

public agenda

Regular Meeting of the Board of Trustees

December 7, 2021
12:00 p.m.

Multipurpose Room,
Education Centre
1221 8 Street SW,
Calgary, AB

R-1: Mission |

Each student, in keeping with their individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning.

Conflict of Interest reminder: Trustees must disclose any potential pecuniary interest in any matter before the Board of Trustees, as set forth in the agenda as well as any pecuniary interest in any contract before the Board requiring the Board's approval and/or ratification.

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions		GC-3	
	4 Results Focus			
	5 Operational Expectations			
	5.1 OE-4: Treatment of Employees – Annual Monitoring	C. Usih	OE-4	Page 5-1
	6 Public Comment [PDF]		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Information			
	8 Matters Reserved for Board Decision	Board	GC-3	
	8.1 New School Fit Up Funding	D. Breton	OE-2, 5, 7, 9	Page 8-1
	9 Consent Agenda	Board	GC-2.6	
	9.1 Items Provided for Board Decision			
9.1.1 Trustee Liaison Appointments – ASBA Board of Directors	Board	GC-3	Page 9-57	
<i>(THAT the Board approves Trustee Patricia Bolger as the Board's regular appointment to the ASBA Board of</i>				

Time	Topic	Who	Policy Ref	Attachment
	<i>Directors, and Trustee Charlene May as the alternate appointment, effective December 7, 2021 to June 30, 2023.)</i>			
	9.2 Items Provided for Board Information		OE-8	
	9.2.1 Chief Superintendent's Update		OE-2, 3, 4, 9	Page 9-1
	9.2.2 2021-2022 School Enrolment Report		OE-7, 9	Page 9-6
	10 In-Camera Session			
4:30 p.m.	11 Adjournment			
	Debrief	Trustees	GC-2.3	

Notice |

This public Board meeting will be recorded & posted online.
 Media may also attend these meetings.
 You may appear in media coverage.

Information is collected under the authority of the Education Act and the Freedom of Information and Protection of Privacy Act section 33(c) for the purpose of informing the public.

For questions or concerns, please contact:
 Office of the Corporate Secretary at corpsec@cbe.ab.ca.

operational
expectations
monitoring report

Monitoring report for the
school year 2020-2021

Report date:
December 7, 2021

OE-4: Treatment of Employees

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 4: Treatment of Employees, the Chief Superintendent certifies that the proceeding information is accurate and complete.

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

Signed: Chris Usih
Christopher Usih, Chief Superintendent

Date: Nov. 25, 2021

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 1: Global Operational Expectations, the Board of Trustees:

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

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____

OE-4: Treatment of Employees

Executive Summary

The Board of Trustees believes that student success and well-being depend upon the recruitment, retention, and fair compensation of highly qualified employees working in an environment that is safe, courteous, and professionally supportive.

This Operational Expectation establishes the values and expectations of the Board of Trustees for the Calgary Board of Education regarding the treatment of employees.

The Chief Superintendent's reasonable interpretation and indicators for OE 4: Treatment of Employees were approved on October 10, 2017. The Board of Trustees last monitored OE 4 on November 10, 2020. This report includes data available from the 2020-2021 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
4.1	4.1.1	No longer applicable
4.1	4.1.2	No longer applicable
4.1	4.1.3	Compliance
4.1	4.1.4	Compliance
4.2	4.2.1	Compliance
4.2	4.2.2	Compliance
4.2	4.2.3	Compliance
4.3	4.3.1	Compliance
4.3	4.3.2	Compliance
4.4	4.4.1	Compliance
4.4	4.4.2	Compliance
4.4	4.4.3	Compliance
4.4	4.4.4	Compliance



OE-4: Treatment of Employees

The Board of Trustees believes that student success and well-being depend upon the recruitment, retention, and fair compensation of highly qualified employees working in an environment that is safe, courteous, and professionally supportive.

Board-approved Interpretation |

CBE has the ability to positively impact achievement of CBE Results through the quality and performance of employees and attention to workplace culture.

The Chief Superintendent interprets:

- *recruitment* to mean the selection of employees newly hired to the CBE.
- *retention* to mean the ongoing employment and commitment of employees.
- *fair compensation* to mean the aggregate cost of salaries and benefits for employees that are competitive subject to CBE’s ability to pay.
- *highly qualified* to mean possessing the skills, knowledge and abilities required of the position and whose principles align with CBE values and vision.

The Chief Superintendent shall:

4.1	Provide a safe, supportive and respectful organizational culture for all staff that respects diversity and fosters a positive and welcoming environment.	Compliant
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It is important to create and maintain a workplace that engages employees and enables them to perform their duties to the best of their ability.

OE-4: Treatment of Employees

The Chief Superintendent interprets:

- *safe* to mean a work environment that is free from potential harm to employees and their well-being.
- *supportive* to mean opportunities for growth and development
- *respectful* to mean a work environment that is caring and where employees feel they are treated fairly.
- *organizational culture* to mean the creation and existence of a safe and courteous environment for its employees
- *diversity* to mean exhibiting the full range of human characteristics and abilities.
- *positive and welcoming environment* to mean an atmosphere that is encouraging, stimulating and engaging.

Board-approved Indicators and Evidence of Compliance |

1. An employee engagement survey will be conducted every two years.	No longer applicable*
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*On November 24, 2020, the Board of Trustees passed a motion directing the Chief Superintendent to review indicators 4.1.1 and 4.1.2 for Board re-affirmation or approval. On October 12, 2021, the Board of Trustees approved a new indicator related to employee surveys. As a result, this indicator is no longer applicable for this report.

Evidence statement

The last employee engagement survey was completed in February 2019 and the next survey was slated to occur in 2021. At the time that the planning for the new survey would normally have been commenced, the organization was in the midst of dealing with the impact of COVID-19. In addition, there were questions regarding whether an extensive, externally conducted Employee Engagement Survey remained the most appropriate way to provide evidence that the CBE has a welcoming, caring, respectful and safe work environment. Consequently, the Board of Trustees directed the Chief Superintendent to bring forward a recommendation



OE-4: Treatment of Employees

for the best way to proceed. On October 12, 2021 the Board of Trustees approved a shift to utilizing single topic surveys that would allow CBE to focus on addressing one topic or issue. It is anticipated that this change in focus will enable a process that will be more responsive and effective than the previous employee engagement survey process. The single focus survey will be implemented in the 2021-2022 school year and reported on in the 2022-2023 school year.

2. Improvement will be noted in the bi-annual employee engagement survey on identified areas of focus.	No longer applicable*
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*On November 24, 2020, the Board of Trustees passed a motion directing the Chief Superintendent to review indicators 4.1.1 and 4.1.2 for Board re-affirmation or approval. On October 12, 2021, the Board of Trustees approved a new indicator related to employee surveys. As a result, this indicator is no longer applicable for this report.

Evidence statement

An Employee Engagement Survey was not conducted in 2021, because of the decision of the Board of Trustees to ask the Chief Superintendent to review the use of the employee engagement survey and their decision to replace the engagement survey indicator with one based on a single topic survey.

3. A comprehensive program of PIF and granted leaves of absences in support of opportunities for personal and professional growth or learning will be offered annually.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The CBE currently provides Professional Improvement Fellowships (PIF) leave opportunities to continuous Staff Association (SA), Professional Support Staff (PSS) and certificated Alberta Teachers' Association (ATA) employees. All CBE employees have access to the PIF applications through the CBE website. In the 2020-2021 school year, 31 employees were granted and began their PIF leave, which varied in length from five weeks to 10 months. The 31 employees were comprised of 20 ATA employees and 11 SA employees. Currently, the CBE does



OE-4: Treatment of Employees

not track if other granted leaves (deferred salary or general leaves) are utilized for professional or personal development; however, it is plausible that some are used in this manner.

4. Mechanisms in place that support a safe organizational culture are utilized (such as Harassment, Workplace Violence, and Whistleblower reports).	Compliant
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The organization is compliant with this indicator.

Evidence statement

The Annual Education Results Report, presented November 24, 2020 confirmed utilization of the mechanisms such as Public Interest Disclosure (Whistleblower Protection). The report identified three disclosures received by the Designated Officer. Two of the disclosures were not acted on and one disclosure was acted on through the Public Interest Disclosure (Whistleblower Protection) policy. In addition AR 4090-Public Interest Disclosure, the Employee Code of Conduct and the Working Relationship Commitment were reported as being shared and discussed by 100% of all supervisors, including principals.

Evidence demonstrates applicable indicators, namely 3 and 4, in subsection 1 are in compliance. Indicators 1 and 2 are no longer applicable as per direction of the Board.

4.2	Establish and implement standards and practices for the recruitment, fair compensation, and retention of highly qualified employees.	Compliant
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The processes involved in hiring new employees and maintaining current employees is critical to support achievement of CBE Results.

The Chief Superintendent interprets:

- *recruitment* to mean the selection of employees newly hired to the CBE.



OE-4: Treatment of Employees

- *fair compensation* to mean the aggregate cost of salaries and benefits for employees that are competitive subject to CBE's ability to pay.
- *retention* to mean the ongoing employment and commitment of employees.
- *highly qualified* to mean possessing the skills, knowledge and abilities required of the position.

Board-approved Indicators and Evidence of Compliance |

1. 90% of employees who pass their probationary period will still be employed with the CBE at the 2 year anniversary.	Compliant
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The organization is compliant with this indicator.

Evidence statement

At the end of the 2020-2021 school year, 92.23% of continuous employees remained employed with the CBE two years after completing their probation period.

2. 95% of school based principals and assistant principals who successfully pass their evaluation will have maintained the designation at the 3 year anniversary.	Compliant
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The organization is compliant with this indicator.

Evidence statement

In 2020-2021 school year, 100% of school-based principals and assistant principals maintained their designation at their three-year anniversary.

3. Salaries and benefits are reviewed annually against identified comparators.	Compliant
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OE-4: Treatment of Employees

The organization is compliant with this indicator.

Evidence statement

In response to the directives outlined in Ministerial Order (#16/2020) issued May 2020, an external salary survey was completed. CBE retained Mercer through a competitive bid process to complete a comprehensive salary survey of similarly sized organizations including school boards in Canada, the Alberta public sector, and Alberta private sector. The findings confirmed that CBE non-unionized employee salaries are aligned with the public and private sector comparators. A report went to the Board of Trustees in November 2020. Based on the findings from the salary survey, the CBE developed a strategy to support long-term management of salaries to maintain alignment with the applicable market and make adjustments as recommended. In October 2021, the Board provided direction to CBE administration, through new Operational Expectation 4.2(a) to implement the strategy. Operational Expectation 4.2 a) specifies that CBE will “[r]etain an external expert to conduct a salary survey of exempt and executive positions in 2023 and every four years thereafter”.

Evidence demonstrates all indicators in subsection 2 are in compliance.

4.3	Administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions.	Compliant
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Having clear rules and procedures that identify expectations and govern employees is essential to the fair and transparent operation of the organization.

The Chief Superintendent interprets:

- *administer* to mean develop, provide and apply.
- *personnel rules* to mean CBE Administrative Regulations pertaining to employee behaviour and those provisions/processes identified within the *Education Act*.

OE-4: Treatment of Employees

- *procedures* to mean those practices and processes subject to the provisions of the collective agreements, terms and conditions of employment and current *Education Act*.

<p>1. 100% of employees will be made aware of Calgary Board of Education policies or regulations governing:</p> <ul style="list-style-type: none"> • respect in the workplace; • conflict of interest; and • responsible use of electronic information resources. 	<p>Compliant</p>
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The organization is compliant with this indicator.

Evidence statement

All employees who join the organization are provided CBE documentation regarding regulations governing respect in the workplace, the Employee Code of Conduct and Responsible Use of Electronic Information resources and regulations, through the onboarding process. Employees are responsible for signing-off to indicate awareness.

Every new employee is provided a link to all new hire documents that include:

- AR 4027 – Employee Code of Conduct;
- AR 1061 – Responsible Care and Security of Information;
- AR-1062 – Responsible Use of Electronic Information;
- AR 1070 – Occupational Health and Safety; and
- AR 6024 – Student Records.

Regulations governing respect in the workplace and conflict of interest are available to all employees. Employees access regulations online through the CBE Staff Insite. All employees are advised, as part of a communication plan, of any changes to the administrative regulations. In addition, one hundred percent (100%) of employees are made aware of the policy regarding the responsible use of electronic information each time they log into the CBE network.

OE-4: Treatment of Employees

2. There will be no grievance arbitration, board of reference decisions, or findings in a court of law that the CBE failed to administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions	Compliant
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The organization is compliant with this indicator.

Evidence statement

There were no grievances, arbitrations, board of reference decisions or finding in a court of law that CBE failed to administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions.

Evidence demonstrates all indicators in subsection 3 are in compliance.

4.4	Ensure the Board's approval for the bargaining mandate, the ratification of all collective agreements for unionized employees, and the approval of the total compensation of all exempt employees.	Compliant
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Negotiation discussions with unionized employees must be conducted within reasonable and permitted parameters

The Chief Superintendent interprets:

- *Board's approval* to mean a carried motion recorded in the minutes of a meeting of the Board of Trustees.
- *bargaining mandate* to mean the parameters within which a new collective agreement may be negotiated.
- *ratification* to mean the approval to conclude a collective agreement in accordance with the Labour Relations Code.



OE-4: Treatment of Employees

- *total compensation* to mean aggregate cost of salaries and benefits for exempt employees that are funded from the CBE budget.
- *exempt employees* to mean personnel who are not part of a bargaining unit according to the Labour Relations Code.

1. The commencement of every round of collective bargaining occurs after the Board of Trustees approves a bargaining mandate.	Compliant
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The organization is compliant with this indicator.

Evidence statement

There were no bargaining mandates presented to the Board of Trustees between September 1, 2020 and August 31, 2021 (fiscal year) as no collective bargaining sessions occurred.

2. All collective bargaining settlements occur within the parameters of any mandate approved by the Board of Trustees.	Compliant
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The organization is compliant with this indicator.

Evidence statement

There were no collective bargaining settlements between September 1, 2020 and August 31, 2021 (fiscal year).

3. Every round of collective bargaining is concluded with the ratification of the new collective agreement by the Board of Trustees	Compliant
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The organization is compliant with this indicator.

Evidence statement

OE-4: Treatment of Employees

There were no new collective bargaining agreements ratified between September 1, 2020 and August 31, 2021 (fiscal year).

4. Changes to total compensation packages for exempt employees occur after the Board of Trustees' approval.	Compliant
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The organization is compliant with this indicator.

Evidence statement

No changes to the total compensation package for exempt employees occurred from September 1, 2020 to August 31, 2021.

Evidence demonstrates all indicators in subsection 4 are in compliance.



OE-4: Treatment of Employees

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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



report to Board of Trustees

New School Fit Up Funding

Date	December 7, 2021
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations: OE-2: Learning Environment/Treatment of Students OE-5: Financial Planning OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Sanjeev Sharma, Acting Director, Facility Projects Tanya Scanga, Manager, Corporate Planning & Reporting Erin Hafichuk, Manager, Capital Planning & Development

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves a budget expenditure of up to \$8,467,000 from capital reserves in 2021-2022 to undertake school development and fit-up for the following five (5) schools:

- Auburn Bay Elementary School
 - Auburn Bay Middle School
 - Mahogany School
 - North Calgary High School
 - Skyview Ranch K-9 School
- THAT the Board of Trustees authorizes the Chair to correspond with the Minister of Education pertaining to the use of reserves.

2 | Issue

The new schools presently in construction require funding for school development and fit-up activities not covered under the Alberta Education new school construction grant.

3 | Background

On May 11, 2020, Grant Thornton concluded a report entitled “Financial Cost Management and Governance Review of the Calgary Board of Education” concluded that the “CBE’s maintenance costs and infrastructure, maintenance and renewal (“IMR”) were the lowest of the Four Metro Boards.” One factor that contributes towards these strong results is the practice of only funding CBE staff that support new school construction against capital funding sources for the duration of the construction project.

Whereas there was a time when the construction grant provided by Alberta Education for new schools could be utilized to fund school jurisdiction staff that supported the construction, this changed in 2016.

Additionally, the Government of Alberta provides funding for Furniture and Equipment (F&E) only for those items described in the School Capital Manual. However, additional items such as technology devices and learning commons resources, as well as staff time for capital development, school administration, start-up and support are not covered by the provincial F&E funding. Moreover, owner costs associated with turnover and final fit-out are also not included in provincial funding. To provide all necessary support for the new school spaces to be fully operational, **\$16,000,000** is anticipated to be invested by the CBE between 2020-2025 in addition to the provincial F&E fund.

As a result, the CBE has had to provide additional commissioning funding to new schools and major modernization projects. A breakdown of the funding request with background information follows.

Five new schools are currently under construction by Alberta Infrastructure for the Calgary Board of Education (CBE) as follows:

School	Anticipated opening
Auburn Bay Elementary	Ready for opening Sept 2022
Auburn Bay Middle	Ready for opening Sept 2022
Mahogany	Ready for opening Sept 2022
North Calgary High	Preliminary indications of occupancy for either 2023-34 or 2024-25 academic year. Schedule to be confirmed in late 2022.
Skyview Ranch	Ready for opening Sept 2022. Schedule to be monitored in spring 2022

The CBE invested \$308,000 in fiscal 2020-21 from capital reserves to support Facility Projects staff and technical expertise in preparation of opening these five new schools. These funds were accessed in anticipation of future requests required to ensure that the schools would be opened and fit up in appropriate time and manner.

4 | Analysis

The following table summarizes the complete funding request for 2021-2022.

Project	2021-22
Auburn Bay Elementary School	\$1,625,000
Auburn Bay Middle School	\$2,300,000
Mahogany School	\$1,650,000
North Calgary High School	\$142,000
Skyview Ranch K-9 School	\$2,750,000
Total Request	\$8,467,000

This funding will be used to provide additional technology, materials, supplies, and equipment for the new schools, as well as staff and technical expertise to support start up, turn over and fit-out activities.

Additional funding is requested for Mahogany School, as it is being turned over to the CBE mid-year due to an extended project schedule. This funding increase is required to support extended custodial and security staffing prior to September 2022.

