



2026 – 2027 BUDGET SUMMARY



foothillsschooldivision.ca

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DIVISION CONTACTS

FOOTHILLS SCHOOL DIVISION OPERATING BUDGET 2026-2027 SUMMARY

The Foothills School Division (FSD) has established a budget for the 2026-2027 fiscal year, projecting revenue of \$104.48 million and planned expenditures of \$105.58 million. FSD provides public, K-12 education services to the County of Foothills, Alberta, Canada, and other municipalities therein, including the Towns of Okotoks, High River, Diamond Valley and the Village of Longview.

- ⇒ **Foothills School Division Education Plan**
- ⇒ **Annual Education Results Report**
- ⇒ **Audited Financial Statements**
- ⇒ **Operational Plan**



LAND ACKNOWLEDGEMENT

We honour the spirit, life, and lessons this land and its ancestors teach us. We acknowledge the traditional land and territories of the Siksika, Piikani, Kainai, Tsuut'ina, and Îyârhe Nakoda as well as the Foothills District and the Rocky View District within the Battle River Territory of the Otipemisiwak Métis Government of Alberta.



VISION: Engagement, Support, and Success for each learner.

MISSION: Each learner entrusted to our care, has unique gifts and abilities. It is our mission to find out what these are...Explore them...Develop them...Celebrate them!

PRIORITIES



Engagement

- Stakeholder engagement and communications
- Continuous improvement and assurance

Support

- Wellness and wellbeing
- Continuum of supports

Success

- Excellence in teaching, learning, and leading
- Learning that transfers
- Numeracy and literacy
- First Nations, Métis, and Inuit student success
- Innovation and design

» OUR DIVISION

LEADERSHIP

The Foothills School Division prides itself on providing outstanding educational opportunities for the communities we serve and believes in its purpose of *education at the centre of a flourishing community*.

For further information about The Foothills School Division, view our Five-Year Education Plan, Annual Education Results Report, and the Audited Financial Statements on the Division's website at foothillsschooldivision.ca. The website is a great resource to provide further information about The Foothills School Division's schools, services, and resources.

OUR BOARD OF TRUSTEES (2025-2029)



Ward 1
Sharon Hines



Ward 2
Sherry Butler



Ward 3
Theresa Letendre
Board Chair



Ward 4
Sharon Nichols



Ward 4
Lisa Penzo
Board Vice Chair



Ward 5
Jackie Roe

OUR EXECUTIVE TEAM



Superintendent of Schools
Chris Fuzessy



Asst. Superintendent,
Employee Services
& Education Partner Relations
Sarah Clark



Asst. Superintendent,
Learning Services
Caroline Roberts



Asst. Superintendent,
Corporate Services
Secretary Treasurer
Katelyn Nickel

OUR SCHOOLS

HIGH RIVER & AREA SCHOOLS

- **École Joe Clark School** (K-5)
- **Spitzee Elementary School** (K-5)
- **École Senator Riley Middle School** (6-8)
- **École Secondaire Highwood High School** (9-12)
- **Blackie School** (K-8), Blackie
- **Cayley School** (K-8), Cayley
- **Cayley Colony School**
- **High River Colony School**
- **MacMillan Colony School**

OKOTOKS & AREA SCHOOLS

- **Big Rock School** (K-6)
- **Dr. Morris Gibson School** (K-6)
- **Meadow Ridge School** (K-9)
- **École Percy Pegler School** (K-6)
- **Westmount School** (K-9)
- **École Okotoks Junior High School** (7-9)
- **École Secondaire Foothills Composite High School /Alberta High School of Fine Arts** (10-12)
- **Cameron Crossing School** (7-12)
- **Heritage Heights School** (K-9), DeWinton
- **Red Deer Lake School** (K-9), Foothills County

HIGH COUNTRY SCHOOLS

- **C. Ian McLaren School** (K-6), Diamond Valley
- **Turner Valley School** (K-6), Diamond Valley
- **Longview School** (K-6), Longview
- **Millarville Community School** (K-8), Millarville
- **Oilfields School** (7-12), Diamond Valley

LEARN ANYWHERE

- **Foothills Digital School** (1-12)

OUR PROGRAMS

- **Alberta High School of Fine Arts**
- **Career Education**
- **EXPLORE: Nature-based Learning**
- **Foothills Digital School (1-12)**
- **French Immersion**
- **Full Time Kindergarten**
- **Indigenous Learning**
- **Innovation and Design and Career Futures**
- **International Students**
- **Junior Kindergarten**
- **Montessori Program**
- **Summer School**



» BUDGET ENGAGEMENT

We are committed to engaging and collaborating meaningfully with our learners and communities. We communicate division progress and the use of resources transparently and with a view to guiding future decision-making. We consult widely and in a variety of ways with our learners, parents, and communities to include their voice in our decision-making and to build partnerships. We seek to understand the views of our learners and communities and use this knowledge to inform our decision-making. We do this to assure our communities that our decision-making is based on the best interests of all learners.

