

public agenda

Regular Meeting of the Board of Trustees

December 12, 2023
11:00 a.m.

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

R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment
11:00am	1 Call to Order, National Anthem, Acknowledgement of the Land and Welcome	Chair		
	2 Consideration/Approval of Agenda	Board	GC-2	
	3 Awards and Recognitions		GC-3	
	4 Results Focus			
	5 Operational Expectations			
	5.1 OE-8: Communicating and Engaging With the Public – Annual Monitoring	G. Strother	OE-8	Page 5-1
	6 Public Comment		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Information		GC-3	
	7.1 2023-2024 School Enrolment Report	G. Strother	OE-7,9	Page 7-1
	8 Matters Reserved for Board Decision	Board	GC-2	
	9 Consent Agenda	Board	GC-2.6	
	9.1 Items Provided for Board Decision			
	9.2 Items Provided for Information			
	9.2.1 Correspondence	P. Minor	OE-7	Page 9-1



Time	Topic	Who	Policy Ref	Attachment
9.2.2	Acting Chief Superintendent's Update	G. Strother	OE-2,3,8,9	Page 9-47
	Private Session			
	Termination of Meeting			
	Debrief	Board	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.



OE – 8: Communicating and Engaging with the Public


Monitoring report for the
school year 2022-23

Report date:
December 12, 2023

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 8: Communicating and Engaging with the Public, the Chief Superintendent certifies that the proceeding information is accurate and complete.

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

Signed: 
 Gary Strother, Acting Chief Superintendent

Date: December 12, 2023

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 8: 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 – 8: Communicating and Engaging with the Public

Executive Summary

The Board of Trustees believes that working with our communities is a critical component to building relationships that support student success, The Calgary Board of Education and public education. Communities include students, parents, school councils, staff, members of the public, corporate and community partners, and all levels of government. We value relationships based on mutual respect, courtesy, honesty, freedom of information and protection of privacy.

This Operational Expectation establishes the values and expectations of the Board of Trustees for The Calgary Board of Education regarding communicating and engaging with the public.

The Chief Superintendent's reasonable interpretation and indicators for OE 8: Communicating and Engaging with the Public were approved on October 10, 2017. The Board was last presented with the annual monitoring report for OE 8 on December 13, 2022.

This report includes data available from the 2022-23 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
8.1	8.1.1	Compliant
8.1	8.1.2	Compliant
8.1	8.1.3	Compliant
8.2	8.2.1	Compliant
8.2	8.2.2	Compliant
8.2	8.2.3	Compliant
8.2	8.2.4	Compliant
8.3	8.3.1	Compliant
8.3	8.3.2	Compliant
8.4	8.4.1	Compliant
8.4	8.4.2	Compliant
8.4	8.4.3	Compliant
8.4	8.4.4	Compliant
8.4	8.4.5	Compliant



OE – 8: Communicating and Engaging with the Public

The Board of Trustees believes that working with our communities is a critical component to building relationships that support student success, The Calgary Board of Education and public education. Communities include students, parents, school councils, staff, members of the public, corporate and community partners, and all levels of government. We value relationships based on mutual respect, courtesy, honesty, freedom of information and protection of privacy.

Board-approved Interpretation |

In the course of our work it is important to build positive relationships with various stakeholders that are characterized by:

- clearly stated roles, responsibilities and contributions;
- clear and understood decision-making processes where voice is valued; and
- collective support for student success.

The Chief Superintendent interprets:

- *communities* to mean stakeholders that share a commonality as it relates to CBE business.
- *corporate and community partners* to mean organizations or individual members of the public that provide support and/or services that contribute to student success.
- *all levels of government* to mean representatives of municipal, provincial and federal ministries and/or departments.
- *mutual respect* to mean clearly stated roles and responsibilities between CBE authorities and participants.
- *courtesy* to mean the interactions with the public are open, respectful and cooperative.
- *honesty* to mean communicating information clearly, candidly and in a timely manner.



OE – 8: Communicating and Engaging with the Public

- *freedom of information and protection of privacy* to mean the sharing of information as appropriate in compliance with relevant legislation.

The Chief Superintendent shall:

8.1	Ensure the timely flow of information, appropriate input, and strategic two-way dialogue between the organization and its communities to build understanding and support for organizational efforts.	Compliant
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Engaging with our public is a critical component to building relationships that support public education and student success.

The Chief Superintendent interprets:

- *timely* to mean promptly once administration becomes aware of and has validated information.
- *flow* to mean provision and/or distribution.
- *appropriate input* to mean perspective, ideas, comment and opinion sought from public with clear expectations for how the input will be used.
- *strategic* to mean in consideration of the vision, plans and challenges facing the organization as a whole.
- *two-way dialogue* to mean sharing, informing, listening, exchange of ideas and responding.
- *understanding* to mean fact-based knowledge about the organization.
- *support* to mean agreement with the vision, values and work of the organization.

Board-approved Indicators and *Evidence of Compliance* |



OE – 8: Communicating and Engaging with the Public

1. 100 per cent of system-level communications will enable feedback or provide the public with the ability to ask questions.	Compliant
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The organization is compliant with this indicator.

Evidence statement

During the 2022-23 school year, 100 per cent of system-level communication included at least one of the following:

- CBE website address and/or contact information of the system,
- Department, school or individual responsible for content.

Our corporate website has a number of dedicated email feedback mechanisms including a budget feedback form. Examples include: webmaster@cbe.ab.ca, cbecommunications@cbe.ab.ca, dialogue@cbe.ab.ca, transportation@cbe.ab.ca, partnerships@cbe.ab.ca and schoolcouncils@cbe.ab.ca.

2. The Dialogue Framework is being used with affected stakeholders to help inform decision-making.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The Dialogue Framework guides community engagement activities across the organization. School and service unit leaders use the framework on an ongoing basis and reach out to Communication and Engagement Services for support, when appropriate. There is a toolkit of engagement resources available on Staff Insite to support leaders in their engagement activities as well as additional videos and resources on the effective use of our online engagement platform. These resources are updated on an ongoing basis.

There were three virtual Discover Dialogue training sessions held in 2022-23 with CBE leaders to ensure successful implementation of best practices in community engagement. In addition, Communication and Engagement Services hosted three optional professional development sessions for CBE leaders on community engagement topics in 2022-23.



OE – 8: Communicating and Engaging with the Public

System-led engagements conducted in the 2022-23 school year include:

- School Planning engagement (which includes school development plans, school budgets and school fees;
- Engagement on Calendar Changes for 2023-24 and Beyond;
- Year Three 2021-24 Education Plan survey;
- CBE Connections survey; and
- School website survey

Additional details are outlined in indicator 8.4.1

3. Ninety per cent of public enquiries received at the system level by voice mail and email are acknowledged within two business days.	Compliant
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The organization is compliant with this indicator.

Evidence statement

Of the service units that have direct interaction with the public, 100 per cent reported that public enquiries were acknowledged within two business days.

Evidence demonstrates all indicators in subsection 1 are in compliance.



OE – 8: Communicating and Engaging with the Public

8.2	Ensure that school councils are supported in performing their mandated role.	Compliant
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Involved and informed school communities have the potential to make a significant impact on student success.

The Chief Superintendent interprets:

- *school councils* to mean a collective association of individuals as identified by Alberta Education in each school, working collaboratively with the principals and school community.
- *mandated role* to mean serving in an advisory capacity to the principal and Board of Trustees respecting matters related to the school.

Board-approved Indicators and *Evidence of Compliance* |

1. Available school council resources are accessed through the corporate website.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The corporate website includes dedicated pages with a variety of resources for school councils. These include:

- the School Council Handbook, which is reviewed and updated regularly;
- links to the Community of School Councils (COSC) meeting materials and resources;
- links to Alberta School Councils' Association (ASCA) resources;
- relevant Administrative Regulations;



OE – 8: Communicating and Engaging with the Public

- templates for school council annual reports and sample agendas minutes, bylaws, and other important checklists; and
- social media guidelines for school councils.

The CBE Connections newsletter was sent monthly starting October 2022 with important information and updates for all families, school councils and school communities. For each edition, approximately 100,000 parents/guardians accessed the newsletter, which is posted to the corporate site. The corporate website also has dedicated pages for school council and parent societies.

In the 2022-23 school year, the following resources were accessed:

- [School Council Handbook](#): 244 downloads
- [School Councils page](#): 3,170 page views
- [Administrative Regulation 5001](#): 193 downloads
- [Social Media Guidelines for School Councils](#): 92 downloads

2. Information is shared on a timely basis with school councils.	Compliant
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The organization is compliant with this indicator.

Evidence statement

In 2022-23, nine CBE Connections newsletters were emailed to families and schools. The newsletter is also published on the CBE website. This newsletter includes timely information for school communities and school councils such as key system updates, important calendar reminders, ASCA resources and other items of interest to school communities.

Four COSC (Council of School Communities) virtual meetings were held in the 2022-23 school year. A range of 91-265 people RSVP'd for each meeting. Meetings generally included key system updates, presentations, breakout rooms and Q&A with superintendents and trustees. Topics included:

- Meeting your trustee;
- School council workshops;
- K-6 curriculum;
- Three-Year School Capital Plan;
- Trustee advocacy efforts;
- Proud to be CBE campaign;



OE – 8: Communicating and Engaging with the Public

- Results monitoring (AERR);
- Budget planning;
- ASCA supports; and,
- ASCE grants.

3. Principals confirm that school councils are offered opportunities to provide input and feedback on the school development plan.	Compliant
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The organization is compliant with this indicator.

Evidence statement

During the 2022-23 school year, 100 per cent of principals who have school councils confirmed that they provided school council with the opportunity to receive information and provide feedback regarding school development plans using the school planning engagement toolkit. Four schools indicated they do not have a school council. All schools publish their school development plans on their website.

In the 2022-23 school year, schools gathered feedback from parents on school development plans, school budgets and school fees from February to March 2023. Schools gathered input and feedback using a toolkit developed by Communication and Engagement Services, Research & Strategy and Finance. This toolkit asked schools to provide opportunities for feedback at school council or parent meetings and through online surveys. Materials included in the toolkit included online survey templates, presentation templates, meeting evaluation templates and other resources. There was a total of 7,074 responses to school planning online surveys and meeting evaluations in 2022-23.

An internal project team works to develop content and guide this engagement process each year. It includes representatives from School Improvement, Finance and Communication and Engagement Services. Each year, the project team consults with and gathers feedback from education directors and Fee Committee as well.



OE – 8: Communicating and Engaging with the Public

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| 4. Principals confirm that school councils are offered opportunities to provide input and feedback on the school-based budget. | Compliant |
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The organization is compliant with this indicator.

Evidence statement

During the 2022-23 school year, 100 per cent of principals who have school councils confirmed that they have provided school council with the opportunity to receive information and an opportunity to provide feedback regarding school-based budgets using the dialogue toolkit.

As noted above, school budget feedback is collected as part of the school planning engagement process.

Schools gathered input and feedback from parents on school budget, school fees and school development plans during February and March 2023 using a toolkit developed by Communication and Engagement Services. This toolkit asked schools to provide opportunities for feedback at school council meetings and through online surveys in February and March.

Resources available to schools in the toolkit included an online survey template, presentation templates, meeting evaluation template, meeting invitation templates, videos and materials for posting information on school websites.

Evidence demonstrates all indicators in subsection 2 are in compliance.



OE – 8: Communicating and Engaging with the Public

8.3	Effectively handle complaints and concerns.	Compliant
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Contributing to the success of an effective organization is the provision for a process, which addresses concerns and complaints.

The Chief Superintendent interprets:

- effectively to mean reviewed and responded to within reasonable or posted time frames utilizing existing mechanisms and processes.
- complaints and concerns to mean a formal expression of discontent:
 - about the values, customs or regulations of the CBE;
 - within the context of their relationship with the CBE; and
 - requiring a response.

Board-approved Indicators and *Evidence of Compliance* |

1. Ninety per cent of concerns and complaints received at the Area and system level are responded to within the stated time frames as outlined in AR 5007.	Compliant
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The organization is compliant with this indicator.

Evidence statement

All Area offices and service units who deal with the public reported that 100 per cent of concerns and complaints received were responded to within expected timelines. Administrative Regulation 5007: Concerns and Complaints outlines expected timelines that escalate through levels if not addressed. Each level has timelines specific to that level of concern or complaint.



OE – 8: Communicating and Engaging with the Public

2. Principals and system leaders confirm the approved concerns and complaints process is used.	Compliant
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The organization is compliant with this indicator.

Evidence statement

100 per cent of principals and system leaders confirmed, when applicable, parents were directed to utilize the Concerns and Complaints process. This usually occurs if a parent feels their concerns are not being addressed at the school or system level.

Evidence demonstrates all indicators in subsection 3 are in compliance.



OE – 8: Communicating and Engaging with the Public

8.4	Reasonably include people in decisions that affect them.	Compliant
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Better decisions are made when people work together to solve problems and find solutions.

The Chief Superintendent interprets:

- *reasonably include* to mean sensible, fair, and appropriate opportunities are offered to provide feedback to the decision-making process.
- *decisions that affect them* to mean those choices that are made that directly impact individuals.

Board-approved Indicators and *Evidence of Compliance* |

1. One hundred per cent of community engagement processes are organized for reasonable and appropriate participation in decision-making as identified in the Dialogue Framework.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The Dialogue Framework guides the CBE's engagement activities. More details on engagements conducted in 2022-23 school year are outlined below.

- School Planning engagement (which includes school development plans, school budgets and school fees);
- Engagement on Calendar Changes for 2023-24 and Beyond;
- 2021-24 Year Three Education Plan survey;
- CBE Connections survey; and
- School Website survey



OE – 8: Communicating and Engaging with the Public**School Planning Engagement**

Each year, the CBE asks families to share their perspectives on school development plans, school budgets and school fees. This input and feedback helps schools to plan and make decisions for the following school year.

This annual engagement is facilitated and organized centrally by Communication and Engagement Services, School Improvement and Finance. This engagement process is designed to provide the resources and tools principals need to engage their communities in a consistent manner while still allowing schools the flexibility to customize materials to suit their unique context. Principals play the lead role in gathering input and feedback from their parents and school councils.

Each year a Staff Insite toolkit of resources is updated and made available to school leaders. In 2022-23, the toolkit included an informational video for parents, online survey templates, presentation templates, a session evaluation template, invitation templates and more. Families can use video captions to learn about school planning in their language. Online surveys and meeting evaluations can also be translated into more than 30 languages.

The toolkit asks principals to gather input in two ways: at a school council/parent meeting and through a short online survey. The timeframe for the engagement is between Feb. 1 and March 31. In 2022-23, CBE schools had a total of 7,074 responses to online surveys and meeting evaluations.

To support the engagement, preparation sessions are also provided to principals. At the sessions, best practices and information are shared along with support for the online platform (Zencity Engage). As part of the process, principals are invited to share their experience with the supports and resources available to help plan and improve for the following year. The school planning engagement process continues to be refined including opportunities to build leaders' understanding of its purpose, sharing best practices and streamlining how feedback is gathered.

Engagement on Calendar Changes for 2023-24 and Beyond

In fall 2022, feedback was gathered from students, parents, staff and members of the public about possible calendar changes for regular-program schools operating on the modified calendar. In addition to the feedback gathered, other factors considered were equitable access to programming for all students and alignment with other programming and operational requirements. These factors were identified after an analysis showed that the modified calendar does not result in higher student achievement or attendance rates.

In considering the feedback gathered and other factors, the CBE decided to transition CBE schools currently operating on the modified calendar to the traditional calendar starting in the 2023-24 school year. Unique-setting schools



OE – 8: Communicating and Engaging with the Public

were not affected by this change and will continue to operate on the calendar that best meets the needs of their students.

Feedback was gathered through online surveys, an in-person session and a virtual session. The results showed overall support for this decision. A summary of the feedback gathered was posted on the CBE [website](#) along with all the perspectives shared through sessions and online surveys. Some notable highlights include:

- 73 per cent of parents and students and 60 per cent of staff directly affected by this change indicated the change would work well or be okay.
- 76 per cent of parents and students and 58 per cent of staff directly affected by this change said that September 2023 is a reasonable timeframe for implementation.
- The majority of online survey respondents said that cost savings should be considered equally with other factors or should be a significant factor in decision-making.

In support of student and staff well-being, a fall break was added to the 2023-24 instructional calendar. This responds to what we heard through the fall 2022 engagement process and other feedback received.

Over the course of the 2022-23 school year, CBE administration worked closely with school leaders and staff at modified calendar schools to provide a smooth transition for families affected by this decision. More information about the decision and the feedback gathered is available on the CBE [website](#).

2021-24 Year Three Education Plan Survey

In March 2023, CBE families had an opportunity to share their experiences related to Learning Excellence outcomes identified in our Education Plan. The online survey was available March 15-29 and 7,783 participants completed at least one question.

The majority of responses were provided in English. However, the survey was also completed in 14 other languages, including: Arabic, French, Hindi, Japanese, Korean, Persian, Portuguese, Punjabi, Russian, Simplified Chinese, Spanish, Traditional Chinese, Ukrainian and Vietnamese.

Survey results helped confirm the direction of 2021-24 Education Plan Year 3. Results can be viewed on the CBE [website](#).

CBE Connections Survey

The CBE Connections monthly newsletter to families was launched in the fall of 2022. To gather feedback about the newsletter, an online survey was available from June 8-22, 2023. This survey link was sent out to parents as part of the June CBE Connections edition. Seventy-five people completed some or all of the survey.



OE – 8: Communicating and Engaging with the Public

Results and comments are available on the CBE [website](#). While the sample size was small, the feedback has informed future improvements.

School Websites Survey

School websites are moving to a new platform in spring 2024. To support the migration, feedback was gathered from staff in June 2023. A parent-focused survey was launched on July 26, 2023 and remained open until Sept. 7, 2024. A total of 5,199 responses were received. Feedback gathered is helping to improve the online experience for families. Details of the survey results and the corresponding actions we are taking will be shared back with parents early in 2024.

2. Sixty per cent of participants responding to the post engagement evaluation indicate satisfaction with their involvement in the individual engagement meeting.	Compliant
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The organization is compliant with this indicator.

Evidence statement

Session evaluations were provided for the in-person session and the virtual session hosted to gather feedback on a change from the modified calendar to the traditional calendar for 29 CBE schools. Of those who completed evaluations, 92 per cent expressed satisfaction with their involvement. Summaries of the evaluation results are posted on the CBE [website](#).

3. The percentage of parents indicating agreement with the suite of questions from the CBE Annual Parental Involvement results, as determined by Alberta Education's Accountability Pillar Survey will be maintained plus or minus two percentage points.	Compliant
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The organization is compliant with this indicator.

Evidence statement

OE – 8: Communicating and Engaging with the Public

Note | The Alberta Education Assurance Survey replaced Alberta Education's Accountability Pillar Survey in the 2022-23 school year. It was introduced as a pilot in 2020-21. Participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

An average of 5,612 parents responded to the suite of questions tied to Parent Involvement in 2022-23 as compared to 2021-22 when an average of 4,895 responded. In 2022-23, this represented approximately 19% of parents who had the opportunity to complete the Assurance Survey.

Previous reporting erroneously included the results from all stakeholders, instead of the results for parents only. The results of parents responding positively regarding the suite of questions tied to Parental Involvement for the past five years are as follows:

2018-19	2019-20	2020-21	2021-22	2022-23
68%	69.5%	68.7%	70.9%	70.6%

In 2022-23 the all-stakeholder result was 76.8% compared to 77.3% in 2021-22; a decrease of 0.5 percentage points.

The 2022-23 parent-only result of 70.6% is a decrease of 0.3 percentage points over the 2021-22 result of 70.9%.

The indicator speaks to +/- 2% to be compliant. CBE administration remained within this target and have indicated compliance.

In examining the data, this decrease was found to be statistically insignificant as agreement to some questions increased and others decreased. Both increases and decreases were within the +/- 2% to maintain compliance.

4. Principals confirm staff involvement in school decisions as required by collective agreements.	Compliant
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The organization is compliant with this indicator.

Evidence statement



OE – 8: Communicating and Engaging with the Public

During the 2022-2023 school year, 100 per cent of principals confirm they offered staff opportunities to be involved in school decisions. Administrative Regulation 1004.1 – Role of the Principal requires the principal to provide an opportunity for input of those affected when planning significant organizational changes.

5. The Chief Superintendent will provide opportunities for school based staff to provide feedback on identified issues.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The Chief Superintendent has ensured multiple opportunities for school-based staff to provide feedback on identified issues such as systems that support schools in their day-to-day work, school culture, and visibility and connection.

Identified topics and issues:

System and school culture

- The CBE has a number of new/ongoing councils and working groups with staff and leaders from a cross-section of schools and service units. Examples include:
 - the Teacher Advisory Group
 - Technology Council
 - Transportation Advisory Council
 - New Schools Project Planning committee
 - Transition to SharePoint Online and Next Generation Solutions Project team
 - Security, Health and Safety Advisory Committee
 - Software Vetting Committee
- Employees and leaders were brought together in the 2022-23 school year to provide feedback to continuously improve processes such as the high school transfer process and moving the School Information Handbook online.

Visibility and connection

- Chief Superintendent visited approximately 32 schools during the school year (in person or virtually).
- The twice-monthly employee newsletter (Link Online) and direct all-staff emails were provided to share important system information.



OE – 8: Communicating and Engaging with the Public

- Monthly virtual meetings were held with the chief superintendent/senior leaders and union/association executive to discuss issues that matter to staff.
- Meetings with the chief superintendent and/or senior leaders and staff were held at various schools and areas. Topics include professional learning priorities, student and staff well-being, classroom complexity, ways to continuously improve, and other emergent topics.

Capacity and learning

- Principals and assistant principals collaborated during monthly Area Leadership meetings to advance their School Development Plan achievement goals. This was further enhanced through time provided for principals and assistant principals to visit schools with similar areas of focus for School Development Plans.
- Teachers across all schools participated in system wide professional learning focused on implementation of the Literacy, Mathematics and Indigenous Holistic Lifelong Learning Framework, new curriculum, student well-being, and outcomes based assessment.
- Quarterly Career and Technology Studies (CTS) Learning Leader meetings and specific sub-committees were implemented that focused on identifying specific needs, developing long-range CTS priorities and strengthening system-wide CTS connections (e.g., PowerSchool outcomes for CTS modules, CTS Professional Learning Networks).
- Collaborated monthly with school-based unique pathways contacts (off-campus coordinators, guidance counsellors, administrators) to discuss programming opportunities available for students in support of high school completion.
- Participated in regular meetings of CBE's Health and Wellness Committee (CBE management, representatives from all our union and association groups – Alberta Teachers' Association, Canadian Union of Public Employees, The Calgary Board of Education's Staff Association and Trades) to discuss opportunities to focus on and prioritize the health and wellness of CBE employees.

Evidence demonstrates all indicators in subsection 4 are in compliance.



OE – 8: Communicating and Engaging with the Public

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

2023-2024 School Enrolment Report

Date	December 12, 2023
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Gary Strother 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)	Catherine Ford, Director, Planning Jeff Quigley, Manager, Planning Sherri Lambourne, Manager, Real Estate and Leasing Brenda Gibson, Manager, Transportation Services Heather Kirkwood, Manager, Business Administration, School Improvement Shay Khan, Manager Revenue and Treasury Tanya Scanga, Director Corporate Financial Services Sandra Pearse, Admissions Coordinator, CBE Welcome Centre

1 | Recommendation

- This report is being provided for information to the Board of Trustees. 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 end September 2023 enrolment data for all CBE schools and programs. 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's census program was discontinued in 2019. *The Calgary and Region Economic Outlook 2023-2028* Fall 2023 update document is now the only city data that informs this report.

Several attachments are included as part of the School Enrolment Report, which 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 end September 2023; and
- The provincial capacity of schools, including the associated 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 financial data or information on class size within schools. School budgets are adjusted during the school year to allocate resources based on, equity considerations, complexity, and other additional factors that are unique to each school.

4 | Analysis

City of Calgary's Population

The City of Calgary estimates that Calgary's population was 1,389,200 as of April 1, 2023. This represents an increase of approximately 40,600 people, or 3.0 per cent, from the year before. This is the most significant expansion since 2014 and is due to relative housing affordability, a recovering labour market, and the federal government's immigration program that has stimulated net migration of both permanent residents and non-permanent residents, including newcomers from Ukraine, temporary foreign workers, and international students.

Population growth due to net migration was 81.5 per cent of the total increase, at 33,100 people. Natural increase, due to the difference between births and deaths, added an additional 7,500 to the Calgary population.

More information on the City of Calgary's outlook is available on the City of Calgary website [The Calgary and Region Economic Outlook 2023-2028: Fall 2023 update](#).

Enrolment Trends-Calgary Board of Education

Graph 1 shows annual year-over-year changes in student enrolment. For 10 consecutive years (2009-2019), enrolment grew each year. A distinctive dip occurred during the 2019-20 school year, when enrolment dropped by 3,168 students, or 2.5 per cent. However, a sharp increase was realized between 2020 and 2023. Between end-September 2022 and end-September 2023, in particular, enrolment increased by 7,029 students, or 5.4 per cent. This increase is the largest realized in the last 40 years.