Additional funding is also requested for Skyview Ranch K-9 School as a mid-year or delayed school opening may be necessary due to extended project timelines. Similar to Mahogany School, extended facility operations and security staffing would be required, as well as the potential of additional costs associated with the establishment of a school within a school framework at multiple sites.

The investments identified above align with the goals of the Education Plan 2021-2024.

5 | Financial Impact

The school fit-up funding would contribute to the successful creation of learning environments that will support student learning by:

- Providing appropriate funding for learning resources;
- Directing funding to ensure that adequate logistical processes and resources are in place for organized, smooth project completion and program opening; and
- Addressing existing learning hindrances.

If the proposed use of capital reserve on new school development and fit-up project is approved, the capital reserve balance at August 31, 2022 is anticipated to be \$33,396,000. The balances identified above include the anticipated reserve uses in the Spring 2022 Budget report provided to the Board of Trustees and are based on the balances as stated on the audited financial statements for the year ended August 31, 2021.

6 | Conclusion

Through the investment in School Fit-Up, student learning will be supported in a fashion that aligns with the Education Plan 2021-2024.

CBE Administration further recommends that the Board of Trustees approves a budget expenditure of up to \$8,467,000 from capital reserves in 2021-2022 to undertake school development and fit-up for the above noted schools.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Letter to Minister of Education

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

December XX, 2021

Honourable Adriana LaGrange
Minister of Education
10800 – 97 Avenue
Edmonton, AB T5K 2B6

Dear Minister LaGrange:

Re: Use of Capital Reserves for New School Development and Fit-Up

The CBE is requesting authorization to expend up to \$8,467,000 from capital reserves in 2021-2022 to support new school development and fit-up activities.

In reference to this request, the CBE Board of Trustees passed the following motion on December 7, 2021:

- *“THAT the Board of Trustees approves a budget expenditure of up to \$8,467,000 from capital reserves in 2021-2022 to undertake school development and fit-up for the following five (5) schools:*
 - *Auburn Bay Elementary School*
 - *Auburn Bay Middle School*
 - *Mahogany School*
 - *North Calgary High School*
 - *Skyview Ranch K-9 School”*

Funds requested will be used to support the CBE Capital Planning and Development team in their interactions with Alberta Infrastructure supporting project delivery, and the planning and acquisition of new school furniture, fittings and equipment.

Should you have further questions regarding this request, please feel free to have your staff contact Dany Breton, Superintendent, Facilities & Environmental Services for additional information.

Sincerely,

Laura Hack, Chair
Board of Trustees

cc: Christopher Usih, Chief Superintendent
Dany Breton, Superintendent, Facilities & Environmental Services

report to Board of Trustees

Trustee Liaison Appointments – ASBA Board of Directors

Date	December 7, 2021
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor, Corporate Secretary
Purpose	Decision
Governance Policy Reference	Governance Culture GC-3: Board Job Description

1 | Recommendation

THAT the Board of Trustees approves Trustee Patricia Bolger as the Board's regular appointment to the Alberta School Board Association Board of Directors, and Trustee Charlene May as the alternate appointment to the Alberta School Board Association Board of Directors, effective December 7, 2021 to June 30, 2023.

2 | Background

The Board appoints trustees to represent the interests of the Calgary Board of Education at relevant agencies and organizations. At the Board's Organizational Meeting on October 29, 2021, the Board appointed Trustee Marilyn Dennis as the regular appointment to the Alberta School Board Association (ASBA) Board of Directors, and Trustee Patricia Bolger as the alternate.

In November 2021, ASBA held its Fall General Meeting and Trustee Marilyn Dennis was elected to the position of President of ASBA. Trustee Dennis sits on the ASBA Board of Directors by virtue of holding the position of ASBA President, as a result the Board of Trustees is required to appoint new trustees for the regular appointment and alternate appointment to the ASBA Board of Directors.



3 | Conclusion

The Board of Trustees to consider the ASBA Board of Director trustee liaison appointments.

report to Board of Trustees

Chief Superintendent's Update

Date	December 7, 2021
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	OE-2: Learning Environment/Treatment of Students OE-3: Instructional Program OE-4: Treatment of Employees OE-9: Facilities

1 | Recommendation

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

2 | Issue

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

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

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

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

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

3 | Timely Information

Strategic Resourcing | CBE Staff Make Schools a Safe Place to Work and Learn

In 2003, the CBE became the first metro school board in Alberta to be awarded a Certificate Of Recognition (COR), presented by the Alberta Ministry of Labour & Immigration, for the responsible stewardship of an Occupational Health & Safety Management System (OHSMS). Now, in the 17th consecutive year of maintaining this certification, the staff at the CBE continue to strive toward the goal of achieving a zero injury workplace thereby fostering healthy and safe environments for our staff and students to work and learn.

The COR enables us to be assured of the quality of our OHSMS, highlighting the CBE as an organization where employees and employers collaborate to promote safe and healthy workplaces. A COR is proof that the CBE has successfully developed and implemented an OHSMS that meets or exceeds applicable legislation, standards and best practices as well as assurance that the program is regularly evaluated to preserve a cycle for continual improvement. A COR contributes directly to a safer workplace for the protection of all staff, students and visitors by initiating a proactive approach of identifying, assessing and controlling workplace hazards.

Maintaining our COR is only possible thanks to the dedication and efforts of all CBE employees. It starts literally with the Chief Superintendent who endorses our OHSMS, to the Superintendent Team who promote optimal environments for working and learning, and then most importantly extends to the efforts of all staff who embody safe work practices and procedures. As such, everyone at the CBE share the recognition – and the safety benefits – for all of our health and safety achievements.

COR companies are safer companies. Benefits of maintaining a COR are numerous and include:

- Reduced injuries by focusing on working safely and reporting hazards.
- A system wide approach for ensuring continual improvement of our OHSMS.



- A demonstrated commitment to a strong culture of safety thereby attracting safety-conscious workers, driving employee morale and engagement while encouraging collaboration among all staff for identifying and controlling hazards in the workplace.
- Access to industry leading injury prevention initiatives and best practices.
- Incentives through Workers' Compensation Board (WCB) premium rebates that may be reinvested into the CBE OHSMS.

Learning Excellence | Indigenous Veterans Day

As part of their work in support of Teaching Quality Standard Competency 5, Foundational Knowledge of First Nations, Métis, and Inuit, the Indigenous Education Team continues to design and offer resources to support schools and service units in recognition of significant events. In honour of Indigenous Veterans Day on November 8th, the Indigenous Education Team created a video for use by CBE staff and students featuring Elder Dr. Clarence Wolfleg who shared his experiences as an Indigenous veteran. Elder Frank Turning Robe and his son, Knowledge Keeper Darcy Turing Robe, also shared two Blackfoot honour songs. This video has been viewed more than 650 times by individual staff and during school assemblies.

Learning Excellence | Fall Blessing Ceremonies

Fall blessing ceremonies have been an important part of our work in Indigenous Education for many years. During the month of October, the Indigenous Education Team and the staff and students at Piitoayis Family School participated in fall blessing ceremonies with Blackfoot Piikani Elder Leonard Bastien while honouring important teachings during O'ko (the fall season). Through ceremony, CBE staff and students are provided opportunities to build their knowledge of Indigenous ways of being, belonging, doing and knowing as demonstrated through the CBE Holistic Lifelong Learning Framework.

Learning Excellence | Service Learning Fieldtrip for Indigenous Students

During the 2021-22 school year, Indigenous students at Jack James High School and Forest Lawn High School are participating in a joint campus program based on a service-learning model driven by student voice. As part of this program, students had the opportunity to attend an off-site trip to Camp Chief Hector in October where they participated in a variety of individual and group challenges, including high ropes. The focus of the trip and activities was to foster and/or build a positive sense of community, personal power, responsibility and trust. Student and staff feedback from this experience has been positive and students expressed excitement for their return to school to apply and share some of their new learning. This experience was planned and supported by the Indigenous Education strategists supporting both schools. Funds were provided through an EducationMatters community grant.

People Excellence | Professional Learning Session: Preparing for Métis Week

On Friday, October 29th, the Indigenous Education Team offered an interactive professional learning session for CBE staff focused on learning about Métis, while exploring online resources to support educators to design learning tasks for students during Métis Week. This professional learning opportunity connected directly to Teaching Quality Standard Competency 5, Foundational Knowledge of First Nations, Métis and Inuit.



People Excellence | Legacy of Hope Exhibit

The CBE Indigenous Education Team, with the support of the Complementary Curriculum Team, have set up an exhibit from the Legacy of Hope in the CBE Education Centre Link from November 12 to December 9. The exhibit is a stand-alone visual learning opportunity and will provide a unique, museum-like experience that includes first-hand, Indigenous Testimonies of the Residential School System. The exhibit promotes healing and encourages acts of Reconciliation. All CBE Education Centre staff have been invited to visit the Link as an extension of learning from the system Indigenous Education Professional Learning Day on Monday, October 18. Learning surrounding the exhibit will be extended to other CBE staff through other channels.

Learning Excellence | People Excellence | Collaborative Partnerships | Minecraft Education Edition Design Challenge Updates

The system-wide Minecraft design challenge has reached the midway point with submissions due on December 3, 2021. To date, 136 schools have registered for the challenge spanning across Division I to Division IV with more teachers joining every day. With the support of Microsoft, CBE has offered a total of 20 Minecraft professional learning sessions to 434 teachers. Additionally, 2380 students attended 'teacher with student' sessions to learn about navigating the customized Calgary world alongside their teachers. When the challenge closes on December 3, the Minecraft Design Challenge Committee will begin vetting submissions from the schools to send to the City of Calgary. The four winners (one per division) will be announced in February 2022.

Learning Excellence | People Excellence | Strategic Resourcing | Robotics PL

The final decisions and adjustments to the procurement process for the Arduino robotics kits have been completed and schools have been purchasing, receiving, and building their kits with their students. Twenty schools at the Division III (gr. 7-9) and IV (gr. 10-12) levels are actively participating. Queen Elizabeth High School has exemplified adoption and support of other schools by utilizing their laser cutter to produce some of the necessary parts for other participating schools who do not have access to such hardware. Activities, challenges and supporting documents and resources have been developed in collaboration with the CTS specialist to support all participating schools. The Teaching and Learning Technology Team has hosted one online professional learning session with teachers and will be providing an in-person professional learning opportunity in November to provide hands-on support. The Teaching and Learning Technology Team continues to scale these opportunities with all high schools.

Learning Excellence | People Excellence | Strategic Resourcing | myBlueprint

myBlueprint is an online education, career, and life planning tool that allows students to explore their strengths, skills, and passions and create a plan for their future. This system-licensed web-based application has been available for grade 10-12 students (over 14,000 activated student accounts) and is now accessible to all CBE junior/middle school students and educators.

myBlueprint supports transition between junior/middle and high school and is integrated with PowerSchool, allowing students to explore potential career pathways and use the high school course planning tool to meet post-secondary and workplace requirements.

There are currently 540 active teacher accounts in 124 schools. System specialists continue to provide professional learning on non-instruction days. Professional learning has focused on creating awareness of the many attributes of the program and of the built-in resources for educators and parents/guardians/advocates, providing guidance on supporting students both at home and at school.




Learning Excellence | Strategic Resourcing | Software Asset Management (SAM) Re-design

The Teaching and Learning Technology Team has continued to build upon the collaborative planning and design work accomplished over the course of this past year in collaboration with the Client and Technology Services Team. The primary work and development of the SAM redesign has been completed and the tool is being actively tested. This tool provides a vastly improved interface, allowing increased ease of use, additional accessible information about the approval status of new submissions, as well as making it easier for all employees to see software usage throughout the CBE. This redesign will be instrumental in determining the professional learning needs of schools and empowering our teachers and instructional leaders in finding the best tools to meet their learning needs.

Strategic Resourcing | Service Desk

Starting November 15, CBE employees can contact the Service Desk to receive help with Finance. New services that can be accessed through the Service Desk include: Pcards, Invoices, Quickbooks, Procurement, Fees, Oracle and everything else related to Finance at CBE. Finance is the latest Service Unit to join the Service Desk, following the integration of Information Technology, with additional Service Units to come. The goal is to bring all central services together in one place to make it easier for employees to find and access the services they need while also reducing duplication and inefficiency. The ongoing development of the Service Desk is guided by feedback from the Service Advisory Committee which is made up of 12 principals from all grade levels and unique settings.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

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report to Board of Trustees

2021-2022 School Enrolment Report

Date	December 7, 2021
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih, Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities & Environmental Services
Governance Policy Reference	Operational Expectations: OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Latosia Campbell-Walters, Director Planning Lindsay Cova Martinez, Planning Analyst Anne Trombley, Manager, Planning Sherri Lambourne, Manager, Real Estate and Leasing Heather Kirkwood, Manager, Business Administration, School Improvement Shay Khan, Manager Revenue and Treasury Tanya Scanga, Manager Corporate Planning and Reporting

1 | Recommendation

It is recommended:

- This report is being brought forward for information for the Board. No decision is required at this time.

2 | Issue

Each year in late November or early December, a School Enrolment Report is presented to the Board of Trustees for information.



3 | Background

The purpose of the report is to provide a snapshot of the September 29, 2021 enrolment data for all CBE schools and programs. Throughout the year, the CBE uses this information to prepare key documents such as the annual Three Year School Capital Plan, which provides an updated analysis of projected enrolment growth and population trends.

For many years, the CBE relied on the City of Calgary's annual Civic Census data as the main source for population and demographic information to provide context for this report. The City of Calgary website indicates that the census program has been discontinued as part of the 2020 Mid-Cycle budget Adjustments and the Solutions for Achieving Value and Excellence (SAVE) program. As a result, the *Calgary & Region Fall Economic Outlook 2021-2026* is the only city data that informs this report.

Several attachments are included as part of the School Enrolment Report, and these provide the following information:

- The number of students enrolled in each school, by grade and program, including alternative programs, classes for students with complex learning needs, and the number of out-of-attendance area students as of September 29 in the current school year;
- Provincial capacity of schools, including the number of modular classrooms and utilization rate of each school building; and
- A list of the leases and the amount of space leased for each building.

It is important to note that the School Enrolment Report does not provide any financial data or information on class size within schools. School budgets are adjusted in the fall to allocate resources based on actual enrolment on September 29 while also factoring in various other factors, including equity considerations.

4 | Analysis

City of Calgary's Population

The City of Calgary estimates that Calgary's population was 1,323,700 as of April 1, 2021, 1.3 percent greater than one year before. Despite the economic challenges faced by the city in the last few years, Calgary still grew by 7.2 percent or 93,000 persons between 2016 and 2021. In the long run, the population growth amassed by the city is even more dramatic, with the population growing by 51.0

per cent over the last 20 years, an increase of 447,000 persons. This growth since 2001 is made up of two major components: net migration, as more people move into the city than move out (234,000); and natural increase (174,000), as yearly births exceed deaths.

Looking forward, population growth in the City of Calgary is expected to remain steady, averaging 1.3 per cent growth over the 2022-2026 forecast horizon. Over this period, net migration is forecast to add 48,800 persons to the population, while natural increase contributes 41,800.

A closer look into the makeup of Calgary's population reveals that a significant demographic shift is imminent. As the baby boomer generation ages, the number of seniors (65 years and older) in the city is set to significantly increase. Seniors made up 12.5 percent of the population in 2021, a ratio that is expected to increase to 14.6 percent by 2026.

The information above is only a small fraction of the detail provided in *The Calgary and Regional Economic Outlook 2021-2026* fall update. The full report is available on the City of Calgary website

<https://www.calgary.ca/cfod/finance/corporate-economics/economic-outlook-population-outlook.html>

Enrolment Trends-Calgary Board of Education

For the first time since 2007, student enrolment at the CBE declined in 2020. Table 1 shows that for 12 consecutive years (2009-2019), enrolment increased before dropping by -2.5% or 3,168 students from 2019 to 2020. It also indicates that enrolment has increased by +2.2% or 2,688 students from 2020 to 2021. The enrolment increase this year is higher than the 2,390 student increase in 2019. The highest increase over the past 12 years was 3,737 between September 2012 and September 2013.

Table 1: CBE Annual Enrolment Change (1980-2021)

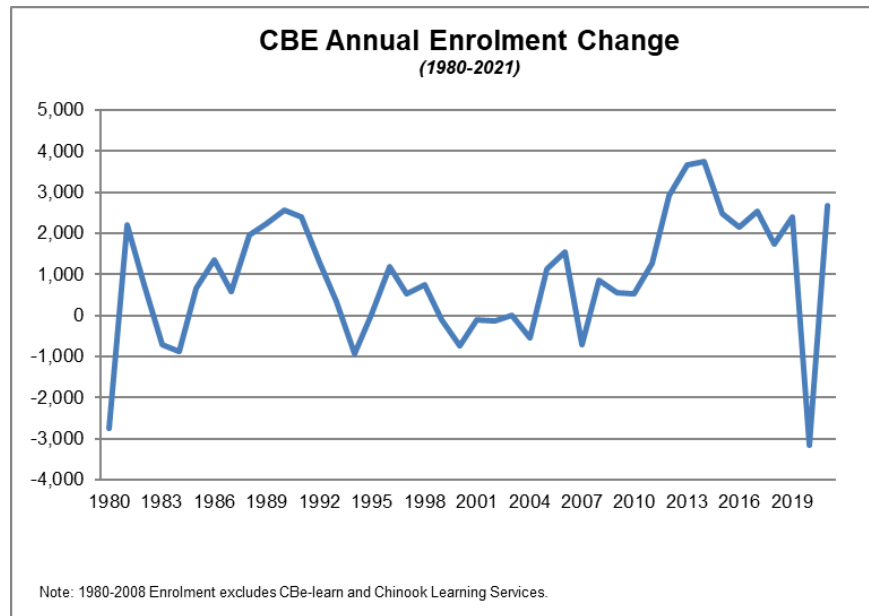


Table 2 below compares September 30, 2020 student enrolment to September 29, 2021 by division:

Table 2: Comparison of September 30, 2020 to September 29, 2021

Comparison of September 30, 2020 to September 29, 2021

	September 30, 2020	September 29, 2021	Difference
Pre-Kindergarten	65	94	29
Kindergarten	6,793	8,827	2,034
Grades 1-3	28,329	27,381	-948
Grades 4-6	28,006	27,458	-548
Grades 7-9	27,507	27,578	71
Grades 10-12	28,003	28,025	22
Sub-Total (Pre-K to GR12)	118,703	119,363	660
Home Education	422	349	-73
Outreach Programs	1,205	1,108	-97
Unique Settings	935	929	-6
CBe-learn	619	2,821	2,202
Chinook Learning Services	757	759	2
Total	122,641	125,329	2,688

Increases occurred in most divisions with the exceptions of Grades 1-3 and Grades 4-6. In particular, Kindergarten enrolment increased by 2,034 students from last year to this year. For the 2021-2022 school year, sixteen schools offered a full day

kindergarten program and reported a total enrolment of 652 students. Excluding Unique Settings, CBE has three early Development Centre (EDC) locations that offer pre-kindergarten programming to 94 students.