- **A Flourishing Community**
- **Advocacy**
- **Celebrating our Flourishing Community**
- **Foothills Flourishing Community Award**
- **Footnotes**
- **FSD News**
- **Get Involved**
- **Ideas that Make Cents**
- **Safety for All**

WHAT WE HEARD

The Foothills School Division Lead Team completed a review of the stakeholder engagement feedback collected throughout the year. FSD received several responses from partners in education to the **Ideas that Make Cents** engagement opportunity. These include the following areas of consideration:

- The importance of **manageable class sizes** and ensuring appropriate staffing levels to support effective teaching and learning
- Ongoing investment in **literacy and numeracy supports** to strengthen foundational student learning outcomes
- The need for **accessible and responsive supports for diverse learners**, including inclusive education and targeted interventions
- Ensuring that **new curriculum** is well supported by maintaining up-to-date learning resources and materials that enable high-quality instruction



BUDGET PROCESS

The Board of Trustees developed belief statements and set priorities, through our **Education Plan**, that guides the development of the 2026-2027 Budget. Administration gathers information from Alberta Education and Childcare, schools, divisional leadership along with parents and staff in formulating how the budget helps carry out the Division’s plan.

The Foothills School Division remains strongly committed to supporting classroom instruction and student learning. While a modest enrolment decline is projected for the 2026–2027 school year, the Division continues to place a priority on the classroom and direct supports for students. A recent provincial announcement supporting class size reduction has been instrumental in enabling the addition of certificated staff, helping to alleviate class sizes and enhance learning environments across our school communities.

These considerations have been thoughtfully incorporated into the budgeting process, enabling strategic planning that supports continued stability and a successful year ahead. This work is grounded in the Division’s vision of engagement, support, and success for

each learner and a continued focus on ensuring student learning and well-being remain at the centre of a flourishing learning community.

In alignment with the Division’s Education Plan priorities, the 2026–2027 Budget continues to advance high-quality learning opportunities that strengthen literacy and numeracy, support student and staff well-being, and ensure a responsive continuum of supports for all learners.

Further, the budget supports ongoing efforts to advance innovation and design, enhance excellence in teaching, learning, and leadership, and strengthen meaningful engagement with students, families, staff, and community partners. Through a continued focus on evidence-informed decision-making and continuous improvement, the Division is well positioned to respond to emerging needs while maintaining a strong and sustainable learning system.

The Division remains committed to creating welcoming, caring, respectful, safe, and inclusive learning environments, while fostering student engagement, belonging, and success.

SCHOOL AUTHORITY PLANNING AND RESULTS REPORTING

The planning and reporting processes that school authorities use should reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework. Effective planning and results reporting occurs in a continuous improvement cycle and are integral to school authority accountability and assurance. The planning and reporting cycle (see graphic below) involves:

- Developing/updating plans based on results, contextual information, input from stakeholders, and provincial direction
- Preparing budgets that allocate or re-direct resources to achieve priorities and meet responsibilities in a fiscally responsible and sustainable manner
- Implementing research and practice-informed strategies to maintain or improve performance within and across domains and focused on student growth and achievement
- Monitoring implementation and adjusting efforts as needed
- Measuring, analyzing and reporting results
- Using results to identify areas for improvement and to develop strategies and targets for the next plan (i.e. evidence-informed decision making)
- Communicating and engaging with stakeholders about school authority plans and results throughout the process.

CONTINUOUS IMPROVEMENT CYCLE

Successful work within and across the domains occurs within a continuous improvement cycle. There are a variety of approaches to improvement, and many include the following components:



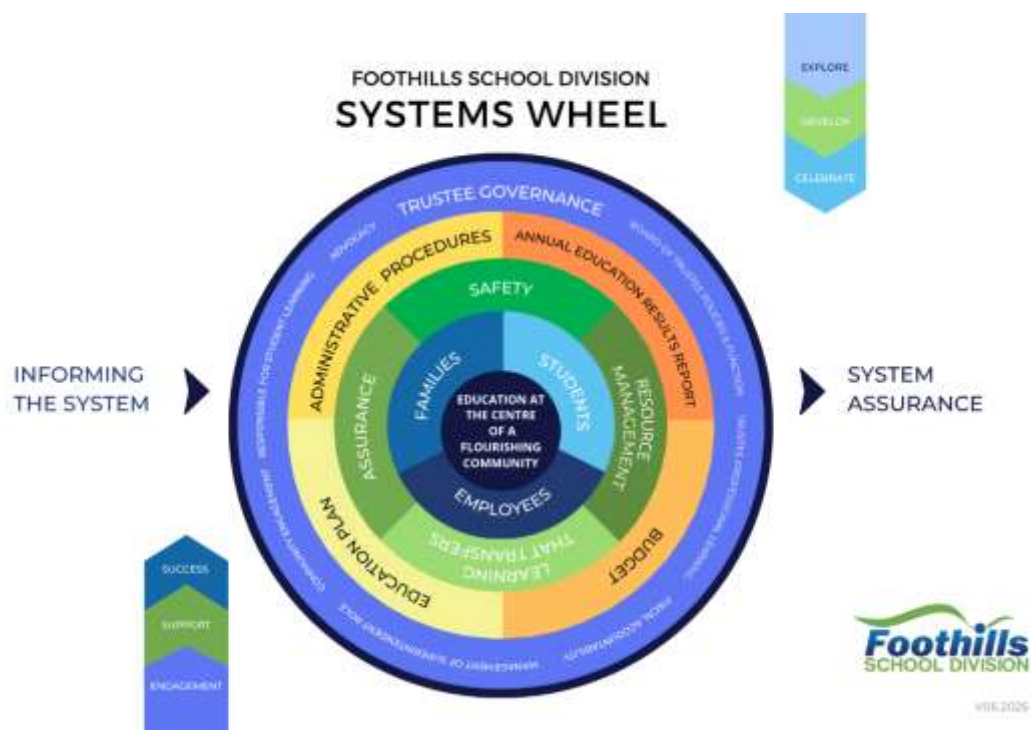
Alberta Education Assurance Framework

- *Explore*: Involves accessing, analyzing and interpreting accurate and relevant data and identifying and understanding an issue, concern or problem. Key question: What is going on here?
- *Develop*: Involves identification of a problem or challenge that can be addressed; identification of potentially successful strategies to address a learner-centered problem/challenge; and developing an action plan. Key question: What needs to be improved? How?
- *Take action*: Involves learning as you implement the plan and making adjustments through formative feedback. Key question: How are we 'actioning' the plan?
- *Evaluate*: Involves evaluating the impact of the plan. Key question: Did our planned strategies have the desired outcomes? What is next?