Graph 1: CBE Annual Enrolment Change (1981-2023)

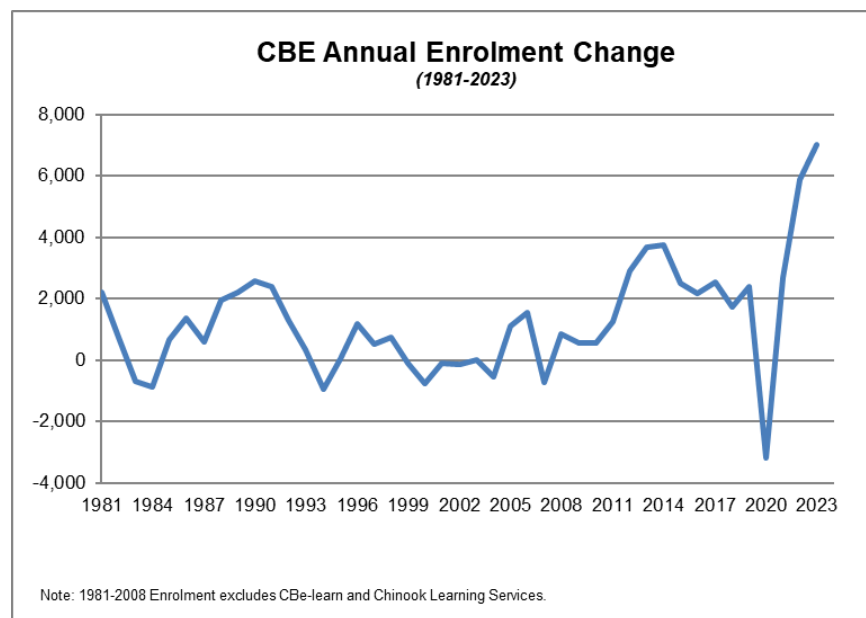


Table 1 below compares student enrolment counts between end-September 2022 and end-September 2023.

- Enrolment increases occurred in each division except pre-kindergarten and kindergarten. The CBE only has one Early Development Centre (EDC) location that offers pre-kindergarten programming to 37 students this year.
- As of end-September 2023, 16 schools offered a full day kindergarten program, reporting a total enrolment of 594 full day kindergarten students.
- Between end-September 2022 and end-September 2023, 18,257 K-12 students left the CBE, and 25,286 new students joined. A net gain of 7,029 students this school year is the result of student transfers and new registrations.

Table 1: Comparison of CBE Student Enrolment Counts between end-September 2022 and end-September 2023, by division.

	End-September 2022	End-September 2023	Difference
Pre-Kindergarten	71	37	-34
Kindergarten	9,051	8,972	-79
Grades 1-3	29,757	31,554	1,797
Grades 4-6	28,855	30,577	1,722
Grades 7-9	28,860	29,849	989
Grades 10-12	32,152	34,591	2,439
Sub-Total (Pre-K to GR12)	128,746	135,580	6,834
Self Contained Special Ed.	2,469	2,664	195
Total	131,215	138,244	7,029

Record enrolment growth is putting pressure on our system. This has caused the number of schools in overflow status to rise. As of end-September 2023, 25 schools had an overflow plan in place. This represents 10.0 per cent of all CBE schools. By comparison, at the end of the 2022-23 school year, 21 schools had an overflow plan in place, while only 12 schools had an overflow plan in place at the end of the 2021-22 school year.

Non-Canadian Student Admissions through the CBE Welcome Centre

Students who are “Non-Canadian”, as defined in AR6090, must register for admission to CBE schools through the CBE Welcome Centre. Students admitted through the CBE Welcome Centre include permanent residents, refugee claimants, children of lawfully admitted temporary residents, children with parents/guardians on work or study permits, and children with parents/guardians who are permanent residents or Canadian citizens although their child is not.

The CBE Welcome Centre tracks student registrations from July 1 to June 30 of each year. Graph 2 shows the number of Non-Canadian Students that registered through the CBE Welcome Centre since July 1, 2018.

In the years, 2019 and 2020, the number of students registered through the CBE Welcome Centre declined by 785 students (18%) and another 1,766 students (49%), respectively from previous year. This decline is likely attributable to global lockdowns and restricted travel that resulted from the COVID-19 pandemic.

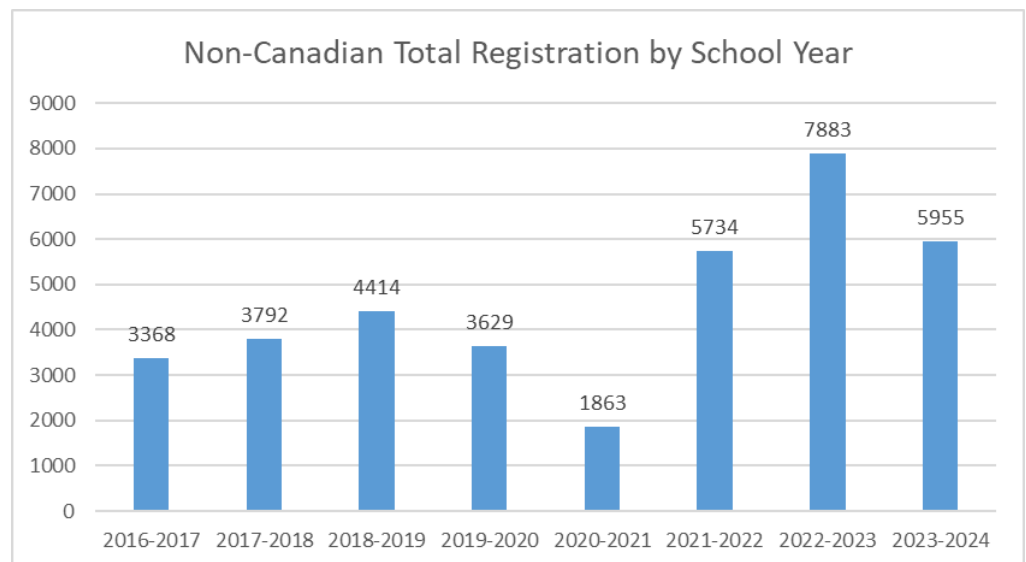
Conversely, from July 1, 2021 to June 30, 2022, there were more than three times as many registrations through the CBE Welcome Centre than during the previous year. 5,734 students registered for CBE schools through the CBE Welcome Centre between July 1, 2021 to June 30, 2022. Between July 1, 2022 and June 30, 2023 7,882 students registered through the Welcome Centre. This is a 37% (2,149)

increase in registrations from the year prior. This represents the highest annual non-Canadian student admission at CBE schools in the last decade.

It is important to note that the uptick in non-Canadian student admissions has continued throughout the summer and autumn of 2023. For the 2023-2024 school year, the Welcome Centre Admissions has processed 5,955 registrations up to October 25, 2023. CBE is on track this year to surpass the number of student registrations through the Welcome Centre that were seen in 2022-2023.

It follows that student admissions through the CBE Welcome Centre are the primary contributor to the net increase in student enrolments for the 2023-24 school year. The resumption of global travel upon the lifting of pandemic restrictions, coupled with government pledges to increase immigration and offer growing support to refugees in the years to come, suggest that non-Canadian student registrations will continue to influence student enrolment counts in future years.

Graph 2: Non-Canadian Student Admissions



Note: Non-Canadian Total Registrations for 2023-2024 as of October 25, 2023

The map in Attachment I shows where students who had enrolled for CBE schools through the CBE Welcome Centre resided at the time of registration.

School Enrolment (2023-2024)

Attachment II 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. Out of Attendance Area would include those students who are outside of CBE boundaries or are not attending their designated school. There are several CBE schools in communities where enrolment from the designated communities may be low or declining and the out of attendance area students make up a relatively large proportion of the student population. 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 most prevalent at the high school level.

A graph of total student enrolment over the last decade is included in Attachment III. As of end-September 2023, 111,259 CBE students were enrolled in the regular program (including Home Education, Outreach, Unique Settings, Chinook Learning and CBe-learn), which represents an increase of 6,318 regular program students, or 6.0 per cent, from the 2022-23 school year.

Attachment IV is a map of student population change by community. It conveys the changes that occurred in pre-k to Grade 12 enrolment, by community, from end-September 2022 to end-September 2023. Consistent with the large increases in student population growth across the system, the largest increase occurred in the northeast, north, and southeast sectors, and the downtown area. The map also indicates the location of the school that is approved for construction and is projected to open in the coming years.

Alternative Programs

Enrolment in alternative programs by school is reported in Attachment V. As of end-September 2023, 26,803 CBE students were enrolled in alternative programs, which represents an increase of 529 students, or 2.0 per cent, from the 2022-23 school year.

Complex Learning Needs

Enrolment counts for the regular program include students with complex learning needs. Some 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. Schools that offer classes for students with complex learning needs can have grade configurations that differ from the school's regular or alternative program(s). For example, a school that accommodates kindergarten to Grade 4 students for the regular program may simultaneously offer Grade 5 complex learning classes.

A detailed list of classes and enrolment for students with complex learning needs is reported in Attachments VI and VII. As of end-September 2023, 3,127 CBE students were enrolled in specialized classes (excluding Unique Settings), which represents an increase of 79 students, or 2.6 per cent, from the 2022-23 school year.

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

Capacity and Utilization

Attachment IX provides provincial capacity and utilization rates for schools. The method for calculating Provincial Capacity is based on the on the "instructional" area determined for 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; and
- 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.

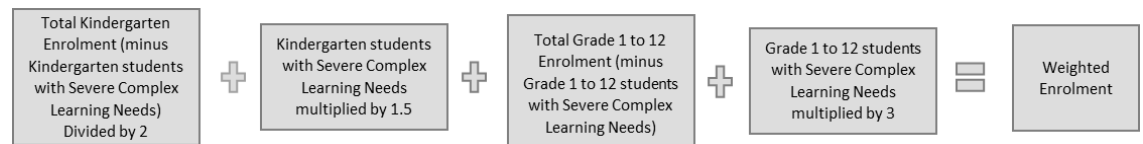
Lease exemptions are a parameter in the formula used to calculate capacity and as such, a school's capacity has the potential to change from year to year. The execution of a new lease for space, changes to an existing lease arrangement, or the discontinuation of a leased space at a school can alter a school's capacity value.

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

- Kindergarten students who typically attend school on a half day basis (Early Development Centre and full-day kindergarten students are not weighted)
- 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 gives the calculation for weighted enrolment based on September 29 student enrolment each year:



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

Between end-September 2022 and end-September 2023, the utilization rate of the CBE increased by 5 per cent. As of end-September 2023, the utilization rate of the system is 92 per cent. This is an increase from the 87 per cent in end-September 2022.

Table 2 shows the number of schools over, at, and under 85 per cent utilization per end-September 2022 enrolment data and end-September 2023 enrolment data.

Table 2: Comparison of number of schools over, at and under 85% utilization

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

	2022	2023	Change
Over 85%	118	154	36
At 85%	0	1	1
Under 85%	119	83	-36

Leases

Leases of space by Area and leasing of surplus school facilities are reported in Attachments X and XI.

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 3 shows how the three-year WMA enrolment is calculated.

Table 3: Three-year WMA enrolment

School year	Weighted Factor	Enrolment Count FTE
2021-2022	20%	Actual
2022-2023	30%	Estimate
2023-2024	50%	Projection

Source: Funding Manual for School Authorities 2023/2024 School Year

Table 4: Funding Full-time Enrolment (FTE) over three years.

Student Count	2021-2022	2022-2023	2023-2024
Actual Funded FTE	119,462	125,512	131,892*

**subject to review and confirmation by Alberta Education*

This means that although there are approximately 131,900 funded students within the CBE for the 2023-24 school year, funding for the current school year is based on the WMA of approximately 128,000 (*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 in the school year and provides for stable and predictable funding.

When determining the funding for the 2024-25 school year, the province will take the projected enrolment count used in the calculation of WMA for the 2023-24 school year and compare it against the actual September count date enrolments to determine the WMA Funding Adjustment. The WMA Funding Adjustment will be applied in 2024-25 school year.

6 | Conclusion

Student enrolment for the 2023-24 school year has increased by a total of 7,029 students between end-September 2022 and end-September 2023. This represents an unprecedented increase in year-over-year enrolment of 5.4 per cent.

The significant enrolment increase is likely attributable to the increase of interprovincial migration and non-Canadian student registrations through the CBE Welcome Centre.



GARY STROTHER
ACTING CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I:	2023-2024 Student Registrations through the CBE Welcome Centre
Attachment II:	End-September 2023 enrolment including out of attendance area
Attachment III:	CBE actual enrolment 2013-2023
Attachment IV:	2023-2024 Student population change by community
Attachment V:	Alternative program enrolment by school and grade
Attachment VI:	Specialized classes 2023-2024
Attachment VII:	Enrolment in classes for students with complex learning needs 2023-2024
Attachment VIII:	Specialized classes definitions
Attachment IX:	School capacity and utilization 2023-2024
Attachment X:	2023-2024 Leased space in operating schools
Attachment XI:	2023-2024 Lease of surplus school facilities

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.

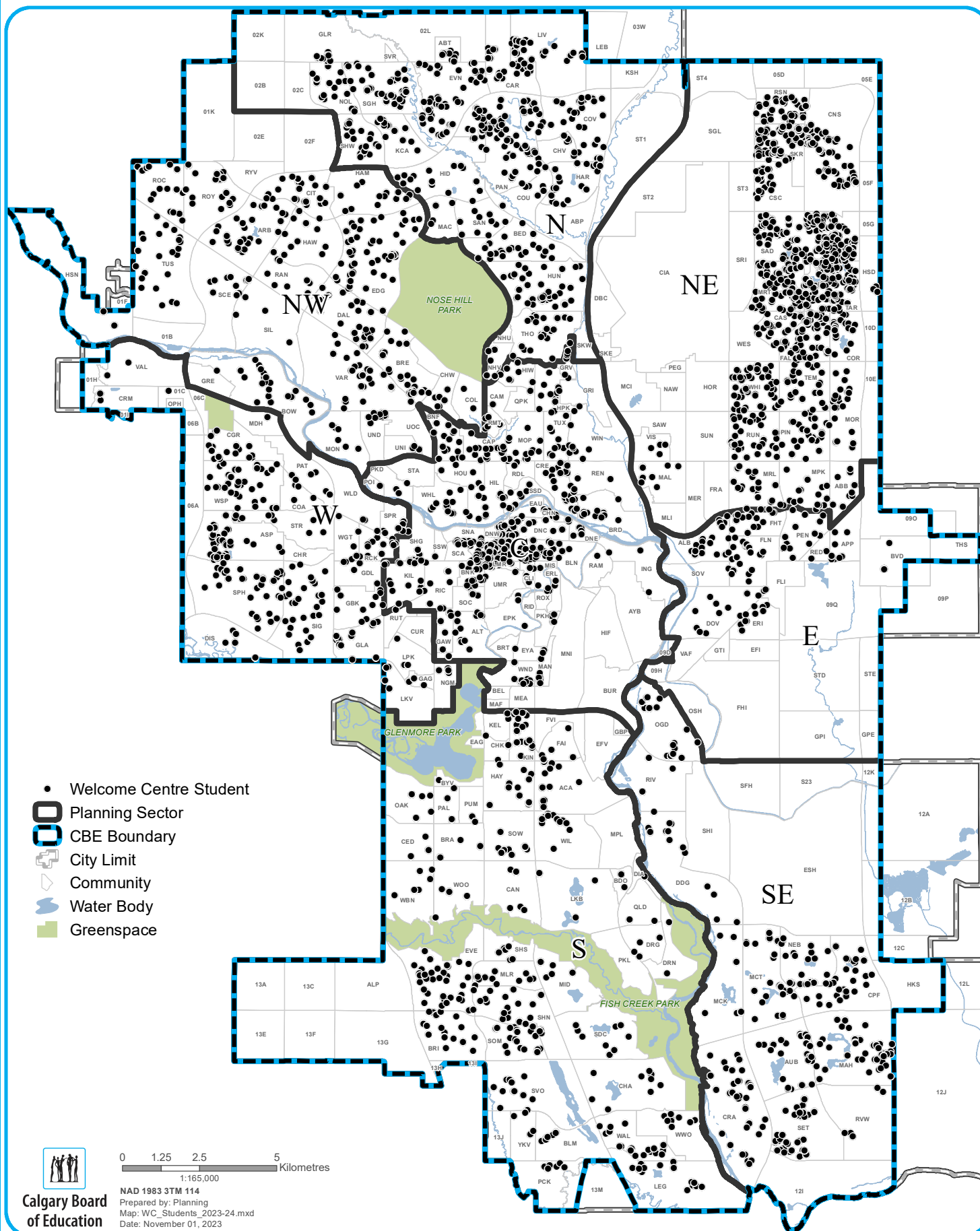
Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

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.

Welcome Centre Student Population

September 29, 2023



CALGARY BOARD OF EDUCATION
End-September 2023

Attachment II

Schools highlighted in grey offer full-day kindergarten program.

SCSE = Self Contained Special Ed and represents system classes at the school level such as ACCESS, ALP, CSSI, etc

SCHOOL		Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	SCSE	OOA
Arbour Lake School		742	-	-	-	-	-	-	-	141	202	192	161	-	-	-	46	40
Belvedere Parkway School		467	-	67	57	69	67	71	60	67	-	-	-	-	-	-	9	7
Bowcroft School		221	-	30	31	40	27	29	33	31	-	-	-	-	-	-	-	21
Bowcroft School	German Bilingual	134	-	17	31	23	16	23	12	12	-	-	-	-	-	-	-	-
Bowness High School		1,382	-	-	-	-	-	-	-	-	-	-	-	527	455	388	12	198
Brentwood School	Traditional Learning	780	-	125	124	121	106	101	98	105	-	-	-	-	-	-	-	21
Captain John Palliser School		289	-	22	29	36	27	33	58	67	-	-	-	-	-	-	17	18
Captain John Palliser School	Montessori	302	-	56	50	65	45	35	36	15	-	-	-	-	-	-	-	1
Citadel Park School		485	-	54	78	95	69	92	97	-	-	-	-	-	-	-	-	6
Dr. E. W. Coffin School		160	-	17	23	14	23	25	32	26	-	-	-	-	-	-	-	66
Edgemont School		632	-	52	105	111	97	131	136	-	-	-	-	-	-	-	-	4
Eric Harvie School		350	-	58	76	81	63	72	-	-	-	-	-	-	-	-	-	24
F. E. Osborne School		494	-	-	-	-	-	-	-	-	139	173	182	-	-	-	-	18
F. E. Osborne School	French Immersion	181	-	-	-	-	-	-	-	46	39	51	45	-	-	-	-	17
H. D. Cartwright School		479	-	-	-	-	-	-	-	-	135	151	161	-	-	-	32	28
The Hamptons School		177	-	19	34	42	38	44	-	-	-	-	-	-	-	-	-	8
Hawkwood School		706	-	84	94	113	102	106	89	118	-	-	-	-	-	-	-	13
Marion Carson School		288	-	28	29	54	33	38	52	54	-	-	-	-	-	-	-	19
Marion Carson School	Chinese (Mandarin) Bilingual	230	-	50	47	51	49	33	-	-	-	-	-	-	-	-	-	1
Ranchlands School		356	-	34	46	49	48	48	58	57	-	-	-	-	-	-	16	3
Robert Thirsk High School		1,488	-	-	-	-	-	-	-	-	-	-	-	481	472	494	41	82
Royal Oak School		573	-	97	119	124	118	115	-	-	-	-	-	-	-	-	-	9
Scenic Acres School		187	-	30	29	35	35	33	25	-	-	-	-	-	-	-	-	12
Silver Springs School		254	-	34	37	38	42	28	41	34	-	-	-	-	-	-	-	5
Simon Fraser School		660	-	-	-	-	-	-	75	113	154	167	151	-	-	-	-	9
Sir Winston Churchill High School		2,281	-	-	-	-	-	-	-	-	-	-	-	718	791	757	15	79
Terrace Road School		185	-	23	25	35	19	30	22	23	-	-	-	-	-	-	8	8
Thomas B. Riley School		215	-	-	-	-	-	-	-	-	63	58	65	-	-	-	29	3
Thomas B. Riley School	Traditional Learning	289	-	-	-	-	-	-	-	-	93	89	107	-	-	-	-	5
Tom Baines School		836	-	-	-	-	-	-	-	140	214	235	247	-	-	-	-	6
Tuscany School		230	-	33	36	40	43	62	-	-	-	-	-	-	-	-	16	10
Tuscany School	French Immersion	306	-	59	56	66	48	50	27	-	-	-	-	-	-	-	-	6
Twelve Mile Coulee School		791	-	-	-	-	-	-	149	156	162	148	176	-	-	-	-	22
West Dalhousie School		294	-	31	37	32	41	51	45	40	-	-	-	-	-	-	17	29
William D. Pratt School		870	-	-	-	-	-	-	168	165	168	168	196	-	-	-	5	15
AREA 1 TOTAL		18,314	-	1,020	1,193	1,334	1,156	1,250	1,313	1,410	1,369	1,432	1,491	1,726	1,718	1,639	263	813

CALGARY BOARD OF EDUCATION
End-September 2023

Attachment II

Schools highlighted in grey offer full-day kindergarten program.

SCSE = Self Contained Special Ed and represents system classes at the school level such as ACCESS, ALP, CSSI, etc

SCHOOL		Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	SCSE	OOA
Alex Munro School		293	-	36	46	43	38	48	42	40	-	-	-	-	-	-	-	41
Balmoral School	Traditional Learning	561	-	-	-	-	-	-	113	110	116	113	109	-	-	-	-	10
Banff Trail School	French Immersion	369	-	63	74	62	60	60	50	-	-	-	-	-	-	-	-	6
Beddington Heights School		435	-	48	68	52	65	64	41	88	-	-	-	-	-	-	9	2
Branton School	French Immersion	635	-	-	-	-	-	-	-	103	186	164	182	-	-	-	-	38
Buchanan School		174	-	26	24	20	20	15	23	28	-	-	-	-	-	-	18	11
Buffalo Rubbing Stone School		652	-	74	122	114	100	124	118	-	-	-	-	-	-	-	-	4
Cambrian Heights School		369	-	35	66	56	57	68	37	41	-	-	-	-	-	-	9	2
Capitol Hill School		350	-	37	43	50	53	51	47	69	-	-	-	-	-	-	-	11
Captain Nichola Goddard School		940	-	-	-	-	-	-	-	248	248	218	226	-	-	-	-	6
Catherine Nichols Gunn School		305	-	38	37	48	36	37	54	55	-	-	-	-	-	-	-	29
Collingwood School	Spanish Bilingual	482	-	86	89	80	83	74	70	-	-	-	-	-	-	-	-	13
Colonel Irvine School		358	-	-	-	-	-	-	-	-	100	124	123	-	-	-	11	15
Colonel Irvine School	Chinese (Mandarin) Bilingual	410	-	-	-	-	-	-	98	93	70	85	64	-	-	-	-	2
Colonel Sanders School	Traditional Learning	367	-	-	87	92	89	99	-	-	-	-	-	-	-	-	-	2
Dalhousie School	Spanish Bilingual	467	-	87	78	78	93	79	52	-	-	-	-	-	-	-	-	19
Dr. J. K. Mulloy School	Traditional Learning	503	-	97	104	103	100	99	-	-	-	-	-	-	-	-	-	5
Georges P. Vanier School		194	-	-	-	-	-	-	-	-	81	47	38	-	-	-	28	47
Georges P. Vanier School	French Immersion	346	-	-	-	-	-	-	-	85	93	87	81	-	-	-	-	14
Highwood School	Chinese (Mandarin) Bilingual	343	-	64	74	72	66	67	-	-	-	-	-	-	-	-	-	14
Huntington Hills School		239	-	23	35	28	40	31	43	28	-	-	-	-	-	-	11	3
James Fowler High School		1,440	-	-	-	-	-	-	-	-	-	-	-	413	439	478	110	111
James Fowler High School	Arts Centered Learning	29	-	-	-	-	-	-	-	-	-	-	-	-	-	29	-	-
John G. Diefenbaker High School		1,396	-	-	-	-	-	-	-	-	-	-	-	439	339	618	-	45
Kenneth D. Taylor School		634	-	125	126	125	125	116	-	-	-	-	-	-	-	-	17	2
King George School	French Immersion	660	-	125	130	121	107	106	71	-	-	-	-	-	-	-	-	7
North Haven School		208	-	32	29	23	23	19	26	30	-	-	-	-	-	-	26	15
Panorama Hills School		531	-	56	88	90	76	96	102	-	-	-	-	-	-	-	23	20
Senator Patrick Burns School		152	-	-	-	-	-	-	-	-	40	51	46	-	-	-	15	19
Senator Patrick Burns School	Spanish Bilingual	599	-	-	-	-	-	-	-	166	130	161	142	-	-	-	-	-
Sir John A. Macdonald School		766	-	-	-	-	-	-	-	-	234	238	265	-	-	-	29	9
Sir John Franklin School	System Classes	90	-	-	-	-	-	-	-	-	-	-	-	-	-	-	90	-
Sir John Franklin School	Arts Centered Learning	271	-	-	-	-	-	-	6	41	71	80	73	-	-	-	-	5
Thornccliffe School		204	-	19	26	31	23	42	32	31	-	-	-	-	-	-	-	18
Thornccliffe School	Traditional Learning	74	-	74	-	-	-	-	-	-	-	-	-	-	-	-	-	1
Varsity Acres School	French Immersion	586	-	91	124	127	77	92	75	-	-	-	-	-	-	-	-	10

CALGARY BOARD OF EDUCATION
End-September 2023

Attachment II

Schools highlighted in grey offer full-day kindergarten program.

