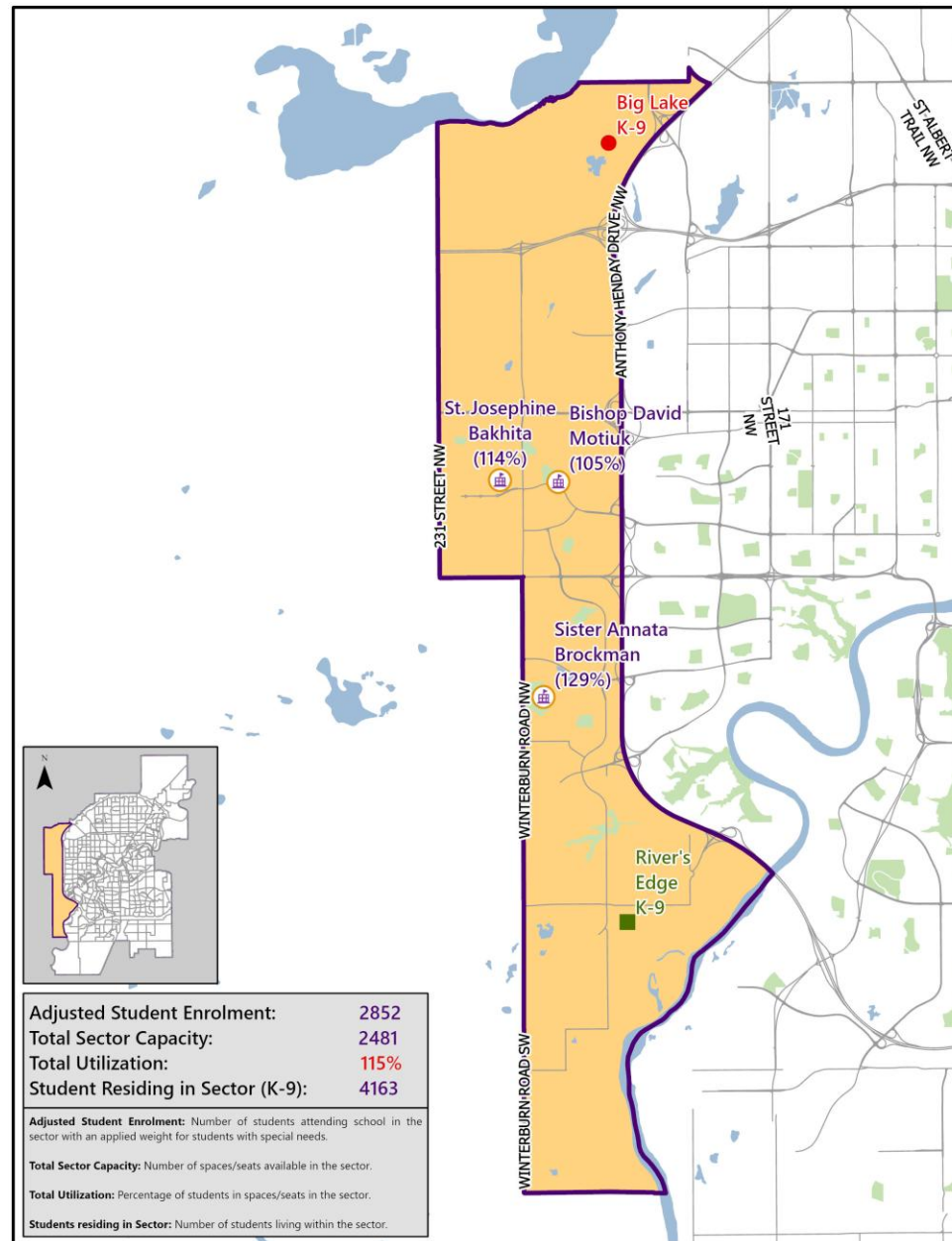
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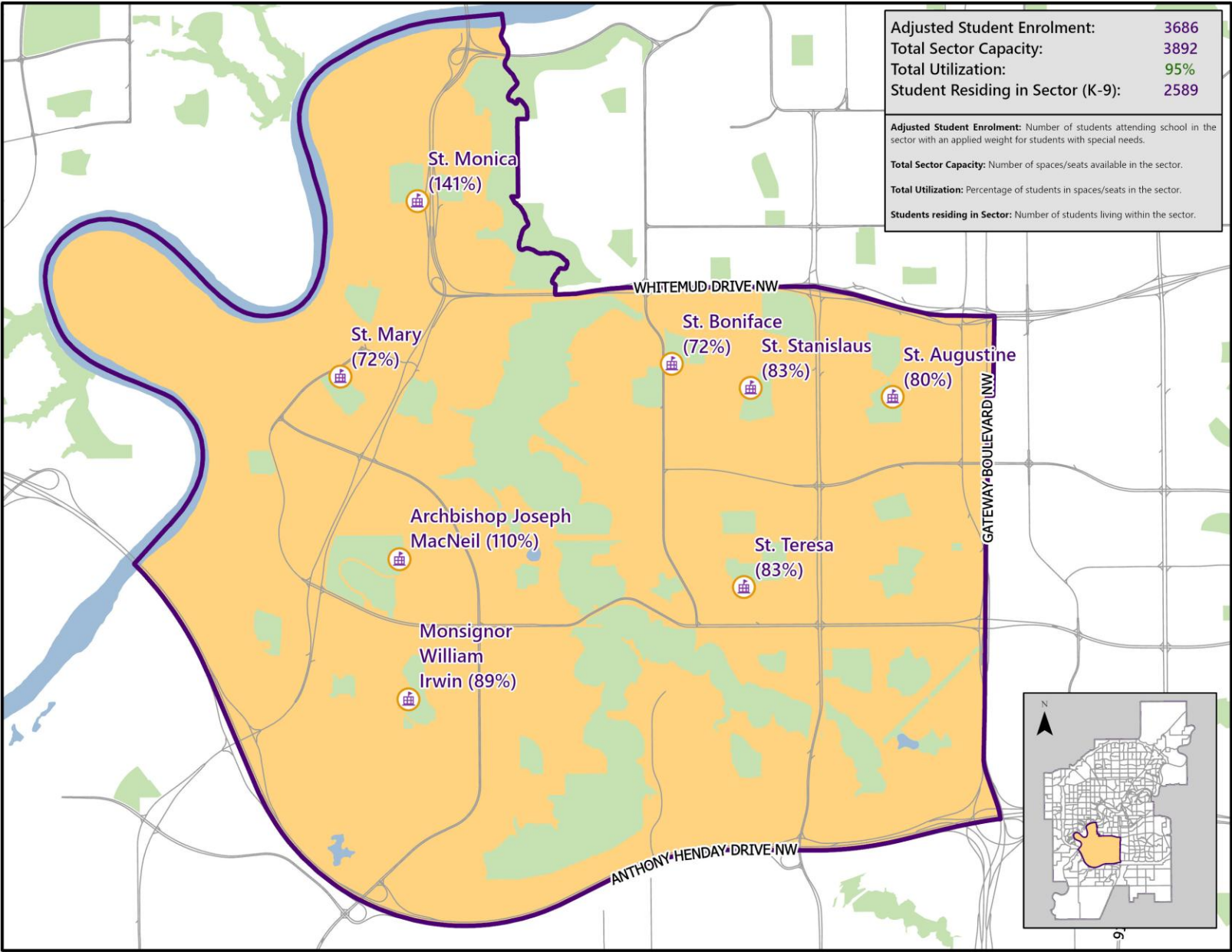
West Edmonton