Key Enabling Processes for Continuous Improvement

Key enabling processes that must be part of all phases of a continuous improvement cycle include:

1. *Evidence-informed decision-making*: In a continuous improvement cycle, participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.
2. *Engagement*: Effective engagement processes rely on education partners working together for the purposes of bringing about positive change, with all partners recognizing that the nature of the engagement will vary according to the needs of the participants.
3. *Learning and Capacity Building*: In assurance, reflection on learning is critical. Because the provision of assurance is a dynamic process, the opportunities for building capacity for change and improvement must be ongoing.



CHANGES & INITIATIVES

- The **Alberta Education Assurance Funding Model** and changes to the funding framework.
- A continued focus on advancing the key priorities identified in FSD's **Education Plan**.
- Continued targeted academic supports in literacy and numeracy, ensuring students develop strong foundational skills and achieve success aligned with provincial and divisional expectations.
- Ongoing enhancement of student wellness and well-being through a responsive and evolving continuum of supports, including the continued development of more centralized and coordinated service delivery models to better meet diverse learner needs.
- Sustained implementation of new provincial curriculum, with a focus on high-quality instruction, effective assessment practices, and meaningful learning experiences that support transferable learning.
- Continued focus on enhancing the wellness and well-being of our students, staff, families, and communities.
- The Foothills School Division continues to provide high quality professional development for teachers.
- Ongoing commitment to advancing First Nations, Métis, and Inuit education, including supporting *Truth and Reconciliation* and ensuring learning environments reflect inclusion, respect, and belonging.
- Advancing community partnerships by placing education at the centre of a flourishing Foothills community.



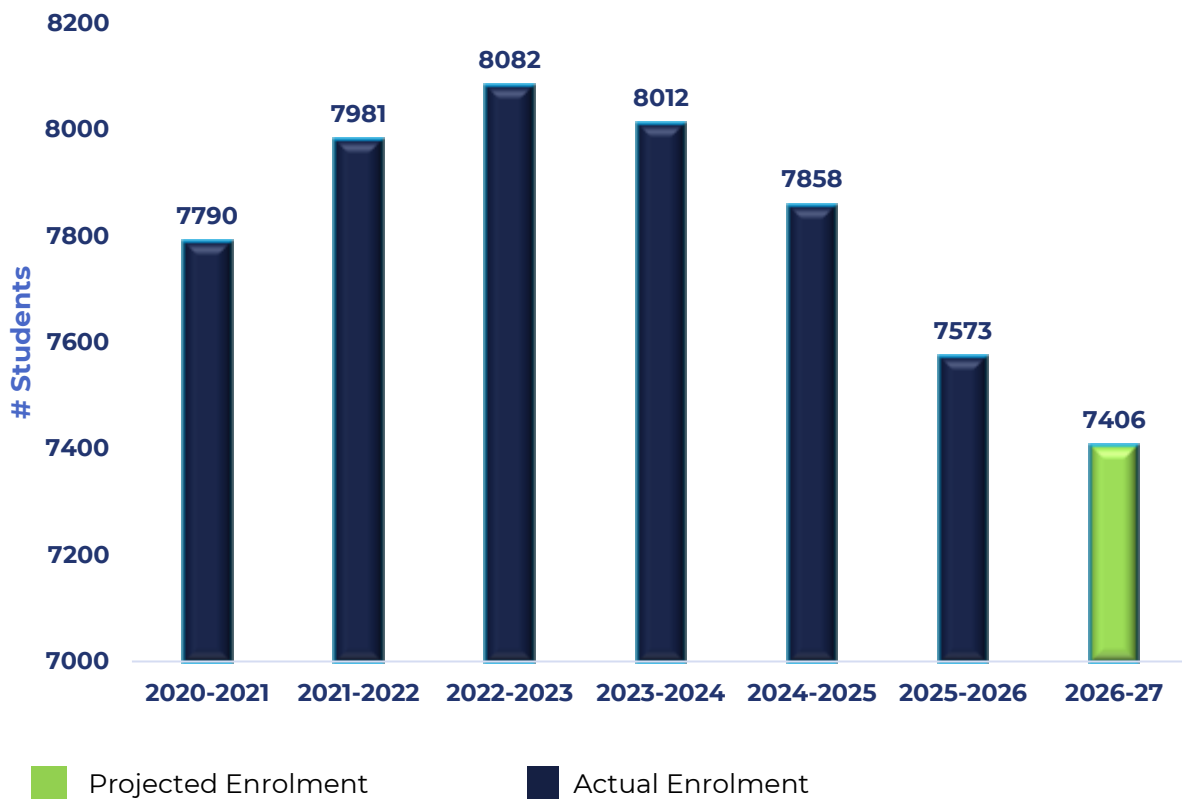
REVENUE

ENROLMENT

The Foothills School Division has 7,406 students projected in early education (kindergarten) through grade 12 in the 2026-2027 school year as compared to the actual 7,573 in 2025-2026. This results in an overall projected decrease of 2.2% in student enrolment from the prior 2025-2026 year.