There is a significant increase in CBe-learn enrolment in comparison to previous years. Table 3 below looks specifically at the difference between the Pre-K to GR12 for September 30, 2020 and September 29, 2021. When CBe-learn enrolment is factored in, enrolment by Division increased in all divisions with the exception of Grades 1-3. Table 3: Comparison of September 30, 2020 to September 29, 2021(including CBe-learn)

Pre-K to Grade 12 Difference Between 2020 AND 2021 with CBe-learn Enrolment Included

	September 30, 2020	September 29, 2021	CBe-learn	Difference
Pre-K	65	94	-	29
Kindergarten	6,793	8,827	-	2,034
Grades 1-3	28,329	27,381	457	-491
Grades 4-6	28,006	27,458	656	108
Grades 7-9	27,507	27,578	639	710
Grades 10-12	28,003	28,025	1069	1,091
Pre-K to GR12 Total	118,703	119,363	2,821	3,481

CBe-learn Enrolment

In the 2020-2021 school year, CBE utilized a learning Hub approach that provided opportunities for students to access online learning and remain enrolled in their designated schools. For the 2021-2022 school year, it was expected that there would be a near-normal return to operations. As a result, CBE no longer offered the hub approach but directed students to CBe-learn if they wanted to continue to learn at home in a virtual way.

On April 8, 2021, CBE emailed the parents/guardians of kindergarten to Grade 11 students to provide instructions for requesting a transfer to CBe-learn for full-time online learning in the 2021-2022 school year. However, given the public health situation at the time, the CBE decided to provide another opportunity for parents/guardians to enrol students in the centralized online school on August 23, 2021.

In comparison to previous years, there is a significant increase in CBe-learn enrolment. Enrolment in CBe-learn was 619 students in the 2020-2021 school year compared to 2,821 in the current school year.

Table 4 below shows where students who registered for CBe-learn live by division and based on residential sector. The division with the highest percentage of enrolment in CBe-learn is Grades 10-12, and the residential sector with the highest percentage of enrolment was NE Calgary.

Table 4: CBe-learn Students by Residential Sector

Cbe-Learn Students by Residential Sector as at September 29, 2021

	C	E	N	NE	NW	S	SE	W	Total by Division
Grades 1-3	9%	6%	16%	29%	12%	14%	7%	5%	16%
Grades 4-6	7%	6%	17%	29%	13%	14%	8%	6%	23%
Grades 7-9	6%	6%	16%	26%	16%	11%	10%	8%	23%
Grades 10-12	7%	4%	14%	25%	14%	17%	11%	8%	38%
Total by Residential Area	7%	5%	15%	27%	14%	15%	9%	7%	100%

Approximately 2,300 of the 2,821 students registered in CBe-learn this year were registered in their designated school on September 30, 2020. Over 550 students (20%) transferred to CBe-learn from Area 4 schools.

Attachment XI is a map that shows where students enrolled in CBe-learn reside this school year.

School Enrolment (2021-2022)

Attachment I lists enrolment by CBE Administrative Area for each school by grade. It also reports the number of out-of-attendance area students in each school. For schools and programs whose attendance area is the same as the CBE boundary, the number of out-of-attendance area students, if any, are students attending from outside of the city. There are several CBE schools in established communities where enrolment from the designated communities may be low or declining, such as Belfast, Dr. E.W. Coffin, Earl Grey and Sunalta schools. Accepting out of attendance area students each year allows these schools to maintain strong programming for students. Additionally, the out-of-attendance transfer process can also allow students to access programs that may not exist within their designated school; this is typically more prevalent at the high school level.

Enrolment in classes for students with complex learning needs is included in the regular program enrolment. Several schools offer classes for students with complex learning needs with grade configurations that differ from the school's regular or alternative program. For example, a school that accommodates K-4 for the regular program could have students registered in a complex learning needs class that accommodates some students in Grade 5.

A few schools have classes for students with complex learning needs that do not offer a regular program but do offer an alternative program. In these situations, enrolment for students with complex learning needs is reported separately.

A graph of the total student enrolment in the last decade and the projected enrolment in the next three years is included in Attachment VI. The projected enrolment included in the graph is taken from the CBE's Three-Year School Capital Plan 2022-2025, which was approved in March 2021. An updated five-year enrolment projection will be included in the Three-Year School Capital Plan 2023-2026 when it is presented in March 2022. Of note, it is anticipated that the drop experienced in student enrolment for the 2020-2021 school year was primarily attributable to the pandemic and that enrolment would be restored in subsequent

school years. Enrolment for the 2021-2021 school year increased by 2,688 students from September 30, 2020.

Attachment IX is a map of student population change by community. It shows pre-k to grade 12 enrolment change, by community, from September 30, 2020, to September 29, 2021. The map also indicates the locations of new schools that are approved for construction and are projected to open for 2021 and beyond.

Alternative Programs

Enrolment in alternative programs by school is reported in Attachment II. Enrolment in alternative programs is 26,318, an increase of 638 students or 2.5% from last year.

Complex Learning Needs

A detailed list of classes and enrolment for students with complex learning needs is reported in Attachments III and IV. Enrolment in classes for students with complex learning needs (excluding Unique Settings) is 2,957 a decrease of 211 students or -6.7% from last year.

A list of definitions and acronyms of classes for students with complex learning needs is included in Attachment X.

Capacity and Utilization

Attachment V provides provincial capacity and utilization rates for schools. The method for calculating Provincial Capacity focuses on the “instructional” area of a school.

The following instructional spaces, if applicable for a particular school, are exempted and deducted from the total capacity of a school:

- areas leased to the public sector and non-profit groups, with the lease rate being at cost or for a nominal fee (e.g. not for profit daycare);
- areas leased by private schools;
- areas leased by charter schools; and
- decentralized administration space in schools.

Area exemptions are not granted for space leased to the private sector for non-private school use.

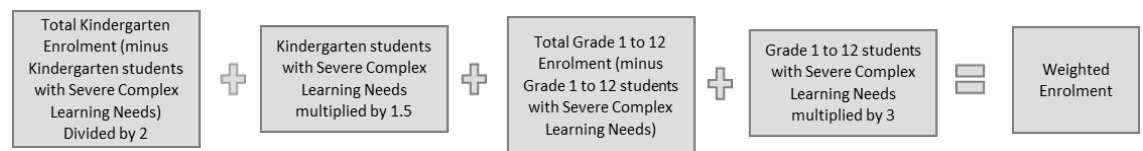
The way in which the method allows for lease exemptions means that provincial capacities of schools may change from year to year. One example that could trigger a change is if a new lease is added to a school or if an existing lease arrangement changes or is discontinued.

The calculation of utilization is based on a Provincial formula that “weighs” students in the following categories:

- kindergarten students who typically attend half day (clarification was received this year that EDC and Full Day K students should be treated the same as all other kindergarten students)
- K-12 students who have severe complex learning needs.

Students with a severe complex learning code may attend either a regular program or a specialized complex learning class.

The graphic below illustrates how actual weighted enrolment is calculated based on September 30 student enrolment each year:



Once the weighted enrolment is determined, utilization is calculated by dividing the weighted enrolment by the Provincial capacity.

The provincial utilization rate for the system has remained the same as last year at 83%. Please note that the 2020 utilization was recalculated to:

- Reflect the 0.5 FTE weighting for students in EDC and Full day Kindergarten.
- The inclusion of unique settings that were previously not included. The Unique Settings that were added are those that are offered in CBE owned facilities.

Combined, this recalculation resulted in a 1% decrease from the 84% system utilization reported in the 2020-2021 School Enrolment Report. Table 5 below shows the number of schools over, at and under 85% utilization.

Table 5: Shows the number of schools over, at and under 85% utilization in 2020 and 2021

Comparison of # of Schools Over, At and Under 85% Utilization

	2020	2021	Change
Under 85%	135	137	2
At 85%	4	2	-2
Over 85%	95	94	-1

Leases

Leases of space by Area and leasing of surplus school facilities are reported in Attachments VII and VIII.

5 | Financial Implications

The Alberta Government uses a Weighted Moving Average (WMA) model to determine the funding school jurisdictions receive each year. The WMA is intended to provide a predictable amount of funding based on the budgeted school year. Table 6 shows how the three-year WMA enrolment is calculated.

Table 6: Three-year WMA enrolment

School year	Weighted Factor	Enrolment Count FTE
2019-2020	20%	Actual
2020-2021	30%	Estimate
2021-2022	50%	Projection

Source: Funding Manual for School Authority 2021/2022

Table 7 shows the actual full-time enrolment over three-years.

Table 7: Funding Full-time enrolment (FTE) over three years.


Student Count	2019-2020	2020-2021	2021-2022
Actual Funded FTE	119,168	117,693	119,423*

*subject to review and confirmation by Alberta Education

This means that although there are approximately 119,400 funded students within the CBE for the 2021-22 school year, funding is actually based on the WMA student total of approximately 118,800 (both figures are subject to review and confirmation by Alberta Education). For growing school jurisdictions such as the CBE, this means that the WMA approach attracts less grant revenue than actual funded-student enrolment.

6 | Conclusion

Student enrolment for the 2021-2022 school year has increased by a total of 2,688 students from September 30, 2020, to September 29, 2021.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I:	September 29 enrolment including out of attendance area
Attachment II:	Alternative program enrolment by school and grade
Attachment III:	Specialized classes 2021-2022
Attachment IV:	Enrolment in classes for students with complex learning needs 2021-2022
Attachment V:	School capacity and utilization 2021-2022
Attachment VI:	CBE actual enrolment 2011-2021 & projected enrolment 2022-2024
Attachment VII:	2021-2022 Leased space in operating schools
Attachment VIII:	2021-2022 Lease of surplus school facilities
Attachment IX:	2020-2021 Student population change by community
Attachment X:	Specialized classes definitions
Attachment X:	2021-2022 CBe-learn Student population

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CALGARY BOARD OF EDUCATION

September 29, 2021

Full Day Kindergarten

SCHOOL	Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOA
ARBOUR LAKE	737							134	135	134	175	159				59
BELVEDERE PARKWAY	410		50	59	55	64	54	78	50							11
BOWCROFT	170		25	27	21	24	21	26	26							22
BOWCROFT	133	German Bilingual	23	18	25	19	18	16	14							-
BOWNESS	1,169												378	401	390	235
BRENTWOOD	643	Traditional Learning	116	110	107	108	101	101								3
CAPTAIN JOHN PALLISER	228		22	18	17	19	24	63	65							12
CAPTAIN JOHN PALLISER	285	Montessori	63	57	43	45	21	25	31							-
CITADEL PARK	387		74	61	85	85	82									10
DR E W COFFIN	183		16	22	29	28	24	34	30							80
EDGEMONT	609		88	71	96	118	112	124								2
ERIC HARVIE	362		72	70	65	72	83									30
F E OSBORNE	526									178	186	162				43
F E OSBORNE	190	French Immersion							57	47	38	48				9
H D CARTWRIGHT	435									126	155	154				29
HAMPTONS (THE)	176		31	37	33	42	31	1	1							16
HAWKWOOD	610		79	76	95	82	104	73	101							27
MARION CARSON	275		34	28	27	49	38	42	57							19
MARION CARSON	228	Chinese (Mandarin) Bilingual	50	50	41	42	45									-
RANCHLANDS	306		40	35	43	49	41	53	45							7
ROBERT THIRSK	1,156												427	376	353	138
ROYAL OAK	419		103	95	104	117										11
SCENIC ACRES	132		31	23	28	18	32									4
SILVER SPRINGS	231		36	36	21	40	33	27	38							3
SIMON FRASER	615							103	111	126	147	128				57
SIR WINSTON CHURCHILL	2,221												746	725	750	243
TERRACE ROAD	175		29	21	26	29	25	23	22							11
THOMAS B RILEY	212									66	88	58				8
THOMAS B RILEY	395	Traditional Learning							98	114	88	95				1
TOM BAINES	836								150	213	219	254				-
TUSCANY	263		34	36	52	65	68	3	5							14
TUSCANY	235	French Immersion	63	50	51	31	24	16								-
TWELVE MILE COULEE	840							165	139	176	179	181				11
WEST DALHOUSIE	246		15	35	43	37	33	40	43							19
WILLIAM D. PRATT	896						118	143	133	177	154	171				11
AREA 1 TOTAL	16,934	-	1,094	1,035	1,107	1,183	1,132	1,290	1,351	1,357	1,429	1,410	1,551	1,502	1,493	1,145

CALGARY BOARD OF EDUCATION

September 29, 2021

Attachment I

Full Day Kindergarten

SCHOOL		Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOA
ALEX MUNRO		259		29	34	42	33	39	42	40							23
BALMORAL	Traditional Learning	553							104	114	107	126	102				16
BANFF TRAIL	French Immersion	325		54	57	63	56	55	40								5
BEDDINGTON HEIGHTS		398		47	58	57	38	78	54	66							26
BRANTON	French Immersion	609								76	184	176	173				28
BUCHANAN		149		13	18	20	24	33	18	23							11
BUFFALO RUBBING STONE		607		85	87	103	96	121	115								-
CAMBRIAN HEIGHTS		339		40	60	53	43	59	42	42							9
CAPITOL HILL		305		40	37	38	39	55	49	47							18
CAPTAIN NICHOLA GODDARD		837								188	197	223	229				12
CATHERINE N GUNN		265		41	34	25	47	45	31	42							43
COLLINGWOOD	Spanish Bilingual	445		66	95	77	70	74	63								8
COLONEL IRVINE		322									104	106	112				29
COLONEL IRVINE	Chinese (Mandarin) Bilingual	374							82	92	65	71	64				2
COLONEL SANDERS	Traditional Learning	357			90	91	89	87									4
DALHOUSIE	Spanish Bilingual	432		77	95	90	58	64	48								14
DR J K MULLOY	Traditional Learning	528		108	107	105	103	105									3
GEORGES P VANIER		122									34	48	40				15
GEORGES P VANIER	French Immersion	326								62	92	81	91				10
HIGHWOOD	Chinese (Mandarin) Bilingual	340		74	67	72	66	61									12
HUNTINGTON HILLS		205		16	27	25	32	36	36	33							12
JAMES FOWLER		744													317	194	233
JAMES FOWLER	Arts Centered Learning	236												52	96	88	2
JOHN G DIEFENBAKER		1,519												578	459	482	118
KENNETH D. TAYLOR		586		117	118	118	115	110	7	1							3
KING GEORGE	French Immersion	600		114	123	118	88	80	77								9
NORTH HAVEN		146		15	19	17	22	23	17	33							13
PANORAMA HILLS		517		74	60	85	87	107	97	7							32
SENATOR PATRICK BURNS		101									35	29	37				19
SENATOR PATRICK BURNS	Spanish Bilingual	637								176	160	167	134				3
SIR JOHN A MACDONALD		738									238	244	256				32
SIR JOHN FRANKLIN	System Classes	32							4	4	7	9	8				-
SIR JOHN FRANKLIN	Arts Centered Learning	335							25	40	95	87	88				10
THORNCLIFFE		191		22	14	41	27	22	31	34							31
THORNCLIFFE	Traditional Learning	74		74													-
VARSITY ACRES	French Immersion	504		109	76	93	82	80	64								12

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SCHOOL		Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOA
W O MITCHELL	Spanish Bilingual	356		70	59	71	56	54	46								4
WILLIAM ABERHART		221												72	67	82	75
WILLIAM ABERHART	French Immersion	786												286	241	259	9
WILLIAM ABERHART	Spanish Bilingual	284												87	93	104	1
AREA 2 TOTAL		16,704	-	1,285	1,335	1,404	1,271	1,388	1,092	1,120	1,318	1,367	1,334	1,392	1,150	1,248	897
ABBEYDALE		236		32	36	46	46	43	33								5
BELFAST		178		25	28	32	20	31	20	22							108
CAPPY SMART		176		33	24	37	33	26	23								22
COLONEL MACLEOD		93								2	34	28	29				5
COLONEL MACLEOD	Traditional Learning	444							93	91	83	90	87				33
COVENTRY HILLS		576		94	94	86	91	118	93								12
CRESCENT HEIGHTS		1,786												584	602	600	547
DR GLADYS M EGBERT		479								122	108	120	129				42
ERIN WOODS		310		46	49	51	54	60	50								20
ERNEST MORROW		605								155	147	152	151				69
FOREST LAWN		1,193												415	361	417	79
G W SKENE		178					61	57	60								9
HIDDEN VALLEY		168		42	39	37	50										2
HIDDEN VALLEY	French Immersion	219		52	63	59	45										8
IAN BAZALGETTE		407								108	89	105	105				43
IAN BAZALGETTE	Science	161								50	46	41	24				1
JACK JAMES		401												111	128	162	1
JAMES SHORT MEMORIAL		190	35	56	61	38											18
KEELER		382		66	63	72	58	57	66								44
MOUNT VIEW		160		16	28	22	22	20	32	20							36
NORTHERN LIGHTS		366		71	57	58	50	63	67								9
NOSE CREEK		665						4	2	142	181	185	151				20
PATRICK AIRLIE		183		22	37	36	28	28	32								27
PENBROOKE MEADOWS		172		35	22	32	30	25	24	4							17
PIITOAYIS FAMILY SCHOOL	Colonel Walker	189		16	18	26	39	29	36	25							1
RADISSON PARK		263		50	41	54	53	43	22								20
RIVERSIDE	System Classes	11									5	3	3				-
RIVERSIDE	Science	629		46	48	48	48	52	54	60	86	95	92				34
ROLAND MICHENER		153		22	22	23	17	38	31								15
ROSEDALE		239		28	29	23	25	27	25	13	24	25	20				30
ROSEMONT		195		22	25	27	30	29	34	28							22