SCSE = Self Contained Special Ed and represents system classes at the school level such as ACCESS, ALP, CSSI, etc

SCHOOL		Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	SCSE	OOA
W. O. Mitchell School	Spanish Bilingual	346	-	52	65	70	51	63	45	-	-	-	-	-	-	-	-	13
William Aberhart High School		398	-	-	-	-	-	-	-	-	-	-	-	115	132	99	52	98
William Aberhart High School	French Immersion	811	-	-	-	-	-	-	-	-	-	-	-	266	272	273	-	11
William Aberhart High School	Spanish Bilingual	81	-	-	-	-	-	-	-	-	-	-	-	-	-	81	-	-
AREA 2 TOTAL		18,068	-	1,288	1,535	1,485	1,382	1,450	1,145	1,256	1,369	1,368	1,349	1,233	1,182	1,578	448	678
Abbeyle School		288	-	32	46	54	49	50	48	-	-	-	-	-	-	-	9	22
Belfast School		208	-	23	21	26	29	35	20	25	-	-	-	-	-	-	29	104
Cappy Smart School		206	-	27	32	32	26	31	33	-	-	-	-	-	-	-	25	15
Colonel Macleod School		186	-	-	-	-	-	-	-	-	65	56	34	-	-	-	31	4
Colonel Macleod School	Traditional Learning	446	-	-	-	-	-	-	89	93	93	85	86	-	-	-	-	14
Coventry Hills School		617	-	81	113	117	106	101	99	-	-	-	-	-	-	-	-	26
Crescent Heights High School		1,547	-	-	-	-	-	-	-	-	-	-	-	392	404	666	85	408
Crescent Heights High School	Spanish Bilingual	147	-	-	-	-	-	-	-	-	-	-	-	75	72	-	-	1
Dr. Gladys McKelvie Egbert School		443	-	-	-	-	-	-	-	98	106	109	98	-	-	-	32	23
Erin Woods School		308	-	44	55	42	52	52	49	-	-	-	-	-	-	-	14	17
Ernest Morrow School		620	-	-	-	-	-	-	-	106	136	162	138	-	-	-	78	29
Forest Lawn High School		1,479	-	-	-	-	-	-	-	-	-	-	-	448	456	469	106	118
G. W. Skene School		176	-	-	-	-	60	54	62	-	-	-	-	-	-	-	-	6
Hidden Valley School		213	-	38	61	61	53	-	-	-	-	-	-	-	-	-	-	3
Hidden Valley School	French Immersion	220	-	49	53	57	61	-	-	-	-	-	-	-	-	-	-	4
Ian Bazalgette School		446	-	-	-	-	-	-	-	127	105	126	88	-	-	-	-	24
Ian Bazalgette School	Science	210	-	-	-	-	-	-	-	54	60	49	47	-	-	-	-	2
Jack James High School		420	-	-	-	-	-	-	-	-	-	-	-	122	134	132	32	3
James Short Memorial School		159	-	53	52	54	-	-	-	-	-	-	-	-	-	-	-	10
Keeler School		543	-	78	74	84	78	77	80	72	-	-	-	-	-	-	-	33
Mount View School		204	-	24	24	37	29	24	25	24	-	-	-	-	-	-	17	29
North Trail High School		1,285	-	-	-	-	-	-	-	-	-	-	-	684	581	-	20	11
Northern Lights School		560	-	83	98	109	97	98	75	-	-	-	-	-	-	-	-	10
Nose Creek School		835	-	-	-	-	-	-	-	195	203	199	202	-	-	-	36	21
Patrick Airlie School		206	-	29	44	32	29	40	32	-	-	-	-	-	-	-	-	23
Penbrooke Meadows School		226	-	30	32	31	26	37	34	-	-	-	-	-	-	-	36	19
Piitoyis Family School	Colonel Walker	182	-	23	21	20	33	29	31	25	-	-	-	-	-	-	-	1
Radisson Park School		311	-	42	51	61	51	58	48	-	-	-	-	-	-	-	-	33
Riverside School	System Classes	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10	-
Riverside School	Science	638	-	49	47	51	49	55	58	60	92	93	84	-	-	-	-	21
Roland Michener School		162	-	28	24	24	26	20	18	-	-	-	-	-	-	-	22	12
Rosedale School		271	-	17	23	29	35	20	29	29	34	24	31	-	-	-	-	29

CALGARY BOARD OF EDUCATION
End-September 2023

Attachment II

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SCHOOL		Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	SCSE	OOA
Rosemont School		231	-	32	29	33	27	37	39	29	-	-	-	-	-	-	5	14
Stanley Jones School		369	-	52	63	59	65	45	44	41	-	-	-	-	-	-	-	27
Stanley Jones School	Alice Jamieson	139	-	-	-	-	-	17	18	19	21	37	27	-	-	-	-	-
Sunnyside School		172	-	27	31	25	20	27	24	18	-	-	-	-	-	-	-	32
Valley Creek School		476	-	-	-	-	-	62	66	72	84	85	87	-	-	-	20	9
Valley Creek School	French Immersion	279	-	-	-	-	-	58	39	56	39	43	44	-	-	-	-	7
Valley View School		214	-	37	33	41	39	37	27	-	-	-	-	-	-	-	-	21
Valley View School	Science	279	-	44	50	48	48	42	47	-	-	-	-	-	-	-	-	2
Vista Heights School		160	-	20	26	16	18	22	21	13	-	-	-	-	-	-	24	4
West Dover School		200	-	39	31	26	30	36	20	-	-	-	-	-	-	-	18	26
AREA 3 TOTAL		16,291	-	1,001	1,134	1,169	1,136	1,164	1,175	1,156	1,038	1,068	966	1,721	1,647	1,267	649	1,217
Annie Foote School		474	-	89	85	62	50	53	61	74	-	-	-	-	-	-	-	21
Annie Gale School		329	-	-	-	-	-	-	-	-	102	88	106	-	-	-	33	14
Annie Gale School	Traditional Learning	246	-	-	-	-	-	-	-	61	72	60	53	-	-	-	-	3
Bob Edwards School		296	-	-	-	-	-	-	-	88	67	75	57	-	-	-	9	20
Bob Edwards School	French Immersion	186	-	-	-	-	-	-	-	31	63	49	43	-	-	-	-	-
Cecil Swanson School		351	-	30	48	57	50	42	54	52	-	-	-	-	-	-	18	42
Chief Justice Milvain School		160	-	31	22	16	28	20	25	18	-	-	-	-	-	-	-	2
Chief Justice Milvain School	Traditional Learning	373	-	44	76	76	70	53	54	-	-	-	-	-	-	-	-	2
Chris Akkerman School	Traditional Learning	617	-	102	106	102	102	104	101	-	-	-	-	-	-	-	-	4
Clarence Sansom School		661	-	-	-	-	-	-	-	-	265	191	170	-	-	-	35	23
Colonel J. Fred Scott School		504	-	56	69	65	75	70	83	86	-	-	-	-	-	-	-	24
Crossing Park School		1,106	-	54	78	104	64	112	87	118	119	184	186	-	-	-	-	37
Douglas Harkness School		321	-	38	55	42	47	46	42	51	-	-	-	-	-	-	-	3
Dr. Gordon Higgins School		688	-	-	-	-	-	-	-	-	241	196	222	-	-	-	29	15
Falconridge School		489	-	68	83	89	54	73	60	46	-	-	-	-	-	-	16	35
Grant MacEwan School		659	-	77	115	100	82	115	88	82	-	-	-	-	-	-	-	19
Guy Weadick School		398	-	50	75	60	68	64	30	51	-	-	-	-	-	-	-	5
Hugh A. Bennett School		628	-	119	133	126	114	127	-	-	-	-	-	-	-	-	9	8
Lester B. Pearson High School		1,621	-	-	-	-	-	-	-	-	-	-	-	561	483	549	28	138
Louise Dean School		27	-	-	-	-	-	-	-	-	-	-	-	1	2	24	-	26
Manmeet Singh Bhullar School		520	-	58	89	76	70	75	81	71	-	-	-	-	-	-	-	11
Marlborough School		278	-	37	68	37	39	43	54	-	-	-	-	-	-	-	-	4
Mayland Heights School		165	-	25	21	30	18	25	22	24	-	-	-	-	-	-	-	63
Mayland Heights School	French Immersion	272	-	39	65	47	40	44	37	-	-	-	-	-	-	-	-	5
Monterey Park School		525	-	95	70	64	58	75	74	63	-	-	-	-	-	-	26	4
Nelson Mandela High School		1,869	-	-	-	-	-	-	-	-	-	-	-	624	609	604	32	45

CALGARY BOARD OF EDUCATION
End-September 2023

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SCHOOL		Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	SCSE	OOA
O. S. Geiger School		444	-	48	82	58	63	53	54	57	-	-	-	-	-	-	29	13
Peter Lougheed School		968	-	-	-	-	-	-	179	189	205	201	181	-	-	-	13	7
Pineridge School		328	-	21	25	24	33	39	91	61	-	-	-	-	-	-	34	25
Prairie Sky School		910	-	50	126	112	92	122	110	88	90	59	61	-	-	-	-	11
Rundle School		468	-	58	71	73	88	70	75	33	-	-	-	-	-	-	-	10
Saddle Ridge School		640	-	123	134	125	130	128	-	-	-	-	-	-	-	-	-	10
Sir Wilfrid Laurier School	Traditional Learning	497	-	-	-	-	-	-	-	121	122	125	123	-	-	-	6	22
Taradale School		698	-	143	148	130	130	147	-	-	-	-	-	-	-	-	-	10
Ted Harrison School		890	-	-	-	-	-	-	170	165	173	177	183	-	-	-	22	16
Terry Fox School		625	-	-	-	-	-	-	-	-	186	183	191	-	-	-	65	4
AREA 4 TOTAL		20,231	-	1,455	1,844	1,675	1,565	1,700	1,632	1,630	1,705	1,588	1,576	1,186	1,094	1,177	404	701
Acadia School		459	-	60	76	69	61	79	58	56	-	-	-	-	-	-	-	21
Auburn Bay School		574	-	70	88	90	101	113	96	-	-	-	-	-	-	-	16	1
Bayside School		559	-	102	103	91	90	85	88	-	-	-	-	-	-	-	-	16
Bridlewood School		426	-	46	75	67	71	59	50	58	-	-	-	-	-	-	-	24
Centennial High School		1,595	-	-	-	-	-	-	-	-	-	-	-	546	521	476	52	114
Chaparral School		506	-	57	88	69	79	68	65	80	-	-	-	-	-	-	-	9
Copperfield School		573	-	90	92	92	88	114	97	-	-	-	-	-	-	-	-	12
Cranston School		634	-	94	122	119	110	88	101	-	-	-	-	-	-	-	-	9
Deer Run School		363	-	43	58	45	56	46	46	54	-	-	-	-	-	-	15	11
Douglasdale School		379	-	52	48	76	62	77	64	-	-	-	-	-	-	-	-	23
Dr. George Stanley School		674	-	-	-	-	-	-	-	162	168	154	190	-	-	-	-	9
Dr. Martha Cohen School		846	-	-	-	-	-	-	-	232	232	191	191	-	-	-	-	7
Fairview School	Traditional Learning	902	-	-	-	-	-	152	156	154	156	145	139	-	-	-	-	1
Fish Creek School		588	-	57	77	76	92	97	98	91	-	-	-	-	-	-	-	78
Haultain Memorial School		191	-	17	20	30	27	34	31	32	-	-	-	-	-	-	-	10
Joane Cardinal-Schubert High School		1,879	-	-	-	-	-	-	-	-	-	-	-	674	660	545	-	21
Lake Bonavista School	Montessori	371	-	60	72	50	52	60	39	38	-	-	-	-	-	-	-	-
Lakeshore School		938	-	-	-	-	-	-	-	282	247	220	189	-	-	-	-	5
Le Roi Daniels School	Traditional Learning	581	-	129	149	150	153	-	-	-	-	-	-	-	-	-	-	1
Lord Beaverbrook High School		1,722	-	-	-	-	-	-	-	-	-	-	-	593	603	464	62	314
Lord Beaverbrook High School	Arts Centered Learning	8	-	-	-	-	-	-	-	-	-	-	-	-	-	8	-	-
Mahogany School		675	-	101	140	146	102	96	90	-	-	-	-	-	-	-	-	3
Maple Ridge School	Science	398	-	79	88	75	81	75	-	-	-	-	-	-	-	-	-	1
McKenzie Highlands School		835	-	-	-	-	-	47	132	145	130	158	198	-	-	-	25	61
McKenzie Lake School		546	-	60	105	107	98	76	83	-	-	-	-	-	-	-	17	6
McKenzie Towne School		564	-	120	114	101	133	70	-	-	-	-	-	-	-	-	26	4

CALGARY BOARD OF EDUCATION
End-September 2023

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SCHOOL		Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	SCSE	OOA
Midnapore School		268	-	24	44	44	25	45	38	48	-	-	-	-	-	-	-	18
Midnapore School	Chinese (Mandarin) Bilingual	148	-	38	30	26	21	33	-	-	-	-	-	-	-	-	-	3
MidSun School		637	-	-	-	-	-	-	-	-	195	193	211	-	-	-	38	43
Mountain Park School		579	-	-	-	-	-	-	-	125	147	127	170	-	-	-	10	26
New Brighton School		601	-	80	113	92	92	113	111	-	-	-	-	-	-	-	-	6
Prince Of Wales School		294	-	57	59	56	36	58	13	15	-	-	-	-	-	-	-	4
R. T. Alderman School	Science	670	-	-	-	-	-	-	111	113	160	147	139	-	-	-	-	13
Samuel W. Shaw School		770	-	-	-	-	-	-	103	126	175	158	178	-	-	-	30	12
Sibylla Kiddle School		570	-	86	107	104	109	84	80	-	-	-	-	-	-	-	-	36
Somerset School		235	-	45	53	43	48	46	-	-	-	-	-	-	-	-	-	19
Willow Park School	Arts Centered Learning	521	-	-	-	-	-	-	31	62	146	135	147	-	-	-	-	7
Wilma Hansen School		401	-	-	-	-	-	-	25	24	93	118	117	-	-	-	24	23
AREA 5 TOTAL		23,480	-	1,567	1,921	1,818	1,787	1,815	1,806	1,897	1,849	1,746	1,869	1,813	1,784	1,493	315	971
A. E. Cross School		524	-	-	-	-	-	-	-	-	175	168	152	-	-	-	29	38
A. E. Cross School	Spanish Bilingual	64	-	-	-	-	-	-	-	-	11	31	22	-	-	-	-	2
Altadore School		392	-	52	59	64	65	53	49	50	-	-	-	-	-	-	-	18
Alternative High School		134	-	-	-	-	-	-	-	-	-	-	-	20	35	48	31	1
Andrew Sibbald School		363	-	42	57	43	57	50	57	57	-	-	-	-	-	-	-	20
Banting and Best School		175	-	49	42	50	34	-	-	-	-	-	-	-	-	-	-	3
Braeside School		224	-	21	31	39	22	36	34	41	-	-	-	-	-	-	-	28
Canyon Meadows School	Spanish Bilingual	432	-	61	87	73	69	83	59	-	-	-	-	-	-	-	-	20
Cedarbrae School		176	-	19	25	25	28	28	25	17	-	-	-	-	-	-	9	20
Central Memorial High School		1,599	-	-	-	-	-	-	-	-	-	-	-	534	508	536	21	324
Chinook Park School		228	-	22	35	35	44	32	33	27	-	-	-	-	-	-	-	14
Chinook Park School	French Immersion	265	-	41	49	35	47	34	27	32	-	-	-	-	-	-	-	12
David Thompson School		121	-	-	-	-	-	-	-	-	41	40	40	-	-	-	-	5
David Thompson School	French Immersion	479	-	-	-	-	-	-	55	78	129	108	109	-	-	-	-	8
Dr. E. P. Scarlett High School		1,301	-	-	-	-	-	-	-	-	-	-	-	433	436	432	-	194
Dr. E. P. Scarlett High School	French Immersion	319	-	-	-	-	-	-	-	-	-	-	-	127	104	88	-	2
Dr. E. P. Scarlett High School	Spanish Bilingual	38	-	-	-	-	-	-	-	-	-	-	-	-	-	38	-	-
Dr. Freda Miller School		479	-	67	89	98	85	63	77	-	-	-	-	-	-	-	-	8
Ethel M. Johnson School		252	-	19	29	35	23	35	21	44	-	-	-	-	-	-	46	8
Eugene Coste School	Spanish Bilingual	366	-	51	76	69	69	47	54	-	-	-	-	-	-	-	-	33
Evergreen School		423	-	67	58	71	70	72	68	-	-	-	-	-	-	-	17	38
Glenbrook School		288	-	30	40	43	34	46	48	47	-	-	-	-	-	-	-	16
Glenmeadows School	Spanish Bilingual	376	-	68	71	69	51	39	38	40	-	-	-	-	-	-	-	24
Harold Panabaker School		310	-	-	-	-	-	-	-	-	92	77	110	-	-	-	31	10
Harold Panabaker School	Chinese (Mandarin) Bilingual	95	-	-	-	-	-	-	20	25	20	17	13	-	-	-	-	-
Haysboro School		215	-	28	29	36	31	25	33	33	-	-	-	-	-	-	-	17

CALGARY BOARD OF EDUCATION
End-September 2023

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SCHOOL	Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	SCSE	OOA
Henry Wise Wood High School	1,814	-	-	-	-	-	-	-	-	-	-	-	640	627	514	33	206
Janet Johnstone School	305	-	52	57	67	56	73	-	-	-	-	-	-	-	-	-	2
Janet Johnstone School	176	-	33	54	35	30	24	-	-	-	-	-	-	-	-	-	-
John Ware School	444	-	-	-	-	-	-	-	-	138	142	151	-	-	-	13	33
Louis Riel School	166	-	-	-	-	-	14	20	15	20	55	42	-	-	-	-	-
Louis Riel School	670	-	61	66	69	52	55	78	56	89	82	62	-	-	-	-	17
Marshall Springs School	659	-	-	-	-	-	-	-	150	158	187	159	-	-	-	5	19
Nellie McClung School	371	-	43	60	56	50	54	47	61	-	-	-	-	-	-	-	63
Nickle School	186	-	-	-	-	-	-	-	-	57	40	46	-	-	-	43	6
Riverbend School	299	-	51	67	50	42	46	20	23	-	-	-	-	-	-	-	20
Robert Warren School	291	-	-	-	-	-	-	-	84	60	80	67	-	-	-	-	1
Ron Southern School	476	-	67	77	61	64	65	63	64	-	-	-	-	-	-	15	16
Sam Livingston School	421	-	75	91	89	83	83	-	-	-	-	-	-	-	-	-	6
Sherwood School	373	-	-	-	-	-	54	54	39	79	75	66	-	-	-	6	25
Sundance School	514	-	90	97	84	71	64	65	43	-	-	-	-	-	-	-	10
Woodbine School	393	-	50	51	70	60	60	61	41	-	-	-	-	-	-	-	9
Woodlands School	252	-	32	37	42	40	33	34	34	-	-	-	-	-	-	-	19
Woodman School	197	-	-	-	-	-	-	-	-	68	71	58	-	-	-	-	13
Woodman School	288	-	-	-	-	-	-	21	23	67	92	85	-	-	-	-	5
AREA 6 TOTAL	17,933	-	1,191	1,434	1,408	1,277	1,268	1,161	1,124	1,204	1,265	1,182	1,754	1,710	1,656	299	1,333
Alexander Ferguson School	234	-	38	38	31	32	36	35	24	-	-	-	-	-	-	-	28
All Boys Program	51	-	-	5	7	11	8	10	10	-	-	-	-	-	-	-	-
Battalion Park School	541	-	52	60	89	76	84	78	84	-	-	-	-	-	-	18	3
Bishop Pinkham School	157	-	-	-	-	-	-	-	-	45	50	56	-	-	-	6	14
Bishop Pinkham School	434	-	-	-	-	-	-	-	-	133	146	155	-	-	-	-	5
Briar Hill School	223	-	31	33	33	29	31	35	31	-	-	-	-	-	-	-	77
Colonel Walker School	161	-	28	31	28	20	22	15	17	-	-	-	-	-	-	-	12
Connaught School	460	-	86	72	74	74	55	47	52	-	-	-	-	-	-	-	9
Dr. Roberta Bondar School	586	-	48	86	96	89	98	86	83	-	-	-	-	-	-	-	11
Earl Grey School	321	-	39	51	43	45	49	42	36	-	-	-	-	-	-	16	43
Elbow Park School	210	-	18	35	35	35	28	37	22	-	-	-	-	-	-	-	6
Elboya School	382	-	26	49	44	41	33	39	47	32	31	40	-	-	-	-	27
Elboya School	326	-	-	-	-	-	-	53	48	73	80	72	-	-	-	-	14
Ernest Manning High School	1,684	-	-	-	-	-	-	-	-	-	-	-	623	537	511	13	79
Glamorgan School	756	-	84	77	81	78	81	83	84	66	61	61	-	-	-	-	4
Glendale School	259	-	34	35	41	35	45	28	41	-	-	-	-	-	-	-	38
Griffith Woods School	961	-	79	80	101	73	100	87	116	116	87	122	-	-	-	-	2
Hillhurst School	278	-	21	41	31	31	57	52	45	-	-	-	-	-	-	-	43
Jennie Elliott School	578	-	72	92	87	89	74	65	66	-	-	-	-	-	-	33	11

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End-September 2023

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Killamey School	Montessori	346	-	56	67	56	46	50	41	30	-	-	-	-	-	-	-	17
Mount Royal School		395	-	-	-	-	-	-	-	-	120	149	121	-	-	-	5	7
Olympic Heights School		487	-	55	55	85	65	64	90	73	-	-	-	-	-	-	-	19
Queen Elizabeth School		405	-	59	59	72	57	59	50	49	-	-	-	-	-	-	-	12
Queen Elizabeth High School		997	-	-	-	-	-	-	-	-	166	174	156	118	166	142	75	115
Ramsay School		309	-	43	50	47	45	47	44	33	-	-	-	-	-	-	-	29
Richmond School		325	-	46	48	45	55	55	41	35	-	-	-	-	-	-	-	22
Rideau Park School		460	-	24	32	35	33	31	35	32	70	80	88	-	-	-	-	49
Simons Valley School		678	-	93	100	110	84	97	100	85	-	-	-	-	-	-	9	36
Sunalta School		349	-	44	46	57	54	53	42	53	-	-	-	-	-	-	-	103
University School		355	-	45	55	50	49	53	49	45	-	-	-	-	-	-	9	36
Vincent Massey School		784	-	-	-	-	-	-	-	-	247	265	247	-	-	-	25	23
West Ridge School		835	-	-	-	-	-	-	124	161	175	177	198	-	-	-	-	25
West Springs School		608	-	94	117	125	145	127	-	-	-	-	-	-	-	-	-	-
Western Canada High School		1,495	-	-	-	-	-	-	-	-	-	-	-	492	471	532	-	72
Western Canada High School	French Immersion	705	-	-	-	-	-	-	-	-	-	-	-	265	237	203	-	8
Westgate School	French Immersion	600	-	78	96	81	81	99	83	82	-	-	-	-	-	-	-	4
Wildwood School		445	-	52	62	65	68	53	65	49	-	-	-	-	-	-	31	29
William Reid School	French Immersion	305	-	51	63	76	58	57	-	-	-	-	-	-	-	-	-	12
AREA 7 TOTAL		19,485	-	1,396	1,635	1,725	1,598	1,646	1,556	1,533	1,243	1,300	1,316	1,498	1,411	1,388	240	1,044
TOTAL		133,802	-	8,918	10,696	10,614	9,901	10,293	9,788	10,006	9,777	9,767	9,749	10,931	10,546	10,198	2,618	6,757

CALGARY BOARD OF EDUCATION
End-September 2023

Attachment II

Schools highlighted in grey offer full-day kindergarten program.