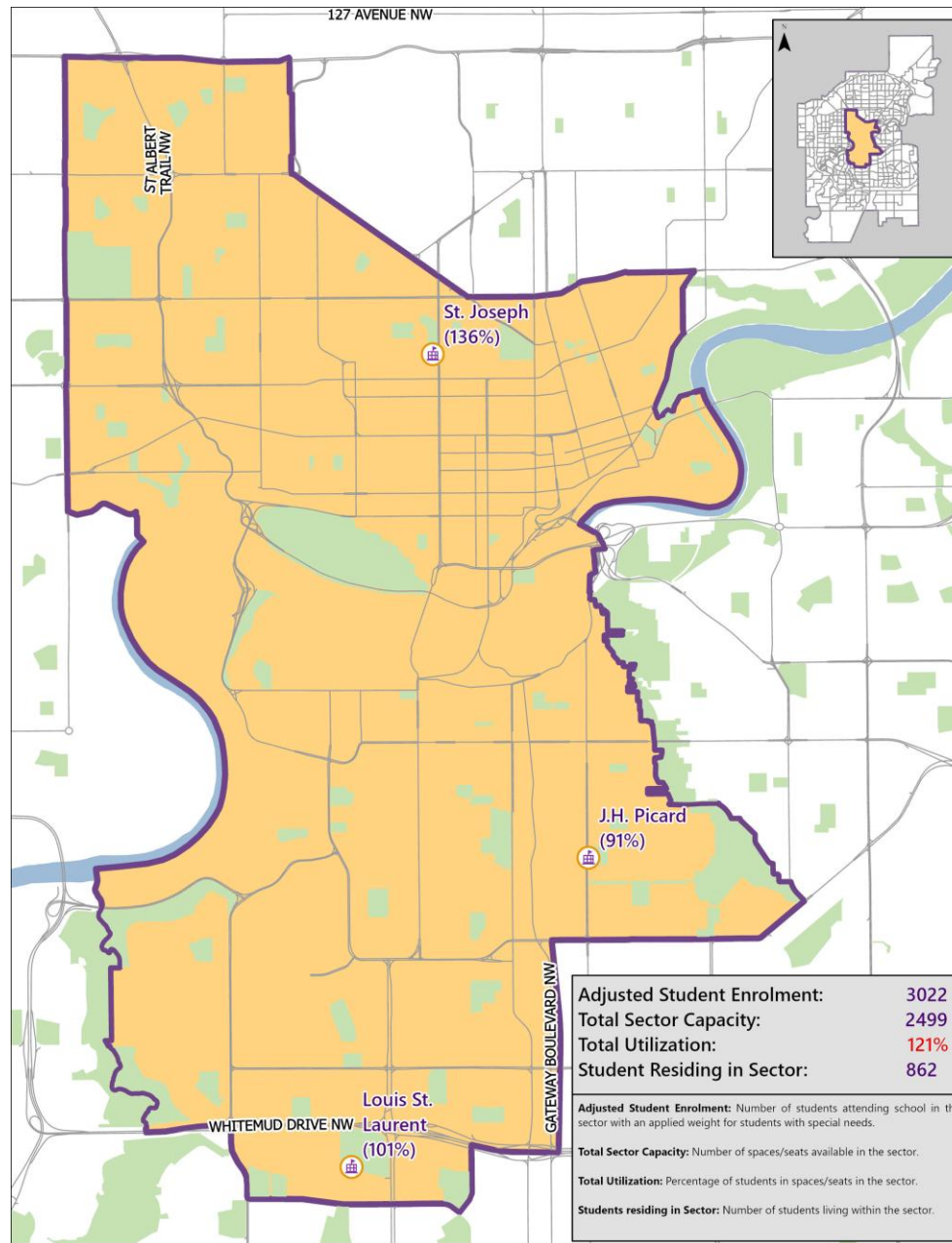
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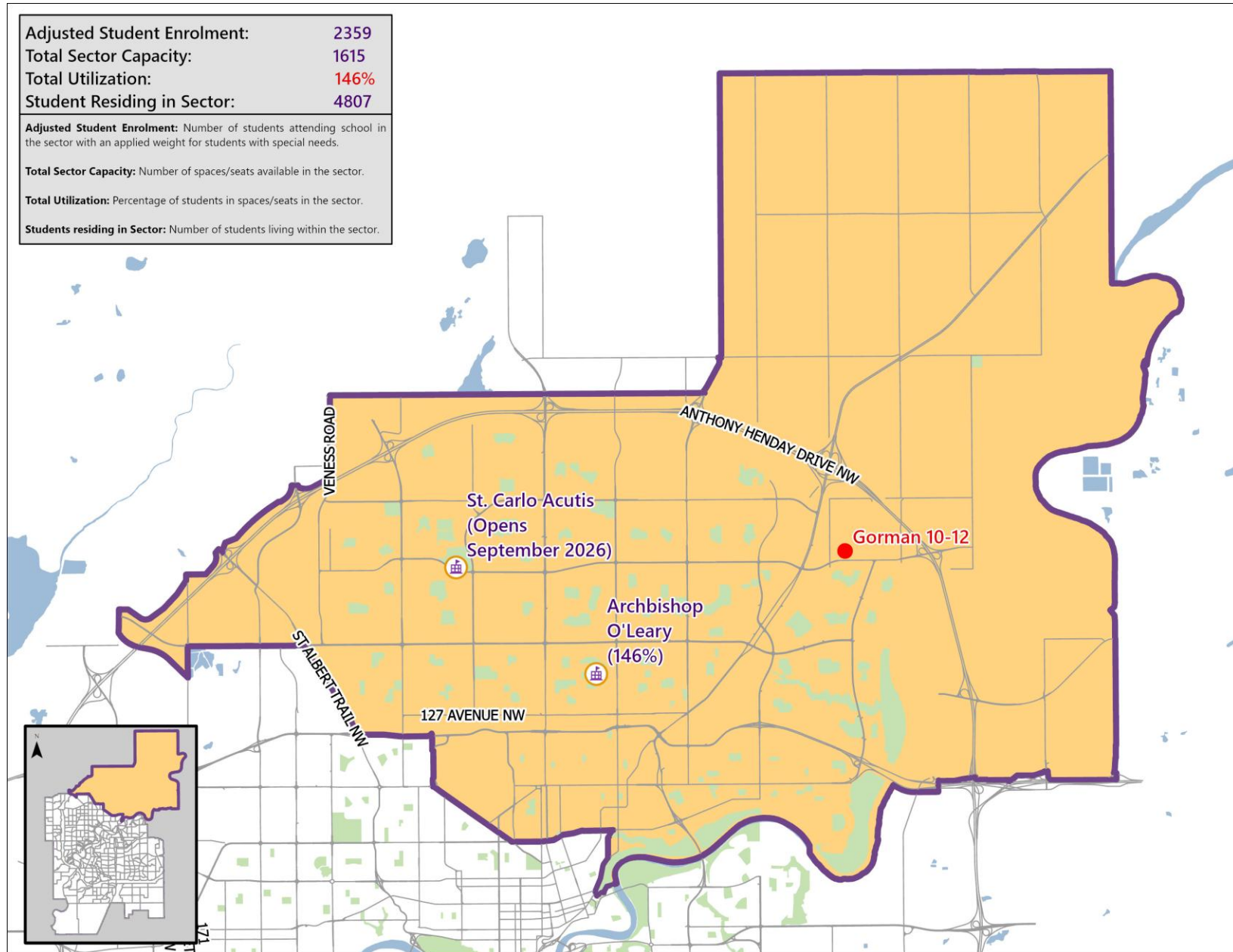
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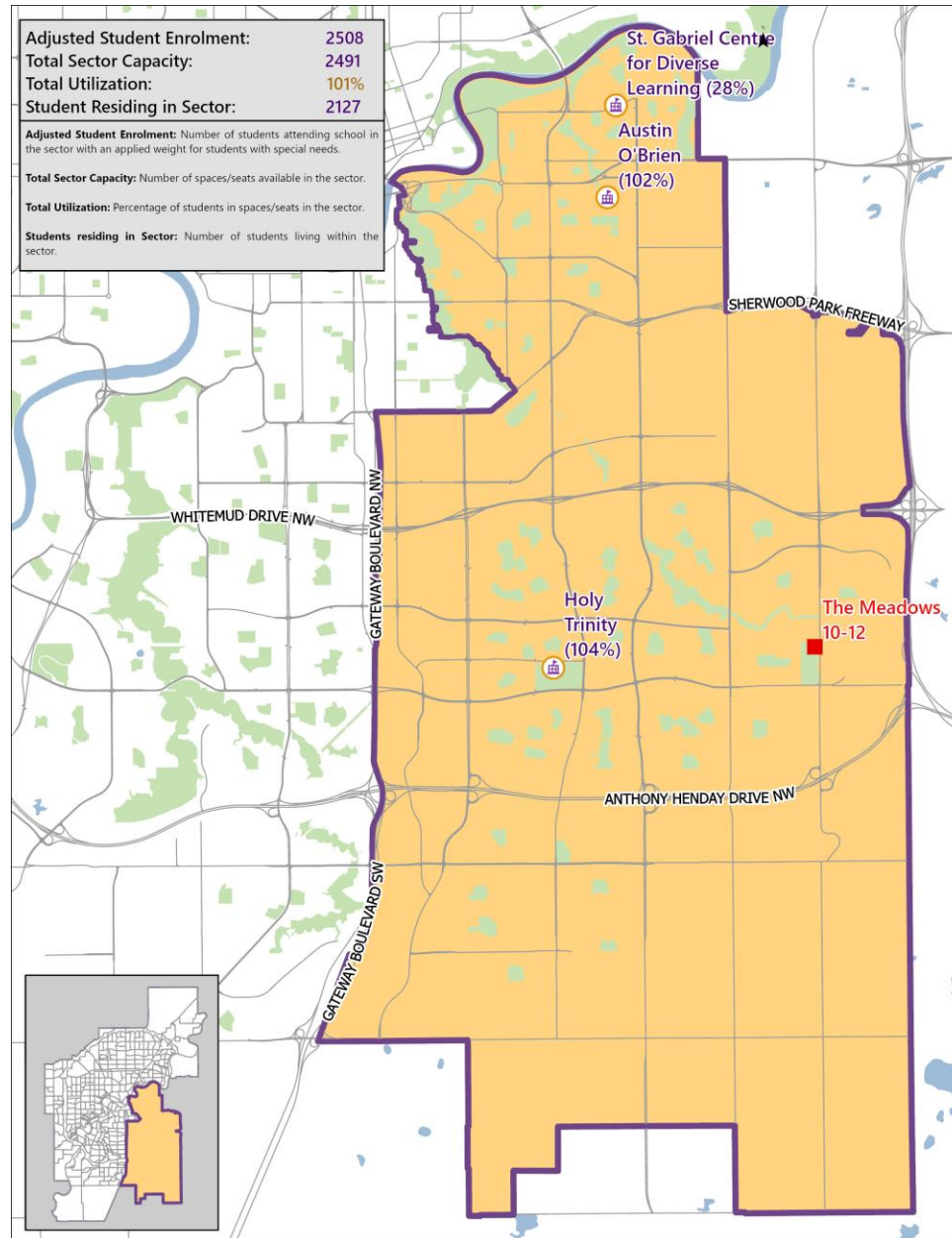
Central HS