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SCHOOL	Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOA
STANLEY JONES	280		40	59	42	45	35	29	30							36
STANLEY JONES	Alice Jamieson	205					17	25	39	42	39	43				-
SUNNYSIDE	111		15	11	18	14	19	18	16							24
VALLEY CREEK	413						58	60	57	68	87	83				18
VALLEY CREEK	French Immersion	289					60	51	47	49	38	44				12
VALLEY VIEW	174		39	23	29	21	32	30								27
VALLEY VIEW	Science	270		40	45	46	46	48	45							-
VISTA HEIGHTS	150		16	24	20	25	23	22	20							2
WEST DOVER	195		29	32	38	24	42	29	1							20
AREA 3 TOTAL	13,494	35	953	978	1,000	975	1,084	1,106	1,052	962	1,008	961	1,110	1,091	1,179	1,438
ANNIE FOOTE	571		87	78	87	83	91	78	67							30
ANNIE GALE	317									97	112	108				24
ANNIE GALE	Traditional Learning	226							61	58	56	51				4
BOB EDWARDS	262								87	57	61	57				31
BOB EDWARDS	French Immersion	176							25	52	56	43				-
CECIL SWANSON	375		42	41	41	61	62	71	57							60
CHIEF JUSTICE MILVAIN	138		8	22	20	29	20	19	20							5
CHIEF JUSTICE MILVAIN	Traditional Learning	372		76	73	56	52	51	64							4
CHRIS AKKERMAN	Traditional Learning	639		103	106	107	104	108	111							5
CLARENCE SANSOM	466								1	127	202	136				50
COLONEL J F SCOTT	429		44	64	58	64	69	61	69							33
CROSSING PARK	1,101		71	55	93	69	105	100	103	172	170	163				32
DOUGLAS HARKNESS	270		45	37	40	40	42	39	27							7
DR GORDON HIGGINS	575									205	192	178				12
FALCONRIDGE	438		65	55	61	68	56	69	64							45
GRANT MACEWAN	532		89	56	90	77	76	78	66							41
GUY WEADICK	313	59	40	32	37	32	47	36	30							7
HUGH A. BENNETT	540		109	86	105	115	121	1	3							49
LESTER B PEARSON	1,464												467	491	506	129
LESTER B PEARSON	French Immersion	67											29	15	23	1
LOUISE DEAN	52												4	7	41	2
MANMEET SINGH BHULLAR	480		54	59	90	73	71	73	60							31
MARLBOROUGH	251		44	34	43	52	43	35								4
MAYLAND HEIGHTS	144		22	12	19	21	29	26	15							62
MAYLAND HEIGHTS	French Immersion	292		54	62	55	43	41	37							6
MONTEREY PARK	603		87	80	109	103	80	70	74							26
NELSON MANDELA	1,871												620	648	603	57

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Full Day Kindergarten

SCHOOL	Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOA
O S GEIGER	334		44	44	52	44	52	54	44							20
PETER LOUGHEED	955							191	183	179	208	194				15
PINERIDGE	243		18	43	42	34	42	36	28							21
RUNDLE	393		59	56	63	65	42	53	55							15
SADDLE RIDGE	536		115	99	115	92	115									24
SIR WILFRID LAURIER	475	Traditional Learning							121	125	125	104				13
TARADALE	674		137	131	130	140	136									4
TED HARRISON	762							147	149	160	146	160				33
TERRY FOX	435									157	139	139				13
AREA 4 TOTAL	17,771	59	1,413	1,325	1,513	1,461	1,499	1,449	1,409	1,389	1,467	1,333	1,120	1,161	1,173	915
ACADIA	338		45	52	64	45	44	45	43							21
AUBURN BAY	673		126	137	142	130	136	2								-
BRIDLEWOOD	422		61	70	54	50	61	73	53							25
CENTENNIAL	1,307												417	446	444	89
CHAPARRAL	475		60	66	72	54	73	72	78							18
COPPERFIELD	540		84	89	109	108	125	25								2
CRANSTON	466		72	80	65	77	75	97								20
DEER RUN	325		39	45	47	44	51	46	53							9
DOUGLASDALE	342		74	63	69	63	69	2	2							48
DR GEORGE STANLEY	600								140	155	149	156				26
DR MARTHA COHEN	941							193	183	187	193	185				30
FAIRVIEW	881	Traditional Learning					153	154	157	156	137	124				2
FISH CREEK	588		68	78	77	87	86	107	85							51
HAULTAIN MEMORIAL	190		29	22	28	33	26	32	20							23
JOANE CARDINAL-SCHUBERT	1,593												491	448	654	28
LAKE BONAVISTA	371	Montessori	53	63	76	56	60	37	26							5
LE ROI DANIELS	566	Traditional Learning	132	142	142	150										4
LORD BEAVERBROOK	1,171												427	461	283	227
LORD BEAVERBROOK	72	Arts Centered Learning											40	25	7	-
MAPLE RIDGE	363	Science	67	85	71	72	68									10
MCKENZIE HIGHLANDS	807						37	134	147	185	143	161				63
MCKENZIE LAKE	428		96	87	83	80	75	2	5							11
MCKENZIE TOWNE	521		84	125	97	128	87									8
MIDNAPORE	265		39	30	43	39	55	27	32							61
MIDNAPORE	113	Chinese (Mandarin) Bilingual	21	16	35	24	17									1
MIDSUN	669									199	230	240				30
MOUNTAIN PARK	716							141	123	171	126	155				39

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Full Day Kindergarten

SCHOOL		Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOA
NEW BRIGHTON		515		80	86	120	119	108	1	1							-
PRINCE OF WALES		274		56	36	53	41	47	22	19							22
R T ALDERMAN	Science	654							121	138	158	137	100				15
SAMUEL W SHAW		703							84	90	170	176	183				11
SIBYLLA KIDDLE		399		78	90	64	66	49	52								20
SOMERSET		200		35	34	37	44	50									16
WILLOW PARK	Arts Centered Learning	586							59	89	148	150	140				2
WILMA HANSEN		342							18	22	114	87	101				20
AREA 5 TOTAL		19,416	-	1,399	1,496	1,548	1,510	1,552	1,546	1,506	1,643	1,528	1,545	1,375	1,380	1,388	957
A E CROSS		404									120	155	129				38
A E CROSS	Spanish Bilingual	82									27	28	27				-
ALTADORE		366		58	57	45	52	47	58	49							5
ALTERNATIVE HIGH		95												21	20	54	1
ANDREW SIBBALD		436		62	59	77	71	66	59	42							14
BANTING AND BEST		159		37	32	46	44										-
BRAESIDE		212		28	22	29	38	35	21	39							35
CANYON MEADOWS	Spanish Bilingual	416		69	73	84	73	66	51								33
CEDARBRAE		190		22	26	28	26	27	39	22							28
CENTRAL MEMORIAL		1,507												554	521	432	214
CHINOOK PARK		135		13	22	17	19	21	20	23							12
CHINOOK PARK	French Immersion	259		34	47	39	32	40	30	37							23
DAVID THOMPSON		108									33	49	26				8
DAVID THOMPSON	French Immersion	447							69	56	132	111	79				9
DR E P SCARLETT		1,120												412	393	315	132
DR E P SCARLETT	French Immersion	292												104	90	98	-
DR E P SCARLETT	Spanish Bilingual	107												49	37	21	2
DR FREDA MILLER		354		64	69	50	52	63	56								11
ETHEL M JOHNSON		272		24	22	40	23	51	70	42							20
EUGENE COSTE	Spanish Bilingual	346		74	70	56	63	45	38								28
EVERGREEN		368		52	63	62	61	66	64								42
GLENBROOK		242		24	25	35	42	37	36	43							12
GLENMEADOWS	Spanish Bilingual	308		64	43	49	43	45	24	40							9
HAROLD PANABAKER		273									109	83	81				14
HAROLD PANABAKER	Chinese (Mandarin) Bilingual	85							21	20	14	19	11				-
HAYSBORO		179		28	25	21	28	25	32	20							8
HENRY WISE WOOD		1,462												488	520	454	268
JANET JOHNSTONE		241		38	42	48	57	56									-

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SCHOOL		Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOA
JANET JOHNSTONE	French Immersion	153		36	33	32	30	22									3
JOHN WARE		483									149	181	153				30
LOUIS RIEL	System Classes	261						10	20	49	44	69	69				-
LOUIS RIEL	Science	573		60	46	54	67	48	58	75	59	56	50				13
MARSHALL SPRINGS		660								163	159	189	149				19
NELLIE McCLUNG		313		43	43	42	42	55	49	39							37
NICKLE		547							104	69	131	132	111				14
RIVERBEND		580		117	101	99	87	71	53	52							9
ROBERT WARREN	Spanish Bilingual	284								91	79	58	56				5
RON SOUTHERN		351		44	66	53	50	50	54	34							11
SAM LIVINGSTON	French Immersion	442		93	100	90	64	95									18
SHERWOOD		373						34	43	45	82	83	86				7
SUNDANCE	French Immersion	427		79	69	69	67	46	43	54							7
WOODBINE		406		68	59	58	64	39	61	57							19
WOODLANDS		244		38	40	29	39	38	29	31							21
WOODMAN		157									36	61	60				16
WOODMAN	French Immersion	317							28	32	87	82	88				23
AREA 6 TOTAL		17,036	-	1,269	1,254	1,252	1,234	1,198	1,230	1,224	1,261	1,356	1,175	1,628	1,581	1,374	1,218
ALEXANDER FERGUSON		219		27	34	38	31	24	29	36							18
ALL BOYS	Sir James Lougheed	75			13	17	10	15	9	11							-
BATTALION PARK		455		69	63	75	71	64	59	54							12
BISHOP PINKHAM		128									39	52	37				15
BISHOP PINKHAM	French Immersion	412									167	124	121				7
BRIAR HILL		236		27	30	37	35	35	40	32							92
COLONEL WALKER		126		26	20	17	19	16	18	10							11
CONNAUGHT		358		65	52	58	49	42	54	38							16
DR ROBERTA BONDAR		548		72	81	88	85	89	71	62							39
EARL GREY		190		22	28	27	26	24	35	28							69
ELBOW PARK		202		26	33	24	37	30	26	26							2
ELBOYA		344		27	30	35	38	35	45	43	22	31	38				21
ELBOYA	French Immersion	313							31	55	87	71	69				16
ERNEST MANNING		1,627												507	477	643	33
GLAMORGAN	Traditional Learning	705		80	73	73	75	74	81	73	66	61	49				9
GLENDALE		241		29	39	37	29	37	33	37							63
GRIFFITH WOODS		952		86	76	91	81	103	85	76	136	110	108				3
HILLHURST		237		23	25	38	22	31	47	51							49
JENNIE ELLIOTT		581		83	86	110	96	76	66	64							30

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SCHOOL		Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOA
KILLARNEY	Montessori	381		63	59	76	62	42	41	38							8
MOUNT ROYAL		315									106	112	97				25
OLYMPIC HEIGHTS		511		79	62	65	91	71	63	80							45
QUEEN ELIZABETH		356		65	46	51	41	40	57	56							10
QUEEN ELIZABETH JR/SR		962									159	183	192	163	131	134	134
RAMSAY		159		26	27	33	25	20	13	15							26
RICHMOND		230		35	36	42	38	25	26	28							19
RIDEAU PARK		457		22	29	27	34	29	22	33	80	76	105				77
SIMONS VALLEY		615		82	80	95	90	79	86	103							40
SUNALTA		298		41	45	42	45	50	36	39							109
UNIVERSITY		305		38	36	46	49	46	55	35							53
VINCENT MASSEY		657									198	260	199				38
WEST RIDGE		870							139	151	196	198	186				19
WEST SPRINGS		586		101	117	124	108	136									4
WESTERN CANADA		1,513												465	479	569	94
WESTERN CANADA	French Immersion	561												199	199	163	7
WESTGATE	French Immersion	557		80	81	97	86	71	72	70							5
WILDWOOD		419		45	63	63	53	43	79	73							27
WILLIAM REID	French Immersion	307		75	63	64	57	48									21
AREA 7 TOTAL		18,008	-	1,414	1,427	1,590	1,483	1,395	1,418	1,417	1,256	1,278	1,201	1,334	1,286	1,509	1,266
TOTAL		119,363	94	8,827	8,850	9,414	9,117	9,248	9,131	9,079	9,186	9,433	8,959	9,510	9,151	9,364	7,836

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SCHOOL	Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOA
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OUTREACH PROGRAMS (includes NEXUS)

DISCOVERING CHOICES	Downtown	457													9	47	401
DISCOVERING CHOICES II	Marlborough	277													8	29	240
START OUTREACH - BOWNESS	Bowness	168													8	30	130
WESTBROOK OUTREACH	Westbrook	206													3	21	182
TOTAL OUTREACH PROGRAMS		1,108	-	-	-	-	-	-	-	-	-	-	-	-	28	127	953

UNIQUE SETTINGS

CHILDREN'S VILLAGE	Area 2	78			8	8	11	17	16	18							
CHRISTINE MEIKLE	Area 1	134							1	5	10	21	17	33	18	29	
DR GORDON TOWNSEND	Area 1	21				1		2	2	1	6	1	3	3	1	1	
DR OAKLEY (includes Hera)	Area 7	163						11	43	59	23	13	7	3	3	1	
EMILY FOLLENSBEE	Area 6	91		4	10	15	9	12	13	10	13	5					
NIITSITAPI LEARNING CENTRE	Area 3	165	36	47	44	38											
WEST VIEW SECONDARY	Area 1	34										1	1	9	11	12	
WILLIAM ROPER HULL	Area 6	121			1	2	2	3	8	10	14	17	18	7	21	18	
WOOD'S HOMES	Area 1	78								2	9	12	17	15	10	13	
YOUNG ADULT PROGRAM	Area 1	44				3		2	3			1	6	11	13	5	
TOTAL UNIQUE SETTINGS		929	36	51	63	67	22	47	86	105	75	71	69	81	77	79	

HOME EDUCATION	Windsor Park	349			36	41	39	46	49	33	33	33	35	1	1	2	
CBe-LEARN*		2,821			113	182	162	226	205	225	186	210	243	174	277	618	
CHINOOK LEARNING SERVICES*		759													3	756	
SUB-TOTAL		3,929	-	-	149	223	201	272	254	258	219	243	278	175	281	1,376	
*includes students 20 years old and older																	

TOTAL ENROLMENT	125,329	130	8,878	9,062	9,704	9,340	9,567	9,471	9,442	9,480	9,747	9,306	9,794	9,636	11,772		
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Alternative Program Enrolment by School and by Grade

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Alice Jamieson Girls' Academy					17	25	39	42	39	43				205
Stanley Jones School					17	25	39	42	39	43				205
All - Boys School	0	13	17	10	15	9	11							75
All Boys Program		13	17	10	15	9	11							75
Arts-Centred Learning						84	129	243	237	228	92	121	95	1229
James Fowler High School											52	96	88	236
Lord Beaverbrook High School											40	25	7	72
Sir John Franklin School						25	40	95	87	88				335
Willow Park School						59	89	148	150	140				586
Chinese (Mandarin) Bilingual	145	133	148	132	123	103	112	79	90	75				1140
Colonel Irvine School						82	92	65	71	64				374
Harold Panabaker School						21	20	14	19	11				85
Highwood School	74	67	72	66	61									340
Marion Carson School	50	50	41	42	45									228
Midnapore School	21	16	35	24	17									113
French Immersion	843	824	830	681	662	558	571	897	777	756	618	545	543	9105
Banff Trail School	54	57	63	56	55	40								325
Bishop Pinkham School								167	124	121				412
Bob Edwards School							25	52	56	43				176
Branton School							76	184	176	173				609
Chinook Park School	34	47	39	32	40	30	37							259
David Thompson School						69	56	132	111	79				447
Dr. E.P. Scarlett High School											104	90	98	292
Elboya School						31	55	87	71	69				313
F.E. Osborne School							57	47	38	48				190
Georges P. Vanier School							62	92	81	91				326
Hidden Valley School	52	63	59	45										219
Janet Johnstone School	36	33	32	30	22									153
King George School	114	123	118	88	80	77								600
Lester B. Pearson High School											29	15	23	67
Mayland Heights School	54	62	55	43	41	37								292
Sam Livingston School	93	100	90	64	95									442
Sundance School	79	69	69	67	46	43	54							427
Tuscany School	63	50	51	31	24	16								235
Valley Creek School					60	51	47	49	38	44				289
Varsity Acres School	109	76	93	82	80	64								504
Western Canada High School											199	199	163	561
Westgate School	80	81	97	86	71	72	70							557
William Aberhart High School											286	241	259	786
William Reid School	75	63	64	57	48									307
Woodman School						28	32	87	82	88				317

Alternative Program Enrolment by School and by Grade

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
German Bilingual	23	18	25	19	18	16	14							133
Bowcroft School	23	18	25	19	18	16	14							133
Montessori	179	179	195	163	123	103	95							1037
Captain John Palliser School	63	57	43	45	21	25	31							285
Killarney School	63	59	76	62	42	41	38							381
Lake Bonavista School	53	63	76	56	60	37	26							371
Piitoayis Family School	16	18	26	39	29	36	25							189
Piitoayis Family School	16	18	26	39	29	36	25							189
Science School	213	224	219	233	216	278	323	349	329	266				2650
Ian Bazalgette School							50	46	41	24				161
Louis Riel School	60	46	54	67	48	58	75	59	56	50				573
Maple Ridge School	67	85	71	72	68									363
R.T. Alderman School						121	138	158	137	100				654
Riverside School	46	48	48	48	52	54	60	86	95	92				629
Valley View School	40	45	46	46	48	45								270
Spanish Bilingual	420	435	427	363	348	270	307	266	253	217	136	130	125	3697
A. E. Cross School								27	28	27				82
Canyon Meadows School	69	73	84	73	66	51								416
Collingwood School	66	95	77	70	74	63								445
Dalhousie School	77	95	90	58	64	48								432
Dr. E.P. Scarlett High School											49	37	21	107
Eugene Coste School	74	70	56	63	45	38								346
Glenmeadows School	64	43	49	43	45	24	40							308
Robert Warren School							91	79	58	56				284
Senator Patrick Burns School							176	160	167	134				637
W.O. Mitchell School	70	59	71	56	54	46								356
William Aberhart High School											87	93	104	284
Traditional Learning Centre	689	701	681	681	679	708	715	709	683	612				6858
Annie Gale School							61	58	56	51				226
Balmoral School						104	114	107	126	102				553
Brentwood School	116	110	107	108	101	101								643
Chief Justice Milvain School	76	73	56	52	51	64								372
Chris Akkerman School	103	106	107	104	108	111								639
Colonel Macleod School						93	91	83	90	87				444
Colonel Sanders-TLC		90	91	89	87									357
Dr. J.K. Mulloy School	108	107	105	103	105									528
Fairview School					153	154	157	156	137	124				881
Glamorgan School	80	73	73	75	74	81	73	66	61	49				705
Le Roi Daniels School	132	142	142	150										566
Sir Wilfrid Laurier School							121	125	125	104				475
Thomas B. Riley School							98	114	88	95				395
Thornclyffe School	74													74
Grand Total	2528	2545	2568	2321	2230	2190	2341	2585	2408	2197	846	796	763	26318