SCSE = Self Contained Special Ed and represents system classes at the school level such as ACCESS, ALP, CSSI, etc

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

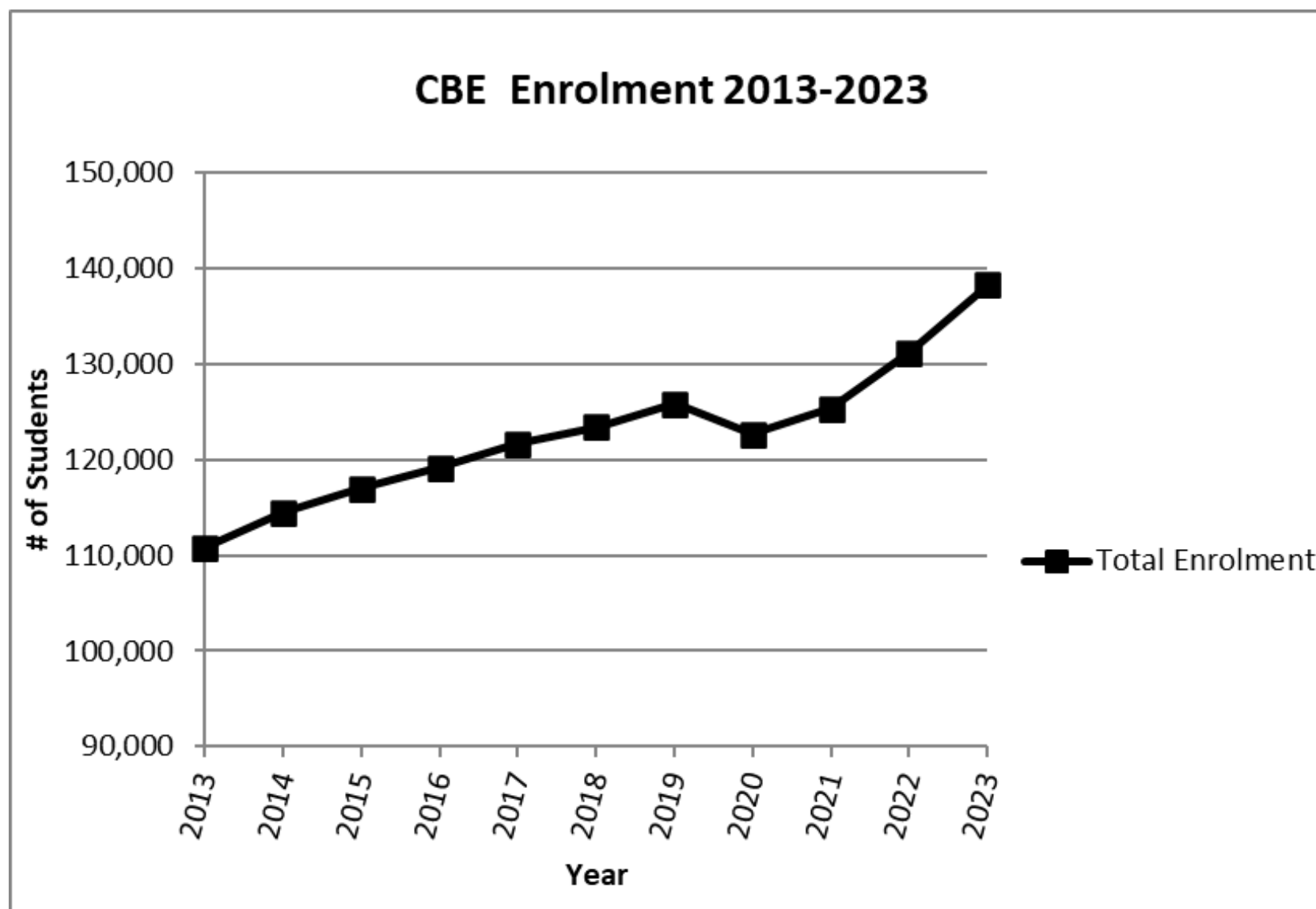
Discovering Choices	Downtown	483	-	-	-	-	-	-	-	-	-	-	-	2	46	422	13
Discovering Choices II	Marlborough	303	-	-	-	-	-	-	-	-	-	-	-	2	28	273	-
Start Outreach - Bowness	Bowness	157	-	-	-	-	-	-	-	-	-	-	-	1	15	133	8
Westbrook Outreach	Westbrook	177	-	-	-	-	-	-	-	-	-	-	-	11	22	144	-
TOTAL OUTREACH PROGRAMS		1,120	-	-	-	-	-	-	-	-	-	-	-	16	111	972	21

UNIQUE SETTINGS

Adolescent Day Treatment Program	6	-	-	-	-	-	-	-	-	-	-	-	1	1	3	1	-
Adolescent Mental Health Services	27	-	1	-	-	-	2	-	1	1	4	3	7	5	3	-	-
Children's Village School	73	-	-	5	7	10	13	11	10	-	-	-	-	-	-	-	17
Christine Meikle School	123	-	-	-	-	-	-	-	1	10	16	22	26	19	29	-	-
Dr. Gordon Townsend School	24	-	1	-	1	3	1	2	2	4	5	1	1	1	2	-	-
Dr. Oakley School	162	-	-	-	-	2	17	40	48	30	12	5	-	-	-	-	8
Emily Follensbee School	92	-	2	15	11	10	18	8	10	11	6	1	-	-	-	-	-
Niitsitapi Learning Centre	182	37	50	44	51	-	-	-	-	-	-	-	-	-	-	-	-
West View School	37	-	-	-	-	-	-	-	-	-	1	1	8	14	13	-	-
William Roper Hull School	95	-	-	-	1	3	2	6	6	11	12	16	14	14	10	-	-
Wood's Homes School	65	-	-	-	-	-	-	-	1	11	10	11	14	10	8	-	-
TOTAL UNIQUE SETTINGS	886	37	54	64	71	28	53	67	79	78	66	61	71	66	66	25	

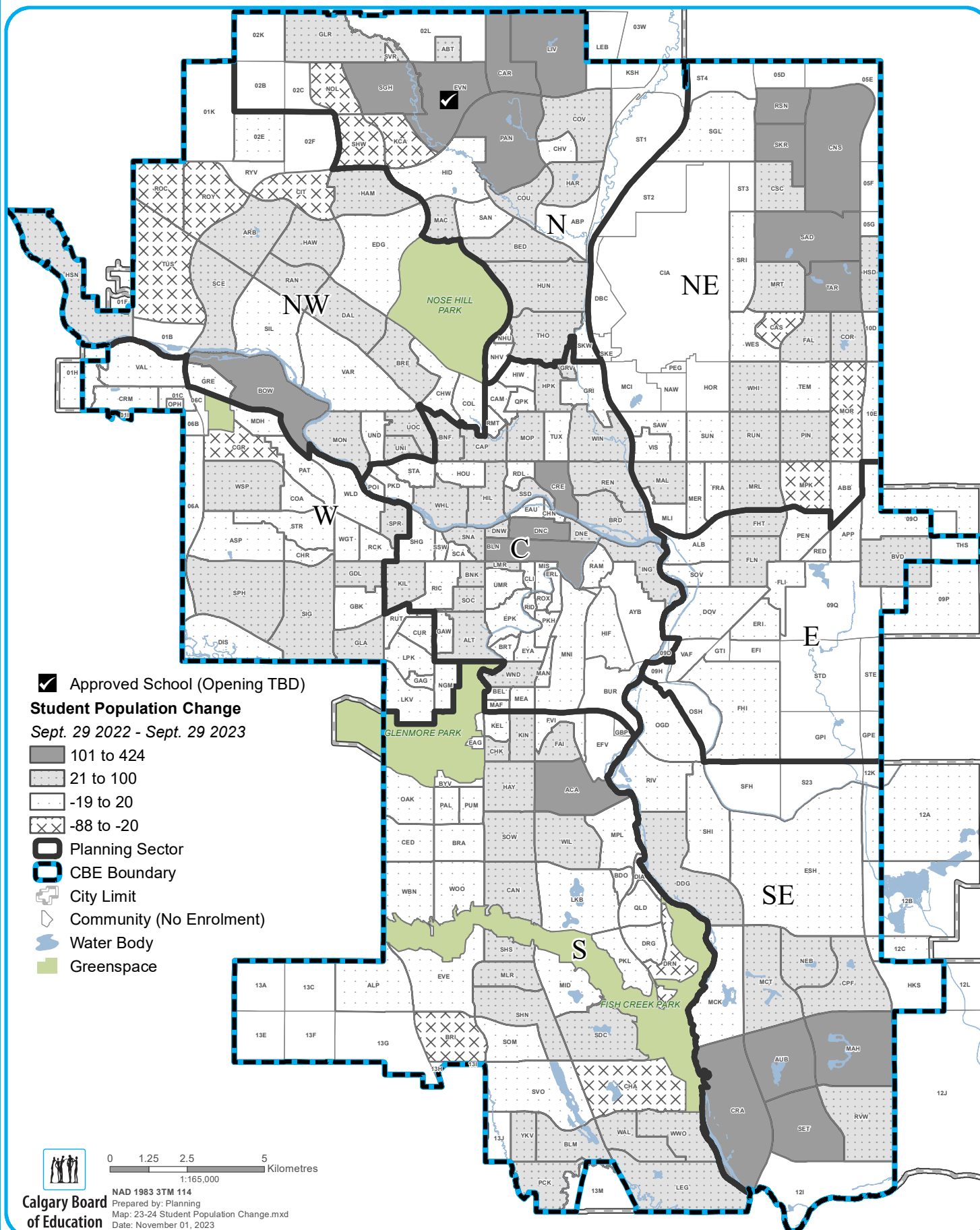
Home Education	Windsor Park	406	-	-	37	45	36	62	37	56	56	36	24	7	4	6	-
CBe-learn*		1,123	-	-	18	14	30	38	41	57	53	67	115	70	93	527	-
Chinook Learning Services*		907	-	-	-	-	-	-	-	-	-	-	-	2	-	905	-
SUB-TOTAL		2,436	-	-	55	59	66	100	78	113	109	103	139	79	97	1,438	-
*includes students 20 years old and older																	

TOTAL ENROLMENT	138,244	37	8,972	10,815	10,744	9,995	10,446	9,933	10,198	9,964	9,936	9,949	11,097	10,820	12,674	2,664	6,757
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*Subject to Review and Update*

Student Population Change (By Community)

September 29, 2022 to September 29, 2023



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	18	19	21	37	27				139
Stanley Jones School					17	18	19	21	37	27				139
All - Boys School		5	7	11	8	10	10							51
All Boys Program		5	7	11	8	10	10							51
Arts-Centred Learning						37	103	217	215	220	0	0	37	829
James Fowler High School													29	29
Lord Beaverbrook High School													8	8
Sir John Franklin School						6	41	71	80	73				271
Willow Park School						31	62	146	135	147				521
Chinese (Mandarin) Bilingual	152	151	149	136	133	118	118	90	102	77				1226
Colonel Irvine School						98	93	70	85	64				410
Harold Panabaker School						20	25	20	17	13				95
Highwood School	64	74	72	66	67									343
Marion Carson School	50	47	51	49	33									230
Midnapore School	38	30	26	21	33									148
French Immersion	794	952	880	763	771	603	627	822	820	816	658	613	564	9683
Banff Trail School	63	74	62	60	60	50								369
Bishop Pinkham School								133	146	155				434
Bob Edwards School							31	63	49	43				186
Branton School							103	186	164	182				635
Chinook Park School	41	49	35	47	34	27	32							265
David Thompson School						55	78	129	108	109				479
Dr. E. P. Scarlett High School											127	104	88	319
Elboya School						53	48	73	80	72				326
F. E. Osborne School							46	39	51	45				181
Georges P. Vanier School							85	93	87	81				346
Hidden Valley School	49	53	57	61										220
Janet Johnstone School	33	54	35	30	24									176
King George School	125	130	121	107	106	71								660
Mayland Heights School	39	65	47	40	44	37								272
Sam Livingston School	75	91	89	83	83									421
Sundance School	90	97	84	71	64	65	43							514
Tuscany School	59	56	66	48	50	27								306
Valley Creek School					58	39	56	39	43	44				279
Varsity Acres School	91	124	127	77	92	75								586
Western Canada High School											265	237	203	705
Westgate School	78	96	81	81	99	83	82							600
William Aberhart High School											266	272	273	811
William Reid School	51	63	76	58	57									305
Woodman School						21	23	67	92	85				288

Alternative Program Enrolment by School and by Grade

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
German Bilingual	17	31	23	16	23	12	12							134
Bowcroft School	17	31	23	16	23	12	12							134
Indigenous Focus	23	21	20	33	29	31	25							182
Piitoayis Family School	23	21	20	33	29	31	25							182
Montessori	172	189	171	143	145	116	83							1019
Captain John Palliser School	56	50	65	45	35	36	15							302
Killarney School	56	67	56	46	50	41	30							346
Lake Bonavista School	60	72	50	52	60	39	38							371
Science School	233	251	243	230	227	294	283	401	371	332				2865
Ian Bazalgette School							54	60	49	47				210
Louis Riel School	61	66	69	52	55	78	56	89	82	62				670
Maple Ridge School	79	88	75	81	75									398
R. T. Alderman School						111	113	160	147	139				670
Riverside School	49	47	51	49	55	58	60	92	93	84				638
Valley View School	44	50	48	48	42	47								279
Spanish Bilingual	405	466	439	416	385	318	290	201	272	231	75	72	119	3689
A. E. Cross School								11	31	22				64
Canyon Meadows School	61	87	73	69	83	59								432
Collingwood School	86	89	80	83	74	70								482
Crescent Heights High School											75	72		147
Dalhousie School	87	78	78	93	79	52								467
Dr. E. P. Scarlett High School													38	38
Eugene Coste School	51	76	69	69	47	54								366
Glenmeadows School	68	71	69	51	39	38	40							376
Robert Warren School							84	60	80	67				291
Senator Patrick Burns School							166	130	161	142				599
W. O. Mitchell School	52	65	70	51	63	45								346
William Aberhart High School													81	81
Traditional Learning Centre	655	723	725	698	689	694	728	718	678	678				6986
Annie Gale School							61	72	60	53				246
Balmoral School						113	110	116	113	109				561
Brentwood School	125	124	121	106	101	98	105							780
Chief Justice Milvain School	44	76	76	70	53	54								373
Chris Akkerman School	102	106	102	102	104	101								617
Colonel Macleod School						89	93	93	85	86				446
Colonel Sanders School		87	92	89	99									367
Dr. J. K. Mulloy School	97	104	103	100	99									503
Fairview School					152	156	154	156	145	139				902
Glamorgan School	84	77	81	78	81	83	84	66	61	61				756
Le Roi Daniels School	129	149	150	153										581
Sir Wilfrid Laurier School							121	122	125	123				491
Thomas B. Riley School								93	89	107				289
Thornccliffe School	74													74
Grand Total	2451	2789	2657	2446	2427	2251	2298	2470	2495	2381	733	685	720	26803

**CALGARY BOARD OF EDUCATION
SPECIALIZED CLASSES 2023-2024**

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	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	Ranchlands (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	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
1	William D. Pratt (5-9)	Teaching of Attitude, Social Skills and Communication (TASC)	1
2	Beddington Heights (K-6)	The Class	1
2	Buchanan (K-6)	Enhanced Educational Supports (EES)	2
2	Cambrian Heights (K-6)	Bridges	1
2	Children's Village	Enhanced Educational Supports II	3
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)	4
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)	Paced Learning Program (PLP)	2
2	Panorama Hills (K-5)	Enhanced Educational Supports (EES)	3
2	S.P. Burns (7-9)	Paced Learning Program (PLP)	1
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 John Franklin (5-9)	Communication, Sensory and Social Interaction (CSSI)	2
2	Sir John Franklin (5-9)	Literacy, English & Academic Development (LEAD)	6
2	Sir John Franklin (5-9)	Teaching of Attitude, Social Skills and Communication (TASC)	1
2	William Aberhart High (10-12)	Adapted Learning Program (ALP)	2
2	William Aberhart High (10-12)	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
2	William Aberhart High (10-12)	Communication, Sensory and Social Interaction (CSSI)	1
2	William Aberhart High (10-12)	Paced Learning Program (PLP)	1
3	Abbeydale (K-5)	Enhanced Educational Supports (EES)	1
3	Belfast (K-6)	Literacy, English & Academic Development (LEAD) Div. II	2
3	Cappy Smart (K-5)	Enhanced Educational Supports (EES)	3
3	Colonel Macleod (7-9)	Bridges	1
3	Colonel Macleod (7-9)	Literacy, English & Academic Development (LEAD) Div III	2
3	Crescent Heights High (10-12)	Bridges	1
3	Crescent Heights High (10-12)	Literacy, English & Academic Development (LEAD)	3
3	Crescent Heights High (10-12)	Paced Learning Program (PLP)	1
3	Crescent Heights High (10-12)	The Class	2
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)	5
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

**CALGARY BOARD OF EDUCATION
SPECIALIZED CLASSES 2023-2024**

Area	School	Program	# of Classes
3	Mount View (K-6)	Literacy, English & Academic Development (LEAD) Div. II	2
3	Niitsitapi Learning Centre (K-2)	Early Development Centre	4
3	North Trail High School (10-12)	Communication, Sensory and Social Interaction (CSSI)	2
3	North Trail High School (10-12)	Literacy, English & Academic Development (LEAD) Div IV	2
3	Nose Creek (5-9)	Communication, Sensory and Social Interaction (CSSI)	1
3	Nose Creek (5-9)	Paced Learning Program (PLP)	2
3	Penbrooke Meadows (K-5)	Literacy, English & Academic Development (LEAD)	3
3	Riverside (K-9)	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
3	Roland Michener (K-5)	Bridges	1
3	Roland Michener (K-5)	Paced Learning Program (PLP)	1
3	Rosemont (K-6)	Bridges	1
3	Valley Creek (4-9)	Communication, Sensory and Social Interaction (CSSI)	1
3	Valley Creek (4-9)	Teaching of Attitude, Social Skills and Communication (TASC)	1
3	Valley Creek (4-9)	The Class	1
3	Vista Heights (K-6)	Learning & Literacy	2
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)	2
4	Dr. Gordon Higgins (7-9)	Paced Learning Program (PLP)	2
4	Falconridge (K-6)	Enhanced Educational Supports (EES)	2
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)	3
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	1
4	Pineridge (K-6)	Enhanced Educational Supports (EES)	4
4	Sir Wilfred Laurier (6-9)	Communication, Sensory and Social Interaction (CSSI)	1
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)	3
4	Terry Fox (7-9)	The Class	1
5	Auburn Bay (K-4)	Enhanced Educational Supports (EES)	2
5	Centennial High (10-12)	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
5	Centennial High (10-12)	Communication, Sensory and Social Interaction (CSSI)	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	2
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	McKenzie Towne (K-4)	Enhanced Educational Supports (EES)	3
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	Midsun (7-9)	Communication, Sensory and Social Interaction (CSSI)	1
5	Midsun (7-9)	Teaching of Attitude, Social Skills and Communication (TASC)	1
5	Mountain Park (5-9)	The Class	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	Alternative High (10-12)	The Class	2
6	Cedarbrae (K-6)	Bridges	1
6	Central Memorial High (10-12)	Bridges	1

**CALGARY BOARD OF EDUCATION
SPECIALIZED CLASSES 2023-2024**

Area	School	Program	# of Classes
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	Evergreen (K-5)	Enhanced Educational Supports (EES)	2
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)	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	John Ware (7-9)	The Class	1
6	Louis Riel (K-9)	Gifted and Talented Education (GATE II/III)	11
6	Marshall Springs (6-9)	Communication, Sensory and Social Interaction (CSSI)	1
6	Nickle (5-9)	Bridges	1
6	Nickle (5-9)	Learning & Literacy	2
6	Ron Southern (K-6)	Enhanced Educational Supports (EES)	2
6	Sherwood (4-9)	Literacy, English & Academic Development (LEAD) Div III	1
6	Sherwood (4-9)	Literacy, English & Academic Development (LEAD) Div III	1
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)	4
7	Jennie Elliott (K-6)	Deaf and Hard of Hearing	4
7	Mount Royal (7-9)	Teaching of Attitude, Social Skills and Communication (TASC)	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)	10
7	Queen Elizabeth High (7-12)	The Class	2
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 283

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								2	21	24	13	17	17	14	108
Centennial High School												3	7	4	14
Clarence Sansom School								1	7	13	3				24
H. D. Cartwright School									6	6	2				14
Henry Wise Wood High School												3	4	2	9
Lester B. Pearson High School												6	2	5	13
MidSun School									4	5	3				12
Riverside School								1	4		5				10
William Aberhart High School												5	4	3	12
ALP (Adapted Learning Program)								1	23	18	21	31	25	29	148
Clarence Sansom School									1	6	4				11
Harold Panabaker School									7		4				11
Lester B. Pearson High School												7	2	6	15
Lord Beaverbrook High School												7	9	9	25
MidSun School								1	3	4	6				14
Robert Thirsk High School												6	5	4	15
Sir John A. Macdonald School									7	4	3				14
Thomas B. Riley School									5	4	4				13
William Aberhart High School												11	9	10	30
Bridges				12	25	17	17	13	15	23	18	9	7	8	164
Belvedere Parkway School				2	2		1	4							9
Cambrian Heights School				1	3	2	1	2							9
Cecil Swanson School				2	2	3	2								9
Cedarbrae School				2	2	1	3	1							9
Central Memorial High School												4	5	1	10
Colonel Irvine School									6	2	3				11
Colonel Macleod School								1	3	4	3				11
Crescent Heights High School												5	2	7	14
Deer Run School				1	4	2	6	2							15
Erin Woods School				1	6	3	4								14
Ernest Morrow School								2	1	4	1				8
Nickle School									2	4	5				11
Ranchlands School					1	1		1							3
Roland Michener School				3	2	3									8
Rosemont School					3	2									5
Terry Fox School										5	4				9
Wilma Hansen School									3	4	2				9

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	26	15	12	15	10	8	89
Bishop Pinkham School									3	1	2				6
Centennial High School												3	4		7
Central Memorial High School												1	2	2	5
Marshall Springs School									3	1	1				5
MidSun School								1	3	1	1				6
North Trail High School												6	3	1	10
Nose Creek School									6						6
Robert Thirsk High School												2		5	7
Sir John Franklin School									5	2	4				11
Sir Wilfrid Laurier School								2	2	1	1				6
Ted Harrison School									1	5	2				8
Valley Creek School									3	4	1				8
William Aberhart High School												3	1		4
DHH (Deaf and Hard of Hearing)			5	5	4	7	7	5	8	7	9	9	10	10	86
Jennie Elliott School			5	5	4	7	7	5							33
Queen Elizabeth High School									8	7	9	9	10	10	53
EES (Enhanced Educational Supports)		66	80	73	75	59	61								414
Abbeydale School		7				2									9
Auburn Bay School		2	6			4	1	3							16
Battalion Park School		2	2	1		4	3	6							18
Buchanan School		2	3	3		5	3	2							18
Cappy Smart School		3	7	6		4	3	2							25
Cecil Swanson School				2	2		4	1							9
Ethel M. Johnson School				5	5	2	1	5							18
Evergreen School		4	4	3		4	1	1							17
Falconridge School		2	4	1		2	3	4							16
Hugh A. Bennett School		3			2	1		3							9
Kenneth D. Taylor School		2	2	4		4	2	3							17
McKenzie Lake School		1	6	2		2	4	2							17
McKenzie Towne School		4	2	6		3	9	2							26
Monterey Park School		5	6	4		4	3	4							26
O. S. Geiger School		2	2	3		5	2	1							15
Panorama Hills School		6	4	3		4	3	3							23
Pineridge School		2	7	10		3	5	7							34
Ron Southern School		3	4	2		1	1	4							15
Simons Valley School		1			1	3	3	1							9
Tuscany School		1	2	3		6	2	2							16
University School		2			1	3	2	1							9
West Dalhousie School		6	3	1		4	1	2							17
West Dover School		3	4	6		3	1	1							18
Wildwood School		3	5	4		2	2	1							17

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						40	46	34	58	91	85	42	54	51	501
Henry Wise Wood High School												22	41	34	97
Hillhurst School						26	26	19							71
Louis Riel School						14	20	15	20	55	42				166
Queen Elizabeth High School									38	36	43	20	13	17	167
HERA											1	6	1		8
Dr. Oakley											1	6	1		8
L&L						18	26	59	67	76	50				296
Annie Gale School									13	12	8				33
Arbour Lake School									11	13	7				31
Captain John Palliser School						1	5	11							17
Earl Grey School						4	2	10							16
Ethel M. Johnson School						3	8	4							15
Georges P. Vanier School									7	9	12				28
H. D. Cartwright School									6	9	3				18
Harold Panabaker School									3	10	7				20
Huntington Hills School						1	3	7							11
McKenzie Highlands School						5	4	11	5						25
Nickle School									12	15	5				32
Peter Lougheed School									5	2	6				13
Vincent Massey School									5	6	2				13
Vista Heights School						4	4	16							24
LEAD						18	39	59	46	52	50	60	54	68	446
Belfast School						11	11	7							29
Colonel Macleod School								1	5	7	7				20
Crescent Heights High School												14	13	12	39
Ernest Morrow School								1	8	9	7				25
Forest Lawn High School												22	23	17	62
Henry Wise Wood High School												4	2	9	15
James Fowler High School												13	14	29	56
Mount View School						3	7	7							17
North Trail High School												7	2	1	10
Penbrooke Meadows School						4	11	21							36
Sherwood School								1	1	1	3				6
Sir John Franklin School							10	21	15	16	12				74
Terry Fox School									14	14	17				45
Vincent Massey School									3	5	4				12

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	18	44	61	81	83	85	79	59	65	575					
A. E. Cross School									13	7	9				29
Bowness High School												6	2	4	12
Centennial High School												8	3	5	16
Crescent Heights High School												4			4
Dr. Gladys McKelvie Egbert School								6	7	9	10				32
Dr. Gordon Higgins School									11	9	9				29
Ernest Manning High School												5	4	4	13
Ernest Morrow School								6	12	19	8				45
Ethel M. Johnson School						2	4	7							13
Forest Lawn High School												12	9	9	30
Henry Wise Wood High School													4	5	9
Jack James High School												6	7	3	16
James Fowler High School												8	7	16	31
Lord Beaverbrook High School												8	6	6	20
Nelson Mandela High School												13	10	9	32
North Haven School						4	9	13							26
Nose Creek School									6	13	11				30
O. S. Geiger School						3	6	5							14
Ranchlands School						3	6	4							13
Robert Thirsk High School												8	3	3	14
Roland Michener School						1	13								14
Samuel W. Shaw School							1	4	9	4	12				30
Senator Patrick Burns School									4	5	6				15
Sir John A. Macdonald School									4	5	6				15
Ted Harrison School								4	3	5	2				14
Terrace Road School						1	1	6							8
Thomas B. Riley School									7	5	4				16
Wildwood School						4	4	6							14
William Aberhart High School												1	4	1	6
Wilma Hansen School									5	2	8				15
RISE									3	0	6	5	6	5	25
Bob Edwards School									3		6				9
Jack James High School												5	6	5	16
TASC								1	6	12	6	4	2	5	36
Central Memorial High School												2		4	6
MidSun School										5	1				6
Mount Royal School									2	1	2				5
Robert Thirsk High School												2	2	1	5
Sir John Franklin School								1	1	1	2				5
Valley Creek School									1	3					4
William D. Pratt School									2	2	1				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
The Class	2	5	2	17	26	36	66	42	35	231					
Alternative High School							16	12	3	31					
Arbour Lake School							6	9		15					
Beddington Heights School						2	5	2		9					
Centennial High School										8	5	2	15		
Crescent Heights High School										12	6	10	28		
Forest Lawn High School										7	4	3	14		
James Fowler High School										8	8	7	23		
John Ware School									2	2	9		13		
Lord Beaverbrook High School												6	6	5	17
Mountain Park School									2	4	4		10		
Queen Elizabeth High School									8	7	7		22		
Sir Winston Churchill High School												9	1	5	15
Terry Fox School									3	3	5		11		
Valley Creek School									2	4	2		8		
Grand Total	71	97	102	195	243	301	371	427	392	343	287	298	3127		

| 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 as an Additional Language (EAL)

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 EAL Assistant.