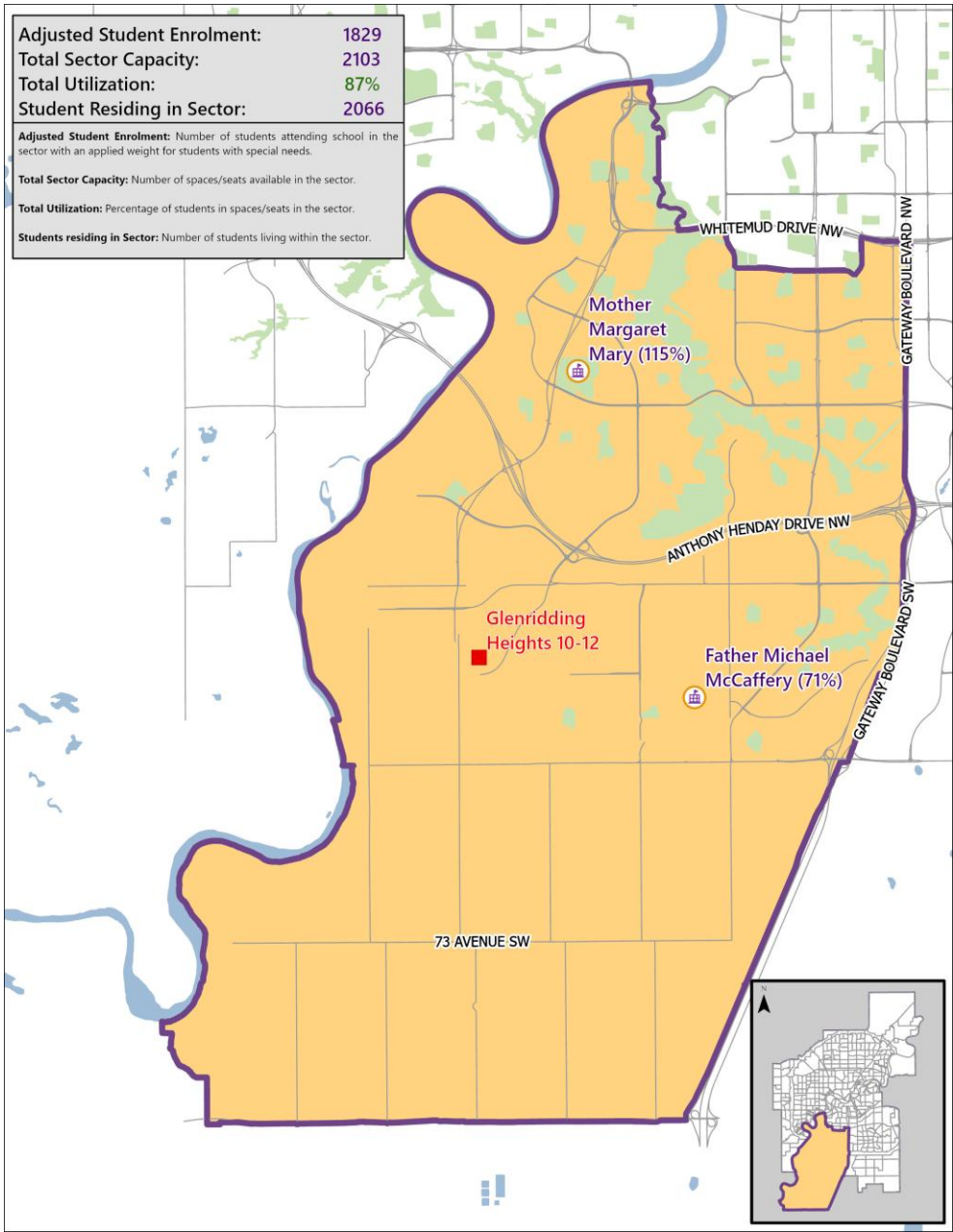
North HS



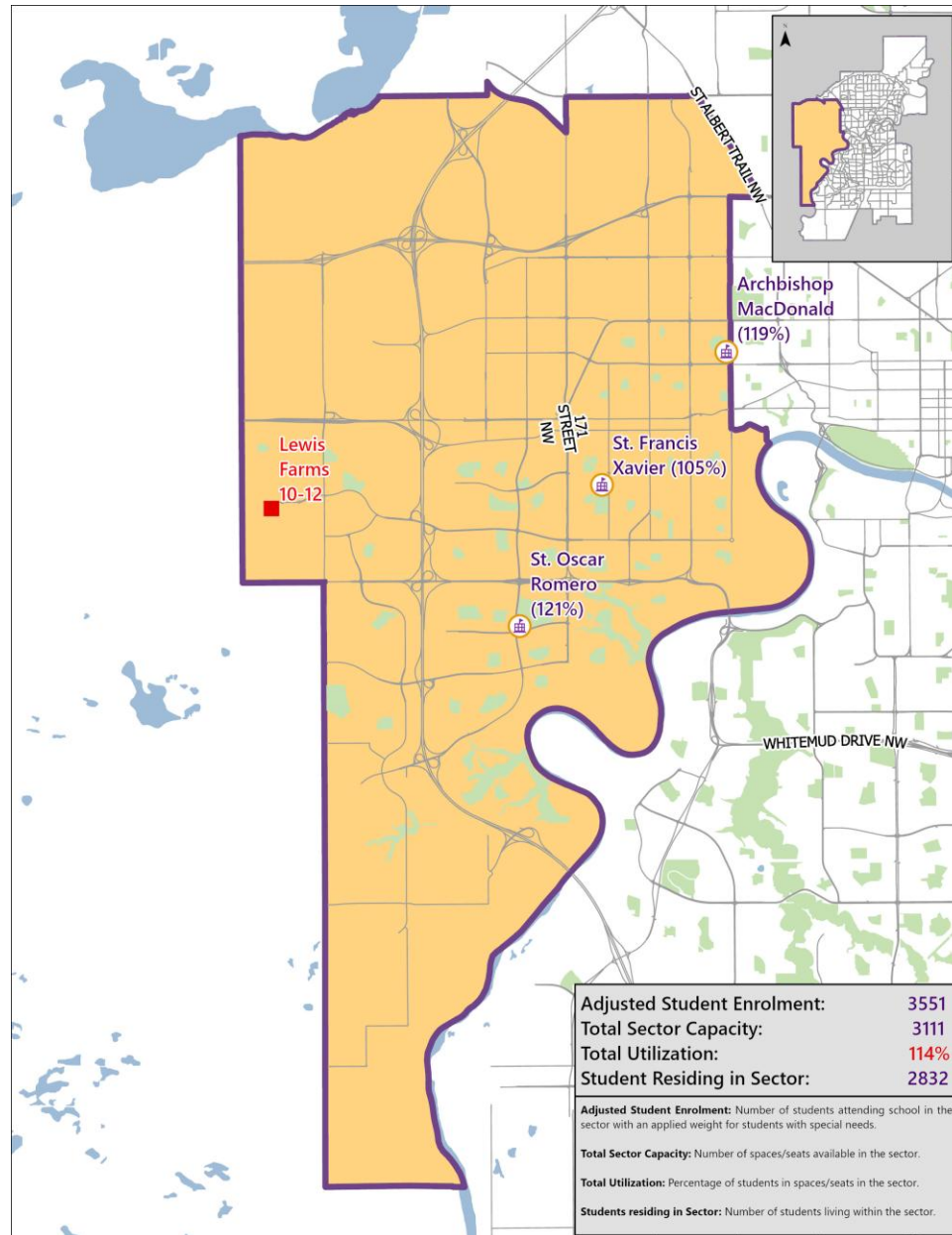
Southeast HS



Southwest HS



West HS





EDMONTON CATHOLIC SCHOOLS

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BOARD OF TRUSTEES MEMO

March 25, 2026 Public Board Meeting **3.1**

Date: March 25, 2026

To: The Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator: Terri Peterson, Superintendent, Learning Services

Resource Staff: Nicole Lafreniere, Director, Curriculum and Assessment
Ben Prather, Elementary Math Consultant
Stephanie Zee, High School Math Consultant

Re: **Math Framework: Implementation Plan**

Background:

Over the past several years, Alberta Education and Childcare has introduced significant changes to the mathematics curriculum, beginning with Kindergarten to Grade 6 and now, extending to Grades 7–9, with anticipated changes to high school programming to follow. While Edmonton Catholic Schools students continue to perform well in mathematics relative to provincial outcomes, Division data and classroom evidence indicate opportunities to further strengthen conceptual understanding, student confidence, and consistency of instructional practice.

In response, Edmonton Catholic Schools has developed a comprehensive Mathematics Framework. The Framework is designed to clarify expectations for mathematics teaching and learning, support educators in navigating curricular change, and establish coherence across classrooms, schools, and the Division.

Recommendation:

That the Board of Trustees determines that the following Quality Indicators have been met, as per Board Policy 12 – Appendix B, relative to the current evaluation period:

- QI2.1 *Conducts an analysis of student success and ensures school principals develop action plans to address concerns.*
- QI2.2 *Identifies trends and issues related to student achievement to inform the Three-Year Planning process, including recommendations for innovative means to improve measurable student achievement.*
- QI2.3 *Ensures there is measurable improved student achievement over time.*
- QI 5.3 *Fosters high standards of instruction and professional improvement (Teaching Quality Standard).*
- QI5.4 *Provides for training of administrators and the development of leadership capacity within the Division.*
- QI5.5 *Ensures all staff have access to appropriate professional learning and/or training.*

Attachment:

- Implementing ECSD's Mathematics Framework Report



IMPLEMENTING ECSD's MATHEMATICS FRAMEWORK



Edmonton Catholic Schools

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1. Executive Summary

This report outlines the purpose and design of Edmonton Catholic Schools' Mathematics Framework, the expectations for mathematics instruction and learning across the Division, and the structures supporting consistent implementation. It is written to clarify what classroom instruction and student engagement should look like, how instructional leadership is being strengthened, and how Division-focused professional learning (DFPL) is shifting into a coherent three-year plan.