**CALGARY BOARD OF EDUCATION
SPECIALIZED CLASSES 2021-2022**

Area	School	PROGRAM	# of Classes
1	Arbour Lake (5-9)	Learning & Literacy	2
1	Arbour Lake (5-9)	The Class	2
1	Belvedere Parkway (K-6)	Bridges	1
1	Bowness (10-12)	Paced Learning Program (PLP)	1
1	Captain John Palliser (K-6)	Learning & Literacy	1
1	Discovering Choices	Nexus	3
1	F E Osborne (7-9)	Paced Learning Program (PLP)	1
1	H.D. Cartwright (7-9)	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
1	H.D. Cartwright (7-9)	Learning & Literacy	1
1	Hawkwood (K-6)	Bridges	1
1	Ranchlands (K-6)	Paced Learning Program (PLP)	1
1	Robert Thirsk (10-12)	Adapted Learning Program (ALP)	1
1	Robert Thirsk (10-12)	Communication, Sensory and Social Interaction (CSSI)	1
1	Robert Thirsk (10-12)	Paced Learning Program (PLP)	1
1	Robert Thirsk (10-12)	Teaching of Attitude, Social Skills and Communication (TASC)	1
1	Sir Winston Churchill (10-12)	The Class	1
1	Terrace Road (K-6)	Paced Learning Program (PLP)	1
1	The Hamptons (K-4)	Enhanced Educational Supports (EES)	1
1	Thomas B. Riley (7-9)	Adapted Learning Program (ALP)	1
1	Thomas B. Riley (7-9)	Paced Learning Program (PLP)	1
1	Tuscany (K-4)	Enhanced Educational Supports (EES)	2
1	West Dalhousie (K-6)	Enhanced Educational Supports (EES)	2
2	Buchanan (K-6)	Enhanced Educational Supports (EES)	2
2	Buffalo Rubbing Stone (K-5)	Enhanced Educational Supports (EES)	1
2	Cambrian Heights (K-6)	Bridges	1
2	Cambrian Heights (K-6)	Paced Learning Program (PLP)	1
2	Children's Village	Enhanced Educational Supports II	2
2	Colonel Irvine (7-9)	Bridges	1
2	Georges P. Vanier (7-9)	Learning & Literacy	2
2	Huntington Hills (K-6)	Learning & Literacy	1
2	James Fowler High (10-12)	Literacy, English & Academic Development (LEAD)	3
2	James Fowler High (10-12)	Paced Learning Program (PLP)	2
2	James Fowler High (10-12)	The Class	2
2	Kenneth D Taylor (K-4)	Enhanced Educational Supports (EES)	2
2	North Haven (K-6)	Bridges	1
2	North Haven (K-6)	Paced Learning Program (PLP)	1
2	Panorama Hills (K-5)	Enhanced Educational Supports (EES)	2
2	Sir J. A. Macdonald (7-9)	Adapted Learning Program (ALP)	1
2	Sir J. A. Macdonald (7-9)	Paced Learning Program (PLP)	1
2	Sir J. A. Macdonald (7-9)	Teaching of Attitude, Social Skills and Communication (TASC)	1
2	Sir John Franklin (5-9)	Communication, Sensory and Social Interaction (CSSI)	2
2	Sir John Franklin (5-9)	Literacy, English & Academic Development (LEAD)	4
2	Sir John Franklin (5-9)	Teaching of Attitude, Social Skills and Communication (TASC)	1
2	Thornciffe (K-6)	The Class	1
2	William Aberhart High (10-12)	Adapted Learning Program (ALP)	1
2	William Aberhart High (10-12)	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
3	Cappy Smart (K-5)	Enhanced Educational Supports (EES)	2
3	Colonel Macleod (7-9)	Bridges	1
3	Colonel Macleod (7-9)	Literacy, English & Academic Development (LEAD)	1
3	Crescent Heights High (10-12)	Bridges	2
3	Crescent Heights High (10-12)	Literacy, English & Academic Development (LEAD)	4
3	Crescent Heights High (10-12)	The Class	1
3	Dr. Gladys M. Egbert (6-9)	Paced Learning Program (PLP)	2
3	Erin Woods (K-5)	Bridges	2
3	Ernest Morrow (6-9)	Bridges	1
3	Ernest Morrow (6-9)	Literacy, English & Academic Development (LEAD)	2
3	Ernest Morrow (6-9)	Paced Learning Program (PLP)	3
3	Forest Lawn High (10-12)	Literacy, English & Academic Development (LEAD)	2
3	Forest Lawn High (10-12)	Paced Learning Program (PLP)	2
3	Forest Lawn High (10-12)	The Class	1
3	Jack James (10-12)	Paced Learning Program (PLP)	1
3	Jack James (10-12)	RISE	1
3	James Short Memorial (K-2)	Early Development Centre	4
3	Riverside (K-9)	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
3	Mount View (K-6)	Literacy, English & Academic Development (LEAD)	1
3	Niitsitapi Learning Centre (K-2)	Early Development Centre	4
3	Nose Creek (5-9)	Paced Learning Program (PLP)	2
3	Penbrooke Meadows (K-5)	Literacy, English & Academic Development (LEAD)	2

**CALGARY BOARD OF EDUCATION
SPECIALIZED CLASSES 2021-2022**

Area	School	PROGRAM	# of Classes
3	Roland Michener (K-5)	Paced Learning Program (PLP)	1
3	Rosemont (K-6)	Bridges	1
3	Stanley Jones (K-6)	The Class	1
3	Valley Creek (4-9)	The Class	1
3	Vista Heights (K-6)	Learning & Literacy	1
3	West Dover (K-5)	Enhanced Educational Supports (EES)	2
4	Annie Gale (7-9)	Learning & Literacy	2
4	Bob Edwards (6-9)	RISE	1
4	Cecil Swanson (K-6)	Bridges	1
4	Cecil Swanson (K-6)	Enhanced Educational Supports (EES)	1
4	Clarence Sansom (7-9)	Adapted Learning Program (ALP)	1
4	Clarence Sansom (7-9)	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
4	Dr. Gordon Higgins (7-9)	Paced Learning Program (PLP)	2
4	Falconridge (K-6)	Enhanced Educational Supports (EES)	2
4	Grant MacEwan (K-6)	Bridges	2
4	Guy Weadick	Early Development Centre	6
4	Hugh A. Bennett (K-4)	Enhanced Educational Supports (EES)	1
4	Lester B. Pearson High (10-12)	Adapted Learning Program (ALP)	1
4	Lester B. Pearson High (10-12)	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
4	Monterey Park (K-6)	Enhanced Educational Supports (EES)	2
4	Nelson Mandela High (10-12)	Paced Learning Program (PLP)	2
4	O.S. Geiger (K-6)	Enhanced Educational Supports (EES)	2
4	O.S. Geiger (K-6)	Paced Learning Program (PLP)	1
4	Peter Lougheed (5-9)	Learning & Literacy	2
4	Pineridge (K-6)	Enhanced Educational Supports (EES)	4
4	Ted Harrison (5-9)	Communication, Sensory and Social Interaction (CSSI)	1
4	Ted Harrison (5-9)	Paced Learning Program (PLP)	1
4	Terry Fox (7-9)	Bridges	1
4	Terry Fox (7-9)	Literacy, English & Academic Development (LEAD)	2
5	Auburn Bay (K-4)	Enhanced Educational Supports (EES)	1
5	Centennial High (10-12)	Autism Spectrum Disorder (ASD) cluster	1
5	Centennial High (10-12)	Paced Learning Program (PLP)	1
5	Centennial High (10-12)	The Class	1
5	Deer Run (K-6)	Bridges	1
5	Douglasdale (K-4)	Enhanced Educational Supports (EES)	2
5	Dr. Marthan Cohen (5-9)	Autism Spectrum Disorder (ASD) cluster	1
5	Lord Beaverbrook High (10-12)	Adapted Learning Program (ALP)	2
5	Lord Beaverbrook High (10-12)	Paced Learning Program (PLP)	2
5	Lord Beaverbrook High (10-12)	The Class	1
5	McKenzie Highland (4-9)	Learning & Literacy	2
5	McKenzie Lake (K-4)	Enhanced Educational Supports (EES)	2
5	Midsun (7-9)	Adapted Learning Program (ALP)	1
5	Midsun (7-9)	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
5	Mountain Park (5-9)	The Class	1
5	New Brighton (K-4)	Enhanced Educational Supports (EES)	1
5	Prince of Wales (K-6)	Bridges	1
5	Samuel W. Shaw (5-9)	Paced Learning Program (PLP)	2
5	Wilma Hansen (5-9)	Bridges	1
5	Wilma Hansen (5-9)	Paced Learning Program (PLP)	1
6	AE Cross (7-9)	Paced Learning Program (PLP)	2
6	Cedarbrae (K-6)	Bridges	1
6	Central Memorial High (10-12)	Bridges	1
6	Central Memorial High (10-12)	Communication, Sensory and Social Interaction (CSSI)	1
6	Central Memorial High (10-12)	Teaching of Attitude, Social Skills and Communication (TASC)	1
6	Ethel M. Johnson (K-6)	Enhanced Educational Supports (EES)	2
6	Ethel M. Johnson (K-6)	Learning & Literacy	1
6	Ethel M. Johnson (K-6)	Paced Learning Program (PLP)	1
6	Harold Panabaker (7-9)	Adapted Learning Program (ALP)	1
6	Harold Panabaker (7-9)	Learning & Literacy	2
6	Henry Wise Wood (10-12)	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
6	Henry Wise Wood (10-12)	Autism Spectrum Disorder (ASD) cluster	1
6	Henry Wise Wood (10-12)	Gifted and Talented Education (GATE)	5
6	Henry Wise Wood (10-12)	Literacy, English & Academic Development (LEAD)	2
6	Henry Wise Wood (10-12)	Paced Learning Program (PLP)	1
6	Henry Wise Wood (10-12)	The Class	2
6	John Ware (7-9)	The Class	1
6	Louis Riel (K-9)	Gifted and Talented Education (GATE II/III)	13
6	Nickle (5-9)	Bridges	1

**CALGARY BOARD OF EDUCATION
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Area	School	PROGRAM	# of Classes
6	Nickle (5-9)	Learning & Literacy	2
6	Ron Southern (K-6)	Enhanced Educational Supports (EES)	2
7	Battalion Park (K-6)	Enhanced Educational Supports (EES)	2
7	Bishop Pinkham (7-9)	Communication, Sensory and Social Interaction (CSSI)	1
7	Dr. Oakley (8-12)	HERA	1
7	Earl Grey (K-6)	Learning & Literacy	1
7	Ernest Manning High (10-12)	Paced Learning Program (PLP)	1
7	Hillhurst (K-6)	Gifted and Talented Education (GATE)	5
7	Jennie Elliott (K-6)	Deaf and Hard of Hearing	5
7	Jennie Elliott (K-6)	Enhanced Educational Supports (EES)	1
7	Mount Royal (7-9)	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
7	Mount Royal (7-9)	Teaching of Attitude, Social Skills and Communication (TASC)	1
7	Olympic Heights (K-6)	The Class	1
7	Queen Elizabeth High (7-12)	Deaf and Hard of Hearing (III/IV)	5
7	Queen Elizabeth High (7-12)	Gifted and Talented Education (GATE III/IV)	11
7	Queen Elizabeth High (7-12)	The Class	1
7	Simons Valley (K-6)	Enhanced Educational Supports (EES)	1
7	University (K-6)	Enhanced Educational Supports (EES)	1
7	Vincent Massey (7-9)	Learning & Literacy	1
7	Vincent Massey (7-9)	Literacy, English & Academic Development (LEAD)	1
7	Wildwood (K-6)	Enhanced Educational Supports (EES)	2
7	Wildwood (K-6)	Paced Learning Program (PLP)	1

TOTAL CLASSES 268

Enrolment in classes for students with Complex Learning Needs (excludes Unique Settings)

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
ACCESS									15	23	18	15	16	9	96
Clarence Sansom School									2	8	2				12
H.D. Cartwright School									3	3	5				11
Henry Wise Wood High School												5	5	3	13
Lester B. Pearson High School												6	7	3	16
MidSun School									3	4	5				12
Mount Royal School									2	5	3				10
Riverside School									5	3	3				
William Aberhart High School												4	4	3	11
ALP (Adapted Learning Program)								1	18	21	26	24	22	19	131
Clarence Sansom School								1	4	7	3				15
Harold Panabaker School									4	2	3				9
Lester B. Pearson High School												6	3	6	15
Lord Beaverbrook High School												8	14	6	28
MidSun School									5	3	6				14
Robert Thirsk High School												3	1	6	10
Sir John A. Macdonald School										4	10				14
Thomas B. Riley School									5	5	4				14
William Aberhart High School												7	4	1	12
ASD Cluster									1	3	3	1	2	3	13
Centennial High School												1	1	1	3
Dr. Martha Cohen School									1	3	3				7
Henry Wise Wood High School													1	2	3
Bridges		2	8	17	14	22	21	11	10	13	10	12	9		149
Belvedere Parkway School					1	4									5
Cambrian Heights School				1	5	1									7
Cecil Swanson School						2	3								5
Cedarbrae School			1	2	1	5									9
Central Memorial High School												3	4	4	11
Colonel Irvine School									3	1	3				7
Colonel Macleod School							2	1		2					5
Crescent Heights High School												7	8	5	20
Deer Run School						2	4								6
Erin Woods School		2	2	4	3	2									13
Ernest Morrow School							2	1	3	1					7
Grant MacEwan School			1	4	1	1	2								9
Hawkwood School					1	4	2								7
Nickle School									2		4				6
North Haven School				1		3	1								5
Prince Of Wales School			1	3	1	2	1								8
Rosemont School			3	2	1										6
Terry Fox School									4	1	2				7
Wilma Hansen School										5	1				6

Enrolment in classes for students with Complex Learning Needs (excludes Unique Settings)

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
CSSI								3	8	6	8	7	2	3	37
Bishop Pinkham School									3	3	2				8
Central Memorial High School												3	1	3	7
Robert Thirsk High School												4	1		5
Sir John Franklin School								1	3	2	5				11
Ted Harrison School								2	2	1	1				6
DHH (Deaf and Hard of Hearing)			6	6	7	6	9	5	9	7	13	10	3	8	89
Jennie Elliott School			6	6	7	6	9	5							39
Queen Elizabeth High School									9	7	13	10	3	8	50
Early Development Centre		94													94
Guy Weadick School		59													59
James Short Memorial School		35													35
EES (Enhanced Educational Supports)			60	72	61	70	61	61							385
Auburn Bay School				3	1	3	2								9
Battalion Park School				2	2	5	2	2							13
Buchanan School			3	5	4	3		3							18
Buffalo Rubbing Stone School			1	1	1	2	3								8
Cappy Smart School			6	5	3	1	1								16
Cecil Swanson School				1	3	1	1	3							9
Douglasdale School			2	2	7	3	2	2							18
Ethel M. Johnson School			3	4	2	5	2	2							18
Falconridge School				1	1	5	4	5							16
Hugh A. Bennett School			1	1		3	1	2							8
Jennie Elliott School				3	4	1		1							9
Kenneth D. Taylor School			1	2	3	2	7	1							16
McKenzie Lake School			2	3	4	2	2	5							18
Monterey Park School			2	3	3	5	4	2							19
New Brighton School			1	2	2	2	1	1							9
O.S. Geiger School			3	5	3	2	3	2							18
Panorama Hills School				4	2	3	2	7							18
Pineridge School			13	6	4	7	1	5							36
Ron Southern School			4	1	1	2	6	3							17
Simons Valley School				3	2	1	1	1							8
The Hamptons School			2	2	1	2	1	1							9
Tuscany School			2	1	2	3	3	5							16
University School			1	2	2	2	2								9
West Dalhousie School			3	5	1	2	4	1							16
West Dover School			7	4	3	2	1	1							18
Wildwood School			3	1		1	5	6							16

Enrolment in classes for students with Complex Learning Needs (excludes Unique Settings)

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
GATE						23	49	86	96	118	129	57	50	45	653
Henry Wise Wood High School												35	37	30	102
Hillhurst School						13	29	37							79
Louis Riel School						10	20	49	44	69	69				261
Queen Elizabeth High School									52	49	60	22	13	15	211
HERA										0	1	3	3	1	8
Dr. Oakley											1	3	3	1	8
L&L						13	33	38	62	89	85				320
Annie Gale School									10	7	11				28
Arbour Lake School									11	15	8				34
Captain John Palliser School						2	4	10							16
Earl Grey School						2	6	5							13
Ethel M. Johnson School							8	8							16
Georges P. Vanier School									5	11	12				28
H.D. Cartwright School										10	7				17
Harold Panabaker School									9	10	10				29
Huntington Hills School						5	6	4							15
McKenzie Highlands School							3	3	12	7	8				33
Nickle School									10	9	13				32
Peter Lougheed School									5	10	8				23
Vincent Massey School										10	8				18
Vista Heights School						4	6	8							18
LEAD						2	7	9	10	12	15	13	25	24	117
Colonel Macleod School									4	2	2				8
Crescent Heights High School												2	5	15	22
Ernest Morrow School									1	4	2				7
Forest Lawn High School												5	11	5	21
Henry Wise Wood High School													5	3	8
James Fowler High School												6	4	1	11
Mount View School							2	2							4
Penbrooke Meadows School						2	1	4							7
Sir John Franklin School							4	3	1	2	3				13
Terry Fox School									3	2	6				11
Vincent Massey School									1	2	2				5