Historical enrolment data and conversations with school administrative teams is used to predict enrolment for subsequent budget periods. The following chart illustrates the change in enrolment from September 2020 to September 2026 and projected enrolment for the 2026-2027 school year.

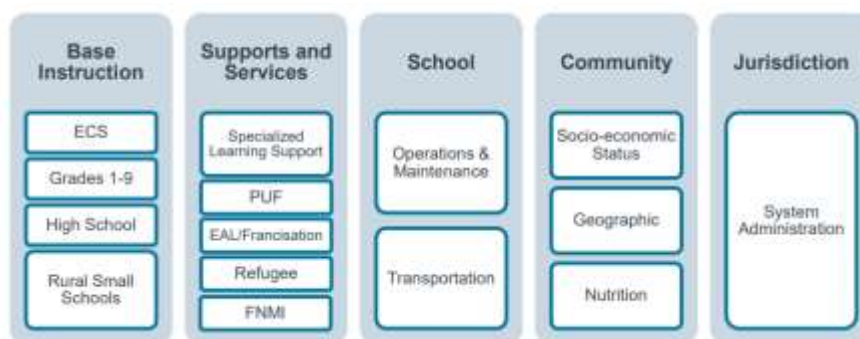
Enrolment projections are shared and deliberated with the individual schools. The Foothills School Division works closely with all its municipal partners and utilizes census data to prepare for the fluctuations in enrolment growth.



Programs and school offerings are key in meeting student and community priorities. FSD hopes to increase enrolment through an expansion of the Foothills Digital School and through continued development of programs that parents and students see as priorities.

Before and After School Programs, Junior Kindergarten Programs and full day Kindergarten are all aimed at providing early learners with the supports they need to focus on their social, and physical wellness from a younger age.

The Foothills School Division is financially dependent on funding from the Province of Alberta. The school division receives 94 percent of its funding from provincial government sources. Grants are received in the envelopes shown below:



The Division's Revenue is further broken down into five main operational programs. These programs consist of Instruction (ECS-Grade 12), Operations and Maintenance, Transportation, System Administration and External Services. The Division also has control over other revenue sources, such as fees, other sales and services, investment, fundraising and grant revenues, which equates to five (5) % of the Division's revenue.

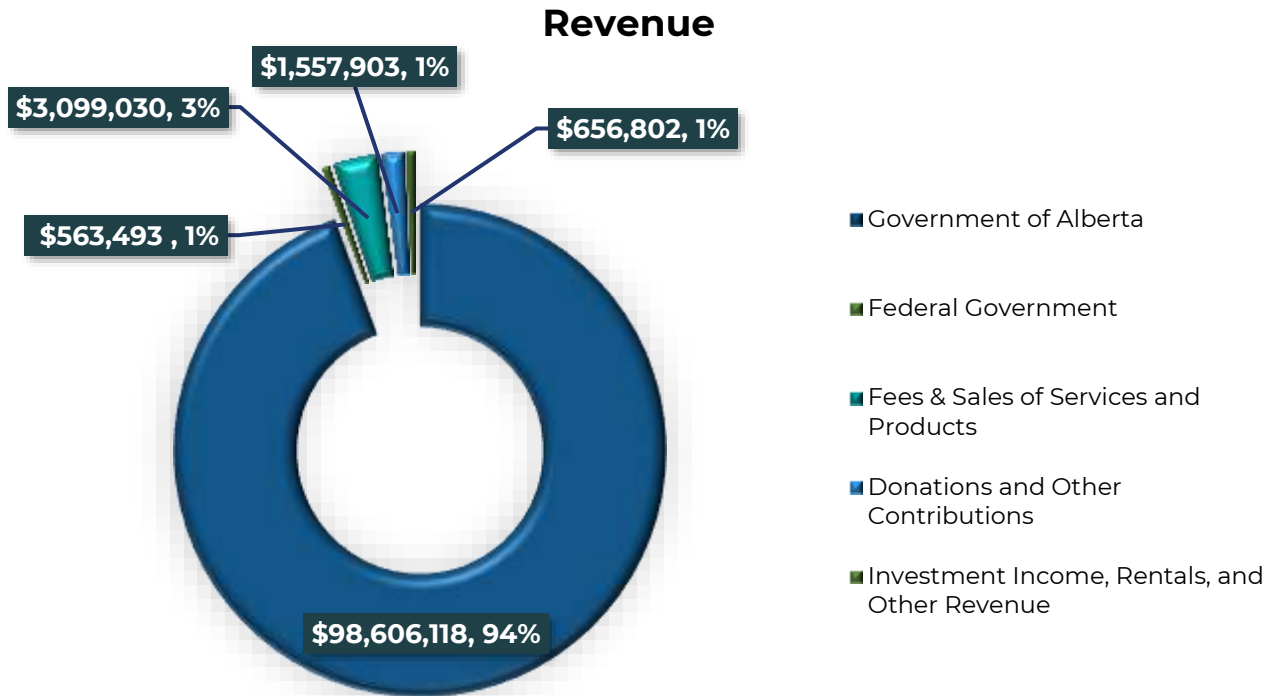
Total budgeted revenues for 2026-2027 is \$104 million.

For the upcoming fiscal 2026-2027 year, the province continues using the Adjusted Enrolment Method (AEM). This method provides a heavier weighting to projected students at 70 percent.

In addition, school divisions saw an increase in the following grant rates.