The central message is that effective mathematics teaching is complex: it helps students' truly understand math, practice skills with confidence, explain their thinking and feel capable as learners. Teachers do this by using meaningful activities, and by encouraging students to talk about their thinking, using tools and visuals to support learning, and checking in often to adjust their teaching based on students' needs. The Mathematics Framework builds common language and helps ensure all students have fair access to high quality math learning, reducing differences between classrooms and leading to better outcomes for every learner.

Over the past three years, ECSD has implemented new Mathematics curriculum in grades K - 6. In the 2026-27 school year, we will be piloting the grades 7-9 curriculum, with implementation set for the 2027-28 school year. Alberta Education has indicated that changes to high school programming will follow soon after.

Over the past several years, we have noted that while Edmonton Catholic School students do well in mathematics relative to the province, we recognize there is still room to grow. We are committed to strengthening instruction to ensure more students achieve at higher levels. As part of this commitment to optimal learning and continuous improvement, our Mathematics Framework strives to establish consistency throughout the Division in our approach to math education, particularly as we are responsive to rapidly changing curricular expectations. This framework will help provide targets for school and Division improvement efforts.

2. The Importance of Mathematics

Mathematics is essential because it helps students make sense of the world around them. Math builds thinking skills like reasoning, problem-solving and decision making that students use in school, at work and in daily life. In a Catholic worldview, mathematics can be approached as a way of seeking truth, making sense of creation, and developing the habits of mind needed to serve others well: careful reasoning, ethical interpretation of information, perseverance, and thoughtful problem solving.

In practical terms, students need mathematics to interpret data and information in society, manage personal and family finances, access post-secondary options and skilled trades, and contribute to innovation and the common good. As we focus on career preparation skills through our implementation of Career Education and Financial Literacy and the establishment of St. Eligius Catholic Collegiate, we see more integration of mathematics in real-life applications.

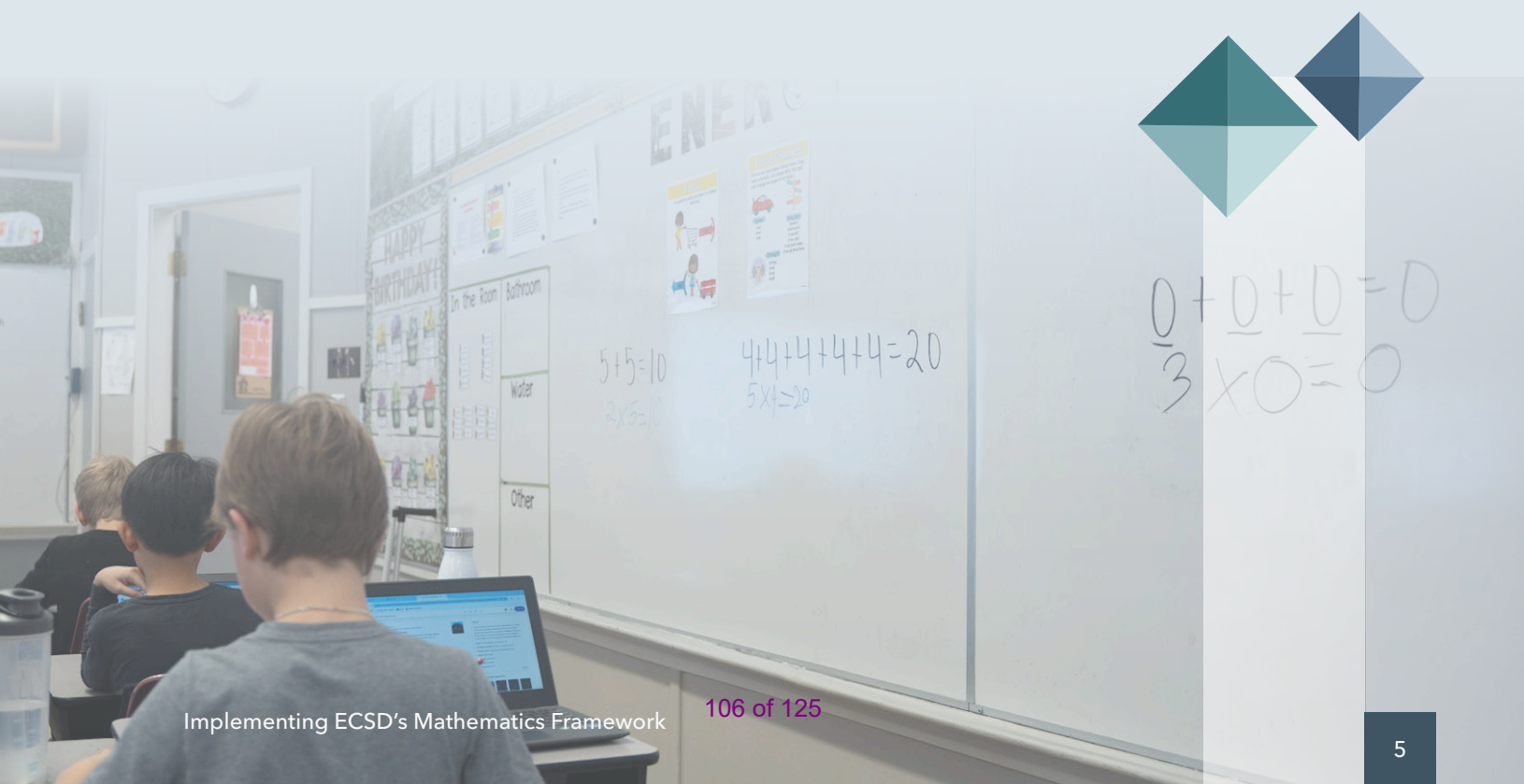
Mathematics equips students with the reasoning, problem-solving, and decision-making skills needed to navigate an increasingly complex world.

3. Mathematics Instruction: Current Practice and Evolution

Good mathematics teaching involves much more than learning facts and formulas.

Over time, mathematics instruction has shifted from emphasis on memorization and speed toward a balanced approach that values understanding, reasoning, and communication alongside procedural skill. Research and evidence emphasizes that students learn mathematics deeply when they are active sense makers: exploring patterns and relationships, discussing and justifying ideas, using representations and tools, and consolidating learning through reflection and connection-making.

In Edmonton Catholic Schools, there are many elements that combine to ensure effective instruction. First and foremost, teachers ground their instruction in the curriculum. From there, they need to clearly set learning intentions for the lesson. Learning intentions may be for one lesson or span several lessons, but they define what students should know and be able to do. Teachers also need to determine the success criteria – those visible signs that students have reached the learning intention. If students have not yet met the success criteria, teachers provide descriptive feedback to let students know where they can improve. Teachers also must design high quality, research based tasks that are designed to elicit evidence of the success criteria. These are clearly defined through the Math Framework to remove guess-work for teachers. We want math instruction to be fluid and interactive, ensuring that students have rich opportunities for real-world problem-solving, strategy selection, and interaction with mathematic tools and representations. Math instruction is not simply answering questions on a page but fully alive in a dynamic classroom with purposeful questioning and math conversations. The goal is always to develop confidence and competence in mathematical skills and reasoning.



4. Expectations in Mathematics

Division expectations align to three interconnected areas: student learning and proficiency, instructional practice, and collaborative improvement.

Student Learning and Proficiency Expectations

Students are expected to develop comprehensive mathematical proficiency throughout their mathematics education. This includes building strong conceptual understanding, developing procedural fluency, strengthening strategic competence, engaging in adaptive reasoning, and cultivating a productive disposition toward mathematics. These competencies are not isolated skills, but interconnected dispositions that grow with ongoing instruction, practice, reflection, and experience.

Over time, students learn to make sense of mathematical ideas, understand why procedures work, and use them accurately and efficiently. They develop the ability to select appropriate strategies, solve problems flexibly, and adapt their thinking when faced with new or unfamiliar situations. Through regular opportunities to communicate their reasoning, students learn to explain and justify their thinking using mathematical language, representations, and evidence.

As students apply mathematics in meaningful and relevant contexts, they build confidence in their abilities and come to view mathematics as useful, worthwhile, and accessible. A productive disposition is fostered when students persist through challenges, take risks in their learning, and see mistakes as opportunities for growth. Together, these elements support the development of thoughtful, resilient, and capable mathematical thinkers who are prepared to engage with increasingly complex ideas across their academic journey and beyond.

While much has been made of students using standard algorithms with fluency and accuracy, this is only small element of learning mathematics. When we consider standard algorithms as the only way to understand mathematics, we miss many important skills students develop throughout their mathematics instruction. The following demonstrates different types of learning we are achieving through a more robust approach to mathematics education.