Enrolment in classes for students with Complex Learning Needs (excludes Unique Settings)

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
PLP						30	46	66	85	76	72	78	76	69	598
A.E. Cross School									10	12	9				31
Bowness High School												5	3	8	16
Cambrian Heights School						3	4	5							12
Centennial High School												7	7	2	16
Dr. Gladys McKelvie Egbert School								7	9	4	2				22
Dr. Gordon Higgins School									10	13	9				32
Ernest Manning High School												7	6	6	19
Ernest Morrow School								17	10	8	12				47
Ethel M. Johnson School						5	5	4							14
F.E. Osborne School									6	5	5				16
Forest Lawn High School												11	10	9	30
Henry Wise Wood High School												6	4	6	16
Jack James High School												4	6	8	18
James Fowler High School												16	11	9	36
Lord Beaverbrook High School												6	11	7	24
Nelson Mandela High School												9	14	10	33
North Haven School						2	2	9							13
Nose Creek School						4	2		8	7	9				30
O.S. Geiger School						4	6	4							14
Ranchlands School						2	7	5							14
Robert Thirsk High School												7	4	4	15
Roland Michener School						6	8								14
Samuel W. Shaw School							3		10	6	10				29
Sir John A. Macdonald School									8	6	5				19
Ted Harrison School							2	2	3	4	4				15
Terrace Road School						3	4	6							13
Thomas B. Riley School									5	8					13
Wildwood School						1	3	7							11
Wilma Hansen School									6	3	7				16
RISE									4	3	4	2	4	4	21
Bob Edwards School									4	3	4				11
Jack James High School												2	4	4	10
TASC									6	11	2	7	2	1	29
Central Memorial High School												5	1	1	7
Mount Royal School									3	2					5
Robert Thirsk High School												2	1		3
Sir John A. Macdonald School										4	2				6
Sir John Franklin School									3	5					8

Enrolment in classes for students with Complex Learning Needs (excludes Unique Settings)

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
The Class	6	11	23	22	19	35	37	64	217						
Arbour Lake School									6	9	6				21
Centennial High School												3	6	6	15
Crescent Heights High School												6	5	9	20
Forest Lawn High School												6	5	5	16
Henry Wise Wood High School												5	5	16	26
James Fowler High School												7	5	14	26
John Ware School									6	3	2				11
Lord Beaverbrook High School												4	5	9	18
Mountain Park School										4	2	3			9
Olympic Heights School							3	3							6
Queen Elizabeth High School									6	1	5				12
Sir Winston Churchill High School												4	6	5	15
Stanley Jones School							1	4							5
Thornclyffe School							2	4							6
Valley Creek School										1	7	3			11
Grand Total	94	0	68	86	85	158	233	301	348	401	408	262	254	259	2957

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SCHOOL	2020* WEIGHTED ENROLMENT	2020* PROVINCIAL % UTILIZ.	2021 WEIGHTED ENROLMENT	2021 PROVINCIAL CAPACITY	# Of Modulars/ Portables	2021 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2020 to 2021)
AREA 1							
ARBOUR LAKE	819	92%	847	892	8	95%	3%
BELVEDERE-PARKWAY	446	82%	414	565	0	73%	-9%
BOWCROFT	294	61%	309	481	0	64%	4%
BOWNESS	1276	77%	1295	1647	0	79%	1%
BRENTWOOD	561	72%	590	778	0	76%	4%
CAPTAIN JOHN PALLISER	539	88%	501	635	0	79%	-9%
CHRISTINE MEIKLE	360	79%	402	455	0	88%	9%
CITADEL PARK	377	83%	378	481	8	79%	-4%
DR. E. W. COFFIN	183	84%	181	218	1	83%	-1%
EDGEMONT	604	93%	583	666	14	88%	-5%
ERIC HARVIE	404	70%	350	602	6	58%	-12%
F. E. OSBORNE	682	95%	786	719	0	109%	14%
H. D. CARTWRIGHT	502	86%	491	582	2	84%	-2%
HAMPTONS, THE	188	78%	191	240	4	79%	1%
HAWKWOOD	631	97%	619	653	0	95%	-2%
MARION CARSON	494	91%	482	570	2	85%	-6%
RANCLANDS	391	79%	329	496	8	66%	-13%
ROBERT THIRSK	1302	84%	1330	1543	0	86%	2%
ROYAL OAK	422	77%	388	545	10	71%	-6%
SCENIC ACRES	113	61%	121	183	7	66%	4%
SILVER SPRINGS	238	83%	231	286	1	81%	-2%
SIMON FRASER	654	86%	665	760	6	88%	1%
SIR WINSTON CHURCHILL	2351	113%	2417	2082	6	116%	3%
TERRACE ROAD	173	53%	173	308	0	56%	3%
THOMAS B. RILEY	709	113%	705	648	0	109%	-5%
TOM BAINES	877	116%	878	799	1	110%	-6%
TUSCANY	483	76%	504	662	14	76%	1%
TWELVE MILE COULEE	927	104%	902	893	16	101%	-3%
WEST DALHOUSIE	319	98%	283	325	6	87%	-11%
WILLIAM D. PRATT	974	103%	952	948	8	100%	-2%
AREA 1 - TOTAL	18,290	89%	18,293	20,662	128	89%	-1%

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AREA 2							
ALEX MUNRO	259	57%	263	451	0	58%	1%
BALMORAL	570	106%	563	538	0	105%	-1%
BANFF TRAIL	314	69%	306	456	0	67%	-2%
BEDDINGTON HEIGHTS	415	82%	394	504	8	78%	-4%
BRANTON	731	96%	621	761	6	82%	-15%
BUCHANAN	217	89%	189	238	0	79%	-10%
BUFFALO RUBBING STONE	633	105%	610	601	6	101%	-4%
CAMBRIAN HEIGHTS	342	84%	383	407	0	94%	10%
CAPITOL HILL	292	81%	301	362	0	83%	3%
CAPTAIN NICHOLA GODDARD	907	101%	885	897	16	99%	-2%
CATHERINE N. GUNN	275	60%	263	458	0	57%	-3%
CHILDREN'S VILLAGE	234	60%	232	393	0	59%	-1%
COLLINGWOOD	430	77%	423	570	0	74%	-2%
COLONEL IRVINE	727	96%	754	784	0	96%	0%
COLONEL SANDERS	353	97%	361	363	0	99%	2%
DALHOUSIE	394	77%	415	500	0	83%	5%
DR. J. K. MULLOY	470	95%	497	496	0	100%	6%
GEORGES P. VANIER	473	72%	492	658	0	75%	3%
HIGHWOOD	303	89%	305	341	0	89%	1%
HUNTINGTON HILLS	206	59%	219	350	0	63%	4%
JAMES FOWLER	1066	58%	1218	1840	0	66%	8%
JOHN G. DIEFENBAKER	1520	101%	1627	1503	4	108%	7%
KENNETH D. TAYLOR	601	102%	595	588	12	101%	-1%
KING GEORGE	525	83%	555	629	0	88%	5%
NORTH HAVEN	168	37%	175	452	0	39%	2%
PANORAMA HILLS	547	92%	545	597	10	91%	0%
SENATOR PATRICK BURNS	729	84%	768	869	0	88%	5%
SIR JOHN A. MACDONALD	850	92%	852	885	4	96%	4%
SIR JOHN FRANKLIN	468	83%	467	566	0	83%	0%
THORNCLIFFE	259	112%	257	231	0	111%	-1%
VARSITY ACRES	432	69%	466	628	3	74%	5%
W. O. MITCHELL	347	84%	325	452	8	72%	-12%
WILLIAM ABERHART	1421	79%	1375	1805	4	76%	-3%
AREA 2 - TOTAL	17,472	83%	17,697	21,173	81	84%	1%

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AREA 3							
ABBEYDALE	270	67%	241	401	6	60%	-7%
BELFAST	191	67%	172	266	1	65%	-2%
CAPPY SMART	202	53%	211	373	4	56%	3%
COLONEL MACLEOD	574	85%	577	668	4	86%	2%
COVENTRY HILLS	476	75%	573	638	13	90%	15%
CRESCENT HEIGHTS	1974	88%	2046	2247	0	91%	3%
DR. GLADYS M. EGBERT	533	100%	555	534	4	104%	4%
ERIN WOODS	382	79%	335	482	8	70%	-10%
ERNEST MORROW	715	77%	731	929	0	79%	2%
FOREST LAWN	1354	78%	1367	1739	0	79%	1%
G. W. SKENE	214	75%	196	284	0	69%	-6%
HIDDEN VALLEY	380	73%	352	523	10	67%	-5%
IAN BAZALGETTE	652	100%	636	742	3	86%	-14%
JACK JAMES	632	74%	695	854	0	81%	7%
JAMES SHORT MEMORIAL	188	40%	191	471	1	40%	1%
KEELER	275	45%	373	609	0	61%	16%
MOUNT VIEW	160	85%	156	215	0	73%	-12%
NIITSITAPI LEARNING CENTRE	156	46%	151	336	0	45%	-2%
NORTHERN LIGHTS	257	46%	346	584	0	59%	13%
NOSE CREEK	926	101%	741	914	16	81%	-20%
PATRICK AIRLIE	220	87%	202	252	0	80%	-7%
PENBROOKE MEADOWS	211	56%	178	377	0	47%	-9%
RADISSON PARK	278	72%	279	408	2	68%	-3%
RIVERSIDE	654	102%	655	640	0	102%	0%
ROLAND MICHENER	199	76%	178	263	0	68%	-8%
ROSEDALE	243	94%	240	259	2	93%	-1%
ROSEMONT	216	89%	221	242	0	91%	2%
STANLEY JONES	529	95%	508	576	0	88%	-7%
SUNNYSIDE	131	79%	108	228	0	47%	-32%
VALLEY CREEK	763	88%	768	870	12	88%	1%
VALLEY VIEW	439	72%	424	612	0	69%	-3%
VISTA HEIGHTS	159	71%	168	224	0	75%	4%
WEST DOVER	234	52%	240	447	0	54%	1%
AREA 3 - TOTAL	14,783	78%	14,810	19,207	86	77%	-1%

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AREA 4							
ANNIE FOOTE	596	119%	580	501	9	116%	-4%
ANNIE GALE	606	95%	595	640	8	93%	-2%
BOB EDWARDS	460	75%	474	610	0	78%	2%
CECIL SWANSON	430	95%	400	453	6	88%	-7%
CHIEF JUSTICE MILVAIN	493	94%	489	526	10	93%	-1%
CHRIS AKKERMAN	574	106%	588	541	6	109%	3%
CLARENCE SANSOM	623	79%	536	799	8	67%	-12%
COLONEL J. FRED SCOTT	465	98%	435	475	8	92%	-6%
CROSSING PARK	1121	113%	1121	998	15	112%	-1%
DOUGLAS HARKNESS	282	84%	282	335	2	84%	0%
DR. GORDON HIGGINS	578	83%	629	696	8	90%	7%
FALCONRIDGE	491	85%	472	576	12	82%	-3%
GRANT MACEWAN	456	80%	541	571	12	95%	15%
GUY WEADICK	364	85%	329	430	6	76%	-8%
HUGH A. BENNETT	585	102%	537	576	0	93%	-9%
LESTER B. PEARSON	1739	100%	1655	1739	0	95%	-5%
LOUISE DEAN	122	57%	90	217	0	42%	-15%
MANMEET SINGH BHULLAR	521	98%	477	533	6	90%	-8%
MARLBOROUGH	247	83%	244	341	2	72%	-12%
MAYLAND HEIGHTS	423	80%	422	529	0	80%	0%
MONTEREY PARK	589	90%	638	657	17	97%	7%
NELSON MANDELA	1971	110%	1971	1795	0	110%	0%
O. S. GEIGER	413	81%	390	511	9	76%	-5%
PETER LOUGHEED	1037	108%	981	957	8	103%	-6%
PINERIDGE	273	60%	314	431	6	73%	13%
RUNDLE	515	96%	394	536	10	73%	-23%
SADDLERIDGE	502	86%	497	587	12	85%	-1%
SIR WILFRID LAURIER	487	92%	479	528	0	91%	-2%
TARADALE	668	106%	641	643	10	100%	-7%
TED HARRISON	816	92%	838	888	16	94%	3%
TERRY FOX	499	65%	475	766	0	62%	-3%
AREA 4 - TOTAL	18,942	93%	18,508	20,385	206	91%	-2%

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AREA 5							
ACADIA	325	66%	352	541	0	65%	-1%
AUBURN BAY	650	108%	648	604	6	107%	0%
BRIDLEWOOD	436	75%	412	584	12	71%	-4%
CENTENNIAL	1558	102%	1497	1525	0	98%	-4%
CHAPARRAL	468	97%	463	484	8	96%	-1%
COPPERFIELD	502	87%	522	579	12	90%	4%
CRANSTON	359	60%	455	596	12	76%	16%
DEER RUN	364	84%	340	434	6	78%	-6%
DOUGLASDALE	358	80%	359	447	8	80%	0%
DR. GEORGE STANLEY	792	87%	646	913	8	71%	-16%
DR. MARTHA COHEN	1030	109%	1029	947	0	109%	0%
FAIRVIEW	873	88%	887	994	0	89%	1%
FISH CREEK	626	100%	605	647	0	94%	-7%
HAULTAIN MEMORIAL	200	68%	186	293	0	63%	-5%
JOANE CARDINAL-SCHUBERT	1879	104%	1727	1766	0	98%	-6%
LAKE BONA VISTA	356	90%	360	397	2	91%	1%
LE ROI DANIELS	500	89%	508	563	2	90%	1%
LORD BEAVERBROOK	1322	50%	1525	2652	1	58%	8%
MAPLE RIDGE	342	79%	347	456	0	76%	-3%
MCKENZIE HIGHLANDS	893	94%	883	947	0	93%	-1%
MCKENZIE LAKE	417	68%	438	667	2	66%	-2%
MCKENZIE TOWNE	530	82%	499	679	8	74%	-9%
MIDNAPORE	385	74%	363	543	12	67%	-7%
MIDSUN	726	76%	755	975	1	77%	1%
MOUNTAIN PARK	770	95%	780	832	16	94%	-1%
NEW BRIGHTON	551	95%	518	579	12	90%	-6%
PRINCE OF WALES	282	74%	286	381	4	75%	1%
R. T. ALDERMAN	683	83%	734	826	1	89%	6%
SAMUEL W. SHAW	840	83%	799	1008	16	79%	-4%
SIBYLLA KIDDLE	254	44%	376	573	0	66%	21%
SOMERSET	205	58%	197	374	4	53%	-5%
WILLOW PARK	652	90%	664	689	0	96%	6%
WILMA HANSEN	381	61%	400	623	8	64%	3%
AREA 5 - TOTAL	20,505	82%	20,557	25,118	161	82%	0%