Learner Profile:

- Newcomer immigrant and refugee EAL 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 & Literacy (L&L)

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.

2023 - 2024 SCHOOL ENROLMENT REPORT - School Capacity and Utilization

Attachment IX

- i. The provincial utilization rate of each school building includes lease exemptions as of September 1 of the current year
- ii. $\text{Weighted Enrolment} = (\text{Kindergarten minus Kindergarten Special Education Severe}) \div 2 + (\text{Kindergarten Special Education Severe multiplied by } 1.5) + (\text{GR } 1\text{-}12 \text{ enrolment minus GR } 1\text{-}12 \text{ Special Education Severe}) + (\text{GR } 1\text{-}12 \text{ Special Education Severe multiplied by } 3)$
- iii. $\text{Utilization Rate} = \text{Weighted Enrolment} \div \text{Provincial Capacity}$
- iv. *Capacity values are given as calculated under the Instructional Area Method, currently prescribed by the Province of Alberta

SCHOOL	2022 WEIGHTED ENROLMENT	2022 PROVINCIAL % UTILIZ.	2023 WEIGHTED ENROLMENT	2023 PROVINCIAL CAPACITY	# Of Modulars/ Portables	2023 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2022 to 2023)
AREA 1							
ARBOUR LAKE SCHOOL	855	96%	824	892	8	92%	-4%
BELVEDERE PARKWAY SCHOOL	480	88%	480	543	0	88%	0%
BOWCROFT SCHOOL	317	69%	359	473	0	76%	7%
BOWNESS HIGH SCHOOL	1376	84%	1544	1538	0	100%	17%
BRENTWOOD SCHOOL	697	90%	729	778	0	94%	4%
CAPTAIN JOHN PALLISER SCHOOL	525	83%	597	635	0	94%	11%
CHRISTINE MEIKLE SCHOOL	384	84%	367	470	0	78%	-6%
CITADEL PARK SCHOOL	413	86%	494	481	8	103%	17%
DR. E. W. COFFIN SCHOOL	176	81%	165	218	1	76%	-5%
EDGEMONT SCHOOL	615	92%	636	666	14	96%	3%
ERIC HARVIE SCHOOL	336	56%	329	602	6	55%	-1%
F. E. OSBORNE SCHOOL	821	114%	722	719	0	100%	-14%
H. D. CARTWRIGHT SCHOOL	561	96%	565	593	2	95%	-1%
HAWKWOOD SCHOOL	638	98%	706	653	0	108%	10%
MARION CARSON SCHOOL	487	92%	501	521	2	96%	4%
RANCHLANDS SCHOOL	365	74%	399	496	8	80%	7%
ROBERT THIRSK HIGH SCHOOL	1575	102%	1704	1497	0	114%	12%
ROYAL OAK SCHOOL	559	103%	563	545	10	103%	1%
SCENIC ACRES SCHOOL	131	71%	176	183	7	96%	25%
SILVER SPRINGS SCHOOL	267	93%	256	286	1	90%	-4%
SIMON FRASER SCHOOL	745	98%	714	760	6	94%	-4%
SIR WINSTON CHURCHILL HIGH SCHOOL	2525	121%	2495	2014	6	124%	3%
TERRACE ROAD SCHOOL	182	59%	189	308	0	61%	2%
THE HAMPTONS SCHOOL	183	76%	181	240	4	75%	-1%
THOMAS B. RILEY SCHOOL	620	100%	594	687	0	87%	-13%
TOM BAINES SCHOOL	880	114%	860	770	1	112%	-3%
TUSCANY SCHOOL	525	79%	539	662	14	81%	2%
TWELVE MILE COULEE SCHOOL	870	97%	857	893	16	96%	-1%
WEST DALHOUSIE SCHOOL	276	85%	324	325	6	100%	15%
WILLIAM D. PRATT SCHOOL	845	89%	938	948	8	99%	10%
AREA 1 - TOTAL	19,224	94%	19,803	20,396	128	97%	3%

2023 - 2024 SCHOOL ENROLMENT REPORT - School Capacity and Utilization

Attachment IX

- i. The provincial utilization rate of each school building includes lease exemptions as of September 1 of the current year
- ii. $\text{Weighted Enrolment} = (\text{Kindergarten minus Kindergarten Special Education Severe}) \div 2 + (\text{Kindergarten Special Education Severe multiplied by } 1.5) + (\text{GR } 1\text{-}12 \text{ enrolment minus GR } 1\text{-}12 \text{ Special Education Severe}) + (\text{GR } 1\text{-}12 \text{ Special Education Severe multiplied by } 3)$
- iii. $\text{Utilization Rate} = \text{Weighted Enrolment} \div \text{Provincial Capacity}$
- iv. *Capacity values are given as calculated under the Instructional Area Method, currently prescribed by the Province of Alberta

SCHOOL	2022 WEIGHTED ENROLMENT	2022 PROVINCIAL % UTILIZ.	2023 WEIGHTED ENROLMENT	2023 PROVINCIAL CAPACITY	# Of Modulars/ Portables	2023 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2022 to 2023)
AREA 2							
ALEX MUNRO SCHOOL	293	65%	297	451	0	66%	1%
BALMORAL SCHOOL	568	106%	579	538	0	108%	2%
BANFF TRAIL SCHOOL	336	74%	342	418	0	82%	8%
BEDDINGTON HEIGHTS SCHOOL	389	77%	443	493	8	90%	13%
BRANTON SCHOOL	623	82%	647	761	6	85%	3%
BUCHANAN SCHOOL	207	85%	215	243	0	89%	3%
BUFFALO RUBBING STONE SCHOOL	637	106%	648	601	6	108%	2%
CAMBRIAN HEIGHTS SCHOOL	472	116%	414	487	0	85%	-31%
CAPITOL HILL SCHOOL	330	91%	355	362	0	98%	7%
CAPTAIN NICHOLA GODDARD SCHOOL	929	104%	988	897	16	110%	7%
CATHERINE NICHOLS GUNN SCHOOL	266	58%	312	458	0	68%	10%
CHILDREN'S VILLAGE SCHOOL	209	53%	215	393	0	55%	2%
COLLINGWOOD SCHOOL	438	78%	456	562	0	81%	3%
COLONEL IRVINE SCHOOL	810	103%	848	784	0	108%	5%
COLONEL SANDERS SCHOOL	368	101%	373	363	0	103%	1%
DALHOUSIE SCHOOL	440	88%	449	471	0	95%	7%
DR. J. K. MULLOY SCHOOL	484	98%	472	496	0	95%	-2%
GEORGES P. VANIER SCHOOL	515	78%	589	658	0	90%	11%
HIGHWOOD SCHOOL	311	91%	314	341	0	92%	1%
HUNTINGTON HILLS SCHOOL	240	69%	248	346	0	72%	3%
JAMES FOWLER HIGH SCHOOL	1550	84%	1682	1540	0	109%	25%
JOHN G. DIEFENBAKER HIGH SCHOOL	1764	117%	1506	1405	4	107%	-10%
KENNETH D. TAYLOR SCHOOL	606	103%	654	588	12	111%	8%
KING GEORGE SCHOOL	576	92%	608	607	0	100%	9%
NORTH HAVEN SCHOOL	152	34%	246	411	0	60%	26%
PANORAMA HILLS SCHOOL	589	99%	571	597	10	96%	-3%
SENATOR PATRICK BURNS SCHOOL	822	95%	807	869	0	93%	-2%
SIR JOHN A. MACDONALD SCHOOL	821	100%	878	822	4	107%	7%
SIR JOHN FRANKLIN SCHOOL	452	80%	457	566	0	81%	1%
THORNCLIFFE SCHOOL	268	116%	254	231	0	110%	-6%
VARSITY ACRES SCHOOL	515	82%	556	620	3	90%	8%
W. O. MITCHELL SCHOOL	326	76%	324	429	8	76%	-1%
WILLIAM ABERHART HIGH SCHOOL	1385	77%	1435	1679	4	86%	9%
AREA 2 - TOTAL	18,689	89%	19,177	20,487	81	94%	5%

2023 - 2024 SCHOOL ENROLMENT REPORT - School Capacity and Utilization

Attachment IX

- i. The provincial utilization rate of each school building includes lease exemptions as of September 1 of the current year
- ii. $\text{Weighted Enrolment} = (\text{Kindergarten minus Kindergarten Special Education Severe}) \div 2) + (\text{Kindergarten Special Education Severe multiplied by } 1.5) + (\text{GR } 1\text{-}12 \text{ enrolment minus GR } 1\text{-}12 \text{ Special Education Severe}) + (\text{GR } 1\text{-}12 \text{ Special Education Severe multiplied by } 3)$
- iii. $\text{Utilization Rate} = \text{Weighted Enrolment} \div \text{Provincial Capacity}$
- iv. *Capacity values are given as calculated under the Instructional Area Method, currently prescribed by the Province of Alberta

SCHOOL	2022 WEIGHTED ENROLMENT	2022 PROVINCIAL % UTILIZ.	2023 WEIGHTED ENROLMENT	2023 PROVINCIAL CAPACITY	# Of Modulars/ Portables	2023 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2022 to 2023)
AREA 3							
ABBEYDALE SCHOOL	256	64%	321	401	6	80%	16%
BELFAST SCHOOL	163	63%	207	257	1	80%	17%
CAPPY SMART SCHOOL	246	66%	264	373	4	71%	5%
COLONEL MACLEOD SCHOOL	624	92%	674	676	4	100%	7%
COVENTRY HILLS SCHOOL	623	98%	634	638	13	99%	2%
CRESCENT HEIGHTS HIGH SCHOOL	2203	98%	1924	2143	0	90%	-8%
DR. GLADYS MCKELVIE EGBERT SCHOOL	533	100%	523	534	4	98%	-2%
ERIN WOODS SCHOOL	341	71%	338	482	8	70%	-1%
ERNEST MORROW SCHOOL	746	80%	752	929	0	81%	1%
FOREST LAWN HIGH SCHOOL	1528	88%	1657	1800	0	92%	4%
G. W. SKENE SCHOOL	192	68%	194	284	0	68%	1%
HIDDEN VALLEY SCHOOL	398	76%	409	523	10	78%	2%
IAN BAZALGETTE SCHOOL	697	98%	742	712	3	104%	6%
JACK JAMES HIGH SCHOOL	729	85%	682	829	0	82%	-3%
JAMES SHORT MEMORIAL SCHOOL	188	40%	152	471	1	32%	-8%
KEELER SCHOOL	529	87%	539	609	0	89%	2%
MOUNT VIEW SCHOOL	205	95%	216	215	0	101%	5%
NORTH TRAIL HIGH SCHOOL			1411	1891	0	75%	75%
NORTHERN LIGHTS SCHOOL	392	70%	573	561	0	102%	32%
NOSE CREEK SCHOOL	829	91%	939	914	16	103%	12%
NIITSITAPI LEARNING CENTRE	179	53%	169	336	0	50%	-3%
PATRICK AIRLIE SCHOOL	216	86%	220	252	0	87%	1%
PENBROOKE MEADOWS SCHOOL	248	66%	229	377	0	61%	-5%
RADISSON PARK SCHOOL	317	82%	352	388	2	91%	9%
RIVERSIDE SCHOOL	657	103%	654	640	0	102%	-1%
ROLAND MICHENER SCHOOL	183	69%	194	263	0	74%	4%
ROSEDALE SCHOOL	274	106%	283	259	2	109%	4%
ROSEMONT SCHOOL	233	96%	247	235	0	105%	9%
STANLEY JONES SCHOOL	546	99%	526	554	0	95%	-4%
SUNNYSIDE SCHOOL	130	57%	170	228	0	74%	17%
VALLEY CREEK SCHOOL	791	91%	829	870	12	95%	4%
VALLEY VIEW SCHOOL	472	77%	482	612	0	79%	2%
VISTA HEIGHTS SCHOOL	172	77%	178	224	0	80%	3%
WEST DOVER SCHOOL	210	47%	225	447	0	50%	3%
AREA 3 - TOTAL	16,045	84%	17,903	20,927	86	86%	2%

2023 - 2024 SCHOOL ENROLMENT REPORT - School Capacity and Utilization

Attachment IX

- i. The provincial utilization rate of each school building includes lease exemptions as of September 1 of the current year
- ii. $\text{Weighted Enrolment} = (\text{Kindergarten minus Kindergarten Special Education Severe}) \div 2) + (\text{Kindergarten Special Education Severe multiplied by } 1.5) + (\text{GR } 1\text{-}12 \text{ enrolment minus GR } 1\text{-}12 \text{ Special Education Severe}) + (\text{GR } 1\text{-}12 \text{ Special Education Severe multiplied by } 3)$
- iii. $\text{Utilization Rate} = \text{Weighted Enrolment} \div \text{Provincial Capacity}$
- iv. *Capacity values are given as calculated under the Instructional Area Method, currently prescribed by the Province of Alberta

SCHOOL	2022 WEIGHTED ENROLMENT	2022 PROVINCIAL % UTILIZ.	2023 WEIGHTED ENROLMENT	2023 PROVINCIAL CAPACITY	# Of Modulars/ Portables	2023 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2022 to 2023)
AREA 4							
ANNIE FOOTE SCHOOL	280	56%	469	499	9	94%	38%
ANNIE GALE SCHOOL	613	96%	619	640	8	97%	1%
BOB EDWARDS SCHOOL	518	85%	528	610	0	87%	2%
CECIL SWANSON SCHOOL	395	87%	400	453	6	88%	1%
CHIEF JUSTICE MILVAIN SCHOOL	504	96%	531	525	10	101%	5%
CHRIS AKKERMAN SCHOOL	579	107%	578	541	6	107%	0%
CLARENCE SANSOM SCHOOL	636	81%	757	788	8	96%	15%
COLONEL J. FRED SCOTT SCHOOL	505	106%	514	475	8	108%	2%
CROSSING PARK SCHOOL	1181	123%	1137	963	15	118%	-5%
DOUGLAS HARKNESS SCHOOL	330	99%	330	335	2	99%	0%
DR. GORDON HIGGINS SCHOOL	636	91%	744	696	8	107%	16%
FALCONRIDGE SCHOOL	480	83%	544	576	12	94%	11%
GRANT MACEWAN SCHOOL	664	116%	659	571	12	115%	-1%
GUY WEADICK SCHOOL	328	76%	409	430	6	95%	19%
HUGH A. BENNETT SCHOOL	582	101%	619	576	0	107%	6%
LESTER B. PEARSON HIGH SCHOOL	1659	95%	1757	1567	0	112%	17%
LOUISE DEAN SCHOOL	76	35%	41	212	0	19%	-16%
MANMEET SINGH BHULLAR SCHOOL	505	95%	524	533	6	98%	4%
MARLBOROUGH SCHOOL	245	72%	290	341	2	85%	13%
MAYLAND HEIGHTS SCHOOL	418	79%	431	529	0	82%	3%
MONTEREY PARK SCHOOL	535	81%	564	657	17	86%	4%
NELSON MANDELA HIGH SCHOOL	1955	109%	1956	1626	0	120%	11%
O. S. GEIGER SCHOOL	419	82%	509	511	9	100%	18%
PETER LOUGHEED SCHOOL	1012	106%	1002	957	8	105%	-1%
PINERIDGE SCHOOL	361	79%	404	457	6	88%	9%
PRAIRIE SKY SCHOOL	715	88%	924	813	0	114%	26%
RUNDLE SCHOOL	415	77%	481	536	10	90%	12%
SADDLE RIDGE SCHOOL	550	94%	620	587	12	106%	12%
SIR WILFRID LAURIER SCHOOL	501	95%	509	528	0	96%	2%
TARADALE SCHOOL	693	108%	671	643	10	104%	-3%
TED HARRISON SCHOOL	902	102%	966	888	16	109%	7%
TERRY FOX SCHOOL	605	79%	697	766	0	91%	12%
AREA 4 - TOTAL	19,793	94%	21,180	20,829	206	102%	8%

2023 - 2024 SCHOOL ENROLMENT REPORT - School Capacity and Utilization

Attachment IX

- i. The provincial utilization rate of each school building includes lease exemptions as of September 1 of the current year
- ii. $\text{Weighted Enrolment} = (\text{Kindergarten minus Kindergarten Special Education Severe}) \div 2) + (\text{Kindergarten Special Education Severe multiplied by } 1.5) + (\text{GR } 1\text{-}12 \text{ enrolment minus GR } 1\text{-}12 \text{ Special Education Severe}) + (\text{GR } 1\text{-}12 \text{ Special Education Severe multiplied by } 3)$
- iii. $\text{Utilization Rate} = \text{Weighted Enrolment} \div \text{Provincial Capacity}$
- iv. *Capacity values are given as calculated under the Instructional Area Method, currently prescribed by the Province of Alberta

SCHOOL	2022 WEIGHTED ENROLMENT	2022 PROVINCIAL % UTILIZ.	2023 WEIGHTED ENROLMENT	2023 PROVINCIAL CAPACITY	# Of Modulars/ Portables	2023 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2022 to 2023)
AREA 5							
ACADIA SCHOOL	405	82%	466	493	0	95%	12%
AUBURN BAY SCHOOL	492	81%	604	604	6	100%	19%
BAYSIDE SCHOOL	304	56%	532	545	6	98%	42%
BRIDLEWOOD SCHOOL	443	76%	443	584	12	76%	0%
CENTENNIAL HIGH SCHOOL	1632	107%	1779	1460	0	122%	15%
CHAPARRAL SCHOOL	491	101%	504	484	8	104%	3%
COPPERFIELD SCHOOL	585	101%	569	579	12	98%	-3%
CRANSTON SCHOOL	534	90%	626	596	12	105%	15%
DEER RUN SCHOOL	371	85%	400	434	6	92%	7%
DOUGLASDALE SCHOOL	401	90%	387	447	7	87%	-3%
DR. GEORGE STANLEY SCHOOL	681	75%	710	913	8	78%	3%
DR. MARTHA COHEN SCHOOL	869	92%	898	947	0	95%	3%
FAIRVIEW SCHOOL	889	89%	912	994	0	92%	2%
FISH CREEK SCHOOL	634	98%	612	647	0	95%	-3%
HAULTAIN MEMORIAL SCHOOL	201	69%	200	293	0	68%	-1%
JOANE CARDINAL-SCHUBERT HIGH SCHOOL	1757	100%	2023	1615	0	125%	26%
LAKE BONAVISTA SCHOOL	348	88%	364	397	2	92%	4%
LAKESHORE SCHOOL	945	105%	1000	971	0	103%	-2%
LE ROI DANIELS SCHOOL	519	92%	528	563	2	94%	2%
LORD BEAVERBROOK HIGH SCHOOL	1856	82%	2034	2130	1	96%	14%
MAHOGANY SCHOOL	498	90%	677	551	0	123%	33%
MAPLE RIDGE SCHOOL	348	76%	365	456	0	80%	4%
MCKENZIE HIGHLANDS SCHOOL	905	96%	913	947	0	96%	1%
MCKENZIE LAKE SCHOOL	572	86%	572	632	2	91%	5%
MCKENZIE TOWNE SCHOOL	570	84%	591	679	8	87%	3%
MIDNAPORE SCHOOL	379	70%	407	543	12	75%	5%
MIDSUN SCHOOL	755	77%	767	975	1	79%	1%
MOUNTAIN PARK SCHOOL	629	77%	651	813	16	80%	3%
NEW BRIGHTON SCHOOL	588	102%	593	579	12	102%	1%
PRINCE OF WALES SCHOOL	299	78%	290	381	4	76%	-2%
R. T. ALDERMAN SCHOOL	759	92%	734	826	1	89%	-3%
SAMUEL W. SHAW SCHOOL	794	79%	868	1008	16	86%	7%
SIBYLLA KIDDLE SCHOOL	450	79%	550	573	0	96%	18%
SOMERSET SCHOOL	221	59%	236	374	4	63%	4%
WILLOW PARK SCHOOL	599	89%	605	670	0	90%	1%
WILMA HANSEN SCHOOL	452	73%	471	623	8	76%	3%
AREA 5 - TOTAL	23,169	87%	24,877	26,326	166	95%	8%

2023 - 2024 SCHOOL ENROLMENT REPORT - School Capacity and Utilization

Attachment IX

- i. The provincial utilization rate of each school building includes lease exemptions as of September 1 of the current year
- ii. Weighted Enrolment = (Kindergarten minus Kindergarten Special Education Severe) divided by 2) + (Kindergarten Special Education Severe multiplied by 1.5) + (GR 1-12 enrolment minus GR1-12 Special Education Severe) + (GR1-12 Special Education Severe multiplied by 3)
- iii. Utilization Rate = Weighted Enrolment divided by Provincial Capacity
- iv. *Capacity values are given as calculated under the Instructional Area Method, currently prescribed by the Province of Alberta

SCHOOL	2022 WEIGHTED ENROLMENT	2022 PROVINCIAL % UTILIZ.	2023 WEIGHTED ENROLMENT	2023 PROVINCIAL CAPACITY	# Of Modulars/ Portables	2023 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2022 to 2023)
AREA 6							
A. E. CROSS SCHOOL	609	69%	696	886	0	79%	10%
ALTADORE SCHOOL	360	91%	386	397	0	97%	7%
ALTERNATIVE HIGH SCHOOL	193	71%	284	251	0	113%	42%
ANDREW SIBBALD SCHOOL	343	77%	354	447	0	79%	3%
BANTING AND BEST SCHOOL	160	64%	163	250	2	65%	1%
BRAESIDE SCHOOL	208	37%	222	559	0	40%	2%
CANYON MEADOWS SCHOOL	408	75%	417	546	0	76%	2%
CEDARBRAE SCHOOL	212	77%	204	276	0	74%	-3%
CENTRAL MEMORIAL HIGH SCHOOL	1840	90%	1865	1923	0	97%	7%
CHINOOK PARK SCHOOL	408	60%	480	683	0	70%	11%
DAVID THOMPSON SCHOOL	642	91%	623	706	0	88%	-3%
DR. E. P. SCARLETT HIGH SCHOOL	1696	100%	1758	1543	0	114%	14%
DR. FRED A MILLER SCHOOL	412	70%	493	587	0	84%	14%
EMILY FOLLENSBEE SCHOOL	258	96%	273	269	0	102%	6%
ETHEL M. JOHNSON SCHOOL	352	67%	326	527	0	62%	-5%
EUGENE COSTE SCHOOL	316	52%	343	497	0	69%	17%
EVERGREEN SCHOOL	436	74%	457	533	12	86%	12%
GLENBROOK SCHOOL	286	72%	308	353	0	87%	15%
GLENMEADOWS SCHOOL	290	56%	352	516	11	68%	12%
HAROLD PANABAKER SCHOOL	452	76%	465	592	4	79%	2%
HAYSBORO SCHOOL	203	90%	205	226	0	91%	1%
HENRY WISE WOOD HIGH SCHOOL	1946	91%	2024	2025	0	100%	9%
JANET JOHNSTONE SCHOOL	413	81%	471	507	8	93%	11%
JOHN WARE SCHOOL	576	96%	530	603	1	88%	-8%
LOUIS RIEL SCHOOL	829	96%	857	867	4	99%	3%
MARSHALL SPRINGS SCHOOL	723	82%	709	881	0	81%	-2%
NELLIE MCCLUNG SCHOOL	349	68%	367	510	0	72%	4%
NICKLE SCHOOL	215	30%	224	763	3	29%	-1%
RIVERBEND SCHOOL	285	57%	300	502	6	60%	3%
ROBERT WARREN SCHOOL	283	60%	305	472	3	65%	5%
RON SOUTHERN SCHOOL	468	82%	515	571	6	90%	8%
SAM LIVINGSTON SCHOOL	371	64%	389	576	7	67%	3%
SHERWOOD SCHOOL	389	58%	433	669	0	65%	7%
SUNDANCE SCHOOL	431	86%	495	500	8	99%	13%
WOODBINE SCHOOL	414	91%	392	453	7	87%	-5%
WOODLANDS SCHOOL	275	68%	280	402	4	70%	1%
WOODMAN SCHOOL	501	59%	513	846	0	61%	1%
AREA 6 - TOTAL	18,544	76%	19,471	23,714	86	82%	6%

2023 - 2024 SCHOOL ENROLMENT REPORT - School Capacity and Utilization

Attachment IX

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- iii. $\text{Utilization Rate} = \text{Weighted Enrolment} \div \text{Provincial Capacity}$
- iv. *Capacity values are given as calculated under the Instructional Area Method, currently prescribed by the Province of Alberta