- Base 6%
- Program Unit Funding (PUF) 6%
- Specialized Learning Support Grant (SLS) 3%
- Moderate Language Delay Grant 3%
- English as an Additional Language allocation (EAL) 6%
- First Nations, Métis, and Inuit Education (FNMI) 3%
- Refugee Student Grant 3%
- Student Transportation Grant 3%

Operations and Maintenance will receive a five (5) percent grant rate increase for all school authorities. Alberta Education and Childcare announced that, for the 2026-2027 school year, Infrastructure, Maintenance and Renewal (IMR) funding will be incorporated into the Operations and Maintenance grant, providing school divisions with increased flexibility.



*Government of Alberta – Inclusive of Alberta Education, Alberta Infrastructure

*Donations and Other Contributions – Inclusive of Fundraising & Donations

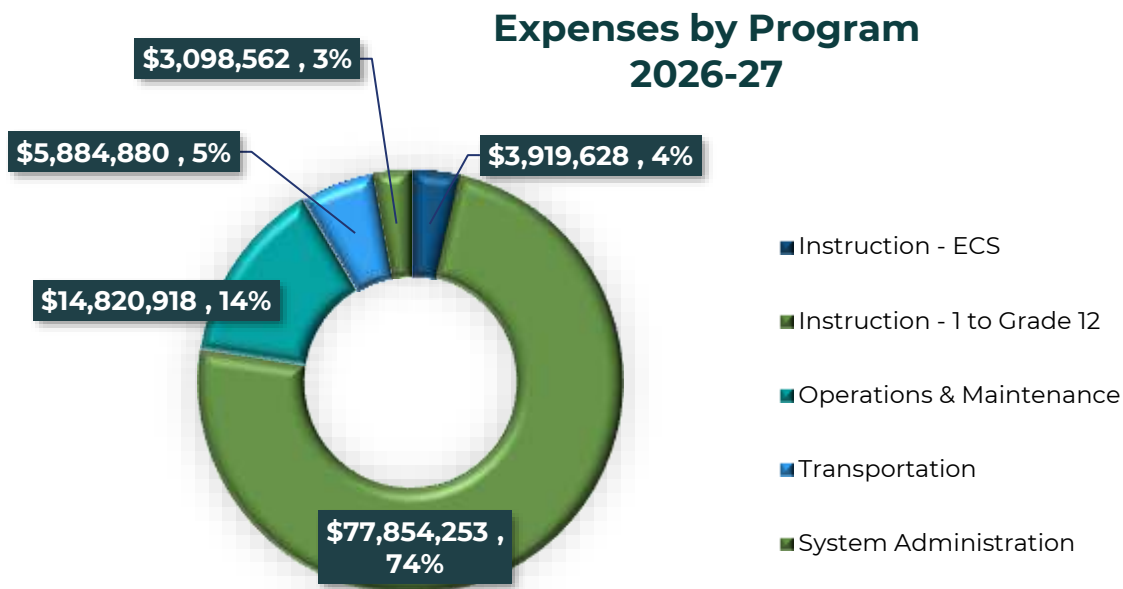
REVENUE COMPARISON

REVENUES	Budget 2026/2027	Budget 2025/2026	Actual 2024/2025
Alberta Education	\$93,227,956	\$86,488,948	\$89,543,773
Alberta Infrastructure	\$5,008,439	\$5,717,627	\$5,347,801
Federal Government and First Nations	\$563,493	\$315,000	\$1,316,325
Other - Government of Alberta	\$369,723	\$718,877	\$365,549
Fees	\$2,629,234	\$2,292,700	\$2,564,271
Sales of Services of Products	\$469,796	\$664,000	\$659,238
Investment income	\$389,552	\$350,000	\$424,226
Gifts and donations	\$795,631	\$500,000	\$654,575
Rental of facilities	\$160,000	\$60,000	\$160,834
Fundraising	\$762,272	\$650,000	\$987,853
Other revenue	\$107,250	\$463,750	\$174,832
TOTAL REVENUES	\$ 104,483,346	\$98,220,902	\$102,199,277
Variance	6.38%	-3.89%	

EXPENDITURES

EXPENDITURES BY PROGRAM

Funding is allocated to division programs and services to ensure that programs meet the needs of students and schools to remain viable. The \$105.57 million of funding resources are allocated to major program areas including Instruction, Operations and Maintenance, Transportation, System Administration, as well as Capital and Debt Services.



EXPENSES BY PROGRAM	Budget 2026/2027	Budget 2025/2026	Actual 2024/2025
Instruction - ECS	\$3,919,628	\$3,675,803	\$1,897,984
Instruction - 1 to Grade 12	\$77,854,253	\$72,052,721	\$74,319,131
Operations & Maintenance	\$14,820,918	\$14,363,693	\$15,160,880
Transportation	\$5,884,880	\$5,909,340	\$5,629,424
System Administration	\$3,098,562	\$3,169,322	\$3,202,730
External Services	\$0	\$0	\$0
TOTAL EXPENSES	\$105,578,241	\$99,170,879	\$100,210,149
Variance	6.46%	-1.04%	

Instruction - The allocation to all schools and other instructional programs, such as the Foothills Digital School and our outreach school (Cameron Crossing). Instruction includes our Junior Kindergarten, Early Childhood Services (Kindergarten) through to the grade 12 student population. Students can attend school and be fully funded by the province if they are older than 6 years of age and younger than 19 years of age as of September 1. System instructional support is also included as part of this program expenditures category.