Examples of Student Learning Expectations in Mathematics



Mathematical Proficiency

- Explains how to solve a problem, carries out the calculation accurately, and reflects on whether the answer makes sense.
 - Chooses an efficient method, applies it correctly, and justifies the solution.
 - Uses multiple representations (numbers, diagrams, graphs, words) to show understanding.
-



Conceptual Understanding

- Describes how mean, median, and mode are affected by outliers.
 - Demonstrates understanding of place value when working with large numbers or decimals.
 - Explains the relationship between fractions, decimals, and percentages.
-



Procedural Fluency

- Accurately solves multi-step equations.
 - Computes fractions, decimals, and percentages efficiently.
 - Uses standard algorithms correctly and consistently.
-



Strategic Competence

- Chooses an appropriate method to solve a problem.
 - Breaks a complex word problem into manageable steps.
 - Selects mental math, paper-and-pencil, or technology strategically.
-



Adaptive Reasoning

- Justifies a solution using logical reasoning and evidence.
 - Identifies and corrects errors in their own work.
 - Explains why a particular strategy works.
-



Productive Disposition Toward Mathematics

- Persists when solving challenging problems.
- Views mistakes as opportunities to learn.
- Demonstrates confidence when discussing mathematical thinking.

Instructional Practice Expectations

Teaching mathematics means making thoughtful choices about how to teach, based on what students need and what they are expected to learn. Teachers select strategies that best support each child's understanding and help them meet grade level learning goals.

Our Mathematics Framework is grounded in research practices that create learning experiences that are engaging, meaningful, and help students truly understand math. Teachers are expected to implement high-impact mathematics practices, including explicit and responsive instruction. We want to see active evidence of student thinking through conversation, observation, and products! We also need to see students discussing math with each other and with their teacher through common routines that become transparent (students know they are using them) and transportable (students can take them from class to class).

One key element we need to see in all math classrooms is the purposeful use of representations and tools – ensuring students are moving in a deliberate way from the concrete to the abstract. Students need to see math happening in their classroom – in doing so, they are better able to conceptualize mathematical concepts. Rather than rote drill worksheets, teachers select deliberate practice activities that build fluency and understanding in a logical manner. Gone are the days of just opening a math textbook! We need to see a shift away from the memorization of traditional algorithms towards a deeper understanding of math that allows for flexible and innovative thinking.

Assessment and Responsiveness Expectations

Assessment is expected to be used to support learning. Teachers and teams regularly gather evidence through observations, conversations, and products, supplemented by common assessments, to adjust instruction and provide timely reteaching, practice, or extension.



A key part of strong assessment is helping students think about their own learning. This means students learn to understand what they know, what they are still working on, and what helps them improve. When students can reflect on their thinking, they become more confident, independent, and successful learners.

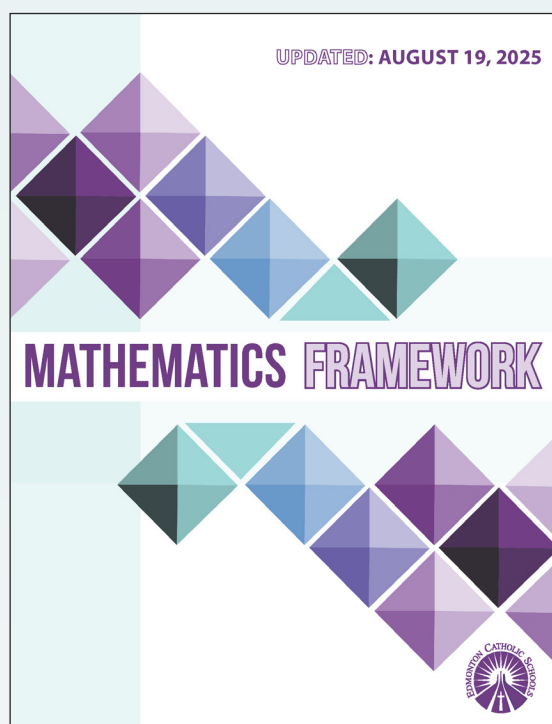
This strengthens their ability to transfer learning between contexts and communicate their understanding effectively to others. For example, a teacher gives students a short math task and listens to how they explain their thinking. Noticing that some students need more support while others are ready for a challenge, the teacher adjusts the next lesson using visuals and hands on tools for some students and deeper problem solving for others. Students reflect on what strategies worked for them, helping them understand their own learning and next steps.

5. Purpose and Intention of the Mathematics Framework

The Mathematics Framework is designed to create shared language, clear and consistent expectations, and high-quality practice across schools. It serves as a replicable guide for staff learning and instructional decision-making, and it is intentionally organized so that schools can work through it as a whole or focus on specific components as needed. Rather than a prescriptive manual, the Framework is designed to provide choice and flexibility as schools work towards improvement in Mathematics.

The Framework centers the learner by focusing first upon student mathematical identity and agency, emphasizes instructional leadership as essential for building a positive mathematics culture, and connects day-to-day classroom practice to data-informed improvement cycles. Indeed, the mathematics identity of all parties is critical. All of us are math people! We are all capable of rigorous and challenging mathematics with the right support. By defining our belief statements and working towards a growth mindset in Mathematics, we can encourage and normalize productive struggle within an encouraging and supportive environment.

This Framework creates opportunity for focused discussion and clear professional learning for all adults who support learning in the classroom. From this Framework, expectations are made clear and background knowledge is strengthened, ensuring confidence in improvement efforts throughout the Division.



Rather than a prescriptive manual, the Framework is designed to provide choice and flexibility as schools work toward improvement in mathematics.

6. Understanding the Complexity of Mathematics Education

The Reality of Mathematics Learning

Learning mathematics is cumulative and often non-linear. Students bring varied experiences, language skills, and confidence levels. Ensuring that all students have access to high quality instruction and are able to achieve equally to their peers is not achieved by lowering expectations, but by widening access: multiple entry points, strategic scaffolds, and strong discourse routines. In other words, students are able to enter into mathematics learning at many points along a learning continuum. We do this by ensuring that activities are designed so students can see themselves as competent and capable “doers” of mathematics, no matter their entry level.

One example of a “low floor, high ceiling” activity that provides entry points for all students is an open ended problem such as “How many different ways can you show 24?” where some students use drawings or manipulatives and others use equations or patterns. Students reveal many ways in which they are thinking mathematically – are they thinking in fractions? Perhaps counting by ones. Can they represent 24 as a percentage of something else? Maybe they show it as a product of multiplication. Allowing students to enter into a question such as this and building upon their strengths reinforces a positive disposition and ensures universal access for all learners.



What Observers Should Expect to See in Classrooms

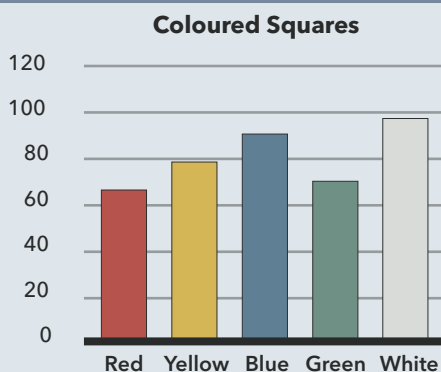
In classrooms, we should expect to see students engaged in thinking, talking, representing, and reasoning—not only completing pages of questions. You may see manipulatives, drawings, number lines, models, and digital tools used to make ideas visible. You should also expect to see mistakes treated as learning opportunities, teachers probing student thinking with purposeful questions, and students comparing strategies during consolidation. In math classes, everyone should see students not only “doing math,” but talking to one another, debating strategies, and actively engaging in explaining the “why” of the strategy they chose.

An activity that supports multiple entry points for students could be incorporating game play into the math curriculum being taught. Students at various levels can enter different domains of math simply by analyzing the game board during and after playing.

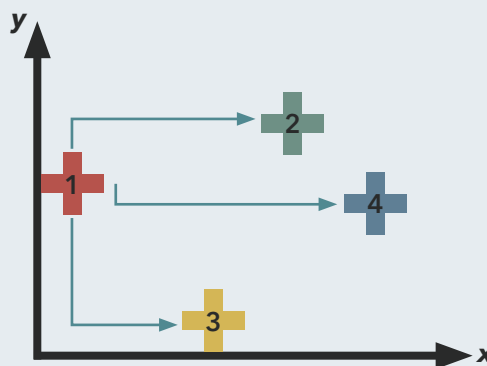


Representing Mathematical Thinking Through Game Play

Organizing color pieces into various graphs or visuals.



Discussing the movement of specific game pieces located on the board.

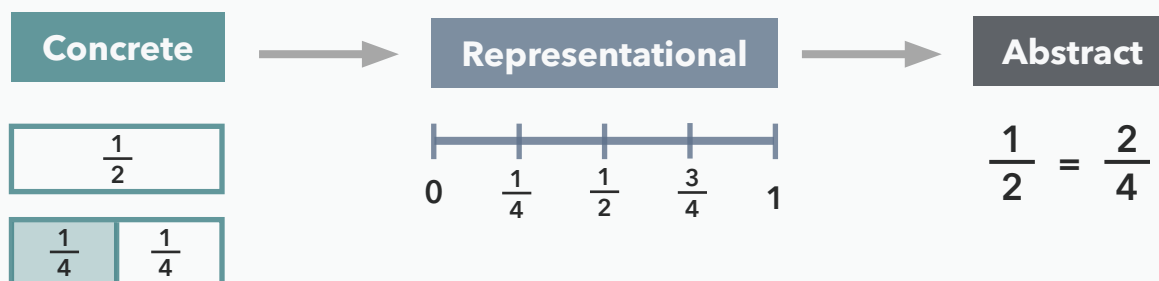


Using math notation to represent the pieces that have been played.

$$P(\text{red}) = \frac{\square}{400}, \quad P(\text{yellow}) = \frac{\square}{400} \dots$$

7. From Concrete to Abstract: An Illustrative Learning Process

To illustrate how the same mathematics can be approached differently, consider the idea of equivalent fractions (for example, showing that $\frac{1}{2}$ is the same as $\frac{2}{4}$). A traditional approach might emphasize a rule (multiply numerator and denominator by the same number). A framework-aligned approach builds the rule from meaning.