SCHOOL	2022 WEIGHTED ENROLMENT	2022 PROVINCIAL % UTILIZ.	2023 WEIGHTED ENROLMENT	2023 PROVINCIAL CAPACITY	# Of Modulars/ Portables	2023 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2022 to 2023)
AREA 7							
ALEXANDER FERGUSON SCHOOL	202	81%	219	251	0	87%	7%
ALL BOYS PROGRAM	100	39%	81	257	0	32%	-7%
BATTALION PARK SCHOOL	522	76%	575	687	13	84%	8%
BISHOP PINKHAM SCHOOL	613	80%	611	769	0	80%	0%
BRIAR HILL SCHOOL	228	82%	226	278	0	81%	-1%
COLONEL WALKER SCHOOL (Includes Piitoayis)	322	54%	354	597	1	59%	5%
CONNAUGHT SCHOOL	482	121%	446	399	0	112%	-9%
DR. OAKLEY SCHOOL	180	40%	186	430	0	43%	3%
DR. ROBERTA BONDAR SCHOOL	568	101%	586	560	0	105%	3%
EARL GREY SCHOOL	198	57%	336	349	0	96%	40%
ELBOW PARK SCHOOL	212	77%	211	276	0	76%	0%
ELBOYA SCHOOL	708	92%	721	767	6	94%	2%
ERNEST MANNING HIGH SCHOOL	1584	95%	1750	1678	0	104%	10%
GLAMORGAN SCHOOL	694	102%	732	677	2	108%	6%
GLENDALE SCHOOL	258	79%	260	325	0	80%	1%
GRIFFITH WOODS SCHOOL	965	111%	966	869	0	111%	0%
HILLHURST SCHOOL	262	73%	290	357	0	81%	8%
JENNIE ELLIOTT SCHOOL	581	83%	598	685	0	87%	5%
KILLARNEY SCHOOL	354	95%	337	373	0	90%	-5%
MOUNT ROYAL SCHOOL	474	103%	443	459	0	97%	-7%
OLYMPIC HEIGHTS SCHOOL	501	74%	482	653	14	74%	0%
QUEEN ELIZABETH SCHOOL	345	89%	393	387	2	101%	12%
QUEEN ELIZABETH HIGH SCHOOL	1171	85%	1199	1392	0	86%	1%
RAMSAY SCHOOL	193	55%	304	349	0	87%	32%
RICHMOND SCHOOL	266	96%	333	278	0	120%	24%
RIDEAU PARK SCHOOL	439	93%	468	473	0	99%	6%
SIMONS VALLEY SCHOOL	688	112%	711	614	12	116%	4%
SUNALTA SCHOOL	333	81%	340	410	0	83%	2%
UNIVERSITY SCHOOL	318	59%	363	537	0	68%	8%
VINCENT MASSEY SCHOOL	789	84%	818	939	0	87%	3%
WEST RIDGE SCHOOL	888	97%	865	916	8	94%	-3%
WEST SPRINGS SCHOOL	585	98%	593	596	12	100%	1%
WESTERN CANADA HIGH SCHOOL	2205	104%	2274	2072	0	110%	6%
WESTGATE SCHOOL	527	72%	567	727	0	78%	6%
WILDWOOD SCHOOL	475	77%	505	618	0	82%	5%
WILLIAM REID SCHOOL	283	95%	280	298	4	94%	-1%
AREA 7 - TOTAL	19,507	87%	20,418	22,302	74	92%	5%
GRAND TOTALS	134,969	87%	142,827	154,981	827	92%	5%

2023-2024 LEASED SPACE IN OPERATING CBE SCHOOLS

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

CBE AREA	SCHOOL NAME	LICENSEE NAME	AREA (SQ.M)
1	Belvedere Parkway	Kids Love Bowness Ltd.	226.7
1	Bowcroft	Children Come First Association	444.3
1	Captain John Palliser	Captain John Palliser Out-of-School Care	255.2
1	Dr. E.W. Coffin	Millennium Kidz N Kare Ltd.	224.4
1	Eric Harvie	Coded Minds Canada Incorporated	231.5
1	Hawkwood	Children Come First Association	337.5
1	Marion Carson	Pre-Kindergarten Educational Services	88.5
1	Marion Carson	Society of Briar Hill Children's Programs	357.5
1	Terrace Road	Summit Kids	296.3
1	Terrace Road	University Heights Nursery School Association	73.9
1	Tuscany	Coded Minds Canada Incorporated	249.6
1	West Dalhousie	Dalhousie Community Association	348.5
2	Banff Trail	Children Come First Association	346.1
2	Buchanan	S'Cool Kids Club Inc. <i>*NEW</i>	159.2
2	Buffalo Rubbing Stone	Mighty Learner Corp	343.7
2	Cambrian Heights	Children Come First Association	345.1
2	Capitol Hill	Adventurers School Age Care Ltd.	330.7
2	Catherine Nichols Gunn	Children Come First Association	358.6
2	Collingwood	Adventurers School Age Care Ltd.	350.1
2	Colonel Sanders (TLC)	Northmount Student Care	253.9
2	Dalhousie	Dalhousie Community Association	491.4
2	Highwood	Children Come First Association	435.5
2	Huntington Hills	Summit Kids	279.1
2	Kenneth D. Taylor	Children Come First Association	341.9
2	King George	Pleasant Heights After School Care Association	461.1
2	North Haven	Children Come First Association	403.2
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.	405.3
2	W.O. Mitchell	Summit Kids	443.2
3	Abbeydale	RIEL Institute for Education & Learning	106.0
3	Belfast	Belfast Student Care	269.8
3	Coventry Hills	Topp Kids Foundation	439.2
3	Mount View	Creative World	129.4
3	Niitsitapi Learning Centre	Alberta Health Services (Elbow River Healing Lodge)	17.8
3	Northern Lights School	Little Steps Before and After School Care	429.2
3	Rosemont	Rosemont Community Childcare	223.5
3	Stanley Jones	Adventures Child Care	363.8
3	Sunnyside	Pre-Kindergarten Educational Services	104.2
3	Sunnyside	Sunnyside Out-of-School Care	109.6
4	Louise Dean (Kensington)	Kindred Connections Society	580.2
4	Louise Dean (Kensington)	Alberta Health Services	28.0
4	Marlborough	Kidzclub Calgary Ltd.	178.7
4	Mayland Heights	Society of Briar Hill Children's Programs	444.7
4	Pineridge	Boys and Girls Club of the Foothills	425.2
4	Taradale	Taradale Student Care	201.0
5	Acadia	Adventures Child Care	443.2

2023-2024 LEASED SPACE IN OPERATING CBE SCHOOLS

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

CBE AREA	SCHOOL NAME	LICENSEE NAME	AREA (SQ.M)
5	Auburn Bay	Topp Kids Foundation	457.8
5	Bayside	Topp Kids Foundation	525.0
5	Chaparral	Juvenescence Child Development Centre Ltd.	436.4
5	Copperfield	Topp Kids Foundation	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	Rec House	226.2
5	Mahogany	1st Class Innovative Child Care Solutions	434.4
5	Maple Ridge	Topp Kids Foundation	321.4
5	McKenzie Lake	Topp Kids Foundation	436.6
5	McKenzie Towne	Rec House	340.4
5	Midnapore	Mid-Sun Child Care	311.9
5	New Brighton	1st Class - After Class	343.7
5	Prince Of Wales	Topp Kids Foundation	461.3
5	Sibylla Kiddle School	1st Class - After Class	429.2
5	Somerset	1st Class Innovative Child Care Solutions	299.7
6	Altadore	Seeds of S.P.I.C.E Early Learning Centre Inc.	331.1
6	Andrew Sibbald	Rec House	457.7
6	Banting and Best	Coded Minds Canada Incorporated	265.4
6	Chinook Park	Adventurers School Age Care Ltd.	445.7
6	Dr. Freda Miller School	Seeds of S.P.I.C.E Early Learning Centre Inc.	371.0
6	Ethel M. Johnson	Adventures Child Care	268.8
6	Eugene Coste	Calgary Child's Play Inc.	514.7
6	Eugene Coste	Connect Society - Deafness Education,	325.7
6	Evergreen	Topp Kids Foundation	419.6
6	Glenbrook	Glenbrook Preschool Society	72.7
6	Glenbrook	Maple Roots Inc.	180.9
6	Glenmeadows	Calgary Child's Play Inc.	332.1
6	Haysboro	Maple Roots Inc.	261.0
6	Janet Johnstone	Creations Child Care	243.8
6	Nellie McClung	Summit Kids	324.3
6	Ron Southern	1st Class - After Class	452.3
6	Sam Livingston	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	Kidzinc School Care Society of Alberta	282.9
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
7	Dr. Oakley	Trellis Society	80.7
7	Dr. Roberta Bondar	Summit Kids	341.2
7	Earl Grey	Little Steps Before and After School Care	342.6
7	Elbow Park	Calgary Child's Play Inc. *NEW	434.3
7	Glamorgan	Maple Roots Inc.	240.9
7	Glendale	Calgary Child's Play Inc.	336.2

2023-2024 LEASED SPACE IN OPERATING CBE SCHOOLS

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

CBE AREA	SCHOOL NAME	LICENSEE NAME	AREA (SQ.M)
7	Hillhurst	Society of Briar Hill Children's Programs <i>*NEW</i>	204.0
7	Jennie Elliott	Jennie Elliott Student Care	445.3
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	228.5
7	Richmond	Richmond Child Care Association	228.7
7	Rideau Park	Summit Kids	81.3
7	Simons Valley	Coded Minds Canada Incorporated	309.1
7	Sir James Lougheed	Summit Kids	338.5
7	Sunalta	Scarboro Community Preschool	91.6
7	Sunalta	Sunalta Student Care	401.1
7	University	Summit Kids	469.2
7	West Springs	Maple Roots Inc.	332.5
7	Westgate	Calgary Child's Play Inc.	534.4
7	Wildwood	Kidzinc School Care Society of Alberta	275.3
7	William Reid	Seeds of S.P.I.C.E Early Learning Centre Inc.	322.2

AREA 1: 3,133.9
 AREA 2: 5,972.8
 AREA 3: 2,192.5
 AREA 4: 1,857.8
 AREA 5: 6,634.2
 AREA 6: 6,034.5
 AREA 7: 8,158.4

TOTAL SQUARE METRES LEASED: 33,984.1

2023-2024 LEASE OF SURPLUS SCHOOL FACILITIES

CBE AREA	SCHOOL NAME	LESSEE NAME	AREA (SQ. M)
1	Belvedere Parkway Bungalow	Thornhill Child Care	373.20
1	Parkdale	Westmount Charter School	6,375.00
3	Greenview	Foundations for the Future Charter Academy	4,669.40
3	Riverside Bungalow	Wilderchild Futures Incorporated	926.44
4	Mountain View	Almadina Language Charter Academy	3,853.20
5	Alice M Curtis	Foundations for the Future Charter Academy	3,441.50
5	Andrew Davison	Foundations for the Future Charter Academy	4,309.00
6	Bel Aire	Calgary Girls Charter Academy	1,252.00
6	Lakeview	Calgary Girls Charter Academy	3,594.00
6	Ogden	Almadina Language Charter Academy	4,887.80
6	Southwood	Foundations for the Future Charter Academy	4,192.00
7	Clem Gardner	Connect Charter School	7,107.00
7	Knob Hill	Calgary Arts Charter Academy	2,270.60
7	Rosscarrock	Calgary Arts Charter Academy	3,330.10
7	Sir William Van Horne	Westmount Charter School	9,670.00
7	Spruce Cliff	Calgary Quest Children's Society	2,387.70

AREA 1:	6,748.20
AREA 2:	-
AREA 3:	5,595.84
AREA 4:	3,853.20
AREA 5:	7,750.50
AREA 6:	13,925.80
AREA 7:	<u>24,765.40</u>

TOTAL SQUARE METRES LEASED: 62,638.94

report to Board of Trustees

Correspondence

Date	December 12, 2023
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor, Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board

1 | Recommendation

This report is being provided for the information of the Board.

2 | Background

The following is a summary of correspondence that has not been placed on regular schedule Board meeting agendas:

- Letter dated July 8, 2020 from The Hon. A. LaGrange, Education Minister, re: Transfer of Montgomery School property to FFCA (Page 9-3).
- Letter dated February 26, 2021 to The Hon. A. LaGrange, Education Minister re: disposition of Montgomery School property (Page 9-4).
- Letter dated April 22, 2021 from The Hon. A. Trembley, Deputy Education Minister re: Transfer of Montgomery School property (Page 9-8).
- Letter dated October 12, 2021 to The Hon. A. LaGrange, Education Minister re: Easement Agreements – Montgomery School (Page 9-9).
- Letter dated October 12, 2021 to The Hon. A. LaGrange, Education Minister re: Miscellaneous Plan – Montgomery School (Page 9-11).



- Letter dated October 28, 2021 from The Hon. A. Tremblay, Deputy Education Minister re: Easement Agreements – Montgomery School (Page 9-13).
 - Letter dated December 9, 2021 to The Hon. A. LaGrange, Education Minister re: disposition of Montgomery School Property (Page 9-14).
 - Letter dated March 29, 2022 from The Hon. A. LaGrange, Education Minister re: disposition of Montgomery School Property (Page 9-16).
 - Letter dated March 22, 2023 from the Hon. A. Tremblay, Deputy Education Minister re: Capital gains from disposition of Montgomery School Property (Page 9-18).
-
- Letter dated November 16, 2022 to the Hon. A. LaGrange, Education Minister re: CBE Jurisdictional Boundary (Page 9-19).
 - Letter dated April 19, 2023 to the Hon. A. LaGrange, Education Minister re: Calgary Board of Education (CBE) Jurisdictional Boundary – Revised (Page 9-28).
 - Ministerial Order dated August 2, 2023 from the Hon. D. Nicolaides, Education Minister, re: CBE and Rocky View School Division Boundary Adjustment Order (Page 9-31).
-
- Letter dated July 25, 2023 from the Hon. L. Pillipow, Deputy Minister of Infrastructure, re: Approval – Infrastructure Maintenance and Renewal (IMR) funds at Marion Carson School (Page 9-41).
 - Letter dated March 22, 2023 to the Hon. A. LaGrange, Education Minister, re: Utilization Rates (Page 9-42).
 - Letter dated August 16, 2023 from the Hon. D. Nicolaides, Education Minister, re: Utilization Rates (Page 9-45).

Attachments: Relevant Correspondence



Office of the Minister



JUL 08 2020

AR111274

Ms. Marilyn Dennis
Chair
The Calgary School Division
1221 - 8 Street SW
Calgary AB T2R 0L4

Dear Ms. Dennis: *Marilyn,*

As you are aware, funding was approved for the modernization of Montgomery School for Foundations for the Future Charter Academy. Due to the condition of the site and the building, and in the absence of any suitable alternatives, additional funding was approved in 2019 to support the full replacement of the building to accommodate the charter's high school program.

I understand that the Montgomery School property is not currently located on reserve land and that the Calgary School Division no longer has an educational need for a school on this site, as evidenced by the long-term lease to the charter school. As there are no impediments that would limit the transfer or sale of this property, I request that you consider the transfer of this property to Foundations for the Future Charter Academy for the charter's continued use and ownership.

In order to facilitate this request, I encourage your administration to continue to work with my department staff regarding the terms of this transfer, including determining appropriate compensation.

Sincerely,

Adriana LaGrange
Adriana LaGrange
Minister



Board Chair

Marilyn Dennis Wards 5 & 10

Vice-Chair

Althea Adams Wards 3 & 4

Trustees

Trina Hurdman Wards 1 & 2

Board of Trustees Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

February 26, 2021

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

Dear Minister LaGrange:

Re: Disposition of Montgomery School Property

This letter is in response to your July 8, 2020 correspondence, requesting that the Calgary Board of Education (CBE) sell its Montgomery School property to The FFCA Charter School Society.

The CBE has considered this request and on February 23, 2021, the CBE Board of Trustees passed the following motion:

“THAT the Board of Trustees approves disposition of the Montgomery school property.”

The Montgomery School property consists of non-reserve lands owned in fee simple by the CBE. In accordance with the Disposition of Property Regulation, non-reserve lands shall be transferred for market value. A third party property appraisal obtained by the CBE in August 2020 estimated the value of the Montgomery School property to be \$7,000,000 (see enclosed).

The CBE has initiated discussions with Alberta Education officials regarding a land transfer at this value, but to date have not received confirmation that the transfer has been approved or how funding for the transfer will be provided. As such, we are asking that your office please confirm the approved terms of transfer, and provide contact information for the individuals who will be executing the land transfer.

We would suggest that remuneration be in the form of one of the following:

1. Cash (preferred)
2. Incremental Operational Grant
3. Incremental Capital Grant

Upon transfer of the property, the CBE will relinquish all future rights to this location. The FFCA Charter School Society will become the sole owner and operator of these lands.

The Montgomery School property is located at 2116 Mackay Road NW,
Calgary, AB, described legally as Plan 2440JK Block E.

Sincerely,



Marilyn Dennis, Chair
Board of Trustees

cc Christopher Usih, Chief Superintendent
Dany Breton, Superintendent, Facilities and Environmental Services

Encl: Appraisal Cover Letter





OUTLOOK REALTY ADVISORS INC.

August 27, 2020

Calgary Board of Education

1221 – 8th Street SW

Calgary, Alberta

T2S 1G8

Attention: **Ms. Sherri Lambourne**
Manager, Real Estate and Leasing

Re: Appraisal Report of School Property
Located at: 2116 MacKay Road NW, Calgary, Alberta
Legal Description: Plan 2440JK, Block E
Our File No. 3556

Dear Ms. Lambourne:

The purpose of this appraisal is to estimate the **Current Market Value** of the Fee Simple Interest in the subject site, containing 10.00 acres more or less, **as though unimproved and vacant**, as of August 11, 2020, the Effective Date. Our Current Market Value estimate is:

SEVEN MILLION DOLLARS

\$7,000,000

It is our understanding that this appraisal may be used for decision making concerning potential disposition of the property by our Client.

This assignment is subject to the Assumptions and the Limiting Conditions within this report. In the event you do not fully understand and concur with these Assumptions herein, we encourage you to ask for further clarification prior to relying on this report.

The outbreak of the Novel Coronavirus (COVID-19), declared by the World Health Organization as a "Global Pandemic" on 11 March 2020, has impacted global financial markets. Travel restrictions have been implemented by many countries.

Market activity is being impacted in many industry sectors. As at the effective date, the undersigned considers that less weight can be attached to previous market evidence for comparison purposes, to inform opinions of value. Indeed, the current response to COVID-19 means that we are faced with an unprecedented set of circumstances on which to base an opinion of value.

...2

2.

Consequently, less certainty – and a higher degree of caution – should be attached to this point-in-time valuation assignment than would normally be the case. Given the unknown future impact that COVID-19 might have on the real estate market, the undersigned recommends that clients and intended users keep the valuation of this property under frequent review.

Yours sincerely,



Karm S. Khamba, B.Mgt., AACI, P. App

OUTLOOK REALTY ADVISORS INC.

Phone: 403-870-5276

APR 22 2021

AR115262

Mr. Christopher Usih
Superintendent
Calgary Board of Education
1221 - 8 Street SW
Calgary AB T2R 0L4

Dear Mr. Usih:

I am writing in response to the February 26, 2021 letter from Marilyn Dennis, Calgary Board of Education Board Chair, to the Honourable Adriana LaGrange, Minister of Education, regarding the transfer of the property commonly known as the Montgomery School property.

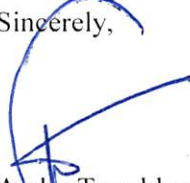
Further to the July 8, 2020 letter from Minister LaGrange, your jurisdiction was asked to consider the transfer of the property to Foundations for the Future Charter Academy, and to work with Education staff regarding the terms of the transfer. With the recent letter from your Board Chair, we understand that your board is supportive of moving forward with this transfer.

With this confirmation, Alberta Education is able to facilitate proceeding with the next steps in identifying the specific terms of the agreement. These will include ensuring that the transfer is aligned with all of the requirements of the *Education Act*, Disposition of Property Regulation and the City of Calgary joint use agreement.

As the department works through these next steps, Glen Gamble, Director, Capital Planning South, will be the lead on furthering the transfer discussion. He may be contacted at glen.gamble@gov.ab.ca or 780-644-5752 (toll-free by first dialing 310-0000).

Thank you for your continued support on this matter.

Sincerely,



Andie Tremblay
Deputy Minister



Board of Trustees

1221 – 8 Street SW Calgary, AB T2R 0L4 | t | 403-817-7933 | www.cbe.ab.ca

Board Chair

Marilyn Dennis Wards 5 & 10

Vice-Chair

Althea Adams Wards 3 & 4

Trustees

Trina Hurdman Wards 1 & 2

Board of Trustees Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

October 12, 2021

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

Dear Minister LaGrange:

Re: Easement Agreements – Montgomery School

The Calgary Board of Education (CBE) is requesting approval to register both a Public Access Easement Agreement and a Pathways Access Easement Agreement on the land title pertaining to Montgomery School.

The Easement Agreements are required by the municipality as a condition of approval for Foundation for the Future Charter Academy's (FFCA) Development Permit application related to construction of a replacement school building on the Montgomery School property.

The Public Access Easement Agreement will allow for public access to a redeveloped soccer field on the school lands, and the Pathways Access Easement Agreement will allow for construction of a public pathway along the front of the school building, adjacent to the roadway. The CBE has no objections to these Easement Agreements, as they will not impact school construction or programming.

Additionally and further to your letter dated April 22, 2021 regarding the transfer of this property, the CBE anxiously awaits details from your Ministry so as to remove itself from the land title and the need to manage this site.

On October 12, 2021, the CBE Board of Trustees passed the following motion:

"THAT the Board of Trustees approves registration of a Public Access Easement Agreement and Pathways Access Agreement on the Montgomery School lands."

The Montgomery School property is located at 2116 MacKay Road NW,
Calgary, Alberta, described legally as Plan 2440JK; Block E.

Sincerely,



Marilyn Dennis, Chair
Board of Trustees

cc Christopher Usih, Chief Superintendent
Dany Breton, Superintendent, Facilities and Environmental
Services





Board Chair

Marilyn Dennis Wards 5 & 10

Vice-Chair

Althea Adams Wards 3 & 4

Trustees

Trina Hurdman Wards 1 & 2

Board of Trustees Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

October 12, 2021

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

Dear Minister LaGrange:

Re: Miscellaneous Plan – Montgomery School

The Calgary Board of Education (CBE) is requesting approval to submit a Miscellaneous Plan pertaining to the Montgomery School property.

The purpose of the Miscellaneous Plan is to correct a land title error that identifies a portion of an existing city roadway as being under CBE ownership. Submission of a Miscellaneous Plan will result in road widening to include the currently owned CBE portion of the roadway, thereby shifting ownership of the entire roadway to the municipality. The physical roadway itself will not be widened; this is only a change to the land title. The Miscellaneous Plan is not a formal transfer of lands, but rather a realignment of the property boundary through a road widening provision.

Submission of the Miscellaneous Plan is required by the municipality as a condition of approval for Foundation for the Future Charter Academy's (FFCA) Development Permit application related to construction of a replacement school building on the Montgomery School property. Since the CBE continues to await details from Alberta Education regarding transfer of this site, the CBE remains on title to the land and as a result we are required to execute the required documentation.

The CBE has no objections to the Miscellaneous Plan, as it will not affect school construction or programming.

On October 12, 2021, the CBE Board of Trustees passed the following motion:

"THAT the Board of Trustees approves submission of a Miscellaneous Plan affecting the Montgomery School lands."

The Montgomery School property is located at 2116 MacKay Road NW, Calgary, Alberta, described legally as Plan 2440JK; Block E.

Sincerely,



Marilyn Dennis, Chair
Board of Trustees

cc Christopher Usih, Chief Superintendent
Dany Breton, Superintendent, Facilities and Environmental
Services



Deputy Minister
7th floor Commerce Place
10155 - 102 Street
Edmonton, Alberta T5J 4L5
Canada
Telephone 780-427-3659
Fax 780-427-7733

RECEIVED

NOV 2 2021

CHIEF SUPERINTENDENT'S OFFICE

AR117026

OCT 28 2021

Mr. Christopher Usih
Chief Superintendent
Calgary Board of Education
1221 - 8 Street SW
Calgary AB T2R 0L4

Dear Mr. Usih:

I am writing in response to the two October 12, 2021 letters from Marilyn Dennis requesting written approval for the registration of a Public Access Easement Agreement, Pathways Access Agreement and submission of a Miscellaneous Plan for the property commonly known as the Montgomery School lands, located at 2116 MacKay Road NW in the City of Calgary.

In accordance with Section 192(1) of the *Education Act*, I hereby approve the Calgary Board of Education's request for the registration of a Public Access Easement Agreement and Pathways Access Easement Agreement on the Montgomery School lands, legally described as Plan 2440JK, Block E. I also approve the Calgary Board of Education submitting a Miscellaneous Plan for the Montgomery School lands to correct a land title error for a portion of the existing city roadway.

In entering into this Public Access Easement Agreement and Pathways Access Easement Agreement, and submission of the Miscellaneous Plan, please ensure that your board complies with Disposition of Property Regulation AR 86/2019. Your board is also responsible for ensuring that these agreements and the Miscellaneous Plan, at a minimum, release the school board from any obligation or liability regarding the affected property after the registration, and indemnify the school board from any future liabilities related to any environmental condition of the affected property.

Should you have any questions, please contact Roman A. Sus, Capital Planning Manager, Capital Planning South, at roman.sus@gov.ab.ca or 780-638-9599 (toll free by first dialing 310-0000).

Sincerely,


Andre Tremblay
Deputy Minister



Board Chair

Laura Hack Wards 3 & 4

Vice-Chair

Susan Vukadinovic Wards 8 & 9

Trustees

Dana Downey Wards 1 & 2
Marilyn Dennis Wards 5 & 10
Patricia Bolger Wards 6 & 7
Nancy Close Wards 11 & 13
Charlene May Wards 12 & 14

December 9, 2021

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

Dear Minister LaGrange:

Re: Disposition of Montgomery School Property

We are writing to you today to inquire about the status of the transfer of the Montgomery property.