The Foothills School Division continues to strengthen programming by developing regionalized program hubs that provide specialized supports within a centralized school setting. This approach allows students with complex needs to access highly responsive, targeted support while remaining connected to their peers and school communities, supporting both belonging and continuity of learning.

Operations and Maintenance - Activities relate to the Division's responsibility for the construction, operation, maintenance, safety and security of all school buildings and the maintenance facility.

Transportation - Program relates to all activities of transporting students to and from their attendance area schools.

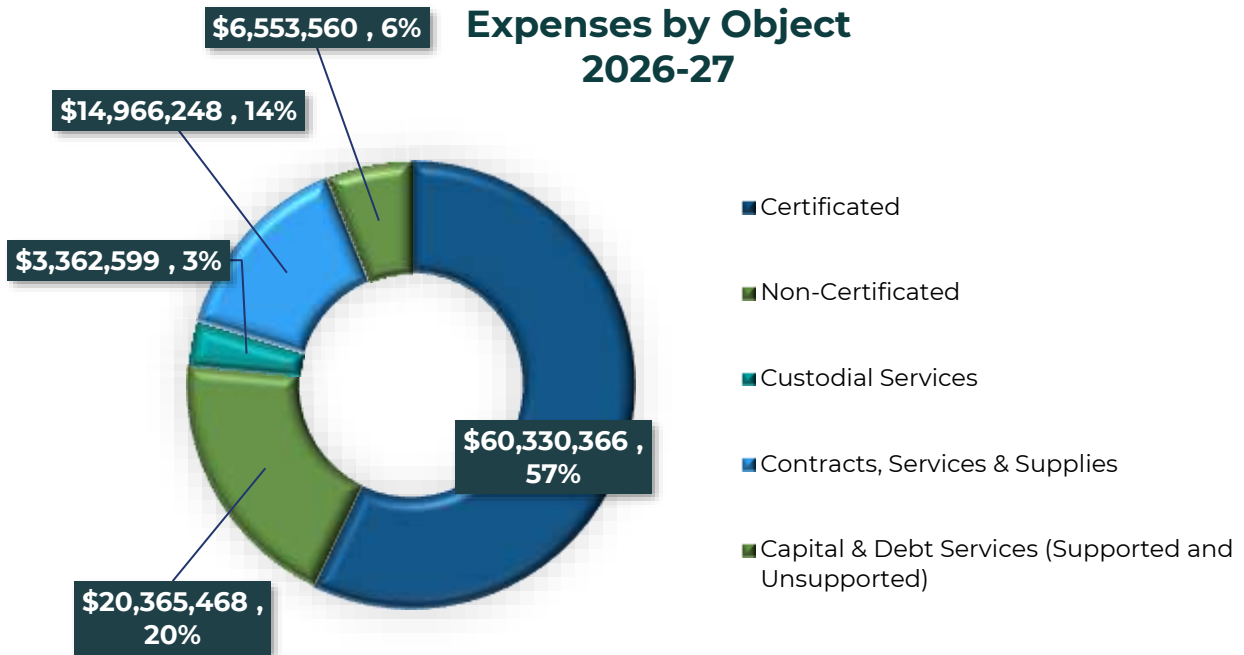
Capital and Debt Services - Includes the provision of unamortized portion of school buildings and supported debt from the Province of Alberta. Also included in the Capital and Debt Services budget is the amortization of capital assets as well as Capital Maintenance and Renewal (CMR).

System Administration - Includes Board Governance, Corporate Services, Employee Services, Board and System Administration.

EXPENDITURES BY OBJECT

The Foothills School Division will spend approximately \$80.7 million on staffing, which is about 75 percent of the Division's \$105.57 million budgeted expenditures. Out of this total, 75 percent has been spent on certificated staff and 25 percent spent on uncertificated staff. The Division contracts out custodial services, and this amount is included within the Operations and Maintenance supplies and services total.

The chart below compares the expenditures of the 2026-2027 budget compared to the 2025-2026 budget and 2024-2025 actuals.



EXPENSES BY OBJECT	Budget 2026/2027	Budget 2025/2026	Actual 2024/2025
Certificated	\$60,330,366	\$54,784,061	\$55,554,446
Non-Certificated	\$20,365,468	\$20,461,674	\$19,800,827
Custodial Services	\$3,362,599	\$3,149,000	\$3,152,544
Contracts, Services & Supplies	\$14,966,248	\$14,251,317	\$15,046,420
Capital & Debt Services (Supported and Unsupported)	\$6,553,560	\$6,524,827	\$6,655,912
TOTAL EXPENSES	\$105,578,241	\$99,170,879	\$100,210,149
Variance	6.46%	-1.04%	

FINANCIAL IMPACTS, RISKS, AND RESERVES

FINANCIAL RISKS & ASSUMPTIONS

1. **Assessment:** Increases to non-certificated and certificated salaries

Impacts: Unfunded increases to support staff salaries present a financial risk to the Division if not addressed through provincial funding. These are critical roles that allow the Division to operate in an effective manner.

Risk Level: High. 76 percent of the Division's expenditures are allocated to salaries and benefits. Due to FSD's unionized certificated and non-certificated environment, cost pressures such as grid progressions, negotiated salary increases, and inflationary impacts, need to be adequately funded to ensure the long-term financial feasibility and health of the Division.

2. **Assessment:** Classroom Complexity Funding

Impacts: There has been a rise of student complexities within the classroom. These complexities pose an additional risk due the temporary nature of the grant. Although the increase in funding has allowed the Division to support staff and students, the uncertainty surrounding the sustainability of this funding is a concern.