Concrete Thinking

Students use fraction strips or area models to physically show that two one-quarter pieces cover the same amount as one half. The teacher prompts students to describe what stays the same (the whole) and what changes (how it is partitioned).

Representational Thinking

Students draw models (rectangles, circles, or number lines) and label partitions to record the equivalence they observed with tools. They compare different drawings and explain why they represent the same quantity.

Abstract Thinking

Students generalize: if we partition each half into two equal parts, the same amount is now described as two fourths. Only after meaning is established do students connect to symbolic methods (multiplying numerator and denominator by the same factor) and consider efficiency.

This sequence strengthens conceptual understanding and supports procedural fluency through understanding, while also building language, reasoning, and confidence.

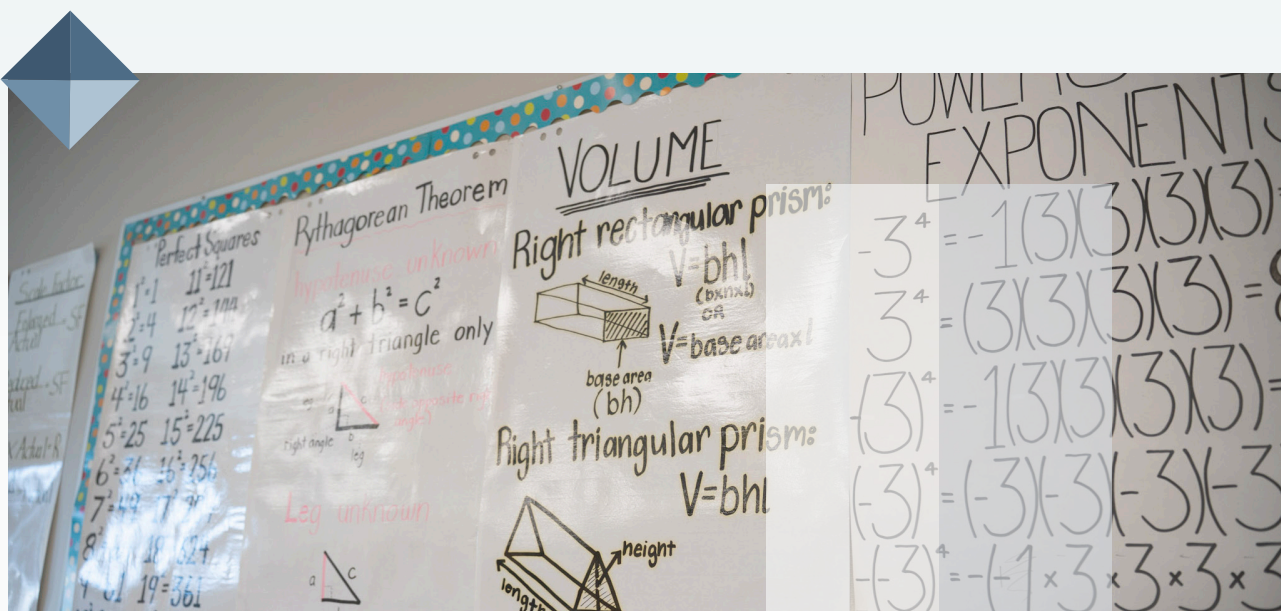
8. Actioning the Framework

Implementation of the Mathematics Framework is supported through a coherent system that aligns expectations, professional learning, instructional leadership, and evidence of impact. This approach is intentionally designed to support consistency and cohesion across schools while allowing for flexibility in how the Framework is actioned in local contexts.

Division Structures for Consistency and Cohesion

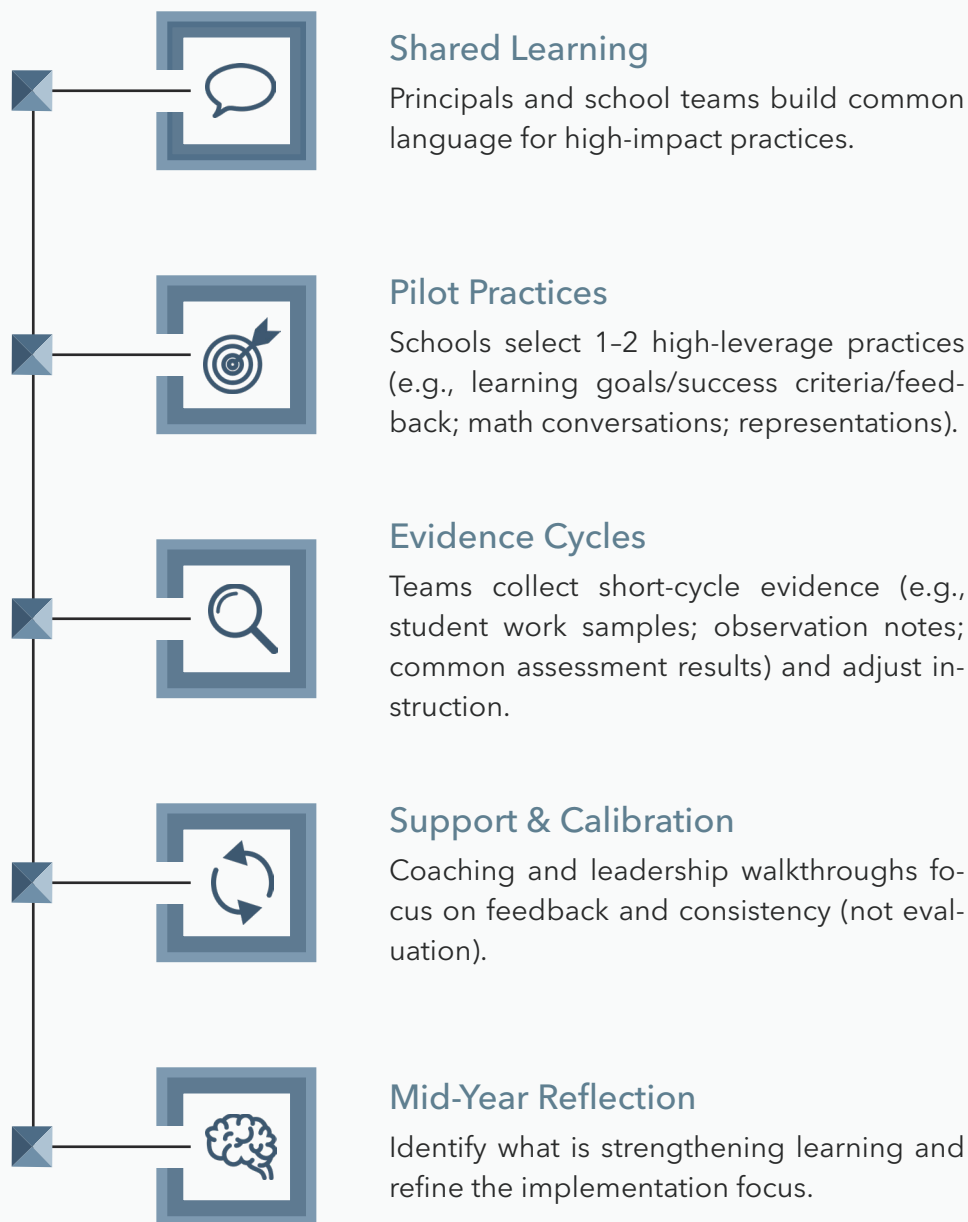
Key structural elements include:

- A common Division framework with shared language and clear instructional expectations shared with Principals and Instructional Coaches.
- School-based collaborative structures such as Collaborative Response, Professional Learning Communities (PLCs) and grade teams focused on student work, assessment evidence, and responsive instruction occurring on an ongoing basis. The third Thursday of each month has been set aside for schools to engage in Collaborative Response; this is one time when schools could engage in looking at student work in mathematics.
- Instructional coaching and consultant support to model practices, co-plan lessons, and strengthen educator capacity happening “at the elbow” in classrooms.
- Leadership walkthroughs and feedback cycles aligned to framework look-fors (task quality, discourse, tools/representations, assessment for learning).
- Use of Common Summative Assessments (CSAs) and agreed-upon evidence sources to monitor trends and inform next steps.