As background, following your July 8, 2020 request that the Calgary Board of Education (CBE) consider such a transfer, the CBE responded on February 26, 2021 in support of the proposal. We noted with interest your Deputy Minister's response dated April 22, 2021 indicating Alberta Education was determining next steps and would lead the transfer negotiations.

Our interest to proceed expeditiously is motivated by our desire to support the students we serve.

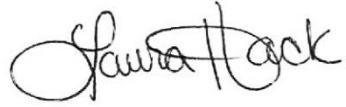
With five new schools currently being built for the CBE, we estimate there are approximately \$16M in investments required for students and their learning not covered by the construction grant. These items include information technology devices, software licences, musical instruments, athletic equipment, learning commons resources and staff salaries required to turn the newly delivered building into a caring, safe and welcoming school on opening day.

The expeditious sale of this property is critical to the CBE's ability to meet these needs.

In the interim, the CBE continues to incur both direct and indirect costs. This consumes resources better directed towards teaching and learning for students as well as the necessary operation of necessary learning infrastructure.

Accordingly, we look forward to an update on the transfer process proposed and your estimated timeframe for this work.

Sincerely,

A handwritten signature in black ink that reads "Laura Hack". The signature is fluid and cursive, with the first name "Laura" and the last name "Hack" clearly distinguishable.

Laura Hack, Chair
Board of Trustees

cc: Christopher Usih, Chief Superintendent





ALBERTA
EDUCATION

Office of the Minister

AR117447

MAR 29 2022

Ms. Laura Hack
Chair
Calgary Board of Education
1221 - 8 Street SW
Calgary AB T2R 0L4

Dear Ms. Hack: *Laura,*

I am writing in response to your December 9, 2021 letter regarding transfer of the Montgomery School in Calgary.

Alberta's government is committed to ensuring every student receives a high-quality education that enriches their life and prepares them for success. Building new school facilities and providing funding to support the ongoing maintenance of school facilities are important investments we continue to make to support our children's future and the future of our province.

I appreciate your continued support for the transfer of the Montgomery School property to Foundations for the Future Charter Academy. The next steps in this process will be to continue with the disposition of this property by way of transfer to Foundations for the Future Charter Academy for the nominal sum of one dollar, in accordance with the *Education Act* and the *Disposition of Property Regulation*.

In recognition of the current cost pressures you are facing, and the value of the property being transferred, your board will receive a one-time restricted capital grant of \$7 million. This funding will be provided upon the completion of the property transfer of the Montgomery School site. The restricted capital grant is to be used for capital purposes, which may include Capital Maintenance and Renewal projects, or to facilitate air quality or ventilation upgrades due to the COVID-19 pandemic, and will be subject to approval.

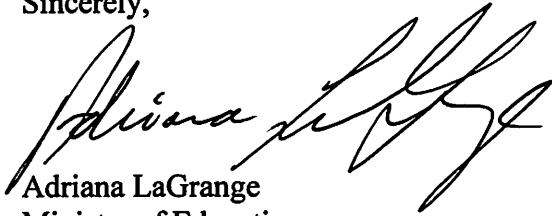
I understand there has been a significant amount of additional work completed by your division to support the construction of the replacement school. I appreciate the collaborative relationship you have with Foundations for the Future Charter Academy, and I want to thank you for the support you have provided the charter school over the past number of years.

.../2

Ms. Laura Hack
Page Two

Should you have any questions, or if you wish to discuss the next steps in the property disposition process, please contact Glen Gamble, Director of Planning South, at glen.gamble@gov.ab.ca or 780-644-5752 (toll-free by first dialing 310-0000).

Sincerely,

A handwritten signature in black ink, appearing to read 'Adriana LaGrange', with a stylized flourish at the end.

Adriana LaGrange
Minister of Education

AR119817

MAR 22 2023

Mr. Christopher Usih
Superintendent
Calgary Board of Education
1221 - 8 Street SW
Calgary AB T2R 0L4

Dear Mr. Usih:

I am writing regarding the transfer of the Montgomery School site in Calgary.

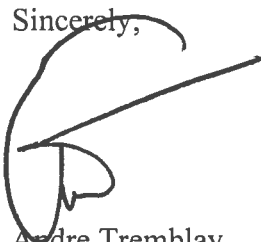
I understand that the sales agreement for the Montgomery School property has been executed and Alberta Infrastructure has processed the payment of \$7 million in compensation to Calgary Board of Education. The \$7 million is a restricted capital grant that is to be used for capital purposes. The future use of these funds will be subject to ministerial approval.

Alberta's government is committed to ensuring every student receives a high-quality education that enriches their life and prepares them for the future. I appreciate your co-operation regarding the transfer of the Montgomery School property to Foundations for the Future Charter Academy.

Should you have any questions, please contact Glen Gamble, Director, Capital Planning South, at glen.gamble@gov.ab.ca or 780-644-5752 (toll-free by first dialing 310-0000).

I wish your staff and students continued success throughout the school year.

Sincerely,

A handwritten signature in black ink, appearing to be 'Andre Tremblay', written over a large, stylized circular flourish.

Andre Tremblay
Deputy Minister



Board of Trustees

1221 – 8 Street SW Calgary, AB T2R 0L4 | t | 403-817-7933 | www.cbe.ab.ca

Board Chair

Laura Hack Wards 3 & 4

Vice-Chair

Susan Vukadinovic Wards 8 & 9

Trustees

Dana Downey Wards 1 & 2
Marilyn Dennis Wards 5 & 10
Patricia Bolger Wards 6 & 7
Nancy Close Wards 11 & 13
Charlene May Wards 12 & 14

November 16, 2022

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

Dear Minister LaGrange,

Re: Calgary Board of Education (CBE) Jurisdictional Boundary

On behalf of the Board of Trustees, I am writing to request an adjustment to the CBE's jurisdictional boundary.

The areas the CBE is requesting to be annexed consist of an area at the southwest corner of 17th Avenue SE and 84th Street SE in the community of Belvedere, and the community of Hotchkiss. These areas are within the City of Calgary's municipal boundary.

Section of Belvedere (southeast corner 17th Avenue SE and 84th Street SE)

This area is located on the east side of the City of Calgary, in the community of Belvedere.

The legal descriptions of the area are:

PLAN 171 1148, AREA A, ATS REFERENCE: 4;28;24;7;NW, and PLAN 2010253, BLOCK 14, LOT 1, ATS REFERENCE: 4;28;24;7;NW (Attachment I).

Hotchkiss Community

This area is located on the southeast side of the City of Calgary, on the east side of Stony Trail SE and the north side of 22X, east of the existing community of Copperfield.

The legal descriptions of the area are:

Portion of NW SEC 36-22-29-4, Portion of SW SEC 36-22-29-4, 1 Plan 9010548, Lot 1 Plan 9210090, Portion of Plan +9112287 Block 2, Area A Plan 1710701, NE & SE ¼ Sec 26-Twp22-Rge 29-W4M (Attachment II).

A large area of the 36,000 acres annexed by the City of Calgary, from the MD of Foothills in 2005 and the MD of Rocky View in 2007, are currently outside of the CBE's jurisdictional boundary. The Minister of Education, in a letter dated February 23, 2009

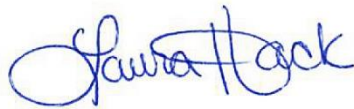
(Attachment III), advised that it was in the best interest of students to retain the existing school boundaries until urban development warranted change and parts of the annexed lands become subject to area structure plans and real estate development. The two areas requested now meet these criteria as they are communities with approved area structure plans that are now seeing roads, underground utilities and homes in various stages of construction.

The Rocky View School Division was notified of the CBE's intention to request approval from the Minister of Education to incorporate these areas into its boundaries in a letter dated October 25, 2022 to their Director of Operations (Attachment IV).

Based on the above information, I am respectfully requesting that you, as the Minister of Education, invoke your authority under Section 114(1)(a) of the *Education Act* and incorporate these lands into the CBE's jurisdictional boundary.

Thank you for your consideration of this matter.

Sincerely,







Laura Hack, Chair
Board of Trustees
Calgary Board of Education

ATTACHMENTS

Proposed Belvedere Annexation Area
Proposed Hotchkiss Annexation Area
Letter from the Ministry of Education, February 23, 2009
Letter to Rocky View School Division






-  Calgary Board of Education
-  Proposed Annexation
-  CBE Boundary
-  City Boundary

Attachment I


Proposed Belvedere Annexation Area

9-21

N



0 250 500







Metres

Scale: 1:10,000

NAD 1983 3TM 114
 Prepared by: Planning
 Map: New_Communities
 Date: September 22, 2022

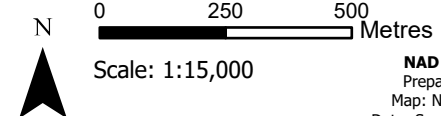


- 
 Calgary Board of Education
-  Proposed Annexation
 -  CBE Boundary
 -  City Boundary

Attachment II

Proposed Hotchkiss Annexation Area

9-22



NAD 1983 3TM 114
 Prepared by: Planning
 Map: New_Communities
 Date: September 22, 2022

ALBERTA
EDUCATION*Office of the Minister*

February 23, 2009

Ms. Pat Cochrane
Chairman
Calgary School District
515 Macleod Trail SE
Calgary, Alberta
T2G 2L9

Dear Ms. Cochrane:

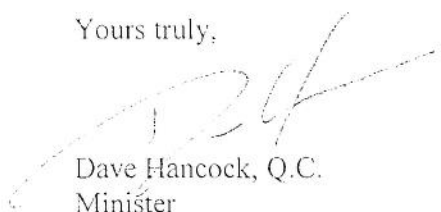
In 2005 and 2007, the City of Calgary annexed land into Foothills School Division, Christ the Redeemer Catholic Separate Regional Division and Rocky View School Division (see attached map).

As a result of municipal annexations, my ministry has been conducting a review of the school jurisdiction boundaries in the Calgary area over the past year, and that review is now complete. I appreciated the opportunity to consider the views expressed by school jurisdictions regarding annexation in the Calgary area. I wish to assure you that the information provided by school jurisdictions regarding their individual perspectives was conveyed to me by my staff and proved to be most helpful. I will not invoke my authority under Section 239 of the *School Act* to add or take lands from the affected school jurisdictions. I believe that it is in the best interest of students to leave school jurisdiction boundaries as they currently are. However, boundaries may be looked at in the future if urban development warrants a further review. Please ensure that your current and long-term planning continues to meet the needs of both current and future resident students.

Therefore, Calgary Board of Education, Calgary Roman Catholic Separate School District, Foothills School Division, Christ the Redeemer Catholic Separate Regional Division, and Rocky View School Division will continue to operate with their current educational boundaries.

If you have any questions, please contact my office at 780-427-5010.

Yours truly,


Dave Hancock, Q.C.
Minister

Attachment

worldskills
Calgary2009

224 Legislature Building 10800 - 97 Avenue, Edmonton, Alberta Canada T5K 2B6 Telephone 780-427-5010 Fax 780-427-5018
203, 569 Riverbend Square, Edmonton, Alberta Canada T6R 2E3 Telephone 780-413-5970 Fax 780-413-5971

Printed on recycled paper



October 25, 2022

Sent Via Email

Colette Winter
Director of Operations
Rocky View Schools
2651 Chinook Winds Drive SW
Airdrie, AB T4B 0B4

Dear Ms. Winter:

Re: Consideration of Changes to Jurisdictional Boundaries

I am writing to follow up on, my phone messages and the conversation I had with Rocky View planning staff and to formally advise that the Calgary Board of Education (CBE) administration will be requesting authorization for the Board Chair to request approval of a boundary change from the Province of Alberta.

Under previous governments, the Minister of Education advised that it was in the best interest of students to leave school jurisdiction boundaries as they were until urban development warranted change. With urban development advancing in areas previously annexed by the City of Calgary, the CBE is now requesting corresponding boundary changes.

The areas the CBE will be requesting to annex are the following, which is within the City of Calgary's municipal boundary. Maps showing the locations of the areas are provided at the end of this letter.

Belvedere, southeast corner 17th Avenue SE and 84th Street SE

This area is located on the east side of the City of Calgary, in the community of Belvedere

The legal descriptions of the area are: PLAN 171 1148, AREA A, ATS REFERENCE: 4;28;24;7;NW, and PLAN 2010253, BLOCK 14, LOT 1, ATS REFERENCE: 4;28;24;7;NW (Attachment I).

Hotchkiss Community

This area is located on the southeast side of the City of Calgary, on the east side of Stony Trail SE and the north side of 22X, east of the existing community of Copperfield.

The legal descriptions of the area are: portion of NW SEC 36-22-29-4, portion of SW SEC 36-22-29-4, 1 Plan 9010548, Lot 1 Plan 9210090, portion of Plan +9112287 Block 2 , Area A Plan 1710701, NE & SE ¼ Sec 26-Twp22-Rge 29-W4M (Attachment I).

The CBE wishes to continue to work in partnership with Rocky View Schools to ensure effective planning for current and future students. If you require any further information or have any questions, please contact me.

Sincerely,

Catherine Ford
Director, Planning
t | 403-978-6367





Calgary Board
of Education





Board Chair

Laura Hack Wards 3 & 4

Vice-Chair

Susan Vukadinovic Wards 8 & 9

Trustees

Dana Downey Wards 1 & 2
Marilyn Dennis Wards 5 & 10
Patricia Bolger Wards 6 & 7
Nancy Close Wards 11 & 13
Charlene May Wards 12 & 14

April 19, 2023

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

Dear Minister LaGrange,

Re: Calgary Board of Education (CBE) Jurisdictional Boundary - Revised

On behalf of the Board of Trustees, I am writing to request an adjustment to the CBE's jurisdictional boundary dated November 16, 2022.

In consultation with, and the recommendation of, Ministry of Education staff, the CBE is revising its request to annex a larger portion of the community of Belvedere at the southeast corner of 17 Avenue SE and 84 Street SE in the City of Calgary.

The legal descriptions for the revised area outlined in Attachment I are:

- The original request from CBE included the following lands in the Belvedere area:
Township 24, Range 28, West of the 4th Meridian
 Plan 171 1148, Area A; Plan 2010253, Block 14, Lot 1
- The additional lands, including the above, recommended for inclusion in the boundary adjustment are:
Township 24, Range 28, West of the 4th Meridian
 West half of Section 7

Ministry staff were in contact with Rocky View School Division and they had no objection to the inclusion of these additional lands.

Based on the above information, I am respectfully requesting that you, as the Minister of Education, invoke your authority under Section 114 of the *Education Act* and incorporate these additional lands into the CBE's original jurisdictional boundary request of November 16, 2022.

Thank you for your consideration of this matter.

Yours sincerely,

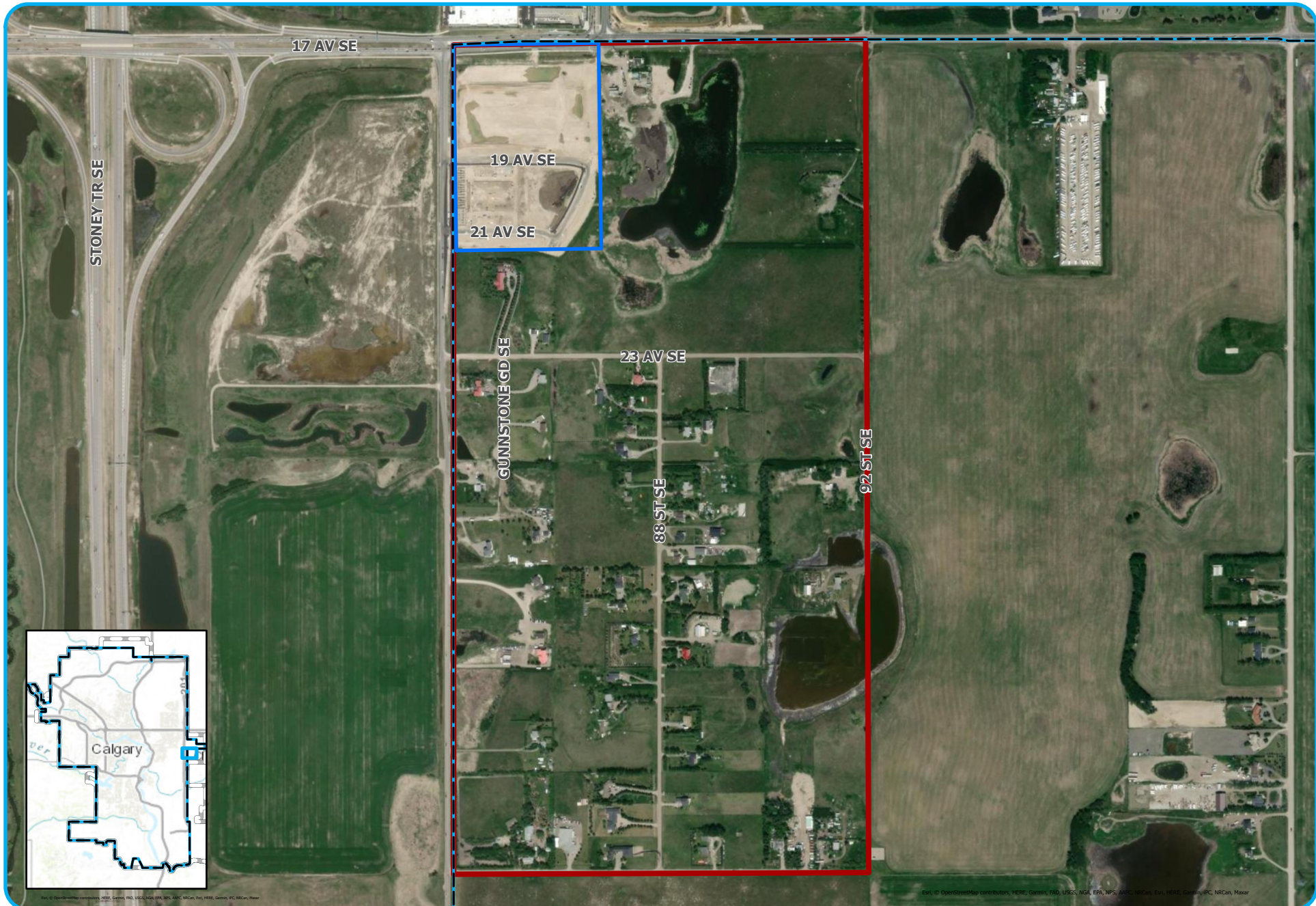


Laura Hack, Chair
Board of Trustees

cc Christopher Usih, Chief Superintendent of Schools
Dany Breton, Superintendent, Facilities and Environmental Services

Encl: Original and Revised Proposed Belvedere Annexation Area

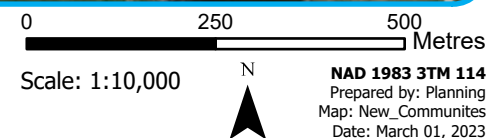




- Calgary Board of Education
- Original Request
 - Proposed Revision
 - CBE Boundary
 - City Boundary

Attachment I Belvedere Original Request and Proposed Boundary Annexation Area

8-30





ALBERTA
EDUCATION

Office of the Minister

GOVERNMENT OF ALBERTA
DEPARTMENT OF EDUCATION
MINISTERIAL ORDER (#015/2023)

I, Demetrios Nicolaides, Minister of Education, pursuant to Section 114 of the *Education Act*, make the Order in the attached Appendix, being The Calgary School Division and The Rocky View School Division Boundary Adjustment Order.

DATED at Calgary, Alberta on, August 2, 2023.



MINISTER OF EDUCATION

APPENDIX
MINISTERIAL ORDER (#015/2023)

EDUCATION ACT

**The Calgary School Division and The Rocky View School Division Boundary
Adjustment Order**

- 1 Pursuant to Order in Council 333/2007 dated August 1, 2007, separated lands from The Municipal District of Rocky View No. 44 and annexed the lands to The City of Calgary.
- 2 Pursuant to Section 114 of the *Education Act*, the following lands are taken from The Chestermere School District No. 1890 (The Rocky View School Division) and are added to The Calgary School Division:

Township 22, Range 29, West of the 4th Meridian
Section 36.

Township 24, Range 28, West of the 4th Meridian
West half of Section 7.

- 3 The Calgary School Division shall be comprised of the following lands:

Township 22, Range 29, West of the 4th Meridian
Sections 7 and 8; Sections 14 to 23 inclusive; Sections 26 to 36 inclusive; Those portions of Sections 3, 4, 10, and 11 lying North of The Bow River; Those portions of Section 9 lying North of The Bow River and Southwest of the left bank of The Bow River and West of the most Westerly road right-of-way of The Deerfoot Trail; Those portions of Section 25 contained in Road Plan 741 0459.

Township 23, Range 29, West of the 4th Meridian
Sections 1 to 4 inclusive; Sections 9 to 16 inclusive; Sections 21 to 28 inclusive; Sections 33 to 36 inclusive.

Township 24, Range 28, West of the 4th Meridian
Section 18; South half of Section 17; West half of Section 7.

APPENDIX

MINISTERIAL ORDER (#015/2023)

Township 24, Range 29, West of the 4th Meridian

Sections 1 to 4 inclusive; Sections 9 to 16 inclusive; Sections 21 to 28 inclusive; Sections 33 to 36 inclusive.

Township 25, Range 29, West of the 4th Meridian

Sections 1 to 4 inclusive; Sections 9 to 16 inclusive; Sections 21 to 28 inclusive; Sections 33 to 36 inclusive.

Township 22, Range 1, West of the 5th Meridian

Sections 12 to 16 inclusive; Sections 21 to 36 inclusive; West half of Section 10; Those portions of the East half of Section 10 lying West of the railway; Those portions of Section 9 contained within the city boundary (Plan 101 3290, Block 1, Lot 1) and including the Sirocco subdivision; Those portions of Section 11 lying North and East of The Macleod Trail; Legal subdivisions 9, 13, 14, 15, and 16 of Section 19; Legal subdivisions 12, 13, 14, 15, and 16, excluding those lands contained within Plan 1011285, Block 2, Lot 1 of Section 20; Those portions of Sections 19 and 20 contained in Road Plan 1996 I.X.

Township 22, Range 2, West of the 5th Meridian

Sections 25 to 27 inclusive; Sections 34 to 36 inclusive; Those portions of Sections 22 to 24 inclusive contained in Road Plan 2413 I.X.

Township 23, Range 1, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 24, Range 1, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 24, Range 2, West of the 5th Meridian

Sections 1 to 4 inclusive; Sections 9 to 16 inclusive; Sections 21 to 28 inclusive; Sections 31 to 36 inclusive; That portion of the Northeast quarter of Section 8 contained in Road Plan 7810831; That portion of the East half of Section 20 contained in Road Plan 7810330; That portion of the Northeast quarter of Section 30 contained in Block 2, Plan 7510024.

Township 25, Range 1, West of the 5th Meridian

Sections 1 to 36 inclusive, excluding that portion of the North half of Section 36 lying East of the West limit of main Highway No. 2A as shown on Road Plan 7598 J.K.

APPENDIX

MINISTERIAL ORDER (#015/2023)

Township 25, Range 2, West of the 5th Meridian

Sections 1 to 5 inclusive; Sections 8 to 17 inclusive; Sections 20 to 28 inclusive; Sections 33 to 36 inclusive; All those portions of Section 6 lying North of The Bow River; That portion of the Southeast quarter of Section 6 lying South of The Bow River; Those portions of the Southwest quarter of Section 7 located in Parcel D, Plan 5126JK; Those portions of the Southeast quarter of Section 7 located within Block 1, Plan 9010497.

Township 25, Range 3, West 5th Meridian

All those portions of Sections 1, 12, and 14 lying North and East of The Bow River (Bears paw Reservoir); All those portions of Section 13 lying North and East of The Bow River (Bears paw Reservoir) and lying West of The City of Calgary Limits.

Township 26, Range 1, West of the 5th Meridian

Sections 3 to 6 inclusive.

Township 26, Range 2, West of the 5th Meridian

Section 1 excepting thereout the Northerly 100.58 meters (330 feet) lying East of the Westerly 20.12 meters (66 feet) in the Northeast quarter section as described in certificate title number 981 272 818; Section 2 excepting thereout subdivision plan 0010079 within the Northeast quarter section; Section 3.

- 4 The Rocky View School Division shall be comprised of the following lands:

Township 21, Range 27, West of the 4th Meridian

Sections 25 to 27 inclusive; Sections 31 to 36 inclusive; Those portions of Sections 22, 23, 24, 28, 29, and 30 lying North of The Bow River.

Township 21, Range 28, West of the 4th Meridian

Section 36; Those portions of Sections 25 and 26 lying North of The Bow River; Those portions of Sections 34 and 35 lying North and East of The Bow River.

Township 22, Range 27, West of the 4th Meridian

Sections 1 to 36 inclusive.

Township 22, Range 28, West of the 4th Meridian

Sections 1 and 2; Sections 9 to 36 inclusive; Those portions of Sections 3, 4, 5, 7, and 8 lying North and East of The Bow River.

APPENDIX

MINISTERIAL ORDER (#015/2023)

Township 22, Range 29, West of the 4th Meridian

Sections 13, 24, and 25; That portion of Section 12 lying North of The Bow River.

Township 23, Range 27, West of the 4th Meridian

Sections 1 to 36 inclusive.

Township 23, Range 28, West of the 4th Meridian

Sections 1 to 36 inclusive.

Township 24, Range 27, West of the 4th Meridian

Sections 1 to 36 inclusive.

Township 24, Range 28, West of the 4th Meridian

Sections 1 to 6 inclusive; Sections 8 to 16 inclusive; Sections 19 to 36 inclusive; East half of Section 7; North half of Section 17.