Risk Level: Medium to High. Rising costs associated with support staff salaries, including grid movement, further reduce the effectiveness of this funding.

3. **Assessment:** School Bus Replacement

Impacts: The Division continues to face increasing pressures related to the replacement of aging school bus assets. Rising procurement costs are creating challenges in maintaining an effective and reliable transportation fleet, which is essential to supporting safe and consistent student access to schools.

Risk Level: Medium to High. To ensure long-term sustainability, the Division must strategically manage its fleet inventory and asset replacement cycle. This includes evaluating lifecycle planning, funding strategies, and alternative approaches to fleet management to maintain service levels while addressing escalating costs.

4. **Assessment:** Enrolment Fluctuations

Impacts: The Division has seen a significant fluctuation in enrolment over the past four years. The shift in the funding model to place a heavier weighting on projected enrolment has created financial pressures for divisions experiencing declining or unstable enrolment patterns, impacting predictability and long-term financial planning.

Risk Level: Medium to High. While the current funding model presents challenges for divisions with declining enrolment, there are potential mitigating factors. Anticipated regional growth, particularly in Okotoks driven by infrastructure developments such as the regional water line, may support future enrolment stabilization. The Division will continue to monitor demographic trends and align long-term planning, including capital, staffing, and program decisions, to respond strategically to both short-term fluctuations and future growth opportunities.

5. **Assessment:** Insurance Premiums

Impacts: Due to the catastrophic floods that occurred in 2013, the Division experienced unprecedented insurance cost increases. In 2020, the Division worked toward forming the Alberta Risk Managed Insurance Consortium (ARMIC) with the support of the provincial government.

Risk Level: Medium. The Division continues to work hard to foster a risk intelligent culture and find ways to mitigate risk. It is through these efforts that the Division will continue to work towards reducing insurance premium rates, while supporting ARMIC's broader risk management strategy, including the continued growth of its Self-Insured Retention (SIR) model.

6. **Assessment:** Operating Reserves

Impacts: Over recent years, the Division has drawn on operating reserves to maintain compliance with provincially established reserve thresholds and to support operations amid increasing financial pressures. This included responding to the reduction in the Geographical Grant, increases to insurance premiums, ongoing enrolment decline, and the transition to the Adjusted Enrolment Model (AEM). The Division has been working to establish sustainable ways to grow this reserve level that will sustain the Division in the event of an unforeseen emergent event and/or to alleviate immediate pressures that the Division could experience during the school year.

Risk Level: Medium. The allocation to sufficiently fund reserve levels remains a challenge due to the expiration of the Division's Stabilization Funding (\$1.3 million) and projected deficit position.

7. **Assessment:** Rural Small Schools

Impacts: The Division continues to operate several rural small schools, which present unique financial and operational challenges due to limited economies of scale and fluctuating enrolment. While the Rural Small Schools Grant provides targeted funding support, eligibility thresholds and enrolment variability can result in funding instability. Small rural schools that exceed or fall below enrolment thresholds may experience significant changes in funding, impacting staffing, programming, and overall sustainability. Additionally, fixed operating costs in smaller schools remain relatively high, regardless of enrolment levels, placing added pressure on divisional resources.

Risk Level: Medium to High. The sustainability of rural small schools remains sensitive to enrolment fluctuations and funding eligibility criteria. Changes in the funding model or shifts in enrolment may result in reduced funding or loss of grant eligibility. The Division will need to continue balancing the importance of maintaining strong rural communities with the financial realities of operating smaller schools, while advocating for funding approaches that better reflect local context and long-term sustainability.

Overall, the Division will continue to find ways to mitigate risks and will continue to place an emphasis on maximizing dollars into the classroom to provide the appropriate supports to all its students and staff.

ACCUMULATED SURPLUS FROM OPERATIONS AND CAPITAL RESERVES

The province has required that Boards have a minimum level of operating reserves at no less than 1% of expenditures as per the Division's most recent Audited Financial Statements.

Maximum and minimum reserve levels are as of August 31, 2025. The Division's plan to run a deficit position in the 2026-2027 year continues to allow the Division to remain above and in compliance with the minimum reserve level requirements. School divisions must have sufficient reserve levels to cover projected deficits.

Operating Reserves

The Division's operating reserves provide necessary flexibility to support strategic priorities, respond to emerging needs, and sustain system stability. Operating reserves are intended for, but not limited to, one-time or time-limited investments rather than ongoing operating pressures. Key uses can include the following:

- Responding to unforeseen or unanticipated classroom pressures while maintaining operational continuity aligned with Foothills School Division priorities
- One-time/start-up funding to advance innovation and targeted initiatives
- Enabling the strategic integration of technology to enhance learning environments