Implementation Focus

This year's focus is on orientation and early implementation: building shared understanding of the Framework, selecting a small number of high-leverage practices, and establishing common evidence routines. A typical sequence includes:



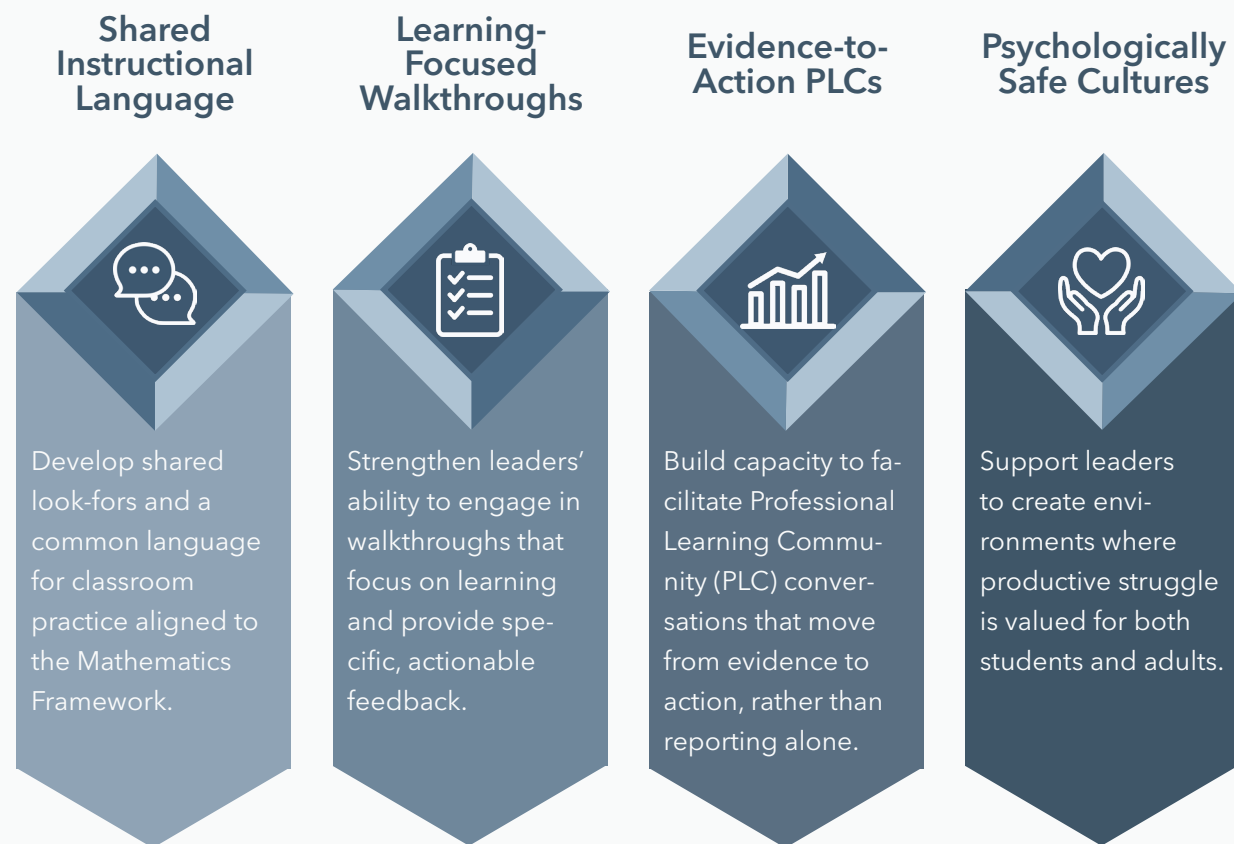
Implementation is supported through structured learning, focused practice selection, short-cycle evidence collection, and leadership calibration. This sequence ensures that implementation remains focused on strengthening student learning rather than adding new initiatives.

Instructional Leadership in Mathematics

Instructional leadership is central to strong mathematics outcomes. Leaders shape conditions for success by setting clear expectations, protecting collaborative time, supporting teacher learning, and monitoring implementation through evidence-informed conversations.

Building Instructional Leadership Capacity

Instructional leadership skills are built over time in a supportive environment in which leaders have the opportunity for reflection, conversation, and practice. Across the Division, instructional leadership capacity is strengthened through a focus on:



This work is supported through ongoing Principal as Instructional Leader sessions, Assistant Principal Catholic Education Leadership (CEL) sessions, Instructional Coach sessions, and optional Communities of Practice (COPs), which strengthen shared leadership practices and support consistent implementation of the Mathematics Framework across schools.



Shift in DFPL to a Three-Year Plan

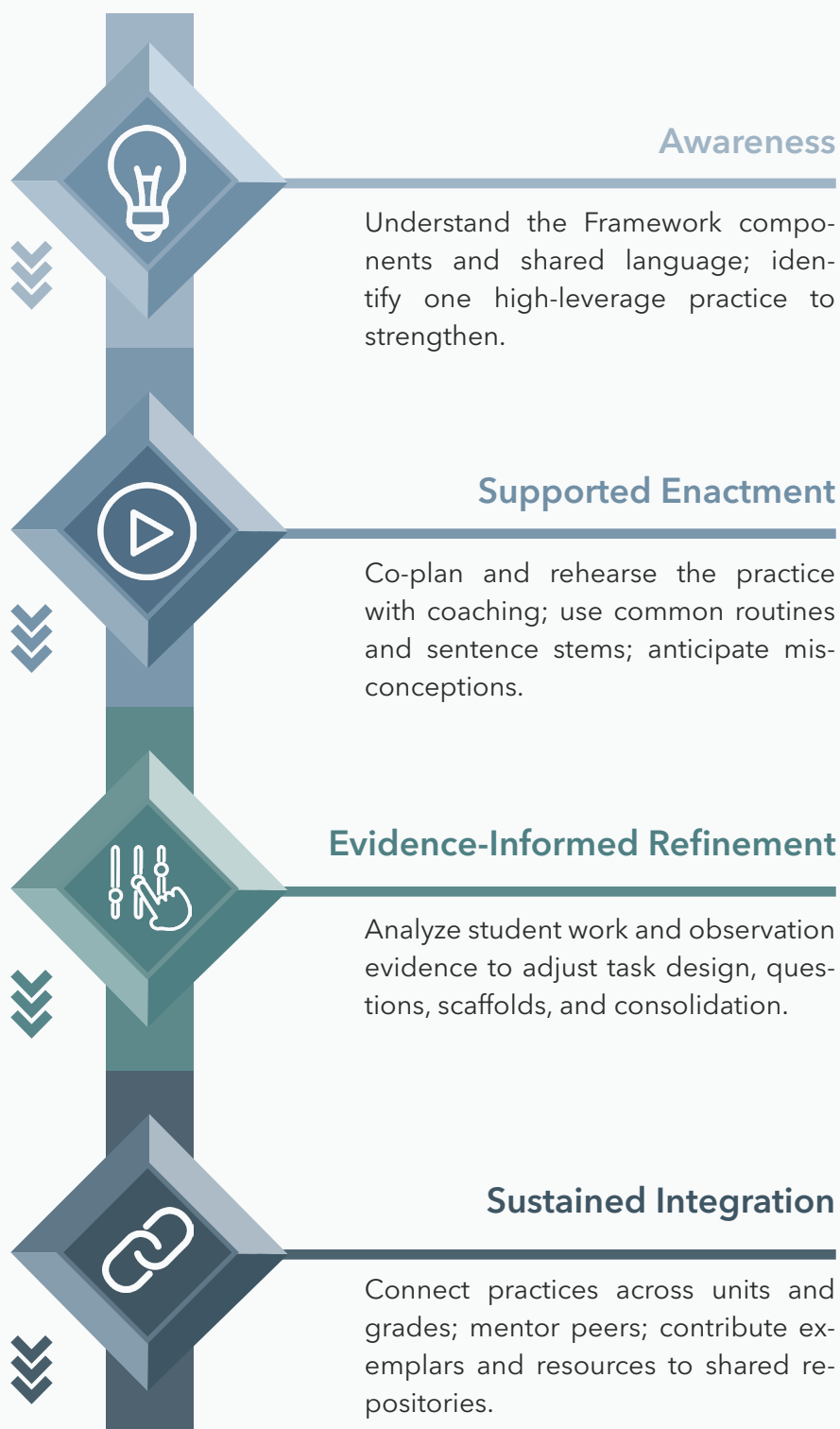
To reduce initiative fatigue and increase coherence, Division-Focused Professional Learning (DFPL) is shifting from single-year topics to a staged three-year implementation plan that deepens practice over time.

Proposed Three-Year Arc

Year	Primary Focus	What Changes in Classrooms / Teams
Year 1 2025 - 2026	Shared language and foundational high-impact practices	Consistent learning goals/success criteria/feedback; routine math discourse; purposeful tools/representations; short-cycle evidence routines.
Year 2 2026 - 2027	Task quality, cognitive demand, and strengthening proficiency strands	More frequent rich problem solving; improved task design; strategic sequencing of student thinking; stronger consolidation routines.
Year 3 2027 - 2028	Equity, intervention coherence, and sustaining system capacity	Refined tiered supports; stronger progress monitoring; deeper supports for language learners; leadership calibration and sustainability practices.

9. Learning Progressions for Educators

Educator learning is strongest when it follows a progression from awareness to routine practice to refinement. The following progression supports consistent implementation:



10. Conclusion

The Mathematics Framework represents an innovative Division response to the need for coherent, practical supports for implementation. Where provincial guidance may not provide sufficient clarity, exemplars, and professional learning structures for consistent classroom enactment, the ECSD Mathematics Framework offers a locally developed, coherent map that is aligned to research-informed practice and the needs of Edmonton Catholic Schools. The innovation lies in the clearly articulated expectation, goals, and vision of the Mathematics Framework which will drive professional learning, leadership conversations, and instructional practice.

As the Framework is implemented over the next three years, mathematics classrooms will increasingly reflect consistent high-impact practices: students engaging in reasoning and discourse, using representations, and applying mathematics through rich problem solving; teachers using evidence to respond; and leaders strengthening coherence through supportive instructional leadership. The end goal is improved student growth and achievement and confidence in mathematics, supported by a stable, multi-year improvement approach.