Township 25, Range 26, West of the 4th Meridian

Sections 18 and 19; Sections 29 to 32 inclusive.

Township 25, Range 27, West of the 4th Meridian

Sections 1 to 36 inclusive.

Township 25, Range 28, West of the 4th Meridian

Sections 1 to 36 inclusive.

Township 26, Range 25, West of the 4th Meridian

Sections 26 to 35 inclusive.

Township 26, Range 26, West of the 4th Meridian

Sections 1 to 36 inclusive.

Township 26, Range 27, West of the 4th Meridian

Sections 1 to 36 inclusive.

Township 26, Range 28, West of the 4th Meridian

Sections 1 to 36 inclusive.

Township 26, Range 29, West of the 4th Meridian

Sections 1 to 4 inclusive; Sections 9 to 16 inclusive; Sections 21 to 28 inclusive; Sections 33 to 36 inclusive.

APPENDIX

MINISTERIAL ORDER (#015/2023)

Township 27, Range 25, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 27, Range 26, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 27, Range 27, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 27, Range 28, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 27, Range 29, West of the 4th Meridian
Sections 1 to 3 inclusive; Sections 10 to 15 inclusive; Sections 22 to 27 inclusive;
Sections 34 to 36 inclusive.

Township 28, Range 25, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 28, Range 26, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 28, Range 27, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 28, Range 28, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 28, Range 29, West of the 4th Meridian
Sections 1 to 3 inclusive; Sections 10 to 15 inclusive; Sections 22 to 27 inclusive;
Sections 34 to 36 inclusive.

Township 29, Range 28, West of the 4th Meridian
Sections 1 to 8 inclusive; Sections 17 and 18.

Township 29, Range 29, West of the 4th Meridian
Sections 1 to 3 inclusive; Sections 10 to 15 inclusive.

Township 23, Range 4, West of the 5th Meridian
Those portions of Sections 18, 19, 20, 28, 29, 33, and 34 contained within Lots 6, 7, and
8, Plan 57814CLS, The Tsuu T'ina Reserve No. 145.

APPENDIX

MINISTERIAL ORDER (#015/2023)

Township 23, Range 5, West of the 5th Meridian

Sections 1 to 4 inclusive; Sections 8 to 19 inclusive; Sections 23 to 26 inclusive; Sections 30 and 31; North half and Southwest quarter of Section 32; East halves of Sections 22 and 27; West half of Section 29; North half of Section 35.

Township 24, Range 2, West of the 5th Meridian

Sections 5 to 8 inclusive, excluding that portion of the Northeast quarter of Section 8 contained in Road Plan 7810831; Sections 17 to 20 inclusive, excluding that portion of the East half of Section 20 contained in Road Plan 7810330; Section 29; Section 30 excluding that portion of the Northeast quarter contained in Block 2, Plan 7510024.

Township 24, Range 3, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 24, Range 4, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 24, Range 5, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 24, Range 6, West of the 5th Meridian

Section 1; Sections 12 and 13; Sections 24 to 28 inclusive; Sections 33 to 36 inclusive.

Township 25, Range 2, West of the 5th Meridian

Sections 18 and 19; Sections 29 to 32 inclusive; That portion of the Southwest quarter of Section 6 lying South of The Bow River; Those portions of Section 7 not included in Parcel D, Plan 5126JK and Block 1, Plan 9010497.

Township 25, Range 3, West of the 5th Meridian

Sections 2 to 11 inclusive; Sections 15 to 36 inclusive; All those portions of Sections 1, 12, and 14 lying South and West of The Bow River; All those portions of Section 13 lying East of The City of Calgary Limits.

Township 25, Range 4, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 25, Range 5, West of the 5th Meridian

Sections 1 to 27 inclusive; The Northwest quarter and South half of Section 28; Those portions of Sections 29 and 30 lying outside The Stoney Reserve; The Southeast quarter of Section 34.

APPENDIX

MINISTERIAL ORDER (#015/2023)

Township 25, Range 6, West of the 5th Meridian

Sections 1 to 5 inclusive; Sections 9 to 14 inclusive; Those portions of Sections 7, 8, 15, 16, 17, 23, 24, and 25 lying South of The Stoney Reserve; That portion of Section 31 lying north of The Bow River and outside The Stoney Reserve.

Township 25, Range 7, West of the 5th Meridian

That portion of Section 12 laying outside The Stoney Reserve; That portion of Section 36 lying north of The Bow River and outside The Stoney Reserve.

Township 26, Range 1, West of the 5th Meridian

Sections 1 and 2; Sections 7 to 36 inclusive, excluding Road Plan 620 L.K. in Sections 25 and 36.

Township 26, Range 2, West of the 5th Meridian

Sections 4 to 36 inclusive; That portion of the Northeast quarter of Section 1 included in the Northerly 100.58 meters (330 feet) lying East of the Westerly 20.12 meters (66 feet) as described in certificate title number 981 272 818; That portion of the Northeast quarter of Section 2 included in subdivision plan 0010079.

Township 26, Range 3, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 26, Range 4, West of the 5th Meridian

Sections 1 to 4 inclusive; Sections 7 to 36 inclusive; That portion of the Northeast quarter of Section 5 lying North of The Bow River, including the Canadian Pacific Rail Right of Way.

Township 26, Range 5, West of the 5th Meridian

Section 13; Sections 17 to 36 inclusive; Northeast quarter of Section 8; Those portions of the Northwest quarter of Section 6 lying outside The Stoney Reserve; Those portions of Section 7 lying North and East of The Stoney Reserve; Those portions of Sections 14, 15, and 16 lying North of The Bow River.

Township 26, Range 6, West of the 5th Meridian

Sections 7 and 13; Sections 18 to 36 inclusive; Those portions of Sections 4, 5, 6, 9, 10, and 14 lying North of The Bow River and lying outside of The Stoney Reserve; Those portions of Sections 8, 15, 16, and 17 lying outside of The Stoney Reserve.

Township 26, Range 7, West of the 5th Meridian

Section 13; Sections 18 to 36 inclusive; Those portions of Sections 1, 7, 8, 11, 12, 14, 15, 16, and 17 lying North of The Stoney Reserve.

APPENDIX

MINISTERIAL ORDER (#015/2023)

Township 27, Range 1, West of the 5th Meridian

Sections 1 to 36 inclusive, excluding those lands in Section 13 included in Road Plan 4209 E.Z.

Township 27, Range 2, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 27, Range 3, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 27, Range 4, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 27, Range 5, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 27, Range 6, West of the 5th Meridian

Sections 1 and 2; Sections 5 to 8 inclusive; Sections 11, 12, and 17; South halves and Northwest quarters of Sections 4 and 18; West half of Section 9; Southwest quarter of Section 3.

Township 27, Range 7, West of the 5th Meridian

Sections 1 to 5 inclusive; Sections 8 to 12 inclusive.

Township 28, Range 1, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 28, Range 2, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 28, Range 3, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 28, Range 4, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 28, Range 5, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 28, Range 6, West of the 5th Meridian

Section 1; Sections 4 to 30 inclusive; East half of Section 2; West half of Section 3.

APPENDIX

MINISTERIAL ORDER (#015/2023)

Township 29, Range 1, West of the 5th Meridian
Sections 1 to 15 inclusive.

Township 29, Range 2, West of the 5th Meridian
Sections 1, 2, 11, and 12.

5 This Order shall be effective September 1, 2023.

Deputy Minister

7th Floor, Commerce Place
10155 - 102 Street
Edmonton Alberta T5J 4L5
Canada
Telephone 780-427-3659
www.albert.ca

AR120361

July 25, 2023

Mr. Christopher Usih
Superintendent
Calgary Board of Education
1221 8 Street SW
Calgary AB T2R 0L4

Subject: CBE Request to Use More than \$1 Million in IMR Funding at Marion Carson

Dear Mr. Usih:

I am writing regarding Calgary Board of Education's (CBE) request for ministerial approval to use Infrastructure Maintenance and Renewal (IMR) funds at Marion Carson School.

The proposed scope of work aligns with *School Capital Manual* IMR-approved purposes, and the information CBE provided clearly demonstrates the need for this project. Therefore, I am pleased to inform you that the Minister has approved the expenditure of \$1.73 million in IMR funding for the barrier-free upgrades at Marion Carson School.

Please note that under the New West Partnership Trade Agreement, school boards must post all opportunities for procurement of construction services valued at \$200,000 or more on the Alberta Purchasing Connection.

If you have any questions, please contact Roman A. Sus, Manager, Capital Planning South, at roman.sus@gov.ab.ca or 780-638-9599 (toll-free by first dialing 310-0000).

Sincerely,



Lora Pillipow
Deputy Minister



Board Chair

Laura Hack Wards 3 & 4

Vice-Chair

Susan Vukadinovic Wards 8 & 9

Trustees

Dana Downey Wards 1 & 2

Marilyn Dennis Wards 5 & 10

Patricia Bolger Wards 6 & 7

Nancy Close Wards 11 & 13

Charlene May Wards 12 & 14

March 22, 2023

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

Dear Minister LaGrange,

Re: Reviewing the Use of Utilization Rates for Capital Criteria and O&M Funding

The Calgary Board of Education (CBE) requests a review of how utilization rates currently influence Alberta Education capital construction and modernization approvals as well as Operations and Maintenance (O&M) grant allocations, and an associated review of how school capacities are calculated.

As you are aware, the O&M grant supports student learning environments by keeping schools warm, well lit, clean and properly maintained. You will also be familiar with how the Grant Thornton Financial Cost Management and Governance Review of the Calgary Board of Education report dated May 11, 2020 found that "...we note that CBE's custodial, maintenance, IMR, and planning and administration costs are not out of line with other Metro School Boards in Alberta." Additionally, the report observed, "CBE is currently on the higher end of efficiencies as compared to other school jurisdictions with respect to custodial staffing costs."

The CBE has also invested heavily in environmental sustainability measures intended to reduce O&M expenses. These efforts have resulted in:

- over 80% reduction in waste sent to landfill since 2007-08;
- a reduction of approximately 30% in water consumption since 2014-15;
- a natural gas consumption reduction of approximately 15% in comparison to 2010-11; and
- a primarily Board-funded tenfold increase in solar generated electricity as a percentage of total consumption that will see solar generated electricity consumed move from 0.4% in 2018-19 to approximately 4% by the end of this school year.

These achievements were realized despite having seen the addition of over 33,000 students and 46 schools since 2007-08. Moreover, the cumulative recurring savings of these and other ancillary initiatives is estimated at well over \$2M per year.

The CBE has made notable sustainability efforts, achieved high custodial maintenance efficiencies and now has an overall system utilization rate that stands at 87%. However, it is our assessment that schools that are below the 85% threshold result in the Operations & Maintenance (O&M) grant allocated to the CBE being approximately \$4M less than if all schools individually were at or above 85%. This loss in funding must subsequently be drawn from the global budget, resulting in fewer dollars from this budget to support students and schools. Current inflationary pressures only worsen this drain upon the global budget.

From a capital projects perspective, the use of utilization rates as a criterion for new school approvals may not be well suited to reflect the importance of new schools within newly developed communities. This is especially true for a large city like Calgary where the lack of a school in a community can result in lengthy bus ride times for students. CBE families have shared with us the importance of minimizing the amount of time students, and especially our youngest students, spend traveling to and from school to ensure that students arrive ready and motivated to learn. The Premier's mandate letter recognizes the need to "significantly increase the number of schools in our growing communities." Reviewing how the current utilization rate criterion might be adjusted to facilitate this objective would be valuable.

Additionally, modernizations can be challenging in fully utilized schools due to the limited ability they have to decant students into other parts of the school while work is underway. Modernizing schools when utilization rates are more manageable, such as was done in five CBE high schools prior to the two year long *Shaping the Future of CBE High Schools* engagement, was instrumental in ensuring that these schools would be ready in time for when CBE high school capacity is projected to be maxed out in a few short years. However, with the role utilization rates play in the approval of modernizations, it is our concern that such opportunities may be missed. Modernizing a highly utilized school can result in additional expenses since modernization work may need to be constrained to evenings, weekends or the summer break to ensure learning is not adversely impacted.

Utilization rates also do not tell the full story when it comes to the many uniquely designed schools within our inventory. Some schools deemed underutilized using the standardized capacity calculations may in fact have very little if any additional ability to accept more students simply due to the school's layout.

This request for a review comes from our deep commitment to students and their achievement. It is also aligned with ASBA position statements. Ensuring every student has access to well maintained and cleaned community schools



financed by the O&M grant is essential as we seek to eliminate learning hindrances and allow students to attain their full potential.

Thank you for your consideration of this matter and we look forward to supporting Alberta Education in a review of how the utilization rate criterion could be adjusted to best influence capital priorities and O&M funding to benefit the students they support. We look forward to having the Deputy Minister contact the CBE Chief Superintendent to initiate this conversation.

Yours sincerely,



Laura Hack, Chair
Board of Trustees

cc: Marilyn Dennis, ASBA President
Chris Usih, Chief Superintendent of Schools
Dany Breton, Superintendent, Facilities and Environmental Services





ALBERTA
EDUCATION

*Office of the Minister
MLA, Calgary - Bow*

AR 120716

August 16, 2023

Ms. Laura Hack
Chair
Calgary Board of Education
1221 - 8 Street SW
Calgary AB T2R 0L4

Dear Ms. Hack:

Thank you for your March 22, 2023, letter to the Honourable Adriana LaGrange in her previous role as Minister of Education. I appreciate you reaching out to share the concerns of the Calgary Board of Education (CBE) regarding the calculation and use of utilization rates in operations and maintenance and capital project funding. Please accept my apologies for the delay in responding.

Alberta's government continues its strong support of the education system and recognizes that Alberta's students and teachers deserve well-maintained schools. In the 2023/24 school year, we are investing \$724 million to support the day-to-day upkeep of school facilities, including \$638 million for the Operations and Maintenance Grant and \$86 million for the Infrastructure Maintenance and Renewal Grant.

I would like to take this opportunity to recognize the considerable efforts the CBE has undertaken to create cost efficiencies in maintenance and custodial activities. I appreciate that this has maximized the funding provided by the province.

As you have noted, one of the factors for determining the Operations and Maintenance Grant allocation is the utilization of the individual schools within your division, in addition to a student allocation based on the weighted moving average, as outlined in Section C1.1 of the *Funding Manual for School Authorities*.

School authorities and community partners indicated the previous Plant Operations and Maintenance Grant did not adequately meet schools' needs. Specifically, a focus on per-student funding did not appropriately direct funds to where they were needed. Under the current funding model, the Operations and Maintenance Grant has moved away from a primarily per-student model to an equitable school space model that considers utilized and underutilized space as drivers for funding.

.../2

It is important to note that the current model still funds both utilized and underutilized space, just at different rates. A school that is 85 per cent utilized or higher is fully funded at the utilized rate. For schools that are less than 85 per cent utilized, the area of the school building is proportionately funded at a utilized and an underutilized rate. For example, a school that is 70 per cent utilized would be 70 per cent funded at the higher utilized rate and 30 per cent at the underutilized rate. A space-based approach also supports divisions in making decisions about managing underutilized space in individual schools, with the intent of incentivizing divisions to repurpose underutilized space.

In the 2023/24 school year, Alberta Education is increasing the Operations and Maintenance Grant by five per cent to help school authorities maintain safe learning environments for students without having to divert funds from the classroom. This increase will provide school authorities with an additional \$80 million over the next three years and help with inflationary pressures on items such as utilities, insurance, and supplies for maintaining schools. For the 2023/24 school year, the CBE will receive more than \$132 million through the Operations and Maintenance and Infrastructure Maintenance and Renewal grants combined, which is an increase of \$10 million, or eight per cent, from the 2022/23 funding allocation for these grants.

Although I understand CBE's position regarding the use of utilization as a criterion to evaluate school capital submissions, it is important to be aware that the department's analysis also considers projected enrolment and demographic forecasts, which support the area development plan. The department continues to refine and improve its forecasting models. In most developing communities, the factor limiting approval is not the projected growth or enrolment, but ensuring there is a suitable and available site that has been appropriately serviced for construction.

Additionally, several factors are considered in the review of capital plans for school jurisdictions. These include building condition, community renewal and/or partnerships, efficiency solutions, enrolment pressures, functionality and programming, health and safety, and legal factors. Enrolment projections are completed for the proposed school's catchment area, and travel times to adjacent schools are evaluated.

I understand that many families are moving to new and developing communities, usually on the borders of cities like Calgary. I recognize the challenge this poses for school boards in providing school facilities for rapidly growing communities. Alberta's government will continue working to support school boards in addressing those needs.

Best,

A handwritten signature in black ink, appearing to read 'Demetrios Nicolaides', written in a cursive style.

Demetrios Nicolaides ECA PhD
Minister of Education

report to Board of Trustees

Acting Chief Superintendent's Update

Date December 12, 2023

Meeting Type Regular Meeting, Public Agenda

To Board of Trustees

From Gary Strother
Acting Chief Superintendent of Schools

Purpose Information

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

1 | Recommendation

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

3 | Background

Learning Excellence | Chief Superintendent’s Student Advisory Council

The Chief Superintendent's Student Advisory Council (CSSAC) has continued meeting for the 2023-2024 school year with the theme of *Developing Tomorrow's Student Leaders Today*. The priorities for CSSAC include enhancing student well-being and making evidence-informed decisions to support student leadership. One way we will collect, analyze, and respond to student voice is by completing a review of the CBE Student Survey questions which are connected to well-being and provide students the opportunity to reflect on this data and work collaboratively to use this data to inform the actions they will take as they seek to create improvements in their schools. As well, student voice will provide their perspectives, suggestions, and feedback regarding the system priorities for the 2022-2025 Education Plan.

Learning Excellence | Indigenous Education November Resources

In recognition of Métis Week, Louis Riel Day, and National Indigenous Veterans Day, the Indigenous Education Team developed and shared the following resources:

- Indigenous Veterans Day Learning Resource: This resource contains links to videos, Indigenous veteran profiles, lesson plans, books, and websites to support teaching and learning for this day. Information and resources were also included to support the inclusion of Indigenous veterans into school Remembrance Day ceremonies.
- November Learning Resources Padlet: The Padlet contains resources organized by division to acknowledge Métis Week from November 13 - 17, 2023. Additional resources were included to support teaching and learning around Indigenous veterans. In addition to the Padlet, links to resources and live events from Rupertsland Institute were shared in The Week Ahead message and on the Indigenous Education Insite page to further support teaching and learning during Métis week.

Learning Excellence | Collaborative Partnerships | CBE Languages celebrates Explorando el español

In October, almost 350 CBE students gathered at the Calgary Central Public Library's to celebrate their Spanish language learning and develop their artistic talents through workshops delivered in Spanish. All grade 5 and 6 students

transitioning from elementary to middle/junior high school in the Spanish bilingual program participated in this year's event. Called "Explorando el español," this annual event creates a sense of collective and personal pride, affirms bilingual identity, and motivates students to continue in the Spanish Bilingual Program. CBE Languages offers Explorando el español in collaboration with the Calgary Catholic School District, the Calgary Public Library and with the financial support of the Alberta Education.

Learning Excellence | People Excellence | CBE & Dignity Forum Symposium: An Alberta for All: Understanding the past to shape the future

To further the system-wide implementation of strategies to advance anti-racism, diversity, and inclusion, the CBE is working with Dignity Forum, a, Calgary-based human rights advocacy non-profit, to offer a symposium for ATA certified staff to gain a deeper understanding of the intersection between human rights and anti-racism. This symposium, to be held on February 3, 2024, will include keynotes, breakout sessions, and facilitated panels and discussions to provide staff with the opportunity to learn more about how anti-racist teaching and learning practices can be implemented in classrooms in meaningful and practical ways.

Collaborative Partnerships | Unique Pathways Program Offering

Unique Pathways is offering four new programs to CBE high school students in the 2023-2024 school year. These include:

1. **SAIT Aviation:** Aircraft Systems I introduces basic aerodynamics as it pertains to fixed wing aircraft, beginning with the control, stability, and performance of aircraft in flight. Students will design and build a section of wing and test their work in a wind tunnel defining the effects of lift and drag. The principles of hydraulic fluid and the characteristics of aviation fuels required for aircraft operations are also explored, along with the basics of aircraft landing gear design and aircraft door and window systems.
2. **SAIT Culinary Arts & Hospitality:** This course combines three SAIT courses, Introduction to Cooking, Cold Foods and Introduction to Hospitality and Tourism. Students will split their time between the Downtown Tastemarket and Main Campus locations. This introduction to the Hospitality and Tourism Industry will allow students to experience different career pathways in this sector.
3. **SAIT Pre-employment Autobody:** This Pre-employment Autobody course prepares students to enter the workforce and become an Autobody apprentice. This pathway provides an alternative entry into the auto body industry by allowing them to complete their first-year apprenticeship training prior to entering the workforce. Students will acquire the skills to prepare a vehicle for auto body repair by removing paint finish, taping, sanding, and masking. Students will learn safe auto body prep and detail practices and procedures.
4. **SAIT Pre-employment RV Technician:** This Pre-employment RV Technician course prepares students to enter the workforce and become an RV Technician apprentice. Students will learn to install, repair, and maintain interior and exterior components on motorhomes, travel trailers, fifth-wheel trailers, truck campers, tent trailers and van conversions. The Recreational



Vehicle (RV) Service Technician trade offers training that develops one of the most diverse applied skill sets in North America.

Collaborative Partnerships | Reimagining Indigenous Education with Indigenous Wisdom Traditions Research Project with Dr. Dwayne Donald

Through the work of the Indigenous Education Team, the CBE is taking part in a research project led by Indigenous scholar and Canadian Research Chair, Dr. Dwayne Donald, University of Alberta. The research, Reimagining Indigenous Education with Indigenous Wisdom Traditions will take place over five years across four school districts in Canada, and will include four full-day, in-depth learning sessions with local Indigenous Elders and knowledge holders. Twelve CBE ATA staff members were selected to participate following an expression of interest process. The four main objectives of this research project include:

1. to collaborate with educators to conceptualize unlearning colonialism as a recursive pedagogical process
2. to facilitate opportunities for educators to learn from Indigenous wisdom insights and deliberate together on how best to enact these insights in their teaching practices
3. to create research hubs that bring diverse groups of people together to reimagine teacher education in light of Indigenous wisdom teachings
4. to animate a curricular and pedagogical vision for teacher education programs that draws specific inspiration from Treaty teachings and kinship relationality

The first session with Dr. Donald was held on Thursday, November 9, 2023, during Maatoomsii'Pookaiks in Fish Creek Park. The focus was on building relationships with one another through a smudge, a talking circle, and a nature walk where stories were shared along the way. Benefits to taking part in the research include the opportunity to deeply engage in Indigenous wisdom teachings alongside Elders and knowledge holders, as well as to engage in thoughtful and reflective learning conversations with colleagues focused on implementation of the CBE Indigenous Education Holistic Lifelong Learning Framework.

Collaborative Partnerships | Elder Advisory Council

The Winter Elder Advisory Council (EAC) Meeting was held on Wednesday, December 6, 2023. During the EAC, the Indigenous Education Team shared the staff and student voice that has been received from across the system related to acknowledging the land. A renewed draft of the CBE Land Acknowledgement was shared for discussion and support. Updates on this work will be shared in January or February 2024.

People Excellence | CBE French Immersion at the National French Immersion Conference

In November, twelve teachers and school & system leaders from the CBE's French immersion program attended the *Association canadienne des professionnels de l'immersion* (ACPI), annual national conference in Saint John, NB. Keynote sessions included a historical overview of the successes and challenges of French immersion programs since the early 1980s, and approaches to addressing student anxiety.

Three of the twelve attendees were selected as presenters following a blind selection process in the spring. The Assistant Principal and Learning Leader from Hidden Valley School presented their approach to K-6 math talks integrating the neurolinguistic approach (NLA) to language learning. A CBE Languages Specialist presented on speech and debate pedagogy for middle and high school French immersion students.

People Excellence | Maatoomsii'Pookaiks (Children First) Indigenous Education Professional Learning Day

On Thursday, November 9, 2023, CBE staff across schools and service units engaged in a day of professional learning as part of the Maatoomsii'Pookaiks (Children First) Indigenous Education Professional Learning Day. This year, the day of learning was dedicated to deepening our understanding of the Heart Domain-To Belong as we work together to implement the CBE Indigenous Education Holistic Lifelong Learning Framework across all schools and service units. The creation of an Indigenous Student Panel Discussion video held space for the voices of Indigenous students to lead staff in learning about the ways in which they feel welcome, cared for, respected and safe at school. Their truthful sharing was courageous, and caused staff to reflect on areas for growth, and to celebrate the work that is taking place across classrooms, schools, and service units. In the video, students shared their perspectives on the meaning and importance of the four attributes of the Heart Domain-To Belong. The student panel was facilitated by Nikkole Heavy Shields who is a member of the Blackfoot, Kanai community.

An opening video was also created that contained information on how Maatoomsii'Pookaiks (Children First) received its name, the CBE land acknowledgement story, an honour song shared by Blackfoot drummers/singers, smudge teachings, some opening words from Superintendent Joanne Pitman, and messages from Indigenous Elders and Knowledge Keepers.

The Indigenous Education Team also created several supporting tools and resources for school and service unit staff to engage in further professional learning and collaborative team planning focused on what the Indigenous student panel shared (e.g., including Indigenous languages, weaving in Indigenous ways of being, belonging, doing, and knowing across disciplines, building relationships with Indigenous families). All Maatoomsii'Pookaiks resources will remain available of the Indigenous Education Insite page.



GARY STROTHER
ACTING CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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