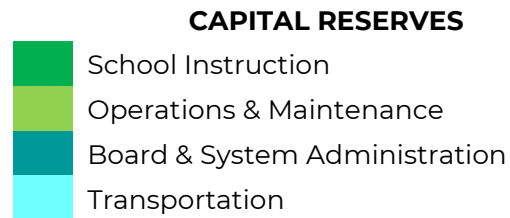
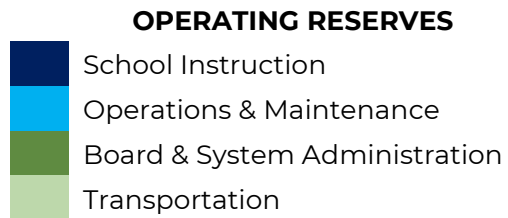
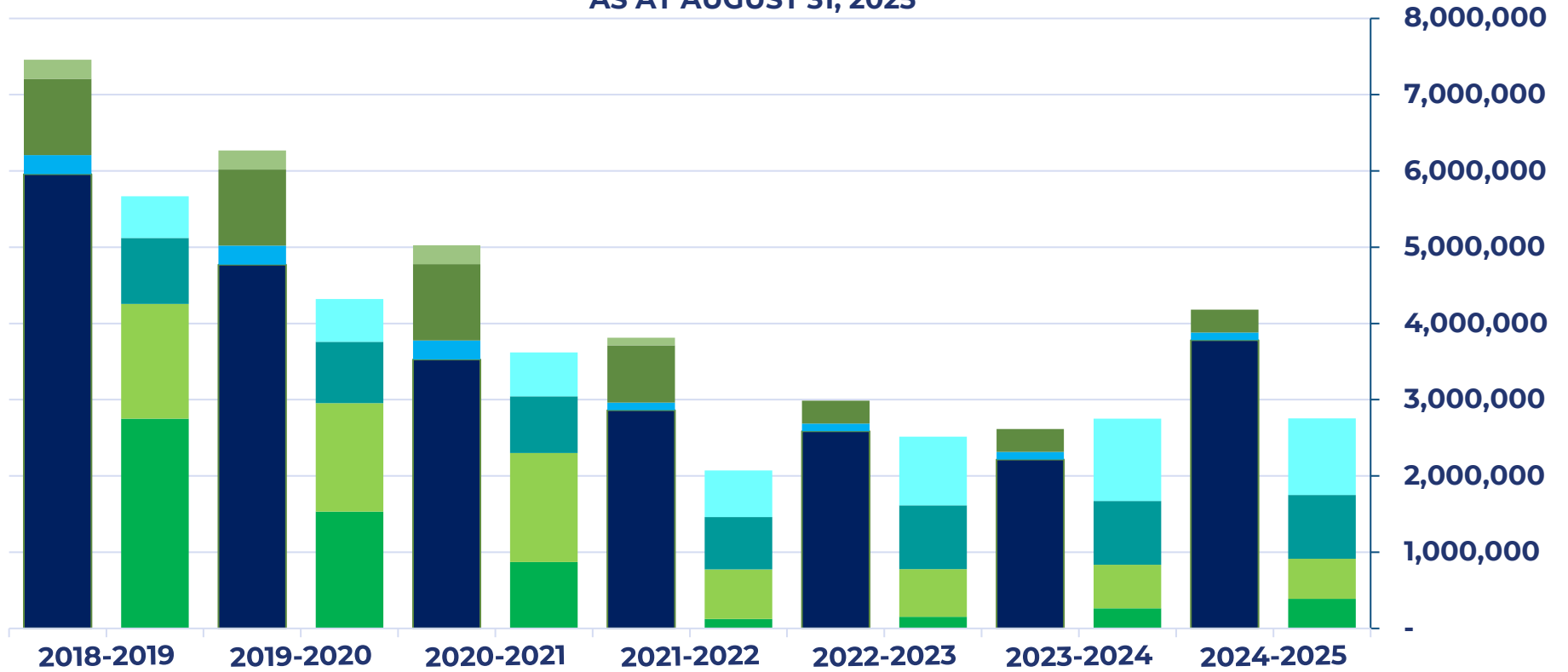
- Provide short-term support for staffing to address specific system or classroom needs or pressures
- Supplementing furniture and equipment investments during school upgrades, modernizations and/or new construction

Capital Reserves

Foothills School Division utilizes capital reserves to fund purchases that meet the Division's established capitalization criteria.

These capital reserves also allow the Division to purchase buses and equipment for the Transportation and Facility Services departments and to provide upgrades and enhancements to non-supported buildings. The Division continues to monitor its reserve levels in future operating budgets to ensure that it maintains an appropriate balance between meeting the needs of students and the overall financial health of the Division.

**RESERVES BY PROGRAM
YEAR OVER YEAR COMPARISON
AS AT AUGUST 31, 2025**



CAPITAL PLAN

All new school facilities are funded from the Province of Alberta through Alberta Infrastructure in consultation with the Department of Education and Childcare. Each year, school jurisdictions submit facility needs for the next three years. These projects are as follows:

New Construction

1. New K – 9 School, Okotoks (900 Capacity)
2. New School, High River (Configuration TBD at Spitzee Crossing Development)

Modernization Priorities

1. École Senator Riley Middle School – High River
2. Turner Valley School – Turner Valley
3. C. Ian McLaren School – Diamond Valley
4. Cayley School – Cayley
5. École Joe Clark School – High River
6. Big Rock School – Okotoks
7. Longview School – Longview

Overall Priority List

1. École Senator Riley Middle School – Modernization, High River
2. Turner Valley School – Modernization, Diamond Valley
3. C. Ian McLaren School – Modernization, Diamond Valley
4. Cayley School – Modernization, Cayley
5. New K – 9 School, 900 total capacity - Okotoks
6. New School, Configuration TBD at Spitzee Crossing Development – High River
7. Longview School – Modernization, Longview
8. École Joe Clark School – Modernization, High River
9. Big Rock School – Modernization, Okotoks

On February 15, 2025, the construction funding for a new grade 10-12 high school in Okotoks for the Foothills School Division was announced. The Division continues to work with Alberta Infrastructure, the Town of Okotoks, and the project's engineering, design and consulting firm throughout the duration of this capital project. The Division is anticipating occupancy in April 2029.