11. Appendix

Top Five Advocacy Priorities for Strengthening Mathematics Instruction in Alberta

1.  **Curriculum Implementation Timing**
The implementation of new curriculum over multiple grade levels causes significant gaps in student understanding and leads to a challenge with professional learning supports. Implement one year at a time so student and teacher knowledge and skill can be supported in a staged approach.
2.  **Resources**
Resources to support new curriculum are inconsistent. There is no clear teacher guide to support teacher implementation. Teachers require a clear, coherent plan to support a complex and challenging position.
3.  **Pre-Service Teacher Training**
It is important that we advocate for improved mathematics instruction at the post-secondary level for Elementary generalists as they regularly only have two courses for their degree completion in Mathematics. Further, we need recruitment strategies to develop specialists in mathematics in Education programs.
4.  **Sustained, Job-Embedded Professional Learning**
Effective Mathematics instruction depends upon ongoing, job-embedded professional learning, not one-time workshops. Dedicated funding is needed for sustained professional development and the recruitment and retention of specialized Mathematics teachers to build system-wide capacity. To do this, we require additional staff in a system with too few teachers available. Advocating for further Education spaces in post-secondary, with quality instruction in mathematics, would be very helpful.
5.  **Clear Provincial Guidelines for Student Achievement**
In implementing new curriculum, exemplars of student performance assist teachers in understanding the standard or degree to which a student must demonstrate proficiency. Exemplars help teachers prepare students for standardized exams such as Provincial Achievement Tests. At minimum, there needs to be clear provincial guidelines for student achievement to correspond to curricular expectations.



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BOARD OF TRUSTEES MEMO

March 25, 2026 Public Board Meeting **4.1**

Date: March 25, 2026

To: The Board of Trustees

From: Sandra Palazzo, Board Chair

Re: **March 2026 Board Chair Report on #ECSDfaithinspires**

March has marked significant progress for the Board of Trustees' advocacy as our Division continues to respond to both rapid enrolment growth and the evolving needs within our classrooms.

The Board is pleased that Edmonton Catholic Schools has received approval from the Government of Alberta to begin planning three priority school projects. Announced on March 9 at St. Carlo Acutis Catholic High School, these projects support growth in developing communities and renewal in established neighbourhoods.

These include a new high school in Windermere, a new K–9 school in Kirkness, and a replacement school at the St. Alphonsus site. Together, they will help address enrolment pressures and ensure families can access Catholic education close to home. With enrolment now exceeding 51,000 students, an increase of over 17% in five years, these approvals are an important step in preparing for the future. While still in the planning stage, this work allows the Division to move forward with design and readiness as we advocate for construction funding.

In addition, the Division is preparing to implement new provincial classroom complexity supports. Edmonton Catholic Schools has been allocated 42 Classroom Complexity teams for K–6 schools, with identified schools expected to be made public. The Division is currently reviewing this information to ensure it reflects local classroom realities and will seek adjustments where needed.

This funding is intended as a short-term measure to help address increasing classroom complexity. While it will not reduce class sizes or resolve all pressures, it may help ease workload intensity and support student and staff well-being where needs are greatest.

The Board remains committed to advocating for the resources needed to support both our growing student population and the increasingly complex needs within our classrooms.

Attached is a summary of meetings, events, and activities undertaken in my role as Board Chair since my last report. This summary does not include those meetings and events that I attended as a Trustee representing my Ward.

Recommendation:

That the Board of Trustees acknowledges receipt of the **March 2026 Board Chair Report on #ECSDfaithinspires** for information purposes.

March 2026 Board Chair Report on #ECSDfaithinspires**Summary of Meetings, Events, and Activities****Meetings and Events:**

- Attended Alberta Catholic Schools Trustees' Association MLA Reception with Board of Trustees and Chief Superintendent
- Attended ECSD Career and Resource Event with Board of Trustees and Chief Superintendent
- Attended Student Voice with Board of Trustees and Chief Superintendent
- Attended NAIT High School Culinary Challenge Reception 2026 with Board of Trustees and Chief Superintendent
- Attended Annual Division French Immersion Cabane à sucre with Board of Trustees and Chief Superintendent
- Attended St. Hilda Catholic Junior High School 50th Anniversary Celebration
- Attended Father Michael Mireau Youth Faith Day with His Grace Archbishop Stephen Hero, Board of Trustees, and Chief Superintendent
- Attended Division Retirement Gala Committee Meeting
- Attended No Stone Left Alone Committee Meeting
- Attended 2026 Alberta Provincial Prayer Breakfast with Board of Trustees
- Attended Employee Group Social with Board of Trustees and Chief Superintendent
- Attended Provincial Capital Announcement at St. Carlo Acutis Catholic High School with Chief Superintendent
- Attended *She Leads* Luncheon with Board of Trustees
- Attended Iftar Dinner hosted by Her Honour, the Honourable Salma Lakhani
- Attended meeting with Metro Chairs
- Attended virtual meeting with ASBA and Board Chairs
- Attended virtual meetings and briefings with Chief Superintendent, Administration, and Board of Trustees
- Attended virtual agenda setting meetings with Vice-Chair
- Attended Public, Governance, and Audit and Finance meetings with the Board of Trustees

Activities:

- Participated in St. Francis Xavier Catholic High School Bike-a-Thon
- Participated in Board Workshop with Board of Trustees
- Addressed numerous media requests
- Attended to correspondence and emails





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BOARD OF TRUSTEES MEMO

March 25, 2026 Public Board Meeting **4.2**

Date: March 25, 2026

To: Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Re: **Chief Superintendent's Report on #ECSDfaithinspires - March 2026**

Background:

The 2025-2026 school year is one which is marked with great hope. Our Division theme for the year continues to be People of Hope. This month brings many new opportunities for the students and staff of Edmonton Catholic Schools to engage in an excellent Catholic education. I wish to highlight some of my activities as Chief Superintendent alongside some of the happenings in our Division as they relate to the framework of our Division Priorities: Living Our Faith, Learning Excellence, Organizational Excellence, and Embracing Diversity. These priorities can be explored more fully on ecsd.net under our Division Plan For Continuous Growth 2023-2026 (Year 3).

Living Our Faith

- The total is in for our Faith Development Day collection from Mass. Staff raised almost \$9000 in support of the Edmonton Catholic Schools Foundation and the great work that they carry out in service to our students, families, and school.
- Our grade 8 students participated in our annual [Father Michael "Catfish" Mireau Youth Faith Day](#). This wonderful day of faith formation included a Eucharistic Mass and an inspirational presentation by Jesse Manibusan – the internationally acclaimed speaker, songwriter, humorist, and catechist. Through story and song, Jesse unfolds the beauty of serving others, especially those who suffer.
- Our Principals had the opportunity to spend a morning with David Wells further unfolding how to remain hopeful in times of societal tension.
- Katherine Therrien Catholic Elementary School marked its 50th Anniversary with a special liturgy and celebration. Students learned about their school namesake, met Mrs. Waschuk who taught at the school in 1976, and came up with a gift for future generations. They gathered meaningful items to be placed inside a time capsule that will not be opened until March 9, 2076! St. Hilda Catholic Junior High School also celebrated its 50th Anniversary this month.

Learning Excellence

- Across ECSD, classrooms leaned into the Pi Day fun with creative numeracy activities and even a few friendly contests to see how many digits of pi students could recite.
- This is the fourth year Edmonton Catholic Schools has hosted Cabane à sucre. The event reflects a core goal of the French Immersion program, helping students develop an appreciation for francophone cultures through lived experiences beyond the classroom.
- At Edmonton Catholic Schools, we believe every child can succeed in French Immersion, and every family can play a meaningful role in that success. That's why we created [Oui Learn Together](#), a new online resource hub designed just for French Immersion families. Practical tips for supporting language development at home. The hub includes engaging videos that show real strategies in action, activities and ideas that fit into everyday routines, and seasonal topics, released four times a year, curated by ECSD's French Immersion consultants.
- I was pleased to join Superintendent Peterson, Director Lafreniere, and Manager Roffey to present our Optimal Learning journey at a Student and Community Voice AI Summit this month. The presentation shared our Division's work and the importance of ensuring that the human aspect of strategic work is honored.

Organizational Excellence

- Our Division celebrated Replacement Staff Appreciation Week (March 9-13). These incredible staff members step up when others are away, and their unwavering dedication is inspiring. Whether in the classroom, front office, keeping our schools clean and safe, or supporting our schools in other ways, their expertise, passion, and commitment allow us to continue to provide an excellent Catholic education that inspires students to learn, grow, and serve God in one another.
- We have just completed our annual cycle of administrator placements for the 2026-2027 school year. The placement team, made up of members of the Executive Leadership Team, crafts administrative teams based on administrative needs for the schools, strengths, and the skills and experience of each administrator.
- The ECSD Career and Resource Event welcomed educators at every stage of their career to explore opportunities in our Division for our teacher recruitment event. They were able to connect with Division staff and discover how ECSD supports teachers in building meaningful and rewarding careers.

Embracing Diversity

- I was honored to attend the Alberta Lieutenant Governor's Iftar dinner for community leaders. It was a blessing to gather with elected officials, faith and community leaders, and guests to build relationships, strengthen partnerships, and reaffirm our shared commitment to caring for others.
- Schools marked International Women's Day with a variety of learning activities. Teachers were provided with lessons to support and guide classroom conversations and activities with students.

Recommendation:

That the Board of Trustees acknowledges receipt of the **Chief Superintendent's Report on #ECSDfaithinspires – March 2026** for information purposes.