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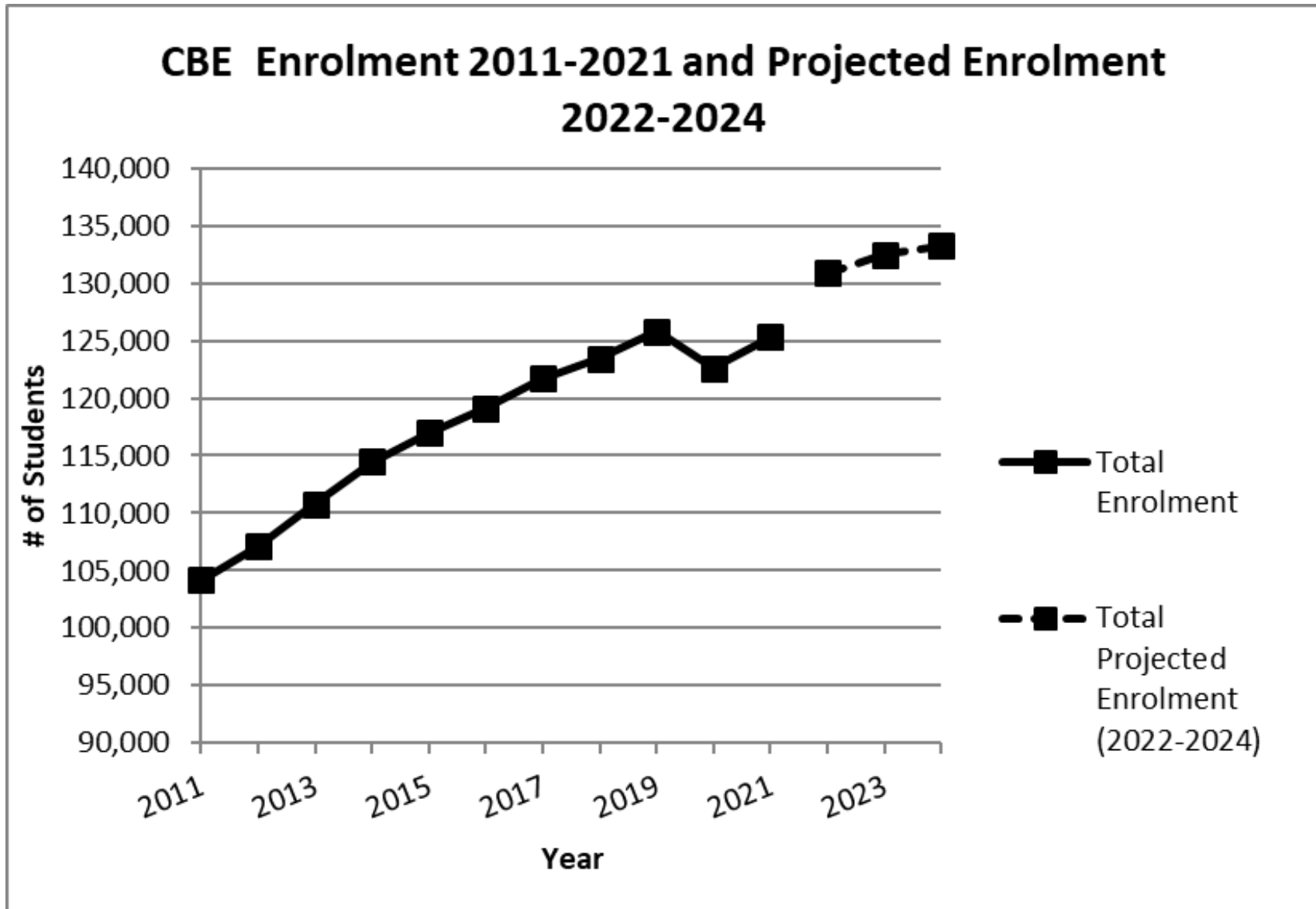
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AREA 6							
A. E. CROSS	633	71%	560	886	0	63%	-8%
ALTADORE	371	93%	357	397	0	90%	-3%
ALTERNATIVE HIGH	225	83%	211	271	0	78%	-5%
ANDREW SIBBALD	371	89%	412	447	0	92%	4%
BANTING AND BEST	152	61%	150	250	2	60%	-1%
BRAESIDE	260	49%	206	559	0	37%	-12%
CANYON MEADOWS	387	71%	395	546	0	72%	1%
CEDARBRAE	229	83%	221	276	0	80%	-3%
CENTRAL MEMORIAL	1637	80%	1773	2051	0	86%	7%
CHINOOK PARK	384	53%	391	683	0	57%	5%
DAVID THOMPSON	537	79%	577	706	0	82%	3%
DR. E. P. SCARLETT	1615	95%	1621	1692	0	96%	0%
DR. FREDA MILLER	239	41%	342	587	0	58%	18%
EMILY FOLLENSBEE	255	95%	249	269	0	93%	-2%
ETHEL M. JOHNSON	366	69%	345	527	0	66%	-4%
EUGENE COSTE	322	57%	315	606	0	52%	-5%
EVERGREEN	309	52%	376	593	12	63%	11%
GLENBROOK	260	66%	272	395	0	69%	3%
GLENMEADOWS	314	63%	286	516	11	55%	-8%
HAROLD PANABAKER	370	59%	416	592	4	70%	12%
HAYSBORO	167	56%	176	226	0	78%	22%
HENRY WISE WOOD	1615	75%	1660	2144	0	77%	2%
JANET JOHNSTONE	377	74%	379	507	8	75%	0%
JOHN WARE	589	98%	571	603	1	95%	-3%
LOUIS RIEL	878	101%	872	867	4	101%	-1%
MARSHALL SPRINGS	807	92%	690	881	0	78%	-13%
NELLIE MCCLUNG	335	65%	325	516	0	63%	-2%
NICKLE	549	76%	587	714	3	82%	6%
RIVERBEND	498	102%	573	502	6	114%	12%
ROBERT WARREN	289	52%	300	513	3	59%	6%
RON SOUTHERN	339	68%	399	571	6	70%	2%
SAM LIVINGSTON	389	70%	396	576	7	69%	-1%
SHERWOOD	431	60%	433	713	0	61%	1%
SUNDANCE	391	78%	398	500	8	80%	1%
WOODBINE	365	81%	397	453	7	88%	7%
WOODLANDS	280	70%	256	402	4	64%	-6%
WOODMAN	525	62%	506	846	0	60%	-2%
AREA 6 - TOTAL	18,055	74%	18,390	24,383	86	75%	1%

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AREA 7							
ALEXANDER FERGUSON	210	83%	210	251	0	84%	0%
ALL BOYS SCHOOL @ Sir James Lougheed	115	49%	117	257	0	46%	-3%
BATTALION PARK	463	67%	474	687	13	69%	2%
BISHOP PINKHAM	536	70%	570	769	0	74%	4%
BRIAR HILL	233	84%	231	278	0	83%	-1%
COLONEL WALKER (includes Piitoyais)	292	48%	319	597	1	53%	5%
CONNAUGHT	349	87%	336	399	0	84%	-3%
DR. OAKLEY	194	43%	197	455	0	43%	1%
DR. ROBERTA BONDAR	512	91%	527	560	0	94%	3%
EARL GREY	188	55%	189	366	0	52%	-4%
ELBOW PARK	215	78%	195	276	0	71%	-7%
ELBOYA	730	93%	680	788	3	86%	-6%
ERNEST MANNING	1943	116%	1711	1676	0	102%	-14%
GLAMORGAN	683	101%	681	677	2	101%	0%
GLENDALE	204	67%	255	325	0	78%	11%
GRIFFITH WOODS	950	104%	945	902	-	105%	1%
HILLHURST	246	73%	238	357	0	67%	-7%
JENNIE ELLIOTT	623	92%	624	704	0	89%	-3%
KILLARNEY	373	100%	368	373	0	99%	-2%
MOUNT ROYAL	371	87%	383	459	0	83%	-4%
OLYMPIC HEIGHTS	550	81%	498	677	14	74%	-8%
QUEEN ELIZABETH	301	78%	324	387	2	84%	6%
QUEEN ELIZABETH JR/SR	1186	86%	1132	1375	0	82%	-4%
RAMSAY	160	58%	164	349	0	47%	-11%
RICHMOND	212	76%	239	278	0	86%	10%
RIDEAU PARK	474	106%	458	473	0	97%	-9%
ROSSCARROCK	78	18%					
SIMONS VALLEY	639	92%	634	614	12	103%	11%
SUNALTA	305	78%	290	410	0	71%	-8%
UNIVERSITY	318	59%	314	537	0	59%	-1%
VINCENT MASSEY	760	80%	699	939	0	74%	-6%
WEST RIDGE	890	97%	894	916	8	98%	0%
WEST SPRINGS	550	92%	560	596	12	94%	2%
WESTERN CANADA	2199	103%	2136	2127	0	100%	-3%
WESTGATE	538	79%	519	727	0	71%	-8%
WILDWOOD	445	71%	472	618	0	76%	5%
WILLIAM REID	245	90%	274	298	4	92%	2%
AREA 7 - TOTAL	19,275	85%	18,849	22,477	71	84%	-1%
GRAND TOTALS	127,321	83%	127,102	153,405	819	83%	0%



2021 - 2022 LEASED SPACE IN OPERATING CBE SCHOOLS

(includes both full-time and part-time leases)

CBE Area	School Name	Tenant Name	Lease Area (Sq. m.)
1	Belvedere Parkway	Kids Love Bowness Ltd.	226.7
1	Bowcroft	Children Come First Association	445.6
1	Bowcroft	RIEL Institute for Education & Learning	88.9
1	Captain John Palliser	Captain John Palliser Out-of-School Care	161.3
1	Dr. E.W. Coffin	Millennium Kidz N Kare Ltd.	299.0
1	Eric Harvie	Coded Minds Canada Incorporated	339.7
1	Hawwood	Children Come First Association	337.5
1	Marion Carson	Pre-Kindergarten Educational Services	88.5
1	Marion Carson	Seeds of S.P.I.C.E Early Learning Centre Inc.	358.4
1	Terrace Road	1439723 Alberta Ltd O/a Summit Kids	296.3
1	Terrace Road	University Heights Nursery School Association	73.9
1	Tuscany	Coded Minds Canada Incorporated	164.9
1	West Dalhousie	Dalhousie Community Association	348.5
2	Banff Trail	Children Come First Association	264.2
2	Beddington Heights	1677939 Alberta Inc. O/a Adventures Child Care	83.5
2	Buchanan	Children Come First Association	114.4
2	Buffalo Rubbing Stone	Mighty Learner Corp <i>*tenant change*</i>	229.0
2	Cambrian Heights	Children Come First Association	345.7
2	Capitol Hill	Adventurers School Age Care Ltd.	270.8
2	Catherine Nichols Gunn	Children Come First Association	358.6
2	Collingwood	Adventurers School Age Care Ltd.	350.1
2	Colonel Sanders (TLC)	Student Care Inc. O/a Northmount Student Care	253.9
2	Dalhousie	Dalhousie Community Association	492.4
2	Highwood	Children Come First Association	435.5
2	Huntington Hills	1439723 Alberta Ltd O/a Summit Kids	224.1
2	Kenneth D. Taylor	Children Come First Association	341.9
2	King George	Pleasant Heights After School Care Association	390.1
2	North Haven	Children Come First Association <i>*tenant change*</i>	243.4
2	Panorama Hills	Pleasant Heights After School Care Association	224.7
2	Varsity Acres	Seeds of S.P.I.C.E Early Learning Centre Inc. <i>*new program*</i>	405.3
2	W.O. Mitchell	1439723 Alberta Ltd O/a Summit Kids	443.2
3	Abbeylea	RIEL Institute for Education & Learning	106.0
3	Belfast	Student Care Inc. O/a Belfast Student Care	269.8
3	Coventry Hills	Topp Kids Out of School Clubs	231.0
3	Mount View	Creative World	86.3
3	Niitsitapi Learning Centre	Alberta Health Services (Elbow River Healing Lodge)	17.8
3	Northern Lights School	Little Steps Before and After School Care	156.2
3	Rosemont	Rosemont Community Childcare	223.5
3	Stanley Jones	1677939 Alberta Inc. O/a Adventures Child Care	447.0
3	Sunnyside	Pre-Kindergarten Educational Services	104.2
3	Sunnyside	Sunnyside Out-of-School Care	109.6
4	Louise Dean (Kensington)	Calgary Foothills Primary Care Network	28.3
4	Louise Dean (Kensington)	Catholic Family Service of Calgary	580.2

2021 - 2022 LEASED SPACE IN OPERATING CBE SCHOOLS

(includes both full-time and part-time leases)

CBE Area	School Name	Tenant Name	Lease Area (Sq. m.)
4	Marlborough	Kidzclub Calgary Ltd.	178.7
4	Mayland Heights	Society of Briar Hill Children's Programs	115.0
4	Taradale (Modular)	Student Care Inc. o/a Taradale Student Care	201.0
5	Acadia	1677939 Alberta Inc. O/a Adventures Child Care	167.6
5	Auburn Bay	Seeds of S.P.I.C.E Early Learning Centre Inc.	457.8
5	Chaparral (Modular)	Juvenescence Child Development Centre Ltd.	201.0
5	Chaparral	Juvenescence Child Development Centre Ltd.	235.6
5	Copperfield	Topp Kids Out of School Clubs	343.7
5	Cranston	Juvenescence Child Development Centre Ltd.	330.0
5	Douglasdale	A Step Ahead - Child Development Services	154.2
5	Fish Creek	1st Class - After Class	339.1
5	Lake Bonavista	1133491 Alberta Ltd. O/a Rec House	226.2
5	Maple Ridge	Topp Kids Out of School Clubs	262.4
5	McKenzie Lake	Topp Kids Out of School Clubs	164.6
5	McKenzie Towne	1133491 Alberta Ltd. O/a Rec House	226.9
5	Midnapore	Mid-Sun Community Association o/a Mid-Sun Child Care	311.9
5	New Brighton	1st Class - After Class	343.7
5	Prince Of Wales	Topp Kids Out of School Clubs	461.3
5	Sibylla Kiddle School	1st Class - After Class	155.1
6	Altadore	Seeds of S.P.I.C.E Early Learning Centre Inc.	331.1
6	Andrew Sibbald	1133491 Alberta Ltd. O/a Rec House	457.7
6	Banting and Best	Coded Minds Canada Incorporated	176.9
6	Braeside	Pre-Kindergarten Educational Services	79.3
6	Chinook Park	Adventurers School Age Care Ltd.	160.3
6	Dr. Freda Miller School	Seeds of S.P.I.C.E Early Learning Centre Inc.	156.2
6	Ethel M. Johnson	1677939 Alberta Inc. O/a Adventures Child Care	268.8
6	Eugene Coste	Calgary Child's Play Inc.	514.7
6	Eugene Coste	Connect Society - Deafness, Education & Family Services	325.7
6	Evergreen	Topp Kids Out of School Clubs	338.0
6	Glenbrook	Glenbrook Preschool Society	72.7
6	Glenmeadows	Calgary Child's Play Inc.	332.1
6	Haysboro	Maple Roots Inc.	59.8
6	Janet Johnstone	Creations Child Care	243.8
6	Nellie McClung	1439723 Alberta Ltd O/a Summit Kids	324.3
6	Ron Southern	1st Class - After Class	157.3
6	Sam Livingston	1133491 Alberta Ltd. O/a Rec House	540.9
6	Sundance	Children Can Succeed Inc.	226.8
7	Alexander Ferguson	Alexander Ferguson Elementary School Society	255.0
7	Battalion Park (Modular)	Kidzinc School Care Society of Alberta	201.0
7	Battalion Park	Kidzinc School Care Society of Alberta	86.9
7	Briar Hill	Hounsfield Heights - Briar Hill Community Playschool	83.7
7	Briar Hill	Society of Briar Hill Children's Programs	363.1
7	Connaught	Churchill Park Family Care Society	222.1

2021 - 2022 LEASED SPACE IN OPERATING CBE SCHOOLS

(includes both full-time and part-time leases)

CBE Area	School Name	Tenant Name	Lease Area (Sq. m.)
7	Dr. Oakley	Trellis Society	80.7
7	Dr. Roberta Bondar	1439723 Alberta Ltd O/a Summit Kids	415.6
7	Earl Grey	Little Steps Before and After School Care	336.5
7	Glamorgan	Maple Roots Inc.	240.9
7	Glendale	Calgary Child's Play Inc.	140.7
7	Jennie Elliott	Student Care Inc. O/a Jennie Elliott Student Care	411.3
7	Killarney	Kidzinc School Care Society of Alberta	255.3
7	Olympic Heights	Kidzinc School Care Society of Alberta	349.2
7	Queen Elizabeth	Adventurers School Age Care Ltd.	309.5
7	Ramsay	Coded Minds Canada Incorporated	258.7
7	Richmond	Richmond Child Care Association	479.9
7	Rideau Park	1439723 Alberta Ltd O/a Summit Kids	81.3
7	Simons Valley	Coded Minds Canada Incorporated	309.1
7	Sir James Lougheed	1439723 Alberta Ltd O/a Summit Kids	338.5
7	Sunalta	Scarboro Community Preschool	91.6
7	Sunalta	Student Care Inc. O/a Sunalta Student Care	199.3
7	University	1439723 Alberta Ltd O/a Summit Kids	469.2
7	West Springs	Maple Roots Inc.	332.5
7	Westgate	Calgary Child's Play Inc.	530.8
7	Wildwood	Kidzinc School Care Society of Alberta	275.3
7	William Reid	Seeds of S.P.I.C.E Early Learning Centre Inc.	585.2
7	West Springs	Maple Roots Inc.	333
7	Westgate	Calgary Child's Play Inc.	531
7	Wildwood	Kidzinc School Care Society of Alberta	275
7	William Reid	Seeds of S.P.I.C.E Early Learning Centre Inc.	504

AREA 1: 3,229.20
 AREA 2: 5,470.80
 AREA 3: 1,751.40
 AREA 4: 1,103.20
 AREA 5: 4,381.10
 AREA 6: 4,766.40
 AREA 7: 9,345.70

TOTAL 30,047.80

2021 - 2022 LEASE OF SURPLUS SCHOOL FACILITIES

AREA	SCHOOL NAME	LESSEE NAME	LEASE AREA (Square Metres)
1	Belvedere Parkway Bungalow	Thornhill Child Care Society	373.2
1	Parkdale	Westmount Charter School	6,375.0
2	Montgomery - McKay Road	Foundations for the Future Charter Academy	6,441.8
3	Greenview	Foundations for the Future Charter Academy	4,669.4
4	Mountain View	Almadina School Society	3,853.2
5	Alice M. Curtis	Foundations for the Future Charter Academy	3,441.5
5	Andrew Davison	Foundations for the Future Charter Academy	4,309.0
5	Dr. Noman Bethune	Foundations for the Future Charter Academy	3,398.0
6	Lakeview	Calgary Girls' School Society	3,594.0
6	Ogden	Almadina School Society	4,887.8
6	Southwood	Foundations for the Future Charter Academy	4,192.0
6	Bel-Aire	Calgary Girls' School Society	1,252.0
7	Clem Gardner	Connect Charter School Society	7,107.0
7	Knob Hill	Calgary Arts Academy Society	2,270.6
7	Sir William Van Horne High	Westmount Charter School	9,670.0
7	Spruce Cliff	Calgary Quest Children's Society	2,387.7

AREA 1: 6,748.2

AREA 2: 6,441.8

AREA 3: 4,669.4

AREA 4: 3,853.2

AREA 5: 7,750.5

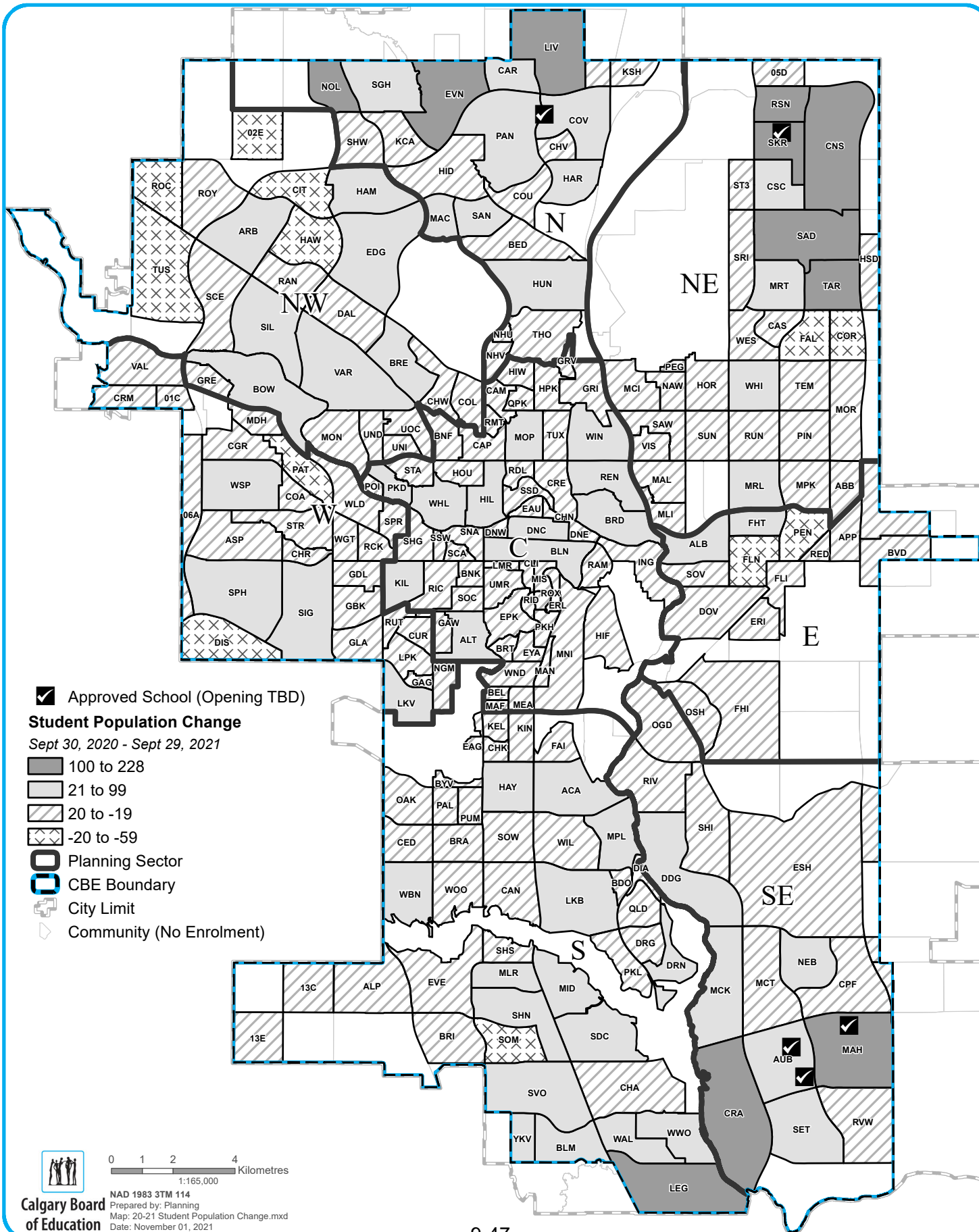
AREA 6: 13,925.8

AREA 7: 21,435.3

TOTAL SQUARE METRES LEASED: 68,222.2

Student Population Change (By Community)

September 30, 2020 to September 29, 2021



| appendix | Specialized Classes Definitions

Specialized Classes

ACCESS - *Adaptive Functioning, Communication, Community Engagement, Social Skills*

The ACCESS class supports students with moderate to severe learning and adaptive behaviour needs in grades 7-12. Students receive personalized programming in a functional academics, social-communication skills, daily living skills, safety and leisure skills and independence skills. Opportunities for peer mentorship and meaningful inclusion in the school community are provided according to individual student interests and abilities. Learner supports and accommodations may include the use of assistive technology, augmentative communication systems, work-systems and sensory activities. Class sizes range from 12-14 students and students are supported by a teacher and a multi-disciplinary team members including educational assistants, lunch room assistant, behaviour support workers, specialists, strategists, occupational therapist and physical therapist.

Learner Profile:

- Students in grades 7-12 who have been diagnosed with a moderate cognitive disability (FSIQ 30-50 +/- 5) and low to extremely low adaptive functioning delays.
- Students may have co-occurring diagnosis including a medical diagnosis.

ALP - *Adapted Learning Program*

The ALP class supports students with moderate learning and adaptive behaviour needs in grades 7-12. Students receive personalized programming and a functional curriculum to support the development of literacy, numeracy, social-communication, independence, daily living, leisure, vocational and volunteering skills. Opportunities for peer mentorship and inclusion in the school community are provided and may include complementary courses (options), clubs, sports, and special events. Learner supports and accommodations may include the use of assistive technology, augmentative communication systems, work-systems and sensory activities. Class sizes range from 12-14 students and students are supported by a teacher and a multi-disciplinary team including educational assistants, lunch room supervisor, behaviour support workers, specialists, strategists, occupational therapist and physical therapist.

Learner Profile:

- Students in grades 7-12 who have moderate cognitive disabilities (FSIQ 45-65 +/- 5) and low to extremely low adaptive functioning.
- Students may have co-occurring diagnosis including a medical diagnosis.

CSSI - Communication, Sensory, Social Interaction

The CSSI class supports students with multiple and complex learning, behaviour, and communication needs in grades 7-12. Students receive personalized programming and functional curriculum related to the development of functional academics, social-communication, regulation, independence, daily living, leisure, pre-vocational and volunteering skills. Opportunities for peer mentorship and meaningful inclusion in the school community are provided and programmed according to individual student interests and abilities. Learner supports and accommodations may include the use of assistive technology, augmentative communication systems, work-systems and sensory activities. Class sizes range from 6-8 students and students are supported by a teacher and a multi-disciplinary team including educational assistants, behaviour support workers, specialists, strategists, occupational therapist and physical therapist.

Learner Profile:

- Students in grades 1-12 who have a diagnosis of Autism Spectrum Disorder (ASD).
- Students have been identified with moderate to severe cognitive disabilities, communication delays and extremely low adaptive functioning.
- Students require significant specialized supports in order to experience learner success.
- Students may have co-occurring diagnosis including a medical diagnosis.

EES - Enhanced Educational Supports

The Enhanced Educational Supports (EES) class supports students in grades 1-6 with moderate to severe developmental delays. The EES class focuses on building foundational learner skills in functional academics, communication, daily living and citizenship. Programming to promote social-emotional and physical wellbeing are important features of the EES class. Class sizes range from 8-9 students and are supported by a teacher and various multi-disciplinary team members including educational assistants, lunch room assistant, behaviour support workers, specialists, strategists, occupational therapist and physical therapist.

Learner Profile:

- Students in grades 1-6 who have been diagnosed with a moderate cognitive disability (FSIQ 30-50 +/- 5) and low to extremely low adaptive functioning.
- Students may have co-occurring diagnosis including a medical diagnosis.

PLP - Paced Learning Program

The Paced Learning Program (PLP) supports students with mild to moderate learning and adaptive behaviour needs in grades 4-12. Students receive personalized and functional curriculum related to the development of functional academics, social-communication, independence, daily living, safety, citizenship, leisure, vocational and volunteering skills. Opportunities for peer mentorship and meaningful inclusion in the school community are provided and programmed according to individual student interests and abilities. Learner supports and accommodations may include the use of assistive technology, augmentative communication systems, work-systems and sensory activities. Class size range from: 12-14 students in elementary; 14-16 students in jr. high; and 16-18 students in high school. Students are supported by a teacher and a multi-disciplinary team including educational assistants, behaviour support workers, specialists, strategists, occupational therapist and physical therapist.

Learner Profile:

- Students in grades 4-12 diagnosed with a mild or moderate cognitive disability (FSIQ 50-70 +/- 5) and below average to low adaptive functioning.
- Students may have co-occurring diagnosis including a medical diagnosis.

TASC - Teaching of Adaptive, Social and Communication Skills

The TASC class is for students in grades 7-12 who require significant learning, adaptive behaviour, and physical support. Students receive personalized and functional curriculum related to social-communication, play and leisure, daily living, safety, regulation, independence, leisure and pre-vocational skills. Opportunities for peer mentorship and meaningful inclusion in the school community are provided and programmed according to individual student interests and abilities. Learner supports and accommodations may include the use of assistive technology, augmentative communication systems, work-systems and sensory activities. Class sizes range from 6-8 students and students are supported by a teacher and a multi-disciplinary team including educational assistants, lunch room assistant, behaviour support workers, specialists, strategists, occupational therapist and physical therapist.

Learner Profile:

- Students in grades 1-12 who have been diagnosed with extremely low cognitive, developmental and adaptive delays.
- Students may have been diagnosed with co-occurring chronic medical conditions.
- Students require significant specialized supports in order to experience learner success.

Deaf and Hard of Hearing (DHH)

The DHH class offers support for students in grades 1-12 whose hearing loss significantly impacts their language development and learning. DHH classes offer unique educational environments, including direct English language instruction, communicative supports and services. Curriculum modifications, instructional accommodations, integration opportunities and learning technologies are personalized based on the strengths and needs of each student.

Programming options for DHH students include communication and instruction through Aural/Oral and/or Bilingual approaches:

Aural/Oral Approach

Programming emphasizes the use of hearing technology, residual hearing, speech, speech-reading, use of written English, and visual supports. The primary goal is to develop skills in listening and spoken language, reading and writing, and self-advocacy. Aural/Oral programming is recommended for families who have expressed a preference for their children to learn through aural methods of input (listening to English) and oral expression (speaking).

Bi-lingual - ASL/English Approach

Programming emphasizes the use of American Sign Language (ASL) for language learning. The primary goal is to optimize students' communication abilities in ASL in conjunction with English literacy and numeracy skills. Students benefit from direct support in developing expressive/receptive language skills and use these skills to develop English literacy skills. Students may utilize personal technology and FM/DM systems. ASL/English programming is recommended for families who have expressed a preference for their children to learn through direct instruction in American Sign Language, or for students who require sign language to communicate.

If appropriate, families are encouraged to access programming in both modes of communication.

The Deaf and Hard of Hearing specialized classes are located at [Jennie Elliott School](#) for grades 1 through 6, and [Queen Elizabeth Junior/Senior High School](#) for grades 7 through 12.

Eligibility and identification for DHH supports and services must be supported by documentation and diagnosis from a clinical or educational audiologist. A student's hearing profile as illustrated by an audiogram supports Special Education Coding for the following:

- Code 55: a mild hearing loss of 26 to 40 decibels (dB), or a moderate hearing loss of 41 to 70 dB unaided in the better ear over the normal speech range of 500 to 4000 hertz (Hz).
- Code 45: a hearing loss of 71 dB or more unaided in the better ear over the normal speech range of (500 to 4000Hz) (Alberta Education, 2020).

Students with a minimal or unilateral hearing loss (one ear) do not meet Alberta Education's coding criteria for 55 (Hearing Disability) or 45 (Deafness), but may still be eligible to receive specialized DHH supports and services when the hearing loss interferes significantly with the ability to learn.

Early Development Centre (EDC)

The Early Development Centres (EDC) supports pre-school children who have been identified with moderate to severe delays/disabilities. These may be delays in speech and language, social, emotional, or behavioral development, and/or physical/medical development. Through play in a language-rich environment, children learn skills to prepare them for kindergarten and beyond. Early intervention support is partially funded through Alberta Education's Program Unit Funding (PUF).

A limited number of spaces are offered for play partners who do not have identified delays or disabilities for a monthly fee.

In EDC each child receives a continuum of supports and services based on individual needs and strengths. Class sizes typically fall between 10 and 12 children.

Learner Profile:

- Moderate to severe disabilities as defined by Alberta Education Guidelines.
- At least 3 years 8 months on September 1 of the school year they are attending in but less than 4 years 8 months on September 1.

English Language Learners (ELL)

Students with limited formal schooling and refugee learners may access a specialized program called Literacy, English and Academic Development (LEAD). The LEAD program provides intensive supports and services in a sheltered, trauma-sensitive setting. Instructional programming focuses on English language development, basic literacy, numeracy and cultural and social adjustment. The Program of Studies is modified for students, based on individual needs. General Learner Outcomes (language skills, mathematics, social/emotional development, school acculturation, etc.) for LEAD focus on the development of communicative competence and guide instruction and assessment. A Student Growth Plan is used to document student progress.

Students remain in LEAD for a maximum of twenty months after which they are assessed for their readiness to transition to ESL programming in their community school. Students are expected to progress three to five grade levels in that time frame. LEAD is offered as a class of choice to students with the target profile, and entry can occur at any time during the school year. LEAD is available to students who are age appropriate for Grades 4 to 12. Younger students with this profile attend their community school. LEAD classes typically have up to 15 multi-aged students with one full time teacher and one ELL Assistant.

Learner Profile:

- Newcomer immigrant and refugee English Language Learners who have had little or no opportunity to attend school due to war, civil unrest, lack of educational infrastructure or persecution
- Students recognized as having additional complexities related to trauma, grief and loss as a result of their migration and resettlement experiences
- Most often have refugee status, government assisted or privately sponsored
- Little or no English
- Limited literacy and numeracy skills in first language
- History of interrupted or limited access to formal education
- No indication of other presenting learning concerns at the time of registration.

Gifted and Talented (GATE)

Alberta Education describes giftedness as exceptional performance and/or potential in learning rate, depth of knowledge, reasoning and problem-solving abilities when compared with others of their age, experience and environment. Giftedness presents across a wide range of abilities: general intellectual, specific academic, creative thinking, social, musical, artistic, kinesthetic. (Alberta Education, 2004).

Learner Profile:

In the CBE, to be identified with the special education designation Gifted and Talented, the following criteria must be met:

- The student is identified as intellectually gifted with Very Superior/Extremely High cognitive ability (Full Scale IQ of 130+) as determined by a registered psychologist who administers an individual standardized psychological assessment.
- Adjustments in programming are required to address the needs giftedness presents. Social and emotional characteristics, typical of many gifted learners, impact these needs.

Learning Disabilities

The L&L class is for students identified with learning disabilities in grades 4-6. The goal of an L&L class is to assist each student in gaining skills, knowledge, and competencies to support the attainment of academic, social, and emotional potential. Teaching in the L&L class is done in a blended classroom model with an emphasis on developing reading and writing skills within classroom instruction. The model of service delivery allows for team teaching using Universal Design for Learning as the basis of curriculum planning and delivery. Inclusive learning technologies, curriculum design, accommodations, and all key components for students with learning disabilities are implemented based on the individual needs of each student.

Learner Profile:

- Identified learning disability/learning disorder according to Alberta Education criteria.
- Learning needs are primary (other needs such as emotional or behavioural disabilities or mental health concerns are not presenting as the primary need).
- Highly complex learning disabilities – often these students have complex learning profiles e.g. significant language based learning disabilities (weaker Verbal Comprehension scores) or low average or borderline overall abilities along with significant academic weaknesses.
- Academic achievement is significantly delayed in relation to expected achievement levels often by approximately 2-3 grade levels.

Mental Health and Wellness

Bridges

The Bridges class supports students in grades 1-12 who present with severe externalizing behaviours, which significantly impacts their learning and social success in a traditional education settings. The focus of programming is to build academic and wellbeing success by providing a continuum of supports and services. Specialized instruction emphasizes safety, building relationships, problem solving and mental health literacy. Curriculum modifications and instructional accommodations are implemented based on the individual strengths and needs of each student.

Learner Profile:

- There is significant documented evidence that the student is not achieving to his/her potential despite intensive individualized supports (as identified in the IPP and Student Support Plan) in place in their school, home, and community
- The student is identified as meeting the criteria for a severe social emotional disability (code 42) or a severe medical disability (code 44)
- Externalizing mental health responses which pose a consistent barrier to learning are the primary presenting concern at school
- Student and parent(s)/guardian(s) are supportive of the placement and willing to participate in the supports available through Bridges.

The Class

The Class supports students in grades 1-12 who present with severe internalizing behaviours, which significantly impact their learning and social success in a traditional education setting. The focus of programming is to build academic and wellbeing success by providing a continuum of supports and services. Specialized instruction emphasizes safety, building relationships, problem solving and mental health literacy. Curriculum modifications and instructional accommodations are implemented based on the individual strengths and needs of each student.

Learner Profile:

- There is significant documented evidence that the student is not achieving to his/her potential despite intensive individualized supports in place in their school, home, and community
- Student is identified with a mental health diagnosis, and meets the criteria for a severe social emotional disability (code 42) or a severe medical disability (code 44)
- Internalizing mental health responses which pose a consistent barrier to learning are the primary presenting concern at school
- Student is currently involved in therapeutic treatment outside of The Class which includes a mental health professional acting as the case manager and ongoing involvement in individual, group and/or family therapy
- Student is able to usually attend school, engage in personalized academic programming, and attend some academic classes within the school setting independently or with support (may require a short period of transition to do so)
- Student and parent(s)/guardian(s) are supportive of the placement and willing to participate in the supports available through The Class.

RISE

The RISE class is offered in collaboration with Alberta Health Services (AHS) and Wood's Homes (Wood's). The RISE class is for students in grades 7-12 whose learning and ability to be a part of a school community is significantly impacted by internalizing mental health disorders. Students may or may not have an identified diagnosis and school attendance is a concern.

Learner Profile:

- There is significant documented evidence that the student is not achieving to his/her potential despite intensive supports in place in their school, home, and community **AND**
- Displays significant symptoms of mental illness but due to many reasons (transiency, parental mental illness, homelessness, etc.) is not connected with Mental Health Practitioners and may not yet be diagnosed **OR**
- Housebound or severe attendance issues: unable due to diagnosed mental illness to consistently attend The Class or a regular classroom setting **OR**
- May be waiting for a mental health in-patient or day treatment program and unable to attend The Class or a regular classroom setting due to his/her diagnosed mental illness **OR**
- May be leaving a mental health in-patient or day treatment program but still not ready to attend The Class or a regular classroom setting.
- Internalizing mental health responses which pose a consistent barrier to learning are the primary presenting concern.
- Student and parent(s)/guardian(s) are supportive of the placement and willing to participate in the supports available through the RISE Team to re-engage at school.

Vision

Alberta Education describes a student with a visual impairment as either having a mild-moderate visual disability or a severe visual disability, this is formally identified by means of an ophthalmology report and/or functional vision assessment by a qualified specialist in the field of vision as either (Alberta Education, 2016).

Learner Profile:

Mild-Moderate Visual Disability (Code 56):

- Has vision so limited that it interferes with the ability to learn, and requires modification of the learning environment.
- Is designated as having limited vision with a visual acuity of less than 20/70 (6/21 metric) in the better eye after correction, and/or a reduced field of vision.

Severe Visual Disability (Code 46):

- Has corrected vision so limited that it is inadequate for most or all instructional situations, and information must be presented through other means (tactile diagrams, braille instruction)
- Has a visual acuity ranging from less than 6/60 (20/200) in the better eye after correction, to having no usable vision or a field of vision reduced to an angle of 20 degrees.

For those students who may be difficult to assess (e.g., cortical blindness – developmentally delayed), a functional visual assessment by a qualified specialist in the field of vision or a medical professional may be sufficient to support eligibility.

CBe-learn Student Population September 29, 2021

